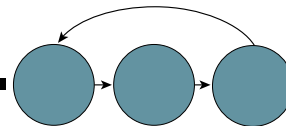# SECTION 17: REMEDIES

Administrator Leadership Institute
Kurt Engelmann/Tara Davis

Calendar for Full Implementation of Direct Instruction (DI)

Focus	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
SETTING EXPECTATIONS												
2 Student performance expectations	■	■	■	■	■	■	■	■	■	■	■	■
3 Staff Roles	■	■										
4 Scheduling and Materials										■	■	
5 Assessment, Placement, and Grouping	▪	▪		■	▪	▪	■	▪	▪			
6 Setup and materials management	■	■	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
7 Measuring mastery	■	■	■	■	■	■	■	■	■	■		
8 Student behavioral expectations	■	■	■	■	■	■	■	■	■	■		
MONITORING INSTRUCTION												
9 Problem-solution orientation	■	■	■	■	■	■	■	■	■	■		
10 Preservice checkouts: initial DI delivery skills	■											■
11 Practice sessions: preparing to teach to mastery	■	■	■		▪	▪	▪	▪	▪	▪		
12 In-service sessions: targeting critical skills		■	■		▪	▪	▪	▪	▪	▪		
13 Collected data: check on mastery and progress	■	■	■	■	■	■	■	■	■	■		
14 2-Minute/5-Minute observations	■	■	■				■		■			
15 Extended observations												
RESPONDING ACTIVELY												
16 Problem solving sessions using data	▪	▪	▪	■	■	■	■	■	■	■		
17 Remedies			■	■	■	■	■	■	■	■	■	
18 Prioritization: which problems take precedence?	■	■	■	■	■	■	■	■	■	■	■	■
19 Overall assessment: taking stock					■			■	■		■	
20 Using resources	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪

Structural Remedies

Definition: Procedures that do not involve directly training the teacher.

Examples:

- Rearranging the classroom furniture

- Organizing books, using place markers

- Having the teacher skip part of the lesson

- Regrouping students

- Reassigning teachers

- Backing students up to repeat a series of lessons

- Giving the placement test and accelerating students to the next level of the program

Used When:

- Student problems are so serious in the moment that the teacher should not continue teaching part or all of the lesson.

- Even if the teacher is further trained, students are over their heads too seriously to improve or do not have the necessary conditions to allow them to participate in the lesson successfully.

Note: A structural remedy is not necessarily a replacement for a training remedy—sometimes both are needed.
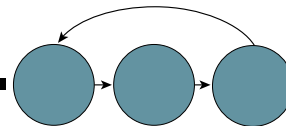
Structural Details

With an orientation toward problem solving, personnel must first make sure that basic structural details are in place. Teachers will experience great difficulty bringing students to mastery unless they have proper materials, an effective and organized physical setting, an adequate schedule, and homogeneous and flexible grouping of students.

Materials

To look for problems with materials, look for answers to these questions:

1. Do teachers know where to find information about materials? Do they know how to access information about in-program tests?

2. Do teachers know how to access materials in their building?

3. Do teachers and students have all necessary materials (i.e. for current lessons, for the following week, for transitioning to a new level)?

Physical Arrangements in the Classroom

To check for effective physical arrangements, look for answers to these questions:

4. Is the instructional set-up relatively free of distractions?

5. Does the physical arrangement allow the teacher to walk around the room and look over students' shoulders while they are working?
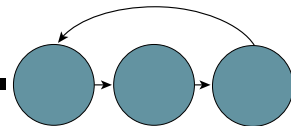
Scheduling

To verify adequate scheduling, look for answers to these questions:

6. Is enough time scheduled for each group and for each subject?

7. Is the schedule coordinated for cross-grade and cross-class grouping?

8. Is small group instruction used for Kindergarten, RMSE Grades K & 1, Reading Mastery Transformations (RMT) Grades K & 1, CMC CE A, DISTAR Arithmetic, Corrective Decoding A, and Comp A?

9. Is an additional reading period scheduled daily for:

    (a) all students in Kindergarten and first grade (b) any other students who are below grade level?

