

Strategy Matrix for Students with Theodore Cleaver Organization of Needs with Useful Interventions

Disability: Learning Disability in Math

Student Strengths: 1. Can sit/pay attention to something that interests him for at least 30 – 45 mins.

2. Strong oral reading/comprehension skills. 3. Excellently expresses feelings in written communication.

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success	
Academic (reading, writing, math, science, social studies)		
1. Deficit with fact fluency	Strategy: Constant Time Delay(CTD) Teacher uses index cards to write different equations on the front. On the back of the card is the answer. The teacher then holds one card up at a time and states the equation with the answer. "The fact is $3+4$, $3+4 = 7$, what is $3+4$?" Then the student is expected to answer say " $3+4=7$."	
2. Deficit with procedures with math problems	Strategy: Class Wide Peer Tutoring(CWPT): Pair the student with another student who is stronger than them in math. Using a student dyad, the student who is stronger in math is placed in the role of tutor/instructor. The tutor will say the equation out loud to the tutee. The tutee can answer either out loud or write the correct answer on paper. The tutee repeats the answer three times orally. If the tutee got the answer correctly than they earn 1 point for the correct answer. The tutor who has the master answer key checks for accuracy and loves on to the next problem if tutee has answer correct. If the answer is incorrect, the tutor repeats the procedure.	
Social / School Skills		
1. Withdraws from peers during math lesson	Strategy: Drama Based Pedagogy: Read the book "Roosters off to see the World" but encourage student to be a part of the drama as the class acts the story out.	
2. Lack of self-esteem/confidence related to math skills	Strategy: Journaling(gratitude journal): Student will identify one thing they are grateful regarding the lesson at the end of each math period. They will write the statement in their math journal.	
Behavior / Organization		
Disorganized and often unable to find materials needed for class	Strategy: Behavior Specific Praise: Teacher will give student genuine positive specific praise for efforts and abilities of having materials and books for the start of class and materials organized in an orderly way throughout the day.	
Disrupts others when seat work is assigned Negative self-talk during seat work	Strategy: Positive Self-Talk: Student will be taught to pay attention to what kind of self-talk they engage in. From there they will be guided into learning how to make statements positive. Initially student will be encouraged to write negative statements out. They will then be challenged to write the statement in a positive manner. They will then be encouraged to write to say the statements out loud in order to practice putting this strategy into action. For assistance student will be encouraged to use the posters and bulletin boards which have examples of positive self-talk.	

Imagine a student in your classroom with your assigned disability. Choose 2 characteristics in each category (academic, social, and behavioral). Academic deficits are directly related to the TEKS.

Determine strategies to overcome or remove barriers that you've learned in this course.

Complete the attached graphic organizer as if you were writing it for a student in your class using strategies taught by your peers in this class, based on the one disability assigned in class. The purpose is to align evidence-based strategies learned in this class, to disability characteristic common with specific disabilities, to provide tools so the student succeeds in school.

2. Name the specific disability don't just use abbreviation.
3. Determine strengths YOUR student may have to help s/he in school.
4. List a minimum of 6 different characteristics (two in each category).
5. Align each 'disability characteristic' with two research-based strategies *from class* research or discussion. These may be instructional, behavioral, or social strategies. The student should be able to understand and/or implement the strategies for overcoming or managing struggles directly related to their disability to find school success.
6. Use the Strategies shared by the handouts from your peers.
7. No strategy may be used twice.