TKB Before "Class" Starts…

- Make sure Chris gets your email address in his file
- Any cool ideas you want add to the Cool Stuff list
  - Kim – The Answer is "C"
- Make sure your foldables are filled in Day 1 and Day 2. Review with your Core Group or Chat Chum.
- GIVE OUT SKO LOGINS

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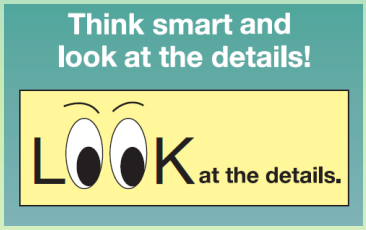
conclusions 1

Think Smart : Using Mindsets and Metacognition for Student Success –

DAY 3: Mindsets + Skillsets = Results

Jack A. Naglieri, Ph.D.
Research Professor, University of Virginia & Devereux Center for Resilient Children

Kathleen M. Kryza, MA
International Educational Consultant, Infinite Horizons



LEARNING & the BRAIN®

conclusions 2

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or
Open poll in your web browser

www.jacknaglieri.com

- General information
- Copies of presentations, research and book chapters
- To ask a question

kathleenkryza.com

- Newsletter
- Free Resources
- Books
- Contact me or book me for your school
- Don't forget to like me on Facebook or Follow me on Twitter!

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5

Edu-Venture In Belize

differentiation, experience it to embrace it!

Here's Where We're Going…

- Introduction/Routines and Procedures
- Planning
- Mindsets Plus Skill Sets Equals Results
  - Metacognition Wrap Up
  - Mindsets
- Attention & Instruction
- Today's Conclusions

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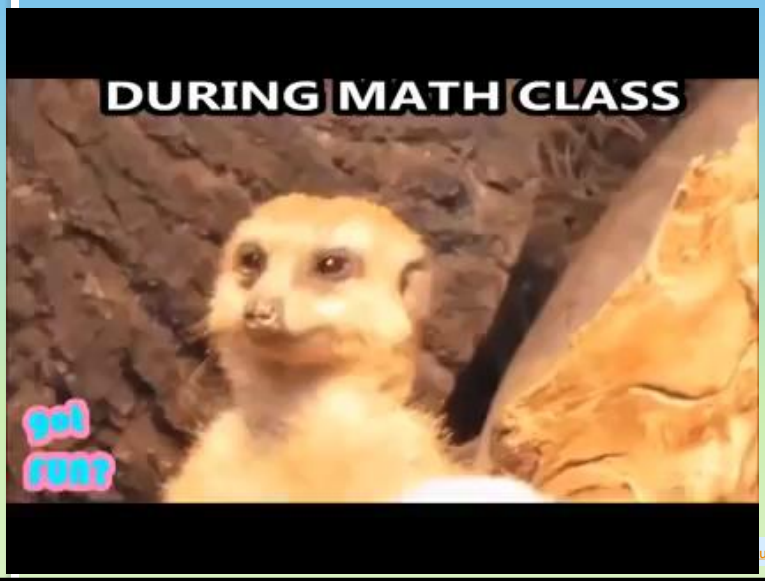
Paying Attention is Sometimes Impossible



Core Groups

What job would you like to do today?

- **C**oach
- **O**rganizer/Time Keeper
- **R**ecorder
- Energizer

Pg. 3

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conclusions

Norms: Are you in for Today

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Mindset Check in…

- How are you feeling today?
  - I am feeling…
- What "weight" are you carrying with you today that you need to let go of so you can stay present.
  - For today, I am letting go of…
- What word or phrase summarizes your intention for today?
  - Say your word. (Ex: Open Mind, Deep Thinker)

PASS Review – Parts of the Brain and the Movements

- **P**lanning = THINKING ABOUT HOW YOU DO WHAT YOU DECIDE TO DO
- **A**ttention = BEING ALERT AND RESISTING DISTRACTIONS
- **S**imultaneous = GETTING THE BIG PICTURE
- **S**uccessive = FOLLOWING A SEQUENCE

- **PASS theory** is a way to measure neuro-cognitive abilities related to brain function

Winning Formula to *Think Smart!*

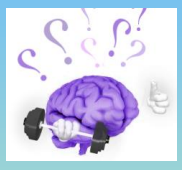
Mindsets

+

Skill Sets

=

RESULTS!



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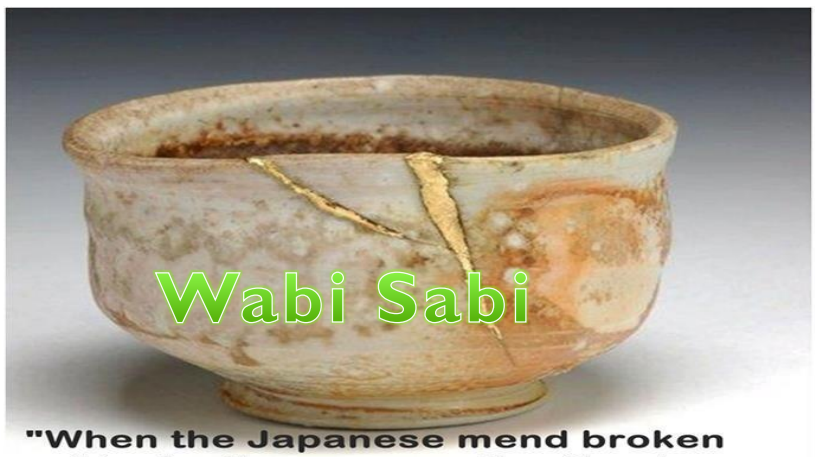
conclusions PG. 12



"When the Japanese mend broken objects, they aggrandize the damage by filling the cracks with gold. They believe that when something's suffered damage and has a history it becomes more beautiful."

Billie Mobayed

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conclusions 14

Creating a Metacognitive Classroom

- Intentionally and Transparently teach students about metacognition
  - Kathleen's lesson, EF in the Classroom, the Cheesey EdPuzzle video your own dazzling plan
- Teach them to "Think Smart"
  - Practice frequently socially-emotionally and academically
- Build in questioning and metacognitive protocols in content instruction
  - Intentional and Transparent
  - Model and Scaffold, Practice, Practice, Practice

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!

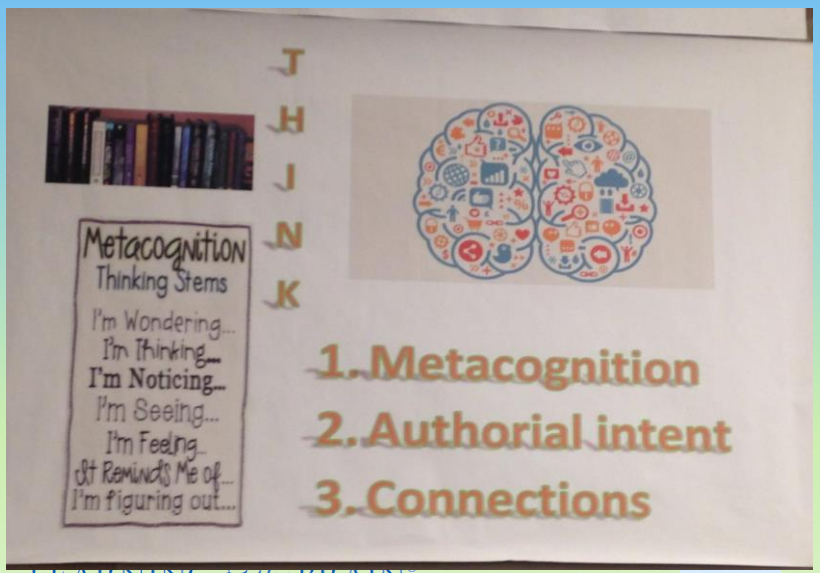
Reflect and Share Metacognitive Questions

- In your core group, share the Before, During and After Questions you created.
  - Share and choose three of your best questions
  - Share with whole group.
- Develop and use generic questions (see handbook)

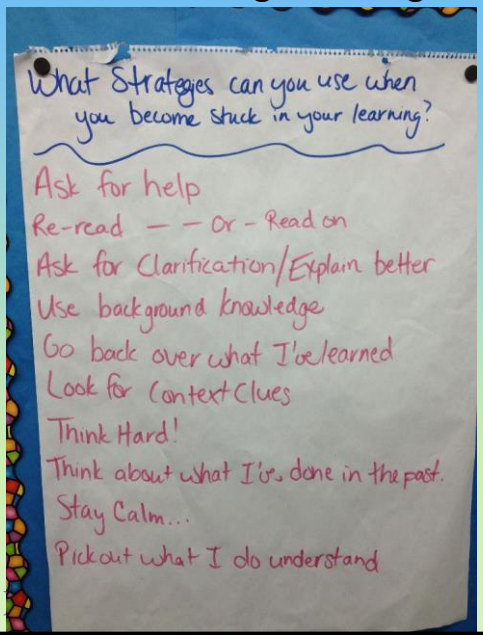
- Think Alouds
- Anchors Charts
- Self Assessment

Think Aloud and Model Metacognition

Anchor Charts Make Metacognition Visible



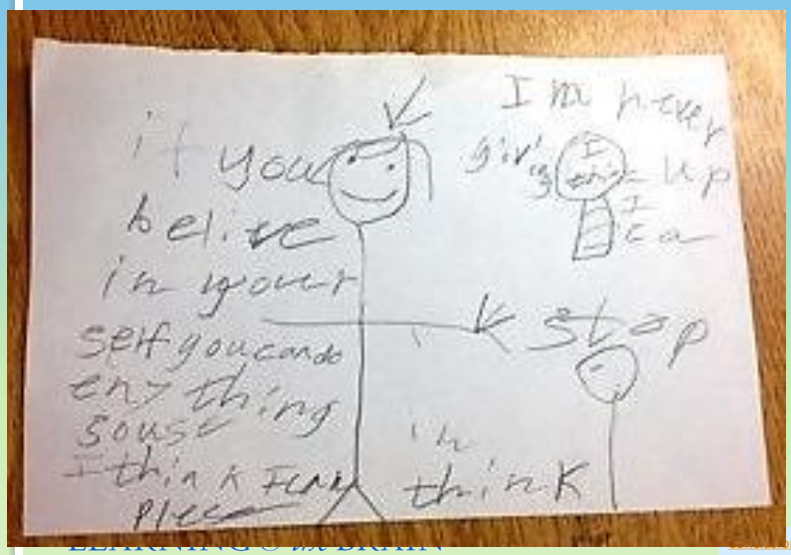
Anchor Chart: Making Thinking Visible

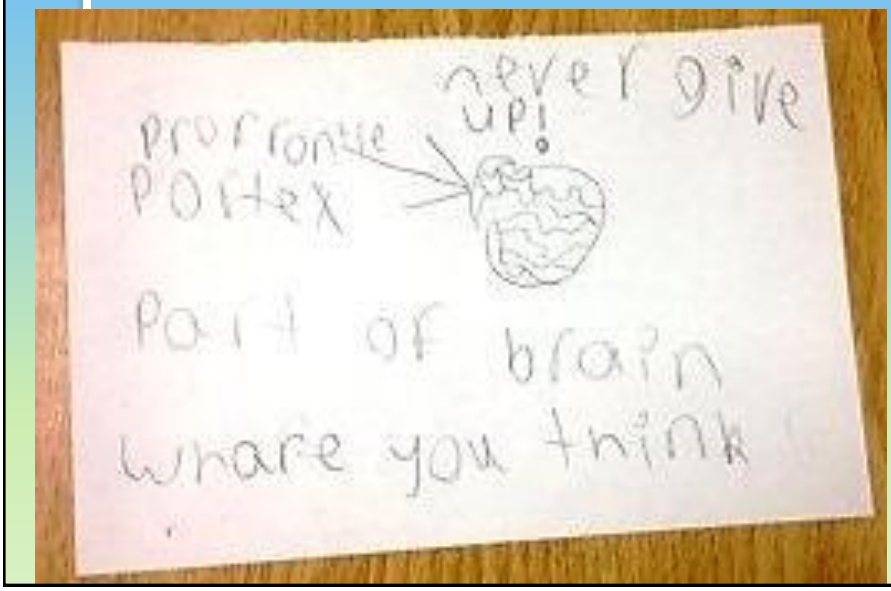


LEARN

conclusions

Metacognition = Self-Assessment…




never Give
UP!
prorronte
Portex
Part of brain
whare you think


Your brain can grow bigger.
I'm thing about my thing

Think and Talk

&

How will you deepen what you do to transparently support students in developing their meta-strategic skill sets?

