

S M A R T S
EXECUTIVE FUNCTION & MENTORING PROGRAM

EXECUTIVE FUNCTION & INDEPENDENT
LEARNING: STRENGTHENING MOTIVATION
AND ENGAGEMENT



MICHAEL GRESCHLER, M.ED.

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Agenda


- ✓ What is Motivation?
- ✓ Motivation and Laziness
- ✓ Procrastination and Distraction
- ✓ Goal Setting and Hope (and Fear)

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What is motivation? How would you define it?




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Motivation: "one's direction to behavior"




Elliot, Andrew J. Covington, Martin. "Approach and Avoidance Motivation". *Educational Psychology Review*. 13 (2001): 2

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WHAT IS EXECUTIVE FUNCTION?


Elements of Executive Function



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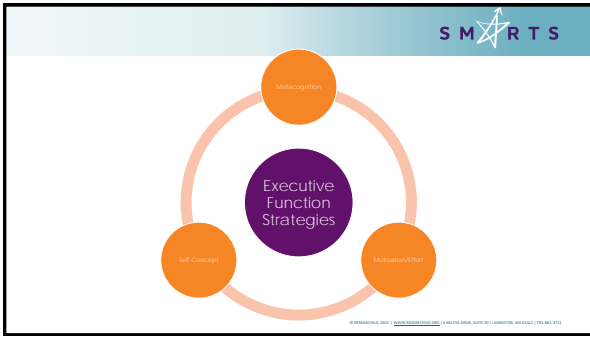
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WHAT IS EXECUTIVE FUNCTION?
STUDENT PERSPECTIVE

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"I don't know what it is, but I know I don't have it." -9th grade student

"The stuff I'm bad at." -11th grade student.

"Doing what the teacher says." -6th grade student.

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To support EF across the grade levels,
we need to teach strategies that
meet the demands placed on
students in their classrooms!

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Explicit instruction and repeated practice are the keys to improving EF




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We must address the elements of motivation if we want to boost student self-understanding and their ability to apply strategies independently.



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Motivation and 'Laziness'



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How does motivation work?

What motivates people?

What de-motivates people?




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"The consequences of an act affect the probability of its occurring again."- BF Skinner



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Motivation
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Mastery Motivation








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HOW MUCH IS THE APPLE WORTH?

 +  +  = 30

 +  = 14

 +  +  = 17


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HOW MUCH DOES THE BOOK COST?

Original price of a book: \$20.00 It is on sale! The discount is 40%.



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EVALUATE THE GIVEN INTEGRAL

$$\int \frac{7}{3y^6} + \frac{1}{y^{10}} - \frac{2}{\sqrt[3]{y^4}} dy$$

$$\int (t^2 - 1)(4 + 3t) dt$$

$$\int \sqrt{z} \left(z^2 - \frac{1}{4z} \right) dz$$


[Calculus I - Computing Indefinite Integrals \(Practice Problems\)](#)
(amar.edu)

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The brain is a problem-solving machine. We are naturally disposed to master the challenges that come way.

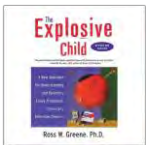


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Motivation
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"Kids do well if they can."



Think:Kids
RETHINKING CHALLENGING KIDS
Dr. Stuart Ablon


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Why do we end up mastering some skills and not others?
When I ask my students why they didn't get something done,
there is one common response.....

BECAUSE I WAS LAZY!



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“But I don’t care.”

-16 year old student, 2018

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LAZINESS IS A MYTH!!!

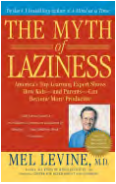


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"When we call someone lazy, we condemn a human being."
 – Mel Levine, M.D.




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"Behavior in the human being is sometimes a defense, a way of concealing motives and thoughts" –Abraham Maslow



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Motivation
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There are different kinds of motivation:

Extrinsic motivation- When the motives are external (e.g., stick and carrot).

Intrinsic motivation- When the motives are internal (e.g., dreams and personally meaningful goals)

Which one is better?

