Integrating Growth Mindset in Schools

Air date: 10/18/18
Presenter: Lisa Coleman King

AUDIENCE CHECK
WHAT IS GROWTH MINDSET?

The power of believing that you can improve

Fixed
Mindset

Intelligence is static. Leads to a desire to LOOK SMART and therefore a tendency to:

- Avoid challenges
- Give up easily due to obstacles
- See effort as fruitless
- Ignore useful feedback
- Be threatened by others' success

Growth
Mindset

Intelligence can be developed. Leads to a desire to LEARN and therefore a tendency to:

- Embrace challenges
- Persist despite obstacles
- See effort as path to mastery
- Learn from criticism
- Be inspired by others' success
SKILLS ARE BUILT NOT BORN.

AND THEY ARE YOURS IF YOU EARN THEM.

TRAINUGLY.COM

N=168,000

Mindsets on a National Scale:
Exploring the Relationships Between Growth Mindset,
Academic Achievement, and Family Income in Chile
BY JESS HENNESSEY

RESEARCH SUMMARY | JULY 2016

There are a multitude of factors that predict academic achievement. One of the strongest and most reliable is income.\(^2\)

Countless studies from sociology and economics have shown that students from high-income backgrounds tend to perform better than students from low-income backgrounds. Limited access to educational resources at home and in school, higher stress, poorer nutrition, and reduced access to healthcare can all contribute to depressed levels of achievement for students from low-income backgrounds.\(^2,6\)

KEY FINDINGS:

- Data from more than 168,000 10th graders in Chile confirms earlier, smaller-scale research findings that growth mindset is positively associated with academic achievement.
- Within all income levels, students who reported a growth mindset performed better academically.
What will you try?
WHERE TO START? & GETTING BUY-IN

Options:
• Staff PD
• Parent Workshop
• Classroom Lessons
• Small Groups

Mindfulness
IDENTIFY BRAIN BASICS
Not yet is OK
DETERMINATION AND GRIT
Self-Walk
everyone is unique
TEACH OTHERS WHAT YOU KNOW
Mindfulness

We can’t always control what goes on out there...

...but we can control what goes on in here.

5 4 3 2 1 Grounding Exercise

- Eye
- Hand
- Ear
- Nose
- Mouth
“Notice that.”

Small Group Mindfulness Activity

Grounding
BELLY BREATHING
Put hand on tummy.
Does it go in or out?
Belly Breathing Buddies.

Model of the Brain

See YouTube: Why we Lose Control of our Emotions
Brain Model and Flippin’ your Lid

Activity: Can you draw your own brain model on the back of this page? You can draw a hand model or your own version of brain sections and brain divisions.

Look at the hand brain model below.

- Prefrontal Cortex: Problem Solving
- Limbic System: Feelings and Alert System
- Brain Stem: Involuntary Survival Instincts

You can also think of the brain as terms of brain sections and brain divisions. Imagine that those with "lids" in their brain divisions are the ones who have strong emotions. They can even name them: Frightened Brain, Rogdy Brain. Those who have brains that think clearly and solve problems (Prefrontal, Pity, Thinking Brain). If someone’s brain divisions are activated, they cause brain sections to flip. When we “flip our lid” we don’t think clearly or have good problem solving.

Why Do We Lose Control of Our Emotions?

Brain model and Flippin’ your Lid images adapted from Dr. David Siegel’s work as well as the many practitioners who have adapted his way to describe brain basics.
Tight rope → Bridge

“When the bum is numb, the brain is drained!”

@LaVonna Roth
Let's do the MINDSET CHANT!

Leader: Whatcha gotta do?
Class: I've got to train my brain.
Leader: Why you gotta do it?
Class: Gotta show the world.
Leader: Whatcha gonna show them?
Class: That I've got some skills.
Leader: What kind of skills?
Class: Whatever I work on!
Leader: What's that called?
Class: Growth Mindset,
Growth Mindset, Growth Mindset!

First you crawled,
then, you walked
And eventually, you ran.

NOT YET
Do you want to play a game?

I’m going to the moon and I’m going to bring...

What learning looks like (clean)
In the fixed mindset, when you fail; you’re a failure —
In the growth mindset, when you fail; you’re learning

STRETCH YOUR BRAIN!

Unicorn    Car    French

Chop       Pogo    Yard

Initials   Pumpkin Turkey

Want more? Google: TRIBONDS
Which step have you reached today?

YES, I DID IT!
I WILL DO IT.
I CAN DO IT.
I'LL TRY TO DO IT.
HOW DO I DO IT?
I WANT TO DO IT.
I CAN'T DO IT.
I WON'T DO IT.

Talent x Effort = Skill
Skill x Effort = Achievement

“When it comes to achieving success, effort is twice as important as any natural gift or talent.”

-Angela Duckworth, Author of GRIT

Fixed vs. Growth Mindset: The Natural Talent Myth
George Couros @gcouros • 1h
In a world that is asking for creativity out of people, why is the measurement for schools focused on everyone doing the same thing?
### Small Groups

![Mindset Wall](image1.png)

### ASCA Webinar Series

**Where Can I Get Brain Toys? Gadgets? Resources?**

**Resources to Support a Growth Mindset Initiative**

<table>
<thead>
<tr>
<th>Item</th>
<th>Vendor</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Plush Neuros</td>
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<td>Brick Logic</td>
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<td>Brain Tissue Ball (set of 8 for group)</td>
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<td>Brain Erasers</td>
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<td>Growth Mindset Punch Cards</td>
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<td>Brain Gummy Candy</td>
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<td>Mindset Matters</td>
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<td>The Talent Code</td>
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What is Growth Mindset?

