

Promoting Inclusive Instruction for Active Participation in Diverse Classrooms

PIVOT Classwide Academic Intervention Program (A3.9 Teacher Training)





PIVOT

Current Challenges in Our Schools

Increase of L2 students (e.g., immigrants, refugees)

Increase of students with problem behaviors

Increased number of special education referrals (e.g., learning disabilities, speech & language disorders, AD/HD, EBD, etc)

Heterogeneous student body in socioeconomic status

Heterogeneous student body in academic performance



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Moving Towards Inclusive Education

Making classrooms more inclusive for our diverse learners is more important and challenging than ever.

Our focus is to maximize student learning by incorporating empirically validated practices that meet the diverse needs of our students in general education classrooms.

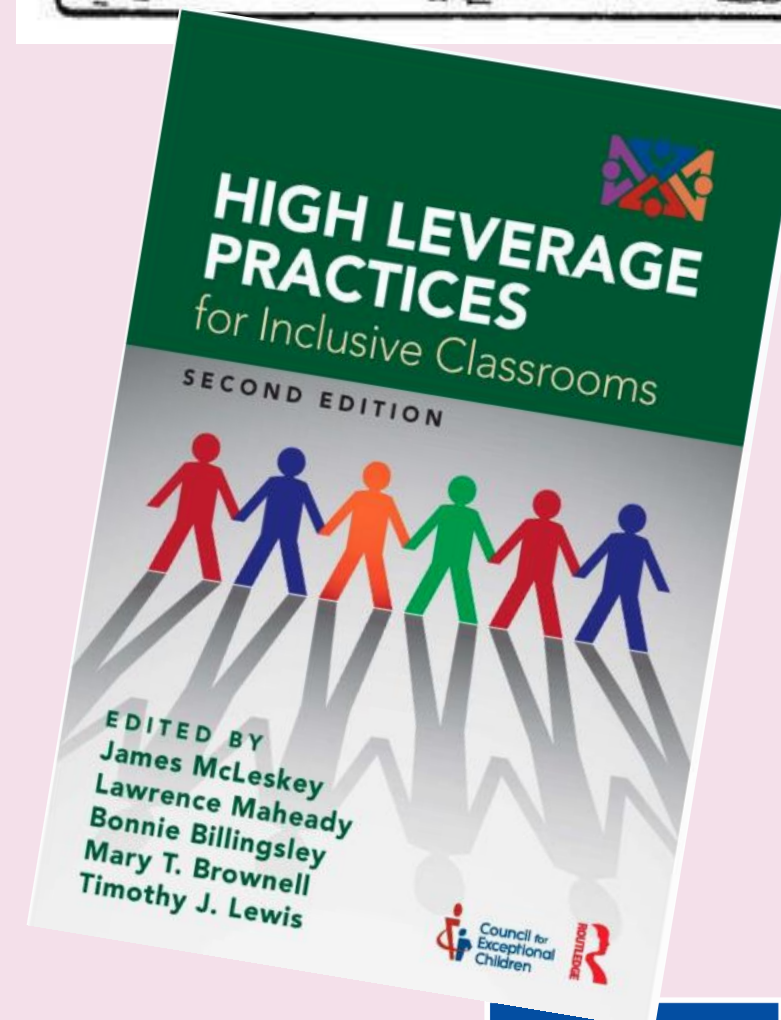
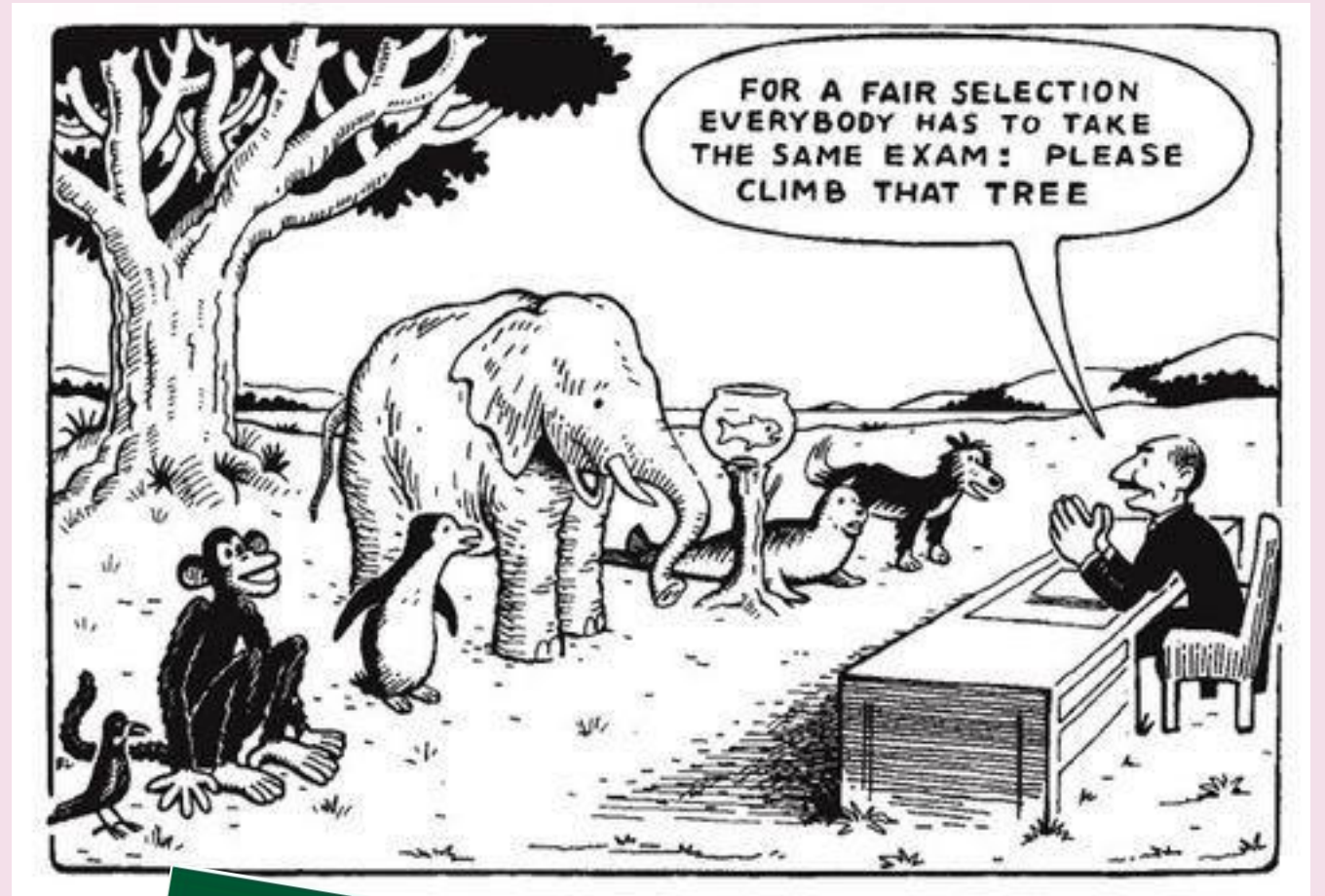
(Hamstead, 2024)



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Inclusive Teaching Practices

- The one-size-fits-all approach does NOT work for our diverse students (e.g., discovery learning, creativity, etc.).
- Diverse learners benefit from many practice opportunities and teacher/peer modeling and guidance.
- Using teaching practices with strong empirical support in general education classrooms is imperative (McLeskey et al., 2023)



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Day 1

- Wordless texts
- Practice 1: Explicit Instruction

Day 2

- Practice 2: Active student responding
- Practice 3: Specific positive feedback
- Practice 4: Peer-mediated instruction
- Putting' em all together “The PIVOT Classwide Academic Intervention”



Training Prompts



= Discuss with your partner/group



= Watch the video



= Write your answers



= A critical idea to remember



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Training Day 1



Day 1 Training Objectives

1. Define wordless texts
2. Develop question prompts using at least three different analysis codes of the wordless films
3. Describe 1 inclusive teaching practice incorporated into the PIVOT intervention program:
 1. Explicit instruction
3. Apply the explicit instruction's logic in the PIVOT lesson plans



2 main genres of wordless texts

- Wordless picturebooks
- Wordless short films



Definition and Characteristics of Wordless Texts

It is a narrative based on the sequencing of images, which is rich and multilevel

It is a multimodal text, based on the graphics, the pictures, the textuality and the very limited words of the title

They have their own grammar of analysis and conventions

They are open, ideal for all ages, polysemic (they have many meanings) and several reading paths.

They are not a simple tool, they are artworks

(Bosche, 2014)



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How do wordless texts (books and videos) narrate?

- ▼ They **narrate based on the sequence of images** (still or moving).
- ▼ The open structure of these texts creates a play between the reader/viewer and the image. It stimulates readers'/viewers' imagination and makes them co-creators.
- ▼ Recurring patterns and visual symbols are identified.
- ▼ Picturebooks focus on visual and graphic elements, whereas films focus on camera techniques to present a detailed "scene, conveying the characters' emotions through facial expressions or body language.



Activity



Think and share your responses with the whole group:

Are wordless texts useful in promoting literacy?

Which literacies and skills do they promote?



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Literacies and skills developed by wordless texts

▼ Language literacy (oral skills, vocabulary, writing skills, reading comprehension)

▼ Visual literacy

▼ Cultural literacy

▼ Emotional literacy

▼ Sequential thinking

▼ Critical thinking

▼ Imagination

▼ Observation

▼ Dialogue and Argumentation

▼ Collaboration

▼ Metacognitive skills



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Wordless Texts and Students with Disabilities

There is a growing research interest in the use of wordless texts for students with disabilities, such as:

- ▼ Students with hearing loss,
 - ▼ Students with ADHD,
 - ▼ Students with autism
- ▼ Current findings suggest that wordless texts seem to be a good tool for exploring concepts and attitudes supporting language and literacy development or the social skills of these students.

(Suistika, 2019; Arizpe & Styles, 2016)

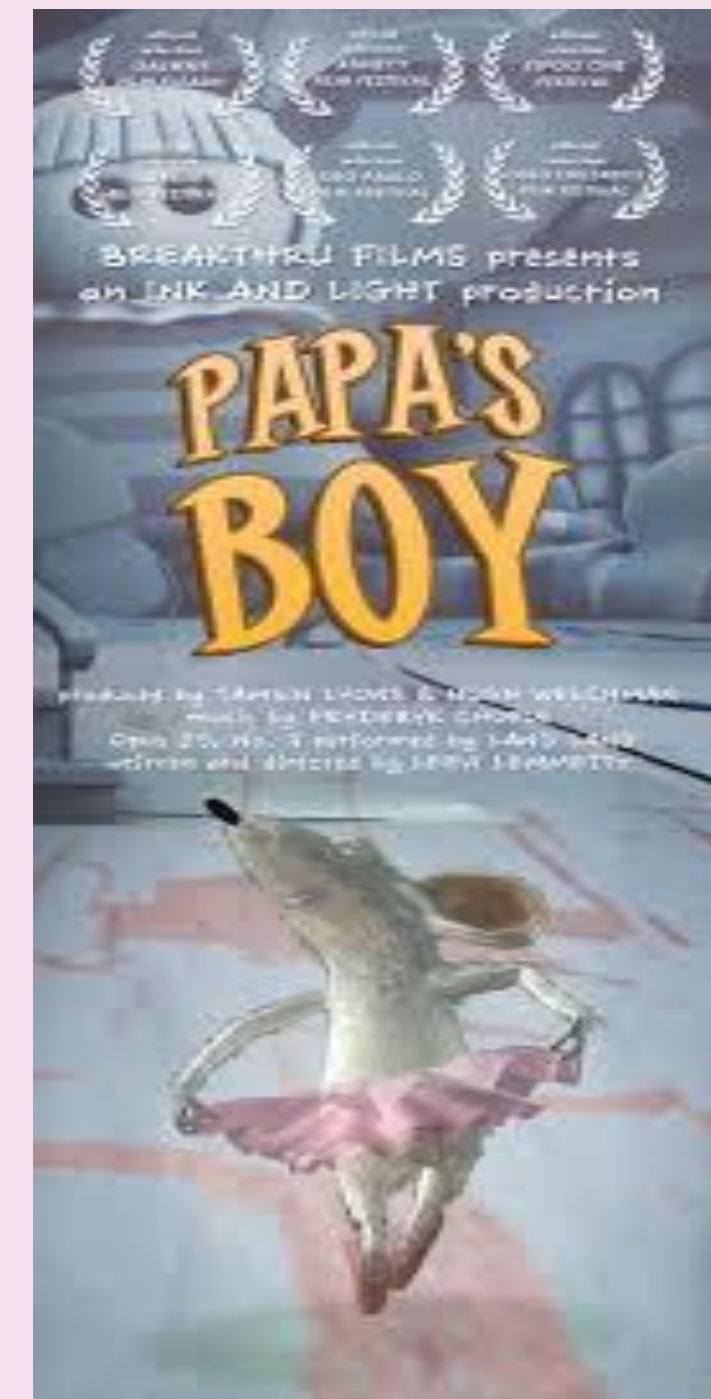


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Activity



1. Watch the video
2. Work in pairs to answer these questions:
 - Who are the main characters?
 - Where does the story take place?
 - What happened in the beginning?
 - What happened in the end?



