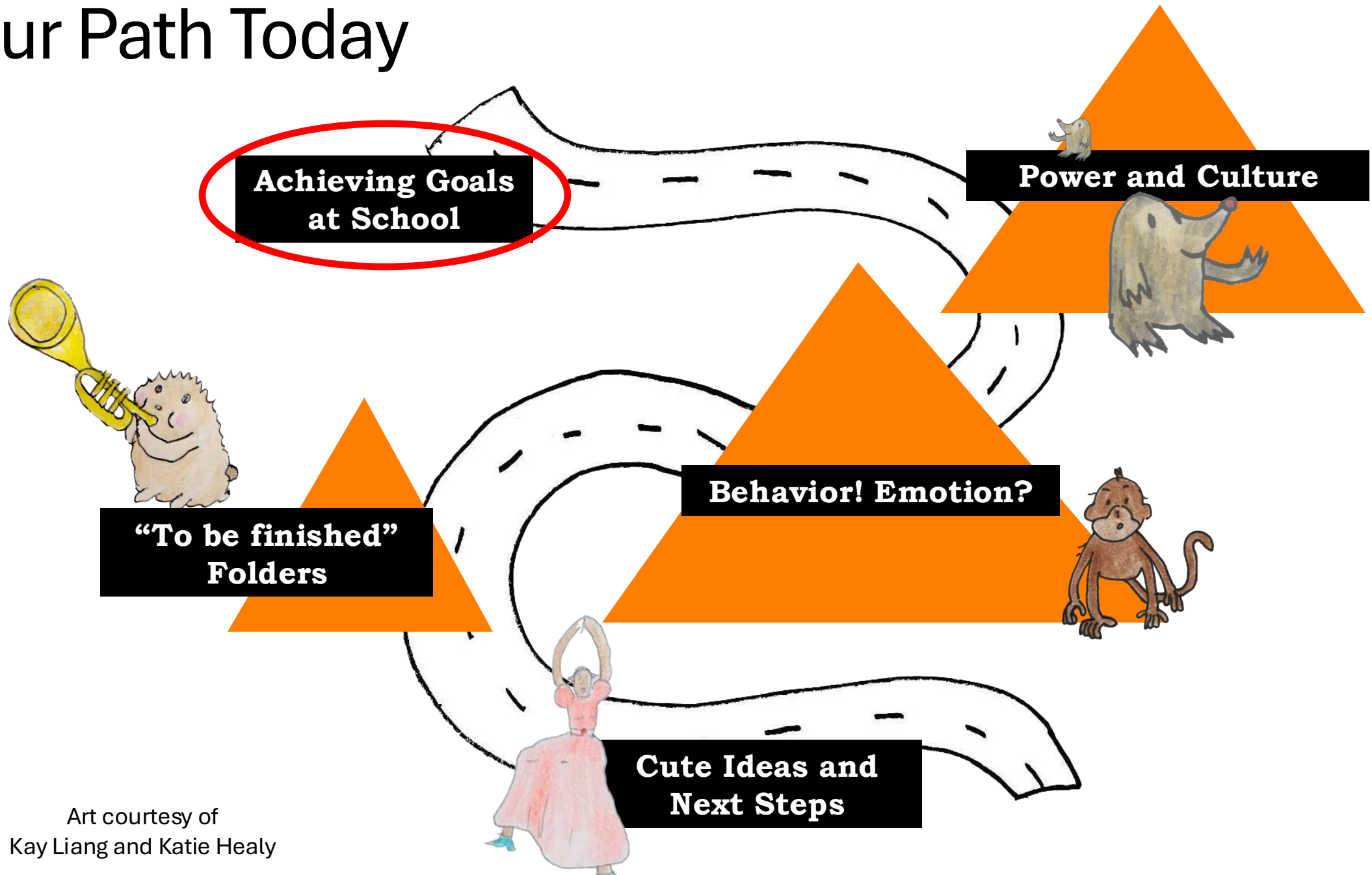


Achieving goals at school: *Tuning* an EF intervention

Dr. Laurie Faith

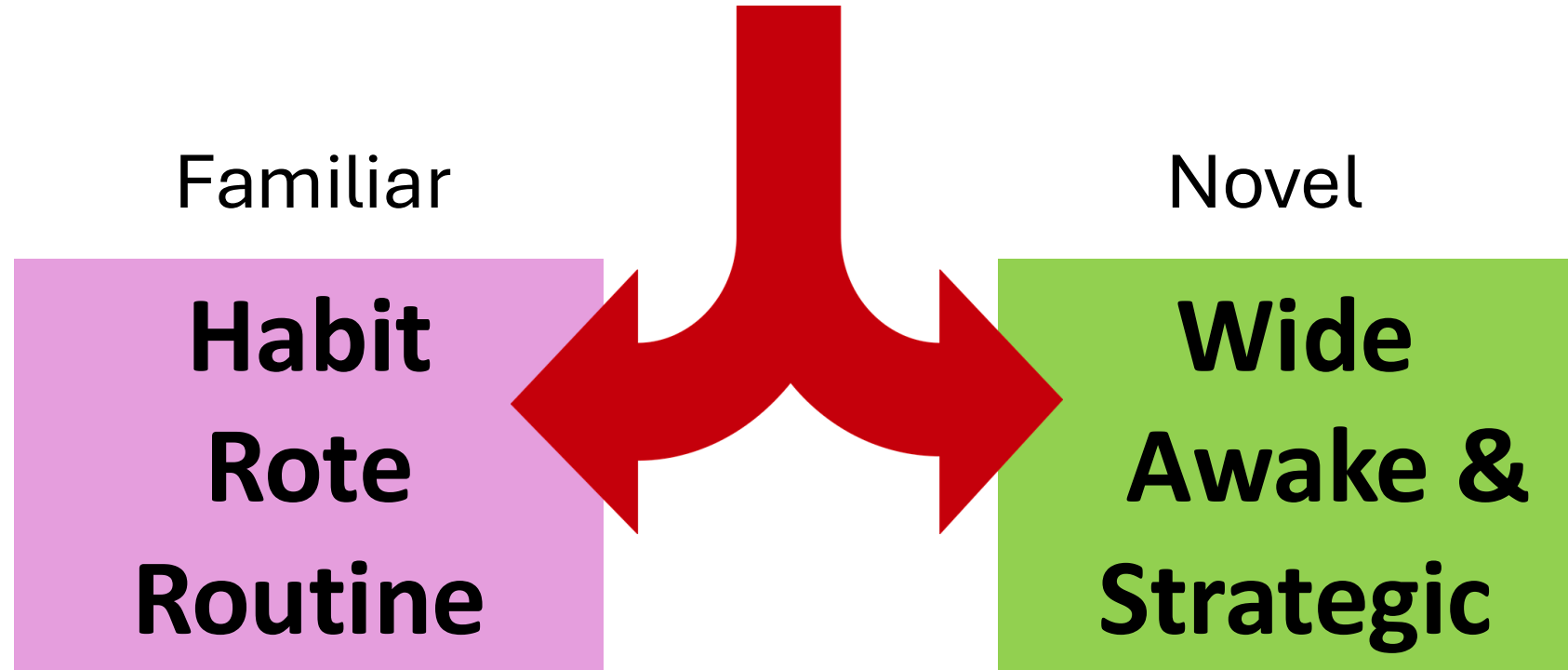
OISE/University of Toronto

Our Path Today



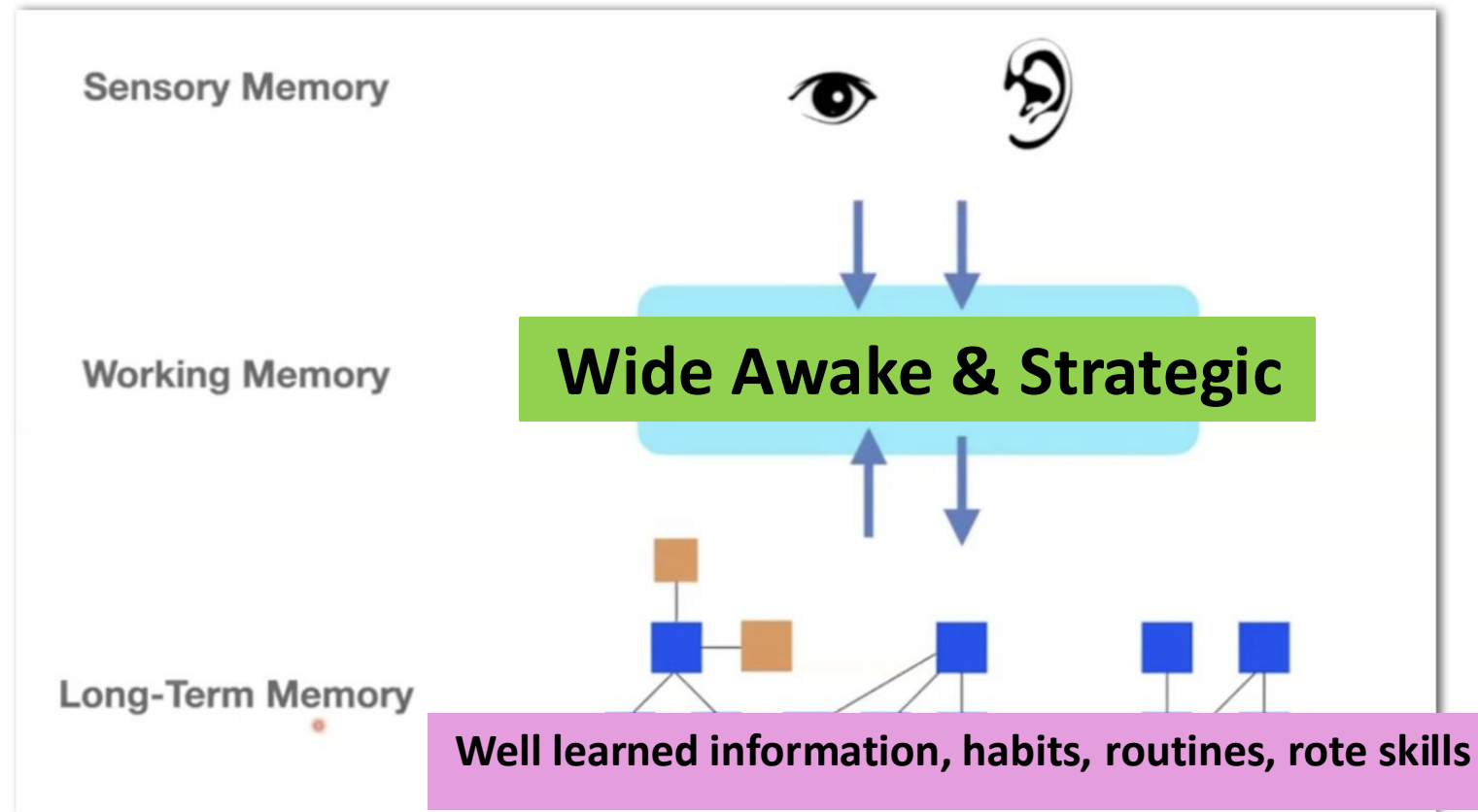
Art courtesy of
Kay Liang and Katie Healy

