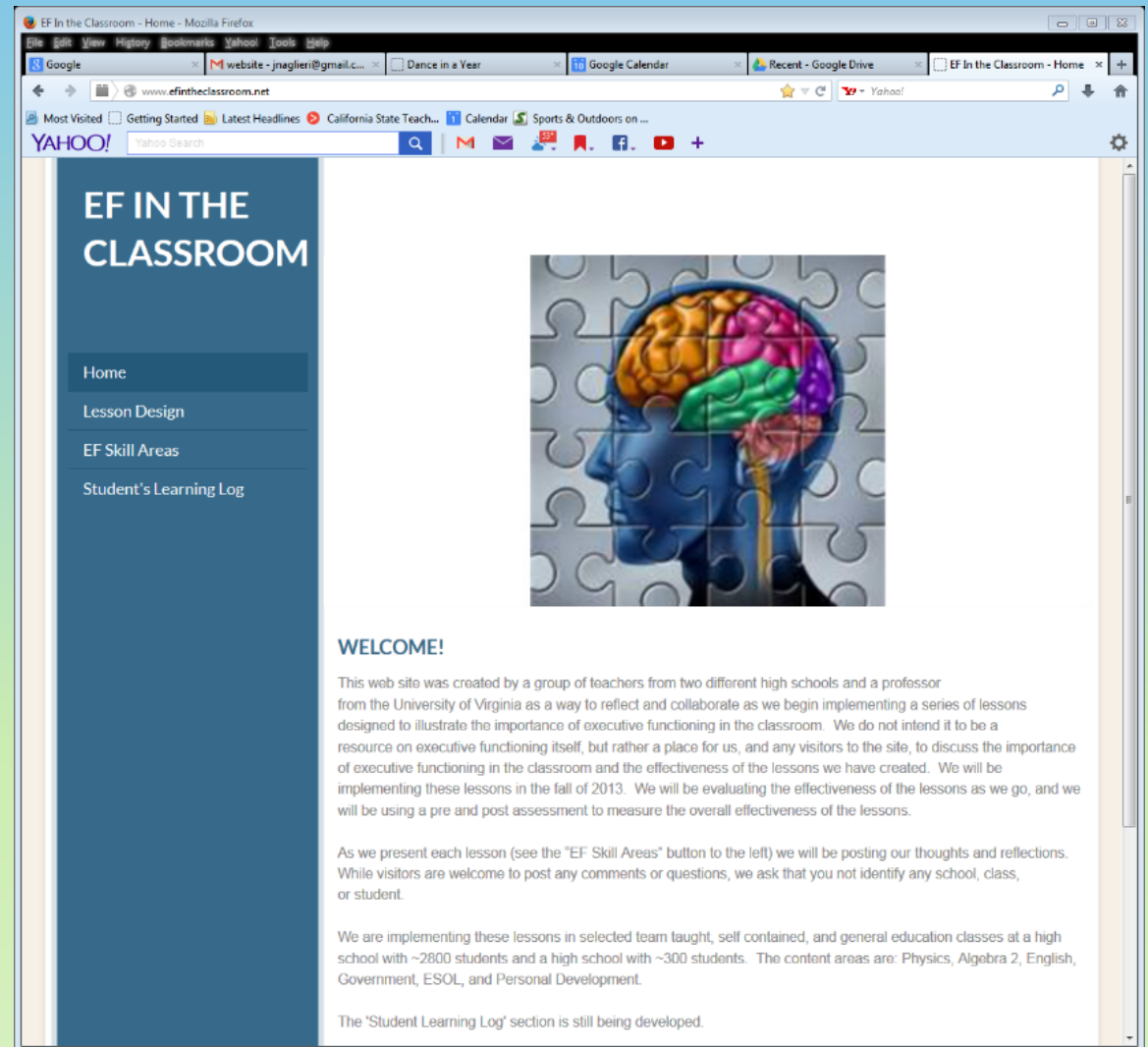


High School Lessons

www.efintheclassroom.net

➤ Start with
Awareness
of thinking
about
thinking



Metacognition Lesson: EF in the Classroom

Planning Lesson

Phrase of the week: What is your plan?

<http://www.youtube.com/watch?v=bQLCZOG202k>

1. What had to happen so that the people could dance together in this video?
2. What are the parts of a good plan?
3. How do you know if a plan is any good?
4. What should you do if a plan isn't working?
5. How do we use planning in this class?

Go to student learning log and create a plan for the week.

Students watched a Flash Mob at Antwerp train Station (2009)



Planning Lesson **Student responses**

- Q: What would you have to plan out?
 - They had to learn the dance steps (knowledge)
 - Someone had to start dancing (initiation)
 - Permission from train station (planning)
- Q: What are the parts of a good plan?
 - Think of possible problems (strategy generation)
 - Organize the dance (organization)
 - Practice the dance steps (initiation)
 - Have a good idea of what to do (knowledge)

Planning Lesson Student responses

➤ Q3: How do you know if a plan is any good?

- Put the plan in action and see if it works (self-monitoring)
- Give it a try (perhaps learn by failing)

1. Q4: What should you do if a plan isn't working?

1. Fix it. (self-correction)
2. Go home ! (a bad plan)

Q5: How do you use planning in this class?

1. We don't plan in this class
2. Mrs. XXX does all the planning in this class so you don't have to think about planning

Developing Metacognitive Learners

➤ Intentionally and Transparently teach students about metacognition

- Kathleen's lesson, your own dazzling plan

➤ Build in questioning and metacognitive protocols in content instruction

- Intentional and Transparent
- Model and Scaffold, Practice, Practice, Practice

➤ Make Thinking Visible

- Anchor Charts, Logs, Think Alouds

➤ Self-Assess/Self Reflect

- Self-Assessment IS metacognition!

Ask Don't Tell: Practice Metacognitive Questioning

- Kathleen, do this, do that, this way... with the sails, the anchor, the helm, the lines
- Kathleen, what do you think you should do now? What would do differently next time?



Ask Questions that Lead to Smart Thinking

Before Learning

Today you might find there are some things that are new to you and you are going to get to grow from trying them.

Does this remind you of something you've done before? How can you use that experience to help you with this new learning?

Looking at today's work, what part do you think will be the most challenging for you?

What can you do when learning gets to the GOOD part (the hard part) to help you continue learning?

During Learning

What parts are going well? What parts are making you grow?

Why do you think this part is challenging for you? What do you need to help you? Do you need more information? More practice? A different way to practice?

Have you done something like this before? What did you do when it got hard? Can you do it again?

What do you know about yourself as a learner that can help you continue learning?

After Learning

How did you grow as a learner?

Did you learn something new about yourself and how you learn?

How can you use that in the future when something gets tough?

Reframe your talk...

- *This is what you need to do...*
 - **How could you do/approach this task?**
- *You're stuck. Let me help you.*
 - **What options do you have for getting unstuck?**
- *Here's your grade for the test/project.*
 - **Look over your work. Your Exit ticket for today is to write down what worked for you and what you would do differently next time.**

Developing Metacognitive Learners

➤ Intentionally and Transparently teach students about metacognition

- Kathleen's lesson, your own dazzling plan

➤ Build in questioning and metacognitive protocols in content instruction

- Intentional and Transparent
- Model and Scaffold, Practice, Practice, Practice

➤ **Make Thinking Visible**

- Anchor Charts, Logs, Think Alouds

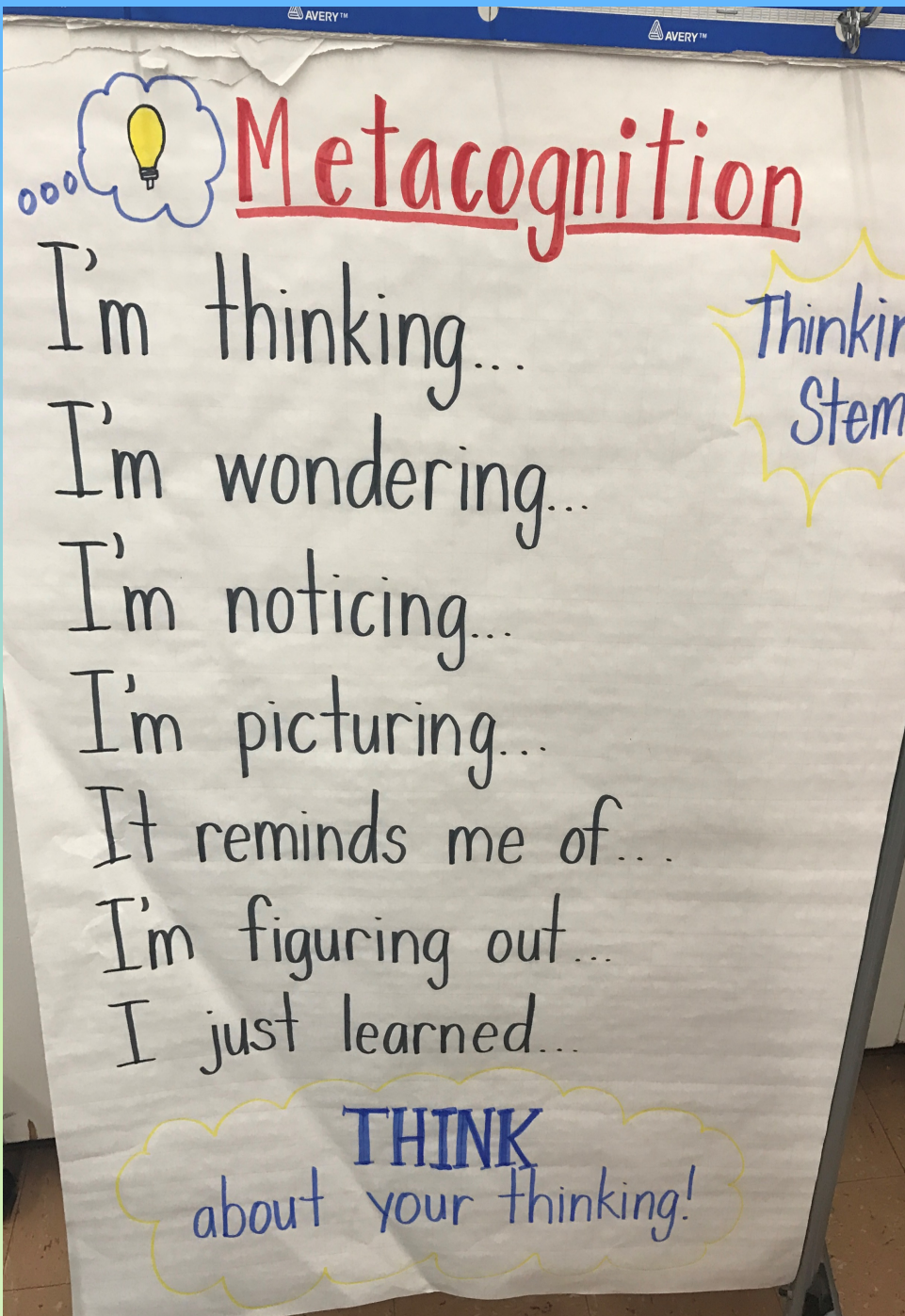
➤ **Self-Assess/Self Reflect**

- Self-Assessment IS metacognition!

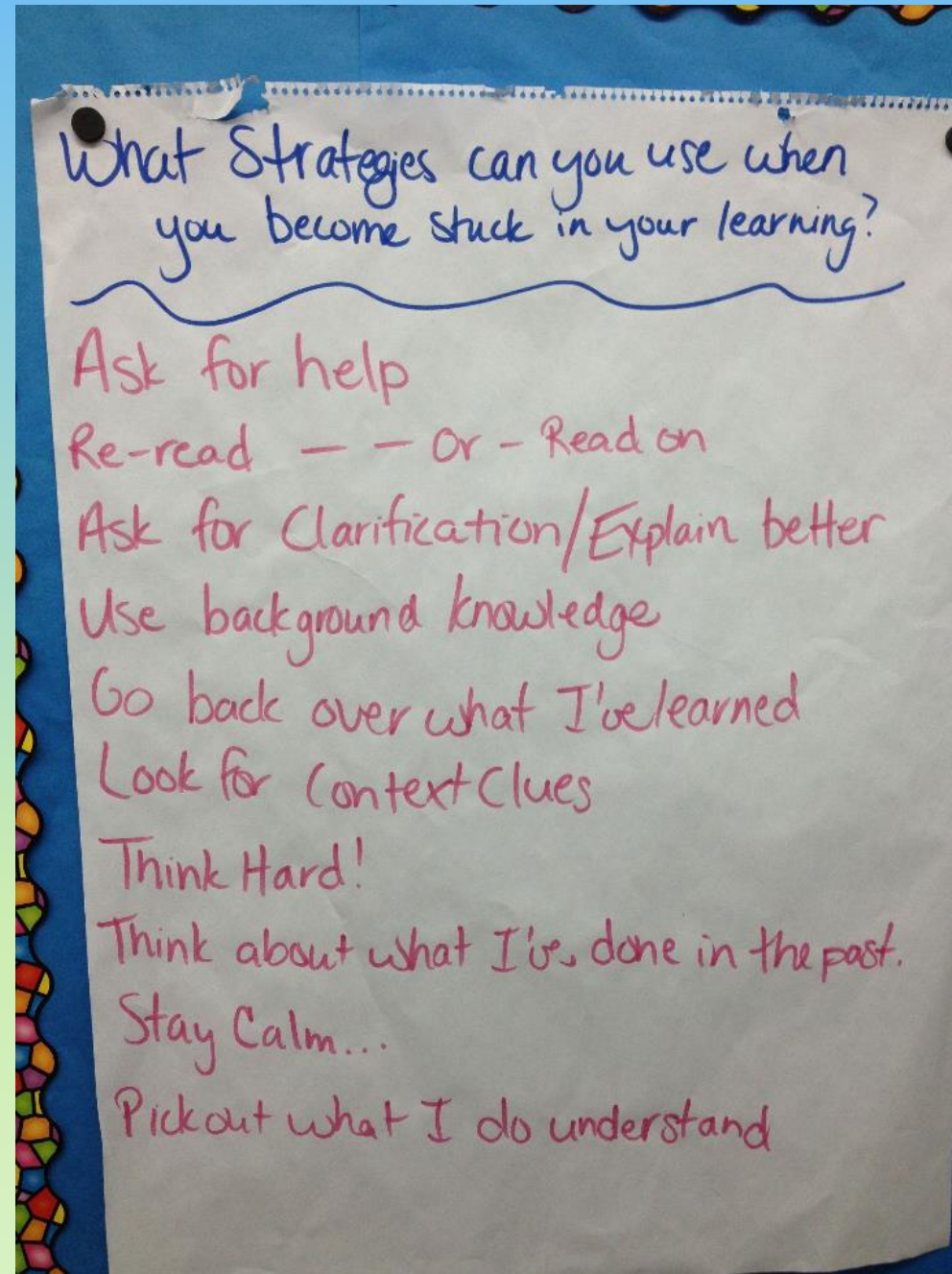
THINK SMART

Become Meta-Strategic





Skill Set Anchor Chart: Making Thinking Visible



Math Think Alouds

SIGNS: A Strategy for Solving Word Problems

Survey the question

Identify key words and labels

Graphically draw the problem

Note operation(s) needed

Solve and check problem

Developed by Watanabe, 1991

RUDY'S :



Rudy the Rabbit says, "You have to have a **PLAN!**"

Read the question (Carefully)

Underline Important Words

Draw the problem

You choose the math action needed

Solve and check your answer

Developed by Kathleen Kryza, 2005

Developing Metacognitive Learners

➤ Intentionally and Transparently teach students about metacognition

- Kathleen's lesson, your own dazzling plan

➤ Build in questioning and metacognitive protocols in content instruction

- Intentional and Transparent
- Model and Scaffold, Practice, Practice, Practice

➤ Make Thinking Visible

- Anchor Charts, Logs, Think Alouds

➤ Self-Assess/Self Reflect

- Self-Assessment IS metacognition!



Three Finger Self-Assessment

How much do you have students involved in self-assessing in your classroom?



We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, then we've missed the whole point of what education is about.

