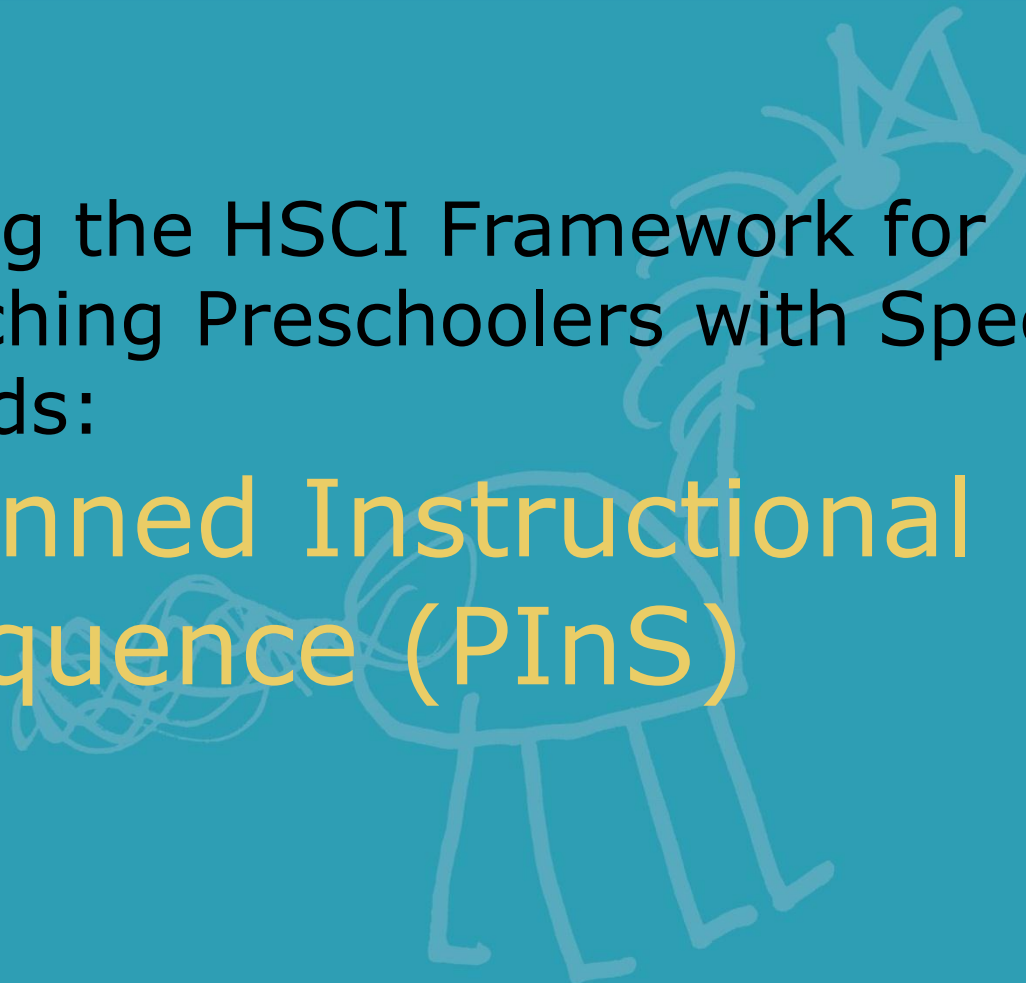




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Using the HSCI Framework for
Teaching Preschoolers with Special
Needs:

Planned Instructional Sequence (PInS)



Head Start Center for Inclusion Funded by the Office of Head Start Department of Health and Human Services

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Objectives

- Define planned instructional sequence
- Demonstrate understanding of the 4 elements of a planned instructional sequence
- Describe a variety of helping strategies
- Determine appropriate helping strategies for each child
- Plan instruction for individual children



Head Start Center for Inclusion

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.