Goals at School



Share a goal that you accomplish using habits, routine, or rote skills.

Cognitive load theory: How we process information and manage demands



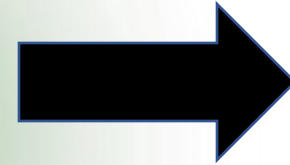
Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *cognitive science*, 12, 257–285.

Kirschner, P. A., & Hendrick, C. (2020). *How learning happens: Seminal works in educational psychology and what they mean in practice*. Routledge.

Diagram courtesy of Jim Hewitt and Nidhi Sachdeva, used with permission. Please see Jim and Nidhi's helpful videos describing key ideas from *How Learning Happens* on YouTube at Onlit-org

Being wide awake and strategic challenges EFs

Response Inhibition
Working Memory
Flexibility



Emotional Control
Sustained Attention
Task Initiation
Planning and Prioritizing
Organizing
Time Management
Goal-Directed Persistence
Metacognition

Yellow

Spatial Span



Instructions

Quit Test

Sound On

Time Remaining:

00:00

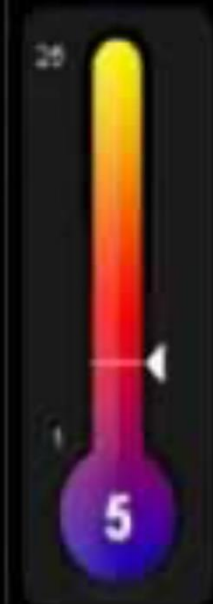
LIVES LEFT:



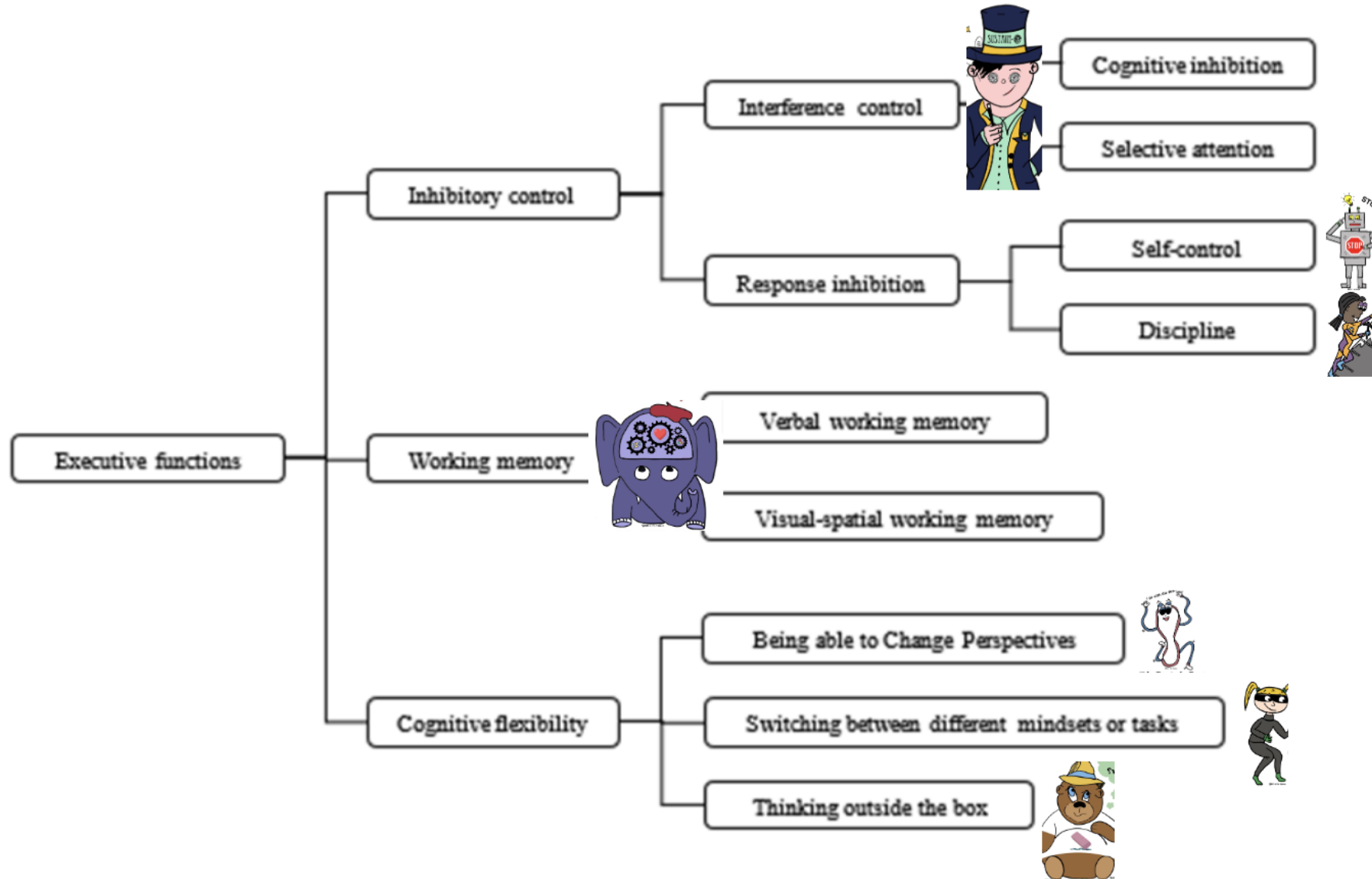
CURRENT
SCORE:

5

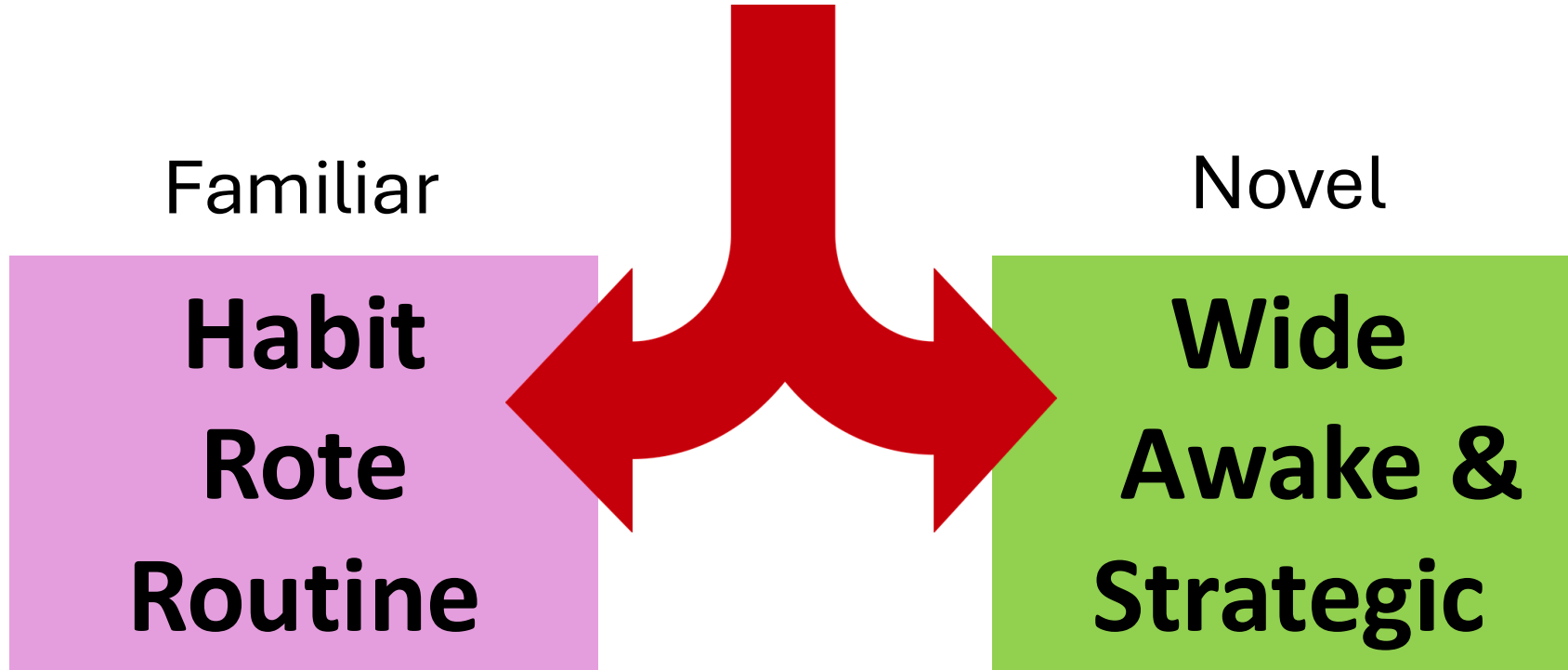
DIFFICULTY
METER:



Adele Diamond's Subcomponents of Core EF



We need EFs to chase **NOVEL** high value goals!



