



Thank You To Our Sponsors



Addressing the Unique Needs of Instruction in a Correctional Setting

A Workshop by Jean Perrini



G E D

Welcome

Thank you for attending the correctional education workshop.

We will review resources, talk to each other, and share great stories and ideas.

- Explore a new reading strategy

- Discuss the Extended Response

- Demonstrate lessons

- Review a new math strategy

We have a vast and varied amount of experience in the room

Ask questions

Actively engage

with the materials and with each other so you can gain insight.

When you see someone struggle

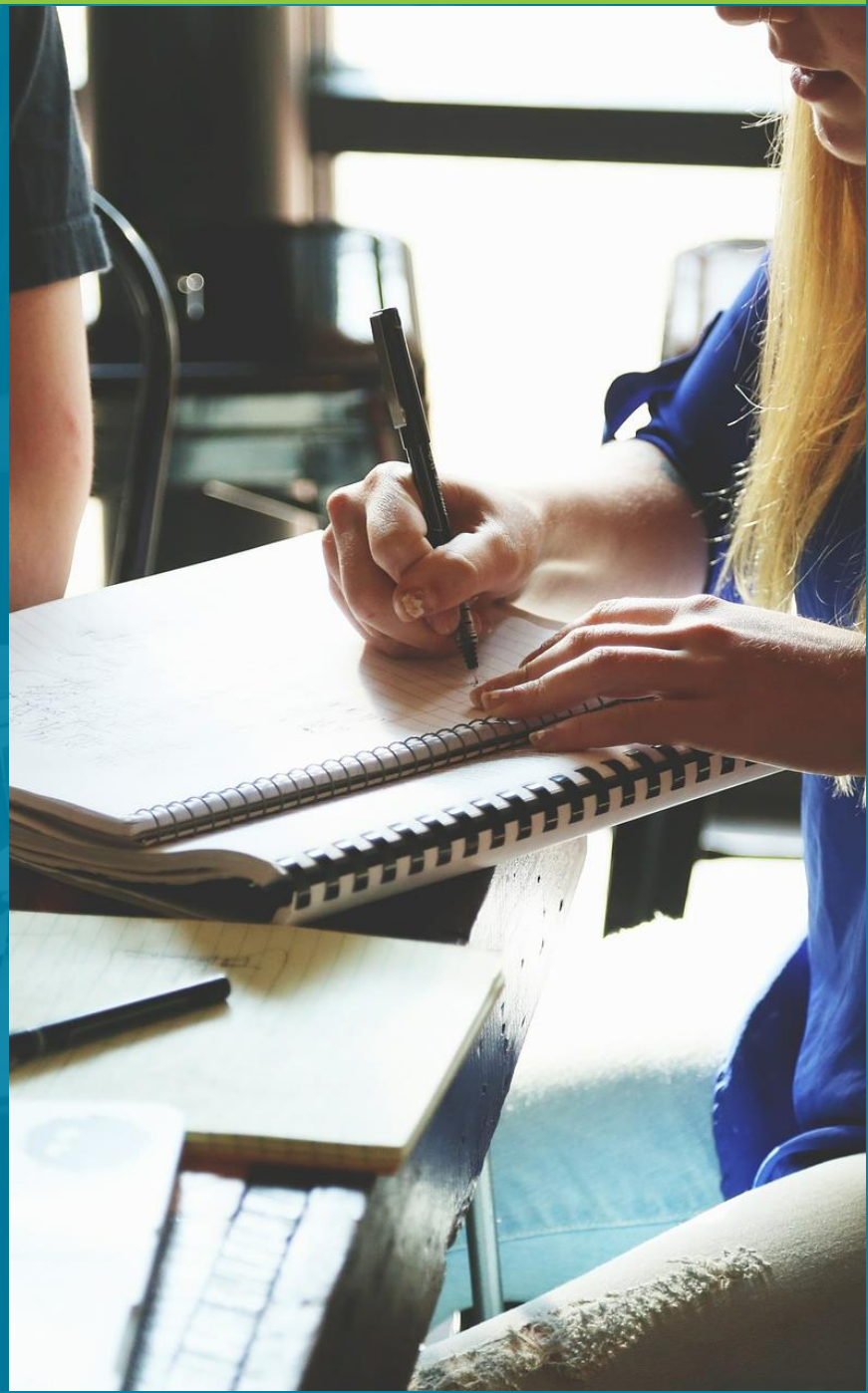
Assist them

Acknowledge

what other people offer as ideas and share your ideas.

