

## Growth Mindset-Related Interventions that Resulted in Positive Academic Success for Participants

### Excerpt Source:

Dweck, C. S., Walton, G. M., & Cohen, G. L. (2011). Academic tenacity. White paper prepared for the Gates Foundation. Seattle, WA.

**Figure 4: Selected Interventions with Academic Outcomes**

<b>AUTHORS</b>	<b>RESEARCH PARTICIPANTS</b>	<b>EFFECTS (RELATIVE TO CONTROL GROUP)</b>
<b>Teaching students that intelligence can be developed (a growth mindset)</b>		
Blackwell, Trzesniewski, & Dweck (2007)	Urban, low-income, African American and Latino 7th grade students	Higher math grades
Good, Aronson, & Inzlicht (2003)	African American and Latino middle school students at a rural school	Higher state test scores for all in reading and for girls in math
Aronson, Fried, & Good (2002)	African American and white college students	Higher GPA; greater valuing and enjoyment of academics
<b>Helping students to feel that they belong or are valued in school</b>		
Walton & Cohen, (2007)	African American college students	Higher GPA
Cohen et al. (2006; 2009)	African American and white middle school students	Higher grades among African American students in the targeted class
<b>Helping students to see how the curriculum is relevant to their own lives</b>		
Hulleman & Harackiewicz (2009)	White, African American, Latino, and Asian high school students	Higher grades in the targeted class among students with low initial expectations of success
<b>Helping students to set goals, identify obstacles, and learn self-control strategies</b>		
Oyserman, Bybee, & Terry (2006)	African American and Latino middle school students	Higher grades; fewer absences; fewer disciplinary referrals
Brigman & Webb (2007)	Students in grades 5–9 who scored below 50th percentile on state math test	Higher state test scores in reading and math

Note: All interventions were randomized controlled trials.

(Dweck, Walton, & Cohen, 2001, p.16)