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| **Foundational Skills** |

**Self-Regulation** Problems include inattention, poor planning and impulse control, and hyperactivity

Strategy: Start, Stop, Think

Teach the student to **start** when everyone else starts; **stop** when everyone else stops; **think** about what the teacher is saying

When designing lessons, students with self-regulation difficulties need brevity, variety, and routine .

**Behavior** Often, oppositional and conduct problems are managed rather than solved.

The following multistep approach can be used to manage behavior through consequences.

* 1. Define the problem, usually by count or description.
	2. Design a way to change the behavior.
	3. Identify an effective reinforce.
	4. Apply the reinforcer consistently to shape or change the behavior.

**Emotions** Many symptoms of anxiety, depression, and stress interfere with learning.

Relaxation techniques can be taught to the whole class and the target student taught when to use them.

* Get as comfortable as you can in your chair. Sit back, get both feet on the floor, and just let your arms hang loose. Close your eyes and don’t open them until I say to.
* Pretend you have a whole lemon in your left hand. Squeeze it hard. Try to squeeze all the juice out. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze. Try to squeeze this one harder than you did the first one. Relax and let the lemon fall from your hand. (Repeat for the right hand.)
* Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Let’s stretch again. Stretch your arms way out in front of you. Raise them way up high over your head. Let them drop very quickly and feel how good it is to be relaxed.
* You have a giant jawbreaker bubble gum in your mouth. It’s very hard to chew. Bite down on it. Now let your jaw hang loose. Bite down again. Try to squeeze it out between your teeth. Now relax again. Bite one more time. Now relax. Try to relax your whole body. Let yourself go as loose as you can.
* Here comes a pesky fly. He has landed on your nose. Try to get him off without using your hands. Wrinkle up your nose. Make as many wrinkles in your nose as you can. You’ve chased the fly away. Now relax your nose. He’s back! Wrinkly up your nose again. He’s gone. Relax. Notice what when you scrunch up your nose, your cheeks and mouth and your forehead get tight too. When you relax your nose, your whole body relaxed too. The fly is back! This time he’s on your forehead. Make lots of wrinkles. Hold tight. Now let go. He’s gone for good. Now you can relax. Let your face go smooth, now wrinkles.
* Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed. Very slowly now. Open your eyes and wiggle your muscles around a little.

**Resilience**  Resilient children can bounce back from adversity and when things go wrong.

Teachers help students when they understand the mind-set of resilient students and reinforce characteristic of resilient children in the classroom: high self-esteem, good self-discipline, hopeful and optimistic, can set realistic goals for themselves. Teachers can reinforce the following characteristics:

* Feeling Connected
* Feeling Autonomous
* Feeling Competent

Teachers need to maintain a positive mind-set – one that avoids blaming students, reinforces the unique gifts of each student, and recognizes that student success has as much to do with the classroom environment as it has to do with attitudes students initially bring into this setting.

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| **Processing Skills** |

**Phonological** Becoming aware that speech can be divided or sequenced into a series of discrete sounds, words, syllables, and phonemes.

*Marking Words* The purpose of Making Words is to help students develop phonemic awareness and discover how the alphabetic system works by increasing their understanding of grapheme-phoneme relationships. Students are given letters that they will use to make 12 – 15 words. Begin with short easy words and end with big words that use all the letters. Emphasis is placed on how the pronunciation of words changes when letters are moved and added. Activity is 15 minutes long.

*Instant Words* Provide practice with high-frequency words such as Fry’s list. The student starts at the beginning of the list and reads as many words as he can in one minute. The teacher records the number of words read and reviews words that were not recognized instantly. The student practices spelling several of the unknown words and reviews these the following day. The student or teacher check off each word after the student has learned to read and spell it. Activity is 10 minutes per day.

**Orthographic** The ability to form a mental image of words and specific letter sequences.

*Graham & Miller Method* for learning how to form specific letters.

1. Write the letter with a crayon while the student observes.
2. Say the name of the letter with the student.
3. Have the student say the name of the letter while tracing it with his or her index finger.
4. Repeat Step 3 until the student is successful on five consecutive trials.
5. Have the student write the letter while looking at the model.
6. Repeat Step 5 until the student copies the letter successfully three times.
7. Have the student say the name of the letter while writing it from memory.
8. Repeat Step 7 until the student has written the letter successfully three times.

