

Teaching Metacognition Through Social Thinking® & Habits of Mind: A School-Wide Approach

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Student Population:

294
Percentage of students with either an IEP or a 504:
28%
Percentage of non-white/caucasian students:
11%
Percentage of low socio-economic status students:
30%

Plickers

www.plickers.com

What IS Metacognition??

met·a·cog·ni·tion

[meta, kög'niSHən/]

noun

PSYCHOLOGY

awareness and understanding of one's own thought processes.

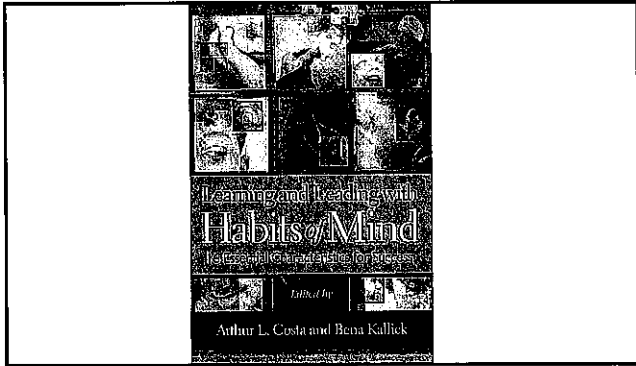
WHY teach

metacognition?

-Research has shown that explicit instruction in metacognition improves learning outcomes at all grade levels—from pre-k through college (Wilson & Conyers, 2014)

-Building metacognitive skills in students helps promote self-confidence and independence (Thiede, Anderson, & Therriault, 2003)

-Some studies show that students who develop metacognitive skills show more motivation to learn (Lovett, 2008)



Habits of Mind (Arthur Costa & Bena Kallick, 2008)

Persisting*	Applying Past Knowledge to New Situations*
Managing Impulsivity*	Thinking and Communicating with Clarity and Precision
Listening with Understanding and Empathy*	Gathering Data from All Senses
Thinking about Thinking (Metacognition)	Creating, Imagining, & Innovating
Thinking Flexibly*	Taking Responsible Risks*
Striving for Accuracy*	Responding with Wonderment & Awe
Questioning and Posing Problems*	Finding Humor
Remaining Open to Continuous Learning	Thinking Interdependently*

Social Thinking® (Michelle Garcia Winner)

www.socialthinking.com

A different and dynamic methodology of learning about and thinking about the social world.

vs. Social skills instruction: in isolation, not flexible to different nuanced situations.

Social Thinking® incorporates visual learning, social problem solving, modeling, naturalistic teaching, and self-management techniques to reach all learners.

https://youtu.be/10Q_CTR4WdE

"The ultimate goal of intervention is to improve social interactions, not to teach specific behavior or skills."
 -ASHA Social Communication Disorders in Children (2015)

How did we implement programs school-wide?

- *Multi-year process
- *Administrator led, teacher driven
- *Common mindset & everyone has a role
- *We saw the benefits immediately

Habits of Mind Slips

- *given by staff who catch students using their habits of mind.
- *positive reason to visit the principal's office.
- *read over the intercom each day at the end of the day-kids celebrate each other's successes.
- *kids are entered into a monthly drawing for a special experience.
- *all slips count toward a school-wide reward.

How are the HOM and Social Thinking[®] used for RTI Programs?

Tier 1

Daily recognition of students using their Habits of Mind. (both verbal and distribution of slips)

Home-school communication: slips are sent home with students.

Monthly assemblies with random drawings for students who earned slips

All slips count toward a school-wide reward done roughly each quarter.

ST and HM concepts are reinforced in all classrooms (including specials).

Tiers 2 & 3

Universal screening data (SSIS) and SMS (School Wide Information System) data are used to determine if students have skill deficits.

Students are given individual and/or small group instruction to help build skills.

Progress monitoring is done through individualized plans reinforcing the expected behavior OR via tracking through SMS.

Social Behavior Mapping[™] is also done with students proactively and reactively

Benefits of teaching metacognition as a whole school endeavor:

1. Common language: all staff, students, & parents know and use the same vocabulary with students (with or without an IEP). This reinforcement is VERY POWERFUL.
2. Unifying philosophy that students aren't "bad", that they are lacking a skill or the ability to access that skill in the environment/situation.
3. There is continuity across the grade levels, and teachers can build upon skills each year.
4. It is brain-based; students find learning about their brains very motivating.

Resources & References

<http://www.symbaloo.com/mix/socialthinkinghom>