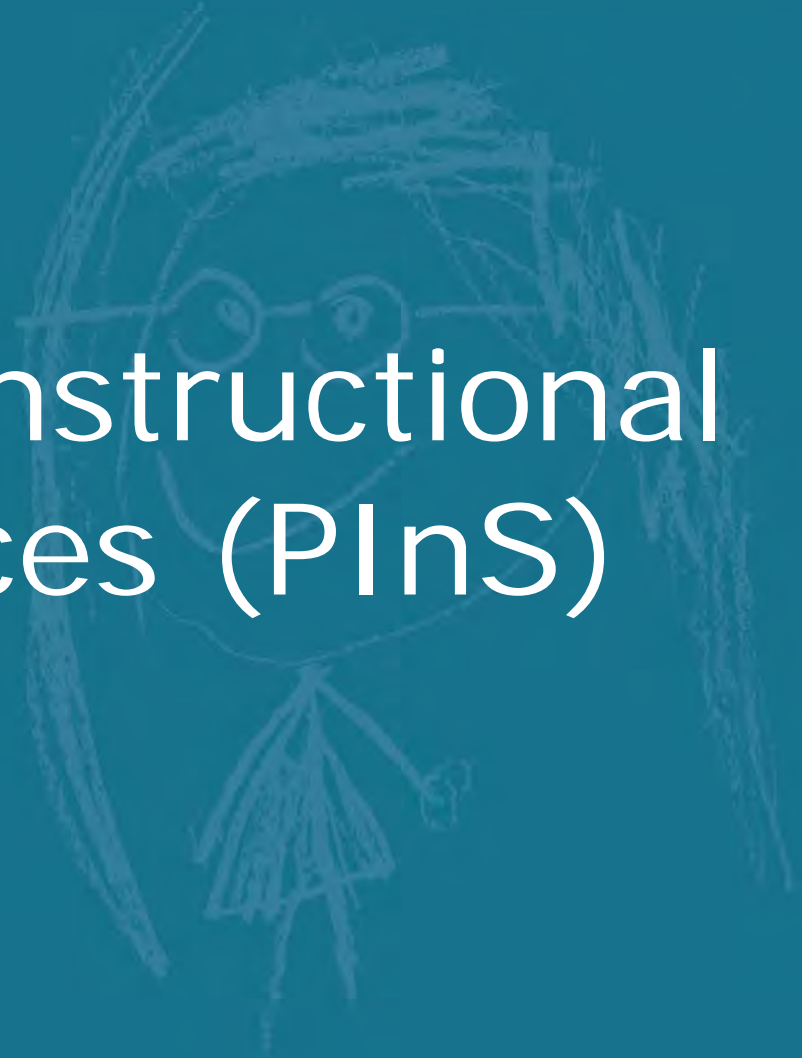




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# Planned Instructional Sequences (PInS)





## Today's Objectives

- Define planned instructional sequences (PInS)
- Show an understanding of the four parts of a planned instructional sequence
- Describe a variety of helping strategies
- Determine appropriate helping strategies for each child
- Plan instruction for individual children



# Why Planned Instructional Sequences?

- The success of inclusion depends on everyone realizing that it involves more than children "just being there."
- Inclusion refers to the full and active participation of young children with disabilities in programs with typically developing children.
- A PInS is a teaching strategy that increases the participation and learning of children with disabilities.





# Planned Instructional Sequence (PInS)

- Is a short teaching interaction used to teach a child a skill
- Is used to plan, organize, and implement instruction
- Can be used to teach any skill
- Works for all children



# Examples of PInS

Watch closely as educators use PInS to teach a variety of skills within the busy classroom.

The video player interface includes the following elements:

- Logo:** Head Start center for inclusion, featuring a stylized building icon inside an orange square with a scalloped border.
- Title:** Examples of PInS
- Play Button:** A large white play button icon centered over the video frame.
- Thumbnail:** A drawing of two children, one taller and one shorter, both with long hair and simple clothing, standing together.
- Video Label:** A small orange-bordered box containing the word "Video".



# Do Any of These Children Sound Familiar?

Everyday we talk about shapes at circle and do art projects with shapes, but Naomi still doesn't know any.

