

Kindling the Spark:

One Canadian School's Adaptation of an Israeli

Cognitive Modifiability Model

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Kindling the spark! Making a child's mind come alive! Nurturing a student to believe in him/herself! Molding a passive child into one who generates information! Developing an internal need system within a student! Creating a passion for exploring, discovering, learning! These things and more are our mandate as educators. The challenge is to devise way of accomplishing these formidable tasks.

One of the first questions asked of me as principal of Dr. Abraham Shore Academy, She'arim Hebrew Day School, a school for children (aged 7 to 14) with Learning Disabilities "(L.D.)" and Attention Deficit/Hyperactivity Disorder (AD/HD), was: "Will my child be cured if I send him/her to this school?" My response invariably was, "The purpose of this school is to provide the strategies for your child to manage his/her difficulties." As I elaborated, I described our Feuersteinian approach of identifying how we can tap into the strengths within each child's cognitive repertoire, and specify the impairments (1). I explained that we then work together with the child to develop the individual strategies needed to overcome the deficiencies. We expand the situations in which those strategies can be utilized, and devise techniques for self-evaluation of the success and/or failure of the process. "We will not provide a cure," I said.

“However, we can go a long way towards enabling your child to call on a repertoire of learned strategies to take control of his/her difficulties and function independently.” These *strategies* involve teaching children how to control their impulsivity, to scan for more information, to plan, to carry out actions in sequence, to orient themselves to recheck their work (e.g., seatwork, projects, math, etc), and to formulate a mental map (i.e., “schema”) for approaching problems. These are just a few of the strategies utilized in Feuerstein’s Structural Cognitive Modifiability approach, called Feuerstein Instrumental Enrichment (“F.I.E.”) In teaching these sorts of strategies, we increase the chance of kindling that spark.

I find it very difficult to speak of She’arim Hebrew Day School and of our work with Dr. Reuven Feuerstein’s approach without over-using the word “strategies”. We feel we have created an optimal setting for the concept of “mediated learning” to thrive, a setting in which “strategy” is a word understood by our 7-year-olds as well as by our 14-year-olds. (2)

Children who are not successful within the Hebrew day school system with its heavy academic demands (in Hebrew and English) often benefit from a radically different approach. Our school operates on the premise that a Jewish child with L.D. or A.D./H.D. can succeed in this dual-language environment if the emphasis of the programs shifts away from “content” to “process.” The strategies assume the importance, rather than the language or subject area in which the difficulties manifest themselves.

Our belief is that intelligence is not fixed; thus, we work towards maximizing potential and emphasizing “process” over product. Therefore, thinking skills are taught using Feuerstein’s I.E. method.

Our contention is that a school filled with teachers trained in Special Education does not necessarily bring about the desired effects in making a difference if each of those teachers has been trained in a different school of thought. We have found that a segregated setting, however unpopular it may be in the swing of political/educational theories in fashion at the time, can provide an environment where a mediated learning approach literally bombards the student from all angles. All teachers, all subjects, all programs emerge from a common core -- a Feuersteinian core. Let me elaborate.....Teachers at She’arim see themselves more as “mediators” in the Feuersteinian sense of the word, and less as those traditionally hired to impart information. The concept of placing oneself between the individual and the material, and acting to interpret, sequence, compare, or in some way change the stimulus so as to make it both accessible and meaningful to the individual, is foremost. As mediators, we analyze the child’s thinking process and break it down diagnostically into its phases of “input,” “elaboration,” and “output.” We assess where the strengths and deficiencies occur, and intervene with strategies that allow deep structural change to take place.

What are the precepts in the approach that allow us to concentrate on those thinking functions?

There are many, but I will enumerate only a few:

1. The most effective changes will occur in a child when the mediator understands his/her own thinking process and sees this as a springboard for developing interventional strategies for and with the child.
2. It is crucial to teach the child the process for acquiring knowledge, as well as the knowledge itself.
3. The mediator must become a partner with the child in the process of change, and the child must become actively involved in his/her own learning. Sharing information about your objectives, criteria, observations, plan, strategies, process, etc. allows for the metacognitive aspects of the modifiability model to be mobilized.
4. There is a learning continuum for every child, and therefore there is a teaching/intervention continuum for every teacher to use. The purpose is to match those two lines. It is therefore imperative that entry points for intervention be decided on the basis of where the child IS in performance rather than where he/she is EXPECTED to be performing. Objectives are formulated on the basis of shaping cognitive behaviors in increments and in a manner appropriate to the child, depending on the particular task in question.
5. The goal is to move the child from dependence on the mediator, to independence from the mediator. The point of independence implies that the child has internalized the strategies taught and can bridge them to situations outside of the instructional content.

