PERSONAL SUCCESS FACTORS
Parent Engagement Night
October 12, 2016
Outcomes and Agenda

- Help families understand what the 7 Personal Success Factors look like for the 2016–17 School Year at school
- Help families identify/define what the 7 Personal Success Factors and growth mindset look like at home
- How to foster growth mindset and give children feedback that fosters a growth mindset.

1. Overview of PSF Program
2. Introduction to Growth Mindset
3. Feedback that Nurtures Mindset Growth
Personal Success Factors Overview

Denver 2020 Plan
1. Great Schools in Every Neighborhood
2. Foundation for Success In School (80% of 3rd graders will be at or above reading levels)
3. Ready for College and Career
4. Support for the Whole Child
5. Close the Opportunity Gap

Wholechild.dpsk12.org
Growth Mindset

Strengths of Will
Means understanding that intelligence can be developed.

Having a growth mindset could involve:
Taking on new challenges with optimism
Being able to talk about what you learned
**Social Emotional Intelligence**

**Strengths of Heart**

Understanding feelings of others and self and using that understanding to drive actions.

Children showing social and emotional intelligence can:

- Recognize/understand what is upsetting others and be empathetic to concerns
- Recognize when they have made others uncomfortable and what makes others “tick”
- Thrive in many social situations and relationships because they learn social “rules” quickly.
Social Emotional Intelligence

At School:
- Find solutions when in conflict with peers
- Demonstrate and show respect for the feelings of others.
  - Adapt to different social situations

At Home:
- Caring for others (siblings, parents, neighbors, etc...)
- Understanding why family members feel the way they do.
- Comfort with talking about feelings, processing emotions
Social Emotional Intelligence

go.ogl/a0b9Qu

Links to a great article about nurturing and teaching social emotional intelligence at home.
Gratitude

Strengths of Heart
The appreciation of the benefits we receive from others and the desire to reciprocate.

Children showing gratitude emphasize language related to gifts, givers, blessings, blessed, fortune, fortunate, and abundance. While those who don’t tend to focus on deprivation, deservingness, regrets, lack, need, scarcity, and loss.
Gratitude

At School:
- Recognize what other people do for you
- Show appreciation for opportunities
- Express appreciation by saying “thank you” and doing kind things for others.

At Home:
- Saying “please” and “thank you”
- Set aside intentional family time (dinner time, in the car, etc...) to say what you’re thankful for.
- Spontaneous service without tangible rewards
- Donating to others, doing service for others.
ZEST

Strengths of Mind
Approaching life with excitement and energy, a physical and psychological combination of feeling well.

Children with zest exhibit enthusiasm and feel energized. Most children have some thing they are “zesty” about. It’s our job to find out what that is and help them nurture that throughout their lives.
At School:
- Active participation and close listening
- Approach new situations with excitement and energy
  - Invigorating others

At Home:
- Share your passions/interests with your children
- Give concrete examples about what you’re excited for
  - Point out zest in the moment
- Limit screen time
Self Control

Strengths of Mind (work study) and Strengths of Heart (interpersonal)
Controlling one’s own responses so they align with short term and long term goals.

Children with work study self control stick with long term goals and stay focused even if work is perceived to be boring or difficult.

Children with interpersonal self control maintain temper, hold back from interrupting, and respond to situations that are socially appropriate.
Self Control (Work/Study)

At School:
- Coming to class with everything needed to get to work rather than being unprepared
- Remembering and following directions
- Getting to work right away rather than procrastinating
- Paying attention rather than getting distracted

At Home:
- Time management: Get homework done promptly, avoiding temptation/distractions
- Talk about short term/long term goals and what they need to do to achieve them.
Self Control (interpersonal)

At School:
- Remain calm, even if provoked, keeping temper in check
- Allowing others to speak without interrupting
- Being polite, even when stressed or angry

At Home:
- Taking turns with siblings when playing
- Sharing with peers, siblings, parents
  - Listening to directions
  - Using manners
Optimism

Strengths of Will
Being hopeful about future outcomes combined with the agency to shape the future.

Children displaying optimism see bad things that happen as temporary and look for opportunities to change circumstances for the better with new approaches or strategies.

- Make direct connections between one’s power/actions to the future that they desire
- Avoid “catastrophizing” an action or event
Optimism

At School:
Believe effort will improve future
When bad things happen, think about what you can do to avoid it in the future
Stay motivated even when things don’t go well.