Nevaeh has a goal on her IEP to use 3-4 word sentences. Right now she usually uses 1 word to ask for things.

Ty is having a hard time making friends. He seems to always be taking toys and materials away from other children.

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.

The occupational therapist sees Eric for his motor IEP goals. We noticed he still has trouble with zippers and snaps on his clothing in the classroom.



## Why use PInS?

- Children with IEPs need individualized instruction on targeted skills.
- Children without IEPs also benefit from planned instruction on specific skills.





# What Skills Do I Teach Using PInS?

Individualized Education Program (IEP)

Individualized Learning Plan (ILP)

Observation of a child

Parent input

Assessment information

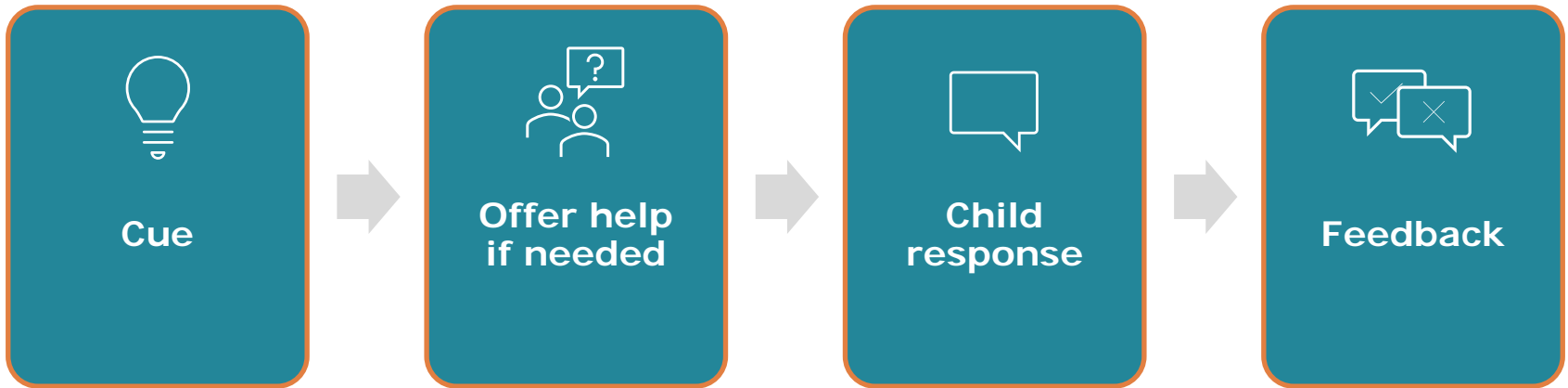
Child Assessment Form

Child Assessment Form





# PInS: 4 Step Process





# Examples of Planned Instructional Sequences

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**Following Directions**

Video

A video thumbnail for 'Following Directions'. It features the Head Start center for inclusion logo in the top left. The main title 'Following Directions' is in a large, bold, black font. Below the title is a small orange box with the word 'Video' in white. A large white play button is centered over the video area. The background of the video area shows a simple line drawing of two children, one taller and one shorter, standing and facing each other.

