

# Table of Contents



<b>Introduction</b>	9
<b>Observed Behaviors and Strategy Numbers</b>	23

Strategy number	Strategy name	Page number	Effect size	Type of strategy		
				Academic	Behavioral	Academic and behavioral
1	Analyzing Student Resources to Determine Interventions	27	1.07 .54			●
2	Self-Assessment and Development of Resources	31	1.07 .54			●
3	Mental Models for Academic Content	26	.75 .64 .55	●		
4	Mental Models for Processes	42	1.28 .64 .55	●		
5	Building Relationships of Mutual Respect Among Students and Teachers	45	1.62 .72 .52			●
6	Relational Learning	49	.74 .55 .55			●
7	Structured Partners in Learning	53	.82 .55 .47			●
8	Peer Mediation	55	.63 .63		●	
9	Task Mediation	57	.87 .75 .53			●

Strategy number	Strategy name	Page number	Effect size	Type of strategy		
				Academic	Behavioral	Academic and behavioral
10	Teaching Cognitive (Input) Skills	59	1.28	●		
11	Input Skill: Planning (for Task Completion) Step Sheets	65	1.28	●		
12	Input Skill: Planning Backwards	68	1.28	●		
13	Input Skill: Academic-Task Preparations to Control Impulsivity	70	1.28	●		
14	Input Skill: Focusing	72	1.28	●		
15	Input Skill: Bringing Order Out of Chaos	75	1.28	●		
16	Input Skill: Sorting More Important from Less Important Information	78	1.28	●		
17	Input Skill: Planning and Labeling in Academic Tasks	84	1.28	●		
18	Input Skill: Nonfiction Reading Strategy	88	1.28	●		
19	Input Skill: Fiction Reading Organizer/Sorter	93	1.28	●		
20	Input Skill: Procedural Self-Talk	98	1.28	●		
21	Input Skill: Teaching Input Skills Using Games	100	1.28	●		
22	Scaffolding Output: Dealing with Blocking	105	.87	●		
23	Predicting/Planning Your Grade	106	1.33	●		
24	Directionality	109	.87	●		
25	Content Comprehension: Teaching the Purpose, Patterns, Structures, and Processes of Disciplines	112	1.28 .87 .75 .64 .63	●		
26	Problem-Solving Process: Instructions in Mathematics	118	1.28 .87 .75 .64	●		
27	Process Selection	121	.87	●		
28	Managing Cognitive Load: External Task Aids	123	.87	●		
29	Automaticity	125	1.28	●		
30	Activating Prior Knowledge	126	.63	●		
31	Compensating for Missing Prior Knowledge	130	.63	●		

Strategy number	Strategy name	Page number	Effect size	Type of strategy		
				Academic	Behavioral	Academic and behavioral
32	Minimizing Activation of Irrelevant Prior Knowledge	132	.75	●		
33	Using Worked Examples: Replacing Some Practice with Worked Examples for Students to Analyze	133	.57 .37	●		
34	Increased Time on Task	134	.62	●		
35	Teaching Another Student	136	.55			●
36	Structured Academic Controversy	138	.53			●
37	Physical Activity	139	.22	●		
38	Bowtie Feedback	141	.73	●		
39	Student Self-Assessment	149	1.33	●		
40	Formative Assessment	153	.68	●		
41	Question Making	155	.64	●		
42	Possible Selves	165	.44			●
43	Role Identity	167	.53 .52 .49			●
44	Future Self/Future Story	169	.54 .44			●
45	Anticipating and Accepting Challenges and Changes	173	1.16			●
46	Reframing	175	1.16		●	
47	Mediating to Change Behavior	177	1.16		●	
48	Story Book to Improve Behavior	179	.63		●	
49	Classroom Management/Procedures Checklist	181	.75		●	
50	Planning Behavior	186	.75		●	
51	If You Choose	188	.63		●	
52	Metaphor Story	189	.64		●	
53	Building a Reward System Based on Implementing Your Own Plan	191	.73		●	
54	Registers of Language	195	1.16	●		
55	Chronological Story Structure	197	.53	●		

Strategy number	Strategy name	Page number	Effect size	Type of strategy		
				Academic	Behavioral	Academic and behavioral
56	Formal Discourse	197	1.16	●		
57	Folder Activity (Mental Model for Part to Whole): Language Arts Example	199	1.28	●		
58	Writing Organizers	201	1.28	●		
59	Mental Model for Formal Written Expression	205	1.28	●		
60	Voices	207	.53	●		
61	Generative Vocabulary Instruction	210	.62	●		
62	Language: Vocabulary Development	214	.62	●		
63	Sketching Vocabulary	222	.62	●		
64	Sign Language for Comprehension	224	.60	●		
65	Teaching Students Their Lexile Measures	226	.60	●		
66	Tucker Signing Strategies for Reading	228	.52	●		
67	Teaching Adverbs and Prepositions	230	.62	●		
68	Teaching Words for Feelings	233	.62			●
69	Karpman Triangle	237	1.16		●	
70	Setting Appropriate Boundaries	239	.63		●	
71	Bracketing Distracting Thoughts	241	.63		●	
72	Self-Affirmations	243	.47			●
73	Gratitude Journals	245	.47		●	
74	Harsh Environments and Self-Expression: Language Skills	247	.47			●
75	Service Learning	249	.58			●
76	Six-Step Process	251	1.62	●		

