

Thinking & Problem Solving:
What? So what? Now what?
 How families can support students to develop critical thinking skills to support their intellectual growth as well as their overall well-being

Download handouts from link in chat

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Where to learn more

NEWPORT About Knights Counseling Family Resources Help

Information about Newport & family support

Questions? Select a topic below:
 Select Category

Student Services & Information Links

- Student News - announcements & activities
- Grades & attendance information
- Fees & fines
- Getting tutoring & help with classes
- Hot breakfast & lunch at school
- Transportation: Bus & student parking
- Student lockers for storage
- Library at Newport High School
- Navigation: A new tool to plan for the future

Families Supporting Students

- **Parents' Family Guide for Grade Details** - See the overview of Newport's Special Information for every year in the history
- **Continuum of Care & Student Support**
- **PTSA**, also use parent organizations for marketing learning & advocating for students
- Finding information about your student
- Email, phone & other student updates
- Student Fees & fines
- Housing, food, clothing & other help

General Information

- Question? Who can you ask?
- Personal & safe-sensitive environments
- Family News
- Calendars
- Bell Schedules & Events
- Student Handbook: Absences, behavior, activities, rules & more
- Safety & Security

Renting Newport Facilities

- Building Rental
- Performing Arts Center (PAC) Rental
- Field Rental

See link in the chat

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Goals tonight

- Understand how your teen's **physical brain** and **psychological development** shapes how they learn and how you can best help.
- Tools to help **Pause and Process**—work through all three steps of critical thinking and problem solving.

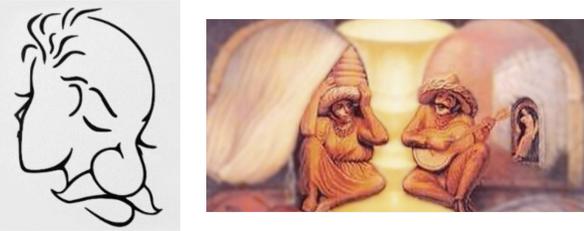
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Two things to know about teen brains

Their perception of the world includes only a small dot in the big picture.

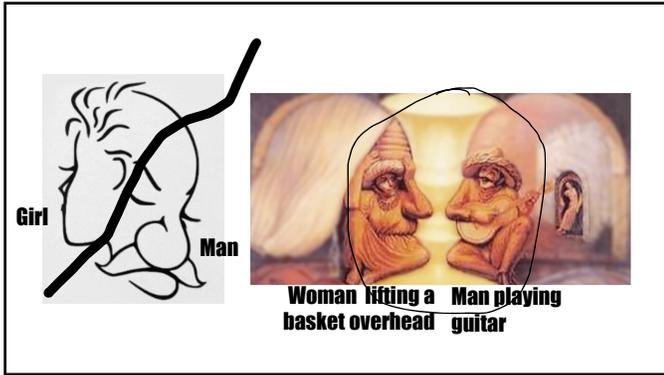
Brain development makes them self-centered (ego centric) regardless of how decent, kind & wonderful they are. It's not them; it's biology.

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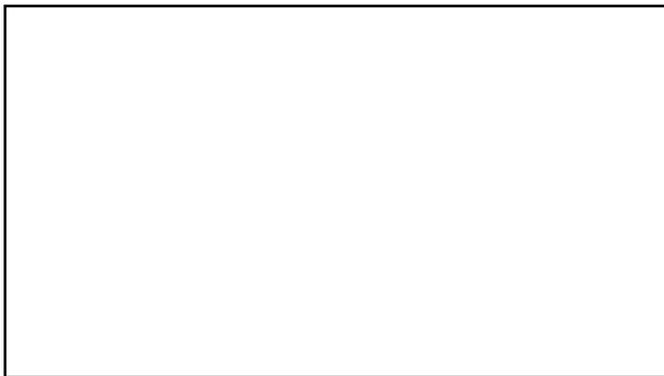


The image contains two side-by-side illustrations. On the left is a simple line drawing of a baby's head in profile, looking down. On the right is a more detailed, textured painting of two faces in profile, facing each other. The faces appear to be made of earth or clay, with visible textures and shading.

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Framework for critical thinking

What?	
What is the situation?	Who was involved?
What do you know?	Where did it happen?
How did it happen?	When does it happen?
Describe it?	What do you know about why?
So what?	
What can you conclude?	
Compare?	Contrast? Analyze?
What else do you need to know?	
Now what?	
What solutions present themselves?	
Which might work?	
When they don't, repeat now what?	

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We must slow them down

Without step two, they can't apply what they learn to new situations

Teens skip step two.
Solution won't work and can't be applied to new situations.
Learn to use step two & return to it again & again until successful.

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Same technique

Notice
Name
Navigate

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Many approaches to same strategy

1 2 3

Four methods for the three basic inquiries of critical thinking
Applies to intellectual problems
Useful in managing Social Emotional challenges

1	2	3
What?	So what?	Now what?
Gather	Process	Apply
3	Name	Navigate
4	K	W
What you Know	What you Want to know	What can you Learn

Question Samples

- What information is provided?
- What is...?
- What led to...?
- List the...
- When did...?
- What additional information is needed to solve this problem?
- What was important about...?
- Give an example of...
- What other ways can you interpret...?
- Predict what will happen to ___ as ___ is changed?
- How can you tell if your answer is reasonable?
- How would you solve this problem?

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Four-year progression of skills at Newport

Helping teens build three-story thinking

Apply

Three-story thinkers describe, imagine, predict—then have a discussion choice through the subject.

Evaluate	Judge	If/Then
Generalize	Predict	Hypothesize
Imagine	Speculate	Forecast

Process

Two-story thinkers can independently compare, reason, generate, using their fact gathering.

Compare	Sort	Infer
Contrast	Distinguish	Analyze
Classify	Explain (Why?)	

Gather

All fact collectors who have no aim beyond their facts are one-story thinkers.

Complete	Identify	Recite
Define	List	Select
Describe	Observe	

12th GRADERS
apply all three independently to add challenges—becoming select at synthesis and evaluation

11th GRADERS
add independent application

10th GRADERS
add independent processing

9th GRADERS
learn to gather independently

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Avoid solving problems!

Brain will NOT develop skill when you do the work.

Brain amazing at saving energy for challenges.

Brain won't create pathways if solution came easily.

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Consider a recent challenge

What method could you have used?

What Specifically might you have asked?

1	2	3
What?	So what?	Now what?
Gather	Process	Apply
Notice	Name	Navigate
K What you Know	W What you Want to know	L What can you Learn

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Thumbs up or down. Did you learn these two things?

- Understand how your teen's physical brain and psychological development shapes how they learn and how you can best help.
- Tools to help them stop bypassing an important step in problem solving.

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Q&A

Submitted in advance or Enter in chat

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