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MODULE SUMMARY

MODULE OVERVIEW:

Throughout this multi-part module, participants will use an authentic student to learn about the Attuning a Student process—the stages, anticipated outcomes of the process, and when to implement the process—and the Attuning a Student online tool. Participants will generate a neurodevelopmental profile of an authentic student, create a management plan, plan for a demystification session and the measurement of impact, and anticipate outcomes of the process.

In order to effectively facilitate this module, facilitators should have experience using the Attuning a Student process as well as the online AAS tool.

The module is divided into eight parts:

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* Note: Participant survey to be developed in Summer 2009.

The structured sections of this module end with participants completing a Management and Demystification Planning Guide online. Participants will leave this module with the knowledge and skill to apply the Attuning a Student process and online tool to their educational practice.
In order to have the best learning experience, participants are strongly encouraged to identify an authentic student to attune. There are realities of particular situations in which people might need to use a case study (e.g. administrators or educators who don’t work directly with students). For this module, the case studies available are Courtney (3rd grade), Charles (7th grade), and Colin (11th grade). Case study materials are available online with the facilitator materials for this module (Facilitator Resources > Tools for Learning Success > Module Materials). Facilitators should download and provide materials to any participants that will be using a case study option. Please note that demonstrations during the module include elements of the Charles case study, so participants choosing to use Charles as their case study will be exposed to the case in these learning activities.

PARTICIPANT OBJECTIVES:

As a result of participating in this module, participants will be able to:

1. Describe the seven stages of the Attuning a Student process.
2. Determine appropriate situations for implementing the Attuning a Student process.
3. Use the Attuning a Student online tool to support the Attuning a Student process.
4. Form evidence-based hypotheses about students' neurodevelopmental strengths and weaknesses.
5. Engage with students and parents in demystification conversations around the student’s strengths, weaknesses, and affinities.
6. Utilize management resources and implement management strategies to support students’ school success.
7. Reflect on students’ progress and make adjustments to the management plan as necessary.

PARTICIPANT PRE-REQUISITE:
> Completion of the Schools Attuned Program, Schools Attuned to All Kinds of Minds course, or the Teaching All Kinds of Minds course
MODULE DELIVERY:

Sites may select from a variety of delivery options for this module to best meet participant needs. These include, but are not limited to:

Option 1:

First session (approximately 2.5 hours plus 30 minutes demonstration, in computer lab, or on own):

A. AAS Process and Explanation of Stages (and Noticing a Student and Data Collection) (70 min.)
B. Student Work Analysis (85 min.)
C. Using the Online Tool to Support the AAS Process (30 minutes demonstration, in computer lab, or on own)

NOTE: Participants should have at least 4 weeks to complete data collection and analysis activities before returning for the second session.

Second session (approximately 3 hours plus approximately 2 hours in computer lab or on own):

D. Using the Online Tool for Stage 2 & 3 (75 min. in computer lab or on own)
E. Building a Profile and Developing a Management Plan (90 min.)
F. Demystification and Implementation of the Management Plan (85 min.)
G. Using the Online Tool for Stages 4 & 5 (45 min. in computer lab or on own)
H. H. Provide feedback on module via Participant Survey* (10 min. in computer lab or on own)
   * Note: Participant survey to be developed in Summer 2009.

Option 2 (e.g., after-school/shorter sessions):

First session (approximately 2.5 hours plus 30 minutes demonstration, in computer lab, or on own):

A. AAS Process and Explanation of Stages (and Noticing a Student and Data Collection) (70 min.)
B. Student Work Analysis (85 min.)
C. Using the Online Tool to Support the AAS Process (30 minutes demonstration, in computer lab, or on own)

NOTE: Participants should have at least 4 weeks to complete data collection and analysis activities before returning for the second session.

On your own:

D. Using the Online Tool for Stage 2 & 3 (75 min.)
Second session (approximately 3 hours) – can also be done as two separate shorter sessions:
   E. Building a Profile and Developing a Management Plan (90 min.)
   F. Demystification and Implementation of the Management Plan (85 min.)

On your own:
   G. Using the Online Tool for Stages 4 & 5 (45 min.)
   H. Provide feedback on module via Participant Survey* (10 min.)
      * Note: Participant survey to be developed in Summer 2009.

NOTE: In cases where participants work independently (sections C/D/G), facilitators may choose to schedule informal work sessions where participants could meet to work together to support each other. A facilitator may or may not be a part of those sessions. Facilitators may also choose to walk participants through use of the Online Tool either using use the PDF version of the tutorial or through a live demonstration of the tool if internet access is available.
PREPARATION FOR MODULE

FACILITATOR PREPARATION:

Before participants arrive at the first session of this module, they should receive an e-mail communication letting them know what they need to do ahead of time (including guidelines for selecting an appropriate student to attune and for selecting work samples for that student) and what to bring to the first session. A template for this e-mail is available online with the facilitator materials for this module (Facilitator Resources > Tools for Learning Success > Module Materials).

Part A: Attuning a Student and Explanation of Stages
  > Practice using the Attuning a Student online tool.
  > Be familiar with the case study students.
  > Have copies of case study materials to provide to participants as necessary.
  > Optional – prepare a full-size poster of the Attuning a Student cycle along with cut-outs of the name of each Attuning a Student stage. You may choose to laminate the poster and the cut-outs to temporarily adhere them to the poster (e.g., using Velcro).

Part B: Student Work Analysis
  > Create one “What I See, What I Think” chart

WHAT TO BRING (PARTICIPANTS):

Parts A, B
  > Student work samples
  > Table of Neurodevelopmental Constructs (Placemat)
  > Glossary of Neurodevelopmental Terms (included in Schools Attuned to All Kinds of Minds course syllabus and Teaching All Kinds of Minds Classroom Reference Guide)

Parts E, F
  > Management Resources/Strategies book or Classroom Reference Guide (depending which course participants took – 3-day or 5-day)
  > Table of Neurodevelopmental Constructs (placemat)
  > Glossary of Neurodevelopmental Terms (included in Schools Attuned to All Kinds of Minds course syllabus and Teaching All Kinds of Minds Classroom Reference Guide)
  > Views Consolidation report from the Attuning a Student online tool
  > Student Work Analysis documentation
  > Participant booklet
PART A: Attuning a Student Process and Explanation of Stages

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<tr>
<th>TOPIC</th>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
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<td>1. Welcome/Introduction</td>
<td>• Facilitator pages 2-4</td>
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<td>10 min.</td>
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<td></td>
<td>• PPT-1-2</td>
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<td>• Chart paper and markers</td>
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<tr>
<td>2. Seven Stages of Attuning a Student</td>
<td>• Facilitator pages 5-13</td>
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<td>• Core Group</td>
<td>35 min.</td>
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<td>• PPT-3-19</td>
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<td>• Small/Table Groups</td>
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<tr>
<td>3. Noticing a Student and Data Collection Stages</td>
<td>• Facilitator pages 14-21</td>
<td>• Participant pages 14-18</td>
<td>• Core Group</td>
<td>25 min.</td>
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<td></td>
<td>• PPT-20-29</td>
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Welcome/Introduction

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😊 SUGGESTED TIME: 10 minutes
• 10 minutes – Welcome and Puzzling Students Group Discussion

DIRECTIONS FOR ACTIVITY:

WELCOME AND PUZZLING STUDENTS GROUP DISCUSSION
😊 10 minutes

GROUPING: Core Group

2. With PPT-1 on the screen, distribute a piece of flip chart paper and markers to each table.

3. Welcome participants and go over:
   • Any logistical matters as necessary
   • Remind participants about the materials that they should have with them (for Parts A and B):
     - Table of Neurodevelopmental Constructs (placemat)
     - Student work samples
     - Glossary of Neurodevelopmental Terms
3. Briefly review the objectives, referring participants to page 1 in their booklet.

4. Display PPT-2:

   ![Discuss the Following Questions]

   - 1. What do we know about why some students struggle in school?
   - 2. Given what we know, why are some students harder to figure out than others?
   - 3. What are some of the challenges that our work environment poses to us deeply knowing a student?

   **PowerPoint Note:**
   These questions are built to appear one at a time as the mouse is clicked. Only question 1 will initially be showing.

5. Next, ask the core group:

   “What do we know about why some students struggle in school?”

6. Give participants 2-3 minutes to discuss this question with a partner or table group. Then ask the following question:

   “Given what we know, why are some students harder to figure out than others?”

