Following Instructions Together
trainer's guide

By
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Jean B. Schumaker, Ph.D.
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JULY, 2001
Overhead Transparencies & Instructional Materials

Overhead Transparencies (OH = Overhead)

OH #1: The purpose of the Community-Building Series
OH #2: A Learning Community Is...
OH #3: Manuals in the Community-Building Series
OH #4: The purpose of Following Instructions Together
OH #5: Goals of Following Instructions Together
OH #6: Research findings
OH #7: Mean percentage of correct answers on knowledge test
OH #8: Basic components of Following Instructions Together manual
OH #9: Creating effective room arrangements
OH #10: Examples of effective room arrangements
OH #11: Overview of the 4 lessons
OH #12: Primary instructional stages
OH #13: Recorder's Log (blank)
OH #14: Setting up the Recorder's Log
OH #15: Example of setting up the Recorder's Log
OH #16: Using the Recorder's Log
OH #17: Lesson 1 overview
OH #18: Definition of Learning Community
OH #19: The Discussion Skill
OH #20: The Partner Skill
OH #21: The Support Skill
OH #22: Lesson 2 overview
OH #23: Lesson 2: Notice Your Neighbor
OH #24: Notice Your Neighbor

OH #25: Lesson 3 overview
OH #26: Lesson 3: The RULES Strategy
OH #27: The RULES Strategy
OH #28: Practice Activity: Using RULES
OH #29: Lesson 3 Practice Activity (version 1)
OH #30: Lesson 3 Practice Activity (version 2)
OH #31: Lesson 4 overview
OH #32: Lesson 4: The WAIT Strategy
OH #33: The WAIT Strategy
OH #34: Chris Garfield's Paper (Dolphins)
OH #35: Lesson 4 Practice Activity (version 1)
OH #36: Lesson 4 Practice Activity (version 2)

Optional training activities

Following Instructions Together by D. Sue Vernon, Jean B. Schumaker, and Donald D. Deshler
The purpose of the Community-Building Series

To build learning communities in classrooms in which all members:

- Work together to facilitate every student’s learning
- Are encouraged to participate & do their best
- Feel valued & appreciated
- Feel safe & supported

Following Instructions Together by D. Sue Vernon, Jean B. Schumaker, and Donald D. Deshler
A Learning Community Is...

An environment that fosters mutual cooperation, emotional support, and personal growth as (people) work together to achieve what they cannot accomplish alone.

DuFour & Eaker, 1998
Manuals in the Community-Building Series

- Talking Together
- Following Instructions Together
- Organizing Together
- Taking Notes Together
The purpose of Following Instructions Together

- To build a classroom learning community.
- To work in a respectful, tolerant, partnership with one another.
- To teach students how to follow oral & written instructions.
- To teach students to check written work before turning it in to ensure they have followed all of the instructions.
Goals of Following Instructions Together

• To provide students who have difficulty following instructions with peer models.

• To provide students with additional ways to obtain information.

• To provide students with immediate feedback before turning in an assignment.

• To reduce the amount of time teachers must monitor how students follow instructions.
Research findings

Compared to students in comparison classes, students in experimental classes:

- Knew significantly more about how to create a classroom learning community.

- Followed complex instructions more accurately.
Mean percentage of correct answers on knowledge test

1999-2000
Number of students in study: 350
Number of teachers: 18
Grades: 3rd & 4th
Classes: 11 suburban, 7 inner city

Following Instructions Together by D. Sue Vernon, Jean B. Schumaker, and Donald D. Deshler
Basic components of the Following Instructions Together manual

- Introduction
- Instructional Lessons
- Cue Cards
- Student Materials
Creating effective room arrangements

The most effective room arrangements for whole-class and partner discussions are ones in which:

- All students are visible to the teacher from the location where class discussions are led.
- Students can see the teacher without turning in their seats.
- The teacher is easily able to monitor work.
- Student partners sit side-by-side instead of working across a table.
Examples of effective room arrangements

Figure 1

Figure 2

desks or tables

Following Instructions Together by D. Sue Vernon, Jean B. Schumaker, and Donald D. Deshler
Overview of the 4 lessons

Lesson 1: Review the concept of a learning community

Lesson 2: Notice Your Neighbor

Lesson 3: The RULES Strategy

Lesson 4: The WAIT Strategy
Primary instructional stages

- Give an Advance Organizer
- Introduce and Describe
- Provide a Model
- Conduct Practice
- Give a Post-Organizer
Before the discussion starts: Draw boxes to show the way the desks or tables are arranged in the room below. Put the name of each student in the class inside the box representing the place where the person sits.

