

Session IV Assignments (Chapters 8-12)

- ▶ Read chapters 8-12.
 - ▶ Choose a student.
 - ▶ Determine student’s need for academic strategy and self-regulation strategy instruction. These can be from the book or from your own “toolbox.”
 - ▶ Create a plan to instruct the student on one academic and one self-regulation strategy following stages 1-6 of SRSD Model outlined in chapter four.
 - ▶ Implement the plan and begin strategy instruction.

***If you do not work directly with students or within a classroom, you may choose an alternative project to demonstrate knowledge of the content. Please approve with facilitators prior to beginning.

- ▶ Student Description:
 - Age: _____
 - Gender: _____
 - Primary Disability: _____
 - Special Education Services: _____
 - Strengths: _____
 - Needs: _____
- ▶ Strategies Chosen:
 - Self Regulation: _____
 - Academic: _____
 - Reasoning:

 - Baseline Data:

▶ Stage 1 of Implementation:

- How did you evaluate the student's background knowledge?

▶ Stage 2 of Implementation:

- How did you "sell" the strategy to the student?

- How did the student respond to the discussion of current level of performance?

- What did you do to ensure the discussion was a dialogue vs. a monologue?

- How did you ensure commitment of the student to learn and use the strategy?

▶ Stage 5 of Implementation:

- What methods did you use during the guided practice portion of the instruction?

- How are you ensuring the student will be able to use the strategy effectively and independently?

- Was the student able to create their own think aloud for the strategy? Explain.

- How did you assess the student's ability to perform independently?

- If the student was unable to do this independently, what did you do to reteach?

▶ Stage 6 of Implementation:

- How did you monitor the independent performance of the student during this stage?

- Did the student modify or personalize the strategy? If so, how? Was it effective?

- How did you communicate with other educators needing to know?

- How did you ensure they were able to assist the student as needed?

- How did you ensure the consistent implementation of the strategy if the strategy was meant to be generalized to other settings?

- Did the instruction of the strategy improve the student's performance? How do you know? Refer back to your baseline data.

▶ REFLECTION

- Which stage was the most challenging for you and why?

- Approximately, how long did it take you to complete stages 1-6 with the student?

- If you were to repeat this procedure, would you change or modify anything? How? Why?

- Was this a positive process for the student? How do you know?

- Was this a positive process for you as an educator? Why or why not?
