Fostering Resiliency Through a Growth Mindset

By Nikki Bishop-Kallmeyer, PhD
Susie Lewis, MEd.
Bringing the experts to you

Dr. Martin Seligman
Learned Optimism
Penn Resiliency Program
Cognitive-Behavioral Therapy CBT

Dr. Angela Duckworth
Penn
GRIT

Dr. Carol Dweck
Stanford
Growth Mindset
Martin Seligman

• Former American Psychological Association President
• Early research focused in laboratory
• Author of *Learned Helplessness Theory of Depression*
• Author of *Penn Resiliency Program (PRP)* in schools
• Father of Positive Psychology Movement
• Book Author *(Optimistic Child, Learned Optimism, Authentic Happiness, etc.)*
• Contributor to Character Traits of Successful people
Depression and Anxiety among children

• **Rise of Depression** - Rates of depression begin to climb in early adolescence, making this an important period for prevention efforts.

• **High school** - depression is one of the most common public health problems affecting approximately 5–10% of adolescents each year.
Seligman

Penn Resiliency Program

• Importance of Optimism and Cognitive Behavioral Training: Explanatory Style, Assertiveness Training, Conflict-Resolution)

• The Penn Resiliency Program (PRP) –
  • group intervention designed to promote resilience in children and adolescents. Critical to introduce at beginning of adolescence/middle school due to cognitive development/metacognition

• COST Expensive

http://www.ppc.sas.upenn.edu/prpsum.htm
When you TEACH Resiliency – you are teaching kids to be OPTIMISTS!

Learned Optimism Questionnaire

Most Current Information at the Positive Psychology Center at the University of Pennsylvania

Pessimism – Kids think:
1. Bad things will last a long time
2. Will affect everything I do
3. Are my fault

Optimism – Teach kids to say:
1. Bad things are temporary
2. This is only one bad thing
3. I will feel better with my effort

If you TEACH kids to be optimistic – they will have Success in Any World
Table 24.1 Penn Resiliency Project (PRP) Overview

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Link Between Thoughts and Feelings</td>
<td>Welcome students to program</td>
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<tr>
<td></td>
<td></td>
<td>Build group cohesion</td>
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<td></td>
<td></td>
<td>Introduce automatic thoughts; discuss “self-talk” associated with recent events</td>
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<td></td>
<td></td>
<td>Use cartoons to demonstrate link between activating events, thoughts, and emotional consequences</td>
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<td>2</td>
<td>Thinking Styles</td>
<td>Use skits to highlight optimistic vs. pessimistic thinking styles</td>
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<td></td>
<td></td>
<td>Help students generate alternatives to the initial, explanatory style-driven thoughts</td>
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<td>3</td>
<td>Challenging Beliefs: Alternatives and Evidence</td>
<td>Use “Sherlock and Marlene Holmes” story (comparing skilled and unskilled detectives) to introduce skill of searching for evidence behind thoughts</td>
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<tr>
<td></td>
<td></td>
<td>Play Pigeon Game in which each student searches through a portfolio about a fictitious child, which contains letters, report cards, awards, diary entries, etc. Students use information in portfolio to evaluate accuracy of fictitious child’s automatic thoughts</td>
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<tr>
<td>4</td>
<td>Evaluating Thoughts and Putting Them in Perspective</td>
<td>Use Chicken Little story to introduce concept of catastrophizing</td>
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<td></td>
<td></td>
<td>Help students differentiate worst-case, best-case, and most likely outcomes</td>
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<td></td>
<td></td>
<td>Play Real-Time Resilience: The Hot Seat to teach students to use cognitive skills in real time. This skill is practiced throughout the rest of the program</td>
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<tr>
<td>5</td>
<td>Review of Lessons 1–4</td>
<td>Review cognitive skills and apply to relevant student experiences</td>
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<tr>
<td>6</td>
<td>Assertiveness and Negotiation</td>
<td>Use skits to illustrate three interaction styles: aggression, passivity, and assertiveness</td>
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<td></td>
<td></td>
<td>Discuss the consequences of each type of behavior</td>
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<td>Learn a four-step approach to assertiveness</td>
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<td></td>
<td></td>
<td>Practice assertiveness and negotiation skills</td>
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<tr>
<td>7</td>
<td>Coping Strategies</td>
<td>Introduce a variety of behaviorally oriented techniques to help students cope with stressful situations or difficult emotions</td>
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<td></td>
<td></td>
<td>Practice controlled breathing, muscle relaxation, and positive imagery</td>
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<td></td>
<td></td>
<td>Encourage students to seek support from family members and friends</td>
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<tr>
<td>8</td>
<td>Graded Task and Social Skills Training</td>
<td>Highlight all-or-nothing thinking associated with procrastination</td>
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<tr>
<td></td>
<td></td>
<td>Apply cognitive skills to procrastination and avoidance of projects and chores</td>
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<td></td>
<td></td>
<td>Students discuss ways to break large projects into smaller, more manageable steps</td>
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<tr>
<td>9</td>
<td>Decision Making and Review of Lessons 6–8</td>
<td>Review and practice relaxation techniques and assertiveness strategies covered in Lessons 6 through 8</td>
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<td></td>
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<td>Introduce technique for decision making in which children generate pros and cons for different actions</td>
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<td></td>
<td></td>
<td>Apply this technique to examples from students’ lives</td>
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</table>

