



## Part I: What is the Mind?

- The mind is about mental processes, thought and consciousness.
- The mind is an abstract creation of the physical brain.
- The mind follows no rules of physics.
- Why do we have a mind?
- Why do we need a mind?

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The Mind creates and maintains the link between the inner and outer world.

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Qualities of the mind comprise many evolved traits.




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Some of these traits are:

- intrinsic motivation
- instinctual optimism
- practical intelligence
- compassionate empathy
- virtuous responsibility
- genuine altruism
- measured fairness (social justice)




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Part II: What is Social Justice?

**Youth, Social Justice, and  
Communities: Toward a  
Theory of Urban Youth Policy**

Shawn Ginwright, Julio Cammarota, and Pedro Noguera

*Social Justice* Vol. 32, No. 3 (2005)

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**The Many Faces of Justice**

- Distributive justice (economic justice) is about fairness in what people receive from goods to the attention of others.
- Its roots are its social order and it is the roots of socialism where equality is considered a fundamental principle.
- People do not think they are getting their fair share of something they will seek first to gain what they believe they deserve. They may well also seek other forms of justice.

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### The Many Faces of Justice

- Procedural justice is based on the principle of fairness.
- It is also found in the idea of fair play as opposed to fair share or distributive justice.
- If people believe that a fair process was used in deciding what is to be distributed, then they may well accept an imbalance in what they receive in comparison to others.
- If they see both procedural and distributive injustice they will likely seek restorative and/or retributive justice

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### The Many Faces of Justice

- Retributive justice is typically sought by people who believe they have been betrayed.
- Often what is sought is some form of restitution, putting things back as they should be.
- The simplest form of restitution is a straightforward apology.
- Restoration means putting things back as they were so it may include some act of contrition to demonstrate one is truly sorry. This may include action and even extra payment to the offended party. Restorative justice is also known as corrective justice.

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### The Many Faces of Justice

- Retributive justice is based on the principle of punishment. What constitutes fair and proportional punishment, however, is debated.
- While the intent may be to dissuade the perpetrator or others from future wrong doing, the reoffending rate of many criminals indicates the limited success of this approach.
- Punishment is more about the satisfaction of victims and those who care about them. This strays into the realm of revenge which can be many times more severe than reparation as the hurt party seeks to make the other person suffer in return.
- In such cases, justice is typically defined emotionally rather than with intent for fairness and prevention.

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### The Many Faces of Justice

- Social justice is a concept that arose in the early nineteenth century during the industrial revolution and subsequent civil revolutions throughout Europe.
- These were aimed to create more egalitarian societies and remedy capitalistic exploitation of human labor.
- Because of the stark stratifications between wealthy and the poor during this time, early social justice advocates focused primarily on capital, property and the distribution of wealth.

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By the mid-twentieth century, social justice had expanded from being primarily concerned with economics to include other spheres of social life, including environment, race, gender and other causes and manifestations of inequality.

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Concurrently, the measure of social justice expanded from being measured and enacted only by the nation state (or government) to include a universal human dimension.

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### Social Justice Evolves

- The term social justice was originally a catholic term first used in the mid-1800's for a new kind of virtue or habit necessary for post-agrarian societies.
- Social justice can also be considered at the level of humanity as a whole.
- As the United Nation indicates, slaves, exploited workers and oppressed women are above all victimized human beings whose location matters less than their circumstances.

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### Social Justice Evolves

- Social justice is about the capacity to organize with others to accomplish ends that benefit the entire community.
- If people are to live free of control they must possess this new virtue of cooperation and association.
- Social justice is based on the concepts of human rights and equality.

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### Social Justice Evolves

- Social justice represents the manner in which human rights are manifested in everyday lives and of people at every level of society.
- The principles of social justice focus on measures aimed at decreasing or eliminating inequity, promoting inclusiveness of diversity and establishing environments supportive of everyone.
- How does one go about teaching children to understand, appreciate and apply the values and principles of social justice?

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### Five Common Usages of Social Justice

- **Distribution.** Most people's sense of social justice is generic, amounting to little more than what we find in the dictionary under social justice, the distribution of advantages and disadvantages in society.
- **Equality.** The expression "advantages and disadvantages" presupposes there is a norm of equality by which to measure disadvantage. If everyone is going to be equal then in a sense everyone must be controlled. Equality, as in the Inca society, requires that people are assigned to social class and told when and where they can do nearly everything.

