LAYERING INSTRUCTIONAL SUPPORT INTO DAILY PROCEDURES

This resource page provides ways for educators to implement step-by-step procedures that can be made more relevant to children by helping them understand the hows and whys behind them through meaningful interactions.

Key Elements of Instructional Support Interactions

1. Higher-Order Thinking and Procedures:

- Following procedures and using higher-order thinking aren't mutually exclusive. Consider professionals like pilots or surgeons—they follow strict procedures while also analyzing, problem-solving, and making decisions. The same applies to teaching procedures, where back-and-forth exchanges, scaffolding, and connecting steps to prior learning can enhance understanding.

2. Play-Based and Project-Based Learning:

- Incorporating play-based or project-based learning often provides more opportunities to use higher-order thinking during procedures. Educators can teach procedures to smaller groups, allowing for scaffolding conversations, while other children engage in independent learning.

3. CLASS® Observation Considerations:

- During CLASS observations, interactions across several 20-minute cycles are assessed, including peer interactions. Observers look for depth in interactions rather than just frequency, and consistent evidence for indicators, even if some time is spent on rote steps, contributes to higher dimension scores.

Sample Interactions to Get You Started

1. Diapering/Toileting

- **Concept Development:** Use questions to encourage critical thinking about hygiene.
- *Example: "Why do you think it's important for us to wash our hands?"*

2. Handwashing

- **Language Modeling:** Extend children's vocabulary by repeating and expanding on their words.
- *Example: Child points to a wipe and says, "Wipe." Teacher responds, "Yes, wipe. We use the wipe to get you all nice and clean."*

3. Letter Sounds

- **Connections to everyday lives:** Relate letter sounds to familiar words and names
- *Example: "What are some other words that begin with the _ sound?"*

4. Using a Number Line

- **Advanced Language:** Clarify concepts and encourage reasoning.
- *Example: "How did you use the number line to get to that answer?"*

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