


**While You're Waiting**  
Download the webinar Viewer's Guide and follow along during the webinar!



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National Center on  
Early Childhood Development, Teaching, and Learning

February 13, 2024  
**Teach-Assess-Adjust for Individualized Instruction**  
Jennifer Fung, NCECDTL



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**Viewer's Guide**

Check out our Viewer's Guide, designed especially to support your learning during this webinar!



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## Learning Objectives \*

1. Describe each step of the Teach-Assess-Adjust process
2. Identify key questions to support instruction at each step of the Teach-Assess-Adjust process
3. Explore resources that support ongoing use of the Teach-Assess-Adjust cycle

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## Highly Individualized Teaching and Learning

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## Why HITL?

Highly individualized instruction and supports are:

- More carefully matched to individual child characteristics
- Specialized
- Offered more frequently
- Assessed more frequently



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### Let Us Know!

What are essential practices that support the use of effective, informed highly individualized instruction?

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### HITL: Key Practices

These practices are essential to provide effective highly individualized instruction:

- Tiered instruction
- Ongoing data-based decision making



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### Tiered Instruction

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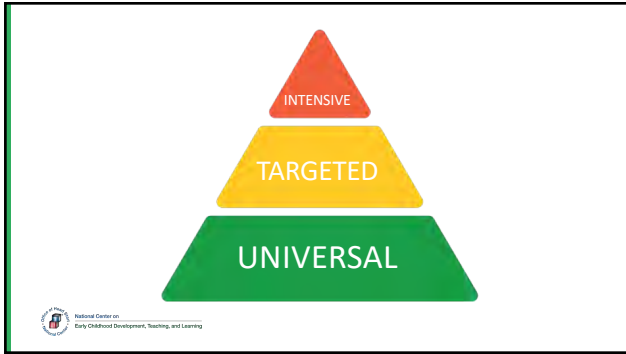
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**Let Us Know!**  
How does your program use tiered instruction?

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**Early Childhood Tiered Instruction Frameworks**

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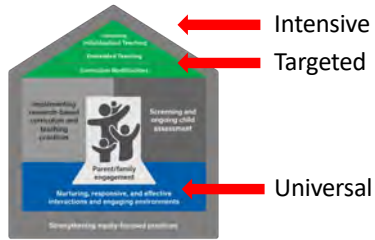
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## Tiered Instruction and the FEP



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## Ongoing Data-Based Decision Making

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## Planning for Individualization

Use ongoing data-based decision making to guide instruction

- Plan and provide instruction
- Assess child learning
- Adjust instruction and support



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## Teach-Assess-Adjust \*



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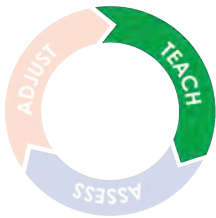
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## Step 1: Teach \*



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- Choose skill or behavior to teach
- Choose an instruction or support strategies
- Develop a plan
- Provide instruction and support with fidelity

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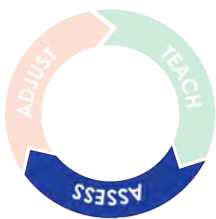
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## Step 2: Assess \*



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- Plan to collect the right type and amount of data
  - What type?
  - How often?
  - When to analyze?

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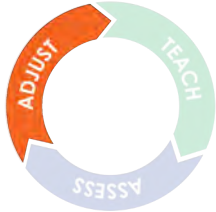
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### Step 3: Adjust \*



- Summarize and review data
- Determine child progress
- Make decision about how to move forward with instruction and support

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Let's Take a Look

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### Meet Molly

- 2.5 years old
- Eligible for IDEA Part C services
- Strengths
  - Likes letters, vehicles, and music
- Increased communication is priority learning objective



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## Molly: Strategies and Supports

- Foundation Tier
  - Relationships
  - Predictable schedule
  - Interesting materials
  - Scaffolding
- Curriculum Modifications Tier
  - Visual supports
  - Peer support



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Child Progress: ( Curriculum Modifications Tier ( )  
How is Molly responding to the current supports and strategies?

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## Molly: Teach

Essential Training | Teach

### Activity Matrix

Activity	Notes
Circle play	Request on iPad
Count	Request on iPad
Play play	Request on iPad
Disruption	

### Teaching Plan

Use this tool to plan instruction for Molly based on her current learning goals.

