



Planned Instructional Sequences (PInS)

Materials Needed

- Projector and audio equipment
- Presenter Notes
- Handout 1: Presentation PowerPoint (Hand out immediately)
- Handout 2: Child Observation Form
- Handout 3: Child Assessment Form
- Handout 4: Role Play – Effective PInS Checklist
- Handout 5: Matching Cues to Helping Strategies
- Flip chart
- Glue sticks, small paper bags or envelopes
- Directions for Matching Activity:
 - Before the training, cut out all cues and helping strategies from the first 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 get one bag/envelope of cues and one bag/envelope of helping strategies. See handout directions for more guidance.

Presenter Notes

Slide 1: Planned Instructional Strategies (PInS)

Welcome to this inclusion training on planned instructional sequences. This is one of several in-service suites developed by Head Start Center for Inclusion focused on supporting educators to better include children with disabilities in their early childhood learning environments.

Slide 2: Today's Objectives

By the end of this presentation, participants will be able to:

- Define a planned instructional sequence
- Show understanding of the four elements of a planned instructional sequence
- Describe helping strategies
- Determine appropriate helping strategies
- Plan instruction for individual children

Slide 3: Why Planned Instructional Sequences?

Why are we talking about Planned Instructional Sequences (PInS)?

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



c) PInS is used to teach children skills that increase their ability to participate and learn alongside their peers.

Slide 4

Slide 4: Planned Instructional Sequences (PInS)

Today we are going to talk about a teaching interaction called Planned Instructional Sequences, or PInS for short. PInS is a short teaching interaction that uses 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 an effective 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.

Slide 5

Slide 5: Video Examples of PInS

Now let's look at PInS in action. We will watch several videos of educators 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

Play Video

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

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

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

Clip 4: PINS DURING CIRCLE: One of the children in the circle is working on imitating the actions of an adult. The educator 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!

Slide 6

Slide 6: Do Any of These Children Sound Familiar?

- Every day we talk about shapes at circle, and we often 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 three- to four-word sentences. Right now she usually uses one word to ask for things. and at home. As they prepare to provide embedded learning opportunities, they discuss and determine what to teach, when to teach, and how to teach Mia.
- 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. He still has trouble with zippers and snaps on his clothing in the classroom.

All of these children are currently lacking skills that they haven't learned by simply being included in the classroom. These skills can be taught using PInS. The 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 7

Slide 7: Why Use PInS?

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 educators, special educators, service providers, and more). Instruction on these goals is often given 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. PInS is a successful teaching strategy to help focus and organize your instruction and to add to your toolkit!

Slide 8

Slide 8: What Skills Do I Teach Using PInS?

First let's think about what skills are most important to focus on so that each individual child can participate and learn alongside their peers.

Child Assessment Form

Use this form to first think about your daily schedule, the expectations you have for children during those activities, and how well individual children can meet those expectations.

Worksheet: Child Observation form

Use this form to help determine the parts of the activities the child does well, the parts that are challenging, and the skills the child needs help learning to participate successfully.

Between these two tools, you should be able to:

- 1) Ensure that the expectations you have for young children during daily activities is developmentally appropriate
- 2) Determine which activities a specific child is struggling to fully participate in.
- 3) The skills the child needs to learn to be able to fully participate
- 4) Which skills are most important to prioritize and teach first.

Planned Instructional Sequences are brief teaching interactions that you can use to help children learn the skills you have decided to prioritize.

2 & 3

Slide 9

Slide 9: PInS: A 4 Step Process

A PInS is a four-step process: We will briefly go over these steps before going into detail on each one.

When using PInS', educators plan ahead to teach a child a specific skill. They carefully identify what will happen for each of the following steps:

1. First, some type of cue is given to get the process started. These are often verbal cues (or something the educator communicates), but a child can also be cued by the environment, an activity, or even peers.

2. Second, the educator offers some type of help if the child needs it. This is the teaching part and is extremely important, especially in the beginning stages of learning a new skill.
3. The third step is the child's response. The educator gives enough time for the child to respond either after the cue or after the help.
4. Lastly, the educator gives feedback depending on the child's response. Correct and incorrect responses require different types of feedback.

