

Pyramid Model Infant-Toddler Module Series

# Individualized Teaching



# Pyramid Model Infant-Toddler Module Series

Introduction & Understanding Social-Emotional Development

Focusing on Relationships

Responsive Routines, Schedules, & Environments

Understanding Behavior

Teaching About Feelings

Promoting Positive Peer Interactions

## Individualized Teaching

Challenging Behavior

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### Adapted from:

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Vanderbilt University

Pyramid Resources for Infant Toddler Social-Emotional Development, Juniper  
Gardens Children's Project University of Kansas

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# Pyramid Model Infant-Toddler Module: Individualized Teaching

This module provides participants with information on how to identify and address delays in social-emotional development. The module provides an overview of the screening and assessment process and guidance on how to develop a systematic plan to provide individualized teaching to children who have delays.

## Learner Objectives

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

## Agenda

- |   |            |
|---|------------|
| I. Setting the Stage: Individualized Teaching | 10 minutes |
| II. Identifying What to Teach                 | 36 minutes |
| III. Developing a Plan                        | 73 minutes |
| IV. Implementing the Plan                     | 56 minutes |
| V. Wrap-Up & Reflection                       | 6 minutes  |

## My Notes

## Training Preparation

- ☐ Print participant handouts
- ☐ Review videos
- ☐ Prepare and print certificates of completion
- ☐ Activity: Environment & Peer Interaction—Review questions so you have examples of your own to share

## Handouts

- ☐ 1 PowerPoint
- ☐ 2 Agenda
- ☐ 3 Providing Helping Prompts
- ☐ 4 Individualized Teaching Plan (Blank)
- ☐ 5 Individualized Teaching Plan
- ☐ 6 Case Study Instructions
- ☐ 7 Practice Implementation Checklist
- ☐ 8 Training Feedback

## Videos

- ☐ Observing Adely
- ☐ Observing Andrew

## Materials Needed

### Technology

- ☐ PowerPoint file
- ☐ Video files
- ☐ Computer
- ☐ Projector and speakers

### Printables

- ☐ Handouts
- ☐ Certificates of completion
- ☐ Sign-in sheet

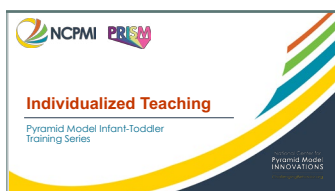
### Supplies

- ☐ Name tags
- ☐ Pens
- ☐ Snacks and drinks
- ☐ Chart paper/white board and markers
- ☐ Table fidgets/manipulatives

### Other Items

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

# Setting the Stage: Individualized Teaching



## Slide 1: Introduction

Welcome to the next session in the Pyramid Model Infant-Toddler Pyramid Model Training Series, where we are going to focus on how to promote the learning of individual children who need more support for their social-emotional skill development.

I am *(name)* and *(give some personal background history relevant to training)*. Here with me are *(introduce rest of team)*.

Let's get some logistics out of the way before we begin.

- ▶ Breaks:
- ▶ Lunch/Snacks:
- ▶ Parking:
- ▶ Restrooms:

You should have a set of materials that includes handouts, slide notes, and other useful information. We will reference some of these throughout the training, so keep them handy. If you don't have the materials you need, please let us know.

*Depending on how familiar members of the training team are with the participants, it may also be important to have participants do introductions—and include classroom and their role in the classroom, if appropriate.*

*You may want participants to ask questions when they think of them, or have them write questions down to ask at the end of sections.*



## Slide 2: Learner Objectives

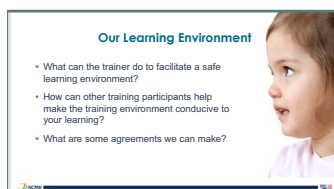
Today, we will talk about children with social-emotional delays who need individualized support around social-emotional learning. We will discuss when a child might need individualized teaching to learn social-emotional skills, how to identify what you might teach, and how to embed instruction into the everyday routines and activities of the child. You will learn two common approaches that can be used for teaching a child a new skill.



## Slide 3: Agenda

You can find our training agenda for today on *Handout 2*. The agenda information we cover in this training session will aid you in achieving the learner objectives.

At the end of the training, we will ask you to complete a questionnaire about the training. We look forward to receiving this input, as it will improve the training for others.



## Slide 4: Our Learning Environment

We will be spending a lot of time together throughout this training and future trainings. It's helpful to decide together what sorts of agreements are important to the group. Think about what makes a positive learning environment for you. What are those things?

*Pause for responses.*

*If participants don't have suggestions, suggest some of the typical shared agreements listed on the next slide.*



## Slide 5: Possible Shared Agreements

With that in mind, what are some agreements we can make about how our learning environment should look? You can use the agreements on the slide as a guide.

*Pause for responses, then summarize agreements.*

*Post the list of shared agreements the group created and/or review the list of potential shared agreements on this slide to help generate ideas.*



## Slide 6: Definition of Social-Emotional Development

Before we start, let's look at the definition of social-emotional development that we have referenced in this training series. "The term social-emotional development refers to the developing capacity of the child, from birth through five years of age, to: form close and secure adult and peer 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."

