

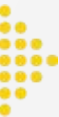


How to Support Your Perfectionist Student



Agenda

- 1) What can perfectionism **look** and **sound** like?
- 2) What are some **causes** of perfectionism?
- 3) What **strategies** can I try to support my student experiencing perfectionism?





**What can perfectionism
*look and sound like?***



Perfectionism



Difficulty finishing - never 'good enough'



High levels of worry about failure



High sensitivity to criticism



Low frustration tolerance to making mistakes



Procrastinating to avoid difficult tasks



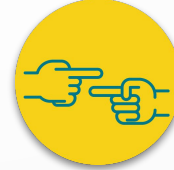
Self-critical, easily embarrassed



Overly-focused on one task



Trouble making decisions or prioritizing



Very critical of other people



Failing to rest or relax



Distinction Between *Perfection* & *High Achievement*

>> **Perfection** <<

- **Fear of failure** drives action or causes inaction
- May have **unrealistically high expectations** for others
- Focused on the **end product**
- **Drains** a person of **energy**, sometimes leading to **burnout**
- Overly focused on **mistakes**, including potential mistakes
- Can cause **low self-esteem**
- May **avoid** asking for help

<< **High Achievement** >>

- Ability to **learn** from mistakes
- Understands that everyone has **differing skill sets**
- Can enjoy the **journey**
- **Energizes** a person to continue working towards a goal
- Focused on **learning** and **growing**
- Recognizes that **learning** takes **effort**
- May enjoy **collaboration**





**What are some causes of
perfectionism?**



Nature vs. Nurture

<< Nature >>

- Each person's **personality** is connected to our **biology**
- May experience higher levels of **anxiety**
- **Young people** tend to show more signs of perfectionism. As we **mature**, perfectionist dispositions tend to wane.

>> Nurture <<

- May have seen people we respect & admire **model similar behaviors**.
- The **media** that we consume may only show the **positive end result** without the hard work that it took to get there.
- May have been **praised** more so for the **outcome achieved** rather than the effort shown to meet a goal.
- Can manifest following a **traumatic event** or experience





**What strategies can I use to
support my student?**



Strategies- Overview

1. Ask Teachers for **Examples**
2. Set **Mini Goals**
3. Model **Positive Self-Talk**
4. **Learning Coach Language**



1) Ask Teachers for Examples

123 MATH K SEMESTER B

Zero to Twenty

DIRECTIONS:
Write the number word next to the number.

Word Bank
one two three four five six seven
eight nine ten eleven twelve thirteen fourteen
fifteen sixteen seventeen eighteen nineteen twenty

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

4 - 0 to 20

28

123 MATH K SEMESTER B

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23.4 - 0 to 20

28



1) Ask Teachers for Examples

In this module, the Literature of North America, several literary genres and multiple themes were presented. There was the Native American Text genre, wherein themes such as tradition, survival, identity, community, etc. were presented; the North American Essay genre, wherein themes such as the human impact on the environment, the interconnectedness of life, and race and difference were presented; and, the North American Poetry genre, wherein themes such as supernatural/alternate reality, isolation, nature and simplicity, and that all living beings have a role to play in and are important to the health of the collective were presented. Specific quotes from each lesson speak to these themes.



2) Set Mini Goals

Set Mini Goals	
Setting goals and recognizing when a student has put in effort toward that goal are important parts of building and maintaining momentum with a learner.	
My goal is...	
The target date to reach my goal is...	
How will I know if I reached my goal?	
This goal is important to me because...	People who can support me to reach my goal are...
My strengths that can help me reach this goal are...	My next steps are...
How do you want to be recognized for the effort that you put toward your goal?	How do you want to be celebrated when you reach your goal?

Set Mini Goals

- Describe the goal
i.e. "I want to earn a passing grade on my next social studies quiz."
- Assign a timeline
i.e. "I will take my next social studies quiz on (insert date)"
- Outline the steps that you will take to meet the mini goal
i.e. "I will reread the lesson and take notes."
- Reflect on the progress
i.e. "Which steps seemed to help you the most?"

