Executive Function Skills in School

Dr. Laurie Faith

OISE/University of Toronto

October 2025
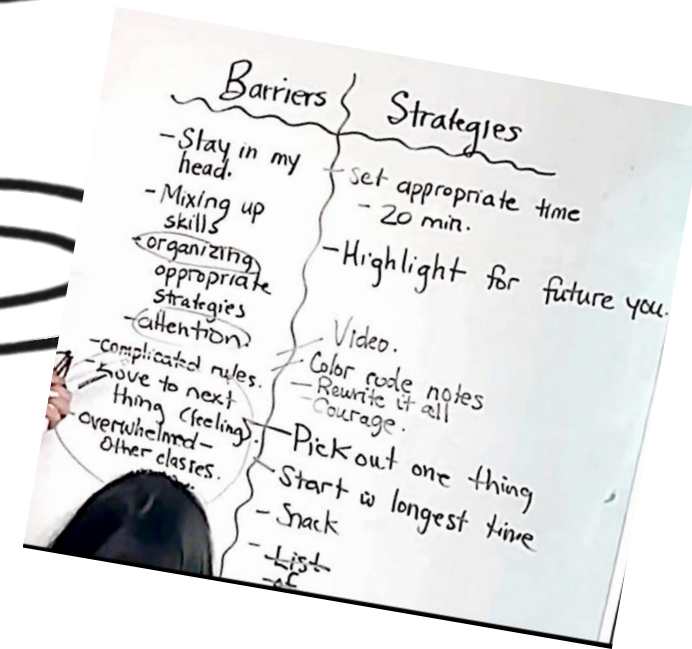
What is your goal for today?

WHAT ARE EFs?

HOW TO BUILD EFs?

HOW TO DO IT FEASIBLY

Barriers | Strategies

- Stay in my head.
- Mixing up skills
- organizing appropriate strategies
- attention
- complicated rules.
- Move to next thing (feeling)
- overwhelmed – Other classes.

- 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

Being wide awake and strategic challenges EFs
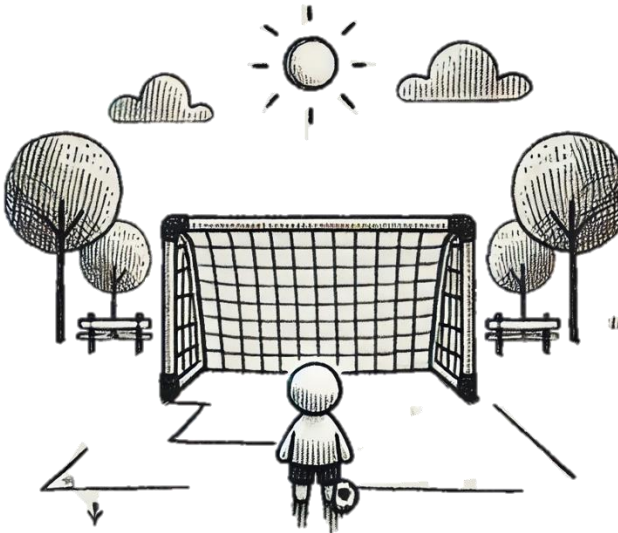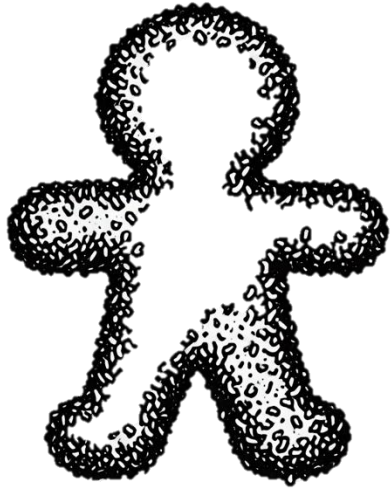
**Response Inhibition
Working Memory
Flexibility**

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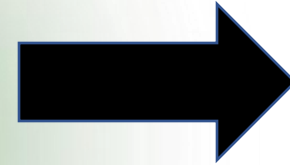
**Emotional Control
Sustained Attention
Task Initiation
Planning and Prioritizing
Organizing
Time Management
Goal-Directed Persistence
Metacognition**

Response Inhibition and Cognitive Flexibility

Stroop Test

What is *working* memory?

What is *short term* memory?

The three core EFs work together

$$[f(x) - g(x)]' = f'(x) - g'(x)$$

Flexibility
Working Memory
Inhibition

Have you ever seen a person without EFs?

Flexibility
Working Memory
Inhibition

Your Core EFs

Working Memory

I can remember a number backwards **(35721)**.

I can talk and dial a phone at the same time.

Cognitive Flexibility

I can change my mind easily.

I can go with the flow when things change.

Inhibitory Control

I don't get distracted by my phone.

If we disagree, I can just stop thinking about it and let it go.

Strong executive function →

Wide Awake & Strategic → academic success
healthy relationships
mental and physical health
appropriate social engagement
healthy boundaries
safe choices

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How to Help a Student Build Strong EFs?

Challenge

- *Challenges* that require deep focus, self-control & responsiveness.