At Home:
- Find positive among negative situations
- Rose/thorn or glow/grow about day (listening to others share)
- Recognizing and tracking progress at home
- Ask: “What can I do that is helpful?”
Grit
Strengths of Will
Perseverance and passion towards long term goals

**Children with grit** persist at hard tasks and outperform peers

- Critical strength of successful people
- Complex, related to all the other Personal Success Factors
- More than encouraging children to “try harder”, doesn’t mean never quitting— but quitting responsibly.
Grit

At School:
- Finishing tasks, including tasks that may extend over many weeks
- Staying committed to goals
- Working hard, even after failure or when tempted to quit

At Home:
- Provide new experiences that might be challenging for your child.
- Encourage discipline to practice, be explicit with your high expectations
- Let your children fail- and model resilience
Grit

Scholastic article about raising children with grit

goo.gl/5b8i1F
Curiosity

**Strengths of Mind**

Strong desire to learn or know something, seeking out information for its own sake.

**Curious children** have open minds to new things and are honest about what they do and do not know.

- Source of motivation
- Comes from a belief that there are new things to learn and that the new information is feasible.
Curiosity

At School:
Eagerly explore new things
Asking questions to deepen understanding
Take an active interest in learning

At Home:
- Limit screen time
- Ask open ended questions, answer their questions with questions
- Share your interests and support children to pursue their interests
- Encourage appropriate risk taking
Growth Mindset

- Critical non-cognitive skill for success, closely linked to grit.

- Predictor of academic success and can help narrow achievement gaps
What Does Growth Mindset Look Like and Feel like?
Growth Mindset via Mindset Works

Growth Mindset Check Up Tool (In your resource pack)

- **Fixed Mindset**: You believe your skills and intelligence are set and cannot be changed.

- **Growth Mindset**: You believe your skills and intelligence are things that can be developed and improved.
  - **Common misconception**: Does not imply that every person has the exact same potential in every domain, but that every person’s intellectual ability can always be further developed.
  - More than “don’t ever give up”– We have to convince children (truthfully!) that their best efforts will result in increased ability and that they are learning when something is hard for them to do.
Instilling a Growth Mindset at Home

1. Be mindful of our own mindset and the messages we send with our words and actions to our children.

   What messages do each send?
<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m dumb.</td>
<td>What am I missing?</td>
</tr>
</tbody>
</table>
**Growth Mindset VS. Fixed Mindset**

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is too hard.</td>
<td>This will take a lot of effort.</td>
</tr>
</tbody>
</table>
## Growth Mindset VS. Fixed Mindset

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
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</thead>
<tbody>
<tr>
<td>That person must be smart.</td>
<td>I want to learn his/her strategies!</td>
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</tbody>
</table>
# Growth Mindset VS. Fixed Mindset

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am naturally good at this.</td>
<td>What can I do to keep improving?</td>
</tr>
<tr>
<td>Fixed Mindset</td>
<td>Growth Mindset</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------</td>
</tr>
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<td>That person must be smart.</td>
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</tbody>
</table>
Instilling a Growth Mindset at Home

2. Praise the Process

1. **Person:** If it involves the word you, it’s praise or critique of the person. (“You are so smart” “You aren’t good at __")
2. **Process:** We direct our praise or critique at the process or strategies involved in the process. Focus on what led to the outcome – good or bad. (“Great work on this test. You studied so hard – and asked great questions when you didn’t understand” “This wasn’t your best test score. What can you do next time so you feel more prepared?”)
3. **Outcomes:** Praise or critique is focused on the outcome of the situation. (“You won that game! Let’s celebrate!”)
Instilling a Growth Mindset at Home

3. Be willing to Fail and Eager to Learn from Setbacks

- Speak positively about mistakes: yours and your childrens. This teaches children to see mistakes as part of the process—helping them to take risks and challenging work and own mistakes and failures.
# Recommended Reading For Parents

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Children Succeed</td>
<td>Paul Tough</td>
</tr>
<tr>
<td>Helping Children Succeed</td>
<td>Paul Tough</td>
</tr>
<tr>
<td>Grit</td>
<td>Angela Duckworth</td>
</tr>
<tr>
<td>Mindset: The New Psychology of Success</td>
<td>Carol Dweck</td>
</tr>
<tr>
<td>The Gift of Failure</td>
<td>Jessica Lahey</td>
</tr>
<tr>
<td>The Me Me Me Epidemic</td>
<td>Amy McCready</td>
</tr>
</tbody>
</table>
**Children’s Literature**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giraffes Can’t Dance</td>
<td>Andreae, Giles</td>
<td>The Girl Who Never Made Mistakes</td>
<td>Pett, Mark</td>
</tr>
<tr>
<td>Rosie Revere, Engineer</td>
<td>Beaty, Andrea</td>
<td>The Junkyard Wonders</td>
<td>Polacco, Patricia</td>
</tr>
<tr>
<td>Thanks for the Feedback, I Think?</td>
<td>Cook, Julia</td>
<td>Not a Stick</td>
<td>Portis, Antoinette</td>
</tr>
<tr>
<td>Your Fantastic Elastic Brain</td>
<td>Deak, JoAnn</td>
<td>Everyone Can Learn to Ride a Bicycle</td>
<td>Raschka, Chris</td>
</tr>
<tr>
<td>Incredible You!</td>
<td>Dyer, Wayne</td>
<td>The Dot</td>
<td>Reynolds, Peter</td>
</tr>
<tr>
<td>The OK Book</td>
<td>Krouse Rosenthal, Amy</td>
<td>Ready to Use Resources for Mindsets in the Classroom</td>
<td>Ricci, Mary Cay</td>
</tr>
<tr>
<td>It’s OK To Make Mistakes</td>
<td>Parr, Todd</td>
<td>Beautiful Oops</td>
<td>Saltzberg, Barney</td>
</tr>
</tbody>
</table>
Parent Resources

