



INTERVENTION PLAN

Guided Practice

- Behavior: Off Task/Non-Participation
- What: Guided practice is a component of effective instruction in which teachers provide direct practice following initial teaching of new skills.
- Who: Students at the acquisition level of learning benefit most from teacher-directed practice activities and guidance to perform new tasks to mastery.
- Grade Level: k - 12
- Type of Intervention: Instructional
- Delivery Format: Individual, small group, whole class
- Implementation Length: General rule is to use at least half the instructional time for guided student practice.
- Special Materials/Equipment: Instructional content materials
- Progress Monitoring Option: Frequency

Introduction

Guided practice produces proficiency through active application of the information that was taught. Good teachers maximize guided practice during instructional time to make sure that students successfully learn a desired skill. Guided practice is central to effective instruction to prepare students for fluency and maintenance of independent performance.

Preparation

No special preparation is necessary for this intervention.

Steps

1. Start with a guided practice that will result in immediate student success. Identify the instructional objective for the lesson and what students will be able to accomplish after the lesson. Where appropriate, align with district and state standards of learning. In this example the instructional objective will be to develop skill in asking permission to leave the seat.
2. Provide explicit instruction on the new skill or behavior. State the appropriate behavior and model how to perform it. Explain the key rule: always get the teacher's attention by raising your hand. Demonstrate hand-raising that does not disturb others but will get the teacher's attention.
3. After explicit explanation and/or demonstration of the skill, determine if the student can demonstrate that particular skill. If not, the appropriate intervention is to provide further teaching examples of the skill. If the student is unable to demonstrate the skill, reteach. If the student is unwilling, a reinforcement

- program may be used to motivate students to participate.
4. Provide guided practice that is relevant to instruction. If teaching facts, concepts, or principles, make sure that practice activities match what has been taught. To check the student's ability, ask for a demonstration of hand-raising under different circumstances such as the need to use the restroom or to sharpen a pencil.
 5. Give brief and precise instructions for practice, including the performance qualities desired. ("In the next 10 minutes I want you to sharpen your pencil. What will you do before you leave your seat?")
 6. Provide feedback and correction as students work through an activity. Praise students when they are correct, provide prompts to encourage responses, and give correction for errors. When the student raises his hand, immediately respond by granting the request and providing praise for correct demonstration.
 7. Be consistent in delivering instruction. Provide a review of previously learned skills, present information in a clear and organized manner, provide guided practice activities and independent practice, and finally, test and review according to student performance.
 8. Fine-tune activities by varying the style and content of practice from basic to advanced to produce fluency, automaticity, or extended experience to keep students interested.
 9. Practice must be motivating and if problem behaviors occur, be sure that the student's incentive for engaging in the correct behavior is met with an outcome that is similar to the function of the problem behavior. If the function of leaving his seat is to get the teacher's attention, hand-raising should be able to access that same outcome.
 10. Monitor guided practice activities to adjust for student needs and varying performance levels. Practice skills that go beyond simple acquisition of hand-raising; teach how to know when the teacher will be looking and how to be patient in waiting for attention.
 11. Gradually turn over control to the students so that they may learn to plan and carry out their own practice and rehearsal of information. The student will continue to raise his hand without continual praise from the teacher.

Considerations

Providing individual guided practice can occur during small or large group academic practice activities as well. Good teachers are creative in incorporating individual interests to motivate students to practice information learned. Moving beyond worksheets or reading and answering questions through variations in activities can include:

- Planning peer tutoring opportunities to allow pairs of students to work together, taking turns as the tutor and tutee.
- Asking students to formulate questions, collect and analyze data, and draw conclusions individually or in small groups.
- Using simulation activities for students to role play situations with peers.
- Creating checklists and teaching students to check their work or a partner's work.

Guided practice, central to effective instruction, produces successful learners. As part of instruction delivery, good teachers incorporate guided practice through active application of information. When students use information, it is more likely to be acquired and recalled. Teachers also benefit as it provides feedback on instruction presentation. If students are meeting learning objectives, new skills are taught. If students are having difficulty, relevant features are retaught and additional practice opportunities are provided.

Progress Monitoring Options

This intervention can be evaluated by using frequency data to determine if the intervention has been effective. Frequency data express the number of occurrences of the behavior in question within an appropriate time frame. Refer to the Progress Monitoring section in this program for a detailed description of this monitoring method.

Supportive Research

- Swanson, H.L., & Hoskyn, M. (2001). Instructing adolescents with learning disabilities: A component and composite analysis.
Learning Disabilities Research & Practice, 16, 109–119.