

Opening

I Do It

We Do It

You Do It

Direct Explicit Instruction The Effective Teaching Cycle

Opening

- gain student(s) attention
- present an overview of the lesson
- share expectations
- provide a rationale or reason why the lesson is important
- activate student background knowledge
- provide a review of any concepts that are important for the current lesson.

Direct Explicit Instruction (The Effective Teaching Cycle)

Lesson & Demonstration *(I do)*

- New materials
- Lecture
- Model *

*When Modeling:

- Tell
- Perform
- Check

Direct Explicit Instruction The Effective Teaching Cycle

- Encourage students to verbalize their actions as they progress through the skill.
- Closely observe students as they perform the skill so errors can be prevented.
- Give ample opportunities for students to perform the skill correctly.
- Stop errors immediately and provide corrective feedback.
- Don't forget to praise, PRAISE, PRAISE!!!

Guided Practice *(We do)*

- Corrective feedback
- Right vs. Wrong

Direct Explicit Instruction
Effective Teaching Cycle

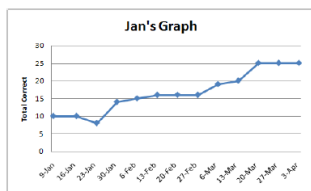
- Instructional Pacing
- Active Student Response (ARS)
 - Choral Responding
 - Response Cards
 - Peer Tutoring



Independent Practice *(You do)*

Direct Explicit Instruction
Effective Teaching Cycle

D. Demonstrate the ability to record relevant information/data about learners



E. Organize Materials and be prepared to support learning and the instructional process.

Section 1: Core Competencies



F. Demonstrate the ability to use assessment instruments specified by supervisor to document and maintain data

G. Demonstrate the ability to use strategies to facilitate effective integration into various settings (e.g., libraries, computer labs, learning centers, playgrounds, community, and assorted modes of transportation)

- Transition
- Pre-teaching
- Generalization

Section 2: Supporting Competencies

H. Use basic educational technology

I. Use basic interventions to adapt to learner needs, learning styles, and ability

- See competency C.
- Use child's name before asking a question
- Be in close proximity when giving instruction
- After giving instruction wait 4-5 minutes for a response
- Give one instruction piece at a time
- Use personal and meaningful vocabulary
- Etc...

Section 2: Supporting Competencies

It is always better to ask for help than to make a mistake.



- The teacher is responsible for:
- Defining the behavior in observable and measurable terms
 - Determining the type of data to be collected
 - Demonstrating how to collect the data
 - Providing an appropriate data collection form
 - Assisting you in summarizing the data

J. Assist in providing objective documentation for observations and functional assessments

- functional behavioral assessments (FBAs)

Section 2: Supporting Competencies

- **A (Antecedents)** are the events that happen BEFORE the student behavior occurs.
- **B (Behavior)** is the specific way the student acts.
- **C (Consequences)** are the events that happen to the student IMMEDIATELY FOLLOWING the behavior.

Things to Consider

Antecedents	Behavior	Consequences
Where did it happen?	What did the student do?	How did the other students react?
Who was there?	What did the student say?	What did the instructor say or do?
What was said or done immediately before?		

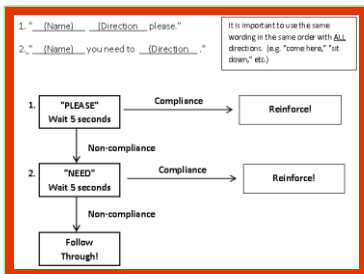
ABC/ anecdotal Observation

- **Frequency:** the number of times a behavior occurs within a specific period of time.
- **Latency:** the time it takes from a teacher prompt or direction to when a student's behavior occurs.
- **Duration:** the amount of time a behavior occurs from beginning to end.

* Providing objective documentation of student performance, helps the teacher plan instruction to meet individual student's needs.

Data that can be quantified (counted)

D. Assist in maintaining an environment conducive to the learning process



Precision Command

E. Assist in teaching children and youth social skills

Some examples of social skills are:

- greeting or introducing oneself
- sharing
- following directions
- asking and making clarification
- negotiating
- accepting criticism.

