



## presenter's notes

### Planned Instruction Sequence (PInS)

#### Materials Needed:

- Presenter's PowerPoint
- Presenter's PowerPoint
- Projector and audio equipment
- Handout: Observation of a Child
- Handout: Child Assessment Form
- Handout: Effective PInS Checklist
- Handout: Matching Activity Template
- Flip Chart
- Glue sticks, small paper bags or envelopes—Directions for Matching Activity. Prior to the training, cut out all cues and helping strategies from the 1st page of the Matching Activity. Place each set of "cues" into a small paper bag or envelope and each set of helping strategies into a small paper bag or envelope. Each group of 2-3 participants should receive one bag/envelope of cues and one bag/envelope of helping strategies. The second page of the Matching Activity, the Matching Activity Template, should be handed out to participants. They will then draw out one cue and one helping strategy from each bag/envelope and decide as a group if the helping strategy matches the cue.
- Handout: Evaluation

Slide 1

Slide 2

Slide 3

1. Welcome to the Head Start Center for Inclusion training on Planned Instructional Sequences. This is one of five modules created by the Head Start Center for Inclusion on supporting teachers to better include children with disabilities into their early childhood classrooms.
2. By the end of this presentation, participants will be able to:
  - Define planned instructional sequence
  - Demonstrate understanding of the 4 elements of a planned instructional sequence
  - Describe helping strategies
  - Determine appropriate helping strategies
  - Plan instruction for individual children
3. We are a federally funded grant program working to systematically address existing barriers to effective inclusion and increase the **competence, confidence and effectiveness** of personnel in Head Start programs to include children with disabilities.

Slide 4

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Slide 8



video

Slide 9

4. Why and how we began is twofold...
 

One: We know that the success of inclusion depends on everyone realizing that it involves more than children "just being there."

Two: Inclusion refers to the full and active participation of young children with disabilities in programs with typically developing children.
5. HSCI Framework:
6. Today we are going to talk about HSCI's teaching strategy called Planned Instructional Sequences, PInS for short. PInS is a short teaching interaction that utilizes research proven techniques to plan, organize and implement instruction. PInS can be used to teach any skill including communication, cognitive, adaptive, motor and social skills. It is a great way to organize instruction for children with and without disabilities.
 

You may have heard of other similar strategies or sequences that use the same principles such as discrete trial or teaching loop. PInS is like these strategies in that they all have a specific sequence to initiate and follow up on teaching interactions.
7. This is the HSCI Framework which is the basis for all of the modules for the Head Start Center for Inclusion. Planned Instructional Sequences (PInS) support instruction in all blocks. PInS is a strategy that can be used to teach children who are fully accessing the general education environment in the bottom block, as well as, children who are learning skills that require more support in the Curriculum Modifications and Adaptations block, Embedded Learning Opportunities block and the Focused Instructional Trials block. PInS is, however, the basis for providing instruction in the top two blocks. Because remember, PInS is a short teaching interaction used to teach a child a skill.
8. Now let's look at PInS in action. We will watch several videos of teachers using PInS in their classrooms to teach children specific skills. As you watch notice how quickly each PInS interaction takes place and how easily they fit into the ongoing classroom activities.
 

**\*PRESENTER'S TIP\*:** Use the notes below to describe what is happening in each clip before it plays. Pause after each clip to describe the next.

VIDEO 1: PINS AT BLOCKS: The child in this video is working on identifying size concepts, specifically little. The teacher uses PInS to practice this skill during block play.

VIDEO 2: PINS PLAYDOUGH: The child in the striped shirt is working on asking for help when needed. The situation is set up by the teacher and she works on this within the playdough activity

VIDEO 3: PINS DURING A SONG: The child in red is working on identifying prepositions and the teacher uses a PInS interaction to practice this during a song.

VIDEO 4: PINS DURING CIRCLE: One of the children in the circle is working on imitating the actions of an adult – the teacher uses a PInS interaction to work on this during circle.

Do any of these interactions look familiar? PInS can occur within common classroom activities. Although thoughtful planning and consideration goes into PInS, to the child and an observer, it can just look like play!
9. Do any of these children sound familiar?
  - Everyday we talk about shapes at circle and we frequently do art projects with shapes, but Naomi still doesn't know any.
  - When it is time to move from one activity to another, Aiden often screams and hits. We have tried giving him a warning, but it isn't working.
  - Nevaeh has a goal on her IEP to use 3-4 word sentences. Right now she usually uses 1 word to ask for things.

- Ty is having a hard time making friends. He seems to always be taking toys and materials away from other children.
- The Occupational Therapist sees Eric for his motor IEP goals. We noticed he still has trouble with zippers and snaps on his clothing in the classroom.

