

## **Strategy Matrix for Students with Emotional and Behavioral Disturbances Organization of Needs with Useful Interventions**

**Student:** Sawyer/ 8<sup>th</sup> grade US history

**Disability:** Emotional and Behavioral Disturbance or EBD

**Student Strengths:** Sawyer has proven their ability to turn their hardships into strengths through interpersonal lessons learned throughout their own experience with an emotional and/or behavioral disturbance. Sawyer has often found diverse and unique paths to attaining and presenting information discussed in class in a way that works from them while also benefiting the entire class. For example, Sawyer has exhibited great sensitivity and understanding of other's hardships and experience in life when discussing historical concepts such as the treatment of Native Americans during the Indian Removal Act and Trail of Tears. When called on, Sawyer is often able to bring to light a unique perspective by highlighting how the Natives might have felt emotionally on a personal level rather than simply stating that they were "sad" about having to relocate and suffered mass deaths among the Native community. By doing this Sawyer aids me in making this material more emotionally relative for the students and thus helps to maximize class wide understanding of Native hardships. Sawyer also exudes great talent and often goes above-and-beyond when creativity is introduced into an assignment. For example, last week the students were asked to color in a map of the US leading up to the Civil War; which included the task of labeling major areas such as the Northern, Southern, and Western regions of the US. Not only did the students have to decipher these regions but they also had to label major cultural themes of these areas; such as demographics of the area, common jobs, and political views. Sawyer spent an ample amount of time thinking about how the differences of the regions played into the historical culture leading up to the Civil War and was able to not just label but also draw metaphorical symbols that represented these themes. Sawyer included many aspects from *American Progress* by John Gast, a painting we had studied as a class during the Westward Expansion unit, and was able to make connections through his love of art to highlight how the new populations and innovations brought to the west during this time changed the face of the nation leading into the Civil War. Sawyer's ability to connect the current unit to the past one through art rather than words provided yet another unique presentation of knowledge that the entire class was able to benefit from. Sawyer also often exceeds my expectations in group projects when roles are assigned to form a cohesive product that represents the groups findings. When given a certain role in a project Sawyer takes this very seriously and works hard to make sure that their part is a positive reflection of their work and understanding for the class. For example, our last project involved creating a group poster and podcast for a popular invention from the industrial era so that fellow students could listen to other groups' podcasts as they did a gallery walk of the posters to fill out a graphic organizer about the different inventions of this time. Sawyer was a part of the group assigned Robert Fulton's steamboat engine and Sawyer was specifically assigned the research role. While most students chose to use Wikipedia or other text found from the internet Sawyer chose to watch a documentary on the history channel, look up paintings that referenced the impact of this invention, and even listened to an NPR podcast on the negative impacts of industrial inventions. Due to his extensive and unique research, Sawyer was able to not only provide the accurate information necessary for his group to create a podcast but was also able to bring to light abstract concepts such as how this invention led to war ships and death as well as major improvements in exports and imports. Both his group members and fellow classmates found this rhetoric so interesting that almost all of the students in Sawyer's class were able to answer, "who invented the steamboat engine?" correctly on the following inventions quiz. Once again highlighting how Sawyer's maturity in regard to sensitivity, unique perspective, and creativity has proven to be a strength not just for them academically but also for the class in its entirety. Sawyer is an asset to have in my class!

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
<b>Academic</b> (reading, writing, math, science, social studies)	
<p>Student may struggle with reading and language comprehension due to difficulties maintaining focus or self-motivation in class.</p>	<p><b><u>Drama Based Pedagogy:</u></b> DBP provides an opportunity for students to rehear the content of a reading in student friendly language that involves movement and creativity. This strategy can be implemented in group work or collective class plays in which the students act out the content of a single or multiple cohesive text. In this setting, historical figures are brought to life as characters, specific events/themes are reiterated, and the ability to see how one historical event leads to the other can be largely utilized. Drama in history makes the information both visual and tangible for the purpose of clarifying comprehension of text-based learning through student friendly language and movement.</p> <p><b><u>Art and Illustration:</u></b> After reading a long passage or text drawing a picture about your findings or interpretation of the text is a great way for students who struggle with reading comprehension to self-actualize their thought process and findings in a way that does not involve written word. For example, after reading a passage that discusses whether Andrew Jackson’s political policies were democratic or not this strategy would ask students to represent their interpretations of his democracy through a political cartoon of Jackson rather than writing a detailed evidence-based essay. The inclusion of art in the information digesting process gives students the opportunity to work through their comprehension of the reading with creativity and thus begin to build their own interpretation of the reading before being asked to formally discuss or write about the concept. This gives students time to clarify their opinions and express them in a way that is differentiated from traditional essays.</p>
<p>Student may struggle with fundamental math and vocabulary skills due to possible deficits in memorization skills.</p>	<p><b><u>Foldables:</u></b> Foldables are a great way for students to tangibly organize and represent the basic foundations of a unit that can be referred to consistently. Specifically, foldables are a useful tool to learn vocabulary and concepts for a unit while also creating an interactive study tool that can be placed on the desk during class discussion for clarification on words and concepts; such as annexation v succession or important dates in history. Foldables also provide an opportunity for creativity that allows students to engage with the vocabulary and use other tools such as mnemonics and links vocabulary all in one single foldable.</p> <p><b><u>Music:</u></b> Using music as a teaching strategy helps to improve retention skills necessary for vocabulary and language/reading comprehension in a more enjoyable</p>

