

## **“Teaching students with Moderate Disabilities”.**

In Section 1 of this course you will cover these topics:

- Creating Responsive Learning Environments
- Planning And Organizing Instruction
- Assessing Students For Instruction

### **Topic : Creating Responsive Learning Environments**

#### **Topic Objective:**

At the end of this topic students will be able understand:

- Characteristics of Students at Risk for School Failure
- Characteristics Responsive Learning Environments
- Categories of Disabilities that Qualify for Service
- Features of Students at Risk for Failure
- Prominent Values in American Schools and Values of Culturally Diverse Groups
- Cognitive Characteristics of Students with Learning Problems
- Cognitive and Metacognitive Deficits
- Low academic achievement
- Poor Memory
- Attention Problems And Hyperactivity
- Attention
- Hyperactivity
- Perceptual Disorders
- Behavioral Characteristics of Students with Learning Problems
- Individualized Instruction
- Basic Educational Rights for Students with Disabilities
- Rationale

**Definition/Overview:**

The use of technology in both teaching and learning is both a response to, and a reason for, these changed practices. Technology provides new ways of catering for the traditional learning needs of students and also enables new forms of support appropriate to technology-based delivery. One of the outcomes of the increased use of technology is the development of on-line approaches to teaching and learning. This requires a re-conceptualization of the role of support mechanisms for students, which has implications for the professional development of academic staff. This article considers the ways in which the wider trends in education impact upon on-line learning environments and the implications of this for professionals involved in the development and delivery of the courses. Particular consideration will be given to the range of approaches of support in online delivery, which include stand-alone resources and generic support, parallel or adjunct learning opportunities, and integrated strategies. It examines these in relation to the characteristics of pedagogically defensible teaching activity and proposes ways of conceptualizing the work practices of professional staff involved in student support, professional development, discipline-based teaching and resource development.

**Key Points:****1. Characteristics of Students at Risk for School Failure**

To be "at risk" is controversial. When children do not succeed in school, educators and others disagree about who or what is to blame. Because learning is a process that takes place both inside and outside school, an ecological approach offers a working description of the term at risk. In this view, inadequacies in any arena of life--the school, the home, or the community--can contribute to academic failure when not compensated for in another arena. Why is there a need to focus especially on at-risk students? The personal, economic, and social costs of academic underachievement are high and growing. Each year, increasing numbers of students enter school with circumstances in their lives that schools are ill prepared to accommodate. Yet from this academically and culturally diverse population must come the next generation of scientists, engineers, and other skilled professionals.

Traditionally, schools have responded to student diversity and poor academic performance with approaches such as ability grouping, grade retention, special education, and pull-out programs--in which students are removed from their regular classrooms and offered remedial instruction in particular subjects. After 30 years of practice, however, researchers and educators now believe these approaches may actually reduce student engagement and learning opportunities while stigmatizing students. (For a summary of the research, see "Compensatory Education: Traditional Responses and Current Tensions." Instead, the most promising alternative approaches focus on student assets (including their backgrounds and prior experiences), varied teaching strategies, and meaningful learning in collaborative settings. Also of critical importance to each child's success is the school's emphasis on high expectations for all students.

Today, schools are encouraging the development of thinking skills in remedial programs. They also are embracing school wide restructuring programs and heterogeneous grouping as alternatives to pull-out programs. Many of these new programs and practices have proven themselves in the classroom. Schools also are exploring new ways to involve parents and families in their children's education. Research indicates that parent involvement makes an enormous impact on students' attitudes, attendance, and academic achievement. This Pathways issue illustrates what schools are doing to successfully teach and support at-risk students.

## 2. Characteristics Responsive Learning Environments

- The typical paradigm for classical conditioning involves repeatedly pairing an unconditioned stimulus (which unfailingly evokes a particular response) with another previously neutral stimulus (which does not normally evoke the response). Following conditioning, the response occurs both to the unconditioned stimulus and to the other, unrelated stimulus (now referred to as the "conditioned stimulus"). The response to the conditioned stimulus is termed a conditioned response.
- The progressive amplification of a response follows repeated administrations of a stimulus. An everyday example of this mechanism is the repeated tonic stimulation of peripheral nerves that will occur if a person rubs his arm continuously. After a while, this stimulation will create a warm sensation that will eventually turn painful. The pain is the result of the progressively amplified synaptic response of the peripheral nerves warning the person that

the stimulation is harmful. Sensitization is thought to underlie both adaptive as well as maladaptive learning processes in the organism.

### 3. Categories of Disabilities that Qualify for Service

- specific learning disabilities
- speech or language impairments
- mental retardation
- emotional disturbance
- multiple disabilities
- hearing impairments
- orthopedic impairments
- other health impairments
- visual impairments
- autism
- deaf-blindness
- traumatic brain injury
- ADHD These students receive services under other health impairments or Section 504 of the Rehabilitation Act of 1973.

### 4. Features of Students at Risk for Failure

Following are the features that are involve in the failure of the students:

- disabilities
- poverty
- limited family support
- cultural differences
- language differences
- ineffective teaching
- lack of educational funding

## **5. Prominent Values in American Schools and Values of Culturally Diverse Groups**

## **6. Cognitive Characteristics of Students with Learning Problems**

### **6.1 Cognitive And Metacognitive Deficits**

Metacognition is referred to as one's "inner language" or as "thinking about one's own thinking" or more specifically metacognition refers to an individual's self-knowledge about their cognition and to the ability to be able to influence one's own cognition. Research on metacognition has strong possibilities and opportunities to influence our understanding of learning strategies for students with learning disabilities.

### **6.2 low academic achievement**

There is no clear cause of the achievement gap within schools, but there are many cultural, genetic and structural factors that have had an impact on this discrepancy. Annette Lareau suggested that students who lack middle-class cultural capital and have limited parental involvement are likely to have lower academic achievement than their resourceful peers. Other researchers suggest that academic achievement is more closely tied to race and socioeconomic status. Regardless of which factors have the greatest impact on the gap, it is clear that minority students are more likely to find themselves at a distinct disadvantage in school in comparison to white students. Still others have argued that the achievement gap may be to a significant extent explained by genetic/hereditary causes.

### 6.3 Poor Memory

Working memory is the ability to store information temporarily in your head. We use this type of memory every day when we have to remember a pin code or when we are following a recipe but are no longer looking at the page in the recipe book. Children at school also use this type of memory when writing down instructions from their teachers. Working memory is a bit like a mental jotting pad and how good this is in someone will either ease their path to learning or seriously prevent them from learning.

### 6.4 Attention Problems and Hyperactivity

**Attention:** easily distracted, day-dreaming, not finishing work, difficulty listening.

**Hyperactivity:** restlessness, often characterized by an inability to sit still, fidgeting, squirminess, climbing on things, restless sleep. Hyperactivity is common among children with ADHD but tends to disappear during adulthood. However, over half of children with ADHD continue to have some symptoms of inattention throughout their lives. Twin studies indicate that the disorder is highly heritable and that genetics are a factor in about 75% of ADHD cases. Hyperactivity also seems to be primarily a genetic condition however other causes do have an effect

### 6.5 Perceptual Disorders

Perceptual disorder is a disorder characterized by a continual presence of visual disturbances that are reminiscent of those generated by the ingestion of hallucinogenic substances. Previous use of hallucinogens is needed, though not sufficient, for diagnosing someone with the disorder. For an individual to be diagnosed with HPPD, the symptoms cannot be due to another medical condition.

## 7. Behavioral Characteristics of Students with Learning Problems

It includes:

- adaptive behavior deficits
- disruptive behavior
- withdrawal

## 8. Individualized Instruction

- Enables students to work on appropriate tasks or content under conditions that motivate.
- Does not imply that all students receive one-to-one instruction.
- Tailors daily instruction to students educational needs.
- Can occur within various educational arrangements.
- Matches the learner, the task, and instructional interventions.

## 9. Basic Educational Rights for Students with Disabilities

- nondiscriminatory evaluation
- right to a free and appropriate education
- least restrictive environment (LRE)
- provision of supplementary aid and services

## 10. Rationale

- Some students with learning or behavioral problems may need special services but not qualify to receive them.
- Special education system leads to stigmatization of students.
- In special education, the emphasis is on failure rather than on prevention.
- Special education system does not lead to cooperative schoolparent relationships.

## **Topic : Planning And Organizing Instruction**

### **Topic Objective:**

At the end of this topic students will be able understand:

- Priority registration
- Personal Assistant (P.A.)
- Reader Service
- Recording of lectures on audio-tape
- Transcription of audio-tape of lecture
- Copies of lecture's notes and/or overheads
- Note taker
- Time extension on out-of-lecture assignments
- Materials in alternative formats
- Word-processing facilities
- Photocopying Facilities
- Special Library Arrangements
- Counseling and Medical Service
- Study skills courses
- Instructional Arrangements
- Arrangement of Students
- Arrangement of Materials
- Arrangement of Special Areas and Centers
- Large Group Instruction
- Guidelines for Large Group Instruction
- Disadvantages of Large Group Instruction
- Guidelines for Small Group Instruction
- Advantages of Having a Paraprofessional
- Activities Included in Training Paraprofessionals
- Research on Peer Tutoring
- Classroom Equipment

**Definition/Overview:**

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. Planning and Organizing Instruction for students with physical disabilities include:

**Key Points:****1. Priority registration**

Students with disabilities may be allowed to register at an earlier time to general registration each academic year.

**2. Personal Assistant (P.A.)**

Some colleges provide personal assistants for students who require assistance during the day. However, most students who require the service of a P.A. personally employ her or him.

**3. Reader Service**

Some colleges provide a reader service. The required texts are read and recorded onto tape either by volunteers or paid staff.

**4. Recording of lectures on audio-tape**

Lectures are recorded on audio-tape and later used by the students to take notes or transcribe.

**5. Transcription of audio-tape of lecture**

Arrangements are made to transcribe the lecture into text.

**6. Copies of lecture's notes and/or overheads**

Students may ask lecturers for their notes and overheads. Some students ask for these before the lecture is delivered so that they can follow the lecture more easily.

It is important to note that some lecturers speak from notes that are meaningless to anyone but themselves, whilst some may not use notes at all. Others may be unwilling for their own reasons, good or otherwise, to let anyone see their notes. Students must be prepared for these situations.

**7. Note taker**

A classmate may be employed to take notes for a student who has difficulty writing, or may offer to make carbon copies of her or his notes for the student.

**8. Time extension on out-of-lecture assignments**

On essays, fieldwork, projects etc. In obtaining time extensions, students should avoid the accumulation of assignments.

**9. Materials in alternative formats**

Students may be able to access notes on the internet or via e-mail.

**10. Word-processing facilities**

Most colleges will provide students with disabilities access to word-processing facilities.

Students may receive priority in queuing for use of a word-processor. Some colleges provide word-processing tuition on a one-to-one basis.

## **11. Photocopying Facilities**

Many colleges provide photocopying facilities free of charge or at a reduced rate to students with disabilities.

## **12. Special Library Arrangements**

See chapter on the library.

## **13. Counseling and Medical Service**

Provide counseling service for all students in most colleges/universities.

## **14. Study skills courses**

Many institutions provide courses on study skills for students who feel they need extra help in writing and research techniques, spelling and time-management. Students with disabilities should also consider participating in this very valuable service.

## **15. Instructional Arrangements**

### **15.1. Large-Group Instruction**

- Advantages and Disadvantages of Large-Group Instruction
- Guidelines for Large-Group Instruction

### **15.2. Small-Group Instruction**

- Advantages of Small-Group Instruction
- Disadvantages of Small-Group Instruction
- Guidelines for Small-Group Instruction

### **15.3. One Student with Teacher**

- Adult Helpers with Students
- Planning and Implementing Paraprofessional Programs
- Students Teaching Students: Peer Tutoring
- Description of Peer Tutoring
- Research on Peer Tutoring
- Programming Guidelines for Peer Tutoring

### **15.4. Students Teaching Students: Classwide Peer Tutoring**

- Description of Classwide Peer Tutoring
- Research on Classwide Peer Tutoring
- Programming Guidelines for Classwide Peer Tutoring

### **15.5. Students Teaching Students: Cooperative Learning**

- Description of Cooperative Learning
- Research on Cooperative Learning
- Programming Guidelines for Cooperative Learning

### **15.6. Material with Student: Seatwork Activities**

- Learning Considerations
- Teacher Considerations

### 15.7. Material with Student: Self-Correcting Materials

- Flap
- Windows
- Stylus
- Matching Cards
- Answer on Back
- Tab
- Pocket
- Holes
- Clips
- Strips in a Folder

### 15.8. Scheduling

- General Scheduling Techniques
- Scheduling at the Elementary Level
- Scheduling at the Secondary Level
- Scheduling in the Resource Room

### 15.9. Classroom Equipment

- Tape Recorder
- Overhead Projector
- Small-Item Materials

## 16. Arrangement of Students

- Arrange students so that they can easily see and hear teacher presentations.
- Arrange students so that the teacher has easy access to any student.
- Arrange students so that the teacher easily sees the students.
- Decide whether desks are to be arranged in clusters or rows.
- Place difficult-to-teach or off-task students in the middle of the room near the front.

## **17. Arrangement of Materials**

- Keep frequently used materials easily accessible.
- Ensure that high-traffic areas are free of congestion.

## **18. Arrangement of Special Areas and Centers**

- Academic Areas
- Teacher Areas
- Individual Student Areas
- Audiovisual Area

## **19. Large Group Instruction**

### **19.1 Advantages**

- It is time-efficient.
- Students are prepared for lecture-type of instruction in postsecondary and secondary settings.
- General and special educators who co-teach may share the responsibilities of teaching the large group.

### **19.2 Disadvantages**

- The teacher is unable to deal easily with diverse abilities and skill levels that exist in most classrooms.
- Questions may go unanswered.
- Distractible students may remain off-task.
- Students who need more intensive instruction may fail to receive it.

