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Programs for Teaching Phonological Awareness

Ladders to Literacy by R. E. O'Connor, A. Notari-Syverson, & P. Vadasy (1998).
Baltimore, MD: Brookes.

Road to the Code: A Phonological Awareness Program for Young Children by
B. Blachman, E. W. Ball, R. Black, & D. M. Tangel (2000). Baltimore, MD:
Brookes.

Sounds Abound by H. Catts, & T. Olsen (1993). East Moline, IL: LinguSystems.

The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech by
P. Lindamood & P. Lindamood (1998). Austin, TX: Pro-Ed.

Phonological Awareness Training for Reading by J. K. Torgesen & B. Bryant (1994).
Austin, TX: Pro-Ed.

Examples of Cognitive and Metacognitive Strategies for Students with Learning Disabilities

Reading

Story Mapping (Idol, 1987)

Story Mapping is a comprehension strategy that provides a graphic organizer for understanding, conceptualizing, and remembering important story events. As students read, they fill in a story-map that requires them to identify The Setting (Characters, Time and Place) of the story, The Problem, The Goal, The Action that took place, and The Outcome. The procedures in teaching this strategy include the teacher modeling by reading aloud and demonstrating how to fill in a story map while students fill in their own. Students next read a story independently and then complete their maps with teacher guidance and prompting. Finally, students read a story and independently generate their maps. The students respond to questions related to the components of the map.

Collaborative Strategic Reading (CSR) (Klingner and Vaughn, 1998)

Collaborative Strategic Reading (CSR) is a technique in which students use comprehension strategies while working cooperatively in small groups of five students each. Although designed to be used with expository text found in social studies and other content area texts, it can also be used with narrative text. Students learn four strategies as part of the CSR Plan for Strategic Reading. Before reading, *Preview* is used to activate prior knowledge of the subject and predict what will be learned. While reading the text, *Click and Clunk* and *Get the Gist* are used many times. *Click and Clunk* contains “fix-up strategies” for any parts that are hard to read (i.e., Clunks). *Get the Gist* is used to identify the most important idea in a part of a text (usually a paragraph). After reading the text, *Wrap Up* is used by students to formulate questions and answers about what they have learned and review key ideas. CSR is used in peer-led cooperative learning groups in which all students have been assigned roles.

Peer-Assisted Learning Strategies (PALS) (D. Fuchs et al., 1997)

Borrows the basic structure of the original Classwide Peer Tutoring (CWPT) but expands the procedures to engage students in strategic reading activities. Students are engaged in three strategic reading activities: *Partner Reading* (read alouds with brief retellings), *Paragraph Shrinking* (summarization and main idea identification), and *Prediction Relay* (formulating and checking predictions). Although originally developed for Grades 2-6, PALS programs have been extended downward to kindergarten and first grade (with activities focusing on phonological awareness, sound-letter correspondence, decoding and fluency), and upward to high school (using expository, rather than narrative text) (D. Fuchs, et al., 2001; L. S. Fuchs, D. Fuchs, & Kazdan, 1999). There is also a PALS program for instruction in math.

Writing

Self-Regulated Strategy Development (SRSD) (Graham & Harris, 1989)

This strategy involves self-instructional strategy training that prompts the students to (a) consider their audience and reasons for writing; (b) develop a plan for what they intend to say using frames to generate or organize writing notes; (c) evaluate possible content by considering its impact on the reader; and (d) continue the process of content generation and planning during the act of writing. The teacher

first models how to use the target planning or revising strategy and then provides students with as much support as needed as they move towards independent use of the strategy. Support ranges from the teacher working as a partner in applying the strategy to peers helping each other apply the strategy to simple reminders to use part or all of the strategy (De Le Paz, 1997; Harris & Graham, 1996; Harris, Schmidt, & Graham, 1997). SRSD includes a family of strategies with mnemonics for remembering them and structural frames for both expository and narrative writing.

Cognitive Strategy Instruction in Writing (CSIW) (Englert et al., 1995; Englert & Mariage, 1991; Englert & Raphael, 1988)

This large program of writing instruction includes brainstorming strategies for preparing to write, organizing strategies to relate and categorize the ideas, comprehension strategies for gathering information for writing, and monitoring strategies for clarifying thoughts and the relationships among items of information. Think sheets are used for planning and organizing ideas prior to writing and peer editing sheets are used for revising. A critical element of the think sheets in the revising stage is the peer (editor) dialogue which has been demonstrated to be critical to students' developing their own voices (Baker, Gersten, & Scanlon, 2002). Students' memory of the writing process is facilitated by the mnemonic POWER (Plan, Organize, Write, Edit, Revise). Originally intended for elementary students, CSIW has been successfully adapted for adolescents (Hallenbeck, 1996, 2002).

COPS (Schumaker et al., 1981)

COPS is a strategic approach developed at the University of Kansas that helps students detect and correct common writing errors. Each letter stands for an aspect of writing that students need to check during the editing stage of writing: **C**-Capitalization of appropriate letters, **O**-Overall appearance of paper, **P**-Punctuation used correctly, **S**-Spelling accuracy.

Mathematics

Solve It! (Montague, 1992, 1997)

This strategy helps middle school students solve story problems on their own. The strategy is explicitly taught through a direct instruction approach including modeling and "think alouds." The steps in the strategy include: 1. Read the problem aloud. 2. Paraphrase the problem aloud. 3. Visualize a picture or a diagram. 4. Hypothesize a plan to solve the problem. 5. Estimate the answer. 6. Compute. 7. Check the problem. Students also learn a metacognitive strategy that they apply at each step (Say aloud what the problem is asking me to do; Ask if I understand the problem; Check my progress).