7. Give participants 2-3 minutes to discuss this question with a partner or table group. Then ask the following question:

   “What are some of the challenges that our work environment poses to us deeply knowing a student?”

8. Give participants 3-4 minutes to discuss this question with a partner or table group and chart responses on flip chart paper.

9. Ask for volunteers to share highlights from their discussions and ask participants to post their “Challenges” chart.
10. Tell participants that in this module, you will guide them through Attuning a Student – a process for deeply understanding an individual learner. The process is made up of multiple smaller practices (e.g., noticing a student, data collection, student work analysis, management plans, demystification, measurement of impact, etc.) that can be applied to explore a student’s strengths, weaknesses, affinities and progress towards school success.

11. Participants will not only learn about the complete Attuning a Student process, they will also have multiple opportunities to debrief and discuss forming habits of mind for working with children.
Seven Stages of Attuning a Student

PARTICIPANT OBJECTIVE:

1. As a result of participating in this activity, participants will be able to describe the seven stages of the Attuning a Student process.

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<td>• AAS Poster (optional)</td>
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렧 SUGGESTED TIME: 35 minutes
• 5 minutes – Attuning a Student Poster
• 5 minutes – Attuning a Student and Management by Profile
• 15 minutes – Attuning a Student Stages—Charles
• 10 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

ATTUNING A STUDENT POSTER
に行って 5 minutes

GROUPING: Core Group

1. Display PPT-3, or alternatively display the Attuning a Student poster, without the stages labeled. Participants should leave their participant booklets closed for this activity.
2. Ask each participant to move their chairs or stand so that they can clearly see the Attuning a Student poster.

3. Say:
   “Think about a student that has puzzled you in the past. What are some of the steps that you took to try to figure out that student’s strengths and weaknesses and increase his/her academic success?”

4. As participants describe each stage in their own words, add the stage name label to the poster in the appropriate position. Place the labels as they are discussed. For example, if a participant describes a Management Plan, go ahead and place that stage on the diagram, rather than trying to get participants to name the stages in sequence. You may need to prompt participants if all of the stages are not initially described by the group.

5. Once all stages have been identified, display the Management by Profile graphic (PPT-4).

6. Explain to participants that Attuning a Student aligns closely to a broader All Kinds of Minds thought process that that participants may recall from their prior All Kinds of Minds coursework – Management by Profile.
ATTUNING A STUDENT AND MANAGEMENT BY PROFILE

5 minutes

GROUPING: Small/Table Groups

1. Ask participants to divide into small groups and attempt to divide all seven stages of Attuning a Student into the four Management by Profile phases. Let participants know they have a copy of the AAS diagram on page 2 of the participant booklet.

2. When participants are ready, ask for volunteers to share which AAS stages they placed in the four Management by Profile categories. Display PPT-5 to reveal the correct division of phases.

3. Once the Management by Profile/Attuning a Student relationship has been explored, position the labeled AAS poster in a prominent location in the room and transition to the next activity in this section by stating:

   “Next, we will gain a deeper understanding of each Attuning a Student stage by looking at a student named Charles.”
ATTUNING A STUDENT STAGES—CHARLES

edriver 15 minutes

GROUPING: Core Group

1. Ask participants:

   “Please take a few minutes to read the Charles narrative beginning page 3 in your participant booklet.”

Also write these instructions where participants can easily reference them.

2. Give participants 2-3 minutes to read the Charles narrative.

3. Display PPT-6-19 (AAS with Charles). Explain each phase of the AAS process to participants. Talking points are provided with each slide. These slides are included on pages 6-13 of the participant booklet.

The Attuning a Student process begins with the Noticing a Student stage. In this stage, you observe that one of your students continues to struggle with some aspect of learning, despite your efforts to understand and address the factors that might be impacting his or her learning challenges. You decide to initiate the Attuning a Student process to further explore the students’ strengths and weaknesses.

Take Charles, our 7th grader from the beginning of this module for example. Charles’s teacher has observed that Charles continues to struggle despite the teacher’s efforts to understand and address Charles’s difficulties. Charles’s teacher decides to initiate the Attuning a Student process and begins to jot down his informal observations about Charles’s strengths and weaknesses.
His teacher’s next step is to contact Charles’s parents to request their involvement in the process. He explains to them that his goals are to better understand Charles’s learning strengths and weaknesses, and ultimately to help him achieve greater success in school. Charles’s parents agree to participate in the process.

His teacher then discusses the Attuning a Student process with Charles, approaching him as a partner and advocate for his learning success and emphasizing the idea of building an alliance with him and his parents. He explains how the process will work, why he is initiating it, and how he thinks his participation in the process might make school more productive for him.

The next stage in the Attuning a Student process is Data Collection. The goal of this stage is to collect detailed information about the student as a learner from a variety of perspectives and sources, including observation-based questionnaires called “Views” and student work samples. This stage lays the groundwork for the attuning teacher to build a neurodevelopmental profile for the student and devise strategies with his or her student to improve the student’s success in school.
Charles’s Teacher Collects Data

- Completes the Teacher’s View questionnaire
- Awaits completed Views from Charles and his parents
- Collects and reviews several of Charles’s recent assignments, looking for evidence of strengths and weaknesses

Let’s return to Charles. His teacher completes the Teacher’s View questionnaire and awaits completed questionnaires from other teachers, Charles and his parents.

Meanwhile, he collects a few of Charles’s recent assignments from several different subjects and jots down observations on strengths and weaknesses reflected in the work.

In the third stage of Attuning a Student, **Data Analysis**, the attuning teacher analyzes the student work samples through a neurodevelopmental lens. Using the Online Tool, which we will learn more about later, he or she then generates a Views Consolidation Report that encompasses all of the Views observations and student work data and organizes this information by neurodevelopmental construct.

It is during this stage that a picture of the student’s neurodevelopmental strengths and weaknesses begins to emerge.

What might this part of the process look like for Charles? In analyzing Charles’s assignments, his teacher notes that Charles’s work reflects strengths in Temporal-Sequential Ordering, Memory and Higher Order Cognition. The work samples also suggest that he may have weaknesses in the areas of Attention Processing and Production.

The teacher then generates and prints a Views Consolidation Report that summarizes all of the Views observations as well as Charles’s student work analysis data.
The fourth stage of the Attuning a Student process is **Profile Building**. The goal of this stage is to generate a hypothesis about the student’s neurodevelopmental profile, which will guide the development of the management plan.

Let’s take a look at what this stage might look like for Charles.

Upon reviewing his Views Consolidation Report, Charles’s teacher notices some common threads between his student work analysis and the data collected in the Teacher’s, Parent’s, and Student’s Views.

Charles’s teacher documents his interpretation of the consolidated data on a profile summary form. When complete, the Profile Summary, pictured here, is a one-page display of the student’s “balance sheet” of neurodevelopmental strengths and weaknesses.

The fifth stage of the Attuning a Student process, **Management Plan**, involves finding links between the student’s neurodevelopmental profile and the demands of school and identifying management strategies that reflect the student’s neurodevelopmental profile, including academic and nonacademic strengths and affinities.

This stage may involve the student, his or her parent(s), and if applicable, the student’s other teachers.
Using the Management and Demystification Planning Guide form on the online tool, Charles’s teacher notes Charles’s strengths, affinities, school performance weaknesses, and the related Constructs and functions. Then, keeping Charles’s affinities in mind, his teacher refers to the management strategies resources he received in his All Kinds of Minds course to help him in identifying some possible strategies support him in addressing his weaknesses.

Once he has brainstormed some strategies, he begins planning for the conversation he will have with Charles and his parents.

The sixth stage of Attuning a Student is **Demystification**. In this stage, you communicate with the individuals involved in the attuning process about the student’s neurodevelopmental profile, how the profile is impacting his or her school performance, and how each participant in the process can help the student experience greater success in school.

In Charles’s case, for example, his teacher sits down with Charles and his parents to share what he has learned about Charles’s neurodevelopmental profile. He assures Charles that each of us has a unique mind and a unique way of learning. He confides in him that he, too, struggles in some areas of learning. Together, they discuss the strategies that the teacher has identified and brainstorm a few other strategies for supporting Charles’s learning both in school and at home. After they all agree on a plan of action, including how to evaluate the success of the plan, his teacher closes the conversation by expressing his confidence in Charles’s ability to be successful in school.
The seventh stage of the Attuning a Student process, Implementation and Measurement of Impact, involves putting the management plan into action, evaluating the outcomes of the strategies, and making any necessary adjustments to the plan over time.

