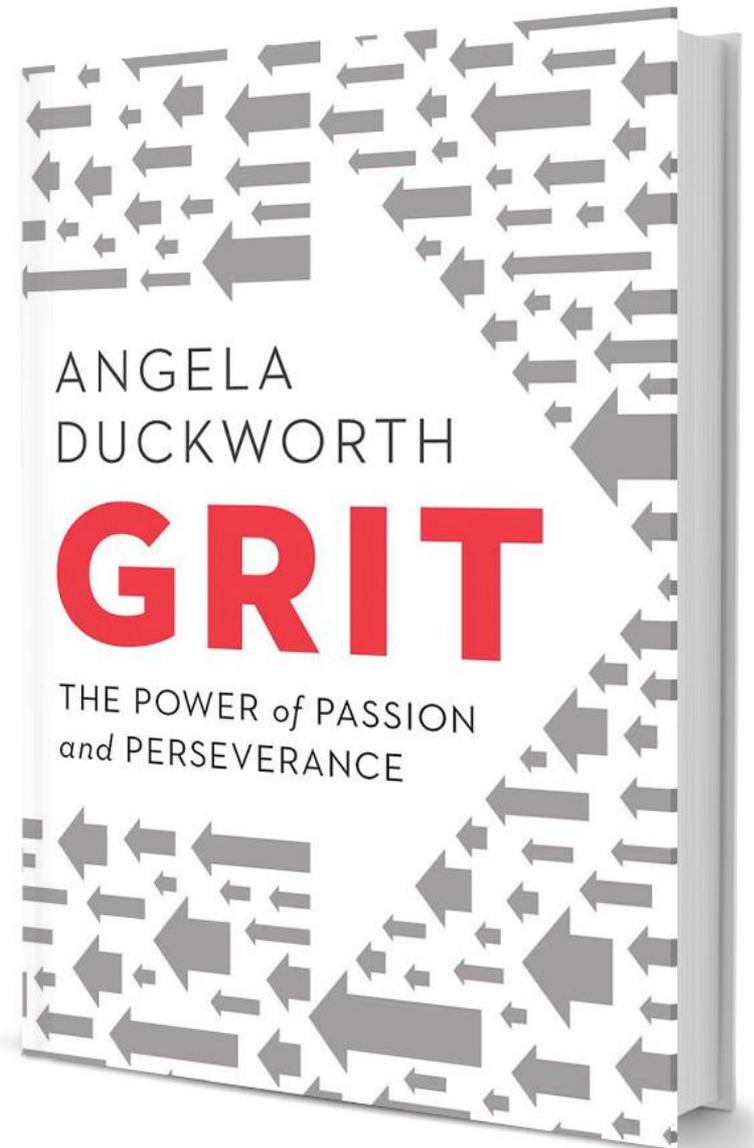


**WNY College Connection  
Academic Leadership Institute  
2015-2016**

Group Experience:

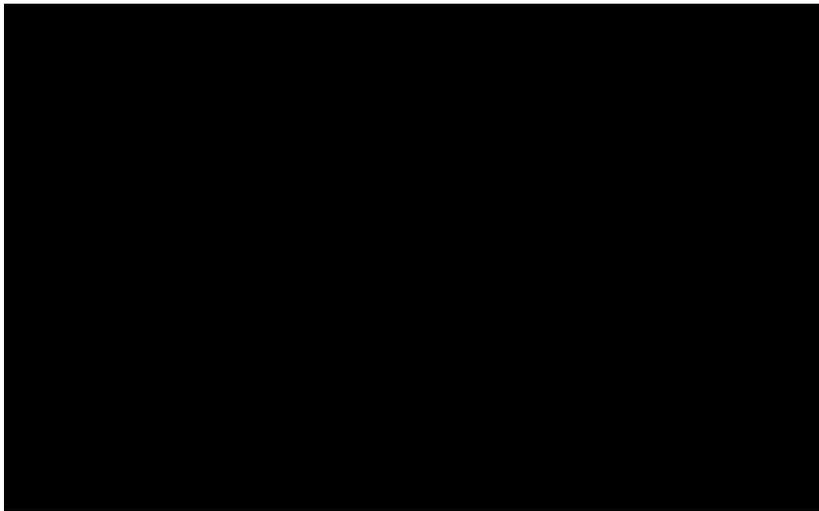
***The Impact of Grit  
and Self-Control on  
Student Retention and  
Persistence to Graduation***

