

Instructional Stages: Part Three

— Practice for Confidence —

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This article, the third of four presents the KU-IRLD staff's expanded view of the stages of the instructional process. Part One (*Strategram*, Vol. 3, No. 2) included a discussion of the critical factors which affect strategy performance, important instructional principles of strategy instruction, and Stage 1 (Pretest and Make Commitments) of the instructional process. Part Two (*Strategram*, Vol. 3, No. 3) included Stages 2' (Describe), 3 (Model), and 4 (Verbal Practice). These articles are abstracted from an article entitled "An Instructional Model for Teaching Learning Strategies" by E. S. Ellis, D. D. Deshler, B. K. Lenz, J. B. Schumaker, and F. L. Clark which appeared in *Focus on Exceptional Children*, February, 1991. The key behaviors associated with each instructional stage follow on page 3.

Stage 5: Controlled Practice and Feedback

The primary goal of this phase of instruction is to provide practice opportunities to build the students' confidence and fluency in using the strategy. Controlled practice is a major tool in helping students gradually assume the responsibility (from teachers) of mediating effective use of the strategy. In this phase, practice using the strategy is controlled along three dimensions: (a) the type of instructional materials used, (b) the context within which the strategy is practiced, and (c) the amount of teacher/peer mediation that is employed. At the end of this stage, students should be ready to transfer their facility with the strategy to materials that are more difficult and that approximate those found in the regular class setting.

The first consideration to achieve successful implementation of Stage 5 relates to the appropriate use of instructional materials. Initially, the practice materials should be devoid of many of the demands of the regular class setting (e.g., complex vocabulary, lengthy reading selections) so that students can focus on learning the technique and can build confidence and fluency in performing the strategy steps. As students become fluent in applying the strategy, increasingly more complex materials for practicing the strategy should be provided.

Second, the context or conditions under which the strategy is practiced must be taken into consideration. During initial practice attempts, some students have benefitted from working with the strategy in a *different* and *less complex* context. Many of the cognitive processes associated with performing a specific learning strategy can (and should be) practiced under conditions that do not require higher order skills.

Third, the amount of teacher/peer mediation that might be employed must be considered. When students first practice using the strategy, the teacher provides *ample* cues and prompts to assure that students are performing the strategy steps appropriately and learning to use self-instruction. As students become more proficient, teacher prompts are gradually faded until students can perform the strategy on controlled materials without assistance.

Likewise, the role of the teacher in providing feedback also shifts as students become proficient at using the new strategy. Initially, feedback is totally teacher-directed;

"... the responsibility for learning and performance is deliberately and gradually passed from the teacher to the student."

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that is, the student is explicitly informed about what he or she is doing effectively and how to perform more effectively. Later, rather than providing all of the corrective feedback and reinforcement to the student, the teacher cues the student to analyze his or her own performance and provide his or her own corrective feedback and reinforcement. Thus, the responsibility for learning and performance is deliberately and gradually passed from the teacher to the student.

The quality of feedback provided by teachers is also a key factor in affecting the gains that students experience during controlled practice. In addition to providing knowledge of results (e.g., number correct/incorrect, percentage correct), elaborated feedback entails categorizing the types of errors that students make and providing them with specific information that is both positive and corrective in nature. For a detailed description of this elaborated feedback process, see the lead article in *Strategram*, Vol. 2, No. 4. The three phases described below detail how each practice session is conducted.

Phase 1: Orientation and review. As instruction gradually shifts from being teacher-mediated to student-mediated, students should be oriented to the purpose of the specific practice activity and informed of their progress thus far. During this phase of instruction, the teacher should:

1. Review the steps of the strategy and ask students to elaborate on what each step means. The frequency of these reviews is to be faded out gradually.
2. Prompt students to review previous practice attempts and identify the areas in which improvement is needed.
3. Identify and discuss group progress and errors. Review

or re-explain aspects or application of the strategy that are consistently being performed incorrectly.

