Error Corrections, Vol. 3: How to Correct Signal Violation Errors Facilitator's Guide

Welcome to <u>Volume Three</u> of the video in-service series on how to correct student errors during instruction in Direct Instruction (DI) programs! These video in-services are designed to support school leaders in charge of managing Direct Instruction (DI) implementations. Through the guidance of the videos, instructional staff will view demonstrations and receive information by expert DI instructors and educators who have spent years in the field. Participants will also practice the skills being taught and receive supervised feedback by the facilitator via the use of this guide. Being able to reference the training when coaching and following up with instructors will make 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, assistant principals of instruction (APIs) 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.

Video Runtime: 47 min.
Estimate of total time for in-service, including practice and discussion: 115-130 min. Note that time estimates of certain activities reflect the amount of time per instructor. See the activity guide below for specifics.

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 <u>follow-up for this video in-service requires extended observations</u> to allow the observer to determine whether all steps of the error correction procedure for signal violations are being implemented effectively.

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, <u>Error Corrections, Vol. 3: How to Correct Signal Violation Errors</u>. Click the link and then type in the password. The direct link to the Video In-Services page is https://www.nifdi.org/resources/videos/video-in-services-2.

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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.

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

Rationale for in-service for corrections for signal violations:
   The purpose of a signal is to prompt students to answer simultaneously as a group. These choral responses actively engage all students which increases efficiency and allows many more opportunities for the instructor to assess mastery. Choral responses also reduce the likelihood of behavior problems.

   A signal violation (i.e., behavioral error) occurs when students answer before or after the signal, do not answer at all or answer in a loud and/or draggy manner. If an instructor accepts these types of responses, the instructor will have to resort to giving many individual turns to assess the mastery levels of each student in the group. Thus, correcting all types of errors is an essential part of teaching to mastery.

   <u>Consider this</u>: 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, whether it be a response error or behavioral error. 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 firmed 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, the error correction video in-service series 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 video in-service:
   * To provide teaching staff with the knowledge, understanding and practice at fixing signal violations (i.e., behavioral errors);

- To allow for the 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 facilitators;
- 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.

In-Service Target Audience:
- Instructors who are new to DI
- Instructors who have at least some difficulty presenting DI lessons effectively to a group of students
- All administrators, coaches, and supervisors

Participant Prerequisites - Participants will be *most* successful if they have done the following before participating in this in-service:
- Attended the equivalent of at least two full days of program training for each level of the program that included a heavy emphasis on practice and mastery of a variety of different types of signals; note: if a participant is not at mastery for delivering an effective signal, then that person should practice until firm before viewing this video in-service;
- Received in-class coaching on fundamental presentation techniques;
- Viewed the video in-services, *How to Correct Discrimination Errors, Vol. 1 & 2.*

Materials needed for this in-service:
- Facilitator –
  - Video
  - Facilitator's Guide
  - Signal Violations Follow-up Form
  - Facilitator Feedback Form
- Participants –
  - Signal Violation 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.

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Expectations for facilitator *before* the in-service:
- Review the activity guide (see below).
- Preview the video before facilitating the in-service so your focus will be on participants during the session. Refer to the activity guide (see below).
- 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.

Expectations for facilitator *during* the in-service:
- Actively monitor. Carefully monitor discussions and application of the behavioral corrections by the participants throughout the session. Repeat activities as needed until participants are at mastery on the skills being taught.
- Be sure to engage with your participants as they participate in partner discussions and group 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. Use the activity guide to determine reasonable times for each activity.,
- Note any problem areas on the activity guide or elsewhere.

Expectations for facilitator *after* the in-service:
- Download and complete the facilitator's feedback form from NIFDI's website.
- Return participant training evaluation and facilitator's feedback form to NIFDI's Coordinator of Training (email: training@nifdi.org).

On-site follow-up:

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 for behavioral errors each and every time. When observing, school leaders should give special attention to an instructor's effectiveness at using the prompt that corresponds to the behavioral error. In addition, when a response error ***and*** a behavioral error occur at the same time, observers should check to see that instructors conduct a full correction for a response error first and then remind students to answer on signal with the corresponding behavioral prompt.

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As mentioned on the first page of this guide, follow-up for this video in-service requires extended observations to allow the observer to see if all components of the error correction procedure for signal violations are being implemented efficiently and effectively. To measure the extent to which all instructors provide the appropriate signal violation correction consistently, complete the in-service follow-up form that corresponds to this video in-service. Participants designated as "needs practice" on the follow-up form should practice the targeted skills during script practice until firm. Revisit the classroom to determine whether the instructors can implement all components effectively.

Note that the follow-up form can also be used as a screener *before* the in-service is conducted to determine which instructors would benefit most from participating in the in-service. The follow-up form can also be used to determine if the in-service is needed or if skill deficits on correcting signal violations can be addressed individually by the school's coach. If several instructors' performance indicates that they need practice on multiple components, then conducting the in-service is recommended.

Signal Violation 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, and partner or small group teaching. 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 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. 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.

