

NBSS materials

The National Behaviour Support Service (NBSS) is an agency of the Department of Education that works with teachers in second level schools to support them in dealing with students who have challenging behaviour. One part of their approach is to devise effective pedagogical strategies that can help engage students in their learning. The NBSS Literacy and Learning to Learn materials are particularly aimed at developing students' academic literacy, learning and study skills as part of planned interventions at Levels 1, 2 and 3, across Senior and Junior Cycle. Their resource materials are available on their website nbss.ie

Speech, language and communication needs in adolescence

Speech, language and communication are the foundation and building blocks for basic literacy and numeracy skills and are integral to understanding, learning and achievement in all curriculum subjects. There is a growing body of research which has identified students with behavioural difficulties as having undetected speech, language or communication needs. Speech, language and communication needs in adolescents are associated with poor academic performance, social and emotional difficulties and poor peer relationships. This resource provides information on the importance of speech, language and communication in adolescence.

Comprehension and learning strategies for all subjects

To achieve at second level all students need a repertoire of learning, thinking and study strategies that they can apply across all subjects. This resource outlines research-based comprehension, learning and thinking strategies that can be integrated into all subject areas and explicitly taught to students. Classroom posters and printable bookmarks are also available from the NBSS that are designed to supplement the teaching of the strategies outlined in this resource. These are intended as a visual reference for students of the key comprehension and learning strategies all learners need. **Contact the NBSS for this resource.**

Reading and learning strategies overview – Before, during and after reading and learning strategies

Students need to be equipped with the skills necessary to cope with the increasingly complex academic demands of the different subject areas they encounter at post primary. NBSS Level 1: Academic Literacy support encourages all teachers to **explicitly teach and use reading strategies** (these include vocabulary and writing strategies), as well as learning and study strategies with all students at Junior and Senior cycles. This handout provides an overview of the strategies subject teachers can use in routine class teaching **before, during and after** introducing subject material. *Before, during and after* reading and learning **strategies are also available to download.**

Reading strategies bookmarks

The development of an effective whole school approach to the teaching of key reading and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers and learners. These **Reading and Learning Strategies Bookmarks** highlight key skills and are designed to supplement the teaching of strategies as outlined in the NBSS teacher resource 'Comprehension & Learning Strategies for All Subjects' and in NBSS 'Reading and Learning Strategies handouts'.

Web skills to enhance learning and literacy skills

Using web tools to develop academic literacy skills - reading, writing, speaking, listening and thinking – is often highly motivating and engaging to students. This resource outlines a selection of web 2.0 tools that can be used in the classroom.

Reading is thinking posters

Explicitly teaching the key comprehension strategies that proficient readers use before, during and after reading- *making connections, questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners. These posters can be used as a teaching and learning tool and a visual reference for students of the key reading and learning strategies proficient readers and learners use.

Anticipation / prediction guides – reading and learning strategies

Anticipation guides are a *before reading and learning* strategy. They are a list of statements related to a topic and students indicate if they agree or disagree with each of the statements. Anticipation guides activate prior knowledge and helps students' connect new information with what is already known, as well as setting a purpose for reading as students read (listen/view/observe) to gather evidence that will either confirm their initial beliefs or cause them to rethink. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Thrild – Reading and learning strategy

THRILD is a *before reading* strategy that is used with informational or expository text. The strategy provides a framework for new information. It activate prior knowledge and helps students connect new information with what is already known, as well as setting a purpose for reading. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning,*

visualising, inferring, determining importance, summarising, synthesising and self-monitoring - can help students become more purposeful, active readers, thinkers and learners.

