

Equipping Minds

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WHY?

OPS SPECIAL EDUCATION

VISION

ALL CHILDREN CAN LEARN AT HIGH LEVELS. WE LOVE, ENCOURAGE, AND NURTURE THE GROWTH AND SUCCESS FOR EVERY STUDENT AT OPS SO THAT THEY CAN BECOME HEALTHY, CONTRIBUTING COMMUNITY MEMBERS

MISSION

DEVELOP AND EMPOWER THE OPS COMMUNITY SO ALL STUDENTS HAVE THE OPPORTUNITY TO REACH THEIR FULL POTENTIAL

CORE VALUES

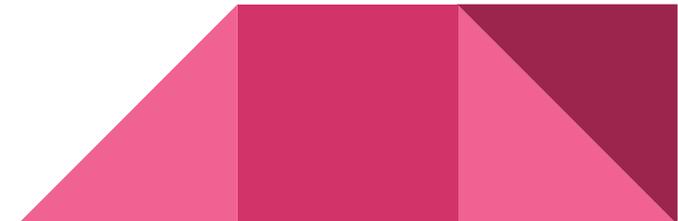
ADVOCACY, BALANCE, CONSISTENCY, GROWTH, MOTIVATION

GUIDING PRINCIPLES

OWN YOUR POWER
BLOCK OUT THE NOISE
IF NOT, WHY NOT?
SERVICE ABOVE SELF
EXCELLENCE



*Where have we been?
Where are we going?*



What is happening in OUR classrooms 2023/24 Iready sampling

Reading scores

7% to 34%

23% to 67%

15% to 32%

34% to 56%

6% to 39%

14% to 32%

32% to 66%

24% to 77%

2% to 44%

6% to 16%

Math scores

24% to 77%

32% to 66%

42% to 67%

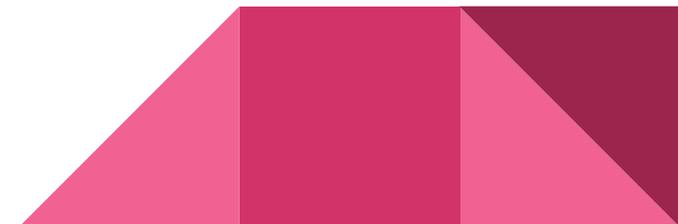
29% to 76%

18% to 50%

2% to 30%

18% to 39%

18% to 48%



Points to keep in mind

Non-Negotiables

*Daily 30 minutes

*Use “I see you/me...” (throughout the day as well!)

*Think out loud to show logic and create visual images in brain

Say “That’s a tricky one” and then process through. Don’t say “your wrong” or “think harder”, etc.

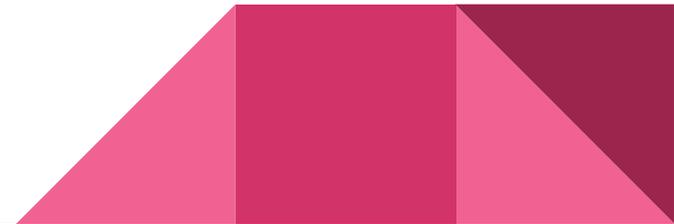
“Hard is good” “We will do this together. I will help you”

Everyone starts at same level together. Every step is important. Progress will be at different paces.