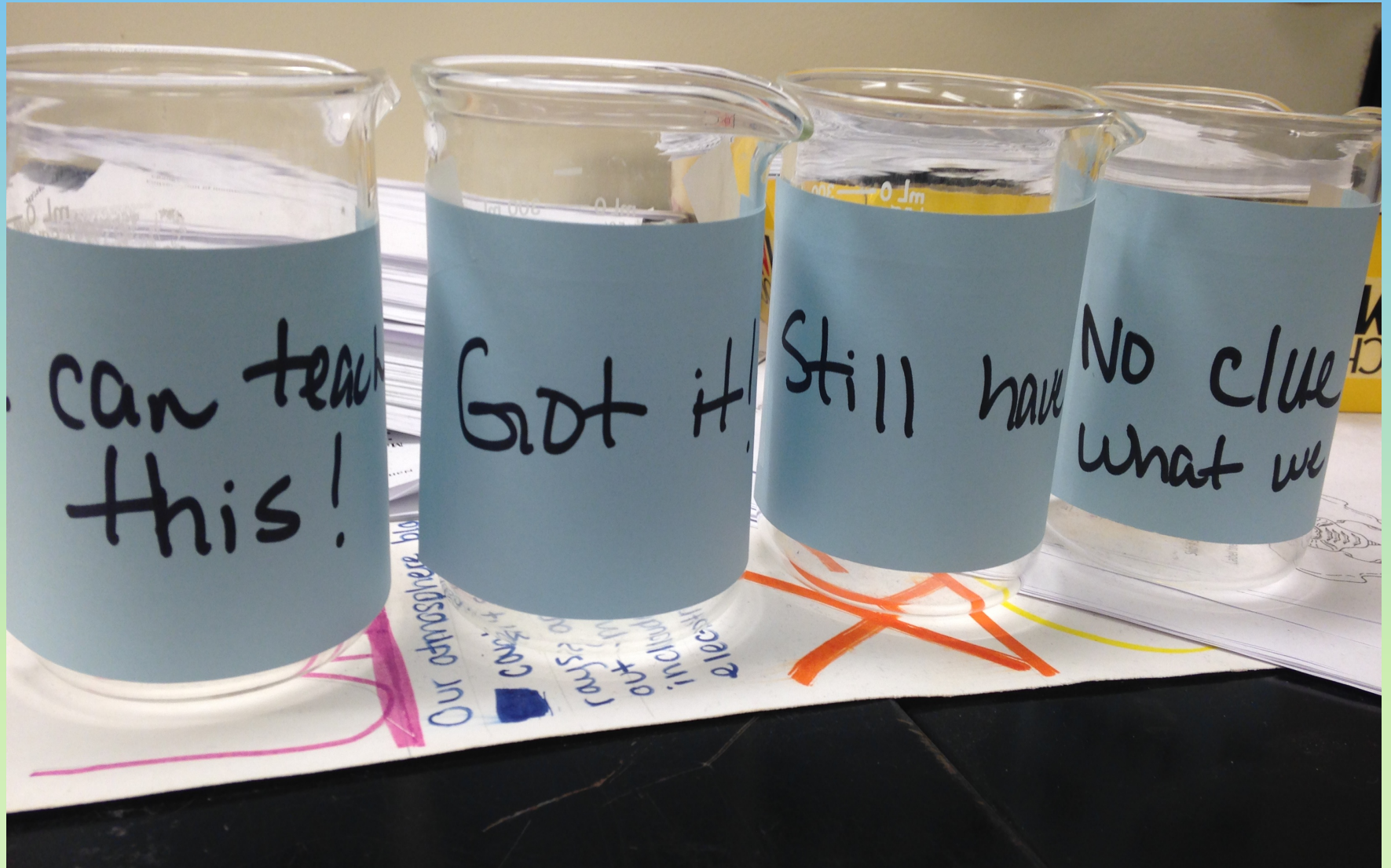
-- Costa and Kallick, 1992

Your brain can grow bigger.



I'm thing about my thing

Name Sticks Placed in Jars



STUDENT CHOICE VERIFICATION FORM

Non-Completion of Assignment

I, _____, have chosen not to participate in the following classroom **CHEW** activity:

Due Date: _____.

I understand that by making a **fixed mindset** choice, I will not be engaged in the learning process and thereby will not be building neural connections that can improve my learning.

I understand that by making this choice I may be less prepared to handle the rigors of our competitive society.

I understand that by choosing not to do this **CHEW** activity I may be less likely to succeed in this course and in life.

In signing this document, I acknowledge that I understand the consequences of choosing not to participate.

Student Signature: _____

Date: _____

never give
up!



part of brain
where you think

Student Reflection Rubric

- What was your mindset today?
 - Is that working for you?
- What did you do to prepare for learning today?
- During the learning process, did you stop and THINK SMART?
 - What resources do you have available?
- What would you need to do differently next time?

You Try It:

Create a Student Reflection Rubric

- What questions could you ask students to have them self-reflect on something academic or social emotional?



Success.

**It's not Magic,
It's
Metacognition!**

Think **SMART =
Success!**

Dennis, 16, On Metacognition

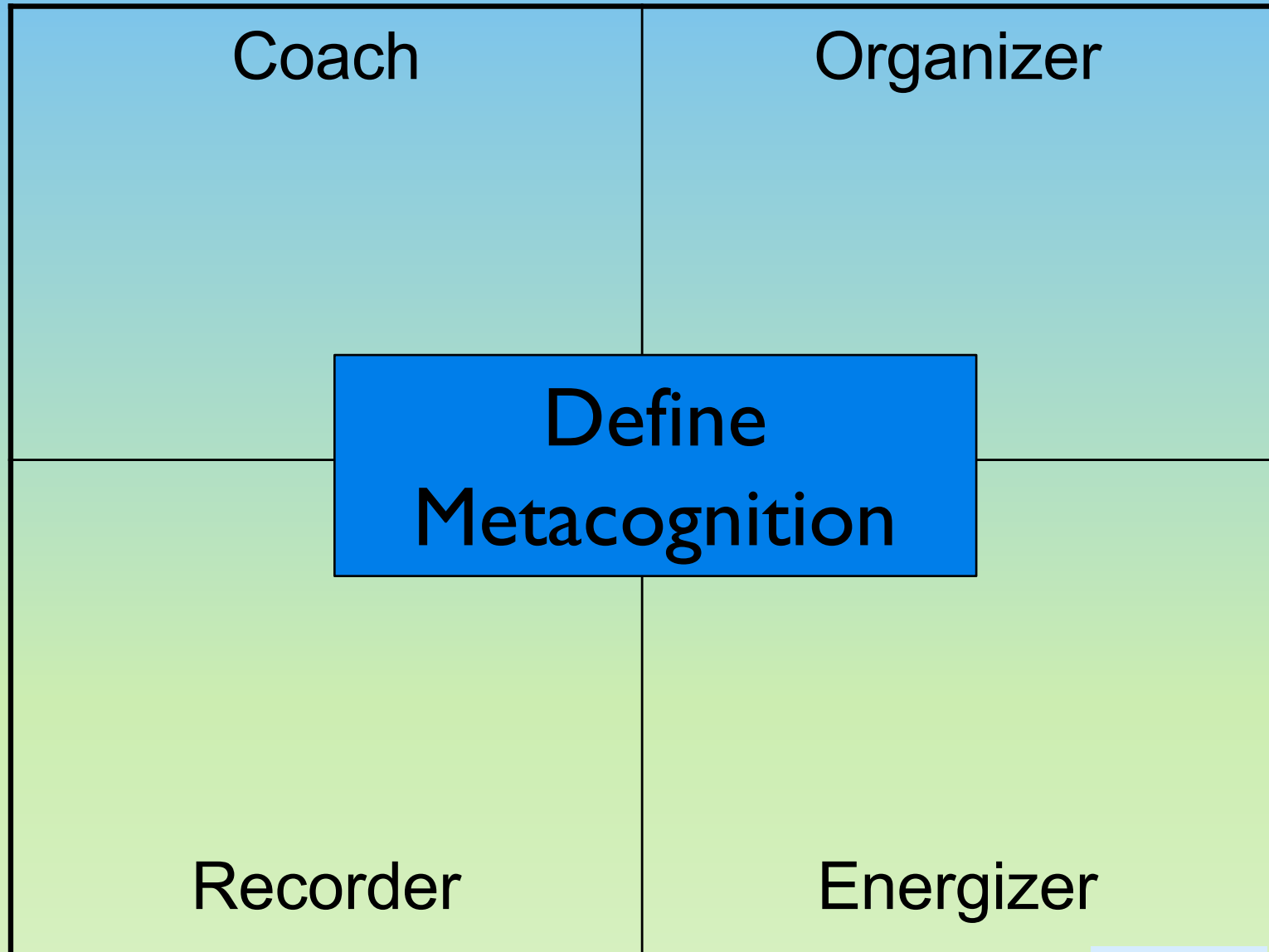
- What's metacognition?
- It's the recognition,
- Of how my brain works,
- Understanding my learning quirks.
- It means I've got to have a plan
- And more important, think, "I can!"
- Before, during, after, that's the trick
- Metacognition means that learning sticks.
- When I have a plan, I'm a stronger reader
- This can help me become a real leader!
- So I'll practice my skills each and every day.
- Metacognition will take me all the way!

Mountain View High School

After PASS

- My teachers taught me things not only about the subject they teach but something I can hold on to when I leave this place. For example, thinking about my thinking, having a growth mindset, working my memory and so on. They have taught me how to avoid distraction and complete a task.
- I am a mother. Now, when I am scared and don't know what to do about my baby, I see that I need to have a growth mindset, and ask for help.

Placemat Summaries



Student Centered and Thinking Smart

- You could read the Essentials book to learn what you learned, but why do you want to learn with Jack?
- Relevance is an important part of the formula

Why Clear and Meaningful Targets?

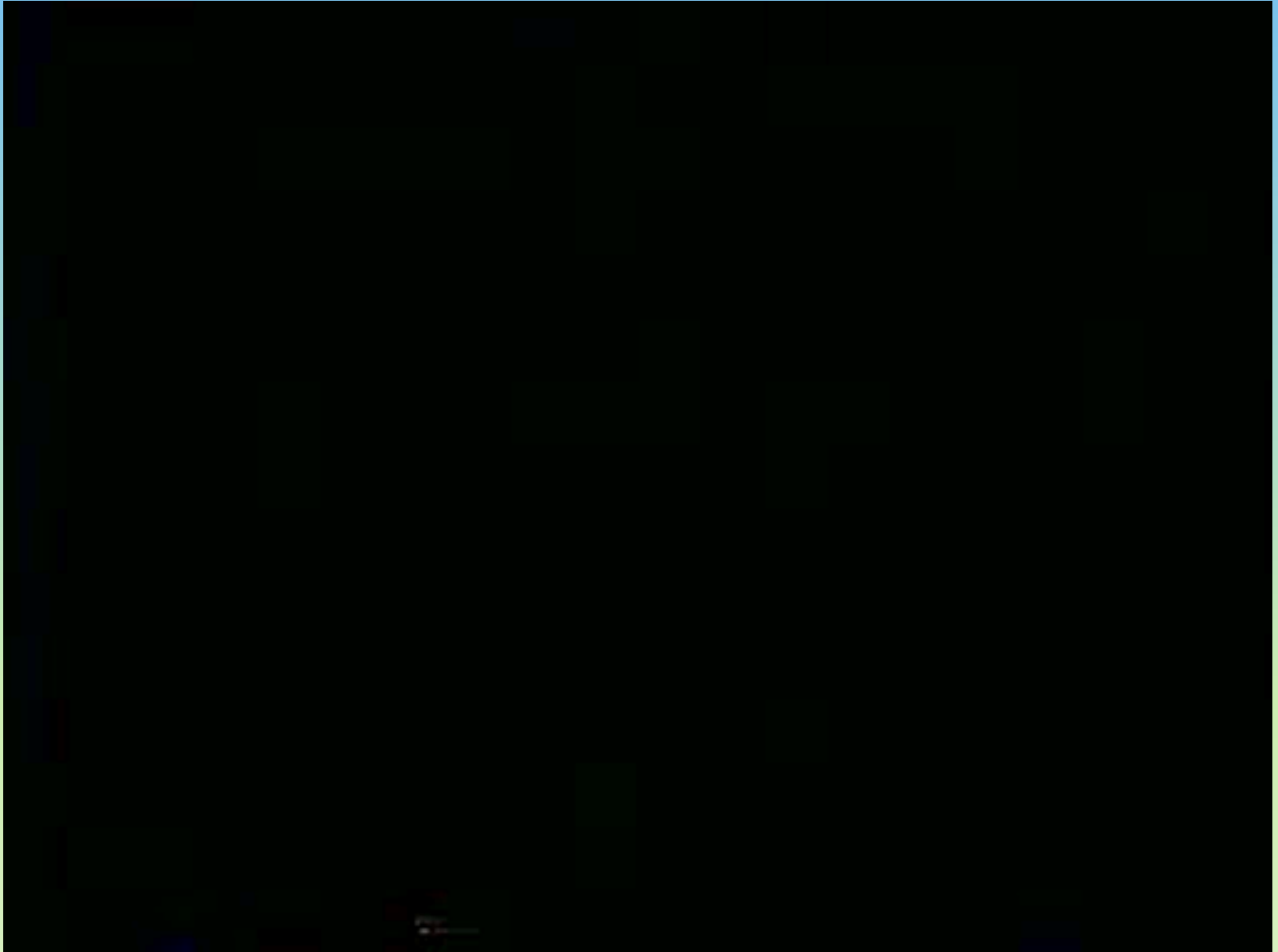
By high school, as many as 40-60 percent of all students -- urban, suburban and rural -- are chronically disengaged from school.

-- Klem and Connell, 2004



Pedagogy Disabled

We Teach Kids Not Content



It's Time for a Break





&



- What are you excited about as you learn about a 21st century way to measure intelligence?
- What questions do you have?

WALK AND TALK: Movement and Talk helps cement learning



www.kathleenkryza.com
conclusions

New Understandings, New Teaching

We are at an exciting and challenging crossroads in education. Scientist, especially neuro-imaging, is giving us real-time visual images of how the brain learns and which teaching strategies most successfully effect the learning process.

- Judy Wills, Neurologist and Teacher

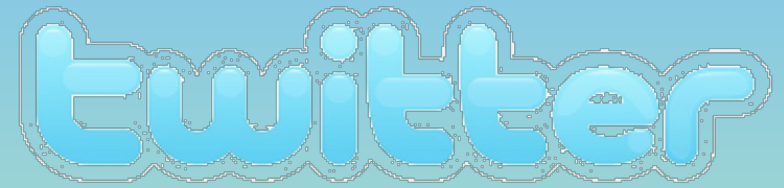


When You're Feeling Fixed Mindset, Watch This...



Stay Connected...www.kathleenkryza.com

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 - **Newsletter**
 - **Free Resources**
 - **You Tube Channel**
- **Come to Your School**
- **Facebook: Kathleen's Infinite Horizons**
- **Twitter**
@kathleenkryza



Edu-Venture

In Belize

differentiation, experience it to embrace it!



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Teaching from a Neurocognitive Perspective

Using Mindsets and Metacognition for Student Success

July 9-13, 2018
Santa Barbara, CA



THINK SMART: USING MINDSETS AND METACOGNITION FOR STUDENT SUCCESS

JULY 9-13

On the campus of UCSB, Santa Barbara, CA

Workshop Leaders: Kathleen M. Kryza, MA, Master Teacher, International Educational Consultant/Coach; and Jack A. Naglieri, PhD, Research Professor, [University of Virginia](#); Senior Research Scientist, Devereux Center for Resilient Children

[conclusions](#)

Winning Formula for Success!

Mindsets

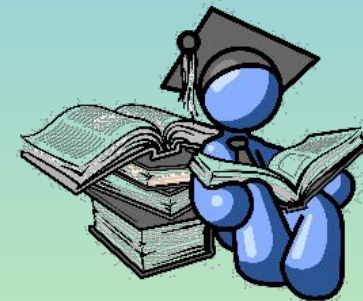
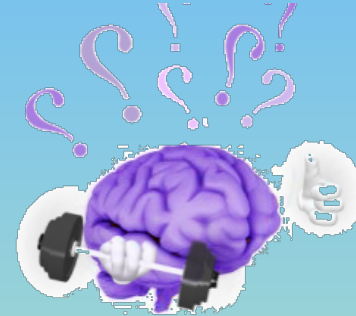
+

Skill Sets*

= RESULTS!

