

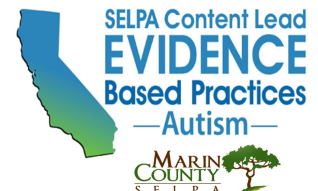
Evidence Based Practice Training: Direct Instruction (DI)

Adapted from Steinbrenner, J.R. et.al. (2020). Direct Instruction Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder Report, National Clearinghouse on Autism Evidence and Practice (NCAEP)

<https://ncaep.fpg.unc.edu/>



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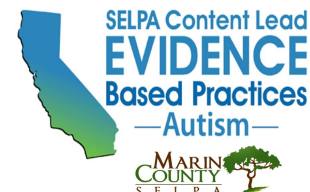


What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California



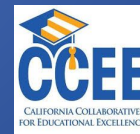
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What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

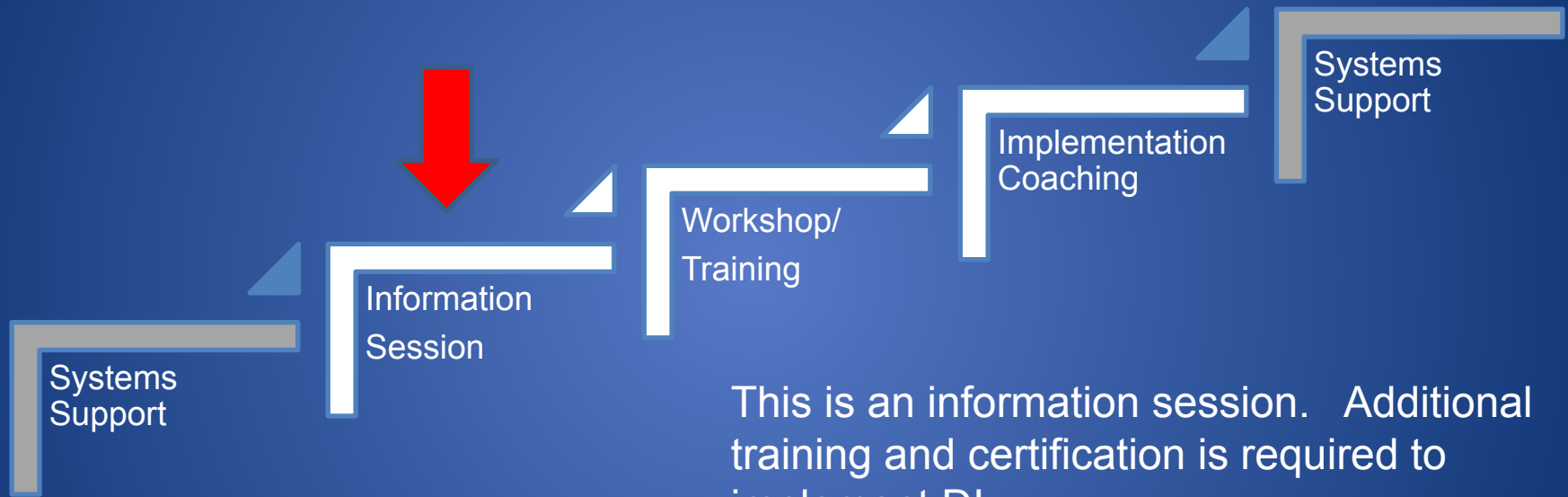
This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



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Levels of Professional Development to Reach Implementation



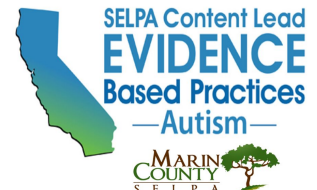
This is an information session. Additional training and certification is required to implement DI.

Before We Begin...

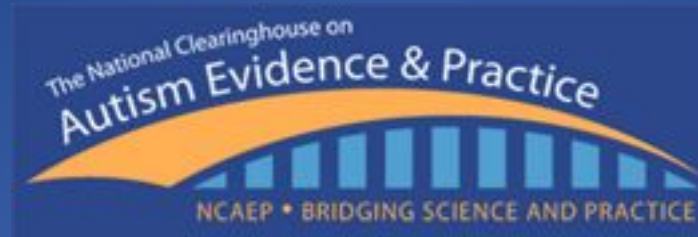
Please complete the **Pre Training Survey**
sent to your email



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What are Evidence Based Practices?



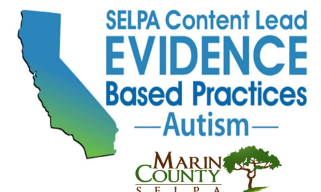
NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.



