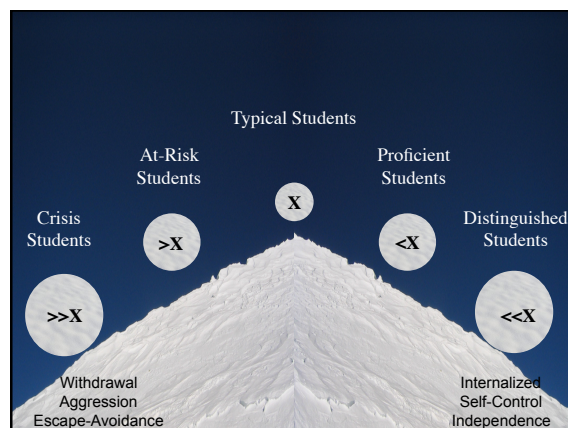


## Effective Instruction

### An Overview of Effective Instruction as a Component of Tier II and Tier III Interventions

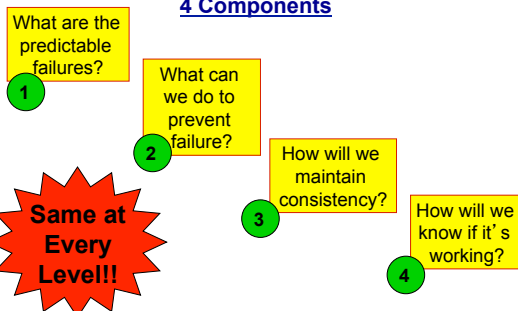
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### Underlying Principles of 3-Tiered Prevention Models

#### 4 Components



### Project Follow-Through

Project Follow-Through began in 1967. Its express purpose was to study instructional methods that would lead to a reduction in the disparity between low- and high-performing students by improving the performance of low-performing students. It was ultimately concluded in 1995 after consuming \$1 billion and conducting research on over 20,000 students nationwide.

Each program had four to eight sites, with children starting in either kindergarten or first grade. Each Follow-Through (FT) school district identified a non-Follow-Through (NFT) district to act as a control group. The Department of Education hired two independent agencies to collect and analyze the data.

**Metropolitan Achievement Test**

**Wide Range Achievement Test**

**Raven's Colored Progressive Matrices**

**Intellectual Achievement Responsibility Scale**

**Coopersmith Self-Esteem Inventory**

### Basic Skills Models

- **Behavior Reinforcement:** Social praise and tokens are given to children for correct responses and tokens are traded for desired activities. Teachers use scripts, and instruction is provided incrementally. Sponsored by the University of Kansas.
- **Direct Instruction:** This program emphasizes the teaching of phonemic awareness and phonics, using the DI techniques described above. The reading curriculum here is essentially the same *SRA Reading Mastery* curriculum that we are using. Sponsored by the University of Oregon.
- **Language Development:** is an eclectic approach emphasizing language development rather than explicit reading skills. Sponsored by the Southwest Educational Developmental Laboratory.

### Affective Skills Models

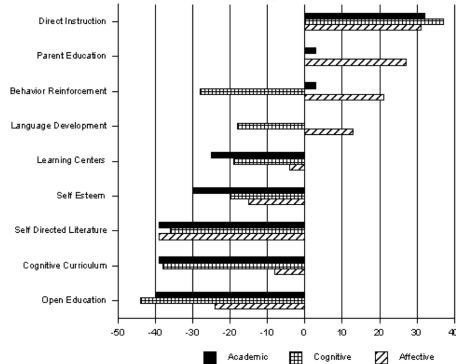
- **Learning Center:** is based on the "Head Start" nursery school approach, extended into elementary school. Children select their own learning options at learning centers where they select their own options in a classroom structured to provide maximal learning opportunities. Sponsored by the Bank Street College of Education.
- **Open Education:** is based on the British Infant School model, extended into elementary school. Learning centers were used here also, and children were further assumed to be entirely responsible for their own learning, with no teacher-directed instruction provided. Sponsored by the Education Development Center.
- **Self Esteem:** is another program utilizing learning centers, but here the curriculum emphasis was on the development of self-esteem. The central philosophy is that the curriculum must respond dynamically to the individual needs of each child. The specific curriculum here was the Responsive Education Model, sponsored by the Far West Laboratory.

