

# Transcript of Finding Each Student's Sweet Spot: Optimizing Engagement and Learning

Amy Moritz: Good morning. My name is Amy Moritz, youth development coordinator with Pennsylvania's 21st Century Community Learning Centers program at the Center for Schools and Communities. I will be your moderator for today.

Martha Kaufeldt, who is an educator, consultant, presenter and author, is our presenter for this session. It's my pleasure to welcome you to the Finding Each Student's Sweet Spot, Optimizing Engagement and Learning webinar. It's my pleasure now to welcome Martha Kaufeldt, Kaufeldt, sorry Martha.

Martha began her teaching career in 1977. For 23 years she taught elementary, middle and high school in the Monterey Bay area. Martha has a master's degree in human behavior and development. She's interested in the latest cognitive neuroscience research and works to translate the findings into education applications. Her company's name, Begin With The Brain, states her goal for all teachers, to orchestrate classroom experiences, curriculum and instruction in a safe and secure environment, and to align with how student's brains learn best.

Martha is a strong advocate for project and place-based curriculum, differentiated instruction, the integration of social skills and opportunities to develop emotional health. Martha is a popular presenter at education conferences and conducts motivational workshops and trainings for teachers and parents internationally. At this point I will turn the microphone over to Martha.

Martha Kaufeldt: I'm happy to share some great information with you here today. I feel it's great information. We're going to go ahead and get started right away.

This session I call Finding Each Student's Sweet Spot. In the work that I do, having taught for many, many years, we found that as we can find out more about kids' brains, how they work, what their preferences are, what makes them tick, what are they seeking, that in fact we're going to be able to optimize the learning and be able to target instruction best for each student.

I'm going to share with you a little bit about some of the books that I've shared and written in the past couple of years that much of this information will be based on. On this slide I wanted to point out that my email address is [martha@beginwiththebrain.com](mailto:martha@beginwiththebrain.com). I'm happy to have follow up questions and thoughts sent to me after this webinar.

Much of what we're going to be sharing about here today is based on two books that I've written in the last couple of years with a co-author, Gayle Gregory. This book is called *The Motivated, Improving Student Attention, Engagement And Perseverance*. We've put the link on here because ASCD distributed this book as what they call a member book last year, but the whole first chapters, that talks

about the educational neuroscience around motivation, is published for free online. I encourage you to maybe take a look at that.

Another book, that many of the strategies I'll be sharing with you today, is called Think Big, Start Small, How To Differentiate Instruction In A Brain-Friendly Classroom. This book, also co-authored with Gayle Gregory, is available through Solution Tree. Many of the references I'll be making today align with those two books.

Let's go ahead and start right away, but before I do I wanted to let you know that I'm going to be very often asking you to respond with a hand up. If you'll look right now in your chat box area there, I guess it's actually called the attendees list, I want to see if you can find where the little hand is in the column. Maybe it's the third or fourth column over from the left in the attendees box. You would click on that. Some of you may find the hand up on the top header across, near where it says webcam and such.

There, I'm asking you to raise your hand and let me know you're here, because there'll be many times today that people will be asked, I'll just do a random question and say, "Raise your hand if you agree with that." I'm seeing hands come up for Carl and Kara and Kristen and Lelena and Rachelle and Shante. Thank you so much, just double check that you can put your hand up over there and respond when I ask for a poll question, an open ended question. Alright, most folks are finding where the little hand up is. You can click right by your name or sometimes the little hand up symbol may be in the header up at the top near your name. Alright, thanks so much.

Let's talk about what this term is, the sweet spot, that we've coined. Many of you may already know that the term sweet spot actually originated in the game of baseball, that batters found that while using the old wooden bats, that if they could align their hit, particularly with a certain, certain spot, right on the bat, that they could get their best hit. They started referring to this place on the bat as the sweet spot.

The definition now for sweet spot is, it's a place where there's a combination of factors that's going to result in the maximum response for the given effort. We started using this term now to say, isn't that what we're looking for with kids? We're looking for what is it, what's the door in to their being? What is it that are going to be the combination of factors that is going to help us help them get and optimize their learning and most amount of effort? We're going to use this term sweet spot here today to say that we are looking for all these different elements that come together that we can help kids have the most success.

Here we go. In the book Think Big, Start Small we actually use this graphic. We talk about that there's really four areas that you need to attend to as you're looking to find each learner's sweet spot. You're going to look to what gets their attention, what are their interests, what are their emotions and positive feelings, what makes them feel joy and happiness, and also then not to discount what are

their prior successes, what's their background information, how do they feel, what's their growth mindset going into it.

For today's purpose, we have such limited time that I've narrowed this down to three big areas that we're going to look at here today. When we're looking find the student sweet spot, what's all the combination of factors that's going to help them optimize their learning and their experiences. Number one, we're going to need to say, how do they feel. We're going to check in about their emotion state. I'm going to be using the term, do you have a brain and body friendly environment and climate.

We're also going to look to see how might we find out what's going to get their attention. What are they interested in? How can we get them to turn to the activity and show some interest? And of course, what are their learning preferences? That's what's going to get them engaged.

These are the three that we'll be looking at over this next, well now about 75 minutes or so. Let's get started with the how do they feel part. In order to open this I wanted to point out that my background is in educational neuroscience. That means the area of brain biology and neuroscience that focuses on learning and memory. I got introduced to this back in the 1980s by Dr Marian Diamond from UC Berkeley who said to me, "If the brain is the main organ for learning why aren't all educators brain experts?" If there had been a mic-drop moment back in the day, that would have been a mic-drop moment for me. Because as an educator we often only receive maybe a semester or so of psychology 101, developmental psych. We don't learn a lot about the brain.

So much of what I'm going to be sharing with you here today is based on some educational neuroscience. Now in speaking with Amy in our prep for this workshop she indicated that there have been many opportunities for some of you to have some workshops or trainings or webinars about the brain. I said to her that I wanted you to think about this for a moment. I'm going to ask a poll here, and ask you to respond to this prompt.

I want to know, what is your understanding about educational neuroscience. Now don't worry, your response to this poll are going to be anonymous. It won't be put up next to your name. We're going to do a poll slide here in a moment. Here's what your choices are. If you are really quite a novice, then you're at number one. You really don't have a lot of experience studying brain research. You just know a few basics.

If you are number two, you're a beginner. Maybe you've been more recently studying about how the brain learns and you're starting to apply some of that information into your teaching and into your practice. Maybe this is an area that's fascinating to you and you're a practitioner. If you're a practitioner then you are, I'll finish reading it here, you're fascinated maybe by the field educational neuroscience and you're trying to use this information much more often.

Number four is, you're a brainiac. This is something that you have been studying and you're attempting to keep up on current brain research. You're applying this for your own research. Even in your daily life you're often trying to help others.

