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

<table>
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<tr>
<th>Introduce</th>
<th>Prepare</th>
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<th>Analyze</th>
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<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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## 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?
References and Additional Resources

**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**


**Journal Articles**


This resource is intended to support educator preparation faculty and staff looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site. Additional resources and content can located at [www.highleveragepractices.org](http://www.highleveragepractices.org) and at [https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/).