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**Naming Letters**

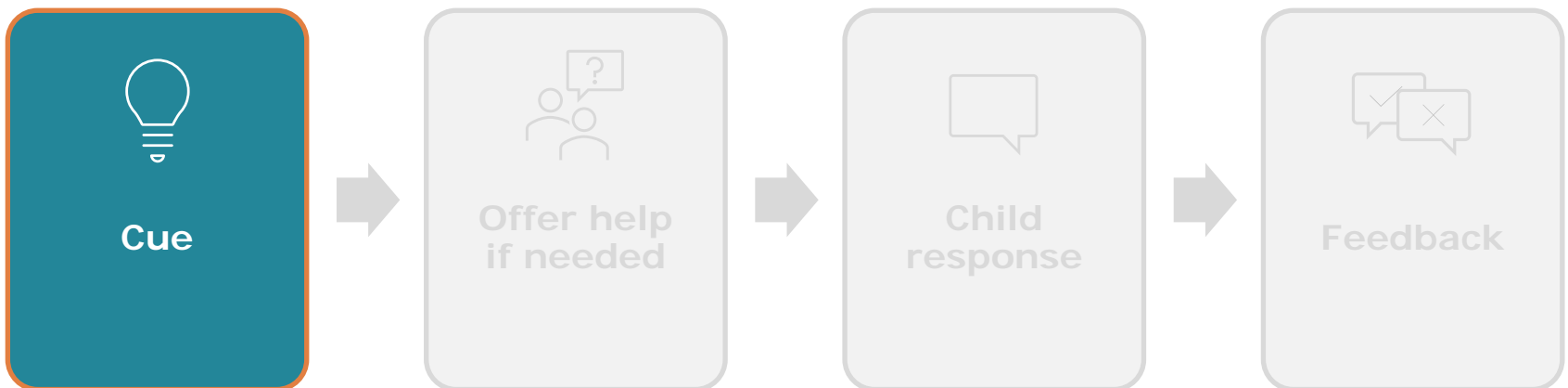
Video

A video thumbnail for 'Naming Letters'. It features the Head Start center for inclusion logo in the top left. The main title 'Naming Letters' is in a large, bold, black font. Below the title is a small orange box with the word 'Video' in white. A large white play button is centered over the video area. The background of the video area shows a simple line drawing of two children, one taller and one shorter, standing and facing each other.



# What is a Cue?

- A cue is the first step in a planned instructional sequence.
- A cue is something an educator does or says to start instruction.
- The purpose of a cue is to elicit a specific skill or behavior from a child.





# Types of Cues

Different types of cues:

- Verbal (directions or questions)
- Nonverbal (gestures, environmental, activity-based)



# Verbal Cues

## Examples of verbal cues in direction form:

- "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



# More Verbal Cues

Examples of verbal cues in question form:

- "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?"



# Think, Pair, Share

## THINK

Think about verbal instructional cues you deliver on a regular basis.

## PAIR

Pair up and discuss these with your neighbor.

## SHARE

Share a few with the group.



# Nonverbal Cues

Examples of nonverbal cues:

Passing a child a bowl of peaches

Patting the seat of an empty chair

Ringing the bell

Giving only some of the supplies  
for a task

Lifting your hands to gesture,  
"I don't understand."

Using unexpected events

Handing a child their toothbrush

Showing a child their hands are dirty  
from playing or using the bathroom





# Think, Pair, Share

## THINK

Think about cues you deliver on a regular basis that are not verbal, or how you use some of the mentioned cues in your classroom.

## PAIR

Pair up and discuss these with your neighbor.

## SHARE

Share a few with the group.



# Cues are Intentional



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



# Examples of Cues



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## Examples of Cues

Video





# Think, Pair, Share

**THINK**

**PAIR**

**SHARE**



# Principles of Effective Cues

## Effective cues are:

- Given after you have a child's attention
- Given once
- Clear and Concise
- Focused on getting the child to practice a target skill
- Followed up with the remaining steps of the instructional sequence





# Role Play: Part 1 (Cue)

- Break into groups of three (four will work if needed)
- Assign and act out roles, then rotate until all have acted in each role.
  - Educator: Practice giving cues
  - Child: Pay attention to the educator
  - Checker: Use handout to reflect on educator's cue
- Discuss ideas, feelings, and notes with group.



