

# The Brain and Learners

## Self-Reflection

### Session #1

#### **Check In**

\*What do I want to learn and why?

I

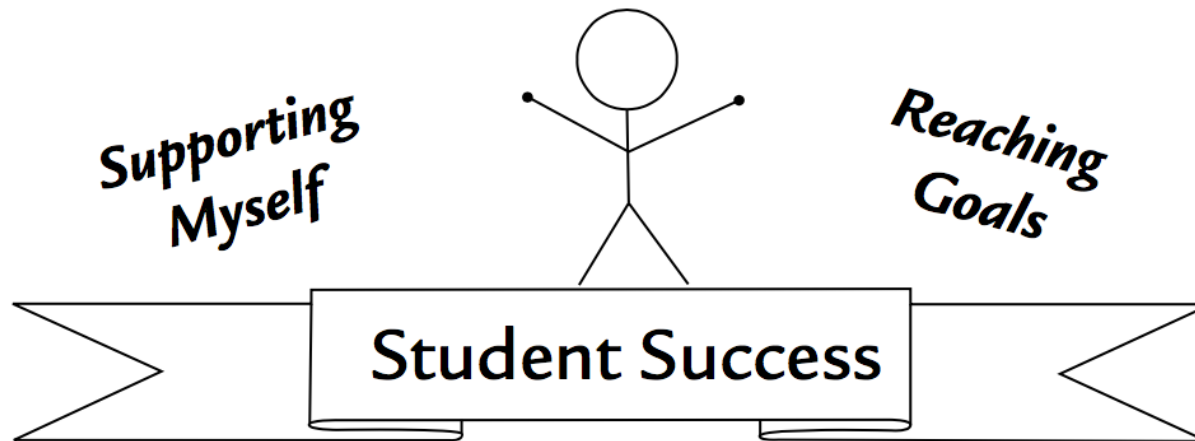


# Little by Little, Change Happens



\*What *does* this mean for me?





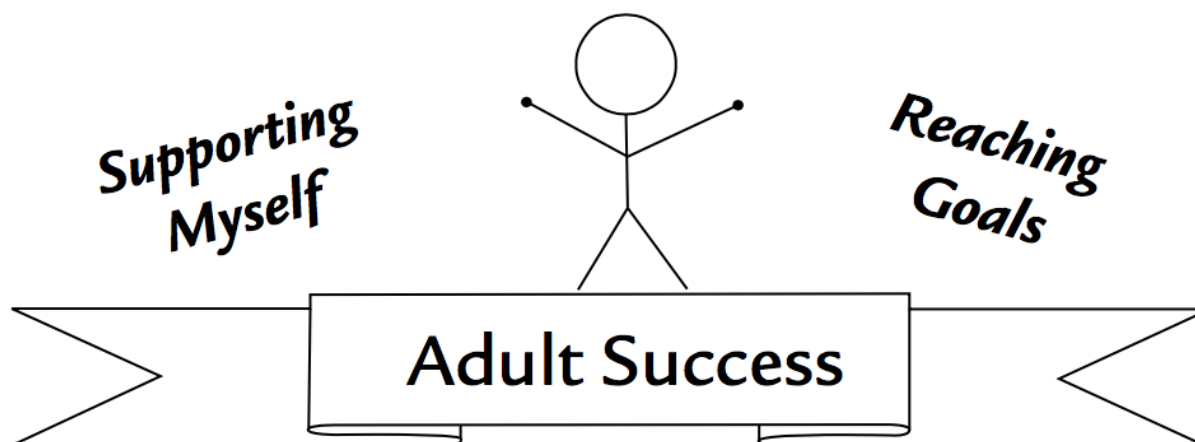
### First Self-Assessment of Behaviors

Rate yourself on a scale of 0 to 5. 0 means you never do it. 5 means you do it all the time.

Write down assignments	Ask questions in class	Sit in the right place	Ask classmates for help	Talk to teachers
Plan for homework	Start my work	Give myself breaks	Get back to work	Turn in work
Wear a watch	Use analog clocks where I need them	Organize papers	Plan projects	Get enough food, exercise, and sleep

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### First Self-Assessment of Behaviors

Rate yourself on a scale of 0 to 5. 0 means you never do it. 5 means you do it all the time.

