

 **TABLE 7.3** Principles of Effective Cognitive Training Programs

Principle	Example
Teach a few strategies at a time	Rather than bombard children with a number of strategies all at once, teach them just a few. In this way, there is a better chance that the students can learn the strategies in a comprehensive and not a superficial fashion.
Teach self-monitoring	It is helpful if students keep track of their own progress. When checking their own work, if they find an error, they should be encouraged to try to correct it on their own.
Teach them when and where to use the strategies	Many students with learning disabilities have problems with the metacognitive skill of knowing when and where they can use strategies that teachers have taught. Teachers must give them this information as well as extensive experience in using the strategies in a variety of settings.
Maintain the students' motivation	Students need to know that the strategies work. Teachers can help motivation by consistently pointing out the benefits of the strategies, explaining how they work, and charting students' progress.
Teach in context	Students should learn cognitive techniques as an integrated part of the curriculum. Rather than using cognitive training in an isolated manner, teachers should teach students to employ cognitive strategies during academic lessons.
Don't neglect a nonstrategic knowledge base	Sometimes those who use cognitive training become such avid proponents of it that they forget the importance of factual knowledge. The more facts children know about history, science, math, English, and so forth, the less they will need to rely on strategies.
Engage in direct teaching	Because the emphasis in cognitive training is on encouraging students to take more initiative in their own learning, teachers may feel that they are less necessary than is actually the case. Cognitive training does not give license to back off from directly teaching students. Students' reliance on teachers should gradually fade. In the early stages, teachers need to be directly in control of supervising the students' use of the cognitive strategies.
Regard cognitive training as long term	Because cognitive training often results in immediate improvement, there may be a temptation to view it as a panacea or a quick fix. To maintain improvements and have them generalize to other settings, however, students need extensive practice in applying the strategies they have learned.

SOURCE: Adapted from D. Hallahan, J. Lloyd, J. Kauffman, M. Weiss, and E. Martinez, *Learning Disabilities*, 3rd ed. (Needham Heights, MA: Allyn & Bacon, 2005), p. 239. Reprinted with permission.