***Times Relevance!**

(MS + SS)R = Results



Teaching is a serving

... makes the

T

Changing
Today's Classrooms
Culturally,
Academically,
& **Emotionally**



Create

Transformative
Teaching

Kathleen
Kryza

MaryAnn
Brittingham

Alicia
Duncan

...clusions

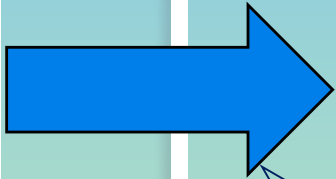
Six Learning Foundations that Work for ALL Learners

- Safe Environment
- Routines and Procedures
- Growth Mindsets
- Student Talk
- Student and Teacher Self Reflection
- Mindfulness



Here's Where We're Going Today

- Introduction
- A New Way
- Planning
- Attention
- Successive
- Simultaneous
- Conclusions



Afternoon Objectives

- Review parts of PASS on your graphic organizer
- Look over case Studies and Scores
- Do the Intervention Protocol with your core group
- Additional Strategies from Kathleen



ADD **PLANNING**: Big Picture of PASS

PASS

Subheadings:

Planning:

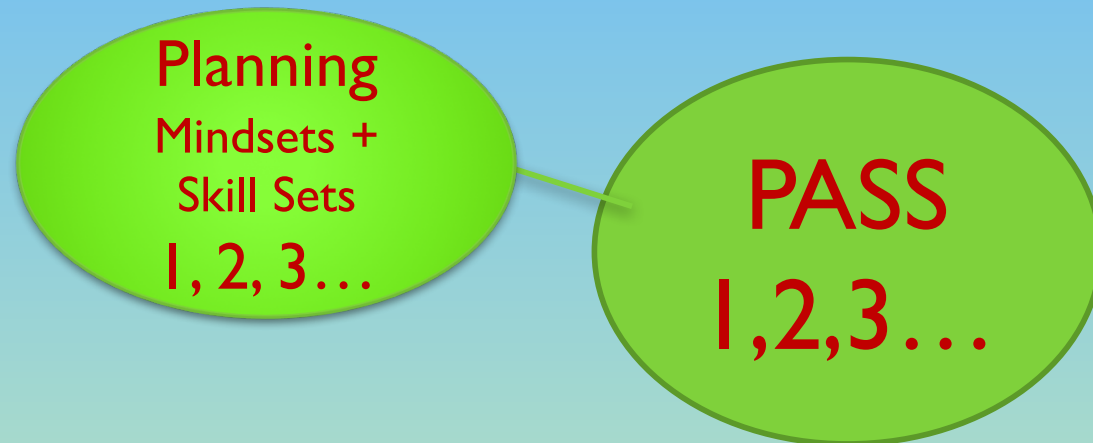
Mindsets

Skill Sets

Attention

Successive

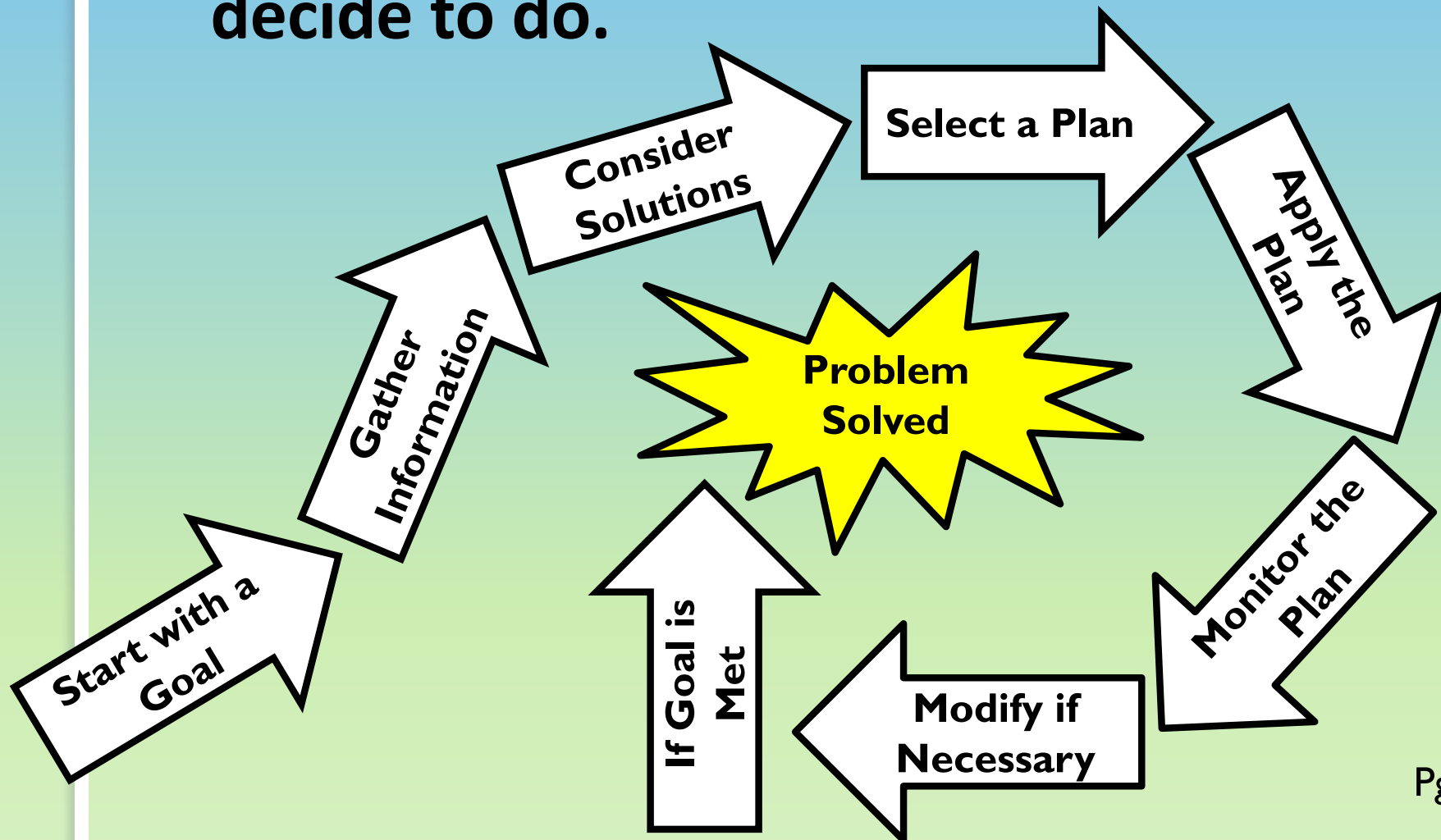
Simultaneous



*You will write/draw at least **THREE facts** that capture the **BIG PICTURE** of each part of **PASS** on your graphic organizer.*

PASS Abilities: Planning

- Planning Ability is: *how you do what you decide to do.*



Pg. 9-10

● The Case of Anthony

Specific
Learning
Disability
and
ADHD



The Case of Anthony – ADHD?

Worksheet for Anthony

Cognitive Assessment System - 2			Difference from PASS Mean of:	Significantly Different (.05) from PASS Mean?	Strength (S) or Weakness (W)
PASS Scales	Standard Score	Percentile			
Planning	79	34			
Simultaneous	108	45			
Attention	76	4			
Successive	109	25			

Differences Between PASS Scale Standard Scores and the Student's Average PASS Score Required for Significance for the CAS2 12-Subtest EXTENDED battery **AGES 8-18 Years**.

Ages 8-18 YEARS	Cognitive Assessment System - 2		Difference from PASS Mean of:	Significantly Different (at $p < .05$) from	Strength or Weakness	
	PASS Scales	Standard Score				
			93.0			
	Planning	79	-14.0	yes		Weakness
	Simultaneous	108	15.0	yes		
	Attention	76	-17.0	yes		Weakness
	Successive	109	16.0	yes		

PASS Intervention Protocol

- Help child understand his/her PASS strengths and areas of challenges (Intentional & Transparent)
- Encourage Motivation & Persistence (Mindsets)
- Support in developing strategies for approaching tasks (Skill Sets)
 - Student/Peer or Teacher generated
 - Model and Scaffold as needed
- Encourage independence and self efficacy (Metacognition/Self Assessment)

Think and Talk in your Core Groups



&



- Use the Intervention Protocol to come up with an intervention plan for Anthony?

Kathleen's Intervention Plan for Anthony



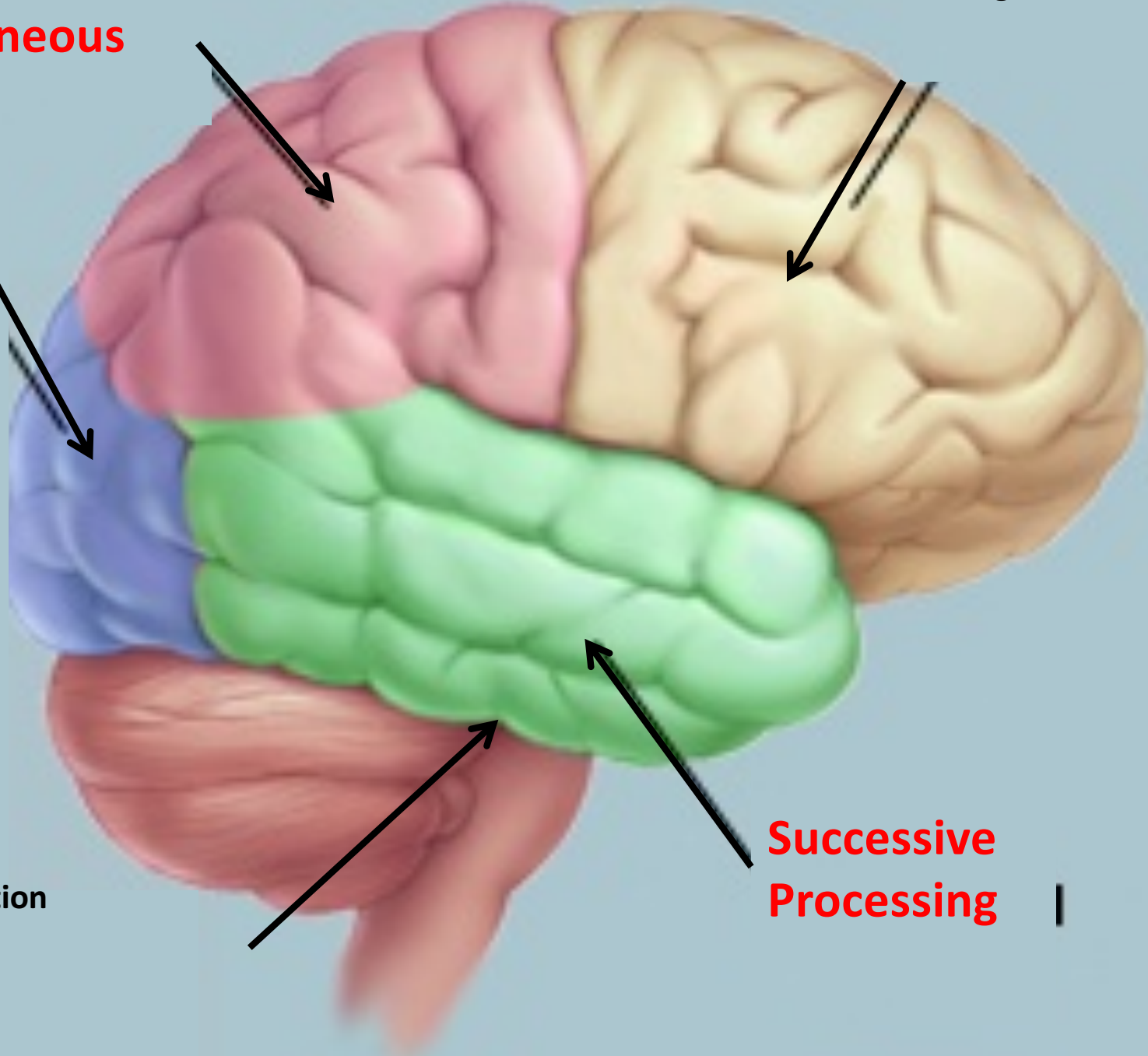
- Be Intentional and Transparent
 - Teach Anthony about his brain and his PASS strengths and challenges
- Encourage Motivation and Persistence (Mindsets)
 - Teach Anthony about Growth Mindsets.
 - Plan what he will say to himself when learning gets hard.
- Strategies to Build on His Strengths/Remediate Challenges (Skill Sets)
 - Use his Successive and Simultaneous Strengths to support his learning challenges
 - Develop strategies to remediate challenges in Planning and Attention
- Encourage independence and self-efficacy
- Have Anthony self assess regularly and note what's working and what he needs to do differently.

Simultaneous

Planning

Attention

**Successive
Processing**



Jeg kan ikke **ENNÅ!**



Jag kan inte

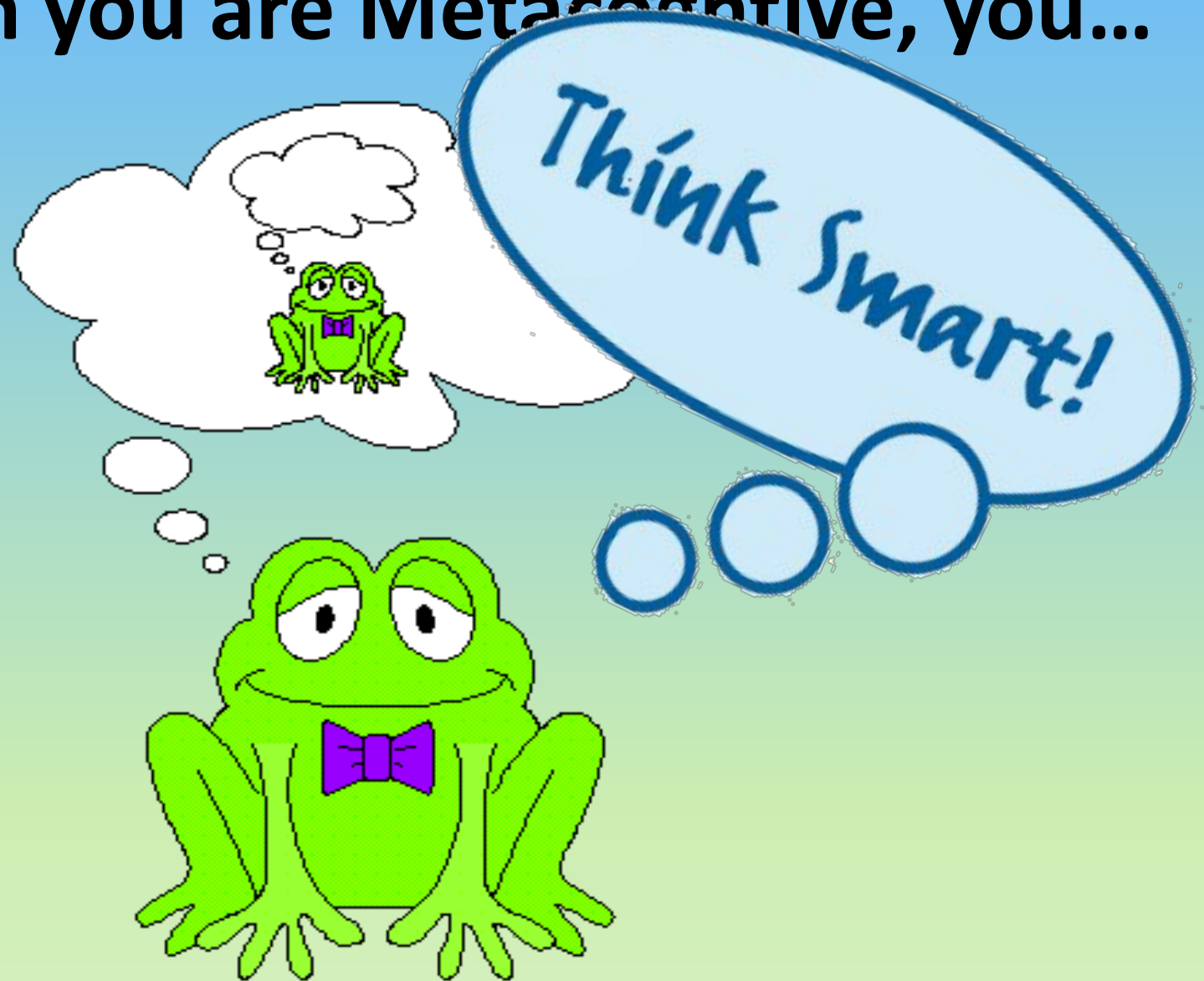
ÄNNU!



Learning to do well in school isn't magic....



When you are Metacognitive, you...



You have to Think **SMART**
And have a...



Think **SMART!**

Stop and THINK

Make a PLAN

Take **A**ction!

