Boosting Academic Success: Improve Study Strategies and Enhance Comprehension in Homeschool and Remote Teaching Environments

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Texas A&M University
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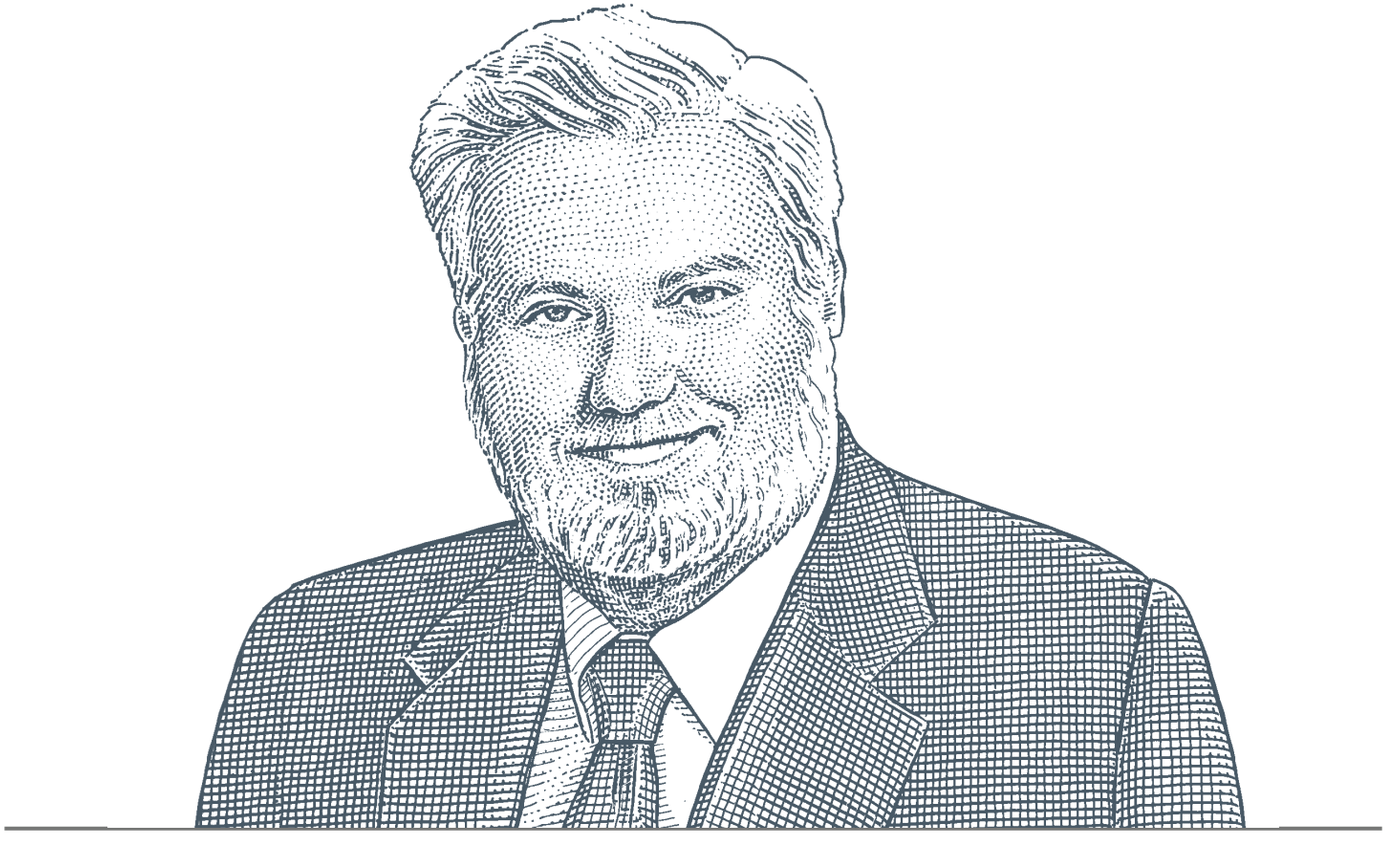

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Rationale

- Research over the past 50 or more years in educational, school, and related areas of psychology has demonstrated repeatedly that students who engage in strategic learning and test-taking perform at higher levels academically than those who do not.
- Academic achievement levels can be improved significantly by improving the study skills, learning, reading comprehension, test-taking, and related strategies of learners at all ages, which is effective with both regular and special education students.
- Knowing how to study, learn, and enhance comprehension skills is even more critical in the homeschool and remote/virtual teaching environments.

Rationale *(cont.)*

- In this webinar, I will briefly review the science of learning skill development and assessing the skills of individual students.
- Additionally, examples of techniques for remediating measured deficiencies in learning, study skills, and comprehension (among other critical learning skills) are presented, with designated resources for locating and developing additional methods for improving student characteristics in the measured areas.
- Enhancement of the needed skill areas is presented as a team effort among school psychologists, instructional staff (teachers and teacher aides), and parents/caregivers in the home.

Despite 50+ years of supportive science, we are not teaching strategies.

"In reading, instruction in the 11th and 12th grades may not prepare students for college-level reading assignments (especially considering the number of college freshmen who enroll in a remedial reading course). A greater emphasis in teaching reading strategies is present in remedial reading courses at the postsecondary level—the same strategies that seem no longer taught at the high school level…" (pp. 32–33)

ACT Curriculum Survey: 2005–2006. Iowa City, IA: ACT (2007).

If we do not teach learning and study strategies…

- Many students will not develop them, and yet these are all skills that can be taught.
- Minority and lower SES students are less likely to have these skills without instruction.
- These skills have always been critical to success in learning.
- These skills are even more critical as learning becomes more self-driven and independent with less structured supervision as is common in virtual environments.
- Teaching these skills can lessen the so-called achievement gap.

Teaching Learning and Study Strategies Has Many Benefits

- Knowing how to study and learn enhances student motivation.
- Teaching students how to study and learn produces "…empowered learners, and such students enjoy higher academic achievement levels and a wider array of lifetime opportunities…"

  Gubi, A., Platton, P., & Nelson, A. (2008). Motivating students: School psychologists as motivational change agents. *Communique*, *37*(4), 37–38.
- Knowing how to learn improves academic performance.
- Knowing how to study improves and fosters independent learning.
- Enhancing comprehension improves all aspects of learning and creates more opportunities for independent learning—and increased motivation to learn independently.

General Benefits of Teaching Learning Strategies

- Students who engage in strategic learning and test-taking perform at higher academic levels than those who do not.
- If you improve the study skills, learning strategies, reading comprehension, and test-taking behavior of students, their academic achievement will also improve.
- This is true at all grade levels, with both regular and special education students.
- At-home learning makes more demands on the individual student's skills in organizing, studying, comprehending, strategic listening, and self-motivating—teaching these skills improves at-home performance.

It Takes a Team Approach

- School psychologists can assess or supervise assessment of a student's current skills in knowing how to learn, study, and comprehend—coordinate with teachers and parents—and provide access to materials.
- Teachers and aides can conduct assessments, tailor lessons to teach study and learning skills—assist parents in following up or teaching at home—and provide access to materials.
- Parents can reinforce as well as teach these skills at home using scripted lessons.

We Have Assessment and Teaching Materials to Emphasize These 10 Constructs

The SMALSI and the SFAS target 10 primary constructs.

7 Strength Areas

- Study Strategies
- Writing–Research Skills
- Reading Comprehension Strategies
- Note-Taking and Listening Skills
- Time Management
- Organizational Techniques
- Test-Taking Strategies

3 Liability Areas

- Test Anxiety, Attention/Concentration, and Academic Motivation

Each Area Is Important

These constructs are well established in educational psychology and general education literatures. They have been demonstrated in literally hundreds of research works spanning at least five decades (for each construct) to be related to academic and educational success.

But, Before We Go Further—What Is a Learning Strategy?

- It is NOT what has become known as Learning Styles.
- Learning Strategies are defined as:

"The purposeful behaviors of a learner that are intended to facilitate the acquisition and processing of information."

Current emphases in reading instruction do not promote comprehension.

"It should come as no surprise…we are frustrated with the over-attention to sound, letter, and word-level processing that characterizes instruction for struggling readers, given the evidence that progress often boils down to a little progress in learning how to sound out words and only small improvement in comprehension." (p. 523)

Pressley et al., 2009.