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### Five Common Usages of Social Justice

- **Common good.** Social justice is typically associated with some notion of the common good. This term goes back to Aristotle but in practice it often hinges on a key question, namely who decides what is the common good?
- **The progressive agenda.** The progressive agenda begins with lack of faith and the new discoveries and the new vitalities introduced by capitalism.
- **Compassion.** All these concerns fly increasingly under the flag of social justice. One more to note: There used to be a Tammany Hall saying: "Th' fella' w'at said that patriotism is the last refuge of scoundrels, underestimated th' possibilities of compassion." In addition to "equality" and the "common good," the third term that came to be used in association with social justice was "compassion."

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### Part III: What is Fairness?

**By honoring the power of a fair mindset we can help students practice and achieve social justice in the classroom and in life.**

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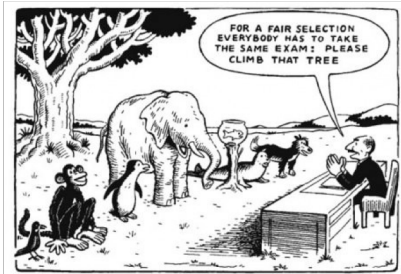
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## What is Fairness?




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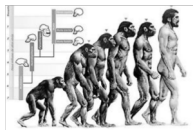
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## Us

- Who are we?
- Where did we come from?
- How did we get here?
- Where are we going?




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**“Species that cooperate with each other are more likely to survive than those who work on their own.”**

~ Bruce D. Perry, *The Boy Who Was Raised as a Dog*




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### But It's Not So Simple!

"We analyze coevolution of strategies and payoffs and find that, as individuals maximize the benefits of cooperation, they often pave the way for its collapse."

Proc Natl Acad Sci U S A. 2014 Dec 9; 111(49): 17558-17563.  
Published online 2014 Nov 24. doi: 10.1073/pnas.1408618111  
PMCID: PMC4267341  
PMID: 25422421  
Evolution, Social Sciences  
Collapse of cooperation in evolving games  
Alexander J. Stewart and Joshua B. Plotkin1

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### Game Theory Calls Fairness and Cooperation Into Question

Both cooperators and defectors are often found at appreciable frequencies in nature. The predicted prevalence of these behaviors depends critically on the payoffs resulting from social interactions. Understanding the feedback between strategy evolution and payoff evolution is therefore critical for understanding social interactions in natural populations.

Proc Natl Acad Sci U S A. 2014 Dec 9; 111(49): 17558-17563.  
Published online 2014 Nov 24. doi: 10.1073/pnas.1408618111  
PMCID: PMC4267341  
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### Our Evolution: The Great Leap Forward




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## The Evolution of Fairness

- Our brains were large one *million years ago* but we were not very smart.
- We lived in larger and larger family group.
- The group became greater than the sum of its parts.
- Survival was enhanced when members treated each other fairly.
- Than about 40,000 years ago a fortunate mutation in our brains gave us the capacity to think one thing and say something else! Fairness became a matter of convenience.
- Than specialization grew and fair treatment became forever intertwined with the differing value assigned to group members.




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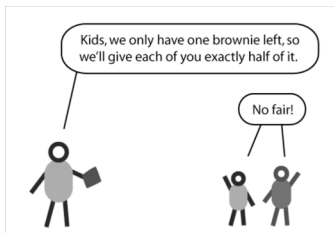
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Why is fairness so important to us?




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Why is fairness so important to us?




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Why is fairness so important to us?




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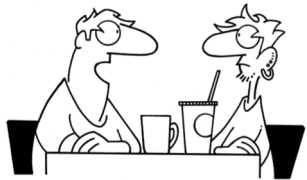
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Why is fairness so important to us?

GLASBERGEN  
© Randy Glasbergen  
glasbergen.com



"You're right, son, it is unfair that some people earn more money than others. To make it fair, take over my job and support me while I go back to college!"

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Fair Versus Unfair



"Talk about unfair! I spent all day going store to store looking for paternity clothes, and guess what..."

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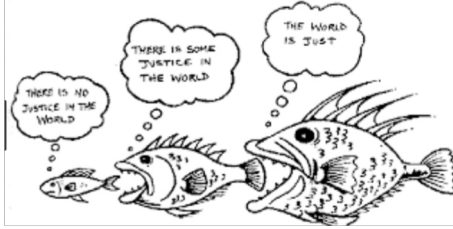
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## Fairness is Personal




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Why is fairness so important to all species?