<https://vimeopro.com/user8686229/leevi-lemmetty-director/video/29663426>



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Analyzing a wordless film based on six codes

Story

Character

Colour

Setting

Sound

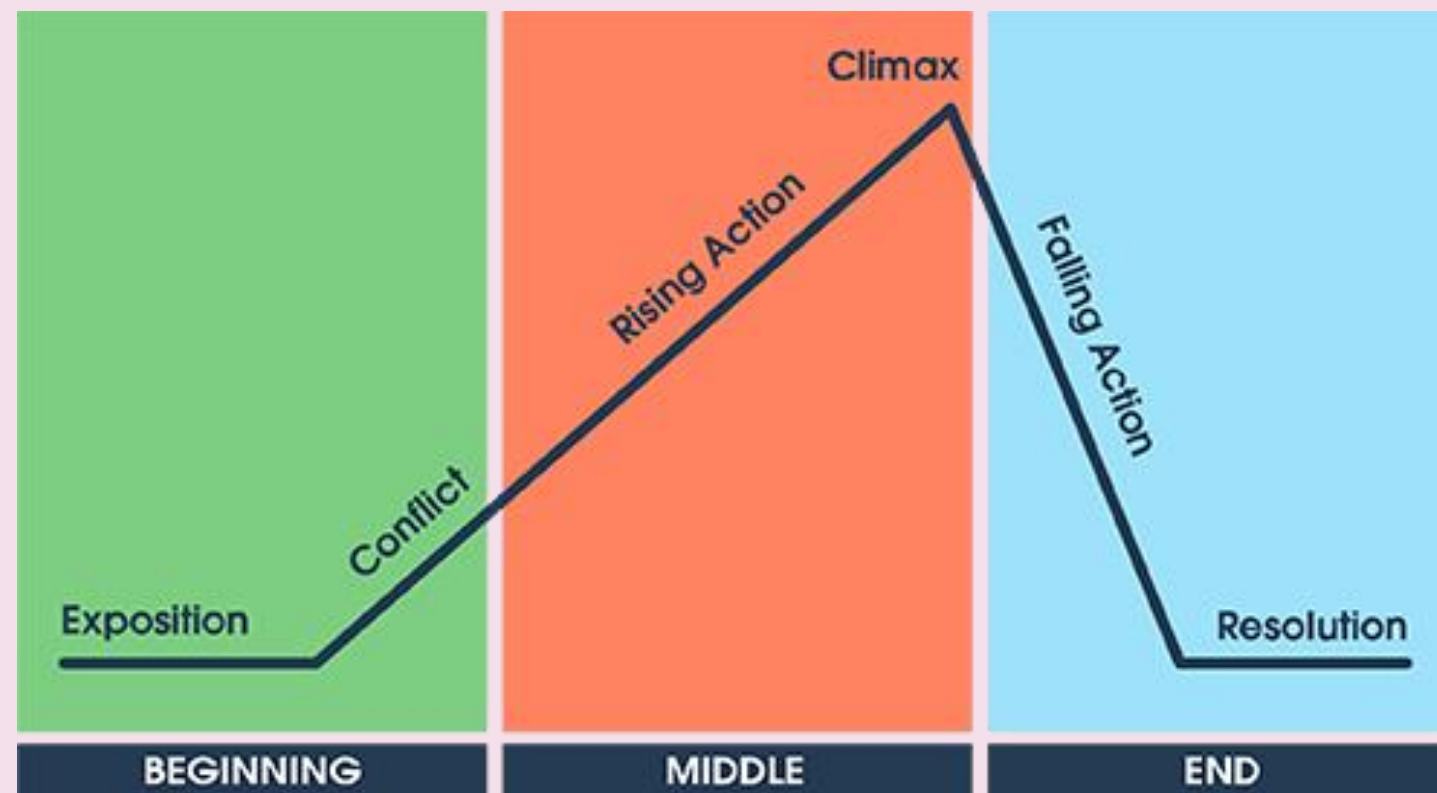
Camera



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PIVOT Narrative Structure of Short Films

- Characters' activities reflect their inner world, emotions, gestures, profession, gender, outward manifestation (costumes)
- Plot
 - ▮ Beginning (exposition). We meet the leading actor
 - ▮ Middle Part (conflict-climax)
 - ▮ End (resolution)



(Chiu et al., 2019; Kümmerling-Meibauer. 2013; Liu, 2021)



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What questions can we ask our students?

Setting

- Where does the story take place?
- How is the setting arranged?
- Which signs helped you to define the setting?
- Does the setting change?



Plot/Story

- What are the main events of the story? (Beginning, middle part and endings)

Character

- Is there a main character?
- Who is it, and why?
- Who are the rest of the characters?
- How does he/it/she feel?
- How do you know about his/her/it feelings?





PIVOT

What questions can we ask our students?

Sound

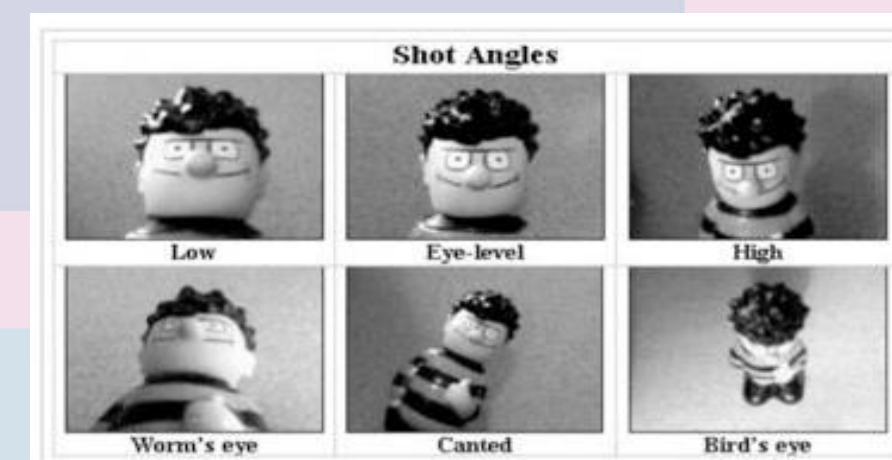
- How does the music make you feel?
- How do the sounds make you feel?
- Does the music and sounds make you understand better the film?

Colour

- What colours do you see?
- Are some colours more important than others?
- Do the colours symbolise anything?

Camera

- What shots can you identify? (wide shot, medium shot, close-up shot).
- Which angles can you identify? (high angle, low angle, bird's eye view)



Why using wordless texts important for our diverse learners?

Because they:

1. are inclusive,
2. motivate students in a relaxed way,
3. promote their active participation by asking students to engage in ideas sharing and language use.

Wordless Shorts



PIVOT Teaching Practice 1: Explicit Instruction



Explicit Instruction

- Also known as direct instruction.
- An empirically validated teaching approach, where the teacher:
 - identifies a **core skill and/or core concept** based on the academic curriculum
 - defines operationally specific learning outcomes
 - designs a structured sequence of instructional activities
 - models and explains the skill being taught, and
 - provides scaffolded practice for student mastery



(Hughes et al., 2022)



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Activity



1. Watch the video
2. Work in pairs to answer these questions:
 - What difficulties did Devin face while trying to cut onions?
 - Why do you think he had those difficulties?
 - How can Devin overcome his difficulties?



<https://www.youtube.com/watch?v=W4ysP2rfyGE>

From: National Center on Intensive Intervention



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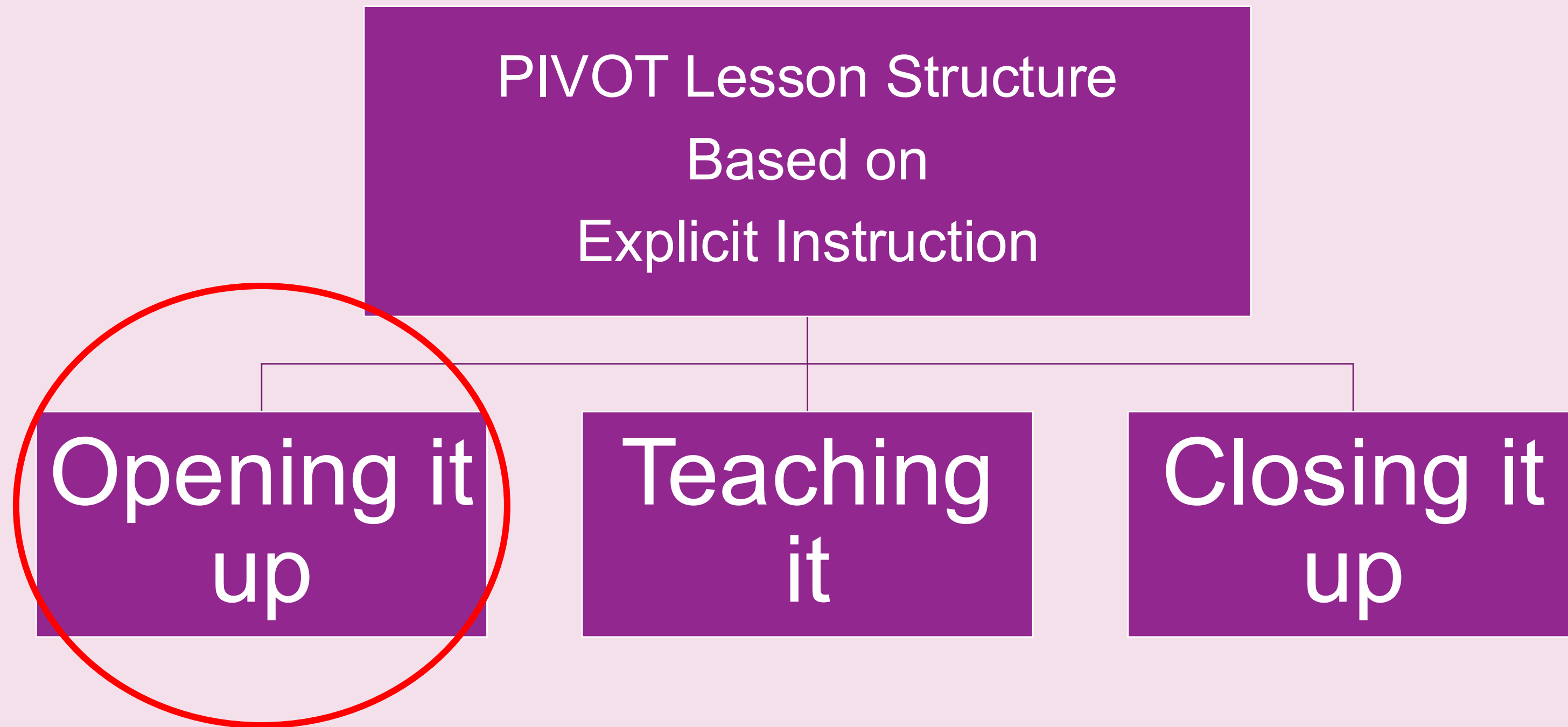
How to teach explicitly?

- Complex skills are **broken down** into smaller instructional units.
 - Students who need intensive intervention often have working memory difficulties.
- Explicit instruction leaves little room for student guessing because tasks are **clearly explained**.
 - Students often need direct instruction to help them understand things.

