



**My Learner is Struggling.
What can I do?**



Welcome!

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Presenter

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Together, we will...

- Review two types of struggle, **productive and destructive**, and diagnose your learner's academic challenge
- Introduce **growth vs. fixed mindsets** for both learners and Learning Coaches (LC)
- Review **resources and strategies** that can benefit many students to persevere through challenges
- Offer ourselves and our students **grace** when experiencing challenges



Agenda

- 1) Two types of **struggle**
- 2) **Growth** vs. **Fixed Mindset**
- 3) Strategies for **Supporting Learners** through Challenges
- 4) Questions





**What kind of struggle is your
learner experiencing?**



Destructive and Productive Struggle

<i>Over time, Destructive Struggle</i>	<i>Over time, Productive Struggle</i>
Leads to frustration	Leads to understanding
Makes learning goals feel hazy and out of reach and further effort seems pointless	Makes learning goals feel attainable and effort seems worthwhile
Feels fruitless	Yields results
Leaves students feeling abandoned and on their own	Leads students feeling empowered and capable
Creates a feeling of inadequacy	Creates a sense of hope



Reflect

- You know your learners best!
- Think about an **academic challenge** that your learner is facing.
- In the chat, share if you think that their struggle is *productive* or *destructive*, and why?





**How do you and your learner
respond to struggle?**



"Failure is the limit of my abilities"

"I'm either good at it or I'm not"

"I don't like to be challenged"

"My potential is predetermined"

"Feedback and criticism are *personal*"

"When I'm frustrated, I give up"

"I stick to what I know"

"Failure is an opportunity to grow"

"I can learn to do anything I want"

"Challenges help me grow"

"My effort and attitude determine my abilities"

"Feedback is *constructive*"

"I am inspired by the success of others"

"I like to try new things"



**FIXED
MINDSET**

vs.

**GROWTH
MINDSET**





**Strategies you can
implement this week!**



Strategies for Addressing Academic Struggles

- Diagnosing the Struggle
- Partnering Effectively with Teachers
- Positive Reinforcement Language



1. Diagnosing the struggle - Overview

N otice	When you notice that your student is struggling, pay attention to the topics, such as reading, focus, organization, math
O bserve	Observe your learner and take notes about the time of day, physical & emotional signs, and the setting when your student is struggling
T alk	Talk with your student, teachers, and other caregivers about what you are noticing and observing
E ngage	If necessary, engage experts to support your student



1. Diagnosing the struggle - Application

Notice & Observe

I **NOTICED** that my student is struggling with: _____

Using this tracker for at least two weeks, **OBSERVE** your student to gather information that will allow you to spot patterns.

Time	Setting	Signs of Struggle	Strategies and Outcomes
Date: Time of Day:	Where did it happen? Who was around?	Physical Signs Emotional Signs Verbal Signs	What did you try? What did your teacher try? How did it work?
11/15/2020 1:00 pm	Visual and her sister were at the kitchen table sharing their online lessons she had just finished our morning meeting.	Visual got up from her chair a couple of times to get water and a different pencil. When she returned to the table, she couldn't remember what we discussed last time she had just finished our morning meeting. Visual asked me over and over what to do first.	I tried asking Visual to think back about what we had just talked about during our morning meeting, which seemed to confuse her even more. I could see a glaze over what she should do first. Visual got started but was even out of her chair again.

Notice, Observe, Talk & Engage - Example

Notice & Observe Example

Talk & Engage

Using your notes from the **Notice & Observe** sheet, identify patterns to **TALK** with your student, their teachers, and other caregivers about.

