GPDR/R
COURSE WORKBOOK

Please print out this course workbook so that you can use it as you walk yourself through the self-guided online course: **GPDR/R: Putting the Science of Goal Achievement Into Practice**.

We suggest writing your name below in case it is found, because these pages will support your learning as the course unfolds and may include personal notes. Enjoy your GPDR/R journey!
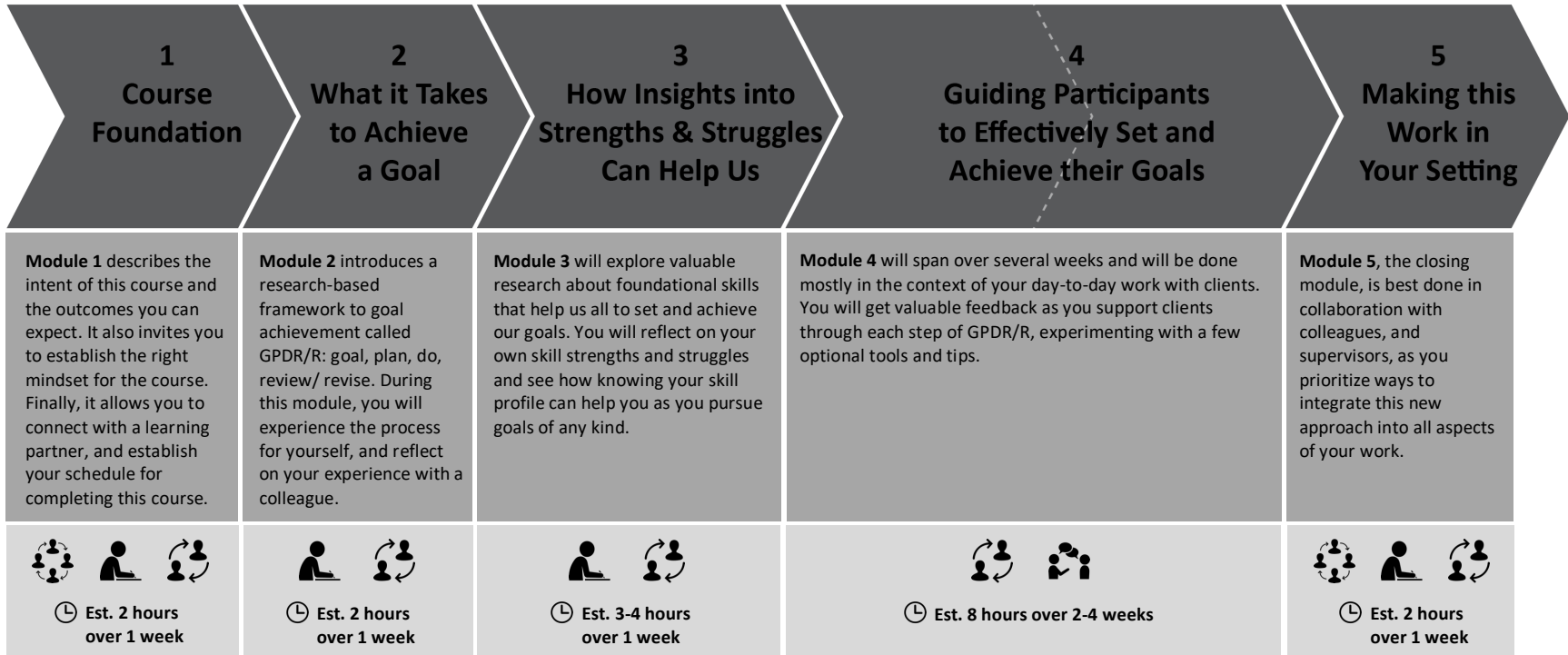
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NAME

Center on
Budget
and Policy
Priorities

Global Learning
Partners

March 2020

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COURSE OVERVIEW

1 Course Foundation	2 What it Takes to Achieve a Goal	3 How Insights into Strengths & Struggles Can Help Us	4 Guiding Participants to Effectively Set and Achieve their Goals	5 Making this Work in Your Setting
Module 1 describes the intent of this course and the outcomes you can expect. It also invites you to establish the right mindset for the course. Finally, it allows you to connect with a learning partner, and establish your schedule for completing this course.	**Module 2** introduces a research-based framework to goal achievement called GPDR/R: goal, plan, do, review/ revise. During this module, you will experience the process for yourself, and reflect on your experience with a colleague.	**Module 3** will explore valuable research about foundational skills that help us all to set and achieve our goals. You will reflect on your own skill strengths and struggles and see how knowing your skill profile can help you as you pursue goals of any kind.	**Module 4** will span over several weeks and will be done mostly in the context of your day-to-day work with clients. You will get valuable feedback as you support clients through each step of GPDR/R, experimenting with a few optional tools and tips.	**Module 5**, the closing module, is best done in collaboration with colleagues, and supervisors, as you prioritize ways to integrate this new approach into all aspects of your work.
🕐 Est. 2 hours over 1 week	🕐 Est. 2 hours over 1 week	🕐 Est. 3-4 hours over 1 week	🕐 Est. 8 hours over 2-4 weeks	🕐 Est. 2 hours over 1 week

KEY

- Team Exchange
- Read + Apply
- Learning Partner Exchange
- Practice, with feedback

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MODULE ONE | Course Foundation

BEGIN YOUR GPDR/R JOURNEY

- *How do you feel when you hear the words "goal achievement" (inspired, intimidated, anxious…)?*

- *What do you currently do to set and pursue goals in your own life?*

- *What works and what is challenging in the process?*

A MINDSET REFLECTION

Without thinking about it for too long, **read** each statement and (circle) to what extent you disagree or agree with the statement.