All of these children are currently lacking skills that they still haven't learned just by being included in the classroom. These skills can be taught using PlnS. These children may or may not be on IEPs as we know that some children without disabilities also require extra support in some areas. Keep all of these children in mind as we look in detail at using Planned Instructional Sequences to plan and teach a variety of children new skills.

Slide 10

Slide 11

1 &amp; 2

handout

Slide 12

- Children with IEPs have been assessed and determined eligible for special education services in one or more skill areas. They receive specially designed instruction on goals written by their IEP team (which can include parents, Head Start teachers, special educators, service providers and more). Instruction on these goals is often provided within the classroom. Planned Instructional Sequences use strategies to plan and teach children targeted skills, like those on their IEPs.

Children without IEPs also benefit from this type of planned instruction on skills they are learning or a little behind in learning. PlnS is a successful teaching strategy to help focus and organize your instruction and to add to your toolkit!

- Child Assessment Form: The form used in the Modifications Module called the "Child Assessment Form" can provide targets for a specific child who demonstrates difficulty during some activities in the day.

*Worksheet: Observation of a child*

*Worksheet: Child Assessment Form*

- PlnS is a 4 step process. We will briefly go over these steps before going into detail on each one.

When using PlnS, the teacher plans ahead to teach a specific skill. She carefully identifies and plans for each of the following steps:

- First some type of cue is given to get the process started. These are often verbal cues (or something the teacher says), but children can also be cued by the environment, an activity or even peers.
- Next the teacher will provide some type of help if the child needs it. This is the teaching part and is extremely important, especially in the beginning learning stages of a new skill.
- The third step is the child response. The teacher will provide enough time for the child to respond either after the cue or after the help.
- Lastly, the teacher will provide feedback depending on the child's response. Correct and incorrect responses will elicit different feedback.

VIDEO 1: FOLLOWING DIRECTIONS: 1) *The teacher provides a group direction and then turns her attention to focus on a specific child who is learning to follow group directions.* 2) *The child receives "help" when the teacher gives her a visual (picture of the next activity—lining up) and draws her attention by pointing and saying "what's next?".* 3) *The child responds by walking to the line and* 4) *the teacher provides feedback by labeling her action and moving to the next activity.*

VIDEO 2: NAMING LETTERS: 1) *The teacher asks the child "What letter is this?"* 2) *She verbally "helps" the child by modeling the answer aloud.* 3) *The child responds correctly by repeating the letter name.* 4) *The teacher provides feedback*



video



video

Slide 13

Slide 14

Slide 15

Slide 16

Slide 17

Slide 18

13. The first step in a Planned Instructional Sequence is a cue

14. A cue is the first step in a Planned Instructional Sequence

A cue is something a teacher does or says to start instruction. It is important to remember that this is just the start of instruction and is not instruction in and of itself.

The purpose of a cue is to elicit a specific skill or behavior from a child. It is a way to start an interaction to get the child to work on a priority goal or skill.

15. There are 2 basic categories of cues.

- Verbal (directions or questions): Verbal cues just refers to directions or questions said aloud by the teachers, peers or other adults.
- Non-verbal (gestures, environmental, activity based): Non-verbal cues include any non-verbal strategy used in order to elicit a response from a child.

16. Here are some different verbal cues you may hear on an average day in a preschool classroom. These cues are given in a direction form. We can already start to think about tone and affect when providing cues that are directions.

- "pour the milk"
- "say my turn"
- "count the crayons"
- "stand up please"
- "choose a learning center"
- "show me the big dinosaur"
- "Janie, wait for a turn"
- "use the spoon for applesauce"
- "wash your hands"
- "give Jordan the red plate"
- Others

17. Here are more examples of verbal cues. These examples are in question form.

- "What color is this?"
- "Where is the small dog?"
- "What shape is that?"
- "What could you say?"
- "What does your name start with?"
- "What comes next?"

18. First take a few moments to think about some of the verbal cues you deliver on regular basis in your classroom.

Then share these with your neighbor. Do you use many of the same verbal cues?

Lastly, choose a few to share with the group.

**\*WRITE THESE ON FLIP CHART\***

Are there any common cues? Do teachers tend to use similar cues to work on the same skill (e.g. "What shape is this?" "Can you find the letter S?" to work on shapes and letters)



small group  
activity



flip chart

## Slide 19

19. Let's go over some examples of cues that are not verbal, but still start some type of instruction for a child. We will call these non-verbal cues.

