Preventative Juvenile Justice

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Today’s Objective:

1. Understand what data can predictably support learners BEFORE they get into trouble

2. Know how you can get that data on your students easily (and FREELY)
Background
The WHOLE, Whole Child

Academic
What?
(Science, math, reading)

Personal
Why?
(Emotional, social, physical)

Cognitive
How?
(memory, executive functions, speed, reasoning)

Representation

Engagement

Action & Expression
Cognitive Skills

The core **skills** your brain uses to think, learn, remember, reason, and focus.

Cognitive skills are the underlying foundation behind all learning.
“Which” Cognitive Skills?

Efficiency (Speed)
- Visual Motor Speed
- Processing Speed

Executive Functions
- Attention
- Working Memory
- Flexible Thinking

Complex Reasoning
- Abstract Reasoning
- Verbal Reasoning
- Spatial Perception

Memory
- Verbal Memory
- Visual Memory

Note, that these skills are NOT universally measured in schools.
Initiating work and maintaining sustained focus and behavior

- Getting started and staying focused, even if isn’t much fun, such as homework or a lecture
- Staying focused for a long period of time, such as throughout an entire test
Amount of info can hold in short-term memory and apply for multi-step tasks

- Mental math
- Remembering details of a conversation/reading
- Remembering and applying multi-step directions
- Translating in a foreign language
Taking feedback and adjusting to solve a variety of problems

- Coming up with multiple approaches to a problem
- Handling unexpected circumstances
- Adapting in difficult situations
- Original/creative thinking
- Seeing multiple perspectives
Quiz

Jane
A. Bored?
B. Disinterested?
C. Daydreamer?

Ryan
A. Forgetful?
B. Frustrated?
C. Doesn’t Understand?

David
A. Engaged?
B. Perfectionist?
C. Hyper-focused?
What if you pick the wrong answer?

Jane
A. Bored?
B. Disinterested?
C. Daydreamer?

Ryan
A. Forgetful?
B. Frustrated?
C. Doesn’t Understand?

David
A. Engaged?
B. Perfectionist?
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We need observation, conversation, and data to understand and support our learners!

(Think UDL for teachers!)
Benefits of Objective Data on Cognitive Strengths and Needs

• Optimal Supports for each learner. UDL!

• Self-awareness/Self-Efficacy/Self-Regulation
  • "I need some extra help"
  • "I am capable. I can do this!"
Need Proof?
High Performing Suburban Middle School

18% consistent, strong learners

21% weak executive functions/reasoning

23% weak attention/working memory, good reasoning

18% Inflexible thinking

22% stronger visual vs. verbal skills

23% superior reasoning
Juvenile Facility for Boys

0% consistent, strong learners

38% weak executive functions/reasoning

62% weak executive functions strong reasoning

0% stronger visual vs. verbal skills

0% Inflexible thinking

38% superior reasoning
Predictable?

Equitable?

Avoidable?
Research on Weak Executive Functions

- EFs predict both math and reading competence throughout the school years
- Poorer EFs are associated with obesity, overeating, substance abuse, and poor treatment adherence
- Poor EFs lead to social problems (crime, reckless behavior, violence, and emotional outbursts)

Predictable!

Source: Diamond, 2013
Who Gets Cognitive Assessments

**Social Justice**

- Students in some districts, identified by their teachers
- Students whose parents know the law and advocate successfully
- Parents who pay for the expense out-of-pocket ($1,000-$5,000/child)

**Social Injustice**

- Students performing two grade levels below peers (2-3 layers of RTI/MTSS)
- Students whose parents don’t know the law and don’t demand help
- Parents who can’t pay and must wait for the system

Inequitable!
EFs can be inexpensively assessed and effectively supported

• Online and paper-based screeners that DON’T require extensive evaluation

• Simple interventions: breaks, reduced distractions, exercise

• Coaching & Support

• Empathy for a legitimate neurological need!
What can you do?
Choose a FREE Assessment Tool
Screen At-Risk Students

SNAP-IV
• Free Teacher and Parent Rating Scale
• Scoring by healthcare professional
• Ages 6-18

NICHQ
• 1st edition Free/2nd edition is paid
• Administered by healthcare professional
• Ages 6-12

Mindprint
• FREE for executive functions/Paid for all cognitive skills
• FREE Toolbox of strategies
• Need a computer and computer mouse; no qualifications
• Ages 8-21
Consider Universal Screening

• Behaviors and problems with cognitive skills often confused

• Girls are under-diagnosed at younger ages

• Early intervention makes a HUGE difference
Use Strategies to Support ADHD

Recommendations
Showing 1 - 8 of 23 results

Alert to Key Information
For: Parents, Teachers
Cue students so they are prepared to listen carefully for the most important information. How to Apply It: 1) Key words can be an important signal to alert a student that important information is coming. Use Mindprint’s list of key words in the classroom. Go... View More

Tags
K-12, Strategy
Best Fit
Attention, Auditory Processing

Provide Copies of Class Notes
For: Teachers
Giving students copies of class notes can help them focus their energy on listening and understanding without the stress of trying to juggle too many tasks simultaneously so they can focus on hearing and understanding all the key information. How to Apply It:... View More

Tags
All Ages, Strategy
Best Fit
Attention, Organization, Fine Motor Skills, Auditory Processing

Modified Instructions
For: Teachers
If a student is struggling to understand or pay attention to assignments, provide modified instructions that are concise and visually easy to digest. How to Apply It: 1) Provide a written copy of instructions in addition to those spoken or put on the black... View More

Tags
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IEP or 504 Supports for Attention
For: Parents, Teachers
Some of these arrangements may require the student to have a formal individualized education plan (IEP) or 504 Plan, while others might be offered at the teacher’s discretion. How to Apply It: 1) Extra time on tests or long assignments. 2) Tests only in th... View More

Tags
Social-Emotional Learning/Growth Mindset, All Ages, Strategy
Best Fit
Attention, Organization

Allow Extra Time
For: Parents, Teachers
When a student needs additional time to complete assignments, delay the due date, or allow tasks to be completed during breaks. How to Apply It: 1) Provide additional time to complete specific assignments. 2) Allow tests to be... View More

Tags
Attention, Organization
Best Fit

FREE Sources of Strategies

Understood.org
• Extensive resources for parents
• CAST partner

Eye to Eye http://www.eyetoeyenational.org/
• Mentoring program—peer mentoring; available in 20 states
• CAST partner

Child Mind Institute (childmind.org)
• Leans more toward medical
• CAST partner

Mindprint (https://mindprintlearning.com)
• Strategies for parents, teachers and students linked to student’s specific attention screener results
• CAST book to be published 2017
Be in touch!

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Selected References


Post by Former NIMH Director Thomas Insel A Growth Chart for the Mind. Insel, T. National Institutes of Mental Health website. February 12, 2014.