EXHIBIT 1
Continuum: From Dependent to Independent Thinking

Most Intensive Intervention-----Least Intensive Intervention

Taking problem away from child	Modeling/ Giving instructions	Cueing	Triggering	Metacognitive, self-monitoring behaviour
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This continuum applies to multi-level and multi-dimensional skills: cognitive, metacognitive, social/emotional/behavioral. It relates to all aspects of a child's functioning.

For any task or skill the entry point for the mediator on the continuum may be different.

In addition, the amount, intensity, duration and type of the intervention will vary.

The more pervasive the approach (i.e., the more teachers using Feuerstein's method, and the more parts of the curriculum in which it is utilized) the more numerous are the opportunities for metacognitive change to take place and for new patterns to be internalized by the child.

To this end, we have developed our programming at the school to emanate from a cognitive modifiability core (see Exhibit 2). What follows is a description of the individual elements that comprise the total model. The relationship of each component to that central core will be discussed.

Feuerstein Instrumental Enrichment (F.I.E.)

Instrumental Enrichment is comprised of a number of workbooks each focused on the development of strategies related to one or more cognitive functions. Examples of pages from our different workbooks are show in Exhibits 4 (a - d). Feuerstein's formal I.E. program for remediating cognitive deficiencies is taught to students from ages 9 to 14. Instruments (booklets) are chosen according to the cognitive needs of the students. Every teacher, whether teaching a formal I.E. program or not, refers to a set of "Focus Phrases" hung on separate signs on the bulletin board of the classroom (see Exhibit 3). As strategies are taught and utilized these

EXHIBIT 3 Focus Phrases

1. Define Your Problem
2. Read Your Instructions
3. Plan Ahead
4. Use a System
5. Make a Hypothesis
6. Use a Model
7. Compare
8. Use Logical Evidence
9. Analyze Your Errors
10. Decide on Your Strategies
11. Find The Key Words
12. Re Relevant
13. Use Cues
14. Be Precise
15. Elaborate Your Thoughts
16. Connect Your Information
17. Check Your Work

phrases become triggers for new appropriate behaviors, as teachers remind students to utilize the strategy underlying the Focus Phrase. Students then use these as reference points. It is clear that what students learn in I.E. can transfer/bridge to other areas. Our experience has shown us that

the bridging component as well as the consistency and regularity of the application of F.I.E. principals and strategies, is of the utmost importance.

Teacher Objectives for an Individual Student

Academic goals form only a part of a well-rounded approach to an individual. Our findings support the main contention of our cognitive model, that many academic social, organizational, behavioral and motivational/attitudinal difficulties can be remediated through the introduction of cognitive strategies, but first the issues must be properly identified (Exhibit 5). Teachers take the first two months of school to evaluate the needs of each student in these various categories. Once identified, it is the role of the teacher/mediator to devise appropriate interventional strategies to bring about change. A re-assessment occurs during the course of every day, with a formal rewrite in February, when an evaluation of progress is made and goals are set or reset, expanded, eliminated or reworked.

Student's Individual Objectives

Time is put aside every week for the teacher to set goals with each student and to assess the efficacy of the cognitive strategies used to work towards previous goals (Exhibit 6). This forms a crucial part of the overall curriculum, as it embodies the 'metacognitive' aspect of the program. The operative phrase is "to set goals *with* each student," which relates back to precept #3: becoming a partner *with* the child in the process of change. These are the student's goals, realized with the assistance of the mediator and raised into the consciousness of the child. They usually emanate from the list of goals the teacher has devised in his/her *Teacher Objectives for*

An Individual Student. They need not be as formally stated as these teacher goals, as they serve a more basic and practical purpose of involving the student (at whatever age or stage) in his/her own learning process. The teacher mediation, in the form of strategies for the attainment of these goals, is vital to student achievement.

