

Introduction to Intensive Intervention

Module 7 Workbook

Supporting Practices

**Providing immediate
specific feedback and
maintaining a brisk pace**

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Activity Checklist

Section	Assignment	Complete in Workbook	Complete Online	Complete with Coach
Intro	Video		<input type="checkbox"/> Watch Module 7 Intro Video Presentation	
	Activity 7.1	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
Part 1	Video		<input type="checkbox"/> Watch Module 7 Part 1 Video Presentation	
	Activity 7.2	<input type="checkbox"/> Stop & Jot: <i>Consider your Classroom</i>		
	Activity 7.3	<input type="checkbox"/> Analyze a Video Example: Apply your Knowledge		
	Activity 7.4	<input type="checkbox"/> Analyze a Video Example: Apply your Knowledge		
	Activity 7.5	<input type="checkbox"/> Analyze a Video Example: Apply your Knowledge		
	Activity 7.6	<input type="checkbox"/> Analyze a Video Example: Apply your Knowledge		
	Activity 7.7	<input type="checkbox"/> Analyze a Video Example: Apply your Knowledge		
	Activity 7.8	<input type="checkbox"/> Analyze a Video Example: Apply your Knowledge		
	Activity 7.9	<input type="checkbox"/> Stop & Jot: <i>Consider your Classroom</i>		
	Activity 7.10	<input type="checkbox"/> Analyze a Curriculum Example: <i>Apply your Knowledge</i>		
	Activity 7.11		<input type="checkbox"/> Discussion Board Post: <i>Module 7 Part 1 Application</i>	
	Activity 7.12		<input type="checkbox"/> Quiz: <i>Module 7 Part 1 Quiz</i>	

Part 2	Video		<input type="checkbox"/> Watch Module 7 Part 2 Video Presentation	
	Activity 7.13	<input type="checkbox"/> Stop & Jot: Consider your Classroom		
	Activity 7.14	<input type="checkbox"/> Analyze a Video Example: Apply your Knowledge		
	Activity 7.15	<input type="checkbox"/> Analyze a Curriculum Example: Apply your Knowledge		
	Activity 7.16		<input type="checkbox"/> Journal Entry: Module 7 Part 2 Application	
	Activity 7.17		<input type="checkbox"/> Quiz: Module 7 Part 2 Quiz	
Part 3	Video		<input type="checkbox"/> Watch Module 7 Part 3 Video Presentation	
	Activity 7.18	<input type="checkbox"/> Let Me Start It: Apply your Knowledge		
Closing	Video		<input type="checkbox"/> Watch Module 7 Closing Video Presentation	
	Classroom Application		<input type="checkbox"/> Journal Entry for Classroom Application: Module 7 Classroom Application Prep	<input type="checkbox"/> Classroom Application: Module 7 Classroom Application

Completion Timeline

Week 1	Week 2	Week 3
Start Module	Continue Module	Complete Module

Module 7 Guided Notes & Activities

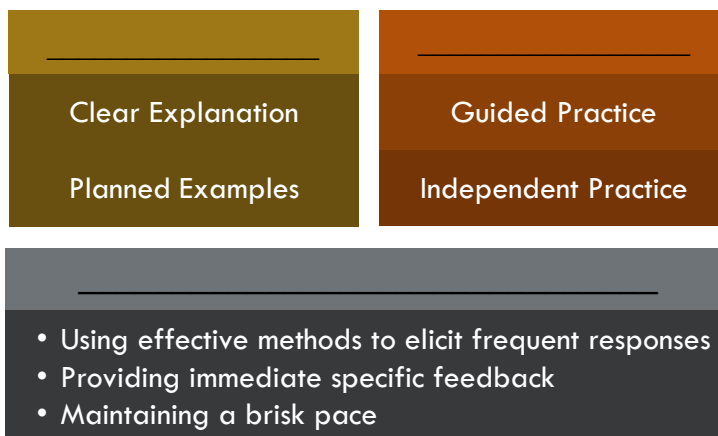
Objectives

By the end of this module, you should be able to:

- Explain how the supporting practices maximize engagement
- Provide immediate specific feedback
- Maintain a brisk pace
- Adapt a program lesson to make it more explicit by incorporating the supporting practices

Introduction How do the supporting practices maximize engagement?

