

## *The Big Ideas of Effective Instruction Within an MTSS Framework*

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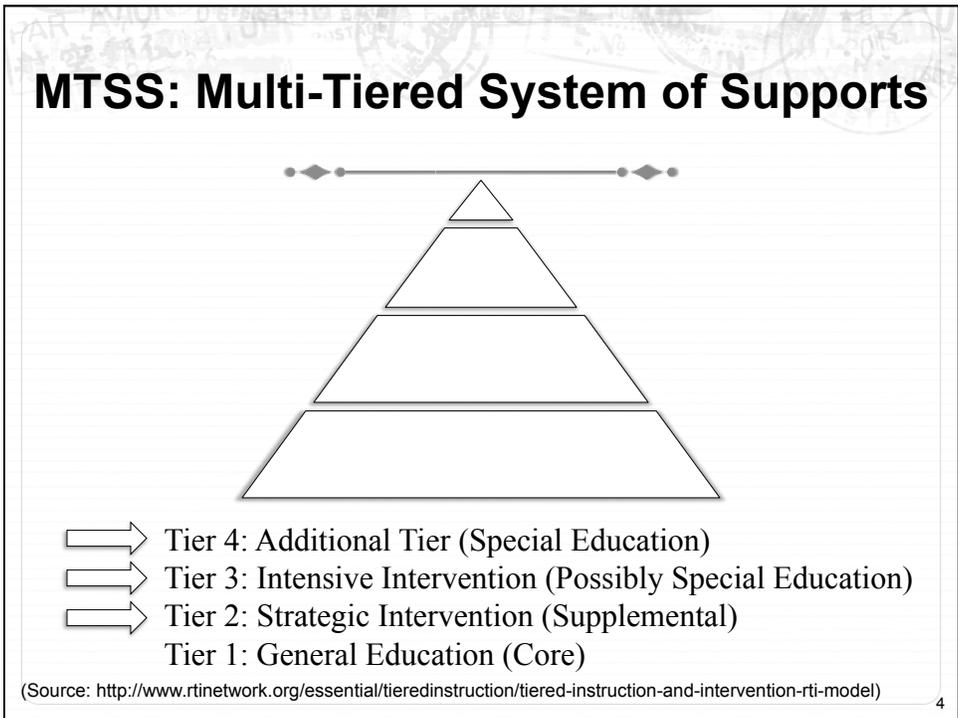
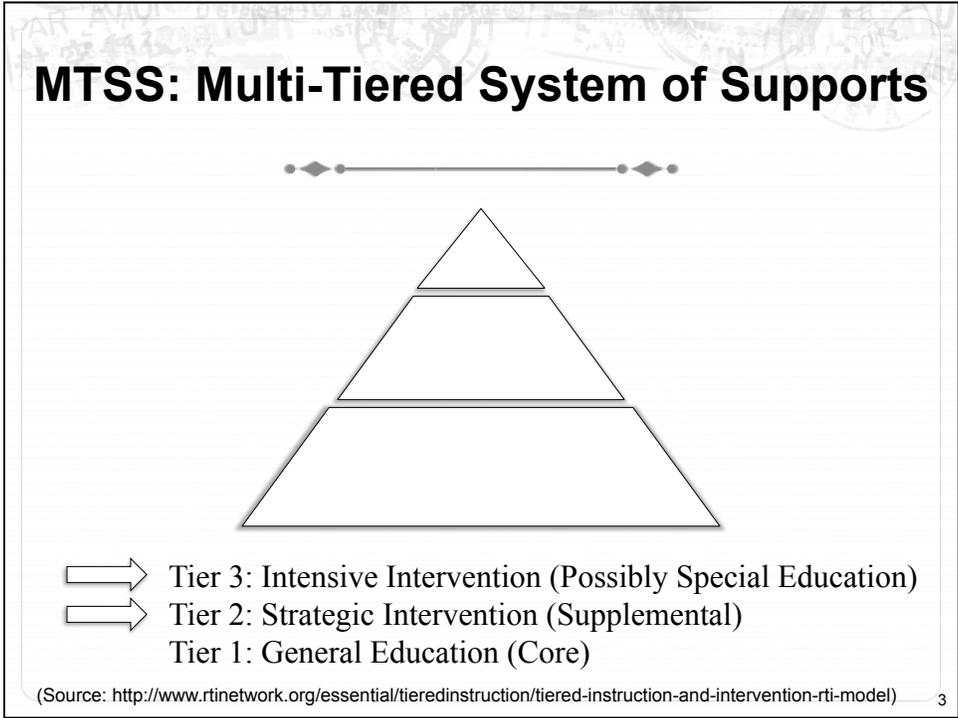
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## **Favorite Saying**