NSC

+ Nurture

Nurture the spirit

- Genuine delight, engagement, purpose.
- Choice, authenticity, agency.
- Encouragement, empathy, understanding, presence, respect.
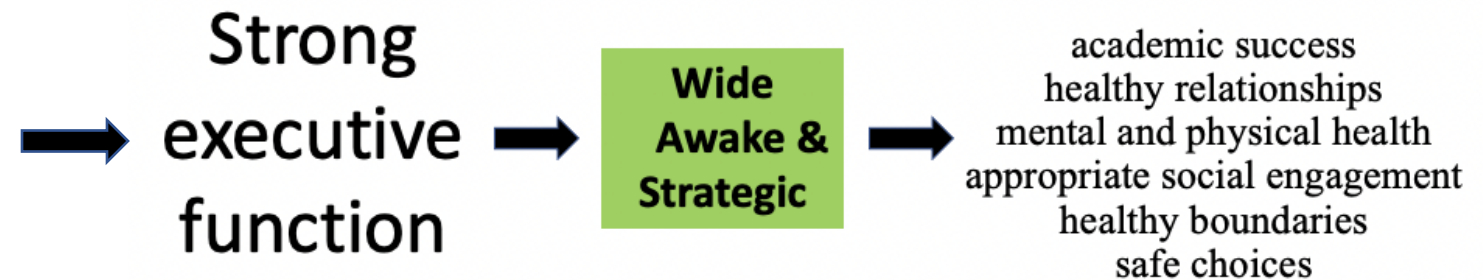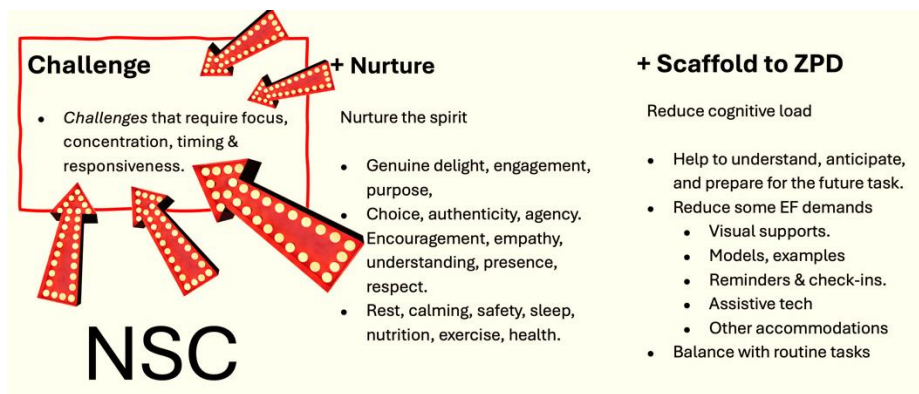- Rest, calming, safety, sleep, nutrition, exercise, health.

+ Scaffold to ZPD

Reduce cognitive load

- Help to understand, anticipate, and prepare for the future task.
- Reduce some EF demands
  - Visual supports.
  - Models, examples
  - Reminders & check-ins.
  - Assistive tech
  - Other accommodations
- Balance with routine tasks

Sleep - (Rossa, K.R., Smith, S. S., Allan, A.C., & Sullivan, K.A. (2014). The effects of sleep restriction on executive inhibitory control and affect in young adults. *Journal of Adolescent Health, 55*(2), 287-292; Stress, depression, worry, poverty - (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; Review and screens – 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/4ac65?e27-5?60-4?a5-9d07-1489fec3a531/A-New-Majority-2015-Update-Low-Income-Students-Now-.aspx; 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., & Phillips, D. (2000). *From Neurons to Neighborhoods*. Washington, DC: National Academy Press; Shonkoff, J., & Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics, 129*(1), e232-e246. Compensation - Kahl, Tobias & Grob, Alexander & Möhring, Wenke. (2021). Does Emotion Regulation Compensate Deficits in Various Executive Functions in Children's and Adolescents' Mathematical Achievement?. *Learning and Individual Differences*. 89. 10.1016/j.lindif.2021.102034. Time and Planning - Barkley, R. A. (2012). Executive functions: What they are, how they work, and why they evolved. New York: Guilford; Barkley, R., Edwards, G., Laneri, M., Fletcher, K., & Metevia, L. (2001). Executive functioning, temporal discounting and sense of time in adolescents with ADHD and ODD. *Journal of Abnormal Child Psychology, 29*(6), 541–556.

Each has the potential to build EFs or NOT

- Making dinner
- Basketball practice
- Doing homework
- Cleaning the kitchen
- Helping to take care of siblings
- Expensive summer camp
- Discussing how your day went
- Involvement in cultural activities

+ Nurture

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Choose one and think of how it may or may not happen in a nurturing scaffolded way.

Challenge

- *Challenges* that require focus, concentration, timing & responsiveness.

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Most goals at school are GREAT opportunities for challenge...

(If we nurture and scaffold).

Goal

Study effectively for the functions test.

What do you think they said?

Barriers & Strategies

The Barriers & Strategies Protocol

+ Nurture

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Student's Voice

Supply Teachers

BARRIERS | **STRATEGIES**

- I don't know what she/he is talking about → ask a friend, ask teacher to explain in a diffent way
- he/she does things differently from Mrs. B. → explain politely how we usually do things → "just deal with it" → say "Okay!"
- feel shy to ask for help
- might forget their name → say "Excuse me, can you please tell me your name?" → "Excuse me..." ask for what you need. → ask a friend

