

Thinking with Your Children about Thinking!



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INTRODUCTIONS

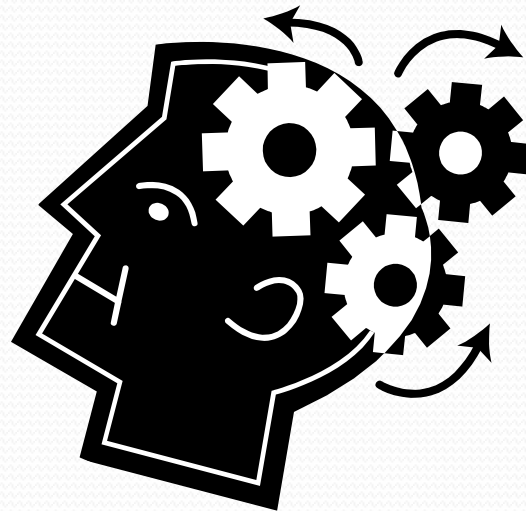
Let's Draw a Brain!

- Draw a picture of *your* brain
- Do not discuss it with or show it to anyone else!



Let's Get Started...

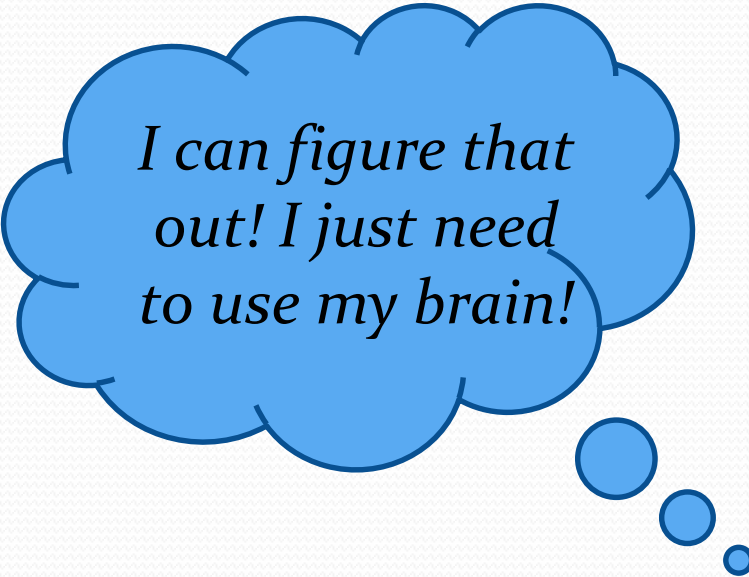
- Today, we're all going to tell our brains to think about... brains! We want to think about what children think about, how they think about it, and what we can do to access and use those thoughts.



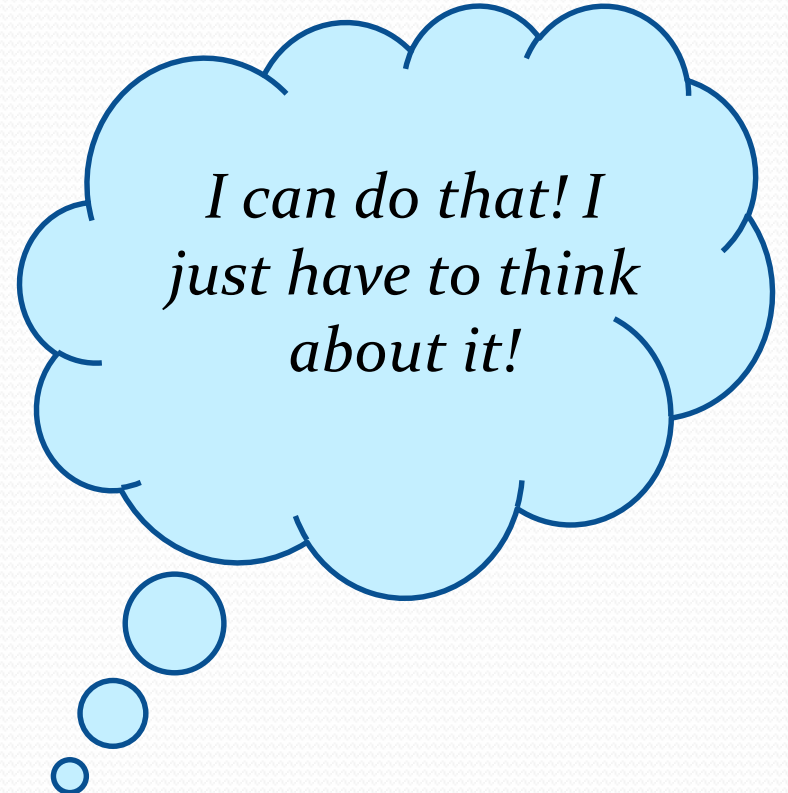
Why is this Important?

