



Slide Handouts: Instruction – Gathering the Information Part 3

Recommended Practices Modules

Module 6

Module 6: Lesson 2

Instruction: Gathering the Information
Part 3

Silhouettes of four children at different stages of development: crawling, sitting, standing, and walking with a ball.

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

2

Slide notes

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 3, we will cover maintenance and generalization, the third and fourth phases 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.)

3

Slide notes

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)



4

Slide notes

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)

5

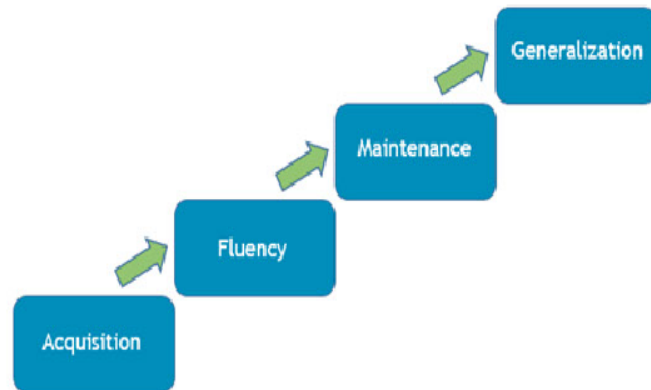
Slide notes

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



6

Slide notes

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 the last two phases of learning: Maintenance and Generalization.

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.fg.us.edu>

Download

Continue

7

Slide notes

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 3: Maintenance

8

Slide notes

Phase 3: Maintenance.

Maintenance

Phases of Learning

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



Maintenance is learning to do the skill after the instruction has stopped.

9

Slide notes

Once the child is fluent in a skill, the next phase is maintenance. Maintenance is learning to do the skill after the instruction has stopped. For example, reducing and then eliminating the use of a verbal or physical prompt that was previously used to elicit the child's use of the skill or behavior.

Instructional Practices to Support Maintenance

- Continue to provide the child multiple learning opportunities within and across activities.
- Continue to provide explicit, positive feedback when you observe the child initiating the target skill (this is especially helpful in supporting child target skills related to social emotional development).



Continue

10

Slide notes

Continue to provide opportunities for the child to use the skill within and across activities. Provide explicit, positive feedback.

Instructional Practices to Support Maintenance

Follow the child's lead by:

- Paying attention to what the child is doing
- Imitate the behavior the child is using when possible
- Respond positively and ask questions to help the child elaborate on the skill they are using



11

Slide notes

Another way to support maintenance is to give children opportunities to continue to use their new skill while following their lead.

Instructional Practices to Support Maintenance

Example: Following the Child's Lead

The adult is supporting a child's use of language during everyday activities. The adult sees the child playing with a baby doll. The child is putting the doll in a chair. The adult holds a baby doll also, and then asks the child questions such as, "Is your baby hungry? What does your baby like to eat?" The adult may then model feeding their own baby doll and then ask more open-ended questions to encourage the child to elaborate on his use of language skills.

[Continue](#)

12

Slide notes

Here is an example of following a child's lead. Click continue when you have finished reading the example.



Take note: Notice how these caregivers are paying attention to what their children seem interested in and are supporting maintenance by letting the child practice skills they already have while providing child encouragement.

Continue

13

Slide notes

Let's watch a few examples of adults following a child's lead. The children and adults in these clips are at their homes. Click play to watch the video. Click continue when you are ready to move on.



Take note: Notice how these teachers also let children practice their skills without interference

Continue

14

Slide notes

Here are several examples of adults following a child's lead in the classroom environment. Click play to watch the video. Click continue when you are ready to move on.

Instructional Practices to Support Maintenance

Consider when it may be necessary to change the consequence the child receives in order for them to remain interested and engaged in a learning activity.

For example: Changing the response the adult provides of clapping to giving the child a high-five may renew the child's interest in using the skill.



Continue

15

Slide notes

Consider when it may be necessary to change the consequence the child receives in order for them to remain interested and engaged in a learning activity.

Phase 4: Generalization

16

Slide notes

Now let's talk about the last phase: Generalization.

Generalization

Phases of Learning

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



Generalization is the child's ability to understand the different contexts in which to use or not use the previously targeted skill.

17

Slide notes

Generalization is the child's ability to understand the different contexts in which to use or not use the previously targeted skill.

Instructional Practices to Support Generalization

Continue to use different behavior elaboration strategies to promote a child's continued engagement and use of the target skill in different contexts.

For example: Marcus discovers that since he has learned to walk in the house, he is also able to walk in the store, at the playground, and other places of interest.



To learn more about supporting child engagement, see the Interaction Module:

<http://rpm.fpg.unc.edu/module-1-interaction>

18

Slide notes

Continue to use different behavior elaboration strategies to promote a child's continued engagement and use of the target skill in different contexts.



Take Note: Notice how this mom encourages her child to use the phone and helps expand the activity by suggesting her daughter have a conversation with a relative.

Continue

19

Slide notes

Let's watch a video of a parent expanding her child's opportunities. Notice how this mom encourages her child to use the phone and helps expand the activity by suggesting her daughter have a conversation with a relative.

Check Your Knowledge



20

Slide notes

Let's check your knowledge!

Summary

Module
6

Four phases of learning are:

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

22

Slide notes

In this lesson we covered the third and fourth phases of learning that are related to instructional practice: Maintenance is learning to do the skill after the instruction has stopped, and Generalization is the ability to understand the different contexts in which to use or not use the previously targeted skill.

References and Resources



23

Slide notes

This concludes Module 6 Lesson 2. Thank you for participating. To learn more, see the resources here. After downloading, you can close this window.