FAST DRAW (Miller & Mercer, 1993)

Included in the Strategic Math Series, Fast Draw, provides mnemonic devices to cue cognitive strategies for problem-solving and computation: **F**ind what you're solving for (look for questions in problem); **A**sk yourself, "What are the parts of the problem?"; **S**et up the numbers (write the numbers in the problem); **T**ie down the sign (write problem with operation sign); **D**iscover the sign (look at the operation sign); **R**ead the problem (say the problem); **A**nsWER, or draw and check (answer the problem or draw a graph or diagram); **W**rite the answer. The Computation Mnemonic Device (**DRAW**) may be used alone.

Study Skills

RCRC (Archer & Gleason, 1994)

RCRC is a strategy that students can use independently to prepare for tests by verbally rehearsing information from class presentation, notes, handouts, and

textbooks. The steps of RCRC include: *Read*. Read a section of material from the textbook, notes, or handouts and read it again. *Cover*. Cover the material so you cannot see it. *Recite*. Tell yourself what you have read. *Check*. Uncover the material and check to see if you are right.

SCORER (Carman & Adams, 1972)

Socorer is a technique for students to use while they take tests. It includes pre-viewing the test before starting, skipping questions and returning to them later, and checking over the test before turning it in. The mnemonic SCORER stands for: **S**chedule time. **C**lue words (e.g., never, only, always). **O**mit difficult questions. **R**ead carefully. **E**stimate answers. **R**evise the work.

Sequenced Study Skills Program (Sullivan & Bryan, 1995)

The Sequenced Study Skills Program was developed to teach three different groups of skills: *Basic Strategies* - Identifying a time and place for doing homework, having the necessary materials, placing completed work in a safe spot, remembering to bring it to school, and reducing distractions generated by other family members, pets, or television. *Metacognitive Skills* - Monitoring the impact of television viewing and other distractions on time to do homework, recognizing signs of fatigue and lack of attention, and developing methods to cope with fatigue and lack of attention. *Specific Study Skills* - Taking notes, using strategies to increase reading comprehension, and using mnemonics as memory helpers.

Strategic Note Taking (Boyle & Weishaar, 1998)

Strategic Note Taking was first used with students in general education (Boyle, 1996) and later with students with mild disabilities. Strategic Note Taking involves the use of written cues on specially prepared note-taking paper. Students are provided with the note-taking paper prior to the lecture, and the written cues serve to assist them with using metacognitive skills (i.e., organizing information and combining new knowledge with prior knowledge) during lectures, thereby increasing their engagement during note taking. The note-taking paper can be used with most lecture topics because of the generic nature of the cues.

Guided Notes (Lazarus, 1991)

Guided Notes also uses cued note paper, but the cues are specific to the lecture topic and are developed by the teacher ahead of time. Using this format, students record their own notes in the space provided under each main point listed, as the teacher verbally presents the material. Guided notes are typically two or three pages in length, and the teacher often simultaneously uses transparencies that contain the main points listed in the guided notes. Both of these note-taking techniques, guided notes and strategic note taking, have been used with high school students with disabilities and both have been demonstrated to be effective techniques (Boyle, 2001).

Classroom Example: Edit “Think Sheet” Used in the Revising Stage of Writing

EDIT

(Explanation)

Name _____ Date _____

Read. Reread my paper.

What do I like best? (Put a * by the parts I like best.)

What parts are not clear? (Put a ? by unclear parts.)

Question Yourself. Did I:

Tell what was being <i>explained</i> ?	YES	sort of	NO
Tell what things you need?	YES	sort of	NO
Make the <i>steps</i> clear?	YES	sort of	NO
Use <i>keywords</i> (first, second)?	YES	sort of	NO
Make it <i>interesting</i> ?	YES	sort of	NO

Plan. (Look back)

What parts do I want to change?

1. _____
2. _____

Write two or more questions for my editor.

1. _____
1. _____
2. _____

Talk. (Talk to the editor)

Read your paper with your editor. Then the editor should read the paper and complete the Edit(or) page. Next, meet and talk about your answers.

Source: From "Constructing Well-Formed Prose: Process, Structure, and Metacognitive Knowledge, by C.S. Englert and T.C. Raphael, *Exceptional Children*, 54, 1988, pp. 513–520. Copyright © 1988 by The Council for Exceptional Children. Reprinted with permission.

Classroom Example: Direct Instruction Lesson for Teaching Students to Identify the Subject of a Sentence

TEACHER(S): K. Kegan SCHOOL: The Best Elementary

GRADE(S): 3

INSTRUCTIONAL RANGE: 2–3 ESE CLASS TYPE: LD Inclusion

STUDENT(S): John, Jim, Joe, Amy

DATE: 10/13/06 TIME ALLOWANCE: 1 hr. TIME START: 9:15 TIME STOP 10:15

ANNUAL GOAL/SUBJECT AREA: Language Arts: Identify parts of simple sentence

SHORT-TERM OBJECTIVE: Identify the subject of a sentence

PRESENT LEVEL OF PERFORMANCE FOR INSTRUCTIONAL OBJECTIVE: On pretest, all students scored below mastery level when asked to underline the subject in a sentence

SUNSHINE STANDARD/BENCHMARK: Standard 1: uses writing process effectively

Language Arts B.1.1.3 correct sentence structure

INSTRUCTIONAL OBJECTIVES: The students will identify the subject of a sentence

EVALUATION CRITERIA/METHODS: TSW correctly underline the subject in 8 out of 10 sentences.

INSTRUCTIONAL PROCEDURES

Review: What is a complete sentence made up of? What is a verb? What is a noun?

Advance Organizer: “Today we will learn what a subject is and how to find the subject of a sentence. First, we will practice as a group, and then you will find subjects of sentences on your own.”

Rationale: “Finding the subject of a sentence can help you in many ways. When you are reading a book, knowing the subject will help you figure out what the characters are doing. This makes the book more interesting. When you are telling a story about your friends or what you did at school, the subject helps you tell the story right. When you are writing, sentences are much easier to write when you know what a subject is.” (Elicit examples from students.)

