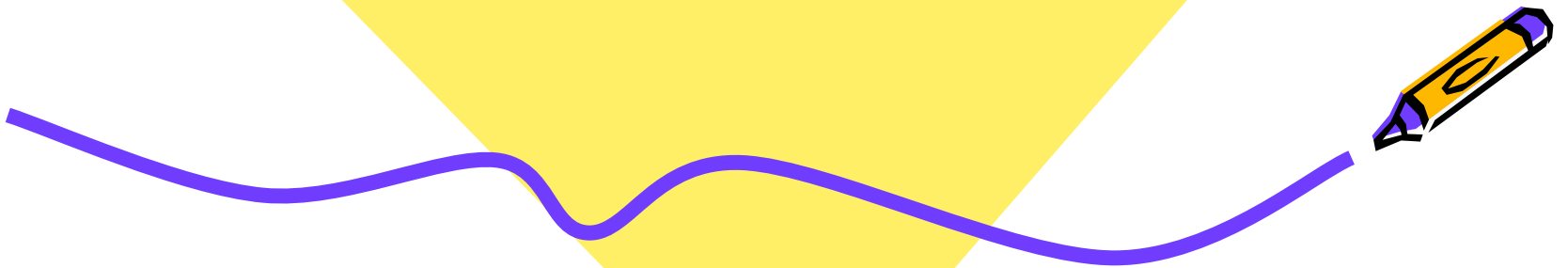


Tips for smooth implementation of PALS



Overview

- Preparing PALS materials
- Organizing your classroom
- Finding appropriate reading materials
- Pairing students
- Using triads
- Adaptations for struggling students
- Adaptations for difficult-to-work-with students
- Increasing on-task time/motivating your students
- Using point sheets effectively
- Monitoring pairs
- Improving coaching





Preparing PALS Materials

- Teacher Materials
 - Timer
 - PALS rules
 - Student assignment chart
 - Reference card and scripts
 - Overheads (if needed)
 - Pen/marker to mark additional points
- Student Materials
 - Point sheets
 - Lesson sheets/Question Card/Correction card
 - Pencils
 - Book & bookmark
 - Have all student materials labeled with numbers/letters on folders.



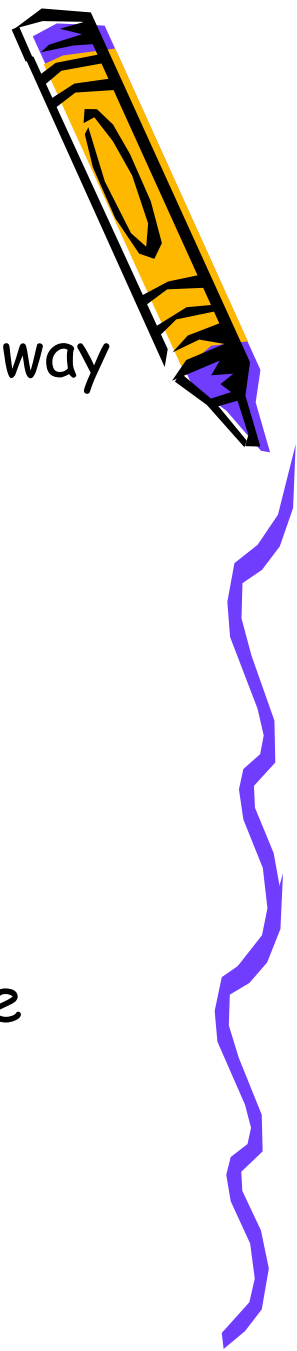
Organizing classroom



- Use bulletin boards for PALS rules, team assignment & team score charts
- Keep materials in a tub in a designated corner
- Separate materials by teams & place them in separate areas of the room to avoid traffic congestion.