Grouping and Placement

To check on appropriate grouping, look for answers to these questions:

10. Is the number of students in each small group appropriate (e.g., for K-1 reading/language groups, no more than 12 students in a high group and no more than 6 students in a low group)?

11. Is someone available to teach each group?

12. Does the number of groups match the number of personnel available to teach (e.g., one classroom has no more than 3 groups per subject)?

13. According to written records, are all groups homogeneous?
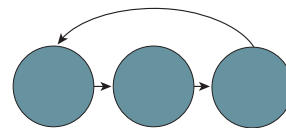
Generating Structural Remedies

Determine which structural remedies can address each of the following scenarios. Be prepared to explain how your remedy solves the problem.
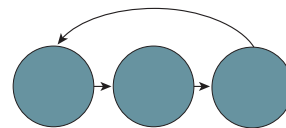
Scenario One:
In a Corrective Reading Decoding instructional group, most students answer in unison on group tasks, but three students answer very sporadically. Their attention drifts from the teacher during group exercises. During individual turns, the three students perform all tasks quickly and correctly. During individual "checkout" reading assessments, they finish the reading passage in less than half the time limit with no errors.

Scenario Two:
In a RMT Language Grade K session, 10 Kindergarten children are seated at individual desks. They respond erratically to the teacher's signal. Tasks requiring physical movement, such as touching body parts, pointing to the floor and standing up, take an unreasonably long time for the students to perform.

Scenario Three:
A RMT Reading Grade 1 group finishes its textbook activities and transitions to its workbook activities. The teacher directs a student to walk across the room to retrieve his workbook from a stack of workbooks. The student walks to the stack, searches through the stack until he finds his workbook, and then walks back to his seat. The child thumbs back and forth through the workbook a couple of times, until the teacher helps him find the correct workbook page. Then the teacher directs another child to retrieve her workbook in the stack. The other children in the group wait as each child walks across the room to the workbook stack, finds his/her workbook, walks back to the group, sits down and turns to the correct page.

Scenario Four:

In a Corrective Reading Decoding instructional group, all students perform far below 70% first-time correct on new material and far below 90% first-time correct on material that was introduced in previous lessons. The teacher's signal is inconsistent, and students do not respond in unison on group tasks. The teacher is not repeating tasks or questions that students answer incorrectly. She just gives the answer and moves on to the next task.

Scenario Five:

In a Corrective Reading Decoding instructional group, most students perform very well, but three students perform far below 70% first-time correct on new material and far below 90% first-time correct on material that was introduced in previous lessons. The teacher's signal and other aspects of her presentation look good as students answer in unison on group tasks. The teacher follows correction procedures consistently, and she praises students for "working hard".
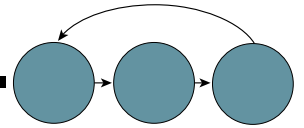
Training Remedies

Definition: Procedures that involve directly making changes in the teacher's instructional behaviors.

Examples:

- Inservice sessions outside the classroom for groups of teachers with similar identified problems

- Individual training sessions for teachers in which you help the teacher rehearse

- Working side-by-side with the teacher in the classroom

- Pairing the teacher with another teacher who can provide a demonstration of a lesson or part of a lesson

Used When:

- The teacher needs to learn skills not yet in his/her repertoire

- The teacher needs significant improvement in using or applying skills that partially exist in his/her repertoire
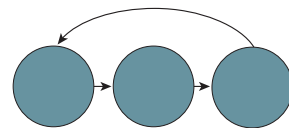
Generating Training Remedies

Determine which training remedies can address each of the following scenarios. Be prepared to explain how your remedy solves the problem.
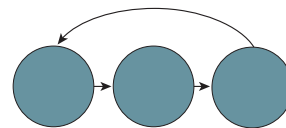
Scenario One:
In a Corrective Reading Decoding instructional group, all students perform far below 70% first-time correct on new material and far below 90% first-time correct on material that was introduced in previous lessons. The teacher's signal is inconsistent, and students do not respond in unison on group tasks. The teacher is not repeating tasks or questions that students answer incorrectly. She just gives the answer and moves on to the next task.