Using text features – Reading and learning strategy

Using Text Features *before reading* and drawing attention to common text features can help students recognise and identify the main ideas as well as the important key words and key concepts of a topic. Drawing attention to and discussing text features activates prior knowledge, helps students make connections and predictions. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Chatt – Reading and learning strategy

CHATT, a *during and after reading* strategy, encourages students to actively engage with text as they read. Students code the text as they read and then transfer the information to a summary sheet, thereby creating study notes. The *Summary* section provides the opportunity for the teacher to give key information and connect new information with previously learned information if necessary. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

QAR – Reading and learning strategy

The **QAR strategy** is an *after reading* strategy that promotes active comprehension and provides students with a way to think about questions and answers. QAR outlines where information can be found "In the Text" or "In my Head." It then breaks down the actual question-answer relationships into four types: Right There, Think and Search, Author and Me, and On My Own. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

5-4-3-2-1 Summary – Reading and learning strategy

The **5-4-3-2-1 strategy** and variations of this strategy can be used when first introducing the skill of summarising and also used as a concluding lesson activity or reflection. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Exit / entry slips – Reading and learning strategy

The **Exit/Entry Slip** is an *after reading* strategy, that helps students summarise and reflect on information learned. Exit slips give students an opportunity to review key ideas, consider essential details and summarise their thinking. Students respond to a teacher question that focuses on the learning target of the lesson. Exit slip questions can also focus on the process of learning or on the effectiveness of a teaching methodology. Student responses to these questions also allow the teacher to plan for the next lesson as the responses give an informal measure of each student's understanding of the lesson or concept.

Get the gist – Reading and learning strategy

'**Get the Gist**' or '**Sum it Up**' is an *after reading summarising strategy* that can be explicitly taught to students. The ability to summarise has significant benefits for comprehending and ultimately retaining and recalling information. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

QuIP: Questioning with Bloom and summarising – Reading and learning strategy

The **QuIP** strategy (questions into paragraphs) is used *before, during and after* reading. It improves comprehension of expository or informational texts. It provides a framework for initiating research, structuring writing and summarising as well as developing higher order questioning skills. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Somebody wanted but so summary – Reading and learning strategy

The **Somebody-Wanted-But-So** strategy is used *during or after reading*. It provides a framework to use when summarising the action of a story or historical event by identifying key elements. The strategy also helps students identify the main ideas, recognise cause and effect relationships, make generalisations, identify differences between characters and look at various points of view. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Summarising maps and organisers – Reading and learning strategy

Using **summarising maps, mind maps and other graphic organisers** *after reading* and learning about a topic helps students to identify the main ideas and essential details. Maps and organisers help students represent information visually in a clear, logical manner, it helps them organise the key ideas as well as aiding the recall of information. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

KWL – Reading and learning strategy

The **KWL** is a *before, during and after reading* and learning strategy. It is used to connect a student's prior knowledge to what they are actively learning. The student begins by thinking about what they already know about the topic. Next, they think about what they want to know or find out and finally, they actively learn something new about the topic. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Note taking – Reading and learning strategy

Cornell to Two Column Note Taking provides students with a system for organising information in a useful format and is used *during and after reading*. Students identify the main ideas and important information of a topic by writing the main points in one column and supporting or essential details in a second column. Underneath the columns students then write a one or two sentence summary to encapsulate the main ideas. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Reciprocal teaching – reading and learning strategy

Reciprocal Teaching is a *before, during and after reading* and learning strategy that encourages students to develop four key skills - summarise, question, clarify, predict - and respond to what they are reading. Students use these skills on text across subject areas, in pairs or small groups. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Posse – Reading and learning strategy

The **Posse Strategy** is a *before, during and after reading and learning* strategy. Students discuss their reading and use the strategies of predicting, organising, searching, summarising and evaluating to comprehend informational or expository text. The strategy activates prior knowledge and encourages students to organise their existing knowledge and then summarise and elaborate on the connections between what they know and what they have learned. Explicitly teaching key reading comprehension and learning skills - *making connections, self-questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring* - can help students become more purposeful, active readers, thinkers and learners.