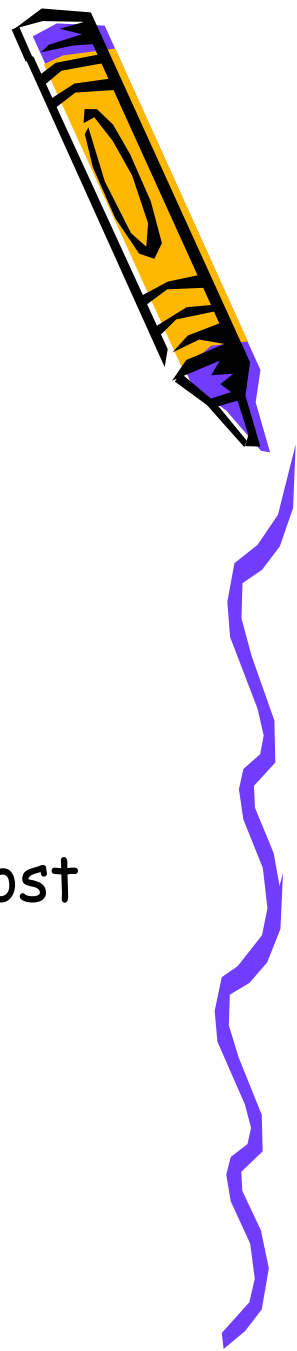
More organizing tips



- Assign responsibility for getting and putting away materials.
- Practice getting materials & moving at the beginning & throughout the year.
- Decide where pairs are going to be seated in advance
- Use a seating chart initially, till pairs learn the routine



Finding appropriate reading materials



- Use CBM data
- Use STAR data as it gives a specific level.
- Use DRAs (running records) to get a level.
- Spend most time on kids you're not sure of/most concerned about



Finding appropriate reading materials



- **Students choose books**
 - Taking ownership of book selection can be really motivating to students
 - Lowest reader takes book when they switch partners
- **Use reading text book**
 - Introduce story in opening lesson
 - PALS 3 days on story - repeated reading can be beneficial for building fluency, especially for struggling readers
 - Closing lesson on relevant standard



Pairing students

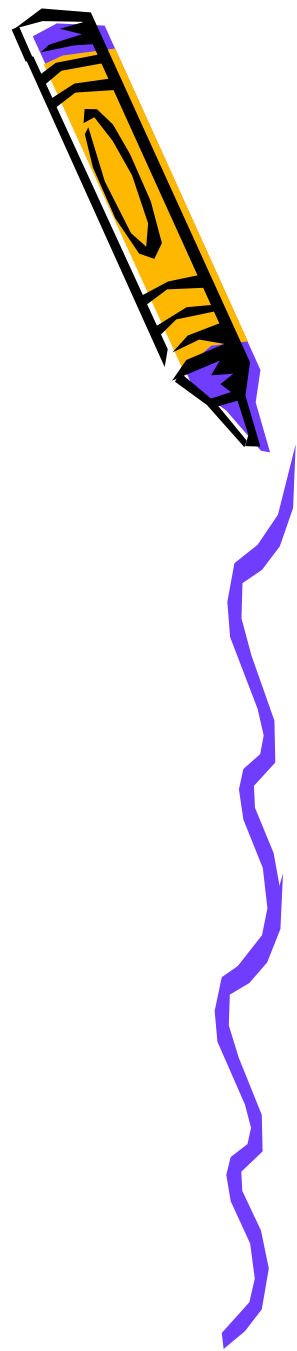


- Get to know your students
- Look at more than just reading ability
- **Pairing shy kids**
 - Ask them who they feel comfortable working with
 - Try pairing with outgoing student (but be careful of overwhelming them)
- **Pair bossy/challenging students together (SOMETIMES that works)**

