

## Seven Sensational Things Every Underachiever Wants

<b>1 Know about my learning needs and me.</b>	<b>Student Profile</b>	<b>Defining the Nature of the Problem</b>
<ol style="list-style-type: none"> <li>1. Collect student profile data.</li> <li>2. Identify the learning challenges and what specifically is happening when it occurs.</li> <li>3. Examine students' schedules and indicate the likelihood of other places where the learning challenges are occurring and not occurring.</li> <li>4. Identify the interventions that have been or are being used to address the learning challenge/problem.</li> <li>5. Identify possible contributing factors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grades % and Letter Grade</li> <li>2. Attendance and Tardiness</li> <li>3. Behavior Referrals</li> <li>4. Standardized Test Results</li> <li>5. State Test Results</li> <li>6. Observations Performance</li> <li>7. Responsible Behaviors Observations Checklist <a href="http://www.achievementstrategies.org">www.achievementstrategies.org</a> &gt;templates and tools&gt;learning environment).</li> </ol>	<ul style="list-style-type: none"> <li>• What is the low performance?</li> <li>• When is it occurring?</li> <li>• Where is it occurring?</li> <li>• How is the student responding to the feedback about low performance?</li> <li>• Why is performance the way it is (contributing factors)?</li> </ul>

### **2 Help me establish goals, make a plan, and get support if I need it.**

<b>1. Identify a short-term goal (5-10 days).</b>	<b>2. Determine indicators of success (Look fors)</b>
Subject area/class	<ul style="list-style-type: none"> <li>• Consistent and on-time attendance</li> <li>• Successful completion of in-class and homework assignments</li> <li>• Grades of C and above on assessments</li> <li>• Consistent participation in intervention services</li> <li>• Demonstration of learning-to-learning skills and responsible behaviors</li> </ul>
What improvement(s) is desired/needed?	
<b>3. Identify potential obstacles and what is needed to overcome obstacles.</b>	<b>4. What positive results might occur if the plan works?</b>
<b>5. What support/help is needed?</b>	<b>6.</b>

### **Help me learn the skills and strategies I need to improve.**

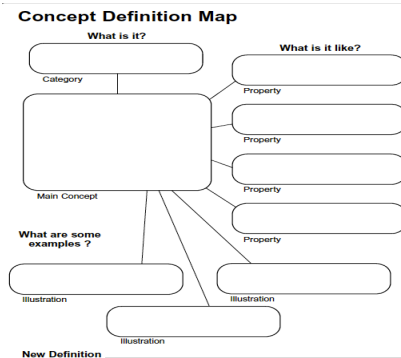
<b>Explicit Teaching and Guided Practice Process</b>
<ol style="list-style-type: none"> <li>1. Select an example/problem/reading/task where the skill/strategy is used.</li> <li>2. Create an Instructional Performance Sequence to describe the directions and to show each step in the process with an exemplar of the skill/strategy being used during the entire process.</li> <li>3. Integrate practice opportunities with lesson plans. (Remember—It may take 15 to 30 practices and explicit teaching/processing episodes for a student to use the skill/strategy or complete a task with automaticity.</li> <li>4. Introduce and explain the purpose of the skill and strategy to the students.</li> </ol>

<b>I do</b>	The teacher states and displays the objectives and demonstrates (models) the skill/strategy or parts/chunks of the process to the whole group/class.
<b>We do</b>	Engage either pairs or triads in applying the skill/strategy.
<b>I Do</b>	The teacher reviews progress, gives feedback, solicits and answers questions, and clarifies. Then, the teacher demonstrates (models) the skill/strategy again to the total group/class again.
<b>We do</b>	Engage either pairs or triads in applying the skill/strategy.
<b>I do</b>	The teacher reviews progress, gives feedback, solicits and answers questions, and clarifies. Then, the teacher demonstrates (models) the skill/strategy or parts/chunks again to the whole group/class again.
<b>You do</b>	Engage students to work alone (independently) in applying the skill/strategy.
<b>Closure</b>	The teacher reviews progress, gives feedback, and clarifies again to the total group/class. The teacher encourages the students to reflect on the skills/strategy and provides praise and encouragement. Provide a small amount of homework so that students can independently apply the process.
<b>The next day</b>	Engage the pairs or triads of students to check homework and try more applications of the skill/strategy/process. Clarify and review what was done.

### 3 Memory Storage and Retrieval (Input)

Select items (e.g., words, events, concepts, etc.) to be remembered and understood.  
 Take notes using the three-column notetaking system the item to be remembered, short explanation/definition, and a memory cue (e.g., visual, auditory, kinesthetic, tactile, emotional)  
**Organize** the words/ideas into groups, chunks, and/or patterns.  
**Review** portions of the list frequently for 8-12 minutes each on several occasions.  
**Establish** a trouble-list for those items that are challenging and make adjustments to the strategy.  
**Determine** progress, self-assess strategies, and create improvement goals and plans for the next challenge.