Would you take a moment to poll? Click poll and check off which one of those best represents your understanding about educational neuroscience. We're seeing some of the results coming up in the box. I'll wait just a moment more and let a few more people response.

Number one is that you're a novice, you don't have a lot of experience yet. You just know a few basics. Beginner is maybe just been starting to study more about it and starting to implement this. Practitioner, you're fascinated and beginning, and brainiac, this is really something that has been interesting you.

I see the poll results in the poll box there. I suspect that, there it is. Thanks so much Mike for showing us the slide. This is not uncommon, that many of us in education and in working with children, even if we have a credential, may not have a lot of experience in educational neuroscience. This is what Dr. Diamond pointed out in the 1980s. She said, still educators just don't have very many opportunities to find out more about the neuroscience.

I'm so pleased to see that there's a number of you at the beginning and practitioner stage there. But this is not uncommon to know that we have a lot of folks that are still just beginning. I'm going to share a little bit of information with you here today, but my encouragement to you is, this is a fascinating field. As you learn more and more about brains learn naturally and most efficiently, that alone is going to help you in anything you in working with kids and in education. This is my passion. I want to encourage you, I'll share a little bit with you here today but I hope you'll take this on and learn more about kids' brains and the learning and memory process.

I told you that the first one that we were going to start with is, how do they feel? In other words, we need to look at this emotional piece and how that connects to learning, and finding each students sweet spot.

The first bullet here is we're going to look at how do you create a safe and secure climate and environment, and how important is that to maximize learning. Let's see here, there we go. Here's the premise that we need to understand when we look at finding each student's sweet spot and optimizing learning. When the brain perceives a threat in the environment, or if they are too anxious, or if there's way too much pressure for what the student can handle currently. That's going to minimize engagement and learning.

The key word here is perceive, because you see what I perceive as a threat and what a student might perceive as a threat are going to be different things. We need to get into their brains a little bit here and find out, what is that triggers, perhaps what we're going to call the reflex response.

Here's your little brain minute here, it's going to go very quickly. Here's two areas in the inside structure of the brain that I'd like you to know about if you don't already. One is the amygdala. The amygdala, there's two almond shaped clusters of neurons deep inside the brain. We're going to call those the gatekeeper. They're the high alert button that if something happens or we perceive threat, these are trip-switches that go off. Notice that they are right now connected to something called the hippocampus, which are two kind of curved structures there.

The hippocampus, for simplicity's sake, we're going to call the hippocampus is the seat of memory. That doesn't mean that all memories are stored there, but it does mean that it's the clearing house for learning and memory. So when new information comes in, the hippocampus actually helps route that new information to the areas in the brain where it's going to be stored.

Well, here is the key point of the whole afternoon. If the amygdala determines that there is threat in the environment, or if there's too much stress or anxiety going on, the amygdala trips the switch and prohibits new incoming information from going to the hippocampus. What was the hippocampus? The seat of memory.

That means that when we are under too much stress, or a perceived threat, our memory area of the brain, both being able to file new memories and to retrieve old memories, is inhibited. Simply put what we say is, is that when we response to true danger or a perceived threat, brains are less capable of doing any of the following.

Let's look at these. It is difficult for us to remember and access prior learning if we're under too much stress or if we're perceiving threat. It's difficult to engage in complex tasks, and especially open-ended thinking and questioning. And it's difficult for us to communicate effectively. Sometimes our words are just really not available to us as we are under some kind of perceived threat. And, creativity goes out the window.

So this idea, and I'm going to back one here, is that if there's a structure in the brain that in fact triggers when we are perceiving threat, then we need to figure out how we can keep that from trigger. We're going to call this the reflex response.

The first part of finding out a student's sweet spot is finding out what triggers their reflex response, because we don't want them to go into this downshifted most, this reflex response. My answer to that is going to be, we need to really look to see how can we create a brain and body friendly environment using what we have, the space that we have. How can we create an environment that has some areas that, and let's look at first that are physically comfortable.

We know that when we walk into a room, that we're already scanning and checking out what's this room like. How does it feel? Remember we're looking at

emotions now. How does it make me feel. When students walk into whatever environment that you might have created for your program, the very first thing is the body is picking up on, how does this place feel? Does this make me feel comfortable? Does it make me feel playful? Does it make me feel good, or does it in fact put me on edge?

Now this great photo here, maybe this would be the ideal place for a program. Look it, comfy chairs, cables all kinds of great things. But as I show you this, and it's just a slide I pulled of a wonderful learning environment, your reaction might be, "Yeah, but ... " My understanding is, is that each of you might have quite a different kind of environment that you have for your programs.

It might be a multi-purpose room, it might be a library. It might be a classroom. It might not be able to be setup in the kind of lush environment that could be quite a brain and body friendly environment. So as you look at, "Yeah, but ... " I wanted to tell you about a program that I did a number of years ago for several years, it was called an ELP program. That stood for extended learning program.

All I had was a cart, a rolling cart. They let me lock it up in a little cupboard, otherwise I would come in to do the program and I would just roll out the cart. That's all I had. I had a few key things. On my cart, it was always well organized, this is just a mock up of what it might have looked like, I always had some kind of plant or fake flowers or something beautiful. I always had an interesting photo. In this [inaudible 00:18:35] you can see I actually might have had little fidget toys or some materials for kids to use.

Also on that cart I would have a milk crate full of clipboards, so that when we got ready to do some of the tasks that kids could grab a clipboard and maybe even go and sit some place comfortable. In this case they were actually sitting under a table to do one of their projects. The clipboards were there. Also on my cart I had a stack of these little blue carpets or mat squares. Many kids like to grab some kind of a little square so that they can sit down on the floor in some of the group work.

For the activities that I did, I created a way, brought with me the kinds of things that might it be just a little bit more comfortable. This slide here is that we took a few minutes to always do a mindful moment. The kids had a one minute timer there in front of them. They were asked to get a drink of water, and when they came in we just took no more than about three minutes to breath, relax, take a moment to transition on the mat. I know that might look primary but these kids loved it. It was a chance to have a mindful moment.

When kids come to your programs the first thing to keep them from going into this reflex response is that we need to make sure that their basic needs are met. My understanding is, is that you may have a situation where they are able to have a quick snack or take a moment to kick back or rest a second or sit with a book. For some kids it's a chance to run around a minute. Do you have a way

that they can in fact get their basic needs met in just a few minutes, because that's going to be for the transition.