Presentation: Write “subject” on the board. Explain: The subject is a noun; it is a special kind of noun—it tells us who or what the sentence is about. (Check for understanding.)

Demonstration/Modeling: Teacher shows an overhead with sentences on it, beginning with: *John is running.*
Teacher: This is how I can find the subject of the sentence.

First, I must read the sentence. (Reads it aloud)

Second, I ask myself, “What is the action?” (Running).

Third, I ask, “Who is doing the action or who is running?” (John) So *John* is the subject of the sentence. The sentence is about John.

Fourth, I will underline the subject. (Underline *John*.)

Discuss how each of these questions helped find the subject. “I can find a subject of a sentence by asking myself these subject-identifying questions. What are they?” Do a few more sentences letting students lead more and more.

Guided Practice: Teacher asks each student to identify the subject of the sentence on an overhead by asking the subject-identifying questions. Teacher guides them as necessary, and they underline the subjects.

Post Organizer: What is a subject? How do you find a subject of a sentence?

Independent Practice: Students will underline the subject of 10 sentences on a worksheet. Teacher will remind them to use the subject identifying questions.

STUDENT RESULTS AND INSTRUCTIONAL DECISIONS: Many students tried to guess without using the self-questioning technique. After reminders, all students finished with 90% accuracy.

SELF-ASSESSMENT OF LESSON: I need to remember to remind students to use the self-questioning strategy in independent practice. I forgot in my instructions. Otherwise, it went well.

Source: Provided by Kerry Kegan, South Florida teacher of students with learning disabilities.

Classroom Example: Direct Instruction Lesson for Teaching Part of a Sequence to Students with Intellectual Disabilities

TEACHER: Ms. Hadassa Field

GRADE(S): 4–5

Instructional Range: K–2nd

ESE CLASS TYPE: MR pullout

STUDENT(s): 6

DATE: 1/10/05

TIME ALLOWANCE: 50 minutes

TIME START: 11:00

TIME STOP 11:50

Lesson

PRESENT LEVEL OF PERFORMANCE

On a field trip to McDonald's, the students were unable to place their food orders.

INSTRUCTIONAL OBJECTIVE: The students will place a food order for a sandwich, small fries, and a medium drink at McDonald's.

EVALUATION CRITERIA AND METHODS: The students will demonstrate independence in 5 out of 6 steps/Checklist (see below)

INSTRUCTIONAL PROCEDURES

Review: How do you ask politely for something? What kind of food can you get at McDonald's?

Advanced Organizer: Today we are going to practice ordering food at a McDonald's. First we will work on this as a group, and then you will try it alone.

Rationale: Why do you need to know this? Well, if you know how to place your order by yourself and you get hungry while you're shopping, you can stop for lunch and order food. Or if someone asks you to go for a burger, you will know how to order your own burger and show your friend that you know how to be cool at a McDonald's.

Presentation: We have set up a fast food counter in our classroom, and Jane will be our cashier. Here's your hat. The menu is on the wall. First I will order from Jane.

Modeling: If I want to order a meal from McDonald's, what do I have to do? (Modeling while thinking aloud)

Well, **Step 1** is **Stand in line**. I must stand in line and wait my turn. I will not step in front of people; I will go to the back of the line. Right here is where I will stand.

Step 2 is **Look at menu and decide**. Now I look at the menu and decide what sandwich I want to go with my fries and drink. I think I will have a Big Mac with my small fries and medium drink. And I think I will have a coke for my drink. I will remember this while I wait patiently until it is my turn to order. Big Mac, small fries, and medium coke.

Step 3 is **Order food**. Now it is my turn, and I will tell the person behind the counter what I want to eat. "I would like a Big Mac, small fries, and a medium coke, please." There! I did it. I ordered my food.

Step 4 is **Pay for food**. OK, now I will give the person the money she asks for. Let's see that is \$3.56. Let me count that out and give it to her.

Step 5 is **Wait for my food**. Now I will wait over here until the person behind the counter brings my food. Oh, good, there it is. "Thank you."

Step 6 is **Find a table and eat**. Now I will look around for an available table. Oh, there's one that's empty. (Goes to table, sits down.) And now I can eat! Good. I'm hungry, and I can eat because I know how to order my food at McDonald's.

Guided Practice: Have students tell you the steps as you model them and put them on the board. Next, have different students come up and order food using the think aloud steps. Teacher and other students help them remember the steps.

Independent Practice: Teacher becomes the cashier. "Hello, may I take your order?" Students form a line and each places his or her order in turn following the steps for ordering food.

Post Organizer and Generalization Plan: Great job! One more time, what are the steps to placing an order? Next week when we have our next field trip to McDonald's, you will all be able to order for yourselves.

Checklist For Evaluation

Student: _____

Objective: Place food order at McDonald's

STEPS	I	WA	D
1. Wait in line.			
2. Look at menu and decide.			
3. Order food.			
4. Pay for food.			
5. Wait for food.			
6. Find a table and eat.			

I = Independently

WA = With Assistance

D = Total Dependency

Source: Provided by Hadassa Field, graduate intern, Palm Beach County Schools, 2005.

Classroom Example: Social Skills Strategy STOP

In a group activity, I remember to:

Stop before I call out

Think about my question/comment

Obey the rules

Put my idea in a complete sentence

In a group activity, I remember to STOP!

Source: Provided by Kim DiLorenzo, a Palm Beach County teacher.



Classroom Example: Direct Instruction Lesson for Teaching the Social Skills Strategy STOP

Phase I: Structured and systematic group lesson

Review: Teacher begins lesson by reviewing the classroom rules that are posted on a wall in the classroom.

Advance Organizer: Teacher, “Today we will learn a strategy to help you remember these rules (points to poster) when you are learning in a large group. First I will describe the strategy to you, then we will practice it together, and finally, you will have the opportunity to practice it on your own.”