*Cover-Write Method* for students who have difficulty with forming and retrieving word images.

1. Select a word for the student to learn. Write the word on a card and pronounce it.
2. Have the student look at the words and then pronounce it.
3. Have the student say the letter sounds while tracing each letter.
4. Have the student continue to pronounce the word while tracing it several times.
5. Have the student turn over the word and then pronounce the words while writing it on paper. If the word is spelled incorrectly, repeat Step 4.

Continue the process until the student can write the word correctly three times.

**Memory**  short-term memory and working memory. Children with reading disabilities often have impairment in both.

Classroom modifications rather than memory remediation may be necessary.

Because copying can be very difficult for students with memory deficits, provide the notes or problems to be copied from the textbook or board. Provide enlarged bubble sheets or let the student mark directly in the test booklet.

Because directions can be very difficult for students with memory deficits, ask him or her to repeat instructions; simplify instructions; supplement oral instructions with visual instructions and demonstrations; peer tutors can clarify instructions and assignments.

**Motor**  Students with fine motor deficits expend so much energy trying to produce motor patterns that the quality and quantity of writing are often lacking.

Explicit instruction in handwriting is required so that students do not avoid writing altogether. Fine motor skills in kindergarten are important predictors of later reading and math performance. The goal of this instruction should be to help students develop legible writing styles and be able to write quickly and easily without devoting conscious attention to letter formation.

1. Overlearn letters in isolation and then apply them in a written context.
2. Form letters with external cures, such a s verbalizing and tracing until they become automatic.
3. Encourage students to evaluate their own handwriting.
4. Provide students with assistance in maintaining a consistent and legible writing style.

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|  **Conceptual Skills** |

**Executive**  The abilities involve integrated language, reasoning, planning, self-monitoring, and self-evaluation.

*General Principals of Strategy Instruction* Regardless of whether a strategy is designed primarily to enhance reading comprehension, written expression or math problem-solving, several general principals apply.

* Teach strategies in the context of the curriculum.
* Teach different strategies so students can choose among strategies.
* Provide a balance between instruction in strategies and skills
* Encourage students to understand their own learning and styles.
* Show children how to adapt strategies as needed.

*Self-Regulated Strategy Development* For task-specific strategies:

* Develop and activate background knowledge. The teacher helps students develop the background knowledge they need to us the strategy.
* Discuss it. The teacher and students discuss the goals and benefits of the strategy.
* Model it. The teacher demonstrates how to use the strategy.
* Memorize it. The students memorize the steps of the strategy.
* Support it. The students practice the strategy with teacher support.
* Independent performance. The students apply the strategy independently.

**Verbal**  Students must have strong receptive and expressive oral language abilities for success in tasks involving comprehension, problem solving, and self-monitoring.

*Explicit Vocabulary Instruction* Teach approximately 3 words per day, or no more than 12 to 15 words per week. Explicit teaching of word meaning within the context of shared story book reading is effective for young children with reading difficulties and is the most powerful way to help a child develop new vocabulary. The teacher reads the book aloud several times with an explanation of 8-10 new vocabulary words.

**Nonverbal**  Two major characteristics are poor spatial organization and inattention to visual details. Students exhibit social difficulties, become overwhelmed by interacting with people, and have extreme difficulties in dealing with novel and complex materials. They have difficulty acquiring new skills, particularly motor skills. Students with nonverbal learning disabilities can benefit from using techniques designed to structure information visually.

*Mapping* To assist students in recalling specific vocabulary words using mapping can be done using an on-line graphical dictionary called Visuwrds (<http://www.visuwords.com>). When a student looks up a word using this web site, a map that represent the meaning of the chosen vocabulary word as well as the associate to other words is displayed. This assists students in understanding the relationship between various vocabulary words as well as synonym they can use to expand their writing.

*Graphic Organizers provide* a visual representation of main ideas or concepts. They may take the form of maps, time lines, diagrams, pictures, flowcharts, pyramids, or webs.



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