



# **Expected Learning Outcomes:**

- ☐ Bring an awareness of Growth Mindset.
- ☐ Define Growth Mindset.
- ☐ Practice Growth Mindset.
- ☐ Use Growth Mindset statements with your child.



## What is Growth Mindset?

- Dr. Carol Dweck Professor of Psychology.
- Growth Mindset enjoying learning and being a successful learner.
- Foster GRIT and PERSITENCE and the importance of sustained EFFORT.



"If you manage any people or if you are a parent (which is a form of managing people), drop everything and read Mindset."
—GUY KAWASAKI, author of The Art of the Start

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

\* parenting
\* business
\* school
\* relationships

CAROL S. DWECK, Ph.D.

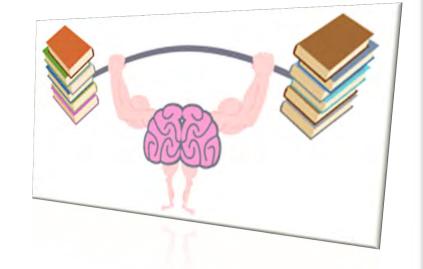


### Your Brain is Like a Muscle

When you train your muscle, it grows based on the amount of EFFORT you put into your training.

This is proven to be true with your brain as well.

The more EFFORT you put into your LEARNING, the stronger it gets.





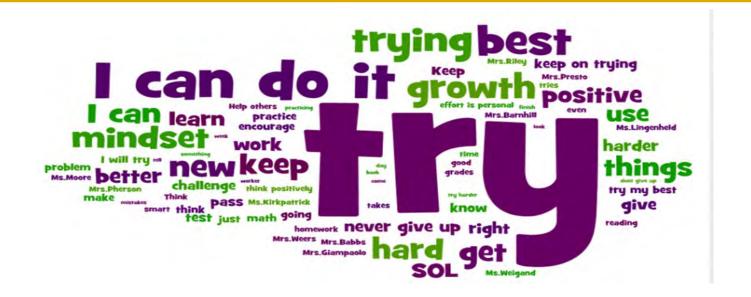
# **Black Cab Taxi Training in London**



- How long do you think it takes to become a black cab taxi driver in London?
  - 3 years
- Taxi drivers need to be able to mentally work out alternative routes through the city to avoid excessive congestion.
- Studies on this training shows that a driver's brain development Increased by 30% from the start to the end of training



## What is Mindset?



- ☐ It is simply a BELIEF about YOURSELF.
- ☐ It can relate to ability, faith, personality, talent.

### We All Have a Mindset

### GROWTH MINDSET

Intelligence and talent can go up and down.

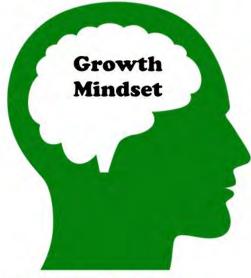
### **FIXED MINDSET**

You think that intelligence and talent are fixed at birth.

Many of us have a FIXED mindset about some experiences and subjects and a GROWTH mindset about others.

# **Expected Learning Outcomes:**

#### What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not. When I'm frustrated, I give up. I don't like to be challenged. When I fail, I'm no good. Tell me I'm smart. If you succeed, I feel threatened. My abilities determine everything.



# **Growth Mindset**

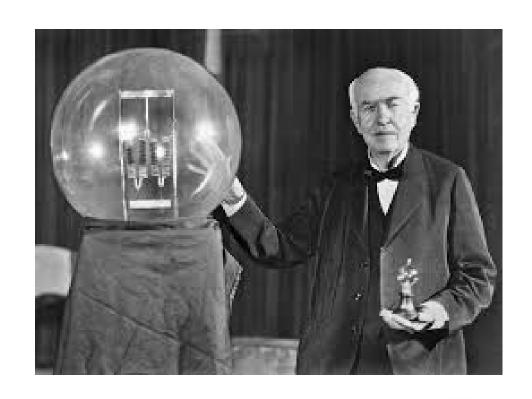
☐ Begins with us – what do we do when things become difficult?





### **Adult Case Studies of Growth Mindset**

Who is this?
Thomas Edison
"I have not failed.
I've just found
10,000 ways that
won't work."





### **Adult Case Studies of Growth Mindset**

### Who is this?

Angie Thomas, author
"The Hate U Give (THUG)"
"I have writer friends
who've been rejected 500
times. One yes can change
everything. Be persistent."







