

Grit Consultation Manual

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Intelligence and academic knowledge are important for student success, but as both research and classroom teachers can attest to, the most successful students also display a certain set of personal characteristics and skills that help them achieve their full potential: engagement, self-control, and motivation, to name just a few. Grit, a “perseverance and passion for long-term goals” (Duckworth, Peterson, Matthews, & Kelly, 2007, p. 1087) is one of these characteristics, and it has been consistently associated with higher grades, better study habits, and endurance through academic challenges for a wide range of students. Early evidence even suggests that it contributes to very long-term academic outcomes such as students graduating from high school and doing well in college.

Although the concept of grit was first considered a stable personality trait, which individuals either had (in varying amounts) or lacked, more and more educators are finding it beneficial to consider grit as a dynamic, situation-specific state that can be influenced by direct intervention with students and strategic changes to the classroom environment and culture. The purpose of this manual is to apply a behavioral consultation framework to the specific educational challenge of fostering grit in the classroom, and to provide consultants with tools to attempt their own grit consultations. After reviewing this manual, consultants should understand:

- a) The **theory, definition and key components** behind grit;
- b) **Empirical research** on grit’s malleability and the effectiveness of attempts to increase grit in school settings;
- c) How the core characteristics, assumptions, and steps of the **behavioral consultation model can be applied** to the specific goal of fostering grit in individual students and class-wide;
- d) How to carry out the **stages of the grit consultation model** (entry & relationship-building, problem diagnosis & goal-setting, observation, intervention planning, implementation, intervention evaluation, and termination)
- e) A selection of **grit-enhancing and goal-setting interventions** that can be offered to consultees (e.g., teachers);

- f) **Proper procedures and helpful materials** for observing behavioral manifestations of grit, diagnosing specific grit-related problems and strengths, choosing appropriate interventions, evaluating adherence to intervention implementation; and
- g) Strategies for **collaborating with consultees** to assure that their goals for consultation are met.

Theoretical Background

Grit involves focusing on a single goal and working hard to accomplish it over a long period of time, “maintaining effort and interest...despite failure, adversity, and plateaus in progress” (Duckworth et al., 2007, pp. 1087-1088). Duckworth and Quinn (2009) operationalized grit as having two dimensions: (1) “Perseverance of Effort:” working toward a goal in the face of obstacles (e.g., “Setbacks don’t discourage me.”), and (2) “Consistency of Interests:” unwavering commitment to that goal, without getting distracted by new goals or projects (e.g., “I often set a goal but later choose to pursue a different one.”). In order to better understand why grit is important to academic achievement, it is necessary to explain its relation to motivational theory. Although not explicitly theorized as a motivational construct, grit’s components align with motivation. Motivation is viewed as an “academic enabler” (DiPerna, Volpe, & Elliott, 2001); motivation has a long history of links to successful academic behaviors such as self-control (Pintrich & DeGroot, 1990), persistence and homework completion (e.g., Liem & Martin, 2012), class participation (e.g., Ryan & Deci, 2000), and positive attitudes about school (e.g., Green, Liem, Martin, Colmar, Marsh, & McInerney, 2012). According to the expectancy-value theory of motivation (Wigfield & Eccles, 2000), students are most likely to work hard at and persist in an academic task when they (a) believe that they have the *ability* to achieve at the task (expectancy), and when they (b) are intrinsically interested in the task because they *enjoy* it or they see how it helps them *achieve an important goal* (value). Related to this theory is the concept of “growth mindset” (Dweck, 2008), which purports that individuals can change their intelligence through practice and effort, and that failure is not a fixed trait but simply a temporary obstacle on the road to achievement. In order for students to show the passion and perseverance of grit, they need this same expectancy of success, valuing of the goal, and belief that they can improve performance with effort. Indeed, a preliminary study has found relations between grit and self-efficacy in reading and math (Rojas, Reser, Usher, & Tolan, 2012). Understanding these theories can help grit consultants and consultees develop appropriate targets of intervention (e.g., cognitions, attributions of success, emotions, goal-setting skills) when trying to enhance grit.

Grit is also closely connected to the construct of engagement, which is operationalized as an active emotional, cognitive, psychological, or behavioral involvement in learning (Appleton et al., 2008; Park, Holloway, Arendtsz, Bempechat, & Li, 2012). Emotion engagement is operationalized as “students’ affective response (e.g., happiness, anxiety, interest) to learning activities and to the people involved in those activities” (Park et al., 2012, p. 390). Grit and emotion engagement are speculated to be related because perseverance towards a long-term academic goal requires that students must be very interested in achieving that goal (Duckworth, Kirby, Gollwitzer, & Oettingen, 2013) and the interest must be long-lasting. This positive emotional involvement in academic goals can support perseverance by counterbalancing any frustration that arises from obstacles to the goal.