4. Prompt students to describe how they could use or are using the strategy across situations and settings.

Phase 2: Guided practice. In this phase, the teacher is concerned with ensuring that students are correctly performing the strategy as intended. Since the instructional materials, the context, and the level of teacher or peer mediation may be shifting throughout this stage, the

"Prompt students to gradually assume more responsibility for completing the practice activity on their own without teacher guidance."

teacher may lead students through some of the practice activities before allowing them to work independently. During this phase of instruction, the teacher should:

1. Provide specific directions related to how the practice activity should be completed.
2. Model how the strategy is applied to the practice materials using a demonstration that approximates the behaviors discussed in the Model Stage. The model should be performed under the same conditions under which the students must perform the strategy. During the initial stages of practice, the model may be very detailed and explicit. Later, the teacher model can be shortened, and the students can be enlisted in

performing the model.

3. Prompt students to complete the practice activity as the teacher models.
4. Prompt students to gradually assume more responsibility for completing the practice activity on their own without teacher guidance.
5. Provide clear and explicit instructions related to arranging peer-mediated practice sessions.

Phase 3: Independent practice.

In this phase, the teacher must allow the student to complete the practice activity independently. However, the teacher should monitor performance and look for opportunities to provide individualized and direct instruction to students on specific aspects of the strategy.

1. Inform students to work independently applying the strategy.
2. Monitor performance.
3. Provide additional information to students, on an individual basis, to prompt correct application of the strategy. Model use of the strategy for individual students as necessary.
4. Prompt a student to "think aloud" as he or she completes the practice activity in order to evaluate how the student is thinking and using the strategy.
5. Differentiate on the Progress Chart those practice trials which are assisted and those which are completed independently.

Stage 6: Advanced Practice and Feedback

The real test of students' mastery of a strategy is their ability to apply it to advanced assignments and materials such as those found in "criterion settings" (i.e., those settings where they were unable to cope originally, such as

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Stage 5: Controlled Practice & Feedback and Stage 6: Advanced Practice & Feedback

	KEY BEHAVIORS	SAMPLE STATEMENTS/MATERIALS/ACTIVITIES
Phase 1: Orientation and Overview	Review steps and meaning of each step.	"Name the steps of the Sentence Writing Strategy." "Why is it important to 'Survey' before you hand in your test?" "What do you do when you 'Look for clues'?"
	Prompt review of previous practice attempts and identification of areas for improvement.	"Check the goal that you wrote after our feedback session yesterday." "What is your goal for your lesson today?" "Tell me what you will do as you complete this lesson."
	Identify and discuss group progress and errors; review/re-explain as necessary.	"All of you improved on the last lesson. Let's talk about a common error on that lesson. Many of you forgot to mark the items which you abandoned on the test, so you didn't answer them when you turned back. How do we mark abandoned items?"
	Prompt descriptions of situations where strategy can be/is being used.	"Sarah, tell me how you are using the Error Monitoring Strategy outside this class." "Where can the Word Identification Strategy be useful to you?"
Phase 2: Guided Practice	Provide directions for completion of practice activity.	"We are going to do this lesson together. I will show you how to use the Paragraph Writing Strategy as I write about the game. After I write part of the paragraph, I'll ask you to help me write the rest."
	Model use of strategy with practice materials under practice conditions (later, enlist students in model).	"Let's see, my teacher wants me to write a paragraph. I can do well on it if I make a paragraph diagram first. . . ." "My assignment is to learn this list of common diseases for my health class. I can use FIRST to make a mnemonic"
	Prompt students to complete the practice activity.	"As I model how to use COPS to find and correct the errors, you correct the errors on your copy just like I am doing on mine."
	Prompt students to assume more responsibility for independent task completion.	"We have corrected the errors in all the sentences except the last three. Ask yourself the COPS questions to see if these sentences have any errors. Correct those errors by yourself."
	Provide instructions for peer-mediated practices.	"David, Jason, and Jo, work together on the next three paragraphs using the Paraphrasing Strategy. As you each do a paragraph, think aloud, so the others know how you decided what the main ideas and details were."
Phase 3: Independent Practice	Monitor independent application of strategy.	The teacher walks around the classroom pausing beside individual students to observe their application of the strategy.
	Provide information to prompt correct application to individual students.	"Teresa, you've made a good list, and you have a good mnemonic. Let's look at the heading of your list. What are the requirements for a heading? (student response) How can you fix this heading?"
	Prompt students to "think aloud" as they check their use of the strategy.	"Dan, tell me your thoughts as you are using the Test-Taking Strategy on the True-False section." "Jill, think out loud as you DISSECT that word. Let me hear how you are using the Word Identification Strategy."
	Differentiate on the Progress Chart between assisted/unassisted practices.	Direct the student to mark assisted practices on the Progress Chart with a blue dot inside a circle and unassisted (independent) practices with a green dot.

