

Explicit Instruction Course Module 6—Part 4

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Now, let's talk about the method you use, and whether it matches your desired response format. That's the key thing we're going to talk about here, is the response format. You're going to learn here how to make that match between the method and the response format. Again, with the DBI Framework, this is part of your adaptation. One thing you can think about is, whether or not, you're using a variety of methods to elicit responses that give you a variety of our response formats. What we mean here by response formats, in terms that matches our response format, basically verbal, written, and physical kinds of responses. There are two kinds of key points here. One, you need to decide which one you are looking for and two, you need to use a variety of these, because all three can be really beneficial to students. These are pretty obvious what we mean by these. Thinking for yourself, stop and jot, what's an example of a question or instruction you may give, or question you may ask or an instruction you may give, to each type of response format in your own classroom. Think of one that you've taught recently, or if you haven't taught yet, one that you intend to teach in the future. Think of about that, write those down, and then come on back. [Pause]

Now, let's have a chance to look at an example. In this example, we're going to see Ms. Pollack, a fourth grade teacher, our lead teacher here, teach a lesson on arrays. What we want to think about here is that, one, whether Ms. Pollack used a variety of response formats, and two, whether or not, she's purposeful in being sure that students are using a response format that she intends. So, you'll see, whether or not, she does both of those things. Go ahead and watch Ms. Pollack, and then we'll come back together and briefly discuss it. Enjoy.

[Video Presentation: Ms. Pollack](#)

Today, we're going to be talking about this array. What are we going to be talking about, everyone? This array, very good. This array has several squares on it, you can see here. We are going to try to figure out how we can use the rows, to figure out how many squares there are all together in the array. Let's think about our first question here. How many rows are there in the array? Show me on your fingers. Good job, there are four rows in this array. Let's point to them together, one, two, three, and four. There are four rows in this array. How many squares are in the first row? Here's the first row. How many squares? Show me on your fingers. Three, great job, there are three squares in this row. Let's count them together, one, two, three. There are three squares in the first row. How many of the squares are in the second row, Jocelyn? Great, there are three squares in the second row. Thank you for telling me that out loud. How many squares in the third row, Roman? Three, you're right. There are three squares in the third row, and how many squares are in the fourth row, Theresa? Come on up and point to each square in the fourth row, so we can figure it out. One, two, three, there are three squares in the fourth row, very

good. So, everyone, all of the rows have how many squares? Three, very good, all of the rows have three squares. I'd like you to whisper to your partner to finish this sentence. There are three squares blank, blank row, actually, to fill in the sentence, not to finish it. Go ahead and whisper to your partner. I heard lots of good discussion happening. Sarah Anne, what did you and Dominique say? Great job. You said there are three squares in each row. That's right. So everyone, please take out your notebook and copy this down with me. There are three squares in each row. [Pause]

A little hint between you and me, I want students to use whiteboards to respond today. I'm going to do my best to make sure that they respond using that response format. Let's see how I do and go.

Today, we're going to be learning about this array. What will we be learning about? Please use your whiteboard to respond. You should have written down array. We will be learning about this array. Now, we want to figure out how many squares there are all together in this array by using the rows. Here is a row. So, how many rows are there in this array? Sally, we're using our whiteboards today. Please write down how many rows you think there are in this array. Go ahead and show me your whiteboard. Good, you should have written down four. There are four rows in this array. Let's look at them together. One, two, three, and four, there are four rows in this array. How many squares are in the first row? Here's the first row. How many squares are in the first row? Damien, we're keeping our voices off today. We're using our whiteboards, so you need to write down the number. You should have written down that there are three squares. Please show me your whiteboard, if you didn't already. Good, there are three squares in the first row. I'll point to them. One, two, three, there are three squares in the first row. How many squares are in the second row, Jocelyn? Write it down please. Good, I like the way you wrote down that there are three squares in the second row. One, two, three. Micah, how many squares are there in the third row? Please write it down, I know you want to share out, but we're using our whiteboards today. There are three squares, you're right, in the third row. One, two, three, and everyone, let's say this all together, how many squares are there in the fourth row? You should have said three. I saw some of you going to use those whiteboards, but I wanted you to respond all together for that one. There are three squares in the fourth row. one, two, three. So, all of the rows have how many squares, everyone? Oops, make sure you write that on your whiteboard, we're not saying it out loud. Three, that's right, all of the rows have three squares. Whisper to your partner, to finish this sentence: there are three squares blank, blank row. All right, now everyone, please write down what you had in your conversations, what you said in your conversations in the blank spaces in your notebook. All right, let's bring it back together. You should have written down, "There are three squares in each row." If you didn't write that down, please erase what you had and write down my answer that's on the board.