To fully understand how students might display grit in classroom settings, it is important to focus more deeply on three core components of this skill: (1) perseverance, (2) passion, and the (3) long-term nature of the goals being pursued.

(1) **Perseverance:** It is important to note that grit is *not* synonymous with intelligence or good grades, nor are good grades the only (or even the most relevant) proof of grit. In fact, students may perform very well in school but give up as soon as they are faced with the possibility of failure; these students are displaying low grit. On the contrary, students who do not always get the best grades, but are undeterred by the difficulty they have in school and just keep trying, are displaying high levels of grit. It is the *persistent behavior* itself, not necessarily the *outcome* of that persistence, that matters in grit theory. Increased effort and improvement on a task are the primary evidence of increased grit, whereas getting an A or perfect score on a test are simply secondary by-products, and are certainly not required. When students display grit, they acknowledge that failure is not an unchangeable part of their identity but rather something they can overcome with more effort. For example, if Johnny gets a D on his math test, he does not accept this low grade as the best he can do and use that as an excuse to give up on his goal. He will plan a new strategy to overcome the setback.

(2) **Passion:** Passion is a positive emotion that gets students invested in a goal and energizes their momentum toward that goal despite obstacles. However, students often must attain certain academic milestones (e.g., passing a mid-year standardized reading test) regardless of how much they value or feel excited by those goals. Teachers will need to become creative in linking this sort of goal to the student’s personal goals. For example, 4th-grader Ricardo’s career aspiration is to become a soccer player, and he has difficulty understanding how reading is relevant to his future. Getting to reading level “T” (required for Ricardo to pass from 4th to 5th grade) is important so that he can do well in high school

and get a scholarship to play soccer in college, like the soccer players on the Oldtown University soccer team that he looks up to.

(3) Long-term: Depending on a student's grade level and the nature of the projects he or she must complete in school, "long-term goals" may take anywhere from a week to several months to achieve, and can even include meta-goals such as graduating from middle school or high school. "Long-term" is an age- and curriculum-specific concept that may vary from classroom to classroom, and consultee to consultee, and may involve intermediate sub-goals as helpful stepping stones to the ultimate goal.

Empirical Support

Initial studies of grit with high-achieving, largely European-American college student populations suggest that it correlates strongly with achievement and stamina in pursuits such as surviving the West Point summer boot camp for new cadets, and that it predicts academic success (e.g., GPA) and career stability (Duckworth et al., 2007; Duckworth & Quinn, 2009). Although less research has been done with younger age groups, the small collection of research with middle and high school samples complements findings from the college-aged studies. For example, one preliminary study of ethnically diverse 4th – 8th graders (Rojas et al., 2012) revealed that grit scores were positively related to self-efficacy beliefs and self-regulation in both reading and math, and another study of ethnically and socioeconomically diverse 7th – 11th graders showed links between grit and GPA (Duckworth & Quinn, 2009). In a large minority high school sample, grit was positively correlated with likelihood of graduating high school, as well as perceived teacher and peer support (Eskreis-Winkler, Shulman, Beal, & Duckworth, 2014).

The authors of this manual know of only one study testing the ability to change students' levels of grit, through a goal-pursuit intervention called Mental Contrasting with Implementation Intentions (MCII; Duckworth et al., 2011). Mental contrasting, the goal-setting part of the intervention, involves envisioning the positive future goal that a student wants to achieve, and then brainstorming the obstacles that might stand in the way of achieving that future goal. According to the theory, "the simultaneous activation of the desired future and present reality emphasizes the necessity for action...when expectations of success are high, mental contrasting energizes individuals to take action and strengthens their goal commitment" (Duckworth et al., 2011, p. 19). Implementation intentions, the goal-pursuit part of the intervention, require students to set "if-then" plans to overcome each potential

obstacle they have anticipated, so that they are prepared to begin working toward their goals and stay on track when obstacles arise.