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Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

| Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs | Academic/ Pre-academic | | | Adaptive/ Self-help | | | Challenging/ Interfering behavior | | | Cognitive | | | Communi- cation | | | Joint attention | | | Mental health | | | Motor | | | Play | | | School readiness | | | Self- determination | | | Social | | | Vocational | | |
|---|---------------------------|------------|-------------|------------------------|------------|-------------|---|------------|-------------|-----------|------------|-------------|--------------------|------------|-------------|--------------------|------------|-------------|------------------|------------|-------------|-----------|------------|-------------|-----------|------------|-------------|---------------------|------------|-------------|------------------------|------------|-------------|--------|--|--|------------|--|--|
| | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | 0-5 years | 6-14 years | 15-22 years | | | | | | |
| ABI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AAC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BMI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CBIS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DTT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FBA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FCT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MMI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PBII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RIR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TAII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| VM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
 - Consider the child and family characteristics
 - Consider the teacher and team characteristics
 - Consider other available resources

Selecting an EBP Checklist

Autism Focused Intervention Resources & Modules **Selecting an EBP Checklist**
 For more information, please visit: <https://afirm.fpg.unc.edu/>

---Selecting an EBP Checklist---

Learner's Name: _____ Date/Time: _____
 Observer(s): _____
 Target Goal/Behavior/Skill (short): _____
 Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

| Date/Time | Frequency/Duration | Total |
|-----------|--------------------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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Selecting an EBP AFIRM Team, 2020-8 Page 1 of 3

Autism Focused Intervention Resources & Modules **Selecting an EBP Checklist**
 For more information, please visit: <https://afirm.fpg.unc.edu/>

CHECK ANNUAL GOAL FOR:

| | | |
|---|------------------------------|-----------------------------|
| 1. Context (When/Antecedent) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Target goal/behavior/skill (What/Behavior the learner is to perform) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Mastery (How/Criterion for learner progress/mastery) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

| | |
|----------------------------------|--------------------------------------|
| Student strengths: | Student challenges: |
| Has worked before (home/school): | Has not worked before (home/school): |

Teacher/Team Characteristics

| | |
|------------------|-------------------------|
| Knowledge level: | Successfully used EBPs: |
|------------------|-------------------------|

Clues found in the IEP Goal

| | |
|--------------|--|
| Goal domain: | Potential EBPs (Refer to the Domain Matrix): |
|--------------|--|

Other Resources

| | |
|---------------------------|----------------------------------|
| Current student supports: | Available equipment: |
| Team members: | Additional learning experiences: |

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Selecting an EBP AFIRM Team, 2020-8 Page 2 of 3

Autism Focused Intervention Resources & Modules **Selecting an EBP Checklist**
 For more information, please visit: <https://afirm.fpg.unc.edu/>

SELECT AN EBP:

IF APPLICABLE, IDENTIFY ADDITIONAL EBPs TO BE USED WITH THE SELECTED EBP:

| | | |
|---|--|---|
| <input type="checkbox"/> Reinforcement (R+) | <input type="checkbox"/> Prompting (PP) | <input type="checkbox"/> Modeling (MD) |
| <input type="checkbox"/> Task Analysis (TA) | <input type="checkbox"/> Time Delay (TD) | <input type="checkbox"/> Visual Supports (VS) |
| <input type="checkbox"/> Functional Behavior Assessment (FBA) | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

ADDITIONAL NOTES:

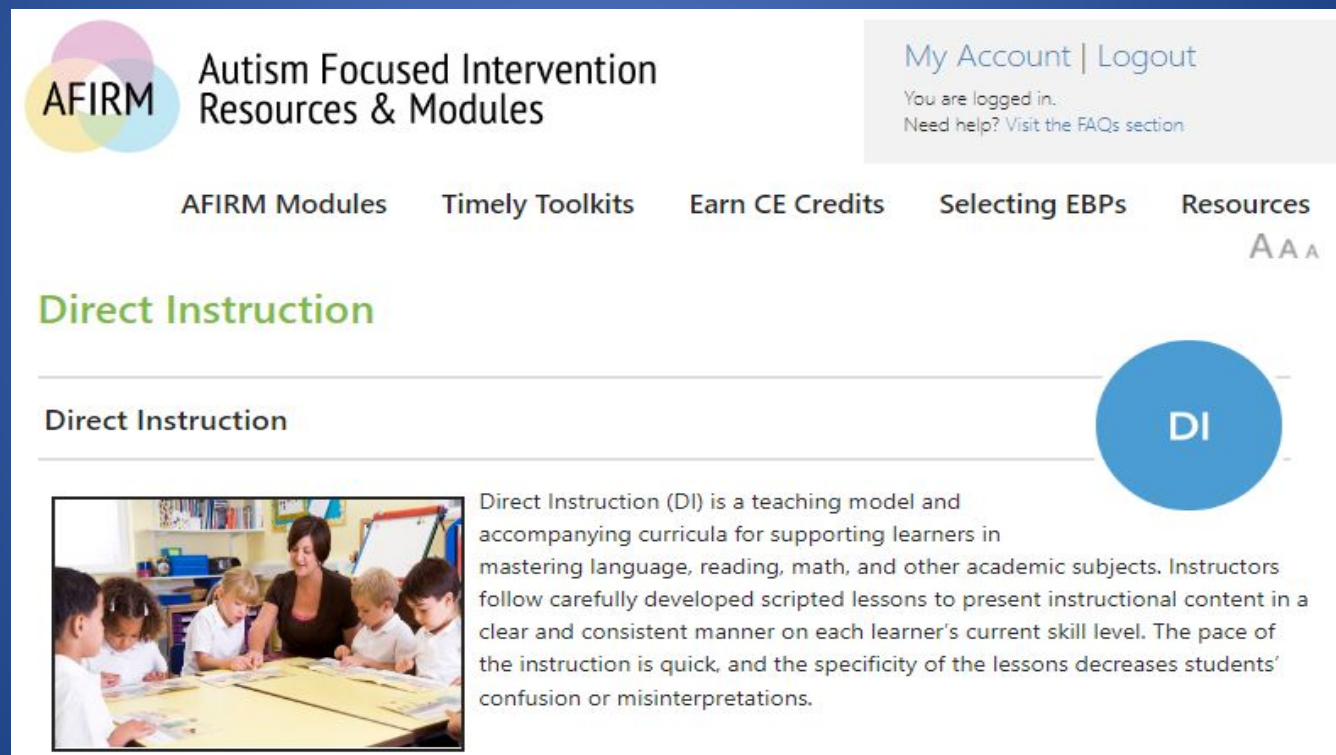
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 The National Professional Development Center on Autism Spectrum Disorder