PRP Overview

Cognitive Behavioral Training

Lesson | Topic | Description |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>10</td>
<td>Social Problem Solving</td>
<td>Teach five-step approach to problem solving</td>
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<tr>
<td></td>
<td></td>
<td>Step 1: think about problem (i.e., gather evidence and facts, consider interpretation, take perspective)</td>
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<td></td>
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<td>Step 2: determine goal</td>
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<td></td>
<td></td>
<td>Step 3: generate variety of possible solutions</td>
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<td></td>
<td></td>
<td>Step 4: use decision-making techniques to choose course of action</td>
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<tr>
<td></td>
<td></td>
<td>Step 5: evaluate outcome</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>Social Problem Solving</td>
<td>Continuation &amp; Review of PRP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply five-step problem-solving technique to difficult interpersonal situations in students’ lives</td>
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<tr>
<td></td>
<td></td>
<td>Review entire program</td>
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<td></td>
<td></td>
<td>Celebrate end of program with party</td>
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Resilience: Problem-Solving and Coping Skills

- **Problem-solving**:
  - Assertiveness
  - Negotiation
  - Creative problem-solving
  - Decision making

- **Coping**:
  - Emotion regulation & control
  - Relaxation
  - Distraction (Changing the Channel)
Catastrophizing is when you waste critical energy ruminating about the irrational worst case outcomes of a situation.

Catastrophizing is a slippery slope. It’s downward-spiral thinking.

Catastrophizing creates high levels of anxiety, decreases focus, and increases helplessness.

It prevents you from taking purposeful action.
Albert Ellis's ABC Model

which states that beliefs and interpretations of events have powerful effects on our emotions

- The **ABC Model** - three components of experience in which a person can ascertain if his or her belief system is distorted.
- The **A** is the *activating event*. This event is the one we encounter and objectively describe.
- The **B** is the *belief*, that is, what you believe is the truth about the event.
- The **C** is the *consequent emotion*

- **Cognitive Therapy** can help you to re-interpret events in a more rational way.
Strong Kids – University of Oregon
Cognitive Behavioral Training

• Scripted Program – anyone can do it
• Inexpensive - $36 per level
• [http://strongkids.uoregon.edu/](http://strongkids.uoregon.edu/)

Social-emotional competence—it's a critical part of every child's school success, and just like any academic subject, children need instruction in it. Developed by a top expert, these proven curricula will help promote the social-emotional competence and resilience of children and adolescents.

Order Materials
Catastrophizing – F on a Test
Cognitive Behavioral Training

• Best Case Scenario
  • MY teacher wipes out the grade
  • My teacher says I am a great student, I deserved an A and she’ll give me an A

• Most Likely
  • Phone call to parents
  • It’s a blip on the radar
  • Extra help from your teacher

• Worst Case Scenario
  • I am going to fail the course
  • My teacher and friends will think I am stupid
  • I’ll never be good at this

Plan of Action
1. 2. 3.
What a kid might say-

“I got a D on a test, I’ll never get into a good, high school or college.” (Binocular Vision)

“I’ll never make the basketball team.” (Fortune Telling)
24 Character Strengths that lead to Engaged, meaningful, and purposeful lives.
Seligman

The organization of the 6 virtues and 24 strengths

- **Wisdom and Knowledge**: creativity, curiosity, open-mindedness, love of learning, perspective, innovation
- **Courage**: bravery, persistence, integrity, vitality
- **Humanity**: love, kindness, social intelligence
- **Justice**: citizenship, fairness, leadership
- **Temperance**: forgiveness and mercy, humility, prudence, self control
- **Transcendence**: appreciation of beauty and excellence, gratitude, hope, humor, spirituality
Seligman’s - Perseverance

• 24 character strengths that lead to Engaged, meaningful, and purposeful lives.

