

Enhancing Motivation and Grit

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Understanding the values and motivational profile of your student

- Every behavior is motivated. What is motivating the behavior of this student?
- What are the short and long term goals, dreams, anxieties of this student?

Rapport begets Influence: Begin by meeting the student exactly where he/she is.

Some motivational profiles

- **Status:** need to know how our self-conception is influenced by the opinions of other people
- **Inquisitiveness:** need to know and to learn
- **Affiliation:** need to associate with something larger
- **Power:** need for control, power, influence and authority
- **Aggression:** need to be contentious
- **Autonomy:** need to be independent
- **Achievement:** need for recognition and acknowledgement
- **Gregariousness:** need to belong

Motivation is tied to the student's values

- What currency does this student trade in?
- What motivational language does she speak?
- How might this outcome impact her values?
- Is the outcome relevant or important to her?

You must adjust your approach based on the motivational profile of your student.

Motivation is half of the equation of a successful
outcome

The
Skill to
succeed

The
Will
to succeed

Motivation deficits may cloak skill deficits

- Skill deficits: no one ever gave them the skills to succeed (who showed them strategies?)
- Working memory/processing speed deficits
- Frustrated students lose interest
- Lack of interest may cloak something else under the surface

Decoding your student's language

- To protect their self-esteem, students frequently place less value on tasks they feel they have the least likelihood of completing successfully.
- They avoid tasks they feel less efficacious about.
- Give them skills training/mastery experiences to heighten their sense of self- efficacy.

_____ is stupid. It's a waste of time. Who cares?

What if they really don't care about the task?

- Don't argue with them. Validate them. "I hear you. This really is dreadful."
- Don't try to instill intrinsic motivation.
- Explain "the system" and introduce the game of understanding and beating the system as efficiently as possible (save them time)
- Can we facilitate getting them what they want? In the short or long term?
- Can we peg the outcome to the service of their values?

Validated students will often work for you!

Self-Determination Theory (Deci and Ryan)

The key is the student utilizing **his or her** volition

There are three primary components: the student's

1. Need for **Competence**

2. Need for **Autonomy**

3. Need for **Relatedness**

Attending to these needs leads to greater psychological health and more intrinsic motivation

SDT: to increase motivation...

- Offer individuals choice whenever possible
- Acknowledge your student's feelings- this conveys a sense of respect for the student
- Provide positive feedback- verbal rewards- we have a psychological need to feel competent.
- Minimize the use of controlling language- *must, should, ought*. Help students understand how information can help them and how it's meaningful.
- Collaborate with your students and create challenges with/for them.

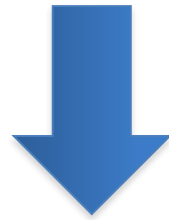
Competence

Autonomy

Relatedness

For many students who don't seem to be motivated, we must shift our focus

If he would only try harder, he'd do better.



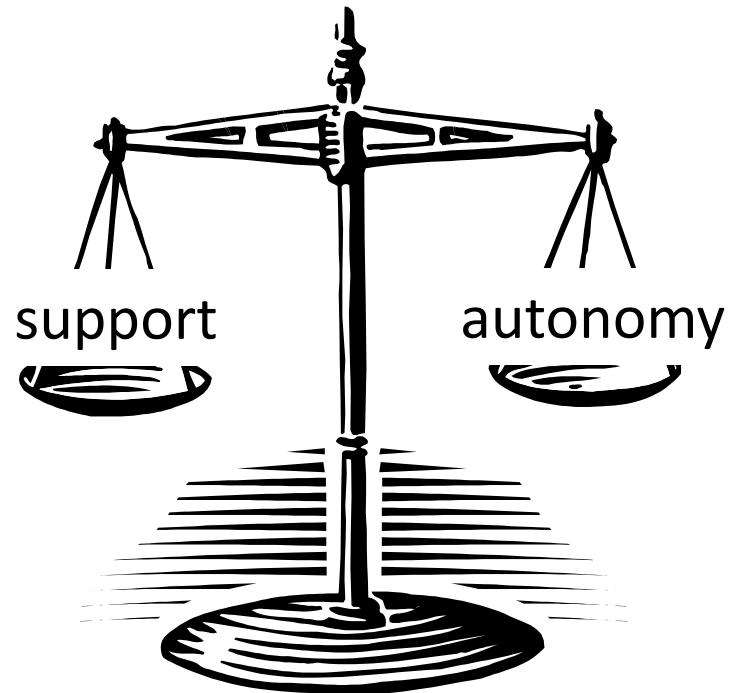
If he'd have **some success**, then he'd do better.

