

Partnering for Success:

Prioritizing Non-Cognitive Skill
Development in Our Children

Full Color, Printable Resources Available
on your elementary school
website>Academics>Guidance

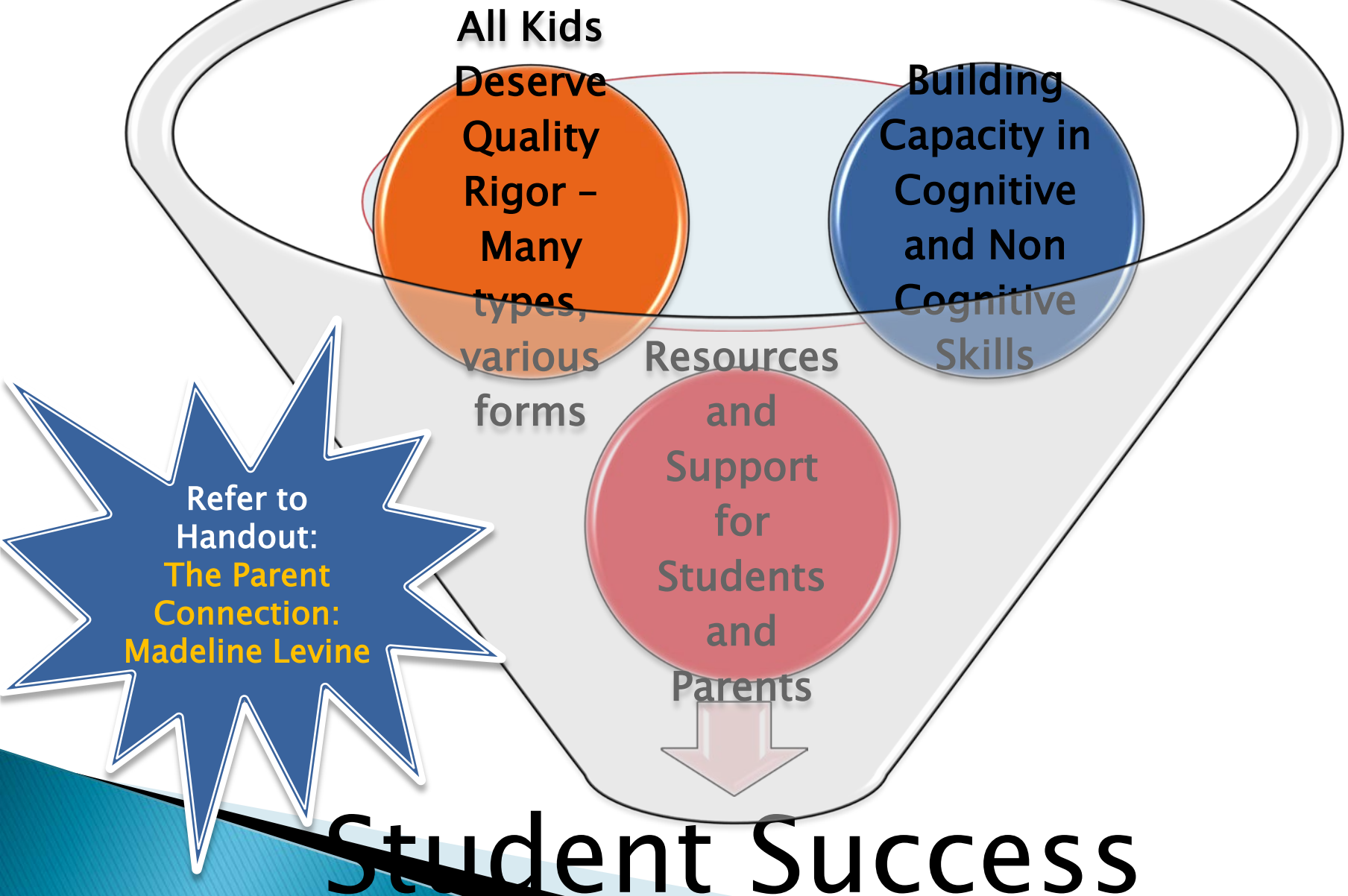
One Goal for All Graduates

High
School
Diploma

Post-
secondary
Credential

Family
Sustaining
Wage in
good Job

WWS District Target: Culture of Readiness

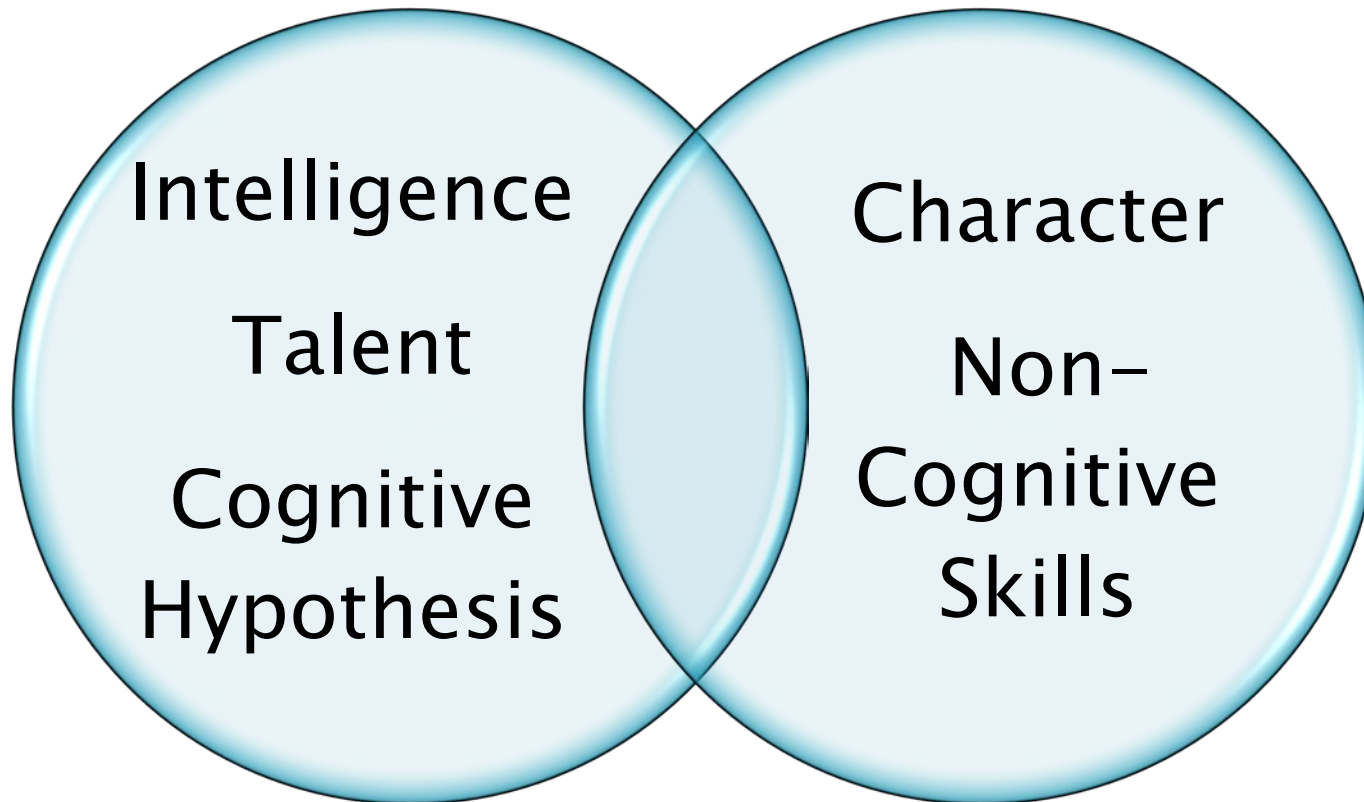


Goals of WWS

College and Career Readiness Pathway

- Development of the whole student
- Strong advising relationship through school counselors
- Building upon student strengths – all at grade levels
- Informational programs designed to develop awareness of options
