LEARNING GOALS

- Increase our understandings of concepts and examples presented in Section 17
- Increase our skills in careful observation and analysis of each child’s behaviors/learning;
- Learn to analyze teaching prompts/interactions to determine if they are effective based on the needs of the child
- Analyze and explore options in building alternative behaviors into the child’s processing system

“ASK YOURSELF, HOW CAN I

- decrease the occurrence of the unwanted behavior
- increase the occurrence of the wanted behavior?”

Clay, M. LLDI, part 2, p. 169

“If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help him [her] learn.”

Clay, M. LLDI, part 2; p. 158

CHILDREN WHO ARE STRUGGLING...

- may have had a longer time in school/may be older...
  - entered RR mid-year or moved into the school later in the year
  - repeated K or had delayed entry into K
  - experienced ‘specialized instruction’
  - had poor motor skills
  - responded slowly to our usual way of teaching

“The intent is not to find an excuse for the lack of progress or a label to explain the child’s difficulty, or to state what was wrong with the child’s past experience at home or at school.

The intent is to find a way to get around the road block and re-establish accelerated learning.”

Clay, M. LLDI, Part 2; p. 159
OBSERVATION

“So if the child’s Observation Survey results produce a profile of stanine scores with high peaks for some skills and low troughs for others, then the teacher must continually bear in mind that the child could be avoiding the things he knows little about or finds hard to do. And he may not be aware of this.”

Clay, M. LLDI, Part 2, p. 167

TASKS

- Identify any patterns of “peaks and troughs”
  - Shade in any score with a stanine 1, 2, 3
  - Analyze each specific task’s pattern (down the column)
  - Analyze the scores across individual students
- Record any insights
- How might any patterns of “peaks and troughs” influence early teaching?
- What might you want to discuss with the classroom teacher?

STRONG SKILLS-EXAMPLES

- Learned errors
- Strong versus weak skills
- Dominated by a learned strength
- Cognitive and emotional learning

LEARNED ERRORS

- Learns to confuse some items (letters/words)
- Builds up memories of the errors rather than the correct word/letter form
- Helpful approximations become unhelpful
- Habilituated error patterns obstruct the development of new skills
- Error responses may become “barriers to progress”
- Consolidated error responses are difficult (but not impossible) to erase
TEACHING/KEY CONCEPTS

- Anticipate and prevent
- Penetrate an old pattern of responding by splitting it apart
- Use movement
- Confirm each occurrence of successful processing

Clay, LLDI, Part 2, p. 171.

STRONG VERSUS WEAK SKILLS

- May have OS scores with “high peaks and low troughs”
- Considerable strengths in one skill and avoids what is difficult
- Resists putting energy/attention into visual scanning
- Tries to solve problems by way of strengths (ex. oral language, memory)
- May have difficulties with motor skills and/or spatial orientation

DOMINATED BY A LEARNED STRENGTH

- Strong language skills
- Avoids the tedium of visual analysis
- Demonstrating avoidance behaviors
- Learned in the classroom to sound out each letter of a word
- Check on your teaching—are you stressing sound analysis too much?

TEACHING/KEY CONCEPTS

- Teach doggedly
- Trick the learner into paying more attention
- Check on your teaching: are you unwittingly rewarding the child for the unwanted behavior?
- Design a “crisp, effective little routine” that goes into action every time the unwanted response looks like it might return.

COGNITIVE AND EMOTIONAL LEARNING

- Cognitive and emotional dimensions are linked
- If distraught when at difficulty, then no interest/no motivation/no focused attention
- May often exhibit strong emotional responses to mistakes or difficulties.
- Limited engagement in thinking and learning
- Hyperactivity or impulsiveness may lead to poor attending and avoidance of details.

TEACHING/KEY CONCEPTS

- Interrupt unhelpful responses-be “charmingly negative”!
- Bring the eye and hand back together (slow check)
- Use spelling boxes and reciprocal nature of reading and writing
- Ask “what would you expect to see?”
**TEACHING/KEY CONCEPTS**

- Create a warm, supportive environment
- Demonstrate genuine interest and caring
- Create learning situations where the child is successful and expect and ensure success
- Provide opportunities for the child to take risks without failure
- Value and praise efforts
- Entice the child to become involved
- Believe!