Social Cognitive Theory says: give your students some success

- Albert Bandura: Mastery Experiences have the most profound impact on self-efficacy beliefs.
- Lev Vygotsky: modeling for empowerment- I go, we go, you go. Celebrate the display of competence

The “assistance dilemma”

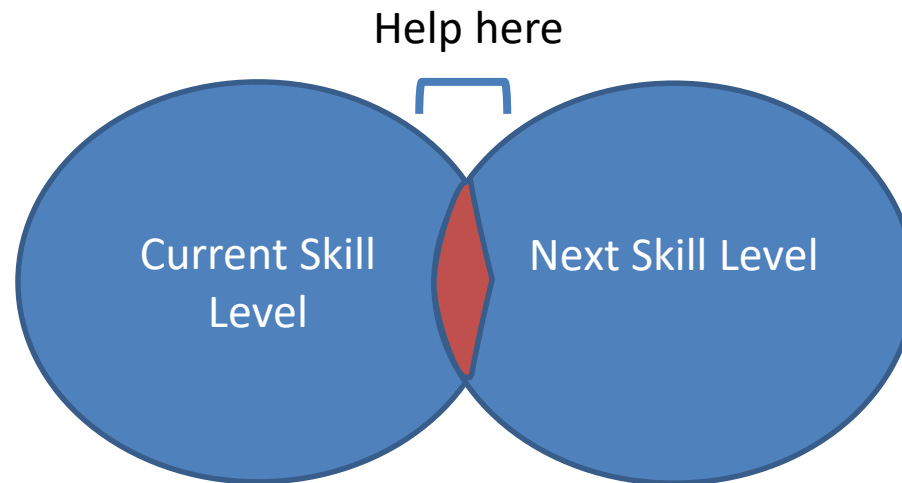
The problem of accomplishing a balance between support and autonomy



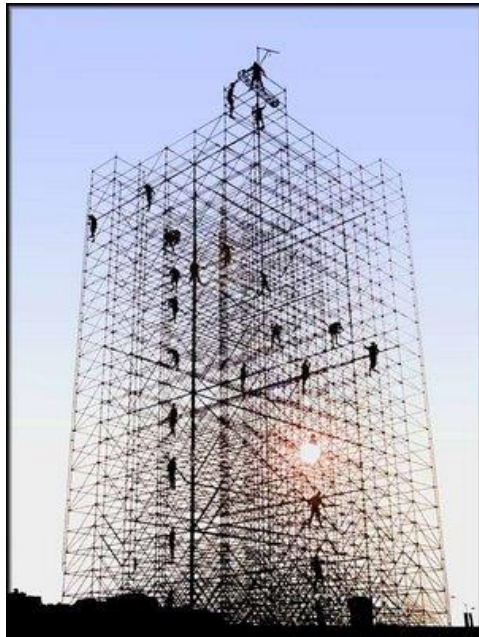
(Koedinger & Alevan, 2007)

Lev Vygotsky

- Zone of Proximal Development
- Don't step in until a student is on the fringe of failure



If a student is really stuck, provide the minimal scaffold necessary



Then withdraw the scaffold as soon as possible

motivational scaffolding to encourage competency beliefs

I believe
you can do
this



I believe I
can do
this

I'll take it over for a while, if I need to, but I always want to transfer the motivational center back to the student. Ultimately they must own it.

Choosing SMART goals

Specific

Measurable

Attainable

Realistic

Timely



Partialize goals to create mini successes

- Create **Specific, Challenging and Attainable** goals that set students up for success, mastery experiences.
- Help redefine success/progress.
- Let's go for a 78 by March, an 80 at mid-term, an 83 before the exam, a 90 on the exam, and an 85 for the final grade.

