

POINT OF PERFORMANCE

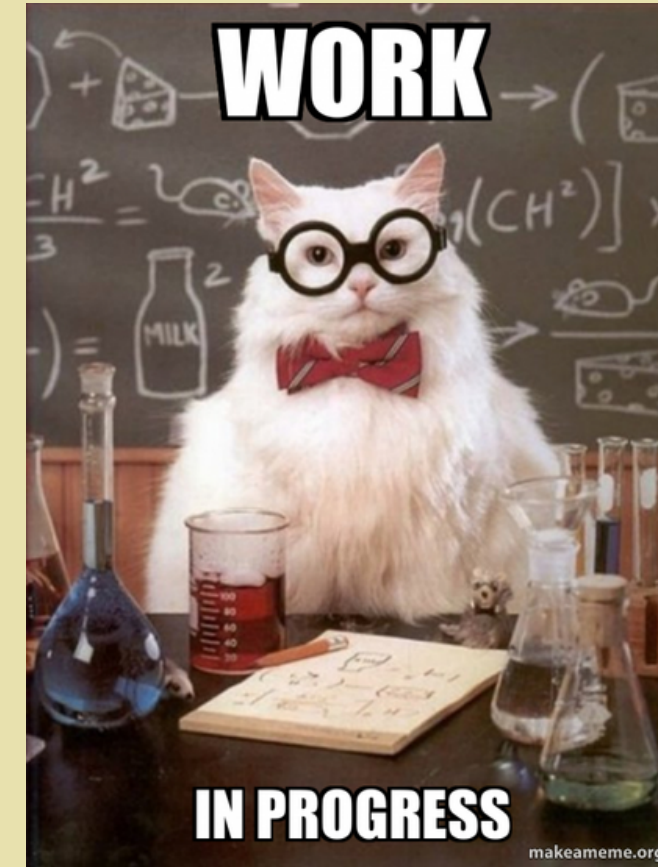
How to Engineer Environments to Facilitate Success

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Cornerstones Career Learning Center

We will..

1. Define Point of Performance
2. Discuss it's relevance to adult ed.
3. Brainstorm & collaborate to solve real problems



The point I'm trying to make

The way I explain it

Point of Performance

the time and place an action or behavior occurs



Point of Performance

the time and place an action or behavior occurs

"If you want to change an act or behavior,
that change needs to take place at
the point of performance for it to be effective."

- Dr. Russell Barkley

*9:45 - Dr. Carla Miller - the impact of poor
executive function on learning



Why "Point of Performance"

Observation: Students who show enthusiasm in initial appointment don't make it to day 1 of class.

Observation: Students who are consistent in class and ready for final tests aren't testing.

Why "Point of Performance"

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Observation: Students who are consistent in class and ready for final tests aren't testing.

Commonality:

Both groups do well when they are in a teacher-controlled environment, but don't make progress outside of that environment.

Challenge:
I don't have enough time to increase the time a student spends in a teacher-led environment.

Why "Point of Performance"

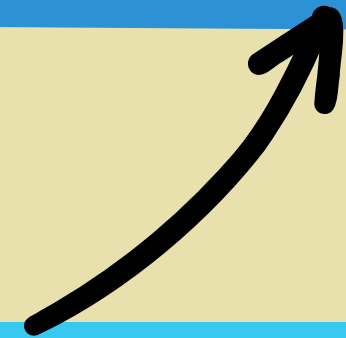
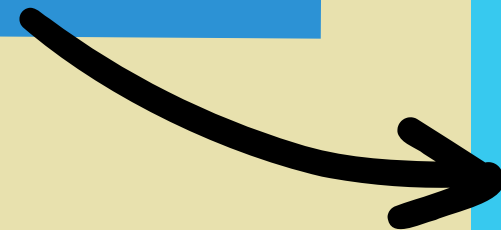
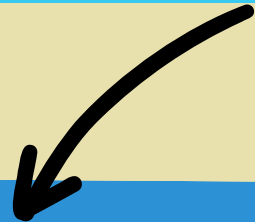
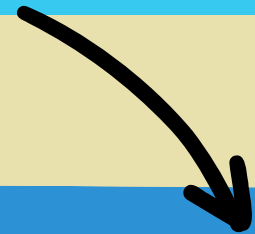
Observation: Students who show enthusiasm in initial appointment don't make it to day 1 of class.

Observation: Students who are consistent in class and ready for final tests aren't testing.

Goal: engineer the environment to improve performance

Commonality:
Both groups do well when they are in a teacher-controlled environment, but don't make progress outside of that environment.

Challenge:
I don't have enough time to increase the time a student spends in a teacher-led environment.



Dr. Russell Barkley

Executive Functions: What They Are, How they Work, and Why They Evolved

"...the issue is not ignorance or lack of knowledge of a skill; the problems are with the skill's timing and execution at key points of performance and with the self-motivation needed to sustain the performance." (p. 204)

"The solution to this problem is not to nag those with [executive function] difficulties to try harder or to remember what they are supposed to be working toward. Instead, the solution is to fill the immediate context with physical cues comparable to the internal counterparts that are proving so ineffective." (p. 201)

"...education professionals are more expert at conveying knowledge and skills - how to change and what to do; far fewer are expert in ways to engineer environments to facilitate performance - where and when to change." (p. 205)

"Once per week counseling is unlikely to succeed...without efforts to insert accommodations at key points of performance in natural settings..." (p. 205)



Dr. Russell Barkley

Executive Functions: What They Are, How they Work, and Why They Evolved

The issue isn't lack of knowledge of a skill.

The solution is to fill the environment with cues.

We are great at teaching the "what" and the "how," but often don't cover the "when" and the "where."

In addition to teaching skills, we need to address the environment where an action will take place.



