



Available Book Study Topics from CLC Network

Book studies average about twelve weeks and are led by a professional educator.

1) Attention Deficit Disorder - The Unfocused Mind in Children and Adults

Course Book: *Attention Deficit Disorder - The Unfocused Mind in Children and Adults* by Thomas E. Brown, Ph.D.

This online book discussion is for professionals who are concerned with understanding and responding effectively to children and adults diagnosed with Attention Deficit Hyperactive Disorder (ADHD). Understanding of ADHD has changed dramatically in the past ten years, migrating from discussing ADHD as a matter of “will” to understanding brain function as the focal point of ADHD.

Participants will offer reflections, critiques, and application of Brown’s assertions and be challenged to consider both the physiological and social influences associated with ADHD.

2) Creating Schools for All Kinds of Minds: Investigating Learning Variation

Course Book: *Schools for All Kinds of Minds: Boosting Student Success by Embracing Learning Variation* by Mary-Dean Barringer, Craig Pohlman and Michele Robinson

In *Schools for All Kinds of Minds*, the authors provide an investigation into the science of learning and teaching. Ideas offered in this book are based on important work on learning done at the All Kinds of Minds Institute. *Schools for All Kinds of Minds* shows how educators can frame learning variations in ways that help both students and teachers raise achievement *and* manage frustration. *Schools for All Kinds of Minds* will serve as a catalyst for considering steps educators can take to design learning environments and learning opportunities that are “learner-centric.”

Topics addressed in this course include:

- Centering learners in the work of schooling
- Bringing the science of learning into the classroom
- Understanding key ingredients of learning
- Knowing students as learners
- Developing a fresh perspective on behavior
- Boosting writing skill
- Creating schools for all kinds of minds

3) Flipping Your Classroom 101

Course Books: *Flip Your Classroom: Reach Every Student in Every Class Every Day* by Jonathan Bergmann and Aaron Sams

Flipping 2.0: Practical Strategies for Flipping Your Class compiled by Jason Bretzmann

In the last several years, “flipping” the classroom has become a leading pedagogical model in which K-12 students watch course lectures at home and ask questions, complete assignments, and participate in discussions within the classroom. Originally pioneered by educators Jonathan Bergmann and Aaron Sams, the flipped model has transformed classrooms and created deeper learning and engagement for students.

In this book study, we will investigate the principles and practices involved in flipping your classroom. You will gain the knowledge and skills needed to flip your classroom through course readings and discussion, as well as feedback from the instructor. We invite elementary, middle, and high school general educators from all subject areas to join learn from the techniques and ideas presented in this online book study.

4) Neurodiversity: Discovering the Extraordinary Gifts of Brain Differences

Course Book: *Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences* by Thomas Armstrong, Ph.D.

In his book, *Neurodiversity*, Thomas Armstrong, PhD emphasizes the positive dimensions of conditions typically labeled as disabilities. He argues that if given the right environment or context, children and adults with identified disabilities

can thrive. Armstrong challenges readers to see disability not as a handicap, but as a neurological difference to be celebrated and supported.

Through readings and discussions in this online book study, we will explore the concept of neurodiversity and its application to our schools and classrooms. We will focus on understanding neurodiversity—what it means, where it comes from, and how the concept can reframe our thinking about disability. We will unpack the positive and negative implications of neurodiversity and discover how reframing our thinking of disability influences teaching and learning.

5) *Neuropsychological Perspectives on Learning Disabilities in the Era of RTI*

Course Book: *Neuropsychological Perspectives on Learning Disabilities in the Era of RTI: Recommendations for Diagnosis and Intervention* by Elaine Fletcher-Janzen and Cecil R. Reynolds

Neuropsychological Perspectives on Learning Disabilities in the Era of Rtl is a revolutionary volume presenting the latest research from leading scholars about the contributions of neuroscience and neuropsychology as it relates to Response to Intervention (Rtl) in learning disability identification, diagnosis, and recommended interventions.

This collective work includes contributions from more than thirty neuroscientists, neuropsychologists, clinical psychologists, and school psychologists with training in brain-behavior relationships.

Participants will be challenged to apply their studies to their position.

6) *Brain Rules*

Course Book: *Brain Rules* by John Medina, PhD

Our study of Medina's book will explore how you can help maximize both you and your student's performance by understanding the impact of sleep, diet, and exercise.

Participants will offer reflections, critiques, and application of Medina's assertions.

7) *Mind, Brain, and Education: Neuroscience Implications for the Classroom*

Book: *Mind, Brain, and Education: Neuroscience Implications for the Classroom* by David Sousa, Ed.D.

In this study, we will learn how recent research on the brain can influence school structures and pedagogy. These recent discoveries of the living brain provide an opportunity to reconsider how the art of teaching can become the science of teaching.