1. **I believe we're born with our skills – they don't change much overtime.**

   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

2. **When I take on a challenge, I focus on good performance and high outcomes.**

   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

3. **I try to avoid situations that challenge me.**

   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

4. **I shy away from "negative" feedback.**

   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

5. **I get discouraged when I make mistakes.**

   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

Return to Module One for a brief video on **Growth Mindset**.
After watching the video, **reflect** on these three questions:

- *Overall, would you say you tend toward a fixed or growth mindset?*

- *What situations tend to encourage more of a growth mindset in you?*

- *How does your mindset seem to influence your choice and pursuit of goals?*

CONTINUE YOUR GPDR/R JOURNEY

With your learning partner, review the detailed course overview on page 2 of this workbook.

- *What do you most want to get out of this course?*

- *How might you support each other in your learning?*

- *When and where will you have your "learning partner" meetings each week over the next 6-8 weeks? (Add these dates to your calendar)*

NOTE: Your program manager or supervisor may convene a team meeting for you and others who have completed module one of this course. Either way, try to touch base with your supervisor.

MODULE TWO | What it Takes to Achieve a Goal

CHERIE'S STORY

- *What did you notice about how Cherie achieved her goal? Think about the nature of her goal, how her plans evolved, and the support she had to put her plans into action. Jot your thoughts down in the space below.*

YOUR GOAL ACHIEVEMENT STORY

Use the space below to **tell** your own, recent, goal achievement story. **Note** what you think was especially important about the goal itself, your plans, and the support you got to put your plans into action.

INSIGHTS ABOUT GOAL ACHIEVEMENT

- *How does the GPDR/R framework compare to what you typically do when you pursue your own goals?*

- *What part of this framework might you want to be more attentive to?*

Exchange thoughts with your learning partner before moving on.

My Guide to Using GPDR/R

GOAL	• Aim for something you truly care about • Consider something that is challenging but within reach • Be specific about what you want to accomplish and by when you'd like to accomplish it • Think about why the goal is important to you • Imagine what it would feel like to achieve the goal
PLAN	• List the steps to get to your goal • Figure out what resources you need to complete the steps • Pick the steps you'll start with (aim for three) • List the details: when (date and time); where; how you'll get there • Identify obstacles -- what might get in the way of success (you can think of these as potholes or bumps in the road) • Come up with a plan to overcome the obstacles (detours)
DO	• Share your plan with someone you trust and ask them to check in with you • Use reminders or supports (such as an app on your phone) to help you get started, manage your time, stay organized, and stick with it • When you're feeling discouraged, remind yourself why the goal matters to you • Think about what will help you avoid distractions • Check in with your case manager if you're having trouble doing your plan
REVIEW/ REVISE	• Review your progress: What did you accomplish? What went according to plan? What strengths did you draw upon? What didn't go so well? • Think about what you learned: What do you wished you had done differently? What did you learn about yourself? • Revisit your goal: We learn and grow by doing – if things don't go right the first time, try another way. Does your goal still feel like a good goal for you? If yes, stay on the path and take the next steps. If not, think of a new goal that is meaningful to you and challenging but within your reach. • Come up with next steps: Continue with your current plan or come up with a new one – don't forget the details!

GPDR/R Worksheet

<table>
<tr>
<td>GOAL

• Meaningful
• Doable
• Little bit challenging</td>
<td colspan="3"></td>
</tr>
<tr>
<td rowspan="3">PLAN

• WHAT I'll do
• DATE and TIME
• WHERE & HOW I'll get there
• WHAT I need to take with me

• Plan ahead for things that might get in the way:</td>
<td>To Do #1</td>
<td>To Do #2</td>
<td>To Do #3</td>
</tr>
<tr>
<td colspan="3">If

Then, I will</td>
</tr>
<tr>
<td colspan="3">My reward for success:</td>
</tr>
<tr>
<td>DO

• My supports
• Reminders
• Stay focused
• Check in</td>
<td colspan="3"></td>
</tr>
<tr>
<td>REVIEW/REVISE

• What went well
• Problems
• What I learned
• What next?</td>
<td colspan="3"></td>
</tr>
</table>

NOTE: You can download / print this worksheet as a standalone page at www.GPDRR.org/editable-tools.

MODULE THREE | How Insights Into Our Strengths + Struggles Can Help Us

ASSESS YOUR OWN EXECUTIVE SKILLS

Read "Executive Skills Defined" on the following page.