Modifications might include discontinuing some strategies, fine-tuning others, and identifying new ones. Ideally, communication and demystification continue well beyond the attuning process.

For example, Charles’s teacher uses the Progress Monitoring Guide in the Attuning a Student online tool to track Charles’s progress and evaluate whether the strategies they agreed on are working. In the weeks after the initial demystification conversation, he checks in periodically with Charles to discuss the strategies they are using. He also keeps in touch with Charles’s parents to get a feel for how the strategies are being implemented at home. About six weeks out, the four of them meet to more formally discuss the effectiveness of the strategies.

DEBRIEF

10 minutes

GROUPING: Core Group

Suggested questions:

1. In what ways does this Attuning a Student process seem similar to what you are already doing with students?

2. In what ways does this Attuning a Student process seem to differ or build onto what you are already doing with students?

3. Based on what you have learned so far about the Attuning a Student process, what benefits do you see for students, teachers, and/or parents?
Noticing a Student and Data Collection

PARTICIPANT OBJECTIVES:

As a result of participating in this activity, participants will be able to:

1. Determine appropriate situations for implementing the Attuning a Student process.
2. Use the Attuning a Student online tool to support the Attuning a Student process.

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<td>• Student work samples</td>
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<td>• AAS Poster (optional)</td>
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 עסקים

SUGGESTED TIME: 25 minutes

• 10 minutes – Noticing a Student and Introduction of Student to Table Peers
• 10 minutes – Data Collection
• 5 minutes – Selecting Respondents

DIRECTIONS FOR ACTIVITY:

NOTICING A STUDENT AND INTRODUCTION OF STUDENT TO TABLE PEERS

موضوع

10 minutes

GROUPING: Core Group

1. Tell participants:

“The first step in Attuning a Student is to identify a student to attune. This is Stage 1 of the process, also known as ‘Noticing a Student’.”

Point to this stage on the AAS poster or display PPT-20.
2. Ask:

“How might you determine when it is appropriate to use the attuning process?”

FACILITATION POINT:
There are no explicit guidelines for when to attune a student; professional judgment plays a prominent role in this decision. The attuning process is complex and requires a significant investment of time and effort. Therefore, while you may initiate this process at any time, in general, we recommend that you reserve the process for those students whose struggles have not been addressed successfully through the use of classroom-based strategies, small group interventions, and/or prior one-on-one work.

Some example scenarios where teachers have decided to attune a student are:

- *Educators who have tried several strategies with one student and still aren’t seeing adequate progress*
- *Educators who have tried whole-class strategies that are effective for the other students in the class, but not with a particular student*
- *Educators whose tried and true strategies from previous years aren’t working with a particular student*
- *Some independent schools use it as part of the entrance process for all students*
- *Some schools that have limited special education services use it to understand students who are struggling*

3. This step should have been completed prior to this module. Some educators may have selected a case study student. Participants should have already received written permission from the student’s parents to discuss him or her with their All Kinds of Minds peers.
4. Next, participants will introduce their student to their table peers. Display PPT-21 and ask participants to share their student’s *first name only*, why the student is puzzling, and describe some of the observable evidence of academic strengths and weaknesses. Participants will have approximately 2 minutes each to complete this task.

5. In transition, explain to participants that they will continue to discuss these students throughout the Attuning a Student module.
GROUPING: Core Group

1. Tell participants that during this part of the module, they will learn more about Stage 2 of the Attuning a Student process, Data Collection. Display PPT-22 or point to the AAS poster.

2. Remind participants that the goal of this stage is to collect detailed information about the student as a learner from a variety of perspectives and sources, including observation-based questionnaires called “Views” and student work samples.

3. Participants will now take a look at the Views questionnaires which are used to gather this information.

4. Display PPT-23-29 and provide an introduction to the Views. Talking points are provided with each slide. These slides are included in the participant booklet on pages 14-17.
Depending on their role in relation to the student, respondents provide observations using one of three “Views” – the Parent’s View, the Student’s View, or the Teacher’s View. Each of the Views has two to three versions to reflect differences in student age and developmental level.

You will select the set of Views that will provide the best information about the student in his or her current setting. Choosing Views across common developmental levels – for example, all Early Learner or all adolescent – will provide data based on similar observational perspectives.

Here is a page from the Parent’s View on the Online Tool. This screen is from the Remembering section of the Adolescent version.

Each screen of the Parent’s Views focuses on a single neurodevelopmental Construct and includes a short description of that Construct in layperson’s terms. This way of organizing the Views is intended to initiate the process of demystifying parents about their child’s learning profile. As parents read these introductory descriptions and reflect on their child’s strengths, weaknesses, and interests, they will begin to better understand their child as a learner.

Here is the Early Learner version of the Student’s View. It includes short scenarios describing common learning situations for students in grades 1-2 and asks the student to comment on how frequently he or she experiences the same situation. The scenarios are written for a beginning reader to comprehend. Some students may need the items read aloud to them. Each learning scenario describes two students who have a challenge in school and asks the student whether he or she has a similar challenge. The response options are simply “Yes,” “No,” or “Skip.”
The Adolescent Learner version of the Student’s View explores phenomena common for students in grades 7-12 and is organized according to academic subjects, such as English and Physical and Biological Sciences. There are 14 sets of items in this version. However, you may choose, possibly in collaboration with the student, which subject categories the student should complete – such as the subjects that are of greatest concern and those that can provide information on the student’s strengths. Here are a few sample items from the English screen.

Lastly, let’s take a look at one version of the Teacher’s View:

The Early/Intermediate version explores phenomena common for students in grades K-8 and is organized according to various learning situations, such as Following Oral Directions and Speaking on an Academic Topic.

The Adolescent version explores phenomena common for students in grades 7-12 and is organized according to academic subjects.

Here’s an example of the Early/Intermediate Teacher’s View. There are 13 different categories of questions.

Note that it is not necessary to respond to every question or complete every set of questions. However, the more questions you respond to, the more complete your picture of the student will be.
When completing the Teacher’s View, keep the following things in mind:

- Base your responses in the Views on behaviors observed over an extended period of time – at least 2-3 weeks – rather than on one-time occurrences.
- Take as much time and as many occasions as needed to make reliable observations. If possible, try to vary the time of day and the subjects being studied when you make observations.
- When attuning a student who has several teachers – e.g., math teacher, social studies teacher, reading specialist, etc. – it may be advantageous to ask one or several of these teachers to participate in the attuning process.

5. Let participants know that as they conduct the Attuning a Student Process, they will use the Online Tool to support that process. They will (1) Create a profile for themselves as the “Profile Coordinator”, (2) Create a Student Record for the student they are attuning, (3) Assign respondents to complete their appropriate Views, and (4) Complete the Teacher’s View questionnaire themselves.

6. Let participants know that an online tutorial for the tool is available that provides step-by-step guidance; and they can proceed through the tutorial at their own pace. A printed copy of this tutorial is included in the appendix of the participant booklet for their use during upcoming parts of this module and to keep as a resource.

FACILITATION POINT:
Give participants a moment to locate the printed tutorial in their materials.

7. In addition, if you will be personally helping participants to enter the information in Part C of the module, then let participants know of this.

(continued)
SELECTING RESPONDENTS

5 minutes

GROUPING: Table Group

1. Let participants know that they will now take a few minutes to conduct a step in the Data Collection stage for their own student – Selecting Respondents.

2. Ask participants to read page 18 in their booklet (Selecting Respondents).

3. When they have finished reading, ask participants to consider respondents that would provide valuable insight or perspective for their student. Participants will list them (or their roles) in their participant booklet.

   FACILITATION POINT:
   If time allows, you may have participants discuss why they selected particular respondents with their table peers.

4. Remind participants what Charles’s teacher did during this stage of the AAS process by stating:

   “Charles’s teacher continued the Attuning a Student process using the online tool. He completed his Teacher’s View questionnaire and awaited completed questionnaires from other teachers, Charles and his parents. Meanwhile, he collected a few of Charles’s recent assignments from several different subjects and jotted down some observations on strengths and weaknesses reflected in the work.”