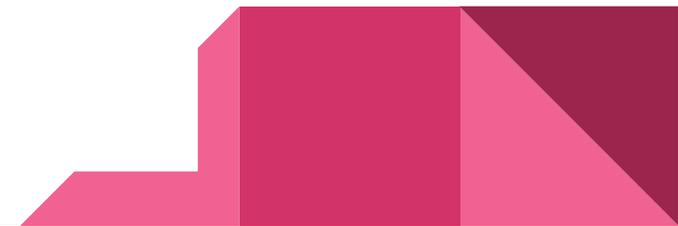
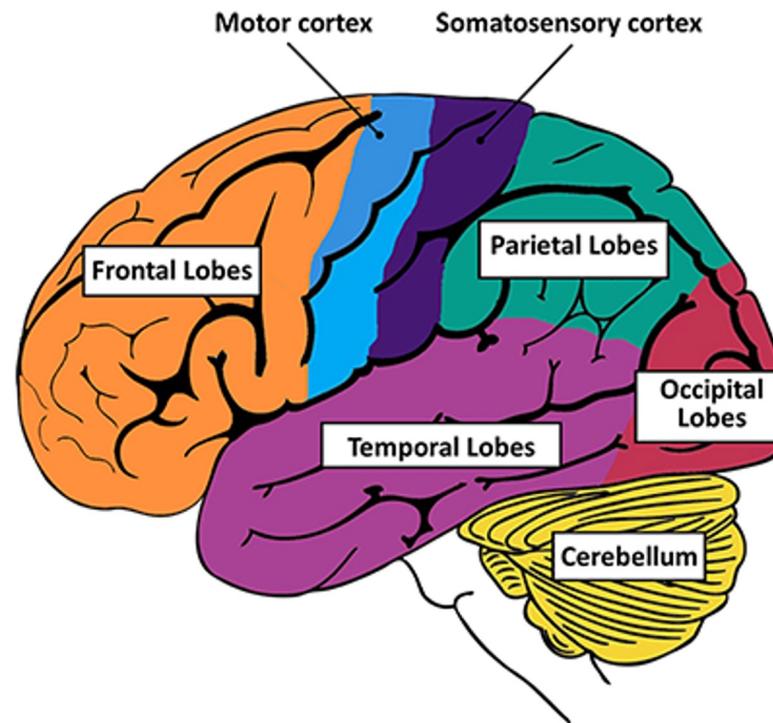


Format for today and tomorrow

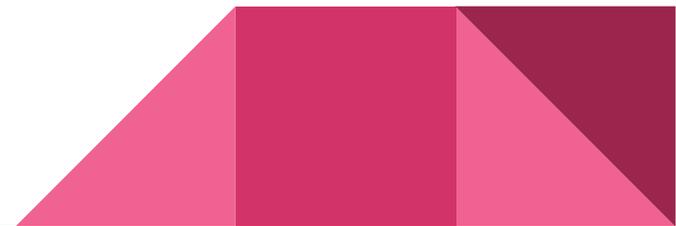
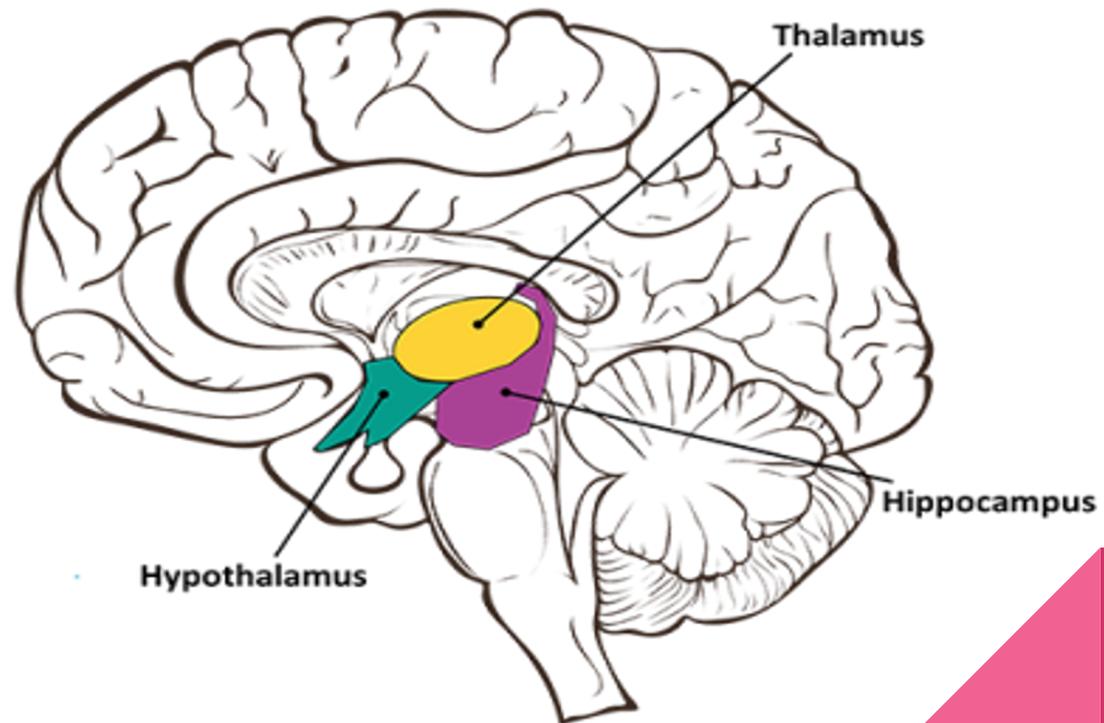
1. Brief overview of the brain, EF, and cognitive processes
2. Introduction of an activity
3. Watch a short video clip of the activity in practice
4. Practice in pairs and/or small groups
5. How to use in co-taught setting?
6. How to use in resource groups?



