



Supporting the Reluctant Learner

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PROMOTING A POSITIVE MINDSET FOR LEARNING

Your brain is like a muscle.

- The more you work on challenging tasks, the stronger your brain becomes (neural connectivity).

Mistakes are good and expected!

- When you make a mistake, it gives us information about what doesn't work.

The power of YET!

- Just because we don't understand something right now, doesn't mean we won't ever understand it. We just don't get it YET.

When stuck, there are strategies!

- recognize what worked
- recognize what didn't work
- think about another way
- try a different way
- ask for help if needed
- take a break, get some water, take deep breaths, then try again

When something feels difficult I can...

1. **Notice what is right.**
 - a. Is my name on the paper? How's my handwriting? Did I read the question? Do I understand what is being asked?
2. **Re-Read the directions.** (or repeat directions in head)
 - a. What is the assignment asking me to do?
 - b. What is the teacher asking me to do?
3. **Stop any negative thinking.** (downward spiral)
 - a. Negative thinking makes us feel bad.
 - b. Negative thinking tries to trick us into making us feel like we cannot do something.
4. **Start positive thinking.** (upward spiral)
 - a. Positive thinking helps us feel good.
 - b. Positive thinking helps us accomplish challenging tasks.
5. **Try a different way**
 - a. If the strategy you are using isn't working, try a new way
 - b. Sit up straight, breathe, and think of other ways to accomplish the task.
6. **Ask questions**
 - a. Asking questions helps us gather more information.
 - b. Helps us understand what we are being asked to do.
7. **Ask for help**
 - a. Helps us understand how to solve a problem.
8. **Take a break and try again**
 - a. Challenging tasks can be frustrating but not impossible.
 - b. Taking a break and trying again can help us refocus.
 - c. Ask permission to get water, then come back and try again.

