

Change Your Language, Change Their Lives:

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

Risky Business

**Carroll County Health Department
June 24, 2014**

Ellen G Abramson

Consultant, The Upside Down Organization



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Itinerary

Morning Session : Saddest Song: Teens and Suicide

Lunch

12:30 PM

***Change Your Language,
Change Their Lives***

2:00-2:10 PM Afternoon Break

3:30 PM Closing



Workbook



**THE UPSIDE NMOD
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About Your Presenter

Ellen Abramson has been supporting young children, with and without disabilities, their families and adults who work with them for over 30 years at the local, state and national level in government, public and private schools, child care, hospitals, and community programs.

Ellen guest lectures at Johns Hopkins University, teaches at College of Southern Maryland and has provided training workshops nationwide to parents, educators and child serving professionals on a variety of brain-based topics including understanding ADHD, executive function skills and bullying. She has been training and coaching staff on early literacy skills, assessment, inclusion, behavior management, and social and emotional development throughout Maryland and on a Navajo reservation in New Mexico. She directed programs for young children in Charles County.

Ellen earned a bachelor's degree in psychology from the University of New Hampshire, and a master's degree in early childhood special education from the George Washington University.



What's The Upside Down Organization?



The Hand-Out is a Summary



- *Not every slide is in your hand-out.*
- *That would kill lots and lots of trees.*
- *The hand-out is a general summary of the major points.*
- *Take notes! Or not...*



Words send strong messages.

- What you name things matters.
- All kids- students
- Not clients or residents but students.
- Academy not Therapeutic Group Home.
- Youth Life Educator not Staff.
- Growth Plan not Treatment Plan.
- Family Life Education not Foster Care.
- Mental Retardation ??



Helpful Sounds and Slides

- Bell
- Chimes
- Drum
- Joke of the Day
- Brain Challenge
- True/False Whip Around



Joke of the Day

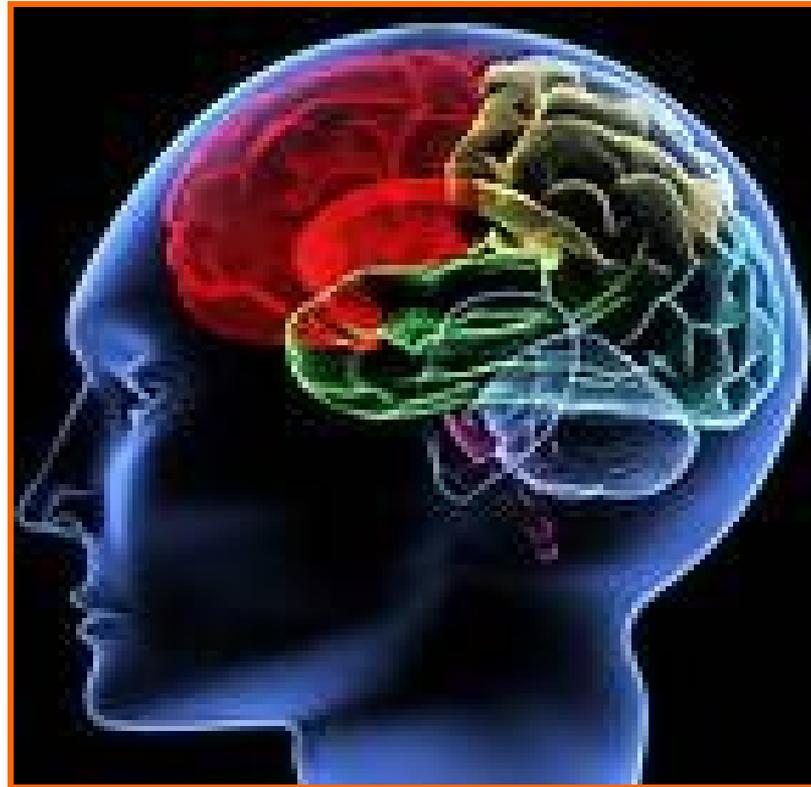
What continues to work even after being fired?

Joke of the Day

What continues to work even
after being fired?

A Neuron

Brain Challenge!

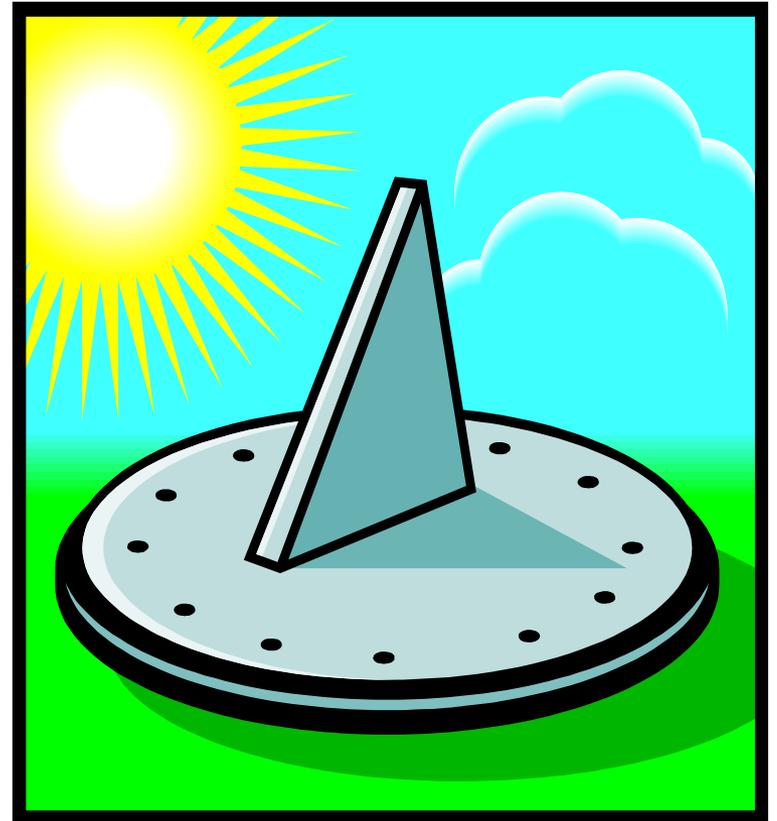


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Brain Challenge

A sundial is the timepiece with the fewest moving parts.

What type of timepiece has the most moving parts?

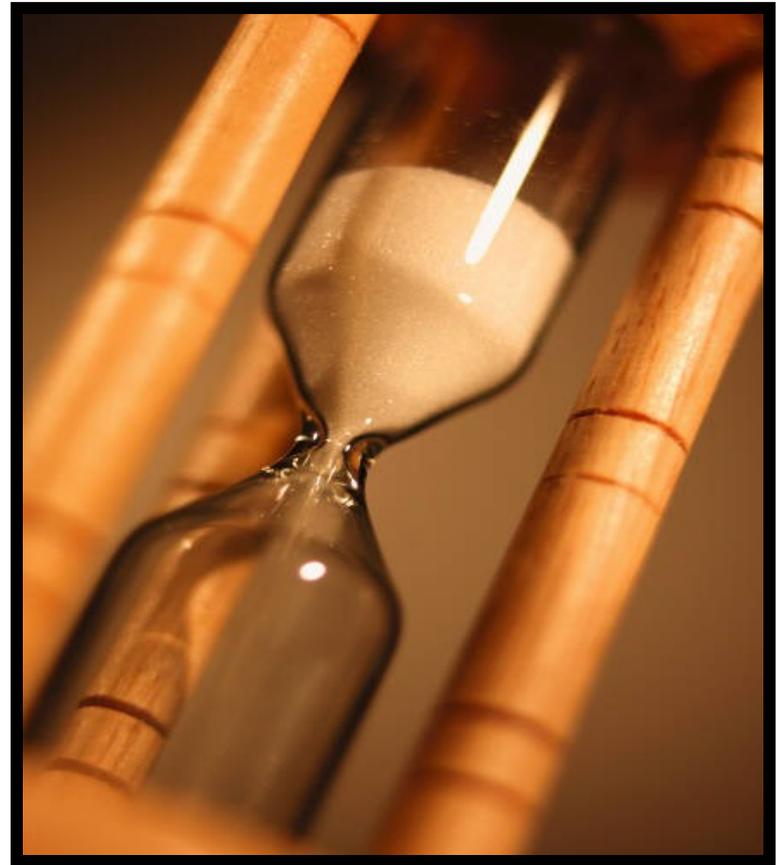


Brain Challenge

A sundial is the timepiece with the fewest moving parts.

What type of timepiece has the most moving parts?

The hourglass



Wadda' You Doin' Here?

- Your name.
- Where you are from.
- What you do.
- What do you hope to learn?



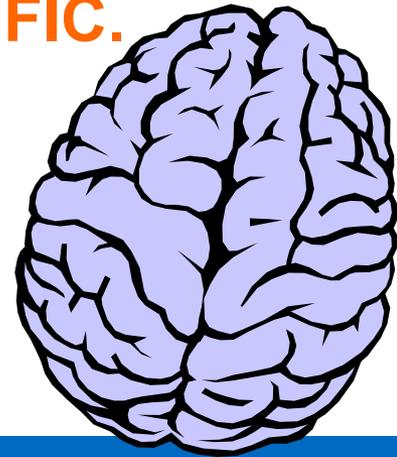
Workshop Goals

1. Show how understanding the brain can lead to effective and more efficient *learning and behavior strategies*.
2. Provide 7 specific strategies you can use immediately to start changing brains!



Today's Itinerary

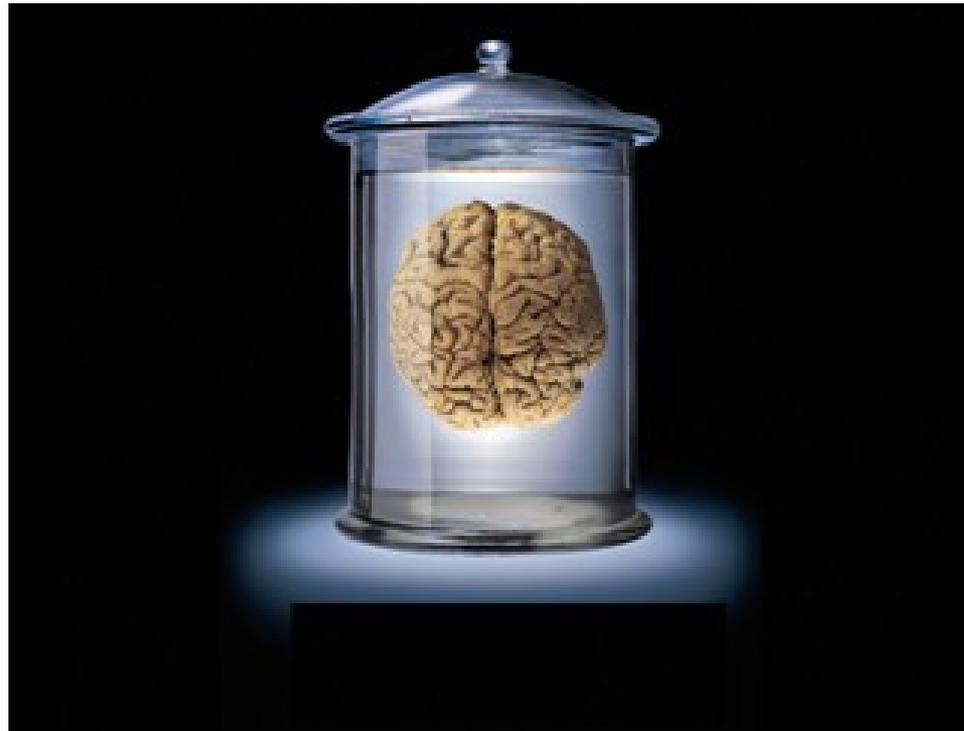
1. Words that tune students into **LISTENING**.
2. Words that develop the right **MINDSET** about learning.
3. Words that stimulate **EXECUTIVE FUNCTION**.
4. Words that help improve **MEMORY**.
5. Words that build **HOPE**.
6. Words that make the abstract **SPECIFIC**.
7. Words that make the most out of student **SELF-TALK**.