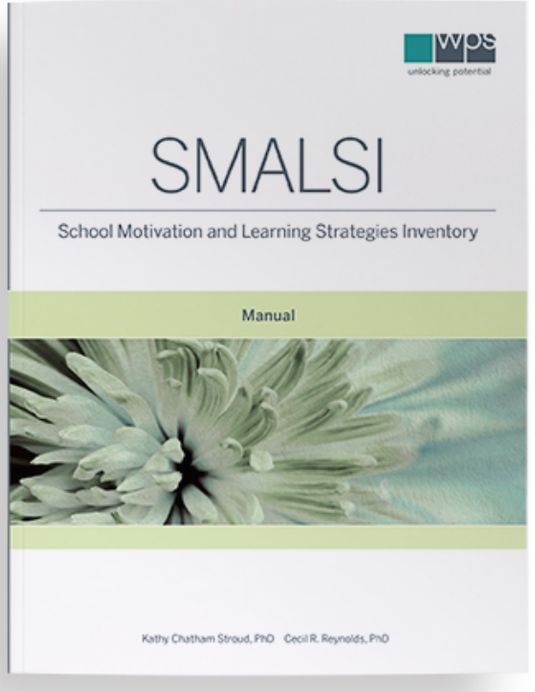
Pressley et al., 2009, go on to tell us that…

"When skilled readers read, they are very active before, during, and after reading in the service of getting meaning from text." (p. 529)

Passive listening to word-calling in our heads does not promote comprehension—we must manipulate information to understand it. This requires the use of a strategy.

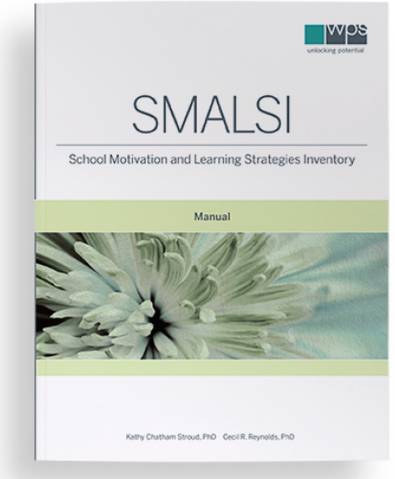
How Do We Assess Learning and Study Strategies?

- The School Motivation and Learning Strategies Inventory—the SMALSI



(SMALSI) School Motivation and Learning Strategies Inventory

by Kathy Chatham Stroud, PhD, and Cecil R. Reynolds, PhD



Available Online!

https://www.wpspublish.com/smalsi-school-motivation-and-learning-strategies-inventory

What Is the SMALSI? School Motivation and Learning Strategies Inventory

- Standardized self-report inventory for ages 8 years to 19 years in two forms
  - Child form: Ages 8–12
  - Teen form: Ages 13–19
  - Designed to assess multiple constructs related to Learning Strategies, Academic Motivation, Test-Taking Strategies, and Test Anxiety
  - Available for online, remote administration, scoring, and reporting

What Is the School Motivation and Learning Strategies Inventory?

- Can be administered by teachers, aides, school psychologists, counselors, or others in consultation with a school psychologist for score interpretation.
- May be administered individually or in groups, large or small.
- Can be completed in 20–30 minutes by most students reading at grade level 3.5 or higher (may be read to others).
- Yields a profile of *T*-scores ($M = 50$, $SD = 10$) from which strengths and weaknesses in specific areas can be determined and targeted for teaching if necessary.
- Computer-scoring or hand-scoring is available.

Who Can Use the SMALSI?

- School and related (e.g., child clinical, pediatric) psychologists
- School counselors and LPCs
- Educational diagnosticians
- And, with the assistance of the psychologist, counselor, or diagnostician:
  - Learning disability specialists and special education teachers with assessment training
  - Regular education teachers with a course in classroom assessment or tests and measurement

SMALSI Student Strengths Subscale Definitions

- Study Strategies Subscale: Selecting important information, relating new to previously learned information, and memory strategies for encoding.
- Note-Taking/Listening Skills: Discriminating important material when taking notes, organizing notes, efficiency in note-taking.
- Reading Comprehension Strategies: Previewing, monitoring, and reviewing text, including self-testing to ensure understanding.
- Writing–Research Skills: Researching topics in a variety of ways, organizing writing projects as well as monitoring and self-checking for errors.

SMALSI Student Strengths
Subscale Definitions *(cont.)*

- Test-Taking Strategies: Increasing efficiency in test-taking, including eliminating unlikely answers and strategic guessing.
- Organizational Techniques: Organizing class and study materials and structuring assignments, including homework and other projects.
- Time Management: Effective use of time to complete assignments, understanding of time needed for academic tasks.
- On the child version, time management and organizational techniques are combined into a single scale.

SMALSI Student Liabilities Subscales

- Low Academic Motivation: Level of intrinsic motivation to engage and succeed in academic tasks.
- Test Anxiety: Student's experience of debilitating symptoms of test anxiety, lower performance on tests due to excessive worry.
- Attention/Concentration Difficulties: Attending to lectures and other academic tasks, monitoring and adjusting attention to performance, concentrating and avoiding distractions.

The Number One Goal of SMALSI Use?

To identify students who lack or have underdeveloped learning and study skills so we can teach them how to be more effective, strategic learners who can demonstrate their knowledge and skills accurately in all learning environments.

Applications of the SMALSI

- Screening in regular education
  - Identifying group weaknesses in a classroom or school
  - Identifying individuals with a lack of, or poorly developed, strategies for learning
- Pre-referral intervention/prevention—maybe they are not learning because they do not know how?
- Assessing learning skill development in homeschool and remote/virtual teaching environments
- Assessing students with disabilities
  - Learning disabilities
  - Emotional disturbance
  - ADHD
  - TBI

Psychometric Overview

- Standardized on a sample of nearly 3,000 public and private school students.
- Produces scores with high levels of reliability.
- Has validity data demonstrating it predicts academic outcomes.
- Detailed data are provided in the SMALSI professional manual.

Learning Strategies CAN Be Learned

But, they must be taught—
they are very teachable skills.

Too often we just assume
students will figure it out!

Help solve the problems of general education before they become the problems of special education.

And the Homeschooler—Remote Learner?

- Having high-level study skills and learning strategies gives them confidence.
- Makes them more capable and successful independent learners—which is required for success in the virtual environment.
- Is self-motivating—if you are good at learning and have the skills, you are more likely to do it!

All Can Benefit

- Students of all abilities can and do benefit academically from becoming strategic in their learning

  (e.g., Gall et al., 1990; Weinstein & Hume, 1998; Faber, Morris, & Lieberman, 2000)

- The routine teaching of learning strategies in regular education provides some inoculation from academic deficiencies (i.e., prevention)

Teaching Strategic Learning Skills Is Both Intervention and Prevention

- This intervention and prevention characteristic of "strategy ability" occurs for some significant number of children and is not a newly discovered phenomenon but has been known for some time

  (e.g., see efforts by Deshler & Schumaker, 1993, and Faggella-Luby, Schumaker, & Deshler, 2007)

- The teaching of strategies is viewed by many as a basic building block of learning (e.g., see Armbruster, Lehr, & Osborn, 2003), and the acquisition of strategies for learning is nothing short of essential to becoming an effective, self-regulated learner