Dr. Youngsoo Choi (Niagara)  
Dr. Dawn Eckenrode (Fredonia)  
Ms. Brenda Fredette (Medaille)  
Ms. Jacqueline Hollins (UB)  
Dr. Theresa Knott (Trocaire)

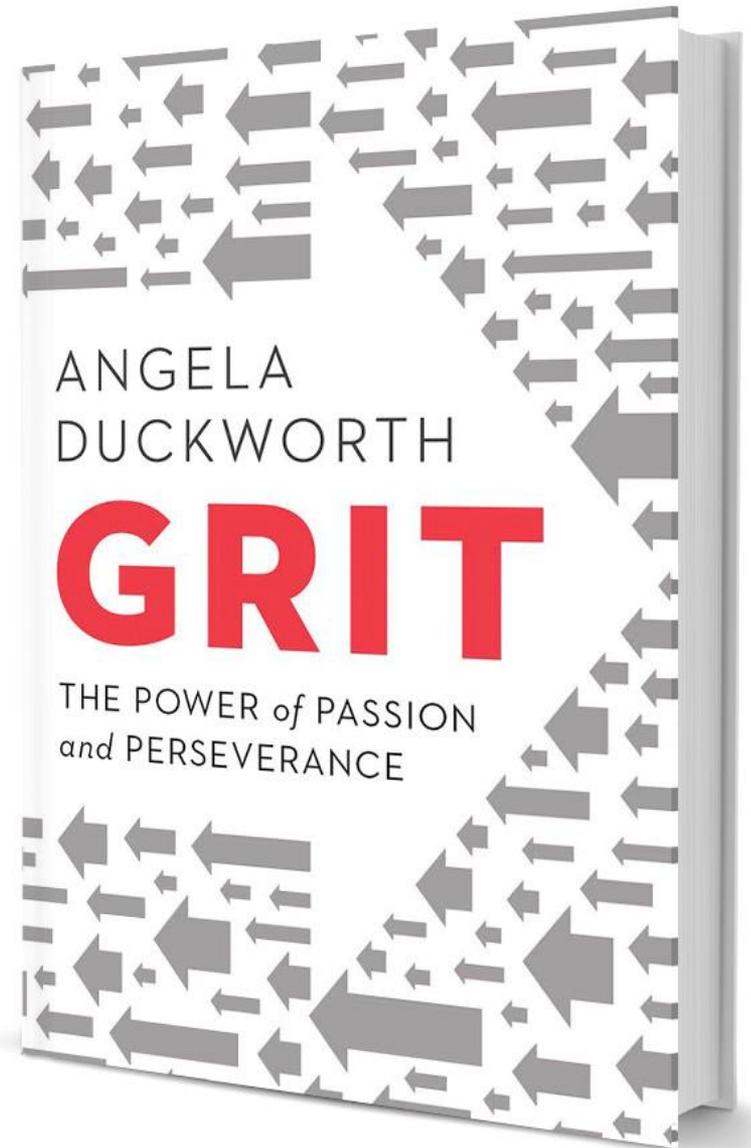


## Overview

*“Grit is passion and perseverance for very long term goals...”*

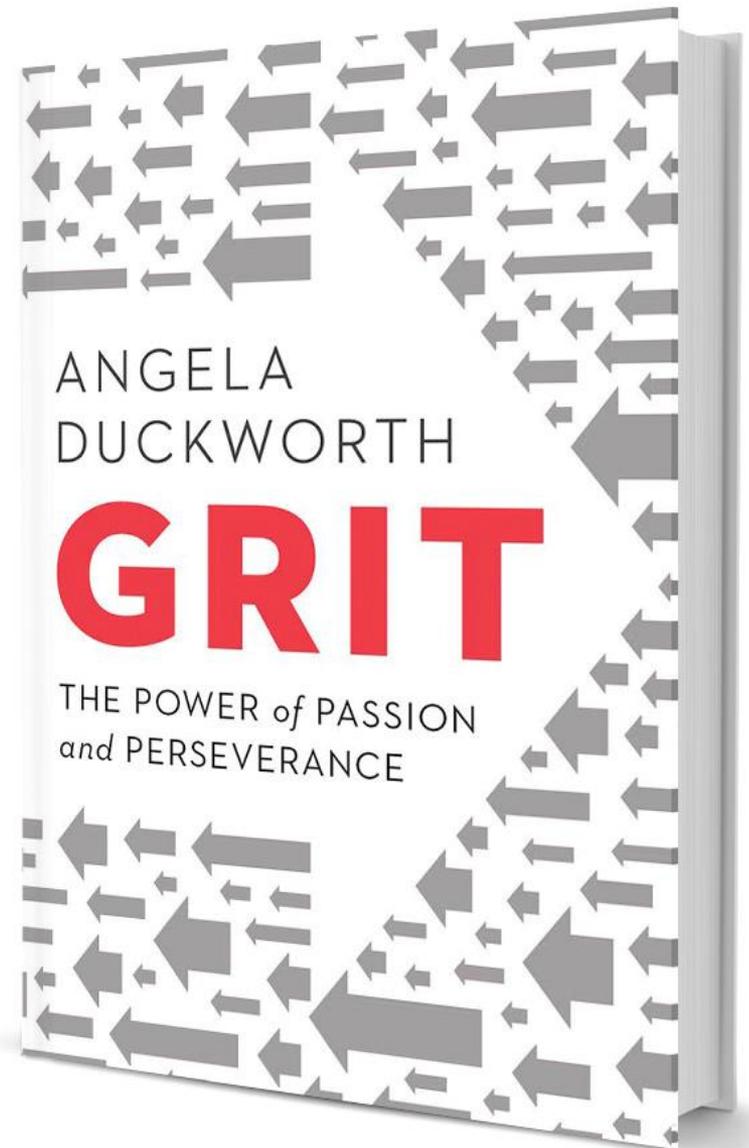


**Dr. Angela Duckworth**  
Ted Talk, April 2013



# Theoretical Framework

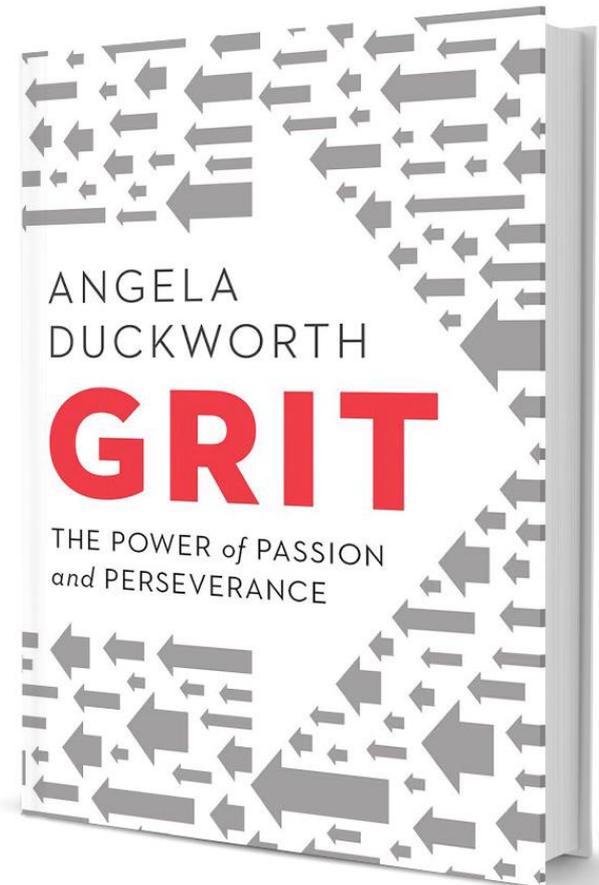
- Grit: A concept in search of a theory
- Theoretical foundation of grit concept is RESILIENCE
- Resilience research has evolved over 40 years beginning with examining the resilience demonstrated by vulnerable children
- Researchers in the behavioral sciences observed that some children in high-risk, chaotic environments excelled cognitively, socially and academically in spite of their environment



# Theoretical Framework

- RESILIENCE: Positive adaptation despite adversity (Luthar, 2006)
- Relative resistance to psychosocial risk experiences (Rutter, 2000; Sroufe, 2005)
- Coping response directly & indirectly related to grit
  - Adaptive coping directly influences grit
  - Coping indirectly influences grit via protective factors