During the discussion: The recorder should record a checkmark (✓) inside each box when the student is called on by the teacher and participates in the discussion. When the teacher calls on someone to share what partners discussed, both partners receive a checkmark.

During the discussion: The recorder should also record a checkmark (✓) each time a nice comment (such as “Good idea!”) is heard, a mean comment is made (like “That’s stupid”), and each time someone yells out an answer or interrupts.

NICE COMMENTS: ____________________________ MEAN OR UNPLEASANT COMMENTS/GESTURES: ____________________________

YELL OUTS OR INTERRUPTIONS: ____________________________
Setting up the Recorder's Log

Before the discussion starts:

- Draw boxes to show the way the desks or tables are arranged in the room.

- Put the name of each student inside the box representing the place where the person sits.
Before the discussion starts: Draw boxes to show the way the desks or tables are arranged in the room below. Put the name of each student in the class inside the box representing the place where the person sits.

During the discussion: The recorder should record a checkmark (✓) inside each box when the student is called on by the teacher and participates in the discussion. When the teacher calls on someone to share what partners discussed, both partners receive a checkmark.

Example of setting up the Recorder's Log

```
<table>
<thead>
<tr>
<th>Pam</th>
<th>Jerry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug</td>
<td>Chuck</td>
</tr>
<tr>
<td>Lucy</td>
<td>Gina</td>
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<table>
<thead>
<tr>
<th>Jon</th>
<th>Mike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>Linda</td>
</tr>
<tr>
<td>Emile</td>
<td>Ronny</td>
</tr>
<tr>
<td>Amad</td>
<td>Tara</td>
</tr>
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</table>
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<table>
<thead>
<tr>
<th>Ian</th>
<th>Emy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve</td>
<td>Sue</td>
</tr>
</tbody>
</table>
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teacher's desk
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NICE COMMENTS:

MEAN OR UNPLEASANT COMMENTS/GESTURES:

YELL OUTS OR INTERRUPTIONS:

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**Using the Recorder's Log**

In the middle of the log, students receive checkmarks (✔) when:

- They are called on by the teacher and participate in the discussion.
- Their partners participate appropriately.

At the bottom of the log, checkmarks are recorded each time one of the following comments is made:

- Nice comments (e.g., "Good idea!")
- Mean comments (e.g., "That's stupid")
- Yell-outs or interruptions
Lesson 1 Overview

- Review the principles & concepts associated with building a learning community.
- Review ways to participate.
- Review the Discussion Skill.
- Review the Partner Skill.
- Review respect.
- Review tolerance.
- Review the Support Skill.
- Review the features of a learning community.
Definition of Learning Community

LEARNING =
Finding out something new

COMMUNITY =
A place where people live and work

LEARNING COMMUNITY =
A group of people who care about and support each other as they learn about new things
The Discussion Skill

Look and listen

Hands up, hands down

Stay on topic, keep it short
The Partner Skill

Sound is pleasant
Expression is pleasant
Eye contact

Think
Explain your idea
Link ideas
Let the class know

Following Instructions Together by D. Sue Vernon, Jean B. Schumaker, and Donald D. Deshler
The Support Skill

Sound: pleasant
Expression: pleasant
Eye contact

Say something positive
Lesson 2 overview

Teach students how to "Notice Your Neighbor"

A quick way for partners to check that they have followed simple oral instructions correctly
Lesson 2: Notice Your Neighbor

- Give an Advance Organizer
- Introduce and Describe
  ✓ “Neighbor”
  ✓ “Notice Your Neighbor”
  ✓ The steps of the strategy
- Provide a Model
- Conduct Practice
- Discuss the Strategy
- Give a Post Organizer
Notice Your Neighbor

- Compare with your neighbor
- Help your neighbor or ask for help, if necessary
- Ask for help from the teacher, if needed
Lesson 3: The RULES Strategy

- Give an Advance Organizer
- Introduce and Describe
  ✓ "Notice Your Neighbor"
  ✓ Multicomponent instructions
  ✓ The RULES Strategy
  ✓ The steps of the strategy
  ✓ Learning community
- Provide a Model: "Using RULES"
- Conduct Practice: "Rainforest Worksheet"
- Give a Post Organizer
- Follow-up
- Take it a Step Further
  ✓ Oral instructions: model & practice
Practice Activity: Using RULES

Read pages 25 and 26 in your math book.

Answer questions 1 and 2 on page 27.

Do problems #2, 4, 6, and 8 on page 28.

Show your work for all problems.
Lesson 3 Practice Assignment

Directions: Read the following paragraph about rainforests. Choose one of the questions below the paragraph and circle it. Answer that question with a complete sentence. Write your answer on the lines at the bottom of the page.