Designing an Effective Classroom Management Routine

by
Joyce Rademacher

Classroom environments that are free from disruption and chronic misbehavior, and in which students are highly engaged in learning activities, are no accident. These classrooms exist because teachers who manage them have a clear idea of what rules and procedures are necessary to promote a healthy climate for student success. When consistent classroom routines exist, students benefit because they are aware of the specific and appropriate behaviors required from the environment. Teachers also benefit from such routines because they become more objective and direct in dealing with observable behavior.

Within the comprehensive framework of a classroom management system, teachers must learn methods for managing materials, time, instructional arrangements, and student behavior. Because classroom rules and routines help structure the learning environment for both students and teacher, a rule management routine can fit nicely into the total organization of the educational setting. Due to the fact that it is sometimes difficult to translate good management theory into classroom practice, teachers may become discouraged in their attempt to guide students through a rule management process that promises to teach students self-discipline and cooperation necessary for classroom success.

The purpose of this article is to propose six principles for designing an effective rule management routine, including suggestions and techniques on how to turn these principles into classroom practice. These principles were extracted from the research literature on effective classroom management practices. They are referred to as **CARING** principles because the literature suggests that students will respond to teachers who care about their overall school success and who attempt to help them develop strategies for overcoming school failure. Suggestions for application of these principles in conjunction with a "behavior board" will also be proposed to assist in establishing an effective rule management routine for the classroom.

The "Behavior Board" has been successful with elementary youngsters, self-contained mild to moderate handicapped children, behavior disordered adolescents in a clinical setting, and with general education students (pre-school through 6th grade). It is important to note that the "Behavior Board" is a generic label. Creative teachers who have used the board have given it names such as "The Good Friends Board," "The Behavior Board," "The Friendship Board," "The Care-Bear Board," etc. (Use your own imagination!) Regardless of whether one uses

the "Behavior Board" as it is designed, or develops another visual presentation, the following suggestions apply for developing an effective rule management routine.

1. Collaborate with students on well designed rules.

Collaborative development results in better rules, more rule conformity, and higher morale. Evidence from industry, family life, and education categorically demonstrates that participative collaboration increases productivity, satisfaction, pride, personal growth, and the desire to abide by established regulations.

Set the stage for introducing a collaborative rule management routine by first creating an interesting bulletin board. The bulletin board should contain the following: (a) a general theme title, (b) the "Behavior Board" with student names, (c) a list of Negative Consequences, (d) a blank chart for "Positive Consequences," (e) a blank chart for "Our Class Rules," and (f) a "Progress Chart" with student names. The blank charts will be completed as rules and consequences are designed by the class. (See figure on page 7)

Begin to involve the students in the collaboration of class rules by leading them in a discussion that will guide them into thinking of school as their job, your role as the classroom manager of instruction and student safety, and their roles as student workers. Give rationales for the purpose of establishing democratic rules, and be sure to point out the benefits for following the class rules. Outcome benefits of improved teaching, improved learning, increased time on task, and the creation of a pleasant, relaxed and productive environment should be stressed. After the discussion, generate a list of possible rules. Have students vote on the rules and then post them on the bulletin board. Students should next make a written commitment to learn and follow the class rules. It is advisable to send a copy of the class rules to parents for their signature, and to give a copy of the rules and your routine to the principal and any other significant others who may work with your students. Informing parents and others about your rule management routine from the very beginning will facilitate better negotiation if it becomes necessary.

Well designed rules relate to work and safety habits, begin with action words, are positively stated, focus on observable behaviors, and are enforceable. Rules should be reasonable, they should be changed when conditions change, and they should be decided upon jointly by teacher and students. See figure on page 7 for examples of good rules.

