

Seven Sensational Things Every Underachiever Wants

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

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

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

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

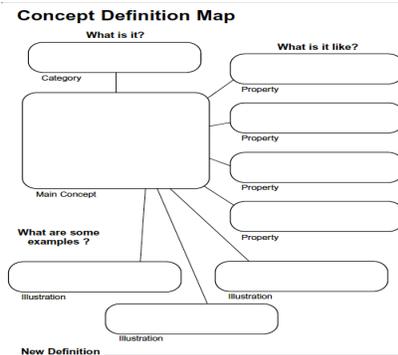
Explicit Teaching and Guided Practice Process
<ol style="list-style-type: none"> 1. Select an example/problem/reading/task where the skill/strategy is used. 2. Create an Instructional Performance Sequence to describe the directions and to show each step in the process with an exemplar of the skill/strategy being used during the entire process. 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. 4. Introduce and explain the purpose of the skill and strategy to the students.

I do	The teacher states and displays the objectives and demonstrates (models) the skill/strategy or parts/chunks of the process to the whole group/class.
We do	Engage either pairs or triads in applying the skill/strategy.
I Do	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.
We do	Engage either pairs or triads in applying the skill/strategy.
I do	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.
You do	Engage students to work alone (independently) in applying the skill/strategy.
Closure	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.
The next day	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)

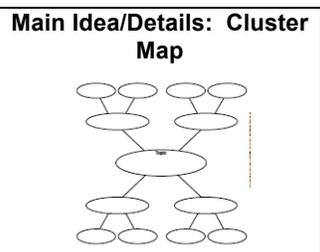
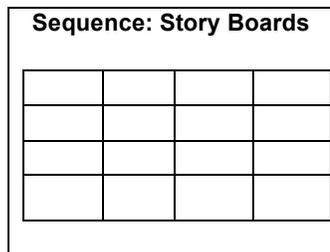
Select items (e.g., words, events, concepts, etc.) to be remembered and understood.
 Take notes using the three-column notetaking system the item to be remembered, short explanation/definition, and a memory cue (e.g., visual, auditory, kinesthetic, tactile, emotional)
Organize the words/ideas into groups, 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/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.

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

7 Reflecting and Improving (Reflect)	
<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;">Questions Students Must Answer Regularly to be High Performers</p> <p>Student Directed Weekly Self-Assessment Questions</p> <ol style="list-style-type: none"> 1. What goals and tasks did I commit to and accomplish this week? 2. What process and strategies did I use to complete the tasks and accomplish the goals? 3. Which strategy or step was particularly helpful? 4. What changes do I need to make in your strategies and plans? 5. What is my plan for making the changes? 6. What additional resources or assistance do you need to improve the quality of my learning/work. 	<p style="text-align: center;">Teacher-Guided Monitoring, Adjusting, and Celebrating</p> <ol style="list-style-type: none"> 1. Review the look-fors (i.e. success indicators with the student. 2. Recognize incremental progress and determine what created positive results. 3. Adjust the plan and strategies and/or establish a new goal. 4. Share the feedback with other teachers, parents, and support staff. 5. Radically celebrate progress and provide encouragement and optimism.