METACOMPREHENSION STRATEGIES INDEX

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EDUC 636

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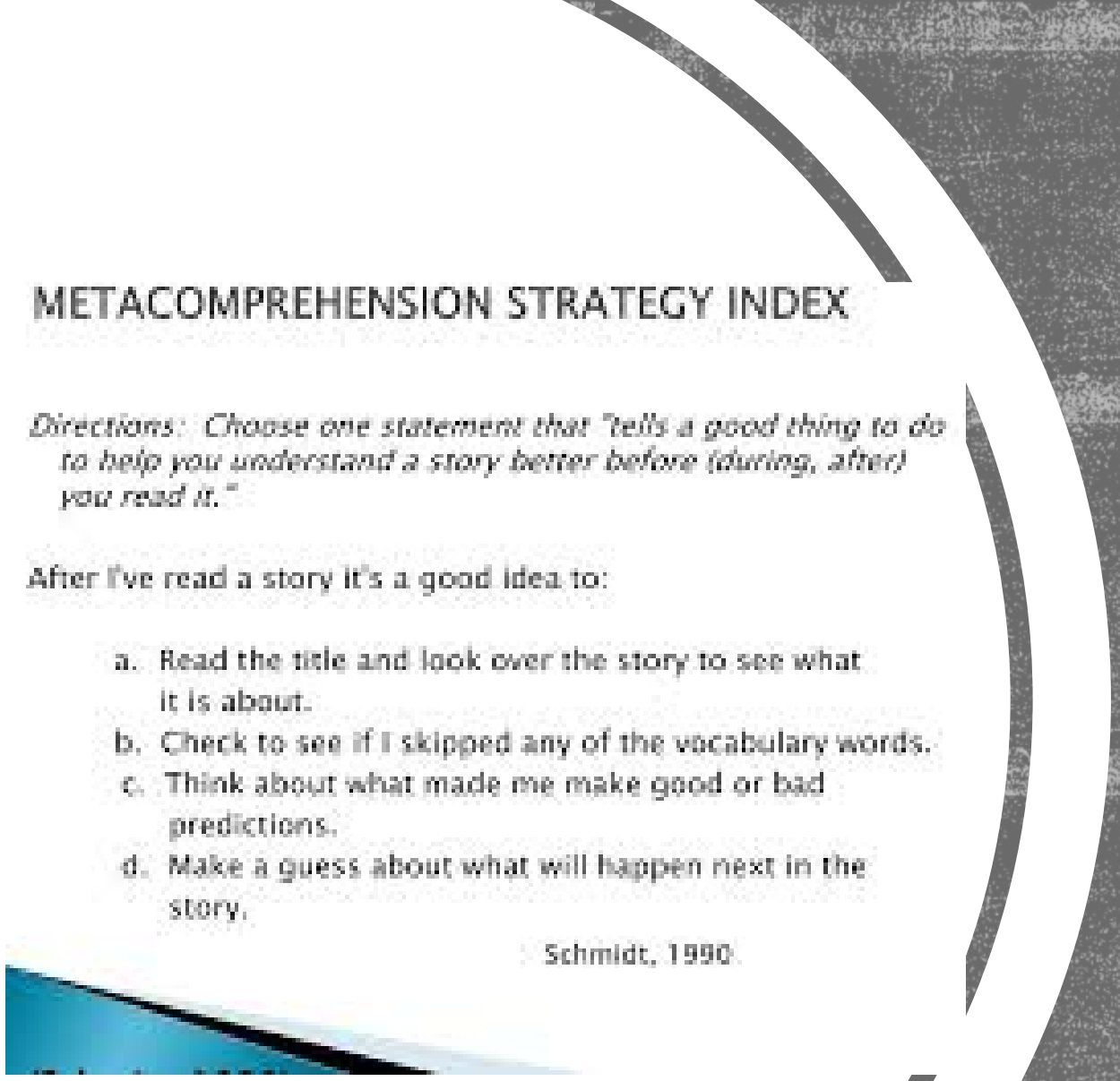
STUDENT CONTEXT

- 'Kevin' can decode at a PM level 30, however has shown virtually zero comprehension of text understanding.
- Severe ADHD, with no official medical diagnoses.
- Suspected FASD with no official confirmation.
- Was born in prison while his biological mother was incarcerated– significant trauma/abuse.



