1. Which lesson or lessons are shown in the clips? Identify the lesson(s) by lesson plan number. Describe any changes in the lesson plans for the lessons shown in the clips and the reasons for those changes.

[ My first clip comes from lesson two, task three and part of task 4. Using observational data from lesson one, I made several changes to lesson’s two and three. The first change I made was to fix my graphic organizer. It was too big (took over the whole desk) and had too much going on to clearly demonstrate ungrouping to my focus learner. It was a large sheet divided into two columns to represent the tens and the ones columns, and it also had several boxes of to the side to with the task chain steps and sentence stems written for my leaner’s reference. I separated the stems and task chain steps from the graphic organizer, instead printing them on a piece of paper with the stems lined up to the task-chain steps making it easy for my learner to use as a visual reference. The graphic organizer was then simplified to a piece of paper, a line down the middle, and labels representing one column as the ones column and the second column as the tens column. Instead of building the minuend (from either unifix cubes or Legos) and representing the subtrahend with number cards, I simplified the process after lesson one, to just building the minuend, and taking cubes/Legos away from the minuend to represent the subtrahend. We also wrote the problems (part of our strategy) on a small whiteboard that sat on our table for visual reference. In all three lessons I felt very pressed for time! I shortened task three in this lesson to just doing one story problem in order to leave enough time for both the focus learner’s and my data collection time during task 4.

My second clip was from lesson three, task three and part of task four. We played the game almost exactly as planned with the exception of the changes to the graphic organizer and task-chain/sentence stems mentioned above. A noted change in this task was that I printed several problems on paper and then cut that paper up to become flashcards. I left several blank so that I would be able to challenge my leaner appropriately in consideration of social-emotional needs. ]

2. If applicable, provide any additional information (beyond that provided in Task 1) needed to understand the learning environment or interactions seen in each clip.

a. Identify the district, school, cooperating teacher, or student teaching requirements or expectations that affect your instructional delivery (e.g., prescribed reading curriculum) described in Task 1.

[ My learner and I worked 1:1 across this lesson segment meeting the expectation and following the routine my mentor teacher had in place for working with the focus leaner in regards to this particular IEP goal. This isn’t to say that the focal learner isn’t ready for working in small groups or wouldn’t benefit from working on subtraction with regrouping in a small group, just that these were the expectations in place. In short, working 1:1 wasn’t a modification that I made based on my learners needs. ]

3. Promoting a Positive Learning Environment: Refer to scenes in the video clips where you provided a positive learning environment.

a. Describe how you demonstrated respect for, and rapport with, all learners.

[ At 0:06 in video clip one, while describing the story problem in lesson two, task three, I demonstrate respect and rapport for my focus learner. I demonstrate respect for him by knowing his interests and incorporating those interests... ]
into our lessons. Including personal interests of my learner in lessons not only increases his engagement in learning tasks (moving him closer to objectives and the learning target), it also makes him feel like he belongs (fits in) and is valued in our classroom and school. My rapport with the focus learner is demonstrated by the smile he gives when he sees the visuals supporting his making a connection between his personal interests (Legos) and the learning task (a story problem). My rapport with the focus learner was also demonstrated in clip two a 4:37, when I complimented my focus learner’s progress toward the learning target after he had worked through a problem with greater independence than previously demonstrated. This compliment culminated in a high five, one of the many ways I provide my learner with positive feedback throughout the lesson segment.

b. Describe how you provided a positive learning environment that both supported and challenged your focus learner in relation to the primary learning target, moving the focus learner toward self-determination.

