High Leverage Practices Series Session 2: Instruction (12-14, 16)

Tessie Rose Bailey, PhD

FEBRUARY 2022

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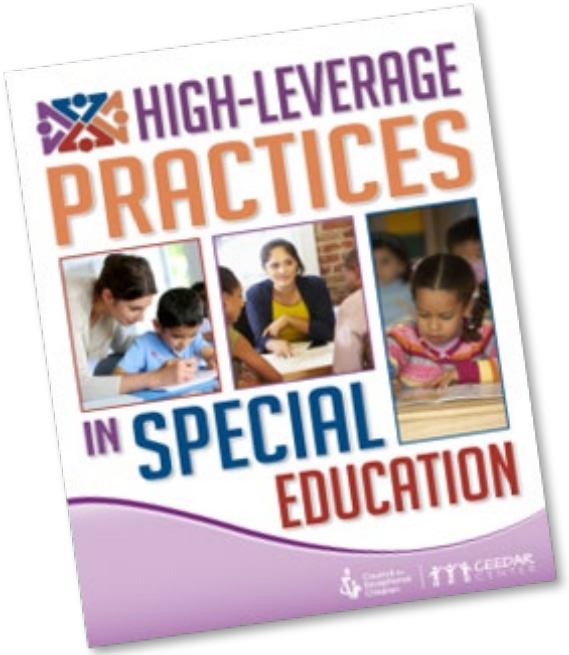
High-Leverage Practices



- A team of experts drafted the high-leverage practices (HLPs), which were later approved and published by the Council for Exceptional Children (McLeskey et al. 2017).
- Similar to the general HLPs, they were initially identified and essential practices that should be taught in educator preparation programs.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

Today's Session

- Define the high-leverage practices (HLPs) in the instruction area of practice.
- Model how the instruction HLPs can be implemented in practice.
- Share freely available resources to increase educators' knowledge and use of the instruction high leverage practices.

Development of high-quality educational programming

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Implementation of high-quality educational programming

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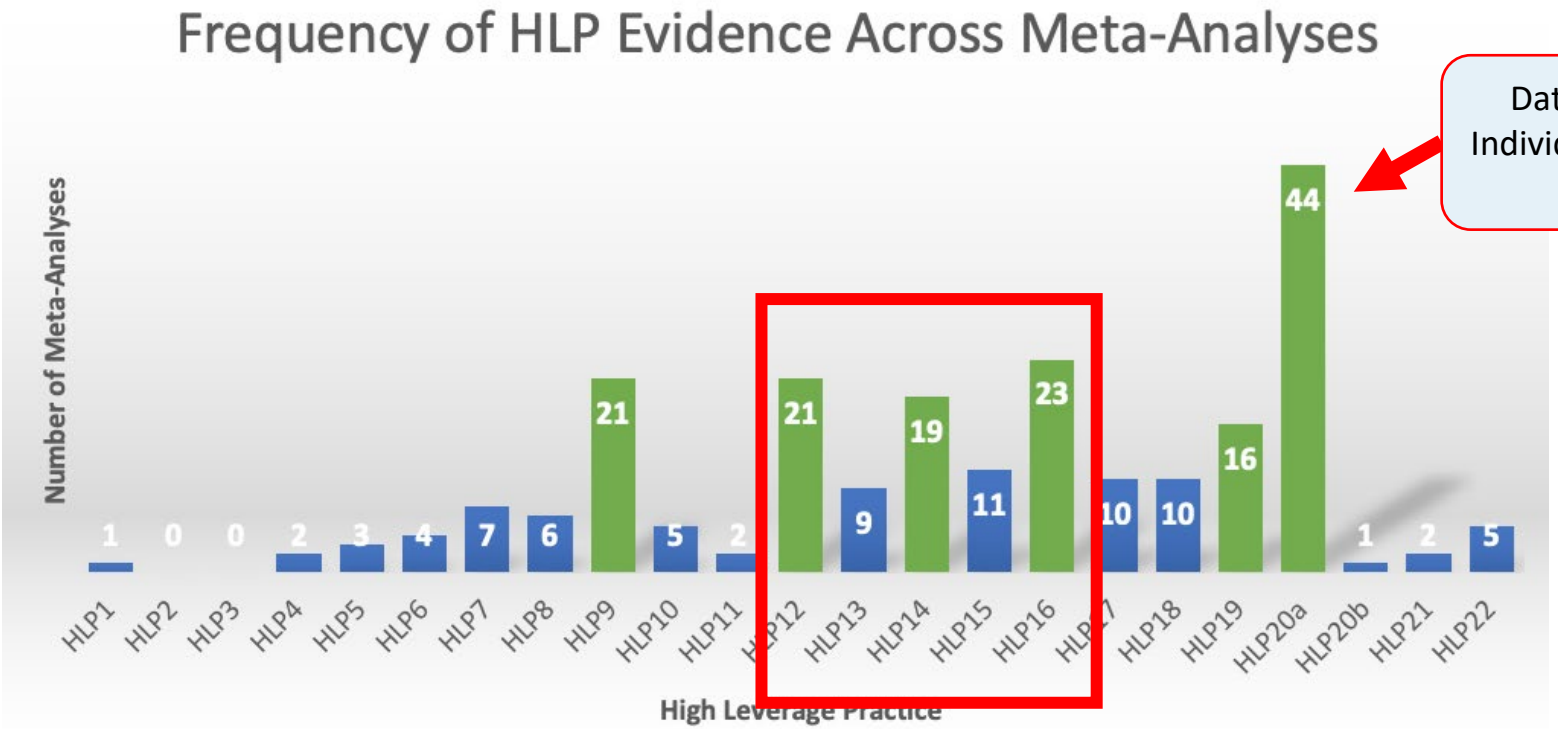
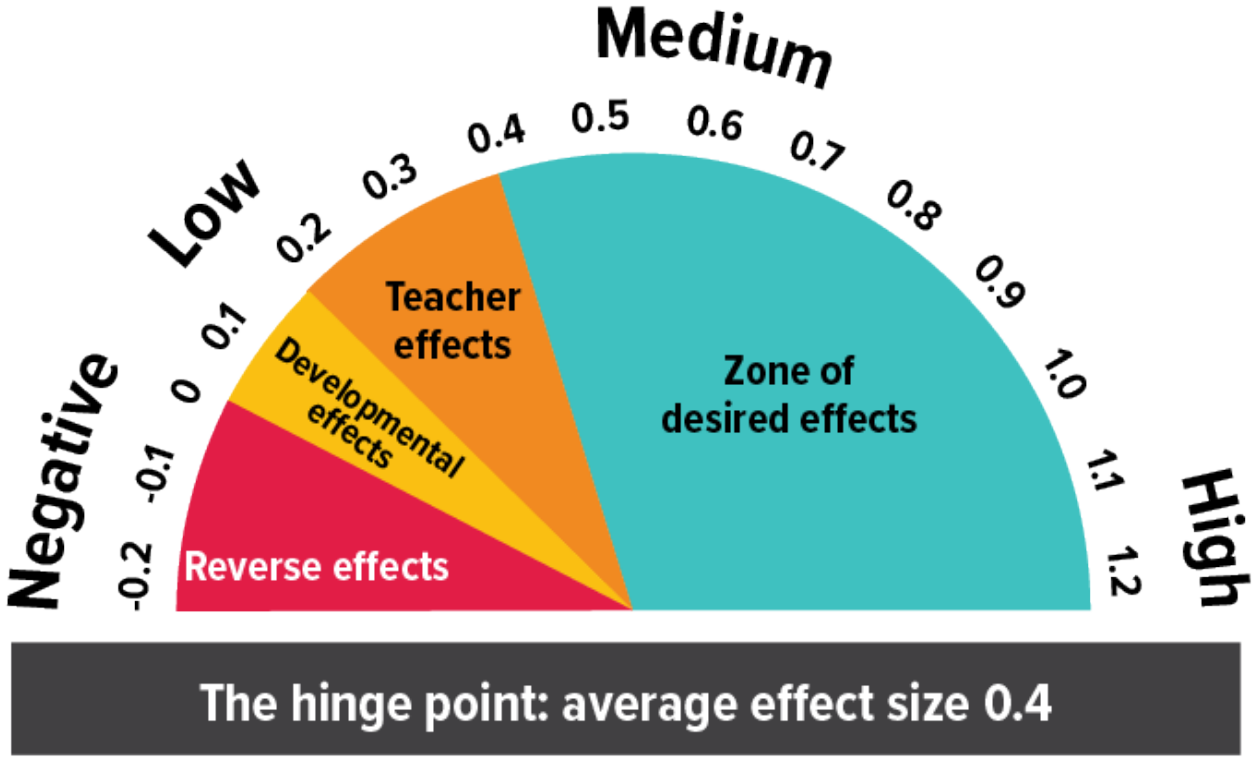
Improved access and outcomes - FAPE