- High-ability students may think instructional pace is too slow.
- Low-ability students may think instructional pace is too fast.
- Behavioral problems may arise from frustration.

## **20. Guidelines for Large Group Instruction**

- Keep instruction short.
- Use questions to involve students in the lessons.
- Use lecture-pause routines (RAP).
- Encourage active participation among lower-performing students while maintaining the involvement of higher-achieving students.
- Use visual aids to promote understanding of the lecture material.
- Maintain a lively pace.
- Use frequent change-ups.
- Determine the rules for behavior during presentations.
- If students misbehave, praise students who follow the rules.
- Use flexible grouping.
- Use participation buddies to promote student involvement.
- Use response cards to promote participation.
- Use Ask, Pause, and Call.
- Use signals to avoid surprise call-ons.

## **21. Disadvantages of Large Group Instruction**

- Students are required to do more seatwork.
- Teachers must do more planning (for students doing seatwork and for small groups, too).
- Teachers must organize more instructional variables.
- Teachers must provide more instruction in the respective academic or content area.

## 22. Guidelines for Small Group Instruction

- Establish rules for small group instruction.
- Make the groups as homogeneous as possible.
- Maintain flexible groupings.
- Locate the small group in the area that allows the teacher to scan the entire class.
- Place the students in a semicircle so that their shoulders align with the students beside them.
- Use motivation activities during small group work.

## 23. Advantages of Having a Paraprofessional

- Paraprofessionals allow for a supportive instructional arrangement.
- They provide vital, cost-effective services.
- They provide a powerful resource for increasing the engaged learning time of students with learning and behavioral problems.
- Paraprofessionals who speak other languages and understand other cultures can help in working with culturally and linguistically diverse students.

## 24. Activities Included in Training Paraprofessionals

- Tour the school and meet key personnel.
- Explain the need for confidentiality and the rules that govern it.
- Review the dress code and appropriate standards of behavior.
- Review the communication system.
- Demonstrate how to operate equipment related to instruction and special needs of students.
- Discuss schedules school events, emergency procedures, and absences.
- Introduce training in instructional procedures regarding presentation techniques, guided practice, corrective feedback, encouragement, and independent-practice activities.

## 25. Research on Peer Tutoring

## 26. Classroom Equipment

- Tape recorder
- Overhead projector
- Miniature chalkboard
- Flannel board
- Game materials
- Construction materials
- Typewriter
- Durable coverings
- Magnetic board
- Tracing screen
- Mirror

### Topic : Assessing Students For Instruction

#### Topic Objective:

At the end of this topic students will be able understand:

- What to Teach the Individual Student
- How to teach the individual student
- Individualized Programming
- Curriculum-Based Assessment (CBA)
- Curriculum-Based Measurement (CBM)
- Stages of Learning
- Primary Uses of CBM
- Individually Referenced Data Systems
- Sample Box Plot
- CBM to Establish Performance Standards
- Steps in Precision Teaching
- The Value of Using Graphs

- Measures of Change of Performance Over Time
- Commentary on Data-Based Instruction
- Formats for Determining How to Teach
- Guidelines for Systematic Observation
- Six Elements in Portfolio Assessment
- Important Factors in Assessing How to Teach
- Guidelines for Developing an Effective Grading System
- Effective Practices

**Definition/Overview:**

The student teacher essentially shadows the cooperating teacher for about one week, eventually gaining more responsibility in teaching the class as the days progress. The supervisor, as well as cooperating teacher, are to monitor the progress of the student teacher throughout the experience, ensuring its satisfactory. A grade of Pass or Fail in student teaching, as well as satisfactory completion of a school's education program, is an indication as to whether the college recommends the student for certification to teach.

**Key Points:****1. What to Teach the Individual Student**

Student teaching is a college-supervised instructional experience; usually the culminating course in a university/college undergraduate education or graduate school program leading to teacher education and certification. Examples of programs include Early Childhood (Birth-Grade 2), Childhood (Grades 1-6), and Adolescence (Grades 7-12). It is required by those earning either a Bachelor of Education or Master of Education degree.

## 2. How to teach the individual student

There are alternative ways to fulfill the student teaching requirement (e.g. NYC Student Teaching Initiative, NYC Summer Teaching Experience Program [STEP]).

There are also ways to substitute student teaching in lieu of professional experience. For example, in New York State, a substitute teacher who worked at least 40 full days in a district (2 half days equal 1 full day ) or a Teaching Assistant who worked full-time for two years in a district, qualifies for the superintendent of that district to sign the OT-11 form. Just drop the form off in the Human Resource Department. However, be sure that the teaching performance was satisfactory and there's nothing in the employment file stating otherwise. Request copies or see the employment file beforehand. Be sure that the substitute teaching is in the grade levels and areas of specialization you plan on being certified in. Check with your State Education Dept. to see what those accepted areas are. Also, if you are in a program leading to certification, talk with the school's Education Dept. to be sure that they accept a student teaching waiver or alternative experience.

## 3. Individualized Programming

- An instructional program that enables the student to work on appropriate tasks or content over time under conditions that motivate.

## 4. Curriculum-Based Assessment (CBA)

- An approach that uses direct observation and recording of a students performance in the school curriculum as a basis for obtaining information to make instructional decisions.

## 5. Curriculum-Based Measurement (CBM)

- The use of specific procedures whereby the students academic skills are assessed from repeated rate samples using stimulus materials taken from the students curriculum.

## **6. Stages of Learning**

## **7. Primary Uses of CBM**

- Establish district or classroom performance standards.
- Identify students who need special instruction.
- Monitor individual student progress toward long-range goals.

## **8. Sample Reading Administration Format**

- Randomly select a passage from the goal-level material.
- Place it in front of and facing the student.
- Keep a copy for the examiner.
- Provide directions
- Have the student read orally for one minute.
- Score the students performance in terms of number of words read correctly and note errors for instructional purposes.

## **9. Sample Reading Administration Format**

- Randomly select a passage from the goal-level material.
- Place it in front of and facing the student.
- Keep a copy for the examiner.

- Provide directions
- Have the student read orally for one minute.
- Score the students performance in terms of number of words read correctly and note errors for instructional purposes.

### **10. Individually Referenced Data Systems**

- direct measurement
- repeated measurement
- graphing data
- long-range goal performance monitoring
- short-range goal performance monitoring
- data analysis
- instructional decisions

### **11. Sample Box Plot**

### **12. CBM to Establish Performance Standards**

- material selection
- test administration
- performance display and interpretation
- decision-making framework

### **13. Steps in Precision Teaching**

- Select a target behavior.

- Develop a task sheet or probe for evaluation of student progress in daily timings.
- Graph the data two to five times a week and set instructional aims that correspond to a standard of fluency.
- Design the instructional program.
- Analyze data and make instructional decisions.

#### **14. The Value of Using Graphs**

- Graphs provide a visual description of data and reduce large amounts of data.
- Graphs simplify the presentation of results and facilitate communication of program results and student learning.
- Graphs reflect important characteristics of performance.
- Graphs facilitate the use of data to plan and modify instruction.
- Graphs provide informational and motivational feedback.

#### **15. Measures of Change of Performance Over Time**

#### **16. Commentary on Data-Based Instruction**

- A positive association can be seen between data-based monitoring and student achievements.
- CBM measurements have good reliability and validity.
- Self-selected goals yield better performance than assigned goals.
- When teachers establish moderately to highly ambitious goals, students achieve better.
- CBM combined with classwide peer tutoring has proven to be effective for classes of diverse learners.

## 17. Formats for Determining How to Teach

Teacher must use following formats for teaching the students:

- systematic observation
- formal assessment
- criterion tests
- rating scales
- interviews
- charting
- alternative assessment

## 18. Guidelines for Systematic Observation

- Select the behavior to be observed. Make sure that the target behavior is identifiable to the extent that it is measurable.
- Select a method of recording the behavior and record its frequency.
- Describe the conditions under which the observations are made. These include time, place, activity, antecedent event, and consequent event.

## 19. Six Elements in Portfolio Assessment

- Valued outcomes are targeted by assessment.
- Authentic tasks (real work) are used for assessment.
- Selected tasks involve cooperative endeavors among students and between the teacher and the student.
- Multiple dimensions (e.g., content, strategies, methods of inquiry, and work processes) are used to evaluate learning.
- The completion of products includes reflection and self-evaluation.
- Assessment and instruction are integrated.

## 20. Important Factors in Assessing How to Teach

## 21. Guidelines for Developing an Effective Grading System

- Determine grades on the basis of course objectives.
- Use multiple evaluation methods.
- Teach students to understand the grading system.
- Monitor the performance of students frequently and give feedback.
- Remember that an effective grading system is a motivational tool.
- Determine whether districtwide grading procedures exist.
- Use alternative grading systems for students with learning problems.

## 22. Effective Practices

- Communicate expectations and grading guidelines to parents and students.
- Inform students and their families of current performance regularly.
- Review exemplary models of classroom assignments with students.
- Use a range of assignments.
- Employ CBA alternatives to traditional testing.
- Involve students in grading process.
- Avoid competition among students.
- Give separate grades for content and style.
- Design valid tests.
- Teach test-taking skills.
- Use extra credit judiciously for motivation.
- Use median scores to determine grades.
- Use Internet to communicate.

### 23. Benefits of Record-Keeping

- Students enjoy participating in recording their progress.
- Teachers gain satisfaction.
- Teachers can target learning difficulties and make timely interventions.
- Teachers can share progress.
- Data can be used to help make program- placement decisions.
  - In Section 2 of this course you will cover these topics:
    - Teaching Students And Managing Instruction
    - Promoting Social, Emotional, And Behavioral Development
    - Assessing And Teaching Language

#### Topic : Teaching Students And Managing Instruction

##### Topic Objective:

At the end of this topic students will be able understand:

- Continuum of Instructional Choices
- Setting Demands of an Implicit Learning Environment
- Programmed Instruction
- Systematic Teaching Steps
- Competencies for Opening the Lesson
- Explicit Modeling
- Competencies for Conducting Guided Practice
- Competencies for Conducting Independent Practice
- Competencies for Promoting Generalization
- Steps for Teaching Self-Recording
- Competencies for Fostering Independence
- Self-Management Activities for Students
- Competencies for Using Questions
- Questions to Help Teachers Assess Classroom Tone
- Classroom Rule Guidelines
- Steps in Presenting Rules

- Teaching Appropriate Behavior Regarding Rules and Routines
- Accommodations Involving Materials
- Accommodations Involving Interactive Instruction
- Accommodations Involving Student Performance
- Material Selection Factors
- Guidelines for Designing a Curriculum

**Definition/Overview:**

It typically consists of self-teaching with the aid of a specialized textbook or teaching machine that presents material structured in a logical and empirically developed sequence or sequences. Programmed instruction may be presented by a teacher to as well and it has been argued that the principles of Programmed Instruction can improve classic lectures and textbooks.

**Key Points:****1 Continuum of Instructional Choices****2 Setting Demands of an Implicit Learning Environment**

- Learners must have sufficient prior knowledge.
- Learners must attend to teacher presentations, teacherstudent interactions, and studentstudent interactions.
- Learners must use cognitive and metacognitive processes.
- Students must be active participants in their learning.

- Students must engage in cooperative learning arrangements.
- Students must recognize their own learning characteristics and maintain a proactive attitude about learning.

### **3 Programmed Instruction**

Programmed instruction allows students to progress through a unit of study at their own rate, checking their own answers and advancing only after answering correctly. In one simplified form of PI, after each step, they are presented with a question to test their comprehension, then are immediately shown the correct answer or given additional information. However the objective of the instructional programming is to present the material in very small increments. The more sophisticated forms of programmed instruction may have the questions or tasks programmed well enough that the presentation and test model--an extropolation from traditional and classical instruction is not necessarily utilized.

### **4 Systematic Teaching Steps**

- opening a lesson
- conducting an interactive presentation
- closing the lesson

### **5 Competencies for Opening the Lesson**

### **6 Explicit Modeling**

## **7 Competencies for Conducting Guided Practice**

## **8 Competencies for Conducting Independent Practice**

## **9 Competencies for Promoting Generalization**

## **10 Steps for Teaching Self-Recording**

- Provide rationale.
- Demonstrate and model.
- Practice with feedback.

## **11 Competencies for Fostering Independence**

## **12 Self-Management Activities for Students**

- Select activities from a list designed to help them achieve objectives.
- Manage their own work schedules using check-off sheets.
- Use audiovisual equipment independently.
- Select instructional materials and return them to the proper place.
- Tutor one another when feasible.
- Ask for adult help when necessary.

- Self-correct work.
- Administer timings on probes for targeted behaviors.
- Model appropriate learning and social behavior for one another.
- Develop techniques for modifying their own behavior.
- Find solutions to social conflicts without teacher intervention.

### **13 Competencies for Using Questions**

### **14 Questions to Help Teachers Assess Classroom Tone**

- Do I strive to maintain good physical health?
- Do I strive to maintain good emotional health?
- Do I treat students with respect?
- Do I enjoy teaching?
- Do I behave confidently?
- Do I have a positive attitude toward students and peers?
- Do I accept the challenge of educating all learners?
- Do I change my position when a compelling reason exists to do so?
- Am I happy?
- Am I effective at helping students learn?
- Do I listen to students and peers well?
- Do I have a sense of humor?

### **15 Classroom Rule Guidelines**

- Select the minimum number of rules.
- State the rules positively.
- Determine consistent consequences for rule fulfillment or infraction.
- Tailor rules to individual classroom goals and to individual teaching styles.
- Include school rules within class rules.

- Display rules where they can be easily seen by the teacher and students.

## **16 Steps in Presenting Rules**

- Present each rule and discuss why it is important.
- Clarify each rule and the expected behaviors associated with it.
- Once a rule has been presented and discussed, immediately begin to reinforce students for appropriate rule-based behaviors.
- Discuss the consequences for breaking the rules.