Rainforests

Even though rainforests cover only about 2% of the earth, they are home to 2/3 of all types of plants and animals on our planet.

Examples of animals that live in the rainforest are fruit bats, scorpions, and tree frogs.

Question 1: How much of the earth’s surface is covered with rainforests?

Question 2: What are examples of animals that live in the rainforest?
Lesson 3 Practice Assignment

DIRECTIONS:
Read the following article about rainforests. Then, choose one of the questions below the article to answer. Write your answer on a separate sheet of paper. Write the question you have chosen at the top of the paper along with your name and the date. Include at least 3 complete sentences.

Rainforests
Even though rainforests cover less than 2% of the earth’s surface, they are home to 2/3 of all the types of plants and animals on our planet. In fact, two to four million types of plants and animals live in rainforests. A single rainforest preserve in Peru is home to more species of birds than the entire United States. Thousands of plants that can be used in medicines grow in rainforests.

Rainforests are called the heart and lungs of the earth. They stabilize our climates worldwide, and they maintain humidity, wind, and convection patterns.

The plants in rainforests use a gas called carbon dioxide, and they produce oxygen. Humans and animals need this oxygen to breathe and live. If the rainforests did not use the carbon dioxide gas, this gas would collect in a layer around the earth that would act like the glass of a greenhouse. This would increase the temperature of the earth. Many negative changes would occur if the earth gets hotter.

Unfortunately, 80 acres of rainforest are destroyed or degraded every minute.

Questions
1. Discuss some of the benefits humans receive from the rainforest.
2. Discuss the harm that can result from the destruction of rainforests.
Lesson & Overview

Teach students the WAIT Strategy

A way for students to verify that the papers they have just finished are complete, neat, and error free before turning them in to the teacher.
Lesson 4: The WAIT Strategy

- Give an Advance Organizer
- Introduce and Describe
  ✓ “Wait”
  ✓ The WAIT Strategy
  ✓ The steps of the strategy
- Provide a Model: “Dolphins”
- Conduct Practice: “Bears”
- Give a Post Organizer
- For the Rest of the School Year
The WAIT Strategy

Did you:

W  rite your name?
A  dd the date?
I  dentify and correct errors?
T  rade papers and turn them in?
Dolphins

Dolphins live in the ocean. They are very smart and playful.
Lesson & Practice Assignment

Directions: Read the following paragraph about polar bears. Choose one of the questions below the paragraph. Answer that question with a complete sentence. Write your answer on the lines at the bottom of this page.

Polar Bears
Living in the frozen north, polar bears are at home on the ice. They swim in cold waters. They wander about 40 miles per day. Their white color helps them blend with the snow.

Question 1: Where do polar bears live?
Question 2: Why is being "white" helpful to polar bears?
Lesson & Practice Assignment

DIRECTIONS:
Read the following article about bears. Then, choose one of the questions below the article to answer. Write your answer on a separate sheet of paper. Write the question you have chosen at the top of the paper along with your name and the date. Include at least 3 complete sentences.

Bears

Polar bears are one type of bear found in the world today. They live in the polar regions of the northern hemisphere. They especially like to live where the northern seas meet the shore. In this area, the ice is constantly freezing and thawing. Here is where many seals live. Seals form the basis of the polar bears’ diet.

Polar bears are very large. They can weigh up to 1,320 pounds and measure up to 11-1/2 feet tall. In spite of their large size, they are surprisingly nimble. They are also very dangerous, and they will attack people.

Another bear found in the world today is the brown bear. Brown bears live in areas of eastern Europe, Asia, and North America. Brown bears can measure over 8 feet tall and weigh over 1,000 pounds. Even with their great size, they can reach speeds up to 35 miles an hour. Their diet consists of deer, fish, plants, and berries. They also use their massive front paws to scrape honey from the nests of wild bees. Typically, brown bears avoid people, but they will attack people if cornered. A single blow from a bear’s paw can kill a large buffalo.

Questions
1. Choose one of the bear types and discuss three characteristics.
2. Discuss three ways the brown bear and the polar bear are different.
Optional Training Activities

JIGSAW ACTIVITY
Assign items 4 through 10 under "Preparing for instruction" (pages 5-7) to individuals to read and briefly summarize. Then organize the participants in groups of six (one person representing each item in each group). Ask each person to present to the group what he/she learned about the item.