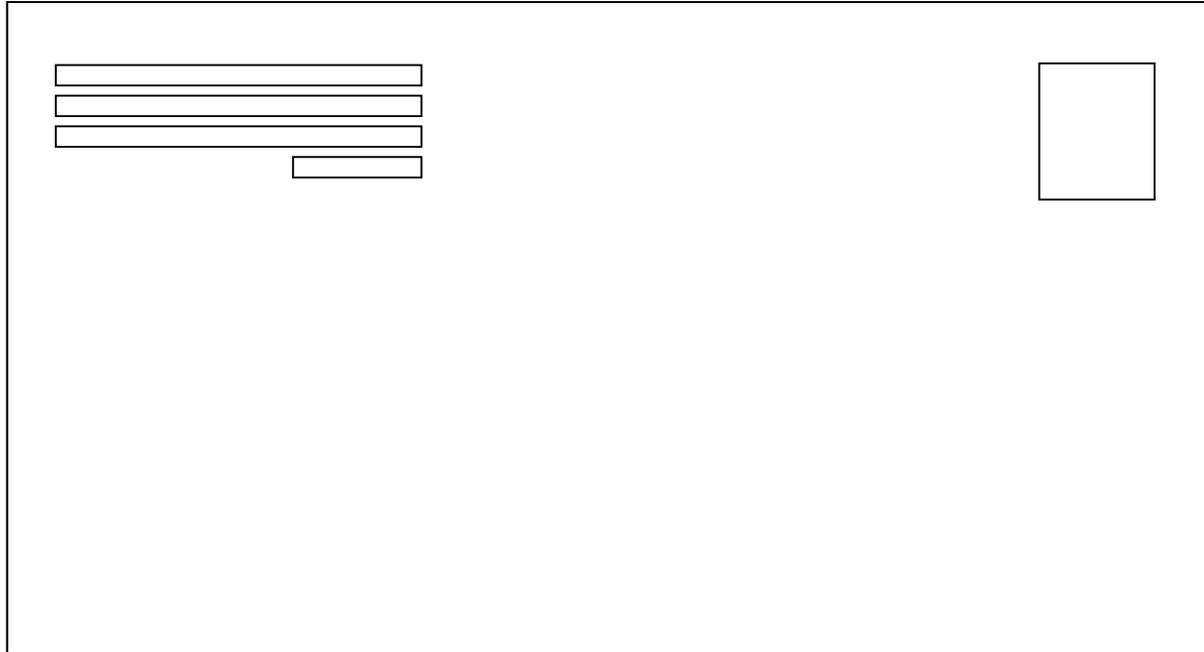
But First...



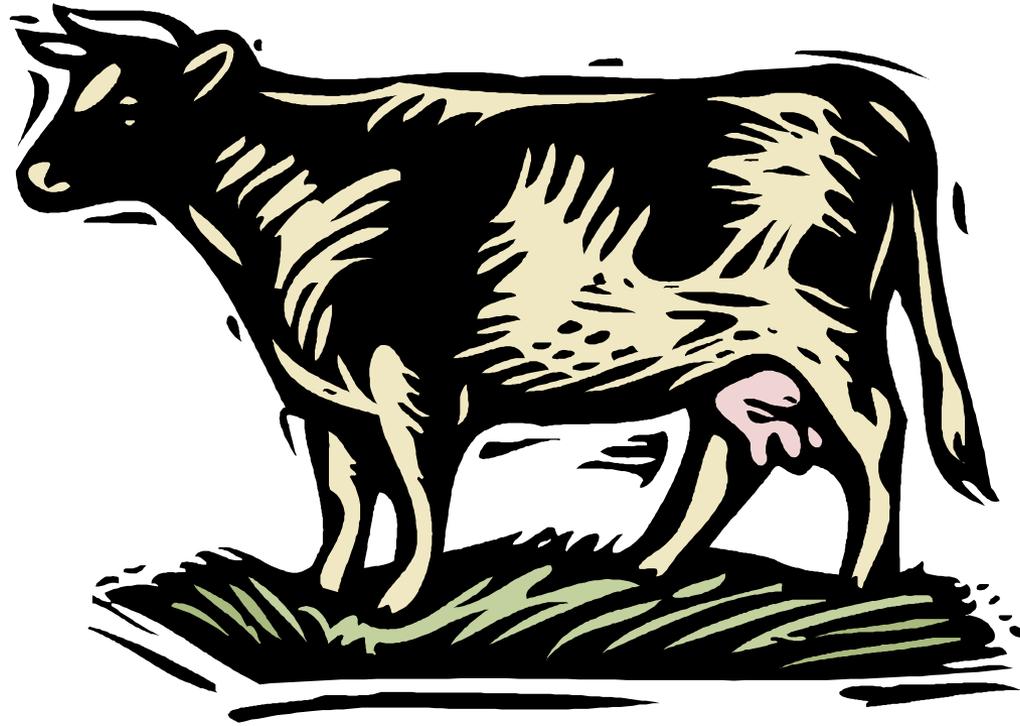
How is YOUR brain this afternoon?



What Color?



What Do Cows Drink?



An Important Brain Rule...

Associations in the brain are real, physical brain structures.

It is much more difficult for our brains to unlearn something than to learn something new.

The words adults use to teach, guide and motivate students has a profound impact on how students think and behave.



Today...7 Strategies for Building Powerfully Positive Associations!



Words Impact Lives...



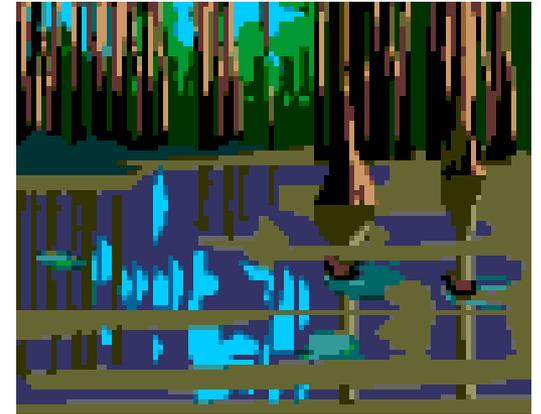
Words I Remember...

- *“Clean Your Plate!”*
- *“Children Should Be Seen and Not Heard”*
- *You will always be a Jew if another Hitler comes*
- *Your uncle and cousin are missing on Mount Ellen*
- *Girls don't do well in math*
- *What did you say?*



Words You Remember...

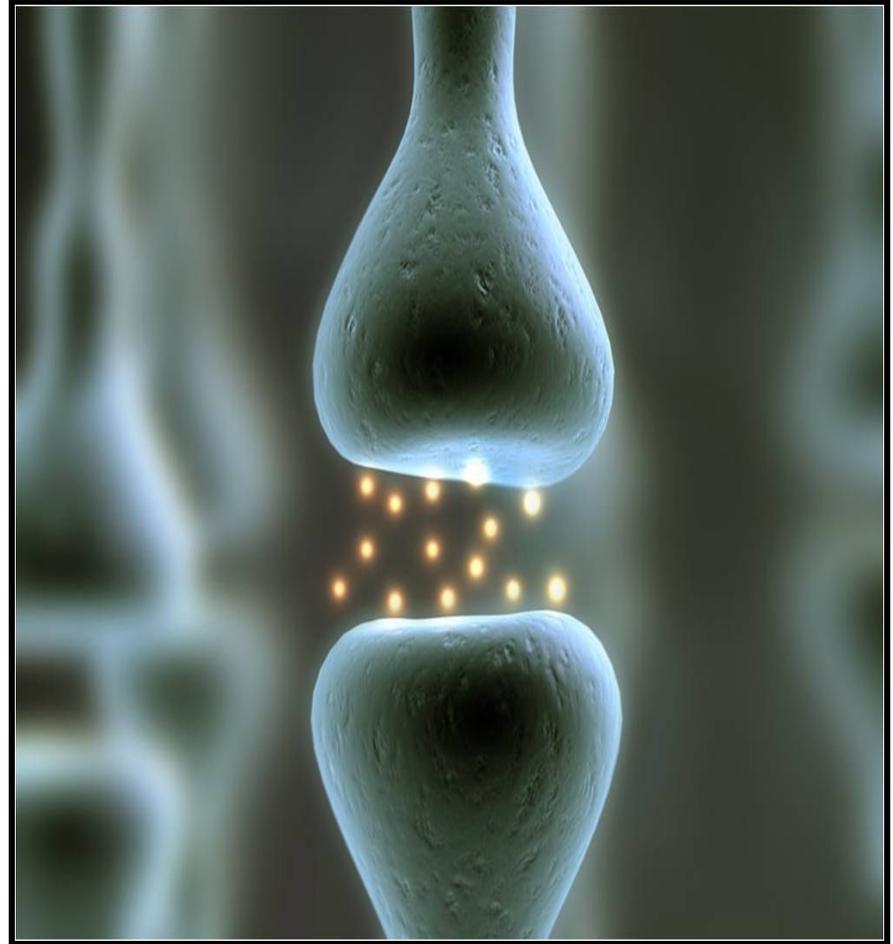
- *Take a moment to reflect on the words you remember. These are words said by adults that had an impact on you and you still remember today.*
- *Write these words in the Notes box on page 3.*
- *Share with your group any of these statements that you are comfortable sharing...*



An Important Brain Rule...

Associations in the brain are real, physical brain structures.

It is much more difficult for our brains to unlearn something than to learn something new. Building associations that sculpt the brain for adulthood is a key way that adults change children's brains.



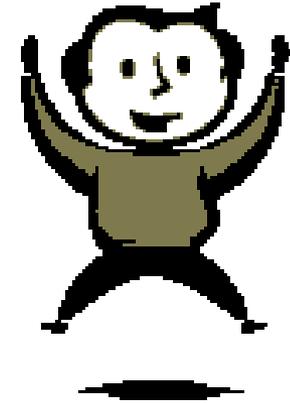
TRUE/FALSE WHIP AROUND



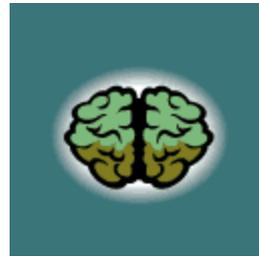
- Find a partner who looks very smart
- Turn your backs to each other, both facing the screen
- A statement will be projected on the screen
- If you think the answer is True, make a “T” with your arms;
- If you think the answer is false, cross your arms across your chest
- When you hear, “Whip Around”, whip around, and see if your partner is making the “True” sign or “False” sign
- If you both have the same answer, celebrate!
- If you don’t have the same answer as your partner does, be despondent, then discuss and agree on the answer.
- After the signal, please quiet to listen to Ellen



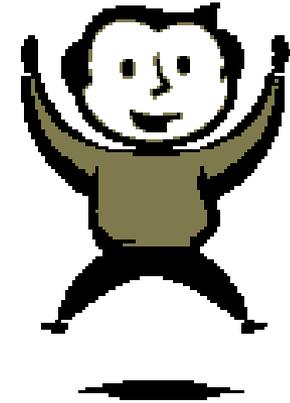
T/F Whip Around



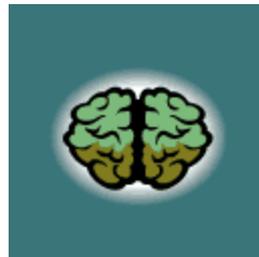
- Most human beings (including us) only use 10% of our brain.