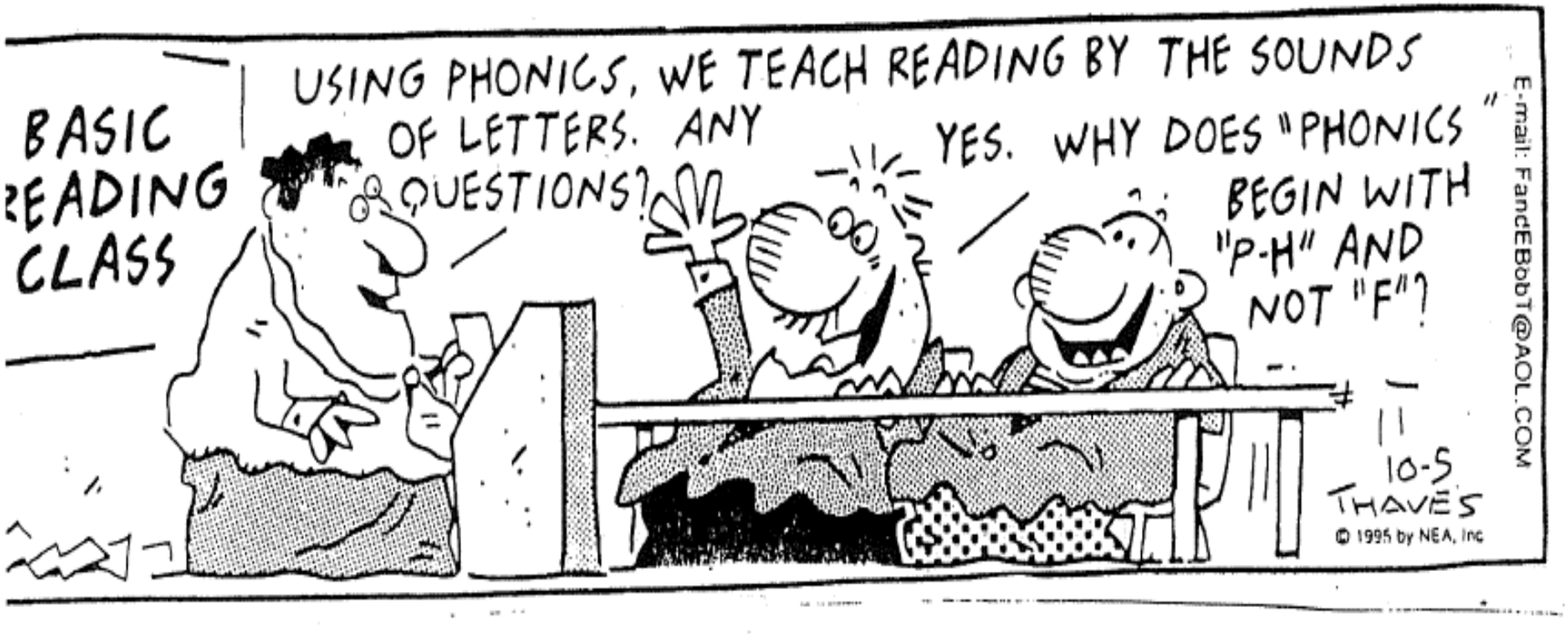
  (e.g., Schraw & Reynolds, 2009)

There are better interventions than global instruction in one approach.

HUKT AWN FONIX

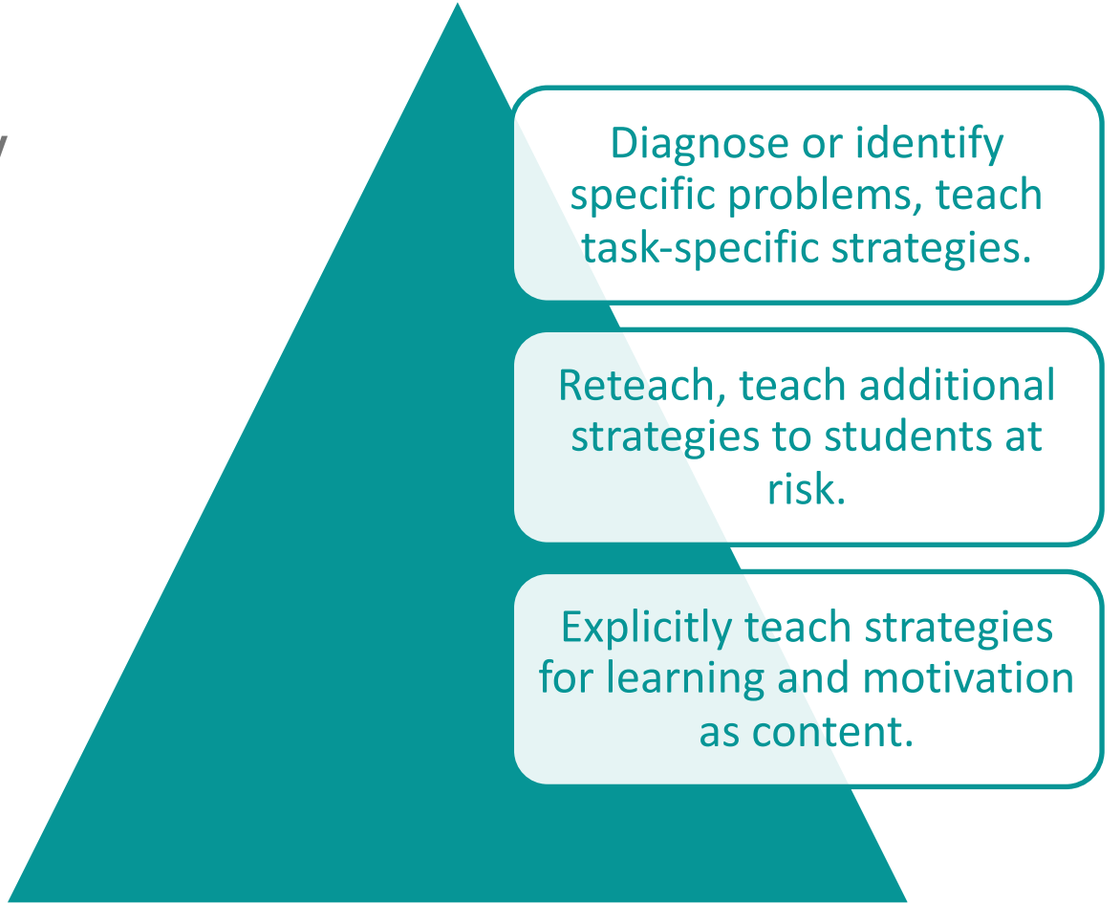
WURKT FUR MEE

And, Some Qs Are Hard to Answer About Some Methods



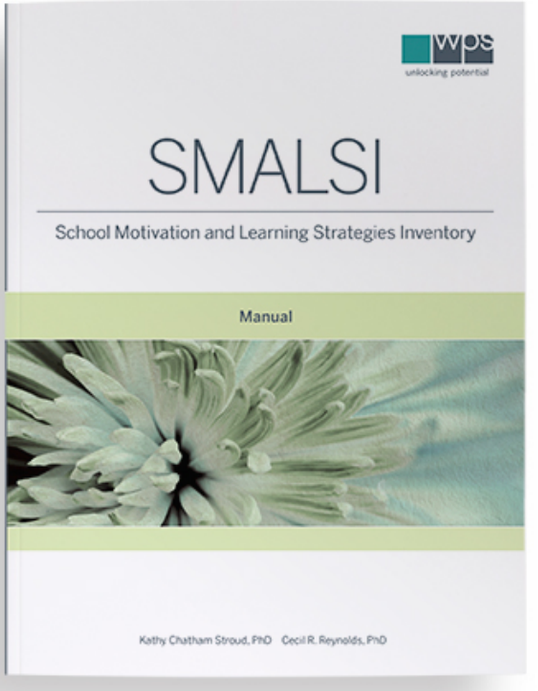
Strategy Instruction in SpEd

- Strategy instruction has an important role to play in Tier 1 and Tier 2 interventions in the general classroom.



In Tier 3

- You can also review item content on scales of the SMALSI where any weakness occurs and emphasize 1:1 direct instruction in carefully targeted areas of strategy development.



In RTI Models for Reading, Include Strategy Instruction

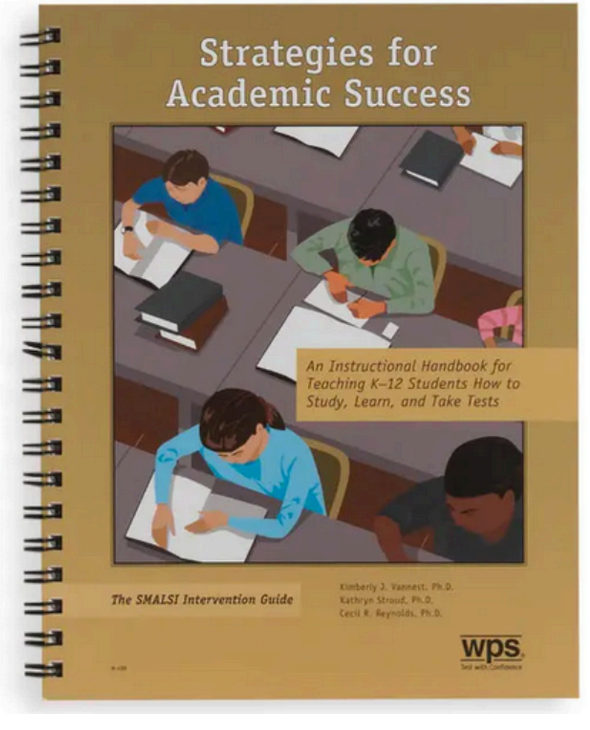
- In a recent meta-analysis, Scammacca et al. (2007), examined outcomes from intervention studies conducted with adolescent students with reading difficulties.
- The overall effect size across all 31 studies was 0.95.
- Instruction in reading comprehension strategies was associated with the largest effects.

