



## The **REACH** Process: A Strategy for Strengthening Students' Motivation to Learn

## A Crisis of Academic Motivation



## A Continual Decline

"Research reveals that children's interest, enthusiasm, and intrinsic motivation for learning in school deteriorate continuously from their entry into kindergarten until they complete high school (or drop out), with striking losses during the transitions to middle school and high school. The erosion of motivation is especially severe for boys and for students from low socioeconomic, minority, and immigrant backgrounds."

Source: Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, J. G. (2012). Engagement and disaffection as organizational constructs in the dynamics of motivational development. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 223-245). New York, NY: Routledge.

## Motivation and Reform

"No major reform has prioritized students' psychological experience in school or motivation to succeed, despite the fact that it is ultimately students themselves who must capitalize on learning opportunities."

Source: Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 1 (10).

## The Good News

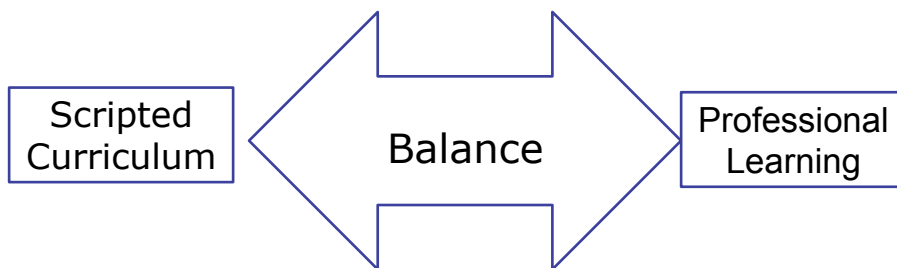
“Recent randomized experiments have found that seemingly ‘small’ social-psychological interventions in education—that is, brief exercises that target students’ thoughts, feelings, and beliefs in and about school—can lead to large gains in student achievement and sharply reduce achievement gaps even months and years later.”

Source: Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They’re not magic. *Review of Educational Research*, 81(2), 267-301.

## The REACH Framework



## How should we use research?

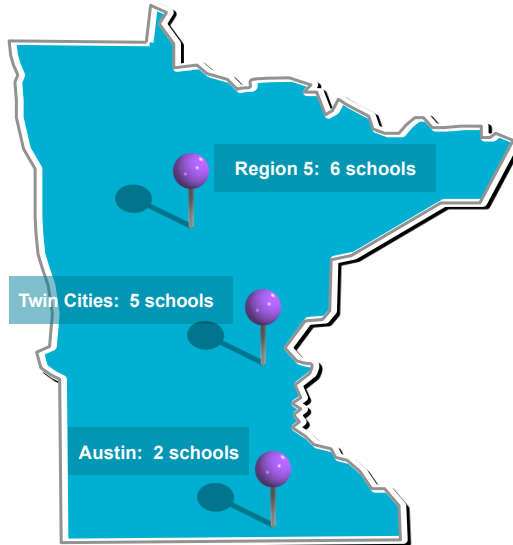


## Resources for Implementing The **REACH** Process

1. Concise and clear summaries of research written for busy practitioners
2. Anchor Activities to crystalize key ideas for both students and educators
- 3. REACH** Techniques that educators integrate into curriculum, instruction, and relationships
4. The **REACH** Survey to measure the **REACH** Framework and other factors that influence student motivation

All of the above delivered through 6 interactive workshops, facilitated progress check sessions, and the 200 page **REACH** Strategies Guidebook

## The REACH Process 2016-17



## Relationships



### 1. Identifying Assets Anchor Activity

- *REACH Technique:* Focus on students' strengths at least as much as their weaknesses

