

Brain Dance
 How Emotions, Instincts, Self-Perception and Cognition Drive Human Development and Achievement andWhat Educators Need to Do



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Sam obtained his Ph.D. in School Psychology from the University of Utah and is licensed as a Psychologist and Certified School Psychologist in the State of Utah. He is also board certified as a Pediatric Neuropsychologist and listed in the Council for the National Register of Health Service Providers in Psychology. He is a Fellow of the American Psychological Association and the National Academy of Neuropsychology. Sam is an Adjunct Assistant Professor in the Department of Psychiatry at the University of Utah School of Medicine. He has authored, co-edited, or co-authored over 50 clinical and trade publications, three dozen chapters, nearly three dozen peer-reviewed scientific articles, and eight psychological and neuropsychological tests. He is in development for a behavioral assessment tool to evaluate DMDD and is editing a clinical volume about DMDD. Sam is the Editor in Chief of the *Journal of Attention Disorders*. Since 1980, he has served as the Clinical Director of the Neurology, Learning, and Behavior Center in Salt Lake City, Utah.

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Relevant Disclosure

- Author of the Disruptive Mood Questionnaire (Guinti, 2024)
- Editor of Handbook of DMDD (Springer, 2024)
- Editor in Chief, JAD
- Coauthor: CEFI, ASRS, RSI, CAS 2 and RISE
- Coauthor: Handbook of DSM 5 in Children

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A Teacher Called to Greatness



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Preschool Graduation Part I



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Preschool Graduation Part II

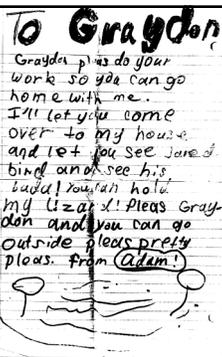


6

We must we change our mindsets about the role and purpose of education in our children's lives.

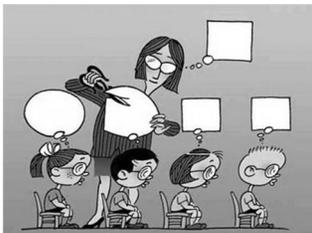


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Is Education doomed to forever be a soft science?



9

Can Educators be Scientist Practitioners?



10

Do Educators make a positive difference in student's development?
If so, how?



11

Teacher behaviors towards students creates classroom conditions in which negative beliefs are minimized and students demonstrate higher math and science achievement.

Griggs et al, SPQ, 2013

12

Self-regulation in the classroom is enhanced when:

- Cognitive and affective teacher behaviors are present in the classroom.
- Higher ratio of approving to disapproving teacher comments towards students.
- Teachers utilize a positive emotional tone.
- Proportion of time teachers are teaching versus managing students.

Fuhs, et al SPQ, 2013.

13

1. Organization,
2. emotional support,
3. instructional support,
can reduce the academic risks associated with difficult temperament (e.g. impulsivity, inattention, worry, etc.)

Curby et al. SPQ, 2011

14

What is our job as Educators?



15

The parents are
the new
future



16

Survival of the Species

- Salmon and snakes are born with sufficient instincts to survive.
- Bear cubs require at least one or two years with their mother to insure survival.
- Higher primates require three or four years.
- Humans require at least ten years.

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There is an inflation of stress and risk facing our children. Not surprisingly there is also an inflation of students with classroom challenges, some we may not understand.

18

Clayton Cares

Date _____

Dear mom and dad,

I missed the stamp party today because I had too many punches on my card. I got punches on my card for... Having lots of things that I'm really sad

I am going to do better in class from now on by... not going to talk and not going to drink

Love, Clayton

Parent Signature: [Signature]

Parents: Please read, see attached stamp card, sign and return.

Please put any questions or comments on back. →

19

Mom and dad
I love you more
than you know.

to: mom and dad
from: your son, Clayton

20

Clayton Can't Get a Break

VOCABULARY "Two Days in May"

Quiz 100! Name Clayton

Draw Straight Lines!

- starvation - to suffer or die from not having enough food
- perimeter - on all sides of
- peninsula - an area of land
- meadows - a field of grass
- plague - relating to the number of people or animals living in a certain place
- revelry - to enjoy and understand
- translocate - to move from place to place without reason

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A sustainable school environment must be capable of meeting the present social, emotional and academic needs of all students, while. . . .

22

. . . simultaneously setting goals for academic, citizenship and life skills for the future.