- *Which 3 skills come easily to you?* Mark these with a **star** on the following page.

- *Which 3 skills do not come as easily to you?* Mark these with a **check** on the following page.

**THE RELATIONSHIP BETWEEN ES + GOAL ACHIEVEMENT**

GPDR/R COMPONENT	EXECUTIVE SKILLS MOST RELIED UPON
GOAL	Metacognition, working memory
PLAN	Planning/prioritization, organization, time management, working memory
DO	Task initiation, response inhibition, time management, sustained attention, working memory, flexibility, organization, persistence, stress tolerance, emotional control, cognitive flexibility
REVIEW / REVISE	Metacognition, working memory, flexibility

Based on the chart above, consider:

- *How do your strengths serve you well when pursuing goals?*

- *How do your weaknesses perhaps demand a bit more of you along the way?*

Return to "Executive Skills Defined" on the following page. (Circle) one strength you'd like to use more (let it shine!) and one weakness you'd like to support more so that it is easier for you to achieve your goals.

Executive Skills Defined

| TABLE KEY: | 📋 Planning Skills | 🧍 Self-Control Skills | ◎ Monitoring Skills |

PLANNING AND PRIORITIZATION 📋 **Deciding what steps to take.** The ability to create a road map to reach a goal or to complete a task. It also involves being able to make decisions about what is important to distinguish what is and is not important.	**TASK INITIATION** 🧍 **Getting started without delay**. The ability to begin projects without undue procrastination, in an efficient or timely fashion.	**STRESS TOLERANCE** 🧍 **Managing your stress.** The ability to work in stressful situations and to cope with uncertainty, change, and performance demands.
ORGANIZATION 📋 **Knowing where I put things.** The ability to create and maintain systems to keep track of information and materials.	**RESPONSE INHIBITION** 🧍 **Seeing the consequence before I say or do something.** The capacity to think before you act – the ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.	**WORKING MEMORY** ◎ **Remembering what I did and what I need to do.** The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.
TIME MANAGEMENT 📋 **Know about how long a task will take and what the deadline is.** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.	**EMOTIONAL CONTROL** 🧍 **Keeping my cool when frustrated.** The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.	**METACOGNITION** ◎ **Evaluating how you're doing.** The ability to stand back and take a bird's eye view of yourself in a situation, to observe how you problem-solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself "How am I doing?" or "How did I do?")
SUSTAINED ATTENTION 🧍 **Paying attention, even when I don't feel like it.** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.	**GOAL-DIRECTED PERSISTENCE** 🧍 **Sticking with your goal.** The capacity to have a goal, follow through to the completion of that goal, and not be put off or distracted by competing interests.	**FLEXIBILITY** ◎ **Going with the flow, accepting change.** The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes. It relates to adaptability to changing conditions.

Note: This set of executive skill definitions was developed with Dr. Dick Guare. For a closer look at his good work, we recommend: "The Smart but Scattered Guide to Success: How to Use Your Brain's Executive Skills to Keep Up, Stay Calm, Get Organized at Work and at Home."

REAL LIFE STRENGTHS AND STRUGGLES | A Few Examples

Here are a few stories about how Executive Skills can show up in the day-to-day. Note which skills you see — either as a strength or a struggle — in each example.

1. **Kisha** knew her week was going to be busy. She needed to register for school, take her daughter to the doctor, pick up a prescription for her elderly mother and attend a two-day goal-setting workshop. She got out her calendar and mapped out on what day and time she would do each task. _____

2. After looking for a job for three months, **John** finally found a job working at a busy restaurant with a very demanding boss. He quit after a week because he could not keep up with all the demands placed on him and the added stress was affecting his ability to be a good father to his young children. _____

3. After months of submitting applications, **Merida** finally got a job interview. She made a list of everything she needed to do to get to the interview and prioritized it. She immediately called her aunt to ask if she would watch her daughter. _____

4. **Luke** has his heart set on being an airplane mechanic. He took the entrance exam and did not score high enough to get into the program. His case manager suggests that he consider training to be an auto mechanic instead. Luke is disappointed but submits an application to the next auto mechanic training. _____

5. **Marianna** has wanted to work in a medical office for as long as she can remember. After her daughter started school, she decided to enroll in a medical coding program. She finds it overwhelming to balance being a parent and a student, but she has decided she's come too far to give up. She decides she will ask her mother to watch her kids one night a week so she can focus on school. _____

6. **Michael** was prepped and ready to take the GED test, but when it was time to leave he couldn't find his ID, which he later found at his mother's house. He had to wait another month to get on the schedule again. _____

7. **Evelyn** is a hard worker and very conscientious about doing a good job. One day, a fellow co-worker said something she found offensive. Although her initial reaction was to curse at her, she turned and walked away. _____

8. **Troi's** case manager told her she could apply for childcare and transportation assistance so she could participate in a short-term training program. She gave Troi the applications and told her where she needed to submit them. When Troi got home, she could not remember where she was supposed to go so she never got the assistance she needed and never enrolled in the training program. _____

