Slide Handouts: Instruction –
Gathering the Information Part 2

Slide notes

Welcome to Module 6: Lesson 2. Instruction: Gathering the Information

Lesson Objectives

- To identify the characteristics of instructional practices

- To identify the four phases of learning:

  · Acquisition
  · Fluency
  · Maintenance
  · Generalization

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After viewing all of the lessons in this module, you will be able to identify the characteristics of instructional practices and identify the four phases of learning. In Part 2, we will cover fluency, the second phase of learning.

What Are Instructional Practices?

"Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others" (DEC, 2014.)

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As a reminder, Instructional Practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.

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The purpose of the instructional practices is to help children acquire the skills and behaviors that will help them be more independent and successful as young children and throughout their lives.

Phases of Learning

- Acquisition- Learning to do the skill
- Fluency- Learning to do the skill smoothly and at natural rates
- Maintenance- Learning to do the skill after instruction has stopped
- Generalization- Learning to apply the skill when needed and not to apply the skill when it is unnecessary.
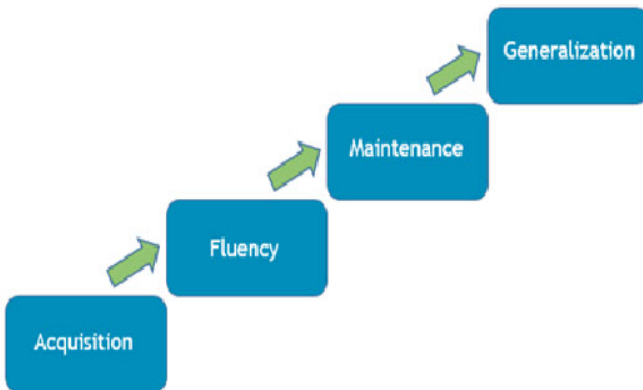
(Schwartz & Woods, 2015)

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There are four phases of learning that are related to instructional practices: Acquisition, fluency, maintenance and generalization.

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To intentionally plan for how each child will be supported in the phases of learning, adults must first identify the target outcome, skill or behavior. As we unpack instructional practices used to support each phase of learning it's important to understand that these practices may overlap from one phase of learning to another. Now let's take a look at each of the second phase of learning: Fluency.

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Before we begin, take a moment to get out your copy of the DEC Recommended Practices for Instruction. There are 13 different practices to support instruction. Click the "download" button if you need to access a copy of the practices. Have it available for reference as you move through this part of the lesson. Click continue when you are ready.

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Phase 2: Fluency.

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The next phase of learning after acquisition is fluency. Fluency is learning to do a skill smoothly and at a natural rate.

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One way to support a child in becoming fluent or "proficient" in a skill or behavior is to provide many opportunities throughout the day for the child to practice using the skill multiple times. Identify the everyday activities that are best suited for the child to practice using the targeted skill. Provide many opportunities for the child to practice using the target skill within those everyday activities (this is often referred to as embedded learning). Continue to provide support as needed such as the use of prompts, accommodations, and adaptations

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One way teachers support fluency is by looking at the daily schedule, and planning opportunities for the child to practice the target skill throughout multiple activities in meaningful ways. The teacher considers any support the child may need to fully participate in the activity. For example, does the child need the support of an adaptation? The teacher considers the adult's role in the activity and intentionally prepares for these opportunities.

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Let's look at an example of adults finding opportunities for a child to practice a target skill. Download and read the vignette. Notice the opportunities and supports the teacher has planned for the child to practice using the skill of turn-taking. Think about additional ways the teacher could embed turn-taking opportunities for the child. When you are ready to move ahead, click "continue" and respond to the questions on the next two slides.

Did you consider…

You may have suggested opportunities for Bristol to practice turn-taking skills during scheduled transitions and large group time.

You may have suggested opportunities such as:

- waiting for her name to be called to line-up for outdoor play
- learning to raise her hand to be called to answer a question or share during large group time

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You may have suggested opportunities for Bristol to practice turn-taking skills during scheduled transitions and large group time. You may have suggested opportunities such as waiting for her name to be called to line-up for outdoor play or learning to raise her hand to be called to answer a question or share during large group time.

How will the teacher know?

You may have responded that the teacher will know Bristol's use of the skill is increasing by observing:

- Bristol has more positive turn-taking interactions with her peers than negative
- Bristol needs little to no prompting to support her in turn-taking activities
- Bristol initiates turn-taking on her own with peers.

