

THE CALM CONNECTION – PARENT GROUP

— ** —
STRENGTHEN RELATIONSHIPS, REDUCE STRESS, AND INCREASE
AWARENESS AND UNDERSTANDING OF SOCIAL AND EMOTIONAL LEARNING

Welcome Back ... Self-Assessment

SELF-ASSESSMENT

Where am I in my understanding of the concept of responding to the 'Yes' Brain?



How am I doing in my practice of using the 'Yes' Brain response?



Have parents reflect on the previous weeks topics and whether they were able to use some of the YES Brain Responses.

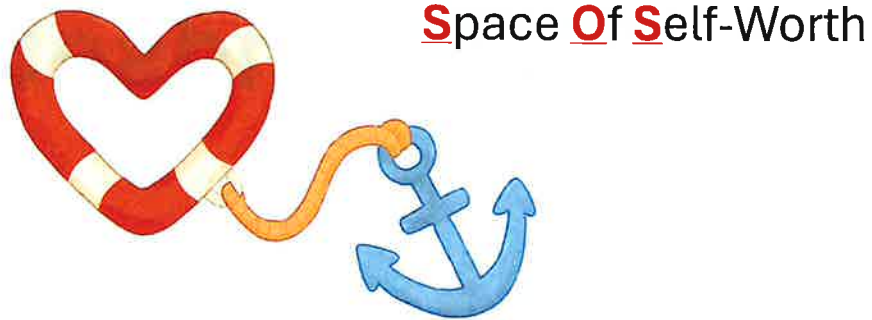
Ask parents to assess their practice over the previous week and hand in the assessment sheet to facilitators.

Growth Mindset & Motivation



The CALM Connection Group Session 6 Growth Mindset & Motivation





Fostering the SOS need for Self-Worth supports our children's need of seeing themselves as capable and worthy little beings. All the different SOS strategies you have learned help nurture children's self-esteem and self-worth, and for this session, we are going to provide you research on using the Growth Mind Set Approach to really provide our children increased resilience in stretching their capabilities.

The Gift of the No Blame Zone...

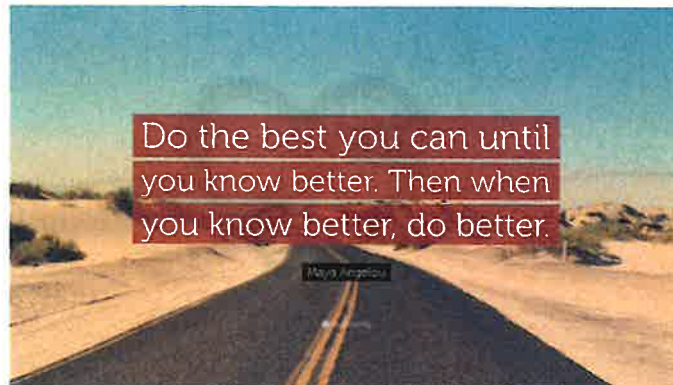


Before we get started, we will go over this slide, and once again, giving all of us the gift of the **no blame zone**.

As we continue to learn new information there may be times that you may have feelings of guilt. It is important to remember that these feelings are normal.

We need to remember that there is no such thing as perfect parenting. As parents we do the best we can with the information we know, we are human, and we will make mistakes. The gift of the no blame zone helps us from feeling shame or blame for the practices we do.

The Gift of the No Blame Zone...



Keep in mind, it is only when we know different, we can do different, forgiving ourselves for the mistakes we have made and will continue to make.

Also understanding that research states, that if you can use the strategies that you will be learning (some of you are already doing this) 30% of the time, it is enough to make connections with the neural pathways of your child's brain to foster healthy brain architecture.



Growth Mindset and Motivation



For our last session, we are going to learn about Growth Mindset, complete our self-assessment as we do every session, and then we are going to leave you with some final strategies on how to help support learning and motivation in your child.

We also want to ensure that the learning priorities you indicated in the first session were all met.

Finally, we are looking to you to provide us with feedback on the program. Your input is valuable and helps us to understand the strengths of the program and areas where we can improve.

Process versus Product

Transitioning our thinking from helping our children understand the process is more important than the product...

this requires us to think this way as well 😊



The CALM Connection Group Session 6 Growth Mindset & Motivation



As we learned in our first session, experiences shape the developing brain.