### **Adult Case Studies of Growth Mindset**

#### Who is this?

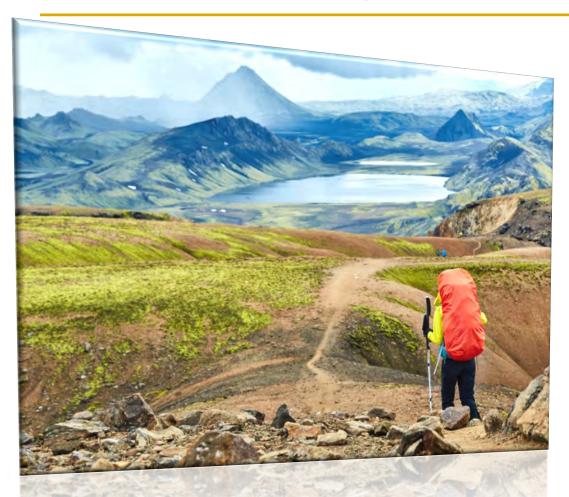


Tyler Perry
"I don't think
dreams die.
I think people
give up."





# The Road to Success



It all appears
effortless and that
it "just happens."
The reality of
success is the
zigzag road up the
mountain.



# **Promoting Learning Goals**

- We all need to think about the process of learning and what is needed to master new things.
- This year, encourage your children to develop –
  - ✓ Mental Contrasting
  - √ Marvelous Mistakes
  - ✓ Persistence
  - ✓ Trying New Things
  - ✓ Repetition
  - ✓ Learning from Trial and Error.





# Teaching your child GROWTH MINDSET language

Effort
Challenge
Perseverance
Thinking
Learning
Feedback
Decisions
Try Again
Determination
Stick-to-it-ness

Marvelous Mistakes
Grit
Useful Failure
Growth
Trial And Improvement
Edit, Edit And More
Edits
Reflection
Persistence
Resilience
Process





# **Mental Contrasting**

The contrast is drawn between what is desired and what needs to be done to make that desire a reality.

IF... Then...

Example

<u>If</u> I want to play piano, <u>then</u> I must practice every night.

<u>If</u> I want to pass my math test, <u>then</u> I must practice my algebra equations once in the morning and once in the evening.

Your Turn, Create two *IF... THEN...* statements that would apply to your child



# Marvelous Mistakes: Embracing Mistakes Enhances Learning





#### 1. Acknowledge and embrace imperfections.

Hiding from your weaknesses means you'll never overcome them.

#### 2. View challenges as opportunities.

Having a growth mindset means relishing opportunities for self-improvement. Learn more about how to fail well.

#### 3. Try different learning tactics.

There's no one-size-fits-all model for learning. What works for one person may not work for you. Learn about learning strategies.

#### 4. Follow the research on brain plasticity.

The brain isn't fixed; the mind shouldn't be either.

#### 5. Replace the word "failing" with the word "learning."

When you make a mistake or fall short of a goal, you haven't failed; you've learned.



#### 6. Stop seeking approval.

When you prioritize approval over learning, you sacrifice your own potential for growth.

#### 7. Value the process over the end result.

Intelligent people enjoy the learning process, and don't mind when it continues beyond an expected time frame.

#### 8. Cultivate a sense of purpose.

Dweck's research also showed that students with a growth mindset had a greater sense of purpose. Keep the big picture in mind.

#### 9. Celebrate growth with others.

If you truly appreciate growth, you'll want to share your progress with others.

#### 10. Emphasize growth over speed.

Learning fast isn't the same as learning well, and learning well sometimes requires allowing time for mistakes.

#### 11. Reward actions, not traits.

Tell students when they're doing something smart, not just being smart.

#### 12. Redefine "genius."

The myth's been busted: genius requires hard work, not talent alone.

#### 13. Portray criticism as positive.

You don't have to used that hackneyed term, "constructive criticism," but you do have to believe in the concept.

#### 14. Disassociate improvement from failure.

Stop assuming that "room for improvement" translates into failure.

#### 15. Provide regular opportunities for reflection.

Let students reflect on their learning at least once a day.



#### 16. Place effort before talent.

Hard work should always be rewarded before inherent skill.

#### 17. Highlight the relationship between learning and "brain training."

The brain is like a muscle that needs to be worked out, just like the body.

#### 18. Cultivate grit.

Students with that extra bit of determination will be more likely to seek approval from themselves rather than others.

#### 19. Abandon the image.

"Naturally smart" sounds just about as believable as "spontaneous generation." You won't achieve the image if you're not ready for the work.