Time	Location	What happened before the struggle started?
When does the struggle tend to occur? <input type="checkbox"/> Before morning before school <input type="checkbox"/> At school starts <input type="checkbox"/> Morning Lessons <input type="checkbox"/> Lunch time <input type="checkbox"/> Transition times <input type="checkbox"/> After school ends <input type="checkbox"/> During specific subject <input type="checkbox"/> During a specific activity <input type="checkbox"/> Other _____	Where does the struggle tend to happen? <input type="checkbox"/> Learning space (student desk, kitchen table, etc) <input type="checkbox"/> Other indoor space <input type="checkbox"/> Outdoor spaces <input type="checkbox"/> Being from one place to another <input type="checkbox"/> Other _____	What is your child typically doing just before the struggle begins? <input type="checkbox"/> Getting ready to start school <input type="checkbox"/> Reading a lesson <input type="checkbox"/> Writing a response <input type="checkbox"/> Working independently <input type="checkbox"/> Listening to someone talk <input type="checkbox"/> Engaging in activity and starting a new one <input type="checkbox"/> Doing a fun activity <input type="checkbox"/> Other _____
Other People	Strategies	Anything Else?
Who is around when the struggle occurs? How do other people react to your student's struggle? How does their response impact your learner?	Which, if any, strategies seem to help your student? How do other people react to your student's struggle? How does their response impact your learner?	Is there anything else or different that may be impacting your student? <input type="checkbox"/> Trouble listening <input type="checkbox"/> Freely changes <input type="checkbox"/> Health issues <input type="checkbox"/> Learning Coach Stress Level <input type="checkbox"/> Noise (radio, television, sibling) <input type="checkbox"/> Trouble with friends <input type="checkbox"/> Other _____

Prepare to TALK and ENGAGE with others

• "I've noticed..." • "I've observed..." • "What have you noticed? Observe me!"
• "What do you mean when you say..." • "Can we talk more about that?" • "I think that we could try... What do you think?"

Notice, Observe, Talk & Engage - Page 1 of 7

Talk & Engage Example



1. Diagnosing the struggle - Resource

Notice & Observe

I **NOTICED** that my student is struggling with: _____

Using this tracker for at least two weeks, **OBSERVE** your student to gather information that will allow you to spot patterns.

Time	Setting	Signs of Struggle	Strategies and Outcomes
When did this happen?	Where did it happen?	What did you see?	What did you do?

Notice, Observe, Talk, & Engage - Page 1 of 3

Notice & Observe Worksheet

Talk & Engage

Using your notes from the **Notice & Observe** sheet, identify patterns to **TALK** with your student, their teachers, and other caregivers about.

Time	Location	What happened before the struggle started?
When does the struggle tend to occur?	Where does the struggle tend to happen?	What is your child typically doing just before the struggle begins?
<input type="checkbox"/> The morning before school	<input type="checkbox"/> Learning space (student desk, teacher table, etc.)	<input type="checkbox"/> Getting ready to start school
<input type="checkbox"/> At school starts	<input type="checkbox"/> Other indoor places	<input type="checkbox"/> Reading a letter
<input type="checkbox"/> Morning routines	<input type="checkbox"/> Outdoor spaces	<input type="checkbox"/> Writing a response
<input type="checkbox"/> Lunch time	<input type="checkbox"/> Going from one place to another	<input type="checkbox"/> Working independently
<input type="checkbox"/> Afternoon Lessons	<input type="checkbox"/> Other	<input type="checkbox"/> Learning to connect with
<input type="checkbox"/> New school lands		<input type="checkbox"/> Repeating one activity and starting a new one
<input type="checkbox"/> During a specific subject		<input type="checkbox"/> Trying a first activity
<input type="checkbox"/> During a specific activity		<input type="checkbox"/> Other
<input type="checkbox"/> Other		

Other People	Strategies	Anything Else?
Who is around when the struggle occurs?	Which, if any, strategies seem to help your student?	Is there anything new or different that may be increasing your student's struggle?
How do other people react to your student's struggle?		<input type="checkbox"/> Trouble Sleeping
How does their response impact your learner?		<input type="checkbox"/> Anxiety Changes
		<input type="checkbox"/> Health Issues
		<input type="checkbox"/> Learning Coach Stress Level
		<input type="checkbox"/> Home Issues (behavior, sibling(s))
		<input type="checkbox"/> Trouble with friends
		<input type="checkbox"/> Other

Prepare to TALK and ENGAGE with others

• "I've noticed..." • "I've observed..." • "What have you noticed?" "Observed?"

• "What do you mean when you say...?" • "Can we talk more about that?" • "I think that we could try... What do you think?"