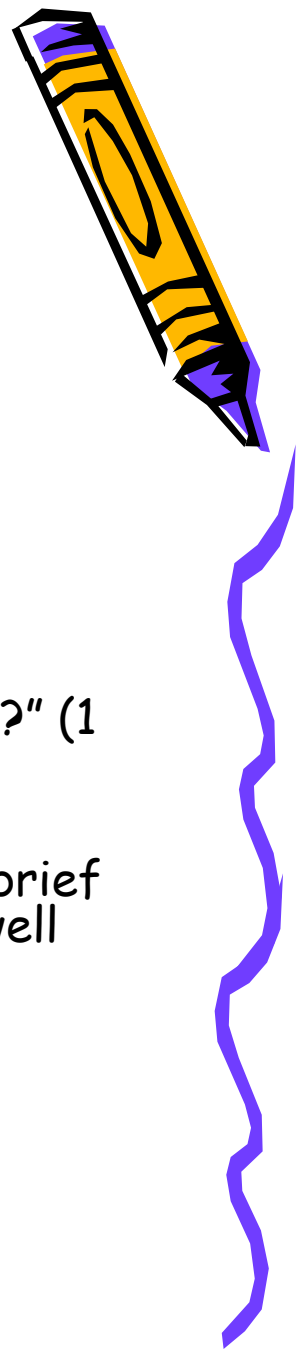


More on pairing

- **Pairing high-performing students**
 - Pair highest performers together
 - Cross grade level pairing
 - "floater"
- **Lower-performing student -**
 - "helps" a lower grade level
 - Boosts self esteem
 - Addresses individual's skills
- Emphasize the importance of students' role in helping/teaching each other to learn to read



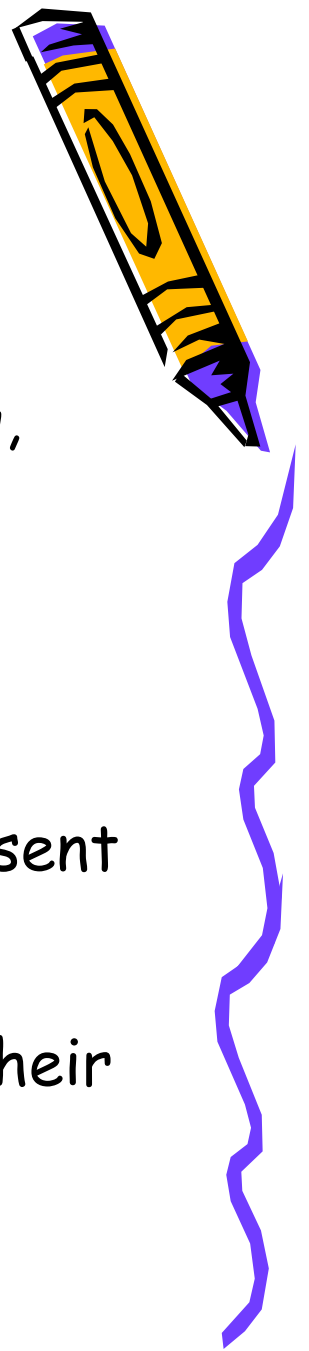
More on pairing



- Debriefing session
- **Partner Ratings**
 - Have partners rate each other on a scale of 1 to 5.
 - Think of 2 or 3 things, like "How helpful was your partner?" (1 = not at all helpful, 5 = very helpful).
 - You can either have them turn their ratings in, or have a brief discussion with the class about things that partners did well and things they could improve upon.
- Give students special/specific responsibilities



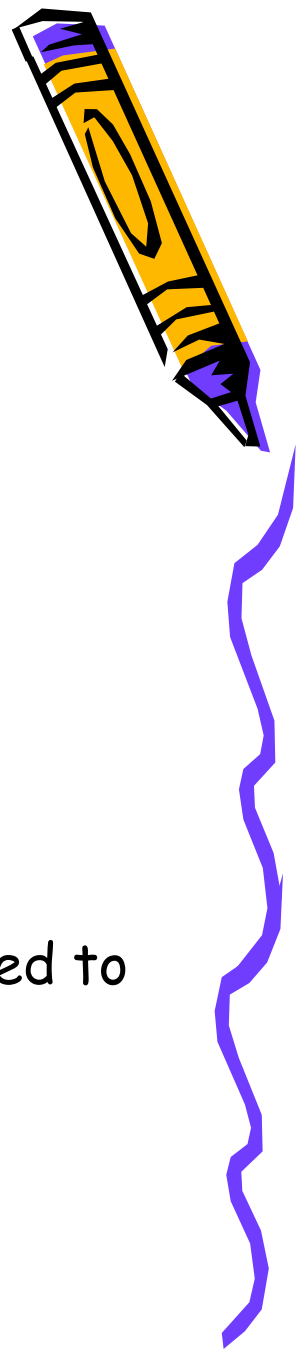
Increasing the effectiveness of triads



- BEST COMBINATION → 3 average-achieving, experienced PALS students.
- Should have very cooperative personalities.
- When a student is absent, a student from the triad should work with the student with an absent partner.
- Give each student in the triad a template of their roles and responsibilities.