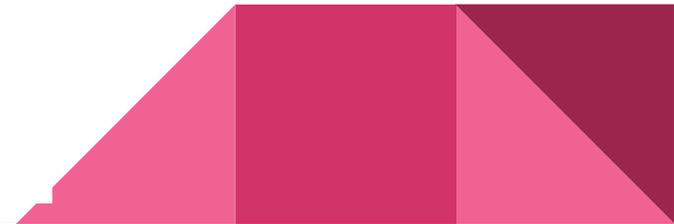
What does the research say?



Mid or Inner Brain



Frontal Lobes



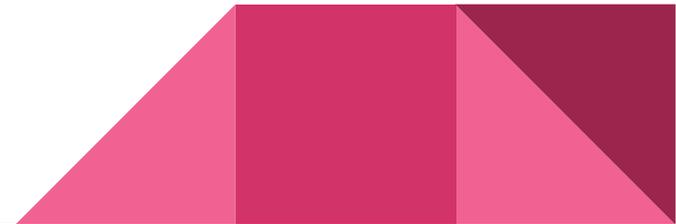
Brain Research

[Executive_Functioning_Skill_Development_by_Age_-_Life_Skills_Advocate.pdf](#)

Key “can do’s” for school aged children by age

Key “can do’s” by young adult aged

Do we have age appropriate expectations?



Cognition Connection

Key Points:

Cognitive Functions = Thinking Abilities

Three phases:

1. Gathering/Input
2. Processing/Elaboration
3. Expressing/Output

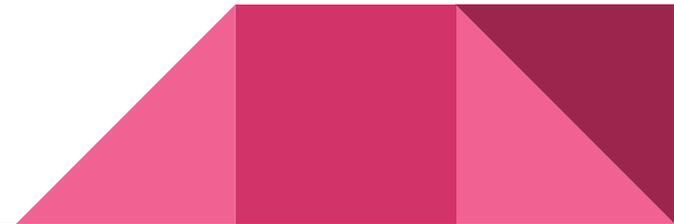
<https://equippingminds.com/courses/core-activities/lessons/critical-thinking-and-logic/critical-thinking-k-3/>



