**The Course Organizer**

**Teacher:** Dr. Joan M. Miller  
**Time:** MWF 1:25 – 2:20

**Student:**

**Course Dates:** Fall 2005

**THIS COURSE,** PSY 3700 Metacognitive and Social Supports for Students with Disabilities

Enabling students with mild disabilities to use strategies with known effectiveness for the learning, organizational, and social problems they commonly face.

**COURSE QUESTIONS**

1. What are metacognitive and social problems commonly experienced by students with mild disabilities?

2. What is a strategy and how do I plan lessons to teach strategies?

3. What are effective cognitive processing strategies to teach students with mild disabilities?

4. What are effective organizational strategies to teach students with mild disabilities?

5. What are effective social strategies to teach students with mild disabilities?

6. Which forms of cooperative learning are supported by evidence and how do we use them?

**COURSE STANDARDS**

**TARGETS**

- recognizing metacognitive and social problems
- understanding how to adapt lesson planning when teaching a strategy
- planning lessons to teach strategies for:
  - mnemonics
  - comprehension of expository text
  - essay writing
  - math problem solving
  - social skills
- knowing effective forms of cooperative learning
- teaching effective forms of self-monitoring

**MEASURES**

- test
- lesson plans
- strategy comparison chart
- concept anchoring chart
- test questions
- structured assignments
- test questions

Course Organizer Form from The University of Kansas Center for Research on Learning 1/99
This course: PSY 3700

Student:

**COMMUNITY PRINCIPLES**
- respectfulness
- responsibility
- participation
- accepting/giving constructive criticism
- professional behavior

**CRITICAL CONCEPTS**
- metacognition
- direct instruction
- strategy instruction
- acquisition of strategy steps
- retrieval of strategy steps
- instructional antecedents
- natural antecedents
- math process strands
- math content strands

**LEARNING RITUALS**
- unit organizers
- self-monitoring
- note-taking
- working together
- reading
- homework

**CRITICAL CONCEPTS**
- strategies to support learning, memory, and study skills
- metacognitive strategies for comprehension of text
- metacognitive strategies for written expression
- metacognitive strategies for math problem solving

- effective cooperative learning methods
- collaboration

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