(Hughes et al., 2017)



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Opening it up

Gain pupils'
attention

*Everybody, we are going to start
our reading lesson now...*

Opening
it up

Relevance
of the
lesson

*This is important because
...*

State the
goal of the
lesson

*Today you are going to
learn a strategy for
answering written
questions.*

Review of
prerequisite
skills

*Let's review how to turn
the question into part of
the answer...*

Activity



1. Get Lesson 1.
2. Identify and underline the opening parts of Lesson 1 with your partner.
3. Share your response.



Lesson 1	
DRAFT (NOT TO BE DISTRIBUTED)	
PIVOT Project 2023-1-CY01-KA220-SCH-000156593	
Lesson Plan 1	
Teaching Procedure	
Lesson No./ Topic:	1. Head Up: Two Goats Are Learning From Each Other
Student Objectives:	Students are expected to: 1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?) 2. Retell the story fluently (using the three parts and transition words) 3. Monitor each other in retelling
Materials:	• Wordless Video "Head Up" (https://www.youtube.com/watch?v=dWDIoW7f6js) • Story map worksheet (copies for students) • Story visual aid with transition words (copies for students) • Retell partner checklist (copies for students) • Timer
Seating arrangement:	Student pairs with assigning codes (Partner A, Partner B)
Time:	~50 minutes
Assessment:	Formative
Lesson Steps	
Introduction: (10 minutes)	Teacher gains students' attention and introduces the lesson's objective. <i>Class, look up here. Today you're going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like.</i> (teacher demonstrates the expected behavior of partner voice). <i>Now, retelling a story is an important skill to master because it improves our comprehension and our writing skills. When we describe with our own words what happens in a story, we gain ideas and vocabulary. We then can use this information in our own writing.</i> <i>So far you have learned that a story has three main parts.</i> (Teacher displays the story map on the smartboard/projector). Teacher provides <u>behavior-specific praise</u> to students for active participation. <i>Thank you for raising your hand and being respectful", "I liked the way you waited for your turn to share your response!</i> <i>You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end</i> (teacher points each part on the smartboard). <i>I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?</i> <i>First, let's watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.</i> Video plays till the end (2:26).

PIVOT Lesson Structure
Based on
Explicit Instruction

Opening it
up

Teaching
it

Closing it
up



Teaching it

- Telling and Modeling
- Guided Practice
- Independent Practice



I do.
We do.
You do.

Telling and Modeling

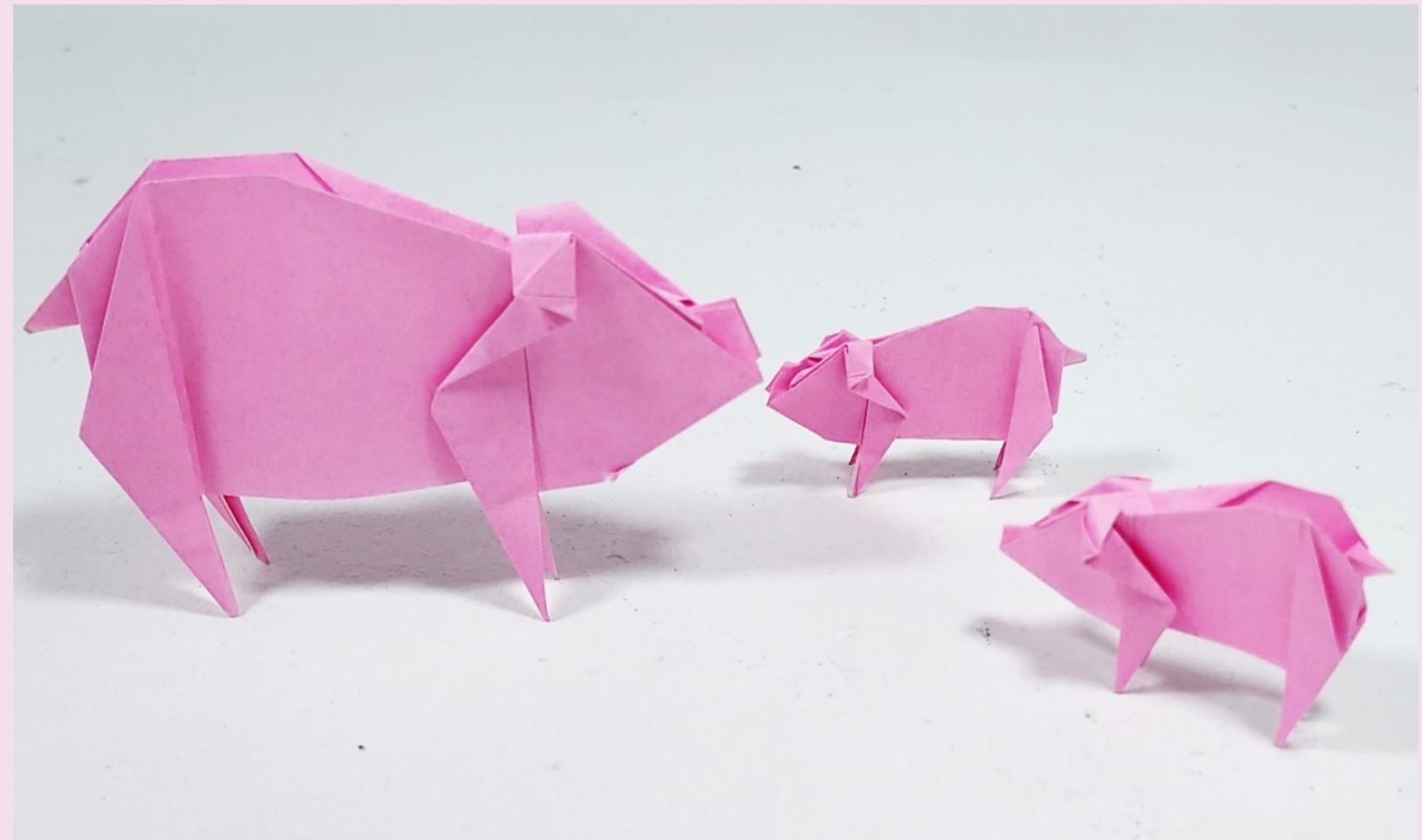
- **Explain** to students what you are doing and what you are thinking
 - Give clear, correct and concise explanations!
- **Demonstrate** the steps.
 - Show all the steps
 - Verbalize your thinking (use think-alouds)
 - Involve students in the model



Activity

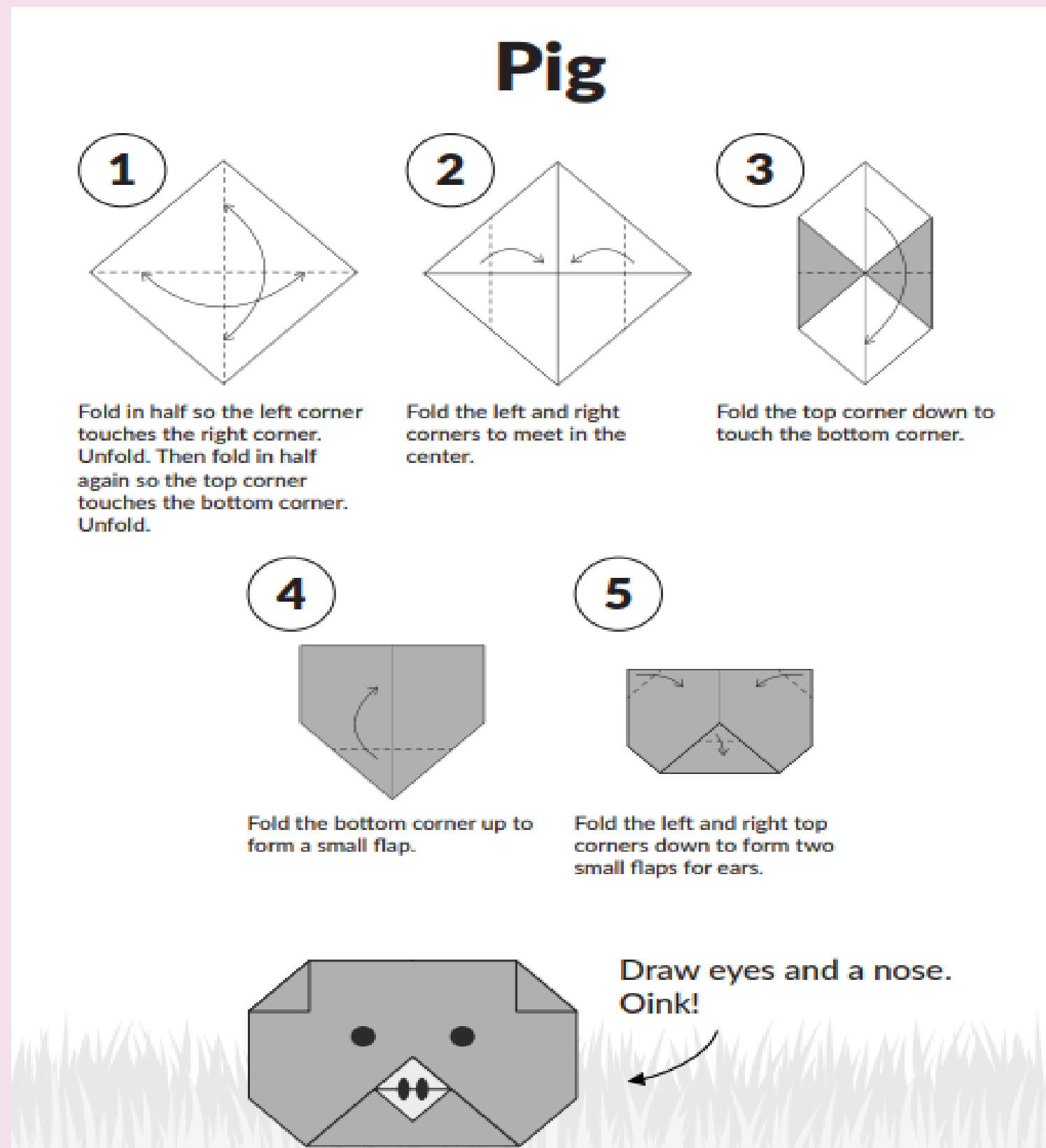


- Let's practice the telling part!
- Get a piece of paper.
- Listen carefully and follow my instructions on creating an origami pig.



****Not to be shared with participants!**

Verbal Instructions on Creating an Origami Pig



Activity



- How did the **telling part** work for you?
- How easy was it to create the origami by listening to the instructions provided?
- What other supports may have helped you to create the origami successfully?



Activity



- Let's practice the telling and modeling part!
- Get a piece of paper.
- Listen to my instructions and watch me carefully how I create an origami pig.
- Try again to do your origami pig.



Activity



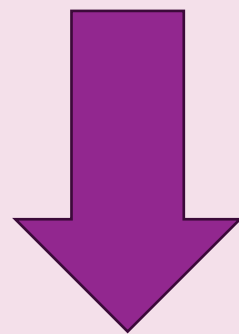
- How did the **telling and modeling** part work for you?
- How easy was it to create the origami by following the verbal and visual instructions?
- What other supports may have helped you to create the origami pig successfully?



Remember!



