

Hartland Consolidated Schools

Specialized Instruction for Students with Disabilities

SPECIAL EDUCATION = EXPLICIT INSTRUCTION

District Mission Statement

The Hartland Consolidated Schools, in cooperation with the community, will provide a positive environment for the development of productive and caring individuals of all ages. We are teaching for learning for life.

District Vision Statement

Hartland Consolidated Schools: A community of learners shaping successful tomorrows.

Least Restrictive

Continuum of Instruction

- Instruction in the general education classroom with consultative support from special education provider (e.g. LRE & ICT support)
- Collaborative teaching with general and special education teachers inside the general education classroom (e.g. co-teaching, LRE, ICT)
- Collaboration between general and special education teachers to provide additional instruction in core content areas to support progress in general education curriculum (e.g. activator or accelerator classes)
- Collaboration between general and special education teachers outside the general education classroom (e.g. specialized instruction 1:1 or small group instruction outside the classroom during classroom instruction)
- Supplemental class-specialized instruction in a small group outside the classroom which supplements general education classroom instruction (e.g. intensive classes, resource support)
- Supplanted class (Extended Resource Support (ERP) -specialized instruction with modified curriculum in a small group outside the general education classroom for students on a non-diploma track)

Most Restrictive

Principles of Effective Specialized Instruction

- ✚ Specialized instruction is scheduled at times other than direct instruction time presented in general education setting
- ✚ Group sizes are based on needs of students (<1:4 Elem & <1:12 Secondary-Fountas & Pinnell)
- ✚ Students are grouped by instructional needs and levels
- ✚ Specialized instruction is scheduled for a minimum of 4-5 times per week
- ✚ Specialized instruction includes access to and use of high quality independent and instructional text
- ✚ Specialized instruction is based on progress-monitoring data
- ✚ Analysis of weekly progress monitoring data determines effectiveness of specialized instruction, which adjusts to reflect student needs
- ✚ Texts at students' independent/instructional levels are sent home daily for practice
- ✚ Responsibility for strategy application is gradually transferred to students
- ✚ Secondary students receive guided or independent reading practice with student-selected materials at a minimum of 20 minutes per class period and a minimum of 10 minutes per class period of writing practice with student-selected topics
- ✚ Steps are modeled, students have many opportunities to practice with corrective feedback, students verbalize their decisions/solutions, visual representations/graphics are used by teachers, purpose & sequence, & math vocabulary is explicitly taught and directly connected to meaningful context

Explicit Instruction Defined

While there are a number of elements, principles, and teaching elements linked to explicit instruction, essentially, explicit instruction is a structured, systematic, and effective methodology for teaching skills.

In 1989, Christenson et al. summarized findings of their research on instruction for students with mild learning disabilities. Their synthesis yielded a number of instructional factors that reinforce the need for well-organized and explicit methodologies for teaching academic content. These factors included (1) clear expectations about what is to be learned, (2) clarity of presentation, (3) multiple opportunities for student responses, (4) active teacher monitoring of responses, and (5) frequent formative evaluation and feedback. Other factors identified were effective classroom management, creating a positive learning environment, allocating sufficient time for academic instruction, and ensuring a good match between instructional content and student needs.

Since that time, we have continued to learn more about teaching students with disabilities and perfecting our professional practices to increase student achievement with an expectation of closing the achievement gap. Our current practices align with many bodies of intervention research pertaining to effective instruction for students with disabilities.

Elements of Explicit Instruction

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and **match the students' instructional needs**.
2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills first, **ensuring mastery of prerequisites skills** before teaching the new skill, and separating skill strategies that are similar to prevent confusion.
3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps to prevent cognitive overload, thus **respecting processing demands and working memory**.
4. **Design organized and focused lessons.** Lessons should be organized, focused, well sequenced, on topic and contain no irrelevant digressions to make optimal use of instructional time.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations.** Students achieve better if they understand the instructional goals, outcomes expected, and how the information will help them.
6. **Interactive review of prior skills and knowledge. Activate Prior Knowledge-** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught. Link new skill with other related skills. (Pre-teaching of vocabulary has an effect size of .97!)
7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Show students a model of proficient performance by clearly demonstrating the target skill or strategy.
8. **Use clear and concise language.** The complexity of your speech should depend on students' receptive vocabulary.

