SLD Networking Meeting
February 27, 2014

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- Adverse Childhood Experiences
- FBA's, PBSP's, BIP's
- Visible Learning – Teaching Strategies with Impact

Agenda

- MN Department of Health collected data on ACE's.
- ACE stands for Adverse Childhood Experience.
- An ACE is a traumatic experience in a person's life occurring before the age of 18 that the person recalls as an adult.

WHY SHOULD WE TALK ABOUT THIS?

Adverse Childhood Experiences

ACE's Include:

- Incarcerated family member (7%)
- Sexual abuse (10%)
- Drug use problem in household (10%)
- Witnessed domestic abuse (14%)
- Physical abuse (16%)
- Mental illness in household (17%)
- Separated or divorced parents (21%)
- Drinking problems in households (24%)
- Verbal use (28%)

ACE's:

- Are COMMON
  - Over half of Minnesotans have experienced at least one
  - More common in Minnesotans who have not graduated from high school
- Frequently occur together
  - Over half who experienced one had experienced more than two
- Have a strong and cumulative impact on health, behavioral and social problems
- Cause toxic levels of stress or trauma before age 18

ACE's are:

- Specifically linked to-
  - Poor physical health
  - Poor mental health
  - Chronic disease
  - Lower educational achievement
  - Lower economic status
  - Impaired social success in adulthood

As the number of ACE's increase…

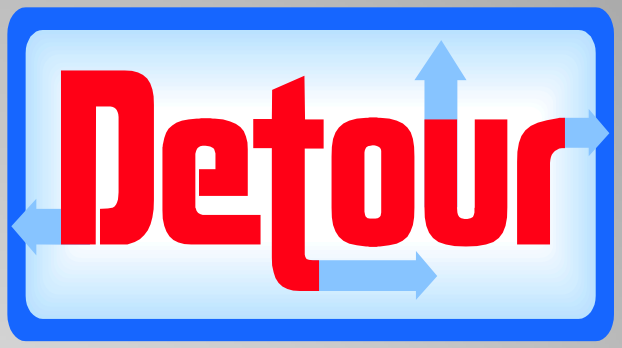
The risk for health problems increase:

- Asthma
- Diabetes
- Obesity
- Depression
- Anxiety
- Chronic Drinking
- Current Smoker
- Rate own health status as fair or poor

What does this mean for us?

- Reflection questions:
  1. What is the average number of ACE's the students that you work with likely experience?
  2. How many ACE's do you think your TOUGHEST kid has lived through or is living in?
  3. How does this affect them at school?
  4. What can we do?

- Resilience is positive adaptation within the context of significant adversity.



Build Resilience!

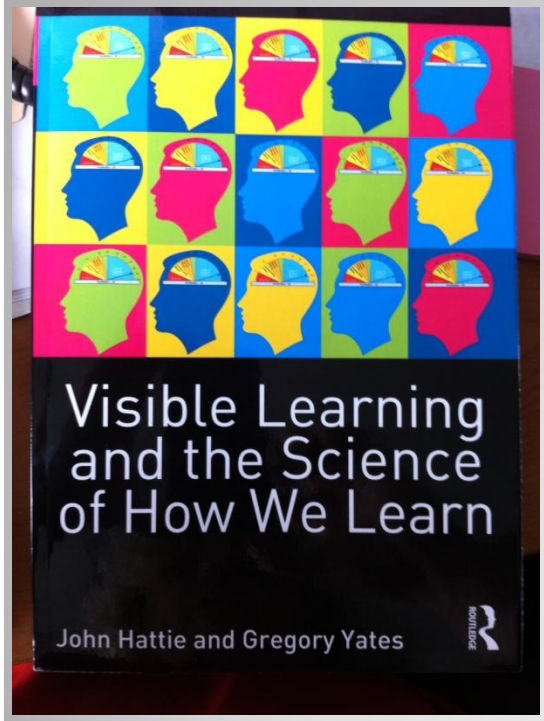
"I'm thinking of changing my centers to Sit Quietly, Behave Yourself, and Just Stop That."