Let's take this definition apart a bit, first looking at the term "developing capacity." Infants and toddlers grow and change quickly, gaining more skills in all areas of development: physical, cognitive, and social-emotional. Think about the different abilities of a newborn, a 1-year-old, 2-year-old, and 3-year-old. What is appropriate social and emotional development must be constantly viewed through the lens of what is appropriate for the child's development. For example, we would not expect a 1-year-old to describe how he is feeling in words or sentences; we would expect that a 3-year-old would continue to have difficulty regulating her own emotions, but would be much better able to do so than an 18-month-old. Another example could be that we would not expect a 6-month-old to get up and walk about the room, but we would not be surprised to see a 2-year-old do this.

Social-emotional development grows over time. It is a process just like learning to talk, walk, and develop other skills.

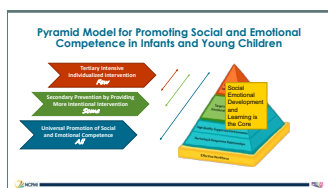
The definition of social-emotional involves the child's developing capacity to do the following.

- ▶ First, to **"form close and secure adult and peer relationships"**—Infants and toddlers require safe, secure, nurturing, and responsive relationships with adult



caregivers for the development of all skills. When adults are loving, responsive and consistent in their care, very young children learn that they are valued and that their world is primarily satisfying and predictable. They learn through these relationships how to interact with their peers and other adults.

- ▶ Next, they are forming the capacity to **“experience, regulate, and express emotions in socially and culturally appropriate ways”**—Joy, sadness, and frustration are just some of the emotions that all children experience during their first years. Infants and toddlers watch adults that are important to them to figure out how they should feel and act in certain situations. With adult help, they increasingly learn how to control or regulate their emotions so that they don’t get overwhelmed by them.



## Slide 7: The Pyramid Model: Promoting Social-Emotional Competence in Infants & Young Children

The Pyramid Model involves multiple levels of practices to ensure all children receive the support they need to learn and develop. All of these practices are aimed at promoting the child’s social-emotional skills.

The bottom of the Pyramid—universal promotion practices—includes practices that build nurturing and responsive relationships with children and their families. It also includes practices around environmental arrangements that support children to feel safe and secure, as well as have the supports to develop relationships and learn. In the middle of the Pyramid Model, we include specific practices that are aimed at promoting the social and emotional development of all children, in doing so, preventing children from having social-emotional delays or behaviors that are challenging.

In previous workshops, you learned about the practices to establish nurturing and responsive relationships. This is essential as it is the context in which all other skill development occurs. We have also talked about environmental arrangements and what you can do to provide an environment that is supportive of children’s development. We have also discussed how we teach children social-emotional skills in everyday routines, activities, and interactions.

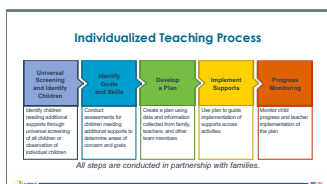
In our training today, we will be focusing on what to do if a child has social-emotional skill delays. As we introduce these new practices, remember that they are used in conjunction with the foundational practices that we have already discussed. It is especially important to note that social-emotional skill development requires that adults have established safe, trusting, nurturing, and responsive relationships with the child to set the stage for learning.

# Identifying What to Teach



## Slide 8: Identifying What to Teach

So, how do we know which children need additional support and what do we teach them to provide that support? Let's take a look.



## Slide 9: Individualized Teaching Process

The process of identifying children who would benefit from additional supports, and addressing those needs, is a team effort. In general, we will follow five steps for planning and implementing an individualized teaching plan, or targeted supports, that addresses children's social-emotional delays. All of the steps we describe today will be conducted in partnership with families.

- 1. Universal Screening**—All children in the program should receive regular screening to identify if there are potential developmental concerns or areas that might need further evaluation. Screening will provide a quick snapshot of a child's developmental status and indicate if more assessment or evaluation might be needed.
- 2. Identify Goals**—We partner with families to identify goals. We might also collect additional information or data through further assessment, our observations, and collaboration.
- 3. Develop a Plan**—In partnership with the family, we develop a plan for helping the child learn specific skills. This plan includes what to teach, when to teach, and how to teach.
- 4. Implement Supports**—Once we have developed the plan, we implement targeted supports across multiple daily routines to increase opportunities for practice and learning.
- 5. Progress Monitoring**—Finally, we monitor our implementation of the plan and the child's progress. We want to make sure the plan is being implemented correctly and working for the child.



## Slide 10: When Children Lack Key Social-Emotional Skills

Individualized instruction is used to ensure that children who have social and emotional skill delays receive systematic instruction on those important skills. Often, these are children who are at-risk of developing severe behavior challenges.

To provide individualized instruction, the teacher must first team with the family to identify the priorities and skills for teaching. We must also make sure that the skills that are selected are developmentally appropriate for the individual child. Another aspect to consider when identifying what to teach is the selection of skills that are most important for the child. We want to select skills that help the child engage in social interactions with adults and peers during naturally occurring routines and activities.



Once we identify what we might want to help the child learn, we identify how we can help the child by increasing their opportunities for learning and practicing the skill throughout the day.

The idea of teaching skills to infants and toddlers might sound different or raise concerns for you. When we talk about teaching a skill, we simply mean increasing the opportunities a child has to practice the skills during everyday activities, routines, and interactions with caregivers and peers. Children may need more intentional strategies to support their learning, but it always occurs during naturally occurring activities and routines.