- Explanations are necessary but **not sufficient!**
- Modeling:
 - makes explanations clearer
 - reduces the cognitive load when learning new skills (especially for students with learning disabilities, L2 students, at-risk students, etc)



(Archer & Hughes, 2011)

- Students
 - ✓ actively participate
 - ✓ process cognitive tasks easier
 - ✓ do not have to figure out things

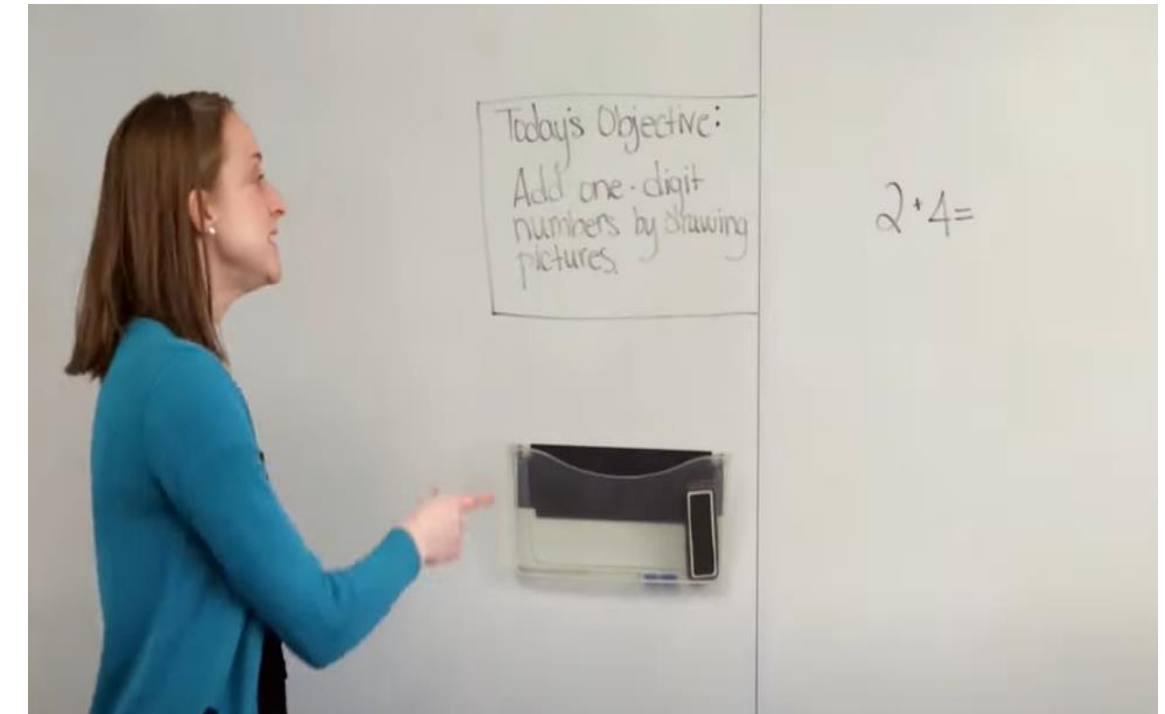


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Activity (Explicit Instruction)



1. Watch the video carefully.
2. Think and assess the teacher's modeling and telling part.
3. Complete the checklist and share your responses.



<https://www.youtube.com/watch?v=YDRsmxPA-J8>
(run up to 02:30)



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Activity

1. Get Lesson 1.
2. Identify and mark the teacher modeling and telling part.
3. Share with your partner.



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Lesson Plan 1

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Time:	~50 minutes
Assessment:	Formative

Lesson Steps	
Introduction: (10 minutes)	Teacher gains students' attention and introduces the lesson's objective. <i>Class, look up here. Today you're going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like.</i> (teacher demonstrates the expected behavior of partner voice). Now, retelling a story is an important skill to master because it improves our comprehension and our writing skills. When we describe with our own words what happens in a story, we gain ideas and vocabulary. We then can use this information in our own writing. So far you have learned that a story has three main parts. (Teacher displays the story map on the smartboard/projector). What are these parts? (Expected responses: beginning, middle, end) Teacher provides behavior-specific praise to students for active participation. <i>Thank you for raising your hand and being respectful!</i>, <i>"I liked the way you waited for your turn to share your response!"</i> <i>You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end</i> (teacher points each part on the smartboard). <i>I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?</i> <i>First, let's watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.</i> Video plays till the end (2:26).

1

Guided Practice

- Provide students with multiple opportunities to practice the newly learned skill
- Provide appropriate prompts
- Provide immediate and corrective feedback



Guided Practice

- Provide **prompts!**
 - Guiding students to perform target skill
 - It should lead students to the right answer (but not tell the answer)
- Prompts come in a variety of **forms**:
 - **Verbal**: directives (tell them what to do), guided questions (ask them what to do), reminders (remind them what to do)
 - **Visual/Non-verbal**: graphic organizers, maps, checklists, word lists
 - **Physical**: hand gestures, hand-over-hand support for physical tasks



(Archer & Hughes, 2011)



<https://youtu.be/6wjU03hjOvs?t=82>

(Run it up to 2:22)



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Activity

1. Get Lesson 1.
2. Identify and mark:
 - the guided practice section
 - two prompts during guided practice
3. Share with your partner.



Lesson 1

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Lesson Plan 1

Teaching Procedure

Lesson No./Topic:

1. Head Up: Two Goats Are Learning From Each Other

Student Objectives:

Students are expected to:

1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?)
2. Retell the story fluently (using the three parts and transition words)
3. Monitor each other in retelling

Materials:

- Wordless Video "Head Up" (<https://www.youtube.com/watch?v=dWDloW7f6js>)
- Story map worksheet (copies for students)
- Story visual aid with transition words (copies for students)
- Retell partner checklist (copies for students)
- Timer

Seating arrangement:

Student pairs with assigning codes (Partner A, Partner B)

Time:

~50 minutes

Assessment:

Formative

Introduction: (10 minutes)

Teacher gains students' attention and introduces the lesson's objective.

Class, look up here. Today you're going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like. (teacher demonstrates the expected behavior of partner voice).

Now, retelling a story is an important skill to master because it improves our comprehension and our writing skills. When we describe with our own words what happens in a story, we gain ideas and vocabulary. We then can use this information in our own writing.

So far you have learned that a story has three main parts. (Teacher displays the story map on the smartboard/projector).

What are these parts? (Expected responses: beginning, middle, end)

Teacher provides behavior-specific praise to students for active participation.

Thank you for raising your hand and being respectful!", "I liked the way you waited for your turn to share your response!

You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end (teacher points each part on the smartboard). *I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?*

First, let's watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.

Video plays till the end (2:26).

Lesson Steps



Independent Practice



- Have students **PRACTICE, PRACTICE, and PRACTICE** the new skill or strategy independently.
- Assist students in reaching skill mastery through multiple practice opportunities.
- Provide positive and specific feedback.

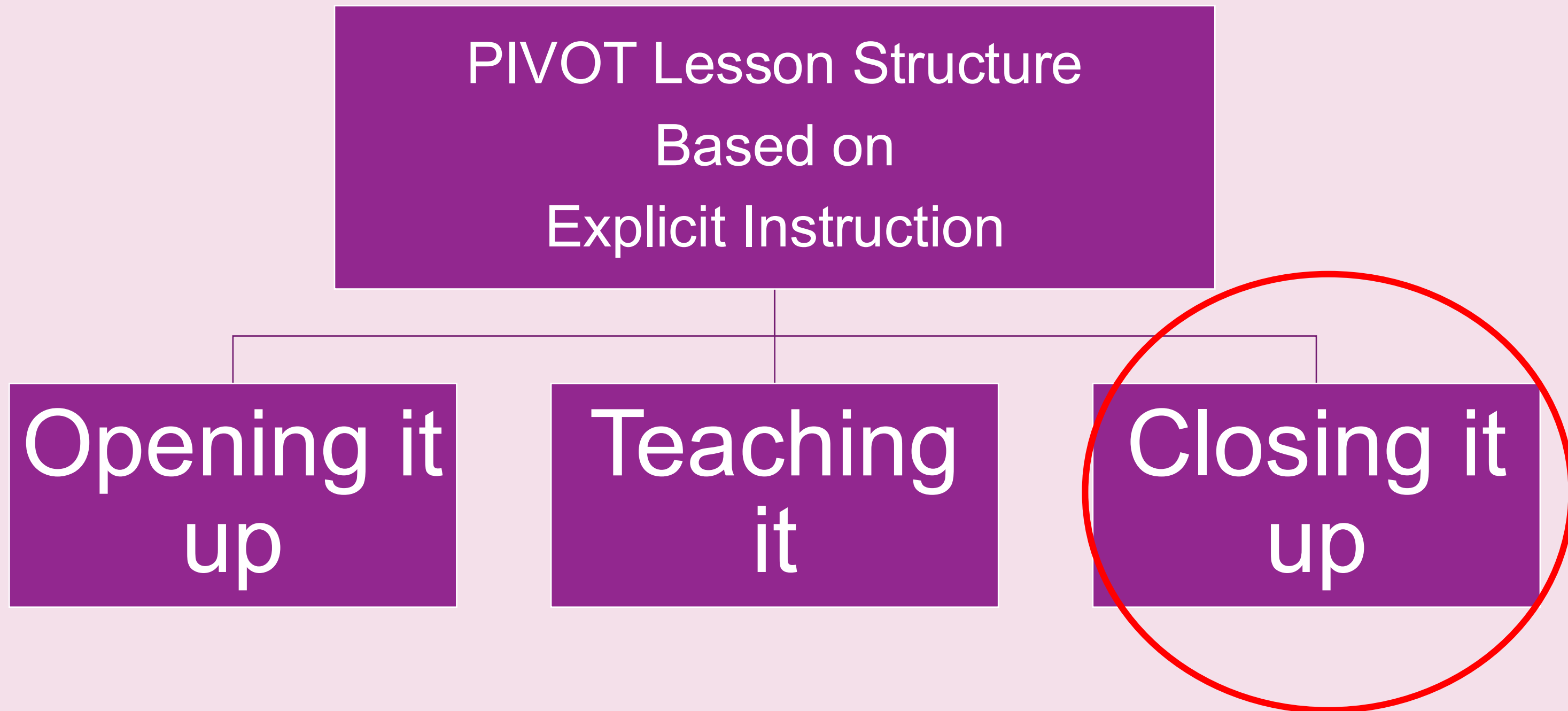
Activity



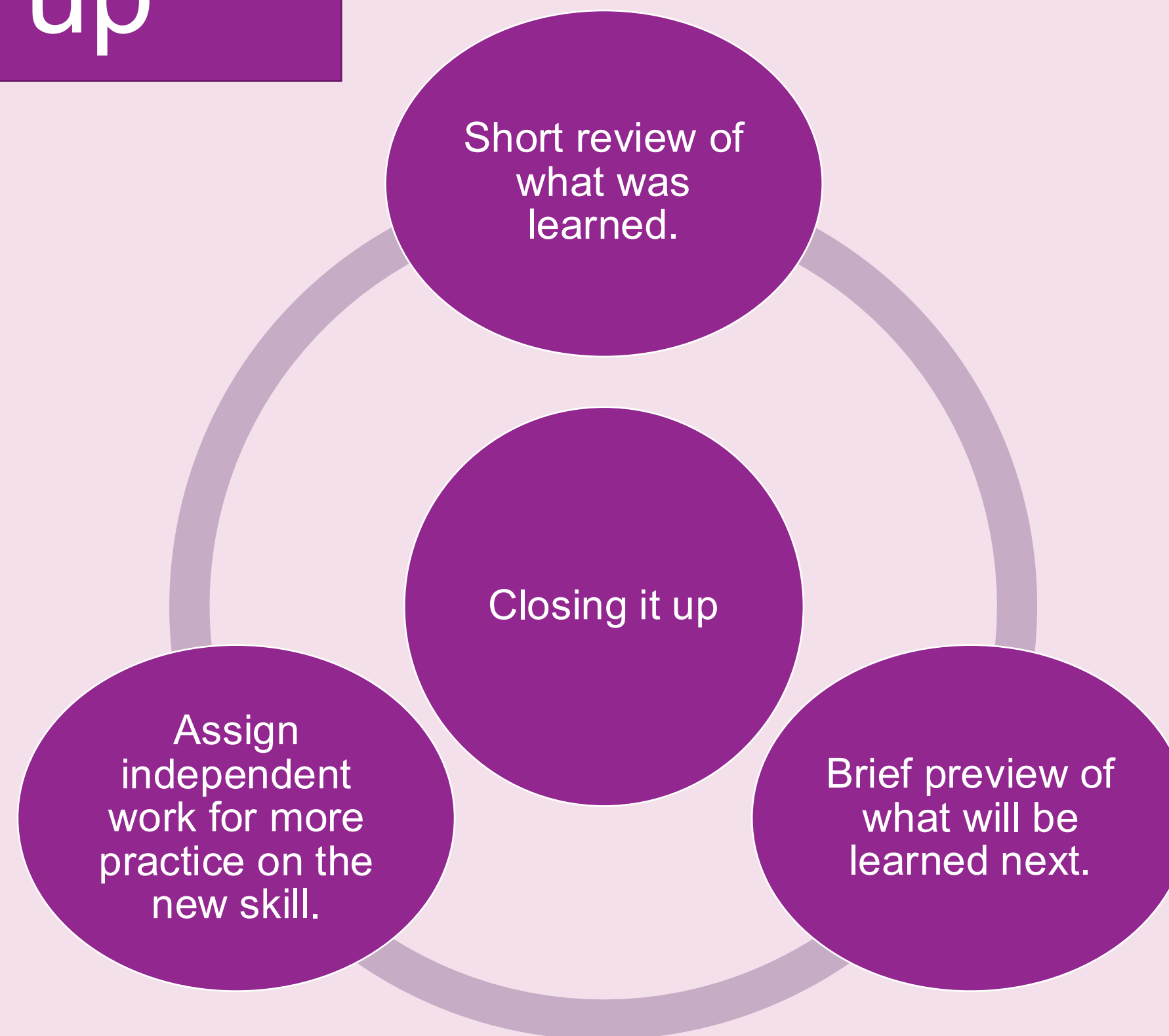
1. Get Lesson 1.
2. Identify and mark the independent practice section
3. Share with your partner.