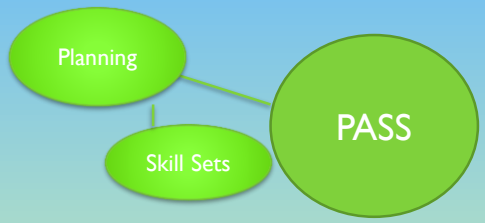
NOTE: STOP AND TALK is important because the brain retains 50% through talk.

Building the Big Picture

Big Idea :PASS

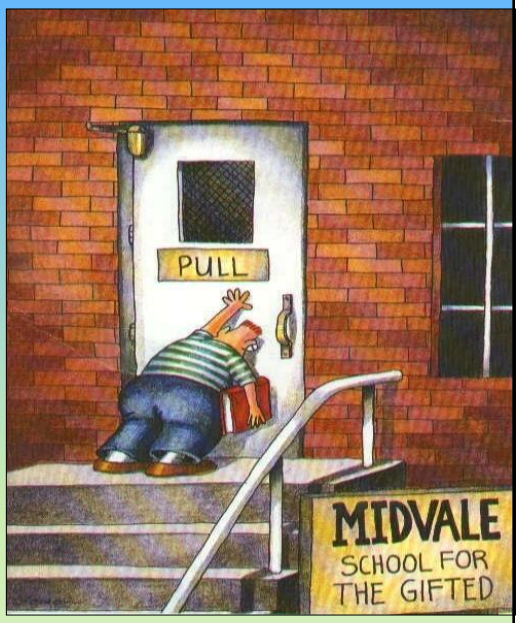
Subheadings:

- Planning
  - Mindsets
  - Skill Sets
- Attention
- Successive
- Simultaneous



You will be capturing the "Big Idea" of each key part of PASS on your organizer after we teach each section.

POOR PLANNING



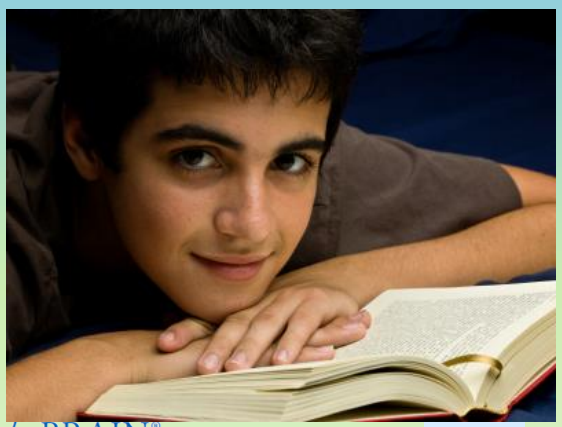
PASS Theory: Planning Challenges

Examples of classroom problems related to Planning

- Using the same strategy even if it is not effective
- Struggling with how to complete tasks
- Not monitoring progress during a task
- Misinterpretation of what is read

The Case of Rocky

Specific Learning Disability and ADHD



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29

The case of Rocky

- Rocky[1] is a real child with a real problem
- He lives in a large middle class school district
  - a wide variety of services are available
- In first grade Rocky was performing significantly below grade benchmarks in reading, math, and writing.
  - He received group reading instruction weekly and six months of individual reading instruction from a reading specialist
  - He made little progress and was retained

Note: This child's name and other potentially revealing data have been changed to protect his identity.

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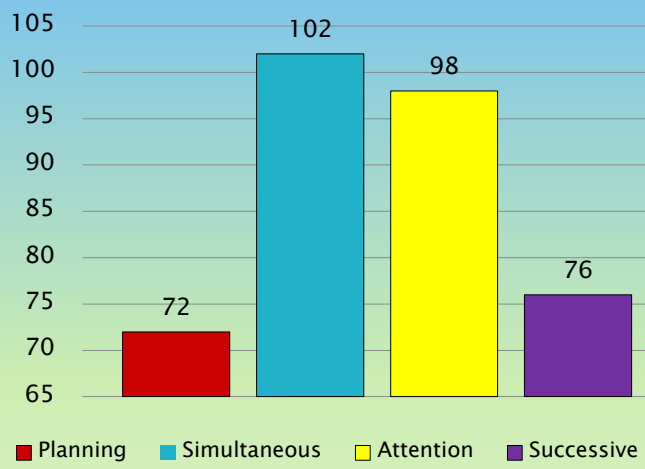
30

The case of Rocky

- By the middle of his second year in first grade Rocky was having difficulty with
  - decoding, phonics, and sight word vocabulary; math problems, addition, fact families, and problem solving activities;
  - and focusing and paying attention."
- After two years of special team meetings and special reading instruction he is now working two grade levels below his peers and is having difficulty in reading, writing, and math
- A comprehensive evaluation was conducted

Basic Psychological Processing Scores



The case of Rocky

- He has Planning and Successive weaknesses
- Met DSM for ADHD
- Met SLD definition a "disorder in one or more of the basic psychological processes"

	Score	Diff	Significant	S/W
Planning	72	-15.0	yes	Weakness
Simultaneous	102	15.0	yes	
Attention	98	11.0	yes	
Successive	76	-11.0	yes	Weakness
PASS mean	87.0			

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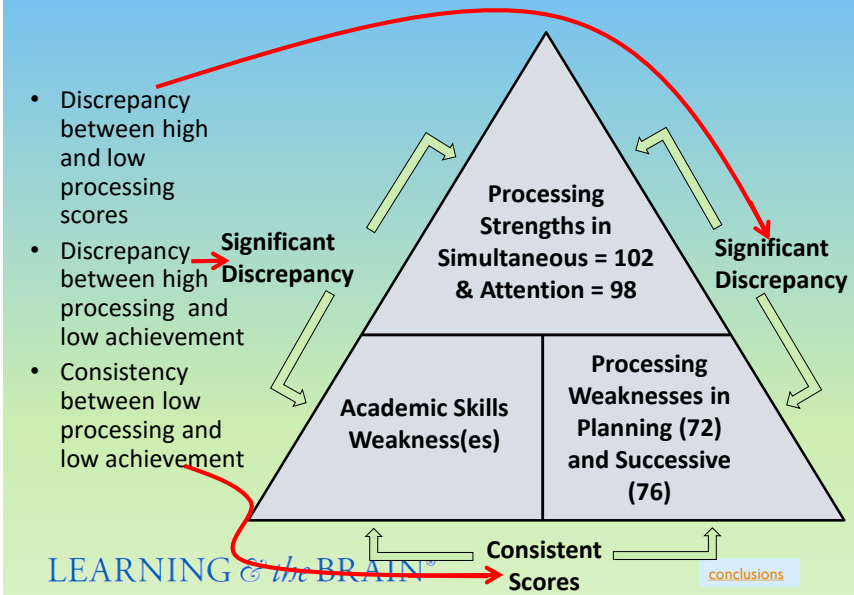
33

Discrepancy Consistency Model for SLD

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



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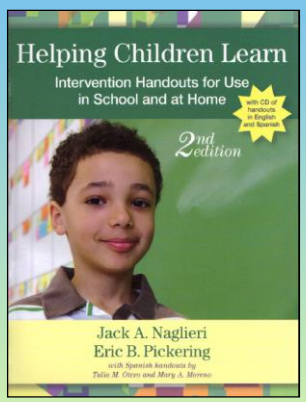
Talk and Plan

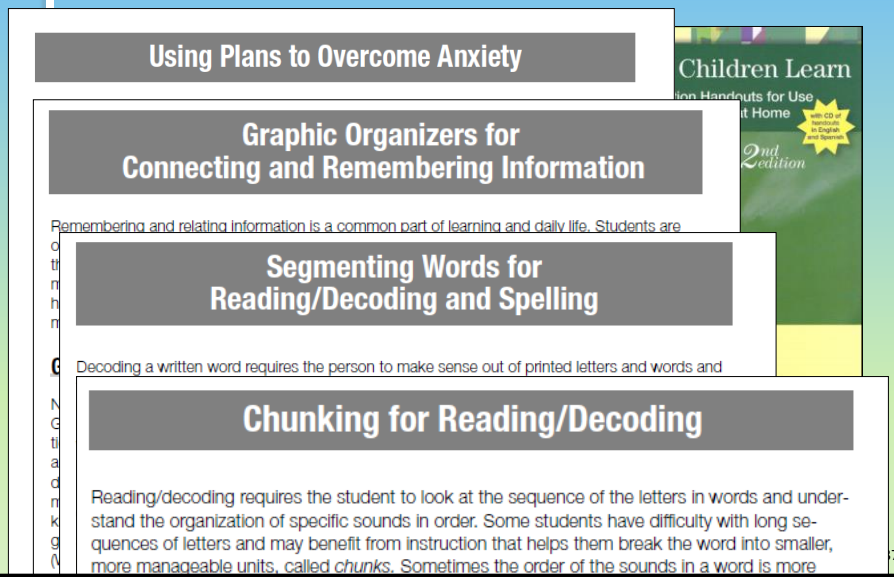
- In your group, determine what strategies interventions you would use to support Rocky in the classroom setting?
- Use your resources…
  - What ARE the resources you have available?

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 Rocky



Brain Break

- Sarina does an energizing brain break

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.

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Mindsets

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Pg. 12-18

Try These Riddles

- It walks on four legs in the morning, two legs at noon and three legs in the evening. What is it?
- I am the beginning of the end, and the end of time and space. I am essential to creation, and I surround every place. What am I?
- What always runs but never walks, often murmurs, never talks, has a bed but never sleeps, has a mouth but never eats?

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Group Discussion:

- How did you ***feel*** when you were trying to solve the puzzles/riddles?
- What types of messages were going on in your head before, during and after?

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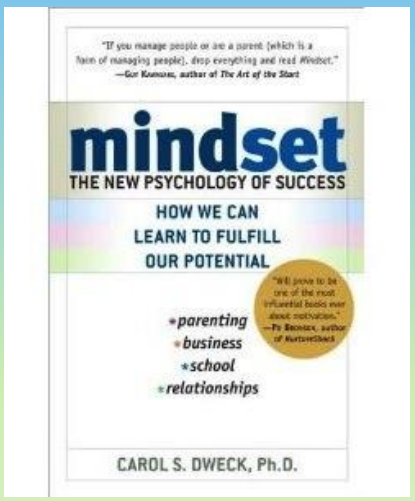
Carol Dweck, Stanford University



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Dweck's findings: Two Mindsets

Fixed mindset:

- **Intelligence and talent - fixed**
- Innate talent creates success
- Effort will not make a difference
- You either get it or you don't
- **LOOK GOOD AT ALL COSTS**

Growth mindset:

- Thinking Skills can be developed
- Brains and talent are just the starting point
- Enjoy effort and process of learning
- You can always grow and learn
- **LEARN AT ALL COSTS**

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&

What behaviors would you see exhibited in the classroom

Look Good at All Costs

Vs.

Learn at All Cost

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Dweck's Research Shows…

- 7th Graders Struggling
- Group One Intervention: Study Skills Training
- No statistically significant change
- Group Two Intervention: Mindset Discussion and, then, Study Skills
- Group Two Grew!

- If we want to grow their *skill set*, we must also shape their ***mindset!***

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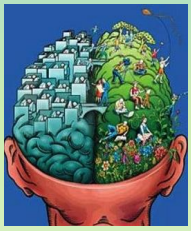
Updates from Dweck

- Not the new self esteem movement
- Quality of effort. (meta-strategic effort)
  - Mindsets Plus Skills Sets Equals Results
- We have both fixed and growth mindset.
- Know what triggers ***your*** fixed mindset and how to pull yourself back
- Live Mindsets all the time!



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conclusions

47

If you are going to develop growth mindset learners…

- **Gets students to "Feel" what their mindsets are when learning get's challenging.**

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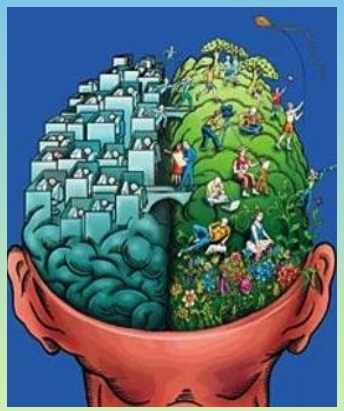
conclusions

Do a "Feel It" Activity

- Choose a task that is going to be challenging for your students.
  - Math Puzzles
  - Riddles
  - Pop Quiz
  - Origami
- Ask students how they felt and what they said to themselves when the task became hard.



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conclusions

If you are going to develop growth mindset learners…

- **Gets students to "Feel" what their mindsets are when learning get's challenging**
- **Intentionally and transparently teach students about growth mindsets and how the brain works.**

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conclusions

Teach Kids About Their Amazing Brains!

