

Strategram™

STRATEGIES INTERVENTION MODEL

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Use of Feedback In Strategy Acquisition

— Communicating Results and Elaborating Feedback —

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"... pressure is being placed on special educators to provide services to the same number and type of students with less time."

Special education differs from regular education in that it requires intensive, specific, personalized and explicit instruction. However, pressure is being placed on special educators to provide services to the same number and type of students with less time. The Regular Education Initiative and the deemphasis on pulling students out of the regular classroom may result in fewer instructional hours available for special education services. In addition, special education students suffer from an increasing gap between the skills they have acquired and the expectations in the regular classroom. The appropriate use of feedback can help students master skills more quickly and thus provide some relief from that pressure. Furthermore, the feedback provided to special education students should parallel the elements of special education instruction.

Feedback can be divided into two parts: (a) communication of results to students regarding their performance on a given item, and (b) elaborated feedback, information about how or why an item is correct or incorrect.

Communicating results can be accomplished in several ways. The teacher can inform the student when an item is correct, when an item is incorrect, or both. The most effective method includes information about the incorrect items. This may be done by marking only the incorrect items, or marking the correct items with one symbol and the incorrect items with another. Methods that present the information in a symbolic manner that can be easily explained and understood (e.g., check marks or the use of ones for correct items and zeros for incorrect items) seem to be more

effective.

The literature is not so clear about how to provide elaborated feedback. However, at least two conclusions can be drawn from research in related areas. First, feedback should be provided in a manner that does not fault the student for the error. A teacher can say "There is an error in item six" as easily as "You have made an error in item six." This subtle difference in attribution may make the feedback less threatening. Second, the elaborated feedback conference can be used to help students take more responsibility for their own error monitoring. Providing a consistent conference structure, cueing the student to provide as much of the feedback as possible and to participate actively in the conference, combined with charting progress over time and setting goals for subsequent lessons can help transfer the responsibility to the student.

Providing Feedback

In general, feedback should be provided as soon as possible after the student response. The closer the feedback is to the student response, the more likely it is to have an effect on subsequent lessons. There is also some evidence that feedback immediately before a subsequent practice effort can act to cue correct performance on that lesson. Teacher and student interaction during both steps of the process can set the stage for future progress. **The figure on page 3 provides a checklist of teacher behaviors critical during the feedback process.**

Communicating Results

The first step in providing knowledge of results is to grade the assignment. It is critical

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to have explicitly stated criteria for evaluation of the student's product or performance. Strategies within SIM provide criteria for student behavior, for example, the *Paraphrasing Strategy* is explicit about the requirements for a paraphrase. Too often what makes an assignment correct is not apparent to the student. This turns the assignment into a guessing game. As the assignment is reviewed, it must be marked so the student can decipher which items are incorrect.

After the assignment is graded, the student should check it for careless errors. A short review is enough to find errors resulting from careless work or poor proofreading. When the student has made any corrections possible, the assignment should be returned to the teacher so that preparations for elaborated feedback can be made.

Elaborated Feedback

The key to providing quality elaborated feedback is an analysis of the errors a student makes. This error analysis is accomplished by grouping errors of a similar type together. The teacher then examines the classes of errors (i.e., punctuation, capitalization) the student has made

"feedback immediately before a subsequent practice effort can act to cue correct performance on that lesson."

and decides which type of error to discuss in the feedback conference. This decision should be made so that the greatest possible influence is made on the student performance. Thus, a type of error which is frequent and which can be mastered easily by the student would be a good selection for elaborated feedback.

Conference Procedures

The conference (Refer to *Strategram*, Vol. 2, No. 1 for more

information on conferencing) is opened with a discussion of the positive aspects of the student's performance. The student should provide as many of the positive comments as possible (i.e., "I used capitals correctly three times in that paragraph!"). Next, the teacher discusses the particular type of error selected for feedback by examining the items in the assignment which are examples of that type of error (i.e. "There are three errors in the use of commas in this story.").

When the type of error has been described, the teacher can model the application of the skill or concept which will correct that type of error. Initially, teachers should provide the model; however, the student should become involved in the model through teacher prompting. Before the session ends, the student should have an opportunity to practice applying the concept or skill at least once correctly. This is different from many feedback conferences. Many teachers provide feedback by examining each error as it occurs on the page rather than as it relates to other errors.