Unit Plans

Unit plans are required from every teacher, not only as a way of tracking the material taught during the course of a year, but also for forging the link between the strategies devised and that particular set of materials. A unit plan envelops as many aspects of the curriculum as are appropriate for that class (see Exhibit7). The curriculum is not an end in itself, but as the framework for the specific content taught, it is seen as a vehicle for developing cognitive functions.

A unit is taught to an entire class of students, although some aspects of the content or the strategies may be deemed too elementary or too complex for any one student. It is at this point that accommodations are made and *Teacher Objectives for An Individual Student* become particularly meaningful. A student with an *Input* deficiency of Blurred and Sweeping Perception, for example, may not at this point be able to accomplish the goals set in the Geography portion of the unit. Assessing the expediency of the chosen activity, and the process by which it is to be carried out, becomes a further objective.

Report Cards

The report card format at She'arim school has undergone numerous changes in the course of the school's 20 year history. It continues to be modified as the ever-evolving needs of students are evaluated. The philosophical underpinnings remain very much in sync with Feuersteinian theory.

Report cards are divided into 3 main parts: General comments, subject areas, and Skills Across the Curriculum. The 1st and 3rd categories are the combined effort of all teachers working with any individual student. General comments are anecdotal; Skills Across the Curriculum include an opportunity to use a rating system as well as to record comments. As seen in the example presented (Exhibit 8), the category reflects the Feuerstein model. Subject areas are evaluated by the teacher responsible for teaching that specific subject, again with room to use the rating scale as well as to make additional comments. A full profile of the child emerges here.

The rating system at the bottom of each page is comprised of three parts:

1. *Grading* reflects the school's desire to provide a descriptive account of the student's progress and performance, by combining a number along with comments.
2. Mediation and process are noted in The *Observation* list.
3. Effort reflects the degree of the student's engagement in the process.

Learning Disability Course of Study

There have been instances during the course of the school's history, where we have felt that our older students would benefit from a course of study devoted to teaching them what it means to have a learning disability. We review the specific difficulties that comprise each student's configuration of learning characteristics, how they impact on his/her life, and what we can do about it. We teach the children to recognize their own learning attributes and deficiencies, to create strategies to bring about change, and to devise self-monitoring techniques to assess the changes effected.

Arts Integrated Program

The Arts Integrated Program (AIP) is designed to integrate arts into the academic/cognitive curriculum, both in General Studies and in Judaic Studies. The specialist works with each class, in turn, on a unit specified by the classroom teacher. Consultations take place between the AIP instructor and the teacher of the class. Objectives are decided for the group and/or for individuals. Such objectives might be:

- the restraint of impulsivity
- planning ahead
- sequencing
- systematic exploration of a task
- reading instructions

- cooperative work

In our specialist's words: "We encourage the children to invest in their own vision, not in ours."

To actualize this goal, Feuersteinian strategies for the objectives mentioned above are taught and/or reinforced. These are objectives similar to the ones set in every class, which take on a different aura in this particular learning environment. Bridging is fostered by the arts program mediator in conjunction with the classroom teacher. The example in Exhibit 9 illustrates the application of these ideas.

At the end of a project, the children communicate and share their experience as artists. They critique their work using the vocabulary and concepts introduced in the program. They review the sequence of steps involved in producing their artwork. This might be in written or oral form. The students reflect on their own cognitive processes and those of others, thus fostering tolerance as well as expanding the repertoire of strategies available to any one individual.

EXHIBIT 9

Example --- Arts Integration: Learning to draw a Proper Human Form, and Photocopy Art

Children often lack the skills that enable them to draw a proper human form. Most have never been instructed on the process. The aim was to teach the children to observe the component parts of the body, their relative proportions, and their formal characteristics. Each child was given a mirror and was asked to study his/her head and face. The participants then directed the teacher in the drawing of a proper model. The children transferred these observations into their own sketchbooks. In this manner the head, the torso, arms and legs, (through observing one another) were studied.

EXHIBIT 9 (Continued)

The students were asked to combine their observations with their drafting skills into one figure---namely their own. These self-portraits were enlarged on a photocopy machine, fragmented into large puzzle pieces. The task of each student was to reassemble the puzzle pieces into a poster size of him/herself. Later the children applied colour to their portraits.

This program fostered skills of observation and “visual transfer,” as well as memory recall. Cognitive skills through analysis (where a whole is broken into its component parts), and synthesis (where these parts are reassembled to form a new whole), were fostered. As well, planning behavior, systematic exploration and many other cognitive skills, were reinforced.