Selecting an EBP AFIRM Team, 2020-8 Page 3 of 3

High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo, consisting of three overlapping circles in pink, yellow, and blue. To its right is the text 'Autism Focused Intervention Resources & Modules'. In the top right corner, there is a 'My Account | Logout' link, with subtext 'You are logged in. Need help? Visit the FAQs section.' Below the header is a navigation menu with links for 'AFIRM Modules', 'Timely Toolkits', 'Earn CE Credits', 'Selecting EBPs', and 'Resources'. To the right of the 'Resources' link are three small upward-pointing triangles. The main content area features the heading 'Direct Instruction' in green text. Below this is a horizontal line, followed by the text 'Direct Instruction' and a large blue circle containing the letters 'DI'. To the left of the text is a photograph of a teacher sitting at a table with several young children, looking at a large sheet of paper. To the right of the photograph is a paragraph of text describing Direct Instruction (DI).

AFIRM Autism Focused Intervention Resources & Modules

My Account | Logout
You are logged in.
Need help? Visit the FAQs section

AFIRM Modules Timely Toolkits Earn CE Credits Selecting EBPs Resources

Direct Instruction

Direct Instruction

DI

Direct Instruction (DI) is a teaching model and accompanying curricula for supporting learners in mastering language, reading, math, and other academic subjects. Instructors follow carefully developed scripted lessons to present instructional content in a clear and consistent manner on each learner's current skill level. The pace of the instruction is quick, and the specificity of the lessons decreases students' confusion or misinterpretations.

Core Components: Learning Objectives

By the end of this training, participants will be able to:

- Describe what DI is and what skills it can be used to teach
- Identify the components of DI
- Describe DI procedures

DISCLAIMER:

This module is not intended to replace the Direct Instruction training, but rather, to introduce basic knowledge of DI as an evidence-based practice for learners with autism.

To obtain training in DI, visit the National Institute for Direct Instruction (NIFDI) at www.nifdi.org

Evidence (Age and Domains)

| EVIDENCE-BASE: | | | | |
|----------------|----------|-----------|---------------|------------------|
| | ACADEMIC | COGNITIVE | COMMUNICATION | SCHOOL READINESS |
| 3-5 | Yes | | Yes | |
| 6-11 | Yes | Yes | Yes | Yes |
| 12-14 | | Yes | Yes | Yes |
| 15-18 | | | Yes | |

What is DI?

- A teaching model that accompanies curricula for instruction on language, reading, math, and other academic subjects created by Dr. Siegfried Engelmann and Dr. Wesley Becker

What is DI?

- It is a teacher-directed model of instruction that emphasizes how the student is taught and what the student is taught
- DI can be used as a comprehensive curriculum for teaching academic subjects or to target specific skills

Let's Watch and Overview of DI



DI Goals

Language Goals:

- Answer “why” questions,
- make action statements,
- answer yes/no questions,
- using prepositions,
- identify materials from which items are made,
- expressive labeling



By using a Reading Direct Instruction scripted lesson, the teacher is able to systematically scaffold students' comprehension of language.

DI Goals

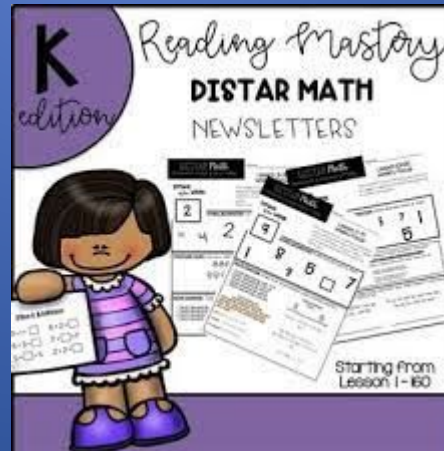
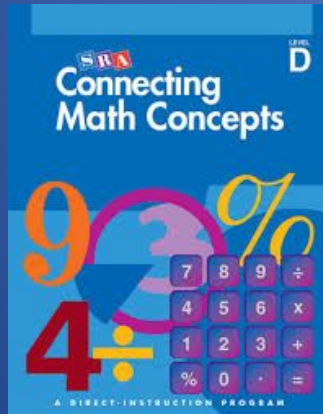
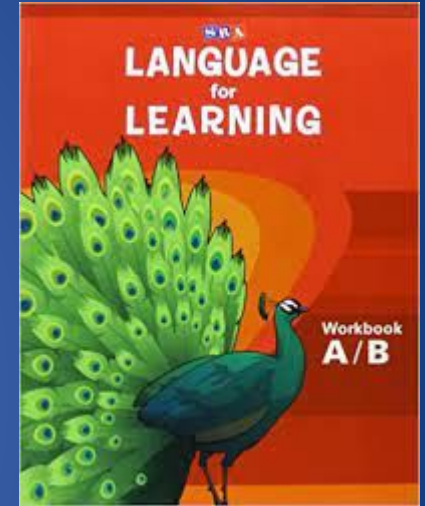
Reading Goals