Using the Feedback

Evidence that the student is accepting and using the feedback may be assessed through both nonverbal and nonverbal behaviors. Nonverbal student behaviors to note include appropriate eye contact, facial expressions, and posture. Verbally, the student can show they are using the feedback provided by asking questions and providing paraphrases of the teacher's statements during the conference. At the end of the conference, the student should be asked to set a goal for performance on the next practice. If the goal is written on the next practice sheet or placed on a note clipped to the next reading assignment the student can review it immediately before the next lesson. Thus, the student reviews the most recent feedback before the next

"Recent research has shown that elaborated feedback can reduce the number of trials required for a student to reach mastery on the simple sentence controlled practice by more than one third."

lesson. Throughout the feedback conference the teacher should provide prompts and cues as needed to help the student participate independently.

Conclusion

These feedback procedures take instructional time. However, for those students experiencing difficulty with a particular concept, the time spent on feedback can make significant differences in how quickly they progress. For example, recent research has shown that elaborated feedback can reduce the number of trials required for a student to reach mastery on the simple sentence controlled practice by more than one third. The extra five to seven minutes required for each conference results in significant saving of instructional time. Quality feedback conferences can help to build the students' own critical skills so that they will be more able to monitor their own errors.

Strategram

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FEEDBACK PROCESS CHECKLIST OF TEACHER BEHAVIORS

NAME _____

COMMUNICATING RESULTS		1	2	3
Examples				
Score the product	Grade each item working the correct items with a "+" and the incorrect items with a "-".			
Categorize the errors	Note similarities in errors (i.e., the student is consistently misidentifying helping verbs or compound verbs).			
Return the product for corrections*	Return the worksheet and ask the student to review it for careless errors.			

ELABORATED FEEDBACK		1	2	3
Examples				
Review the corrections*	Look over the worksheet for any corrections.			
Revise error categories if necessary	-----			
Provide/Elicit positive feedback Pinpoint/Elicit 3 successes Make/Elicit summary statement	"What have you done well on the sheet?" or "I like the way you capitalized all the proper nouns. This shows improvement!"			
Provide/Elicit corrective feedback Specify/Elicit one error category Review/Elicit rule/concept Model/Prompt application	"Can you see any similarities in the errors on this sheet?" "Notice that most of the errors are in the S & V column and all of those are misidentification of helping verbs." "Let me show you a way to fix that." "You try it on number ___."			
Set goals Elicit paraphrase of what student will do Prompt goal writing Check the completed goal statement	"What should be focused on in the next lesson?" "Please write that at the top of the next sheet".			
Provide closure Praise appropriate applications Make statement of positive expectations	"You were able to do it correctly this last try! I'm sure that if you do it in the next trial, you will reach mastery."			

* These steps may not be possible with some strategies (i.e., The Paraphrasing Strategy).

This form may be reproduced

Classroom Activities from Sue Kropp

Sue Kropp is an elementary resource room teacher (K-6) in Grandview, Missouri. Sue received her undergraduate degree in learning disabilities from Missouri Valley College in Marshall, Missouri. She earned her Master's degree from Central Missouri State University also in learning disabilities. Sue is active in NEA and ACLD.

Sue has implemented the *Sentence Writing, Word Identification, Paraphrasing and Paragraph Writing Strategies*. She believes the strategies can be easily adapted into the classroom and modified for any grade level.



Sue Kropp

In addition, Sue has successfully introduced the strategies in the lower elementary grades (1-3).

Sue has developed a dice game that she uses for all grade levels to reinforce PENS. The game proceeds as follows:

The teacher writes the four basic sentence formulas on the dice.

When the dice are rolled by the student, the student must write a sentence that matches the formula rolled. The student receives points for matching the sentence formula and for finding and marking the correct subject and verb. The teacher should model good sentence writing by writing a good sentence along with the student. The student receives an extra point if he/she correctly identifies whether the teacher has matched the formula on the dice and correctly identifies the subject and the verb in the teacher's sentence.

An example of a chart that may be used for this activity is provided below.