Challenges

Teaching in a Correctional Facility



?





“

Being forced into change can be a very good thing... We have no choice but to confront what stands in our way evolve and adapt... The most important thing you can do is figure out how to ride the wave rather than anticipate the crash.

”

“Coach ‘Em Way Up”, Lynn Guerin, Jason Lavin,
Entrepreneur Press, November, 2020

**But there are “Things”
we can’t change**

**And “Things” we try to
change**

*Problems are our best friends because
they really inspire ideas and ways to
create...*

because this year, COVID changed “things”

Our COVID challenges
Months off teleworking
Interrupted routines
Less student seat time
Fewer students
Less library time
Fewer opportunities to test
3 facilities closed

Response

- *Mini Clinics*
- *Top Five*
- *Sign Posts with “Beers and Probst”*
- *Math the “Bjork way”*
- *Ready testing*
- *A Novel Idea*
- *Write it right; try new things*
- *GED T4T*

Mini Clinics; Top 5

“Explaining a concept to a partner requires extensive understanding demonstrated by an increase in brain activity.”

Tutors

See one

Do one

Teach one



Share time 1

Introduce yourself to the person behind you or in front of you

What really matters?

What is/are the question(s) that you want to ask today that will help you with your correctional education program?





“

- I. How to effectively use the calculator?
 - II. How to take the test?
 - III. How to write the Extended Response?
 - IV. How to read and answer test questions
- Send the question(s) to our *Chat Monitors*

”

Changes in Reading- limited library time

A Novel Approach

Novels

Authors

- | | | | |
|---|----------------------------|--------------------|------------|
| • | <i>Long Way Down</i> | Jason Reynolds | fiction |
| • | <i>Canyon Dreams</i> | Michael Powell | nonfiction |
| • | <i>A Man Called Ove</i> | Fredrik Backman | fiction |
| • | <i>Facing the Mountain</i> | Daniel James Brown | nonfiction |
-
- To create independent readers...
we initiated strategies of Kyleen Beers and Robert E. Probst

3 BIG Questions

WHAT SURPRISED ME?

WHAT DID THE AUTHOR THINK I
ALREADY KNEW?

WHAT CHALLENGED, CHANGED OR
CONFIRMED WHAT I ALREADY KNEW?

Reading Nonfiction, Kyleene Beers, Robert E. Probst, Heinemann, 2016

Big 3 Questions

- **What surprised you?** From “Canyon Dreams” comments

“They were listening to current rap performers.

They’re in the wilderness, some don’t even have electricity, but on the bus they’re psyching to... on I phones.”

- **What did the author think you already knew?**

Where they are located... had to look it up.

What challenged, changed or confirmed what you already knew?

I realized they’re real people just like us with similar problems.

They live on a rez; we live in a city.

•

Teach reading comprehension strategies to adult learners

Students who fail to employ reading strategies tend to experience difficulties inferring conceptual meaning, relating to what they read and evaluating texts for clarity and consistency.

Direct instruction in the use of reading strategies can improve the reading comprehension skills of students.

Have you considered what works for you?



A new reading strategy: Note and notice

As you are read a passage, you will come across parts that demand that you *pause and reflect* (signposts).

Notice them and make note of them.

This will help you with using comprehension processes like: visualizing, predicting, summarizing, clarifying, questioning, inferring, and making connections?

- Trying to spot a signpost as you read can help prevent “mindless reading”.
- *Reading Nonfiction*, Kyleen Beers and Robert Probst, Heinemann Publishers
- *Note and Notice*, Kyleen Beers and Robert Probst, Heinemann Publishers

Note and Notice,
Kylene Beers, Robert Probst, Heinemann

- “Sign posts alert the reader to significant moments in literature and encourages students to read closely”
 - *“Spot these, question them, explore the text, find evidence to support the interpretation.”*
- “Signposts get the reader to engage with the ‘text essence’ making him/her attentive to pattern details.”

