

Preface

The topic of effective study habits has seen increased emphasis in the education of students, particularly those with varying degrees of learning problems. Today's students in both special and inclusive education settings are expected not only to complete assigned work but also to perform tasks in an attempt to meet ever-increasing minimum benchmark standards. The impact of the No Child Left Behind Act of 2001, the Individuals with Disabilities Education Improvement Act of 2004, and three-tier instruction and standards-based education on students with learning problems is far-reaching in today's classrooms, requiring them to regularly use a variety of study and learning strategies. In addition, educators realize that students who use study skills effectively perform better in school and in lifelong learning endeavors. Unacceptably high numbers of students in U.S. schools experience learning and behavior problems or otherwise do not achieve their potentials. The inability to use study skills in school's many demanding situations contributes to the learning problems that students experience. Study skills are essential in the overall learning process, whether at the elementary, secondary, or postsecondary level.

The second edition, *Teaching Study Skills to Students with Learning Problems: A Teacher's Guide for Meeting Diverse Needs*, includes four new chapters, as well as expanded coverage of content, strategies, and processes for effectively teaching study skills. This edition includes coverage of the most current topics in education—that is, three-tier instruction, standards-based education, Response to Intervention, differentiated instruction, collaboration, and technology in the schools—and their relevance to study skills education. This revised and updated book contains eight chapters that provide educators with practical ideas, suggestions, and reproducible forms related to the development and use of study skills at school and at home. This timely book emphasizes the use of study skills within the context of actual classroom tasks rather than as isolated skills.

Chapter 1 provides an overview of study skills for students with learning problems, the importance of these study skills in learning, and their relevance to lifelong skills development. It also emphasizes the significance of using study skills with students who have learning problems when differentiating instruction, in determining response to intervention, and within three-tier instruction. A section specific to meeting the study skills needs of English language learners with special needs is also included. Chapter 2 provides an overview of standards-based education, emphasizing how study skills are essential for success in meeting and assessing educational standards to meet diverse needs. Chapter 3 addresses the topics of a continuum across the grades of a study skills program, transitioning to life careers, and the interrelatedness between study skills development and lifelong learning.

Chapter 4 discusses the assessment and implementation of student uses of study skills, including general study skills program characteristics and learning components. The chapter also covers the informal assessment of student uses of study skills in the classroom, sample standards-based Individualized Education Program (IEP) study skills goals, guidelines for implementing and assessing a study skills program in the classroom, and the use of cooperative learning and semantic webbing in a study skills program. Chapter 5 presents detailed descriptions and applications of 12 study skills essential for optimal learning. This chapter discusses the importance of the use of each study skill and introduces various guides, rubrics, and checklists for teachers and students to use to facilitate an effective

and ongoing study skills program in the elementary and secondary grades. Also, numerous teaching suggestions are provided for each of the 12 study skills to help students with learning problems complete learning tasks more effectively and efficiently. Chapter 6 contains a description of structured student study strategies and six learning strategies for direct use in the classroom. Each strategy is defined and outlined for easy use by teachers and students.

Chapter 7 discusses collaboration among educators to implement a successful study skills program in inclusive and special education settings. A collaborative model is presented, along with strategies and factors important to consider in an effort to create positive change associated with improving study skills education for students with learning problems. Chapter 8, which addresses home-based support for study skills development and use, emphasizes the importance of parental assistance in complementing the school study skills program and in assisting the students to develop lifelong skills. This section includes a home inventory to assist parents in identifying students' study skills needs. To bridge study skills education from the school to the home, Chapter 8 also includes numerous strategies for helping students with learning problems use study skills at home.

This practical study skills book contains many reproducible forms for assessing and implementing a comprehensive study skills program at school and home. It also includes approximately 200 study skills teaching practices, over 30 student strategies, and nearly 100 suggestions for parents to help their children with study skills at home, as well as suggested standards-based IEP goals and objectives for teaching students with learning problems to use study skills.

This book was written for special and inclusive educators who wish to develop or continue emphasizing an ongoing and integrated study skills program in Grades K through 12. The information presented here, including the guides, rubrics, and checklists, is appropriate for use in learning any content and for students with learning problems in elementary and secondary special and inclusive education settings. The contents are also appropriate for helping difficult-to-teach students acquire lifelong skills associated with study skills development as they pursue more effective and efficient ways to learn. The various guides for identifying study skills needs will assist educators, students, and parents in the overall assessment of student abilities. To maintain students' ongoing and effective study skills use, the information in this book should be applied on a regular basis within actual classroom and assessment situations. We hope that special and inclusive educators, as well as others concerned with the education of students with learning problems, will find this resource a valuable asset as they strive to improve student success in learning by building and maintaining the critical foundation of a strong study skills base in education and lifelong learning.

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