- Engaging students and parents at each level
- Alignment to identified best practices in class and beyond
- Using assessment information to inform our instruction
- Modeling expectations we have for our students
- Partnership – Student, Parent, Counselor, Teacher


What determines success?



What are non-cognitive skills?

Simple definition: Skills that are non-academic in nature; personality/character traits; “soft skills”

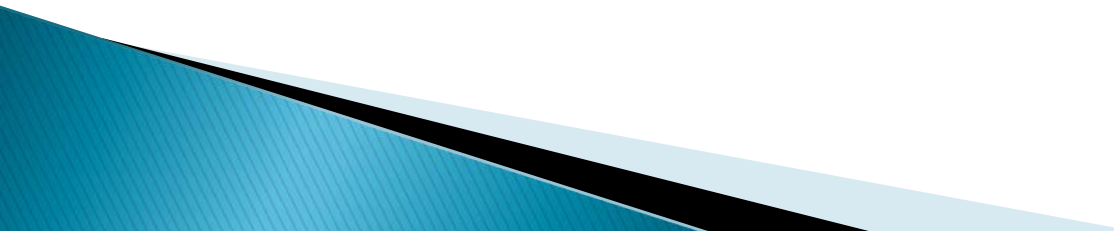
WWS Guiding Principles

- Be Compassionate
 - Be Hard-working
 - Be Honest
 - Be Respectful
 - Be Responsible
- 

Our focus on non-cognitive skills

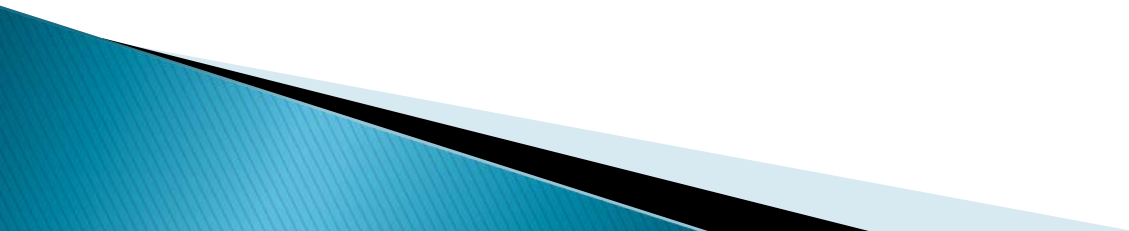
- ▶ Empathy
 - ▶ Self-Control
 - ▶ Grit
 - ▶ Resilience
- 

