Engaging Youth In Supported Struggle

Steph Love
Field Consultant

Trevor Davies
Senior Manager

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The Forum is committed to changing the odds that all children and youth are ready for college, work and life.

We connect leaders to ideas, services and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources.

We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.
is the proud home of...

Helps leadership groups build broader partnerships, set bigger goals, use data better and implement bolder strategies.

Builds quality improvement systems to strengthen practices and programs serving young people.

Supports state and local policy leaders.

Mobilizes action by and for young people.

Works to expand economic mobility and close the opportunity gap in America.
Agenda

• Welcome
• Opening Activity
• Central Ideas
• Practice (Break in the middle!)
• Application
• Implementation
• Reflection & Closing
Objectives

As a result of this training participants will be able to:

• Compare and contrast growth and fixed mindsets
• Apply key strategies to promote a growth mindset in youth
• Assess language for common pitfalls of growth mindset
• Create an implementation plan that applies key growth mindset strategies to support youth in their programs
Housekeeping

• This workshop is a pilot – we appreciate your feedback and flexibility as we test it out!
• Please silence your cell phones
• On your table you will find the worksheets for this session
• Please take care of yourself – eat, stretch, etc.!
Landing Activity
Landing Activity

High Five Partner

What is one of your greatest accomplishments?

Was it easy or difficult? Why?
Landing Activity

Low Five Partner

Share a time you gave up on something or were disappointed in the outcome.

How did it feel? Why?
Landing Activity

First Bump Fireworks Partner

Share something you learned from struggling or not having immediate success.
Landing Activity

Gone Fishing Partner

What is something you feel like you have never and will never be good at?

Or...what is something which you think you are a natural? Have you always felt this way?
Opening Activity: HELIUM POLE
In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.

Carol Dweck, Mindset: The New Psychology of Success
Growth Mindset

• Intelligence/ability can change as the result of effort, perseverance, practice and using effective strategies
• Extensive research of Carol Dweck and others
• Brain science: brain literally grows, changes through use—like strengthening muscles
• Everybody has both growth and fixed mindsets
# Comparing Growth and Fixed Mindsets

<table>
<thead>
<tr>
<th>GROWTH MINDSET</th>
<th>FIXED MINDSET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence can grow as a result of using your brain</td>
<td>You are either born with it or you are not—intelligence &amp; talent can’t be changed</td>
</tr>
<tr>
<td>Desire to learn what I don't already know. Challenge is fun.</td>
<td>Don’t want to do something that makes me look dumb. Avoid challenge.</td>
</tr>
<tr>
<td>Find inspiration in success of others</td>
<td>Threatened by success of others</td>
</tr>
<tr>
<td>Learn from criticism</td>
<td>Threatened by criticism; ignore it.</td>
</tr>
<tr>
<td>If I keep at it, I can succeed.</td>
<td>Success is something out of my control.</td>
</tr>
</tbody>
</table>

Carol Dweck
Adapted from slide by Transforming Education
Pitfalls & Equity

• Include a slide here that refers back to the growth vs. fixed mindset table with the addition of an “equity” column?
# Comparing Growth and Fixed Mindsets

<table>
<thead>
<tr>
<th>GROWTH MINDSET</th>
<th>FIXED MINDSET</th>
<th>PITFALL, EQUITY ISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence can grow as a result of using your brain</td>
<td>You are either born with it or you are not—intelligence &amp; talent can’t be changed</td>
<td>Blame the victim: Toxins, nutrition, stress, racism, lack of enrichment also impact intelligence.</td>
</tr>
<tr>
<td>Desire to learn what I don't already know. Challenge is fun.</td>
<td>Don’t want to do something that makes me look dumb. Avoid challenge.</td>
<td>Learned helplessness.</td>
</tr>
<tr>
<td>Find inspiration in success of others</td>
<td>Threatened by success of others</td>
<td>Are the others like me? Can I be like them?</td>
</tr>
<tr>
<td>Learn from criticism</td>
<td>Threatened by criticism; ignore it.</td>
<td>Stereotype threat—stress that criticism reinforces stereotype</td>
</tr>
<tr>
<td>If I keep at it, I can succeed.</td>
<td>Success is something out of my control.</td>
<td>Some things are not in my control, structural racism etc.</td>
</tr>
</tbody>
</table>
Build Relationships

• Know where/when young people will struggle to appropriately scaffold
• Know the external influences that impact growth mindset (including trauma)
• Remember keys to success are in the young person’s control (strengths)
• Build trust so youth feel safe making mistakes
Support Struggle

• Plan with youth in mind
• Design the struggle into the activity with scaffolding and appropriate challenge
• Create a "mistakes safe" environment
• Respond via strategic circulation
  • Emotional support
  • Practical support
Use Encouraging Language

• Power of “Yet” – I can’t do this...yet! I’m not good at math...yet!
• Encourage process/effort/struggle vs outcome/intelligence
• Your brain can grow
• Utilize youth centered language over adult centered language
STRATEGY BRAINSTORM

With your group dive in to your strategy by:

- Reviewing the descriptions of ways to implement this strategy
- Describing the benefits of the practice for your program and students
- Preparing to share what you learned with your colleagues
SKIT TIME!

