Tools of the Mind Curriculm

By: Carina Bergouignan
Shanteisha Howell
Stephanie Llanes
Lindsay Matute
Natania Quiros
Erica Toledo

History on Tools of the Mind

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- The Tools of the Mind program was created in 1933

- It was created in mind with improving education and the way children learn by using new methods

- The creators of Tools of the Mind were Dr. Elena Bodrova and Dr. Deborah Leong

- The "Tools of Mind" concept was a concept that came from Vygotsky who wanted to help solve the problems of the world using our mental abilities

- Vygotsky wanted children to succeed in all aspects of life not only at school

- The tools of the mind is a way for children to learn to control their behaviors such as physical and social-emotional behaviors

- Dr. Bodrova wrote 2 books which combined her theories with Vygotsky's theories

What are the Tools of the mind?

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Tools of the mind is a model to support child development based on how a child not only develops but learns

This includes self-regulatory, social, emotional, physical, cognitive developmental created to help students excel beyond the school environment

Tools of the Mind is currently being implemented on 30,000 children in Pre-k and Kindergarten classes

In Pre-k literacy, math and science are always connected to functions and developmental skills

Children also learn to plan their play to learn how to challenge and engage themselves while also supporting literacy. Literacy is supported by the student drawing themselves at the center they plan to play at and by the middle of the year they can write what center they want to play at as well as their name

# Biltmore School (Reggio Inspired, International Baccalaureate)

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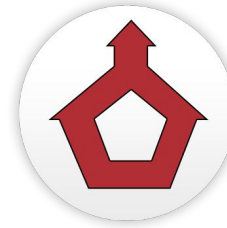
- The Biltmore school was founded in 1926 in Coral Gables
- It began as a preschool and continues to provide schooling for preschool students as well as elementary school students
- They are involved in Project Zero is a project that promoted thinking, creativity, self-reliance, and helps children embrace thinking outside of the box
- Their curriculum is diverse exploring multiple intelligences, individual learning styles and modalities
- Florida International University had a partnership to help explore visible thinkinking and promote critical, abstract and intelligent thinking for students of all ages.

Biltmore School (Reggio Inspired, International Baccalaureate) CONTACT INFORMATION

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The Biltmore School is located on: 1600 South Red Road, Miami, Fl 33155, USA

Phone number: 305-266-4666

School website: http://www.thebiltmoreschoolfl.com/
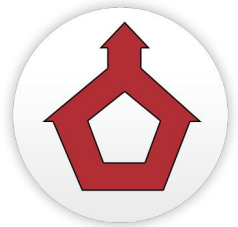
The Role of the Teacher

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• Tools main goal is for children to develop the ability to learn to perform independent tasks and the goal for teachers is to make sure they monitor children's attention and check for understanding.

•Teachers facilitate the transition between make-believe play to playing games with rules.

•Pre-K teachers need to understand how to promote the kind of play that promotes listening comprehension and self-regulation.

•Teachers receive training in the form of video exemplars and coaching support in order to implement the programs correctly.

Self-Regulation and the Teacher

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•Teachers that have a great deal of self-regulation are more adept at making the transition to enforce self-regulation teaching strategies.

•Tools requires teachers to abandon reinforcement strategies and instead focus on building intrinsic motivation; teachers have to implement in children the understanding of how to follow rules on their own when a teacher is not there.

• Activities in the tools curriculum focus primarily on self-regulation therefore there are games for these practices that have been embedded into academic content.

The Role of the Teacher

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•Teacher's feedback to children should not focus on the fact that the child made an error, but what the child needs to do to correct the error.

•Tools teachers give immediate feedback when a child makes an error instead of focusing on the total number of right and wrong answers after an error.

•Teachers must abandon behavior management systems and let children develop strategies to conform to class rules (like having a "dispute bag") rather than having more "time outs."

•Children are encouraged to learn to settle conflicts themselves rather than having the teacher intervene.

The Role of the Child

The main goal of the Tools of the Mind is to have successful learners reach their full potential

Through the curriculum, children are believed to become the masters of their own behavior

Children will participate in literacy, math and science activities to build executive functions and self-regulation skills

In the classroom children are expected to reach their full learning capacity rather than being pushed to learn based on the age level of the classroom.

The Role of the Child

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Each child is treated as an individual with different learning capabilities

Within the classrooms many themes are used throughout the year. Children help in creating the themes by coming up with new ideas as well as making props and decorations.

Throughout the day children will work in groups, small groups, partner activities and activities with the teacher.

The Role of the Child
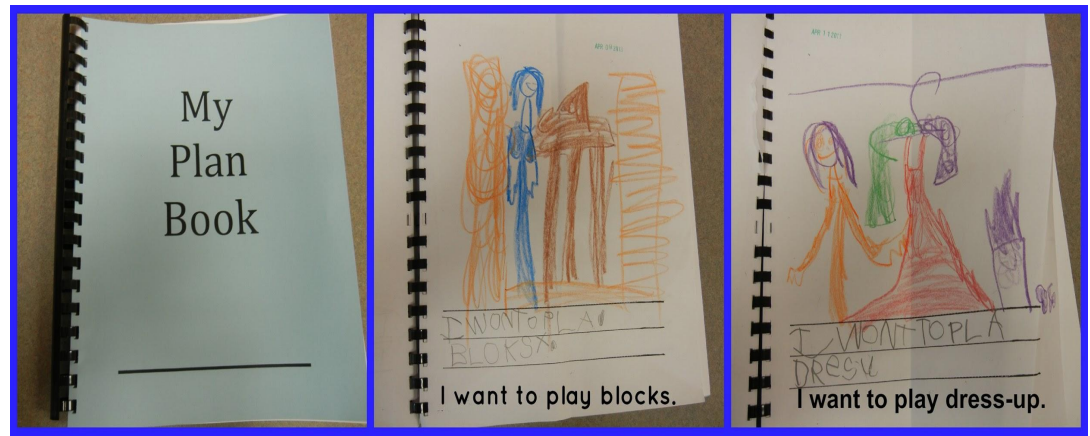
In preschool, children are expected to participate in "play planning". Children are asked to draw and describe exactly what they will do during their play. This will help them to become self-regulated learners.