Frustration model – vocabulary learning strategy

The purpose of the **Frustration Model** is to identify and define unfamiliar concepts and vocabulary. The model can be used *before or after reading* and learning about a topic. It prompts students to understand words within the larger context of a reading selection as it asks students to analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non-examples. It also activates prior knowledge of a topic and builds connections.

Vocabulary activities student notebook

When starting a new topic teach key vocabulary following Marzano's six steps to effective vocabulary instruction (1) Provide a description, explanation, or example of the new term (2) Ask students to restate the description, explanation, or example in their own words (3) Ask students to draw a picture, symbol, or graphic representing the term or phrase (4) Engage students in activities that help them add to their knowledge of the terms (5) Ask students to discuss the terms with one another (6) Involve students in games that reinforce new words (*contact the NBSS for powerpoint game templates*). Use this resource by printing as many pages of each vocabulary activity as needed for the topic.

Vocabulary journal

Teach key vocabulary following Marzano's six steps to effective vocabulary instruction (1) Provide a description, explanation, or example of the new term (2) Ask students to restate the description, explanation, or example in their own words (3) Ask students to draw a picture, symbol, or graphic representing the term or phrase (4) Engage students in activities that help them add to their knowledge of the terms (5) Ask students to discuss the terms with one another (6) Involve students in games that reinforce new words (*contact the NBSS for powerpoint game templates*). Use this resource by printing as many pages for each letter as needed and use in conjunction with vocabulary activities and strategies resource.

Vocabulary notebook

Vocabulary notebooks help promote vocabulary acquisition as well as learner autonomy. Choose the key terms of a topic and follow Marzano's six steps to effective vocabulary instruction (1) Provide a description, explanation, or example of the new term (2) Ask students to restate the description, explanation, or example in their own words (3) Ask students to draw a picture, symbol, or graphic representing the term or phrase (4) Engage students in activities that help them add to their knowledge of the terms (5) Ask students to discuss the terms with one another (6) Involve students in games that reinforce new words (*contact the NBSS for powerpoint game templates*).

Vocabulary strategies and activities

Academic vocabulary is the vocabulary critical to understanding the concepts being taught in class. Teaching specific academic vocabulary enables students to develop in-depth knowledge of important words, so they can know words well enough to access information about them from memory as they read. Marzano outlines a six step process that can help students learn critical subject specific vocabulary - (1) Provide a description, explanation, or example of the new term (2) Ask students to restate the description, explanation, or example in their own words (3) Ask students to draw a picture, symbol, or graphic representing the term or phrase (4) Engage students in activities that help them add to their knowledge of the terms (5) Ask students to discuss the terms with one another (6) Involve students in games that reinforce new words.

Vocabulary / knowledge rating – Vocabulary and learning strategy

Vocabulary/Knowledge rating is a *before reading or learning* strategy designed to evaluate students' prior or background knowledge of vocabulary or a topic or concept. Students are given a list of words related to the topic or concept and rate how well they know each term. Rating scales can help students to actively look at and be aware of new vocabulary and also help activate prior knowledge. By identifying terms students do not know well the teacher will be better able to prepare students for reading, viewing, listening and discussing the new topic or text.

OK 5R – Study, learning and reading strategy

Effective study and test preparation skills are essential for all students. The **OK 5R Method** is a study strategy that helps students tackle textbook material in a strategic manner. Students who use a study system read with greater comprehension and remember more. This resource can be used with students in conjunction with a study skills NBSS questionnaire and powerpoint presentations on study, memory and learning.

PQRST – Study, learning and reading strategy

Study skills are strategies and methods of purposeful learning, usually centered around reading and writing. Effective study skills are essential for all students. The **PQRST Method** is a study reading strategy that helps students tackle textbook material in a strategic manner. It is designed to help students optimise their reading and learning. This resource can be used with students in conjunction with a study skills NBSS questionnaire and powerpoint presentations on learning.

