Finding the Spark: Helping Learners of All Abilities to Achieve Classroom Success

Jim Wright
www.interventioncentral.org

INTERVENTION CENTRAL

Workshop Topics

1. **Facts about English Language Learners.** What do we know about ELLs as learners-and what classroom strategies support them?
2. **Understanding 'Learned Helplessness'.** What factors cause students to 'give up' as learners?

3. **Identifying Strong Core Instruction.** What elements of classroom instruction can 'optimize' learning for the widest range of students?

4. **Defining Intervention-Related Terms.** How can teachers provide flexible and responsive classroom supports without ‘dumbing down’ the curriculum?

Response to Intervention

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Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/harrison

“*I have come to believe that a great teacher is a great artist...Teaching might even be the greatest of the arts since the medium is the human mind and spirit.*”

-John Steinbeck

Strong Socio-Emotional Functioning

Learning Problems: Escape & Avoidance

Anxiety Issues

Non-Compliance

Teachers as Classroom 'First Responders'

- Instructors want to have the tools to address the needs of a wide range of learners with varying needs.
- To be successful as first-responders, teachers can expand their toolkit of strategies for academic problems, motivational issues, and behavior.

Facts about English Language Learners. What do we know about ELLs as learners-and what classroom strategies support them?

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English Language Learners: Myths & Facts

- **Myth:** A child who is learning 2 languages in early childhood will have a delayed acquisition of English.
- **Fact:** Learning 2 or more languages is associated with increased cognitive development. Furthermore, there is no evidence that the 'complexity' of navigating 2 language systems impedes English acquisition.

Source: Espinosa, L. M. (2008). Challenging common myths about young English language learners. Foundation for Child Development.

English Language Learners: Myths & Facts

- **Myth:** ELLs have a higher rate of disabilities than other student groups.
- **Fact:** There is *no* evidence that English Language Learners have different abilities than peers.

  However, ELLs *are* disproportionately represented in special education. It is believed this is because academic delays imposed by language acquisition are misinterpreted as a disability.

Source: National Council of Teachers. (200). English language learners. A Policy Research Brief produced by the National Council of Teachers of English

Commonalities Between ELLs and Struggling Learners

Being an English Language Learner does not automatically equate to being a 'struggling learner'… but there are areas of overlap. For example, these 3 strategies benefit ELLs and can also be helpful for students with a wide range of learning challenges:

1. **Allow sufficient wait time.** Provide the student additional 'wait time' to formulate an answer.
2. **Be mindful of teacher speech rate.** Slow speech down and 'stop at breath groups' (Greene, 2015; p. 1).
3. **'Frontload' background knowledge.** If the student lacks cultural exposure to important classroom content, provide opportunities via videos or other information sources to give them that content.

Source: Greene, K. (2015). Unlocking language for ELLS.12 tips for building skills for English language learners. Scholastic Teacher, 125(1), 19-41.

ELLs : Enlisting Peer Support

ELLs also benefit from the support of student peers, who can offer assistance beyond what is possible for the teacher to provide.

When the teacher creates positive **collaborative learning** opportunities, this student-to-student support is increased.

An example of peer support during large-group discussion is the collaborative technique Numbered Heads Together.

Source: Greene, K. (2015). Unlocking language for ELLS.12 tips for building skills for English language learners. Scholastic Teacher, 125(1), 19-41.

Motivating Students Through Collaboration: Numbered Heads Together

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).
- students should have enough wait-time to formulate an adequate answer.,
- the teacher should provide targeted performance feedback (Maheady et al., 2006).

Motivating Students Through Collaboration: Numbered Heads Together

- **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).

Motivating Students Through Collaboration: Numbered Heads Together

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)

Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to *"put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer.“*

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.