Topics to be covered

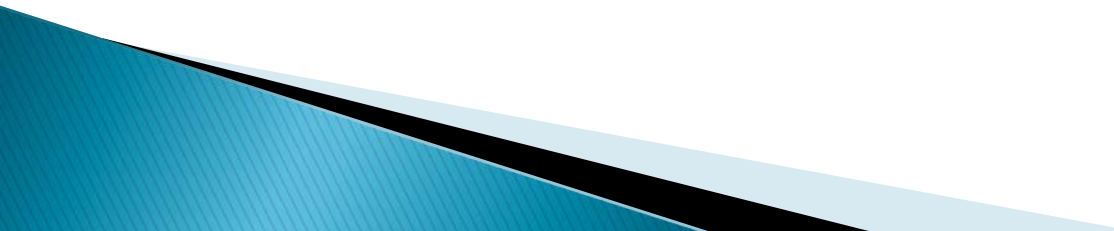
- ❖ Mindsets
 - ❖ Goal Setting
 - ❖ Praise
 - ❖ Failure
 - ❖ Stress
- 

Grit and Resiliency Go Together

<https://www.youtube.com/watch?v=uwsZZ2rprqc>



Grit Defined

- ▶ A type of perseverance that allows an individual to sustain effort and interest in order to reach a long term goal – diligence
 - ▶ Doing so despite failure, adversity and plateaus in progress
 - ▶ Unyielding courage
- 

Resilience Defined

- ▶ Learning how to handle failure in a productive way
- ▶ Bouncing back – when you bounce a ball, it will bounce back to you if using self control

You can learn anything!

<https://www.khanacademy.org/youcanlearnanything>



You Can Grow Your Brain

Fixed Mindset

- I was born with how smart I am.
- My intelligence is not going to grow.
- What I learn or do will not change my smartness.
- To look smart is the most important thing.
- If it looks hard I don't want to try, I might look dumb.

Growth Mindset

- I can change how smart I am.
- The most important thing I can do is **LEARN**.
- **EFFORT** is my GPS.
- Persist when I am faced with obstacles.
- When I succeed it is because I have tried hard.
- It is up to me to develop my abilities.
- A mistake gives me a chance to **WIN**.

Your child's success or lack of success in sports does not indicate what kind of parent you are.



But having an athlete that is coachable, respectful, a great teammate, mentally tough, resilient and tries their best **IS a direct reflection of your parenting.**

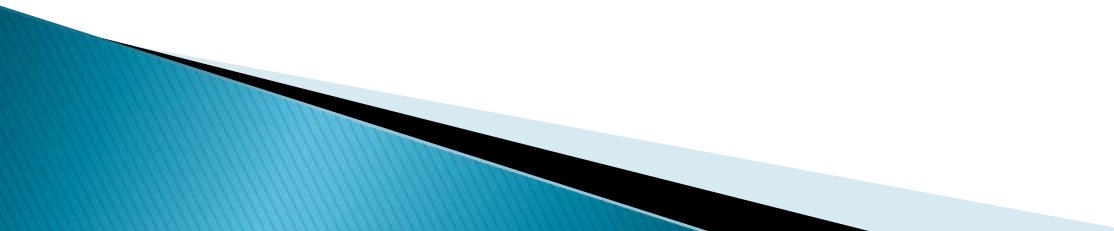
Presented by



Learn More: www.usoc.org/parenting

Model the Vocabulary

Parental Put-ups

- You must be so proud of the effort you have given.
 - I can see you're working outside your comfort zone. I have faith in your confidence.
 - Your self confidence is showing. I can see you are not planning on giving up.
- 

Encourage the Vocabulary

Student Self-talk

Instead of Saying:

- I am just not good at this.
- This is just way too hard.
- This is good enough.
I am done.

Try Saying:

Let me figure out what is tricky.

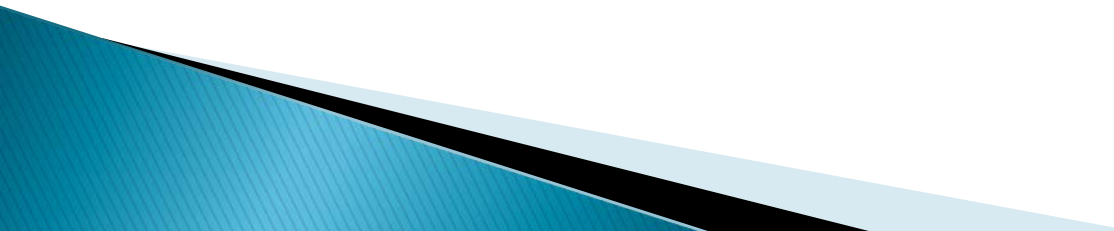
This may take some time and effort. I will try.

This isn't my best. I can put forth more effort.

