## Activated Learning: Level I Training

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## **Activated Learning Training**

Level I: Knowledge building and practice Level 2: Inservice support to get going (4x30 min) Level 3: Train the Trainer

## Our TWO-DAY Plan

#### Day 1

*Knowledge:* Types of learning regulation, how EFs support LR, impact of EFs in life/learning

**Concept:** How we want to regulate learning and how we actually DO

*Skill:* Using the BSP, talking to parents about EFs, teaching kids about EFs

Day 2?

*Knowledge:* How to use the BSP, how to incorporate feedback and assessment

*Concept:* Formative, processbased feedback

*Skill:* Using feedback and assessment to power EF-literacy and the BSP.

## Our Team Today

- What is your "survivor" skill/quality?
- How did you get your most recent bruise?
- What is one thing you learned about your EFs?
- What do you already know about this topic/training?

(Speedy Groups of 3)

**Response Inhibition Working Memory Emotional Control** Flexibility **Sustained Attention Task Initiation Planning and Prioritizing** Organizing **Time Management Goal-Directed Persistence Metacognition** 



## Goal: A Successful Return to School

Padlet https://padlet.com/laurie91/75145o8fb67tz5ee

What is hard about returning to school? Barriers Strategies wearing Mask (Elli) keep doing (EIII) putting on/taking off practice when masks' (Rhayne) rules (Alicia) new (Elli) listen and learn visit triends meet a friend at cant and siblings In the edge. call them yards (Everly other over Rhayne can't ball (Joey) do something different stay 6ft (Alicia) hard to stick out armsapar make an airplane) (Everly)

@BarrowsBatchPaula Barrow, Gr 1Fenelon Township Public SchoolCameron, Ontario

## What do you know about learning regulation?



## Conceptualization of Observed Engagement

#### Focused Engagement –

Optimal, positive engagement behaviors like writing, reading, participating.

#### Task Management –

Preparing to engage in academic tasks, like looking at the teacher, hand raising, and locating materials Competing Behaviors –

Not meeting classroom expectations. Doing non-compliance, disruption, avoidance, etc.

Nelson, T.D., Nelson, J.M., James, T.D, Clark, C.A.C, Kidwell, K.M., Espy, K.A, 2017. Executive control goes to school: Implications of preschool executive performance for observed elementary classroom learning engagement. Developmental Psychology, 53 (5), 836-844.

## Self-Regulated Learning

Level 1: Observation Level 2: Emulation Level 3: Self-Control Level 4: Self-Regulated



Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. Journal of Educational Psychology, 81(3), 329. Zimmerman, B. J. (2000). Self-effi cacy: An essential motive to learn. Contemporary Educational Psychology, 25(1), 82–91. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory into Practice, 41(2), 64–70.

## Benefits of Self-Regulated Learning

- Century of scholarship learning, effects on classrooms, 21C.
- Improved academic performance, improved capacity for metacognition, improved capacity for metastrategy.
- Doesn't happen nearly as much without direct teaching.
- The more, the better for maintenance and transfer.

- P.H. Winne, 2017
- C. Dignath, Buettner, & Langfeldt, 2008; C Dignath & Büttner, 2008; Fuchs et al., 2003; Masui & De Corte, 2005; Perels, Gürtler, & Schmitz, 2005; Schunk & Ertmer, 2000
- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99, 445-476.
- A.L. Brown, Campione, & Day, 1981; Veenman, 2007

## Self-Regulated Learning TEACHING (SRT)

- the most expert teachers scaffold learners steadily towards independence
- teacher-led implementation rarely lasts
- extant SRT tends to locate the process of learning regulation and metacognition in teachers, who monitor problems, select strategies, and reflect upon the success of those strategies for students

- McCaslin & Good, 1996;
  Schunk & Zimmerman, 1997;
  Wood et al., 1976;
  Zimmerman, 2000
- Dignath-van Ewijk et al., 2013; Spruce & Bol, 2015.
- Dignath & Buttner, 2018.

## Stress ~ Externally Regulated Learning

Make it smaller and

more achievable

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research, 86*(3), 643-680. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 86*(3), 643-680. Jennings, P. A., & *Research, 79*, 491–525.