An ethnically diverse group of 10th grade students participated in the study. All had a similar goal that they were motivated to achieve: completing a series of PSAT practice tests during their summer vacation. Students in the MCII intervention group completed 60% more PSAT practice questions than their control group classmates, who were asked to goal-set and brainstorm obstacles but were not asked to develop any strategies for overcoming obstacles. This is encouraging preliminary evidence of the malleability of grit, suggesting that specific behavioral strategies can be taught to help students increase their commitment to a personally-valuable goal (grit's "consistency of interests") and their persistence and completion of more steps toward that goal (grit's "perseverance of effort"). This intervention is the foundation of our rationale for using a behavioral framework to develop the grit consultation.

Critique of the Grit Research Base

Three limitations of the existing research are important to note in relation to this grit consultation manual:

- (a) The research base on how grit functions in ethnically and culturally diverse student populations is still very small, and only one study (Eskreis-Winkler et al., 2014) has reported any potential ethnic differences in grit between European American and minority students. Thus, assumptions within this manual about grit's links to academic outcomes and strategies beneficial to improving grit may not generalize to every school population. More basic research on grit in ethnic minority students, younger students, and more applied grit intervention research is needed among ethnic minorities.
- (b) While the relation of grit with motivation, emotion engagement, and other related facilitators of academic achievement has been speculated (Farrington et al., 2012; Wentzel, 1998), it has not been explicitly examined. It is important to clarify any overlapping or distinct components between these constructs, and also what combinations of these characteristics can best explain and predict academic outcomes. For example, while grit explained 9% of shared variance with GPA, one year later, in a study of European-American middle and high school students (Duckworth & Quinn, 2009), it is unclear what other

factors explained the rest of the variance, and whether these other factors need to be considered in concert with grit in order to achieve good outcomes.

- (c) No previous research has attempted to incorporate issues of grit into a formal consultation model. This manual is an exploratory attempt to apply well-grounded consultation theory to a student skill that is of increasing interest to teachers, administrators, and other adults in the school community. Future research on grit and motivational theory, as well as effectiveness studies of grit interventions, should be thoroughly reviewed and used to adapt and improve this manual over time.

Application of the Behavioral Consultation Model to Improving Student and Class-wide Grit

Like Duckworth and colleagues (2011), this manual approaches grit as a skill that can be taught, learned, and explicitly measured via overt behaviors. Therefore, we have applied a behavioral consultation framework to the presentation and organization of stages and steps consultants should take when working with consultees to improve grit in clients.

Behavioral (sometimes known as problem-solving) consultation (e.g., Kratochwill, 2008; Kratochwill & Bergan, 1990; Dougherty, 2013) is a systematic problem-solving process that has behavioral change (of either the client or the consultee) as its primary goal, and which is based in behavioral theory. Behavioral theory has its origins in the classical behaviorism of John Watson, the operant conditioning experiments of B.F. Skinner, and the social learning and modeling studies of Albert Bandura. Through their experiments, it became evident that people's behaviors serve a specific function or purpose, that behaviors can be changed if people are given incentives and reinforcement for different behaviors that serve the same purpose, and that people can learn behaviors from others in their social environment, especially if those behaviors are paired with an attractive incentive. Among the many behavioral assumptions stemming from these early studies, those most important to grit consultation are: (a) all behaviors are learned, (b) behaviors must be overt (observable) and quantifiable, (c) learning histories and, therefore, learning interventions are unique to each student, (d) interventions are guided by systematic data collection and analysis of the quantifiable behavior of interest, and (e) the environment in which the student exists, as well as the other individuals interacting in that environment, influence the student's behavior and may need to be changed in order for the student's behavior to change (Dougherty, 2013).

Behavioral consultation is a good fit as a framework for improving grit in a number of ways. From the consultee's perspective, behavioral consultation's goal of assisting consultees with a client-related problem is attractive, since many teachers identify a specific student academic behavior (e.g., giving up on homework; not completing class assignments) as the problem to be solved. Additionally, behavioral consultation generally allows the consultant to serve as more of a directive expert and trainer than other consultation models. Because consultees seeking out grit consultation often are not knowledgeable about the concept of grit or how to target change in grit, they appreciate direct education on the subject and presentation of specific strategies to change grit. Children, especially young ones, tend to respond better to interventions focused on behavior and tangible rewards rather than those requiring a more psychologically-minded cognitive or mental-health approach. Also, the goal-setting that forms a crucial part of many grit interventions is a built-in reinforcement for students because they are involved in the goal-setting process and have a personal investment in it.