Explicit Instruction Model



Defining Engagement and Supporting Practices

- _____: when students' cognitive effort is focused on processing lesson content
- _____: evidence-based techniques to maximize student engagement

Defining Feedback

I want all students to quickly show me that they are processing content. I'll elicit a choral response.

- Feedback: _____ provided to a student _____ a response or _____

The word is *exhibit*.
What's the word?

Exhibit!

Exhibit!

Everyone? ...
[pause]
[gesture toward students]

Exhibit!

Providing immediate specific feedback and maintaining a brisk pace

Real Video Example: Chemistry Lesson

- Are the students engaged? Pay attention to how the teacher provides feedback and paces the instruction.

Checklist: Providing Feedback

When providing feedback, it should be:

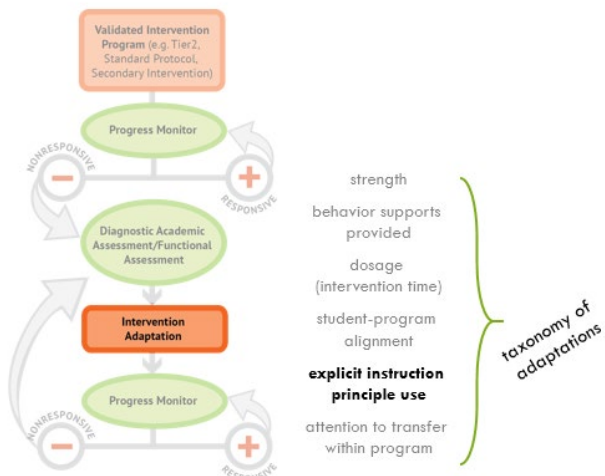
- Immediate: delivered as soon as possible after response
- Specific: tied directly to students' actions

Checklist: Maintaining a Brisk Pace

To maintain a brisk pace, you should:

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

Module in the Context of the DBI Framework



These practices are some of the supporting practices that will maximize explicit instruction and student engagement:

- Provide immediate specific feedback
- Maintain a brisk pace



Activity 7.1 – Stop & Jot

Solidify your Understanding
Workbook

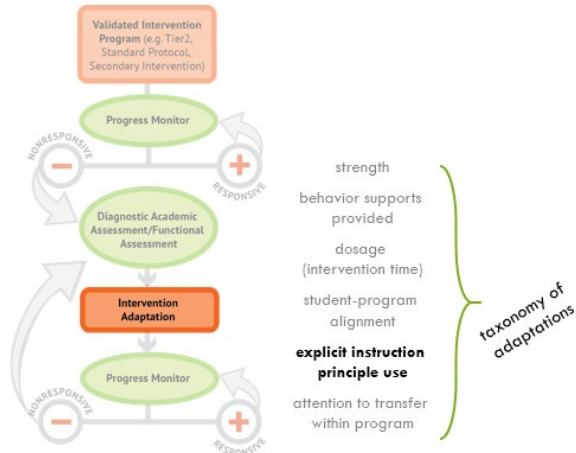
Why are the *Supporting Practices* that increase engagement and high quality instructional interactions so important?

Part 1 How should feedback be provided?

Objectives

- Explain the importance of providing immediate specific feedback
- Provide immediate specific feedback

Module in the Context of the DBI Framework



Provide immediate specific feedback:

Provide feedback that is _____ and _____.

This is one of the ways we can _____ instruction in terms of explicit instruction.

Checklist: Providing Feedback

When providing feedback, it should be:

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

Providing immediate feedback

- Deliver feedback _____ after a student responds
 - For **discrete tasks**, provide feedback after a few _____.
 - For **complex tasks**, provide feedback after _____.