9. **Provide an adequate range of examples and non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples.
10. **Provide guided and supported practice.** To promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, gradually increase task difficulty as you decrease the level of guidance.
11. **Require frequent responses** from all students. (e.g. oral/written/action responses, turn & talk, whisper to your partner, high-in-the-air)
12. **Monitor student performance closely.** Close monitoring allows you to verify mastery, make timely adjustments in instruction, and provide feedback to students about how well they are doing.
13. **Provide immediate affirmative and corrective feedback.** Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace.** Use a rate of presentation that is brisk but includes a reasonable amount of time for student's thinking/processing. Pace can be increased when elements of explicit instruction are in place.
15. **Help students organize knowledge.** Use teaching techniques that make connections apparent or explicit to help them retrieve information and facilitate integration of new material.
16. **Provide distributed and cumulative practice.** Distributed practice refers to multiple opportunities to practice a specific skill over time. Cumulative practice includes practice opportunities that address both previously and newly acquired skills.

Great Strategies:

- ❖ Activate & access prior knowledge
- ❖ Pre-teach & development of vocabulary words (e.g. multiple meanings)
- ❖ Teach pronunciation for meaning
- ❖ Group related words in informational text
- ❖ Use visuals - match vocabulary & instructions with pictures
- ❖ Provide necessary scaffolding
- ❖ Choral reading/responses
- ❖ Partner responses
- ❖ Gross motor movements to match vocabulary - add actions
- ❖ Rehearse & retrieve
- ❖ Paragraph shrinking (Close Reading)
- ❖ Give sentence starters for sharing out after think time
- ❖ Provide constant feedback - formative purpose
- ❖ Teach retrieval practice
- ❖ Provide distributed practice
- ❖ Teach students to set & monitor their own goals
- ❖ Teach "think aloud" when modeling steps or teaching strategies

Explicit Instruction of Facts/Information

- Attend
- Intend
- Rehearse
- Retrieve

Explicit Instruction is Relentless Practice

- ✓ Initial Practice
- ✓ Deliberate Practice
- ✓ Retrieval Practice
- ✓ Distributed Practice (ES: .71)
- ✓ Varied Practice
- ✓ Mixed Practice (Interleaving)
- ✓ Cumulative Review

Tier 3 students may require 10-30 times as many practice opportunities as peers.

Our focus must be on learning through automaticity, which will have a direct and substantial impact on higher order learning. Accuracy precedes automaticity.

Six Teaching Functions

1. Review
 - a. Active review of previous learning
 - b. Review prerequisite skills & knowledge
2. Presentation
 - a. State lesson goals
 - b. Present new material in small steps
 - c. Model procedures
 - d. Provide examples & non-examples
 - e. Use clear language
 - f. Avoid digressions
3. Guided Practice
 - a. Require high frequency of responses
 - b. Ensure high rates of success
 - c. Provide timely feedback, clues, prompts
 - d. Practice for fluency
4. Corrections & Feedback
5. Independent Practice
 - a. Monitor initial practice attempts
 - b. Have students continue practice until skills are automatic
6. Weekly & Monthly Data Reviews

Use of Writing Frames

(An easy way to differentiate writing)

Writing frames allows scaffolding of sentence starters. Teachers can systematically reduce starters as writers learn to written responses.

Examples:

First, the authors pointed out that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

Finally, the authors suggested that...

Caution: It is important to fade prompts as students build skills. You can ask students to use parallel wording as one way to begin fading.

A collection of writing frames can be found on the shared drive under Sped- Instruction- Explicit Instruction.

Explicit Instruction is Systematic Design of Instruction = Mini Lesson or Focus Lesson Design

- ❖ **I do it - “My Turn” (Explanation, Demonstration, Example, Guided Practice, Inquiry)**
Show - Step-by-step; exaggerate steps
Tell - Tell students what you are doing & thinking
Repeat teaching point (3x's)
- ❖ **We do it - “Let’s do __ together” (Active Engagement)**
Prompt by doing behavior at the same time; or prompt verbally - Guide, lead students through the strategy; step-by-step; fading prompts
Check for understanding before independent work (through demonstration)
- ❖ **You do it - “Your Turn”**
Carefully monitor student practice
Continue until students are consistently accurate
Teacher confers/coaches students

Sources

Explicit Instruction: Effective & Efficient Teaching, Anita Archer & Charles Hughes

Marzano Research: Robert J Marzano

What Really Matters for Struggling Readers: Richard Allington

When Readers Struggle: Teaching That Works : G.S Pinnell & I.C. Fountas

What Works for Special-Needs Learners, Karen R. Harris & Steve Graham

Math for All: Differentiating Instruction: L. Dacey & K. Gartland



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