Revise/Reflect/Revise

Ta da! (or) Try Again

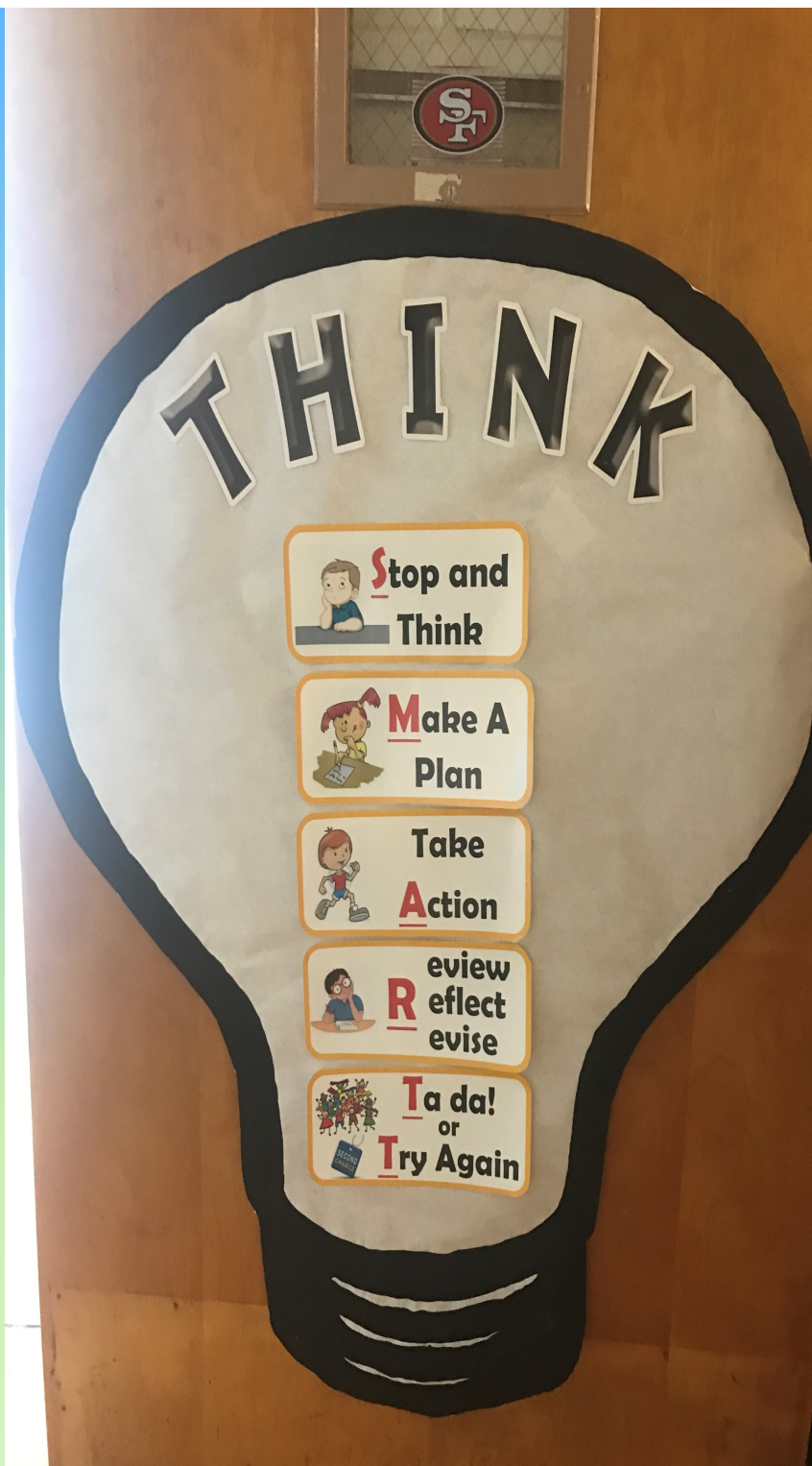


Developed by Naglieri and Kryza, 2014

Let's Try: Academic Metacognition

- I'll give you some examples and you tell me if this person is THINKING **SMART** or NOT.
- Scott tried once, but couldn't do his math homework, so he watched T.V.
- Was he THINKING **SMART**?
- Let's help Scott THINK **SMART**





Think **SMART!**

Stop and THINK

Make a PLAN

Take **A**ction!

Revise/Reflect/Revise

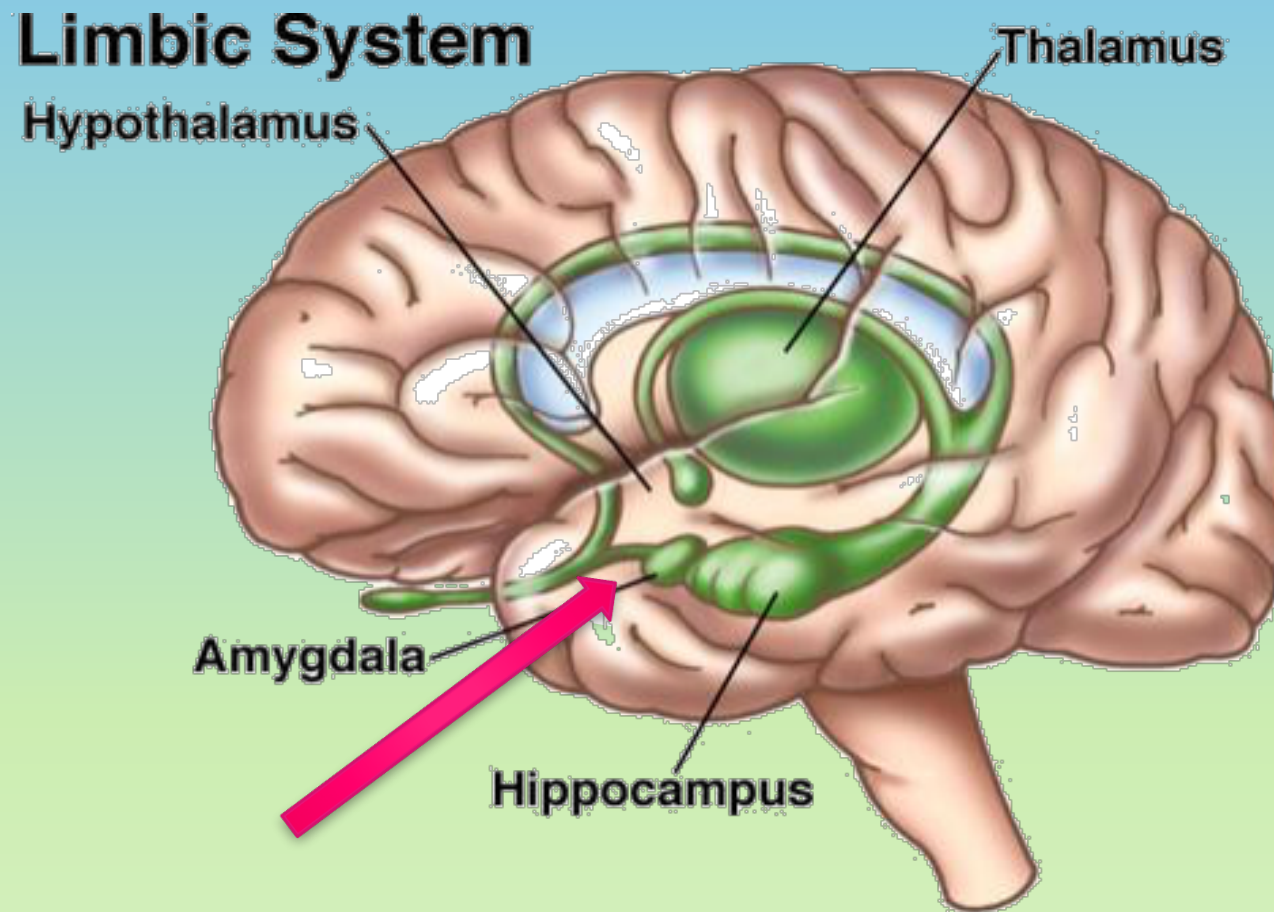
Ta da! (or) Try Again



Developed by Naglieri and Kryza, 2014

The Limbic System: Feel it!

Learning and Emotions Form Here





Take Away Message

- Social Emotional competence is the result of the interaction between the brain (EF) and in all aspects of the environment
- Children CAN BE TAUGHT good (or bad!) social emotional skills



Think Smart: Reducing Anxiety



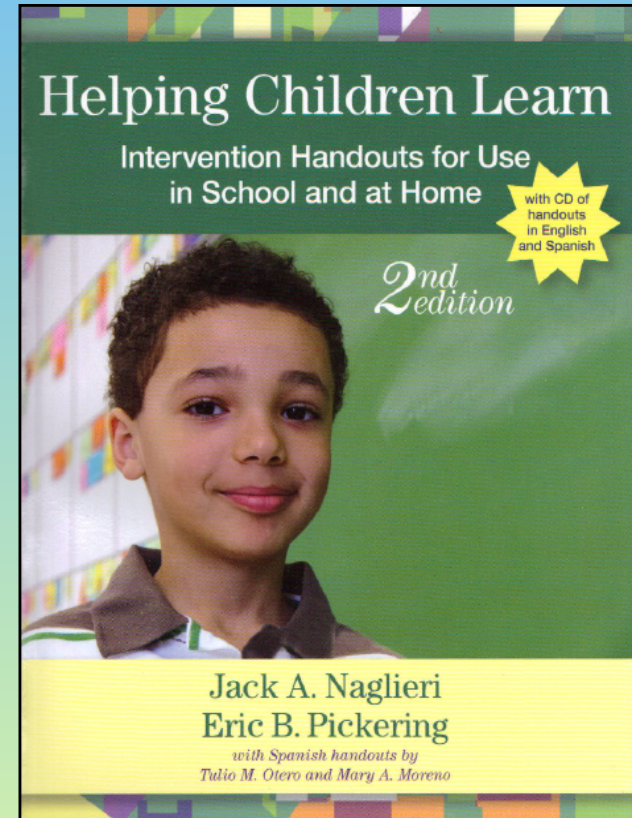
- When you're really anxious, I've noticed that you often quit working. We've talked about how you can develop ways to use your planning skills to THINK **SMART**?
- What are some things you could use to stop your amygdala from taking over and use your planning skills, your pre-frontal cortex , to help you THINK **SMART**?

Interventions

➤ Helping Children Learn
Intervention Handouts for
Use in School and at Home,
Second Edition

By Jack A. Naglieri, Ph.D., & Eric
B. Pickering, Ph.D.,

➤ Spanish handouts by Tulio
Otero, Ph.D., & Mary Moreno,
Ph.D.



Interventions for Anthony

Using Plans to Overcome Anxiety

Graphic Organizers for Connecting and Remembering Information

Remembering and relating information is a common part of learning and daily life. Students are

Segmenting Words for Reading/Decoding and Spelling

Decoding a written word requires the person to make sense out of printed letters and words and to translate letter sequences into sounds. This demands understanding the sounds that letters represent and how letters work together to make sounds. Sometimes words can be segmented into parts for easier and faster reading. The word *into* is a good example because it contains two words that a child may already know: *in* and *to*. Segmenting words can be a helpful strategy for reading as well as spelling.

How to Teach Segmenting Words

Segmenting words is an effective strategy to help students read and spell. By dividing the words into groups, students also learn about how words are constructed and how the parts are related



Anthony's Self Reflection

- What is your mindset today?
- What strategies to you have in your toolkit to help you stop and THINK SMART?
 - Use your metacognition strategy journal.
- What could you do differently next time?
- Who can you ask for support if you're feeling anxious and you need to reach out.



Here's Where We're Going Today

- Introduction
- A New Way
- Planning
- Attention
- Successive
- Simultaneous
- Conclusions



The Big Picture of PASS

PASS

Subheadings:

Planning:

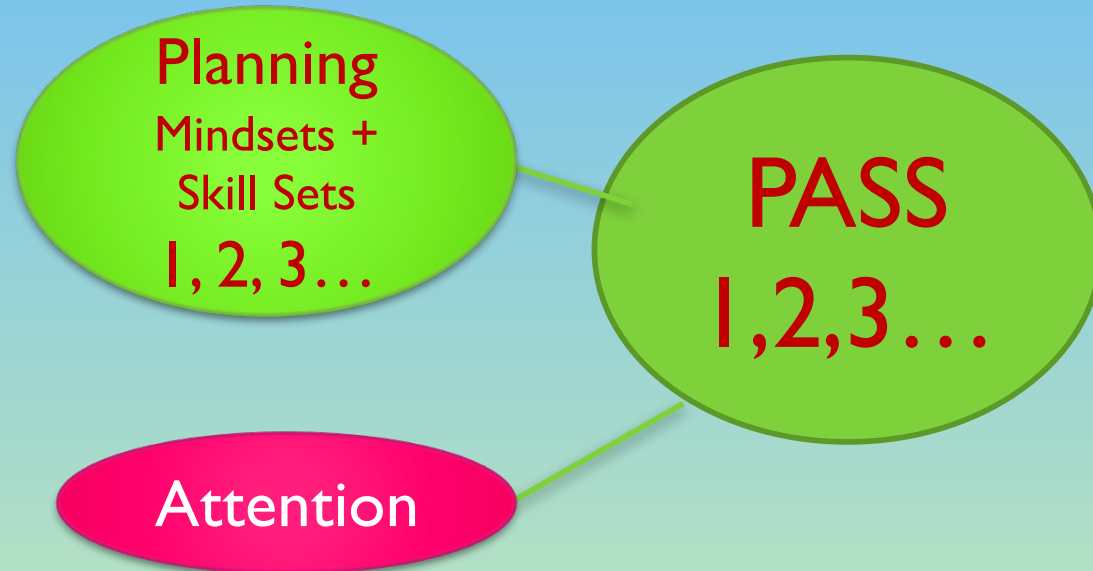
Mindsets

Skill Sets

Attention

Successive

Simultaneous



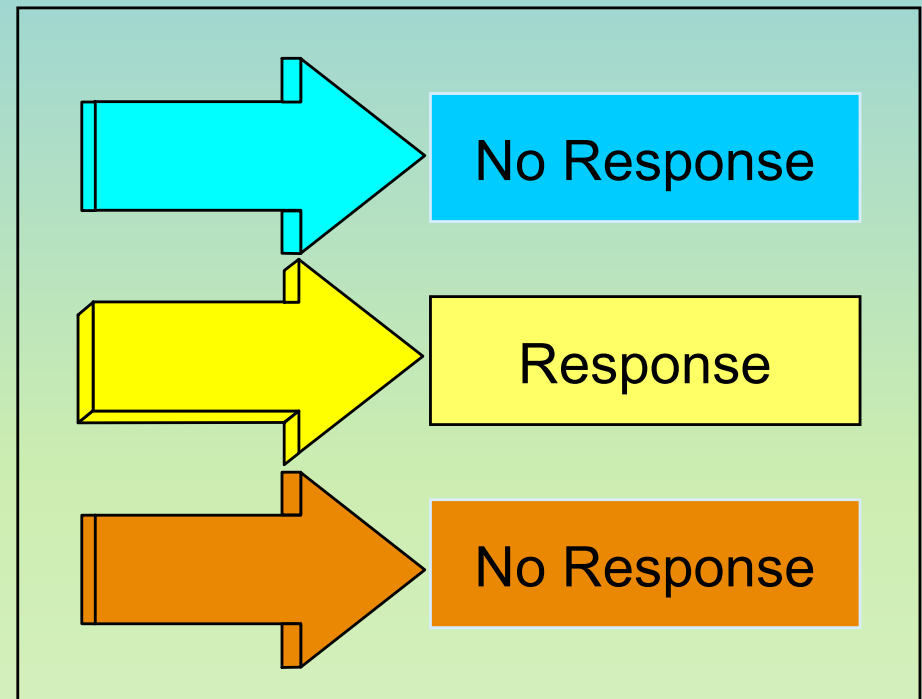
*You will write/draw at least **THREE facts** that capture the **BIG PICTURE** of each part of **PASS** on your graphic organizer.*

PASS Theory

- ▶ **Attention** is a basic psychological process we use to selectively attend to some stimuli and ignores others
 - focused cognitive activity
 - selective attention
 - resistance to distraction

RED

BLUE

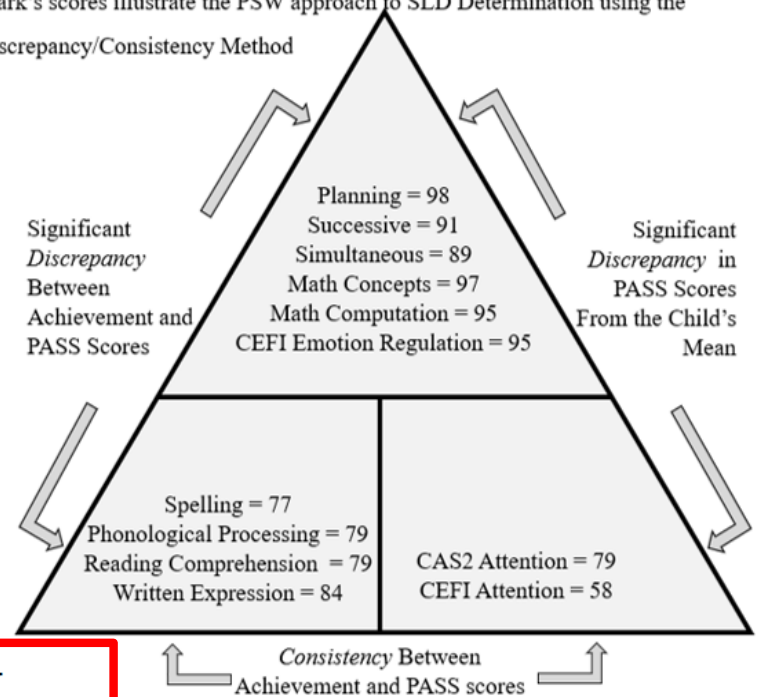


The Case of Clark

Worksheet for Clark

Cognitive Assessment System - 2			Difference from PASS Mean of:	Significantly Different (.05) from PASS Mean?	Strength (S) or Weakness (W)
PASS Scales	Standard Score	Percentile			
Planning	98	45			
Simultaneous	89	24			
Attention	79	8			
Successive	91	27			

Clark's scores illustrate the PSW approach to SLD Determination using the Discrepancy/Consistency Method



Differences Between PASS Scale Standard Scores and the Student's Average PASS Score Required for Significance for the CAS2 12-Subtest EXTENDED battery **AGES 8-18 Years**.

