



Evidence-Based Intervention: Growth Mindset

Introduction

The Mindset Theory was developed by Dr Carol Dweck and aims to **reduce limitations on thinking patterns** through simple changes in language. By adding words such as 'yet' to phrases, Dweck suggests that **a person's perception of their skills and abilities can be altered**, enabling them to develop **perseverance and resilience** when faced with challenges.

Purpose of Intervention

To support children and young people in developing a **strong belief system** which encourages them to **persevere with challenges and face difficulties** with an acceptance that mistakes are necessary in the learning process.

Target Audience

All children and young people.

Who Can Deliver the Intervention

Any adult working with children including **teachers, caregivers, therapists, social workers**. No specialist training is required and it can be delivered through modelled language and whole class teaching.

Session Structure

Growth mindset can be initially delivered as a whole class session within a topic such as PSHE, with specific additional sessions delivered where needed on an individual or small group basis.

Frequency and Duration

A Growth Mindset approach should be delivered consistently through modelled language and examples. This should be continuous throughout teaching methods, mediated learning and individual feedback.

Key Principles

- **Learning from failure:** instilling a belief that mistakes help us learn and are essential to the learning process.
- **Valuing effort over outcome:** This builds resilience and enables children to persevere through setbacks.
- **Seeking feedback:** Children develop a positive relationship with feedback and view it as an opportunity for new learning, rather than criticism.
- **Embracing challenges:** Children seek opportunities to challenge themselves without a fear of failure.
- **Inspired by others:** Children notice each other's successes and view it as something to aspire towards. They validate each other's perseverance and hard work and recognize their dedication.
- **Emphasises improvement:** rather than focusing on what a child can already do, Growth Mindset encourages children to develop new skills and push themselves within their learning journey.



Training and Implementation

Specific training on Growth Mindset can be bought as part of a traded package through the Psychology and Therapeutic Services (P&TS) at Suffolk County Council.

Implementation usually involves:

- Establishing a Growth Mindset based ethos within the school culture which is reflected in the language used throughout all learning opportunities.
- Embedding Growth Mindset through the school's reward systems by praising effort and determination, and developing a culture where failures are embraced.

Evidence and Outcomes

- Supported by research exploring intelligence and motivation, spanning back to 1975.
- Reported to improve **academic performance, increased resilience,** and **enhanced motivation**
- Reported to reduce **anxiety** and **mental illness**.

Feedback

Educators and practitioners report:

- Children are more able to keep pace with their peers
- Improved ability to ask questions and seek support
- A shift from performance oriented praise and an awareness of the risks this can bring.

Further Information and Resources

[Growth mindset workbook](#)

[Mindset by Dr Carol Dweck \(2012\)](#)