Introduction to Explicit Instruction

Presented by:
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With permission from Dr. Anita A. Archer
Permission and Thank You!

- The content of this session is expanded in Chapter 1 of *Explicit Instruction: Effective and Efficient Teaching* book:


- Videos that illustrate explicit instruction can be found on this website. [www.explicitinstruction.org](http://www.explicitinstruction.org)

- Many of the slides in this presentation were originally designed by Anita Archer and modified as needed by the trainer.
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Session # 1 Purposes

The participant will be able to:

• Describe the research supporting Explicit Instruction
• Describe the elements of Explicit Instruction
• Describe the underlying principles of Explicit Instruction
What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research………..

*Ideas that Work*

- ...unambiguous and direct approach to teaching that incorporates instruction design and delivery.

*Archer & Hughes, 2011*
Video

Activity

• Record good practices from the following video by Anita. Use a T-chart on your paper and label two categories:
  • DESIGN
  • DELIVERY

• Second grade vocabulary video from www.explicitinstruction.org (Second Grade Vocabulary Lesson)

• Eighth grade geometry video from www.explicitinstruction.org (Eighth Grade Geometry Lesson)
**Explicit Instruction and Discovery**

*Not an either or - but a when.*

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
<th>Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no background knowledge</td>
<td>A good deal of background knowledge in the domain</td>
</tr>
<tr>
<td>History of difficulty, of failure</td>
<td>History of success</td>
</tr>
</tbody>
</table>
Support for Explicit Instruction:
40 + years of convergent research

- Teacher Effects/Process Research
- Project Follow Through
- Research Syntheses in Special Education
Support for Explicit Instruction:
40 + years of convergent research

- Recent Governmental Reports in Reading and Math
- Findings from research on cognition
  
  *(working memory vs. permanent memory)*
Elements of Explicit Instruction

Content

1. Instruction focuses on **critical** content
   
   Skills, strategies, vocabulary terms, concepts, rules, and facts that will empower students in the future are taught

2. Skills, strategies, and concepts are **sequenced logically**
   
   - Easier skills before harder skills.
   - High frequency skills before low frequency skills.
   - Prerequisites first.
   - Similar skills separated
Elements of Explicit Instruction

Content

3. Complex skills and strategies are broken down into smaller (easy to obtain) instructional units

Aware of cognitive overloading, processing demands, and capacity of working memory
Elements of Explicit Instruction

Content

1. Instruction focuses on ______________ content

2. Skills, strategies, and concepts are __________ logically

3. Complex skills and strategies are __________ into smaller (easy to obtain) instructional units
Benefits of Being Interactive

- Increases memory
- Increases opportunities to practice
- Helps check for understanding
- Decreases off task behavior
- Activates prior knowledge
- Helps working memory to decrease overload
- Increases ability to provide feedback immediately
- Increases recall
- Increases accountability
- Increases engagement
Lessons

1. Are organized and focused

2. Begin with a statement of goals

3. Provide review of prior skills and knowledge
Elements of Explicit Instruction
Design of Instruction

4. Provide step-by-step demonstrations

5. Use clear and concise language

6. Provide a range of examples and non-examples

7. Provide guided and supported practice
Lessons

1. Are ____________ and focused

2. Begin with a statement of ________________

3. Provide ________________ of prior skills and knowledge
Elements of Explicit Instruction
Design of Instruction

4. Provide step-by-step __________________________

5. Use __________ and ___________ language

6. Provide a range of _______________ and ________________

7. Provide _________________ and supported practice
Elements of Explicit Instruction
Delivery of Instruction

Teachers:

1. Require frequent responses

2. Monitor student performance closely

3. Provide immediate affirmation and corrective feedback
Elements of Explicit Instruction
Delivery of Instruction

Teachers:

5. Deliver instruction at a brisk pace

6. Help students organize knowledge
Elements of Explicit Instruction
Delivery of Instruction

Teachers:

1. Require frequent ______________

2. ________________ student performance closely

3. Provide immediate affirmation and corrective ________________
Elements of Explicit Instruction
Delivery of Instruction

Teachers:

4. Deliver instruction at a __________ pace

5. Help students ___________ knowledge
Elements of Explicit Instruction
Practice

Teachers provide judicious practice including:

* Initial practice

* Distributed practice

* Cumulative review
Elements of Explicit Instruction
Practice

Teachers provide judicious practice including:

_________________________ practice

_________________________ practice

_________________________ review
Foundation Principle # 1
Optimize academic learning time

• Optimize academic learning time…
  *Equals* 1) the amount of time 2) that students 3) are *successfully* engaged 4) in academic tasks

  • Four parts of the whole to improve time.
Foundation Principle # 1
Optimize academic learning time

A few words about time...

