

instructional hierarchy

ACQUISITION



Students are initially learning the skill(s). The skill is laborious to perform and they are inaccurate with it.

Use explicit instruction to ensure accurate use of skill. Provide immediate feedback on accurate or close approximations of skills.

Students are developing proficiency with the skill. They can perform it accurately, but not at an acceptable rate.

Provide instruction on building proficiency and competency with the skill. Provide feedback for meeting criteria for fluency. Feedback can be delayed and not provided after each successful performance of the skill.



FLUENCY

Students can perform the skill accurately and with proficiency in the instructional setting. They perform it inaccurately or less fluently in new or novel settings.

Plan for and provide instruction in new or novel settings. Provide feedback on using skill proficiently in novel settings.

GENERALIZATION



Students perform the skill across settings with accuracy and competency. They are rigid and inflexible with it.

Focus on identifying the core features of the skill and modifying the skill to fit new or novel settings. Provide feedback on trying different variations or adaptations of the skill.



ADAPTATION