

Operational Definitions of Sequential Patterns

Components of Sequential Patterns:

Teacher Presentations (1):

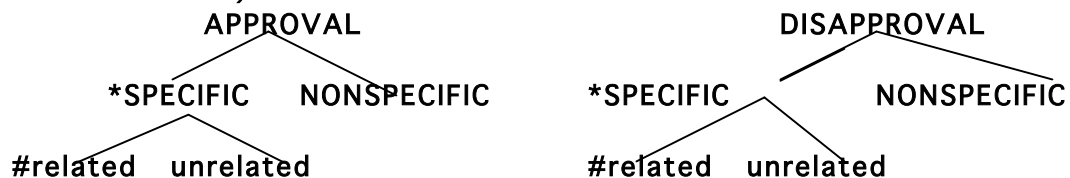
- 1a **ACADEMIC MUSICAL TASK PRESENTATION** (talking about music or performance aspects, including modeling by the teacher or piano, or questions)
- 1d **DIRECTIONS** (giving directions regarding who will, or where to sing/play, counting beats, usually ending in “ready, go”, questioning)
- 1s **SOCIAL TASK PRESENTATION** (presenting rules of behavior, moving students around in the room, etc.)
- 1o **OFF TASK STATEMENTS** (unnecessary and irrelevant comments, such as talking to oneself, interruptions, etc.)

Student Responses (2):

- 2p **PERFORMANCE** (entire ensemble, sections, or individuals, singing or playing)
- 2v **VERBAL** (ensemble members asking or answering a question, or making a statement, or spoken performance, such as rhythmic reading, text speaking, or spoken solfege)
- 2nv **NONVERBAL** (ensemble members nodding heads, raising hands, or moving in response to teacher instruction)

Reinforcement(3):

- 3a **VERBAL/NONVERBAL APPROVAL** (positive response to student behavior)
- 3d **VERBAL/NONVERBAL DISAPPROVAL** (negative response to student behavior)



***Specific = Exact feedback containing musical information**

Nonspecific = vague feedback containing no musical information (cheerleading)

#Related = Feedback associated with the “1” presented by the teacher

Unrelated = Feedback NOT related to the “1” presented by the teacher