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Okay, so you've had a chance to watch Ms. Pollack's video. What I hope you noticed with her thought bubbles is that she had a plan for the kind of responses she wanted to elicit. In one example, she was

very clear when she spoke to the students about how they would actually - a elicit response. She would get them to respond in the correct response format. In the other example, you saw that she was not clear, and it did not give her what she wanted. So, it's really critical there that you see is that, Ms. Pollack really worked hard to, in the one positive case, make sure that she was strategic about getting the students to respond the way that she wanted. I think that one of the things they often notice in classrooms is that teachers aren't sufficiently strategic about thinking, "How do I want students to do it?" I've done this in my own classroom. The result is that the lesson doesn't go as well as you want, because you haven't thought through what's the way I'm going to get students to actually do this. You see her do a good job with that. You also see her use a variety of response formats in the good example there, and that's really valuable too, because students aren't just seeing things one way, they had the opportunity to do things in multiple ways.

Here's a curriculum example. This is something we took from the National Center on Intensive Intervention website. This is for a curriculum we're calling, "Beginning Numbers." For this example, you can see that there are a variety of response formats here. Make your whiteboard match mine, that's a written activity. What number? The students say it, "That's six." That's a spoken, that's a verbal response. Here you see another verbal response, a written response that goes along with a gesture response, pointing to the number, circling it, and then erasing here at the bottom. There are a variety of response formats that are helping move the lesson along and getting students engaged in a variety of ways. It's also really clear here, that the people who wrote this curriculum had thought strategically about how they would sequence these and how students would do it. I even think it's worth remembering that the curriculum was designed to have the whiteboard be erased at the beginning, and then erased again at the end. That's important. What that shows is that they are thinking about the entire lesson, and not just part of it. They're trying to make sure that they get the students to respond exact to the way that they want. This is part of that idea of keeping yourself focused on how to create a lesson, not just how to craft the materials. How to cognitively process for yourself what the lesson needs to be like. In a lot of times we find is that doesn't happen, and the lesson doesn't go as planned. You also find that a lot of curricula don't do this anyway. This is a great example of a curriculum that does provide that level of support, but often, curricula assume you figured it out for yourself how students would respond, how the sequence of responses will go, when you'll do gestures, when you'll do verbal responses, and so on. Most curricula aren't like this. That creates a real challenge for you. When you have to design your lessons, the curriculum is underspecified.

Speaking of curriculum that you need to evaluate, now it's your turn to look at the curriculum that we've given you as an example. Review the next section of the lesson plan that's written there, then underline the ways the teacher elicit response and identify whether or not it - the type of response format. You

can decide here, whether or not, this curriculum is adequate in doing that or not. Go ahead and stop the video, analyze that example, and we'll come back together. [Pause]

Okay, so you've had a chance to do this. Now, I'm going to start out by saying that this one is also pretty good, just like the last one that you saw. We didn't give you a bad one. We gave you another good one. We hope you underlined a lot of cases where the teacher went and elicit responses. So, you can see every single one of those things that I elicit that I just wrote, is a different example of eliciting a response, including two of them here, and two of them here. They come in a variety formats. You can see here that one is written, that one is verbal, another verbal one, another verbal one, a gesture one, and a written one, a spoken one, a written one, a written one, a written one, a spoken one, a verbal one, a written one, and finally, another gesture one. So, there's a wide variety of responses. This is obviously from the same curriculum. Now you see again here how that's been done really effectively. Again, as we said, that's not going to be true in a lot of cases.

Now we've talked about response formats, let's talk about matching the response format a little bit more with the curriculum example. This is actually something from a real curriculum that you might see, and you think about what the response format is. Read the first example here - which you can pause the video and do it on your own, it will also be in your work book - you can see here, the first thing the teacher asked to do is to have the student push the pencil. It's obvious there what the response format is, which is students are going to actually push the pencil. Then, the teacher asked, "Why did this thing move?" and the student's response is, "It was pushed." A lot of curricula will actually specify what students are supposed to do. In this case, push - give the verbal response, and they will actually specify that. That's a good thing to do, because it makes it clear to you that it's a verbal response. The same thing is true here with the same exact sort of format, right? You can see the teachers are been filling in the blank, for the teacher to fill in with the object that they actually used. Again, here you can see the response format.

I know it seems odd to be talking to you about matching the response format to the instruction you give because it seems obvious, but the point here is that sometimes it's not obvious. Sometimes, when we design lessons, we don't think specifically about how we want students to respond. What's the result? They don't respond the way we intend them to. They might put up a thumb, rather than saying it, or whatever. So, you need to be really clear about that. These examples show how you can be clear about that.

Now, let's look at a video example of Mr. Shin Shu. Mr. Shu here is teaching a first grade geometry lesson. The student is actually a seventh grader, but his IAP goals call for him to be doing work at a first grade level, and he's focusing on shape identification. Let's look at the responses that he elicits from the

student. What is the response format that he expects, what instructions does he give, or what questions does he ask to get the response format? Let's watch the video and see.