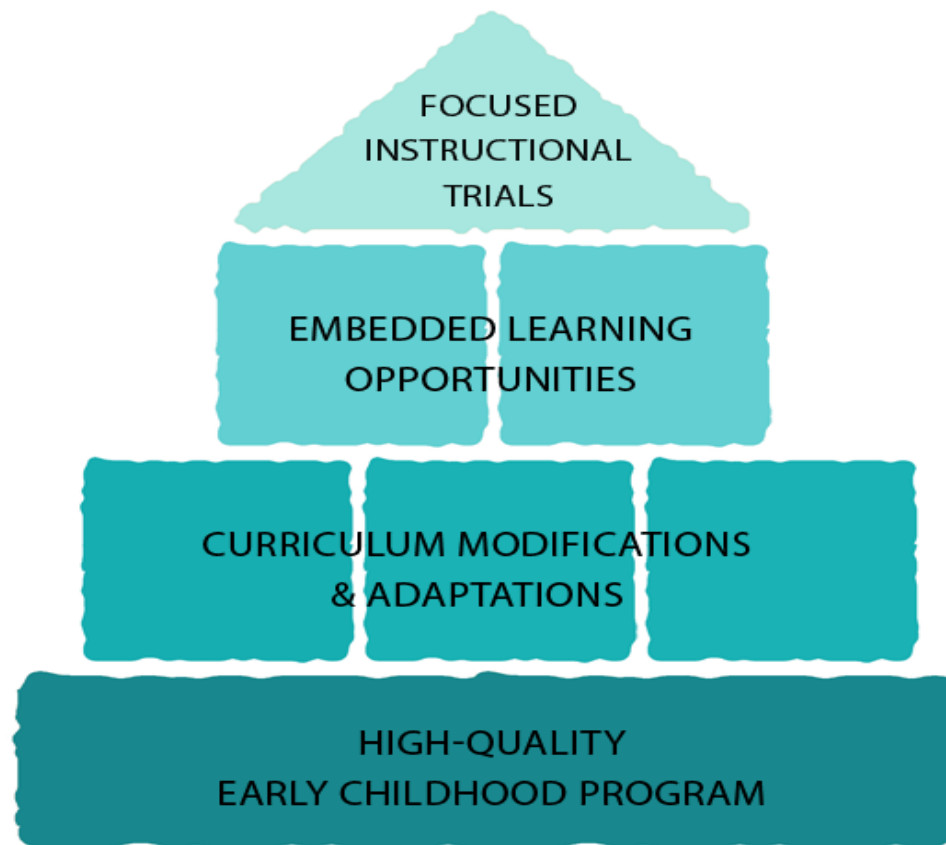


At HSCI we believe...

- The success of inclusion depends on everyone realizing that it involves more than children "just being there."
- Inclusion refers to the full and active participation of young children with disabilities in programs with typically developing children.