FOR EXAMPLE:

- Passing a child a bowl of peaches can cue the child to serve herself using the serving spoon
- Patting the seat of an empty chair can cue the child to sit down in that seat

Let's think about the behaviors these other cues could be signaling:

*Have participants volunteer answers—use the answers provided as a guide.*

- What could ringing a bell signal?: *stopping and listening for the direction, cleaning up, lining up, etc.*
  - How about providing only some of the supplies for a task. In other words, not giving enough of a needed material for a project, at circle time, etc. For example, during play dough play at the table provide all of the needed toys, but leave out the play dough: *request or ask for needed materials using words, asking for help, asking questions, etc.*
  - What could the gesture of "I don't understand" cue?: *a child to initiate language, comment, request help, request items, etc.*
  - Using unexpected events is another cue. That is, doing something that is out of the ordinary or out of routine. At the end of circle time you may ask everyone to stand up and go shopping (rather than go to lunch): *elicit commenting, question asking, requesting, etc.*
  - Handing a child his toothbrush signals to the child to do what? *Get toothpaste, brush his teeth, etc.*
  - We want a child's dirty hands to signal her to what? *Go wash her hands*
20. First take a few moments to think about some of the cues you deliver that are not verbal on regular basis in your classroom.
- Then share these with your neighbor. Do you use many of the same cues?
- Lastly, choose a few to share with the group.

**\*WRITE THESE ON FLIP CHART\***

Are there any common cues? Do teachers tend to use similar cues to work on the same skill.

## Slide 21

21. Cues are used often throughout the day, but it is important to know that this is only the first step of a Planned Instructional Sequence. We often give directions and questions throughout the day, but it is only teaching when you follow up with the rest of the sequence.

## Slide 22

22. In the photo, the teacher is cuing the child in the gray shirt to put a sticker on the chart by handing it to him. View the videos to see teachers and children use a variety of different cues to elicit specific behaviors, actions or words from each child. At this time we are only going to see the cues teachers are providing. Remember, cues are just something the teacher does or says to begin the teaching interaction.

**\*PRESENTER TIP\*:** *Pausing after each clip may allow time for a quick discussion. The notes below provide more information around what the teacher is doing and the individual goals.*

CLIP 1: VERBAL CUE: "You can write 'M' 'A' for Mariam" – the teacher uses a direction to elicit a response for the child to write letters. Child's Current Goal: To write the first two letters of her name.

CLIP 2: VERBAL CUE: "What's his name?" – the teacher uses a question to cue the child to name a classmate. Child's Current Goal: To identify a variety of familiar people.

CLIP 3: VERBAL CUE: "Lucas, you can raise your hand." – the teacher uses a statement to cue the child to raise his hand. Child's Current Goal: To participate in group activities.

CLIP 4: VERBAL CUE: "Which one matches?" – the teacher uses a question to cue the child to find the matching puzzle piece. Child's Current Goal: To match a variety of pictures.



small group activity



flip chart



video

CLIP 5: NON-VERBAL CUE: *Bell ringing – cues the children to start the transition to the next activity. Activity Goal: For the children to independently start and complete group transitions.*

CLIP 6: VERBAL CUE: *"Myree do you want to build a castle with me?" –one child cues another by asking a question about joining her in play. Child's Current Goal: The child being asked (Myree) is working toward joining others in play.*

CLIP 7: VERBAL CUE: *"On your shoulder" –the teacher cues the children to imitate actions during a song. Child's Current Goal: To participate in group activities.*

CLIP 8: NON-VERBAL CUE: *Teacher works with child to point to each letter in his name to cue the child to label each letter aloud. Child's Current Goal: To label each letter of his name aloud.*

CLIP 9: VERBAL CUE: *"Haejoo, put in the little animal" – the teacher cues the child to identify the concept "little" by using a direction. Child's Current Goal: To identify the size concepts "big" and "little"*

CLIP 10: NON-VERBAL CUE: *Teacher hands child the tub of playdough that is difficult to open to cue the child to ask for help. Child's Current Goal: to ask for help when needed.*

CLIP 11: VERBAL CUE: *"So, we're learning about, what?" – the teacher cues children to answer aloud about their current study focus. Child(ren)'s Current Goal: To recall current study focus.*

CLIP 12: VERBAL CUE: *"How many cookies?" – the teacher uses a question to cue the child to count the number of "cookies" on her plate. Child's Current Goal: To count with one to one correspondence for the numbers 1-10.*

### Slide 23



small group  
activity

#### 23. Are there any questions before we have you talk in your groups?

Break into your groups and share with each other:

- Anything you saw in the videos you have used in your classrooms
- What was new that you haven't seen before
- Share a few with the group