Sign Posts and anchors Fiction

Note and Notice & Reading Non Fiction,
Kylene Beers, Robert A Probst, Heinemen

Sign posts

Tough questions

Word of the Wiser

Again and Again

Memory Moment

Aha Moment

Contrast and

Contradiction

Helps readers understand:

Character develop, theme, conflict

Relationship between character/plot

Plot, setting, symbolism,

Relationship between character/plot

Plot, character development

Character development,

theme, setting and plot

Anchors...

Tough questions

Questions the characters raise that reveal their inner struggle

Words of the Wiser

Advice or insights characters offer about life

Again and Again

Events, images, or particular words that recur throughout a text

Memory Moment

Recollections by the character that interrupt the progress of the story

Aha Moment

Realization that shift character's actions or understanding

Contrast and Contradict

Sharp differences between what we expect and what the characters do

Sign posts Fiction

Long Way Down student comments

Again and Again “The author keeps repeating *the rules*, Will’s family all followed *the rules* and he has to decide if he will”

Tough Question “He keeps asking the people on the elevator, ‘I have to keep the rules right’? He’s scared and not sure.”

Words of the Wiser “Everyone on the elevator was giving him advice in a way.”

Sign posts- fiction

Time to try one?

- Langston Hughes “Thank You Ma’am”
- Leo Tolstoy “Three Questions”
- Ray Bradbury “All in a Summer’s Day”
- O’Henry Excerpt from “Gift of the Magi”



Share Time 2

Two useful resources

ADHD 2.0, Edward Hallowell, MD, John J Ratey, MD

Penguin Random House, 2021

“ People with ADHD...need a challenge...Boredom is their Kryptonite.”

“ Brain with a Ferrari engine but bicycle brakes”

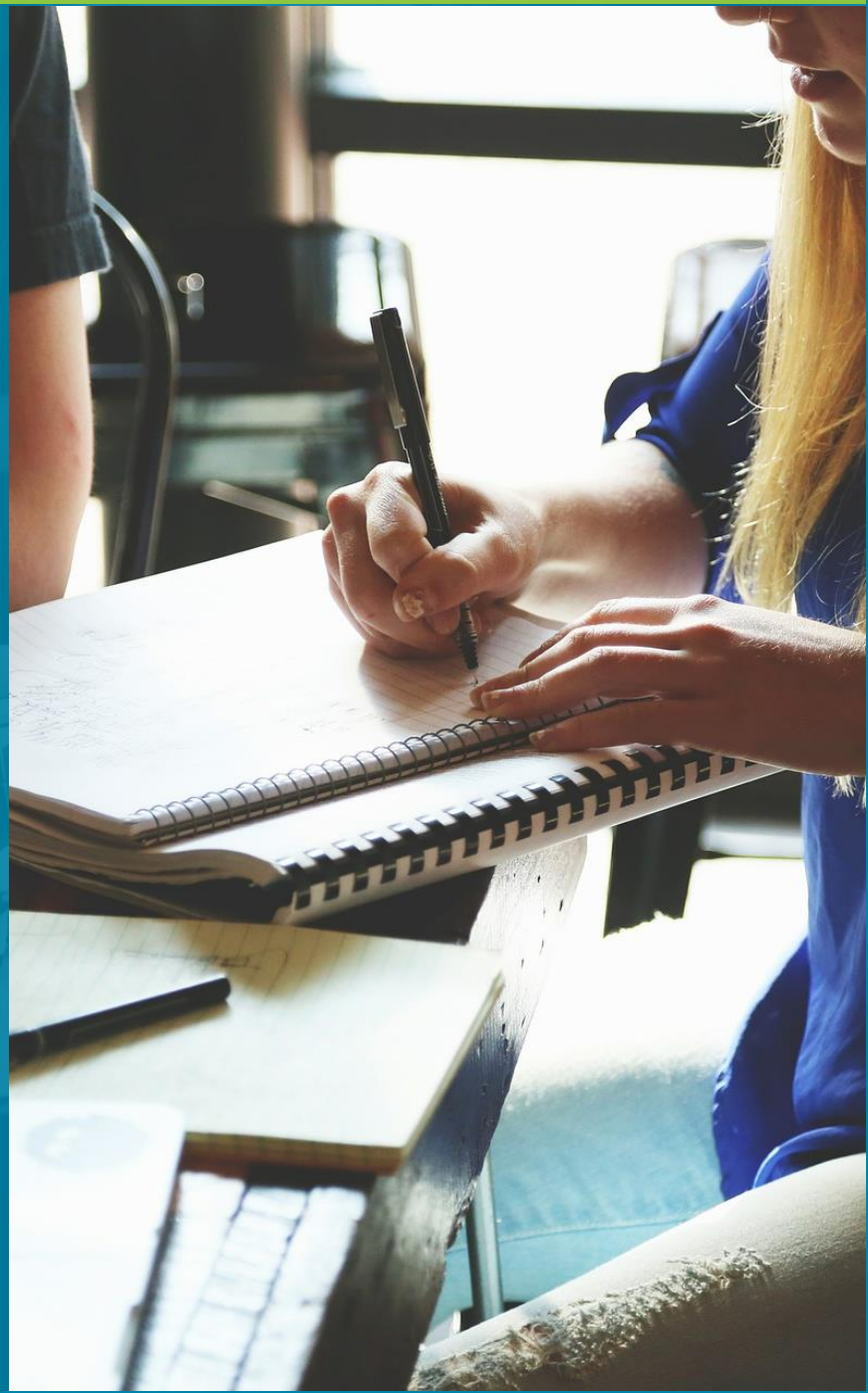
Two Questions, suggestions and/or additions