PIVOT Project 2023-1-CY01-KA220-SCH-000156593 DRAFT (NOT TO BE DISTRIBUTED) Lesson Plan 1	
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Closing it up



Activity



1. Get Lesson 1.
2. Identify and mark the closing components.
3. Share with your partner.



Lesson 1

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Lesson Plan 1

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Assessment:	Formative

Lesson Steps

Introduction: (10 minutes)

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Video plays till the end (2:26).

1



EXPLICIT INSTRUCTION

Telling & Modeling

Guided Practice

Independent Practice

Teacher role

- ✓ Explains, models & provides direct instruction using cognates.

- ✓ Begins sharing the learning responsibility with the students, using guided questions, prompts, cues, and scaffolds to facilitate understanding.
- ✓ Monitors and checks for student understanding
- ✓ Gives continuous specific positive feedback.

- ✓ Offers support and prompting whenever is needed.

Student role

- ✓ Listen actively and attend modeling steps.

- ✓ Work in pairs or with a group to practice the skill steps.

- ✓ Work independently to apply the skill steps.

For next time

- Please read carefully lessons 1 and 2 before our second training.





Training Day 2



Day 2 Training Objectives

1. Describe three inclusive teaching practices incorporated in the PIVOT intervention program:
 1. Active student responding
 2. Specific positive feedback
 3. Peer-mediated instruction
2. Apply the teaching practices in real classroom case scenarios
3. Review all practices by familiarizing yourself with the PIVOT classwide intervention program



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PIVOT Teaching Practice 2: Active Student Responding

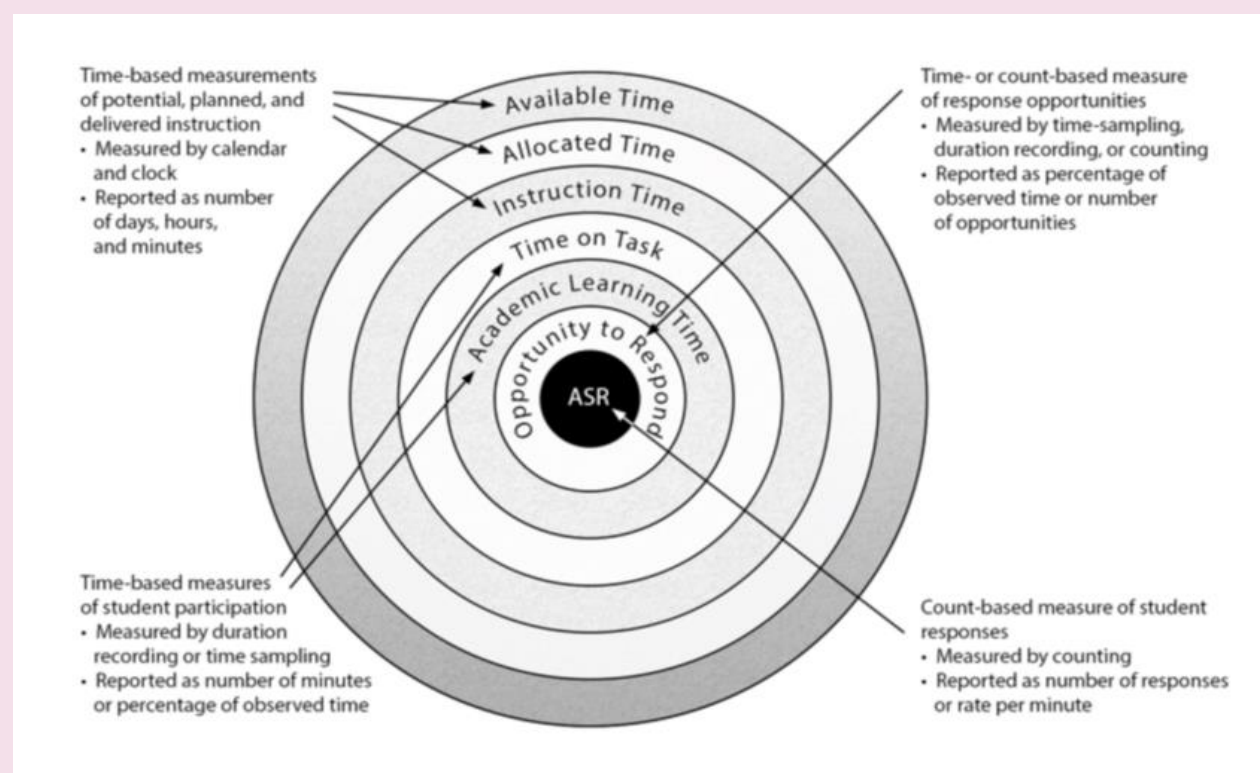
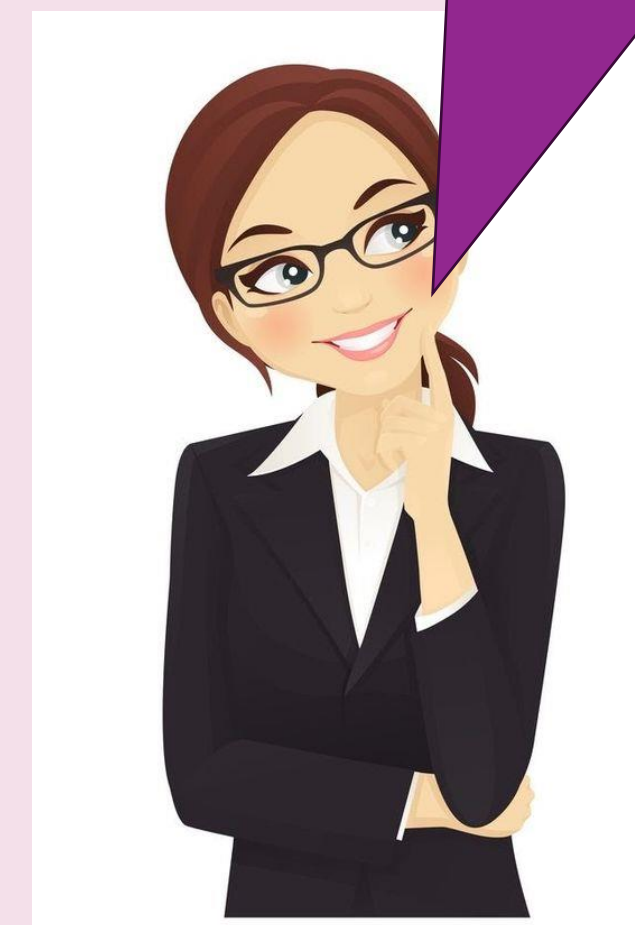


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Active Student Responding

- The most direct and sensitive measure of student engagement.
- ASR has been found to be positively correlated with academic achievement in numerous research studies OVER and OVER again!

ASR occurs whenever students make an observable and lesson-specific response during instruction.



(Heward, 1994; 2023)



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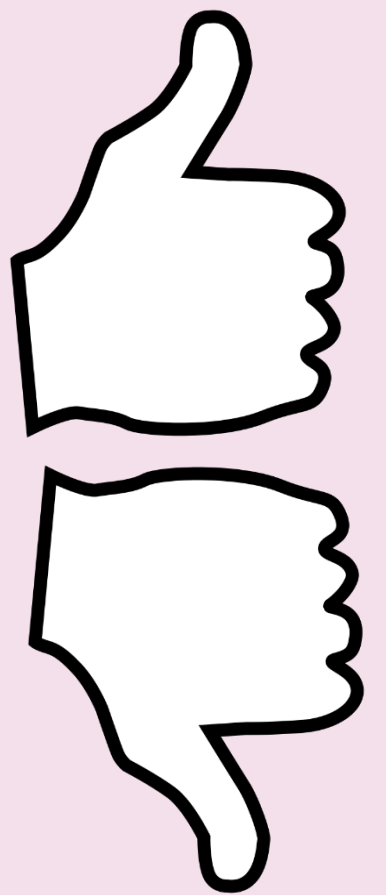
Activity



- Read student academic responses.
- Decide if each response is ASR-based or not.

ASR
response =

Non-ASR
response =



30 minutes to solve
algebra problems

Words read

Listening

Collaborating



Staying in his seat

Musical scales played

Paying attention for 20 minutes

Multiplication facts computed



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What does research say about Active Student Responding?

When students are actively engaged during instruction, then:

- **Academic achievement improves** (e.g., Duchaine et al., 2018)
- **Disruptive behavior decreases** (e.g., Lambert et al. 2006; Wood et al., 2009)
- **On-task behavior increases** (e.g., States et al., 2019)



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Activity



- Get Lesson 1.
- Identify one instructional episode that shows ASR.
- Share with your partner.

Lesson 1

PIVOT Project 2023-1-CY01-KA220-SCH-000156593

DRAFT (NOT TO BE DISTRIBUTED)

Lesson Plan 1

Teaching Procedure

Lesson No./ Topic:	1. Head Up: Two Goats Are Learning From Each Other
Student Objectives:	Students are expected to: 1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?) 2. Retell the story fluently (using the three parts and transition words) 3. Monitor each other in retelling
Materials:	• Wordless Video "Head Up" (https://www.youtube.com/watch?v=dWDloW7f6js) • Story map worksheet (copies for students) • Story visual aid with transition words (copies for students) • Retell partner checklist (copies for students) • Timer
Seating arrangement:	Student pairs with assigning codes (Partner A, Partner B)
Time:	~50 minutes
Assessment:	Formative

Lesson Steps

Introduction: (10 minutes)

Teacher gains students' attention and introduces the lesson's objective.

Class, look up here. Today you're going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like. (teacher demonstrates the expected behavior of partner voice).

Now, retelling a story is an important skill to master because it improves our comprehension and our writing skills. When we describe with our own words what happens in a story, we gain ideas and vocabulary. We then can use this information in our own writing.

So far you have learned that a story has three main parts. (Teacher displays the story map on the smartboard/projector).

What are these parts? (Expected responses: beginning, middle, end)

Teacher provides behavior-specific praise to students for active participation.

Thank you for raising your hand and being respectful!", "I liked the way you waited for your turn to share your response!

You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end (teacher points each part on the smartboard). *I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?*

First, let's watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.

Video plays till the end (2:26).

PIVOT Teaching Practice 3: Specific Positive Feedback



Activity: Toss Me Some Feedback



- We need 2 volunteers to throw some hoops.
- One member is to be blindfolded and receive instructions.
- The other team member shares feedback in rounds.



Activity: Toss Me Some Feedback



	Blindfolded Volunteer	Team Member
Round 1	What was challenging for you in Round 1 when you received no feedback?	How did you feel to just watch?
Round 2	What was challenging for you in Round 2 when you received minimum feedback?	How did you feel giving very little feedback?
Round 3	How was Round 3 different? How did it feel to receive feedback?	How did you feel to be able to give feedback?

Activity: Toss Me Some Feedback



Watch the following demonstration and be prepared to share your thoughts.

- Did anyone notice any difference in performance and see any improvements between the 3 rounds?
- In our school, do we sometimes simply watch or do we offer to help each other (and our students) and accept help from others?
- How can we ensure the feedback we give to our students is effective?





Specific Positive Feedback

Positive

- It is behavior specific.

Immediate

- It is delivered within 3-4 seconds, contingent upon the student's response.

Instructive

- It confirms and repeats student response.