### 2. Identifying Relationships Anchor Activity

- *REACH Technique:* Build developmental relationships with and among students

### 3. The Power of Relationships Anchor Activity

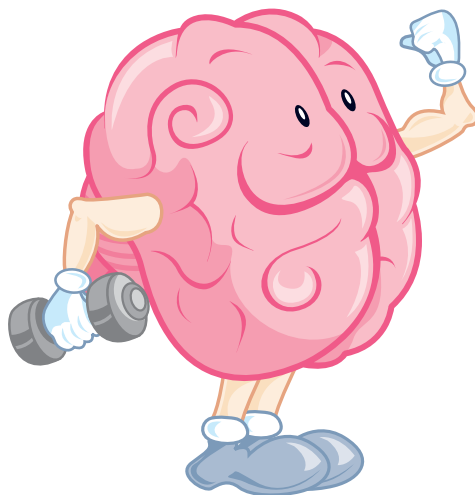
- *REACH Technique:* Help students take relationships seriously

### 4. Mapping Relationships Anchor Activity

- *REACH Technique:* Encourage students to connect with people who can help them grow

### 5. Expressing Gratitude Anchor Activity

- *REACH Technique:* Help students think positively about the relationships in their lives



### 1. The Brain is Like a Muscle Anchor Activity

- *REACH Technique:* Remind students that working harder can make them smarter

### 2. Learning from Failure and Mistakes Anchor Activity

- *REACH Technique:* Describe failures and mistakes as opportunities to grow

### 3. Selecting Struggle Strategies Anchor Activity

- *REACH Technique:* Teach students to use effective struggle strategies

### 4. Developing a Growth Mindset Anchor Activity

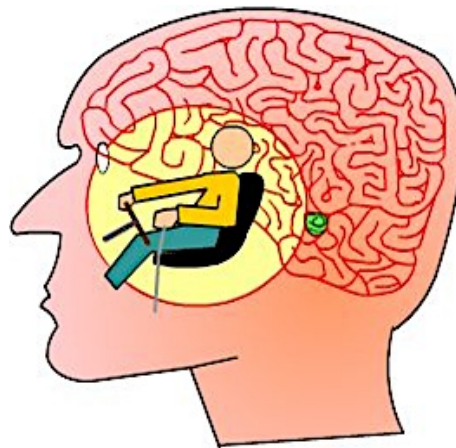
- *REACH Technique:* Incentivize effort and the use of good learning strategies



## Aspirations

- **The Importance of Education Anchor Activity**
  - *REACH Technique:* Highlight the long-term benefits of success in school
- **Envisioning Possible Self Anchor Activity**
  - *REACH Technique:* Ask about—and remember—students' aspirations
- **Roadmap to the Future Anchor Activity**
  - *REACH Technique:* Help students think forward and act now
- **Purpose for Learning Anchor Activity**
  - *REACH Technique:* Help students find their own reasons for working hard in school

## Cognition





- **Fast Thinking and Slow Thinking Anchor Activity**
  - *REACH Technique:* Help students pause and reflect before talking and acting
- **Reframing Negative Experiences Anchor Activity**
  - *REACH Technique:* Help students reframe tasks they don't want to do
- **Setting Good Goals (WOOP 1) Anchor Activity**
  - *REACH Technique:* Help students develop goals that are optimistic and realistic
- **If-Then Plans (WOOP 2) Anchor Activity**
  - *REACH Technique:* Teach students to use If-Then Plans to stay on track



- **Identifying Sparks Anchor Activity**
  - *REACH Technique:* Get to know students' sparks
- **Sharing Sparks Anchor Activity**
  - *REACH Technique:* Tap students' sparks to ignite learning
- **Core Values Anchor Activity**
  - *REACH Technique:* Recognize and reinforce students' best sense of themselves

## Let's Take a Poll

Which category of the REACH Framework would you be most eager to work on with your students?

1. Relationships
2. Effort
3. Aspirations
4. Cognition
5. Heart

## Questions?

What is rolling around in your head?