How to Help a Child Build Strong EFs?

Practice

- Regular, authentic, in-context *challenges* that require focus, concentration, timing & responsiveness
- Achievable but truly challenging

+ Nurture/Honor/Encourage

Ways to nurture/honor/encourage the spirit of the person who is practicing

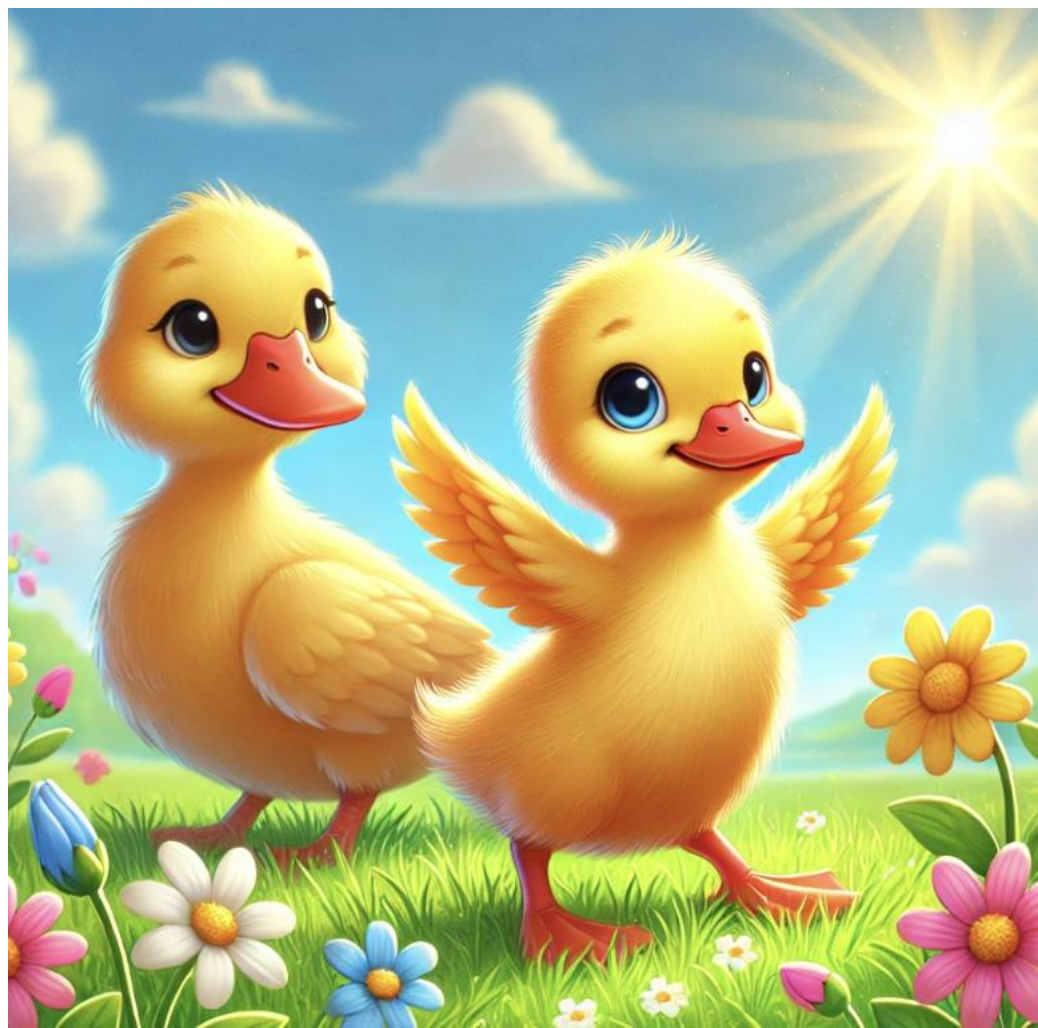
- Challenges that are meaningful, engaging and offer some choice/agency
- Encouragement, purpose, choice, connection, confidence, familiarity, comfort, safety, genuine respect
- Rest, calming
- Sleep, nutrition, exercise, health

+ Scaffold

Ways to offload *some* of the EF demands

- Help to talk about, anticipate, and prepare for the future task
- Routines and habits
- Visual supports (e.g., anchor charts)
- Reminders & check-ins
- Assistive tech
- Other accommodations

NSP



So, if we want them to..

Use strong
response Inhibition,
working memory, and
flexibility

to be

**Wide
Awake &
Strategic**

We have to provide frequent NSPs.

Nurturing, scaffolded, opportunities to practice.

Each has the potential to build EFs or NOT

- Putting on shoes
- Basketball practice
- Talking through challenges in homework
- Cleaning the kitchen
- Having a classroom job
- Expensive summer camp
- Discussing how your day went
- Involvement in cultural activities
- Walk with Grandpa
- Speaking about classroom work in home language
- Having a sibling

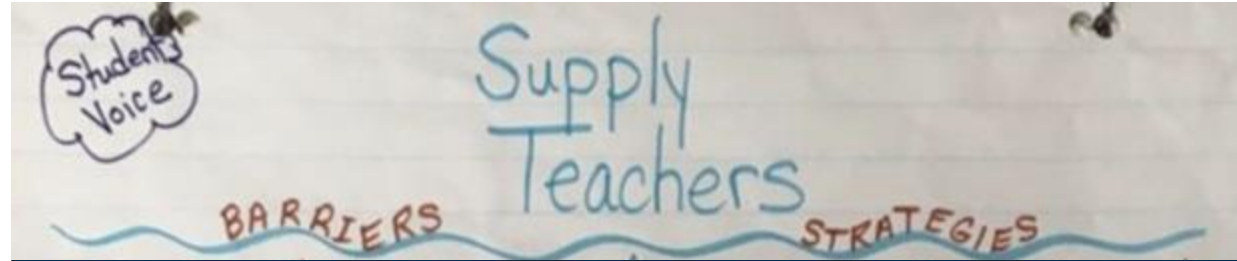


Tell an NSP story for one of these... or choose your own.

The BSP is a
GREAT NSP

This is the target
This is what we project

Warm
Delighted
Autonomy-Supportive
Encouraging
De-stigmatizing
Normalizing
Agency Supportive
Caring
Interested
Patient



Independent Math Questions #1

Barriers

* not starting

* forgot how to do the strategies

* worried about time

* were not sure how to show strategies

* forgot tool

* confidence

Strategies

- throw away the thought

- pep talk ✓

- look at examples ✓

- start in first minute

- deep breaths ✓

- teacher pep talk

Independent Math Questions #2

Barriers

* forgot how to do the strategies

* not sure how to show my thinking

* worried strategy won't work - wrong answer

Strategies

→ look for an expert

→ look at an example

→ try a different one

→ whiteboard

→ pep talk

- try your best

- it may not work the first but maybe another time

Barriers

- Stay in my head.

- Mixing up skills

- organizing
appropriate
strategies

- attention.

- complicated rules.

- Move to next thing (feeling).

- overwhelmed -
other classes.

Strategies

- set appropriate time

- 20 min.

- Highlight for future you.

- Video.

- Color code notes

- Rewrite it all

- Courage.

- Pick out one thing

- Start w longest time

- Snack

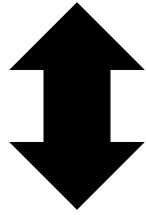
- List

- at

Sustained Attention

Barrier	EF	Strategy (ies)
- Topic is tricky ↳ give up	GDP	- use a class tool - try a strategy I know - ask for a 1st step.
- Distraction are hard to ignore	SA	- Focus ^{teacher} _{smart board, task at hand} - Cue / Ask to stop
- Worried → not good enough (emotions)	EC	- Thinking Time (on topic)
- I don't know where to start	TI	- Break it up into parts you know - Reread the instructions - Try a strategy, OK CMT - Skip ahead, & come back - start with an easy spot (give conf)
- I missed the instructions at carpet / desk	SA	- Ask 3, Ask an expert
- Your ^{strategy} knowledge isn't solid	GDP WM	- Ask a friend / teacher ↳ Can you help me with... ↳ I don't understand this YET, - "Quick check" - rely on a strategy you know