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Signal Violation Activity Guide

Name/Type of Activity	Purpose	Critical Format Variables	Approx. Duration
1. What does the instructor know? <u>Type of activity</u>: partner share	To spark discussion about asking the same question to several students individually does not give helpful information about the mastery level of each student	Not applicable	2 min.
2. Why have a choral response? <u>Type of activity</u>: partner share	Trainer's check for understanding: Do the participants understand the rationale for choral responses and a signal?	Not applicable	2 min.
3. Identifying student performance problem: non-attenders (RMSE K, L. 57, ex. 9) <u>Type of activity</u>: review video clip, then partner share	To discuss the impact on student performance when a student does not attend to the oral task	Students sound out a word without stopping between the sounds and then say the word fast	2 min.
4. Identifying student performance problem: not responding (CMC E, L. 49) <u>Type of activity</u>: review video clip, then partner share	To discuss the impact not responding would have on what the instructor know about the students' knowledge of the material on an oral task	Students say the problem for the missing number	2 min.
5. Identifying student performance problem: responding too early (CMC B, L. 48, ex. 1) <u>Type of activity</u>: review video clip, then partner share	To discuss what happens to student performance when someone in the group answers before the instructor signals for a response	Students say the problem and include the missing number	2 min.
6. Identifying student performance problem: responding too late (RMSE 1, L. 12, ex. 2) <u>Type of activity</u>: review video clip, then partner share	To discuss what the teacher knows about the student's mastery of the blending task, and how teacher knowledge about student performance is impacted when someone in the group answers too late	Students sound out a word that begins with a stop sound without stopping between the sounds and then say the word fast	2 min.
7. Identifying student performance problem: droning a response (Spelling Through Morphographs, L. 42) <u>Type of activity</u>: review video clip, then partner share	To discuss what happens when students do not respond in a normal conversational tone	Students respond to the oral question: "When do you change the *Y* to an *I* in a word?"	2 min.

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Name/Type of Activity	Purpose	Critical Format Variables	Approx. Duration
8. **Identifying student performance problem: non-attenders** (RMSE K, L. 57, ex. 9) Type of activity: review video clip, then partner share	To identify the steps in the correction procedure when the answer is right, but not all students are not attending.	Students sound out a word without stopping between the sounds and then say the word fast	2 min.
9. **Identifying student performance problem: not responding** (CMC E, L. 49) Type of activity: review video clip, then partner share	To identify the steps in the correction procedure when the answer is right, but not all students are not responding.	Students say the problem for the missing number	2 min.
10. **Identifying student performance problem: responding too early** (CMC B, L. 48, ex. 1) Type of activity: review video clip, then partner share	To identify the steps in the correction procedure when the answer is right, but a student answers too early.	Students say the problem and include the missing number	2 min.
11. **Identifying student performance problem: responding too late** (RMSE 1, L. 12, ex. 2) Type of activity: review video clip, then partner share	To identify the steps in the correction procedure when the answer is right, but a student answers too late	Students sound out a word that begins with a stop sound without stopping between the sounds and then say the word fast	2 min.
12. **Identifying student performance problem: droning a response** (Spelling Through Morphographs, L. 42) Type of activity: review video clip, then partner share	To identify the steps in the correction procedure when the answer is right, but the students answer in a loud, draggy manner	Students respond to the oral question: "When do you change the *Y* to an *I* in a word?"	2 min.
13. **Quiz** (Lang. K, L. 51; RMSE K, L. 54; RMSE 2, L. 39; Spelling Through Morphographs, L. 42; CMC E, L. 50) Type of activity: a) review video clips and then write responses on handout, *Corrections for Signal Violations* b) check responses	a) To Identify the behavioral error and determine the correct response if they were the instructors of the group viewed in each clip b) Check for understanding of steps in each corresponding behavioral correction procedure	Various exercises	8 min.

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Name/Type of Activity	Purpose	Critical Format Variables	Approx. Duration
14. **Application of each behavioral error correction procedure, except droning** (RMSE 1, L. 76, ex. 5) Type of activity: small group practice	To fix a behavioral error (not attending, not responding, answering too early or too late) during instruction with the correct series of steps that match the student(s) error; "students" should not tell the "instructor" what the error will be and should also answer correctly if responding to the task	Students read the list of words the fast way. Instructors should be sure to give two seconds of think time before saying, "Get ready."	5 min. per instructor
15. **Application of droning error correction procedure** (Lang. 1, L. 8, ex. 3) Type of activity: small group practice	To fix a droning error during instruction with the correct series of steps that match the student(s) error; "students" should not tell the "instructor" where the error will be and should also answer correctly	Students say statements and recite a series of facts (days of the week & months of the year)	5 min. per instructor
16. **Quiz** (Lang. K, L. 51; RMSE 1, L. 102; Lang. 1, L. 56; RMSE K, L. 57; CMC B, L. 20 Type of activity: review video clips and then discuss with partner	To identify the behavioral error in each clip and discuss how it should be fixed	Variety of exercises	1 min. per clip
17. **Application to tomorrow's lesson** Type of activity: small group practice	To fix behavioral errors during instruction with the correct series of steps that match the student(s) error; "students" should not tell the "instructor" what the error will be	Not applicable	8 min. per instructor
18. **Reviewing rationale for gaining choral responses** Type of activity: partner share	To check for understanding concerning the benefit of choral responses	Not applicable	1 min.
19. **Reviewing types of signal errors that were practiced** Type of activity: Written response	To check for understanding regarding the different types of signal errors	Not applicable	1 min.
20. **Evaluation** Type of activity: written feedback	To give feedback on the video in-service training	Not applicable	5 min.