Why provide immediate feedback?

- Teach expectations _____
- Prevent _____ practice
- Increase _____ of student mastery
- Ensure successful _____

Providing specific feedback

- Tie _____ to students' actions

Why provide specific feedback?

- Teach expectations _____
- Remove _____ of feedback
- Ensure successful _____

Types of Student Responses

- Correct
- Incorrect
- Off-topic

Types of Feedback

- Affirmative: praise a _____ response
- Corrective: correct an _____ response
- Reset: redirect an _____ response



Activity 7.2 – Stop & Jot

Consider your Classroom
Workbook

Jot down an example of a time when you implemented each of the following in your classroom:

- Provide affirmative feedback to a student's correct response

- Provide corrective feedback to a student's incorrect response

- Provide reset feedback to a student's off-topic response

Strategies for Delivering Feedback

Affirmative Feedback

- Reinforce and Restate

Corrective Feedback

- You say it, they repeat it
- Give the answer and give a choice
- Revoicing

Reset Feedback

- Stop a long response
- Ask the question a different way

Strategies for Delivering Affirmative Feedback



- Affirm immediately
- Use your _____, body language, and/or language to show positivity
- Praise malleable factors (effort, _____, studying)
- Praise in a way that relates to the _____
- Praise intra-individual improvement (_____ student)



- Tell students they are _____
- Give praise for hard work if they did not put in hard work
- Just tell students that a response is correct
- Only say “_____!”



Activity 7.3 – Analyze a Video Example

Apply your Knowledge Workbook

Based on the scenario in the video, use the *Affirmative Feedback: Reinforce and Restate* strategy to write an example of feedback that you might provide to the student after her response.

Why do we emphasize the restating in addition to reinforcing?

- To get the right answer in students; minds _____. In other words, students have another opportunity to hear the _____ content.

Strategies for Delivering Corrective Feedback



- Explain the skill or _____ the student is missing
- _____ the student to answer the question again, correctly
- Explain _____ the correct response is correct
- Use a positive tone to _____ the student
- _____ the correct response



- Just tell students that a response is _____
 - *Why might this be problematic?*
- Try to make a student feel okay about an _____ by talking at length about it



Activity 7.4 – Analyze a Video Example

Apply your Knowledge
Workbook

Based on the scenario in the video, use the *Corrective Feedback: You say it, they repeat it* strategy to write an example of feedback that you might provide to the student after her response.



Activity 7.5 – Analyze a Video Example

Apply your Knowledge
Workbook

Based on the scenario in the video, use the *Corrective Feedback: Give the answer and give a choice* strategy to write an example of feedback that you might provide to the student after her response.



Activity 7.6 – Analyze a Video Example

Apply your Knowledge
Workbook

Based on the scenario in the video, use the *Corrective Feedback: Revoicing* strategy to write an example of feedback that you might provide to the student after her response.

Curriculum Example: Correction Procedures

- Many programs contain specific correction procedures for delivering _____
in a _____ way

Correction Procedure:

Know the sound (repeat sound; 'point and hold' under continuous sound for 2-3 seconds/'point and tap' under stop sound).

Tell me the sound (signal student response; 'point and hold' under continuous sound for 2-3 seconds/'point and tap' under stop sound).

Again, tell me the sound (signal student response; 'point and hold' under continuous sound for 2-3 seconds/'point and tap' under stop sound).

That's right (repeat sound; 'point and hold' under continuous sound for 2-3 seconds/'point and tap' under stop sound).

(Repeat until firm.)

Strategies for Delivering Reset Feedback



- Listen carefully to the student's answer to be sure it's off-topic _____ providing feedback
- Use a _____ tone
- Validate the student's response if it's on track
- Prompt the student to answer the question _____



- Cut a student off too early
- Assume the student is not paying _____



Activity 7.7 – Analyze a Video Example

Apply your Knowledge
Workbook

Based on the scenario in the video, use the *Reset Feedback: Stop a long response* strategy to write an example of feedback that you might provide to the student after her response.



