

**Additional Artifact #10**

**M8: Final Course Project - Practical Strategies Guide**

SPED 841: Advanced Methods & Assessment Learning Strategy & Content Mastery for  
Struggling Learners & Students with High-Incidence Disabilities

Lakshmi Kartik

School of Education and Human Sciences, University of Kansas,

SPED 898: Masters Project

Dr. Sean Smith

**Mar 04, 2025**

## **Reflection: The Practical Strategies Guide**

### **Purpose of the Assignment and Reflection**

The Practical Strategies Guide was created to offer an evidence-based framework for fostering metacognitive and self-regulatory skills in students. Its purpose was to identify and compile research-backed strategies that help students take ownership of their learning, build independence, and develop problem-solving skills. For me as a future special educator, this guide is a crucial tool for supporting students with learning differences while promoting resilience, confidence, and strategic thinking in all learners. Through this process, I gained a deeper understanding of how differentiated, active, and collaborative approaches can address diverse student needs. Reflecting on this experience, I've assessed how my instructional mindset has evolved and how this resource will shape my approach to literacy instruction, intervention, and student empowerment.

### **Revisions to the Assignment**

My guide was developed with a focus on clarity, evidence-based practices, and alignment with the assignment rubric. Dr. Irma Brasseur-Hock provided full marks and positive feedback without suggesting specific areas for improvement. However, I took the time to reassess its structure and readability, ensuring it remained clear, user-friendly, and practical. Still, after careful consideration, I concluded that the guide already met high-quality expectations regarding content, usability, and practical application. To improve the readability, I made the entire document double spaced. If I were to enhance this guide further, I would incorporate a searchable database where educators can filter strategies by grade level, student need, or instructional goal.

### **Insights, Takeaways, and Learning as a Future Special Educator**

Developing this guide deepened my understanding of effective teaching, student agency, and inclusive learning. I learned that translating research into practical strategies is essential — students need clear guidance on how, when, and why to apply learning techniques, not just to "study." This project taught me to break down research into actionable steps like self-testing, low-stakes quizzes, and elaboration, fostering student ownership and independence. It reinforced the power of metacognition, active learning, and evidence-based strategies in supporting diverse learners. Many students struggle not from a lack of ability but from a lack of self-regulation skills. For instance, I now know first-hand that using structured goal setting, reflection, and self-monitoring checklists with students with ADHD improved their engagement, motivation, and confidence, highlighting self-regulation as a lifelong tool for success.

I also realized that I realized that active strategies like retrieval practice and elaboration deepen understanding, while collaborative learning fosters reflection and idea refinement. Differentiation, guided by UDL, ensures accessibility for all learners. When working with a student with ADHD and learning disabilities, I used scaffolding, visual organizers, and a multi-sensory approach, which improved engagement and confidence. This reinforced that diverse instructional methods are key to student growth and success.

This project reinforced my belief that metacognitive instruction is key to educational equity. Lower-performing students, who benefit most from self-regulation strategies, often have the least access to them. Research shows that techniques like retrieval practice, inquiry-based learning, and self-monitoring can narrow achievement gaps. As a future special educator, I view metacognitive instruction not only to improve individual outcomes but also as a tool to ensure all students have equitable access to learning opportunities, empowering them to reach their full potential both in and out of the classroom.

## **Index**

### **Professor Feedback**

*Aug 18, 2023 – 8 PM*

*“Lakshmi, I was looking forward to seeing your final project. You did not disappoint me. This strategies guide looks and feels like a professionally made booklet. You offer several resources, models and references to support each strategy. I think fellow teachers and classmates are going to find this extremely helpful. Excellent work.*

*Your presentation skills are remarkable. You are very articulate, clear and demonstrate your deep knowledge and learning on the strategies you opted to include in your guide. I am very impressed with how you went about doing this project. This was a very scientific approach and offered a model of how others should approach finding evidence-based practices. This presentation is an exemplar!”*

**- Irma Brasseur**