



Watering the Roots of Self-Driven Motivation: Positive Self-Theory and Life Long Resiliency in Deaf Children



We are...



Carrie Davenport



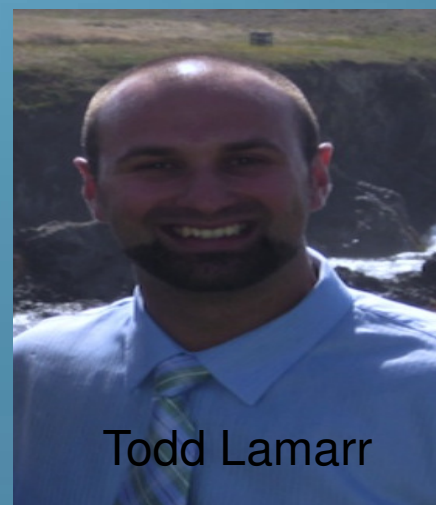
Lisalee Egbert



Jodee Grace



Tami Hossler



Todd Lamarr



What is ASDC...

Upcoming Family Conference
June 27-29

The Learning Center for the Deaf
www.tlcdeaf.org/ASDC2014



**FIXED OR
GROWTH
MINDSET?**



“Everyone should own this book.”
—CHIP HEATH & DAN HEATH, authors of *Made to Stick* and *Switch*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

- *parenting
- *business
- *school
- *relationships

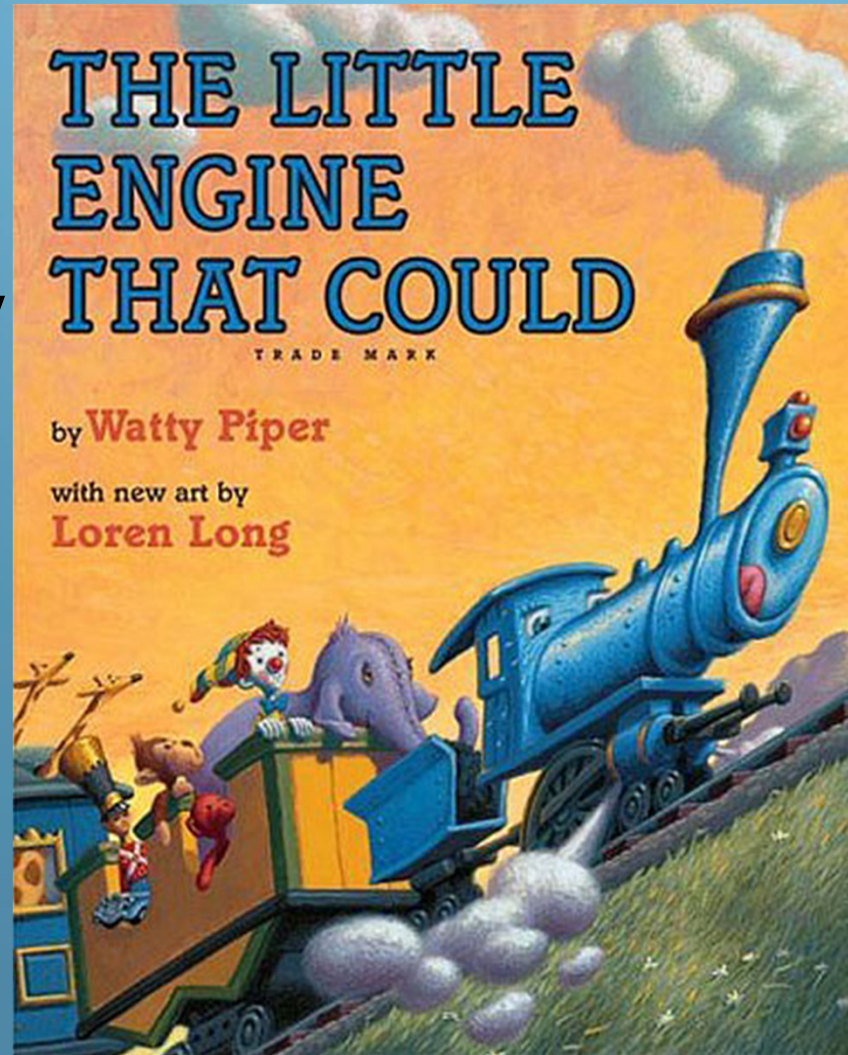
“Will prove to be one of the most influential books ever about motivation.”
—PO BRONSON,
author of
NurtureShock

CAROL S. DWECK, Ph.D.



Resiliency

Motivation



Positive
Self-
Theory



Labeling Children and Self Theory

Hearing

Hearing Impaired

Hard of Hearing

Deaf



Deaf = Positive
Deaf = Negative

Conclusion of this Study

Perceiving being Deaf as a Negative Attribute is a Resilience Risk Factor for Deaf College Students

Kailea Colayori, Peter C. Hauser, Jason D. Listman, & Kim B. Kurz

“Internalizing negative perspectives on being “disabled” has a negative impact on one’s resilience to stress and adversaries. Deaf individuals who accept that they are deaf and perceive being deaf as “good” have better psychological resilience. For this community, sign language fluency and being involved in the deaf community serve as resilience protective factors.”