**Case Study: Haley & Ryan**

<p><b>Haley</b></p> <ul style="list-style-type: none"> <li>• 12 months old, has an IFSP</li> <li>• Social-emotional, communication, and cognitive developmental delays</li> <li>• Does not notice or watch other children</li> <li>• Able to crawl, but will not explore toys when the other children are on the floor</li> <li>• Family wants her to be included and develop friendships. They prefer to be her to learn to talk. They are pleased that she is a "good baby" and does not cry very much.</li> </ul>	<p><b>Ryan</b></p> <ul style="list-style-type: none"> <li>• Twenty-four months</li> <li>• At expected age on developmental milestones</li> <li>• Resists transitions (e.g., play to diaper change, floor to table for meals, going outside) by falling to floor, screaming, or pulling away</li> <li>• Family wants him to be more manageable and cooperative. When he tantrums at times during transitions, they count down and if he does not respond, they pick him up. They are exhausted and want some sleep.</li> </ul>
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## Slide 11: Case Study: Haley & Ryan

Here are descriptions of two children who need additional assistance or teaching to learn important social-emotional skills.

- ▶ **Haley**, 12 months, has been identified as having developmental delays, has an individualized family service plan (IFSP), and receives early intervention services. She does not notice or watch other children but is mobile and crawls on the floor. When other children are on the floor, she sits still and does not explore toys. The family wants her to be included with her peers and learn to talk.
- ▶ **Ryan** just turned 2 years and is at his expected age in all areas of developmental milestones. However, he has many intense tantrums throughout the day. His tantrums occur during transitions from one activity to another (e.g., play to diaper change, floor to table for meals, going outside). His family wants him to be more cooperative.

These are two children who need more support to promote their development of social-emotional skills. As we discuss the process for identifying skills to teach and how to teach them, we will return to Haley and Ryan to identify how we might support them.

**Step 1. Universal Screening for Social-Emotional Concerns**

- 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?

## Slide 12: Step 1. Universal Screening for Social-Emotional Concerns

The use of a universal screening tool can help identify children who have social-emotional skill delays. A screening tool provides you with a quick snapshot on the child's developmental status and identifies if more assessment might be needed.

When choosing a tool for universal screening purposes, there are several factors to consider. First, it will be important to know if the screener includes social-emotional development, specifically, or is it a general developmental screener. A tool that is specific to social-emotional growth will provide more specific information about potential concerns related to social-emotional development. Does the screener include criteria or benchmarks that show whether a child is meeting social-emotional expectations for their age?

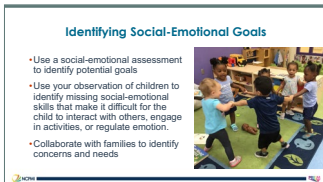
There are several screening tools available that are specific to social-emotional development. If concerns are noted through screening, a team will assess the child using multiple sources of information including additional formal assessment.

Examples of commonly used assessment tools that are helpful in identifying social-emotional intervention goals include the *Social-Emotional Assessment/Evaluation Measure (SEAM™)*, the *Devereaux Early Childhood Assessment (DECA) for Infants and Toddlers*, and the *Infant Toddler Social-Emotional Assessment (ITSEA)*.



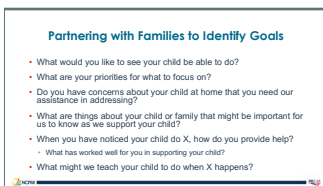
## Slide 13: Step 2: Identify Goals

Once a child is identified as needing support in developing social-emotional skills—through screening, assessment, or observation—you are ready to identify the goal and specific skills that will be the focus of individualized teaching.



## Slide 14: Identifying Social-Emotional Goals

A social-emotional assessment can be helpful in identifying potential goals; your observation of what skills might be missing will help you consider the individual skill that might be most important for the child to learn. You will want to think of a list of potential goals and skills that are developmentally appropriate and collaborate with the family to identify their goals and establish what skills are the priority.



## Slide 15: Partnering with Families to Identify Goals

In this slide, we have provided some potential questions that you can use in your collaboration with families to identify: their priorities for the child, how they have assisted their child when there are behavioral concerns, and family concerns. You might be approaching the family because you have noticed social-emotional delays. In that case you might open the conversation by saying, “We have noticed X and want to provide some additional support to ensure your child is...(e.g., comfortable, engaged, able to interact, able to express their needs).”

To explore family perspectives about goals for their child, consider the following questions.

*Read questions on slide out loud.*

Ask the family to share their goals and priorities. Some families might need a more direct question such as “What is most important for your child to learn before they are 3 years?” or “before they go to preschool?”

Remember to use a strengths-based approach. Ask the family to share what they do in the support of the child and their perspectives about how you might provide support. During these conversations with families, remember to use active listening strategies and validate family concerns and demonstrate your empathy and support.

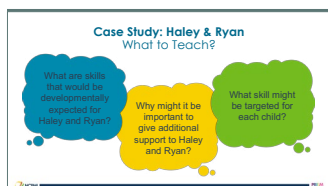
- ▶ **Be affirming and validating.** Affirm a family’s willingness and courage to be open and share personal information. For example, you might say, “Thank you for trusting me with that information,” or “I heard you say this...is there more you’d like to tell me?”