Partialization: breaking up tasks

To get an A on my English Term Paper I will:

- finish all the reading by next Wednesday
- draft my thesis by Friday
- write the first draft before the 18th
- have it proofed by these 2 people by the 23rd

Break up the long-term goal into pieces. Makes big projects less daunting and more manageable.



Help students with proper goal setting

- Short term goals are more digestible for students.
- Self-efficacy and skill development are stronger in students who set shorter-term goals, in part because short term attainments provide students with evidence of growing expertise and mastery.
- Short term goals make a task appear more manageable
- Students who are verbally encouraged to set their own goals experience increases in confidence, competence, and commitment to attain those goals.

SDT: Promote student autonomy

- Choice is a powerful motivator
- Giving the student more control, options, choices-even small ones-empowers the student
- Whose idea was it to meet? If the student is not on board, you must recruit their participation and commitment

To preserve autonomy, be wary of motivating with negative emotions:

- Motivate with fear
- Motivate with anxiety
- Motivate with guilt



Tempting, sometimes effective, but use these only as a **last** resort. When you begin to play on the negative side of the spectrum, you alter the relationship and the alliance.

Creating an Alliance

- “I am your teammate. **We** have the same shared goal.”
- Invest in the relationship. Build that rapport.
- They won't want to let you down.
- Try to be real with them about your own life, which creates a sense of trust.
- When kids are busy, you can even ask them to do things as a personal **favor**.
- Relationship with teacher more important for boys in predicting academic success.

Rapport = motivational currency

Cementing the alliance with an “Us Versus Them”

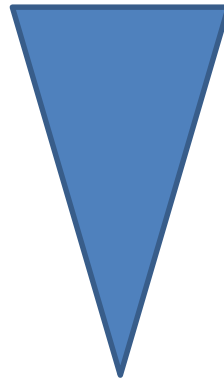
- A teacher
- The system
- The test writers
- A sibling
- A parent
- Something external



There are 2 kinds of motivation

Intrinsic

The activity
is the
reward



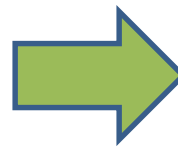
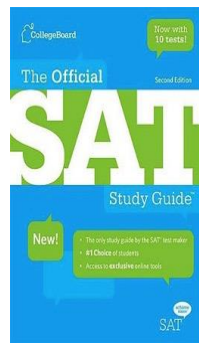
Extrinsic

The focus is on
getting something
external

One way to make academic work intrinsically motivating is to **turn it into a game**. Strip away all the external significance. You are playing a game against yourself- in this moment.

Turn the session into a game to enhance student interest and stimulate intrinsic motivation

- Introduce new challenges
- Introduce stiffer timing constraints
- Up the ante



High expectations motivate

Control group

CHAPTER ONE

1.1. Back ground

In today's world companies market to become profitable themselves in building customer

In order to become profitable AVON INDUSTRIES PLC

Capital is not the only or a problem most business people which can be remedied by nature of the problem must

1.2. Problem Statement

In our exploratory study Restaurants and Residential Roofs and other brands. This non attractive profit than other competitors

Therefore, in our study we have identified following.

Symptoms:- Based on our exploratory study; low level of sales and profit than competitions because of low market share.

Problem:- This is defers from storage and fierce competition.

I'm giving you these comments so that you'll have feedback on your paper

Wise feedback group

CHAPTER ONE

I'm giving you these comments because I have very high expectations and I know that you can reach them

own the highest share of only if they can engage

on that new firms like tions.

s. Lack of demand is the problem is not something fine or raw material, the solve them.

TER TANK at Hotels, tank customers are using market share and making

non attractive profit than other competitors in water tank products

Therefore, in our study we have identified following.

Symptoms:- Based on our exploratory study; low level of sales and profit than competitions because of low market share.

Problem:- This is defers from storage and fierce competition.