Activity 7.8 – Analyze a Video Example

Apply your Knowledge Workbook

Based on the scenario in the video, use the *Reset Feedback: Ask the question a different way* strategy to write an example of feedback that you might provide to the student after her response.

Lead Teacher Demonstration: Ms. Pollack

- Compare and contrast Ms. Pollack's example and non-example of providing immediate specific feedback.

Example	Non-Example



Activity 7.9 – Stop & Jot

Consider your Classroom Workbook

How often do you provide students with specific feedback?



How often do you provide students with...

- ...affirmative feedback in the way we've discussed? (Plot an "A" on the timeline.)
- ...corrective feedback in the way we've discussed? (Plot a "C" on the timeline.)
- ...reset feedback in the way we've discussed? (Plot an "R" on the timeline.)



Activity 7.10 – Analyze a Curriculum Example

Apply your Knowledge
Workbook

Review the curriculum example below. For each response elicited, write an example of affirmative, corrective, or reset feedback you may give depending on student response.

- Show the following words and use each in a sentence: *asks, asked, asking, decides, decided, deciding, hunts, hunted, hunting, spots, spotted, spotting, carries, carried, carrying.*

- Give the students the same words. Invite them to identify and underline the base words in each word and circle the ending.

Student 1: asked

Student 2: deciding

Student 3: This says *hunts* because it's h-u-n-t-s and if I read those sounds together it says *hunts*.

Student 4: spots

Student 5: Well, I think for this one, that we have to underline the base word so if I look at *spotting* I know the base word might be *spot*, so...

Student 6: carries

Feedback for Student 1:

Feedback for Student 2:

Feedback for Student 3:

Feedback for Student 4:

Feedback for Student 5:

Feedback for Student 6:

Real Video Example: Ms. O

- Does Ms. O provide students with immediate specific feedback?

- How might you adapt this instruction to provide more *specific* feedback?



Activity 7.11 – Discussion Board Post

Module 7 Part 1 Application
Online

- Write a post in which you respond to one of the 3 questions below with a correct, incorrect, or off-topic response. Be sure to indicate which question you are answering.
 1. Given the following data set, explain how you would calculate the median. {15, 38, 22, 65, 49, 28, 17, 35}
 2. Identify the stages of water cycle.
 3. Write a definition for the word *strategy*.
- Post it
- Respond to your classmates' posts by providing specific feedback based on their responses.

General Discussion Board Guidelines

Use the discussion board to

- share information that you have and others do not
- get clarification
- extend the conversation beyond the specific module content

Respond to others by

- asking for more information
- providing specific feedback why you agree or disagree with opinions
- correcting unintended errors

Write

- short but content-filled responses
- clearly (after typing, briefly edit)
- in a style that allows generosity of spirit (assuming the best of others)



Activity 7.12 – Quiz

Module 7 Part 1 Quiz

Online

Complete the Module 7 Part 1 Quiz to check your own understanding the module content. Once you've completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. Which of the following is NOT a method for providing corrective feedback?
 - a) You say it, they repeat it
 - b) Reinforce and restate
 - c) Revoicing
 - d) Give the answer and give a choice
2. **True or False:** If a student gives an off-topic response to a question, the teacher should provide reset feedback.

Mr. L is a 2nd grade special educator teaching a reading lesson about decoding. The learning outcome is that SWBAT decode words with the common prefixes *re-* and *un-*.

For each student response, decide which type of feedback the teacher should provide:

- (a) affirmative (b) corrective (c) reset

3. T: "Today we will learn how to read words with prefixes *re-* and *-un*. Who can remind me what a *prefix* is?" [S: a group of letters that come before a root word.]
4. T: "This is the prefix *re-*. When *re-* appears at the beginning of a word, it usually means *again*." *Point to the word **replay***. "Louis, read the word." [S: relay]
5. T: *Point to the word **redo***. "Alec, read the word." [S: redo]
6. T: *Point to the word **resize***. "Aby, read the word." [S: Well, I think this word means to do it again because it has re...]