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., et al. (2007). *Reading interventions for adolescent struggling readers: A meta-analysis with implications for practice.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

The ultimate real life,
Functional reading test!

How We Teach Strategies: The Intervention Manual

- Available Online!
- Https://www.wpspublish.com/strategies-for-academic-success



The Intervention Manual Has Three Sections

- **Section I:** An Introduction to Learning Strategies
- **Chapter 1:** An Introduction to Learning Strategies: Assessment and Development
- **Chapter 2:** The Research Evidence From the Education Sciences: How Teaching Learning and Study Strategies Enhances Learning

Section II: Strategies for Developing Learning Strengths

- 7 chapters—one for each SMALSI strength scale

Ex. Chapter Outline; Section II

- Chapter 3: Teaching Study Strategies
  - The SMALSI and Study Strategies
  - What Are the Best Study Strategies?
  - Teaching the Best Study Strategies
  - Teaching Students to Improve Their Concentration When Studying
  - Teaching Students to Improve Memorization
  - Teaching Students to Develop Associations With Prior Learning
  - Teaching Students to Use Self-Talk During Study
  - Teaching Students to Use Concept Maps
  - Teaching Students to Use Multiple Sources of Information
  - Summary

Section III: Strategies for Overcoming Academic Liabilities

- 3 chapters—one for each SMALSI liabilities scale

Ex. Chapter Outline; Section III

- Chapter 12: Enhancing Low Academic Motivation
  - The SMALSI and Academic Motivation
  - What Are the Best Academic Motivation Strategies?
  - Teaching the Best Academic Motivation Strategies
  - Teaching Students to Set Goals and Increase Self-Determinism
  - Teaching Students About Choice and Preference
  - Teaching Students About Participation and Involvement
  - Teaching Students to Understand Situated Motivation and the Impact of the Environment
  - Teaching Students to Unlearn a History of Failure by Setting Up Success
  - Summary

Also Two Helpful Appendices

- Appendix A: Websites with supplemental information on improving learning and study strategies
- Appendix B: 79 reproducible figures and worksheets you can use with students and provide free to parents for use at home
- References

SFAS contains scripted, detailed lessons for teaching every strategy in the following list of scientifically supported learning and study strategies—all of these strategies were chosen based on their scientific support as effective in improvement of learning and test-taking.

The Complete SFAS Scripted Strategy List

Attention/Concentration

- Organizing study
- Increasing focus
- Developing self-motivation
- Becoming a self-advocate
- Using self-management

Note-Taking

- Preparing to take notes
- Writing notes
- Recognizing teacher cues
- Correcting organizing notes
- Reviewing notes
- Guided Lecture Procedure

Listening Strategies

- Preparing to listen
- Becoming an active listener
- Listening for teacher cues
- Putting it all together—TQLR strategies

Writing/Research Strategies

- Recognize and use different resources to gather information
- Prewriting strategies—B-BOP
- The CREATE approach to write and edit drafts
- Self-regulation strategies and setting goals

Study Strategies

- Improving concentration
- Self-talk
- Memorizing
- Making connections with prior learning
- Using multiple points of information
- Using concept maps

The Complete SFAS Scripted Strategy List *(cont.)*

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Time Management

- Prioritizing skills
- Listing, planning, and time budgeting
- Delegation skills, doing things differently, and floating tasks
- Scheduling, flexibility, and postponing skills

Test Anxiety

- Teaching test-taking strategies
- Teaching "about" test creation/ development
- Teaching study strategies
- Physical preparation
- Anxiety—exposure, contingency management, modeling, behavioral and cognitive therapies

Test-Taking Strategies

- Prepare for the test
- Avoid unnecessary errors
- Answer questions using deductive reasoning
- Know when and how to guess
- Be efficient with time
- Put it all together and adopt an overall approach to test-taking—The PIRATES strategies (Hughes et al., 1993)
- Review performance after the test

The Complete SFAS Scripted Strategy List *(cont.)*

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Reading Comprehension Strategies

- Monitoring their comprehension
- Using graphic and semantic organizers
- Generating questions about what they read
- Answering questions about what they read
- Recognizing the structure of the material (e.g., setting, goals of content, outcomes—that is, they should know why they are reading the material and its purpose)
- Summarizing

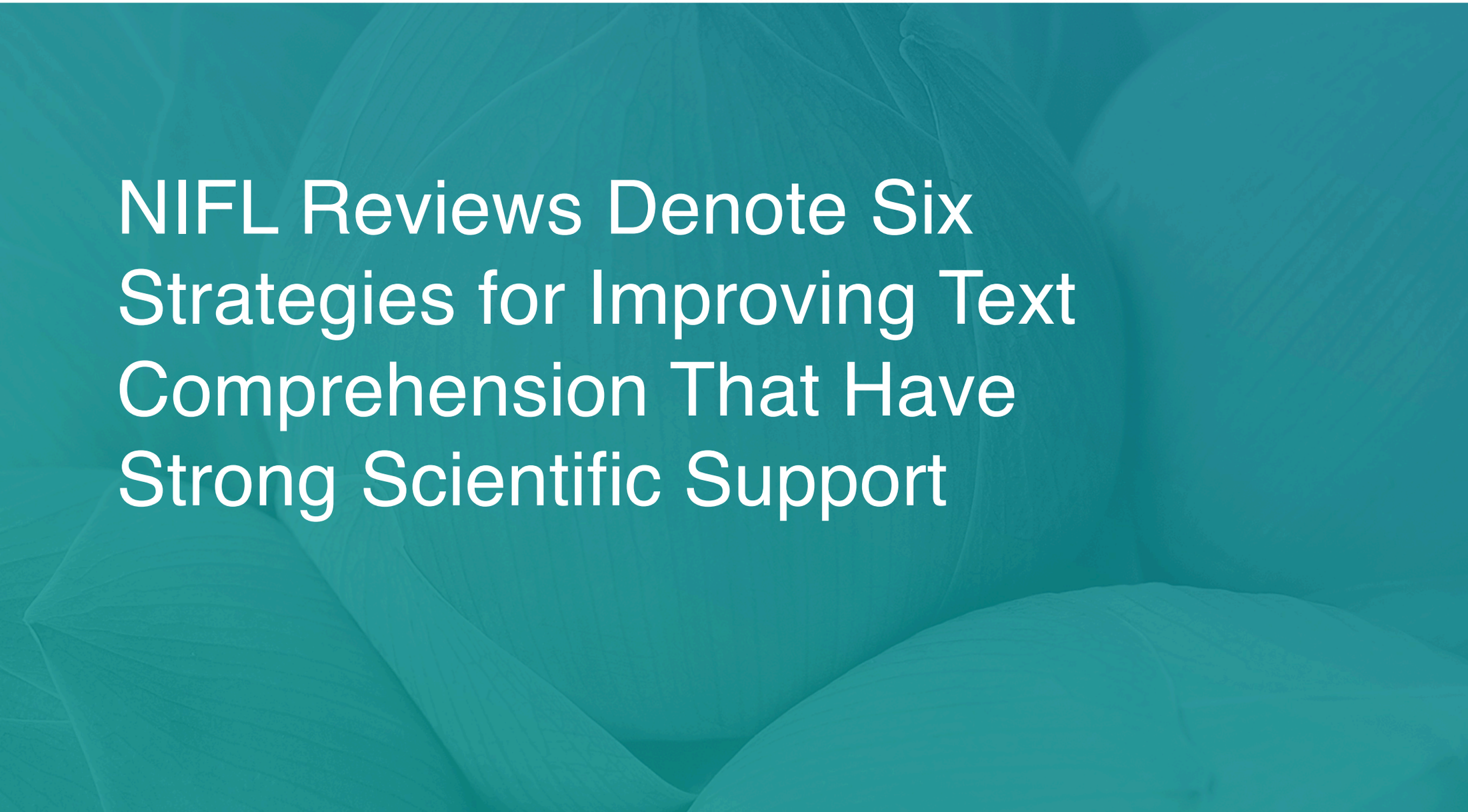
Low Academic Motivation

- Goals and self-determination, identify and meet needs
- Unlearn history of failure, reinforcement sets up success, increase positive consequences (praise)
- Choice and preference, participation/involvement
- Situated motivation, environmental

Examples of Instructional Approaches for Teaching Students to Be Strategic Learners

According to Research Summaries from the National Institute for Literacy (NIFL)

- "Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading." (Reading is comprehension of text, not fluency!)
- "Text comprehension is improved by instruction that helps readers use specific comprehension strategies."
- Recall that strategies are conscious, purposeful plans for accomplishing a goal.