Motivating Students Through Collaboration: Numbered Heads Together

4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, *"All number [1, 2, 3, or 4] students who know the answer, raise your hand."* The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, *"How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand."* [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]

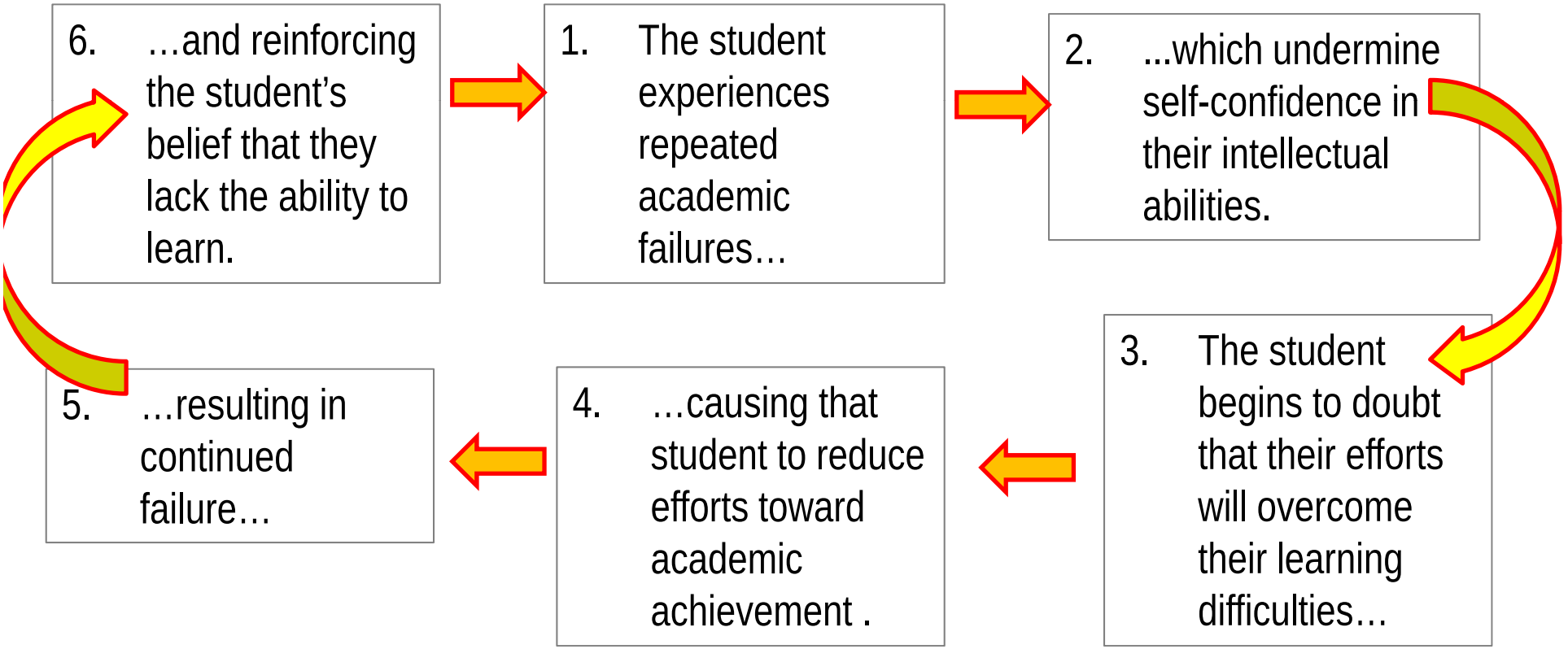
Motivating Students Through Collaboration: Numbered Heads Together

5. **Give teacher feedback.** Finally, the instructor gives feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect response.

Understanding 'Learned Helplessness'. What factors cause students to 'give up' as learners?

Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned helplessness cycle:



Source: Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. Behavioral Disorders, 29(2), 169–181.

Learned Helplessness: The Effects

Students who experience a sense of 'learned helplessness' feel powerless to improve their academic performance and standing. They can also experience these negative effects:

1. Reduced motivation to respond in the classroom
2. Lessened ability to associate responding with desirable outcomes
3. Symptoms of depression or anxiety