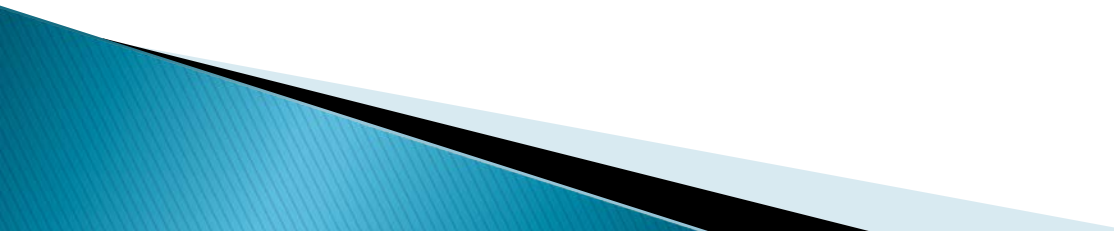
I have,
I am,
I can
Statements

Subtle differences make a big impact!

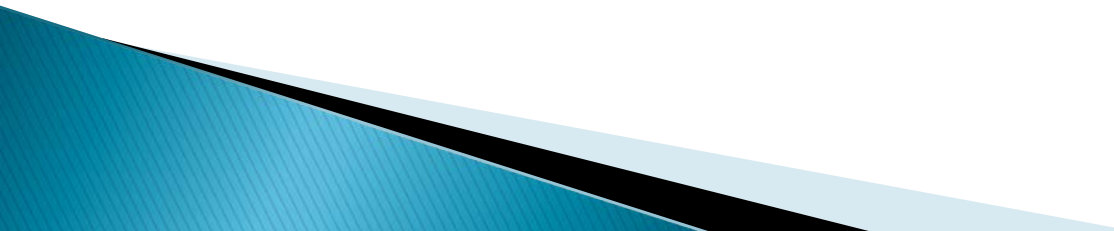
I have . . .

- ✓ people around me whom I trust and who love me, no matter what
 - ✓ people who set limits for me so I know when to stop in order to avoid danger or trouble
 - ✓ positive role models
 - ✓ people who want me to learn to do things on my own
 - ✓ people who help me when I am sick, in danger, or need to learn
- 

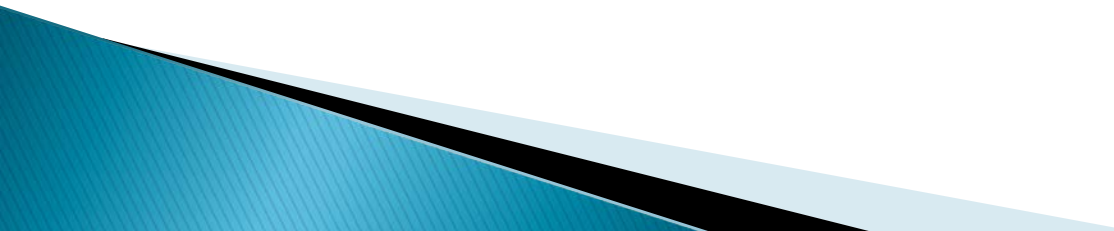
I am . . .

- ✓ likable and loveable
 - ✓ glad to do nice things for others and show my concern
 - ✓ respectful of myself and others
 - ✓ willing to be responsible for what I do
 - ✓ sure that things will be all right
- 

I can . . .

- ✓ talk with others about things that frighten or bother me
 - ✓ find ways to solve problems that I face
 - ✓ control myself when I feel like doing something that is dangerous or not right
 - ✓ figure out when it is a good time to talk with someone or to take action
 - ✓ find someone to help me when I need it
- 

Fixed vs. Growth Mindset

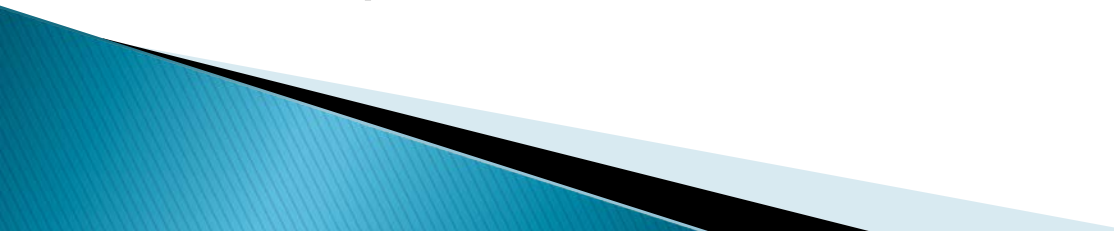
- ▶ Capability and intelligence is not fixed. We can grow it by the effort on a task where we might struggle and fail.
 - ▶ By struggling, your brain grows!
 - ▶ The brain is like a muscle; the more you use it the more it grows.
 - ▶ Connections in our brain form and deepen most when we make mistakes doing difficult tasks rather than repeatedly having success with easy ones.
- 

**Successful people are
simply people who learn
to solve their problems...
they are not people
without problems.**

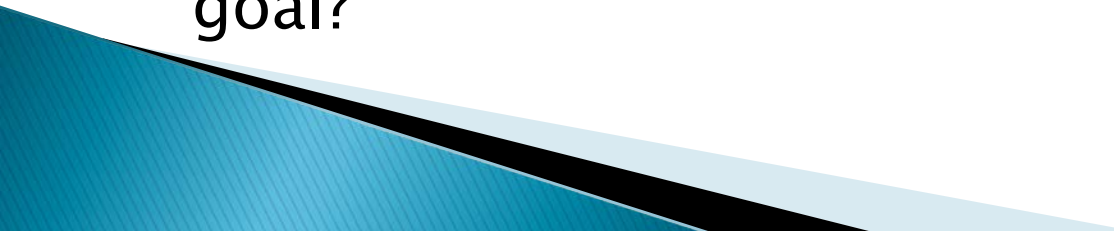


Unknown

Why Set Goals?

