

Strategic Tutoring: Teaching Phase

The strategy is constructed. Now you gotta teach it!

Modeling: Adequately explain each step of the alternative strategy.

- a. Think aloud.
 - Our new strategy says we should ____ first, next we ____, next we etc.
- b. Ask questions of the student:
 - What is the next step?
 - What should I do next?
- c. You are showing the student how to be an expert learner, by practicing
 - problem solving skills,
 - monitoring progress, and
 - evaluating the strategy's effectiveness.

Checking for Understanding: Is there any part of the strategy the student does not understand?

- a. Ask the student to name steps in the strategy.
- b. Discuss the benefits of each step.
- c. Where can this strategy be used?
- d. Why is each step important?
- e. Are there any changes the student would like to make, such as
 - changing the sequence,
 - rewording a step, or
 - add another step?

Support Strategy Practice: Let the student practice the new strategy with your supervision.

- a. The student practices the strategy.
- b. The tutor provides scaffolding, decreasing the amount of support as the student becomes more comfortable with the strategy. The tutor may
 - hint or cue as to which step to use,
 - provide an explanation of vocabulary,
 - discuss background information if necessary for understanding key concepts in a reading assignment, or
 - model the strategy again.
- c. The tutor give the student feedback.
 - Let the student know what is going well or what needs improvement.
 - **See the next page for feedback ideas.**

Factors That Make for Effective Feedback

Feedback needs to be phrased positively and it needs to be immediate. As soon as they make a mistake you need to tell them because if they practice an error, it is harder for them to correct it.

1. Feedback is positive.

- Tell the student what he or she did correctly.

2. Feedback is corrective.

- Specify a category of errors.
- Specify what the student should do to avoid the error.
- Provide a model of what to do.
- Have the student practice and provide additional feedback.
- Ask the student to paraphrase the feedback about the error.
- Have the student set a goal to avoid the error in the future.
- Repeat corrective steps above for each category of errors made.
- Communicate your positive expectations to the student.

3. Feedback is individualized and confidential

- Provide it in a private setting, and keep it confidential.

4. Feedback is immediate.

- Provide it after the last performance and immediately before the next performance.

from

Kline, F.M., Schumaker, J.B. & Deshler, D. D.. 1991, Development and validation of feedback routines for instructing students with learning disabilities. *Learning Disability Quarterly*, 14(3), 191-207.