



District Professional Development Day #5: April 27, 2017

Change Their Language, Change Their Lives
Presenter: Gloria Sherman

TIME IN	TOPIC	PARTICIPANTS	LOCATION	PRESENTER(S)
7:30-8:00am	LIGHT BREAKFAST in Cafeteria			
8:00-9:15am	Welcome/Outcomes Presentation: <i>Change Your Language, Change Their Lives</i>	Staff	Cafeteria	Gloria Sherman
9:15-9:25am	BREAK			
9:25-11:00am	Presentation: <i>Change Your Language, Change Their Lives</i>	Staff	Cafeteria	Gloria Sherman
11:10-12:10pm	LUNCH PROVIDED in Cafeteria			
12:15-1:10pm	Data Dialogue/PLC Work	All Teaching Staff	Perspective Buildings	Building Principal/Staff
1:10-1:20pm	BREAK			
1:20-3:00pm	Data Dialogue/PLC Work	All Teaching Staff	Perspective Buildings	Building Principal/Staff



Change Your Language, Change Their Lives

Presenter: Gloria Sherman

April 27, 2017



Gloria Sherman Biography

Gloria is a licensed Professional Counselor, Educational Consultant, Parent Educator and Certified Parent Coach. She has over 30 years working with teachers, parents and children in a variety of settings. She recently retired as a middle school counselor. Her previous experience was with the Michigan Department of Human Services in the areas of child welfare and financial services. Gloria's passion is to equip parents, educators, and service providers with strategies to assist them in their most important job of raising respectful and responsible children.

Professional Development Outcomes

- Participants will be introduced to the rapidly emerging research on how the brain is built and how it works.
- Participants will identify how the adolescent brain is significantly different from the adult brain and the child brain. Participants will learn words that tune students into listening.
- Participants will learn to develop the right mindset in their students around learning. They will learn the two types of mindsets: Fixed Mindset and Growth Mindset.
- Participants will learn how to give directions, commands and feedback to students that promote student use of executive function skills rather than motivating student behavior through fear, threat or consequence.
- Participants will understand the memory hierarchy in the brain and how to utilize critical questions to improve memory in their students.
- Participants will learn the “Technical Side of Hope” and how to adapt their language to include student affirmation, prediction of positive outcomes, and vision of a personalized compelling future that empowers students with Hope.
- Participants will be exposed to a powerful 3-step process that significantly improves the young brain's ability to respond to adult requests for changed behavior.
- Participants will understand self-talk.

Change Your Language, Change Their Lives:

What Adults Can Say Differently Today to Change the Tomorrows of Our Youth



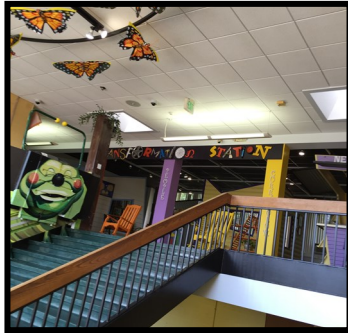
PARTICIPANT WORKBOOK

Montrose Community Schools
April 27, 2017

Gloria Sherman, M.Ed., LCP
The Upside Down Organization • www.upsidedownorganization.org
410-444-5415

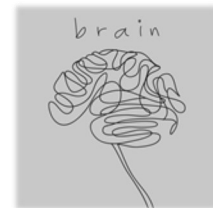
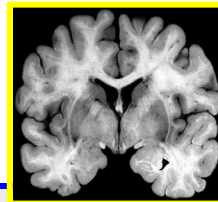
PROGRAMS

- 7 Schools
- 2 are Non-Public
- 4 Charter (Reg-Ed)
- 3 Group Homes
- Foster Care
- OMHC
- Autism Center
- The Upside Down Organization (UDO)
- National At-Risk Education Network (NAREN)



TRANSFORMATION EDUCATION

Translates the fields of neuroscience (*brain compatible approaches*) and anthropology (*culture*) to be practically applied to child-serving organizations and schools.



WHY Learn About The Brain?

As parents and teachers, learning about the brain will help us achieve the real American Dream:
That our children will live an even better life than we have.

In our society today, most children will use their ability to learn as the primary tool to reach their dreams.

THE BRAIN IS
INVOLVED IN
EVERYTHING YOU
DO *and* THE
BRAIN IS
EVERYWHERE.



NOTES





TODAY'S ITINERARY

1. First, Teach Listening so your Words can be Heard.
2. Words that Develop the Right Mindset about Learning.
3. Words that Stimulate Executive Function.
4. Words that Help Memory.
5. Words that Build Hope.
6. Words that Make the Abstract Specific.
7. Words that Prepare Students for Challenges.



1.

How to be a Listening Genius.

