



Strategic Instruction Model™

SLANT: A Starter Strategy for Class Participation

Edwin Ellis

**University of Kansas Center for
Research on Learning**

Learning Strategies

LEARNING STRATEGIES CURRICULUM

SLANT

**A Starter Strategy™
for Class Participation**

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Ed Ellis

Forward

Maybe you have encountered SLANT through AVID, or perhaps via KIPP schools? It is used in Springer classrooms, by Teach Like a Champion, and you can find numerous examples on Teachers Pay Teachers and Pinterest. You can see it demonstrated in videos on YouTube and find SLANT posters in schools everywhere. An online search reveals dozens of instances of the use of SLANT to facilitate classroom management. Since its release in 1991, SLANT has become a ubiquitous tool, but somewhere along the line, its origins have been lost. This is the story of the SLANT Starter Strategy for Class Participation in the words of its creator, Dr. Edwin Ellis.

The Story Behind the SLANT Strategy

As one might imagine, addressing the social skills of adolescents with Learning Disabilities (LD) who have also been adjudicated as delinquents is a priority, so my interest in teaching social skills goes way back. As a doctoral student, I did a research internship with Tanis Bryan at the University of Chicago Institute for Research on Learning Disabilities. She and her husband, Jim, had done a considerable amount of research related to the social and motivational dimension of LD. Jim described typical students with LD as “paper-bag” kids – meaning they typically sit in the back of the classroom, expending considerable effort to be as invisible as possible as if they were hiding inside a paper bag. This notion really hit home with me. I tend to doodle when listening to others make presentations, so the SLANT Strategy emerged from my doodles while listening to Naomi Zigmond speak about her research on the social skills of adolescents with LD, and, in particular, the importance of at least appearing to be interested in class. Initially, the SLANT Strategy was a “fake-it-‘til-you-make-it” strategy for participating in class. However, as we were field-testing the instruction, I realized that it was a lot more than that. It evolved into much more of “take-control-of-your-situation” strategy. Probably the most powerful aspect of instruction in the SLANT Strategy is that it makes students aware of their own social dynamic and that they have the power to dramatically influence how teachers perceive and interact with them.

My thoughts about Learning Strategy Instruction (and how SLANT fits into the mix!)

There’s a fundamental difference between truly helping a student at-risk for academic failure and only providing an illusion of help. Clearly, teachers providing support to students at-risk for academic failure have only very limited time to help them. The bottom line is that teachers have a choice between spending their limited time and energy being reactive (reacting to the crises of the moment brought on by on-going problems) or being proactive (investing in instruction designed to provide long-term solutions by eliminating on-going problems). When faced with a new crisis (e.g., the student has a big test coming up), one obvious option is to react by tutoring the student to help her pass the test. The problem is that the student will still need external support the next time a big test comes up (and the next time, and the next time). She’s no more independent than before. Resisting the temptation to expend one’s limited opportunity engaged in short-term solutions is very difficult because these short-term solutions are what the student wants, the parents want, and what the core academic teachers want. Nevertheless, the result of providing reactive-oriented support is often an illusion of truly helping the student.

In contrast, teaching learning strategies is not intuitive. Substantial professional learning is required to develop the expertise needed to provide effective strategy instruction. This expertise and the commitment to implement strategy instruction separates well-intentioned but relatively ineffective teachers from those who really make a difference in at-risk students’ lives. Almost anyone can provide tutoring, but it takes a real professional to provide effective instruction in learning strategies to provide help that fundamentally impacts the student on a long-term basis.

If teachers do not have the opportunity to provide intensive and extensive instruction in learning strategies, THE

most extensively validated intervention for adolescents with learning disabilities lays untapped. While there have been many benefits stemming from the No Child Left Behind legislation and the inclusion/co-teaching movement, a costly downside has been the disappearance of specialized settings (i.e., resource classes) necessary for strategy instruction to be delivered in an intensive and extensive manner. While embedding core classes with instruction in learning strategies (e.g., integrating instruction in a vocabulary learning strategy into a history class) is partially effective, its impact falls far short of that which can be attained when teachers have the opportunity to provide the more intensive instruction where individual student progress can be carefully monitored and a mastery-orientation to instruction can be systematically ensured.

The acronym "SLANT" has moved into the lexicon of education. The term "SLANT" is readily found all over the Internet. Commercial companies have even ripped it off. I've seen it on countless classroom bulletin boards. The surface features of SLANT are immediately obvious (Sit up, Lean forward... etc.) but the real power of SLANT is the embedded instruction associated with what it means to be strategic, taking control of one's learning, transforming attitudes from the typical passive "victim" mentality to developing a proactive "attack attitude" about learning, etc. The message here is that there is a LOT more to SLANT instruction than just exposing students to the SLANT acronym.