5. As a transition into the next part of the module, let participants know that next, they will be learning about how student work is used in the Attuning a Student process in next stage, Data Analysis.
# PART B: Student Work Analysis and Preparation for Parts C & D

## AT-A-GLANCE

### B. STUDENT WORK ANALYSIS

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
<th>GROUPING</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What Does Student Work Tell Us?</strong></td>
<td>Facilitator pages 23-24, PPT-30</td>
<td>None</td>
<td>Core Group, Small/Table Groups</td>
<td>5 min.</td>
</tr>
<tr>
<td>2. <strong>Practicing a Writing Sample Analysis</strong></td>
<td>Facilitator pages 24-29, PPT-31-34, AAS Poster</td>
<td>Participant pages 19-21</td>
<td>Core Group</td>
<td>25 min.</td>
</tr>
<tr>
<td>3. <strong>Participants Analyze Student Work</strong></td>
<td>Facilitator pages 29-30, PPT-35, AAS Poster</td>
<td>Participant pages 22-36</td>
<td>Core Group, Individuals</td>
<td>40 min.</td>
</tr>
<tr>
<td>4. <strong>Debrief</strong></td>
<td>Facilitator pages 30-31, PPT-36</td>
<td>None</td>
<td>Core Group</td>
<td>10 min.</td>
</tr>
<tr>
<td>5. <strong>Next Steps (Preparation for Parts C &amp; D)</strong></td>
<td>Facilitator pages 31-33, PPT-37-40</td>
<td>Participant pages 37-38</td>
<td>Core Group</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

**Total Time** 85 minutes
Student Work Analysis

PARTICIPANT OBJECTIVE:

1. As a result of participating in this activity, participants will be able to form evidence-based hypotheses about students' neurodevelopmental strengths and weaknesses.

😊 SUGGESTED TIME: 85 minutes

<table>
<thead>
<tr>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator pages 23-33</td>
<td>• Participant pages 19-38</td>
</tr>
<tr>
<td>• PPT-30-40</td>
<td>• Student work samples</td>
</tr>
<tr>
<td>• Chart paper and markers (optional)</td>
<td>• Table of Neurodevelopmental Constructs (placemat)</td>
</tr>
<tr>
<td></td>
<td>• Glossary of Neurodevelopmental Terms</td>
</tr>
</tbody>
</table>

DIRECTIONS FOR ACTIVITY:

WHAT DOES STUDENT WORK TELL US?

😊 5 minutes

GROUPING: Core Group/Small Groups

1. Ask participants:
   
   “What kinds of data can we collect about a student's strengths and weaknesses?”

2. Remind participants that observations of students’ strengths and weaknesses are gathered through the Views. Another essential source of data is student work.

3. Ask participants to briefly discuss in small/table groups:
   
   “What does student work tell us about our student?”

4. After 3-4 minutes, ask for volunteers to share highlights of what they discussed.

5. Display PPT-30 and remind participants that the third stage of AAS is “Data Analysis.”
6. Transition to the next activity by saying:

“In this part of the module, you will learn a process and a tool for analyzing student work samples.”

**PRACTICING A WRITING SAMPLE ANALYSIS**

 يون 25 minutes

**GROUPING:** Core Group

**FACILITATION POINT:**
Before you begin this activity, make sure you’ve created a “What I See, What I Think” chart. See below for example.

<table>
<thead>
<tr>
<th>What I See (Academic Sub-skills)</th>
<th>What I Think (Neurodevelopmental Constructs/Functions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Weaknesses:</td>
<td></td>
</tr>
</tbody>
</table>
1. Display PPT-31 (Analyzing Student Work) and refer participants to the Analyzing Student Work steps on page 19 of the participant booklet. Briefly walk through the steps in analyzing student work.

**Analyzing Student Work**

1. Review multiple samples of student work.
2. Identify patterns of strengths and weaknesses in sub-skills related to academic areas.
3. Link sub-skills to neurodevelopmental Constructs and Functions.
4. Document your findings.

2. Ask participants:

“What do you look for when you look at a student’s writing? What kinds of skills are you interested in?”

**FACILITATION POINT:**
The answers to this question will vary with students’ age, but examples might include: full sentences, appropriate syntax, a fully developed idea, correct spelling, awareness of audience, narrative sense, appropriate sequencing.

3. Display PPT-32 (Charles’ Writing Assignment) and point out that Charles was given this writing assignment to complete in class.

**Charles’ Writing Assignment**

Today you will complete an in-class writing assignment. You have 45 minutes to write your paper. The topic is to describe a perfect day.
4. Display PPT-33 and ask participants to read Charles’ writing sample in their participant booklet (pages 20-21). Encourage participants to note in the margins specific aspects of the writing sample (e.g., punctuation, spelling, use of vocabulary) that they see as strengths and weaknesses.

**FACILITATION POINT:**
At this point, participants should note academic sub-skills, not neurodevelopmental strengths and weaknesses.

5. Emphasize that the key to student work analysis is to begin to identify patterns of strengths and weaknesses. Patterns may be difficult to find using a single work sample; however, when participants have a number of work samples to analyze patterns will be more easily identified. For this demonstration, we’ll assume that the academic strengths and weaknesses we note are typical of what we would see in Charles’ work.

6. Ask participants “Which writing sub-skills are strong for Charles in this work sample?” Chart participant responses on flip chart paper in the “What I See” column of the “What I See, What I Think” chart under “Strengths.”

7. Shift focus to the “What I Think (Neurodevelopmental Constructs/Functions)” column of the chart. Let participants know you will now link the academic sub-skills to possible underlying neurodevelopmental Constructs and/or Functions.

8. Using their placemats or glossaries for support, ask for volunteers to call out possible underlying Constructs and/or Functions for each of Charles’s writing strengths. Write the terms in the “What I Think” column of the chart.
FACILITATION POINTS:
- Often the tendency here is for participants to link the sub-skill to many Constructs and Functions. You may need to guide participants to find the strongest 2-3 linkages and avoid the “everything is everything” dilemma.
- For your reference, some possible linkages are drawn below for Charles’ writing work sample.

9. Next, ask participants “Which writing sub-skills are weak for Charles in this work sample?” Chart participant responses on the flip chart paper in the “What I See” column under “Weaknesses.”

10. Using their placemats or glossaries for support, ask volunteers to call out possible underlying neurodevelopmental Constructs and/or Functions for Charles’s writing weaknesses. Write the terms in the “What I Think” column of the chart.

<table>
<thead>
<tr>
<th>Charles’ Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I See</strong></td>
<td><strong>What I Think</strong></td>
</tr>
<tr>
<td><strong>(Academic Sub-skills)</strong></td>
<td><strong>(Neurodevelopmental Constructs and Functions)</strong></td>
</tr>
<tr>
<td>Creativity</td>
<td>Higher Order Cognition</td>
</tr>
<tr>
<td>Descriptive Words and Phrases</td>
<td>Expressive Language (Semantics, Discourse Production, Verbal Elaboration)</td>
</tr>
</tbody>
</table>
| Story Organization | Temporal Sequential Ordering  
|                   | Active Working Memory |

**Areas of Weakness:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Grammar     | Expressive Language (Sentence Formulation)  
|             | Long-Term Memory |
| Run-on sentences | Expressive Language (Sentence Formulation)  
|               | Long-Term Memory |
| No Paragraphs | Attention (Production) |
| Punctuation  | Attention (Production)  
| (especially when using quotations) | Long-Term Memory |

11. Display PPT-34 (Student Work Analysis Documentation). Let participants know you will now practice documenting the neurodevelopmental strengths and weaknesses you have identified in the writing sample.

FACILITATION POINT:
PPT-34 is animated to demonstrate suggested ratings for Charles’s writing sample. You may also choose to project this slide on chart paper or a whiteboard and document the ratings based on participant response.
12. Point out that this step continues the analytic thought process by (1) looking for neurodevelopmental patterns and (2) determining the relative degree of strength and weakness.

13. Refer back to the “What I See, What I Think” chart that you completed as a group, focusing participants’ attention on the neurodevelopmental analysis column.

14. Remind participants that this example represents a single work sample. When attuning a student, one would draw conclusions based on patterns from several work samples.

15. Using animated slide PPT-34, demonstrate drawing the following neurodevelopmental patterns from the “What I Think” column and selecting their location on the scale of very weak to very strong:

- A pattern of weakness for the Attention Production Controls
- A pattern of strong Active Working Memory
- A pattern of weak Long-Term Memory
- Evidence of both strength and weakness in Expressive Language – strong semantic use and discourse production, weak sentence formulation – which could be documented as weak Expressive Language with the addition of a note in the Comments box regarding the strengths in semantic use and discourse production.

**FACILITATION POINT:**
Because the SWA section of the Online Tool only allows the user to enter 1 response for each construct or function, when analyses yield divergent results, participants should choose one point on the scale and utilize the comments box for noting the variation.
• Evidence of Strong Temporal-Sequential Ordering

16. Before transitioning to the next activity, solicit/respond to participant questions.

PARTICIPANTS ANALYZE STUDENT WORK

40 minutes

GROUPING: Core Group/Individuals

1. Display PPT-35. Ask participants to take out the work samples that they brought with them. They will now apply student work analysis to their student’s work samples.

