

Strategic Tutoring Strategies

Paragraph Writing

1. SCRIBE

Set up a diagram

Create the title

Reveal the topic

Iron out the details

Bind it together with a clincher

Edit your work

(http://ku-crl.org/downloads/paragraph_bkmk.pdf)



2. WE R COPS

Write the answers

Edit

Re-read the answers

Capitalization

Organization

Punctuation

Spelling

Reading Comprehension – Answering questions at the end of a passage

1. Survey, Size-Up, and Sort-Out

Survey: (learn the main ideas and organization of the chapter)

1. Read the chapter title
2. Read the introductory paragraph
3. Review the chapter's relationship to other chapters by looking at the table of contents
4. Read the major subtitles
5. Look at the illustrations/pictures and read their captions
6. Read the summary paragraph
7. Paraphrase all of the information gained in the process

Size-Up: (gain specific information and facts without reading)

1. Read each question to determine which facts appear to be most important to learn
2. Place a checkmark (✓) next to question that can be answered without reading
3. Look for textual cues (bold print, subtitle, colored print, etc)
4. Make the cue into a question (i.e. the vocabulary word is *hypothesis*, the question could be "What is an hypothesis?")
5. Skim through the surrounding text to find the answer
6. Paraphrase the answer to yourself

Sort-Out: (test themselves over the material presented in the chapter; read and answer each question)

1. Think about which section of the chapter the answer would most likely be found
2. Skim through the section to find the answer
3. If the answer was not located, think of another section it may be in
4. Skim that section for the answer

Continue this process until the answer is found.

(Schumaker, J.B., Deschler, D.D., Alley, G.R., Warner, M.M., & Denton, P.H. (1982). Multipass: A learning strategy for improving reading comprehension. *Learning Disability Quarterly*, 5(3), 295-304.)



Reading Comprehension

1. RIDER

Read (read the first sentence)

Image (try to make an image/picture in your mind)

Describe (describe the image)

Evaluate (evaluate image for completeness)

Repeat (read the next sentence and repeat RIDE)

2. RAM

Read the passage. Ask “Wh” questions as you read to help yourself keep reading

AnsWER your questions as you read

Mark your answers with the appropriate symbol (create symbols for each of the “Wh” questions: who, what, where, when, why)

(Clark, F. L., Deshler, D. D., Schumaker, J. B., Alley, G. R., & Warner, M. M. (1984). Visual imagery and self-questioning: Strategies to improve comprehension of written material. *Journal of Learning Disabilities*, 17(3), 145-149.)

3. MAP/DATE: To Remember the Key Elements in a Short Story and Make Mental Pictures of Characters

Make mental pictures of the setting, characters and action

Add details to the pictures

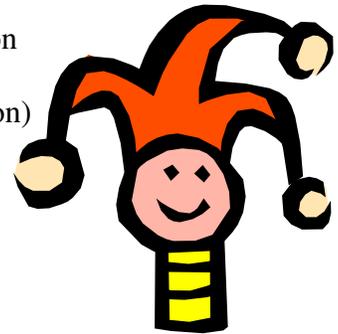
Put all the pictures together (setting, characters and action)

Design their size and shape

Add clothes

Tell about their personality

Enter other details



Word Identification

DISSECT

Discover the content

Isolate the prefix

Separate the prefix

Say the stem

Examine the stem

Check with someone

Try the dictionary



RULES

1. Stem begins with:

VOWEL – separate first 2 letters from the stem and pronounce

CONSONANT – separate the first 3 letters from the rest of the stem and pronounce

2. If the first rule cannot be used, take off first letter – use rule 1 again

3. If two vowels appear together

Make both vowel sounds

Make one vowel sound

(Lenz, B. K., & Hughes, C. A. (1990). A word identification strategy for adolescents with learning disabilities. *Journal of Learning Disabilities*, 23(3), 149-158, 163.)

Assignment Completion

PROJECT

Prepare your forms (i.e. assignment sheet)

Record and ask (ask questions about the assignment if you have them)

Organize

Break the assignment into parts

Estimate the number of study sessions

Schedule the sessions

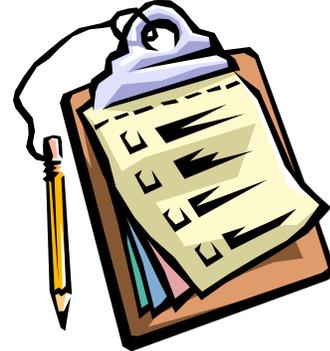
Take your materials home

Jump to it

Engage in the work

Check your work

Turn in your work



(Hughes, C.A., Ruhl, K.L., Schumaker, J.B., & Deshler, D.D. (2002). Effects of instruction in an assignment completion strategy on the homework performance of students with learning disabilities in general education classes. *Learning Disabilities Research & Practice*, 17(1), 1-18.)