• PERSEVERANCE is at least as crucial as intelligence
  • Looking at Darwin, Einstein, and other geniuses, Howe (1999) disputed the assumption that high achievement derives directly from exceptional mental ability.

• Development of expertise (Chess masters, Professional Sports, Musicians, Visual Arts)
  • 10 years of daily “deliberate practice” = professional
  • 20 years = world class achievement

CONCLUSION: INBORN ABILITY IS LESS IMPORTANT THAN PREVIOUSLY THOUGHT

This research is then further refined by Angela Duckworth
Dr. Angela Duckworth - GRIT

- Assistant Professor of Psychology at the University of Pennsylvania
- Former middle-school math teacher
- She zeroed in on the dogged determination and focus shared by her most successful students who were not necessarily her brightest but ended up being successful in life
- Taking a page from the John-Wayne movie, she called it “Grit”

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html
Grit is Passion for Long Terms Goals

1. Perserverance
2. Resilience/Optimism
3. Self-Discipline
4. Ability to Delay Gratitude
5. **GRIT and Executive Functioning** - new word for HOW ADHD are you?
   1. Foundational
   2. How you organize and how you plan
   3. Concern about decline in executive functioning

**Self-Discipline** – Twice as strong as predictor of “success” as intelligence
Baby Brain

• 100 Billion Neurons
• 17% are working – connected
Neuro Transmitters

What makes your Brain Function?
100 chemicals - jump the synapses
(chemical electrical)

**Dopamine** – Happy
**Seratonin** – Stabilizer
**Norepinephrine** - Energizer
Executive Functioning – Pre-Frontal Cortex

- CEO, President
- Orchestral Leader
- Air Traffic Controller
- Understand Consequences
- Assess Risk
- Planning
- Self-Regulation
- Perserverance
The prefrontal cortex

The next time you make a good decision, thank your prefrontal cortex. Located just behind the forehead, this structure is one of the last areas to mature. It’s the area of the brain responsible for the complex processing of information – making judgments, controlling impulses, foreseeing the consequences of our actions, and setting goals and plans. An immature prefrontal cortex is thought to be the neurobiological explanation for why teenagers show poor judgment and too often act before they think.
Successful character strengths and corresponding behaviors

Dr. Angela Duckworth’s research identifies seven strengths that are highly predictive of “success”

1. **Zest** - Approaching life with excitement and energy; actively participates, shows enthusiasm

2. **Grit** - Finishing what one starts; completing something despite setbacks or obstacles, a combination of persistence and resilience; Tries hard even after experiencing failure, believes that efforts will improve his or her future

3. **Self-Control** - Regulating what one feels and does; being self-disciplined; school work, coming to class prepared, pays attention, resists distraction

4. **Optimism** - Expecting the best in the future and working to achieve it; Gets over frustrations and setbacks quickly

5. **Gratitude** - Being aware and thankful for opportunities that one has and for good things that happen; Recognizes and shows appreciation for others and opportunities

6. **Social Intelligence** - Being aware of motives and feelings of other people and oneself; including the ability to reason within large and small groups; able to find solutions during conflicts with others. Demonstrates respect for feelings of others. Knows when and how to include others.

7. **Curiosity** - Taking an interest in experience and learning new things for its own sake; Finding things fascinating, eager to explore new things, asks and answers questions to deepen understanding, actively listens to others.

