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| IRIS Center logo. | **Outline** |
| **Executive Functions (Part 2)**:  Strategies to Improve Students’ Academic Performance | |

Module Home

* Module Description: This companion to the Executive Functions (Part 1) module reiterates the importance of teachers providing explicit instruction to students with executive function deficits on the use of effective strategies. It then overviews a number of these strategies: graphic organizers, note-taking, mnemonics, organizing materials, time management, comprehension strategies, and self-regulation strategies (est. completion time: 2.5 hours).
* Link: Executive Functions (Part 1): Understanding Why Some Students Struggle [IRIS Module]

Challenge

* Video: Like every week, there’s always so much to think and write about for these reflections in my master’s class.

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Initial Thoughts

* Is it the responsibility of teachers to teach study skills strategies? Explain your response.
* Which study skills strategies can improve students’ academic performance?

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Perspectives & Resources

* Module Objectives
* Understand that students with learning difficulties might need to be explicitly taught study skills strategies
* Recognize that there are different types of study skills that can aid students in learning

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* Page 1: Introduction to Study Skills
* As early as in the fourth grade, teachers begin to present many of their lessons in the form of lectures, something that is different from how their students have previously received classroom instruction.
* Did You Know?
* One reason that these students struggle is because they have difficulties with *executive functions*, the mental processes that control and coordinate activities related to learning, such as… [bullet points]
* Student Profiles
  + Hannah
  + Erin
  + Kyra
* Activities Related to Learning/Study Skills Strategies [table]
* Link: Executive Functions (Part 1): Understanding Why Some Students Struggle [IRIS Module]

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* Page 2: Graphic Organizers
* Students like Kyra who have difficulty processing information often have trouble connecting new ideas and concepts to their prior knowledge, identifying main ideas and important pieces of information, and ignoring irrelevant information.
* More specifically, these tools allow students to… [bullet points]
* Audio: Douglas Dexter, whose primary research interest is successful inclusion practices for adolescents with LD, has focused much of his attention on the effectiveness of graphic organizers. Listen as he describes three reasons that graphic organizers are effective for students with learning difficulties.
* Research Shows
* Cause and Effect
  + Cause-and-effect chain [drop-down menu]
  + Problem and solution map [drop-down menu]
  + Fishbone diagram [drop-down menu]
* Classifying
  + Web [drop-down menu]
  + Classification table [drop-down menu]
* Comparing and Contrasting
  + Venn diagram [drop-down menu]
  + Compare-contrast matrix [drop-down menu]
* Describing
  + Word web [drop-down menu]
  + Frayer Model [drop-down menu]
  + Semantic map [drop-down menu]
* Sequencing
  + Flowchart [drop-down menu]
  + Series of events chain [drop-down menu]
  + Cycle [drop-down menu]
  + Timeline [drop-down menu]
* Audio: Douglas Dexter discusses the importance of consistently using the same graphic organizer for similar tasks (e.g., comparing and contrasting), what he refers to as the “verbal structure” of the lecture or text.
* Tip
* Activity
  + Link: View students’ graphic organizers. [PDF]
  + Link: View descriptions for students’ graphic organizers.
  + Link: View feedback [drop-down menu]

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* Page 3: Comprehension Strategies
* Like Kyra, most students with LD have difficulty processing information, which affects their ability to comprehend text.
* Link: Metacognitive Awareness of Reading Strategies Inventory [PDF]
* A Comparison of the Use of Reading Comprehension Strategies/ Hannah/Erin/Kyra [table]
* Research Shows
* Activate prior knowledge [drop-down menu]
* Question generation [drop-down menu]
* Monitor comprehension [drop-down menu]
* Identifying the main idea [drop-down menu]
* Paraphrasing [drop-down menu]
* Summarizing [drop-down menu]
* Audio: Don Deshler discusses some of the things teachers should consider when they teach reading strategies.
* Tip
* Link: Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas [IRIS Module]

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* Page 4: Mnemonics
* For many students with learning disabilities, retaining and recalling information is often a difficult task.
* Research Shows
* Audio: Robert Reid discusses the benefits of mnemonics and offers suggestions for teachers who want to introduce this strategy.
* Keyword method [drop-down menu]
  + Implementing the Keyword Method [table]
  + Tip
* Pegword method [drop-down menu]
  + For Your Information
* First letter strategies
* Audio: Mary Anne Prater-Doty explains how teachers can easily incorporate these methods into their instruction.
* For Your Information
* Tip
* Activity
  + Click for feedback [drop-down menu]

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* Page 5: Note-Taking
* As students progress through school and are increasingly expected to learn information presented during lectures or to independently glean it from content-area texts, *note-taking* becomes more and more important.
* More specifically, taking notes helps students to… [bullet points]
* Did You Know?
* Audio: Joseph Boyle, developer of *Strategic Note-taking*, a validated strategy for taking notes during lectures, discusses the importance of teaching note-taking skills.
* Skills Needed for Note-Taking
* Audio: Mary Anne Prater-Doty offers more insight into why students with LD and other high-incident disabilities struggle with taking notes.
* Strategies for Taking Notes [table]
  + Click to learn how to prepare guided notes [drop-down menu]
  + Click to learn how to use strategic note-taking [drop-down menu]
  + Click to download a copy of strategic note-taking [drop-down menu]
  + Click to view steps [drop-down menu]
  + Click to view samples of columnar formats [drop-down menu]
* Note-Taking While Reading: General Tips
  + Regardless of the note-taking strategy the student uses when reading independently, he or she might find it beneficial to… [bullet points]
* Note-Taking During Lectures: General Tips
  + Following are only a few. [bullet points]
* For Your Information
* Tip
* Activity
  + Audio: Listen as Erin describers her note-taking process.

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* Page 6: Materials Organization
* No matter how much effort teachers spend organizing their rooms and creating places for items such as supplies and completed homework, some students—especially those with LD or ADHD—will struggle with keeping their desk, binders, lockers, and backpacks organized.
* Audio: Listen as Erin discusses how this impeded her ability to turn in homework.
* Link: BAND [definition]
* Research Shows
* Tip
* Activity

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* Page 7: Time Management
* Many students with learning difficulties—especially those with LD and ADHD—struggle to manage their time.
* Audio: Listen as Hannah discusses how she manages her time.
* Audio: Listen as Erin discusses how she manages her time.
* Estimate Time [drop-down menu]
* Schedule Time [drop-down menu]
* Monitor Schedule [drop-down menu]
* Tip

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* Page 8: Self-Regulation
* Students with learning difficulties, especially those with LD and ADHD, can greatly benefit from learning cognitive strategies such as graphic organizers, reading comprehension strategies, mnemonics, note-taking, organizing materials, and time management.
* Self-monitoring [drop-down menu]
  + Self-monitoring checklists [drop-down menu]
  + Self-monitoring sheet [drop-down menu]
  + Self-monitoring log [drop-down menu]
* Self-instruction [drop-down menu]
* Goal-setting [drop-down menu]
* Self-reinforcement [drop-down menu]
* A Comparison of the Use of Self-Regulation Strategies/Hannah/Erin/Kyra [table]
* Audio: Karen Harris discusses the importance of self-regulation strategies.
* Audio: Mary Anne Prater-Doty discusses the importance of self-regulation strategies.
* Research Shows
* Tip
* Link: SRSD: Using Learning Strategies to Enhance Student Learning [IRIS Module]

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* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Expert
* Content Contributor
* Module Developer
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Processing Information/Retaining and Recalling Information/Organizing Materials and Managing Time/Selecting, Monitoring, and Using Strategies [table]
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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