Slide 10

Slide 10: Video Examples of Planned Instructional Sequences Following Directions

Play Video

1. The educator gives a group direction and then turns her attention to focus on a specific child who is learning to follow group directions.
2. The child gets "help" when the educator gives her a visual (a picture of the next activity — lining up) and draws her attention in by pointing and asking, "What's next?"
3. The child responds by walking to the line.
4. The educator gives feedback by labeling her action and moving to the next activity.



Video 2



Video 3

Video

Naming Letters

Play Video

1. The educator asks the child, "What letter is this?"
2. The educator "helps" the child by modeling the answer aloud.
3. The child responds correctly by repeating the letter name.
4. The educator gives feedback.

Slide 11

Slide 11: What is a Cue?

The first step in a planned instructional sequence is a cue.

A cue is something an educator does or says to start instruction. It's 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's a way to start an interaction to get the child to work on a priority goal or skill.

Slide 12

Slide 12: Types of Cues

There are two basic categories of cues:

- Verbal (directions or questions): Verbal cues refer to directions or questions communicated by the educator, peer, or other adult.
- Nonverbal (gestures, environmental, activity-based): Nonverbal cues include any nonverbal strategy used to elicit a response from a child.

Slide 13

Slide 13: Verbal Cues

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

Slide 14

Slide 14: More Verbal Cues

These cues are in the form of a question.

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

Slide 15

Slide 15: Think, Pair, Share

First, take a few moments to think about some of the verbal cues you deliver on a 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 educators tend to use similar cues to work on the same skill (e.g. "What shape is this?" or "Can you find the letter 'S?'" to work on shapes and letters)



Learning
Activity



Flip
Chart

Slide 16

Slide 16: Nonverbal Cues

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 nonverbal 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:

(Encourage participants to answer the following questions. See the possible answers as a guide.)

- Ringing a bell: Can cue a child to stop and listen for the directions, clean up, line up, etc.
- Only giving some of the supplies for a task (i.e. during a playdough activity, only give the playdough accessories and toys, but not the playdough): Can cue a child to request or ask for needed materials using words, asking for help, asking questions, etc.
- “I don’t understand” gesture: Can cue a child to initiate language, comment, request help, request items, etc.
- Using an unexpected event or doing something that is out of the ordinary. At the end of circle time, you may ask everyone to stand up and go shopping (in place of the next thing on the schedule, such as lunch): Can cue a child to make comments, ask questions, request, etc.
- Handing a child their toothbrush: Can cue a child to get toothpaste, brush his teeth, etc.
- Showing a child their hands are dirty: Can cue a child that it’s time to wash hands.

Slide 17

Slide 17: Think, Pair, Share

First, take a few moments to think about some of the non-verbal cues you deliver on a 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 educators tend to use similar cues to work on the same skill?



Learning
Activity



Flip
Chart

Slide 18

Slide 18: Cues Are Intentional

Though we use general prompts or reminders often throughout the day, when a cue used in a planned instructional sequence, it is the first step in a sequence – always followed by help, the child’s response, and feedback.

Slide 19: Video

Examples of Cues

In the photo, the educator 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 educators 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 educators are providing. Remember, cues are just something the educator does or communicates to begin the teaching interaction.

PRESENTER’S TIP: Consider pausing after each clip to allow time discussion. Read the notes for each clip for more information about what the educator is doing and the child’s individual goals.

Play Video

Clip 1: VERBAL CUE: “You can write ‘M’ ‘A’ for Mariam.” The educator 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.



Video 4

Clip 2: VERBAL CUE: "What's his name?" The educator 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 educator 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.

Clip 5: NONVERBAL 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 educator cues the children to imitate actions during a song.

- Child's current goal: To participate in group activities.

Clip 8: NONVERBAL CUE: Educator 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 educator 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: NONVERBAL CUE: Educator 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: "We're learning about what?" The educator 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 educator 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 20



Learning Activity

Slide 20: Think, Pair, Share

Are there any questions before we have you talk in your groups? Break into your groups and together discuss:

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

Slide 21

Slide 21: Principles of Effective Cues

There are several things to keep in mind when using cues.