HLPs With the Greatest Amount of Experimental Evidence



Using effects sizes to measure impact or strength

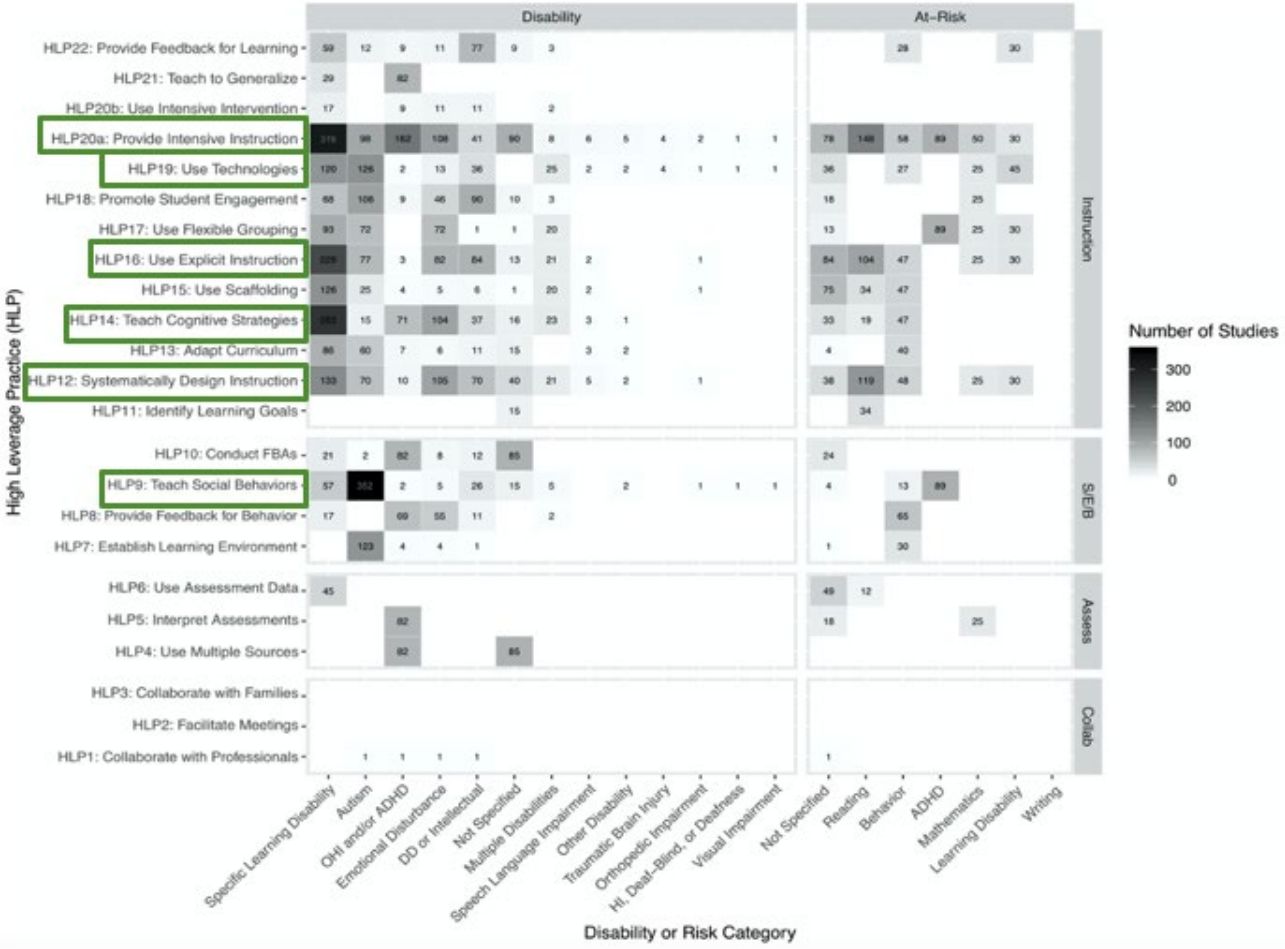


Adapted from John Hattie's book *Visible Learning*

Instructional HLPs: What do you notice?

- HLP11 Identify and prioritize long- and short-term learning goals (ES = .68)
- **HLP12 Systematically design instruction toward a specific learning goal (ES = .59).**
- **HLP13 Adapt curriculum tasks and materials for specific learning goals [IDEA Sec. 300.39(b)(3)].**
- **HLP14 Teach cognitive and metacognitive strategies to support learning and independence (ES = .60).**
- HLP15 Provide scaffolded supports (ES = .82).
- **HLP16 Use explicit instruction (ES = .60 - .79).**
- HLP17 Use flexible grouping (ES = .47).
- HLP18 Use strategies to promote active student engagement (ES = .56).
- HLP19 Use assistive and instructional technologies (ES = .57)
- HLP20 Provide intensive instruction (ES = .48 - .77).
- HLP21 Teach students to maintain and generalize new learning across time and settings (ES = .86).
- HLP22 Provide positive and constructive feedback to guide students' learning and behavior (ES = .70)

Hattie, 2018)



High Leverage, evidence-Based Strategies to Support Students with Disabilities

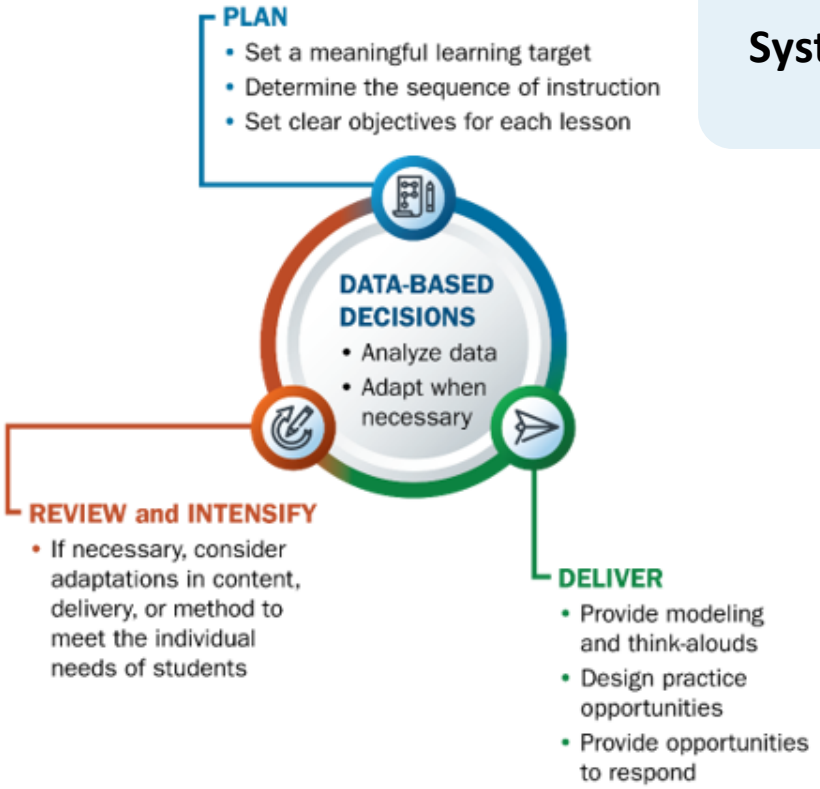
Instructional HLPs in Special Education

- Teaching students with disabilities is a **strategic, flexible, and recursive process** as effective special education teachers use **content knowledge, pedagogical knowledge (including evidence-based practice), and data** on student learning to design, deliver, and evaluate the effectiveness of instruction.

https://highleveragepractices.org/sites/default/files/2020-10/Instructionfinal.pdf

Three-Phase Instructional Cycle

HLP 12 Systematically Design

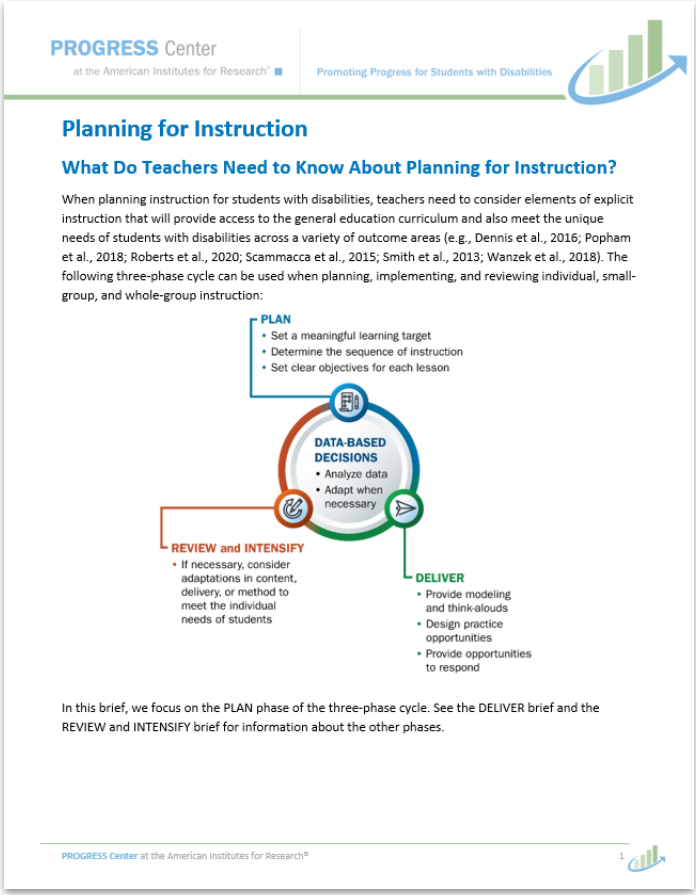


HLP 20 Intensive Instruction & HLP 13 Adapt Curriculum

HLP 16 Use Explicit Instruction

Planning for Instruction (HLP 12)

In **Planning for Instruction**, we focus on what teachers need to think about *before* they design and deliver instruction for students with disabilities.



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Planning for Instruction

What Do Teachers Need to Know About Planning for Instruction?

When planning instruction for students with disabilities, teachers need to consider elements of explicit instruction that will provide access to the general education curriculum and also meet the unique needs of students with disabilities across a variety of outcome areas (e.g., Dennis et al., 2016; Popham et al., 2018; Roberts et al., 2020; Scammacca et al., 2015; Smith et al., 2013; Wanzek et al., 2018). The following three-phase cycle can be used when planning, implementing, and reviewing individual, small-group, and whole-group instruction:

In this brief, we focus on the PLAN phase of the three-phase cycle. See the DELIVER brief and the REVIEW and INTENSIFY brief for information about the other phases.

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Steps for Planning Instruction for Students With Disabilities

Set a meaningful learning target.

Determine the appropriate sequence for instruction.

Set clear objectives for each lesson.

Step 1: Set a Meaningful Learning Target

Start with the long-term goal.

Identify prerequisite concepts/skills.

Determine the current level of performance.

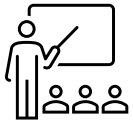
Establish the learning target.

Step 2: Determine the Appropriate Sequence for Instruction

To determine the appropriate learning sequence, use knowledge of:

- ✓ Student's prerequisite skills,
- ✓ Formal and informal data sources, and
- ✓ Professional judgment.