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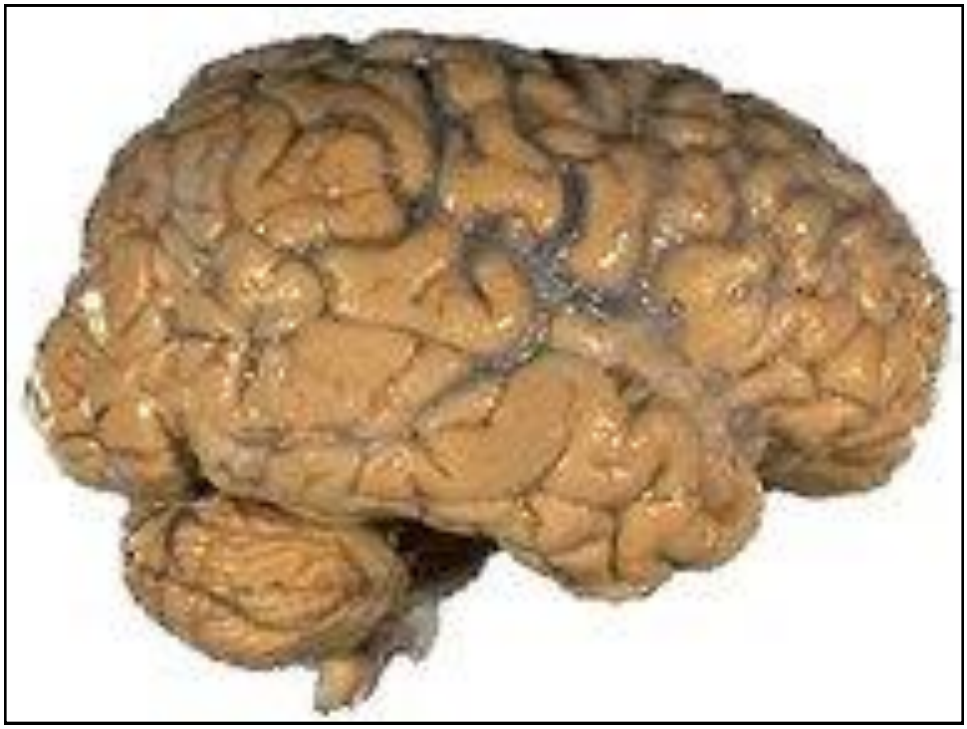
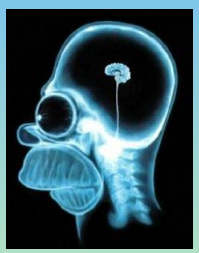


Mindset Review

- Fixed mindset – ability cannot change



- Growth mindset – ability can change (grow) with effort

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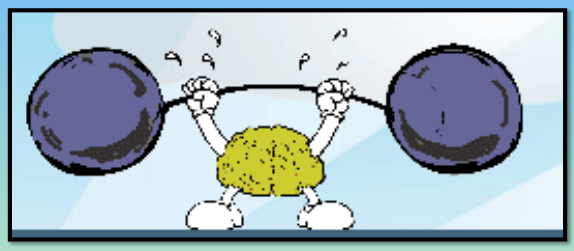
Carol S. Dweck, Stanford University
www.brainology.us



"The growth mindset confirms the new research which reveals *that thinking skills can be developed*, and expertise can be built by means of deliberate practice."

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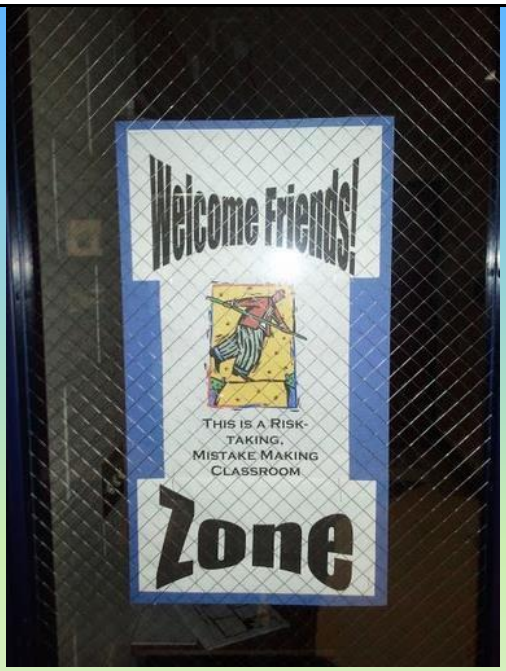

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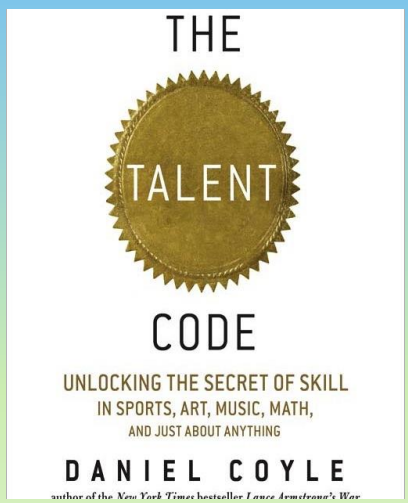
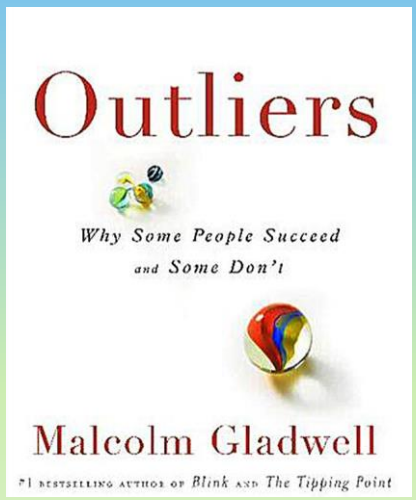
56

Practice, Practice, Practice!





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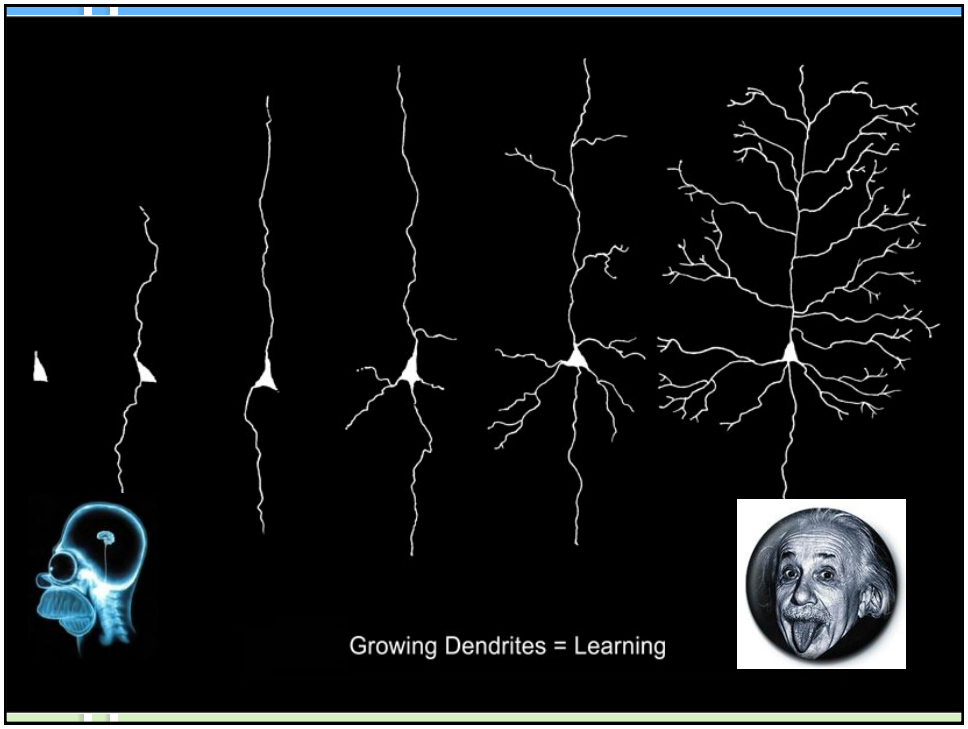
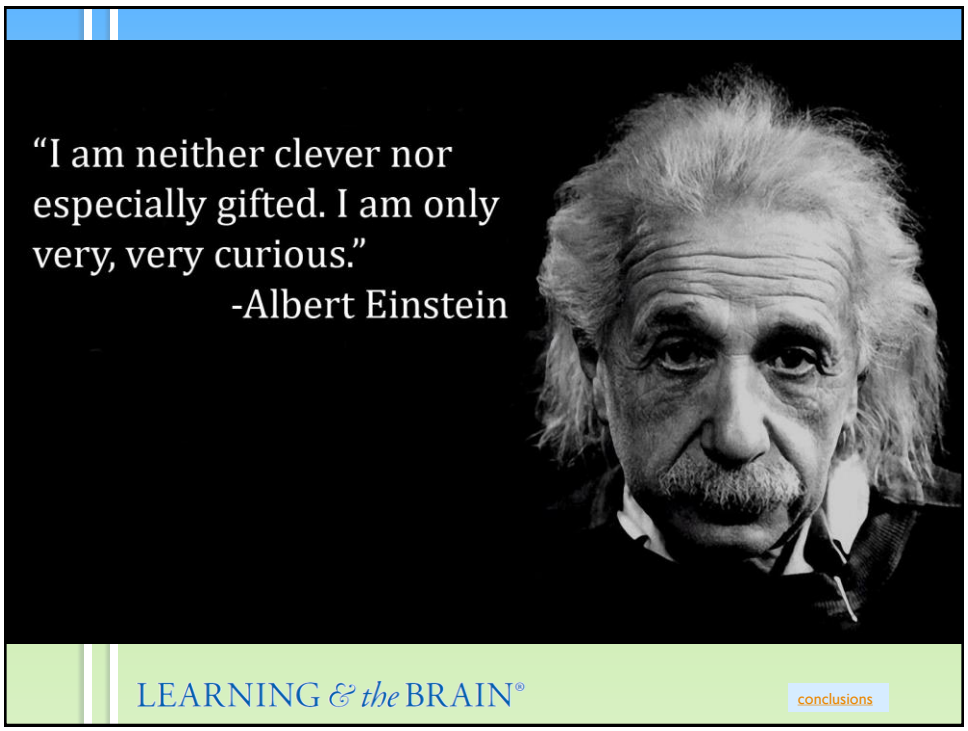

Growing Dendrites = Learning


"I am neither clever nor especially gifted. I am only very, very curious."
-Albert Einstein
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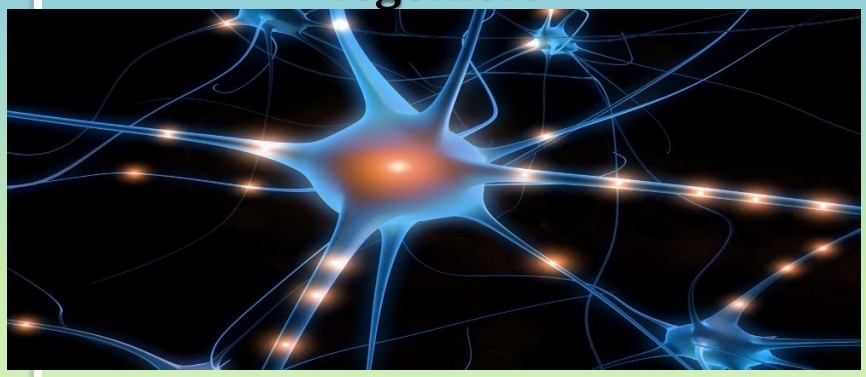
From neuroscience we know that…

Neurons that fire together Wire together!



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Measure of Mindset – Child Adolescent

(Naglieri & Kryza, © 2015)

Measure of Mindset (MOM-CA)

Jack A. Naglieri & Kathleen M. Kryza - Copyright © 2015

Name _____

Date _____

Instructions: These 10 questions ask about how you think and feel. The answers you give can help us know your thoughts about how you learn. Please read every question carefully and circle the number under the word that tells what you do.

