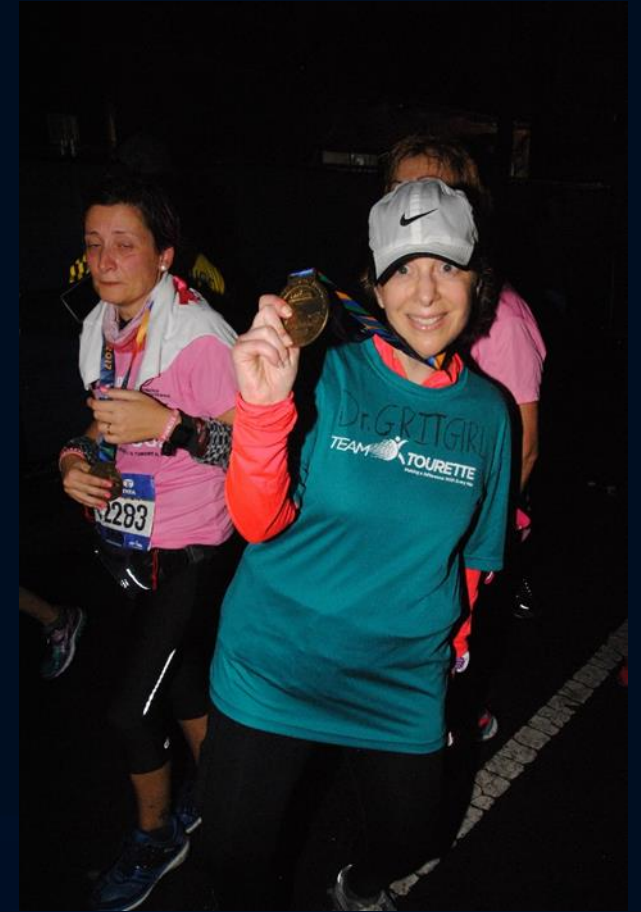


DEVELOPING GRIT, SELF-CONTROL, AND A POSITIVE MINDSET: THE KEYS TO SUCCESS

PRESENTED BY: DR. CAREN BARUCH-FELDMAN
RIDGEWOOD PUBLIC SCHOOL
FEBRUARY 28, 2018

I KNOW A LITTLE BIT ABOUT
GRIT, SELF-CONTROL, AND A POSITIVE MINDSET...
PERSONALLY AND PROFESSIONALLY



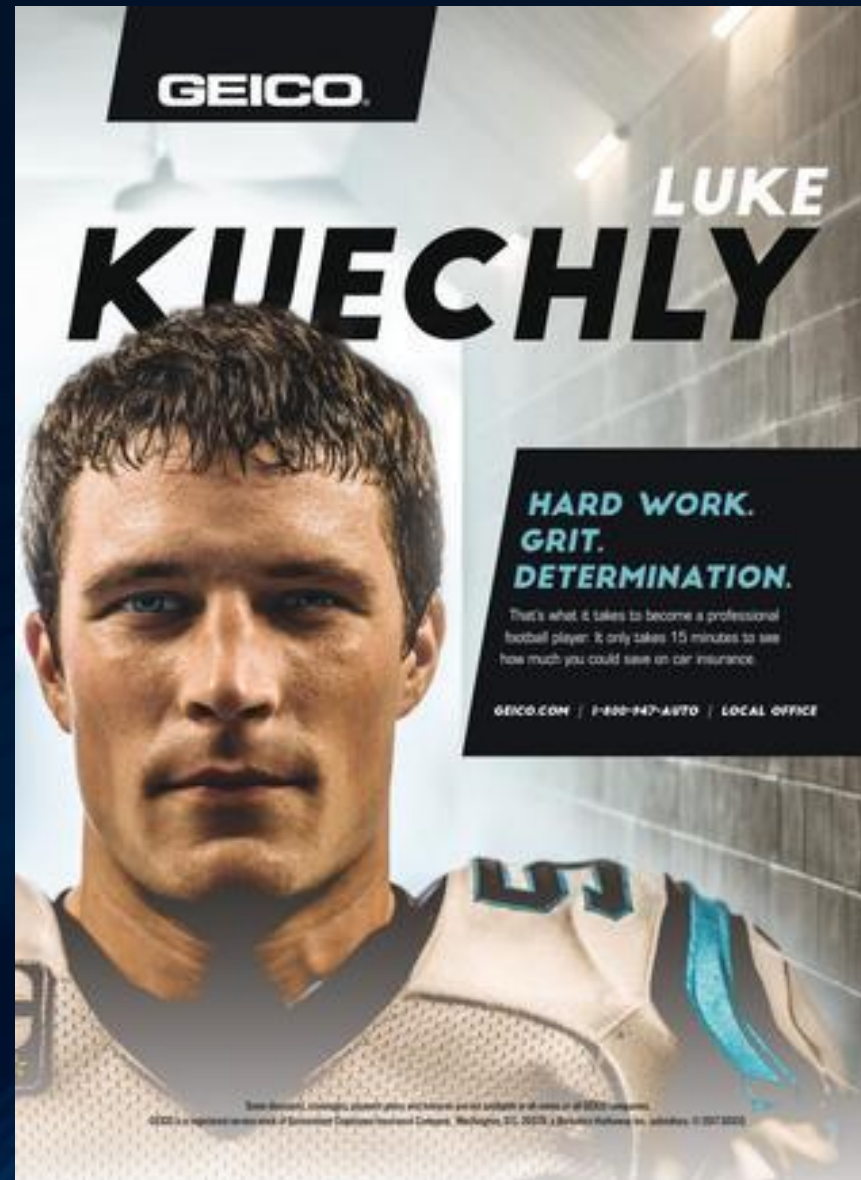
GOALS

1. Teach you the latest research about grit, self-control, and a positive mindset.
2. Discuss ways to grow these qualities in our children.



GRIT HAS
BECOME VERY
TRENDY. There
is even a GEICO
ad.

“Grit. Determination. That’s what it takes to become a professional football player. It only takes 15 minutes to see how much you could save on car insurance.”



