Signals

Why use signals?

Signal (snap, clap, touch, slash)

Interval

I n t e r v a l

CUE:

"Get ready"

"What word?"

"What sound?"

Think Time

Focus
Teacher asks question, gives direction, points to task

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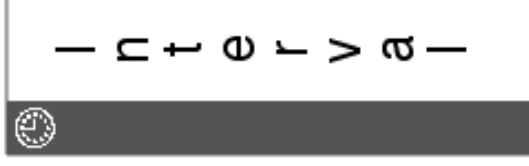
Individual Turns

Follow this general procedure when giving individual turns:

Announce: **"Time for individual turns."**

Focus the group: **Point to the task or ask the question.**

Think time: **Allow sufficient think time.**

Cue: **Call on an individual. "What word, Alicia?" Or, "What sound, Marcus?"**

Signal: **Snap, clap, touch, slash**
(Optional)

Guidelines:

♦ Call on students randomly, not in order.

♦ If an error is made, tell the answer to the whole group and repeat the task with the whole group. Then, do individual turns again.

♦ Give three or four individual turns for each exercise. Do not give an individual turn to every student on every task.

♦ Generally, 50% of the individual turns should be given to the low performing students in the group.

♦ Students should demonstrate 100% mastery on oral individual turns.

Correction Procedures for Verbal Tasks:

Part-firming Paradigm

Simple Part-firming — Staying Within the Script

Every time an error in an exercise occurs:

1. Give the answer (tell, show, or show and tell).

2. Repeat the task (statement or question).

3. Go back and repeat the part (If you can't figure out what the "part" is, go back at least two things: two sounds, two words, two pictures, or two problems).

(Repeat steps 1-3 until the whole part is 100% firm—no errors are made)

4. Go to the next part. Repeat parts until all parts are firm.

5. Go back to the beginning of the exercise, if it is a short exercise. In lengthy exercises, go back to those tasks or parts where errors occurred.

6. Give individual turns.

7. Provide a delayed test at least two more times (e.g., after the next exercise, at the end of the lesson, in line in the hallway, before lunch).

Part-firming Vocabulary:

Task—Teacher wording that requires one student response or a system of highly related responses. The teacher wording can be stated in the form of a statement or a question.

Part—A logical grouping or combining of similar tasks. The more difficult the tasks for the students, the smaller this grouping of tasks should be. The more steps involved in a task that requires a highly related system of responses, the more that one task should be thought of as one part.

Exercise—Grouping of parts using the same teacher wording. In some of the older Direct Instruction (DI) programs, this is labeled TASK.

Delayed test--A task or question is presented again after two or more minutes have passed.

Teachers must meet specific criteria for student performance for each lesson:

- ◆ Students should be at least 70% correct on anything that is being introduced for the first time.
- ◆ Students should be at least 90% correct on the parts of the lesson that deal with skills and information introduced earlier in the program sequence.
- ◆ At the end of the lesson, all students should be virtually 100% firm on all tasks and activities.
- ◆ The rate of errors should be low enough that the teacher is able to complete the lesson in the allotted time.
- ◆ Students must be at least 85% first-time correct on independent work.
- ◆ Students must have 90-100% performance on mastery tests.

Active Monitoring

Through proper **active monitoring** a teacher can keep students on-task and just as importantly, keep them accurate in their responses.

Circulate. When students are working independently on written assignments, the teachers should move around the classroom looking closely at students' work. The teacher should not be seated at a desk. It is not possible to scan student work from one position. The teacher must get close enough to read what students have written. Desks and chairs should be arranged so the teacher has easy access to each student.

Reinforce correct answers. The teacher should show that s/he *cares* whether or not students are getting the material right. Active monitoring is most effective when the teacher appears to be excited about students getting correct answers. Giving recognition to students with correct answers motivates students to care about their work.

Check student work while walking. The teacher can complete a lot of checking while walking around the room. The teacher can put a star next to every correct item s/he has looked at on a student's paper. Those items won't have to be reviewed later. The teacher should spend no more than 30 seconds with each student.

Point out errors. An equally important component of active monitoring is to indicate when items are wrong. The teacher should make a mark on the student's paper next to the incorrect item and tell the child something like, "Oops. That one is wrong. Look carefully and try it again."

Do not re-teach individuals. The teacher can be sympathetic but should NOT stop to teach a student who has made an error. If the teacher teaches students individually, students will learn that they don't have to pay attention in class during instruction because the teacher will help them individually.

Re-teach the whole class. If three or more students have the same error, the teacher should immediately stop the class and provide a whole-group correction. The correction should be worded exactly as in the original instruction.

Reinforce good behavior frequently. It is critical for the teacher to have a system in place where s/he can frequently reinforce students for following classroom expectations. Here's the rule**: The teacher should reward good behavior at least four times as frequently as s/he corrects inappropriate behavior.**

Correct off-task behavior. The teacher needs to provide consequences for students who are not on task. The teacher can take a point as part of the Teacher-Student game. The teacher can say something like, "Gee, I'm sorry you're not working, I get a point. When I see you working, you can get a point."

National Institute for Direct Instruction

Teacher/Student Game

The Teacher-Student game is a simple and effective way to motivate students to work hard. It reinforces good behavior and academic success. It facilitates instruction by prompting students to obey the rules and follow directions. It reinforces academic success and promotes mastery by giving students consistent reinforcement for working hard and responding correctly. The game should be used daily with all instructional groups in elementary grades.

Rules for playing the game:

- **The group** earns points when every student in the group is doing what the teacher expects of them. (e.g. following directions and getting the right answer)
- **The teacher** earns points when any individual in the group is not doing what the teacher expects of them. (e.g. not attending; not responding; talking out; out of seat; inappropriate contact)

Guidelines:

- Display the game format where all students can see it.
- Present student performance expectations to the group. (You'll earn a point if everyone responds on signal.)
- Award points only for pre-taught expectations.
- Award points when students perform at a high level of mastery. (Wow, you just read that whole column of words with no mistakes. Two points for you!)
- Award points for working hard to master something that has been difficult. (That was hard, but now you've got it; a point for working so hard to get it right!)
- When awarding student points, always pair the point with a statement about why the point was earned. (Everyone is touching the title; a point for you.)
- Teacher points are never awarded for academic errors or minor behaviors for which you have not previously established an expectation.
- When awarding teacher points, name the behavior; not the individual. (Someone is not looking at the book, my point.)
- Award points frequently, with quick pacing and without interrupting the flow of instruction.
- To ensure the game is highly motivating, make sure the students win 95-100% of the time.

Scoring:

- Use tally marks to record points as earned.
- Count by fives to add up the points. This speeds up the counting progress and also provides practice on counting by five.
- Make it a big deal when they win. Act sad and demoralized. Students LOVE to beat the teacher when the game is played effectively. You'll find it's effective even without any additional reinforcement.