Sentence Formula Chart

<i>Subject</i>	<i>Predicate</i>	<i>Formula</i>

MODIFICATIONS MODIFICATIONS MODIFICATIONS

Camilla Wolak (Stockton, California) has adapted the Error Monitoring Score Sheet, the Controlled Practice Score Sheet and the Error Monitoring Progress Chart for easier understanding and use by her students. She has modified the Controlled Practice Score Sheet to reflect language that she actually uses with her students. The original terms were not easily understood. Camilla also inserted the dot and the square on the

score sheet to help students transpose scores to the Controlled Practice Progress Chart. **The modified Controlled Practice Score Sheet can be seen on page 5.**

On the Error Monitoring Progress Chart, the number of errors per word can be converted to positive percents instead of the negative-goal decimals. The positive approach is better psychologically and better parallels the previous progress charts.

FOR THE CLASSROOM

Student's Name: _____ Lesson No.: _____

CONTROLLED PRACTICE SCORE SHEET



Finding Mistakes:

C O P S

These were correct, but you circled them

Mistakes not found

Mastery = No more than 1 nonerror in each category

Total Errors

Percentage of Mistakes found = $\frac{20 - \boxed{}}{20} = \frac{\boxed{}}{20} \times 100 = \boxed{}\%$

Mastery = 90% or above



Fixing Mistakes:

C O P S

It was correct, but you tried to fix it

Mistakes not corrected

Mastery = No more than 1 nonerror in each category

Total Errors

Percentage of Mistakes Corrected = $\frac{20 - \boxed{}}{20} = \frac{\boxed{}}{20} \times 100 = \boxed{}\%$

Mastery = 90% or above

Developed by Camilla Wolak
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Structured Implementation Activities for the Strategies Intervention Model Phases I & II

by

Keith Lenz, Frances Clark
Cecil Mercer, and Merle Mazzarino

OVERVIEW

This article and adjacent charts (See pgs. 7 & 8) will focus on providing objectives and activities to assist teachers in establishing their sequence for implementation of the Strategies Intervention Model. Teachers may initially learn one strategy but lack the techniques for broadening the approach and establishing a strategic classroom. The objectives and activities described in this article and adjacent charts have been divided into four phases of development.

The first phase focuses on activities designed to introduce the teacher to the implementation of at least one learning strategy. The second phase focuses on broader implementation efforts and begins to focus on activities that promote the development of a strategies-oriented classroom. The activities in the third and fourth phases focus on total program development and component integration.

Each phase represented in the charts is divided into specific objectives along with related activities. The activities that a teacher may implement are listed under each objective. Phases I and II activities are often part of what a teacher should consider during the first and second year of SIM implementation. Phase III and IV activities are usually initiated after basic issues have been addressed and should be considered within the first five years of SIM implementation. While these phases are a suggested sequence for introducing SIM, teachers may use their own

discretion in choosing activities from any phase that may aid SIM implementation.

STRATEGIES INTERVENTION MODEL IMPLEMENTATION SCHEDULE

PHASE I

The purpose of PHASE I is to focus attention on the implementation of one strategy exactly as it is described in the manual. The majority of teachers will complete this phase during the initial training in strategies instruction. During PHASE I, the teacher will meet the key objectives through implementation of related activities as shown on the chart on page 7.

PHASE II

After the specific objectives in PHASE I have been completed, the teacher is ready to begin PHASE II activities. The objectives and activities in PHASE II address broader program development issues in the strategies class. While continued implementation and expansion of strategy instruction is critical, other components of a strategies program must be implemented. Most teachers achieve some of the PHASE II objectives during the initial training in the SIM. However, most of the objectives in this phase should be accomplished during the first two years of implementation. Teachers often find it helpful to develop a Strategies Implementation Notebook to record development activities and to insert many of the materials that result from program development activities. PHASE II objectives along with examples of activities that may be used in the phase are provided on pages 7 and 8.

PHASES I and II concentrate on the initial implementation of the SIM through the first two years of use of the learning strategies. In **Strategram, Vol. 2, No. 5**, PHASES III and IV will be discussed along with objectives and examples of activities to assist in continued growth of the Strategies Intervention Model.

Poignant Thoughts

—No man can deliver the goods if his heart is heavier than the load.

Frank Irving Fletcher

—The starting point of all achievement is desire.