- Letter-sound knowledge
- Sight word recognition
- Decoding
- Statement inferences
- Use of facts
- Identify analogies

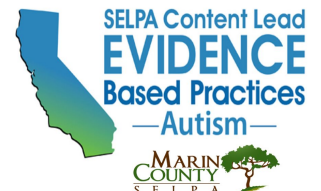
Math Goals

- Telling time

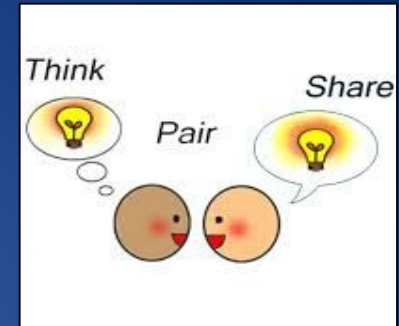
What Are the DI Programs/Curriculum Supported by Research for Students with Autism?



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Think - Pair - Share



Can you think of a student or group of students who could potentially benefit from direct instruction?

In what subject areas?

Planning for DI

| STEP 1: PLANNING | |
|------------------|---|
| 1.1 | Receive initial DI training |
| 1.2 | Conduct student placement assessments |
| 1.3 | Prepare for the appropriate DI level(s) |
| 1.3a | Purchase curriculum materials |
| 1.3b | Obtain training on the specific DI levels to be taught |
| 1.4 | Organize DI learning groups |
| 1.5 | Create daily DI schedule |
| 1.6 | Plan for reinforcement |
| 1.7 | Organize session materials and set-up instructional space |
| 1.8 | Practice the script for the first lesson as outlined in the 'Teacher Presentation Book' (TPB) |

Receive Initial DI Training

- Training is necessary due to DI being highly specialized
- DI utilizes fast pace of instructor-delivered content in each scripted lesson, specific audio/visual cueing, and differentiation for a range of student skill levels
- To obtain training, visit the National Institute for Direct Instruction (NIFDI) at www.nifdi.org

Conduct Learner Placement Assessment

- Team members should assess learners for placement in specific level of DI programs
- Supports students receiving content that is at their current skill level.
- Placement tests can be found in the teachers guide at <https://www.mheducation.com/prek-12/explore/direct-instruction.html>

PLACEMENT TEST

PART 1

Exercise 1 Total possible: 2 points
(Circle 1 point on the scoring sheet for each correct response at b and c.)

This is an oral exercise. For step c, say the sound d, not the letter name.

a. You're going to say some sounds.
b. (test item) Say (pause) rrr. rrr.
c. (test item) Now say (pause) d. d.

Exercise 2 Total possible: 10 points
(Circle 1 point on the scoring sheet for each correct response at b.)

a. (Point to the sounds.) These are sounds. (Point to the boxed m.) This sound is (pause) mmm. What sounds? (Touch m.) mmm.
b. (test items) (Point to each unboxed sound in the column. For each sound, ask) Is this (pause) mmm?

(Circle 1 point on the scoring sheet for each correct response at step d.)

c. (Point to the boxed a.) This sound is (pause) aaa. What sound? (Touch a.) aaa.
d. (test items) (Point to each unboxed sound in the column. For each sound, ask) Is this (pause) aaa?

m a

m
a
a
m
a

8 Reading Mastery Grade K Teacher's Guide

Prepare For the Appropriate DI Level/s

→ PURCHASE CURRICULUM MATERIALS

- After identifying the program levels for your learner/s, it is time to order the program materials.
- Most DI programs can be purchased through McGraw-Hill Education:
- <https://www.mheducation.com/prek-12/explore/direct-instruction.html>

→ OBTAIN DI TRAINING ON THE SPECIFIC DI LEVELS TO BE TAUGHT

- After ordering the materials, obtain live training on the specific levels the team will teach.
- NIFDI provides training information at: <https://www.nifdi.org/services/training.html>

Organize DI Learning Groups

- When using DI with multiple learners, it is important to organize the learners into learning groups according to skill level. These levels are based on the placement tests.

The Factors that Guide Student Placement in Instructional Groups Are:

- Placement assessment score
- Number of learners placing in different starting points
- Instructional group size limit, as indicated by each program level

A note on the fluidity of groups:

During DI, learners should be working toward mastery every lesson. Teaching to mastery every lesson leads to strong foundational skills and high self-esteem. The amount of new material should be manageable for students. Therefore, only 10-15% of the lesson is new each day, the rest is previously mastered material. It is expected that learners should perform correctly 70% of the time on new material and 90% of the time on previously mastered material. If a pattern is observed in which a learner is unable to maintain these first-time correct response rates, the team should (a) determine if the program is being delivered with fidelity or (b) discuss the learner's instructional group placement. A learner may move to a lower or higher instructional group depending on their performance.