NIFL Reviews Denote Six Strategies for Improving Text Comprehension That Have Strong Scientific Support

Science says the following strategies are the most effective.

Teach readers to:

- Monitor their comprehension
- Use graphic and semantic organizers
- Generate questions about what they read
- Answer questions about what they read
- Recognize the structure of the material (e.g., setting, goals of content, outcomes)
- Summarize

What teaching strategies are most effective for teaching strategies?

The most effective strategy for teaching strategies is clear, direct instruction that includes **4** components:

- Direct explanation
- Modeling by the teacher
- Guided practice
- Application

Direct Instruction Is Also a Method Easily Taught to Parents

- And, detailed scripted lesson plans make it easy for teachers, aides, and parents to teach every strategy identified in the SFAS as being effective in improving learning.

Teach Summarizing Using Our Model of Direct Instruction

- Direct Explanation (Tell me what you want me to learn.)
- Modeling by the Teacher (Show me how you do it.)
- Guided Practice (Do it with me.)
- Application (Let me do it on my own and give me feedback.)

Some Examples of Scripting

Summarizing

Step 1: Direct Explanation

- A summary is a short way of telling the most important or most interesting parts of something, so people listening to or reading your summary will understand what you read or saw, even if they do not know all of the details. For example (select a student), what is your favorite television show? (Allow student to respond.) Okay, tell us all what happened in the show the last time you watched it. (Allow student to respond.) Good. I think we all understand what you liked most in the show last week, and it took you only a minute or two to tell us, but the show lasted 30 (or 60) minutes, didn't it?

Some Examples of Scripting *(cont.)*

- (Name another student), what is your favorite movie? (Allow student to respond.) Tell us what happens in the movie. (Allow student to respond.) Very good! Now we all know the basic story and most important parts of the movie as you see it, and you told us in 2 to 3 minutes, but the movie lasted over an hour!
- (Name another student), tell us about the best birthday party you ever had. (Allow student to respond.) That sounds like it was a lot of fun, and now we all know pretty much the important parts you wanted us to understand. And you told us in just a few short minutes—but how long did the party last—several hours at least, I bet!
- (Continue with more examples, if necessary. Other topics students can summarize spontaneously about are what they did last summer, their favorite family vacation, or the most fun time they had with their best friend.)

Some Examples of Scripting *(cont.)*

- "All of these short stories are called summaries. A summary is a short way of explaining or telling something that is longer. To summarize something, we must first understand it! If we read something and then summarize it well for ourselves or for someone else in a way that they can understand it (a summary does not always have to be told to another person—often we tell it to ourselves to be sure we know what it said!), we know we understand it. If we find out we cannot summarize something we read or it's really hard to do, we should go back over the material and maybe even read it again to be sure we understand it."

Teaching Strategic Listening

- Research indicates that the best strategies to teach to improve listening include those that prepare students for what they will hear, engage students while listening, help students to maintain attention, and allow students to process the information they are hearing. The strategies taught in the following sections include:
  - Preparing to listen
  - Becoming an active listener
  - Listening for teacher cues
  - Putting it all together—TQLR strategies

Scripted Lessons for Direct Instruction in Strategic Listening

- Teaching students to prepare to listen—explanation to the teacher
- Good listening begins with preparing oneself for what will be heard. Students likely expect that learning begins with a lecture. In fact, it begins with preparation before and during class. Before class, students can review materials such as their notes or textbook chapters. Before listening, students should ask themselves questions—for instance, what is the purpose of listening? What do I expect to hear? And what do I already know about the subject?

Scripted Lessons for Direct Instruction in Strategic Listening *(cont.)*

- "Today we are going to talk about listening. Who can tell me the difference between hearing and listening? (Allow student responses.) How many of you have heard your parents say, "You're not listening to me!", and you were able to respond, "Yes I am. You said…" You heard the words, but you didn't think or act on them until your parents got your attention. In other words, you didn't really process or understand what they had said until you repeated it back. Well, that's the difference between hearing and listening. Hearing is the physical act of perceiving a sound. When we listen, we are actively processing and seeking to understand the message that has been communicated to us. Today we are going to begin to learn some strategies that will help us listen more effectively."

Scripted Lessons for Direct Instruction in Strategic Listening *(cont.)*

- "First, we'll learn how to prepare to listen. Our focus is going to be on listening to lessons in class, but you'll find that you can apply some of the things we talk about to your conversations with friends and family members or to things you hear on television. Why do you think your teacher usually tells you what you'll be covering in the next class? It's not just to get you excited about coming to class—although he or she always hopes it does! Your teacher is trying to prepare you for listening to the lesson."
- "There are several things you should do to get ready, both before going to class and at the beginning of class. Let's cover before class first. (See Figure 33 for the steps to follow.)"

Scripted Lessons for Direct Instruction in Strategic Listening *(cont.)*

- "You're going to ask yourself a few questions during this process. I've written them down for you to help you remember. First and foremost, ask yourself: Why am I listening? There are several possible answers, and the answer determines what you are listening for. (Review Figure 34 with the class.) Most of the time in school, you will be listening to understand or to remember. After thinking about why you are listening, consider what you are listening to. Ask yourself: …"

Figure 34 Referenced in Last Slide

Am I listening…	Then I should…
to understand?	listen with an open mind and set aside my personal opinions.
to remember?	listen for how the speech is organized, for main ideas or key words, and for repetition of key words.
to evaluate?	listen for clues about whether the speaker is qualified, discrepancies or biases in thinking, generalizations, or emotionally charged language, and to decide if the message is legitimate.
to be entertained?	listen for an enjoyable experience (e.g., language, mood, humor).
to support?	listen for how the speaker is feeling and the message being communicated so I can respond appropriately.

Strategies for Study Skills

- Improving concentration
- Self-talk
- Memorizing
- Making connections with prior learning
- Using multiple points of information
- Using concept maps

SFAS has scripted direct instruction lesson plans for every one of these strategies and reproducible figures and worksheets.

Memorizing

- **Acronyms** – Acronyms are combinations of letters selected by the individual that represent the concepts being memorized. For instance, HOMES represents the names of the Great Lakes Huron, Ontario, Michigan, Erie, and Superior.
- **Acrostics** – Acrostics are a sentence or poem created by the individual with the first letter representing items to be memorized. For instance, Please Excuse My Dear Aunt Sally represents mathematical order of operations (Parentheses, Exponent, Multiplication, Division, Addition, and Subtraction).
- **Visualizations** – Rhyme keys, loci, chaining.

Rhyme Keys

- *Rhyme keys* (or peg words) are key words that rhyme with a sequence of numbers with images that rhyme with the key words attached to numbers to trigger memory. For instance, a student can be taught to memorize a list of items using words that rhyme with numbers (one-bun, two-shoe, three-tree) and then imagine some combination of the memory words with the rhyme keys. Remembering to buy cheese, bread, and lunch meat, one could visualize cheese on a bun, bread on a shoe, and lunch meat in a tree.

Loci

- *Loci* is associating words to be remembered with a familiar walking pattern (through the house, through a school). For instance, if a student wanted to memorize the first three presidents of the United States, they would look at pictures of each and visualize their school. At the front door of the school was George Washington. When I walked into the cafeteria, John Adams was having breakfast. When I went to my classroom, I saw Thomas Jefferson sitting in my seat.

Chaining

- *Chaining* is creating a story with a list or items to be memorized. For instance, let's say a student has to memorize the first five amendments, or Bill of Rights, to the United States Constitution. They might make up the following story. A speech writer was pressed against the wall holding a bible with a petition (i.e., freedom of speech, press, religion, and petition).

Note-Taking

- It is understandable to take a fairly simplistic view of note-taking as naturally occurring, rather than see it as a set of skills to be explicitly taught. Poor notes are often attributed to low motivation, inattention, or lower ability.
- Indeed these factors may play a role. However, the complex nature of note-taking, with the coordination of numerous tasks, requires development and practice of each element.
- Students need to adopt a strategic approach to writing notes; one that does not occur naturally but is cultivated over time and with specific instruction.