Rationale: Teacher, “This strategy can be used in any class (science, music, language arts) during teacher lecture, group discussion, or group activity. It will also be useful outside of the classroom in settings such as team sports or scouting (Boy/Girl Scouts) groups. Let’s think about other places where we may need to follow rules in a group. Who can tell me some examples?” (Elicit examples from students.) “Yes, those are all excellent examples of places where we may need to follow rules in a group. Benefits to following rules in these situations include having others think of you as a respected member of the team because you don’t interrupt. It could make people more excited about having you in the group, and it may keep you from being asked to leave the group because you do not abide by the rules of the organization.”

Introduction to the Strategy: Teacher, “The name of the strategy is STOP! *In a group activity, I remember to STOP* and use the strategy.” (Tack poster-sized cue card to the board.) “This is a good name for the strategy because its name is the first step of the strategy, which makes it easier to remember. The ‘S’ is for Stop before I call out, the ‘T’ is for Think about my question/comment, the ‘O’ is for Obey the rules, and the ‘P’ is for Put my idea in a complete sentence. I like this strategy because I can use it in all my classes in my school too.”

Modeling: Teacher, “Now I am going to show you a videotape example of how a student used the strategy to succeed in her science class. I will stop the tape and point out each step of the strategy as it is used.” Tape contains the teacher posing as a student in a class of elementary-aged children. A short lesson on condensation is presented. Teacher starts the tape and points out the “student” to watch. “Watch how this student used the STOP strategy to participate appropriately in the discussion.” Camera surveys the room and then focuses on teacher as student. Teacher (instructor) in video begins lesson. “Student” looks toward the speaker while she lectures. After the instructor presents information, the first question is asked. Tape shows “student” opening her mouth to speak and then closing it quickly. Tape is stopped. Teacher, “Look how I started using the strategy, I remembered that ‘S’ is for Stop before I call out, so I decided not to yell out my answer to the teacher’s question. Let’s see if I use the second step. What is the second step?” Tape continues. Camera zooms in on “student” who appears to be in thought (finger tapping temple and nose scrunched). Tape stops. “Here I am ‘T’: Thinking about my question/comment. I am thinking about the question that the teacher just asked, and I am remembering the information she just gave us to help me with the answer. Now, what is step 3?” Tape continues. “Student” is raising her hand. Tape stops. Teacher states, “Now I am raising my hand because I am ‘O’: Obeying the rules.” Teacher points to poster of classroom rules and says, “I raised my hand and waited to be called on. And what is the last step?” Tape continues. Instructor calls on “student” and she answers the question in a complete sentence. Tape stops. Teacher, “and now I have ‘P’: Put my idea in a complete sentence. I have followed all the steps in the strategy, and I was able to participate in the lesson. This strategy will be great to use the next time I am listening to an important lecture in one of my classes because it will help me remember how to participate appropriately.”

Verbal Rehearsal of the Steps: Teacher, “Let’s review the steps of the STOP strategy. *In a group activity, I remember to STOP!* ‘S’ is for Stop before I call out, the ‘T’ is for Think about my question/comment, the ‘O’ is for Obey the rules, and the ‘P’ is for Put my idea in a complete sentence.” Teacher then leads students through steps, having them tell her what each letter stands for, and finally the whole strategy: STOP. “S stands for . . .”

Behavioral Rehearsal and Feedback: Teacher, Now let’s practice using the STOP strategy together by role-playing in make-believe situations that could happen in and out of school.” Teacher describes a scene and selects students who were previously identified as not needing this strategy to play key parts. Poster cue card remains on the board for reference. Students and teacher act out two scenarios, one takes place in a social studies classroom, the other in a craft class at the local community center. Teacher guides the students through situations in which they would use the STOP strategy in context. Teacher stops the action to point out each step of the strategy as it is being implemented. For example, when the situation calls for a student to raise his or her hand, the teacher will note that the student ‘S’ stopped before he or she called out and ‘O’ obeyed the rules of the situation by raising his or her hand. The teacher guides the students to demonstrate the next step, ‘T’ think about my question/comment, by asking them to imitate what the teacher (student) did in the video to show this step. Students will imitate “student” by tapping temple or scratching head

to indicate “thinking.” Teacher notes that one knows that the student thought about what he or she was going to say because the student’s response was relevant to the topic after he or she ‘P’ put his or her thought into a complete sentence. After each role play, the teacher will review by reminding students how the student used the strategy in the scene by ‘S’ stopping before he or she called out, ‘T’ thinking about his or her question/comment, ‘O’ obeying the rules by raising a hand, and ‘P’ putting his or her idea into a complete sentence.

Teacher then calls on students who have been identified as needing the strategy to participate in subsequent role plays. The teacher provides feedback for each student as he or she uses the strategy in “context.”

Post Organizer: Teacher says, “We have just learned a great strategy that will help us remember the rules to be an active and appropriate member in a group discussion/lesson. Let’s review the steps of the STOP strategy one more time.” (Choral rehearsal of steps.) Teacher, “Remember that you can use this strategy in any group situation, in your classes at school, when you’re at soccer practice, or even in choir practice.”

Independent Practice: Teacher says, “We’re about to start our reading lesson for today. I want you to use the STOP strategy while we do our reading activities. Remember, *In a group activity, I remember to STOP!* ‘S’ is for Stop before I call out, the ‘T’ is for Think about my question/comment, the ‘O’ is for Obey the rules, and the ‘P’ is for Put my idea in a complete sentence. You all know the classroom rules, so I know you will be able to use this strategy on your own!” Reading lesson is completed. Teacher, “Now I would like to think about how you did using the STOP strategy during our reading time. Here is a checklist for you to fill out. It asks you questions about how you used the STOP strategy during our lesson. It may look familiar to you because you completed one after one of our social studies lessons last week. Please take a few minutes to fill it out and return it to me. We will be discussing this individually during silent reading time.” Students complete the worksheets and turn them in. Teacher conferences with each student individually and reviews performance by providing specific feedback including what she observed the child doing during the lesson. If necessary, she will suggest corrections that should be made before the next observation.

