

10.2

Challenges and Support Structures

Instructions: Discuss ways in which to address specific challenges and incorporate each support structure for a lesson.

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| ***Challenges*** | | ***How I Address/Remove These Challenges*** |
| 1. | Memory |  |
| 2. | Attention |  |
| 3. | Expressing ideas (verbally or in writing) |  |
| 4. | Auditory, visual,  or written perception |  |
| 5. | Comprehension of abstract ideas |  |
| Additional challenge(s): | |  |
| ***Support Structures*** | | ***How I Add/Enhance These Structures*** |
| 1. | Give clear instructions and expectations. |  |
| 2. | Provide visual displays and handouts that help organize thinking without having too  much information. |  |
| 3. | Organize writing (and speaking) about processes and mathematical concepts. |  |
| 4. | Explicitly connect ideas (to previous learning, to familiar examples, and between concrete and abstract). |  |
| 5. | Include self-reflection, self-assessment, and self- monitoring. |  |
| 6. | Use support staff, including co-teaching. |  |
| Additional support structure(s): | |  |

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Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.