MILE
Math Interactive
Learning Experience

Suggestions for Remediating Cognitive Foundation Skills

Cognitive Foundational Skill	Suggestions for Remediation
Focused Perception *vs.* Sweeping Percepton	• Redirect through verbal focusing. • Follow the text with your finger when you read it to student. • Have student follow your finger with their finger. • Have student follow the text with their finger. • Visually cue student where to look by pointing. • Give verbal cues: "Look here"; "Listen carefully now"; "This is important."
Systematic Exploration *vs.* Implusive Exploration	• Use picture books such as "Where is Waldo" or "I spy". Cover up a large part of the page and have student start searching at the top with their finger following the rows from left to right. • Follow the text with your finger when you read it to student. • Have student follow your finger with their finger. • Visually cue student where to look by pointing. • Give verbal cues: "Look here"; "Listen carefully now"; "This is important."
Corrrect Orientation in Space *vs.* Poor Orientation in Space	• Encourage student to accurately describe objects in their environment. This will benefit spatial perception. • Teach the concepts of right and left. One way to do this is to give student's right or left hand a little squeeze every time you say the word "right" or "left." Make sure you give the tactile stimulus on only one side and do it consistently. • Use the words "right" or "left" every time student has to make a turn in that direction.
Can follow complete instructions with multiple components *vs.* Cannot take more than 2 pieces of information into account	• Break down instructions into smaller parts. • Check with student to make sure they understand what is required. • Teach them how to break down larger chunks of information into smaller parts. • Speak slowly and clearly and occasionally pause very briefly when giving instructions. This will give them time to process what they hear. • Have student repeat the instructions rather indicate with head nodding that they understands what is required.

Accounts for all available information when solving a problem *vs.* Incomplete data gathering	• Ask child "What do you see in this picture?" then help him/her to look and talk about all the objects in the picture.
	• Help child focus and understand what the task is about by pointing (visual cue) at the appropriate information.
	• Refocus child with questions such as:
	  1) "What else do you see"
	  2) "Look here, what is that?"
	  3) "I also see a bunny, can you find it?"
	  4) "Let's check to see if we really saw everything."

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Can recognize what needs to be done when presented with a problem *vs.* Unable to recognize problem	• Ask questions such as: "What do you think we need to do here?"; "How shall we go about doing that?"
	• Teach the student what to look for when a problem is presented by consistently having him/ her answer the questions:
	    1) "What do I need to do here?"
	    2) "What information do I need to be able to do it?"
	    3) "Where in this problem can I find the information?"
	• Teach the student "self-talk" in order to make the self-questioning an automatic process.

Can recognize what the relevant information needed to solve a problem *vs.* Does not attend to relevant information	• Visually cue where to look by pointing at the appropriate information. Have students start tasks with the question: "What do I need to do here?" • When doing a task, focus their attention by pointing and giving short verbal instructions such as: "Look here," "This is the same as ....," "Look, here is the bunny," and "This is a story about a cat. Can you find the cat in the picture?" • Make eye contact when explaining something to the student to ensure they attend and follow your instructions. • Use a highlighter to mark certain letters, numbers, or words you want to attend to. • Break down tasks into smaller, manageable portions to enhance student's task completion. Consider covering up part of the page to avoid overwhelming them.
Can reflect and think before responding *vs.* Impulsivity	• • Teach students to think before responding. Have them take a deep breath and focus on the answer. • • Model this behaviour a few times and teach them a little "mantra" such as "Just a minute, let me think." • • Play games like "Simon Says," "Red Light-Green Light," and "Statue" to regulate impulsive behaviour. • • Utilize the "brain chart" to discuss "impulsive mouth and hands."