#### 20. Use the word "yet."

Dweck says "not yet" has become one of her favorite phrases. Whenever you see students struggling with a task, just tell them they haven't mastered it yet.



#### 21. Learn from other people's mistakes.

It's not always wise to compare yourself to others, but it is important to realize that humans share the same weaknesses.

#### 22. Make a new goal for every goal accomplished.

You'll never be done learning. Just because your midterm exam is over doesn't mean you should stop being interested in a subject. Growth-minded people know how to constantly create new goals to keep themselves stimulated.

#### 23. Take risks in the company of others.

Stop trying to save face all the time and just let yourself goof up now and then. It will make it easier to take risks in the future.

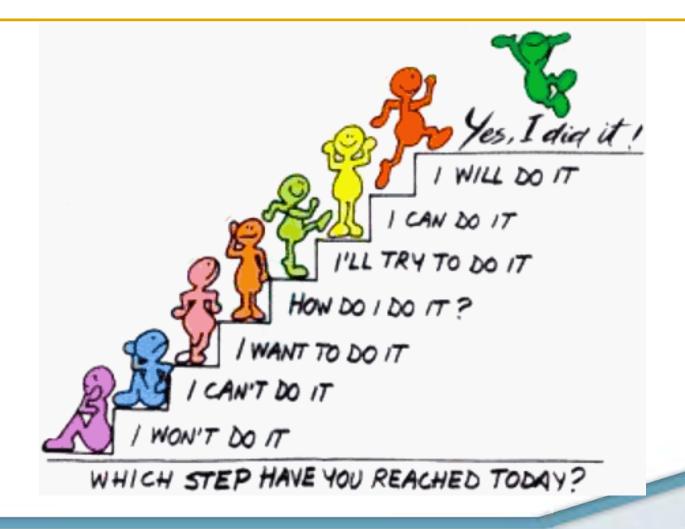
#### 24. Think realistically about time and effort.

It takes time to learn. Don't expect to master every topic under the sun in one sitting.

#### 25. Take ownership over your attitude.

Once you develop a growth mindset, own it. Acknowledge yourself as someone who possesses a growth mentality and be proud to let it guide you throughout your educational career.

# Which step have you reached today?





# **Encourage your child**

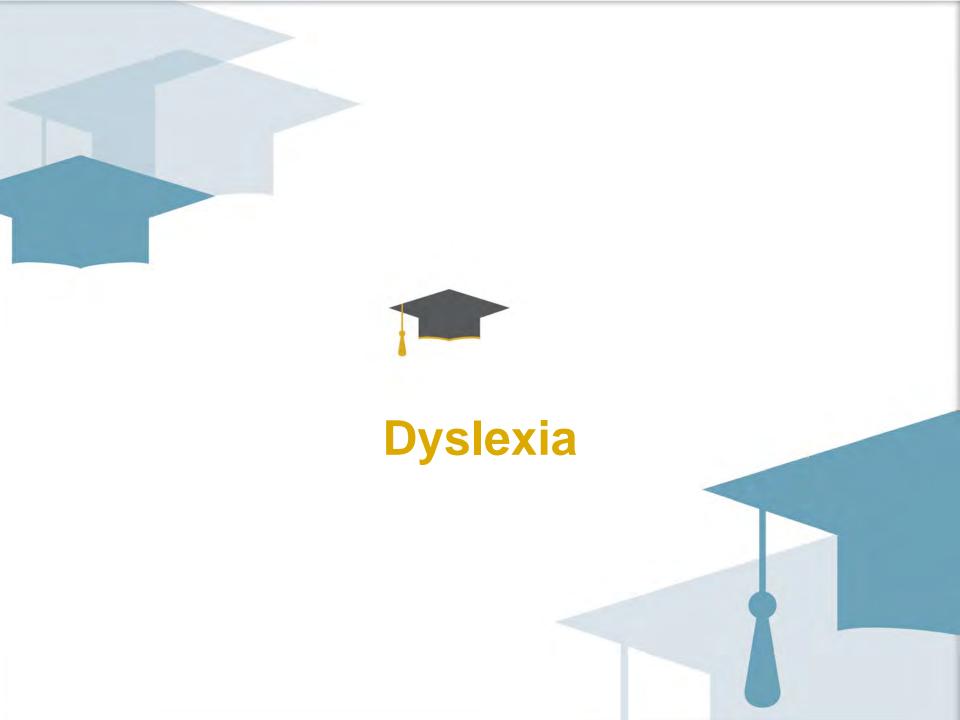
Use this phrase: "You haven't learned it... YET"





### **Questions?**





### **Session Goals**

- ☐ Overview of Dyslexia
- ☐ Primary Characteristics
- ☐ Secondary Deficits
- Dyslexia Identification
- District Contacts

# What is Dyslexia?

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.