[ In video clip two at 5:16 the positivity of my learning environment was demonstrated as I encouraged my learner to remain engaged in learning tasks by giving him a star on his whiteboard, indicating that he had successfully met my expectations, using the task chain to accurately solve a problem requiring him to ungroup a ten. This encouragement (giving a star and a high five) further demonstrates the positivity of my learning environment at 7:58 (clip two). At 5:19 (clip two), I challenge my learner, reminding him he has six minutes left to solve as many problems as possible. He repeats, “six minutes”, and I know that timing him is motivating him to continue solving problems. Through the problem shown starting at 5:19 (clip two), I am scaling back the number of prompts I give to my focus learner, and he is demonstrating movement towards the lesson’s objective and learning target by taking more responsibility navigating the problem solving strategy. At 6:14 (clip two), for instance, instead of pointing and verbally prompting my student to look at the sentence stem/task-chain sheet, I ask, “Now what’s your next step?”

I support my learner as he comes to the step where he has to decide if he has enough, or if regrouping is necessary. At 6:33 (clip two), after being prompted my learner responds that he has enough when he doesn’t. I support the learner by minimally re-teaching the decision-making process for deciding strategy step two, “do I have enough.” I restate this part of the criteria for deciding, and then prompt him onto his next step. This correction was meant to support my learner’s use of strategy step two of the task chain, without interrupting his rhythm fluently solving problems with fewer teacher prompts. This support helped him accurately apply problem solving strategy step two, moving him closer to lesson three’s objective and the learning target. I was really proud of him in the next problem at 9:54 (clip two) where he accurately decided if ungrouping was necessary! ]

4. Engaging and Motivating the Focus Learner: Refer to examples from the clips in your explanations.

a. Describe your strategies to elicit the focus learner’s expression of his/her understanding of the learning target and/or lesson objective and why they are important. (Optional, if evidence is provided in the learner self-reflection[s] in the assessment task; evidence may also be provided by responding to this prompt.)

[ My learning target is appropriate for my focus learner based on the strengths demonstrated in his prior learning and areas of struggle discovered during baseline data collection. My learning target intends to move the learner closer to his IEP goal by focusing instruction on the skill of ungrouping and the process of solving two-digit subtraction problems. This theme is further evident in my objectives that push my learner to develop his skill of ungrouping tens and using a sequential strategy to demonstrate his ability to solve subtraction problems. My learner expresses his understanding of our learning target in my student voice clip (2:46 minutes long) where I give him a printed informal assessment with the problem solving strategy reflection and a learning target reflection printed on it. I ask him to put an X indicating that step has been easy, medium, or hard. At point 0:40 (student voice clip) my learner and I quickly review the instructions of my student voice form (documents submitted) before I ask the learner to express his understanding. At 0:56 (student voice clip) My learner begins making X’s on easy, medium, or hard, to express his understanding regarding each step of the problem solving strategy. He is also reflecting on his ability to ungroup tens as he marks his X’s on steps two and three of the problem solving strategy. In making his decisions, my learner is thinking and expressing both his understanding of ungrouping tens and using the problem solving strategy to answer subtraction problems; this expression encapsulates the two primary themes of the lesson segments leaning target. At 1:47 (student voice clip), my
student reflects upon the learning target of the segment deciding yes, kind of, or no, he is or is not able to follow his teacher, ungroup tens and solve subtraction problems using a strategy. By reflecting on the learning target my focus learner is considering why it is important for him to strengthen his skill ungrouping tens and using a strategy; namely, because strengthening those areas of focus will increase his ability to accurately solve subtraction problems. ]

b. Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the primary learning target.

[ Strategies that engage and motivate my learner support him in mitigating the impacts of his disability. Without these supports and strategies my learner can become unfocused, emotionally overwhelmed, or otherwise disengaged from learning activities. The lesson segments learning target states, “The learner will use manipulatives to break apart groups of tens and demonstrate a strategy for solving double-digit subtraction problems.” I engaged my learner starting at 0:00 in clip 2, using a timed challenge of solving as many problems as possible in 10 minutes. When learning activities scaffold to my focus learner, have clear expectations, and have clear instructions he enjoys performing those activities while racing against a clock. My learner’s increase in engagement and motivation is demonstrated at 1:20 (clip two) when he begins to solve his first timed problem, giving a smile, grabbing his pen, and briskly working at solving a subtraction problem. At 4:05 (clip two), I am keeping my learner engaged and motivated by increasing the pacing of the lesson, quickly transitioning into our next timed problem. While I get the next problem ready, I engage my focus learner by directing him to reassemble unifix cubes in groups of tens, motivating him to remain focused on our learning task. At 4:36 (clip two), I use positive reinforcement, a compliment and high five, to let the learner know he is meeting expectation. Positive reinforcement is very motivating to my learner. This is why I use the more concrete positive reinforcement of a star at 5:16 (clip two).