## The REACH Resources

1. The REACH Survey
2. The REACH Strategies Guidebook
  - Summary of Research
  - Reflection Questions
  - Anchor Activities
  - REACH Techniques
3. REACH Workshops
4. The REACH Process
  - 13 schools in 2016-2017

## Considering the **REACH** Survey

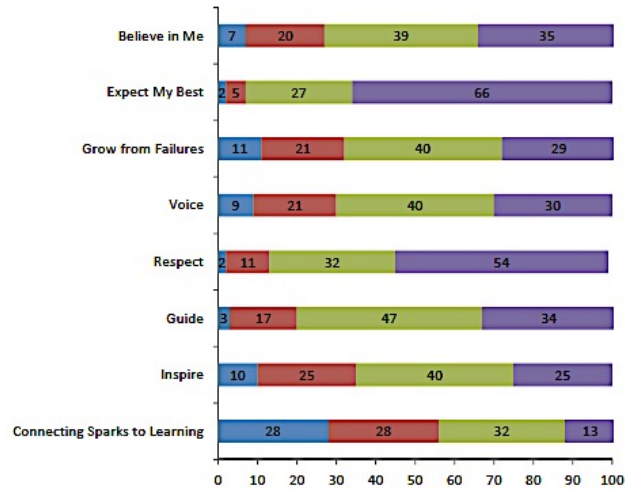


## Why give a student survey?

“We almost never measure students’ attitudes, interests, and values, when, in truth, those powerful and influential affective variables can be inexpensively assessed for groups of students—not individual students—then used to guide instruction.” (and build relationships!)

-- Assessment Expert W. James Popham

## The REACH Survey



REACH Survey Pilot test  
with 602 students in  
one Midwestern high  
school

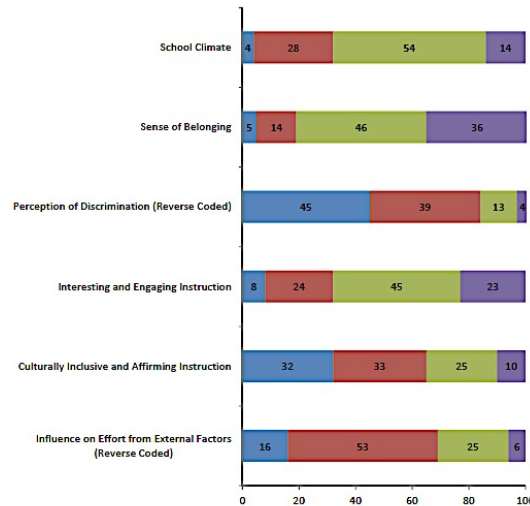
## The REACH Survey

Table 20

	Not at all	A little	Somewhat	Mostly	Very much
<b>Connecting Sparks to Learning</b>					
<b>How well do each of the following describe your teachers?</b>					
*My teachers try to find out what I am interested in	15%	28%	32%	21%	4%
My teachers try to connect what we're learning in class to my interests and talents	24%	26%	29%	18%	3%
My teachers help me see how my class work relates to my spark(s)	26%	27%	27%	17%	3%

REACH Survey Pilot test with 602 students in one Midwestern high school

## Other Factors That Influence Motivation



REACH Survey Pilot test  
with 602 students in one  
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## REACH Workshop Series - October 4-6, 2016

- **Time:** 9:00 a.m. to 4:00 p.m.
- **Location:** University of Minnesota Continuing Education and Conference Center, St. Paul, MN
- **The workshops are:**
  - **Day 1:** REACH: Introduction to Academic Motivation Workshop and Building Developmental Relationships Workshop
  - **Day 2:** Increasing Effort Workshop and Raising Aspirations Workshop
  - **Day 3:** Strengthening Cognition Workshop and Leveraging Heart Workshop