2. Allow opportunities for student choice.

Informational structures are needed that facilitate student-decision making with respect to choosing options

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and that allow for student-initiated changes. Throughout the rule management process students should be informed of their behavior choices in a non-controlling way. Routinely holding class meetings to evaluate how the class is progressing as well as to discuss decisions that need to be made concerning immediate problems of the rule management routine is important for its success.

Inform students that throughout the year it will be necessary to hold class meetings in order to discuss how the rule management routine is working. Assure them that they will have a major voice in making any modifications and that you will welcome any suggestions for improvement. Create a line of open communication with students so they can discuss rules and/or consequences with you, the teacher, at any time. This could be in the form of a journal, individual mail box, or an individual conference.

3. **Recognize importance of teaching class rules.**

Students often come from homes that are not rule-governed, resulting in limited prior knowledge of reasonable rules and their consequences. Students may also lack prior success in following school rules. The major goal of any effective rule management routine should be to teach youngsters behaviors necessary for classroom success.

Lessons related to specific rules should be designed to include the following: (a) an emphasis on the rationales for following the rules, (b) benefits of following the rule, (c) a clear model on how to follow the rule, (d) role plays to include specific rule situations, and (e) a check for student understanding, either oral or written.

4. **Introduce plan for consistent logical consequences.**

Security evolves from a sense of organization, consistency, and predictability. Students do not generally rebel against teachers who are consistent with logical negative consequences that relate to the behavior and impose no moral judgment. Positive consequences are also important so that youngsters learn that proper behavior is rewarded.

Introduce the "Behavior Board" as a tool designed to help you enforce the rules and apply the consequences that the class has decided upon in a fair and just manner. After students understand the logical negative consequences for rule infractions, inform them that you also intend to reward all students who comply with the rules.

Collaboratively develop a list of positive consequences for acceptable behavior, have students vote on them, and then post them on the bulletin board. This list can grow and be modified throughout the year. Examples of rewards may include: a good feeling about working with others, happy notes home, stickers, treats,

free time, parties, certificates, bonus ticket drawings, etc.

Explain that anytime a person breaks a rule in society, they are subject to suffering a negative consequence. Cite examples, such as when someone runs a traffic light, they may have to pay a ticket, etc. Go over the list of consequences you have determined for the class and explain how the "light change" sequence operates. Remind students once again that it IS your responsibility to enforce the rules, and if they choose not to follow a rule the class has agreed upon, then you must turn their light on the board. Discuss each consequence; then check for student understanding and acceptance. Examples of consequences and "light changes" for older children (Grades 3-8) are as follows:

GREEN LIGHT:	Great! Super rule follower!
VERBAL REMINDER:	No consequence. Consider your choice!
YELLOW LIGHT:	Final reminder to follow rules.
RED LIGHT:	Miss 15 minutes of free time. Note home.
DOUBLE RED LIGHT:	Miss 30 minutes of free time. Note home.
OUT OF POCKET:	Out of the classroom. Call to parents.
SEVERE DISRUPTION: that causes harm or injury to others.	Automatic OUT OF POCKET and out of the classroom with notification to parents.

Younger children (K-2nd grade) may need more "verbal reminder" prompts before each light change. Use your discretion. The important thing is to be consistent and to begin guiding students toward becoming successful in the behavior areas you have established.

5. **Negotiate with student, home, and others on problem behavior.**

Parents are powerful people in the lives of their children, and they generally like to be informed and involved. Parental support, as well as support from significant others who deal with students in school settings, is essential for positive rule management routines to work.