How powerful is growth mindset & praise?

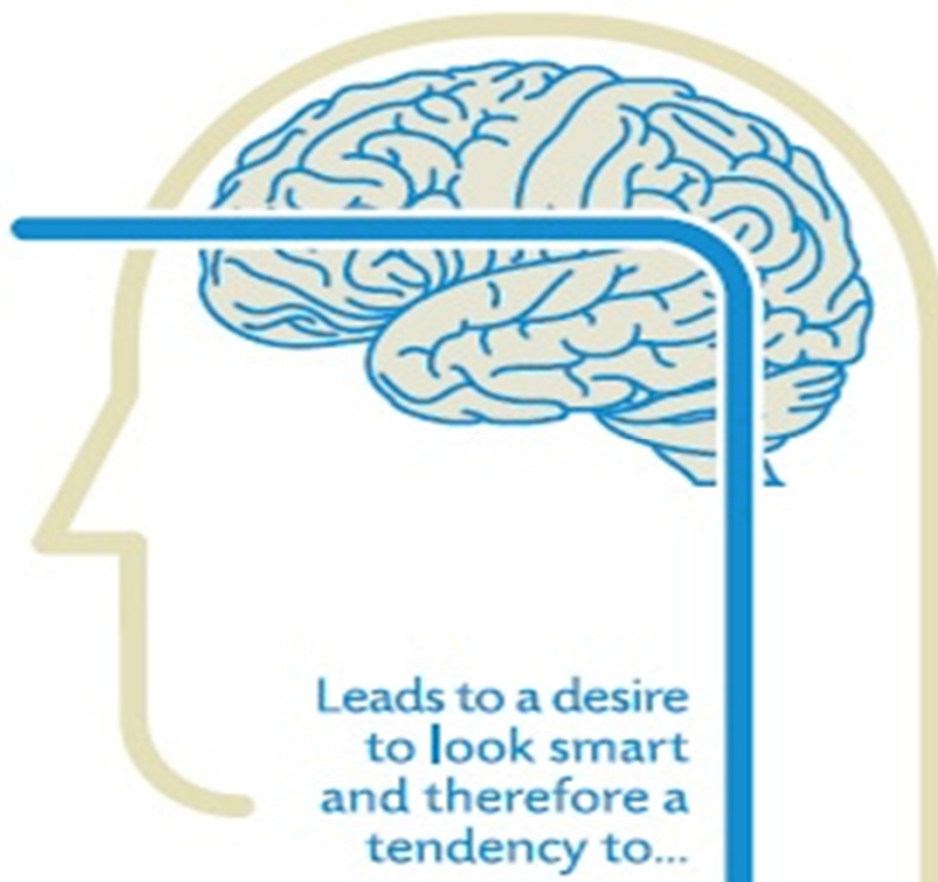


Praise from parents to children at 1-3 years of age predicted children's mindsets five years later.

(Gunderson, Gripshover, Romero, Dweck, Goldin-Meadow & Levine, 2013).



