



How to Correct Discrimination Errors Video In-Service, Volume 1

Facilitator's Guide

Welcome to Volume One of a two-volume series on how to correct student performance errors during instruction in Direct Instruction programs! These video in-services are designed to support school leaders in charge of managing DI implementations. Through the guidance of the videos, participants will view demonstrations and receive information by expert instructors and educators who have spent years in the field. Participants will also practice the skills being taught and get supervised feedback by the facilitator via the use of this guide. Being able to reference the training when coaching and following up with teachers makes in- and out-of-class interventions much more efficient. In addition, these in-service videos will provide a model for district and building-level coaches, APIs (assistant principals of instruction) and building coordinators on how to sequence examples and focus on critical issues when training, as well as demonstrate the type of activities to include that promote the mastery of the targeted skills.

Estimate of total time for in-service, including practice and discussion: 84-96 min.

Scheduling the in-service: For maximum effectiveness, schedule this in-service on a day that allows for classroom observations within a day or two after the session. Note that follow-up for this video in-service requires extended observations to allow the observer to see if delayed tests are being conducted appropriately.

There are two options to access the video. Before doing so, contact your NIFDI implementation manager for the current password. Then:

1. To view directly from the web via online streaming, go to NIFDI's website at www.nifdi.org. Click on *Resources*. From the drop down menu, click on *Videos*, then *Video In-Services*. Select the video, How to Correct Discrimination Errors, Volume 1. Click the link and then type in the password.
2. To download the video to a computer for off-line viewing, follow the directions above. After you type in the password, click on the download button on the lower right of the screen and select **HD720P**. Allow up to five minutes for the video to completely download to the computer. Be advised that NIFDI will change the password every August.

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If you have any doubts about the reliability of your Internet connection, choose the second option and download the video before the in-service session.

Rationale for in-service on corrections:

As we know, all students make errors. The errors students make provide important information about what they know and what they have yet to master. How an instructor responds to an error is critical. In fact, the major difference between the instructor who teaches **most** of her students and the instructor who successfully teaches **all** of her students is the ability to correct each and every error as it occurs. Thus, correcting all errors is an important part of teaching to mastery.

Consider this: every time a student does something wrong without immediately being provided an opportunity to do it the right way, the student is essentially getting practice in making that mistake. Doing it right is practice as well—*effective* practice. We want learners to practice doing things CORRECTLY so they can master material and perform fluently, which provides a strong basis for further learning. Students, therefore, can be firm and brought to mastery more efficiently if the error correction is done immediately and properly, which takes practice on the part of the instructor. Thus, this video in-service is the most critical of all in-services because it lays the foundation for future practice sessions, as they should always include error corrections.

Purpose of the in-service video:

- To provide teaching staff with the knowledge, understanding and practice to apply the full, seven-step error correction procedure to discrimination errors effectively;
- To allow more rapid delivery of in-services, as the video-based in-services can be delivered by a less experienced coach, principal, API/building coordinator, or lead teacher;
- To help make training more consistent in the field across multiple presenters;
- To provide the foundation for incorporating unplanned errors into practice sessions.

Purpose of Facilitator's Guide: This guide is to be used as a tool for guiding discussion and practice of the presentation skills modeled in the video.

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In-Service Target Audience:

- All administrator, coaches, and supervisors *and*
- Instructors who have at least some difficulty presenting DI lessons effectively to a group of students

Participant Prerequisites - Participants will be *most* successful if they have done the following before participating in this in-service:

- Attended at least two full days of program training that included a heavy emphasis on practice
- Received in-class coaching on fundamental presentation techniques

Materials needed for this in-service:

- Facilitator –
 - Video
 - Facilitator's Guide
 - Discrimination Errors Follow-up Form
- Participants –
 - Discrimination Error Handout Packet – 1 per participant
 - Lesson Packet – 1 per participant

Expectations for participants:

- View the video carefully.
- Be actively engaged in each of the practice activities and discussions.
- Notify the facilitator about any problems or issues they are having.