		Never	Sometimes	Most times	Always
1	I don't give up easily.	0	1	2	3
2	When things get hard I say "I can do it!".	0	1	2	3
3	When I fail I try harder until I get it done.	0	1	2	3
4	I believe that I can learn from my mistakes.	0	1	2	3
5	I think I can do almost anything if I try hard enough.	0	1	2	3
6	When I don't understand something I give up.	0	1	2	3
7	I do not like to be challenged.	0	1	2	3
8	When work is hard I think, "I can't do it".	0	1	2	3
9	When things get hard I do something else.	0	1	2	3
10	When I fail I do something else that is more fun.	0	1	2	3

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62

Measure of Mindset: Teacher Parent

(Naglieri & Kryza, 2015)

Measure of Mindset (MOM-TP)

Jack A. Naglieri & Kathleen M. Kryza - Copyright © 2015

Name _____

Date _____

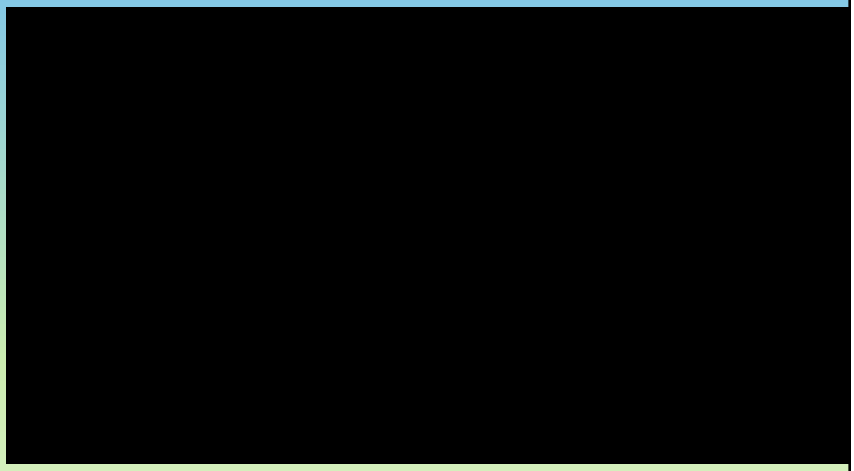
		Never	Sometimes	Most times	Always
1	He/she doesn't give up easily.	0	1	2	3
2	When things get hard he/she says "I can do it!".	0	1	2	3
3	Failure leads him/her to try harder untilthe task is finished.	0	1	2	3
4	He/she views failure as an important part of learning.	0	1	2	3
5	He/she believes that you can do anything if you try hard enough.	0	1	2	3
6	He/she is afraid of failure.	0	1	2	3
7	When things get hard he/she avoids the work.	0	1	2	3
8	He/she believes that hard work usually does not pay off.	0	1	2	3
9	He/she is fast to give up on a task.	0	1	2	3
10	He/she views failure as an important part of learning.	0	1	2	3

If you are going to develop growth mindset learners…

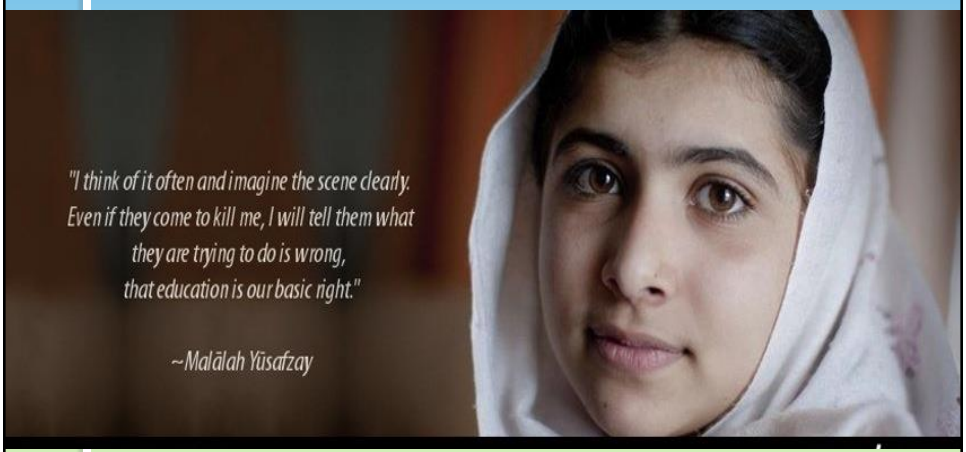
- Gets students to "Feel" what their mindsets are when learning get's challenging.
- Intentionally and transparently teach students about growth mindsets and how the brain
- Share lots of examples of Growth Mindsets in Action. (See Kathleen Kryza's Infinite Horizons You Tube Channel)

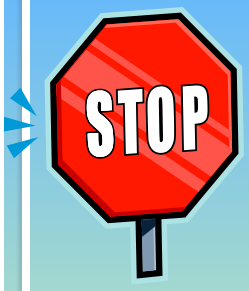
Examples of Growth Mindsets

(See Kathleen Kryza's Infinite Horizons You Tube Channel for more…)



Growth Mindset: Nobel Peace Prize – 17 years old





&

Who is someone you know who demonstrates a growth mindset. Could be famous or close to home. Real or fictional. Share with your Core Group.

ILS: STOP AND TALK: The brain retains 50% through talk

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conclusions

If you are going to develop growth mindset learners…

- Gets students to "Feel" what their mindsets are when learning get's challenging.
- Intentionally and transparently teach students about growth mindsets and how the brain
- Share lots of examples of Growth Mindsets in Action. (See Kathleen's You Tube Channel)
- Make growth mindset talk visible with Anchor Charts

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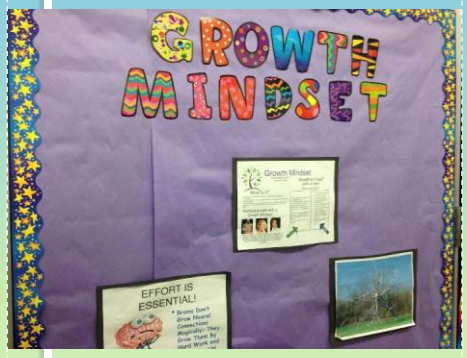
Mindset Monday
Keep Mindsets Alive



Start Monday with a growth mindset message…

- Video
- Quote
- Story
- News
- Song
- Local, National, World Hero

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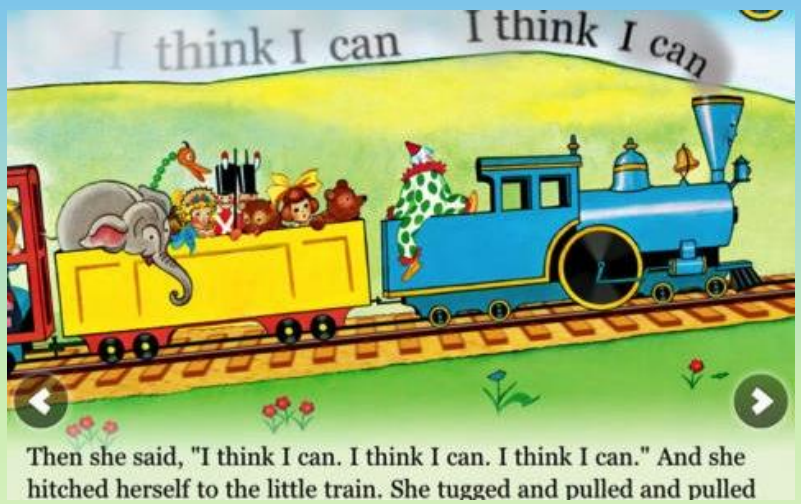
2014

conclusions

What's the message…



Then she said, "I think I can. I think I can. I think I can." And she hitched herself to the little train. She tugged and pulled and pulled

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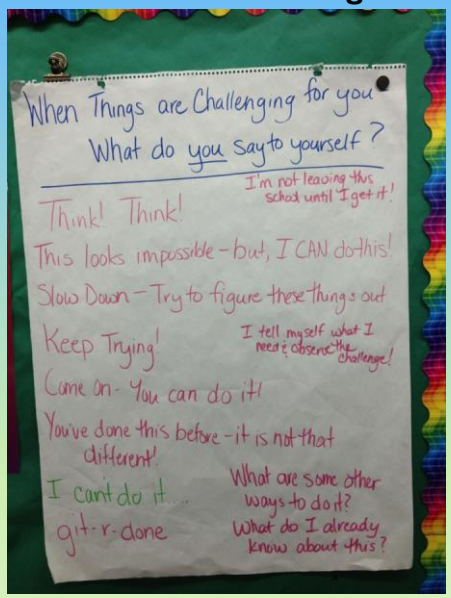
Mindset Anchor Chart: Making Thinking Visible



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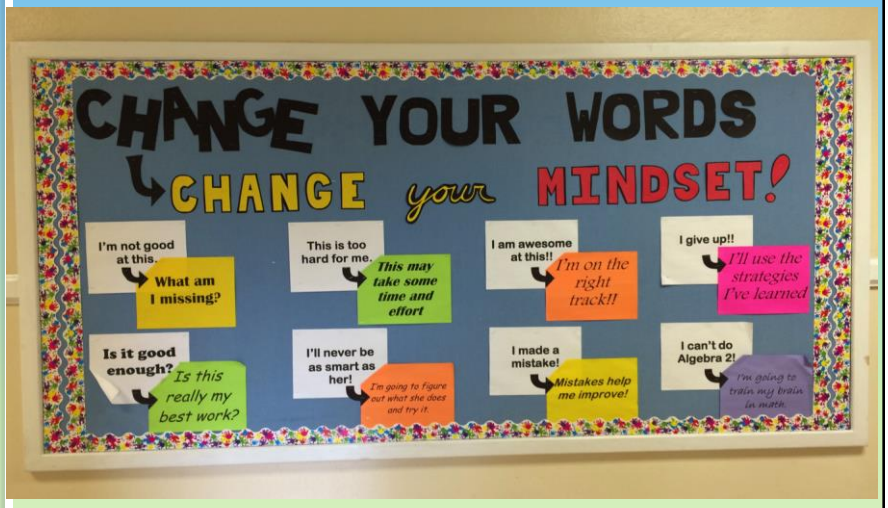
Mountain View Alternative HS



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My Brain Grows!

When I work hard my brain grows,
All my effort really shows,
I love learning, I love school,
When I use my mighty tool,
When I work hard my brain grows,
All my effort really shows!

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I can't... YET!

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If you are going to develop growth mindset learners…

- Gets students to "Feel" what their mindsets are when learning get's challenging.
- Intentionally and transparently teach students about growth mindsets and how the brain
- Share lots of examples of Growth Mindsets in Action. (See Kathleen's You Tube Channel)
- Make growth mindset talk visible with Anchor Charts
- Talk Growth Mindset talk ALL the time, EVERYONE!

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Dweck's six studies of children

	Praised for effort	Praised for ability
goals	90% of the group created learning goals	66% of the group created performance goals
enjoyment	continued	decreased
persistence	continued	decreased
performance	improved	declined
lied about scores	one individual	40%

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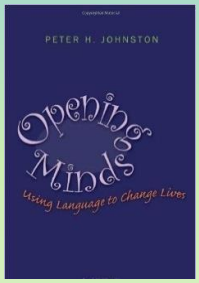
Choice Words Create Internal Locus of Control

- *"I bet you're proud of yourself!"*

Invites a child [teacher] to attend to internal feelings of pride, building upon the sense of agency, and at the same time attaches an internal motivation to the activity



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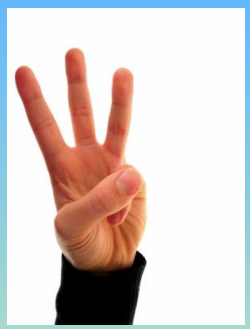

Three Finger Self-Assessment

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

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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

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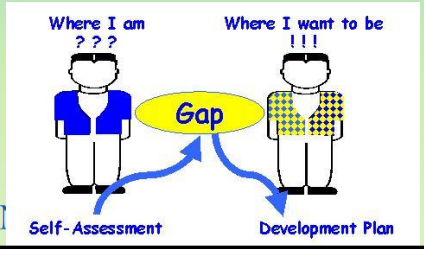
Self-assessment is KEY to becoming metacognitive and self-regulating

- Starting with clear learning targets, students can self assess…
  - **Their mindsets**
  - **Their behaviors**



LEARNI

conclusions

Self-Assess on Mindsets:

Kids need to internalize that Mindsets Plus Skill Sets Equal Results

A - EFFORT RUBRIC		
4 (Growth Mindset)		I worked on the task until they are finished. I saw difficulties as opportunities to strengthen my understanding.
3 (Fairly Growth)		I worked on the tasks until they are finished. I tried even when it was difficult.
2 (Somewhat Fixed)		I put some effort into tasks, but I stopped working when it became difficult.
1 (Fixed Mindset)		I did not try.

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Behavior Self-Assessment

I worked hard and did my very best at my job today.

I did okay at doing my job today.