23

To begin we must appreciate that children are genetically endowed with certain patterns of behavior and thought. These patterns drive development and must be harnessed in school.

24

Did you ever wonder . . .



25

How children learn to speak?



26

How children learn to manage their emotions?



27

How children acquire knowledge?



28

How children master challenging activities?



29

How children learn to socialize?



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How children create their identity?



31

They are guided by the nexus of genes and experience.

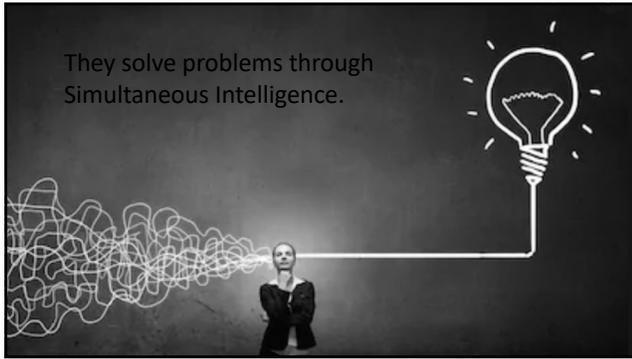


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They are Intuitively Optimistic and Intrinsically Motivated to take on the challenges of childhood!



33



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35



36

Caregivers are the architects of the way in which experience influences genetically preprogrammed but experience dependent brain development.

Daniel Siegel
The Developing Mind



37

Me and My Dad!



38

When children transition into adult life their past mistakes, misbehavior or problems are of little interest to others.



39

Success in childhood and adult life comes from harnessing assets and strengths.



40

parents, relatives, and others raised and prepared children to become successful adults, to acquire knowledge and skills that were needed to meet the challenges of their time.



41

Until relatively recent times in human history there were no schools or organized institutions, nor were there self-help or parent



42



How did they do it?

43



Our ancestors raised the next generation by drawing upon seven important instincts that evolved over tens of thousands of years in many species.

44



However these instincts evolved furthest in our species likely because we developed spoken language. Language is the window into the mind.

45

Biology is not destiny. . . .
. . . . but it does impact
probability.



46

importance of heredity and the environment in shaping human behavior. The evidence that Bouchard and his colleagues provided through their study supported the argument that genetic factors and inheritance play a large role in the development of individuals and the interests and characteristics they show.

47

Instincts

- In complex species instincts serve a critical role in shaping the developmental course through childhood into adulthood.
- Thousands of generations of children allowed for many genetic mutations, some of which were adaptive.
- Some of these increased the likelihood that babies would survive, even thrive throughout their childhood, and transition successfully into adult life.

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Instincts

- Bob Brooks and I posit that *TENACITY* is composed of seven instincts that I will briefly introduce and discuss.
- We consider one of the most important to be intuitive optimism. This is the unspoken belief that if you just keep at a task your chances of success are greater.
- We would argue that when it comes to reaching developmental milestones continued effort nearly always leads to success as long as the task is within the capacities of the child to achieve.
- This instinct is clearly a vital component of self-discipline and a resilient mindset.

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Instincts

- Our children are in fact hard wired to learn if we are sufficiently knowledgeable to understand how their wiring interacts with the world around them and create environments in which they can grow and thrive.
- Every society places expectations upon its youth to acquire a certain level of knowledge and behavior in order to functionally transition into adulthood.
- No matter how simple the society, children must harness their instincts to acquire knowledge, develop self-discipline, cope well with adversity and persist even in the face of failure.
- These instincts provide the critical foundation for children in any culture or society to acquire necessary knowledge to move successfully into adult life.

50

Instincts

- In some species instincts are fixed patterns of behavior leading to a certain outcome such as a bird building a nest for the first time or a salmon returning upriver to its birthplace to spawn.
- We believe that in our species instincts represent an intuitive way of thinking and/or acting that increase the chances of survival and success.
- In viewing instincts in this way we appreciate that knowing what to do and doing what you know are not synonymous.
- Ultimately success very much dependent on experience.

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Today, these instincts are more important than ever in preparing children for tomorrow's successes all of us throughout life.



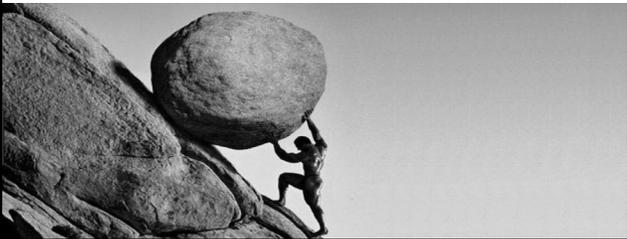
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We call these the Seven Critical Instincts of **TENACITY!**



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TENACITY is defined as perseverance, doggedness, resolution, patience, endurance and stamina.



