

Slide Handouts: Instruction – Take Action



Recommended Practices Modules

Module 6

Module 6: Lesson 3

Instruction: Take Action

The image shows four silhouettes of a child at different stages of development: crawling, sitting, standing, and walking with a ball. The silhouettes are arranged in a line from left to right, showing the progression of the child's physical abilities.

Welcome to Module 6: Lesson 3. Instruction: Take Action

Lesson Objectives

- Identify the four phases of learning using a scenario with a family
- Understand the importance of instructional strategies for dual-language learners
- Understand the importance of data-driven instruction

2

The objectives of this lesson are for participants to identify the four phases of learning using a scenario with a family; to understand the importance of instructional strategies for dual-language learners; and to understand the importance of data-driven instruction.

Performance Indicators

Participants will be able to:

- identify the four phases of learning,
- recognize instructional strategies that include dual language, and
- recognize the role data play in providing individual instruction.

3

First let's review the performance indicators for this lesson. Participants will be able to identify the four phases of learning in a scenario with a family. Participants will recognize instructional strategies that include dual language, and participants will recognize the role data play in providing individual instruction.



DEC Recommended Practices

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.

INS 5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

INS 6. 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.

INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.

INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.

INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.

INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.

INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.

INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

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The 2014 DEC Recommended Practices include the following instructional practices. Review the practices. Click continue when you are ready to move forward.

Activity: Scenario

Jasmine



5

In Lesson 3 we will examine a scenario that describes a family working with a speech language pathologist to show how instructional practices might be used.

Scenario Part 1



Jasmine is non-verbal. Her mother wants her to learn to use the communication device from the Early Intervention Loaning Library. Jasmine's mother decides that she will teach her to use this skill during meal times because Jasmine likes to eat. She will teach Jasmine "all done eating," wants "more," and "thank you."



Slide notes

After a few conversations with the speech language pathologist, Jasmine's mother identified a skill that she wants to teach her daughter. Jasmine is non-verbal. Her mother wants her to learn to use the alternative augmentative communication device that the family just received from the Early Intervention Loaning Library. Jasmine's mother decides that she will first teach her to use this skill during meal times because Jasmine likes to eat! She will teach Jasmine to tell her that she's "all done eating," wants "more," or to say "thank you" by pushing the corresponding button on the device.

Scenario Part 2

Evaluating Child Progress

An important part of acquisition is evaluation.

- Indicators to show if support is working
- How is the target behavior being used
- The type of prompts or supports used



An important part of acquisition is evaluation. The speech language pathologist leaves Jasmine's mother a paper with a few indicators to help her know if her support to Jasmine is working. She jots down how Jasmine is using the target behavior during meal times and the type of prompts or supports used to help Jasmine.

Scenario Part 3

Progressing Skills

Jasmine has become proficient using the device during mealtimes. Her mother plans to change the images and recordings on the device to help Jasmine learn to communicate during play activities.

- “Which toy do you want to play with?”
- “Which toy is your favorite?”
- “Do you want to continue playing with the puzzle?”



10

During a home visit with the speech language pathologist, Jasmine's mother shares her journal notes and discusses Jasmine's progress with the target skill. She and the speech language pathologist agree that Jasmine has become proficient in using the communication device during mealtimes. Jasmine's mother suggests that it is time for Jasmine to use the device during other everyday routines. She plans to change the picture images and recordings on the device and help Jasmine use the device to communicate during play activities. Her mother plans to prompt Jasmine's use of the device by asking her such questions as, "Which toy do you want to play with? Which toy is your favorite? Do you want to continue playing with the puzzle?"

Using Instruction to Support Learners of Dual Languages

Provide instruction and positive responses in both the child's native language and English.

The instruction can be given verbally or supported with visual aids, such as:

- written language
- photos and pictures
- objects




Another important naturalistic instructional strategy includes building the language skills of children with disabilities who are learners of dual languages. This can be accomplished by providing instruction and positive responses in both the child's home language and English. The instruction can be given verbally or supported with visual aids. Visual aids include supports such as providing written language, photos, pictures, or objects.

Video Examples

Let's watch some examples of parents providing positive responses in their native language.

13

Let's watch some more examples of parents providing positive responses in their native language.



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Naturally Occurring Child Learning

Continue

14

Click the play button to watch the video. When you are done, click the Continue button to move forward.



Let's See It: Watch the video of a father using naturalistic instruction to increase his son's vocabulary during an everyday activity of changing his clothes.

Continue

15

Let's watch a video of a father using naturalistic instruction to increase his son's vocabulary during an everyday activity of changing his clothes!

Did you see?

This father is building the language skills of his child by providing instruction and positive responses in both the child's home language and English.



This father is building the language skills of his child by providing instruction and positive responses in both the child's home language and English.

Key Considerations

- Watch for connections
- Keep a journal or take notes
- Do you see expected changes in that child's learning or behavior?



17

Remember to watch for connections between the instructional practices you use and benefits for the child. You may want to keep a journal or take notes about when you or a parent use an instructional practice with a child and whether you see expected changes in that child's learning or behavior.



Watch the mother embed language and literacy into her interactions with her daughter using both Spanish and English. She has identified the target skill for her child as naming parts of the face.

Continue

18

Let's watch this mother embed language and literacy into her interactions with her daughter using both Spanish and English.