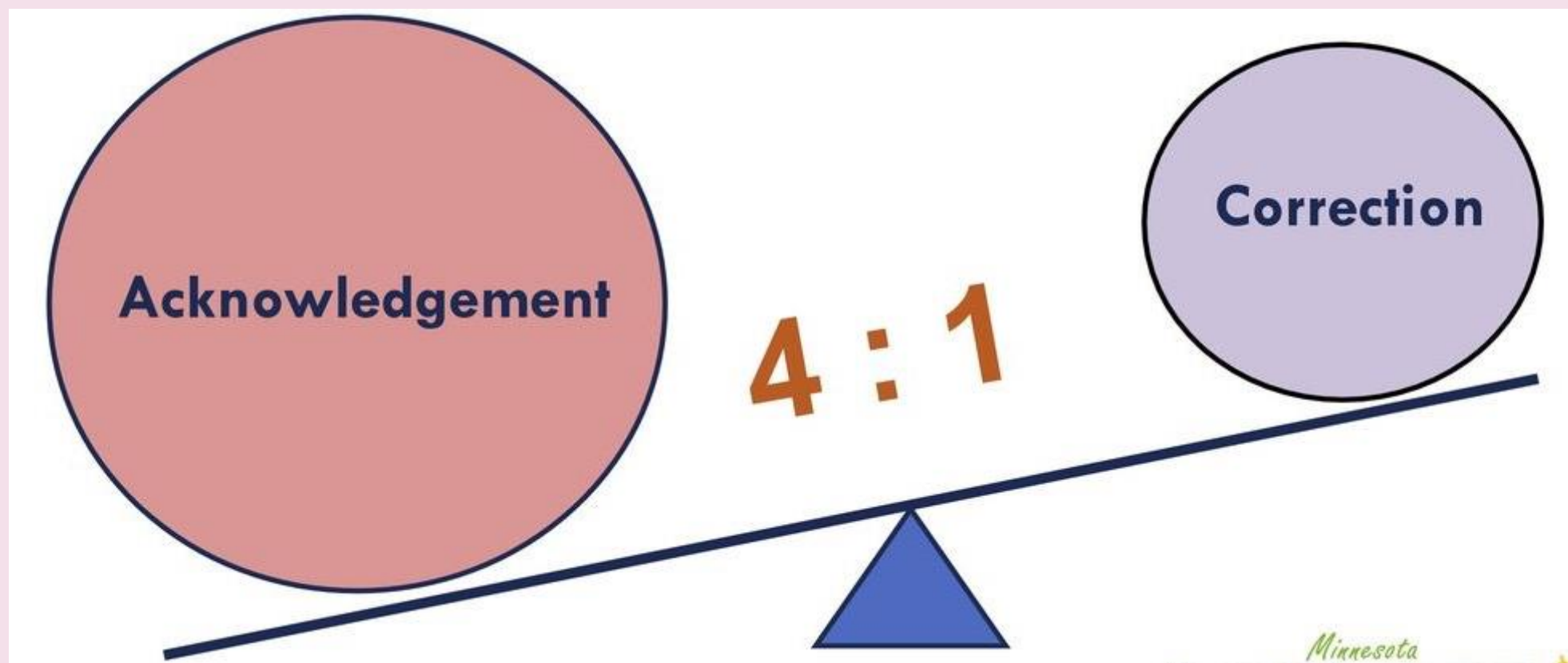
Corrective

- Focuses on what the teacher wants students to emit
- It is delivered in a calm or neutral tone of voice and body language



Behavior-Specific Praise

A behavior-specific praise statement is verbal/written feedback that is *descriptive, specific*, and delivered *contingent upon student demonstration of expected behavior in a ratio of 4:1.*



"Tammy thanks for throwing your trash away. That shows cooperation and respect for your school."

"Thank you for being on time this morning, that's very responsible."

"Your eyes are on me and your mouth is quiet."



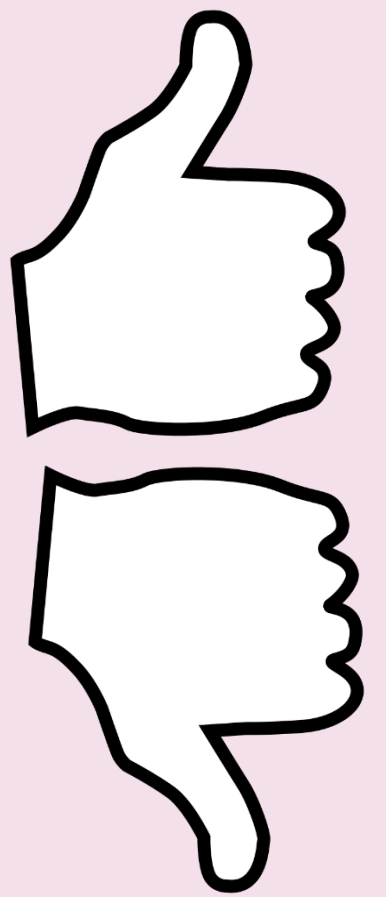
Activity



- Read these feedback statements.
- Decide if each statement is an effective specific positive feedback (SPF) or not.

Effective
SPF=

Ineffective
SPF =



"That's right! 2 X 5 is 10."

"Olivia, I like your paper."

"Yes, you are correct!"

"Stop pushing in line,
Karen!"

"I like the way you used
five transition words!"



"Thank you for raising your hand.
That shows being respectful,
Maria!"

"Good thinking, Nick!"

"You need to stop talking now!"

Johnny, instead of looking
around, you should be an
active listener."



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Why use specific positive feedback?



- Helps adults and students focus on positive social behaviors and actions.
- It is the most powerful behavior change tool teachers have in their repertoire.
- Increases the likelihood students will use the recognized behaviors and skills in the future.
- Decreases inappropriate behavior and therefore, reduces the need for correction.
- Enhances self-esteem and helps build internal focus of control.



What does research say about Specific Positive Feedback?

- Contingent praise is associated with increases in a variety of behavioral and academic skills (e.g., Partin, Robertson, Maggin, Oliver, & Wehby, 2010)
- Behavior-specific praise has an impact in both special and general education settings (Ferguson & Houghton, 1992; Sutherland, Wehby & Copeland, 2000).
- Focusing our praise on positive actions supports a sense of competence and autonomy that helps students develop real self-esteem (Davis, 2007).
- Teacher praise has been supported as among one of the most empirically sound teacher competencies (Maag, 2001).



Remember!



- With behavior-specific praise (positive feedback), you recognize the attainment of specified performance criteria, effort, or successes at tasks that are difficult for the child.
- Behavior-specific praise **is essential** to ensure continued use.
- **General praise or commonly used phrases such as “good job,”** though important for a pleasant classroom, **are inadequate for building and sustaining desired behavior.**

(O’ Brien et al., 2023)



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Activity

- Get Lesson 1 or 2.
- Identify three examples of specific positive feedback.
- Share with your partner.

Lesson 1

PIVOT Project 2023-1-CY01-KA220-SCH-000156593

DRAFT (NOT TO BE DISTRIBUTED)

Lesson Plan 1

Teaching Procedure

1. Head Up: Two Goats Are Learning From Each Other

Lesson No./Topic:	1. Head Up: Two Goats Are Learning From Each Other
Student Objectives:	Students are expected to: 1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?) 2. Retell the story fluently (using the three parts and transition words) 3. Monitor each other in retelling
Materials:	• Wordless Video "Head Up" (https://www.youtube.com/watch?v=dWDloW7f6js) • Story map worksheet (copies for students) • Story visual aid with transition words (copies for students) • Retell partner checklist (copies for students) • Timer
Seating arrangement:	Student pairs with assigning codes (Partner A, Partner B)
Time:	~50 minutes
Assessment:	Formative

Lesson Steps

Introduction: (10 minutes)

Teacher gains students' attention and introduces the lesson's objective.
Class, look up here. Today you're going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like. (teacher demonstrates the expected behavior of partner voice).

Now, retelling a story is an important skill to master because it improves our comprehension and our writing skills. When we describe with our own words what happens in a story, we gain ideas and vocabulary. We then can use this information in our own writing.

So far you have learned that a story has three main parts. (Teacher displays the story map on the smartboard/projector).
What are these parts? (Expected responses: beginning, middle, end)

Teacher provides behavior-specific praise to students for active participation.
Thank you for raising your hand and being respectful!, *"I liked the way you waited for your turn to share your response!"*

You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end (teacher points each part on the smartboard). *I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?*

First, let's watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.

Video plays till the end (2:26).

1

PIVOT Teaching Practice 4: Peer-Mediated Instruction



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Peer-Mediated Instruction

- It is an evidence-based strategy widely used in general education classrooms.
- It is a student-centered instructional approach suitable for students with and without disabilities.
- Students work in tutoring dyads and assume reciprocal roles of tutor or tutee.



(Miller, Barbetta, & Heron, 1994)



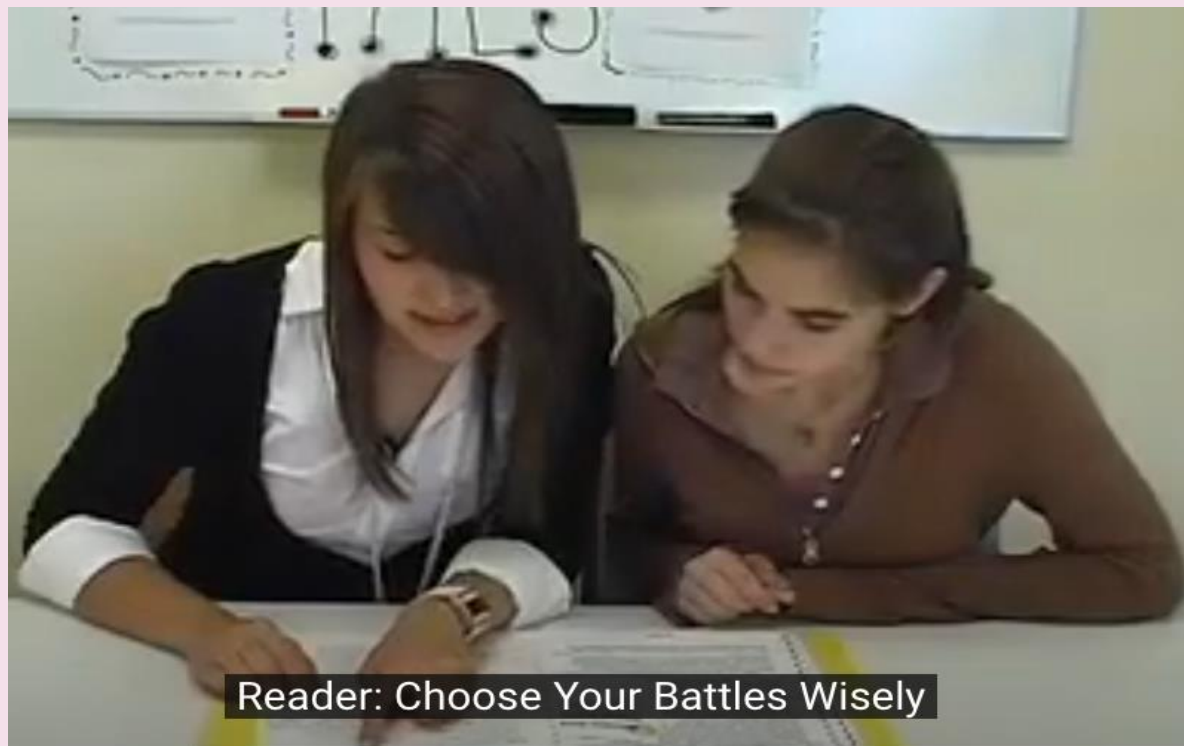
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Peer-Mediated Instruction



Watch the two videos and discuss:

1. The main differences between peer-mediated instruction and cooperative learning groups.
2. The main similarities between peer-mediated instruction and cooperative learning groups.



Video 1: Peer-mediated instruction

<https://www.youtube.com/watch?v=fpwIC7z1uXE>



Video 2: Cooperative Learning

<https://www.youtube.com/watch?v=Pat2fUDEEX4>

Activity

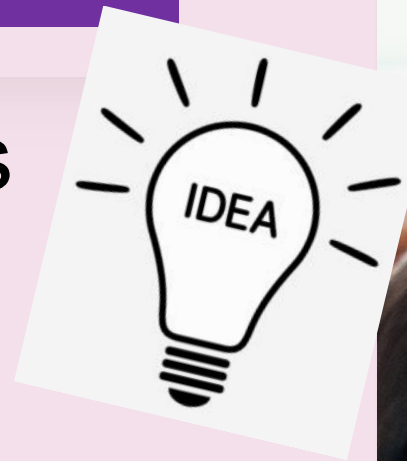


Comparing	Peer-Mediated Instruction	Cooperative Learning Groups
Similarities		
Differences		



When do we use peer-mediated instruction?

