



The Best of the Best for the Very Best

***Tips, Tricks & Tools
For Teachers***

*Ruth S. Aldrich, Ed.D., 2016
Sr. Director, SELPA & Student Services
Lake County Office of Education*

For more information regarding this
handbook, please feel free to contact me at
owl4ruthie@gmail.com

Ruth

Why Use Strategy Instruction

1 35 41 49 37 3

23 31 15 29 9 43

25 33 39 11 17 47

7 53 57 13 5 19

27 21 45 51 55 59

28 2 18 26 22

34 54 42 16 10 38

4 24 30 50 48

58 40 32 8 14 20

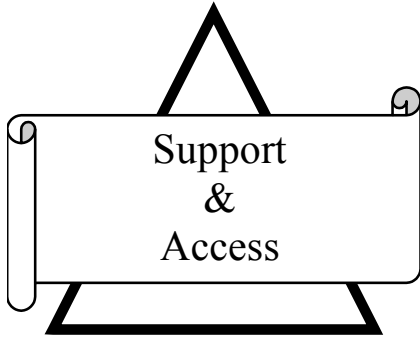
36 6 44 12 46

52 56 60

1	35	41	49	37	3
23	31	15	29	9	43
25	33	39	11	17	47
7	53	57	13	5	19
27	21	45	51	55	59
	28	2	18	26	22
34	54	42	16	10	38
	4	24	30	50	48
58	40	32	8	14	20
	36	6	44	12	46
		52	56	60	

1	35	41	49	37	3
23	31	15	29	9	43
25	33	39	11	17	47
7	53	57	13	5	19
27	21	45	51	55	59
	28	2	18	26	22
34	54	42	16	10	38
	4	24	30	50	48
58	40	32	8	14	20
	36	6	44	12	46
		52	56	60	

SUPPORT & ACCESS: MOST STUDENTS



Most Students- No changes in content, process or products needed

Outcomes: Met (students are successful)

Challenges Faced by “Most” Students-

Just being a student presents a challenge. Regardless of ability level, these strategies work well for most students and help them to be even more successful.

Ideas for Supporting “Most” Students: (instructional strategies for all academic subjects)

Mnemonic Strategies	Writing Strategies	Cognitive Organizers
<input type="checkbox"/> Acronyms/Acrostics <input type="checkbox"/> Keywords <input type="checkbox"/> Pegwords <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Reconstructive Elaborations	<input type="checkbox"/> Self-Regulated Strategy Development Model <input type="checkbox"/> Mnemonic Writing Strategies <input type="checkbox"/> 6+1 Traits (Rubric) <input type="checkbox"/> Summarizing & Note Taking	<input type="checkbox"/> Scaffolding Instruction w/Structured Dialogue <input type="checkbox"/> Venn Diagrams <input type="checkbox"/> Induction Matrix <input type="checkbox"/> Essay Map (Part-Whole) <input type="checkbox"/> Cause & Effect <input type="checkbox"/> Semantic Map <input type="checkbox"/> K-W-L
Vocabulary Strategies	Previewing Strategies	Reading Strategies
<input type="checkbox"/> Word Exploration <input type="checkbox"/> Brainstorming <input type="checkbox"/> List-Group-Label <input type="checkbox"/> Semantic Word Maps <input type="checkbox"/> Semantic Sort <input type="checkbox"/> Knowledge Ratings <input type="checkbox"/> What’s the Concept? <input type="checkbox"/> Concept Chart	<input type="checkbox"/> Title & Introduction <input type="checkbox"/> Headings & Subheadings <input type="checkbox"/> Summary & Questions <input type="checkbox"/> Question Generation <input type="checkbox"/> K-W-L <input type="checkbox"/> Directed Reading/TA <input type="checkbox"/> Advance Organizers	<input type="checkbox"/> Choral Reading & Choral Responses <input type="checkbox"/> Partner Reading <input type="checkbox"/> RCRC- Read, Cover, Recite, Check <input type="checkbox"/> Paragraph Shrinking <input type="checkbox"/> Cubing <input type="checkbox"/> INSERT Strategy <input type="checkbox"/> SEARCH Strategy
Math Strategies	Instructional Strategies	Assessment Strategies
<input type="checkbox"/> Guess & Check <input type="checkbox"/> Find a Pattern <input type="checkbox"/> Draw A Picture <input type="checkbox"/> Tables & Graphs <input type="checkbox"/> Work Backwards <input type="checkbox"/> 9’s Trick <input type="checkbox"/> 11’s Trick <input type="checkbox"/> Area Model	<input type="checkbox"/> Setting Objectives <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Direct Instruction (I do, We do, You do) <input type="checkbox"/> Whiteboards <input type="checkbox"/> Pair-Share <input type="checkbox"/> Generating & Testing Hypotheses	<input type="checkbox"/> Rubrics & Checklists <input type="checkbox"/> Think-Tac-Toe <input type="checkbox"/> Pre/Practice/Post-Tests <input type="checkbox"/> Matching tests (words on right, definitions on left) <input type="checkbox"/> CFU Quick Picks <input type="checkbox"/> Authentic Assessment <input type="checkbox"/> Reinforcing Effort & Providing Recognition

