Learning Strategies

Curriculum Guide

Alachua County Public Schools
Gainesville, Florida
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Acknowledgements

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Preface

The purpose of this curriculum guide is to assist teachers of students with disabilities in implementing an instructional program in *Learning Strategies* for the student with disabilities in high schools. This guide provides instructional management techniques, offers curriculum guidelines, and includes a list of resources to facilitate generalization of independent learning. The goal of *Learning Strategies* instruction is to teach students "*how to learn*" by providing them with learning tools that help them: 1) function independently and 2) generalize use of strategies to a variety of situations and expectations. Teachers will function as learning specialists in cooperation with content area instructors. *Learning Strategies* instruction is designed to provide the learner with a set of self-instructional steps to be used for acquiring, organizing, or expressing the content of the general education curriculum.

OVERVIEW OF LEARNING STRATEGIES

DEFINITION

What is a strategy? An individual's approach to a task is called a strategy. Strategy instruction provides instruction in how to think and act before, during and after a task.

How is a strategy different from a basic skill or a study skill? A skill is a set or procedures that one learns. Most instruction in school is instruction in steps or procedures related to getting something done. A strategy consists of guidelines related to how a person thinks about attacking a task and applying skills or procedures. A person's knowledge consists of content, skills, and strategies. Each is crucial to a person's success. Strategies form the bridge between skills and content.

RESPONSIBILITIES

What are the responsibilities of the Learning Strategies teacher?

There are five major tasks to be performed by the support service teacher or learning specialist:

1. Teach specific strategies to students using a specified instructional methodology.
2. Create a strategic environment that promotes independent thinking by the student.
3. Facilitate individual functioning and generalization by the learner.
4. Take responsibility for the cooperative planning process with the content area teachers.
5. Keep accurate and complete student progress records or charts for each strategy taught.

What are the responsibilities of the Content Area teachers?

1. Cue strategy use in general education contexts.
2. Create a strategic environment that promotes independent thinking by the student.
3. Utilize procedures for strategically enhancing content delivery.

What are the responsibilities of the student?

To ensure the student's understanding of the relationship that exists between strategy application and academic progress, and his/her role in this process, it is important to clearly define for students the necessity for them to:

1. Participate in selecting learning objectives and setting goals.
2. Learn the strategies to mastery.
3. Apply what they have learned to other settings including general education classrooms.

CURRICULUM

ACPS advocates using a variety of strategies to help high school students *"learn how to learn"*. Most strategies fall into two categories **Explicit Strategy Instruction** and **Embedded Strategy Instruction**.

What is Explicit Strategy Instruction?
Explicit strategy instruction is a teaching method used to show students how proficient students think as they read, write, or solve problems. Instruction is characterized by explicit modeling by the teacher, additional opportunities for practice with feedback, skillful adjustments based on the student's level, and a purposeful engagement to the task at hand. Explicit instruction is "about making the hidden obvious; exposing and explaining what is taken for granted; demystifying the mental process; letting children in on the information and strategies" that allow learning to naturally take place (Martin, 2000). Some resources and curriculum suggestions that use explicit strategy instruction are listed here. For a more thorough list of resources see the appendix.

The Strategic Instruction Model (SIM) is a research based curriculum developed at the University of Kansas which consists of two strands: *Learning Strategies* are taught by an ESE teacher to students seeking a standard diploma and *Content Enhancement Routines* which are primarily used in the general education classroom to enhance content.

Classroom Instruction that Works: Robert Marzano identifies nine high yield strategies for increasing student achievement. These strategies include:

1) Identifying Similarities and Differences
2) Summarizing and Notetaking
3) Reinforcing Effort and Providing Recognition
4) Homework and Practice
5) Nonlinguistic Representation
6) Cooperative Learning
7) Setting Objectives and Providing Feedback
8) Generating and Testing Hypotheses
9) Cues, Questions, and Advanced Organizers

Doug Buehl's *Classroom Strategies for Interactive Learning* features 45 literacy skill-building strategies that emphasize learning in content contexts. These strategies can be adapted from elementary through high school and "provide innovative ideas for teachers working with diverse classrooms and with students who exhibit a variety of learning needs."

Skills for School Success. Curriculum Associates is a research-based program that transforms "strategy-free" students into successful students who:

- exhibit positive classroom behaviors, manage time, and organize assignments
- make effective use of texts and reference books and interpret graphic aids
- gather information, take notes, and respond in class
- study for and approach tests with confidence

*Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders. Or Special Need*s, by Stephen S. Strichart and Charles T. Mangrum features reproducible activities which provide opportunities for active learning and student practice in the study skills and strategies. In addition, each chapter in this book contains suggestions for using the activities, mastery assessment, and an answer key.