Cognitive Assessment System - 2		Difference from PASS Mean of:	Significantly Different (at $p < .05$) from	Strength or Weakness
PASS Scales	Standard Score			
Planning	98	8.8	no	
Simultaneous	89	-0.3	no	
Attention	79	-10.3	yes	Weakness
Successive	91	1.8	no	

AGES 8-18 YEARS

Think and Talk



&



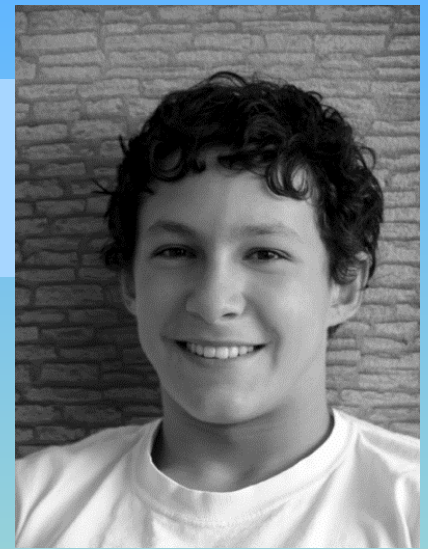
What would you recommend as possible interventions for Clark's attention challenges? (Keep in mind his strengths)

NOTE: STOP AND TALK is important because the brain retains 50% through talk.

Intervention Protocol

- Help child understand their PASS strengths and areas of challenges (**Intentional & Transparent**)
- Encourage Motivation & Persistence (**Mindsets**)
- Teach/Stress strategies for approaching tasks (**Skill Sets**)
 - Student generated
 - Model and Scaffold as needed
- Encourage independence and self efficacy (**Metacognition/Self Assessment**)

Kathleen's Intervention Plan for Clark



- Be **Intentional and Transparent**
 - Explain his PASS scores to him
- **Encourage a Growth Mindset**
- **Build on His Strengths**
 - Help him use his Planning, Simultaneous and Successive Strengths to support his learning challenges with Attention
- **Develop Effective Skill Sets** to remediate his weaker skills
 - Offer and encourage the use of metacognitive strategies that can improve his attention.
- **Self Efficacy**

Clark – Self-efficacy

Work with Clark (self-regulation) to come up with plans to help him pay attention.

- What will he do to support himself?
- What can his teachers do to support him?
- What can his parents do to support him?

Pay Attention Constructively!



Ironing Boards as Desks and Bouncy Balls For Kids
Who Need to Wiggle to Learn

Focus: Am I paying attention?

Think smart and
look at the details!

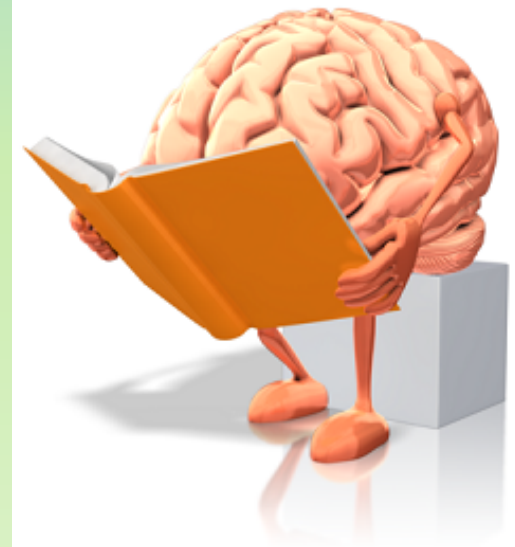


SUSTAIN: Teach About Interacting vs. Distracting Voice

- **Interacting voice:** The voice inside the reader's head that pays attention by making connections, asking questions, identifying confusions, agreeing and disagrees with ideas. This voice deepens the reader's understanding of the text.
- **Distracting voice:** The voice inside the reader's head that pulls him away from the meaning of the text. It begins a conversation with the reading but gets distracted by a connection, a question, or an idea. Soon the reader begins to think about something unrelated to the text.

Focus: Attention on the Text

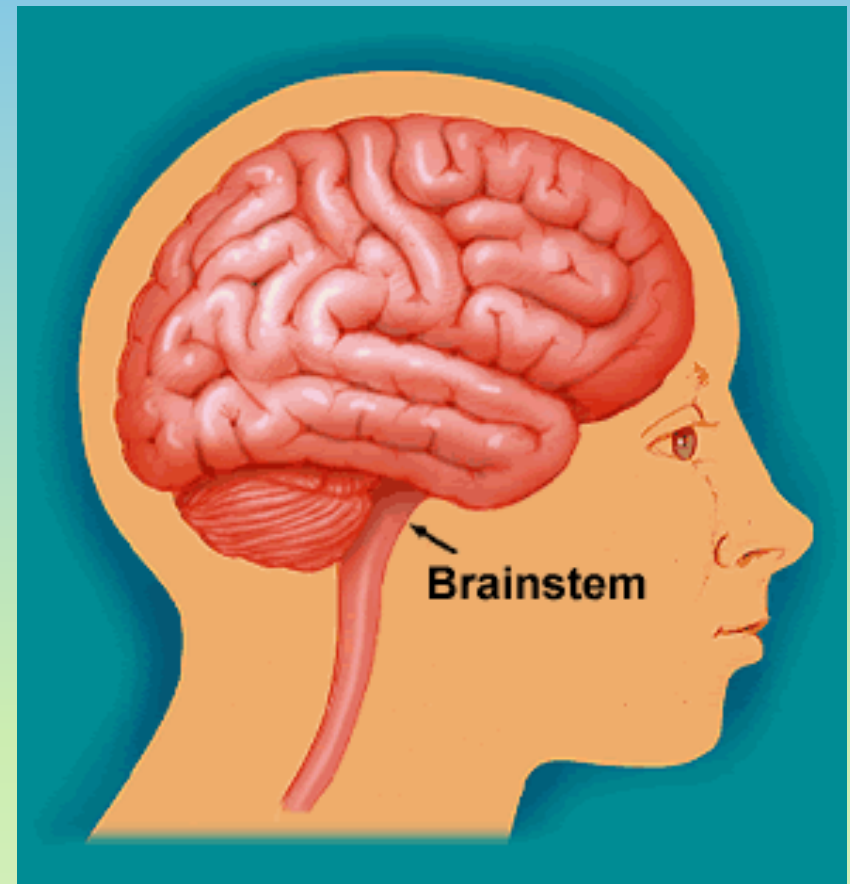
- Notice and Name (call attention to...)
 - Text Features
 - Text Structures
- Read in **Chunks**/Stop and **Chew**
 - Annotate – Text in report covers
 - Sticky notes
 - Reading logs
 - Double Entry Journals



Plan to Pay Attention

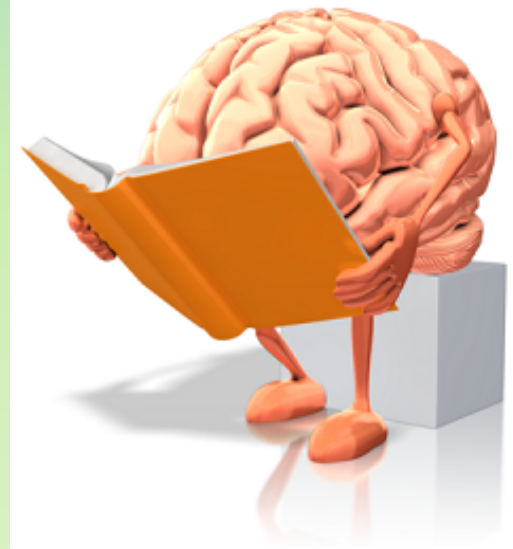
Intentionally and Transparently Teach Students...

- ***Focus*** and know what to focus on
- Learn to ***Resist*** distractions
- ***Sustain*** attention over time



Focus: Attention on the Text

- Notice and Name (call attention to...)
 - Text Features
 - Text Structures
- Read in **Chunks**/Stop and **Chew**
 - Annotate – Text in report covers
 - Sticky notes
 - Reading logs
 - Double Entry Journals



PRACTICE

SIT

FOCUS ON YOUR BREATH



How Mindfulness Helps

*Without
Mindfulness*

Stimulus



Reaction

*With
Mindfulness*

Stimulus



Mindfulness



Response

Mindfulness creates space...

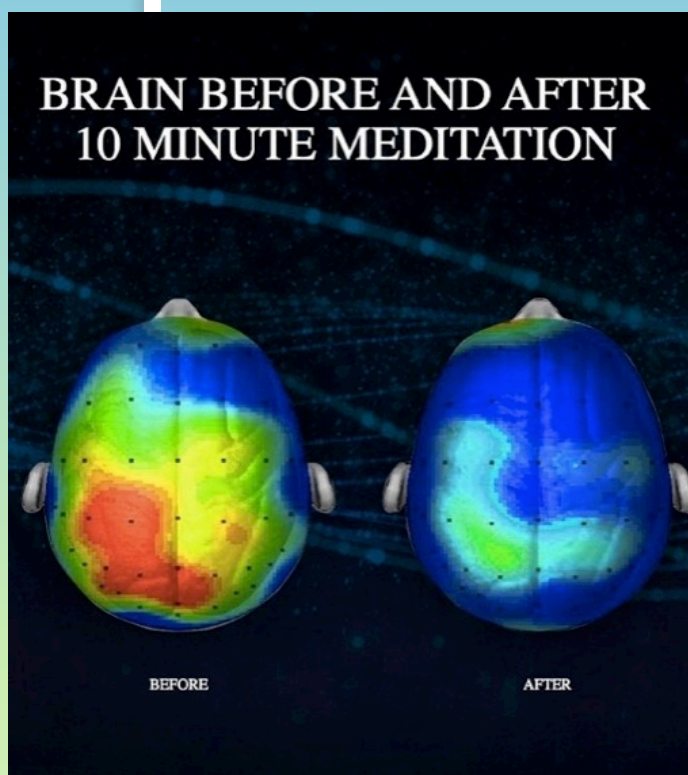
...replacing **impulsive reactions** with **thoughtful responses**.

Why Practice Mindfulness?

- Studies of mindfulness programs in schools have found that regular practice, just a few minutes a day, improves students self control and increases their classroom participation, respect for others, optimism and self acceptance levels. It can help reduce absenteeism, and suspensions as well. A mindful practice helps reduce activity in the amygdala, the brain's emotional center, responsible for fear and stress reactions. (Swartz,2014)

Attention and Mindfulness

Kathleen's Newsletter Feb. 2014



Mindfulness Matters: Free Resources Included - February 2014

You're receiving this email because you have expressed an interest in Kathleen Kryza's Infinite Horizons.

Problem viewing email? View online [version](#).

Kathleen Kryza's



InfiniteHorizons

Passionately Committed to Transforming Educators' Instructional Mindsets and Skill Sets

February, 2014

Inspiring Ideas for Teachers  Resources!

"Because the emotional centers of the brain are very connected to the thinking and learning centers of the brain, we know that people who are better able to control their emotions and moods are effective learners" (Greenberg, 2004).

Mindfulness Matters:

Mindfulness Practice Improves Academic Performance and Behavior

"Sit down, Johnny. Focus. It's time to pay attention." How many times have you heard a teacher (maybe even yourself) utter these words? It's true that in order for students to be successful in school and in life they need to be able to pay attention. But just as simply telling a student "one plus one equals two" doesn't allow him to truly understand the math problem, a command like "pay attention" doesn't help a student learn how to focus. We would never teach a student the joy of reading by handing her a book and saying - "OK, now go read." But very often we do just that with attention and focus. "Attention is like a muscle that needs to be trained. If the muscle is untrained, the mind wanders all over the place all day



[Resources](#)



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Remember to regularly check

[conclusions](#)

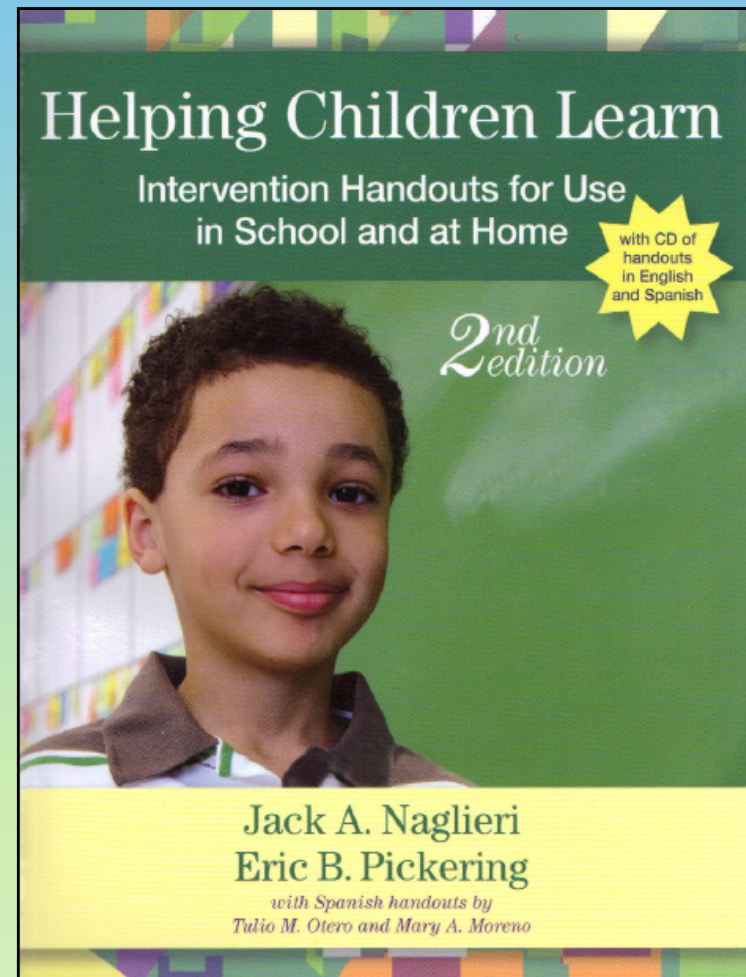
Put Your Phone's Down!

- "People can't multitask very well, and when people say they can, they're deluding themselves," said neuroscientist Earl Miller.
- "The brain is very good at deluding itself."



Helping Children Learn Resources

- Planning Facilitation
- Strategies for Learning Basic Math Facts
- Touch Math for Calculation
- Seven Step Strategy for Math Word Problems
- Chunking Strategy for Multiplication
- Other ideas?



LET'S TAKE A BRAIN BREAK or Syn-Nap



The brain needs time **to process!**

- Stretch
- **Cross Laterals**
- Walk and Talk
- Energizers
- Relaxers



A teacher is one
who makes
himself
progressively
unnecessary.