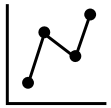
Step 3: Set Clear Objectives for Each Lesson and Plan for Instruction



Plan for modeling

Plan for opportunities to respond

Plan for scaffolded practice opportunities

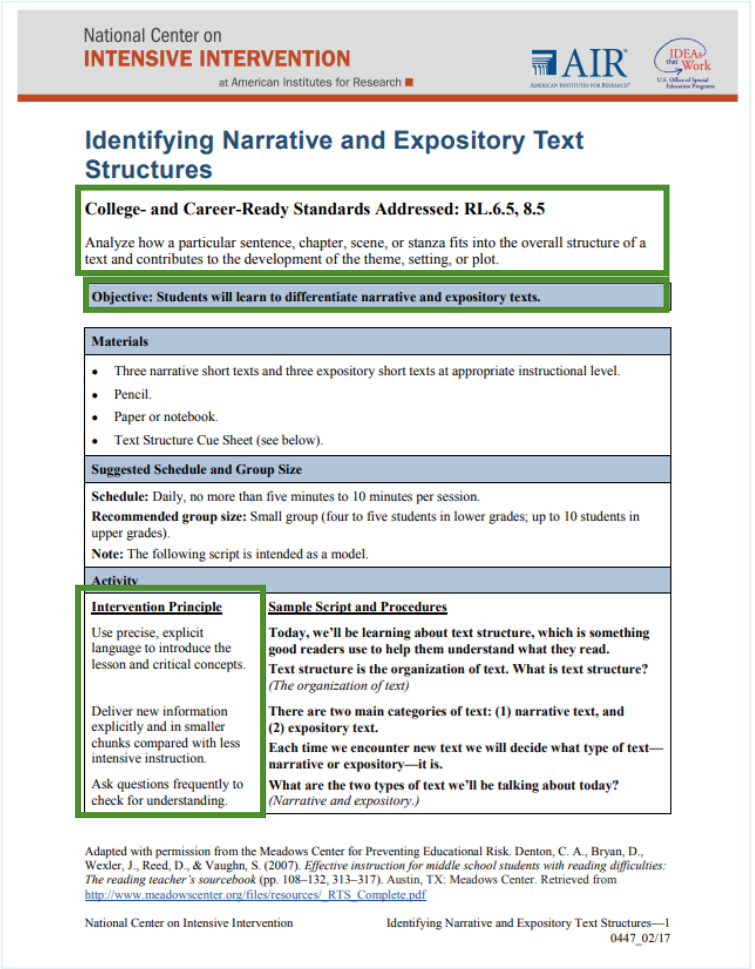


Plan to collect data

Sample Resources for Planning for Instruction

[Sample Literacy Lessons for Supporting Intensifying Instruction]

[Mathematics Sample Lessons to Support Intensifying Instruction]



National Center on INTENSIVE INTERVENTION at American Institutes for Research

AIR

IDEAs that Work U.S. Office of Special Education Programs

Identifying Narrative and Expository Text Structures

College- and Career-Ready Standards Addressed: RL.6.5, 8.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Objective: Students will learn to differentiate narrative and expository texts.

Materials

- Three narrative short texts and three expository short texts at appropriate instructional level.
- Pencil.
- Paper or notebook.
- Text Structure Cue Sheet (see below).

Suggested Schedule and Group Size

Schedule: Daily, no more than five minutes to 10 minutes per session.

Recommended group size: Small group (four to five students in lower grades; up to 10 students in upper grades).

Note: The following script is intended as a model.

Activity

Intervention Principle	Sample Script and Procedures
Use precise, explicit language to introduce the lesson and critical concepts.	**Today, we'll be learning about text structure, which is something good readers use to help them understand what they read.** **Text structure is the organization of text. What is text structure?** *(The organization of text)*
Deliver new information explicitly and in smaller chunks compared with less intensive instruction.	**There are two main categories of text: (1) narrative text, and (2) expository text.** **Each time we encounter new text we will decide what type of text—narrative or expository—it is.**
Ask questions frequently to check for understanding.	**What are the two types of text we'll be talking about today?** *(Narrative and expository.)*

Adapted with permission from the Meadows Center for Preventing Educational Risk. Denton, C. A., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook* (pp. 108–132, 313–317). Austin, TX: Meadows Center. Retrieved from http://www.meadowscenter.org/files/resources/_RTS_Complete.pdf

National Center on Intensive Intervention — Identifying Narrative and Expository Text Structures—1
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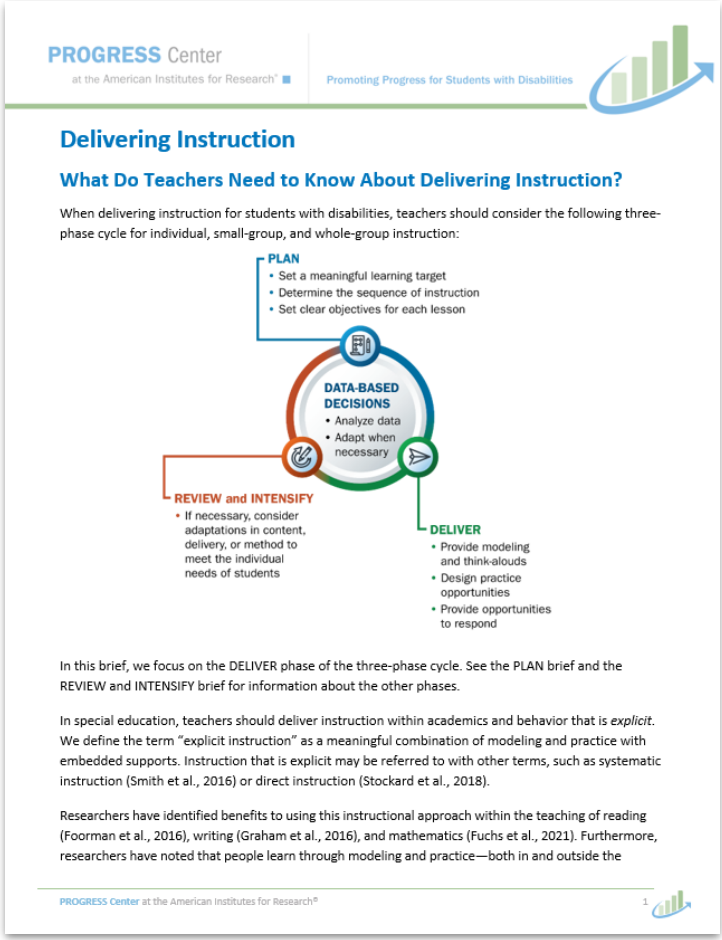
Delivering Instruction

In **Delivering Instruction**, we focus on what teachers need to think about *as* they deliver instruction for students with disabilities.



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Delivering Instruction

What Do Teachers Need to Know About Delivering Instruction?

When delivering instruction for students with disabilities, teachers should consider the following three-phase cycle for individual, small-group, and whole-group instruction:

In this brief, we focus on the DELIVER phase of the three-phase cycle. See the PLAN brief and the REVIEW and INTENSIFY brief for information about the other phases.

In special education, teachers should deliver instruction within academics and behavior that is *explicit*. We define the term "explicit instruction" as a meaningful combination of modeling and practice with embedded supports. Instruction that is explicit may be referred to with other terms, such as systematic instruction (Smith et al., 2016) or direct instruction (Stockard et al., 2018).

Researchers have identified benefits to using this instructional approach within the teaching of reading (Foorman et al., 2016), writing (Graham et al., 2016), and mathematics (Fuchs et al., 2021). Furthermore, researchers have noted that people learn through modeling and practice—both in and outside the

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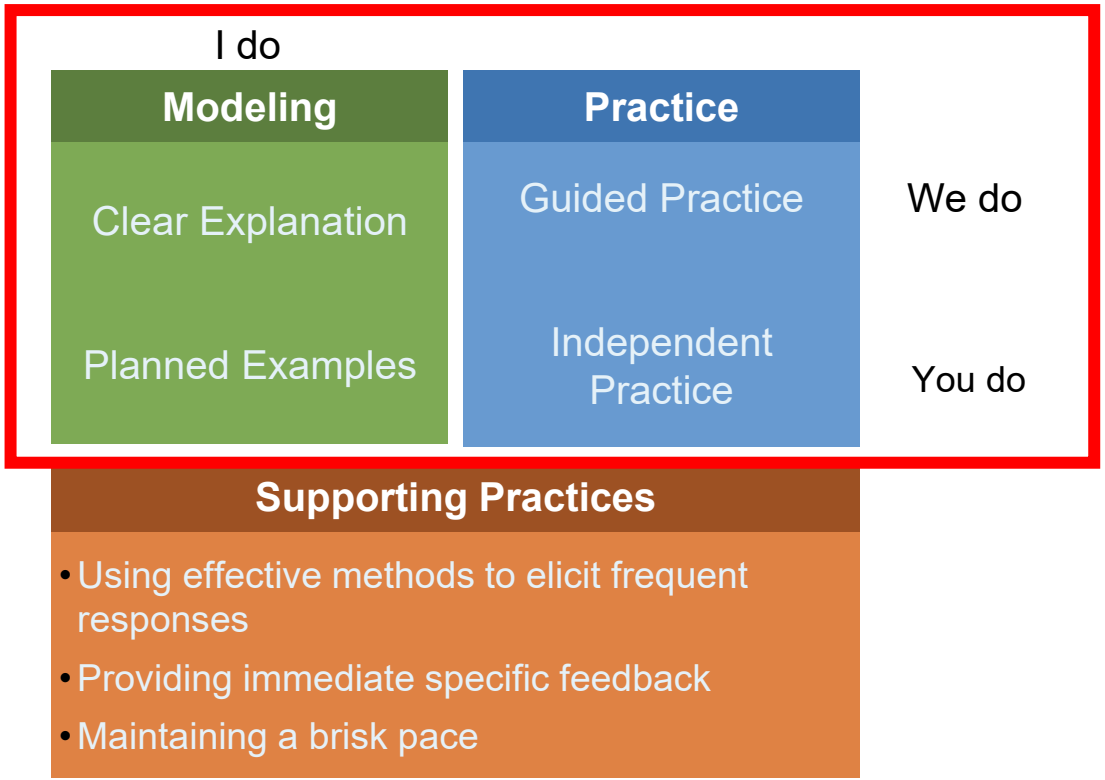
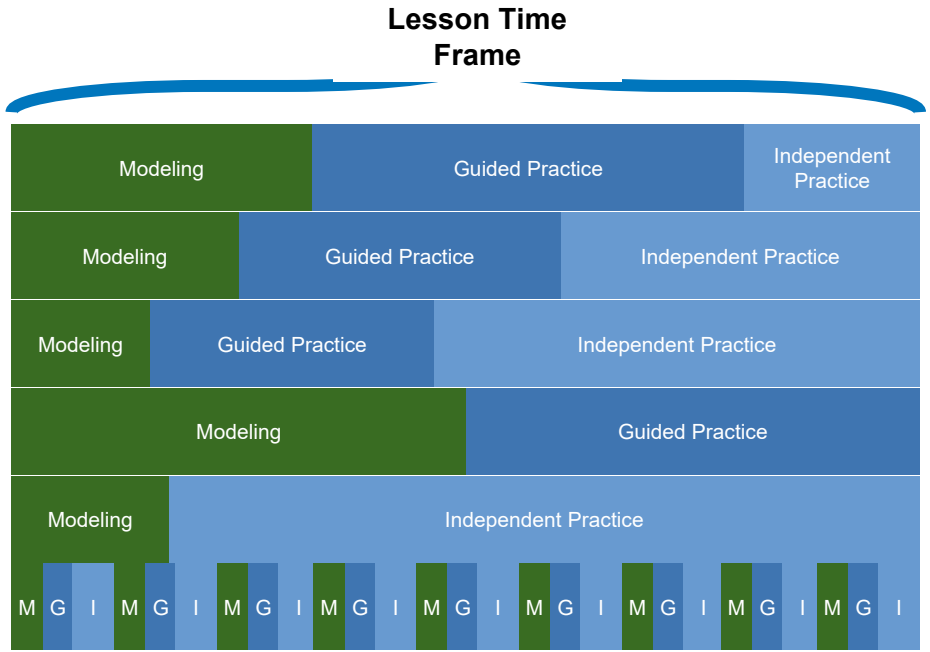
HLP Explicit Instruction Framework