HSCI Framework



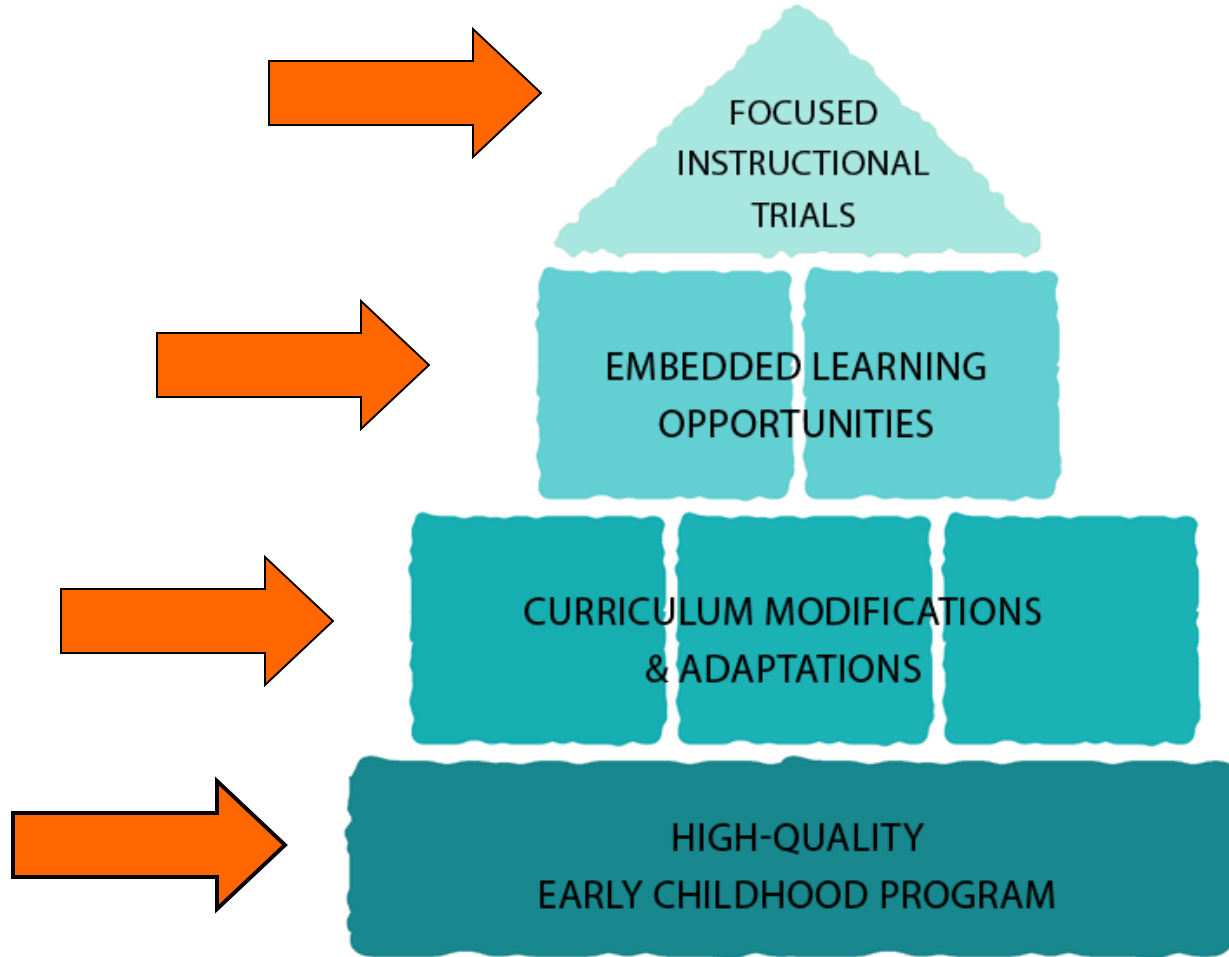


Planned Instructional Sequence (PInS)

- Short teaching interaction used to teach a child a skill
- Use to plan, organize and implement instruction
- Use to teach any skill
- Works for all children



Planned Instructional
Sequence (PlnS)





Examples of PInS

Watch closely as teachers use PInS to teach a variety of skills within the busy classroom.





Do Any of These Children Sound Familiar?

Everyday we talk about shapes at circle and do art projects with shapes, but Naomi still doesn't know any.

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.

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.

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.



Why Use PInS?

- Children with IEPs need individualized instruction on targeted skills
- Children without IEPs also benefit from planned instruction on specific skills



Sources for Skills to Teach Using PInS

- IEP
- Individualized learning plan
- Observation of a child
- Parent input
- Assessment information
- Child Assessment Form
- Other?



PIInS: 4 Step Process

- 1) Cue
- 2) Provide help if needed
- 3) Child Response
- 4) Feedback





Cue



What is a Cue?

- A cue is the first step in a Planned Instructional Sequence
- A cue is something a teacher does or says to start instruction
- The purpose of a cue is to elicit a specific skill or behavior from a child
 - Cue
 - Attend and Provide Help
 - Child Response
 - Teacher Feedback



Cues

Different types of cues

- Verbal (directions or questions)
- Non-verbal (gestures, environmental, activity based)



Verbal Cues

- Examples of verbal cues in direction form
 - “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



More Verbal Cues

- Examples of verbal cues 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?”



Think, Pair, Share

- Think about verbal instructional cues you deliver on a regular basis
- Pair up and discuss these with your neighbor
- Share a few with the group



Non-verbal Cues

Examples of non-verbal cues

- Passing a child a bowl of peaches
- Patting the seat of an empty chair
- Ringing the bell
- Providing only some of the supplies for a task
- Lifting your hands to gesture, “I don’t understand.”
- Using unexpected events
- Handing a child his toothbrush
- Child’s hands are dirty from playing or using the bathroom



Think, Pair, Share

- Think about cues you deliver on a regular basis that are not verbal or how you use some of the mentioned cues in your classroom.
- Pair up and discuss these with your neighbor
- Share a few with the group



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.



Examples of cues





Think, Pair, Share



Principles of Effective Cues

- Given after child's attention is gained
- Given once
- Clear
- Elicits a child's response (there is an opportunity presented for the child to respond/perform the target skill)
- Concise
- Not too many instructions at one time
- Stick around to complete the sequence



ROLE PLAY

- Break into groups of 3 (4 will work when necessary)
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
 - Teacher: Practicing providing cues
 - Child: Attending to the teacher
 - Checker: Assessing the teacher's cue
- Use handout to track effective components
- Rotate roles for rounds 2 and 3
- Discuss ideas, feelings and notes with group



Choose a skill below and create an effective 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



Help



Cue is given, now what?

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.
- Cue
 - Attend and Provide Help
 - Child Response
 - Teacher Feedback



Helping is Teaching!



I can do it!





Help=Scaffolding





Types of Helping strategies

- Physical
- Verbal
- Gestural
- Model
- Picture or visual
- Expectant look





Match the helping strategy to the cue

- **Snack time:** You want a child to initiate a request for a snack item. What type of help could you provide? What would that look like?
- **Outside:** You want a child to jump with two feet. What type of help could you provide? What would that look like?
- **Block Area:** You want a child to choose the red block, but they are still learning the color red. Your cue is "Show me the red block". What type of help could you provide? What would that look like?
- **Transition:** You want a child to follow 2-step directions. You said "It's time to get your coat and line up." What type of help could you provide? What would that look like?
- **Circle Time:** You want a child to participate and imitate actions during circle time. The child is just beginning to learn how to imitate actions. What types of help could you provide? (BONUS! More than one can be used here.) What would this look like?