A growth mindset is an understanding that intelligence can grow and with
effort, mistakes, and persistence, obstacles can be overcome.

Tips to Help!

TIP #1
If you hear your child say, “I can’t do it.” Tell your
child, “I know you can do it. I just need you to
try again.”

TIP #2
When your child says, “I don’t
get it.” Tell your child, “I know
you can do it. It just needs to
be explained a little more.”

TIP #3
Read books to your child that
are a little above their
reading level. This will help
them become more advanced
in their reading abilities.

TIP #4
Praise the effort of your child.
Research has shown that
criticism can prevent children
from becoming successful
in academics.

PARENT WORKSHOP

PPTS with Scripts Available
Hello Fellow Staff,

I wanted to follow up on our professional development on growth mindset. I hope you learned a few things that provide fresh insight and inspiration. One of the main things I took away is the need for us to try new things, EVEN IF THEY DON’T WORK. This gives us an opportunity to explain to students how we try new things, and ask for feedback so we can continually work to make things better. This can also be valuable for students as they strive to get better, one step at a time. I look forward to seeing our school filled with programs that integrate the power of yet, the importance of grit, and the process of neuroplasticity, and am glad to walk this journey of learning with you!

If you are interested in more information about growth mindset, see this website for books, articles and videos that will help stretch your brain.


Regards,

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PRAISING EFFORT VS. INTELLIGENCE

| INTELLIGENCE | 67 percent | chose the EASIER option |
| EFFORT | 92 percent | chose the HARDER option |

See blog post for links to video clips www.Lisakingcounselor.com
COMMON LANGUAGE OF GROWTH MINDSET

- POWER OF YET
- GRIT
- NEUROPLASTICITY
Growth Mindsets School-wide Monthly Themes:
- Mindfulness/ September
- Identify Brain Basics/ October
- Not Yet is OK/ November
- Determination/Grit/ December and January
- Self-Talk/ February
- Everyone is Unique/ March
- Teach Others What You Know/ April

Delivery Model:
Students: classroom lessons/ classroom meetings/ news programing/ bathrooms
Staff: read Mindset Matters, post planning in-service, tips in Friday Newsletter
Parents: parent night(s) planned, teachers will introduce initiative at Open House

As a staff we will praise students for:
- Effort - embracing challenges with hard work
- Strategy - highlight steps the student took in problem solving
- Persistence - praise for pushing through frustration

TRITT ELEMENTARY
Rebecca Grindstaff
Counselor,
School-wide Initiatives
Let’s talk data

If you’re not at the table, you’re on the menu

Data Collection
Each school is different, but we all use assessments. Choose the measure that is right for you to track student growth.

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<tr>
<th>Student Name</th>
<th>Pre</th>
<th>Post</th>
<th>% age change</th>
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<td></td>
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<tr>
<td>Student 2</td>
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<tr>
<td>Student 6</td>
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</table>

Average pre  | Average post | Average % change
## School Growth Mindset Data Results Report

**Date:** 2015-16  
**School:** Blackwell ES  
**Name of Educators Implementing Program:** Lisa King  
**Topic:** Mindset Matters: Growth Mindset Curriculum

**Purpose of Intervention:** To have students acquire an understanding that they can train their brain to grow (the concept of neuroplasticity) which can lead to positive academic results.

**Intended Student Outcome:** The intended outcome is that students increase their understanding of how practicing skills can help the brain grow (intended growth is 10% increase in perception). It is also intended that the increased student perception will lead to an increase in Level 3 and 4 End of Grade (EOG) Standardized Test in ELA scores by 10%.

### PROCESS DATA

**How Many Students?** 126  
**Grade Level?** 4th grade

**Materials/Curriculum Used:** "Mindset Matters" (King, 2016)

**Procedures/Description of Lessons:** Four lessons from the curriculum "Mindset Matters" (King, 2016) were used to teach growth mindset in 4th grade. These lessons were: Lesson 1: Mindfulness; Lesson 2: Identify Brain Busters; Lesson 3: No, Not OK; Lesson 4: Determination and Grit

**Perception Data:** A pre/post assessment of the student’s knowledge and attitudes. A true/false survey (Pre: September 2015/Post: March 2016) determined student change in knowledge and attitude.

**Outcome Data (Attach a graph if possible):** Outcome Data was determined by the ELA scores of the Milestones EOG to see if Level 3 and Level 4 scores increased from the prior year.

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<table>
<thead>
<tr>
<th>School</th>
<th>First Test Score Lexile Average</th>
<th>Last Test Score Lexile Average</th>
<th>Growth</th>
<th>% change</th>
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<tr>
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<td>605</td>
<td>733</td>
<td>128</td>
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<tr>
<td>Tritt</td>
<td>818</td>
<td>929</td>
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<td>Keheley</td>
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<td>Timber Ridge</td>
<td>853</td>
<td>983</td>
<td>130</td>
<td>15%</td>
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</tbody>
</table>
Every best practice began as an innovative practice.
Twitter: @Lkingcounselor
Email: lisaking4@yahoo.com
Website: www.lisakingcounselor.com

Have questions? Want me to come to your district? Contact me!

KEEP CALM AND HAVE A GROWTH MINDSET