- We know that children who think about their own thinking can actually learn to focus their thinking on:
 - Learning new things
 - Remembering what they learn
- We know that we can *help* children become aware of their own thinking, direct their own thinking, and monitor their own thinking to see how it's going

- ...And we know that if we help children think about and manage their own thinking, they can become confident in themselves as thinkers!



I can figure that out! I just need to use my brain!



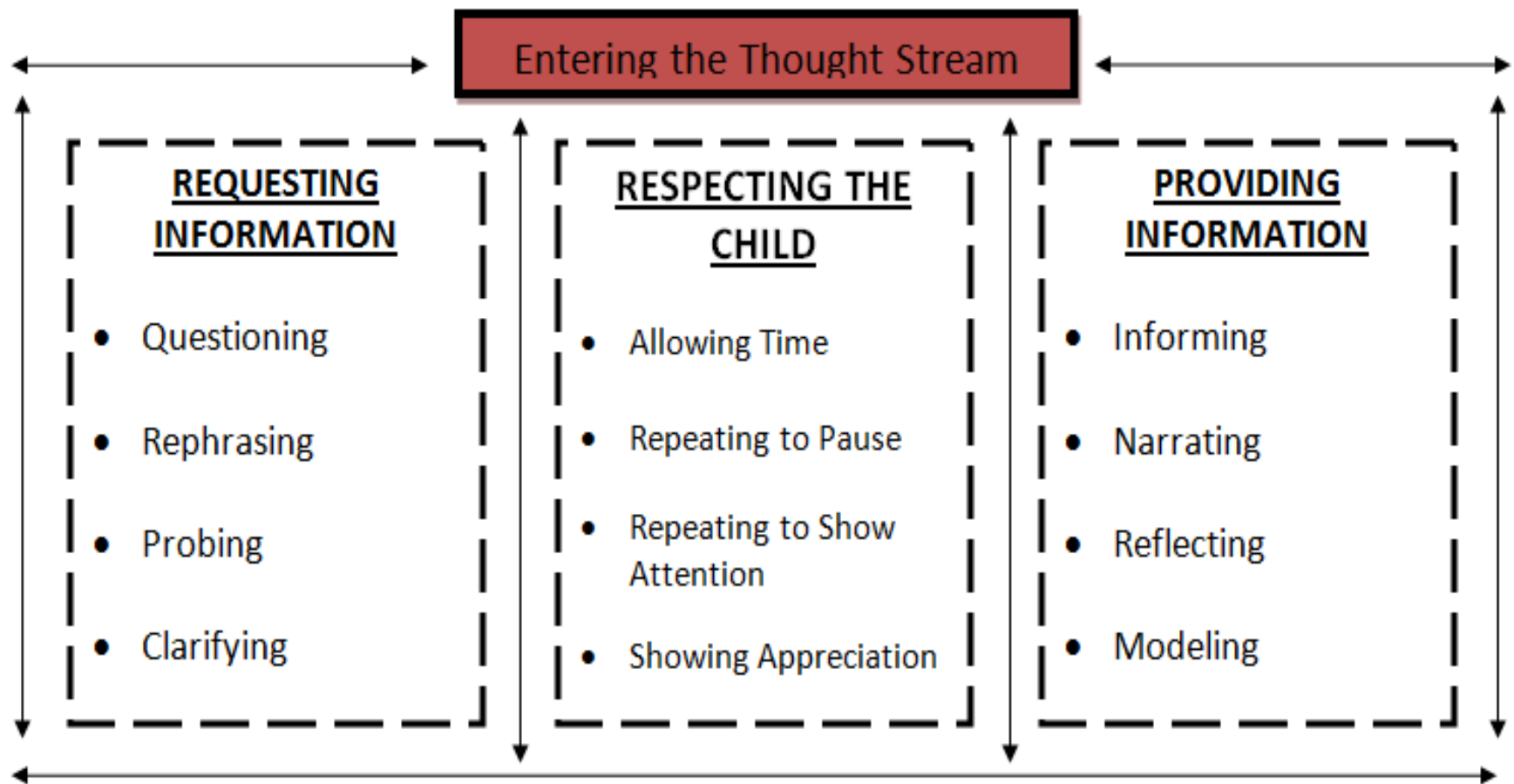
I can do that! I just have to think about it!