Video Presentation

Male: I will say a shape and can you point where it is? Can you show me where is circle? Great. Can you show me where is the rectangle? Great. Where is triangle? Great. Where is square? It's in [\[Unintelligible\]](#) Where is triangle? Great, yes. Now, your turn, I will point to the shape and you could tell me what it is. So, what's this?

Male: A triangle.

Male: What's this?

Male: A circle.

Male: Great. What's this?

Male: A rectangle.

Male: Rectangle, and what's this?

Male: A square.

Male: Good.

Male: Okay, so you got a really nice sense there. He primarily uses two response formats. One is that he says one, and the student points. That's a gesture response. Then, he points and the student says something. He has both response formats there. It's very clear, there's a clear link. He said, "What's this?" The student gives the answer. If he wants the student to point, he says the name of it, and the student answers. The response format is clear. He's obviously established with the student that if I say something, you point. There the student knows exactly what to do, there's nothing left for the imagination. Obviously, with explicit instruction, the key thing is not making the students guess at it. We're going to look at this again. This time, we can tally things as we go here and see when the prompts are physical, and when the prompts are verbal here. I say gestural, but physical, gestural are the same basic

idea in this case. Let's go and watch this. We can see a tally of how many times he uses physical and verbal responses, in what is a very short clip.

Male: I will say a shape, and can you point where it is? Can you show me where is circle? Great. Can you show me where is the rectangle? Great. Where is triangle? Great. Where is square? [unintelligible] Where is triangle? Great, yes. Now, your turn. I will point to the shape and you could tell me what it is. So, what's this?

Male: A triangle.

Male: What's this?

Male: A circle.

Male: Great. What's this?

Male: A rectangle.

Male: Rectangle. What's this?

Male: A square.

Male: Good.

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All right, what a nice example. You can see here, there are five physical responses and four verbal responses in a very short period of time. As we've already said, he set up the response format for the student. He's made it very clear what the expected format is, so the student will give a response that's the one that he expected.

Now, you're going to get to analyze this video and think of questions or instructions he could have asked or given to elicit responses using a written format. He did not use a written format, but how could he have done that? Look at that video again and think, "What would I might have add to that lesson, perhaps? Maybe I continue to do the physical and the verbal responses, but I want to add a written response. What could I do to add that for the student?" That would be a good thing to do. That's what we're going to ask you to do, so I want you to go ahead and to it. So, in your activity workbook, you can analyze that

video example. Think about those written responses that you might give. Then you can come back, and we'll continue on. [Pause]

I presume at this point, you've done the analysis of the video, and you've come up with the written responses you might give. Now, we're going to finish up part four of this with a discussion board, and with a quiz. Let me talk to you about the discussion board, I'll tell you about the quiz, and then eventually, I'll give you the answers, after you take it, of course. In terms of the discussion board, post here. This is not going to be very complicated, but it's still going to be a worthwhile exercise. You're going to build a very short lesson. It could be as short as the one you saw Mr. Shu do, perhaps a little bit longer. Your goal here is to come up with three questions you might ask, or three instructions you might give to elicit the response from the student. You are to include the objective, and any other important context information for someone to be able to understand what your lesson is about, and where you're headed with it. You can ask all kinds of questions, you can specify that the goal here is to ask a question, and so on. All you need to not do is say what the response format is, what you expect students to do as a result. Sounds like a simple exercise, but you might find that when you come up with something, you're not as clear in your own mind about what you intended to do. It might be easy sometimes to distinguish and say, the physical responses, and the verbal responses, but maybe you haven't decided in your own mind. Am I going to do a verbal response, or a written response? Sometimes, it's happened to me, in a lesson I'm like, "Wait, do I want them to write this, or do I want them to say it?" and I'm not clear. This is a great opportunity to make sure you are clear when you write your questions, or write your instructions. As the person on the other side looking at someone's, you can make sure it's clear to you, what they intended as a response format. It will be a good exercise for you to do. Go ahead and discussion board post away. Once you're done with that, we can go on, and it will be time to take the quiz. [Pause]

Okay, so it's time for the quiz. On the quiz, you're going to have a chance to think about how to match the way of eliciting responses to the learning outcome. I'm going to give you one hint before you start. I'm not going to tell you what the question is about, but I want to make sure that you get this one right. One thing I want you think about, and I'm saying this now because I'm not sure how clear we've been about it, is that it's not always necessary to use all kinds of response formats. You have to think always about what's your lesson objective, and it's possible that for certain objectives, for certain learning outcomes from those objectives, you aren't going to need every kind of response, all right? You don't always have to do a physical response, if your lesson objective doesn't call for it. That's a little bit of a hint there. You can figure out what question that applies to on your own. From that I'll say, good luck on the quiz.