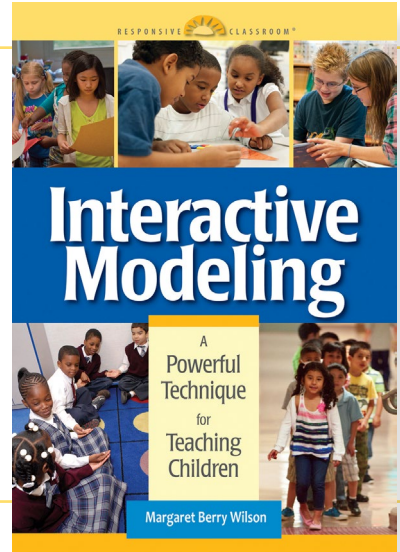


Interactive Modeling: A Powerful Technique for Teaching Children

By Margaret Berry Wilson



Introduction:

Interactive Modeling uses essential elements of good teaching to communicate clearly with students. Teachers report they gain time when they use Interactive Modeling because students can focus on learning rather than procedural questions. Why do you think Interactive Modeling works? How could using Interactive Modeling positively impact your classroom community?

Review the broad list of procedures, routines, and skills that Interactive Modeling can help you teach on page 6. What skills or activities in the list surprise you? Why? What procedures, routines, and skills would you add to this list?

Chapter 1: How to Do Interactive Modeling

Interactive Modeling uses seven steps to teach students how to perform a new task. What do you notice about the first three steps? How about steps four through six? Why is it important to only model the “right” way to do something?

As you take time to plan and reflect on Interactive Modeling, consider what routines and skills are a good fit for this strategy. When is role-playing a better fit?

Chapter 2: Routines

Attention to routines, social skills, and procedures can pave the way for successful academic outcomes. This chapter includes a variety of routines for the classroom, lunchroom, recess, and other school locations. What additional activities specific to your school setting would be helpful to try Interactive Modeling with?

Tips for success in Interactive Modeling include planning the routine carefully, breaking the routine into manageable steps, and trying not to teach many routines at once. What are some other ways to ensure success?

Chapter 3: Transitions

Transitions can be challenging for both students and adults. What are some strategies you currently use for successful transition times? What are some routines and procedures you could teach with Interactive Modeling to support smoother transitions?

Chapter 4: Supplies

When we take the time to teach students to care for materials properly, the materials last—and students learn important lessons about respect and responsibility. Review the supplies lists on pages 85–94, and then take inventory of your own space. What are some resources in your classroom that you could use Interactive Modeling to teach about usage and proper care?

Chapter 5: Academic Skills

Review the examples of language arts, math, science, and social studies skills listed in this chapter. What skills would you like to use Interactive Modeling for in your classroom? How do you think using Interactive Modeling will positively impact your students in these academic areas?

How can you tell when Interactive Modeling is the right way to teach an academic skill or when another approach would be more appropriate? What are some ways you can differentiate your instruction with Interactive Modeling?

Chapter 6: Social Skills

Interactive Modeling can be a helpful support for social skills like apologizing, accepting a compliment, and demonstrating assertiveness. However, translating social skills concepts into action can sometimes be challenging. For example, demonstrating empathy is different from cleaning a paint brush effectively. It's important to give children a concrete understanding of what it looks like and sounds like to demonstrate cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.) on a daily basis. Review the example skills for each of the five C.A.R.E.S. competencies in this chapter. What skills would you add to those lists? What are the benefits and challenges of modeling social skills with your students?

Chapter 7: When to Do Abbreviated Modeling

Once students have become skilled at using Interactive Modeling, there may be instances, such as reteaching skills after school breaks, where abbreviated modeling is effective. Some students may become so used to the process that only a few steps are needed to teach new concepts. What routines, transitions, and skills would abbreviated Interactive Modeling work well for? How can you encourage student reflection and insight in the Interactive Modeling process?