Example of knowledge of skill vs action



**Go to bed
cause it's
4am**



**Tell yourself
"just one
more
episode"**

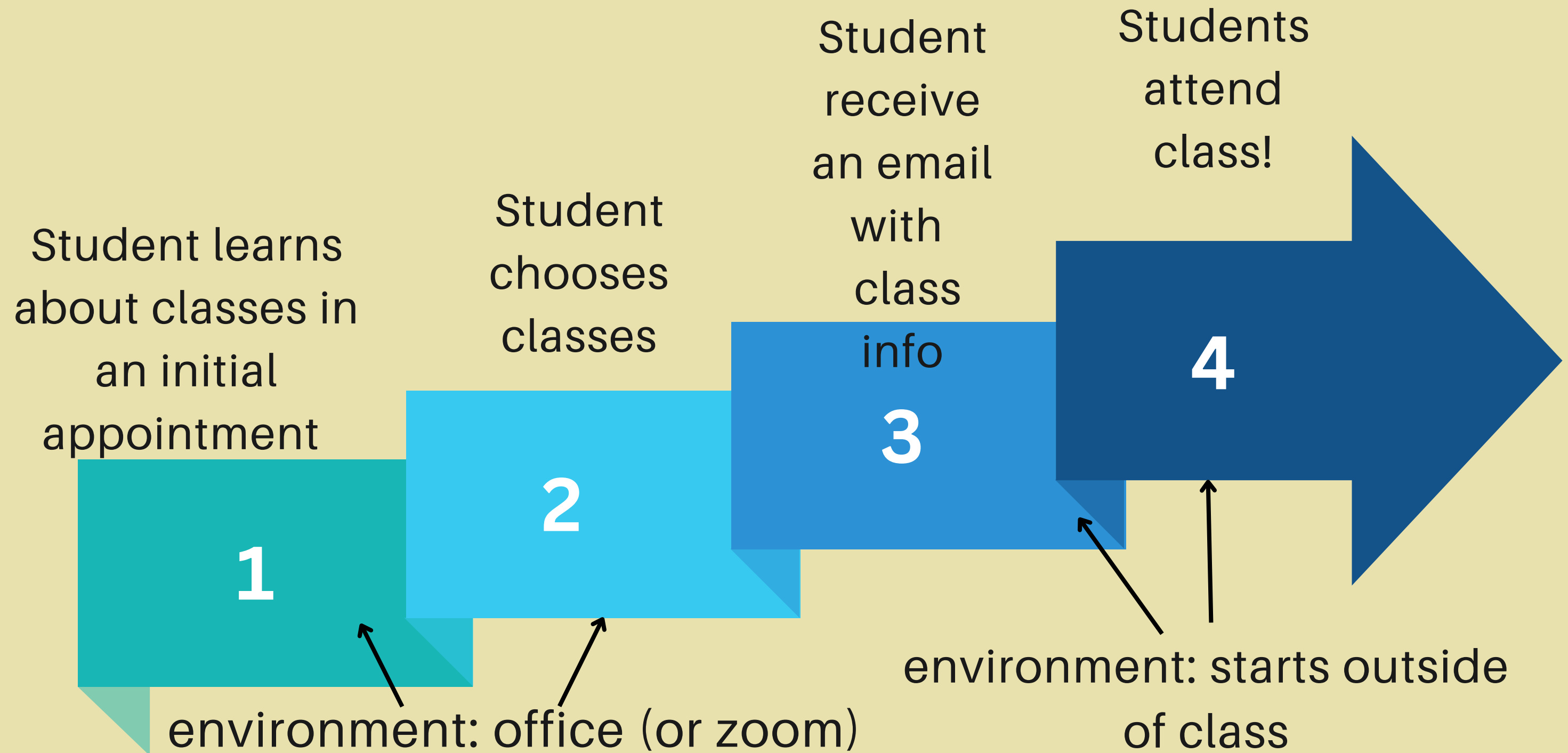


**Floss
every
night.**

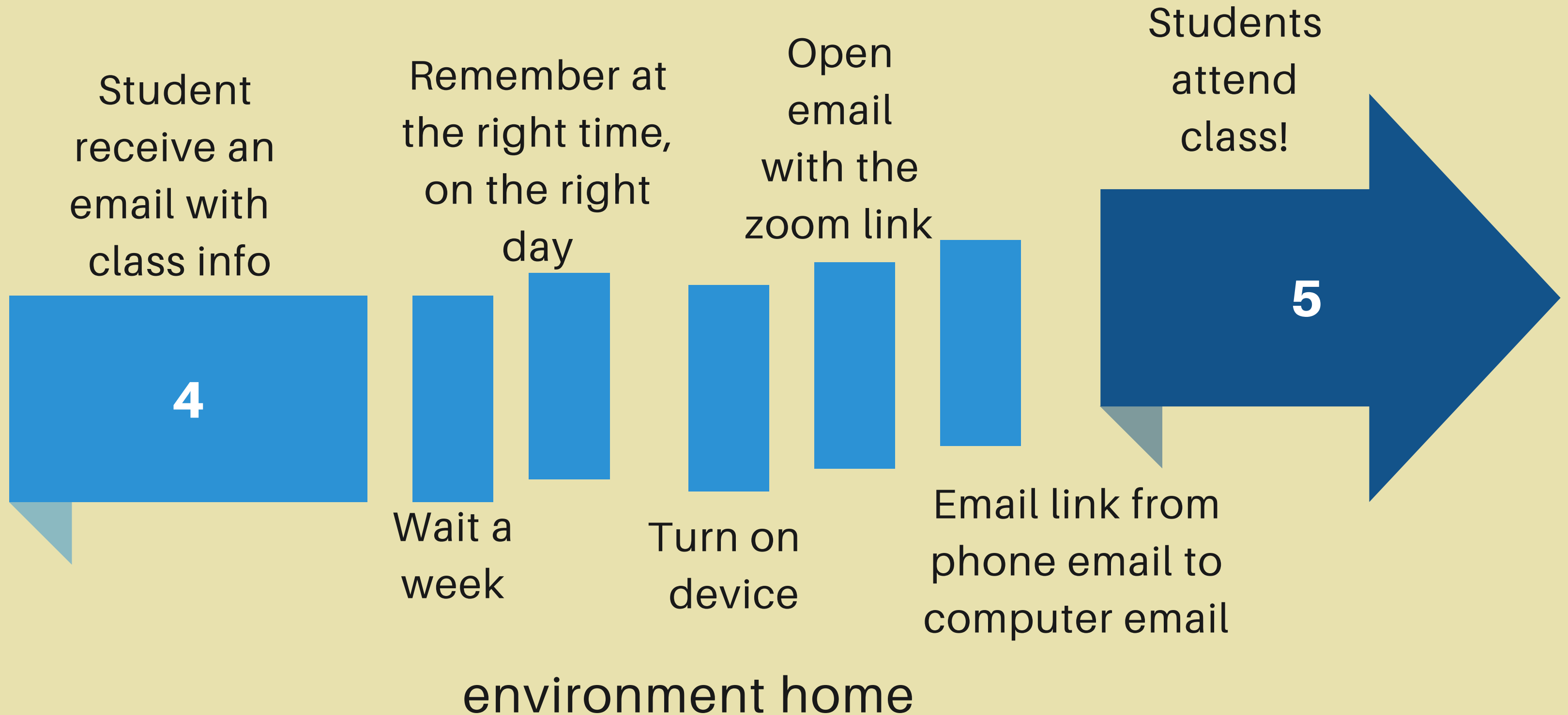


**Panic
before the
dentist
appointment.**

STARTING A NEW CLASS



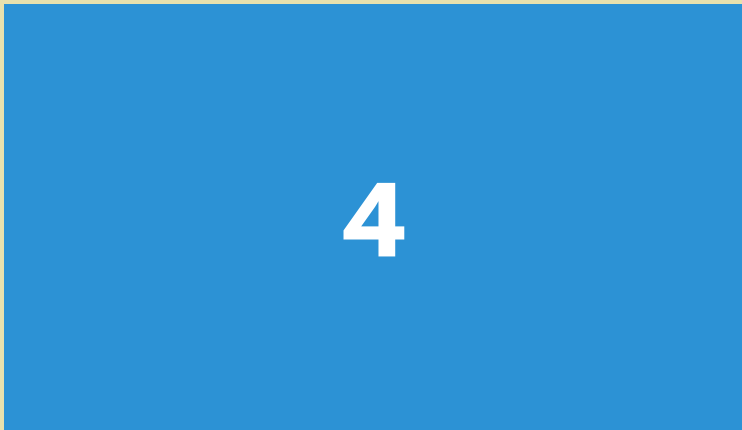
STARTING A NEW CLASS



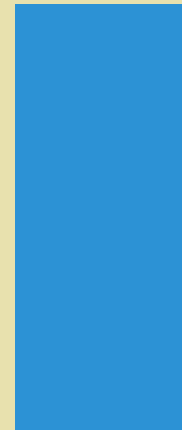
STARTING CLASS

Solutions?