### Slide 24

#### 24. There are several factors to keep in mind when using cues. Effective cues are:

- Given after child's attention is gained: The child must attend to the cue so he is able to respond correctly. Make sure the child is listening and/or is engaged in the activity before the cue is given.
- Given once: We want the child to respond when we give a direction once. This is often a very hard thing to do! When a child doesn't respond right away, we sometimes give the cue over and over either thinking she didn't hear us or that she needs reminders. This does not allow for much "think time" on the child's behalf and you can also inadvertently be teaching the child to only respond after a cue is given several times.
- Clear: Cues specifically stating the desired behavior are very important for a child who is learning a new skill.
- Eliciting a child's response: Keep in mind the cue should effectively elicit a child response; that is, it should involve some type of question, direction or action that requires a response from the child.
- Concise and not too many instructions at one time: When a child is learning a new skill, the cue should be concise with only one (or two depending on what you are working on) directions at one time. It is difficult for a child to weed through long or several instructions to find the appropriate response.
- Stick around to complete the sequence: after a cue is given, be sure you are able to stick around to help the child follow through and complete the rest of the steps of PlnS

## Slide 25

3

handout



small group activity

25. This worksheet will be used 4 times within this presentation. For this first round, use just the top or "CUE" section. When we are finished with this activity, please put it aside for the next time we will use it.

Worksheet: Effective PInS Checklist

**Please put your name at the top of your sheet at this time.**

- Break into groups of 3 (4 will work when necessary)  
*If there is a group of 4, the extra person will support the "checker" in his role.*
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
- Child: The child will act as a willing participant (he/she doesn't even need to respond at this time as we are just focusing on the cue—the child role will play a bigger part in upcoming Role Play opportunities). The child will simply sit across or next to the teacher and listen.
- Teacher: The teacher will hand his/her sheet to the checker (the sheet with his/her name at the top). The teacher will present the cue while the checker evaluates.
- Checker: Uses the "teacher's" worksheet to check off each effective elements of cues he/she uses. Any that are missed can be discussed at that time. Feel free to also write notes on how the teacher used each element.

Rotate roles so each person has a chance to play each role.

Discuss ideas, feelings and notes with group

26. Each teacher should choose a skill from the chart and create a possible cue you could use to elicit the skill from the child. Use the mentioned roles and worksheet to guide your cue.

- Counting 1-5 objects
- Asking for help when needed
- Pointing out the letters of his/her name
- Drawing shapes (circle, square, triangle)
- Imitating actions to a song
- Following group directions
- Answering "where?" questions

Take a couple of moments to come up with your cue.

Role play your cue in your group

Share any ideas, feelings and notes with your group or the large group

## Slide 26

## Slide 27

## Slide 28

## Slide 29

27. The next step in the PInS is to attend and provide help when needed

28. Attend and provide help

- Provide help if you are teaching a new skill
- Provide help if you are teaching a child to become more independent
- Provide help when teaching a new part of an existing skill.

29. We hope that you can come away from this training with many new ideas and strategies, but one of the main ideas is that helping is teaching.

- Helping provides the support the child needs to learn the skill. Helping is where the actual teaching part takes place in our teaching loop.
- Planning when your instructional cues are going to take place and then helping them learn the important skills, is critical to children, especially children with special needs.
- So here is what we want you to envision...



## Slide 30

30. We want you to see your role as a teacher as helping a child get from a place where they are not independently demonstrating a specific skill to place where they are as independent as possible. The picture represents this as a child moves from a place of needing full support to "I Can Do It!" Land.

The stepping stones in the middle of the water represent the help we as teachers provide to children on their specific learning targets so that they can get over to the self-sufficient, "I can do it" Land. By providing them with the right amount of help, such as what these stepping stones represent, we can then teach children skills they will use for a lifetime.

## Slide 31

31. When thinking about providing help for a child to learn a new skill, it is sometimes easy to think of it like scaffolding on a building under construction.

When buildings are being constructed, workers use scaffolding to help hold the sides up and to keep it from falling down. When some of the building is constructed, they take some of the scaffolding down and when the building is finished, the workers can take away all the scaffolding and let the building stand on it's own.

We can think about providing help for children in just this same way. When children are learning a new skill, they are going to need help or scaffolding to learn it correctly. When a child has learned the skill and is ready to move onto the next skill, they no longer need help or scaffolding, at which point we can fade it away.

