



What do you now know about dyslexia that you will take with you to improve your work?

Play Matters Too

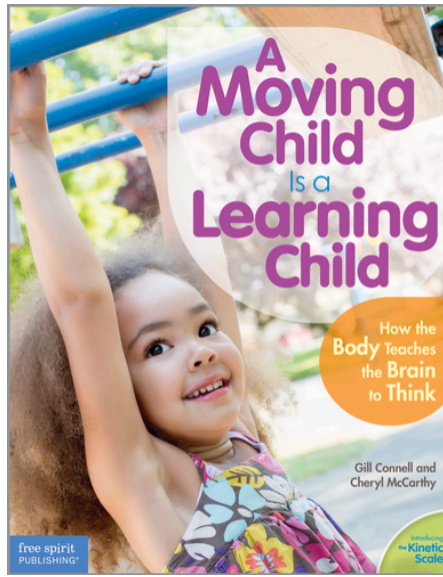
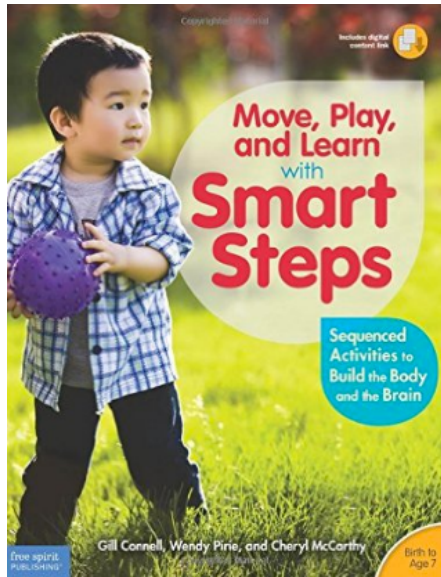
The children in our classrooms have lower language development, core, and physical skills than in the past, this impacts their executive functions which precede learning. They no longer swing on jungle gyms, swing on swing sets or play hopscotch and hand rhythm songs/games. Parents of young child need to know the research. Children need to get outside and play. They need to interact, draw, color, sing, dance, move and be connected.

The LiiNK Project®: Effects of Multiple Recesses and Character Curriculum on Classroom Behaviors and Listening Skills in Grades K–2 Children – Rhea et al. 2018

<https://www.frontiersin.org/articles/10.3389/feduc.2018.00009/full>

Deborah McNelis Neuro Nurturing

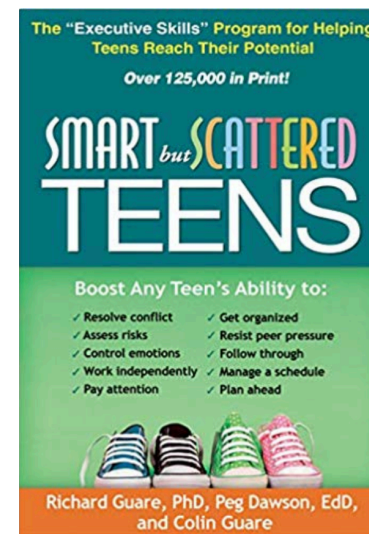
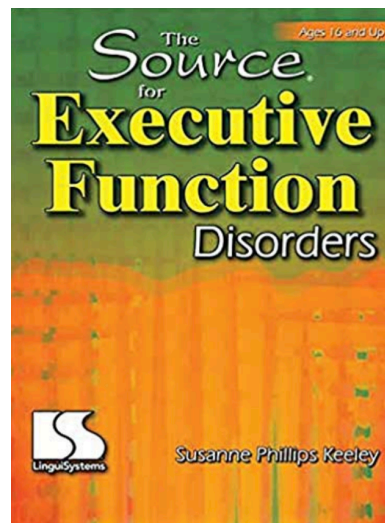
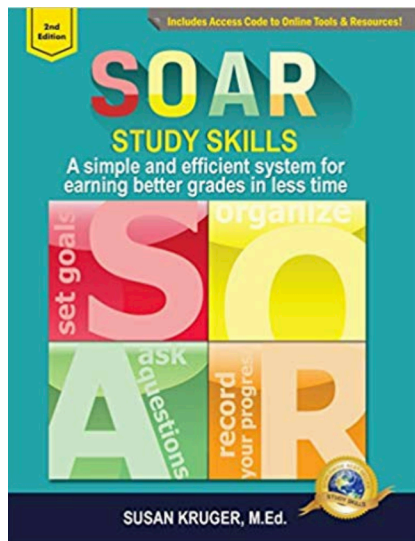
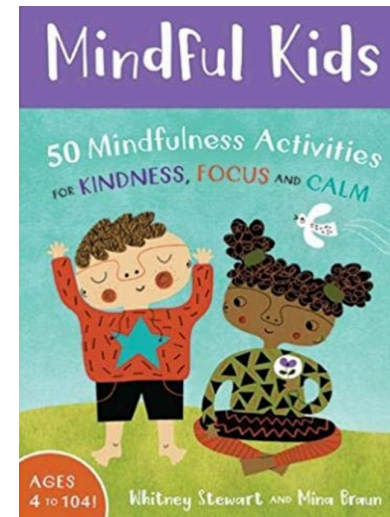
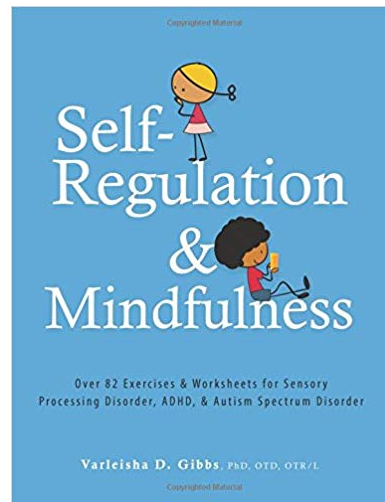
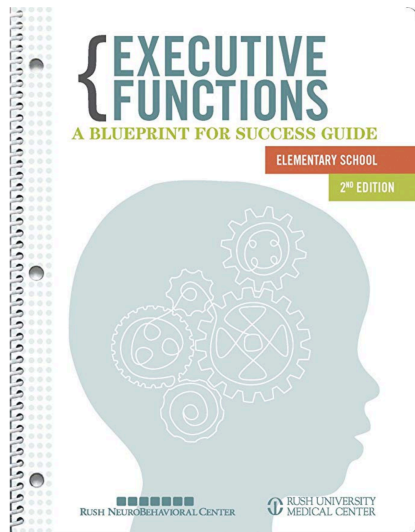