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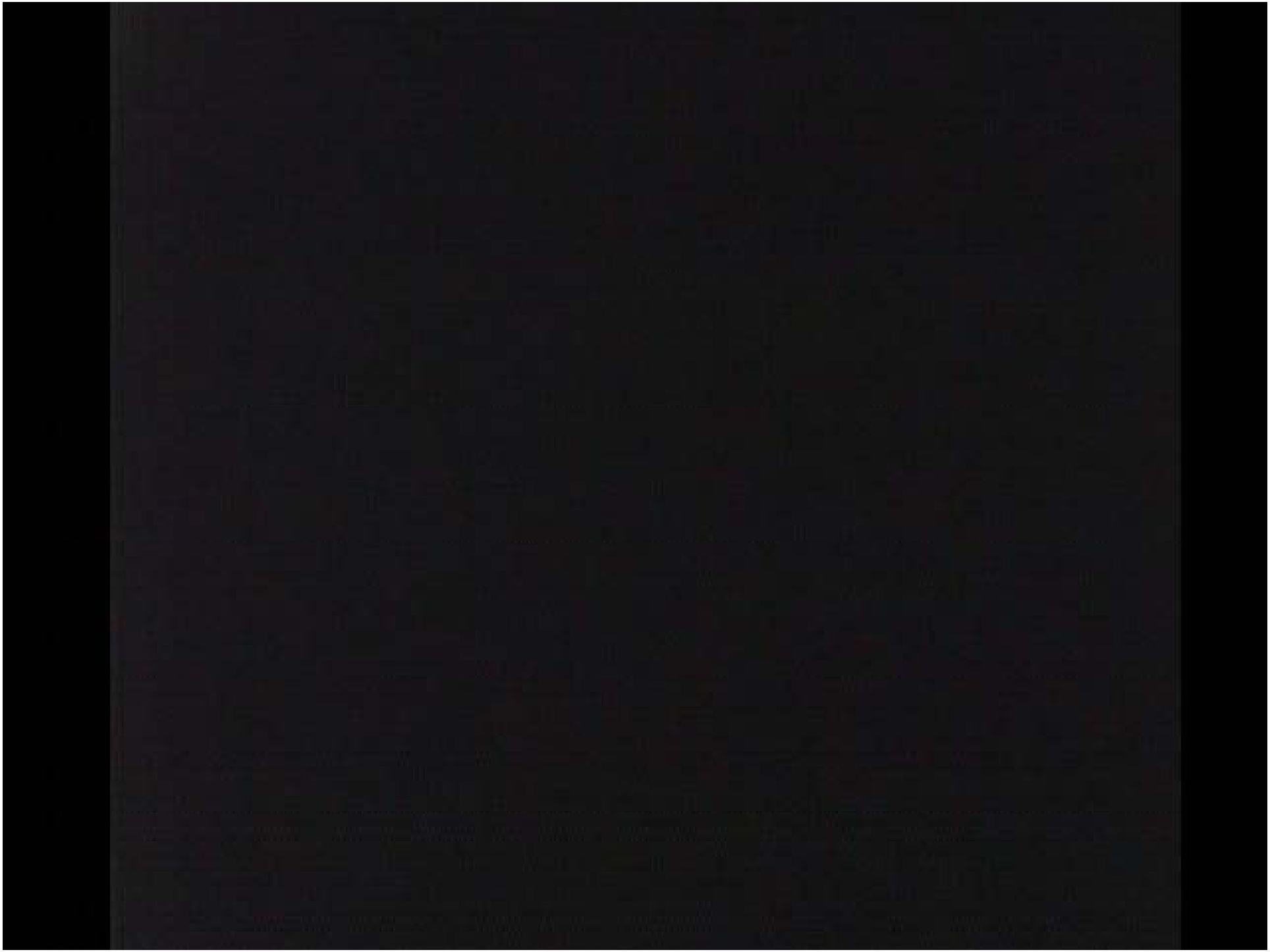
Source: Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. Behavioral Disorders, 29(2), 169–181.



Identifying Strong Core Instruction. What elements of classroom instruction can 'optimize' learning for the widest range of students?
pp. 2-3

