

EMPOWERING STUDENTS TO THINK STRATEGICALLY

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Presentation Topics

- Teaching Self-Awareness
- Teaching Strategically
- Learning Strategically
- Developing Self-Advocacy Skills

Major Concepts

- Understanding L.D.
- Self-awareness
- Multisensory Instruction V-A-KT
- Strategies
- Self-Advocacy
- Memory tips
- Celebrate Our Success!

ATTRIBUTES OF **SUCCESSFUL** ADULTS WITH LEARNING DISABILITIES

- **Self-awareness**
- Proactivity
- Perseverance
- Goal setting
- Presence and use of effective support systems
- Emotional coping strategies

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DEFINITION OF SELF-AWARENESS

- Aware of strengths and weaknesses
 - Academic areas (reading, math)
 - Non-academic areas (physical functioning, coordination, emotions)
 - Academic related areas (attention, organizational difficulties)

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DEFINITION OF SELF-AWARENESS p. 2

- Able to discuss strengths and weaknesses openly
- Able to see difficulties as one aspect of themselves
- Able to accept limitations and find employment situations which fit their strengths and learning challenges

Raskind

Dr. M.

TEACHING SELF-AWARENESS

■ Educating Students, Parents, and the Community



- A. Teaching students about their own learning differences
- B. Guest speakers
- C. Creating bulletin boards or displays
- D. Writing reports about successful people with learning disabilities
- E. Writing letters

(A) Teaching Students

Understanding MY Learning Differences

- Explanation of learning disabilities and dyslexia
- How does my LD affect me?
- How does learning happen?
- How do I learn the best?
- Coping skills
- Self-help skills

(B) Finding Guest Speakers

- Faculty/staff at your school
- Family members
- Former students
- People who live in your community
- Famous people

(B) Preparation of Guest Speakers

- What is your learning disability?
- Is anyone else in your family L.D.?
- When did you find out that you were L.D.?
- What was it like for you in school?
- What strategies were useful to you in school?
- Was there one teacher or family member who helped you the most? What did he/she do?
- What are your successes?
- What strategies do you use as an adult?
- What are your encouraging words?

(C) Creating Bulletin Boards or Displays About Learning Disabilities or Strategies for Success

- Classroom, Hallway, District Office, Library
- Parent Nights, Open House
- Buildings in the Community (Chamber of Commerce, Mayor's office, restaurant, Library)
- Cardboard Presentation Boards
- HINT----Use fadeless paper/cardstock, laminate, make 2 copies

(D) Note-taking Categories for Reports About Successful People With Learning Disabilities

- Family/Childhood
- Learning/School
- College/Young Adult
- Various Jobs/Profession
- Accomplishments/Successes
- Encouraging Words
- What I learned from studying this person?

TEACHING SELF-AWARENESS

p.2



- L.D. Simulation
- Teaching students to verbalize about their own learning differences and how it affects their life
- Helping students educate others about their learning disability (peers, teachers, employers)
- Books and websites

Questions About Self-Awareness

- Is the child aware of his/her academic strengths and weaknesses?
- Is the child aware of his/her non-academic strengths and weaknesses?
- Does the child know his/her special talents or abilities?
- Does the child understand and accept his/her own learning disability?
- Does he/she know and utilize strategies?

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TEACHING STRATEGICALLY

Quantum Teaching

- Vary methods
- Humor
- Color
- Ways to Focus
- Rap/Music
- Mnemonic Devices
- Mind Mapping



TEACHING STRATEGICALLY

Quantum Teaching p.2

- Memory Strategies
- Motions
- Pegging



LEARNING STRATEGICALLY

KidTips



- Choosing a category
- Rating the strategies
- Using the rating scales
- Writing paragraphs about useful strategies
- Strategy of the Week

LEARNING STRATEGICALLY

KidTips p.2



- Sharing strategies with parents
- IEP Updates
- Training instructional assistants
- Educating student teachers

LEARNING STRATEGICALLY KidTips p. 3

■ Creative activities using the cards

- Personal card deck (file box, small photo album, metal ring)
- Presentation boards (students teaching other students)
- Pocket charts (students manipulating strategy cards)



LEARNING STRATEGICALLY KidTips p. 4



- Illustrating the strategies
- Creating bulletin boards
- Creating plays or comic strips about useful strategies

LEARNING STRATEGICALLY KidTips p. 5

- Setting goals about using strategies
- Developing a learning portfolio (includes rating scales, strategy paragraphs, illustrated strategies, completed parent form, play or comic strip)
- Asking students to add their own strategies

Self-Advocacy



- Speaking up for yourself
- Expressing yourself openly
- Letting others know what is on your mind
- Organizing your own education and life

SELF-ADVOCACY p. 2

- Setting goals
- Having dreams
- Knowing who you are
- Not hiding who you are
- Being okay with yourself



Learning About Self-Advocacy The Self-Advocacy Strategy p.1

- Inventory
 - Students determine what they know, what they want to learn, and choose goals
- Body Basics
 - Students learn how to present their ideas, use correct tone of voice, eye contact, facial expression, and manners



Attending the Conference

The Self-Advocacy Strategy p.2

- Share the Information
 - Accomplishments, what they need to learn, and future goals
- Listen and Respond
- Ask Appropriate Questions
- Tell Personal Goals



Explanation of the Educational Conference

The Self-Advocacy Strategy p.3

- Opening
 - Student makes introductions
 - States reason for the Conference
- Discussion led by the student
 - Shares progress
 - Shares test grades
 - Tells how he/she learn best



Explanation of the Educational Conference

The Self-Advocacy Strategy p.4


- Discussion led by the student (cont.)
 - Tells about his/her strengths and areas that need more work
 - States goals for the coming period
 - Answers questions
 - Asks questions



Other Parts of the Meeting

The Self-Advocacy Strategy p. 5

- Teachers and other members of the educational team give their reports
- Parents talk about the progress they have seen and give comments
- Final plan is created for the student
- Each member is asked to complete a feedback evaluation for the student regarding his/her presentation at the conference
- Student closes the meeting



Sample Questions From The Evaluation Form

The Self-Advocacy Strategy p. 6

- Did the student welcome the participants?
- Was eye contact used?
- Did the student share good information?
- Did the student stay focused?
- Did the student ask good questions and listen well?
- Was the meeting closed well by the student?
- Comments for the student?



Bibliography

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- Self-Advocacy Strategy by KU Center for Research and Learning