*“Everyone believes that to be a **good teacher** all you need is to **love to teach**, but *no one* believes that to be a **good surgeon** all you need is to **love to cut!**”*

(Quote by Adam Urbanski, AFT)

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## Instruction Matters!

✦ **To improve academic performance, we need:**

- ✦ Solid instructional programs
- ✦ Well trained instructors
- ✦ Effective instructional delivery



(Sources: Carnine, Silbert, Kame'eenui, & Tarver, 2010; Marchand-Martella & Martella, 2012; Watkins & Slocum, 2004)

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## Scripted Programs

- Cooke et al. (2011) compared scripted and nonscripted instruction
  - Results with scripted instruction:
    - Higher number of instructional opportunities
    - Better on-task behavior / fewer behavior problems
    - Better academic performance on DIBELS benchmarks
    - Higher treatment fidelity
    - Preferred by participants [instructors and students]

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## Why Use a Script?

- ✦ Ensures consistency across instructors.
- ✦ Allows instructors to achieve same results as those found in field testing/research studies.
- ✦ Builds prerequisite skills in a systematic way.
- ✦ Frees instructors from having to develop programs on their own so they can focus their attention on assessment, extension activities, etc.
- ✦ Helps ensure higher academic performance, better on task behavior, positive responses, etc.

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## Some Say Those Who Follow A Script Are Like “Trained Monkeys”

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## Let's Take a Look at Big DI



Special Education and Direct Instruction:  
An Effective Combination



Nancy Marchand-Martella  
Edmonds Washington University

Diane Kiefer  
University of Washington-Tacoma

Richard Kubina  
The Pennsylvania State University



video

# Introduction to Direct Instruction

What is Direct Instruction?

video

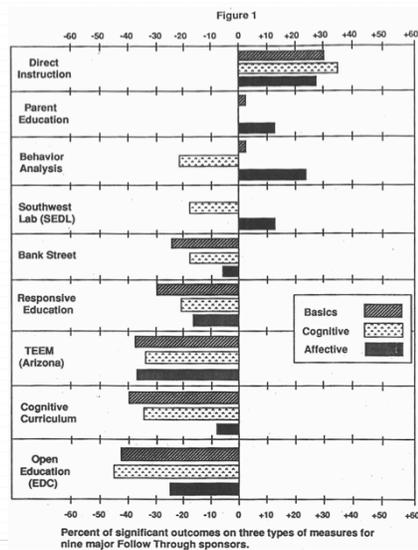
# Introduction to Direct Instruction

What is the Research Base on Direct Instruction?

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## Project Follow Through

- ✦ Largest educational experiment ever conducted (over 100,000 children/170 communities).
- ✦ 1968-1976 with follow up through 1995.
- ✦ 3 models (basic skills/cognitive/affective) evaluated using basic skills/cognitive/affective measures.
- ✦ 9 programs evaluated.
- ✦ DI outperformed all other programs across basic, cognitive, and affective areas.



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MORNINGSIDE  
CHILDREN'S PARTNERSHIP

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## Effective Instruction

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# 1. Set Expectations

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## Research Behind Expectations

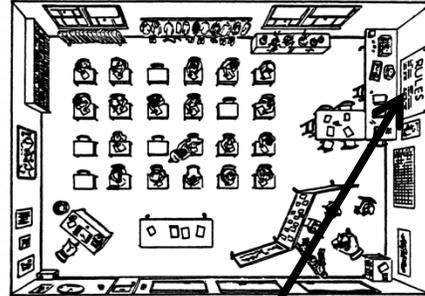


- Classroom organization is enhanced with the use of expectations (Babkie, 2006; Hirn & Park, 2012; Kern & Clemens, 2007; Trussell, 2008).
- When teachers use and teach effective expectations, the probability of problem behaviors occurring can be decreased (Barbetta, Norona, & Bicard, 2005; Kern & Clemens, 2007; Reinke, Herman, & Stormont, 2013).
- Appropriate behavior is much more likely to occur, and the class is more likely to run smoothly when expectations are taught (Archer & Hughes, 2011).

