READINESS FROM THE INSIDE OUT: REINFORCING THE “4TH R”
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  • Emotional Intelligence in the Workplace

• Private Educational Consultant
MEET “ERIC”
MEET “ASHLEY”
MEET “ISAAC”
Reading

Writing

Arithmetic
WHAT WERE THESE INDIVIDUALS MISSING?

Growth Mindset
Grit
Self-Management
Empathy
Social Skills
Interdependence
Core Beliefs
Personal Responsibility
Self-Awareness
Resiliency
METACOGNITIVE REFLECTION
METACOGNITIVE SKILLS

• Understanding HOW your brain works
  • Amygdala hijacking – “flipping our lid”
  • Feeling brain vs. thinking brain
  • Neuroplasticity

• Awareness of one’s own thought processes

• Taking control of your thinking and feeling
“There are things in life you’re not in charge of, but you are in charge of you. When you accept that, your brain changes. And every time your brain changes, you grow.”

-Michael Fitzgerald
CCR AND CURRENT RESEARCH

Then

Moving Forward

Metacognitive

Non-Cognitive

Cognitive

Non-Cognitive

Cognitive
<table>
<thead>
<tr>
<th>Emotional</th>
<th>Social</th>
<th>Cognitive</th>
<th>Character</th>
<th>Mindset</th>
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</table>
| - Self-awareness: emotional knowledge and expression
- Self-management: emotional and behavioral regulation | - Navigating social situations
- Social awareness: understanding social cues
- Empathy | - Attention control
- Cognitive flexibility
- Planning, organizing, and setting goals | - Grit
- Curiosity
- Optimism
- Ethics | - Growth mindset
- Purpose
- Belonging |

K-12 EDUCATION

• QUESTion Project
• Future Project
• Project Wayfinder
• Morning Meeting
• *Habits, Community, and Culture* Class

POSTSECONDARY EDUCATION

• PSYC 157 *Psychology and the Good Life*
  • Accountability and behavior change
• ME104B *Designing Your Life*
  • Being “good at school” is not the same as being “good at life”
  • What “life” means to you
• UNI120 *Academic Success*
• UNI220 *Mindset Connections*
FORWARD PROGRESS IN EMPLOYMENT PRACTICES

• Forbes (2014)
  • Skills employers most want when deciding which college graduates to hire
    • Ability to work well on a team, reflect on and make decisions, communicate verbally with people, inside and outside an organization

• Inc.com (2017)
  • Research indicating 5 million jobs lost to automation by 2020
  • To protect your employability in the future you must possess
    • Self-awareness, building relationships, active listening, expressing empathy, giving/accepting feedback

• Project Aristotle (2017)
  • Study released by Google in spring of 2017 analyzing data on inventive/productive teams
  • Google’s best teams exhibit generosity, curiosity toward team, empathy, EQ, ability to make mistakes and reflect on them with confidence (GM)
  • STEM preparation played less of a role in successful teams than non-cognitive and metacognitive skills
METACOGNITION

How can we cultivate self-reflective opportunities for students without sacrificing “seat time” dedicated to standards-based instruction?
A metacognitive tool

Luft and Ingham (1955)

Used initially in corporate settings and self-help groups

Help individuals better understand relationship with themselves and others
JOHARI’S WINDOW AS AN EDUCATIONAL TOOL

• Needs analysis approach in a self-reflective course

• Method to encourage self-reflection to increase self-awareness

• Method to emphasize the value of asking for feedback and accepting/applying feedback
<table>
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<th>Known to self</th>
<th>Unknown to self</th>
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<tr>
<td><strong>Tell</strong></td>
<td><strong>Unknown</strong></td>
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<tr>
<td><strong>Known</strong> to <strong>others</strong></td>
<td><strong>Facade</strong> or <strong>hidden</strong></td>
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<tr>
<td><strong>How tall we are</strong></td>
<td><strong>Secrets, fears, insecurities</strong></td>
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<td><strong>How others perceive us</strong></td>
<td><strong>Future</strong></td>
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<tr>
<td><strong>Hairstyle</strong></td>
<td><strong>Religious beliefs</strong></td>
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<td><strong>Whether you have spinach in</strong></td>
<td><strong>Hidden talent</strong></td>
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<td><strong>Whether or not we wear glasses</strong></td>
<td><strong>Dreams for the future</strong></td>
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<tr>
<td><strong>Your teeth</strong></td>
<td><strong>Hidden potential</strong></td>
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<tr>
<td><strong>Talking too much during meetings</strong></td>
<td><strong>Unknown to others</strong></td>
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AREAS FOR IMPLEMENTATION