METACOMPREHENSION STRATEGIES INDEX (MSI)

- The MSI is a measure of a student's use of strategies with narrative text.
- Comprised of 25 multiple choice questions. It is designed to be administered before, during, and after a student reads a pre-selected text.

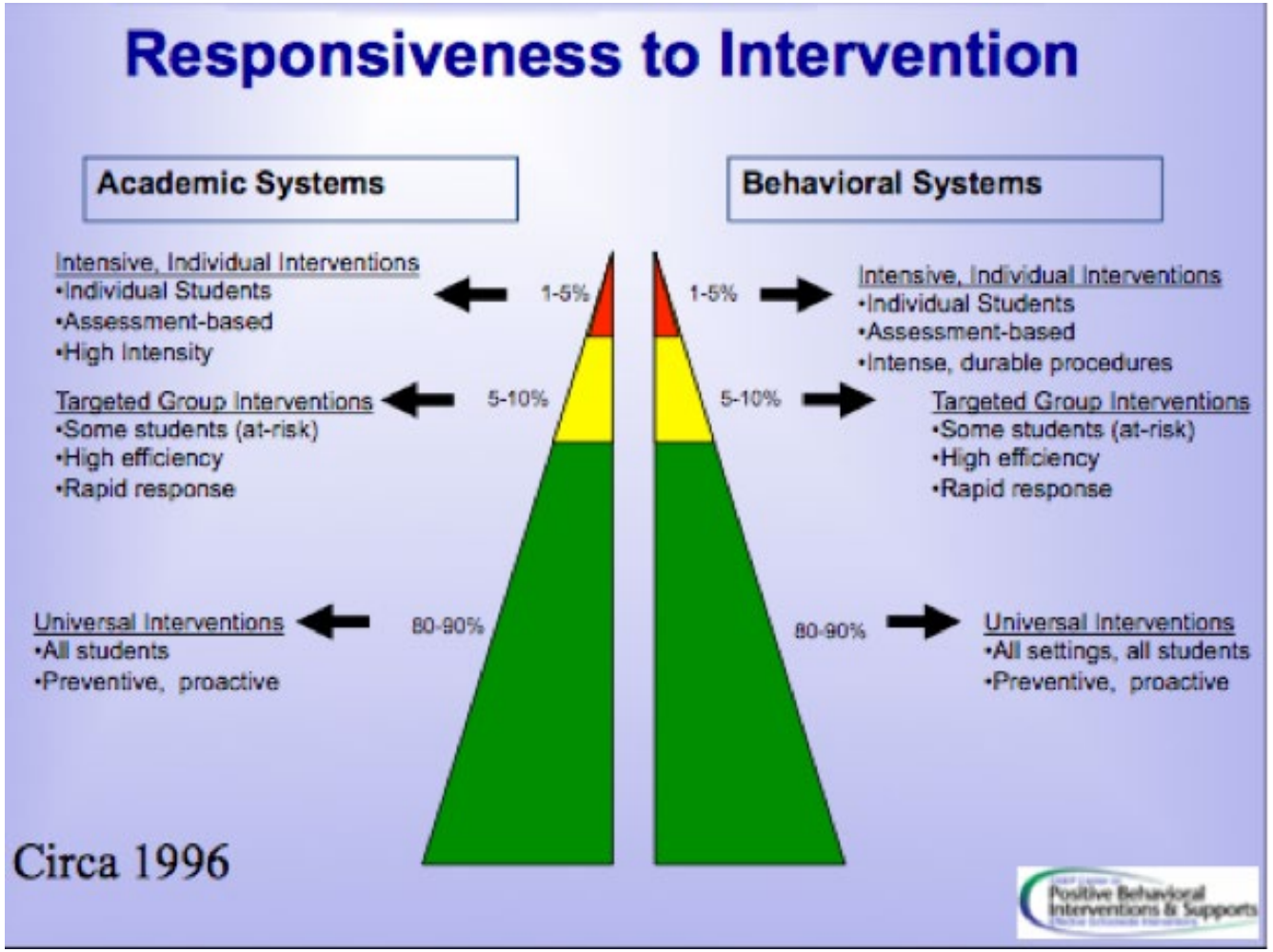
Table 1 Metacomprehension strategies included in the intervention