"Barriers" are problems that can

"Strategies" are possible ways to be

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Do you think the BSP was a scaffolded and nurturing way to practice?
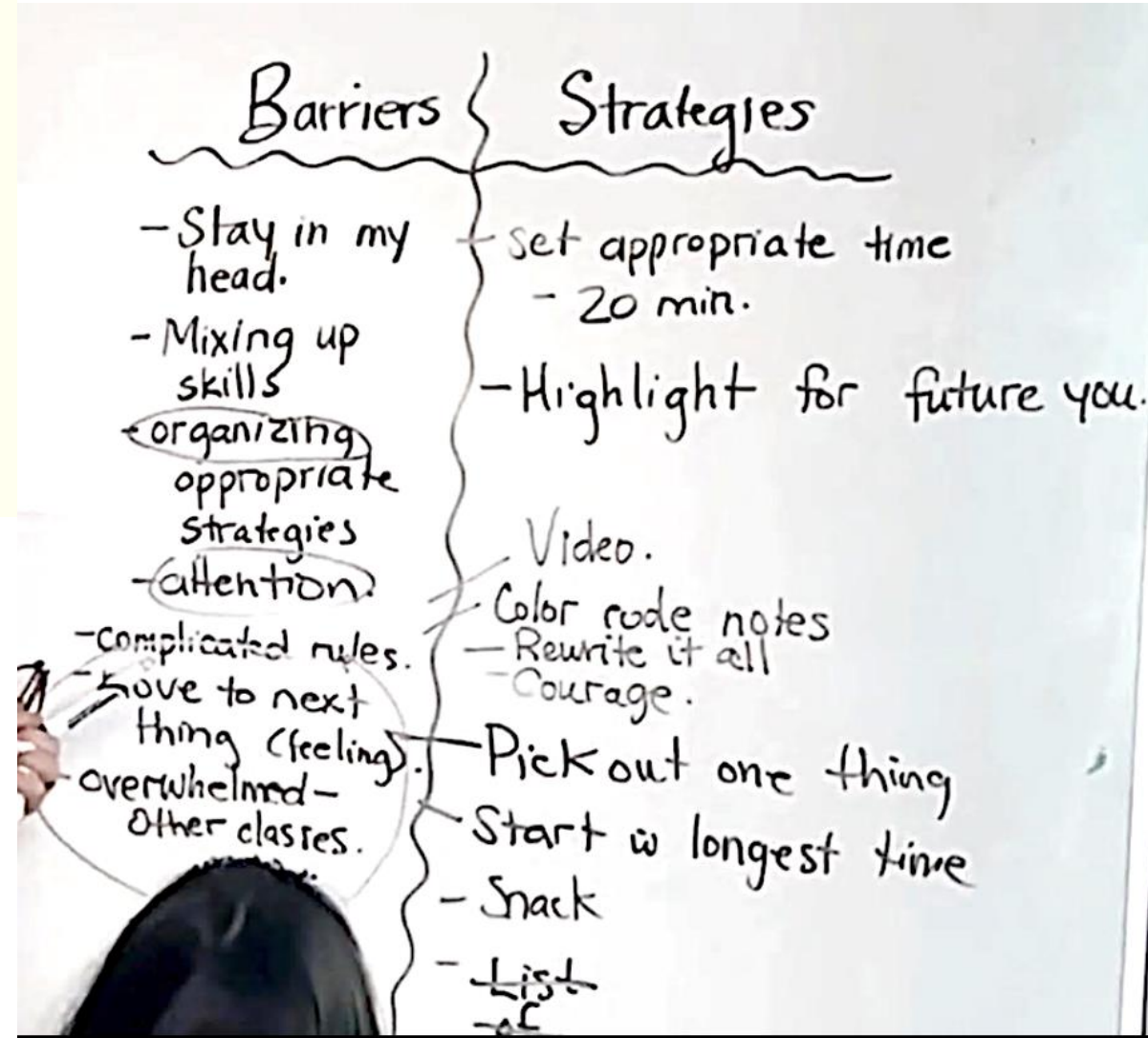
Table 3.4. The BSP and Hattie's "visible learning"

Teaching factor	Effect size	How it relates to the BSP
Cognitive task analysis (CTA)	1.29	Research shows that helping a learner to analyze the cognitive skills, steps, and approaches required to accomplish a difficult thinking task helps them to succeed. Within the BSP, students work together to examine problems and generate lists of possible skills, steps, and approaches. The BSP is collaborative CTA.
Transfer strategies	0.86	The BSP incorporates problem monitoring at a high frequency, during regular whole-class conversations. This contributes to students' familiarity with different types of problems and the solutions they tend to prefer; it supports their ability to quickly devise appropriate strategies or transfer ones that were previously used.
Class discussion	0.82	Within the BSP, teachers regularly gather all students together to respond to two prompts: "What are our barriers to this task?" and "What strategies can we use to be successful?"
Planning and prediction/self-judgment and reflection	0.75/0.75	The BSP asks students to predict barriers and plan strategies in a group setting on a regular basis. This allows individuals within the group to steadily notice and reflect upon what is unique about their own challenges and preferred strategies.
Focus on problem-solving/ metacognition	0.67/0.58	The BSP integrates metacognition into the fabric of everyday problem solving. Again and again, over many short BSP interactions, students are scaffolded into the habit of monitoring problems for barriers and experimenting with creative strategies.
Feedback	0.64	The BSP helps students identify important process steps (strategies) for any task. Teachers (and students themselves) may then easily recognize and provide formative feedback on these steps because they have been co-constructed and are very clear to both teacher and student.
Cooperative vs. individualistic learning	0.55	The BSP takes place during a group conversation in which students work together to actively consider and support other perspectives and ways of learning.
Teacher–student relationship	0.48	The BSP creates a regular opportunity for teachers to express interest in and make connections with students. During a BSP, teachers find out about students' experiences, thoughts, feelings, and good ideas, which builds a strong relationship.

Using effect sizes and definitions that are adapted from *www.visiblelearningmetax.com* (2018). When reading effect size, remember that, generally, 0.5 is a medium effect and 0.8 is large.

