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# Learning Guide 6.4 Instruction- Take Action

## **Objectives**

* Learners will apply instructional practices by creating an embedded learning opportunity matrix.
* Learners will provide instructional activities into natural learning environments.

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| **Related Content:** [Module 6, Lesson 3 Take Action](https://rpm.fpg.unc.edu/module-6-instruction-plan/lesson-3-take-action)**Instructional Method:** Structured Exercise**Level:** Intermediate/Expert**Estimated Time Needed:** 5 min. instructor preparation; 35 min. learner activity |

## **Description**

## In this activity, learners will create an embedded learning opportunity matrix to provide multiple opportunities for a child to engage in instruction and move through acquisition, fluency, maintenance, and generalization.

## **Materials/Resources**

* Sample Child Instructional Goals
* Learning Guide Activity Handout 6.4
* DEC Recommended Practices for Instruction

## **Facilitator Instructions**

1. Divide learners into groups of two. Provide each pair a sample child instructional goals and a copy of Handout 6.3.
2. Instruct learners to read about their sample child and the child’s instructional goals and then fill out the embedded learning opportunity matrix on Handout 6.3 based on the child’s natural learning environment.
3. After sufficient time, have pairs talk with other pairs about their instructional goals for their sample child and allow time for peers to provide feedback.
4. Debrief with the whole group.

**Suggested Assessment**

**Performance Indicator:** Learners will apply instructional practices using embedded learning opportunities across a child’s natural learning environment.

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| **If the learner…** | **Then provide feedback…** |
| Does not apply instructional practices in the child’s natural environment. | Have the learner review content in Module 4 – Environment (LINK) to learn more about natural learning environments.  |
| Uses instructional practices that are not aligned with DEC Recommended Practices for instruction. | Have the learner return to Module 6, Lessons 1 and 2 (LINK) to review the DEC Recommended Practices for Instruction and the related examples. |

## **Distance Learning Tips**

* Learners can work individually to complete the embedded learning opportunity matrix.
* Provide individual feedback in a timely manner.

## **Learning Guide 6.4 Handout**

**Names:**

**Date:**

**Directions:** Using your sample child’s instructional goals, create an embedded learning opportunity matrix listing the natural learning environment and everyday activities and routines (on the left) along with possible instructional practices (in the center) and the corresponding DEC Recommended Instructional Practice.

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| Natural Learning Environment(circle one)Home School Other | Instructional Goal: | DEC Recommended Practice # |
| *Sample: Mealtime**Sample: Block Area* | *Sample: Clara will receive positive feedback when using the spoon correctly.* *Sample: Teachers will support Ethan’s play by having peers engage in positive interactions.* | *INS7**INS8* |
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**Sample Child Instructional Goals**

**Directions:** Cut out the individual sample child with goals and provide one to each pair of learners.

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| Child: Kate, age 3 yearsNatural Learning Environment: HomeInstructional Goal: Take 2-3 turns in conversation by adding new information. | Child: Hamida, age 5 yearsNatural Learning Environment: PreschoolInstructional Goal: Buckle belt, tie shoes, and put on coat independently. |
| Child: Taneka, age 8 monthsNatural Learning Environment: HomeInstructional Goal: Look to caregiver for assistance or to gain attention.  | Child: Ansley, age 4 yearsNatural Learning Environment: Head StartInstructional Goal: Count up to ten and knows amounts up to five. |
| Child: Harley, age 3 yearsNatural Learning Environment: Child CareInstructional Goal: Including peers in play and making/maintaining friendships. | Child: Adrian, age 2 yearsNatural Learning Environment: Early Head StartInstructional Goal: Participate in turn-taking activities and demonstrate some basic prosocial behavior with peers.  |
| Child: Jesse, age 18 monthsNatural Learning Environment: HomeInstructional Goal: Point to body parts when an adult verbally names each. (e.g., head, hands, toes, eyes, ears, nose). | Child: Marit, age 4 yearsNatural Learning Environment: Child CareInstructional Goal: Answers questions from adults with intelligible speech. |
| Child: Nadja, age 5 yearsNatural Learning Environment: Pre-KindergartenInstructional Goal: Recall at least 3-4 elements of a story without prompting. | Child: Julio, age 14 monthsNatural Learning Environment: HomeInstructional Goal: Take short quick steps on level surfaces. |

## **DEC Recommended Practices for 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 effects 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 “intervention” 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 contextually 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.

**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.

Source:Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from [http://www.decsped.org/recommendedpractices](http://www.dec-sped.org/recommendedpractices)