Essential Study Skills. By Linda Wong provides in-depth coverage of study skills with ample room for practice and application. This text can be adapted to any learning style and follows a step-by-step approach that guides students through the process of learning the skills necessary.

What it looks like for students:
Students are introduced to a range of learning strategies designed to develop literacy skills across an entire curriculum.

What it looks like for teachers:
Teachers first teach a variety of learning strategies directly to students and then embed further strategy instruction when presenting core content. Teachers continue to prompt and model appropriate strategy use and provide opportunities for individual and group practice throughout the year.

Example:
At the start of the school year the teacher explains that being able to paraphrase information about the American Revolution is useful for writing reports, answering questions, and discussing main themes. The teacher then outlines the steps of the *Paraphrasing Strategy* and models its use for the class. Classroom activities and homework assignments are designed which require students to use paraphrasing strategies, both verbally and in written form. Targeted feedback is given to tailor and encourage strategy use.

What is Embedded Strategy Instruction?
After strategies are directly taught to students and generalized they are embedded when presenting core content. Teachers continue to prompt and model appropriate strategy use. Strategies that address organizational skills and time management, assignment completion, note taking, test taking, social skills, and self advocacy, need to be embedded early on.

Strategic Tutoring is a new strategy that helps students complete and understand assignments, and also teaches strategies to complete similar tasks independently in the future.

Kurzweil Educational Software provides an environment for implementing learning strategies and accessing the general education curriculum. Kurzweil Educational Systems' research-aligned technologies provide complete reading, writing, and study solutions to help all students overcome learning challenges and succeed academically. ACPS is collaborating with Kurzweil associates to develop curriculum that is aligned with this curriculum guide. In the near future, this information will be shared as it is being developed.

What it looks like for students:
Students who struggle with learning and implementing strategies in the regular classroom are presented with more focused and explicit instruction by support personnel.

What it looks like for teachers:
Supplemental instruction by trained support personnel can take place in a variety of settings, including: general education classrooms, pull-out resource room sessions, or after-school tutoring programs.

Example:
The general education teacher may notice that some students are experiencing difficulty paraphrasing core information about the American Revolution. A resource room teacher can then work separately with this group of students to reintroduce and break down the steps of the *Paraphrasing Strategy*. Students may learn to paraphrase sentence by sentence, or paragraph by paragraph, working daily for 15-20 minutes for several weeks or more until they are able to readily apply the skills across different classroom situations.

INSTRUCTION

What is strategic teaching?
The teacher utilizes a prescribed instructional process, to ensure that the student learns in an efficient and effective manner. The Instruction System involves Acquisition and Generalization Procedures that are the stages used in teaching all strategies to students. Once learned, this instructional process can be successfully applied to any instructional or learning situation.

Learning Strategy Acquisition Stages

Stage 1: PRETEST AND OBTAIN A COMMITMENT TO LEARN
Stage 2: DESCRIBE Give rationales for using the strategy
Stage 3: MODEL Demonstrate the entire strategy while "thinking aloud."
Stage 4: VERBAL ELABORATION Lead rapid-fire verbal rehearsal
Stage 5: CONTROLLED PRACTICE AND FEEDBACK
Stage 6: ADVANCED PRACTICE AND FEEDBACK, Requires mastery.
Stage 7: POSTTEST AND OBTAIN COMMITMENT TO GENERALIZE

Generalization Stage

1. <u>Orientation</u> – Make students aware of situations in which strategy should be used.
2. <u>Activation</u> – Program the student's use of the strategy in a variety of situations.
3. <u>Adaptation</u> – Discuss adaptation of the strategy. Make the students aware of cues for using the strategies.
4. <u>Maintenance</u> – Conduct periodic reviews. Test maintenance of strategy usage. Provide feedback.

Why is strategic teaching preferred to:

A. tutorial teaching?

Research suggests tutoring in subject matter does not have long-term effects for students who are struggling and is not the purpose of the Learning Strategies class or program.

B. content equivalent or parallel teaching?

Students become more dependent as learners, and typically the instructor is not a specialist in the content area.

C. a basic skills approach?

Students may have low motivation to learn basic skills since they have been taught these skills before (often using the same material), the skills may not be relevant to current classes, and students rarely make enough progress to "catch-up."

D. a study skills approach?

Typically students do not receive instruction in what is immediately needed, application to different content areas is not addressed, mastery of a skill taught is usually not required.

What is Content Enhancement?

Content Enhancement is an approach to planning and teaching that offers a way of making decisions about what and how to teach content. *Content Enhancement* procedures enable teachers to select critical content outcomes, use instructional routines and devices (e.g., graphic organizers) to highlight key elements of the content, and present information in a partnership with the students.