Note: Author Paul Tough cites this research in his book *How Children Succeed*
What the Brain does a lot **of**, is what the brain is good **at**

- **Work Hard at something** – math, science, English, history, language, video games, swimming, dancing, etc.
Threats to Executive Functioning

1. **Stress Overload**  
   (Paul Tough, Tom Greenspan)

2. **Sleep Deficit**  
   (Mary Carskaden)

3. **Sedentary Lifestyle**  
   (John Ratey, Charles, Hillman)

4. **Disappearance of Free Play**  
   (William Pelligrini)

5. **Misuse and Overuse of Technology**  
   (Cliff Nash, Daniel Willingham)

6. **Culture of More, Fast, Easy, and Fun**  
   (David Walsh)

**Pre-Frontal Cortex**

- Understand Consequences
- Assess Risk
- Planning
- Self-Regulation
- Perserverance
1. Stress Overload (Paul Tough, Tom Greenspan)

Figure 1: The Yerkes-Dodson Human Performance and Stress Curve
1. Stress Overload  
(Paul Tough, Tom Greenspan)

• ACE – Adverse Childhood Experiences - alcoholism, abuse, arguing, divorce – chronic

• Increase in Cortisol – stress hormone
  • Brain is bathed in Cortisol – synapses do not fire – little learning can happen

• Perfectionist
  • Works hard
  • Doesn’t work for fear of not appearing perfect

• What to do
  • Culture of acceptance
  • Ask “What are your greatest fears about school”
  • Explore feelings about perfectionism
2. **Sleep Deficit** *(Mary Carskaden)*

<table>
<thead>
<tr>
<th>Child’s Age</th>
<th>Recommended Hours of Sleep</th>
<th>In Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-12 Months Old</td>
<td>11 - 15 hours per day</td>
<td>most infants get only about 12 hours sleep</td>
</tr>
<tr>
<td>1-3 Years Old</td>
<td>12 - 14 hours per day</td>
<td>toddlers typically get only about 10 hours</td>
</tr>
<tr>
<td>3-6 Years Old</td>
<td>10 - 12 hours per day</td>
<td>these children usually get less than 10 hours of sleep</td>
</tr>
<tr>
<td>7-12 Years Old</td>
<td>10 - 11 hours per day</td>
<td>the average for this age group is only about 9 hours</td>
</tr>
<tr>
<td>12-18 Years Old</td>
<td>9 - 10 hours per day</td>
<td>most are averaging 7.5 hours</td>
</tr>
</tbody>
</table>
2. Sleep Deficit (Mary Carskaden)

• What to Do
  • Limit Technology before bedtime
  • Make bedrooms Technology Free zones
  • No multi-tasking – HW takes much longer
  • Realize circadian rhythms are different – catch up on sleep on weekends
  • Make bedroom dark – melatonin reacts to light
3. Sedentary Lifestyle (John Ratey, Charles, Hillman)

1. **Aerobic activity** should make up most of your child's 60 or more minutes of physical activity each day.

2. **Muscle strengthening** - Include muscle strengthening activities, such as gymnastics or push-ups, at least 3 days per week as part of your child's *60 or more minutes*.

3. **Exercise** - increase in Dopamine and breaks down Cortisol
3. Sedentary Lifestyle (John Ratey, Charles, Hillman)

What to Do

• Increase Test Scores - Exercise in the morning
  • PA School
• School Schedules –
  • Finland
    • 45 minute class
    • 15 minute break
Disappearance of Free Play (William Pelligrini, Sergio Pellis)

1. Over Scheduling – no time

2. "The experience of play changes the connections of the neurons at the front end of your brain," says Sergio Pellis, a researcher at the University of Lethbridge in Alberta, Canada. "And without play experience, those neurons aren't changed," he says.

It is those changes in the prefrontal cortex during childhood that help wire up the brain's executive control center, which has a critical role in regulating emotions, making plans and solving problems, Pellis says. So play, he adds, is what prepares a young brain for life, love and even schoolwork.
4. Disappearance of Free Play  (William Pelligrini, Sergio Pellis)

1. What to Do
   • Balance Organized Play with Free Play
   • Make time for Free Play
5. Misuse and Overuse of Technology

(Cliff Nash, Daniel Willingham)
5. Misuse and Overuse of Technology  (Cliff Nash, Daniel Willingham)

The American Academy of Pediatrics and the Canadian Society of Pediatrics

• infants aged **0-2 years** should **not have any exposure to technology**

Stimulation to a developing brain caused by over exposure to technologies (cell phones, internet, iPads, TV), has been shown to negatively affect executive functioning, and cause attention deficit, cognitive delays, impaired learning, increased impulsivity, and decreased ability to self-regulation e.g. tantrums *(Small 2008, Pagini 2010)*.

• **3-5 years** be restricted to **one hour per day**, and

• **6-18 years** restricted to **2 hours per day** *(AAP 2001/13, CPS 2010)*.