Basic Concepts

- METACOGNITION:
 - Thinking about thinking
- SELF-EFFICACY:
 - How children view their abilities in terms of thinking

3 Sections of Focus

- 1) Requesting Information
 - 2) Respecting the Child
 - 3) Providing Information
- ***These are used for both metacognition and self-efficacy conversations!*



Keep in mind...

“Which of these strategies do I already use with my children?”

Context...

- We're going to investigate these strategies in terms of a conversation with children about animals in a story.
 - Each child listened to a story. They were then asked to place the animals in the story in the order that they appeared in the story.

Requesting Information

REQUESTING INFORMATION

- Questioning
- Rephrasing
- Probing
- Clarifying

Questioning: simply asking a child a new question. The question prompts the child to form a response about a new concept.

Example: How did you know that the rabbit went here?

Requesting Information

REQUESTING INFORMATION

- Questioning
- Rephrasing
- Probing
- Clarifying

Rephrasing: asking a question in a different way. This is used when the child isn't answering the original question. Rephrasing helps children think about the same question in a different way.

Example: How did you remember that the rabbit came first?

Requesting Information

REQUESTING INFORMATION

- Questioning
- Rephrasing
- Probing
- Clarifying

Probing: asking questions that go deeper into the original question or go past the original question. These probing questions relate to the original question in terms of content.

Example: What did you use to think about the rabbit?

Requesting Information

REQUESTING INFORMATION

- Questioning
- Rephrasing
- Probing
- Clarifying

Clarifying: asking children to repeat a response or to explain a response if the meaning is unclear. Sometimes, the teacher can't understand the child's words, or sometimes it's hard to tell what the child means. The teacher should not pretend to understand. Instead, they should clarify.

Example: How does that work?

- **You got more animals right the second time than you did the first time!**
- **Do you think if you tried it again that you would do even better?**
 - **Yeah!**
- **Do you think that you would get ALL of it right if you tried again?**
 - *PAUSE*
- **If you tried it again, do you think you would know where every single animal belongs?**
 - **Mmhmm!**
- **Yeah? How do you know that you would get it right if you kept trying?**
 - **Because. Um. I would keep trying, and when it was hard, I try again, and I would get better and get it right.**
- **Wow, that's awesome. You keep trying even when it's hard, and that makes you get it right.**
- **So, how does it feel when you try something really hard and you CAN'T do it?**

- **You didn't care very much? Why not?**
 - Cuz I could do it so much longer.
- **You could do it for much longer?**
 - Yeah
- **What does that mean?**
 - I could do this game forever.
- **You could do it forever and you would never care that you got it wrong?**
 - Mmhmm!
- **Wow, would you keep thinking that you could get it right??**
 - *Nods excitedly*

The “I Don’t Know” Child

“What if one of my children refuses to respond when I request information?”



Respecting the Child

RESPECTING THE CHILD

- Allowing Time
- Repeating to Pause
- Repeating to Show Attention
- Showing Appreciation

Allowing Time: pausing after requesting information to allow the child to think and respond without pressure.

