

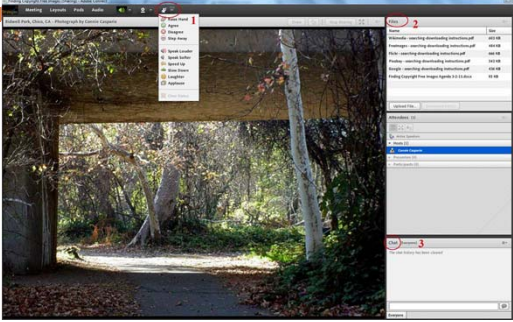
Welcome
Brain Talk
Building Metacognitive and
Executive Functioning Skills


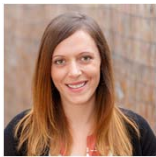
The webinar will start at 11:00 am Pacific. The call will be muted.

Audio: Dial (855) 212-0212, access code 744-892-087#

Please contact Orrin Banta at (530) 872-3896 ext. 4 or email obanta@youth4change.org with any connection or handout related issues.

Interaction



Moderator	Presenter
	
Daniel Molina Director of Outreach and Special Projects	Hanna Bogen MS, CCC-SLP, Speech- Language Pathologist and Social-Cognitive Specialist

Brain Talk

Building Metacognitive and Executive Functioning Skills

By Hanna Bogen, M.S., CCC-SLP

Let's Meet!



- SLP & Social-Cognitive Specialist
- Co-developer of Executive Function Junction & Brain Talk curriculum
- Private Practitioner: EI through late teens
- School consultant
- Presenter and trainer

Brain Talk: www.braintalktherapy.com

- Brain Talk is a metacognitive curriculum designed to teach students about their brains and how to respond *mindfully* rather than react *impulsively*



www.braintalktherapy.com



Improving response-ability through metacognition

Financial Disclosure

- Co-owner/Co-Creator of the Brain Talk curriculum (produced by Executive Function Junction). As such, Hanna receives financial benefit from the purchase of Brain Talk subscriptions.
- Provides individual therapy, group therapy, professional consultation, and professional development trainings

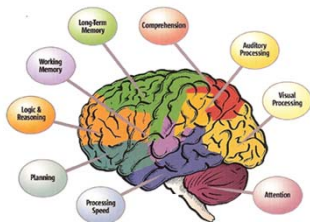
The Agenda

1. Understanding Executive Functioning & Metacognition
2. Metacognitive-based strategies to support the levels of EF



Executive Functioning


Executive Functions: a set of thinking skills needed by an individual to be able to engage in deliberate self-regulated behavior.



EF Skills \neq Intelligence

- Although executive functioning capacities support the process of learning, they do not equate to intelligence

Executive functioning skills impact:




EF Like an Oreo Cookie

www.executivefunctionjunk.com

- **Self-Regulation: PAUSING**
Inhibit the impulse to react
 - Requires development of meta-cognitive skills: react vs. respond
- **Strategic Thinking: PLANNING**
Make a plan to respond
 - Must be able to analyze current situation; then use foresight and hindsight to make a plan for present action
- **Self-Regulation: ACTING**
Follow the plan
 - Must have motivation and self-regulation to follow the plan



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What is Metacognition?


Metacognition is intrapersonal intelligence; awareness and understanding of one's own thought processes.

- Involves active control over the cognitive processes engaged in learning
- Involves awareness of how you learn and process information
- Involves understanding and application of strategies to aid in learning and understanding

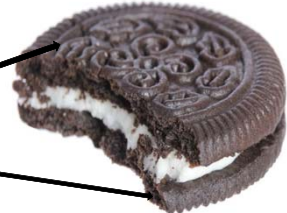
Information from: Metacognition: an overview, by Jennifer Livingston, 1997 Image source: www.dailymetacognition.com

Support Development of Metacognition

- Encourage your student to think about his/her own thinking
 - Learn and understand about how your brain works
 - Engage in regular mindfulness practice (i.e., mindful moments) to "insert the pause"
 - Identify your emotional state, as well as personal emotional escalation clues
 - Determine areas of personal strength and struggle
 - Identify triggers for personal dysregulation and brainstorm proactive tools and/or solutions
 - Self-reflect on personal performance
 - Reflect on the usefulness and effectiveness of a strategy



Strategies for Self-Regulation








PAUSING

&

ACTING


Support Sensory & Subcortical Regulation

- If the sensory system is seeking or avoiding, the "thinking brain" can't engage effectively
- Students **need** to understand their sensory profiles and how to meet their sensory needs
- Certain needs must be met in order for one's brain and body to feel "ready to learn"
 - Water
 - Food
 - Sleep
 - Movement



Teach About the Brain

- Knowledge = Power!!!!
- Teach students about the parts, functions, and capabilities of their brains (“feeling” brain vs. “thinking” brain)
- Teach students about growth mindset and neural connections



BRAIN TALK
www.braintalktherapy.com
Improving response-ability through metacognition

Externalize Impulses to Talk About Them



Manage Myg Moment Impulses

Source: Brain Talk: www.braintalktherapy.com

- Introduce the amygdala, its function, and how it can be beneficial and/or not helpful (i.e., overactive) in the human brain.
- For some students, you can explore the connection between Myg and anxiety.
- ★ □ Explore the question: “What does fight/flight/freeze look like for **you**? What triggered the impulse?”
- The goal is to help the student acknowledge the trigger rather than *just* the reaction (otherwise it’s a band aid approach).
- ★ □ Identify a Myg Moment nonjudgmentally, and follow with the powerful question: “**if** you follow your fight/flight/freeze impulse, **then** what might happen next/later?”
- You are more likely to have the right regulating tools on hand if you can anticipate the Myg Moment.