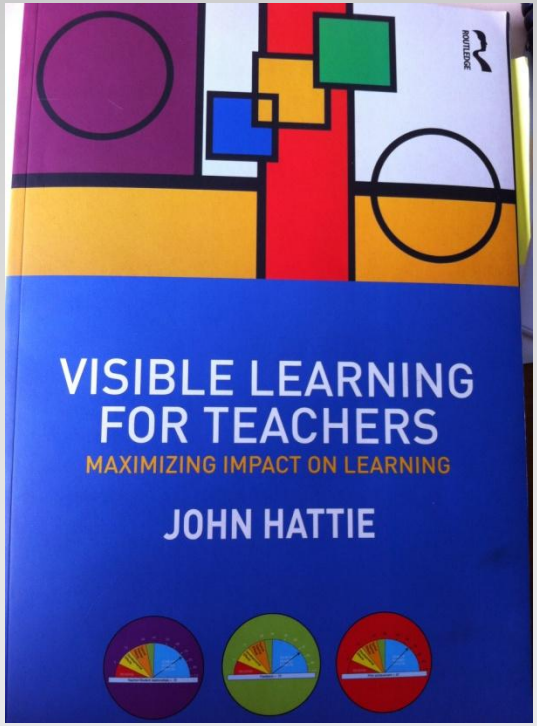
FBA's, PBSP's, BIP's and YOU!