Respecting the Child

RESPECTING THE CHILD

- Allowing Time
- Repeating to Pause
- Repeating to Show Attention
- Showing Appreciation

Repeating to Pause: saying the child's answer back to them after they respond in order to focus on their response. This can be a question or a statement. Having the teacher repeat the child's response pauses the conversation so that the ideas are really considered closely.

Respecting the Child

RESPECTING THE CHILD

- Allowing Time
- Repeating to Pause
- Repeating to Show Attention
- Showing Appreciation

Repeating to Show Attention: saying the child's answer back to them after they respond in order to show that the child is being heard. This can be a question or a statement. It shows the child that the teacher thinks that his or her ideas are worth attention.

Respecting the Child

RESPECTING THE CHILD

- Allowing Time
- Repeating to Pause
- Repeating to Show Attention
- Showing Appreciation

Showing Appreciation:

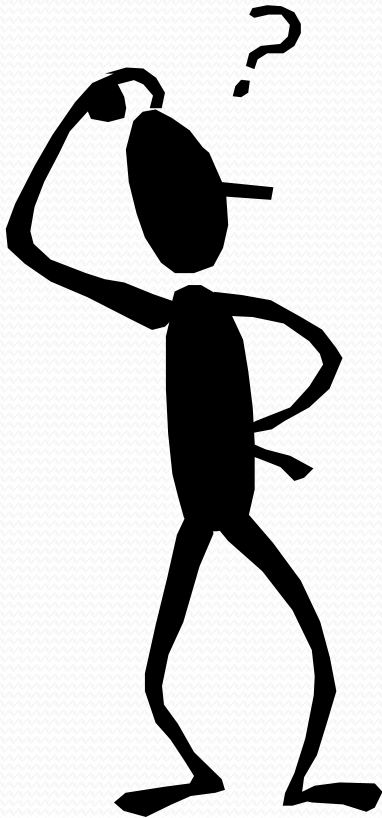
showing excitement and admiration for the answers that the child provides.

“Alright!” “Oh!” and “Wow!” show a positive, thoughtful reaction to the words of the child. “That makes sense!” or “What a thoughtful answer” show the child that his or her responses are worth something.

- **Alright, so do you remember the animals that I talked about in the story?**
 - Mmhmm!
- **Do you remember them in the order that I talked about them?**
 - Yeah! There was a bear!
- **That's right, there was! So, which animal did I talk about first in the story? Do you remember?**
 - *PAUSE*
 - The rabbit.
- **The rabbit! How did you know that the rabbit came first?**
 - Because. I heard you say the rabbit.
- **Because you heard me say it. How did you remember that all the way until now?**
 - Just. Because. Because of my brain. Remembered it.
- **Because your brain remembered it. Wow! That's pretty cool.**
 - Mmhmm!

Checking in...

Which of the strategies mentioned
so far do you already use in your
interactions with children?



Providing Information

PROVIDING INFORMATION

- Informing
- Narrating
- Reflecting
- Modeling

Informing: directly giving the child factual information about the topic at hand. Sometimes, the child will ask for the information, or other times, the teacher thinks that the information will help the child understand the task.

Example: Today, we're going to read a story. I need you to try to remember the order of the characters in the story.

Providing Information

PROVIDING **INFORMATION**

- Informing
- Narrating
- Reflecting
- Modeling

Narrating: verbally commenting on important actions of the child. This helps the child to really think about what he or she just did.

Example: You just switched the deer and the duck in your order.

Providing Information

PROVIDING INFORMATION

- Informing
- Narrating
- Reflecting
- Modeling

Reflecting: bringing different, past ideas together and talking about them in the current situation. This helps the child remember important earlier ideas.

Example: The first time, we didn't get the order right. But then, you wanted to try again!

Providing Information

PROVIDING INFORMATION

- Informing
- Narrating
- Reflecting
- Modeling

Modeling: giving the child a structure, or example—through words, thoughts, and actions—which can be used by the child in similar situations. The model should be age-appropriate, so that the child can understand and use the same words, thoughts, and actions. This should happen often.

Example: I don't think that my brain remembers who came next. I wonder how I could help my brain remember.