Struggling Students

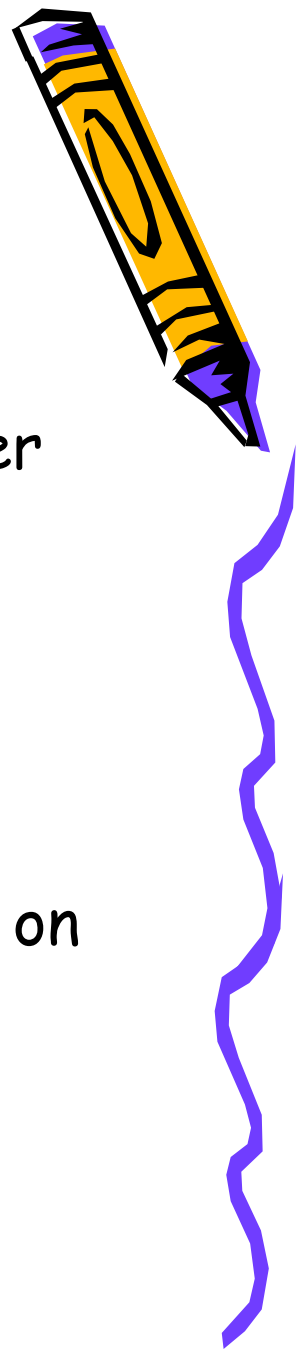


- Choose reading material at the student's level
- Use the modeling strategy
- Double up" on the lessons
- Move him/her back onto easier lessons.
- Abbreviate the amount of material that students need to complete to get a 😊.



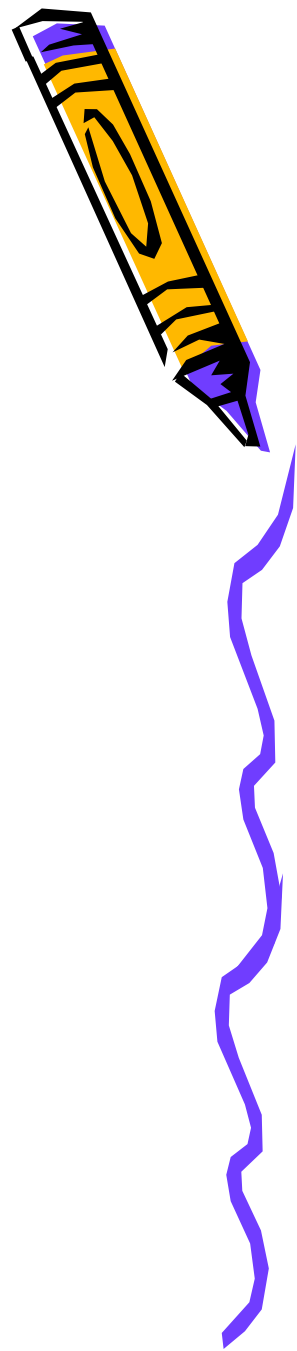
Struggling Students

- Don't feel like you have to get through every lesson; it's more important that students master materials before moving on
- For students who don't know any sounds or words.
 - Put them back on the earliest lessons.
 - You might also rotate through 2-3 partners on a more frequent basis.
 - Use alphabet strips



Difficult-to-work-with students

- Invisible partner
 - Stuffed animal
 - "Silent Bob"
- Secret pair
- Parent volunteer
- Incentives
- Pairing two difficult children together (across rooms if needed)
- Position difficult pairs strategically (assigned seats)