Carefully explain the purpose of the "Behavior Board" to the parents. Make sure, however, that parents understand that this is a teaching tool designed to motivate students to learn the importance of, and to experience success in, following rules. Reassure them that students will, on occasion, receive a light change and a consequence, but that the board is not intended to become a punitive measure. IT IS NOT THE END OF

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THE WORLD IF THEIR CHILD DOES NOT GET A GREEN LIGHT EVERY DAY. The purpose is to help students become successful. Also assure parents that the consequence will be applied at school, and once the consequence is paid, the student begins a fresh start. Remind parents that this method will keep them informed on a daily basis, and can serve as a monitoring system to detect possible problem areas that can be remediated quickly in order for the student to be successful in school related behaviors of self-discipline, of cooperation with, and respect for, others. The lists of negative and positive consequences should go home to parents as soon as possible. Perhaps this can be a writing assignment for older students. You may want to copy the list for younger students. The important thing is for parents to become informed of the rules and their consequences as soon as possible.

Consult with the parents if students are not successful in following class rules. As soon as a youngster fails to receive a consistent pattern of green lights, remove the student's name from the board and hold a conference to determine the problem. The notes home have already established a clear communication link to parents on the nature of the problem. Alternative techniques for youngsters who are not successful may include further instruction using problem solving activities, contracts between home and school, or behavior modification techniques. Remember, the major goal is to teach youngsters behaviors necessary for classroom success.

6. Generate a need for students to follow rules in other settings.

Students should develop the awareness that schools are rule governed organizations, and that compliance is important for school success in all school settings including the playground, cafeteria, library, etc. Also, teachers who design effective rule management routines can begin to help students realize that rules are a necessary

"Generate the need for students to see the importance of following rules in other school settings. . . ."

part of society, not only important for school, but for later employment and community adjustment.

Generate the need for students to see the importance of following rules in other school settings by discussing rules that exist in other parts of the building. Invite guest speakers, such as the principal, school or business personnel to discuss their rules and why they are important. Eliciting administrative support, parent support, community support, and student support can become an important part of the rule management routine's success.

Other Considerations for Using the "Behavior Board"

1. Use the language of the stated rule when changing lights for rule infractions. If rules and consequences have been jointly decided upon and if the purpose of the board has been clearly explained from the very beginning, it then becomes a "matter of fact" behavior on the part of the teacher to monitor each student and give feedback by using the board. Using the language of the stated rules helps to facilitate this process. Using the language of the rules in a "matter of fact" manner will cue students to become aware of your responsibility when a class member chooses not to follow an established rule.

Practicing how you will carry out the sequence of light changes (what you will say, the calm tone of voice to use, your facial expression, etc.) will help you become more comfortable with the process and feel less threatened when you must enforce the rules.

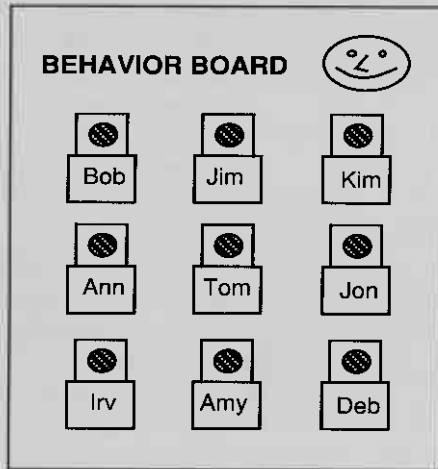
2. Establish a record keeping system. This becomes very easy to do. All "red light" notes home should be returned by students and placed in the student's individual folder. These become valuable during conference time and are extremely valuable to determine behavior areas that might need further intervention. For example, a student who continually receives "red lights" for off task behavior may require an individual conference to determine what the problem is. Early diagnosis and intervention becomes possible when this system is used properly.

A simple chart with students' names on it can be posted on the board to keep track of students who are practicing the rules on a daily basis. Placing a star, or some other mark on the chart symbolizing a "green light" day is a great motivator for students. Be creative in your way of rewarding students. You'll be surprised to see how they, too, come up with clever ideas for individual rewards, as well as team awards, when such a system is operationalized.

3. Temporarily remove unsuccessful students from the board. Keep in mind that your purpose is to help students become successful in following your class rules. If a student needs more structure than what the board and your consistency is requiring, it becomes time to negotiate with the student, parents, and/or other professionals in the building who can help you devise a plan in critical areas where the student may be failing. Individual contracts or behavior checklists are examples of ways to get to the problem early before it becomes severe. All students want to be successful, and it's our responsibility to see to it that they are!

