

## **Strategic Tutoring: Teaching Phase**

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*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.