Adapted from Marzano, R., 2001, Kunkel, S., 2003; Villa, R., & Thousand, J., 1995 ♥ Ruth S. Aldrich, 2011

SUPPORT & ACCESS: MANY STUDENTS

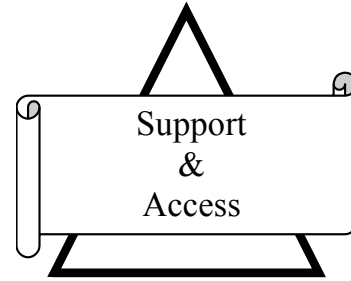
Many Students- Minor changes needed in the teaching/learning process and/or products

Outcomes: Same (students are expected to learn the same concepts/skills)

Challenges Faced by “Many” Students:

Many students are faced with challenges that require minor changes in assignments, in the amount of work to be completed, or in the way the work is completed. They are capable of completing the work, and they’re motivated, but the tasks may take them longer to finish than others in the class. They may be distractible, have difficulty with fine motor skills, difficulty with reading fluency, have short-term memory problems, or have deficits in auditory or visual processing. They may have attendance problems. They may fail tests, even if they know the material. These strategies are helpful for many students.

Ideas for Supporting “Many” Students:



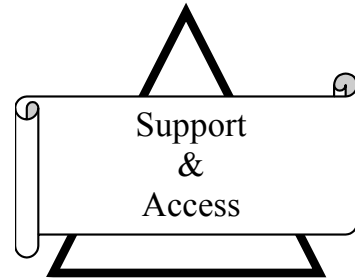
Environment	Presentation	Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Alternative seating <input type="checkbox"/> Reduce, minimize distractions <input type="checkbox"/> Alter room arrangement <input type="checkbox"/> Use proximity control 	<ul style="list-style-type: none"> <input type="checkbox"/> Use projector/document camera to present materials visually <input type="checkbox"/> Record lectures <input type="checkbox"/> Use interactive demonstrations <input type="checkbox"/> Use multiple ways of giving instructions-verbal, visual, demonstrations <input type="checkbox"/> Small groups (must do/may do) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use white space <input type="checkbox"/> Use post-it notes <input type="checkbox"/> Highlighter tape <input type="checkbox"/> Erasable highlighters <input type="checkbox"/> Provide notes/study guides <input type="checkbox"/> Fill in parts of graphic organizers, fade out support
Pacing	Partner Support	Tools
<ul style="list-style-type: none"> <input type="checkbox"/> Additional time <input type="checkbox"/> Chunk the work <input type="checkbox"/> Vary the activities <input type="checkbox"/> Use processing activities <input type="checkbox"/> Allow stretch breaks <input type="checkbox"/> Give students positive opportunities to move <input type="checkbox"/> Use timer for groups & individuals 	<ul style="list-style-type: none"> <input type="checkbox"/> Partner acts as scribe <input type="checkbox"/> Echo reading <input type="checkbox"/> Have partners repeat instructions to each other <input type="checkbox"/> Read the test to the student (give this option to any student who asks) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of computer <input type="checkbox"/> Use carbonless notebook paper for notes <input type="checkbox"/> Keep “note” book of notes in back of room <input type="checkbox"/> Pencil grips <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Provide Spark Notes/Cliff Notes

Adapted from Kunkel, S., 2003; Villa, R. & Thousand, J., 1995 ♥ Ruth S. Aldrich, 2004

SUPPORT & ACCESS: SOME STUDENTS

Some Students- Changes in process, products and/or content needed

Outcomes: Essential (minor changes in expectations)



Challenges Faced by “Some” Students:

Some students are faced with challenges that just require slight changes in the outcomes, expectations, products, process, and/or content in order to be successful. Following the use of several of the supports given to “many students,” these students may continue to have difficulty meeting the outcomes or expectations of the class. They are willing to try, but are just not quite getting it. Some of the supports they’ve already been getting are helping, but additional supports are needed.