• Available Time
  Amount of time available for school activities --about 6 hours

• Allocated Time
  Amount of time allotted for academic instruction--about 4 hours

If increased, slight impact on achievement
A few words about time…

• **Engaged Time**

  Amount of time actively engaged in learning task--about 2 hours
  
  *If increased, moderate impact on achievement*

• **Academic Learning Time**

  Amount of time students are **successfully** engaged on academic tasks

  *If increased, **strong** impact on achievement*
Foundation Principle # 1
Optimize academic learning time.

Explicit Instruction is designed to increase Academic Learning Time

List ways to optimize instructional time
Foundation Principle # 1
Optimize academic learning time.

Explicit Instruction is designed to increase Academic Learning Time

Some ways to optimize instructional time...

1. Increase allocated time
2. Bell to Bell teaching
3. Start lessons on time
4. Teach in groups as much as possible
5. Be prepared
6. Avoid digressions
7. Maintain a perky pace
8. Decrease transition time
9. Use instructional routines
Foundation Principle # 2
Promote high levels of success

High level of success

• 80% correct responses during initial instruction

• 90 -95% correct responses during independent practice

• High success rates positively correlated with increased learning outcomes

• Low success rates correlated with negative outcomes
Foundation Principle # 2
Promote high levels of success

Increase amount of instructional time
- Students achieve more in classes in which they spend much of their time being taught directly by the teacher

- Whole group instruction

- Small group instruction
  - Small group instruction in general education classes
    - Based on instructional needs & current functioning
  - Tier 2 and Tier 3 intervention groups
    - Groups of 6-8 students more effective than smaller or larger groups or one-to-one
      (Elbaum, Vaughn, Hughes, Moody, & Schumm, 2000)
Foundation Principle # 2
Promote high levels of success

Provide scaffolding that enhances success
Foundation Principle # 2
Promote high levels of success

Provide scaffolding that enhances success

Goal

Current Level
Foundation Principle # 2
Promote high levels of success

• List scaffolds that could be used to close the gap between current functioning and the desired goal

• Use the chat box to type in a strategy that you have used in your classroom.
Foundation Principle # 2
Promote high levels of success

Explicit Instruction is designed to increase student success through scaffolding

1. Teach material that is not too difficult
2. Carefully sequence instruction
3. Break down complex skills into small steps
4. Increase the amount of instruction within groups
5. Teach pre skills before target skill
6. Provide dynamic models of target skill
7. Provide clear presentations
Foundation Principle # 2
Promote high levels of success

Explicit Instruction is designed to increase student success through scaffolding

8. Provide guided practice
9. Provide additional scaffolding to support performance (e.g., hints, prompts, checklists)
10. Provide worked problems (completed problems)
11. Systematically reduce the level of scaffolding
12. Provide immediate affirmative and corrective feedback
13. Ensure level of accuracy before independent practice
Foundation Principle # 3
Optimize the amount of content covered WELL

Content Covered
• The amount of content covered WELL, the greater potential for student learning
Foundation Principle # 3
Optimize the amount of content covered WELL

Explicit Instruction is designed to increase amount of content covered WELL

Some ways to optimize content covered

1. Select critical content for instruction
2. Teach skills, strategies, and concepts that generalize to other items
3. Use instructional procedures that are effective and efficient
4. Increase the amount of instruction through grouping of students
5. Organize content to promote learning (e.g., graphic organizers)
6. “Teach the Stuff and Cut the Fluff”
How well you teach = How well they learn

~Anita Archer
Questions
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