

Strategy Matrix for Students with Emotional Disturbance/ Behavioral Disorder Organization of Needs with Useful Interventions

Disability: Emotional Disturbance

Student Strengths: Student is empathetic towards peers, student expresses comfort in relating to and talking to their peers once they get past the initial greetings. Student enjoys having a specific role to complete within the classroom.

| Common Disability Characteristic that Interfere with Learning | Evidence-based Strategies to Increase Students School Success |
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| Academic (reading, writing, math, science, social studies) | |
| <i>Reading Fluency</i> | Music – Students can follow along to the lyrics of a song when listening to help with pronunciation. Music also helps the students to identify the elements of a story. |
| | Constant Time Delay - After a few practices with the teacher asking the students if they know the word, they will then be asked to share the pronunciation of the word and the words definition. The increased opportunity for teacher feedback helps the student master reading. |
| <i>Difficulty with Attention to Detail</i> | Academic Games – Can design a BINGO game where the teacher reads a story, and the student must listen along to the details to make sure they do not miss a term/quality/characteristic of writing that is on their bingo card. |
| | Foldables – The student writes the main idea (big picture idea) on the outside. On the inside they must think of and write all the details that go into that main idea. They can slow down and think about all the things that make up something. |
| Social / School Skills | |
| <i>Introverted – Struggles with peer initiating peer connections.</i> | Cooperative Learning Roles – This method completes the student’s enjoyment of having a specific role, reduces the group pressure by breaking them into smaller groups making it easier to open up, and allows them to interact with their peers building relationships while completing the assignment. |
| | Response Cards – Although this strategy is typically used in whole group situations, response cards can be used to group students together with similar interests or opinions. This helps them in the interactions and allows for them to build connections to peers. |
| <i>Struggles with Organization</i> | Guided Notes – the teacher could assist with teaching the student organization techniques through using the skeleton guided notes or interactive notebooks. This teaches the student to listen for important details and a note organization method that might work best for them. |
| | Journaling for Academics – Student can have a Progress Journal to help keep the student organized through creating weekly goals. At the end of the week the student can reflect on the goals that they were able to achieve to help with motivation for organization. |
| Behavior / Organization | |
| <i>Easily Frustrated</i> | Precorrection – Allows the teacher to clearly communicate instructions, potential struggles, and classroom expectations to prevent situations where the student may become frustrated. When the student is aware of the teacher’s expectations as well. |
| | Positive Self-Talk – Encourages healthy ways to manage frustrations. Allows the student to change their thoughts and reactions to situations that create negative emotions. |
| <i>Impulsive</i> | Written Behavior Contract – The contract explains the expectations of the student and an intervention plan for when they break the expectations. This allows the student to be rewarded for correcting their impulsiveness as well as the consequences for when they do not. |
| | Movement in Learning – Impulsivity could be due to the students need to move around. Allowing them to use more of their senses and move around could reduce their hyperactivity and thus their impulsivity. |