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THE SCALE OF MOTIVATION

AMOTIVATED	EXTERNAL REGULATION	INTROJECTED REGULATION	IDENTIFIED REGULATION	INTEGRATED REGULATION	INTRINSIC REGULATION
<ul style="list-style-type: none"> Lack of motivation Non-valuing Lack of control Learner doesn't value what is in front of them 	<ul style="list-style-type: none"> Compliance External rewards & punishment Learner is doing something because they have to 	<ul style="list-style-type: none"> Ego involvement Internal rewards & punishment Learner is doing something because they think if they don't do it, they won't get something 	<ul style="list-style-type: none"> Personal importance Conscious valuing Learner is doing something because it's important, but not about pleasure 	<ul style="list-style-type: none"> Congruence Synthes with self Learner is doing something because it's a part of who they are 	<ul style="list-style-type: none"> Engagement Inherent satisfaction Personal satisfaction, pleasure Learner is doing something only because they enjoy it

<https://www.linkedin.com/pulse/3-basic-needs-inspiring-motivation-elearning-randee-bunin>

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Factors that promote development of intrinsic motivation:

Self-Determination Theory (Deci and Ryan)
<https://www.learningtheories.com/self-determination-theory-deci-and-ryan.html>

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Autonomy- The desire to be your own boss. Does not mean independence or isolation.


Self-Determination Theory (Deci and Ryan)
<https://www.learningtheories.com/self-determination-theory-deci-and-ryan.html>

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Competence: The belief that one will be successful at a given task.




Competence

Self-Determination Theory (Deci and Ryan)
https://www.learning-theories.com/self-determination-theory-deci-and-ryan.html

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Relatedness: How the task aligns with your identity and the groups you interact with.




Relatedness

Self-Determination theory (Deci and Ryan)
https://www.learning-theories.com/self-determination-theory-deci-and-ryan.html

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When these three needs are not met, motivation suffers...



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"But I don't care."

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Autonomy

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My teachers make me do all this busy work!

This is a waste of time.

I don't want to meet with them after school.

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Competence

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This is impossible!

I suck at reading.

This project is way too long.

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Relatedness SMARTS

My teachers are so mean.

They are trying to make me come after school to punish me.

All my friends agree that grades don't actually matter.

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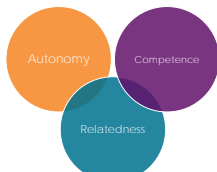
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YOUR TURN! SMARTS

Fill out your "Self-Determination" planner for the student of your choice. Or fill it out for yourself!

- Select a task they (or you) are not motivated to do. What role do autonomy, competence, and relatedness play?




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When these three needs are met, students become more intrinsically motivated...



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Autonomy **S M * R T S**

I always loved football.

I have to get my equipment and stuff ready.

I told coach I had to skip this practice and would make it up later.

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Competence **S M * R T S**

I can handle a lot at practice. Not everyone can!

I worked a lot on my sprints this summer to get the position I wanted.

It's important to keep a regular routine.

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Relatedness SMARTS

The coaches are hard on you so you can be great.

The team is going to have an amazing season. We have some awesome players.

Cherry Creek is in trouble. We're going to crush them.

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YOUR TURN! SMARTS

Fill out the second page of your "Self-Determination" planner for the student of your choice. Or fill it out for yourself!

- Select a task they (or you) are very motivated to do. What role do autonomy, competence, and relatedness play?

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YOUR TURN! SMARTS

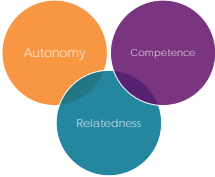
- How did that go? Do you see any themes or commonalities in terms of motivational blocks?
- For the tasks that are more motivating, what is different? What makes this task more motivating?
- Do you see any way they can leverage what works to help them with areas of motivational challenges?

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Once we understand the factors that do and do not motivate our students, we can integrate strategies to boost the development of their intrinsic motivation.




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Strategies that address autonomy:

- Promote student choice
- Align unappealing tasks with personally meaningful goals
- Identify personally meaningful rewards




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Strategies that address competence:

- Help students identify the challenge.
- Provide strategies to bypass or minimize challenges
- Help students develop accurate perceptions of the challenge




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Strategies that address relatedness:


- Utilize existing, positive relationships
- Develop greater empathy and understanding to heal negative relationships
- Help students define and work towards ideal social persona



Relatedness

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SMARTS strategies and motivation:

- CANDO Goals (2.1)
- Long Term Goals (2.2)
- Top 3 Hits and Error Analysis (7.2)
- Breaking Down Directions (7.3)


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Let's Reflect

- What do you like about what we've covered?
- What might be challenging?
- Where and when could you try it?