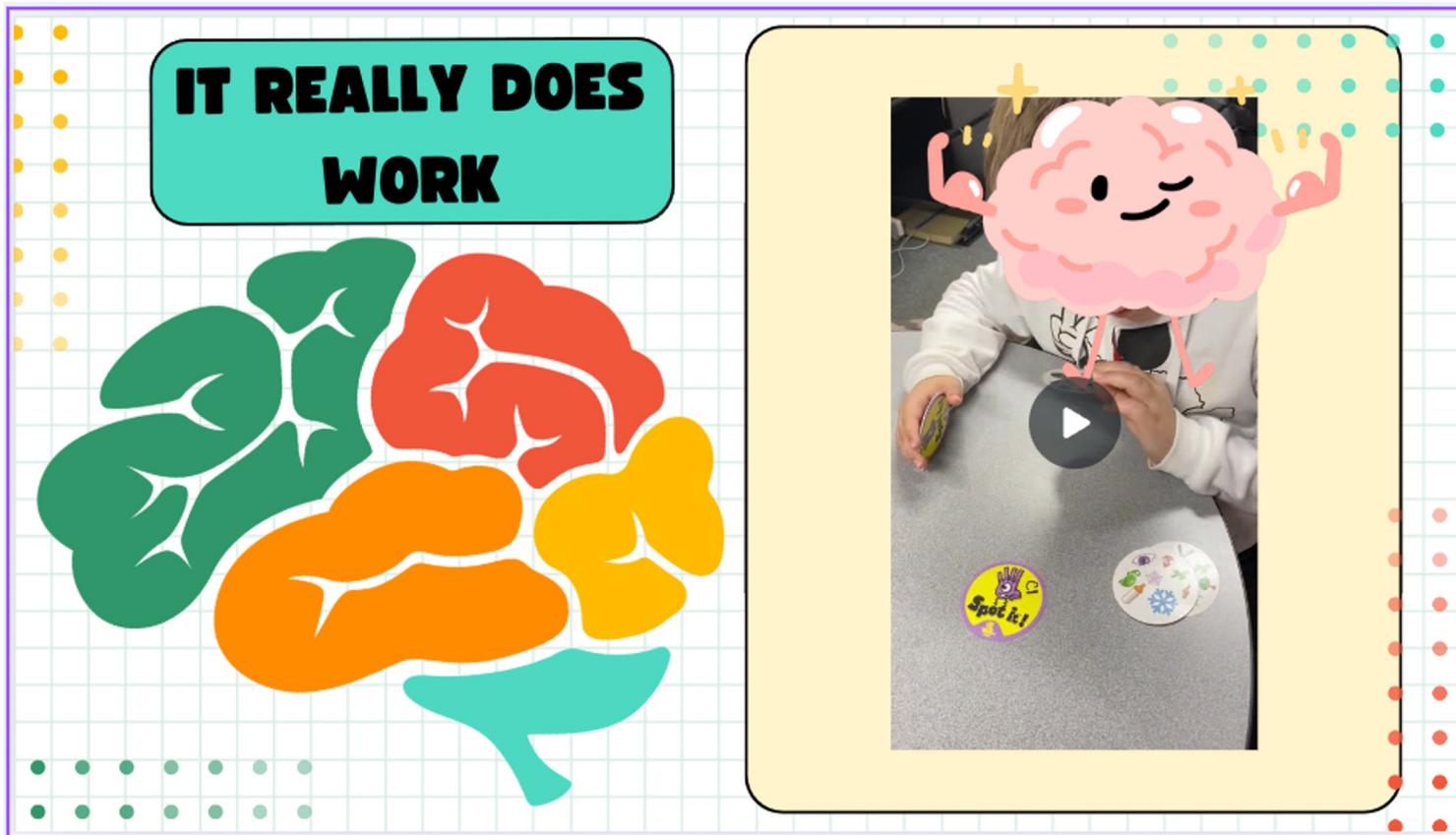
Cognition Connection

Cognitive Abilities and Equipping Minds Cognitive Training Intervention

Correlates to index standard scores of IQ testing



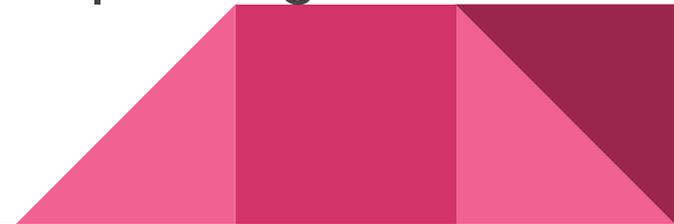
Work in Action



Common Task Terms in EM games and exercises

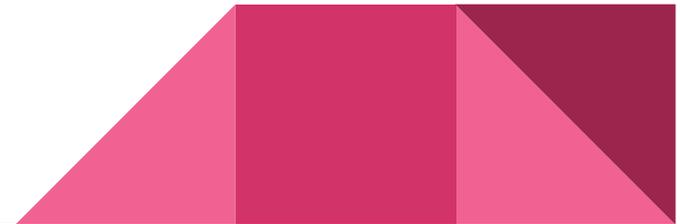
Stroop Effect: “The delay in reaction time between congruent and incongruent stimuli: cognitive competition between two conflicting stimuli and interruptions of irrelevant stimuli while performing a given task.”

N-Back: “Tasks that require participants to decide whether each stimulus in a sequence matches the one that appeared n items ago: requires storage and continual updating of information plus interference control.”



Quick Intro and Overview

Introduction to the EM cards and uses



Introduction to Animals

I see you turning to page 66 in your teacher manual.

Let's practice saying our animals Set 1 and then Set 2.

I see you putting a circle around the bear

<https://equippingminds.com/courses/core-activities/lessons/sa-step-1/>



Let's Practice!!

