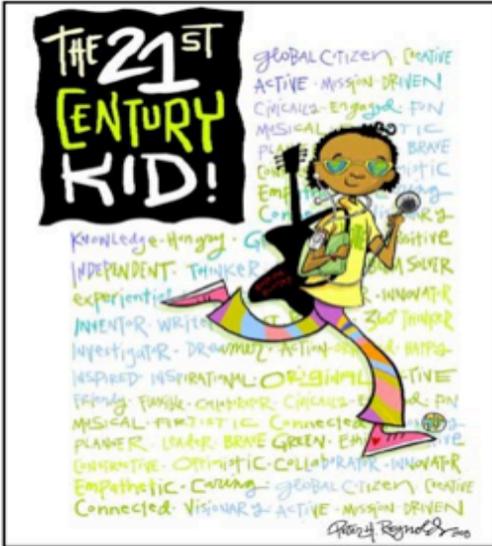


Teaching Kids to Thrive – Building the *Other* Essential Skills

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THRIVE SKILLS



Mindfulness
Executive Functioning
Self-Efficacy
Perseverance
Resilience and Optimism
Responsibility
Integrity
Empathy
Gratitude

FableVision artwork on this website copyright by Peter H. Reynolds <http://www.fablevisionlearning.com>

Emotional Intelligence has gotten more attention recently because:

- The discovery of the physical pathways and priorities of emotions.
- Findings that the brain's chemicals are involved in emotions.
- A discovered link between the pathways and chemicals to learning and memory.

--Eric Jensen

TRIUNE Brain



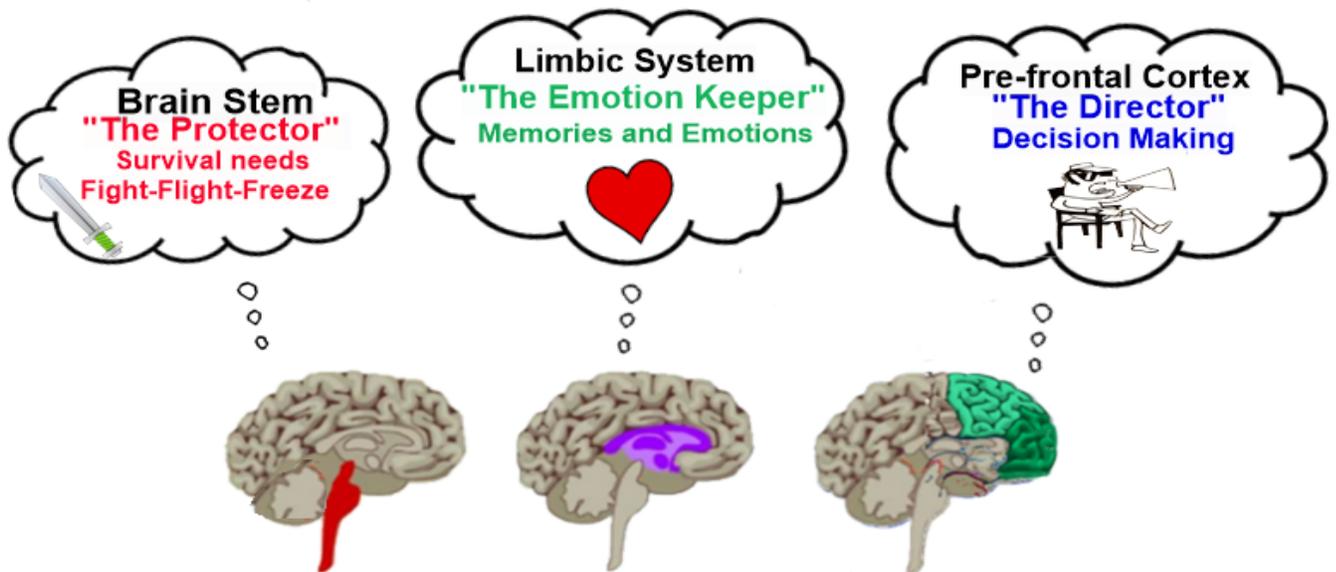
- * Brainstem palm
- * Limbic thumb
- * Cortex fingers



adapted from the book *Mindsight* by
Daniel Siegel, M.D.

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Saturday, August 4, 12



Three Parts of the Brain

Mindfulness and Reflection

- Though not new the concept of mindfulness has attracted recent attention mainly because it has been embraced by the science community as way to not only pause and control emotions, but also to affect the hardwiring of the brain in a positive way.
- Teachers can help students learn to pause, think, act, and reflect in a more purposeful way with training that will serve them for life.

From Daniel Goleman—

How you address mindfulness needs to be the way that best suits you, your students, and your school.

“The more you can concentrate the better you’ll do on anything, because whatever talent you have, you can’t apply it if you are distracted . . . This ability is more important than IQ or the socio-economic status of the family you grew up in for determining career success, financial success, and health.”

