

“How To Keep Smart Kids Motivated”

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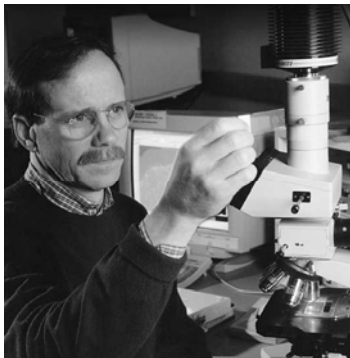
Lights Of My Life



Columbia Pre-med Dropouts







Nature or Nurture?

**Which
Contributes The
Most To Talent
?**

Match The Quote

"If I have done the public any service, it is due to my patient thought...."



Match The Quote

"999 failures? No, an invention of 1000 steps...."

Match The Quote

"It's fine to celebrate success
but it is more important to
heed the lessons of failure...."

Match The Quote

"There are times when
increasing knowledge is
accompanied by less rather
than more insight.

... We have much work to do"

Match The Quote

"I've failed over and over and
over again, that is why I
succeed...."

Ask The Right Question

How Can We Teach Our Kids How To Fail?

Motivation Workshops

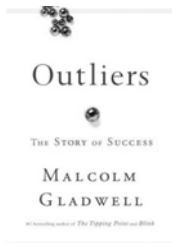
1. Mindset
2. Self-Regulated Learning
3. Resilience Training
4. Attentive Listening
5. "In The Zone"

Tonight: Mindset

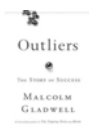
- ↘ Sixty Second Book Club
- ↘ Five Minute Brain Science
- ↘ Mindsets of Success
- ↘ Deep Practice: The Talent Code

Sixty Second Book Club

Who: Outliers



- Opportunity
- Culture
- Persistence



- Canadian Premier Hockey
- Czech Premier Soccer
- 10,000 Hour Rule
- Bill Gates
- Gladwell's Mom

Why: Defining Academic Success

THE ROLE OF ACADEMIC AND NON-ACADEMIC
FACTORS IN PERSISTING COLLEGE RETENTION

ACT Policy Report

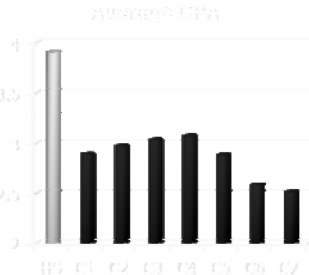
October 2010
Volume 10, Number 1
www.act.org

Beyond Admissions

- Staying In College
- Thriving In College

Rigors of College

- UC System-wide
- 28 Average ACT
- 78% College Grad Rate
- 78,000 Freshman
- Weighted HS GPA



SOURCE: <http://escholarship.org/uc/item/7306z0zf>

Correlated to Staying In College

↘ Time Management Skills	.366
↘ Academic Self-confidence	.359
↘ High School GPA	.246
↘ Cognitive Skills	.124
↘ Achievement Motivation	.066
↘ General Self-esteem	.050

Thriving In College

↘ Academic Self-confidence	.496
↘ High School GPA	.448
↘ Cognitive Skills	.388
↘ Achievement Motivation	.303
↘ Time Management Skills	.159
↘ General Self-esteem	.046

Five Minute Brain Science



“Neuron”

- ↘ 100 Billion
 - About 1 pound at birth
 - Generates 25 watts of electricity
- ↘ All Actively Used

“Synapse”

- Brain ‘Connections’
- 1,000 To 100,000 Per Neuron
- Born With 500 Miles
- Add 2500 Miles By Age 25
- Ten Million-Trillion-Trillion
- Possible Connections Per Brain
- 10,000,000,000,000,000,000,000,000,000,000,000
- Impossible To Fully Develop

“Neurogenesis”

- ↘ Neuro = Brain Cell
- ↘ Genesis = Born
- ↘ Neurogenesis
- = How New Brain Cells Grow

“Neuroplasticity”

- ↘ Neuro = Brain
- ↘ Plasticity = Flexible Change
- ↘ Neuroplasticity
- = How A Brain Rewires Itself

“Fight or Flight”

- ✦ Response to Excess Stress
 - Cortisol
 - Adrenaline
 - Amplifies Emotions
 - Starves Good Judgment
 - Restricts Brain Growth
 - Slows Metabolism

“Automaticity”

- ✦ Automatic Brain Functions
- ✦ Requires Little Conscious Thought
- ✦ Permits Multi-Tasking
- ✦ Conscious Mind = 40 bits per sec
- ✦ Subconscious = 11 **million** per sec

Automaticity Examples

- ✦ Running Down Steps
- ✦ Smells Like Snow
- ✦ But
 - Don't Text and Drive

Today:

- ✦ Spelling Bee
- ✦ Memory Game

**When:
The Code of Great Performance**



Deep Practice

- ↘ Elite Athletes
- ↘ Classical Musicians
- ↘ Pop Singers
- ↘ Top Students

Meadowmount Academy



- ↘ Joshua Bell
- ↘ Yo-Yo Ma
- ↘ Itzhak Perlman

Spartek - Moscow



- ↘ 15 Clay Courts
- ↘ 1 Indoor
- ↘ Closed in Winter

- ↘ Anna Kournikova
- ↘ Yevgeny Kafelnikov
- ↘ Marat Safin

Septien Music



- Ashlee Simpson
- Ryan Cabrera
- Demi Lovato

When:

Locate **"The Golden Second"**



- Just ***After*** An Error
- Brain Most Open To Growth

The Golden Second

How We Respond to Errors:

- Embrace and Correct?
..... OF
- Recoil and Avoid?

Vocabulary of Deep Practice

Frequent

- "Focus"
- "Repeat"
- "Mistake"
- "Attention"
- "Tiring"
- "Edge"
- "Connect"

Uncommon

- "Natural"
- "Effortless"
- "Genius"

SOURCE: Coyle, D "The Talent Code", 2009

What About The
Pre-Med Students
?

What: Mindset



What We Believe About Our Brain

- Fixed Mindset
- ... or...
- Growth Mindset

Self-Beliefs

"Fixed"

- ↪ Hard-Wired Brains
- ↪ "Natural" Talents
- ↪ Weakness = "Wired Differently"
- ↪ "Deflated" By Obstacles

Self-Beliefs

"Growth"

- ↪ Natural Talents Are Starting Point
- ↪ Weaknesses Can Improve
- ↪ New Challenges Are Energizing

Organic Chemistry Victims

Natural Talents

"I'm gifted – it can't be me - so there must be something wrong with this course."

Weaknesses

"The instructor isn't a very good teacher. He needs to give us this material differently."

New Challenges

"No one is ever going to need this information in real life."



Organic Chemistry Survivors

Natural Talents

"My raw talent got me here, now I need to get to work"

Weaknesses

"Looks like I need to join a study group"

New Challenges

"It's cool to master harder material"

Failure Response

▼ Fixed Mindset

- Negative Feedback is An Attack
- Fight or Flight
- Emotions Amplify
- Judgment Wanes

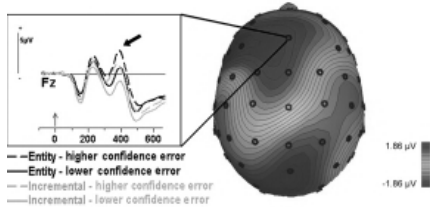
Failure Response

▼ Growth Mindset

- Negative Feedback Guides Growth
- Solving New Challenges = Energizing

Fixed vs. Growth Mindsets

Response To Negative Feedback



Sci Cogn Affect Neurosci. 2006 Sep;1(2):75-86.
Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model.

Summary

- WHO** Outliers of Success
WHY Thrive in Learning
WHEN The Golden Second
WHAT Growth Mindset

NEXT ...

How: Upcoming Workshops

1. Mindset
2. Self-Regulated Learning
3. Resilience Training
4. Attentive Listening
5. "In The Zone"

How: Mindset

85% of Parents Agree

*"It's Important To Tell
Children That They Are
Smart."*

Mindset Of A 10 Year Old

Experiment 1: Assign Intentionally Easy IQ Problem

Control Group: "Wow, that's a really good score."

Intelligence Praise: "Wow, that's a really good score.
You must be smart at this."

Effort Praise: "Wow, that's a really good score.
You must have tried really hard."

Mindset Of A 10 Year Old

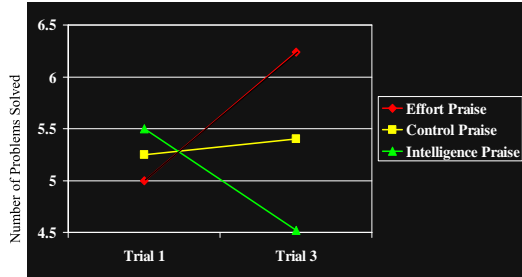
Three Groups Assembled by Type of Praise

Step 2: Assign impossible problem.

Then 3: Assign a third, easy problem.

Number of Problems Solved

Trial 1 (before failure) vs. Trial 3 (after failure).



Source: Dweck at NAIS Feb 2009

Students Who Misrepresented Their Scores

Type of Praise Given

“Fixed” Mindset

- ✦ “Trophy” Driven
- ✦ Wants to Appear Talented
- ✦ Avoids Work That Is “Too Hard”
- ✦ “Exhausted”
- ✦ Denies Mistakes
- ✦ Conceals Errors and Deficiencies

“Growth” Mindset

- Learns Because Loves Learning
 - “Enjoys the Game”
- Views Hard Work as Key to Growth
 - “Energized”
- Embraces Mistakes
- Refocuses For Next Challenge

... Celebrity Examples?