Our children are growing up in a culture where the messaging needs to change to support a new generation of learners.

One thing that we as adults and society can get caught up with, is giving our children strong messages that the product is more important than the process, and saying things such as, “great work” does not recognize the effort and time and creativity that went into the process...remember no shame no blame...

You will learn today, how some of these comments can impact a child’s belief about themselves and whether they are willing take further risks in learning or creativity.

Not all Flowers Need to Look the Same



What is your image of a flower?



Let's first talk about Art...art has huge impacts when finished products are expected.

When children engage in art at preschool or childcare, and an end-product is already prescribed by being told, their flower needs to have red petals, a yellow middle and a green stem, what is their image of a flower?

If all the children go home with the same piece of art... there are some problems with this experience. Let me explain.

First, there is no imagination or creativity in the process and there is definitely an expected end-product where mistakes will usually be fixed by the adult, so it looks perfect.

If children start to learn that there is only one way of doing things, then they will lose their ability to think outside of the box and take risks to explore possibilities.

Let's understand this more through this story of *The Little Boy* by Helen Buckley.

The Little Boy...by Helen Buckley

Once a little boy went to school.

One morning, when the little boy had been in school for a while,
his teacher said: "Today we are going to make a picture."

"Good!" Thought the little boy. He liked to make pictures.
He could make all kinds. Lions and tigers, chickens and cows, trains
and boats, and he took out his box of crayons and he began to draw.

But the teacher said: "Wait! It is not time to begin!"

And she waited until everybody looked ready.

"Now," said the teacher, "We are going to make flowers."



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“Good!” Thought the little boy. He liked to make flowers. He liked to
make
beautiful ones with his pink, and orange and blue crayons.

But the teacher said: “Wait! And I will show you how.”
And it was red with a green stem.

“There,” said the teacher, “Now you may begin.”

The little boy looked at the teacher’s. Then he looked at his own
flower.

He liked his flower better than the teachers. But he did not say this.
He just turned his paper over. And made a flower like the teachers.

It was red with a green stem.



On another day, when the little boy opened the door from the outside all by himself,
the teacher said: "Today, we are going to make something with clay."

"Good!" Thought the little boy. He liked making things with clay. He liked making, snakes and snowmen, elephants and mice, cars and trucks, and he began to pull and pinch his ball of clay.

But the teacher said, "Wait! It is not time to begin." And she waited until everyone looked ready.



“Now,” said the teacher. “ We are going to make a dish.”

He began to make dishes. He began to make some that were all shapes and sizes.

But the teacher said, “Wait! And I will show you how.” And she showed everyone how to make a deep dish.

“There,” said the teacher, “Now you may begin.”



The little boy looked at the teacher's dish, then he looked at his own. He liked his dish better than the teacher's.

But he did not say this. He just rolled his clay into a big ball again. And made a dish like the teacher's. It was a deep dish.

And pretty soon the little boy learned to wait, and to watch and to make things just like the teacher.
And pretty soon he didn't make things on his own anymore.



Then it happened that the little boy and his family moved to another house, in another city,
and the little boy had to go to another school.

And the very first day he was there the teacher said: "Today we are going to make a picture."
"Good!" Thought the little boy and he waited for the teacher to tell him what to do.
But the teacher didn't say anything. She just walked around the room.



When she came to the little boy she said, "Don't you want to make a picture?"

"Yes," said the little boy.

"What are we going to make?"

"I don't know until you make it," said the teacher.

"How shall I make it?" asked the little boy.

"Why, any way you like," said the teacher.

"Any colour?" asked the little boy.

"Any colour," said the teacher.



“If everyone made the same picture, and they used the same colours,
how would I know who made what?”
“I don’t know,” said the little boy.