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## Development of Effective Expectations

- Discuss value with students
- Gather input from students
- Keep to a minimum (4-5)
- Use simple language
- State positively
- Use different sets for different situations
- Post in prominent location
- Monitor and review periodically



(Sources: Martella, Nelson, Marchand-Martella, & O'Reilly, 2012; Weiss, 2013)

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## In the Classroom...

- Pinpoint and Teach Expectations



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**STAR**

**SIT TALL (OR) SIT IN THE LEARNING POSITION**

**TRACK WITH YOUR FINGER**

**ANSWER ON SIGNAL**

**RESPECT OTHERS**

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**ACES**

**ATTEND TO THE TEACHER**

**COLLABORATE WITH YOUR PARTNER**

**EXPRESS YOURSELF THROUGH THOUGHTFUL COMMENTS  
AND QUESTIONS**

**SHOW YOUR BEST WORK**

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**BIG IDEAS**

## Classroom Expectations Examples

**Circle Time Conversation Rules**  
When someone else is speaking, our...

 **EYES** are on that person.
   
 **EARS** are listening.
   
 **Voices** are quiet.

**Give Me Five**



 **Legs are crossed**  
 **Hands are still**  
 **Ears are listening**  
 **Eyes are watching**  
 **Lips are zipped**

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## SLANT

**S** = Sit up

**L** = Listen/lean forward

**A** = Ask and answer questions

**N** = Nod your head

**T** = Track the speaker

S.L.A.N.T.

Sit up.

Listen.

Ask questions.

Nod.

Track the speaker.

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### Three "Do Its"



I DO IT  
WE DO IT  
YOU DO IT

Sit tall.

(Sources: Archer & Hughes, 2011; Weiss, 2013)

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It's Your Turn!

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## Considerations in Active Student Engagement

Provide opportunities for students to respond “as one.”



Figure 1. Response cards for multiple-choice questions, yes-no questions, and sight words.

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# Direct Interactive Instruction

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## Let's Analyze his Teaching!

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### Activity 8 Sounding Out

*(When you go through the list of words, distinguish between the letters m and n before sounding out each word.)*  
*(Touch under the n in an.)* **What is this letter's sound? /nnn/**

**Sound it out.** *(Slide your finger under each letter as students sound out.)* /aaa/nnn/  
**Read it fast. an**

Repeat the process with the following words: ant, nat, \*sat, \*\*ram.

**Note:** *(When you come to the word sat, say:)*  
**The next 2 words have no dots. Sound them out the way you always do.**  
*\*\*Touch under the m when you come to ram.*  
*Follow this procedure:*  
**What is this letter's sound? /mmm/**  
**Sound it out. /rrr/aaa/mmm/**  
**Read it fast. ram**

#### Individual Practice

*(Provide individual practice.)*  
**Good reading. What should I do now? Put a check mark on the lesson Mastery Sheet.**

an  
..

ant  
..

nat  
..