## **17 Teaching Appropriate Behavior Regarding Rules and Routines**

- Use advanced organizers.
- Describe the behavioral expectations.
- Demonstrate the behavioral expectations.
- Conduct guided practice with feedback.
- Conduct independent practice with feedback.
- Maintain behavioral expectations.

## **18 Accommodations Involving Materials**

- Use a tape recorder.
- Clarify or simplify written directions.
- Present small amount of work.
- Block out extraneous stimuli.
- Highlight essential information.
- Locate place in consumable material.
- Provide additional practice activities.
- Provide glossary in content areas.
- Develop reading guides.

## 19 Accommodations Involving Interactive Instruction

- Use explicit teaching procedures.
- Repeat directions.
- Maintain daily routines.
- Provide a copy of lecture notes.
- Provide students with a graphic organizer.
- Use step-by-step instruction.
- Combine verbal and visual information.
- Write key points or words on the chalk board.
- Use balanced presentations and activities.
- Use mnemonic instruction.
- Emphasize daily review.

## 20 Accommodations Involving Student Performance

- Change response mode.
- Provide an outline of the lecture.
- Encourage use of graphic organizers.
- Place students close to the teacher.
- Encourage use of assignment books or calendars.
- Reduce copying activities.
- Have students turn lined paper vertically for math.
- Use cues to denote important items.
- Design hierarchical worksheets.
- Allow use of instructional aids.
- Display work samples.
- Use peer-mediated learning.
- Encourage note-sharing.
- Use flexible work times.
- Provide additional practice.

- Use assignment substitutions or adjustments.

## 21 Material Selection Factors

Curriculum materials should:

- promote best instructional practices.
- foster learner understanding.
- guide the assessment of relevant prior knowledge.
- guide mastery learning.
- provide guidelines for learner diversity.

## 22 Guidelines for Designing a Curriculum

- Introduce information cumulatively.
- Build retention.
- Separate confusing elements and terminology.
- Make learning more meaningful by stressing Relationships.
- Reduce processing demands.
- Require faster responses

### Topic : Promoting Social, Emotional, And Behavioral Development

#### Topic Objective:

At the end of this topic students will be able understand:

- Social-emotional development
- Speed and pattern of development
- Mechanisms of social and emotional development
- Individual differences
- Behaviorism theory
- Mechanisms of development

- Naturalistic Observations
- General Techniques for Promoting Social, Emotional, and Behavioral Development
- Variables Related to Effective Instruction of Difficult-to-Teach Students
- Effects of Modeling on Students
- Consequences with Adolescents
- Activities for Increasing On-Task Behavior

**Definition/Overview:**

Social behavior of children has been shown to imitate peers. One study reported on average 13 imitative acts/child/hour.[140] In addition, peers frequently reinforce each others behavior [141][142] Among the aspects of social development responsive to peer reinforcement are sex-typed behavior,[143][144] modes of initiating interaction[145] and aggression.[146] This lead to comprehensive behavioral models for moral and social behavior.

The generation of a comprehensive behavioral development model of moral and social behavior. Their behavior-analytical approach to a comprehensive model highlights how the basic behavioral processes are thought to be involved in the acquisition and maintenance of early moral behavior patterns.

**Key Points:****1. Social-emotional development**

Newborn infants do not seem to experience fear or have preferences for contact with any specific people.By about 8-10 months, they go through a fairly rapid change and become fearful of perceived threats; they also begin to prefer familiar people and show anxiety and distress when separated from them or approached by strangers. The capacity for empathy and the understanding of social rules begin in the preschool period and continue

to develop into adulthood. Middle childhood is characterized by friendships with age-mates, and adolescence by emotions connected with sexuality and the beginnings of romantic love. Anger seems most intense during the toddler and early preschool period and during adolescence.

## **2. Speed and pattern of development**

Some aspects of social-emotional development, like empathy, develop gradually, but others, like fearfulness, seem to involve a rather sudden reorganization of the child's experience of emotion. Sexual and romantic emotions develop in connection with physical maturation.

## **3. Mechanisms of social and emotional development**

Genetic factors appear to regulate some social-emotional developments that occur at predictable ages, such as fearfulness, and attachment to familiar people. Experience plays a role in determining which people are familiar, which social rules are obeyed, and how anger is expressed

## **4. Individual differences**

Individual differences in the sequence of social-emotional development are unusual, but the intensity or expressiveness of emotions can vary greatly from one normal child to another. Individual tendencies to various types of reactivity are probably constitutional, and they are referred to as temperamental differences. Atypical development of social-emotional characteristics may be mildly unusual, or may be so extreme as to indicate mental illness. Temperamental traits are thought to be stable and enduring throughout the life span. Children who are active and angry as infants can be expected to be active and angry as older children, adolescents and adults.

## 5. Behaviorism theory

Behaviorism theory forms the foundation of the behavioral model of development. He wrote extensively on child development and conducted research (see Little Albert experiment). Watson was instrumental in the modification of William James stream of consciousness approach to construct a stream of behavior theory. Watson also helped bring a natural science perspective to child psychology by introducing objective research methods based on observable and measurable behavior. Following Watson's lead, B.F. Skinner further extended this model to cover operant conditioning and verbal behavior. The identification of developmental milestones is of interest to researchers and to children's caregivers, many aspects of developmental change are continuous and do not display noticeable milestones of change. Continuous developmental changes, like growth in stature, involve fairly gradual and predictable progress toward adult characteristics. When developmental change is discontinuous, however, researchers may identify not only milestones of development, but related age periods often called stages. A stage is a period of time, often associated with a known chronological age range, during which a behavior or physical characteristic is qualitatively different from what it is at other ages. When an age period is referred to as a stage, the term implies not only this qualitative difference, but also a predictable sequence of developmental events, such that each stage is both preceded and followed by specific other periods associated with characteristic behavioral or physical qualities.

## 6. Mechanisms of development

Although developmental change runs parallel with chronological age, age itself cannot cause development. The basic mechanisms or causes of developmental change are genetic factors and environmental factors. One kind of environmental guidance of development has been described as experience-dependent plasticity, in which behavior is altered as a result of learning from the environment. Plasticity of this type can occur throughout the lifespan and may involve many kinds of behavior, including some emotional reactions.

## **7. Functional Behavior Plan (Two processes)**

1. Descriptive analysis that uses multiple sources (checklists, interviews, behavior rating scales, and direct observation)
2. Functional analysis that is used to test and confirm hypotheses about the function of the problem behavior.

## **8. Social, Emotional, and Behavioral Characteristics**

- Social skills deficits
- Poor self-concept
- Dependency
- Loneliness
- Disruptive behavior
- Hyperactivity
- Distractibility
- Impulsivity

## **9. Student Profiles**

## **10. Weaknesses of Self-Report Instruments for Self-Concept**

- Potential for bias
- Desire of students to give responses that please
- Social desirability
- Reading-level difficulties

### **11. Informal Self-Report Techniques for the teacher are:**

- teacher-made checklists
- yes-or-no, true-false format
- questionnaires with open-ended or sentence completion questions
- interviews
- autobiographies

### **12. Naturalistic Observations**

- Observation of behavior
- Observation of teacherstudent interaction
- Observation of environment
- Role-play assessment

### **13. General Techniques for Promoting Social, Emotional, and Behavioral Development**

- Teach for success.
- Teach effectively.
- Provide feedback.

### **14. Variables Related to Effective Instruction of Difficult-to-Teach Students**

### **15. Focus on Promoting Proactivity**

- Set goals.
- Give responsibility.
- Engage in self-appreciation.

### **16. Promote Cooperation**

- Promote positive interactions among students.
- Use peer tutoring.
- Use cooperative learning.

### **17. Teach Self-Management**

- Self-monitoring
- Self-evaluation
- Self-reinforcement

### **18. Effects of Modeling on Students**

- New behaviors may be learned from models.
- Previously acquired behaviors may be strengthened as the students observe similar desirable behaviors of the model being reinforced.
- Previously acquired behaviors may be weakened as the students observe the model receiving punishment for similar unacceptable behaviors.

### **19. Reinforcement Defined**

- Reinforcer: an event that follows a behavior and results in maintaining or increasing the probability or rate of the behavior
- Positive reinforcement: adding something pleasurable or positive to the environment
- Negative reinforcement: withdrawing something unpleasant or negative from the environment

## 20. Features of Effective Praise

- Good praise adheres to the ifthen rule.
- Good praise frequently includes students names.
- Good praise is descriptive.
- Good praise conveys that the teacher really means what is said.
- Good praise is varied.
- Good praise does not disrupt the flow of individual or class activities.

## 21. Punishment Guidelines

- Punishment must change the behavior in the desired direction.
- Punishment always should be used in conjunction with the reinforcement plan.
- Punishment always should be administered calmly.
- Punishment should be used discriminately.
- Once a punishable behavior is targeted it should be punished consistently.

## 22. Consequences with Adolescents

- Stress the natural consequences of the behavior.
- Use conditioned reinforcers.
- Consider using peer interactions as reinforcers.
- Develop a continuum of consequences for managing inappropriate behaviors.

## 23. Activities for Increasing On-Task Behavior

- Allow the student who avoids academic tasks to choose from a variety of activities within a skill area.
- Shortly after assigning an academic task provide a reward for students who have started the work and completed several problems.

- Allow the student who avoids academic tasks to choose from a variety of activities within a skill area.
- Shortly after assigning an academic task provide a reward for students who have started the work and completed several problems.
- Use self-correcting materials.
- Use a spinner to provide reinforcement.
- Use assistance cards.
- Use feedback charts for managing behavior.
- Have students earn the privilege of doing homework at home.

### **Topic : Assessing And Teaching Language**

#### **Topic Objective:**

At the end of this topic students will be able understand:

- Standardization and Coordination
- Quality and Fairness
- Guideline for Assessing and Teaching Language
- Communicative Language Teaching
- Language Acquisition
- Nativist theories
- Language acquisition device and Universal Grammar
- Components of Language
- Needs of Bilingual and Culturally Diverse Students
- Five Major Reasons for Language Assessment
- Normal Language Assessment
- Informal Language Assessment
- Language Service Delivery Models
- Classroom-Based Language Models
- Teaching Language Skills
- Commercial Language Programs
- Computer Software Programs in Language

**Definition/Overview:**

Language education includes the teaching and learning of a language. It can include improving a learner's native language; however, it is more commonly used with regard to second language acquisition, that is, the learning of a foreign or second language, and that is the meaning that is treated in this article. As such, language education is a branch of applied linguistics.

**Key Points:****1. Standardization and Coordination**

Many have claimed that there is little coordination internationally in assessment or testing initiatives. Lambert (2001) observed, and many would agree, that the widespread adoption of the American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards, testing protocols, and rating scales in the United States has helped standardize and modernize language teaching methods in that economy, particularly at the postsecondary level. The emphasis on oral proficiency and on the ability to speak about a range of topics accurately and fluently on the Oral Proficiency Interview has motivated teachers and students to pay more attention to oral skills and less to textual translation than was previously the case. The Teachers of English to Speakers of Other Languages, a global network of educators, develops standardized practices for their profession that are widely accepted in the United States and elsewhere. However, according to Lambert, better coordination between Foreign Language (FL) curriculum development and evaluation in the United States and in Europe is needed. For example, under the direction of the Council of Europe (2001), an impressive functional approach to task-based teaching and assessment has been developed in Europe for at least 20 foreign languages across a wide range of proficiency levels. The Common European Framework for Languages (CEFL) is now guiding language teaching policies and assessment in most countries in the European Union, even though this effort is not well known in North

American FL education or policy circles. However, a section of the Modern Language Journal provides a good introduction to CEFL and a number of commentaries and critiques by European experts regarding its implementation and its connection with pedagogy and curriculum. The action-oriented can do ideology underlining the CEFL, the use of language portfolios prepared by students, and a hands-on approach to assessment are highly consistent with a 21st-century orientation to and appreciation of practical language competencies.

## 2. Quality and Fairness

Kunnan emphasizes that the most important challenge in large-scale assessment is the issue of fairness. He defines fairness in terms of the use of fair content and test methods in assessing language ability and the fair use of the scores obtained from the test. Whether test users rely on international or locally developed tests, they have a responsibility to ensure adequate evidence exists to support the interpretations and use of the scores from the test. In cases where there is a lack of evidence available in the public domain for a high-stakes EFL measure, test score users should be cautious about the inferences they make on the basis of the scores.

Among APEC member economies, ETS and Cambridge-ESOL are two major players with regard to English language test development, and they have detailed protocols in place to monitor the quality and fairness of their tests. ETS has aligned its test

development practices with those advocated in the Code of Fair Testing Practices, and Cambridge-ESOL's practices conform to the standards for test quality and fairness advocated in the ALTE Code of Practice (2001). As a result, the English proficiency tests and supporting documentation produced by these leading test development centers not only meet current international standards, but they also represent exemplars for the global language testing community.

Among current trends in assessing English language ability, four issues have implications for APEC economies: (1) adoption of professional standards to the design and use of high-stakes assessments, (2) determination of the standard (norms) of English to be

applied to assessment of EFL ability, (3) representation of L2 ability, and (4) inclusion of performance-based tasks of speaking and writing ability in high-stakes tests. When APEC economy members decide that a locally developed EFL test is preferable to an international test, a theoretical conceptualization of L2 ability can assist test designers in their work.

### **3. Guideline for Assessing and Teaching Language**

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe. In November 2001 a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see below) are becoming widely accepted as the European standard for grading an individual's language proficiency. Nonetheless, existing examinati

### **4. Communicative Language Teaching**

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms [citation needed], it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

In recent years, Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.

## 5. Language Acquisition

Language Acquisition is the study of the processes through which learners acquire language. By itself, language acquisition refers to first language acquisition, which studies infants' acquisition of their native language, whereas second language acquisition deals with acquisition of additional languages in both children and adults.

## 6. Nativist theories

Nativist theories hold that children are born with an innate propensity for language acquisition, and that this ability makes the task of learning a first language easier than it would otherwise be. These "hidden assumptions" allow children to quickly figure out what is and isn't possible in the grammar of their native language, and allow them to master that grammar by the age of three. Nativists view language as a fundamental part of the human genome, as the trait that makes humans human, and its acquisition as a natural part of maturation. They believe that children learning language are no different from dolphins learning to swim or songbirds learning to sing.