In clip one at 0:05, I draw on my learner’s interest in Legos to engage and motivate him. Beginning at 1:35 (clip 1) I use a prompting strategy to support my learner’s application of the problem solving strategy. This is a proactive prompt, as at this part of lesson 2, my learner was demonstrating a need for support in referring to the printed strategy to engage in the problem solving process, this prompt supports both his focus and his social emotional need of avoiding confusion or becoming overwhelmed. Through this problem (1:35 to 4:00, clip one) the focus learner uses Legos as manipulatives instead of unifix cubes, a strategy pulling from his real world interests to foster engagement in our learning activities. These strategies are all intended in different ways and drawing on different strengths to motivate and engage my learner. The engagement and motivation have the effect of increasing my learner’s time actively learning concepts and skills that will enable him to move closer to the segment’s learning target. ]

c. Describe how your instruction linked the focus learner’s prior learning and personal, family, cultural, and/or community assets with new learning.

[ In clip one at 6:33, my learner and I connect his prior learning (greater than, less than, or equal to) to our learning target. My learner and I leverage this prior learning to understand when ungrouping is needed in subtraction facts. At 6:49 (clip one) I ask my learner to apply his prior knowledge to find the biggest number in the ones column. Using greater than, less than, or equal to, my learner is able to decide if he needs to ungroup and has leveraged his prior knowledge to move closer to this segment’s learning target.

In clip one at 0:05, I connect the lesson’s learning target to my learner’s personal asset of enjoyment playing with Legos, in the context of a story problem where he is his favorite character from the Lego Movie. This task also connects the learning target to an asset of my learner’s community, using a store as it’s setting. Using Legos as manipulatives through this story problem, and leveraging my learner’s personal and community assets, encourage his engagement in applying the task-chain and sentence stems to solve subtraction problems that require ungrouping. This supported, engaged practice moves him closer to lesson two’s objective and segment’s learning target. ]

d. Describe the strategies you used to move the focus learner toward independently initiating and/or maintaining active engagement in learning tasks related to the primary learning target.
[ If you compare my prompting frequency in lesson two (the problem worked from 5:36 to 8:55) to my prompting frequency in lesson three (the problem worked from 5:00 to 8:03) you can see how my learner is beginning to develop independence, self-initiating and self-promoting, while ungrouping tens and using a strategy to solve subtraction problems. The strategy I used to facilitate this was a prompt fading strategy. The problem in clip one demonstrates a “we do” explicit instructional technique; where my focus learner and I are solving a problem in tandem, but I am initiating and prompting him through most of the steps in the process. The problem from clip two (lesson three) shows the learner following a “you do” explicit instructional technique; he demonstrates his progress towards the learning target, and his independence progressing towards the objective of lesson three, by completing the problem solving strategy while receiving fewer prompts than in lesson two. While I continued to support with some prompting and initiating, I was doing far less in lesson three’s problem, than lesson two’s problem. ]

5. Deepening Learning: Refer to examples from the clips in your explanations.

a. Explain how you elicited and responded to the focus learner’s performance to promote application of learning related to the primary learning target.