When given the chance to revise their essays following feedback, 40% in the placebo group revised their essays, compared to 80% in the wise feedback group

Rewards and Punishment

- If intrinsic motivation is present, when you add a reward and then remove it, you undermine intrinsic motivation (Deci)
- If no intrinsic motivation is present, rewards can stimulate behaviors which may engender interest/intrinsic motivation (Roland Fryer Study-Read Books for \$1)

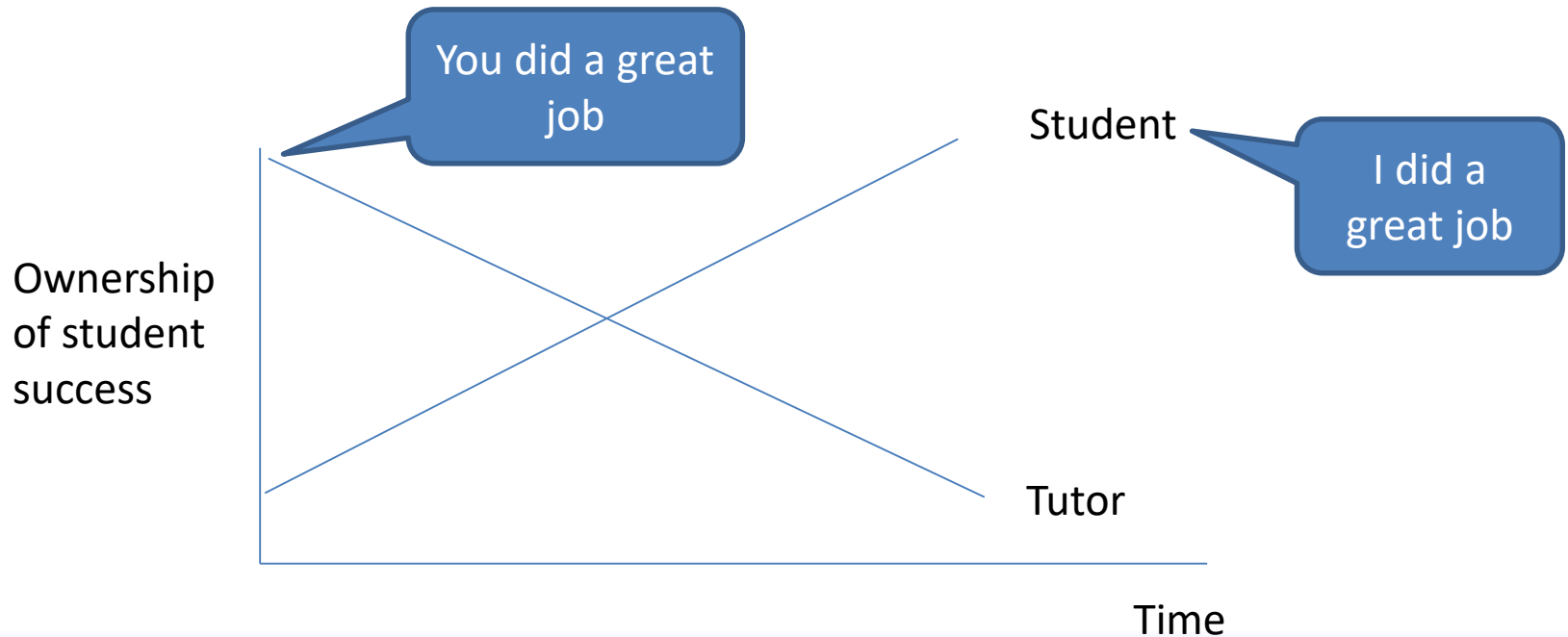


Using rewards artfully to reinforce specific behavior

- Use informational rewards
- Positive feedback
- Praise/recognition
- Affirmation/approval

These rewards are almost universally reinforcing, but be careful of overuse.

Use of verbal rewards changes over time



Use rewards early on and gradually extinguish them, shifting the focus to the student and his/her self-appraisal. Direct the student own and internalize gains.

We can give students more Informational feedback, process-based praise

We can praise children for the growth-oriented process: celebrating what they accomplished through practice, study, persistence, and good strategies.

That homework was so long and involved. I really admire the way you concentrated and finished it!