Metacognition and
Strategic Goal Striving



Executive Function

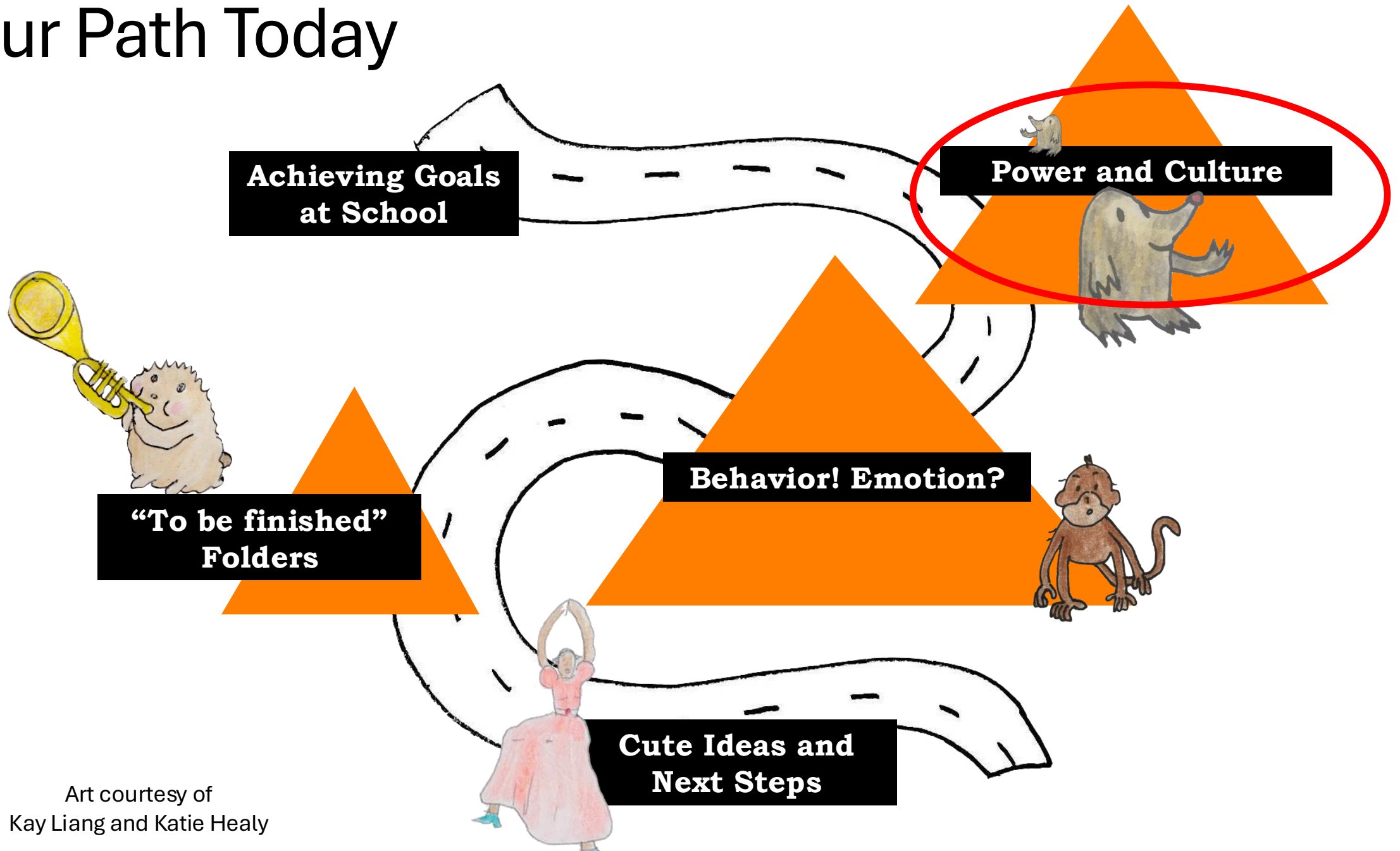


academic success
healthy relationships
mental and physical health
appropriate social
engagement
healthy boundaries
safe choices



Visu-Petra, L., Cheie, L., Benga, O., & Miclea, M. (2011). Cognitive control goes to school: The impact of executive functions on academic performance. *Procedia - Social and Behavioral Sciences*, 11, 240-244. Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development*, 78(2), 647-663; Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(2), 939-944; Gioia, G. A., & Isquith, P. K. (2004). Ecological assessment of executive function in traumatic brain injury. *Developmental Neuropsychology*, 25, 135-158; Ozonoff, S., & Jensen, J. (1999). Brief report: Specific executive function profiles in three neurodevelopmental disorders. *Autism and Developmental Disorders*, 29, 171-177; Fryer, S., Tapert, S. F., Mattson, S. N., Paulus, M. P., Spadoni, A. D., & Riley, E. P. (2007). Prenatal alcohol exposure affects frontal-striatal BOLD response during inhibitory control. *Alcoholism, Clinical and Experimental Research*, 31(18), 1415-1424; Elliott, R. (2003). Executive functions and their disorders: Imaging in clinical neuroscience. *British Medical Bulletin*, 65(1), 49-59; Stein, J. A., & Krishnan, K. (2007). Nonverbal learning disabilities and executive function: the challenges of effective assessment and teaching. In L. Meltzer (Ed.), *Executive Function in Education: From Theory to Practice* (pp. 106-132). New York: Guilford Press; Vogelaar, B., Bakker, M., Hoogeveen, L., & Resing, W. C. M. (2017). Dynamic testing of gifted and average-ability children's analogy problem solving: Does executive functioning play a role? *Psychology in the Schools*, 54(8), 837-851; Swing, E. L., Gentile, D. A., Anderson, C. A., & Walsh, D. A. (2010). Television and video game exposure and the development of attention problems. *Pediatrics*, 126(2), 214-221; Southern Education Foundation. (2015). A new majority: Low income students now a majority in the nation's public schools. Retrieved from <http://www.southerneducation.org/getattachment/4ac62e27-5260-47a5-9d02-14896ec3a531/A-New-Majority-2015-Update-Low-Income-Students-Now.aspx>; Bethell, C., Newacheck, P., Hawes, E., & Halfon, N. (2014). Adverse childhood experiences: Assessing the impact on health and school engagement and the mitigating role of resilience. *Health Affairs*, 33(12), 2016-2115; Burke, N., Hellman, J., Scott, B., Weems, C., & Carrion, V. (2011). The impact of adverse childhood experiences on an urban pediatric population. *Child abuse & neglect*, 35(6), 408-413; Hostinar, C., Stellern, S., Schaefer, C., Carlson, S., & Gunnar, M. (2012). Associations between early life adversity and executive function in children adopted internationally from orphanages. *Proceedings of the National Academy of Sciences of the United States of America*, 109(Suppl 2), 17208-17212; Shonkoff, J., & Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129(1), e232-e246; Shonkoff, J., & Phillips, D. (2000). *From Neurons to Neighborhoods*. Washington, DC: National Academy Press; Moffitt, T., Arseneault, L., Belsky, D., Dickson, N., Hancox, R., Harrington, H., . . . Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108(7), 2693-2698.

Our Path Today



Art courtesy of
Kay Liang and Katie Healy

2 case study classrooms
20 hours of observation
Teacher Interviews
Teacher Diaries
Student Surveys

How did it look?

“What barriers and strategies can we identify when...”

[daily learning
objective]

Results

70% students and both teachers

agree/strongly agree it should continue.

Emotional Support and Understanding:

"I think that it is very helpful because it gives you a minute to calm down and think about how you are feeling in the moment. Sometimes it can be hard and overwhelming, so it is good to take a break and talk about it or write about it."



Value of Strategy and Self-Improvement:

"Strategies are awesome to learn and talk about because you might learn a new strategy you hadn't learned before. You can also pinpoint things that you lack and help improve."





Connection and Collaboration:

"I like doing these kinds of conversations because it helps me understand how others around me are feeling and helps me discover how I feel in class."

The only reason I said it wasn't that helpful was that personally as people were listing off strategies for any barrier that I posed I knew like deep down that I wasn't gonna use it. I don't know why, but I procrastinate a lot ... like it was nice seeing other peoples perspectives and that other people also struggled. I struggled with it, but that doesn't mean I care for the suggestions to fix it. I just don't like I don't care. I've been mentally checked out of this class since about March so I don't know. It's just never occurred to me that I should care ... I didn't know each thing was such an issue that it needed to be talked about..... I just ignored the suggestions and then went on my merry way like I'm still doing fine. I'm a pretty average student not taking a suggestion. Doesn't affect me at all so I found it's like it's a nudge in the right direction, but I knew damn well that I was gonna ignore it as soon as the conversation started so I just never found it was helpful. ... like half the time I knew people weren't being honest, I knew some people weren't gonna admit what they struggled with. I mean, even I didn't. I only gave the small honesty about the fact that I was procrastinating I don't know. I didn't take it seriously at first because I thought the only reason we were doing it was because there were researchers there with us and this is nothing against them. I just thought they needed to see how we thought and we operated as people and as teenagers not that it was meant to actually be seen as a resource to help us, but I think they were serious and now I realize that I should've taken it seriously not it's like a detriment to me or anything just that maybe it could've been helpful or maybe they had better intentions I thought maybe I should've taken it more seriously and actually taking suggestions into consideration, but I didn't because I don't really care... what it boiled down to. Why don't you get this done? I don't care, why aren't you putting in effort? I don't care.

Four Big Themes

- Engagement, independence and ownership
- Inclusivity and collaboration
- Metacognition and strategy use
- Challenges



Engagement, Independence and Ownership

Teachers noted GM's ability to reduce anxiety and refocus students, especially during high-pressure periods like exams. Students appreciated the chance to discuss and normalize their learning experiences, saying it helped them relax and concentrate.

Encouraging Inclusivity and Collaboration

Students commented that the approach gave them a voice, fostered collaboration and peer-assistance, and helped build a more inclusive classroom community. Teachers noted that previously less-vocal students were able to contribute, creating a more equitable learning environment.



Metacognitive Strategy Use

According to teachers, students, and structured observations, students made more observable use of metacognitive strategies after teachers began implementing GM.



Challenges



Collaboration with researchers energized teachers' persistence, but the adjustment to an open and vulnerable metacognitive culture was gradual. Both students *and teachers* mentioned discomfort about self-revelation and insecurity about spending class time on something that seemed so different from the status quo.

Understanding = Respect and Sensitivity



Responding to Intentional Misbehavior, Limit Testing, or Manipulation

Control

Focus on Compliance

Frustration and Disappointment



Responding to Legitimate Challenge, EF Barriers, Immaturity, and Learning Need

Autonomy support

Curiosity

Delight and Encouragement

Validation of Competence and Emotion

P

PRACTICE MAKES PROGRESS

We do 10 minutes of problem solving together because practise is how we build skill.



O

OPEN TO LEARN

Your teacher is curious, respectful, excited to help you practise, and delighted by your ideas.



W

WE'RE HERE TOGETHER

Your teacher and classmates are supposed to listen, learn, help each other, and get better together.