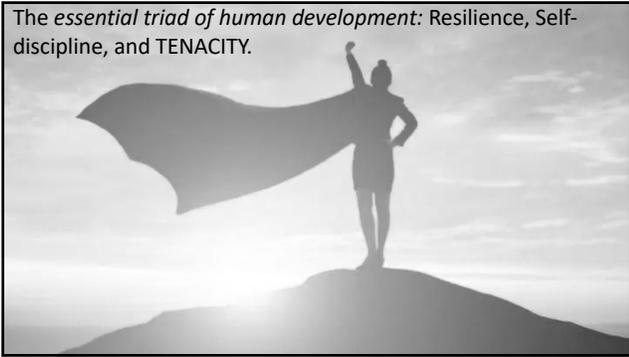
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Tenacity provides the mental and emotional fuel driving resilience and self-discipline.

**KEEP
CALM
AND
NEVER
YIELD**

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The essential triad of human development: Resilience, Self-discipline, and TENACITY.



56

TENACITY may be comprised of seven instincts, but for these instincts to develop and flourish in children they require the nurturing and support of caring ad



57

These instincts are:

- intrinsic motivation
- intuitive optimism
- simultaneous intelligence
- compassionate empathy
- virtuous responsibility
- genuine altruism
- measured fairness



58

Instinctual Optimism

- A belief driven by genes.
- A belief that a way will always be found.
- A belief that success will be obtained.
- The glass is half full!



59

Intrinsic Motivation

- Driven by internal reason and inspiration.
- Rewarded by the payoff to the mind.
- Guided by belief not environmental consequences.



60

Practical Intelligence

- The ability to see all the parts of a problem simultaneously.
- A mental activity by which the child integrates stimuli into groups.
- Stimuli are seen as a whole.
- Each part is related to the others.



61

Compassionate Empathy

Insight combined with:

- Sensitivity
- Tolerance
- Kindness



62

Through the Eyes of Others

- Do you practice what you have learned and lived?
- It is difficult to be empathic when you are disappointed or angry.
- Do you make assumptions about the motives of others?
- Do you hold the erroneous belief that if you are too empathic people will take advantage of you?



63

Through the Eyes of Others

Steps to becoming an empathic person:

- Take the time to complete empathy exercise. Consider how you would like other people to describe you versus how they might actually describe you. Act on the discrepancy.
- Use your experiences as a guide.
- Make an effort to put empathy into practice every day.

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Virtuous Responsibility

Responsible behavior guided by:

- Dignity
- Morality
- Respect for self and others
- Integrity

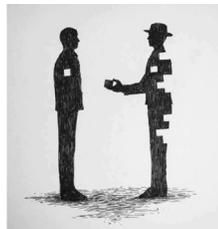


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Genuine Altruism

Giving of yourself (time and effort) guided by:

- Sincerity
- Honesty
- Truth
- Sensitivity
- Honesty



66

Measured Fairness

- A concept developed in Game Theory.
- Being fair to yourself first than to others.
- Knowing when you must put yourself first.



67

Intrinsic motivation driven by intuitive optimism explains the drive and resilience of young children.

68



Off to School!

69

Learning is greatest when prompted by intrinsic motivation rather than external controls.

70

Intrinsic not external motivation is at the center of creativity, responsibility, healthy behavior and lasting change.

71

Motivation isn't something that gets done to children but rather something that children must do for themselves.

72

As educators, the question we must ask ourselves is how we can create environments within which children will motivate themselves towards successful social engagement?

73

Children's innate characteristics not only affect their behavior and development but also have an impact on their environment which then changes their parents and teachers and further impacts their development.

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We must adopt a learning to ride a bike mindset.

Slow May Be Fast Enough!

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We must design schools to fit the needs of our society today . .

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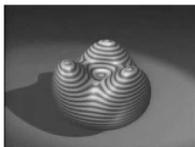


. . .with an eye towards the future.

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I call this educational future:

INSIDE OUT SCHOOLS!



78

Inside Out Schools:

- Are student focused.
- Create educational climates to foster resilient mindsets.
- Are designed in concert with the forces that drive human development.
- Provide opportunities for students to assimilate and accommodate knowledge in diverse ways (e.g. TALK, MOVE, QUESTION).
- Foster and enhance executive functioning.
- View educators as engagement coaches.