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Procrastination and Distraction



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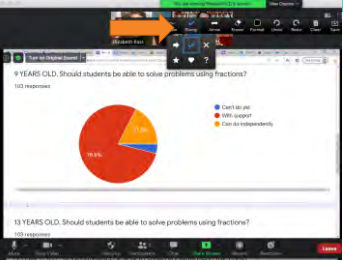
9 YEARS OLD. Should students be able to solve problems using fractions?
102 responses

- Can't be set
- Vote support
- Can't be answered

13 YEARS OLD. Should students be able to solve problems using fractions?
102 responses

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9 YEARS OLD. Should students be able to solve problems using fractions?
102 responses





- Can't be set
- Vote support
- Can't be answered

13 YEARS OLD. Should students be able to solve problems using fractions?
102 responses

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What is the best pet to have?

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DO YOU PROCRASTINATE?

YES

NO

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HOW HAS THE PANDEMIC AFFECTED YOUR PROCRASTINATION?

Procrastinate
less

Procrastinate
the same

Procrastinate
more

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Procrastination: **Myths** vs. **reality**

Only unproductive people procrastinate.
We ALL procrastinate!

Procrastination is counter productive.
People procrastinate can be a form of self-defense.

Procrastination is fun.
Much of the time, procrastination can feel like torture.


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We need to normalize and understand procrastination if we are going to help students cope.


Students need to learn the when, why, and how of procrastination.



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"Behavior in the human being is sometimes a defense, a way of concealing motives and thoughts" -Abraham Maslow




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What are we hiding? What thoughts and beliefs lie behind procrastination?



Let's take a procrastination quiz and find out!

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WHEN GETTING STARTED...

A. There is a lot to deal with here. It's going to be hard to juggle all the details

B. I didn't choose to do this! They are making me!

C. I have a great, glorious, big and beautiful idea (in my head).

D. It's not due for a long time. Not my problem.



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WHILE WORKING... SMARTS

A. This one detail is not going well. I can't go on until I fix it!

B. Don't tell me how to do this! I have to do it my way!

C. Oh yeah, I should get to work. It will take care of itself.

D. I want to care about this work, but it doesn't seem real yet.



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WHEN IT'S TIME TO GET WORK TURNED IN... SMARTS

A. I cannot turn this in! It's horrible!

B. Why did they make the deadline now? They hate me.

C. Wait, when is the due date? The due date for what?

D. It's due when?! Time to blast through this.




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What is your procrastination style?



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A. Perfectionist/Overdoer

Everything has to be perfect!

May take on too much, making it impossible to prioritize and work effectively.



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B. Defier

Resents authority and the loss of autonomy.

May choose to procrastinate to prove their independence.



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C. Dreamer


Loves the big picture but hates the bothersome details.

Procrastination is a way to stay with the beautiful ideas in their mind and not ruin them by doing the work.



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D. Crisis Maker


Lives on the edge and does things at the very last second.

Only motivated by what's immediate. May even take some pride in pulling it off with no time left.



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What kind of procrastinator are you?

When and where are you most likely to procrastinate?

What are ways you are able to overcome your procrastination?

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Understanding procrastination styles is essential. There are a range of reasons someone might procrastinate even if the behavior looks the same.

This has to be perfect!

I love this topic. I have a great idea for a 300 page fantasy series about this.



Oh no! I only have 1 hour to get this done.

This teacher is so mean!

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Left unchecked the negative thoughts that relate to our procrastination styles can sap our motivation and rob of us the joy in our work.


How can we set ourselves up to succeed:

1. Don't be too hard on yourself!
2. Think of the first step, not the entire task, and take that action.
3. Hide your temptations (or make them less convenient).
4. Open up the path for what you want to get done.