Note-Taking Strategies

- Preparing to take notes
- Writing notes
- Recognizing teacher cues
- Correcting organizing notes
- Reviewing notes
- Guided Lecture Procedure

Note-Taking Strategies *(cont.)*

Divide the page into three areas as shown:

1. Note-taking (during lecture)
2. Key words and questions for self-test (after lecture)
3. Summary (after lecture)

2 1/2"	6"
Key Words and Questions for Self-Test **2. After the lecture:** ▪ As soon after class as possible, identify key words and formulate questions based on the information in the note-taking column. This will help to clarify meanings, reveal relationships, establish continuity, and strengthen memory. The key words and questions also serve as a basis for self-testing. **IMPORTANT:** Note any gaps in your notes and fill them in on the facing page.	**Note-Taking Area** **1. During the lecture:** ▪ Use the note-taking column to record the lecture using brief and concise telegraphic sentences.

Summary Area

3. Summarize and connect: Reflect on the information presented during lecture. Ask yourself questions such as: What information is most important? What is the significance of these facts? How are they connected to one another? How can I apply them? How do they fit in with what I already know? Then write a paragraph summarizing and connecting the information from the note-taking column and any information you filled in.

Teach Steps via Direct Instruction

1. Use abbreviations to shorten words.
2. Shorten sentences by leaving out unnecessary words.
3. Rephrase material when possible.
4. Reformat the material in a way that is visually easy to understand.

Crossing Out Unnecessary Words

African elephants ~~are the~~ largest land animals ~~on Earth~~. ~~They are~~ slightly larger than ~~their~~ Asian cousins ~~and can be~~ identified by ~~their~~ larger ears that look ~~somewhat~~ (kind of) like ~~the~~ continent of Africa. ~~(~~Asian elephants ~~have~~ smaller, rounded ears.~~)~~

~~Elephant~~ ears radiate heat to help keep these large animals cool, but sometimes ~~the~~

Rewritten and Further Shortened

African elephants – largest animals. Slightly larger than Asian cousins. African ears = larger & African continent. Asian ears = smaller & rounded.

Ears – radiate heat 2 keep cool (b/c so large). African heat too much. E.'s like water, shower by sucking water into trunks and spraying themselves. Then usu. spray selves w/ protective coat of dust.

Learning to Recognize Cues

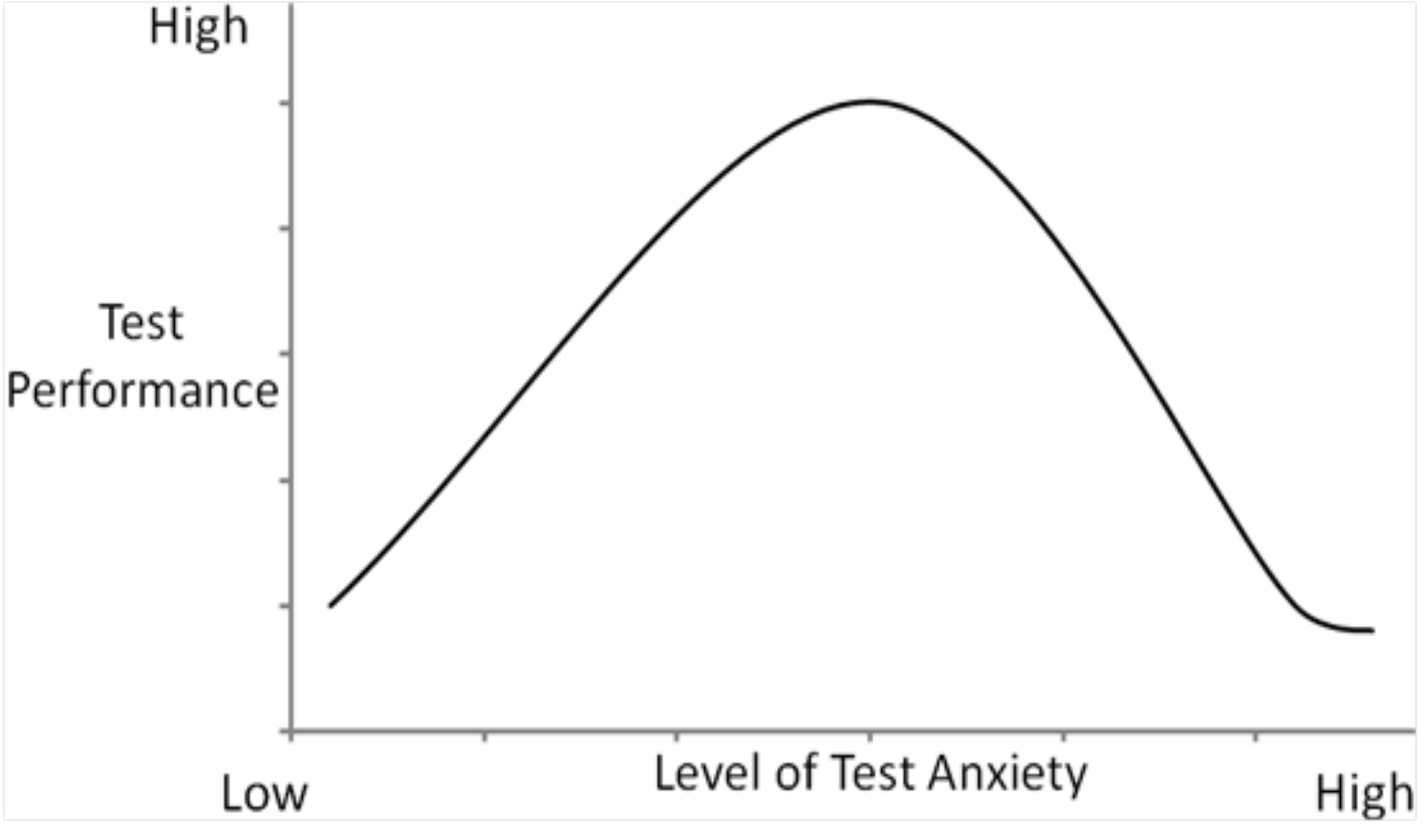
Repetition	Using text	Providing visual organizers	Engaging in summaries
when you hear it more than once you recall it better	when you see words emphasized in writing	when you recognize important concepts linked through a graphic or figure	when you hear or see main points all grouped together

An Alternative Approach for Advanced Learners: Advanced Direct Instruction

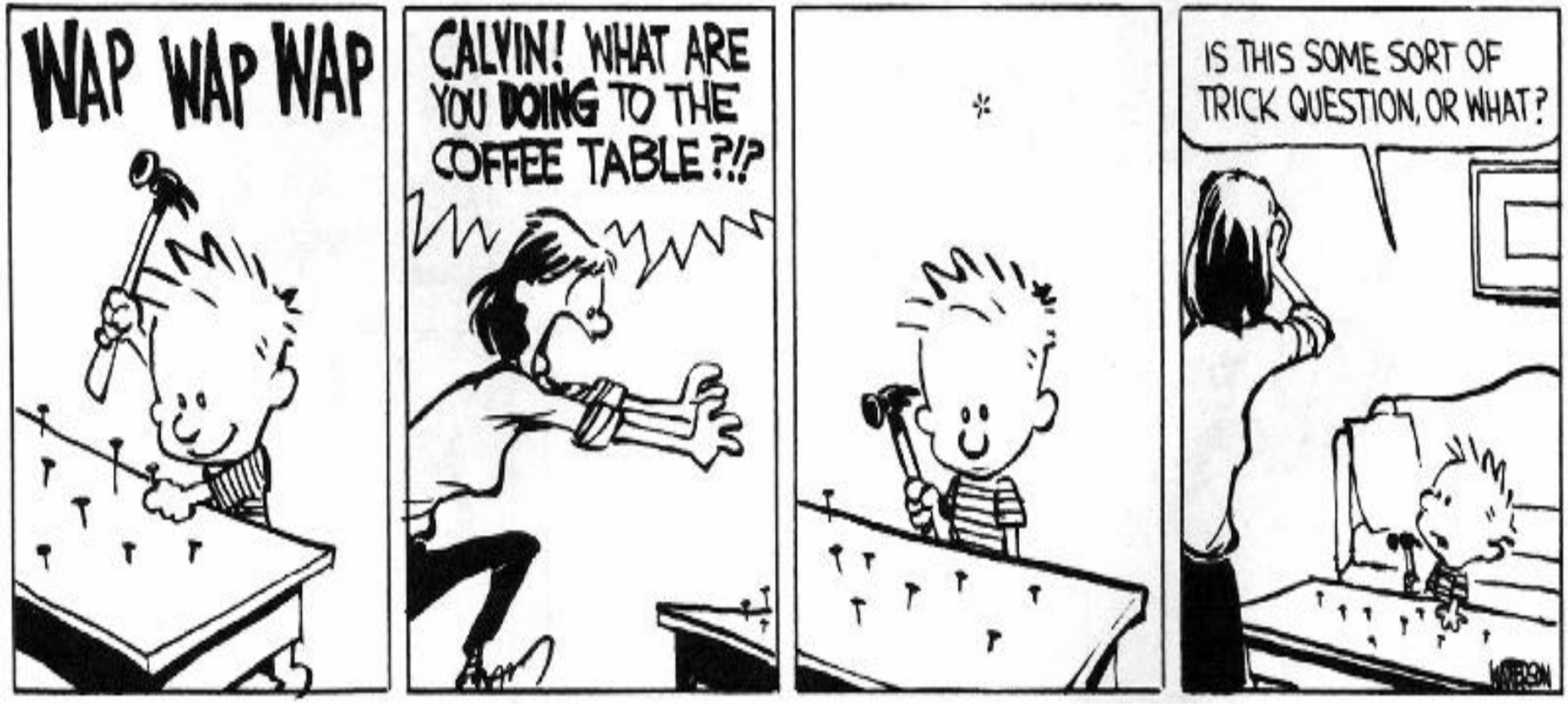
- Describe the strategy.
- Justify the strategy.
- Demonstrate the strategy.
- Specify when and where the strategy should be used.
- Demonstrate how to evaluate whether the use of the strategy has been successful.

