

Guiding Questions

How does the CLASSROOM look?	<ul style="list-style-type: none">•How did you decide which anchor charts to use?•Where do students access manipulatives?•Did it appear students had adequate opportunities to show their learning in a variety of ways?•How are student misconceptions addressed?
What are STUDENTS doing?	<ul style="list-style-type: none">•What are you learning?•What is a strategy you use when you encounter an unfamiliar word in the text?•Tell me about a problem-solving strategy you are using or have used before?•Does this activity/lesson help you make a connection to any other previous learning?•When you summarize, which strategy do you use?
What are TEACHERS doing?	<ul style="list-style-type: none">•Why did you choose this graphic organizer to use with this student?•How are you previewing vocabulary?•How do you decide which instructional model to use?•How did you scaffold the learning for the student(s)?•How did you determine the sequence of instruction?•What data have you used to make individual student instructional decisions?•What are your students' processing strengths and weaknesses?

Strategy “Look Fors”

Visual Deficits

- ◆ Greater white space on a worksheet, text, or test
- ◆ Use color coding to identify important parts of the information
- ◆ Cloze notes
- ◆ Provide precise and clear verbal and visual instructions for assignments
- ◆ Use digital books with text-to-speech features

Auditory Processing Deficits

- ◆ Verbal explanations/directions simplified and supplemented by visuals
- ◆ Concrete representations of concepts
- ◆ Slower rate of speech with changes in tone and pitch
- ◆ Gain student’s attention with visual cues
- ◆ Have student verbally repeat/summarize directions back to teacher

Motor Disabilities (Fine Motor/Visual Motor)

- ◆ FM-Orally assess the student or use alternative assessments
- ◆ FM-Use technology integration for written assignments (AT assistance)
- ◆ FM-Use of a tape recorder for notes and missed material
- ◆ VM-Use of computer for written work
- ◆ VM-Individualize written outlines with fewer steps to fill in

Memory Problems

- ◆ Connect learning to real life
- ◆ Have student verbally repeat/summarize directions, steps, or strategies
- ◆ Rehearse, chunk, and create visual images to keep information active short term memory
- ◆ Increase vocabulary through a variety of sources, repeated readings, reading think alouds”
- ◆ Teach and have students create mnemonics

Attention Deficits

- ◆ Use of self-monitoring techniques
- ◆ Use attention cues for focus
- ◆ Provide checklists/steps to help organize information or complete assignments
- ◆ Provide clear and consistent transitions from one topic to the next
- ◆ Introduce Menus and Learning Contracts that involve “choice” and student accountability

Expressive Language Difficulties

- ◆ Use pictures and visuals to support communication of knowledge
- ◆ Provide pictures/symbols/cues to help student relate information sequentially
- ◆ Help student summarize information by providing sentence frames
- ◆ Allow extra “think time” when responding to questions
- ◆ Have student use specific vocabulary to relate information

Receptive Language Difficulties

- ◆ Pre-teach vocabulary
- ◆ Teach vocabulary in context
- ◆ Use concrete and pictorial representations as much as possible
- ◆ Teach concepts with real-life applications
- ◆ Present information in chunks, practice the learning, connect to prior knowledge

Cognitive and Metacognitive Issues

- ◆ Organize information with concept maps, graphic organizers, outlines, etc.
- ◆ Scaffold information and provide visual/auditory supports
- ◆ Use checklists and timers to help student self-monitor work
- ◆ Model “think alouds”
- ◆ Explicitly teach learning strategies