A behavioral approach to grit consultation is attractive from the consultant's point of view as well. The strategies used in behavioral consultation (operationalization of goals, direct and objective measurement of target behaviors, and evaluation of both consultation goals and the intervention plan) allow the consultation to directly assess both intervention effectiveness and implementation fidelity with relative ease. At the same time, these are concrete strategies that consultants can teach to their consultees to use with future clients. Finally, behavioral consultation can be done at the case, training, or systems level (Dougherty, 2013). Consultants can use this framework in response to a variety of grit-related consultee concerns: whether an individual teacher needs help with an individual student, a whole grade-level team needs training on classroom-wide grit strategies, or a school wants to shift its culture to a more effort- (vs. results-) focused philosophy.

Because grit is such a new concept in the consultation and classroom intervention worlds, we realized that part of a successful grit consultation might involve changing consultees' conceptualizations about the nature of effort, perseverance, and interest in students, and that the mental health consultation framework (Caplan, 1970; Caplan & Caplan, 1993; Dougherty, 2013), specifically case consultation, might also be appropriate. However, we decided not to adopt this framework for three specific reasons. First, *client-centered case consultation* puts consultants in the role of diagnostician, with consultees providing information about the client, their interactions with the client, and the nature of the problem but not involved in the development or choice of an intervention. In the case of grit consultation, the consultee plays an integral role in choosing the grit intervention that will be most feasible to implement in his or her class and which will suit the student's needs best. On the other hand,

consultee-centered case consultation requires a change in consultee conceptualization, which could be helpful in some cases but is not always necessary. Some consultees may indeed have beliefs about effort and persistence that are in line with grit theory, and so focusing on making this belief clear would be redundant and unhelpful. Finally, mental health consultation is often not prescriptive enough an approach to make explicit behavior change possible in this area.

Additional Readings on Grit and Academics:

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- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 1087-1101.
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TEDxTalks (Distributor). (2009). *True grit: Can perseverance be taught?* [Video lecture]. Retrieved from <http://www.youtube.com/watch?v=qaeFnxSfSC4#at=442>

Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. Boston: Houghton Mifflin Harcourt.

Step 1:1st Meeting:

Agenda (see Appendix A1)

1. Physically and Psychologically Entering the System:
 - a. Explain the consultation process and build working relationship
 - b. Introduce grit and examples of operationalizing it (**see Appendix A1 for grit educational pamphlet**)
2. Contracting
3. Exploring Teacher/Classroom Needs
 - a. Identify the target of intervention (individual or classroom-wide)
 - b. Discuss plan for observing the problem (mix of both consultant's direct observation and teacher report)

Entry Stage

Physically and Psychologically Entering the System

1. As with grit interventions for individual students, a major goal of the entry stage of a classroom-wide grit consultation is to establish a rapport with the classroom teacher.
2. It is also critical to get a sense of how the teacher conceptualizes grit, and if necessary to educate the teacher on what grit is and what grit is not (e.g. grit is more than just coping with failure).
 - a. By the end of your initial meeting, you and the teacher should be in agreement regarding what grit is and why it is beneficial in the classroom.
 - b. Through discussion with the teacher, work towards conceptualizing grit close to Duckworth's definition: "Grit is perseverance and passion towards a long-term goal."
 - c. A way to describe grit could be: "*Gritty students are able to persevere on working toward challenging long-term tasks.*" Grit generally involves perseverance even when

tasks are difficult or when students encounter obstacles.

- d. "Grit involves focusing on **one** goal and working hard to accomplish it over a long period of time. Gritty students tend to maintain effort and interest over years despite failure, adversity, and plateaus in progress."
 - i. Examples of grit:
 1. A gritty student may work hard and keep trying to complete work, even when they encounter obstacles or difficulties.
 2. A gritty student may attempt to complete work, even if difficult, and doesn't give up on goals or assignments easily.
 - a. E.g. Meghan has difficulty with math, but she never gives up and continues trying to complete her math work.
 3. A student may be low in grit, but still may generally perform well in class.
 - a. E.g. Lynsey is generally good at math, but gives up quickly if she encounters a difficult problem.
 - e. Ask the teacher how they conceptualize grit and what questions they have about defining grit.
 - f. Important points for consultant to explain during discussion of grit definition:
 - i. Persistence in face of obstacle
 - ii. Passion toward, positive emotions about, and investment in long-term goal
 - iii. Emphasizing effort and growth of skills/knowledge over accuracy/perfection/particular grade as an outcome of grit
3. Overall questions to ask in a discussion with the teacher around grit.
- a. How the teacher views grit in the classroom
 - i. *"What role do you see grit playing in your classroom?"*
 - ii. *How are the kids persistent?*
 - iii. *When do they give up easily in the face of an obstacle?*
 - iv. *"What are your goals for your students? Do the students have an understanding of these goals? Do they have the same, or different, goals for themselves?"*
 - v. *"How will promoting grit in your students help them achieve these goals?"* How can you get your goal and the student's goal to be the same? Do you need to get the goals to be the same?

