

SM

STRATEGY MONITORING

EFFECT SIZE 0.58 | INSTRUCTIONAL HIERARCHY
RANDY SPRICK & JIM WRIGHT, INTERVENTION CENTRAL

EXPECTATION

- Explicitly teach a skill with models, explanations and demonstrations
- Provide multiple opportunities for practice and build in feedback to build accuracy and move to automaticity
- Provide frequent opportunities to apply skill in different situations

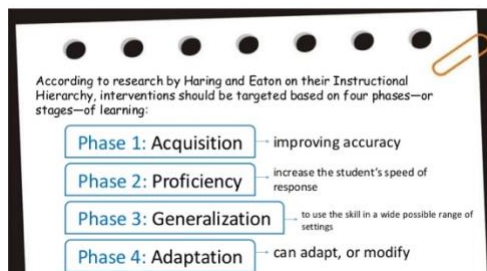
EXPLANATION

When mastering new academic skills or strategies, the learner typically advances through a predictable series of learning stages. At the start, a student is usually halting and uncertain as they try to use the target skill. With teacher feedback and lots of practice, the student becomes more fluent, accurate, and confident in using the skill. It can be very useful to think of these phases of learning as a hierarchy (See chart below). The learning hierarchy (Haring, Lovitt, Eaton, & Hansen, 1978) has four stages: acquisition, fluency, generalization, and adaptation. For ease and purposes of training, Murray City School District has adapted these stages, with help from Canyons School District, to Acquisition, Automaticity (fluency), Application (generalization). The tables and graphics in this document will help teachers navigate between and through these stages with the appropriate teacher strategies.

Acquisition. The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve accuracy.

Automaticity (Fluency). The student is able to complete the target skill accurately but works slowly. The goal of this phase is to increase the student's speed of responding (fluency).

Application (Generalization). The student is accurate and fluent in using the target skill but does not typically use it in different situations or settings. Or the student may confuse the target skill with 'similar' skills. The goal of this phase is to get the student to use the skill in the widest possible range of settings and situations, or to accurately discriminate between the target skill and 'similar' skills.



When the teacher accurately identifies a student's learning stage, the instructor can select instructional ideas that are more likely to be successful because these strategies match the student's learning needs.



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Learning Stage	Student 'Look-Fors'...	What strategies are effective...
<p>Acquisition:</p> <p>Exit Goal: The student can perform the skill accurately with little adult support.</p>	<ul style="list-style-type: none"> • Is just beginning to learn skill • Not yet able to perform learning task reliably or with high level of accuracy 	<ul style="list-style-type: none"> • Teacher actively demonstrates target skill • Teacher uses 'think-aloud' strategy-- especially for thinking skills that are otherwise covert • Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board) • Student gets feedback about correct performance • Student receives praise, encouragement for effort
<p>Automaticity (Fluency):</p> <p>Exit Goals: The student (a) has learned skill well enough to retain (b) has learned skill well enough to combine with other skills, (c) is as fluent as peers.</p>	<ul style="list-style-type: none"> • Gives accurate responses to learning task • Performs learning task slowly, haltingly 	<ul style="list-style-type: none"> • Teacher structures learning activities to give student opportunity for active (observable) responding • Student has frequent opportunities to drill (direct repetition of target skill) and practice (blending target skill with other skills to solve problems) • Student gets feedback on fluency and accuracy of performance • Student receives praise, encouragement for increased fluency
<p>Application (Generalization):</p> <p>Exit Goals: The student (a) uses the skill across settings, situations; (b) does not confuse target skill with similar skills</p>	<ul style="list-style-type: none"> • Is accurate and fluent in responding • May fail to apply skill to new situations, settings • May confuse target skill with similar skills (e.g., confusing '+' and 'x' number operation signs) 	<ul style="list-style-type: none"> • Teacher structures academic tasks to require that the student use the target skill regularly in assignments. • Student receives encouragement, praise, reinforcers for using skill in new settings, situations • If student confuses target skill with similar skill(s), the student is given practice items that force him/her to correctly discriminate between similar skills • Teacher works with parents to identify tasks that the student can do outside of school to practice target skill • Student gets periodic opportunities to review, practice target skill to ensure maintenance