Readiness Roadmap
http://bealearninghero.org/readiness-roadmap/

www.Mindsetworks.com

www.characterlab.org
Parent Feedback

Please take 5 minutes to complete this survey!

goo.gl/z22bpk
NEXT Parent Engagement Night:
November 9th (5:30-7)
Math and Literacy Nights ECE-5

No childcare provided, as children will be accompanying parents.

Thank you for coming!

More Questions: Ask your child’s teacher or reach out to

Emily Duncan- emily_duncan@dpsk12.org
Growth Mindset Feedback Tool

Growth minded language motivates students to ensure they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about how their process leads to a result so they can understand that their abilities will develop with effort.

Use these language frames in the following situations:

When they struggle despite strong effort
- OK, so you didn’t do as well as you wanted to. Let’s look at this as an opportunity to learn.
- What learning strategies are you using? How about trying some different ones?
- You are not there yet. or, When you think you can’t do it, remind yourself that you can’t do it yet.
- I expect you to make some mistakes, since we’re learning new things. If we examine what led to our mistakes we can learn how to improve.
- Mistakes are welcome here! Our brains grow if we learn from our mistakes.
- You might be struggling now, but you are making progress. I can see your growth (in these places). (Note: Say this only if they’re indeed making progress).
- Yes, it’s tough – we come to school to make our brains stronger! If it were easy you wouldn’t be learning anything!
- You can learn to do it – it’s tough, but you can; let’s break it down into steps.
- Let’s stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your mental effort. It will pay off.

When they are lacking specific skills needed for improvement
- Let me add new information to help you solve this.
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let’s practice this so we can move it from our short-term to our long-term memory.
- Give it a try – we can always fix mistakes once I see where you are getting held up.
- What parts were difficult for you? Let’s look at them.
- Let’s ask [another student] for advice—they may be able to explain it in a new way, suggest some ideas, or recommend some strategies.
- Let’s write a plan for practicing and learning.
- If you make [these specific] changes, we can reassess your score. Let’s discuss a plan for you.

When they are making progress
- Hey, do you realize how much progress you've made?
- That’s a tough problem/task/concept that you’ve been working on for a while. What strategies are you using? They are really working for you.
- I can see a difference in this work compared to your earlier work. You have really grown with ___.
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for a while and you didn’t quit!
- Your hard work is clearly evident in your process/project/essay/assignment.
- Look at how much progress you’ve made so far! Do you remember how difficult this was when you first started?
When they succeed with strong effort

• I am so proud of the effort you put forth.
• I am very proud of you for not giving up, and look what you have to show for it!
• Congratulations – you really used great strategies for studying, managing your time, controlling your behavior, etc.
• I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
• All that hard work and effort paid off!
• The next time you have a challenge like this, what will you do?
• What choices did you make that you think contributed to your success?
• It's exciting to see the difference in your work now when we compare it to your earlier work.
• Doesn't it feel good to master this? How does it feel to master this?
• Are you proud of yourself? Tell me what makes you most proud.

When they succeed easily without effort

• It's great that you have that down. Now we need to find something a bit more challenging so you can grow. That’s what we all come to school to do.
• It looks like your skills weren’t really challenged by this assignment. Sorry for wasting your time!
• I don’t want you to be bored because you’re not challenging yourself.
• We need to raise the bar for you now.
• You’re ready for something more difficult.
• What skill would you like to work on next?
• What topic would you like to learn more about next?
• Could you find two other ways to solve that problem? Solving problems in different ways helps us deepen our understanding and be able to apply it.
• Can you help Billy learn what you've learned? By helping others, we not only contribute to their success, but we also deepen our own understanding.

