

FIGURE 5.7:
**STRATEGIES TO ENCOURAGE
GROWTH MINDSETS**

- ◆ **OBSERVE, LISTEN, AND OFFER FEEDBACK ABOUT EFFORT AND PROCESS.**
Listen to students to denote their perception of their ability or intelligence. What are they saying about their success or lack of accomplishment? Respond positively to their efforts. Model and implement change if a fixed mindset emerges.
- ◆ **EXPLORE EXAMPLES OF FAMOUS PEOPLE EXHIBITING EFFORT.**
Help students access anecdotes about famous people who were not always regarded as able learners and had to struggle at something before they mastered it. Einstein, for example, swore he was slow to learn and had to ponder the same questions for years. That proved to be an excellent strategy.
- ◆ **SHARE BRAIN-BASED LEARNING.**
Some students are quite fascinated by brain and learning development. Help them access interviews and information about a growth mindset to develop applications for themselves and peers.
- ◆ **ADVOCATE THAT EASY IS BORING.**
Portray easy tasks as boring and useless to the brain. For example, a student proudly announced: "That was easy!" Her teacher responded: "Oh, I am sorry I didn't plan better for you. Something is easy once you know how! So easy is cheating yourself out of opportunities to continue to grow and learn. Let's plan something interesting that is more challenging for you."
- ◆ **COMPARE PREASSESSMENTS AND SUMMATIVE ASSESSMENTS.**
Use preassessments so students can compare those results with their improved performance on post assessments and prove to themselves that it was their effort that produced achievement and growth. As a student compares a preassessment with final results, ask: "How are you changing as a learner?"
- ◆ **INCORPORATE *NOT YET* WHEN WORKING WITH STUDENTS.**
Frequently use the language of *Not Yet* (Johnston, 2012). Whenever students say, "I'm not good at this," or they say they don't understand a concept, add: "Not yet." This simple verbal change has powerful consequences and conveys the idea that ability is fluid and depends upon the situation. *Not yet* switches children's thinking from negative ability to positive action, emphasizing that learning is in-progress. *Not yet* promotes a growth mindset.