Decreasing transition time

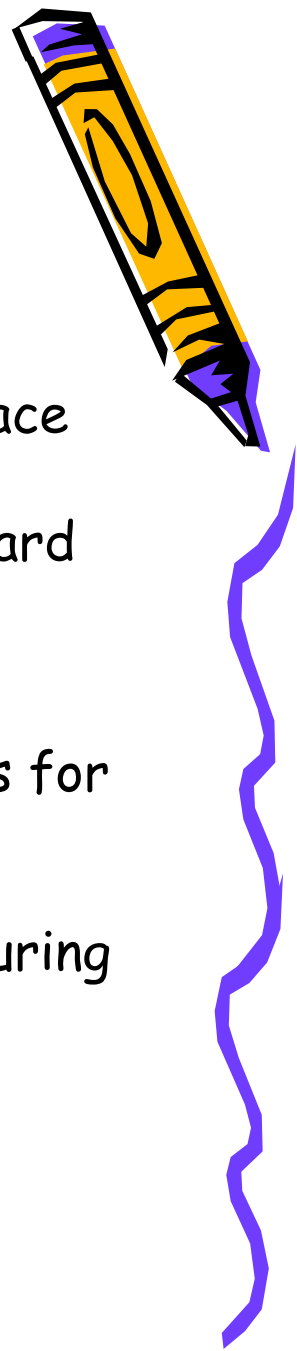


- Give students assigned spots.
- Announce "its PALS time" & set timer for a minute to get materials & to be seated.
- Challenge students to see how quickly they can get organized for PALS.
- Award bonus points to pairs who are ready.
- Be explicit that everyone needs to be in their seat not getting up for bathroom breaks, drinks etc.

• PRACTICE! PRACTICE! PRACTICE!



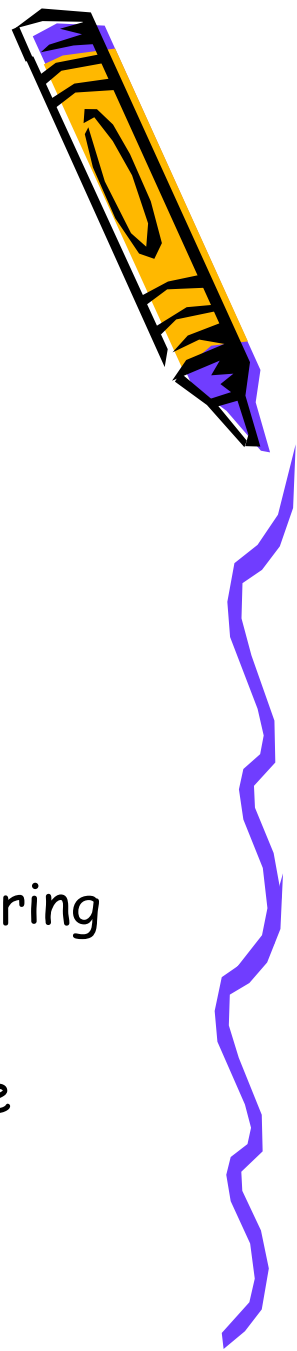
Increasing on-task behavior/motivating students



- Incorporate PALS into any token system you have in place
- Each day, pick one target behavior & write it on the board as a reminder. Be specific about the behavior you are looking for.
- Incentives- sticker on the point sheets as bonus points for being on-task.
- Can have a "classroom point sheet" for points earned during teacher directed lesson/training lessons.



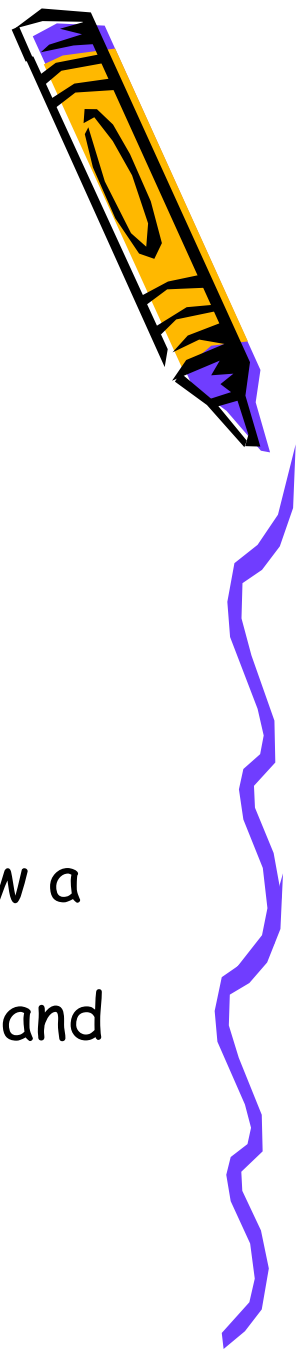
Increasing on-task behavior/motivating students