   **Analyzing Student Work**
   
   1. Review *multiple samples* of student work.
   2. Identify patterns of strengths and weaknesses in *sub-skills* related to academic areas.
   3. Link sub-skills to *neurodevelopmental Constructs and Functions*.
   4. Document your findings.

   PPT-35

2. Direct participants to the “What I See, What I Think” charts in their participant booklet (pages 22-25) as a tool for recording their findings. Participants may also choose to make notes of academic strengths and weaknesses and neurodevelopmental linkages directly on their work samples.

3. Now point out pages 26-32 in the participant booklet (Student Work Analysis Guides) to participants. Note that these guides are tools to support the process of linking evidence from student work to neurodevelopmental constructs and functions. Briefly describe the organization of the guides, including the following points:

   • Guides are provided for writing, math calculations, math reasoning, spelling and reading comprehension.
   • They include common academic tasks/sub-skills linked to possible underlying neurodevelopmental constructs and functions.
   • Not every task/sub-skill listed on the guide will apply to their particular work samples.
• The linkages are provided as a guide, every linkage may not apply to all circumstances.
• Blank spaces are provided so that additional academic tasks/sub-skills can be included.
• Blank guides are also provided should participants want to add new subject areas.

4. Finally, point out the “Student Work Analysis Documentation” charts on pages 33-36 in the participant booklet as a tool for documenting the relative degree of neurodevelopmental strengths and weaknesses.

5. Ask participants to select a work sample to begin with and analyze as many samples as time allows.

**DEBRIEF**

© 10 minutes

**GROUPING:** Core Group

You may want to include a look back at the challenges posed in the beginning of Part A of the Module.

**Suggested questions:**
1. In the beginning of this part of the module, we discussed what we could learn from one student’s work. Even though you might not have time to deeply analyze the work of every student, what pieces of information might you obtain (about your instruction, the lesson, etc.) in the process of grading class papers?

2. How might the context of an assignment (e.g., time of day, length of time to complete an assignment, etc.) impact the student work sample? Which contexts might be more appropriate for selecting student work to analyze? What do you need to know about a child in order to select the most appropriate work sample context?

3. How is this neurodevelopmental analysis similar or different from how you currently look at student work?
4. Transition into Next Steps by displaying PPT-36. Let participants know that they will transfer their Student Work Analysis Documentation completed in today’s session into the Online Tool. Point out that the tutorial provides instructions on how to use this element of the tool.

**NEXT STEPS**

**5 minutes**

**GROUPING:** Core Group

**FACILITATION POINT:**
Before participants adjourn, it is imperative that they understand what they are expected to do before the next face-to-face session and what they will need to bring.

1. Display PPT-37 (AAS diagram). Remind participants that, to this point, they have learned about Stages 1-3 of the Attuning a Student process: Noticing a Student, Data Collection, and Data Analysis.
2. Display PPT-38 (Next Steps Online AAS Tool) and direct participants page 37. Briefly walk through each step participants will need to conduct prior to the next session.

![next steps online aas tool](image)

3. Display PPT-39 (Resources) and direct participants to page 37. Remind them that a printed copy of the tutorial is provided in their materials and briefly point out the online resources that are available to them on the Attuning a Student launch page.

![attuning a student resources](image)

**FACILITATION POINT:**
In cases where participants work independently (sections C/D/G), facilitators may choose to offer informal optional scheduled work sessions where participants could meet to work together to support each other. A facilitator may or may not choose to be a part of those informal work sessions. Facilitators may also choose to take participants through a tutorial of the Online Tool.
either using use the PDF version of the tutorial or through a live demonstration of the tool if they have internet access is available.

4. Finally, display PPT-40 (What to Bring to Next Session) and direct participants to page 38. Inform them of what to bring to the next group session.

What to Bring to Next Session

1. Views Consolidation Report
2. Placemat
3. Glossary of Neurodevelopmental Terms
4. Participant booklet

PPT-40
### PART E: Building a Profile and Developing a Management Plan

**AT-A-GLANCE**

#### E. BUILDING A PROFILE AND DEVELOPING A MANAGEMENT PLAN

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
<th>GROUPING</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>• Facilitator pages 35-36</td>
<td>• None</td>
<td>• Core Group • Table Pairs</td>
<td>5 min.</td>
</tr>
<tr>
<td>2. Building a Profile Process Demonstration</td>
<td>• Facilitator pages 36-40 • PPT-41-44 • AAS Poster</td>
<td>• Participant page 39 • Views Consolidation Report</td>
<td>• Core Group</td>
<td>15 min.</td>
</tr>
<tr>
<td>3. Participants Build a Profile</td>
<td>• Facilitator pages 40 • AAS Poster</td>
<td>• Participant page 40 • Views Consolidation Report • Glossary of Neurodevelopmental Terms • Table of Neurodevelopmental Constructs</td>
<td>• Individuals</td>
<td>15 min.</td>
</tr>
<tr>
<td>4. Rapid Repartee</td>
<td>• Facilitator pages 40-41</td>
<td>• Participant page 41</td>
<td>• Cross-Table Pairs</td>
<td>10 min.</td>
</tr>
<tr>
<td>5. Management Plan Introduction</td>
<td>• Facilitator pages 41-43 • PPT-45-47</td>
<td>• Participant page 42</td>
<td>• Groups of 4</td>
<td>10 min.</td>
</tr>
<tr>
<td>7. Debrief</td>
<td>• Facilitator page 44</td>
<td>• None</td>
<td>• Core Group</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

**Total Time** 90 minutes
Building a Profile and Developing a Management Plan

PARTICIPANT OBJECTIVES:

As a result of participating in this activity, participants will be able to:

1. Form evidence-based hypotheses about students' neurodevelopmental strengths and weaknesses.
2. Utilize management resources and implement management strategies to support students' school success.

żeli SUGGESTED TIME: 35 minutes

<table>
<thead>
<tr>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator pages 35-44</td>
<td></td>
</tr>
<tr>
<td>• PPT-41-47</td>
<td></td>
</tr>
<tr>
<td>• Participant pages 39-42</td>
<td></td>
</tr>
<tr>
<td>• Views Consolidation Report</td>
<td></td>
</tr>
<tr>
<td>• Table of Neurodevelopmental Constructs (placemat)</td>
<td></td>
</tr>
<tr>
<td>• Management Resources/Strategies book or Classroom Reference Guide</td>
<td></td>
</tr>
<tr>
<td>• Glossary of Neurodevelopmental Terms</td>
<td></td>
</tr>
</tbody>
</table>

DIRECTIONS FOR ACTIVITY:

INTRODUCTION  
żeli 5 minutes

GROUPING: Core Group, Table Pairs

1. Welcome participants and go over:
   • Any logistical matters as necessary
   • Remind participants about the materials that they should have with them (for Parts E and F):
     - Views Consolidation Report with all data entered (including the Views and Student Work Analysis)
     - participant booklet
     - Course materials (3-day or 5-day course)
     - Table of Neurodevelopmental Constructs (placemat)
     - Glossary of Neurodevelopmental Terms
2. Ask participants to select a table partner and discuss for 2 minutes each: “What are some of the insights you received from respondent feedback and student work analysis?”

3. Remind participants to briefly introduce or reintroduce their student to their partner.

4. After 4 minutes, regroup and explain that in today’s session, we will interpret the data you’ve brought with you, build a student profile, and formulate a management plan.

**BUILDING A PROFILE PROCESS DEMONSTRATION**

**GROUPING:** Core Group

1. Ask participants to take out the Views Consolidation Report they brought with them.

2. Remind participants that in Stage 4 of the Attuning a Student Process, Profile Building, the teacher applies his/her professional judgment to interpret the data based on the neurodevelopmental strengths and weaknesses identified in the Data Analysis stage, identifies recurring themes, and generates a hypothesis about the student’s neurodevelopmental profile.