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## Fairness Matters to Monkeys



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

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**Reina and Her Mother:  
Trust Begins**



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**The Mother Infant Dance:  
Predictability Develops**



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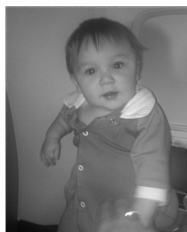
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**Sam's Seatmate Adrian on a Recent Flight:  
My World is Safe**




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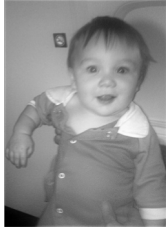
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**Sam's Seatmate Adrian on a Recent Flight:  
My World is Safe**



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**Sam's Seatmate Adrian on a Recent Flight:  
My World is Safe**



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**Look at That!  
We Share Experiences**



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**So That's How You Do It: Cooperation  
Builds a Foundation of Fairness**




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**Fairness Discussion:**  
**What does fairness look like to your students?**

- What are some of the comments from students around fairness?
- What are your responses to those comments?
- What are some of the behaviors you see as a result?

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**Questions to Consider**

- What might be perceived as unfair to a student?
- If a student feels that you have been unfair, that is in grading, or in positive or negative reinforcement, what will the emotional response look like?
- When a teacher favors one or more students over others who try to win the teacher's affection or live up to the teacher's expectation but still never get called on, what do they feel like?
- Might issues of fairness lead to a student becoming hostile and resisting the teacher's requests? Will the student then be labeled?

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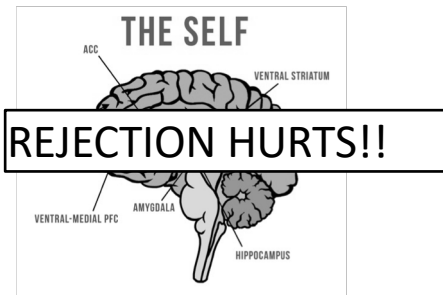
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### Rejection Hurts the Mind and the Brain




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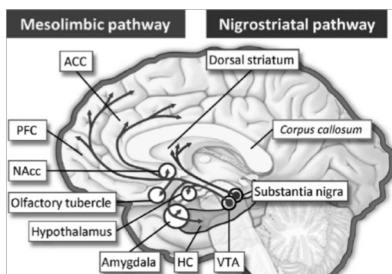
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### Fair Treatment on The Brain




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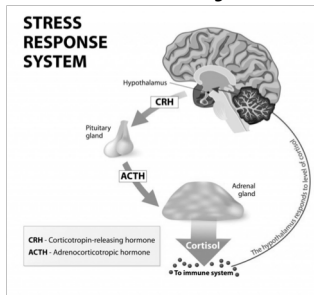
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## Unfair Treatment on The Brain and Body




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Neurological development is not a simple process of gradual growth from simple to complex.

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Compared with the brain of the child, representation of function in the adult brain is likely to be more focal, to make greater use of inhibitory processes, and to implicate non-cortical regions associated with the automatization of skills.

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Caregivers are the architects of the way in which experience influences genetically preprogrammed but experience dependent brain development.

Daniel Siegel  
*The Developing Mind*

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Or, to put it in simple terms:

Caregivers create an environment in which instinctual optimism, resilience and self-discipline can flourish.

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“Brain development requires social relationships, emotional experiences and cognitive opportunities.”

~ Immordino-Yang, et al. The Aspen Institute, 2018

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### We are Pro-social From Birth




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In normal children, perceptual, affective and neuro-regulatory mechanisms predispose young infants to engage in social interaction from very early on in their lives. To seek out the company of others to help and be helped.

We're hard wired to socialize.

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### What Benefits Do We Derive From Socialization?

- Support
- Survival
- Affiliation
- Pleasure
- Procreation
- Knowledge
- Friendship
- Fairness

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**friend**

Noun

A person whom one knows and with whom one has a bond of mutual affection, typically exclusive of sexual or family relations.

Verb

Add (someone) to a list of contacts associated with a social networking Web site.

Synonyms

pal - mate - chum - buddy - comrade - fellow - companion

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**friendship**

noun

1. the state of being a friend; association as friends; to value a person's friendship.

2. a friendly relation or intimacy.

3. friendly feeling or disposition.

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Go through your phone book, call people and ask them to drive you to the airport. The ones who will drive you are your true friends. The rest aren't bad people; they're just acquaintances.

