

# Utilizing Explicit Instructional Strategies for Students with Disabilities

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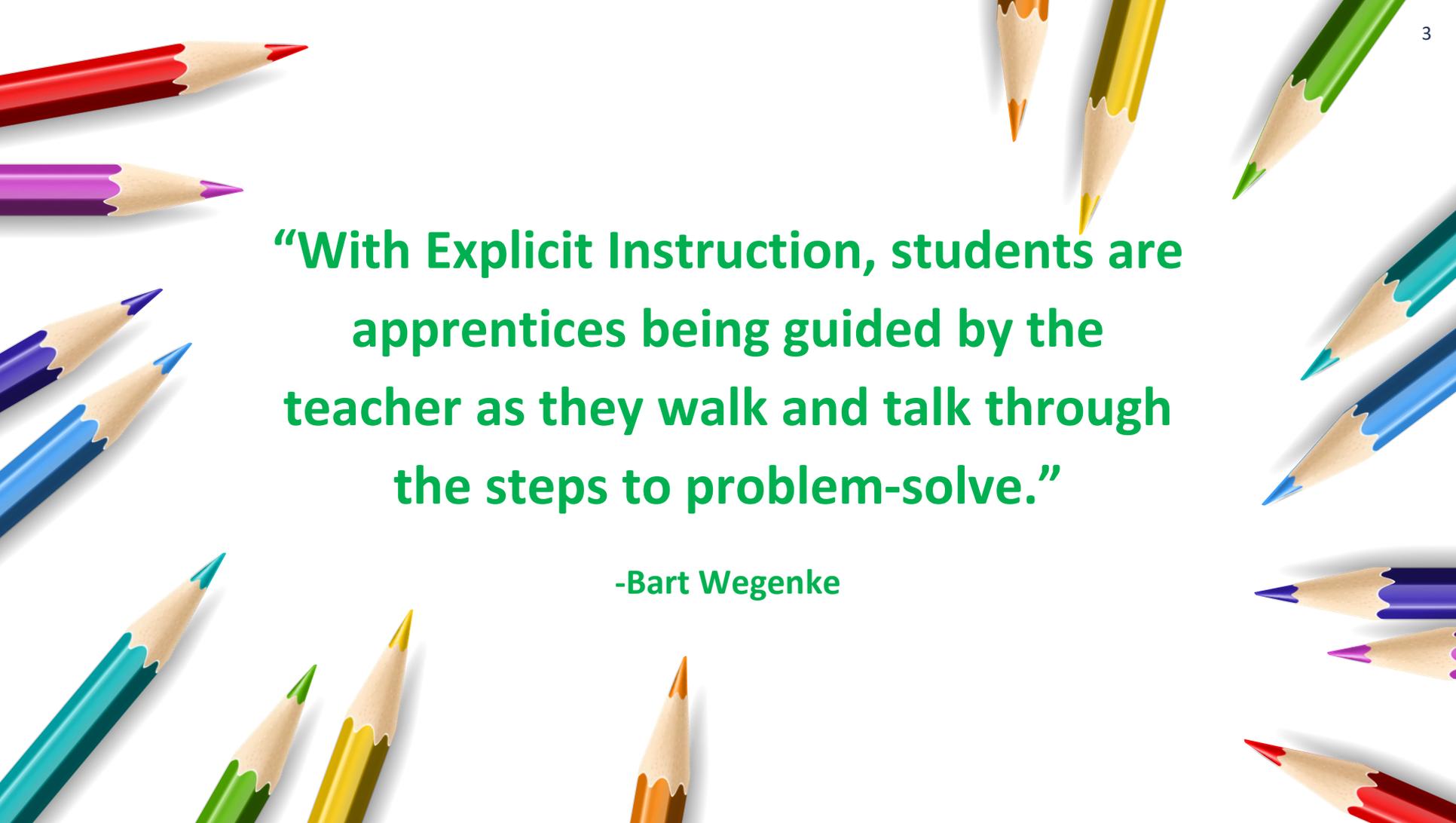
# Learning Targets



Participants will be able to:

- x Define the meaning of Explicit Instruction
- x Explain why Explicit Instruction works for students with disabilities
- x Identify the main components of Explicit Instruction
- x List the steps in the backwards design of Explicit Instruction
- x Review a researched based rubric to assist with monitoring fidelity of Explicit Instruction