GEICO

LUKE
KUECHLY

**HARD WORK.
GRIT.
DETERMINATION.**

That's what it takes to become a professional football player. It only takes 15 minutes to see how much you could save on car insurance.

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WHAT GRIT IS NOT!

The grit that is in your teeth- unpleasant effort that is associated with drudgery.

- Telling kids to just buckle down with no support.



WHAT IS GRIT?



Grit is "perseverance and passion for long-term goals." (Definition by Dr. Angela Duckworth).

EXPANDING AND ELABORATING THE DEFINITION

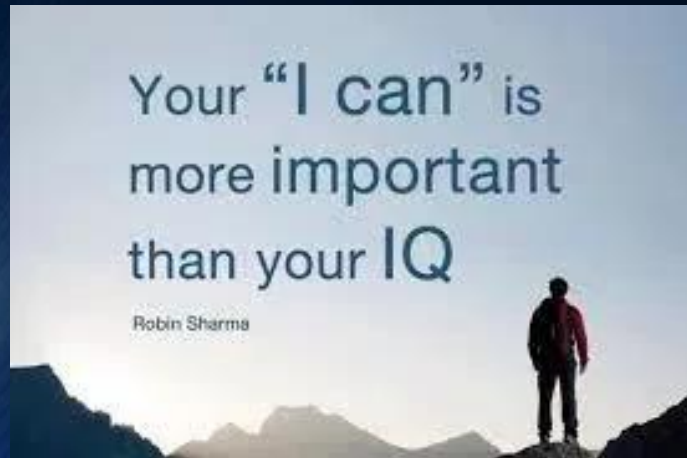
- MEANINGFUL
- GRITS
- SMART
- Strive for perseverance and not perseverant behavior