**And he began to make
a red flower with
a green stem.**

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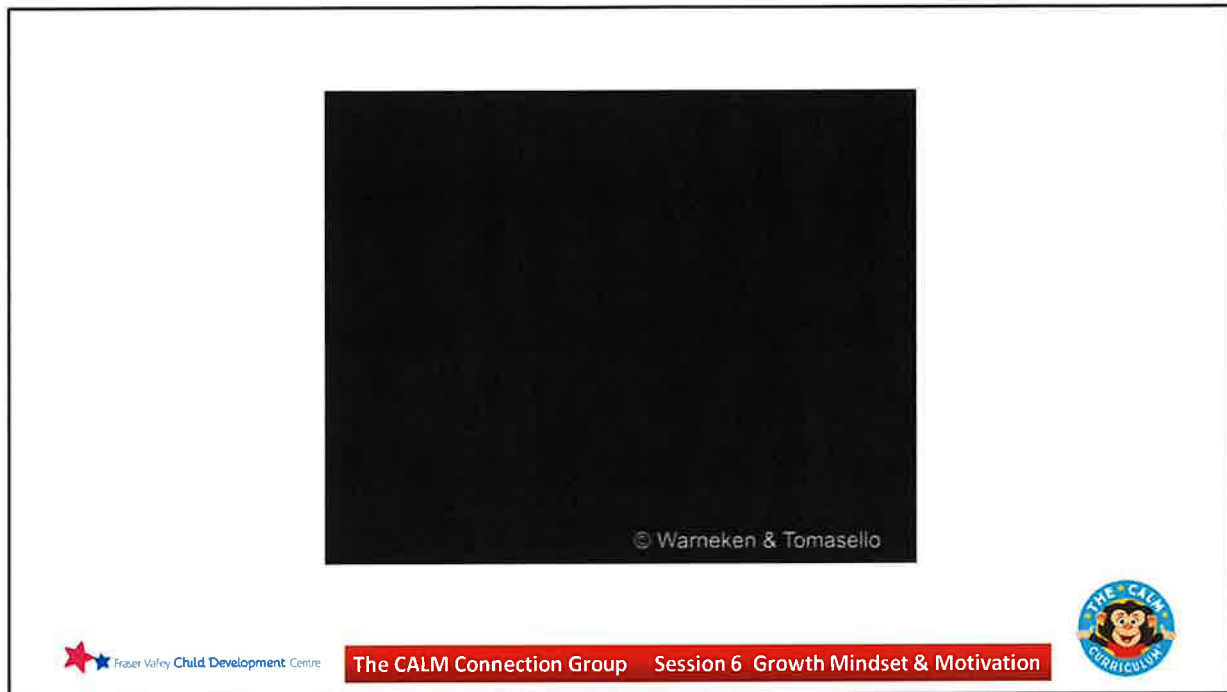


Facilitator's Read Slide.

See how easily this can happen...we need to change our children's thought process so that they can think outside the box and feel permitted to become more creative.

Many children get stuck and will not take risks in doing things differently....they are becoming afraid to make mistakes, especially when mistakes are penalized, and the perfect end- product is being rewarded.

Let's understand this better by seeing the impacts of how are children are influenced by this from a very young age.



In these next videos we are going to see toddlers 18 to 24 months old, demonstrate altruism, which means the act of helping others with some sacrifice to the self.

An example for us as adults, is opening the door for someone else, which requires some physical sacrifice on our part, such as sacrificing time and physical energy as we wait for the other person to walk through the door.

Let's watch the videos and see how these little ones engage in helping behaviours.

PLAY FIRST THREE VIDEOS (1:20)

So....then the researchers wanted to better understand if these toddlers would continue with a helping behaviour if they were distracted while playing with a new toy.

Let's find out.



Facilitator play video clip

Once again, the child stopped what they were doing and engaged in the helping behaviour. This little one, even while he was distracted, continued to help the adult.

Many of our children stop engaging in these acts of altruism.

Facilitator Question: Anyone have any ideas why this might happen?

Well, our researcher also wanted to know why this happen. Warneken and Tomasello, demonstrated research when children were separated into three groups, where one group was provided no acknowledgement for their helping behaviour, another group was acknowledged by saying thank you for helping, and the third group was provided an extrinsic reward or token for their helping behaviour.

Guess which group continued doing the helping behaviour over time.

Facilitator provide time for guesses

It was the first two groups. The one where no acknowledgement was provided and the one where children were acknowledged for the helping behaviour.

We are seeing a significant decrease in children's desire to want to participate in a helping behaviour because big people have started providing children extrinsic rewards for the result. Whereas, without rewards children were intrinsically motivated to help.

Even, by using words like "good job", "great work", "well done", are rewarding the product if we are not praising the process as well.

