Intentional Teaching

(Holman, Solliday, Plumb, McLaughlin & Walton, 2016)

What is needed to provide effective services and teaching
for ALL children and families in the public school setting.

CORE KNOWLEDGE AND PRACTICES

1. Every child must have access to a functional communication system that takes the child's strengths and needs into account and this system is evaluated frequently for its effectiveness.

2. Clear, consistent, open, and honest communication with families, classroom support staff and other team members.

3. Valued partnerships with families and use of empowerment strategies (e.g., sharing of resources with families).

4. Understanding of typical child development and learning trajectories, as well as the individual needs and learning profiles of children.

5. Understanding of the interconnectedness of developmental domains within the young child's developing brain.

6. Understanding of the importance and utilization of Universal Design for Learning (UDL) in all instruction and learning environments to maximize inclusive learning opportunities.

7. Understanding of the importance of building interpersonal social development and the need to focus on these early social and emotional skills in all aspects of early teaching.

8. Presumed competence and respect for the child as a capable learner.

9. Making every child feel welcomed and valued. Appreciation for the need for comfort, order, routine and structure to create a meaningful learning context for young children.

10. Understanding the value of the context of play and utilizing the child's interests and play level in creating relevant, developmentally appropriate and motivating learning opportunities.

INTENTIONAL TEACHING
(Holman, Solliday, Plumb, McLaughlin & Walton, 2016)

Every teacher must have <u>a plan</u>—**be intentional**—know what they are going to do, what they want to accomplish, how they are going to accomplish their goals
and know when they have reached them.

Assessment	Baseline data must be collected-information on the child's current abilities, preferences, strengths, skills, etc.
Functional Communication System	Every child must have access to a functional communication system that takes the child's strengths and needs into account. Evaluate the effectiveness of the system

Specific, Individual Targets	Specific **individual** targets with expected dates to be achieved must be identified based on the child's current skill levels and the next skill in an appropriate developmental hierarchy
	    a. Identification of individual and specific targets related to important early childhood developmental domains ("***the big five")***: *communication, social, emotional, cognitive (pre-reading, academic), play*
	    b. Targets should be interspersed with mastered skills to promote success and maintenance of acquired skills.

Intentional, Planned and multiple Opportunities To Respond (OTR)	Intentional and planned opportunities to directly and indirectly embed specific and individual targets within and throughout routines, activities and lessons
	    a. Multiple, planned and repeated opportunities to respond (OTR) embedded within teaching that also include opportunities for the child to initiate and be engaged to the maximum extent possible (every moment counts-maximizing the intensity of teaching and learning)
	    b. Increasing intensity based on the child's needs rather than programmatic generalizations.

Evidence-based Practices (EBP)- choosing the appropriate strategy	Evidence-based practices that best support the child in obtaining the identified targets should be utilized to address the specific targets that have been identified for each child
	    a. Use of evidence-based strategies should be considered first
	    b. Training, coaching and follow up support in the implementation of evidence-based strategies should be accessed to ensure strategies are implemented with a high level of fidelity

Prompting	The ability to provide the appropriate level of support (prompting hierarchy) to ensure success and acquisition of skills
Reinforcement	Use of powerful and meaningful reinforcers to maintain motivation and learning (including positive behavior and reached outcomes)
Data Collection	Collection of meaningful data on all learning opportunities throughout the day/session
Data Review	Knowledge on how to analyze data and use collected data to determine appropriate behavior interventions and what kind of progress the child is making
Data-based Decision Making and Communication	Knowledge that if the child is not making progress (within a previously identified timeline), the teacher knows to determine what needs to change and meet with the team to effectively lead the discussion about possible changes (e.g., intensity, location, strategies, target, outcome data, etc.). Communication with team, including families is always positive, informed and respectful.