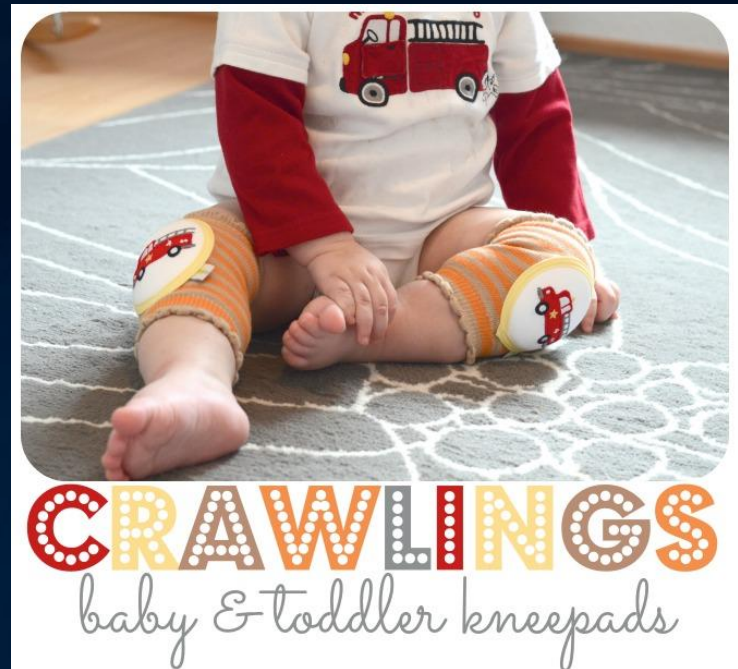
- A combination of having "sitzfleisch", "chutzpah", and "being a mensch".

WHY IS GRIT IMPORTANT?

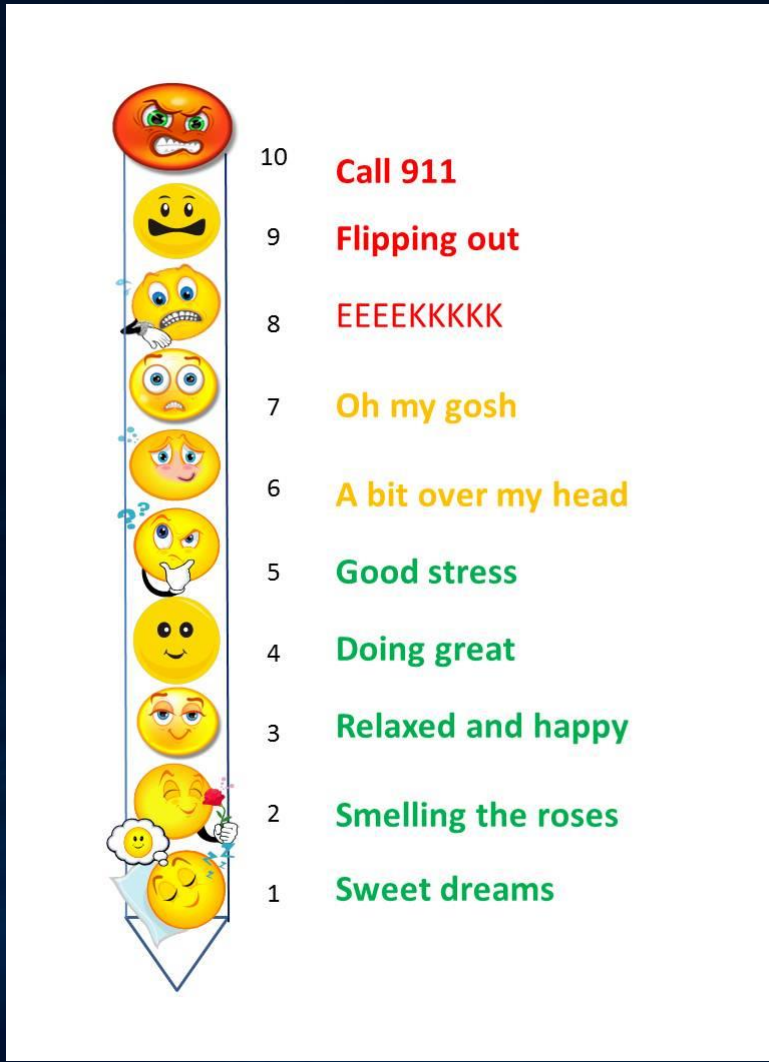
Explains success in life **independent of, and beyond,** what talent and intelligence contribute.



