

Struggling Learners: Four Causes and Five Cures

Understand the causes and effects of failure and underachievement.

Characteristics of Today's Students	Some students underachieve/fail because they . . .	Effects: The Cycle of Failure and Underachievement	Students succeed when they . . .
<ol style="list-style-type: none"> 1. Short attention spans and hate to be bored 2. Visually preferred 3. Want immediate gratification 4. Choose to be interactive and hands-on 5. Love challenge and are curious 6. Want to succeed (win) using strategies, practice, and do-overs 	<ol style="list-style-type: none"> 1. Lack effective learning-to-learn/content skills and strategies 2. Lack effective executive functioning skills and strategies 3. Do not have a growth mindset 4. Do not have or take advantage of a success coach/coaches 	<ol style="list-style-type: none"> 1. Lack of Skills 2. Lack of confidence 3. Lack of motivation 4. Lack of perseverance/determination 5. Lack of respect for the culture of school/education 6. Lack of vision for the role school plays in career preparation or lifestyle 7. Lack of connection to positive relationships with teachers and/or peers 	<ol style="list-style-type: none"> 1. Know and understand objectives/goals 2. Use strategies and skills 3. Know and use vocabulary 4. Know how well they are doing 5. Know what to do better to succeed/win

1 Identify Learner Characteristics, Needs, and Success History

How and What to Find Out	Student Profile	Defining the Nature of the Problem
<ol style="list-style-type: none"> 1. Collect student profile data. 2. Identify the learning challenges and what specifically is happening when it occurs. 3. Examine students' schedules and indicate the likelihood of other places where the learning challenges are occurring and not occurring. 4. Identify the interventions that have been or are being used to address the learning challenge/problem. 5. Identify contributing factors. 	<ol style="list-style-type: none"> 1. Grades % and Letter Grade 2. Attendance and Tardiness 3. Behavior Referrals 4. Standardized Test Results 5. State Test Results 6. Observations Performance 7. Responsible Behaviors Observations Checklist www.achievementstrategies.org >templates and tools>learning environment). 8. Executive Functioning Skills Assessment 	<ul style="list-style-type: none"> • What is the low performance? • When is it occurring? • Where is it occurring? • How is the student responding to the feedback about low performance? • Why is performance the way it is (contributing factors)?

Learning-to-Learn Skills	Executive Functioning Skills	Reading/Thinking Skills	
<ol style="list-style-type: none"> 1. Memory Storage and Retrieval 2. Note taking 3. Vocabulary Attainment and Development 4. Writing/Summarizing 5. Reading for Information and Literary Analysis 6. Solving Multi-Step Math and Scientific Problems and Applying Directions 7. Kinesthetic control 	<ol style="list-style-type: none"> 1. Goal Setting 2. Planning/Time Management 3. Organization 4. Focusing Attention 5. Self-Assessment/Monitoring 6. Problem Solving 7. Decision Making 8. Impulse Control 9. Self-Advocacy 	<ol style="list-style-type: none"> 1. Main/Central Idea 2. Significant Details/Evidence 3. Sequential/Order Relationships 4. Comparison Relationships 5. Cause and Effect Relationships 6. Knowledge of vocabulary/key terms 7. Generalizations and Conclusions 	<ol style="list-style-type: none"> 8. Problem-Solution Relationships 9. Multi-step Instructions/Directions 10. Author's Purpose, Techniques, Claims, Views, and Arguments 11. Knowledge of Maps, Charts, and Graphs 12. Literary Analysis 13. Acquiring Information from Researching

2 Facilitate Goal Setting and Planning

1. Identify a short-term goal (5-10 days).	2. Determine indicators of success (Look fors)
Subject area/class What improvement(s) is desired/needed?	<ul style="list-style-type: none"> • Consistent and on-time attendance • Successful completion of in-class and homework assignments • Grades of C and above on assessments • Consistent participation in intervention services • Demonstration of learning-to-learning skills and responsible behaviors
3. Identify potential obstacles and what is needed to overcome obstacles.	4. What positive results might occur if the plan works?
5. What support/help is needed?	6.

3 Teach Learning-to-Learn Skills

Explicit Teaching Process

I Do We Do I Do We Do I Do You Do Reflect about Strategies, Results, and Improvement

Memory Storage and Retrieval (Input)

Word/Concept	Explanation/Definition	Memory Cue	Types of Memory Cues
			Visual, Auditory, Movement, Tactile, Taste/Smell, Emotional

Grouping Information and Finding Patterns (Process)

Summarizing and Expressing (Process and Output)

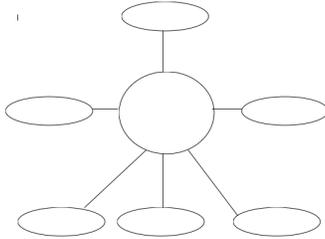
Explicit Teaching Process

I Do We Do I Do We Do I Do You Do
Reflect about Strategies, Results, and Improvement

Sequence/Order Relationships

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement																
Story Board <table border="1" style="width: 100%; height: 100px;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	A number of steps have to be followed to _____. First, _____. Then, _____. Next, _____. Next, _____. After that _____. Finally, _____.	<ol style="list-style-type: none"> 1. Trace the development of . . . 2. Sequence the events leading up to 3. What do you do first when you . . . Next 4. List the steps involved in . . . 5. What steps did ___ take to solve reach her goal. 6. The next likely event would be (predict) . . . 7. After doing _____, the character's next decision was to _____. 	Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.