Jay Leno (1950 - )

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### The Power of Connections and Care




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### Social Engagement

- What goes through a child's mind when he/she thinks about other children?
- Does he/she understand their social relations?
- Does he/she search for rules that would allow classification of relationships?
- What does he/she attribute as far as motives and behaviors as a result?

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### Social Engagement

- Does he/she impute motives and beliefs to them in order to better predict their behavior?
- Does he/she impute motives to the self when planning a course of social engagement?
- In what ways are her/his social thoughts similar to others?

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Social competence is an ability to take another's perspective concerning a situation and to learn from past experience and to apply that learning to the ever changing social landscape.

~ Margaret Semrud-Clikeman

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Part IV: What do we mean by the term Executive Function(s)?

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### Executive Function (s)

- In 1966 Alexandr Luria first wrote and defined the concept of Executive Function (EF)
- He credited Bianchi (1895) and Bekhterev (1905) with the initial definition of the process



1902 - 1977

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## What is Executive Function(s)

There is no formal excepted definition of EF

- We typically find a vague general statement of EF (e.g., goal-directed action, cognitive control, top-down inhibition, effortful processing, etc.).
- Or a listing of the constructs such as
  - Inhibition,
  - Working Memory,
  - Planning,
  - Problem-Solving,
  - Goal-Directed Activity,
  - Strategy Development and Execution,
  - Emotional Self-Regulation,
  - Self-Motivation

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## Goldstein, Naglieri, Princiotta, & Otero (2013)

- We found more than 30 definitions of EF(s).
- Executive function(s) has come to be an umbrella term used for many different abilities, including planning, working memory, attention, inhibition, self-monitoring, self-regulation and initiation carried out by pre-frontal areas of the frontal lobes.
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## What is Executive Function(s)

1. Barkley (2011): "EF is thus a **self-directed set of actions**)" (p. 11).
2. Dawson & Guare (2010): "Executive skills allow us **to organize our behavior over time**" (p. 1).
3. Delis (2012): "Executive functions reflect the **ability to manage and regulate one's behavior** (p. 14).

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### What is Executive Function(s)

4. Denckla (1996): "EF (is) a set of **domain-general control processes...**" (p. 263).
5. Gioia, Isquith, Guy, & Kenworthy (2000): "**a collection of processes that are responsible for guiding, directing, and managing cognitive, emotional, and behavioral functions**" (p. 1).

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### What is Executive Function(s)

6. Pribram (1973): "**executive programmes ...to maintain brain organization**" (p. 301).
7. Roberts & Pennington (1996): EF "**a collection of related but somewhat distinct abilities such as planning, set maintenance, impulse control, working memory, and attentional control**" (p. 105).

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### What is Executive Function(s)

6. Stuss & Benson (1986): "**a variety of different capacities that enable purposeful, goal-directed behavior, including behavioral regulation, working memory, planning and organizational skills, and self-monitoring**" (p. 272).
7. Welsh and Pennington (1988): "**the ability to maintain an appropriate problem-solving set for attainment of a future goal**" (p. 201).

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## What is Executive Function(s)

10. McCloskey (2006): **"a diverse group of highly specific cognitive processes collected together to direct cognition, emotion, and motor activity, including ...the ability to engage in purposeful, organized, strategic, self-regulated, goal directed behavior"** (p. 1)

"think of executive functions as a set of independent but coordinated processes rather than a single trait" (p. 2).

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## What is Executive Function(s)

10. Lezak (1995): **"a collection of interrelated cognitive and behavioral skills that are responsible for purposeful, goal-directed activity," ...**
11. **"how and whether a person goes about doing something"** (p. 42).
12. Luria (1966): **"... ability to correctly evaluate their own behavior and the adequacy of their actions"** (p. 227).

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## Executive Functions

**Executive functions**

From Wikipedia, the free encyclopedia  
Redirected from Executive system

The **executive system** is a theorized cognitive system in psychology that controls and manages other cognitive processes. It is also referred to as the **executive function**, **executive functions**, **supervisory attentional system**, or **cognitive control**.

The concept is used by psychologists and neuroscientists to describe a loosely defined collection of brain processes which are responsible for planning, cognitive flexibility, abstract thinking, rule acquisition, initiating appropriate actions and inhibiting inappropriate actions, and selecting relevant sensory information.