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Educators as classroom engagement coaches.

80

As Engagement Coaches They Must:

- PREPARE – know the subject, know the student, know the strategy
- PLAN – strategize, design options
- PRACTICE – develop competence, comfort and resilience

81

As Engagement Coaches They Must Understand and Appreciate How to Facilitate the Four Basic Neuropsychological Abilities

- Enhance planning ability by helping students become strategic problem solvers.
- Develop attentional ability to enhance student focus on what can be controlled.
- Strengthen simultaneous ability to build student comprehension and capacity to “see the big picture”.
- Build sequential ability to foster student acquisition of basic academic knowledge.

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As Engagement Coaches They Must Design Classrooms to Nurture and Grow Developing Minds

- Reinforce intuitive optimism.
- Provide opportunities for empathy and altruism.
- Provide competition in the absence of winning.
- Provide extrinsic reinforcement for effort not control.

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As Engagement Coaches They Must Design Classrooms to Nurture and Grow Developing Minds

- Foster opportunities for intrinsic control.
- Minimize external consequences to control.
- Enhance self-discipline.
- Set limits in autonomous ways.
- Provide opportunities for students to develop and strengthen basic cognitive processes.
- They must understand how children learn.

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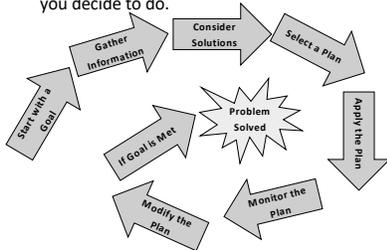
As Engagement Coaches They Must Understand and Appreciate How to Facilitate the Development of Effective Executive Functioning



85

Naglieri & Goldstein, 2012

Executive Function is how efficiently you do what you decide to do.



86

One EMPIRICAL Factor (a governor) with MULTIPLE Processes such as:

- Attention,
- Emotion Regulation,
- Flexibility,
- Inhibitory Control,
- Initiation,
- Organization,
- Planning,
- Self-Monitoring,
- Working Memory.

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EF as a Mediator of Ability and Knowledge

- Ability: The skills we use to acquire and manipulate knowledge to solve problems. Also referred to as intelligence.
- Knowledge: Everything we learn in life. Also referred to as achievement.
- Executive Function: How efficiently or skillfully you do what you decide to do.

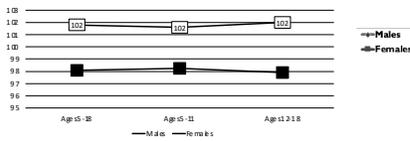
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EF Gender Differences: Parent Raters

Girls are Smarter than Boys

| Parents | | Mn | SD | N | Mn | SD | ES |
|------------|-----|------|------|-----|-------|------|-------|
| Ages 5-18 | 700 | 98.1 | 14.9 | 699 | 101.8 | 15.0 | -0.25 |
| Ages 5-11 | 350 | 98.2 | 14.3 | 349 | 101.6 | 15.6 | -0.22 |
| Ages 12-18 | 350 | 97.9 | 15.4 | 350 | 102.0 | 14.4 | -0.28 |



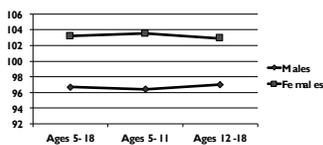
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EF Gender Differences: Teacher Raters

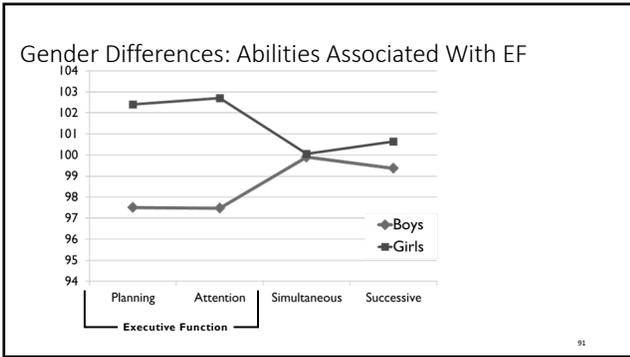
Girls are Smarter than Boys

| Teachers | N | Mn | SD | N | Mn | SD | ES |
|------------|-----|------|------|-----|-------|------|-------|
| Ages 5-18 | 700 | 96.7 | 14.4 | 700 | 103.2 | 15.0 | -0.44 |
| Ages 5-11 | 350 | 96.4 | 14.5 | 350 | 103.5 | 14.9 | -0.49 |
| Ages 12-18 | 350 | 97.0 | 14.4 | 350 | 102.9 | 15.0 | -0.40 |



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How Does Executive Function Contribute to:

- Classroom performance?
- Test performance?
- Achievement?
- Intelligence?
- Neuropsychological abilities?

