

PREP

Ellis, E.S. (1989). A metacognitive intervention for increasing class participation. *Learning Disabilities Focus*, 5, 36-46.

This strategy is designed to engage students in thought about an upcoming lesson before the lesson actually begins. This strategy cues students to prepare themselves physically and mentally.

Prepare materials

- Get notebook, study guide, pencil, & textbook ready for class
- Mark difficult-to-understand parts of notes, study guide, and textbook

Review what you know

- Read notes, study guide, & textbook cues

Establish positive mind set

- Tell yourself to learn
- Suppress “put-downs”
- Make a positive statement

Pinpoint goals

- Decide what you want to find out
- Note participation goals