I'm going to ask you to raise your hands. Go over to your attendee list. In some way in your program, do you have a way that when kids arrive, that they're able to have a quick snack, maybe a little rest, get the materials that they need and that you're trying your very best to create an environment that is brain and body friendly, so that as they transition in. I see a few hands coming up. People are saying, "Yeah, this is what we do in our program, is we try to attend to the learning environment, making sure that the climate and environment are what we call brain friendly, brain and body friendly." I see a few people raising their hands and letting me know that they attended at and know how important that is, that the minute students walk in that there is a brain and body friendly environment. Thanks so much.

Another thing that I, even an environment that might be challenging, is I always try to have either a special chair or a rocking chair with a couple of books or something. So often we know that kids in that transition period could really use a take-five area, just the time to read a book and curl up for a moment. That's going to help them transition into learning. That's going to help them get to their sweet spot.

Alright, so the first one on the safe and secure climate and environment was to make sure it's physically comfortable. Another thing we know is that many times brains get pretty anxious, and so we want to make sure that there's known plans and expectations. The reason so is that many brains suffer from what we call anticipatory anxiety.

That means that they worry about what's going to happen next. They worry about what we're going to be doing. Many of you may have kids who arrive who say, "Are we going to do this today? Are we going to have a chance to do this? Are we going to go outside? Are we going to ... " Those are all little signs about their anticipatory anxiety.

Remember, this anxiety can trigger that reflex response, which is going to inhibit learning and engagement. Sometimes their worry comes across as a perceived threat. Our answer to that is, do you always have some kind of an agenda posted, even if there's only one main activity going on that day. Do you have something posted so that at a glance kids can see what the game plan of the day is. That's going to relieve some anxiety and help kids get ready for the transition.

Now this slide that I'm going to show is actually in a classroom, but I use a whiteboard or chart paper, and might put up a couple things. In this case, we always start in the upper left hand corner and go clockwise. This would be for a full day. I understand that's different than what you are doing but maybe this gives you some ideas about how you might put up a little graphic or a little idea.

Down there in the afternoon you were going to be doing what I call a CSI lab. They were going to be investigating fingerprints. This would be, at a glance when kids come in, they can see what the game plan to the day is. The purpose of that is to help them transition and relieve anxiety, anticipatory anxiety.

Sometimes if there's materials that they need to get it's great to have a photo up or a slide up that says, "Here's what you need to get." So, "Get your learning log," or, "Get your clipboard." Something so that at a glance they know what they need to get.

Amy Moritz: Martha, if I could just interrupt real quick. We had an interesting question that came in, I thought maybe you could address it.

Martha Kaufeldt: Yes, thank you.

Amy Moritz: The question was, will the brain be able to switch gears from the regular school day into afterschool? In other words, let's say there was a threat that existed during the school-day hours. Will that threat remain during afterschool, even if the afterschool's perceived safe? Because kids are certainly in this stressful environment for many more hours, and they might only be in the safe environment for three hours. Will the three hours be enough time to adjust to the safe space and learn?

Martha Kaufeldt: Thank you so much. Great question, and worthwhile to take a moment to address here. Here's the first answer, is, all kids are resilient in different ways. So the first answer is, is that if we have a brain body friendly environment we, our experience is that in many cases even if the student has had a stressful day at school, or let's be honest has ongoing chronic stress even in their home life. That a great brain and body friendly environment that's well organized and emotionally safe and secure can often bring kids right back up into engagement mode.

We are so grateful that our kids' brains are so wired to be so resilient, that all it takes is a kind word, a comfortable place, a little nurturing and many kids will respond immediately. That being said, are there some kids that may have had a particularly stressful or traumatic event during the school-day, a high emotional event that happened. They come in and you can see that they need more than just a couple of minutes to transition. That's where things like that take-five zone, or something, you may really want to have a place that if someone is having what I call a little emotional meltdown, or is just struggling. To talk with them about that and say, "Would it help you just had five or 10 minutes over here to look at a book?"

You know what my best thing is put in the take-five zone, is an old lava lamp. Help kids understand how to do some self calming and breathing and being able to make that transition. There's no question that there are students arriving into our programs every day that are dealing with chronic stress, even in their home life. It's incumbent on us and schools and in programs such as this to still maintain safe and secure environments. We're going to find that many of these

kids are going to rely on and count on the fact that, "Boy, when I get to my program, they know about me, they know about my brain and I can finally relax. I can finally do what I want to do. My body's in control, my brain is in control."

The answer is, or excuse me, the question is a great question. For the most part I'm going to say, keep maintaining your brain and body friendly environments with these transition periods. I think many kids will response. And, people look out for those kids who in fact are having a greater emotional upset, who may need a little more time and nurturing. Amy, does that answer the question you think enough, and we can go on?

Amy Moritz: Yeah, I think that was great. [Kentrall 00:27:47] thanks for submitting that question. Martha, thanks for taking the time to address it.

Martha Kaufeldt: Yes. Amy, as I mentioned before, please do interrupt me. I know you're monitoring those questions coming in and I so appreciate you drawing it to my attention.

Alright, so we're on a different slide now. We're talking about that, again, to help reduce that anxiety and upsets maybe as kids come in, seeing clear procedures are really, really important. They may not all need to be posted but there needs to be a sense that the instructor does have clear procedures for all activities.

Is it really clear to all students that you have systems and patterns so that when kids arrive there's a level of expectations as to what they're supposed to do with their backpack, or get their snack, or that there's a routine. The brain loves routines. The brain gets more relaxed and will get into its sweet spot if knows that the routines are being adhered to and that we can count on them.

Here's a list six things. Do you have in your program clear procedures for how kids are to arrive? Clear procedures for how they're supposed to get their materials or how items are distributed? Do you have clear procedures for when we work with groups or with partners? Do you have clear procedures for how you're supposed to ask questions or get help? Do you have clean up procedures? Do you have dismissal procedures?

I'm going to share a couple of examples and then I'll ask you to response in show of hands some of these that you have. One that I want to point out, and here again I'm pointing out that patterns and routines are very brain friendly. Without being too regimented, that the idea of systems and patterns in place reduce anticipatory anxiety. For students then that builds their confidence and independence.

We talk about building students' self regulation. They need to know what the appropriate patterns and routines and procedures are. In my classrooms and in my programs, if students need help, here's the procedures for that. That they are supposed to ask three before me, and yes, I am encouraging them to go and tap someone on the shoulder and say, "Excuse me, do you know, are we supposed

to be supposed to be using the green paper for this," or something. That even if they come up to me, and say, "Mrs K, do we need to do this?" I'll say, "Did you ask three before me?" I don't answer them right away. I ask them to go and ask other students.

If they still don't have their answer to their question, then they're supposed to check with one of the peer helpers that we've designated. If they still haven't been there, in my program they go and they write their name on the, "Help me," clipboard, and then I keep checking that. That's a way that I have setup as far as some clear procedures for what to do if you need help.

