

# Characteristics of Successful (but different) Learners

**PASS 39**

# Agenda

- Introduction and Overview
- Self-Advocacy
- Self-Management/Self-Regulation
- Flexible Thinking
- Persistence/Perseverance
- Thinking Reflectively with Perspective
- Question and Answer



# Introduction

- Research tells us that there are certain skills that are important for success in school and in life.
- These skills are more of an indicator of future success than IQ or socio-economic status.
- D39 is committed to promoting the development and reinforcement of these important learning behaviors through embedded and purposeful activities, curriculum, and everyday language.



# Similarities Among Recent Philosophies

**CSL:** Thinking Skills (Reflective, Self-Directed), Work Skills (Persistent, Strives for personal bests) and Interpersonal Skills (Self-Advocates)

**Habits of Mind:** (16) Persisting, Managing Impulsivity, Listening and Understanding with Empathy, Thinking Flexibly, Metacognition, Striving for Accuracy, Taking Responsible Risk, etc.

**Growth Mindset:** Belief that abilities can be developed through dedication and hard work (Carol Dweck)

**Resilience:** The ability to recover and adjust following adversity

**Grit:** Perseverance and passion for long-term goals



# Common Themes - Behaviors that Promote Learning

- Interacts appropriately with others
- Focuses attention
- Manages emotions
- Self-Advocates
- Embraces challenges
- Follows directions
- Organizes materials
- Participates in class



# Challenges Specific to Our Student Population

Avoiding:

- Learned helplessness
  - Consistent attention to promoting independence
  
- Over-accommodating
  - Proactive planning vs. enabling
  - Continuously look for ways to fade support



<b>Curriculum</b>	<b>Tier</b>	<b>Description</b>
<b>Second Step</b>	<b>1</b>	<b>Promotes social-emotional competence and self-regulation</b>
<b>Zones of Regulation</b>	<b>2 and 3</b>	<b>A systematic, cognitive behavior approach used to teach self-regulation</b>
<b>Social Thinking</b>	<b>2 and 3</b>	<b>Cognitive behavioral curriculum that helps students develop further awareness of their own thinking and social behaviors</b>

# Self Advocacy

## Importance of Skills

- Knowing what you need in order to succeed!
- Believing in yourself, and empowering self-directed learners

## How we work on this at school

- Student-Led/Facilitated IEP meetings
- Guide with resources
- Upper grades - go through accommodations page with students
- Working with students to understand their “end goal” and what they need to get there
- Fade supports when ready



Self-Advocacy:  
Know Yourself,  
Know What You  
Need, Know How  
to Get It

# Student - Led IEP Meetings

## Elementary School

- Make a slideshow to introduce self to the team, LBS presents at meeting
- Come in to introduce the team, then leave
- Present slide show to introduce the team, then leave

## Middle and Junior High

- Come in to introduce team, then leave
- Make introductions and stay to be a valued member of the team
  - IEP Scripts and Transition meetings to high school

# IEP Script from WJHS

## **Review how you have been doing in School: Present Level of Performance Page (PLOP)**

“I think school is \_\_\_\_\_”

“Things that have worked well for me this year are \_\_\_\_\_”

“Things that have not worked very well for me are \_\_\_\_\_”

## **Request Input from Others in the Meeting**

“Does anyone want to comment on how my school year has been going?”

**\*\* Classroom teacher will give classroom updates.**

“Mom or Dad, do you want to add anything?” **(Parental Concerns)**

# Self Advocacy

## How you can support at home

- Structure their environment for independent success
- Facilitate conversations
- Guide learning without giving answers
  - Ask them to be specific on **where** they are having trouble and **what they need** from you.
  - Ask guiding questions: “where could you find this information...”
- Have them teach you something they are good at to make them feel successful
  - BELIEVE in yourself!
- “Over-self-advocating”
  - Knowing **when** and **where** is the right place to ask for help



# Self-Management/Regulation

## What is it?

Self-management refers to the ability of an individual to regulate their emotions and resulting behaviors in ways that society considers acceptable. This includes how the individual copes with unmet wants or needs, perseveres when faced with obstacles, and sets goals for himself/herself (Bandy & Moore, 2010).

