

UNIVERSITY of DELAWARE
College of Education & Human Development

Delaware Positive Behavior Support Project
Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

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Richard A. Shields Elementary School
PBS meets Growth Mindset Agenda

- The "Journey" toward Growth Mindset in SWPBS
- The Growth Mindset PBS Program Overview
- School-wide System Integration
- The Classroom (where all the magic happens!)
- Multi-Tiered System of Support
- Staff Buy-in
- The Happy Ending (which is actually the beginning!)

Cape Henlopen School District
Richard A. Shields Elementary School:
PBS meets Growth Mindset 2015-16

Richard A. Shields Elementary School
Lewes, Delaware

What is Growth Mindset?




- Published on May 30, 2014
- World-renowned Stanford University psychologist Carol Dweck explains the core idea behind "Mindset," her breakthrough book on how to truly motivate kids.
- <https://youtu.be/hXyevVD4EJI>


Growth Mindset

- Brain science research by Carol Dweck
- Intelligence is not fixed
- Embraces challenge
- Focuses on effort toward a goal
- Welcomes mistakes
- Emphasizes perseverance
- Uses language to develop mindset
- Increases student achievement

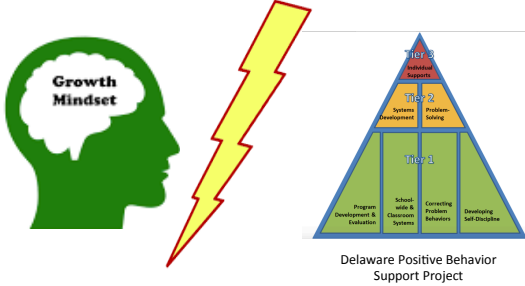
Dweck, C. (2006). *Mindset: the New Psychology of success*. New York: Random House.

School-wide PBS Program 2004 - 2015

- ✓Peacemaker Recognition: 
- ✓Self-Discipline: 
- ✓Reinforcer: 
- ✓School Rules:

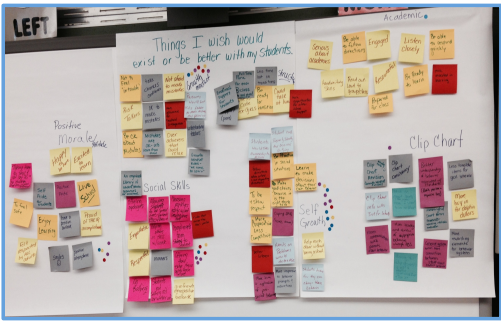
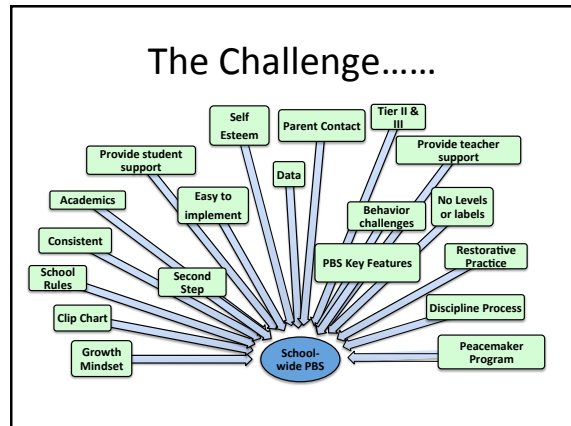
Be Respectful
Be Responsible
Be Safe
- ✓Classroom Behavior: 

The Challenge!



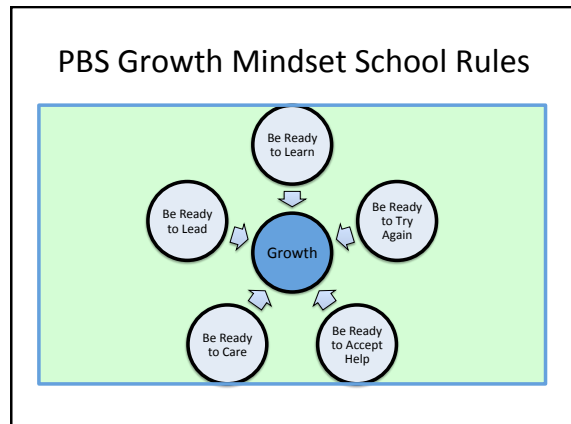
Open Staff Meeting:

"Things I wish would exist or be better with my students"

PBS Growth Mindset Matrix

SCHOOL RULES	ACADEMIC	BEHAVIOR
Be Ready to Learn	Open to new strategies Experiment with new ideas Problem solve	Follow directions Have supplies ready Ready to attend
Be Ready to Try Again	Rewrite/redo/fix it Learn from mistakes Choose another strategy	Follow adult prompts Make a better choice Use calm positive self talk
Be Ready to Accept Help	Seek out critiques of work Learn from corrections Use support to improve	Reflection/goal setting Use behavior strategies Accept consequence
Be Ready to Care	Do your best work Have pride in your work Work toward improvement	Show kindness to others Attend to own emotions Take care of environment
Be Ready to Lead	Take academic risks Share ideas with others Find a new way	Follow rules Solve conflicts Build a caring community



Teaching Growth Mindset for Academics

- Ask your student
- Choose a challenge
- Write who you are
- Search on the internet
- Check classroom for clues
- Sit like a champion
- Discuss
- Fix Mistakes
- Use manipulatives
- Remember EFFORT is hard work

Teaching Growth Mindset for Emotions/Behavior

How to Calm Down
I can do it!
Stop—use your signal
Name your feeling

Problem-Solving Steps
S: Say the problem without blame
T: Think of solutions that are safe and respectful
E: Explore consequences that could happen if...
P: Pick the best solution
Make your plan

Empathy
What someone else is feeling.
What is her body job?
What is his face telling me?
How can I help?
What is a kind thing to say?
Empathy in action!

School-wide PBS Growth Mindset Initiative 2015-16

Horizontal Program Planning

PBS Growth Mindset School Rules	Teaching Growth Mindset School Rules	Teaching Behavior Expectations	Developing Self-Discipline	Student Voice	Parent Involvement	Professional Development and Support	Preventative Classroom Management	Short term reward	Long term reward	Discipline	Data Collection
Be Ready to Learn											
Be Ready to Try Again											
Be Ready to Accept Help											
Be Ready to Care											
Be Ready to Lead											

School-wide PBS Growth Mindset Initiative 2015-16

School-wide PBS Growth Mindset Program 2015-16

PBS Growth Mindset School Rules	Teaching Growth Mindset School Rules	Teaching Behavior Expectations	Developing Self-Discipline	Student Voice	Parent Involvement	Professional Development and Support	Preventative Classroom Management	Short term reward	Long term reward	Discipline	Data Collection
Be Ready to Learn	Teach Growth Mindset language in the classroom	Teach behavior expectations in the classroom	Develop self-discipline through the program	Use student voice in the classroom	Involve parents in the program	Provide professional development for staff	Use preventative classroom management strategies	Use short-term rewards	Use long-term rewards	Use discipline strategies	Collect data on program effectiveness
Be Ready to Try Again											
Be Ready to Accept Help											
Be Ready to Care											
Be Ready to Lead											

This is what it looks like School-wide.....

GROWING WITH OUR RULES

BE READY TO LEARN
BE READY TO TRY AGAIN
BE READY TO ACCEPT HELP
BE READY TO CARE
BE READY TO LEAD

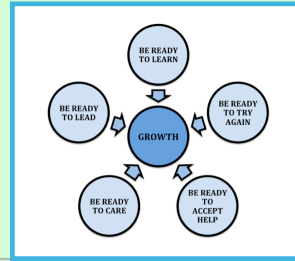
GROWTH

Richard A. Shields Elementary School



“I’LL GET YOU THERE...”

