

**M**etacognition, or “thinking about thinking/learning”, is an element of the learning process where students with language-based learning disabilities experience difficulty. Neuropsychologists refer to “meta”cognitive skills as the highest order of executive function, providing the student with the ability to evaluate their learning style and to develop an understanding of what learning strategies or approaches work best. Although metacognition may seem more like a teaching philosophy, there are strategies and techniques that teachers can practice with their students, to engage them in the process of thinking about learning.

With direct instruction, supervision, and validation, teachers can help students formulate, practice, and utilize independently, a system of reliable strategies. Essentially, teachers need to “coach” students and approach learning like a sport.



- Encourage students to “ask for help” to identify their personal strengths and weaknesses.
- Engage students in conversations about learning in the classroom to heighten awareness to the learning process.

Only when students develop an understanding of their own learning process can they advocate for their own learning needs, a valuable skill they can use throughout their academic career and beyond.

*Adapted and Abbreviated from a Presentation by Ann Larsen, Landmark School Outreach Program*