When they don’t put in much effort and then don’t succeed

• I understand that it may seem daunting at first. How can we break this down into smaller tasks so it’s not so overwhelming?
• What are your goals for this assignment/class/year? How can you make a plan to achieve those goals? What effort will be required?
• It looks like you’re not putting forth much effort. Is this the way you see it? If not, what is it that you are doing, and how can I help you with some new strategies?
• What are the barriers to your success? How can I help you overcome them?
• Remember when you worked really hard for ____ and were successful? Maybe you could try those strategies again.
• If improvement is your goal, it’s going to take effort and practice to get there. Our brains won’t grow if we don’t try hard things.
• What choices are you making that contribute to this outcome? If you want a different outcome, maybe you need to make different choices.
About Mindset Works

Mindset Works was co-founded by one of the world’s leading researchers in the field of motivation, Stanford University professor Carol S. Dweck, Ph.D. and K-12 mindset expert Lisa S. Blackwell, Ph.D. The team translates psychological research into practical programs and services to help students and educators increase their motivation and achievement.

Visit www.mindsetworks.com/free-resources for more growth mindset resources, tools, articles, and lessons.

Contact us at info@mindsetworks.com for information about our programs and services.

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MINDSET CHECK UP

Take a minute or two to answer these questions. There are no right or wrong answers here. Just circle the button that you think works best for you!

**PART #1**

1. You can always change your talent a good amount, no matter how much you have.
   
   disagree big time  |  disagree |  kind of disagree |  kind of agree |  agree |  agree big time

2. I like work the best when it makes me think hard.
   
   disagree big time  |  disagree |  kind of disagree |  kind of agree |  agree |  agree big time

3. I like doing things that I’ll learn from even if I make a lot of errors.
   
   disagree big time  |  disagree |  kind of disagree |  kind of agree |  agree |  agree big time

4. When something is hard, it makes me want to spend more time on it, not less.
   
   disagree big time  |  disagree |  kind of disagree |  kind of agree |  agree |  agree big time

**PART #1 TOTAL**

**PART #2**

5. You can always learn things, but you can’t really change how smart you are.
   
   agree big time  |  agree |  kind of agree |  kind of disagree |  disagree |  disagree big time

6. I like work the best when I can do well without putting a lot of effort in.
   
   agree big time  |  agree |  kind of agree |  kind of disagree |  disagree |  disagree big time

7. I like doing work that I can do perfectly almost all of the time.
   
   agree big time  |  agree |  kind of agree |  kind of disagree |  disagree |  disagree big time

8. When I have to put extra work in it makes me feel like I’m not as good as my peers.
   
   agree big time  |  agree |  kind of agree |  kind of disagree |  disagree |  disagree big time

**PART #2 TOTAL**

**GRAND TOTAL**

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MINDSET CHECK UP

YOUR SCORE

WHAT IT MEANS

8-16
You firmly believe that your talents, skills, and abilities are set traits. These things can’t be changed very much. If you can’t perform really well and look good on a test or project you would rather just not do it. You think that smart and talented people don’t have to work very hard to be good.

17-24
You think that your skills and intelligence probably don’t change much. You like situations where you perform well, are less likely to make mistakes, and don’t have to put in too much effort. You believe that learning and getting better at things should be relatively easy.

25-32
You’re not too sure whether or not you can change your skills and intelligence. Your grades and performances are important to you and so is learning. You’re not the biggest fan of putting in too much effort though.

33-40
You believe that you can develop your skills and intelligence. You really care about learning and don’t mind having to put in some effort to make it happen. Performing well matters to you but you think that learning is actually more important than always scoring well and looking good.

41-48
You totally believe that you can grow and improve your skills and intelligence. You love challenges and know that the best way to learn is by working really hard. You don’t mind making mistakes or looking bad in order to get better.

DID YOU KNOW...
That your mindset can change and develop. If you don’t like where you’re at right now, it’s totally fine - you can change it!

Copyright © Mindset Works, Inc. Used with permission. Access more mindset assessments at: www.mindsetworks.com/assess
Social and Emotional Learning: Strategies for Parents

There are many ways parents can encourage emotionally intelligent behavior in their children. Check out this guide to resources for learning more about character development.

By Edutopia
Edutopia Team

FEBRUARY 22, 2001

Whether it’s called "social and emotional learning" or "emotional intelligence," most people understand it’s critical to pay attention to the development of the whole young person, including character education. Parents have a dual role to play in raising a self-aware, respectful child who knows how to manage his or her emotions, make responsible decisions, and resolve conflicts non-violently. At home, you should strive to create an environment of trust, respect, and support. Remember that modeling "emotionally intelligent" behavior at home is the first step in nurturing emotionally intelligent children. At school, you can work with other members of your school community to create a climate that supports social and emotional learning - in and out of the classroom.

Here are some specific steps you can take to nurture an emotionally intelligent child, and additional resources you can use to learn more about social and emotional learning.

