

Teach cognitive and metacognitive strategies to support learning and independence

- Recognize learning or behavior difficulties and facilitate students' abilities to become more self-directed and independent learners via cognitive strategy instruction.
- Examine sources of evidence-based practices that already exist to meet specific students' needs.
- Use task analysis to determine the steps students need to take to accomplish goals, create a procedure to help them meet that goal, and explicitly teach this procedure to students.
- Provide explicit instruction to students in using self-regulation procedures (e.g., goal-setting, self-monitoring, self-talk, self-reinforcement) when participating in tasks/activities.
- Use and explicitly teach strategic instruction models (e.g., Self-Regulated Strategy Development, Strategic Instruction Model Learning Strategies) to enhance student memory and recall of information.
- Provide explicit instruction in strategies, incorporating the following instructional components:
 - Pre-teaching necessary pre-requisite skills.
 - Instruction of how, when, and where to use the strategy, including the importance and purpose of each step.
 - Breaking the strategy down into logical and manageable pieces or chunks.
 - Clear, step-by-step strategy demonstrations while scaffolding the level of support from high to low level.
 - Modeling of self-talk and "inner language" using teacher think-alouds, which are important for students to monitor effective strategy use.
 - Numerous opportunities for practice that include monitoring, feedback, and positive reinforcement.
 - Opportunities to use the strategy in different contexts and over time to promote generalization and maintenance.
- Monitor student strategy use to ensure fidelity or to ensure that any modifications students have made to a strategy do not influence its effectiveness.

Tips for Faculty to Support Candidate's Learning and Enactment

Introduce – Share multiple examples of cognitive and metacognitive strategies with candidates and discuss their characteristics, purposes, effects, similarities and differences, etc., to aid in candidate familiarity.

Prepare – Conduct simulations with small groups of candidates in which they explain and model a cognitive or metacognitive strategy to each other and provide positive and constructive feedback.

Enact – Within a field experience, assign candidates the work of explaining and modeling a cognitive or metacognitive strategy to a small group of students. Provide positive and constructive feedback.

Analyze – Ask candidates to identify a routine classroom task or work that is difficult for many students, break the task into logical, teachable components, and develop a strategy for supporting student learning of the task including a plan to assess the effectiveness of the strategy.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is explicitly teaching strategies to students with disabilities so important?
- What are some key lesson components to include when teaching a strategy to students?
- How does supporting students in developing cognitive and metacognitive skills support their long-term success with grade-level curricula in inclusive environments?

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Cook, S. C., & McDuffie-Landrum, K. (2019). Integrating effective practices into co-teaching: Increasing outcomes for students with disabilities. *Intervention in School and Clinic, 55*(4), 221–229. <https://doi.org/10.1177/1053451219855739>

Friend, M. (2015). Welcome to Co-Teaching 2.0. *Educational Leadership, 73*(4), 16–22.

Satterlee Vizenor, A., & Matuska, J. (2018). Actualizing characteristics of successful schools for young adolescents through co-teaching. *Middle School Journal, 49*(3), 17–25. <https://doi.org/10.1080/00940771.2018.1439666>

Torres, C., Farley, C. A., & Cook, B. G. (2014). A special educator's guide to successfully implementing evidence-based practices. *TEACHING Exceptional Children, 47*(2), 85–93. <https://doi.org/10.1177/0040059914553209>