PARTNER ACTIVITIES
Warm-up: If the group previously received training related to the Talking Together program, ask participant pairs to discuss their implementation of Talking Together. For example, ask them to discuss one of the following topics:
- Results that they witnessed (e.g., reduced yelling)
- The ways a class that received Talking Together instruction differed from previous classes without instruction
- Difficulties they experienced with Talking Together and their solutions
- Troubleshooting tips they want to share with the group
- Adaptations that can be made for older students
- The ways they ensured that the always-present and never-present characteristics of a learning community were put in place

For Lesson 1: (The review of Talking Together Skills): Demonstrate for participants a variety of ways to conduct the review. For example, display the Cue Card for the review. Leave the Cue Card displayed as you toss a nerf ball to different individuals. Ask the person who catches the ball to tell a step of the skill in sequence. Demonstrate a different activity for the Partner Skill and the Support Skill.

Display the "Rules" for discussions (Cue Card #2, Talking Together). Ask participants to work with their partners to restate the negatively worded Rules. Have some of the pairs share their lists of positively worded rules. All teachers should leave the session with a list of positively worded rules, so that they can explain what students should do instead of what they should not do.

For Lesson 2: Demonstrate how to conduct Notice-Your-Neighbor activities throughout the session. For example, say: "Turn to page 34, Cue Card #11, in your books. (pause) Notice your Neighbor—do both of you have your books open with Cue Card #11 showing?"

Assign each person in the pair the Number 1 or 2. Ask the partners to discuss how the Notice Your Neighbor activity would be helpful to a low achieving or student with disabilities (2s start).

Ask the partners to discuss how the Notice Your Neighbor Strategy contributes to a learning community (page 17) (1s start).

Ask the participants to discuss when students should not use this strategy (page 16) (2s start).

For Lesson 3: After introducing the RULES Strategy, distribute copies of the "Using RULES" practice activity (p. 36). Ask individuals to write "R-U-L-E-S" on the practice activity sheet. Have participants complete the first four steps (R-U-L-E) with their partner and check off each step as they complete it.

Tell the participants that you are about to give them some oral instructions and that you want them to use the RULES Strategy as you give them. Then give them a list of instructions related to finding information in the manual. Prompt them to use the steps of the RULES Strategy with their partners as they work on the assignment. Give a small prize to the pair that completes the instruction and finds the correct information first.

Ask the partners to discuss why the RULES Strategy would be helpful for a low-achieving student or a student with a disability (1s start).

For Lesson 4: Ask participants to read the description of the steps of the WAIT Strategy (page 28) in the manual. (Allow about 5 minutes). Before they begin reading, give them the following assignments:

Partner 1: Will describe the "W" Step
Partner 2: Will describe the "A" Step
Partner 1: Will describe the "T" Step
Partner 2: Will describe the "I" Step

After they have read the section, allow them to refer to the manual as they explain the steps to their partners.

Ask the partners to discuss why the WAIT Strategy would be helpful for a low-achieving student or a student with a disability - 2s start.

Ask the participants to turn to their neighbor and describe how the WAIT Strategy contributes to a learning community (page 30) - 1s start.
## Summarizing Sheet

**Name**

<table>
<thead>
<tr>
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<th>Lesson #</th>
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*C = Correct  O = Own Words  MS = Makes Sense*

### Paragraph #1

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**Main Idea:**

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**Detail 1:**

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### Paragraph #2

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**Main Idea:**

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**Detail 1:**

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### Paragraph #3

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</tbody>
</table>

**Main Idea:**

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**Detail 1:**

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Next time you will do **even** better if you:

- [ ] Put it in your own words
- [ ] Include only useful information
- [ ] Work on main idea
- [ ] Avoid repeating
- [ ] Record only what’s in the paragraph
- [ ] Other ____________________________

**SCORE:** ______/9 = ______%  
1/9=11%  2/9=22%  3/9=33%  4/9=44%  5/9=55%  6/9=66%  7/9=77%  8/9=88%  9/9=100%