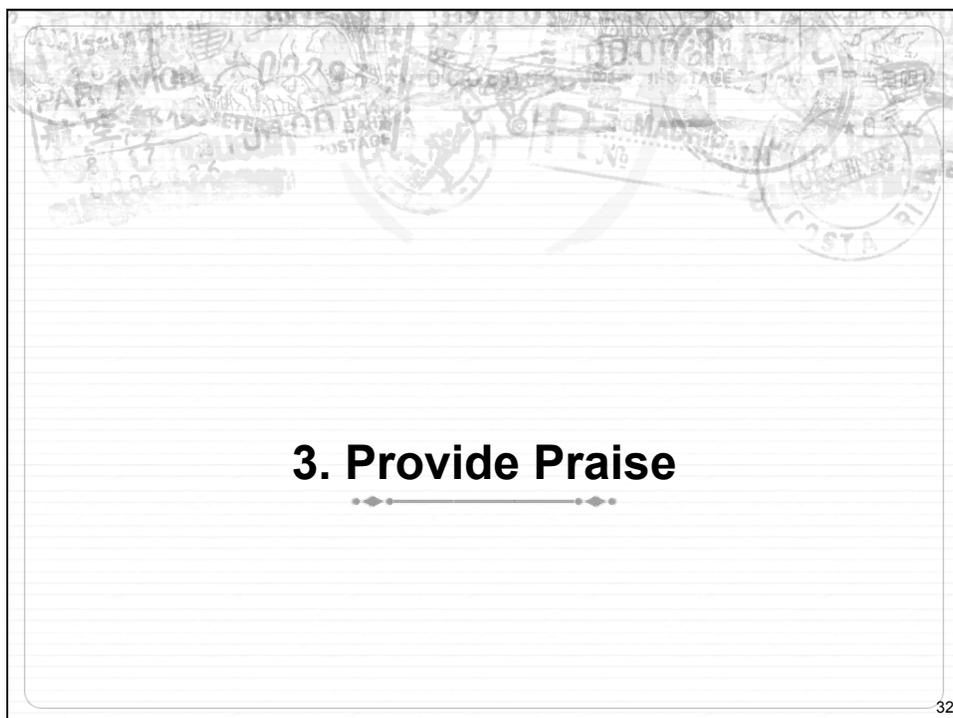
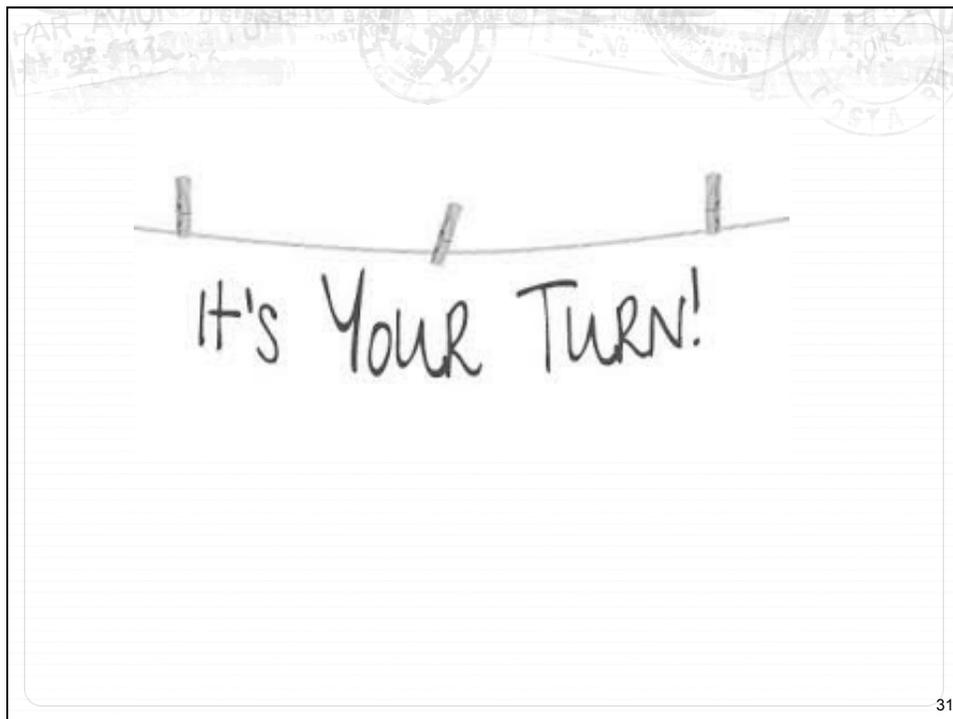
sat

ram

**Rule of Thumb:**

- Unison Group Responses—**  
Students say it like they know it as one!
- Time for Turns—**  
Name is at the end!

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## Research Behind Praise

The importance of praise cannot be overstated.

- Praise has been cited as an effective strategy for promoting school achievement and positive classroom behavior (Kern & Clemens, 2007; Martella, Marchand-Martella, & Cleanthous, 2002; Martella et al., 2012; Moore Partin et al., 2010; Musti-Rao & Haydon, 2011; Reinke et al., 2013; Simonsen et al., 2010).
- Even among students with high externalizing behaviors, praise has been found to decrease problem behavior (Reinke et al., 2013).