I did not do my job today because… (explain your choices today)

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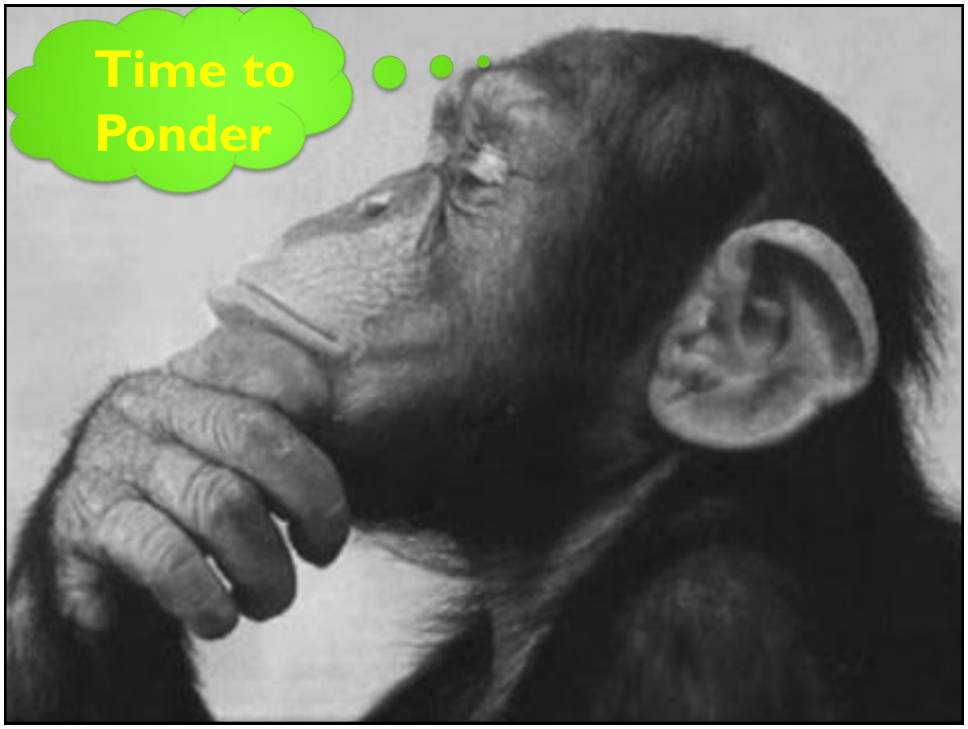
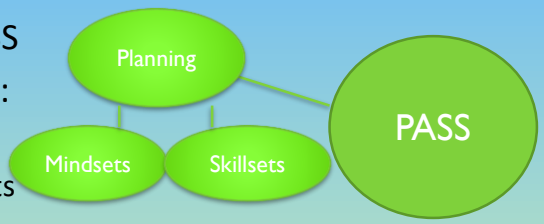


Building the Big Picture

Big Idea :PASS

Subheadings:

- Planning
  - Mindsets
  - Skill Sets
- Attention
- Successive
- Simultaneous



You will be capturing the big idea of each key part of PASS on your organizer after we teach each section.

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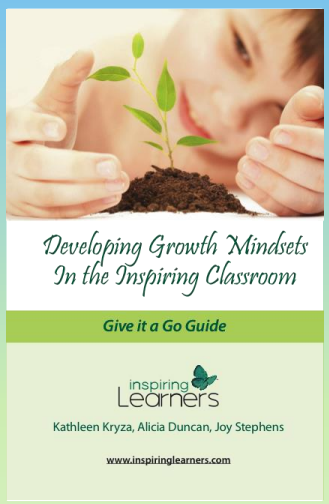
85

More Mindset Strategies www.kathleenkryza.com



See the last page of your handbook to sign up for our newsletter

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Mindful Moment and Self Regulation
How's Your Engine Revving?

- Too High? Too Low? Just Right?
- Do you need to energize yourself or calm yourself?
  - Energize: Do an energizing movement or activity
  - Calm: Deep breathing and deep muscle stretches

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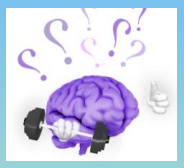
Winning Formula to *Think Smart!*

Mindsets

\+

Skill Sets

\= **RESULTS!**



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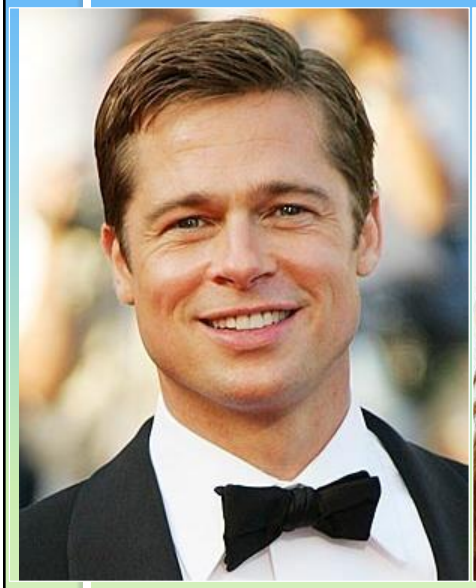
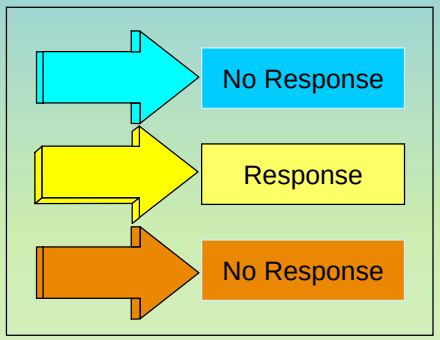


PASS Theory

- **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



CAS2: Rating Scale Attention

Directions for Items 21–30. These questions ask how well the child or adolescent pays attention and resists distractions. The questions also ask about how well someone attends to one thing at a time. Please rate how well the child or adolescent pays attention.

During the past month, how often did the child or adolescent . . .	Never	Rarely	Sometimes	Frequently	Always
21. work well in a noisy area?	0	1	2	3	4
22. stay with one task long enough to complete it?	0	1	2	3	4
23. not allow the actions or conversations of others to interrupt his or her work?	0	1	2	3	4
24. stay on task easily?	0	1	2	3	4
25. concentrate on a task until it was done?	0	1	2	3	4
26. listen carefully?	0	1	2	3	4
27. work without getting distracted?	0	1	2	3	4
28. have a good attention span?	0	1	2	3	4
29. listen to instructions or directions without getting off task?	0	1	2	3	4
30. pay attention in class?	0	1	2	3	4

___ + ___ + ___ + ___ + ___ = ___

Attention Raw Score

CAS2 Expressive Attention

- The child says the color not the word
- Score is time and number correct

RED	BLUE	GREEN	YELLOW
YELLOW	GREEN	RED	BLUE
RED	YELLOW	YELLOW	GREEN
BLUE	GREEN	RED	BLUE
GREEN	YELLOW	RED	YELLOW

READY ?

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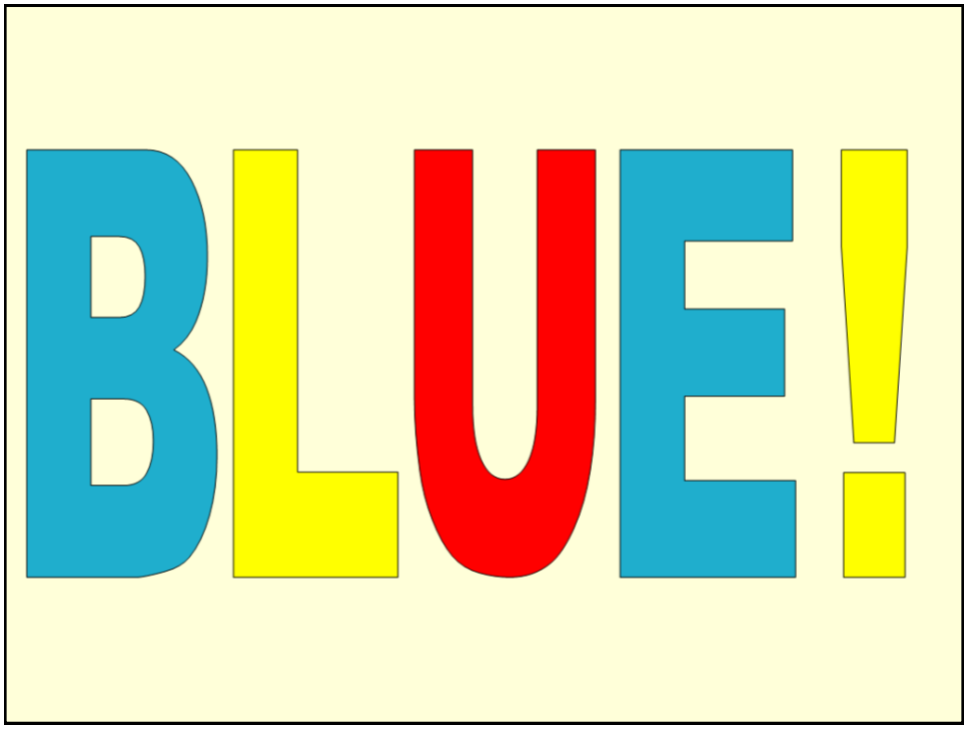
93



Expressive Attention - Italiano

ROSSO	BLU	VERDE	GIALLO
GIALLO	VERDE	ROSSO	BLU
ROSSO	GIALLO	GIALLO	VERDE
BLU	VERDE	ROSSO	ROSSO
VERDE	GIALLO	BLU	GIALLO

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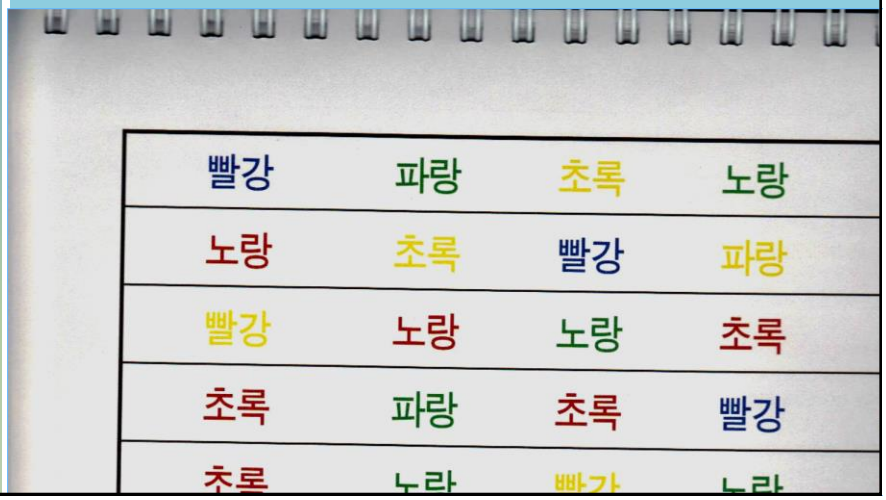
95

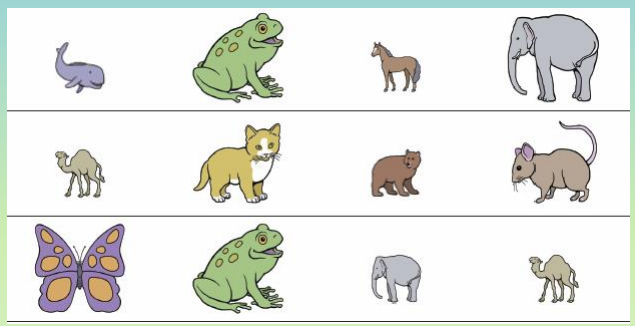
Expressive Attention – Korean CAS

- The child says the color not the word



Expressive Attention: 5-7 years

The child tells if the animal is large or small, regardless of the relative size on the page.



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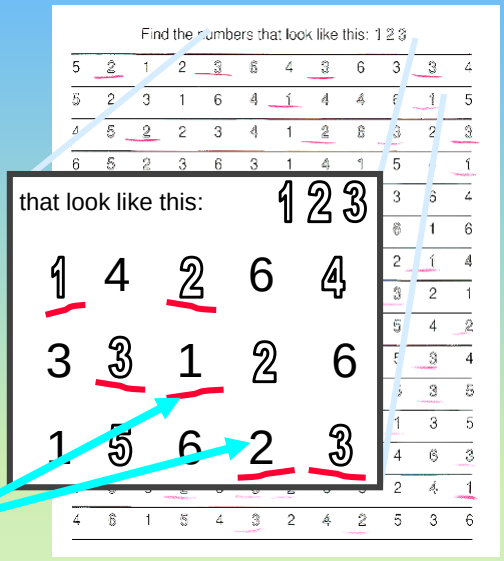
97

Number Detection

- Items 1 - 4 have 180 numbers on each page
- Each child is given two pages
- Targets appear at the top of the page
- Score for targets found and

false detections



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98

Attention

11. A 3:15 A.M.
B 3:30 P.M.
C 3:15 P.M.
D 3:15 A.M.

leave school

12. Trent began studying at 5:00 P.M. and finished 1 hour and 22 minutes later. What time did he finish?

A 6:22 A.M. B 5:22 P.M. C 6:10 P.M. D 6:22 P.M.