5. Misuse and Overuse of Technology  (Cliff Nash, Daniel Willingham)

Heavy Pre-teen and Teen Technology Users

• Impact on social skills – vicious cycle become more comfortable with technology instead of face to face
• Brain wired for instant gratification –
• Decreased retention – make more mistakes
• Deficit in social skills
• No one can multi-task – they just “shift their attention” too much shifting – no focus
5. Misuse and Overuse of Technology (Cliff Nash, Daniel Willingham)

• What to do?
  • Model healthy media use
  • Start with a media plan
  • Encourage active over passive
  • Don’t be afraid of boredom
  • Set limits
  • Technology Free Zones—Dinner Table, Bedroom
    • Hard to ignore the ping and the buzz of phones etc, that are on vibrate – turn them off – put them in another room
6. Culture of More, Fast, Easy, and Fun  

(David Walsh)

1. Kids need to Learn to say NO to themselves
2. Perserverance with a commitment to a long term goal
3. Clear Expectations and Consequences – linked to their choices

1. Myth #1 - Self-esteem means “feeling good”
   NO
2. Myth #2 - Praise builds self-esteem – Not always
   • (Intermittent praise that praises effort, specific, sincere)
3. Myth #3 - Stress, Challenge, and Disappointment damage self-esteem
   • Kids can control effort – need challenge and some stress
1) 'What if the Secret to Success is Failure?' by Paul Tough

2) "Principle Connection/Got Grit?" by Thomas R. Hoerr

3) "School of Hard Knocks...How Children Succeed" by Paul Tough

4) Grit: Perseverance and Passion for Long-Term Goals by Angela Duckworth

5) "The Future of Self-Improvement: Part I - Grit is More Important that Talent"

6) TED TALK Video - Angela Duckworth..."The Key to Success? Grit."

7) "Why You Should Let Your Child Fail; The benefits of Natural Consequences" from Empowering Parents
In rural New Hampshire, fifth-grade teacher Amy Lyon has created a curriculum based on researcher Angela Duckworth’s ideas about grit. Students set and work toward their own long-term goals, learning valuable lessons about dealing with frustration and distractions along the way.

http://www.edutopia.org/research-made-relevant-grit-video

Emotion researcher Richard Davidson says that cognition and emotion work together in a seamless, integrated way to help us persevere in a task. Thus, to teach grit effectively, educators need to help students cultivate both cognitive and emotional skills. Here are some research-based ideas for doing both.
GRIT - Grit is Passion for Long Terms Goals
Angela Duckworth

1. **Perserverance**
2. **Resilience**
3. **Self-Discipline**
4. **Ability to Delay Gratitude**
5. **GRIT and Executive Functioning** - new word for HOW ADHD are you?
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http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html
Dr. Carol Dweck

Growth Mindset

- Ph.D. from Yale University in 1972. She taught at Columbia University, Harvard University, and the University of Illinois before joining the Stanford faculty in 2004.
- Claim to fame: Growth Mindset Theory
  - Based on brain science/neuroscience findings at Stanford University
- Co-creator of the Brainology program - teaches students and athletes to use a growth mindset
Growth Mind Set – when to introduce it

• Dweck asserts the importance of introducing this concept “to students when they begin junior high because their attitudes and beliefs at that time have a strong influence on their achievement over these critical years.”

  • [http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Brainology.aspx](http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Brainology.aspx)
Growth or Fixed Mindset for Children

Do your students have a Growth Mindset or a Fixed Mindset?

About 40% of students have a Growth Mindset, which means they don’t see their intelligence as fixed. Consequently they are not afraid of challenge, they welcome feedback and they react to failure by trying harder (don’t we love to teach these students?).

Another 40% have a Fixed Mindset, which means they see intelligence as a fixed entity (they feel they were born bright or not very bright and nothing that happens in school is going to change this). Consequently they don’t like challenge, they fear failure so will not take risks and they like easy tasks (and lots of praise for doing them well!). They also tend to conform to the low aspirations of their peers.

To use the questionnaire to classify your students:

1. Get students to complete the questionnaire
2. Add up their score in the first three questions only
3. Divide the total by 3
4. A score of 3 or less means they have a Fixed Mindset (Entity Learner)
A score of 4 or more means they have a Growth Mindset (Incremental Learner)
A score of 3.3 or 3.7 means they are borderline
It's interesting to give the questionnaire to staff as well!
Mindset Rule #1

**Fixed Mindset**
- Look Intelligent at All Costs!

**Growth Mindset**
- LEARN! LEARN! LEARN!
Mindset Rule #2

**Fixed Mindset**

It Should Come Naturally

“To Tell the truth, when I have to work hard at my school work it makes me feel like I am not very smart.”

