

WELCOME!

As you enter the session....

Please pick up and read the case study about “Tyler”, and a copy of the Growth Mindset Checklist.



Empowering Students with Disabilities with a Growth Mindset toward College and Career Readiness



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Growth Mindset Introduction



Growth Mindset Basics: <http://trainugly.com/growth-mindset-hub/>

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Session Outcomes

You will be able to:

- Demonstrate knowledge and understanding of the model of self-determination and growth mindset and evidence-based strategies that can be implemented to promote self-determination.

How you will do this:

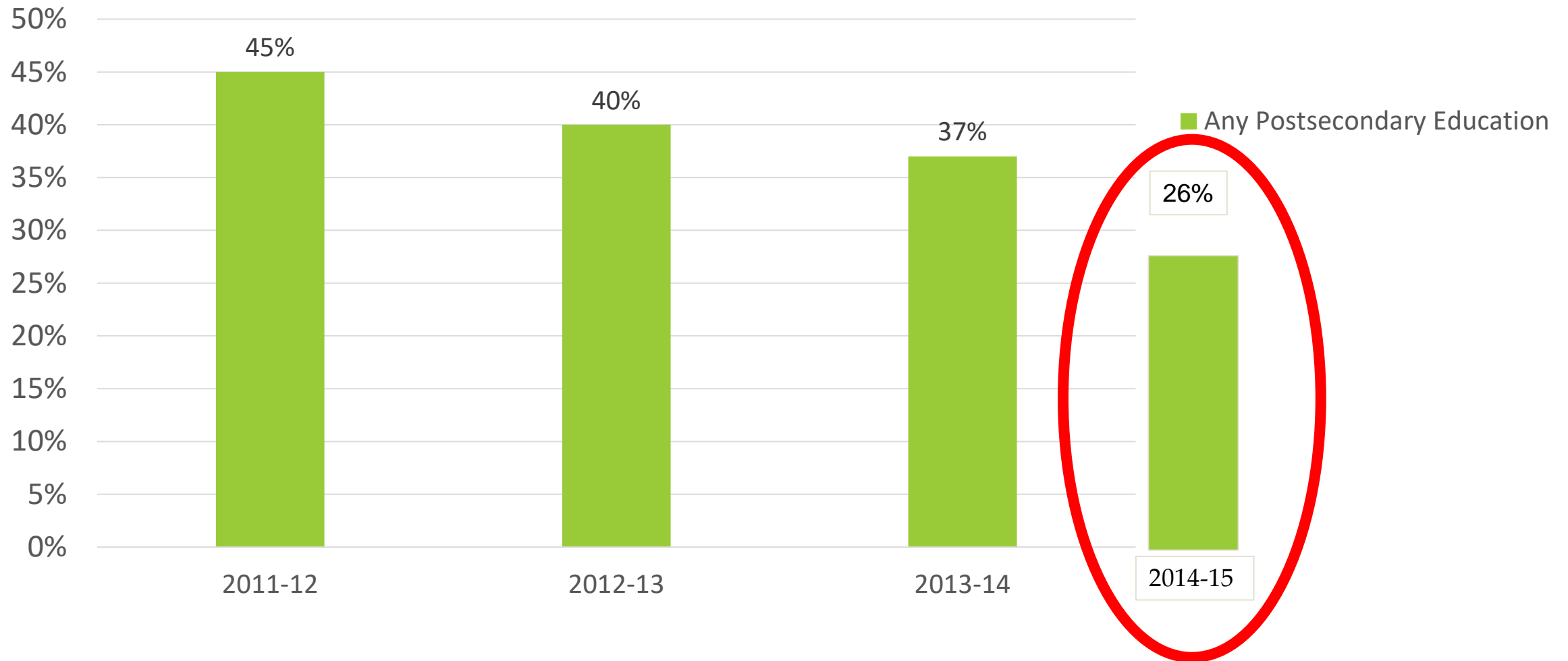
- Identify and apply self-determination and growth mindset strategies to a case study.

We will know you have learned this by:

- Sharing with the group the strategies identified.