How To Unlock A Mindset

- Praise the Growth Process
- Turn Toward Weakness
- Understand Intensity Versus Stress
- Invest in Growth

Praise The Process

- It's O.K. To Struggle
 - But Not O.K. to Quit
- Watch Out For Fixed-Mindset Messages
 - “Smart”
 - “Natural”
 - “Genius”
 - “Effortless”

Praise The Process

- ✦ Downplay Trophies
 - Test scores
 - Grades
 - Awards
- ✦ Limit Empty Praise
 - ‘Great’
 - ‘Awesome’

Praise the ‘Process’

- ✦ *“You really studied for your English test and your improvement shows it.”*
- ✦ *“You read the material over several times, you picked out the main points, and you tested yourself on them. It really worked!”*



Praise the ‘Process’

- ✦ *“I like the way you tried all kinds of strategies on that math problem until you finally got it.”*
- ✦ *“I like that you took on that challenging project for your science class.”*

Praise the 'Process'

✦ *"You did that so quickly and easily and still got the 'A'..."*

... *"I'm sorry it was too easy for you. Let's find something more challenging you can learn from next time."*

Turn Towards Weakness

- ✦ Create A Culture of Growth
 - Not A Culture of Talent
- ✦ Build Self-Tolerance For Small Mistakes
 - Actively Solving Small Problems
 - Helps Avoid Big Problems

Turn Towards Weakness

- ✦ Intervene Early for Symptoms
 - Confidence
 - Motivation
 - Focus
 - Avoidance of Reading

Turn Towards Weakness

- Symptoms Are Different from Causes
 - Many Girls 'Internalize'
 - Many Boys 'Externalize'

Maximize Intensity, Not Stress

<small>Feeling</small> "Indifferent" "Uninspired"	<small>Feeling</small> "Energized" "Accomplished"
<small>Feeling</small> "Spinning Wheels" "Frustrated"	<small>Feeling</small> "Burned-Out" "Helpless"



Invest in Growth

Deep Practice Academic Coaching:

- Brain Training
- Strengthen Efficiency
- Improve Focus
- Build Resilience

Deep Practice Skills Training

- Motivation Via Confidence
- Confidence Through Competence
 - Authentic
 - Culture of Growth
 - Return on Investment

Elements of Deep Practice

1. The Right Kind Of Practice
2. Coaching By The 'Matrix'
3. Total Focus

The Right Kind of Practice

- 'Progressively Challenging'**
 - Chunks
 - Layers
 - Intensity
 - Locate "The Golden Second"





A Great Personal Coach

100% Individualized

- ↘ One on One
- ↘ Watchful
- ↘ "Trains" Through Skill Matrix
- ↘ Relentless
- ↘ **But...**
 - Excessive Stress is The Bad Guy

Auditory Automaticity

i	af	bad	ict
e	ek	daf	eft
a	il	fab	uld
u	om	cal	alt
o	un	lam	omp
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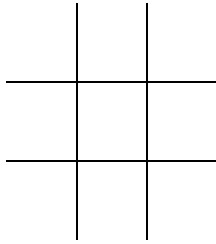
Total Focus

Training Concentration

- ✦ Selective Attention
- ✦ Sustained Attention



Visual-Spatial Automaticity



Overland Park Examples

Efficiency & Focus

Kyle
Catherine

Resilience

Grant
Andrea



Overland Park Examples

Common Features

- Grades Okay
- Student Confidence Low
- Growing Family Stress
- Causes Different From Symptoms
- "Whatever It Takes" Family Spirit

Upcoming Workshops

1. Mindset
2. Self-Regulated Learning
3. Resilience Training
4. Attentive Listening
5. "In The Zone"

Small Group Workshops

- ✦ Hands-on
- ✦ Specific Case Studies
- ✦ We'll Come to You For 20 or More
- ✦ No Charge
- ✦ Vote Tonight

Our Brains Grew Tonight!

Students:

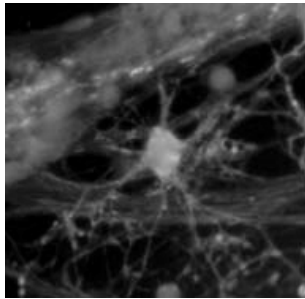
- Are You Fixed or Are You Growth?
 - Growth
- How Should You Handle The Golden Second?
 - Embrace
- What's The Best Kind of Practice?
 - Challenging

Our Brains Grew Tonight!

Parents:

- What Should We Praise?
 - The Process
- Where Do We Turn To Solve Problems?
 - Towards Weakness
- We Seek To Maximize?
 - Intensity, Not Stress
- We Invest In Our Kids?
 - Growth

Questions?



SOURCE: Scientific American, p 50, March 2008)
