



Individualized Teaching

Pyramid Model Infant-Toddler Training Series

National Center for Pyramid Model INNOVATIONS
ChallengingBehavior.org

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Learner Objectives

- Identify when a child might need individualized teaching (extra support) to learn social-emotional skills
- Identify what to teach
- Plan embedded learning opportunities
- Monitor the child's progress

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Agenda

- Setting the Stage: Individualized Teaching
- Identifying What to Teach
- Developing a Plan
- Implementing the Plan
- Wrap-Up & Reflection



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Our Learning Environment

- What can the trainer do to facilitate a safe learning environment?
- How can other training participants help make the training environment conducive to your learning?
- What are some agreements we can make?



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Possible Shared Agreements



- Confidentiality
- Take Care of Yourself and Others
- Demonstrate Respect for All
- Right to Pass
- Right to Take Risk
- Assume Positive Intent
- Recognize We Are All Learning

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Definition of Social-Emotional Development



The developing capacity of the child from birth through five...

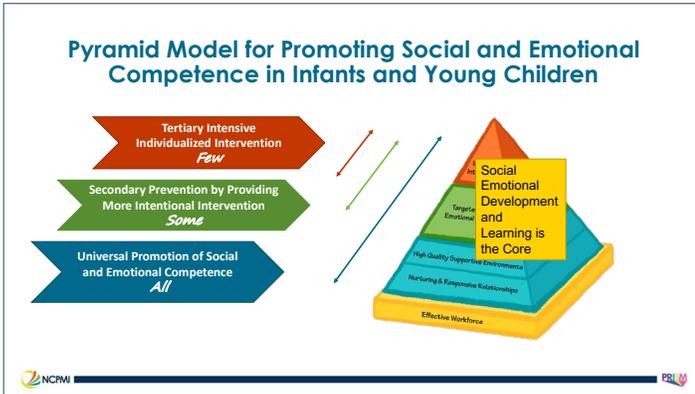
- to form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn;

...all in the context of family, community, and culture.

Adapted from ZERO TO THREE, 2001

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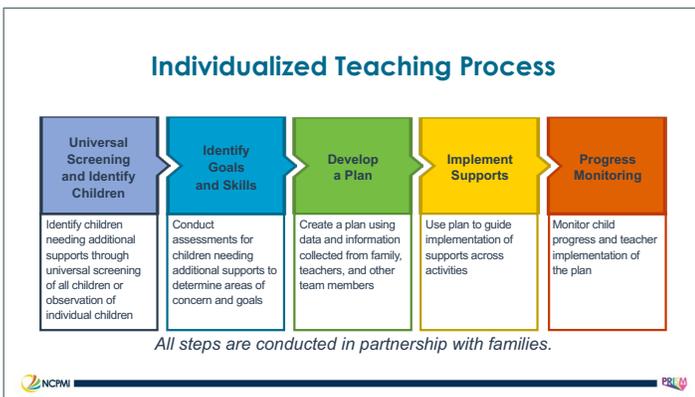




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When Children Lack Key Social-Emotional Skills

Individually teach children who have social-emotional delays.

- Team with the family to identify goals and priorities
- Target the skills that are developmentally appropriate and most important
- Increase opportunities to learn and practice during ongoing activities and routines.

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Case Study: Haley & Ryan

| | |
|--|---|
| <p>Haley</p> <ul style="list-style-type: none"> • 12 months old, has an IFSP • Social-emotional, communication, and cognitive developmental delays • Does not notice or watch other children • Able to crawl, but will not explore toys when the other children are on the floor • Family wants her to be included and develop friendships. Their priority is for her to learn to talk. They are pleased that she is a "good baby" and does not cry very much. | <p>Ryan</p> <ul style="list-style-type: none"> • Twenty-four months • At expected age on developmental milestones • Resists transitions (e.g., play to diaper change, floor to table for meals, going outside) by falling to floor, screaming, or pulling away. • Family wants him to be more manageable and cooperative. When he tantrums at home during transitions, they count down and if he does not respond, they pick him up. They are exhausted and want some ideas. |
|--|---|

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Step 1. Universal Screening for Social-Emotional Concerns

| Universal Screening and Identify Children | Identify Goals and Skills | Develop a Plan | Implement Supports | Progress Monitoring |
|---|---------------------------|----------------|--------------------|---------------------|
|---|---------------------------|----------------|--------------------|---------------------|

All steps are conducted in partnership with families.

- What tools are used in your program?
- How are families involved in the screening process?
- When children have concerns on the screening tool, what is the next step?

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Step 2. Identify Goals & Skills



All steps are conducted in partnership with families.