**FINALLY:**

- Be a careful observer
- Ask yourself whether the behavior you are trying to get rid of is perpetuated by some counteractivity involving parents, teachers or peers.
- Plan how you will build alternative behaviors into the current processing system
- Review the way you prompt. Are your prompts tuned to your teaching aims?
- Get another pair of eyes.

**REMEMBER:**

“We must keep trying. Certain transitions must be made if this child is to become literate. Often a marked change of approach is required. This child’s time in Reading Recovery may be his one big opportunity for literacy learning. Do not give up on him.”

*Clay, LLDI, Part Two, p. 159.*
### Mid-Year Entry Scores—A Sampling
**One suburban and One Urban district**

<table>
<thead>
<tr>
<th>Student</th>
<th>L ID</th>
<th>OWT</th>
<th>CAP</th>
<th>WV</th>
<th>HRSW</th>
<th>TRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Janeya</td>
<td>54/6</td>
<td>10/3</td>
<td>16/3</td>
<td>30/4</td>
<td>34/5</td>
<td>5/3</td>
</tr>
<tr>
<td>2. Savannah</td>
<td>53/5</td>
<td>17/6</td>
<td>13/1</td>
<td>52/7</td>
<td>36/6</td>
<td>12/5</td>
</tr>
<tr>
<td>3. Amber</td>
<td>54/6</td>
<td>9/3</td>
<td>19/5</td>
<td>31/4</td>
<td>33/5</td>
<td>5/3</td>
</tr>
<tr>
<td>4. Nathan</td>
<td>54/6</td>
<td>14/5</td>
<td>13/1</td>
<td>39/5</td>
<td>36/6</td>
<td>6/3</td>
</tr>
<tr>
<td>5. Oscar</td>
<td>53/5</td>
<td>7/2</td>
<td>17/4</td>
<td>39/5</td>
<td>31/4</td>
<td>8/4</td>
</tr>
<tr>
<td>6. Omar</td>
<td>54/6</td>
<td>10/3</td>
<td>20/6</td>
<td>42/5</td>
<td>33/5</td>
<td>5/3</td>
</tr>
<tr>
<td>7. Katie</td>
<td>53/5</td>
<td>12/4</td>
<td>20/6</td>
<td>28/3</td>
<td>34/5</td>
<td>5/3</td>
</tr>
<tr>
<td>8. Hannah</td>
<td>53/5</td>
<td>13/4</td>
<td>18/5</td>
<td>26/3</td>
<td>34/5</td>
<td>5/3</td>
</tr>
<tr>
<td>9. Daniel</td>
<td>51/4</td>
<td>2/1</td>
<td>13/1</td>
<td>31/4</td>
<td>30/4</td>
<td>3/3</td>
</tr>
<tr>
<td>10. Diana</td>
<td>48/2</td>
<td>7/2</td>
<td>18/5</td>
<td>29/4</td>
<td>31/4</td>
<td>5/3</td>
</tr>
<tr>
<td>11. Brandon</td>
<td>51/4</td>
<td>8/2</td>
<td>18/5</td>
<td>27/3</td>
<td>25/2</td>
<td>2/2</td>
</tr>
</tbody>
</table>

**Tasks:**

1. Identify any patterns of "Peaks and Troughs"
   - Shade in any score with a low stanine 1, 2, or 3
   - Analyze each specific task's patterns (down the column)
   - Analyze the scores across individual students

2. Record any insights

3. How might any patterns of "Peaks and Troughs" influence early teaching?

4. What might you want to discuss with the classroom teacher?

**A Portrait of Sam**

**Year End Entry Scores and Stanines**

<table>
<thead>
<tr>
<th>Letter ID</th>
<th>OWT</th>
<th>CAP</th>
<th>WV</th>
<th>HRSW</th>
<th>TRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>53/5</td>
<td>17/4</td>
<td>17/2</td>
<td>35/3</td>
<td>37/6</td>
<td>9/2</td>
</tr>
</tbody>
</table>
**Name:** Sam  
**Date:**  
**D. of B.:**  
**Age:** yrs mths  
**School:**  
**Recorder:**  