For an activity we did in one of the, I still do, I'm active in doing programs at schools. We were doing a design your own trail mix activity. They were doing measuring and creating a trail mix. Here were some procedures, clear procedures, so that they knew what the expectation were. They could work alone or with a partner. They were supposed to take their time. I always use a little symbol of a snail to remind them to take their time. They needed to wear gloves. They were supposed to share the materials, clean up any spills that happen, and then of course not to eat the trail mix that we were making until at the end.

Any time that you can be more specific about posting procedures, that's going to help reduce anticipatory anxiety and keep kids from going into the reflex response and help them be able to stay in their sweet spot.

I'm asking you to think for moment here. In your programs to what degree do you have clear procedures for arrival, distributing and getting materials, group or partner work and asking questions and getting help? If you feel that you've got clear procedures on all of those things, go ahead and raise your hand. If you have a comment or a question about this, go ahead and type that in. Mostly what I wanted you to reflect on is, what one of those is one that might need a little tweaking? What's one of those that, "You know, I don't have really quite clear procedures about that."

I'm going to stop talking for just 10 seconds or so, I'd like you to reflect on, do you have clear procedures? If you do go ahead and raise your hand. If you have a comment go ahead and response in the questions.

Alright, alright. If you didn't raise your hand yet, then my encouragement to you is to review this. I believe in the supplemental packet that I provided [inaudible 00:33:10] in the handout, I may have even in them put a couple of examples of some procedures that might be helpful to you. This could be one area that you might want to investigate further.

Alright, along with this brain and body friendly environment, one that we want to make sure that we're addressing, again if we want to make sure kids are in their own personal sweet spot, is this concept of cultural responsiveness.

Our comment that we make here on this is that we must recognize that all of our students, all of the kids who are participating in our programs, regardless of their race, or ethnicity, they bring along with them their culturally influenced abilities, cognitions, behavior, dispositions with them to school. That we can't say that, "Oh we won't don't recognize, race is invisible to us. So it doesn't matter to me what their ethnic background is." It should matter, because all kids come culturally influenced.

We want to honor that and we want to bring that to the forefront and use that it as we work with students, because it empowers them when we acknowledge their culture, their race, their ethnicity. We want to make sure that we an environment that is nurturing and accepting of all cultures. We are going to be vigilant and striving to counteract stereotypes, both in our own teaching and in any comments that maybe going on among students. We're going to capitalize on strengths. We're going to create lessons that incorporate all aspects of culture, race, language and religion.

We're going to make sure that aspects of the students' who are represented in your programs, aspects of their culture are represented. Because that's going to help them feel like they are connected, they are included, they belong, and that they're honored. The last one here is, for a safe and secure environment one of the most important things is that brains need to feel included. That a sense of belonging is absolutely key to being in your sweet spot. That in fact, you can't really fully engage if you don't feel a sense of belonging.

So, to what degree might you and your programs have small groups or process partners that are organized so that kids really do feel that they have a tribe or a team or a group that they are connected with? Do they have study buddies, assigned study buddies? Do they have an assigned tribe or a small group that they meet with?

As we wrap this one up I'm wanting you to think about, in your brain and body friendly environment, to what degree do you address. Is it physically comfortable? Are there known plans and expectation? Remember, that's the agendas are posted. Are there clear procedures so that kids know what to do and feel empowered? Are we culturally responsive? Are we making sure that we're not promoting stereotypes and that we're honoring students' backgrounds, races, ethnicities? And, do we orchestrate particularly a sense a of inclusion and belonging? If you'll take just a moment on that, again 10, 15 seconds. What's an area there that you may need to work on a bit?

Alright. We're going to shift gears now. That first section was on their emotional state, and how can we make sure how they're feeling, that climate and environment, how they're feeling and what they're emotional state is. Our second piece here today is, we need to find out what gets their attention? What gets them interested?

Some of us may be more intuitive about this with the kids that we work with, and some of us may need to take a little time to investigate. To open this up I want to start with telling you about something called the seeking system.

This last couple of years I've been working with an affective neuroscientist. His name is Dr. Jaak Panksepp. He's the one who advised us on the book called *The Motivated Brain*. He has done some fascinating research about what he calls the instinctual drive that all mammals have in order to survive and thrive. In his research he refers to it as the seeking system.

He says we all are constantly seeking. We're all looking and scanning and investigating our environments for a couple of things. One, first is certainly going to be about how to survive. What are our survival needs? The other is how to thrive. His research is pretty fascinating and I'll mention it briefly here.

He says we've gotten actually what he calls the reward system in the brain all wrong. We used to think that the brain released the neurotransmitter called dopamine when you finished something, when you completed something, when you reached a goal. Then we said, "Oh, your reward system kicked in and you got a real dopamine surge." Dr. Panksepp's research has said, no, no, no, dopamine, our natural pleasure chemical, a neurotransmitter, actually releases like mad while we're doing something. It is going on all the time. It is what helps us feel enthusiastic. It causes us to experience anticipation, excitement, desire and it pushes us to pursue and search.

He calls this the seeking system. He said, "Boy, if you can tap into what is it that each student is seeking," because we all have different things that we look for, different things that bring us pleasure. He said, "If you can do that," he said, "Then you are going to encourage that brain to release more dopamine," which makes kids, makes us feel good. It gives us pleasure, it brings us joy.

This was fascinating piece for me. I wrote an article for something called *The Information Age Education Newsletter* last year. In your supplemental handouts there's one page that tells more about Dr. Panksepp's work and the seeking system. If for some reason you don't have the page I created this TinyURL here, if you went to [tinyurl.com/SEEKINGSystem](http://tinyurl.com/SEEKINGSystem), that that will link you to that. It's a rather lengthy article but if this interests you and you're wanting to explore more about the seeking system, I encourage you to seek this out and go take a look at it.

What we're looking for is, what is that kids' brains are seeking? What are they looking for? What's going to get their attention? Well, besides their basics needs, we talked about that in the beginning, things like food and rest and movement and all. These three things, novelty, humor and movement, are three things that we know many, many, many kids are always seeking out. These are the things that can hook them and get their attention.

Some of those things, if we were to look at a list here is novelty, things that are out of the ordinary, things that are a surprise, things that are mysterious. We often are attracted to movement, so that's why in a classroom if all of a sudden somebody gets up and moves, all our eyes go to that. Our brains are hardwired to look to movement, and we know that there are some kids who are hardwired to want to be able to move. If they see that the activity is going to allow them to get up out of their seats and move, then they are much more attentive to it and interested in doing it.