Strategies At Home

Be a good listener. Joshua Freedman (http://jmfreedman.com/) , Chief Operating Officer at Six Seconds (http://www.sixseconds.org) , a nonprofit organization supporting emotional intelligence in families, schools, corporations, and communities, describes listening as a "core competency skill." Unfortunately, it’s not always practiced by parents or children. For a list of strategies and activities for building listening skills, read Freedman’s article on the subject (http://www.kidsource.com/parenting/listening.html) , one of the many useful parenting resources at KidSource Online (http://www.kidsource.com/kidsource/pages/parenting.html).

Model the behavior you seek. Whether it’s apologizing when you’re in the wrong or treating others with respect and kindness, children learn a great deal about relationships from observing the behavior of their parents. In the words of Maurice Elias, co-author of two books on emotionally intelligent parenting, parents should remember the “24K Golden Rule: We should always think about the impact of our actions on kids, and be as particular in what we do with our kids as we would want others to be.
with our kids." Check out an Edutopia interview with Elias about the role of social and emotional learning at home (http://www.edutopia.org/maurice-elias-emotional-intelligence-and-family) , as well as a video of him talking about why SEL should be an integral part of academic life (http://www.edutopia.org/maurice-elias-sel-video). Elias is also a regular blogger for Edutopia on the topic of social and emotional learning (http://www.edutopia.org/spiralnotebook/maurice-elias).

**Nurture your child's self-esteem.** A child with a good sense of self is happier, more well-adjusted, and does better in school. Strategies for fostering self-esteem include giving your child responsibilities, allowing her to make age-appropriate choices, and showing your appreciation for a job well done.

**Respect differences.** Every child has his or her own unique talents and abilities. Whether in academics, athletics, or interpersonal relationships, resist the urge to compare your child to friends or siblings. Instead, honor your child's accomplishments and provide support and encouragement for the inevitable challenges he faces.

**Take advantage of support services.** Seek the advice and support of school counselors or other social services during times of family crisis, such as a divorce or the death of a close friend or family member. Remember that no matter how close you are to your child, she may be more comfortable discussing a troubling family situation with another trusted adult.

**Strategies At School**

**Investigate your school's efforts to support social and emotional learning.** Keep in mind that programs take on many forms and are called by many different names, including character education, leadership, conflict resolution, or peer mediation. Author Elias has identified four ideal components of a school's social emotional learning program: a specific program to support social-emotional learning, problem-prevention and health promotion activities, support services to address transitions, crises, and conflicts, and a commitment to community service. Ask your child, his teacher, and your school principal about activities and programs in each of these key areas.

**Organize guest speakers.** Work with your school's parent organization to identify experts within your community who can speak to parents and teachers about strategies for nurturing emotionally intelligent children.

**Get involved.** Consider volunteering for a school or school district committee responsible for overseeing the implementation of programs to support social and emotional learning. Note: At a district level, these programs are often (though not always) part of a safety or violence prevention department.

**Celebrate diversity.** Work with other parents and school staff to organize programs and events to celebrate and honor the many cultures in your school community.

**Begin the discussion.** If your school does not have any programs around social and emotional learning, work with others in your school and larger community to create what Linda Lantieri (http://www.lindalantieri.org/) , co-founder of the Resolving Conflict Creatively Program (http://esrnational.org/professional-services/elementary-school/prevention/resolving-conflict-creatively-
program RCCP/), director of The Inner Resilience Program (http://www.innerresilience-tidescenter.org/), and a consultant for the Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org) calls a "web of support." Bring together leaders from throughout your community -- businesspeople and law enforcement, parents and educators -- to discuss ways in which your community can make the emotional health and wellness of children a priority.

Additional Resources to Learn More

Collaborative for Academic, Social, and Emotional Learning (CASEL): Ideas and Tools for Working With Parents and Families (http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a24bee4b015cba634391d/1382687934104/schools-families-and-social-and-emotional-learning.pdf). This comprehensive PDF from CASEL's website offers specific tips for what parents can do to support social and emotional learning at home. The packet includes background information about SEL, interviews with parents, and lists of SEL books, organizations, and programs.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL): Family Tools (http://csefel.vanderbilt.edu/resources/family.html). This collaborative project based at Vanderbilt University offers a series of guides for parents of young children on how to help their child identify his or her emotions, build relationships, communicate effectively, and much more.

The Center for Social and Character Development at Rutgers University (http://www.rucharacter.org/page/parent_resource/) features a parent resource page full of links to newsletters, publications, activities, multimedia presentations, and nonprofit organizations that have conducted in-depth research on social and emotional learning.

The EQ for Families (http://www.6seconds.org/tools/curriculum/eq-for-families/) curriculum provides a toolkit for putting on four workshops for parents and caregivers to create more emotionally intelligent families. You’ll find the toolkit, as well as many other useful EI resources, at the Six Seconds (http://www.sixseconds.org) website.