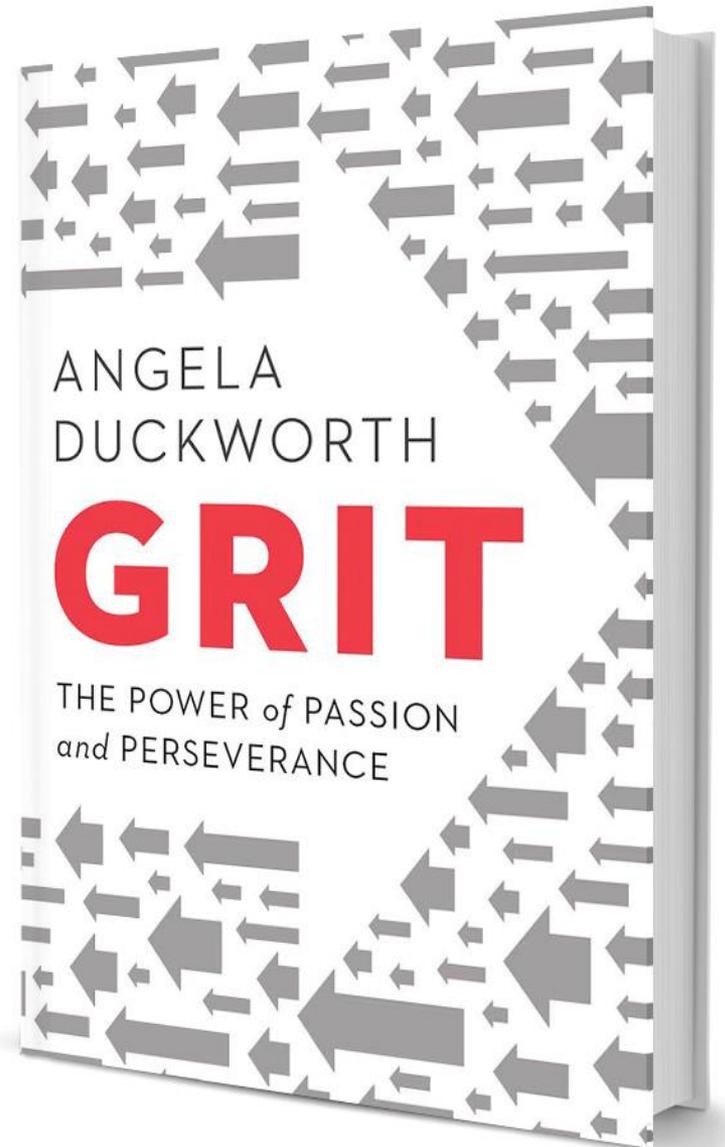
## Indirect relationship between coping and grit



# Assessing Grit: Grit Scale

- **New ideas and projects sometimes distract me from previous ones.**
- **Setbacks don't discourage me.**
- **I have been obsessed with a certain idea or project for a short time but later lost interest.**
- **I am a hard worker.**
- **I often set a goal but later choose to pursue a different one.**
- **I have difficulty maintaining my focus on projects that take more than a few months to complete.**
- **I finish whatever I begin.**
- **I am diligent.**