WHY SO
IMPORTANT
TODAY?
THE PARENTS



WHY SO IMPORTANT TODAY? THE KIDS



<https://www.youtube.com/watch?v=AYwCkCecwNY>



WHY SO
IMPORTANT
TODAY?

THE 21st CENTURY
WORLD



IF SO IMPORTANT,
WHY IS IT SO
HARD?

**WE ARE OF TWO
MINDS** with a bias towards
now, the concrete, and laziness.



GOOD NEWS...IT'S TEACHABLE

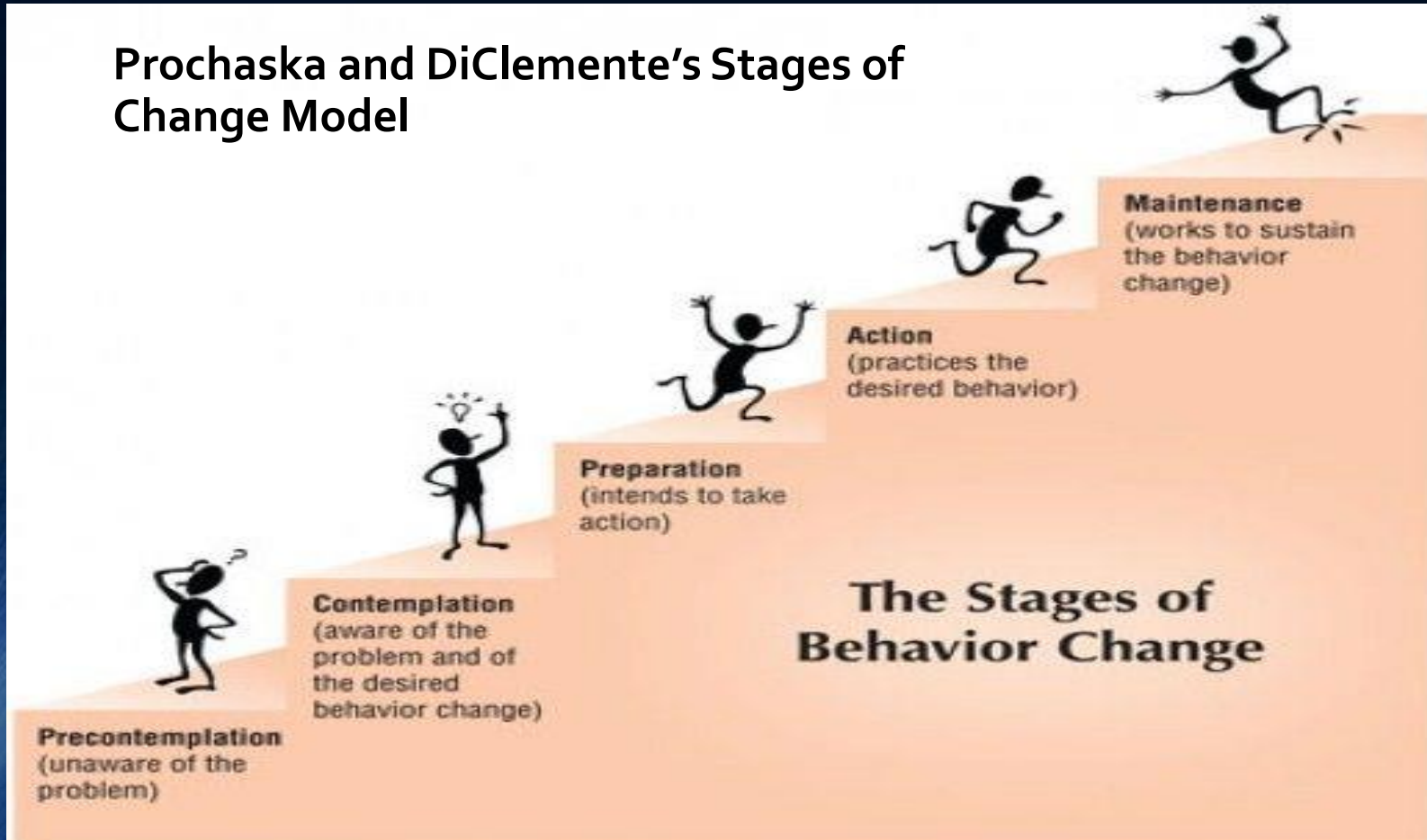


HOW DO WE TEACH?

