When it comes to providing instruction, remember to be like Kevin Bacon!

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So why am I hinging my entire keynote on this guy?
Assumptions of Effective Instruction

- All students can learn if we teach them carefully.
- The teacher is responsible for student success.
- Generalization or transfer of learning is the most critical stage of learning.

Teaching sometimes feels like riding a roller coaster!
The most effective and efficient way of teaching students is through...

**oExplicit Instruction**

Archer & Hughes (2011) note:

As educators, we all have the same goal: to help our students make the maximum possible academic gains in a positive, respectful environment that promotes their success and nurtures their desire to learn. One of the greatest tools available to us in this pursuit is explicit instruction—instruction that is systematic, direct, engaging, and success oriented...explicit instruction is helpful not only when discovery is impossible, but when discovery may be inaccurate, inadequate, incomplete, or inefficient (p. vii).
What is explicit instruction?

(Source: Adapted from Carnine, 1994)
ASK JOHN HATTIE

Why does “inquiry-based learning” only have an effect size of .31 when it is an approach to learning that seems to engage students and teachers so readily in the process of learning?

Three “Do Its”

I DO IT
WE DO IT
YOU DO IT

(Sources: Archer & Hughes, 2011)
Explicit Instruction: Historical and Contemporary Contexts

Charles A. Hughes and Jared R. Morris
The Pennsylvania State University
William J. Therrien and Sarah K. Benson
University of Virginia

Over the past 20-plus years, the instructional approach referred to as "explicit instruction" has been increasingly mentioned as an instructional method in the learning disabilities literature. Explicit instruction is not a unitary intervention, but can be a combination of over a dozen teaching behaviors or components used to design and deliver instruction. This multiphase aspect likely contributes to the variability of the descriptions and definitions of explicit instruction found in journals, books, and other published documents. Because explicit instruction has become a prominent and often discussed topic in special education, we attempt to define and describe the term more precisely in order to increase the clarity and consistency of its use in both research and practice. In addition, we expand our discussion to include a brief historical perspective of the evolution of explicit instruction from earlier programs and research efforts such as "Direct Instruction" and "direct instruction," as well as providing a summary of its effectiveness, especially for students with learning disabilities.
Segment complex skills.

FIGURE 1 Five essential components of explicit instruction.

Draw student attention to important features of the content through modeling/think alouds.

FIGURE 1 Five essential components of explicit instruction.
Promote successful engagement by using systematically faded supports/prompts.

Provide opportunities for students to respond and receive feedback.

FIGURE 1 Five essential components of explicit instruction.
Create purposeful practice opportunities.

FIGURE 1 Five essential components of explicit instruction.

**Which Stairs Would You Take?**
Activity B
Sounding Out

(When you go through the list of words, distract between the letters m and n before sounding out each word.)
Touch under the n in ant. What is this letter's sound? Fren.
Sound it out. Slide your finger under each letter as students sound out. /an/a/t/n/ Read it fast. an

Repeat the process with the following words: ant, nat, rat, /an/a/t/n/ ram.

Note: When you come to the word sat, ask:
The next 2 words have no dots. Sound them out the way you always do.
Touch under the m when you come to ram. What is this letter's sound? /m/m/m/
Sound it out. /m/m/a/t/n/ Read it fast. ram

Individual Practice
(Provide Individual practice.)
Good morning. What should I do next? Put a check mark on the lesson Mastery Sheet.

n . r . s.

n a t
r n d
r m d

an . . . .

ant . . .
nat . . .
sat
ram
One question: Would you want your own children to go to this school?
Would you want your own children to go to this school? Why or why not?
If it’s so effective, then why is it so controversial?
Areas of resistance

- Suitable for only some students
- Just rote learning and only suitable for learning basic skills
- Too teacher directed and encourages students to be passive learners
- Stifles creativity
- Robs students of the “aha” effect
- Is not well liked by students
- Is not the best way to teach—there are better ways

(Source: Adapted from McMullen & Madelaine, 2014)

What about the evidence?

Explicit and systematic instruction
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Text comprehension
What about the evidence?

Explicit and systematic instruction
- Word study
- Fluency
- Vocabulary
- Comprehension
- Motivation

And don’t get me started about math!

**Recommendations**

**Tier 1**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Level of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure all students in grades K–8 are taught explicit and systematic instruction of word study, fluency, vocabulary, and comprehension.</td>
<td>Evidence-Based</td>
</tr>
</tbody>
</table>

**Tier 2 and 3**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Level of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Instructional materials for students receiving intervention should focus on reading and include instruction of word study, reading fluency, vocabulary, and comprehension.</td>
<td>Strong</td>
</tr>
<tr>
<td>7. Instruction during the intervention should be explicit and systematic. This includes providing models of student problem solving, explicit instruction of thought processes, guided practice, corrective feedback, and frequent and sustained supports.</td>
<td>Strong</td>
</tr>
<tr>
<td>8. Instruction should be based on research literature and evidence.</td>
<td>Strong</td>
</tr>
<tr>
<td>9. Instruction materials should include opportunities for students to work with and practice new skills.</td>
<td>Evidence-Based</td>
</tr>
<tr>
<td>10. Instruction at all grade levels should include explicit instruction of word work.</td>
<td>Evidence-Based</td>
</tr>
<tr>
<td>11. Include strategies for fluency in the classroom.</td>
<td>Evidence-Based</td>
</tr>
<tr>
<td>12. Include instructional strategies to improve word recognition and fluency.</td>
<td>Evidence-Based</td>
</tr>
</tbody>
</table>

Consistent positive effects on performance with word problems and computation using clear modeling, think alouds, practice with extensive feedback.
or science…!

or music…!

or sports…!

Research Article

The Equivalence of Learning Paths in Early Science Instruction

Effects of Direct Instruction and Discovery Learning

David Klahr and Aladina Ngam

Department of Psychology, Carnegie Mellon University, and Center for Biomedical Informatics, University of Pittsburgh

or riding…!
or working at Starbucks...!

or even mountain biking!
Grandma could teach us a thing or two!

Let’s Review Before Visiting with Kevin Bacon
Assumptions of Effective Instruction

- All students can learn if we teach them carefully.
- The teacher is responsible for student success.
- Generalization or transfer of learning is the most critical stage of learning.

1. Segment complex skills.
2. Draw student attention to important features of the content through modeling/think alouds.
3. Promote successful engagement by using systematically faded supports/prompts.
4. Provide opportunities for students to respond and receive feedback.
5. Create purposeful practice opportunities.
Did Kevin...

1. Segment complex skills?
2. Draw student attention to important features of the content through modeling/think alouds?
BE KEVIN BACON!

5 Essential Components of Explicit Instruction

1. Segment complex skills?
2. Draw student attention to important features of the content through modeling/think alouds?
3. Promote successful engagement by using systematically faded supports/prompts?
4. Provide opportunities for students to respond and receive feedback?

Did Kevin...
Did Kevin...

1. Segment complex skills?
2. Draw student attention to important features of the content through modeling/think alouds?
3. Promote successful engagement by using systematically faded supports/prompts?
4. Provide opportunities for students to respond and receive feedback?
5. Create purposeful practice opportunities?
Was Kevin Patient and Positive?

It Matters!

Or Does It?
We tend to get “hammered” on the apparent lack of generalization, transfer of learning, and creativity when explicit instruction is used.

See what you think!
Thank you!

When it comes to best practices in providing instruction, remember to be like Kevin Bacon!