

WHAT IS A GROWTH MINDSET?

- Developed by Dr. Carol Dweck, psychologist who has been researching the way we learn for 30 years.
 - Incorporates positive psychology and principles of neuroplasticity
- Mindset is described as “the view you adopt for yourself”, and it can profoundly affect the way you lead your life
- Two types of mindset and how those mindsets view ability:
 - A **fixed** ability that needs to be proven
 - A **changeable** ability that can be developed through learning
- Fixed Mindset: abilities and talents are fixed, cannot be changed – you are born with a certain amount
- Growth Mindset: people have limitless potential to learn and grow

Fixed Mindset	Growth Mindset
Defined by failure	Motivated by failure
Intelligence, abilities and qualities are set in stone	Intelligence, abilities and qualities can be shaped over time
Success is about proving you're smart or talented	Success is about stretching yourself to learn something new
Avoid Challenge	Seek out and thrive on challenge
Effort is bad – means you are not smart or talented	Effort is what makes you smart or talented



Fixed Mindset vs **Growth Mindset**
Carol Dweck

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

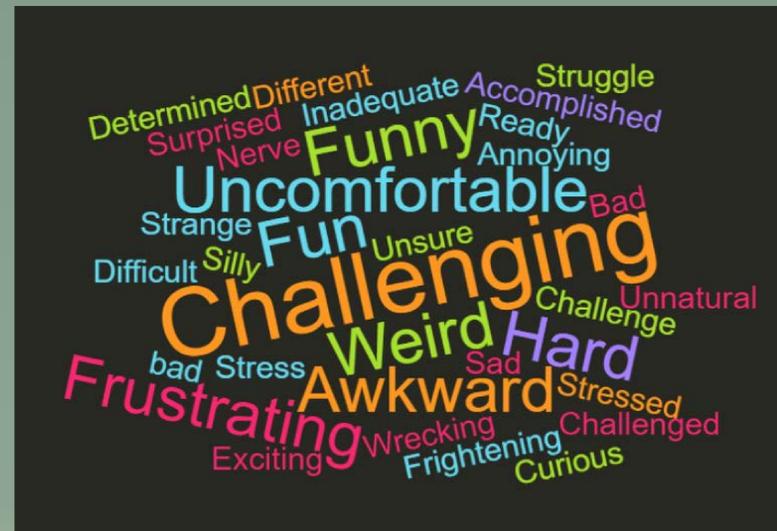
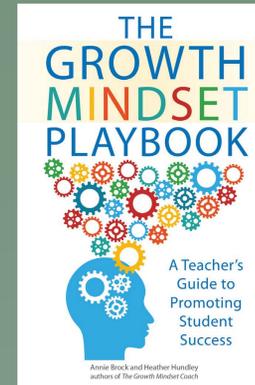
BENEFIT OF A GROWTH MINDSET FOR STUDENTS

- See failures and challenges as opportunities for learning and growth
- Individuals with growth mindset are more resilient than those with fixed mindset when faced with setbacks or obstacles
- Can help motivate students when struggling in college
- Frustration when things are hard, such as adjusting to new diagnoses or challenges, is part of learning and normal
- Can allow students to be more open to disclosing their disability, using accommodations, and accepting their challenges

ACTIVITIES TO BUILD A GROWTH MINDSET

We have adapted activities from The Growth Mindset Playbook, as they were designed for younger students

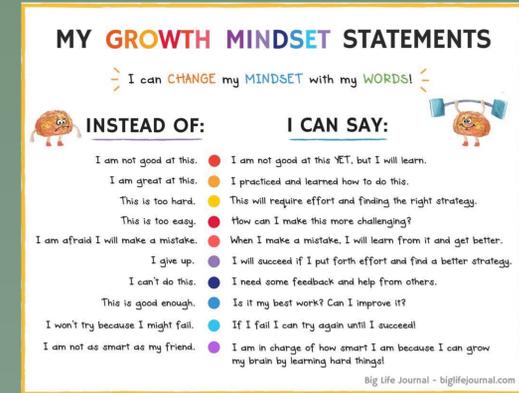
- Start with a survey to assess their growth and fixed mindsets
- Give background on growth mindset theory, research, depending on student interests and understanding
- Resources for videos on the theory/science:
 - Classdojo.com
 - Youtube: videos of Dr. Dweck giving talks, 'The Power of Belief – Mindset and Success' by Eduardo Briceno
- Our Changing Brains – have students engage in a variety of activities using both their dominant and non-dominant hand
 - Students pay attention to how it feels when using their non-dominant hand
 - Create a word bubble or figure with these feelings
 - This is how it feels to learn something new – it's supposed to be hard! With practice, it will get easier



- Responding to fixed mindset triggers: identify fixed and growth mindset ways of thinking, practice changing a fixed mindset to a growth mindset
- Planning for Failure: since failures can often send us down the path of a fixed mindset, make a plan for potential failures to keep your growth mindset voice strong

GROWTH MINDSET AND DISCLOSURE

- Many of our students struggle with disclosing their disability in higher education or at work, especially if their disability or challenges are recently acquired.
- Teaching students a growth mindset can help facilitate their willingness to disclose and utilize accommodations
- Accommodations can be seen as strategies to facilitate their learning
- Turn fixed mindset voices about disclosure/accommodations into growth mindsets



MY GROWTH MINDSET STATEMENTS
I can CHANGE my MINDSET with my WORDS!

INSTEAD OF:

- I am not good at this.
- I am great at this.
- This is too hard.
- This is too easy.
- I am afraid I will make a mistake.
- I give up.
- I can't do this.
- This is good enough.
- I won't try because I might fail.
- I am not as smart as my friend.

I CAN SAY:

- I am not good at this YET, but I will learn.
- I practiced and learned how to do this.
- This will require effort and finding the right strategy.
- How can I make this more challenging?
- When I make a mistake, I will learn from it and get better.
- I will succeed if I put forth effort and find a better strategy.
- I need some feedback and help from others.
- Is it my best work? Can I improve it?
- If I fail I can try again until I succeed!
- I am in charge of how smart I am because I can grow my brain by learning hard things!

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HOW TO IMPLEMENT A GROWTH MINDSET

- Start by looking at your own mindset – are you demonstrating a growth mindset for students? Do you have a growth mindset about their abilities?
- Incorporate growth mindset ways of thinking when working with students
 - Set high standards for all students
 - Frame failures or setbacks as an opportunity for learning
 - When giving feedback, praise efforts instead of outcomes
 - Encourage students to try a new strategy when something isn't working
- Have students engage in activities described to learn about growth mindset
 - Lots of good resources and videos online as well
 - Explain the science behind a growth mindset for students who will understand and appreciate these details
- Point out when students are saying things with their fixed mindset voice – and help them reframe their thinking into a growth mindset voice
 - Use the power of yet – “I can't do this...yet”

REFERENCES

- Brock, A., & Hundley, H. (2016). The growth mindset coach: A teacher's Month-by-Month handbook for empowering students to achieve. Berkeley, CA: Ulysses Press.
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