

Quick Consolidation: Manage the Cognitive Load

Cognitive load issues are huge with students from poverty. You may see and hear students in class who often seem distracted, unfocused, inattentive, and impulsive. These are common symptoms of a stress disorder, because when the brain is consumed with survival, it uses up mental space it needs for academic excellence. You can either notice the issue and make the students the problem or change what you do and help them succeed. With this firmly in mind, answer the following reflection questions on what you've learned about helping students manage their cognitive load.

1. What do you know or understand about cognitive loads and how they affect student behavior and importance that you didn't know when you started this chapter?
2. What tools from this chapter can you use in your practice to help students manage their cognitive load?
3. What are some ways you can adapt these strategies to your specific instructional focus and needs?
4. What strategies from the relational or positivity mindsets can you use in conjunction with the strategies in this chapter to better recognize when a student has reached his or her cognitive limit and requires intervention to ease his or her load?
5. In what ways will you shift your instructional practices to make more time for students to learn retrieval skills? What will you do differently to ensure this time focuses specifically on sound retrieval practices instead of recall?