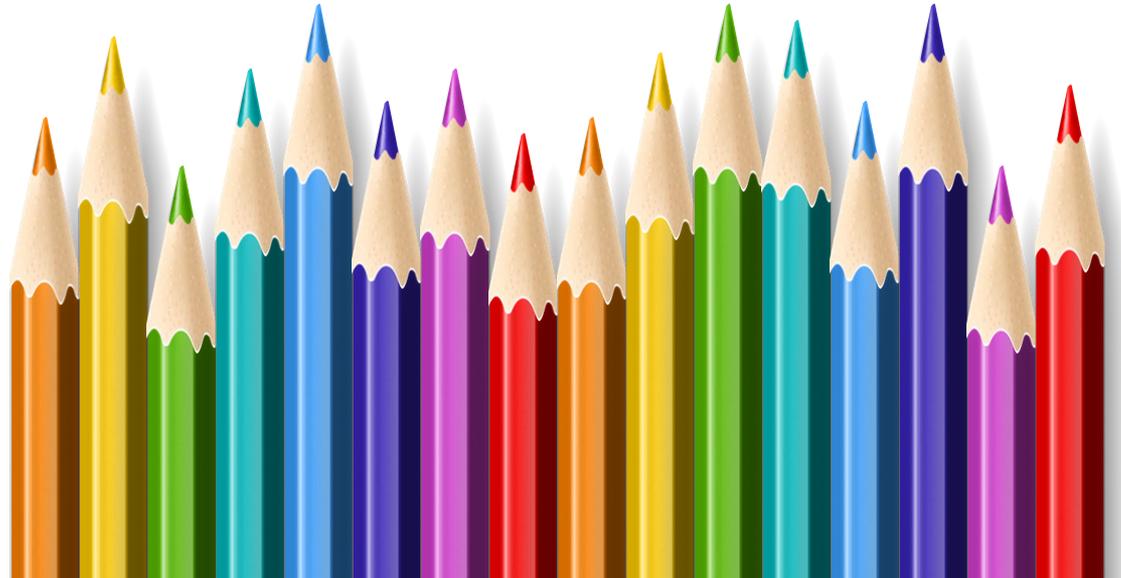


**“With Explicit Instruction, students are apprentices being guided by the teacher as they walk and talk through the steps to problem-solve.”**

**-Bart Wegenke**

# 1. Explicit Instruction

Let's start with the definition.



## High Leverage Practice (HLP) #16 Explicit Instruction

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Teachers make content, skills, and concepts **explicit** by **showing** and **telling** students what to do or think while solving problems, exacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning **new material** and **complex concepts and skills**. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They **model** and **scaffold steps** or processes needed to understand content and concepts, apply skills and complete tasks **successfully and independently**.



## Our Definition of Explicit Instruction

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A way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice to help a student achieve mastery (Kearns, 2018).



## 2. Why Explicit Instruction

Especially for students with disabilities



# Explicit Instruction is an Evidence-Based Practice for Teaching Students with Disabilities

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- x Offers an instructional approach that reduces cognitive load (Smith, Saez & Doabler, 2016).
- x Many students with disabilities do not have the prerequisite knowledge or skills to the point of automaticity.
- x This attempt to retain the prerequisite information and the new material can put stress on the **working memory**.





# Learning New Skills Places Heavy Demands on the Working Memory



**Working memory is the small amount of information that can be held in the mind and used in the execution of cognitive tasks.**



# stones ... in a bowl



# Students with Typical Achievement and Working Memory



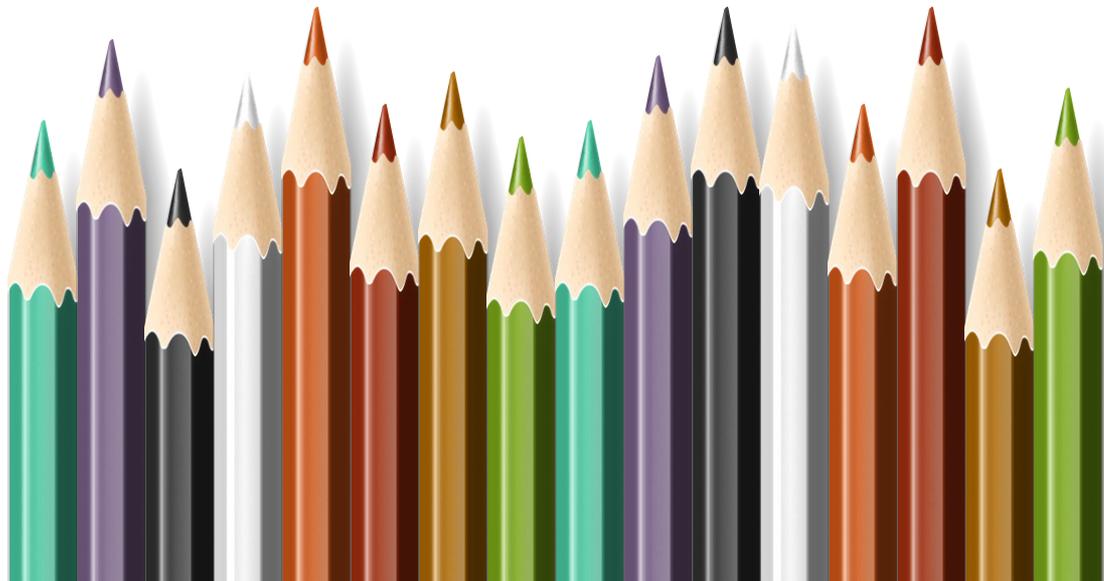
# Students with a Learning Deficit in Working Memory