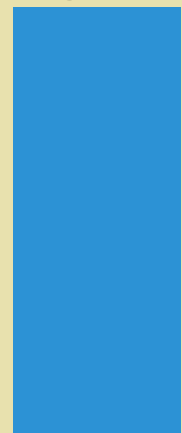
Student receive an email with class info



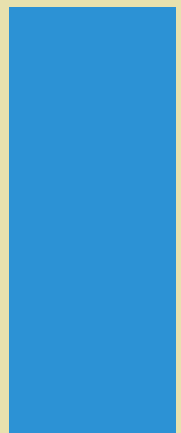
Remember at the right time, on the right day



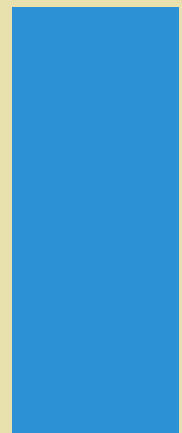
Wait a week



Turn on device



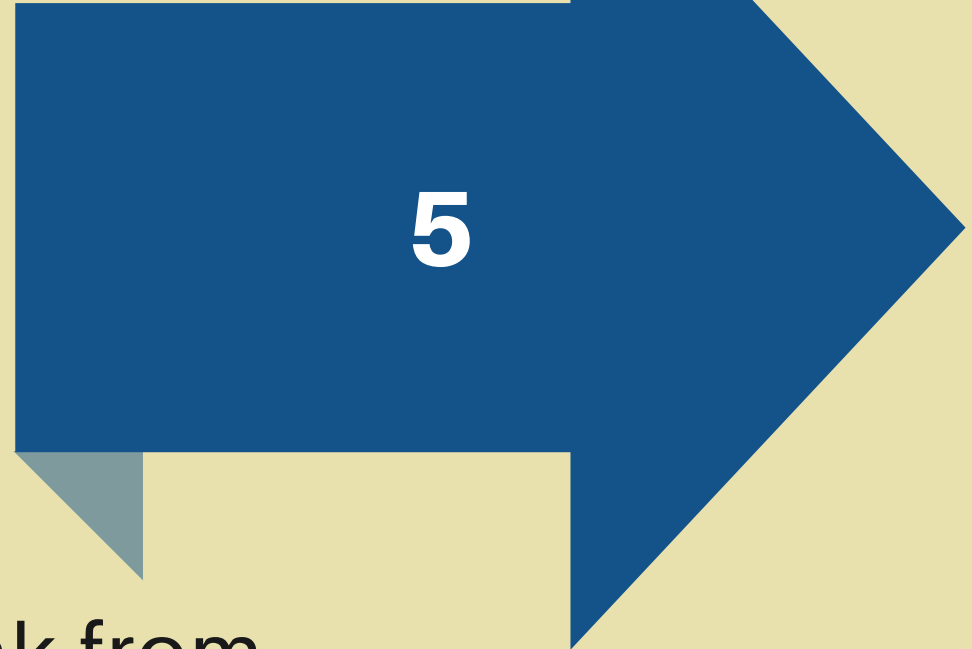
Open email with the zoom link



Email link from phone email to computer email

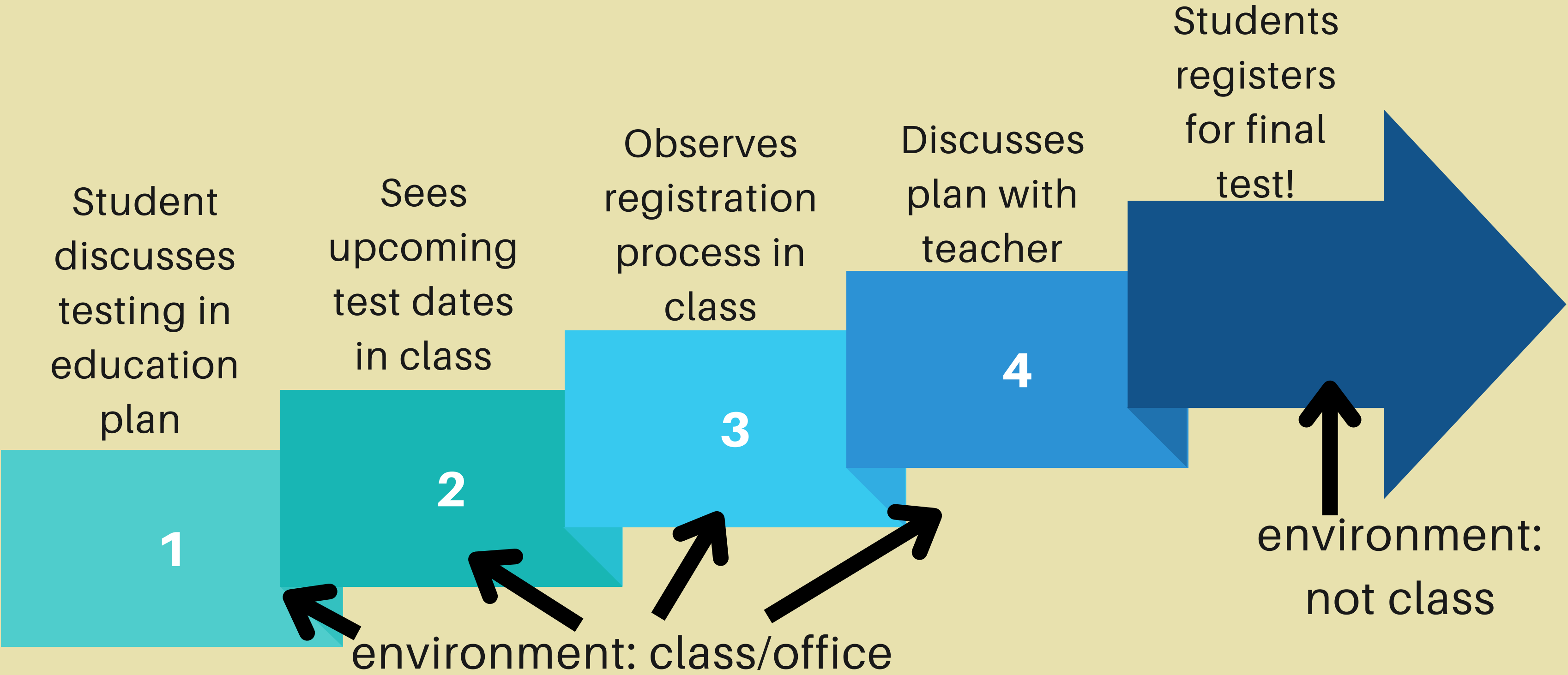


Students attend class!