What it looks like for students:
All students, regardless of level of literacy development, engage in the process of learning core curricular content.

What it looks like for teachers:
Teachers promote content mastery by using *Content Enhancement* routines, adjusting the routines appropriately for students of differing literacy levels.

Example:
When beginning a history unit on "The American Revolution," the teacher works with students to create a unit organizer highlighting the core content to be covered. Teacher and students refer to the organizer throughout the unit to provide context for newly learned content and to reinforce previously learned material.

TRAINING

What trainings are offered?

Training is available to assist in the implementation of Learning Strategies instruction. Many of our collaborative partners including FDLRS Springs and Florida Inclusion Network,(FIN) offer these trainings on a regular basis based on teacher interest. For example, FDLRS has tentatively scheduled workshops on the Content Enhancement Routines during the 2008-2009 school year. Dates and times will be announced at the beginning of the 2008-2009 school year. If enough interest is generated from learning strategy instructors additional workshops can be scheduled.   Please contact the district inclusion team at the Manning Center (955-7676) if interested in additional professional development.

The University of Kansas *Strategic Intervention Model (SIM)* is the leading research based curriculum in the country. Decades of research and practice with practicing teachers has gone into the development of the two strands of strategies that make up *SIM*. These two strands are: (1) Learning Strategies which are taught by an ESE teacher to students seeking a standard diploma, and (2) Content Enhancement Routines which are primarily used in the general education classroom to enhance content. A complete list of the strategies in each strand is listed below. For more information on the *SIM Model* including research findings and a complete description of the Content Enhancement routines and Learning Strategies Curriculum, visit the **University of Kansas Center for Research on Learning** at: **http://www.ku-crl.org/sim/index.html**

Learning Strategies Strand	Content Enhancement Routines
INTRODUCTION TO SIM	COURSE ORGANIZER ROUTINE
WORD IDENTIFICATION	UNIT ORGANIZER ROUTINE
VISUAL IMAGERY	LESSON ORGANIZER ROUTINE
PARAPHRASING	SURVEY ROUTINE
SELF-QUESTIONING	CONCEPT MASTERY ROUTINE
TEST-TAKING	CONCEPT ANCHORING ROUTINE
FIRST-LETTER	CONCEPT COMPARISON ROUTINE
LINCS: VOCABULARY	CLARIFYING ROUTINE
PAIRED ASSOCIATES	SCORE SKILLS
SENTENCE WRITING	TEAMWORK STRATEGY
PARAGRAPH WRITING	
ERROR MONITORING	
ASSIGNMENT COMPLETION	
STRATEGIC MATH	

High School Learning Strategies Continuum

	Learning Strategy INTRODUCTION (no prior strategy instruction; few prerequisite skills mastered)	Learning Strategy INTERMEDIATE (prerequisite skills mastered; may have had some strategy instruction)	Learning Strategy ADVANCED (prior instruction in several strategies; maintaining and generalizing learned strategies)
Acquisition of Knowledge	▪ Teach paraphrasing, visual imagery, and self-questioning ▪ Teach surveying techniques as needed ▪ SQ3R	▪ Maintain and generalize reading comprehension strategies ▪ Maintain and generalize surveying strategies	▪ Maintain and generalize reading comprehension strategies ▪ Maintain and generalize surveying strategies
Storage of Knowledge	▪ Guided Notes ▪ Listening Skills ▪ Use symbols & abbreviations ▪ Teach Verbal and Visual Word Associations ▪ Marzano #1,#2,#5	▪ Teach Note-taking strategies ▪ Maintain and generalize memorizing strategies ▪ Formulate questions and know question types	▪ Maintain and generalize note-taking strategies ▪ Maintain and generalize memorizing strategies
Expression & Demonstration	▪ Teach sentence ▪ Teach Test-taking strategies ▪ Teach Jigsaw ▪ Marzano #8, #9 ▪ Cubing Strategy	▪ Teach sentence writing: compound & complex ▪ Maintain and expand strategy ▪ Teach paragraph writing ▪ Maintain and generalize Test-taking strategies	▪ Maintain and generalize writing strategies ▪ Teach error-monitoring ▪ Continue paragraph writing ▪ Maintain & adapt test-taking strategies
Organization/ Motivational Skills	▪ Organize Notebooks & backpacks ▪ Teach Marzano #3, #4, #7	▪ Maintain organized notebooks ▪ Teach Time Management skills	▪ Maintain & generalize organization and time management skills
Social Skills	▪ Teach COPE ▪ Marzano #6 ▪ PRIM Behaviors #122, #126, #134 ▪ Skills for School Success	▪ Maintain and generalize Social Skills	▪ Maintain and generalize Social Skills

