

## HLP 16: USE EXPLICIT INSTRUCTION VIDEO TRANSCRIPT

Welcome to our video for high leverage practice number 16, use explicit instruction.

The primary sources for content in this video are Anita Archer and Charles Hughes' book *Explicit Instruction*, and the high leverage practice in *Special Education* book published by CEC and the CEEDAR Center.

There are 22 high leverage practices for special education spread across 4 domains. HLP #16, use explicit instruction falls under the instruction domain.

This video is organized into two parts. First, we introduce and define Explicit Instruction. In part 2, we break the practice down into four key components to illustrate how teachers are using explicit instruction to support the needs of students with disabilities across a range of settings.

### **Part 1: Introduction to Explicit Instruction.**

Explicit instruction is one of the most extensively researched instructional approaches available to general and special education teachers working with students with disabilities, but, what is it?

Explicit instruction is really a set of teacher behaviors that are individually and collectively effective and efficient for supporting student outcomes. Put simply, explicit instruction helps teachers design and deliver effective instruction for a range of student learning needs.

Teachers who use explicit instruction bring a laser like focus on selecting only the most critical content students need to know... Sequencing skills logically... And breaking complex skills and strategies into smaller instructional units. Teachers also highlight critical examples and non-examples.

A hallmark of explicit instruction is teachers provide lots of opportunities for students to respond to keep instruction moving at a brisk pace, and provide immediate feedback on student performance. Language used within an explicit lesson is crystal clear.

Explicit lessons are also known for the I do, we do, you do instructional sequence. This means the teacher first models how to solve a problem or complete a task by thinking aloud. Then, the teacher guides students through a scaffolded application of the skill or concept and provides feedback. Finally, students are provided opportunities for independent practice to ensure mastery. Students receive meaningful feedback at every step.

It is important to note that while any teacher can and should provide explicit instruction, the intensity with which teachers use this practice increases with the specific needs of students with disabilities. For example, special education teachers and other specialists should use data to

make informed decisions about the size of instructional groups, and determine the needed intensity of instruction.

## **Part 2: Four key components of Explicit Instruction.**

Although explicit instruction contains numerous aspects, in this video we focus on four key components. The four components are: 1. Use a logical sequence within lessons, 2. Provide clear models and explanations of content, 3. Provide multiple opportunities to respond and appropriate feedback on performance, and 4. Provide a range of examples and non-examples to highlight the content being taught.

### **Component 1: Use a logical sequence within lessons.**

After choosing the content, or what will be taught, explicit instruction shapes how the content will be taught.

Teachers should begin lessons with an explicit statement of purpose and provide an advance organizer for the lesson.

It is important that teachers be unambiguous in terms of how information is provided, which means each word should be carefully chosen... And content should be sequenced in a logical format to go from easiest to understand to most complex.

In the follow clip from a low incidence disability classroom, Ms. Raines explicitly tells her student what they are going to work on during the lesson. Note she is also providing opportunities to respond, and specific feedback on both her behavior and academic performance.

In the following clip from a 1-1 reading lesson, Ms. Boothe provides intensive explicit supports for her student by providing a tightly planned review of known skills, and then a logical request to see those skills in action. Please note the use of lots of opportunities to respond, feedback, and an appropriate pace.

### **Component 2: Provide clear models and explanations of content**

As noted in part 1 of this video, explicit instruction should include modeling by the teacher, when appropriate. This can occur within the I do or We do phases of explicit instruction. From day to day, the role of modeling in a lesson may change based on the lesson's objective which can include teaching new content, connecting to previously learned content, and helping students see and hear your thinking about the content being taught, and how you as the teacher solve problems.

Once the teacher models, it is the students' turn to have guided and supported practice opportunities with the teacher monitoring performance and systematically fading supports until students have reached mastery.

In the following clip Ms. Samuels is within the We Do phase of explicit instruction. She is both modeling her thinking for solving a double-digit subtraction problem with regrouping, but also explicitly prompting her students to demonstrate their knowledge.

Although in the previous clip we showed the teacher supporting students within the We do phase of explicit instruction, many experts recommend the balance of time for modeling vs. independent guided practice should be tilted towards students' independent practice.

### **Component 3: Provide multiple opportunities to respond and appropriate feedback**

Explicit Instruction should be delivered at a pace that allows student to make the needed connections to boost learning. An instructional pace that is too slow can cause boredom. Too fast and you risk overwhelming students' limited cognitive resources.

One way to keep your lesson moving is by delivering a healthy number of opportunities to respond. Students responses can be verbal, written, or performed. And questions can and should challenge students at varying levels of difficulty tied to a logical instructional sequence. This can mean providing recall or choral prompts, or deeper probing questions that require application of skill.

The level of your questions should depend on the goals of the lesson and capacity of your students.

Regardless of the stage of the lesson, teachers must provide students with affirmative or corrective feedback. Feedback is most powerful when it is tied to the performance of the student and is as specific as possible. In other words, do more than say yes, or good job.

Communicating with students in terms of how they are or are not meeting your expectations and performance level is an essential component of explicit instruction.

In this clip, note how Mrs. Khan provides lots of varying opportunities for her student to respond, coupled with immediate and specific feedback, which is used as both a reinforcer and launching point for furthering instruction.

### **Component 4: Provide a range of examples and non-examples to highlight the content being taught.**

Another critical aspect of explicit instruction to accompany the previous three components is for teachers should provide a range of examples and non-examples for new content being taught. Examples should be clear, and provide deep insight into the meaning of the content. Non-examples, when used, should draw a crystal-clear contrast that does not inadvertently introduce confusion.



# High-Leverage Practices in Special Education

In the following clip, note how Ms. Hutchins explicitly teaches using examples and non-examples. Also, note she continues to provide opportunities to respond, while promoting students to make their thinking public.

**In summary**, explicit instruction is effective for most students, not only those with disabilities. This approach can be used across grade levels and content areas. Although explicit instruction can be provided by any teacher, the unique setting and needs of students being taught determines the level of intensity with which the teacher uses this practice. The difference in intensity is not merely the number of students in each class, but that instruction should be appropriately intense, matched to the unique needs of students. A trained special educator or similar specialist is responsible for ensuring data that is carefully collected and monitored drives instructional decision-making. This ensures the explicit instruction being delivered is appropriately intense, and the team is ready to make changes as needed.

More information about increasing the intensity of explicit instruction to meet the unique needs of students spread across various instructional settings can be found at [highleveragepractices.org](http://highleveragepractices.org).

Thanks for watching, and please look for other videos in this series on high leverage practices.