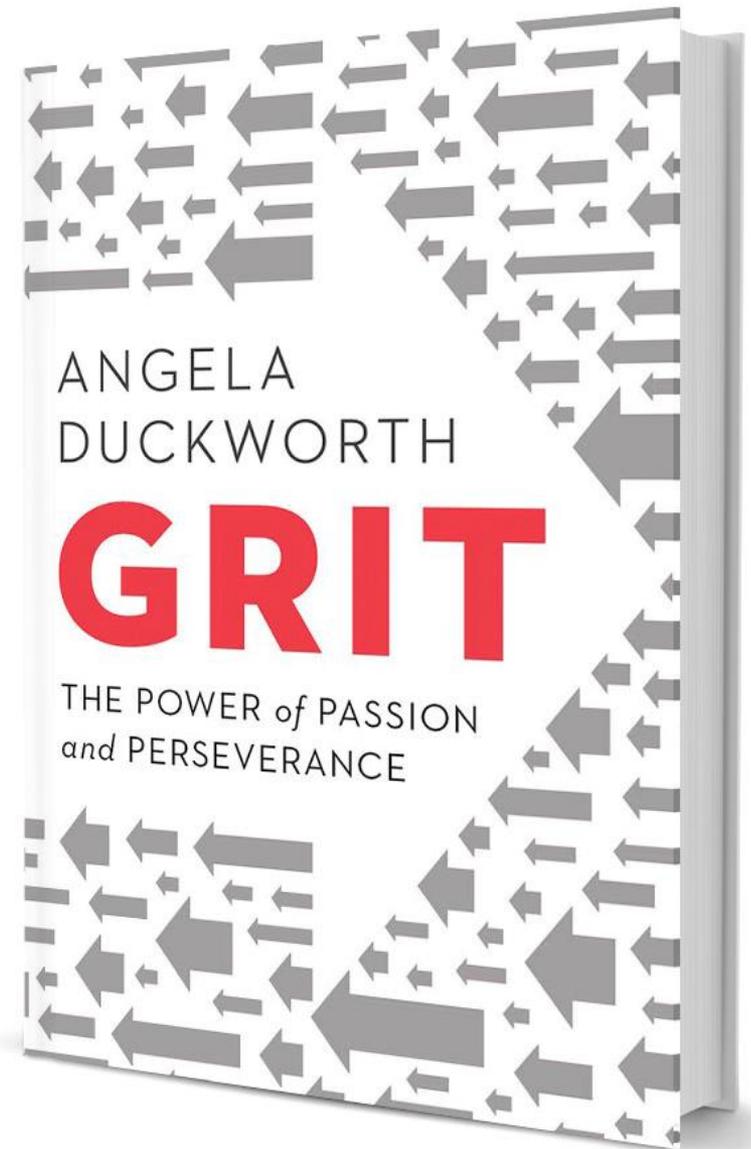
Duckworth, A.L., & Quinn, P.D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment*, 91, 166-174.



## Classroom Application: Six Steps of Teaching for Grit

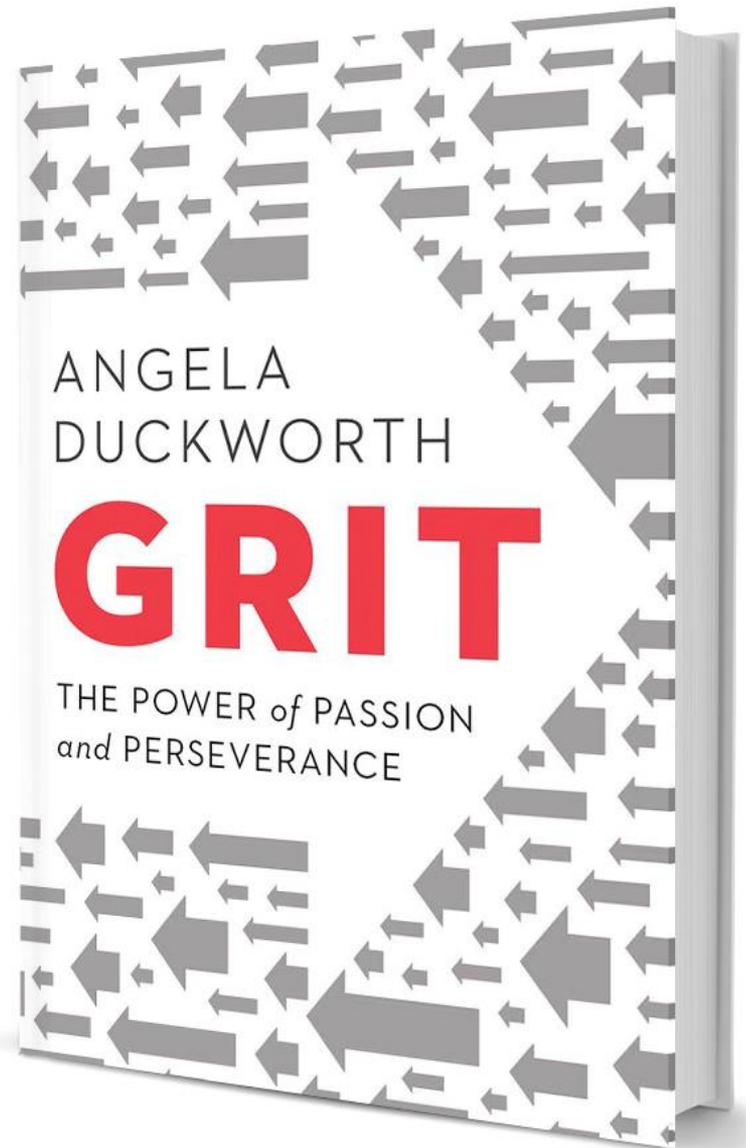
1. Establish the environment
2. Set the expectations
3. Teach the vocabulary
4. Create the frustration
5. Monitor the experience
6. Reflect and learn

Thomas R. Hoerr  
*Fostering GRIT*



## Opportunities

What opportunities can you identify for encouraging a growth mindset in students on your campus?