High School Learning Strategies Continuum

Expectations	Curriculum Resources (*See Teaching Resources for further explanation of the Curriculum listed below*)
▪ Reads and understands a variety of printed materials for a variety of purposes ▪ Chooses the appropriate reading technique to suit the reading situation	▪ SQ3R ▪ Kurzweil ▪ The Topic –Restriction-Illustration Frame
▪ Takes notes from oral/printed material ▪ Uses strategies for remembering lists of information ▪ Learns definitions of vocabulary words ▪ Uses a strategy to remember what is important	▪ Cornell Note-taking ▪ Memory Development Program ▪ Marzano #1, #2, #5 ▪ Kurzweil ▪ Verbal and Visual Word Associates
▪ Expresses ideas clearly using a variety of sentence types ▪ Produces a polished written product ▪ Writes for a variety of purposes ▪ Passes FCAT Writes	▪ Jigsaws ▪ Test-Taking Strategy ▪ Kurzweil ▪ Marzano #8,#9 ▪ Cubing Strategy ▪ Writing Roulette
▪ Sets goals & develops a plan to attain specified goals ▪ Expresses opinions and concerns in written/oral form ▪ Is responsible for daily work ▪ Has an effective method for organizing time/tasks ▪ Sets goals and develops a plan to attain specified goals	▪ Time management strategies ▪ Model and monitor student organization ▪ Marzano #3, #4, #7
▪ Interacts appropriately with superiors/peers in a variety of settings	▪ Code of Student Conduct ▪ Skills for School Success ▪ Marzano #6 ▪ COPE ▪ PRIM Behavior Numbers #122, #126, #134

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963080
Course Title: Learning Strategies
Credit: Multiple

A.   **Major Concepts/Content.** The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

The content should include, but not be limited to, the following:

-strategies for acquiring and storing knowledge -strategies for oral and written expression -strategies for problem solving -strategies for linking new information with prior knowledge -strategies for active participation in reading, viewing, and listening -self-regulated use of comprehension strategies -test-taking skills -time management and organization skills -social skills -self-advocacy and planning skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1   complete specified Sunshine State Standards with modifications as appropriate for the individual student.

B.   **Special Note.** This entire course may **not be mastered in one year**. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

> *Physical prompt*—a touch, pointing, or other type of gesture as a reminder; *Verbal prompt*—a sound, word, phrase, or sentence as a reminder; *Visual prompt*—color coding, icons, symbols, or pictures as a reminder; *Assistive technology*—an alarm, an electronic tool; *Supervision*—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

IEP OBJECTIVES FOR LEARNING STRATEFIES

The section that follows is taken directly from the Learning Strategies course description. It has been amended and should be used as a tool to determine IEP benchmarks/short term objectives. Each benchmark/short term objective is correlated to the Sunshine State Standards for Special Diploma or Reading/Language Arts. When the State updates the new Course Description to reflect the current Standards, these objectives will be changed accordingly.

PRIORITY EDUCATIONAL NEED: Improve ability to gain information from printed materials or oral presentations.
> CL.B.1.In.1 - identify and locate oral, print, or visual information for specified purposes.
> CL.B.1.In.2 - interpret and use oral, print, or visual information for specified purposes.

Benchmarks/Short Term Objectives:

1.1   Use cues in a document to locate specific information in a text by skimming or scanning when completing functional tasks (e.g., school tasks—find word in dictionary, find information for a report; workplace tasks—locate name in a list; leisure—find information on a specific location, person, event). (CL.B.1.In.1)

1.2   Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)

1.3.   Answer factual questions about paragraphs. (Reading C 9: V)

1.4.   Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)

1.5.   Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)

1.6.   Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or newspapers, writing a summary of a reading assignment for school or work). (CL.B.1.In.2)

1.7.   State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)

1.8.   Determine main idea stated in a paragraph. (Reading C 8: V)

1.9.   Identify the implied main idea in a paragraph. (Reading D 18: VII)

1.10.   Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)

1.11.   Use strategies to identify relevant information in a text or visual by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment). (CL.B.1.In.2)

1.12.   Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal—telling someone about a news story; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)

1.13.   Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)

1.14.   Identify the implied cause or effect in a paragraph. (Reading D 16: VII)

1.15.   Distinguish between true and false statements. (Reading E 19: V)

1.16.   Determine the order of events in a paragraph. (Reading C 10: V)

1.17.   Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)

PRIORITY EDUCATIONAL NEED: Improve recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).
> CL.B.1.In.3 - organize and retrieve oral, print, or visual information for specified purposes.