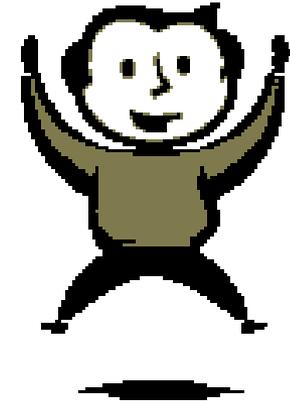
T/F Whip Around



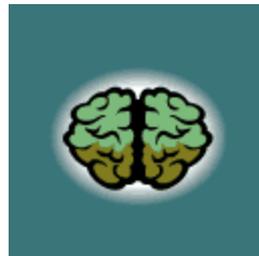
You lose millions of brain cells daily
that can never be replaced



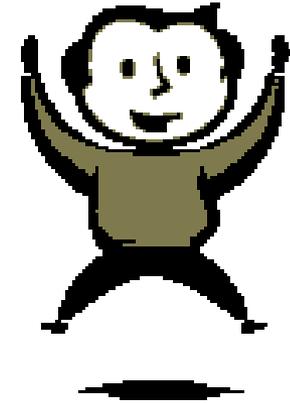
T/F Whip Around



Praising children helps children feel better about themselves so they perform better



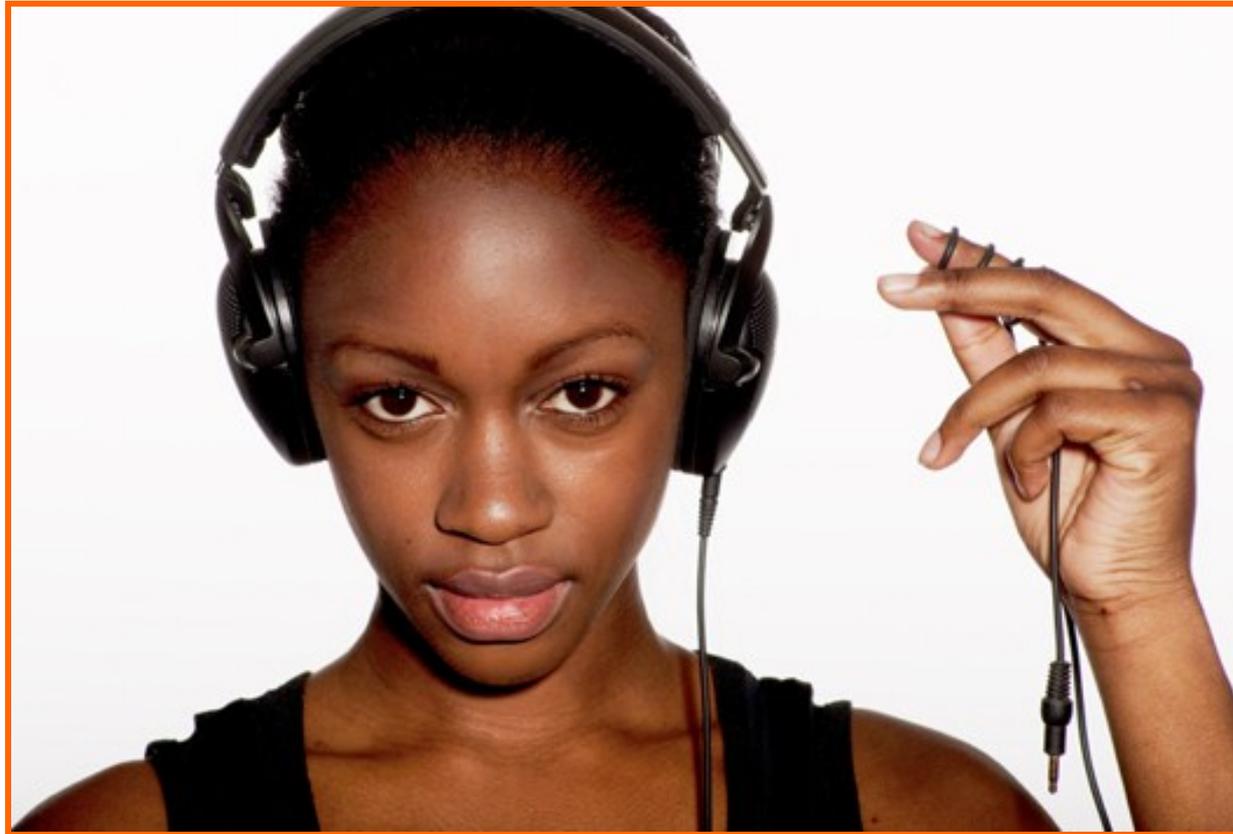
T/F Whip Around



- I will learn at least 1 new thing in this session that will change the way I live and work.



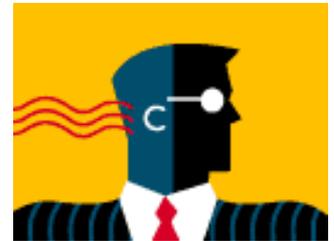
It All Starts with Listening



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Strategy #1

Strategy #1:
Words that tune students into
LISTENING





It is not about the nail

- <https://www.youtube.com/watch?v=-4EDhdAHrOg>

The Importance of Listening

- Listening is hard work – even for adults.
- When students cannot listen effectively, classroom management issues arise.
- Adults too often assume students have listening skills.



The Importance of Listening

- Many students have behavior and learning challenges rooted in an inability to listen effectively.
- Explicit instruction on a cognitive strategy that is both memorable and concrete can help students build this skill.



The H.E.A.R. Strategy

- Halt
- Engage
- Anticipate
- Replay



The H.E.A.R. Strategy

- **HALT** –
 - Stop whatever else you are doing,
 - end your internal dialogue on other thoughts, and
 - free your mind to pay attention to the person speaking.

The H.E.A.R. Strategy

- **ENGAGE** – Focus on the speaker by turning your head slightly so that your right ear is toward the speaker – a physical reminder to be solely engaged in listening.



The H.E.A.R. Strategy

- **ANTICIPATE** – By looking forward to what the speaker has to say, you are acknowledging that you will likely learn something new and interesting, which will enhance your attention.



The H.E.A.R. Strategy

- **REPLAY** – Analyze and paraphrase in your mind what the speaker is saying. Discuss it with the speaker or classmates. Sketch, symbolize or note what you have heard.

www.edutopia.org/blog/training-the-brain-to-listen-donna-wilson (2014)

This Skill Improves with Use



“Being a ‘listening genius’ will be beneficial in all areas of life – in school, in personal relationships, and in professional work situations.”

– Aaron Rohde

Strategy #2

Strategy #2: Mindset

Strategy #2: Develop the Right Mindset in Your Students Around Learning

“Don’t tell your kids they are smart (or not smart).”

More than three decades of research shows that a focus on praising effort – not on intelligence or ability – is the key to building success in school and in life.”

— Carol Dweck, PhD.

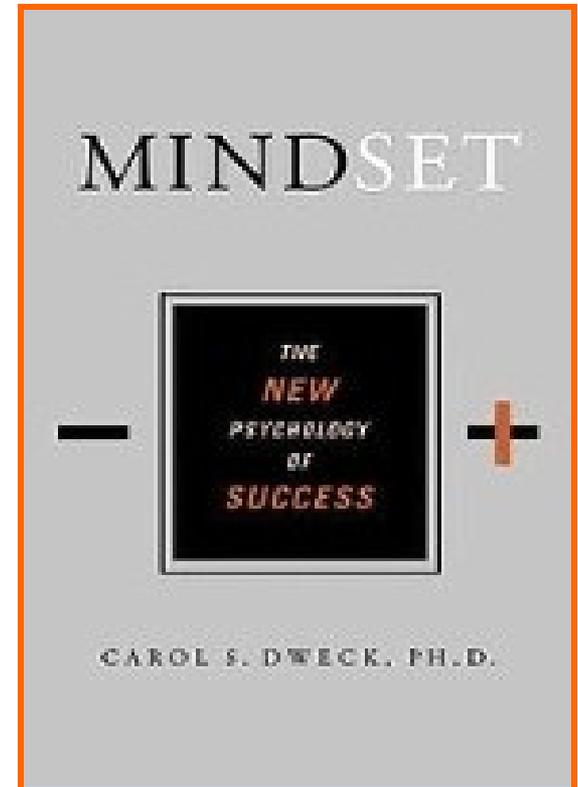
Austin



- Always told “You are the Smartest”
- Smarter than siblings

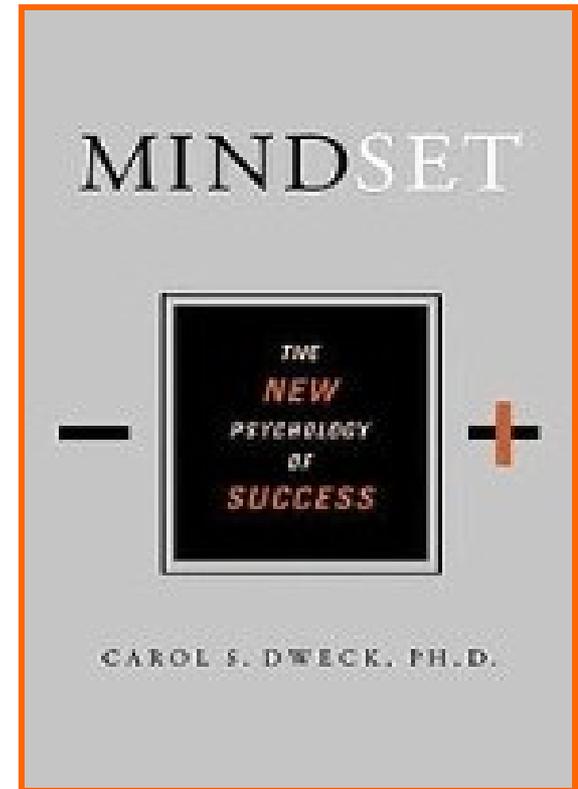
Strategy #2: Mindset Development

“An overemphasis on intellect or talent – and the implication that such traits are innate and fixed – leaves children vulnerable to failure, fearful of challenges, and unmotivated to learn.”
– Carol Dweck



Strategy #2: Mindset Development

Praise Can Be Very
Good for students
IF it is given to them
in the right way, with
the right words.



Carol Dweck, Columbia University

Study of 400 5th graders



- The children took three tests.
- The second test purposely was made difficult enough that every child failed.
- Kids who had been praised for their *effort* recovered from that failure by the third test to achieve scores 30% higher than on their first test.
- Meanwhile, the students who were praised for their *intelligence* had scores that were 20% lower.
- Ms. Dweck's conclusion:
- You should praise children for qualities they can control, like effort.
- Those praised for their innate brainpower might develop the sense that hard work isn't necessary.



Simple IQ test



- One group was told it did really well and must be very smart.
- The other group was told it did really well and must have worked hard.
- One group was praised for intelligence, the other for effort.
- Asked if they wanted to take a slightly harder test, the kids praised for their intelligence were reluctant.
- Of those praised for their effort, however, 90 percent were eager for a more challenging task.
- On a final test the effort group performed significantly better than the group praised for its intelligence.

