Strategy Development Process
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OBJECTIVE: Students will define and identify a problematic academic area and develop a compensatory strategy to address a specific need.

WARM-UP: Write, draw, or depict a success you have had in the past year. Be able to share whether it is an academic or social success. Also, you should be able to connect this success to your individual learning strength/style.

INTRODUCTORY AND DEVELOPMENTAL ACTIVITIES:
- An example (ie: chess, Stratego, Capture the Flag, etc.) provided by the teacher would helpful. Allowing the students to play for a short period of time would be beneficial to allow for an" activity first" opportunity.)
- Teacher elicits examples of strategic games from the students.
- After discussing strategic games, the meaning of "strategy" is developed.
- The teacher then states that each student's success will be used in the guided practice to back map a systematic approach to strategy development and the connection between specific strategies and how they relate to individual learning styles will be explained through the discussion.

GUIDED PRACTICE ACTIVITIES:
Teacher distributes a **Strategy Log** and **Process Chart** template to each student. Follow the process below to guide students through a systematic approach to strategy development by using an overhead projector, LCD projector, or visualizer.
1. Select one student to record his/her success from the warm-up question in the "outcome" column on the overhead template.
2. Instruct the rest of the students to record their example of a success in the same box on the handout.
3. Next, ask students to think about the problematic situation which led to the successful outcome and record it in the appropriate column on the **Strategy Log.**
4. The next step in the process is to ask the students to think about how they felt about the problematic situation. Give examples of feelings (e.g.: frustration, sadness, etc.) This information is recorded in the correct column on the **Process Chart**.
5. Ask students to share the specific strategy they used in order to achieve the successful outcome. This may require some individual discussion between the student and the teacher to pinpoint exactly which specific strategy was utilized.
6. The next step is to ask how each student monitored the effectiveness of the strategy (ie: self-monitoring tool, parental monitoring by giving feedback, etc.)
7. To assist in completing the fourth column students could respond to questions such as "Was there an immediate (same day) development of the strategy or did it take longer for the strategy to elicit a positive impact?"
8. Finally, "How do you feel now?" asks the student to reflect on how the positive outcome made a difference in the student's self-efficacy.

INDEPENDENT PRACTICE/MEANINGFUL –USE TASK:
1. Ask the students to think about a problematic situation they are currently experiencing. They should record it in the "Situation" column.
2. Secondly, they should record how they are feeling about this situation.
3. Finally, they must develop a strategy based on their individual strength that they believe will produce a positive outcome for change. You may want to suggest that students review examples of instructional strategies from several sources one of which should be Self-efficacay: Raising the Bar for Students with Learning Needs.

ASSESSMENT:
Conduct an individual consult with each student asking him/her to explain the strategy that was developed to address the problematic area. Assist the student with fine tuning the plan.

CLOSURE ACTIVITIES:
Record or copy the strategy plan in a place where the student will be reminded daily.

Name_____   **School Year**_____

Date & #	Situation	Strategy	Outcome

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Process Chart

Name _____   **School Year**_____

Date & Strategy #	How did/do you feel about your situation?	How did/will you monitor your strategy?	When did the change occur as a result of your strategy?	How do you feel now?

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