SQ3R – Study, learning and reading strategy

The **SQ3R study system** is an organised approach to textbook learning. Students who use a study system read with greater comprehension and remember more over a period of time. Effective study skills are essential for all students. The SQ3R Method helps students tackle textbook material in a strategic manner. It is designed to help students optimise their reading and learning. This resource can be used with students in conjunction with a study skills NBSS questionnaire and powerpoint presentations on learning.

Comprehension strategies poster set

These classroom posters are designed to supplement the teaching of the strategies outlined in the NBSS teacher resource *Comprehension & Learning Strategies for All Subjects*, such as finding the main idea, questioning, visualising, making connections, using text clues and using fix-it up strategies. **Contact the NBSS for this poster set in A3. These posters can also be separately download in A4 from the website.**

Using text features – Comprehension strategy poster

The NBSS supports schools in developing students' comprehension, learning, and study skills to improve academic progress at Senior and Junior Cycle. Comprehension is the essence of reading. The development of an effective whole school approach to the teaching of **key comprehension strategies** - *making connections, questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring comprehension* - can help students become more purposeful, active readers and learners. The **Text Features** classroom posters are designed to supplement the teaching of this strategy as outlined in the NBSS teacher resource 'Comprehension & Learning Strategies for All Subjects' and the downloadable 'Reading and Learning Strategy' handouts.

Make connections – Comprehension strategy poster

The NBSS supports schools in developing students' comprehension, learning, and study skills to improve academic progress at Senior and Junior Cycle. Comprehension is the essence of reading. The development of an effective whole school approach to the teaching of **key comprehension**

strategies - *making connections, questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring comprehension* - can help students become more purposeful, active readers and learners. The **Making Connections** classroom posters are designed to supplement the teaching of this strategy as outlined in the NBSS teacher resource 'Comprehension & Learning Strategies for All Subjects' and the downloadable 'Reading and Learning Strategy' handouts.

Determining importance – Comprehension strategy poster

The NBSS supports schools in developing students' comprehension, learning, and study skills to improve academic progress at Senior and Junior Cycle. Comprehension is the essence of reading. The development of an effective whole school approach to the teaching of **key comprehension strategies** - *making connections, questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring comprehension* - can help students become more purposeful, active readers and learners. The **Finding the Main Idea** classroom posters are designed to supplement the teaching of this strategy as outlined in the NBSS teacher resource 'Comprehension & Learning Strategies for All Subjects' and the downloadable 'Reading and Learning Strategy' handouts.

Self Questioning – Comprehension strategy poster

The NBSS supports schools in developing students' comprehension, learning, and study skills to improve academic progress at Senior and Junior Cycle. Comprehension is the essence of reading. The development of an effective whole school approach to the teaching of **key comprehension strategies** - *making connections, questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring comprehension* - can help students become more purposeful, active readers and learners. The **Questioning to Understand** classroom posters are designed to supplement the teaching of this strategy as outlined in the NBSS teacher resource 'Comprehension & Learning Strategies for All Subjects' and the downloadable 'Reading and Learning Strategy' handouts.

Visualising – Comprehension strategy poster

The NBSS supports schools in developing students' comprehension, learning, and study skills to improve academic progress at Senior and Junior Cycle. Comprehension is the essence of reading. The development of an effective whole school approach to the teaching of **key comprehension strategies** - *making connections, self-questioning, visualising, inferring, determining importance, summarising/synthesising and self-monitoring comprehension* - can help students become more purposeful, active readers and learners. The **Visualising** classroom posters are designed to supplement the teaching of this strategy as outlined in the NBSS teacher resource 'Comprehension & Learning Strategies for All Subjects' and the downloadable 'Reading and Learning Strategy' handouts.

