

WHAT WE ARE LEARNING ABOUT LEARNING:

*With Implications
For What We Should Be Reaching In Teaching*

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Opportunities for New and Renewed Capabilities:

- We now have the opportunity to identify - and even localize - the essential brain processes and “*neurodevelopmental functions*” that must be activated in a student for optimal learning and productivity to be realized.
- We now have the opportunity to perform *exploratory surgery on specific tasks and academic expectations* so as to determine which neurodevelopmental functions comprise their essential “ingredients.”
- We now have the opportunity to examine the neurodevelopmental content and demands of contemporary adult careers, so as to *align education with currently called for forms of mind preparation*, while fostering *work life readiness*.
- We now have the opportunity to minimize our stress on neurodevelopmental functions that may potentiate success in school but are unlikely to harbor relevance for fulfillment in the adult world.
- We now have the opportunity to track and affect the development of *individual functions and their evolving roles* over time - as children navigate their years in school.
- We now have the opportunity to develop and apply specific pedagogic approaches and curriculum advances that will equip educational systems to strengthen *explicitly* those neurodevelopmental functions likely to exert enduring impacts on the lives of every student.

- We now have the opportunity to help students learn about *learning while they are learning*, i.e., acquire the needed insights on how to operate their minds in a more conscious and explicitly goal-directed manner.
- We now have the opportunity to enable students to *understand their own kinds of minds*, their personal neurodevelopmental strengths, shortcomings, and affinities.
- We now have the opportunity to determine in an individual case when a particular function is missing or else under-developed, i.e., *where the breakdown is occurring* when a student struggles inordinately with a specific academic demand.
- We now have the opportunity to describe with some precision the *individual neurodevelopmental profiles* of all students and respond to the present and future implications of these evolving profiles.
- We now have the opportunity to bridge the alarming *gap between clinical practice and education*.
- We now have the opportunity to form *new partnerships* between parents, clinicians, schools, and students themselves based on a joint effort to understand and nurture mind growth.
- We now have the opportunity to educate regular classroom teachers to become *the lead neurodevelopmental observers* of students, serving as the community's practicing developmentalists (especially with regard to the age group and/or content they teach).
- We now have the opportunity to cultivate educators as "*classroom phenomenologists*," who are keenly aware of the reality that most of the most vital thought processes and learning pathways are not on any test and can never be reflected in any set of standardized test scores.

- We now have the opportunity to acknowledge and respond to *the diversity that exists among learners*, recognizing that many minds may appear on the surface to be deviant or dysfunctional or disabled while, in reality, they are *highly specialized*.
- We now have the opportunity to acknowledge, exploit, and celebrate this unquestionable diversity of student minds in the ways we offer *alternative educational pathways* and in the processes we deploy for evaluating their learning and accomplishment.
- We now have the opportunity to mobilize a concerted effort to *strengthen the strengths and affinities of all students* (i.e., “asset management”) and to perceive this goal as one of education’s highest priorities.
- We now have the opportunity to prevent the tragic and needless *humiliation and lowering of aspiration* that takes place when a young mind is misinterpreted and perhaps falsely accused or unjustly “put down” or written off.
- We now have the opportunity to launch a new humanistic/scientific era in education, one that focuses specifically on the growth of individual minds based on what we are learning about the developing brain and the learning processes and fortified by an unwavering commitment to *neurodevelopmental pluralism*!

RESOURCES

Learn more about these resources today at the **All Kinds of Minds ASCD Exhibit Booth 1257** or by visiting **www.allkindsofminds.org**.

Schools Attuned® Program

The Schools Attuned Program is a comprehensive yearlong professional development program for K-12 educators. The purpose of the Schools Attuned Program is to equip teams of educators with new knowledge, skills, and strategies so that sound, defensible professional judgments can be made about instructional practices with struggling learners. The Program is based on over 30 years of work by renowned pediatrician, Dr. Mel Levine, Co-Chair and Co-Founder of All Kinds of Minds and Director for the Clinical Center for the Study of Development and Learning, his expert colleagues at All Kinds of Minds, and other leading researchers in the field of neuroscience and education. The program is offered across the US and Canada, including On-Demand courses, where the program is brought to your school, district, or one nearby.

Further information is available at ASCD Exhibit Booth 1257, www.allkindsofminds.org/sa, or 888.956.4637

Student Success Program™

The Student Success Program uses the philosophy and framework of All Kinds of Minds to help students who are struggling to succeed in school and in life. The Student Success Program offers individual student assessments and provides training for clinicians in the dynamic, phenomenological approach to assessing and addressing learning differences developed by Dr. Mel Levine. All Kinds of Minds has Student Success Program locations in Chapel Hill, NC and New York City, NY.

Further information and contact form available at www.allkindsofminds.org/ssp or call 888.956.4637

Developing Minds - a groundbreaking multimedia library from WGBH and All Kinds of Minds

Featuring Dr. Mel Levine and the All Kinds of Minds approach to learning, the Developing Minds series fosters a thorough understanding of differences in learning and the process for working with each child's unique learning profile. Classroom footage and interviews with students, parents, teachers, and learning experts demystify complex concepts. The series includes 22 tapes and 18 viewing guides.

Developing Minds is available from WGBH Boston Video at www.shop.wgbh.org/DevelopingMinds

The Mind That's Mine - developed by All Kinds of Minds in collaboration with the Schwab Foundation for Learning

The Mind That's Mine is a unique curriculum about thinking and learning designed for upper elementary school students. The program focuses on how children learn, how they learn how to learn, and how their different abilities enable them to acquire the skills they need to succeed academically and socially.

The Mind That's Mine is distributed by Educators Publishing Service, Inc. (800) 225-5750 or online at <http://www.epsbooks.com/akomindex.asp>

RESOURCES - FOR PROFESSIONALS AND PARENTS

A Mind At A Time

Author: Dr. Mel Levine

This book explains how to identify individual learning patterns in children and maximize their success in life.

Developmental Variation & Learning Disorders (2nd Ed)

Author: Dr. Mel Levine

This reference guide offers comprehensive information about developmental variations in children that can lead to learning disorders.

Educational Care

Author: Dr. Mel Levine

This book presents a way of thinking about many of the common forms of learning disorders, their recognition, their implications, and their management.

Ready or Not, Here Life Comes

Author: Dr. Mel Levine

Dr. Levine's latest book focuses on the way in which we need to go about preparing kids for the real world and career success.

The Myth of Laziness

Author: Dr. Mel Levine

As it explores the dysfunctions that result in output failure, this book uncovers some of the principal ingredients of successful output.

RESOURCES - FOR STUDENTS

All Kinds of Minds

Author: Dr. Mel Levine

This book was written to help children in the elementary grades (7-11 years old) understand how they learn and how they may have different strengths and weaknesses in some areas of learning.

Jarvis Clutch - Social Spy

Author: Dr. Mel Levine and Jarvis Clutch

Jarvis's spy notes provide a bird's eye view of the often-traumatic social experiences that middle school students are bound to encounter.

Keeping A Head In School

Author: Dr. Mel Levine

This book was written to help older students (from 11 years and up) understand and appreciate their own distinct learning profiles.

Resource excerpts and ordering information available at www.allkindsofminds.org