# Choose a Skill, and Role Play a Cue

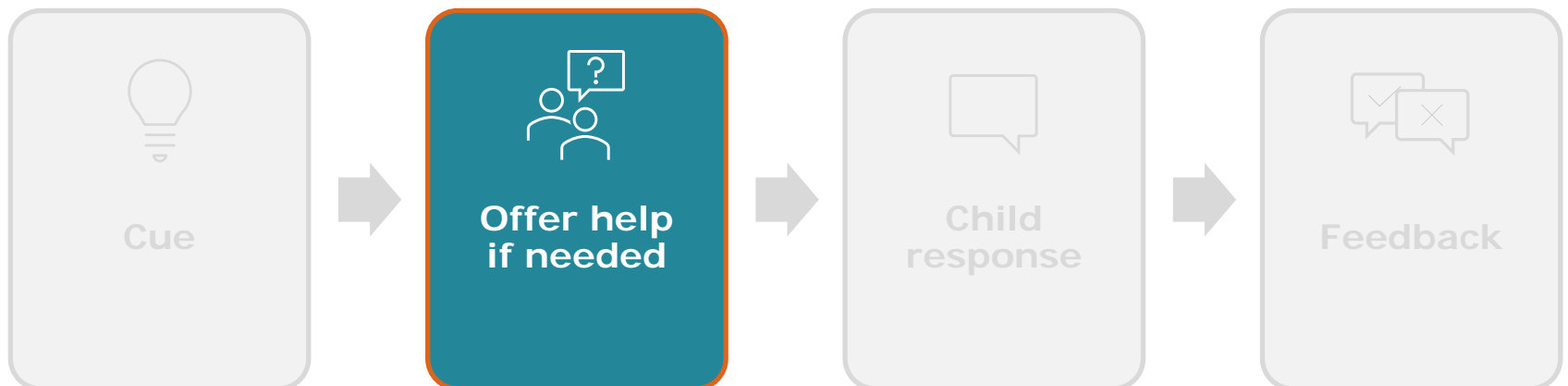
- Counting 1–5 objects
- Asking for help when needed
- Pointing out the letters of their name
- Drawing shapes (circle, square, triangle)
- Imitating actions to a song
- Following group directions
- Answering “where?” questions



# Offer Help

Attend and 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







# Helping is Teaching

## I can do it!





Help = Scaffolding





# Types of Helping Strategies

- Physical
- Verbal
- Gestural
- Model
- Picture or visual
- Expectant look





# Matching Quiz!

Match the helping strategy to the cue.

What type of help can you give? What does it look like?

- Snack time: You want a child to initiate a request for a snack item.
- Outside: You want a child to jump with two feet.
- Block area: You want a child to choose the red block, but they are still learning the color red. Your cue is “Show me the red block.”
- Transition: You want a child to follow two-step directions. You said, “It’s time to get your coat and line up.”
- Circle time: You want a child to participate and imitate actions during circle time. The child is just beginning to learn how to imitate actions.  
[BONUS! More than one can be used here.](#)



# Matching Game

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



## Matching Cues and Help

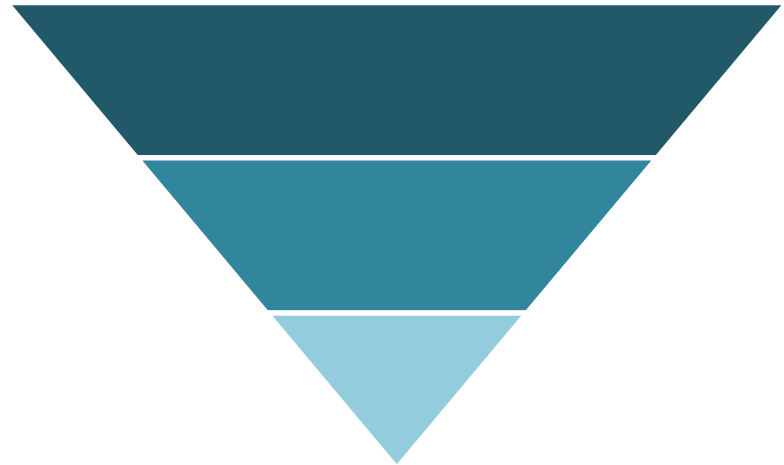
- Remove all the cues and helping strategies from the bags.
- As a team, put them together to create a good match between the cue and helping strategy.
- Use the form to glue or tape together the sequences.

Instructional Cue	Helping Strategy



# Make a Plan for Fading Away the Help

- Make a plan for how you will fade away your help.
- Choose a timeline.
- Gradually take away the amount of help (just like scaffolding gets taken down)





# I Can Do It!







## Fading Away your Help

### Goal: Naming Colors

#### Cue

- “What color is this?”

#### Step 1

- Verbal help: “It’s blue.”  
(said immediately after cue)

#### Step 2

- Delay help: Wait three seconds before giving help.

#### Step 3

- No help: Child says “blue” when given cue. Immediately after, move on to next skill.



## Fading Away your Help

### Goal: Writing "J"

#### Cue

- Paper set in front of child.

#### Step 1

- Verbal help: (tracing) Use a "J" written on paper with bright yellow marker.

#### Step 2

- Delay help: (copying) Now use a box with "J" written in it and an empty box directly under it, for child to copy the letter "J."