Movement Therapy

Movement Therapy is a program designed to integrate physical/motor co-ordination skills with a cognitive component. The therapist might work with children on goals such as choosing a motor activity, and on the criteria involved in such a choice. Once having chosen the activity, the child is help to initiate the task, and taught how to perpetuate it beyond its initial phase. Assessing the expediency of the chosen activity and the process by which it was carried out, become further objectives. Children also learn skills of restraining impulsivity through various physical activities.

EXHIBIT 7
G Unit Plan: Native Canadians --- An Example

I. Content

A) History [Text: Canada: Growth of a Nation]

1. Factors affecting cultures
 - a) Climate
 - b) Topography
 - c) Resources
 - d) Contact with other cultures
2. Aspects of native cultures
 - a) Religion
 - b) Relationship with nature
 - c) Food
 - d) Government/law/justice
 - e) Language
 - f) Community Life
3. Contact between natives and Europeans
 - a) Consequences for each group
 - b) Long-term consequences ---future

B) Geography [Text: Collected Materials]

1. Canada within a world context
 - a) 7 continents
 - b) 4 oceans
 - c) Location of North America
 - d) Continent vs. country
 - e) Location of Canada
2. Canada's borders
 - a) Natural vs. man-made borders
 - b) Major features of Canada's borders e.g. Hudson Bay, Great Lakes, Arctic Circle
 - c) U.S.-Canadian borders

C) Reading

1. Native legends (from various sources)
2. Short stories about native Canadians
3. Novel: *Copper Sunrise* by Bryan Buchan

D) Creative Writing

1. Focus on *descriptive* writing, as demonstrated in the legends and novel
 - a) Use of *adjectives* and *adverbs*
 - b) Descriptions of events, characters, places and objects
 - c) Internal vs. external characteristics
 - d) Point of view
 - e) Fiction vs. non-fiction

E) Spelling and Vocabulary

1. Words relating to above units and texts

F) Current Events

1. International, national, local articles, including:
 - a) Current native concerns
 - b) Attitudes towards natives as reflected in the media
 - c) Canada's election process and current national issues

EXHIBIT 7 (Continued)

II. Skills

1. Comparing cultures using parameters
2. Identifying main ideas
3. Summarizing information
4. Drawing conclusions based on logical evidence
5. Observing and predicting long-term effects
6. Appreciating different points of view
7. Reading maps
8. Reading *symbols* on maps
9. Generating and using symbols on maps
10. Identifying continents and oceans on a world map
11. Identifying Canada's borders
12. Identifying the 6 main regions of Canada on a map
13. Identifying and differentiating between nouns, verbs, adjectives and adverbs
14. *Planning* a descriptive paragraph
15. *Organizing* ideas within a descriptive paragraph
16. Writing a descriptive paragraph using adjectives and adverbs
17. Analyzing newspaper articles
18. Recognizing and differentiating between fact and opinion

III. Strategies

1. Developing systematic search techniques for retrieving information from texts
2. Developing techniques for comparative behaviour e.g. labeling parameters
3. Identifying key words in instructions
4. Learning to extract relevant information from the text to answer questions
5. Relating material from 1 source of information to another e.g. from fictional novel to factual text
6. Using logical evidence to support answers
7. Developing planning behaviour e.g. for research project.

IV Activities

1. Oral reading of texts
2. Class discussions
3. Silent reading of texts (in school with teacher monitoring)
4. Home reading of texts
5. Written assignments based on texts and discussions
6. Summarizing of information in chart form
7. Map labeling and tracing
8. Weekly assignments in spelling, creative writing and current events
9. Quizzes (announced *and* surprise)
10. Written test at the end of each section of the unit
11. Oral reviews in class
12. Independent research project based on History unit

Remediation Support Enrichment Program

The Remediation Support and Enrichment (RSE) Program was initiated to accommodate children in need of individualized intervention over and above that provided in a classroom of 6 - 8 students (see Exhibit 10). The following are examples of the type of assistance that might be offered by the RSE specialist:

- Remediation for a child with a significant academic block or with particular organizational, language processing or fine motor difficulties.
- Emotional/social support for children undergoing a family trauma, such as long-term illness or divorce. Home-related issues may affect the child's ability to focus on academic work.
- A therapeutic approach to introduce and practice coping skills in the emotional/social domain
- Communication on a regular basis with the student's teachers and weekly with the Child Study Team. (see below)
- Enrichment opportunities for gifted or advanced students allowing us to provide a more complete program for this part of our L.D. population.
- Particular parts of the Instrumental Enrichment program not being taught within the classroom, to bring about change in a particular area of concern, such as elaborating on a concept like "planning ahead."