Take more

responsibility

Increase structure

and give very

specific instructions

## **External Regulation of Learning**



## High vs. Low SRT / SRL Classrooms

- Most teachers use a combination of external, shared, and internal regulation flexibly throughout the day.
- Those on the tails of this curve create "high" vs "low SRL classrooms" in which students' autonomy, choice, selfassessment, and personal learning approaches are either validated or dominated.

- Van Beek et al., 2014
- Perry et al., 2002



Let's talk about your OWN EFs as learners in this program...



#### Our Students are Unique



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## Each Student Struggles Differently and these Differences Impact their Learning Regulation







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# "I feel like I'm wearing out the treads on my shoes..."

## THIS is THAT



# Knowing about EFs is important to a learner because...

### Important Facts: What are EFs?

# Higher order cognitive processes that modulate human cognition.

Miyake, A., Friedman, N. P., Emerson, M. J., Witzki, A. H., Howerter, A., & Wager, T. D. (2000). The unity and diversity of executive functions and their contributions to complex "frontal lobe" tasks: a latent variable analysis. *Cognitive Psychology*, *41*(1), 49–100.

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## **Key Ideas**



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## Key Ideas for Kids

#### 4 Facts about Executive Functioning:



## Phineas Gage 1823 - 1860



Mr Joseph Larkin Austin, eldest son of Mr Eleazer Austin, was found drowned near the south bridge in Salem; it is supposed be fell overboard between 2 and 3 o'clock in the morning, while fishing.

Horrible Accident.—As Phiness P. Gaga, a foreman on the railroad in Caveodish, was yesterday engaged in tamkin for a blast, the powder exploded, carrying an iron instrument through his head an inchand a fourth in circomference, and three fear and eight inches in length, which he was using at the time. —The iron entered on the eide of his face, shattime, is a power jiw, and passing back of the left eye, and out at the top of the head.

The most singular circumstance connected with this melaocholy affairt is, that he was alive at two o'clock this alternoon, and in fall possession of his meason, and free from pain -Lndlow, Vt., Union.

The chief of the Philadelphia dogkillers, a black man named George Horsey, attempted to kill his wife. He broke into her mom arrowd with a pistol and knile; she threw herself out of the second story window to escape, breaking her leg in the fall; he pursoed her, and attacked and injored her severely. She was taken to the hospital. Horsey was fally committed for trial. "fitful, irreverent, indulging at times in the grossest profanity" "impatient of restraint and advice when it conflicts with his desires" "devising many plans of future operation, which are no sooner arranged than they are abandoned"

(which was not previously his custom),

"...while not actually deprived of intelligence, he had lost ... the faculty of the *attentive and intelligent observation*..."

### Important Facts: What are EFs?

# Updating working memory, inhibiting dominant responses, shifting attention.

Miyake, A., Friedman, N. P., Emerson, M. J., Witzki, A. H., Howerter, A., & Wager, T. D. (2000). The unity and diversity of executive functions and their contributions to complex "frontal lobe" tasks: a latent variable analysis. *Cognitive Psychology*, *41*(1), 49–100.

## **Important Facts**

Individual differences in EF explain over half of all variation in school performance and predict academic functioning beyond indexes of language or intellectual ability. 2

Visu-Petra, L., Cheie, L., Benga, O., & Miclea, M. (2011). Cognitive control goes to school: The impact of executive functions on academic performance. *Procedia - Social and Behavioral Sciences, 11*, 240-244.

While weak EFs are a symptom of cognitive immaturity, significant impairment to specific EFs are commonly observed in individuals with other learning disabilities such as acquired neurological impairments, FASD, ADHD, autism, and LD.



Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development, 78*(2), 647-663; Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16*(2), 939–944; Gioia, G. A., & Isquith, P. K. (2004). Ecological assessment of executive function in traumatic brain injury. *Developmental Neuropsychology, 25*, 135-158; Ozonoff, S., & Jensen, J. (1999). Brief report: Specific executive function profiles in three neurodevelopmental disorders. *Autism and Developmental Disorders, 29*, 171-177; Fryer, S. L., Tapert, S. F., Mattson, S. N., Paulus, M. P., Spadoni, A. D., & Riley, E. P. (2007). Prenatal alcohol exposure affects frontal-striatal BOLD response during inhibitory control. *Alcoholism, Clinical and Experimental Research, 3*(18), 1415-1424; Elliott, R. (2003). Executive functions and their disorders: Imaging in clinical neuroscience. *British Medical Bulletin, 65*(1), 49–59; Stein, J. A., & Krishnan, K. (2007). Nonverbal learning disabilities and executive function: the challenges of effective assessment and teaching. In L. Meltzer (Ed.), *Executive Function in Education: From Theory to Practice* (pp. 106-132). New York: Guilford Press.