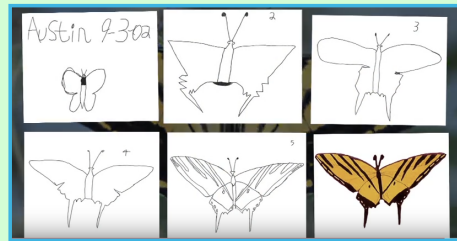
THE NEW YORK TIMES



ACADEMICS K-5

“DEEP AND EFFECTIVE LEARNING”

- CAROL DWECK



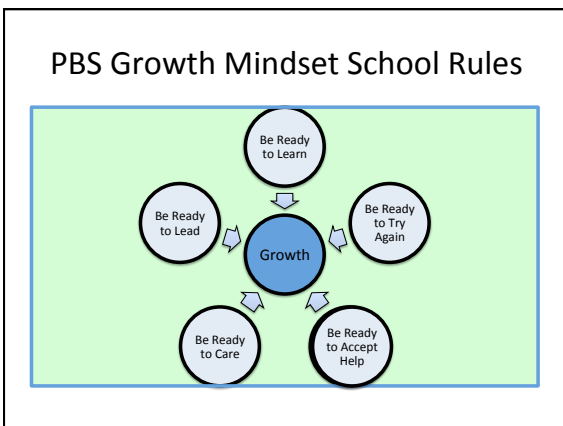
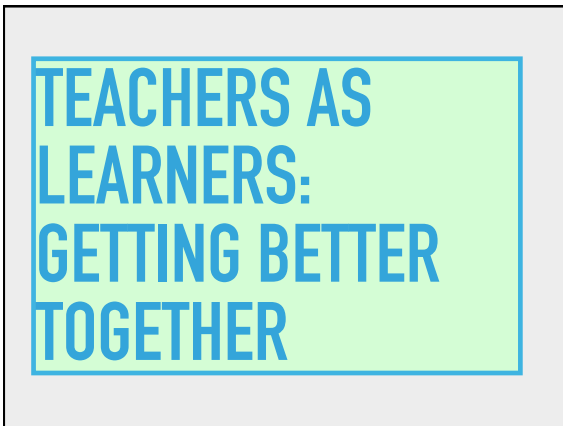
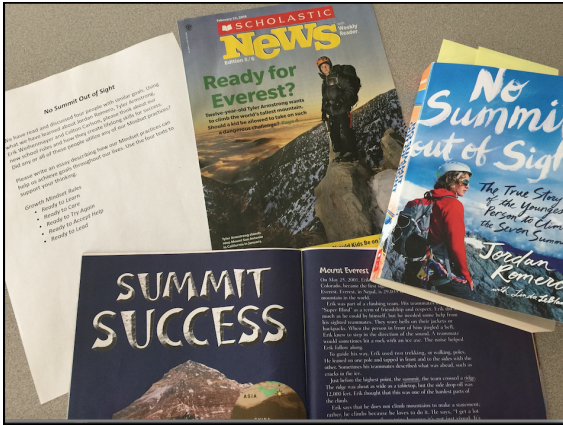
AUSTIN’S BUTTERFLY



FIFTH GRADE ELA LESSON/ACTIVITY

NO SUMMIT OUT OF SIGHT

- ▶ We have read and discussed four people with similar goals. Using what we have learned about Jordan Romero, Tyler Armstrong, Erik Weihenmayer and Colton Carlson, please think about our new school rules and how they create lifelong skills for success. Did any or all of these people utilize any of our Mindset Practices?
- ▶ Please write an essay describing how our Mindset practices can help us achieve goals throughout our lives. Use the four texts to support your thinking.
- ▶ Growth Mindset Rules- Be Ready to Learn, Be Ready to Care, Be Ready to Try Again, Be Ready to Accept Help, and Be Ready to Lead



**“Be Ready to Accept Help”
Behavior Interventions**

Teacher prompts & pre-correction	Point card & Self-Monitoring	Problem solving	Natural & logical consequences
Behavior skill instruction	Behavior skill practice	Reflection	Behavior Goal Setting
Teacher Conference	Parent Contact	Specific praise	Other staff support
Visual Behavior Prompts	Calming/Take a Break Strategies	Positive reinforcement	Change of setting