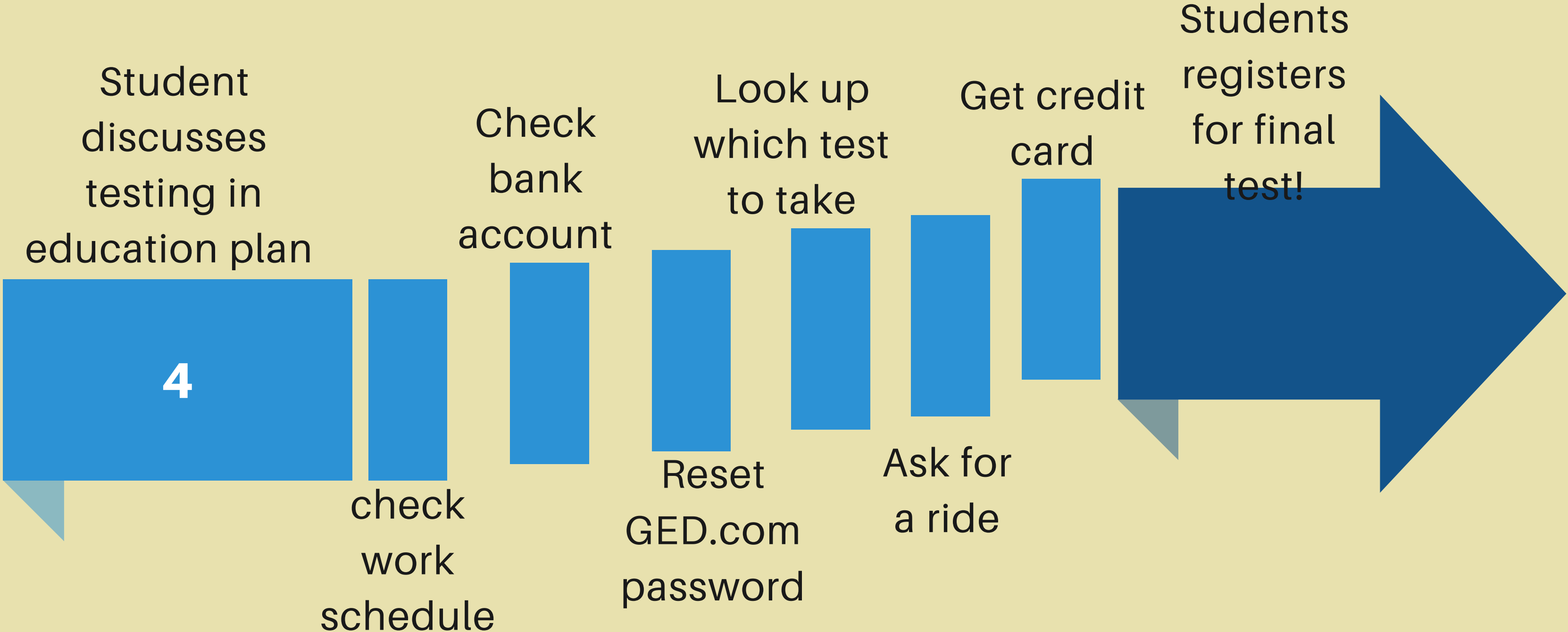


environment home

REGISTERING FOR FINAL TEST



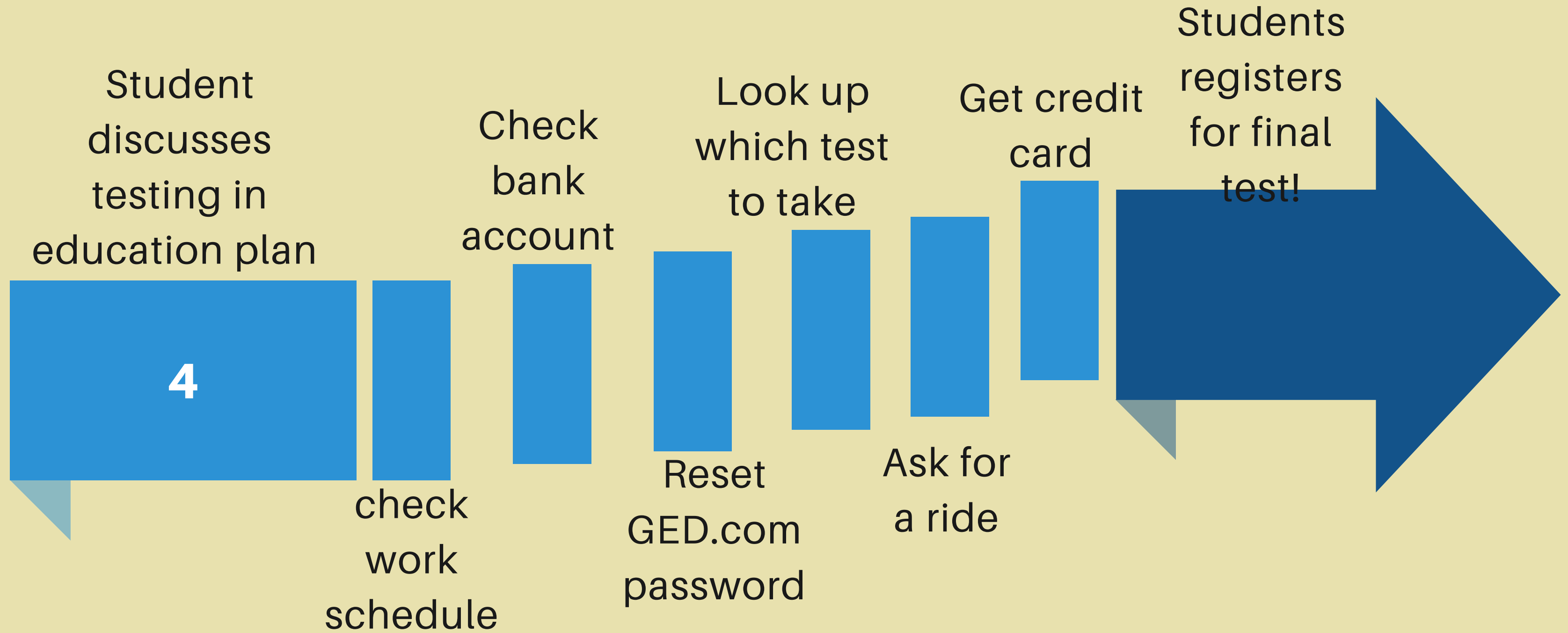
REGISTERING FOR FINAL TEST



NOTE: NOT DUE TO LACK OF KNOWLEDGE OR SKILL

REGISTERING FOR THE TEST

Solutions?



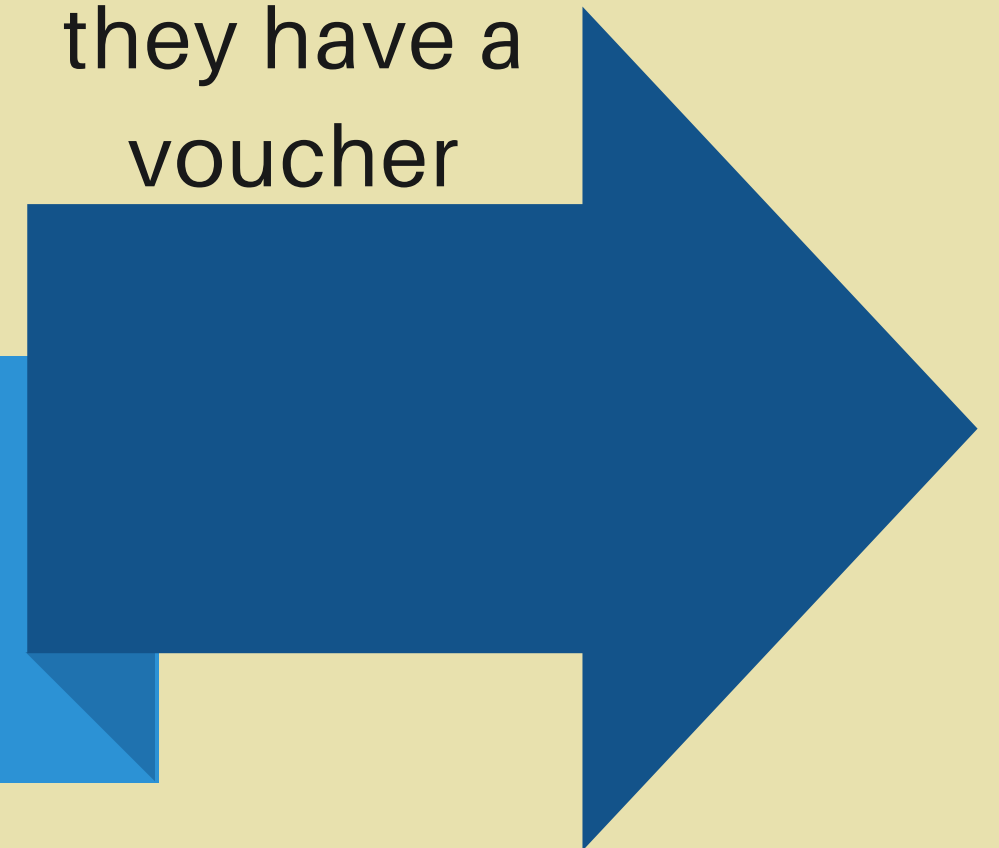
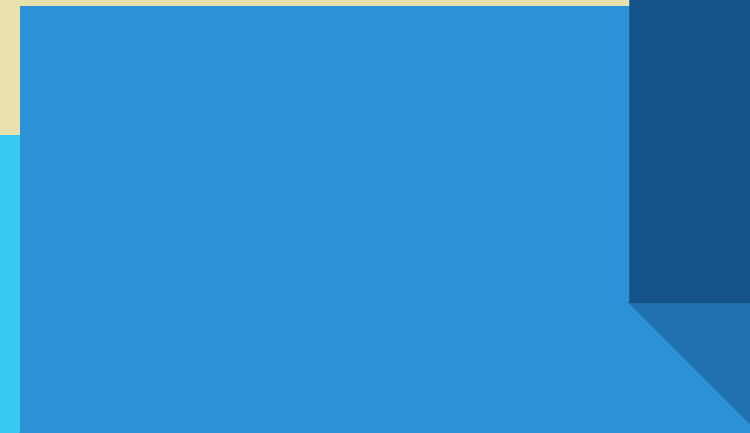
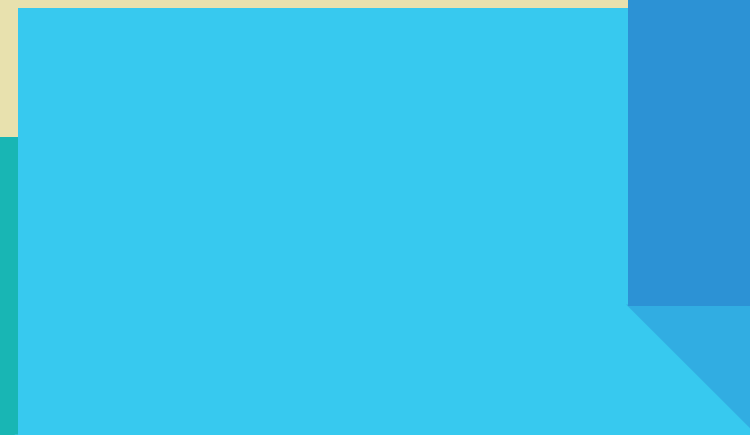
RESPONDING TO STUDENT REQUEST

