

Strategy Matrix for Students with Emotional and Behavioral Disorders

Organization of Needs with Useful Interventions

Disability: Emotional Disturbance

Student Strengths: Kyle is very athletic, specifically in basketball and soccer. Kyle is empathetic and caring towards peers. Kyle is very good at math, specifically with math computation.

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Written expression	<p>Graphic organizers- graphic organizers can be used to help Kyle plan and pre-write for a writing activity. They can provide him with open ended space to write notes or plan out what different topics/ideas he wants to address in his writing assignments. Kyle can also use graphic organizers to organize his thoughts and flow of the writing assignment. Graphic organizers help writers feel less overwhelmed about starting and writing essays.</p> <p>Journaling- Journaling can help Kyle write down and organize his thoughts in a non-stressful or academic way. Kyle can free-write in his journal to work on his writing skills, picking topics that interest him or even writing about himself. Kyle can also use the journal to go-back and further explore a topic that he is interested in at a time where he has more time to look into the topic. Journaling will allow Kyle a space to work on his writing skills in a way that is comfortable for him.</p>
Reading comprehension	<p>Guided notes instructional- To increase reading comprehension skills, Kyle's teacher can provide him with a set of guided notes to fill in while he is reading. This will help Kyle stay on topic and focused when reading. This will also help Kyle identify and focus on the main idea and supporting details/characters when reading a story, so that he does not get distracted by unnecessary information.</p> <p>Post-it note- Using post it notes to annotate a reading selection will help Kyle stay focused during reading. It will help him identify and highlight the main points of the story, like the author's purpose, the main idea, and supporting details or characters in the story. Post it notes can also act as a visual reminder for him to go back to when looking for specific details or events in the story. Post it notes can also be used as a class-wide activity, where each student places their post it note on a specific area in the room to identify what they thought the main idea was, or other similar questions.</p>
Social / School Skills	
Forming positive social interactions with peers	<p>Peer Assisted Learning Strategies- PALS can be used in the classroom to pair Kyle up with a peer partner for reading or math activities. For reading, the peer could be someone with a higher reading level to assist Kyle with comprehension, and for math a peer with a lower proficiency level so he could assist them. This would provide Kyle with a space for interacting with peers positively in a 1-1 environment so that he can practice his social skills and form more positive relationships with peers in the classroom.</p> <p>Cooperative Learning Roles- Cooperative learning roles could assist Kyle with forming positive peer interactions by placing him in a small group setting where each member of the team is equally as important. This would allow Kyle with access to working collaboratively with peers in a positive and stimulating way. Kyle will not only feel important because he is of equal value to peers but will also be able to form meaningful bonds with the peers he works with through working towards a collective goal.</p>
Poor self-image	<p>Positive self-talk- Kyle has a very negative image of himself due to poor academic performance in reading a writing as well as his emotional disturbance designation. Kyle often talks negatively about himself, so positive self-talk would be a wonderful way to encourage Kyle to love himself more. Positive self-talk promotes positive emotions and feelings of success in students, as well as more confidence and self-esteem. This will help Kyle overall because if he believes he is capable of doing the work, he will be more willing to complete work and form positive relationships with peers. Positive self-talk can also help Kyle see that there is more to him than just bad grades or a emotional disturbance designation.</p> <p>Response cards- Kyle often feels self-conscious about answering questions aloud because he does not want to get them wrong in front of his peers. Using response cards would allow Kyle to answer questions in class without the fear that peers will see him answer incorrectly or make fun of him for not knowing the answer. Response cards allow him to participate in a way the teacher can still record his answer and he can be an active participant in class that is low-risk and peers cannot usually see the answer he responds with. It also can make active participation more fun and engaging for students in the classroom.</p>
Behavior / Organization	
Impulsive blurting during independent work times.	<p>Behavior specific praise- Kyle often blurts out during independent work time. Using behavior specific praise, Kyle could receive positive praise from teachers (and even peers) for the times that he does not blurt out during independent work time. Kyle is highly motivated by praise, so this will make him more motivated to continue engaging in the behavior that earns him the praise (not blurting during work time). It could also be used to highlight other areas of Kyle's behavior, like his off-task behavior or even when he is</p>

	<p>correctly answering questions or journaling in his journal during free-work time in order to promote other positive behaviors.</p> <p>Behavior contract- Using a behavior contract would allow Kyle to see what it is specifically that he is doing that needs to be worked on (blurting) while also allowing him the opportunity to correct the behavior and work towards a reward. Kyle could choose his own reward, such as a 10 minute movement break with a preferred adult to play basketball or soccer if he completes 25 minutes of independent work with no blurting. This allows Kyle to have a desired reward he has picked that he can work towards while accomplishing the goal of cutting down on time spent blurting out in class during work time.</p>
Off task behavior during independent work times	<p>Choice boards/menus- Choice boards and menus will allow Kyle with different opportunities to accomplish the same academic goal as his peers. The menu or board will provide him with different activities that use different learning styles so that Kyle can pick an activity that allows him to learn and engage with the material in the way that he wants. There can be many different options, but it will engage Kyle and provide him with the opportunity for choice. This will promote independence and active engagement while also letting Kyle have a say in the way he learns in the classroom. This will also promote Kyle spending less-time off task since he will be working on an activity that he chose to do instead of one he doesn't want to do.</p> <p>Movement in Learning- Kyle is very active and spends most of his time off-task moving around the room or playing during work time. By providing Kyle with opportunities to move and work during the class time, he will be more likely to participate and engage in the material while also meeting his need to move around. Movement in learning has also been shown to help increase retention of the skill it is combined with, so this will help promote Kyle's active learning of different skills in the classroom while meeting his need to be active.</p>