Another piece that we know that our brains are seeking and attracted to are things that are colorful. Our brains are absolutely attracted to the color red. So if we know things of that color, that might be something to incorporate in our environment. We know that volume, when things get a little louder, then that's going to get our attention. I mentioned about the curiosity and mystery. If there's a puzzle or something that is a challenge to figure out, many brains are attracted to that. We want to know how it works. Brains love to laugh. We are attracted and interested in anything that's funny. Things that are humorous, people laughing, a smile, that's going to get our attention. The last one on the list is music and rhythm. As soon as music is turned on many of us attend to it, even if it's not a music that we like, music and rhythm is an attention getting device.

In your programs we're looking to see how can you get students' attention if you knew some of those things were great hooks? Perhaps the activities or tasks that you have at hand are interesting enough, but if not then how can we hook kids using some of these things. The first thing I put up here is that I collect all kinds of silly little photos, things that I get online. Just showing, if I'm using PowerPoint or the smart-board, just showing some kind of silly photo that get kids laughing, then it helps them disengage, again, from the class during the day or things that might have happened during the day. It gets their attention. I've redirected, what we call reoriented, their attention to something playful and fun or out of the ordinary.

We know that the brain loves to laugh. When we laugh it releases endorphins and it bonds us with other. When we laugh we others we feel more included. We also know that when we love, and those endorphins, that neurotransmitter released, that that enhances retention, and it also relieves stress and tension. So if, particularly at the beginning of our times together, if we can get kids to smiles and laugh for a little bit, then we know that we're going to get them in their sweet spot.

This is a task that we were doing with little pipe cleaners. We were doing ordering by length. But we added a little curiosity, a little novelty to it by having kids blindfolded. Sometimes even simple tasks, if we had just one interesting element to it. Another one could have been that you had to work with just one hand behind your back. Simple tasks that we might have done, had a element or a degree of difficulty or a little novelty to it, by blindfolding or having kids with one hand, or partner up with someone else and one student uses their left hand, the

other student uses their right hand. Something like that that adds a little novelty to the task. You're going to have kids pay more attention and be more engaged.

Along with this I wanted to point out the importance of visuals. The research indicates that barring a visual handicap, that 75% of all information reaching the brain arrives through the visual system. We want to capitalize on this visual rich environment. We have so many things accessible to us now. Whether it's pictures that we've printed out, or optical illusions, or a quick movie clip that we show, using documents cameras, smart-boards. These kids are highly visual, so if we want to teach their sweet spot we're going to create a more vibrant visual-rich environment.

To prove my point here I'm just going to leave this up for a second and ask you to count the thongs on this fork-like structure. Here's an optical illusion. Visuals get our attention and are processed 60,000 times faster than text, 60,000 times. If I put this slide up your eyes were drawn to the optical illusion. You looked at that first before you read the text and listened to me. We want to know, since we know that visuals get our attention and are processed faster than text, we want to include many more visuals and icons and emoticons and things that are going to be processed visually along with text.

And again, if we want to get kids' attention and engagement we know that if we provide opportunities for some movement, that we often will get more kids involved at an opportunity to do either a silly game. Here's a little yoga stretching. Something that helps us laugh a little bit and more, that we're going to get the brain more engaged and get kids' attention.

We also know that the movement is going to increase attention, but it also relieves stress. Again, as we talk about kids coming in from perhaps a stressful day at school, that a little three to five minute movement activity is going to really release stress and start helping to focus their attention.

Here, and I'm happy to have you respond in the question box, what kinds of movement activities or breaks do you include? What kind of movements or breaks do you include? I believe it's in the question panel that you would respond to this. Maybe you can type something in real quick and Amy can help me tell me some of the things that might be coming as far as examples. Do you have a quick warm up? Do you do exercises? Do you do a little yoga or stretching? Do you do brain breaks? I'd be interested in hearing some of you, if you have some comments along those lines.

Amy Moritz: Martha, Shante just wrote and said that she does some stretching exercises, which is great. Karen wrote in and said they do yoga and stretching.

Martha Kaufeldt: Excellent. There is a whole commercial program out called Brain Gym. It's got some great quick activities that you can do that are all meant to wake up the brain, have some cross lateral movements, things that might get the brain in gear. That's a great resource to look to as well. Spencer Kagan in his work at

Kagan Online has whole book called Silly Sports and Goofy Games that is filled with very quick little activities that you might do that are going to help kids get focused.

Amy Moritz: Just a few more came in Martha.

Martha Kaufeldt: Great.

Amy Moritz: We have floor hockey, discussion golf, soccer. Sherry wrote and said, "We often do quick games of follow the leader or stretching, and also utilize movement activity videos on gonoodle.com. So thanks.

Martha Kaufeldt: Perfect, GoNoodle, perfect, yep. Great, thanks for those suggestions. Again, my kudos and pat on the back to those of you that have included these kinds of things in your programs. If that's something that you often, it's not uncommon to say, "Oh, we just have so much to do today so we're not going to take time to do that." Just know that you want better engagement and more focused attention, that if you can take even just, I say three to five minutes, five to eight minutes for some kind of a quick movement break, that you in fact are really going to have an opportunity for kids to better get into their sweet spot.

Oops, I skipped one slide here. A quick reflection then and I'll be still here for 10 seconds or so. To what degree do you incorporate more novelty, including visuals, humor and a chance to laugh or be playful and bring a little joy, or movement? As you think about that I want you to target, what's one area there that you could perhaps enhance and get a little better at and include?

I'll also point out here, if anybody has any questions at this point, go and type them in to Amy and she'll get them to me. I don't mean to keep barreling on ahead. We have our time frame and I have lots to share with you today, but if there is a question this would be a great time to go ahead and submit that.

Alrighty. Amy if there's no urgent questions I'll go ahead with our third and perhaps most important part here as we look at finding each student's sweet spot.

Amy Moritz: Okay, yeah why don't you go ahead, and then we get more questions as we go.

Martha Kaufeldt: Thank you. We certainly will leave some time at the end for questions. The first part we talked about was, we need to attend to their emotional state and a brain and body friendly environment. The second one was, what's going to get their attention and hook them.

Now this key piece is, what can we find out about students to find out what their learning preferences are? Because this is what's going to encourage and promote engagement. Engagement is kind of the holy grail we are all interested in, is actually getting kids engagement, where they are participating and being active learners.

There's three areas that I'm going to address here. One is readiness, one is finding out more about their interests, and then we'll look at that idea of learning preferences, also known as learning styles. We'll look first here at student readiness, learner readiness.

If we're going to attend to our learners to the best that we possibly can, we need to know as much as we can. Know thy learner. We need to see what we can find out. To find out their sweet spot you need to find out as much as you can about your students and their, anything you can about their educational history. That might be massive but I'm assuming that you have good connections with what's going on in the classroom, what their experience has been in school and what they come to you with as far as their success, or lack of success in school.

