Introduction

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Inference is a fundamental process that envelopes much of our thinking. During our daily lives, we use inference to imply meaning, to guess, to suggest, or to suppose. Making inferences involves looking beyond what is explicitly stated in a picture, text, or message, and filling in the missing information.

The primary goal of *No-Glamour Inferences* is to help students improve their inference-making skills (predicting, problem solving, drawing conclusions) from the acquisition of knowledge through the evaluation of that knowledge.

In order to make an inference, a student must:
- Recognize and understand the available information.
- Find patterns and similarities within prior knowledge and experience.
- Use appropriate language and vocabulary skills to explain the inference.
- Use input from others to verify that the inference was correct (Bowers et al., 2005).

The ability to make inferences is an essential academic skill. Students who can't make logical inferences have difficulty answering math story problems, predicting information needed to comprehend text, and taking others' perspectives while reading. These students also have difficulty building peer relationships if they cannot interpret emotions, behavior, and social situations.

Administer the Pre/Post Assessment on pages 6-10 before presenting the activities. The assessment is arranged hierarchically by difficulty, as are the tasks in *No-Glamour Inferences.* Use clinical judgment to determine which assessment items are age-appropriate for your student and where to begin instruction.

Throughout this book, students are encouraged to draw conclusions and to explain how they came to their conclusions. This makes the implicit process of making inferences more explicit, an effective learning strategy. Use *No-Glamour Inferences* to teach students how to problem solve and recognize that solutions can be found, even when information is missing. The tasks in this book require students to identify and supply missing information, as well as predict and analyze outcomes. They will identify missing parts of objects, animals, or sequential events and processes. The particular types of inferences in this book include: object, agent, location, feelings, and cause and effect. More difficult tasks in this book target inferences in figurative language and short stories.

At the end of the book, you will find an answer key with suggested answers to the items on the activity pages. Student responses, however, will vary and it is up to you to determine the appropriateness of any particular response. There may be several acceptable responses for any given item, so encourage students to discuss why they gave a particular answer.

The activities in this book can be done one-on-one with a student or as group activities. Also use this book to help students:
- Enhance oral reasoning skills.
- Analyze, interpret, understand, and express feelings and behaviors.
- Expand utterances in conversation.
- Increase vocabulary.
- Develop creative responses to interpretive questions.

I hope this book helps you teach inference skills in a way that is satisfying to you and enjoyable for your students.

<div align="center">Lauren Kanefsky</div>