One Year Post High: College Enrollment

What do you notice?



Soft Skills for College Readiness

- Self-advocacy
- Responsibility
- Self-management
- Communication
- Teamwork and collaboration
- Critical thinking and problem solving
- Study skills
- Comfort with technology
- Tolerate ambiguity
- Comfort with diversity
- Innovation and critical thinking
- Ability to work independently
- Ability to follow directions
- Have personal goals
- Be engaged

Nelson, V. "Soft Skills, Strong Success: Fifteen Skills for College Readiness." College Parent Central.

<https://www.collegeparentcentral.com/2011/12/soft-skills-strong-readiness-fifteen-skills-your-student-needs-to-be-college-ready/>

College and Career Readiness Framework

The framework consists of six domains:

- Academic engagement
- Mindset
- Learning process
- Critical thinking
- Interpersonal engagement
- Transition competencies

Stanford University Research

A research study, conducted by Dr. K. Sun in 2015, suggests that what teachers **do** in the classroom is more important than their **beliefs** when it comes to helping students develop a growth mindset.

- **Students were more likely to have a GROWTH mindset in classrooms where teachers:**
 - Focused praise and encouragement on process and strategy
 - Asked students to explain their thinking
 - Created the norm that all could contribute
- **Students were more likely to have a FIXED mindset in classrooms where teachers:**
 - Focused on speed and accuracy
 - Only gave students one chance to submit work for a grade