- ▶ A child's first view of goal setting is their dreams.
 - ▶ Kids should be encouraged to day dream about the future!
 - ▶ Goal setting sets the vision of their future by helping them to:
 - Have a purpose.
 - Make better decisions.
 - Keep them motivated.
- 

Steps for goal setting

- ▶ **S** – Specific – What do you want to happen?
 - ▶ **M** – Measurable – How will you know you have reached your goal?
 - ▶ **A** – Action – What steps will you take to reach your goal?
 - ▶ **R** – Realistic – Is the goal something you can do?
 - ▶ **T** – Time – What is the deadline for reaching the goal?
- 

SMART Goal

My **SMART GOAL**

I want to _____

by _____

so I will _____

 _____ to meet my goal.

We met our goal!

Types of Praise

- ▶ **Effort Praise**
 - This points out the child's progress and hard work.
- ▶ **Ability Praise**
 - This focuses on talent.

Effort praise teaches them that hard work gets them results (growth mindset).

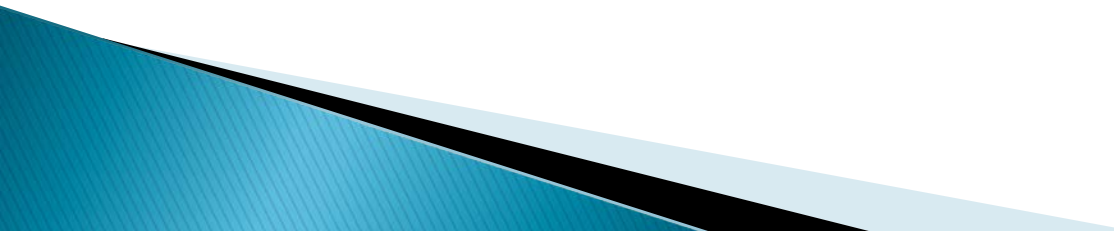
Ability praise implies that talent is fixed, so trying hard doesn't matter (fixed mindset).

3 s's

From Michelle Borba, PhD:

- Be Sincere
- Be Specific
- Be Short

Examples of praise

- ▶ Praise the effort.
 - ▶ Praise the activity.
 - ▶ Challenge children to try activities that are slightly too hard and celebrate the struggles whether they are successful or not.
 - ▶ Point out when learning happened.
 - ▶ Teach children that the brain can learn.
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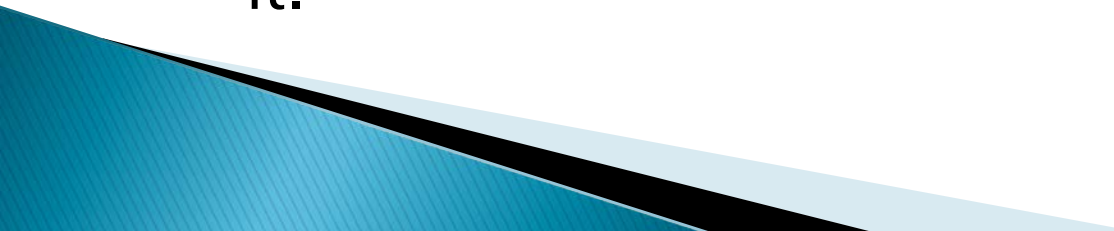
Instead of...	Try...
You are so good at painting!	This painting is so beautiful! I can tell you put in a lot of effort.
You are so smart!	You are learning so many new things every day!
Good job!	Great effort!
You did so well!	I could tell you were very focused today!
You are so fast!	Look at you go! I can tell how hard you've been working at practice.
You got an A! You're so smart!	I can tell that the extra practice you did really made a difference!
You got such good grades!	You are always working and improving!

When You Don't Meet Your Goal...

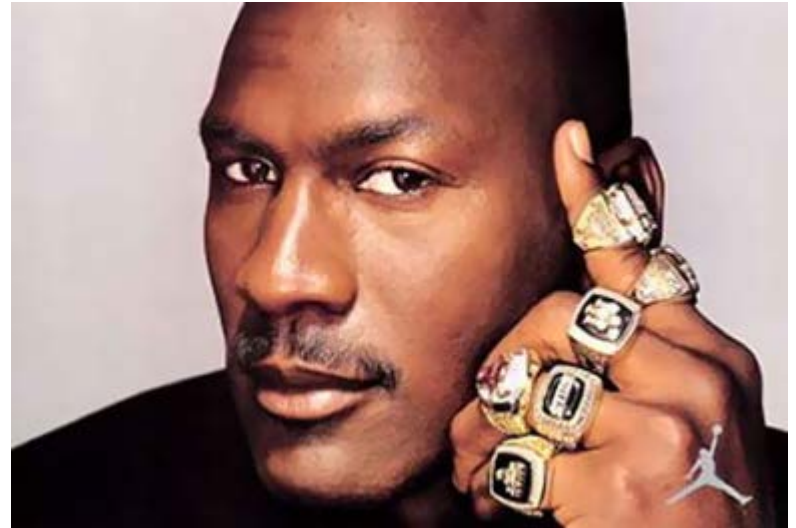
▶ **Adjust It!**

- There are times when a goal or steps to reaching the goal have to be adjusted. Maybe the time frame isn't long enough, maybe you need to add more steps or reduce some of the steps to get to the goal. You may even have to change the very goal itself. This is okay. There are times we need to re-evaluate our goals.