The model for explicit instruction is adapted with permission from the National Center on Intensive Intervention's Features of Explicit Instruction Course Content and built on the concepts of explicit instruction from Anita Archer and Charlie Hughes found at https://explicitinstruction.org/

Using Explicit Instruction Within a Lesson



Slide adapted with permission from the National Center on Intensive Intervention's *Features of Explicit Instruction* course.

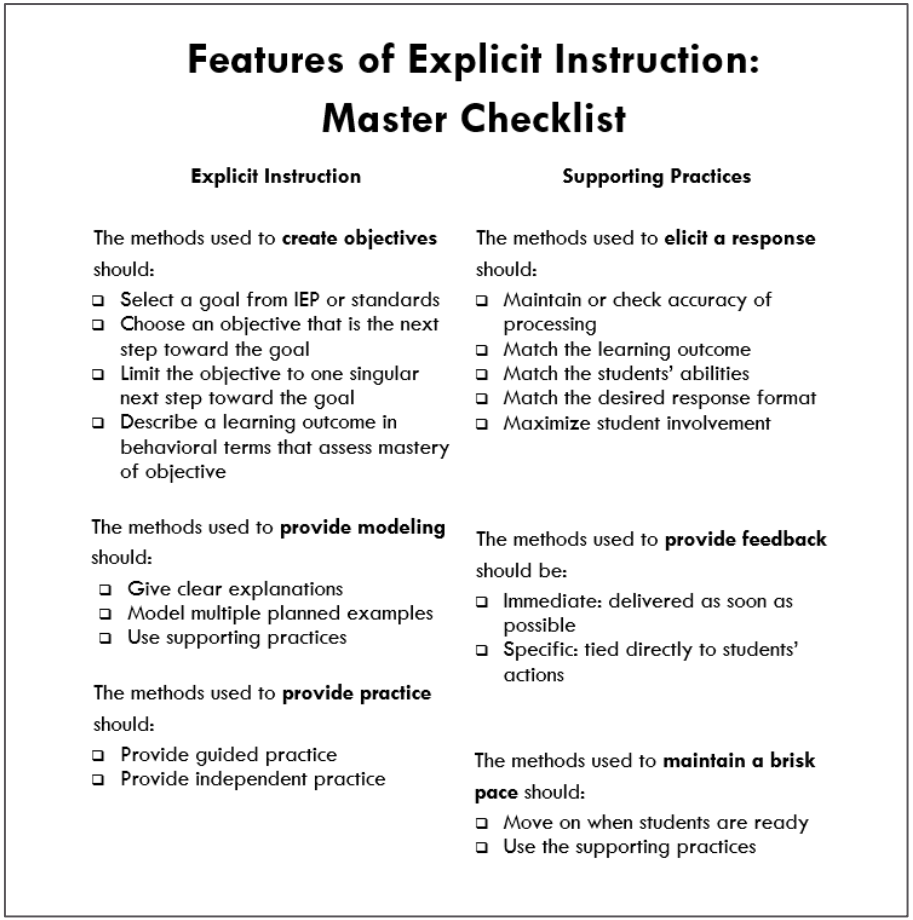
Delivering Explicit Instruction

HLP 16: Use Explicit Instruction

HLP 18: Use Strategies to Promote Active Student Engagement

HLP 15: Provide Scaffolded Supports

HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior



Features of Explicit Instruction: Master Checklist

Explicit Instruction

The methods used to **create objectives** should:

- ❑ Select a goal from IEP or standards
- ❑ Choose an objective that is the next step toward the goal
- ❑ Limit the objective to one singular next step toward the goal
- ❑ Describe a learning outcome in behavioral terms that assess mastery of objective

The methods used to **provide modeling** should:

- ❑ Give clear explanations
- ❑ Model multiple planned examples
- ❑ Use supporting practices

The methods used to **provide practice** should:

- ❑ Provide guided practice
- ❑ Provide independent practice

Supporting Practices

The methods used to **elicit a response** should:

- ❑ Maintain or check accuracy of processing
- ❑ Match the learning outcome
- ❑ Match the students' abilities
- ❑ Match the desired response format
- ❑ Maximize student involvement

The methods used to **provide feedback** should be:

- ❑ Immediate: delivered as soon as possible
- ❑ Specific: tied directly to students' actions

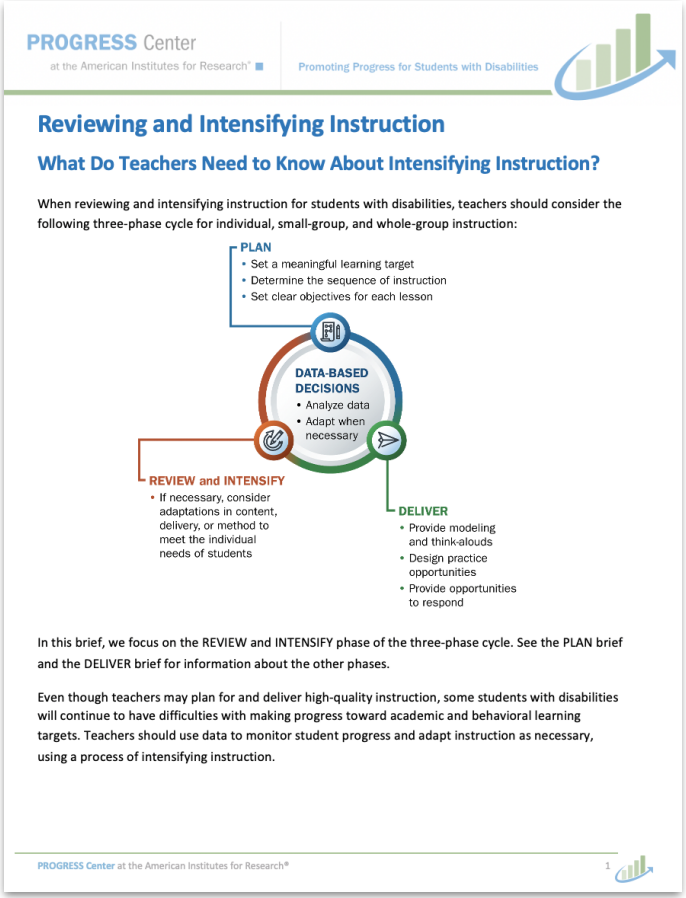
The methods used to **maintain a brisk pace** should:

- ❑ Move on when students are ready
- ❑ Use the supporting practices

Let’s Evaluate HLP 16 Use Explicit Instruction

Reviewing and Intensifying Instruction

In **Reviewing and Intensifying Instruction**, we focus on how teachers can use data to determine when instruction for students with disabilities needs to be intensified.



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Reviewing and Intensifying Instruction

What Do Teachers Need to Know About Intensifying Instruction?

When reviewing and intensifying instruction for students with disabilities, teachers should consider the following three-phase cycle for individual, small-group, and whole-group instruction:

In this brief, we focus on the REVIEW and INTENSIFY phase of the three-phase cycle. See the PLAN brief and the DELIVER brief for information about the other phases.

Even though teachers may plan for and deliver high-quality instruction, some students with disabilities will continue to have difficulties with making progress toward academic and behavioral learning targets. Teachers should use data to monitor student progress and adapt instruction as necessary, using a process of intensifying instruction.