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Debrief & Sharing

• What did you notice about the staff members language? Who was the focus?
• How did the young people react to the staff member?
• What did you notice about the youth’s language?
• How did they feed off each other?
• Do you believe this supports a growth mindset?
Rephrase

Rewrite the adult quotes in the script.

Adult Centered/Fixed Mindset

rewrite as

Youth Centered/Growth Mindset
Break!
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Case Study Questions

• What are the observed/anticipated youth behaviors?
• What may be the underlying need or cause?
• What can we do about it in the moment to promote growth mindset?
• What can we do differently next time to support struggle from the outset for that young person or group?
Avoid The Pitfalls

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Avoid the pitfalls

• Start with yourself – model growth mindset
• Provide scaffolding when needed
• Supportive language is not enough
• Trauma affects learning – build trust ("People don't care what you know until they know that you care.")
• Don’t over-state growth mindset ("You can do anything you set your mind to.")
At each station you will:

• Describe the **benefits** of the practice for your program and students

• Identify any **pitfalls**

• Share **ideas** for what this will look like in practice in your program
Your Turn, Your Program

• Think of a young person or two in your program (or your program as a whole)

• Make a specific plan for using the 3 strategies to support them:
  • Build Relationships
  • Support Struggle
  • Use Encouraging Language
Reflection: Note to Self

• Think back to what you shared during the landing activity.
  • What’s one of your greatest accomplishments? Was it easy or difficult? Why?
  • Share a time you gave up on something or were disappointed in an outcome. How did it feel? Why?
  • Share something you learned from struggling or not having immediate success.
  • Do you believe you have a growth or fixed mindset? Have you always felt this way?

• How will you leverage your own growth mindset in applying this work moving forward?
Evaluation

• You will get a full evaluation via e-mail, but we’d love your quick thoughts!
• Remember: This is a pilot! We will be using the feedback for final product to roll out in the fall.
ARCHIVED SLIDES
Stay Connected

- Presentation materials will be posted online at [http://www.readyby21.org/nmagenda](http://www.readyby21.org/nmagenda)
- Tweet about your session! #rb21
- Find resources and tools at the new [forumfyi.org](http://forumfyi.org)!
SEL Foundations

Social Cluster

Emotion Cluster

Cognitive Cluster

Learning, Initiative and Problem Solving
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What is Supported Struggle?
Key Researched Concepts

- Growth Mindset\(^1\)
- Learning Edge, Zone of proximal development \(^2\)
- Struggle and mistakes with responsive staff practices \(^3\)
- Scaffolding \(^4\)

1 Growth Mindset concept pioneered by Carol Dweck
2 Zone of Proximal Development—L Vygotsky
3 SEL Challenge
4 Wood, Bruner, Ross (1976)
Zone of proximal development

- More knowledgeable other
- Social interaction
- Scaffolding

Learning Edge

- Pushed to the edge of their comfort zone and competence
INSERT MASLOV’s Hierarchy of Needs SLIDE
Supportive Strategy 3: Plan with youth in mind

• Intentionally observe, take notes even
• Know the youth’s strengths, abilities, triggers
• Develop trust fir
• Plan scaffolding: sequenced, right-sized chunks of learning
• Plan, practice GM language
Cognitive Development

21st Century (Soft) Skills
Social-Emotional Learning
Physical Health & Fitness
Academic Skills

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Pyramid of Program Quality

YOUTH ENGAGEMENT
- Plan
- Make choices
- Reflect

PEER INTERACTION
- Lead and mentor
- Be in small groups
- Partner with adults
- Experience belonging

SUPPORTIVE ENVIRONMENT
- Encouragement
- Skill building
- Active engagement
- Welcoming atmosphere

SAFE ENVIRONMENT
- Psychological and emotional safety
- Program space and furniture
- Emergency procedures
- Healthy food and drinks
- Physically safe environment
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Social Competencies

Cognitive Competencies

Emotional Competencies

Problem Solving

Initiative

Empathy

Emotion Mgmt.

Teamwork

Responsibility

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