Summary



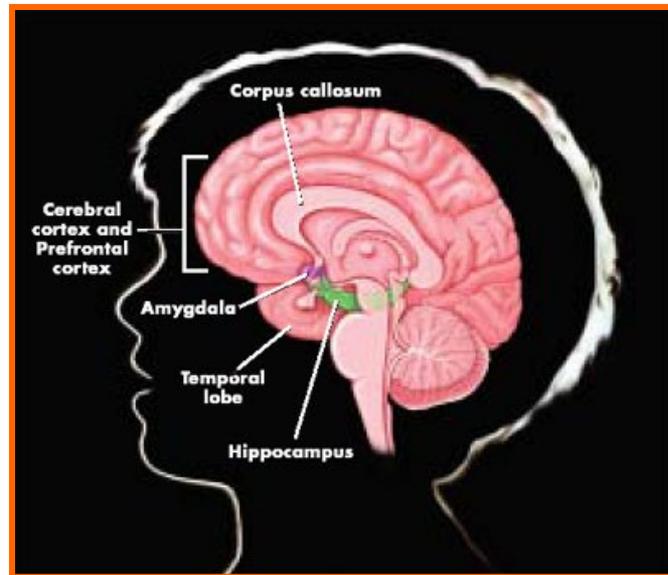
- Many of the kids who had been labeled "smart" performed worst of all.
- The "hard workers" got the message that they could improve their scores by trying harder,
- but the "smart" kids believed they should do well without any effort.

Feedback

- **Appreciation** = Showing gratitude for an act or expression.
- **Recognition** = Acknowledging extraordinary effort or performance
- **Praise** = Feedback intended to get the student to repeat the behavior being praised!



What We Say to Our Students Develops in Them One of Two “Mindsets” About Their Ability to Learn.



Messages About Success

Listen for the messages in the following examples:

- “You learned that so quickly! You’re so smart!”
- “Look at that drawing. Martha, is he the next Picasso or what?”
- “You’re so brilliant, you got an A without even studying!”



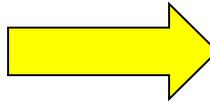
Messages About Success

What adults say:

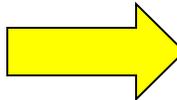
- “You learned that so quickly! You’re so smart!”



- “Look at that drawing. Martha, is he the next Picasso or what?”



- “You’re so brilliant, you got an A without even studying!”



What kids hear:

“If I don’t learn something quickly, I’m not smart.”

“I shouldn’t try drawing anything hard or they’ll see I’m no Picasso.”

“I’d better quit studying or they won’t think I’m brilliant.”



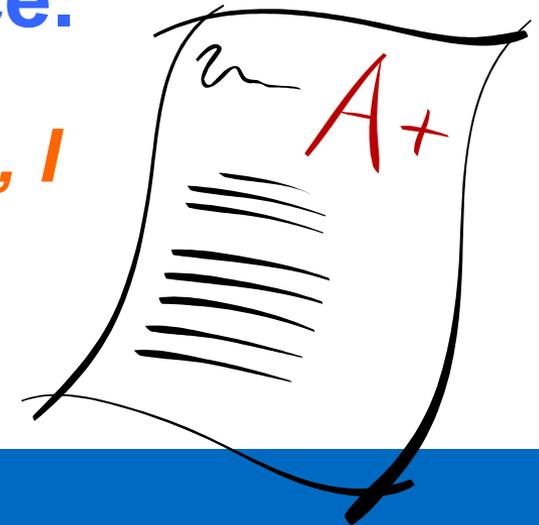
The 2 Types of Mindsets

Growth Mindset

Intelligence is **malleable** and **can be developed** through strategy acquisition and selection, hard work and persistence.

Mistakes are attributed **to the wrong strategy, effort or perserverance.**

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



FIXED Mindset (Wrong One)

Often developed by children whom are told how smart they are.

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.”



Nudge a Neighbor



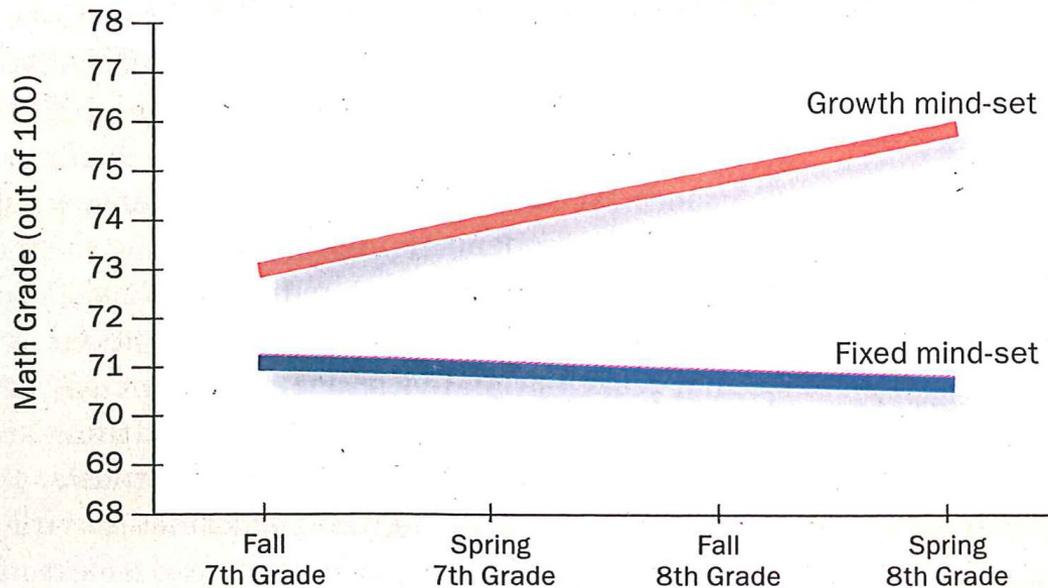
Does a Student's Mindset
Impact Her/His Academic
Performance?

Why or Why Not?



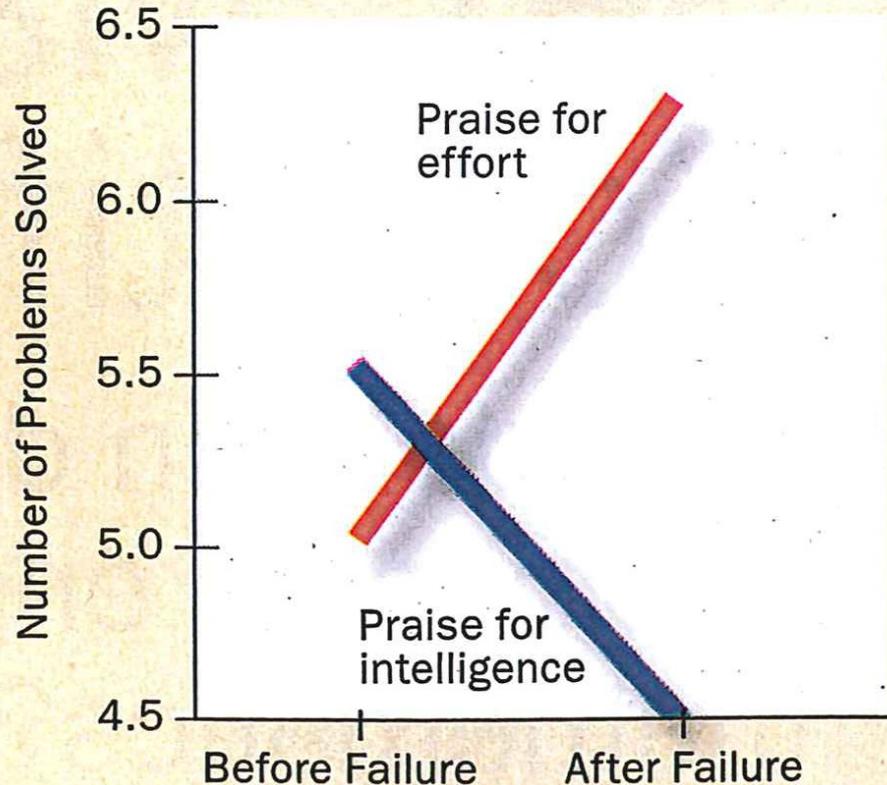
Mindset and Math Grades

Students who believed that intelligence is malleable (*growth mind-set line*) earned higher math grades in the fall of seventh grade than those who believed in static intelligence (*fixed mind-set line*), even though the two groups had equivalent math achievement test scores in the sixth grade. The grades of the growth mind-set group then improved over the next two years, whereas the grades of the fixed mind-set students declined.



The Effects of Praise

Children praised for their intelligence solved significantly fewer problems after a failure than they had before encountering difficulty. In contrast, children praised for their effort solved *more* problems after their brush with adversity than they had before it.



Strategy: Mindset

Adults can engineer a growth mindset in students by:

1. Praising them for strategy selection, effort and persistence (rather than for being smart, talented, etc.);
 - a. Strategy selection. Choosing a successful way to solve a problem.
 - b. Effort. Hard work is good.
 - c. Persistence. Sticking to your goal despite obstacles and even failure.

Strategy: Mindset

Adults can engineer a growth mindset in students by praising them for Strategy Selection (choosing a successful way to solve a problem).

“I like the way you tried a lot of different solutions (strategies) on that math problem until you finally got it.”



Strategy: Mindset

Adults can engineer a growth mindset in students by praising them for Effort (doing his or her very best under any circumstances).

“You worked many hours on that science project. While most of your friends were FaceBooking and watching American Idol, you spent your time on your project. That level of effort will bring you great success!”



Our Rewards in Life Will Always Match Our Effort



Strategy: Mindset

Adults can also engineer a growth mindset in students by:

Telling success stories that emphasize hard work and a love of learning.

Tell your neighbors about a time you worked really hard at something and enjoyed it.

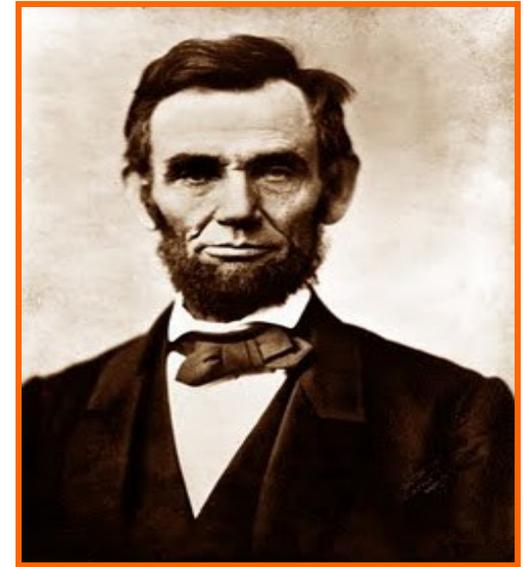
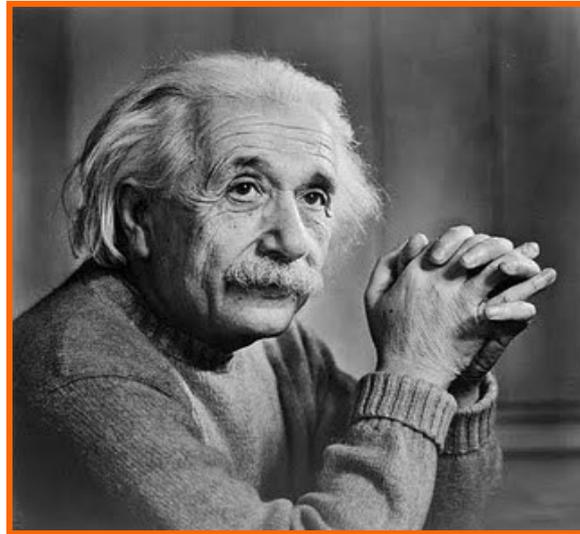
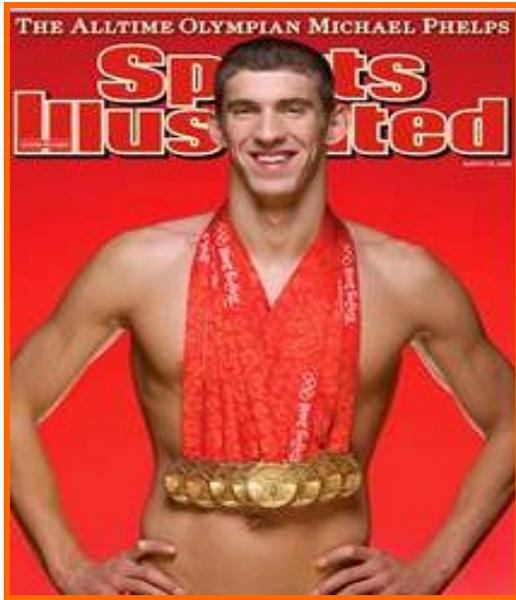


Strategy: Mindset

Adults can engineer a growth mindset in students by praising them for Persistence (working toward her or his goal despite obstacles, setbacks and even failures).

