National Institute for Direct Instruction

How to Correct Discrimination Errors Vol. 2

Handout Packet

Correction Procedures for Verbal Tasks:
Part-firming Paradigm

List the all seven steps of the error correction procedure.

Every time an error in an exercise occurs:

1. Complete the first step of the correction procedure for error type:

   a. Content or discrimination error: _____

   b. Production error (model, then lead, chunk, or chain)

   c. Strategy or rule error (prompt rule)

2. _____

3. _____

(Repeat steps 1-3 until the whole part is 100% firm—no errors are made)

4. _____

5. _____

6. _____

7. _____

Part-firming Vocabulary:

Task—Teacher wording that requires one student response or a system of highly related responses. The teacher wording can be stated in the form of a statement or a question.

Part—A logical grouping or combining of similar tasks. The more difficult the tasks for the students, the smaller this grouping of tasks should be. The more steps involved in a task that requires a highly related system of responses, the more that one task should be thought of as one part.

Exercise—Grouping of parts using the same teacher wording. In some of the older Direct Instruction (DI) programs, this is labeled TASK.

Delayed test—A task or question is presented again after two or more minutes have passed**.**

Correction Procedures for Verbal Tasks:

Part-firming Paradigm

Simple Part-firming — Staying Within the Script

Every time an error in an exercise occurs:

1. Complete the first step of the correction procedure for error type:

    a. Content or discrimination error (model)

    b. Production error (model, then lead, chunk, or chain)

    c. Strategy or rule error (prompt rule)

2. Repeat the task (statement or question).

3. Go back and repeat the part. (If you can't figure out what the "part" is, go back at least two things: two sounds, two words, two pictures, or two problems.)

(Repeat steps 1-3 until the whole part is 100% firm—no errors are made)

4. Go to the next part. Repeat parts until all parts are firm.

5. Go back to the beginning of the exercise, if it is a short exercise. In lengthy exercises, go back to those tasks or parts where errors occurred.

6. Give individual turns.

7. Provide a delayed test at least two more times (e.g., after the next exercise, at the end of the lesson, in line in the hallway, before lunch).

Types of Errors:

Content or discrimination error—Student says wrong answer on fact type question.

Production error—Student has difficulty saying the whole response.

Strategy or rule error—Student says wrong answer because he/she doesn't apply a rule or strategy.

Instructor Responses:

Model—Teacher tells the answer.

Lead—Teacher says the answer WITH the students.

Chunk—Teacher separates task into smaller units to make it easier for students to say the task.

Chain—Teacher connects smaller parts into a whole to make it easier for students to produce the response.

Other Vocabulary:

Task—Teacher wording that requires one student response or a system of highly related responses. The teacher wording can be stated in the form of a statement or a question.

Part—A logical grouping or combining of similar tasks. The more difficult the tasks for the students, the smaller this grouping of tasks should be. The more steps involved in a task that requires a highly related system of responses, the more that one task should be thought of as one part.

Exercise—Grouping of parts using the same teacher wording. In some of the older Direct Instruction (DI) programs, this is labeled TASK.

Delayed test—A task or question is presented again after two or more minutes have passed.

NIFDI Video In-Service Evaluation

Date: _____ Location: _____

Your name (optional): _____

Facilitator's name: _____

	Strongly Agree				Strongly Disagree	Not Applicable
1. The session was logical and well organized.	5	4	3	2	1	NA

Comments _____
_____
_____

2. The content was useful and practical for my situation.	5	4	3	2	1	NA

Comments _____
_____

3. The content was well presented.	5	4	3	2	1	NA

Comments _____
_____

4. The handouts supported the video presentation.	5	4	3	2	1	NA

Comments _____
_____

5. What are the 3 most important things (topics) you learned during this training?
_____
_____
_____

6. What specific recommendations would you make for improvement?
_____
_____
_____

7. What additional training would you like to receive?
_____
_____
_____

8. Any other comments or suggestions?
_____
_____
_____

Thank you for your feedback.