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EDG511/EDU334 Integrating Learning Standards for Curricular Literacy Skills into the Curr:

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The Individuals with Disabilities Education Act

When it comes to Learning Disabled students, we often shortchange them. Surely in some of

our summation, they aren't capable, and therefore should be given subpar attention. This is

especially seen in the educational system. However, this idealism is unethical, and goes against

the regulations of the IDEA act. According to IDEA, its purpose is to provide specialized

education plans for disabled students. This means our national policy ensures equal opportunity,

and full participation for individuals with disabilities (IDEA). Inevitably their education

shouldn't be "dumb down" for convenience, but developed for full achievement. Having made

this known, the usage of the self-questioning strategy can enhance their educational plan. In this

strategy, the instructional process takes on a new lens for self development.

Self-Questioning Strategy Instruction

The **Self-questioning strategy** involves explicitly teaching students to monitor their understanding of the text. This means the disabled student begins to ask themselves a series of self-directed questions before, during, and after reading. Then in turn, the student is enriched to self-question, and monitor their understanding. In fact, research has shown that self-questioning showed positive reading and learning outcomes for students with disabilities. In the below chart, it provides an overview of the explicit routines that guide teachers in teaching the strategy effectively.

Table 1 Self-Questioning Strategy Routine (SQSR)

Step	Directions
1. Identify social issues	• Teacher guides students in identifying social issues related to the content (e.g., social studies) and the unit topic (e.g., Civil War) that affect students' lives.
2. Select a text for teacher-guided instruction "I do"	• Teacher selects an expository text (approximately five paragraphs) that explains, defines, or defends a particular social issue.
3. Explicitly teach the SQSR using modeling and guided practice	• Teacher introduces the self-questioning strategy guide (see *Figure 1*). • Teacher models a think-aloud when identifying and defining the social issue (e.g., racism). Teacher models generating a text-related question and possible answer.
"I do"	• Teacher reads aloud the first paragraph and models generating a text-based question and answer.
"We do"	• Teacher reads the second paragraph aloud and generates a text-based question and answer with students. Students share responses and the teacher provides corrective feedback.
"You do"	• Teacher continues to read the text aloud, or students continue to read the text independently. Students generate a text-based question and answer. Students share responses and the teacher provides feedback. They continue generating text-based questions and answers per paragraph until the passage is complete.
"We do"	• Teacher guides students to answer the author's purpose (e.g., persuade, explain, covey experience) and position.
"We do"	• Teacher encourages student pairs to write their personal responsibility to the social issue to complete the guide.
4. Students select texts "You do"	• Students select texts that are related (e.g., racism) to the unit topic (e.g., Civil War).
5. Students engage in peer-mediated practice "We do"	• Students read one of the selected texts and complete the self-questioning strategy guide in pairs (see *Figure 1*). • Teacher monitors and provides corrective feedback.
6. Connect the social issues back to the unit topic "We do"	• Teacher and students identify how the social issue (e.g., racism) relates to the unit of study (e.g., Civil War).
7. Provide independent practice "You do"	• Students read a novel text and complete the self-questioning strategy guide independently (see *Figure 1*). • Teacher monitors and provides corrective feedback.

A Personal Analysis

After relaying an overview, I'd like to state my personal feelings of its effectiveness within the classroom. This would mean, I can ponder how I would use this routine. In this scenario, the disabled student is given a text to be analyzed independently. During this time, I'll require them to engage with the theme of the text, by defining its meaning prior reading. While at the same time, develop a question, and provide an answer in relation to the theme. I believe this is the

perfect way for the teacher to examine their prior knowledge. Surely this aspect allows the student to gain interest in the text. Then, this will result in better understanding, communication , and comprehension.

After the initial aspect of the guide is completed, the student will be required to read the actual text. Now due to this being a breakdown of the author's purpose, the student will be able to express their understanding. This will in fact be a great opportunity to monitor their progress. Then from there, the educator can assess if they're grasping the text. But most importantly, pinpoint any area they've grown confusion in. This will likely be the area where another lesson can emerge. An example would be understanding the meaning of habitats, while engaging with an informational text. Then based on this confusion, the teacher can develop Science lessons on the various habitats of land and sea animals. So it can be surmised that the self-questioning strategy has a multifaceted effect. Lastly, once the student has engaged with the author's purpose, they can participate in a small group discussion. Here will be where they can discuss their understanding, and possibly any conflict they have with the text.

Overall I believe the self-questioning strategy has purpose in the classroom, but needs to be carefully monitored. In the chance the student's individualized education plan (IEP) grants them a paraprofessional, and added support, both needs should be met. This would mean the paraprofessional works alongside the student as they engage with the text. Then provides any needed support. This is in addition to the support of the teacher. Who in fact can reiterate the self-questioning guide by providing a hard copy of the steps (Brown & Pyle, 2021). However, the steps of the guide should be physically seen for modeling purposes as well.

Closing Thoughts

As mentioned in the IDEA act, disabled students are required to have a well developed education program. This means the educator must curate a lesson that acknowledges their learning disability, but also allows for full participation (IDEA). So when speaking of the strategy of self-questioning, it recognizes this principle. The goal of the IDEA act is to participate in all classroom activities. This is especially in relation to understanding, progression, collaboration. So it is in my belief that the self-questioning strategy achieves this idealism.