- Counseling support groups
- After school programs
- AVID elective classes
- Freshman transition classes
- CCR preparation programs
- Freshman summer support programs
- Community-based agencies/programs (YEAR UP, Boy’s and Girl’s Clubs, First Star Academy, Social Justice Learning Institute)
PRACTICAL ACTIVITY DESIGN GOALS

• Normalize

• Encourage opportunities to think about how we think

• Emphasize the value of asking for feedback and learning to share with others

• Emphasize the value of listening and processing feedback

• Discover the various aspects of self-concept (cultural, academic, achievement)
EDUCATOR NEEDS

- Metacognitive SEL Curriculum
- Time to collaborate with peers
- Support for their own social and emotional growth in order to recognize and model
- A shift in feedback to students that promote self-reflection and emotional agility
DELIBERATE PRACTICE

Brain cell connections

section of a stimulated brain

section of an unstimulated brain
BACK TO “ASHLEY”
“Young people possess the inherent capacity to see what is wrong and to call for change.”

-Kenneth Ginsburg, M.D., M.S.Ed., Psychology Today

It is our role, as educators, to create opportunities for students to practice reflecting on who they are and how they think in order to help these young people find their voice so that they can lead the charge in building a better world for themselves and our future generations.
READINESS FROM THE INSIDE OUT: REINFORCING THE “4TH R” (PART II)
Ask

- Known to self
- Unknown to self

Tell

- Known to others
- Arena
- Blind spot
- How tall we are
- How others perceive us
- Hairstyle
- Whether or not we wear glasses
- Whether you have spinach in your teeth

Unknown to others

- Facade or hidden
- Secrets, fears, insecurities
- Future
- Religious beliefs
- Hidden talent
- Dreams for the future
- Hidden potential
<table>
<thead>
<tr>
<th>Increase the Arena</th>
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<tr>
<td><strong>The Power of Self-Talk</strong></td>
<td><strong>Explore/Reveal the Unknown</strong></td>
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<tr>
<td>• Victim vs. Creator</td>
<td>• Hold yourself accountable</td>
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<td>• The Choice Tree</td>
<td>• IQ Matrix – Obstacles</td>
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<tr>
<td>• IQ Matrix - Obstacles</td>
<td><strong>Who Am I and What’s My Purpose</strong></td>
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<td><strong>Interdependence</strong></td>
<td>• Wandering Map</td>
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<td>• Life’s a Puzzle</td>
<td>• My “User Manual”</td>
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<td>• My Dream Team</td>
<td>• Power Emails</td>
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<td><strong>How Do I Choose</strong></td>
<td>• Personal Statements</td>
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<td>• Spring Break Road Trip</td>
<td>• Metacognitive Brain Dump</td>
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<td>• Goal-Setting Activity</td>
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The Heroes Journey
My Dream Team
Jennifer Murphy, Ph.D., NCC
Academic Success Programs, Arizona State University

A. Identify seven to ten people in your life with whom you spend most of your time:
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

B. Identify one personal/academic goal (this can be long-term or short-term):

C. One a scale of one to ten, rate each relationship above:
   1 being the relationship that pulls you AWAY from your goals with 10 being the relationship that propels you TOWARD your goals.

Interdependence
The Power of Self-Talk

- Focus on how to improve (instead of weaknesses)
- Seek solutions (instead of making excuses)
- Seek help from those more skilled (instead of comparing self unfavorably to others)
- Accept responsibility (instead of blaming)
- Do something new (instead of repeating ineffective behaviors)
- Think positively and look for a better choice (instead of predicting defeat and giving up)
Overcoming Obstacles

1. In exploring the **TYPES** of obstacles, what is/are your obstacle/obstacles? How do you know this to be true?

2. In exploring the **ORIGINS** of your obstacle, how did it start? Who or what perpetuates this problem?

3. In identifying the **DETAILS** of your obstacle, when did it happen? How did it happen? Where did it happen?

4. In determining the **CONSEQUENCES** of your obstacle, what would happen if you ignored it? When could it become a bigger problem? How does this affect you? How does this affect others? How does this affect life? Could resolving this cause other problems?

5. In regard to **CONTROL**, whose behavior do you control? What aspects of this problem do you control? What aspects of this problem can you not control? How must you respond to what you cannot control?