13. Maura began basketball practice at 3:00 P.M. and finished 50 minutes later. What time did she finish?

A 3:50 P.M. B 3:05 A.M. C 4:05 P.M. D 4:50 A.M.

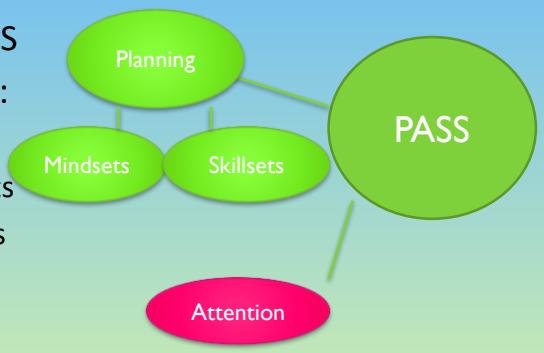
Reading comprehension is difficult because of the similarity of the options

Building the Big Picture

Big Idea :PASS

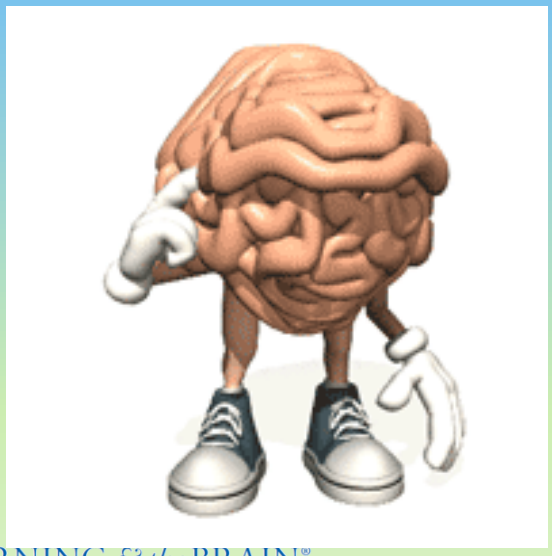
Subheadings:

- Planning
  - Mindsets
  - Skill Sets
- Attention
- Successive
- Simultaneous



You will be capturing the big idea of each key part of PASS on your organizer after we teach each section.

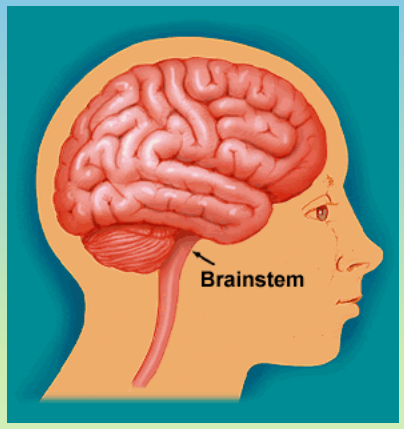
Am I paying attention?



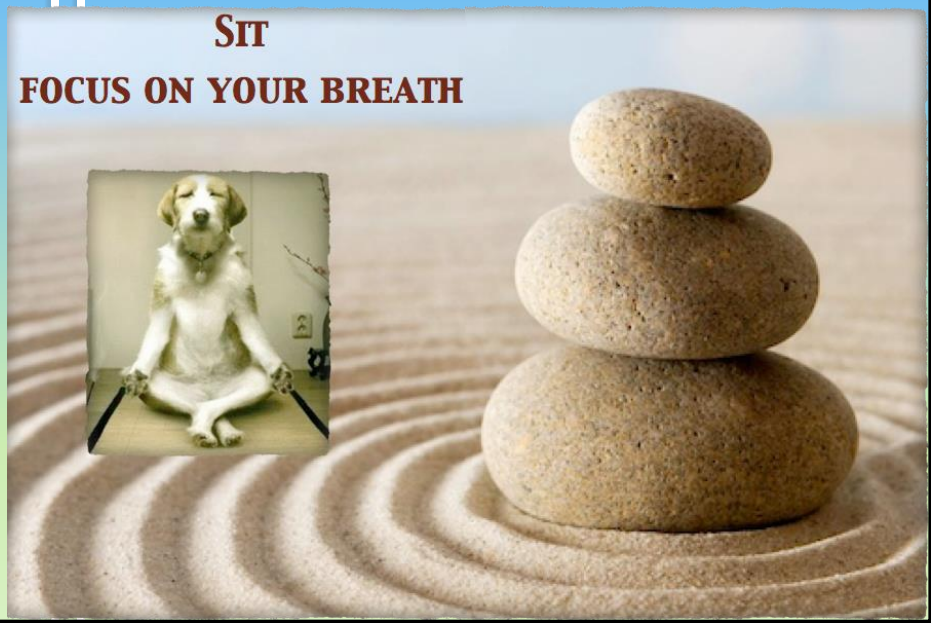
Pay Attention

Intentionally and Transparently Teach Students…

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



PRACTICE

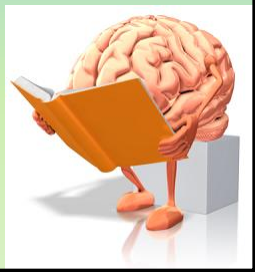


Put Your Phone's Down!

- "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."

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



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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.

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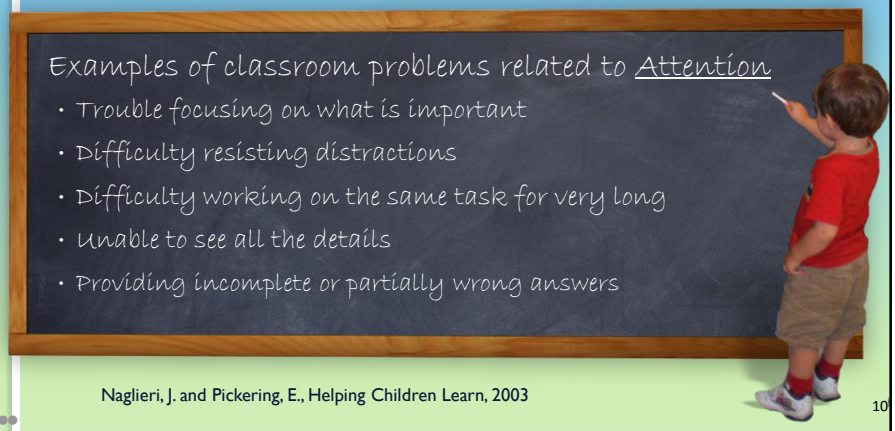
PASS Theory: Attention



Naglieri, J. and Pickering, E., Helping Children Learn, 2003

10

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ATTENTION CASE STUDY: FRANKIE

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108

Frankie – Attention CW

- Referred by parents (at age 11) after a history of reading difficulties and self esteem problems
- Cognitive Assessment System
- WJ-R, WRAT-3, PPVT-III
- Behavioral/Emotional
  - Devereux Scales of Mental Disorders
- Self Concept
  - Bracken Multidimensional Self Concept Scale

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Frankie

- High level of anxiety
  - he was too anxious to look closely at the words, and he would rather get the task completed and move on.
  - Frankie could not attend to the details of the sequence of letters for correct spelling, and the order of sound–symbol associations

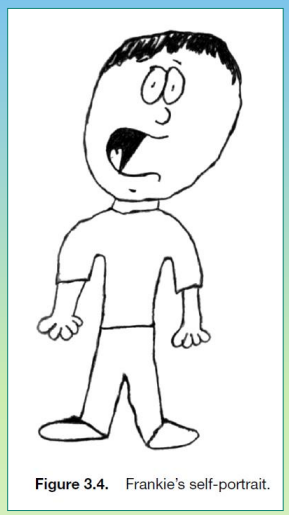

Figure 3.4. Frankie's self-portrait.

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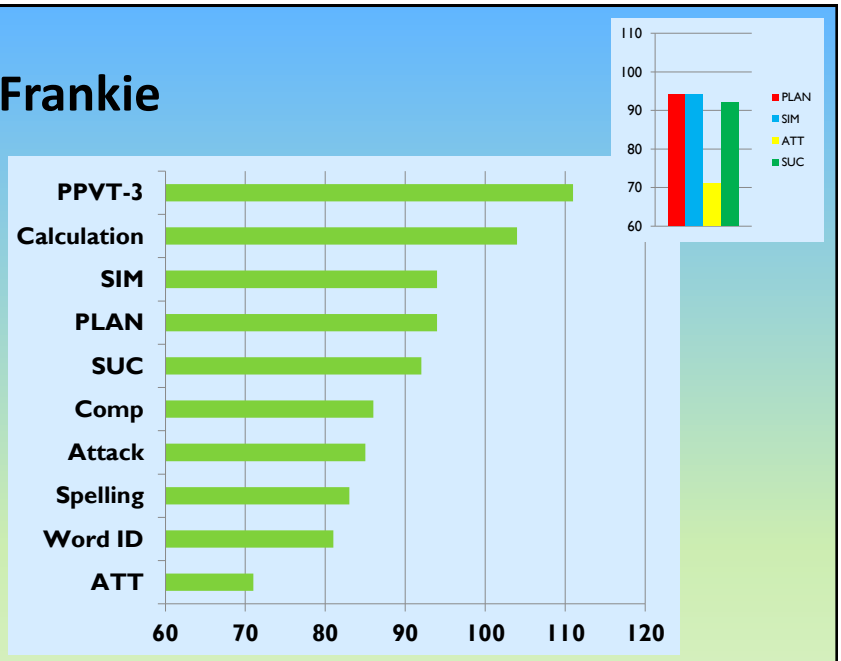
Frankie

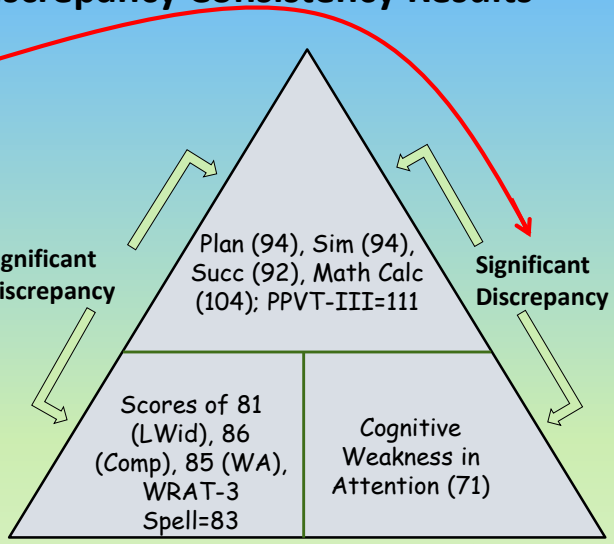
Tests	Score	%tile
Letter-Word Id	81	10
Passage Comp	86	17
Word Attack	85	16
Spelling	83	13
Calculation	104	60
PPVT-III	111	82

Frankie



Frankie Discrepancy Consistency Results

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



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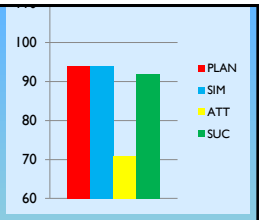
113

Frankie



- Frankie has weaknesses in Attention & achievement which are consistent with Inattentive Type of ADHD and:

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Browse Major Topics
- Alignment with the No Child Left Behind Act
- Discipline
- Disproportionality
- Early Intervening Services (EIS)
- Evaluation and Reevaluation
- Funding
- Highly Qualified

Regulations: Part 300 / A / 300.8 / c / 9

(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a child's educational performance.

114

Think and Talk

&

What would you recommend as possible interventions for Frankie's attention challenges?

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

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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)

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116

What Should Teachers & Parents do?