- When our instructional goal is for students **to develop skill mastery**.
- We do NOT use peer-mediated instruction to teach a new core skill.
 - In this case, we use explicit instruction.



Peer-Mediated Instructional Formats

(Miller et al., 1994)



A. 1:1 dyads



B. Classwide



C. Cross-age

What does research say about Peer-Mediated Instruction?

- Great academic gains for:
 - Students with severe disabilities (e.g., McDonnell, Mathot-Buckner, Thorson, & Fister, 2001),
 - L2 Language learners (e.g., Greenwood, Arreaga-Mayer, Utley, Gavin, & Terry, 2001),
 - Students with learning disabilities (e.g., Simmons et al., 1994),
 - Students with attention deficit and/or hyperactivity disorder (DuPaul & Hennigson, 1993),
 - Students with mental retardation (Heron et al., 1983),
 - Students with autism (Kamps et al., 1994)
 - Students with emotional and behavioral disorders (Lazerson, 1980).
- Student improvement is evident across all grade levels:
 - Preschool (Brady, 1997),
 - Primary school (Heward, Heron, & Cooke, 1982),
 - Middle school (Nazzari, 2002),
 - High school Λύκειο (Maheady, Sacca, & Harper, 1987), and
 - College (Fantuzzo, Riggio, Connelly, & Dimeff, 1997).



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Setting up our Class for Peer-Mediated Instruction:



Select a
tutoring
format

Train
students

Arrange the
environment

Run the
program

Test for
effectiveness



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Activity

- Get Lesson 2.
- Identify the environmental arrangements a teacher needs to make before running the peer-mediated instruction.
- Share with your partner.

PIVOT Project 2023-1-CY01-KA220-SCH-000156593

DRAFT (NOT TO BE DISTRIBUTED)

Lesson Plan 1

Teaching Procedure	
Lesson No./ Topic:	1. Head Up: Two Goats Are Learning From Each Other
Student Objectives:	Students are expected to: 1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?) 2. Retell the story fluently (using the three parts and transition words) 3. Monitor each other in retelling
Materials:	• Wordless Video "Head Up" (https://www.youtube.com/watch?v=dWDloW7f6js) • Story map worksheet (copies for students) • Story visual aid with transition words (copies for students) • Retell partner checklist (copies for students) • Timer
Seating arrangement:	Student pairs with assigning codes (Partner A, Partner B)
Time:	~50 minutes
Assessment:	Formative

Lesson Steps	
Introduction: (10 minutes)	Teacher gains students' attention and introduces the lesson's objective. <i>Class, look up here. Today you're going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like.</i> (teacher demonstrates the expected behavior of partner voice). <i>Now, retelling a story is an important skill to master because it improves our comprehension and our writing skills. When we describe with our own words what happens in a story, we gain ideas and vocabulary. We then can use this information in our own writing.</i> <i>So far you have learned that a story has three main parts.</i> (Teacher displays the story map on the smartboard/projector). What are these parts? (Expected responses: beginning, middle, end) Teacher provides <u>behavior-specific praise</u> to students for active participation. <i>Thank you for raising your hand and being respectful!</i>, <i>"I liked the way you waited for your turn to share your response!"</i> <i>You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end</i> (teacher points each part on the smartboard). <i>I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?</i> <i>First, let's watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.</i> Video plays till the end (2:26).

1

Setting up our Class for Peer-Mediated Instruction:



Select a
tutoring
format

Train
students

Arrange the
environment

Run the
program

Test for
effectiveness



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Activity

- Get Lesson 2.
- Identify the PIVOT's four peer-mediated instructional components.
- Share with your partner.

PIVOT Project 2023-1-CY01-KA220-SCH-000156593

DRAFT (NOT TO BE DISTRIBUTED)

Lesson Plan 1

Teaching Procedure

Lesson No./ Topic: 1. Head Up: Two Goats Are Learning From Each Other

Student Objectives: Students are expected to:

1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?)
2. Retell the story fluently (using the three parts and transition words)
3. Monitor each other in retelling

Materials:

- Wordless Video "Head Up" (<https://www.youtube.com/watch?v=dWDloW7f6js>)
- Story map worksheet (copies for students)
- Story visual aid with transition words (copies for students)
- Retell partner checklist (copies for students)
- Timer

Seating arrangement: Student pairs with assigning codes (Partner A, Partner B)

Time: ~50 minutes

Assessment: Formative

Lesson Steps

Introduction: (10 minutes)

Teacher gains students' attention and introduces the lesson's objective.
Class, look up here. Today you're going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like. (teacher demonstrates the expected behavior of partner voice).

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Teacher provides behavior-specific praise to students for active participation.
Thank you for raising your hand and being respectful!, *"I liked the way you waited for your turn to share your response!"*

You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end (teacher points each part on the smartboard). *I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?*

First, let's watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.

Video plays till the end (2:26).

1



PIVOT Peer-Mediated Instructional Components

Warm-up

- Practice story retelling from previous lesson

Retell your own story

Retell testing

Wrap-up

- Take turns testing each other using retell checklist

- Record points and announce winner

ΠIVOT Project 2023-1-CY11-KA220-SCH-000156393

Όνομα Παιδιού: Ανδρεάνα

Χάρτης Αφήγησης: Αρχή-Μέση-Τέλος

AP DIRECTIONS: STORIES AROUND THE STORY MAP IN A CLOCKWISE POSITION TO RETELL YOUR OWN STORY			
G/TIME	PROBLEM	FEELINGS	PLAN
Transition Words... Then As soon as While at Also Soon Eventually As a result ally However			<i>Next</i> ATTEMPT 1
			CONSEQUENCE DID THE PLAN WORK? IF YES, SKIPPED TO ENDING. IF NO, KEEP GOING
ATTEMPT 2	PLAN	FEELINGS	

My Name: _____		My Partner: _____	
Partner Retell Checklist (✓)			
Told the story in order.		☐	
Used transition words in the beginning, middle and end.		☐	
The beginning sentence has:			
Characters (Who?)		☐	
Time (When?)		☐	
Setting (Where?)		☐	
Transition word		☐	
Number of things retold in the beginning (circle):			
1.	2.	3.	4. 5. 6. 7+
Number of things retold in the middle (circle):			
1.	2.	3.	4. 5. 6. 7+
Number of things retold in the end (circle):			
1.	2.	3.	4. 5. 6. 7+
TOTAL POINTS EARNED out of 27			☐
1. Count the number of check marks.			
2. Count the total number of things retold.			
3. Add both numbers and enter the sum in the box.			

Pair Letter Name: _____ Team Number: _____ Date: _____

Partner A Name: _____ Partner B Name: _____

SCORE CARD

Each time a point is given, we cross out (X) a number from the score card. The last crossed number is your final score to report.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

by
ean

PEER-MEDIATED INSTRUCTION

	Arrange the environment	Warm-up	Retell your Own Story	Retell Testing	Wrap-up
Teacher role	✓ Prepares student folders ✓ Organizes student materials ✓ Assigns students in pairs ✓ Trains students on the activity procedures	✓ Supervises actively ✓ Monitors activity time ✓ Provides specific positive feedback	✓ Monitors activity time ✓ Provides feedback	✓ Monitors activity time	✓ Monitors activity time ✓ Assigns points
Student role	✓ Finds his partner	✓ Gets in pairs ✓ Starts reviewing previous story ✓ Takes turns ✓ Provides assistance to partner	✓ Takes turns ✓ Provides assistance to partner ✓ Uses visual aid and manipulatives ✓ Uses story map to create a new story ✓ Tells the new story as many times as possible	✓ Takes turns ✓ Assess partner's retell using checklist ✓ Marks checklist ✓ Retells the new story	✓ Takes turns ✓ Calculates points on checklist ✓ Enters points on scorecard ✓ Assists partner if needed ✓ Tells final score when asked

PIVOT Classwide Intervention Program



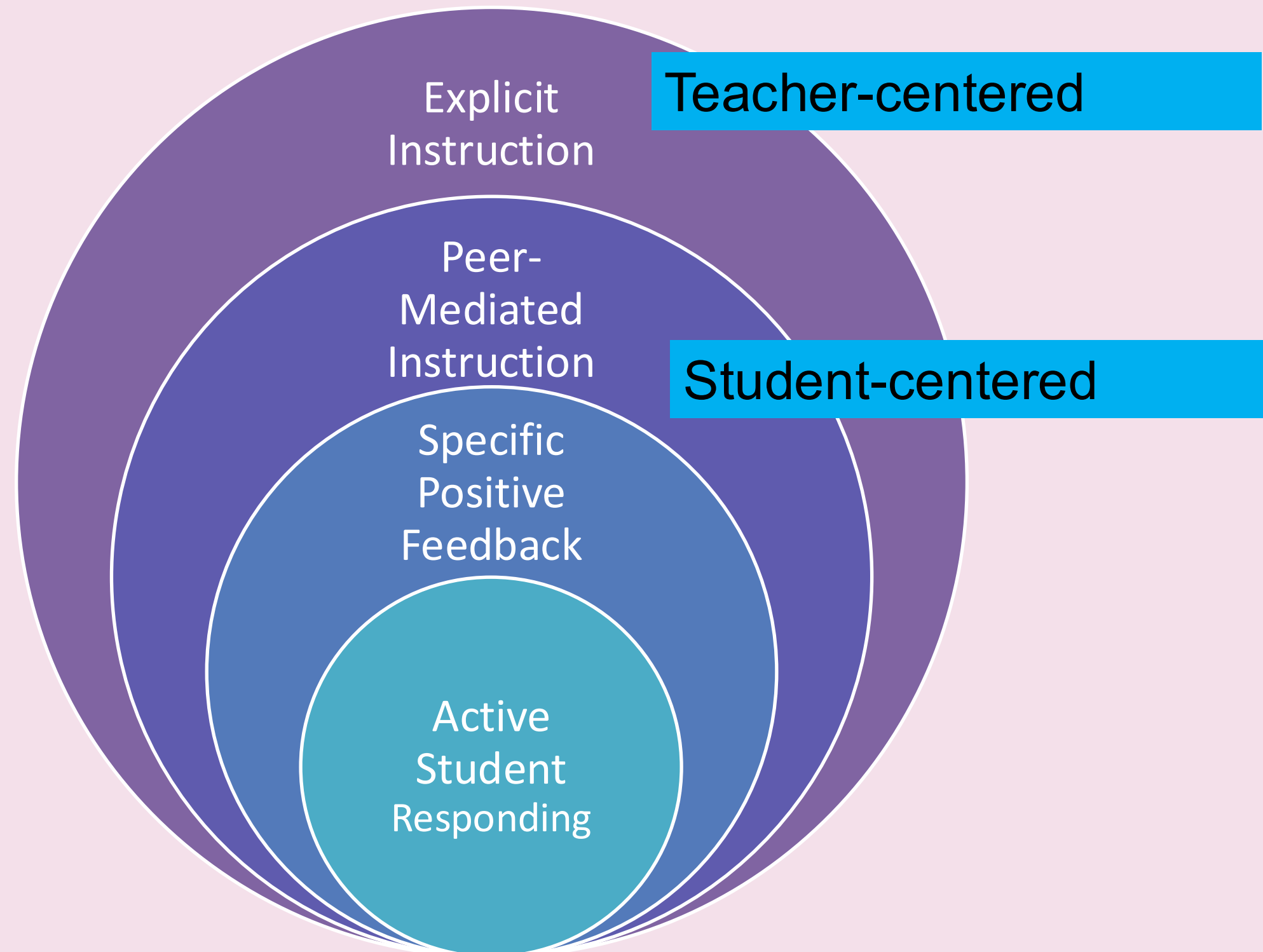
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The PIVOT Classwide Intervention Program

	Description
What?	It is an experimenter-developed classwide intervention program based on empirically validated teaching practices and the inclusion of wordless texts
Focus?	To improve oral language skills and active participation
For Whom?	All primary school students (aged 9-11), including ones with diverse learning needs (e.g., learning disabilities, speech and language disorders, ADHD, EBD, refugees, immigrants, etc)
Sessions	Nine: 1 student training and 8 lessons



PIVOT Classwide Intervention Program Scientific Background



The PIVOT Classwide Intervention Program Content

Session
1

- Student training on PIVOT's peer-mediated approach

Sessions
2,4,6,8

- Explicit instruction on story narration and retell using 4 wordless videos and visual aids