<b>Additional Support Strategies</b>	253
<b>Appendixes</b>	255
<b>Appendix A</b>	257
How to Calibrate Student Work and Use It to Drive Achievement	
<b>Appendix B</b>	263
<i>Understanding Learning: the How, the Why, the What</i>	
<b>Appendix C</b>	299
Research on the Brains of Children in Poverty Using EEG Scans	
<b>Appendix D</b>	301
What Does the Research Say About Intergenerational Transfer of Knowledge?	
<b>Appendix E</b>	303
Levels of Processing	
<b>Appendix F</b>	305
Situating Learning	
<b>Appendix G</b>	307
Rubric for Analysis of Point of View	
<b>Bibliography</b>	309
<b>About the Authors</b>	343



## Analyzing Student Resources to Determine Interventions

Academic and Behavioral Strategy

### Researchers

Awbrey, S. M. (2005).  
DeVol, P. E. (2013).  
DeWitz, S. J., Woolsey, M. L., & Walsh, W. B. (2009).  
Hattie, J. (2015).  
Strayhorn, T. L. (2011).  
Vickerstaff, S., Heriot, S., Wong, M., Lopes, A., & Dossetor, D. (2007).

### Effect Size

Response to intervention (RTI): 1.07  
Socioeconomic status: .54

### Added Effect of Poverty

Much of the success of under-resourced students is dependent on resource analysis to determine available resources and response to intervention (RTI). Interventions sometimes are identified that require resources unavailable to students with few resources.

### Explanation

Interventions work only if they are based on resources to which a student has access *or* if the resource base is provided.

For the purposes of this book, the following resources are being examined:

### **Financial**

Having the money to purchase goods and services.

### **Emotional**

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

### **Mental**

Having the mental abilities and acquired skills (reading, writing, computing) to deal effectively with daily life.

### **Spiritual**

Believing in divine purpose and guidance; having hope or a future story.

### **Physical**

Having physical health and mobility.

### **Support systems**

Having friends, family, and backup resources available to access in times of need. These are external resources.

### **Relationships/role models**

Having frequent access to individuals(s) who are appropriate, who are nurturing, and who do not engage in self-destructive behavior.

### **Knowledge of hidden rules**

Knowing the unspoken cues and habits of different groups.

### **Language (formal register)**

Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.

NOTE: Motivation, as well as Integrity and Trust, also are included in the list of resources in *Bridges Out of Poverty*.

## Directions

### Questions to Determine Interventions

Whenever a student is struggling academically or behaviorally, the key guiding questions for determining interventions are:

1. What resources are available to the student?
2. What resources can the student develop or acquire with support?

The following grid provides guidelines for answering these two questions.

Resource	Questions to Determine Best Intervention
<b>Financial</b>	<ul style="list-style-type: none"> <li>▪ Can the student afford the field trip, or is a scholarship needed?</li> <li>▪ Can the student afford supplies for the project/science fair/other activity?</li> <li>▪ Is the student hungry? Must a linkage to food be found?</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>▪ Can the student verbalize choices?</li> <li>▪ Does the student have the language to mediate situations without resorting to fists?</li> </ul>
<b>Mental</b>	<ul style="list-style-type: none"> <li>▪ Can the student read at the appropriate grade level?</li> <li>▪ Can the student identify the final product or task?</li> <li>▪ Does the student know what will be evaluated and how?</li> </ul>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>▪ Do students believe they have some control over the situation, or do they say there is nothing they can do?</li> <li>▪ Does the student have a future story and a plan to go with it?</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>▪ Is the student clean?</li> <li>▪ Are the student's clothes clean?</li> <li>▪ Can students physically take care of themselves?</li> </ul>
<b>Support systems</b>	<ul style="list-style-type: none"> <li>▪ Is the student the primary support system for the student's household?</li> <li>▪ Is there enough stability in the home that the student can have a place to keep and do work?</li> </ul>
<b>Relationships/role models</b>	<ul style="list-style-type: none"> <li>▪ Does the student have at least one adult who is nurturing and caring?</li> <li>▪ Does the student have three or more adults who care about the student's life?</li> <li>▪ Are all of the student's significant relationships with peers?</li> </ul>

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Resource	Questions to Determine Best Intervention
<b>Knowledge of hidden rules</b>	<ul style="list-style-type: none"> <li>▪ Does the student use the “appropriate” school response to situations?</li> <li>▪ Does the student try to be invisible?</li> </ul>
<b>Formal register</b>	<ul style="list-style-type: none"> <li>▪ Does the student have access to formal register at home?</li> <li>▪ Does the student get right to the point when telling a story—or does the student begin at the end of the story and tell the story in no particular order?</li> </ul>

## Resource Analysis Grid

This student grid is for resource-development activities.

Rate each student’s access to each resource on a scale of 1 to 10. Then build from the strength of the resources available. Coaches, for example, develop their game plans based on the skill sets of their athletes, and music and band teachers choose music that matches the skill sets of the student musicians they teach.

Name	Financial resources	Emotional resources	Mental resources	Spiritual resources	Physical resources	Support systems	Relationships/ role models	Knowledge of hidden rules	Formal register