Ideas for Supporting “Some” Students:

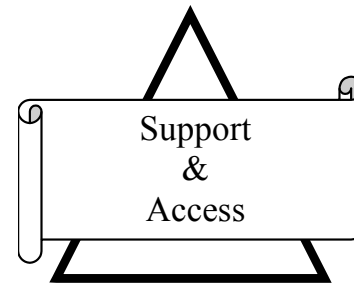
Planning	Presentation	Assessment
<ul style="list-style-type: none"> <input type="checkbox"/> Analyze tasks <input type="checkbox"/> Prioritize the outcomes to be attained (Big Ideas) <input type="checkbox"/> Slightly alter the curriculum to reflect essential outcomes (use lexile scores to determine appropriately leveled supplemental materials) 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete and/or demonstrate lots of examples <input type="checkbox"/> Provide short and clear directions using simple sentences <input type="checkbox"/> Emphasize critical information 	<ul style="list-style-type: none"> <input type="checkbox"/> Put easier work at the beginning of each test <input type="checkbox"/> Chunk the testing material <input type="checkbox"/> Limit student’s accountability to essential outcomes
Pacing	Partner Support	Tools
<ul style="list-style-type: none"> <input type="checkbox"/> Structure activities to create frequent opportunities for interaction 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutoring, additional assistance <input type="checkbox"/> Peer assistance with organization 	<ul style="list-style-type: none"> <input type="checkbox"/> Use video to preview & anchor material <input type="checkbox"/> Chunking folders <input type="checkbox"/> Use podcasts

Adapted from Kunkel, S., 2003; Villa, R. & Thousand, J., 1995 ♥ Ruth S. Aldrich, 2004

SUPPORT & ACCESS: A FEW STUDENTS

A Few Students- Changes in content are needed

Outcomes: Limited (Students are exposed to the entire curriculum, but are expected to master limited pieces)



Challenges Facing “A Few” Students:

A few of our students face significant challenges in accessing the curriculum. They have not been able to comprehend the material, even though many supports have been tried. The reading level of the textbook is too difficult, and even if someone reads the material to the student, the vocabulary or the student’s lack of background knowledge continues to be a major obstacle.

Ideas for Supporting “A Few” Students:

Planning	Presentation	Assessment
<ul style="list-style-type: none"> <input type="checkbox"/> Pay close attention to students’ strengths & interests <input type="checkbox"/> Visual daily schedule <input type="checkbox"/> Provide opportunities for alternative assignments (in areas of strength) 	<ul style="list-style-type: none"> <input type="checkbox"/> Hands-on projects <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Enrichment activities <input type="checkbox"/> Connections (myself, community, world) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use word banks <input type="checkbox"/> Open note tests with reading assistance <input type="checkbox"/> Portfolio assessment
Assignments	Partner Support	Tools
<ul style="list-style-type: none"> <input type="checkbox"/> Use chunking on already reduced assignments, tests <input type="checkbox"/> Allow student to record assignments <input type="checkbox"/> Provide opportunities for extra credit (in areas of strength) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use cooperative groups-assign student to area of strength <input type="checkbox"/> Have student work with partner of higher ability 	<ul style="list-style-type: none"> <input type="checkbox"/> Use books with parallel content, but lower reading level <input type="checkbox"/> Use a fill in the blank study guide <input type="checkbox"/> Use text-to-speech software and/or speech-to-text software <input type="checkbox"/> Memo recorders

Adapted from Kunkel, S., 2003; Villa, R. & Thousand, J., 1995 ♥ Ruth S. Aldrich, 2004

SUPPORT & ACCESS: VERY FEW STUDENTS

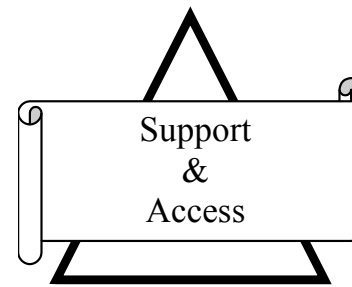
Very Few Students: A parallel curriculum, related to that of the rest of the class, but specifically tied to life skills, is needed.

Outcomes: Social & Life Skills

Challenges Facing a “Very Few” Students:

On occasion, students are included in general education classes with the goal of having them attain the social and life skills that will be essential for their success out in the community. These “very few” students will not be responsible for learning the curriculum as presented to the rest of the class, but will participate in a parallel curriculum with similar concepts, but closely tied to social and life skills.