Phase II: Generalization Plan

Subsequent Generalization: Students complete a Homework sheet for another class in school and another group activity outside of school (sports group, scouts, chorus, church) to report specific instances of use and evaluate their own performance. Checklists are completed by adults from other settings. Students will be expected to reach previously established evaluation goals.

Independent Generalization: Students are given a wallet-sized cue card of the strategy to take with them off campus. All teachers are given a cue card of the strategy to post in their rooms. Monthly checklists will be distributed to students, teachers, parents, and group instructors outside of school to see if the students are using the strategy independently.

Source: Provided by Kim DiLorenzo, a Palm Beach County, Florida, teacher.

Classroom Example: Direct Instruction Lesson for Teaching Sight Words

Teacher: Ms. Perier

School: Palm Gardens Elementary

Grade(s): 1–3

Instructional Range: K–1

ESE Class Type: LLD inclusion (co-taught by SLP, general educator, and special educator)

Student(s): Edwina, Jason, Richard, Eric

Date: 11/14/07

Time Allowance: 50 minutes

Time Start: 11:00

Time Stop: 11:50

Direct Instruction Lesson Plan

Present Level of Performance: On a sight word pretest, the students all missed the word *in*. This word has been mastered as a target word in their oral language time with the SLP.

Instructional Objective: TSW recognize the word *in* (printed in lowercase letters).

Evaluation Criteria/Methods: When asked, the student will select the sticks with the word *in* and put them in the can.

Instructional Procedures

Review: SIMON SAYS game: Put your hands in your pocket. Put your pencil in your book. (Each direction involves putting something in something.)

“In the game, I kept telling you to put something in. What does *in* mean?” (Elicit responses)

“Watch me. Did I put the book in my backpack? (Unison response: “No, you took it out.”)

Advanced Organizer: Today you will learn how to read the word *in*.

Rationale: The word *in* is on signs in stores, movie theaters, and restaurants. The sign with the word *in* tells you what door to use to go into a room or a building. It is an important word. If you use the door that says *out*, you might get hurt—a bump on the head, a broken toe. How could that happen? The word *in* is on signs in stores, movie theatres, and restaurants. The sign with the word *in* tells you what door to use to go into a room or building. It is an important word. If you use the door that says *out* you might get hurt—a bump on the head or a broken toe. How could that happen? Where else might you see the word *in*?

Presentation: Look at the chalkboard. I am writing *in*.

This word is *in*. (Point to *in*.) Say it with me—*in*. Carefully look at the word *in*. Say the word *in*.

I am giving you a word card to add to your envelope.

Look at the word. The word is *in*. Say the word *in*.

Modeling and Guided Practice

Mystery Box

Watch and listen. I am looking in the box. An onion is in the box.

I will write this sentence on a card.

I will “look and ask” to find the word *in*. (They have already learned the “look and ask” strategy.)

I look at the first word. I ask, Is this the word *in*? . . .

Jason, look in the box. What is in the box? (Provide prompts as needed, i.e., A ___ is in the box.)

(Write the sentence) Now, Jason, “Look and ask” to find the word *in*. (Each student will have a few turns).

(Change objects in box while students close their eyes: odd objects used, e.g., screwdriver, ketchup, magnifying glass).

Pick Up Sticks

I will say a word. You will pick up the stick with that word and put the stick in the can (the word *in* is called very often).

The word *in* is on the board. What word is in your can?

Pick Up Sticks

I will say a word. You will pick up the stick with that word and put the stick in the can (the word *in* is called very often).
The word *in* is on the board. What word is in your can?

Independent Practice**Put the Word "In" in the Can**

(Place several sticks in front of each child.) Find all the sticks with the word *in* and put them in the can. Remember to "look and ask" to find the word *in*. What are you going to do?

Follow Up: Listen to the language master.

Post Organizer: Take the card with the word *in* out of your envelope. Put the card *in* back in the envelope.

What word did we learn today?

Source: Provided by Chris Perier, student teacher, Palm Beach County, Florida schools.

Story Books to Target Specific Language Skills

BOOK	LANGUAGE USE
Allen, <i>A Lion in the Night</i>	Predicting, present progressive and future tense, sequencing
Baker, <i>The Third Story Cat</i>	Prepositions, past tense
Bancheck, <i>Snake In, Snake Out</i>	Prepositions
Barton, <i>Airplanes</i>	Vocabulary, noun-verb agreement, categories
Brown, <i>Arthur's Nose</i>	Possessive marker, pronouns
Brown, <i>The Runaway Bunny</i>	Prepositions, pronouns, present progressive tense
Burningham, <i>Skip, Trip</i>	Verb vocabulary, to elicit SVO structures
Charoa, <i>Kate's Box</i>	Pronouns, possessive, prepositions, present progressive and past tense
Gibbons, <i>The Season of the Arnolds' Apple Tree</i>	Regular plural, possessive, third person marker
Ginsburg, <i>Good Morning, Chick</i>	Past tense, chanting, predicting, demonstratives (this, that)
Hutchins, <i>Rosie's Walk</i>	Prepositions, present progressive and past tense, sequencing
Keats, <i>Over in the Meadow</i>	Singular/plural contrast, present progressive and past tense
Krauss, <i>Whose Mouse Are You?</i>	Possessive, interrogatives
LeSaux, <i>Daddy Shaves</i>	Verbs, third person marker
Marsolla & Pinkney, <i>Pretend You're a Cat</i>	Verbs, adjectives, questions
Numeroff, <i>Dogs Don't Wear Sneakers</i>	Negatives, verbs, noticing the ridiculous
Porter-Gaylord, <i>I Love My Daddy Because</i>	Causal phrases, discussion
Sentlak, <i>Alligators All Around</i>	Present progressive tense, noun-verb agreement
Wood, <i>Silly Sally</i>	Initial /s/, relative clauses, chanting
Zolotow, <i>Do You Know What I'll Do?</i>	Predicting, future tense, discussion
Zukman & Edelman, <i>It's a Good Thing</i>	Verbal expression, discussion, "because" structures

Source: From "Once upon a time: Use of Children's Literature in the Preschool Classroom," by R. E. Owens & L. A. Robinson, 1997, *Topics in Language Disorders*, 17(2), pp. 35-48. Copyright © 1997 by Aspen Publishers. Adapted with permission by Lippincott Williams and Wilkins.