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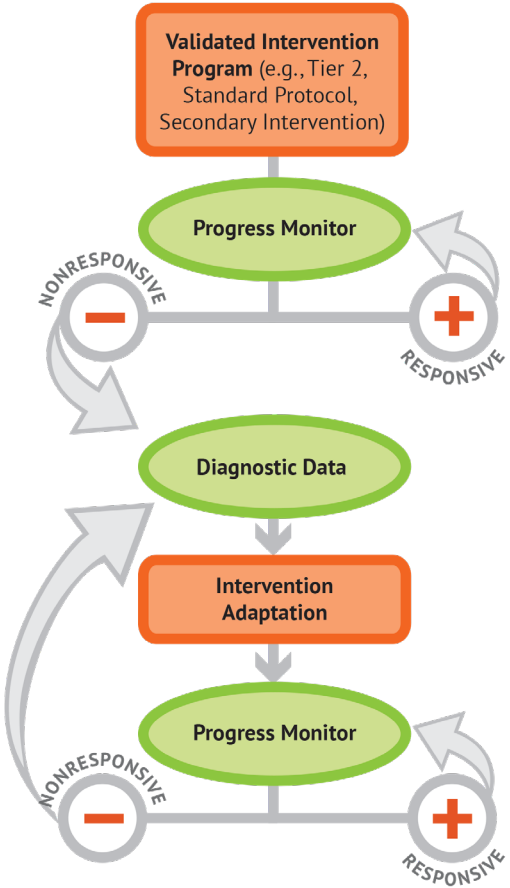
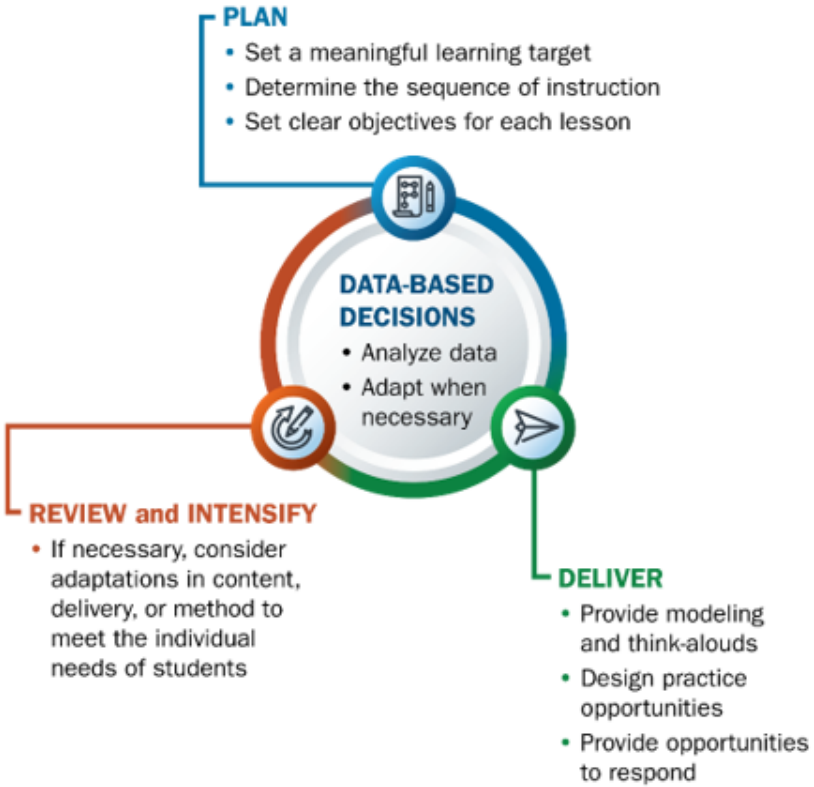
How do we intensify instruction?

- Data-based individualization or DBI
  - Research based process for individualizing and intensifying instruction and intervention through the systematic use of assessment data, validated interventions and research-based strategies
  - Process not a program or product
  - Considers academic and behavioral needs of the student



Content adapted with permission from the National Center on Intensive Intervention

Three-Phase Instructional Cycle



HLP13 Adapt curriculum tasks and materials for specific learning goals.

What does IDEA say about special education or specially designed instruction (SDI)?

According to IDEA Sec. 300.39(b),

"(3) Specially designed instruction means **adapting**, as appropriate to the needs of an eligible child under this part, **the content, methodology, or delivery of instruction**—

(i) To address the **unique needs** of the child that result from the **child's disability**; and

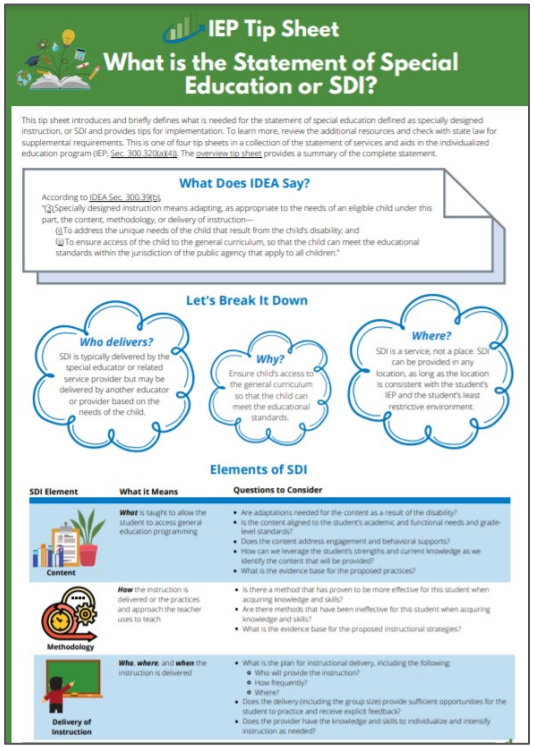
(ii) To **ensure access** of the child to the **general curriculum**, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children." [emphasis added]

Elements of SDI

Elements of SDI	What it Means
Content	***What*** is taught to allow the student to access general education programming
Methodology	***How*** the instruction is delivered or the practices and approach the teacher uses to teach
Delivery of Instruction	***Who, where***, and ***when*** the instruction is delivered

Tips for Design and Delivery

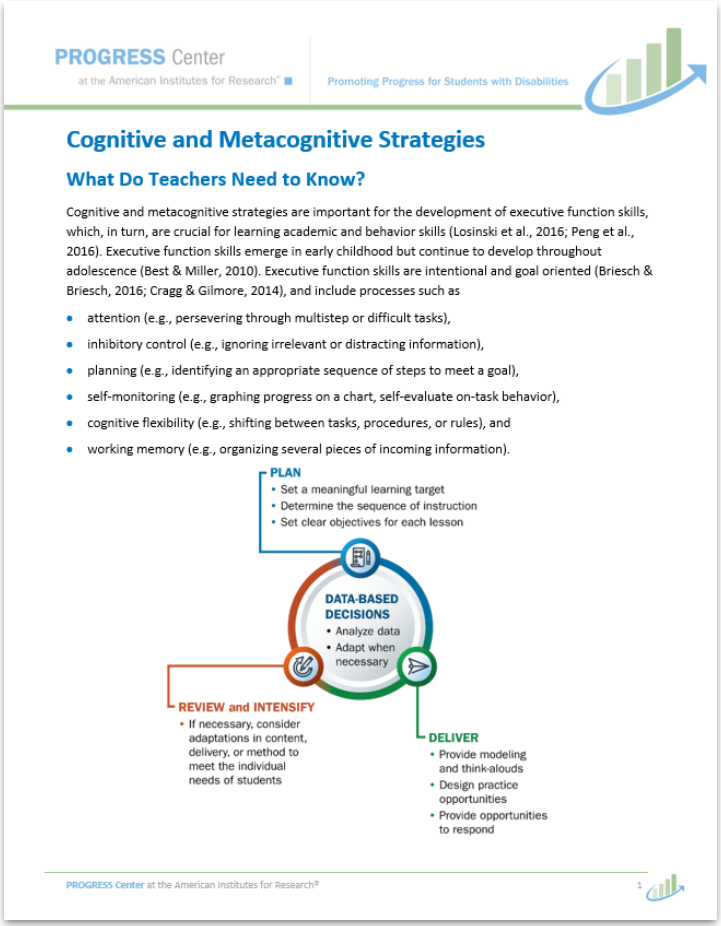
- **Determine adaptations on an individual basis** and justify based on the student's needs identified in the present levels of academic achievement and functional performance statement.
- Clearly **outline the adaptations in the student's IEP**.
- **Engage students, families, and educators** in discussion about instructional approaches that have and have not been successful.
- **Use data throughout the development and implementation** of adaptations to ensure that it addresses the evolving needs of students.



https://promotingprogress.org/sites/default/files/2021-05/SDI_IEP_Tips.pdf

Cognitive and Metacognitive Strategies

In **Cognitive and Metacognitive Strategies**, we focus on different strategies to help focus on executive functions, such as attention, self-monitoring, and working memory.



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Cognitive and Metacognitive Strategies

What Do Teachers Need to Know?

Cognitive and metacognitive strategies are important for the development of executive function skills, which, in turn, are crucial for learning academic and behavior skills (Losinski et al., 2016; Peng et al., 2016). Executive function skills emerge in early childhood but continue to develop throughout adolescence (Best & Miller, 2010). Executive function skills are intentional and goal oriented (Briesch & Briesch, 2016; Cragg & Gilmore, 2014), and include processes such as

- attention (e.g., persevering through multistep or difficult tasks),
- inhibitory control (e.g., ignoring irrelevant or distracting information),
- planning (e.g., identifying an appropriate sequence of steps to meet a goal),
- self-monitoring (e.g., graphing progress on a chart, self-evaluate on-task behavior),
- cognitive flexibility (e.g., shifting between tasks, procedures, or rules), and
- working memory (e.g., organizing several pieces of incoming information).