Just Breathe

<http://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions/>

Mischel’s Marshmallow Study

The Marshmallow Study, conducted in the 1972 by Stanford University psychology researcher Walter Mischel, demonstrated how important self-discipline is to lifelong success. He started his longitudinal study by offering a group of 4-year-olds one marshmallow, but told them that if they could wait for him to return after running an errand, they could have two marshmallows. The “errand” took about fifteen minutes. The theory was that those children who could wait would demonstrate that they had the ability to delay gratification and control impulse.

Study subjects had varying degrees of success with the task. Most were able to wait the entire period and receive two marshmallows, but some gave in at different time intervals and ate the marshmallow before the researcher returned.

Twelve to fourteen years later...

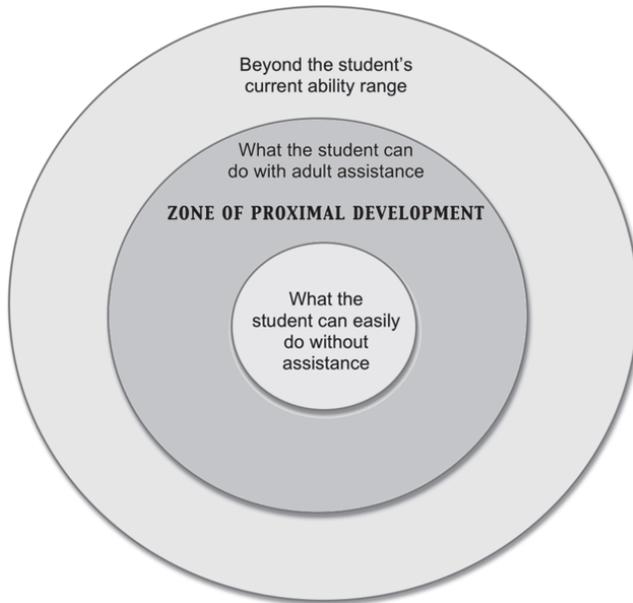
Those who waited for the two marshmallows (65%) were:

- **More socially competent**
- **More personally effective**
- **More self-assertive**
- **Better able to cope with life's frustrations**
- **Less likely to go to pieces under stress**
- **Less likely to become disorganized under pressure**
- **More persistent in the face of difficulties**
- **More self-reliant and confident**
- **More trustworthy and dependable**
- **More initiating and motivated with projects**
- **Still able to delay gratification in pursuit of goals**
- **More academically successful**
- **Better at concentration, planning**
- **More eager to learn**
- **Earned 210 points higher scores on SATs**

Suggestions from Questioning

- **Instruct all students to listen carefully to the question and take some time to think about it (no hands raised).**
- **Maintain silence between 3-7 seconds after asking a question.**
- **Call randomly on students (e.g. pull names written on craft sticks).**
- **Have students respond to each other's answers rather than back to the teacher whenever possible.**
- **When possible have all students write their answers on a sheet of paper, a piece of dry erase board, or some other material before asking anyone to answer.**

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Zone of Proximal Development...ZPD

Zone of Proximal Development, an idea developed by Lev Vygotsky over one hundred years ago, seeks to define the process through which students effectively learn in cooperation with a teacher.

A student's Zone of Proximal Development, or ZPD, is defined as the student's range of ability with and without assistance from a teacher or a more capable peer. On one end of the range is the student's ability level without assistance. On

the other end of the range is the student's ability level with assistance.

A classroom that makes the best use of all students' ZPDs should follow the following guidelines:

- 1 The teacher should act as a scaffold, providing the minimum support necessary for a student to succeed. The idea is to assist without denying the student's need to build his or her own foundation. The challenge for the teacher, then, is to find the optimal balance between supporting the student and pushing the student to act independently. To effectively scaffold the student, the teacher should stay one step ahead of the student, always challenging him or her to reach beyond his or her current ability level. However, if instruction falls outside of the zone (above or below a student's ZPD), no growth will occur.**
- 2 To effectively scaffold students within their ZPDs, a teacher should also have an awareness of the different roles students and teachers assume throughout the collaborative process. The roles roughly resemble the following:**
 - teacher modeling behavior for the student**
 - student imitating the teacher's behavior**
 - teacher fading out instruction**
 - student practicing until the skill is mastered.**

What lies behind us and what lies in front of us are but tiny matters as compared to what lies within us.

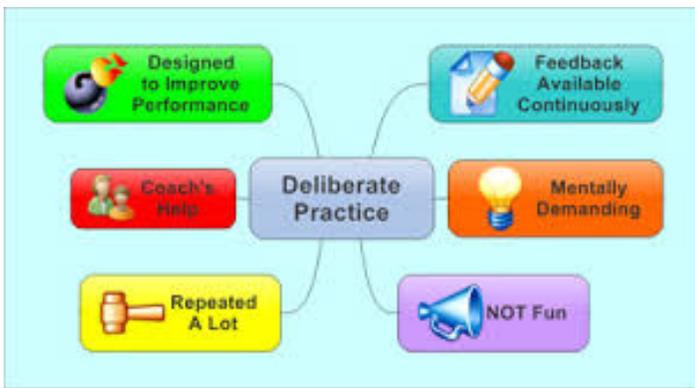
—Ralph Waldo Emerson

SCAFFOLDING INSTRUCTION GUIDELINES

Teachers can use many proven effective teaching strategies including the following:

- 1. Assessing accurately where the learner is in knowledge and experience.**
- 2. Relating content to what the learner already knows or can do.**
- 3. Giving examples of the desired outcome and/or showing the learner what the task is as opposed to what it is not.**
- 4. Breaking the larger outcome into smaller, achievable tasks with chances for feedback along the way.**
- 5. Giving students a chance to orally elaborate (“think out loud”) their problem-solving techniques.**
- 6. Using appropriate verbal clues and prompts to assist students in accessing stored knowledge.**
- 7. Recognizing specific vocabulary that emerges from the exploration of the unit (emphasizing its meaning within the context of the lesson).**
- 8. Regularly asking students to hypothesize or predict what is going to happen next.**
- 9. Giving students time and opportunity to explore deeper meanings and/or to relate the newly acquired knowledge to their lives.**
- 10. Providing time for students to debrief their learning journey and review what worked best for them.**

--Debbie Silver, *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*, 2012.



STEPS IN DELIBERATE PRACTICE

■ Remember that deliberate practice has one objective: to improve performance. “People who play tennis once a week for years don’t get any better if they do the same thing each

time,” Ericsson has said. “Deliberate practice is about changing your performance, setting new goals and straining yourself to reach a bit higher each time.”

■ Repeat, repeat, repeat. Repetition matters. Basketball greats don’t shoot ten free throws at the end of team practice; they shoot five hundred.

■ Seek constant, critical feedback. If you don’t know how you’re doing, you won’t know what to improve.

■ Focus ruthlessly on where you need help. While many of us work on what we’re already good at, says Ericsson, “those who get better work on their weaknesses.”

■ Prepare for the process to be mentally and physically exhausting. That’s why so few people commit to it, but that’s why it works.
(Pink, 2009, p. 159)

Attribution Theory

- Task Difficulty
- Luck
- Innate Ability or Talent
- Effort

External (Controlled by other than Self)

- Task Difficulty
- Luck
- Innate Ability or Talent

Internal (Controlled by Self)

- Effort



Teaching Kids to Keep Trying

- 1. Help students understand that everyone has problems, fears, failures, and self-doubt. Share stories about people like those who have overcome similar or even harsher circumstances.**
- 2. Help learners attribute their success or lack of it to internal rather than external causes and show them how they have power over the results.**
- 3. Treat students' successes as though they are normal, not an isolated example or a fluke.**
- 4. Help learners seek alternate paths to success when they encounter a roadblock or setback.**
- 5. Help students learn the difference between hard work and strategic effort.**
- 6. Continually reinforce the idea that the students can work on things within their control, like effort and choices, and they can always control those parts of her life.**
- 7. Concentrate on improvement rather than on a finite goal. Give continual feedback on progress toward the goal.**
- 8. Keep the learner operating in the zone of proximal development. Tasks that are too easy or too difficult will squash motivation.**
- 9. Help students understand that intelligence and talent are not permanent entities. They can be incrementally improved in everyone.**
- 10. Use feedback that is specific, constructive, and task specific.**

"Praise should deal, not with the child's personality attributes, but with his efforts and achievements" - Haim Ginott

Helping People Grow Their Mindsets

- **Strive to deliver the message, “You’re a developing person, and I’m interested in your development.” NOT “You have permanent traits, and I’m judging them.”**
- **Remember that praising a person’s intelligence or talent sends a fixed-mindset message. Focus on the processes they used -- their strategies, effort, or choices.**
- **Remember that constructive criticism is feedback that helps the person understand how to fix something. It’s not feedback that labels or simply excuses the person.**
- **Help people set goals. Remember that having innate talent is not a goal. Expanding skills and knowledge is.**
- **Lowering standards does NOT raise anyone’s self-efficacy. Neither does raising standards without giving people ways of reaching them.**
- **Great teachers believe in the growth of talent and intellect and are fascinated by the process of learning.**



Prince EA (Richard Williams)—

Can We Auto Correct Humanity?



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

What is the Difference Between Empathy and Sympathy?

Empathy Feeling the same emotions as the other person.	Sympathy Feeling sorrow or concern for the other person.
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Brené Brown

<https://www.youtube.com/watch?v=1Evwgu369Jw>

Empathy Quiz

You can test your own empathy with a quiz at
http://greatergood.berkeley.edu/quizzes/take_quiz/14

Things that interfere with empathy: (For younger students)

- Speaking without thinking
- Talking over someone
- Doing *all* the talking
- Being rude
- Getting mad

T

Things that interfere with empathy: (For older students)

- Reacting to things reflexively rather than thoughtfully
- Seeing things only from your perspective
- Monopolizing the conversation
- Becoming humorless or using sarcasm
- Rushing to judgment
- Being defensive
-

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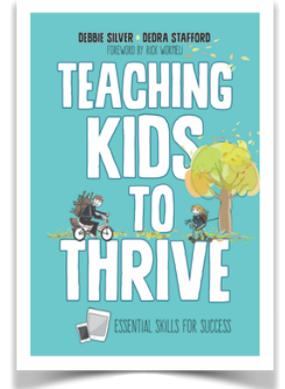
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