



CARLUCCI AMERICAN INTERNATIONAL SCHOOL OF LISBON



How to Help Your Child Succeed

CAISL is a student-centered educational community in which we challenge ourselves and each other to do our best and to make positive contributions to our diverse and ever-changing world.



What do we mean by *Succeed*?

Accomplishing your goals largely
through your own efforts.

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Steps to being successful

1. being able to set goals (intrinsic motivation)
2. putting in place a strategy to accomplish them (long-term vs short-term goals)
3. not being defeated by setbacks (growth mindset)
4. developing a realistic “explanatory style” (accurate optimism)
5. having a “charismatic individual”

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Whose goal is it?

Extrinsic vs Intrinsic Motivation

Extrinsic Motivation

increases the *quantity* of
basic, simple or repetitive work

Intrinsic Motivation

increases the *quality* of
complex or creative work

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Short-Term vs Long-Term Goals

Walter Mischel: Delayed Gratification

<https://youtu.be/4y6R5boDqh4>



Not being defeated by
setbacks

Growth vs Fixed Mindset

From the work of Carol S. Dweck, currently at Stanford University

Mindset: The New Psychology of Success: How We Can Learn to Fulfill Our Potential (2008)

<https://mindsetonline.com/>

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What is a Mindset?

A Mindset is the way you approach learning.

Growth Mindset: The goal is Learning

“It’s much more important for me to learn things in my classes than it is to get the best grades.”

Fixed Mindset: The goal is Performance.

“The main thing I want when I do my school work is to show how good I am at it.”

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Mindset is Revealed by One's Beliefs about the role of Effort

Growth Mindset - Effort is positive:

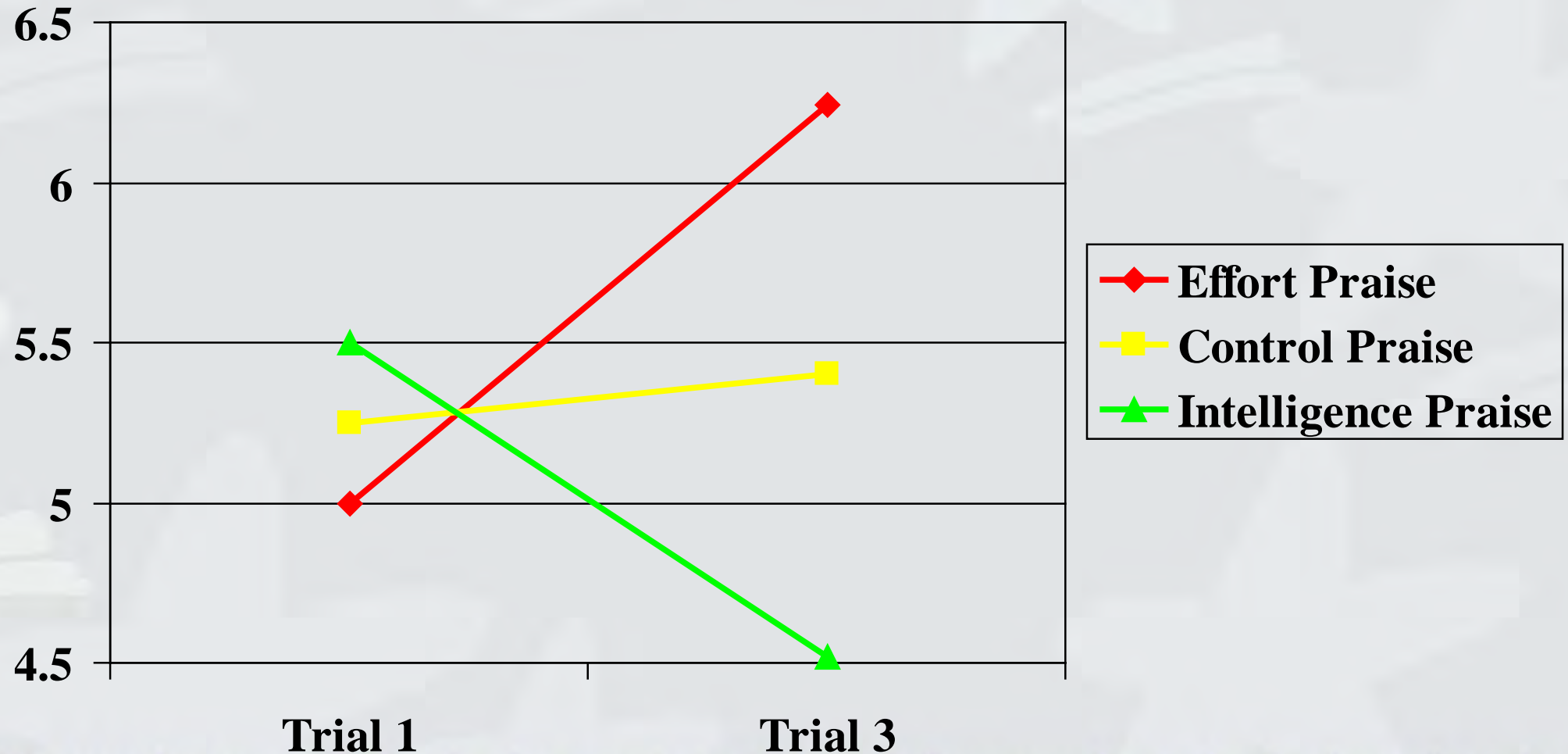
“The harder you work at something, the better you’ll be at it.”