While these words are okay to use; we need to increase our language around process so that children continue to be motivated to do the act. We may want to add to our language by saying things like, "thank you!, You really worked hard at picking up the can to give it to mom.

Growth Mindset: Carol Dweck

A growth mindset is about encouraging how hard your child has worked during the process, and a fixed mindset response evaluates the end product or their abilities. Rewarding or penalizing the product, minimizes the value of the work and effort your child put into the process.



Rewards Promote Fixed Mindset

Let's learn more about this, especially as we are a society who have been surrounded by rewards and penalties to learn differently.

What we are learning is that when children are rewarded or penalized for a product, this minimizes the value of the work and the effort they have put into the process.

It is really about encouraging your child in how hard they work throughout the process.

Let's put this into perspective in terms of how this has impacted us by considering our school experiences with letter grades. Many of you may have put little effort in a subject area and did well, and your mark may have been extrinsically rewarded with a gift or through praise. Now you may also remember trying so hard in a subject area because it was a greater challenge to learn the material. Perhaps your end grade was not great and then you were penalized for your mark.

Do you see where we are going with this...

In one subject you just did well, no effort, and you got rewarded. In the other subject there was lots of effort, and it was not reflected in your grade. Perhaps you also got a lecture from your adult that you needed to do better and try harder... even though that is exactly what you did... see how sticker charts do not accurately reflect your child's efforts.

Carol Dweck, a psychologist from Stanford University helps us understand what this all means. Dweck wanted to understand why some children were resilient, while others would be completely devastated when there was a setback when offered a difficult challenge (Mindset Work, 2017).

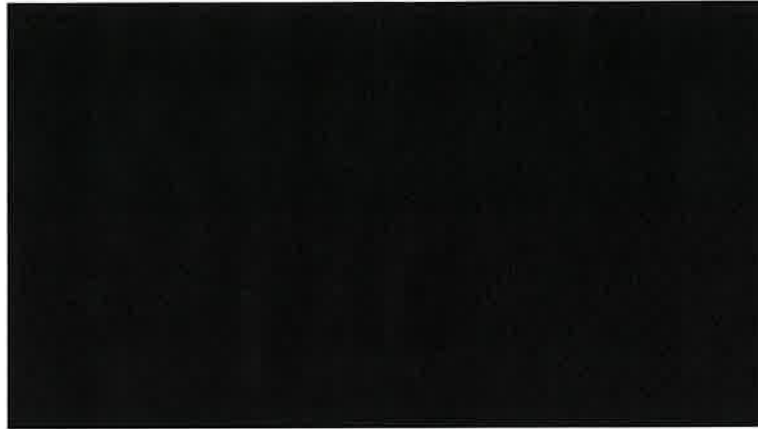
The concept of praising process using a growth mindset lens comes from Carol Dweck.

Dweck is a psychologist from Stanford University who is helping the world understand the importance of a growth mindset approach.

In her research, Dweck wanted to understand why some children were resilient when offered a difficult challenge and why others would be completely devastated when doing the same challenge.

After many research studies Carol Dweck concluded that our belief about ourselves, whether we came from a “fixed mindset” or a “growth mindset” influences how we respond to setback or disappointment.

Growth Mindset: Video One



Amazing isn't it.....

Research studies have demonstrated that when students were told they were smart, they were more likely **not** to try something harder, because of a fixed mindset.

Many of them were afraid to take a risk.....what if they made a mistake or couldn't do it.

Did that mean they were not smart anymore? Of course not, but do you see how powerful the beliefs about ourselves can ultimately change how we learn.

On the other hand, students that were provided comments such as, "you are really trying hard to figure this out," "you are thinking hard how to get that puzzle piece to fit," would take on harder and more challenging tasks as they were not afraid to take risks.

Although, this research study you just watched is based on older children, the impacts of our language start when they are just little.

Growth Mindset: Video Two



This next video teaches us three valuable ways to practice growth mindset.

Facilitators play video clip

Let's review what we just learned.

1. Being more mindful of our own language: Do you speak with growth mindset wording and say things like.....

“I need to learn this differently,”

“I need to learn from them,”

“I can't do this yet.”

2. Praise the process: Praising the process helps your child see the value of their work, and hard work is what supports success.