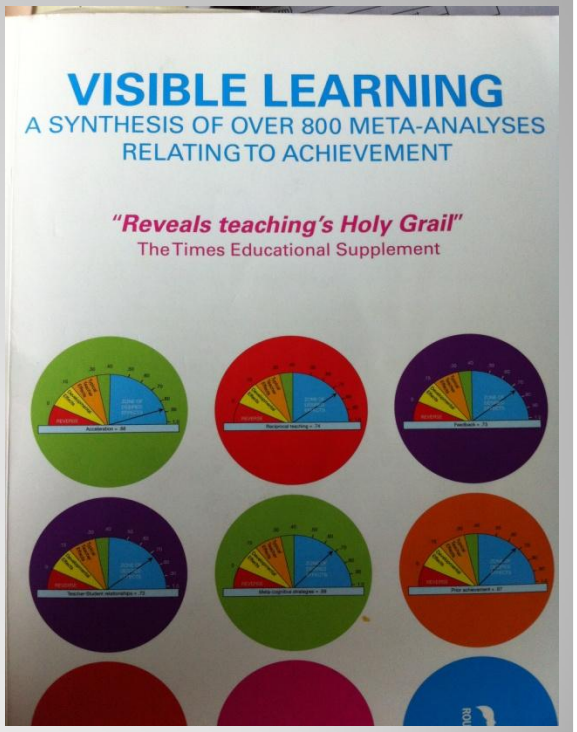
- Quiz
- Handout

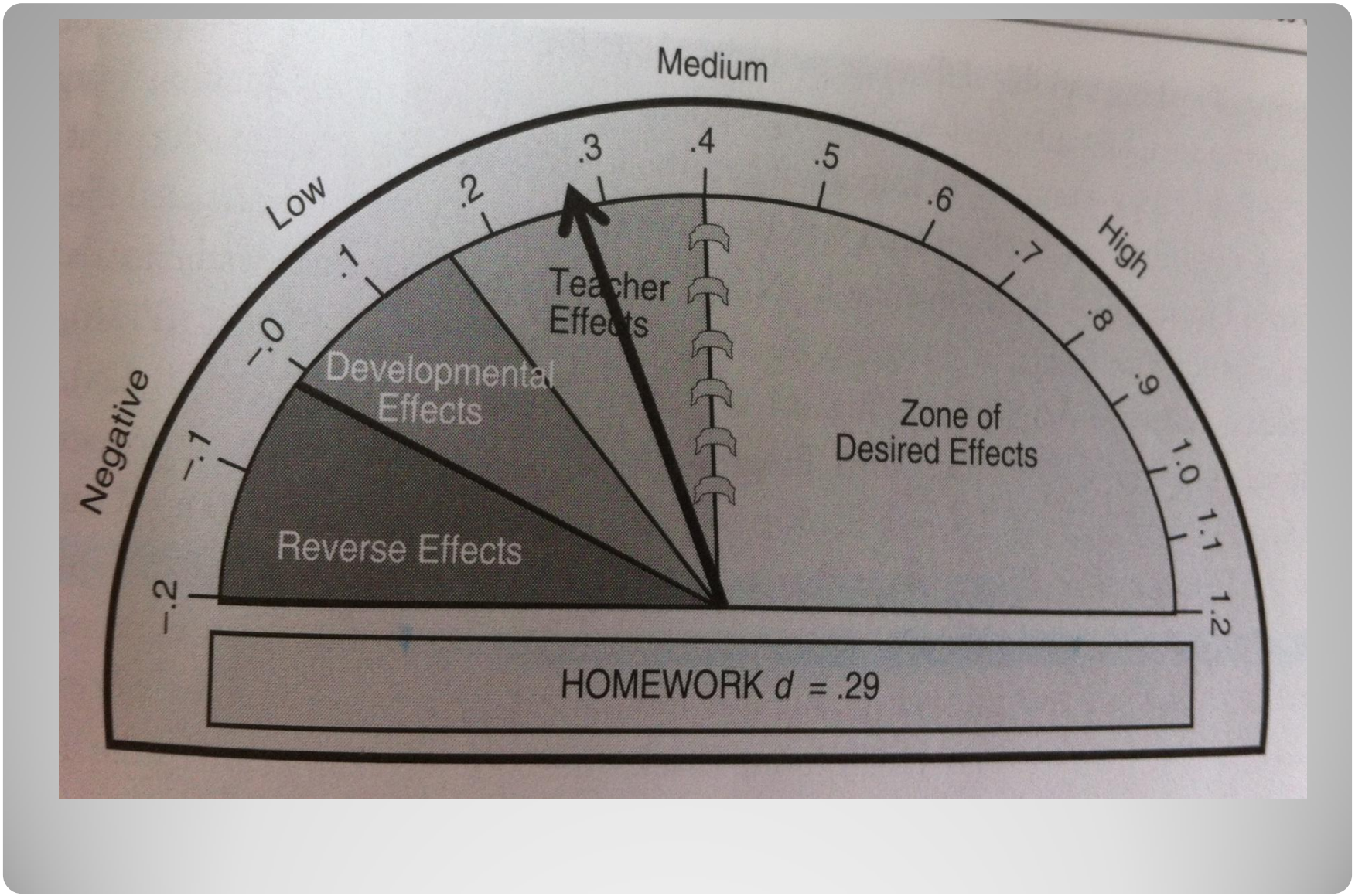
"Stop drinking coffee for a week, then start drinking it again. It's the same effect as rebooting your computer."

Visible Learning-Teaching Strategies with EFFECT









EFFECT SIZE BAROMETER

- "Assessment for learning"
  - Black and Williams (1998)
    - Five major strategies:
      1. Clarifying and sharing learning intentions and criteria for success
      2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding
      3. Providing feedback that moves learners forward
      4. Activating students as instructional resources for one another; and
      5. Activating students as the owners of their own learning.
  - Rapid formative assessment
    - 2-5 times per week
    - In the moment to drive the next step in instruction

Providing formative evaluation = 0.90

- Combine direct instruction and strategy instruction
- “effective procedure for remediating learning disabilities” (Swanson, et al., 1999, p. 218)

Comprehensive intervention for learning disabled students = 0.77

- Instructional approach to increase comprehension
- Dialogue between students and teachers
- Structured dialogue of four strategies:
  - Summarizing
  - Questioning
  - Clarifying
  - Predicting

Reciprocal Teaching = 0.74

- Where am I going?
  - Learning intentions, goals and success criteria
- How am I going?
  - Self assessment and self evaluation
- Where to next?
  - Progression and new goals

- See flow chart

Feedback = 0.73

- Deliberative practice
- Enhances mastery and increases fluency
- 3-4 exposures to learning
- Over several days
- Acquisition and retention were enhanced

Spaced vs. mass practice = 0.71

Strategy	Definition	Example	Effect Size
Organizing and Transforming	Overt or covert rearrangement of instructional materials to improve learning	Summarizing and paraphrasing **Active approach to learning	0.85
Self Consequences	Student arrangement or imagination of rewards or punishment for success or failure	Putting off pleasurable events until work is complete	0.70
Self Instruction	Self verbalizing steps to complete a given task	Verbalizing steps to a math problem	0.62
Self Evaluation	Setting standards and using them for self judgment	Checking work before handing it in to a teacher	0.62

Meta-cognitive strategies = 0.69

- Question Generation Strategy

http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation

SELF VERBALIZATION/SELF QUESTIONING = 0.64

- Explicit teaching of:
  - Understanding the problem
  - Obtaining a plan of the solution
  - Carrying out the plan
  - Examining the solution obtained
- How many ways can this be used? In what areas of education and life?