[ Throughout this lesson segment I was continually observing my learner’s performance and using strategies to elicit his application of ungrouping skills, while applying a problem solving strategy to solve subtraction problems. My primary mode of eliciting his performance was by prompting him, either with gestures or verbally. At 4:42 (clip one) I begin prompting my student to apply the total task chain to solve a subtraction problem with ungrouping. At 4:45 (clip one) I prompt him to say the sentence stem and task chain step initiating the problem solving strategy, 4:54 (clip one) I prompt him to write the problem, at 5:04 (clip one) I re-prompt him to write the problem down, at 5:16 (clip one) I prompt him to say the problem, then at 5:23 (clip one) I prompt him to model the problem. I continue prompting him through all steps of the problem solving process. My learner executes the modeling of those steps, by continued exposure to the problem solving routine, he becomes more independent, and he is learning the skills necessary to demonstrate progress towards the learning target. Sometimes I ask questions to prompt my learner like at 7:24 (clip one), sometimes I use gestures to model what is going on, and many times I use a combination of verbal and gestural prompts like at 7:46 (clip one) when I initiate step four of the problem solving sequence. Throughout the segment I respond to my learner’s performance in one of two ways. First, I affirm his accurate demonstration of skills or knowledge in relation to the learning target as at 7:25, clip one. Second, I either 1) pre-correct, or 2) explain his inaccurate application of knowledge relative to the learning target. At 2:28 (clip one), I pre-correct my learner on step 2 of the task chain. I do this to increase his success rate progressing through this step, but also to proactively re-teach a skill where I know my learner needs more support to make progress towards the learning target. At 6:31 (clip two) I explain my learner’s inaccurate application of step two in the problem solving strategy, pointing out his mistake and briefly re-teaching the correct procedure for accomplishing that step. Then I respond to my learner’s more independent solving of a problem at 7:58 (clip two), giving him a high five to let him know he is meeting expectations and making progress towards the lesson’s objective. ]

b. Explain how you and the learner(s) used tools and/or strategies to assist them in reflecting on what they were doing well and/or what they needed to improve relative to the learning target and/or lesson objective.

[ The strategy my lesson segment uses to assist my learner in reflecting on what he is performing well, and what he needs to improve, is essentially a process of repeated exposure to the problem solving sequence. These repeated exposures provide a basis for comparing the current cycle to previous attempts. In each attempt, I closely observe the accuracy of his work and either pre-correct his errors before they happen, so the learner is continually applying an accurate learning routine; or I explain errors, with a demonstration of the correct sequence to facilitate accuracy in the next attempt. Each time my learner works through the task chain and sentence stems he is building skills and increasing accuracy applying the problem solving strategy relative to both that days lesson objective and the segment’s learning target. This process is demonstrated in clip two at 6:25 where my student makes an error deciding whether or not he needs to ungroup a ten. At 6:33 (clip two) I explain his error and briefly re-teach that, if our big number is on the bottom, ungrouping is necessary. The comparative piece of this strategy is demonstrated at 9:39 in clip two, when my focus learner accurately performs step two and three of the task chain, having applied my feedback regarding those }
steps in the problem before. He compared two work samples. He was able to reflect on his error at 6:25 (clip two) using the explanation I gave him at 6:33 (clip two), then he compared that exposure/work sample to his current application of task-chain step two and three, accurately navigating the procedure as evidenced by his success at 9:39 (clip two).

Positive reinforcement demonstrated at 9:56 (clip two) (a head nod and positive “ok”) is the most direct tool I use to assist my learner’s reflection of how well he is performing relative to the segments learning target. My use of immediate positive reinforcement is also demonstrated as my learner works through step one of the problem solving strategy at 1:40 (clip two). I affirm his successful application of that step. The more immediate I can make my positive reinforcement, the more likely my learner is to connect that affirmation to his success in performing a skill, that demonstrates his growth towards the learning target. As he receives more reinforcement for performing steps accurately, over time, he is more likely to repeat the task-chain steps in ways that have earned him that reinforcement. In this way while not necessarily promoting a deep cognitive reflection, it does scaffold the act of a reflective process to the abilities and needs of my learner.

c. Describe opportunities provided to the focus learner to apply feedback to improve performance related to the learning target.