3. Display PPT-41 (Building a Profile) and refer participants to page 39 in the participant booklet. Talk through each key element of building a profile, pointing out the following:

   - The Views Consolidation Report is only a consolidation of responses from all Respondents combined with results of the Student Work Analysis process. The online tool has not interpreted any of the data.
   - Interpretation of the data to build a hypothesis about the student’s profile requires you to apply your professional judgment – your understanding of the student and what you know about learning – to the data.
   - Interpretation starts with looking for recurring themes in the data – patterns of strengths and weaknesses.
   - At times, the data may reveal discrepancies or a lack of clear patterns. At these points, you may feel comfortable taking action based on the data you have or you may decide you need additional data.
   - Your evidence-based hypothesis of the student’s neurodevelopmental profile is recorded on the Profile Summary Form of the online tool.
4. Explain that there are a variety of ways to use the data they have gathered – to look at the big picture that emerges and to look at the detailed story that the data points tell.

5. The organization of their Views Consolidation Report can start to reveal the big picture by showing places where the data points clustered together. These are places where many responses were similar.

6. Ask participants to spend 2 minutes glancing through their Views Consolidation Report looking for clusters of data points and reflecting on what these clusters may be revealing for their student. Emphasize the importance of making this a visual review of the report, not a review of the detailed data points.


FACILITATION POINTS:
- This demonstration uses Charles as the model case. This case was developed using the Early/Intermediate Learner Parent and Teacher Views and the Intermediate Student’s View.
- Be cognizant of the variation of elementary, middle, and secondary educators in your group, keeping in mind that they may have used different Views (e.g., Early Learner, Intermediate, or Adolescent). Notes are provided below to help distinguish the type of data that can emerge from among these different Views.
Patterns can exist on multiple levels:

- Within Constructs and/or Functions (e.g., Several sources seem to reveal Higher Order Cognition as strong)

- Within a content area (e.g., Several sources seem to reveal many neurodevelopmental strengths in physical education)

- If your teacher respondent’s represent specific content areas (which is likely the case if they used the Teacher’s View - Adolescent Learner), you’ll want to look for patterns within and across content areas – perhaps the student struggles with Higher Order Cognition, but only in Algebra class. Content area distinctions can be identified by looking at Teacher 1 (T1), Teacher 2 (T2), etc.

Here is an example from Charles (which used the Intermediate View) in which responses from the student, parent, and teacher report similar findings and indicate weakness in Attention - Mental Energy.

- Notice all responses are located to the weak end of the continuum.

- This is a pretty clear pattern that can lead you to note Charles’ Mental Energy as weak on the Profile Summary Form
Not all Constructs and Functions will be as clear. In some instances, the Views Consolidation Report may appear to reflect discrepancies or fail to reveal clear patterns about a student’s neurodevelopmental strengths or weaknesses.

Here is an example in which responses from the Parent and Student (the green and yellow boxes) appear to be different from responses from the Teacher (the purple boxes).

- This is a place where it can be helpful to look at the specific data points
- Looking closely at the data, we see a possible pattern of Charles having difficulty with the academic language required in school as compared to the everyday language used at home.

One cannot assume that when a respondent’s data is different that is therefore invalid. This respondent may have picked up on something the others missed.

When deciding how much “weight” to give the parent’s and/or student’s responses, consider the age/grade of the student and accepted expectations for the student (e.g., What level of vocabulary is acceptable for a fifth grader? Is phonetic spelling acceptable for a third grader?)

When looking at the specific data points, you may also find instances when the student is struggling with only a particular aspect of the Construct (e.g., the Spatial Ordering data looks strong except for Materials Management.)

You might attempt to resolve these discrepancies by obtaining more data.

- Ask respondents for clarification on some of the responses in question.
- Ask other teachers to complete a Teacher’s View
- Collect and analyze additional student work samples, possibly from the student’s other teachers.
- Examine the student’s work samples more closely.
8. Display PPT-44. Briefly talk through how the Profile Summary form is used to record the patterns of relative neurodevelopmental strengths and weaknesses on a continuum. Point out the value of the notes section for writing down any points of interest, any discrepancies that need further clarification, or points that you want to bring up in demystification.

PARTICIPANTS BUILD A PROFILE  
⏰ 15 minutes

GROUPING: Individuals

1. Have participants turn to page 40 in their participant booklet in order to build a neurodevelopmental profile of their own student.

2. Instruct participants to compare the Student Work Analysis documentation forms they just completed to the Views Consolidation form that they brought with them looking for patterns and discrepancies. Encourage participants to use the “notes” section.

RAPID REPARTEE  
⏰ 10 minutes

GROUPING: Cross-Table Pairs

1. Ask participants to partner with someone at a different table. Look for someone wearing similar colored clothes.
2. Once partnerships have been formed, tell participants that they will be asked a series of questions. Each individual will have 30 seconds to discuss a response to the question, then the facilitators will call “time” and the other partner will respond to the same question. These questions can also be found on page 41 of the participant booklet.

Ask:
• What are some reasons that may account for parents holding different viewpoints about their child than you do?
• How might you leverage different viewpoints to build alliances with parents?
• What can a student’s individual profile teach us about our instructional decision making?
• Given what we know about the Views and Student Work Analysis, what are some of the advantages and costs of selecting strategies for an individual child with only one or two pieces of data?

3. Participants return to their seats. Ask for volunteers to share some responses to the last question in the Rapid Repartee activity.

**MANAGEMENT PLAN INTRODUCTION**

💬 10 minutes

**GROUPING:**

*Groups of four as follows:*
- Grade Level (for elementary and some middle school educators), or
- Subject Area (for secondary educators and some middle school educators)

**FACILITATION POINT:**

You may have more than one group at a table if you have large tables.

1. Assign participants into groups of four.
2. Display PPT-45 to introduce the next section of the module. Tell participants:

“Once you have developed the student’s neurodevelopmental profile, the next step is to begin to develop a management plan, including strategies to support the student’s success in school, and plan for the demystification conversation you will have with the student in the next stage.”

3. Display PPT-46 (Management and Demystification Planning) and mention that a form in the Attuning a Student online tool, the Management and Demystification Planning Guide, is available to assist brainstorming and planning.

<table>
<thead>
<tr>
<th>Management Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select:</td>
</tr>
<tr>
<td>1. Several strengths and up to 3 weaknesses</td>
</tr>
<tr>
<td>2. At least one weakness where there is a chance of a highly visible success</td>
</tr>
<tr>
<td>3. Strategies that will not result in stigmatization.</td>
</tr>
<tr>
<td>Consult the Profile Summary and “General Observations” section of the Views Consolidation Report</td>
</tr>
</tbody>
</table>

FACILITATION POINT:
Explain to participants that together, you, the students and often, his parents, will develop and agree to management strategies with a goal of improving the student’s performance by focusing initially on a limited number of objectives. However, it is helpful to put some prior thought into strategy examples before the demystification conversation.

5. Ask the group:

- Why is it important to strengthen strengths?
- How do we strengthen strengths? How might we for Charles?
- Do you recall the definition of an accommodation and an intervention?
- Who can think of an accommodation and an intervention for Charles’ graphomotor weakness?

FACILITATION POINT:
This is meant to be a quick review of selecting strategies. Participants do not need to spend time looking through their course resources at this time.

6. Tell participants that at this time, they will focus on Part 1: Management Strategy Brainstorming (page 42).
MANAGEMENT STRATEGY BRAINSTORMING

 максимум  25 minutes максимум

GROUPING:
Groups of four as follows:
• Grade Level (for elementary and some middle school educators), or
• Subject Area (for secondary educators and some middle school educators)

1. Participants will have 25 minutes to select some possible accommodations or
interventions for one or two weaknesses with a chance of a highly visible
success.

2. Remind participants that they can use the management strategies resources
from their course (Management Resources/Strategies book or Classroom
Reference Guide) and their table peers as resources.

DEBRIEF

 максимум  10 minutes максимум

GROUPING: Core Group

Suggested questions:

1. What are some of the most powerful elements of the process of selecting
strategies?

2. How might you embed those elements classroom-wide or school-wide to
influence the educational care of more students?
### PART F: Demystification and Implementation of the Management Plan

#### AT-A-GLANCE

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<th>F. DEMYSTIFICATION AND IMPLEMENTATION OF THE MANAGEMENT PLAN</th>
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Demystification and Implementation of the Management Plan

PARTICIPANT OBJECTIVES:

As a result of participating in this activity, participants will be able to:

1. Engage with students and parents in demystification conversations around the student’s strengths, weaknesses, and affinities.
2. Utilize management resources and implement management strategies to support students' school success.
3. Reflect on students’ progress and make adjustments to the management plan as necessary.