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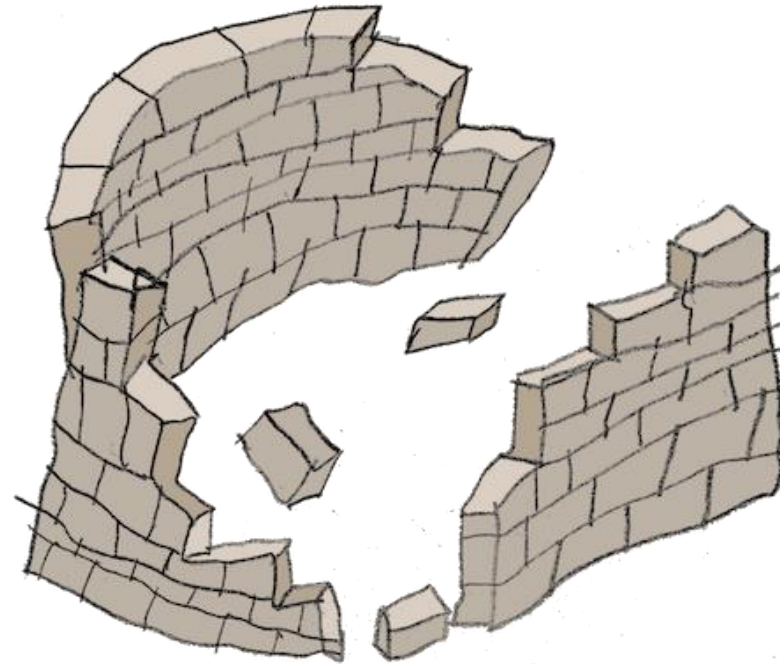**HOW TO BUILD EFs?**

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The Missing Link:
How Empathy and Clarity Can Unlock Metacognition

Dr. Laurie Faith

OISE/University of Toronto

July 2025

Big Emotions

Confusion

Objective: Achieve Goals

Art lovingly drawn by human hands.
Courtesy of Kay Liang and Katie Healy
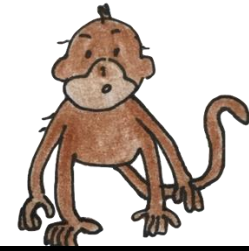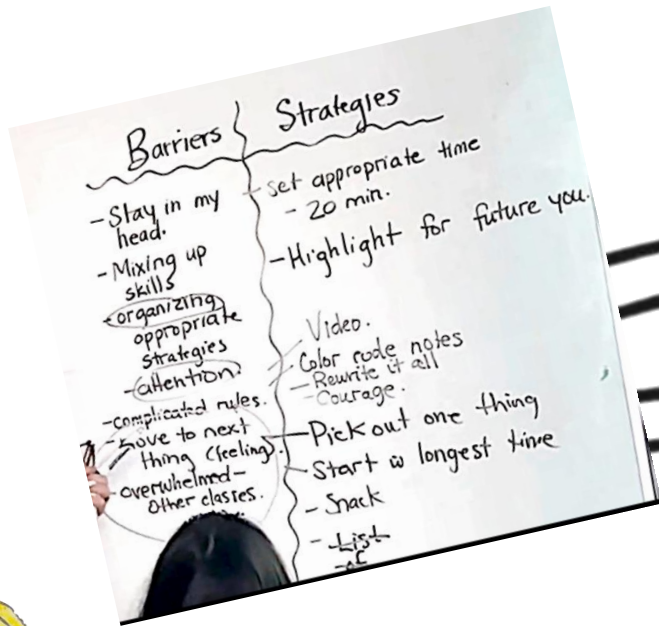
What if we get big emotions?

Behaviors Derail Trust

Behavior

- Aggressive

- Unhelpful

- Defensive

- Avoidant

- Rude

Emotions Create Connection

Emotion

- Angry

- Discouraged

- Lonely or Frightened

- Overwhelmed

- Panicked

How to Regulate Emotion

Modify Situation
Redirect Attention
Shift Appraisal

Modulate Response

Jacobs, S. E., & Gross, J. J. (2014). Emotion regulation in education: Conceptual foundations, current applications, and future directions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 183-201). New York: Routledge.

Emotion Validation

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

Help to normalize the experience.

Express empathy.

Emotion Invalidation

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.

Linehan, M. M. (1993). Cognitive–behavioral treatment of borderline personality disorder. New York, NY: Guilford Press

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%

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)

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)

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)

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)
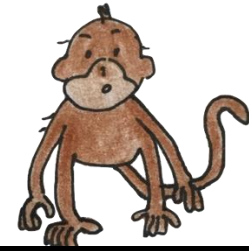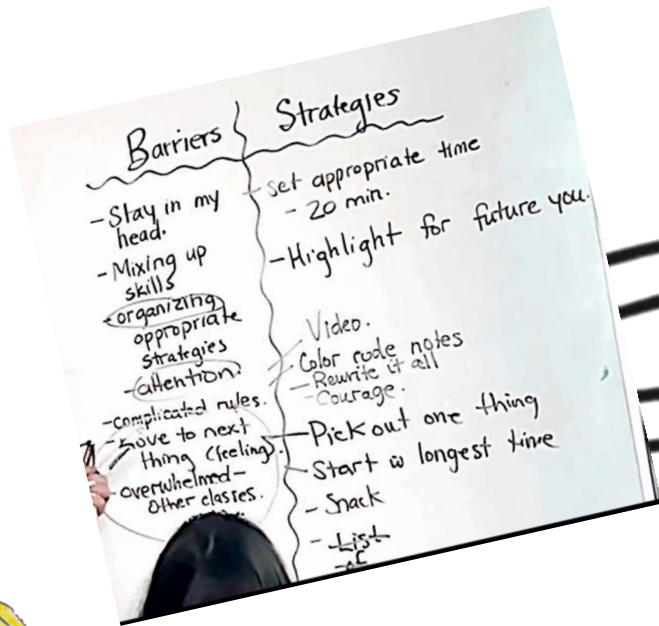
Hands off Calming Strategies

"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)