In the Context of the Pandemic, I Am Also Predicting an Increase in Test Anxiety

Test Anxiety: Why It Matters



Test-takers are sometimes paranoid about some test items.



What Can We Do to Reduce Test Anxiety?

- Teach test-taking skills and strategies—SFAS has an entire chapter of scripted lessons for this.
- Teach students how tests are developed or designed—once students understand how tests are created, there are fewer unknowns and fewer fears of tests and testing.
- Teach study skills.
- All of these approaches are covered in detail in *Strategies for Academic Success*.

What Can We Do to Reduce Test Anxiety? *(cont.)*

- SFAS provides details on six other strategies for individual students to overcome or lessen test anxiety.
- Involve parents—they can help at home.
- SFAS provides details on 12 strategies for parents to use at home to assist individual students in reducing or eliminating test anxiety.

Sample Interventions to Teach Parents—Detailed Descriptions of 12 Approaches Are Given in SFAS

- Emphasize actual learning over test scores in discussions with your child.
- Find and use practice tests at home or make practice tests with your child.
- Explain to your child that many uses of tests are about the school and its programs—not them personally.
- Teach parents how to discuss test scores with their child in an encouraging manner.

When test anxiety is truly severe or debilitating, SFAS says to consider…

- Exposure strategies.
- Contingency management focused on test-taking.
- Modeling.
- Integrated cognitive behavioral therapy.
- In some cases, behaviorally based family therapy.
- All of the above are sourced from an evidence-based review of effectiveness.
- When test anxiety is severe, consider a 504 plan for test-taking accommodations and individual therapy.

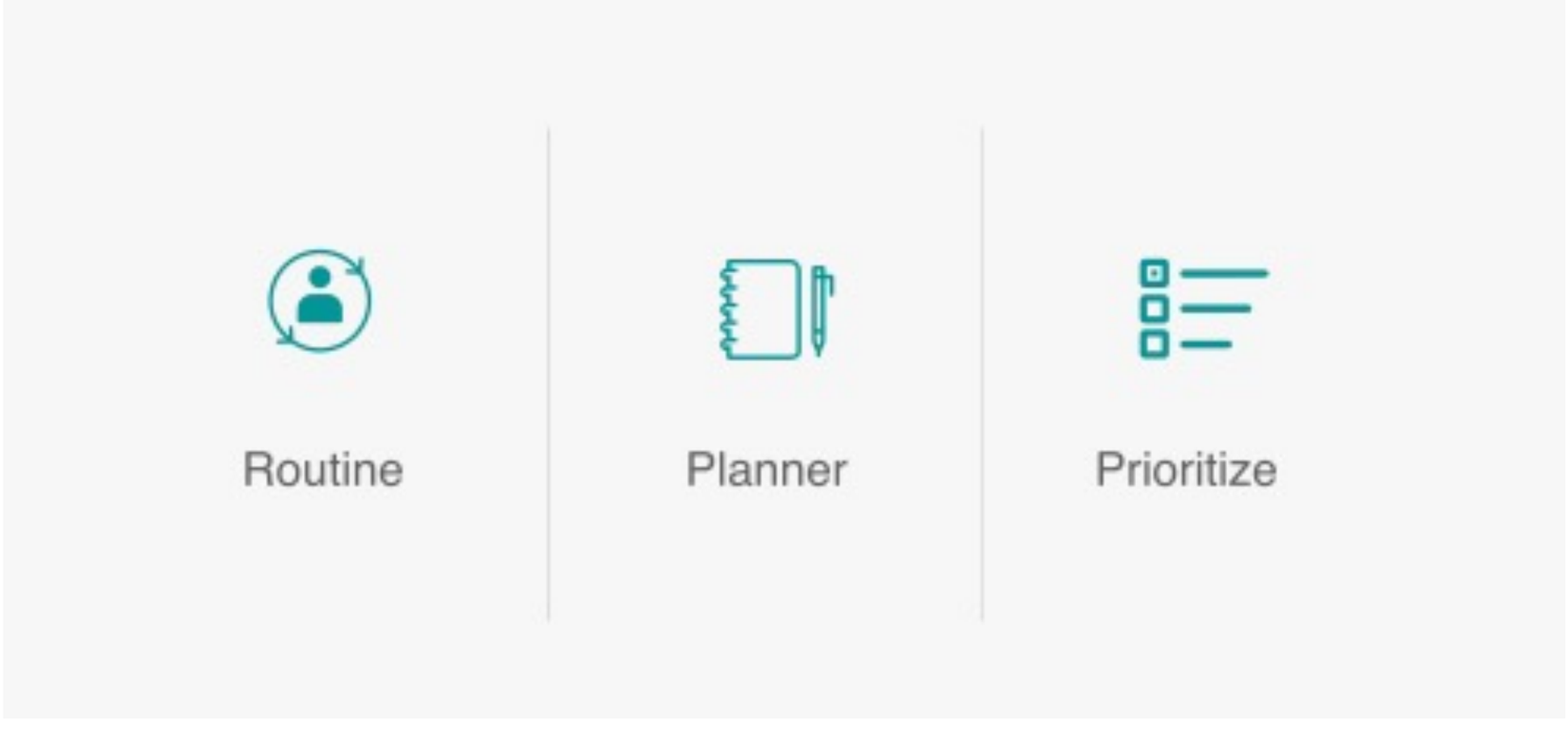
We Can Also Improve Pxs in Attention/Concentration

- Attention and concentration are different but interrelated concepts.
  - Simple attention occurs without cognitive effort when an individual focuses on something even for a second.
  - Extended attention, or what is commonly referred to as concentration or “paying attention,” is a skill that can be taught, learned, and practiced.
- Along with the initial phase of initiating, attention is composed of three additional factors: sustaining attention, inhibiting responses to distraction, and the ability to shift attention (Riccio, Reynolds, Lowe, & Moore, 2002).