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Identifying Social-Emotional Goals

- Use a social-emotional assessment to identify potential goals
- Use your observation of children to identify missing social-emotional skills that make it difficult for the child to interact with others, engage in activities, or regulate emotion.
- Collaborate with families to identify concerns and needs



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Partnering with Families to Identify Goals

- What would you like to see your child be able to do?
- What are your priorities for what to focus on?
- Do you have concerns about your child at home that you need our assistance in addressing?
- What are things about your child or family that might be important for us to know as we support your child?
- When you have noticed your child do X, how do you provide help?
 - What has worked well for you in supporting your child?
- What might we teach your child to do when X happens?



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Identifying Skills to Target



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Case Study: Haley & Ryan What to Teach?



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Identifying Skills

- Reach toward an adult to be picked up
- Give and accept an item from a peer
- Repeat an action to get adult to respond in play
- Initiate a play interaction with a peer by giving a toy
- Greet adults and peers
- Play next to a peer



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Developing a Plan

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Step 3. Develop a Plan

All steps are conducted in partnership with families.

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Developing a Plan: What Should Be Done?

What to teach

Who will teach

When to teach

How to teach

Adapted from Embedded Instruction for Early Learning Project. (2015). Tools for Teachers Modules 1-4 (Workbook and Practice Guide). Unpublished professional development series, College of Education, University of Florida, Gainesville, FL.

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What to Teach

Is **what** you want to teach **meaningful**?

- Is it developmentally appropriate?
- Does it help the child in their interactions and relationships with others?
- Will the skill help the child in their engagement in routines and activities?

Is **what** you want to teach **observable**?

- A specific behavior you can see

Is **what** you want to teach **measurable**?

- A specific behavior you can count

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Who Will Teach

- Who in the classroom will provide individualized teaching and support to the child?
 - Work together so that everyone understands the plan
 - Collaborating so that everyone feels comfortable with how to provide support
- Will the family work on the same skill or a similar skill?
 - Who will meet with the family to discuss how to use the plan in the home or community?
 - Who can conduct a home visit and provide coaching to the family?

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When to Teach

| | | |
|--|--|---|
| <p>Child-Directed</p> <p>Initiated or guided by the child</p> <p>Capitalize on child's motivation and interests</p> | <p>Routine</p> <p>Regular activities that are necessary parts of the day</p> <p>Provide multiple practice opportunities across activities</p> | <p>Planned</p> <p>Occur with adult guidance</p> <p>Create multiple and varied opportunities for practice</p> |
|--|--|---|

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What & When: Haley & Ryan

Haley

- What skill might we teach Haley?
 - Meaningful
 - Observable
 - Measurable
- When might it be taught?
 - Child-directed
 - Routines
 - Planned activities

Ryan

- What skill might we teach Ryan?
 - Meaningful
 - Observable
 - Measurable
- When might it be taught?
 - Child-directed
 - Routines
 - Planned activities



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Guiding Children to Learn

- How do we teach a new word to a 12-month-old?
- How do we teach a child to use a spoon?
- How do we teach a child to say “more” when they want more juice?



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How to Teach

Giving the Child Assistance to Respond

- Verbal prompt
- Visual prompt
- Modeling
- Physical guidance
- Gesturing/sign language

Embedded within Play and Routines

- Play
- Meals
- Diaper/Toileting
- With songs, books, puppets



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Make a Plan for Teaching the Skill

- Decide what prompt to use to help the child do the skill initially and how you will reduce your assistance
 - Will you completely guide the child?
 - For example, having the child put their hands on yours as you make the sign for more and then reducing your assistance over time
 - Will you start with a question?
 - For example, beginning the teaching sequence by saying “Can you tell me what you want” and then providing words or assistance if the child needs more support
- Approach to use will depend on:
 - Child’s ability to do the skill (e.g., you have observed the skill, but it is not used fluently versus child does not currently use the skill).
 - Nature of the skill (e.g., tap a friend to initiate interaction versus ask to play).



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Giving Help

- Least to Most Assistance
- Most to Least Assistance



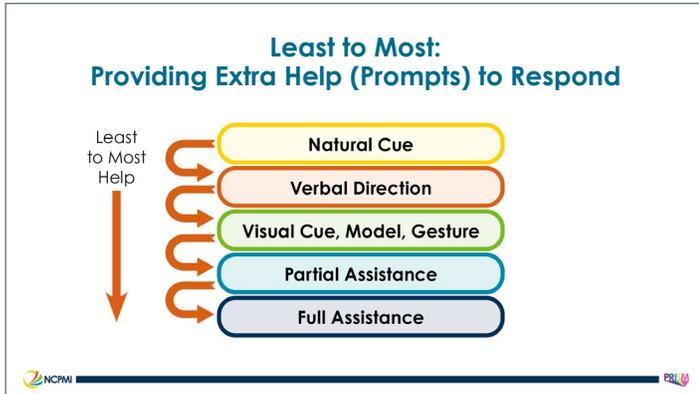
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Least to Most Help