E

EMPATHY AND KINDNESS

This is a group process. We focus on kindness, compassion, and understanding.



R

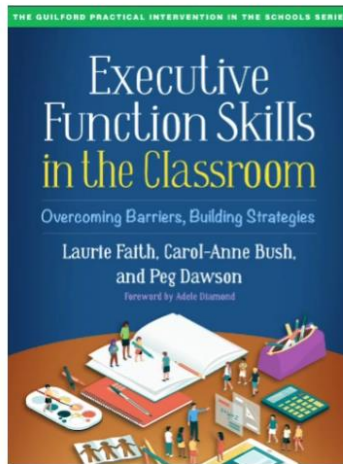
READY FOR GROWTH

These problem-solving skills will help you tackle new challenges and become more powerful in school, at home, and with friends.



Activated Learning

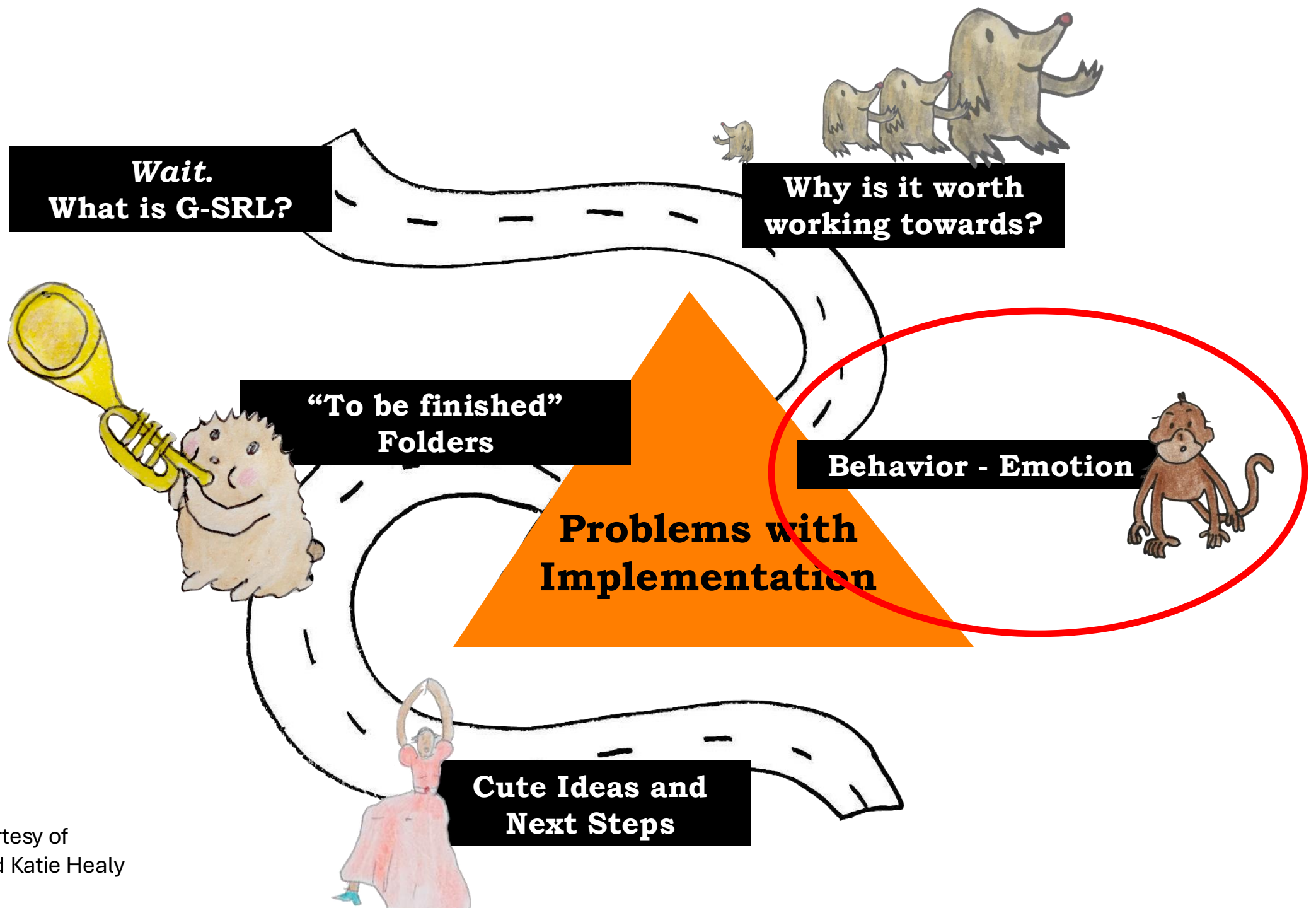
Empower Diversity Like It's Your Job



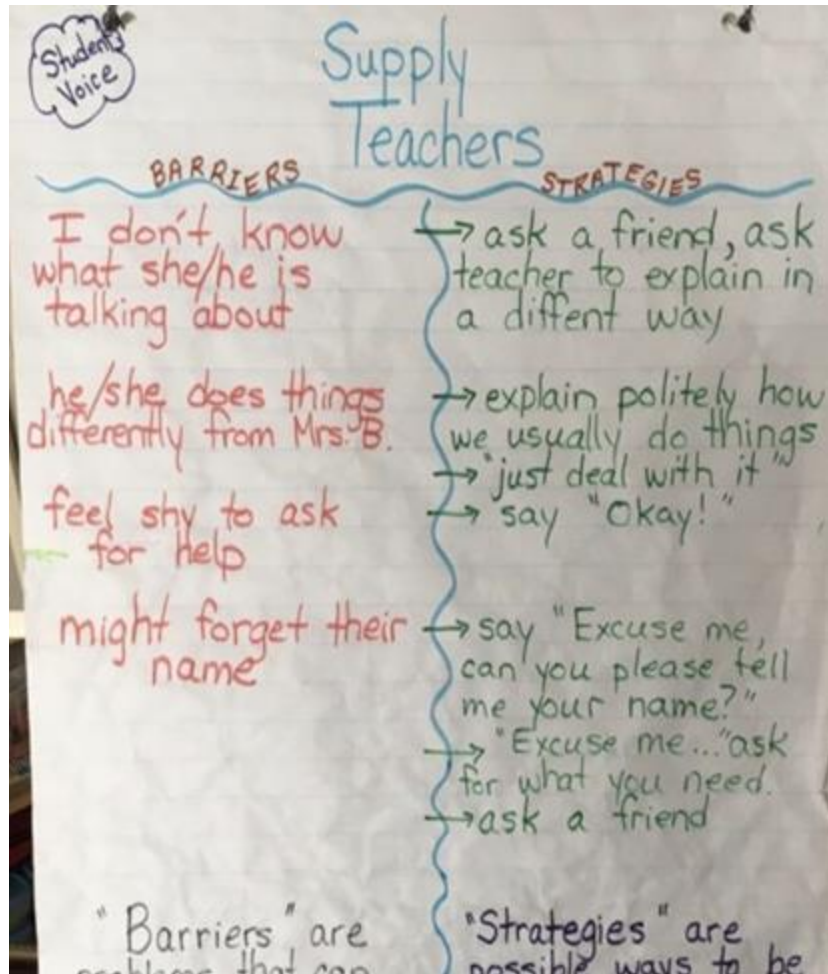
POWER Protocol - Video 1 of 2 with Dr. Laurie Faith



Algonquin & Lakeshore
Catholic District School Board



What if we get big emotions?

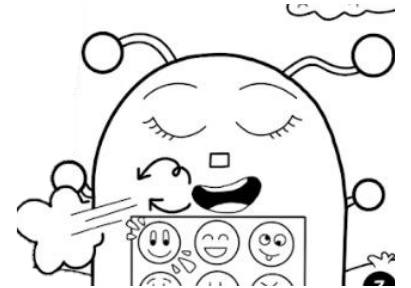


How to Regulate Emotion

Modify Situation
Redirect Attention
Shift Appraisal



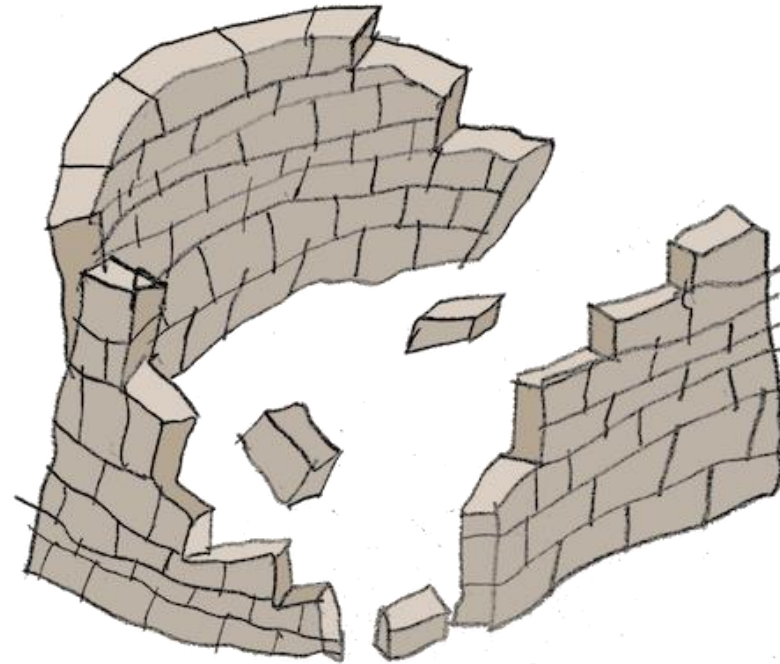
Modulate Response



Behaviors May Derail Trust

Behavior

- Aggressive
- Unhelpful
- Defensive
- Avoidant
- Rude



Emotions May Create a Connection

Emotion

- Angry
- Discouraged
- Lonely or Frightened
- Overwhelmed
- Panicked

Emotion Validation

Receive emotions without trying to change, suppress, re-appraise, and without control attempts.