**Hypothesized role**

The executive system is thought to be heavily involved in handling novel situations outside the domain of some of our automatic psychological processes that could be explained by the reproduction of learned schemas or set behaviors. Psychologists Don Norman and Tim Shallice have outlined two types of situation where routine

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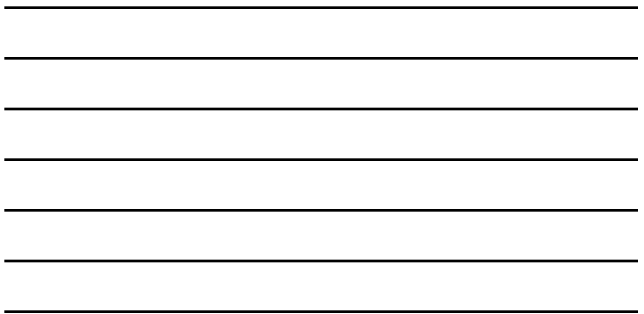
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### Does Experience Shape EF?

- The Family Life Project has demonstrated that poverty is associated with elevated cortisol in infancy and early childhood.
- This association is mediated through characteristics of the household.
- Parenting sensitivity mediates the relationship between poverty and stress physiology.
- In combination parenting sensitivity and elevated cortisol mediate the association between poverty and poor EF in children.




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### Conditions and Disorders That Have Demonstrated EF Impairments

- Depression – sense of helplessness and hopelessness.
- Anxiety – lack of confidence in predicting outcome.
- ADHD – Immaturity in developing effective self-discipline.
- Oppositional and Conduct Disorders – noncompliance and rule violation.
- Autism – social learning impairment.
- Learning Disability – delayed acquisition of academic knowledge despite good instruction.

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If all of these conditions are statistically related to behaviors and abilities reflecting EF than a common denominator must exist.

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### Executive Function(s)

- Given all these definitions of EF(s) we wanted to address the question...  
Executive Functions ... or  
Executive Function?

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### Executive Function(s)

- One way to examine this issue is to research the factor structure of behaviors related to EF(s)
- To do so, we examined the factor structure of the behaviors thought to be associated with EF.
- We conducted a series of research studies to answer the following question:  
Is there is just one underlying factor called Executive Function), or do the behaviors group together into different constructs suggesting a multidimensional structure?

83

In statistics, **dependence** refers to any statistical relationship between two random variables or two sets of data.

**Correlation** refers to any of a broad class of statistical relationships involving dependence.



Familiar examples of dependent phenomena include the correlation between the physical statures of parents and their offspring, and the correlation between the demand for a product and its price.

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Correlations are useful because they can indicate a predictive relationship that can be exploited.

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#### SIX EXPLORATORY FACTOR ANALYSES LED US TO CONCLUDE:

When using parent (N = 1,400), teacher (N = 1,400), or self-ratings (N = 700) based on behaviors observed and reported for a nationally representative sample (N = 3,500) aged 5 to 18 years Executive Function *not* functions is the best term to use.

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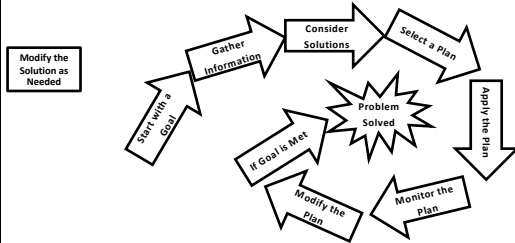
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### Naglieri & Goldstein, 2012

- Executive Function is how efficiently you do what you decide to do.




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### One EMPIRICAL Factor (a governor) with MULTIPLE Processes such as:

- Attention,
- Emotion Regulation,
- Flexibility,
- Inhibitory Control,
- Initiation,
- Organization,
- Planning,
- Self-Monitoring,
- Working Memory.

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### How Does Executive Function Contribute to:

- Classroom performance?
- Test performance?
- Achievement?
- Intelligence?
- Neuropsychological abilities?
- Interpersonal behavior?

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## EF and Test Performance

- Data from the Neurology, Learning and Behavior Center in Salt Lake City, UT
- Children given the Comprehensive Executive Function Inventory, Wechsler Intelligence Scale for Children-IV (N = 43), Cognitive Assessment System (N = 62), and the Woodcock Johnson Test of Achievement III (N = 58).