Napoleon Hill

—The only limits are always those of vision.

James Broughton



KEEPING CURRENT

STRATEGIES INTERVENTION MODEL IMPLEMENTATION OBJECTIVES AND ACTIVITIES

Phase I

Objectives	Examples of Activities
1. Teach at least one learning strategy through generalization via group instruction.	Implement a learning strategy that you have been trained in from the <u>Learning Strategies Curriculum</u> with a group of at least five students who meet the entry criteria specified for the strategy.
2. Use the steps of acquisition and generalization specified in the learning strategies instructional manual to teach learning strategies.	Follow the instructional procedures as they are written as you implement the learning strategy. Don't read the scripts in the book, rather know the scripts well enough so you can paraphrase them. Learn to follow the procedures and lead the lesson without reading from the manual; however, the manual should be available as a ready reference.
3. Use student folders and self-management procedures for recording student progress and managing student learning.	Follow the procedures in the instructor's manual for managing students' products (i.e., folders, scoring, charting, goal setting, etc.).

Phase II

Objectives	Examples of Activities
1. Maintain instruction in two or more learning strategies to students via group instruction.	For each strategy you teach, develop an instructional unit that indicates use of the strategy for daily teaching. This may include: (a) tearing apart the book and inserting it in a binder for easy use, (b) highlighting key instructional phrases, procedures or activities, (c) developing creative ideas for implementation of the strategies.
2. Develop a week long instructional unit on goal setting and monitoring and teach to students.	Explain the need for goal setting procedures described in each strategy. Model how goal setting will be done. Have students practice goal setting on a typical skill (i.e., learning the meaning and spelling of a new vocabulary word). Give students written and verbal summaries of the steps related to goal setting.
3. Develop an instructional unit on charting progress in learning strategies and teach to students.	Explain the concept of shared responsibility for students' performance. Explain the value and methods of self-management. Present the overall classroom management system.
4. Begin to reduce the amount of content area material provided to the students in the learning strategies program.	Discuss student schedules and opportunities for home study times. Contract with students for the correct use of this time. Develop a monitoring system to assist students in checking readiness and student use of time. Discuss the monitoring system with parents.
5. Promote the generalization of learning strategies to at least one regular classroom setting for each student.	Identify at least one regular classroom setting for each student in which generalization might be achieved. Teach the student the strategy through generalization, contact the teachers and cooperatively plan with them to determine ways to evaluate and prompt student use of the strategy.

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KEEPING CURRENT

(continued from pg. 7)

Phase II (cont.)

Objectives

Examples of Activities

6. Integrate at least four critical teaching behaviors associated with learning strategies into the teaching routine.	Insert procedures related to the use of four critical teaching behaviors in the lesson plans. Make notes in each strategy manual about the use of organizers, group focusing, corrective feedback, and instructional practice.
7. Develop and implement a cooperative planning system in order to promote awareness of learning strategies and promote strategy generalization.	Create a file system of the characteristics of various regular classrooms in which generalization is sought. Write and distribute a two page summary of the approaches and methods taught in the learning strategies class. Develop ongoing communication and planning system with content teachers.
8. Demonstrate an effective classroom operating system for managing instructional groupings, promoting student self-management of progress, handling behavior problems, evaluating student products, and providing individual feedback to students.	Write a description outlining instructional groupings and a system for managing student progress, student self-management, and student self-control. Teach the system to students as an instructional unit and give students feedback on implementation of the system.
9. Develop and implement a parent communication system related to student progress in the learning strategies program.	Write and distribute a summary of the learning strategies program for parents. Develop a home communication system which deals with progress, self-management, and self-control. Develop a form showing gains on key learning strategy measures that can be sent to parents.
10. Develop a teacher support system to provide support and feedback.	Establish a peer coaching system with another teacher or supervisor trained in the SIM. If another teacher is not available in your school you may pair up with another teacher outside your school or share videotapes or written products with another teacher via the mail.
11. Write an implementation plan detailing the development of the learning strategy program for the next two years.	Develop an implementation plan outlining the key development steps that are to be achieved over the next two years. Identify four to six objectives for each year. For each objective identify two to three activities. For each objective describe the benefits to be received by students, teachers, and parents.

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