**Learning Objectives:**

- Request using AAC device (iPad)
- Request using AAC device (iPad)
- Request using AAC device (iPad)

**What are you trying to do?**

Plan specific steps and activities possible to encourage her to request. Have social faculty with developmental goals.

**What are you trying to do?**

Request for items using AAC device using picture cards for her to use and control of her iPad. Request for items using AAC device using picture cards for her to use and control of her iPad. Request for items using AAC device using picture cards for her to use and control of her iPad.

**What are you trying to do?**

Request for items using AAC device using picture cards for her to use and control of her iPad. Request for items using AAC device using picture cards for her to use and control of her iPad. Request for items using AAC device using picture cards for her to use and control of her iPad.

**What are you trying to do?**

Request for items using AAC device using picture cards for her to use and control of her iPad. Request for items using AAC device using picture cards for her to use and control of her iPad. Request for items using AAC device using picture cards for her to use and control of her iPad.

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## Child Progress: Embedded Teaching Tier

How is Molly responding to the planned instruction?

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## Molly: Assess

- Type of data
  - Number of teaching opportunities
  - Independent requests
- Frequency
  - Daily data
  - Summarized weekly

**Embedded Teaching** **Assess**

### Child Progress Data

Use this data collection form to record information about the number of embedded teaching opportunities given to a child. Record any other notes about the child's goal of the target skill. The team should collect data on the number of teaching opportunities per day. Then review the data weekly to evaluate the number of teaching opportunities provided and the child's progress throughout the week.

Target: **100%**

Target number of teaching opportunities per week: **50 (70/100%)**

Number of opportunities given	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Notes:	2 out	1 out	3 out	3 out	3 out	3 out	3 out

**Weekly Summary**

Based on your data for this week, the data represented by the chart (located in the "All Data Over Time" tab) shows that Molly has received **18** teaching opportunities this week. How many teaching opportunities were planned for this week? **50** (70/100%).

Do you believe the target amount of opportunities, but do provide opportunities every day, meeting or going above the target amount of opportunities or do you need to adjust the target?

What support does the child need to perform the target skill?

Do you need to adjust the target amount of opportunities, but do provide opportunities every day, meeting or going above the target amount of opportunities or do you need to adjust the target?

What progress is the child making on the target skill?

Do you understand the process used for teaching, and do you understand the role of the team in the process? How often do you understand the process and do you understand the role of the team in the process? How often do you understand the process and do you understand the role of the team in the process?

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## Molly: Adjust

- The team had a clear plan and followed it well
- Molly wasn't making sufficient progress
- Instructional change was needed
  - Move to Intensive, Individualized Teaching tier

**Embedded Teaching** **Adjust**

### Data-Based Decision Making

Use this tool to help a child's team make data-based decisions about planned instruction at the Embedded Teaching tier. Molly is planning to use this tool to consider these questions across the Teach-Adjust process:

- Teach:** What are we teaching? How are we teaching it? Are we following the plan?
- Assess:** Is the child getting it?
- Adjust:** Do we need to make a change? Does the child need a different type or amount of instruction?

**Teach**

1. Did we carefully plan instruction?

Does it have your name? The team has a clear instructional plan that describes how adults will interact with the child to teach the new skill. This includes the materials needed during the teaching interaction, the duration of the teaching interaction, the type and amount of support to give the child, how much time to give the child to respond, what feedback to give based on the child's response, and how many teaching opportunities to offer each day.

**Assess**

What's next? Support the team to create a clear instructional plan that details what will be taught, how it will be taught, and when and where it will be taught.

**Adjust**

Our next steps:

Plan and practice the new steps to use instructional strategy.

Next: Evaluate implementation.

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### Let Us Know!

What resources do you use to support ongoing data-based decision making when providing highly individualized instruction?



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There's an App for That!

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## Inclusion Lab

The Inclusion Lab app supports ongoing data-based decision making to provide highly individualized instruction



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## Inclusion Lab: What Does it Do?

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## Download the Inclusion Lab App

Ensure children with disabilities or suspected delays receive the right type and amount of support or instruction with the Inclusion Lab app.



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**Questions and Answers**



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**Thank You!**

**Join Us For Our  
Next Episode!**  
May 28, 2024  
3-4pm ET

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