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)	No mention of validation

Big Emotions

Confusion

Objective: Achieve Goals

Art lovingly drawn by human hands.
Courtesy of Kay Liang and Katie Healy

Perry's Characteristics of Classrooms that Emphasize Self-Regulated Learning

- Independence and autonomy
- Authentic
- Explicit and co-constructed, flexible, control
- Familiar and predictable
- Self-assessment
- Scaffolding and co-regulation
- Formative, task-specific feedback
- Motivational messages, recognize effort and process
- Sense of belonging, community, respect
- Accommodation, scaffolding and support, differentiation

1 school
3 teachers
2 weeks
video, audio, artifacts

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
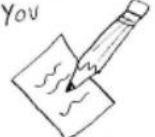
GETTING HELP

Help When You Need it

Showing You How

Feedback that Helps

Talking About Your Learning

Encouragement to Succeed

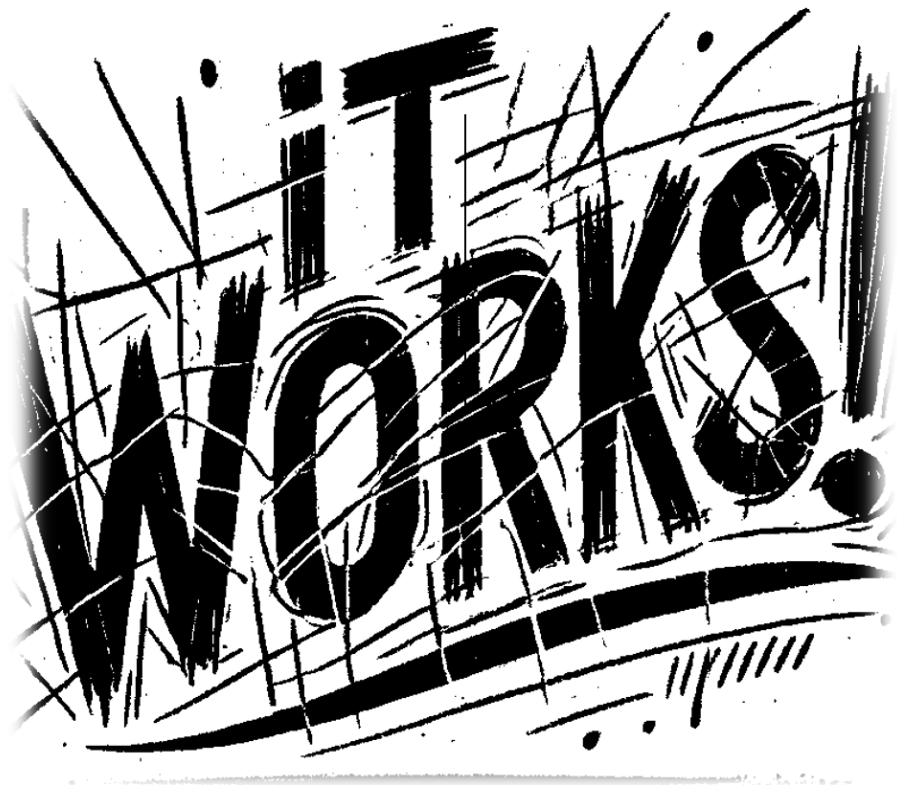FEELING POSITIVE

Teamwork in Learning

Kind Words Only

Celebrate your Wins

Making sure Everyone succeeds

Which "dial" needs to be cranked to make Barriers & Strategies Protocol work?

(…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

Once upon a time, there was a little school.
Its students and teachers were kind,
helpful, and hardworking.
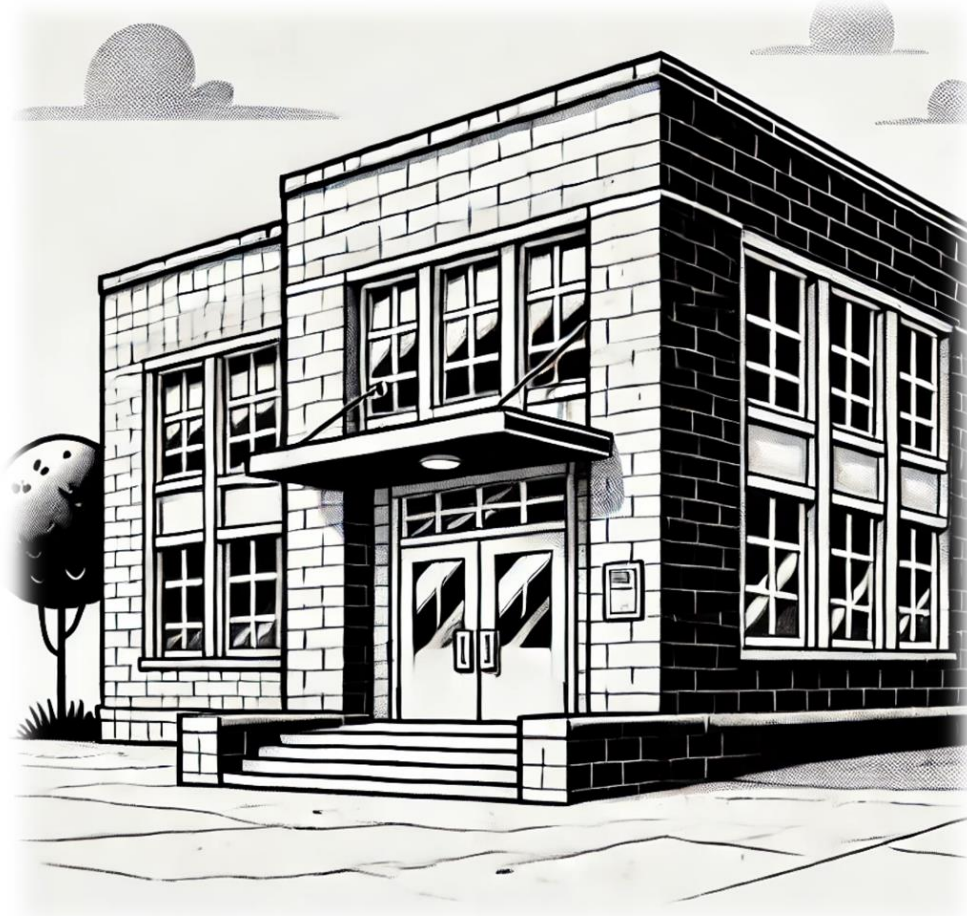
At the school, there were good days
and less good days.