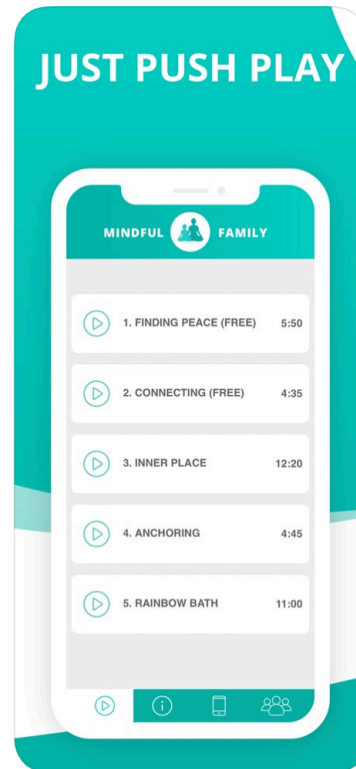
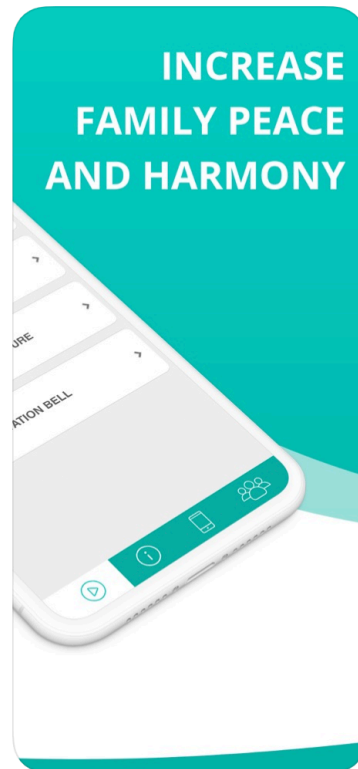
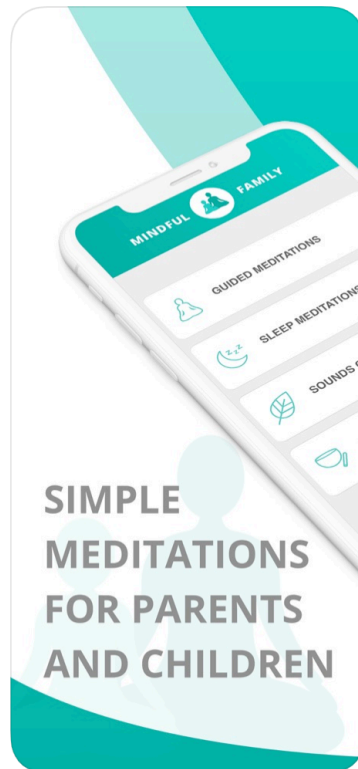
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Patterns, Sequences
and Constellations



The "Cognitive Conversation"
about Memory

Working Memory

Working Memory involves storing, focusing attention on, and manipulating information for a relatively short period of time (such as a few seconds).