1. Provide opportunities for the child to use the skill under natural conditions
2. If child does not use the skill, provide help using the sequence from least (verbal) to most amount of assistance
 - Verbal instruction
 - Visual cue, model, or gesture
 - Partial physical assistance
 - Full assistance
3. The final prompt (needed) ensures that the child completes the task or skill correctly



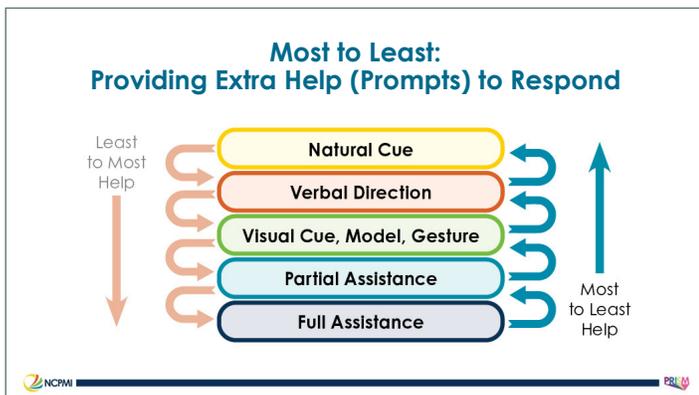
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- ### Most to Least Help
1. Give child full help (prompt) and verbal direction; do for several days until you feel the child responding, then move to step 2
 2. Use a point (gesture) or partial physical help and verbal direction to give child reminder of what to do; do for several days until you feel the child responding, then move to step 3
 3. Use only a verbal direction; do for several days until you feel the child responding, then move to step 4
 4. Expect the child to use the skill under natural conditions

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- ### Providing Full Assistance Prompts: Caution
- Avoid abruptly touching or holding a child's hands which can feel scary or unsettling to a child.
 - If you need to use full physical assistance, think of how you might deliver assistance in a manner that is supportive:
 - "Put your hands on mine and I will show you"
 - "I'm going to move the toy that you are holding"
 - Full assistance might involve a light touch to the forearm or wrist or modeling paired with a touch to the child's hand. The goal is to use a level of assistance that supports the child to successfully perform the skill.

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- ### Developing a Plan for Haley & Ryan
- Haley**

 - What is the skill we want to teach Haley?
 - What approach would you use?

Ryan

 - What is the skill we want to teach Ryan?
 - What approach would you use?

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Developing a Plan: What Should Be Done?

Individualized Teaching Plan

CHIEF DUE: 1/17 Review Date: 1/2022 Week(s) of: January 20, 2022

Target Skill Goal: Haley will give permission to enter the classroom or play area using...

When will we teach this skill? **How to teach? What are the steps for teaching/learning?** **How often? How many times per week?** **How long?**

Case Routines: Teacher will model giving permission for children to enter the room after a verbal cue.

When/Where/Context (when appropriate): Teacher will introduce the visual by pointing to the door and then modeling permission to enter the room. Use cues to help prompt when the skill is used.

Outdoor Play: When teacher enters the play area or when a peer approaches the area, the teacher will help the student give permission to enter the play area.

| Session | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
|------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1- Teacher model | D3 |
| 2- Teacher model | D4 |
| 3- Teacher model | D3 |
| 4- Teacher model | D3 |
| 5- Teacher model | D1 |

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Implementing the Plan

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Implementing the Plan Within Play, Routines, & Daily Activities

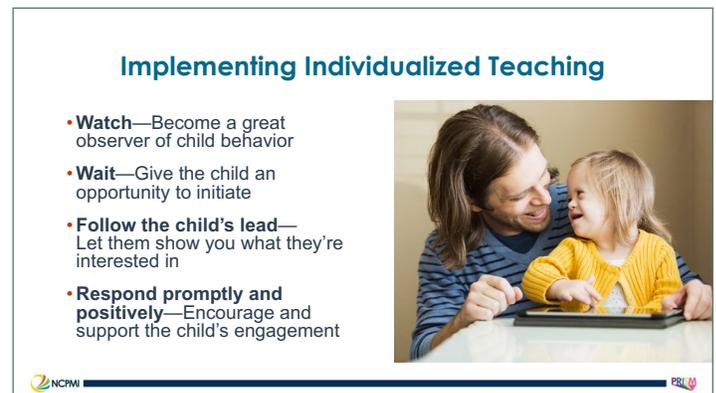
Teachers guide the child within the context of play, routines and daily activities.