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You may have responded that the teacher will know Bristol's use of the skill is increasing by observing that Bristol has more positive turn-taking interactions with her peers than negative, or that Bristol needs little to no prompting to support her in turn-taking activities, or by seeing Bristol initiate turn-taking on her own with peers.

Instructional Practices to Support Fluency

Ask families what works best and help them to identify:

1) The everyday opportunities that will support their child in becoming fluent in the target skill.

2) When and how the opportunities will be provided or offered to the child.

3) What role the parent will play in supporting the child's fluency in the skill (this could be the use of a prompt, or making sure the child receives the expected consequence of using the target skill.)

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Families are critical in supporting fluency in the home environment, so be sure to engage families in conversations about their daily routines and support them in identifying practical ways to provide these learning opportunities for their child.

Instructional Practices to Support Fluency

Use explicit feedback:

- Use explicit feedback as needed to encourage, support, and reinforce child learning and development in the activity.

- Clearly state the behavior that you observed the child using.

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Another strategy to support fluency is to use explicit feedback so that children are able to understand what specific behavior they are doing well. Use explicit feedback as needed to encourage, support, and reinforce child learning and development in the activity Comments such as "Good job" and "Great work" are positive responses, but be sure to include a comment that clearly states "what" the child did well. For example, "Wow, you took three steps. I see you walking!

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Let's look at an example of an instructional practice to support fluency. Jenny works with Keira on learning to use the sign for "more" and "all done" to communicate her needs during meal time. Keira learns to use the signs proficiently during meal times. Jenny then helps Keira use the signs during other everyday activities to communicate needs to both adults and peers.

Instructional Practices to Support Fluency

- In order to support fluency, use prompt fading as the child becomes more successful at the target skill.

- Prompt fading is fading or decreasing the use of prompts (verbal, gestural, physical, modeling, etc.)

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In order to support fluency, try to fade or decrease the use of prompts over time.

Key Considerations to Support Fluency

To support the child's mastery:

- Use behavior elaboration strategies such as:
  - · modeling a new component to the skill
  - · providing choices
  - · asking questions

- Provide the child multiple opportunities across activities and settings. Opportunities should take place during the family's everyday activities and routines.

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In order to support the child's mastery of the skill or behavior, the adult can use different behavior elaboration strategies by modeling a new component to the skill, providing choices, or asking questions. Move on to the next slide to see examples of multiple settings for everyday activities.

Settings for Everyday Activities

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Settings for everyday activities can be anywhere your child is spending time, such as at home, in a classroom, at the park, at the grocery store, with peers, or with other family members.

Key Considerations to Support Fluency

Provide the child multiple opportunities to expand on their skill by using elaboration strategies within the activities.

Provide skill elaboration strategies within an activity by asking questions about the play, such as where, how, why.

- Model a new component of the skill and invite the child to try it on their own.
- Add a new challenge to the skill and invite the child to try it on their own.

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Provide the child multiple opportunities to expand on their skill by using elaboration strategies within the activities. Provide skill elaboration strategies within an activity by asking questions about the play, such as where, how, why. Model a new component of the skill and invite the child to try it on his own. Add a new challenge to the skill and invite the child to try it on her own.

Practicing a target skill: Watch the video. Can you identify the target skill this mother is working on?

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Let's check your knowledge! Watch a video of a family eating pizza. Can you identify the target skill this mother is working on? Be prepared to answer a knowledge check question on the next slide.

Let's See It: Notice how caregivers use everyday activities to provide instruction to a child.

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Watch this next video and notice how caregivers use everyday activities to provide instruction to a child. Then answer the question on the next slide.

Let's See It: What does the parent do to support her child's speech?

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Let's watch the first clip again and look for the instructional strategies the parent uses. What does the parent do to support her child's speech?

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This parent encourages her child's speech by asking questions, waiting for her child to answer, and responding positively when she talks.

Let's See It: What does this parent do to support her child as they wash dishes?

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Let's watch this clip again. What instructional strategy does this mother use to support her child as they wash the dishes?

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This parent provides the child with opportunities to use vocabulary by asking her questions and waiting for her response.

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In this lesson we covered the second in the four phases of learning that are related to instructional practice: Fluency is learning to do a skill smoothly and at a natural rate.

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This concludes part 2 of Module 6 Lesson 2. To learn more, see the resources here. After downloading, you can close this window and return to the Modules to continue the next part of this lesson.