

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

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Research that clearly indicates:

- 1. When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level.**
- 2. The more extensive the parent involvement, the higher the student achievement.**
- 3. When parents are involved, students exhibit more positive attitudes and behavior.**
- 4. Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution.**
- 5. Secondary students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future. Students whose parents are not involved are more likely to drop out.**
- 6. The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:**
 - a) create a home environment that encourages learning.**
 - b) communicate high, yet reasonable expectations for their children's achievement and future careers**
 - c) become involved in their children's education at school and in the community.**



Every student has her/his own strengths

Checklists for Assessing “How Students Are Smart”

Adapted by Debbie Silver

Name of Student- _____

Check all the items that apply:

Linguistic Intelligence (Word Smart)

- ☐ 1. Is a good reader.
- ☐ 2. Enjoys word games.
- ☐ 3. Is a good joke teller/ storyteller.
- ☐ 4. Has a good vocabulary for age.
- ☐ 5. Enjoys listening activities.
- ☐ 6. Likes to write stories and/or poems
- ☐ 7. Communicates with others in a highly verbal way.
- ☐ 8. Appreciates rhymes, puns, and/or nonsense words.
- ☐ 9. Has a good memory for words, stories, details.

Other linguistic strengths:

Logical-Mathematical Intelligence (Number Smart)

- ☐ 1. Asks a lot of questions about how things work.
- ☐ 2. Has a good sense of cause and effect.
- ☐ 3. Finds math games interesting.
- ☐ 4. Can see and repeat patterns easily.
- ☐ 5. Enjoys working puzzles and brain teasers.
- ☐ 6. Understands computer programming.
- ☐ 7. Is a logical thinker.
- ☐ 8. Can estimate things involving numbers with relative ease.
- ☐ 9. Can work math concepts in head.

Other logical-mathematical strengths:

Visual-Spatial Intelligence (Picture Smart)

- ☐ 1. Reports clear, visual images (or dreams).
- ☐ 2. Can envision objects from more than one perspective.
- ☐ 3. Daydreams more than peers.
- ☐ 4. Likes to draw and/or create art projects.
- ☐ 5. Has a good eye for detail and color.
- ☐ 6. Is good at spatial games like chess and Tetris.
- ☐ 7. Likes movies, slides, or other visual presentations.
- ☐ 8. Can move between 2-dimensional and 3 dimensional representations with ease.
- ☐ 9. Can read and/or create maps.

Other visual-spatial strengths:

Bodily-Kinesthetic Intelligence (Body Smart)

- ☐ 1. Is very coordinated.
- ☐ 2. Exceptionally mobile: moves, twitches, fidgets, taps when seated for long.
- ☐ 3. Enjoys working with clay, finger paint, and other tactile media.
- ☐ 4. Can mimic others' gestures, posture, and movements
- ☐ 5. Must touch anything new or interesting.
- ☐ 6. Loves to take things apart and put them back together.
- ☐ 7. Uses dramatic body movements for self-expression.
- ☐ 8. Enjoys running, hopping, climbing, wrestling, or similar activities.
- ☐ 9. Exhibits fine motor control (crafts, painting, etc.).

Other bodily-kinesthetic strengths:



Musical Intelligence (Music Smart)

- ☐ 1. Can detect music that is off-key, off-beat, or disturbing in some way.
- ☐ 2. Remembers melodies of songs.
- ☐ 3. Taps rhythmically as he/she works or plays.
- ☐ 4. Sensitive to environmental noise (rain on the windows, etc.).
- ☐ 5. Plays a musical instrument and/or sings in a choir.
- ☐ 6. Has a good singing voice.
- ☐ 7. Responds favorably when music is played.
- ☐ 8. Sings songs that he/she has learned.
- ☐ 9. Unconsciously hums much of the time.

Other musical strengths:

Interpersonal Communications Intelligence (People Smart)

- ☐ 1. Establishes meaningful peer relationships.
- ☐ 2. Seems to be a natural leader.
- ☐ 3. Empathizes with others.
- ☐ 4. Likes to play with others.
- ☐ 5. Shows good teamwork skills.
- ☐ 6. Others seek this student's company.
- ☐ 7. Has two or more close friends.
- ☐ 8. Frequently acts as a mediator and/or peace maker.
- ☐ 9. Enjoys teaching others.