Ms. B is a 6th grade special educator teaching a lesson about evaluating numerical expressions using algebraic thinking. The learning outcome is that SWBAT accurately evaluate expressions that use parentheses.

For each student response, decide which type of feedback the teacher should provide based on whether the task was discrete or complex:

- (a) Discrete – provide feedback immediately (b) Complex – provide feedback after short delay

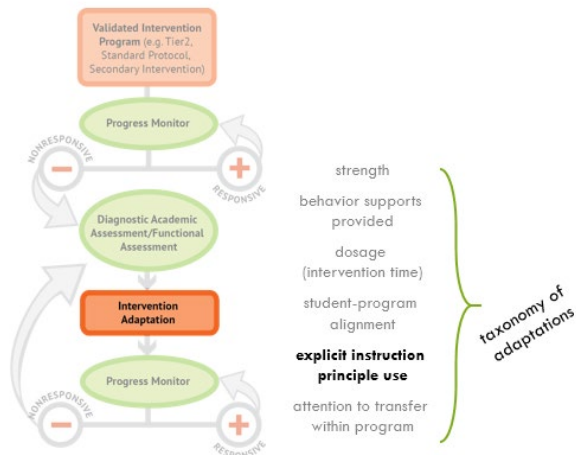
7. T: "Today we will learn about how to evaluate expressions that contain parentheses. Who can tell me, according to PEMDAS, expressions within _____ should be solved first? Larissa?" [S: exponents?]
8. T: "So, if we have the expression $2 + (5 - 1) \times 3$, what would we do first?" [S: $2 + 5 = 7$ because we read left to right so we have to do that first.]
9. T: "Let's take a look at this expression: $4 \times (1 + 1)$. Who can evaluate this expression?" [S: 8]
10. T: "Alright everyone, it's your turn. Evaluate the 5 expressions on the worksheet. Remember – parentheses first!" [S: complete assignment]

Part 2 How can a brisk pace be maintained?

Objective

- Maintain a brisk pace

Module in the Context of the DBI Framework



Maintain a brisk pace

- This may be a way to _____ instruction

Checklist: Maintaining a brisk pace

To maintain a brisk pace, you should:

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

Why maintain a brisk pace?

“The true art of pacing lies in creating a sense of _____ and, also not leaving your students in the dust.”

- Students who have _____ needs are already behind
- For these students, it’s important to create a sense of urgency
- This should never mean that we’re _____



Activity 7.13 – Stop & Jot

Consider your Classroom
Workbook

What does a “brisk” pace look like in your classroom?

Move on when students are ready

- When have I done enough _____?
- When are students _____ for practice?
- When have students _____ the skill/objective?

Deciding when to move on

- Move from *I Do* to *We Do* if students are able to _____ the steps in the procedure or the key aspects of the skill
- Move from *We Do* to *You Do* if the students are able to _____ the steps in the procedure or the key aspects of the skill with _____ guidance or prompting.



Activity 7.14 – Analyze a Video Example

Apply your Knowledge Workbook

Decide whether or not the students in Ms. A's class are ready to move to Independent Practice (You Do). Explain why or why not.

Is Ms. A maintaining a brisk pace? Why or why not?

Use the other supporting practices

- Am I effectively eliciting frequent _____?
- Am I providing immediate specific _____?

Lead Teacher Demonstration: Ms. Pollack

- What are the differences between Ms. Pollack's example of maintaining a brisk pace and her non-example? What do you notice about her instruction in the non-example?

Sounding Out Strategy Stages:

Stage #1: Teacher models the Sounding Out Strategy.

Stage #2: Together, teacher and students use the Sounding Out Strategy.

Stage #3: Students use the Sounding Out Strategy on their own.