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Strength of EF Impacts Intelligence, Achievement and Ability Test Performance

- Data from the Neurology, Learning and Behavior Center in Salt Lake City, UT
- Children given the CEFI, WISC-IV (N = 43), CAS (N = 62), and the WJIII achievement (N = 58) as part of a typical test battery.

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CEFI and Intelligence

| | WISC-IV | | | | | CEFI | |
|--------------------|---------|------|-------|------|------|------|------|
| | FS | VC | PR | WM | PS | Mn | SD |
| CEFI | | | | | | | |
| Full Scale | .39 | .44 | .27 | .30 | .34 | 93.0 | 11.9 |
| Attention | .39 | .33 | .32 | .40 | .35 | 91.8 | 11.2 |
| Emotion Regulation | .14 | .25 | .08 | -.06 | .11 | 97.2 | 14.7 |
| Flexibility | .57 | .68 | .45 | .46 | .37 | 93.8 | 11.0 |
| Inhibitory Control | .21 | .20 | .13 | .08 | .27 | 97.7 | 13.5 |
| Initiation | .25 | .31 | .14 | .21 | .25 | 91.2 | 15.1 |
| Organization | .15 | .17 | .06 | .14 | .17 | 92.2 | 13.6 |
| Planning | .46 | .54 | .31 | .38 | .39 | 93.6 | 11.1 |
| Self-Monitoring | .39 | .45 | .31 | .33 | .27 | 92.0 | 11.3 |
| Working Memory | .38 | .43 | .31 | .36 | .23 | 92.5 | 13.6 |
| WISC-IV M | 95.5 | 96.8 | 101.5 | 92.6 | 90.7 | 92.6 | |
| WISC-IV SD | 18.1 | 14.7 | 17.5 | 17.5 | 19.4 | 17.5 | |

Note: All correlations were corrected for range instability.

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CEFI and Ability

| | CAS | | | | | CEFI | |
|--------------------|------|------|-------|------|------|------|------|
| | FS | Plan | Sim | Att | Suc | Mn | SD |
| CEFI | | | | | | | |
| Full Scale | .45 | .49 | .43 | .37 | .32 | 91.4 | 13.2 |
| Attention | .40 | .42 | .39 | .30 | .35 | 90.3 | 12.8 |
| Emotion Regulation | .26 | .22 | .23 | .24 | .13 | 96.9 | 14.7 |
| Flexibility | .52 | .54 | .51 | .40 | .42 | 92.2 | 13.0 |
| Inhibitory Control | .27 | .29 | .22 | .18 | .21 | 96.0 | 13.9 |
| Initiation | .40 | .37 | .31 | .30 | .20 | 89.0 | 16.3 |
| Organization | .29 | .36 | .21 | .20 | .23 | 90.5 | 14.3 |
| Planning | .47 | .54 | .46 | .37 | .38 | 92.5 | 12.4 |
| Self-Monitoring | .48 | .50 | .49 | .43 | .35 | 91.2 | 12.4 |
| Working Memory | .48 | .46 | .45 | .38 | .30 | 91.0 | 14.0 |
| CAS Mn | 95.8 | 92.4 | 101.6 | 96.5 | 98.0 | | |
| CAS SD | 17.1 | 14.5 | 17.0 | 15.1 | 14.6 | | |

Note: All correlations were corrected for range instability.

95

CEFI and Achievement

| | WJ-III Achievement Tests | | | | |
|--------------------|--------------------------|---------------|------------|------------------------|--------|
| | Total | Broad Reading | Broad Math | Broad Written Language | Median |
| CEFI Scales | | | | | |
| Full Scale | .51 | .48 | .49 | .47 | .49 |
| Attention | .59 | .52 | .46 | .55 | .54 |
| Emotion Regulation | .18 | .27 | .15 | .17 | .18 |
| Flexibility | .61 | .50 | .55 | .54 | .55 |
| Inhibitory Control | .23 | .32 | .15 | .26 | .25 |
| Initiation | .32 | .26 | .38 | .28 | .30 |
| Organization | .32 | .31 | .33 | .33 | .33 |
| Planning | .58 | .54 | .57 | .50 | .56 |
| Self-Monitoring | .53 | .51 | .51 | .49 | .51 |
| Working Memory | .57 | .48 | .60 | .47 | .53 |

p < .05 p < .01

96

My Granddaughter Hones Her EF Skills



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Practice Pays Off!