We're going to look to see, what are their personal interests? What really gets them excited and might help get them engaged? We certainly want to keep in mind their cultural background and family situation and community and neighborhood connections. And this idea then of their learning preferences. Of course as I mentioned then, home life and what's going on at home, to the degree that we can. I always caution this, we can only address what's in our locus of control. But as you well know, and as kids participate in programs, we end up finding a little bit more about what's going on at home. It might be just anecdotally or observationally, but we need to incorporate that as we look to see what is their best sweet spot, what's going to help them be more successful.

I'm going to suggest that if you don't already do it, that there's a way that you might create a student learning profile. I'm going to suggest, and I've provided a little student profile sheet here. Certainly I'm not suggesting that we fill one of these out or need to attend to one for every single student, but we do know that especially with our challenging students, that if we can find out more about them and document it and start putting that into the mix, that we might be more successful.

We say that a learning profile is kind of an umbrella term that we're going to use to collect, identify and share, that means share with our other colleagues who might be working with the same student, or ultimately can share back with student's regular teachers? How can we keep that communication line free as we find out more information about a student's learning profile?

Because we're trying to find out, what are the ways in which each of us perceives, takes in and processes information and learns best as individuals. We each have our own kind of combination of factors that help us be most successful, this sweet spot. We perceive information differently. We take it in and process it differently. We each have our little recipe if you will for our own sweet spot, for what helps us learn best.

Now the thing to remember here, that as soon as we fill out some kind of a student learning profile, in one week things are going to change. Learning profiles are dynamic. In the work that I do we rarely label any kids as being a

particular type of learner or put something and cast it in cement and say, "Oh, this is who they are. They are auditory learners. They are ..." and make a statement, a bold statement about what they are. Because profiles and our preferences are dynamic. They change as students grow, develop and as they learn new ways to do things.

What we're going to do first is we need to determine what the student's prior knowledge is and what their readiness is. Now, my understanding is that you all might have different ways that you do this, and different accessibilities to how you can know what this learner has coming into your program. So the prior knowledge definition here is that we're going to help kids use what they already know to help me understand something new. We need to find out prior to an activity, if we can, what is, what are some of these students' prior knowledge, what's their background information?

In the handout packet that you have, especially in the supplemental packet, you should have a full page that looks like this. If you haven't already downloaded and gotten to it, please don't take time to do it right now. You'll be able to do it later. We're going to use this as our place mate, as our one page student profile, and look to see how might we fill some of this in so that we can better find out a student's sweet spot.

The one that we're talking about right now is in the lower right hand quadrant, is could you record and write down what are some things that you already have noticed as academic challenges for this student? Are they poor readers? Have they not yet mastered English language development? Do they have meltdowns whenever we have to do math activities?

You may want to make some notes. Again, going through the process of this helps us start to piece together a better profile about each student so that we can better align new learning to their preferences. You also may want to note some of their strengths. What are their reading levels? Are they particularly artistic? We might want to note that because we might be able to work more artistic mediums into tasks in the future. Are they technology savvy and you know that they are engagement if they get to use technology? Find out what are some of their favorite subjects.

The first part that we're going to look at on the student profile then is this idea of pre-assessment. I left this slide in, and I understand that many of you may not be in a mode where you are actually doing detailed pre-assessment about what a student knows as far as the topic or their skill level or concept level. But it's still worth noting that it's important for us to know where they are in their zone of development this task.

I bring up this old slide, and some of you may clearly recognize Lev Vygotsky's work. In fact I'll pause for a moment now for you to raise your hand if this model and the term zone of proximal development and Lev Vygotsky, whether that means something to you. Have you heard about this guy? This was a Russian

cognitive psychologist who has, gosh it's been 75 years or more I guess, who has share some great ways for us to look at student learning levels. Raise your hand if you're familiar with Lev Vygotsky's work or zone of proximal development.

Only just maybe a couple I saw. So I'm going to go ahead and give you some language here because I think that this might really help you understand more about a student's sweet spot. Vygotsky's tree levels is that the bottom level in white says, that this is the child's current level of achievement. So if we're doing math, that's what they ... I'm going to go back one here. That's what they can do on their own independently. That's what they have already mastered.

The middle level is what he calls the zone of proximal development. I'm going to come back to that in just a moment. I'm going to go right now to the top level, beyond reach at present. That means that if you introduced a concept that was so far beyond what this child can do right now, then you've overshot the target. We want to back and we want to work and provide tasks and activities that are within this zone of proximal development.

Notice that the little added phrase there says that if you are in your zone of proximal development, that means that you can do the task but you need some help. This is the sweet spot. If we were to give it some common words, here's how it goes. In the lowest level that's what a student can do independently. If a student is only working at their independent level, hear me out on this, that means that really aren't learning anything new. If they are working independently without help, that means they can do, they're at mastery and they aren't being challenged. It isn't rigorous, they aren't learning something new.

If we go all the way to the top and you see kids having meltdowns and frustration, or tearing up their paper, or giving up. That means that you've hit their frustration level, that the task as described, as presented, is just a little too much for them. We want to come to this area in the middle, this instructional level, because that's an area that they can do with help. We call this their sweet spot. That means that we have really designed their activity in a way that they have gotten to their sweet spot.

The slide advanced on its own here, I'm going to catch up a little bit as time keeps marching on. I want you to know that on the readiness piece, it is still important for us as we plan these great tasks and activities that you're planning for kids to do, whether they are STEM activities, whether they are problem based, inquiry based activities and tasks, that we need to make sure that they are right in the student's sweet spot, right in the pocket. They might need some help but that we haven't overshot it and made it too challenging with frustration.

The second piece here on what are their learning preferences is trying to find out more about what their personal interests are. I've provided a couple of things here, let's see. I'm having a little delay on the advance, here, slide advance. I'm going to go back one.

This one just says, "Who are these kids?" I just at least kind of trickle that even the best teachers, even the best program administrators and facilitators, sometimes there's things that we don't even know about these kids that might be important for us to learn about in order to better find their sweet spot and have maximum engagement. This part of our learning profile or student profile is, we're wanting to find out what kinds of things do they do outside of school?

Are they involved in athletics? Do they participate in music? What kind of hobbies do they do? What do they do in their spare time? I also, particularly when I work with upper elementary and middle school kids, I want to know how connected are they with pop culture. Is that a big thing to them? Are they very socially networked and included in pop culture?

And for grade and older kids I want to know, do they have a job? Do they work? Do they earn money in some way? Are they involved in helping at the family business? I want to know all kinds of things that are happening outside of school.

I call this the who are these kids? I ask you to reflect for a moment. Are you up to date on what are some of the popular clothing brands that kids, or styles that they are liking to wear? Is there a popular haircut or a style that is all the rage if you will to [inaudible 01:05:38]? Are there slang terms that are okay to use at school that you've heard them say but you don't even quite know what they mean? Where do they like to eat and hangout? Do they have popular celebrities or sports heroes? There, I did popular hairstyles again. Popular TV shows or movies and popular video games.