## 7. Language acquisition device and Universal Grammar

Noam Chomsky originally theorized that children were born with a hard-wired language acquisition device (LAD) in their brains. He later expanded this idea into that of Universal Grammar, a set of innate principles and adjustable parameters that are common to all human languages. According to Chomsky, the presence of Universal Grammar in the brains of children allow them to deduce the structure of their native languages from "mere exposure".

Much of the nativist position is based on the early age at which children show competency in their native grammars, as well as the ways in which they do (and do not) make errors. Some research suggests that infants are born able to distinguish between

phonemes in minimal pairs, distinguishing between bah and pah, for example. Another source of support for this viewpoint is that young children (under the age of three) do not speak in fully formed sentences, instead saying things like 'want cookie' or 'my coat.' They do not, however, say things like 'want my' or 'I cookie,' statements that would break the syntactic structure of the phrase, a component of universal grammar. Children also seem remarkably immune from error correction by adults, which nativists say would not be the case if children were learning from their parents.

## 8. Components of Language

## 9. Needs of Bilingual and Culturally Diverse Students

- access to teachers who are proficient in English as well as in the students native language
- use of nonbiased assessment and instruction to formulate appropriate individualized programs
- exposure to curriculum and alternative instructional strategies that promote the academic social relevance of instruction

## 10. Five Major Reasons for Language Assessment

To identify students with potential language problems

- to determine a students language
- to plan appropriate educational intervention programs
- to monitor the students progress
- to evaluate the language intervention program

## 11. Normal Language Assessment

- screening tests
- Diagnostic tests

## 12. Informal Language Assessment

Informal language assessment includes:

- Informal tests of phonology
- Informal tests of morphology
- Informal tests of syntax
- Informal tests of semantics
- Informal tests of pragmatics
- Curriculum-based measurement

## 13. Language Service Delivery Models

There are three language service delivery models that are:

- Pullout therapy model
- Classroom-based language models
- Strategies-based model

## 14. Classroom-Based Language Models

Following are the classroom based language models:

- Team teaching
- Self-contained classroom teaching
- One-to-one intervention
- Staff, curriculum, or program development

- Consultation

### **15. Teaching Language Skills**

- Strategies for increasing language comprehension
- Strategies for increasing language production
- Imitation and modeling strategies
- Parental involvement

### **16. Commercial Language Programs**

- Clinical Language Intervention Program
- Fast Forward
- Language for Learning Distar Language II and III
- Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech
- Peabody Language Development Kits
- Teaching Morphology Developmentally

### **17. Computer Software Programs in Language**

- Parts of Speech
- Picture Gallery
- Vocabulary Development
- Words Around Me
  - In Section 3 of this course you will cover these topics:
    - Assessing Reading
    - Teaching Reading
    - Assessing And Teaching Spelling

**Topic : Assessing Reading****Topic Objective:**

At the end of this topic students will be able understand:

- Reading
- Top-Down Approach
- Bottom-Up Approach
- Adams Model of the Reading Process
- Chall's Reading Stages
- Ehri's Phases of Sight Word Development
- Child's Knowledge of Concepts About Print
- Phonological Awareness Language Components
- Phonological Awareness Tasks
- Reading Assessment
- Reading Assessment
- Informal Reading Assessment
- Teacher Observation Questions

**Definition/Overview:**

**Reading:** Reading is a complex cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning. Written information is received by the retina, processed by the primary visual cortex, and interpreted in Wernicke's area. Reading is a means of language acquisition, of communication, and of sharing information and ideas.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of language), and comprehension. Readers may use morpheme, semantics, syntax and context cues to identify the meaning of unknown words.

Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

### **Key Points:**

#### **1. Top-Down Approach**

Top-down reading models suggest that processing of a text begins in the mind of the readers with

- meaning-driven processes, or
- an assumption about the meaning of a text.

From this perspective, readers identify letters and words only to confirm their assumptions about the meaning of the text.

The proponents generally agree that:

- comprehension is the basis for decoding skills, not a singular result, and
- meaning is brought to print, not derived from print.

A top-down reading model is a reading model that:

- emphasizes what the reader brings to the text
- says reading is driven by meaning, and
- proceeds from whole to part.

#### **2. Bottom-Up Approach**

A bottom-up reading model emphasizes a single-direction, part-to-whole processing of a text.

In the beginning stages it gives little emphasis to the influences of the reader's world knowledge, contextual information, and other higher-order processing strategies. A bottom-up reading model is a reading model that:

- emphasizes the written or printed text
- says reading is driven by a process that results in meaning (or, in other words, reading is driven by text), and
- proceeds from part to whole.

### **3. Adams Model of the Reading Process**

### **4. Chall's Reading Stages**

- Stage 0: prereading
- Stage 1: initial reading or decoding
- Stage 2: confirmation, fluency, and ungluing from print
- Stage 3: reading for learning the new
- Stage 4: multiple viewpoints
- Stage 5: construction and reconstruction

### **5. Ehri's Phases of Sight Word Development**

- pre-alphabetic phase
- partial alphabetic phase
- full alphabetic phase
- consolidated alphabetic phase

## 6. Childs Knowledge of Concepts About Print

- Point out the front and back.
- Demonstrate awareness that print contains a message.
- Indicate where to start.
- Point to a single word.
- Indicate the direction to read words.
- Indicate that at the end of a line you sweep left to the next lower line.
- Demonstrate an understanding of first and last.
- Indicate that you read the left page before the right page.
- Indicate that you stop at a period.
- Indicate that you pause at a comma.
- Count words in line.
- Point to one letter.
- Point to an uppercase letter.
- Point to the top and the bottom of a page.
- Point to the top and the bottom of a picture

## 7. Phonological Awareness Language Components

- word
- syllable
- onset and rime
- phoneme

## 8. Phonological Awareness Tasks

- word oddity
- sentence segmentation by words
- word segmentation by syllables
- sound matching
- blending

- word manipulation
- syllable splitting
- phoneme segmentation

### **9. Reading Assessment**

- Achievement and Diagnostic Tests
- Gates-MacGinitie Reading Tests
- Iowa Tests of Basic Skills
- Kaufman Test of Educational Achievement
- Metropolitan Achievement Tests
- Woodcock-Johnson III Tests of Achievement

### **10. Reading Assessment**

- Criterion-Referenced Tests
- Brigance Diagnostic Comprehensive Inventory of Basic Skills Revised
- California Diagnostic Reading Test (1990)
- Standardized Reading Inventory 2
- Comprehensive Test of Phonological Processing
- DIBELS
- Test of Silent Word Reading Fluency

### **11. Informal Reading Assessment**

- graded word lists
- informal reading inventory
-

## 12. Teacher Observation Questions

- What is the students attitude toward reading?
- What specific reading interest does the student have?
- Is the student making progress in reading?
- What strengths and weaknesses in reading does the student exhibit?
- During oral reading, does the student read word by word or with fluency?
- What kinds of errors does the student make consistently?
- What word analysis skills does the student use?
- Does the student use content clues to recognize words?
- Does the student have a good sight vocabulary?
- Does the student appear to pay attention to the meaning of the material when reading?

### Topic : Teaching Reading

#### Topic Objective:

At the end of this topic students will be able understand:

- Components of Evidence-Based Reading Instruction
- Phonological Awareness Training
- Phonics Instruction
- Fluency Instruction
- Vocabulary Instruction
- Core Reading Programs
- Basal Reading Approach
- Five Components of Effective Research-Based Reading Instruction
- Enhancing Phonological Awareness
- Phonics Instructional Approaches
- Components of Effective Reading Comprehension Interventions for Students with LD
- Reading Approaches
- Directed Reading Activity for Teaching a Reading Lesson
- Literature-Based Reading Activities
- Guidelines for Teaching Phonics

- Guidelines for Implementing Whole Language Programs with Students with Learning Problems
- Five Recommendations to Enhance the Effectiveness of Phonological Awareness Instruction
- Teaching Strategies in Reading
- Guidelines for Teaching Adolescents
- Reading Activities
- Commercial Reading Programs

**Definition/Overview:**

Whole language is a method of teaching reading that emphasizes literature and text comprehension. Students are taught to use critical thinking strategies and to use context to "guess" words that they do not recognize. In the younger grades, children use invented spelling to write their own stories.

In contrast, "Phonics" emphasizes the alphabetic principle -- the idea that letters represent the sounds of speech, and that there are that there are systematic and predictable relationships between written letters and spoken words. Both instructional methods use elements that are emphasized in the other; the differences between the methods are largely related to what is emphasized and the sequence of skill instruction.

**Key Points:**

- 1. Components of Evidence-Based Reading Instruction**
- 2. Phonological Awareness Training**

Phonological awareness is the conscious sensitivity to the sound structure of language. It includes the ability to auditorily distinguish units of speech, such as a word's syllables and a syllable's individual phonemes. The ability to segment and blend phonemes is critical for

the development of decoding skills, reading fluency, and spelling. Phonological awareness is an important and reliable predictor of later reading ability and has, therefore, been the focus of much research. Phonological awareness is often confused with phonics, but it is different. Phonics requires students to match letters or letter patterns with sounds (decoding) and to use this information to read words. Phonological awareness relates ONLY to speech sounds, not to alphabet letters or sound-spellings. Phonemic awareness is a subset of phonological awareness.

Phonological awareness is developed through a variety of activities that expose students to the sound structure of the language and teach them to manipulate it. Specific activities, like clapping the sounds in words and blending phonemes to say words, as well as less directed activities like songs and nursery rhymes are important developing this auditory skill. Research has also shown that students learn phonological awareness in the context of activities that do involve letters and sometimes even spelling. Although phonological awareness is technically only about sounds, research demonstrates the utility of doing phonological awareness practice in the context of reading activities.

### 3. Phonics Instruction

Phonics instruction is a necessary component of reading instruction, but not sufficient by itself to teach children to read. This result matched the overall goal of whole language instruction and supported the use of phonics for a particular subset of reading skills, especially in the earliest stages of reading instruction.

### 4. Fluency Instruction

Fluency (also called volubility and loquaciousness) is the property of a person or of a system that delivers information quickly and with expertise. **Fluency** is a speech and language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly. . Fluency disorders are used as a collective term for cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech. Fluency disorders are most often complex in nature and they tend to occur more often in boys than in girls

## 5. Vocabulary Instruction

Several theories of vocabulary instruction exist, namely, one focused on intensive instruction of a few high value words, one focused on broad instruction of many useful words, and a third focused on strategies for learning new words.

The idea of focusing intensely on a few words was popularized by Isabel Beck, Margaret McKeown, and Linda Kucan in their book for teachers called *Bringing Words to Life: Robust Vocabulary Instruction* (2002). They argued that words occur in three "tiers," the lowest (tier 1) being common words such as eat and fish, the top (tier 3) being very content-specific words such as photosynthesis and geopolitical. The tier 2 words were what they considered general academic vocabulary, words with many uses in academic contexts, such as analyze and frequent. Beck et al. suggested that teachers focus on tier 2 words and that they should teach fewer of these words with greater intensity. They suggested that teachers offer multiple examples and develop activities to help students practice these words in increasingly independent ways.

## 6. Core Reading Programs

A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.

Historically, core-reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. Adoption of a core does not imply that other materials and strategies are not used to provide a rich, comprehensive program of instruction. The core program, however, should serve as the primary reading program for the school and the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction. Such programs may or may not be commercial textbook series.

## 7. Basal Reading Approach

Basal readers are textbooks used to teach reading and associated skills to schoolchildren. Commonly called "reading books" or "readers", they are usually published as anthologies that combine previously published short stories, excerpts of longer narratives, and original

works. A standard basal series comes with individual identical books for students, a Teacher's Edition of the book, and a collection of workbooks, assessments, and activities.

## **8. Five Components of Effective Research-Based Reading Instruction**

### **9. Enhancing Phonological Awareness**

- Focus on the auditory features of the word.
- Move from explicit segments of the word to more implicit segments.
- Use phonological properties and dimensions of words to enhance performance.
- Scaffold blending and segmenting through explicit modeling.
- Integrate letter-sound correspondence once learners are proficient with auditory.

### **10. Phonics Instructional Approaches**

- analogy based-phonics
- analytic phonics
- embedded phonics
- phonics through spelling
- onset-rime phonics instruction
- synthetic phonics

### **11. Components of Effective Reading Comprehension Interventions for Students with LD**

- Effective interventions support the view that LD is a result of a language-based disability.
- Combine basic reading skills, fluency, self-questioning strategies, comprehension monitoring, and encourage students to view success as their own effort.
- Vocabulary acquisition and fluency training are necessary but not sufficient.
- Adjunct aids are used.

- Self-questioning training is included.
- It is essential for teachers to provide modeling, support, guidance, extended practice application, strategic feedback, attributional feedback, and to monitor student progress.
- Direct instruction provides positive results.
- Whole language interventions yield less positive results.

## **12. Reading Approaches**

- basal reading approach
- literature-based reading approach activities
- phonics approach
- linguistic approach
- whole language approach
- language experience approach
- individualized reading approach

## **13. Directed Reading Activity for Teaching a Reading Lesson**

- Motivate the student to learn the material.
- Prepare the student by presenting new concepts and vocabulary.
- Guide the student in reading the story by asking questions that give a purpose or goal for the reading.
- Develop or strengthen skills relating to the materials through drills or workbook activities.
- Assign work to apply the skills acquired during the lesson.
- Evaluate the effectiveness of the lesson.