~Thomas Carruthers



Here's Where We're Going Today

- Introduction
- A New Way
- Planning
- Attention
- Successive
- Simultaneous
- Conclusions



The Big Picture of PASS

PASS

Subheadings:

Planning:

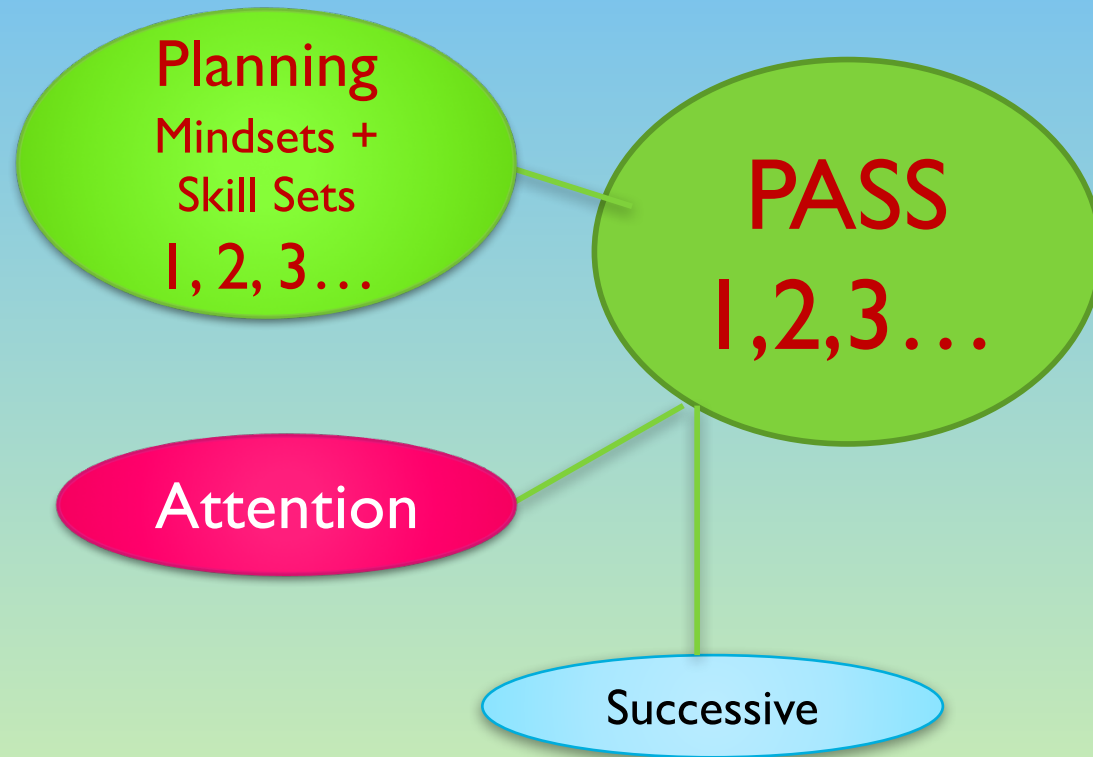
Mindsets

Skill Sets

Attention

Successive

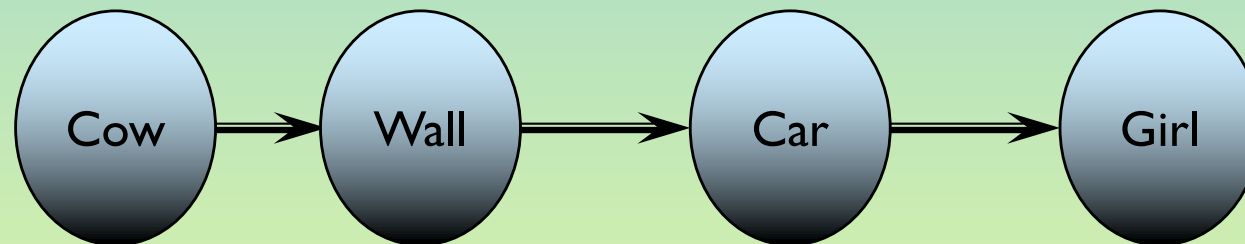
Simultaneous



*You will write/draw at least **THREE facts** that capture the **BIG PICTURE** of each part of **PASS** on your graphic organizer.*

PASS: Successive

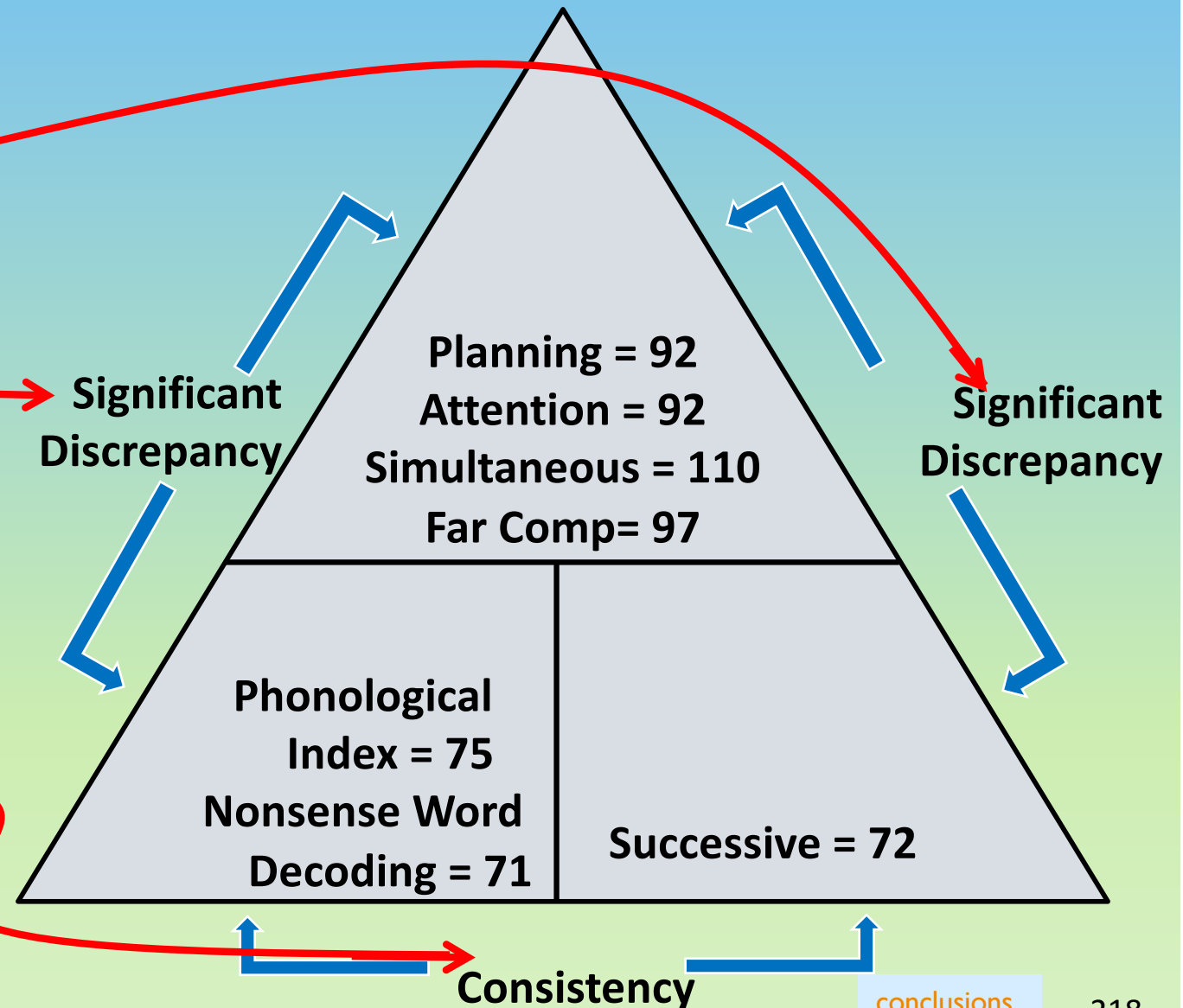
- ▶ **Successive** processing is used whenever we do something in a specific serial order
 - Anything we comprehend, speak, or do in a sequence requires successive processing



Discrepancy Consistency Method - Paul

Poor Successive + Poor Phonological = SLD in Reading Decoding

- Discrepancy between high and low processing scores
- Discrepancy between high processing and low achievement
- Consistency between low processing and low achievement



Intervention Protocol

- Help child understand their PASS strengths and areas of challenges (**Intentional & Transparent**)
- Encourage Motivation & Persistence (**Mindsets**)
- Teach/Stress strategies for approaching tasks (**Skill Sets**)
 - Student generated
 - Model and Scaffold as needed
- Encourage independence and self efficacy (**Metacognition/Self Assessment**)

Think and Talk



&



Use the PASS protocol to plan interventions for Paul's Successive Processing challenges?

NOTE: STOP AND TALK is important because the brain retains 50% through talk.

Successive Processing Strategies

- Say his number series in chunks of three
 - Clap them out, while he sees them visually in groups of three, 1, 2, 3 – 4, 5, 6, etc.
- Give directions one at a time
 - Write them where he can see them.
 - Have him repeat them
 - Remind him of things to Pay Attention to when he's reading directions

Kathleen's Intervention Plan for Paul

➤ Be **Intentional and Transparent**

- Explain his PASS scores to him

➤ **Build on His Strengths**

- Help him use his Planning, Attention, Simultaneous and Strengths to support his learning challenges with Successive Processing

➤ **Develop Effective Skill Sets** to remediate his weaker skills

- Offer and encourage the use of metacognitive strategies that can improve his Successive Processing skills.

➤ **Encourage a Growth Mindset** and Self Efficacy

Making Successive Processing Sticky

➤ **Work with Paul to find ways of remembering sequences...**

- **Spelling**

- Segmenting Words
- Clapping, Tapping, Moving Visualizing, etc. Which one works best...

- **Sentence Structure**

- Silly Sentences

- **Paragraphs and Essays**

- Graphic organizers

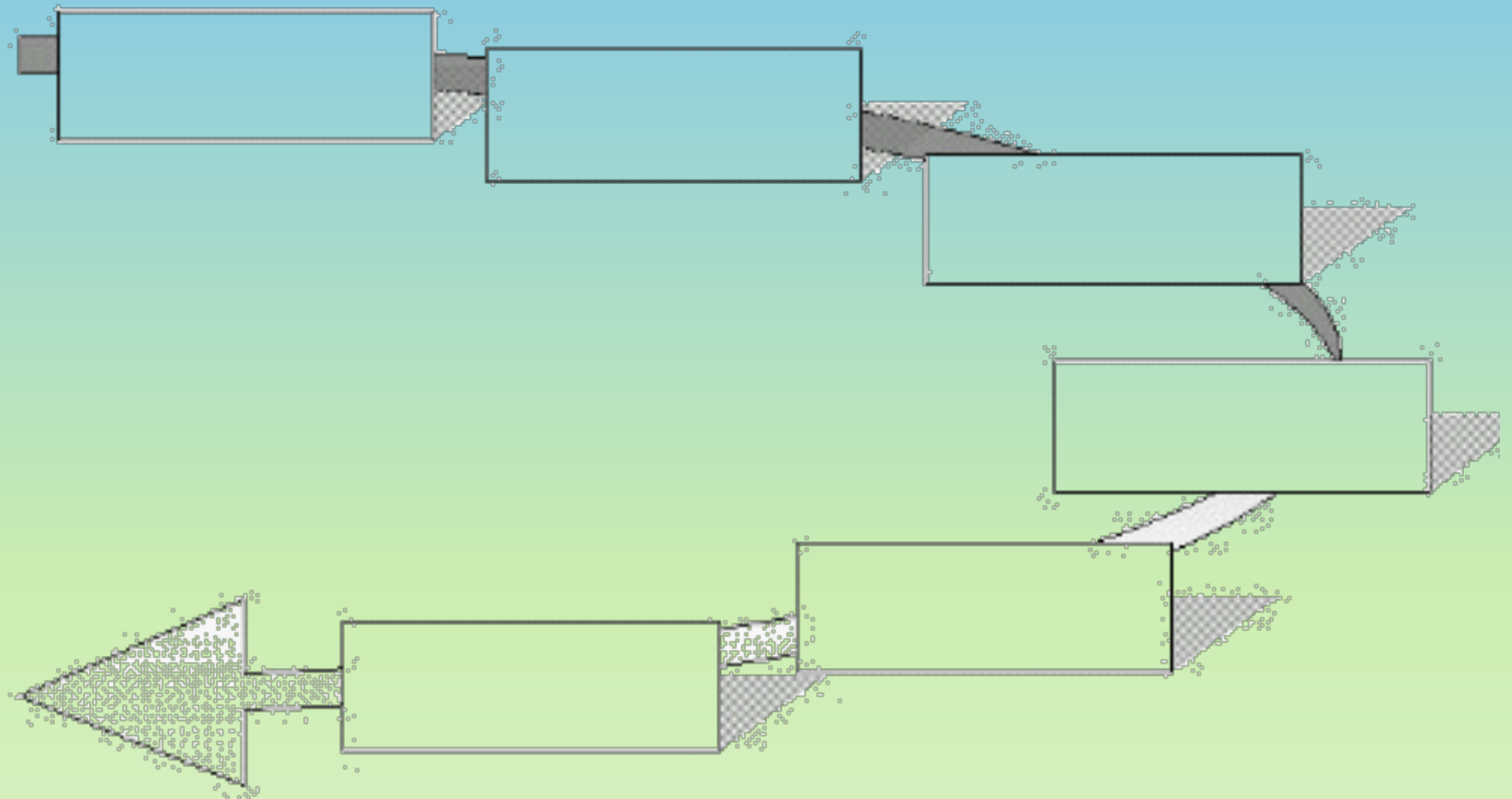
Moving Sequences

- Give kids cards sequencing
Ask them to sequence the information.
 - They can do this at their tables
 - Or each students could have a card and build the sequence.
- **What is something in your subject/grade that you could sequence?**



Sequencing Activities

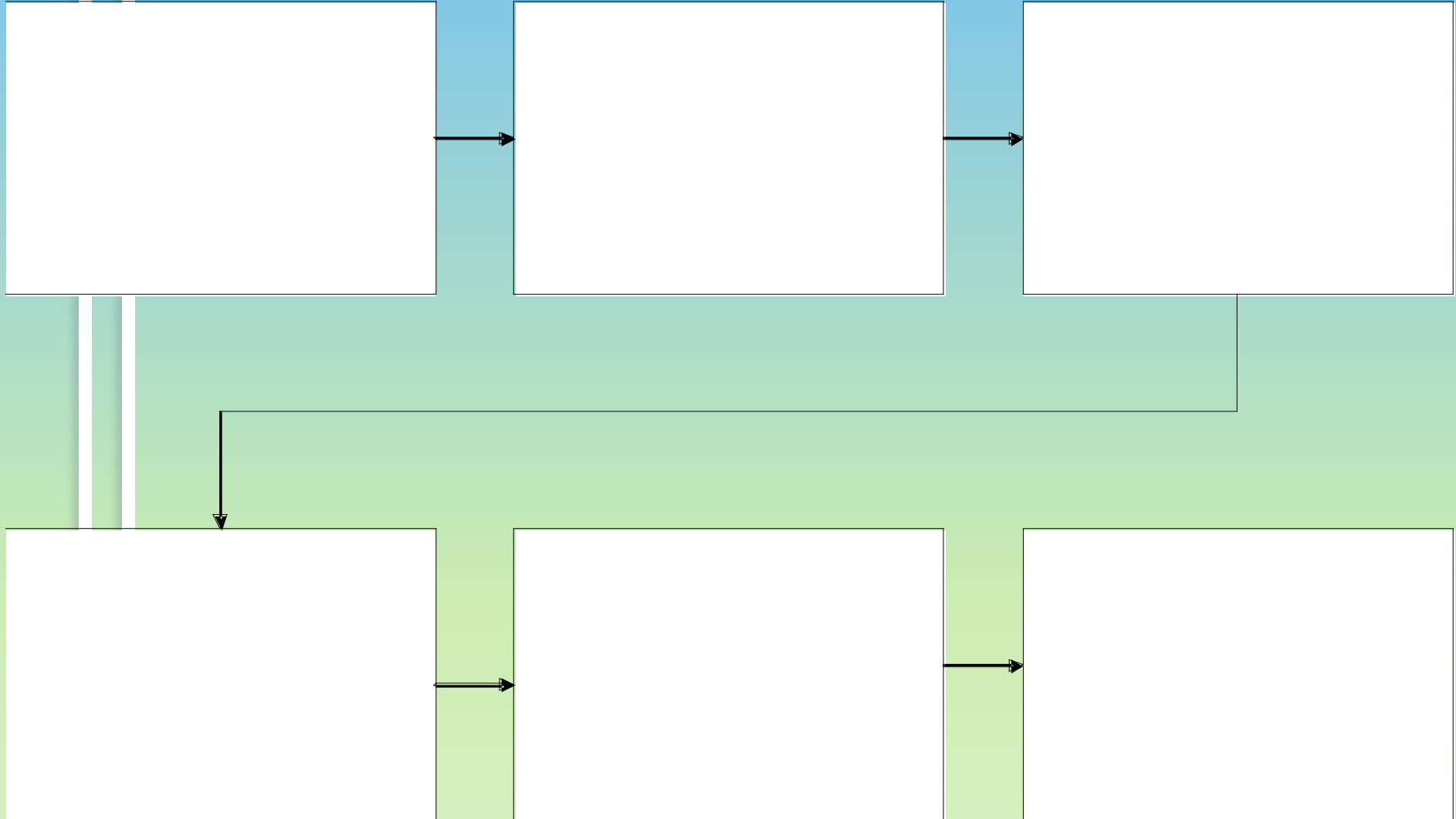
Sequential



Mapping Into Writing

- If we want students to write effective non-fiction, we need to model and scaffold how to do the type of writing we require of them.
- Mapping for writing gives students a framework for organizing their thoughts.