- ▶ **Show sensitivity and compassion.** Be empathetic when a parent is vulnerable or emotional. Sometimes the most powerful thing we can do is express our empathy rather than try to fix a problem. For example, you might say, “That sounds so difficult. I’m sorry you experienced that.”
- ▶ **Ask clarifying questions.** Asking questions at the right time can show that you are interested and engaged. For example, you might say, “You seem to be saying this... is that correct?” or “Now that you have shared this, are there ways that I can help?”



## Slide 16: Identifying Skills to Target

In summary, there is a lot to consider in identifying the skills to target for teaching. You want to consider what you learned from the screening and assessment. You want to note the child’s strengths and interests, the family goals and priorities, and family cultural considerations. As you identify how you might intervene, it will be important to reflect on your relationship with the child and if a responsive and nurturing relationship has been established. If that is not in place, this will be where you should start before you begin providing additional intervention. You should also reflect on the classroom environment and everything you have learned in previous modules about providing an environment that will promote social-emotional development and support a child to feel safe and secure. Focus on these foundational practices if they are not yet in place. As you think about the child, think about what you can do to help the child develop new skills.



## Slide 17: Case Study: Haley & Ryan—What to Teach?

Let’s go back to Haley and Ryan. What skills would be developmentally expected for Haley and Ryan that are not currently in place?

*Pause for response and offer to go back to slide 9 if the participants need to see the slide again.*

Why might it be important to give Haley and Ryan additional support?

*Pause for responses.*

*Possible responses for Haley might include...Make a choice of a toy to explore with the support of an adult; crawl toward other children to access a toy; explore toys when on the floor with other children*

*Possible responses for Ryan might include...Actively participate in transition with the support of an adult and visual schedule; transition from one activity to another without tantrums; request more time in an activity when prompted that a transition is imminent*

What skill might be targeted for each child?

*Pause for responses. Write the participant responses on chart paper or on the whiteboard if presenting virtually. These will be used in the activity on slide 25.*

## 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

## Slide 18: Identifying Skills

In early infancy, children's social interactions are primarily with adults. These early social interactions include: looks at caregivers faces; smiles at caregivers; and cries to express needs (such as being tired, hungry, wet, or hurt). As infants develop, they show a more complex range of emotions including being fearful of strangers and being upset when their caregivers leave.

Infants begin to interact with each other using simple behaviors such as looking at or touching another child. Infants' social interactions with peers increase in complexity from engaging in repetitive or routine back-and-forth interactions with peers (for example, rolling a ball back and forth) to engaging in cooperative activities such as building a tower of blocks together or acting out different roles during pretend play.

Through interactions with peers, infants explore their interest in others and learn about social behavior and social interaction. Interactions with peers provide the context for social learning and problem-solving, including the experience of social exchanges, cooperation, turn-taking, and the demonstration of the beginning of empathy. Social interactions with peers also allow older infants to experiment with different roles in small groups and in different situations such as relating to familiar versus unfamiliar children.

Look at the skills on this slide. At what age might we expect the infant or toddler to be able to do this skill?

*Have participants call out age for each.*

If these skills were not in place at those ages, are there strategies we might use to support the child in learning them?

*Pause for responses.*

## Developing a Plan



## Slide 19: Developing a Plan

Next, we will discuss developing a plan. Developing a plan for teaching social emotional skills is just as important as developing a plan for teaching an infant or toddler how to eat, talk and walk.

## Step 3. Develop a Plan



*All steps are conducted in partnership with families.*

## Slide 20: Step 3. Develop a Plan

Once we have identified our priorities for individualized teaching or support to promote the development of specifically identified skills, we need to develop a plan for our individualized teaching.

## Developing a Plan: What Should Be Done?

- What to teach
- Who will teach
- When to teach
- How to teach



## Slide 21: Developing a Plan: What Should Be Done?

When developing a plan for teaching targeted social-emotional skills, we want to define what, who, when, and how we are going to teach.

As we identify the WHAT to teach, we also want to think about WHO will do the teaching. Are we developing a plan to be used at home and in the classroom so that teachers and family members will be teaching? Or are we supporting the family in teaching a different skill within a home or community routine that might call for a separate plan.

We know that as we teach new skills to young children—the WHAT to teach—we need to provide them with multiple opportunities to practice those skills in a variety of settings and contexts—the WHEN to teach. AND we need to help them learn by providing support to them when they are practicing—in other words, HOW to teach.

**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

## Slide 22: What To Teach

The first step is identifying WHAT to teach.

- ▶ When we say **meaningful**, we are reflecting on whether the skill we have selected: is one that is developmentally appropriate for the child, will help the child in their interactions and relationships with others, and will support the child's engagement in routines and activities.
- ▶ When we say **observable**, we mean that the skill we are teaching is something we can see—a clear action the child can learn to do and that you can help them do until they are independent. For example, waving “hello” to a peer vs. engaging with peers—engage is unclear, but let's think about what that looks like. Waving “hello” is something you can easily observe. You can see them do or not do it AND can help them wave if they don't wave on their own.
- ▶ **Measurable** means that the goal is something we can easily count. Again, it is easy to see if a child waves at 1, 2, or 3 peers during morning drop-off, it would be impossible to measure the goal of “engage with peers” because there is no clear action for what we are counting or measuring.

