

## ORGANIZATION AT A GLANCE

The MASST-R program is organized into five modules. Each module contains several chapters that are divided into multiple lessons related to the theme of each chapter.

**Modules** – organized into one of the major social-emotional concepts

**Chapters** – organized into themes for learning skills related to the module

**Lessons** – organized into short instructional segments related to the theme of the chapter

**Graphic Organizers** – activity and homework sheets to guide students through group and independent activities

**Guide for Conducting Lessons** – scripts for teaching the lesson to model metacognitive instruction in the skills

**Modules:** Each module begins with an advanced organizer that includes a rationale for the module, a definition of the topic, and a description of the chapters contained in the module.

- **Module description and definition** – states the rationale for the module and defines the topic.
- **Chapter descriptions** – describes the contents of the chapters and the metacognitive skills taught in each.

**Chapters:** Each chapter begins with an advanced organizer that includes an explanation of the expected learning outcome, key ideas for teaching and learning metacognitive skills, purpose of the lessons in the chapter, key terms, and goals for the learner.

- **“In this chapter”** - describes expected learner outcomes for the chapter and describes skills to be acquired.
- **Key Ideas** – describes how metacognitive instructional strategies will be used in the chapter and their purpose in conveying the skills students are to learn.
- **Purpose of the Lessons** – describes the rationale for the metacognitive instructional strategies and the application of metacognitive skills to the social skills addressed in the chapter.
- **Key Terms** – specifies the metacognitive skills that will be used in the lessons in this chapter.
- **Goals for the Learner** – states the learning outcomes or objectives for the lessons in this chapter.

**Lessons:** Each lesson includes a list of materials needed for the lesson, things to do before you begin, steps for the activities, homework assignments, alerts, and advance notices when appropriate.

- **Materials needed** – provides a list of materials that will be needed to teach the lesson and should be prepared or assembled in advance.
- **Before you begin** – describes what the facilitator will need to discuss with the group as an advanced organizer to the lesson.
- **Activities** – describes the steps to be followed in facilitating the lesson. These include direction for the metacognitive direct instruction and modeling facilitators need to use in the lesson. If homework has been assigned for the previous lesson or lessons, the first step in the activities will be a homework review. Debriefs for providing a summary review are also described for the end of the lesson.
- **Notes** – sidebars that call out or remind the facilitator of important metacognitive instructional techniques facilitators use and metacognitive skills students are to be learning in the lesson.
- **Advance Notice** – cues the facilitator to prepare specific materials that need to be assembled or developed for upcoming lessons.
- **Homework assignments** – describes what students will need to do between this lesson and subsequent lessons to provide independent practice outside the training setting. Not all lessons have homework assignments.
- **Alerts** – suggests when possible interventions or redirection may be needed due to significant behaviors exhibited by students. These may involve enlisting outside help for specific students.

**Guide for Conducting the Lesson:** The first few lessons in each module are followed by a guide which is a sample script of how the lesson might sound. This tool helps the facilitator develop an “ear” for metacognitive instruction. These sample scripts include an introduction, facilitator dialog for introducing the lesson, setting up each activity step, modeling metacognitive strategies and student performance techniques, and assigning homework. Dialog is provided for the following elements:

- **Introduction** – provides a reminder of the key metacognitive skills that should be taught, modeled, and used in the lesson.
- **Before we begin** – provides facilitator dialog for introducing the lesson and focusing students on what they will be learning.
- **Activities** – provides facilitator dialog for conducting homework reviews, for explaining what students are to do in each step of the activities, for thinking outloud to demonstrate the use of metacognitive skills and student performance techniques, and for prompting students by asking metacognitive questions.
- **Homework assignments** – provides facilitator dialog for making homework assignments.

**Graphic Organizers:** Most lessons contain at least one graphic organizer. They can be found directly following the lesson to which they relate. These graphic organizers are used by students as guides for completing lesson and homework activities. They may be used to guide students through group and independent activities. Not every lesson will have a graphic organizer and some lessons may have more than one.