COMPANION GUIDE

Distance Learning Version

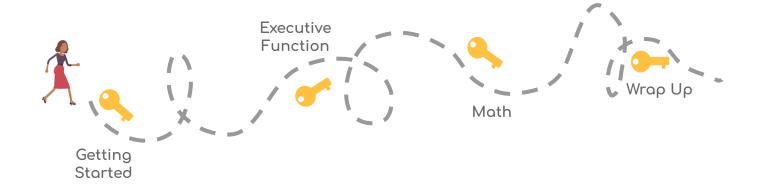






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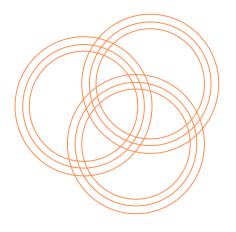


"We need to replace the idea that learning ability is fixed with the recognition that we are all on a growth journey."

— Jo Boaler, Limitless Mind: Learn, Lead, and Live Without Barriers, 2019

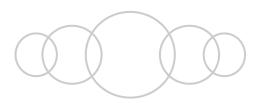


Participants will:



- Become more familiar with understanding executive functioning challenges and how they can impact learning
- Become more familiar with tools & strategies to support challenges in executing functioning
- Understand more about why students struggle with math
- Become more familiar with digital tools across platforms which support math for diverse learners

| Set Your | Intention | for | Today |
|----------|-----------|-----|-------|
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https://www.openaccess-ca.org/



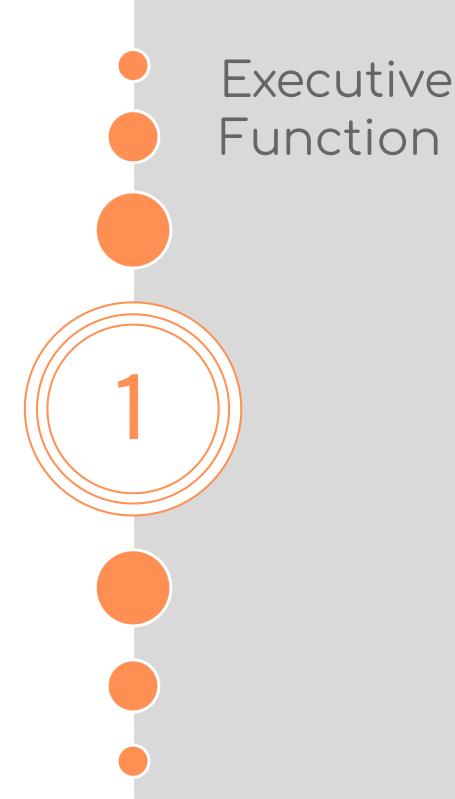


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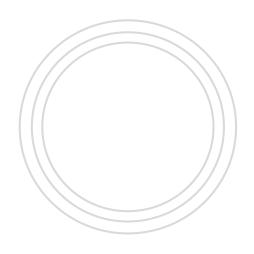
Let's meet at Padlet for a group activity!



https://bit.ly/DigToolsDay2Humboldt



EXECUTIVE FUNCTION



What You'll Learn

You will learn foundational information about executive functioning and how to support students with diverse needs.

You'll get better at:

- Utilizing digital tools and resources to support
 - Organizing & Prioritizing
 - Shifting & Flexible Thinking
 - Accessing Working Memory
 - Self-Monitoring 7 Self-Checking

Executive Function Challenges: What Does it Look Like?

Preschool

Answers questions in vague or off-topic ways: Children with EF issues can struggle to retrieve info quickly.

• Answers during group time are rarely related to the question.

Quits when things go wrong: May struggle with inflexible thinking and become easily frustrated.

 Refuse to finish an art project because it doesn't look like the teacher's example.

Forgets what comes next:

May be struggling to hold onto information long enough to retrieve it.

 Frequent hand raises but can't recall what they were going to say.

Stands frozen in place:

May struggle with planning a multi-step action or not know how to get started.

• Trouble mastering classroom routines like getting ready to go home for the day.

Elementary

Has difficulty shifting between activities: Kids with EF issues can struggle shifting gears, especially when learning a new skill.

• Can solve a math problem one way, but has trouble showing work using another method.

Struggles with Organization: Even when given an organizational system, students may have difficulty keeping things organized.

 You may see crumbled papers, lost assignments, empty folders.

Gets stuck on an idea: Kids can become frustrated or panicked when rules and routines change.

Students may argue with peers about rules of a game.

Missing the point: Students may struggle between seeing the big picture and when to focus on details.

 May have trouble finding the right information in a word problem to create the equation.