Set Mini Goals
Worksheet/Checklist



SmartStart | Checking Grades
Featuring the "What If" Calculator



3) Model Positive Self-Talk: Overview

- 1) Acknowledge the emotion.
- 2) Ask:
 - a) *What would you say to your best friend if they experienced this challenge? To a younger sibling?*
 - b) *What **is** the worst case scenario?*



Model Positive Self-Talk: Application

xx Negative Self-Talk xx

- “I’ll never catch up in my classes!”
- “Everyone else is doing so much better than me.”
- “I tried asking my teacher for help, and I still didn’t get it.”
- “This is the end of the world!”

>> Positive Self-Talk <<

- “I’m feeling behind. I have to take this one step at a time.”
- “There’s no way for me to know how others are doing. I have to worry about myself.”
- “I’m feeling frustrated. I can talk to my teacher again and explain what I do understand and what I don’t.”
- “I’m overwhelmed. If I don’t pass my class this semester, then I can try again.”



Model Positive Self-Talk: Resources

Positive Self-Talk	
When your <i>student</i> says...	The <i>learning coach</i> 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?

Positive Self-Talk Cheatsheet



4) Learning Coach Language: Overview

1. Model “not knowing”
2. Talk about your own mistakes
3. Sometimes “good enough is good enough!”



4) Model “not knowing”

- “I’m not sure. Let’s find out together.”
- “That’s an interesting question. Let’s sign up for office hours with your teacher to learn more.”
- “I don’t know that answer. What do you think we can try first to figure it out?”



4) Talk about your own mistakes

- “Wow! I clearly got that wrong. Next time I’ll try...”
- “I didn’t do that very well. That’s okay.”
- “I messed that up. Well, I guess this has taught me...”



4) Sometimes “good enough is good enough”

Scenario #1:

If a student earns an 87% on an assignment, do we prompt them to re-do it to get an A?
Why or why not?

Scenario #2:

If a student earns a 95% on a test, and they ask for our help contacting the teacher to retake it, how do we respond?





Going Forward



How to be an *imperfectionist*:

- Recognize that **no one** is perfect.
- You don't have to **pretend** like **everything** is fine.
- Let others **see your flaws**.
- Offer yourself and others **grace**.
- Set **reasonable** goals for yourself.



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The screenshot shows a web browser window with the URL `myschool.org/smartstart`. The page features three webinar series, each with a video player and a description. The first series is titled 'WEBINAR SERIES 01' and 'Building and Maintaining Positive Momentum with Your Learner'. The second series is 'LEARNING COACH WEBINAR SERIES: 02' and 'My Learner is Struggling. What Can I Do?'. The third series is 'LEARNING COACH WEBINAR SERIES: 03' and 'How to Effectively Support Multiple Learners'. Each video player includes a 'click play' button and a progress bar. A 'Learn More' button is located to the right of each video player. The page has a dark grey background with yellow polka dots on the right side. The browser window shows a 'Guest' user and standard navigation buttons.

WEBINAR SERIES 01
Building and Maintaining Positive Momentum with Your Learner
hosted by Kimberly Grunder
click play 25:23

LEARNING COACH WEBINAR SERIES: 02
My Learner is Struggling. What Can I Do?
hosted by Kimberly Grunder
click play 40:34

LEARNING COACH WEBINAR SERIES: 03
How to Effectively Support Multiple Learners.
hosted by Kimberly Grunder
click play

Building and Maintaining Positive Momentum with Your Learner.
Join us as we explore strategies and techniques for building and maintaining positive momentum with your student!
[Learn More](#)

My Learner is Struggling. What Can I Do?
We understand that having a learner who is struggling can feel overwhelming. This webinar will give you strategies and techniques on how to support your learner through academic challenges.
[Learn More](#)

How to Effectively Support Multiple Learners
Supporting multiple learners has its advantages, and it can also be challenging to meet each student's needs – especially when it seems like multiple learners want your attention at the same time!
[Learn More](#)





Thank You!