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Cognitive Strategy = EF Instruction

- A strategy is a procedure that the learner uses to perform academic tasks
- Using a strategy means the child thinks about 'how you do what you do'
- Successful learners use many strategies.
- Some of these strategies include visualization, verbalization, making associations, chunking, questioning, scanning, using mnemonics, sounding out words, and self-checking and monitoring.

99

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Steps to Strategic Instruction:

- **Describe the strategy.** Students obtain an understanding of the strategy and its purpose-why it is important, when it can be used, and how to use it.
- **Model its use.** The teacher models the strategy, explaining to the students how to perform it.
- **Provide ample assisted practice time.** The teacher monitors, provides cues, and gives feedback. Practice results in automaticity so the student doesn't have to "think" about using the strategy.
- **Promote student self-monitoring and evaluation of personal strategy use.** Students will likely use the strategy if they see how it works for them; it will become part of their learning schema.
- **Encourage continued use and generalization of the strategy.** Students are encouraged to try the strategy in other learning situations.

100

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Is real world, content based EF instruction effective?



101

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Can strategic, direct instructional interventions provide remedial and compensatory support for children with EF deficits?



102

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demonstrated that setting and work modifications as well as strategy development and mastery improves quality of work in near and far term activities related to the work for which strategies were practiced.

Jang, Schunn, & Nokes, 2011; Alloway, 2011; Gathercole & Alloway, ; de Jong, 2010; McNamara & Scott, 2001

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103

Harnessing the Power of EF
Is broad or global EF training effectively transferred to the natural setting?

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Four current reviews converge concluding that the efficacy of global EF training (e.g. training of attention, working memory, behavioral inhibition, etc.) has not been established.

Cortese et. al., 2015; Melby-Lervag et. al., 2013; Rapport et. al., 2015; Shipstead et. al., 2012.

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These studies suggest that while training in game like activities improves performance on those tasks as well as related ones (near transfer) any transfer from these tasks to global functioning in natural settings (far transfer) remains unproven.

106

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single type of EF behavior (e.g. working memory).

A recent study attempted to train multiple types of EF behaviors simultaneously. Their findings are similar to previous research. Near transfer effects do occur but transfer to the natural setting is limited.

Davis, et al., 2015

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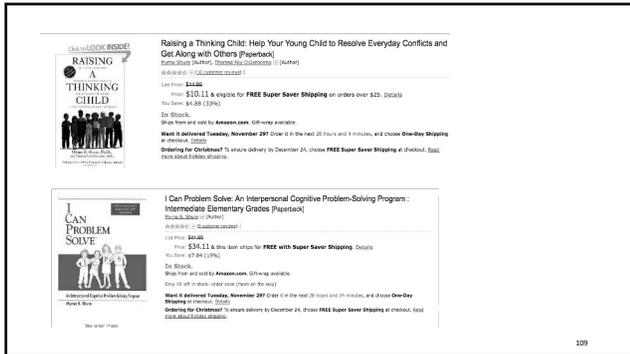
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EF Instruction

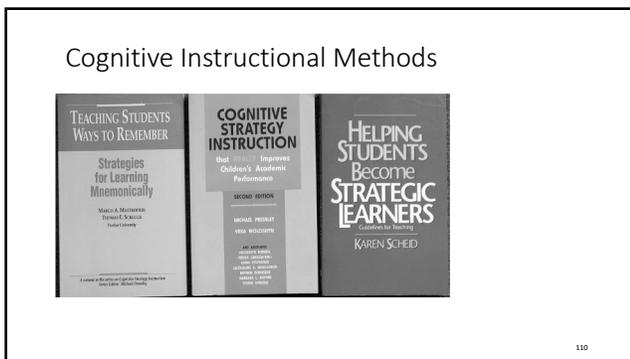
The screenshot shows two products from the Guilford Practical Intervention in Schools Series. The top product is 'Promoting Executive Function in the Classroom (What Works for Special-Needs Learners) (Paperback)' by Daniel G. Coie, priced at \$29.45. The bottom product is 'Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention (The Guilford Practical Intervention in Schools Series) (Paperback)' by Peg Dawson and Richard L. Nagin, priced at \$49.95. Both products are available from the seller 'Thames Valley University'.

