Teaching Strategies

WEAKNESS IN:	SUGGESTED INTERVENTIONS
Comprehension	• Activate common experiences to help relate words to student's own personal knowledge • Pre-teach background knowledge, vocabulary and key concepts as necessary • Emphasize certain points during a lecture • Use verbal organizational cues when lecturing (ie. First, second, the most important point…) • Use mapping techniques • Provide a list of what to think about when reading • Develop study guides, vocabulary handouts, and presentation outlines for class lectures. • When presenting directions and discussing concepts, use vocabulary.
Reasoning Ability (retrieve information)	• Allow use of calculator for math and science assignments • Graphic organizers/templates • Allow additional time to finish tests and written class assignments/shorten assignments • Preferential seating • Agenda book for all assignments • Break long term assignments in smaller, sequential steps • Provide a time frame/due dates for long term assignments or research papers • Access to computer with spelling and grammar editors • Word banks on quizzes, tests, and exams • Use of class notes on tests • Open book exams if the student consistently fail written tests • Provide study guides prior to tests and exams.
Visual-Spatial Thinking (identify and recall visual patterns and representations)	• Use index card or place marker when reading • Group multiple choice questions and answers in sets of no more than five items. • Print, don't write (cursive) on the board or overhead or on worksheets. • Read written instructions out loud to all students. • Encourage/allow oral reports instead of written reports. • Allow the use of computer for writing assignments. • Use calculator and graph paper for math work. • Tape record lectures. • Peer note taking, or allow student to copy another's notes. • Check the student's notes for accuracy. • Provide a copy of class notes.

	• Provide formulas for math equations.
Fluid Reasoning (ability to problem solve)	• Relate tasks to information the student already knows. • Use concrete cues in all directions. • Tell the student exactly what to do at each step. • Use manipulative and concrete objects whenever possible to illustrate the concepts. • Limit the amount of material presented at one time. • Have student verbalize what he has learned. • Provide ample opportunity for repetition and review. • Select courses that do not require a high level of abstract reasoning. • Provide student with activities that involve finding solutions to problems. • Provide ample opportunities for repetition and review.
Short Term Memory	• Always pair oral instructions with written back-up. • Allow use of calculator or facts charts for math and science. • Repeat directions, have student explain the directions (to you, not in front of the class). • Write important lecture points on the board. • Check student's notes for accuracy. • Provide class notes for student to use, copy, or keep.
Processing Speed (perform certain tasks quickly under time constraints)	• Do not require the student to work under time pressure. • Place the emphasis in evaluation on accuracy rather than speed. • Because the student has difficulty performing tasks rapidly under pressure, provide the student with ample time to complete work • Shorten the assignments so they can be accomplished within the allotted time. • The student may need extra time to complete math, reading, and writing tasks. • Closely monitor independent work to ensure comprehension • Un-timed tests should be an option. • Encourage the use of graph paper in math.
Executive Functioning Skills (difficulties with planning, organizing, strategizing, paying attention to and remembering details, and managing time and space)	***Shifting***-transitioning, alternate attention, and change focus from one mindset or topic to another • gradually and incrementally introduce minor changes, one at a time • Present one task at a time and limiting choices to only one or two ***Emotional Control***-ability to modify emotional responses • provide opportunities to discuss upcoming situations or events that may provoke an emotional outburst. • increase awareness of the potential for emotional reactivity and the likely consequences ***Working Memory*** -holding information in mind for the purpose of completing a task • establish eye contact prior to giving essential instructions or new material to ensure student is ready to listen carefully

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<tr><td rowspan="2">Executive Functioning Skills
(difficulties with planning, organizing, strategizing, paying attention to and remembering details, and managing time and space)</td><td>

alert student when essential material or instruction is being presented
alter the rate of presenting new material
provide additional processing time or time to rehearse the information
break down tasks or information into smaller steps or chunks.
Change tasks more frequently to assist with restoring focus for a brief period of time
provide frequent short breaks (1-2 minutes) when student ability to focus begins to wane

<u>Plan/Organize</u> -ability to manage current and future-oriented tasks

provide examples of how students might plan differently to complete the same task
provide a binder or “cookbook” of steps for common routines/assignments (i.e. specific types of math problems, writing assignments, or reading materials)

<u>Organization of Materials</u>-orderliness of work, play, and storage spaces.

present information in a well-organized manner at the outset
home-school communication on a regular basis regarding assignments
break down longer assignments into smaller, sequential steps, and to develop a time line for completion of each step.

<u>Monitor</u>-ability for the child to assess his own performance during or shortly after a task

discuss or review behavior removed from the situation and from peers.
have student identify strengths and weaknesses for specific tasks or activities
allow the comparison of preactivity prediction of performance with postactivity evaluation
provide guided constructive feedback (teacher, parent, and peer) to increase self-awareness of strengths and needs for similar future activities.

<u>Task Completion</u>-ability to complete tasks appropriately and/or in a timely manner.

Provide support and assistance with defining and prioritizing assignments to cues to initiate or begin work
simplify or shorten the task such that the student does not feel overwhelmed and can experience success
increase length and complexity of tasks in stepwise fashion, and provide support as needed until the student feels competent and demonstrates success at each level of difficulty

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<tr><td rowspan="2">Basic Math Skills</td><td>
<u>Oral Counting</u>- basic counting, in both forward and backward directions and by increments of one or more.

Count objects orally. Count along number line taped on desk and show visual symbols. Then close eyes and count in mind’s eye along the internal number line.

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<u>Numeric Coding</u>- ability to quickly code the identity and sequence of numerals in a multi-place (e.g., more than 1 digit) written number into working memory
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Look and Write/Look and Say – Use multi-sensory approach to learning the same math facts with four combinations of input-output: Look-say, Look-write, Listen-say, Listen –write
Mixed (switching) tasks only - Give problems that alternate the sign of operations to encourage student to pay close attention to what each sign is telling them to do.
Have student circle or color code the operation sign as an attention cue.

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<tr><td rowspan="2">Math Computation</td><td>
<u>Verbal Explanation</u>-difficulty explain sequential steps in basic arithmetic algorithms (addition, subtraction, multiplication, and division)

Teach strategies for steps in each operation/algorithm
Encourage student to engage in self-talk to self-regulate application of each step of the strategy

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<u>Problem Solution</u>- difficulty in applying multiple knowledge sources to get the correct final answer to a written calculation problem.

Circle wrong answers
Ask students to exchange papers and assume teacher role and figure out where and why the error occurred

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