## Especially weak EFs predict academic failure, troubled relationships, anxiety, depression, conduct disorders, health problems, risky behavior, and, eventually, incarceration.



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## **Teachers and Schools Already Build EFs**

Classroom/school structures that evolve, change, and become more challenging Organized, social sports with rules Frequent / varied practice using EFs for tasks

Indirect Builders

Direct

**Builders** 

Happiness, familiarity, comfort Experience, interest, connection Appropriate level of academic challenge Sleep, nutrition, exercise Self-confidence, self-efficacy

Sleep - (Rossa, K. R., Smith, S. S., Allan, A. C., & Sullivan, K. A. (2014). The effects of sleep restriction on executive inhibitory control and affect in young adults. *Journal of Adolescent Health, 55*(2), 287-292; Stress, depression, worry, poverty - (Bethell, C., Newacheck, P., Hawes, E., & Halfon, N. (2014). Adverse childhood experiences: Assessing the impact on health and school engagement and the mitigating role of resilience. *Health Affairs, 33*(12), 2016-2115; Review and screens – Swing, E. L., Gentile, D. A., Anderson, C. A., & Walsh, D. A. (2010). Television and video game exposure and the development of attention problems. *Pediatrics, 126*(2), 214-221; Southern Education Foundation. (2015). A new majority: Low income students now a majority in the nation's public schools. Retrieved from <a href="http://www.southerneducation.org/getattachment/4ac62e27-5260-47a5-9d02-14896ec3a531/A-New-Majority-2015-Update-Low-Income-Students-Now.aspx">http://www.southerneducation.org/getattachment/4ac62e27-5260-47a5-9d02-14896ec3a531/A-New-Majority-2015-Update-Low-Income-Students-Now.aspx</a>; Burke, N., Hellman, J., Scott, B., Weems, C., & Carrion, V. (2011). The impact of adverse childhood experiences on an urban pediatric population. *Child abuse & neglect, 35*(6), 408-413; Hostinar, C., Stellern, S., Schaefer, C., Carlson, S., & Gunnar, M. (2012). Associations between early life adversity and executive function in children adopted internationally from orphanages. *Proceedings of the National Academy of Sciences of the United States of America, 109*(Suppl 2), 17208-17212; Shonkoff, J., & Phillips, D. (2000). *From Neurons to Neighborhoods*. Washington, DC: National Academy Press; Shonkoff, J., & Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics, 129*(1), e232-e246.

Even the most capable student benefit from direct teaching and modelling of metacognition to support executive functioning.



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### Why Support STUDENT EF-Literacy? *Attributions*

- EF weaknesses are often judged harshly as intentional.
- Shifting the locus of cause for difficulty at school away from innate, internal, and fixed factors like character or intelligence consistently boosts performance.
- Effect is most pronounced for students with poor past performance.
- Correcting students' attributional schema changes their expectation of success, reduces debilitating emotions such as shame and hopelessness, increases positive emotions such as hope and pride, and thus makes possible a strategic approach to overcome obstacles.

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## THIS is THAT



# Knowing about EFs is important to a learner because...



## ActivatedLearning.org

## Emotional Control

Managing feelings so you can be productive and successful.



#### @barrowsbatch







Megan Clements, Scott Young Public School, Omemee, ON

Wor King Memory Can I remember a burch of things all at once. Thmay I can rembre V Atlention Can I tisten to my friends or teachers? 1 Get Dessierto I Story Foris





Learn a New Language TALK WITH our WHOLE classes OFTEN

Janet Rhude, Scott Young Public School, Omemee, ON

## EXECUTIVE FUNCTIONS



Learn a New Language TALK WITH our WHOLE classes OFTEN

Laura Evans, Central Senior Public School, Lindsay, ON @LCFAITH

Katherine Kirkpatrick, Riverside Public School, Huntsville, ON



## Flipgrid Contest Tell an EF Story



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