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.
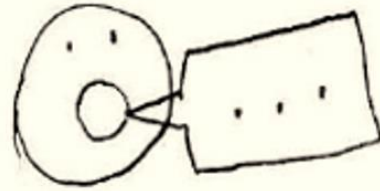But, like, not because the kids were bad.
Nobody really thought that.
It was something else.
They were sure of it!

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:

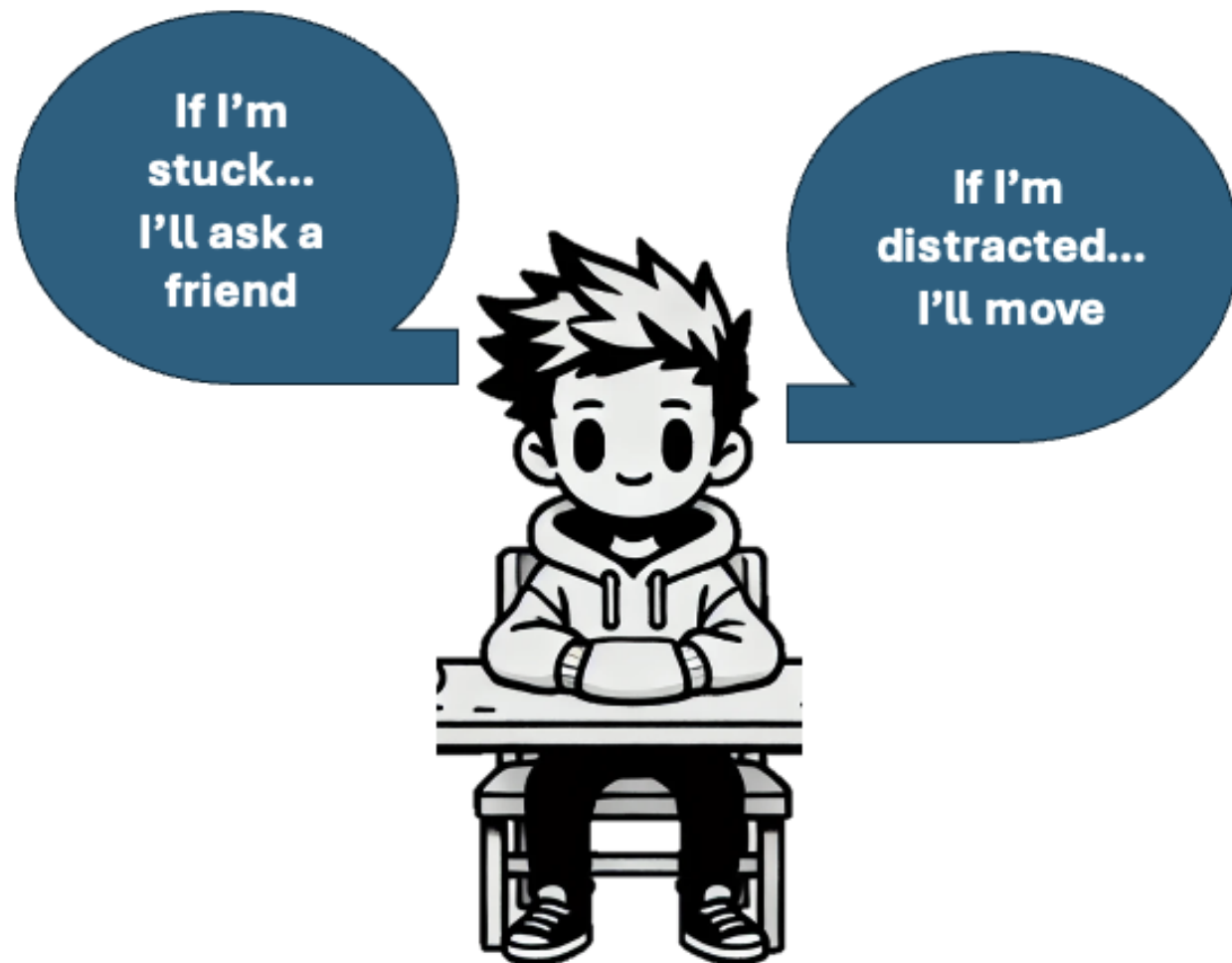Talking About Your Learning

Your Ideas Count

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

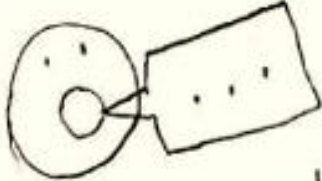When they assigned hard work, they asked the kids to talk about their...