Create Daily DI Schedule

- Scheduling sufficient instructional time for DI is crucial for efficacy.
- Because instruction is provided at a faster rate, learners are more likely to master a greater number of concepts

AFIRM Autism Focused Intervention Resources & Modules

Direct Instruction

For more information, please visit: <https://afirm.org/afirm-edi/>

---Daily Schedule---

DI

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this form to create a daily schedule for the learner or to help you plan for using this evidence-based practice.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--------|---------|-----------|----------|--------|
| | | | | | |
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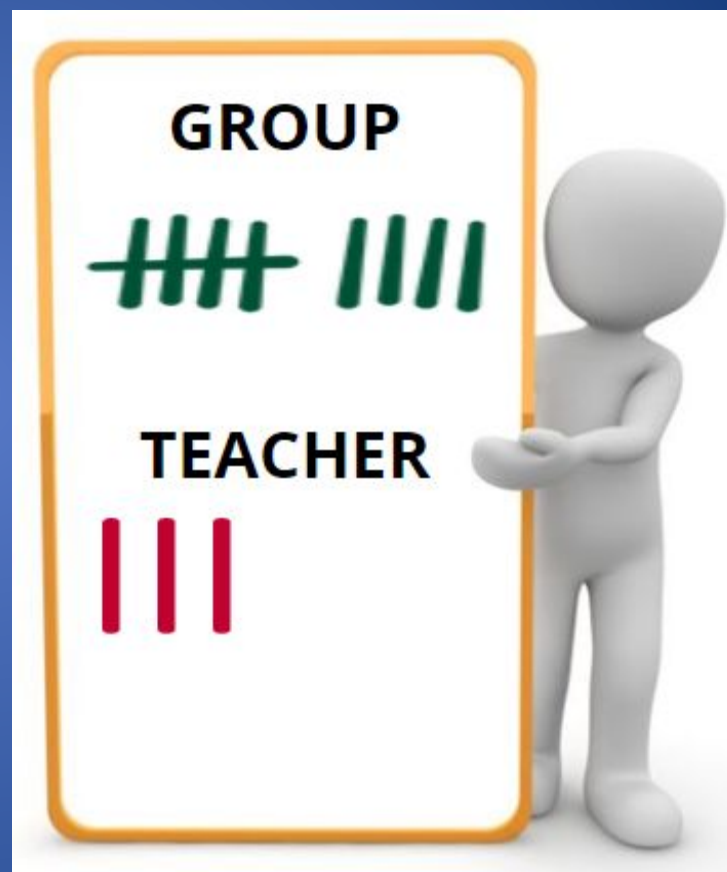
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SELPA

Bartschler et al., 2022 Page 8 of 31

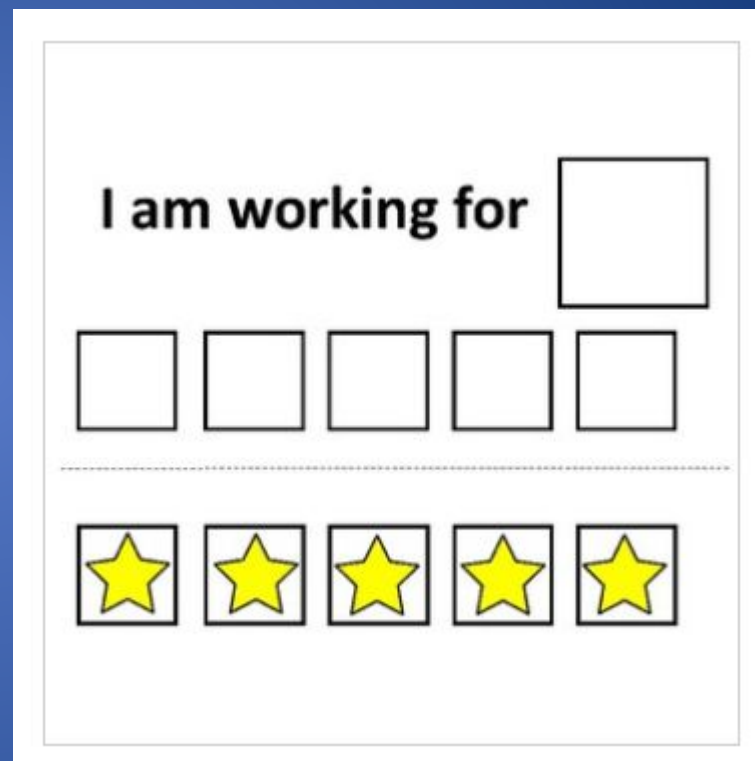
Plan for Reinforcement

- The DI program suggests to the use of social praise as well as a reinforcing game:
 - I.e. teacher student game for when students are working hard and vice versa



Plan for Reinforcement

- Team members may choose to pair DI with more immediate tangible reinforcers or token boards for correct responses.