Classroom Suggestions: Suggestions for Teachers with Students with Hearing Losses

- Students with milder hearing losses may hear the teacher but may not clearly understand the message.
- Assistance with listening devices may be needed. If a device is not working properly, the student may appear to be not listening or ignoring directions.
- Students with a unilateral loss will hear well in one ear and not the other. They may be accused of hearing only that they want to hear. Teachers should make sure they are speaking to a student's better ear.
- Students may turn in their seats frequently to gain better hearing, especially if the teacher is moving or speaking at a distance.
- Students with fluctuating hearing losses may be unaware, as may be the teacher, that hearing is not optimal at any given time. Students may be perceived as having good and bad days academically or behaviorally when they are actually experiencing good hearing days and days with hearing loss. These students may appear inattentive, distractible, or immature because they may not have learned to pay attention to sounds.
- Students from the Deaf culture can vary considerably in their understanding of sound and spoken language. Those who have Deaf parents may not learn that sound matters in many situations. An example would be the teacher's use of tone of voice for classroom management.
- Students who are deaf or hard of hearing are a very heterogeneous group, and what works well for one student may not work for another.

Source: Easterbrooks, S. (1999). Improving practices for students with hearing impairments. *Exceptional Children*, 65, 537-554.

Classroom Suggestions: Suggestions for Early Childhood Programming for Students with Blindness or Low Vision

- Use developmentally appropriate practice. That is, learning activities should take into account the child's age, individual needs, and family culture and perspectives.
- Use of touch and hands-on activities are important. Cognitive skill development requires active participation and real-life experiences through direct instruction.
- Teach the meaning of spatial relationship words such as up/down, in/out, beside/behind. Learning physical characteristics of objects such as size, color, and shape as well as tactile qualities (e.g., smooth/rough) should be emphasized.
- Teach speech and language skills. Although these students will learn these skills in a manner similar to sighted children, this is still an important area for intervention, particularly if other disabilities are present (e.g., hearing loss).
- Promote social and play skills, which serve as the foundation for establishing peer relationships and friendships.
- Emphasize motor development along with orientation and mobility skills. Children with blindness or low vision may lack the visual stimulation that inspires and compels young children to move. Walking is a rewarding skill for sighted children but can be less fun for one who has severe blindness or low vision (Lowry & Hatton, 2002).
- Adaptive skills including independence in self-care are important for all children as well as those with blindness or low vision.

Source: Chen, D. (2001). *Visual impairment in young children: A review of the literature with implications for working with families of diverse cultural and linguistic backgrounds*. Washington, DC: Special Education Programs (ED/OSERS). ERIC Document Reproduction Service No. ED 478 932.

Classroom Suggestions: Suggestions for Working with Diverse Families of Students with Blindness or Low Vision

- Professionals and service providers need to be aware of the cultural/language challenges of diverse families and the parents' need for advocacy skills.
- Gathering valid information from the family in assessing the child's condition may take more time, questions worded to ensure correct translation into a different language if necessary, recognition of differences in home routines, and trained interpreters.
- Active learning is critical for the child, and activities and materials should be culturally sensitive (for example, not introducing toys that are excessively expensive for the family).
- Family priorities may differ from those of professionals, particularly in gaining independence in self-help skills. Some families assume longer and shorter time frames for autonomy in this area.
- Communication development should take into account the family's language and culture.
- In implementing developmentally appropriate practice in learning, cultural expectations and concerns should be considered. Some families may have very traditional views on male-female roles (for example, girls not being allowed to wear pants or boys not being allowed to play with dolls).
- Professionals should explain diagnoses, procedures, and interventions in a way that is understandable to the family and come to an understanding of the expectations and goals for their child.

Source: Chen, D. (2001). *Visual impairment in young children: A review of the literature with implications for working with families of diverse cultural and linguistic backgrounds*. Washington, DC: Special Education Programs (ED/OSERS). ERIC Document Reproduction Service No. ED 478 932.

Classroom Example Direct Instruction Lesson for Teaching a Child with Autism to Count

TEACHER: Ms. Hadassa Field

SCHOOL: Palmetto Park Elementary

GRADE(S): 4-5

Instructional Range: K-2nd

ESE CLASS TYPE : VE moderate to severe

STUDENT(s): 1 student with autism, Andy

DATE: 1/10/05

TIME ALLOWANCE: 50 minutes

TIME START: 11:00

TIME STOP 11:50

LESSON 12

PRESENT LEVEL OF PERFORMANCE: Andy met criteria for counting 1–5 objects with 1-1 correspondence using physical prompts.

INSTRUCTIONAL OBJECTIVE: TSW count 1–5 randomly presented tangible objects with 1-1 correspondence using verbal cues.

EVALUATION CRITERIA / METHODS: 100% accuracy on 3 out of 4 trials

INSTRUCTIONAL PROCEDURES:

Review and Advanced Organizer: Yesterday we counted. Today we are going to count again. Let's count these soldiers on the table. Then you will be able to play with them. Remember to put your head down all the way so you can see what you are counting. Yesterday I helped you. Today I will just remind you of what to do, but you will count. First I will do it. Ready?