**Growth Mindset**

Work Hard, Effort is the Key

“The harder you work at something the better you will be at it”
Mindset Rule #3 In The Face of Setbacks...

**Fixed Mindset**
- Hide Mistakes
- Conceal Deficiencies

**Growth Mindset**
- Capitalize on Mistakes
- Confront Deficiencies
FIXED MINDSET provides NO Recipe for recovering from failures

- Giving Up – retreating to comfort
- Blaming Others
- Trying to Feel Superior
Do Geniuses Work – or does it just come naturally?

"Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid"

Albert Einstein
After Setback

**Fixed Mindset**

I’d spend less time on this subject from now on

“I would try not to take this subject ever again

“I would try to cheat on the next test”

**Growth Mindset**

“I would work harder in this class from now on”

“I would spend more time studying for the tests"
What to Praise!

• Effort, struggle, persistence despite setbacks
• Strategies, choices
• Choosing difficult tasks
• Learning, improving
Two Mindsets
Dr. Carol Dweck

**FIXED MINDSET**
Intelligence and Talents are Fixed Traits
Talents and Abilities Cannot be developed
Objective – Look Smart
Good JOB – you are smart

**GROWTH MINDSET**
Effort, Good Teaching Persistence, can get Smarter
Talents and Abilities Can be developed
Objective – Get Smarter if you work at it!
Good JOB – you worked hard
Brainology – by Carol Dweck
How to Teach Kids to Have a Growth Mindset

- Can get a Free Intro for 4 weeks
- Brainology Implementation Guide
- Carol Dweck pilot-tested Brainology in 20 New York City schools. Virtually all of the students loved it and reported (anonymously) the ways in which they changed their ideas about learning and changed their learning and study habits.
Train Your Brain To Let Go Of Habits – 10 Methods For Creating New Neural Pathways

• The Harder You Work, the More your BRAIN GROWS forming new neural pathways! Your IQ can be increased!!!

Changing from a Fixed Mindset to a Growth Mindset

Step 1. Learn to hear your fixed mindset “voice.”
Step 2. Recognize that you have a choice
Step 3. Talk back to it with a growth mindset voice
Step 4. Take the growth mindset action.
Step 1. Learn to hear your fixed mindset “voice.”

- As you approach a challenge, that voice might say to you “Are you sure you can do it? Maybe you don’t have the talent.” “What if you fail—you’ll be a failure” “People will laugh at you for thinking you had talent.” “If you don’t try, you can protect yourself and keep your dignity.”

- As you hit a setback, the voice might say, “This would have been a snap if you really had talent.” “You see, I told you it was a risk. Now you’ve gone and shown the world how limited you are.” “It’s not too late to back out, make excuses, and try to regain your dignity.”

- As you face criticism, you might hear yourself say, “It’s not my fault. It was something or someone else’s fault.” You might feel yourself getting angry at the person who is giving you feedback. “Who do they think they are? I’ll put them in their place.” The other person might be giving you specific, constructive feedback, but you might be hearing them say “I’m really disappointed in you. I thought you were capable but now I see you’re not.”
Step 2. Recognize that you have a choice.

• How you interpret challenges, setbacks, and criticism is your choice. You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It’s up to you.

• So as you face challenges, setbacks, and criticism, listen to the fixed mindset voice and...
Step 3. Talk back to it with a growth mindset voice.

• As you approach a challenge:
  • THE FIXED-MINDSET says “Are you sure you can do it? Maybe you don’t have the talent.”
  • THE GROWTH-MINDSET answers, “I’m not sure I can do it now, but I think I can learn to with time and effort.”
  • FIXED MINDSET: “What if you fail—you’ll be a failure”
  • GROWTH MINDSET: “Most successful people had failures along the way.”
  • FIXED MINDSET: “If you don’t try, you can protect yourself and keep your dignity.”
  • GROWTH MINDSET: “If I don’t try, I automatically fail. Where’s the dignity in that?”
• As you hit a setback:
  • FIXED MINDSET: “This would have been a snap if you really had talent.”
  • GROWTH MINDSET: “That is so wrong. Basketball wasn’t easy for Michael Jordan and science wasn’t easy for Thomas Edison. They had a passion and put in tons of effort.”
• As you face criticism:
  • FIXED MINDSET: “It’s not my fault. It was something or someone else’s fault.”
  • GROWTH MINDSET: “If I don’t take responsibility, I can’t fix it. Let me listen—however painful it is— and learn whatever I can.”
Step 4. Take the growth mindset action.