Notice, Observe, Talk, & Engage - Page 1 of 3

Talk & Engage Worksheet

These resources includes:

- **Notice & Observe:** Tracking behavior
- **Talk & Engage:** Finding a pattern
- Conversation Prompts



2. Partnering Effectively with Teachers - Overview

- Build a working relationship with your learner's teacher that is rooted in growth mindset
- Attend Live Sessions
- Attend Office Hours
- Request Additional Feedback
- Set Mini Goals Together

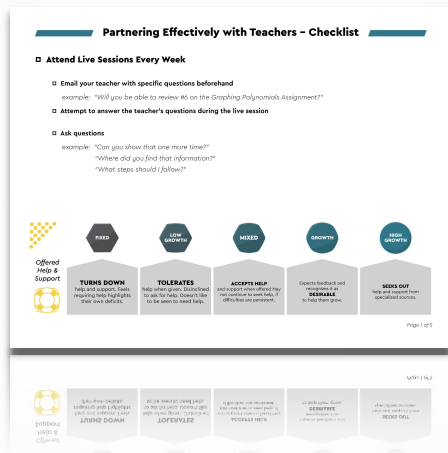


2. Partnering Effectively with Teachers - Application

Fixed Mindset <u>turns down</u> support and <u>avoids</u> feedback	Growth Mindset <u>seeks out</u> experts, support, and feedback
Turns down opportunities to work with their teachers because they feel like needing help highlights their own deficits	Seeks out teachers for their content expertise in order to get specialized and focused support
Ignores constructive feedback because it feels like a list of their faults; only focuses on positive feedback as a signal of their intelligence	Carefully reviews constructive feedback to improve their own learning process and their outcomes; sees positive feedback as a recognition of their effort
Expects learning and/or good grades to come easily; views putting forth effort as a sign of their inabilities	Views effort as a normal part of the pathway to success
Avoids mistakes or ignores them when they happen	Deliberately stretches themselves and sees mistakes as a sign of learning



2. Partnering Effectively with Teachers - Resource



[Click here for this resource!](#)

This resource includes:

- Checklist for how to effectively partner with teachers
- How to access Live Sessions, Office Hours, and Teacher Contact Info



Make a Plan

- Thinking about the **academic challenge** that your student may currently be facing...

What steps will you **support your learner to take** this week to more effectively partner with their teacher?



3. Positive Reinforcement Language - Overview

- Ground your positive reinforcement language in growth mindset
 - Focus on effort rather than intelligence
 - Focus on process rather than abilities



3. Positive Reinforcement Language - Application

Fixed Mindset praises <u>intelligence</u> and <u>abilities</u>	Growth Mindset praises <u>effort</u> and the <u>process</u>
Great job! You must be smart at this!	Great job! You must have worked really hard!
You are good at English! You got an A on your test.	You really studied for your English test and your improvement shows it!
You got it! I knew that you were smart at math.	I like the way that you tried lots of approaches on that math problem until you finally got it.
You are a good student!	I noticed that you kept your focus while working on your project.



3. Positive Reinforcement Language - Resources

Positive Reinforcement Language <small>for Learning Coaches</small>	
When your student says...	The learning coach says...
I'm NOT GOOD at this	No one is good at it in the beginning. Let me ask you some questions so we can work out what you're missing.
I GIVE UP	I'll teach you a new strategy so you'll have a way forward.
IT'S GOOD enough	That might be your best by today's standards. As you get better it will become your second best.
I CAN'T MAKE this any better	This is something you can do to make it better...
This is TOO HARD	It's meant to be hard. We grow by challenging ourselves.
I made a MISTAKE	Let's work out why you made that mistake and what we have to do to correct it.
I just CAN'T DO that	I'll show you how to train your brain so you're able to do that.
I'll NEVER BE that smart	Being smart is something you learn. Let me teach you how to be smarter!
Plan A DIDN'T WORK	I'll help you with some new strategies so you can create a different plan.
My friend can do that	How has your friend gone about learning this?

Learning Coach Resource

Developing a GROWTH MINDSET <small>for students</small>	
INSTEAD OF...	TRY THINKING...
I'm NOT GOOD at this	What am I missing?
I GIVE UP	I'll use a different strategy
IT'S GOOD enough	Is this really my best work?
I CAN'T MAKE this any better	I can always improve!
This is TOO HARD	This may take some time
I made a MISTAKE	Mistakes help me learn
I just CAN'T DO that	I am going to train my brain!
I'll NEVER BE that smart	I will learn how to do this
Plan A DIDN'T WORK	There's always Plan B
My friend can do it	I will learn from them

Student Resource

These resources includes sample growth mindset phrases for Learning Coaches and Students. Try printing these out and posting them for you and your learner to reference!



Make a Plan

- Thinking about the **challenge** that your student may currently be facing...

What are some “**go-to**” growth mindset positive reinforcement phrases that you may try to use with your learner or post on the walls of your learning space?



We're here for you!

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Thank You!