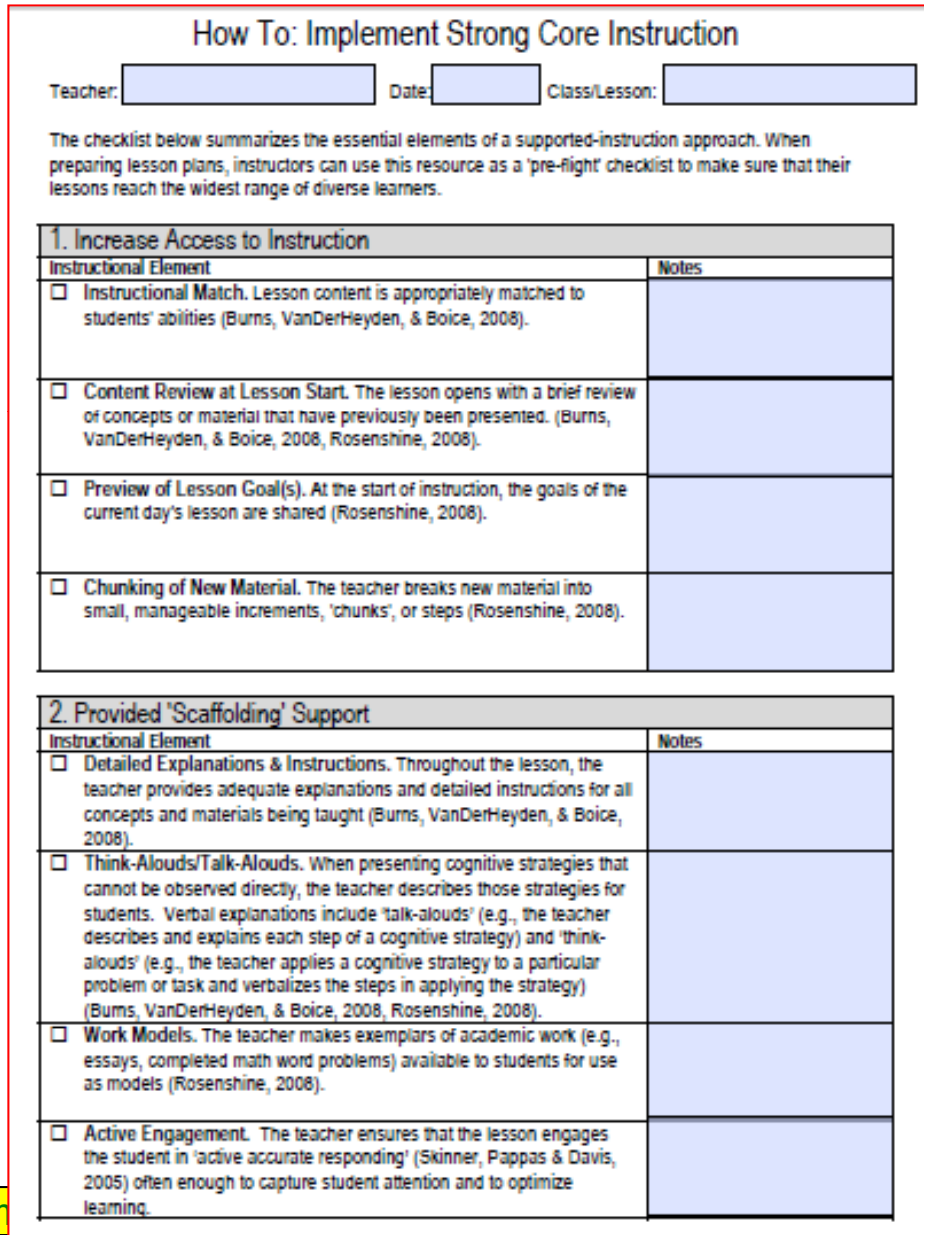




RTI: Tier 1: Core Instruction: Direct Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
pp.7-9



How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

Instructional Element	Notes
☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

1. Access to Instruction	2. 'Scaffolding' Support (Cont.)
❑Instructional Match	❑Group Responding
❑Content Review at Lesson Start	❑High Rate of Student Success
❑Preview of Lesson Goal(s)	❑Brisk Rate of Instruction
❑Chunking of New Material	❑Fix-Up Strategies
2. 'Scaffolding' Support	**3. Timely Performance Feedback**
❑Detailed Explanations & Instructions	❑Regular Feedback
❑Talk Alouds/Think Alouds	❑Step-by-Step Checklists
❑Work Models	**4. Opportunities for Review/ Practice**
❑Active Engagement	❑Spacing of Practice Throughout Lesson
❑Collaborative Assignments	❑Guided Practice
❑Checks for Understanding	❑Support for Independent Practice
	❑Distributed Practice

How To Implement Strong Core Instruction

Increase Access to Instruction

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How To Implement Strong Core Instruction

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).
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How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

1. **Detailed Explanations & Instructions**. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).
2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).
4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).
6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).
8. **High Rate of Student Success**. The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

9. **Brisk Rate of Instruction**. The lesson moves at a brisk rate--sufficient to hold student attention (Carnine,1976; Gettinger & Seibert, 2002).
10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).
2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).
4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).