Organize Session Materials and Instructional Space

- It is important to become familiarized with the curriculum and its materials.
 - Types of teacher presentation books (TPB)
 - Guidebooks
 - Student Workbooks
 - Instructional Materials

Organize Session Materials and Instructional Space

- Since students may receive DI individually, small groups, or as a whole class, team members will need to plan for their circumstances.
- Prior to DI sessions beginning, all materials, reinforcement systems and items should be in place and **READY!**

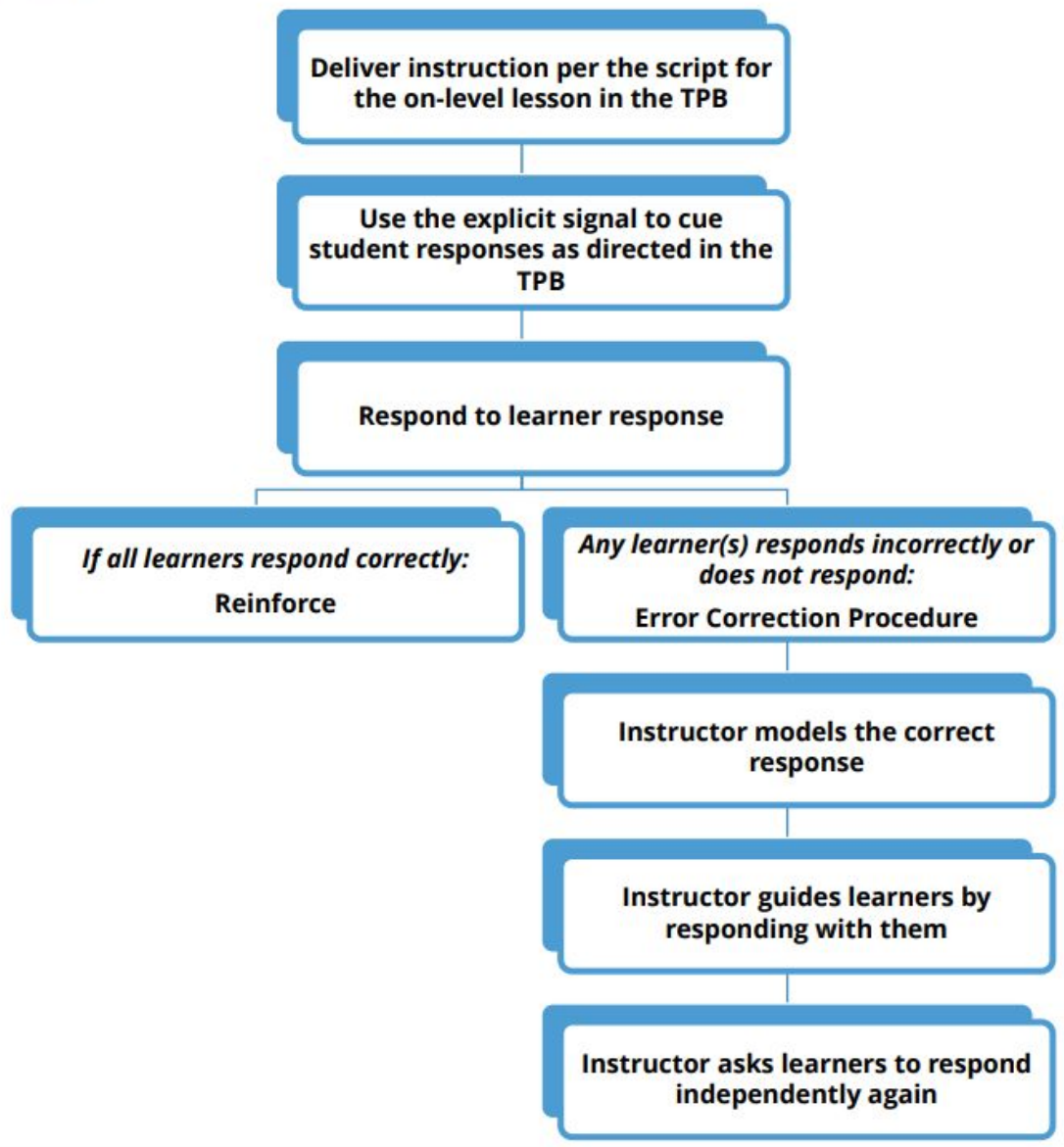
Practice Using the Scripts and Cues from the Teacher Presentation Book (TPB)