Self-monitoring / fix it up – Comprehension strategy

The NBSS supports schools in developing students' comprehension, learning, and study skills to improve academic progress at Senior and Junior Cycle. Comprehension is the essence of reading. The development of an effective whole school approach to the teaching of **key comprehension strategies** - *making connections, questioning, visualising, inferring, determining importance, summarising, synthesising and self-monitoring comprehension* - can help students become more purposeful, active readers and learners. The '**Fixing Up**' **Your Understanding** classroom posters are designed to supplement the teaching of this strategy as outlined in the NBSS teacher resource 'Comprehension & Learning Strategies for All Subjects' and the downloadable 'Reading and Learning Strategy' handouts.

Literacy and learning programmes and resources

This resource gives an overview of commercially available programmes and resources that teachers in NBSS partner schools have used successfully to support the development of reading, learning and literacy skills at Level 1: whole school; Level 2: targeted intervention; and Level 3: intensive individualised intervention.

Read: Engage students with high interest and low readability books

High Interest and Low Readability books can support the development of reading, fluency and vocabulary skills as well as encourage reading for pleasure. This resource provides information on high interest/low readability fiction and non-fiction texts, as well as titles related to subject specific topics.

Catch up literacy intervention

Research points to the importance of recognising the links between behaviour and academic problems and coordinating systems for prevention and intervention in both areas. From NBSS work in post primary schools it is also clear that the strong connections between academic achievement and behaviour can mean that addressing challenges in one area can reduce difficulties arising in another. Teachers in NBSS partner schools have been trained to deliver Catch Up Literacy which is a structured one-to-one intervention for students who experience difficulties with reading. This resource provides an overview of the intervention.

Learning from textbook reading at second level: Strategies for success

The **reading and learning strategies** in this resource show students how **text features** help identify the most important ideas in a text, how information from both the text and the student's own knowledge and experience are important to consider when **answering questions**, how to **summarise**

the information read and find the main idea. The reading and learning strategies outlined can be introduced to 1st year students as part of a transition and transfer induction programme where students find out about learning how to learn at second-level.

Using web resources and sites for literacy and learning

This teacher resource gives an overview of sites suitable to use with students across a variety of subject areas, including sites that can support the teaching of subject specific vocabulary and literacy and numeracy skills. Also included are sites where teachers can access free resources, information, lesson ideas and plans for their particular subject areas.

Study and learning skills: Strategies for success

To achieve at second level all students need a repertoire of learning and study strategies that they can apply across all subjects. This resource introduces students to different strategies that can help them when studying and is used in conjunction with a study skills NBSS questionnaire and powerpoint presentations on learning. These form part of a series of student workshops on study skills and learning. All study skills resources can be adapted for different groups. Contact the NBSS for information on these resources. In the [Focus Area](#) section of the website and in the [Teacher as Researcher](#) section find out how two schools used these resources with students.

Writing with wow words and building vocabulary

At second-level students are expected to read and write across various genres and disciplines. Skilled writers use different strategies to help them navigate the writing process - planning, drafting, revising and editing. This resource presents activities for developing students' writing skills as well as ways to expand students' use of vibrant or 'wow' words. There is also a powerpoint (Microsoft) presentation available from the NBSS on proofreading and editing which can be used in conjunction with this resource. Contact the NBSS for information on this resources. Read how one teacher used this resource with students in the [Academic Literacy, Learning and Study Skills](#) section of the website.

Language and literacy games

This resource contains numerous ideas on how to develop vocabulary and oral language skills using a variety of games and activities. As part of a lesson games can be motivating and bring variety, fun and flexibility to teaching, creating a relaxed atmosphere where students can absorb and remember more. Contact the NBSS for information on this resource. **Contact the NBSS for this resource.**

Teacher as researcher resource pack for literacy projects

In NBSS partner schools teachers have the opportunity to become involved in NBSS *Teacher as Researcher* projects on topics and areas of interest. This resource provides several research instruments that teachers in partner schools use as part of Teacher as Researcher projects that focus on the development of learning, literacy and study skills with students. Find out more about the *Teacher as Researcher* projects in the [Research](#) section of the website. **Contact the NBSS for this resource.**