

Figure 7.1 Intentional Instructional Sequence (IIS) Planning Form

Outcome	When	Where	With What	How to Teach		Progress Monitoring
<p>Common Outcomes(s)</p> <p>KECS.LA.2.1 Engages in active listening in a variety of situations</p> <p>KECS.LA.3.1 Listens to and/or responds to reading materials with interest and enjoyment</p> <p>KECS.LA.3.6 Tells and retells a story</p> <p>(KY Early Childhood Standards)</p>	Center Time	Library	<p>Copies of the book “Polar Bear, Polar Bear, What do you Hear?” by Bill Martin, Jr. & pictures by Erick Carle</p> <p>Hand-size felt objects of each animal in story</p> <p>Flannel board</p>	Instructional Strategy (Universal)	Feedback	<p>Use checklist in which each child’s name is listed and the frequency with which the child correctly sequenced the animals in retelling the story.</p> <p>Self-assessment – have children go through story to determine if the order of the animals is correct according to the story.</p>
				<p>Read story to children asking the following questions:</p> <ul style="list-style-type: none"> • What is the title of the book? • What animals are in the story? • What color is the _____ (fill in animal name)? <p>Ask a series of questions about what the polar bear and friends hear:</p> <ul style="list-style-type: none"> • Say, “Which animal sound does the polar bear hear first?” • Say, “What does it sound like to have a lion roaring in your ear?” • Say, “What does the lion then hear?” 	<p>Give specific verbal praise when children answer a question correctly (e.g. “Yes, the yellow lion comes next.”)</p> <p>Give hints if the children are having difficulty determining which animal comes next (e.g. “What animal is long and can curl itself)</p> <p>Supply answer if children get the wrong answer and have them repeat the correct answer</p>	

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Targeted Outcome(s)	Center Time	Library		Instructional Strategy (Focused)	Feedback	
<p>Follows directions within the allotted time (i.e., between 5 and 10 seconds)</p>			<p>Copies of the book "Polar Bear, Polar Bear, What do you Hear?" by Bill Martin, Jr. & pictures by Erick Carle</p> <p>Hand-size felt objects of each animal in story</p> <p>Flannel board</p>	<p>Give multiple directions using verbal and visual support at the start of the activity, during the activity, and transitioning to the next activity.</p> <p>Encourage 3-4 children to work together (2 who struggle and two who do not) to follow your directions by placing hand-size animals in the order they appeared in the story, by size, and by color.</p> <p>Revisit visual schedule toward the end of the activity to remind children of what is coming next and the actions they'll be expected to take (e.g., put materials away, line up, go to another area in the room).</p> <p>Provide physical support for children as needed (e.g., guide to and from the library, putting materials away, places objects on flannel board).</p>	<p>After 5-10 seconds of giving the direction, if the child or group of children follows the direction, affirm, provide descriptive praise, and/or provide natural consequences.</p> <p>When child or children do not respond within the allotted time, give the direction again. The restatement should use the word "need," (e.g., "You need to put the toy on the shelf."; "You need to line up.").</p>	<p>Use a count and tally system to record the number of times the child or children followed directions with the allotted time.</p>

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Individualized Outcome(s)	Center Time	Library	Copies of the book "Polar Bear, Polar Bear, What do you Hear?" by Bill Martin, Jr. & pictures by Erick Carle	Antecedent Instructional Strategy (Systematic)	Behavior (individualized outcome)	Consequences	Use a count and tally system to record the number of times the child correctly demonstrates the individualized outcomes (i.e., the number of times they say single words) and the number of times the child provides an incorrect or unintelligible responses, and when the child provides no response.
Child says single words (e.g., labels colors of objects, labels body parts of animals)			Hand-size felt objects of each animal in story	Adult and child looking at and attending to the pictures in the book	Child responds correctly by saying the prompted single word within the 3 second response time	Affirm and expand	
			Flannel board	Adult delivers a mand (e.g., verbal direction, verbal request, or asks a question) that prompts the child to say a single word -Say, "Blue." Tell me, "Nose" "Which color is the lion? What is this (while pointing to an animal's tail)?	Child does not respond within the 3 seconds.	Provide another mand and wait 3 seconds. OR	
			Adult waits 3 seconds for the child to respond	Child makes an attempt to say the single word but is unintelligible (e.g., substitutes the first consonant sound in the	Provide corrective model of the desired word and wait 3 seconds. When the child says the prompted		