- PALS pair of the day/week.
- Best pair can wear PALS medal
- Have a PALS party
- Double-your-points day
- The most on-task pair gets to sit in a special spot during PALS the next day (e.g., beanbag)
- Monitor who is cooperating with the partner and give rewards



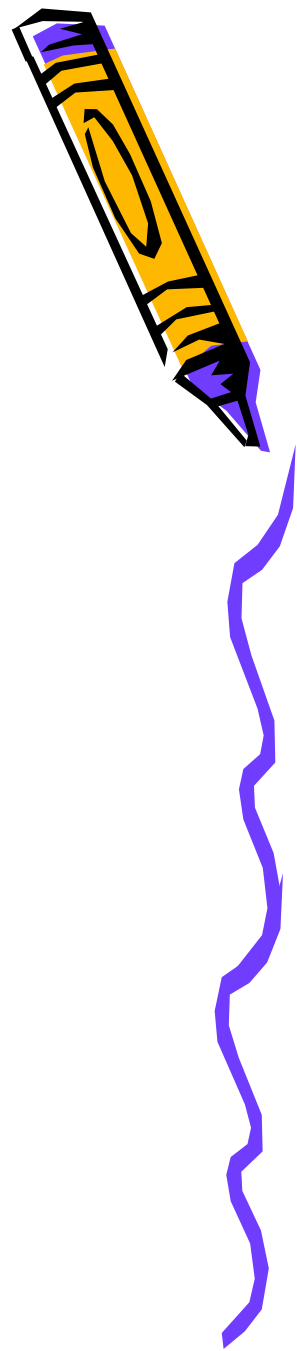
Using point sheets effectively



- What to do about cheating
 - Only teacher gives points
 - Use highlighter
 - Catch them in the act (throw away sheet)
 - Use different colors for different days
 - Circle last point
 - If the students mark their own points, draw a "wall" and date it.
 - Give bonus points to pairs, who are honest, and who are doing a good job being coaches.



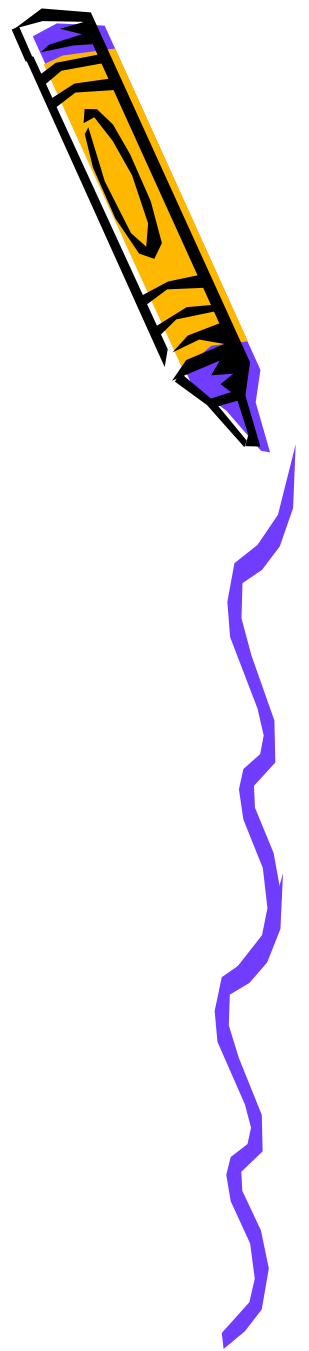
Improving Student Use of PALS Procedures



- When monitoring your students, check for:
 - How well they know Coaching procedures
 - How well they use PALS strategies
- Review!
 - Model, have students demonstrate, provide guided practice
 - Show video
- Multiple reviews of procedures
- Earn points for knowing procedures



