


## Welcome Cabin John families!



**Before we begin, consider how you do or would respond to:**

- your child earning a 100% on an essay
- your child failing to turn-in a science lab report
- your child coming in first in a swim meet
- your child not being named to a major role in the play
- your child recognizing he/she is not a math person


Mr. Zachary Brandt  
English Department  
Accelerated and Enriched  
Instruction Support Teacher

Mrs. Kelley Knox  
English Department Chair  
Seventh Grade Team Leader

Mr. David McCutcheon  
World Studies Department  
Seventh Grade Team Leader

## Have you ever noticed your student struggle with...

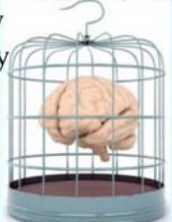
- persistence / GRIT
- risk-aversion
- autonomy
- motivation
- reflection
- self-regulation



Why do my kids look like this when ask what they did in school today?

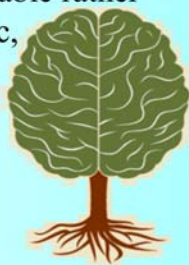
### Those with a Fixed Mindset tend to believe...

intelligence and talents are innate qualities determined at birth or a very young age and can only be minimally improved



### Those with a Growth Mindset tend to believe...

intelligence and talents are malleable rather than static, innate qualities



## How can we identify whether our children or we perceive situations with a Fixed or Growth Mindset?

	Fixed Mindset <small>Do you believe your ability can't change?</small>	Growth Mindset <small>Do you believe your ability can improve with hard work?</small>
<b>Challenges</b> <small>do you...</small>	Avoid	or Embrace
<b>Obstacles</b> <small>do you...</small>	Give Up	or Persist
<b>Effort</b> <small>is it...</small>	Fruitless	or Important
<b>Criticism</b> <small>to you is it...</small>	Destructive	or Constructive
<b>Success of Others</b> <small>do you treat it as ...</small>	Threat	or Inspiration

## Why Mindset? Understanding the Research

Changes in Fixed and Growth Mindsets Across Grade Levels

Grade	Fixed Mindset	Growth Mindset
K	n/a	100%
1	10%	90%
2	18%	82%
3	42%	58%

### Study of Impact on Achievement Gap Aronson, Fried, Good (2002)

- control versus study group
- study group showed drastic achievement gains
- achievement gains particularly true for African American students

### Gender Gaps in Math Good, Aronson, Inzlicht (2003)

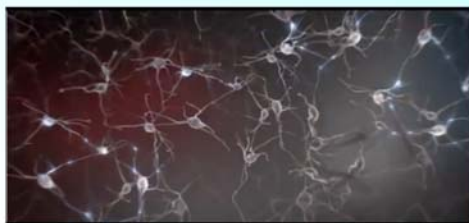
- control versus study
- adolescents in study group received training in brain research
- math and verbal achievement increased significantly
- girls in the study group compared to the control narrowed the gender gap in math

### Study of Motivation Blackwell, Trzesniewski, Dweck (2007)

- control versus study group
- students transitioning to seventh grade
- those that saw intelligence as malleable outperformed those that did not
- gap increased over two years
- those with previously similar achievement separated along mindset

**Various studies over the past decade have indicated:**

- the brain rewires itself through practice
- **teaching students the physiology of learning drastically improves their academic success**
- the brain can be taught to effectively handle stress, develop empathy, and alter our habits



**Teaching Brain Research**

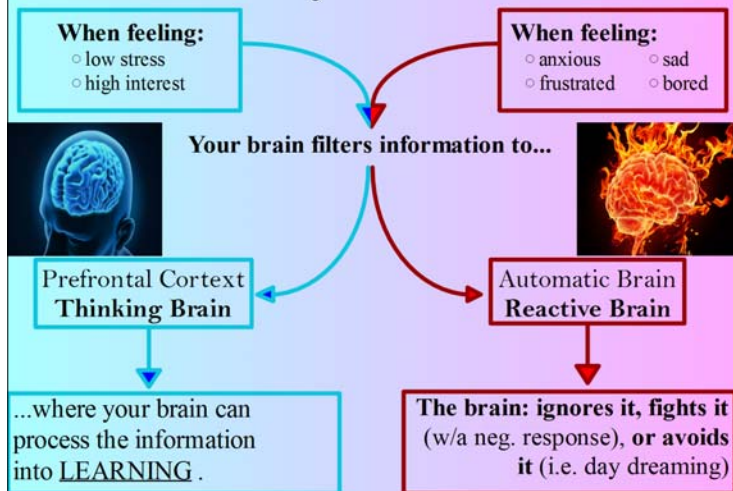
- neurons / neural pathways
- neuroplasticity
- thinking & reactive brain
- RAS, limbic system, dopamine
- tangible choices to improve cognition
- metacognition



**Promoting Growth Messages**

- take risks
- welcome challenge
- think critically
- learn from mistakes
- embrace feedback/criticism
- play with strategies
- persevere (GRIT)

**Sensory Information**



**Digesting Mindset Theory**

**Setting a Purpose:**

- Watch with your interactions with your child in mind.
- What sounds or looks familiar to you?
- How can this impact your approach to your child's efforts?
- How can we impact your child's / our students' views of risk, failure, and learning?



**How can families help their students?**

- **Focus your praise and feedback on your child's effort, preparation, resilience, etc. (i.e., factors within their control).**
- **Re-define failure and success**
- **Actively acknowledge how you respond to:**
  - your purposeful and unintentional communication
  - your achievements
  - others' achievements
  - your frustrations
  - your setbacks