Notice how this teacher provides the child enough time to complete the target behavior and also uses explicit feedback: “See how well you did it... every letter.” It is very clear to the child what the target skill was and that he did it correctly.

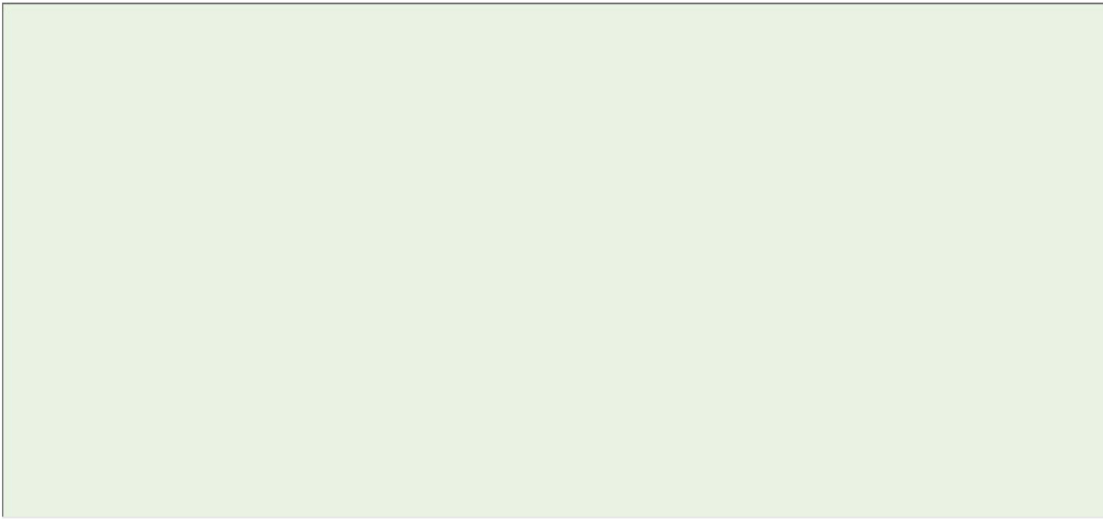
Continue

19

Let's watch a video of a child writing his name.

What Did You See?

In the box provided, write down the instructional strategies you see the teacher using to support the child in writing his name.



Submit

20

In the box provided, write down the instructional strategies you see the teacher using to support the child in writing his name.

Did you notice?

The teacher provides the child enough time to complete the target behavior and also uses explicit feedback “See how well you did it... every letter.” It is very clear to the child what the target skill was and that he did it correctly.



21

Did you notice that the teacher provided the child enough time to complete the target behavior? She also used explicit feedback - she said “See how well you did it... every letter.” It is clear to the child what the target skill was and that he did it correctly.

Instructional Practices to Support Acquisition

Adults collect data along the way to make decisions related to supporting the child's use and mastery of the target skill or behavior, such as:

1. Is the child using the target skill or behavior (fluency)?
2. Does the child still need the support of prompts or adaptations in order to perform the skill? If not, how will I fade or discontinue the use of prompts?
3. Does the child initiate the behavior once learned (maintenance)?
4. Does the child use the targeted skills or behavior in different settings, with different people, and with different materials (generalization)?

Continue

22

Adults collect data along the way to make decisions related to supporting the child's use and mastery of the target skill or behavior. Review this list and then move on to the next slide.

Collecting and Using Data

Collecting data through assessment adds to what we know about children and the best ways to support their development.

Data are used to maximize learning opportunities and provide the appropriate supports for a child and their family.

(Squires, 2015)



23

Collecting data through assessment adds to what we know about children and the best ways to support their development.

Data-based Interventions

Many of the strategies mentioned in this module can be used to monitor children's progress. Only when interventions are based on data (both formal and informal) are they likely to be the most appropriate for the individual child and therefore successful.

Continue

24

Remember, Only when interventions are based on data (both formal and informal) are they likely to be the most appropriate for the individual child and therefore successful.

Summary

Children with disabilities who are dual-language learners build their language skills by experiencing instruction and positive responses in both their home language and English.

Interventions that are data-driven are the most likely to lead to positive outcomes and growth for children with disabilities.

For more information on supporting dual language learners, see the Early Childhood Learning and Knowledge Center's Dual Language Learners Toolkit:
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>

Continue

25

In summary: It is important to remember that children with disabilities who are dual-language learners build their language skills by experiencing instruction and positive responses in both their home language and English. For more information on supporting dual language learners, please visit the Early Childhood Learning and Knowledge Center website and see their "Dual Language Learners Toolkit." The link is shown on the screen and is listed in the references and resources as well. Interventions that are data-driven are the most likely to lead to positive outcomes and growth for children with disabilities.

Module
6

References and Resources



References 26

The slide features a blue header with the text 'References and Resources' in white. In the top right corner, 'Module 6' is written in white on a dark blue background. Below the header is a white area with a blue downward-pointing arrow shape. In the center of this white area is a stack of approximately ten colorful books (blue, orange, green, yellow, grey, light green, red, yellow, blue) arranged in a slightly curved line. In the bottom right corner, there is a blue button with the word 'References' and a circular icon containing the number '26'.

This concludes Module 6 Lesson 3. For more information, see the resources here. When you are done, you may close this window.