

# Beginning Logical Thinker I

## (7-11 yrs. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
<b>Curriculum</b>	<p>Curriculum made personally relevant to the students' life experiences</p> <p>Continuous and frequent feedback on competencies attained and mastery achieved which is communicated to the student AND family</p>	<p>Emphasis on rote learning without beginning critical thinking opportunities that provide the student experiences in considering multiple variables in the reasoning process</p> <p>Rote learning not specifically made personally relevant to the student and his/her life experiences</p> <p>Mastery/competence information provided infrequently</p>
<b>Teaching Strategies</b>	<p>Discussion, dialogues, projects, simulations, critical essays, projects and other "multiple output opportunities" to demonstrate understanding and provide interaction opportunities with peers and adults</p> <p>Frequent mutually satisfying interactions between the student and teacher</p> <p>Structured environment with on-going teaching and support for students' mastering task organization (e.g., time, space, materials)</p>	<p>Lecture/read/regurgitate approaches without opportunities for collaborative work or discussions or critical essays and project opportunities</p> <p>Lack of opportunities for personally satisfying interactions with the teacher</p> <p>Lack of teaching task organization and plan sequencing</p> <p>Lack of environment structuring</p>
<b>Behavior Support</b>	<p>Continuous positive feedback on behavior mastery to student AND family</p> <p>Explaining the "fairness" of rules. "Fairness is everyone getting what they need, not fairness is everyone getting the same thing."</p> <p>Involving students' in problem-solving processes when difficulties are present</p> <p>Interspersing less-desired with personally-desired activities, as well as: Beginning attempts to induce insight and self understanding, beginning appeals to logic and higher order concepts</p>	<p>Excessive reliance on intrusive reinforcers</p> <p>No reliance on self-understanding techniques, nor student involvement in problem-solving and perspective taking,</p> <p>Infrequent positive feedback to student AND family</p> <p>Lack of rotation between desired/less desired activities</p>