

## **Strategy Scenario**

**Strategy:** Spider Map      **Content:** Special Ed. Survey Class

**Title:** Communication Disorders

**Time Required:** 15 minutes      **Number of Participants:** 30

**Target Audience:** College undergraduate students

**Goal of Activity:** To identify the differences between speech and language disorders

**Purpose of Script:** To use a spider map as a means of learning verbal information and defined concepts

**Learning Outcome(s), Gagne:** Verbal information, Defined concepts

**Learning Outcome(s), HEO:** Knowledge, Comprehension

**Learner Characteristics:** College undergraduates of average intellectual ability

**Entry Skills:** Ability to follow oral and written directions, reading ability, knowledge of special education terms related to assignment

**Setting:** Classroom

**Media:** Paper, chalkboard

**Process:** Beginning a unit on communication disorders, the instructor will work with the students to create a spider map to explain the different components of speech and language disorders

**Strategy Assessment:** The teacher will verbally ask the students to explain the differences between speech and language disorders. Analyze whether the students describe the strategy in a chunking fashion as demonstrated.

**Author:** Marilyn Wilson McGowan

**References:**

- **West, C.K., Farmer, J.A., & Wolff, P.M. (1991) Instructional Design: Implications from cognitive science. Englewood Cliffs, NJ: Prentice Hall**
- **Hallahan, D.P., & Kauffman, J.M. (1994). Exceptional Learners: Introduction to special education (7<sup>th</sup> ed.). Massachusetts: Allyn and Bacon.**