- Visual working memory is a cognitive system that maintains a limited amount of visual information so that it can be quickly accessed to serve the needs of ongoing tasks.
- Verbal (auditory) working memory is a memory mechanism that preserves a limited amount of speech-related information through repeated articulation, either overtly or subvocally, until the information can be used.

Does the Brain Function like Switzerland?

Before you can store and retrieve the memory of somebody you have met or something you have seen, your brain must encode the information it receives from the senses. Yet, it was long believed “that the brain areas which process for example visual and auditory information worked independently of each other,” subsequently sending the information they hold to a higher area of the brain. “Basically,” summarises the UNIL professor, according to this interpretation, it’s like in Switzerland where “the cantons operate independently, with each one processing its own information, then they meet in the capital city Bern to summarise”.

The Neural Basis of Multi-Sensory Processes, Murray & Wallace, 2012

A sound can help to remember an image...

... and an image can help to remember a sound

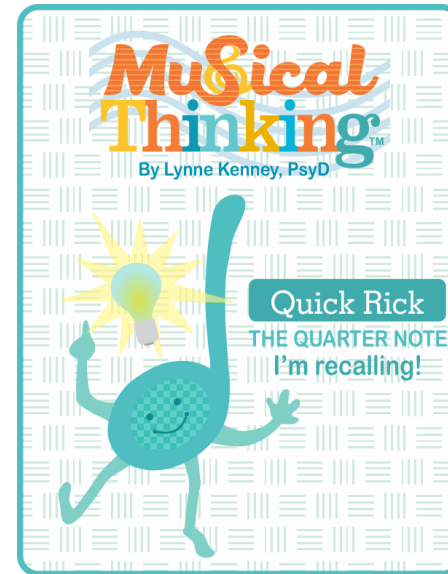
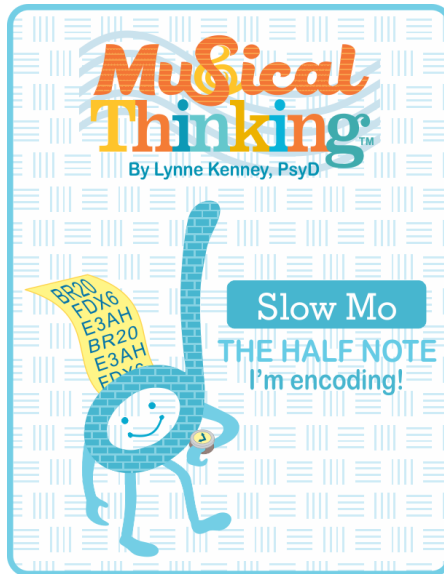
The better you are at combining visual and auditory information, the better you can remember what you've learned. This conclusion reached by neuroscientists at UNIL demonstrates the effectiveness of teaching methods which simultaneously make use of multiple senses.

University of Lausanne

Memory Tips

- Use the V approach - What's the BIG concept, the specific concept and then the detail
- Make meaningful connections between concepts, how are these things related?
- Use visual + auditory stimuli when appropriate
- Let your student/child teach you
- Make a video of the child teaching the concept or information
- Create visual mindmaps
- Create written bubble or line webs of content
- Use Socratic questioning, ask more tell less
- Encode slowly with movement
- Walk it out, jump it out, walk up the stairs, do squats etc. while saying what you are trying to encode... in 4/4 time:).

How We Encode and Retrieve



Memory





The "Cognitive Conversation" about
Self-Regulation, Response Inhibition
& Self-Control

The processes involved in self-regulation can be divided into three broad areas: **sensory regulation, emotional regulation and cognitive regulation**

Sensory Regulation allows children to maintain an appropriate level of alertness in order to respond appropriately across environments to the sensory stimuli present.