# 3. Components of Explicit Instruction

I DO – WE DO- Y'ALL DO- YOU DO



## Seven Components Include:

1. Identifying and Communicating Goals
2. Alignment
3. Teaching Procedures
4. Guided Practice
5. Pacing
6. Engagement
7. Monitoring and Feedback

**Explicit Instruction Rubric Manual Boise State University**



## Identifying and Communicating Goals

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- x The goals of the lesson are clearly communicated to the students.
- x The stated goal(s) are specific.
- x The teacher clearly explains the relevance of the stated goal to the students.



# Alignment

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- x Instruction is completely aligned to the stated or implied goal.
- x All of the examples and materials selected are aligned to stated or implied goal.
- x Examples and materials are aligned to the instructional level of the students.



# Teaching Procedures

- X Teacher effectively reviews prior skills and/or engages background knowledge **before** beginning instruction.
- X The teacher provides an adequate number of **demonstrations** of the skills or task. I DO
- X The teacher uses language that is **clear**.
- X **Scaffolding** is provided when it is needed to facilitate learning.
- X Complex skills and strategies are **broken down** into logical instructional units.



## Guided Practice

- x Guided practice is focused on the application of skills and strategies related to the stated or implied goal. **We DO**
- x The teacher consistently prompts students to apply skills or strategies throughout guided practice. **Y'ALL DO**
- x The teacher systematically withdraws support as the students move toward independent use of skills.



## Pacing

- x The teacher maintains an appropriate pace throughout the lesson.
- x The teacher allows adequate time for students to think or respond throughout the lesson.
- x The teacher maintains focus on the stated or implied goal throughout the lesson.



## Engagement

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- x The teacher provides frequent opportunities to engage or respond during the lesson.
- x There are structured and predictable instructional routines throughout the lesson.
- x The teacher monitors student to ensure they remain engaged.



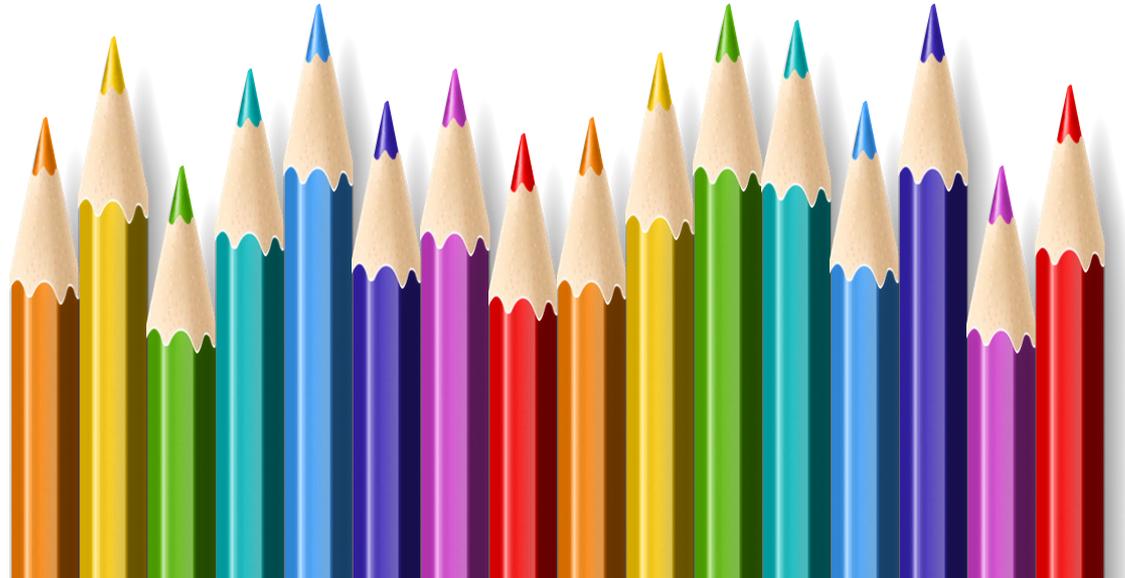
## Monitoring and Feedback

- x The teacher consistently checks for understanding throughout the lesson.
- x The teacher provides timely feedback throughout the lesson.
- x Feedback is specific and informative throughout the lesson.
- x The teacher makes adjustments to instruction as needed based on the student responses.



