

National Institute for Direct Instruction



Error Corrections Vol. 3: How to Correct Signal Violations

Handout Packet



Teacher/Student Game

The Teacher-Student game is a simple and effective way to motivate students to work hard. It reinforces good behavior and academic success. It facilitates instruction by prompting students to obey the rules and follow directions. It reinforces academic success and promotes mastery by giving students consistent reinforcement for working hard and responding correctly. The game should be used daily with all instructional groups in elementary grades.

Rules for playing the game:

- **The group** earns points when every student in the group is doing what the teacher expects of them. (e.g., following directions and getting the right answer)
- **The teacher** earns points when any individual in the group is not doing what the teacher expects of them. (e.g., not attending; not responding; talking out; out of seat; inappropriate contact)

Guidelines:

- Display the game format where all students can see it.
- Present student performance expectations to the group. (You'll earn a point if everyone responds on signal.)
- Award points only for pre-taught expectations.
- Award points when students perform at a high level of mastery. (Wow, you just read that whole column of words with no mistakes. Two points for you!)
- Award points for working hard to master something that has been difficult. (That was hard, but now you've got it; a point for working so hard to get it right!)
- When awarding student points, always pair the point with a statement about why the point was earned. (Everyone is touching the title; a point for you.)
- Teacher points are never awarded for academic errors or minor behaviors for which you have not previously established an expectation.
- When awarding teacher points, name the behavior; not the individual. (Someone is not looking at the book, my point.)
- Award points frequently, with quick pacing and without interrupting the flow of instruction.
- To ensure the game is highly motivating, make sure the students win 95-100% of the time.

Scoring:

- Use tally marks to record points as earned.
- Count by fives to add up the points. This speeds up the counting progress and also provides practice on counting by five.
- Make it a big deal when they win. Act sad and demoralized. Students LOVE to beat the teacher when the game is played effectively. You'll find it's effective even without any additional reinforcement.

Corrections for Signal Violations

Program & Lesson	Identify the behavior error...	To correct, the teacher would say...	Then the teacher would....
Language K, Lesson 51			
	Identify the behavior error...	To correct, the teacher would say...	Then the teacher would....
RMSE K, Lesson 54			
	Identify the behavior error...	To correct, the teacher would say...	Then the teacher would....
RMSE 1, Lesson 12			
	Identify the behavior error...	To correct, the teacher would say...	Then the teacher would....
Spelling Through Morphographs Lesson 42			
	Identify the behavior error...	To correct, the teacher would say...	Then the teacher would....
CMC E Lesson 50			



Corrections for Signal Violations Answer Key

Program & Lesson	Identify the behavioral error...	To correct, the teacher would say...	Then the teacher would...
Language K, Lesson 51	A student answered too early . She answered <i>before</i> the signal.	Wait for my signal. That's a point for me!	Award a teacher point, repeat the question, and then go back to the top of the part if the students respond appropriately.
	Identify the behavioral error...	To correct, the teacher would say...	Then the teacher would...
RMSE K, Lesson 54	Some students were not answering . They were paying attention but did not answer when the instructor signaled for a response.	I need to hear everybody. That's a point for me!	Award a teacher point, repeat the question, and then go back to the top of the part if the students respond appropriately.
	Identify the behavioral error...	To correct, the teacher would say...	Then the teacher would...
RMSE 2, Lesson 39	The group droned their responses. They answered in a loud, draggy and unnaturally slow manner.	I can say it the way we speak.	Model the appropriate voice and pace, repeat the question and then go back to the top of the part if the students respond appropriately.
	Identify the behavioral error...	To correct, the teacher would say...	Then the teacher would...
Spelling Through Morphographs Lesson 42	A student answered too late . He answered <i>after</i> the signal.	Everyone needs to follow my signal. That's a point for me!	Award a teacher point, repeat the question, and then go back to the top of the part if the students respond appropriately.
	Identify the behavioral error...	To correct, the teacher would say...	Then the teacher would...
CMC E Lesson 50	A few students did not attend . They were not looking where they should be looking during the task.	I need to hear everybody. That's a point for me!	Award a teacher point, repeat the question, and then go back to the top of the part if the students respond appropriately.





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).
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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.

Correcting Signal Violation Role-Plays

Practice #1 - Behavioral errors (except droning)

- Use RMSE 1, L. 76, ex. 5
- In your group of 3 – one is the teacher, two are students

Teacher:

- Designate which student should make a behavioral error.
- Make a Teacher/Student Game chart.
- Correct the group:
 - Use the matching behavioral prompt
 - Repeat the task.
 - Repeat the part.

Student:

- Choose the signal violation error you'll commit, but don't tell the teacher which error you've chosen for each role-play practice.
- If the error you choose requires a response, be sure to answer correctly.
- Do not chose a droning error.
 - Possible errors:
 - Answering before the signal
 - Answering after the signal
 - Watching but not answering
 - Being distracted and not answering
- Switch roles after the “teacher” has had an opportunity to correct each type of signal violation.

Practice #2 – Droning errors

- Use Lang 1, L. 8, ex. 3
- In your group of 3 – one is the teacher, two are students

Teacher:

- Make a Teacher/Student Game chart.
- Correct the group:
 - Use the matching behavioral prompt.
 - Repeat the task.
 - Repeat the part.

Both students (i.e., the group):

- Decide which response you will drone when asked to answer but do not tell the teacher which response that will be.
- Be sure to answer correctly.
- Switch roles so that everyone in the group has the opportunity to correct a droning error.



NIFDI Video In-Service Evaluation

Date: _____ Location: _____

Facilitator's name: _____ Your name (optional): _____

Video In-Service Title (Check one):

How to Correct Discrimination Errors Vol. 1

How to Correct Discrimination Errors Vol. 2

Critical Phrasing

Thermometer Chart

Error Corrections Vol. 3: How to Correct Signal Violations

Strongly
Agree

Strongly
Disagree

1. The session was logical and well organized.

5 4 3 2 1

Comments _____

2. The content was useful and practical for my situation.

5 4 3 2 1

Comments _____

3. The content was well presented.

5 4 3 2 1

Comments _____

4. The handouts supported the video presentation.

5 4 3 2 1

Comments _____

5. What are the three 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?

9. Please leave a review of this video for possible posting to our NIFDI website.



Thank you for your feedback.