- vi. *“What would a student who is high in grit look like in your classroom? What kind of behaviors would separate them from the ones who are lower?”*
- vii. *“How can grit help the student(s) who you are having difficulty with succeed?”*
- b. Teacher’s past experience(s) with grit
 - i. *“How do you encourage your students to pursue long-term goals?”*
 - ii. *“How do you encourage your students when they face obstacles?”*
 - iii. *“Have you worked to promote grit before? What worked? What didn’t work?”*
 - iv. *“What kinds of assignments are long-term? How long-term are they?” [We are thinking more over days/weeks? The goal of this question is to get at long-term goals that are age-appropriate and realistic for the teacher’s class.]*

Contracting

- 4. **Review contract in Appendix C** – the teacher may choose to accept contract as-is, or may enter into a discussion with the consultant to tailor certain points to their joint needs

Exploring Teacher/Classroom Needs

- 5. After discussing and defining grit, ask teacher if she has any immediate feeling about whether she’d like to target classroom-wide grit or grit in specific students.
 - a. Individual interventions may be implemented with or without broader Tier 1/prevention interventions targeting the entire class.
- 6. **If considering a class wide intervention (Tier 1):**
 - a. Assessing Grit: The teacher should evaluate the grit level of all students in the classroom.
 - i. Review rankings of children in the class on the grit thermometer.
 - 1. *“I would like you to think about all the characteristics of grit we just discussed and how your own students put grit into practice. I would like you to place each of your students’ names on this thermometer with the students who you’ve noticed making the most grit-like effort at the top and the least gritty effort at the bottom. Don’t worry too much about getting the order perfect, especially in the middle; we’re just looking to get a general idea of where everyone stands.”*
 - ii. The teacher can group students into low-grit and high-grit categories. Formally

review each of the grit items with the teacher first.

- iii. Based on results, identify biggest problem and strength areas in different academic areas and grit. Is there a pattern where, for example, a lot of kids are gritty in science but less gritty in reading?

7. If considering individual intervention (Tier 2/3):

- a. Assessing Grit: The teacher should evaluate the grit level of all students in the classroom.
 - i. Review rankings of children in the class on the grit thermometer.
 - 1. *“I would like you to think about all the characteristics of grit we just discussed and how your own students put grit into practice. I would like you to place each of your students’ names on this thermometer with the students who you’ve noticed making the most grit-like effort at the top and the least gritty effort at the bottom. Don’t worry too much about getting the order perfect, especially in the middle; we’re just looking to get a general idea of where everyone stands.”*
 - ii. The teacher can group students into low-grit and high-grit categories.
 - iii. Review the 8-item grit scale for each of the 2-3 least gritty students that they want to target.
 - 1. *“People can be low in grit for different reasons. Sometimes it is because their interests change a lot over time. Other times it is because their effort goes away after a while. Completing the scale for the students you targeted will help us understand what we need to focus on for each student.”*
- b. *If teachers are still having difficulty determining which students to target, and if time allows, create four simple clusters of students based on grit and academic performance:*
 - i. (1) high grit, high academics,
 - 1. High grit = 6 or above on thermometer?
 - 2. OR high grit = 90% or more of each assignment completed?
 - 3. High academics = passing grade in subject area OR passing grade overall OR above class average? Need to understand from teacher what “high academics” means in her class.
 - ii. (2) high grit, low academics,

- iii. (3) low grit, high academics,
 - iv. (4) low grit, low academics.
- c. Identify academic level for low and high grit students via the academic grit graph. Explain how to use grit academic graph for sample high and low grit students. Help teacher judge how gritty a child is in a subject. Example questions to ask:
- i. Do they attempt lots of problems in math so they are highly gritty in math?
 - ii. Do they attempt few new vocabulary words in reading so they are only moderately gritty in reading?
 - iii. Do they only attempt a small number of physical exercise activities so they are low in PE grit?
 - iv. Factor in whether or not they give up easily (i.e., ability to complete a task) in these areas too.
 - v. Determine the interest level of the subject for the different students
- d. Select the 1-3 least gritty students that will be targeted