Fixed Mind-set
Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

Thoughts

Actions

MIND-SET

Beliefs

Results

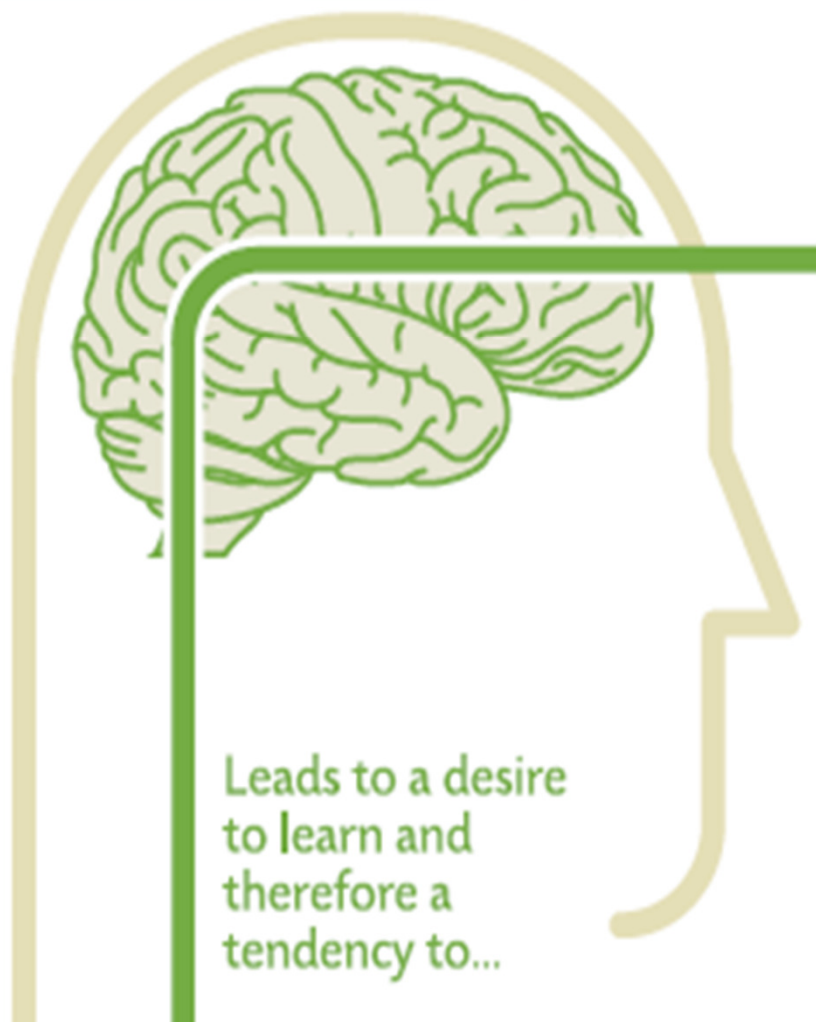




Praise

Effort

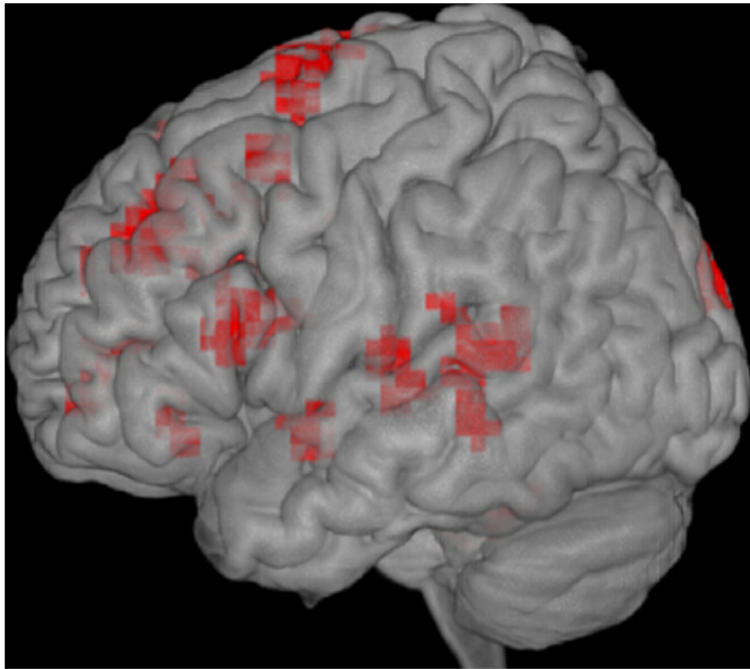
Trait



Growth Mind-set
Intelligence can be developed



After 0 to 3... Educational Challenges



Over 85% of Deaf students are mainstreamed.

- Educational philosophies vary from school to school regardless of IEP needs.
- Teacher qualifications vary.
- Access to assessments, curriculum, classroom, lunchroom, recess, extra-curricular activities is unequal to hearing students.
- Direct communication and peer interaction is challenging. Many Deaf students use interpreters.
- Group settings are difficult.



0 to 3: Teaching parents and service providers how to Praise

- Praise your child for the process.

“I can see that you are a good at picking up your toys.”

- Help your child learn to break down tasks into smaller steps.

“Good job putting the dolls back on the shelf. Let’s see if you can collect all the blocks and put them in the bag.”

- Discuss setbacks and frame them as opportunities for learning and growth.

“Picking up is a big job. You are getting good at sorting your toys. You did so well at putting the dolls on the shelf then putting the blocks away. What did you like the most?”



Family Empowerment

- Attend family conferences/workshops.
- Connect your child to other Deaf people and peers.
- Inform your child's teacher to learn about events in your area.
- Find out what your state school for the deaf has to offer for students in public schools.



Mindset: Deaf Culture and Deaf Role Models





Establishing Positive Self-Theory by Being Sensitive to Your Child's Needs

- Make communication easy and fun. Make a conscientious effort to include your child in informal and incidental conversations.
- Understand your child's sensory experience and incorporate flashing lights for doorbells, phones, and smoke alarms, use videophones and closed captioning.
- Get involved in the Deaf community.
- Learn about Deaf history, culture and the arts.



Mindset Training for IFSP Meetings

- Educate the IFSP team and parents to be consistent in the use of praise.
- Educate the team and parents on positive self-theory.
- Be mindful of labels.





We ALL can lend a hand in developing growth mindsets in Deaf students!