These plans follow in kindergarten classrooms but instead of drawing they are asked to write out the plans or goals that they personally have each day and week.

Children are expected to work together in Kindergarten to help each other reach their goals and plans for the day.

The Role of the Child

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Students are expected to recall many facts at any given time and can write at their own personal stage of writing development.

Children's learning is scaffolded by the teachers through research and working closely with each individual child. This helps children to monitor their own learning and plan out what they want to accomplish.

Through this curriculum, children have the opportunity to self-regulate their learning and become proud of what they accomplish through play and exploration.

The Role of the Environment

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Teachers provide students with an environment that supports self-regulation and the development of executive functions.

Self regulation is a child's ability to successfully interact socially with others.

The environment a child is exposed to at an early age influences their ability to self regulate.

Children in a Tools classroom are often partnered up with other students in the class to engage in positive play interactions.

The Role of the Environment

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The classroom layout is set up so that children can engage in imaginative and meaningful play.

Resources for the children include stick puppets, "dress up" outfits, and props.

Play centers are centered around a theme.

Ex: Pre-k classrooms with a grocery store theme- The classroom would be decorated like a grocery store and the toys the children would play with would be related to the theme.

A kindergarten room may have a theme about outer space or a place they have never been to- The centers and lessons would revolve around the given theme.

# The Role of the Environment

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The resources used in center areas are inclusive of literacy and play materials that reflect diverse populations.

The environment in a Tools of the Mind program gives students ample opportunities to interact with their peers and teacher- this children develop social skills that are crucial to their development.

The open-play environment gives children the opportunity to make their own choices.

The Role of the Family

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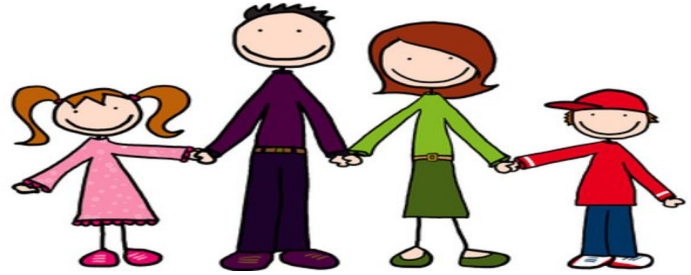
Parents with children enrolled in a Tools of the Mind program can do a lot at home to help support self-regulation and executive functions.

Self-regulation allows children to achieve success in social interactions and learning.

Self-regulation and executive functions develop through engagement in make-believe play or dramatization. This kind of play creates a strong foundation for learning later on.

Children's early home and school environment plays a big part in shaping their development.

Strategies to Try at Home

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★ **Make-believe Play and Dramatization**

★ Children in preschool and kindergarten should engage in mature make-believe play.

★ Parents should act as a "play mentor" and model different types of play.

★ For example: Show your child how to use a household object such as a vacuum cleaner.

★ As your child's make-believe skills grow, you can add more roles to play such as the "customer" at a store or the "patient" while at the doctor.

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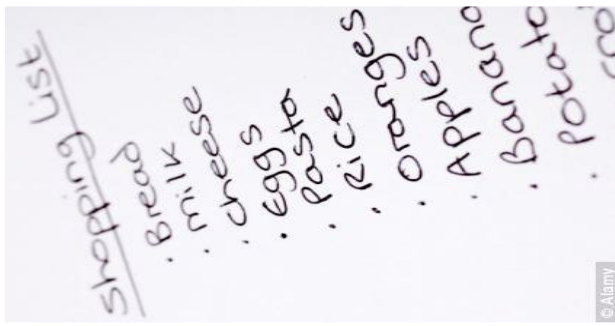
★ **Model Appropriate Behavior (Think, Plan, Regulate Behavior)**

★ In order to develop self-regulation at home, parents should model the behavior they'd like to see their children show.

★ Lead by example!

★ A few ways to help your child develop self-regulation:

★ Create a shopping list for the grocery store. Have your child help with the list.

★ Have a planner or calendar to write down important events.

Strategies Continued…

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★ **Establish Routines**

★ Creating a routine or a schedule at home for your child will help with regulation and executive functions.

★ A few examples of routines that you can establish are:

★ A set time window for completing homework.

★ Morning routine - example: brush teeth, get dressed, eat breakfast

★ Having a bed time, as well as setting an alarm clock to wake up at a certain time every morning.

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★ **Self-talk or Private Speech**

★ We all talk to ourselves, whether it be outloud or in our heads.

★ To remember things like a phone number or how to get somewhere, we repeat it to ourselves.

★ Children should do the same, except they cannot yet think quietly and in their head.

★ Telling children to speak to themselves out loud will help them learn.

★ It also helps with young children's memory.

References

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