3. Show how to learn from failure or mistakes: Children should see this as a natural part of the learning process.

Fixed Mindset Phrases



- Wow...You are so smart
- You are so talented!
- Nice art work!
- Great job!
- I am proud of you!
- You were born to do this!
- You are a natural!

Here are some fixed mindset phrases....

Don't panic, we have all used them with our children.

We need to become more self-aware when we say them, and then try adding different wording with growth mindset language.

This helps us get used to the language, we are practicing. For example, if you say, a fixed mindset phrase, such as “good job” Maybe try adding, a growth mind set phrase, such as, “you have worked so hard on your artwork.”

So, what are some other growth mindset phrases you can use...

Growth Mindset Phrases



- You have been working really hard on your...
- I can see that your brain is working really, hard on...
- I wonder how you can do that differently?
- You are finding this too easy, let's add more _____ to stretch your brain.

or

- When it feels hard, that means your brain is growing and learning.
- It looks like all the effort you put into the _____ has worked for you.



Notice we are going to start commenting on how hard our child is working on a task and when it becomes too easy, we are going to challenge them to stretch their brain some more.

Carol Dweck refers to our praise comments as the ingredients to the skills we want our child to continue doing, such as:

- “Working hard”
- “Stretching their brain”
- “Spending lots of time”

These ingredients or skills help support resiliency when things get hard. Children who have learned the value of these ingredients or skills are more likely to use them in other situations.

It is going to take practice for you to respond to your child using **growth mindset language**.

Don't get discouraged...



Read slide

For many of us we will make many mistakes and go to our familiar places of language.

Learning new things requires us to have a growth mindset lens and recover from our mistakes and try again.

Using Growth Mindset language with yourself, might include self-talk such as....

“I am learning how to do this.”

Or

“I just don't know how to do it, yet!”

The word “yet” allows our brain to understand that there is capability to learn it, and that it will just take more time and practice!

CHILD EXPERIENCE

Child Experience	Growth Mindset Response
Child has been working on their Lego creation for over 10 minutes.	
Child makes a drawing then crumples it up and says, "I hate this drawing."	
Child is getting frustrated putting a puzzle together.	
Child's block tower isn't working the way they want it too.	
Child is very excited and says, "Look at the picture I just made!"	
Child is frustrated trying to zip their jacket up.	

Let's Practice



In your workbook, you have examples that need to be changed into growth mindset language.

Work with a partner to change the fixed mindset language into growth mindset language.

Facilitators can reflect on the exercise and answer any questions when parents complete the exercise.



Space **O**f **S**elf-Worth

Growth Mindset



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In this last session, we have learned that that our children's need to be provided a Space of Self worth, where they can view themselves as capable little beings who need to be valued for the time and effort that they are putting into their daily activities. Providing our children this love saver helps them become more resilient when the work becomes harder. We can foster language that supports their understanding that it is ok if they can't do it "yet" and that time, effort and practice will be the ingredients they will forever need to feel a Space of Self-Worth.

Homework...



Practice praising the process



Provide your child a balance of activities that do not have an expected finished product



Read the book “Melvin’s Stretchy Brain.”



Practice praising and encouraging the process by valuing things like time and effort.

Try providing your child a balance of activities that do not have an expected finished product, such as blocks, art materials, sand and water play.

Finally, we invite you to read Melvin’s Stretchy Brain Book. Make sure you have some playdough, silly putty or Sticky Tak close by as you want to roll it up in a ball and explain to your child to imagine that it is Melvin’s Brain. In the story we are going to see how Melvin stretches his brain to learn something new.

The playdough, silly putty or Sticky Tak become a great visual for your child when they are struggling with a new skill by having them imagine that it is their brain and they can stretch it too, when they are learning something new.

Homework Reflection Questions



What are the tensions for you when your child makes a mistake, or you make a mistake?



What were your experiences growing up with language...growth mindset or fixed mindset?



SELF-ASSESSMENT

Where am I in my understanding of the concept of **Growth Mindset**?



How am I doing in my practice of using the concept **Growth Mindset**?



Please take a moment to do the growth mindset self-assessment of your understanding of these skills based on how you learned them today and pass them back to your facilitators.

Once parent have finished the self-assessment – draw their attention to the next few slides