## Slide 32

32. This first type is to provide physical help, which is physically assisting a child to do something, choose something or used to help position then in a certain way. *You would use this type of help when you are teaching a child to something physical that involves moving their body.*

Second type is providing verbal help, which is verbally telling the child the desired response, such as "What color is this?" "RED" and then waiting for the child to respond with "Red". *This type of help can be used when you are teaching a child how to answer questions about concepts or what things are.*

The third type is gestural help which is providing help by using a gesture such as pointing or tapping to indicate the correct response. *You could also use this type of help when you are teaching a child to answer questions. Tapping or pointing is sometimes seen as giving less help than it would be to give verbal help. Gesturing can be used for children who are close to learning the skill, but still need a small amount of help.*

The fourth is modeling, which is where a teacher models what they want a child to do such as say "Put the blocks in the box" and then the teacher would model what that means and what they want the child to do. *You would use this type of help when you were teaching a child who may have a communication disorder or even with a child who is learning the language spoken at school.*

Using pictures or other visual aids to help teach a child would be to show the child a picture or drawing of what the correct response is after the instructional cue is given. *You could use this type of help for any child who is having a hard time attending to the words you say or who is learning how to transition from one activity to the next.*

Expectant Look is giving a friendly exaggerated expectant look to a child, so that they will initiate a response to you. An example is standing at a closed door and going like this (show expectant look) until the child says "Open the door please". Another example of how you would use expectant look is by sitting at a table with a child and art supplies and going like this (show expectant look) hoping the child says "I want glitter please". *This is best used for a child who does not initiate what they want or need.*

A note here is that you may often use two helping strategies paired together when a child is just beginning to learn a new skill, such as expectant look + verbal prompt of "What do you want?" or modeling standing up with verbal prompt of "stand up please".

As we view the helping videos again, try labeling what type of help the teacher is using.

**PRESENTER TIP:** *Try pausing after each clip to allow time for participants to label the helping strategy*





## Slide 33

33. Let's do this quiz together as a large group. We are going to match the helping strategy to the instructional cue. (read slide)

1) Expectant Look, 2) Model, 3) Gestural, 4) Picture, 5) Physical, Model and/or verbal can be used

(Talk more about what their type of help would look like...

Make sure they could do it in their classroom.)

## Slide 34



handout



small group activity

34. Handout bags and worksheet for matching game. Have participants discuss their findings together.

*Worksheet: Matching Activity*

- Return to your role playing groups
- Using the bags labeled cue and help, each group member should choose one slip of paper from each.
- Decide together if each member's cue and helping strategy match
- Why or why not?

## Slide 35



small group activity

35. **\*PRESENTER TIP\*:** For an added activity, have the participants describe a scenario that would use each of the cue and help sequences. Share with the group.

- Remove all of the cues and helping strategies from the bags
- As a team, put them together to create a good match between the cue and help
- Use the form to glue or tape together the sequences

36. Just as important as providing help is the fading away of the help. If we continued to offer the same amount of help, then we would not actually be helping

- You want the child to get help at the beginning of learning the skill, but your ultimate goal is for them to perform the skill all by themselves. To make sure they can do skills on their own, you'll want to make a deliberate plan to gradually fade away your help (*remind the audience of the scaffolding analogy*).
- Fading your help
- There are lots of very technical ways in which to fade away your help, but one effective way is simply to gradually increase your wait time between when you give the instructional cue and when you provide your help.
- You want the child to get the help they need, but over time, you want to see if they will respond correctly before you give your help. At first when a child is learning a new skill and they need the full amount of help to learn it, you won't want to wait at all before giving them help. However, over the course of a few weeks or months -depending on how fast your child learns the skill- you may want to count 5 seconds in your head before giving them the help to see if they can respond correctly without the help.

## Slide 36

## Slide 37



small group activity

37. Think back to the stepping stones to the other side of the river? This is that same picture as before, but now the stepping stones are gradually getting smaller and smaller, representing our help which is now needed less and less.

Fading away is what we want to do with the help we provide. Once a child learns a skill, we want to see if they can then do it all by themselves without a teacher or parent needing to help them.

*Optional Question—Ask Audience— Think about a time that you recently learned something new and at first you needed a lot of help, but then gradually, as you learned it, you were able to do it on your own. Anyone want to share that with us?*

## Slide 38

38. Here is where you can see the actual help fade away from an actual cue you would give in your classroom.

Your cue is "What color is this?"

You have decided to use verbal help, which is a great choice, and the child is at the beginning stages of learning colors, so you are going to give your help immediately after you give your cue..."What color is this?" –"It's blue."

So now it's been about a week now and you have been teaching the color blue to your student every day, several times a day and in the past two days, she has been responding correctly after each time you give her the cue and provide the help. You are now ready to give her a little test to see if she has learned it yet...Of course she won't know it's a test, but you are going to just wait a little while before giving her the answer.