Demonstration: I am putting the soldiers on the table. I put my head down so I can see them really well. Then I touch and count. One, two, three, four, five. There are five soldiers. Now let me see you do it. Please count the soldiers.

Guided Practice: Now let me see you do it again. Remember-head down, touch and count. Now count the soldiers. (repeat many times)

Post Organizer: Great job! Andy, what did you do to count the soldiers?

Evaluation Results: On the first trial, Andy achieved 80%. Over the next six trials, Andy met criteria of 100% five times, with a 30% on Trial 4. The 30% trial was at a moment when he lost his visual focus and got distracted.

Source: Provided by Hadassa Field, graduate intern, Palm Beach, Florida schools.

Classroom Example: Routine-based Positive Support Planning Form – Circle Time and Transitions

CIRCLE TIME

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Child has difficulty with waiting, listening, taking turns (can't tolerate length or level of circle)</p>	<ul style="list-style-type: none"> • Use a visual schedule that shows the order of circle activities and allows the child to turn the pictures over or remove the pictures upon completion of each activity • Simplify the activities within circle; for instance, have a weekly calendar rather than a monthly or use more hands-on activities • Have 2 circle times, one for the children who can “hang in” and one for the developmentally younger children • Place the activities that are difficult for the child towards the end of circle time and allow the child to leave circle early for an alternate activity • Use a “my turn” visual cue card to indicate whose turn it is • Embed the child's preference into circle (use a favorite character, theme, or activity) (e.g., Barney, Itsy Bitsy spider song, Thomas the Train) • Allow the child to hold a “manipulative” or some piece of an upcoming circle activity 	<ul style="list-style-type: none"> • Prompt to say/gesture “my turn” • Prompt to say/gesture “all done”, and then allow to go to alternate activity • Refer to visual schedule and cue of remaining activities • Pull out a highly preferred item or activity • Ignore Inappropriate behavior, and praise those participating 	<ul style="list-style-type: none"> • Teach the child to ask/gesture “my turn” • Teach the child to say/gesture “all done” • Teach child to follow circle picture schedule

TRANSITIONS

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child doesn't want to leave parent	<ul style="list-style-type: none"> • Use "I Go to Preschool" story (at both home and school) • Have parent drop child at the door (or designated drop off area), and say a quick "good bye" and "see you after school" • Comfort and reassure child that someone (mommy or daddy) will pick him/her up after school • Allow child to bring a comfort item from home, and hold it during day • Provide a fun job as they enter the classroom • Have a peer buddy from class greet the child each day • Put a picture of caregiver on a visual schedule so that the child can predict when he/she will be picked up from school/bus 	<ul style="list-style-type: none"> • Tell child to say/gesture good bye to parent while waving (and vice versa) • Help child inside classroom • Comfort child by saying "You'll see mom or dad after school" • If upset, read the "I Go to Preschool" story to the child • Redirect child with comfort item and allow him/her to take the item to the next activity 	<ul style="list-style-type: none"> • Teach child to ask/gesture for a hug or to sit on teacher's lap • Teach the child to follow visual schedule and predict when parent will pick up • Teach child to say/gesture good-bye (use hand-over-hand prompting if necessary so that you can then praise the child for saying good-bye)

Source: From R. Lentini, B. J. Vaughn, & L. Fox, (2005). *Creating Teaching Tools for Young Children with Challenging Behavior* [CD-ROM]. University of South Florida, Tampa, FL. www.challengingbehavior.org. Used with permission.

Classroom Example: Direct Instruction Lesson for Teaching the Self-Regulation Strategy **WORK** to Students with AD/HD

Purpose: To provide students with a strategy to help them exhibit appropriate classroom listening behavior and remain focused during a lesson, presentation, or assembly.

Population: This strategy was designed for elementary students but could be used for students in middle or high school.

Review:

Review relevant prerequisite skills such as appropriate posture and polite listening skills.

Presentation:

Advanced Organizer: “Over the last week we have spent a good deal of time discussing what a good listener and worker looks like. Today I am going to teach you a strategy to help you remember the steps to being a good listener. I will teach you the strategy, then I will model how to use the strategy, and then you will practice using the strategy by role-playing in a small group. Finally you will be required to practice this strategy independently.

Rationale: “Today I am going to teach you a strategy to help you become a better worker and listener. The strategy is called **WORK** and can be used when you listen to me instruct you in class. You know that when I give you instructions it is important to you and me that you listen and pay attention. It will also help you when you listen to each other present projects or read aloud in class. If you are not a good listener when your classmates are speaking, someone may feel hurt. It is rude not to be a polite listener and people might just stop talking to you. When I go to college at night, I use this strategy to help me focus, listen, and be a good worker while my professor is lecturing. Many of you may attend religious classes or services and this strategy can help you get the most you can out of those classes and services. I know that some of you play on different sports teams. If you use this strategy when your coach is giving instructions, you will demonstrate to him or her that you are ready to **WORK**. When you are older and have a job someday, this strategy can help you during meetings with your boss. Who would like to give me another example of a time when the strategy will help you?” Elicit examples from the class.

Describe: The teacher says, “The strategy we are going to learn today is a mnemonic. We have learned mnemonics before such as the COPS writing strategy and the acrostic My Very Educated Mother Just Served Us Nine Pizzas for the order of the planets from the sun. This is a first letter mnemonic, **WORK**. “W” stands for Watch the speaker. “O” stands for Open my ears and close my mouth. “R” stands for Remember good posture and “K” stands for Keep my attention until the speaker is finished.