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

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.
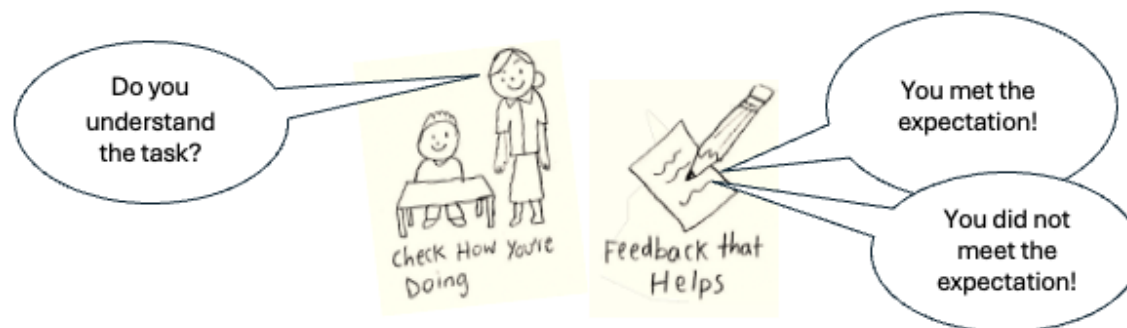
Clear Instructions

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.

Do you understand the task?

Check How You're Doing

Feedback that Helps

You met the expectation!

You did not meet the expectation!

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

Let me tech you a second way to show 22-4 so you can meet expectations!!

Help when You Need it

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?

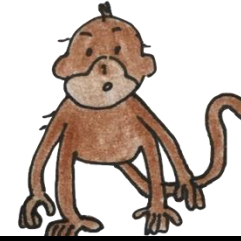Having a little bit of choice or differentiated options also helped with this.

Just the Right Challenge

Choose Your Path

Making Sure Everyone Succeeds

⚓ WORK PLAN

Date: **Time:**   **Topic:**

SPECIFIC GOAL *Exactly* what needs to be handed in and the end of the period TODAY? How many, how much of what exactly?	
TIME TO FINISH? How many minutes today?	
DOES THIS MAKE SENSE? Do you get it? How should be change it?	
BARRIERS What will make this goal hard to achieve for me or others?	
STRATEGIES What can we do to overcome these barriers and succeed?	
DO THE WORK	
GOAL ACHIEVED? Thumbs up or down, or hand work in to one of three bins "Goal Achieved" / "Goal Not Achieved" / "Goal Exceeded" This feedback needs to be loud and clear.	
Here is one thing we learned for **NEXT TIME...**	

This can be projected onto the board every time you do a lesson. It will help ensure your goal is clear, students know when its due, what they'll need to do to succeed, and whether or not they hit the mark.
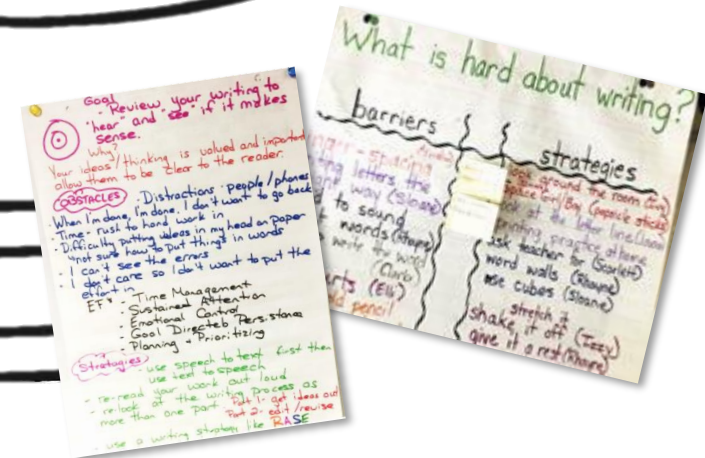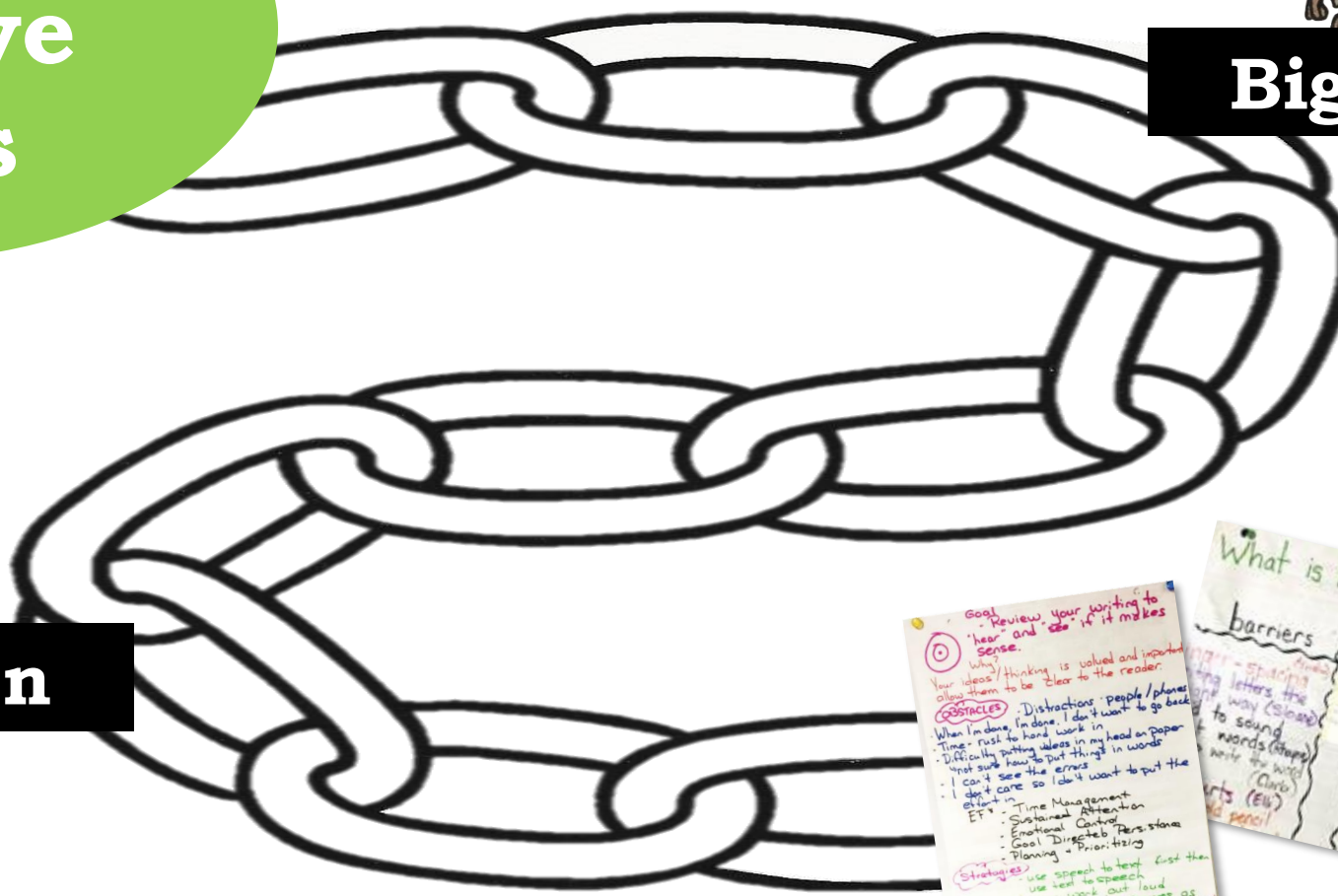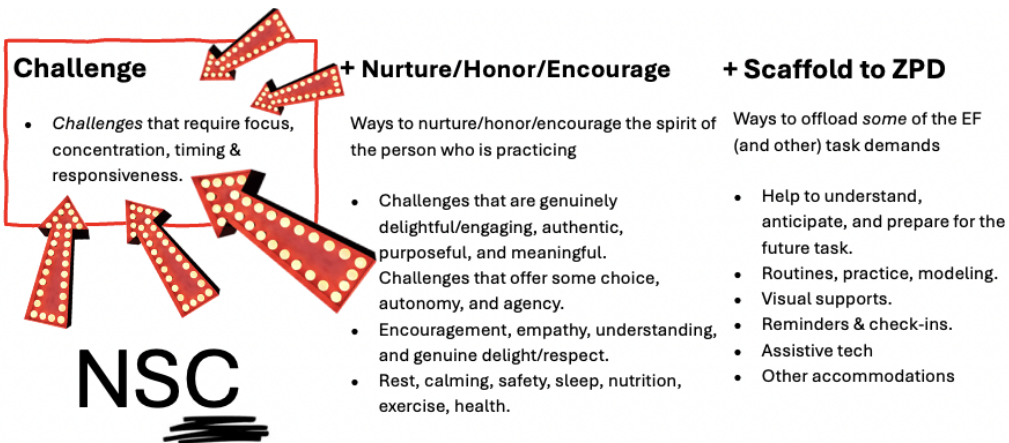
Objective: Achieve Goals