Word/Concept/ Important Name, Event, etc.	Meaning/ Explanation/ Description	Memory Cue/Picture/ Movement, etc.



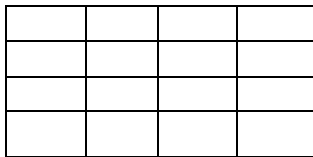
### 4 Chunking Information with Graphic Organizers (Process)

Generate a list of information from what has been read, heard, or viewed.  
**Recognize** groups and patterns from the list.  
**Organize** information into a graphic organizer.  
 Use examples and mental images to remember and understand the groups and patterns.  
**Practice** remembering the information by frequently reviewing the graphic organizer for 8-12 minutes on different occasions  
**Summarize** the information in the graphic organizer to describe the connections between and among the parts of the graphic organizer.

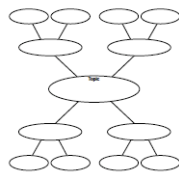
### 5 Summarizing and Expressing (Process)

Record the information from what has been read, heard, or viewed.  
**Establish** groups of information and determine patterns.  
**Select** summary frame/template.  
**Try** to create a draft to describe what was read, heard, or viewed  
**Assess** the summary to make sure that it is written clearly and expresses the ideas accurately.  
**Take** time to edit the summary and seek needed assistance.  
**Establish** improvement goals or needed adjustments related to summarizing.

#### Sequence: Story Boards



#### Main Idea/Details: Cluster Map



#### Sequence/Order/ Instructions Summary Frame

In order to \_\_\_\_\_ you must follow several steps.  
 First, \_\_\_\_\_.  
 Then, \_\_\_\_\_.  
 Next, \_\_\_\_\_.  
 After that \_\_\_\_\_.  
 Finally, \_\_\_\_\_.

#### Cause/Effect Summary Frame

In order to understand the (effect/result) \_\_\_\_\_ you must identify the causes.  
 The first cause of (effect/result) \_\_\_\_\_ is \_\_\_\_\_.  
 Secondly, \_\_\_\_\_ was another cause of (effect/result) \_\_\_\_\_.  
 A third cause of (effect/result) \_\_\_\_\_ is \_\_\_\_\_.  
 It is clear that (effect/result) \_\_\_\_\_ has a number of contributing causes.

<b>6 Short-cycle Formative Assessment of Student Progress (Output)</b>					<b>Responding to Students' Learning Needs</b>
Teach, assess, provide correctives	Teach, assess, provide correctives	Teach, assess, provide correctives	Teach, assess, provide correctives	TEST	<p><b>Correctives . . .</b></p> <ol style="list-style-type: none"> <li>1. teach the same material in a different way than the original method.</li> <li>2. involve students in a different way than the original involvement.</li> <li>3. provide students with successful experiences</li> </ol> <p><b>Examples of Correctives</b></p> <ul style="list-style-type: none"> <li>•re-teaching</li> <li>•alternative textbooks and materials</li> <li>•workbooks</li> <li>•academic games and simulations</li> <li>•small group study sessions</li> <li>•individual tutoring</li> <li>•learning centers and laboratories</li> <li>•computer-assisted instruction</li> <li>•audio and video productions</li> <li>•slide shows from lectures and demonstrations</li> </ul>
Observe progress and strategies	Observe progress and strategies	Observe progress and strategies	Observe progress and strategies	Re-test OR Re-do if Needed	
Adjust Re-assess	Adjust Re-assess	Adjust Re-assess	Adjust Re-assess		

<b>7 Reflecting and Improving (Reflect)</b>	
<p>Review personal and/or teacher learning goals.  Encourage reflection about progress, techniques, and strategies that worked and didn't work.  Formulate goals for improvement.  List steps and strategies to achieve goals.  Establish a plan, timeline, and determine sources of assistance.  Collect information about progress and make adjustments.  Take time to celebrate incremental progress.</p> <p style="text-align: center;"><b>Questions Students Must Answer Regularly to be High Performers</b></p> <p><b>Student Directed Weekly Self-Assessment Questions</b></p> <ol style="list-style-type: none"> <li>1. What goals and tasks did I commit to and accomplish this week?</li> <li>2. What process and strategies did I use to complete the tasks and accomplish the goals?</li> <li>3. Which strategy or step was particularly helpful?</li> <li>4. What changes do I need to make in your strategies and plans?</li> <li>5. What is my plan for making the changes?</li> <li>6. What additional resources or assistance do you need to improve the quality of my learning/work.</li> </ol>	<p style="text-align: center;"><b>Teacher-Guided Monitoring, Adjusting, and Celebrating</b></p> <ol style="list-style-type: none"> <li>1. Review the look-fors (i.e. success indicators with the student.</li> <li>2. Recognize incremental progress and determine what created positive results.</li> <li>3. Adjust the plan and strategies and/or establish a new goal.</li> <li>4. Share the feedback with other teachers, parents, and support staff.</li> <li>5. Radically celebrate progress and provide encouragement and optimism.</li> </ol>