9. **Carolyn** found looking for a job demoralizing, but in order to keep her benefits, she had to spend at least 20 hours a week looking for a job. She found it especially hard to get started every day, knowing she was going to face many rejections. She decided she would ask a friend she met in her job search workshop to meet at the library so they could work on their job search together. _____

10. **Devin** was frustrated with his boss because near the end of every day, his boss would come to his office and ask him to complete a task that could not be done before quitting time. He scheduled a time to talk with his boss and told him that he was happy to help with tasks that needed to be done but he could not continue to stay late. He suggested that he check in every day at 2 p.m. for tasks that needed to be completed by the end of the day. _____

11. **Jesse** had been attending group job search for two weeks. His goal was to get a job as a security guard. After two weeks, he got bored with the workshops and tired of looking for a job, so he stopped going. _____

12. Every Friday in **Lynette's** four-week job search class, the instructor asks them to review what they accomplished during the week and to compare it to what they had hoped they would accomplish. She then asks them to adjust their goals or plans for the remainder of the program. _____

Reflect on all of these examples and what you see in the daily lives of participant:

- *What examples of ES strengths/ weaknesses do you see among your participants?*

- *What are the implications for supporting them through goal achievement?*

HOW LIFE EXPERIENCES CAN AFFECT EXECUTIVE SKILLS

📽️ **Watch** the video **Building Core Capabilities**.
As you watch, **note**:

- *What surprises you in this video? What does it affirm?*

- *How is it useful for you in your role with participants?*

🔊 **Listen** to the audio clip "This is Your Stressed-Out Brain on Scarcity". **Reflect**:

- *How do you see scarcity affecting participants with whom you work?*

- *What might this mean for your work with them?*

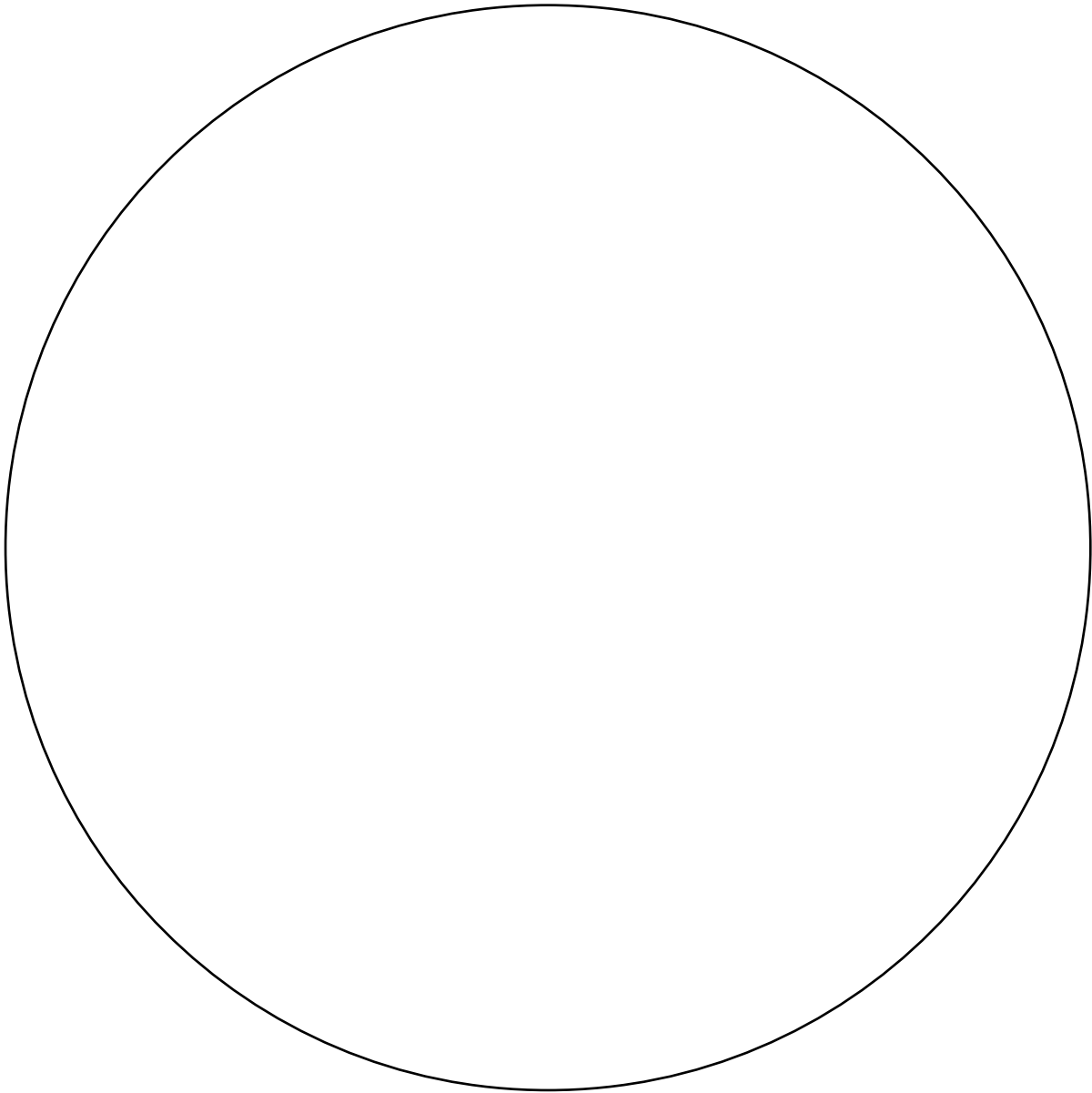🔊 Use the worksheet on the following page as you **listen** to "A Day in the Life of Cherie".
Then, alone or with your learning partner, **reflect**:

- *What executive skill strengths do you see in Cherie?*

- *What do you notice about the scarcity she experienced and the effect it might have had on her?*

- *If you were Cherie's job search coach, what might you do tomorrow?*

A Day in the Life of Cherie

A GROWTH MINDSET

Review the following five research-based **strategies for coaches to support a growth mindset**:

❑ Believe that participants are capable of achieving ambitious goals – and convey that belief in all you do.
❑ Reward effort and perseverance over outcomes.
❑ Use the term "not yet" when talking with participants about their unachieved goals.
❑ Encourage participants to talk about, and learn from, their mistakes.
❑ Explain to participants how skills can be built over time.

Consider:

- *Which of the strategies do you consistently use?*

- *Which strategies might you use more?*

Read the Executive Summary (or more!) of *Harnessing the Power of High Expectations*.

- *How might I better harness the "power of high expectations"?*

INSIGHTS ON ES AND GOAL ACHIEVEMENT

Read the insights on ES and Goal Achievement in Module Three. Reflect and discuss with your learning partner:

- *Which of these insights do you find particularly provocative? Why?*

MODULE FOUR | Guiding Participants to Effectively Set + Achieve their Goals

SETTING GOALS – A CLOSER LOOK

Review the tips for effective goal setting. (Circle) the tips that you think will be especially important for you to remember as you coach.

Tips for Effective Goal Setting

Start with the future. Employment programs often start the goal setting process by having participants assess their current situation or examine their past experiences. The research on effective goal setting suggests a different approach – start with the future. Start by having participants think about something they want to accomplish -- something that matters to them. You can use the language "Tell me about your hopes and dreams" to get a conversation started.

Start with a realistic (short) time frame. Participants often are stumped when we ask them what their ideal job is or where they'd like to be five years from now. A more effective strategy is to ask them to set a goal they can accomplish in a much shorter time horizon (as little as 24 hours). For example: What is something meaningful to you that you would you like to get done today (or tomorrow, by the end of the week, within a month)?
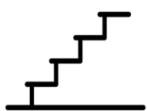
Start with smaller goals. Participants may not be immediately ready to identify and take on a big goal. One way to get participants started on a goal achievement path is to start small, by helping them identify a small goal they believe they can achieve (but is still a little bit challenging). When participants experience early successes, they become more confident about tackling more challenging or unpleasant tasks later. For example, instead of asking participants to do 20 hours of job search immediately on their own, you could ask them to apply for just one job each day or to spend one hour each day on job search tasks.

Visualize the Outcome. It is not enough for people to simply name a goal – they need to visualize it so they can see it and feel it. Visualizing allows the participant to imagine that the goal has already been achieved. It is what creates a link between an individual's present reality and their future. It helps to make the goal feel real and builds motivation to achieve it.

Write the goal down and/or share it. Writing a goal down helps to further embed it in our mind and increases the chances we will achieve it. Publicly sharing it further increases our commitment to completing the goal, but people should be invited, not forced to share their goal. Sharing a goal of your own can help participants to recognize that setting goals is something we all do.

Display the goal in a prominent place. You can encourage participants to post their end goal in a prominent place as a reminder of "why." This can help keep participants motivated when they are doing tasks that are hard or don't have an immediate payoff – and don't seem relevant to what they want to achieve.

BACKWARD MAPPING

Explore the technique and example of backward mapping in the course. **Use** this "Backward Mapping" tool to experiment with breaking goals into small, actionable steps.

End Here	**Plan Backward**	Start Here

Resources I Need	**Steps to Get There**	**My Goal!**
List the materials, websites, phone numbers, or documents that you'll need for each step.	What are the steps I need to take to achieve my goal? How long will each step take?	(Draw or insert picture here)
		Target date for completion: _____