▶ **Action Plan**

- Go back over the SMART Steps and change them to fit the circumstance as needed. Part of the joy of attaining a goal is knowing you worked hard to do it.
- 

Embrace Failure as an Option...



<https://www.youtube.com/watch?v=45mMioJ5szc>

REALLY?!? (“but look at his face...”)



Yes... allow our children developmentally-appropriate opportunities to experience failure.

Building a Culture of Struggle & Growth

WWWG?

(What would we ?)



- ◆ Fixed vs. Growth Mindsets (Carol Dweck)
- ◆ Grit and Angela Duckworth
- ◆ Effective praise
- ◆ Stress/anxiety relievers
- ◆ Unstructured play – benefits
- ◆ Parenting styles (passive, dismissive/uninvolved, authoritarian, authoritative)

Building a Culture of Struggle & Growth

Self-inventory: How do we as adults approach struggle and failure in our own lives?

- ◆ Be a model for what we want to see in our children. They are watching. And listening. All the time.



Building a Culture of Struggle & Growth

In all things..

...turn “failure” from an identity into an action.


...the downside of perfectionism

How?

In success or struggle, avoid assigning permanent characteristics.

“You did well on that test because you are so smart!”

“They won the game because their team is better than ours.”



Building a Culture of Struggle & Growth

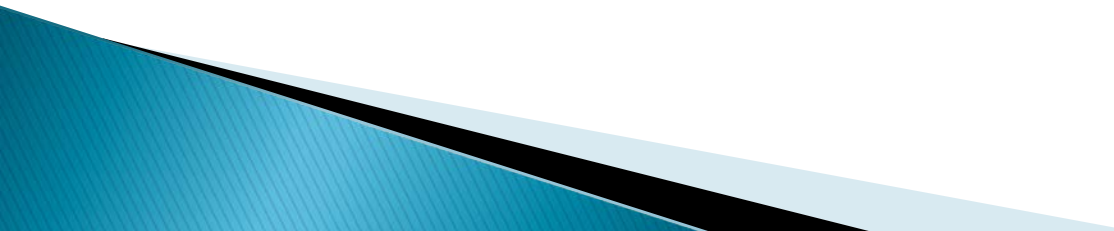
How do we change perfectionists?

- ▶ Unconditional acceptance
- ▶ Own (and celebrate!) the struggle... some of the greatest learning takes place through struggle and failure
- ▶ Focus on the process, instead of the product
“You studied really hard for that test. It’s not surprising you did well.”

“You studied but didn’t do as well as you would’ve liked. What would you do differently next time?”

Building a Culture of Struggle & Growth

Perfectionists vs Healthy High Achievers

- ▶ Choices they make
 - ▶ How they view mistakes
 - ▶ Process vs product
- 

Building a Culture of Struggle & Growth

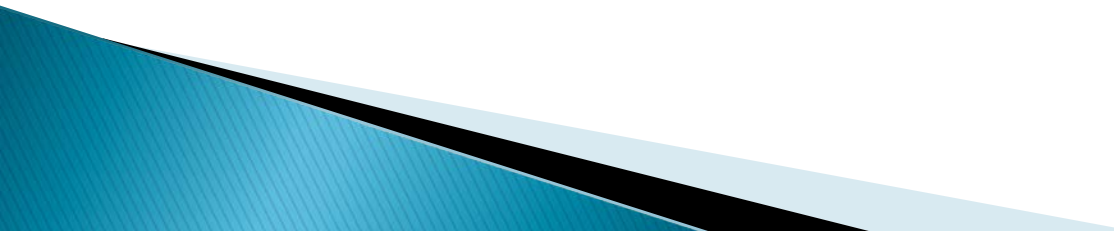
Give our children the gift of ownership instead of exit ramps.

Rephrase statements such as...



- ◆ “Well *you* said that...”
- ◆ “But the coach didn’t...”
- ◆ “Yeah, well, the teacher never...”
- ◆ “I wasn’t there when...”

Building a Culture of Struggle & Growth

- ▶ Advise less and listen more
 - ▶ Model self-acceptance
 - ▶ Help them become more optimistic
- 

Building a Culture of Struggle & Growth

Acknowledge the societal pressures for success and results from...