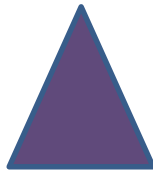


Be honest. Be very specific. Help students recalibrate their self-appraisals

“I’m worthless
at this”



Student’s initial
self-appraisal



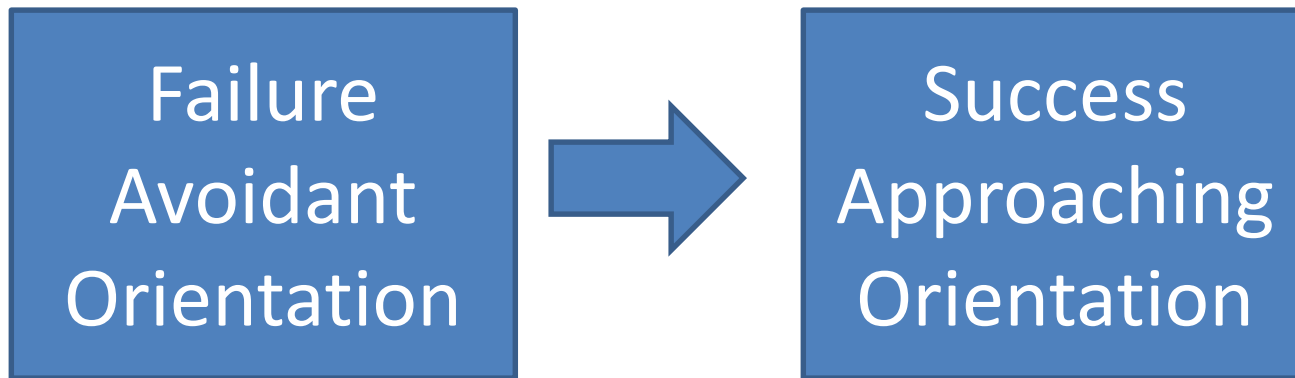
I try to move
them here



“I’m Einstein”

If I tell them they are
here, I lose credibility
or set them up for
failure and/or
disappointment

Help students focus their language on going towards something:



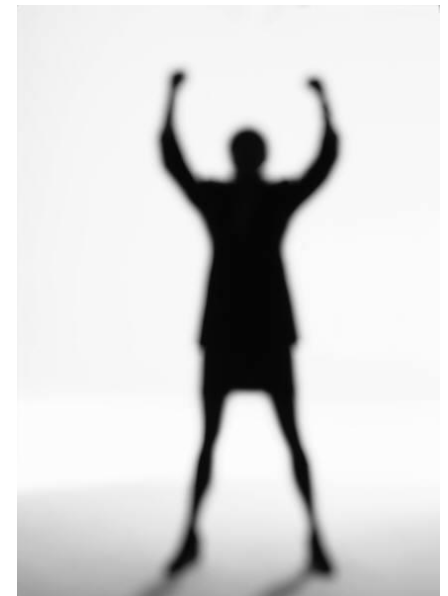
I **don't want** to end up in my parents' basement

I **want** to end up at X University

Always work towards a tangible goal

Share your own stories

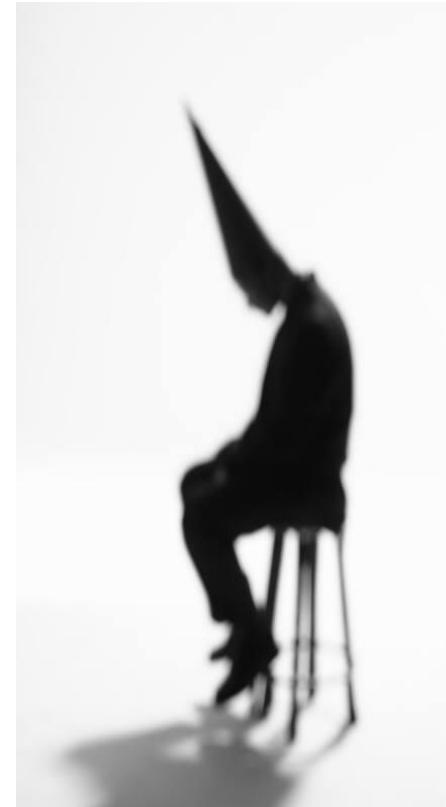
Tell your students realistic stories about what you did to overcome educational challenges and obstacles



Monitoring and correcting your students' self-talk

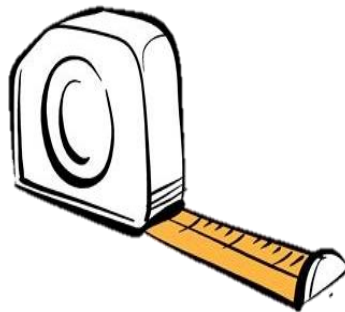
- Limiting self-efficacy beliefs
- Over-generalizations (never, always)
- Black and White thinking

Specificity is key!
Help students recalibrate



Shift students from dwelling on external comparisons

- Encourage comparison with oneself, rather than comparison with others
- Help students keep in mind their own starting point and chart their progress
- Keep the competition self-focused



Direct your students' attention to their gains and victories.