Overview of Words and Stages in Lesson 12, Task 4:

sack – Stages #1, #2, and #3

- *If students are having difficulty with the Sounding Out Strategy and need more teacher modeling, then continue using Stages #1, #2 and #3.*

sick – Stages #2 and #3

can – Stages #1, #2, and #3 (Blending with a stop sound at the beginning of word.)

cat – Stages #1, #2, and #3 (Blending with a stop sound at the beginning of word.)

me – Stage #3

man – Stage #3

in – Stage #3

fin – Stage #3



Activity 7.15 – Analyze a Curriculum Example

Apply your Knowledge
Workbook

Review the curriculum example on the next page. Decide whether or not the curriculum example sets the teacher up for maintaining a brisk pace. Explain your decision below.

Helpful Hints:

- Keep a fast pace.
- Include opportunities for choral, small-group, and individual responses.
- Lesson should not take more than 20 minutes.

Objectives: Students will practice letter sounds and practice being coach and reader.

TEACHER: It's time to do reading together. (Point to a.) Here is a letter you learned the last time we did reading. Say the sound of the letter with me: /aaa/.

Students: /aaa/

TEACHER: And here's another sound you know. (Point to m.) Say the sound with me: /mmm/.

Students: /mmm/

TEACHER: Good. (Point to the letter t.) /t/ is our new sound today, like the first sound in turtle. My tongue touches the top of my mouth when I say /t/. See if your tongue touches the top of your mouth when you say /t/. Boys, say it with me: /t/.

Boys: /t/

TEACHER: Girls, say it with me: /t/.

Girls: /t/

TEACHER: Terrific. I heard you all say /t/ like the first sound in turtle.

I really like the way no one said "tuh." "Tuh" is the wrong sound for this letter. (Point to the t.) Saying "tuh" would be like saying someone's name wrong. If my name was Pat and you called me Patuh by accident, would I be happy?

Students: No.

TEACHER: It's important to say the sound that the letter makes in the right way, just like I have to say your name the right way. The right way to say the sound this letter makes is /t/. Now, say the sound when I touch it. What sound? (Point to t.)

Students: /t/

TEACHER: (Repeat until all students say the sound. Then point to the first star on the sheet.)

Great. Let's start. What sound? (Practice the letters and the correction procedure until most students do it correctly. Have students take turns being the Coach.)

(Let students practice with partners for about 10 minutes.)

Real Video Example: Ms. C-G

- Does Ms. C-G maintain a brisk pace?
- Does Ms. C-G move on when students are ready?
- Does Ms. C-G use the other supporting practices?



Activity 7.16 – Journal Entry
Module 7 Part 2 Application
Online

Watch the video of the teacher teaching a 1st grade decoding lesson.

Write a Journal Entry that addresses the following items:

- Does the teacher maintain a brisk pace?
- Does the teacher move on when students are ready?
- Does the teacher use the other supporting practices?

You may use the space below to plan and draft your response before posting online.



Activity 7.17 – Quiz

Module 7 Part 2 Quiz

Online

Complete the Module 7 Part 2 Quiz to check your own understanding the module content. Once you've completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. **True or False:** If students are able to replicate steps in the procedure with limited guidance or prompting, the teacher should move to Guided Practice.
2. **True or False:** To maintain a brisk pace, the teacher always limits the amount of feedback provided to the student to save time.

Mr. L is a 2nd grade special educator teaching a reading lesson about decoding. The learning outcome is that SWBAT decode words with the common prefixes *re-* and *un-*.

T: "Today we will learn how to read words with prefixes *re-* and *-un-*. Who can remind me what a *prefix* is?"
[S: "a group of letters that come before a root word."] T: "Right!"

T: "This is the prefix *re-*. When *re-* appears at the beginning of a word, it usually means *again*." *Point to the word **replay***. "Louis, read the word." [S: "relay"]

T: *Point to the word **redo***. "Alec, read the word." [S: "red"]

T: *Point to the word **resize***. "Aby, read the word." [S: Well, I think this word means to do it again because it has re...]