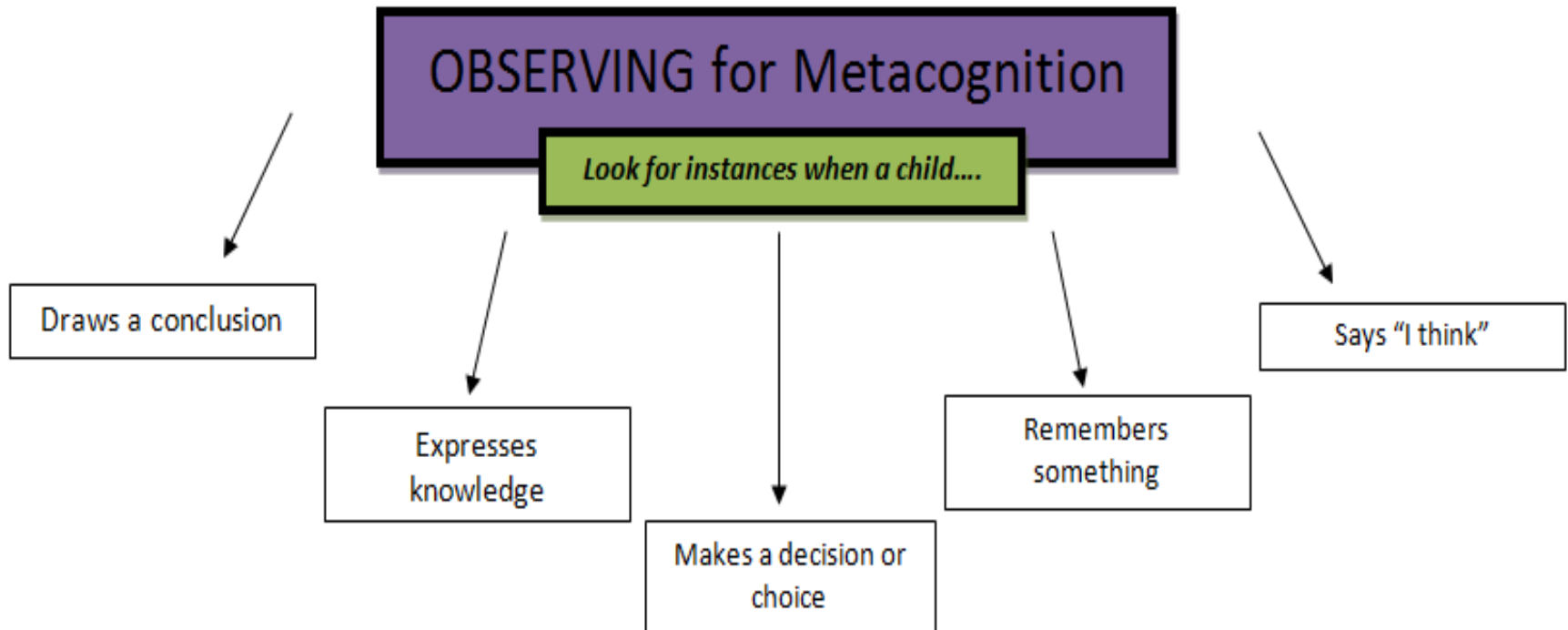
- Okay, do you think you got it right this time?
 - Let's see!
- Alright, let's see! Well, the first one in our story was rabbit. You got that right! The next one was sheep. You got that right too, but first you switched that with the mouse.
 - Yeah cuz I had it wrong at first and I changed them when I thought about it.
- I remember that! You must have been thinking!
- And the mouse is next, you got that right, too! But the next one is supposed to be fox, and you said goat instead...
 - Oh.
- But, did you do better this time than last time?
 - Yeah!
- You did! The first time, you got ONE right, and this time, you got THREE! Wow! How does that make you feel?
 - Good cuz I got more!
- Sometimes, when I see that I am improving at something, I want to try again, so that I can get even better! You got more right the second time than the first time. Do you think if you tried it again that you would get better?

