

Beyond the Checkmark

Motivating, Inspiring and Preparing to work with our LD Students





Jenn Clark comes to mindfulness from a personal practice as well as an intention to empower children with the tools to navigate their thoughts, actions and emotions. She attended Mindful School's training program both at the foundations level as well as at the classroom practitioner level. She is an Orton Gillingham Practitioner and Supervisor with her Bachelor's of Education at the primary level and is currently continuing her mindfulness and meditation training through Shambhala Vancouver. She has also trained with Chi Kids and is taking further training in Cognitive Behavioural Therapy. She happily lives in Deep Cove with her dog, Rocket.

Michelle is passionate about making deep connections with her students using mindfulness and active listening, and through helping them to navigate difficult emotions and challenging thoughts. Michelle has completed the Mindful School's Foundation Training as well as the Classroom Educator training. She has also completed the Mindfulness Based Cognitive Behavioural CHI Kids training. Michelle is a Co-Active Life Coach and holds a Professional Communications diploma. She is an Orton Gillingham Practitioner and Supervisor at REACH, North Van and is continuing her Mindfulness and Meditation-based training through the Shambhala Meditation Centre in Vancouver. She is also currently studying Cognitive Behavioural Therapy. She lives in beautiful North Vancouver with her husband, two boys and her dog, Sophie.

Both Jenn and Michelle have recently developed the Aduri Kids Mindfulness program currently being offered at REACH North Vancouver.

Shape of the Evening

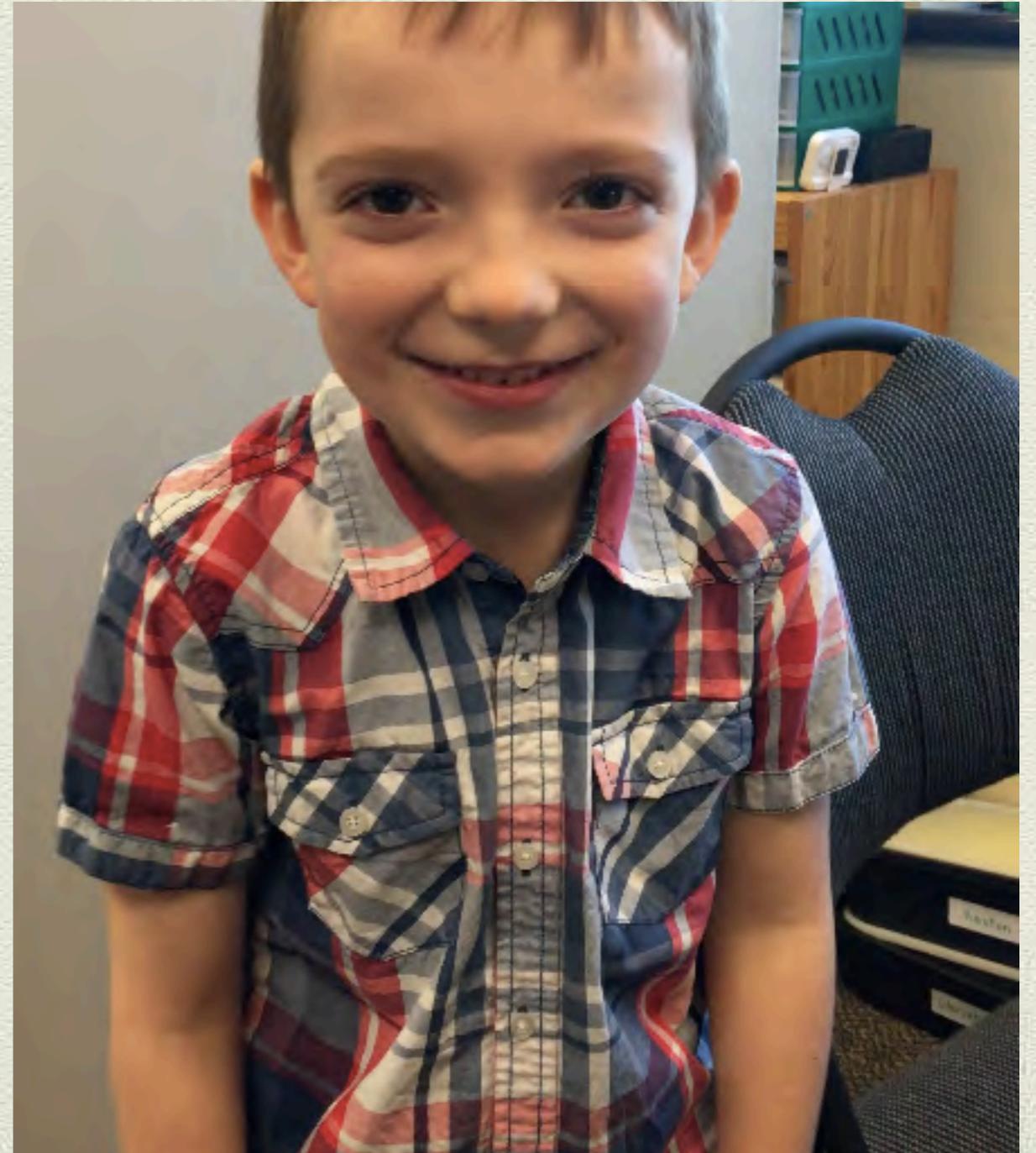
- ◆ Connection
- ◆ Motivation or Inspiration?
- ◆ Tips for Inspiring our Students
- ◆ Motivation and Learning
- ◆ Learning Domains
- ◆ Research supported approaches
- ◆ Your Take-Home Toolkit and Resource Package