Help to normalize the experience.

Express empathy.

Invalidating

Overreaction, rejection, criticism, and neglect.

Convey to the individual that his or her experiences are inaccurate, misunderstood, or inappropriate.

Validation V. Invalidation

- Reduces stress, pain, anxiety, and depression.
- Leads to better mood/feelings.
- Promote further disclosure.
- Improves emotion regulation skills.
- Increases learning and motivation.
- Increases trust of self and others.

VS

- Reduces trust in self and others
- Leads to worse mood/feelings.
- Can lead to aggression.

Hayes, S. C., Strosahl, K. D., and Wilson, K. G. (1999). *Acceptance and Commitment Therapy: An Experiential Approach to Behavior Change*. New York, NY: Guilford Press.

Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., & Linehan, M. M. (2006). *Journal of Clinical Psychology*.

Kohl, A., Rief, W., and Glombiewski, J. A. (2012). How effective are acceptance strategies? A meta-analytic review of experimental results. *J. Behav. Ther. Exp. Psychiatry* 43, 988–1001. doi: 10.1016/j.jbtep.2012.03.004

Feliu-Soler, A., Montesinos, F., Gutiérrez-Martínez, O., Scott, W., McCracken, L. M., and Luciano, J. V. (2018). Current status of acceptance and commitment therapy for chronic pain: a narrative review. *J. Pain Res.* 11:2145. doi: 10.2147/JPR.S144631

Twohig, M. P., and Levin, M. E. (2017). Acceptance and commitment therapy as a treatment for anxiety and depression: a review. *Psychiatric Clin.* 40, 751–770. doi: 10.1016/j.psc.2017.08.009

Selby, E. A., & Joiner, T. E., Jr. (2009). Cascades of emotion: The emergence of borderline personality disorder from emotional and behavioral dysregulation. *Review of General Psychology*, 13, 219–229. 10.1037/a0015687

Herr, N. R., Jones, A. C., Cohn, D. M., & Weber, D. M. (2015). The impact of validation and invalidation on aggression in individuals with emotion regulation difficulties. *Personality Disorders: Theory, Research, and Treatment*, 6(4), 310–314. doi:http://dx.doi.org/10.1037/per0000129

How to Do Validation



- Use body language to show that you are listening.
- Respond to mood and energy level.
- Repeat words to check understanding and to help elaboration of feelings.
- Acknowledge personal history and how it may contribute.

How to Say Validating Things



- “I can see how you would feel that way”
- “Of course - that feeling makes sense”
- “Knowing how hard x is for you, I can see why you feel this way!”
- “That must be really hard”
- “That sounds so (frustrating)”
- “Tell me more about that”

3 schools
46 teachers
one scenario
one survey

Create distance between student and class / themselves

48%

Remove to the hall – 25%

Suggest student goes for a break – 32%

Teacher ignore (13%),
deploy EA (P26),
or focus on others (P40)

Teacher directs class's attention
away from angry student

"Get the class settled first." (P7)
"Move on with [whole class] activity" (P11)
"Get the class settled working on a task" (P7)

Think about student's anger
differently

"might have had a rough start to the day." (P15)

"maybe be coming from a rough home life." (P7)

Teacher tries to
calm the class

"Calm words, slow movement ... [to] keep my
class safe and secure and to ... keep my other
students at ease and to model them the best way
to interact in a safe way with the student." (P16)

Move student towards
less upsetting stimuli.

"If you need some time outside of class." (P19)

"Ask if he/she would like to step into the hall to speak or would
like to "take a break" before starting his/her/they day." (P25)

Distract or redirect angry student

"Act positive (P24) or "Try to laugh with
them" (P24)

Discuss the Problem

"Discuss what happened with the student and
why it took place." (P34)

"therapeutic rapport... finding out what the antecedent is ...
Trying to change his/her mindset." (P31)

Hands off Calming Strategies

"Give the student some time to calm." (P1)

tell them to do some deep breathing before coming
into the class to calm his/her body." (P31)

Modify Situation	Create distance between student and class / themselves 48% Remove to the hall – 25% Suggest student goes for a break – 32%		Move student towards less upsetting stimuli. “If you need some time outside of class.” (P19) “Ask if he/she would like to step into the hall to speak or would like to “take a break” before starting his/her/they day.” (P25)
Manage Attention Paid	Teacher ignore (13%), deploy EA (P26), or focus on others (P40)	Teacher directs class’s attention away from angry student “Get the class settled first.” (P7) “Move on with [whole class] activity” (P11) “Get the class settled working on a task” (P7)	Distract or redirect angry student “Act positive (P24) or “Try to laugh with them” (P24)
Shift Appraisal	Think about student’s anger differently “might have had a rough start to the day.” (P15) “maybe be coming from a rough home life.” (P7)		Discuss the Problem “Discuss what happened with the student and why it took place.” (P34) “therapeutic rapport... finding out what the antecedent is ... Trying to change his/her mindset.” (P31)
Modulate Response		Teacher tries to calm the class “Calm words, slow movement ... [to] keep my class safe and secure and to ... keep my other students at ease and to model them the best way to interact in a safe way with the student.” (P16)	Hands off Calming Strategies “Give the student some time to calm.” (P1) tell them to do some deep breathing before coming into the class to calm his/her body.” (P31)

	Self-Regulation	Class-Regulation	Regulation of Angry Student
Modify Situation	Create distance between student and class / themselves 48% Remove to the hall – 25% Suggest student goes for a break – 32%		Move student towards less upsetting stimuli. “If you need some time outside of class.” (P19) “Ask if he/she would like to step into the hall to speak or would like to “take a break” before starting his/her/they day.” (P25)
Manage Attention Paid	Teacher ignore (13%), deploy EA (P26), or focus on others (P40)	Teacher directs class’s attention away from angry student “Get the class settled first.” (P7) “Move on with [whole class] activity” (P11) “Get the class settled working on a task” (P7)	Distract or redirect angry student “Act positive (P24) or “Try to laugh with them” (P24)
Shift Appraisal	Think about student’s anger differently “might have had a rough start to the day.” (P15) “maybe be coming from a rough home life.” (P7)	X	Discuss the Problem “Discuss what happened with the student and why it took place.” (P34) “therapeutic rapport... finding out what the antecedent is ... Trying to change his/her mindset.” (P31)
Modulate Response	X	Teacher tries to calm the class “Calm words, slow movement ... [to] keep my class safe and secure and to ... keep my other students at ease and to model them the best way to interact in a safe way with the student.” (P16)	Hands off Calming Strategies “Give the student some time to calm.” (P1) tell them to do some deep breathing before coming into the class to calm his/her body.” (P31)

**Wait.
What is G-SRL?**

**Why is it worth
working towards?**

**“To be finished”
Folders**

Behavior - Emotion

**Problems with
Implementation**

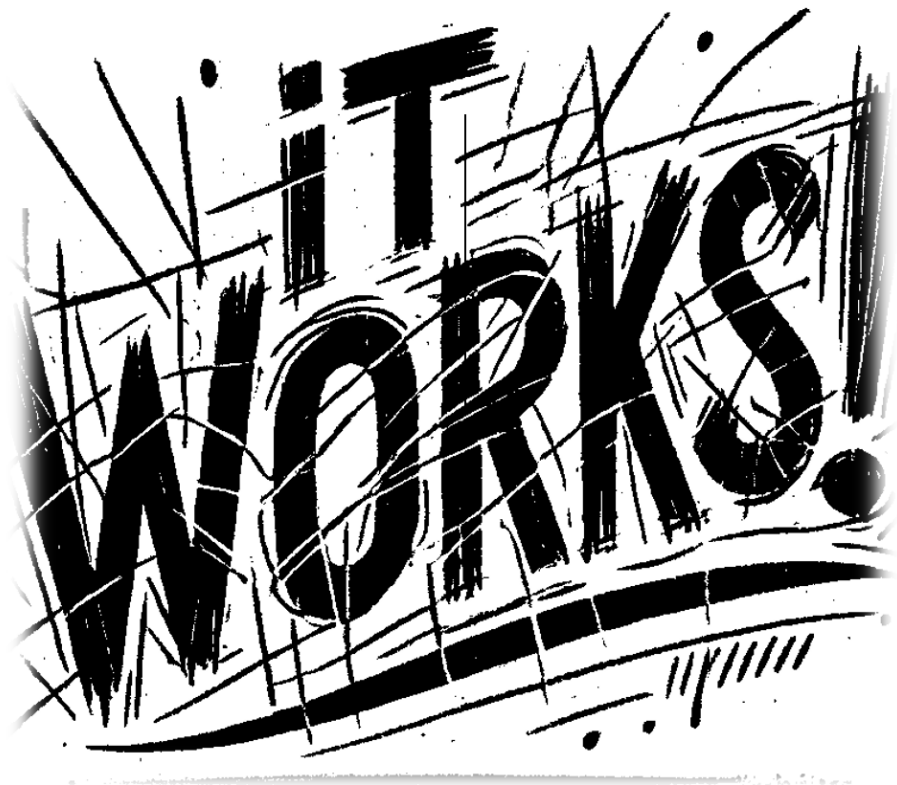
**Cute Ideas and
Next Steps**

1 school

3 teachers

2 weeks

video, audio, artifacts



(...mostly, kinda)

An unfinished book of
mostly, kinda true ideas
about how kids learn.

Laurie Faith

Introduction

From December 2nd to December 13th, three teachers and their students took part in a research study to try to identify the classroom factors that make group problem solving work better. These teachers self-selected into the study, from a school that itself had self-selected. It became apparent that both the school and the teachers had self-selected because they were capable of taking on more challenge, eager to learn new things, and deeply passionate about education.