Benchmarks/Short Term Objectives:

2.1.   Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2)

2.2.   Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)

2.3.   Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)

2.4.   Determine a logical conclusion or generalization for a paragraph or passage. (Reading D17: VII)

2.5.   Use visual imagery to clarify and remember information used in completing functional tasks. (CL.B.1.In.2)

Organizing Information

2.6.   Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meanings of important vocabulary). (CL.B.1.In.3)

2.7.   Identify characteristics of methods used to organize information. (CL.B.1.In.3)

2.8.   Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

2.9.   Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.10.   Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

2.11.   Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

2.12.   Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationship among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

2.13.   Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.14.   Identify essential ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.15.   Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Listening

2.16.   Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)

2.17.   Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1)

2.18.   Identify the difference between active and inactive listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; inactive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)

2.19.   Use critical listening skills to gain understanding. (CO.A.1.In.1)

2.20.   Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

PRIORITY EDUCATIONAL NEED: Improve competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).

CL.B.2.In.1 - prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 - express oral, written, or visual information for specified purposes.

Benchmarks/Short Term Objectives:

3.1.   Identify characteristics of key elements of documents and oral communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)

3.2.   Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.1)

3.3.   Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.1)
3.4.   Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.1)

Formatting
3.5.   Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)
3.6.   Create written communications that are appropriate to the audience, subject matter and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2)

Writing Process
3.7.   Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)
3.8.   Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)
3.9.   Write simple sentences. (Writing D 10: V)
3.10.   Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)
3.11.   Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)
3.12.   Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)
3.13.   Capitalize the first letter of own first and last name. (Writing C 6: IV)
3.14.   Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)
3.15.   Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)
3.16.   Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)
3.17.   Use appropriate resources to aid in spelling. (CL.B.2.In.1)
3.18.   Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)
3.19.   Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)
3.20.   Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)
3.21.   Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1)

PRIORITY EDUCATIONAL NEED: Improve ability to solve math problems.

CL.B.3.In.1 - identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 - apply mathematical concepts and processes to solve problems.
CL.B.4.In.1 - identify problems and examine alternative solutions.
CL.B.4.In.2 - implement solutions to problems and evaluate effectiveness.

Benchmarks/Short Term Objectives:

Solving Mathematical Problems
4.1.   Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2)
4.2.   Determine whether insufficient, sufficient, or extraneous information is given in solving particular mathematical problems. (CL.B.3.In.2, CL.B.4.In.1)
4.3.   Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.2, CL.B.4.In.1)
4.4.   Identify that a problem exists in school, in personal life, or at work, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)
4.5.   Identify possible reasons for existing problems in school, in personal life, or at work (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)
4.6.   Identify problems that lead to the breakdown of major goals in school, in personal life, or at work (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1)

4.7. Analyze possible consequences associated with specific problems in school, in personal life, or at work (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem–solving Strategies

4.8. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1)

4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)

4.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)

4.11. Select and use effective problem–solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)

4.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1)

4.13. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)

4.14. Construct estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1)

4.15. Match consequences to decisions when solving problems involving cause and effect (e.g. doing extra credit work to make up for low grades). (CL.B.4.In.1)

4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., school— anticipating class conflicts prior to scheduling classes). (CL.B.4.In.1)

4.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production). (CL.B.4.In.1)

4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by successful student and apply to own work; work— identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions

4.19. Identify alternative courses of action for solving a particular problem at school, in personal life, or at work (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)

4.20. Analyze consequences of each alternative course of action for solving a particular problem at school, in personal life, or at work (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions

4.21. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)

4.22. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

4.23. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)

Evaluating Effectiveness of Solution

4.24. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

4.25. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

PRIORITY EDUCATIONAL NEED: Improve time management and organization strategies to complete class and work assignments.

CL.C.2.In.1 - plan and implement personal work assignments.

Benchmarks/Short Term Objectives:
Planning Class and Work Assignments
5.1.   Identify purposes of planning class and work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1)
5.2.   Identify components of a plan to complete class and work assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)
5.3.   State steps to complete a task. (Language C 31: VI)
5.4.   Identify, prioritize, and schedule job responsibilities (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1)
Implementing Work Assignments
5.5.   Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1)
5.6.   Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1)
5.7.   Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1)
5.8.   Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.1)
5.9.   Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)
Using Tools, Equipment, and Supplies
5.10.   Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2)
5.11.   Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, word processor, printer). (CL.C.2.In.2)
5.12.   Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)
5.13.   Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)
5.14.   Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)
5.15.   Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2)
5.16.   Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)
5.17.   Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)
5.18.   Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

PRIORITY EDUCATIONAL NEED: Improve test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).
CL.B.4.In.1 - identify problems and examine alternative solutions.
CL.B.4.In.2 - implement solutions to problems and evaluate effectiveness.