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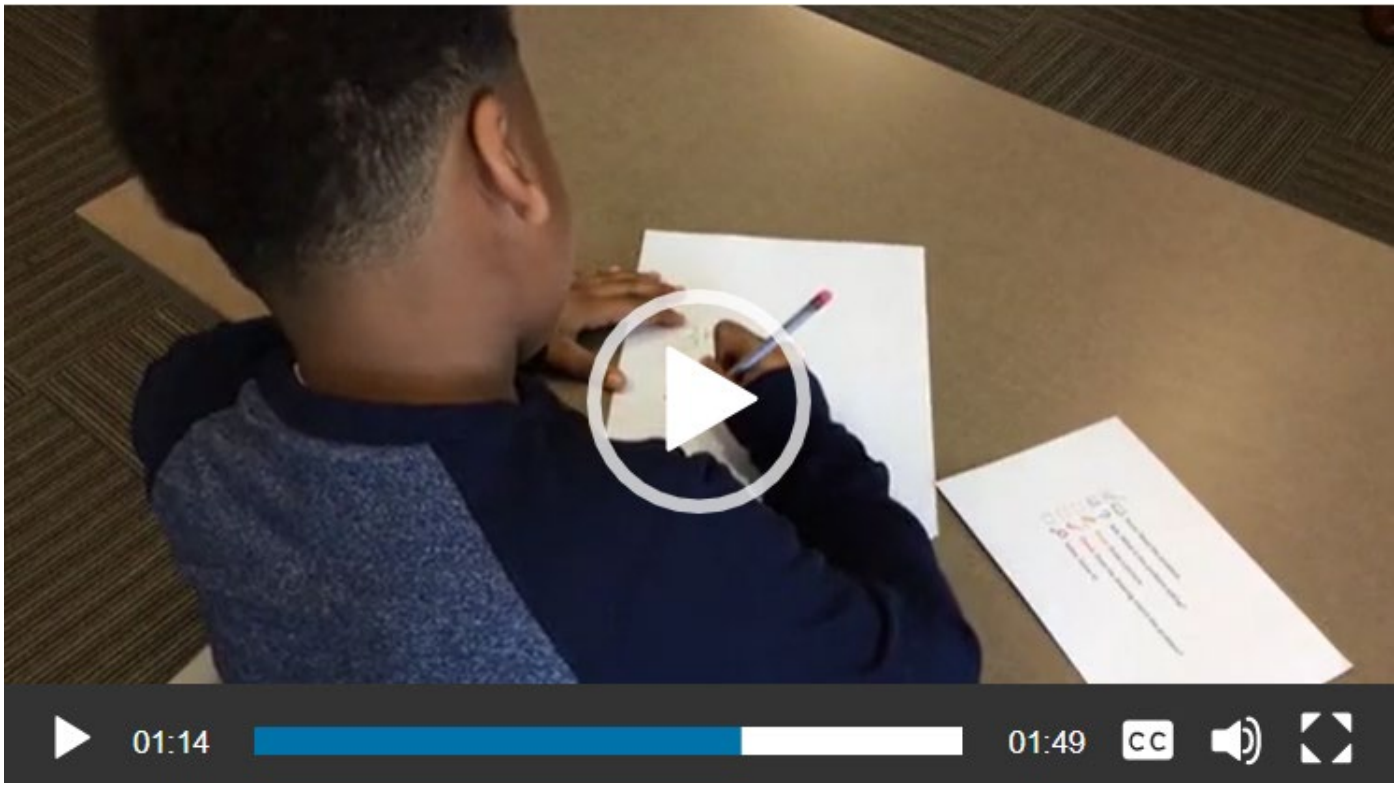
Cognitive and Metacognitive Strategies for Executive Functioning Targets

Executive Functioning Area	Examples of Cognitive and Metacognitive Strategy
Attention	Intentional instruction on the steps of a task to assist students anticipate upcoming procedures and persevere through multistep tasks
Inhibitory Control	Provide students with a series of questions to help them select the most relevant information during an academic task
Planning	Prepare supports that outline the steps for completing a particular task with opportunities for the student to reflect on the strategies that worked
Self-Monitoring	Teach students to use a checklist to monitor their academic progress and behavior on predetermined, periodic schedule
Cognitive Flexibility	Provide students with a step-by-step task list to guide them through completion of tasks with multiple steps, procedures, and rules
Working Memory	Graphic organizers to provide students with a means for organizing several pieces of information

Impact of HLP 14 (Elementary Example)



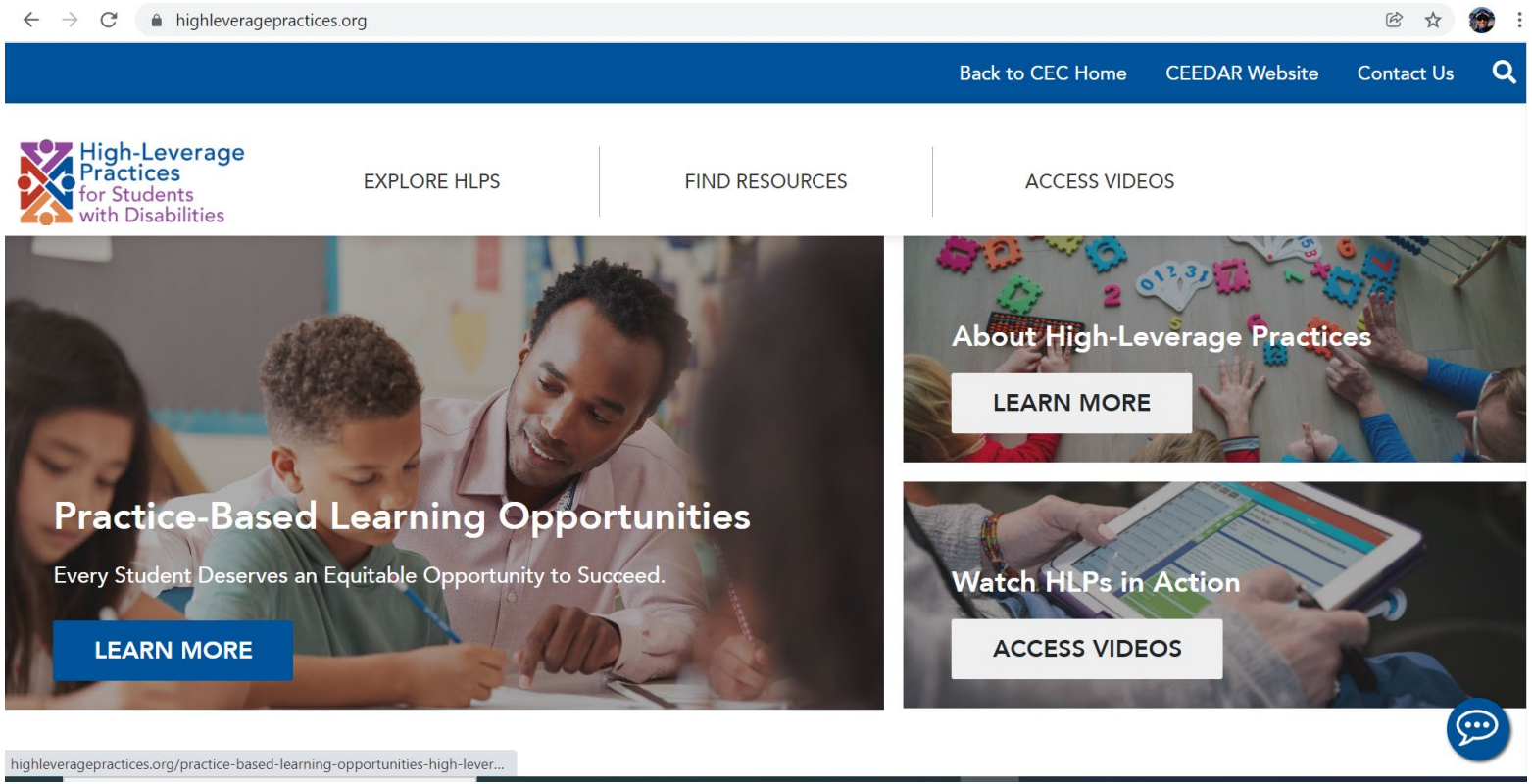
Closing and Next Steps

Putting in All Together – Which HLPs did you observe?

Coming Soon

Session Description	Date
HLPs series #4 Social/Emotional (8-10)	2/22/2022

Website: HLP for Students with Disabilities - https://highleveragepractices.org/



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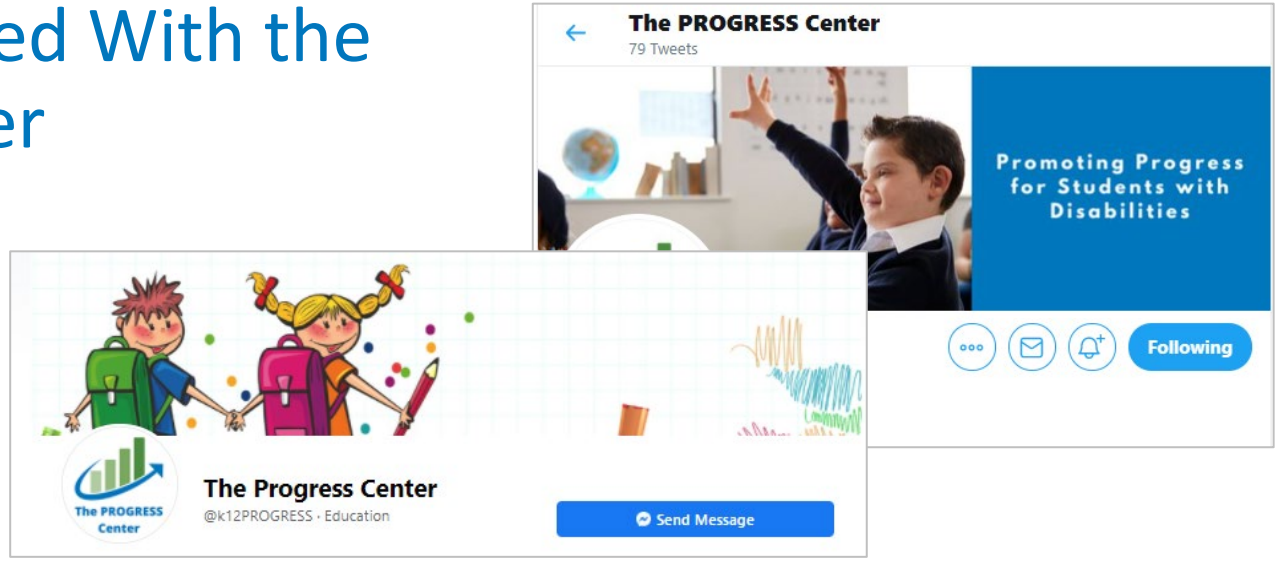

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https://promotingprogress.org/news/connect-progress-center