Expectations for facilitator *before* the in-service:

- Please preview the video before facilitating the in-service so your focus will be on participants during the session.
- Carefully monitor discussions and application of the error correction by the participants throughout the session. Repeat activities as needed until participants are at mastery for the skills being taught.
- Invite to the training only those participants who meet the prerequisites (see above).
- Prepare necessary participant material (see above).
- Set expectations for all participants (see above).
- Provide a sign-in sheet or other form of written check-in for participants.

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Expectations for facilitator *during* the in-service:

- Actively monitor. Be sure to engage with your participants as they participate in partner discussions and practice activities. Prompt participants, if necessary. Give feedback based on the purpose/focus of each activity.
- Don't wait until the last person finishes if that person is significantly discrepant from other participants. You'll want to keep the in-service moving at a pace comfortable for the majority.
- At the end of the video in-service, participants will be expected to demonstrate the effective use of the seven-step error correction during a classroom observation. School leaders will use an in-service follow-up form to record whether additional support will need to be provided so all teaching staff provide full corrections to all student errors.

Expectations for facilitator *after* the in-service:

- Complete the attached facilitator's feedback form.
- Return participant training evaluation and facilitator's feedback form to NIFDI's Coordinator of Training (email: training@nifdi.org).

On-site follow-up:

As mentioned on page one of this guide, follow-up for this video in-service requires extended observations to allow the observer to see if delayed tests are being conducted appropriately. To measure the extent to which all instructors provide the full corrections consistently, use the in-service follow-up form that corresponds to this video in-service. Participants designated as "needs practice" should practice the targeted skills during script practice until firm. Revisit the classroom to determine whether the teachers can implement the full error correction effectively.

Note that the follow-up form can also be used as a screener *before* the in-service is conducted to determine which teachers could benefit most from participating in the in-service.

Discrimination Error Activity Guide

The following table highlights the activities contained within the video in-service. The left column offers a brief description of the activity as well as information about what kind of activity it is: discussion, oral responses, written responses, partner share or partner teach. The second column delineates the purpose of the activity so you as the facilitator understand what the focus should be for each activity. The column labeled, Critical Format Variables, gives information about a program exercise, if one

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is used or viewed as part of the activity. Note that not all activities incorporate the use of an exercise. The last column notes the approximate amount of time each activity could take. Note that this can differ for your site depending on the experience level of the participants and how much practice they might need to attain mastery on each component. Also be aware that some activities do not require the pausing of the video and therefore do not add additional time to the total run time of the video (without activities).

Another added feature (see activity #14 below) is the option to rewind the video to a designated spot if the participants in your session are not able to list the seven steps of the error correction in the proper sequence the first time. This feature allows the participants to review the portion of the video that directly addresses the seven-step correction procedure and then retake the test.

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Discrimination Error Activity Guide

Name/Type of Activity	Purpose	Critical Format Variables	Approx. Duration
1. Participants identify a time they had to relearn something <u>Type of activity:</u> reflection and partner discussion	To identify & discuss how difficult it is to relearn something when it is not corrected immediately	Not applicable	4 min.
2. Quick review: response error or behavioral error? <u>Type of activity:</u> oral response	To discriminate between a response error and behavioral error	Not applicable	Does not require pausing of video
3. Quiz: (DISTAR Arithmetic I, L. 52, ex. 4) <u>Type of activity:</u> view two short video clips & respond orally	To discriminate between a response error and behavioral error when given two different video clips	Students identify various numerals, first by discriminating just between two numbers and then between four numbers. Students should be able to identify all the symbols when the instructor points to them randomly.	30 sec.
4. (Optional) Identify the additional error (RMSE 2, L. 39 – workbook) <u>Type of activity:</u> Orally identify the additional error when viewing a short clip <i>Don't tell participants what the additional specific error is, but do tell them ahead of time that there is one and ask them try to spot it.</i>	To identify the additional student error on independent work, i.e., the omission of the unit name in the answer on a previous question.	Where applicable, students should include the unit name when answering comprehension questions.	10 sec.
5. Quiz (RMSE 2, L. 52 & DISTAR, L. 89) <u>Type of activity:</u> view two short video clips & respond	To discriminate between a discrimination error and not a discrimination error when given two different video clips	RMSE 2, L. 52 - Students read a list of previously learned words DISTAR, L. 89 – Students identify symbols in an equation	30 sec.
6. Identify a discrimination error that their students have made in reading, language or math. <u>Type of activity:</u> partner share	To reflect on student errors during classroom instruction and identify at least one discrimination error	Not applicable	5 min.