Growth Mindset Student Outcomes

Impact of a Growth Mindset Intervention

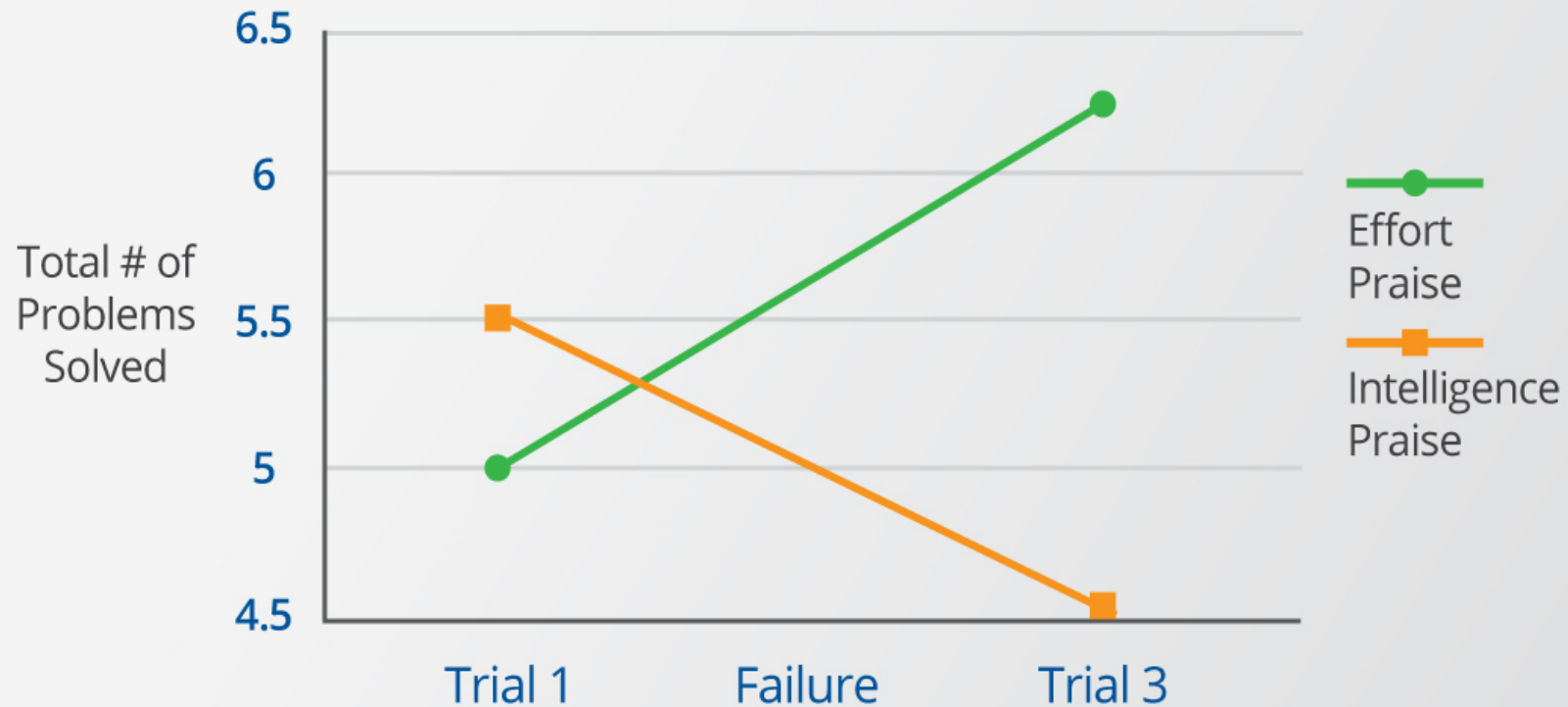
Math Grades Before & After Intervention



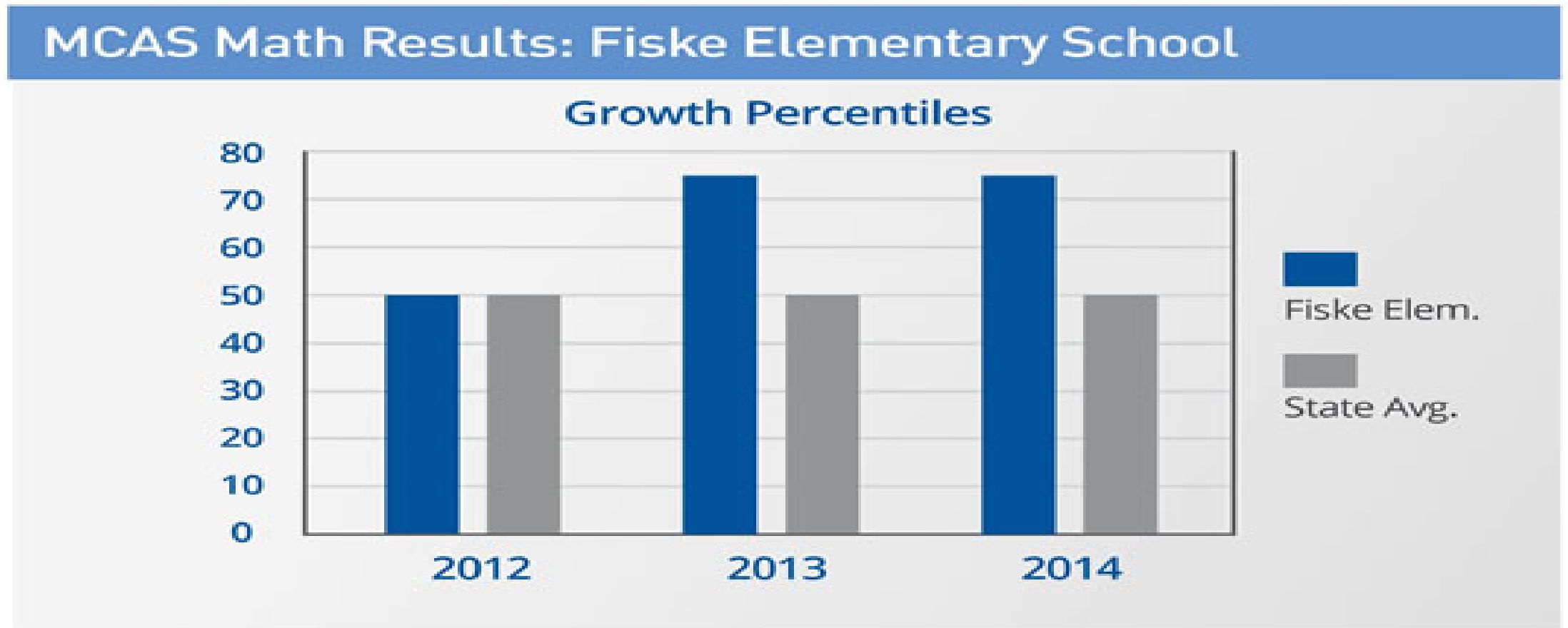
Blackwell, Trzesniewski & Dweck (2007) *Child Development*

Growth Mindset Impacts

The Impact of Praise on Performance After a Failure



Growth Mindset Impacts (cont.)