Ideas for Supporting a “Very Few” Students:



Reading	Writing	Mathematics
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize own name in print <input type="checkbox"/> Recite days of the week <input type="checkbox"/> Recognize month on calendar <input type="checkbox"/> Recognize community signs <input type="checkbox"/> Recognize survival words <input type="checkbox"/> Read common words <input type="checkbox"/> Recall details of news story 	<ul style="list-style-type: none"> <input type="checkbox"/> Print/sign name on document <input type="checkbox"/> Endorse check with printed name <input type="checkbox"/> Endorse paycheck with signature <input type="checkbox"/> Fill out simple forms <input type="checkbox"/> Write ID information <input type="checkbox"/> Write thank you note <input type="checkbox"/> Write short letter about event 	<ul style="list-style-type: none"> <input type="checkbox"/> Tell time by half hour <input type="checkbox"/> Tell time by quarter hour <input type="checkbox"/> Tell time in 5 minute intervals <input type="checkbox"/> Count items to 100 <input type="checkbox"/> Identify coins <input type="checkbox"/> Count out \$5.00 in coins <input type="checkbox"/> \$ + 1 strategy <input type="checkbox"/> Use a calculator
Science	Social Science	Communication
<ul style="list-style-type: none"> <input type="checkbox"/> Know difference in hot/cold <input type="checkbox"/> Read thermometer <input type="checkbox"/> Dress for temperature <input type="checkbox"/> Recycle cans, paper, glass <input type="checkbox"/> Take care of pets <input type="checkbox"/> Take care of plants <input type="checkbox"/> Name seasons <input type="checkbox"/> Identify weather conditions 	<ul style="list-style-type: none"> <input type="checkbox"/> Name city <input type="checkbox"/> Name state <input type="checkbox"/> Name country <input type="checkbox"/> Locate city, state on map <input type="checkbox"/> Locate country on map <input type="checkbox"/> Read bus schedules <input type="checkbox"/> Register to vote <input type="checkbox"/> State school rules <input type="checkbox"/> Follow home rules <input type="checkbox"/> When you turn 18 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce self using eye contact <input type="checkbox"/> Set up an appointment <input type="checkbox"/> Take phone message <input type="checkbox"/> Order food at restaurant <input type="checkbox"/> Ask for help <input type="checkbox"/> Ask for directions <input type="checkbox"/> State name, address, phone number <input type="checkbox"/> Use strong handshake <input type="checkbox"/> Self-Directed IEP

Adapted from Kunkel, S., 2003; SEACO, 2000; Villa, R. & Thousand, J., 1995 ♥ Ruth S. Aldrich, 2004

Support Checklist

Student: _____ **Teaching Team:** _____
Week: _____ **Date Sent to Parent:** _____

Circle Days I.A. in General Education Classroom: Mon. Tues. Wed. Thur. Fri.

Use	Planning	Instructions	Form(s)	Date
	Student Profile: Getting to Know Your Students			
	The Big Ideas: Prioritizing the Essential Content			

Directions: During your planning meeting, enter the student’s assignments and check the strategies to be used during the upcoming week. Each day, check and initial the days the student was exposed to each strategy, and the days the student worked on the assignment and/or was assessed. At your next planning meeting, initial and date each completed assignment/assessment in the column marked, “Done.” Send a copy to the parent weekly. Keep the original in your Planning/Documentation notebook and a copy in the student’s file. Use a new Support Checklist to plan for the following week.

Use	Mathematics	Mon.	Tues.	Wed.	Thur.	Fri.	Done
	Math Assessment: _____						
	Math Assignment: _____						
	Guess & Check Strategy						
	Find a Pattern Strategy						
	Draw a Picture Strategy						
	Tables & Charts Strategy						
	Work Backwards Strategy						
	Read, Paraphrase, Visualize, Hypothesize...						
	Other: _____						

Use	Writing	Mon.	Tues.	Wed.	Thur.	Fri.	Done
	Writing: 6+1 Traits of Effective Writing						
	Writing Mnemonic: _____						
	Essay Map						
	Story Map						

Use	Reading	Mon.	Tues.	Wed.	Thur.	Fri.	Done
	Assessment: _____						
	Reading Assignment: _____						
	Previewing Title, Introduction, Headings...						
	Question Generation						
	KWL, Directed Reading/Thinking Activity						
	PASS: Preview, Ask & Answer, Sum./Syn.						
	Vocabulary Strategy: _____						
	Paragraph Shrinking						
	RCRC: Read, Cover, Recite, Check						
	Echo Reading						
	Error Correction Strategy						
	Choral Reading/Partner Reading						
	INSERT Strategy						
	Fluency Check						

Notes