Sessions
3,5,7,9

- Peer-mediated instruction on story narration and retell using the same four wordless videos and visual aids from the previous explicit instruction session



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Session 1: Student Training

Purpose:

1. To train students on PIVOT's peer-mediated instructional procedures
 - Game rules
 - Student pairs
 - Program materials
2. To train students on the tutor and tutee roles



Sessions 2 - 3

Session 2 (Explicit Instruction)

Wordless video: Head Up (Mentor, 2015)



Session 3 (Peer-Mediated Instruction)

STORY RETELL MAP

DIRECTIONS: TRAVEL AROUND THE STORY MAP IN A CLOCKWISE POSITION TO RETELL YOUR OWN STORY

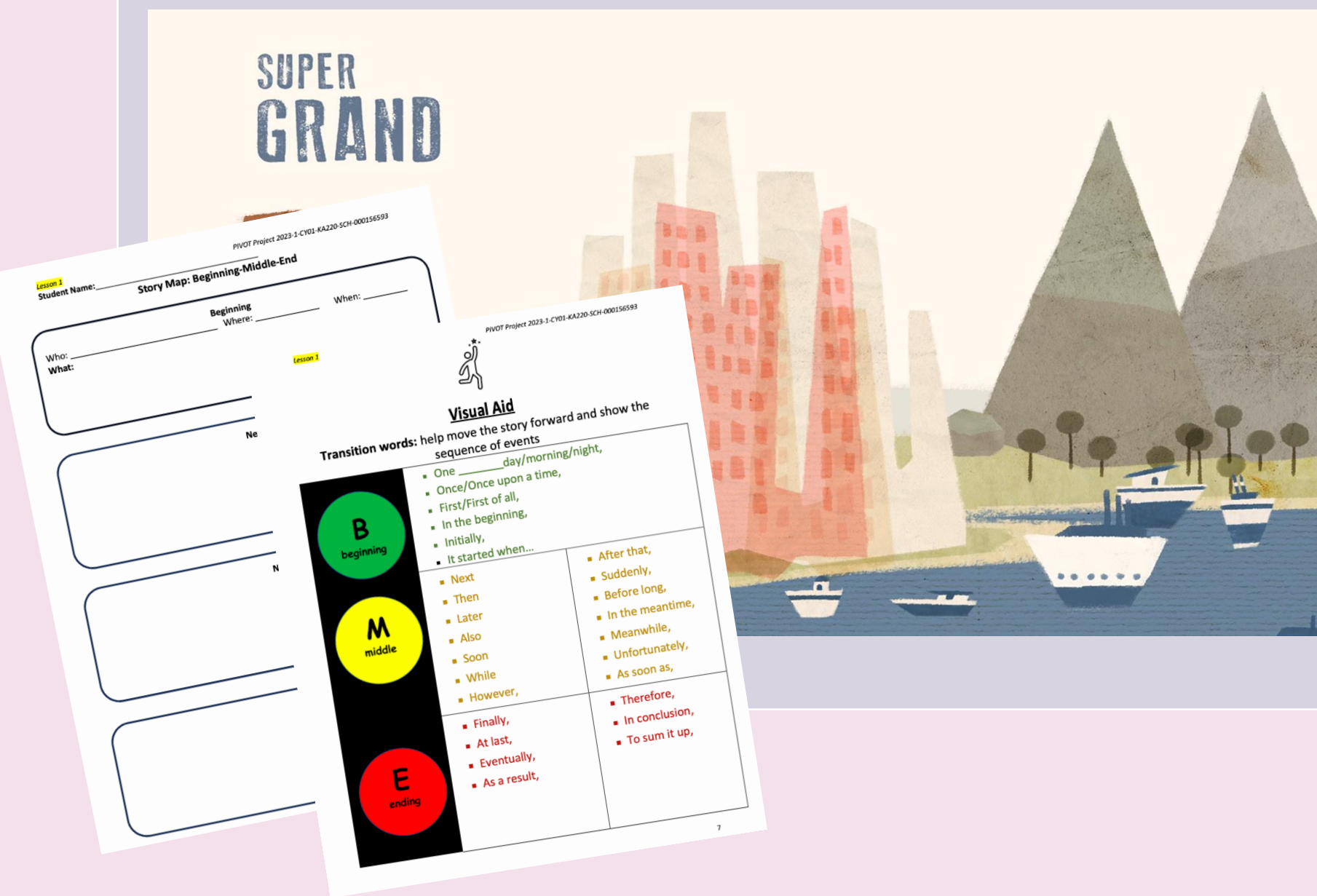
START HERE →	CHARACTERS	SETTING/TIME	PROBLEM	FEELINGS	PLAN
FEELINGS	Remember to Use Transition Words... First Later Then As soon as While Initially After that Also Soon Once At last Finally However Next As a result				ATTEMPT 1
ENDING HAS THE PROBLEM BEEN SOLVED? IF YES, KEEP GOING. IF NO, WHAT HAPPENED INSTEAD?	CONSEQUENCE	ATTEMPT 2	PLAN	FEELINGS	CONSEQUENCE DID THE PLAN WORK? IF YES, SKIP TO ENDING. IF NO, KEEP GOING



Sessions 4 – 5

Session 4 (Explicit Instruction)

Wordless video: Super Grand (Perreten, 2014)



Session 5 (Peer-Mediated Instruction)

STORY RETELL MAP

DIRECTIONS: TRAVEL AROUND THE STORY MAP IN A CLOCKWISE POSITION TO RETELL YOUR OWN STORY

START HERE →	CHARACTERS	SETTING/TIME	PROBLEM	FEELINGS	PLAN
FEELINGS	Remember to Use Transition Words... <i>First</i> <i>Later</i> <i>Then</i> <i>As soon as</i> <i>Next</i> <i>While</i>				ATTEMPT 1
ENDING	<i>Initially</i> <i>After that</i> <i>Also</i> <i>Soon</i> <i>Once</i> <i>Eventually</i> <i>As a result</i> <i>At last</i> <i>Finally</i> <i>However</i>				CONSEQUENCE
HAS THE PROBLEM BEEN SOLVED? IF YES, KEEP GOING. IF NO, WHAT HAPPENED INSTEAD?	CONSEQUENCE	ATTEMPT 2	PLAN	FEELINGS	DID THE PLAN WORK? IF YES, SKIP TO ENDING. IF NO, KEEP GOING



Sessions 6 – 7

Session 6 (Explicit Instruction)

Wordless video: Nightshift (Kukkonen, 2004)



PIVOT Project 2023-1-CY01-KA220-SCH-000156593

Lesson 1

Student Name: _____

Story Map: Beginning-Middle-End

Who: _____
 What: _____

Beginning
 Where: _____

When: _____

Next

Lesson 1

Visual Aid

Transition words: help move the story forward and show the sequence of events

B beginning	■ One _____ day/morning/night, ■ Once/Once upon a time, ■ First/First of all, ■ In the beginning, ■ Initially, ■ It started when...	■ After that, ■ Suddenly, ■ Before long, ■ In the meantime, ■ Meanwhile, ■ Unfortunately, ■ As soon as,
M middle	■ Next ■ Then ■ Later ■ Also ■ Soon ■ While ■ However,	■ Therefore, ■ In conclusion, ■ To sum it up,
E ending	■ Finally, ■ At last, ■ Eventually, ■ As a result,	

Session 7

(Peer-Mediated Instruction)

Title: _____		Name: _____
Author: _____		
Characters (who) <i>The characters are</i> 	Setting (when, where) <i>The story takes place</i> 	Problem (what, why) <i>The problem is</i>
<i>In the beginning,</i> 	<i>In the middle,</i> 	<i>At the end,</i>



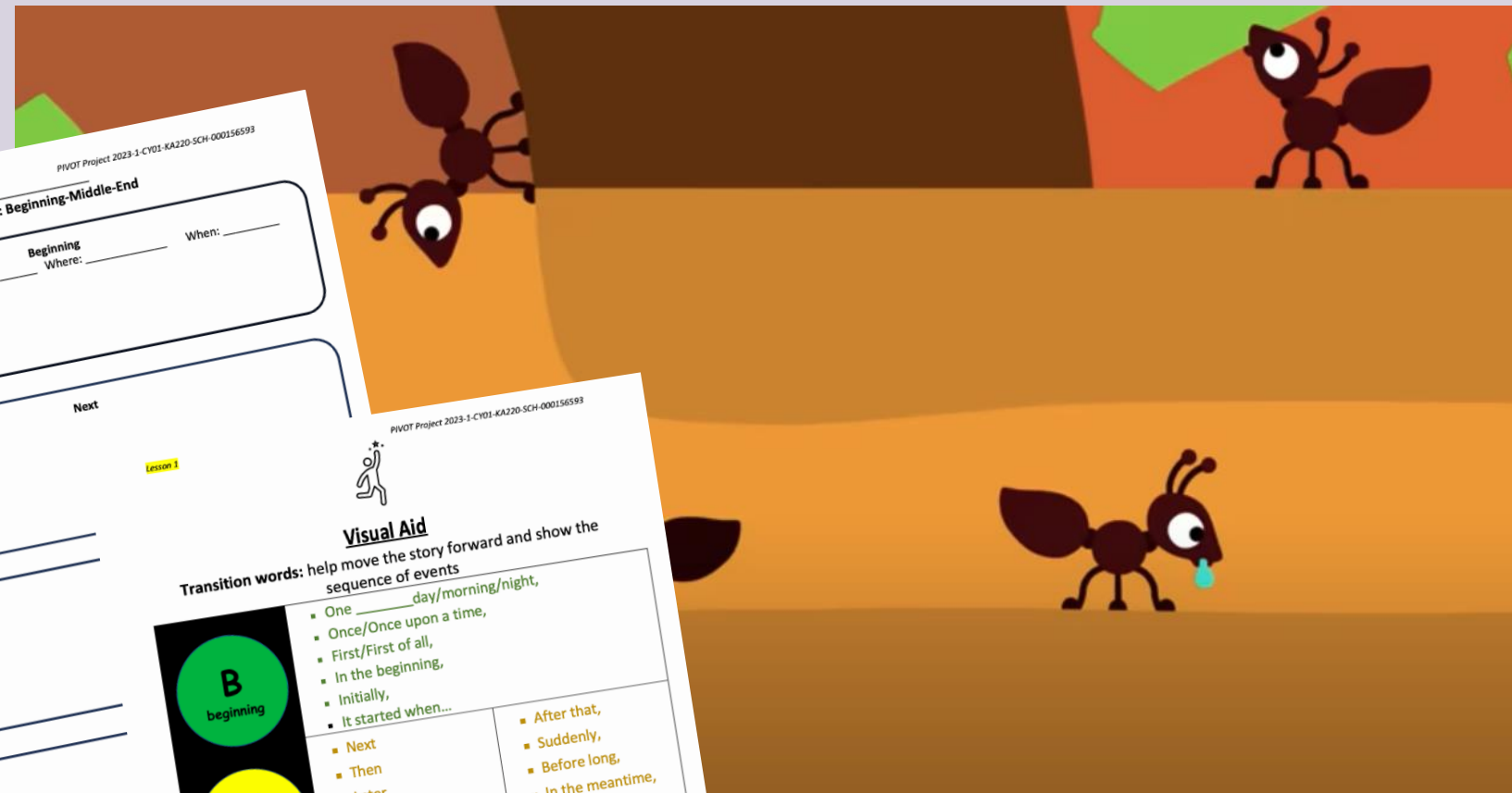
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Sessions 8 – 9

Session 8 (Explicit Instruction)

Session 9 (Peer-Mediated Instruction)

Wordless video: Ant (Ocker, 2017)



Title: _____

Author: _____

Name: _____

Characters (who)	Setting (when, where)	Problem (what, why)
<i>The characters are</i>	<i>The story takes place</i>	<i>The problem is</i>
<i>In the beginning,</i>	<i>In the middle,</i>	<i>At the end,</i>

It is time to give us some specific positive feedback!

<https://forms.office.com/e/pETJY4wtU2>



THANK YOU FOR
YOUR TIME

ANY QUESTIONS?

FOLLOW US



<https://pivot-project.eu/>



PIVOT project



[pivot.projecteu](https://www.instagram.com/pivot.projecteu)



PIVOT



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The PIVOT project is co-financed by the ERASMUS+ programme of the European Union and will be implemented from December 2024 to April 2026. The project content reflects the views of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein. [Project Code: 2023-1-CY01-KA220-SCH-000156593].