Other interpersonal communication strengths:

Intra-personal Awareness Intelligence (Self Smart)

- ☐ 1. Displays a sense of strong will.
- ☐ 2. Enjoys playing or working alone.
- ☐ 3. Has high self-esteem.
- ☐ 4. Has a good sense of self-direction.
- ☐ 5. Does not mind being different from others.

- Other intra-personal awareness strengths

- ☐ 1. Likes to identify and classify living and nonliving things in nature.
- ☐ 2. Cares for pets or animals.
- ☐ 3. Understands repeating patterns in nature and the universe.
- ☐ 4. Seems more “in tune with nature” than peers.
- ☐ 5. Would rather be outside than inside.
- ☐ 6. Has a demonstrated appreciation for a part of the natural world (i.e. dinosaurs, clouds, rocks, etc.)
- ☐ 7. Likes to garden and/or appreciates plants.
- ☐ 8. Understands and appreciates the environment.
- ☐ 9. Loves to collect things from nature.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Self-Efficacy

It influences:

SELF-EFFICACY AFFECTS

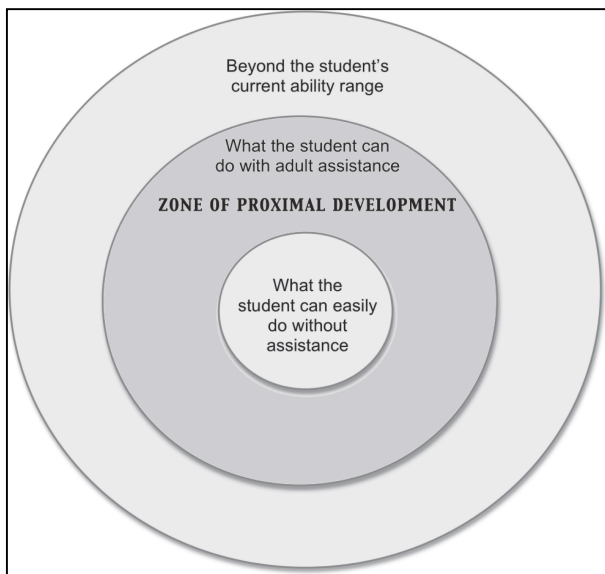
- The **choices** we make
- The **effort** we put forth (how hard we try)
- Our **perseverance** (how long we persist when we confront obstacles)
- Our **resilience** (how quickly we recover from failure or setbacks)



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 reciprocal teaching (scaffolding others) until the skill is mastered by all students in the classroom.

Every student deserves a reasonable chance at success.

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**

Inappropriate praise can do more harm than good.





Working With *Learned Helplessness* In Kids

- 1. Share stories about similar people who have overcome adversity.**
- 2. Help them attribute their success and failure to things over which they have control.**
- 3. Treat successes as though they are normal.**
- 4. Help them seek alternate paths when they encounter setbacks.**
- 5. Help them learn the difference between working harder and working smarter.**
- 6. Reinforce the things they can control -- effort and choices.**
- 7. Concentrate on improvement rather than just a finite goal.**
- 8. Keep them operating within their zone of proximal development.**
- 9. Help them understand that intelligence and talent are not permanent entities.**
- 10. Use feedback that is constructive and task specific.**

--Debbie Silver, *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*, 2012.

Implicit Personality Theory

Dr. Carol S. Dweck, Stanford Univeristy

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.**

Implicit Personality Theory

Leads to a desire to look smart and therefore a tendency to:

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

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

Leads to a desire to learn and therefore a tendency to:

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 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 parents believe in the growth of talent and intellect and are fascinated by the process of learning.**





Helpful Hints For Communicating With Your Child

1. Listen with your FULL attention. A good way to ensure *her/his* full attention is put them in the front seat of your car and drive them around as you talk with them. Be aware of body language, both yours and theirs.
2. Use silence to understand your child's meanings and feelings.
3. Use open responses to keep the child talking. "I see." "Tell me more about that part."
4. Accept and respect your child's feelings. Feelings don't have to be justified, they just ARE.
5. Don't interrupt.
6. Check out your child's feelings by reflecting what s/he says.
"I think I heard you say that you were really angry with Susan."
"So you were feeling helpless? Like you wanted to hide?"
7. Be calm. Speak in a quiet voice. Use economy of words (don't talk too much).
8. Stick to the subject.
9. Don't assume that you are making yourself clear. Check for understanding periodically. "Can you tell me in your own words what you think I'm telling you?"
11. Problem solve by discussing a variety of solutions. Emphasize your child's choice in selecting a plan of action.
12. Give your point of view as just that. It's not the law or the only good solution.
13. Don't be a dictator. Remember that children also learn by failing. Allow the child to learn successful problem solving from failing once in a while.
14. Avoid nagging, threatening, criticizing, lecturing, or probing.
15. NO Name Calling!!! Attack the problem, not the person.
16. Whenever possible, use humor!