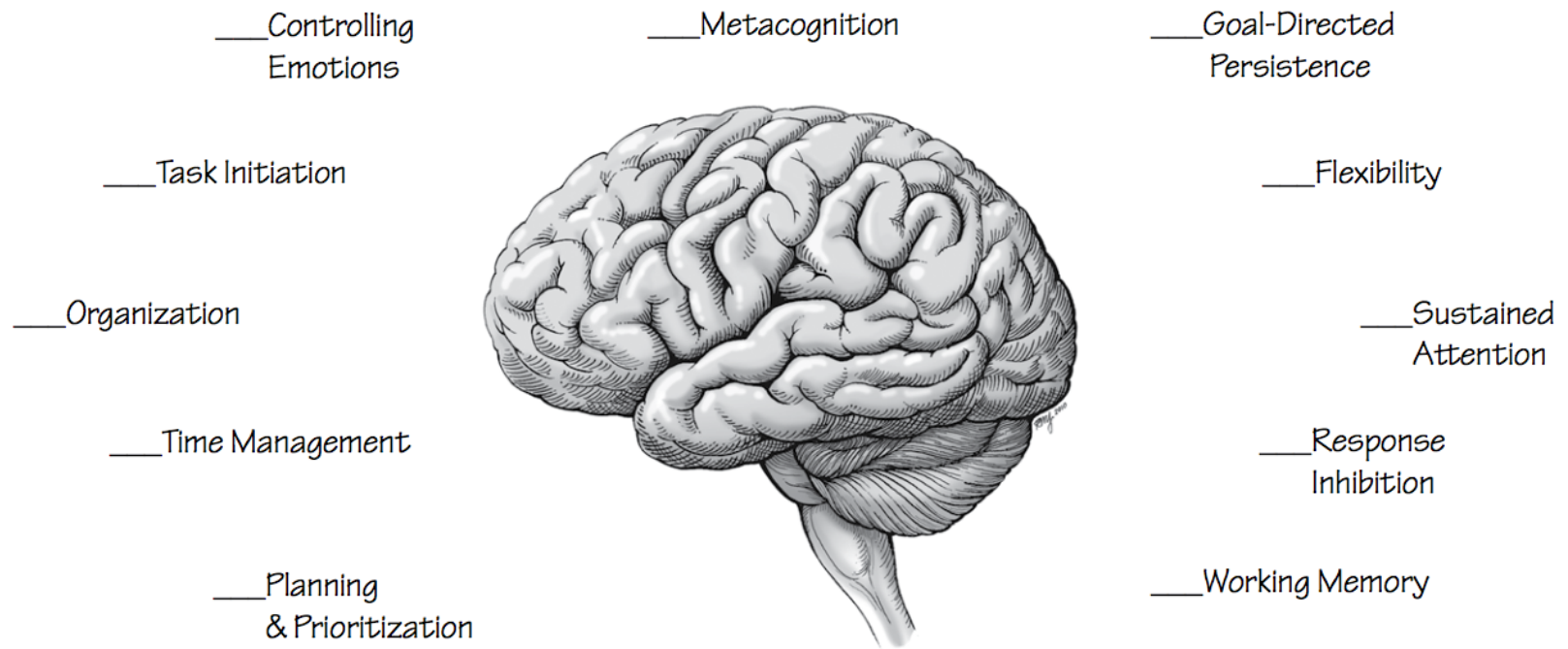
<p><b><i>Use a Calendar</i></b></p> <p>I have a calendar where I can see it easily and write on it.</p>	<p><b><i>Use a Planner</i></b></p> <p>I carry a planner with a monthly calendar.</p>	<p><b><i>Plan My Week</i></b></p> <p>I have a date with myself to plan my week.</p>	<p><b><i>See My Day</i></b></p> <p>I keep my plan for the day in sight.</p>	<p><b><i>Digital Timers</i></b></p> <p>I use a timer to keep focused, transition, and calculate time spent on activities.</p>
<p><b><i>See the Time</i></b></p> <p>I wear an analog wristwatch.</p>	<p><b><i>Analog Clocks</i></b></p> <p>I have analog clocks where I need them.</p>	<p><b><i>Handle Paper</i></b></p> <p>I recycle, deal with it in less than three minutes, or put it in my tickler file.</p>	<p><b><i>Tickler File</i></b></p> <p>I check my tickler file regularly.</p>	<p><b><i>File Papers</i></b></p> <p>I have a file system that is under control and works. I scan papers if I can.</p>
<p><b><i>Create Space</i></b></p> <p>As I clean I put things I no longer need in a bag to give to Goodwill.</p>	<p><b><i>Restorative Time</i></b></p> <p>I plan time to do things that refresh me.</p>	<p><b><i>Eat Well</i></b></p> <p>I plan my meals so that I eat well and spend less time shopping for food.</p>	<p><b><i>Exercise</i></b></p> <p>I plan at least three spaces in my week for exercise.</p>	<p><b><i>Sleep</i></b></p> <p>I go to bed at routine times so I sleep for about eight hours.</p>

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# Executive Functions<sup>1</sup>: Brain Skills that Help to Get Things Done



<sup>1</sup> Adapted from Dawson and Guare, *Executive Skills in Children and Adolescents* 2010



# What I Need to Understand About the Brain and Learners

\*Metacognition:

\*Sound brain or picture brain:

\*Brain Development:

\*What is learning?



# More to Understand

\*The learning and behavior connection:

\*What shape head do you have?

\*All good learners must be:

\*Which train?