Revisiting

- Which of the “Providing Information” Strategies do you already use?



Observing to Enter the Thought Stream



Observing to Enter the Thought Stream

OBSERVING for Self-Efficacy

Look for instances when a child....

Attempts/declines a task

Is presented with a new task

Expresses an ability/inability

States the difficulty/ease of a task

Mentions something they have/have not done

Helpful Resources

- **Handout packet**
 - Picture versions of the model and strategies
 - Descriptions of the 14 strategies

Question Charts

- In your packet, you have 2 question charts—1 for metacognition and 1 for self-efficacy
 - Some of the questions will sound familiar to you—you'll recognize them from the transcripts and from the video—but here is a more organized version for you to use
 - *Questions came from the research process*
- There is also a blank chart to fill in your preferences for your own personal use

Child Chart

- You have also been given a blank chart template for individual children within your classroom
 - This is a great, reflective way to really apply what we have learned about each child! This will also help to recognize which settings / methods work for each child, so that our “I don’t know” children can still be included.

Let's Draw a Brain!

...In Action



Comments

- **What did you notice about the model in use?**
 - What seemed to work?
 - Did there seem to be a point where the model stopped working?
 - What seemed easy? What seemed difficult?

Let's Give it a Try...

- *This type of conversation does NOT have to happen only in brain-specific activities. It can be integrated into any classroom activity!*
- Divide into groups of 2
- You have dough on your table—one person will build a creation out of dough while the other person leads a conversation about thinking with the task at hand, using the model chart
 - Just metacognition, this time!
- If you have extra time, switch roles but *take away the chart!*

Reflection

- Make a chart with your group—
 - Which strategies came easily to you?
 - Which strategies were more difficult to use?
 - Explain!

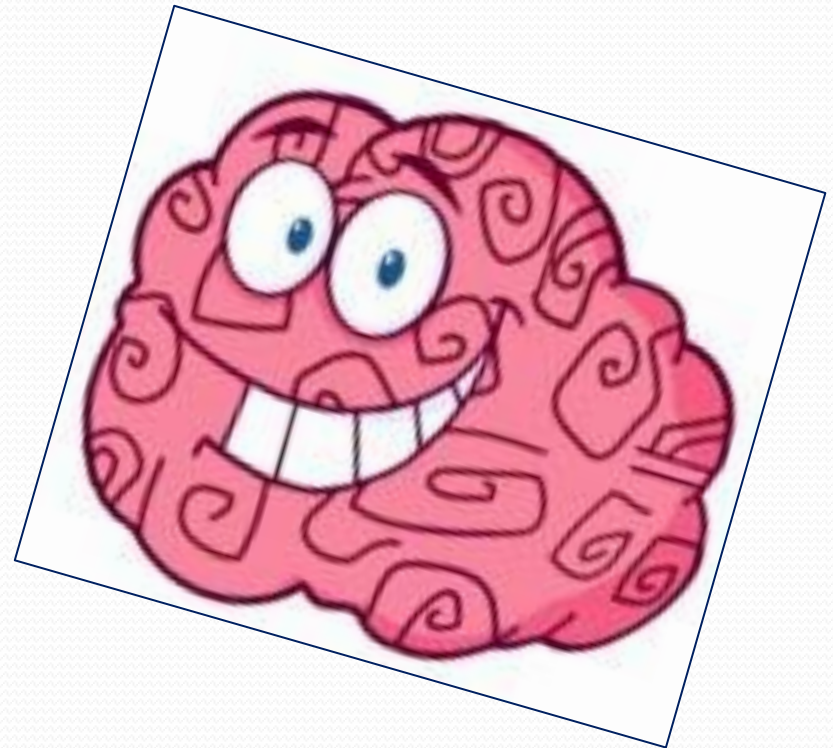


Share your experiences

The outcomes will be worth the effort!

In addition to seeing results in your children's thinking, these new cognitive skills can even help your children in terms of:

- *Making good choices*
- *Making good decisions*
- *Making, remembering and carrying out plans*
- *Thinking about their own feelings and others' feelings*



Any questions?
Comments?