How to Teach Students to Attend

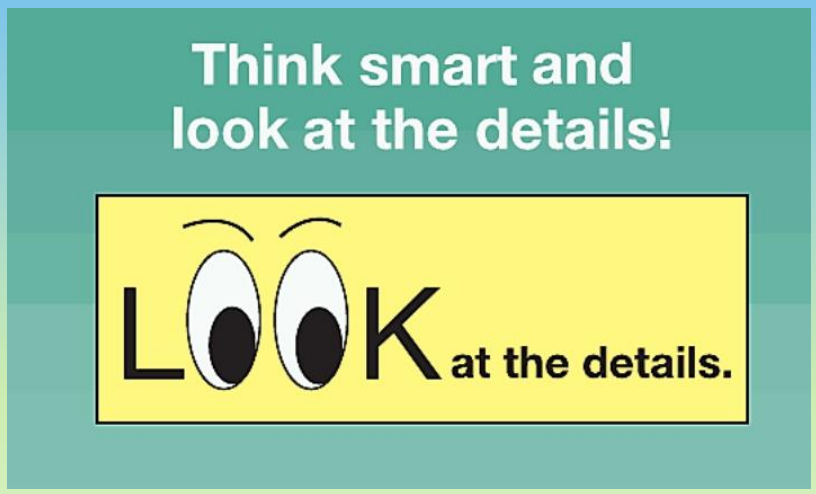
Figure 1. A graphic that reminds students to focus on information being discussed.

The first step in teaching children about their own abilities is to explain that they have many different types of abilities and that Attention is one of them. They also need to be aware of when their attention is focused and they are resisting distractions, as well as when it is divided among too many things, which leaves them unfocused and overloaded. In Figure 1 (which also appears in the PASS poster on the CD), we provide a fast and simple message: "Think smart and look at the details!" During appropriate times during the day, remind students to closely attend to information being discussed. We need to teach children to approach *all* their work with an understanding of how well they are focused on the details and resisting distractions in their environment. Throughout the day, the teacher should

1. Teach children to be aware of their level of attention and resistance to distraction.
2. Encourage children by asking: "Are you able to focus?" or "Are you getting distracted?"
3. Remind the students that Attention is necessary for reading, writing, and arithmetic, as well as in sports, playing a musical instrument, driving a car, and so forth.
4. Teach children that they may have to modify their environment so that they can attend better.
5. Remind students that learning requires attention to detail and resisting distractions.

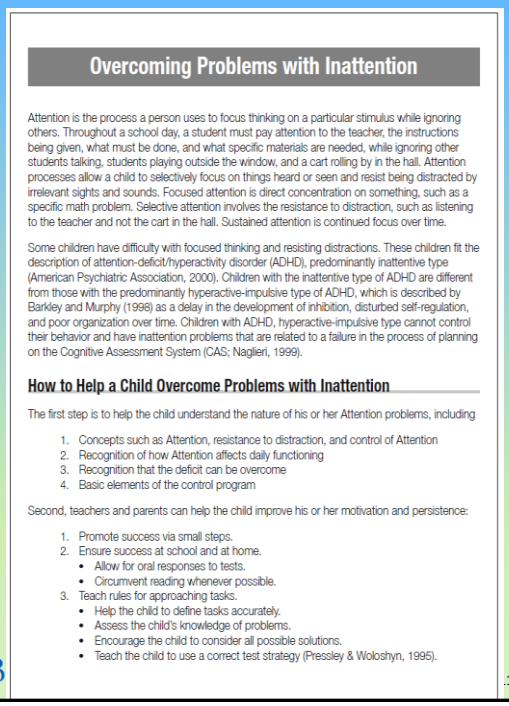
LEAR

Focus: Am I paying attention?



Frankie

Help Frankie better manage his attention problem



Overcoming Problems with Inattention

Attention is the process a person uses to focus thinking on a particular stimulus while ignoring others. Throughout a school day, a student must pay attention to the teacher, the instructions being given, what must be done, and what specific materials are needed, while ignoring other students talking, students playing outside the window, and a cart rolling by in the hall. Attention processes allow a child to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds. Focused attention is direct concentration on something, such as a specific math problem. Selective attention involves the resistance to distraction, such as listening to the teacher and not the cart in the hall. Sustained attention is continued focus over time.

Some children have difficulty with focused thinking and resisting distractions. These children fit the description of attention-deficit/hyperactivity disorder (ADHD), predominantly inattentive type (American Psychiatric Association, 2000). Children with the inattentive type of ADHD are different from those with the predominantly hyperactive-impulsive type of ADHD, which is described by Barkley and Murphy (1998) as a delay in the development of inhibition, disturbed self-regulation, and poor organization over time. Children with ADHD, hyperactive-impulsive type cannot control their behavior and have inattention problems that are related to a failure in the process of planning on the Cognitive Assessment System (CAS; Naglieri, 1999).

How to Help a Child Overcome Problems with Inattention

The first step is to help the child understand the nature of his or her Attention problems, including

1. Concepts such as Attention, resistance to distraction, and control of Attention
2. Recognition of how Attention affects daily functioning
3. Recognition that the deficit can be overcome
4. Basic elements of the control program

Second, teachers and parents can help the child improve his or her motivation and persistence:

1. Promote success via small steps.
2. Ensure success at school and at home.
   - Allow for oral responses to tests.
   - Circumvent reading whenever possible.
3. Teach rules for approaching tasks.
   - Help the child to define tasks accurately.
   - Assess the child's knowledge of problems.
   - Encourage the child to consider all possible solutions.
   - Teach the child to use a correct test strategy (Pressley & Woloshyn, 1995).

Frankie - Intervention

- Level I: Help child understand the deficit
  - Attention, resistance to distraction,
  - Recognition of how the deficit affects daily functioning
- Level II: Improve Motivation & Persistence
  - Promote success via small steps
  - Ensure success at school and at home
  - Allow for oral responses to tests to circumvent reading when possible

Frankie - Intervention

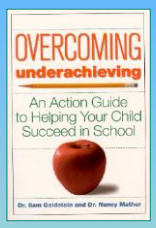
- Teach rules for approaching tasks
  - Define tasks accurately
  - Assess child's knowledge of the problem
  - Consider ALL possible solutions
  - Evaluate value of all possible solutions
  - Checking work carefully is required
  - Correct your own test strategy (see Pressley & Woloshyn, 1995, p. 140).

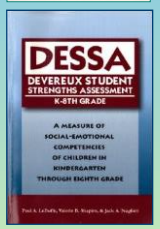
Frankie - Intervention

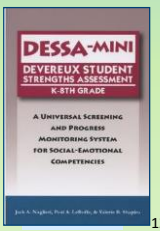
- Discourage passivity / encourage independence
  - Teacher should only provide as much assistance as is needed
  - Discourage exclusive use of teacher's solutions
  - Child needs to correct own work
  - Child needs to learn to be self-reliant (Scheid, 1993).

Frankie – Intervention Social-Emotional

- Improve resilience and self-esteem – see Goldstein & Mather's book for suggestions
- Measure social-emotional competence in all students especially those who are experiencing learning problems
  - 72-item *DESSA* to find specific areas of need
  - Universal screening with 8-item *DESSA-mini*







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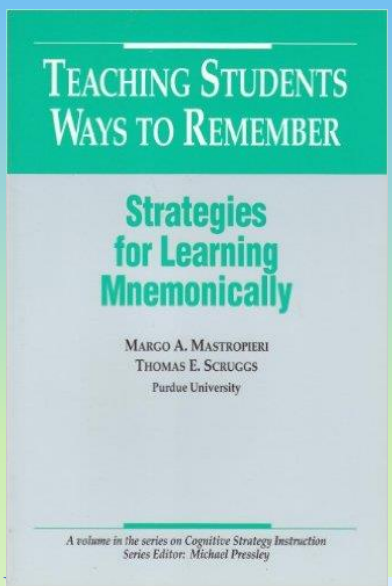
123

Mastropieri & Scruggs (1991)

- Mnemonics are strategies:
  - for learning
  - for improving memory
- Topics include:
  - vocabulary, science, reading, spelling, math



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124

Frankie

- **Spelling**
  - Strategies for Spelling (pp.102–103)
  - Segmenting Words for Reading/Decoding and Spelling (p. 89)
- These are designed to help him perform better when tasks require a lot of Successive processing.

Frankie - Use Planning Strength

Strategies for Spelling

Spelling is an activity that requires the recall of specific letters in order and combining sounds with letter groups so that words can be recognized. Good spellers are skilled at memorizing how to correctly spell words even when the words are difficult or unpredictable. Often, spelling lists are given and students write the words over and over or rewrite them alphabetically. In order to make spelling easier for these students, give them a plan or strategy that includes various rules for spelling. A child who knows or has access to various spelling rules is likely to be able to spell many words correctly, rather than just the few that have been memorized. This intervention is intended to help students use certain rules or plans to spell words, particularly ones that are commonly misspelled or are spelled in a way other than how they sound.

When a child uses a rule or plan to spell, the answer is obtained by thinking (using the plan or rule), rather than just relying on remembering the string of letters. For example, a student may want to spell *science* but may not be sure of the order of the letters. If the child is taught the rule "*i* before *e* except after *c*," then he or she is more likely to spell the word correctly. This strategy changes the task from one that demands Successive processing to one that involves Planning.

How to Teach Strategies for Spelling

Following are a number of rules and strategies for spelling words. This list is not intended to be exhaustive, but it includes many of the major rules used for spelling. These rules may be varied, and the more memorable they are for the student, the more likely they are to be used (see the Mnemonics for Spelling handout [p. 101] for additional interventions). Students also need to understand that these are rules of thumb, and in some cases the rules do not work for every word.

- Write *i* before *e* except after *c* (e.g., *receive*, *perceive*, *field*, *believe*, *niece*, *siege*).
- The letter *q* is always written with *u* and sounds like "kw."
- The vowel *y*, not *i*, is used at the end of English words (e.g., *my*).
- The majority of nouns in English form their plural by simply adding a final *-s*.
- Nouns that end with *-s*, *-z*, *-x*, *-sh*, *-ch*, and *-o* form their plural by adding *-es* (e.g., *glasses*, *buzzes*, *boxes*, *bushes*, *switches*, *potatoes*, *heroes*). Some exceptions include *studios*, *pianos*, *kangaroos*, and *zoos*.
- To form plurals for nouns that end in a consonant and *-y*, change *-y* to *-i* and add *-es* (e.g., *babies*, *spies*, *puppies*).
- To form plurals for nouns that end in *-f* or *-fe*, change the *-f* to *-v* and add *-es* (e.g.,

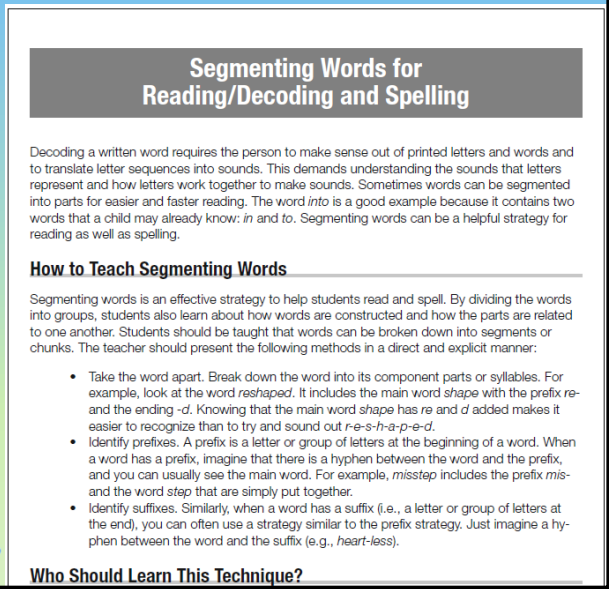
- When a two-syllable word ends with a vo final syllable, double the final consonant w admitting).
- Words with a silent final e are written with with a vowel (e.g., having, writing, biking).
- After a single vowel at the end of a one-s doubled (e.g., full, puff, pass).
- The letter s never follows the letter x (e.g.,
- All is written with one l when added to an
- When added to another syllable, till and f
- The letter z, never s, is used for the "z" so zipper).
- Words beginning with a vowel and ending added or when a y is added (e.g., desire/ There are some exceptions to this genera
- Only one word ends in -sede: supersede. proceed, succeed. All other words ending precede, recede.

Some Other Strategies

- Take the word apart. Break down words i at the word competition. Why is it spelled petition is a petition of two or more peopl jective. You get the correct spelling by div
- Identify prefixes. A prefix is a letter or grou a word has a prefix, imagine that there is and you can generally see the correct spe consists of dis-play. A word that is combi root word begins with s, but only uses a s dissatisfy).
- Identify suffixes. When a word has a suffix you can often use a strategy similar to the the word and the suffix, then double the l with the same sound (e.g., actual-ly, soul are different (e.g., sincere-ly, clever-ness,

Frankie - Use Planning Strength

- This strategy helps him organize the sequence of sounds and letters thereby focus is achieved



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 to one another. Students should be taught that words can be broken down into segments or chunks. The teacher should present the following methods in a direct and explicit manner:

- Take the word apart. Break down the word into its component parts or syllables. For example, look at the word *reshaped*. It includes the main word *shape* with the prefix *re-* and the ending *-d*. Knowing that the main word *shape* has *re* and *d* added makes it easier to recognize than to try and sound out *r-e-s-h-a-p-e-d*.
- Identify prefixes. A prefix is a letter or group of letters at the beginning of a word. When a word has a prefix, imagine that there is a hyphen between the word and the prefix, and you can usually see the main word. For example, *misstep* includes the prefix *mis-* and the word *step* that are simply put together.
- Identify suffixes. Similarly, when a word has a suffix (i.e., a letter or group of letters at the end), you can often use a strategy similar to the prefix strategy. Just imagine a hyphen between the word and the suffix (e.g., *heart-less*).