91

## CEFI & Achievement

WJ-III Achievement Tests

CEFI Scales	Total	Broad Reading	Broad Math	Broad Written Language	Median
Full Scale	.51	.48	.49	.47	.49
Attention	.59	.52	.46	.55	.54
Emotion Regulation	.18	.27	.15	.17	.18
Flexibility	.61	.50	.55	.54	.55
Inhibitory Control	.23	.32	.15	.26	.25
Initiation	.32	.26	.38	.28	.30
Organization	.32	.31	.33	.33	.33
Planning	.58	.54	.57	.50	.56
Self-Monitoring	.53	.51	.51	.49	.51
Working Memory	.57	.48	.60	.47	.53

p < .05      p < .01

25% !!

92

## CEFI & WISC-IV

CEFI	WISC-IV					CEFI	
	FS	VC	PR	WM	PS	Mn	SD
CEFI							
Full Scale	.39	.44	.27	.30	.34	93.0	11.9
Attention	.39	.33	.32	.40	.35	91.8	11.2
Emotion Regulation	.14	.25	.08	-.06	.11	97.2	14.7
Flexibility	.57	.68	.45	.46	.37	93.8	11.0
Inhibitory Control	.21	.20	.13	.08	.27	97.7	13.5
Initiation	.25	.31	.14	.21	.25	91.2	15.1
Organization	.15	.17	.06	.14	.17	92.2	13.6
Planning	.46	.54	.31	.38	.39	93.6	11.1
Self-Monitoring	.39	.45	.31	.33	.27	92.0	11.3
Working Memory	.38	.43	.31	.36	.23	92.5	13.6
WISC-IV M	95.5	96.8	101.5	92.6	90.7	92.6	
WISC-IV SD	18.1	14.7	17.5	17.5	19.4	17.5	

Note: All correlations were corrected for range instability.

16%!!!

93

## CEFI &amp; CAS

CEFI	CAS					CEFI	
	FS	Plan	Sim	Att	Suc	Mn	SD
Full Scale	.45	.49	.43	.37	.32	91.4	13.2
Attention	.40	.42	.39	.30	.35	90.3	12.8
Emotion Regulation	.26	.22	.23	.24	.13	96.9	14.7
Flexibility	.52	.54	.51	.40	.42	92.2	13.0
Inhibitory Control	.27	.29	.22	.18	.21	96.0	13.9
Initiation	.40	.37	.31	.30	.20	89.0	16.3
Organization	.29	.36	.21	.20	.23	90.5	14.3
Planning	.47	.54	.46	.37	.38	92.5	12.4
Self-Monitoring	.48	.50	.49	.43	.35	91.2	12.4
Working Memory	.48	.46	.45	.38	.30	91.0	14.0
CAS Mn	95.8	92.4	101.6	96.5	98.0		
CAS SD	17.1	14.5	17.0	15.1	14.6		

Note: All correlations were corrected for range instability.

94

## EF Interventions

Can strategic, instructional interventions designed to enhance EF provide all children with better capacity to interact with others in a fair way?

95

## Cognitive Strategy = EF Instruction

- A strategy is a procedure that the learner uses to perform academic, behavioral and social tasks.
- Using a strategy means the child thinks about 'how you do what you do'.
- Successful learners use many strategies.
- Some of these strategies include visualization, verbalization, making associations, chunking, questioning, scanning, using mnemonics, sounding out words, and self-checking and monitoring.

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## My Granddaughter Hones Her EF Skills



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## Practice Pays Off!



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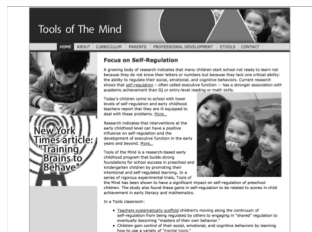
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## Tools of the Mind



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http://www.hoagiesgifted.org/eric/e638.html

The screenshot shows the ERIC (Full Text Provided by ERIC) document page for 'Strategy Instruction' by Patricia M. Davidson. The document is titled 'Strategy Instruction' and is part of the ERIC EC Digest #638. It was published in December 2002. The document discusses the importance of strategy instruction for students with learning disabilities and provides a list of strategies for teachers to use. The strategies include: Cognitive Strategy, Metacognitive Strategy, Self-Regulated Strategy Development (SRSD), and Self-Regulated Learning (SRL). The document also includes a list of resources for further information.

http://nichcy.org/research/ee/learning-strategies

The screenshot shows the NICHD National Dissemination Center for Children with Disabilities website. The page is titled 'The Power of Strategy Instruction' and is part of the 'Evidence for Education' series. It was published in October 2013. The document discusses the importance of strategy instruction for children with disabilities and provides a list of strategies for teachers to use. The strategies include: Cognitive Strategy, Metacognitive Strategy, Self-Regulated Strategy Development (SRSD), and Self-Regulated Learning (SRL). The document also includes a list of resources for further information.