## Importance of Skills

- Being able to manage one's own emotions
- Appropriate self-management can help students perform better in school, can reduce delinquent behaviors, and can help individuals perform better on the job.
- It helps in facilitating emotional development in all children
- Short term self-regulation and long term self-regulations pros

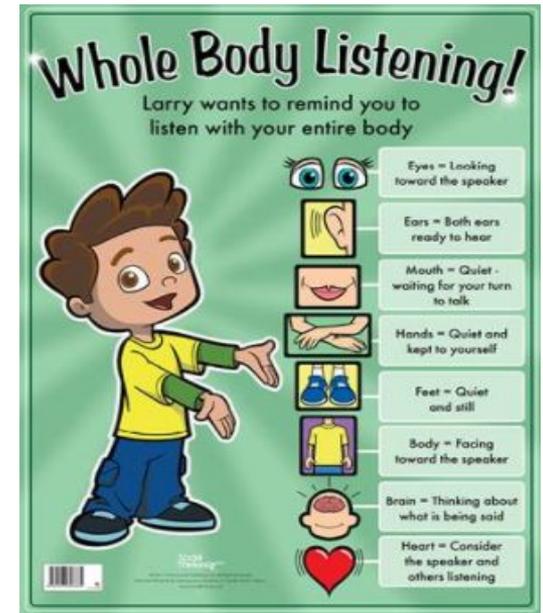
# Self-Management/Regulation

## How we work on them at school:

- “expected vs. unexpected” not to be confused with appropriate vs. inappropriate
- Teach them how to be more self aware of how their body might be feeling when exhibiting different emotions
- Provide visuals for self reflection
- Social Behavior Maps when different behaviors and emotions arise

## How you can support at home:

- Know the language and how we use it
- reflecting with children on unexpected moments and making plans for future situations (coming up with a plan)
- Doing Social behavior maps with your kids
  - What was the behavior? Who was affected? What was the consequence? How do you feel now?
- Have a [predictable routine](#)
- Have clear expectations



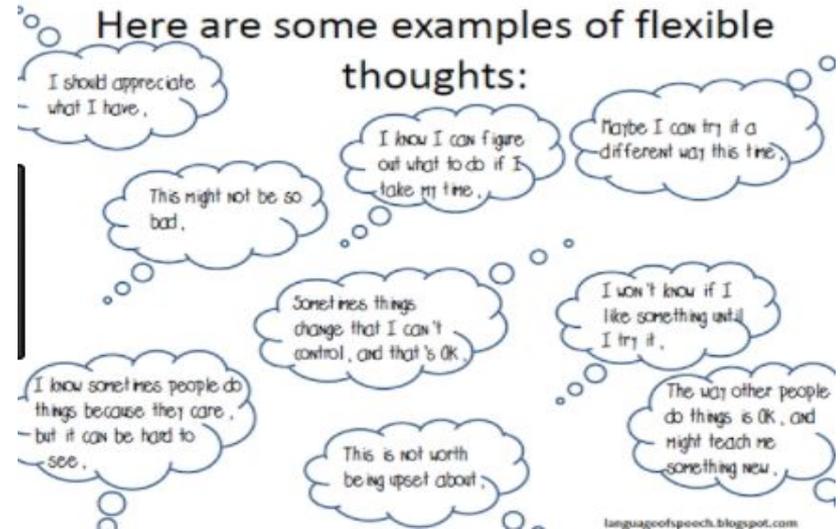
# Flexible Thinking

## Importance of Skills

Flexible thinking is when you let go of something and form the ability to learn it in a whole new way. Flexible thinking and set shifting are both important in demonstrating cognitive flexibility (Amanda Morin, *Understood for learning and attention issues*).

## Curriculums Used at Elementary Buildings:

- Social Fate/Social Fortune-Curriculum-Pamela Crooke and Michelle Garcia Winner
- Superflex
- Thinking about me, Thinking about You  
Michelle Garcia Winner
- Zones of Regulation Curriculum-Leah Kuypers
- We Thinkers- Michelle Garcia Winner



# Superflex

## Why we use this?

We are trying to teach all children to be flexible thinkers so that they can be regulated and demonstrate self-management.

