

Common Reason for Academic Failure: They have not had enough help to do it
Intervention Name: **Error Monitoring Strategies**

Brief Description:

A student creates a written passage (or is given one) and is asked to use an error monitoring strategy to practice fluency (production) and accuracy (editing skills). Error monitoring strategies enable learners to attempt increase accuracy during independent work without the need for one-on-one instruction. Error monitoring strategies can be generalized to other subject areas, like math (e.g. PEMDAS) or reading comprehension (e.g. CROP-QVS).

What “common problems” does this address?

Creating written expression can increase fluency while applying editing strategies improves accuracy.

Procedures (as it applies to written expression):

1. Teacher instructs student on how to use the COPS strategy
2. Display a story starter or place a written passage in front of the student.
3. Instruct the student to write COPS on top of the page.
4. Read through the passage one time for each letter of the acronym while looking for errors in Capitalization, Overall appearance, Punctuation, and Spelling.
5. Partner check or teacher corrective feedback. (More essential with low accuracy students)
6. Look up spelling words.
7. Recopy the written passage.
8. Reread and proofread.

Procedures (as it applies to mathematics):

1. Teacher instructs student on how to use the PEMDAS strategy by saying, “It stands for “Parentheses, Exponents, Multiplication and Division, and Addition and Subtraction”. This tells you the ranks of the operations: Parentheses outrank exponents, which outrank multiplication and division (but multiplication and division are at the *same* rank), and these two outrank addition and subtraction (which are together on the bottom rank). When you have a bunch of operations of the same rank, you just operate from left to right.”
2. Display a multi-step math problem, such as $2 - (8+4)^2$
3. Instruct the student to write PEMDAS on the top of the page.
4. Solve the problem by completing the operations in the correct order: Parentheses, Exponents, Multiplication and Division, and Addition and Subtraction.
5. Partner check or teacher corrective feedback. (More essential with low accuracy students)
6. Use calculator or back of book to check final answer.

Critical Components that must be implemented for the intervention to be successful:

Student understands the error monitoring strategy (e.g. COPS) and is able to apply it within a learning context. Teacher corrective feedback is imperative throughout this process to ensure that the student understands how to correctly use the error monitoring strategy.

Critical Assumptions/Problem Solving Questions to be Asked:

This intervention is particularly designed for a student who can already produce written passages but is slow to pick up on grammatical and syntactical errors.

CROP –QVS – reading comprehension strategy

Connections - What does the text remind you of?

Reactions - How does it make you feel?

Opinion - Well, I think...

Prediction - I bet...

Questions - I wonder...

Visualize - I can imagine..,

Summarize - What is all about?

Materials:

- Written passage, one per student
- Written explanation of error monitoring strategy

References

- Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons.
- Schumaker, J.B., Deshler, D.D., Nolan, S., Clark, F.L., Alley, G.R., & Warner, M.M. (1983). Error monitoring: A learning strategy for improving LD adolescent academic performance. In W.M. Cruickshank & J.W. Lerner (Eds.), *Coming of age: The best of ACLD* (Vol. 3, pp. 170-183) Syracuse, NY: Syracuse University Press.
- Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing a math algorithm for students with disabilities via self-monitoring checklists. *Intervention in School and Clinic*, 39, 269-275.