Benchmarks/Short Term Objectives:
6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)
6.2. Use strategies to perform successfully on tests. (CL.B.4.In.2)
6.3. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)

PRIORITY EDUCATIONAL NEED: Improve social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.
IF.B.2.In.1 - identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2 - demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 - respond effectively to unexpected events and potentially harmful situations.
SE.A.1.In.1 - cooperate in a variety of group situations.
SE.A.1. In.2 - assist in establishing and meeting group goals.
SE.A.1.In.3 - function effectively within formal organizations.
SE.A.2.In.1 - interact acceptably with others within the course of social, vocational, and community living.

Benchmarks/Short Term Objectives
Social Behaviors
7.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)
7.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)
7.3. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)
7.4. Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)
7.5. Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)
7.6. Identify social expectations of a variety of situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)
7.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, SE.A.2.In.2)
7.8. Cooperate with peers. (Social and Personal G 51: III)
7.9. Show respect for property of others. (Social and Personal G 52: III)
7.10. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: VI)
7.11. Use language to initiate conversation. (Language C 30: VI)
7.12. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, SE.A.2.In.2)
7.13. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved, check on previous experiences, ask for assistance). (IF.B.2.In.3)
7.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3)

Working in a Group
7.15. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1)
7.16. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)
7.17. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities— personal effort toward task completion, sharing equipment). (SE.A.1.In.1)
7.18. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)
7.19. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)
7.20. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)
7.21. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1)

7.22. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1)

7.23. Identify steps for group problem solving. (SE.A.1.In.1)

7.24. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)

7.25. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)

7.26. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)

Leadership Skills

7.27. Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, respected, ability to influence group members, ability to facilitate decisions, and initiate conversation between group member). (SE.A.1.In.2)

7.28. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)

7.29. Identify individual styles when working in groups (e.g., relaxed worker, conscientious worker, quiet worker, expressive worker, productive worker). (SE.A.1.In.2)

7.30. Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

7.31. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations

7.32. Identify aspects of organizations that require different kinds of behaviors (e.g., rigid—line of command, support for individual problem solving, opportunity for group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3)

7.33. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from the organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3)

7.34. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the expectations of the organization, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3)

PRIORITY EDUCATIONAL NEED: Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Understanding the Components of the Individual Educational Plan

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)

8.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)

8.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1)

8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1)

8.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1)

8.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1)

8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1)

8.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1)

8.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1)

8.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1)

8.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1)

8.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1)

PRIORITY EDUCATIONAL NEED: Improve self-advocacy and goal setting for personal needs.

IF.B.1.In.1 - make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 - carry out and revise plans related to decisions about personal and career choices.

Benchmarks/Short Term Objectives:

Functioning Independently

9.1. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1)

9.2. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1

9.3. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1)

9.4. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1)

9.5. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)

9.6. Stay on task until its completion. (Social and Personal C 20: III)

9.7. Seek help and accept assistance. (Social and Personal C 21: III)

9.8. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

9.9. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)

Planning Process for Personal Goals

9.10. Identify the benefits of using a planning process to set personal goals (e.g., helps stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)

9.11. Describe steps to be followed when making a plan. (IF.B.1.In.1)

9.12. Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)

9.13. Identify ways that a lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1)

9.14. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1)

9.15. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1)

9.16. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

9.17. Identify how positive view of self can affect personal goals (e.g., makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)

9.18. Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)

9.19. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1)

9.20. Set realistic personal goals after selecting from options. (IF.B.1.In.1)

9.21. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1)

9.22. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2)

9.23. Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2)

9.24. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach—reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2)

Appendix

Teaching Resources

MARZANO STRATEGIES

Strategy #1 Identifying Similarities and Differences
Students will learn how to complete tasks that involve comparisons, classifications, metaphors and analogies.

Strategy #2 Summarizing and Note Taking
 With this strategy students will learn how to summarize information they read and apply summary frames to help with this task. Note taking is a closely related skill to summarizing and is emphasized through various formats in this strategy.

Strategy #3 Reinforcing Effort and Providing Recognition
This strategy teaches students the importance of trying their best and encourages the practice of keeping track of their effort and achievement.

Strategy #4 Homework and Practice
Students are provided with opportunities to increase their skills and knowledge through homework and extra practice. Homework is a tool that can be used to extend the school day and provide students the chance to continue developing their skills.

Strategy #5 Nonlinguistic Representation
This strategy emphasizes the benefits of creating graphic organizers to help students comprehend and connect to the content matter.

Strategy #6 Cooperative Learning
Students will learn how to collaborate with one another in a meaningful setting. This strategy reviews effective classroom practices for cooperative learning.

Strategy #7 Setting Objectives and Providing Feedback
Goal setting establishes a direction for learning. This strategy describes effective classroom practices for creating student goals and providing students with helpful feedback.