#### Step 3

- No help: Child is writing "J" all by themselves. Move on to next letter. (Start again with Step 1: tracing.)



## Fading Away your Help

### Goal: Requesting from a Friend

#### Cue

- During small group activities, a peer is “in charge” of the child’s preferred items.

#### Step 1

- Verbal help: “Tap friend’s shoulder and say ‘Can I have a sticker?’”

#### Step 2

- Commenting: “Joel is in charge of stickers.”

#### Step 3

- Modeling: “Joel, can I have one of the car stickers?”

#### Step 4

- No help: Child is requesting items from peers.



# Examples of Help

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## Examples of Help

Video



**THINK**

**PAIR**

**SHARE**



# Principles of Effective Help

- Give help before the child responds.
- Give the right amount of help — too much and they can't be independent; too little and they might keep making mistakes.
- Give help with a pleasant, neutral tone and kind demeanor and affect.
- Match the helping strategy to the skill





## Role Play: Part 2 (Help)

- Return to groups of three or four.
- Assign and act out roles, then rotate until all have acted in each role.
  - Educator: Practice matching and giving help
  - Child: Pay attention to the educator's cue and help
  - Checker: Use handout to reflect on the help given
- Use handout to reflect on the help given
- Discuss ideas, feelings, and notes with group



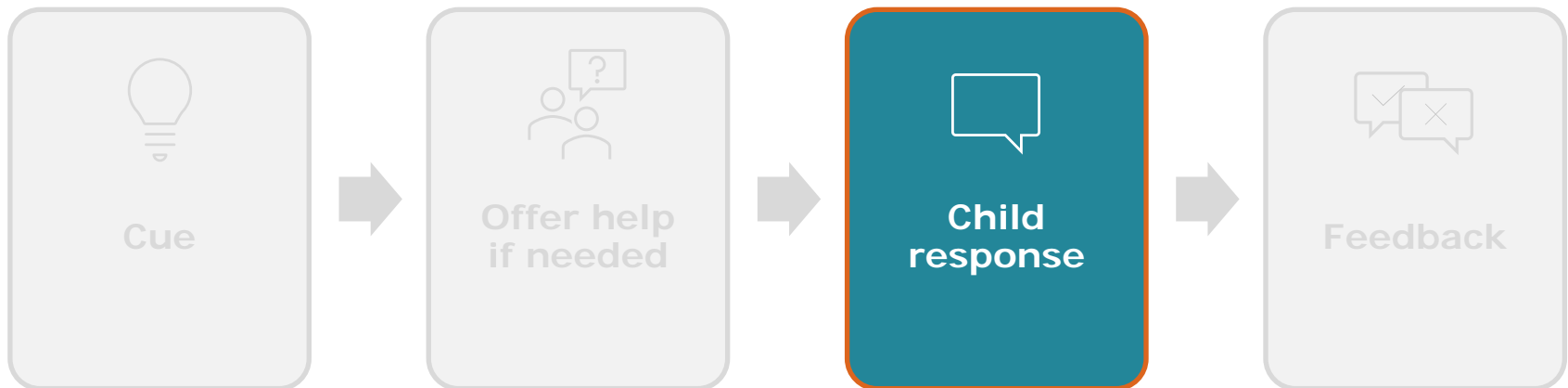
# Choose a Skill Below, and Role Play a Helping Strategy

- 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





# Child Response





# Types of Child Responses



Correct



Incorrect



No response  
at all



# 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



# Examples of Child Response



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## Examples of Child Response

