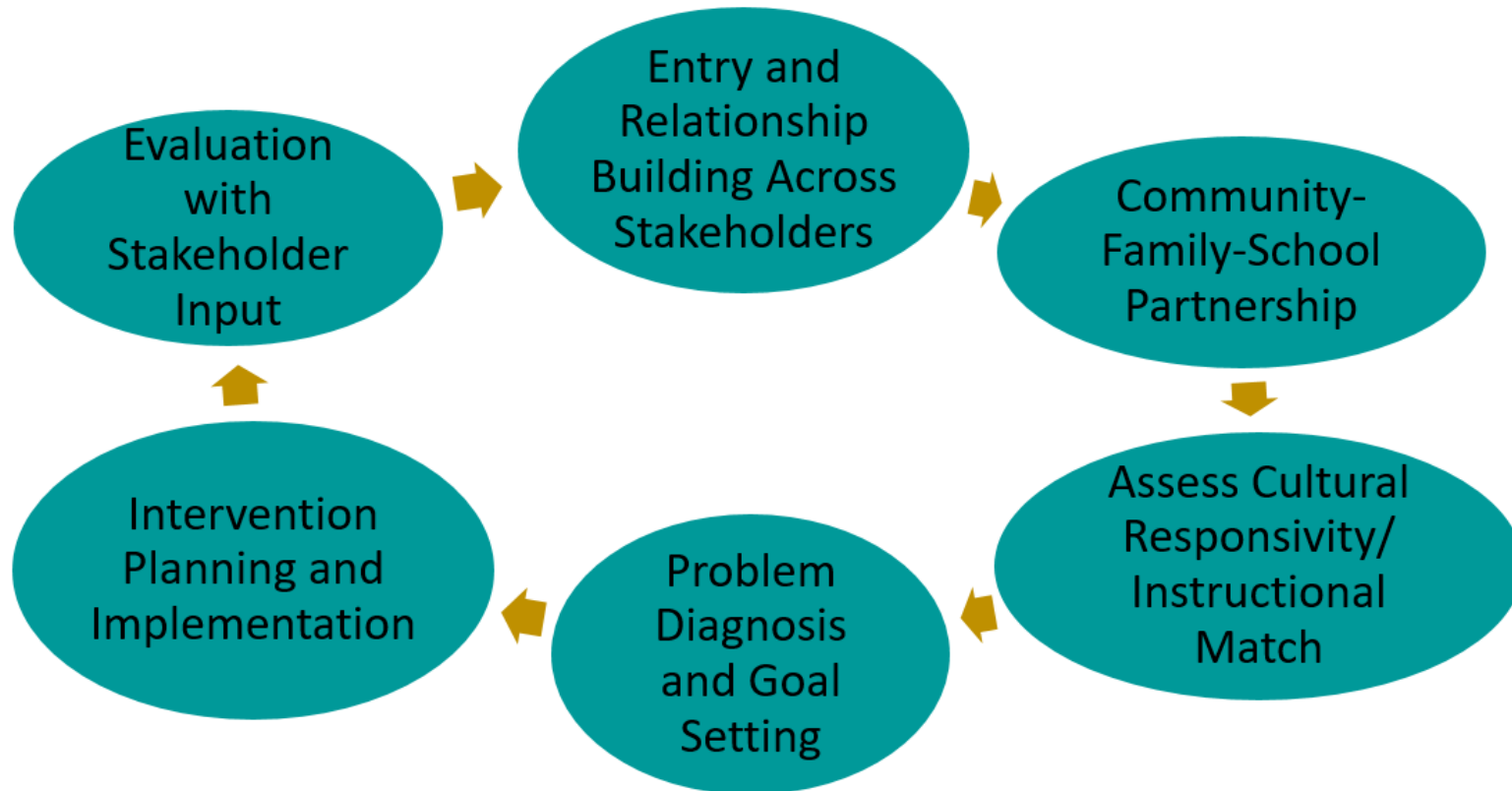


Culturally Responsive Grit Consultation Model

****During grit consultation, enhance cultural responsiveness and instructional match in class instruction and climate****