Strategy #8 Generating and Testing Hypotheses
Students will learn how to generate and test hypotheses in an inductive or deductive manner with this strategy. This is a tool that students will be able to apply across content areas.

Strategy #9 Cues, Questions, and Advanced Organizers
This strategy involves teachers applying cues, questions and advanced organizers into instruction in order to help students retrieve and remember what they already know on a certain topic.

Behavior #122: Is easily angered, annoyed or upset.
Choose from the 125 interventions explained in the manual that may be helpful for the student and the situation.

Behavior #126: Makes Inappropriate comments to other students.
Choose from the 66 interventions explained in the manual that may be helpful for the student and the situation.

Behavior #134: Does no demonstrate the ability to resolve conflict situations.
Choose from the 32 interventions explained in the manual that may be helpful for the student and the situation.

RECIPROCAL TEACHING

Reciprocal teaching was developed with seventh grade students with disabilities. This teaching strategy provides direct instruction and modeling by the teacher. Each student then takes on the role of the teacher, with the classroom teacher guiding. The students are taught four specific activities to help them monitor their understanding and learning from textbook selections.

1)   devising questions about the text
2)   summarizing (with some helpful rules)
3)   predicting what the author will say next
4)   resolving inconsistencies (talking about what was unclear or confusing)

The students carried the Reciprocal Teaching strategy over to other academic subjects, and were still using the strategies when tested two months later. After becoming successful using the four strategies, their Comprehension increased from 15 percent to 85 percent.

STEPS
<u>Introduction</u>
1. Discuss why text is sometimes confusing
2. Teach type of questions to ask: "important", not literal details
3. Teach rules for summarizing
4. Discuss prediction
5. Make goals crystal clear to students

<u>Teacher Models Lesson</u>
1. Silent reading of passage by all
2. Ask "important" question, call on student to answer, evaluate answer
3. Share thinking about unclear or confusing parts
4. Summarize reading passage
5. Predict next topic, subtopic

<u>Student Acting As Teacher</u>
1. Silent reading of passage by all
2. Ask "important" question, call on student to answer, evaluate answer
3. Share thinking about unclear or confusing parts
4. Summarize reading passage
5. Predict next topic, subtopic

Teacher role as students become the "teacher" is to provide guidance as necessary, and offer praise and feedback. The teacher may need to model any activity that needs improvement. The other students in the group are invited to comment on or supplement that segment.

Palinscar, Annemarie Sullivan. "The Quest for Meaning from Expository Text: A Teacher-Guided Journey." *Comprehension Instruction-Perspectives and Suggestions*, ed. Duffy, Gerald G., Laura R. Roehler, and Jana Mason. New York, NY: Longman, Inc., 1984, pp. 251-264.

SQ3R PROCEDURE FOR STUDENTS

Step 1   <u>S: SURVEY</u>

Preview the entire selection. Think about the chapter title, introductory paragraphs, heading, subheadings, concluding paragraph(s), study questions, pictorial information. Ask and think about questions like "What is this chapter about?" "What information does the author tell us about this subject?"

Step 2   <u>Q: QUESTION</u>

Turn each heading into a question. Draw a line down your paper about 1/3 of the way over. Write questions in the left column. Avoid closed questions - questions that can be answered with yes or no. Write questions that begin with words such as "Who," "What," "Where," "Why," "How," or "List," "Name."

Step 3   <u>R1: READ</u>

Read the information under the first heading to find the answers to the questions. You may need to ask more questions. Other questions may need to be revised. Write the answer to the questions.

Step 4   <u>R2: RECITE</u>

Cover the material you just read. Ask yourself each question. Say the answer or write the answer. Reread the information related to any questions you cannot answer.

Step 5   <u>R3: REVIEW</u>

Go over your notes. Try to recall the main points of the chapter. Reread each main heading and think of details that were important. More reviewing helps you to remember longer. Be sure to review an extra time before a test or exam.

CORNELL NOTETAKING

Description

The Cornell method of notetaking is a study skills strategy that can be taught and utilized in all content areas. It is a strategy that can be used with a textbook or a lecture. Good notes are the product of good reading. This method helps students rank the importance of various elements contained in the reading. The student recognizes a main idea and contributing points from which this theme is generated. He then can judge how much detail to record in light of the assigned or expected outcome of the reading. In this way, the student gains control and becomes more efficient in the learning process. By necessity, this strategy moves the student from a passive reader to one actively involved with print. This is the linkage to thinking and comprehension and the result is long-term learning. The strategy makes the student become a better reader. He understands that the notes are a skeletal representation which must be dealt with correctly to keep the whole picture in correct context. Good notetaking forces interaction with the text. Studies show that students consider notetaking to be an essential learning skill for success in high school and college. Other research on students indicates that a good set of notes is very significant in academic success.