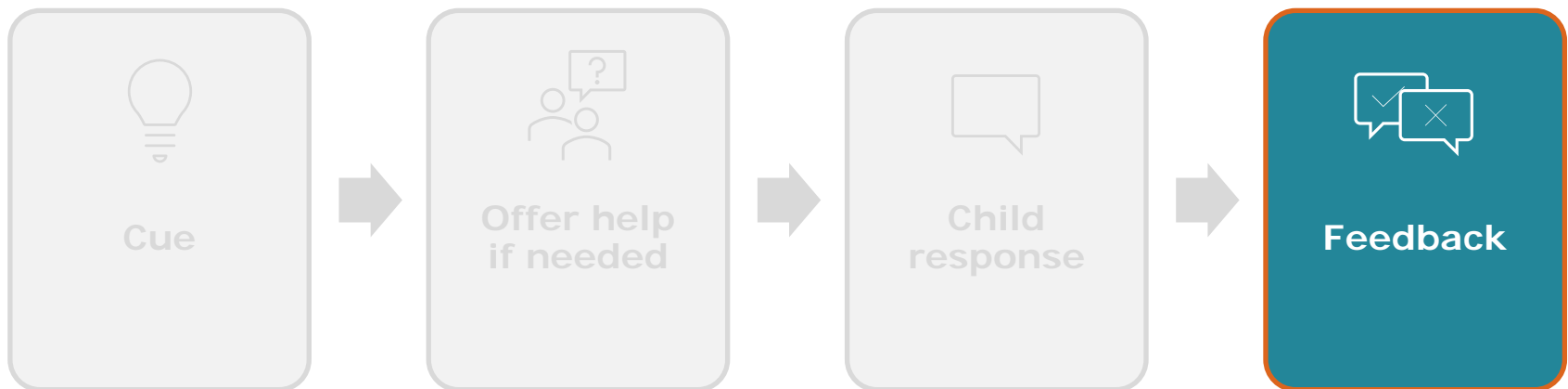
Video





# Feedback Based on Response

- **Correct response?**  
Give positive feedback
- **Incorrect response?**  
Give gentle correction
- **No response?**  
Try again after getting child's attention





# Tips for Giving Feedback

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



# Matching Feedback to Child Response

## Correct Response

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

## Incorrect or No Response:

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



# Principles of Effective Positive Feedback

- Tell the child right away when they respond correctly.
- Feedback is directly related to how the child respond (behavior specific).
  - “Yes, that is red!”
  - “Nice work, you gave me the square!”
  - Repeat child’s response, then expand on it: “Open please! That’s telling me what you want. Let’s go outside” (give access; open the door to go outside).
- Goal: for the child to repeat the behavior the next time







# Examples of Positive Feedback



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## Examples of Positive Feedback

Video





# Role Play: Part 3

## Feedback- Correct Response

- Assign and act out roles, then rotate until all have acted out each role.
  - Child: Choose a skill and do it correctly
  - Educator: Give concise, specific, positive feedback
  - Checker: Use handout reflect on educator's feedback
- Rotate roles for rounds 2 and 3
- Discuss ideas, feelings, and notes with group.



# Feedback For Incorrect Responses

- If the child responds incorrectly, give gentle corrective feedback and try again with help.
- It slows a child's learning to be allowed to make repeated mistakes when learning functional skills.
- Children with disabilities need clear feedback and to try again with help. They also need a lot of opportunities to practice.
- "Amy, let's try again."
- "Sam, listen one more time."





# Examples of Incorrect Responses and Error Corrections

The video player interface includes the following elements:

- Logo:** Head Start center for inclusion logo (orange square with white building icon).
- Text:** Head Start center for inclusion
- Title:** Incorrect Child Responses and Error Corrections
- Play Button:** A large white circular play button with a right-pointing triangle.
- Thumbnail:** A drawing of two children. One child is standing and holding a book, while the other is sitting on the ground. There is a scribbled-out area above the children.
- Video Label:** A small orange-bordered box containing the word "Video".



# Role Play: Part 4 (Error Correction)

- Assign and act out roles, then rotate until all have acted out each role.
  - Child: Choose a skill and do it correctly
  - Educator: Practice giving an error correction
  - Checker: Assess the educator's feedback/error correction
- Discuss ideas, feelings, and notes with group.



## Putting It All Together!

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**PInS: Child's Goal  
Asking for Help**

Video

A video thumbnail for the PInS: Child's Goal Asking for Help. It features the Head Start center for inclusion logo in the top left, a large white play button in the center, and a line drawing of two children on the right. One child is standing and holding a book, while the other is sitting on the floor.

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**PInS: Child's Goal  
Following 2-Step  
Directions**

Video

A video thumbnail for the PInS: Child's Goal Following 2-Step Directions. It features the Head Start center for inclusion logo in the top left, a large white play button in the center, and a line drawing of two children on the right. One child is standing and holding a book, while the other is sitting on the floor.