The assistance of the RSE specialist may be on a short-term or long-term basis, either in an individual or small group setting. The accent may be on social/emotional,

cognitive/organizational, academic areas, or any combination thereof. The significant characteristic of this program is the intensive mediated learning quality of the work.

Teacher Professional Development

Professional Development for teachers comprises an essential element of the overall approach of the school. The possibilities are endless: information from a conference attended, a book read, an approach learned. These can be presented by teachers, the principal, or an outside presenter to the staff, and examined through the lens of the school's philosophical outlook.

In addition, we have found that frequent review of Feuersteinian theory and practice allows us to broaden and deepen our experiential base. Teachers might choose to demonstrate the teaching of a particular Focus Phrase to a class (e.g., how to teach students to analyze their errors on math word problems). Specific classroom situations are related to the theory, and new teacher strategies can then be developed. Both student classroom behaviour and teacher interactional behaviour can be analyzed. In recent years, sessions have been delivered on applications of Feuersteinian Theory in specific fields.

Parent Training

Crucial to the success of our work with students is our parents' understanding of the school's philosophy, objectives and operation. We accomplish this in various ways:

- During the admissions process, parents meet separately with the principal and the social worker, at which time the approach of the school is discussed, and the goals laid out. Mediated learning, deficient functions, and strategies are defined in lay terms, with the objective of starting a process with parents to bring them on-board with our vision.
- The social worker meets with parents individually and as a family to strengthen the use of strategies in their ongoing relationship with children.
- Our social worker holds group sessions with parents, affording them the opportunity to share experiences and concerns, and to learn parenting skills in concert with our approach.
- On various occasions, the principal holds awareness sessions, to acquaint parents with the specifics of our approach, and build a basic framework for concepts such as mediated learning, deficient functions, and useful global strategies.
- On occasion, a 6-week mini-I.E. course is offered, to allow parents to immerse themselves more deeply in the intricacies of the system, and acquire practice in the use of mediation techniques.
- Sessions are held from time to time on specific issues such as homework and organizational skills, in relation to our philosophy.

The above-stated elements are constantly evaluated and expanded to meet the needs of our growing population.

Child Study Team

The Child Study Team acts as a central clearinghouse for the workings of the school. The social worker, consulting psychologist, and principal meet on a weekly basis to discuss individual

students, group situations, prospective students, and other relevant matters. This team, along with the RSE specialist, meets with the teachers of every class on a rotating basis. In addition, the social worker meets independently with the art therapist and the RSE teacher. These systems are in place to provide opportunity for communication and discussion to ensure that programs are as effective and efficient as possible.

CONCLUSIONS

The principal components that differentiate She'arim School from other educational institutions have been introduced to the reader in this paper. As mentioned at the outset, these 12 aspects of the program stem from the central Structural Cognitive Modifiability model. Each of these components combines the essence of the program with elements of Feuersteinian theory. The underlying commonalities of the programs share a belief in the possibility of change, understanding the process of mediation, and attempting to move a child along a continuum from dependent to independent functioning. The Feuerstein mediation theory is thus put into practice.

These concepts drive the school and those of us who work in it, regardless of our teaching style, professional background, experience, or personality. We are all engaged in the process of moving our children away from a level of few strategies, undeveloped skills and significant dependence on the teacher/mediator. Our goals include cognitive (thinking) and metacognitive (i.e., awareness and self-control) aspects, within the context of the needs of the whole child. We develop with the child cognitive skills to problem-solve a task, and teach him/her to adapt those strategies to tasks that become increasingly different from the original. We move the child more and more into a metacognitive sphere, as he/she becomes practiced in the use of strategies. We

work towards an ability to reflect, self-monitor, and self-evaluate, in order to produce insight into the thinking process. Our ultimate goal is to produce an independent, contributing member of the community. To this end, we keep in focus the need to bridge incidents and events, working towards broadening and deepening the substructure of our children's minds. Our far-reaching objective for every child is to bring order out of chaos---an imposing goal, but one we feel is within reach.