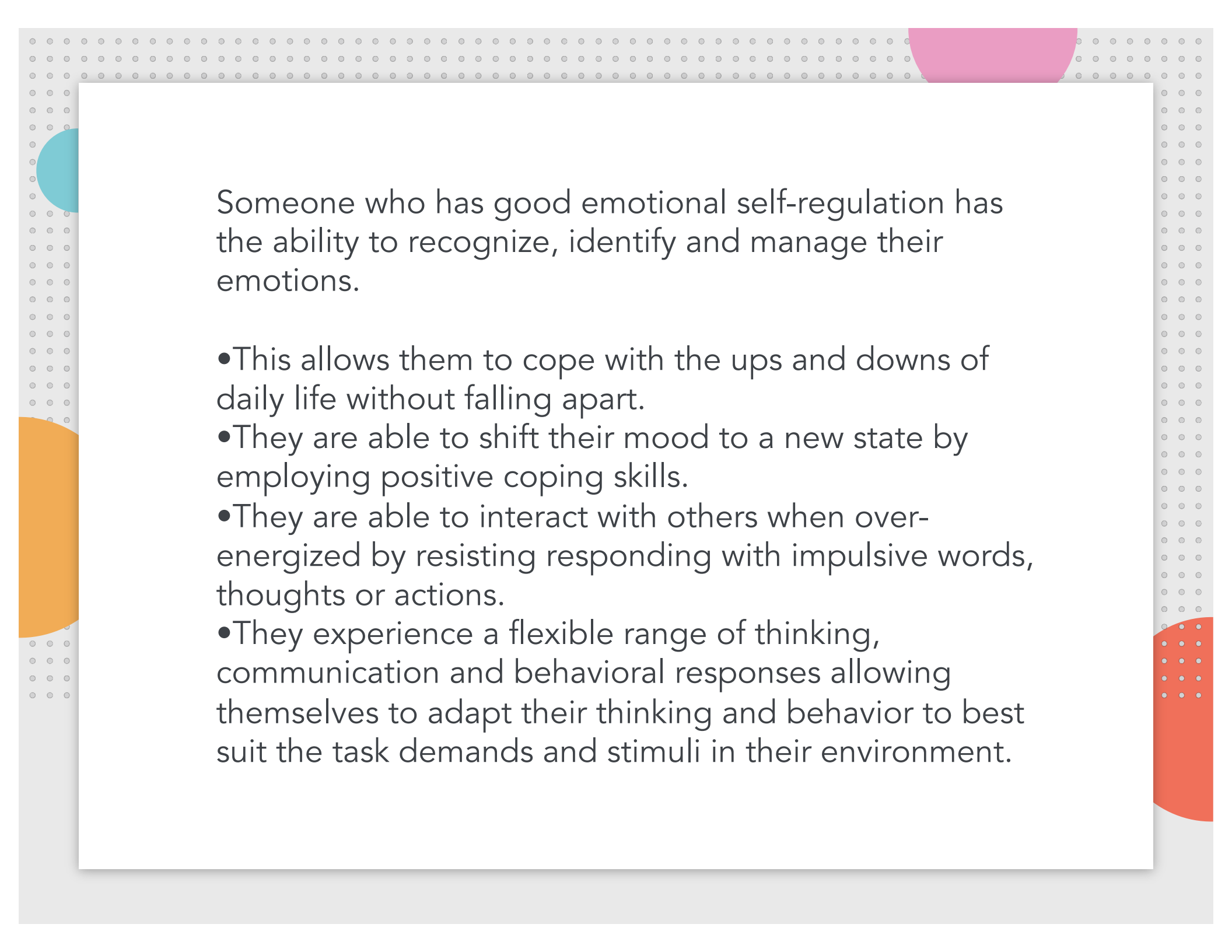
Emotional regulation is the ability of an individual to modulate an emotion or set of emotions.

Explicit emotional regulation requires **conscious monitoring**, using techniques such as learning to construe situations differently in order to manage them better, changing the target of an emotion (e.g., anger) in a way likely to produce a more positive outcome, and recognizing how different behaviors can be used in the service of a given emotional state. We often refer to this as **employing cognitive control**.

Implicit emotional regulation **operates without deliberate monitoring**; it modulates the intensity or duration of an emotional response without the need for awareness. Source: APA

Cognitive regulation refers to the self-directed regulation of cognitions (thoughts, beliefs, affects) toward the attainment of goals. ... Some important processes are goal-setting, strategy use and adaptation, monitoring of cognition and performance, motivation (e.g., self-efficacy), and self-evaluation.

Cognitive regulation may also be referred to as self-control and effortful control.



Someone who has good emotional self-regulation has the ability to recognize, identify and manage their emotions.

- This allows them to cope with the ups and downs of daily life without falling apart.
- They are able to shift their mood to a new state by employing positive coping skills.
- They are able to interact with others when over-energized by resisting responding with impulsive words, thoughts or actions.
- They experience a flexible range of thinking, communication and behavioral responses allowing themselves to adapt their thinking and behavior to best suit the task demands and stimuli in their environment.



What do you now know about self-regulation and self-control that you may take with you to improve your work?