Student
requests a
Ready test

Look at
student
progress

Request
voucher

Tell student
they have a
voucher



RESPONDING TO STUDENT

(THINGS I DO OR THINK BETWEEN
STEPS 4 AND 5)

Look at class attendance

Look at GED Academy

Look at TABE

Answer phone call from another student

DRC timed out

Have they already done a Ready test?

Have they exited due to inactivity?

Ask student which test they want to take

Dr. Russell Barkley

Executive Functions: What They Are, How they Work, and Why They Evolved

The issue isn't lack of knowledge of a skill.

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In addition to teaching skills, we need to address the environment where an action will take place.



Quick Brainstorm:

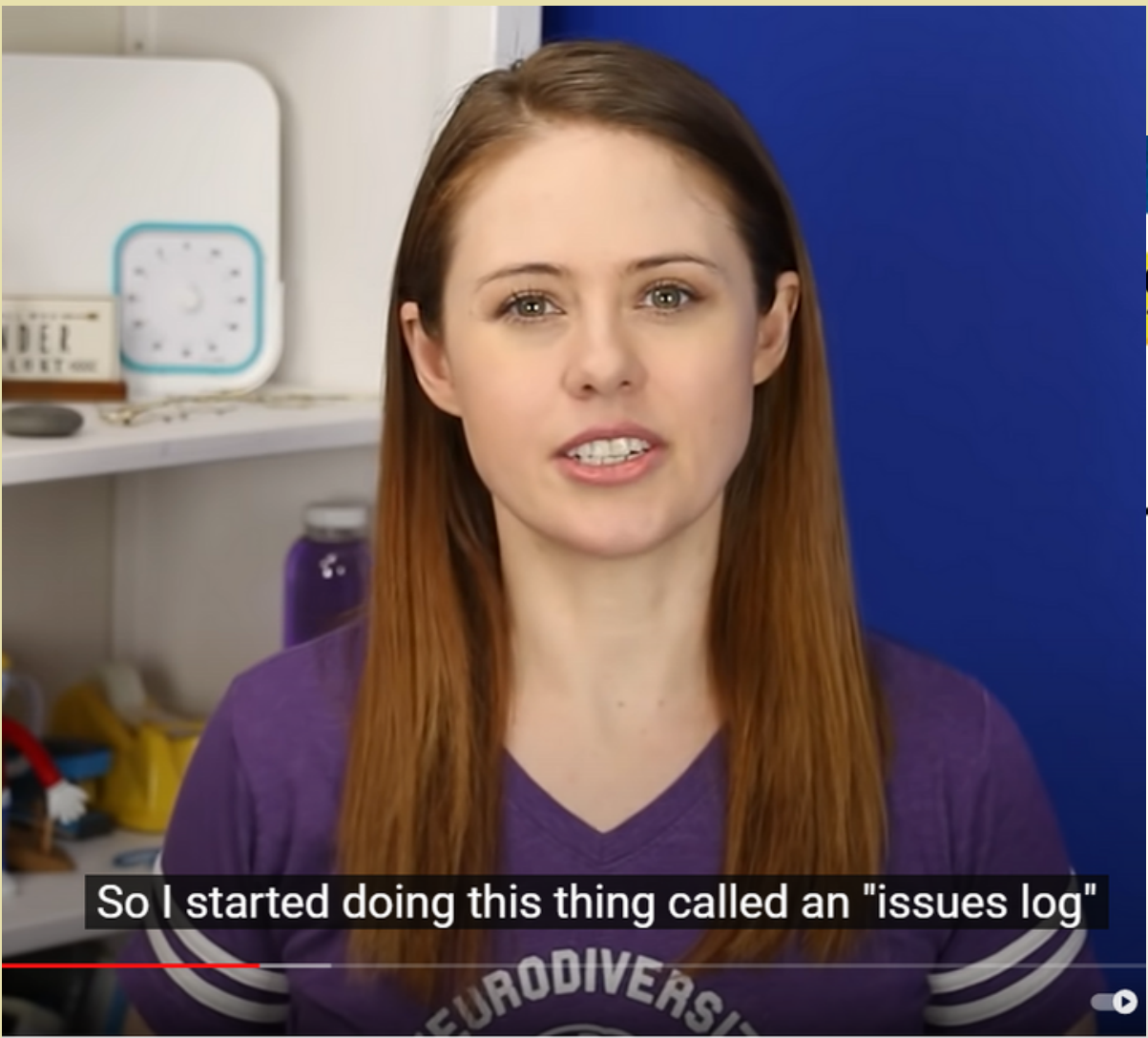
What is difficult for you?

What (do you think) is difficult for your students?