“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou

Meeting our students where they are...

- ◆ What we do starts with a connection.
- ◆ As OG Practitioners, a connection is the foundation for learning.
- ◆ **So...**



How do you connect with
your students?

The Origins of Motivation and Inspiration

Etymological Definitions

Motivation:

comes from the Latin verb movers - to move

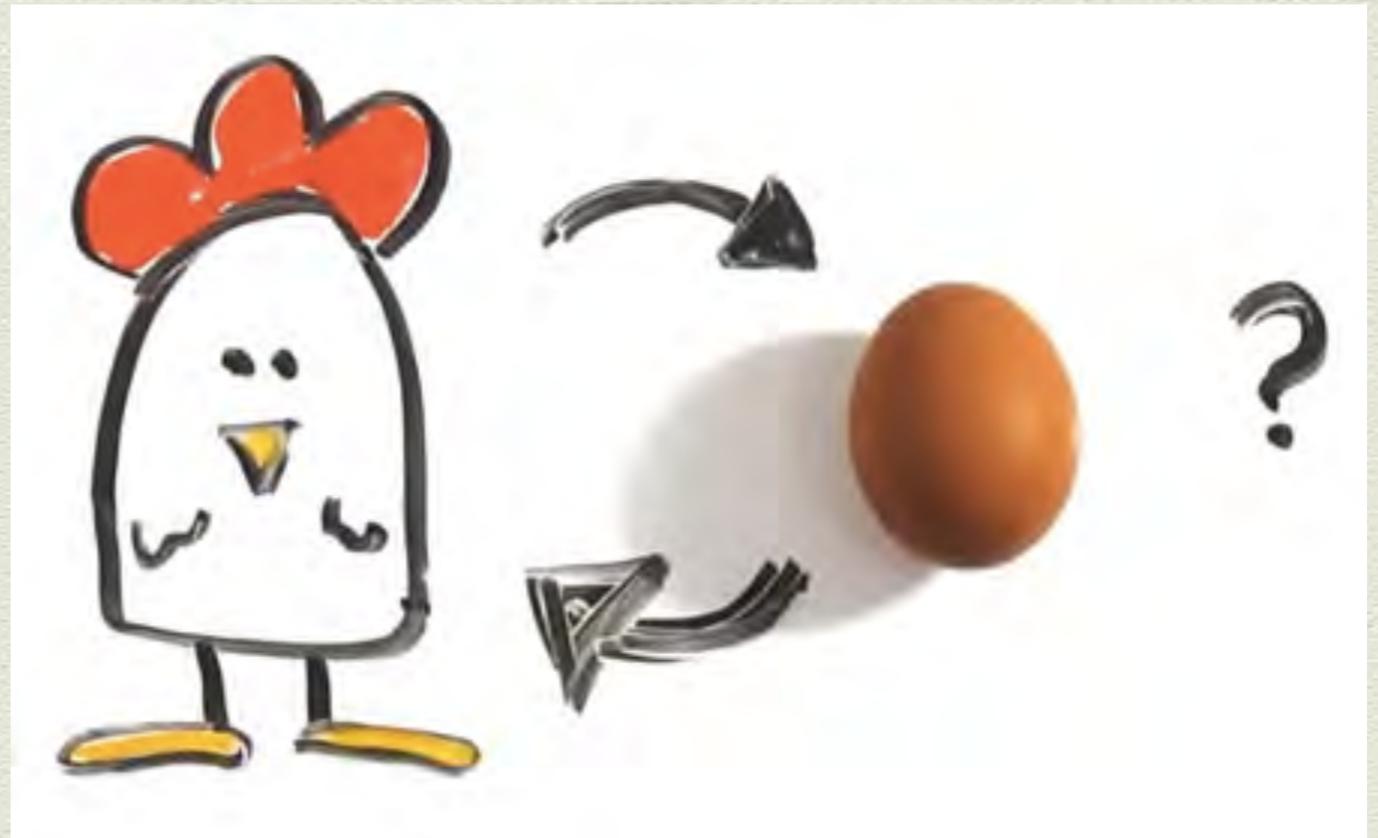
Inspiration

comes from the Latin verb spirare - means to breathe or to put life into the human spirit

Motivation or Inspiration?

What is the
difference?

Which comes
first?



What can we do to inspire our students?

Talk amongst yourselves!



Motivation

Usually based on an inciting incident, a problem to be solved.

Dependent on feelings, looking for the next “high”

Pushes from behind

An external push and is great when it is well-intentioned

Inspiration

An internal pull that focuses on a long-term end goal.

Focused on the “why” of what you are doing.

Becomes about a vision of what you want your end-goal to be

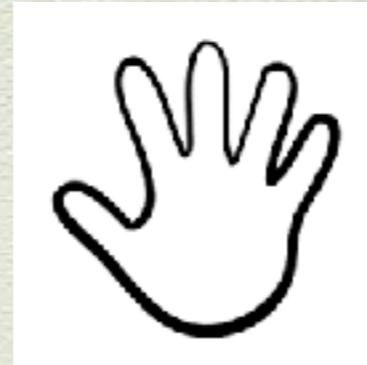
Draws you towards to future that you want

Motivation and Inspiration...

Points to consider

- ◆ How is motivation and inspiration different?
- ◆ How is motivation and inspiration the same?
- ◆ Is our job to motivate or inspire our students? Or both?
- ◆ What does it look like to motivate our students?
- ◆ What does it look like to inspire our students?

The Domains of Learning



Many OG Practioners are here.



Cognitive Domain of Learning

- ◆ Our primary domain of learning
- ◆ Mental skills and acquisition of knowledge
- ◆ It embodies our ability to:
 - ◆ recall information
 - ◆ comprehend information
 - ◆ apply information in a new way
 - ◆ analyze information
 - ◆ synthesize information
 - ◆ evaluate information



Kinesthetic or Psychomotor Domain of Learning



- ◆ Utilizes motor skills and co-ordinating them
- ◆ It deals with the following:
 - ◆ perception and sensory and applying it to motor skills
 - ◆ set-the readiness to act
 - ◆ guided response - imitate or display behaviour through trial and error
 - ◆ mechanism - the ability to convert learned responses into habitual actions with proficiency
 - ◆ complex responses - coordinating complex patterns of actions
 - ◆ adaptation - the ability to modify learned skills to specific events
 - ◆ origination - creating new movement patterns for a specific situation