Have you analyzed your “game” from top to bottom?

“The stronger your radar for excellence,
the harder it becomes to stomach mediocrity.”

Extended Response

Write it right



Extended Response

From May's, 2022, *Tuesday for Teachers* program

Every point must explain how it is connected to the claim.

Break “them” of the habit of summarizing, have an analyzing day.

Arguments are claims backed by reasons that are supported by evidence connected back to the claim.

Reasons are statements of support for the claim.

*Liberal Arts education prepares students the best (claim)
because it teaches students independent thinking. (reason)*

*It is easier to eat in the dorms (claim) because it takes
less time. (reason)*

Evidence serves as support for the reasons and helps compel the audience to accept the claim.

University of Pittsburgh Department of Communication

Extended Response practice

Write about something in your life, activity, person, program, vacation... that was positive and brought you joy.
Keep the **tone** and the **mood** light and fun.

Is the Internet making people stupid? 3 Pro/3 Con

You are an expert in something. Write an article about that something and include evidence to support your claims.

“I Can” write the Extended Response right

>Instructional feedback:

“How engaging was your opening paragraph?”

“What’s one thing that could make this more compelling?”

>>GED Ready score sheets and GED ER test print outs

>>>Extensive Practice

>>>>Critiquing and comparing past written GED responses

Topics and activities that result in good responses

In your opinion, who is the G.O.A.T. greatest of all times, (in sports, entertainment, history, personal etc.) of your choice. Include 3 claims and evidence to prove your point

What is one things that needs to be fixed in this facility? Use Claim, Reason, Evidence, Connection

Develop an argument and write a letter to the Parole with evidence to support your claim that they should release you.