I'd like you in the question box again, there's little text memo there, I'm going to give you 30 seconds and I would like you to type in what are some things that you know are part of their pop culture or their preferences or their interest? What are they interested in? Here's the list again, I'll put it up. Would you type in something in the question box that you have observed that you know about your kids. I'll scan a little bit and I'll ask Amy to scan a little bit here. See if anything comes in. What are some of their sports heroes or celebrities?

All the social media. I've heard about the, I saw somebody put down Dutch Bros for coffee. I've heard that Starbucks is out and Dutch Bros is in, right? Any others? Any [crosstalk 01:07:18]

Amy Moritz: Martha, there's a few that have come in. Did you see them?

Martha Kaufeldt: Yeah, I don't know about bottle flipping, but if we're talking about bottle cap, bottle cap flipping, I'm very familiar with that. I assume that maybe that meant bottle cap flipping, but maybe I'm wrong. The Selection Series books I wasn't aware of. I see a few that are coming in.

I put on a few here. Here are some that my students might use. "On fleek," I still couldn't figure out what, "on fleek," particularly meant. Then I found out the other day that there was an ombre hairstyle, where the back part of the hair is all dyed

dark or black but the top part is blonde. Of course Walking Dead, and then I can go into any group and find out, so is Minecraft still it or not it anymore?

I appreciate your quick comments on that, because my point being is this, if we want to address a student's sweet spot, if we want to get in their pocket, if we want to have them think that we're, if you will if we're cool or that we understand them, then we need to find out about these things. And to some degree even integrate it into what we're talking about or an activity or make references to it. Believe me, if I just went up to some middle school age girl, or she came in and had her hair or her eyebrows done in a certain way and I said, "Ooh, how on fleek," all of a sudden she's going to pay attention to me in a different way because I've connected with her and used a term that, maybe she doesn't use it but she at least knows that I was giving a try on it.

In doing that, in your handout, supplemental handout packet, I've included several questions here like on a little survey. You could have the students actually fill it out if you wanted to, to get some information, or you could use each one of these as gathering questions. Maybe as we gather just before our program starts, maybe you go around the circle and say, "Today, I want people to share, what is your favorite food?" Go around, "What's your favorite fast food," or, "What's your favorite afterschool snack if you [inaudible 01:09:44]" Start generating conversation so that you can find out more about what are students' favorite things.

Back to our student profile, along with that then we're looking down in the lower left hand quadrant, that this is where we might make notations about family and social connections. Do they have friends that are in the same program? Or do they refer to their friends outside of the program that you are administering? We might find out, are they were socially networked? Is that really important to them?

We might also make some notes here about general health, to the degree that if appropriate I often make notes on whether a student is routinely absent or seems to be suffering from allergies or, and in this day and age with the older kids, lack of sleep because they have been up online and have lots of screen time. These are things that I might note because it's going to help me put together a bigger picture about their learning profile and ultimately finding their sweet spot.

Again, I'm putting down and pointing out that remember, as soon as we put something down, that these are dynamic. This is my little niece, Morgan, and now she's a young girl. Every time I see her she keeps growing and changing, and her preferences keep growing and changing. The preferences and the profile change.

Let's look at our last one in our last few minutes here, about that we all have different learning preferences. In particular I'm going to be addressing what's referred to as the multiple intelligences. This is up in the upper left hand corner of our student profile.

I included several up there. We know that there's visual, auditory, kinesthetic. The Sternberg triarchic one is called analytical, creative and practical, but I'm just going to focus today on the multiple intelligences. Excuse me. I'm having a little delay in my slide advancement here. Alright, here we go. Let's see, I'm going to go back one slide here I think. [inaudible 01:12:22]

I'm going to be using the term learning preferences. In the world of learning psychology and in educational neuroscience this term is being more popularized than the term learning styles. Learning styles has been a popular, or is generated from pop-psychology, and it really pigeon-holes people into maybe just four or five different styles that they have.

The educational neuroscientists say that that's really a myth. But it's okay for us to consider what we want to call learning preferences, because all we all end up developing preferences for how we like to take in information, process information, problem solve. It's going to be particularly helpful for us if we can find our for our struggling students what their learning preferences are.

Now there's a variety of ways that you can find out about student preferences. There's lots of different surveys and inventories, but more often than not it's easier for us as teachers or facilitators to even just do some observation and anecdotal recordings as we see what kinds of things students are attracted to and what kinds of tasks and activities they like to do.

There we go. Those learning preference models, the one I indicated that I'm going to address here is the multiple intelligences. Show of hands if you would, if you have some good background knowledge in the multiple intelligences as originally defined by Howard Gardner. Perhaps it was several years ago, there were the seven kinds of smart, now [inaudible 01:14:19] the eight kinds of smart. Just be looking here, by show of hands, to see who has some background knowledge about the multiple intelligences.

Excellent, I see a number of hands going up. My intention here was to review some of these terminologies and give you a couple of tools that you might be able to use as we go through this.

Howard Gardner back in the 1980s with his team at Harvard was asked to see if he could redefine what we decide and express as intelligence. He refined intelligence as being our abilities to solve problems or create meaningful products in a particularly setting. He looked internationally, inter-culturally, to find out what are some preferences that come across all cultures.

These eight intelligences were identified then as people's most common or preferred processing and problem solving abilities. I'm going through them very quickly, I'm understanding that many of you have a background on this.

Many of us prefer to process and problem solve using words. We either talk about it or like to read about it. we process with words and language. Going over

to the right, many folks are very logic smart and math smart. They prefer to process in a very logical way, might be quite good in math and processing and numbers. But often folks who are very logic smart prefer to process step by step and have quite an order to things.

The interesting piece about this is that school they estimate that 85% of the tasks in school are either designed around word smart or logic smart, verbal-linguistic or logical-mathematical. Many times traditional school does not honor or incorporate activities that address these other six. I'm going to mention them very quickly.

Visual-spatial, picture smart, are those people that process best and prefer to learn through pictures, visuals and drawing and art. That they are often the people who are doodling and like art in some way. They like to look at pictures. The bodily-kinesthetic, these are people who prefer to process and problem solve by doing real things, by actually getting up and moving. They also might your performers, they are the dancers, they are the class clowns, but they are also the people who love to construct things and build things and do hands-on activities.

The musical-rhythmic person who has that as a dominant intelligence, really responds well to processing and problem solving using music. They may hum or tap or have music on and do their best work when music is around. The naturalist was one of the newest ones that was developed. The nature smart one, as Howard Gardner describes it, is that you, if this is a strong preference for you in your learning, that number one you have a strong affinity and connection with the outdoors and nature. That you prefer to process and problem solve outside. If you can't be outside you need to be near a window and you really are attracted to flora and fauna and animals and plants and natural objects in the environment.

