VIII. Conceptualization

Difficult to formulate concepts, thinking, and study skills.

SYMPTOMS	***STRATEGIES***
Has difficulty seeing the consequences of his/her actions. Is impulsive -- acts, then thinks.	*-Take a specific situation and discuss the choices and consequences of each choice.* *-Provide firm, concise rules, clearly state consequences for breaking them.* *-Be consistent in making student responsible for his/her actions.*
Is slow in "shifting gears" to a new task.	*-Stand by student's desk as he/she begins new task; periodically check on student.*
Unable to generalize (4 x 3 =12, 3 x 4 =12). Doesn't transfer rules; i.e., spelling rules, classroom rules.	*-Ask student to state rule each time it is applied until mastery.* *-Mastering prior to teaching generalization of that rule.*
Difficulty with abstract reasoning. Student may be verbal and personal but conversation reveals concrete thinking.	*-Relate new concepts to practical experience and apply to student's experiences..* *-Use concrete materials to demonstrate abstractions.* *-Ask simple, direct questions; compare and contrast.*
Poor reading comprehension; may be a capable decoder -- great word attack skills.	*-Use work clues/pictures.* *-Teach study skills.* *-Teach visualization and verbalization skills. (Use a highlighter)*
Has trouble drawing conclusions, making inferences. *Doesn't understand riddles, jokes.*	*-Develop games and exercises to develop reasoning.* *-Ask student to "defend" his/her answer.* *-Ask riddles: "riddle of the week."*

Has difficulty making decisions, especially from many choices.	*-Reduce range of available choices.* *-Have student verbalize why he/she has made a particular choice.* *-Reinforce any initiative or decision making.*
Has trouble with math story problems.	*-Teach key words to watch for within the problem (total, differences, in all, etc.).* *-Assign an operation and have the student write the story to go with the operation.* *-Break down, using easier number of facts.*
Doesn't seem to understand math symbols and concepts.	*-Go back to concrete objects.* *-Relate percent, fractions, decimals to money.*
Seems to get lost halfway through a math problem.	*-Help student "talk" his way through it, keeping the goal in focus.* *-Use all modalities.*