LAST UPDATED: JUNE 2012 BY SARA BERNARD (HTTP://WWW.EDUTOPIA.ORG/SARA-BERNARD)

Source: www.edutopia.org/social-emotional-learning-parent-resources

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The Power of Defeat: How to Raise a Kid With Grit

Want to build a kid who has the strength, character, and drive to succeed in school—and in life? Let him fail. By Jennifer Fink

Learning Benefits

Hover over each Learning Benefit below for a detailed explanation.

Social Skills

Andrew was the best reader in his class. The New York City first grader was two levels ahead and devoured every chapter book he could get his hands on. But Andrew couldn’t ice skate a lick. On a class trip to a local rink, he was embarrassed as other kids whizzed by. After shuffling along the sideboards and falling down a few times, he melted into the ice and sobbed.

Yet a funny thing happened to Andrew (not his real name) the next few times his family hit the rink. He fell down again and again, but each time he picked himself up. Now in second grade, Andrew is the one racing down the ice, and he loves the sport as much as he does reading.

“His frustration was as painful for me as it was for him,” says his mom. “But overcoming it was a remarkable moment for him, one that I remind him about when he is feeling frustrated in other areas. Now he has firsthand experience that the most rewarding achievements are the ones that don’t come easily.”

Bouncing back from failure turns out to be one of the best lessons a kid can learn. In fact, according to Angela Duckworth, Ph.D., a psychologist at the University of Pennsylvania, that skill (along with certain other character traits she calls “grit”) matters more to a child’s ability to reach his full potential than intelligence, skill, or even grades.

“The idea that kids have to get straight A’s in everything and to take advanced classes is misguided,” says Duckworth.

Duckworth has been studying the role character plays in success since 2005. She’s followed adults, West Point cadets, National Spelling Bee champions, and students at elite universities. In every case, she found that grit, not intelligence or academic achievement, was the most reliable predictor of a positive outcome. The kids who won the spelling bee weren’t necessarily smarter than their peers; they just worked a whole lot harder at studying words.

Unlike IQ, which is relatively fixed, grit is something everyone can develop. Sure, some kids are naturally more gritty than others, but there’s plenty you can do to help your child develop the stick-to-itiveness that will help him succeed in whatever he wants to pursue.

Follow our advice and get ready to watch your kid race ahead!

Put a challenge in front of him.

True achievement happens when people bust through boundaries and barriers. If your child never has a chance to triumph over something difficult, she may never develop confidence in her ability to confront a challenge. Taking risks is an important way kids learn.
**Teach It:** Give your child the opportunity to pursue at least one difficult thing, suggests Duckworth. “It has to be something that requires discipline to practice,” she says. The actual activity doesn’t matter as much as the effort; Duckworth’s youngest child tried track, piano, and ballet before settling on gymnastics. “She couldn’t do a cartwheel at first, and had a lot of anxiety about it. Eventually, she got over the anxiety barrier and now she likes them so much that she literally does cartwheels two hours a day.” Encouraging kids to try new things gives them a chance to prove they can do anything.

**Promote perseverance.**
Many of us hold on to the idea that skill comes naturally: that if we’re good—or not good—at something, it’s because we were born that way. The problem with this belief is that it leads many kids to give up on things. Plus, it’s simply not true. Even naturally gifted people have to work hard to hone their ability with hours of practice.

**Teach It:** Try one of Duckworth’s family rules: Don’t Quit on a Bad Day. Giving up the second things get frustrating means you might miss out on something really great—like eventually scoring that winning goal or hearing the roar of applause after a performance. So Duckworth insists that her two girls, ages 9 and 11, follow through on all activities until the end of the season or session. If they choose not to sign up again, so be it. What matters is that they push through the discomfort that’s a natural part of the learning process.

**Be a nudge.**
No one wants to be that mom, the one who pushes her child every step of the way. But it’s OK to let your kids know that you expect them to do their best and to create a structure that will help them do it. When Jill Gawrych’s 10-year-old daughter came home from school excited about the number of laps she’d run during gym, the Jackson, WI, mom asked how the other kids did. “That’s when I realized that she ran only about half as many,” says Gawrych. “It turns out that she ran with a friend to keep her company, which is fine, but we ended up talking about how someone else’s best isn’t always yours.”

**Teach It:** Simply sharing what the expectations are, like Gawrych did, is the first step. But when your child is learning any new skill, athletic, musical, or otherwise, nudging also means scheduling — and insisting on — practice times. “I haven’t yet heard of a kid who is completely self-winding,” Duckworth says. There’s nothing wrong with setting aside a daily practice time. Your child will probably still whine about it, but if you’re consistent, the complaints should decrease over time, and your child may even begin to appreciate the benefits later on (OK, maybe much later on!).