**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?

## Slide 23: Who Will Teach

Deciding who will teach and making sure that everyone has the support they need to provide the instruction is critical. If you want all staff to implement the teaching plan (which is often the most effective way to ensure the child learns the skill), you will need to work as a team to make sure everyone understands the plan, feels comfortable with the steps, and is ready to assist the child. If the family will also be teaching within home or community routines, you will want to meet with the family to develop a plan that is a fit with their activities and routines, in addition to providing a coaching visit so that the family is supported if they need assistance with implementation.

**When To Teach**

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

## Slide 24: When To Teach

We will be using an approach called “activity-based intervention.” Here, teaching is implemented within the context of activities that are a normal part of your daily routines or schedule, with the goal of providing multiple opportunities to practice social-emotional skills across different activities every day.

It might help to think about what these different types of activities are. Throughout each day, activities or routines generally fall into one of three categories.

- ▶ **Child-directed activities** are guided by the child; so think about the types of things that happen during play. It's good to include child-directed activities in your plan, because if the child is already interested in the activity, they might be more motivated to work toward that goal.
- ▶ **Routine activities** are regularly occurring events that are necessary to daily living, such as diapering, meals, naps, arrivals and departures. Including routines in your plan allows for increased opportunities to practice, as these have the advantage of always happening. A child will always need a diaper checked or to be fed, so you can count on those opportunities happening every day.
- ▶ Finally, we have **planned activities**. Planned activities take place with adult guidance, such as music, puppets, reading a story, and movement games. This type of activity allows you to see and support the child in using skills in new or more structured situations—and the activity may present different challenges than play and routine activities.

We will intentionally plan for targeted supports to be implemented in multiple activities and routines, so that children have multiple opportunities throughout each day to learn and practice new skills. This is key when supporting children in learning and practicing new social-emotional skills.

What & When: Haley & Ryan	
<b>Haley</b>	<b>Ryan</b>
<ul style="list-style-type: none"> <li>• What skill might we teach Haley?</li> <li>• Meaningful</li> <li>• Observable</li> <li>• Measurable</li> <li>• When might it be taught?</li> <li>• Child-directed</li> <li>• Routines</li> <li>• Planned activities</li> </ul>	<ul style="list-style-type: none"> <li>• What skill might we teach Ryan?</li> <li>• Meaningful</li> <li>• Observable</li> <li>• Measurable</li> <li>• When might it be taught?</li> <li>• Child-directed</li> <li>• Routines</li> <li>• Planned activities</li> </ul>

## Slide 25: What & When: Haley & Ryan

*Refer back to the chart paper (from slide 15) with skill suggestions for Haley and Ryan.*


Let's look at what we thought might be the skill to teach Haley and Ryan; we can start with Haley. Are all of these meaningful, observable, and measurable?

*Engage participants in reflecting on those questions and eliminating any skills that don't meet the criteria. With the participants, select the top one or two skills that might be the best fit for Haley.*

We want to select a skill that we can teach across the day. Can we teach this skill in child-directed activities? Routines? Planned activities?

*Pause for responses.*

*If there is a skill that goes across all activities, point out the value of selecting that skill to teach over the other options. Repeat this process for Ryan.*

Guiding Children to Learn	
<ul style="list-style-type: none"> <li>• How do we teach a new word to a 12-month-old?</li> <li>• How do we teach a child to use a spoon?</li> <li>• How do we teach a child to say "more" when they want more juice?</li> </ul>	

## Slide 26: Guiding Children to Learn

Now that we have narrowed down what we want to teach, we need to know how to approach teaching so the child learns the skill. Look at the questions on the slide.

How do we teach a 12-month old a new word?

*Pause for responses.*

*Possible responses include...modeling, labeling, repetition; affirm responses.*



We naturally use helping prompts to help the child connect a word to an event, object, or thing. We also celebrate when the child begins to use the word.

What about teaching a child to use a spoon?

*Pause for responses.*

*Possible responses include...hand them the spoon, put my hand on their hand and guide use of spoon, model.*

Again, we use helping prompts to show them or guide them in how to scoop with a spoon. How might you teach a child to say “more” or sign “more” when they want more juice?

*Pause for responses; affirm what is shared.*

Young children learn best in the presence of caregivers who they feel close to and safe with. Often young children learn these skills by observing the people in their lives and imitating their behaviors. We can teach social-emotional skills just like we teach skills like these—with practice, modeling, physical guidance, patience, recognition of progress, celebrating successes, and repetition.

How to Teach	
<b>Giving the Child Assistance to Respond</b>	<b>Embedded within Play and Routines</b>
• Verbal prompt	• Play
• Visual prompt	• Meals
• Modeling	• Diaper/Toileting
• Physical guidance	• With songs, books, puppets
• Gesturing/sign language	

## Slide 27: How to Teach

In developing a plan for how to teach, we need to decide how we will approach teaching the child the target skill. The most effective way to ensure the child learns the skill is to be systematic about how we teach or support the child. For example, we will be deciding about when we provide modeling or provide physical guidance; and we will be intentionally celebrating when the child begins to use the skill. We will also plan for when we will provide learning opportunities, with a goal of providing the child with multiple opportunities within daily activities.

