

# Promoting Academic Success

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## Overriding Theme:

**WHAT WORKS FOR THE  
STUDENT WITH LEARNING  
ISSUES WORKS FOR  
EVERYONE**

Academic success is increasingly linked with technological expertise, executive functioning, and of course, basic skills in reading and writing.

## Executive Functioning Processes

- ◆ Goal Setting
- ◆ Planning
- ◆ Prioritizing
- ◆ Organizing
- ◆ Shifting Flexibility
- ◆ Manipulating information in working memory
- ◆ Self Monitoring

- ◆ Lengthy reading and writing assignments
- ◆ Long term projects
- ◆ Research papers
- ◆ Examinations

Reality: 1) All exhaust one's executive functioning abilities

2) Some people are better at this than others

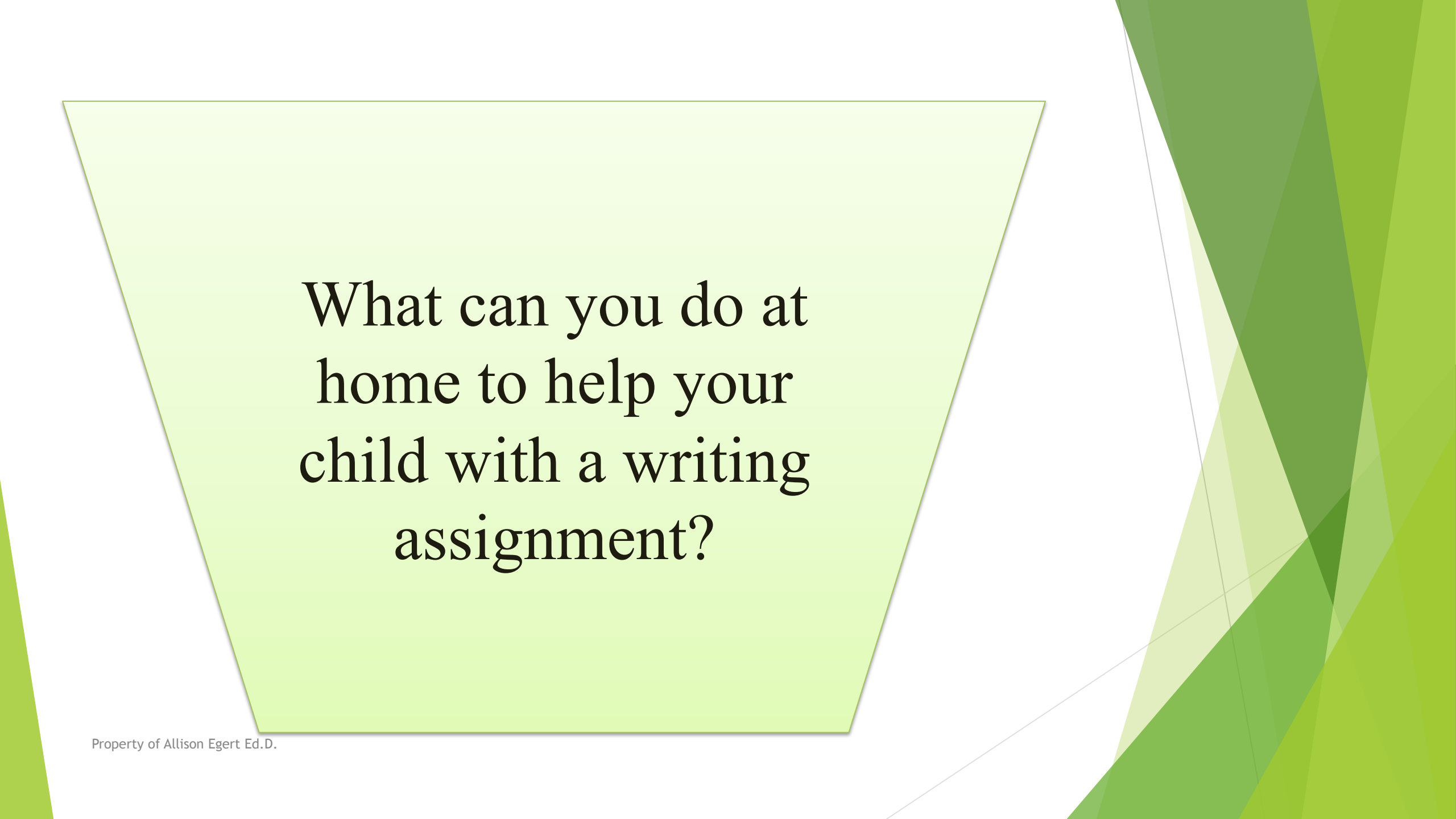
# Myth:

Students know through osmosis how to take notes, study and take tests. Students know how to organize and write an essay or a research paper without direct instruction.

# Reality:

If students have difficulty with one or all areas of executive functioning, they will be unable to perform well in class without teacher guidance.

As a result, it has become increasingly important for classroom teachers to teach strategies and make accommodations for executive functioning issues.



What can you do at  
home to help your  
child with a writing  
assignment?

# Self - Talk is the Initial Step

- ▶ **Help your child ask herself:**
- ▶ **“What do I have to do here?”**
- ▶ **Writing assignments have different demands from journal entries to analytical expectations**



# Have your child talk aloud

- ▶ Inner language is important

▶ **BUT**

- ▶ Saying thoughts and instructions aloud helps the writing process

# Note-taking Template (Cornell Method)

Date: \_\_\_\_\_ Class: \_\_\_\_\_  
Lecture Topic: \_\_\_\_\_

Key terms and Concepts	Running Notes	Reflections, questions, links to personal experience
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- ◆ Accommodations offer ways for students to demonstrate or communicate what they have learned.
- ◆ Accommodation strategies are needed to facilitate student access to grade-level instruction

- ◆ Providing a copy of presentation notes with blanks in place of words to guide students listening and allow students to complete blanks during instruction
- ◆ Provide copies of notes to reduce board copying
- ◆ Putting notes on-line

- ◆ Checking in time with teacher
- ◆ Have students read and paraphrase whenever possible

- ◆ Reading Issues affecting acquisition of content knowledge
- ◆ Decoding: the ability to read words
- ◆ Comprehension: the ability to understand what one reads
- ◆ Vocabulary: pronunciation, word knowledge, and usage

## Time Management Strategies

Approach homework in a systematic, stepwise fashion

Help your child decide what should be done first.

Put a number next to the first assignment and continue numbering to the last assignment

## Time Management Strategies

Start with the most challenging assignment

When completed, put an “X” over the labeled number in the assignment pad

(This gives a feeling of accomplishment)



# Time Management Strategies

How long is too long for an assignment?

Depends on the age/grade

Can children take breaks? Is this okay or should I force her to finish the assignment?

Taking breaks is sometimes appropriate.  
Movement helps refocus the brain

- ◆ Provide students with different opportunities for assessment
  - ◆ Accept multiple responses to answers
  - ◆ Provide a word bank

## ◆ Written Expression

- ◆ Provide words that must be used in written explanations.

HINT: Cues are helpful to trigger knowledge recall

- ◆ Provide model responses when appropriate

# Reality

- ◆ Every child wants to be successful
- ◆ Meeting with consistent failure decreases self-esteem



Thank you