**Welcome boredom and frustration.**
Success rarely occurs on the first try. In fact, there’s usually a pretty long road peppered with all sort of bumps and potholes to navigate along the way. Being confused, frustrated, and sometimes completely bored out of your mind is part of the journey. And when kids understand that learning isn’t supposed to be easy all the time — and that having a tough time doesn’t mean they’re stupid — perseverance comes easier.

**Teach It:** Instead of jumping in with a solution when your child hits a roadblock, see if she can come up with a way around it on her own. Say she’s struggling to build a school project. Resist every urge to do it for her. Then if it’s clear she’s at a loss, talk her through the problem: “It looks like you’re really having a hard time getting that roof to stay in place. What do you think might work instead?” Help her to think through what the steps might be instead of telling her what they are. “It’s so much more powerful for a child to be able to deal with adversity and overcome it,” says Paul Tough, author of How Children Succeed. “What the child takes from that experience is, ‘Hey, I can solve things.’”

**Let him fall — and model resilience.**
Being able to pick himself up from low moments is probably the most important skill a child can learn. Sarah McCoy’s oldest son was devastated when he didn’t do well in a chess tournament. The Eugene, OR, mom tried bucking him up, but eventually just gave him time to feel his negative emotions. “Later, I told him, ‘Chess is mostly a game of skill, but it’s also somewhat a game of chance,’” McCoy says. “I reminded him that it’s possible to be smart and accomplished, and still lose.”

**Teach It:** Share your own struggles. Kids learn from the adults around them, so if you want your children to handle setbacks with grace, model calm and determination in the face of yours. “Lots of parents don’t want to talk about their failures in front of their kids, but that’s denying kids the potentially powerful experience of seeing their parents bounce back,” Tough says. “If they see that adults can mess up and then come back and solve a problem, that’s an important
example they can use.” McCoy takes this advice to heart and reminds her kids all the time that failure is nothing to be afraid of. “All of the most successful people in the world will tell you that it’s about trying again for the 112th time,” she says. “When you give up after a failure, you never get anywhere.”

Topics

**Determination and Perseverance, Humor and Positive Thinking, Pride and Self-Esteem, Resourcefulness, Boredom, Embarrassment, Hobbies, Play, Recreation.**

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**Recommended Products for Your Child**

<table>
<thead>
<tr>
<th>Product Name</th>
<th>Ages</th>
<th>Price</th>
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</thead>
<tbody>
<tr>
<td>The Biggest Pumpkin Ever</td>
<td>5 and Up</td>
<td>$3.19</td>
</tr>
<tr>
<td>MindUP Curriculum, The: Grades PreK-2</td>
<td>3 and Up</td>
<td>$18.74</td>
</tr>
<tr>
<td>David Goes to School</td>
<td>3 and Up</td>
<td>$4.79</td>
</tr>
<tr>
<td>A Bad Case of Stripes</td>
<td>5 and Up</td>
<td>$5.99</td>
</tr>
<tr>
<td>Holes</td>
<td>9 and Up</td>
<td>$6.29</td>
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</tbody>
</table>
The Whole Child and Personal Success Factors: Next Steps

Thank you for attending the Superintendent Parent Forum. We appreciate your input and your continued support and your commitment to reach our vision that every child succeeds. Here are some next steps we encourage you to take to help reach this goal.

Download the materials from the Forum.
The PowerPoint presentations and handouts you received at the Parent Forum will be posted within one week of the Forum on our website at http://face.dpsk12.org. If you need assistance, contact our office at 720-423-3054. There are also materials on the personal success factors that can be found at: http://celt.dpsk12.org/values-based-programs/dps-personal-success-factors/

Share this information with other parents.
Along with this handout, you will receive information about social emotional learning and how personal success factors will help our students succeed. We encourage you to invite other parents at your school to a meeting at the school or other space to learn more. Please feel free to use the materials from the Forum we will provide as you talk with other parents.

Meet with your school’s principal.
Meet with the other parent representatives from your school and make an appointment to meet with your school principal as a team. Share the information you received at the Parent Forum with your principal. Come with recommendations on what your school can do to increase parent engagement. Express your commitment and willingness to work with the administration, school leadership groups and other parents to advance parent engagement at your school.

Connect with other leadership groups.
Talk with your principal about meeting with the other leadership groups: Collaborative School Committee (CSC), PTA, ELA Parent Advisory Committee (ELA PAC), and others. Ask to meet with these groups so you can share the information from this Forum.