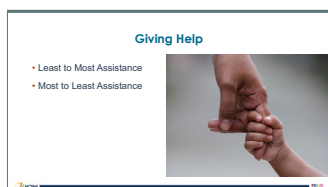
Make a Plan for Teaching the Skill
<ul style="list-style-type: none"> <li>Decide what prompt to use to help the child do the skill initially and how you will reduce your assistance               <ul style="list-style-type: none"> <li>Will you completely guide the child?                   <ul style="list-style-type: none"> <li>For example, bring the child and their hands on yours as you make the sign for more and then reducing your assistance over time.</li> </ul> </li> <li>Will you start with a question?                   <ul style="list-style-type: none"> <li>For example, beginning the teaching sequence by asking “Can you tell me what you want?” and then providing words or assistance if the child needs more support.</li> </ul> </li> </ul> </li> <li>Approach to use will depend on:               <ul style="list-style-type: none"> <li>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).</li> <li>Nature of the skill (e.g., lap a friend to initiate interaction versus ask to play).</li> </ul> </li> </ul>

## Slide 28: Make a Plan for Teaching the Skill

When we use helping prompts to teach systematically, there are decisions we need to make as we design our instructional plan. We need to decide if we will start with the most intrusive helping prompt (e.g., physically guide the child for the first step) or if we will start with the least intrusive (e.g., ask a question).

The approach we select will depend on the child’s current ability to use the skill. For example, if you know that child can do the skill but is just not using it fluently, you would start with a question. If the child has not ever used the skill, you will probably start with full physical assistance.

What helping prompts you use will also depend on what the skill is. For example, if we want the child to sign “more,” we might start with physical guidance. On the other hand, if we want the child to say “Hi” and we would provide a model of how to say it.



## Slide 29: Giving Help

Take out **Handout 3, Providing Helping Prompts.**

The two most common and natural ways to provide helping prompts are to provide them in the order of least to most assistance (starting with the least amount of help and then providing more if the child needs it) or most to least assistance. We will walk through what these sequences look like and how to use them. I think you will find that you already use both of these approaches as you guide children in their skill development.

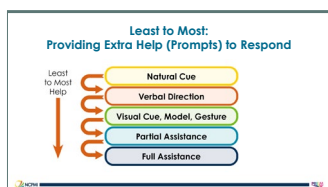


## Slide 30: Least to Most Help

The system of least-to-most help (or prompts) refers to initially giving the least intrusive help, or prompts, and then increasing levels of assistance as needed. This approach is often used when a child has been introduced to the skill before and has demonstrated parts of the skill, but is not using it independently or in the correct situations. When using this approach, it is important to always begin by allowing the child an opportunity to respond correctly to the natural cue or question posed without any prompt being given—in other words, a chance for the child to respond independently.

It is also important that the last prompt provided results in the child completing a task or responding correctly. All correct responses will be paired with positive acknowledgment (reinforcement). If a child responds incorrectly at any point, additional help should be offered until the response is correct.

For example, a teacher wants to teach Christopher to raise his arms to signal he wants to be lifted out of the high chair. He has done this before, but not often. Christopher has developmental delays and a goal for him is to increase his communication to others. The teaching plan is to use least to most help. The teacher says, “What do you want Christopher?” and then waits for his response with an expectant look. If he does not hold his arms up, the teacher says, “Do you want up? Show me (while modeling by holding her arms out).” The teacher pauses again for his response. If he still does not raise his arms, the teacher might say “Let’s do it together. I’m going to touch your your arms and we’ll put arms up.” The teacher gently guides his arms up, and removes him from the high chair while saying, “You can show me, I want up.”



## Slide 31: Least to Most: Providing Extra Help (Prompts) to Respond

Let’s look at this again step by step. We use these steps of providing extra help systematically to help the child learn. When using these steps, we need to be consistent across adults. The least-to-most method involves providing the least amount of assistance to the child to support the use of the skill. The procedures and sequence are:

1. Expect the child to use the skill under natural conditions. Wait 3-5 seconds between each prompt given. For example, if a child, Ari, is at snack and a peer (Joshua) asks for a cup, that is a natural cue for the child to pass the peer a cup.
2. If the child does not use the skill, give a verbal prompt or direction such as, “Ari, Joshua asked you for a cup. Please pass him a cup.”

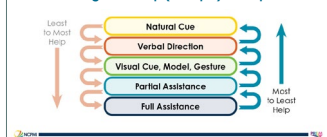
3. If the child still does not use the skill, provide a visual cue, model, or gesture in this case, you might point to the cups.
4. If the child does not respond to the prompt, guide the child to do the skill as saying to the child “Let’s do it together. I’ll place my hand on your hand and we can pass the cup to Joshua.” Providing a warning to a child prior to touching them helps them know what to expect and supports them in feeling safe. It also respects their boundaries as independent people teaching them about what they can expect from relationships.
5. Finally, if more assistance is needed, provide full physical assistance, in this case, gently place the child’s hand on yours and pass the cup to the peer.

**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

**Slide 32: Most to Least Help**

The most to least approach is typically used with children who have just been introduced to a new skill and have not demonstrated steps in using the skill. For instance, the teacher might say, “Show me more,” model the sign, and then say “Let’s do it together. I’ll help you by putting my hands on your hands and gently guiding them together to make the sign for “more.” This is an example of full assistance while sharing with the child what you are doing. Once the child begins making the sign, the adult will gradually fade their full physical help to a partial physical—maybe just touching their hands—then to a model, and finally to no prompts. The next slide will illustrate how this works.

**Most to Least:  
Providing Extra Help (Prompts) to Respond****Slide 33: Most to Least: Providing Extra Help (Prompts) to Respond**

We do the steps of providing extra help systematically to help the child learn. When using these steps, we need to be consistent across adults. The most-to-least method involves providing full assistance and then gradually pulling back on the amount of assistance that is needed.