## How it helps children?

- Superflex is a way of empowering all children.
- Provides them with tools and strategies to defeat “Unthinkables” that cause them to feel like they can’t self-manage or problem solve situations.



<https://www.youtube.com/watch?v=psZmAsH6I3Q>



# Flexible Thinking

## What you can do at home to support this:

-Some teachers are sending home the Home-links to the lessons that are taught that talk about language being used (Second Step lessons).

## Continue the language at home

- Watch videos at home and talk about how characters could have demonstrated flexible thinking
- "Size of the Problem", "growth mindset", "expected vs. unexpected"
- Encourage them to role play different situations
- Flexible thinking hat on vs. Flexible thinking hat off



# Persistence & Perseverance

**Importance of Skills: What does social science research tell us?**

Grit

**How we cultivate Persistence in our students at school**

- Cultivate a Growth Mindset
- Teach that the brain can change
- Understand our own mindset and the messages we send and model
- Praise the process
- Give opportunities for struggle
- Celebrate mistakes

How to cultivate Growth Mindset at home praise the process activity

# Thinking Reflectively with Perspective

## What is Perspective Taking? (Theory of Mind)

- An understanding of other people's mental states
- Helps us make sense of others, predict, and adjust our behavior
- Perspective taking skills assist children to be able to **demonstrate empathy and sensitivity** in friendships, **interpret and react to non-verbal cues**, **predict other people's reactions** to one's own social behaviors, and **increase self-awareness** of interaction skills. (Jill Kuzma)



# The Four Steps of Perspective Taking (Michele Garcia Winner)

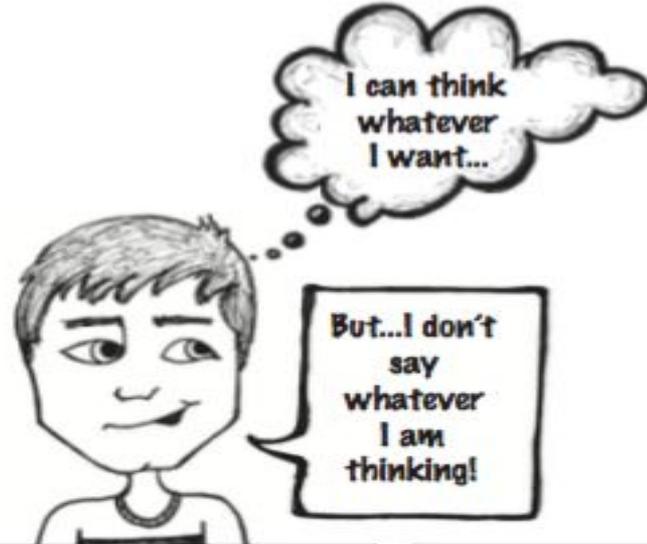


1. I have thoughts about you; you have thoughts about me
2. I think about your intents/ motives; you think about my intents/motives.
3. What kind of thoughts am I having about you? What kind of thoughts are you having about me?
4. I monitor and modify my behavior to keep you thinking about me the way I want you to be thinking about me.

# How do we teach these skills?

Social Communication Groups

**THINKING and SAYING Are TWO DIFFERENT THINGS!**



#### **THINKING ABOUT HOW OTHER PEOPLE THINK...**

1. I consider my thoughts.
2. I consider how they'll make my listener feel.
3. I revise my words that represent my thoughts based on how I want the other person to respond to me!

#### **The words I say send a message to the listener:**

If I want to make the person feel good, I choose words that do that. I can also choose words that can hurt someone, if I want to do that. The problem comes when I say words that are unexpected or hurt someone when I don't mean to do that.

# How to practice Reflective Thinking and Perspective Taking at home

- Make your internal experience external
- What's the “hidden rule?” in the situation?
- Process situations in movies, TV, books
- Ask him/ her to explain the “why” in a situation.
- Use his experiences to help him understand others.
- Be a little less accommodating- create opportunities for your child to practice “tuning in” with you
- Be patient!

**Questions?**