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**PInS: Child's Goal  
Imitating Actions**

Video

A video thumbnail for the PInS: Child's Goal Imitating Actions. It features the Head Start center for inclusion logo in the top left, a large white play button in the center, and a line drawing of two children on the right. One child is standing and holding a book, while the other is sitting on the floor.

Head Start  
center for  
inclusion

**PInS: Child's Goal  
Labeling Letters**

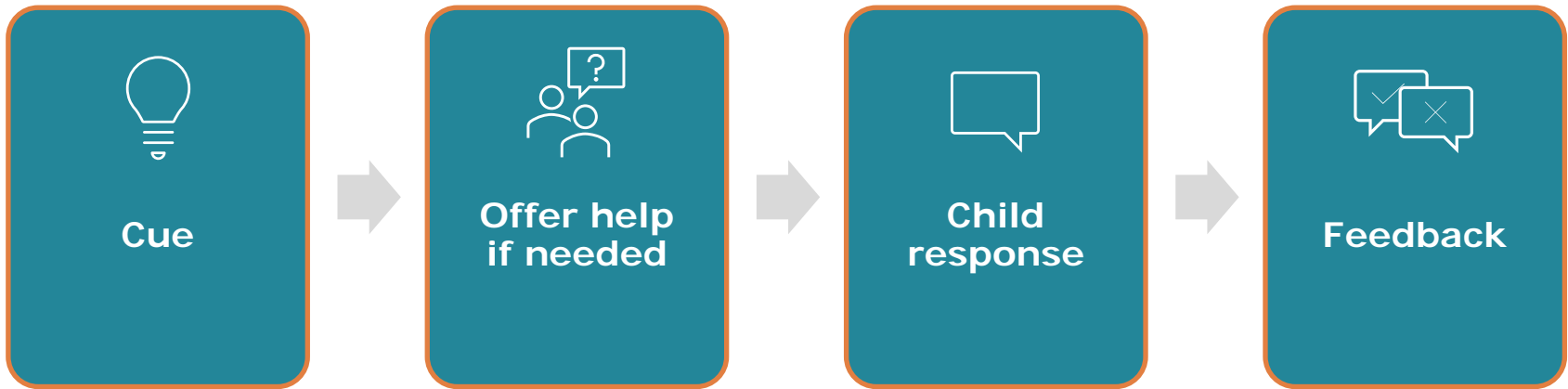
Video

A video thumbnail for the PInS: Child's Goal Labeling Letters. It features the Head Start center for inclusion logo in the top left, a large white play button in the center, and a line drawing of two children on the right. One child is standing and holding a book, while the other is sitting on the floor.



## Each Step Is Important

If you leave out the:



Then no planned instruction = lack of progress on priority/IEP goals

Then the child continually makes mistakes = slows learning or child learns to make mistakes

Then the child doesn't practice the correct response = lack of progress

Correct responses = less likely to be repeated

Incorrect responses = errors are not fixed, child continues to make mistakes



## PInS Review

- It's a short teaching interaction
- It's a four-step process (each step is important!)
  - Cue
  - Offer help
  - Note child's response
  - Give feedback
- Choose to help based on child's level of need- Helping is teaching!
- Choose feedback based on the child's response







## Final Role Play

- Assign and act out roles, then rotate until all have acted out each role.
  - Educator: Practice using the whole PInS sequence
  - Child: Pay attention to the educator
  - Checker: Assess the educator's 4-step PInS
- Use handout to track effective components
- Discuss ideas, feelings, and notes with group.



## Thank You!

- Check out the materials that accompany this in-service suite for further tips, ideas, and checklists that can guide your practice.
- See the Early Childhood Learning and Knowledge Center website for more resources:  
<https://eclkc.ohs.acf.hhs.gov>

Tool for Educators  
Planned Instructional Sequences (PInS)

Head Start  
Center for  
Inclusion

### Child Assessment Worksheet

Child's Name: \_\_\_\_\_ Educator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Daily Schedule	Classroom Expectations	Child's Level of Performance
		STRENGTH AVERAGE AREA OF CONCERN
		STRENGTH AVERAGE AREA OF CONCERN
		STRENGTH AVERAGE AREA OF CONCERN
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