- ◆ Classmates/teammates
- ◆ Neighbors/friends
- ◆ School/sports teams
- ◆ Facebook



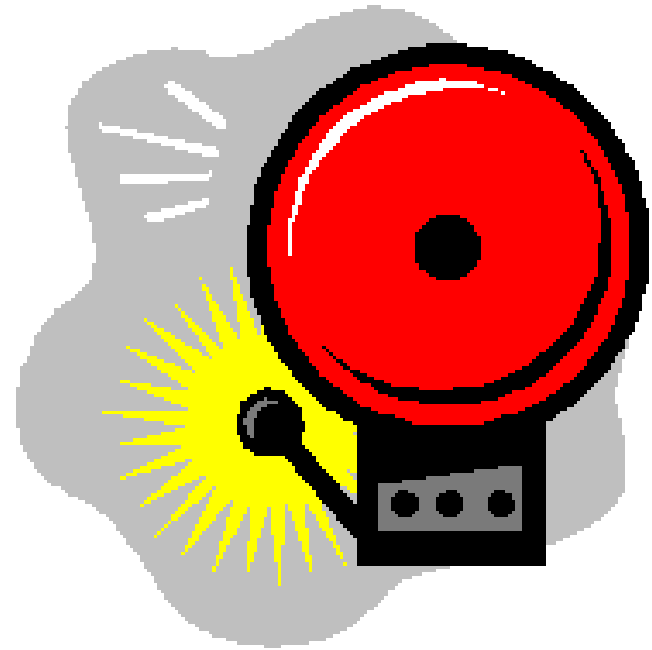
Building a Culture of Struggle & Growth

In those emotional, stressful moments...

Our stress response is like a fire alarm.

Step 1: Help shut it down...

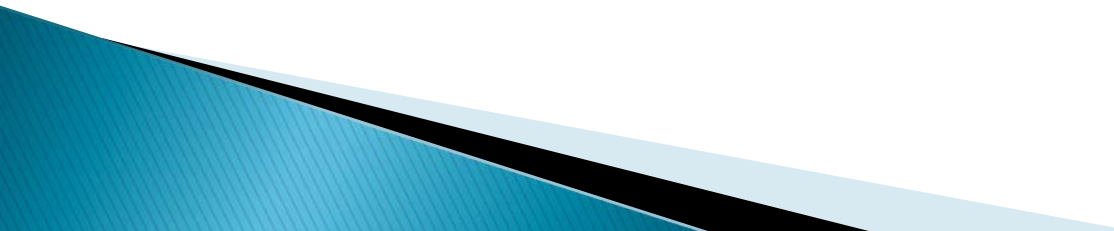
- ◆ **Listen unconditionally;
save judgments for later
("Kiss it and make it feel
better, mommy.")**
- ◆ **Effective deep breaths
(i.e. cookie, square, etc.)**
- ◆ **Progressive relaxation and
visualization**
- ◆ **Crying**



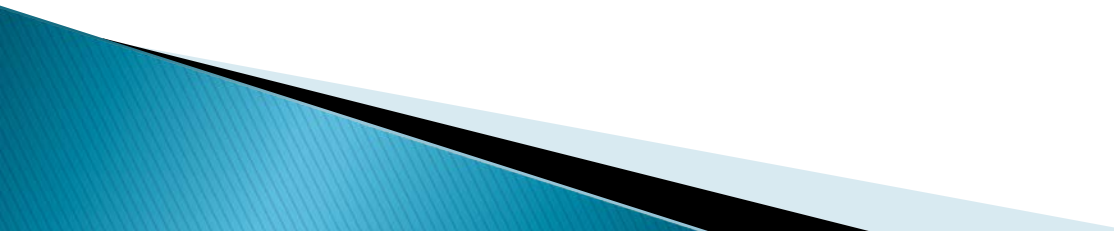
**Process AFTER the alarms
are turned off!**

Building a Culture of Struggle & Growth

What's first on the checklist?

- ◆ Firm, fair, and consistent expectations
 - ◆ De-cluttered schedules; meaningful “downtime”
 - ◆ Undirected, unstructured play; hobbies
 - ◆ Adequate sleep/Nutrition
 - ◆ Being organized
- 

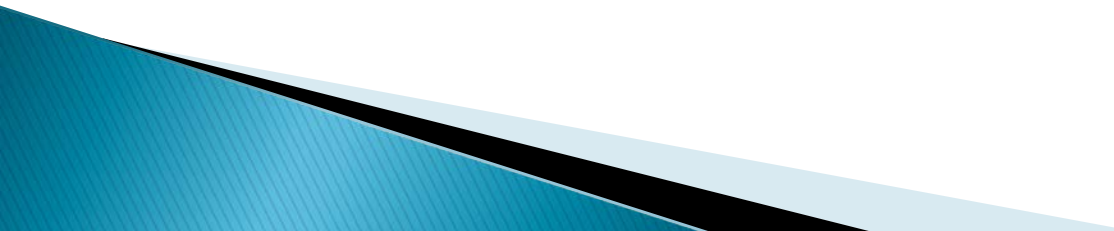
Building a Culture of Struggle & Growth

- ▶ Exercise
 - ▶ Breathing (inhale for 4/hold/exhale for 4)
 - ▶ Visualization (1 minute vacation)
 - ▶ Reading
 - ▶ Hobbies
 - ▶ Music
- 