Start Here	**Execute (Do) Forward**	End Here
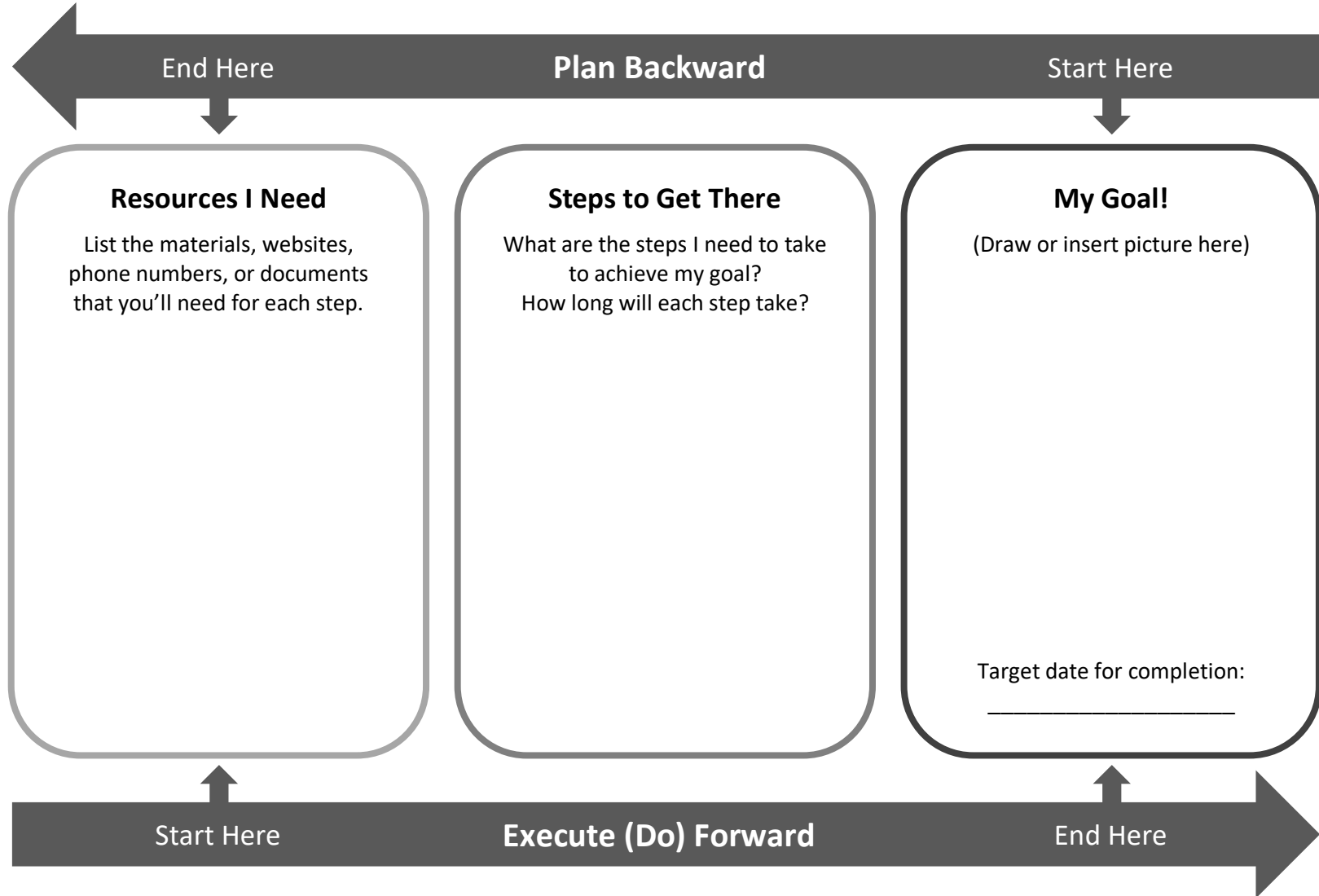
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MAKING PLANS – A CLOSER LOOK

Practice If/then statements below.

If _____ , **then** _____ .

If _____ , **then** _____ .

If _____ , **then** _____ .

If _____ , **then** _____ .

If _____ , **then** _____ .

DOING – A CLOSER LOOK

Study the "Support Strategies" below and on the following page. Hold one participant in your mind and **mark** the strategies you think would be especially useful to them.

SUPPORT STRATEGIES AS PARTICIPANTS "DO" THEIR PLAN (1)
Remembering What Needs to Get Done

- *Provide regular reminders*. In addition to participants' own reminder systems, you can support them by sending reminders – through phone calls, text messages, e-mails or letters. Sending reminders will also send a signal that you are there to support them as they work to achieve their goals.
- *Walk through the action plan at the end of the planning session.* By walking through the plan at the end of the session, you can make sure that the participant is clear about what they need to do and you can take one last opportunity to address any concerns and/or identify strategies to remove barriers that might get in the way. Check to make sure that the participant has the resources they need to do the plan, they know how to get started, the time commitment is reasonable and they feel confident they can complete the plan.
- *Encourage participants to post their goal in a prominent place.* One way to keep a focus on those goals is to ask participants to post them in a prominent place. Another is to revisit them in every interaction you have with a participant.