Effective cues:

- **Are given after you gain the child's attention:** The child must attend to the cue so they are able to respond correctly. Make sure the child is listening and/or is engaged in the activity before the cue is given.
- **Are 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 they didn't hear us or that they needs reminders. This doesn't allow for much "think time" for the child, and you can also inadvertently be teaching the child to only respond after a cue is given several times.
- **Are clear:** Cues specifically stating the desired behavior are very important for a child who is learning a new skill.
- **Elicit a child's response:** 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, with not too many instructions at one time:** When a child is learning a new skill, the cue should be short, with only one (or two, depending on what you are working on) direction at a time. It's hard for a child to weed through long or several instructions to find the appropriate response.
- **Should be followed through on:** After a cue is given, be sure you are able to stay and complete the instructional sequences so that the child can learn to respond successfully.

Slide 22

Slide 22: Learning Activity – Role Play Part 1 (Cue)

Handout: Effective PInS Checklist

This worksheet will be used four times in this presentation. For Part 1, we are focusing on the first step in the PInS sequence — the "Cue". When we're finished with this activity, please put it aside for the next time we use it.

Worksheet: Effective PInS Checklist

- Please put your name at the top of your sheet.
- Break into groups of three (four will work if needed).
 - If there is a group of four, the extra person will support the "checker" in their 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 (this person will not respond at this time, as we are focusing just on the cue — the role of the child will come in for Part 2). The child sits across or next to the educator and listens.
 - Educator: The educator hands their sheet to the checker (the sheet with their name at the top). The educator presents the cue while the checker evaluates.
 - Checker: The checker uses the educator's worksheet to check off each effective element of cues they use. Any that are missed can be discussed in the moment. Feel free to write notes about how the educator used each element.
- Change roles so each person has a chance to play each role. Discuss ideas, feelings, and notes with the group.

4

Handout



Learning
Activity

Slide 23

Slide 23: Learning Activity – Choose a Skill, and Role Play a Cue

The educator chooses a skill from the chart and creates a possible cue they could use to elicit the skill from the child.

- Counting 1–5 objects
- Asking for help when needed
- Pointing out the letters of their 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 24

Slide 24: Offer Help

The second step in a Planned Instructional Sequence is to give help when needed. Offer help...

- If you are teaching a new skill.
- If you are teaching a child to become more independent.
- If you are teaching a new part of an existing skill.

Slide 25

Slide 25: Helping is Teaching

It is important to make the connection that helping is teaching.

- Helping gives the support the child needs to learn the skill. Helping is the teaching component of the PInS sequence or teaching loop.
- Planning when your instructional cues are going to take place and then offering the help in a timely way is critical for children to learn the important skills they are working on.

This picture represents a child moving from a place of needing full support to “I Can Do It” Land. As an educator, you’re helping a child get from a place where they aren’t independently showing a specific skill to a place where they are as independent as possible.

The stepping stones in the water represent the help that we as educators give to children on their specific learning targets so they can get over to the self-sufficient “I Can Do It” Land. By giving them just the right amount of support, we can then teach children skills they will use for a lifetime.

Slide 26

Slide 26: Help = Scaffolding

When thinking about offering help to a child to learn a new skill, it’s sometimes helpful to think of it like scaffolding on a building that is 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. When the building is finished, the workers can take away all the scaffolding and let the building stand on its own.

We can think about offering help to children in this same way. When children are learning a new skill, they’re going to need help, or scaffolding, to learn it correctly.

When a child has learned the skill and is ready to move on to the next skill, they no longer need help or scaffolding, at which point we can fade it away.

Slide 27

Slide 27: Types of Helping Strategies

Physical Help: This first type of scaffolding is to offer physical help, which is physically helping a child to do something or choose something, or to help position them in a certain way. You would use this type of help when you are teaching a child to do something physical that involves moving their body.

Verbal Help: The second type is offering verbal help, which is telling the child the desired response. We first ask a question like "What color is this?" We then respond with "Red" and wait for the child to copy by saying "Red".

This type of help can be used when you are teaching a child how to answer questions about concepts or what things are.

Gestural Help: The third type is gestural help, which is offering help by using a gesture such as pointing or tapping to show the correct response. You could also use this type of help when you're 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.

Modeling: The fourth is modeling, where an educator models what they want a child to do. For example, the educator would say "Put the blocks in the box" and then model what that means and what they want the child to do. You would use this type of help when teaching a child who may have a communication disorder, or even with a child who is learning the language spoken at school.