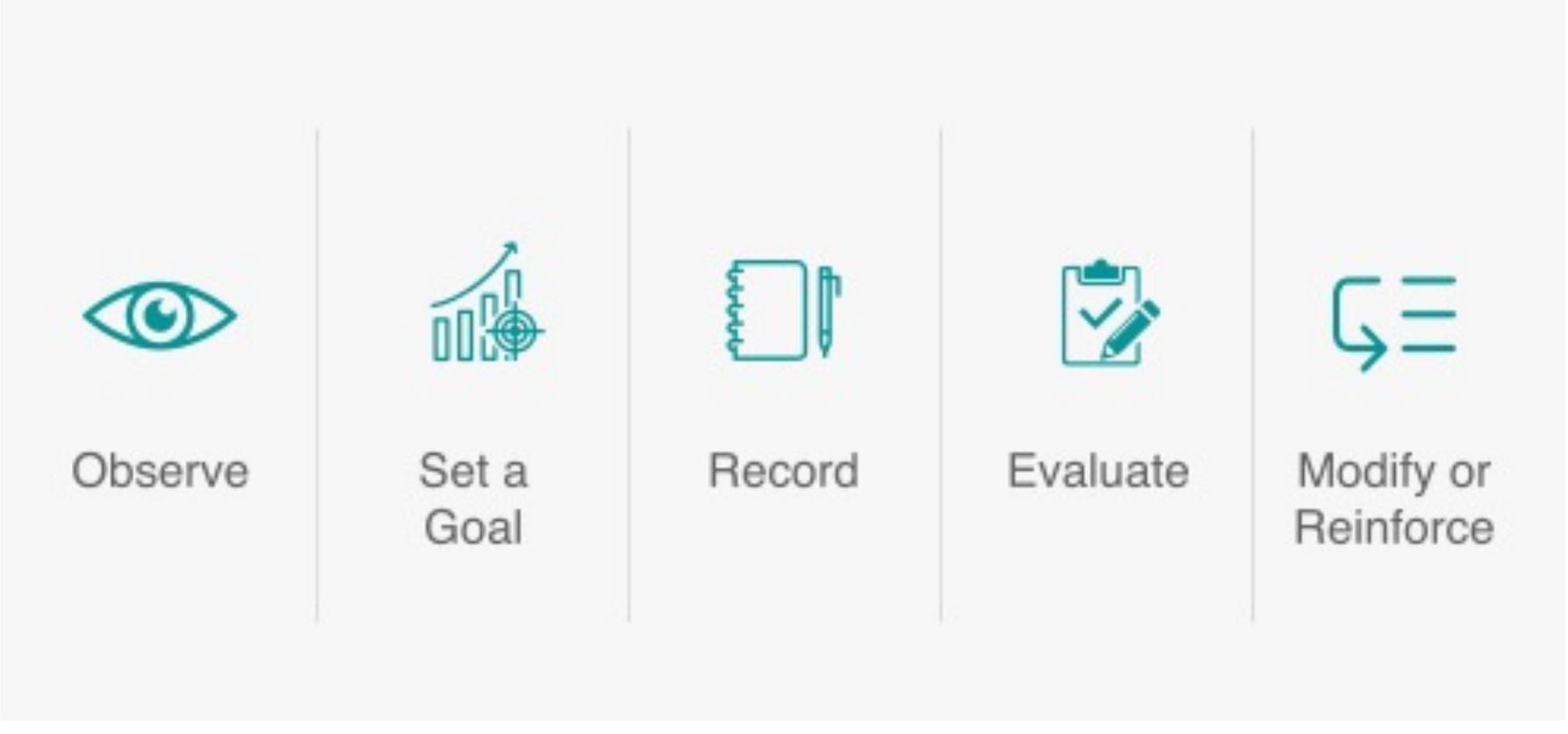
Attention/Concentration Strategies

- Organizing study
- Increasing focus
- Developing self-motivation
- Becoming a self-advocate
- Using self-management

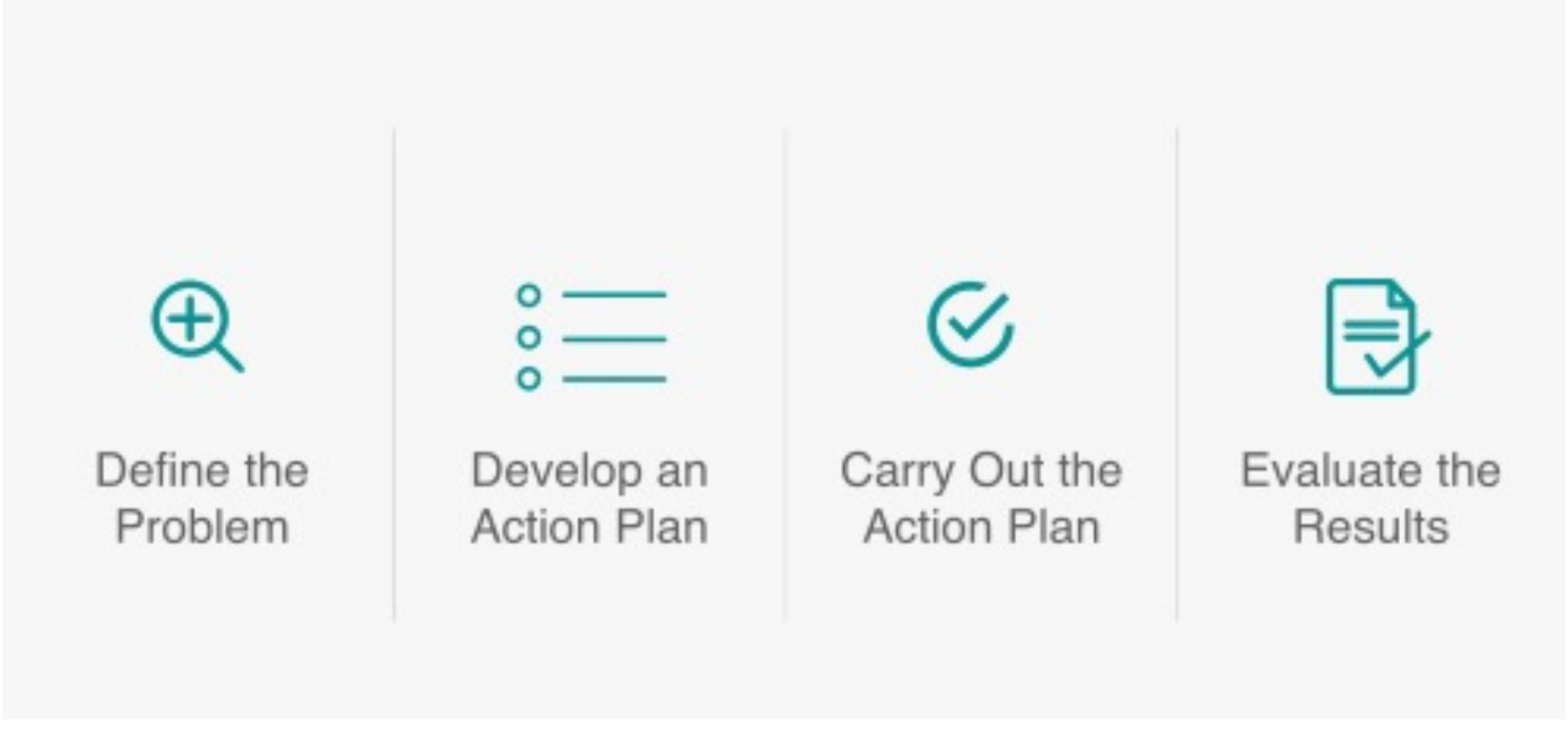
Organizing Study



Self-Management of Attention



Self-Advocacy



Sample Form for Self-Monitoring

	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec
Observe: Paying attention?						
Goal and record: Paying attention?						

Strategy training…

- Is essential to learning.
- Can be directly taught.
- Should be explicitly taught.
- Is transferable across content and development.
- Can be taught by teachers, aides—and parents if you give them the tools!
- SFAS is a Level A product, meaning anyone can buy it—including parents.

unlocking potential

Thank you! Questions for me?

Readings on Methods and Materials to Teach Learning Strategies

- Hammill, D. D., & Bartel, N. R. (2004). *Teaching students with learning and behavior problems* (7th ed.). Austin, TX: Pro-Ed.
- Hoover, J. J., & Patton, J. R. (1995). *Teaching students with learning and behavior problems to use study skills.* Austin, TX: Pro-Ed.
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- Hughes, C. A. (1993). Test-taking strategy instruction for adolescents with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 1*(3), 189–198.
- Johns, J., & VanLeirsburg, P. (1992). Teaching test-wiseness: Can test scores of special populations be improved? *Reading Psychology, 13*(1), 99–103.
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Readings on Ameliorating Test Anxiety

- Casbarro, J. (2003). *Test anxiety and what you can do about it.* Port Chester, NY: National Professional Resources.
- Ergene, G. (2003). Effective interventions on test anxiety reduction: A meta-analysis. *School Psychology International, 24*(3), 313–328.
- Hembree, R. (1988). Correlates, causes, effects, and treatment of test anxiety. *Review of Educational Research, 58*(1), 47–77.

Readings on Enhancing Motivation

- Brophy, J. (2004). *Motivating students to learn* (2nd ed.). Mahwah, NJ: Erlbaum.
- Pajares, F., & Urdan, T. (Eds.). (2002). *Academic motivation of adolescents.* Greenwich, CT: Information Age.

Readings on Cognitive Psychology of Learning Strategies

- Alexander, P. A., & Murphy, P. K. (1999). What cognitive psychology has to say to school psychology: Shifting perspectives and shared purposes. In C. R. Reynolds & T. B. Gutkin (Eds.), *The handbook of school psychology* (3rd ed., pp. 167–193). New York: Wiley.
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