"Be Ready to Accept Help" Classroom Behavior Data Sheet

Student	Grade	Teacher	9/8/15-9/11/15		9/14/15-9/18/15		9/21/15-9/25/15	
			Behavior	Intervention	Behavior	Intervention	Behavior	Intervention
McCartney, Paul	1	Haller	Disruptive	3-min. recess conference, conference with goal setting, 15 min. recess loss Recess conference and drew feelings	Disruptive Not following directions	Warnings Lost recess Lost free time Teacher conference Seat change Incentive	Not following directions	10 min recess conference Visual prompts
Lennon, John	1	Vansant	Hands on	Parent contact Restorative Sheet	Not following Directions	Point card Parent contact Prompt	Disruptive Hands on	Called Home Point card Reflection
Starr, Ringo	1	Williams	Hands on	Point card Student Conference Reflection	Café issues	Point card Teacher conference Parent call Break	Tantrum Hands on	Note home Break Reflection
Harrison, George	1	Williams	Not following directions	Changed seat Point card Prompts	Tantrum			

Multi-Tiered System of Support

Tier 1 All Students Collect Classroom Behavior Data ODR	<ul style="list-style-type: none"> • Growth Mindset School-wide PBS • Classroom Behavior Management Plan • Second Step • Restorative Practices • Code of Conduct
Tier 2 More than 2 ODR Classroom Behavior Data Teacher Report Parent Report Student Report	<ul style="list-style-type: none"> • Individual or group skill instruction • Mentor Program • Check in/Check out • Community referral • Teacher support
Tier 3 6 or more ODR Continued Classroom Behavior Data Tier 2 intervention ineffective	<ul style="list-style-type: none"> • FBA/BIP • Individual supports • Increased classroom supports • Parent involvement • Coordination of community resources • Consider psychological evaluation



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References

- Richard A. Shields School Profile: <http://profiles.doe.k12.de.us/SchoolProfiles/School/Default.aspx?checkSchool=712&districtCode=17>
- Delaware PBS Project: <http://wordpress.oet.udel.edu/pbs/>
- Carol Dweck Video: <https://youtu.be/hXyvesVD4EJI>
- Dweck, C. (2006). *Mindset: the New Psychology of success.* New York: Random House.
- Lesson Pix: <http://lessonpix.com>
- Second Step: <http://www.cfchildren.org>
- Blind Side Study Scene: <http://tinyurl.com/blindsidestudyscene>
- Austin's Butterfly: <http://tinyurl.com/critiqueandfeedback>
- Beers, K. & Probst, Robert E. (2016). *Reading nonfiction notice and note stances, signposts, and strategies.* Portsmouth, NH: Heinemann.
- Deak, J., & Ackerley, S. (2010). *Your fantastic elastic brain: Stretch it, shape it.*
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- Burgess, Dave (2012). *Teach like a pirate.* San Diego, CA: First Dave Burgess Consulting, Inc.

Cape Henlopen School District
Richard A. Shields Elementary
Positive Behavior Support Meets Growth Mindset

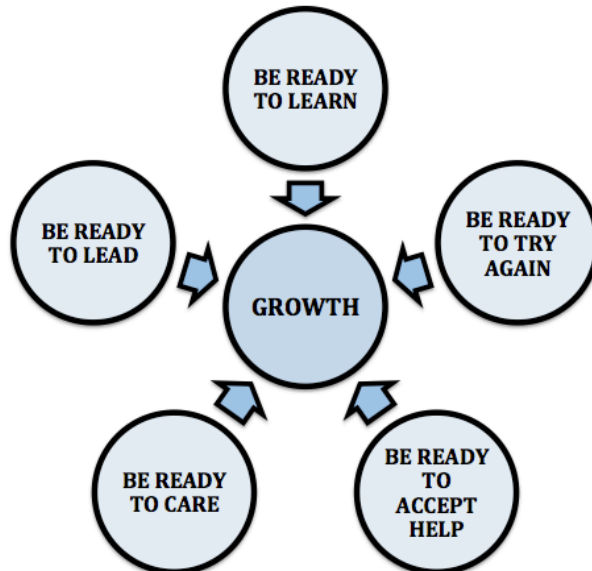
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PBS/Growth Mindset Matrix:

