

**Guided Notes** (outlining key concepts from Haring, et al., 1978)

- I. The \_\_\_\_\_ is a theoretical framework for understanding how people:
- Acquire new skills
  - Become \_\_\_\_\_ in these skills
  - Generalize these skills to new \_\_\_\_\_ or settings
  - Adapt the skills to match the requirements of new circumstances
- A. \_\_\_\_\_ phase: The period between the first appearance of the desired behavior and the reasonably accurate \_\_\_\_\_ of that behavior.

Teacher strategies to promote acquisition include:

- Modeling
- \_\_\_\_\_
- Prompting
- Cueing

- B. Fluency Phase: The phase between the first reasonably accurate performance of the behavior and the student's ability to perform the behavior rapidly and with \_\_\_\_\_

Teacher strategies to promote fluency include:

- Opportunities to drill and practice the skill
- Regular \_\_\_\_\_ and praise from the instructor or other students

- C. \_\_\_\_\_ Phase: The process of displaying a recently acquired behavior either in multiple settings or in the appropriate content in which the student is expected to \_\_\_\_\_ the behavior.

Teacher strategies to promote generalization include:

- Training the skill in all settings or situations in which it is expected to be displayed
- Explicitly \_\_\_\_\_ the student to use skills/engage in target behavior in new settings or situations

- D. \_\_\_\_\_ Phase: The learner must be able to modify \_\_\_\_\_ in the face of novel environmental demands (e.g., adapting skills in conventions of written discourse from hand-written letters to e-mail).

**Complete Notes**

- I. The Instructional Hierarchy is a theoretical framework for understanding how people:
- Acquire new skills
  - Become fluent in these skills
  - Generalize these skills to new situations or settings
  - Adapt the skills to match the requirements of new circumstances

- A. Acquisition phase: The period between the first appearance of the desired behavior and the reasonably accurate performance of that behavior.

Teacher strategies to promote acquisition include:

- Modeling
- Demonstration
- Prompting
- Cueing

- B. Fluency Phase: The phase between the first reasonably accurate performance of the behavior and the student's ability to perform the behavior rapidly and with proficiency

Teacher strategies to promote fluency include:

- Opportunities to drill and practice the skill
- Regular corrective feedback and praise from the instructor or other students

- C. Generalization Phase: The process of displaying a recently acquired behavior either in multiple settings or in the appropriate content in which the student is expected to demonstrate the behavior.

Teacher strategies to promote generalization include:

- Training the skill in all settings or situations in which it is expected to be displayed
- Explicitly prompting the student to use skills/engage in target behavior in new settings or situations

- D. Adaptation Phase: The learner must be able to modify learned responses in the face of novel environmental demands (e.g., adapting skills in conventions of written discourse from hand-written letters to e-mail).

**Reference:**

Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom*. Columbus, OH: Charles E. Merrill Publishing.