



Too hard?

Frustrating?

Why?

What are the domains of Executive Functioning?

Attention

Working Memory

Inhibitory Control


Flexibility

Initiation/Motivation

Self-Monitoring

Emotional Regulation

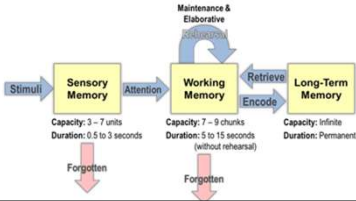
Planning & Organization



Impacting Attention and Working Memory

What is Cognitive Load?

- Effort
- Amount of information processing
- Mental load



Cognitive Overload



→ Information coming in at a faster rate than it can be processed and retained

→ Less learning!

Relevant at every age across learning experiences

PAUSE for TURN & TALK — When have you recently experienced cognitive overload?

What are signs that students are experiencing cognitive overload?

What to do differently?

Focus on Learning

Reduce visual and verbal distractions

Visual:



Verbal:



V

O

U

E

S

A

M

b = /b/
p = /p/
I = short i
k = hard k
æ = /a/
ɜ = r blend "er"
m = /m/

d = /d/
l = l sound
t = /t/
i = ee
tʃ = "ch" sound consonant blend
ə = uh
aʊ = ow
n = /n/

New sounds

n = /n/
æ = /a/
d = /d/

æ = /a/
n = /n/
d = /d/

ænd


Instructional focus

Increase consistency in

- Routines (instructional and practice)
- Language

When content is new → familiar routine

When content is new → consistent language is key (across teachers, lessons, tiers)




INTRODUCE CLEAR ROUTINE (explicit instruction) AND CLEAR AND CONCISE LANGUAGE


1. State Goal/Purpose	1 minutes
2. Warm Up <ul style="list-style-type: none">- Phonological Awareness- Review previous sounds- Review Sight Words	7 minutes
3. Teach a new concept <ul style="list-style-type: none">- New phonics skills- New sight word	5-7 minutes
4. Blend Sounds; Practice Word Reading	5-7 minutes
5. Dictation (Spelling)	5 minutes
6. Fluency with Connected Text <ul style="list-style-type: none">- Decodable readers- Reading decodable sentences	5-7 minutes
7. Restate Goal	1 minute

Content focus



- ❖ Build or activate background (priming)
- ❖ Chunk content
- ❖ Blocked practice before interleaving
- ❖ Massed practice before distributed
- ❖ Clear feedback





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Activating Background Knowledge (Priming)

b = /b/	p = /p/
m = /m/	k = /k/
d = /d/	n = /n/

Chunk content: Retrieval first

b = /b/	p = /p/	m = /m/
d = /d/	n = /n/	

Chunk content: New

i = ee	tf = /ch/ sound	ə = uh
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Blocked and massed practice with feedback

Next set with blocked practice and feedback

I = short i
ɜ = r blend “er”
aʊ = ow

Interleaving

ænd	min
dæn	pitʃ
ɜn	kæn


Read this sentence...

bi'kəm æn ɪm'paʊə-d ɪz-nɪ ænd tɪfɜː

Contact Information

Wendy Strickler, Ph.D.
Associate Professor
wendy.strickler@msj.edu

Megan Dinnesen, Ed.D.
Associate Professor
megan.dinnesen@msj.edu





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