"Why You Procrastinate (It Has Nothing to Do With Self-Control)," Charlotte Lieberman (New York Times, 3/25/19) | [RESEARCHILD.ORG](#) | [WWW.RESEARCHILD.ORG](#) | HEALTHY BRAIN, HAPPY YOU! (LAWRENCE, MA 02451) | 781.461.6716

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Lockdown Productivity: Spaceship You

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Lockdown Productivity: Spaceship You


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How can we help students develop strategies to control their procrastination?



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<p>Strategies for Perfectionists/Overdoers</p> <p>"Done is better than perfect."</p> <p>Reverse extensions</p> <p>Self-esteem folder</p>	<p>Strategies for Defiers</p> <p>Rewrite the directions</p> <p>Tie to something you do like</p>
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<p>Strategies for Dreamers</p> <p>Brainstorm and go</p> <p>Speech to text</p>	<p>Strategies for Crisis Makers</p> <p>Mini due dates (with rewards)</p> <p>Accountability team</p>
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SMARTS strategies and procrastination:

- CANDO Goals (2.1)
- 4 C's Organizing Strategy (4.1)
- Understanding Time (4.2)
- Prioritizing Time (4.3)
- What is Self-Monitoring? (7.1)
- Manage My Focus (7.3)*
- What Hat Am I Wearing? (7.4)*


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Let's Reflect

- What do you like about what we've covered?
- What might be challenging?
- Where and when could you try it?



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EXECUTIVE FUNCTION & MENTORING PROGRAM

Goal Setting and Hope (and Fear)




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S M * R T S

Giving students free choice is a classic way to boost engagement and motivation.

But sometimes, when we let students set their own goals, it can backfire, especially for students who are really struggling.




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If you asked your students to tell you what their goals are, what would they say?

Are these goals motivating? Why or why not?




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When helping students pursue their goals, the ultimate goal is to help them develop a belief that they are in control of their own destiny.



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Our "future selves" play an important role in helping us set goals.

- Positive Future Selves: I am ready to become.
- Negative Future Selves: I am afraid I will become.

Don't be afraid of fear!



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Why you should define your fears instead of your goals | Tim Ferriss
3,060,229 views · Jul 14, 2017
102K 1.4K SHARE SAVE

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"Fear Setting"

Instead of starting with a goal, fear setting starts with a fear. Students acknowledge something they are afraid of (e.g., "failing a test") and then explore it fully in three steps: **Define**, **Prevent**, **Repair**.

- 1. Define:** Students define in detail what would happen if their fear came true. By giving a name to these fears, students will be ready to make a plan to prevent them.
- 2. Prevent:** Students brainstorm all the ways to prevent their fears from coming true. The more detailed this section becomes, the more prepared students will be to set concrete, planful goals to address their fears.
- 3. Repair:** Students acknowledge that sometimes bad things do happen. Part of setting goals is thinking through possible ways to heal after something bad happens.

• [Why you should define your](#)

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Define	Prevent	Repair
I am worried that if I don't pass this class, my parents and friends won't think I'm smart. They will be disappointed in me.	I can show my parents how much effort I am putting into school. I can try to teach my friends some things I am good at, and then ask them to help me with things that are hard for me.	If I do fail, I will feel really bad. I think I need a day to be nice to myself (buy sports cards!) Then I will probably have to talk to my parents to come up with a plan on what to do next.

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GROWTH MINDSET

Fixed mindset- My success is due to factors outside my control (e.g., talent, luck, 'just being smart')

Growth mindset- My success is due to factors I can control (e.g., hard work, trying new approaches, learning from mistakes)

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HOPE THEORY

Hope = Agency x Pathways Thinking

Agency: The belief that we can make a difference in our own lives

Pathways Thinking: The belief that there are multiple ways to achieve a goal.