Motivational Interviewing

TEACH

Prochaska and DiClemente's Stages of Change Model



Sources: Grimley 1997 (75) and Prochaska 1992 (148)

HOW DO WE TEACH? KEEP THIS FORMULA IN MIND

Believe in the importance of the goal.

Feel that the effort or cost needed is worth it.

Believe that the likelihood of achieving the goal is high.



HOW DO WE
TEACH?

CHANGE MINDSET
CHANGE BEHAVIOR
BUILD YOUR GRIT TEAM



TEACH

MAKING IT ABOUT "YES!"

Intrinsically
motivating

"Get to" or a "want
to" rather than a
"have to"

Fun!



<https://www.youtube.com/watch?v=2lXh2noaPyw>

PASSION AND PURPOSE: SPEED DATING FOR PASSION & PURPOSE

Exercise: Discuss with your partner what you feel **passionate about** and what gives your life **meaning and purpose**.



<https://inspired.fb.com/activities/speed-dating-with-purpose>

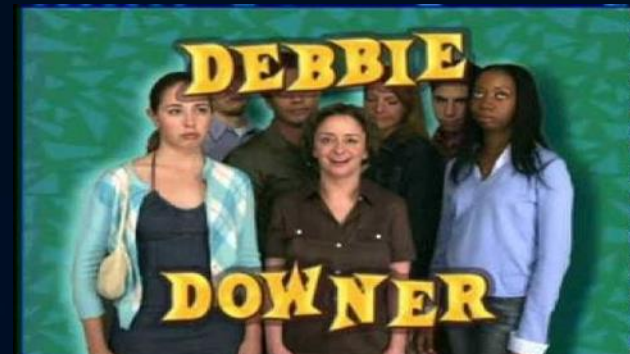


DEVELOPING AN OPTIMISTIC MINDSET (DR. MARTY SELIGMAN AND DR. ALBERT ELLIS)

MINDSET

WATCH OUT for the PROBLEMATIC P'S

- From Personal to Situation
- From Pervasive to Keep Small
- From Permanent to A Moment in Time



GROWING A GROWTH MINDSET (Carol Dweck)

People with a **growth mindset** believe that their ability and brain can grow with effort.

People with a **fixed mindset** believe their abilities are “fixed.”



MINDSET

THE POWER
OF...

YET



[HTTPS://WWW.YOUTUBE.COM/WATCH?V=XLEUVZV
UVAS](https://www.youtube.com/watch?v=xleuvzvuvav)

REFRAMING FAILURE

Times of adversity
are times of growth.

<https://www.youtube.com/watch?v=3aDXM5H-Fuw>

FAIL
[F] FIRST
[A] ATTEMPT
[I] IN
[L] LEARNING

The Iceberg Illusion

MINDSET

Success is an iceberg



SUCCESS!

WHAT PEOPLE SEE

Persistence



WHAT PEOPLE DON'T SEE

Failure



Dedication



Sacrifice



Hard work



Good habits



Disappointment



@sylvia duckworth

BEHAVIOR

IT ISN'T WHAT WE SAY OR
THINK THAT DEFINES US, BUT
WHAT WE DO.