😊 SUGGESTED TIME: 85 minutes

<table>
<thead>
<tr>
<th>FACILITATOR MATERIALS</th>
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DIRECTIONS FOR ACTIVITY:

DEMYSTIFICATION INTRODUCTION
😊 10 minutes

GROUPING: Core Group

1. Sit next to your facilitation partner where everyone can see you.

2. Introduce the activity by reminding participants that during the Demystification stage, the teacher engages the student, his/her parent(s)/caregiver(s), and sometimes other educators in a conversation that enables these individuals to understand how the student’s profile may affect school performance.

3. Read/act out the Carmen Demystification role play as described below. You may wish to create prompt cards as shown.
Carmen Demystification Role Play

Set the stage for participants:

This is a demystification with a fifth grade girl named Carmen. Carmen is going to help you understand many of the stages of Attuning a Student.

Today, Carmen’s teacher is going to talk with Carmen about her strengths and weaknesses and a management plan to help her.

Imagine that this demystification is taking place in the classroom, after school, and we’re sitting in a comfortable place in the room.

Teacher: I’m glad we could meet today, Carmen.

I think the forms about what is easy for you and hard for you helped me understand more about how we can make school more successful experience for you.

How did you feel about what you and your parents did?

Carmen: OK
Teacher: Must have been a little strange answering all those questions about yourself.

Remember what we talked about before? That everyone has things that come naturally to them, and other things that they have to work really hard at?

Carmen: Yeah

Teacher: That’s true for me too.

I am pretty good at remembering things I learned in school, even a long time ago, but I can’t get from place to place easily.

I have a really hard time reading a map, and I always make wrong turns when I’m driving.

But you are really good at reading maps and diagrams, aren’t you?

Carmen: Yeah, I help my mom when we’re driving places.
**Teacher:** I could probably use you in my car! In fact, Carmen, you are very good at a lot of things.

I even wrote them down on cards to help us both keep track of all the things you can do very well in school.

First of all, I can tell that you really do care about doing your very best in school.

*(Hand her a card with a heart on it.)*

I can tell you feel really proud when you have completed a project, like the lighthouse one.

You had a lot of facts and talked about them in a way that really interested the other kids in the class.

And your model was excellent.

Not only was it creative, but it showed everybody that you can do really good work when you use your fine motor skills—that means when you do things like cutting the pieces of wood for the model and gluing them together.

Am I right? Did you feel good about that project?

*Carmen:* Yes, it was my favorite project this year. I love being around the water and stuff that reminds me of the beach.
Teacher: I can imagine that’s true, because I know you love to swim.

I know you are a really talented athlete in swimming and in soccer, too—right?

Carmen: Yes, I do really good in both those sports. I won the MVP award for my travel soccer team. And I might be starting to swim with the Blue Dolphins team.

Teacher: I bet you will do really well at competitive swimming, because another one of your strengths is called gross motor ability.

I drew a picture of a soccer ball and a pool to remind you that you have really good control of your muscles and coordination when you do sports like soccer and swimming.

(Hand her the card.)

In fact, I’ve been thinking that jumping into fifth grade is a lot like jumping into a pool. Do you remember the first time you got into a pool?

Carmen: Not really. I think I was very little. But I remember the first time I went to the ocean. It was in Hawaii and it was so big and blue and warm.
Teacher: That’s another thing you do so well—using words to describe things.

I particularly liked when you wrote that the leaves fell around in “tornado circles” when you wrote about your favorite place.

I could actually see the swirling leaves and thought what a wonderful image.

I made a card with leaves blowing around in a circle to remind you that you make beautiful pictures with your words.

(Hand her the card.)

Teacher: Anyway, as I was saying, jumping into fifth grade is a lot like jumping into a pool.

When you jump in the pool at swim practice, you do what you already know how to do well, and your swim coach helps you to work on the skills you don’t do as well.

I think that you and I could work together on some of the things that you don’t know how to do so well at this point in fifth grade, and I can coach you on how to improve those skills.

Carmen: What do you mean?
Teacher: Well, I was thinking that a good coach starts by telling his swimmer what she is doing really well.

Can you look back over your cards and tell me what you do well?

Carmen: You said I can build things, and that I can think up good words and stuff, and that I am good at sports and... (she looks at cards)... I love people— is that what the heart means?

Teacher: It could mean that, because you are very kind to your classmates, and I know they admire that about you, Carmen, but I drew that heart to remind you that I know that you care about your school work—about doing as well as you can.

So you've done a pretty good job remembering what you are good at.

There are 2 areas I think that I, as your coach, can help you to grow stronger at—"strokes" that you need to improve on. OK?

Carmen: OK.
Teacher: First, Carmen, I’ve noticed that sometimes it is hard for you to follow directions for assignments. Can you think of an example of that?

Carmen: Yeah… um… like… I don’t know… you say one.

Teacher: What about the photosynthesis project?

Carmen: I thought I was doing it right...

Teacher: Yes, I believe that’s true.

But you missed some important steps. And I have a guess about why you missed them.

I’m going to guess that the project didn’t really interest you. That it kind of bored you.

Carmen: It sure did.
Teacher: You know, Carmen, a lot of people have a hard time focusing on things that don’t interest them.

You’re not the only one. And the great thing is, when you’re an adult, you can choose to work in a job that really interests you.

Unfortunately, school is a very hard place to be, because it asks us to concentrate on everything, even boring things.

I can’t say to you, “Hey Carmen, you only have to pay attention to the things that interest you. Can I?”

Carmen: Not really.

Teacher: But what I can do is help you focus in on things when I see you drifting away. That way, you won’t miss important things, like directions for an assignment.

(Hand her a blank card.)

What should we put on this card that would help you remember to focus, even when you don’t want to?

I’d like you to use your creativity to think of a picture.
Carmen: How about...about...how about an alarm clock? Could it be like I need to “wake up”? Because I hate to wake up in the morning!

Teacher: That sounds great, Carmen. As your coach, I’ll be thinking of how to set an alarm clock for you in school.

Why don’t you draw an alarm clock on that card, and we’ll put it in a pile called “areas to work on”?

OK. I want to focus on one other thing with you today, Carmen, and that is helping you to practice being able to sound out and spell words better.

Carmen: I know...I know....

Teacher: I think it must be very frustrating for you, sometimes to know so many words, to have such a great vocabulary, and yet to trip over words in your reading and spelling.

Do you sometimes feel a bit frustrated or even embarrassed?

Carmen: Well, yes, because I think “what does that say,” and then someone else says it and I think, “I know that word”—and it just looks all jumbled and if I say it wrong, I feel stupid....
Teacher: When students have a hard time with that part of reading—with the sounding out part—we call that “phonological processing.”

Now that’s a fancy word you probably would be scared to sound out!

All it means is the ability to know and remember the different sound parts that make up a word.

For example, when you see the word “fan” it has different sound parts—we call them phonemes—“fuh,” “a,” and “en.”

If you look at that word, and you’re not sure if its pronounced “fan” or “fane” or “fun” it could really slow down your reading and cause to become frustrated.

Carmen: Tell me about it.

Teacher: But Carmen, it’s the same thing in swimming.

Every swim stroke has different parts, right?

What are some of the different parts of the freestyle stroke?

Carmen: (acting it out with her body) Well, first you have to draw your elbow up to bring your hand to your side. Then as you reach up and out of the water you turn your head to the side...
Teacher: What would happen if you left out one of those steps?

Carmen: You wouldn’t get very far.

Teacher: Kind of like you and sounding out words and spelling, right?

Carmen: Yeah. I always thought that it was weird that I can understand a story, like when we read *The Cay*, but I can’t figure out a lot of the words. Is that, like, really strange?

Teacher: No, not at all. There are many aspects of reading.

In your case, understanding what you read is another one of your strengths, and that has gotten you successfully to the fifth grade.

But the phonemes get in the way of pronouncing and spelling words.

And the older you get, the more people will expect you to say and spell words correctly. So we’re going to work on that.
Let’s create a card to stand for the problem with phonemes.

What do you want to put on it?

(Hand her a blank card.)

*Carmen*: I will just put down what you said: “fan.” I think I’ll remember what that stands for, cuz I’ve been dealing with this for a long time.

*Teacher*: OK, so now we have agreed that you have all these strong areas that work very well for you in school. And we know that together we are going to start to work on improving some of your “strokes.”

So, let’s **focus** first on how hard it is for you to focus.

What could we do to help you concentrate in class when I am giving directions and it is really important for you listen to them?

You know how a coach blows a whistle to get the attention of the team?

Well, I can’t blow a whistle in class, but is there something else that could happen to help you “tune in”?

*Carmen*: I don’t know. Some sort of signal?