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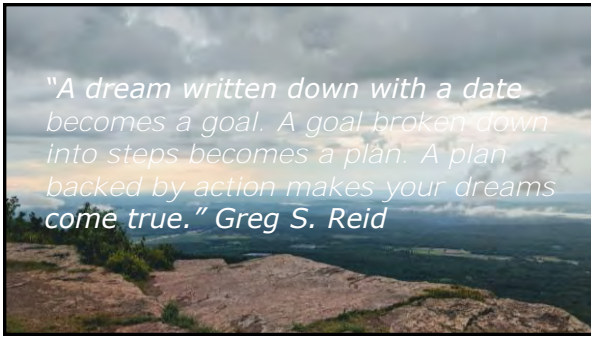


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EXECUTIVE FUNCTION & MENTORING PROGRAM

IDENTIFYING CANDO GOALS

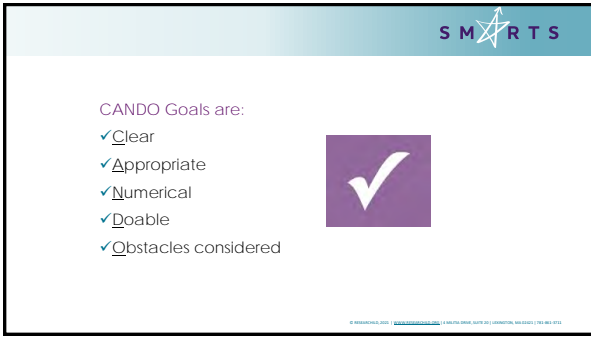


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"A dream written down with a date becomes a goal. A goal broken down into steps becomes a plan. A plan backed by action makes your dreams come true." Greg S. Reid

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CANDO Goals are:

- ✓ Clear
- ✓ Appropriate
- ✓ Numerical
- ✓ Doable
- ✓ Obstacles considered



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CANDO Goals
 Help make your goal **c**lear by making it more specific.

"I want to be a better student."

"I want to get A's and B's this semester."

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CANDO Goals
 Help make your goal **a**ppropriate by making it realistic.

"I want to get an A this year in math."


"I want to become a professional hockey player."

"I want to keep my grade above a C in math."

"I want to join the hockey team this year."

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CANDO Goals
 Help make your goal **n**umerical by making it measurable.

"I want to get a better grade on my math tests."

"I want to get A's and B's in math."

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CANDQ Goals
 Help make your goal doable by listing 3 steps needed to achieve it.

"I want to improve my score on the next math test by 10 points."


Steps for reaching the goal:

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This goal is doable because there are 3 steps listed to help achieve it.



Improve math score by 10 points!


Review my notes from class every night

Make flash cards to practice 4x/week

Study 30 minutes a day

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CANDQ Goals
 What are some obstacles that might get in the way of reaching your goal?

"I want to improve my score on the next math test by 10 points."

Potential obstacles:

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What are some obstacles that might get in the way of reaching the goal?

I couldn't do the HW because I didn't understand it!

I got busy with other work and didn't review my flash cards.

I left my notes at home.

Review my notes from class every night

Make flash cards to practice 4x/week

Study 30 minutes a day

Improve math score by 10 points!

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What are some ways to overcome obstacles ?

- I forgot my notes at school.
 - Spend extra time studying the next night.
 - Study during a free block.
- I didn't understand the lesson and couldn't do my HW.
 - Talk to the teacher the next day.
 - Ask a friend or parent for help.
- I was too busy with other work.
 - Make up studying time on the weekends, in the morning before school, or during a free block.

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YOUR TURN!

S M A R T S

MY SMART GOAL

My goal for myself is _____

VISION for SMART

Leading Goals

Leading goal	status
Clear	<input type="checkbox"/>
Assessable	<input type="checkbox"/>
Measurable	<input type="checkbox"/>
Directed	<input type="checkbox"/>
Time-bound	<input type="checkbox"/>

Personal Obstacles

Steps to accomplish them

1. _____

2. _____

3. _____

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Creating Strategic Learning Communities

- Use your own goal as a model. Share a goal you have set (e.g., run 5 miles, plan a party) and have the class help you make this into a CANDO goal.
- Create a goal wall in your classroom where students' goals are posted. Students update their goals, listing the steps they have completed or adding their goals over time.
- Include a "time capsule" in kindergarten where everyone writes down their CANDO goal for June and seals the envelope. Organize a CANDO party at the end of the year where each student reveals their original goals and discusses whether they did or did not reach their goals.