## Effective Instruction

### Cognitive Skills Models

- **Cognitively-Oriented Curriculum:** Based on Piaget's theories of underlying cognitive processes, this curriculum encourages children to schedule their own activities. Teaching emphasizes "labeling and explaining causal relationships". Sponsored by the **High Scope Foundation**.
- **Parent Education:** Parents of disadvantaged children are taught to teach their own children. Teaching emphasizes language instruction (precise nature not specified) and development of motor and cognitive skills. Sponsored by the **University of Florida**.
- **Self Directed Literature:** Students are exposed to literature relating to their own experiences and interest. Child-directed choices are emphasized, based in part on the assumption that student choice would enhance enjoyment and facilitate learning through each child's individual learning style. The specific curriculum here was the Tucson Early Education Model (TEEM), sponsored by the **University of Arizona**.

Project Follow-Through Results



### Explicit Instruction

#### Large-Scale Research and Meta Analyses

- **Direct Comparison Meta-Analysis**

Favor explicit instruction	87.3 %
Tie	0.6 %
Favor other methods	12.1 %
- Students of all ages and abilities
- Academic and social behaviors
- Especially effective with low performers
- Very successful with disadvantaged students

### Direct Instruction



1966 Film of Zig Talking and Demonstrating DI Math

<http://vimeo.com/23659310>

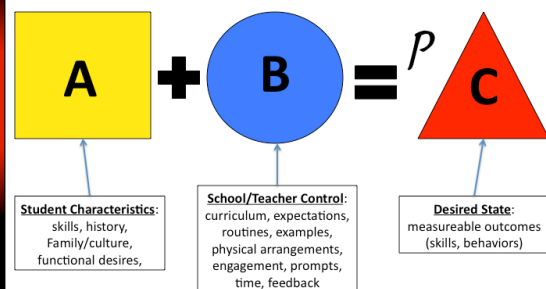
### Effective Instructional Foundations

*what can adults do to affect student success?*



- ✓ Effective Classrooms Literature from 1970s
- ✓ Effective instruction literature in the area of student/teacher interaction 1990s - present
- ✓ Meta-Analyses from past 15 years

### Probability Equation



## Effective Instruction

### Characteristics of Effective Classrooms

#### Effective Classrooms

- low incidence of behavior problems
- high success rates (80% or better)
- Academic learning time/engaged time
  - time with materials or activities related to the outcome measures that are being used

### Effective Instruction

#### **Explicit**

- Show and tell students what it is that is expected & why
- Monitor and guide to facilitate success

#### **Engaging**

- Opportunities to respond
  - Group (choral) or individual responses
  - Questioning strategies
  - Requests for student behavior (directions)

#### **Frequent Feedback**

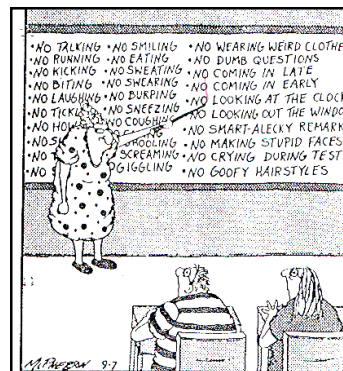
- Verbal and Gestural
  - ✓ Positive and Negative
  - ✓ Correction

### Instructional Concept

State Expectations Positively  
*Teach them what you do want them to do*

### Ineffective Instruction

- Sets the occasion for student failure



Miss Bence liked to go over a few of her rules on the first day of school.

### Instructional Concept

Explicit Instruction  
*Be Direct*

### What is the Best Way to Facilitate Academic Success?

Should we teach, facilitate, or just support?

- ? **Teaching** - teacher structures a lesson, models skills, and leads students through practice or key skills.
- ? **Facilitate** - teachers sets up activities wherein students discover key skills.
- ? **Support** - teachers simply oversee students and offer support for whatever they do.

## Effective Instruction

### ACTIVITY

Let's try non-explicit social instruction:

**What is Zore?**

The concept is Zore  
Social Concept  
All examples are accurate

### Teaching Respect

*Respecting Others*

#### WHAT YOU SAY TO OTHERS

*Use nice words and actions*

Examples: please, thank you, may I, excuse me

Non-Examples: put downs, name calling

#### HOW YOU SAY THINGS

*Use a pleasant tone and volume of voice*

Examples: calm voice, quiet voice, explain

Non-Examples: yelling, growling, arguing

#### WHAT YOU LOOK LIKE

*Show that you are calm and interested*

Examples: open posture, nodding, eye contact, personal space

Non-Examples: in someone's face, rolling eyes, mad face, shaking head, fists

### Modeling

Show and tell students what it is that is expected under specific circumstances. Do not assume that they know and can.