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					word or omits the first consonant sound)	word, provide descriptive praise and/or natural consequence	
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<p>Common Outcomes(s)</p> <p>KECS.LA.2.1 Engages in active listening in a variety of situations</p> <p>KECS.LA.3.1 Listens to and/or responds to reading materials with interest and enjoyment</p> <p>KECS.LA.3.6 Tells and retells a story</p> <p>(KY Early Childhood Standards)</p>	Center Time	Library	<p>Copies of the book “Polar Bear, Polar Bear, What do you Hear?” by Bill Martin, Jr. & pictures by Erick Carle</p> <p>Hand-size felt objects of each animal in story</p> <p>Flannel board</p>	<p>Instructional Strategy (Universal)</p>	<p>Feedback</p>	<p>Use checklist in which each child’s name is listed and the frequency with which the child correctly sequenced the animals in retelling the story.</p> <p>Self assessment – have children go through story to determine if the order of the animals is correct according to the story.</p>
				<p>Read story to children asking the following questions:</p> <ul style="list-style-type: none"> • What is the title of the book? • What animals are in the story? • What color is the _____ (fill in animal name)? <p>Ask a series of questions about what the polar bear and friends hear:</p> <ul style="list-style-type: none"> • Say, “Which animal sound does the polar bear hear first?” • Say, “What does it sound like to have a lion roaring in your ear?” • Say, “What does the lion then hear?” 	<p>Give specific verbal praise when children answer a question correctly (e.g. “Yes, the yellow lion comes next.”)</p> <p>Give hints if the children are having difficulty determining which animal comes next (e.g. “What animal is long and can curl itself)</p> <p>Supply answer if children get the wrong answer and have them repeat the correct answer</p>	
<p>Targeted Outcome(s)</p> <p>Follows directions within the allotted time (i.e., between 5 and 10 seconds)</p>	Center Time	Library	<p>Copies of the book “Polar Bear, Polar Bear, What do you Hear?” by Bill Martin, Jr. & pictures by Erick Carle</p>	<p>Instructional Strategy (Focused)</p>	<p>Feedback</p>	<p>Use a count and tally system to record the number of times the child or children followed directions within the allotted time.</p>
				<p>Give multiple directions using verbal and visual support at the start of the activity, during the activity, and transitioning to the next activity.</p> <p>Encourage 3-4 children to work together (2 who</p>	<p>After 5-10 seconds of giving the direction, if the child or group of children follows the direction, affirm, provide descriptive praise, and/or provide natural consequences.</p> <p>When child or children do not respond within the allotted</p>	

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			<p>Hand-size felt objects of each animal in story</p> <p>Flannel board</p>	<p>struggle and two who do not) to follow your directions by placing hand-size animals in the order they appeared in the story, by size, and by color.</p> <p>Revisit visual schedule toward the end of the activity to remind children of what is coming next and the actions they'll be expected to take (e.g., put materials away, line up, go to another area in the room).</p> <p>Provide physical support for children as needed (e.g., guide to and from the library, putting materials away, places objects on flannel board).</p>		<p>time, give the direction again. The restatement should use the word "need," (e.g., You need to put the toy on the shelf.;"You need to line up.").</p>	
<p>Individualized Outcome(s)</p> <p>Child says single words (e.g., labels colors of objects, labels body parts of animals)</p>	Center Time	Library	<p>Copies of the book "Polar Bear, Polar Bear, What do you Hear?" by Bill Martin, Jr. & pictures by Erick Carle</p> <p>Hand-size felt objects of each animal in story</p> <p>Flannel board</p>	<p>Antecedent</p> <p>Instructional Strategy (Systematic)</p>	<p>Behavior</p> <p>(individualized outcome)</p>	<p>Consequences</p>	<p>Use a count and tally system to record the number of times the child correctly demonstrates the individualized outcomes (i.e., the number of times they say single words) and the number of times the child provides an incorrect or unintelligible responses, and when the child provides no response.</p>
<p>Adult and child looking at and attending to the pictures in the book</p>	<p>Child responds correctly by saying the prompted single word within the 3 second response time</p>	<p>Affirm and expand</p>					
<p>Adult delivers a mand (e.g., verbal direction, verbal request, or asks a</p>	<p>Child does not respond within the 3 seconds.</p>	<p>Provide another mand and wait 3 seconds.</p> <p>OR</p>					

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				question) that prompts the child to say a single word -Say, "Blue." Tell me, "Nose" "Which color is the lion? What is this (while pointing to an animal's tail)? Adult waits 3 seconds for the child to respond	Child makes an attempt to say the single word but is unintelligible (e.g., substitutes the first consonant sound in the word or omits the first consonant sound)	Provide model of correct response. When the child says the prompted word, provide descriptive praise and/or natural consequence Provide corrective model of the desired word and wait 3 seconds. When the child says the prompted word, provide descriptive praise and/or natural consequence	

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Intentional Instructional Sequence (IIS) Planning Form for universal, focused, and systematic instruction.

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