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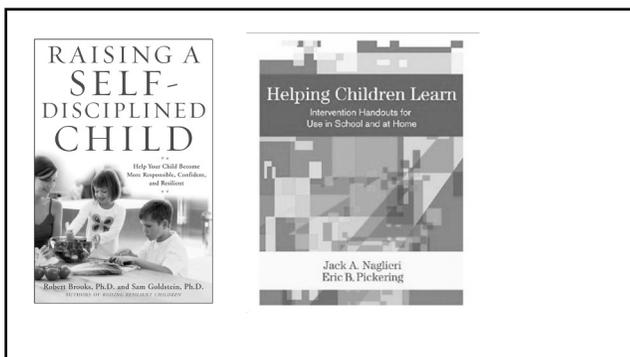
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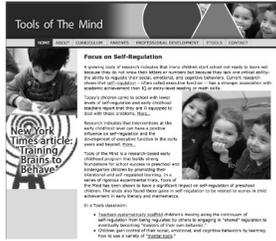


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Tools of the Mind



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http://www.hogiesgifted.org/eric/p638.html

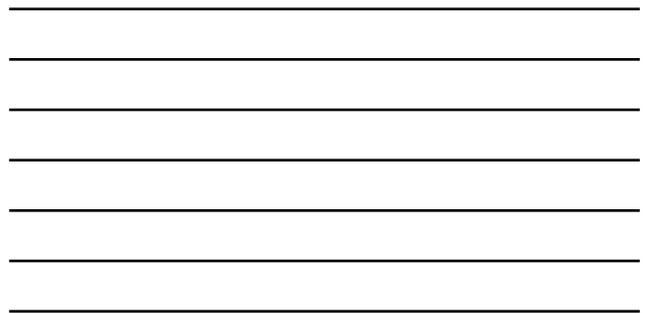
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http://nichy.org/research/ee/learning-strategies

114



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http://www.ncl.org/at-school/especially-for-teachers/effective-teaching-practices/strategic-instruction-model-sim-how-to-teach-how-to-learn



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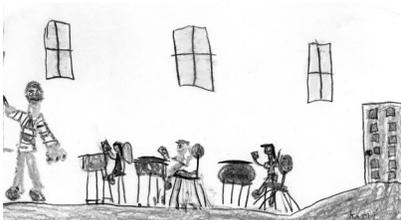
Benefits of Strategy Instruction

- Students trust their minds
- Students know there is more than one right way to do things
- They acknowledge their mistakes and try to rectify them
- They evaluate their products and behavior
- Memories are enhanced
- Learning increases
- Self-esteem increases
- Students feel a sense of power
- Students become more responsible
- Work completion and accuracy improve
- Students develop and use a personal study process
- They know how to "try"
- On-task time increases: students are more "engaged"

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The Mindset of Effective Educators



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Effective Educators

- Effective educators focus on the self-esteem and the social-emotional lives of children.
- Effective educators recognize that they have a lifelong impact upon student's capacity to be resilient.
- Effective educators understand the mindset of resilient children.
- Effective educators are not misled by the overt behaviors of children.

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Coping Behaviors of Children

- Quitting and avoiding
- Cheating
- Rationalizing
- Clowning and regression
- Controlling
- Aggressiveness and bullying
- Passive/aggressive behavior
- Complaining of boredom
- Rushing

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Effective Educators

- Effective educators are knowledgeable about frameworks for understanding the components of self-esteem, motivation, and resilience.
- Effective educators appreciate the importance of identifying, reinforcing and displaying each child's island of competence.
- Effective educators develop and implement strategies for reinforcing self-esteem, motivation, hope and resilience in children.

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Effective Educators

- Provide positive feedback to students.
- Offer sustained feedback to students.
- Respond supportively to students in general.
- Respond even more supportively to low-ability students.
- Respond respectfully and supportively to students with behavioral problems.
- Understand how children learn not just how to teach.
- Ask questions that students are able to answer correctly.
- Present learning tasks for which students have a high probability of success.

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Effective Educators

- Use time efficiently.
- Intervene in misbehavior at a low rate.
- Maintain a low ratio of punitive to positive interactions.
- Are rarely punitive.
- Use criticism minimally.
- Keep the need for disciplinary interventions low through positive classroom interventions.
- Waste little time on student transitions.
- Keep off task time to a minimum.