- Use verbal prompts along with physical demonstration
  - ✓ "Watch me, notice how I use a quiet, inside voice when I say this - 'excuse me'."
  - ✓ "Right now I'm thinking that I need to do something smart because I'm feeling mad - so watch me take a deep breath and walk away."
- Use natural models
  - ✓ "Did you notice how Billy held that door open for Ben? That was very responsible."
  - ✓ "Remember how we talked about ignoring loud noises? Look at Andrea right now - that's great because she's focused on her work."

### Instructional Concept

Be Purposeful in Selection of  
Appropriate Teaching  
Examples

### Effective Instruction

Effective instruction is:

- Effective example selection and sequencing
- Task analysis
- Facilitate success
- Delivered at the level of the student

### Instructional Concept

Facilitate Success via  
Engagement



## Effective Instruction

### Opportunities to Respond

Providing students with opportunities to be engaged with instruction

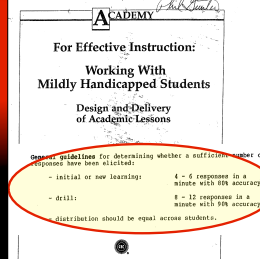
- Asking questions
  - ✓ Group (choral) or individual responses
  - ✓ Closed or open ended questions
  - ✓ Why?
- Requests for student behavior
  - ✓ Raise hand to indicate agreement
  - ✓ Create and share
  - ✓ Demonstrate
  - ✓ Tell story (relevant)



### Recommended Practice: OTR

- CEC (1987)

Acquisition 4-6 per min @ 80%  
Drill 8-12 per min @ 90%



- See positive effects on student engagement at **3 per minute**
- If student responds  
(Haydon, Mancil, & Van Loan, 2009; Partin, Robertson, Maggin, Oliver & Wehby, 2010; Sutherland, Alder & Gunter, 2003)

### Recommended Practice: Feedback

- The field at large recommends somewhere between 3 and 6 positive to every 1 negative  
(Gable, Hester, Rock, & Hughes, 2009; Kerr & Nelson, 2006; Nafpaktitis, Mayer, & Butterworth, 1985; Scott, Anderson, & Alter, 2011; Stichter et al., 2009; Walker, Ramsey, & Gresham, 2004)
- Mental health (Fredrickson & Losada, 2005)
  - 2.5 : 1 predicts normal functioning
  - 4.3 : 1 predicts optimal functioning
  - Tipping point seems to be 2.9 : 1
- Marriage (Gottman, 1994)
  - Flourishing marriage 4.7:1 actions; 5.1:1 speech
  - Poor marriage .7:1 actions; .9:1 speech

**3:1 ?**

### Verbal Prompts and Pre-Correction

- Verbal Prompts
  - ✓ Clear statements that act as reminders
  - ✓ Delivered in contexts where failure is predictable
  - ✓ Use the smallest necessary to facilitate success  
"Remember to raise your hand."
- Pre-Correction
  - ✓ Clear question that acts as reminder
  - ✓ Student is required to respond
  - ✓ Teacher praises or corrects student response  
"What will you do if you need my help?"  
"Raise my hand."  
"Exactly, good for you!"

### Opportunities to Respond

Providing students with opportunities to be engaged with instruction

- Asking questions
  - ✓ Group (choral) or individual responses
  - ✓ Closed or open ended questions
  - ✓ Why?
- Requests for student behavior
  - ✓ Raise hand to indicate agreement
  - ✓ Create and share
  - ✓ Demonstrate
  - ✓ Tell story (relevant)



### Acknowledgement!



## Effective Instruction

### Correction

Feedback that behavior is inappropriate

- *“is that the right way?”*
- *“is there a better way?”*
- *“are you being respectful – why not?”*

Re-teach appropriate behavior

- *“what is a better way?”*
- *“what would it look like if it was done better?”*
- *“what is a more respectful behavior?”*

Re-teach appropriate behavior

- *“Show me that --- thanks – remember to do that.”*

### Big Ideas

- Adults bear the responsibility for student success
  - ✓ failures require changes on our part
- Instruction is our fix – we must be thoughtful and purposeful in how we develop our instructional interventions
  - ✓ with student success as our guiding goal
- We'll need a systems approach in the school to maintain fidelity and sustainability with the components of effective instruction
  - ✓ as an adult change issue – same as we do for changing student behavior.

## The University of Louisville

Doctoral Program In Behavior Disorders

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