

Slide 1

Slides 2-3

- Bachelor's, philosophy
- Textbook adoption lawsuits
- Marketing (exposures slogans)
- Publisher's learning materials

Slides 4-5

- Logical analysis of concepts and operations
- Becker: "Where's the data?"
- Project Follow Through

Slide 6

- DISTAR

Slide 7

- Piece-by-piece approach
- List all skills in order
- Typical mistakes:
 - skipping steps
 - no overt action
 - too few steps

Slide 8

- Whenever a rule can be derived, it is explicitly stated and taught.
- In public education, surprisingly rare

Slides 9-10

- 34 word “story”
- How to teach in 12 parts instead of 34 parts

Slide 11

- Plank / Golden Gate Bridge
- Very detailed and specific plans needed for complex behavior

Slide 12

- Each DI program contains placement test to be administered to each student.
- Assess a) prerequisites, b) skills taught during program, and c) program’s objectives.
- Important because if diverse groups, no lesson can meet needs

Slide 13

- Placement groups not set in stone
- Daily and weekly assessments.
- “Real placement is performance on first few lessons.”
- Watch for indication that placement no longer appropriate
- Shift to more advanced / less advanced group, possibly multiple times throughout school year

Slide 14

- Misbehavior controlled by reinforcement
- Lesson beyond skill level / boring
→ Act out
- Escape tedium / frustration
- Again, good behavior clock example

Slide 15

- Tracking: grouping children according to expected performance
- “You have reduced expectations for certain students”
- “Expect less from them academically”
- Tracking: Stigmatizing?

Slide 16

- Concepts / operations: one and only one possible interpretation
- Explicitly teach components carefully sequenced
- Objectives state students say / do
 - Not know / understand

Slide 17

- First teach instances consistent with strategy (mammals; imprinting)
- Withhold exceptions until well-practiced
- Early exceptions: excessive errors

Slide 18

- Mastery of rules (strategy) requires full range of examples and non-examples

Slide 19

- Fading of assistance over time

Slides 20-21

- Teacher instruction should be as fast paced as reasonably possible
- Fast enough to keep attention, not so fast that errors are generated
- 4-6/minute instruction; 9-12/minute practice
- More opportunities for responding
- Therefore: Correct errors / strengthen newly learned skills more often

Slide 22

- Continuing repeating task until correct without hesitation to all items
- Periodic mastery tests (every five or ten lessons)

Slides 23-25

- Asking too much
- Jet pilots / build planes / even maintain
- Just do pre-flight check obvious deficiencies
- Teachers build and teach / no better than pilot for building/maintaining plane
- Enough that teacher delivers properly designed program
- Instructional designer, not teacher: identify strategies / develop steps to build skills / create scripts
- Teacher: present accurately, clearly, engaging style.
- Instructional decisions based on performance, such as pacing, corrections, repetition / advancement, placement tests
- Motivate students and control classroom
-

Slides 26-27

- Not some general set of hints
- Exactly what teacher says / what to expect students
- Specific explanations, examples, wording of rules, correction procedures, mastery criteria
- To teach or not to teach...

Slide 28

- Achievement increases / misbehavior decreases (in part, for similar reasons to placement tests)

Slide 29

- Another aspect of why misbehavior decreases
- Learning task as own reward
- Prompts for teachers
- Varying wording

Slides 30-31

- Need an overt response
 - Deliver contingent reinforcement with certainty
 - Monitor progress
- Choral means all students have multiple opportunities
- Active engagement of all
- Coordinating timing
- Difficulty with older learners

Slide 32

- Another advantage of choral: Can correct immediately
- All errors are corrected (non-critical and specific to error)

Slide 33

- Avoid singling out individuals

Slides 34-36

- Model-Lead-Test

Slides 37-38

- Teach Your Child to Read in 100 Easy Lessons
- Expected time frame for learning

Slide 39

- Changed → tried out → changed → tried out, etc until smooth and manageable

Slides 40-43

- Typical texts
- Errors and basal readers
- Contrast with DISTAR text
- Example of undesired learning with typical texts
- Unwanted rule
- Error not discovered early

Slide 44

- Misconception about how to read:
 - You read words by referring to a picture
 - You must understand the word that is to be decoded before you can read it

Slide 45

- Decoding is the central skill in initial reading

Slide 46

- Effects of labels

Slide 47

- Orthography: letters that make up words, or how words are spelled

Slide 48

- DISTAR's seven minutes of fame

Slide 49

- How to pronounce "she"

Slide 50

- Small and silent letters

Slides 51-52

- How letter names mislead and confuse
- Blending it together

Slides 53-54

- Rules
- More rules

Slides 55-57

- Further blending
- Fading of prompts
- Moving to traditional orthography

Slide 58

- Do not skip, even if appears within skill level of child
- Extra reinforcement

Slide 59

- Script conventions

Slides 60-62

- Recommended form and delivery of reinforcer
- Saving face
- Two cautions with reinforcement

Slide 63

- Training lessons to be learned from Direct Instruction