

Contents

1. Why Use Strategy Instruction?	1
<i>What Is a Learning Disability?</i>	2
<i>Causes of Learning Disabilities</i>	4
<i>Characteristics of Students with Learning Disabilities</i>	7
<i>Why a Strategy Approach?</i>	11
<i>Putting Strategy Instruction into the Classroom</i>	13
<i>Final Thoughts</i>	14
2. Building Background Knowledge	15
<i>Introduction to Strategy Instruction</i>	16
<i>Information Processing</i>	18
<i>The Importance of Attributions</i>	23
<i>Metacognition</i>	27
<i>Final Thoughts</i>	30
3. The Self-Regulated Strategy Development Model	31
<i>The Six Stages of the SRSD Model</i>	32
<i>Evaluating SRSD</i>	42
<i>Practical Considerations and Tips</i>	45
<i>Final Thoughts</i>	47
4. How to Implement the SRSD Model	49
<i>Structured Strategy Example</i>	50
<i>Unstructured Strategy Example</i>	60
<i>Final Thoughts</i>	70
5. Self-Regulation Strategies	71
<i>Self-Monitoring</i>	72
<i>Self-Evaluation</i>	79

<i>Self-Instruction</i>	81
<i>Goal Setting</i>	83
<i>Self-Reinforcement</i>	84
<i>The Case for Self-Regulation</i>	85
<i>Final Thoughts</i>	86
6. Implementing Self-Regulation Strategies	87
<i>Implementing Self-Monitoring</i>	87
<i>Implementing Self-Evaluation</i>	97
<i>Implementing Self-Instruction</i>	98
<i>Implementing Goal Setting</i>	105
<i>Implementing Self-Reinforcement</i>	107
<i>Combining Strategies</i>	110
<i>Final Thoughts</i>	110
7. Integrating Strategies and Self-Regulation	111
<i>Self-Monitoring, Goal Setting, and a Spelling Strategy</i>	112
<i>Self-Monitoring and a Math Strategy</i>	113
<i>Self-Instruction and a Writing Strategy</i>	116
<i>Goal Setting and a Reading Comprehension Strategy</i>	118
<i>Self-Monitoring and a Main Idea Comprehension Strategy</i>	120
<i>Integrating Strategies to Solve Math Word Problems</i>	121
<i>Final Thoughts</i>	122
8. Creating Lesson Plans Using the SRSD Model	124
<i>SRSD Lessons</i>	124
<i>LAMPS Lessons</i>	126
<i>PARS Lessons</i>	142
9. Strategies for Handwriting and Spelling	161
<i>Problems for Students with Learning Disabilities and Attention-Deficit/Hyperactivity Disorder</i>	162
<i>Prerequisite Skills</i>	163
<i>Instruction in Handwriting and Spelling</i>	165
<i>Implementation Plans</i>	174
<i>Final Thoughts</i>	179
10. Strategies for Written Language	180
<i>Problems for Students with Learning Disabilities</i>	181
<i>Prerequisite Skills</i>	183
<i>Instruction in the Writing Process</i>	184
<i>Implementation Plans</i>	195
<i>Final Thoughts</i>	200

11. Strategies in Reading Comprehension	202
<i>Problems for Students with Learning Disabilities</i>	203
<i>Prerequisite Skills</i>	205
<i>Prereading Strategies</i>	206
<i>During-Reading Strategies</i>	208
<i>Postreading Strategies</i>	213
<i>Implementation Plans</i>	216
<i>Final Thoughts</i>	222
12. Strategies in Mathematics	223
<i>Problems for Students with Learning Disabilities</i>	224
<i>Prerequisite Skills</i>	225
<i>Instruction in Mathematics</i>	227
<i>Basic Math Facts Strategies</i>	227
<i>Computation Strategies</i>	231
<i>Word-Problem-Solving Strategies</i>	232
<i>Implementation Plans</i>	238
<i>Final Thoughts</i>	245
13. Study Skills Strategies	246
<i>Problems for Students with Learning Disabilities</i> <i>or Attention-Deficit/Hyperactivity Disorder</i>	247
<i>Prerequisite Skills</i>	249
<i>Instruction in Study Skills</i>	250
<i>Note-Taking Strategies</i>	250
<i>Homework/Task Completion</i>	255
<i>Test-Taking Strategies</i>	256
<i>Classroom Survival Strategies</i>	258
<i>Implementation Plans</i>	260
<i>Final Thoughts</i>	264
14. Mnemonics	265
<i>Problems for Students with Learning Disorders</i> <i>or Attention-Deficit/Hyperactivity Disorder</i>	266
<i>Acronyms and Acrostics: The "First-Letter" Strategies</i>	267
<i>Mimetics</i>	269
<i>Symbolics</i>	270
<i>Key Words</i>	271
<i>Pegwords</i>	275
<i>Final Thoughts</i>	278
References	281
Index	299