Affective Domain of Learning



- ◆ Deals primarily with feelings, emotions and attitudes
- ◆ Receiving phenomena - the awareness of feelings and emotions
- ◆ The ability to select and attend and focus
- ◆ Responding to phenomena - active participation of the learner, a sense of engagement
- ◆ Valuing - the ability to see the worth of something and express it
- ◆ Organization - the ability to organize one value over another
- ◆ Characterization - the ability to internalize values and let them control a person's behaviour (self-regulation)

Motivation as the key to effective learning.

- ◆ What does research tell us about motivation?
- ◆ How does motivation impact learning?
- ◆ How can we as practitioners inspire motivation in our learners?

Research Supported Approaches

Growth Mindset - Carol Dweck

Resiliency - Angela Duckworth

Whole Brain Child - Daniel Siegel

Mindfulness in Education - Mindful Schools

Growth Mindset

- ◆ A branch of educational psychology that examines why some people experience success more than others.
- ◆ What are the characteristics of a successful person? They all share the similar qualities - that of a growth mindset
- ◆ Growth mindset favours mastery, self-reflection, effort and ability to redirect own learning - it embodies self-efficacy and self-reflection
- ◆ Mistakes are key to a growth mindset - they are a natural state of learning - you make them in order to learn
- ◆ Effort, achievement and self-reflection; learning is a process, an evolution and the ability to redirect our learning and experiences. Effort is prioritized over performance

Resiliency or Grit

What is grit?

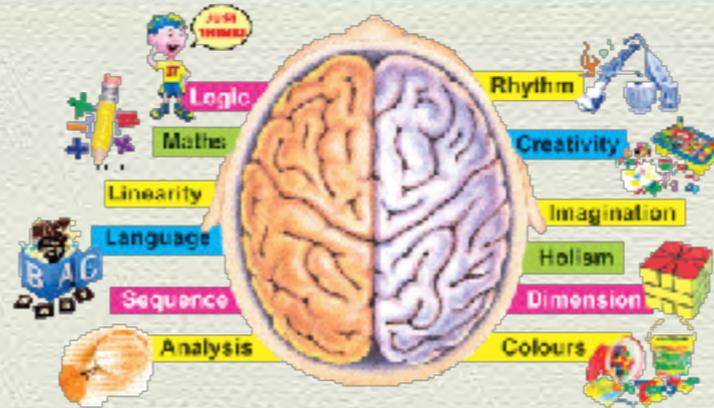
Why is it important?

How can we promote grit in our students?

Whole Brain Learning

- ◆ The brain has many different parts and the key to helping our students thrive is the help them work together by *integrating* them.
- ◆ Giving our students experiences to create connections between different parts of the brain
- ◆ An integrated brain results in improved decision-making, better control of body and emotions, fuller self-understanding, stronger relationships and success in school.
- ◆ Integration involves bringing the left brain (the logical, literal and linear and linguistic part of our brain) together with the right brain (the more intuitive, creative and emotional part of our brain).
- ◆ Integration also involves bringing the downstairs brain (the lower parts or the more primitive parts of the brain) together with the upstairs brain (the part where sound decision-making, control over emotions and body, self-understanding, empathy and morality happens)

Tools for Right-Brain and Left-Brain Integration with our Students



- ◆ **Connect and Redirect** - Recognize, acknowledge and connect with the right brain. Redirect with the left brain using logical explanation and planning.
- ◆ **Name It to Tame It** - Allowing and encouraging storytelling and sharing experiences with our students.