Mindset

PERSISTENCE

Effort

MOTIVATION

Perseverance

Grit/Tenacity

Value

Tyler



How can we empower Tyler to have a growth mindset?

What kinds of strategies would you use to help Tyler develop a growth mindset?

Mindset Lesson Plans

- <https://www.mindsetworks.com/Free-Resources/>
- Growth Mindset Introduction Lesson 1 (w/ videos)-
<https://www.smore.com/ydvwt>
- Middle School Lesson Plans-
https://www.mindsetkit.org/static/files/YCLA_LessonPlan_v10.pdf
- High School Lesson Plans-
<https://www.schoolonwheels.org/programs/growth-mindset/>

Mindset - Strategies

- Educators believe (and teach students) that failure is a problem-solving strategy: “I tried it that way, but it didn’t work; then we tried it another way.”
- Schools implement dropout prevention strategies to help students complete high school.
- Teaching Growth Mindset lessons: (resources)

youcubed.org

<https://www.khanacademy.org/resources/parents-mentors-1/helping-your-child/a/growth-mindset-lesson-plan>

Mindset - Strategies

- Students participate in academic and nonacademic (i.e., extracurricular and community based) settings.
- Educators divide content into shorter, more manageable chunks and frequently review previously taught material.
- Students critique peers' work – <https://www.youtube.com/watch?v=hqh1MRWZjms>

Mindset - Strategies

- Set achievable micro-goals to encourage students' consistent, incremental progress.
- Praise students' efforts as opposed to their intelligence.
- Help students focus on and value the process of learning.
- Design classroom activities that involve cooperative rather than competitive or individualistic work.

(Downloaded on 2/10/16 from <https://www.edsurge.com/news/2014-10-24-4-ways-to-encourage-a-growth-mindset-in-the-classroom>)

Growth vs. Fixed Mindset

Mindset: The New Psychology of Success (2007), Carol Dweck

Growth Mindset: “your basic qualities are things you can cultivate through your efforts”.

Fixed Mindset: you believe “that your qualities are carved in stone”.

- Two different implicit beliefs about intelligence and potential.
 - People believe that intelligence is either malleable or fixed
 - Which ever you adopt dramatically affects the way you lead your life

Teacher praise can cause students to think in fixed or growth ways.

Praising Intelligence vs. Effort

http://oagct.org/wp-content/uploads/Praise_Motiva_Fix_Growth7-2-13.pdf

| Praise Intelligence - Fixed Mindset | Praise Effort – Growth Mindset |
|--|--|
| What we say when we praise intelligence or talent: | What we can say to praise effort or process: |
| “Wow, that’s a really good score. You must be smart at this.” | “Wow, that’s a really good score. You must have tried really hard.” |
| You are such a good artist!” You made an A on that test. I am so proud of your grade! | You really studied for your English test, and your improvement shows it. You read the material over several times, outlined it, and tested yourself on it. That really worked! |
| The B is great but if you try harder, I bet you could make an A. | I like the way you tried all kinds of strategies on that math problem until you finally got it |
| ‘Good job!’ “You made the highest grade on the test, you must be so proud.” | I like that you took on that challenging project for your science class. It will take a lot of work—doing the research, designing the machine, buying the parts, and building it. You’re going to learn a lot of great things. |
| | “All right, that was too easy for you. Let’s do something more challenging that you can learn from.” |
| “You just need to work harder.” “You will do better next time.” | “I liked the effort you put in. Let’s work together some more and figure out what you don’t understand.” “When we studied famous people like Edison, he failed 1,000 times but with effort and persevered he figured it out!” |