Interested in having your school pilot the Personal Success Factors (PSF)
For more information about the Personal Success Factors or to be considered for the PSF work next year contact Kim Price at: Kim_price@dpsk12.org

Online Resources
» Character Lab is a national non-profit that works to help schools develop character in students. They have resources and more information on their website: http://characterlab.org/

» Mindset by Carol Dweck is a book about the importance of the growth mindset. We encourage parents and families to read this book or visit the website for more resources: http://mindsetonline.com/

» Want to learn more about the Whole Child? Visit http://www.wholechildeducation.org/ to learn how this concept will help our students.
Growth Mindset

Growth Mindset versus Fixed Mindset
Mindsets are the beliefs and expectations we have for ourselves and others. A fixed mindset is the belief that that intelligence is static and does not change. A growth mindset is the belief that intelligence can be developed. Research shows that students who hear phrases associated with the growth mindset (“you worked very hard” or “this is a chance to challenge yourself”) are more likely to be successful compared to students who hear phrases associated with the fixed mindset (“you’re very smart” or “you’re a good student”).

EXAMPLES OF GROWTH MINDSET PHRASES TO USE

“My homework is too hard!”
- “Homework is an opportunity to grow.”
- “The brain is a muscle, and homework helps it grow and be stronger.”
- “It may seem hard, but you can push yourself to learn this.”
- “Remember how hard your homework was in first grade? You pushed yourself then and I know that you can push yourself now.”
- “I know you have the ability to do this.”

“I don’t know the answer.”
- “It’s okay not to know something. This is an opportunity to learn.”
- “How could you find out the answer?”

“Look what I did/made!”
- “I like what you did!”
- “Tell me more about it.”
- “How did you do that?”
- “Did you try doing it a different way that didn’t turn out the way you wanted it to?”

“I made a mistake.”
- “Mistakes are a chance for us to learn. What did you learn today?”
- “You tried something new and sometimes that doesn’t work, but it’s important that you tried.”

General Phrases
- “Today is an opportunity to grow!”
- “I see you trying something new/challenging. I’m proud of you!”
- “I really liked your effort on this.”
- “We can always improve!”
- “If you push yourself, you can do amazing work!”
- “Challenges can be rewarding.”
Personal Success Factors

Curiosity
- Eager to explore new things
- Asks questions to learn more
- Takes an active interest in learning

Gratitude
- Recognizes other people’s efforts
- Shows appreciation for opportunities
- Says thank you or does nice things for people

Grit
- Finishes projects even when feeling like quitting
- Sticks with a project or activity
- Stays committed to goals, even after experiencing failure

Optimism
- Believes that effort would improve the situation
- Stays motivated, even when things didn’t go well
- Believes in possibility of improvement

Self-Control
School Work
- Comes to class prepared
- Remembers and follows directions
- Gets to work right away instead of waiting until the last minute
- Pays attention and resists distractions

Interpersonal
- Remains calm even when criticized or otherwise provoked
- Allows others to speak without interrupting
- Is polite to adults and peers

Social Intelligence
- Able to find solutions during conflicts with others
- Cares for others’ feelings
- Adapts to different social situations

Zest
- Actively participates
- Shows enthusiasm
- Approaches new situations with excitement and energy
# Personal Success Factors

## Developing Personal Success Factors With Our Kids Using a Growth Mindset

<table>
<thead>
<tr>
<th>Fixed Response</th>
<th>Growth Response</th>
<th>Success Factor You Can Build</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;You are such a good reader.&quot;</td>
<td>&quot;The way you read with expression really kept me interested.&quot;</td>
<td>Zest</td>
</tr>
<tr>
<td>&quot;You give up on projects too soon.&quot;</td>
<td>&quot;If you keep working hard, I know you can be successful.&quot;</td>
<td>Grit</td>
</tr>
<tr>
<td>&quot;You are so smart.&quot;</td>
<td>&quot;I like that you try to find information.&quot;</td>
<td>Curiosity</td>
</tr>
<tr>
<td>&quot;You may just not be good at math, and that's ok.&quot;</td>
<td>&quot;You can always keep learning, especially when it seems difficult.&quot;</td>
<td>Optimism</td>
</tr>
<tr>
<td>&quot;You're very sweet.&quot;</td>
<td>&quot;I see you being considerate of people's feelings. I think that's very important.&quot;</td>
<td>Social Intelligence</td>
</tr>
<tr>
<td>&quot;You don't appreciate what other people do for you.&quot;</td>
<td></td>
<td>Gratitude</td>
</tr>
<tr>
<td>&quot;You're well-behaved.&quot;</td>
<td></td>
<td>Self-Control</td>
</tr>
<tr>
<td>&quot;You got your homework done really fast.&quot;</td>
<td></td>
<td></td>
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<tr>
<td>&quot;Let me show you how to do it...&quot;</td>
<td></td>
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</tbody>
</table>