T: "Now it's your turn to read words with a partner."

3. **True or False:** The teacher moves to Guided Practice when students are ready.
4. **True or False:** The teacher moves to Independent Practice when students are ready.
5. **True or False:** The teacher elicits frequent responses.
6. **True or False:** The teacher provides immediate, specific feedback

Ms. B is a 6th grade special educator teaching a lesson about evaluating numerical expressions using algebraic thinking. The learning outcome is that SWBAT accurately evaluate expressions that use parentheses.

T: "Today we will learn about how to evaluate expressions that contain parentheses. Who can tell me, according to PEMDAS, expressions within _____ should be evaluated first? Larissa?" [S: "parentheses" T: "You're right, we evaluate expressions in parentheses first."]

T: "So, if we have the expression $2 + (5 - 1) \times 3$, we would compute $(5 - 1)$ first because it's inside the parentheses. Why would we compute $(5 - 1)$ first, everyone? [S: "because it's inside the parentheses." T: "That's right! We first compute what's inside the parentheses."]

T: "Let's take a look at this expression: $4 \times (1 + 1)$. Who can tell me the first step in evaluating this expression?" [S: "1+1"] T: "Good work!"

T: "Alright everyone, it's your turn. Evaluate the 5 expressions on the worksheet. Remember – parentheses first!" [S: complete assignment]

7. **True or False:** The teacher moves to Guided Practice when students are ready.
8. **True or False:** The teacher moves to Independent Practice when students are ready.
9. **True or False:** The teacher elicits frequent responses.

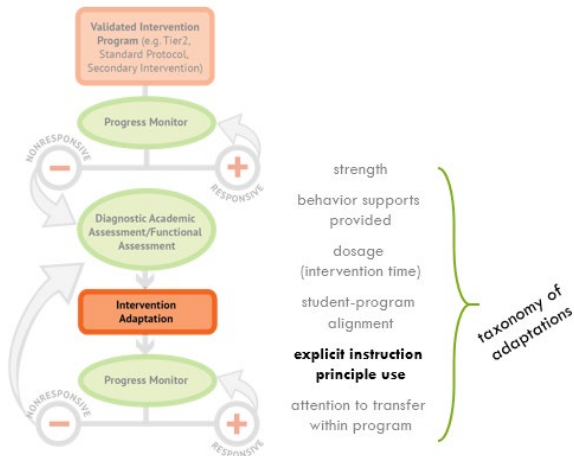
10. True or False: The teacher provides immediate, specific feedback

Part 3 How can you use the Supporting Practices to make adaptations to a program?

Objective

- Adapt a lesson from a program to make it more explicit by incorporating the supporting practices

Module in the Context of the DBI Framework



You've had an opportunity to think about:

- Use effective methods to elicit frequent responses
- Provide immediate specific feedback
- Maintain a brisk pace

These supporting practices can increase the quality of explicit instruction and the _____ itself.



Activity 7.18 – Let Me Start It

Apply your Knowledge
Workbook

How *Let Me Start It* works:

- The goal is to improve the lesson using guidance from the checklists
- I'll begin the process of improving the lesson
- You will finish the process
- I'll return to discuss my thinking with you

Context:

- Ms. J teaching a 2nd grade small-group lesson on high-frequency word reading
- Students receive small-group reading instruction 5 times a week for 30 min.
- The teacher is currently implementing a program with fidelity, but students are not meeting aim lines on progress monitoring measures (see the lesson page from the program on the next page)
- The School Data Team is meeting next week to decide how to adapt this intervention along the *explicit instruction principle use* dimension of the taxonomy of adaptations – with a specific focus on the *Supporting Practices*

High Frequency Words: Lesson 16

Objective: SWBAT read *group* and *example* within 1 second

New Words: *group*, *example*

Today we will learn two new words: *group* and *example*.