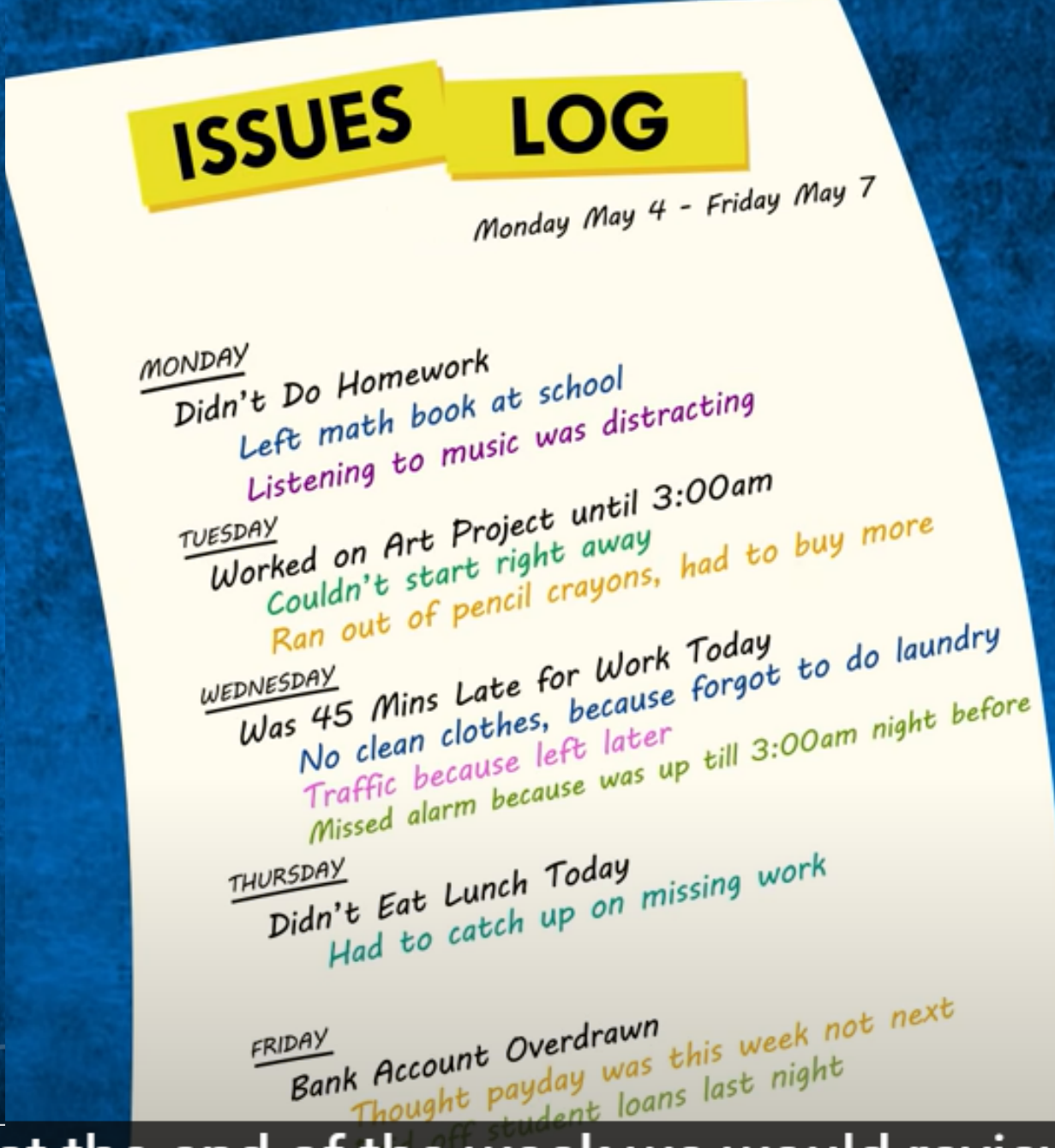
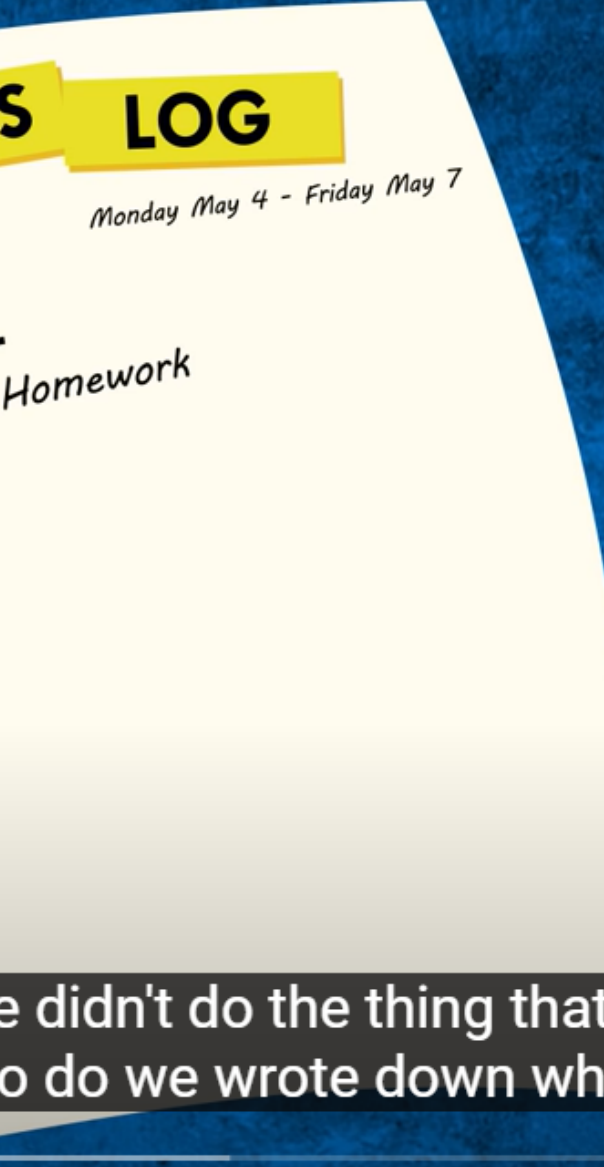
(think of things that are "changeable")



4 min, stop @ no



So I started doing this thing called an "issues log"

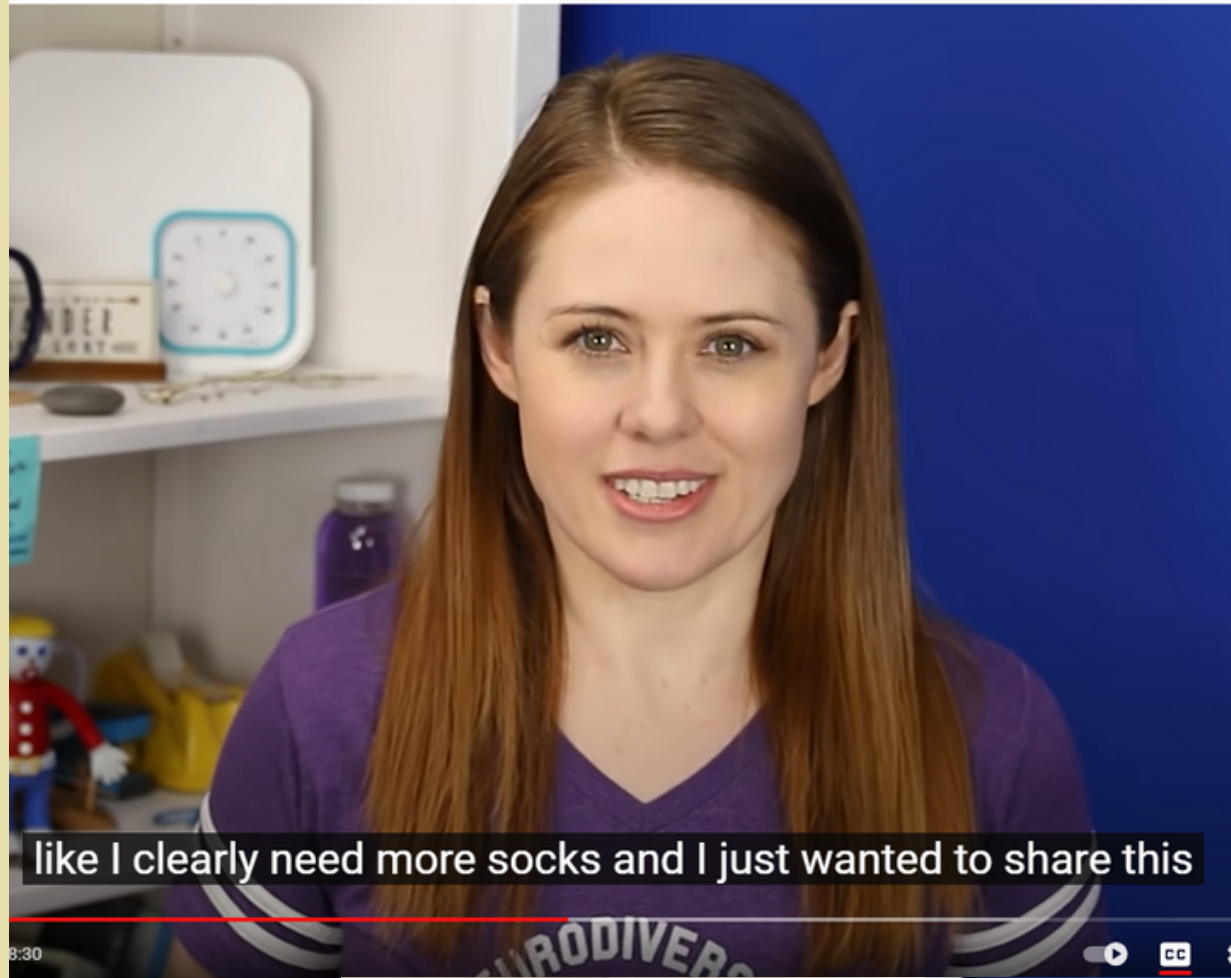


Any time we didn't do the thing that we wanted to do we wrote down why.