This time, you'll give her the cue "What color is this?" and this time you are going to wait a full 3 seconds before you give her the help. You'll say "What color is this?" and you count 1-2-3 in your head and then give her the help "It's blue". If she has answered correctly before you give the help, you then don't need to give the help you were planning on giving, but instead give her feedback and encouragement that she got it right without any help!

So now again, it's been a few more days since you have been waiting 3 seconds before giving the help and you have observed that on this last day, she now responds correctly during your 3 second wait time and she has not needed help for the past few days.

You have now decided that she is ready for you to take away all the help and see if she has learned this color and if she has, then you are ready to move onto learning red, yellow or green.

## Slide 39

39. So in this example, this student is working on writing the first letter of his name which is a J for Jackson. So the help you have chosen to provide here is visual help. So here you are going to plan ahead and write the letter J on his paper already with a bright yellow marker, for him to trace over.

After a few weeks (or days, depending on the developmental level of the child), you will want to begin to fade away the use of the yellow marker to teaching him how to copy the letter J from a model, which is a more difficult task.

Again, after a few weeks of this amount of help provided, Jackson will be ready to move onto tracing the rest of the letters in his name or you can start by just giving him one at a time, depending on his level.

In the end, your goal is for Jackson to independently write his name on his paper when the task is presented in front of him.

## Slide 40

40. So in this example, this student is working on requesting items from peers. The teacher is going to plan ahead and decide before the activity, what her cue is going to be for this child. The help that the teacher decides to begin with is providing verbal help.

After a few weeks (or days, depending on the developmental level of the child), the teacher will begin to fade away the use of her verbal help and will now use commenting as the helping strategy.

Again, after a few weeks of this amount of help provided, the teacher is ready to provide less help for the child, so at this point she simply models the expected behavior that she wants the child to imitate.

In the end, the teacher's goal is for the child to independently request items from his peers. Once he is doing this independently, he is ready to move onto the next skill in his learning plan.

## Slide 41



video

## Slide 42

small group  
activity

## Slide 43

## Slide 44

41. The photo demonstrates one type of helping strategy a teacher may use to teach a child how to raise his hand at circle time. The teacher physically supports the child to help him do the action.

- View this group of videos to see teachers using lots of different types of helping strategies to teach children a variety of skills.
- Many of these strategies will look familiar to you, some of these strategies you may have used in your classroom before.

42. Are there any questions before we get started?

Break into your groups and share with each other:

- Anything you saw in the videos you have used in your classrooms
- What was new that you haven't seen before
- Share your ideas with the group

43. Here are some principals of effective help

Help is given before the child responds. We'll talk later about what happens when we give the help after a child responds, which is what we want to try and avoid.

Make sure to provide the right amount of help—too much help and they have a hard time becoming independent; too little, they might still make a mistake.

Help is given with a pleasant, neutral tone and kind demeanor and affect. We want to make sure that our help is still given in a friendly way, just as our other teaching is delivered.

It's important to match the helping strategy to the skill. For example, you would not use physical help for a child who is learning their colors, you would use either a verbal or gestural helping strategy such as telling them what color they have or pointing to the color you named. You also wouldn't use just verbal help for a child who is learning how to write the first letter of their name...you could use a model and possibly some gentle physical help to show them to write the letter.

44. Time to use the Role Play Worksheet again. When we are finished with this activity, please put it aside for the next time we will use it.

- Break into groups of 3 (4 will work when necessary)  
*If there is a group of 4, the extra person will support the "checker" in his role.*
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
- Child: The child will act as a willing participant (he/she will respond appropriately to the help given as at this time as we are just focusing on the help).
- Teacher: The teacher will hand his/her sheet to the checker (the sheet with his/her name at the top). The teacher will present the help while the checker evaluates.
- Checker: Uses the "teacher's" worksheet to check off each effective elements of help he/she uses. Any that are missed can be discussed at that time. Feel free to also write notes on how the teacher used each element.

Rotate roles so each person has a chance to play each role.

Discuss ideas, feelings and notes with group

## Slide 45



small group  
activity

## Slide 46

## Slide 47

45. Each teacher should choose a skill from the chart and create a help strategy you could use to elicit the skill from the child. Use the mentioned roles and worksheet to guide your help strategy

- Take a couple of moments to come up with your help.
- Role play your help in your group
- Share any ideas, feelings and notes with your group or the large group

46. Child Response

So, we have given our clear and concise cue, we have provided the right amount of help, and now it's time for the child to respond. The child response is the third part of our Planned Instructional Sequence.

