

Strategy Matrix for Students with Emotional Disturbance/Behavioral Disorder

Organization of Needs with Useful Interventions

Disability: Learning Disorder in Reading

Student Strengths: Organizing, Flexible, Technology, Sports, Personal Space, and Responsible

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Reading Fluency	<p>PALS: This strategy helps her with vocabulary and sentence structure. When working with a partner, she is more comfortable hearing positive corrective feedback from her partner rather than a teacher. It makes her feel like every student needs help on vocabulary and sentence structure. Being able to read the text to a partner gives her the support she needs to hear how the word is supposed to sound and how it fits in with the sentence.</p> <p>Classwide Peer Tutoring: This strategy helps by hearing the word. She has a difficulty pronouncing words. Having the tutor asking her to say the word, it gives the tutor a chance to see what sound or sounds that she is having trouble saying in the word. When the tutor gives her feedback, the tutor can describe in detail on what sound needs to be worked on and can say it together until she gets the word down.</p>
Reading Comprehension	<p>Graphic Organizers: This strategy can be used for her when the lesson is about understanding the story parts. It can be done in a way where she has the definition, an example and then writing the definition on her own. Seeing that she has many examples and ways she can understand the story elements, plus it is a way for her to be creative and explore what she can learn.</p> <p>Response Cards: This strategy gives her a chance to respond without having to be ashamed or embarrassed if it is the wrong answer. She has trouble with understanding a story like story structures. By showing the teacher her card, it allows her to participate in a way that does not have to be called out on or make her feel calm in case of a wrong answer or not.</p>
Social / School Skills	
Building Relationships	<p>Cooperative Learning Roles: This strategy is a great way to get her to interact with other students. Being able to be put into a group, giving her a role in the group makes her feel like she belongs with that group. It gives her a chance to connect with other students, hearing their thoughts and suggestions. She can realize that there are others that have the same interest as her, maybe making it upon herself to build a relationship with that student since they are in the same group.</p> <p>Response Cards: This strategy can be used as a way of talking to the teacher and expressing her thoughts or concerns to the teacher. Without having to verbalize what she is thinking or wanting to say. Writing it down, placing it on her desk or giving it to the teacher can be a way of communicating to building that trust and bond with the teacher.</p>
Withdrawal	<p>Choice Board: This strategy is beneficial because when she gets in this stage, it is very hard for the teacher to connect with her. By giving her a choice of how she wants to communicate, do the activity, or even participate is one way where I can see her express herself. Giving her a choice gives her the freedom to do what she wants and still show the teacher that she is participating and wants to be involved in the classroom.</p> <p>Graphic Organizers: This can be used a creative side in the classroom. With her making these foldables, she can make creative ones to express her thoughts, ideas, and understanding of the lesson. Even being able to share with the teacher or students themselves can show the class this is the way she can communicate with others..</p>
Behavior / Organization	
Bipolar	<p>Drama Based Pedagogy: This strategy can help her express her many different personalities through acting/role playing. Role playing/acting can take those personalities into a character she can play as that ties to the lesson. She can act out her knowledge/understanding of the lesson by playing a "character."</p> <p>Electronic E-Portfolios: This strategy can be used to data her personalities in the classroom. By charting or writing the descriptions down. It can benefit her and the teacher to see where these times are happening, how these personalities are affecting her learning, and even the times where it can get out of hand and need some guidance or extra support.</p>
Hyperactive	<p>Behavior Specific Praise: This strategy can be helpful to her by the teacher being aware of her actions. She hears the teacher giving out positive feedback, but when it comes to her, it is more descriptive. The teacher lets her know that she is watching and praises her on how she is acting, understanding, or even participating in class.</p> <p>Precorrection: This strategy works for her because it gives her an awareness of what she is supposed to be doing and how she is supposed to be doing it. It is hard for her to walk in line during her times she is so active, and when it is time to do an activity, her focus can be all over the place. Allowing the teacher to be clear on her directions, clear on what she wants the students to do gives her a chance to understand the lesson. Showing that the teacher expects from her and how she can process these challenges to her benefit.</p>