Court Case *Tinker v. Des Moines, Cyber Libel*



Share time 3

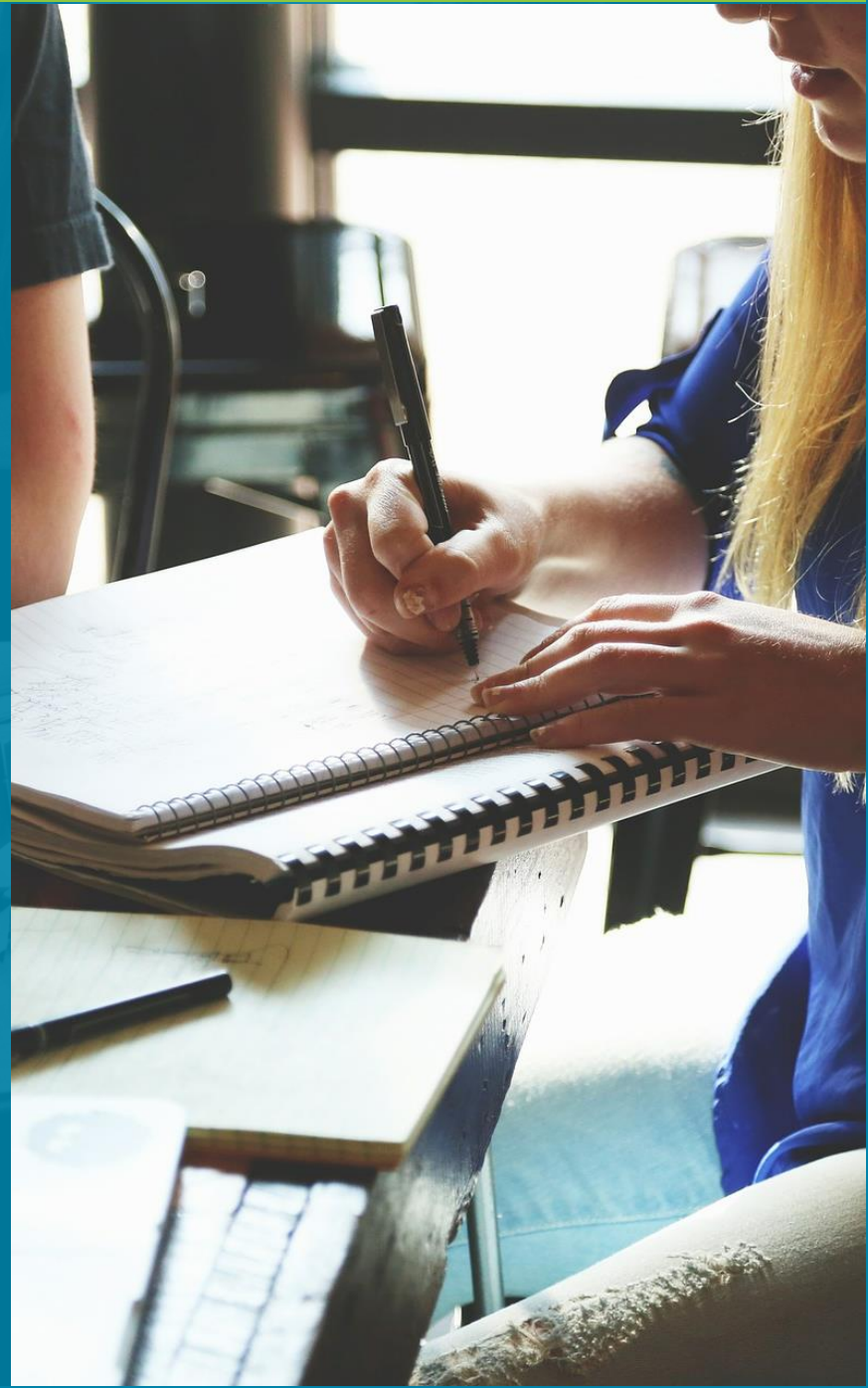
Rise/run, stretch/seek, someone new.

Share ideas for the Extended Response



Getting Started

The Bjork way



What would you say if your frustrated student says...

- “I can’t do math... never been able to do math. No one in my family can do math. I hate math”
- “That’s the problem, my teacher started putting letters up there... I quit going to math class.”

“Where’d you’d get that number 4 ?”

“My strategy for passing the Ready math test today?
I’m gonna guess, I’ve always been a good guesser.”

math?!?

Teachers: Just log into Zablezoot, scroll down to the Zorkle app and have the kids work on the assignments sent through Kracklezam or check the links posted in Zumblekick.

Parents:



Changes in Math

because of COVID... I “met” the Bjorks (online of course)

Changes:

1. Vary the conditions of practice
2. Spaced repeated study sessions
3. Practice retrieving rather than reviewing
4. Interweaving study or practice

Results: GED testers passing on the first try.

Intermediate students improving on post tests.

Robert & Elizabeth Bjork ; You Tube TED talk March 7, 2019, *How to Study to Maximize Performance*

<https://bjorklab.psych.ucla.edu>

Robert and Elizabeth Bjork say

*The brain requires that we take breaks and rest at intervals. We learn in the pauses between thinking. Use sufficient informational breaks to allow for mental digestion.

*Process of forgetting and then forcing ourselves to relearn...strengthens the memory trace leading us to remember more- “desirable difficulties”

*Learning is more effective if the student solves just enough problems to refresh their minds before moving onto to something new. Later, they can return to the initial topic.