Building a Culture of Struggle & Growth

- ▶ Journaling
 - ▶ Talking
 - ▶ Laughter
 - ▶ Crying
 - ▶ Making Lists
- 

Building a Culture of Struggle & Growth

- ▶ Problems can seem overwhelming
 - ▶ Feels powerless
 - ▶ Reframe thinking/see different perspectives
 - ▶ Break down into manageable pieces
- 

Building a Culture of Struggle & Growth

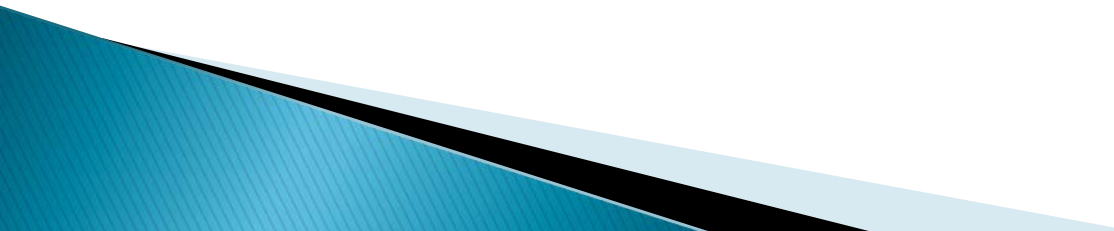
Empower our children to focus on the controllable.



“If it’s not in my circle of control, I have to let it go.”



In Summary

- ▶ None of us are immune to stress
 - ▶ Live by example showing them healthy ways to manage life's bumps
 - ▶ Give your child the comfort zone to acknowledge their feelings
 - ▶ Take care of yourself
- 

Our end in mind...



"Do not prepare the path for the child. Prepare the child for the path and he will find his way."

--Native American saying



- Printable Resources
- Reading Lists
- Additional Websites
- Counselor Contact Information

I have . . . I am . . . I can .

■ ■

▶ I have . . .

- people around me whom I trust and who love me, no matter what
- people who set limits for me so I know when to stop in order to avoid danger or trouble
- positive role models
- people who want me to learn to do things on my own
- people who help me when I am sick, in danger, or need to learn

▶ I am . . .

- likable and lovable
- glad to do nice things for others and show my concern
- respectful of myself and others
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▶ I can . . .

- talk with others about things that frighten or bother me
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- control myself when I feel like doing something that is dangerous or not right
- figure out when it is a good time to talk with someone or to take action
- find someone to help me when I need it

My SMART GOAL

I want to _____

by _____

so I will _____



_____ to meet my goal.



Read with your children about Growth Mindset



Beautiful Oops by Barney Saltzberg



The OK Book by Amy Krouse Rosenthal



Ish by Peter Reynolds



Scaredy Squirrel by Melanie Watt



Your Fantastic Elastic Brain by JoAnn Deak

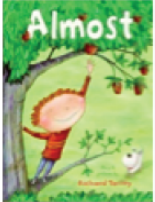






The Dot by Peter Reynolds



Everyone can learn to ride a bicycle by Chris Raschka

Read with your children about Growth Mindset

	<u>Almost</u> by Richard Torrey	<div data-bbox="1246 192 1767 378">Other Titles:</div> <div data-bbox="1246 378 1767 549">Winners Never Quit by Mia Hamm</div> <div data-bbox="1246 549 1767 721">You Can Do It! by Tony Dungy</div>
	<u>Rosie Revere Engineer</u> by Andrea Beaty	
	<u>Think, Think, Think Learning About Your Brain</u> by Pamela Hill Nettleton	
	<u>Try and Stick with It</u> by Cheri Meiners	
	<u>Mistakes That Worked</u> by Charlotte Foltz Jones	

Additional resources for helping children build a Circle of Control. .

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- ▶ Being proactive:

<http://thecreativecounselor.blogspot.com/2013/02/being-successful-using-7-habits-being.html>

<http://confessionsofaschoolcounselor.blogspot.com/2012/09/b-e-proactive.html>

- ▶ Dealing with perfectionism:

<http://sherm04.blogspot.com/2012/07/asperger-perfectionism-sigh.html>



Stress Management Techniques



Exercise - helps our stress and our mood

Breathing - take full deep breath (4 counts)
hold (4counts)
exhale (4counts)

Visualization - take that 1 minute vacation

Laughter - good quick release

Talking - sometimes all that is needed

Hobbies - doing things we enjoy

Reading - lets our minds go to a different place

Crying - another good release for pent up feelings

Get Organized - plan ahead, make lists

Break it Down - help break down tasks into manageable pieces



Please consider us partners in your child's success.

Contact us at any time:

Deb Yoder, CRES Counselor, 867- 6206, yoderd@wws.k12.in.us

Nicole Newman, MGES Counselor, 867-4706, newmann@wws.k12.in.us

Therisa Seymour, MTES Counselor, 867-8606, seymourt@wws.k12.in.us

Jason Fekete, OTES Counselor, 867- 6406, feketej@wws.k12.in.us

Betsy Smith, SSES Counselor, 867-7406, smithb@wws.k12.in.us

Brian Sawa, WWES Counselor, 867-7906, sawab@wws.k12.in.us

Carroll Easterday, College Readiness Director, 867-6979, easterdayc@wws.k12.in.us