One of the most important and significant areas of concern during the years can be expressed in the following questions: "What happens to our children after they leave us?" "Will they succeed in high school?" "Will they become productive members of the Jewish community and the Canadian scene?" We have now seen many children leave the protective walls of She'arim. We have found that we can provide a nurturing environment, even as we wean our children from the school, on their path to independent thinking.

Our graduates have gone on to pursue many avenues of endeavour. Many of them are studying in higher institutions of learning or following vocational pursuits. Students who came to us in a state of denial or resistance, are helped to explore their own behaviour in relationship to family and school expectations. These children are provided with a venue for gaining a degree of control over their lives. Their growth is our ultimate measure of success. We have found a balance of many interrelating factors. We continue to experiment. We continue to evaluate. We ourselves continue to change as teachers/mediators. I consider this our ultimate tribute to Reuven Feuerstein.

Footnotes

(1) Reuven Feuerstein is an Israeli psychologist who developed thinking skills materials for use with culturally children.

(2) Mediated learning involves qualitative interactions between a teacher and a learner, where the former selects sequences, paces, frames, highlights, explains, reviews, breaks down, synthesizes, etc. the material for the student to ensure optimal learning.

References

Feuerstein, R., Y. Rand. M.B. Horman & R. Miller (1980). Instrumental enrichment: An Intervention Program for Cognitive Modifiability. Baltimore: University Park Press

EXHIBIT 6
Students' Objectives --- A Sample

- Student 1**
- to analyze instructions before beginning a task
 - to improve spelling
 - to talk less to others in class
 - to re-use or change strategies learned elsewhere when learning a new subject
- Student 2**
- to proofread more carefully for errors in punctuation
 - to improve cursive writing
 - to act without impulsivity
- Student 3**
- to write good topic sentences
 - to write two details for each topic sentence
 - to learn the sequence of steps for problems in math
- Student 4**
- to learn the sequence of steps for problems in math
 - to be more precise when multiplying
 - to practice cursive writing
 - to put homework notebook in bin
 - to use a ruler
- Student 5**
- to use a dictionary more often
 - to improve reading fluency
 - to gather materials needed before starting a subject
- Student 6**
- to do word problems in math according to the proper steps
 - to find a way to keep notebooks away from the siblings at home
- Student 7**
- to spend more time on tasks in class
 - to write answers in Social Studies which are more relevant to the topic
 - to use logical evidence when giving an answer
- Student 8**
- to master multiplication tables (3,4,6,7,8,12)
 - to be able to write a paragraph
 - to improve spelling
 - to improve cursive writing especially capital "R"
 - to be more precise when giving an answer

Exhibit 5 Teacher Objectives for an Individual Student --- A Sample (compilation from several students)				
Academic	Social	Behavioral/Attitudinal	Organizational	Cognitive

<ul style="list-style-type: none"> • to form all letters correctly in script • to continue improvement in writing in full sentences • to increase both fluency and accuracy of oral reading • to continue appropriate use of capitals and periods in written work • to identify the main events and their sequence in the novel • to identify the main ideas in short paragraphs • to use context clues in understanding unfamiliar words • to summarize information in chart form • to internalize the 4 basic operations with integers • to apply the order of operations when solving math problems • to research a specific topic, following guidelines 	<ul style="list-style-type: none"> • to continue relating to peers in a positive way • to respond to the teacher when asked a question • to focus eyes on the speaker • to accept another's point of view • to share materials with classmates 	<ul style="list-style-type: none"> • to sustain a positive and responsible attitude towards work • to begin <i>asking</i> in class if he does not understand a task • to reduce the number of interruptions made without raising hand • to lengthen time of sitting in seat 	<ul style="list-style-type: none"> • to keep loose pages in folders • to decrease the amount of crossing-out in written work • to consistently write name and date on written work • to develop the need for neatness and visual organization of written work • to organize ideas in written assignments • to make up missed or incomplete work 	<ul style="list-style-type: none"> • to predict consequences, in real life and in written texts • to apply learned principles to new contexts • to identify cause and effect relationships • to use models for correct spelling • to ask himself questions when reading • to recognize a <i>sequence</i> of events • to categorize information presented • to work through problems step-by-step • to break down complex problems into small parts • to develop the need for precision • to identify relevant information
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