[ The best way to describe how my learner is given opportunities to apply my feedback, increasing his performance towards the learning target, is through a feedback loop. Each time I give my learner a prompt, I am giving him feedback he can apply to his next action. This feedback is specific and direct, intended to trigger a learning behavior. The feedback loop follows an antecedent – behavior - consequence model/sequence. The antecedent is my prompt or feedback (or a self-prompt), my leaner then demonstrates a behavior either in synch (path A) with the learning target, or behavior not in synch with the target (path B). If his action is in synch with the learning target (path A), the consequence is our moving on to the next step of the task-chain and affirmation (consequence A). If his actions are not in synch (path B), the consequence is re-teaching, teacher modeling, or more support prompts (consequence B), followed by another prompt intended to trigger a learning behavior that demonstrates (with more support the second time as necessary) progress towards the learning target. In this way my learner is continually applying my feedback as we work through problems increasingly developing his skill towards achievement of the learning target. This feedback loop is demonstrated in clip one, where the focus learner and I work through a problem (from 4:43 to 8:53). My first piece of feedback is to point (4:44, clip one) at the problem solving strategy sheet, telling my learner how he can initiate step one of the task chain. At 4:45 (clip one) my learner responds with by reading the sentence stem and task-chain step (behavior aligned with target), and we go on to the next part of step one, in the task chain. This demonstrates feedback loop A. At 4:53 (clip one) I give verbal feedback, initiating my learner to write the problem on his whiteboard, his focus is drawn (path B) to the pen in his hand at 4:59 (clip one) and I reissue the feedback (or prompt) verbally modeling restating the problem (consequence B), and prompting my learner again to write the problem on his whiteboard (P.S. I look at the camera oddly here because I almost forgot the problem and wanted to confirm it was 32-25= with my camera operator). This interaction demonstrates feedback loop B. At 5:09 (clip one) the learner writes the problem on the whiteboard, and we go on to the third piece of task-chain step one, “building it” (and we are on track for another feedback loop). ]

d. Describe how you moved the focus learner toward self-evaluation or self-correction to improve performance related to the learning target.

[ I use a feedback loop, following an antecedent – behavior - consequence model, to increase my learner’s skill of self-correction, enabling him to improve his performance related to the segment’s learning target. The antecedent is my prompt or feedback, my leaner then demonstrates a behavior either in synch (path A) with the learning target, or behavior not in synch with the target (path B). If his action is in synch with the learning target (path A), the consequence is our moving on to the next step of the task-chain (consequence A). If his actions are not in synch (path B), the consequence is my re-teaching, modeling, or more support prompts (consequence B), followed by another prompt intended to trigger a learning behavior that demonstrates (with more support the second time as necessary) progress towards the learning target. In order to facilitate high success rates, in light of my learner’s social-emotional and developmental needs, when he is learning something for the first time, we use path/consequence B as an instructional strategy (more heavily supported), bypassing the option of path A if the leaner hesitates; this is a pre-corrective strategy
to promote the learner’s development of self-correction. The ability to self-correct is developed as he repeatedly demonstrates, with appropriate and fading levels of support, learning behaviors in synch with the learning target. As my learner increases his ability to self-correct, path A is re-integrated into the feedback loop; when both path A and B are available to the learner, he has the opportunity to independently apply self-corrective skills, remain on path A, and complete successive steps of the problem solving sequence. Path B, however, remains available should my learner demonstrate a need for increased support applying his process of self-correction independently.

In clip one at 0:44, a feedback loop (path B) is demonstrated as I prompt my focus learner to count how many Legos he has, the learner hesitates (non learning target synched behavior), so I reissue the prompt by pointing (0:49 clip one) to the Legos and model (additional support) skip counting by tens. The learner demonstrates learning target synched behavior (skip counting tens to find out how many he has), and we are ready for another prompt initiating the following step. Path A is demonstrated in clip two at 1:22. I point to our problem solving strategy sheet, my learner quickly responds with a target-synched behavior (reading the prompt). He then (without another prompt) uses a process of self-correction/self-prompting to independently initiate (1:25, clip two) his next action, writing the problem on the whiteboard. Through the process of self-correction my learner was increasingly able to demonstrate conceptual knowledge and skills increasingly aligned with the learning target.