SCHOOL RULES	ACADEMIC	BEHAVIOR
Be Ready to Learn	Open to new strategies Experiment with new ideas Problem solve	Follow directions Have supplies ready Ready to attend
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Be Ready to Lead	Take academic risks Share ideas with others Find a new way	Follow rules Solve conflicts Build a caring community

PBS/Growth Mindset School Rules Graphic:



School-wide PBS/Growth Mindset Initiative 2015-16

PBS Growth Mindset School Rules →	Teaching Growth Mindset School Rules	Teaching Behavior Expectations	Developing Self Discipline	Student Voice	Parent Involvement	Professional Development and Support	Preventative Classroom Management	Short term reward	Long term reward	Discipline	Data Collection
<p><i>Be Ready to Learn</i></p> <p><i>Be Ready to Try Again</i></p> <p><i>Be Ready to Accept Help</i></p> <p><i>Be Ready to Care</i></p> <p><i>Be Ready to Lead</i> →</p>	<p>Teach Growth Mindset language</p> <p>Classroom lessons on brain science</p> <p>Explore Growth Mindset literature and media</p> <p>School-wide units on PBS and Growth Mindset throughout the year:</p> <ul style="list-style-type: none"> -Mistakes that have resulted in successes -Historical or contemporary figures who have persevered through hardship -Explore leadership qualities -Study the impact of teamwork in success -Community service projects 	<p>Teach basic behavior expectations at the beginning of the year and review as necessary:</p> <ul style="list-style-type: none"> -Hall -Bathroom -Cafeteria -Playground -Bus 	<p>Use Growth Mindset language to teach perseverance and self correction</p> <p>Teach <u>Second Step</u> lessons in each classroom</p> <p>Incorporate <u>Second Step</u> strategies into a school-wide focus throughout the year:</p> <ul style="list-style-type: none"> -Peacemaker -Recognition Program -Use of visuals -Apply <u>Second Step</u> strategies in problem solving -Incorporate in morning announcements Restorative Practice: -Reflections -Circles 	<p>Led by Cape Accelerated Program students</p> <p>Student surveys</p> <p>Student Climate Survey Data</p>	<p>Teach Growth Mindset language to parents</p> <p>Weekly contact with parents regarding classroom behavior for each student</p> <p>Parent Rep on the PBS Team</p> <p>Parent Newsletter "Growing with PBS"</p> <p>Parent resources on the school website with a link to a PBS Weebly website</p> <p>PTO and Open House Presentations on PBS and Growth Mindset</p>	<p>PBS rep also is the grade level Lead Teacher on behavior interventions</p> <p>Professional literature on Growth Mindset available to all staff</p> <p>Growth Mindset Book Clubs</p> <p>Behavior interventions discussed during Learning Labs</p> <p>PBS State-wide training Resource and intervention sharing through Schoology</p> <p>Admin support for PBS meeting time</p>	<p>Use Growth Mindset and school rules as language for classroom prompts and specific praise</p> <p>Classroom management works toward increased support</p> <p>Consequences are natural and/or logical</p> <p>Behavior interventions made available to all staff with support</p> <p>Use <u>Second Step</u> language for calming strategies and problem solving</p> <p>Use Restorative Practices for student conferences and class circles</p>	<p>Specific praise in Growth Mindset language</p> <p>Peacemaker Recognition Award using school rules, growth mindset, and <u>Second Step</u> language</p> <p>Bus Recognition Award</p> <p>Individual Classroom rewards</p>	<p>Monthly celebrations at class, grade, or school-wide level</p> <p>Incorporate growth mindset activities in celebrations</p> <p>School-wide raffles</p> <p>Dolphin Depot School Store</p> <p>Cafeteria Class recognition rewards</p> <p>Classroom whole class rewards</p> <p>Positive Parent Contact</p>	<p>Use of Growth Mindset language in behavior correction</p> <p>Restorative Practice Conferences and Reflections</p> <p>Focus on natural or logical consequences</p> <p>Use <u>Second Step</u> strategies for calming down and problem solving</p>	<p>Individual student data for multi-tiered system:</p> <ul style="list-style-type: none"> -Classroom Behavior Intervention data -ODR -Recess and cafeteria reports -Parent reports <p>Group data for program evaluation:</p> <ul style="list-style-type: none"> -Climate Survey -Delaware Assessment of Strengths and Needs for PBS -Key Feature Tracker