Fixed Mindset - Effort is negative:

“To tell the truth, when I work hard at my school work it makes me feel like I’m not very smart.”



Effect of Types of Feedback on 7th Grade Math Students (Carol Dweck)



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False Growth Mindset

Praising effort which does not result in progress sends the signal “that’s the best you can do.”

Effort is a major but not the only factor in success.

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How to foster a Growth Mindset:

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Your child comes home with math problems to do before the next math class. These problems are to reinforce the child's understanding of the new math concept presented during class that day.



Case #1

Your child very conscientiously works on these problems for a very long time. When he/she finishes, you see that many of the answers are wrong and many problems are left blank.

What should you not say to your child?

What do you say to your child?



Case #2

Your child does the problems very quickly and you see that they are correct.

What should you not say to your child?

What do you say to your child?



Your daughter, age 9, has been taking gymnastics classes for a few months. She loves the class and gymnastics has become her current obsession. After only a few months of classes, she enters her first competition with dreams of winning 1st place.

She is heartbroken when she comes out low in the ranking. The other girls had been taking classes much longer and you saw that they were clearly more skilled.

What do you tell her?

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Growth Mindset Case Study

~~“We thought you were the best.”~~

“The judges were terrible; you were robbed by poor officiating.”

“There are more important things than gymnastics.”

“Next time you will win.”

“You didn’t deserve to win this time.”



Learned Helplessness

Lessons from baby elephants

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& the power of “yet”

I don't know how to do this
yet.

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Explanatory Style

&

Accurate Optimism

The basis for Resilience, Confidence,
and ultimately Success

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Positive Psychology

The Optimistic Child: A Proven Program to Safeguard Children Against Depression and Build Lifelong Resilience

By Martin E. P. Seligman, 2007

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Optimism

believing that the outcome will be positive.

Pessimism

believing that the outcome will be negative.

Seligman says pessimism is "dwelling on the most catastrophic cause of any setback." (7)

Accurate Optimism

believing that the outcome will be positive unless there is external evidence that it might not be.

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Explanatory Style: ABC Model

- A: Adversity (what went wrong)
- B: Beliefs (your analysis of the cause and potential result of the event--what you think about it)
- C: Consequences (result from your beliefs about the adversity.)

Seligman, 139



Belief

The teacher was unfair; the test was too hard; the teacher doesn't like me.

Adversity
You fail a test:

Consequence

Belief

I am really disappointed; I thought I had done better; I need to find out what I did wrong.

Consequence



Adversity

It is Friday morning and you hear that a classmate is giving a party on Saturday but you have not received an invitation.

Belief No one likes me; I'll never have friends.

Consequence

Belief I wish I had been invited; it hurts not to be invited; I don't understand why I wasn't invited; perhaps I can ask my friend next week and find out why; I will plan something fun for Saturday anyway.

Consequence

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Adversity

You are drinking water from the water fountain and someone pushes you from behind and your face goes into the water.

Belief How dare they do that!
Consequence

Belief What happened?
Consequence



Accurate Optimism is a choice.

Children need to believe that they can change the circumstances of their lives for the better through their own effort and actions.

I am responsible. I am not a victim.

I can make good things happen with the right attitude and right effort.

I will assume that most people most of the time have good intentions.

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**No one can make you feel
inferior without your consent.**

- Eleanor Roosevelt

Goalcast



<https://www.goalcast.com/2017/04/25/top-eleanor-roosevelt-quotes-inspire-greatness/>

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The Charismatic Individual

Always cares

Always has confidence in the child's abilities

Always helps the child to solve his/her
problems

Always tells the child the truth

Resilience: The Common Underlying Factor by Robert Brooks
<http://www.drrobertbrooks.com/resilience-common-underlying-factor/>

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