ANDREW DAVIES

BEHAVIOR

S.M.A.R.T. GOALS

Specific

Measureable

Attainable

Relevant

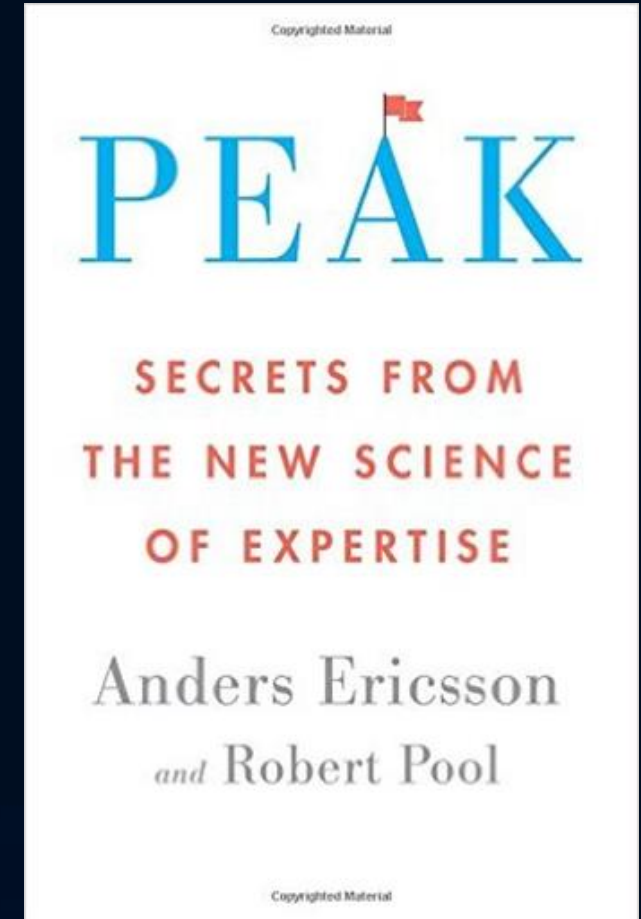
Time Sensitive

Commit to S.M.A.R.T
GOALS (George Doran)



DELIBERATE PRACTICE (DR. ANDERS ERICSSON)

- Identify weakness(es).
- Set specific stretch goals.
- Make a mental representation of the goal.
- Work on area(s) of weakness until mastered.
- Seek feedback (immediate and informative).
- Stay focused (no multi-tasking).
- Reflect, refine, repeat.
- Work on the edge of your abilities.



ADVANTAGE CARD

I will not have parents and teachers nag me.

I will feel better in class when I am prepared.

I will have more options open to me when I graduate.

ADVANTAGE
CARD:

PUTTING YOUR FUTURE
FRONT AND CENTER (DR.
JUDITH BECK)

MINDFULNESS & GRATITUDE

MINDFULNESS

- Helps you be present and in the **MOMENT**, not catastrophic or reactive.
- Creates space to be more long-term oriented.

GRATITUDE



SELF CONTROL

Self-control is about resisting temptation and delaying gratification



SELF CONTROL-INTERVENE EARLY



**Situation
Selection**

**Situation
Modification**

**Attention
Deployment**

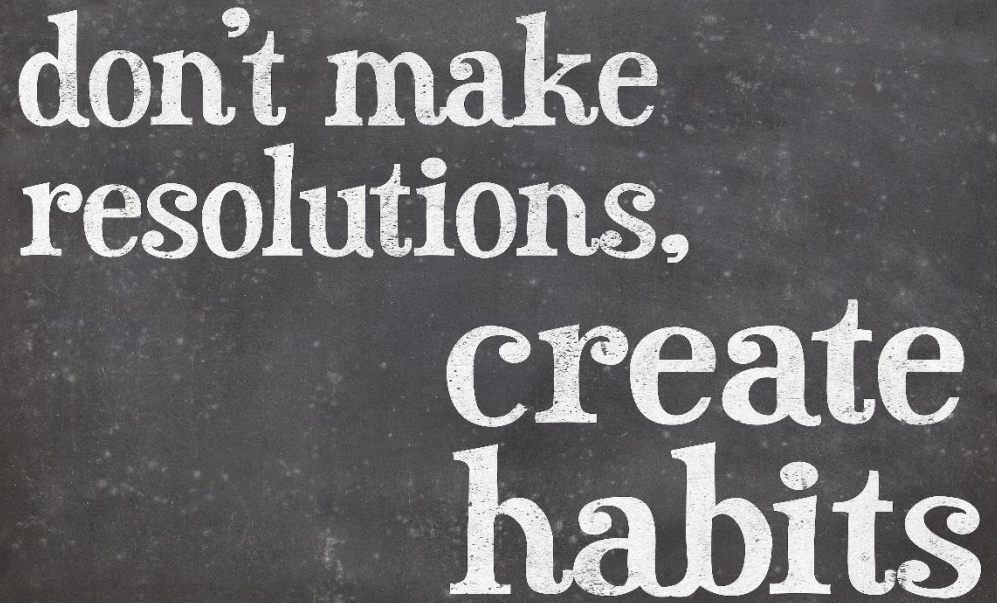
**Cognitive
Change**

**Response
Modulation**

Duckworth 2014; Duckworth et. al. 2016,
Mischel 2014.