Not all learning strategies are created equal. Some have a bigger impact than others, some are more difficult to learn than others, and some are more difficult to learn to teach than others. Some require more time to teach than others. Thus, effective strategy teachers are strategic in how they approach this curriculum. They take a simple-to-complex approach to developing students' repertoires of learning strategies. I designed SLANT as a "Starter-Strategy" – for both students and teachers. For students, it's a good strategy to teach first because it's easy to learn and its impact is also almost immediately obvious to them. Thus, SLANT instruction helps students become more invested in learning other powerful strategies that require more of their personal time and energy to master. Likewise, SLANT is a good first strategy for teachers to learn how to teach. The instructional procedures are designed to introduce educators to the instructional methodology associated with teaching learning strategies (the "Stages of Acquisition and Generalization") in a simple, easy to grasp manner.

It's funny what sticks. Over the course of my career, I've developed a lot of interventions, published a lot of journal articles that are extensively cited by others, and written several books and software programs. I've presented papers at conferences all over the world and conducted countless workshops in schools. Yet, when I meet new teachers, it's not unusual for them to say something like, "Oh yeah. You're the SLANT guy." Go figure. What can I say? Teachers love SLANT!

INTRODUCTION

What is the SLANT Strategy?

Teachers have long recognized the importance of students active participation in class. Students who participate learn more and teachers who work with these students find teaching to be more rewarding. The SLANT Strategy has been designed to enable students to participate in class in appropriate and productive ways. Students who master SLANT understand why it's important to actively participate during class and how to do so. The five steps of the strategy are:

S = Sit up

L = Lean forward

A = Activate your thinking

N = Name key information

T = Track the talker

These steps of the SLANT Strategy queue students to combine nonverbal, cognitive, and verbal behaviors to activate their participation in class. Sitting up straight, leaning forward, and tracking the talker comprise the nonverbal SLANT posture. Activating their thinking requires cognitive self questioning and answering their own questions. Naming key information requires verbal participation within the class activity.

There are three instructional goals associated with teaching students to use slant:

- (a) to increase the amount of student interaction during class;
- (b) to help students understand how their use of positive participation behaviors can influence the reactions of others toward them, thus enabling

students to exercise greater control over their learning experiences;

(c) to teach students both the *social* (i.e., increased reciprocal interactions) and *cognitive* (i. e., increased comprehension and memory of class information) reasons for active class participation.

What is a Starter Strategy?

First of all, a strategy is an individual's approach to a task. Many students who have difficulty in school do not use strategies to help them solve problems they encounter—rather they take random guesses or behave in ways that do not lead to successful solutions. Recent research has shown that these students can, indeed, be taught to approach tasks and situations in a strategic manner, thus improving their performance. The purpose of a Starter Strategy is to introduce to students, in a simple and easy-to-understand way, the idea of what a strategy is and how they can use it to improve their performance. A Starter Strategy can be learned quickly, can be readily incorporated within a host of settings, and can be taught easily. In short, Starter Strategy instruction is a low-key, simple approach for introducing students to a new way of learning and performing in school. After their exposure to this strategy, students should be ready for instruction in more complex SIM Strategies.

Why teach SLANT?

Successful students tend to actively participate in class discussions. Their active participation:

- communicates to teachers that students are engaged and interested in what's going on in

- class;
- increases these students' understanding and retention of class content because they transform it into their own words and actively integrate it into their knowledge base;
- reduces the amount of independent study required by these students before tests;
- enables students to practice a host of important cognitive actions (e.g., comprehension monitoring, question asking, using prior knowledge, etc.);
- causes teachers to respond to these students in friendlier ways;
- enhances the quality of instruction they receive; and
- results in learning becoming more personal, fun, and interesting

Unfortunately, a substantial portion of the student population does not participate or rarely participates in class discussions. Often, these low-participating students:

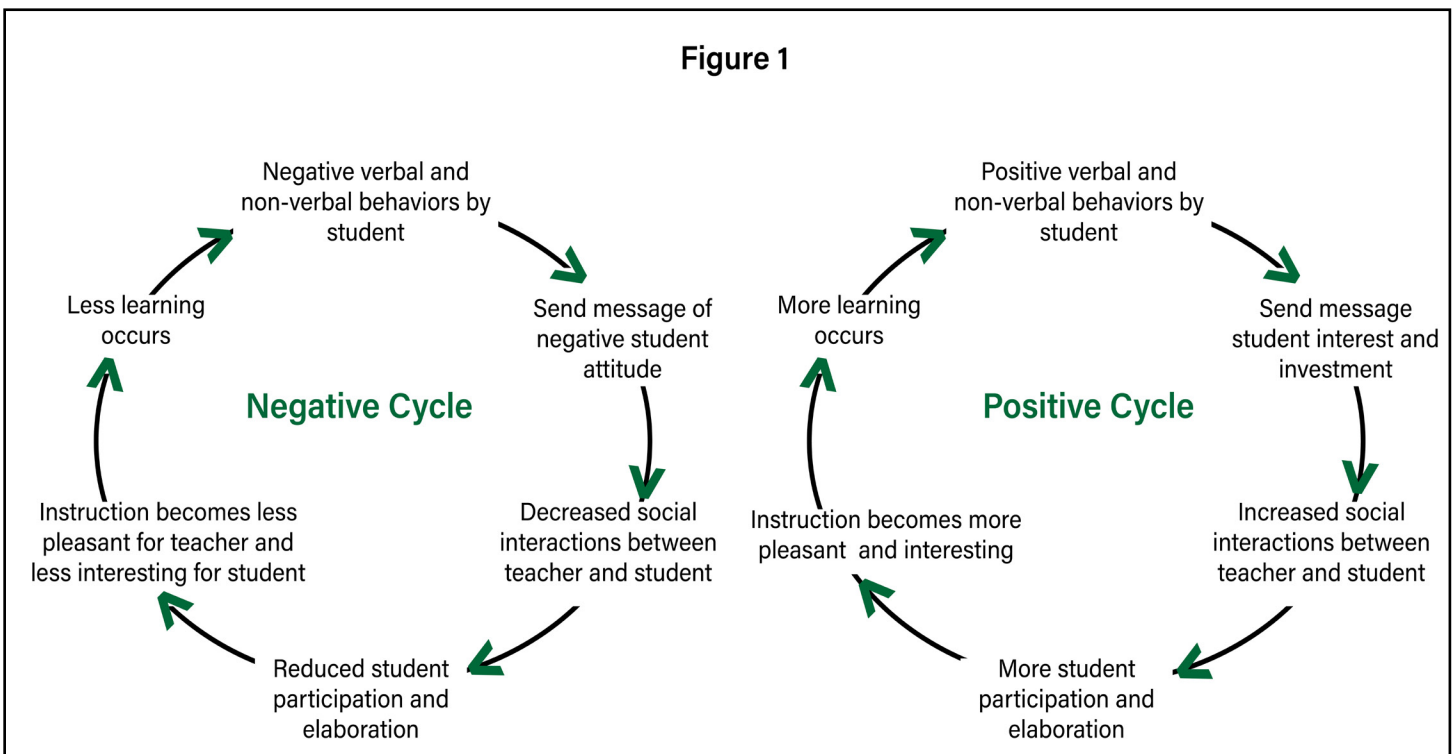
- perceive themselves as passive recipients of "whatever the teacher does";
- don't understand how their verbal and nonverbal participation can give them some control over the nature of their classroom experience and the quality of instruction they receive;
- don't realize how participation can facilitate

- their understanding and memory of content information;
- engage in negative behaviors in class (e.g., slouching, head on desk, shrugging shoulders when called upon, rarely volunteering to participate, etc.);
- are unaware of how these negative behaviors influence others;
- do possess the required listening and verbal skills necessary for active participation, but don't know how to use these skills strategically.

The effects of low participation by these students can be substantial. Teachers often:

- "write off" these low-participating students and direct the instruction at other students in the class;
- Perceive these students to be less competent than others and unable to respond;
- tend to call on them less than others;
- verbally interact with them less than others;
- give them less eye contact and fewer smiles than others.

As might well be imagined, the result of these phenomena is that low-participating students receive a substantially different education than those who do participate. Figure 1 (below) depicts two possible scenarios that can emerge: a **NEGATIVE** cycle which shows how poor participation can potentially lead to increasingly undesirable situations that,



in turn, become progressively worse over time;
Or a POSITIVE cycle that shows how active class participation may lead to more desirable interactions and outcomes. Clearly, teaching low-participating students how to participate in class can enable them to access a higher quality education than they do within the negative cycle.

Where should SLANT be taught?

The SLANT strategy can be taught in almost any type of classroom. It can be taught in mainstream classrooms in which a diverse group of students are enrolled. In these settings, the strategy should be taught to the entire class rather than to just a select number of students. However, mainstream teachers usually prefer to target a few students each week for the purpose of checking how they are using the strategy and for monitoring and reinforcing their use of SLANT. SLANT has also been successfully taught in remedial or special education settings where teachers have additional opportunities to provide detailed feedback and instruction to students who may need extra assistance in mastering this strategy. Regardless of the setting where SLANT is initially taught, encouraging students to generalize the use of the strategy to all of their other classes is very important.

How is the SLANT Strategy taught?

Above all else, *have fun* teaching this strategy. Instructions should be light-hearted and enjoyable. Ideas for teaching the strategy and infusing your instruction with motivating activities are noted as a part of each instructional stage.

INSTRUCTIONAL METHODS

STAGE 1: PRETEST AND MAKE COMMITMENTS

The primary purpose of Stage 1 is to assess each student's participation behaviors before instruction begins. Some suggestions for accomplishing this purpose are:

1. Chart your perceptions of each student's behavior. Make a chart with the SLANT Steps at the top and your student's names down one side. Think about whether each student fulfills each step. (Does she sit up straight? Does she lean forward? Is she "tuned in" to the activities during the large majority of class? Does she participate or volunteer to participate verbally during each class? Does she track the talker with her eyes?) If she does, place a check mark next to the step; if she doesn't, leave the space blank.

2. Observe particular students if needed. If you are uncertain about a particular student, observe her the next time you are in class. Confirm your other perceptions in class as well. Make adjustments in your chart as needed. Target particular students as needing to learn the strategy.

The other purpose of Stage 1 is to make commitments. You will obtain each student's commitment to learn an alternative to current classroom habits and you will offer a commitment to each student to facilitate a change in these habits. Using your perceptions and observations of each student's behavior, help the student to identify a goal that can be achieved using SLANT. Together, sign the Commitment to SLANT form on page 16. If the student indicates that they do not wish to write a goal about learning such a strategy, or seems uncertain, spend additional time explaining, in a matter-of-fact way, how this strategy might help them in their other classes, at work, and in other situations related to the student's long-term goals. If the student still does not wish to write a goal to achieve using SLANT, invite them to attend the discussion for the DESCRIBE STAGE. Often, when students see that other students are willing to learn the strategy and realize that the strategy appears simple, they will want to try. This approach is preferable to assigning students to learn a strategy regardless of their wishes, since students need to perceive themselves as being in control and responsible for choosing what they learn. Once the student completes the DESCRIBE STAGE, ask them

Figure 2: What happens when you...

Choose to participate...

Teachers:	Make things more interesting Use more humor Are friendlier
Other students:	Learn from you May be friendlier toward you
You:	Understand more Remember more

Choose not to participate...

Teachers:	Think you have a bad attitude Think you are less capable
Other students:	Are less likely to include you Don't benefit from your knowledge
You:	Miss useful information Remember less

again if they would like to complete the commitment to learn. If they still do not wish to write a goal, you can still sign the commitment to teach them the SLANT Strategy.

STAGE 2: DESCRIBE

The primary purposes of Stage 2 are to ensure that students understand the benefits of using the strategy and to describe what each step in the strategy cues them to do.

1. Give an advance organizer. If you have not taught strategies in the past, Introduced the idea of a strategy. Then explain that the students will be learning an easy strategy for participating in class.

2. Discuss rationales for learning the strategy. Discuss with the students the benefits of learning a strategy for participating in class. Using a question-

and-answer format, bring out the benefits described in the section *Why teach SLANT?* on Page 3. Display or draw Figure 1 for students to see. If you feel comfortable, explain to the students how you react as a teacher when students slouch, don't participate, and aren't paying attention. Work with your students to create your own version of figure 2. Ask the students for ideas that can be included in the figure.

3. Discuss when and where to use the strategy. Specify how using the strategy in your classroom will facilitate success. Then ask the students to:

- identify other classes where the strategy can be used to facilitate success and
- identify situations and settings outside of school where the strategy can be used.

4. Describe the strategy steps. Explain that there are five steps in the strategy and each step can be used to queue certain behaviors. Then name each step and the behaviors each step is designed to queue

Figure 3: The Steps of the SLANT Strategy

<i>Step</i>	<i>Examples</i>	<i>Non-examples</i>
S it up	Upright posture, but relaxed	Head on desk Slouching in chair
L ean forward	Leaning forward slightly	Leaning backward Exaggerated forward lean
A ctivate your thinking*	Asking yourself questions: "What is this about?" "What do I need to remember?" Answering you questions: "This is about _____" "I need to remember _____" Asking the teacher a question when you don't understand.	Talking to others during class Playing with objects Doodling Not doing anything when you don't understand.
N ame key information	Answering the teacher's questions Sharing your ideas or comments Adding to others' statements	Keeping your knowledge to yourself when you could help others understand it Ridiculing other students' comments
T rack the talker	Keeping your eyes on the teacher as she speaks Looking at students as they speak	Staring out the window Looking at your desk or at students who aren't contributing

*This step is based on the "Activate your thinking" step in the Education Planning Strategy (Van Reusen, A.K., Bos, C., Schumaker, J.B., & Deshler,

as shown in Figure 3. Provide examples and non-examples of the behaviors that fulfill each step. When you get to the “A” and “N” steps, explain the rules for asking or volunteering to participate in your classroom (e.g., you must raise your hand, quietly wait to be called on by name, lower your hand when someone else is called on, etc.). Explain that these rules may be different for different teachers and ask your students if other teachers rules are different from yours.

STAGE 3: MODEL

The purpose of Stage 3 is to demonstrate for students all the cognitive, physical, and verbal behaviors involved in performing the SLANT Strategy. This means that you will need to think aloud as you demonstrate the physical and verbal behaviors of the strategy.

1. Demonstrate this strategy. Make your demonstration fun and entertaining through the use of two hats: a “teacher” hat and a “student” hat. Wear the “teacher” hat when you are acting as the teacher; put on the “student” hat when you are acting as the student. Explain the use of the two hats to your students. Start the activity as the student and pretend that you are at the beginning of class. Slouch in your chair. Then stand up, put on your teacher hat, and state that it’s time for class to get started. Put on your student hat, sit down and talk to yourself aloud to instruct yourself to use the SLANT strategy (e.g., “OK, I need to get started with SLANT. “S” means sit up straight. [Sit up straight.] “L” means lean forward. [Lean forward.] Switch hats again, stand up, and introduce the lesson. Switch hats again, sit down and activate your mind about the lesson. Feel free to act a little silly, joke, or do other things to make the demonstration fun while at the same time illustrating the key behaviors associated with using the strategy. Be sure to demonstrate asking yourself questions, answering those questions, determining that you don’t understand something, and asking that question. Also demonstrate answering your question and tracking the teacher. Continue thinking aloud as you demonstrate these behaviors. (An alternative activity here would be having your team teacher, a paraprofessional, or a student aid act as the teacher while you act as the student.)

2. Enlist students in your demonstration. Ask for a volunteer to demonstrate the SLANT steps. Have the

students sit in the chair, wear the student hat, and perform the steps as you act as teacher.

STAGE 4: VERBAL PRACTICE

The focus of stage 4 is on ensuring students comprehension and memorization of the process involved in performing the strategy.

1. Conduct the verbal elaboration activity. Calling on students individually, ask them to state:

- how using the strategy can benefit them;
- what each step of the strategy is, cueing them to do; and
- why the step is important

Clarify any areas in which the students are uncertain.

2. Conduct the verbal rehearsal activity. Using the rapid-fire question-and-answer technique, point to each student in turn and require them to name the next step of the strategy. Start with all of the steps of SLANT displayed for students. Then, after the students are saying the steps without hesitation, remove the steps from view and continue the activity until you feel confident that the students have memorized the steps.

3. Check student understanding and memory. If you wish, you can give the students an oral or a written quiz to check that they have memorized the steps and understand what the steps mean. Plan additional activities as needed by particular students to ensure their understanding and memory of the steps.

STAGES 5 AND 6: PRACTICE AND FEEDBACK

There are a variety of ways to practice using the SLANT strategy, but above all the practice activity should be fun and conducted in almost game-like format. The purpose of the activities is to enable students ample opportunity to practice using this strategy and to progress towards its automatic application.

Ensuring that students thoroughly master the strategy is very important. For many students, ensuring mastery means that they have sufficient practice opportunities for performing this strategy as well as

effective feedback with regard to how well they are performing it. This means that

- (a) you should plan on continuing to facilitate strategy practice even after its novelty wears off;
- (b) you will need to establish a mastery criterion; and
- (c) students will need to receive feedback on their performance of the strategy until they are automatically performing the strategy and have reached your criterion.

The mastery criterion can vary, depending on your teaching style, your expectations, and the nature of your class. For example, if you are teaching a special education class of eight students where there are many opportunities for each student to participate each day, your criterion might require students to sit up, lean forward, be attentive, and track the talker during the whole class as well as participate in the discussion 3 or 4 times. If however you are a content teacher with a class of 30 students where opportunities to participate are more limited, your mastery criterion might require the student to use the SLANT posture and volunteer to participate or actually participate each day. Should probably experiment with different sets of criteria to find the set that best fits your circumstances.

The general practice sequence. Essentially, all of the practice activities involve student practicing and evaluating the use of SLANT during a traditional

lesson (e.g., a social studies lesson, a science lesson, a strategy lesson) that you present. You can follow this general sequence:

- provide an advance organizer for the day's lesson;
- help students set goals for SLANT performance;
- teach a traditional lesson as students practice the SLANT strategy (see the activities listed below for additional ideas); and
- end the sequence with a feedback session regarding how well the students used the strategy.

The "UNSLANT SLANT" activity. A fun way to begin practicing the SLANT strategy is to ask students to "UNSLANT" on signal. Encourage students to get in their worst "UNSLANT" positions (slouched in their chairs, a far away, blank look in their eyes, looking out the windows, etc.) immediately after you give the "UNSLANT" signal, and then switch to the SLANT position at the next signal. You might say something like, "OK, everybody ready? UNSLANT!" Wait a few moments for the students to look at each other and giggle. Then say, "OK, now SLANT!" This UNSLANT SLANT activity might be repeated once or twice the first time it is introduced. Later, during other instruction, you can surprise your students by saying, "Everybody UNSLANT! OK, now everybody SLANT!" This activity requires about 30 seconds, and the rejuvenating effects it can have on students can be very beneficial.

**Figure 4
Example Chart**

Name: Nicolas

Time Period	S	L	A		N	T	Totals
			Attending	Asking Questions			
9:05 - 9:10	1	1	1	—	4. 2. 4	1	14
9:25 - 9:30	1	—	1	—	—	1	3
9:40 - 9:40	1	1	—	4	2.4	—	12

The “SLANT video” activity. To provide students with practice recognizing the use of SLANT behaviors, you can make a video of volunteering students during lessons. Later, the video can be viewed and points can be awarded by the class to the student for displaying SLANT behaviors during a 5 minute session based on the following scale:

- S - 1 point** for sitting up for the entire 5 minute session
- L - 1 point** for leaning forward for the entire 5 minute session
- A - 1 point** for attending to the lesson for the entire 5 minute session
- 4 points** for each meaningful question asked
- N - 4 points** for each long contribution (three or more words)
- 2 points** for each short contribution (one or two words)
- 4 points** for raising hand to attempt to contribute, but not called on (awarded only once per five minute session)
- T - 1 point** for tracking the talker the entire 5 minute session

If you wish, you can make and distribute a chart for students to use as they score a student’s performance of the strategy during each specified 5-minute period. (See Figure 4 for an example.)

The “SLANT teams” activity (Version 1). Divide your class into cooperative learning teams of four students each. Assign each member of a team responsibility for observing another member of the same team during the upcoming lesson. Thus, each team member is a “peer-observer” and evaluates another student’s use of the SLANT behaviors. Groups can be told that the activity is designed to perfect their use of SLANT before competition with other groups begins. Students can use simple charts similar to the one in Figure 4 to record their observations during two or three specified 5-minute periods during this lesson, the scoring system recommended above can be used, or you can design your own versions. Following the lesson, the teams can reconvene to provide each of the members with feedback on their use of SLANT.

Note: At times, you may encounter the problem of having students volunteering to participate in a disruptive manner. If this occurs, consider setting a cap on the maximum number of times a student can participate in a lesson. Also, remind the students about your rules concerning courteously waiting to

be called upon and listening to others’ contributions. State that you will not call on students who try to get your attention by waving their arms, calling out to you, etc.

The “SLANT teams” activity (Version 2). In this version, cooperative learning groups compete with each other for the highest SLANT score. To implement the procedure, select one member of each group to be observed by a peer-observer from another group. Inform peer-observers only of the identity of the one person they are to observe. Thus, none of the students should know whether they have been chosen to be observed. Again, the peer-observers can use simple charts and the point system described above for awarding and recording points. At the end of class, the points can be totaled, and everyone in the targeted student’s group can receive the same number of points for participating in the lesson. The group with the highest score can be congratulated.

To ensure fairness and reliability in observations, two different peer-observers from different groups can be assigned to observe the same person. The two observers’ SLANT scores can be averaged at the end of class.

Although this version of the cooperative learning practice activity is time consuming, it is useful relatively early in the learning sequence because it involves all the students in either evaluating others’ use of SLANT, or in monitoring their own use of the strategy as they wonder if they have been targeted for observation.

The SLANT teams activity (Version 3). This activity requires little time and is easy to implement. Here, two peer-observers per class period are identified by the teacher. They are asked to observe a single student in the class who is not aware that she is being observed. This student represents her team. No one but the peer-observers are informed of the identity of the targeted student. Following your instruction, the student’s points are tallied, and these points are awarded to each of the student’s team members.

Each day, a different set of peer-observers can be selected. The student who is to be observed can be chosen randomly by drawing a name written on a piece of paper from a jar. At the end of some specified period of time, the points for each team can be totaled and “prizes” awarded.

The “self-recording” pairs activity. This activity involves students evaluating their own use of SLANT behaviors. Students are paired. One student maintains his own record of SLANT behaviors as he evaluates himself during the lesson. The other student acts as peer-observer of the self-recording student. After the lesson, the students convene to compare their observations. The peer-observer can provide suggestions and feedback. Students can keep track of the number of points they earn each day on a graph.

The group activity. When you have an assignment or a review session in which students can answer written questions aloud, divide the class into small groups. Select one member of each group to act as the group leader and to pose the questions to other members of the group. Have the other group members use the SLANT behaviors as they participate in answering the group leaders questions. They can also be assigned specific group members to observe during the session. After all of the questions have been answered, the group members should provide feedback to each other about their use of the SLANT strategy.

STAGE 7: POSTTEST AND MAKE COMMITMENTS FOR GENERALIZATION

The purpose of this stage is to determine whether the students who were targeted as needing to learn the strategy during the pretest stage have mastered the strategy.

1. Observe targeted individuals. After the students have had ample opportunity to practice using the strategy in activities like those listed above, begin your own observation of the students. Each day, identify one of the targeted students to observe. During class, notice whether she is using each of the SLANT behaviors at the level which you require for mastery.

2. Provide individual feedback. If the student has reached your mastery criterion, congratulate her privately after class. If the student has not fulfilled the criterion, privately explain to her what she is doing well and what she needs to improve. Make specific suggestions regarding how she can improve. Have her write a goal regarding each area in which improvement needs to occur. Continue observing

targeted students, in turn, and providing them with feedback until the criterion is met by each student.

3. Obtain student’s commitment to generalize. Acknowledge that the student has worked hard to learn SLANT. Prompt the student to name ways their classroom habits have changed, and how this has been of benefit to them. Explain that the next step of the strategy is to practice using SLANT in other classrooms and adapting it for non-academic settings. Obtain a commitment from the student to use SLANT in other settings. The generalization activities that follow will not be successful if students do not make a personal commitment to generalize the use of SLANT.

STAGE 8: GENERALIZATION

The primary purpose of this stage is to facilitate students use of the strategy in other settings and situations. There are several activities you can employ to facilitate generalization.

Encourage students to observe the effect of the strategy in a new setting. Collaborate with your students to design a way of recording whether a teacher speaks to them, smiles at them, and jokes with them. Have them target one of their teachers and record the manner in which this teacher interacts and provides instruction when the strategy is not used. Then have the students begin using the strategy and observe any changes in their teacher’s behavior as well as their own performance in the targeted class (e.g., amount of verbal participation, performance on tests, etc.). This activity is particularly effective when a small group of students targets the same teacher and begins using the strategy at the same time.

Ask the teacher of the targeted class to cue the students to practice the strategy in their classroom. For this activity, you and the student can begin by targeting a specific class in which the student will practice the strategy. Before the student begins practice, however, meet with the teacher of the class and recruit them to help promote generalization. Do so by describing the SLANT Strategy and the rationale for teaching it. During your conversation, ask the teacher if they would be willing to provide unobtrusive cues to the student to use the strategy while they are conducting class, and later to provide the student with feedback about their use of the strategy. Then, periodically check with the teacher to determine

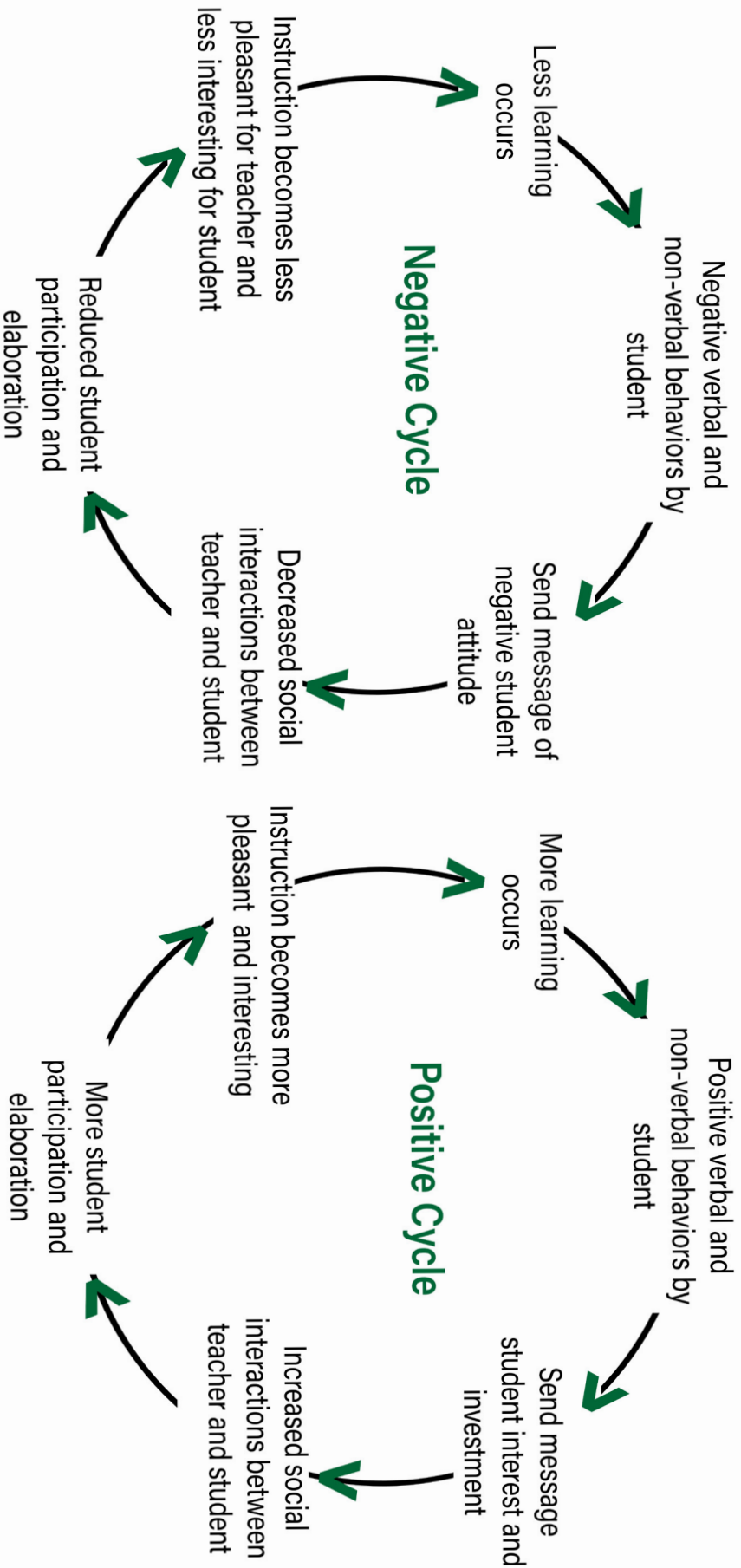
whether the student is using the strategy.

Facilitate the students' adaptation of the strategy for use in non-academic situations. Collaborate with your students to identify situations in which adaptations of the strategy might be appropriate. Examples of such situations might include asking a parent for permission to do something unusual or asking a friend for a date. Then, collaborate with your students to identify the specific adaptations that will be necessary for using the SLANT strategy in these situations. Finally, be sure to provide students with the opportunity to practice the adaptations and to share what happens when the adaptations are used.

APPENDIX: INSTRUCTIONAL MATERIALS*

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Figure 1



The Steps of the SLANT Strategy

<i>Step</i>	<i>Examples</i>	<i>Non-examples</i>
<u>S</u> it up		
<u>L</u> ean forward		
<u>A</u> ctivate your thinking		
<u>N</u> ame key information		
<u>T</u> rack the talker		

Make a Commitment to SLANT

Student Name: _____

SLANT Goal: _____

(Student Signature)

I will do my very best to reach help _____
reach their goal using the SLANT Strategy.

(Teacher Signature)

S = **Sit up**

L = **Lean Forward**

A = **Activate your
thinking**

N = **Name key
information**

T = **Track the
talker**

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