Research-Based Practice: Explicit Instruction

References:

Archer, A. L. & Hughes C. A. (2011). *Explicit instruction: Effective and efficient teaching*. In *What Works for Special-Needs Learners*. K. R. Harris & S. Graham (Eds.). New York, NY: The Guilford Press.

Rosenshine, B. (1997). Advances in research on instruction. In J. W. Lloyd, E. J. Kame'enui, & D. Chard (Eds.), *Issues in educating students with disabilities* (pp. 197-221). Mahwah, NJ: Erlbaum.

Description: An approach to teaching new skills using the following format:

1. Lesson Introduction
    a. Set behavioral expectations
    b. Access/build background knowledge
    c. Review pre-requisite skills
    d. State learning objective(s)

2. Modeling (I Do It)
    a. Demonstrate how to perform the specific skill or task
    b. Provide many examples until the students are ready to demonstrate the skill or task with you
    c. Ensure as much active engagement as possible even while modeling (e.g. ask questions related to previously learned skills; have students imitate what you are demonstrating)

3. Guided Practice (We Do It)
    a. Provide additional examples with the students working with you to perform the task or skill. The format should be exactly the same as what was presented during modeling.
    b. Use most-to-least prompting (i.e. scaffolding; graduated guidance) by systematically increasing the students' participation in performing the task or skill as each new example is given.
    c. Provide immediate feedback (e.g. positive reinforcement and error correction) for each example completed with the students.
    d. Continue with as many examples as needed until the students do not need any more prompts and are ready to work independently (not all students will be ready for independent practice at the same time so plan for differentiation)

4. Independent Practice (You Do It)
    a. Provide an opportunity for the students to perform the task or skill without prompting.
    b. The format should be exactly the same as what was presented during modeling and guided practice.

    c. Provide immediate feedback (e.g. positive reinforcement and error correction) when the students are finished with the task.
    d. If a student makes many errors, you may need to provide more guided practice.

5. Closure
    a. Summarize what was learned in the lesson involving the students in this wrap up.
    b. Let students know how they will continue to practice and apply the learned skills and/or what skill they will learn next.

6. Maintenance: plan for repeated practice opportunities in class and/or for homework to ensure the students build fluency and do not lose the skill that was learned.

7. Generalization: plan for ways the students will use the skill(s) learned in meaningful, applied contexts.

Additional components of explicit instruction:

- Increased opportunities for successful responses (e.g. increased questioning, use of choral response, response cards, think-pair-share) (see Ch. 6 of Archer & Hughes for research citations)
- Effective use of specific, academic praise (see Ch. 7 of Archer & Hughes for research citations)
- Use clear, concise, consistent language
- Deliver lesson at a brisk pace