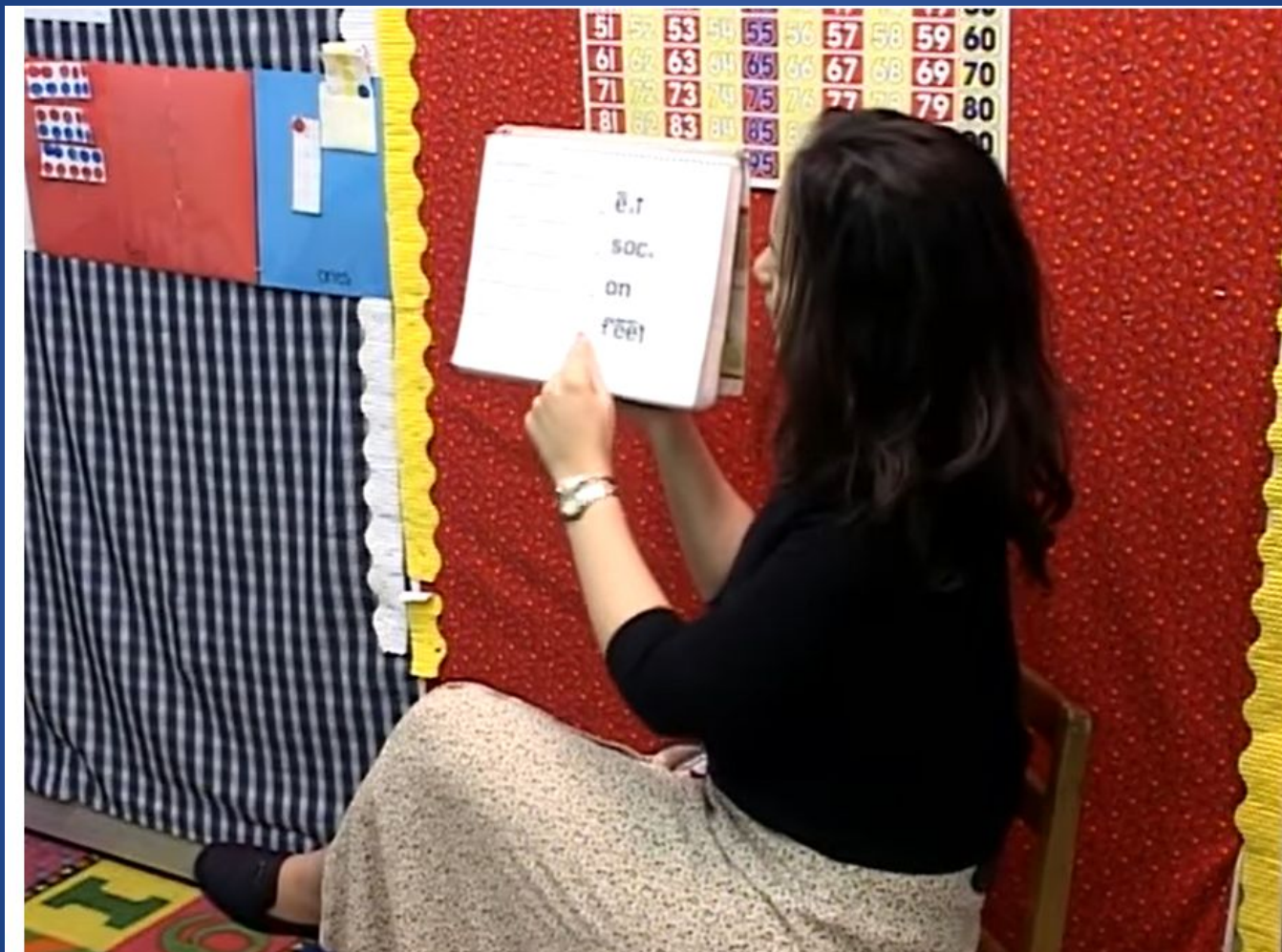
Mrs. Slater's third grade classroom team is starting to use DI to target math skills with their students. As they are beginning to use DI, the team plans to practice with each other daily for about 10 minutes. During their practice time, they focus on giving each other feedback on following the scripts, their pace of delivery, and their use of signals to cue student responses. This also gives them the opportunity to become familiar with the color-coding in the Teacher Presentation Books. This daily practice has allowed the team to gain fluency as they begin to carry out DI lessons.

Using DI

| STEP 2: USING | | | | | |
|---------------|--|--|--|--|--|
| 2.1 | Follow the TPB for implementing DI instruction: | | | | |
| 2.1a | Deliver instruction per the script for the on-level lesson in the TPB | | | | |
| 2.1b | Use the explicit signal to cue student responses as directed in the TPB | | | | |
| 2.1c | Respond to learner's response: | | | | |
| 2.1c.i | <i>If learner responds correctly:</i> | | | | |
| 2.1c.i.1 | Provide reinforcement | | | | |
| 2.1c.ii | <i>If learner responds incorrectly or does not respond, use the following correction procedure:</i> | | | | |
| 2.1c.ii.1 | Model the correct response | | | | |
| 2.1c.ii.2 | Guide the students by responding with them | | | | |
| 2.1c.ii.3 | Ask students to respond independently again | | | | |
| 2.2 | Implement Mastery Tests as indicated by the DI program | | | | |



Let's Watch a DI Lesson



Let's
Practice!

Identify how to respond to student when he gives a correct or incorrect answer:

LEARNER GIVES A CORRECT RESPONSE

Teacher guides students by responding with them.

Teacher says, "Excellent!"

LEARNER GIVES AN INCORRECT RESPONSE

Teacher models the correct response.

Teacher says, "Great! Next one."

Monitoring DI

STEP 3: MONITORING

- | | |
|-----|--|
| 3.1 | Collect data |
| 3.2 | Weekly review of collected data |
| 3.3 | Conduct weekly training and practice sessions for all team members |
| 3.4 | Determine next steps based on learner progress |

Types of Data To Collect

| Data Collection Method | Description |
|--|--|
| Observation of student performance during lessons | Instructors will closely monitor the instructional group for correct responding to instructor cues. Learners should respond correctly 70% of the time to new material. If learners are not achieving that high rate of correct responding, the instructor should repeat parts of the lesson the following day. |
| Lesson Progress Chart | Instructors will record which lessons were delivered to each instructional group daily. The Lesson Progress Charts are included in the DI curriculum materials. |
| Student Test Summary Chart | Instructors will record each student's performance on the mastery tests. Mastery tests and summary charts are included in DI curriculum materials. Remember, mastery tests will be conducted every 5-10 lessons depending on the program and |

Frequency of Data Collection

Daily

- Observe student performance daily
- Team members need to collect daily data on each learner's progress

Weekly

- Team members should review all collected data
- Meet to make programming decisions

Every 5-10 lessons

- Students should complete Student Mastery Tests
- The team should complete the Student Test Summary Chart

High Rates of Correct Responding

- Learners should maintain high rates of correct responding
 - 70% for new material
 - 90% on previously mastered material
- Based on data, move students to higher or lower levels

Fidelity is Key When Using DI

- Instructors must be fluent with the practice for greatest success
- Practice daily for 10-15 minutes
- Access coaching from designated DI coach
- Form site based practice groups

Let's
Practice!