6. Supporting Teaching and Learning

a. Explain how your materials, planned supports, and instructional strategies facilitated the focus learner’s progress toward the lesson objectives for the learning target and how they reflected the learner’s development, age, strengths, and needs

[ I designed this lesson segment, choosing materials supports, and instructional styles that leverage my learner’s strengths to compensate for his areas of struggle. One of my learner’s assets is his ability learn through visual modalities. He learns best when information is presented to him concretely either with tangible objects or pictures. These supports enable him to build a conceptual understanding of processes that increase his performance relative to lesson objectives. This is why chose manipulatives, a graphic organizer, pictures (to explain the setting of the story problem), a printed number line, and a printed cheat sheet of our problem solving strategy. Using these tangible and visual supports, my learner is able to see and feel what is going on when he regroups a ten, demonstrated at 7:28 in clip one, and how each step of the problem solving strategy works to solve subtraction problems, shown at 7:52 in clip one as my learner subtracts the ones column.

My learner also learns best when complex tasks are broken down, he knows what he is expected to do at each step, and he has guided practice opportunities, to explore how he is going to navigate those steps. This is evident in how my learner is starting to demonstrate more independence while solving a problem (from 4:58 to 7:58 in clip two) towards the end of our lesson segment. The task chain provides a structured learning routine that is developmentally appropriate while leveraging my learner’s strengths to move him closer to the segment’s learning target. The explicit instructional technique where I demonstrate the tasks for my learner, he and I practice those tasks together, and then he attempts tasks independently is how I scaffold instruction to my learner. It provides a larger structure to the lesson segment, while the task chain provides structure to individual learning opportunities. ]

b. Describe how your instructional strategies, planned supports, and/or materials facilitated the development or application of a self-directed learning strategy for the learning target.

[ My lesson objectives include a prompt fading schedule. In lesson one, my student had the support of a teacher model and prompts as frequent as necessary. This gave him a model to watch and frequent prompting to increase his success rates as he learned. In lesson two, there was no teacher model to follow and prompting was reduced (I was aiming for two prompts per step of the problem solving strategy for a total of 10). Then, in lesson three, prompting was further reduced (I was aiming for 1 prompt per step of the problem solving strategy for a total of five). There is a shift over the course of the segment from teacher-directed learning (following prompts) to student-directed learning (self-prompting). This transfer to student-directed learning was facilitated in part, by my prompt fading schedule.
The second support that facilitated my learner’s self-directed learning was the repeated guided practice (we do) attempts through the total task chain (problem see in clip one from 4:44 to 8:53). This guided practice promoted my focus learners self-correction, confidence, and independence via a continual feedback loop. Essentially, after observing increasing levels of self-correction and performance, my learner was signaling that he was relying less on teacher directives, at which point, a reduction in my prompting was necessary to facilitate his personal direction of his learning.

If you compare my learner’s work samples from earlier in the lesson segment (the problem from 4:44 to 8:53 in clip one) to a work sample from later in the segment (from 4:58 to 8:03 in clip two), you can see the extent to which I have reduced my prompting and my learner has increased his self-directed learning in alignment with our learning target. Just looking at step on in the first problem, I prompt the learner more than 10 times through this segment, however, in lessons three’s problem (seen in clip two) I only give five prompts through the corresponding segment. This demonstrates his increasing self-directed learning towards the segment’s learning target.

7. Analyzing Teaching: Refer to examples from the clips in your explanations.

a. What would you change about the teaching seen in the clips to better support or extend the focus learner’s performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the primary learning target?