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## Praise Considerations

- **Specific praise statements** are precise statements made in a neutral or positive/pleasant tone of voice that are positive responses to desired behaviors (e.g., “Good job cleaning up the playground,” rather than “Good job”).
- The performance criterion for specific praise is 50% (Martella, Marchand-Martella, Miller, Young, & Macfarlane, 1995; Martella, Marchand-Martella, Young, & Mcfarlane, 1995; Martella et al., 2012) OR 6 to 10 individual student and/or whole group praise statements per 15-minute interval (Briere, Simonsen, Sugai, & Myers, 2015).
- Increasing specific praise is associated with increases in students’ on-task behavior (Briere et al., 2015; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Simonsen et al., 2010).

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## In the Classroom...

1. Use sticky notes (pair tallies with praise).
2. Praise students based on group expectations (e.g., “Wow, everyone is tracking”); use teacher-kid point game.
3. Have “eagle eyes” for good behavior (5 to 1 rule)!
4. Use praise around technique (e.g., “I like the way Jim and Beth and Sarah are tracking with their finger;” be sure to praise Sally when she begins to track with her finger).

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**Activity 8**  
**Sounding Out**

*(When you go through the list of words, distinguish between the letters m and n before sounding out each word.)*  
*(Touch under the n in an.)* **What is this letter's sound? /nnn/**

**Sound it out.** *(Slide your finger under each letter as students sound out.)* /aaa/nnn/  
**Read it fast. an**

Repeat the process with the following words: ant, nat, \*sat, \*\*ram.

**Note:** *(When you come to the word sat, say:)*  
**The next 2 words have no dots. Sound them out the way you always do.**  
*\*\*Touch under the m when you come to ram. Follow this procedure:*  
**What is this letter's sound? /mmm/**  
**Sound it out. /rrr/aaa/mmm/**  
**Read it fast. ram**

**Individual Practice**  
*(Provide individual practice.)*  
**Good reading. What should I do now? Put a check mark on the lesson Mastery Sheet.**

an  
..

ant  
.. .

nat  
.. .

sat

ram

**Rule of Thumb:**

1. General Praise
2. Specific Praise
3. 50/50 Rule

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It's Your Turn!

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**4. Conduct Error Correction Procedures**

◆◆◆◆◆

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◆◆◆◆◆

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## Research Behind Error Corrections

- Effective corrective feedback is a critical aspect of effective instruction (Hirn & Park, 2012).
- Without such feedback, students who commit errors will continue to practice those errors (Vaughn & Bos, 2012).
- Behavior problems are likely when students exhibit a high number of errors (Martella, Marchand-Martella, Miller et al., 1995; Martella, Marchand-Martella, Young et al., 1995; Martella et al., 2012).

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## Research Behind Error Corrections

- **Appropriate error corrections** include a model, lead, test, and delayed test. Error correction procedures should be stated in a neutral tone of voice. Teachers should avoid using an inflected tone of voice that indicates negativity and saying phrases such as “That’s not right,” “You’re not trying,” and “You can do better than that.”

(Sources: Martella et al., 2012; Weiss, 2013)

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**Lesson 15**

**I am Nat.**  
 . . . . .

**I am a ram.**  
 . . . . .

**Sam is a rat.**  
 . . . . .

**Sam and Nat sat on the mat.**

We are going to read a story about two rats. When I tap under the tricky words, read them. For the words with the dots, I will slide my finger under the letters, and you will sound them out and then say the words. After you finish sounding out a sentence, read it the fast way.



**Response Errors:**

1. My turn.
2. Your turn.
3. Starting over.

**Signal Errors:**

1. I need to hear everyone. OR All voices. OR Right at my signal.
2. Repeat task.
3. Starting over.

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It's Your Turn!

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PAR AVOI...  
航空技術専門学校

# Practice



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# Granite

SCHOOL DISTRICT

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## 4 BIG IDEAS of Effective Classroom Instruction

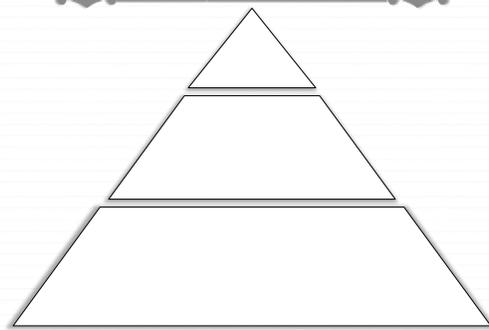


1. **Set expectations**
2. **Increase student engagement**
3. **Provide praise**
4. **Conduct error correction procedures**

**Remember  
to use  
Explicit  
Instruction!**

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## By the Tier...



