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# Learning Guide 6.2 Instruction- Ask the Expert

## **Objectives**

* Describe instructional practices.
* Identify key characteristics of recommended practices related to instruction.

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| **Related Content:** [Module 6, Lesson 1 Ask the Expert](https://rpm.fpg.unc.edu/module-6-instruction-plan/lesson-1-ask-experts)**Instructional Method:** Discovery**Level:** Intermediate**Estimated Time Needed:** 5 min. instructor preparation; 20 min. learner activity |

## **Description**

In this lesson, learners will understand why instructional practices are important in their work with children by considering:

* What are effective instructional practices?
* What does the research say about effective instructional practices?
* What are the implications for how we work with young children, particularly children with disabilities, and their families?

## **Materials/Resources**

## Handout 6.1 Instruction ‒ Ask the Experts

## Learning Guide 6.2 Activity Handout

## **Facilitator Instructions**

1. Have learners review Handout 6.1: Instruction – Ask the Expert.
2. Have learners complete the questions on the activity handout using the above handout as reference.
3. Provide Feedback

**Suggested Assessment**

**Performance Indicator**: Learners will be able to identify the common characteristics of effective instructional practice: *based on the individual child; intentional, targeted behavior or skill; based on data; aligned with family beliefs and values; and builds on child’s strengths, preferences, and interests.*

## **Distance Learning Tips**

* Learners can respond online or using the PDF Form; which can be printed, emailed, or submitted online.
* Learners can complete the activity individually, in pairs, or in small groups.

## **Learning Guide 6.2 Activity Handout**

**Name(s):**

**Date:**

**Directions:**
Refer to the following handout to help answer these questions: Handout 6.1 Instruction ‒ Ask the Experts.

1. What are effective instructional practices?
2. What does the research say about effective instructional practices?
3. What are the implications for how we work with young children, particularly children with disabilities, and their families?