Construction of the "Behavior Board"

Display the Behavior Board where all students can see it. Make it an important part of a monthly bulletin board. Mount class rules, consequences, and positive reinforcers next to the board.



OFF TO A GREAT START!!

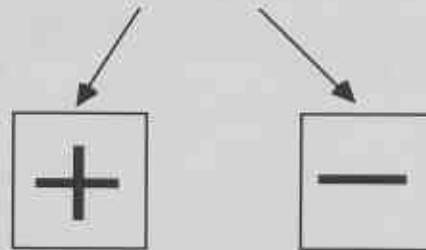
OUR CLASS RULES

Enter classroom quietly
 Begin work on time
 Stay on task
 Follow directions
 Complete daily work
 Keep hands, feet, objects to self

PROGRESS CHART

Names	Days of the Week

Positive and negative consequences should also be listed.



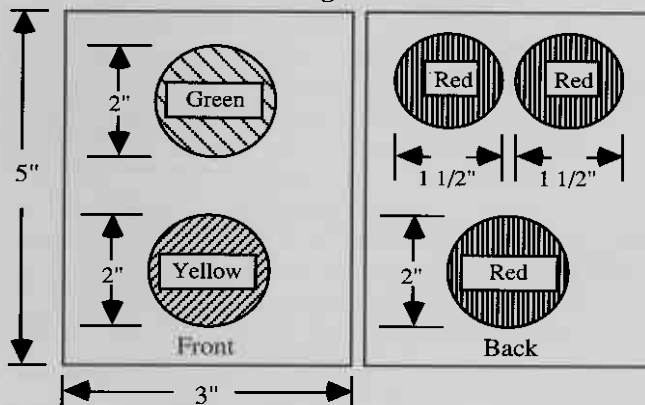
Materials Needed

- 18 X 24 poster board
- 1 index card per child
- 1 library pocket card per child
- Red, green, yellow markers or construction paper circles
- Rubber cement/glue/paste
- Laminating material (Optional)

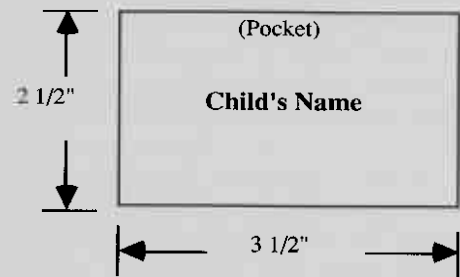
Directions

1. Use the circle pattern. Draw, color, and place lights onto index cards.
2. Trim top of library pocket to match pattern below.
3. Put child's name on each pocket.
4. Glue pockets on poster board.
5. Insert light card into pocket.
6. Arrange and mount onto poster board with glue or paste.
7. Laminate if possible
8. Use pattern to make name card for each pocket.

Colored Lights Index Cards



Name Pocket



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the regular classroom or the work place). During this stage, learning shifts from learning how to perform the strategy to learning how to apply the strategy to meet the various *real* demands typical of the criterion environment. Here, students learn to

"... learning shifts from learning how to perform the strategy to learning how to apply the strategy to meet the various *real* demands typical of the criterion environment."

apply the strategy to these real-life tasks while still in a setting (e.g., a support class) which can offer support as needed; they learn how to

proficiently use and adapt, if necessary, the strategy to a wide variety of materials and assignments and to discriminate when the strategy is appropriate for meeting specific types of problems. As in the Controlled Practice and Feedback Stage, the amount and type of teacher mediation in the learning process should be gradually faded. A deliberate change from teacher-mediated to student-mediated feedback must occur. As a part of this stage, the teacher should:

1. Provide a wide variety of grade-appropriate practice materials related to the setting demand.
2. Structure assignments that require students to adapt the strategy to meet different characteristics of

instructional materials.

3. Structure assignments that allow students to practice in poorly-designed materials.
4. Fade the instructional prompts and cues so that students become responsible for taking initiative in using and evaluating the strategy in a variety of contexts. This involves having students ask themselves questions about their responses, thus enabling them to analyze the appropriateness of the strategy application and their performance.

The instructional phases that guide the daily implementation of this stage are the same as those described in Stage 5.

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