This book contains important potential to transform how we teach and how our students learn. By participating in this workshop, you will be prepared to apply current neuroscience findings to your profession. You will be challenged to develop an understanding of students and learning that fits within your faith.

8) *Lost at School: Why Our Kids with Behavioral Challenges are Falling through the Cracks and How We Can Help Them*

Course Book: *Lost at School: Why Our Kids with Behavioral Challenges are Falling through the Cracks and How We Can Help Them* by Dr. Ross Greene

In *Lost at School*, Greene puts into context the students who challenge the system and who receive an almost countless number of detentions, suspensions, and expulsions. He calls into question the policies and practices intended to strengthen control in schools, as he reflects on data that suggests behavior problems and dropout rates have increased.

In the face of what seems like a bleak situation, Greene offers hope. In this book, Greene describes students who challenge the system, while providing insight into their behavior that point out *how* to work with students toward a goal of helping students reach their potential in a learning community.

Participants will offer reflections and critiques of the assertions made by Greene and will discuss application, or not, of Greene's ideas for working with students who challenge the system.

9) *Restorative Justice Comes to School: Creating Caring Discipline*

Course Books: *The Little Book of Restorative Discipline for Schools* by Lorraine S. Amstutz and Judy H. Mullet

Taking Restorative Justice to Schools: A Doorway to Discipline by Jeannette Holtham,

Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities by Margaret Thorsborne

Restorative Justice focuses on the needs of both rule breakers and those affected by broken rules. In the community, this is often referred to as "justice". In schools, we think of this in terms of consequences for behavior. In a Restorative Justice framework, we search for ways to create communities of responsibility where students are not simply following rules to avoid punishment, but are engaged with the spirit of rules from a sense of community. Advocates of Restorative Justice in school discipline seek to teach responsibility while creating caring climates for all students.

In this book study, participants will investigate Restorative Justice in School, seeking to understand and identify principles that will guide their development of supportive communities that respond effectively to students whose behavior often runs contrary to established rules.

10) Punished by Rewards: A Case for Moving Beyond Rewards and Punishment

Course Book: *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* by Alfie Kohn

Workshop participants will read and discuss Kohn's critique of the seemingly universal acceptance of offering rewards for students' school performance. Kohn establishes a case *against* the use of rewards by tracing the history and the legacy of society's acceptance as *normal* the perspective that people operate as responders to rewards (or as avoiders of punishment).

Participants will explore Kohn's case against rewards and will discuss alternative views of understanding students' motivations and actions. In addition, participants will discuss Kohn's ideas and suggestions for moving beyond rewards in schools, including developing good kids without relying heavily on *goodies*.

11) Toward a Theology of Special Education: Integrating Faith and Practice

Course Book: *Toward a Theology of Special Education: Integrating Faith and Practice* by David W. Anderson, EdD

“We will consider the interplay of theology and special education and make clear the relevance of theology in the context of special education. Moreover, I suggest that our work with students who have disabilities is a powerful way to learn more about God and his world.” (Anderson, pxxi)

This book study will focus on how faith integrates with teaching in Christian schools who are striving to provide inclusive learning environments.

12) Sensory Processing: Understanding the Senses’ Role in Learning

Course Book: *Smart Moves: Why Learning is Not all in the Head* by Carla Hannaford

The text is organized into three areas as the author explores sensory processing:

- an accessible description of the three ways of knowing - sensation, emotion and thought
- practical suggestions of ways to move the body to enhance knowing
- an exploration of how to protect our body/mind systems

Our online discussion will help you explore the text more deeply increasing both your knowledge about sensory issues in children as well as building a toolbox of ideas about how to respond to those issues.

13) Why Students Do *Not* Like School: An Investigation of How the Mind Works and What It Means for Teaching and Learning

Course Book: *Why Don’t Students Like School?* by Willingham, D. T.

In his book, *Why Don’t Students Like School?*, Daniel Willingham, Ph.D., a cognitive scientist, seeks to answer questions about how the mind works and what it means for the classroom. Recognizing that a significant gap exists between research and practice, Willingham moves from the laboratory the mental processes under study and applies them to the classroom. In so doing, he cautions that we cannot simply take a finding from the laboratory and “pop it into

the classroom ...” (p. 1) without thoughtful consideration of how research findings can actually translate to instructional practice.

This book contains important potential to transform how we teach and how our students learn. If you are new to cognitive science, you will develop a working knowledge of brain processes and how they apply to teaching and learning. However, if you have a working knowledge of cognitive processes, you will experience an increase in your understanding of brain processes and application to instructional methods and structures.

Through readings, course discussions, and feedback from the facilitator, you will be encouraged to consider how your work will change as a result of your understanding of cognitive science.

If you are interested in a book study for your school, please contact Katie Barkley, CLC Network marketing communications manager, at 616-855-3106 or kbarkley@clcnetwork.org.