SEQUENCE CHAIN FOR

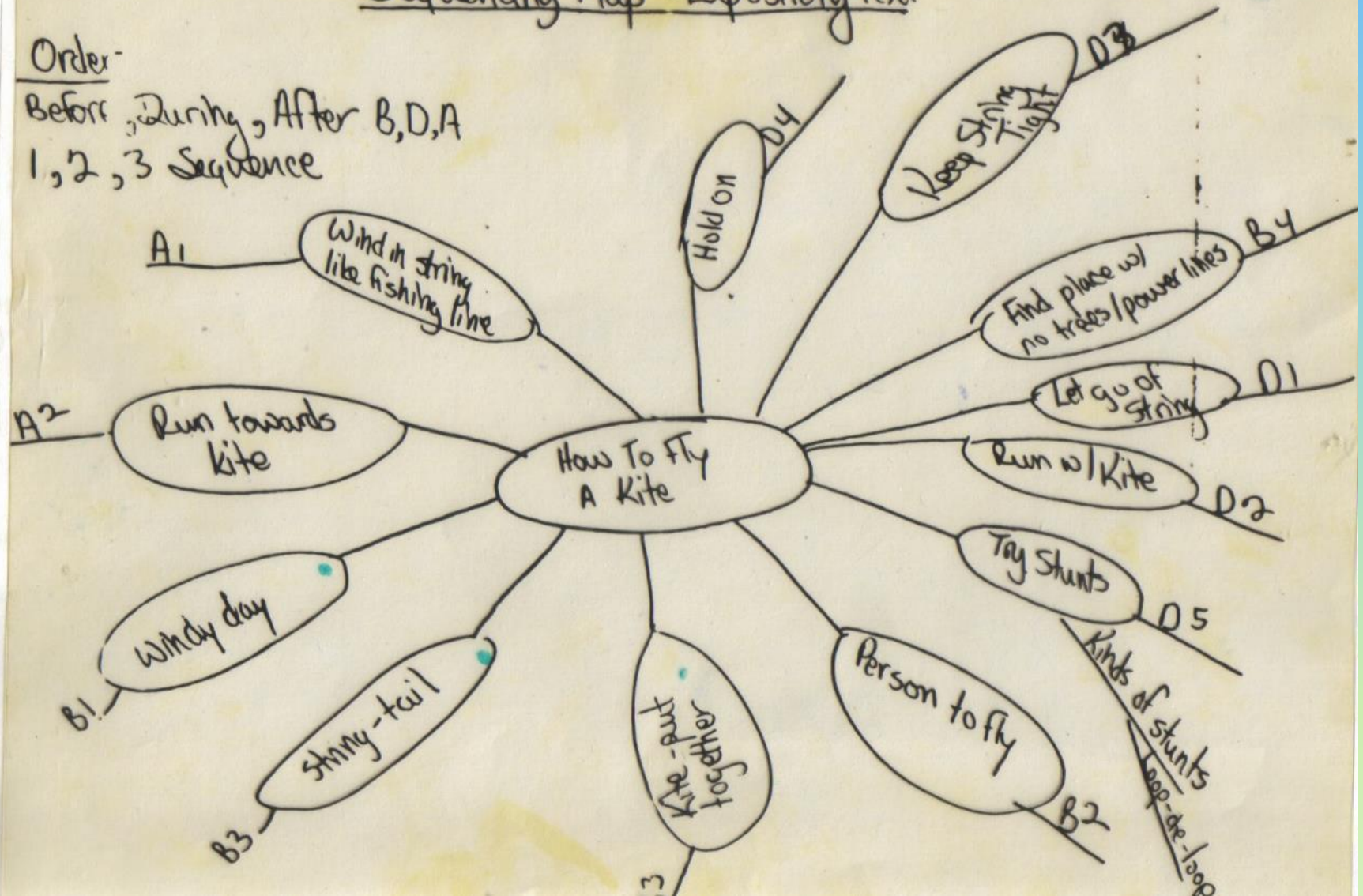


conclusions

Sequencing Map - Expository Text

Order-

Before, During, After B, D, A
1, 2, 3 Sequence



Read this and find out how to do just that. It's easy, fun and you can learn fast.

The first thing you need to do is buy a kite. Make sure it has all the parts, especially string and a roller. Once you get the kite home you need to build it and then tie the string to the bottom of it. ~~Wait~~ Wait for a windy, clear day, then call a friend to come and help. Next you go outside and find a big area with no power lines or trees. Then have your friend hold onto the kite as you hold onto the string. Next you start running until you feel the string catch the wind. When it catches the kite tell your friend to let go. Finally, you are flying the kite. Now you can do tricks like...

How to Make Mashed Potatoes

By Chase

Eating mushy mashed Potatoes is my favorite thing to do. The best thing is that they are easy to make.

First you get out the potatoes. Then you peel the skin off the potatoes and put them in a pan with water. After you are done boiling the potatoes, then drain the potatoes and put them back in the pan. Now put butter and milk on them. Then you mash the potatoes. When you are done, you serve the potatoes. Then you eat them.

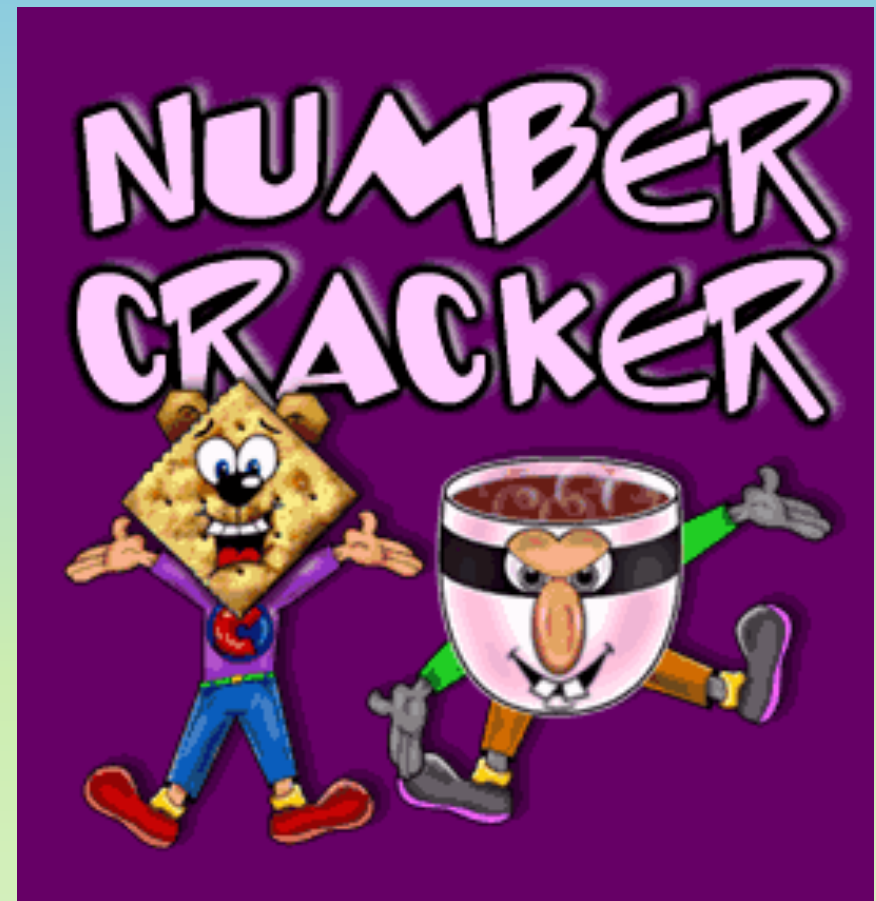
So go home and make your self some mashed potatoes. Follow the instructions I told you and they'll turn out just fine.



Math Sequencing

- Encouraging students to write out the steps for solving problems. (For example: Steps for solving addition and subtraction problems that include regrouping)
- Use a simple sheet of paper folded into four squares. Ask students to write the steps in order in the squares.

Sequencing Games



Use Digital Storytelling in the Classroom

- Load pictures from a story out of order, and then save the file as a project.
- Have students rearrange the pictures to assess them for their understanding of sequencing.



The screenshot shows the Storybird website interface. At the top, there is a teal header with the Storybird logo (a white bird icon) and the text "Storybird Collaborative storytelling". To the right of the header is a search bar with the placeholder text "Search" and a magnifying glass icon. Below the header is a navigation bar with the links "Create", "Read", and "Tour". On the right side of the navigation bar are the links "Sign in", "Sign up", and "Help". A dark banner on the right side of the header indicates the version "VERSION 0.4". The main content area features a large illustration of a girl with long brown hair, wearing a yellow dress, holding a blue rabbit. To the left of the girl is a blue book cover with the text "A Storybird Such a strange dream...". To the right of the illustration, the text reads "Storybirds are short, art-inspired stories you make to share, read, and print." Below this text is a red heart icon with a white bird inside, and the text "Storybirds, the perfect Valentine." To the right of the heart icon is the text "Read them like books, play them like games, and send them like greeting cards. They're curiously fun." At the bottom right, there is a teal button that says "Start a Storybird Now" and a link that says "or take the tour".

Storybird Collaborative storytelling

VERSION 0.4

Search

Create | Read | Tour

Sign in | Sign up | Help

Storybirds are short, art-inspired stories you make to share, read, and print.

Read them like books, play them like games, and send them like greeting cards. They're curiously fun.

Start a Storybird Now or take the tour

Here's Where We're Going Today

- Introduction
- A New Way
- Planning
- Attention
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The Big Picture of PASS

PASS

Subheadings

Planning:

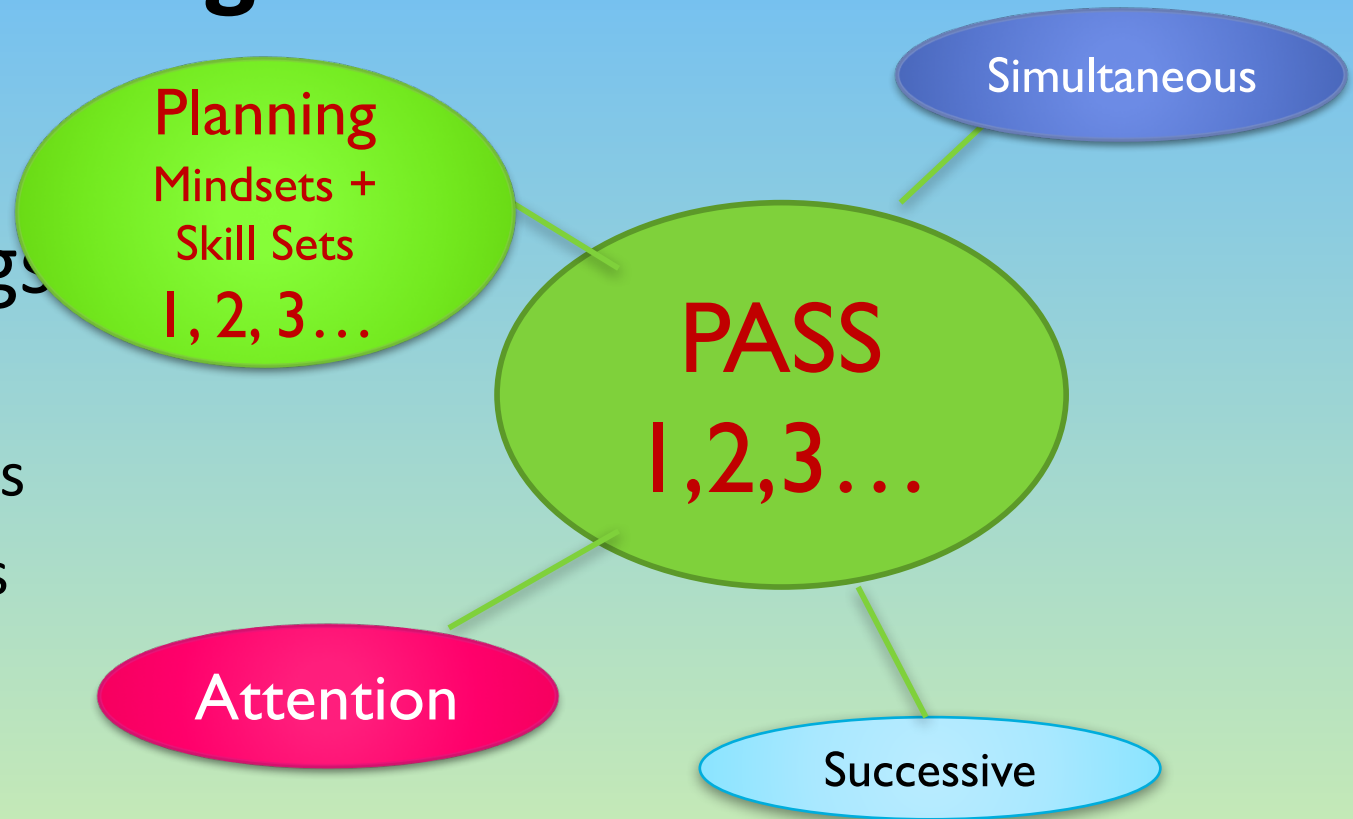
Mindsets

Skill Sets

Attention

Successive

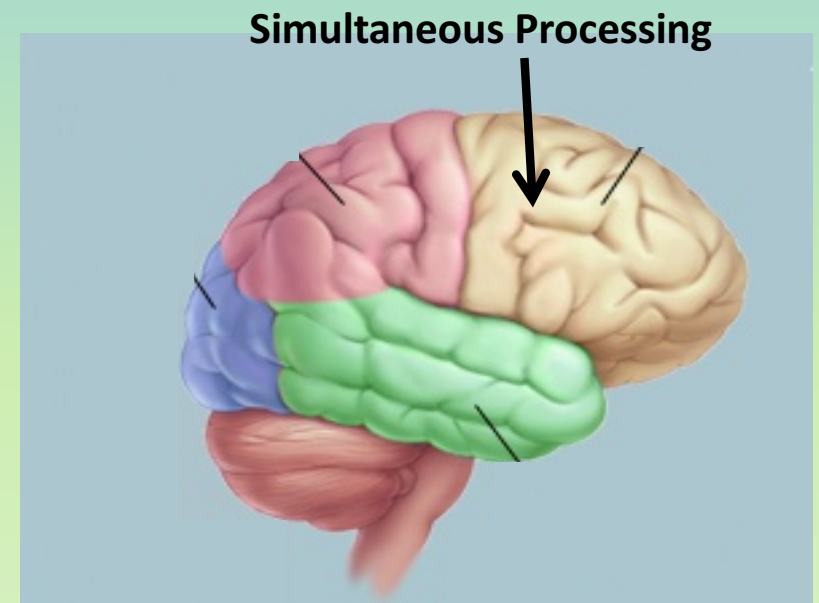
Simultaneous



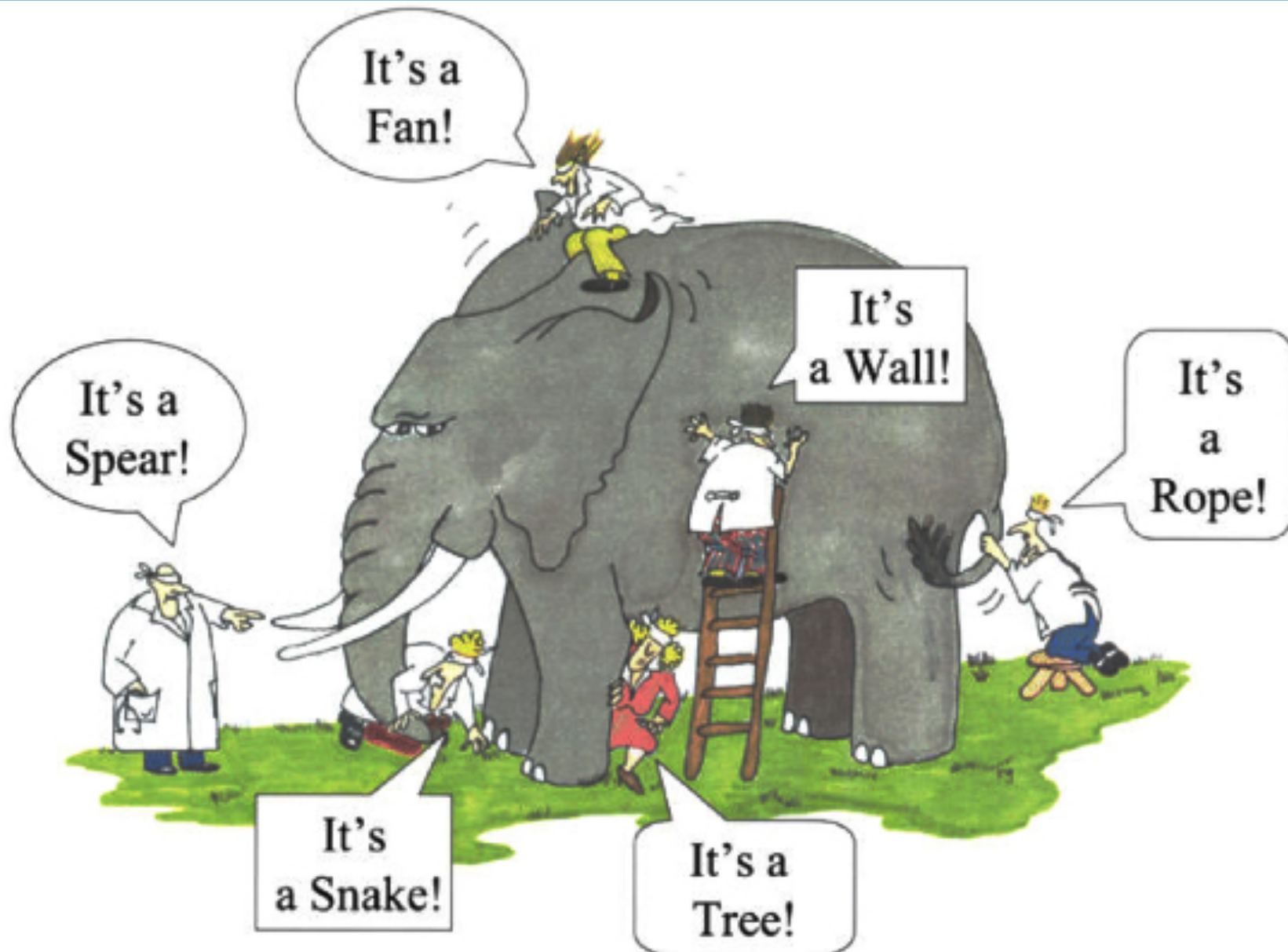
*You will write/draw at least **THREE facts** that capture the **BIG PICTURE** of each part of **PASS** on your graphic organizer.*

PASS Theory

- **Simultaneous** processing is used to integrate stimuli into groups
 - Stimuli are seen as a whole
 - Each piece must be related to the other
 - Whole language
 - Seeing word as a whole
 - Verbal concepts
 - Geometry, math word problems



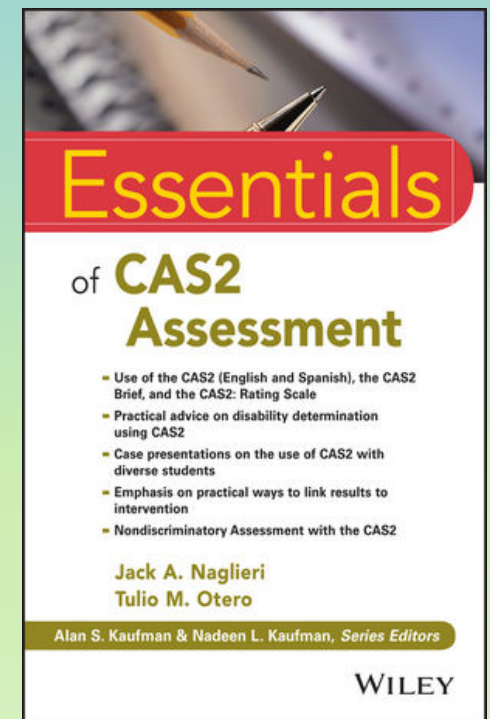
Simultaneous is seeing the Big Picture



Case of Nelson (Naglieri & Feifer, 2017, Intervention Chapter 5)

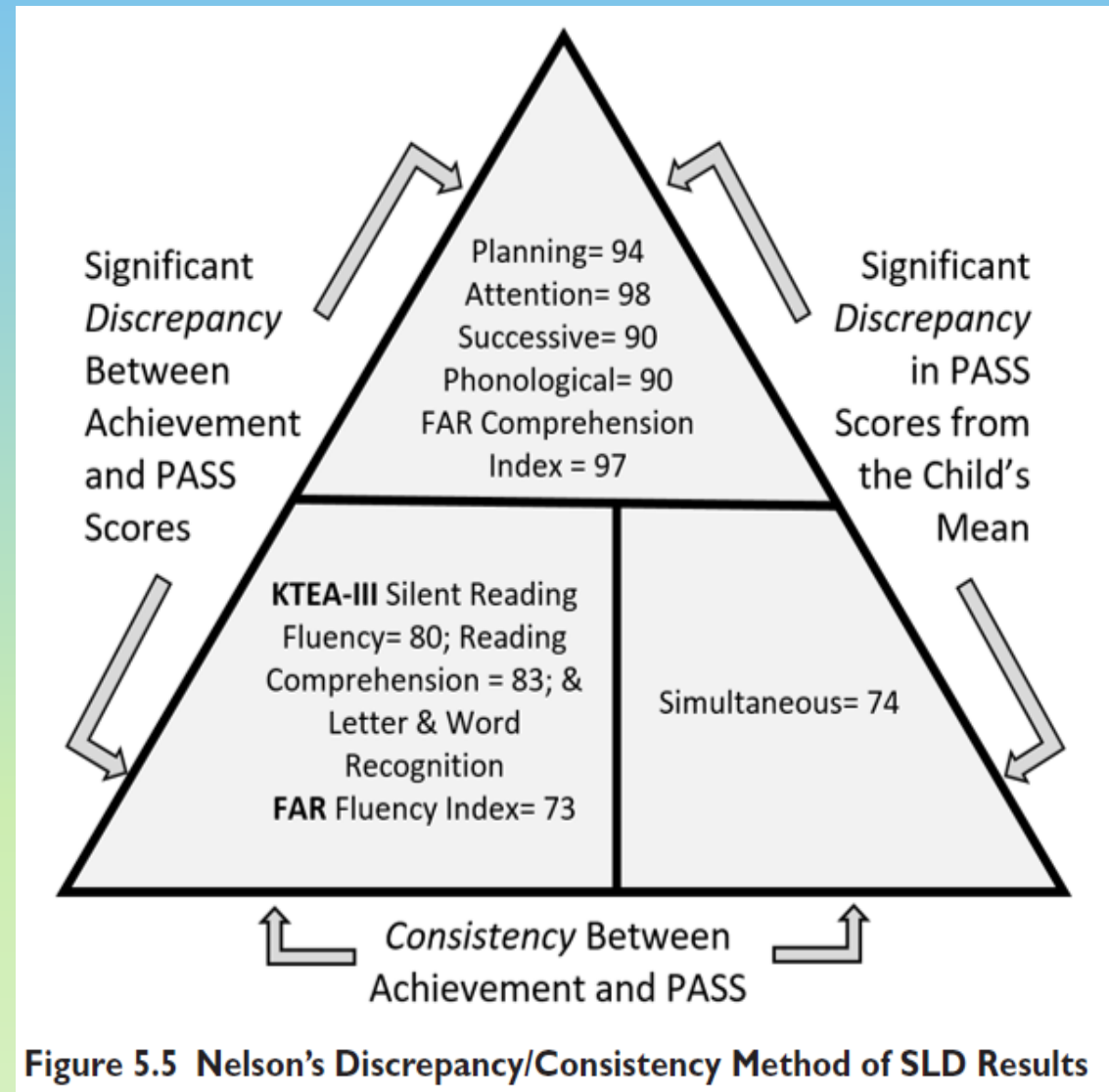
➤ Nelson (9 year-old 4th grader)

- difficulty with spelling and written language math facts, and inconsistent with reading comprehending skills.
- difficulty keeping pace with his peers and often failed to complete his work in a timely manner.
- The Child Development Team (CDT) recommended a comprehensive psychological evaluation.



Case of Nelson (Naglieri & Feifer, 2017)

- Nelson's history of reading problems and interventions to address this, slower reading speed, difficulty reading phonetically irregular words, and poor **Simultaneous**



PASS Intervention Protocol

- Help child understand their PASS strengths and areas of challenges (**Intentional & Transparent**)
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 - Model and Scaffold as needed
- Encourage independence and self efficacy
 - Planning (**Metacognition**) and Self Assessment

Think and Talk in your Core Groups



&



Use the steps of the PASS protocol to determine some possible interventions using the students strengths and remediating challenges.

Think About It

- What are some simultaneous processing strategies we have done today?



Simultaneous Processing:

Who's Teaching Summarization?

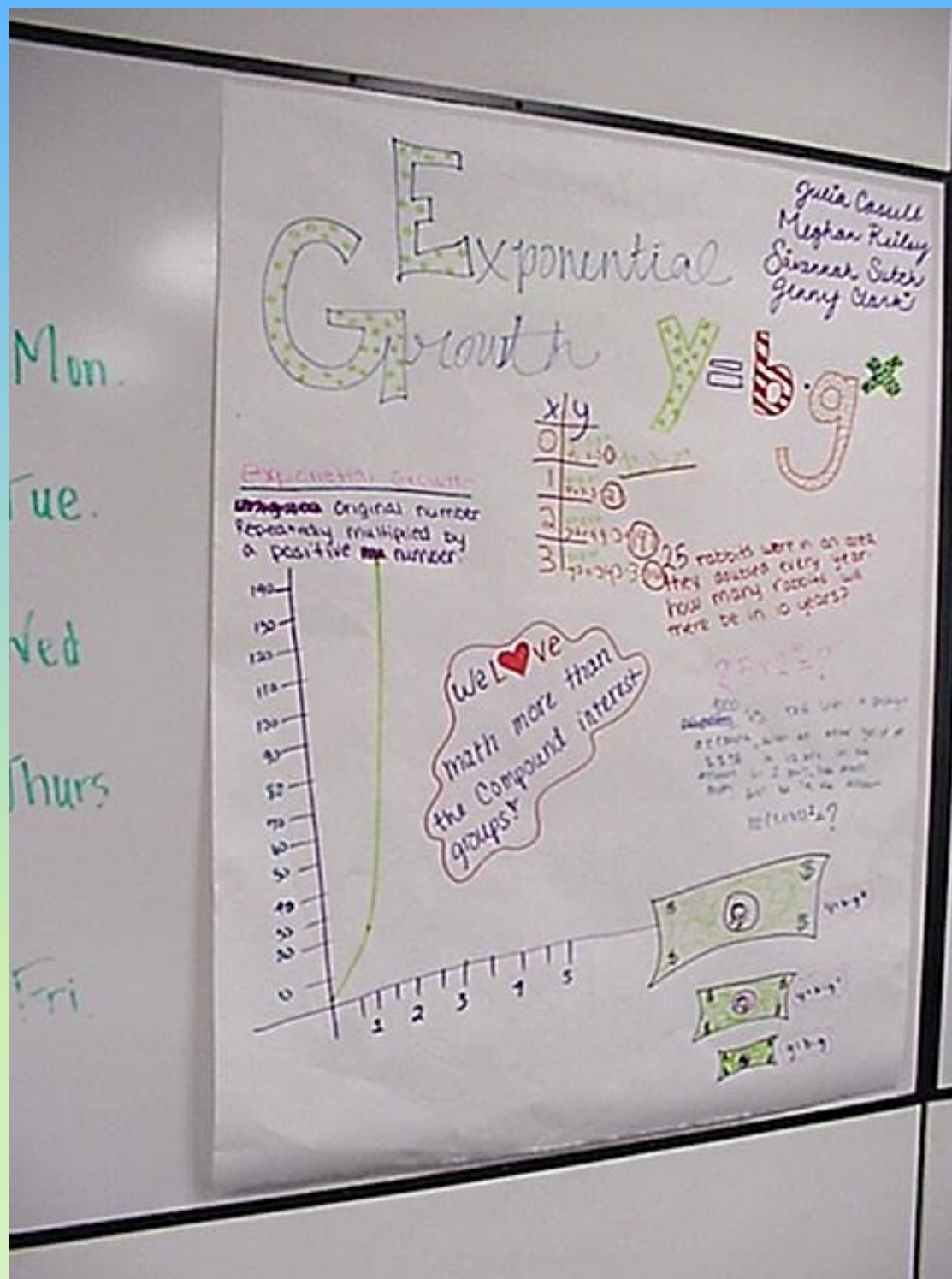
- What skills does it take to be able to summarize?
- How can you make summarization more concrete for your students?
- **Headlines**
- **Twitter/The Gist of It**



Student Created Graphic Organizers

Better Simultaneous Processing

- Graphic organizers help students see the BIG PICTURE!
- Teachers need to model and scaffold instruction of graphic organizers and explain WHY they work?
- What is MOST important is that students know what kind of thinking they are doing – compare/contrast, word exploration, etc.
- Graphic organizers are more powerful if they are students created and BIG and ALIVE!
- Use computer generated graphic organizers



Environmental Organization



conclusions

Teach Kids to Think Smart!



Teaching's tough, believe me missy,
No one wants to be a sissy.
Want to teach with vim and verve
But instead our hearts are racing,
Too much RTI and Pacing
If we only had the nerve.

If we choose to do good teaching,
Teach strategies, no preaching,
Our students we could train
To be deep and worthy thinkers
Not behavior problem, stinkers,
Yep, we'll have to use our brain.

Oh, now we know the tricks
To make our kids brains tick
They need lots of time to truly be
engaged
They need to CHEW,
Then learning sticks!

Now you're working on your Mindsets
And building some new Skill Sets
It's time for you to start...
Using PASS because you know it
As you practice you will grow it
Time to teach kids to Think Smart!

Machete Wisdom in Belize



- Growth Mindset Lesson from a Wise Father in the Jungles of Belize
- New Bike
- New Machete
- You'll never regret it and one day, you'll get it.

Winning Formula for Success!

Mindsets

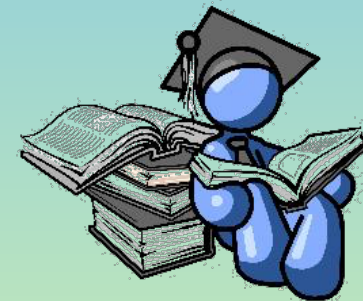
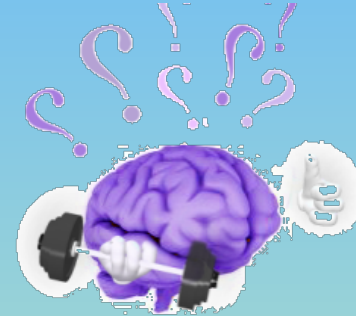
+

Skill Sets*

= RESULTS!

***Times Relevance!**

(MS + SS)R = Results



- **Thank you for sharing and learning with us.**



Jack A. Naglieri, Ph.D.
Kathleen Kryza, MA, CIO



IT'S TIME FOR A



"SHORT" BREAK!

memegenerator.net

ions