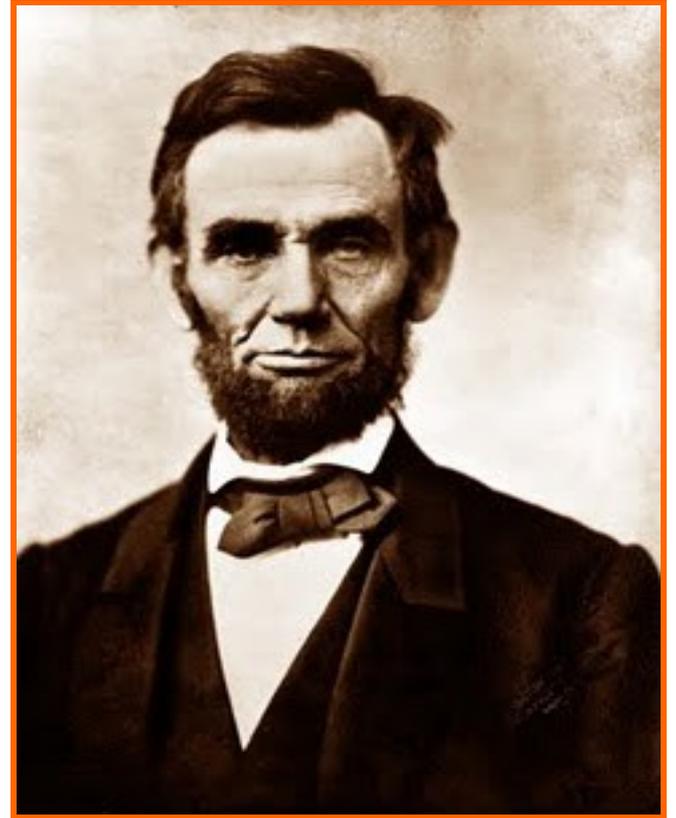
“That was a hard English assignment, but you stuck with it until you got it done. You stayed at your desk and kept your concentration. That’s great persistence!”

Persistence: The Famous Failures



Never Give Up!

- Lost 8 Elections.
- Had 2 Prominent Business Failures.
- Suffered from Depression and ADHD.
- Had a “Nervous Breakdown.”
- Son Died While President.
- Publicly Unpopular.



Give it a Try

Frank comes home from school and shows you his math quiz. Out of 20 questions, he answered 14 correctly.

You know he worked hard. **How would you praise him?**



Give it a Try

Frank comes home from school and shows you his math quiz. Out of 20 questions, he answered 14 correctly. You know he worked hard. **How would you praise him?**

Wow! You picked and applied the right strategy 14 out of 20 times. You also gave an outstanding effort. That's exactly how you get smarter! Let's take a look at the 6 you didn't get right and decide if you need a new strategy or just didn't apply the right one correctly, okay?



Every kid needs a champion

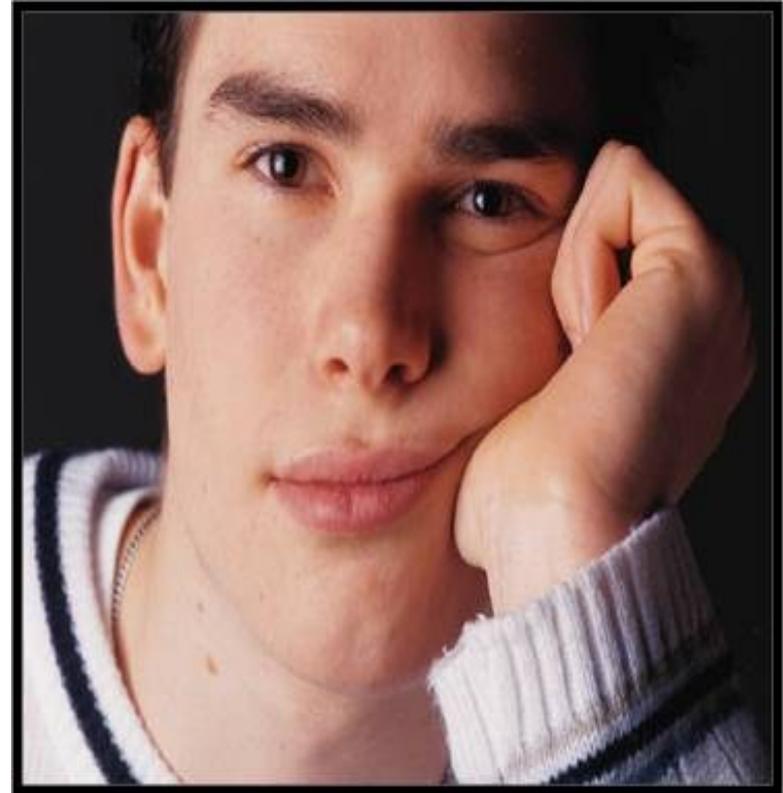


- [Rita Peirson, TED talks](#)
- [http://www.ted.com/talks/rita_pierson_e
very_kid_needs_a_champion.html](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html)



In Your Own Words...

- You have been appointed to speak to a group of staff about how to praise students. Explain to them how they should praise the youth they work with according to Dweck's research.*



Strategy #3

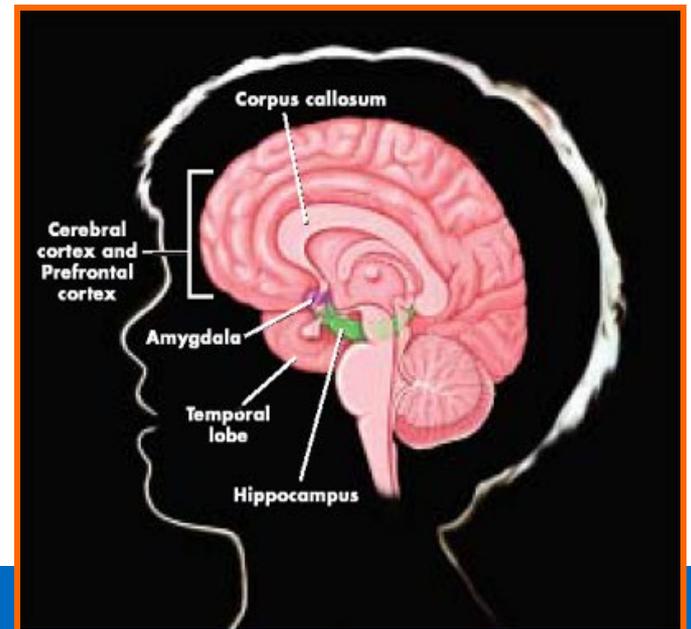
Strategy #3: Executive Function

Brain Rule: What We Say Matters...

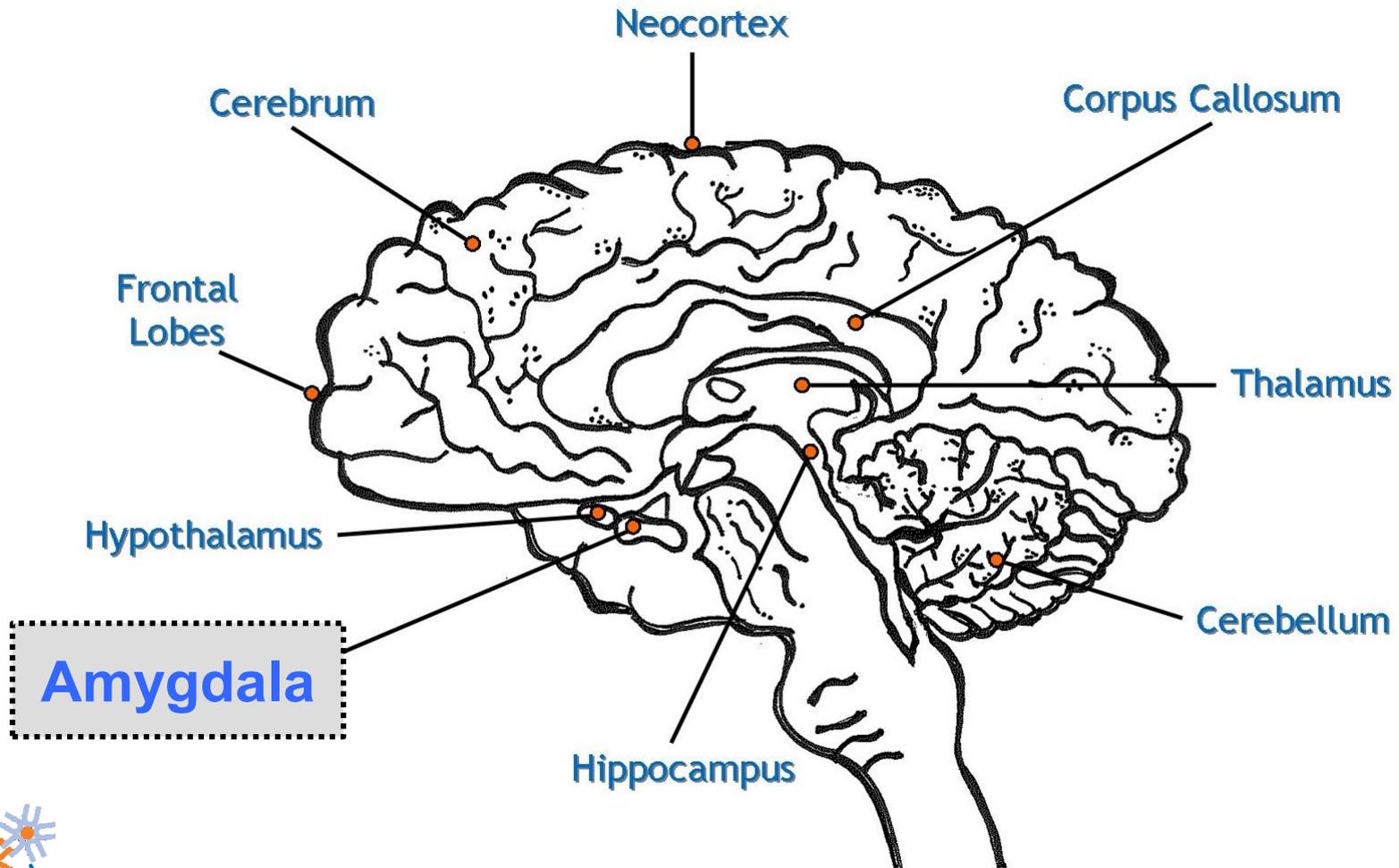
Not only to the development of the mindset our students have about intelligence, but to how fast and how deep the executive system of the brain develops (those all important frontal lobes!)