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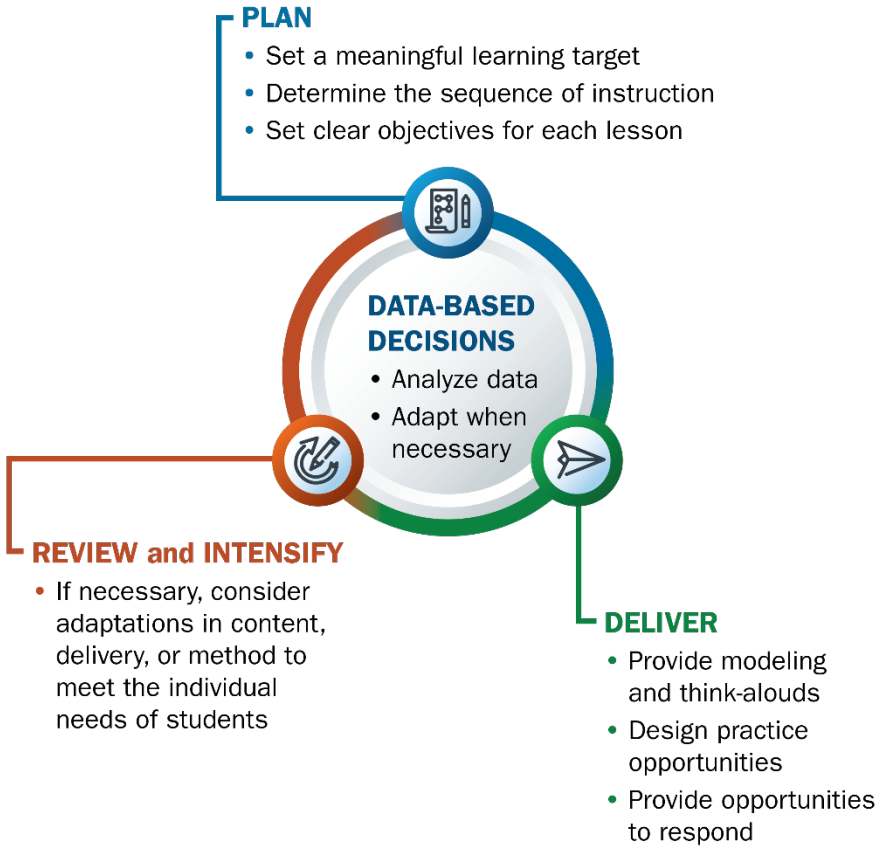
Planning for Instruction

What Do Teachers Need to Know About Planning for Instruction?

When planning instruction for students with disabilities, teachers need to consider elements of explicit instruction that will provide access to the general education curriculum and also meet the unique needs of students with disabilities across a variety of outcome areas (e.g., Dennis et al., 2016; Popham et al., 2018; Roberts et al., 2020; Scammacca et al., 2015; Smith et al., 2013; Wanzek et al., 2018). The following three-phase cycle can be used when planning, implementing, and reviewing individual, small-group, and whole-group instruction:



In this brief, we focus on the PLAN phase of the three-phase cycle. See the DELIVER brief and the REVIEW and INTENSIFY brief for information about the other phases.

Planning Instruction for Students With Disabilities

Teachers can use explicit instruction to (a) design instructional lessons to meet the individual needs of students with disabilities or (b) individualize validated intervention programs (Fuchs et al., 2018; Zumeta Edmonds et al., 2019) to provide more intensive instruction. In either approach, when planning for instruction, teachers should aim to do the following:

- **Set a meaningful learning target**. Using grade-level standards and/or individualized education program (IEP) goals, the teacher identifies a learning target for the student(s). Teachers may set learning targets related to improving academic, social behavior, and or functional behavior outcomes.
- **Determine the appropriate sequence for instruction**. The teacher breaks down the learning target into smaller segments that can be taught sequentially to support students in reaching the learning target. The teacher uses knowledge of students' prerequisite skills, formal and informal data sources, and professional judgment to determine the appropriate sequence, ensuring that skills are broken down to support students' success. When adapting a validated intervention program, the teacher will review the program's content and adapt instruction to ensure appropriate alignment to the learning target (Zumeta Edmonds et al., 2019).
- **Set clear objectives for each lesson**. The teacher decides the content of each individual lesson and sets clear objectives for the knowledge students will gain during the lesson. Once lesson objectives are set, teachers should then do the following:
  - **Plan for modeling**. An essential aspect of explicit instruction includes the use of "think-alouds" to model the skill. Teachers will proactively plan for this by considering how to meet the lesson objective by demonstrating and explaining how to complete the task to meet the lesson objective (Hughes et al., 2017).
  - **Plan for opportunities to respond**. Opportunities to respond are an instructional strategy for increasing student engagement and correct responses (Common et al., 2020; MacSuga-Gage & Simonsen, 2015). Teachers can plan to use a combination of individual and/or group opportunities to not only engage students in the learning activities but also monitor students' progress toward meeting lesson objectives. Opportunities to respond can include verbal (e.g., choral responses), nonverbal (e.g., physical gestures, response cards, use of manipulatives or drawings), and/or written responses**.**
  - **Plan for scaffolded practice opportunities**. To ensure that students have multiple opportunities to practice the target skill, the teacher plans opportunities for guided practice (e.g., the teacher performs the skill while the students help; the students perform the skill while the teacher helps) and/or independent practice (i.e., students perform the skill independently with teacher feedback to determine whether objective was successfully met). The teacher also plans for how immediate feedback on practice opportunities will be provided.
  - **Plan to collect data to inform** "**next steps**." After teaching a lesson in the sequence, teachers will review data gathered from the practice opportunities (i.e., guided or independent practice),

to determine whether adjustments need to be made in instruction. For example, if a teacher determines that students did not meet the individual lesson objective, the teacher will plan for reteaching a particular skill or strategy. If students met the lesson objective (based on data gathered), teachers will move on to the next lesson in the sequence. Once students have met the learning target, the teacher will return to the PLAN phase and set another target.

Access to the General Education Classroom

The three phases also can be used to teach in whole-group settings to provide access to the general education curriculum. In addition to the planning steps described in previous sections, teachers should keep in mind the following:

- *To identify a meaningful learning target*, the teacher may unwrap the grade-level standard to identify skills and concepts included in the standard (Morgan et al., 2008).
- When *determining an appropriate sequence of instruction*, the teacher considers both the skills and concepts of the grade-level standards and the prerequisite knowledge required when designing a sequence. When considering explicit instruction related to grade-level content, the teacher must incorporate prerequisite skill instruction and/or plan for integrating background knowledge into the sequence of instruction.
- When *setting clear lesson objectives*, the teacher considers whether all students in the class will work toward the same objective or whether objectives will be modified or adapted to align with the IEP.
- When *planning for practice opportunities*, the teacher considers and incorporates any instructional accommodations and/or modifications for students with disabilities.
- Research indicates that whole-class opportunities to respond (i.e., nonverbal or verbal choral responses) result in greater outcomes than individual opportunities to respond (MacSuga-Gage & Simonsen, 2015); thus, *when planning for opportunities to respond*, teachers should consider how to engage all students in group responses throughout the lesson.

How to Get Started Planning for Instruction

- To get started planning instruction for students with disabilities, teachers should start by using formal and/or informal diagnostic data to determine students' current levels of performance related to the learning target content area.
- Teachers should consider the three-phase cycle: Plan, Implement, and Review. Teachers should map out each phase before implementing instruction. The best instruction is thoughtfully planned and proactive.
- When planning for explicit instruction during synchronous online sessions, teachers may consider how to plan for opportunities to respond using technology features (e.g., chat box or meeting reaction features such as raise hand, thumbs up).

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IEP Tip Sheet

What is the Statement of Special Education or SDI?

This tip sheet introduces and briefly defines what is needed for the statement of special education defined as specially designed instruction, or SDI and provides tips for implementation. To learn more, review the additional resources and check with state law for supplemental requirements. This is one of four tip sheets in a collection of the statement of services and aids in the individualized education program (IEP; Sec. 300.320(a)(4)). The overview tip sheet provides a summary of the complete statement.

What Does IDEA Say?

According to IDEA Sec. 300.39(b),

"(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child's disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children."

Let's Break It Down

Who delivers?

SDI is typically delivered by the special educator or related service provider but may be delivered by another educator or provider based on the needs of the child.

Why?

Ensure child's access to the general curriculum so that the child can meet the educational standards.

Where?

SDI is a service, not a place. SDI can be provided in any location, as long as the location is consistent with the student's IEP and the student's least restrictive environment.

Elements of SDI

SDI Element	What it Means	Questions to Consider
 **Content**	***What*** is taught to allow the student to access general education programming	• Are adaptations needed for the content as a result of the disability? • Is the content aligned to the student's academic and functional needs and grade-level standards? • Does the content address engagement and behavioral supports? • How can we leverage the student's strengths and current knowledge as we identify the content that will be provided? • What is the evidence base for the proposed practices?
 **Methodology**	***How*** the instruction is delivered or the practices and approach the teacher uses to teach	• Is there a method that has proven to be more effective for this student when acquiring knowledge and skills? • Are there methods that have been ineffective for this student when acquiring knowledge and skills? • What is the evidence base for the proposed instructional strategies?

 **Delivery of Instruction**	***Who***, ***where***, and ***when*** the instruction is delivered	• What is the plan for instructional delivery, including the following:
		  ◦ Who will provide the instruction?
		  ◦ How frequently?
		  ◦ Where?
		• Does the delivery (including the group size) provide sufficient opportunities for the student to practice and receive explicit feedback?
		• Does the provider have the knowledge and skills to individualize and intensify instruction as needed?

Tips for Design and Implementation

- ✓ Determine SDI on an individual basis and justify based on the student's needs identified in the present levels of academic achievement and functional performance statement.
- ✓ Clearly outline the SDI in the student's IEP.
- ✓ Engage students, families, and educators in discussion about instructional approaches that have and have not been successful.
- ✓ Use data throughout the development and implementation of SDI to ensure that it addresses the evolving needs of students.
- ✓ Ensure that team members understand the difference between SDI, accommodations, modifications, intervention programs, and instruction provided to all students. For example,
  - SDI is not an accommodation, but teaching the student how to use the accommodation is a form of SDI.
  - SDI is not a specific intervention program, but an intervention program may be used as part of the design of SDI.
  - SDI is not differentiated instruction or universal design for learning (UDL) that is accessible to all students, but SDI may draw on UDL practices within the instructional design to address the unique needs of the child that results from their disability.

Where Can You Learn More?

Breaking Down the DBI Process: Questions & Considerations (National Center on Intensive Intervention). SDI can be supported and implemented through data-based individualization (DBI). DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

High-Leverage Practices for Students with Disabilities (CEEDAR Center and Council for Exceptional Children). The 22 high-leverage practices (HLPs) define activities that all special educators should be able to use in their classroom. The HLPs include strategies that can be used in the development and implementation of SDI, such as "provide scaffolded supports," "use explicit instruction," and "use flexible grouping."