**Go to [www.search-institute.org](http://www.search-institute.org) to register**

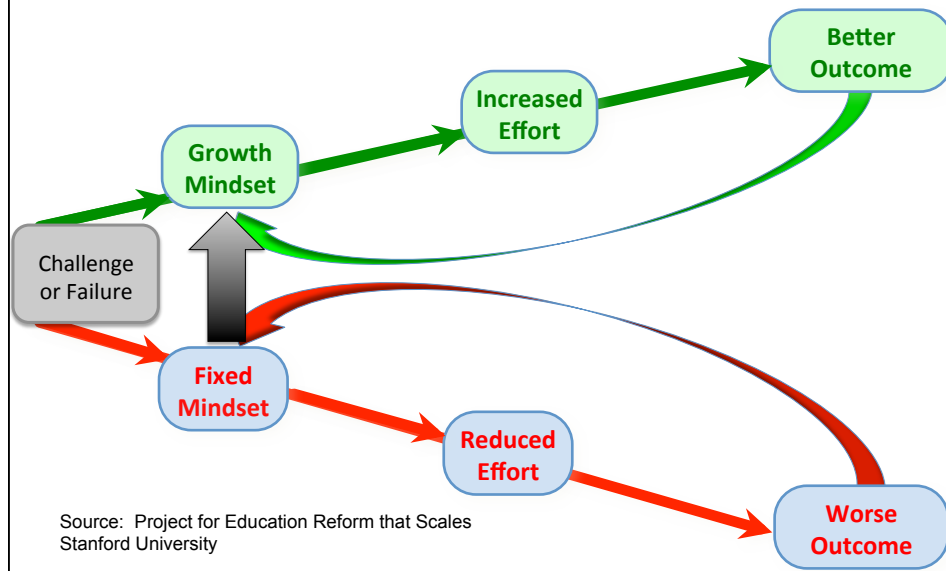
## A Final Point: What doesn't work



## Reframing



## Reframing and Mindsets



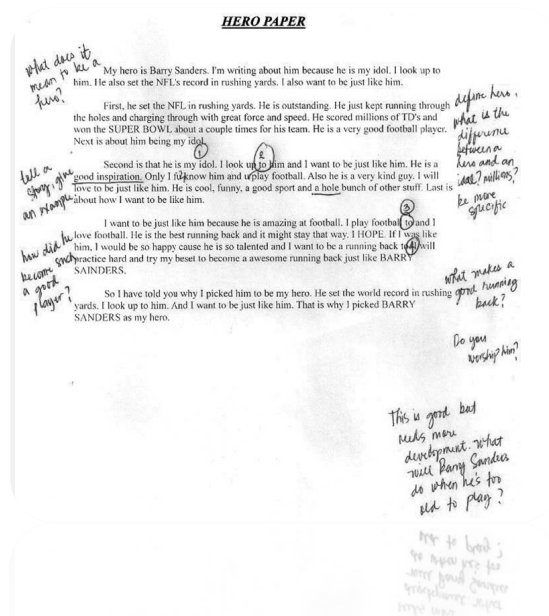
## An Example



7<sup>th</sup> graders wrote  
essays on their  
personal heroes

Source: "Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide," David Scott Yeager, PhD, University of Texas at Austin; Geoffrey L. Cohen, PhD, Stanford University; Valerie Purdie-Vaughns, PhD, and Patti Brzustoski, Columbia University; Julio Garcia, PhD, University of Colorado at Boulder; Nancy Apfel, Yale University; Allison Master, PhD, University of Washington; William T. Hesse, MA, University of Chicago; and Matthew E. Williams, MEd, principal of Bronx Design & Construction Academy, *Journal of Experimental Psychology: General*, online Aug. 12, 2013.





## Randomly Assigned Messages on Post-It Notes

### Neutral Expectations Message

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

### High Expectations Message

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

## Results

	Neutral Expectations Message	High Expectations Message
White Students	62%	87%
African-American Students	17%	71%

## Poll #2

How important do you think strengthening the academic motivation of all students should be for your school or organization?

1. Our single highest priority
2. One of our highest priorities
3. Should receive attention but not our highest priority
4. Addressed but in a limited and targeted way
5. Not a goal for us at this time

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For more information  
on any of these  
resources, contact  
Mary Shrader at  
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institute.org](mailto:marys@search-institute.org) or call  
800-888-7828,  
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## The REACH Process