Visual Help: Using pictures or other visual aids to help teach a child means showing 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: To encourage a child to initiate a response, the educator can pause and use a friendly, exaggerated look of expectation. For example, the educator could stand at a closed door and go like this (show expectant look) until the child says, "Open the door please." Another example of an expectant look is sitting at a table with a child and some 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 doesn't initiate communication about what they want or need.

It is common to use two helping strategies paired together when a child is just beginning to learn a new skill. For example, you might use an expectant look plus a verbal prompt of "What do you want?" or you might model standing up by using a verbal prompt of "Stand up, please."

Slide 28: Matching Quiz

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 each type of help would look like.

Slide 28

Slide 29

5

Handout



Learning
Activity

Slide 29: Learning Activity Matching Game

Handout: Matching Cues to Helping Strategies

Hand out bags and worksheet for matching game. Have participants discuss their findings together.

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

Slide 30

Slide 30: Matching Cues and Help

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

PRESENTER’S 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.

Slide 31

Slide 31: Make a Plan for Fading Away the Help

Fading away the support is as important as giving it. If we continued to offer the same amount of support, then the child isn’t increasing their skill level and independence.

- The end goal is for the child to perform the skill independently, so it’s important to plan how you will fade away your help (remind the audience of the scaffolding analogy).
- There are many ways to fade away your help, but one simple way is to gradually increase the time between giving the instructional cue and the help you typically give. Simply pause and see if they’ll try and get it right without the extra support.

Slide 32



Learning
Activity

Slide 32: I Can Do It!

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

Optional question to ask the participants: Think about a time when you recently learned something new and at first 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 33

Slide 33: Fading Help – Naming Colors

Here is where you can see the help fade away from a 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. The child is at the beginning stages of learning colors, so you are going to help immediately after your cue. You ask, “What color is this?” and right after that say, “It’s blue.”

Now it's been about a week, and you've been teaching the color blue to the child every day, several times a day. In the past two days, she has been correctly responding each time you give her the cue and offer 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 wait a full 3 seconds before you give her the help. You'll ask, "What color is this?", count 1–2–3 in your head, then say, "It's blue." If she has answered correctly before you give the help, you don't need say it. Instead, give her feedback and encouragement that she got it right without any help!

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

You've decided that she's ready for you to take away all the help and see if she has learned this color. If she has, you're ready to move on to learning red, yellow, or green.

Slide 34

Slide 34: Fading Help – Writing "J"

In this example, this student is working on writing the first letter of his name, which is a J for Jackson. You choose to offer visual help. You're going to plan ahead and write the letter J on his paper 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 and teach him how to copy the letter J from a model, which is a more difficult task.

Again, after a few weeks of this of help, Jackson will be ready to trace 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 35

Slide 35: Fading Help – Requesting from a Friend

In this example, the student is working on requesting items from peers. The help that the educator decides to begin with is verbal help.

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

Again, after a few weeks of this amount of help, the educator is ready to give less assistance. At this point she simply models the expected behavior that she wants the child to imitate.

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

Slide 36

Slide 36: Video *Examples of Help*

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

- View these video clips to see educators using different types of helping strategies to teach children a variety of skills.

- Many of these strategies will look familiar to you. You have likely used some in your program.



Video 5

Play Video

PRESENTER'S TIP: Pause the video after each clip to allow time for participants to label the helping strategy.

Answers:

- **Clip 1:** Verbal help
- **Clip** Visual help
- **Clip:** Verbal help and Gestural help
- **Clip 4:** Visual help
- **Clip 5:** Time delay with expectant look
- **Clip 6:** Physical help
- **Clip 7:** Gestural help
- **Clip 8:** Visual help

Slide 37



Learning Activity

Slide 37: Think, Pair, Share

Are there any questions before we get started? Break into your role-laying groups and share with each other:

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

Slide 38

Slide 38: Principles of Effective help

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

Tune into the child and try to give just the right amount of help. With too much support over time, they can become dependent on you for help, but with too little, they might make repeated mistakes that are harder to unlearn.

Give help with a pleasant, neutral tone and kind demeanor and affect.

Select the helping strategy that best matches the skill the child is learning. For example, you wouldn't 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 how to write the letter.

