Instructional Hierarchy

	Acquisition Stage *not yet accurate, and not yet fluent*	Fluency Stage *accurate, but not yet fluent*	Generalization Stage *accurate and fluent in instructional contexts*	Adaptation Stage *accurate and fluent across novel contexts*
Student Characteristics	• High error rates • Slow and effortful • Delayed or no response	• Some errors with similar stimuli • Accurate, but slow	• Can distinguish between similar skills and apply them broadly across settings	• Can integrate and apply skills across authentic contexts, in complex tasks, and/or new ways
Goal	Accurate Response	Maintain Accuracy & Increase Automaticity	Maintain accuracy and automaticity in instructional settings	Maintain accuracy and automaticity in novel settings
Strategies	*Explicit Instruction* • Model/Demonstrate • Worked examples & non-examples • Think-alouds • Visual & verbal prompts	*Reinforcement of skills through intentionally designed practice* • Repeated practice • Opportunities to respond to measure accuracy and rate	*Scaling back of scaffolds with opportunities to integrate skills and transfer across settings* • Practice and reinforcement across contexts	*Problem-solving simulations to practice skills within multi-step processes or in new ways* • Simulations

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	Acquisition Stage *not yet accurate, and not yet fluent*	Fluency Stage *accurate, but not yet fluent*	Generalization Stage *accurate and fluent in instructional contexts*	Adaptation Stage *accurate and fluent across novel contexts*
Practice Structures				
Type of Practice	***Blocked Practice - Repeated trials of a skill until mastery*** • Controlled task and content (same skill)		**Interleaved Practice - Adding a new skill to previous skills, related skills practiced together in a random order** • Cumulative reviews, discrimination tasks	
Time Between Practice Sessions	***Massed Practice - Longer session to practice one skill with no or few opportunities to review skill over time***		***Spaced or Distributed - Multiple sessions over time and Extended Space - more time between sessions in the generalization and adaptation boxes***	
Type of Support During Practice	**Guided** → students practice skills in a supervised setting and receive feedback			
	Prompted → students use verbal or visual prompts to practice skills			
		Independent → students practice skills in context		
	students practice skills using general content out of learned context ← **Applied**			
Feedback	***Detailed, frequent, immediate, and corrective feedback*** • Decoding example: at the time of error, "my turn, the word is xx"	***Delayed, yet targeted corrective feedback*** • Decoding example: at the end of a line, sentence or paragraph, "let's go back to this word, what word?"	***Corrective feedback for problem-solving or strategy use, or use of skill in different contexts*** • Decoding example: when checking in, "how can we fix that sentence?"	***Feedback on application of skill in novel settings***

Instructional Hierarchy

	Acquisition Stage ***not yet accurate, and not yet fluent***	**Fluency Stage** ***accurate, but not yet fluent***	**Generalization Stage** ***accurate and fluent in instructional contexts***	**Adaptation Stage** ***accurate and fluent across novel contexts***
Student Characteristics	• **High error rates** • **Slow and effortful** • **Delayed or no response**	• **Some errors with similar stimuli** • **Accurate, but slow**	• **Can distinguish between similar skills and apply them broadly across settings**	• **Can integrate and apply skills across authentic contexts, in complex tasks, and/or new ways**

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	Acquisition Stage *not yet accurate, and not yet fluent*	Fluency Stage *accurate, but not yet fluent*	Generalization Stage *accurate and fluent in instructional contexts*	Adaptation Stage *accurate and fluent across novel contexts*
Goal	**Accurate Response**	**Maintain Accuracy & Increase Automaticity**	**Maintain accuracy and automaticity in instructional settings**	**Maintain accuracy and automaticity in novel settings**

Instructional Hierarchy

	Acquisition Stage *not yet accurate, and not yet fluent*	Fluency Stage *accurate, but not yet fluent*	Generalization Stage *accurate and fluent in instructional contexts*	Adaptation Stage *accurate and fluent across novel contexts*
Strategies	***Explicit Instruction*** • Model/Demonstrate • Worked examples & non-examples • Think-alouds • Visual & verbal prompts	***Reinforcement of skills through intentionally designed practice*** • Repeated practice • Opportunities to respond to measure accuracy and rate	***Scaling back of scaffolds with opportunities to integrate skills and transfer across settings*** • Practice and reinforcement across contexts	***Problem-solving simulations to practice skills within multi-step processes or in new ways*** • Simulations