This is the point where you as a teacher are going to get important information from the child as to whether or not your teaching and your help have worked. The child is going to show you if they are learning the skill or if they still need help or even if they need a different kind of help.

47. So when a child responds to an instructional cue they can respond in one of three ways. They can respond correctly, incorrectly, or they could simply not respond at all.

We are going to go into more detail later about what your feedback should be, but here is a brief description. If the child responds correctly to the cue, you will be providing them with some type of positive feedback or the child could also automatically receive access to something they requested with their response such as asking for an art or snack item or a request to open the door to go outside.

If a child responds incorrectly, you are going to immediately know they need more teaching or help to answer correctly, and you'll want to start over your Planned Instructional Sequence by stating your cue again and then providing them with an appropriate help before they make a mistake. This is called an error correction and it is very important to gently correct mistakes a child makes when it is an important skill that a child is working hard on.

*Note to Audience: Let's talk a bit about correcting mistakes. When we talk about correcting mistakes, we want to make sure that we are clear about when to do this. We don't want you to correct all mistakes that a child makes. Children learn from experimenting and we want them to learn through being curious and through trial and error. This type of learning is what we want kids to be doing throughout their day at preschool. The type of correcting we are talking about here is different. We are talking about gently correcting or "letting them try again" on the specific skills that we have previously chosen to use a Planned Instructional Sequence. Again, only on the skills that you have identified they need help with and only with the skills that you have taken the time to plan for your planned instructional sequence are those we want to correct.. We'll talk more about gently correcting a child's errors a little later.*

If the child doesn't respond at all, you'll need to quickly decide if they heard you (maybe you didn't have their attention to begin with) in which case you'll want to repeat your cue only 1 more time, making sure you have their attention this time. If you are sure they had your attention, but they are still not responding, you'll need to correct.

Or it could be that they don't know how to respond, or don't understand what it is you are asking them, in which case you'll want to make sure you provide the right amount of help for them the next time you deliver your instructional cue.

## Slide 48

48. Child responses can come in many different forms—here are just a few!

- Pointing
- Verbally responding
- Giving an item to someone
- Imitating actions
- Giving a turn to a child
- Following teacher directions

## Slide 49

49. Play first video then, stop it (or go to next slide, depends on how we organize the clips)

How about this first video? How did the child respond?

How about the second video? How did the child respond?

How about the third video? How did the child respond?

How about the fourth video? How did the child respond?

## Slide 50

50. So hopefully you have all caught on to the fact that each step in PlnS is linked together and knowing how to proceed for each step except the cue, is dependent on what happened in the previous step. For example, you will know that a child needs more help if you give the cue of "What color is this?" and they child says "blue!" when it is really red right? You'll know that you need to let them try again and this time you'll provide more help.. You'll say "Tammie, let's try again." "What color is this?—red" and then if the child says "red" you'll know how to proceed then, which would be to offer encouragement and positive feedback such as "yes, that is red!"

## Slide 51

51.

- Immediately follows child behavior
- Clear
- Affect and tone match what is being said

## Slide 52

52. This slide here shows how to respond and what to do with the two possible child responses. If a child responds correctly, they get immediate positive feedback and access to what they wanted. If a child responds incorrectly, they receive gentle corrective feedback and a "do-over". They get another chance to respond with more help. After this child receives help and responds correctly, they should then receive positive feedback and access.

Have you ever had a day when you have been saying or pronouncing someone's name wrong all day and nobody has told you? You wish you had been corrected right? So when someone does correct you, it maybe difficult for the person who tells you, but aren't you happy when you find out and you are corrected?

## CORRECT:

- Provide encouragement, positive feedback and/or access to item

## INCORRECT OR NO RESPONSE:

- Provide corrective feedback: "Tammie, lets try again" or "Joey, listen again."
- Repeat your cue, attend and provide help
- Provide positive feedback

## Slide 53

53. Providing feedback on a child's response is critical to their learning. Feedback tells a child right away if they have correctly or incorrectly responded to your cue. We also want children to feel good about answering your question, which in most instances will be challenging for them (or they we wouldn't be using a planned instructional sequence!) Here are some examples of what positive feedback can look like.

- "Yes, that *is* red!"
- "Nice work, you gave me the square!"
- Repeat child's response, then expand on it: "Open please! That's telling me what you wanted. Let's go outside. (provide access; open door to go outside).

Goal: for the child to repeat the behavior the next time. We hope the child responding correctly and perhaps our feedback will increase the chances that the child will do the same or a similar response the next time.

Ask Audience: Can you think of ways you can provide positive feedback?

## Slide 54



video

54. Video Examples of positive feedback

## Slide 55



small group  
activity

55. Each teacher should choose a skill from the chart and create a possible cue you could use to elicit the skill from the child. Use the mentioned roles and worksheet to guide your cue.

1. Take a couple of moments to come up with your cue.
2. Role play your cue in your group
3. Share any ideas, feelings and notes with your group or the large group

## Slide 56

56. So let's talk more about incorrect responses. When a child gives a response that is incorrect, they need to have a chance to do it over again with help. With an incorrect response, or with a child who does not respond at all, we need to start over with our instructional sequence and help them respond correctly.

A child who does not get this gentle correction and feedback on important skills runs the risk of not making progress on critical skills. If you went to the trouble to plan to teach this skill several times throughout your day, then you most likely deem this skill as an important one for this child to learn, and if it is, then you'll want them to get lots of chances to correct their mistakes if they respond incorrectly.

Think about a time when you kept making a mistake with something...maybe you kept mispronouncing someone's name or you kept mispronouncing the name of a city...When someone finally corrected you, weren't you glad to then get it right? We want to give our kids the same information.

## Slide 57



video

57. We are now going to show some video examples of children giving incorrect responses and how the teachers correct them.

## Slide 58

58. We are using the Role Play worksheet again

- Counting 1-5 objects
- Asking for help when needed
- Pointing out the letters of his/her name
- Drawing shapes (circle, square, triangle)
- Imitating actions to a song
- Following group directions
- Answering "where?" questions

## Slide 59



small group  
activity

59. Group Discussion

- Break into groups of 3 (4 will work when necessary)  
*If there is a group of 4, the extra person will support the "checker" in his role.*
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
- Child: The child will act as a willing participant in receiving feedback. The child will appropriately receive the error correction.
- Teacher: The teacher will hand his/her sheet to the checker (the sheet with his/her name at the top). The teacher will present the error correction related to one of the skills while the checker evaluates.
- Checker: Uses the "teacher's" worksheet to check off each effective elements of error correction he/she uses. Any that are missed can be discussed at that time. Feel free to also write notes on how the teacher used each element.

Rotate roles so each person has a chance to play each role.

Discuss ideas, feelings and notes with group

## Slide 60



video

60. We are now going to see complete trials of PInS.

**\*PRESENTER'S NOTE\*** Take some time to talk about each video by pausing after each sequence.

## Slide 61

61. Each step of PInS is important. Let's look at what happens when a step is left out.

Leave out the:

- ✓ CUE: No planned instruction—lack of progress on priority/IEP goals
- ✓ HELP (when needed): Child continually makes mistakes  
—inefficient learning or learned mistakes
- ✓ CHILD RESPONSE: No practice of the correct response—lack of progress
- ✓ FEEDBACK: Correct responses— not likely repeated
- ✓ Incorrect responses— errors not fixed, child continues to make mistakes



## Slide 62

## 62. PInS Review

- Short teaching interaction
- 4 step process (each step is needed!)
  - Cue
  - Help
  - Child Response
  - Feedback
- Helping IS Teaching!
- Feedback matches the child's response

## Slide 63



small group  
activity

## 63. Role Play:

- Get your Role Play worksheet back out.
- Break into groups of 3 (4 will work when necessary)  
*If there is a group of 4, the extra person will support the "checker" in his role.*
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
- Child: The child will act as a willing participant in the PInS interaction. He/She will respond correctly or incorrectly after the help depending on what the teacher has decided she wants to practice.
- Teacher: The teacher will hand his/her sheet to the checker (the sheet with his/her name at the top). The teacher will complete the sequence while the checker evaluates. (could be correct response or error correction or both!)
- Checker: Uses the "teacher's" worksheet to check off each effective elements of cues he/she uses. Any that are missed can be discussed at that time. Feel free to also write notes on how the teacher used each element.

Rotate roles so each person has a chance to play each role.

Discuss ideas, feelings and notes with group

## Slide 64

## 64. Choose a Skill Below: Student Responded Correctly

- Counting 1-5 objects
- Asking for help when needed
- Pointing out the letters of his/her name
- Drawing shapes (circle, square, triangle)
- Imitating actions to a song
- Following group directions
- Answering "where?" questions
- Each teacher should choose a skill from the chart and create a possible cue you could use to elicit the skill from the child. Use the mentioned roles and worksheet to guide your cue.
  1. Take a couple of moments to come up with your cue.
  2. Role play your cue in your group
  3. Share any ideas, feelings and notes with your group or the large group

## Slide 65

## 65. Thank you for your participation. Does anyone have any questions?