Sample Abbreviations and Symbols

SYMBOL	STANDS FOR
w/o	without
+	and
>	greater than
=	the same, equal
x	times
info	information
w/	with
ex.	example
,	less than
≠	not the same, different
$	dollars. money

COPE A Problem Solving Strategy

COPE is a "generic" strategy for use in a variety of problem situations, both social arid academic, by SLD students of all levels. To teach COPE, the steps for teaching any learning strategy as presented in the front of this guide should be followed. Activities for teaching each component of COPE are suggested below, as well as instructional resources available from FDLRS. The teacher will have to "model" use of the strategy frequently and provide an abundance of group practice in brainstorming, planning, and evaluation before students can choose to use COPE on their own to solve peer, home and academic problems.

> **COPE**
> **C**alm down.
> **O**utline your **o**ptions.
> **P**lan which alternative is most acceptable.
> **E**xecute the plan. **E**valuate the results.

1. **C**alm down.
   Activities would include relaxation techniques appropriate for the age level. Students should explore their personal relaxation style and discover a favorite activity that relieves tension (sports, art, music). At this stage, the teacher establishes rules for behaviors that are not permitted, in or out of school, no matter how angry one feels. As students complete these activities they should understand that good decisions are not made when one is upset or angry.

2. **O**utline your **o**ptions.
   Brainstorming techniques are emphasized, as well as learning to ask for or get more information which may be useful in solving the problem.

3. **P**lan which alternative is most acceptable.
   At this stage students must learn to weigh the advantages and disadvantages of possible alternatives. They will need practice in ruling out choices which are not really possible, no matter how good they sound. The student should ask himself: - Will it harm anyone? - It is too risky? - Is it OK for now but not in the long run? - Will it work?*

4. **E**xecute the plan. **E**valuate the results.
   At this stage the student is encouraged to look at the solution to the problem which was chosen and decide if the results are acceptable. What consequences were experienced? Is the decision final, or can another alternative be tried if the first plan didn't work? Students should be encouraged to make their own judgement about the success of their decision, and not rely on a parent, teacher or friend to be the ultimate authority. If dissatisfied with the results of the plan, the student can go back to step 2 of COPE, explore other options, and execute another plan.

*Schwartz, L & McKinley, N. (1984) Daily Communication. Eau Claire, WI: Thinking Publications, p. 19.

Resources

This list is a working in progress and includes only a small selection of available resources. If you use any curriculum or teaching resources that include learning strategies send them to us and we will be glad to add them to list.

Curriculum and Teacher Materials

Classroom Instruction that Works: Research Based Strategies For Increasing Student Achievement. ASCD

The Assignment Notebook. Curriculum Associates.

Basic Composition Kit. The Center for Applied Research in Education, Inc.

Corrective Reading. SRA, Macmillian/McGraw-Hill.

Corrective Mathematics. SRA, Macmillian/McGraw-Hill.

Corrective Spelling through Morphographs. SRA, Macmillian/McGraw-Hill.

Improving Your Study Skills. Media Materials.

Learning to Learn. Incentive Publication, Inc.

No Glamour Grammar, LinguiSystems.

Perfect Copy. (software), Logicus, Inc.

Reading Mastery. SRA, Macmillian/McGraw-Hill.

Skills for School Success. Curriculum Associates.

Social Skills for Daily Living. American Guidance Service.

Spelling Mastery. SRA, Macmillian/McGraw-Hill.

Your World of Facts: A Memory Development Program. SRA, Macmillian/McGraw-Hill.

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development

Pre-Referral Intervention Manual. Hawthorne Press.

Project CRISS: Creating Independence through Student-owned Strategies. Kendall/Hunt Publishing Company.

Quick Reference Guide to Intervention Strategies., ACPS, published January 2007.

Student Tutoring. Edge Enterprises.

Useful Websites

Link to entire course description: www.fldoe.org/ESE/esecourse/7963080.pdf

For more information on the SIM Model visit the University of Kansas Center for Research on Learning at: **http://www.ku-crl.org/sim/index.html**

Link to Marzano and Associates website with information and study guides about effective classroom strategies. http://classroom.leanderisd.org/webs/marzano/

Best practices with instructional approaches and strategies for teaching and learning based on the key concepts of Differentiated Instruction (Tomlinson) http://www.saskschools.ca/curr_content/bestpractice/index.html

Project CRISS - Project CRISS is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. http://www.projectcriss.org/

Kagan Professional Development and Publishing offers world of resources to make teaching and learning more fun and more successful! This includes professional development opportunities for educators. http://www.kaganonline.com/