Growth Mindset Groups

Webinar Date: 12-18-19

Learning outcomes:

• After viewing this webinar, you will be able to:
  1) Plan growth mindset small groups with innovative lessons and projects.

• 2) Explain how growth mindset concepts can increase student outcomes.
Carol Dweck:
The power of believing that you can improve

Growth Mindset
Intelligence and talent can be developed and grow

Fixed Mindset
Intelligence and talent is fixed at birth
WHY SHOULD STUDENTS LEARN ABOUT GROWTH MINDSET?

BECAUSE IT HAS BEEN SHOWN THAT STUDENTS WITH GROWTH MINDSETS HAVE....

- Better grades (Blackwell, Trzesniewski and Dweck 2007)
- Increased credits earned and on-time graduation. Yeager et al. (2013)
- Predictor of who takes more advanced courses. (Romero 2014)

Small group counseling

What students?

What intervention?

What was the outcome?
How do you choose participants for group?

Teacher Referral?
Parent Referral?
Student Self-Referral?
Looking at Data?

Minute Meetings

Minute Meetings: What, Why and How?

For the past few years, I have heard about minute meetings. This year I’ve decided to give it a try. So, here is what I have found in my search.

What are minute meetings?
Students meet with a counselor 1:1 in the hallway for a quick check in.
Types of Growth Mindset Groups:

- Mindset Matters Small Group
- Mindset Advisement Group
- Mindset Book Club/Lunch Bunch
- Mindset Mentors/Peer Helpers
- Project Based Learning
- Mindfulness Group

For all of these groups some things are consistent:

- Pre/Post Surveys
- Rules
- Rituals and Routines
Mindset Matters
Pre-Post Survey

Student Name: ____________________________ Date: __________

Circle if you are the TEACHER or PARENT

Directions: This survey will help me understand more about the strengths and weaknesses of each student. Answer on a scale of 1-5 how you would rate them. Thank you, and let me know if you have any questions.

1. He/she has good study skills.  
   Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1

2. He/she has positive self-esteem.  
   Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1

3. He/she handles it appropriately if he/she makes mistakes.  
   Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1

4. He/she can calm down if angry.  
   Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1

5. He/she has a good attitude about school.  
   Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1

6. He/she could explain how his/her brain works.  
   Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1

7. He/she is determined and has a "don't give up" work ethic.  
   Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1


Mindset Matters
Student PrePost Survey (Grades 2-4)

Name: ____________________________ Teacher: ____________________________

1. I can be anything I want to be when I grow up.  
2. I am smart.  
3. It is OK if I make mistakes.  
4. I know how to calm down if I start getting angry.  
5. People would say I have a good attitude.  
6. I could teach others about how brains work.  
7. If I practice something long enough, I will finally get it.

Get your mind set to learn!

Mindset Matters
Student Pre-Survey (Grades 4-6)

Strongly Agree: 5  |  Agree: 4  |  Not Sure: 3  |  Disagree: 2  |  Strongly Disagree: 1

1. I can be anything I want to be when I grow up.  
2. I am smart.  
3. It is OK if I make mistakes.  
4. I know how to calm down if I start getting angry.  
5. People would say I have a good attitude.  
6. I could teach others about how brains work.  
7. I like school.  
8. If I mess up on something, I immediately get frustrated.  
10. I have good study skills.  
11. Other people like to have me on their team.  
12. If I practice something long enough, I will finally get it.
GROUP RULES
1. BE RESPECTFUL.
2. WHAT WE SAY IN
HERE STAYS IN HERE.
3. YOU MAY PASS YOUR
TURN.
Growth Mindset Group
<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>DATE 9/16</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introductions, Review Group Rules</td>
<td>See pre-post survey page xx</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do an icebreaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have students complete Pre Group Survey</td>
<td></td>
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<table>
<thead>
<tr>
<th>SESSION 2</th>
<th>DATE 10/7</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Watch video and do lesson that goes along with mindful minute jars</td>
<td>See pages xx for lesson 7. Water bottles empty, clear glue, glitter, food coloring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 3</th>
<th>DATE 10/14</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Continue decorating mindful minute jars</td>
<td>See page xx for lesson? Send home letter to parents on page x</td>
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</table>

<table>
<thead>
<tr>
<th>SESSION 4</th>
<th>DATE 10/21</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Watch video on the mindset chart</td>
<td>Watch video on the Newem</td>
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<tbody>
<tr>
<td></td>
<td></td>
<td>BrainConnec-</td>
<td>Lesson on page xx.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tions</td>
<td>Mind and Full License</td>
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<table>
<thead>
<tr>
<th>SESSION 6</th>
<th>DATE 11/2</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NOT YET AND DETERMINATION</td>
<td>PPT on CD titled, “You Can Learn Anything.” Lesson page xx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 7</th>
<th>DATE 11/11</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Grit</td>
<td>One of Those Days Ball for activity on page xx</td>
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</tbody>
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<table>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Grit</td>
<td>Unique bingo game cards on page xx</td>
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<table>
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<th>MATERIALS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>TEACH OTHERS WHAT YOU KNOW</td>
<td>Questions for “Walk About” on lanyards, post survey page xx</td>
</tr>
</tbody>
</table>

|           |            | Not Survey | |


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**MINDSET**

- **Grit**: STAMINA ENDURANCE DETERMINATION
- **Not Giving Up**: Positive Thinking, We're All Different
- **Neuroplasticity**: Your brain is cool.
MINDFUL MINUTE BOTTLES

Supplement with Video: Just Breathe by Salzman

https://www.kitchentableclassroom.com/draw-a-mandala/
#growthmindset

Why isn't it an educational standard for all students to learn about their brain?

www.lisakingcounselor.com

Tribonds

Unicorn        Car        French

Chop          Pogo        Yard

Initials  Pumpkin    Turkey
Model of the Brain

- **FINGERS**
  - Front cortex
  - Human brain
- **THUMB**
  - Limbic system
  - Mammal brain
- **WRIST**
  - Brain stem
  - Lizard brain

### Brain Regions
- **Prefrontal Cortex**
  - Problem Solving
- **Limbic System**
  - Feelings and Alert System
- **Brain Stem**
  - Involuntary Survival Reactions

Why Do We Lose Control of Our Emotions?
Who can name a skill they don’t know how to do?