Growth Mindset in Academics and Behavior

Growth Mindset focuses on the power of a student’s words to change his/her mindset into one that embraces challenges, welcomes mistakes, and emphasizes perseverance to help strengthen the connections in the brain. Carol Dweck has validated the positive impact of the Growth Mindset on student achievement in numerous research studies. Growth Mindset language could include:

I can’t do this.	I can find a different strategy, start over, talk to a classmate, look for more information, or think of a new idea to complete this work.
This is too hard.	When something is hard, I know that my brain is making new connections as long as I don’t give up!
I make too many mistakes.	Mistakes help me really think about what I am doing and then I can find other ways to solve my problems, including getting help.

Just as Growth Mindset can be applied to academics, it can be applied to the emotional, social, and behavioral development of our students. As a school, our goal is to see behavior as we see academics: we expect to teach behavior, we expect behavior mistakes, we expect that students will require different levels of support, and we are attempting to equip ourselves with best practice behavioral interventions to help all students be successful. Changing language and beliefs can open up new ways for students to respond:

I am so mad right now!	Being mad is normal, and I can take a break to calm down and make a good decision. Then I can try again or get help.
No one asked to be my partner. I hate group work!	I am learning how to be a good team member. I will start by asking someone to be my partner by using a kind voice. If they say no, I will try again or get help.
I hate that I always get in trouble for talking to my friends during instruction. Not fair!	My teacher wants me to be friendly with my classmates, but I can wait to chat with my friends during recess. It’s really not fair to the others if my talking interferes with their learning, so I can wait until recess.

Of course, in order for students to change their mindset, we must first take a look at our own mindset. Are we ready to learn, try again, accept help, care, and lead? These same concepts not only provide students with better results, they open up new doors in our own creativity to be more effective educators in a very rewarding profession. ☺

-Heidi Collier Quillen, LCSW

References and Resources:

- Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Ricci, M. (2013). *Mindsets in the classroom: Building a culture of success and student achievement in schools*.
- Ricci, M., & Ricci, M. (2015). *Ready-to-use resources for mindsets in the classroom: Everything educators need for school success*.
- Mraz, K., & Hertz, C. (2015). *A mindset for learning: Teaching the traits of joyful, independent growth*.
- Stanford University <https://www.mindsetkit.org>
- Search Growth Mindset at www.khanacademy.org
- Carol Dweck (Stanford Connects): <http://youtu.be/hiiEeMN7vbQ>

Tier 1 Classroom Behavior Interventions

The following interventions are made available to our teaching staff with support from the grade level representative to the PBS committee who also serves in the role of lead teacher in behavior at that grade level. The Behavior RTI Team members, including administrators, the school social worker, the school psychologist, and the PBS co-coach, are also available for support. “Tool sharing” is becoming a major focus of our PBS meetings as faculty share experiences and resources that work – or don’t! Professional development on best practices in behavior management is shared during grade level meetings, staff meetings, an intervention manual, and through email groups.

Teacher prompts & pre-correction	Point card & Self-Monitoring	Problem solving	Natural & logical consequences
Behavior skill instruction	Behavior skill practice	Reflection	Behavior Goal Setting
Teacher Conference	Parent Contact	Specific praise	Other staff support
Visual Behavior Prompts	Calming/Take a Break Strategies	Positive reinforcement	Change of setting

Moving from Tier 1 Interventions in a MTSS

- Classroom teachers use behavior management strategies to create a positive environment including teaching appropriate behaviors, reinforcing positive behaviors, giving specific praise, and prompting.
- When a student is not responsive to basic classroom behavior management, the teacher will utilize additional interventions, such as those listed above, to help shape behavior. The PBS team has made a commitment to be proactive and place as many Tier 1 behavior strategies in the hands of the teaching staff as possible.
- Teachers report the students who require these additional interventions for their classroom behaviors to the Behavior RTI team every week to be monitored for the possibility of requiring more intensive interventions and supports in the MTSS.
- In addition to the classroom behavior data, the Behavior RTI team also identifies students requiring additional support through ODR’s, reports from other settings, and direct contact information from the teacher, student, and parent.
- If the student does not respond to Tier 1 classroom level supports, the Behavior RTI Team will assign a case manager to provide additional intervention/support services in the MTSS.
- If appropriate, the Behavior RTI team may also conduct a student specific meeting at any time with involved staff and parents to determine if a student requires more support in the MTSS.