- Students must own their successes and celebrate them. I insist that they claim their successes if they are reluctant to do so.
- If students do not attend to this new information, and actively reinforce it, it may not encode deeply in memory. Reinforce this new neural trace or risk losing it.

The Language of Attribution/Control

- Focus on internal factors rather than external factors
- Constantly tie behaviors to performance outcomes, rather than writing things off to externals (e.g. it was a really hard test).
- Focus on controllable factors such as **effort** over innate skill, luck, a hard test.
- Direct your students attention to their gains and victories.

The Language of Possibility

- If you do not believe something is possible, it will rarely, if ever, come to pass.
- You must enroll your students in the possibility of their success, and get them to own and embrace this new potential reality you are mutually creating

The Language of Commitment

- If I commit to _____ Will you commit to _____?
- This is a commitment. Now it's about integrity.
- Raise the stakes with your students.



Mental Contrasting with Implementation Intentions (MCII)

- Duckworth and Mischel used research from Psychologist Gabriele Oettingen to help with goal setting and motivation.
- They combined the best attributes of natural Optimists and Pessimists to optimize chances of successful goal attainment.

Mental Contrasting: Combine the best of both worlds

Optimists

+

Pessimists

Like to **vividly imagine the future** they'd like to achieve, which feels good, but does not predict achievement.

Like to **dwell on all the obstacles** in the way of their goal attainment, which does not predict achievement.

Concentrate on a positive outcome and ***simultaneously*** concentrate on the obstacles in the way. This creates “a strong association between future and reality that signals the need to overcome the obstacles in order to attain the desired future.

Mental Contrasting: Implementation Intentions

Create a series of **If/then** statements that link the obstacles with specific ways to overcome them.

If I get distracted by TV after school, then I will wait to watch TV until after I finish my homework.

These if/then rules are an effective metacognitive substitute for willpower, which humans frequently lack! David Kessler MD.

Motivation: Gender differences

- The gender differences in academic motivation and performance are striking
- Females outperforming males at nearly every level of academia (GPA, graduation rates)
- Many young men not as mature/self-regulated
- Many boys poorly calibrated vis-à-vis their levels of ability (over-estimating ability, while girls underestimate ability)
- Girls have more academic anxiety, boys more deficits in academic motivation

Motivation: Gender differences continued

- Females display more self-regulated learning strategies (e.g. goal setting, planning, self-monitoring)
- Both genders associate academic success through studying, planning and effort as more of a female trait and attaining achievement without ostensible effort or planning as a male trait (Ablard and Lipschutz)



Self- Regulating one's motivation, increase effort when energy/interest/attention is flagging



Self-Consequencing

If I finish reading this chapter I can send 3 pictures on instagram.”

Use of rewards or punishments

If I don't finish reading this chapter I can't log into FB/surf the net/check my phone.”

Using Self-Talk to Reinforce Motivation



Short-Term Goal Self-Talk

“Good job, you finished another problem, you are making progress.”

Longer Term Goal-Oriented Self-Talk

Faced with an urge to quit- purposefully think about getting higher grades/college admissions- convince yourself to continue working.

We can talk about the purpose of work and school and how our efforts may contribute to the well-being of others



Motivation can align with seeking a meaningful, other-centered life.



Grit: perseverance

Don't deprive young people of the gift of frustration

Frustration teaches us how to overcome obstacles by marshaling internal and external resources, a key life skill.



It's far more adaptive for parents to use failure as a teaching tool

- What mistake did you make that taught you something? What did you learn?
- “If this is something you really want, then it's something you'll really have to work for.”
- Children need honest and constructive feedback.

When children overcome struggles and setbacks, they typically become more resilient

- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress.
- Resilient students can “bounce back” from the struggles and challenges they will inevitably face.