• Over time, which voice you heed becomes pretty much your choice. Whether you
• take on the challenge wholeheartedly,
• learn from your setbacks and try again
• hear the criticism and act on it is now in your hands.
• Practice hearing both voices, and practice acting on the growth mindset. See how you can make it work for you.
The **YET!** Classroom
“Einstein wasn’t Einstein until he put in years of focused hard work.”

It is the belief that intelligence can be developed that opens students to a love of learning, a belief in the power of effort and constructive, determined reactions to setbacks.

Other students believe that intelligence is something that can be cultivated through effort and education. They don’t necessarily believe that everyone has the same abilities or that anyone can be as smart as Einstein, but they do believe that everyone can improve their abilities. And they understand that even Einstein wasn’t Einstein until he put in years of focused hard work. In short, students with this growth mindset believe that intelligence is a potential that can be realized through learning. As a result, confronting challenges, profiting from mistakes, and persevering in the face of setbacks become ways of getting smarter.
Ted talk by Carol Dweck

- [http://www.youtube.com/watch?v=MTsF2TaEaJA&feature=player_detailpage](http://www.youtube.com/watch?v=MTsF2TaEaJA&feature=player_detailpage)

- [http://youtu.be/pN34FNbOKXc](http://youtu.be/pN34FNbOKXc)
You Can Grow Your Intelligence

New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don’t know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can’t lift 20 pounds when they start exercising can get strong enough to lift 300 pounds after working out for a long time. That’s because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That’s why people say ‘Use it or lose it’!

But most people don’t know that when they practice and learn new things, parts of their brains change and get larger, just like muscles do when they exercise.

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches, connecting them to other cells in a complicated network. Communication between these cells is what allows us to think and to be intelligent.
Growth mindset = resiliency

• Resiliency -
  • protection from anxiety, depression, failure
  • bouncing back, letting bad events roll off of your back,
  • recovering from setbacks quickly.

• Promoting Resiliency
  • Seligman’s Cognitive-behavioral techniques
    • Rational versus Irrational thoughts
  • Duckworth’s 7 characteristics of successful people - ZEST, GRIT, SELF-CONTROL, OPTIMISM, GRATITUDE, SOCIAL INTELLIGENCE, CURIOSITY
    • Understand your strengths and know how you can build on those
  • Dweck’s Growth Mindset
    • Talent is only a starting point - need deliberate practice
    • Mistakes are part of making one better is what will make you your best. Effort should be praised, not output. YET!!!
Promoting Resiliency and a Growth Mindset

- Praise effort, NOT the outcome.
- Remind Children Bad things are temporary, not permanent
- Offer Coping Strategies - Dr. Andrew Weil’s Breathing
- Emphasize Deliberate Practice
- Find balance
- Praise struggle, persistence despite setbacks
- Suggest a problem-solving approach that focuses on manageable steps toward improvement
- Value passion
- Present yourself as a mentor or collaborator versus a judge
- Add YET!
THREE THINGS TO TAKE AWAY

Behavioral Lessons in Resilience - to encourage Optimism and Resilience

- **STRONG KIDS** - Teaches Optimism and Resilience  University of Oregon
- **Penn Resiliency Program** - Teaches Optimism and Resilience – U Penn

**GRIT** – Passion for a long term Goal - Perserverance – Resilience – Self-Discipline – Delay Gratification  GRIT TEST


Pre-frontal Cortex - Executive Functioning - Best

- Lower Stress
- Enough Sleep
- 1 hour of Exercise
- More Free Play
- Moderate the Use of Technology

**Growth Mindset** – LEARN, EFFORT, Capitize on Mistakes

- **Brainology** - Teaches Growth Mindset - Carol Dweck
- Growth Mindset Test
Thomas Edison took pride in unsuccessful experiments as part of his journey to successful outcomes. He once said that he didn’t fail; he succeeded in finding 10,000 ways that didn’t work.