

TIER 1 & 2 for universal and targeted outcomes (i.e., instructional intent)					TIER 3 for individual goal (i.e., Child's Individualized Responses)			
What to Teach (instructional intent content and processes)	When to Teach (time of day)	Where to Teach (location)	What to Teach with (materials, objects, toys)	How to Teach/Extend Learning		How to Teach (ELO)		
				<i>Instructional Practice</i>	<i>Feedback</i>	<i>A</i> <i>(Antecedent)</i>	<i>R</i> <i>(Responses)</i>	<i>C</i> <i>(Consequences)</i>
<p>*begins to notice characteristics of objects such as color, shape, or quality (aligns to classifying)</p> <p>*begins to make associations between objects, people, events using quantity and size terms (aligns to comparing and</p>	Outdoor Time	Garden	seeds, seed packages, dirt, rakes, pails, water, measuring cups	<p><b>Self Talk</b></p> <p>*I'm going to put all the round seeds together</p> <p>*I'm looking for a yellow pail</p> <p>*I'm counting the set of seed packages</p> <p>*I'm comparing the number of children with the number of pails to see if there are enough.</p> <p>*I have 3 packets of</p>	<p><b>Expand and Continue</b></p> <p>* Encourage children to imitate your actions</p> <p>* After making a statement, pause and allow children to process and ask questions or make a comment</p> <p>* Expand upon children's responses (e.g., if they count to 5,</p>	<p>Greet child when they join the group</p> <p>Show/label the child the materials being used</p> <p>Pat the child's leg or back</p> <p>Smile at the child</p> <p>Comment on what other</p>	<p>Directions: Insert a tier 3 level of need for a given child (i.e., something foundational or a prerequisite to the common outcomes noted in the "What" column of the planning sheet). The Tier 3 need can also be a skill that is a barrier to the child's performance of the common outcome.</p> <p>INSERT Target Response:</p> <p>(+)</p> <p>JAL.1 Responds to bids for interaction (= MR2.3)</p> <p>Criterion: The child responds to a familiar person's bid for interaction. The bid and/or response may be nonverbal or verbal. The child's response must be immediate (i.e., displayed within 5 seconds following the other person's bid) and contingent (i.e., maintains the focus of attention or topic). The child's response does not need to demonstrate comprehension of a verbal bid.</p>	<p>Directions: Insert what feedback or consequences will be given if the child demonstrates the target response.</p> <p>(+) continue with interaction</p> <p>(+) smile at the child and affirm their response was a match to your bid for an interaction</p>

<p>contrasting)</p> <p>*fills and empties containers (aligns to comprehending)</p> <p>*explores and manipulates natural materials such as water and sand (aligns to problem solving)</p> <p>*begins to notice and label objects and events in the environment (aligns to creating and expressing)</p>				<p>seeds and 3 pots that need planted</p> <p>*I'm putting dirt in my pots; I'm watering my seeds</p> <p>* I need a bigger pot for all this dirt</p>	<p>continue counting to 10)</p>	<p>children are doing as looking at the child</p>	<p>(-) child ignores/looks away/moves away upon bid for interaction</p> <p>(-) child responds to bid but it takes more than 5 seconds.</p> <p>(-) child responds to bid but it is not contingent.</p>	<p>(-) Re-deliver the antecedent (rebid/redirect for interaction)</p> <p>(-) make sure child can see you and/or materials that are the focus of the interaction</p> <p>(-) try again later</p>
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