



KidSkills™
Teaching the Strategies and
Software to Students





What is Strategy Instruction?

- Learning strategy instruction helps students with disabilities process information from all content areas.
- Teachers who know how to teach strategies can assist students in acquiring and applying these skills in their subject areas.





Why Strategy Instruction?

- Students with disabilities fail to invent or use strategies while learning.
- Students with disabilities become frustrated when they spend time and energy but perform poorly.
- When students with disabilities compensate by using strategies, their performance improves.





Pre-Teach the Strategies

- KidSkills are **tools** that **support** students' use of learning strategies. However, students must know about compensatory strategies before using KidSkills.
- Students who are skilled in strategy usage can maximize the software's utility.
- The use of strategies in everyday situations is enhanced by prior knowledge of strategies combined with access to the tools and examples in KidSkills.





How Do We Teach KidSkills?

Students are most successful when they learn by direct instruction. The teacher should:

- Introduce, provide examples, and discuss the utility and application of KidSkills software to the whole class.
- Create tools with student input while modeling the use of the software.
- Have students explore KidSkills on computers
- Support students in creating their own tools.





What are the Teaching Steps?

1. Discuss setting/task demands
2. Introduce software tools
3. Model/demonstrate
4. Provide guided practice
5. Provide independent practice
6. Facilitate generalization





Step 1
Discuss Setting/Task Demands

- The teacher could use the following prompts to initiate discussion: remembering, reading textbooks, taking quizzes/tests, organizing, and managing time.
- Students can verbalize what they must do to be successful. The discussion should also focus on what is challenging for students.





Step 2
Introduce Software Tools

- The teacher should introduce the tools to the whole class using a computer and projection device.
- The teacher can introduce the menu of possible tools and highlight a variety of examples at this time.
- The teacher can show students how to enter content into the tools and navigate the program.





Step 3
Model/Demonstrate

- The teacher pre-selects tools appropriate for the subject and content material.
- The teacher creates the selected tools soliciting student input while demonstrating how the software works.
- The finished products are then displayed to the whole class.









Step 4
Provide Guided Practice

- The teacher secures a computer lab where each student uses the software to create their own tools.
- Students are guided individually by the teacher or lab assistant(s) while creating their specific tools.
- The guided practice step assures correct software usage and strategy application.









Step 5
Provide Independent Practice

- Following guided practice, students should be ready to use the software independently.
- Opportunities for extensive practice will build proficiency in independent use of the tools.
- Provide encouragement and reinforcement for strategy usage.









Step 6
Facilitate Generalization

- Teachers should identify *real* situations where students can use the strategies given setting demands and tasks.
- The teacher should prompt software usage as *naturally occurring* opportunities arise during instruction or within the classroom.





Project Information

Programs can be downloaded from
<http://KidTools.missouri.edu>

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Extend Your Learning of These Approaches

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