We all need practice falling down and handling setbacks and frustration

Overcoming some adversity in childhood helps develop neural structures for handling it later in life. Experiencing mastery over adversity helps rewire the brain. We need practice falling down and getting up again.

Steve Maier – co-researcher with Marty Seligman on Learned Helplessness

Researchers have identified external factors which promote resilience

- An organized home environment
- Authoritative parenting (high on warmth, structure/monitoring, and expectations)
- Close, positive relationships with mature and supportive adults, connections to pro-social friends and people in pro-social organizations
- Attachment to adults other than a child's parents

Locus of Control: When failure hits, to what do I attribute the setback?

Controllable attributions

- lack of effort
- lack of strategy

Uncontrollable attributions

- lack of ability
- bad luck

An inner-locus of control, where I attribute outcomes to factors in my control is protective and enhances resiliency



Optimism also enhances resiliency

- Optimism is a dispositional tendency to hold generalized positive expectancies, even when people confront adversity or difficulty in their lives.
- Optimistic students report lower levels of psychological stress and loneliness and higher levels of social support and psychological and physical well being.



Learned Optimism: Marty Seligman

- Seligman found that pessimists tend to react to negative events by explaining them as **p**ermanent, **p**ersonal and **p**ervasive. Pessimists are more likely to suffer from depression and anxiety.
- Optimists look for specific, limited, short term explanations for bad events and have an easier time springing back from a setback.
- Optimistic undergrads are likely to earn higher grades and are less likely to drop out of school.
- Students can learn optimism by focusing on the changeable, the specific and the nonpersonal causes of failure.



Moving on from optimism and self-control, Duckworth conceptualizes Grit



Grit is the tendency to sustain interest in and effort towards very long-term goals: the quiet determination to stick to a course; the passion and perseverance for long term goals.

Ingredients of GRIT



Grit involves passion and perseverance: working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. Grit is positively associated with educational attainment and career success.

Grit Grid: Extracurriculars matter

Activity	Grade Levels of Participation 9 - 10 - 11 - 12	Achievements, awards, leadership positions, if any
	□-□-□-□	
	□-□-□-□	
	□-□-□-□	

Scoring

2 years+ earns 1 Grit point.

Multiple years with advancement earns 2 points.

High level of advancement/accolades earns 3 points.

1200 students in the study. After 2 years after HS, 34% of students were enrolled in a 2 or 4-year college. **69%** of students with Grit scores of 6 were enrolled. **16%** of students who scored 0 of 6 were enrolled.