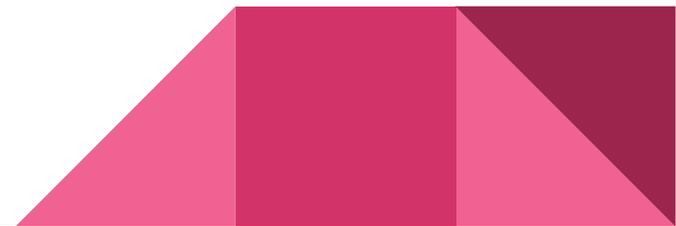
Format:

Introduce activity

Watch video

Practice with partners/small groups

Review and discuss



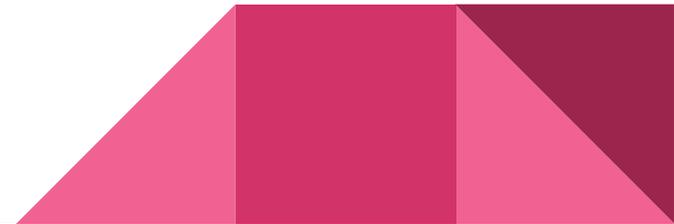
Stroop Effect

Many ways to use the Stroop Effect are provided through EM

<https://equippingminds.com/courses/core-activities/lessons/stroop-mini/topic/stroop-mini-step-1/>

<https://equippingminds.com/courses/core-activities/lessons/stroop-mini/topic/stroop-mini-step-2/>

<https://equippingminds.com/courses/core-activities/lessons/directions/>



N-Back Codes

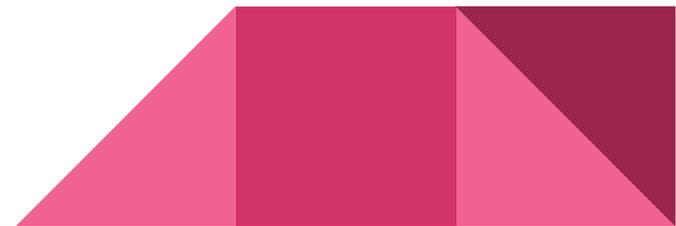
Many different examples provided within EM materials

<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/three-or-more-matches-with-the-n-back-code/>

<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/advanced-n-back-coding-games/>

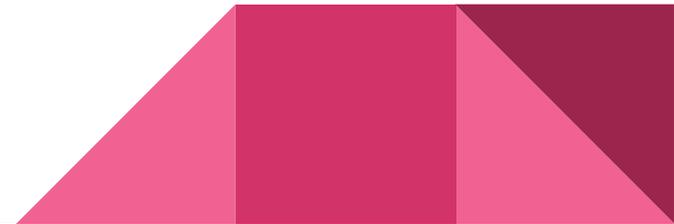
<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/nine-large-constant-cards/>

<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/n-back-and-sorting-board/>



Processing Games with Sorting

<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/processing-games/>



Processing Games with Sorting

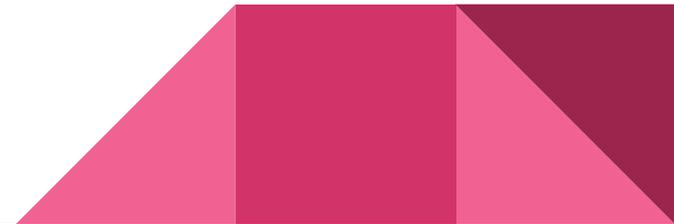
Include “I see” or at least verbalize the action being taken: “Blue on blue”

*Start with a very basic task.

*Meet students where they are

*Build on foundation and add complexity

Practice Time!!



Working Memory

Takeaways?

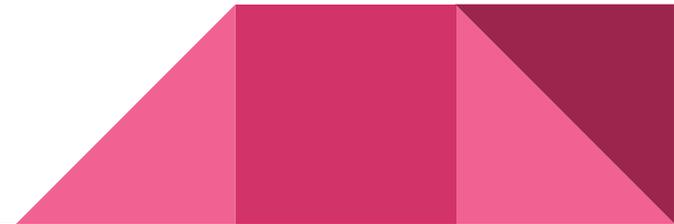
If a mistake is made, what to say?

“Check” or walk/talk through process to get to correct response

Build so that you are adding to the sequences

Questions and comments?

Practice!!