Big Emotions

Confusion

Art lovingly drawn by human hands.
Courtesy of Kay Liang and Katie Healy

Challenge

- *Challenges* that require focus, concentration, timing & responsiveness.

NSC

+ Nurture/Honor/Encourage

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

- Challenges that are genuinely delightful/engaging, authentic, purposeful, and meaningful. Challenges that offer some choice, autonomy, and agency.
- Encouragement, empathy, understanding, and genuine delight/respect.
- Rest, calming, safety, sleep, nutrition, exercise, health.

+ Scaffold to ZPD

Ways to offload *some* of the EF (and other) task demands

- Help to understand, anticipate, and prepare for the future task.
- Routines, practice, modeling.
- Visual supports.
- Reminders & check-ins.
- Assistive tech
- Other accommodations

Strong executive function → **Wide Awake & Strategic** →

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

Inclusive Practices...

Skills for handling emotion

Skills for promoting clarity

END

TAKING CHARGE

Your Ideas Count

Choose Your Path

Just the Right Challenge

Check How You're Doing

STAYING ON TRACK

Fun and Interesting Tasks

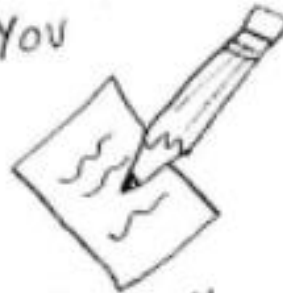**Clear Instructions**

Easy-to-Follow Routines

Helpful Reminders

GETTING HELP

Help When You Need it

Showing You How

Feedback that Helps

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Encouragement to Succeed

FEELING POSITIVE

Teamwork in Learning

Kind Words Only

Celebrate your Wins

Making sure Everyone Succeeds

Goal
Complete 6 math questions independently by 11:45.

What happens?

Mental Contrasting with Implementation Intentions (MCII)

Barriers and Strategies Protocol

Boon et al, 2013; Butler et al, 2016; Friedman-Krauss et al, 2014; Kramarski, 2018; Michalsky & Schechter, 2013; Peeters et al, 2014; Perry et al, 2006; White, P. H., 2016; ...; 2017; Vandevelde et al, 2016; White & Bembenutty, 2014

PRACTICE MAKES PROGRESS

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

OPEN TO LEARN

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

WE'RE HERE TOGETHER

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

EMPATHY AND KINDNESS

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

READY FOR GROWTH

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

What is this?

The Barriers and Strategies Protocol asks students to very quickly transform their understanding of the power dynamics in a classroom. This form was developed to support teachers' work in communicating the culture and values behind the BSP. We think it is most useful for older students, who may have very entrenched beliefs about their role in the classroom.