For the Parent to Take:



How Much Do You Know About Your Child?

1. If your child had a choice, what would s/he prefer to be called?
2. Who is your child's closest friend?
3. Who does your child most admire?
4. Of what is your child most afraid?
5. What is your child's favorite thing to do with his/her friends?
6. What is your child's favorite kind of music?
7. What was the best movie your child ever watched?
8. At what age does your child plan to leave home?
9. What is your child's favorite color?
10. If your child had to wear one outfit for a month, which outfit would it be?
11. What most embarrasses your child?
12. If your child could change one thing about herself/himself, what would it be?
13. If your child could change one thing about your family, what would it be?
14. What trait do you have that your child most values?
15. What trait do you have that your child would most like to change?
16. If there were suddenly no electricity in the world, what appliance would your child miss the most?
17. What is your child's weight (within 2 pounds)?
18. What was your child's proudest moment?
19. What was your child's saddest moment?
20. If your child could make one wish come true, what would it be?

Compare your answers with those of your child. Score one point for each answer that is the same or reasonably close. If you score 16 or better, congratulate yourself for really knowing your child. If your score is 11 –15, you may want to think about spending more time catching up with what is new with your child. If your score is 10 or less, you definitely need to spend more time finding out about what is going on with your child.

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For the Child to Take While The Parent Takes Her/His Test:



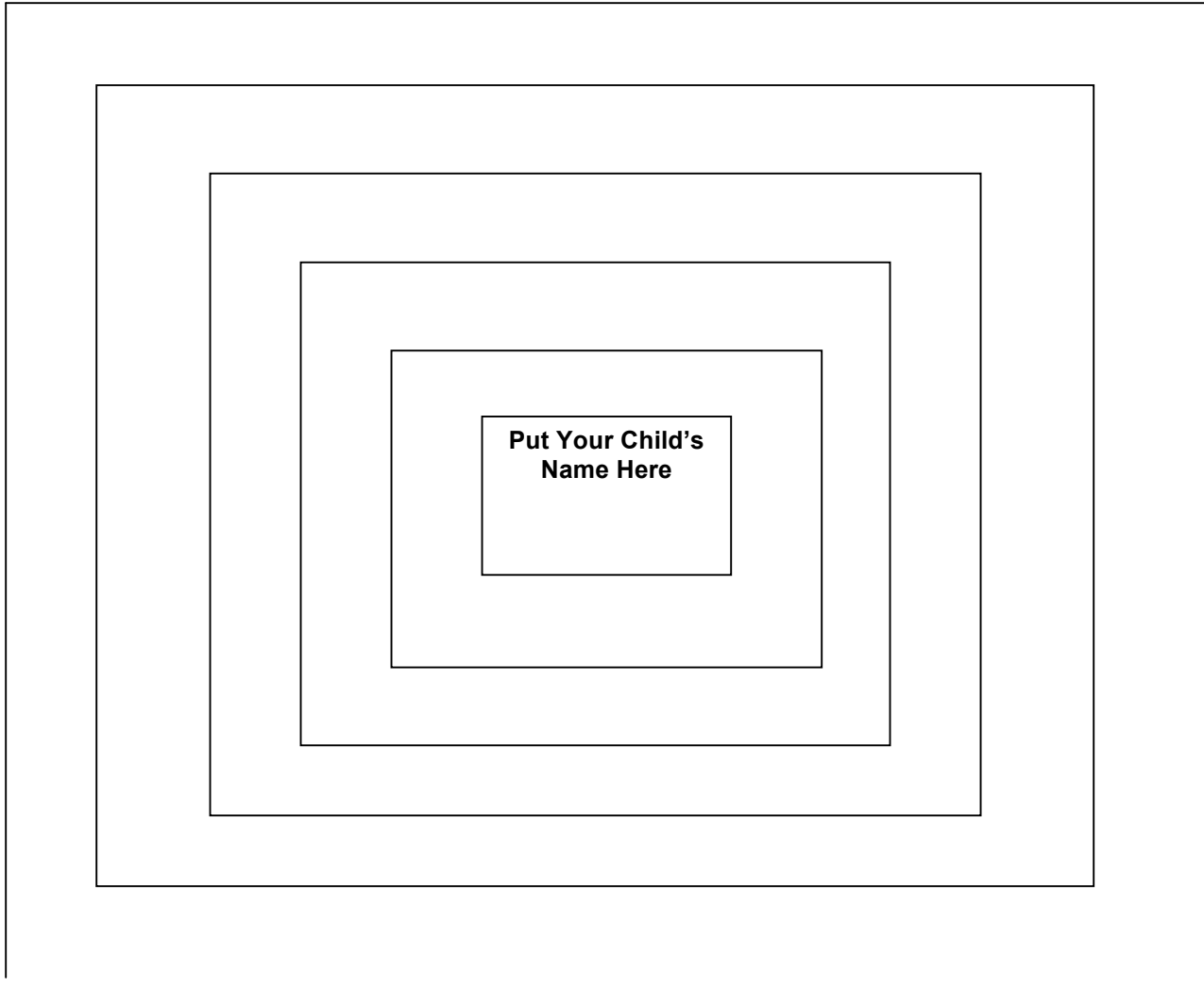
About You

1. If you had a choice, what would you prefer to be called?
2. Who is your closest friend?
3. Who do you most admire?
4. Of what are you most afraid?
5. What is your favorite thing to do with your friends?
6. What is your favorite kind of music?
7. What was the best movie you ever watched?
8. At what age do you plan to leave home?
9. What is your favorite color?
10. If you had to wear one outfit for a month, which outfit would it be?
11. What most embarrasses you?
12. If you could change one thing about yourself, what would it be?
13. If you could change one thing about your family, what would it be?
14. What trait do you have that you most value?
15. What trait does your parent have that you would most like to change?
16. If there were suddenly no electricity in the world, what appliance would you miss the most?
17. What is your weight (within 2 pounds)?
18. What was your proudest moment?
19. What was your saddest moment?
20. If you could make one wish come true, what would it be?

Now compare your answers to those of your parent. Give her/him one point for every answer that is the same or reasonably close (you be the judge). Your parent has the scoring code.

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What I See In My Child



Put your child's name in the center square. Fill in the spaces around her/his name with words that describe the strengths you see in her/him. Place the most important attributes in the spaces closest to the center. You can choose words from the *Strength Word List* or use your own. When you have finished filling in all the spaces, give this sheet to your child.

STRENGTH WORD LIST

(These can help you get started)

Be sure to include words that describe your child's strengths from several areas:

MENTAL STRENGTHS

romantic
busy
kind
artistic
careful
convincing
friendly
gentle
loyal
distinctive
perfectionist
exact
tenacious
tenacious
ambitious
outgoing
steadfast
poised
strong
considerate
fulfilled
manager
open-minded
talented
witty
systematic
trustworthy
foresight
empathetic
cheerful
energetic
daring
coordinated

investing
strong-willed
motivated
understanding
disciplined
self-reliant
persistent
neat
caring
thinker
clever
self-determined
well-informed
creative
orderly
individualistic
searching
appreciative
fair-minded
respected
flexible
likes new ideas
forceful
predictable
intelligent
encouraging
imaginative
pursuing
compassionate
motivating
disciplined
risk taker
loyal

PHYSICAL STRENGTHS

EMOTIONAL STRENGTHS

serene
organizer
tactful
committed
spontaneous
commanding
tolerant
goal-directed
progressive
sharp
capable
certain
looked up to
dedicated
courageous
consistent
honorable
productive
determined
planner
efficient
cooperative
dependable
comforting
sociable
serious
adaptable
forgiving
visionary
artistic
sharing
courageous
fun-loving

prudent
confident
tireless
industrious
thoughtful
expressive
settled
persuasive
affectionate
graceful
reliable
leader
growing
eager
active
influential
giving
original
thrifty
unselfish
self-aware
self-directed
adjusted
inquiring
practical
unique
precise
listener
humorous
athletic
caring
patient
perceptive