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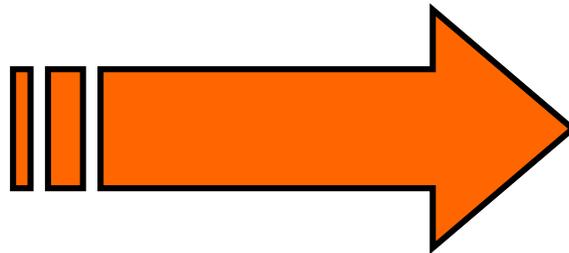
Basic Brain Anatomy

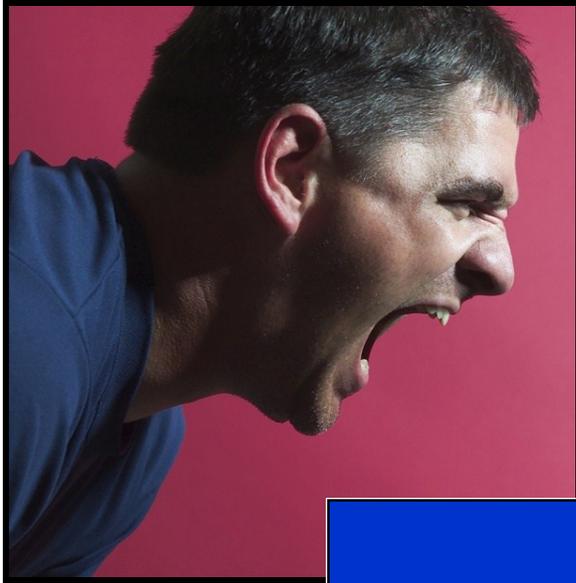


Your Amygdala is Like...

The Palace Guard

(Highly attuned to Trouble;
Watches; Worries; Acts When
Concerned)





“What were
you
thinking?”



3 Stages of the Stress Response (Amygdala-Driven)

The Amygdala compels you to:

1. *Solve the problem causing stress.*
2. *Escape from the problem.*
3. *Cope with the problem.*
4. *Defend yourself the best you can.*
5. *At any cost, survive.*



Cortisol



Cortisol
Adrenaline



The Paradox of Cortisol

Too Little

- Weak memory formation (encoding)

Too Much

- Strong encoding for emotion
- Weak encoding for detail
- Poor recall
- In extreme, cell death

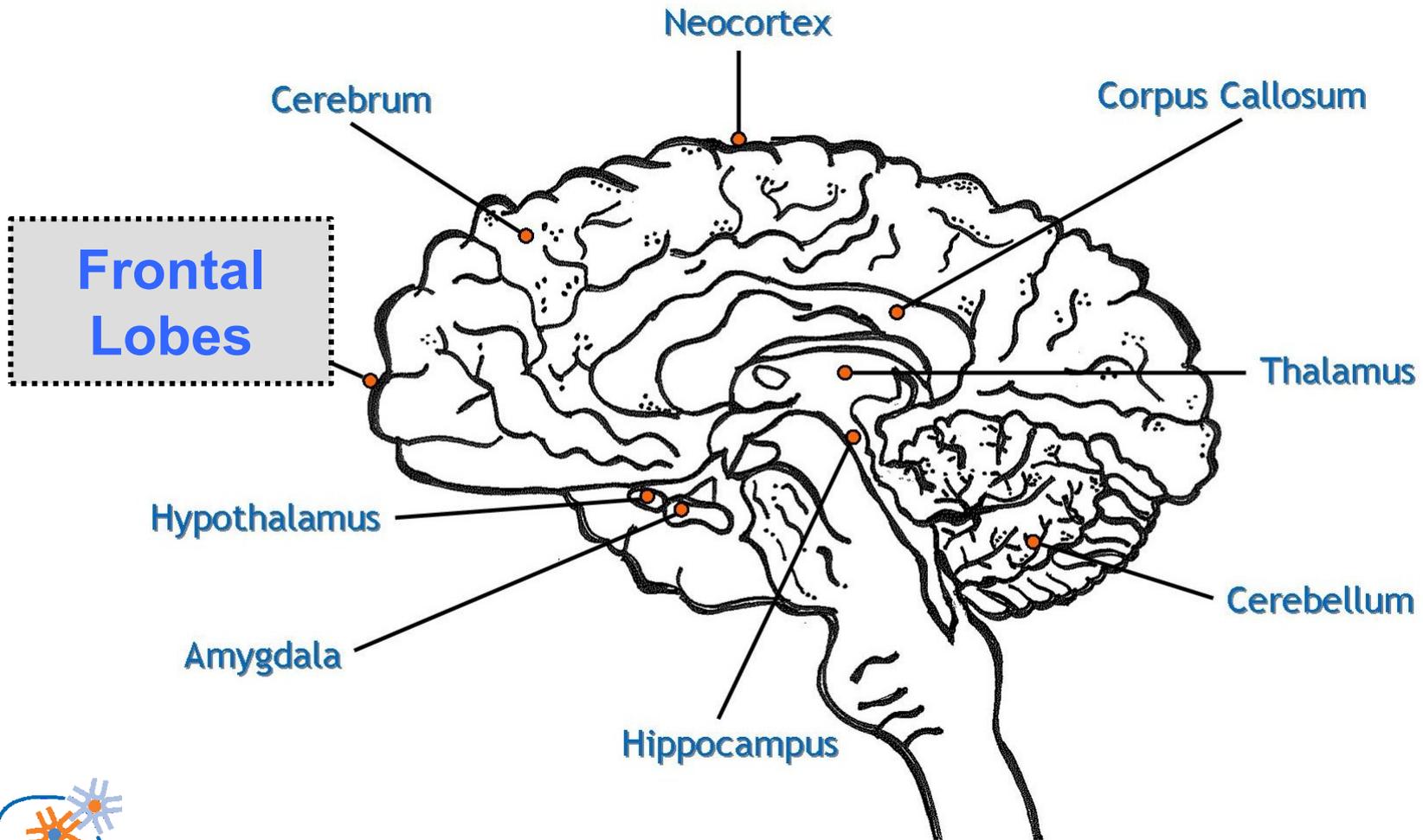
Just Right

- Moderate cortisol improves the formation of detailed memory for facts and events
- Low cortisol promotes efficient and effective recall



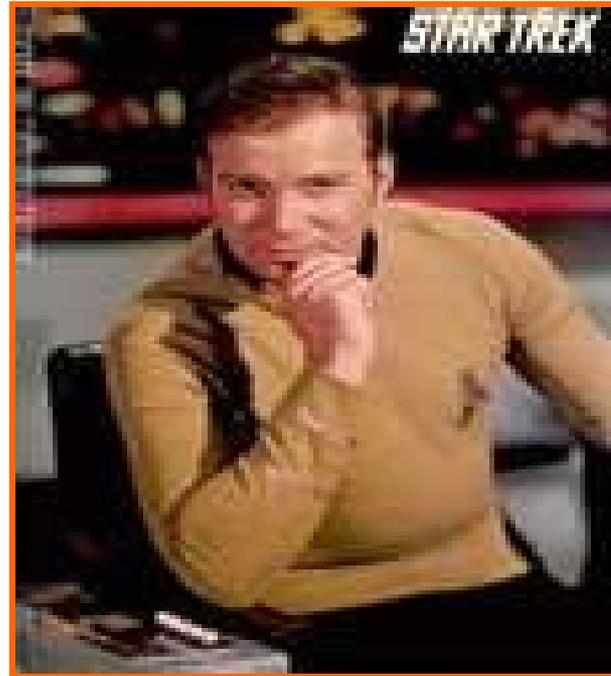
Can the Amygdala be managed?

Basic Brain Anatomy



A Little Brain Anatomy

The Frontal Lobes (Executive Function)



Frontal Lobe Functions (Partial List)

- Impulse Control
- Organization (Thought and Action)
- Time Orientation
- Reading Social Cues
- Predicting Behavioral Consequences
- Goal Achievement



What EF Problems Can Look Like:

- Laziness
- Lack of Motivation
- Incapable of Being Prompt
- Chronically Unprepared
- Disorganized
- Forgetful
- “You Have to Tell Them Everything”



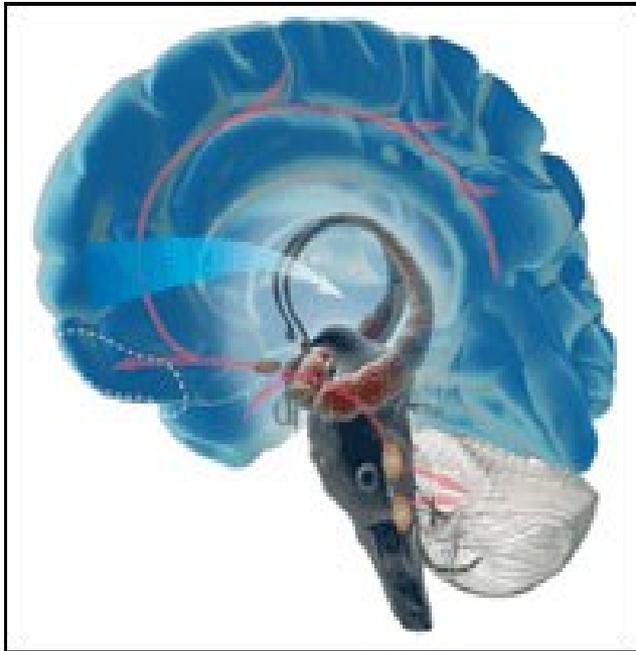
What To Do?

Use your language to cue the use of Executive Function Skills and avoid “*stimulating the Amygdala!*”

Strategy #3:

Executive Function Prompts*

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



Forsee/Plan (Short Term)

Cues the anticipation of conditions or events in the very near future, such as the consequences of one's actions.



Self-Regulation Executive Function Definitions with Examples of Teacher Prompts

George McCloskey, Ph.D., Bob R. Van Divner, M.S. & Lisa Perkins, M.S.

Use this list to prepare for observing and noting Teacher Prompts provided during classroom instruction.

Self-Regulation Executive Function	Examples of Teacher Prompts: (P=Perceiving F=Feeling T=Thinking A=Action)
<p><u>Perceive</u> Cues the use of sensory and perception processes to take information in from the external environment or “inner awareness” to tune into perceptions, emotions, thoughts, or actions as they are occurring</p>	<p><u>Positive and specific:</u> P: “Everyone look at the board.” P: “What do you see when you look in the box?” P: “Listen to this.” P: “You’ll need to listen carefully to this next part.” P: “Feel how rough that edge is?” P: “Feel how heavy this is.” F: “How are you feeling right now?” T: “What are you thinking about right now?” A: “Try to notice how you bend your legs when you do that.”</p> <p><u>Negative, vague and/or poorly timed:</u> P: “Why aren’t you looking up here now?” P: “Why do I always have to tell you to listen?” P: “You have hands don’t you?” (i.e., use them and touch it) P: “You’re not watching what you’re doing are you?” F: “You don’t even know what you’re feeling, do you?” T: “Do you have any idea what you are thinking about now?” A: “Watch what you’re doing.”</p>
<p><u>Initiate</u> Cues the initial engagement of perceiving, feeling, thinking, or acting</p>	<p><u>Positive and specific:</u> P: “Everyone should be looking at the board now.” F: “Now would be a good time to express any feelings you have about it.” T: “Start thinking about it now.” A: “Start walking now.” A: “Read the first question now.”</p> <p><u>Negative, vague and/or poorly timed:</u> P: “Why aren’t you listening yet?” F: “Don’t you feel anything when you see something like that?” T: “Don’t wait to get started thinking about it.” A: “Why haven’t you started yet?” A: “What will it take to get you moving?”</p>

Executive Function Adult Prompts

Negative and Vague (Amygdala)

“How do you expect to find your keys without a plan?”

Positive and Specific (Frontal Lobes)



Executive Function Adult Prompts

Negative and Vague (Amygdala)

“How do you expect to find your keys without a plan?”



