



Behavior Management TOOL: Teaching Others through Online Learning

Module 7: Explicit Instruction

Learning Task # 1

Directions: Watch the videos within the module to view Explicit Instruction in action.

1. *Stage 1: I Do*

Write down the I, Me, or My statements made by the teacher in the video.

How has the teacher anticipated areas of confusion in student learning?

In what ways were the models and explanations of content clearly provided?

2. *Stage 2: We Do*

What do you see happening in the video?

How has the teacher provided multiple opportunities for the students to respond?

How often has the teacher provided appropriate feedback?

Describe how the teacher demonstrated examples and nonexamples of the learned content?

Which questions appropriately challenged students?

3. *Stage 3: You Do*

Describe the types of independent practice completed by the students.

What would be the logical sequence for the next lesson?

Learning Task # 2

Directions: Direct feedback helps prevent students from learning material incorrectly, having to “discover” what they are supposed to be learning, and becoming frustrated, confused, or disengaged during the learning process. Watch video ___ and record what was given as direct feedback responses by the teacher. Were there additional opportunities for immediate and constructive feedback during the lesson? What aspects of the feedback provided did you find meaningful? What response and/or outcomes from the student did you observe?

Learning Task # 3

Consider the following instructional examples and determine a specific learning objective. For instance, a new procedural skill in math may include “given the perimeter of a square, solve for the area.” Outline the instructional practice for each stage of Explicit Instruction. Be sure to use clear language for demonstrating the task, outline specific guided practices opportunities for repetition and engagement, and note potential opportunities for feedback during the lesson. List any challenges or questions you have as you work through the three stages.

1. New procedural skill in a mathematics lesson
2. Commonly misunderstood grammar error
3. New letter/letter-sound
4. Routine for using science lab or art room supplies

Learning Objective:	
Steps	Actions
Gain student attention.	
Model the skill or task- think aloud (I do).	
Do the skill or task together (We do).	
Provide reinforcement.	
Direct the student to complete the skill independently (You do).	
Provide reinforcement upon completion.	