

**Learning Guide 6.6 Performance Feedback Guide –**

**Instruction Practices**

**How to use this guide**

This guide can be used with learners who have engaged in instructional practices that benefit young children with disabilities in either their own classroom/setting/program or in field-experiences associated with university coursework.

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| **Performance Indicator:** Participants will understand the characteristics of instructional practices and how they support child learning outcomes. |

**Does the learner demonstrate the common characteristics of instructional practice?**

Look for:

* Learner engages in instruction based on the individual child.
* Learner aligns instruction with family beliefs and values.
* Learner intentionally targets skills and behaviors.
* Learner identifies target skills and behaviors based on data.
* Learner uses instruction built on child’s strengths, preferences, and interests.

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| **IF** | **THEN** |
| The learner does not individualize instruction. | Have the learner spend more time observing the child to develop a greater perspective on the child’s strengths and needs. |
| The learner does not align instruction with family beliefs and values. | Have the learner return to [M6L2](https://rpm.fpg.unc.edu/module-6-instruction-plan/lesson-2-gathering-information) and find examples of practitioners aligning instruction with family beliefs and values.  Refer the learner to [Module 5: Family](https://rpm.fpg.unc.edu/module-5-family) |
| The learner chooses skills and behaviors without intention. | Refer the learner to [M6L3](https://rpm.fpg.unc.edu/module-6-instruction-plan/lesson-3-take-action) to observe a practitioner intentionally choosing skills and behaviors for instruction and embedding these into natural learning opportunities. |
| The learner does not use data as a basis for instruction. | Refer the learner to DEC Recommended Practice INS3 and the [“Ask the Expert” handout](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/resources/Handout%206.1-Instruction-Ask%20the%20Expert.pdf). |
| The learner does not use instruction built on child’s strengths, preferences, and interests. | Refer the learner to [M6L2](https://rpm.fpg.unc.edu/module-6-instruction-plan/lesson-2-gathering-information) Practices to Support Acquisition. |