6. When you identify the **POSITIVES**, what is happening that is good? What would you like to have continue to happen?

7. As you gain **PERSPECTIVE**, what are your assumptions about this? How are your assumptions contributing to the problem? What is another perspective you have not considered? Who has successfully overcome this? What can you learn from this person?
How Do I Choose

- **Red**: people who are important to you
- **Blue**: activities that you enjoy doing
- **Yellow**: positive perceptions of yourself (ex: I am good at...)
- **Green**: ways in which you are a benefit to others
- **Orange**: hopes, beliefs, or dreams that you have for your life

Which color was easiest/most difficult to complete at the beginning?

Which color was easiest/most difficult to toss?

Did anyone have difficulty crumpling and tossing?

What was the point of the last part of the exercise?

How have your decisions been affected by the “three things” you had left at the end of the exercise?

Are there other “things” that have affected your decision making?

What “things” impact the goals you set for yourself?
Who Am I
Who Am I…What’s My Purpose

Hello,
As part of a class assignment to help me learn more about myself and my purpose, I am looking for feedback from people who know me well and whose opinion I value.

I would really appreciate it if you could read the questions below and email your response to me right now so that you don’t forget. There is no need to spend lots of time on this, just share with me the first thing that comes to mind as you read each question. I don’t need you to take more than 5 minutes completing the questions.

1. What do you think are my strengths and talents?
2. How do you think I can use my strengths and talents in a meaningful way?
3. How do you see me contributing to the world in the future?
4. What advice would you give me to help me achieve these goals?

Thank you for your help. I really appreciate your time and feedback.
Sincerely,

Jennifer
"WANDERING MAP"

- Review the most important factors that have happened in your life that have shaped who you are
- Focus on your strengths and values
- Identify significant themes and moments
- Look at your past to find your future

Who Am I... What Do I Value
Who Am I…What Do I Value

People

Places

Credo

Someday

Who Am I…What Do I Value
NOW, YOU’RE THE HIGH SCHOOL STUDENTS...
HOW DO I CHOOSE

**Red**: people who are important to you

**Blue**: activities that you enjoy doing

**Yellow**: positive perceptions of yourself (ex: I am good at…)

**Green**: ways in which you are a benefit to others

**Orange**: goals or dreams that you have for your life
REFLECTION

• Which color was easiest/most difficult to complete at the beginning? Why?

• Which color was easiest/most difficult to toss? Why?

• Did anyone have difficulty crumpling and tossing? Why?

• What was the point of the last part of the exercise?

• Do the remaining three “things” affect your decision making? Are there other “things” that affect your decision making?
What is your favorite movie?

What is the moral or lesson that your favorite movie teaches?
What is at least one theme that your movies have in common?
WHAT DO THESE MOVIES ALL HAVE IN COMMON?
Initiation

Separation

Return

Initiation
THE CALL

• Why is high school important?
• What is important to me?
• What do I want to do?
• Who do I want to be?

THE REFUSAL

• Resistance to change
• Fear of the unknown
• Lack of certainty
• Old habits, patterns, beliefs

Fears are stories we tell ourselves
MEETING THE MENTOR
TESTS, ALLIES, AND ENEMIES
THE HERO’S JOURNEY TO...

• The Call
• The Refusal
• Meeting the Mentor
• Tests, Allies, Enemies
• Allies
• Enemies
• A New You…
WHO ARE YOUR MENTORS?

• Who does not like to ask for help?

• Why?

• What can you do to change this habit?

• Who will you turn to for direction?
• What do you think will be some of the tests you will encounter?

• Who are your mentors?

• Have you had any dark moments or temptations?

• How will you know it is time to ask for help?

• Do you know how to really ask for what you need?
“It was nice to know that we all go down the same path”

The Heroes Journey was meaningful to me because everyone has something special”

“It really helped to explain what I can accomplish”

“It showed me the obstacles that I will face in high school and how to deal with them”

“It motivated me”

“It was showing things that we need to see to be set for life”

“It changed my perception”

“It taught me that I can overcome an obstacle like a hero”

“Everything really helped me…It really encouraged me to change”

“I think it shows that I can do anything and be who I want to be and I can change lives to be an actual hero for once”

“I wish that I had known about this in middle school…things could have really been different for me”
QUESTIONS AND REFLECTIONS
REFERENCES


REFERENCES