Slide 39

Slide 39: Learning Activity – Role Play Part 2 (Help)

Handout: Effective PInS Checklist

Now it's time to practice giving help. When we are finished with this activity, please put it aside for the next time we will use it.



Learning Activity

- Re-assemble into groups if you've returned or moved to another seat.
- Assign roles for the first round, then rotate until all have acted in each role
 - Child: The child will act as a willing participant and respond appropriately to the help given. At this time as we are just focusing on the help).
 - Educator: The educator will hand their sheet to the checker (the sheet with their name at the top). The educator will think of an effective way to help, based on the skill they are trying to elicit, and present the help while the checker evaluates.
 - Checker: Uses the educator's worksheet to check off each effective element of help they use. Any that are missed can be discussed at that time. Feel free to also write notes on how the educator used each element.

Discuss ideas, feelings, and notes with the group.

Slide 40: Learning Activity – Choose a Skill and Role Play a Helping Strategy

Each educator should choose a skill from the chart and think of a help strategy (Expectant Look, Model, Gestural, Picture, Physical, Model, and/or Verbal) to elicit the skill from the child. Use the roles and worksheet to guide your help strategy:

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

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Learning Activity

Slide 41: Child Response

The child's response is the third step of a Planned Instructional Sequence.

We have given a clear and concise cue, we've given the right amount of help, and the child's response is the third part of our planned instructional sequence.

This is the point when you as an educator get important information from the child about how well your teaching and help have worked. The child will show you if they're learning the skill, if they still need help, or if they need a different kind of help.

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Slide 42: Types of Child Responses

When a child responds to an instructional cue, they can respond in one of three ways: correctly, incorrectly, or not at all. We are going to go into more detail later about what your feedback should be, but here is a brief description.

Correct Response:

If the child responds correctly to the cue, you give them some type of positive feedback. In some cases, like when a child is learning to communicate request (i.e., by pointing, signing, verbally asking) the child receives positive feedback simply by getting quick access to what they want (i.e., help opening the door, a snack item, a marker.)

Incorrect Response:

If a child responds incorrectly, you know they need more teaching or help to complete the skill correctly. In this case, you start your planned instructional sequence over by giving the cue again and immediately giving them appropriate help before they make a mistake. This is called an error correction; it's very important to gently correct mistakes a child makes when working to learn an important skill.

The goal is not to correct all mistakes that a child makes. Children learn from experimenting, and it is their job to learn through curious exploration and trial and

Slide 42

error. We want children to be doing this kind of learning throughout their day at preschool. The idea is to gently correct the response or “let them try again.” You only want to correct the skills you have identified and chosen for your planned instructional sequence. We’ll talk more about gently correcting a child’s errors a little later.

No Response:

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 one more time, making sure you have their attention. If you are sure you had their attention, but they’re still not responding, you’ll need to support.

It could also be that they don’t know how to respond, or they don’t understand what it is you are asking them. In this case, you’ll want to make sure you give the right amount of help the next time you deliver your instructional cue.

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Slide 43: Types 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 educator directions

Slide 44

Slide 44: Video Examples of Child Response

- View these video clips to see examples of children responding to cues.
- After each clip, pause the video and ask participants to name the response or skill the child is working on.



Video 6

Play Video

Clip 1: The child puts the little animal in the barn

Clip 2: The child says “O.”

Clip 3: The child says “Can I have that please?”

Clip 4: The child completes pattern puzzle.

Clip 5: The child finds his seat by locating the seat with the number 9 on it and his name.

Clip 6: The child asks “Can I blow a bubble?”

Clip 7: The child writes the letter M in chalk

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Slide 46: Feedback Based on Response

Providing feedback based on the child’s response is the fourth step in a Planned Instructional Sequence.

Each step in a PInS is linked together. Knowing how to proceed for each step — except for the cue itself — is dependent on what happened in the previous step. For example, you’ll know that a child needs more help if you give the cue, “What color is this?” and they child says, “blue!” when it is really red. Let them try again and this time give more help, such as “Devon, let’s try again.” “What color is this? Red.” If

the child says, "red," you'll know how to proceed, which would be to offer encouragement and positive feedback, such as, "Yes, that is red!"

Slide 47

Slide 47: Tips for giving feedback to the child

- It should immediately follow the behavior.
- It should be clear.
- Your affect and tone should match what is being said.