Problem solving teaching = 0.61

- “Students with LD tend to develop fewer strategies and to use strategies less often than typically achieving students (Stone and Conca, 1993.)”
- “Strategy instruction can meaningfully improver performance among students with LD…Therefore, it makes sense that strategies be treated just like any other academic problem…we should teach them effective strategies.”

Teaching Strategies = 0.62

- To be effective:
  - Must be functional and meaningful determined by the needs of the student
  - Student needs to buy in
  - Instruction should be direct, organized and sequential
  - Instructor should model, present examples and monitor progress
  - Include instruction on what, how, when and why the skill is beneficial
  - Motivating, relevant and easy to understand

Study Skills = 0.59

- Guided or skeleton notes with plenty of opportunity for student response
  - Use existing lecture notes
  - Be realistic (not too many openings)
  - Follow a consistent format
  - Review the completed notes with the student
  - Provide for the entire class
  - Use review tallies

Note Taking Strategies

- WATCH Strategy

☐ **W**rite down an assignment, and **W**rite the due date
☐ **A**sk for clarification or help on the assignment if needed
☐ **T**ask—analyze the assignment and schedule the tasks over the days available
☐ **Ch**eck all work for **C**ompleteness, **A**ccuracy, and **N**eatness

"Do I understand the assignment?"
"Do I need help?"

Class: Social Studies **Date:** 8/13

Assignment: Read Chapter 12 and answer the comprehension questions at the end.

Task Analysis:

- **Date:** 8/13—Survey the chapter/questions; read pages 38–43 and take notes
- **Date:** 8/14—Read pages 44–49 and take notes
- **Date:** 8/15—Answer questions
- **Date:**
- **Date:**

Due Date: 8/16

Before turning in Check for:

☐ **C**ompleteness
☐ **A**ccuracy
☐ **N**eatness

Homework/Task Completion Strategy

TABLE 11.1. The SPLASH Strategy

S—Skim the test.

P—Plan your strategy.

L—Leave out tough questions.

A—Attack questions you know.

S—Systematically guess.

H—House cleaning; leave a few minutes to fill in all answers, check computer forms, clean up erasures.

Note. Based on Simmonds, E. P. M., Luchow, J. P., Kaminsky, S., & Cottone, V. (1989). Applying cognitive learning strategies in the classroom: A collaborative training institute. *Learning Disabilities Focus*, *4*, 96–105.

Test Taking Strategy

- The PREPARE Strategy

TABLE 11.2. The PREPARE Strategy

Plan locker visits.

Reflect on what you need, and get it.

Erase personal needs.

PSYC yourself up.

P—Pause for an attitude check.
S—Say a personal goal related to the class.
Y—Yoke in negative thoughts.
C—Challenge yourself to good performance.

Ask yourself where the class has been, and where the class is going

Review notes and study guide

Explore meaning of teacher's introduction

Classroom Survival Strategy

- This is NOT didactic teaching.
  - Learning intentions*
  - Success criteria*
  - Build commitment and engagement (hook)
  - Structured presentation of the lesson
  - Guided practice
  - Closure
  - Independent practice

Direct Instruction = 0.59

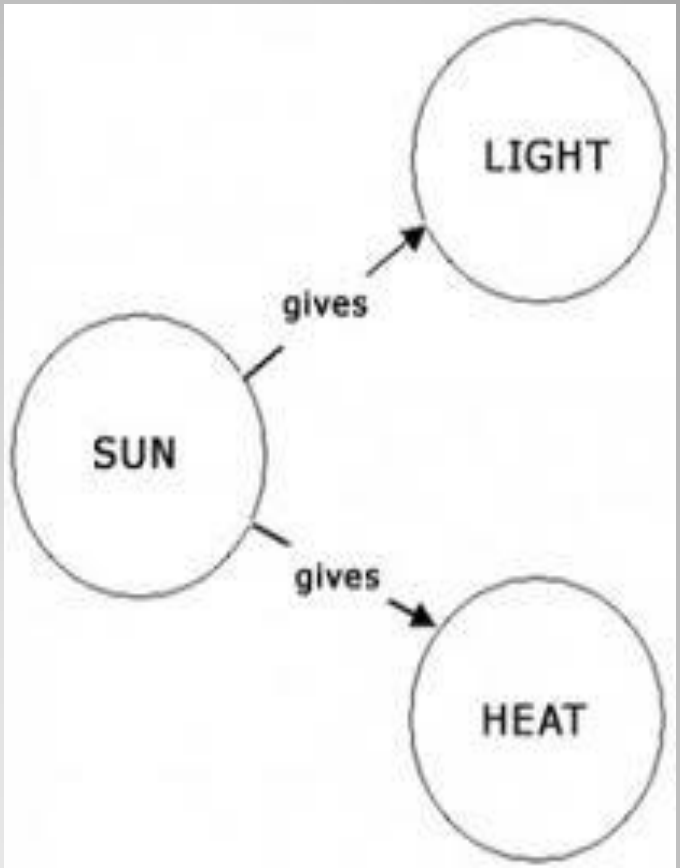
- Learning is held constant; time should be the variable
- Teacher determines pace
- Small learning units with own objectives and assessments
- Diagnostic tests at the beginning of the unit
  - Identify gaps and strengths
- No students proceeds to new material until prior or prerequisite material is mastered!