- ⇒ Tier 3: Intensive Intervention (Possibly Special Education)
- ⇒ Tier 2: Strategic Intervention (Supplemental)
- Tier 1: General Education (Core)

(Source: <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>)

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## Tier 1

Tier 1: Core Universal Instruction	
<b>Focus</b>	For all students
<b>Program</b>	Scientificallly-based instruction emphasizing the five critical elements of beginning Reading and the foundation of Math principles
<b>Grouping</b>	Multiple grouping formats to meet student needs
<b>Time</b>	90 minutes per day or more
<b>Instructor</b>	Classroom teacher
<b>Setting</b>	General classroom setting

*Adapted from Dr. Joseph K. Torgesen, Characteristics of Effective Interventions for Struggling Readers, National Title I Conference January 2005.*

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## Tier 2

Tier 2: Targeted Supplemental Instruction and Intervention (Used in addition to core instruction)	
<b>Focus</b>	For students who are not reaching acceptable levels of proficiency and who have responded poorly to Tier 1 efforts—approximately 20–30% of the students
<b>Program</b>	Scientificallly-based instruction emphasizing the five critical elements of beginning reading and the foundation of math principles
<b>Grouping</b>	Homogeneous small-group instruction (1:3, 1:4, or 1:5)
<b>Time</b>	Minimum 30 minutes per day in small group instruction in addition to 90 minutes of core reading instruction
<b>Instructor</b>	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, or Title I teacher)
<b>Setting</b>	Appropriate setting designated by the school; may be within or outside of the classroom

*Adapted from Dr. Joseph K. Torgesen, Characteristics of Effective Interventions for Struggling Readers, National Title I Conference January 2005.*

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## Tier 3

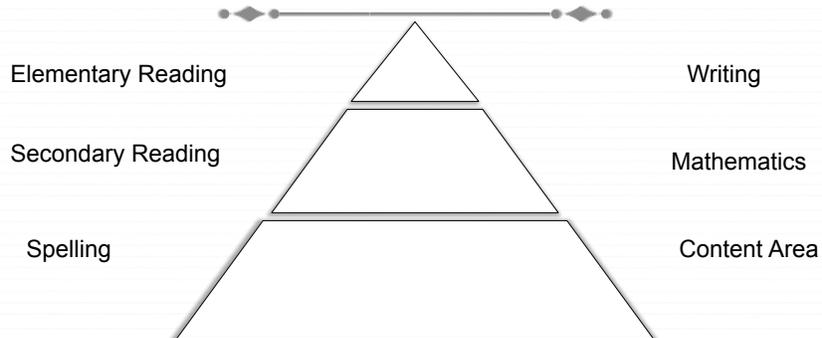
**Tier 3: Intensive Individualized Instruction and Intervention**  
(Used in addition to core instruction)

<b>Focus</b>	For students who are significantly deficient in target skills and who have not responded to Tier 1 or Tier 2 efforts—approximately 5–10% of the students
<b>Program</b>	Sustained, intensive, scientifically-based instruction emphasizing the five critical elements of beginning reading and the foundation of math principles
<b>Grouping</b>	Homogeneous small-group instruction (1:1, 1:3)
<b>Time</b>	Minimum of two 30-minute sessions per day in small-group instruction in addition to 90 minutes of core reading instruction or replacement of core with intensive, scientifically-based instruction emphasizing the five critical elements of beginning reading; 90 minutes per day or more
<b>Instructor</b>	Personnel determined by the school (e.g., classroom teacher, specialized reading teacher, Title I teacher, or Special Education teacher)
<b>Setting</b>	Appropriate setting designated by the school; may be within or outside of the classroom

Adapted from Dr. Joseph K. Torgesen, *Characteristics of Effective Interventions for Struggling Readers*, National Title I Conference January 2005.

## Road Maps

# Let's talk programs!



- ⇒ Tier 3: Intensive Intervention (Possibly Special Education)
- ⇒ Tier 2: Strategic Intervention (Supplemental)
- Tier 1: General Education (Core)

(Source: <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>)