Slide 47: Matching Feedback to Child Response

This slide 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 another chance to respond with more help. After the child gets help and responds correctly, they should receive positive feedback and access to the item they want.

Have you ever had a day when you were saying or pronouncing someone's name wrong all day and nobody told you? You wish you had been corrected, right? When someone does correct you, it may be difficult for the person who tells you, but aren't you happy to have the chance to correct yourself?

CORRECT CHILD RESPONSE:

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

INCORRECT OR NO RESPONSE:

- Give corrective feedback: "Devon let's try again" or "Alicia, listen again."
- Repeat your cue and provide help
- Give positive feedback

Slide 48

Slide 48: Principles of Effective Positive Feedback

Giving feedback on a child's response is critical to their learning. Feedback tells a child right away if they've 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 wouldn't need 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 the child's response, then expand on it: "You said 'Open please!' That's telling me what you wanted. Let's go outside." (provide access; open door to go outside).

The goal is for the child to repeat the behavior the next time. We hope their correct response and our feedback will increase the chances that the child will give the same response next time.

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

Slide 49

Slide 49: Video

Examples of Positive Teacher Feedback

View these video clips to see educators giving positive feedback after a child has responded correctly.

If time allows, ask audience what they noticed in the examples.



Video 7

Play Video

Clip 1: "That's the little duck. Splash!"

Clip 2: "'O' That would work for a wheel! Very good!"

Clip 3: "Fantastic! Now you've got a toy to play with the playdough"

Clip 4: "You're right, Heiko. You found your name and the number 9"

Clip 5: High five dude. You did it! This one doesn't match. See ya. Good work!

Clip 6: High five. Nice work Amir!"

Clip 7: "Grass does. High five! That's right, nice work."

Clip 8: Teacher pats child on the back.

Clip 9: Teacher expands on and continues positive interaction.

Clip 10: "Great job counting Mariam."

Clip 11: "I like how my friends are thinking about how they're going to share the dizzy disc."

Slide 50

Slide 50: Learning Activity – Role Play Part 3 (Feedback – Correct Response)

Handout: Effective PInS Checklist

Now it's time to practice giving feedback. When we are finished with this activity, please put it aside for the next time we will use it.

- Re-assemble into groups if you've returned or moved to another seat.
- Assign roles for the first round, then rotate until all have acted out each role.
 - Child: Select the skill you will show successfully.
 - Educator: The educator will hand their sheet to the checker (the sheet with their name at the top). The educator gives clear, concise, behavior specific feedback to the child for showing the skill successfully.
 - Checker: Use the educator's worksheet to check off each effective element of giving feedback that is seen. Any that are missed can be discussed in the moment or after. Feel free to also write notes on how the educator used each element.

Discuss ideas, feelings, and notes with the group.

Slide 51: Feedback for Incorrect Responses

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 for a child who doesn't respond at all, we need to start over with our instructional sequence and help them respond correctly.

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

4

Handout



Learning Activity

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Slide 52

Slide 52: Video

Incorrect Child Responses – Error Corrections

Now let's watch some examples of educators giving planned corrections when the child is not yet able to do the skill correctly without support.

PRESENTER'S TIP: Describe what is happening in each clip before it plays. Pause after each clip to describe the next.



Video 8

Play Video

Clip 1: The child grabs the rolling pin instead of asking for a turn. The educator has her try again and gives verbal help right away by modeling "Anna, can I have a turn?"

Clip 2: The child grabs broom instead of asking for a turn. The educator has the child try again and gives verbal help right away by modeling "Can I have a turn?"

Clip 3: The child doesn't respond when the teacher asks where the little animal is. The educator points to show the child which animal is little.

Clip 4: The child gets in a shark pose instead of a mouse pose. The educator has the child try again and physically helps the child get into the right pose.

Slide 53

Slide 53: Learning Activity – Role Play *Part 4 (Error Correction)*

Handout: Effective PInS Checklist

Now it's time to practice giving feedback. When we are finished with this activity, please put it aside for the next time we will use it.