Mastery learning = 0.58

- Demonstrates what “success” looks like and displays what a goal could be for student learning
- Consist of a problem statement and the appropriate steps to the solution
- Reduces cognitive load to allow them to concentrate on the process, not just the answer

Worked examples = 0.57

- Visually illustrates the relationships between concepts and ideas
  - Brainstorming/idea generation
  - Discover new concepts and the propositions that connect them
  - Communicate ideas, thoughts and information
  - Integrate new concepts with older concepts
  - Gain enhanced knowledge of any topic and evaluate the information



Concept mapping = 0.57

- Student goal setting:
  - Personal best goals
  - SMART goals
  - Long term goals into micro-goals
  - Challenge in goal setting
  - Success relative to goal
  - Self review questionnaire diary

Explicitly teach goal setting!

Goals = 0.56

"To teach is to learn twice."

- Class Wide Peer Tutoring
- Cross Age Tutoring
- Peer Assisted Learning Strategy
- Reciprocal Peer Tutoring

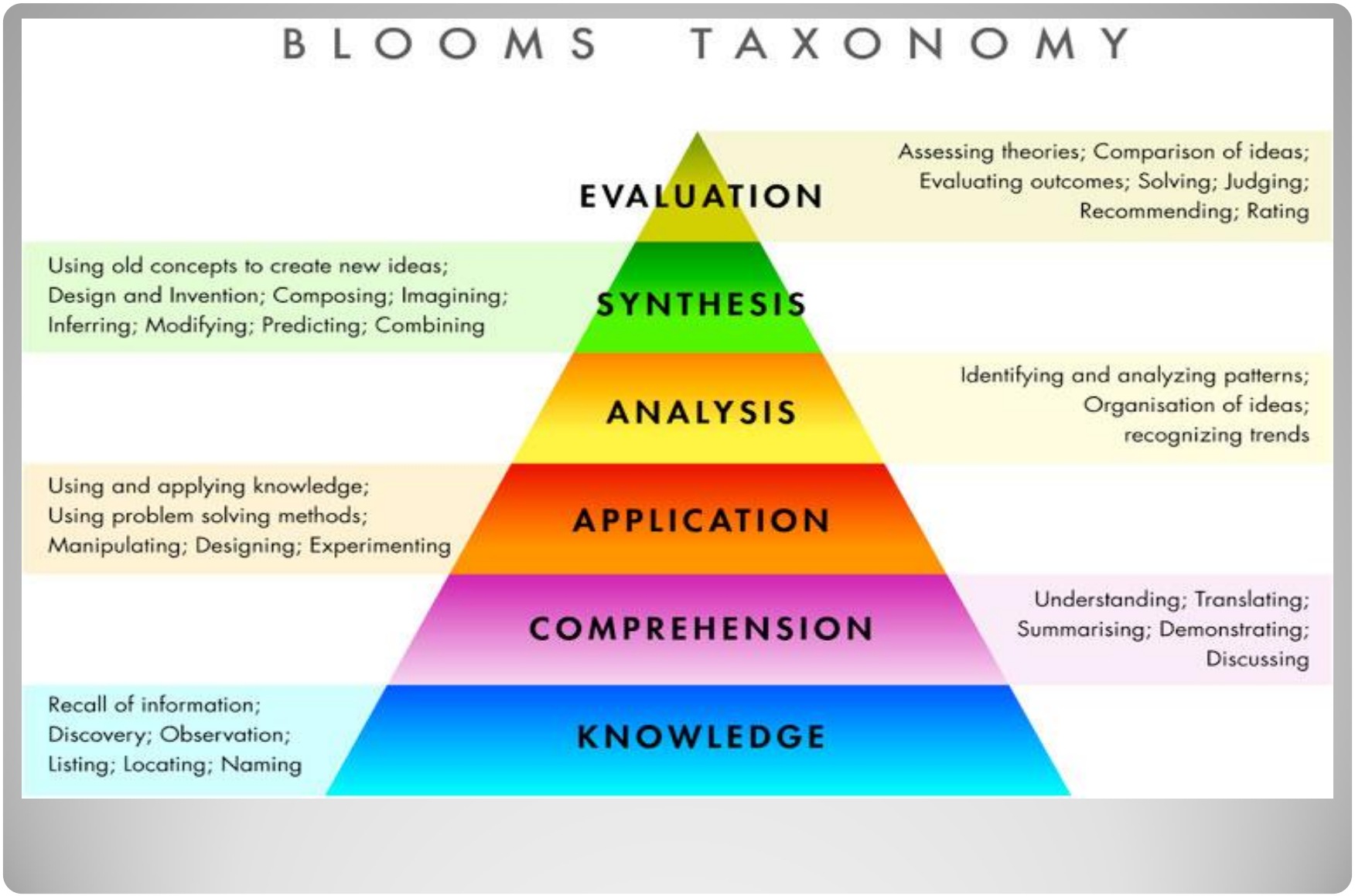
Peer tutoring = 0.55

- Highly structured, student centered approach to course design that emphasizes self-pacing and mastery