Tame the Impulsive Centers of the Brain

<p>Mindfulness</p> <ul style="list-style-type: none"> • Mindful breathing, listening, eating, movement, etc. • Progressive muscle relaxation • Visualization exercises 	<p>Exercise</p> <ul style="list-style-type: none"> • Cardio-based activities • Yoga and stretching • ↑heart-rate breaks • (Non) Competitive sports
<p>Positive Social Experiences</p> <ul style="list-style-type: none"> • Playing with friends • Successful group work • Team/group extracurricular activities 	<p>Gratitude Practice</p> <ul style="list-style-type: none"> • Gratitude journal • High-Five Tool ("I'm grateful for...") • Community service activities (giving back to the community)

© Brain Talk curriculum, 2015, www.brainstalktherapy.com

Emotional Triggers are Often Patterned

□ Help students begin to build cognitive schemas for predicting and identifying their emotions, as well as responding to their emotional states

□ Similar situations will elicit similar emotional responses time and time again: emotions that are consciously experienced by the orbitofrontal cortex get stored in the hippocampus (explicit memory)

Find the P.A.S.T. Facts (Bogen & Lindemth, 2015)

People	→	Who was there?
Actions	→	What happened?
Space	→	Where did it occur?
Time	→	When did it occur?

Build Emotional Vocabulary

The collage features several educational tools: a 'How do you doodle?' worksheet with cartoon characters, a circular 'Feelings Wheel' with various emotion icons, a 'Today I Feel Silly' book cover, a 'I am feeling' worksheet with a rainbow, and several colorful cards with emotion words like 'mad', 'angry', 'furious', 'livid', 'enjoyed', 'amused', 'surprised', 'worried', 'nervous', 'excited', 'puzzled', 'bored', 'tired', 'sad', and 'happy'.

Promote Self-Talk

- Self-talk is a primary tool used to support self-regulation.
- "This is hard **and** I can still try"
- Developmental Stages of Self-Talk:
 - Following Directions
 - Vocalized Self-Speech
 - Internalized Self-Talk
- See it, Say it, Do it



Make Time Visible and *Experiential*

- Time Timer
- Wonder Clock (Sarah Ward)
- Draw on the clock face



Strategies for Strategic Thinking



PLANNING

“If...Then...” to Support Inferences

- If...then... scenarios help students build inferential problem solving skills
 - You rarely have *all* the facts needed to make a decision, though you can use what you know in order to infer what you don't know
- Integrate if...then... thinking as a mental schema:


IF...	THEN...
If there are crayons and paper out...	...Then we are going to be coloring today!
If everyone is working quietly when you walk into the room...	...Then it's expected that you match the rest of the class and start working quietly

Plan for the Future Before Starting

- “If everything goes my way, what will _____ look/feel like?”
- Anticipate likely challenges or obstacles
- Prompt for Plan B
 - And Plan C



Preview: Material and Steps



Sources for Projects:

- See it, Say it, Write It
- Howtoons
- Instructables
- Pinterest
- Recipes
- Team-building projects
- Construction activities
- Holiday and themed crafts

Do: Monitor as You Work

Identify Brain Distractors

- Help your student identify his/her Brain Distractors:
 - Outside brain distractors: external, environmental distractors that impact where your attention is directed
 - Inside brain distractors: internal thoughts or experiences that impact where your attention is directed
- Discuss strategies for addressing students' most common Brain Distractors

Copyright Jill Kuzma (2012)

Review: Reflect on the Process and Outcome

REFLECTION..

4 I am an expert. I can easily take this to "Above and Beyond!" AND I can teach this to a friend.

3 I can do this by myself and I understand teach it to others, though.

2 I can do this with some help. I start but then had to ask for help. I understand parts, but not all of it.

1 I cannot do this yet. I could not understand this at all.

Source: www.theadaptedpractitioner.com

3. Did you think this strategy was helpful? Check one box below.

← **DON'T LIKE** 1 2 3 4 **LIKE** →

No, I don't like this strategy It was kind of helpful It was really helpful I liked it, and I will definitely use it again!


4. Why? Check all that apply.

<input type="checkbox"/> Took more time	<input type="checkbox"/> Saved Time
<input type="checkbox"/> Made my work harder	<input type="checkbox"/> Made my work easier
<input type="checkbox"/> I got a worse grade	<input type="checkbox"/> I got a better grade
<input type="checkbox"/> It didn't fit my learning style	<input type="checkbox"/> It fit my learning style
<input type="checkbox"/> Other _____	

Source: S.M.A.R.T.S. Curriculum

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