**Strategies for Middle and High School Students: Stephanie Herlich (7:43)**

STEPHANIE HERLICH: This video segment will be focusing on key strategies and ideas that teachers of the visually impaired can use to help their middle school through high school students achieve the college and career readiness reading standards within the category of Key Ideas and Details. As teachers of the visually impaired, what do we need to do to ensure that our students are ready for the demands of college and career readiness (CCR)? The expectations for all students are that, by the time they graduate, they will have the necessary skills to be successful in college or a chosen career. The Common Core Standards are now the guiding principles teachers are using to prepare students to be successful adults.

In order for students with visual impairments to achieve the skills embedded in each standard, they must also acquire the necessary expanded core curriculum skills. The expanded core curriculum skills needed by a student with a visual impairment to successfully achieve the college and career readiness reading standards are many. Our job as teachers of the visually impaired is to ensure that our students have the skills necessary to accomplish the CCR reading standards.

There are three anchor standards within Key Ideas and Details. It is a good idea to break down the skills needed and decide what the student will focus on. Each standard has similar Expanded Core Curriculum skills needed, but they will be used differently for each standard. For example, a seventh-grade student might have a lesson that requires him or her to delve into the dynamics, the challenges, and the rewards of adjusting to a new culture reflected in a reading passage. This class activity could involve several readings, note taking, and citation of evidence to support a conclusion.

The first college and career readiness anchor standard for reading requires students to read closely and cite evidence. Students need to be able to answer the questions, what does it say, what doesn't it say, and why does it matter? In order to answer these questions, students need the appropriate devices and materials. You could use a checklist like the ones on the following slides to help your student determine what expanded core curriculum skill would be needed to accomplish the assigned task.

Discuss with your student what device he or she will use to access the material. Will they use a braille note-taker, a computer using speech, zoom, and/or a braille display? They could use an electronic magnifier. They may have an audio player. They may be using a tablet, again with speech, zoom or a braille display. They may choose to have hard copy braille, or large print, or regular print with a magnifier.

Next, determine what skill will be used. If the student is using a braille note-taker, they must know the embedded features necessary to appropriately use the device. The same would be true of an audio book player. The students must be able to be organized, and they might need good keyboarding skills.

The second college and career readiness anchor standard for reading asks students to identify the central ideas and themes, and to be able to summarize the details and ideas. Again, I would recommend that students make a plan to identify what device will be used, such as a braille note-taker, a computer, electronic magnifier, or a tablet. The skills involved might include keyboarding, word processing, being able to produce a legible output, being able to share and print their document, and being able to conduct internet research.

The third college and career readiness anchor standard for reading is to be able to analyze and explain. Even though the checklist looks the same for the third standard, the device and skill used may be different. For example, now that the student is being asked to analyze information, he or she may need to switch from a braille note-taker to using a computer to do research.

After going through the checklist, have students develop a personal plan for completing their class project. A middle school student will most likely need to be guided through the personal plan. However, by the time students reach 11th and 12th grade, they should be expected to develop and use the personal plan independently. Encourage your students to try a variety of methods. The more tools in their toolbox, the better.

As students advance through middle school and high school, they must be able to take usable notes and be able to retrieve their notes for later use. For example, notes may be used for textual evidence to support a key idea, or used in research to write a paper that expands on a central theme. Note-taking is a skill that often needs to be taught. Good note-taking is not an inherent skill. Here are several strategies you can use to teach your students to become skilled note-takers.

Teacher your students to find the main points in a passage. Students also need to use key words and phrases when they're taking their notes. Provide students with an incentive to reduce their word count when taking notes. Maybe each word is given a monetary value, and students are challenged to spend as little money as possible. Students should be using abbreviation and symbols when taking their notes. They should also be using an outline or numbering system. Teach students to date and number their note pages, and they should always go back and review their notes soon after they are taken.

If a student is doing research on the internet or using another source, they need to remember to include reference information as part of their note-taking. The goal of all of these strategies is to help build automaticity in our students. We begin by teaching these strategies, and move towards having our students use these strategies independently to achieve success.