What is Remedial Teaching?

• It is a multifaceted approach, tailoring remedial intervention plans to a child’s specific needs. It makes use of one-on-one instruction, small group instruction, written work, verbal work and computer-based work.

• Remedial Therapy focuses on skills rather than on content.

• These skills include visual discrimination, perceptual organisation, laterality, sequencing, abstract reasoning, auditory processing, sound recognition, blending, segmenting, phoneme manipulation, mathematical operations, focusing and eye tracking.

• Help is offered to pupils who need (pedagogical/didactic) assistance.

• These are often children who function at a lower than average level because of a certain learning- or behavioural problem/disorder, but it can also be offered to pupils who achieve at a higher than average level, they too can do with the extra attention and care.
• It involves working systematically: observing, diagnosing, remediating, evaluating.

• Working purposefully and intensively with a pupil.

• Seeing to it that the pupil can remain at his/her school.

• Providing information to the child and the persons involved.

• Remedial teaching is not re-teaching.
Procedure

• An intake conversation, checks, tests and/or observations take place.

• A picture is formed of the pupil by chatting to the teacher and the parents in order to discover where the problem lies.

• When this is clear (diagnosis) a therapy plan is drawn up and is custom-made.

• Remedial teaching is usually given once or twice a week.

• Diagnosis of the specific difficulty of the pupil by conducting a suitable diagnostic test or a full assessment is required by a clinical psychologist.

• These assessments provide suitable remedial measures and in addition ways and means for preventing them from reoccurring in future.
• The procedure also includes identifying the causes of weakness which may be:
  • Lack of understanding/misconceptions.
  • Faulty teaching method.
  • Fear of the subject.
  • Incorrect study habits.
  • Physical and emotional factors like poor health, some mental shock etc.
  • Teacher’s attitude.

• Once the cause(s) having been identified, suitable remedial measures (depending upon the cause) should be suggested which may be:
  • Re-teaching of the subtopic.
  • Computer Aided Teaching.
  • Drilling of Problems.
  • Other Measures --- Speech Therapist, Occupaitonal Therapist, Audiologist etc.
Identification

• **Class interaction**: An pupil will give wrong answers frequently to the questions asked. He will appear to be confused. He may probably not respond to the questions asked in the class at all.

• **Homework**: An pupil will not do the homework. If pressurized to complete the work, he may resort to copying, which may be easily detected.

• **Subject tests and term tests**: He will show poor performance consistently in tests. He will either not attempt the question(s) at all or, will leave blanks and/or overwrite.

• **Attitude towards academic activities**: He will be disinterested in such activities.
• **Learning of concepts**: His concepts related to a particular topic or formula are not clear.

• **Computational Skill**: He may not be good at computations and thereby may give incorrect results frequently while performing basic mathematical operations and simplification.

• **Procedure of solving problem**: He is not clear about the procedure of solving problems and so he/she often gets wrong answers.

• **Application of knowledge**: He may not be able to apply the learned knowledge in different situations. For example, in word problems, he may fail to translate sentences into sums or identify the variables.
Deficiency diagnosed ——> cause identified

- **Memory**: Individual capacity of memorising facts and figures.
- **Understanding**: He does not follow what he reads.
- **Presentation**: Difficulty in expressing views-vocabulary is not sufficient.
- **Knowledge Gap**: Concentration difficulties or absenteeism.
- **Parental attitude**: Indifference of parents towards studies or over-expectation.
- **Medium of instruction**: Language problem.
- **Physical factors**: Poor eyesight; poor audibility; illness etc...
- **Individual factors**: Good in oral tests; very anxious but is unable to concentrate; lacks self confidence; inferiority feeling; fear of failure; emotional instability.
Possible cures and remedies

- Categorising the problem areas – Spelling or reading or math.
- Remedial-ideal 1 to 1 or not more than 3 pupils per sessions.
- Personal and individual attention by the remedial teacher.
- No humiliation.
- Special carefully devised activities.
- Read-Re-read-Write-Re-Write-Reproduce-Drill.
To conclude… ADHD Bill of Rights

• Help me focus.

• I need to know what comes next.

• Please give me a structured environment where there is dependable routine.

• Give me advance warning if there is going to be any changes.

• Wait for me, I'm still thinking.

• Please allow me to go at my own pace. If I rush I get confused and upset.

• Please offer me option for problem solving - I need to know the detours when the road is blocked.

• Is it right? I need to know. Please give me immediate feedback on how I am doing.

• I didn't forget, I didn't hear it in the first place.
• Please give me directions one step at a time and ask me to say back what I think you said.

• I didn't know I wasn't in my seat. Please remind me to stop, think and act.

• I am almost done now? Please give me short work periods with short work goals.

• Please don't say, "I already told you that." Tell me again in different words. Give me a signal, draw me a symbol.

• I know it is all wrong isn't it? Please give me praise for partial success, reward me for self improvement not just perfection.

• But why do I always get yelled at? Please catch me doing right and praise me for my specific positive behaviour.

• Remind me and yourself of my good points when I'm having a bad day.