

Working with Diverse Students: Tip Sheet

The power of instilling [Growth Mindsets](#):

- Students believe that ability can change as a result of effort, perseverance, and practice
 - Student see mistakes as a way to learn, embrace challenges, and persist in the face of setbacks.
 - Praise the effort, not the outcome!
- Introduce the concept of neuroplasticity: brain's ability to grow and reorganize itself as a result of hard work and use of strategies during challenging tasks.

Learning occurs through trial and error; failure is a normal part of learning.

Power of Habit

- Habit Loop ([DuHigg](#)): changing the routine to achieve the same reward

[Brown Model of Executive Function \(EF\)](#)

An easy to understand model of EF. Provides a common vocabulary you can use with colleagues and students

Six constructs: **Activation | Focus | Effort | Emotion Regulation | Working Memory | Action**

- Emphasize with students that we all have EF strengths and weaknesses
- Employing EF is effortful and consumes cognitive resources
- Our cognitive space, or “load”, is limited!
 - Awareness of this is crucial and we can work to reduce cognitive load through clear directions and routines.

Metacognition

Thinking about thinking. Getting student to be aware of how they learn, and the complexities involved in academic tasks, can go a long way towards improving student self-efficacy and confidence.

Metacognitive tools include

- [cognitive wrappers](#)
- [motivational interviewing](#)
- self-assessment of EF

Nondirective approach to working with students

- Provide a neutral and non-judgmental space.
 - Create a space where students feel valued and respected.
- Build trust with students.
 - Know that this takes time. But when you as a student realize that you can trust folks around you, it becomes a *“safe place to fail”*.
- Use curious questions.
 - That means asking what, when, where questions, but NOT why questions. When we ask, “why did you”, it makes many students defensive and they will often give you the response they think you want to hear. It undermines the trust and the designing of safe space.
- Facilitate student self-identification of goals
 - Creates student ownership and accountability.
 - Empower the student.
 - Do not jump in to try and solve every problem or issue the student has.

Universal Design for Learning

Proactive approach to designing the learning environment.

3 principles:

- Provide multiple means of representing information
- Provide multiple means of engaging students
- Allow students to provide multiple means of expressing their knowledge

Self-Regulation

- Cognitive reappraisal—a simple, but powerful technique.
 - Simply put, this is a technique to change one’s perspective on a stressful situation.
 - I.e., finding the silver lining in dark cloud.

Recognizing motivational barriers, such as:

- poor sleep hygiene
- stress and anxiety
- stereotype threat

Ways to overcome motivational barriers:

- Exercise
- Mindfulness meditation
- Nutrition
- Nature exposure