Learning Strategies Intervention Course
Grades 11-12

Course Code: Learning Strategies 110   ELLSB0(last digit is 0)
Learning Strategies 120   ELLSC0(last digit is 0)

Acknowledgements

Participating Schools in Pilot Phase

St. Stephen High School - District 10
Fredericton High School - District 18
Kennebecasis Valley High School - District 6
Hampton High School - District 6
Rothesay High School - District 6

Rationale

This program is a part of a continuum of support programs and services designed to assist students with identified processing difficulties who have academic potential and whose goals are to take post-secondary studies. These are students who, without specialized supplementary support and training, will not reach their true potential. To this point support has been provided through teachers use of the documents *"Resource for the Identification and Teaching of Students with Specific Learning Disability: Elementary/Middle Level", "Resource for Assisting Struggling Learners K-10"*, and *"Resource for Learning Disabled Students: High School Foundation Program"* as well as through consultative and/or direct support from student services staff. The primary purpose of the Learning Strategies Intervention course is to enable these students to cope with the rigor and pace of the high school curriculum and to develop specialized skills, which will equip them for successful transition to post-secondary studies. Knowledge of adaptations in relation to their individual areas of difficulty will better assist each student to meet the challenges of their future.

Formal and informal longitudinal assessments have determined that these students have specific processing weaknesses, and without supplementary support and training, they will not reach their true potential. These students are fully included into the school system, and they are expected to complete the provincial graduation requirements. The primary purpose of the program is to enable these students to cope with the rigor and pace of the high school curriculum. A concomitant purpose is to develop specialized skills, which will equip them for successful transition to post-secondary studies. Application of adaptations in relation to their individual areas of difficulty will better assist each student to meet the challenges of their future.

The intent of the program is to provide the student with processing difficulties with the required academic skills at the grade 11 and/or 12 levels. The program includes reading, writing, researching, and study skills components.

Student Outcomes

All students will demonstrate achievement in the following areas:

1.   Learning styles identification
2.   Study skills and application of strategies to the regular curriculum
3.   Writing skills development
4.   Reading skills development
5.   Knowledge of the transition process

Eligibility for Admission

Priority acceptance will be given to the student with academic potential who has documentation in the form of informal and/or formal assessments and a longitudinally developed Special Education Plan. Discrepancies should be evident between ability and achievement with deficits in one or more of the various processes required for the reception, storage, and the retrieval of information. The processing difficulty may be in one or more of the following areas: reading, writing, memory, listening, speaking, composition, reasoning, mathematics, spatial relationships and/or social interactions.

Referrals will be received from classroom teachers, Student Services personnel, or parents.

Program Delivery and Recommendations

1. The program should be delivered by a teacher who has a background of knowledge in special education and who can perform the following functions:

   - Interpret formal and informal assessment reports in order to provide an instructional focus that will address the needs of these students
   - Assist the students in identifying their learning strengths and weaknesses in order to develop appropriate accommodations and strategies
   - Identify appropriate resource material for student and teacher use
   - Provide multi-level instruction to students within the program
   - Provide collaborative assistance to classroom teachers in order for them to address the needs of these students within their classes.

2. Enrolment in the program should be within reasonable limits given the size of the school and the available resources. The District Supervisor of Student Services should be forwarded the names of the students who are enrolled in the program.

3. Small schools might consider the use of an itinerant resource and methods teacher with the possibility of a rotating schedule. Existing staff members who fit the qualifications stated above could be considered for teaching the course.

4. The Learning Strategies Intervention course can be offered as a 1 credit optional course in grade 11 or 12. Some students may benefit from taking one credit in each of grade 11 and 12. The Learning Strategies Intervention course 120 builds on the skills and knowledge obtained in the Learning Strategies Intervention course 110.

5. The course will be delivered through a variety of arrangements depending on local circumstances. In some instances, the program will be delivered in a small group setting. Some other schools may choose to have the students fulfill the outcomes in a semi-independent study format, others will have students in a larger group within a resource setting, but working on the outcomes of this curriculum

Program Components

1. Learning style identification for students

    - Identifying individual learning styles
    - Identifying teacher style
    - Matching learning style with teacher style

2. Study skills and application of strategies

    - Notetaking

        i.   developing listening skills
        ii.   writing important details
        iii. outlining, summarizing, categorizing information
        iv.   keeping legible notes

    - Developing skills in critical analysis

        i.   detecting bias
        ii.   exploring accuracy and reliability of spoken or written language

    - Demonstrating formal presentation skills (oral and written)

        i.   oral speaking skills
        ii.   organization and format of a research paper

    - Developing goal setting and time management skills

        i.   setting short-term and long-term goals
        ii.   organizing tasks for homework
        iii. materials content arrangement
        iv.   using time planning devices

    - Using multi-model presentation and multi-media devices including

        | reference materials | multi-media devices |
        | general encyclopedia | tape recordings |
        | subject encyclopedia | video recordings |
        | directories | CD-ROM |
        | annuals | internet webs |
        | dictionaries | interviews |
        | yearbooks | almanacs |
        | periodicals | |

- Using visual aids such as graphs, maps, charts, diagrams, tables, and scale drawings

- Using study strategies including

5Ws	SQ3R
advanced organizers	highlighting
DRTA mapping	flashcards
PQ5R	concept webbing
condensing	mnemonics
herringbone technique	paraphrasing

- Developing meta-cognitive strategies including

comparing	analyzing
categorizing	linking
prioritizing	lateral and vertical thinking

- Developing test strategies

    i.   setting a study schedule
    ii.   analyzing the test structure
    iii.   refining attitude and responsibility
    iv.   self-testing and evaluation
    v.   sizing up the test
    vi.   controlling anxiety

3.   Writing skills development

- Usage and mechanics of language

    i.   parts of speech
    ii.   punctuation
    iii.   capitalization
    iv.   words often confused
    v.   sentence and paragraph structure
    vi.   grammatical usage

- Composition of ideas

    i.   organizing ideas on concept cards
    ii.   brainstorming
    iii.   following the "writing process"
    iv.   drafting and redrafting
    v.   using proofreader's checklist for final copy

- Development of word processing skills

    i.   Microsoft Word, Word Perfect, First Choice, etc
    ii. Using Windows applications

- Development of precise writing skills such as condensing, organizing, and paraphrasing information

4. Reading (and viewing) skills development

- Literal reading comprehension

    i.   building an active reading memory through logging, questioning, and chunking information
    ii.   sequencing main ideas and events
    iii. describing characters
    iv.   noting details
    v.   building vocabulary

- Inferential reading comprehension

    i.   developing deductive reading skills (purpose, theme, moral)
    ii.   interpreting figurative language
    iii. evaluating relevance - real and factual
    iv.   recognizing types of conflict
    v.   predicting outcomes
    vi.   comparing and evaluating characters, events, and settings
    vii. drawing conclusions

5. Transition process

- Career and vocational exploration

    i.   the cover letter (business letter format)
    ii.   the résumé
    iii. application forms
    iv.   personal interview
    v.   Choices computer exploration program
    vi.   Linking to the Future: Career and Educational Portfolio

- Post-secondary institution preparation
  - i. identifying entrance criteria
  - ii. following application process
  - iii. assessing special services
  - iv. developing self-advocacy skills
  - v. identifying strategies and accommodations for success
  - vi. living on you own - social skills assessment

Teacher Reference Materials

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