You’ll say “I don’t know how to __________.”

And then we will all say “YET”!!
Mind Your Errors: Evidence for a Neural Mechanism Linking Growth Mind-Set to Adaptive Posterior Adjustments
Moser, Schroder, Hester, Moran, & Lee, 2011
YOUR BRAIN IS LIKE A MUSCLE
TIME AND PRACTICE AND SOME STRUGGLE HELPS IT GROW

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.
Every single day you make a choice.
Mindfulness
IDENTITY BIAS BUNKS
Not yet is OK
DEMEANOR AND GUT
SELF-WALK
Everyone is unique
TEACH OTHERS WHAT YOU KNOW

For a fair selection everybody has to take the same exam: please climb that tree.

Square Peg, Round Hole.
I love your petals!

Thanks! I feel like I’m blooming way slower than you, though.

We’re different flowers, silly!
Mindset Advisement

- Small Group Reinforces Skill Building
- Individual Check-Ins Reinforces Accountability
- Goal Setting/Monitoring Reinforces Growth Mindset

- Session 1: Group Orientation
- Session 2 Group Session
- Session 3: Individual Check In
- Session 4: Group Session
- Session 5 Group Session
- Session 6 Individual Check In
- Session 7 Group Session
- Session 8: Closing Session

-- Liked by Mary Beth McCormac and 17 others

Angie Morales Counselor CES @AMorales_CES · 19h
Today after school I had my 1 of 3 Growth Mindset Advisement groups. Thank you parents for your support. Students will achieved confidence & a growth mindset at the end of our sessions. @LKingCounselor Thank you for your gift. #TeamSiSD @Campestre_ES @TMackeben_CI @LS55CA1
BOOK CLUBS

MINDSET
Mindset Mentors:
This program can be adapted to any age group where there are older students that are working with younger students. The older students serve as mentors reinforcing the concepts of growth mindset with younger students in weekly interactions.

Procedures:
1. Identify student mentors in an upper grade who want to be mentors to younger students.
2. Have a group meeting: Tell students, peer helpers, or a group of all staff about the concepts of growth mindset.
3. Use a needs assessment (p. 10) to select a group of younger students that could benefit from an encouraging mentor.
4. Set up a schedule that works for you (other that allows the mentor to check in on their student at least once a week).
5. Meet with the student periodically to assess growth and ask for the student’s advice of how they are doing. Successfully help reach goals explored to other students. Avoid trying to “teach” or “fix” the students or encourage them to read books about the brain.

Note for Documentation of Outcomes and Data:
Take notes or conduct academic achievement and peer and staff performance assessment.

Peer helper experience
The peer helper experience has been great! At first I taught 2nd grade and met a nice kid named Lucas to be my student. I realized that not all kids really want to learn. Some kids are good at reading and don’t want to challenge themselves because they are not confident in their abilities. Though they can be the smartest in the world but won’t work. The experience has given me a perspective on a teacher’s view. I am uncertain in the experience of the students. I hope you get the picture.

By
Project-Based Learning

BRAINSTORM IDEAS FOR GROWTH MINDSET PROJECT
Worry Stones

Mindfulness Small Group

MINDFULNESS GROUP OUTLINE
Click on the blue links to take you to more info!

<table>
<thead>
<tr>
<th>Activity Description</th>
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<tbody>
<tr>
<td>session 1 Introductions, Review Group Rules (Icebreaker: giant jenga) Students will complete Pre-Group Survey (Mindset Matters: Pg 31)</td>
</tr>
<tr>
<td>session 2 Read Hunter’s Amazing Remote Control by Lori Copeland and students create their own remote control (Grounding Activity: 4-4-3-2-1)</td>
</tr>
<tr>
<td>session 3 Mindfulness Practice Body Scan (5 mins) <a href="https://www.youtube.com/watch?v=My7f6kKda">https://www.youtube.com/watch?v=My7f6kKda</a> Create Minute Minute Bottles (Mindset Matters: Pgs 55-57)</td>
</tr>
<tr>
<td>session 4 Finish creating Minute Minute Bottles (Mindset Matters: Pgs 55-57) Watch Video: Just Breathe (4 mins) Nature walk using your sensors in the school gardens</td>
</tr>
<tr>
<td>session 5 Guest Speaker: Yoga Poses of basic poses Or integrate Growth Mindset Yoga Poses into lesson from @HeatherYogaStones</td>
</tr>
<tr>
<td>session 6 Activity: “Special Places” Guided Reading Focus on 6 specific types of deep breathing (review from classroom lesson)</td>
</tr>
<tr>
<td>session 7 Review Game (Use Robopong Game) Post Survey (Mindset Matters: Pg 31)</td>
</tr>
</tbody>
</table>
What other types of groups are important?

#growthmindsetgroups