# **Primary Characteristics of Dyslexia**



The following are the primary reading/spelling characteristics of dyslexia:

- > Difficulty reading words in isolation
- > Difficulty accurately decoding unfamiliar words
- > Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- > Difficulty spelling

\*It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.



### **Characteristics of Dyslexia in Preschool**

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- > Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- > Aversion to print (e.g., doesn't enjoy following along if a book is read aloud)



### Characteristics of Dyslexia in Kinder & 1st Grade



- Difficulty breaking words into smaller parts, or syllables (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m//ă//n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

### Dyslexia Characteristics in 2<sup>nd</sup> and 3<sup>rd</sup> Grades

- Difficulty recognizing common sight words (e.g., "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression





### **Secondary Deficits (Middle and High School)**



# Written Expression

Reading Comprehension

Math Word Problems



# Office of Interventions

#### If you suspect Dyslexia

Contact the Intervention Assistance Team Chairperson at your child's school

The campus Intervention Assistance Team will meet to review data and determine next steps

If your child is identified as Dyslexic the following individuals are available to support

Campus Dyslexia Coordinator

The Interventions Office

### Who to Contact

Obed Franco, East ofranco@houstonisd.org

Yolanda Gray, West ygray@houstonisd.org

Antonio McMillian, West Antonio.mcmillian@houstonisd.org

LaAngel St. Julian, South <a href="mailto:lstjulia@houstonisd.org">lstjulia@houstonisd.org</a>

Alicia Craig, North acraigl@houstonisd.org

Geneva Harris Hatton, Northwest Geneva.HarrisHatton@houstonisd.org



### Resources

#### Learning Ally (http://www.learningally.org)

Learning Ally is a good source of books on tape, especially textbooks on tape, for those who are blind or dyslexic.

#### Kurzweil (http://www.kurzweiledu.com)

Kurzweil has developed computer technology that assists those with difficulty with reading. There are applications for readers of all ages.

#### The Yale Center for Dyslexia and Creativity (http://ycdc.yale.edu)

The Yale Center for Dyslexia & Creativity serves as a nexus for research on dyslexia, as well as a leading source of advocacy and information to better the lives of people with dyslexia.

#### https://www.neuhaus.org/parents/seminars

Neuhaus Education Center Family Support - Information and resources for families.



### **Questions?**





## Safety Issues





- I. Inappropriate content
- II. Online privacy
- III. Online sexual solicitation
- IV. Cyberbullying
- v. Inappropriate Apps



# **Inappropriate Content**



- o Pornography
- Excessive violence
- Hate speech
- Risky or illegal behaviors



# **Online Gaming**

- Consoles like Xbox Live are increasingly connected to the Internet, allowing kids to play against friends and strangers.
- Many allow players to talk in real time using headsets and microphones.
- \* Kids may be exposed to "trash talk" or worse.





# How to Respond



- ☐ Don't frighten them
- ☐ Listen attentively
- ☐ Tell them it's not their fault
- ☐ Answer questions
- ☐ Help them report it



# **Online Posting Don'ts:**

- Inappropriate or illegal behavior
- Offensive language
- Threats of violence
- Underage drinking or drug use
- Hate speech



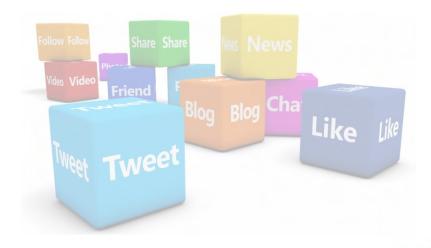
# **Online Privacy**

#### What is okay:

- ✓ Pictures of family and friends (with permission)
- ✓ Casual conversation during gaming

#### What is not okay:

- Certain kinds of personal information
- Trying to meet in person





## What is Personal Information?



- Passwords
- Home address
- Location
- Phone numbers
- Email addresses



# Risks of Sharing Personal Information:



- 1.Identity theft
- 2. Online scams
- 3. Hacking



### What You Can Do:

Establish Learn about Help them Help them Talk about rules about reporting set privacy their list of create what they settings on friends bad strong behavior passwords can share their computer

### **Online Sexual Solicitation**



Pretend to be other children or kind adults Trick
children
into
revealing
personal
information

Lure
children
and
teenagers
into
meeting
them in
person

### **Online Sexual Solicitation**



If a stranger contacts your child, make sure your child knows to not respond, contact an adult right away, and to block them.