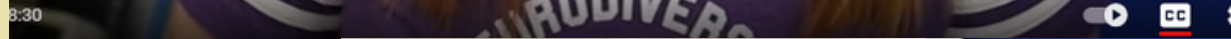
and at the end of the week we would review that and

Pick up Dinner
Spent 20 mins looking for socks
SOLUTION: Buy more socks!

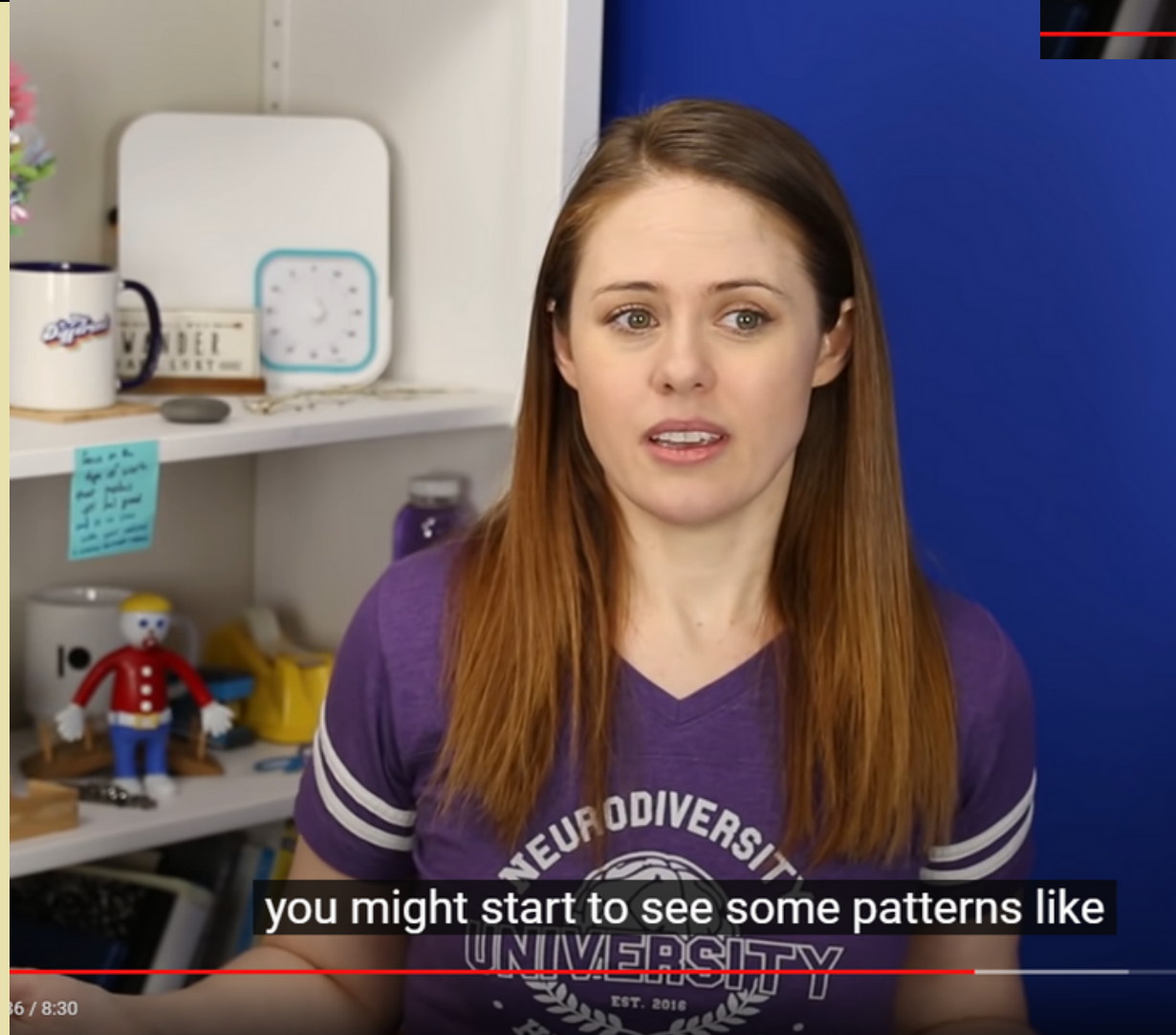
try and see if we could maybe remove some of those barriers.