Robert and Elizabeth Bjork say

- “If you can learn something, you can also unlearn it. But once you understand something, you cannot de-understand it. Developing an understanding is the great art of the brain”

“Learning is successful when breaks and distance are built in “spaced learning”. The brain is not interested in mass information so much as our ability to connect the information”

Desirable Difficulties

Vary what they choose to study

Create challenges

Vary where they choose to study

Choose an place to study,

Change the study place

Take the test

- **Spaced repeated study**
 - Delay study episodes
 - Practice retrieving rather than restudying
- **Interweaving study**
 - mix or alternate materials to optimize performance

When you're stuck, try something new

Part 1

Relate math to *real life* situations

Write out what you are doing and *read it* aloud.

Give a wrong answer and figure out why it's wrong

Always have questions

Volunteer to be the *board problem solver* and/or *board problem solver helper*

When you're stuck, try something new part 2

Skip early, skip often

Do the problem *forwards and backwards*

Practice many “*when given*” problems

If you're right, change the numbers; *do it again*

Drawing and guessing does count if you're right

Use as many resources as you can

8 Habits of Math Teachers who value Productive Struggle

- 1. Call on students who do not have the answer.
- 2. Praise students for perseverance in problem solving, not for being smart
- 3. Display work that shows creative problem solving, not for being smart
- 4. Provide non-routine problems that can't be solved with a memorized formula

8 habits of math teachers who value productive struggle



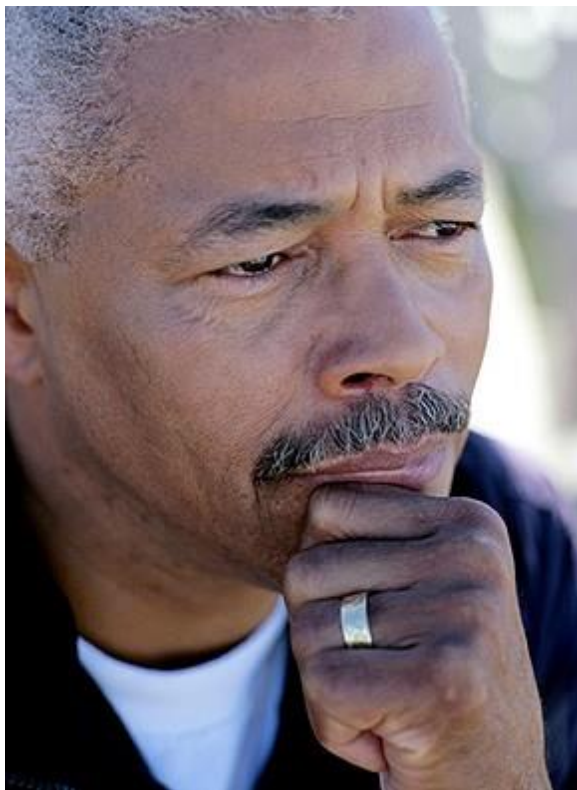
- 5. Give students informative feedback
- 6. Don't give easier work to struggling students
- 7. Allow students time to ask questions and tinker with ideas
- 8. Encourage having a growth mindset
- STMath created by Mind Research Institute
- Stmath.com/productive-struggle-math-rigor

Testing Strategy for GED Mathematical Reasoning Test

Teach students to . . .

- Tackle problems in three ways
 - Do problems that are easily and quickly completed
 - Go back to problems that will take a little longer
 - Save the most challenging problems for last
- Use your reading skills to determine what the word problems are asking
- Take advantage of the erasable whiteboards and calculators
- Check answers carefully

Share your thoughts/student comments with us about the GED Math test.



Almost done...have you met everyone?

Complete
this
statement-
“The best
motivational
technique...”



“Biohack Your Brain”, Kristen Willeumier

To Manage Stress:

Take a brisk walk

Laugh

Hydrate, Hydrate

Make a stress free time

Sniff stress away

Eat blueberries

Eat 1 square of 70% dark chocolate daily

Learn a new word every day

Sleep

Make a daily grateful list

Write with non-dominant hand

Visualizes ways to improve days

Sit up straight

Brain activities

Read for ½ hour a day

Master a new word

Become an artist

Draw upside down

Draw upside down with your non-dominant hand

Learn a new language

Volunteer

Do focus activities

Change your routines

Try something new

Laugh

Minimizing Barriers to Learning

Challenges of the future ?