Instructional Hierarchy

	Acquisition Stage *not yet accurate, and not yet fluent*	Fluency Stage *accurate, but not yet fluent*	Generalization Stage *accurate and fluent in instructional contexts*	Adaptation Stage *accurate and fluent across novel contexts*
Practice Structures				
Type of Practice	***Blocked Practice - Repeated trials of a skill until mastery*** • Controlled task and content (same skill)	**Interleaved Practice - Adding a new skill to previous skills, related skills practiced together in a random order** • Cumulative reviews, discrimination tasks		
Time Between Practice Sessions	***Massed Practice - Longer session to practice one skill with no or few opportunities to review skill over time***	***Spaced or Distributed - Multiple sessions over time and Extended Space - more time between sessions in the generalization and adaptation boxes***		
Type of Support During Practice	**Guided** → **students practice skills in a supervised setting and receive feedback**			
	Prompted → **students use verbal or visual prompts to practice skills**			
		Independent → **students practice skills in context**		
			Applied ← **students practice skills using general content out of learned context**	

Instructional Hierarchy

	Acquisition Stage ***not yet accurate, and not yet fluent***	**Fluency Stage** ***accurate, but not yet fluent***	**Generalization Stage** ***accurate and fluent in instructional contexts***	**Adaptation Stage** ***accurate and fluent across novel contexts***
Feedback	***Detailed, frequent, immediate, and corrective feedback*** • Decoding example: at the time of error, "my turn, the word is xx"	***Delayed, yet targeted corrective feedback*** • Decoding example: at the end of a line, sentence or paragraph, "let's go back to this word, what word?"	***Corrective feedback for problem-solving or strategy use, or use of skill in different contexts*** • Decoding example: when checking in, "how can we fix that sentence?"	***Feedback on application of skill in novel settings***

Acquisition Stage
not yet accurate, and not yet fluent

Student Characteristics	• High error rates • Slow and effortful • Delayed or no response
Goal	**Accurate Response**
Strategies	***Explicit Instruction*** • Model/Demonstrate • Worked examples & non-examples • Think-alouds • Visual & verbal prompts
Feedback	***Detailed, frequent, immediate, and corrective feedback*** • Decoding example: at the time of error, "my turn, the word is xx"

Practice Structures

Type of Practice	***Blocked Practice - Repeated trials of a skill until mastery*** • Controlled task and content (same skill)
Time Between Practice Sessions	***Massed Practice - Longer session to practice one skill with no or few opportunities to review skill over time***
Type of Support During Practice	**Guided** **Prompted**

Fluency Stage
accurate, but not yet fluent

		Practice Structures		
Student Characteristics	• Some errors with similar stimuli • Accurate, but slow	**Type of Practice**	***Blocked Practice - Repeated trials of a skill until mastery*** • Controlled task and content (same skill)	***Interleaved Practice - Adding a new skill to previous skills, related skills practiced together in a random order*** • *Cumulative reviews, discrimination tasks*
Goal	**Maintain Accuracy**	**Time Between Practice Sessions**	***Massed Practice - Longer session to practice one skill with no or few opportunities to review skill over time***	
Strategies	***Reinforcement of skills through intentionally designed practice*** • Repeated practice • Opportunities to respond to measure accuracy and rate	**Type of Support During Practice**	**Prompted** **Independent**	
Feedback	***Delayed, yet targeted corrective feedback*** • Decoding example: at the end of a line, sentence or paragraph, "let's go back to this word, what word?"			

Generalization Stage
accurate and fluent in instructional contexts

Student Characteristics	• Can distinguish between similar skills and apply them broadly across settings
Goal	Maintain accuracy and automaticity in instructional settings
Strategies	*Scaling back of scaffolds with opportunities to integrate skills and transfer across settings* • Practice and reinforcement across contexts
Feedback	*Corrective feedback for problem-solving or strategy use, or use of skill in different contexts* • Decoding example: when checking in, "how can we fix that sentence?"

Practice Structures

Type of Practice	*Interleaved Practice - Adding a new skill to previous skills, related skills practiced together in a random order* • *Cumulative reviews, discrimination tasks*
Time Between Practice Sessions	*Spaced or Distributed - Multiple sessions over time and Extended Space - more time between sessions in the generalization and adaptation boxes*
Type of Support During Practice	Independent Applied

Adaptation Stage
accurate and fluent across novel contexts

Student Characteristics	• **Can integrate and apply skills across authentic contexts, in complex tasks, and/or new ways**
Goal	**Maintain accuracy and automaticity in novel settings**
Strategies	***Can modify novel tasks and apply skill within a multistep process***
Feedback	***Problem-solving simulations to practice skills within multi-step processes or in new ways*** • **Simulations**

Practice Structures

Type of Practice	***Interleaved Practice - Adding a new skill to previous skills, related skills practiced together in a random order*** • ***Cumulative reviews, discrimination tasks***
Time Between Practice Sessions	***Spaced or Distributed - Multiple sessions over time and Extended Space - more time between sessions in the generalization and adaptation boxes***
Type of Support During Practice	**Applied**

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