Positive and Specific (Frontal Lobes)

“Let’s make a plan for where to search for your lost keys so we are sure not to miss anywhere or look in the same place many times.”



Executive Function Prompts

EF Skill	Positive and Specific	Negative, Vague, PT
<i>Task Initiation</i>		“What will it take to get you moving?”
<i>Gauge</i>		“Do I have to explain everything to you ahead of time?”
<i>Inhibit</i>		“Don’t even go there.” “Don’t even think about it.” “Don’t you dare do that.”



Executive Function Prompts

EF Skill	Positive and Specific	Negative, Vague, PT
<i>Task Initiation</i>	“Start walking now.”	“What will it take to get you moving?”
<i>Gauge</i>	“Consider what its going to take to get this job done as quickly as possible.(You might want to write it down.)”	“Do I have to explain everything to you ahead of time?”
<i>Inhibit</i>	“Try to focus on thoughts that will produce a positive solution.”	“Don’t even go there.” “Don’t even think about it.” “Don’t you dare do that.”



Strategy #4

Strategy #4: Improve Memory

Most
Everyone
Has
Had
a Memory
Lapse



Let's Think About Memory...

All Learning =
Making a Memory

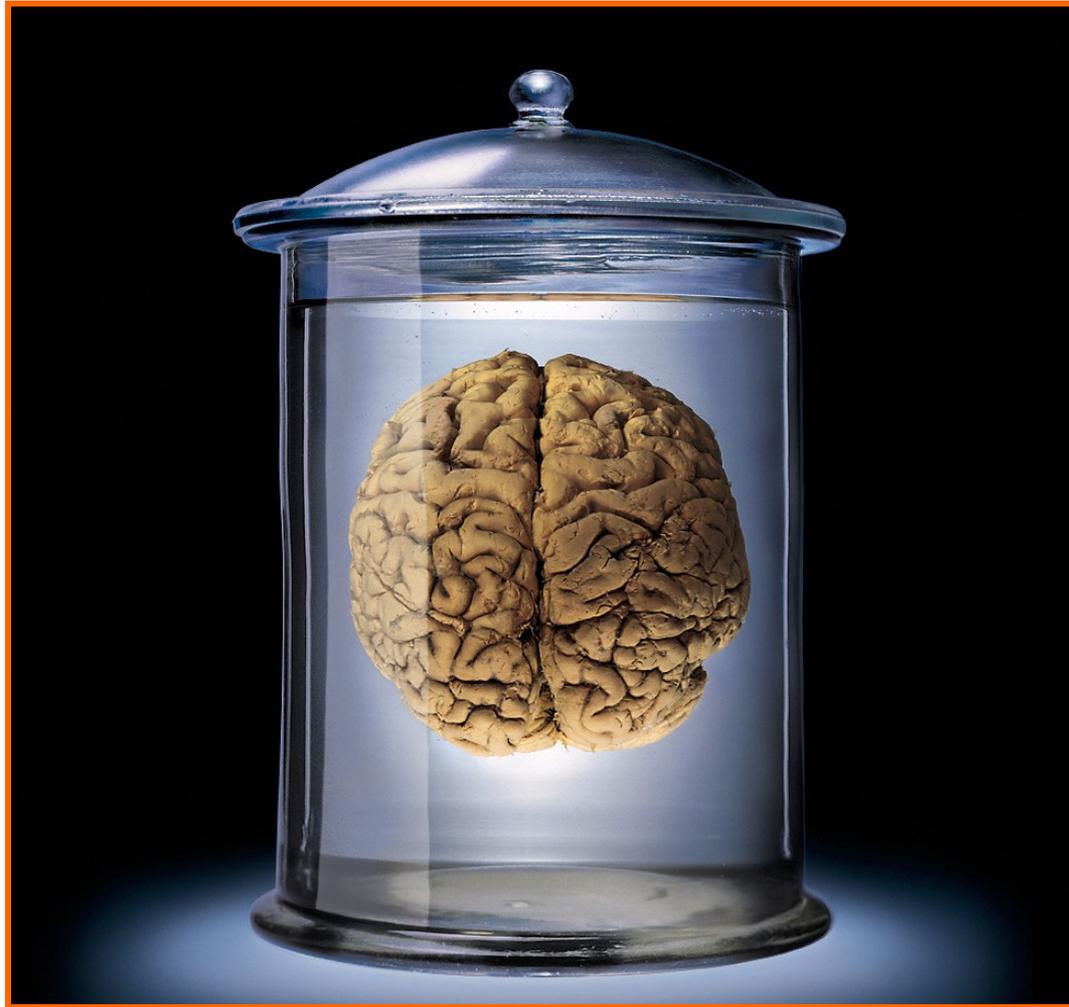
Activity:

- Pen, paper
- Set a words
- 30 seconds
- Write down all the words you can remember



- Slumber
- Siesta
- Doze
- Nap
- Deep
- Nightlight
- Snooze
- Wake
- Rest
- Night
- Sound
- Tired
- Snore
- Dream
- Yawn
- Bed





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- Slumber
- Siesta
- Doze
- Nap
- Deep
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- Wake
- Rest
- Night
- Sound
- Tired
- Snore
- Dream
- Yawn
- Bed

“SLEEP” IS NOT ON THE LIST



Stress Matters to Memory



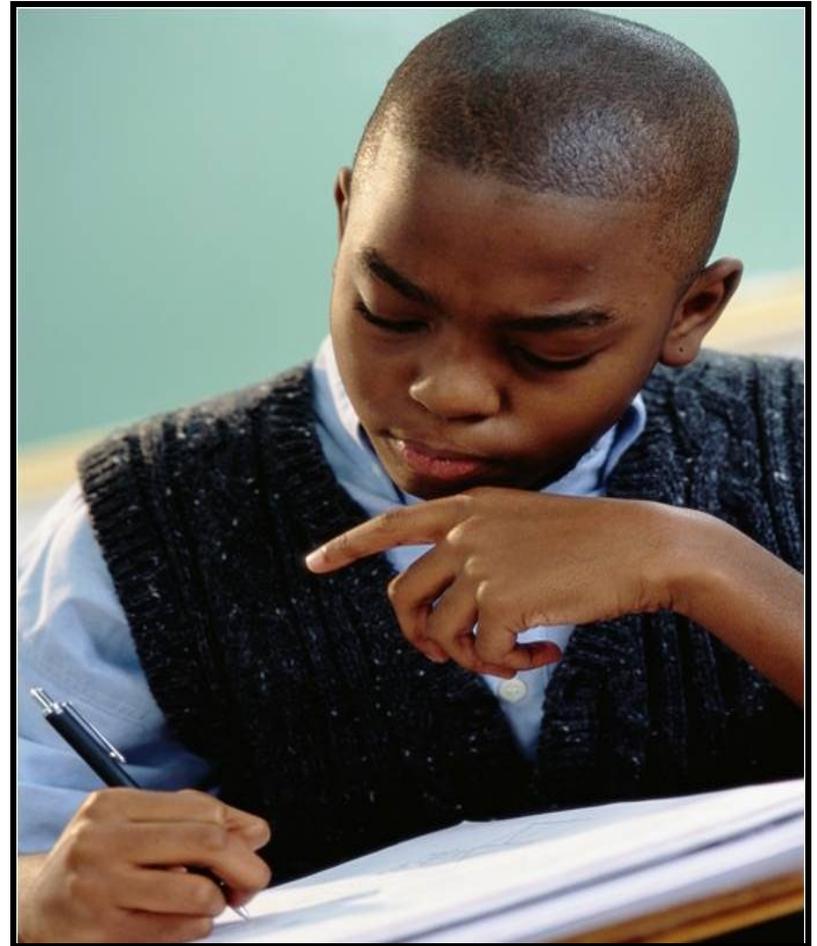
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Take Care of Your Brain

A Few Essential Strategies

4. Remember Better Using Sense and Meaning

Try this strategy for just a couple of classes/groups and your students will remember more (so will you).



What Gets Remembered?

1. Survival Value Info/Experiences

2. Learning that Makes Sense

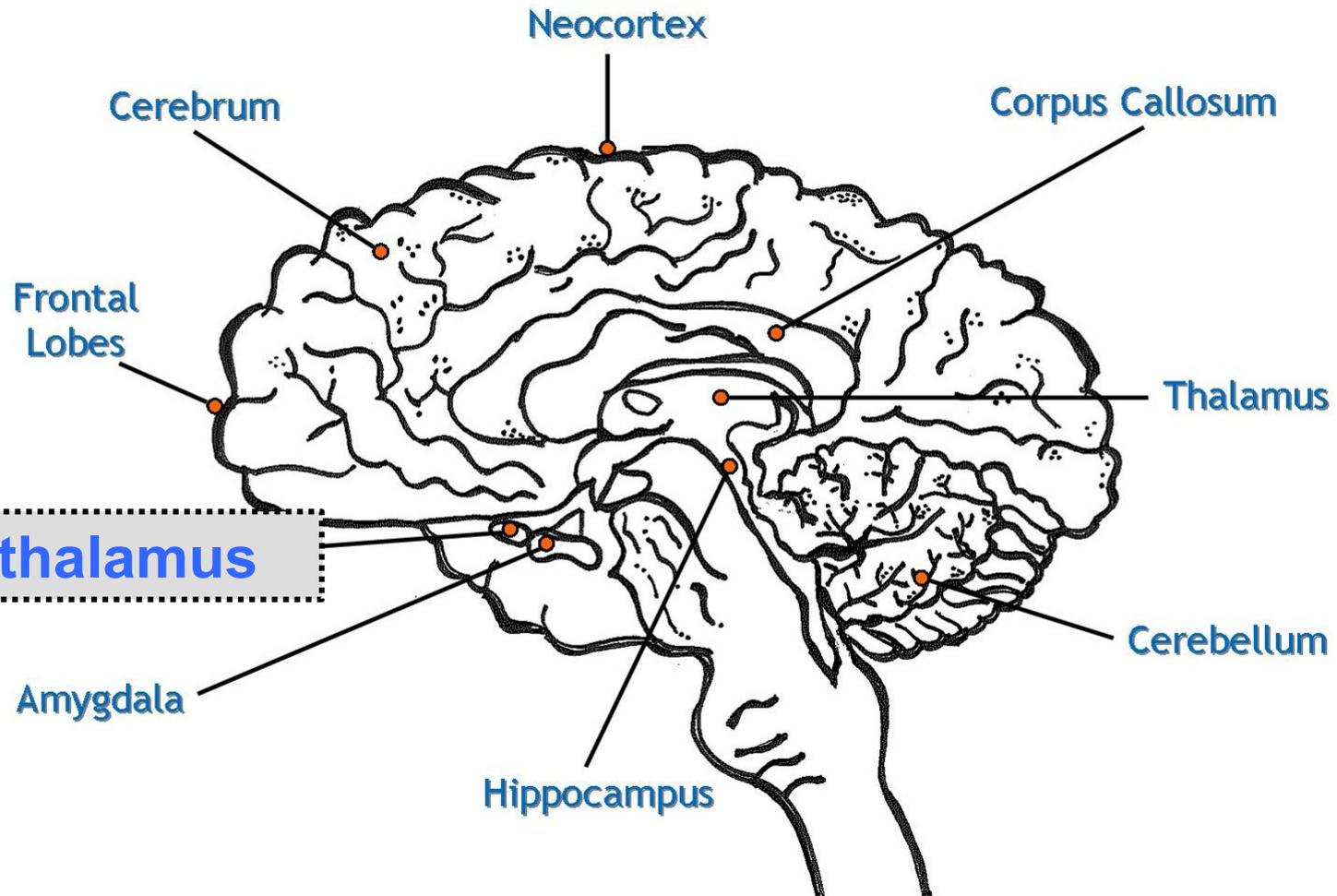
Can the student understand the item on the basis of past experiences?