http://www.ncl.org/at-school/especially-for-teachers/effective-teaching-practices/strategic-instruction-model-sim-how-to-teach-how-to-learn

The screenshot shows the LD.org website. The page is titled 'Strategic Instruction Model: How to Teach, How to Learn' and is part of the 'Strategic Instruction Model' series. It was published in January 2014. The document discusses the importance of the Strategic Instruction Model for teachers and provides a list of strategies for teachers to use. The strategies include: Cognitive Strategy, Metacognitive Strategy, Self-Regulated Strategy Development (SRSD), and Self-Regulated Learning (SRL). The document also includes a list of resources for further information.

## Study Skills

- **Cognitive** study skills typically usually involve a task, such as notetaking or summarizing.
- **Metacognitive** study skills describe self- management such as planning and monitoring.
- **Affective** study skills involve motivation, agency and self-concept.

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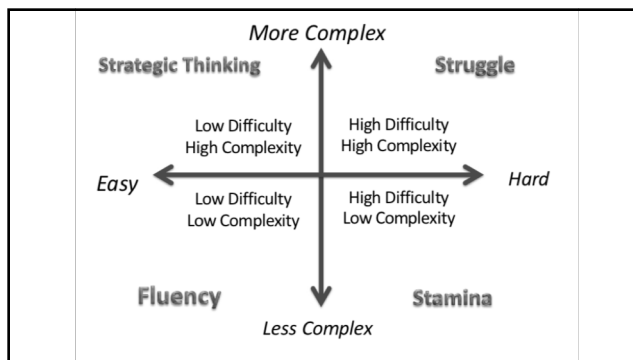
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## Benefits of Strategy Instruction

- Students trust their minds
- Students know there is more than one right way to do things
- They acknowledge their mistakes and try to rectify them
- They evaluate their products and behavior
- Memories are enhanced
- Learning increases
- Self-esteem increases
- Students feel a sense of power
- Students become more responsible
- Work completion and accuracy improve
- Students develop and use a personal study process
- They know how to "try"
- On-task time increases: students are more "engaged"

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Part V: Developing Student Social Justice  
Through Strategy Instruction

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The first step is creating a safe space....




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**Ask Yourself:**  
**How do I create a safe space?**

- What would my students say about my classroom?
- Who decides the rules and the consequences?
- What ways do I try to connect with my students, from their point of view?




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### Provide Feedback That Feels Fair




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"People don't care how much you know until they know how much you care."

~Theodore Roosevelt




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## Feelings

### Help Students Recognize and Label Them

- Use hand puppets, emojis, to help familiarize and label.
- Mirror the feelings you see them having.
- Validate the feelings so they recognize we all have them.
- Discuss the feelings that others have—in a book, in the news, locally.
- Play the Pyramid Game.
- Model a new emotion each day and talk about it.

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## Awareness

### Help Students Develop Awareness

- How do people act when they feel happy?
- How do people act when they feel hurt, sad, anxious?
- How do those behaviors impact you?
- How might your behaviors impact others?
- Are moods contagious?

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## Involvement

### Help Students Realize Their Innate Motivations to Be Social

- How can we help people to feel valued?
- How can we help people to feel included?
- Incorporate project-based learning and service learning.
- Discuss the differences between extrinsic and intrinsic motivations—grade level

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## Recover

### Help Students Recover from Unfairness

- Teach students the power of fairness and therefore, the impact an unfair event can cause. It's painful and destructive to our social and emotional selves.
- But we can recover!
- We can teach others who are unfair that their unfairness has a greater impact than they think.
- We can rise above injustice and be better people ourselves.
- We can recognize that sometimes when other people are hurting, they lash out in unfair ways and one way to help them is to connect with them through compassion, communication, empathy and forgiveness.

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### Sam's Seven Steps To Create a Fair and Socially Just Classroom

1. Know yourself and when you are having a bad day. Correct it right away, or let the students know what is happening, if appropriate.
2. Promote gender (and racial) equality in all subjects. Give equal praise and expectations in math and science for girls and reading and writing for boys.
3. Apologize when you make a mistake or have a misunderstanding. You will be a great role model.
4. Create well-developed lesson plans, an organized classroom and clear expectations for all students. Be prepared every day. Make sure that all of your materials are gathered ahead of time.