For example, let’s say we want the child to roll a ball back to a peer with the goal of simple turn-taking in play. Our prompting might be to:

1. Provide the direction and give the child full assistance (“Push the ball”)
2. Provide the direction and give the child partial assistance by tapping their hands when the ball rolls to them. If they do not push the ball, give full assistance. Do this until the child begins to respond consistently.
3. The next step might be to use a point and verbal direction to give the child a reminder of what to do. At any point, if the child does not respond, you back up to the more intrusive prompt. Once the child begins to respond at this level consistently, you move to the next step that is less assistance.
4. Finally, use only a verbal direction.

In this approach, the child is always successful; we always help enough for the child to use the skill or meet their outcome.

**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"
  - "We are 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.

**Slide 34: Providing Full Assistance Prompts: Caution**

When you are planning the prompts to use, the full assistance prompt should be whatever assistance you can use to ensure the child can perform the skill. We want to be cautious and never grab a child's hands or force a child who might be resisting to do an action. We also want to try to explain to children what we are doing so they know what to expect. This also models for children how they can expect to be treated in relationships. In other words, people don't just do things to you without your knowledge or consent. Sharing with children what you are doing even when children are very young helps them feel safe and secure. It teaches them about respectful touch and demonstrates respect as a person. Abruptly touching a child or moving them without their knowledge may feel scary, unexpected, or unsettling. There are less forceful ways that you can physically assist a child. For example, you might have the child place their hands over yours and you do the action or move the object the child is holding.

**Developing a Plan for Haley & Ryan**

- |  |  |
|--|--|
| <b>Haley</b> <ul style="list-style-type: none"> <li>• What is the skill we want to teach Haley?</li> <li>• What approach would you use?</li> </ul> | <b>Ryan</b> <ul style="list-style-type: none"> <li>• What is the skill we want to teach Ryan?</li> <li>• What approach would you use?</li> </ul> |
|--|--|

**Slide 35: Developing a Plan for Haley & Ryan**

Let's try this for Haley and Ryan. Each table group should select one of our case study children to discuss. At your table, identify the skill you want to teach Haley or Ryan. We have our skills written here.

*Show the chart where a skill or skills have been listed.*

At your table, decide if the skill you want to teach is best taught using least to most assistance or most to least assistance. Once you decide that, write down what each step would look like.

*Give table groups 15 minutes to work through their helping prompts. Ask groups who might want to share back. As they share, write the steps on chart paper and show how the sequence works (similar to slide 30). Below are two sample sequences if table groups get stuck or you need to share ideas to assist the groups.*

**Sample Sequences for Haley and Ryan****Haley**

**Skill:** Engage in dump and fill play when on the floor with other children

**Helping Prompt:** Most to least

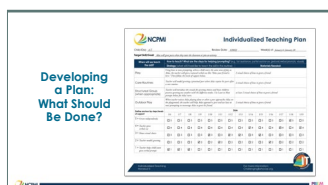
- ▶ Teacher sits next to her supports her and guides her to explore toys while 2 other children are on floor
- ▶ Teacher provides toys and sits farther away while she explores toys while 2 other children are on the floor
- ▶ Teacher places her on floor with 2 other children and toys and checks in
- ▶ Teacher places her on floor with more children and toys and checks in

**Ryan**

**Skill:** Actively engage in the transition from one activity to the next without tantrums

**Helping Prompt:** Most to least

- ▶ Teacher shows first/then, provides a countdown warning, and guides Ryan through transition
- ▶ Teacher shows first/then, provides a countdown warning, and ask Ryan "what is next?"
- ▶ Teacher shows first/then and provides countdown warning



## Slide 36: Developing a Plan: What Should Be Done?

Take out *Handouts 4 and 5, Individualized Teaching Plan*. These are the same form, but one is blank and one has been filled in. This individualized teaching plan provides you with a form for planning what you will teach, how you will teach, and when you will teach.

On this form for Atlas, you see that the target skill is for Atlas to greet peers. The classroom team will use least-to-most prompting to help Atlas do that in play, after a care routine, in group, and during outdoor play. On the teaching plan, they have identified that they will use visual choices of ways that Atlas might greet a peer. The least to most steps are listed on the bottom of the form next to numbers.

A score of "5" is what we want Atlas to do which is greet peers independently. If Atlas does not do that, the teacher gives him a verbal cue, such as, "Atlas, your friend is here." If Atlas does not respond, the teacher provides a more intrusive prompt, the one that is step 3, and shows Atlas the visual choices. If Atlas needs an additional prompt, step 4, the teacher models what to do. Finally, if Atlas still does not respond, the teacher helps Atlas wave while giving an additional prompt. An example would be, "Let's wave together; I'll put my hand on yours and we can wave together. Atlas is waving hello to his friend."

## Implementing the Plan



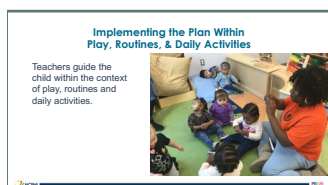
## Slide 37: Implementing the Plan

We've been discussing developing a plan. Next, we will discuss implementing the plan.



## Slide 38: Step 4. Implementing the Plan

Now that you have your individualized teaching plan, you are ready to implement it.