HALT

ANTICIPATE

ENGAGE

REPLAY

You Feel _____

Because _____

This Empathy card is courtesy of:
The Upside Down Organization ■ 410-444-5415
www.upsidedownorganization.org



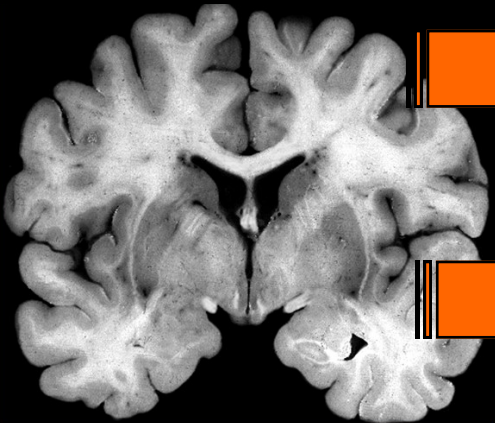
2.

Words that Develop the Right Mindset about Learning.

Adopt the LANGUAGE of the BRAIN!

Research continues to reveal that **what** we say to our children and **how** we say it has a powerful impact on their developing brains.

Just Two Examples ...



MINDSET

Focus on:

- Learning Strategies
- Effort
- Perseverance

“Don’t tell your [kids] they are **smart**. More than three decades of research shows that a focus on effort – not on intelligence or ability – is the key to success in school and in life.”



FIXED Mindset vs. GROWTH Mindset

FIXED

- Intelligence is a fixed trait — you only have a certain amount and that’s that.
- Mistakes are attributed to a lack of ability.

“If I struggle or have to work hard, I am dumb.”

GROWTH

- Intelligence is malleable and can be developed through education and hard work.
- Mistakes are attributed to a lack of effort.

“If I work hard enough, I can learn this.”

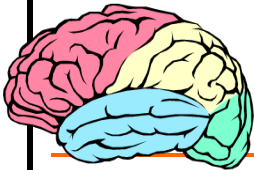


3.

Words that Stimulate Executive Function.

BRAIN RULE: What We Say Matters

Not only to the development of the mindset our children have about intelligence, but to how fast and how deep the executive system of the brain develops *(those all important frontal lobes!)*



Why Executive Function Skills Matter

AMYGDALA
The Palace
Guard

FRONTAL
LOBES
Learning to
Drive



Sociologist Annette
Lareau and
"Concerted
Cultivation"

Alex and Katie

Unequal Childhoods:

Class, Race and

Family Life

(Berkeley: University of
California Press, 2003)

Executive Function Teacher Prompt

"Self Regulation Executive Function Descriptions With Examples of Teacher Prompts," George McCloskey, PhD, Philadelphia College of Osteopathic Medicine.

NOTES

A complete list of the Executive Function Prompts can be downloaded at The Upside Down Organization website:
www.upsidedownorganization.org





4.

Words that Help Memory.

WHAT GETS REMEMBERED?

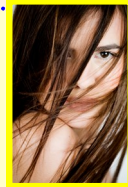
SENSE and MEANING

1. **Survival Value Info/ Experiences**
2. **Learning that Makes Sense**
Can the child understand the item on the basis of past experiences?
3. **Learning that Has Meaning**
Is the information relevant to the child?



Incorporate These Two Essential Questions into Every Teaching Moment:

1. How does this relate to what they already know?
2. How might they use this in the future?





5.

Words that build Hope.

The Technical Side of Hope

1. Affirmation
2. Prediction of Positive Outcomes
3. Vision of Personalized, Compelling Possibilities by a Believable Authority Figure

Enhanced brain chemistry supports mood, attention, cognition, memory and even neurogenesis. (Jensen, 2006)

1. AFFIRMATION.

Unconditional positive regard unrelated to behavior or compliance.

"Frank, great to see you today. I'm happy to have you in class."

2. PREDICTION OF POSITIVE OUTCOMES.

"You keep working hard and your love of storytelling will get you paid for telling stories. I heard about a volunteer opportunity at the Heritage Museum that would give you some practice..."

3. VISION OF PERSONALIZED COMPELLING POSSIBILITIES by a believable authority figure.

"Good storytellers like you are in great demand. I could see you working for a newspaper or a television station. You'll have to keep up your hard work, but I believe you'll tell stories for a career."



6.

Words that Make the Abstract Specific.



AN UPSIDE DOWN IDEA:

- ♦ Be specific
- ♦ Focus on action
- ♦ Avoid abstract terms without a concrete example ("Responsibility," "Respect," "Appropriate")
- ♦ If using abstract terms, always pair with a specific behavior.

Words That Make the Abstract Specific

3-PART MODEL *to boost behavioral feedback and increase your child's ability to respond:*

- Step 1: State the context and the general behavior desired in that context.
- Step 2: Precisely state the behavior desired.
- Step 3: Connect the context and desired behavior to the abstract term.



7.

Words that Prepare Students for Challenges.

How Can I Best Do This? Is the Best Question

- I Can Do It!
- I Can't Do it!
- In the Middle



BONUS STRATEGY