Willpower is a limited resource.

People who display more grit use habits instead of relying on willpower.



don't make resolutions,
create habits

MINDSET + BEHAVIOR: WISHING FOR SUCCESS WHILE PLANNING FOR OBSTACLES (DR. GABRIELE OETTINGEN) **WOOP**

WOOP Four-Step Technique

WISH jogging in the evening

OUTCOME feeling balanced

OBSTACLE tired when I come home

PLAN
I come home tired at 7:00 p.m. then I will I will put on my running shoes and go outside

obstacle plan to overcome obstacle

WOOP app (adults) and the WOOP to and through college app (children and adolescents).

<https://www.characterlab.org/woop>

<http://woopmylife.org>

TEAM: WHAT CAN **WE** DO TO FOSTER
SUCCESS IN OUR CHILDREN?

TEAM

It All Starts and Ends With a
Positive Relationship



THE POWER OF HAVING AN ACCOUNTABILITY PARTNER

TEAM



TEAM: WHAT CAN **WE** DO?
Social Support Is the Antidote For Stress

TEAM



TEAM: WHAT CAN **WE** DO?

TEAM

We need to ask?

- 1) Do my students feel a sense of belonging?
- 2) Do my students feel that their abilities and competence grow with effort?
- 3) Do my students feel that they can succeed?
- 4) Do my students feel that the work has value and purpose?

TEAM: WHAT CAN **WE** DO?

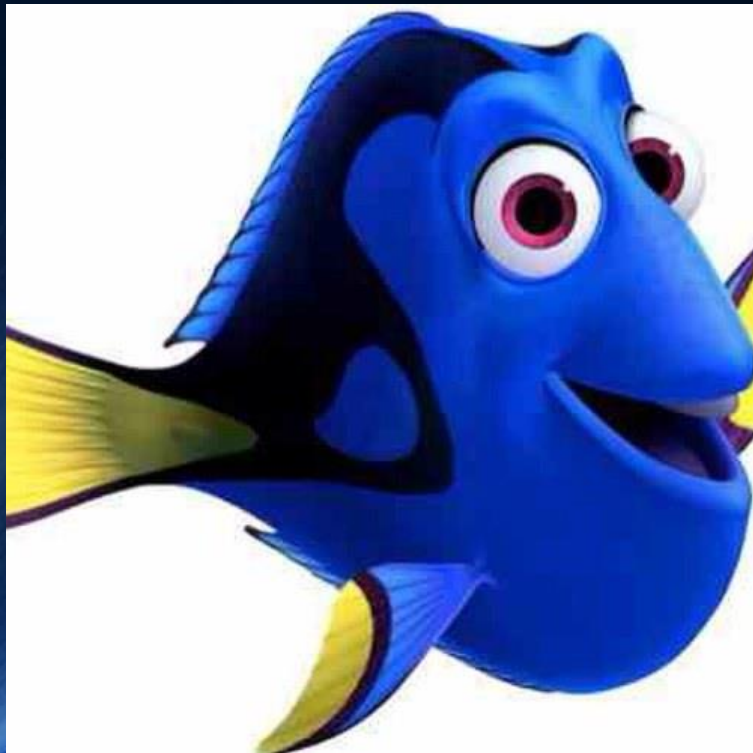
Make a Community of Grit-> Watch Those Mirror Neurons
Create a **RECURSIVE PROCESS**

TEAM



WHAT CAN DORY, KATIE LEDECKY, & SIMONE MANUEL TEACH US ABOUT **SUCCESS**?