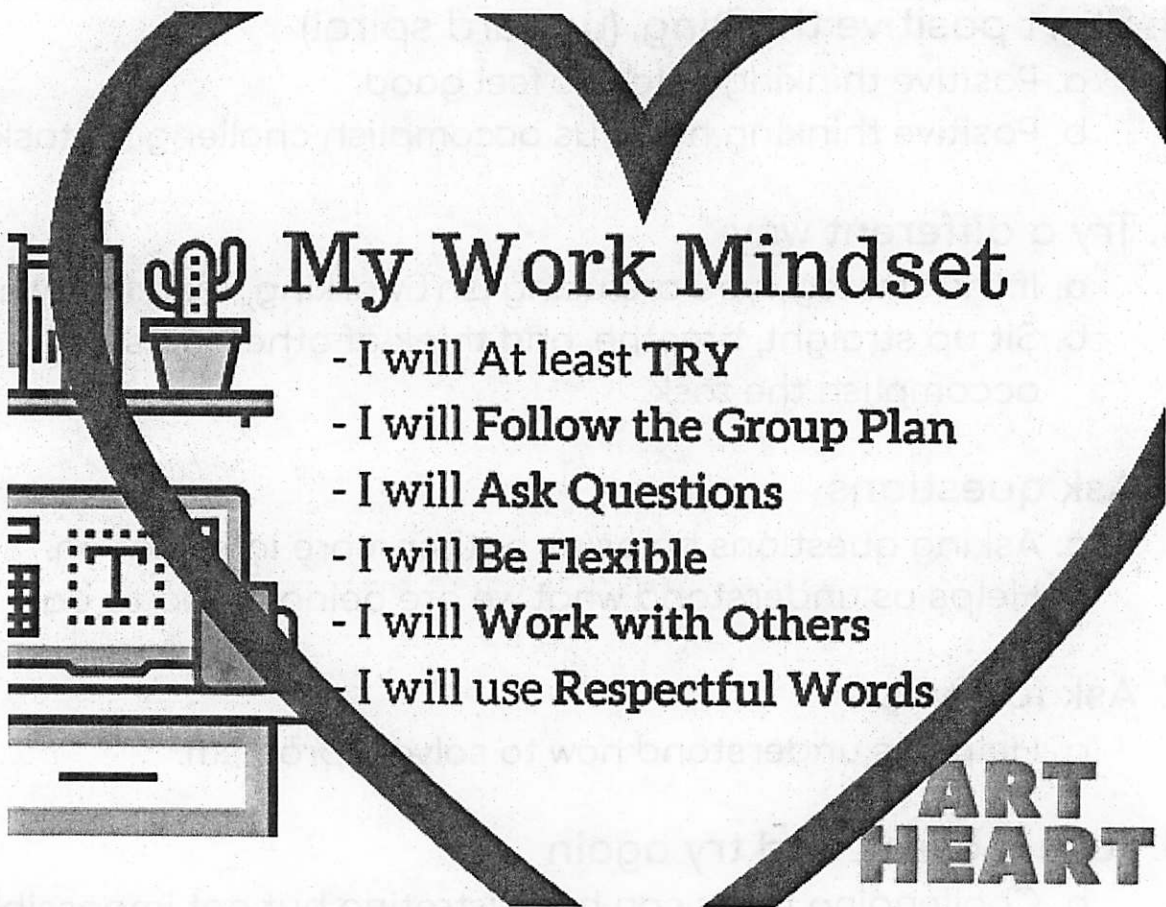
EXPECTATIONS FOR THE CLASSROOM

EXPECTED / OK

- Follow the teacher's plan
- Put your body with the group
- Questions & comments on topic
- Begin assigned work
- Stop, Look, & Listen

UNEXPECTED / NOT OK

- Following your own plan
- Wandering away
- Off topic or distracting comments
- Procrastinating
- Interrupting or ignoring others



My Work Mindset

- I will At least TRY
- I will Follow the Group Plan
- I will Ask Questions
- I will Be Flexible
- I will Work with Others
- I will use Respectful Words

ART HEART

The complex block features a large heart shape formed by thick black lines. To the left of the heart is a line-art illustration of a desk with a computer monitor, keyboard, and a potted cactus. The text 'My Work Mindset' is centered within the heart, followed by a list of six bullet points. At the bottom right of the heart, the words 'ART HEART' are written in a bold, blocky font.

Daily Check In - Strategies
San Carlos School District

1. Mood scale

1	2	3	4	5	6	7	8	9	10
Worst	Very bad	Bad	Meh	So so	Okay	Good	Very good	Great	At my best
Need support: Talk it out, Get water, Walk/run a lap & return					Ready to learn				

2. Connecting interests to learning today

Baseball	Basketball	Hoola Hooping	Tennis	Swimming	Tai kwan do	Gymnastics	Music	Other
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3. How challenging is this task?

1	2	3	4	5	6	7	8	9	10
Simple task, I've got this!	Minimal time and effort	Some time and effort	Below average time and effort	Average time and effort	Above average time and effort	Increased time and effort	Extra time and effort	A lot of time and effort	Maximum time and effort
No problem - Brain is relaxed and eating pizza					Bigger challenge - Brain is growing and getting stronger!				

4. Break down: Break assignment into 3 parts (work on one section at a time)

1.	2.	3.
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5. Check for understanding

Totally Confused!	Need more information	Almost there	I understand	I understand and could teach this!
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6. Reflection: 3 things I learned

What part of the lesson did I like the best?	
What part of the lesson was most challenging?	
What will help me next time?	

7. Next steps

- Review at home
 Make note cards
 Study on M T W TH F Sa Su
 Review with parent(s)
 Check-in with teacher
 Get water
 Post-it reminders
 Stay positive
 Set goals

8. My work goals

1.
2.
3.

Mindset Strategies and Expectations

1	I will try
2	I will follow the group plan
3	I will stay on topic
4	When I'm stuck I will: try a different way, ask a question, ask for help, or get water and try again
5	I will be respectful and listen when others are talking

Brain Breaks

Reward your students for applied focus and effort by accruing points toward a 3 minute brain break. Once 5 points is accrued, allow for a 3 minute get-up-and-move break. Below are some ideas.

Brain Break 1

1	2	3	4	5
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Brain Break 2

1	2	3	4	5
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Brain Break Menu

Run, Hop, Skip a Lap!	Walk outside and designate a loop for your student(s) to run, hop, or skip a lap around
5-4-3-2-1	Students stand up and the teacher has them do five different movements. For example, "Do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your
Freeze Dance, Dance Party!	Put on some fun music and dance! When the music stops, freeze!
Line Up!	Have students line up using a specific criteria such as by age (day and month), height, alphabetically by middle name, etc.) Then pick a student who you felt was doing a great job of following the group plan to lead a stretch.
Jumping Jacks & Skip Counting	While doing jumping jacks have student(s) count by 1's, 2's, 3's, 5's, 10's, or 100's