Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed

Website: www.debbiesilver.com
FB: www.facebook.com/drdebbiesilver
Self-Efficacy
It influences:

**SELF-EFFICACY AFFECTS**
- The **choices** we make
- The **effort** we put forth (how hard we try)
- Our **perseverance** (how long we persist when we confront obstacles)
- Our **resilience** (how quickly we recover from failure or setbacks)

Albert Bandura (1925 -) popularized the term *self-efficacy*. He defines it as the part of our "self system" that helps us to evaluate our performance. Perceived self-efficacy refers to one's impression of what one is capable of doing. This comes from a variety of sources, such as personal accomplishments and failures, seeing others who are similar to oneself, and verbal persuasion.

Verbal persuasion may temporarily convince people that they should try or avoid some task, but in the final analysis it is one's direct or vicarious experience with success or failure that will most strongly influence one's self-efficacy. For example, a teacher may "fire-up" her students before a standardized test by telling the kids how great they are, but the enthusiasm will be short-lived if the test is completely beyond their ability or their perceived beliefs that they can actually do well.

People with high-perceived self-efficacy try more, accomplish more, and persist longer at a task than people with low perceived self-efficacy. Bandura speculates that this is because people with high-perceived self-efficacy tend to feel they have more control over their environment and, therefore, experience less uncertainty.
Zone of Proximal Development...ZPD

Zone of Proximal Development, an idea developed by Lev Vygotsky over one hundred years ago, seeks to define the process through which students effectively learn in cooperation with a teacher.

A student’s Zone of Proximal Development, or ZPD, is defined as the student’s range of ability with and without assistance from a teacher or a more capable peer. On one end of the range is the student’s ability level without assistance. On the other end of the range is the student’s ability level with assistance.

A classroom that makes the best use of all of its students’ ZPDs should follow the following guidelines:

1. The teacher should act as a scaffold, providing the minimum support necessary for a student to succeed. The idea is to assist without denying the student’s need to build his or her own foundation. The challenge for the teacher, then, is to find the optimal balance between supporting the student and pushing the student to act independently. To effectively scaffold the student, the teacher should stay one step ahead of the student, always challenging him or her to reach beyond his or her current ability level. However, if instruction falls outside of the zone (above or below a student’s ZPD), no growth will occur.

2. To effectively scaffold students within their ZPDs, a teacher should also have an awareness of the different roles students and teachers assume throughout the collaborative process. The roles roughly resemble the following:
   - teacher modeling behavior for the student
   - student imitating the teacher’s behavior
   - teacher fading out instruction
   - student practicing until the skill is mastered.

What lies behind us and what lies in front of us are but tiny matters as compared to what lies within us.

—Ralph Waldo Emerson
SCAFFOLDING INSTRUCTION GUIDELINES

Teachers can use many proven effective teaching strategies including the following:

1. Assessing accurately where the learner is in knowledge and experience.

2. Relating content to what the learner already knows or can do.

3. Giving examples of the desired outcome and/or showing the learner what the task is as opposed to what it is not.

4. Breaking the larger outcome into smaller, achievable tasks with chances for feedback along the way.

5. Giving students a chance to orally elaborate ("think out loud") their problem-solving techniques.

6. Using appropriate verbal clues and prompts to assist students in accessing stored knowledge.

7. Recognizing specific vocabulary that emerges from the exploration of the unit (emphasizing its meaning within the context of the lesson).

8. Regularly asking students to hypothesize or predict what is going to happen next.

9. Giving students time and opportunity to explore deeper meanings and/or to relate the newly acquired knowledge to their lives.

10. Providing time for students to debrief their learning journey and review what worked best for them.
STEPS IN DELIBERATE PRACTICE

■ Remember that deliberate practice has one objective: to improve performance. “People who play tennis once a week for years don’t get any better if they do the same thing each time,” Ericsson has said. “Deliberate practice is about changing your performance, setting new goals and straining yourself to reach a bit higher each time.”

■ Repeat, repeat, repeat. Repetition matters. Basketball greats don’t shoot ten free throws at the end of team practice; they shoot five hundred.

■ Seek constant, critical feedback. If you don’t know how you’re doing, you won’t know what to improve.

■ Focus ruthlessly on where you need help. While many of us work on what we’re already good at, says Ericsson, “those who get better work on their weaknesses.”