# Recommendations

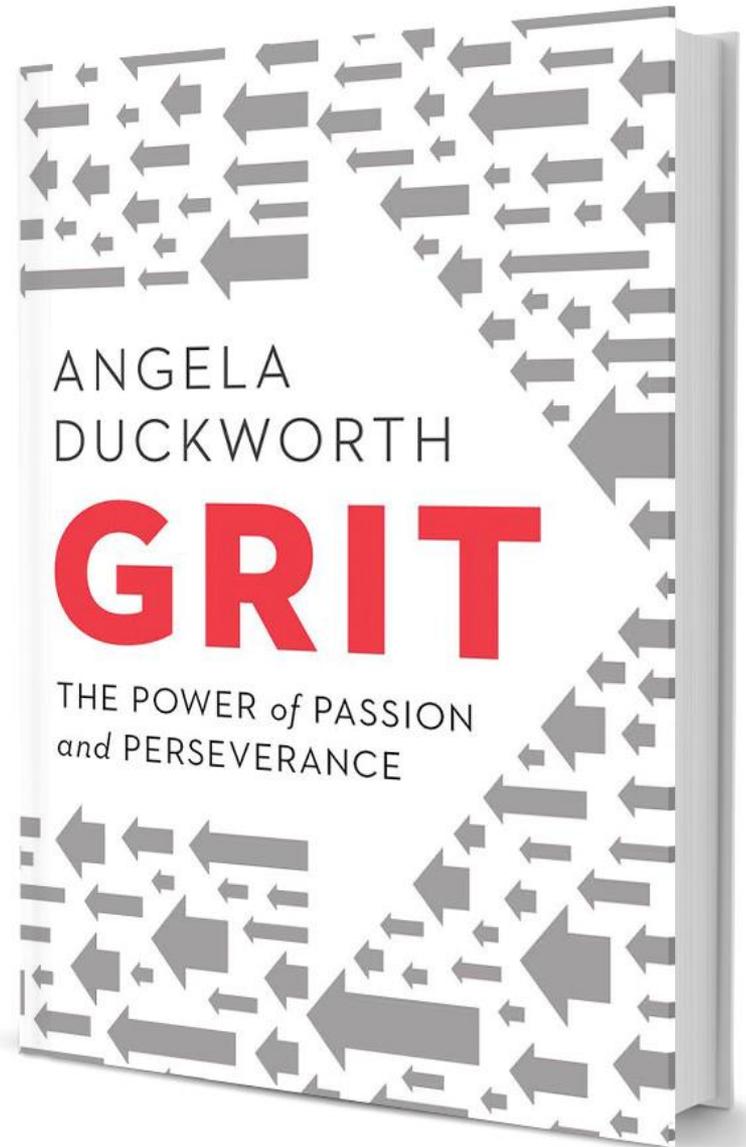
## Applications at K-12 level

### Growth mind-set (Carol Dweck)

- Help students aware of the value of ***deliberate practice***, the kind of effortful practice that really improves skills.
- ***Tell*** students that deliberate practice is not easy, confusing, frustrating, and boring; learn from mistakes and do things repetitively.
- ***Reward*** kids for efforts and improvements in class learning activities/assignments(?)