Middle School

Has a hard time making social plans: Kids with EF issues can struggle making plans and can lose track of information like an invitation or forget the plan.

 You may see reluctance to make afterschool plans or always goes along with what others are doing.

Avoids & Procrastinates: Students find it overwhelming to get started and break larger projects into manageable steps.

 Your student may still be arranging materials while the other students are halfway done with the task.

Overreacts & takes things personally: Students can struggle with emotional control by overreacting or not accepting constructive criticism.

You may hear "it's not fair" a lot.

Is suprised by failure: Students have trouble keeping track of progress and evaluating how well they've done.

May be suprised by a poor test score.

High School

Argues Ineffectively: Students with EF can have difficulty organizing thoughts, especially when pressured.

 Earns a poor grade on an essay for not using enough detail or making odd comparisons.

Waits until the last minute: May struggle to get started or make plans.

 Earns poor grades for turning assignments in late or not finishing.

Out of Sync Socially: May have trouble reading cues and knowing when their behavior is inappropriate.

 Has trouble with group projects-saying peers won't work with her/him.

Runs out of time: difficulty estimating how long it takes to get things done.

• Trouble finishing tests in the alloted time.

Adapted from understood.org



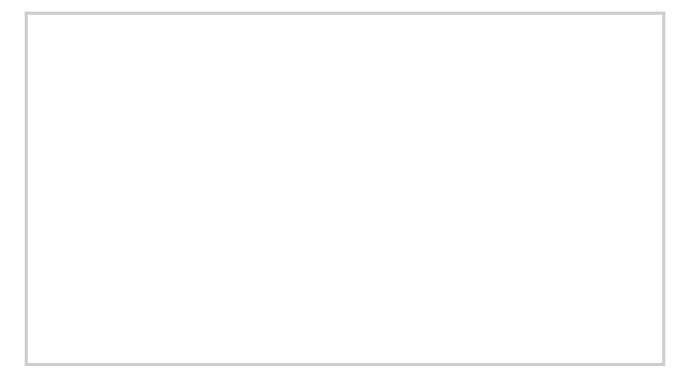
| Notes | & Doodles: | | |
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Executive Skills Questionnaire

https://bit.ly/EFSurveyOA

| | ive Skill Questionr d from Peg Dawson & F | | disagree with h Then add the th | ow well it describ | and then rate the it bes you. Use the rat ich section. Use the es) and your weakn | ting scale to cho key on page 3 | ose the approp to determine y | priate score. | |
|------|---|-----------------------|------------------------------------|--------------------|--|------------------------------------|----------------------------------|---------------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| | strongly disagree | disagree | somewhat disagree | neutral | somewhat agree | agree | strongly agree | | |
| Item | | | | | | | | My Score | |
| 1 | I don't jump to conclusi | ons. | | | | | | | |
| 2 | I think before I speak. | | | | | | | | |
| 3 | I don't take action with | out having all the fa | acts. | | | | | | |
| | | | | | | М | y total score: | | |
| tem | | | | | | | | My Score | |
| 4 | I have a good memory f | for facts, dates, and | details. | | | | | | |
| 5 | I am very good at recall | ing the things I've | ommitted to do. | | | | | | |
| 6 | I seldom need reminder | rs to complete task | s. | | | | | | |
| | | | | | | М | y total score: | 1 | ¥ |
| ltem | | | | | | | | My Score | |
| 7 | My emotions seldom ge | et in the way when | performing on th | ie job. | | | | | |
| 8 | Little things do not affer | ct me emotionally | or distract me fro | m the task at ha | nd. | | | | |

Reflect: How Do My EF Strengths & Challenges Affect My Students?



Explore...

What tools am I interested in learning more about? What skills or information do I need to better support my students?

Explore:Google Drawing-Graphic Organizers

Organizing Writing: Fillable graphic

organizers

Chrome Extensions: Simple To Do List, , My Homework Reminder, Sketchpad, Visual

timer

Article: Accommodations for Executive

Function

Web Classroomscreen

Resource: SMARTS Curriculum & their

BLOG/Free Webinars
Article: Mnemonics ideas

Learn: TabPilot for Chromebook

management

Explore: Organizing & Prioritizing on OA site

iApps: Choiceworks (K-2), BEAR (6-12), Notability (6-12), Todo Telling Time (K-2),CogMed, Picture Scheduler, Visual

Scheduler Planner, All You Can

ET-cognitive flexibility,

Gwakkamole-inhibitory control, CrushStations-working memoryl

Video: Using Google Calendar in gClassroom

(student view)

Video: Google Keep for students

Read: Add-to-it Game (can be done on paper

or virtually using a shared drawing)

Read: Tips for Building Flexible Thinking or Ideas to Boost Working Memory from

Understood.org

View (click "preview") ideas for

self-monitoring
Explore:Go Noodle,

Video: Brain Changing Benefits of Exercise

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Things to Consider...