124

To be a *charismatic educator* and nurture hope and resilience, we must understand and reinforce the components of a *resilient mindset* in children and teens.

125

Resilient Children:

- Resilient children are comfortable and appreciate that others truly care about them and can be of support and help.
- Resilient children recognize the boundaries of their control and focus their energy on these areas of control, acting proactively.
- Resilient children develop competence in effective problem solving and decision making. They are flexible in reaching goals through multiple means.
- Resilient children possess and develop self-control and self-discipline.

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Resilient Children:

- Resilient children possess islands of competence or strengths that define their identity.
- Resilient children can deal effectively with mistakes and failure.
- Resilient children believe they can contribute to and make a positive difference in the world.

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Five Strategies To Foster a Resilient Mindset

- Teach empathy by practicing empathy.
- Teach responsibility by encouraging contributions.
- Teach decision making and problem solving skills that foster self-discipline.
- Offer encouragement and positive feedback.
- Help children deal with mistakes.

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Teach Empathy By Practicing Empathy

- Are we saying or acting in a way that our children will be responsive to hearing us?
- Would we want anyone to speak to us the way we speak to our children?
- How would our children describe us at various times?
- How would we want our children to describe us?

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Teach Empathy By Practicing Empathy

- Listen
- Validate
- Avoid preaching and lecturing
- Avoid judgments and accusations
- Put yourself in their shoes
- Change your negative scripts

130

Teach Responsibility By Encouraging Contributions

- Provide ample opportunity
- Focus on existing success
- Build islands of competence
- Allow the opportunity to witness concrete examples of success

131

Teach Decision Making and Problem Solving Skills That Reinforce Self-Discipline

- What's my problem?
- What solutions are available?
- Which solution is the best?
- How can I implement each step of the solution?
- How did I do?

132

Offer Encouragement and Positive Feedback

- Become a charismatic adult
- Provide realistic appreciation
- Focus on building rather than tearing down
- Be available

133

Help Children Deal With Mistakes

- The fear of mistakes is a strong roadblock to developing a resilient mindset
- Mistakes are opportunities to learn
- Model the benefits of mistakes

134

Most Powerful Predictors of a Resilient Child

- Easy temperament
- Consistent family relationships
- Competent caregivers and educators
- Development of self-esteem
- A sense of emotional security

135

Effective Teachers Shape the Mindset of a Resilient Students

- Optimistic and hopeful.
- Feel special and appreciated in the eyes of others.
- Set realistic goals and expectations.
- View mistakes, hardships and obstacles as challenges.
- Solve problems and make decisions.
- Internal locus of control.
- Believe and set out to solve problems.
- Possess empathy.

136

Adopt a learning to swim mindset!



137

The secret of education lies in respecting the student”

Ralph Waldo Emerson



138

The Road to *TENACITY*:
Building Islands of Competence

- Examine your assumptions about children's choices and successes.
- Challenge their self-defeating attributions.
- Help them find passionate interests and islands of competence and pursue them.
- Listen and learn first before advising. Sometimes they just want to be heard.
- Let them learn from their experiences.
- Be proactive in the face of true problems.
- Take a long term view.

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The Lessons of Resilience:
Maintaining a Resilient Lifestyle

Exercising resilience on a daily basis:

- Have I truly listened during the past day and attempted to understand the viewpoints of others?
- How have I related to others? Have I practiced empathy and respect?
- How have I responded to stress, mistakes and setbacks? What will I do differently the next time?
- In what areas did I do well? How do I maintain and/or reproduce these positive behaviors tomorrow?
- Do not wait for other people to change first for you to achieve your goals and happiness.

140

Focus on Well Being!

- COMPETENCE in academic, social and vocational areas
- CONFIDENCE or a positive identity
- CONNECTIONS or healthy relations
- CHARACTER or positive values, integrity, and values
- CARING and compassion

(Lerner et al, 2000)



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Stress Hardiness

- Committed to finding a meaningful purpose in life.
- A belief that you can influence your surroundings and outcome of events.
- A belief that you can learn and grow from both positive and negative life experiences.



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Goldstein's Axiom

Through intelligent and ethical educational practices develop self-discipline and build educational proficiency in all children without stealing away their dignity and hope.



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Children are living messages we send to a time and place we will never see.

Neil Postman
The Disappearance of Childhood

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our technologies. May our compassion keep pace with our powers. And may love, not fear, be the engine of change.

Dan Brown



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What Is Your Mindset?

DEAR GOD,
I wish I could be
better in School.
Can you help me.

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Questions?



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