This book presents four preliminary theories based on these two weeks of research. We detected several classroom factors that seemed to support the use of a whole-class problem solving approach called 'The Barriers and Strategies Protocol' (see appendix). These factors are part of a larger model, proposed earlier by Canadian researchers Nancy Perry, Simon Lisaingo and colleagues (see appendix). We used Nancy and Simon's work to help guide our search for the specific factors that needed to be turned up to enable whole classes of children to engage in strategic thinking together. We knew that supporting children's strategic was important, and also that teachers very rarely have time to do this one-on-one.

Three teachers and a researcher met every morning for 45 minutes to discuss which of Nancy and Simon's factors to tweak. Then, every day, the teachers rolled out a slightly different version of their lesson and the results were observed. The following day, the results were discussed and more tweaks were planned. The teachers' skillful, rapid iteration of approaches yielded great insight in WEEK 1 of the study.

In WEEK 2, a story like this was used as a tool to elicit student's insights about the theories developed in WEEK 1. We enriched and expanded our story by integrating in-depth insight from the children at the center of the study.

Our team: One Ontario school board, three teachers and their students (36 Grade 3-4, 27 Grade 6). The study was designed by Dr. Laurie Faith (UT), Dr. Simon Lisaingo (UBC), and Chris Keane (HPEDSB). Connie Ye (UT) is a research assistant on the project who will also help with analysis.

For more information:
Laurie.faith@utoronto.ca



STAYING ON TRACK



Fun and
Interesting Tasks



Clear
Instructions



Easy-to-follow
Routines



Helpful
Reminders



TAKING CHARGE



Your Ideas Count



Choose
Your
Path



Just the Right
Challenge



Check How You're
Doing



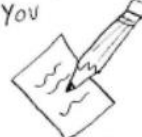
GETTING HELP



Help when You
Need it



Showing You
How



Feedback that
Helps



Talking About
Your Learning



Encouragement
to Succeed



FEELING POSITIVE



Teamwork in Learning



Kind Words
Only



Celebrate your
Wins

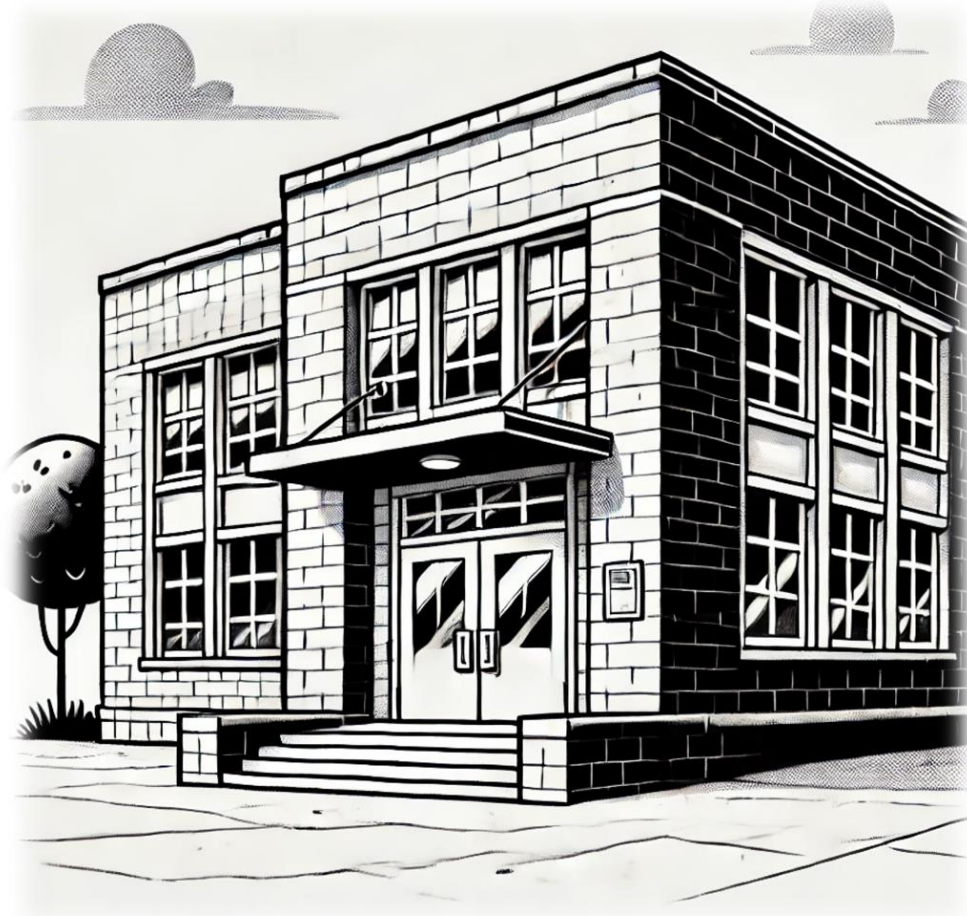


Making sure
Everyone Succeeds

Which “dial” needs to be cranked to make G-SRL work?

These factors were transformed for discussion by children based on resources created by Perry, N. E., Lisaingo, S., Yee, N., Parent, N., Wan, X., & Muis, K. (2020a). Collaborating with teachers to design and implement assessments for self-regulated learning in the context of authentic classroom writing tasks. *Assessment in Education: Principles, Policy & Practice*, 27(4), 416-443. Drawn by Kay Liang (2024).

Once upon a time, there was a little school.
Its students and teachers were kind,
helpful, and hardworking.



At the school, there were good days
and less good days.



Interesting days and less interesting days.



Great days and less great days.



It was a nice, normal school.

Every day, the teachers taught the kids.

Most days,
the kids learned!!

Every day, the teachers assigned work.

Some days,
the kids did it!!

Some days they did not.

Yeah, no. Some days the learning and the work did not get done. |

But, like, not because the kids were bad.

Nobody really thought that.

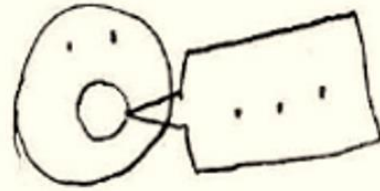
It was something else.

They were sure of it!

Because the kids were great!
They were funny, brilliant, creative,
interested, kind, and caring.

(But yeah. No... Sometimes the work didn't get done.)

The teachers had two good ideas
for how to help:



Talking About
Your Learning



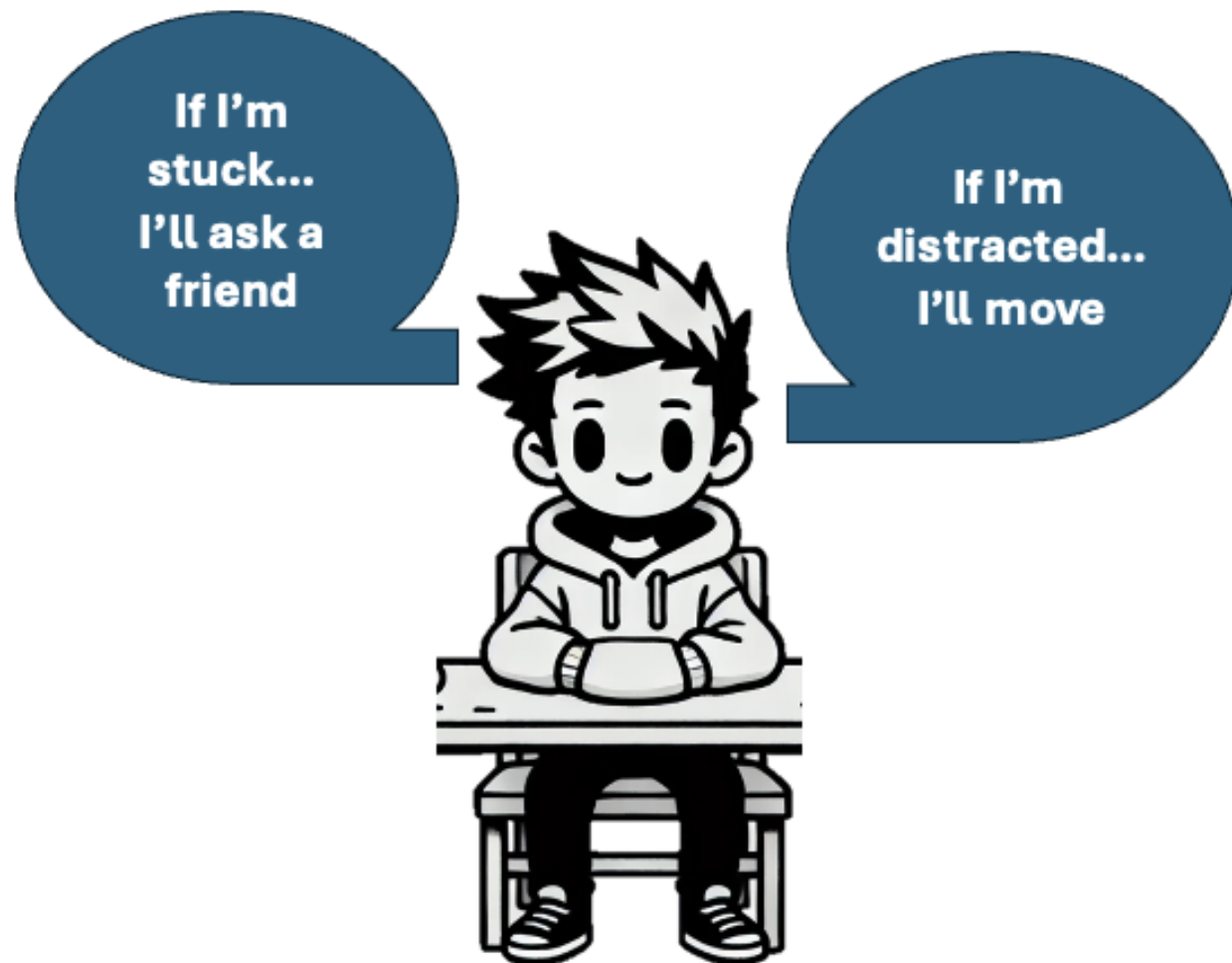
Your Ideas Count

They told the kids that their ideas count!
They told the kids that talking about their
learning would help!