## **14. Literature-Based Reading Activities**

- teacher reading aloud to children
- oral reading variations

- shared reading
- shared reading
- sustained silent reading

### **15. Guidelines for Teaching Phonics**

- Use lowercase letters for beginning instruction.
- Introduce most useful skills first.
- Introduce easy sounds and letters first.
- Introduce new letter-sound associations at a reasonable pace.
- Introduce vowels early, but teach consonants first.
- Emphasize the common sounds of letters first.
- Teach continuous sounds prior to stop sounds.
- Teach sound blending early.
- Introduce consonant blends.
- Introduce consonant digraphs.
- Introduce regular words prior to irregular ones.
- Read connected text that reinforces phonics patterns.

### **16. Guidelines for Implementing Whole Language Programs with Students with Learning Problems**

- Read aloud to students regularly.
- Devote a few minutes each day to sustained silent reading.
- Introduce students to predictable books with patterned stories.
- Use writing activities.
- Include journal writing.
- Provide meaningful printed materials.
- Establish a network to communicate with other teachers.

## **17. Five Recommendations to Enhance the Effectiveness of Phonological Awareness**

### **Instruction**

- Focus first on the auditory features of words.
- Move from explicit, natural segments of language to the more implicit and complex.
- Use phonological properties and dimensions of words to enhance performance.
- Scaffold blending and segmenting through explicit modeling.
- Integrate letter-sound correspondence once learners are proficient with auditory tasks.

## **18. Success for All**

- whole-day kindergarten
- reading programs for 90 minutes per day
- combination of phonics and whole language
- homogeneous reading groups
- one-to-one tutoring for grade students
- cooperative learning
- family support services
- a part-or full-time project facilitator

## **19. Reading Recovery**

- Student first rereads two easy books.
- Student works on a book introduced; as the student reads, the teacher conducts a diagnostic procedure.
- Student manipulates plastic letters on a magnetic board to work with letters.
- Student dictates and practices writing.
- Teacher writes the sentence on a strip and asks the student to recreate.
- The student prepares for and reads an unfamiliar book.

## **20. Multisensory Reading Method**

- the Fernald method
- the Gillingham method
- word Imprinting

## **21. Remedial Reading Programs and Methods**

- phonological awareness training
- reading mastery
- corrective reading
- success for all
- reading recovery
- multisensory reading method
- neurological impress method
- glass analysis
- high-interest-low vocabulary method
- functional reading

## **22. Designing a Reading Program**

- Use effective teaching practices.
- Provide pre-reading experiences.
- Consider the nature of reading development.
- Provide explicit and implicit reading instruction.

## **23. Teaching Strategies in Reading**

- keyword method
- reciprocal teaching
- mapping strategies

## **24. Guidelines for Teaching Adolescents**

- Use instructional time efficiently.
- Remediate early, strategically, and often.
- Teach less but more thoroughly.
- Teach reading strategies explicitly
- Use a balance of teacher-directed and student-centered activities.
- Evaluate progress frequently to determine effectiveness of instruction.

## **25. Reading Activities**

- Pre-reading activities: Concepts about print
- Pre-reading activities: Phonological awareness
- word-attack activities
- fluency activities
- comprehension activities

## **26. Commercial Reading Programs**

- Edmark Reading Program
- Great Leaps Reading Program
- Learning Strategies Curriculum
- Learning Through Literature
- Phonic Remedial Reading Lessons
- Phonological Awareness Training for Reading
- Specific Skill Series
- TR Reading Comprehension Series

## Topic : Assessing And Teaching Spelling

### Topic Objective:

At the end of this topic students will be able understand:

- Assessing and Teaching Spelling
- Invented Spelling
- Benefits
- Costs
- Instruction for Conventional Spelling
- Assessment of Spelling Skills
- Spelling Standards and Conventions
- Methods Used To Teach and Learn Spelling
- Five Stages of Spelling
- Teaching Spelling Skills

### Definition/Overview:

**Assessing and Teaching Spelling:** is not an instructional technique but rather something that is encouraged or discouraged by a child's teachers and parents. Inventive spelling is not universally accepted. Whether teachers and parents encourage inventive spelling is generally connected to those individuals' perspectives on the importance of experimentation in learning.

### Key Points:

#### 1. Invented Spelling

Whether an individual accepts or rejects inventive spelling is a feature of that individual's theory of learning. The debate is closely linked with the debate over whole language literacy instruction and phonics instruction. Spelling tend to believe in constructivism, a theoretical perspective on learning (an epistemology) grounded in postmodernism and holism. Constructivists believe that knowledge is created by individuals in a social context. Because knowledge is cultural, there are no right answers. In terms of inventive spelling, constructivists are likely to believe that the child is inventing spellings in accord with his or her understanding of language and print. These spellings are neither right nor wrong; they reflect the child's development as a speller.

Traditional models of spelling instruction require children to write out lists of spelling words, often a prescribed number of times, in practice for a Friday test. This method of instruction does not tend to improve students' spelling on any words except those on the test. Current instruction that emphasizes conventional spelling focuses on the phonics patterns and rules in English.

Once children learn these phonics patterns, they can apply them to words. When children make errors, the teacher does not merely tell them they are wrong; the teacher, to the extent possible, returns the child's attention to the relevant rule or pattern.

## 2. Benefits

Whether teachers encourage children to use inventive spellings or not, analyzing them has several key advantages:

- Children's invented spellings help teachers understand what students know and do not know about the phonetic structure of the language.
- Sophisticated spelling, even if it is not conventional, may indicate strong phonological awareness.
- Examining invented spellings may help researchers understand the development of phonological awareness and understanding of sound-symbol correspondences.

For those teachers who emphasize constructivist, inventive spellings, there are further advantages:

- Children who are allowed to spell inventively may learn an earlier appreciation for writing.
- Children who spell inventively may be more creative in their writing because they focus less on form.

### **3. Costs**

Permitting or encouraging children to spell inventively has some costs.

- According to some research, children may learn to spell correctly faster if they are taught to do so in a direct and systematic way.
- Encouraging inventive spelling may delay children's conventional spelling development.
- Early excitement about writing may give way to later frustration when students feel a lack of confidence about their misspellings.
- Some students like to spell things correctly and may resist attempts to get them to spell inventively.
- Practicing bad spelling habits ingrains them and makes them difficult to overcome, while spelling correctly from the beginning eliminates this problem.

### **4. Instruction for Conventional Spelling**

Traditional models of spelling instruction require children to write out lists of spelling words, often a prescribed number of times, in practice for a Friday test. This method of instruction does not tend to improve students' spelling on any words except those on the test.

Current instruction that emphasizes conventional spelling focuses on the phonics patterns and rules in English. Once children learn these phonics patterns, they can apply them to words. When children make errors, the teacher does not merely tell them they are wrong; the teacher, to the extent possible, returns the child's attention to the relevant rule or pattern. There are also sight words that do not follow patterns; children need to memorize conventional spellings for these words, such as who.

## 5. Assessment of Spelling Skills

A method of spelling assessment includes identifying misspelled words; describing error patterns; analyzing, for a given spelling error, whether the target word is a base word or is derived or inflected; and assessing the student's phonological awareness, visual orthographic memory, orthographic knowledge, and morphological awareness skills based thereon. An embodiment of the method comprises aligning the student's misspelling with the corresponding letters in the correctly spelled target word. An apparatus implements the method.

## 6. Spelling Standards and Conventions

Whereas uniformity in the spelling of words is one of the features of a standard language in modern times, and official languages usually prescribe standard spelling, minority languages and regional languages often lack this trait. Furthermore, it is a relatively recent development in various major languages in national contexts, linked to the compiling of dictionaries, the founding of national academies, and other institutions of language maintenance, including compulsory mass education.

In countries such as the U.S. and U.K. without official spelling policies, many vestigial and foreign spelling conventions work simultaneously. In countries where there is a national language maintenance policy, such as France, the Netherlands and Germany, reforms were driven to make spelling a better index of pronunciation. Spelling often evolves for simple reasons of alphabetic thrift, as when British English "catalogue" becomes American English "catalog".

## 7. Methods Used To Teach and Learn Spelling

Learning proper spelling by rote is a traditional element of elementary education. In the U.S., the ubiquity of the phonics method of teaching reading, which emphasizes the importance of "sounding out" spelling in learning to read, also puts a premium on the prescriptive learning of spelling. For these reasons, divergence from standard spelling is

often perceived as an index of stupidity, illiteracy, or lower class standing. The intelligence of Dan Quayle, for instance, was repeatedly disparaged for his correcting a student's spelling of "potato" as the now non-standard "potatoe" (C15th spelling, O.E.D.) at an elementary school spelling bee in Trenton, New Jersey on June 15, 1992.

The opposite viewpoint was voiced by President Andrew Jackson who stated "It's a damn poor mind that can only think of one way to spell a word."

Since traditional language teaching methods emphasize written language over spoken language, a second-language speaker may have a better spelling ability than a native speaker despite having a poorer command of the language.

Spelling tests are usually used to assess a student's mastery over the words in the spelling lessons s/he has received so far. They can also be an effective practice method. There are many free spelling tests on websites on the Internet. There are two major problems with spelling tests, however. Firstly, many students "cram" the content into short term memory only to forget it immediately after the test. Secondly, although tests are great to determine which words are hard for a student, they do not ensure proper follow up. An effective remedy is often missing, especially since some students need much more support than others.

Spelling bees are competitions to determine the best speller of a group. Such events have grown in popularity and are often televised, particularly in the U.S.

## **8. Five Stages of Spelling**

Spelling is all about patterns. Children need to be taught to see the patterns so they learn patterns instead of memorizing every single letter of every single word.

Learning to spell is a developmental process; i.e., a child's spelling ability progresses through predictable stages.

When children are involved in a writing/spelling program that focuses on enthusiastic communication rather than on correctness, they are far less likely to develop a fear or distaste of writing, and their spelling ability progresses through predictable stages:

### **8.1 Precommunicative Spelling**

Precommunicative Spelling is the spelling when kids first use alphabet symbols to represent words. They may string letters together to represent something they want to say and may even copy certain words, but they do not yet grasp the symbol-sound relationships.

### **8.2 Semiphonetic Spelling**

Semiphonetic Spelling when children know that letters represent the sounds in words and they can use the letters they know to write those sounds. At this stage, however, they only partially perceive and reliably represent the sounds in words. The letters may be in correct sequence, but they omit some of the major sounds (e.g., writing crts for carrots, camr for camera, librt for liberty).

### **8.3 Phonetic Spelling**

Phonetic Spelling when children spell words the way they sound. All the surface sound features are represented, including vowels (even though the words may not have standard spelling). At this stage, they have constructed a systematic, sophisticated, and perceptually accurate mapping of words. They often overapply a spelling rule they've learned (e.g., a silent e in every word with a long vowel sound).

### **8.4 Transitional Spelling**

Transitional Spelling when children move to greater reliance on visual memory and are developing a sense of whether a word looks right. They display new knowledge of the conventions of English spelling (vowels in every syllable, vowel combination patterns, inflectional endings, frequently occurring English letter sequences, etc.).

## 8.5 Mature Spelling

Mature Spelling when kids grasp the basic patterns of the English spelling system. They have mastered accurate spelling of prefixes, suffixes, contractions, compound words; can distinguish homonyms; have mastered many irregular spellings; can think of alternative spellings and visualizes the word in the minds eye; are beginning to recognize word origins and to use this information to make meaningful associations.

If children receive good instruction and do a lot of writing, they typically reach the mature level by age eight or nine. After that, improvement is an expanding and refining process.

## 9. Teaching Spelling Skills

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

- Language learners need to recognize that speaking involves three areas of knowledge:
  - o Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
  - o Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
  - o Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to

take into account who is speaking to whom, in what circumstances, about what, and for what reason.

- o In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.
- Skills and strategies to enhance spelling ability can be taught.
  - o Having children correct their own errors immediately seems to help develop visual memory.
  - o Phonics and sequencing skills help spelling.
  - o Learning the common patterns of English, as well as prefixes, suffixes, and root words is helpful. Usually practice is needed in distinguishing between homonyms.
  - o Personal study techniques are helpful to develop and use for learning phonetically unpredictable words. For a person with a strong visual memory, just looking at a word, covering it and visualizing it, and then writing it from memory a few times is usually sufficient.
- For those who struggle with spelling, most experts recommend using a memory approach that involves multiple senses. For example:
  - o Look carefully at the word as you say it aloud.
  - o Write the word, naming each letter.
  - o Read the word aloud again.
  - o Check to make sure you have spelled the word correctly.
  - o Cover the word and write it again, saying each part as you write it.

- Check your spelling.
  
- It used to be thought that the physical act of writing out words by hand was more helpful than any other technique. The latest research, however, indicates that writing, tracing, and computer keyboarding are equally effective. Also using the computer-improved motivation for many students, making spelling and writing a more positive experience.
- For difficult words, it can be helpful to use techniques such as pronouncing a phonetically unpredictable word the way it is spelled (bee-a-oo-tiful = beautiful) or using sayings (You have a pal in your principal or I like Seconds on dessert).
- Rather than children being required to look up commonly misspelled words in a complete dictionary, some are helped by keeping for themselves an individualized list (dictionary) of words they find difficult. A quick check on their short lists makes looking up common words less laborious.
- A few widely applicable rules are worth learning, but most children are not helped by being exposed to many rules and all their exceptions. Several sources suggest that the only rules worth memorizing are those dealing with:
  - In Section 4 of this course you will cover these topics:
    - Assessing And Teaching Handwriting And Written Expression
    - Assessing Math

### **Topic : Assessing And Teaching Handwriting And Written Expression**

#### **Topic Objective:**

At the end of this topic students will be able understand:

- Assessing and Teaching Handwriting And Written Expression
- Factors That Contribute to Handwriting Problems
- Observing Handwriting Activities
- Analyzing the Students Writing Samples
- Readiness Skills
- Multisensory Approach for Manuscript Writing
- First Graders Errors in the Formation of Manuscript Letters
- A Method for Transitional Writing

- Cursive Writing Letter Groups
- Formal Written Expression Assessment
- Informal Written Expression Assessment
- Process Approach to Writing
- Instructional Recommendations for Developing an Effective Writing Program
- Commercial Written Expression Programs
- Computer Software Programs in Written Expression

**Definition/Overview:**

Writing was an especially difficult subject, as we expected, because his motor clumsiness, in addition to his general problems, hampered him a great deal. In his tense fist, the pencil could not run smoothly. A whole page would suddenly become covered with big swirls, the exercise book would be drilled full of holes, if not torn up. In the end, it was possible to teach him to write only by making him trace letters and words written in red pencil. This was to guide him to make the right movements. However, his handwriting has so far been atrocious.