Sample Lesson Plan: Introduction to Growth Mindset - Third Grade

Activating Strategy:

- Show students a picture of a mountain.
- Ask, “If I asked if you could climb this mountain, what would you say?” “Why?”
- Elicit responses from students, recording their ideas on chart paper.

Vocabulary:

- Introduce the terms **fixed mindset** and **growth mindset**
Fixed Mindset: Intelligence and talent are both fixed at birth
Growth Mindset: Intelligence and talent can grow and change
- Discuss the idea that every time you learn something new, the brain forms new connections.

Show students the video, *The Dot* by: Peter Reynolds:

<https://www.youtube.com/watch?v=t5mGeR4AQdM>

- Tell students, “Let’s watch this video about Vashti. As you watch it, think about her mindset. Is it fixed or growth? Does it change?”
- After the video, ask students to compare what Vashti learned to how they felt about the mountain.

Ask students to shout out “fixed mindset” or “growth mindset” as you say the following statements:

- I love a challenge
- Mistakes are our friends
- I can’t do this homework
- If I have to work hard, I am not very smart
- I was hoping this would be informative
- I’m jealous when other kids do well
- I made a mistake and can’t fix it
- I’m not good at writing
- I like to try new things
- This math is too hard

Discuss how mindsets impact us in school:

- Show students the following five fixed mindset statements and ask them to turn and talk with a partner to discuss which growth statement matches it as a better way to say it.

Note: The growth statement next to the fixed is **not** the correct one; students should draw a line from the fixed statement to the growth statement.

FIXED MINDSET STATEMENT	GROWTH STATEMENT
I don’t feel like doing anything today.	I’m ready to lead.
I messed up; I’m not doing this anymore.	I’m ready to care.
I’ll never be able to do this.	I’m ready to learn!
I hope I do better than everyone else.	I’m ready to try again.
I’m not helping anyone with this.	I’m ready to accept help.

Sample Lesson Plan: Introduction to Growth Mindset and our PBS School Rules Third Grade

Introduce graphic with the school rules:

- Be Ready to Learn
- Be Ready to Try Again
- Be Ready to Accept Help
- Be Ready to Care
- Be Ready to Lead



Discuss how each rule can apply to academics (how to grow as a “student”) and to behavior (how to grow to be a better friend and classmate).

Carousel activity:

-Materials: A poster prepared for *each* growth rule that has designated areas where students can give examples of their responses to how a student who is ready to learn is, does, says, and does not. Repeat for each rule.

Be Ready to Learn	
Is	Does
Says	Does Not

-Tell students: When the poster for each rule is at your group table, write your responses to each question on a sticky note and place it on the poster. Be sure to use the growth mindset language we have learned. When the chimes ring, the group director will bring their poster to the next group. Each group will add to every poster, so there will be 5 rotations.

-Share final posters with the whole group. Display in classroom.

Summarizing Activity:

Have students fill out an exit ticket for the most important thing they learned about fixed/growth mindset and the new school rules.

Growth Mindset Children’s Books (online lessons available for several of these titles):

- Deak, J., & Ackerley, S. (2010). *Your fantastic elastic brain: Stretch it, shape it.*
- Saltzberg, B. (2010). *Beautiful oops!* New York: Workman Pub.
- Pett, M., & Rubinstein, G. (2011). *The girl who never made mistakes.* Naperville, Ill.: Sourcebooks Jabberwocky.
- Reynolds, P. (2003). *The dot.* Cambridge, Mass.: Candlewick Press.