Getting Started and Sticking With It Until It's Done

- *Provide lots of encouragement and feedback.* Job search, applying for benefits, finding child care and related tasks are often stressful. Rejections, or silence, from employers come far more often than job offers. Applications are often long and ask the same questions over and over. It is critical to provide positive encouragement and feedback as often as possible. Recognition for progress or sticking with a task after multiple setbacks are the kinds of situations that are worthy of positive recognition.
- *Encourage teamwork.* The lack of social connections takes a toll on a participants' ability to use their executive skills to achieve their goals. Taking an active role in encouraging participants to work in pairs or small groups has many benefits. It can reduce social isolation. It adds a positive dimension (i.e., spending time with someone who is on a similar path) to tasks that might be unpleasant or challenging to complete.   It also provides a built-in positive peer-focused accountability system.
- *Provide opportunities to practice.*   Practice with support can increase participants' confidence in being able to complete a task. One example is to have participants conduct an independent job search one day a week (ideally on a day other than Monday or Friday) during the structured portion of a job search program. For instance, in a 4-week program, you might dedicate every Thursday to independent job search. On Wednesday you could help participants decide the details of where, when and with whom they will conduct their job search and then use Friday to review how they did. Repeating this every week will help participants to anticipate the kind of problems they might encounter when they shift to looking for jobs on their own and to come up with solutions to address them.

SUPPORT STRATEGIES AS PARTICIPANTS "DO" THEIR PLAN (2)

Managing Stress

- *Introduce participants to stress management techniques.* Participants who are living with inadequate resources are under extreme stress which hijacks their attentional resources to focus on their goals. One way to help participants increase their chances of being able to focus on their goals is to help them come up with strategies to reduce stress in their lives. Mindfulness, which takes little time, is one effective strategy that can be implemented in job search programs at little to no cost. Apps like *Calm* can be downloaded for free and offer short mindfulness practices.
- *Help participants reduce their scarcity by ensuring they are receiving all the benefits and supports available to them.* When participants are struggling to meet their basic needs, they are under an incredible amount of stress. Helping them to access the resources can alleviate some of their stress, leaving more cognitive resources to focus on longer-term goals.

Managing Time and Staying Organized

- *Help participants develop their own reminder systems.* Reminders can help to keep unpleasant or tedious tasks on a participant's radar screen. You can help participants with smartphones to set up a reminder system using their electronic devices. For those without smartphones, you can help them develop a pen and paper system, using a combination of a weekly or monthly calendar and daily to-do lists.
- *Model and/or teach effective time management.* One way to help participants become better at time management is to explicitly model it in everything you do – and to explicitly teach it if you have the time to do so. Modeling means assigning times to tasks that you may do during the day and assessing along the way whether you allocated too much or too little time to the task.

Avoiding Distractions and Competing Demands

- *Help participants identify what supports them in a positive way and what derails them.* One way to help participants achieve better self-control is to help them avoid situations that make it difficult for them to exert self-control, including socializing with people who push their buttons or don't support their efforts to achieve their goals. Another is to encourage them to schedule the tasks they most want to get done at the point in the day where they are least likely to be distracted, for example, immediately after dropping kids off at school.
- *Encourage participants to create a daily plan the night before.* Often the best strategy for avoiding distractions is to plan ahead. Encouraging participants to create a plan every evening for the next day can help them to stay focused.

GPDR/R Practice Sheet

You may want to use this sheet to organize your practice and feedback schedule.

Client/ Participant Name	Date of Meeting #1 (Goal-Plan-Do)	Date of Meeting #2 (Review - Revise)	Who will provide feedback (client, colleague, supervisor)?

GPDR/R Staff Guide

GOAL	
Key Concepts or Steps	**Characteristics of goals with high likelihood of success** • Personally meaningful + motivating (e.g. why is the goal important to me?) • Within our control • Challenging, but within reach • Specific and achievable within a realistic timeframe
Conversation Starters	• What are your hopes and dreams for the future? • Think about the next month. What is one thing you'd like to do that would make you feel happy – something that is important to you? • What is one thing that you would MOST like to accomplish in the next month? • What matters deeply to you that you could see yourself working towards in the next month? • What keeps you motivated even when things get hard?
PLAN	
Key Concepts or Steps	**Step 1: Break the goal down into small steps** • Identify the steps to get to the goal, being as detailed as possible • Identify the resources needed to complete the steps **Step 2: Select steps to work on and make a detailed plan for getting them done** • Identify the details: what, when, where, how to get there, what to take **Step 3: Identify what might get in the way and what to do to stay on track** • Identify obstacles -- what might get in the way of success (potholes) • Identify strategies to overcome the obstacles (detours)
Conversation Starters	• Let's work backward and think about what steps you need to take to get where you want to go. What resources will you need? • Let's map out an action plan for steps you can take before our next meeting. Which of the steps would you like to focus on? • For each step, let's talk about what it will take to complete it and write down the plan: Where do you have to go? How will you get there? How long will it take? When will you do it? What do you need to take with you? • Imagine doing your plan. What might get in the way? What can you do if that happens? • How will you reward yourself when you are done?