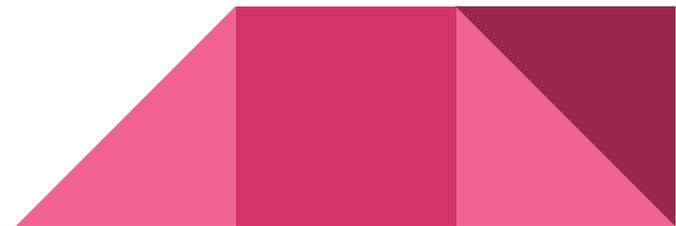


Working Memory

<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/working-memory-games/>

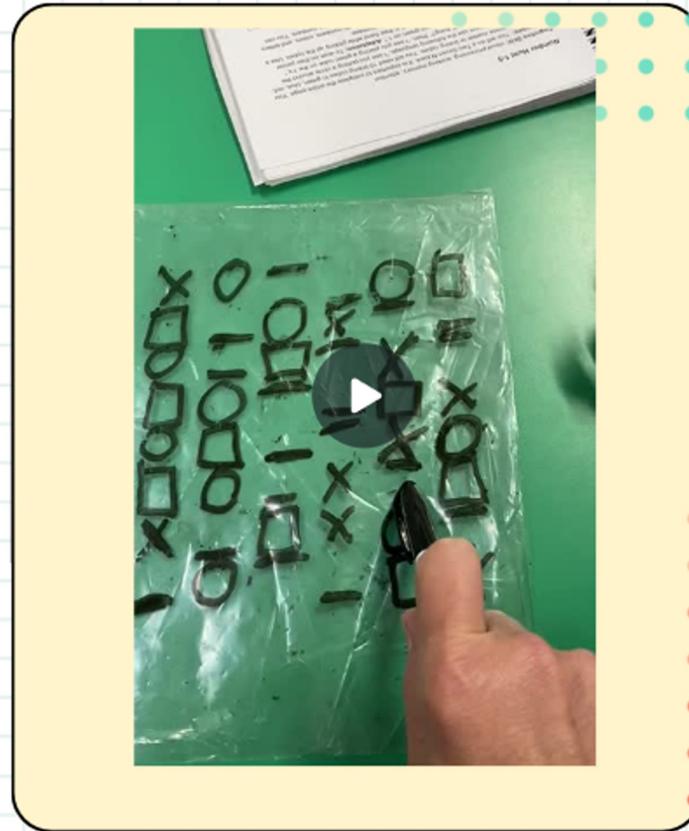
<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/matching-and-memory-games/>

<https://equippingminds.com/courses/core-activities/lessons/sc-step-1-step-7/>



The Work in Action

**IT REALLY DOES
WORK**



Tic Tac Toe

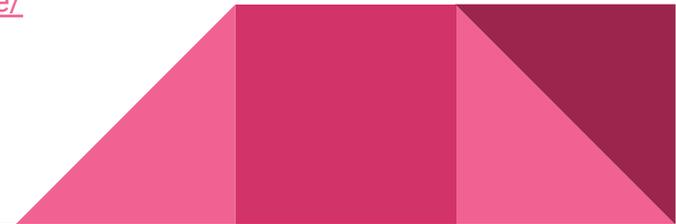
<https://equippingminds.com/courses/core-activities/lessons/t-step-1/>

<https://equippingminds.com/courses/core-activities/lessons/t-step-2/>

<https://equippingminds.com/courses/core-activities/lessons/t-step-3/>

<https://equippingminds.com/courses/core-activities/lessons/t-step-15-step-16/>

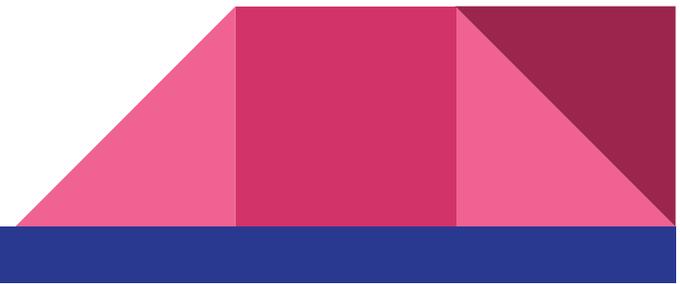
<https://equippingminds.com/courses/equipping-minds-card-games-2022/lessons/tic-tac-toe/>



Lesson Plans

Resources in Teacher Guide

Video Example



The Work in Action

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WORK**