Based on your student observation during today's lessons, you notice that students are responding correctly about 60% of the time when given new material. What should you plan for tomorrow's lesson?

Repeat parts
of the lesson
tomorrow

Continue with
the next
schedule lesson

Give the
Student
Mastery Test

Wait to discuss
at the weekly
team meeting

Troubleshooting Tips

If team members determine that the learner is not making progress, consider the following:

- Have you received DI training or is additional training needed?
- Is the learner's instructional group placement appropriate?
- Has enough time been devoted to implementing DI daily?
- Was DI implemented with fidelity (see Implementation Checklist)?
- Does the learner need additional supports?
- Are the selected reinforcers preferred items/activities for the learner?

Next Steps

AFIRM Autism Focused Intervention Resources & Modules

Direct Instruction
For more information, please visit: <https://afirm.fpg.unc.edu/>

---Step-by-Step Guide---

DI



This step-by-step practice guide outlines how to plan for, use, and monitor Direct Instruction.

BEFORE YOU BEGIN...

Each of the following points is important to address so that you can be sure this selected evidence-based practice is likely to address the target goal/behavior/skill of your learner with autism.

HAVE YOU FOUND OUT MORE INFORMATION ABOUT...?

- Identifying the target goal/behavior/skill...?
- Collecting baseline data through direct observation...?
- Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate DI (<https://afirm.fpg.unc.edu/selecting-EBP>).

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

Keep in mind that this selected practice can be used to increase language, reading, and/or math skills for learners with autism.

DI

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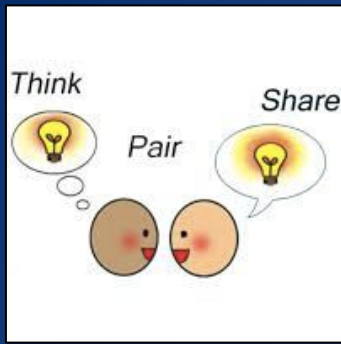
---Implementation Checklist---

DI

| | | Observation: | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|---|
| | | Date: | | | | | |
| | | Observer's initials: | | | | | |
| STEP 1: PLANNING | | | | | | | |
| <p>Before you start, have you...?</p> <p><input type="checkbox"/> Identified the target goal/behavior/skill...?</p> <p><input type="checkbox"/> Collected baseline data through direct observation...?</p> <p><input type="checkbox"/> Established a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?</p> <p>If the answer to any of the above questions is 'No,' review the process of how to select an EBP.</p> | 1.1 | Receive initial DI training | | | | | |
| | 1.2 | Conduct student placement assessments | | | | | |
| | 1.3 Prepare for the appropriate DI level(s) | | | | | | |
| | 1.3a | Purchase curriculum materials | | | | | |
| | 1.3b | Obtain training on the specific DI levels to be taught | | | | | |
| | 1.4 | Organize DI learning groups | | | | | |
| | 1.5 | Create daily DI schedule | | | | | |
| | 1.6 | Plan for reinforcement | | | | | |
| | 1.7 | Organize session materials and set-up instructional space | | | | | |
| | 1.8 | Practice the script for the first lesson as outlined in the 'Teacher Presentation Book' (TPB) | | | | | |
| STEP 2: USING | | | | | | | |
| 2.1 Follow the TPB for implementing DI instruction: | | | | | | | |
| 2.1a | Deliver instruction per the script for the on-level lesson in the TPB | | | | | | |
| 2.1b | Use the explicit signal to cue student responses as directed in the TPB | | | | | | |
| 2.1c Respond to learner's response: | | | | | | | |
| 2.1c.i If learner responds correctly: | | | | | | | |
| 2.1c.i.1 | Provide reinforcement | | | | | | |
| 2.1c.ii If learner responds incorrectly or does not respond, use the following correction procedure: | | | | | | | |
| 2.1c.ii.1 | Model the correct response | | | | | | |
| 2.1c.ii.2 | Guide the students by responding with them | | | | | | |
| 2.1c.ii.3 | Ask students to respond independently again | | | | | | |
| 2.2 | Implement Mastery Tests as indicated by the DI program | | | | | | |
| STEP 3: MONITORING | | | | | | | |
| 3.1 | Collect data | | | | | | |
| 3.2 | Weekly review of collected data | | | | | | |
| 3.3 | Conduct weekly training and practice sessions for all team members | | | | | | |
| 3.4 | Determine next steps based on learner progress | | | | | | |

DI

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My Takeaways

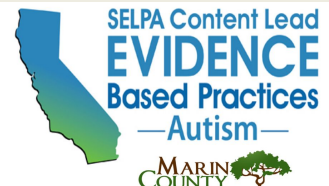
1. What are 4 things you remember from today's training?
2. What are 2 things you see yourself doing?
3. What is the 1 thing you can implement tomorrow?

After the Training...

Please complete the **Post Training Survey**
that will be sent to your email



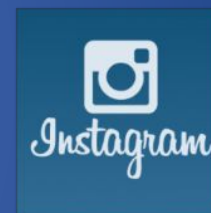
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