Strategy/Strategy group	Behaviour indicator (example)	WHEN should the strategy be applied? Before/during/after reading text
Previewing, predicting and verifying	"Before I begin reading, I read the heading and look at the pictures to predict what the text is about, and after I have read the informative piece, I think about what made me make good or poor predictions."	Before, during and after
Self-questioning	"Before I begin reading, I ask myself questions that I would like to have answered, and then, as I read through the text, I check to see if I can answer any of the questions."	Before, during and after
Drawing on prior knowledge	"While I am reading, I keep thinking of what I already know about the things and ideas in the text to help me connect the new information with my prior knowledge of the topic."	Before and during
Purpose setting	"After I've read the text, I check to see if I met my purpose for reading the text."	Before and after
Summarising and drawing on mental images	"After I've read the text, I retell the main points of what I have read about the topic so that I can check to see if I understand it, and I draw a mind map."	During and after
Applying fix-up strategies	"While I'm reading, I reread some parts or read ahead to see if I can figure out what is happening if things aren't making sense."	During and after

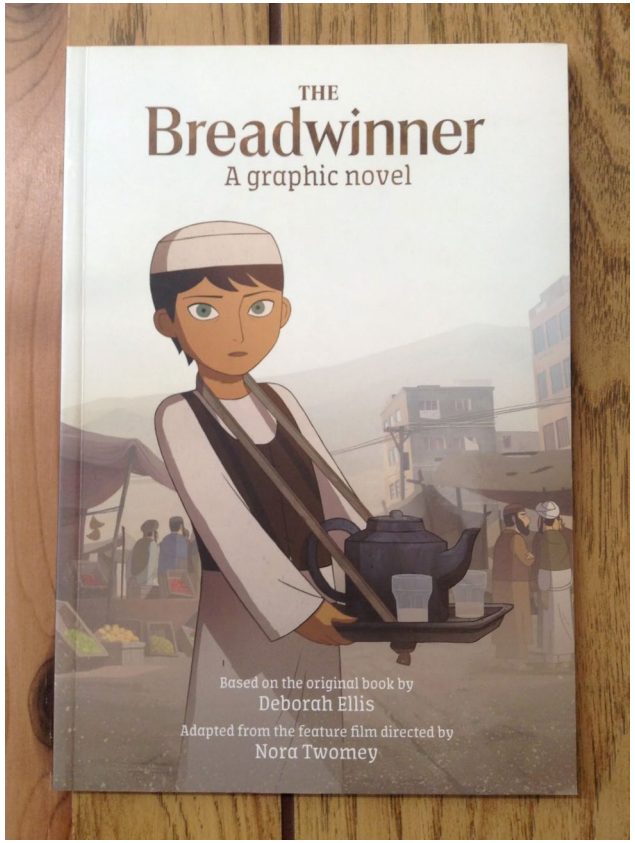
METACOMPREHENSION STRATEGIES

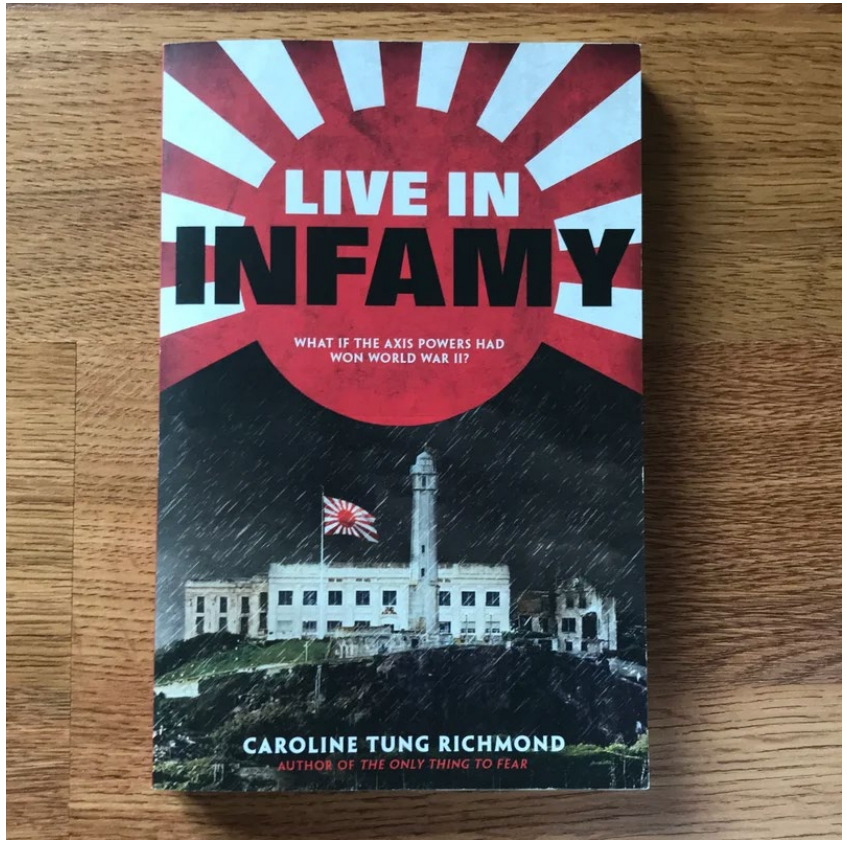
- With 'Kevin,' I had to have a number of front-loaded conversations regarding the strategies themselves.