PROGRESS Center Website. The PROGRESS Center website includes additional information about developing high-quality IEPs and additional tip sheets in this series

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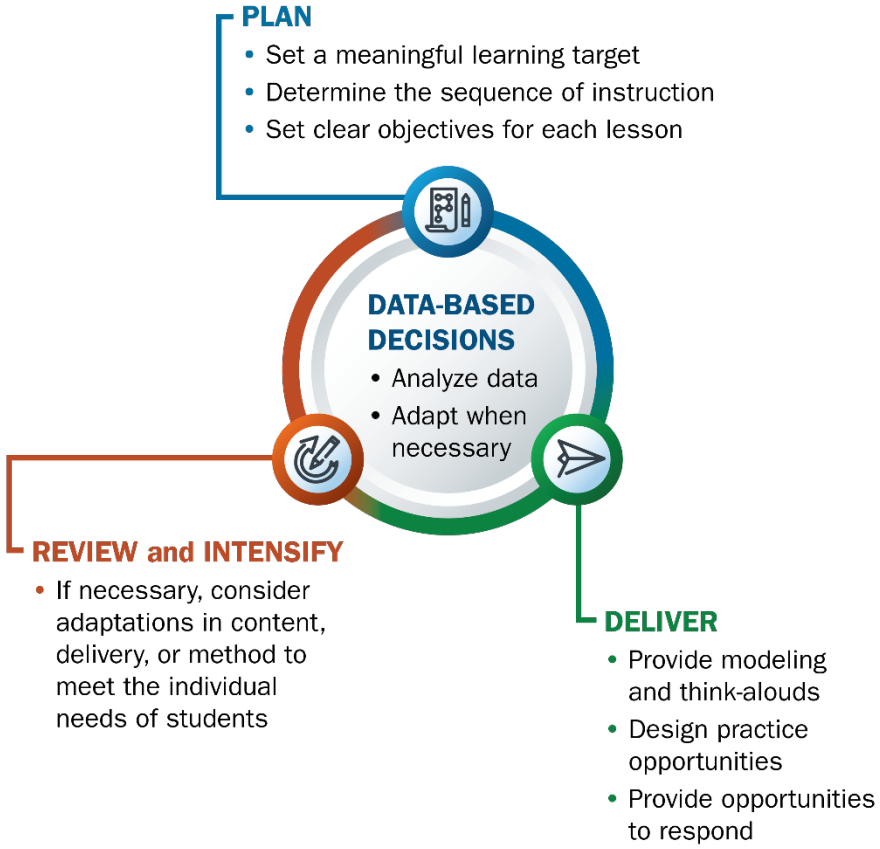
Delivering Instruction

What Do Teachers Need to Know About Delivering Instruction?

When delivering instruction for students with disabilities, teachers should consider the following three-phase cycle for individual, small-group, and whole-group instruction:



In this brief, we focus on the DELIVER phase of the three-phase cycle. See the PLAN brief and the REVIEW and INTENSIFY brief for information about the other phases.

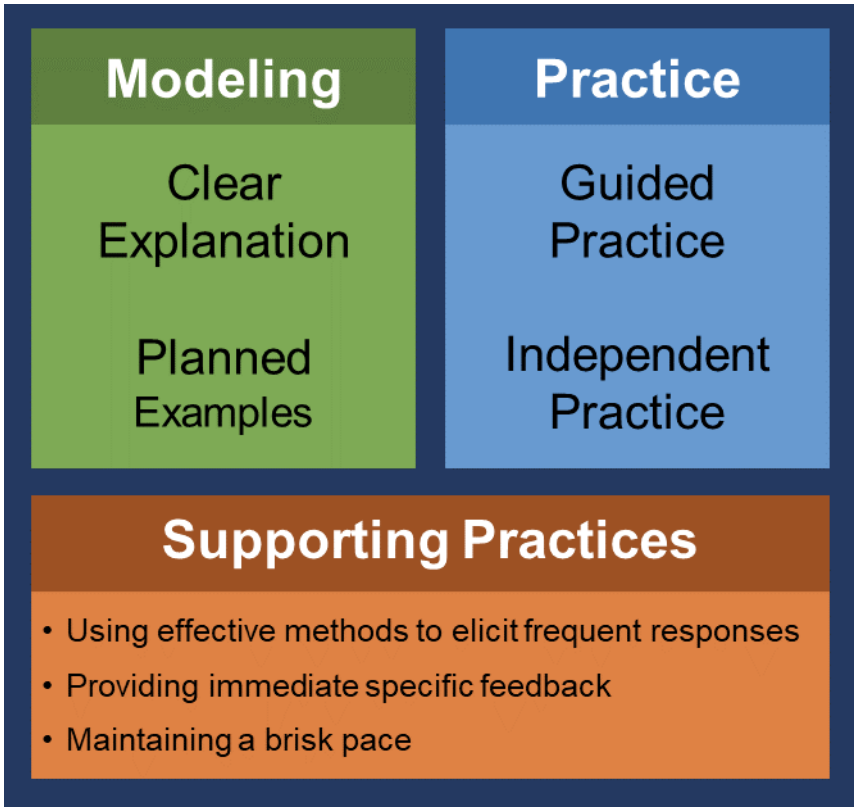
In special education, teachers should deliver instruction within academics and behavior that is *explicit*. We define the term "explicit instruction" as a meaningful combination of modeling and practice with embedded supports. Instruction that is explicit may be referred to with other terms, such as systematic instruction (Smith et al., 2016) or direct instruction (Stockard et al., 2018).

Researchers have identified benefits to using this instructional approach within the teaching of reading (Foorman et al., 2016), writing (Graham et al., 2016), and mathematics (Fuchs et al., 2021). Furthermore, researchers have noted that people learn through modeling and practice—both in and outside the

classroom (Kirschner et al., 2006; Rosenshine, 2010). Researchers also have noted an explicit approach to instruction is an improved teaching method compared with discovery-based approaches (Alfieri et al., 2011), especially when teaching students with disabilities (e.g., Jitendra et al., 2018).

Delivering Instruction for Students With Disabilities

Explicit instruction is a combination of modeling and practice. Within both modeling and practice, teachers use several supports. The following diagram provides a general overview (National Center on Intensive Intervention [NCII], n.d.):



In **modeling**, the teacher models.

- **Clear explanation**. Teachers demonstrate (i.e., model) and verbally explain how to perform a skill. This modeling shows students how to do a skill step-by-step. Modeling is a think-aloud process for solving a problem.
- **Planned examples**. During modeling, an educator carefully plans which examples to use. Teachers may choose to use worked examples or nonexamples within modeling. A teacher may model with one or several examples.

During **practice**, students rehearse what the teacher modeled. Practice is where students *learn*, so practice is essential (Gersten et al., 2008). Practice may occur in several formats, as follows.

- **Guided practice**. With guided practice, students practice with the teacher. Everyone is working on the material focused on the same learning goal. Guided practice provides scaffolding for students as they learn new material. Sometimes, guided practice occurs with other peers as students work on material together.
- **Independent practice**. With independent practice, students practice individually with teacher support. This releases the scaffold for students so that they can begin to master the material on their own. Teachers may lean on technology to vary the types of independent practice opportunities.

During both modeling and practice, teachers should employ several **supports** to engage students and check for understanding. These supports provide the opportunities to respond that increase student engagement and correct responses (Common et al., 2020; MacSuga-Gage & Simonsen, 2015).

- **Ask questions**. Teachers should ask students a mix of high-level (e.g., why or how questions) and low-level (e.g., what or when) questions to check for understanding.
- **Elicit frequent responses**. Teachers should involve the students frequently, often referred to as opportunities to respond (Haydon et al., 2012). Students should be active participants in the learning during practice and modeling.
- **Provide feedback**. As students respond to questions, teachers need to provide immediate feedback. Some of the feedback may be affirmative, and some may be corrective. If students demonstrate a misconception or error, it is important to provide immediate corrective feedback.
- **Maintain a brisk pace**. To keep students' attention, teachers must be prepared for instruction and have all materials organized and ready for use.

Access to the General Education Classroom

In some cases, instruction in the general education classroom may not always use instruction that is a combination of modeling and practice, especially in classrooms that emphasize problem-based learning. That's okay. Different students require different teaching methods.

Communication with general educators is key. Have conversations about content and strategies for learning; then use the instructional strategies highlighted here to help students with disabilities learn the content and strategies. Special educators may want to show general educators how they use instruction to teach students with disabilities because general educators may want to incorporate some or all components of this instruction when teaching these same students.

How to Get Started Delivering Instruction

- Plan for delivery by setting a meaningful learning target, determining the sequence of instruction, and setting clear objectives for each lesson.
- Plan for modeling. Decide which problem(s) to model and how to model each problem. Plan for Opportunities to respond during modeling.
- Plan student practice opportunities. Decide how to engage students in guided practice. Determine how students will work on independent practice. Plan for Opportunities to respond during practice.
- Determine questions to ask students. Determine how frequently students will be asked to respond. Plan for providing affirmative feedback and/or corrective feedback.

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Features of Explicit Instruction: Master Checklist

Explicit Instruction

The methods used to **create objectives** should:

- ❑ Select a goal from IEP or standards
- ❑ Choose an objective that is the next step toward the goal
- ❑ Limit the objective to one singular next step toward the goal
- ❑ Describe a learning outcome in behavioral terms that assess mastery of objective

The methods used to **provide modeling** should:

- ❑ Give clear explanations
- ❑ Model multiple planned examples
- ❑ Use supporting practices

The methods used to **provide practice** should:

- ❑ Provide guided practice
- ❑ Provide independent practice

Supporting Practices

The methods used to **elicit a response** should:

- ❑ Maintain or check accuracy of processing
- ❑ Match the learning outcome
- ❑ Match the students' abilities
- ❑ Match the desired response format
- ❑ Maximize student involvement

The methods used to **provide feedback** should be:

- ❑ Immediate: delivered as soon as possible
- ❑ Specific: tied directly to students' actions

The methods used to **maintain a brisk pace** should:

- ❑ Move on when students are ready
- ❑ Use the supporting practices