like I clearly need more socks and I just wanted to share this

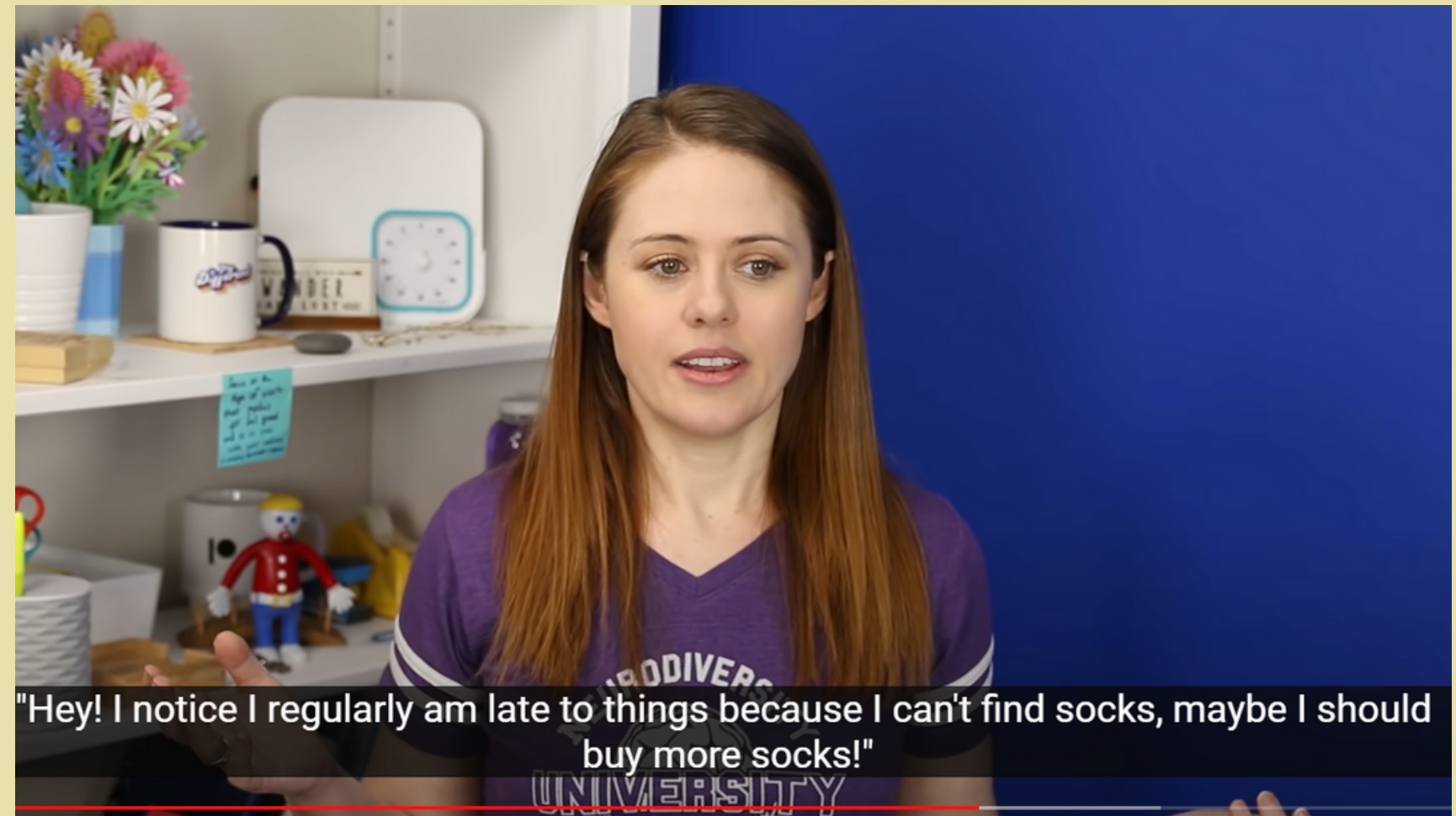


because I think it's just one those really simple things



you might start to see some patterns like

06 / 8:30



"Hey! I notice I regularly am late to things because I can't find socks, maybe I should buy more socks!"

ISSUES LOG

The thing I struggle with

Why?

Consider:

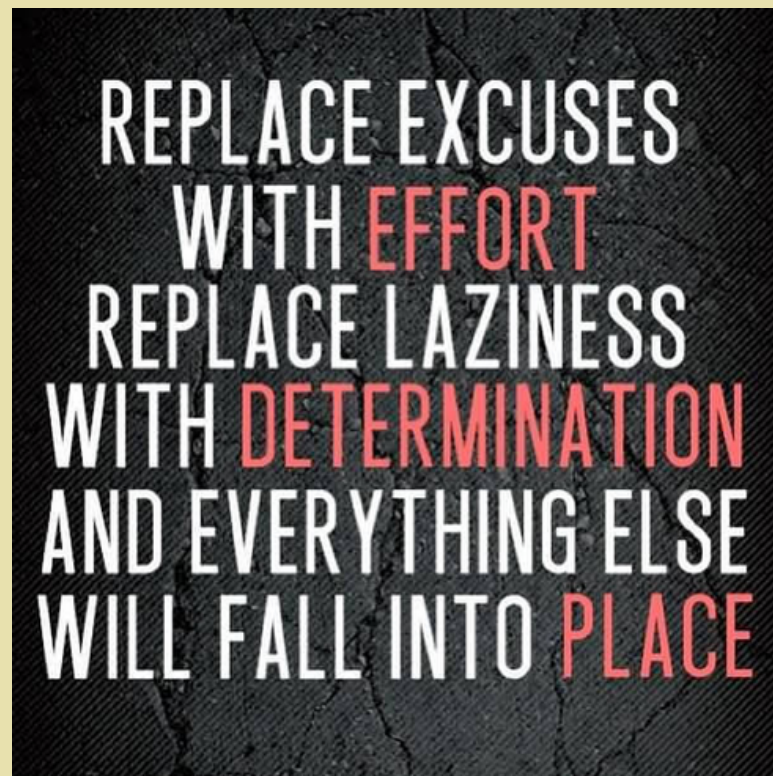
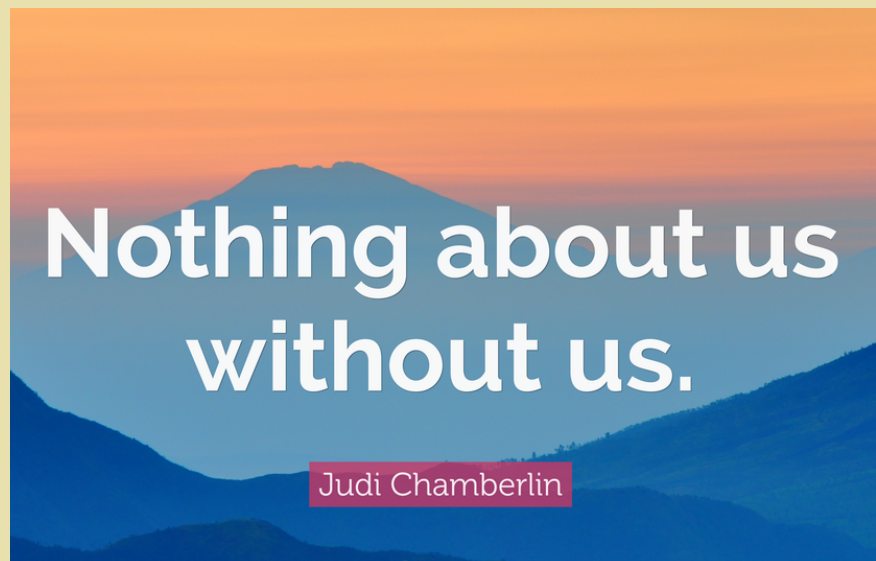
What keeps me from getting started?

What is the worst part about it?

THE REASON DOESN'T HAVE TO BE LOGICAL

The thing my student struggles with

If I were a student, why might I struggle with that?



We are brainstorming/taking our best guess with this activity, but remember that the "why" may vary from student to student.

Students may not know or say the real "why" because they've been told they are "just making excuses" and should "try harder" - that the issue is with them, not the environment

While we want to listen to students, it may be overwhelming and they may not know where to start.

This activity gives us a starting place.

Ways to Change an Environment

Remove anything that isn't necessary

Reduce the number of steps in a task

Add tools to make tasks easier (or less awful)

Keep all tools at the point of performance

Add visual cues

Ways to Change an Environment

Remove anything that isn't necessary

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Add tools to make tasks easier (or less awful)

Keep all tools at the point of performance

Add visual cues



My examples: bookmarks, password manager, scheduled email reminders, camera instead of scanner keyboard/mouse shortcuts, parking lots and cars

If you are reading this after the presentation and want me to go into more detail about these things, let me know.

Solutions:

Think: What can you (or your student) change about the environment?

Solutions:

For Me

For my students??



stop @ download chord

Habit Pairing (Habit Stacking)

"What is something that you do every day?" (What do you do regularly?)

When/where are you bored?

When/where do you do things you enjoy?

When/Where are you productive?

What cues could remind you to do that habit?

Building Habits: "When will I review my Summer Summit notes?"

"What is something that you do every day?" (What do you do regularly?)

When/where are you bored?


When/where do you do things you enjoy?

When/Where are you productive?

What cues could remind you to do that habit?



What about teaching...
Problems solving?
Navigating Systems?
Independence?



What about teaching...
Problems solving?
Navigating Systems?
Independence?

ESL Tip: "Don't use a new activity to teach new skills"

I think of this as scaffolding. We are teaching students how to engineer their environment to help them succeed. This may be a new skill for students, and may be something they didn't realize was valid.

slide 27 if extra time

THANK YOU!

Nakita Maddox

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Sources

Videos: from the youtube channel "How to ADHD"

Book: Executive Functions: what they are, how they work, and why they evolved - Russell A. Barkley

Pictures

<https://www.russellbarkley.org/courses.html>

<https://mentalpod.com/archives/4935>

<https://www.seeinadhd.com/adhd-via-video/>

Memes

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<https://makeameme.org/meme/work-in-progress-de8c72e324>

<https://sfwfun.com/drake-memes/>