

ZMATH 1997e.02889

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The Use of Unrelated Instructive Feedback When Teaching in a Small Group Instructional Arrangement.

Educ. Train. Ment. Retard. Dev. Disabil. 31, No. 3, 188-202 (1996).

Three elementary students with mental retardation were taught math facts during small group instruction in a regular classroom, using unrelated instructional feedback (sight word vocabulary cards). Results found that all students learned their targeted stimuli, some of their unrelated stimuli, and some of their peers' target stimuli through observational learning. (ERIC)

Classification: D46