■ Prepare for the process to be mentally and physically exhausting. That’s why so few people commit to it, but that’s why it works. (Pink, 2009, p. 159)

Attribution Theory

- Task Difficulty
- Luck
- Innate Ability or Talent
- Effort

External (Controlled by other than Self)
- Task Difficulty
- Luck
- Innate Ability or Talent

Internal (Controlled by Self)
- Effort
STRATEGIES TO COMBAT LEARNED HELPLESSNESS

1. Help students understand that everyone has problems, fears, failures, and self-doubt. Share stories about people like those who have overcome similar or even harsher circumstances.

2. Help learners attribute their success or lack of it to internal rather than external causes and show them how they have power over the results.

3. Treat students’ successes as though they are normal, not an isolated example or a fluke.

4. Help learners seek alternate paths to success when they encounter a roadblock or setback.

5. Help students learn the difference between hard work and strategic effort.

6. Continually reinforce the idea that the students can work on things within their control, like effort and choices, and they can always control those parts of her life.

7. Concentrate on improvement rather than on a finite goal. Give continual feedback on progress toward the goal.

8. Keep the learner operating in the zone of proximal development. Tasks that are too easy or too difficult will squash motivation.

9. Help students understand that intelligence and talent are not permanent entities. They can be incrementally improved in everyone.

10. Use feedback that is specific, constructive, and task specific.

“Praise should deal, not with the child’s personality attributes, but with his efforts and achievements” – Haim Ginott
Implicit Personality Theory
Dr. Carol S. Dweck, Stanford University

Fixed Mindset (Entity Theory)

• Either I am smart or I am not.
• One is born with a certain amount of intelligence.
• Smart is making no mistakes, going fast, and about the outcome being perfect.
• Failure is not an outcome, it is an identity.
• If I fail, people may realize I was/am an imposter, and I am not as good as they think I am.
• So if I fail, I might not just be judged, but I might also be unworthy of love.

“Constructive means helping the child to fix something, build a better product, or do a better job.” -- Carol Dweck

Growth Mindset (Incremental Theory)

• A belief that effort is a positive, constructive force.
• Development and progress is important – not just the product or achievement.
• One can substantially change, stretch, and grow, and that is desirable.
• Brains can become “bigger.” Challenge is good!
• Being on a learning edge is the smart thing to do.
Why Is It Hard to Promote a Growth Mindset?

- Larger society has said for a long time that, “Success is about being more gifted than others, that failure does measure you, and that effort is for those who can’t make it on talent.”

- We don’t talk about vulnerability and struggle as good things. We are an instant-success society. Good job! Great! Way to go!

- We have told our students they can be anything they want to be, and that is simply not the whole truth!

- The media gives us an unrealistic view of success with all the “instant stars.” (Reality TV, etc.)

- It is hard to work with an individual who is struggling or trying to cope.

- We don’t value and acknowledge risk-taking enough.

When Do You Feel Smart?

**Growth Mindset:**
“When it’s really hard, and I try really hard, and I can so something I couldn’t do before”

“When I work on something a long time and start to figure it out.

*For them it’s not about immediate perfection. It’s about learning something over time: confronting a challenge and making progress.*

**Fixed Mindset:**
“It’s when I don’t make any mistakes.”

“When I finish something fast and it’s perfect.”

“When something is easy for me, but other people can’t do it.”

*It’s about being perfect right now!*
Implicit Personality Theory

**Fixed Mind-set**

**Challenges:**
-- avoid challenges

**Obstacles:**
-- give up easily

**Effort:**
-- see effort as fruitless or worse

**Criticism:**
-- ignore useful negative feedback

**Success of others:**
-- feel threatened by the success of others

**Growth Mindset**

**Challenges:**
-- embrace challenges

**Obstacles:**
-- persist in the face of setbacks

**Effort:**
-- see effort as the path to mastery

**Criticism:**
-- learn from criticism

**Success of others:**
-- find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

As a result, they reach ever-higher levels of achievement.
Helping Kids Grow Their Mindsets

• Strive to deliver the message, “You’re a developing person, and I’m interested in your development.” NOT “You have permanent traits, and I’m judging them.”

• Remember that praising children’s intelligence or talent sends a fixed-mindset message. Focus on the processes they used -- their strategies, effort, or choices.

• Remember that constructive criticism is feedback that helps the child understand how to fix something. It’s not feedback that labels or simply excuses the child.

• Help children set goals. Remember that having innate talent is not a goal. Expanding skills and knowledge is.

• Lowering standards does NOT raise a student’s self-esteem. Neither does raising standards without giving students ways of reaching them.

• Great teachers believe in the growth of talent and intellect and are fascinated by the process of learning.
LIST OF RELATED CITATIONS

FALL DOWN 7 TIMES, GET UP 8: TEACHING KIDS TO SUCCEED

PRESENTED BY DR. DEBBIE SILVER


