

Dr. Cheryl Chase

Social-Emotional Challenges of Learning and Attention Issues: Learned helplessness and a growth mindset

Kirtland Schools
2018

chasing your potential

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An Educational Portal

- Social-Emotional Challenges of Learning and Attention Issues
- The Power of the Parent
- The Power of the Teacher
- The Power of the Student
- The Power of the Community

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Learned helplessness is behavior typical of an organism (human or animal) that has endured repeated painful or otherwise aversive stimuli which it was unable to escape or avoid. After such experience, the organism often fails to learn escape or avoidance in new situations where such behavior would be effective.

-- Wikipedia

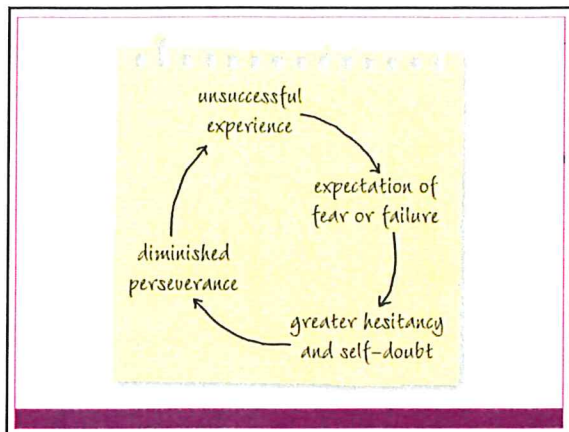
Seligman

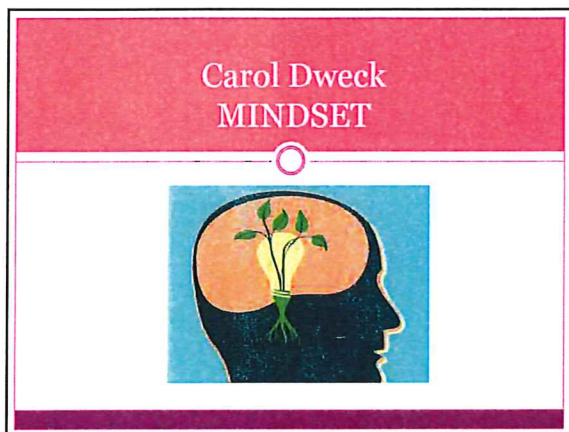
Explanatory style





	BAD EVENTS	GOOD EVENTS
OPTIMISTIC EXPLANATORY STYLE	Bad events are temporary Bad events are specific Blame other people / circumstances for bad events	Good events are permanent Good events are universal Credit themselves for good events
PESSIMISTIC EXPLANATORY STYLE	Bad events persist Bad events are universal Blame ourselves for bad events	Good events are temporary Good events are specific Credit other people / circumstances for good events

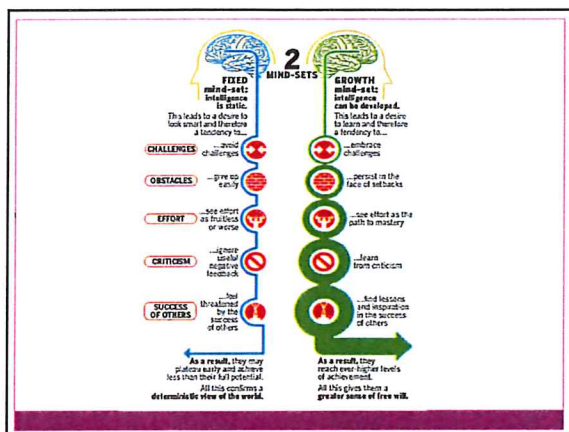




MINDSET

- Your beliefs about yourself and others
- MINDSETS effect US AND OUR STUDENTS. What is your mindset? What are the mindsets of our students?
- Think BOTH participants as we move forward

Mindsets	
Fixed	Growth
<p>Abilities are fixed</p> <ul style="list-style-type: none"> • Effort = bad at • No effort = good at • HIDE struggles and challenges • If it don't come easy, better let it go 	<p>Abilities are moldable</p> <ul style="list-style-type: none"> • Effort + ability = success • We can develop our abilities • Challenges are opportunities to grow • Hard working 'man'



What Kind of Mindset Do You Have?

Growth Mindset

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.

Fixed Mindset

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.

Credit: The Mindset by Carol Dweck © 2012 See them @dweck.com

Dweck's findings

- Helpless children:
 - Attribute failure to lack of ability
 - Employ ineffective strategies when working on problems
 - Report feeling negatively while working
 - Expect to do poorly
 - Ruminates about irrelevant matters
 - Fall apart when they encounter failure
 - Do not benefit from prior successes

Creating growth-mindset environments



1. Acknowledge fixed mindsets

- We are all a mix of fixed and growth mindsets and probably always will be.
- To ban fixed mindsets will likely create false growth mindsets.
- Be aware of where you are fixed, and where you are growth and challenge your own areas of fixed nature – in YOURSELF and your students.

2. Raise awareness about mindsets

- In your family, classroom, school, among parents
- For example, new research is showing intellect, for example, is moldable. Many brain functions we thought were fixed are now seen more like a muscle; they can be strengthened with effort and hard work
- Dweck's Brainology program

<http://www.mindsetworks.com/free-resources/>

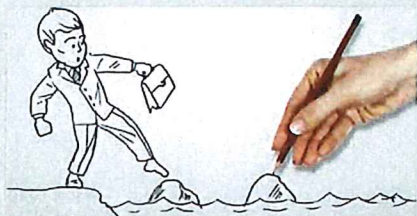
3. Normalize the struggles

- Try: "I've been working really hard to find something super challenging for you because you all have been growing so much." This gives them the right balance of praise for all their effort, plus encouragement to keep working hard.
- Help them focus on strategies by asking questions such as, "What can we do to tackle this challenge?" "What can we do when we're feeling stuck?" These questions presume that students will feel stuck, which is a natural part of learning. Students are no longer preoccupied with whether they will get the right answer immediately, but rather on how they will uncover understanding even when they get stuck.

4. Wait/ give them time

- Too often, when we experience or see struggle, we want to move past it. It's uncomfortable to watch someone struggle, and it's uncomfortable to experience it yourself. But that's the good stuff.
- Instead of moving past the struggle, spend more time in it — seeking it, delighting in it, and celebrating it. As "teachers", we should be looking for those moments where we get to see our children in their sweet spot, about to get there! Help children recognize the struggle and seize it as a learning opportunity. Don't steal that weight from them just as they are about to reach the top by scaffolding too heavily. Let students get there themselves as you spot them and cheer them on.

5. Set a culture that values taking risks



6. Teach students to articulate their thinking

- Focus students on their learning process and growth, rather than their performance.
- Teach them to be prepared to explain their thinking with concrete evidence (text evidence in reading; strategy evidence in math).
- Justifying, and then being open to critique, require a level of vulnerability that can only be developed with a growth mindset. Again, within the context of trust.
- When we cultivate a classroom that justifies and critiques, we are cultivating a class of students who are curious, engaged, and eager to learn from feedback.

7. Encourage students deliberately

WOOPS


- Not everybody is good at math. Just do your best
- Great effort. You did your best.

BETTER CHOICE


- When you learn how to do a new kind of math problem, it grows your math brain!
- It isn't about getting it right away. It is about understanding step by step. What might you try now?

8. Harness the power of “yet”

- “I’m not good at math.....”
- “I’m not good at math YET!!”
- SMART PEOPLE WORK HARD!!!!
- TALENTED PEOPLE WORK HARD!!!!




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