



February 13, 2024

Teach-Assess-Adjust for Individualized Instruction

Viewer's Guide

This viewer's guide will help you find more information and capture your ideas as you engage with our webinar. During this webinar we will focus on two key practices to use when providing effective highly individualized teaching and support – tiered instruction and ongoing data-based decision making. We'll explore how to use the Teach-Assess-Adjust process, a Head Start decision making framework. We'll look at a brand-new mobile app to support your work.

Highly Individualized Teaching and Learning



Highly individualized teaching and learning is an essential component of equitable, inclusive, high quality early learning and care environments. Even when a learning environment is high quality and has strong foundational practices in place, some children may require more specialized support to access and participate in learning and social experiences and activities.

What's different about highly individualized teaching and learning?

When we plan instruction for children, we typically begin by focusing on the quality of the environment, paying

close attention to engaging and instructional interactions. Staff observe each child's interests and temperament, the people they value, and learn the cultural and linguistic background that is unique to individual children and their families. Staff use this information to individualize their instruction and support.

Program staff also carefully observe how a child is participating and learning and adjust the support they give a child when needed based on a child's responses. Sometimes staff may notice that a particular child needs more support than the regular curriculum offers or different instruction or support than they typically use. This is when we'd consider using highly individualized strategies.

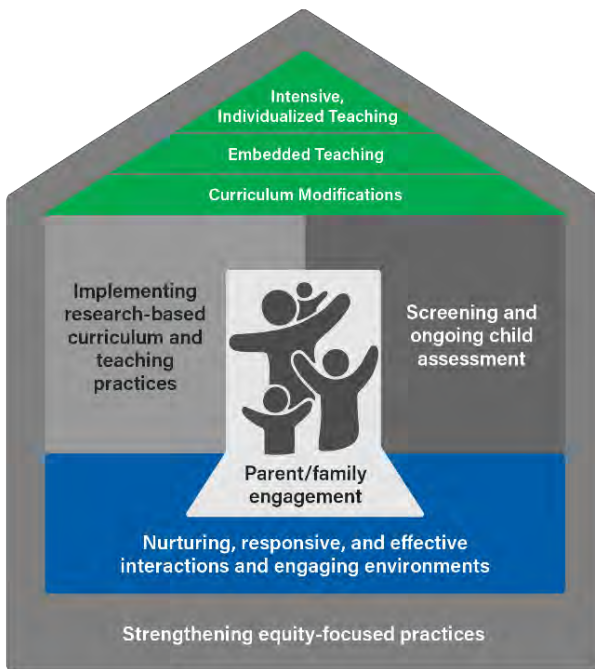
Highly individualized instruction uses specific support and teaching practices that are more carefully matched to a child's learning characteristics. These practices or supports may be more specialized or offered more frequently. Assessment data on a child's response to this individualized instruction may be collected more often. These practices help children who are struggling for all sorts of reasons learn new skills and concepts. This includes children with identified disabilities or suspected delays.



National Center on
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Framework for Effective Practice: A Tiered Instruction Framework



Tiered instructional frameworks offer a way to organize various evidence-based instruction or support practices in terms of their purpose, intensity, and level of individualization. There are many different tiered frameworks used in early childhood.

While the content areas of various frameworks may be different, they all identify practices and strategies in tiers based on their level of intensity and individualization. From bottom to top, the teaching and support practices represented in each tier become more specialized and intensive and are used to support children who need a different amount or type of instruction to make progress.

Tier 1: Practices that address and support common goals and outcomes

- These practices form the base of a high quality, effective program – practices and supports that benefit all children
- Tier 2: Targeted: More focused practices that address targeted goals and outcomes
 - These practices are used to provide instruction and support for children who need more focused support on specific skills to help them make progress or participate
- Tier 3: Highly specialized practices that address individualized goals and outcomes
 - These practices are used when a child needs more specialized instruction or support that is carefully matched to their learning characteristics or target goal

The Framework for Effective Practice – also known as the “House Framework” – is a tiered instructional framework! The practices and supports across these tiers are used for different purposes and to meet different learning needs. The House features the following instructional tiers:

- Foundation:
 - Instruction and support practices that are foundational to a high-quality environment. These practices are necessary for all children to learn and develop
- Curriculum Modifications
 - Curriculum modifications are small changes to the learning environment, to activities or materials used, to increase a child’s participation in the learning environment. They are used when a child needs support to participate or engage more fully in an activity or routine.
- Embedded Teaching
 - Embedded teaching gives children extra chances to practice a new or difficult skill by purposefully embedding many teaching opportunities into everyday activities, routines, and

transitions. Deliberate and ongoing teaching can help a child make progress toward their learning goals.

- Intensive, Individualized Teaching
 - Intensive, individualized teaching is used to support learning on a specific skill or goal by using a structured, specialized teaching strategy. Instruction at this tier might be used when curriculum modifications and embedded teaching are not supportive enough or a child is making very slow progress towards a goal. Other reasons to use intensive, individualized teaching include if a child has a unique goal, such as using a walker or a picture communication system or if child is missing prerequisite knowledge or components of a specific skill.

Tiered Instruction: Reflection

How does your program use tiered instruction? What are some successes? What are some challenges?

What would support your implementation of tiered instruction? What information do you need? What support or resources are required?