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Implementing Individualized Teaching

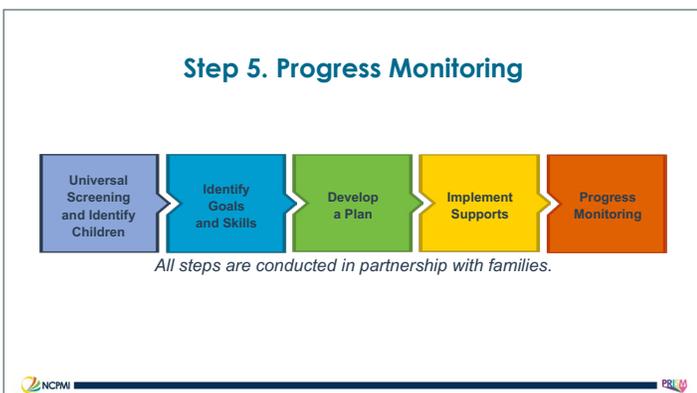
- **Watch**—Become a great observer of child behavior
- **Wait**—Give the child an opportunity to initiate
- **Follow the child's lead**—Let them show you what they're interested in
- **Respond promptly and positively**—Encourage and support the child's engagement



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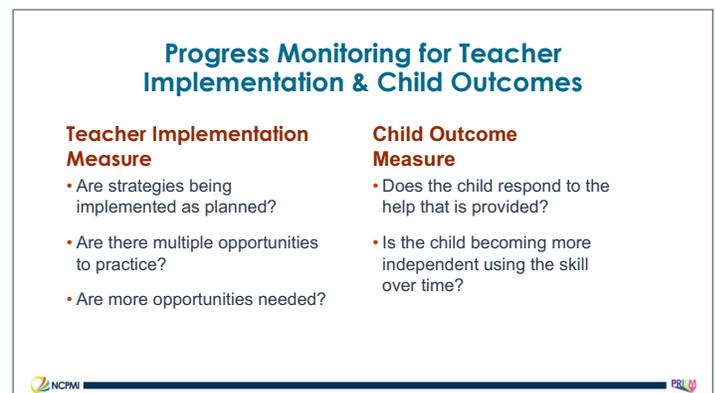
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Progress Monitoring, Sample

Individualized Teaching Plan

Child ID: A-1001 Teacher: J. Smith Week(s) of: January, January 20

Target Skill Goal: Adeley will give picture books to the classroom picture book.

How to teach? What are the steps for helping learning? (1-3, 1-4 include partial assistance, picture books always held)

When will we teach this skill? (Time of day, days of week, length of session)

Baseline Record

Core Routines: Teacher will model giving a picture book to Adeley upon the given offer. 2 record sheets of these in given a fixed time frame.

Structured Group Children (opportunities): Teacher will introduce the model for giving three and four children picture books to students with different needs. For Adeley, when appropriate, she will give the picture book to her and see how long she keeps it in her hands. 2 record sheets of these in given a fixed time frame.

Outside Play: When under active play, picture books will be given to Adeley. When appropriate, she will see how long she keeps it in her hands. 2 record sheets of these in given a fixed time frame.

Skills tracked by teachers:

| Session | 1-10 | 1-2 | 1-3 | 1-4 |
|---------|------|-----|-----|-----|
| 1 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 |
| 13 | 0 | 0 | 0 | 0 |
| 14 | 0 | 0 | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 |

Individualized Teaching Handout 3 For more information: www.challengingbehavior.com

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Case Study: Adeley
What Might You Teach?

Individualized Teaching Plan

Child ID: A-1001 Teacher: J. Smith Week(s) of: January, January 20

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|---------|------|-----|-----|-----|
| 1 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 |
| 13 | 0 | 0 | 0 | 0 |
| 14 | 0 | 0 | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 |

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Activity Instructions: Teaching Targeted Social-Emotional Skills

1. Discuss the video/child with your group.
2. Identify the possible function of the behavior. What is the missing skill?
3. Select the social-emotional skill you want to target for instruction.
4. Identify how you will provide extra help to support the child to use the skill.

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Wrap-Up & Reflection

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Practice Implementation Checklist

1. Review the practice checklist
2. Star your strengths
3. Check any boxes that apply

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Major Messages to Take Home



- Some children will need additional support to learn social-emotional skills.
- Individualized teaching occurs within relationships as children engage in routines, interactions, and activities.
- Teachers should partner with families to identify skills to target.
- To provide individualized teaching, you need to identify how and when the skill will be taught and monitor the child's progress in learning the skill.



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Thank You

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