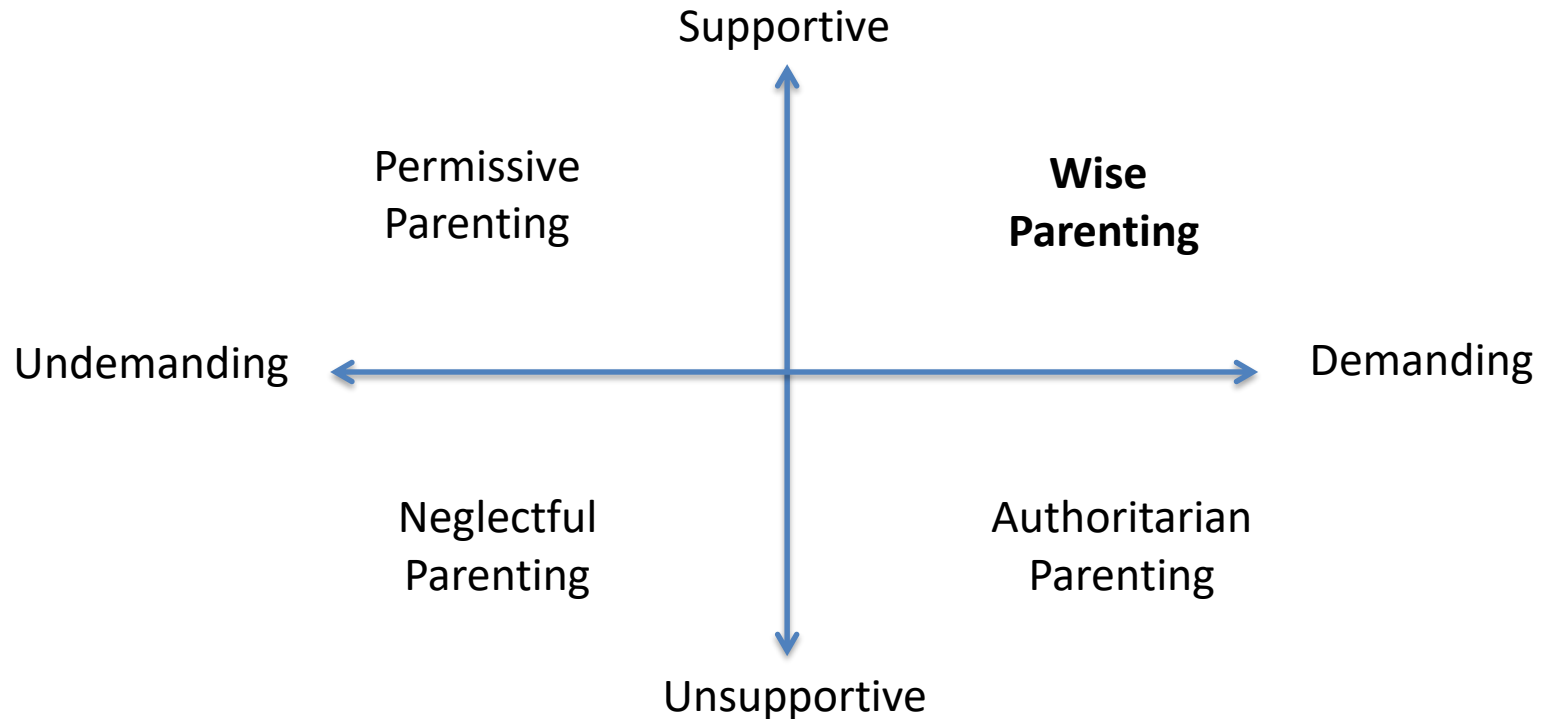
Why Extracurriculars matter?

- Follow through on commitments while we grow up both *requires* grit and simultaneously *builds* it.
- The situations to which people gravitate tend to enhance the very characteristics that brought us there in the first place (dubbed the *corresponsive principle* by Brent Roberts).
- Challenging experiences can be transformative.

Skillful feedback is key to grow Grit

Undermines Growth Mindset and Grit	Promotes Growth Mindset and Grit
You're a natural!	You're a learner!
Well, at least you tried!	That didn't work. Let's talk about how you approached it and what might work better.
Great job! You're so talented	Great job! What's one thing that could have been even better?
This is hard. Don't feel bad if you can't do it.	This is hard. Don't feel bad if you can't do it yet .
Maybe this just isn't your strength. Don't worry, you have other things to contribute.	I have high standards. I'm holding you to them because I know we can reach them together.

Wise parents deliver skillful feedback



Teens with warm, respectful and demanding parents earned higher grades in school, were more self-reliant, suffered from less anxiety and depression

Duckworth's "Hard Thing" Rule

- Everyone has to do a hard thing, which requires deliberate practice.
- You can quit, but only once the season is over, the tuition payment is up, or some other natural stopping point is reached. You can't quit on a bad day.
- You alone get to pick your hard thing.
- You must stick to one hard thing at least 2 years.

Grit-rich environments enhance grit

- The real way to become a great swimmer is to join a great team.
- The drive to fit in, to conform to a culture, is strong.
- Surround yourself with people who are gritty, and you become grittier.
- We internalize cultures of which we are a part.
- Social multiplier effect: One person's grit enhances the grit of others.

Frustration is part of the package, on the way to grit and resilience

- Deliberate practice is challenging, effortful, and mistake-ridden.
- Feelings of frustration are part of deliberate practice, not a sign you are on the wrong track.
- Students can build some distress tolerance as they work through struggles and challenges.

We can help students establish routines, which are key to grit

- Make practice into a habit.
- Routines, daily rituals, are key to doing hard things.
- Practice becomes automatic over time.



Our Services

- SAT & ACT prep (online, private, group)
- SAT Subject and AP prep
- HS subject assistance
- Study Skills



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Helping prepare students for higher scores and grades since 2001