THEY ALL KEPT SWIMMING



Passion
Perseverance
Purpose
People (fish)

STRATEGIES FOR SUCCESS

Make it about passion, meaning and purpose. _____

Develop optimism and watch out for the
problematic P's. _____

Grow a growth mindset. _____

Reframe failure, adopt FAIL (First Attempt In
Learning). _____

Establish & Commit to S.M.A.R.T Goal (s). _____

Deliberate practice. _____

Use an Advantage card. _____

Mindfulness & Gratitude. _____

Increase self-control. _____

Make habits. _____

Use WOOP _____

Establish social connection and a community of grit.

Get an accountability partner. _____

www.drbaruchfeldman.com/book

PUTTING IT ALL TOGETHER

SUMMARY



<https://www.youtube.com/watch?v=kZIXWp6vFdE>

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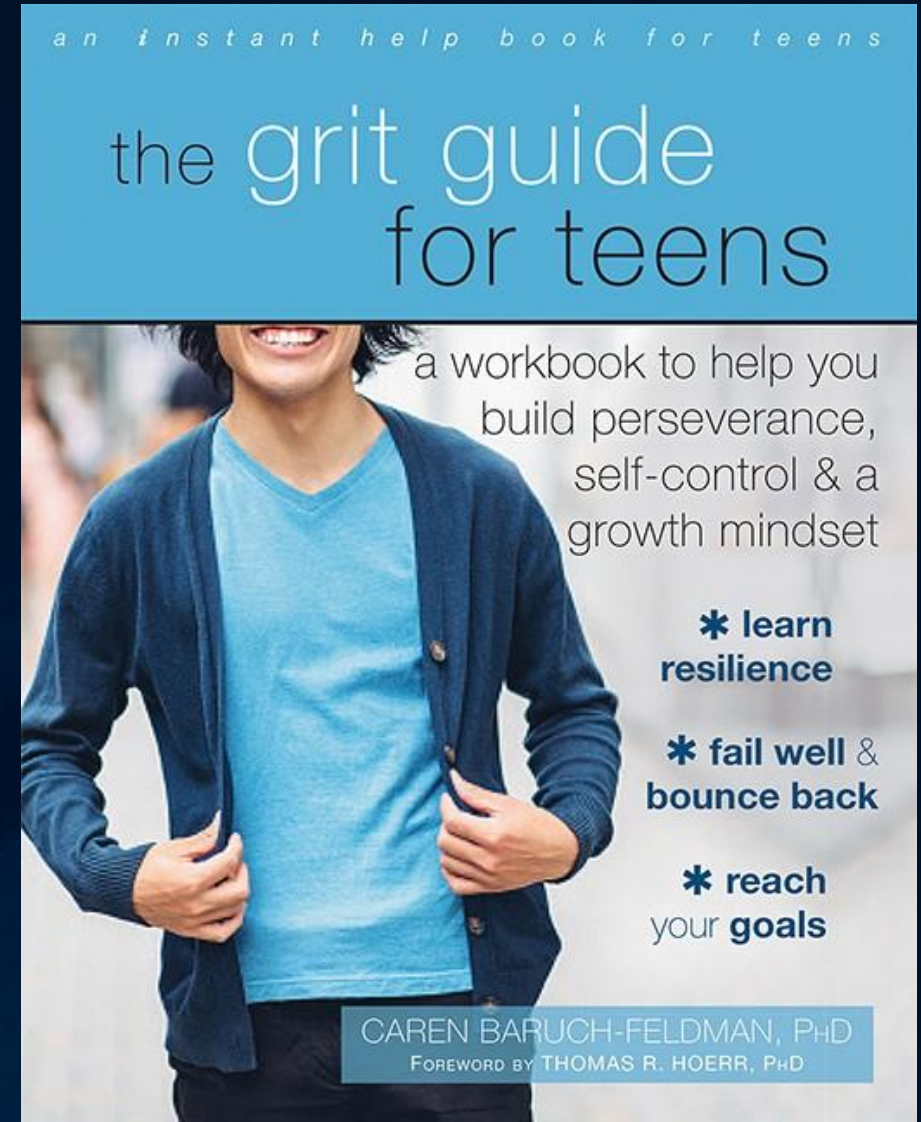
RESOURCES

<https://characterlab.org>

<https://www.perts.net/>

<https://inspired.fb.com/educators/>

<http://www.ipositive-education.net/>



www.drbaruchfeldman.com/book