# 4. How to Plan for Explicit Instruction

## Backwards Design



# 5. How to Monitor for Fidelity of Explicit Instruction

## RESET Explicit Instruction Rubric

Found on the [National Center on Intensive Interventions Website](#)



# The RESET Explicit Instruction Rubric

- The Recognizing Special Education Teachers (RESET) project was funded by the U.S. Department of Education Institute for Education Sciences (IES) and led by Evelyn Johnson at Boise State University.
- The rubric was designed for use by supervisors and administrators to reliably evaluate explicit instructional practices, to provide specific, accurate and actionable feedback, to special education teachers to improve outcomes for students with disabilities.



## Using the RESET EI Rubric

- x Includes seven components with 25 scorable actions.
- x For each action there are five levels of implementation.
- x Descriptors are provided in the manual for high, middle and low levels of implementation.
- x The rubric is designed for live observations or video observations.



## Scoring the RESET EI Rubric

- x 3--Implemented. Meaning the teacher's performance aligns with the descriptor.
- x 2+ Almost fully implemented but not quite.
- x 2--Partially Implemented. Meaning the teacher's instruction reflects this item but there are flaws or missing components in the way in which it is implemented.
- x 2- A very low level of partial implementation.
- x 1--Not Implemented. Meaning the item is either implemented poorly or should have been observed but is not.



## Key Terms on the RESET EIR:

"Consistently" means every time the opportunity arises, the teacher responds in the same or an appropriately similar way. It is different from continuously.

"Effectively" means adequate to accomplish a purpose or produce intended or expected results.

"Adequate" means as much or as good or as necessary to accomplish a purpose or produce intended or expected results.

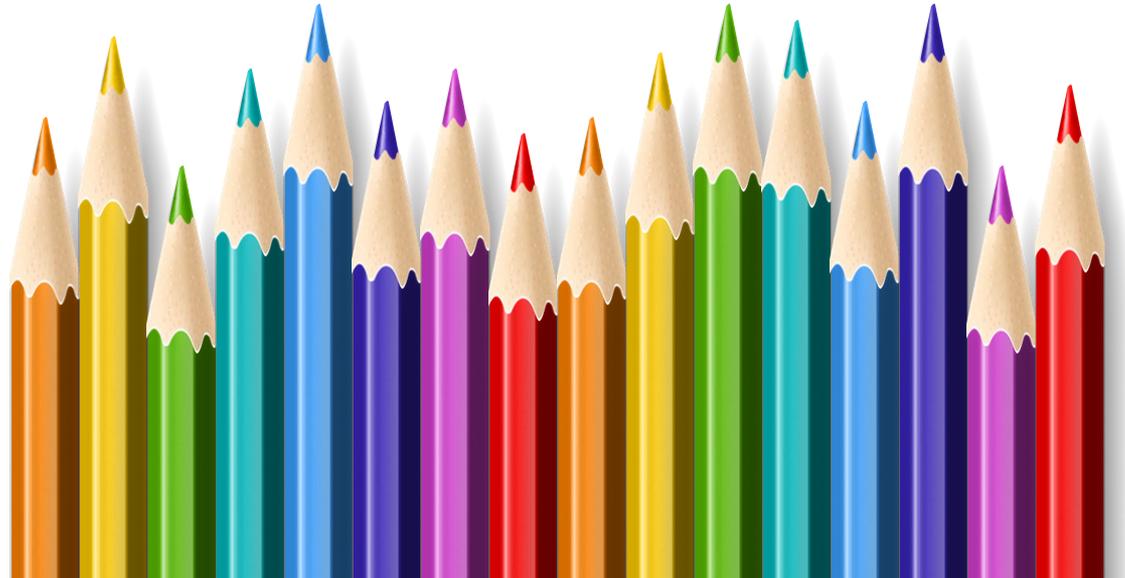
"Frequently" means regularly or often.