**Key Points:****1 Assessing and Teaching Handwriting And Written Expression**

Handwriting problems experienced by children who have been properly diagnosed by very experienced pediatricians and psychiatrists as having Asperger's Syndrome. We present two contrasting case studies of children who currently attend mainstream schools in the U.K. Rather unusually one of these children is a girl (current estimates of the ratio of boys to girls with AS is 4:1). So that the handwriting difficulties of the two children can be compared, we provide examples of their performance on a test called the Evaluation Tool of Children's Handwriting. This is an American test, which one of us

(DG) has found very useful in clinical practice and which we feel provides quite good information on different dimensions of a child's handwriting problems. For those not familiar with the content of the test, each child performs 7 tasks as follows:

- Writing the alphabet from memory in lower case then in upper case. The child is instructed not to join the letters together and erasing or striking out is only permitted once.
- Writing the numerals from 1-20 under the same conditions.
- Near-point copying. The child is shown the sentence "Spaceships quickly orbited the moon" and is required to copy it from a sample placed on the desk surface beside them.
- Far-point copying. The child is required to copy the sentence "Sixty cows jumped and gazed at them" from a distance of 6-8 feet raised 4 feet from the floor.
- Manuscript-to cursive transition. The child is shown the sentence "Astronauts waved to sixty cows below " in print form and is required to write it in joined up writing.
- Four non-words are dictated to the child and he/she is required to write them from memory - boizt, clagy, shrum and 58273.
- The child is asked to write a sentence containing no less than five words.

## 2 Factors That Contribute to Handwriting Problems

- Motor problems
- Faulty visual perception of letters and words
- Poor visual memory
- Poor instruction
- Lack of motivation

## 3 Observing Handwriting Activities

- Does the student grip the pencil correctly and in a comfortable and flexible manner?
- Is the students paper in the proper position on the writing surface?
- Does the student sit correctly when writing, or is the head too close or too far away from the paper?
- Does the student consistently write with the same hand?

- Does the student appear extremely frustrated, nervous, or emotional when writing?
- Does the student have a negative attitude toward handwriting and appear bored and disruptive?

#### **4 Analyzing the Students Writing Samples**

- Letter formation
- Letter, size, proportion, and alignment
- Line quality
- Slant
- Rate

#### **5 Readiness Skills**

- Perform hand movements such as up-down, left-right, and forward-back.
- Trace geometric shapes and dotted lines.
- Connect dots on paper.
- Draw a horizontal line from left to right.
- Draw a vertical line from top to bottom and bottom to top.
- Draw a backward circle, a curved line, and a forward circle.
- Draw slanted lines vertically.
- Copy simple designs and shapes.
- Name letters and discern likenesses and differences in letter forms.

#### **6 Multisensory Approach for Manuscript Writing**

- The teacher shows the student the letter (or word).
- The teacher says aloud the letter name and stroke directions.
- The student traces the model with a finger and may report the movements aloud while tracing.

- The student traces the formal model.
- The student copies the letter on paper while looking at the model.
- The student writes the letter from memory.

## **7 First Graders Errors in the Formation of Manuscript Letters**

- Incorrect size was the most common type of error and was seen more often in descender letters (p,q,y,g, and j).
- The most frequently reversed letters were N, d, q, and y.
- Incorrect relationship of parts occurred most frequently in the letters k, R, M, and m.
- Partial omission occurred most frequently in the letters m, U, and I.
- Additions often occurred in the letters q, C, k, m, and y.
- The most frequently misshaped letter forms were j, G, and J.

## **8 A Method for Transitional Writing**

- The word is printed in manuscript.
- The letters are connected.
- The student traces over.

## **9 Cursive Writing Letter Groups**

- the e family (taught first): e, l, h, f, b, k
- the family with a handle to which the next letter is attached: b, o, v, w
- the family that emphasizes the correct formation of hump-shaped letters: n, s, y
- the c family: c, a, d, o, q, g
- the hump family: n, m, v, y, x
- the family with tails in the back: f, q
- the family with tails in the front: g, p, y, z

## 10 Formal Written Expression Assessment

- California Achievement Tests Fifth Edition (1992): Assesses mechanics (punctuation and capitalization), word usage, and understanding of sentence structure and paragraph organization for students in first through 12th grade.
- CTB Writing Assessment System (1993): Assesses writing samples for students in second through 12th grade.
- Metropolitan Achievement Tests Seventh Edition: Writing Test: Assesses ideas and development; organizational, unity, and coherence; word choice, sentences; grammar and usage; and mechanics for students in first through 12th grade.
- Peabody Individual Achievement Test Revised: Assesses prewriting skills for students in kindergarten through first grade and written language skills for students in second through 12th grade.
- Woodcock Language Proficiency Battery Revised: Assesses dictation, proofing, writing samples, and writing fluency for preschoolers through adults.

## 11 Informal Written Expression Assessment

- fluency
- syntax
- vocabulary
- structure
- content
- profile of components
- curriculum-based measurement
- portfolio assessment

## 12 Process Approach to Writing

- The process should be modeled.
- The process can be collaborative.
- The process can be prompted.

- The process should become self-initiated and self-monitored.

### **13 Instructional Recommendations for Developing an Effective Writing Program**

- Allocate time for writing instruction.
- Expose students to a broad range of writing tasks.
- Create a social climate conducive writing development.
- Integrate writing with other academic subjects.
- Aid students in developing the processes central to effective writing.
- Automate skills for getting language onto paper.
- Help students develop explicit knowledge about the characteristics of good writing.
- Help students develop the skills and abilities to carry out more sophisticated composing processes.
- Help students develop goals for improving their written products
- Avoid instructional practices that do not improve students writing performances.

### **14 Commercial Written Expression Programs**

- Clues for Better Writing
- Everyone Write
- Expressive Writing 1; Expressive Writing 2
- Language Roundup
- Reasoning and Writing

### **15 Computer Software Programs in Written Expression**

- Grammar Games
- Kaplan Grammar for the Real World
- Write On! Plus
- The Writing Trek

- The Writing Workshop

### **Topic : Assessing Math**

#### **Topic Objective:**

At the end of this topic students will be able understand:

- The steps in Assessing math understanding are:
- Skill Introduction Sequence
- Math Standards and Students with Disabilities
- Concepts Basic to Understanding Numbers
- Readiness for More Advanced Mathematics
- Guidelines for Conducting an Error Analysis
- Common Error Patterns in Math
- Determining Level of Understanding
- Formal Math Assessment
- Informal Math Assessment
- Teacher-Constructed Tests
- Curriculum-Based Measurement

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#### **Definition/Overview:**

Children know many math concepts through early play. As infants they know that they are small and their mother and father are big even though they do not know the words. Toddlers know that if they put one block on top of another, they will have two even though they do not know the words. They know that if they have 2 blocks and you have 10, you have more and they want them. Toddlers will often sort objects although we may not know the criteria they are using to form their sets. Very young children know the sequence of their day if there is a schedule to their day. They learn many concepts of number, size, shape, and weight during trips to the grocery store. When they enter preschool, children know many concepts in their own way of knowing.

**Key Points:****1. The steps in Assessing math understanding are:**

1.1. Our children begin to use and understand the language of math through our correct use of the words through the day. Some of these words are: tall and short, empty and full, near and far, first and last, high and low, in and out, few and many, light and heavy, all and none, hot and cold, same and different, more and less, pair, group, set, names of coins.

1.2. Development of rote counting (counting without understanding the value of the numbers)

- Use number songs to familiarize children with the numbers repeated in order
- Finger plays which use numbers help teach the order of the numbers
- Count for fun during a spare minute of the day
- Use nursery songs to practice counting on the fingers

1.3. Development of meaningful counting (counting and understanding that the number 2 represents two objects and 4 represents four objects)

- Begin with small sets of 2 or 3 and ask the child how many there are
- Tell fairy tales and have the correct number of characters to count or act out the story and count the characters together
- Set out three objects and have the children touch each object as they count it
- Increase the number of objects to count as the child becomes confident - when he/she is ready, they will begin to count without touching each object.
- Count golf tees - the child can make towers with them and then count them
- Count bears, corks, farm animals, paint brushes, tables, books, each other

- Count plates at lunch time, blocks, children in a center at free choice time
- Count clothes pins as you drop them into a wide-mouth jar

## **2. Skill Introduction Sequence**

- addition and subtraction first and second grades
- multiplication and division third and fourth grades
- fractions fourth and fifth grades
- decimals and percentages fifth and six grades

## **3. Math Standards and Students with Disabilities**

- The standards make only modest reference to students with disabilities.
- The standards are not based on replicable, validated instructional programs. Research-supported instructional programs for students with moderate to mild disabilities are especially lacking.
- The standards promote a self-discovery approach for teaching math to all students. This position ignores the wealth of teaching practices generated from the processes-product research that have proven effective with students who have moderate to mild disabilities.

## **4. Concepts Basic to Understanding Numbers**

- classification
- ordering and seriation
- one-to-one and correspondence
- conservation

## 5. Readiness for More Advanced Mathematics

- commutative property of addition
- commutative property of multiplication
- associative property of addition and multiplication
- distributive property of multiplication over addition
- inverse operations

## 6. Figure

## 7. Guidelines for Conducting an Error Analysis

- Select an assessment or product that provided an opportunity for a variety of errors to occur.
- Encourage the student to attempt everything and to show all work.
- Try to get as many examples of meaningful errors as possible.
- Try to gain insight into the students processes by noting patterns, or thought consistencies, in the errors.
- Try to categorize errors or corrects by content, behavior, condition, or thought process (fact, concept, rule, strategy).
- Note and categorize skills that were not displayed.
- Ask yourself (or the student) How did you arrive at this answer?
- Once you think you have found an error pattern, see if you can confirm it by predicting the sort of mistake a student will make and then giving a specific assessment to see if the pattern occurs.

## 8. Common Error Patterns in Math

- The sums of the ones and 10s are each recorded without regard for place value.
- All digits are added together (defective algorithm and no regard for place value).

- Digits are added from left to right. When the sum is greater than 10, the unit is carried to the next column on the right. This pattern reflects no regard for place value.
- The smaller number is subtracted from the larger number without regard for placement of the number. The upper number (minuend) is subtracted from the lower number (subtrahend), or vice versa.
- Regrouping is used when it is not required.
- When regrouping is required more than once, the appropriate amount is not subtracted from the column borrowed from in the second regrouping.
- The regrouped number is added to the multiplicand in the 10s column prior to performing the multiplication operation.
- The zero in the quotient is omitted.

### **9. Determining Level of Understanding**

- concrete level
- semiconcrete level
- abstract level

### **10. Formal Math Assessment**

- achievement and diagnostic tests
- criterion-referenced tests

### **11. Informal Math Assessment**

- curriculum-based measurement
- teacher-constructed tests
- assessment at the concrete, semiconcrete, and abstract levels
- diagnostic math interviews

## 12. Teacher-Constructed Tests

- Select a hierarchy that includes the content area to be assessed.
- Decide on the span of skills that needs to be evaluated.
- Construct items for each skill within the range selected.
- Score the test and interpret the students performance.

## 13. Curriculum-Based Measurement

- Identify a sequence of successive skills included in the school curriculum.
- Select a span of math skills to be assessed.
- Construct or select items for each skill within the range selected.
- Administer and score the survey test.
- Display the results in a box plot, interpret the results, and plan instruction.
  - In Section 5 of this course you will cover these topics:
    - ▀ Teaching Math
    - ▀ Teaching Learning Strategies, Content, And Study Skills
    - ▀ Promoting Transitions

### Topic : Teaching Math

#### Topic Objective:

At the end of this topic students will be able understand:

- Twelve Components of Essential Mathematics
- Computer Software Programs in Math
- Commercial Math Programs Connecting Math Concepts
- Selected Activities with Calculators
- Guidelines for Early Calculator
- Guidelines for Concrete-Semiconcrete-Abstract Activities
- Strategic Math Series Sequence of Procedures
- Thornton and Toohey Math Facts Program Guidelines
- Promoting a Positive Attitude Toward Math

- Using Explicit-Implicit Math Instruction
- Selected Instructional Practices to Help Students Generalize Math Skills
- Use cue words to signal an operation.
- Dos and Donts for Teachers
- Guidelines for Problem-Solving Instruction
- Techniques to Improve Speed in Math Computation:
- Guidelines in Conducting a Goal-Setting Conference
- Teaching Steps
- Teaching the Acquisition of Math
- Twelve Components of Essential Mathematics

#### **Definition/Overview:**

**Mathematics Education:** Mathematics education is the practice of teaching and learning mathematics, as well as the field of scholarly research on this practice. Researchers in math education are in the first instance concerned with the tools, methods and approaches that facilitate practice or the study of practice. However mathematics education research, known on the continent of Europe as the didactics of mathematics, has developed into a fully fledged field of study, with its own characteristic concepts, theories, methods, national and international organisations, conferences and literature. This article describes some of the history, influences and recent controversies concerning math education as a practice.

#### **Key Points:**

##### **1. Twelve Components of Essential Mathematics**

Following are the main components of mathematics:

- problem solving

- communication of mathematical ideas
- mathematical reasoning
- application of mathematics to everyday situations
- alertness to the reasonableness of results
- estimation
- appropriate computational skills
- algebraic thinking
- measurement
- geometry
- statistics
- probability

## **2. Teaching the Acquisition of Math**

- Follow teaching steps.
- Use teacher modeling of explicit strategies.
- Focus on teacherstudent interactions.
- Use the concrete-semiconcrete-abstract sequence.
- Teach concepts and rules.
- Monitor progress and provide feedback.
- Maintain flexibility.