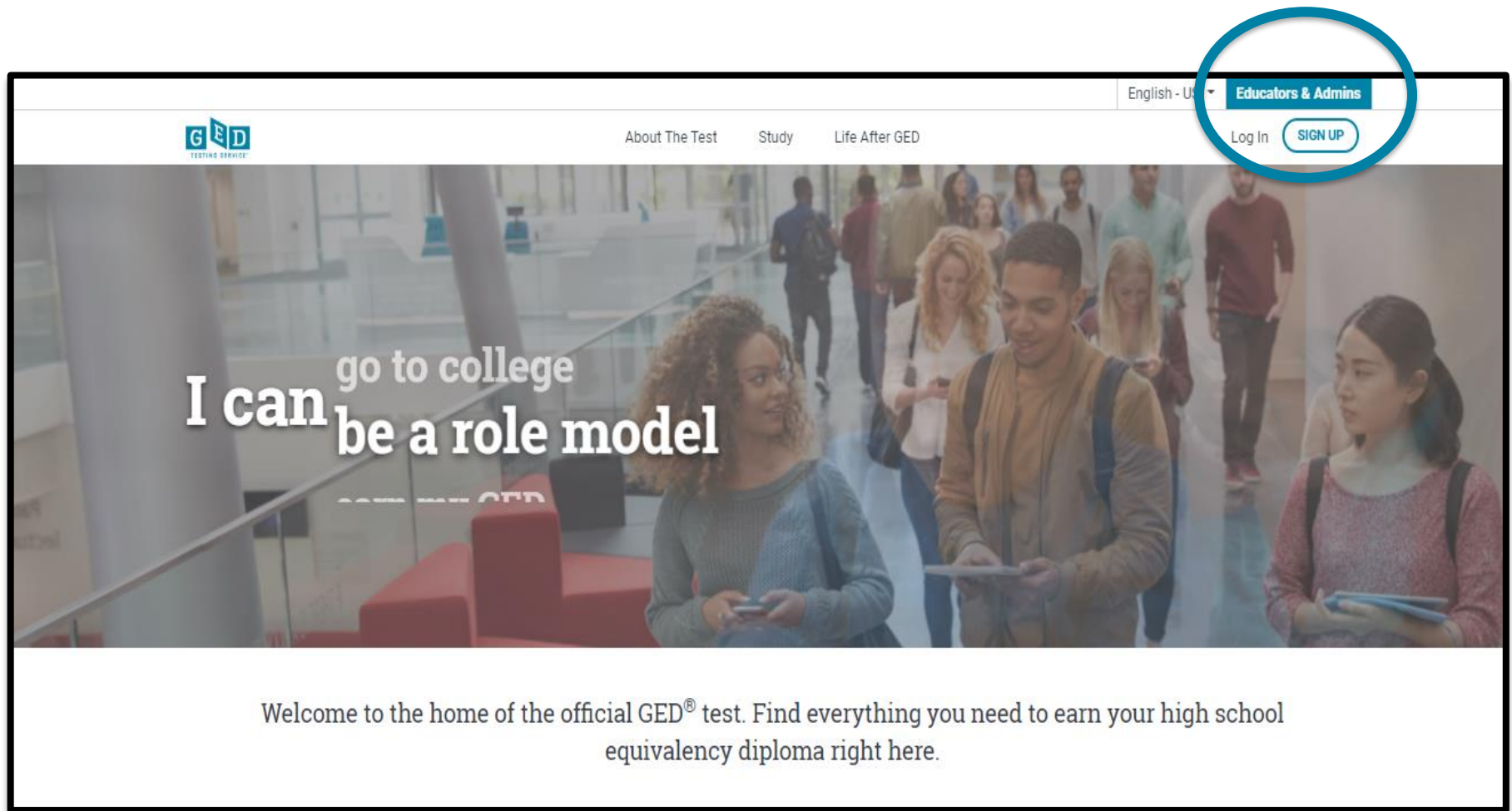
Remember



- You teach people.
- You overcome challenges every day.
- You do an amazing job.
- You are very important.
- Congratulations! Thank you.

Q & A

https://ged.com





Thank you!

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