Tools for Integrating Our “Downstairs” Brain with our “Upstairs” Brain

- ◆ First, it's important to note that the “upstairs” brain doesn't fully mature until a person reaches their mid-twenties so we have to have realistic expectations.
- ◆ **Engage, Don't Enrage** - When we interact with our students, ask ourselves which part of the brain we want to appeal to?
- ◆ **Exercise the “Upstairs” Brain** - It is like a muscle and we want to help our students exercise this muscle. Do this by encouraging decision making and teaching them strategies to control their bodies and their impulsivity, help them express their feelings.
- ◆ **Self-Understanding** - Ask your students that help them look beyond the surface. *“Why do you think you made that choice?”*, *“How do you know you need a body break?”*
- ◆ **Move it!** - If you notice your student has completely lost touch with his “upstairs” brain, have him move his body.

The “Upstairs” and “Downstairs” Brains

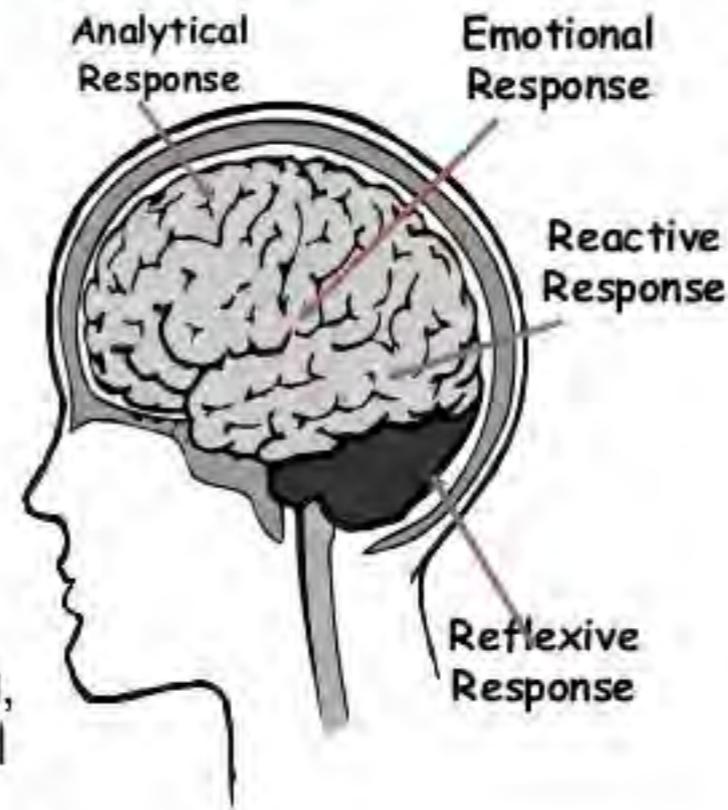
UPSTAIRS/DOWNSTAIRS BRAIN

✦ Downstairs brain:

- **Brain stem and limbic region**
- **Basic bodily functions, emotional reactivity, attachment, fight/flight/freeze**

✦ Upstairs brain:

- Cerebral cortex
- Decision making, planning, self-understanding, control over emotions and body, empathy, morality, executive functioning



Mindfulness



- ◆ Mindfulness is about more than just “calming down”.
- ◆ Mindfulness is about paying attention and being aware of what’s happening inside you as well as around you and doing all of this without any judgement.
- ◆ For those students who need to move, walking mindfulness and gently swaying may be helpful. Short mindful activities can be helpful here.

Mindfulness Research

- ◆ Mindfulness in children and adolescents is still relatively new.
- ◆ One study from *Frontiers in Psychology* concluded that, “mindfulness-based interventions for children and youths are able to increase cognitive capacity of attending and learning.”
- ◆ Many new mindfulness programs for children in schools and outside of schools are emerging. The benefits for both educators and students is becoming apparent as these programs are being implemented.
- ◆ According to “*The Greater Good - the Science of a Meaningful Life*”, “*an increasing number of studies have shown the potential benefits of mindfulness practices for students’ physical health, psychological well-being, social skills, academic performance, and more. Other studies have indicated that mindfulness may be effective for reducing stress and burnout in teachers and administrators as well.*”

But we need to start here!