### Upper Darby (PA) school district

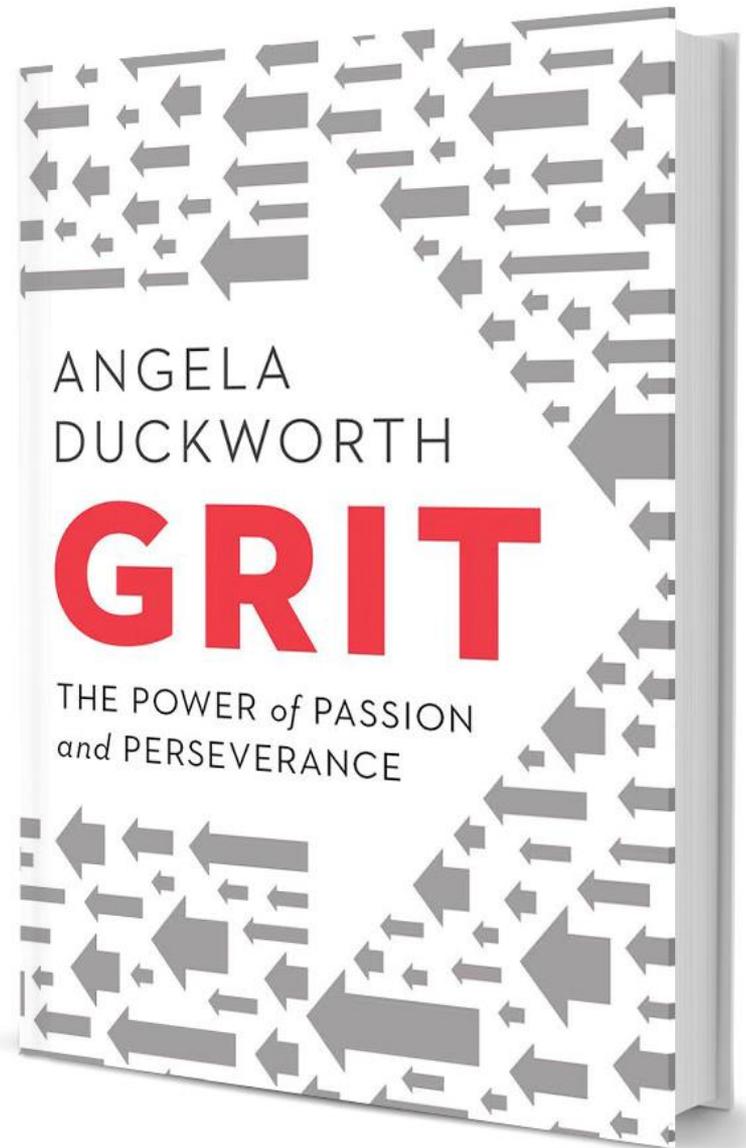
- A series of **professional development workshops** [based on PERMA—Positive Emotions, Engagement, Relationships, Meaning/purpose, and Accomplishments].
- A **daily citizenship class** that covers such topics as how to have good conversations, be an active listener, build meaningful relationships, set goals and pursue them, and recognize the consequences of behavior.



## Recommendations (cont.)

### For college admission, retention, and curriculum

- Traditional criteria + 'GRIT' measurements?
  - Purpose of adding 'GRIT' measurement?
  - 'standardized' tests?
  - Teacher's report/evaluation on student's non-cognitive skills and abilities
- \* Incorporation of socio-demographic, economic, and cultural factors
- Tutoring/mentoring college students in the development of non-cognitive skills and characteristics
  - In curriculum: Development of GRIT exercises accompanies by rubric (feedback to the student work both on content and GRIT component)



# Recommended Readings

## **The 4-Letter Word That Everybody's Talking About**

<http://chronicle.com/blogs/headcount/the-four-letter-word-that-everybodys-talking-about/32102>

## **Higher education: On the lookout for true grit**

<http://www.nature.com/naturejobs/science/articles/10.1038/nj7480-471a>

## **Improving Student Success through Skill Set and Mindset: A Q&A Session (Part 1)**

<http://www.pearsoned.com/education-blog/improving-student-success-through-skill-set-and-mindset-a-q-a-session-part-1/>

## **Grit: It's what separates the best from the merely good**

<http://www.apa.org/monitor/nov07/grit.aspx>

## **True Grit**

<http://www.psychologicalscience.org/index.php/publications/observer/2013/april-13/true-grit.html>

## **5 Characteristics Of Grit: How Many Do you have?**

<http://www.forbes.com/sites/margaretperlis/2013/10/29/5-characteristics-of-grit-what-it-is-why-you-need-it-and-do-you-have-it/#4f5af9271f76>

## Got Grit?

*“The only thing that I see that is distinctly different about me is I’m not afraid to die on a treadmill. I will not be outworked, period.*

*You might have more talent than me, you might be smarter than me, you might be sexier than me, you might be all of those things - - you got it on me in nine categories.*

*But if we get on the treadmill together, there’s two things: You’re getting off first, or I’m going to die. It’s really that simple...”*

### **Will Smith**

Oscar-Nominated Actor

Grammy Award-Winning Musician