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### Sam's Seven Steps To Create a Fair Classroom

5. Collaborate with students on projects and let them help to make classroom decisions.
6. When selecting students to either participate in question and answer or to help out in the classroom, always do it by random draw, and keep track of whom you have called upon. Help a struggling student individually.
7. Keep accurate assessment records. In addition to telling parents, let students know their grades and where they need improvement.

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### Celebrate a Fair Mindset in Your Classroom Community

Create "Random Acts of Fairness" at school.  
 Let a person with 3 items go before you in your community.  
 Support your co-workers' ideas during team meetings.  
 Teach coaches about the relevance of fairness on the playing field.




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## Equity Sticks



Equity sticks are a cheap and powerful way to check your biases at the door. Simply buy a box of popsicle sticks (or index cards, or bookmarks, or anything compact, really), use a Sharpie to write one student's name per stick, and toss them all into a cup or jar next to a second, empty cup for the "used" sticks. Each time you facilitate a class discussion, pull out an equity stick at random and ask that student to share. Once they have participated, toss their stick in the other cup, and keep on doing this until you've cycled through the class.

Shane Safir

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## Experiment With Discussion Structures

**Think-Pair-Share**  
Each student silently thinks (and maybe also reads and/or writes) about a prompt, text, or question. Students then pair up and share their ideas.

**Quote Mixer**  
Each student is given a different quote or other form of text (this could be an image or graph, for example). Students move around the room, pair up, share their text and response to it, switch cards, find a new partner, and repeat for 1-2 additional rounds.

**Talking Pennies**  
In groups of 3-5, students are given a question or set of questions to discuss. Each student receives an equal number of pennies. Each time someone participates, they must first put one of their pennies into the middle of the table. A student who has used up his or her pennies must wait for all the other students' pennies to be in the middle before speaking again.

Shane Safir

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## Track Participation Data

It's also really powerful to gather data on student participation. To do this, create a simple "equity tracker" with students' names on the left side and a column for each day of the week. Carry it around religiously on a clipboard, and each time you call on a student or someone volunteers to speak, jot down a tally mark. At the end of the week, add up your marks and analyze the data.

Who is participating the most?

Who is participating the least?

What patterns of participation do I see with respect to race, gender, language of origin, learning ability, location in the room, etc.?

Use this data to set a small participation goal for the following week. For example: "Next week, I aim to invite the students with special needs in my classroom to share at least once per day."

Shane Safir

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"Children are the living messages we send to a time we will not see."

Neil Postman

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May our philosophies keep pace with our technologies. May our compassion keep pace with our powers. And may love, not fear, be the engine of change.

Dan Brown




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## General Conclusions

- An early history of developing competence, along with supportive, consistent care, serves as a powerful and enduring buffer throughout childhood and increases probability of resilience.
- The pathways that lead to resilience are complex.
- There is a great need to map the interaction of personal and environmental factors.

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## General Conclusions

- Longitudinal research needs to be conducted on a large scale and gene–environment focused.
- We require a broader cross-cultural perspective.
- We need to know more about individual dispositions and temperament as well as sources of family support.

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Only then will we begin to know what makes the young of our species survive and thrive despite life's adversities.

Emmy Werner




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## Conclusions

- Social justice deserves a place in our design of educational environments.
- Fairness is a trait that evolved to foster our survival.
- Early, normal child development is in part dependent on children displaying and receiving fair treatment.
- EF strategies can be employed to teach, generalize and maintain social justice.

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Through intelligent and ethical educational and therapeutic practices, we can foster self-discipline, mental health, resilience and build educational proficiency in all children without stealing away their dignity and hope.




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### Adopt a Learning-to-Swim Mindset!




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It must never come to this!

No, so called parents  
I hate your pfuckenguts  
Rob  
You lied and said that  
you would spend time  
with me  
Kathleen  
Same with you

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Or this!

DEAR GOD,  
I wish I could be  
better in School.  
Can you help me.

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Creating a Masterpiece!




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Questions?

 [www.samgoldstein.com](http://www.samgoldstein.com)  
 [info@samgoldstein.com](mailto:info@samgoldstein.com)  
 [@drsamgoldstein](https://twitter.com/drsamgoldstein)  
 [@doctorsamgoldstein](https://www.facebook.com/doctorsamgoldstein)

TEDx: <https://www.youtube.com/watch?v=isfw8JJ-eWM>

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