Teach-Assess-Adjust: A Decision-Making Framework



To know what instructional tier to focus on to support a child’s learning characteristics or specific goal, we must use ongoing data-based decision making to guide our instruction. The only way to know if an instructional practice – highly individualized or otherwise – is effective for a child is to continuously engage in an ongoing process of:

- Planning based on a child’s needs
- Providing individualized instruction
- Collecting data on how the child responds to the planned instruction
- Making data-informed decisions about how to adjust the level of support so a child can keep learning

Ongoing data-based decision making is an evidence-based practice and is essential to providing effective highly individualized instruction and support. This practice is not unique to Head Start programs, but we have a framework that represents this cyclical, data-driven process – the Teach-Assess-Adjust framework.

The Teach-Assess-Adjust framework provides the following questions at each step to support program staff to plan, individualize, and adjust their teaching:

- 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 different instruction?

Ongoing Data-Based Decision Making: Reflection

How does your program use ongoing data-based decision making? What are some successes? What are some challenges?

What would support implementation of ongoing decision making in your program? What information do you need? What support or resources do you required?

Teach-Assess-Adjust in Action: A Case Study



Let's look at the Teach-Assess-Adjust process in action!

In this case study, you'll meet Molly, a 2.5-year-old girl who is eligible for services under Part C of the Individuals with Disabilities Education Act (IDEA).

Molly has many strengths. She likes letters, toy vehicles, and singing all different songs. She is a visual learner, studying photos, drawings, and objects closely.

Molly is beginning to communicate with others, especially with her family. She sometimes lead a person by the hand to indicate that she wants something or needs help. A priority for Molly's family is to help increase her communication, especially to request an item or activity that she wants. Lately, Molly has been getting frustrated when people around her can't understand what she's trying to communicate.

Molly's team has tried some strategies and supports to help her increase her communication skills, but they've decided it's time to adjust their instruction. As we look at the Teach-Assess-Adjust process with the team, you'll get to hear examples of what they've already tried to, see videos of Molly in her classroom, and check out tools the team used when making their instructional decisions.

Use the space below to reflect on what you see and hear.

VIDEO 1: As you watch the video, reflect on what you see. How is Molly currently communicating? Do the supports and strategies appear to be enough to promote her learning on this target objective of increased communicative requests?

VIDEO 2: As you watch the video, reflect on what you see. What is Molly's response to the planned instruction? Does instruction at the embedded teaching tier appear to be enough to promote her learning on the new target objective of making requests using the augmentative and alternative communication (AAC) device?

Inclusion Lab



Inclusion Lab is an app that supports effective, informed use of highly individualized instruction and support strategies. It was designed for disability services coordinators, education managers, and coaches to use as they support education staff to provide highly individualized instruction.

Use Inclusion Lab to support ongoing data-based decision making to provide highly individualized instruction across the tiers of the Framework for Effective Practice.

You'll find resources to support teams to use the Teach-Assess-Adjust process to select, plan, implement, and evaluate evidence-based teaching practices to support child learning and participation.

Within each step of the decision-making process, Inclusion Lab shares guidance, questions to consider, and resources to support teams to complete each step of the Teach-Assess-Adjust process to determine how to move forward.

Here's what you'll find:

- **Teach: Inclusion Lab provides guidance to support teams to determine:**
 - **What are we teaching?**
 - Provides examples of types of goals or objectives that may be taught at the instructional tier
 - **How are we teaching?**
 - Provides examples of instructional practices, including sample videos of a few evidence-based practices
 - **What's next?**
 - Provides guidance and resources to support teams to:
 - Learn the instructional or support practice
 - App resource: 'Learn More' resource lists
 - Make a plan
 - App tool: Planning forms
 - Implement the plan & assess their use of the plan
 - App tool: Practice Checklists
- **Assess: Inclusion Lab provides guidance to support teams to determine:**
 - **Is the child getting it?**
 - Provides guidance on what type of data to collect
 - Provides guidance on how frequently to collect, summarize, and analyze data

- **What's next?**
 - Provides guidance and resources to support teams to:
 - Collect child progress data
 - App tool: Data Collection forms
- **Adjust: Inclusion Lab provides guidance to support teams to determine:**
 - **Do we need to make a change?**
 - Provides examples of indicators to observe for related to child participation, progress, and learning
 - **Does the child need a different type or amount of instruction?**
 - Provides considerations for changing what's being taught or how instruction is provided
 - **What's next?**
 - Provides guidance and resources to support teams to:
 - Analyze data and make instructional decisions
 - App tool: Data-Based Decision-Making tools

Helpful Resources

Online Resources

Tiered Instruction

Framework for Effective Practice

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice>

Tiered Supports for Individual Learners

<https://eclkc.ohs.acf.hhs.gov/video/tiered-supports-individual-learners>

CONNECT Module 7: Tiered Instruction

<https://connectmodules.dec-sped.org/connect-modules/learners/module-7/>

Division for Early Childhood: Position Statement on Multitiered Systems of Support in Early Childhood

<https://www.decdocs.org/position-statement-mtss>

Training Suites on Infants and Toddlers with Disabilities

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/training-suites-infants-toddlers-disabilities/training-suites-infants-toddlers-disabilities>

Ongoing Decision Making

Highly Individualized Teaching and Learning: An Overview

<https://eclkc.ohs.acf.hhs.gov/video/highly-individualized-teaching-learning-overview>

Selecting an Evidence Based Practice (EBP)

<https://afirm.fpg.unc.edu/selecting-ebp>

Coaching to Support Highly Individualized Practices

<https://gateway.on24.com/wcc/eh/2926734/lp/4384500/coaching-corner-series-coaching-to-support-highly-individualized-practices>

Mobile Apps

Inclusion Lab Mobile App

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-lab-app>

Online Communities

Head Start Disabilities-Inclusion Network MyPeers Community

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>