## Slide 39: Implementing the Plan Within Play, Routines, & Daily Activities

Remember that we want to embed our teaching within day-to-day activities and routines. We suggest that you review the teaching plan with all team members and then everyone can be on board with how to support the child throughout the day. By following the plan, you will observe to see if those increased supports help the child achieve their goal, or if different supports are needed.

## 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



## Slide 40: Implementing Individualized Teaching

While we are going to use these systematic instructional techniques to help children learn the skill, we still want to teach children within their everyday activities with peers. Teachers should observe children, give them the opportunity to initiate with others, or indicate their interests, and then move in to provide assistance, giving helping prompts when needed. If teaching opportunities do not occur naturally, the teacher might join the activity the child is interested in and create an opportunity to practice the skill.

## Step 5: Progress Monitoring



## Slide 41: Step 5: Progress Monitoring

In order to really be able to determine if the plan is working, we will be collecting some information along the way, on the support we provide to the child and the child's response. This brings us to our fifth step—progress monitoring.

## Progress Monitoring for Teacher Implementation &amp; Child Outcomes

## Teacher Implementation Measure

- Are strategies being implemented as planned?
- Are there multiple opportunities to practice?
- Are more opportunities needed?

## Child Outcome Measure

- Does the child respond to the help that is provided?
- Is the child becoming more independent using the skill over time?

## Slide 42: Progress Monitoring for Teacher Implementation &amp; Child Outcomes

We will set up a simple method for collecting data to determine if child is making progress with these additional supports. This is accomplished by teacher-collected data, as laid out in the individualized teaching plan.

## Progress Monitoring, Sample



## Slide 43: Progress Monitoring, Sample

Let's look at the individualized teaching plan form for Atlas again. The second part of the form provides a place to indicate the level of prompt you most commonly used for each day. In order to complete this, you would briefly touch base with team members and ask them if they prompted the child and the level of prompt needed for the child to respond appropriately or use the skill. Select the most frequent prompt that was needed and record it as the score for the day. Over time, you can graph the child's progress using this form.

Case Study: Adely  
What Might You Teach?

## Slide 44: Case Study: Adely—What Might You Teach?

We are going to work in table groups to identify the skill to teach and develop an individualized teaching plan. I will assign your table to work on a teaching plan for Adely or Andrew. Everyone at your table will discuss what to teach and work on the teaching plan together. Before we start, I will share information and a video about each child. Keep in mind that the description offers information about the meaning of the behavior that will be important for the development of the instructional plan.

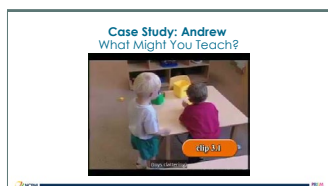
*Pass out the case study handouts (**Handout 6**). Make sure all persons within a table group receive case-studies for the same child.*

**Adely** is a 2-year-old who has a difficult time with parent separation in the morning and engaging in play activities. She notices peers and watches them but does not initiate interactions. Her teachers respond by noticing when she is not engaged, providing her



with comfort, and supporting her to find an activity. Once they help her get started, she will play or do the activity they have helped her start. They are concerned because this has been going on for six months and Adely is still not initiating activities, asking for help, or requesting comfort from them. She sits and waits and sometimes they are so busy, she is overlooked. What skill might her teachers target to teach her? Decide on the skill and how teaching might occur throughout the day.

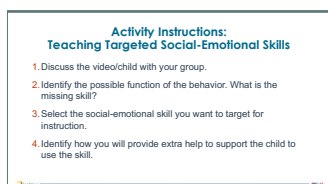
*Play Observing Adely (1:05 min)*



### Slide 45: Case Study: Andrew—What Might You Teach?

**Andrew**, the toddler in the green shorts, often tries to take materials away from other children. He might hit or bite a child to get access to an object or toy. In response, children usually give up the materials and find something else to play with. His teachers are concerned, because—despite their efforts to redirect him—he has been doing this for several months. Other children have begun to avoid him or move away when they see him approaching.

*Play Observing Andrew (18 sec)*



### Slide 46: Activity Instructions: Teaching Targeted Social-Emotional Skills

Now that you have seen the videos, decide on the skill to teach and the helping prompts that might be used. Identify someone in your group to share back. You have 20 minutes for this activity.

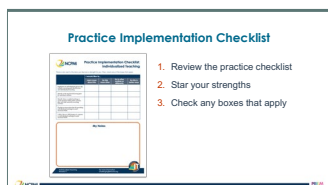
*After the 20 minutes, see if a group wants to share back their ideas. Then ask if another group had the same child but approached it differently. See if they will share their ideas. Then move to the second child and see if someone will share and then if another group had a different skill or different approach.*

## Wrap-Up & Reflection



### Slide 47: Wrap-Up & Reflection

Now, you're going to have time to reflect on your own classroom practices related to providing individualized teaching to children who need more support in learning social-emotional skills.



### Slide 48: Practice Implementation Checklist

Take out *Handout 7*, place a star next to items that are your strengths. Then, check any of the boxes that apply to you.

#### 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.

## Slide 49: Major Messages to Take Home

*Review the major messages with the group.*

#### Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H320B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



## Slide 50: Thank You

Thank you for attending, and I look forward to seeing you next time, where we will discuss *(share information about next training)*.