DO	

Key Concepts or Steps	• "Doing" the plan rests primarily with the participant.
	• Ways to support the participant to do their plan:
	    o Do one or two steps of the plan *with* the participant
	    o Call or send text or e-mail reminders before each step
	    o Help participants identify someone to do the plan with them
	    o Ask the participant to check in with you
	    o Help put the action plan into a calendar or task list

Conversation Starters	• Let's do one step to get you started on your plan before you leave. • How can I support you as you do the rest of your plan? • Would you like me to call, text or e-mail you as a reminder? • Let's create a reminder system to help you put your plan into action. • It can be hard to do this alone: who might be able to help you?
REVIEW / REVISE	
Key Concepts or Steps	**Key Concepts** • We learn by doing • Goals and plans change • Success and setbacks contribute to learning about what matters to us and what our strengths and weaknesses are • When plans fail: try smaller steps, more (or different) support, an alternative approach or identifying a more meaningful goal **Step 1: Review of previous plan to assess progress** **Step 2: identify where to go next** • If plan successfully completed: development of updated action steps. • If plan not successfully completed: development of a new plan or identification od a new goal
Conversation Starters	**Review** • Tell me about your week. What were your major accomplishments? What went according to plan? What strengths did you draw upon? • What got in your way? How did you respond? • What do you wish you had done differently? • What did you learn about yourself? **Revise** • How are you feeling about your goal? Does it still feel like something you want to pursue? • What step would you like to take next? • What would help you to move forward? • How can I support you in coming up with a new plan or goal?

REFLECT AND EXCHANGE

Before meeting with your learning partner or colleagues, reflect on the following and jot down your thoughts to share:

- *What am I liking about the GPDR/R process?*

- *What do my clients seem to like?*

- *What tips or worksheets are especially useful?*

- *What is tricky or challenging in the process?*

- *What would I like to do differently in the future?*

MODULE FIVE | Making this Work in Your Setting

ADVOCATING FOR ORGANIZATIONAL CHANGE

- *In what ways do policies or processes support participant success?*

- *In what ways might policies or process get in the way of success?*

Find "Advocating for Organizational Change" on the following page. **Review** these ideas to support an organizational shift toward an executive function-informed approach. As you scan over the list, **choose** TWO organizational issues and TWO program design issues that you believe are a priority to address in your context.

Gather with a group of colleagues, including supervisors and/or managers to exchange your ideas. Make sure someone takes careful notes on next steps around each priority.

Advocating for Organizational Change

Below are some key steps organizations can take to support an executive function-informed approach. As you scan over the list, choose TWO organizational issues and TWO program design issues that you believe are a priority to address in your context.

Organizational Issues

- ❑ Create a welcoming and calm environment.
- ❑ Streamline and simplify processes – for staff and for participants.
- ❑ Unify how staff describe the program to participants.
- ❑ Clarify staff expectations, especially if enforcing work requirements is a part of staffs' responsibilities.
- ❑ Identify and address policies and/or procedures that conflict with a goal achievement approach.
- ❑ Train staff to be coaches or facilitators, not compliance officers.
- ❑ Provide ongoing support to staff as they work to build supportive relationships that activate participant motivation and commitment to change.

Program Design Issues

- ❑ Create high and realistic expectations for program participants.
- ❑ Identify strategies for modifying participant tasks to reduce the demand on individuals' executive function skills.
- ❑ Put processes in place to address issues that impair executive functions such as stress, lack of connections and lack of exercise.
- ❑ Create routines within the program that help individuals to set goals and prioritize how to deploy their attentional resources to achieve them.
- ❑ Design programs to provide opportunities for participants to practice using their executive function skills in real-life situations.
- ❑ Reduce the toll poverty takes on individuals' executive function skills by reducing the amount of scarcity in families' lives by providing income support, transportation, childcare, and housing assistance to help families meet their basic needs.
- ❑ Address structural racism and oppression by creating environments that support, rather than hinder, individuals' pursuit of their personal goals.

For additional information, we recommend "Poverty Interrupted" by ideas42 or "Using Brain Science to Design Pathways Out of Poverty" by Elisabeth D. Babcock, MCRP, PhD.
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YOUR "TAKE AWAY" GOALS

Review the list of possible next steps you may take after completing this course. Check as many as interest you.

- ❏ Build a Growth Mindset
- ❏ Use GPDR/R for my own goals
- ❏ Practice GPDR/R with program participants
- ❏ Experiment with supplementary tools to support the use of GPDR/R
- ❏ Schedule another team meeting to exchange insights about the use of GPDR/R and supplementary tools
- ❏ Notice my own Executive Skill (ES) strengths and struggles
- ❏ Coach participants around their ES strengths and struggles
- ❏ Study more about scarcity and other areas of brain science
- ❏ Explore other resources and models for goal achievement
- ❏ Work with program leaders on broader organizational change
- ❏ Connect with efforts to change the reality of poverty more broadly
- ❏ Other_____

Choose one intention from above. Then, **write** down a meaningful, doable goal for yourself in the next week related to this intention.

Share your goal with your learning partner and/or supervisor – and **ask** for any support they may provide.

We hope that you'll find GPDR/R useful for you, personally, as well as for your colleagues, friends, family, and clients. Congratulations!