  - Students proceed through the course at their own pace
  - Students demonstrate mastery of each component before moving on
  - Teaching materials and other communication are largely text based
  - Teachers are tutorial support and motivation

Keller's PIS = 0.53

- Combined computer assisted instruction and video technology
- Examples: ??

Interactive video methods = 0.52



Questioning = 0.46

- Need sufficient surface knowledge first
- Learning concepts, verbal problem solving, categorizing, spatial problem solving, retention and memory, guessing/judging/predicting.

- "…if you want to increase student academic achievement, give each student a friend."

Roseth, Fang, Johnson and Johnson (2006: 7)

Cooperative Learning = 0.41

Behavioral Organizers

- Graphic organizers for behavior???

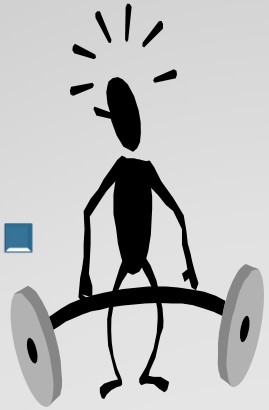
Adjunct Questions

- Questions inserted before or after text segments

Behavioral organizers/adjunct questions = 0.41

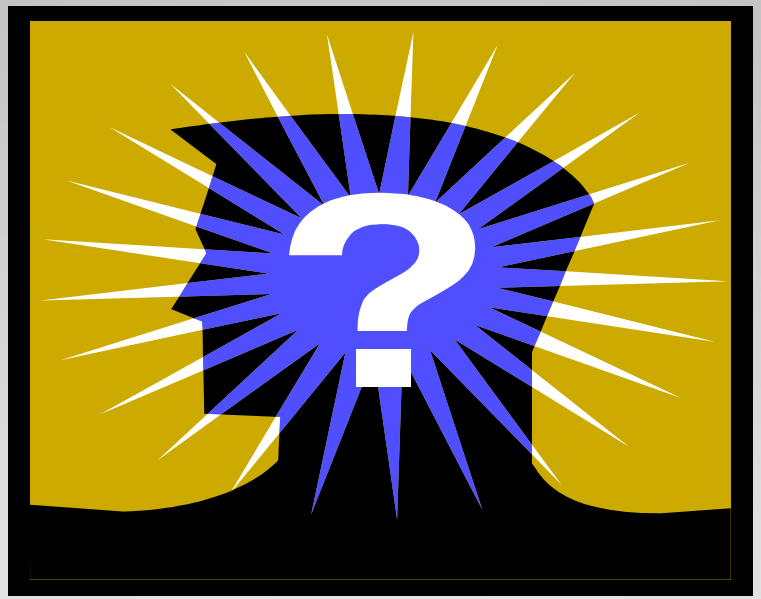
- How can our basic psychological processes play a part in this?
- How do you find your students' learning style?

Vs.



Matching style of learning = 0.41

What? So What? Now What?



Questions????