The first word is *group*.

What's the word?

Spell *group*.

Write *group* on your white board.

What's the word you wrote?

The next word is *example*.

What's the word?

Spell *example*.

Write *example* on your white board.

What's the word?

Practice Activity

(Add *group* and *example* to the word card pile. Shuffle the cards and present them to students one at a time. Students should read the word quickly.)

(Move to the next part of the lesson when students can correctly read the word within one second.)

Checklists for the Supporting Practices

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

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

When **providing feedback**, it should be:

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

To **maintain a brisk pace**, you should:

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

The methods used to elicit a response do maintain or check accuracy of processing. The teacher often asks students to repeat the word. Then, the teacher asks each student to practice reading words. During this time, she checks for accuracy of processing.

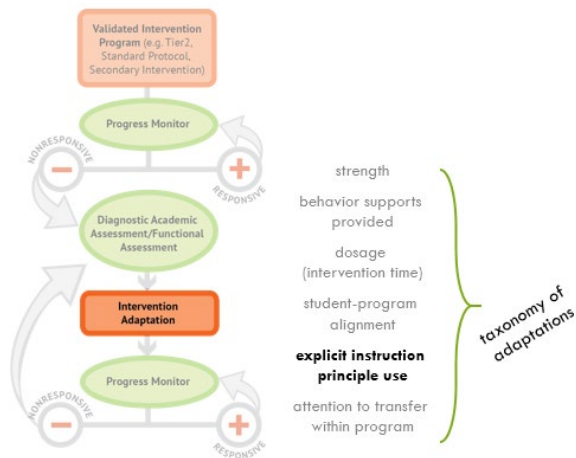
*The methods used to elicit a response during the "new words" part of the lesson do not match the learning outcome. The learning outcome is that SWBAT read *group* and *example* within one second. Spelling those words, though also important, does not directly match nor support the learning outcome of reading the words. Rather than having students spell the word, the teacher should consider adapting the program to allow students time practicing remembering or identifying the word.*

Based on the context provided, decide whether or not this program meets the criteria for each element of the **Checklists for the Supporting Practices**.

- If the program lesson does meet the criteria, explain why.
- If the program does not meet the criteria, explain how you might adapt the program/improve the lesson to meet the checklist criteria.

Closing

Module in the Context of the DBI Framework



We are using explicit instruction as an _____ from the taxonomy of adaptations.

We selected this because in reviewing the student diagnostic data, we concluded that in order to maximize student learning, we need to _____ the amount of explicit instruction.

- Use effective methods to elicit frequent responses
- Provide immediate specific feedback
- Maintain a brisk pace

Checklists for Supporting Practices

Using Effective Methods to Elicit Frequent Responses

The methods used to elicit a response should:

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

Providing Immediate Specific Feedback

When providing feedback, it should be:

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

Maintaining a Brisk Pace

To maintain a brisk pace, you should:

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

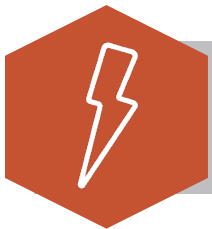
Module 7 Activities

See the Module 7 Activity Checklist on Page 4 to be sure you've completed all workbook activities and submitted all online activities before completing the module.



Journal Entry for Classroom Application *Module 7 Classroom Application Prep* Online

- Select one supporting practice that you will focus on for the Classroom Application activity and briefly explain why you selected that practice.
- Briefly describe an upcoming lesson (including an overview of the lesson plan and identification of the learning outcome).
- Explain how you will adapt the lesson to make it more explicit by incorporating the selected supporting practice.



Classroom Application *Module 7 Classroom Application* Classroom/Coach

- Implement the lesson described in the Journal Entry for Classroom Application assignment.
- After implementing the lesson, reflect with your coach about the lesson.
 - Were you successful in implementing the supporting practice?
 - Were students engaged?
 - How might you adjust future instruction?