## **3. Teaching Steps**

- Assess the students math skills and identify an appropriate instructional objective.
- Obtain a commitment from the student to learn the math skill and set goals.
- Use effective teaching steps to teach the math skills.

#### 4. Guidelines in Conducting a Goal-Setting Conference

- Allow adequate time for the goal-setting conference (e.g., 10 to 15 minutes).
- Arrange to confer with students in a place that does not permit others to overhear.
- Encourage students to do most of the talking (i.e., the teacher should listen).
- Begin the session by guiding students through a self-evaluation of their progress.
- Listen to students ideas without interruptions or judgmental comments.
- If necessary, lead students to revise their goals realistically by asking open-ended questions.
- Encourage students to set goals in skills at the acquisition, proficiency, maintenance, and generalization levels of learning.
- Record the results of the conference and provide copies for students. A conference form can be developed that has space to record the time frame for the goals, self-evaluation of progress in skills, the amount of time spent working on each skill, prerequisite skills that the students did not have, and the amount of time the students plan to work on each skill.

#### 5. Techniques to Improve Speed in Math Computation:

- Reinforce high rates of correct responses.
- Set a rate goal.
- Chart performances and terminate daily practice once the goal is achieved.
- Tell students to work faster.
- Challenge students to beat their last rate score.
- Teach students to use rules (i.e., any number times 2 is double that number).
- Teach efficient algorithms (such as counting up in addition).
- Drill difficult problems with flash cards.
- Play instructional math games.
- Provide rate practice in small intervals (10 to 20 seconds).
- Teach students the relationships between addition and subtraction or multiplication and division when they are learning the respective facts.
-

## 6. Guidelines for Problem-Solving Instruction

- Link instruction to students prior knowledge and help them connect what they know in learning new information. For example, to help students learn division facts, point out the relationship of multiplication and division (e.g.,  $9 \times 7 = 63$ ,  $63 \div 9 = 7$ ,  $63 \div 7 = 9$ ).
- Teach students to understand concepts and operations.
- Give students problems that pertain to daily living.
- Teach word problems simultaneously with computation skills.
- Concentrate on helping students develop a positive attitude toward math.
- Teach students learning strategies that help them become independent learners.

## 7. Dos and Donts for Teachers

- Begin problem solving the day child enters school.
- Make problem solving the reason for computation.
- Develop long-term programs of problem solving.
- Conduct problem solving as a multimodal activity.
- Parcel out the effects of one variable on another.
- Have children prepare or modify problems.
- Differentiate between process and knowledge.
- Prepare problems in such a way that children must act upon the information. Prepare a set of problems in which all problems have the same question.
- Present problems dealing with familiar subject matter.
- Constantly monitor progress and modify problems to fit the child's weaknesses and progress.

### 7.1. Use cue words to signal an operation.

- Teach children to use computational rules to solve problems. That is, do not tell children to add when they see three different numbers.
- Use problem-solving activities as an occasional wrap-up to computation.
- Mark a child wrong if he or she makes a computational error in problem solving if the operation is correct.

- Train teachers to treat problem solving as secondary to computation.
- Assume that because the child is able to perform an arithmetic operation that he or she can automatically solve problems that use that operation.
- Conclude that an incorrect answer automatically indicates lack of facility in problem solving.
- Fail to seize that problem solving in the most important aspect of mathematics for daily living.
- Fail to seize the opportunities for training in problem solving in conjunction with other subject areas.
- Present problem solving in a haphazard manner. Order and be careful planning are essential.

## **8. Selected Instructional Practices to Help Students Generalize Math Skills**

- Develop motivation to learn.
- Have periodic discussions with students about the rationale for learning the math skills.
- Throughout the instructional process, provide students with a variety of examples and experiences.
- Teach skills to a mastery level so that students can concentrate on using and not just remembering the skill.
- Teach students strategies for solving multistep math problems.
- Teach students to solve problems pertinent to their daily lives.
- Use reinforcement contingencies that are likely to occur in the natural environment.
- Move the teaching situation from (i.e., teacher-led) to independent work.
- Encourage students to generalize.

## **9. Using Explicit-Implicit Math Instruction**

- Model target strategy.
- Engage in interactive dialogue.
- Encourage metacognition and self-regulation.
- Provide prompts and guidance.
- Focus on authentic learning and rationales for learning.

- Use graphs to monitor progress and provide feedback.
- Teach to mastery.
- Use goal-setting.
- Teach for transfer.
- Focus on understanding and helping students link previous knowledge with new knowledge.
- Provide explicit instruction.
- Teach mnemonics.
- Encourage reflection and discussion.
- Use student think alouds.
- Use teacher scripts.
- Teach in zone of proximal development.
- Check preskill development prior to teaching.
- Use verbal rehearsal.
- Promote peer collaboration.

#### **10. Promoting a Positive Attitude Toward Math**

- Involve students in setting challenging but attainable instructional goals.
- Ensure success by building on prior skills and using task analysis to simplify the instructional sequence of a math skill or concept.
- Discuss the relevance of a math skill life problems.
- Communicate positive expectancies of students abilities to learn.
- Help students understand the premise that their own efforts influence both success and failure.
- Model an enthusiastic and positive attitude toward math and maintain a lively pace during math instruction.
- Reinforce students for effort on math work and stress that errors are learning opportunities.

#### **11. Thornton and Toohey Math Facts Program Guidelines**

- Consider prerequisite learnings by looking ahead to review or reteach as necessary.

- Provide ongoing diagnosis and assessment.
- Modify the sequence in which facts are presented for learning.
- Before drill, teach students strategies for computing answers to unknown facts.
- Modify the presentation of activities to fit the learning style of each student.
- Control the pacing.
- Help students discriminate when to use a strategy, and integrate new learnings with old.
- Provide verbal prompts.
- Help students develop self-monitoring skills.
- Ensure provisions for overlearning.

## **12. Strategic Math Series Sequence of Procedures**

- Give an advance organizer.
- Describe and model.
- Conduct guided practice.
- Conduct independent practice.
- Conduct problem-solving practice.
- Provide feedback.

## **13. Guidelines for Concrete-Semiconcrete-Abstract Activities**

- Before abstract experiences, instruction must proceed from concrete (manipulative) experiences to semiconcrete experiences.
- The main objective of manipulative aids is to help students understand and develop mental images of mathematical processes.
- The activity must accurately represent the actual process. For example, a direct correlation should exist between the manipulative activities and the paper-and-pencil activities.
- More than one manipulative object should be used in teaching a concept.
- The aids should be used individually by each student.

- The manipulative experience must involve the moving of objects. The learning occurs from the students physical actions on the objects rather than from the object themselves.

#### **14. Guidelines for Early Calculator**

- Encourage the student to press the clear key twice prior to beginning each problem on the calculator.
- Point out the sequential number configuration on the calculator and the location of the initial function keys the student will use.
- Encourage the student to watch the display panel after each entry and check the results for reasonableness.
- Stress that weak batteries or broken calculators can produce incorrect answers.
- Encourage the student to operate the calculator with the hand not used for writing. This facilitates the ability to record the results with one hand and operate the calculator with the other hand.

#### **15. Selected Activities with Calculators**

- Present real-life problem situations for the student to solve on the calculator. For example, place three books on one students desk and five books on another students desk. State the problem situation and ask the student to use the calculator to show the total number of books on the two desks. Discuss the reasonableness of the answer.
- Instruct the student to enter 5748 into the calculator. Next, ask the student to use addition or subtraction to change 7 to 0. Ask for the new number and discuss why 5048 is correct. Repeat the task by changing 5 to 6, 4 to 2, and 8 to 1.
- Have the student round each addend in an addition problem to the nearest hundred and estimate a sum. Then have the student use a calculator to determine the actual sum of the addends and compare the answer with the estimate.
- Instruct the student to use the calculator to divide several numbers by 10. The student should generalize that every time the equals (=) key is pressed, the decimal point of the number divided by 10 moves one space to the left.

- Provide various math problems for the student to complete. Instruct the student to use the calculator as a self-correcting device to check answers to completed computations.

### **16. Commercial Math Programs Connecting Math Concepts**

- Corrective Mathematics
- DISTAR Arithmetic
- Key Math Teach and Practice
- Real-Life Math
- Saxon Math 54 and Math 65: Adaptations for Special Populations
- Strategic Math Series
- The Super Source

### **17. Computer Software Programs in Math**

- Fraction Attraction
- Math Blaster
- Math FactMaster
- Math Sequences
- Word Math

### **Topic : Teaching Learning Strategies, Content, And Study Skills**

#### **Topic Objective:**

At the end of this topic students will be able understand:

- Motivation
- Learning Strategies
- Study Skills
- Reinforces
- Tactics for Enhancing Intrinsic Motivation
- Techniques to Help Students Alter Their Beliefs About Their Learning and Performance

- Instructional Procedures that Relate to Acquisition and Generalization of Skills and Strategies
- Steps in a Problem-Solving Sequence
- Content Enhancements
- Activities for Preserving Content
- Use the following suggestions to help students maintain attention and learn:
- Assignments
- Tutoring
- Nonacademic Guidelines for Tutors:
- Improving Test Performances
- Activities for Developing Time Management
- Activities for Developing Self-Management
- Note-Taking Strategies

### **Definition/Overview:**

Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles.

### **Key Points:**

#### **1. Motivation**

Motivation is the set of reasons that determines one to engage in a particular behavior. The term is generally used for human motivation but, theoretically, it can be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and

resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, morality, or avoiding mortality.

## **2. Learning Strategies**

They are used to achieve the "learning objectives" that you want your learners to use when they return to their jobs.

The learning objectives in turn, point you towards the major medium avenue, in which you will present your instruction, such as through the use of elearning, self-study, classroom, or OJT. However, do not fall into the trap of using only one medium when designing your course. . . use a blended approach.

Although some people use the terms interchangeably, objectives, media, and strategies all have separate meanings. For example, your learning objective might be "Pull the correct items for a customer order." Your medium might be OJT. Your instructional strategies is to have the learners watch a demonstration in order to get an overall view of the customer order process, have a question and answer period, observe small group demonstrations, and then receive hands-on practice by actually performing the job. The highest level "High interest," requires that the learner has a high interest in the subject and wants to become an expert in it. You might think of this level as one of Maslow's meta needs such as self-actualization. That is, few people are going to know a subject this well, unless it is easily grasped, or they are willing to spend the time mastering it.

## **3. Study Skills**

Study skills are basic abilities, strategies and methods of learning which are critical to academic success. They include removing distractions, time management and notetaking. Effective study skills are considered essential for students to acquire good grades in school, and are useful in general to improve learning throughout one's life, in support of career and other interests.

#### **4. Reinforces**

- time for listening to tapes, CDs, or records
- tokens for progress on academics
- charting or self-recording academic accomplishments
- allowances at home tied to grades
- time to play games or enjoy a recreational activity
- opportunity to participate in scheduling academic activities
- tangible reinforcers such as restaurant coupons, magazines, and movie tickets
- exemption from some homework or assignments
- extra time for a break or lunch

#### **5. Tactics for Enhancing Intrinsic Motivation**

- Provide some choices in curriculum content and procedures to enhance the students perception that learning is worthwhile, and discuss the relevance (real-life applications) of various content.
- Through discussion, obtain a commitment to options that the student values and indicates a desire to pursue. Contractual agreements are helpful.
- Schedule informal and formal conferences with students to enhance their role in making choices and negotiating agreements.
- Provide feedback that conveys student progress. The student must not perceive the feedback as an effort to entice and control. Self-correcting materials are useful.

#### **6. Techniques to Help Students Alter Their Beliefs About Their Learning and Performance**

- Engineer instructional arrangements to promote and reinforce student independence.
- Communicate high expectations for students through words and actions.
- Help students identify and analyze beliefs that underlie their behavior as ineffective learners.
- Help students discard unproductive beliefs through a variety of activities and interactions.

## **7. Instructional Procedures that Relate to Acquisition and Generalization of Skills and Strategies**

- The student should be committed to learning the strategy and fully understand the purpose and benefits. The student's understanding of the potential effect of the strategy and the consequences of continued use of ineffective and inefficient strategies is the first step in the instructional process. The student must understand that the goal is to learn the content or perform a certain task successfully, rather than simply to learn strategy. Thus, the teacher must inform the student of the strategy's goals and obtain a commitment from him or her to learn the strategy.
- The physical and mental actions covered in the strategy should be fully described and explained. The student must be taught what to do and how to think about each step of the strategy, and the full content of the strategy should be made apparent. Examples and circumstances relevant to the student's experiences should be incorporated into the presentation, and the student should play an active role in exploring and commenting on the strategy and its uses.
- The student should be taught how to remember the strategy to facilitate the process of self-instruction. After the content of the strategy is presented to the student, the teacher should demonstrate how the strategy can be remembered easily. If a mnemonic is used, the teacher should demonstrate how the strategy can be remembered easily. If a mnemonic is used, the teacher explicitly should relate the mnemonic to the intended physical and mental associations and demonstrate how to use the mnemonic to guide the student in the self-instructional process.
- The student should understand the process of learning the strategy and participate in goal-setting activities to anticipate and monitor learning. The student should be informed of the acquisition and generalization process, understand the goals and vocabulary associated with each step, and set goals for mastery of each step. As instruction proceeds, the student should evaluate each step as it is completed to determine whether specified learning goals have been met.
- Multiple models of the strategy should be provided, and an appropriate balance between the physical and mental activities involved in the strategy should be achieved. The heart of strategic instruction is in the think-aloud model in which the teacher accurately and

completely demonstrates the strategy's application. While a complete and thorough initial model is critical, additional modeling episodes should be inserted throughout the instructional process. In each of these models, the physical activities must be demonstrated as the associated mental activities are made apparent in an overt think-aloud depiction of the strategy.