Matching Game

- 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?



Matching cues and help

- 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



Make a plan for fading away the help

- Make a plan for how to fade away your help
- Choose a timeline, then gradually take away the amount of help
- Scaffolding also gets taken away



I can do it!





Fading away your help

Goal: Naming Colors

Cue: “What color is this?”

Step 1: Verbal Help: “It’s blue.”

(said immediately after cue)

Step 2: Delay help: Wait 3 seconds before giving help.

Step 3: No help: Child says “blue” when given cue. Immediately after Move on to next skill.



Fading away your help

Goal: Writing “J”

Cue: Paper set in front of child

Step 1: Visual Help: (TRACING) “J” written on paper with bright yellow marker.

Step 2: Visual Help: (COPYING) Now a box with “J” written and an empty box directly under it for child to copy the letter “J”.

Step 3: No Help: Child is writing “J” all by themselves. Move on to next letter. (Start again with Step 1: Tracing.)



Fading away your help

Goal: Requesting from a friend

Cue: During small group activities a peer is “in charge” of the child’s preferred items

Step 1: Verbal Help: “Tap his shoulder and say ‘can I have a sticker?’”

Step 2: Commenting: “Joel is in charge of stickers.”

Step 3: Modeling: “Joel, can I have one of the car stickers?”

Step 4: No Help: Child is requesting items from peers.



Examples of help





Think, Pair, Share



Principles of effective help

- Help is given before the child responds.
- Make sure to provide the right amount of help—too much help and they can't be independent; too little, they might still make a mistake.
- Help is given with a pleasant, neutral tone and kind demeanor and affect.
- The helping strategy and the skill match.



ROLE PLAY

- Break into groups of 3 (4 will work when necessary)
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
 - Teacher: Practicing matching and providing help
 - Child: Attending to the teacher
 - Checker: Assessing the teacher's cue
- Use handout to track effective components
- Rotate roles for rounds 2 and 3
- Discuss ideas, feelings and notes with group



Choose a skill below and match an effective helping strategy

- 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



Did the teaching work? Now the child gets to respond!



- Cue
- Attend and Provide Help
 - Child Response
- Teacher Feedback



A child's response could be...

- Correct
- Incorrect
- No response at all



Examples of child responses

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



Examples of child response





Provide Feedback

- **Correct Response?** Provide positive feedback
- **Incorrect Response?** Provide gentle correction
- **No Response?** Try again after getting child's attention
 - Cue
 - Attend and provide help
 - Child Response
 - **Teacher Feedback**



Effective Feedback Across Types

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



How to proceed for possible child responses

CORRECT:

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

INCORRECT or NO RESPONSE:

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



Principles of effective positive feedback

- Tell the child right away when they respond correctly. You could also provide them with access to something if that is appropriate.
- Your feedback should be directly related to how they have responded, i.e. Behavior Specific
 - “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



Examples of positive feedback





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



Principles of Incorrect Response/ Error Correction

- If the child responds incorrectly, provide error correction; give gentle corrective feedback and try again with help.
- No child is ever served well by being allowed to make mistakes on functional skills.
 - Children with special needs need clear feedback and a chance to try again with help.
- “Amy, let’s try again”
- “Sam, listen one more time.”



Video examples of incorrect responses and error corrections





Choose a skill below: Student responds incorrectly

- 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



ROLE PLAY

- Break into groups of 3 (4 will work when necessary)
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
 - Teacher: Practicing providing an error correction
 - Child: Attending to the teacher
 - Checker: Assessing the teacher's cue
- Use handout to track effective components
- Rotate roles for rounds 2 and 3
- Discuss ideas, feelings and notes with group



Putting it all together!

PlnS



Each Step is Important!

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



PInS

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





ROLE PLAY

- Break into groups of 3 (4 will work when necessary)
- Assign and act out roles for round 1 (everyone will have a chance to play each role)
 - Teacher: Practicing using the whole PInS sequence
 - Child: Attending to the teacher
 - Checker: Assessing the teacher's cue
- Use handout to track effective components
- Rotate roles for rounds 2 and 3
- Discuss ideas, feelings and notes with group



Choose a skill below:

Student responded correctly

- Counting 1-5 objects
- Asking for help when needed
- Pointing out the letters of his/her name
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THANK YOU!

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