*Teacher*: Yes, a signal between the two of us. That’s a good idea. What would work for you?

*Carmen*: I don’t know. Maybe something with the alarm clock? *(She picks up the card.)*
Teacher: That’s a great idea. Every time I need you to wake up, I’ll just put the card on your desk.

And you know what, I think I’ll make cards for other kids, and do this with other people too, because, believe me Carmen, you are not the only one who could use a wake up call!

Carmen: OK.

Teacher: For working on the phonemes, I think you need practice reviewing the sounds that go with the letters in words, just like a swimmer needs practice to improve a stroke.

I know your mom is very anxious to help you with this, so I thought that I would give you a really fun homework assignment.

Carmen: A fun homework assignment?
Teacher: Yes, fun.

I want you and your mom to play Scrabble Junior every night for 10 minutes.

As you make words, your mom is going to help you sound out the parts and find the letters you need to spell the word correctly.

It’s Scrabble with slightly different rules—I’ve written them down for you and your mom.

Carmen: My mom wants to do this?

Teacher: I’ve talked to her, Carmen, and she does.

In fact, she wanted to be here today but she couldn’t because of her job.

She cares about your learning, and she wants to be really supportive.

She likes the idea of playing Scrabble with you.

Carmen: OK. We’ll play Scrabble. I’ll probably beat her!
Teacher: That’s a fantastic goal!

I’m glad we went through this process of looking at your strong areas, Carmen, as well as the areas that we want to help you grow in.

I know I can really count on your creativity with words when we need a great description of something, and how I can always rely on your care and concern for others.

It reminds me that we all bring talents and gifts to our classroom and our school, and we all have hard work to do, too.

So, let’s try out our strategies, and then in a few weeks, get together to see how things are going.

Would that be all right?

Carmen: Sure.
4. Following the role play, ask participants:

“What are some of the elements that you observed during that role play?”

5. Transition to the Demystification PowerPoint.

**DEMYSTIFICATION POWERPOINT**

**GROUPING:** Core Group

1. Tell participants: “The role play demonstrated one way to have a demystification conversation. There are other ways of demystifying learning that can include the whole class or series of demystification moments that are in response to challenges that may occur in the course of a school day, but the principles we will learn apply to any type of demystification you might do with a student or class.”

2. Begin the activity with an overview of the demystification steps by talking through each slide (PPT-48-55). Ask participants to actively listen. Refer participants to the Demystification Steps on pages 43-46 of the participant booklet.

![Demystification Steps](PPT-48)
Demystification Step 1
De-stigmatization
> Of the demystification conversation
> Of learning differences

Demystification Step 2
Clarification of Student’s Strengths
> Recognition of genuine strengths
> Provide concrete evidence
> Offer general comparisons with others in the grade

Demystification Step 3
Discussion of Student’s Weaknesses
> Mention that we all have weaknesses
> Begin and end with a number; no more than three (e.g., “there are 2 things that are a problem for you in learning”)
> Label the phenomena rather than the student
> Stress and define specific terminology
Demystification Step 4
Examples of Strategies
> Provide examples of strategies, not a full educational plan.
> Approach the management strategies as an experiment (e.g., “Here are some things we can try”).
> Can suggest additional strategies throughout the school year.

Demystification Step 5
Infusion of Optimism, Hope, and Positive Possibilities
> Describe pathways for existing strengths and affinities (e.g., “When you’re an adult, you can practice your specialty.”)

Demystification Step 6
Establishment of an Alliance
> Tell them about your own struggles with learning.
> Assure the student that the conversation will not appear on their report card.
> Project the alliance into the future (e.g., “We will get back together in three weeks.”)
> Do not say “You have so much potential; if only you lived up to it.”
3. Display PPT-56. Ask participants to cover their notes and respond to the question:

“What do you remember about each of the Demystification Steps?”

**PPT-56**

### Demystification Step 7

**Summarization**

> Summarize the conversation verbally
> Provide visual takeaways or reading material on the weak Constructs/Functions discussed.

### What do you remember each of the Demystification Steps?

1. De-stigmatization
2. Clarification of student’s strengths
3. Discussion of student’s weaknesses
4. Examples of strategies
5. Infusion of optimism, hope, and positive possibilities
6. Establishment of an alliance
7. Summarization
4. Display PPT-57 and direct participants to page 47. Let participants know that in addition to the seven demystification steps just described, there are some general guidelines for the demystification environment. Briefly walk through each guideline.

![Demystification Guidelines]

5. Next, ask the following questions:

- “How might you support the student’s profile during your discussion?”
- “How might you help the student remember the demystification conversation?”

6. Refer participants to page 48 in their participant booklet (Demystification Sentence Starters). This sheet might also be helpful when talking with students.
DEMYSTIFICATION PLANNING

.Groups: Pairs

1. Display PPT-58 (Activity Directions-Demystification Planning) and walk through the directions.

- Give participants **10 minutes** to plan for a demystification conversation **with a partner**. Between the two of them, they will choose one student to demystify.

- Point participants to pages 49-50 of their participant booklet, parts 2 and 3 of the Management and Demystification Planning Guide. These forms will provide them with useful things to keep in mind for planning effective demystification conversations.

- They may want to think creatively about supporting the student’s profile through visuals, using sentence starters, etc.

- Each participant will need to decide if they would like to act in the part of the teacher or the student for the student they are working with during the planning session.
GROUPING: Small Groups of 4 people

1. Display PPT-59-60 (Activity Directions- Demystification Role Play) and walk through the directions.

**FACILITATION POINT:**
Time management may be challenging during this activity. Prepare strategies for letting participants know when it is time to end the role play and move on to the role play debrief. In addition, let participants know that they may not get through all seven steps in the time allotted.
DEBRIEF

�� 5 minutes

GROUPING: Core Group

1. **Suggested Question:**
   In what ways might you apply the demystification concepts into your everyday conversations with parents and students?

2. Remind participants of the Attuning a Student Handbook as a resource, which includes a detailed section on Demystification. Also let participants know that these strategies are covered in greater detail in the Tools for Learning Success module “Demystifying Learning: Strategies for the Classroom.”

PROGRESS MONITORING INTRODUCTION

�� 5 minutes

GROUPING: Core Group/Small Groups or Table Groups

1. Display PPT-61. Tell participants:

   “Stage 7 of the Attuning a Student Process involves putting the management plan into action, monitoring the outcomes of strategies, and making any necessary adjustments to the plan over time.”

   ![PPT-61](image)
2. Display PPT-62 (Progress Monitoring) and direct participants to page 51 of the participant booklet. Let participants know that as you implement management strategies, it is important to document outcomes that you observe. This will allow you to track which strategies seem to work and which seem less effective. By reflecting on the impact of your strategies, and comparing results you are seeing with those you anticipated, you will be in a position to determine next steps. Communication and demystification are an ongoing part of this stage.

3. Ask participants to turn to the Progress Monitoring Guide on page 52 of the participant booklet and mention that it can also be found on the Attuning a Student online tool.

4. Display PPT-63 (Progress Monitoring Guide). Let participants know that they can use the Progress Monitoring Guide in the Attuning a Student online tool to assist them in tracking and documentation.
5. Instruct participants to spend a few minutes in their groups addressing the following question:

“In addition to test scores, what are some other indicators of progress?”

6. After a few minutes, ask for volunteers to contribute responses.

**IMPLEMENTATION PLAN**

10 minutes

**GROUPING:** Individuals

1. Next, participants will individually create a basic implementation and measurement plan for the student they are attuning, including how often progress will be monitored. They can document this on the Progress Monitoring Guide on page 52 (under Techniques for Measuring Progress).

**DEBRIEF AND NEXT STEPS**

10 minutes

**GROUPING:** Core Group

**Suggested questions:**

1. What are some of the reasons why you might not see the results that you are hoping for at the time of measurement?

2. What are some of the ways that you might address that?
**Next Steps:**

1. Display PPT-64 and remind participants that they have now learned about Stages 4-7 of the Attuning a Student process: Building a Profile, Management, Demystification, and Measurement of Impact.

![PPT-64](image)

2. Display PPT-65 (Next Steps) and direct participants to page 53 of the participant booklet. Tell participants that next, they will complete these stages with their own student, continuing to use the online tool to support them along the way. Walk through each item on the slide.

![PPT-65](image)

- Complete the Profile Summary Form online
- Complete the Management and Demystification Planning Guide online
- Hold a Demystification Session with your student
- Track Progress and Modify Strategies as Needed