Those last two across the bottom are slightly different. We call these the psychological smarts. They are interpersonal and intrapersonal. Many of us have a strong preference as to whether or not we prefer to work with others, interpersonal, because we have a pretty good people smart preference, we work well with others. And intrapersonal is self smart, that when given a task or an activity to do, we prefer to do it on our own. We prefer to process and problem solve on our own.

Now, before we leave this slide I want to point out that Gardner has always said that we are born with the capacity to develop all of these intelligences. I'm going to say that again, you are born, barring any kind of physical handicap, the ability to develop all of these. His contention is, is that in traditional public school we actually, since we only teach to a couple of these, that these are missed opportunities to develop some of these other intelligences.

The feeling is here, is that if knew and could identify what some of these intelligences were in kids, and develop some activity that incorporated that type of task, that in fact we might have better engagement. The other piece here is

that you aren't just one of these, that you are a combination of many, and again, it's dynamic. Throughout your life there will be some that rise ahead and be more developed as you grow.

In your supplemental handout packet I did include one of my, it's just an old student checklist that I have. That has each one of the intelligences there with 10 items. If you ever wanted to administer this to students, I encourage you to go ahead and print it out and do that. The idea here is, is that there's 10 items for each of the intelligences. I've provided you with a little chart. It's great fun to have the kids shade in how many responses they did for each of the intelligences. As they look at that, they're going to see that there's at least three or four that are very well developed, that are good to go for them, that are their learning preferences.

They will also notice that there's one or two that are not as well developed. We never say that those are our weakness or a challenge, we always just say that those have yet to be developed. There's always hopefulness here, using the growth mindset language, that if there's an area that is one of your lesser developed, don't worry. If you wanted to and put your mind to it, you could develop that. That might help create a student profile that helps you in finding out more about a student's sweet spot.

I want to put all of this in perspective. The idea of finding a student's sweet spot is, is that kids are saying to us, "Teach me in the ways I learn best." That they're saying to their teachers, if not articulating it, that, "All any of us want to do is to be recognized for how we do learn best." That especially if we're learning something challenging or new, that we maybe able to grasp new concepts more easily if we could have opportunities to process the information in a way that makes sense to us and at least comes more easily.

Now, the thing to remember here is that I'm not suggesting that you cater to kids and only teach them in the way they learn best. That's never going to help them develop some of their other intelligences. But, particularly if they are challenged by something, if it's an area that's causing them to get upset or easily frustrated, then we want to frame that in a way and help them learn it and do it in a way that comes more easily to them and makes sense to them.

Years ago one of my mentors said, "If you have a challenge," kids have a challenge, to, "marry it with something that they like to do and do well." It will be more easily adapted for them, that [inaudible 01:22:40] I strongly encourage you to consider taking the student profile, adapting it in any way you care to, and use that as a little not taking sheet if you will, to start seeing if you can put together a profile of what are the different elements that this student has going on in their life, and their different background information, their different preferences, their different strengths, so we can start seeing what their sweet spot is.

The last one here that I put before we close is that if you want to find out about the sweet spot and their preferences, one of the best ways to do it is rather than

one size fits all and have everyone do the same task, is to occasionally integrate choice opportunities. It might be the type of task, it might be whether you work alone or with others, or it might be how you learn it. This is where we could use something like the multiple intelligences to help create a variety of different tasks. I've created a handout there for that you can refer to to look to that.

I know our time is near up here. I'm going to skip this slide, it gave an example of two choices that you might want to do, but I want to wrap us up here today. I know I have a couple of slides here that I'm going to do.

Our point here today is that we seek and choose tasks that appeal to our learning preferences, remind us of our past successes, that they're within our realm of possibilities. They look like it might be fun, might let me get up and move, or it might let me work with others.

We call this the Goldilocks and the three bears routine, is that when we hit a student's sweet spot, it's just right. Today, the three that I've addressed here is that as you start to try to find a student's sweet spot, remember it's those factors that come together to optimize learning and engagement that you need to look to see. How can I help them feel good about where they are and reduce emotional upset, help them get in their upper brain and feeling good? How can I get their attention? What gets them interested? Then as we process a task and do tasks, how can I get them fully engaged by maybe working to their learning preferences?

On the handout you'll see that there's a wonderful little YouTube video called, "Dear teacher, heartfelt advice for teachers from students." I encourage to maybe take a look at that.

I want to know what hit your sweet spot today? I'd love to know, is there one thing that you learned and that you're going to do right away? If you would put that in our question box, I'd love for Amy to tell me, is there anyone here that has gotten at least one good idea today and might be willing to share with us about that?

I hope today as we went through this, that I hit your sweet spot and that you got some ideas that were valuable to use in the program that you work. Thank you. Amy?

Amy Moritz: We have one. Christine wrote in and said she likes the student interest survey and hopes to use that.

Martha Kaufeldt: Great.

Amy Moritz: Let's see if a few others submit some responses.

Martha Kaufeldt: I do hope that people look at that supplemental packet. I tried to do full size copies of some things that people can print out and use directly with students. Feel free to modify in any way.

Amy Moritz: A few more responses just came in Martha. Sherry said that she also liked the student interest surveys, the student profile. She wants to implement those at the start of her new session. Karen wrote and said posting routines in the classroom for different activities, she likes that. Melanie said the choice opportunities. Kentrall said, "Great information all around." Shante wrote and said the student profile. Looks like a variety of the things you shared Martha were really helpful. Thank you so much.

Martha Kaufeldt: Sure thing.

Amy Moritz: Martha, did you have anything else to wrap up? Or was this the last slide that you wanted to-

Martha Kaufeldt: This is my last slide, but in wrapping up what I want to say, always, always, is I've been in education a long time. I honor any educator who takes a little time out of their day to still get a new idea. That shows that you know about growth mindset and your intention is to still find out how you might fill up your tackle box with some more strategies and ideas to help the students that you are working with. So again, I just want to honor, and expectation a 90 minute one, I so appreciate people who signed up and participates. I hope that they got some good ideas.

Amy Moritz: Thank you so much Martha. Thank you everyone for joining us today. Again, the archived recording will be available on the 21C website within a few days. When you receive the electronic evaluation via email, please take the time to complete it. In particular I'm curious to see what your thoughts were on the length of the webinar.

As I mentioned before, we usually offer one hour webinars. This one, there was such amazing content and a lot of it that we extended it to 90 minutes. I'd like to hear your thoughts on that. Then again, you will also receive the Act 48 form if you're interested in receiving the 90 minutes of credit for today. Thanks again Martha. Thanks to everyone. This concludes today's webinar.