3. Learning that Has Meaning

Is the information relevant to the student?



Basic Brain Anatomy



The Hypothalamus: WIIFM?



What Gets Remembered?

Incorporate These Two Essential Questions into an End-of-Lesson or End-of-Group Journal Exercise.

1. How does what I've learned in this session relate to what I already know?
2. How might I use this new information in the future?



A Quick Note About Writing



Writing is Powerful!

- Writing is a whole brain task. It is almost impossible to write about one thing and think about something else at the same time.
- *Writing is also multi-sensory, in that it is kinesthetic, visual-spatial and tactile.*
- Humans cognitively process information a second time when they write it after hearing it or thinking about it.



Let's Try It...

1. How does what I've learned this morning relate to what I already know about myself and my job/profession?
2. How might I use this new information in the future?

Strategy #5

Strategy #5: Building Hope

How Do You *Measure* Hope?



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Quick Brain Chemistry

- Cortisol - "UH-OH"
- Adrenaline - "YIKES!"

VS.

- Serotonin – "AHH.."
- Dopamine – "YAHOO!"

These pairs do not
play well together...



Measuring Hope

Serotonin and Dopamine levels increase significantly over baseline.

Cortisol levels drop significantly under baseline.



Strategy #5: The Technical Side of Hope



- 1) Affirmation
- 2) Prediction of positive outcomes
- 3) Vision of personalized, compelling possibilities by a believable authority figure *(parent, teacher, youth worker/counselor)*

Enhanced brain chemistry supports mood, attention, cognition, memory and even neurogenesis. *(Jensen, E. Enriching the Brain (Jossey-Bass, 2006))*



Strategy #5: The Technical Side of Hope

1) Affirmation. Unconditional positive regard unrelated to behavior or compliance.

1) *“Ellen, I am so happy you came to school today.”*

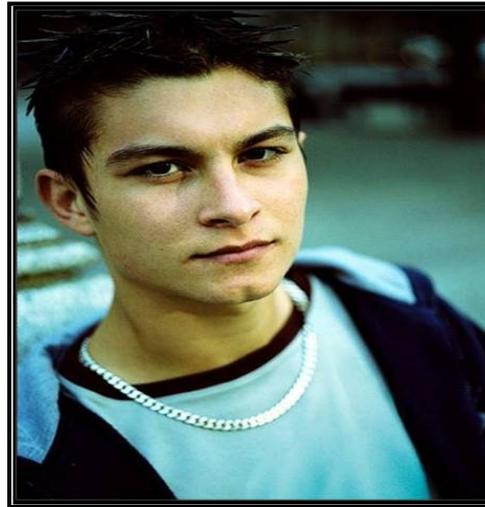


Strategy #5: The Technical Side of Hope

- 2) Prediction of positive outcomes. *“You are so good with children I know you will be a wonderful teacher”*



Strategy #5: The Technical Side of Hope



- 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.”*



Think of a Kid...

- 1) Affirmation
- 2) Prediction of positive outcomes
- 3) Vision of personalized, compelling possibilities by a believable authority figure (i.e., You!)



Strategy # 6

Words that
Powerfully Shape Behavior

An Upside Down Idea

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



Why are Abstract Terms Difficult for Young Brains?

Abstract thinking ability develops well after puberty.

The definition of the abstract term is often vague and it changes based on the context (circumstances).



A High-Impact, 3-Part Model

Step 1: State the context and the general behavior desired in that context.

Step 2: Precisely and concretely state the behavior desired—so that a first grader could do it.

Step 3: Connect the context and desired behavior to the abstract term.



An Upside Down Idea

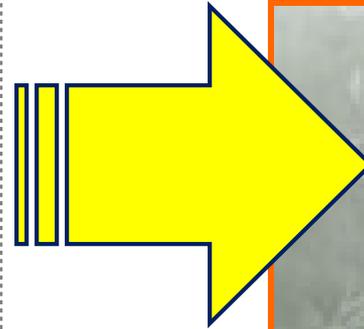
You are leading a classroom discussion and have called on Katy for a contribution. Katy begins speaking. Two other students start having a side conversation and giggling.



An Upside Down Idea

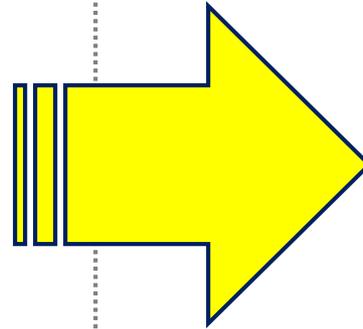
You are leading a classroom discussion and have called on Katy for a contribution. Katy begins speaking. Two other students start having a side conversation and giggling.

- “ShShhhh! Be respectful!”



An Upside Down Idea

You are leading a classroom discussion and have called on Katy for a contribution. Katy begins speaking. Two other students start having a side conversation and giggling.



“When someone is speaking during class discussion, it is time to listen. That means eyes on the speaker, hands in lap, and mouth closed. That shows the speaker respect.”



A High-Impact, 3-Part Model

Step 1: State the context (“when someone is speaking...”) and the general behavior desired in that context (“...it is time to listen.”)

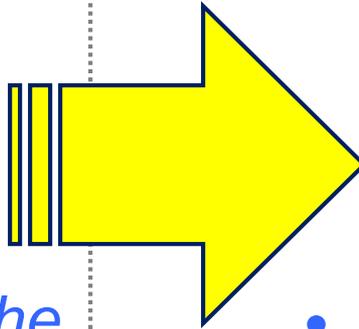
Step 2: Precisely and concretely state the behavior desired (“that means eyes on the speaker, hands in lap and mouth closed.”)

Step 3: Connect the context and desired behavior to the abstract term (“That shows the speaker respect.”)



Be Specific!

You get a call to come to school. Your son, Frank, was removed from class because he disagreed with a teacher's instruction and began yelling at the teacher. Be specific with Frank about his behavior.



- “When you disagree with a teacher....”
Do this _____
Say this _____
- “That shows respect for the teacher while advocating for yourself.”

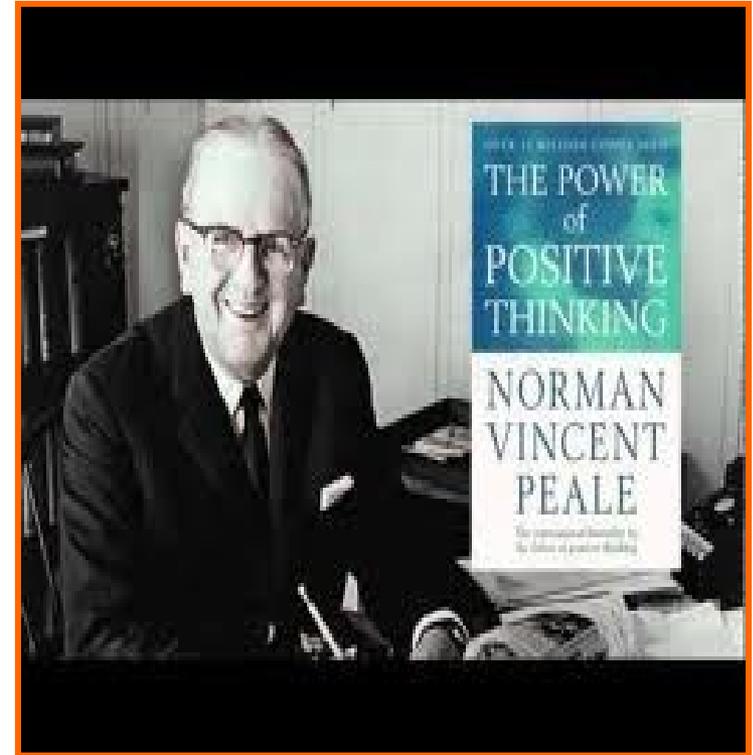


Strategy #7

Strategy #7: Self-Talk

Before a Challenge, Should I...?

- *Tell myself how awesome I am to pump myself up?*
- *Tell myself to be realistic about my chances?*
- *Tell myself to just do my best?*
- *Tell myself it is hopeless?*



None of Those.

Change the Self-Talk

- Instead of a declarative statement, ask yourself a question.
- How can I best do this?
- Can I do this?



Self-Talk Studies

Ask v. Tell



- *Will I*
- *I Will*
- *I*
- *I Will*



Asking Beats Telling

- *Asking a question, by its very form, elicits answers and within those answers are the strategies for actually carrying out the task.*
- *Asking a question “may inspire thoughts about autonomous or intrinsically motivated reasons to pursue a goal.”*

Pink, Daniel, To Sell is Human: The Surprising Truth About Moving Others (Riverhead Books, pp. 98-101, 2013).



Making a Great Speech

- *“I’m the best! This speech is going to be a piece of cake.”*
- *“Besides, they are all in their underwear.”*
- *“I’m going to dazzle them with my oratory!”*
- *“This is going to be a disaster...”*



Making a Great Speech

- *“Can I make this a great speech?”*
- *“Well, yes. I’ve made great speeches before, especially with my friends.”*
- *“In fact, I know this material inside out and have several great examples to persuade my audience.”*



Making a Great Speech

- *“Last time, I spoke too quickly, so this time I will slow down.”*
- *“Also, I got flustered with questions, so this time I will take two deep breaths before responding.”*



Take Home Message

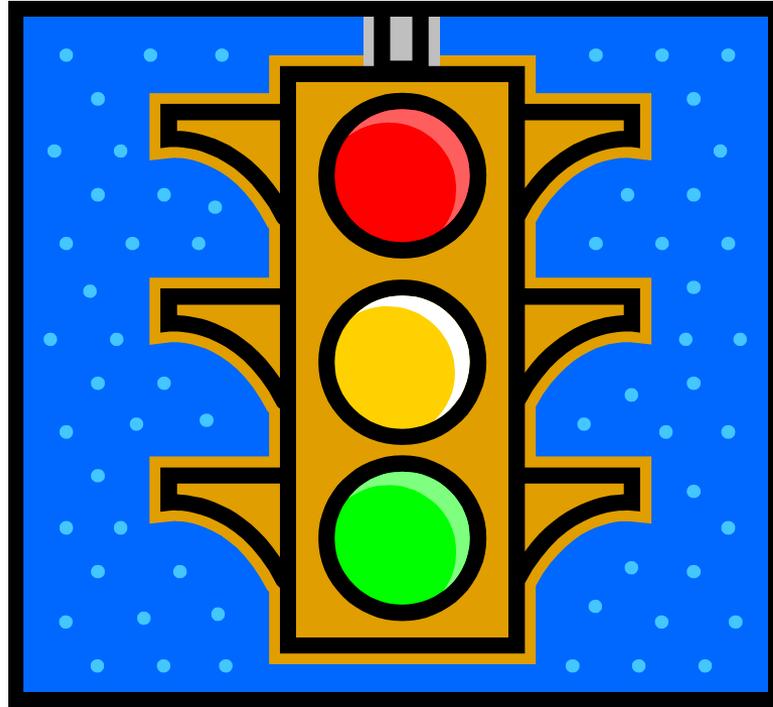


Language
Changes
Lives!



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Action Plan



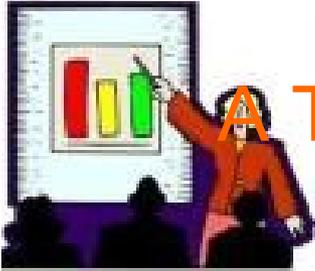
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THANK YOU

- I hear, I forget
- I see, I remember
- I do, I understand
- I reflect, I improve



Ellen Abramson
eabramson520@gmail.com

***“Every child
needs at least
one adult who
is irrationally
crazy about
him.”***

— U. Bronfenbrenner



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