Strategies to Lay a Foundation of Growth

- Establish high expectations—not just high standards—to increase motivation in students.
- Create a risk-tolerant zone and tell students that the amount of progress they make is more important than how they compare to others.
- Give feedback that focuses on process—the things students can control, such as effort, challenge-seeking, and persistence—not on their personal traits or abilities.
- Introduce students to the concept of the malleable mind and explain how the brain changes with learning.
- Resources: <http://larryferlazzo.edublogs.org/2012/10/13/the-best-resources-on-helping-our-students-develop-a-growth-mindset/>

Mindset

- Sense of belonging
 - Fostering trust between adolescents and adults in academic and nonacademic settings.
 - Extracurricular engagement as an opportunity for students to act on their preferences, strengths, and interests.
- Growth mindset
 - Opportunities to practice.
 - Learn from mistakes/progress.



Self Determination

- “To be self-determined is to endorse one’s actions at the highest level of relection. When self-determined, people experience a sense of freedom to do what is interesting, personally important and vitalizing.”

Edward Deci and Richard Ryan
www.selfdeterminationtheory.org

- “One’s ability to define and achieve goals based on a foundation of knowing and valuing oneself”

Field & Hoffman, 1994
<http://www.beselfdetermined.com/>

A Cyclical Model of Self-Determination



2BSD

Self Determination cont.



Self Determination cont.



Self Determination cont.



ACT

- Take risks
- Negotiate
- Communicate
- Deal with conflict & criticism
- Access resources & support
- Be persistent

Self Determination cont.

EXPERIENCE OUTCOMES & LEARN

Compare outcome to expected outcome

Compare performance to expected performance

Realize success

Make adjustments

Self Determination leads to...

Increased intrinsic motivation



Greater resiliency



Increased happiness



Improving Self-Determination Skills

- Student driven IEP process
- Collaborate with general education teachers
- Teach students to self-monitor self-determination skills with opportunities to practice
- Conduct age-appropriate transition assessments

Improving Self-Determination, cont.

- Provide opportunities for students to develop self-awareness
- Foster the development of students' leadership skills.
- Expect and support students to make many routine choices.
- Work collaboratively with students to facilitate achievement of their goals.

Tyler



With your partner discuss strategies you could use to empower Tyler with a growth mindset.

What kind of mindset does Tyler have?

What strategies will help him develop or increase a growth mindset?

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Resources

Students Talking About Mindsets

- https://youtu.be/gxwf_YnJHFY?list=UUqlO6k1IrYFljETut5i-dWA

NTACT: Effective Practices and Predictors

<http://transitionta.org/effectivepractices>

Effective Practices and Predictors Matrix

[Effective Practices and Predictors \(PDF / Printable List\)](#)

EVIDENCE



Evidence-Based Practices

- demonstrates a strong record of success for improving outcomes
- uses rigorous research designs
- adheres to indicators of quality research

[View Evidence-Based Practices](#)

RESEARCH



Research-Based Practices

- demonstrates a sufficient record of success for improving outcomes
- uses rigorous research designs
- may adhere to indicators of quality research

[View Research-Based Practices](#)

PROMISING



Promising Practices

- demonstrates some success for improving outcomes
- may use rigorous research designs
- may adhere to indicators of quality research

[View Promising Practices](#)

UNESTABLISHED



Unestablished Practices

- demonstrate limited success for improving outcomes
- is based on unpublished research, anecdotal evidence, or professional judgment

[View Unestablished Practices](#)

References

- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child development*, 78(1), 246-263.
- *Mindset: The New Psychology of Success* (2007), Carol Dweck
- Nelson, V. "Soft Skills, Strong Success: Fifteen Skills for College Readiness." College Parent Central.
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Instructions for taking
notes in this pdf
document electronically
for the session:

- Open the PDF in Adobe Reader
- In the top right hand corner it has a tab that says "Fill and Sign"
- Under that option click on add text.
- Click spot on PDF that you would like to add text
- Begin typing
- There is a bar that pops up at the top that says "Add Text" this bar allows you to alter text size, font, spacing, etc.