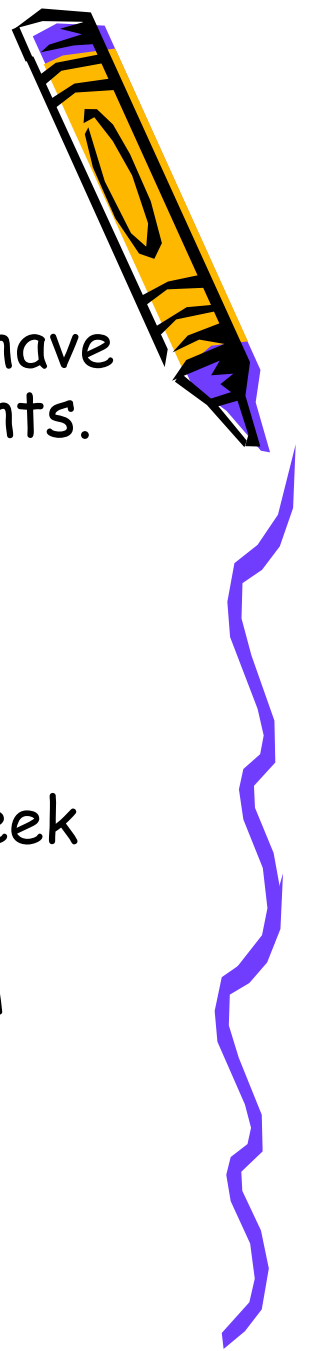
Monitoring pairs



- Explicitly state your expectations
- Circulate & listen to each pair for 2-3 minutes.
- Provide specific, positive & constructive feedback
- Listen for good main idea statements, retell and predictions.
- If students are struggling with any of the PALS components, stop and do a mini lesson



Monitoring pairs



- Spend more time on difficult/new skills and shave off time from other mastered PALS components.
- Use information from monitoring to **preteach** during teacher directed activities
- Make sure to visit each pair at least once a week
- From week-to-week make try to observe them doing different activities.

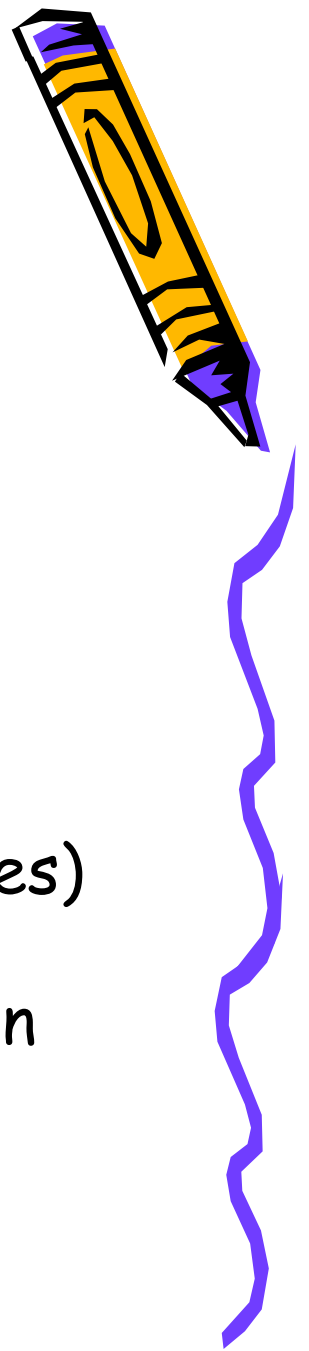


Improving coaching

- Explain the importance of coaching.
- Have coach keep question card and correction card out when coaching.
- Model coaching with the class
- Give bonus points for good coaching.
- Have coach count to 3/4 before helping reader.



Helpful Resources



- Research Institute on Progress Monitoring
 - www.progressmonitoring.org
- National Center on Progress Monitoring
 - www.studentprogress.org
- Vanderbilt PALS Website
 - <http://kc.vanderbilt.edu/pals/>
- Peabody IRIS Center (Includes PALS modules)
 - <http://iris.peabody.vanderbilt.edu/>
- National Center on Response to Intervention
 - <http://www.rti4success.org/>





THANKS!!!