Reflection/Self-Advocacy

- Remember that goal setting takes place throughout the year. Ask of students, "What's your goal? How can you make it a CANDO goal?"
- After students complete their CANDO goals, have them identify 1-3 people with whom they will share their goals. This will hold them accountable and may provide them with ideas for revising their goals when needed.
- Create a Google Form that students can use on a weekly basis to reflect on the goals they are working on. This can be especially helpful for students to reflect about their performance on recent quizzes or homework assignments and will provide a conversation starter when you check in with students.

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SMARTS Strategies that promote goal setting:

- Strategy Reflection Sheets!
- MetaCOG Surveys
- CANDO Goals (2.1)
- Long Term Goals (2.2)
- Top 3 Hits and Error Analysis (7.2)
- Strategy portfolio


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Let's Reflect

- What do you like about what we've covered?
- What might be challenging?
- Where and when could you try it?




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Motivation can be complicated but is an essential component of successful learning.

Executive Function strategy instruction can be used to help students understand the source of their motivation and to set themselves up to be successful.




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Questions?



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THANK YOU!

Questions, comments, concerns?
mgreschler@researchild.org

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MY CANDO GOAL




My aspiration for myself is:

Is my goal:	(check)
C lear?	
A ppropriate?	
N umerical?	
D oable?	
(with) O bstacles Considered?	

Doable Steps:

 1. _____

 2. _____

 3. _____

 4. _____


Potential Obstacles:

1. _____

2. _____

3. _____

Steps to overcome them:





MOTIVATION AND ENGAGEMENT RESOURCES

Self Determination Theory:

- [Self-Determination Theory: How It Explains Motivation \(verywellmind.com\)](https://www.verywellmind.com)
- [Self-Determination Theory and Online Education: A Primer - Ecampus Course Development and Training \(oregonstate.edu\)](https://www.oregonstate.edu)
- [The puzzle of motivation | Dan Pink](https://www.ted.com)

Procrastination

- [Why You Procrastinate \(It Has Nothing to Do With Self-Control\) - The New York Times \(nytimes.com\)](https://www.nytimes.com)
- [Another Theory of Procrastination - SMARTS \(smarts-ef.org\)](https://www.smarts-ef.org)
- [Inside the mind of a master procrastinator | Tim Urban - YouTube](https://www.youtube.com)
- [Lockdown Productivity: Spaceship You - YouTube](https://www.youtube.com)

Goal Setting

- [The 2 Most Dangerous Goals a Student Can Have - SMARTS \(smarts-ef.org\)](https://www.smarts-ef.org)
- [The power of believing that you can improve | Carol Dweck - YouTube](https://www.youtube.com)
- [Ready, Willing, and Able: A Developmental Approach to College Access and Success: Savitz-Romer, Mandy, Bouffard, Suzanne M.](https://www.savitzromer.com)
- [Why you should define your fears instead of your goals | Tim Ferriss - YouTube](https://www.youtube.com)
- [Fear and Goal Setting with Teenagers - SMARTS \(smarts-ef.org\)](https://www.smarts-ef.org)



Strategy Planner

Session: Motivation, Procrastination, and Goal Setting

Topic	Key Ideas	Strategy Brainstorm
<p>What is Motivation?</p> <ul style="list-style-type: none"> - Motivation and EF - Clogged Funnels 		
<p>Motivation and Laziness</p> <ul style="list-style-type: none"> - Mastery Motivation - The “Myth” of Laziness - Autonomy, Competence, and Relatedness 		
<p>Procrastination and Distraction</p> <ul style="list-style-type: none"> - Myths vs. Realities - The Procrastination Quiz - Strategies to Overcome Procrastination 		
<p>Goal Setting and Hope (and Fear)</p> <ul style="list-style-type: none"> - Dangerous Goals - Fear Setting - Hope Theory and Growth Mindset - CANDO Goals 		



SELF-DETERMINATION HANDOUT

Think of a student you know who and a task they struggle to find the motivation for. Fill out the worksheet below to understand what may be getting in the way.

Autonomy

Competence

Relatedness



Now think of something this student is motivated to do. What factors help keep this student so engaged?

Autonomy

Competence

Relatedness

What differences do you see? Which factors do you think have the highest impact on this student? Do you see any strategies that could help?