# The Manual

## Explicit Instruction Rubric Manul

Evelyn S. Johnson, Angela R. Crawford, Laura A. Moylan and Yuzhu Zheng



# Table of Contents



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**Component 2: Alignment**

**Component 3: Teaching Procedures**

**Component 4: Guided Practice**

**Component 5: Pacing**

**Component 6: Engagement**

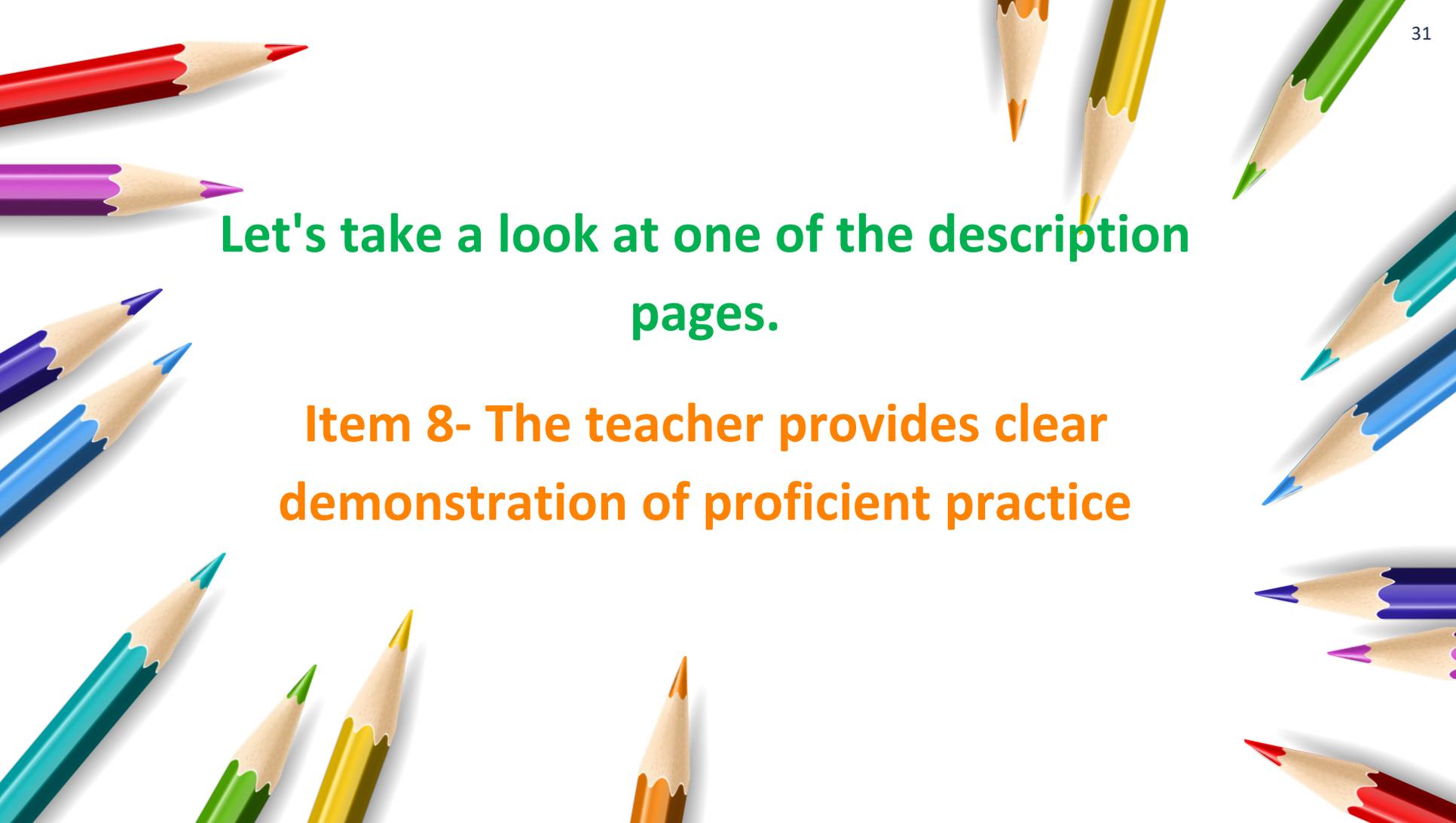
**Component 7: Monitoring and**

**Feedback**

**Psychometric Properties**

**Key Terms on EIR**

**References**



**Let's take a look at one of the description  
pages.**

**Item 8- The teacher provides clear  
demonstration of proficient practice**



# Review of Learning Targets



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# Thank You!

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