

## Practice and Feedback

Appropriate independent practice, along with feedback, is a critical part of the learning process. Without it, students have difficulty retaining or becoming fluent in the skill. Designing practice for the purpose of maintaining skill proficiency is a key element of explicit instruction.

### Purpose of Practice

- To gain minimum competency on a skill
- To improve and gain proficiency on a skill
- To gain automaticity on foundation skills needed for higher order skills
- To protect against forgetting
- To improve transfer of skills

### Initial and Independent Practice

#### Initial Practice

- Occurs under the watchful eye of the teacher
- Provides numerous practice opportunities within the lesson
- Immediate feedback provided

#### Independent Practice

- Initial acquisition levels are met
  - 85% accuracy
  - 90-95% full accuracy
- Delayed feedback is sufficient

### Practice Types

#### Deliberate Practice

- Goal oriented
- Devoted to improvement of skill
- Hattie effect size 0.79

#### Retrieval Practice

- Recall from memory
- Enhances and boosts learning

- Hattie effect size 0.54

### **Spaced Practice**

- Spaced intervals
- Forgetting helps remembering
- Hattie effect size 0.60

### **Feedback**

#### **Corrective Feedback**

- Provided
- Immediate
- Specific and informative
- Focused on the correct response
- Delivered with appropriate tone
- Ended with students' giving the correct response

#### **Affirmative Feedback**

- Contingent (If – Then)
- Specific
- Provided for noteworthy performance
- Focused on achievement and effort
- Comparing students to themselves
- Positive, credible, and genuine
- Unobtrusive

### **Planning for Practice**

1. Skill has been taught, and students can complete the task independently.
  - a. 90 – 95% accuracy
2. Establish a clear purpose for the assignment.
3. Design or select a practice task/activity that matches the skill and learning objective.
4. Provide clear, concise directions.
5. Clarify and verify students' understanding of the assignment.
6. Establish evaluation criteria.
7. Provide feedback on student performance.

### **References**

Archer, A., Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guildford Press.

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