How to: Implement Strong Core Instruction

1. Access to Instruction

- ❑Instructional Match
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- ❑De
- ❑Tal
- ❑Wo
- ❑Active Engagement
- ❑Collaborative Assignments
- ❑Checks for Understanding

2. 'Scaffolding' Support (Cont.)

- ❑Group Responding
- ❑High Rate of Student Success
- ❑Brisk Rate of Instruction
- ❑Fix-Up Strategies

Timely Performance Feedback

- ❑Regular Feedback
- ❑Step-by-Step Checklists

Opportunities for Review/ Practice

- ❑Spacing of Practice Throughout Lesson
- ❑Guided Practice
- ❑Support for Independent Practice
- ❑Distributed Practice

Activity: Strong Direct Instruction

1. Review this list of **elements** of **direct instruction.**
2. Select **one** of these elements that you find most challenging in your classroom.

Defining Intervention-Related Terms. How can teachers provide flexible and responsive classroom supports without 'dumbing down' the curriculum? p. 5

Core Instruction, *Interventions*, Instructional Adjustments & Modifications: Sorting Them Out

- **Core Instruction.** Those instructional strategies that are used routinely with all students in a general-education setting are considered 'core instruction'. High-quality instruction is essential and forms the foundation of classroom academic support. NOTE: While it is important to verify that a struggling student receives good core instructional practices, those routine practices do not 'count' as individual student interventions.

*Core Instruction, **Interventions***, Instructional Adjustments & Modifications: Sorting Them Out

- **Intervention.** An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

- Intervention: Example: **Identifying or Constructing Main Idea Sentences (Question Generation)** (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a 'gist' sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph's main idea sentence. This stack of 'main idea' cards becomes a useful tool to review assigned readings.

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Instructional Adjustment/Accommodation. An *instructional adjustment* (also known as an 'accommodation') is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005).

An instructional adjustment removes barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Instructional Adjustment/Accommodation: Examples.

- *Chunking*. The teacher breaks a larger assignment into smaller 'chunks' and provides a student with performance feedback and praise for each completed 'chunk' of assigned work (Skinner, Pappas & Davis, 2005).
- *Choice in Mode of Task Completion*. The teacher allows the student two or more choices for completing a given academic task. For example, a student may be given the option to use a computer keyboard to write an essay instead of writing it by hand -- or to respond orally to math-facts on flashcards rather than recording answers on a math worksheet (Kern & Clemens, 2007).
- *Moving the Student's Seat.* The instructor seats the student within the teacher's 'action zone, toward which that educator directs most instruction (US Department of Education, 2004).

Core Instruction, Interventions, Instructional Adjustments & **Modifications**: Sorting Them Out

- **Modification**. A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.

  Modifications are generally **not** included on a general-education student's classroom intervention plan—because lowering academic expectations is likely to result in these students falling further behind rather than closing the performance gap.

Core Instruction, Interventions, Instructional Adjustments & **Modifications**: Sorting Them Out

Modification: Examples.

- *Reduced Amount of Work on a Fluency-Building Assignment*. A student is given 5 math computation problems for practice on a **math-computation fluency task** instead of the 20 problems assigned to the rest of the class.
- *Open-Book Test for One.* Allowing a single student to consult course notes during a test when peers are not permitted to do so.

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Teacher Task: Steering Clear of Classroom Modifications. The teacher is the ultimate judge about whether a particular classroom support is an instructional adjustment or a modification. That judgment is a 2-part process:

1. The teacher first identifies the essential **'target skills'** in the academic task that are non-negotiable (that is, skills that cannot be changed without compromising the task) (Tindal & Fuchs, 1999).

2. The teacher then has the latitude to alter any of the remaining 'negotiable' elements of the learning task.

Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Teacher Task: Steering Clear of Classroom Modifications: Example.

A social-studies teacher plans to assign a course reading to her students.

1. *Non-negotiable target skills.* The assigned reading has 4 key terms and their definitions that students must learn.

2. *Negotiable elements*. The level of reading difficulty of the assigned passage is negotiable, as the assignment is intended to convey information, not serve as a reading test.

   Therefore the teacher is able to make available to students an easier passage that contains the same terms and definitions as the original reading.