Demonstrate: “Mrs. Brown has helped me make a short video to show you. In this video I used the strategy **WORK** while I listen to Mrs. Brown read a selection to her class and me from our social studies text book. After we watch the video once we will go back and watch it again. The second time we will stop it so that we can talk about the different steps to my strategy and when I am using them.” Play the video for the class then rewind and play a second time. Stop during the first few minutes to point out how the listener is watching the speaker. “Now let’s stop the video for a second. Mrs. Brown has begun reading. I have remembered the W in our strategy **WORK** and I am watching Mrs. Brown while she reads to us. Now I’ll turn the video back on so we can continue to watch.” Play the video. After a few minutes stop the tape again and continue to discuss the behavior that is being

demonstrated. “At this point in the video I have remembered the O for open my ears and close my mouth and the R for remember good posture. Will someone tell me what behaviors they saw me demonstrate which indicate I have remembered these two steps of my strategy?” Elicit responses from the class. These responses may include that they saw the model sitting up straight, that she was not talking to the other students, or that she was taking notes while Mrs. Brown read to the class. Now I’ll turn on the video one more time so we can watch ‘til the end.” Play the rest of the video for the class. “We can see from the video that I also remembered the “K” keep my attention until the speaker is finished. What did I do that demonstrates that I was able to keep my attention focused?” Elicit examples from the class. These examples might be: I listened to the teacher the entire time, I did not stare out the window or off into space, or that I did not bother my neighbor by tapping on my desk or making noise. Have students continue to discuss moments in the video when they felt the teacher was demonstrating each of the steps in the strategy.

Guided Practice:

Verbal Rehearsal of the Steps: Have the students repeat the steps in a rapid fire fashion. The teacher would say, “Who can repeat my first letter mnemonic for me?” Elicit responses from the class. “Yes my mnemonic is **WORK**. What does **WORK** help me to do?” Again elicit responses from the class. “Yes, **WORK** does help me to behave appropriately while listening to someone speak. And why is that important? Okay, quickly now, what does the W remind us to do?” Point to a class member and quickly continue through the letters of the strategy title asking what each letter stands for. “Who will give me an example of a time when they would need to use this strategy?” Continue to elicit examples from the class.

Behavioral Rehearsal and Feedback:

Problem Solving: Students will be presented with different situations in which they could tell how they would apply the strategy. These situations could include: listening during a music or dance lesson, listening during a read-aloud at the library, listening to an assembly on safety in school, or listening to a lecture on the history of the United States in class.

Role Playing: Break students into groups of 3 or 4 students. Assign students the roles of speaker, listener, and rater(s). Have the students role play a situation in which they would need to use the strategy. These situations could include reading aloud from a novel or textbook, presenting the summary of a recently completed project, or giving instructions to a sports team during practice. The rater in the group would fill out a rating scale on the listener’s behavior.

Generalization:

Have students practice using the strategy **WORK** during lectures for science, social studies, reading, language arts, and math class. Alert their other teachers that students have learned this strategy. Remind students to use it when they have an assembly or guest speaker in class. For homework, students will use a homework sheet to report specific instances of use and evaluate their own performance. This could be during instructions for a sport or during a religious service. Students could interview their family members about times when a strategy like this would have helped them to be a better worker and listener.

Weekly and Monthly Reviews: Students should report on when and where they are using the strategy. Students should be encouraged to continue to evaluate their use of the strategy by completing a student rating scale. Encourage students to use the strategy during class, at PE, in computer class, while at a religious service, during practice, or at a music lesson.

Source: Provided by Jessica Bucholz, a Palm Beach County, FL teacher.

Medications Commonly Prescribed for Students with AD/HD

DRUG	TYPE	DURATION	PROS	PRECAUTIONS
CONCERTA Methylphenidate	Psychostimulant	About 12 hours	Works quickly, avoid second dose.	Use cautiously if family history of tic disorders.
RITALIN Methylphenidate	Psychostimulant	About 3–4 hours	Works quickly (30–60 minutes), good safety record.	Use cautiously if family history of tic disorders. Must be administered in school.
RITALIN-SR (Sustained Release) Methylphenidate	Psychostimulant	About 7 hours	Longer lasting, good safety record.	Slow onset of action (1–2 hours). Use cautiously if family history of tic disorders.
DEXEDRINE Dextroamphetamine	Psychostimulant	About 3–5 hours (tablet); 7–10 hours (spansule)	Works quickly (30–60 minutes), good safety record. May avoid second dose with spansule.	Use cautiously if family history of tic disorders.
ADDERALL Single-entity amphetamine product	Psychostimulant	About 3–6 hours	Works quickly (30–60 minutes), may last longer than some others.	Use cautiously if family history of tic disorders.
ADDERALL XR Single-entity amphetamine product	Psychostimulant	About 12 hours	Works quickly (30–60 minutes), no need for second dose.	Use cautiously if family history of tic disorders
TOFRANIL and NORPRAMINE Imipramine and desipramine	Antidepressant	12–24 hours	Helpful for comorbid depression; lasts all day. May be useful if stimulants do not work.	May take 2–4 weeks for response; baseline ECG recommended. Discontinue gradually.
METADATE CD Methylphenidate	Psychostimulant	About 8–10 hours	No need for second dose, good safety record.	Use cautiously if family history of tic disorders.
CATAPRESS Clonidine hydrochloride	Antihypertensive	3–6 hours (tablet); 5 days (skin patch)	Can be used with tic disorders; may be helpful for severe hyperactivity and/or aggression.	Must be discontinued gradually; tablets are short-lasting, patches are expensive.
STRATTERA Atomoxetine hydrochloride	Norepinephrine reuptake inhibitor	8–10 hours	Not a controlled substance.	Onset 1–2 hours; new, so long-term effects are unknown.

Source: Adapted from Medication Chart to Treat Attention Deficits Disorders, by H. C. Parker, 2003. Retrieved January 22, 2006, from http://www.Idonline.org/Id-indepth/add_ADHD/add-medication_chart.html