Who Should Learn This Technique?

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Is Frankie a Typical ADHD Child?

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128

129

ADHD

Hyperactive-Impulsive Type

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conclusions

Case of Christopher - Is He ADHD?

- Problems
  - behavior problems
  - impulsive & disorganized
  - forgets assignments
  - can't stay on task
  - poor grades
- Clinical Observations
  - anxious about testing
  - used simple strategies
  - did sloppy work
  - control problems (threw pencil when frustrated)
  - impulsive choices made
- RESULTS
- CBCL **Externalizing = 68**
  - failure in control, impulsivity problems, arguing, attention-getting behaviors.

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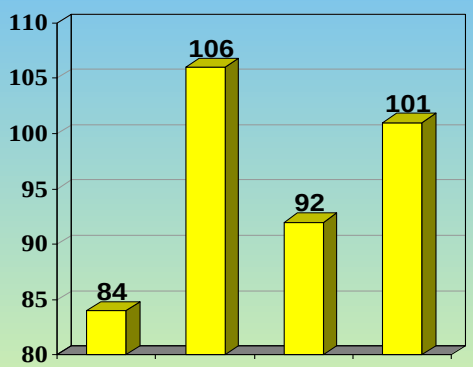
130

conclusions

Case of Christopher (continued)

- WISC-III (FS = 106)
  - VC = 114 PO = 102
  - FD = 96 PS = 94
- WJ-Achievement
  - Broad Reading = 106
    - Comprehension = 117
    - Word Attack = 108
    - Dictation = 82
  - Broad Math = 100
    - Applied Problems = 93
    - Calculation = 86



-11.8(W) 10.3(S) -3.8 5.3

Child's mean = 95.8

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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)

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Think and Talk

&

What would you recommend as possible interventions for Christopher's planning AND attention challenges?

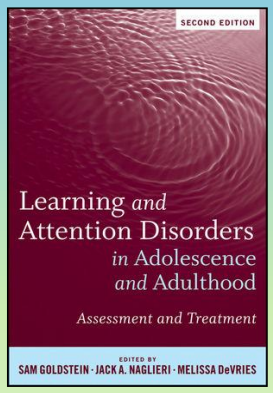
NOTE: STOP AND TALK is important because the brain retains 50% through talk.

Helping Children Learn

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

IQ vs PASS

ADHD Profiles by Ability Test



CHAPTER

6

Assessment of Cognitive and Neuropsychological Processes

Jack A. Naglieri
Sam Goldstein

INTRODUCTION

Assessment of intelligence plays an important role in the process of determining if an adolescent or adult has a disability. For those suspected of having a Specific Learning Disability (SLD), the intelligence test provides an important reference point to compare to levels of achievement. For those who may have Attention-Deficit/Hyperactivity Disorder (ADHD), the measure of intelligence is used to rule out other disabilities that may better explain the person's behavior. Intelligence tests have and will continue to provide a critical component of any comprehensive assessment needed to determine the presence of disabilities, such as SLD and ADHD. Their importance, however, demands a thorough understanding of the strengths and limitations of these tests of ability, an appreciation of the research on their effectiveness, and an examination of modern views of assessing intelligence. The goal of this chapter is to address these issues.

This chapter reexamines intelligence as measured by traditional IQ tests with special attention to the utility such tests have for diagnosis. In order to achieve this goal, the chapter includes a brief overview of the history and definitions of intelligence and examines examples of measures of intelligence more closely. Emphasis will be placed on the importance of understanding how intelligence is conceptualized and measured by different tests and the implications this has for assessment. The chapter also provides a conceptual model of assessment of basic psychological processes and how that information can aid in the diagnostic process and treatment of adolescents and adults.

Naglieri & Goldstein (2011)

GROUP PROFILES BY ABILITY TEST

Because ability tests play such an important role in the diagnostic process, it is crucial to understand the sensitivity each test may have to any unique characteristics of those with an SLD or attention deficit. Clinicians need to know if an adolescent or adult has a specific deficit in ability that is related to a specific academic learning problem. There has been considerable research on, for example, Wechsler subtest profile analysis, and most researchers conclude that no profile has diagnostic utility for individuals with SLD or ADHD (Kavale & Forness, 1995). The failure of subtest profiles has led some to argue (e.g., Naglieri, 1999) that scale, rather than subtest, variability should

1. We need to know if intelligence tests yield distinctive profiles

2. Subtest profile analysis is UNSUPPORTED so use scale profiles instead

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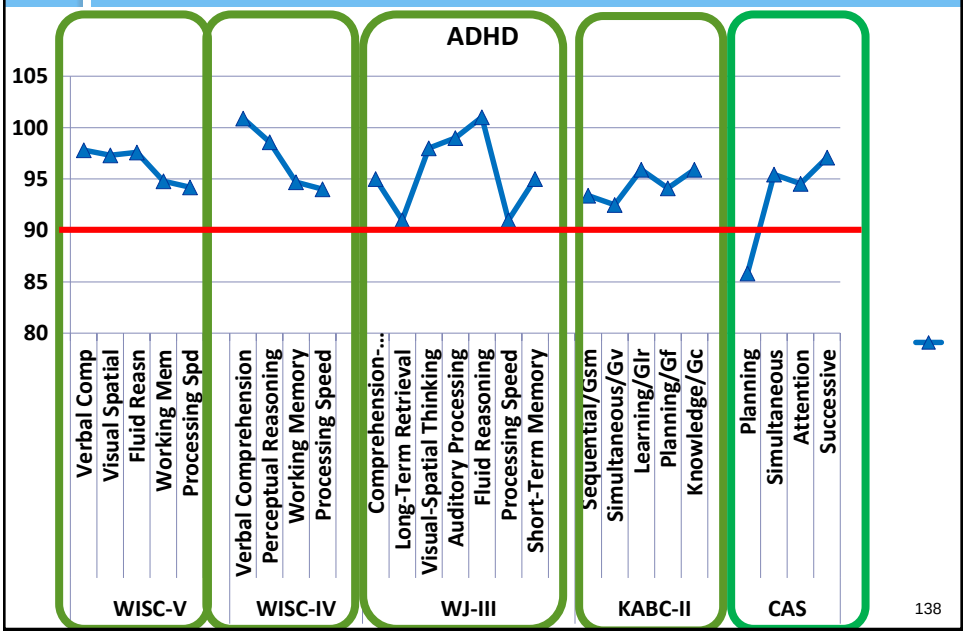
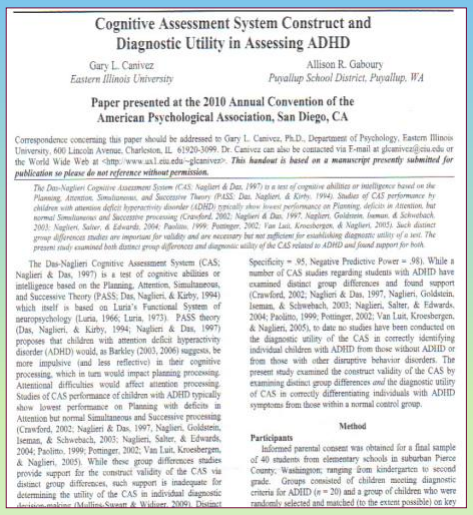
Profiles for students with ADHD



138

Canivez & Gaboury (2010)

- "the present study demonstrated the potential of the CAS to correctly identify students who demonstrated behaviors consistent with ADHD diagnosis." glcanivez@eiu.edu



Cognitive Assessment System Construct and Diagnostic Utility in Assessing ADHD

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Paper presented at the 2010 Annual Convention of the American Psychological Association, San Diego, CA

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The Das-Naglieri Cognitive Assessment System (CAS; Naglieri & Das, 1997) is a test of cognitive abilities or intelligence based on the Planning, Attention, Simultaneous, and Successive Theory (PASS; Das, Naglieri, & Kirby, 1994). Studies of CAS performance by children with attention deficit hyperactivity disorder (ADHD) typically show lowest performance on Planning, deficits in Attention, but normal Simultaneous and Successive processing (Crawford, 2002; Naglieri & Das, 1997; Naglieri, Goldstein, Iseman, & Schwebach, 2003; Naglieri, Salter, & Edwards, 2004; Paolitto, 1999; Pottinger, 2002; Van Luit, Kroesbergen, & Naglieri, 2005). Such distinct group differences studies are important for validity and are necessary but not sufficient for establishing diagnostic utility of a test. The present study examined both distinct group differences and diagnostic utility of the CAS related to ADHD and found support for both.

The Das-Naglieri Cognitive Assessment System (CAS; Naglieri & Das, 1997) is a test of cognitive abilities or intelligence based on the Planning, Attention, Simultaneous, and Successive Theory (PASS; Das, Naglieri, & Kirby, 1994) which itself is based on Luria's Functional System of neuropsychology (Luria, 1966; Luria, 1973). PASS theory (Das, Naglieri, & Kirby, 1994; Naglieri & Das, 1997) proposes that children with attention deficit hyperactivity disorder (ADHD) would, as Barkley (2003, 2006) suggests, be more impulsive (and less reflective) in their cognitive processing, which in turn would impact planning processing. Attentional difficulties would affect attentive processing. Studies of CAS performance of children with ADHD typically show lowest performance on Planning with deficits in Attention but normal Simultaneous and Successive processing (Crawford, 2002; Naglieri & Das, 1997; Naglieri, Goldstein, Iseman, & Schwebach, 2003; Naglieri, Salter, & Edwards, 2004; Paolitto, 1999; Pottinger, 2002; Van Luit, Kroesbergen, & Naglieri, 2005). While these group differences studies provide support for the construct validity of the CAS via distinct group differences, such support is inadequate for determining the utility of the CAS in individual diagnostic decision-making (Mullins-Sweatt & Widiger, 2009). Distinct Specificity = .95, Negative Predictive Power = .98). While a number of CAS studies regarding students with ADHD have examined distinct group differences and found support (Crawford, 2002; Naglieri & Das, 1997, Naglieri, Goldstein, Iseman, & Schwebach, 2003; Naglieri, Salter, & Edwards, 2004; Paolitto, 1999; Pottinger, 2002; Van Luit, Kroesbergen, & Naglieri, 2005), to date no studies have been conducted on the diagnostic utility of the CAS in correctly identifying individual children with ADHD from those without ADHD or from those with other disruptive behavior disorders. The present study examined the construct validity of the CAS by examining distinct group differences *and* the diagnostic utility of CAS in correctly differentiating individuals with ADHD symptoms from those within a normal control group.

Method

Participants

Informed parental consent was obtained for a final sample of 40 students from elementary schools in suburban Pierce County, Washington; ranging from kindergarten to second grade. Groups consisted of children meeting diagnostic criteria for ADHD (n = 20) and a group of children who were randomly selected and matched (to the extent possible) on key

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139

The only way to climb a mountain …

Slowly, slowly, easy, easy…

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Three Categories for Each Day

- Summarize the Big Idea and WHY it['s important.
- List 3-5 facts you want to remember
- Note at least three take away strategies or ideas you plan to use in your work with students.

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141

Your Final Project for This Week

- Using the notes from your foldables, and working with your core group, come up with a 3 minute presentation that summarizes the big ideas of what you have learned in this Summer Institute.
  - Song/Rap/Poem
  - Skit or Video
  - Art Project
  - Chart/Graph
  - Your Choice

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142

Your ticket out the door!

Plus: What's working for you?
Minus: What could we improve?
Question: Something you still wonder about or want to know.
(Based on stated objectives for the Institute).

Pay Close Attention

efintheclassroom.net

Sustained Attention Lesson

Phrase of the week: Where is your focus?

Video: http://www.youtube.com/watch?v=jKCT-simmBo&noredirect=1

Q1: Why do you think you were tricked by this video?

Q2: How do you decide what to pay attention to, and what not to, in this class?

Q3: What are you biggest distractions in class? What will you have the hardest time ignoring?

Hand out Learning Logs:

Students go to SA section and create a list they (or the class as a whole) will try to ignore this week.