

## What Good Teachers Should Do When Students are Failing

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| <p><b>Assess what is REALLY causing low performance and which interventions have been used.</b></p> | <ol style="list-style-type: none"> <li>1. Review Student Profile data.</li> <li>2. Identify the learning challenges and what specifically is happening when it occurs.</li> <li>3. Examine students' schedules and indicate the likelihood of other places where the learning challenges are occurring and not occurring.</li> <li>4. Identify the interventions that have been or are being used to address the learning challenge/problem.</li> <li>5. Identify possible contributing factors.</li> </ol> |
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| Student Profile  | Defining the Nature of the Problem   | Attempted, Successful, and Unsuccessful Interventions  |
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| <ol style="list-style-type: none"> <li>1. Grades % and Letter Grade</li> <li>2. Attendance and Tardiness</li> <li>3. Behavior Referrals</li> <li>4. Standardized Test Results</li> <li>5. State Test Results</li> <li>6. Observations Performance</li> <li>7. Responsible Behaviors Observations Checklist <a href="http://www.achievementstrategies.org">www.achievementstrategies.org</a> &gt;templates and tools&gt;learning environment).</li> </ol> | <p style="text-align: center;"><b>What is the low performance?</b></p> <p style="text-align: center;"><b>When is it occurring?</b></p> <p style="text-align: center;"><b>Where is it occurring?</b></p> <p style="text-align: center;"><b>How is the student responding to the feedback about low performance?</b></p> | <ol style="list-style-type: none"> <li>1. One-on-one tutoring</li> <li>2. Classroom differentiation of curriculum, assessment, instruction, learning environment (Explain)</li> <li>3. Correctives and test re-takes and/or assignment re-dos</li> <li>4. Parent involvement</li> <li>5. After-school program</li> <li>6. Computer-assisted reading or math program</li> <li>7. At-home computer use</li> <li>8. Use of other support staff (e.g., special ed, paraprofessionals, psychologist, social worker)</li> <li>9. Explicit teaching of learning-to-learn skills/study strategies</li> <li>10. Other (Describe)</li> </ol> |

| Contributing Factors (Why is performance the way it is?)   |
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| <ul style="list-style-type: none"> <li>• Teacher (e.g., strategies, relationship, lack classroom resources)</li> <li>• Curriculum (e.g., too challenging, too easy)</li> <li>• Student (e.g., motivation, skills, low-confidence, lack prerequisites, socio/emotional issues)</li> <li>• Parents (e.g., lack skills at home, don't provide support, lack home structure)</li> <li>• Organization (e.g., too many students, lack resources, lack support systems)</li> <li>• Other</li> </ul> |

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| <p><b>Intervene to reduce or eliminate low performance/failure.</b></p> | <ol style="list-style-type: none"> <li>1. Select/create techniques, methods, or strategies to address the learning challenges and contributing factors (see the Differentiation Inventory <a href="http://www.achievementstrategies.org">www.achievementstrategies.org</a>&gt;templates and tools&gt;intervention and support).</li> <li>2. Create a failure reduction plan including short and long-term goals, indicators of success, strategies/methods, measures, and a timeline.</li> </ol> <p style="text-align: center;">Best First Practices</p> <ol style="list-style-type: none"> <li>1. Create a plan with the low-performing student, share your optimism, and gain student commitment to the goal(s) and plan.</li> <li>2. Teach learning-to-learn and content specific prerequisite skills.</li> <li>3. Create/select correctives and differentiation activities/techniques and provide opportunities for re-taking tests or re-doing assignments.</li> </ol> |
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## INTERVENE: Create a Failure Reduction Plan

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| <b>1. Identify a short-term goal (5-10 days).</b><br>Subject area/class<br><br>What improvement(s) is desired/needed? | <b>2. Determine indicators of success (Look fors)</b> <ul style="list-style-type: none"> <li>Consistent and on-time attendance</li> <li>Successful completion of in-class and homework assignments</li> <li>Grades of C and above on assessments</li> <li>Consistent participation in intervention services</li> <li>Demonstration of learning-to-learning skills and responsible behaviors</li> </ul> |
| <b>3. Identify Obstacles and What is Needed to Overcome Obstacles</b>   | <b>4. What positive results might occur if the plan works?</b>   |
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| <b>Teach Learning-to-Learn Skills and Strategies</b>   |   |  |
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| 1. Memory Storage and Retrieval<br>2. Notetaking<br>3. Vocabulary Attainment and Development<br>4. Writing/Summarizing | 5. Reading for Information and Literary Analysis<br>6. Self-assessment and Adjustment<br>7. Self-Advocacy | 8. Problem Solving<br>9. Interacting (i.e., speaking, listening, collaborating)<br>10. Goal Setting/Planning<br>11. Decision Making<br>12. |

| <b>Create and Use Scaffolds Activities, Strategies, and Tasks for Learning Success</b>  |   |  |
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| <p><b>Correctives . . .</b></p> <ol style="list-style-type: none"> <li>1. teach the same material in a different way than the original method.</li> <li>2. involve students in a different way than the original involvement.</li> <li>3. provide students with successful experiences</li> </ol> <p><b>Examples of Correctives</b></p> <ul style="list-style-type: none"> <li>•re-teaching</li> <li>•alternative textbooks and materials</li> <li>•workbooks</li> <li>•academic games and simulations</li> <li>•small group study sessions</li> <li>•individual tutoring</li> <li>•learning centers and laboratories</li> <li>•computer-assisted instruction</li> <li>•audio and video productions</li> <li>•slide shows from lectures and demonstrations</li> </ul> | <p><b>Differentiate the Content</b></p> <p>Vary what students will learn and the materials that represent the content.</p> <p><b>Differentiate the Learning Environment</b></p> <p>Vary the classroom conditions that set the climate, expectations for learning, and physical conditions</p> | <p><b>Differentiate the Process</b></p> <p>Vary the activities through which students make sense of key ideas using essential skills.</p> <p><b>Differentiate the Product</b></p> <p>Vary how students demonstrate and extend what they understand and can do as a result of a span of learning.</p> |

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| <p><b>Monitor the plan, adjust, and celebrate.</b></p> | <ol style="list-style-type: none"> <li>1. Review the look-fors (i.e. success indicators with the student.</li> <li>2. Recognize incremental progress and determine what created positive results.</li> <li>3. Adjust the plan and strategies and/or establish a new goal.</li> <li>4. Share the feedback with other teachers, parents, and support staff.</li> <li>5. Radically celebrate progress and provide encouragement and optimism.</li> </ol> |
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