Scenario Two:
In a Corrective Reading Decoding instructional group, most students answer in unison on group tasks, but three students answer very sporadically. Their attention drifts from the teacher during group exercises. During individual turns, the three students perform all tasks quickly and correctly. During individual "checkout" reading assessments, they finish the reading passage in less than half the time limit with no errors. Data indicate that this has been a trend for more than two weeks, but the teacher has not brought this to the attention of the school's leadership.

Scenario Three:
It is time for workbook activities for a RMSE Reading Grade 1 instructional group. Each student successively walks over to a stack of workbooks, searches and finds his/her workbook and returns to his/her desk. Each child waits until the previous child has retrieved his/her workbook and found the page for today's lesson before standing up and walking over to the stack of workbooks.

Scenario Four:
Thermometer charts in all classrooms are not being used correctly. In some classrooms, no goals with dates are listed on the charts. In other classrooms, the dates are not set far enough in the future for students to reach the goals in time. In some classrooms, the charts do not appear to be used at all.

Scenario Five:
All groups in one teacher's classroom perform perfectly on the rhyming format in Reading Mastery Grade K while students in another teacher's classroom consistently drop the initial stop sound for words. For example, they say "at" when they should say "pat".

Scenario Six:
When students in a RMSE Language Grade K group perform correctly, the teacher does not praise them. When students make a mistake, the teacher frowns, shakes her head and asks the question again in a louder voice.
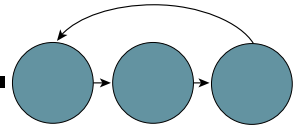
"Won't Do" Problems

Definition: Problems that are within a teacher's skill repertoire to solve, but the teacher chooses not to solve them.

When problems of implementation are identified through observations or data analysis, the principal should determine whether the problem is a "can't-do" or a "won't-do" — whether a teacher lacks the skills to implement the program, or, on the other hand, a teacher simply chooses not to implement DI properly.

If the problem is a "won't-do", then training and structural changes will not remedy the problem. The teacher's understanding about the *importance* of the problem – not *how* to solve the problem – is the critical factor.

Often, a discussion with the teacher about the effect the problem is having on children's performance will spur the teacher to implement a remedy. If not, the principal should

1. remind the teacher of the expectations, and then

2. monitor the teacher's behavior to ensure that the teacher implements the program properly.

If serious non-compliance with implementation expectations continues, the principal should consider taking stronger steps, including transferring the teacher to an assignment that doesn't involve implementing Direct Instruction so that student performance won't suffer.
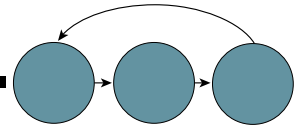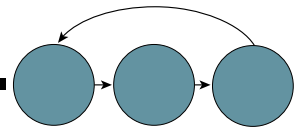
Communicating Remedies

Limit the number of remedies to give a teacher

Choose one or two that . . .

- will make the biggest and most immediate difference in student performance;

- the teacher is most likely to be successful with in improving student performance;

- is the least obtrusive intervention required to solve the problem—you don't want to disrupt the teacher's presentation any more than necessary.

Determining if Remedies Worked

- Follow-up to see if the problem has been solved.

- How follow-up occurs depends on the seriousness of the problem and where it was identified.

    o If the problem was identified through observation, someone must observe in the classroom again.

    o If the problem was identified from data, someone must examine the data again.

Levels of Intervention

The least obtrusive to most obtrusive interventions

Observing in classrooms with practice at another time	• Assign a show-off lesson (teacher rehearses lesson with children for two days, then "shows off") • Rehearse lessons with the teacher without children present, then observe again in the presence of children
In-class prompting without demonstrating	• Use hand signal agreed upon ahead of time to signal known technique • Interact directly with children or voice over the children • Prompt verbally (based on previous training or rehearsal session)
Demonstrating techniques during instruction	• Take over part of the teacher's job while the teacher does another part (e.g. reinforcing children) • Team teach—coach teaches, then teacher repeats the same exercise (arranged ahead of time) • Demonstrate a large part or all of the lesson (arranged ahead of time) • Interrupt to demonstrate a large part of the lesson (teacher knows this might happen but it has not been prearranged)