CyberTipline:

www.cybertipline.com

# Cyberbullying = Bullying + Technology

- Sending mean texts
- Photoshopping pictures
- Creating fake profiles
- Posting fight videos
- > Spreading rumors and gossip
- Posting embarrassing pictures
- Sending threatening or harassing comments



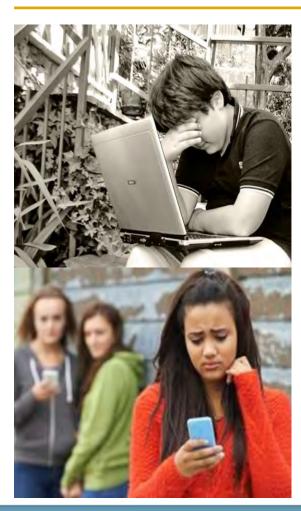


## **Behaviors of a Cyberbully**

- Quickly switches screens or closes programs
- ☐ Uses the computer at all hours
- Gets unusually upset if they cannot use the computer
- Laughs excessively while online
- Avoids discussions about what they are doing
- □ Uses multiple online accounts



# A Cyberbullying Victim Might:



- ☐ Stop using the computer or cell phone
- ☐ Act nervous when receiving an email or text
- ☐ Seem uneasy about going to school
- ☐ Withdraw from friends and family



# How to Help Cyberbullying Victims:

- ☐ Save the evidence
- ☐ Block cyberbullies
- ☐ Set up new accounts
- ☐ Talk to the school
- ☐ Report it to authorities
- ☐ Model good online behavior

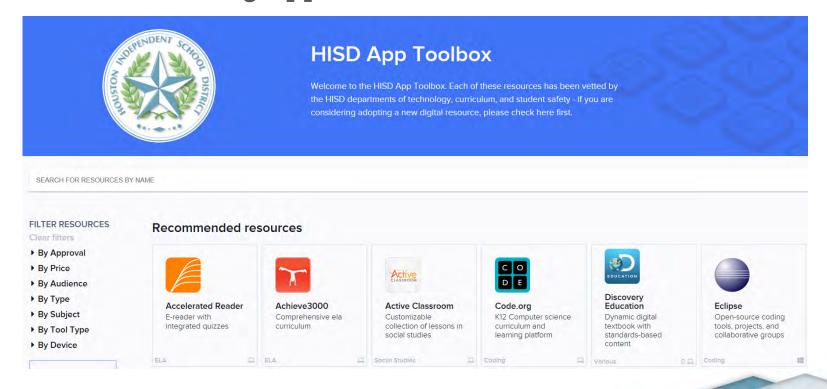




# **Keeping Apps Appropriate**

www.houstonisd.org/apptoolbox

www.commonsensemedia.org





### **Best Practices for Parents:**

- 1) Monitor your kids on computers AND mobile devices, like phones
- 2) Protect your kids from cyberbullying
- 3) Monitor Chats and Facebook
- 4) Protect your kids from access to pornography and inappropriate content
- 5) Access reports & alerts, if available
- 6) Set TIME LIMITS on internet & chat use
- 7) Communicate regularly about their experiences online



### **Basic Internet Rules for Children**

- Never give out identifying information.
- Never write or post anything you wouldn't be comfortable with the whole world seeing.
- Treat others online as you would treat them in person.
- Never share your password.
- Never open an email or click on a link from someone you don't know.
- Never download or click on anything without checking with me or another trusted adult first.



# **Digital Safety Resources**



#### **NetSmartz**

www.NetSmartz.org

Additional tip sheets and resources for parents



www.connectsafely.org
Tips, advice, and the latest news on online safety..



<a href="http://www.allsafesites.com/">http://www.allsafesites.com/</a>A child-safe Internet search engine.

#### **Common Sense Media**

www.commonsensemedia.org

Reviews and rates websites and media for children according to age-appropriateness.





### **Questions?**



### **Additional Questions/Preguntas adicionales**

# Parent Assistance Center (Centro para Padres y la Comunidad)

Phone/Teléfono: 713-556-7121

Email: Parents@HoustonISD.org

Español: Padres@HoustonISD.org



## **Parent University:**

# **Upcoming Session Próxima Sesión**

#### March 28

- Furr HS
- Northside HS
- Madison HS
- Westside HS

#### 28 de marzo

- Preparatoria Furr
- Preparatoria Northside
- Preparatoria Madison
- Preparatoria Westside