	<p>environment. Music can be used as an environmental tool in which the same music and played during studying as it is testing or can be used to actually teach the information. Creating a catchy song about a topic that incorporates vocabulary from the unit allows students to digest content in a student friendly and relative manner while also improving retention skills and actual memory of the vocabulary/content.</p>
<b>Social / School Skills</b>	
<p>Student may struggle with creating and/or maintaining meaningful relationships with peers or teachers in school due to a wide variety of emotional and behavioral deficits; such as anxiety in social situations, depressive or isolated social tendencies, and/or inappropriate social responses.</p>	<p><b><u>Cooperative Learning Roles:</u></b> Cooperative learning roles provide opportunity for structured and guided group interaction. When working in group projects students will be assigned specific roles that will cohesively merge together to form an end product. For students who struggle with social interactions the concept of a specific role with outlined duties and clear expectations provides safety and reassurance as to what they should be doing. Designated roles also provide opportunities for students to showcase their strengths in a group setting and gain confidence in working with others consistently.</p> <p><b><u>Class-wide Peer Tutoring (CWPT):</u></b> Class-wide peer tutoring provides the opportunity for students to learn content in a shared experience with a peer for a common goal. In this setting students must work together to answer questions correctly and take turns acting as the tutor and tutee. Each role has a designated set of rules and expectation for the students to follow and provides a positive team atmosphere through a game-like activity. This will build cooperation and social skills for students through peer work while also clarifying understanding of classroom content. By working with a single peer, rather than group or class, students will also feel safer asking questions and seeking guidance on areas they struggle with.</p>
<p>Student may struggle with appropriate responses towards peers or teachers in social settings due to possible limitations in perspective taking skills.</p>	<p><b><u>Post-It Note Method:</u></b> This method is a safe way to discuss difference of opinions or interpretation of history during a lesson. During Post-It note time students will be asked to write down how they feel about a certain topic and hang it on the designated area to later be discussed as a class. If a student disagrees with a comment made in the class and has difficulty responding politely or holds very passionate opinions about a controversial topic then they can anonymously write their perspective on a sticky note and hang it under the designated area to be discussed as a class or tuned into me privately. This provides opportunity for students to not only share their opinions privately but also, if needed, be critiqued on how to express their ideas without the class knowing that they wrote it and thus avoiding hurtful commentary or arguments during class.</p> <p><b><u>Written Behavior Contract:</u></b> At the beginning of the year the class as a whole will engage in a written behavior contract in which we collectively discuss and agree to the</p>

	<p>standards and expectations of ourselves and our peers in the class. For students who may benefit we will also do an individualized one where we specify how to appropriately respond to our peers when discussing sensitive and controversial themes such a race and religion throughout history. If a student is acting not in accordance with their behavior contract we will have a private conversation on how to handle it more appropriately next time, provide a printed version of the contract for the student to have and reference to when needed, and have the class contract hanging in the class for all students to be reminded of the fact that history is a subject that involves many different perspective and interpretations.</p>
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<b>Behavior / Organization</b>	
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<p>Student may struggle with ability to consistently complete work on time due possible deficits in organization, self-motivation, and/or time management skills.</p>	<p><b><u>Choice Boards:</u></b> Student may use the choice board to pick the activity that they would most like to do in regard to the topic that we are discussing. Whether we are having designated choice board time in class or it is assigned for homework the student may choose which variation of an on-topic activity that resonates most with their interest that day. For example, choices may consist of writing a letter to the president from the perspective of someone at this time, creating a poster for a popular theme from the unit, recording a flip-grid video of your critique to a movie, podcast, or famous piece of art that references the topic assigned. The inclusion of relevancy through choice will increase student motivation to complete a task.</p> <p><b><u>Peer Assisted Learning Strategies (PALS):</u></b> Students may utilize their PAL during designated class time or text them after school if needed to ask questions, work on assignments together, and compare answers. By using a PAL, students will be held more personally accountable for time management and gain confidence for quality of work as they are working with a peer to stay on task and complete assignments in a timely manner. This also provides the opportunity for increased self-motivation due to the increased relevance in assignments through the incorporation of peer assisted learning which can simply make assignments both more bearable and enjoyable.</p>
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<p>Student may struggle with their ability to sustain attention and engagement in class when long readings or lectures are introduced due to a variety of possible reasons; such as a difficulty deciphering language in this form/speed, anxiety about asking questions or how well their handwriting looks in their notes, and a possible self-defeatist attitude in the face of task perceived as difficult or off interest by the student.</p>	<p><b><u>Guided notes:</u></b> Students may use the guided fill-in-the-blank or skeleton notes template provided by the teacher to help stay on track during lectures, lessen stress of writing every word, and to have a neat/organized study material for later on. Templates can be provided electronically or on traditional paper based on student interest. Different colored highlighters and pens may also be provided to mark main topic points and to write facts or draw symbols that the student finds interesting/relevant in the margins.</p> <p><b><u>Interactive Notebooks:</u></b> Students may use their interactive notebook to create drawings based on how they feel about the topic being discussed or read if written notes feel</p>
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	<p>overwhelming at this moment. They may create a comic strip that represents the timeline of events being discussed, draw a political cartoon of a figure we are discussing, or recreate a popular piece of art from this time. They may also write down what questions pop into their head during the lecture and turn your notebook into me for one-on-one clarification at the end of class. This will help students digest content in interest specific ways while also providing a safe place to ask for clarification.</p>
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