[ The first change I would make to my lesson would be to make a visual that explains steps two and three of my task chain. Baseline data, teacher data, student data, and student reflection data all indicated that step two “now I decide, do I have enough” (do I need to ungroup a ten or not?) to subtract the ones column, was the most difficult concept for my student to understand and execute. His struggle wasn’t identifying the big number, but, knowing how the placement of the big number (top or bottom) influenced his next decision in step three of the task chain. If he can identify that the big number is on the top or the bottom (demonstrated several times in my clips), his next step is to make the decision to follow one of the two tracks in step three of the task chain, either A, “get some more” (big number on bottom) or B, “skip to step four” (big number on top). At 6:38 in clip one my focus learner starts step two of the task chain, he finds the big number without using the number line on the bottom, then I lean in (7:03, clip one) and verbally re-teach what to do when the big number is on the bottom. While it was helpful to have him repeat, “When it’s on the bottom I need to get some more,” my learner would benefit more from a visual support (it would be really easy to make) that detailed what to do next if your big number is on the bottom (or top). This additional visual support would have improved my learner’s performance on this step of the strategy and moved him further towards the segment’s learning target.

I would also like to sharpen my prompting skills to make sure I am not over-prompting, giving unclear prompts, or confuse my learner with my verbalized self-prompts directing my teaching behaviors. I think I could do a better job blending discrete-trials teaching techniques with explicit instruction, and I believe this would have a big impact on my learner’s performance This is evidenced at 4:45 where I prompt myself saying, “lets do our first step” while pointing to the explaining step; saying “lets” and “our” is unclear, should be “you” and “your”. Do I need to verbally prompt as I am pointing, would pointing suffice? I really probably only needed to point.

I also thought the pacing of my lesson was slower than what I would like it to be. When my focus learner and I were actively working to solve a problem sometimes I felt that pacing seemed a bit slow. Transitions from one problem to the next were also very slow though they improved over the course of the segment. This slowed pacing is demonstrated starting at 3:45 in the first clip where it took almost a full minute to transition into a new problem. If I were to task analyze the teaching of this lesson, I could make improvements to the pacing to both the pacing of the transitions and the pacing of working through tasks with the focus learner. This would increase the amount of time my learner spends during the lesson actively building knowledge and skills that will move him closer to the learning target. ]

b. Why do you think these changes would improve the learning of the focus learner in relation to the primary learning target? Support your explanation with evidence of the focus learner’s performance related to the primary learning target, as seen in the clips and principles from theory and/or research.
Visual aids may be imperative for individuals with autism because they have problems attending in general to environmental stimuli, particularly auditory stimuli (Webber & Scheuermann, 2008, p. 101). In addition, visual cues can also be used to, “cognitively process something” (Webber & Scheuermann, 2008, p. 101). These two quotes summarize what I am asking my student to do in at 7:03 in clip one; I am asking him to receive a verbal prompt and cognitively process that prompt to facilitate accuracy in his next attempt on step two and three of the problem solving strategy. Using a visual in place of an oral prompt would demonstrate more concretely what is expected of him as he attempts to complete steps 2 and three of the task chain, supporting him to “cognitively process” the procedure deciding whether or not ungrouping is required. At 5:00, after a long transition, and a bit of confused prompting, my learner’s focus hones in on a pen cap. Perhaps this would be less likely to draw from my learner’s engaged time if my prompts were more in line with the evidence based practice of discrete trials training (Webber & Scheuermann, 2008). Students are more engaged when the lesson is presented at a brisk pace (Archer & Hughes, 2011). This pacing allows for teachers to cover more content, or give your students more opportunities to experience more feedback and increase their opportunities to respond which in turn moves them closer to lesson objectives and the learning target (Archer & Hughes, 2011). While I didn’t feel like I needed to cover more content, my focus learner would have been more engaged during the lesson segment, especially at 5:00 where my focus learner’s attention is drawn to a pen cap, after having experienced the minute long transition starting at 3:45. I also know that giving my student more opportunities to solve additional problems and respond to feedback would have driven his performance closer to the learning target.