- Return to groups of three or four.
- Assign and act out roles for the first round, then rotate until all have acted out each role.
 - Child: The child will act as a willing participant in receiving feedback and receive the error correction.
 - Educator: The educator will hand their sheet to the checker (the sheet with their name at the top). The educator will present the error correction related to one of the skills while the checker evaluates.
 - Checker: Uses the educator's worksheet to check off each effective element of error correction they use. Any that are missed can be discussed at that time. Feel free to also write notes on how the educator used each element.

Discuss ideas, feelings, and notes with the group.

4

Handout



Learning Activity

Slide 54

Slide 54: Videos

PINS: Child's Goal — Asking for Help

PINS: Child's Goal — Following 2-Step Directions

PINS: Child's Goal — Imitating Actions

PINS: Child's Goal — Labeling Letters

We are now going to see examples of a complete PInS. Notice how each of the four steps of the PInS is completed.



Videos 9 -12

Play Video

PRESENTER'S TIP: Leave time after each video for observations and questions before moving on to the next.

PINS: Child's Goal – Asking for Help:

- 1) Cue – educator gives child playdough container with the lid on it
- 2) Offer Help – educator gives child and expectant look and waits for child to initiate
- 3) Child Response – child says “Help, please.”
- 4) Feedback – educator quickly opens the lid to the playdough and says “Thanks for asking. Here’s the playdough for ya.”

PINS: Child's Goal – Following Two-Step Directions:

- 1) Cue: The educator gives a group direction and then turns her attention to focus on a specific child who is learning to follow group directions.
- 2) Offer Help: The educator gives the child a visual (a picture of the next activity — lining up) and draws her attention to it by pointing and asking, “What’s next?”
- 3) Child Response: The child responds by putting her mat away and walking to the line.
- 4) Feedback – The educator gives feedback by labeling the child’s action and moving to the next activity.

PINS: Child's Goal – Imitating Actions:

- 1) Cue: One educator sings a song with actions during circle time.
- 2) Offer Help: A different staff member provides physical help to imitate clapping hands.
- 3) Child Response: The child participates and imitates the educator (with adult support.)
- 4) Feedback: The educator says, “Good job you guys.” The supporting adult pats the child’s back with encouragement.

PINS: Child's Goal – Labeling Letters:

- 1) Cue: The educator asks the child, “What letter is this?”
- 2) Offer Help: The educator models the answer, saying “It’s a ‘t’.”
- 3) Child Response: The child responds correctly by repeating the letter name.
- 4) Feedback: The educator gives positive feedback, saying “Good job, ‘t’.”

Slide 55

Slide 55: Each step of PInS is Important

Let’s think about what happens when a step is left out.

- No CUE = No planned instruction — lack of progress on priority/IEP goals
- No HELP (when needed) = Child continually makes mistakes — inefficient learning or learned mistakes
- No CHILD RESPONSE = No completing and practicing the correct response —

lack of progress

- No FEEDBACK = Correct responses are less likely to be repeated, and for incorrect responses, errors are not fixed, and child continues to make mistakes.

Slide 56

Slide 56: PInS Review

- It's a short teaching interaction
- It's a 4-step process (each step is needed!)
 - Cue
 - Help
 - Note child response
 - Give feedback
- Choose to help based on child's need/level of ability. Helping is teaching!
- Choose feedback based on the child's correct or incorrect response.

Slide 57

Slide 57: Learning Activity Final Role Play

Handout: Effective PInS Checklist

- Assign and act out roles for round one, then rotate until all have acted out each role.
- Child: The child will act as a willing participant in the instructional interaction. They will respond correctly or incorrectly after the help.
- Educator: The educator will hand their sheet to the checker (the sheet with their name at the top). The educator will complete the steps of the instructional sequence with an appropriate feedback based on the child's correct or incorrect response.
- Checker: The checker uses the educator's worksheet to take notes about each step of the instructional sequence.

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

Discuss ideas, feelings, and notes with the group.

4

Handout



Learning
activity

Slide 58

Slide 58: Thank You

We hope you have a better understanding of what a Planned Instructional Sequence is and that by role-playing, you feel confident to continue using it as a teaching strategy.

Please check out the materials that accompany this in-service suite for further tips, ideas, and checklists to use in your practice. Use the *Role Play: Effective PInS Checklist* as a reflection tool to think about what parts of the instructional sequence you are doing well and what parts you want to do better.

Thank you for your participation and for sharing your time with us. Does anyone have any questions?