Steps	Grit-Specific Components	Culturally-Responsive Practices
Entry and Relationship-Building with Stakeholders	<ul style="list-style-type: none"> • Conceptualize and define grit and engagement in the classroom • Explain that the goal of culturally responsive grit consultation is to enhance instruction to better promote grit and engagement. • Explore preference for individual or class-wide approach 	<ul style="list-style-type: none"> • Do not conceptualize Black and Brown students as needing more grit – use grit promotion for ALL students. • Build cultural responsiveness, grit, and engagement in class via community-parent-school partnership • Invite all stakeholders, including cultural brokers • Inquire about ecological and culturally responsive factors influencing school climate, student engagement and learning
Observation/Assess Cultural Responsivity & Instructional Match	<ul style="list-style-type: none"> • Assess baseline grit and engagement 	<ul style="list-style-type: none"> • Assess cultural responsiveness and instructional match in classroom instruction, and assess how engaged and motivated students are in class. • Consider assessing with youth-reported cultural responsiveness scales (see below - Daye & O’Neal, 2020)
Problem Diagnosis and Goal-Setting	<ul style="list-style-type: none"> • If instructional mismatch is an issue, conduct formal instructional assessment (Gravois & Gickling, 2008) • Suggest conceptualization of grit and engagement as a state, not a trait, which can be promoted or hindered by the classroom environment and instruction. • Diagnose classroom instruction and student strengths around grit and engagement. • Goal setting on enhancement and promotion of grit and engagement. 	<ul style="list-style-type: none"> • Prior to all interventions, first enhance cultural responsiveness and instructional match in class instruction. • Use biography-driven culturally responsive approach by understanding students’ interests, neighborhood, family, learning styles, and what motivates them. • In what ways is content relevant to students? • What do the students value, academically and in their life, in and out of school? • How can we interpret baseline data from a culturally-relevant perspective? • Consider student well-being. Are students psychologically available to learn? Are they in need of support first?
Intervention Planning and Implementation	<ul style="list-style-type: none"> • Review menu of Grit Promotion interventions and choose best option • Are students intrinsically motivated to pursue goal, or do they need extrinsic incentives? 	<ul style="list-style-type: none"> • Using the biography-driven data, how can the teacher best incorporate the students’ motivations into the intervention? • Are intervention approaches acceptable to teacher, students, and families?
Intervention Evaluation	<ul style="list-style-type: none"> • Use of teacher- and student-reported grit scale and to monitor progress and change • Compare target student(s) progress to a comparison student for progress monitoring. • Evaluate the classroom management and environment to determine if there is more support for student grit/motivation and engagement. • Satisfaction survey (consultee) and summary memo (consultant) 	<ul style="list-style-type: none"> • Determine if the teacher-led engagement in class is more culturally responsive. • Use a cultural responsiveness scale (e.g., Daye & O’Neal, 2020) • Determine if the teacher-student relationship seems more attuned, like the teacher seems to know the student better. • Discuss needed school resources for sustainability • Get student, parent, and community feedback • Integrate parents and consider community resources to sustain intervention effects.

Culturally Responsive Grit Consultation Steps



Sample Grit Interventions from Culturally Responsive Grit Consultation Manual

****Prior to/during grit interventions, enhance cultural responsiveness and instructional match in class instruction****

Mental Contrasting with Implementation Intentions (MCII; Adapted from Duckworth, Kirby, Gollwitzer, & Oettingen, 2013)

- 1) Use WOOP Worksheet or Hurdler Handout (see Appendix).
- 2) Students will (1) think about the goal they selected (Wish), (2) envision meeting that goal (Outcome), (3) think about different things that might get in the way of them reaching their goal (Obstacle), and (4) decide on a way of overcoming those obstacles by creating an "If...then..." statement (Plan).
- 3) Teacher schedules student check-ins to review progress and provide support and guidance.

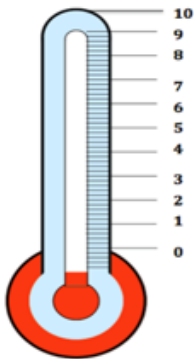
Stamina Boosters (Adapted from Witter, 2013)

1. Students learn to build up sustained effort and focus toward a goal, and to self-monitor persistence.
2. Use Stamina Checklist (see Appendix) to list goals, motivational strategies, and to help students track time spent working toward the goal. On-Task Thermometer (see Appendix and below; Atapattu et al., 2016) offers an alternative visual tool for students to track persistence.
3. Teacher models checklist and provides prompts to complete list as part of daily classroom routine.

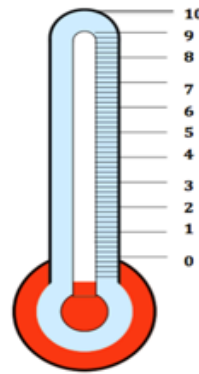
APPENDIX K

On-Task Thermometers

Circle a number from 0 to 10 next to the thermometer on the left indicating how many minutes you think you can work on the task. After you do the task, circle how much time you actually spent working on the task on the thermometer on the right.



How much time do I think I can work on this task?



How much time did I actually work on this task?