

Slide Handouts: Instruction – Gathering the Information Part 2



Recommended Practices Modules

Module 6

Module 6: Lesson 2

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.

Why Use Instructional Practices?

“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.”

(Schwartz & Woods, 2015, p. 77)



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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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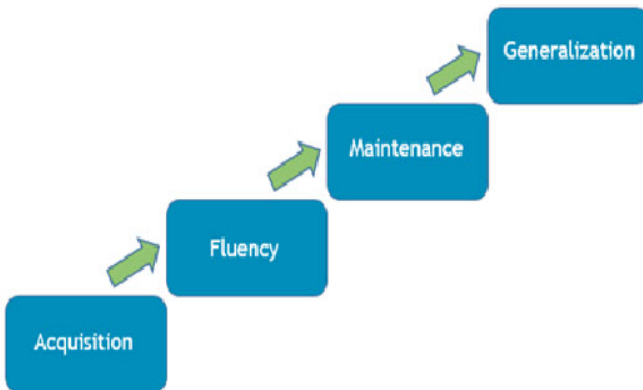
Slide notes

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

Phases of Learning

Critical Considerations

- Identify the target outcome (i.e., skill or behavior)
- Practices may overlap from one phase of learning to another



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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.

DEC Recommended Practices

Module 6: Instruction • DEC Recommended Practices

RPMs | Early Childhood Recommended Practice Modules

Instruction: DEC Recommended Practices

Instruction

Instructional practices are a cornerstone of early intervention and early childhood special education. Teachers, other practitioners, family members, and other caregivers use instructional practices to maximize learning and improve developmental and functional outcomes for young children who have or are at risk for developmental delays/disabilities.

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

Instructional practices are a subset of intervention activities conducted by practitioners and parents. We use the term "instructional practices" rather than the terms "teaching practices" or "interventions" because instruction is the predominant term used in the research literature to refer to intentional and systematic strategies to maximize learning.

The recommended instructional practices below are written from the perspective of the practitioner. They may also be implemented by families or others who interact with the child, often with support of the practitioner. We recommend the following practices to support instruction:

- INS1.** Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.
- INS2.** Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
- INS3.** Practitioners gather and use data to inform decisions about individualized instruction.
- INS4.** Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
- INS5.** Practitioners embed instruction within and across routines, activities and environments to provide unobtrusively relevant learning opportunities.
- INS6.** Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.
- INS7.** Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.

Recommended Practices Modules (RPMs) <http://rpm.fpg.unc.edu>

Download

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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.

Phase 2: Fluency



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Phase 2: Fluency.

Fluency

Phases of Learning

1. Acquisition
2. Fluency
3. Maintenance
4. Generalization



Fluency is learning to do a skill smoothly and at a natural rate.

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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.

Instructional Practices to Support Fluency

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
- Practice
- Support



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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

Instructional Practices to Support Fluency



INS 4, 5

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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.

Instructional Practices to Support Fluency: Vignette 1

What opportunities and supports did the teacher plan to help Bristol practice taking turns?

Module 6 Instruction Vignette 1

RPMs | Early Childhood Recommended Practice Modules

Instruction: Vignette 1

Instructional Practices to Support Fluency

Bristol's teacher and family have identified turn-taking as the target behavior they want to practice with her. Based on some negative interactions with her peers, by reviewing the daily schedule, the teacher identifies opportunities in which Bristol can practice the skill of turn-taking.

Time	Activities	Expected Learning Opportunities
0:00	Arrival, Greeting, and Take Toys	Invite "B" to assemble puzzles by taking turns adding a puzzle piece to the large puzzle.
0:30	Breakfast	"B" will have the opportunity to take turns passing family-style food dishes around the table. "B" will need some verbal prompts to pass food dishes to her peers.
0:50	Transition to Large Group	
0:10	Large Group	
0:30	Child Selected Learning Activities	<p>At 8:30, allow "B" to use a hole punch with a peer adding paint to the paper to create "Monday's Art"</p> <p>After popcorn arrives, I use a popcorn shovel and funnel for children to create hand-out of popcorn activities. Verbally and visually remind "B" if she skips ahead says that she gets a turn. Remind her that when the timer beeps, her turn is approaching.</p>
10:30	Transition to In-School Learning Activities	
11:00	Outdoor Learning Activities	<p>Provide verbal cues when needed to help "B" take turns sliding.</p> <p>Example: Add a sign-up sheet, invite "B" to sign up for her turn on the swing.</p>

Recommended Practice Modules (RPMs) | <http://open.illustrative.com>

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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!”

Instructional Practices 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, like communicating needs to both adults and peers.

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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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Slide notes

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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Slide notes

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?

Did you see?

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



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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?

Did you see?

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



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

Summary

Module
6

Four phases of learning are:

- 1) Acquisition
- 2) Fluency
- 3) Maintenance
- 4) Generalization

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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.

References and Resources



References

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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.