When they assigned hard work, they asked
the kids to talk about their...

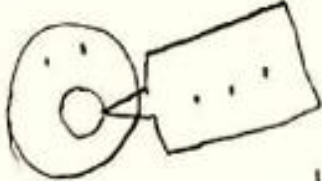
Barriers
and
Strategies

They wanted them to be **READY** for anything. So, they tried to help them to imagine barriers and plan strategies.



As the kids talked, they got better at school.
Also, the teachers learned a little more
about what they needed.

Their two clever ideas | worked!
(...mostly, kinda)

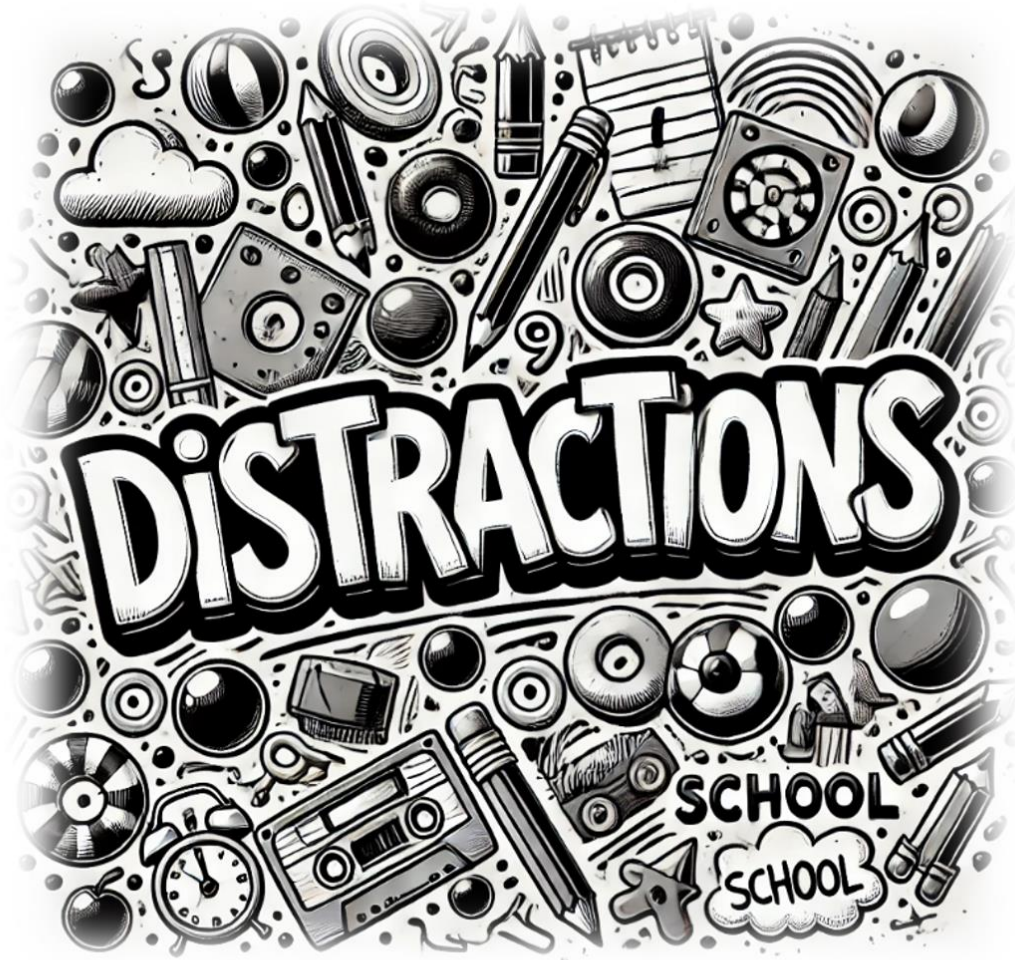


Talking About
Your Learning



Your Ideas Count

Oh, hey. Also...
guess what
the number one
barrier was
across
all
of the classes?



Did you guess that?
Anyhow, back to our story.

Even though these Barriers and Strategies
talks *mostly, kinda* worked,
the teachers wanted to know more.
They wanted the kids to be ready for
anything, so nothing could stop them.



They wanted the kids to look into the future
to see all of the problems,
pitfalls, and challenges they might face
and figure out how to smash them,
like in a video game.
They wanted the kids to win,
succeed, and be happy.



They really cared about the kids.

So, every day, the teachers got up in the dark, had a strong coffee, and came to school extra early. They had meetings to try to figure out how to make it easier for kids to have great barriers and strategies conversations. They loved it.



(mostly, kinda)

They learned five important things.
Which they kinda sorta understood.

But they needed the kids to help really
understand those five things.
So get ready to tell part of this story.
It is almost your turn!



Kay. First idea. To predict barriers and figure out strategies, kids need MUCH clearer and simpler instructions than anyone realizes. Kids can't be strategic if they didn't know what the &%\$#@!! they are trying to do.



clear
Instructions



Showing You
How

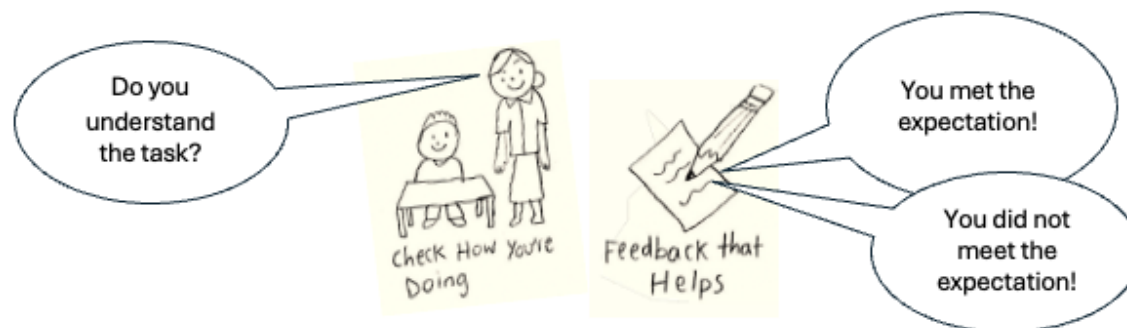
Ready? Second thing! To have great barriers and strategies conversations, kids liked to do the same sort of activities a few times so they could get in a groove and feel confident. This also helped them to understand the task. The more they felt like confident experts on the task, the more strategic they could be.



Easy-to-Follow
Routines

Thirdly, the kids needed the tasks to matter and count – they needed to know if they met expectations or didn't. Otherwise, who cares about being strategic?

They needed to know if they were on the right track.



And then, they needed a little bit of help sometimes.



Fourthly, kids need *smaller* and more specific work. They needed stuff they could actually get done.

Like, because, you know... if the task was impossible to get done, why even try to be strategic?

Having a little bit of choice or differentiated options also helped with this.



Finally, let's be honest, kids need joy,
happiness, and safety.
Fun tasks, encouragement, teamwork, kind
words, celebrations.



Fun and
Interesting Tasks



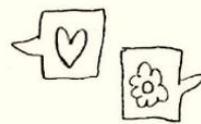
Helpful
Reminders



Encouragement
to Succeed



Teamwork in Learning



Kind Words
only



Celebrate your
Wins

The teachers felt proud
and celebrated their learning.
But... is there anything missing?
What do you think kids need at school
in order to smash their challenges?





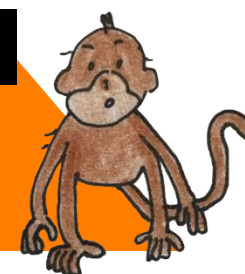
**What is G-SRL?
Why is it worth
working towards?**



Power and Culture



Behavior! Emotion?



**“To be finished”
Folders**



**Cute Ideas and
Next Steps**

WORK PLAN

Date:

Time:

Topic:

OUR SPECIFIC GOAL Challenging - measurable - detailed	
<small>This goal is</small> DUE AT THIS TIME	
BARRIERS <small>What will make this goal hard to achieve for me or others?</small>	
STRATEGIES <small>What can we do to overcome these barriers and succeed?</small>	
<small>Speak now or forever hold your peace!</small> IS THIS ACHIEVABLE? <small>If not, how might we adjust the goal?</small>	
DO THE WORK	
<small>Be honest... it's okay!</small> DID WE MEET THE GOAL? <small>What strategy worked / failed?</small>	
<small>Here is one thing we learned for</small> NEXT TIME	

What do you think of this?



Creative Possibilities / Next Steps

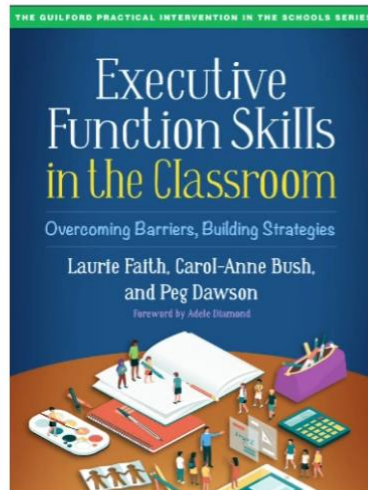
Do an inquiry?

- Big question – do the kids coming to IST have any idea as to what would go on that sheet?
- Do the kids who would stay in the room know?
- Would implementing this sheet reduce IST referrals?

END

Activated Learning

Empower Diversity Like It's Your Job



POWER Protocol - Video 2 of 2 with Dr. Laurie Faith



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