

PARENT MINDSET REFLECTION TOOL, PART 1

After reading each situation below, choose the response that comes closest to your own typical response. (Don't try to pick a "right" answer—be true to yourself.)

1. Your child comes home with an A on his paper. You say:
 - a. This is awesome! You are so smart!
 - b. Good—you know I expect A work from you
 - c. Wow! Your studying really paid off.
2. Your child comes home with a less-than-desirable grade on a paper. You say:
 - a. I told you that you should have spent more time working on this.
 - b. I don't know why your teacher is such a tough grader. You need to talk to her about this.
 - c. How did you go about doing this assignment? What might you do differently next time?
3. Your child scores the winning point on her team. You say:
 - a. I am so proud of you! They won because of you!
 - b. Wow! All of that practice really paid off!
 - c. You sure did get lucky. Good for you!
4. Your child gets nervous and does not do as well as you expected during a performance or event. You say:
 - a. You were terrific!
 - b. It wasn't your best performance. I could tell you were a little nervous.
 - c. I can tell you are not happy with your performance. What do you think you can do to be ready for the next time so you will feel more confident?

FIGURE 1. PARENT MINDSET REFLECTION TOOL

PARENT MINDSET REFLECTION TOOL, PART 1, CONTINUED

5. You notice that your child is spending a lot of time trying to figure something out (a game, puzzle, app, technology, etc). You say:
 - a. You are working really hard to figure that out. I am glad you haven't given up.
 - b. I think you have worked on that long enough. Just give up.
 - c. Here, let me do that for you.
6. You notice that your child quits things quickly/gives up. You say:
 - a. I am glad that you have interests in so many things.
 - b. Try to stick with it a little longer, practice, or try a new way to approach it.
 - c. That's OK. I want to give up when things get tough, too.

FIGURE 1. CONTINUED.

PARENT MINDSET REFLECTION TOOL, PART 2

1. You typically high-achieving child is not performing well in a particular subject. In fact, you notice that things are getting worse. How do you react?
 - a. You try to find out how others are performing in this particular class. Perhaps it is the way the teacher is presenting new information?
 - b. You let your child know what the consequences (technology grounding, limited social events) will be if he doesn't show improvement quickly.
 - c. You talk with your child to try to figure out what is getting in the way of his learning (confusion, distraction, pace, etc.) and what might help him succeed.
2. You notice that your child is struggling with a task. You:
 - a. Distract her with a different task.
 - b. Let her know that struggle is OK.
 - c. Help her with the task.
3. You notice that your child avoids a challenging situation (such as a game, a sport, or an academic class). When you ask why, he states that it is "stupid." Your reaction to this observation:
 - a. Ask why he thinks it is stupid and listen for fixed mindset thinking.
 - b. Tell him that he doesn't have to put himself in these situations—just do what he is comfortable with.
 - c. Let him know that it is OK if he can't do it yet.
4. Your child gets angry when he makes a careless mistake. You:
 - a. Tell him to settle down and not get mad.
 - b. Share a story about when you failed or made a mistake and learned from it.
 - c. Get angry as well; he knew better.

FIGURE 1. CONTINUED.

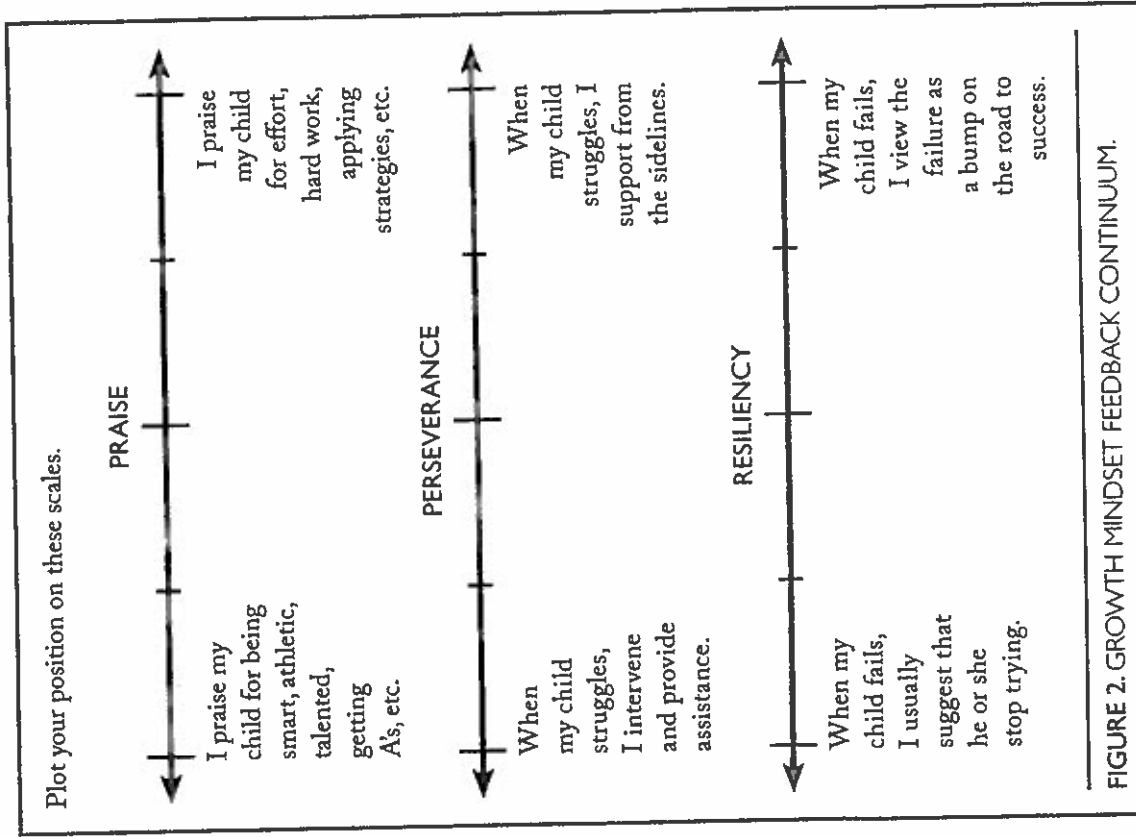


FIGURE 2. GROWTH MINDSET FEEDBACK CONTINUUM.