What tool or resource did I explore that I want to share with the breakout group?

Are my own EF challenges a potential barrier for my students?

What tools do my students currently use to support EF?

What tools & strategies might help "Josh" tackle his homework? Are there any other tools or strategies that might help him build his EF skills?

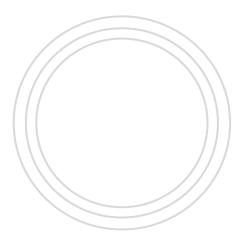
RESOURCE: Day in the Life of a Child with EF Issues

Breakout Rooms

| ı | My Notes: |
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MATH



What You'll Learn

You will learn about some reasons why students struggle with math.

You'll get better at..

- Identifying a variety of tools to support students to produce legible work
- knowing resources that support concept building

What Can Affect Math Performance?

Legibility



Dyscalculia



EF Challenges



Skills Like Swiss Cheese



Math Anxiety



Notes:

| Dyscalculia | Dysgraphia |
|---|---|
| Worries they'll do poorly on a math test, even though they understand the material and have studied. | •Expects to do poorly on a math test because they don't understand the material, even after studying. |
| • Does poorly on math tests, even after preparing for them, because anxiety gets in the way. | Does poorly on math tests, even after preparing for them, because they don't understand the material. |
| Gets through homework fairly easily and answer most problems correctly. But they feel anxious about doing it. They may even make mistakes because they're so anxious: They may focus too much on some details, or have trouble focusing on others. | •Spends a long time doing homework and get many answers wrong. |
| •Tries to avoid going to math class when there's a quiz or test. | •Tries to avoid going to math class, <i>especially</i> when there's a quiz or test, they're sure they'll fail. |
| •Gets good grades on math homework and classwork, but not on tests. | •Gets poor grades on math homework, classwork, and tests. |

| 1A1A 1401G2 | 1y Notes | 3: |
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Explore...

What tools and resources I interested in learning more about? What skills do I need to better support my students?

Equation Editors

Web

DAUM

Chrome

- Insert equation gdoc
 Video: How to use
- KAMI
- EquatIO

Video: Demo (get your free subscription to EquatIO)

iPad

Mod Math

Concept Building

Web

- Math Learning Center
- Xtra Math
- TedEd Lessons
- Khan Academy

IPad

- Montessori Numbers
 Video:Demo
- IssieCal
- Khan Academy Kids
- Khan Academy-app info

Video: Demo

- Osmo: Numbers
- Coding Awbie

Video: Demo

Low/No Tech

 OA Flipkit (visual calculator, talking calculator, adapted math paper, and more)

Articles

- 5 Ways EF Issues Impact Math
- Jo Boaler-new article about math & SpEd

My Notes:

Things to Consider...

What tool or resource did I explore and want to share with the group?

What do we see our students struggle with?



How are we teaching students math during distance learning?

What tool or strategy do I want to try with my students?

| | My Notes: |
|---|-----------|
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Next Steps

Focus: Reading & Writing



Reading



Writing

These resources are in progress, please check back mid-summer! https://www.openaccess-ca.org/at-deep-dives-main



Digital Skill Building (Students)

Complete Survey

https://bit.ly/digtoolpart2

Next training is TBD



Dyscalculia Defined

Explore the challenges identified with dyscalculia.

http://www.dyscalculia.org/

Dyscalculia Fact Sheet from Understood for All, Inc.

Learn trouble areas and ways to help support students with dyscalculia with this simple to follow fact sheet.

Dyscalculia Fact Sheet

Developmental Dyscalculia: A New Understanding of Early Warning Signs

Resource for educators to better understand this math based learning disability.

Developmental Dyscalculia

Mathematics Anxiety: What Have We Learned in 60 Years?

Dive deeper into math anxiety and the research related to it.

Mathematics Anxiety

How Does Executive Function Affect Learning?

Read this article on how to discover executive function issues and strategies to support students.

Executive Function Fact Sheet

Executive Function 101 ebook

Follow along with this ebook for an in depth view from Understood to better understand executive function challenges.

EF 101

Classroom Accommodations Ideas for Executive Functioning

Common accommodation to support executive functioning issues.

Classroom Accommodations

UDL Center

Search for keyword executive function to find resources

UDL Center

SMARTS EF Curriculum

Explicitly teach EF skill-building and provide opportunities to practice **SMARTS-EF**

EF Inventory for Teens

Help students discover what their strengths and challenges are.

EF inventory for teens,





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