Main/Central Ideas

Graphic Organizer	Summary Template	Questions	Hand Signal/Movement
<p>Bubble Map</p> 	<p>The main idea of this passage is _____.</p> <p>The author stated that _____.</p> <p>The passage/article also mentioned that _____. In addition, (another idea) _____.</p> <p>Finally, the passage/article stated _____.</p>	<ol style="list-style-type: none"> The main point of the article is . . . Summarize what you read. The main theme of the story is . . . List the facts regarding . . . The text is about . . . The story/article mainly tells . . . Which of the following best expresses the main idea? A B C D E On the basis of information in the passage, we can determine that . . . What would be the best title for this passage? 	<p>Hold a fist (main idea) and dangle and wiggle fingers (details).</p>

Templates can be found at <http://www.achievementstrategies.org/ela.html>

4 Teach Executive Functioning Skills (see list on page 1)

Self-Assessment

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| <ol style="list-style-type: none"> What goals and tasks did I commit to and accomplish this week? What process and strategies did I use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful? | <ol style="list-style-type: none"> What changes do I need to make in your strategies and plans? What is my plan for making the changes? What additional resources or assistance do you need to improve the quality of my learning/work. |
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Goal Setting and Planning

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| <ol style="list-style-type: none"> Clarify goals and determine a timeline. Create a to-do list identifying sub-tasks required to accomplish the goal(s). Think about needed resources and the roles of people involved. Identify competing goals and possible obstacles. | <ol style="list-style-type: none"> Create a timeline for accomplishing sub-tasks and the entire goal. Use graphic organizers to show how plan to accomplish stated goals. Monitor and analyze the use of time and task accomplishment on an ongoing basis. Analyze interruptions (unplanned activities). Learn how to take charge of time wasters and to also set priorities and abandon inefficient habits of using time. Recognize and celebrate success. |
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Academic and Behavior Problem Solving

<p>IDEAL Model</p> <p>I dentify the dimensions of the problem.</p> <p>D etermine alternative solutions.</p> <p>E stablish standards and evaluate each alternative solution.</p> <p>A dopt and implement a plan.</p> <p>L ook back, evaluate, and adjust.</p>	<ol style="list-style-type: none"> (I) Identify the problem that needs to be solved. (I) What are the causes of this problem? (I) What positive results do you expect will occur when you solve this problem? (D) What are some possible ways to solve this problem? (E) Which alternative solution(s) do you choose to solve the problem? (A) What obstacles, if any, do you have to overcome in order to solve this problem? (A) What is your plan for applying the solution you chose? (L) Do you predict that this plan will work? Why? (L) When will you evaluate your solution strategy to make sure it is working?
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5 Monitor progress and celebrate success to encourage a growth mindset (Reflect).

Monitor the plan, adjust, and celebrate.	<ol style="list-style-type: none"> 1. Review the look-fors (i.e. success indicators with the student. 2. Recognize incremental progress and determine what created positive results. 3. Adjust the plan and strategies and/or establish a new goal. 4. Share the feedback with other teachers, parents, and support staff. 5. Radically celebrate progress and provide encouragement and optimism.
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Use the best assessment and intervention practices (Output).

Short-Cycle Formative Assessment Plan

| Teach, assess, reflect, provide correctives or enrichments | Evaluate (Summative Test) |
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| Re-assess
Observe progress and strategies | Intervene and Re-assess if necessary |

Examples of Correctives

<ul style="list-style-type: none"> •re-teaching using explicit teaching •alternative textbooks •alternative materials • practice exercises •academic games (e.g., crossword puzzles, simulations) 	<ul style="list-style-type: none"> •individual teacher and peer tutoring •learning centers and laboratories •computer-assisted instruction •audio and video productions (e.g., Podcasts) •slide shows from lectures and demonstrations •small group study sessions
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Sample Procedures and Policies Regarding Re-assessment

<p>___ Students must re-take the test/re-do the assignment in _____ days.</p> <p>___ Students can earn up to a _____ grade on the second attempt.</p> <p>___ Students must complete a corrective prior to re-taking the assessment /re-doing the assignment.</p> <p>___ Parents will be informed about their child's performance and expectations for improvement.</p> <p>___ Students must re-take assessments (before, during, after school, Saturday)</p>
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Interventions

<ol style="list-style-type: none"> 1. One-on-one tutoring 2. Parent training and involvement 3. After-school programs 4. Computer-assisted reading instruction 5. At-home computer use 6. Use of co-teaching 	<ol style="list-style-type: none"> 7. Coordinate teaching and support for special ed, regular ed, RTI, and ELL 8. Blocking more time for intervention programs 9. Resource rooms 10. Student re-takes and re-dos 11. Modifying Curriculum, Assessment, Instruction, and Learning Environment
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