<table>
<thead>
<tr>
<th>Text Titles</th>
<th>Errors</th>
<th>Error Ratio</th>
<th>Accuracy Rate</th>
<th>Self-correction Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td></td>
<td>1: _____</td>
<td>90 % 1: 3</td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td></td>
<td>1: _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard</td>
<td></td>
<td>1: _____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directional movement**

**Analysis of Errors and Self-corrections**

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

**Easy**

**Instructional**

**Hard**

**Cross-checking on information (Note that this behaviour changes over time)**

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Count</th>
<th>Analysis of Errors and Self-corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tub in the yard</td>
<td>9/154</td>
<td>E SC</td>
<td>Information used (E MSV SC MSV)</td>
</tr>
<tr>
<td>vvvv vvvv v</td>
<td>b-a-r</td>
<td>be beside</td>
<td>bath</td>
</tr>
<tr>
<td>vvvv vvvv v</td>
<td>did sc</td>
<td>vvvv v</td>
<td>vvvv</td>
</tr>
<tr>
<td>vvvv vvvv v</td>
<td>b-e-n</td>
<td>vvvv v</td>
<td>vvvv</td>
</tr>
<tr>
<td>vvvv vvvv v</td>
<td>s-a-t-e-l</td>
<td>gr</td>
<td>vvvv</td>
</tr>
<tr>
<td>vvvv vvvv v</td>
<td>vvvv v</td>
<td>vvvv</td>
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<td>vvvv v</td>
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<td>vvvv vvvv v</td>
<td>vvvv v</td>
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<tr>
<td>vvvv vvvv v</td>
<td>vvvv v</td>
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<td>vvvv</td>
</tr>
<tr>
<td>vvvv vvvv v</td>
<td>vvvv v</td>
<td>vvvv</td>
<td>vvvv</td>
</tr>
</tbody>
</table>

Slow, word by word occasional two word phrases
**Learned errors, p. 168, p. 170 Ex. #2, p. 171 #1, 2, 3, and 4**

- Learns to confuse some items (letters/words)
- Builds up memories of the errors rather than the correct word/letter form
- Helpful approximations become unhelpful
- Habituated error patterns obstruct the development of new skills.
- Error responses may become ‘barriers to progress’
- Consolidated error responses are difficult (but not impossible) to erase

**Strong versus weak skills, pp. 167-168; p. 170, Ex. #4 171**

- May have OS scores with ‘high peaks and low troughs’
- Considerable strengths in one skill and avoids what is difficult
- Resists putting energy/attention into visual scanning
- Tries to solve problems by way of strengths (Ex. oral language, memory)
- May have difficulties with motor skills and/or spatial orientation
<table>
<thead>
<tr>
<th>Dominated by a learned strength, p. 168, p. 170, ex. 1</th>
<th>Dominated by a learned strength, pp. 168, 170 #3; 171, #1 &amp;2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Something the child has learned to do gets in the way of literacy learning</td>
<td></td>
</tr>
<tr>
<td>- Avoids the tedium of visual analysis</td>
<td></td>
</tr>
<tr>
<td>- May be demonstrating avoidance behaviors</td>
<td></td>
</tr>
<tr>
<td>- Home influences/specialized curriculum in school may create limited responses</td>
<td></td>
</tr>
<tr>
<td>- Imbalance of problem solving behavior</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation Notes</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Teaching/Key Concepts</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
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</tr>
<tr>
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<td>• Limited engagement in thinking and learning</td>
</tr>
<tr>
<td>• May often exhibit strong emotional response to mistakes or difficulties</td>
<td>• Hyperactivity or impulsiveness may lead to poor attending and avoidance of details</td>
</tr>
</tbody>
</table>

**Observation Notes**

**Teaching/Key Concepts**

**Observation Notes**

**Teaching/Key Concepts**
Ben thought the tooth fairy wasn't real.

This summer I will play games with my dad.
Sam

11

I would keep the lion because I could ride him.

13

Joe wanted a mouse.