- 'Summarizing' proved to be the most readily available knowledge, while 'purpose setting' seemed to be the most abstract and difficult to comprehend

IMPLEMENTATION OF THE MSI



HISTORICAL NARRATIVE





TAKEAWAYS

Successes

- Utilized a specific area of metacognition intervention that was relevant in this individual context.
- Further developed relationship with 'Kevin.'
- Recognized the challenges of trying to implement a tier 3 intervention in a tier 1 environment.

Challenges

- Was very difficult to see real progress with 'Kevin,' due to his own personal self-regulation difficulties, as well as classroom management concerns in a one-adult classroom.
- Was cumbersome to originally implement, as there was a lot of pre-teaching of routines.

FUTURE CONSIDERATIONS

- Would a metacomprehension activity/intervention benefit your professional practice in any way?

Why or why not?

- What strategies have worked best when attempting to implement an intervention with an individual student in a large group setting?

REFERENCES

- Fisher, D., Frey, N., Hattie, J., & Thayre, M. (2017) *Teaching Literacy in the Visible Learning Classroom.* Corwin.
- Schmitt, M.C. (1990). "A Questionnaire to Measure Children's Awareness of Strategic Reading Processes." *The Reading Teacher* 43, 454-461.
- Zabrucky, K., Moore, D., Agler, L.M., & Cummings, A. (2015) "Students' Metacomprehension Knowledge: Components that Predict Comprehension Performance." *Reading Psychology* 36, 627-642. https://doi.org/10.1080/02702711.2014.950536