- The student should be enlisted in the model and become a full participant in guiding the strategy instructional process. While the modeling phase of instruction begins with the teacher, it should end with student participation in and experience with the modeling process. The teacher gradually should include the student in the model. The student eventually should be able to perform the strategy while providing many of the key mental actions associated with each step.
- The strategy should be understood fully and memorized before practice in the strategy is initiated. Sufficient rehearsal of the strategy steps should be provided before the student is asked to perform the strategy from memory. Before applied practice of the strategy begins, the student should know the remembering system and be able to demonstrate how to use it to guide the self-instructional process. During the forthcoming practice phase, the student must sufficiently understand the strategy and be able to concentrate on applying it rather than focusing unnecessary mental effort on remembering its aspects.
- Practice should begin with controlled guided practice and conclude with advanced independent practice. The goal of the initial practice stage should be mastering the strategy without having to struggle with content or situational demands. Thus, practice should occur under conditions in which the student feels comfortable or knowledgeable. As the strategy is learned, conditions that approximate actual setting and task demands should be introduced gradually until the student uses the strategy to fully meet actual learning demands.
- A measurement system should provide ongoing information that will demonstrate to the student and the teacher that the strategy is being learned and used and that the demands of the setting are being met. Knowledge of progress and performance is a critical part of the learning process. The measurement system should tell the student whether the strategy is promoting success. However, the measurement system also should provide information related to the student's mastery of the strategy.
- While generalization should be promoted throughout the strategy acquisition process, specific efforts to promote generalization should follow strategy acquisition. After the strategy has been mastered, the student should attempt to generalize it. In the generalization stage, the teacher and student must work together to identify where the strategy can be used across

settings and conditions, identify modifications in the strategy to make it more generalizable, and program use of the strategy across settings.

### **8. Steps in a Problem-Solving Sequence**

- Determine the requirements for making it in the general class.
- Specify the course requirements that the student is not satisfying.
- Identify factors hindering the students performance.
- Brainstorm possible classroom modifications.
- Select a plan of action.
- Implement the plan.
- Evaluate the plan.

### **9. Content Enhancements**

- Advance organizers
- Visual displays
- Study guides
- Mnemonic devices
- Audio recordings
- Computer-assisted instruction
- Peer-mediated instruction

### **10. Activities for Preserving Content**

- Provide a list of simple questions before a lecture or reading assignment to serve as an effective advance organizer.
- Provide written backup to oral directions and lectures (e.g., use an outline on a handout or overhead).

- Use the following activities for presenting information to the student who has difficulty with auditory input:
  - Provide pre-presentation questions.
  - Develop vocabulary before presentation.
  - Pace presentation and give frequent examples.
  - Cluster main points.
  - Summarize.
  - Provide opportunities for student questions and discussion.
  - Repeat important points.
  - Relate content to other topics
  - For students who have difficulty following oral presentations, provide tapes of the lectures or allow them to record the class presentation.
  - Have the student with learning problems sit near the front of the class.
  - Match a problem learner with a peer helper.

**11. Use the following suggestions to help students maintain attention and learn:**

- Combine visual and auditory presentations.
- Establish eye contact with students during oral directions and lectures.
- Write assignments, directions, and lecture objectives on the chalkboard.
- Pause after questions to provide thinking time.
- Pause after each segment while giving directions and presenting content.
- Give examples and demonstrations.
- Briefly review information from previous lectures, and summarize information at the end of each lecture.

- Provide students with time after the lecture for reviewing and improving notes.
- Talk distinctly and at a reasonable rate.
- Give cues concerning what is important, and refer students to textbook pages for more clarification or information.
- Use a pause procedure during lectures to improve recall of adolescents.

## 12. Assignments

- Assignment requirements must be explicit and clear.
- Requirements should relate to important learning outcomes.
- Choices must be provided that enable students to personalize learning.
- Over time, choices should include what to learn, how to learn, and how to demonstrate what has been learned.
- Assignment completion initially should be modeled and guided in class by the teacher with student involvement.
- Students should know the dimensions of assignments and be prompted to ask questions about assignment completion.

## 13. Tutoring

- Instruction should be powerful. The teacher must know the content well, provide enough time for intensive teaching, and follow the principles of effective instruction (e.g., reinforcement, engaged time, modeling, and feedback).
- Instruction should result in long-range benefits to the learner. Effective instruction should diminish the effect that the learning difficulty may have on future learning or help the student function more adequately. In addition to immediate subject-matter content, the teacher should stress skills (e.g., study skills and test-taking skills) that increase the students potential for later learning.
- Teacher expectations for learner performance should be high. Success must be maintained, but expected levels of performance should not be reduced unless absolutely necessary.

#### **14. Nonacademic Guidelines for Tutors:**

- Be dependable. Missing a few sessions can negatively affect the tutortutee relationship and impede the students progress.
- Be patient during instruction. Be willing to review or go over the material until the student learns it.
- Focus on understanding the students concerns and feelings.
- Maintain integrity by giving the student accurate feedback concerning progress.
- Respect the interpersonal relationship and handle it with sensitivity.

#### **15. Improving Test Performances**

- Give frequent, timed minitests.
- Use alternative response forms when existing formats appear to hinder student expression.
- Provide a tape of the test items.
- Leave ample white space between test questions, and underline key words in the directions and test items.
- Provide test-study guides that feature various answer formats.
- Provide additional time for the student who writes slowly, or use test items that require minimal writing.
- Test Administration Consideration
- Identify general class teachers who are the most sensitive to the needs of students with learning problems.
- Support the development of a homework hotline.
- Help establish a parental involvement and training program.
- Work with guidance counselors to schedule students so that a balanced workload is maintained.
- Encourage the development of parallel alternative curriculum for the content classes.
- Support the development of equitable diploma options for mainstreamed students.

## 16. Activities for Developing Time Management

- Give the student a five-day schedule of after-school time and ask him or her to record all activities during these time blocks.
- Provide the student with a calendar to assist in scheduling daily or weekly activities.
- Encourage the student to allow some flexibility in the daily schedule.
- Either provide assignments or have the student list at least four school assignments and estimate how long it will take to complete each task.
- Have the student list and prioritize school assignments.
- To enhance the efficient completion of academic tasks, encourage the student to work in an environment conducive to studying.

## 17. Activities for Developing Self-Management

- Ensure that the student understands specific behavioral expectations regarding assignments and class routines.
- Help the student set goals and timelines regarding schoolwork.
- Focus on ifthen discussions.
- Provide the student with a self-monitoring chart to monitor a target behavior.

## 18. Note-Taking Strategies

- Physically prepare for listening and taking notes by sitting alertly.
- Review vocabulary.
- Listen for organizational cues or signal words.
- Listen for content importance by noticing such cues as change in voice, tone, pitch, pauses, and volume.
- Ask for elaboration on specific points or content when confusion exists.
- Request examples to illustrate specific concepts.
- Paraphrase certain points to check understanding.
- Ask for visual references.

**Topic : Promoting Transitions****Topic Objective:**

At the end of this topic students will be able understand:

- Adults with Learning Disabilities
- Need for Assistance
- Common Factors of Adults with Learning Disabilities
- Transition Program Components
- Transition Program Participants and Transition Plans
- Academic Interventions
- Functional Living Skills Competencies
- Sequence of Independent Living-Related Developments
- Curriculum-Based Vocational Assessment
- Self-Advocacy Training
- Suggestions for College Students with Learning Disabilities
- Status of College Students with Learning Disabilities
- Commercial Transition Education Programs
- Computer Software Programs in Transition Education

**Definition/Overview:**

It is widely believed that adult learning disabilities such as dyslexia, dysgraphia or dyscalcula emerged when a child first tackled academic subjects in 1st grade, at age 6 or 7, and disappeared when a student left academic pursuits behind as an adult. We know now, however, that learning disabilities are lifelong in nature. Assessments of the pre-reading skills of very young children at 3 or 4 are accurate predictors of reading difficulties to come, and while many adults who have benefited from quality education targeted to meet their needs do learn to compensate and to a degree overcome their learning disabilities, they never actually go away.

**Key Points:****1. Adults with Learning Disabilities**

The prevalence of learning disabilities has spiraled ever higher among students in American schools over recent years. There are many explanations for this: diagnostics are better able to detect learning disabilities; environmental hazards such as mercury in fish, agricultural pesticides, air pollutants, etc., pose increasing levels of risk during fetal development and to young children; poor instructional methods have left disadvantaged children behind and struggling with reading and learning difficulties that could be misdiagnosed as learning disabilities. Whatever the set of factors causing the rise in students with learning disabilities, one fact is clear: there were many, many children a decade or a generation ago who had learning disabilities that were never diagnosed and who never received appropriate treatment or instructional assistance.

What became of those people with learning disabilities who are now adults? Many of them dropped out of high school, frustrated by school failures. If they were girls, statistics indicate that a very high proportion of them became pregnant almost immediately upon leaving school, seeking life fulfillment outside of the academic experience that proved to be so unrewarding. If they were men and lucky, they found jobs for the most part entry level and dead end jobs and got on with life as best they could with low literacy skills. (One individual of note sold beer in the KingDome in Seattle for 17 years before being diagnosed with learning disabilities: he went to college, attained a masters degree and is now a prominent advocate working for the U.S. Department of Education in Washington, D.C.) There are the several problems that held with the adults who are disabling:

- Underemployment
- job dissatisfaction
- Dependent living arrangement
- Social skills problems
- Poor work habits

- Job selection

## **2. Need for Assistance**

- Social relationship and skills
- Career counseling
- Developing self-esteem and confidence
- Overcoming dependence; survival
- Vocational training
- Getting and holding a job
- Reading
- Spelling
- Managing personal finances
- Organizational skills

## **3. Common Factors of Adults with Learning Disabilities**

## **4. Transition Program Components**

- Individualized planning
- Systematic vocational assessment, job exploration, vocational counseling, and vocational skills training
- Academic remediation: Academic and vocational counseling and intervention in advocacy training, social skills, and social support
- The identification and coordination of support systems such as vocational rehabilitation, employers, and vocational educators
- a systematic job-seeking curriculum that features activities such as writing a resume, finding job openings, filling out applications, and interviewing for employment
- an evaluation plan to monitor the short-term and long-term effectiveness of the program

## **5. Transition Program Participants and Transition Plans**

- special educators
- Guidance counselors
- Vocational evaluator or school psychologist
- Employers
- Vocational educators
- Parents
- Students
- College and university personnel
- Vocational rehabilitation counselors

## **6. Academic Interventions**

- skill-oriented instruction
- Content-oriented instruction

## **7. Functional Living Skills Competencies**

- Manages personal finance
- Selects and manages a household
- Cares for personal needs
- Raises children and meets marriage responsibilities
- Buys, prepares, and consumes food
- Buys and cares for clothing
- Exhibits responsible citizenship
- Uses recreational facilities and engages in leisure
- Gets around the community

## 8. Sequence of Independent Living-Related Developments

- Preschool age: Learns to listen, cooperate, do for self, show initiative, be honest; differentiates work from other activities
- Elementary age: Fantasizes different roles
- Junior high school age: Has part-time or summer job; does chores at home; develops hobbies or special interests; begins to understand personal strengths and weaknesses; understands relative rewards
- Senior high school age and older: Continues exploration of various career possibilities; prepares for career or initial employment; changes plans or jobs; understands and acts upon personal strengths and weaknesses; refines hobbies or special interests; learns how to get jobs and holds several different jobs; displays appropriate work behavior.

## 9. Curriculum-Based Vocational Assessment

- It provides relevant information in the beginning stages of planning an individual's vocational program.
- Assessment is an integral and ongoing part of a student's vocational program.
- The person conducting curriculum-based vocational assessment is the same person responsible for the student's vocational instruction.
- Informal and direct assessment measures are used to evaluate a student's progress throughout the vocational program.

## 10. Self-Advocacy Training

- Independent living skills
- Financial and consumer skills
- citizenship and legal skills
- Community involvement skills
- Career and employment skills
- Social and family-living skills
- Health and wellness skills

- Leisure and recreation skills

### **11. Suggestions for College Students with Learning Disabilities**

- Talk to your instructors before the semester begins.
- If you think that you may have specific learning disability, contact the disabled student services office on campus.
- Maintain realistic goals and priorities for course work.
- Keep only one calendar with all appointments and relevant dates (i.e., assignments, tests, and project due dates) clearly marked.
- Use a tape recorder during lectures and listen to the tape as soon after class as possible to reorganize your notes.
- Seek help for any questions you may have so that they can be answered before the next test.
- Sit near the front of the classroom.
- Talk to your instructors before the semester begins.
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- Keep only one calendar with all appointments and relevant dates (i.e., assignments, tests, and project due dates) clearly marked.
- Use a tape recorder during lectures and listen to the tape as soon after class as possible to reorganize your notes.
- Seek help for any questions you may have so that they can be answered before the next test.
- Sit near the front of the classroom.

### **12. Status of College Students with Learning Disabilities**

- Their intellectual functioning is comparable to college students without learning disabilities.
- They score in the average or above-average range on intelligence tests.

- Reported reading levels vary widely with word-attack skills ranging from the second-grade level to college level. The average reading level for college students with learning disabilities is 10th grade.
- They most frequently report problems in reading comprehension, reading rate, and retaining information.
- They can identify their own skill problems accurately when compared with measured skill levels on achievement tests.
- There is a lack of consensus on which measures should be used to evaluate the skill levels of college students with learning disabilities.
- Math computation and application can be problematic, as well as more abstract areas such as algebra and geometry.
- They have severe deficits in written expression areas such as spelling, punctuation, and sentence structure.
- Learning a foreign language presents a particularly formidable task to many college students with learning disabilities.
- Few empirical studies focus on the effectiveness of particular interventions or instructional approaches for college students with learning disabilities.

### **13. Commercial Transition Education Programs**

- Job Ready
- Steps to Self-Determination
- Tools for Transition

### **14. Computer Software Programs in Transition Education**

- Insight: The Interactive Career Exploration Program
- Job Readiness Skill Series
- Life Skills Multi-Media Series