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Name/Type of Activity	Purpose	Critical Format Variables	Approx. Duration
7. Identify the first three steps in the correction procedure (CMC B, L. 48) <u>Type of activity:</u> watch video and respond orally	To practice identifying the first three steps in the correction procedure from a video	Students review common information. They must be firm at every step to avoid problems in later lessons.	Does not require pausing of video
8. Identifying the first three steps in the correction procedure (RMSE 2, L. 45) <u>Type of activity:</u> watch video and respond orally	To practice identifying the first three steps in the correction procedure from a video	Students first read the underlined part of a word and then the whole word.	Does not require pausing of video
9. RMSE 2, L. 45 <u>Type of activity:</u> partner teach	To apply the first three steps of the error correction to a planned discrimination error on a word attack list	Students first read the underlined part of a word and then the whole word.	5 min.
10. Quiz <u>Type of activity:</u> written response	To test participants' levels of mastery on identifying the critical features of the first three steps of the error correction	Not applicable	2 min.
11. Language 1, L. 27, ex. 4 <u>Type of activity:</u> watch video and share with partner	To test participants' recall of steps six and seven of the error correction procedure after viewing a video that demonstrated the first five steps.	The students are asked to discriminate between <i>who-where-when</i> & <i>what</i> questions. The track focuses on the difference between questions and statement. Students should not have trouble with what questions as they have answered these as part of their action routines.	Does not require pausing of video
12. RMSE 1, L. 32, ex 1 <u>Type of activity:</u> watch video and respond orally	To have participants identify and recite the seven steps of the error correction, one step at a time	Students practice saying the sounds they have learned thus far in the program.	Does not require pausing of video
13. Quiz <u>Type of activity:</u> written response	To test participants' levels of mastery on identifying the critical features of all seven steps of the error correction	Not applicable	2 min.

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Name/Type of Activity	Purpose	Critical Format Variables	Approx. Duration
14. Rewind the video <u>Type of activity:</u> review a previously viewed portion of video and retake the written quiz (see above)	To review the seven-steps of the error correction and retake the quiz. Participants should be at mastery before continuing the video	Not applicable	12 min. (10 min. to review & 2 minutes to retake test)
15. CMC B, lesson 8, ex 4, parts a-d <u>Type of activity:</u> view video clip and share with a partner	To identify and discuss which step of the error correction procedure is missing	Students practice adding one to a series of numbers	3 min.
16. RMSE 2, L. 37, ex, 3 <u>Type of activity:</u> view video clip and share with a partner	To identify and discuss which step of the error correction procedure is missing	Students review vocabulary tasks introduced earlier in the lesson. This serves as an in-program delayed test on the new sentence, which was introduced at the beginning of the lesson. The focus is on the specific meaning of the key words used in the vocabulary sentence.	3 min.
17. RMSE 2, L. 37, ex, 3 <u>Type of activity:</u> partner teach	To apply all seven steps of the error correction to a planned discrimination error on a vocabulary exercise	Students review vocabulary tasks introduced earlier in the lesson. This serves as an in-program delayed test on the new sentence, which was introduced at the beginning of the lesson. The focus is on the specific meaning of the key words used in the vocabulary sentence.	5-6 min.
18. Why should errors be corrected immediately? (review) <u>Type of activity:</u> discuss and share with partner	To review the rationale for correcting errors	Not applicable	2 min.
19. Response vs. behavioral errors (review) <u>Type of activity:</u> oral true/false	To review how to discriminate between response and behavioral errors	Not applicable	Does not require pausing of video
20. List the Seven Steps in the Correction Procedures (review) <u>Type of activity:</u> written response	To write the seven steps of the error correction in order from memory	Not applicable	3-4 min.
21. Evaluation <u>Type of activity:</u> written feedback	To give feedback on the video in-service training	Not applicable	5 min.