



## Instruction in Behavior and Academics

### HLP Pillars

#### HLP 7

Establish consistent, organized, and responsive learning environments.

#### HLP 16

Use explicit instruction.

### Embedded HLPs

#### What to teach

HLP 9: Teach social behaviors.

HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 20: Teach students to maintain and generalize new learning across time and settings.

#### How to teach

HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 15: Provide scaffolded supports.

HLP 17: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.

HLP 21: Use assistive and instructional technologies.

HLP 22: Provide positive and constructive feedback to guide student learning (HLP 22) and behavior (HLP 8).

## HLP 14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence

Teaching cognitive and metacognitive strategies promotes learner self-regulation and independence. Explicit instruction in cognitive and metacognitive strategies begins with the recognition of challenging learning tasks that require a strategic approach and moves to systematic instruction, multiple opportunities for student practice with feedback, and guidance related to using the strategy effectively in multiple settings and situations. Teaching and learning cognitive and metacognitive strategies involve not only understanding content but also using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Students learn to monitor and evaluate their performance in relation to specific goals and to make necessary adjustments to improve learning. HLP 14 is an embedded practice under the Instruction in Behavior Academics Domain: What to Teach.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

## Teachers Who Effectively 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.
  - Instruct of how, when, and where to use the strategy, including the importance and purpose of each step.
  - Break the strategy down into logical and manageable pieces or chunks.
  - Provide clear, step-by-step strategy demonstrations while scaffolding the level of support from high to low level.
  - Model self-talk and "inner language" using teacher think-alouds, which are important for students to monitor effective strategy use.
- Offer numerous opportunities for practice that include monitoring, feedback, and positive reinforcement.

- Provide 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 School Leaders to Support Teachers

- Provide educators with instruction, professional development and/ or coaching in a range of strategies that can be used across various settings.
- Monitor and provide feedback on educators' selection and use of strategies to ensure that they match students' needs within grade-level standards and curricula.
- Keep educators informed of new strategies developed and recommended by researchers and provide necessary supports for implementing such.

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

- Have leaders provided teachers with professional learning to support the explicit instruction of cognitive and metacognitive strategies and how to use that content within their lessons?
- What should leaders look for in a classroom that supports and explicitly teaches cognitive and metacognitive strategies to support student learning

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