

WHOLE-GROUP RESPONSE STRATEGIES REVIEW QUESTIONS



Synopsis of Article: Students with learning disabilities are often educated in inclusive classrooms. In these classrooms, teachers primarily use whole-group instruction, which creates barriers for students with disabilities to access and meaningfully participate. However, there are various **whole-group response strategies** that teachers can use to accommodate a range of students with unique needs.

Setting the Stage:

1. What types of strategies have you used that have proven **effective** in engaging students with learning disabilities?
2. What types of strategies have you used that have proven **ineffective** in engaging students with learning disabilities?

Exploring and Discovering:

Read the article “Whole Group Response Strategies to Promote Student Engagement in Inclusive Classrooms” by Nagro, S., Hooks, S., Fraser, D., and Cornelius, K. (2016).

1. What challenges do students with learning disabilities face in general education settings?
2. If small-group differentiated instruction has proven to be effective for all students, why does whole-group instruction continue to be the predominant instructional model? How does this impact all students?
3. List the continuum of strategies that can be used during whole-group instruction to maintain engagement? Which strategies are you familiar with that you use? Which strategies are new to you?
4. In what ways can you measure how students engage in their own learning?
5. The author described three different whole-group strategies. Which strategy are you interested in using to promote student engagement? How would you incorporate it into a math, reading or writing lesson? How would this strategy support the learning of students with disabilities? Finally, how would you check for comprehension?

Reflection:

- How has today's session impacted your learning?
- What are 1-2 changes you will make in your practice?