Section 2: Supporting Competencies

F. Assist learners in using self control and self management strategies

- Allow the student time to think and respond
- Rehearse with the student
- Model self-management skills at all times
- Use pre-teaching
- Encourage the student to identify several appropriate choices
- Praise the student

G. Assist in monitoring learners and make appropriate decisions while coaching or tutoring in different settings

When in doubt ask for clarification

H. Assist in providing medical care and/or teaching self care needs

Section 2: Supporting Competencies

You may be asked by your supervisor to assist students with these tasks. You must be trained before attempting to assist students. If you have not been trained, ask your supervisor for the appropriate training. Do not attempt to help a student prior to training.

Section 2: Supporting Competencies



Standard 3

Support a Positive Learning Environment

"The task of the excellent ... (paraeducator) is to stimulate 'apparently ordinary' people to unusual effort. The tough problem is NOT in identifying winners: it is in making winners out of ordinary people."

K. Patricia Cross



Creating a Positive Classroom

- Modeling appropriate academic and social behavior
- Caring about the needs of ALL children
- Offering encouragement
- Answering questions
- Praising on-task behavior
- Redirecting off-task behaviors
- Thanking a student for following directions quickly
- Encouraging children
- Assisting students in problem solving

Ways to support your teacher



A. Use proactive management strategies to engage learners

- Be a good role model in words and actions.
- Have realistic expectations.
- Spend time with the student.
- Be open to concerns or criticism. *LISTEN* first, and then provide guidance and direction.
- Show the student you care and understand their situation.
- Ask the student for help and advice, when appropriate.

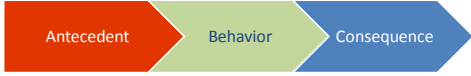
*An intervention or strategy is anything you **say** or **do** to change the present situation.

Section 1: Core Competencies

A. Use proactive management strategies to engage learners

- Extinction (planned ignoring)
- Pre-Teaching
- Consequences

When appropriate behavior is not reinforced, inappropriate behavior may return



The ABCs of Behavior

B. Support the supervisor's behavior management plan

- reminding a student to stop talking and focus on the task at hand,
- praising students who are listening and paying attention,
- redirecting a student who is distracted,
- at the teacher's request, directing a student to another seat as a consequence for continuing to talk to classmate, and
- praising a student for making a good choice.



Section 1: Core Competencies

C. Demonstrate knowledge of learner characteristics and factors that influence behavior

D. Assist in maintaining an environment conducive to the learning process

- Before** - Arrive on time and ready to work - Be prepared - Take charge of your responsibilities. Don't wait to be told unnecessarily. - Greet and welcome the students to establish a safe learning environment.
- During** - Begin promptly - Eliminate distractions - Encourage students to stay on-task - Remain focused
- Close** - End on time - Help students make a smooth transition to the next activity - Leave the work area clean and organized
- Review** - Take time to reflect - Ask yourself, "What went well? Should I do anything differently? Were the students engaged?" - Accept advice and suggestions graciously, then implement them.

Section 2: Supporting Competencies

D. Assist in maintaining an environment conducive to the learning process

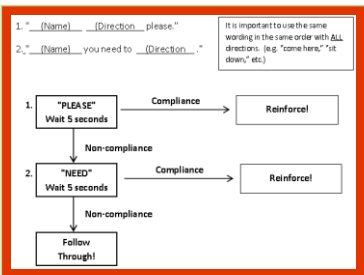
- Scanning
- With-it-ness
- Specific Praise
- Giving Effective Directions *
- Precision Command ...

***10 influences on student compliance**

1. Close the gap. Stand 2-3 feet from the student when giving a direction.
2. Give the student time to comply.
3. Use eye contact.
4. Don't ask. Tell the student what you want.
5. Give more "start" requests than "stop" requests.
6. Stay calm.
7. Use descriptive requests.
8. Monitor your voice. Use proper tone and volume.
9. Don't nag. Only give two requests.
10. Praise the student when she complies.

To help students stay engaged

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