

Errorless Learning...Who Knew?

Marianne Gibbs, EdD, OTR/L mgibbs@writeoutofthebox.com

1. Purpose of the Presentation

- Share a new prompting strategy to reinforce the way we teach new learning (our occupational objective)
- Increase Self-Awareness

LEARNING is the act, process, or experience of gaining knowledge or skill; knowledge or skill gained through schooling or study.

TEACHING is _____

2. Two Teaching Strategies:

No-No Prompting (NNP) vs. **Errorless Learning (EL)**

A. **No-No Prompting (NNP)** uses a progression of "least to most" prompting, which involves starting with less prompting and gradually increasing that prompt in response to errors. **Traditional, common teaching strategy.**

Simple Scenario: Teacher is holding a red, wooden block and is teaching color recognition to a student.

Teacher: "What color is this block?", waits for student's response.

Student: "Green"

Teacher: "No" while turning head to side, redelivers request
"What color is this block?"

Student: "Yellow"

Teacher: Responds again with "No," redelivers request
"What color is this block?"

Student: "Red"

Teacher: Praises student

NNP words include: _____

NNP tone sounds like: _____

NNP body language looks like: _____

Possible Outcomes of NNP: May teach a chain of errors, errors are practiced, the learning process may become aversive, can easily become overused by educators, minimal positive reinforcement provided by educator, may slow the rate of teaching, may make students prompt dependent, learned helplessness.

What is the goal of NNP?

Why do you think NNP is used in teaching students?

Appears to foster independence ?????

*Note: NNP may be used very carefully once a skill is mastered.

B. Errorless Learning (EL) is a system of most to least prompting, which initially involves prompting with a zero-second time delay (meaning immediately) for new material and gradually fading the prompts to foster independence. Use for skill acquisition phase of learning.

EL is used with a variety of populations (Alzheimer's, Autism, Traumatic Brain Injury, etc...) but is also at the base of good teaching of all children.

Goal of EL: To minimize or eliminate errors when learning.

Simple Scenario: Teacher is holding a red, wooden block and is teaching color recognition to a student.

Teacher: "What color is this block?", short pause, "This block is red," What color is this block?"

Student: "This block is red."

Teacher: Praises student and redelivers request, "What color is this block?" Extend pause with each trial before providing answer. Correct at first sign of mistaken answer.

More Complex Scenario: The teacher is teaching about frogs and "same and different". She is holding a green rock and referencing a frog in an aquarium.

Teacher: "How are the rock and the frog the same?" short pause, "The rock and the frog are both green", "How are the rock and the frog the same?"

Student: "The rock and the frog are both green."

Teacher: Praises student and redelivers request, "How are the rock and the frog the same?" Again, the teacher extends the pause with each trial before providing answer. Correct at the first sign of mistaken answer.

Continue in same fashion with how the rock and the frog are different.

Do you see how you can use this strategy more in your room?

Possible outcomes of EL: correct answers are practiced, facilitates correct learning, minimizes self-doubt/intimidation, minimizes guessing, no mistakes to remember and keep track of, increased interest in learning!

Being right and being reinforced for being right is how we learn!

3. Interactive "Do It" Activity

4. Review and Reflect on New Learning

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