Test Taking

PIRATES



Prepare to succeed (scan the test to determine types of questions, number of sections, rank sections from easiest to hardest)

Inspect the instructions (read the first set of instructions and underline words that suggest how and where to indicate the answer)

Read, remember, reduce (read the question, remember or associate what you studied, and eliminate obviously incorrect answers)

AnsWER or abandon (answer the question if you are sure, or abandon and return to the question later if unsure)

Turn back (return to the beginning of the test to answer abandoned items)

Estimate (make a wise guess for the correct answer)

Survey (scan the test to make sure all questions are answered)

(Hughes, C. A., Deshler, D. D., Ruhl, K. L., & Schumaker, J. B. (1993) Test-taking strategy instruction for adolescents with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 1(3), 188-89)

Understanding and Retention of Conceptual Information

1. CONCEPT

Convey the concept (name the concept)

Offer overall concept

Note the key words

Classify characteristics (fill in Concept Diagram)

Explore examples

Practise with new examples (ask students to decide if new concepts are examples or non-examples)

Tie down a definition (construct a definition from completed Concept Diagram)

2. ORDER

- Open your mind and take notes
- Recognize the structure
- Draw an organizer
- Explain it to someone else
- Reuse it (use organizer as a study guide)



3. COMPARING

- Communicate targeted concepts
- Obtain the overall concept
- Make a list of known characteristics
- Pin down like characteristics
- Assemble like categories
- Record unlike characteristics
- Identify unlike categories
- Nail down a summary
- Go beyond the basics

(Bulgren, J., & Scanlon, D. (1997). Instructional routines and learning strategies that promote understanding of content area concepts. *Journal of Adolescent & Adult Literacy*, 41(4), 292-302.)

4. PREP:

Preview the reading

- Read the introduction
- Read the questions at the end of the passage
- Skim for highlighted, capitalized, bolded, italicized words
- Look at charts, graphs, & pictures
- Make predictions about the content

Read key paragraphs

- Identify paragraphs with key words/ideas related to chapter questions or key vocabulary
- Paraphrase the paragraphs
 - Read a paragraph
 - Ask yourself, “What is the main idea and important details?”
 - Put the main idea and details into your own words.

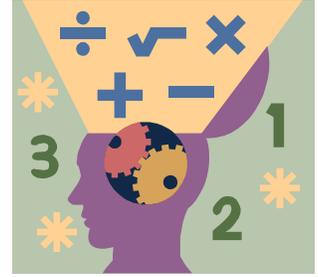
Express ideas in writing

- List key words and important phrases
- Write answers to chapter questions

Prepare study cards

- Transfer hard-to-remember information to study cards.
 - On the FRONT of the card:*
 1. Write a key word, phrase or big idea
 2. Frame it with a question
 - On the BACK of the card:*
 1. Write a definition for the key word, phrase, or big idea
 2. Frame it with a question
- Practice asking and answering the questions on the study cards

Math Strategies



1. **4 Bs** (strategy for subtraction)

Begin? In the 1st column

Bigger? Which number is bigger?

Borrow? If the bottom number is bigger, I must borrow.

Basic facts? Remember them. Use Touch Math if needed.

(<http://coe.winthrop.edu/SPED%20610/chapters/chapter%20ten/Strategies1.htm>)

2. **MATH** (problem solving strategy)

Map out or determine what needs to be solved.

Analyze problem by comparing with sample problems in the book.

Take action to solve problems.

Have a look back to check the answer.

(Hock, M. F., Pulvers, K. A., Deshler, D. D. and Schumaker, J. B. (2001). The effects of an after-school tutoring program on academic performance of at-risk students and students with LD. *Remedial and Special Education*, 22(3), 172-187.)

3. **Read, Reread, Think, Solve, and Check** (problem solving strategy)

Read: What is the question?

Reread: What is the necessary information?

Think: Putting together? Add

Taking apart? Subtract

Do I need all of the information?

Is it a 2-step problem?

Solve: Write the equation.

Check: Recalculate, label, and compare.

(<http://coe.winthrop.edu/SPED%20610/chapters/chapter%20ten/Strategies1.htm>)

4. **Solving Word Problems**

Read the problem.

Underline or highlight key words, sentences, or questions.

Decide what sign to use.

Set up the problem.

Solve the problem.

(<http://coe.winthrop.edu/SPED%20610/chapters/chapter%20ten/Strategies1.htm>)

5. **Math Problem Solving**

Read (for understanding)

Paraphrase (your own words)

Visualize (a picture or diagram)

Hypothesize (a plan to solve the problem)

Estimate (predict the answer)

Compute (the arithmetic)

Check (to make sure everything is right)

(<http://coe.winthrop.edu/SPED%20610/chapters/chapter%20ten/Strategies1.htm>)

6. Dad, Mom, Sister, Big Dog (long division strategy)

Dad (**D**ivide)

Mom (**M**ultiply)

Sister (**S**ubtract)

Big **D**og (**B**ring **D**own)

7. DRAW (strategy for solving math computations)

Discover the sign.

Read the problem.

AnsWER, or draw and check.

Write the answer.

[Mercer, C. D. & Miller, S. P. (1992). Teaching students with learning problems in math to acquire, understand, and apply basic math facts. *Remedial and Special Education*, 13(3), 19-35]

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