**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: