

Modeling and Academic Instruction

You are consulting with a first year special education teacher regarding the development of a lesson designed to teach learning disabled children one to one correspondence. The teacher has not been having great success with her students. They appear uninterested in the lesson and are more interested in eating the M&Ms being used as counting aids than in actually counting. They are frequently distracted by playground noises, and do not seem able to remember what was taught. Using your knowledge of modeling prerequisites what advice would you give the teacher

- *Attention* - learners need to be focusing on relevant (important) and ignoring irrelevant (unimportant) stimuli.

- *Retention* - learners must remember what they observed.

- *Motor Reproduction* - learners must be able to perform (practice) the behavior. This helps them to encode the behavior motorically and to allow for feedback on performance

- *Motivation* - learners need to want to demonstrate the behavior that was modeled.

Modeling and Suicide Postvention

You are consulting with a school following a student suicide. Using your knowledge of the characteristics of an effective model what information would heighten your concern about a possible contagion effect. Conversely, what information would lessen your concern about contagion.

Competence

Prestige/Power

Stereotypical "gender appropriate" behavior

Relevance of modeled behavior