Step 2: Consultant and Consultee

Observations:

- 8. Observation
 - a. **See Appendix E** – Classroom Observation Forms (multiple options which can be adapted for both initial consultant observation and later teacher progress-monitoring)

Step 3: 2nd Meeting:

Agenda (see Appendix A2)

- 1. **Diagnosis (from Dougherty, p. 55)**
 - a. “Sharing gathered information

- b. Define the problem
- c. Assess instructional match
- d. Setting goals
- e. Generate possible interventions”

2. Implementation (from Dougherty, p. 55)

- a. “Choosing an intervention
- b. Formulating a plan”

Sharing gathered information

1. Compare observation data and notes
 - a. Does initial target still make sense?
 - b. Does the teacher’s anecdotal observations match up with the consultant observations?
 - i. Plan a discussion with the teacher about how what you observed seemed different from his/her previous statements.
 - ii. Consider how to bring up any possible classroom instructional issues that could be improved to promote grit.

Define the problem

1. Use data to make list of possible problems
 - a. Is it specific to an academic area? Time of day? Proximity to other students? Type of assignment?
 - b. Is the problem grit related? Can it be solved by a grit-related intervention?
 - c. Is instructional match an issue? Consider a formal instructional assessment (e.g., Gravois & Gickling, 2008)

Setting Goals

9. **Goal Setting for class wide interventions:** The teacher should set classroom-wide goals for promoting grit across all the students. This can again be done in one of two ways:
 - a. Goals for increasing grit across the entire class
 - i. In what academic areas?

- ii. With a measurable end point (increasing grit level by 1 on grit scale?)
 - iii. By how much?
 - iv. How long to achieve goal?
 - v. For example, a class-level goal might be “By the end of the semester, all students will have increased their grit level by 1 on the grit scale.” Another example is: Getting students to raise their hands more to ask questions when confused.
- b. How to identify the specific goal:
- i. The teacher can choose a class-wide specific grit-related skill deficit in the face of a specific challenge, such as failure to persist at multiplication.
 - ii. The teacher then determines the entire class of students’ current skill levels. In the case of the aforementioned math goal, the teacher can look at a past multiplication test (or if one isn’t available, give the students a lengthy multiplication test) and assess how many problems most students attempted.
 - iii. The teacher can set a classroom-wide goal, such as *“After 1 week, the entire class will increase their number of completed multiplication problems by 10%.”* or *“For each week of the semester, each student will increase their number of completed multiplication problems by 10% or until 90% of the multiplication problems are complete.”*
 - iv. Remember: For the purposes of encouraging gritty persistence, the primary concern is whether the student attempts the work even if it is daunting, and whether the answers are correct is a non-issue at this point of goal-setting.

10. Goal Setting for individual-level interventions:

- a. Ask the teacher what issues she is having with the low grit students
- b. Discuss any patterns that emerge in the behavior of the low grit students
 - i. *“Are these students more or less gritty in different academic areas? Based on what you have seen, in which areas are they particularly gritty? In which areas might they benefit from more grit?”*
- c. Set the stage for goal setting by foreshadowing the interventions to come
 - i. *“Later on we are going to give the students activities that will help them increase their gritty behavior. But before we can do that, they need to come up with goals they want to accomplish first. Remember: grit is about working hard*

to accomplish a big goal, so we need to help them figure out which goal they should devote their gritty behavior towards. And once the student can picture the goal in his/her mind, it will make it easier for him/her to think about the obstacles he/she will face and the best way of overcoming them.”

- d. Explain the advantages of having students come up with their own goals and how to encourage students to select goals that are relevant to the teacher’s curricular needs yet also relevant to students (i.e., Mental Contrasting; Duckworth et al., 2011).
 - i. *“It would be easy for us to give students goals to meet their needs, but then it will feel like just another assignment. We want students to choose goals that are important to them so that they will feel motivated to achieve them, but which are also important for your teaching objectives and students’ adequate progress through your class. What can we do to encourage students to pick goals that they are interested in while remaining relevant to your academic goals this year?”*
 - ii. *“How would you feel about sharing with students the academic goal that they must complete, and then asking them to give you reasons why this goal might be important to their futures so that they can build personal investment in the goal? It might be necessary for you to facilitate this by drawing links between their future goals (e.g., to become a cartoon animator) and your academic goals for them (e.g., “becoming a cartoon animator requires a degree in design; you need to graduate from college and do very well in your math courses”)*
- e. Discuss with the teacher the broad guidelines to present to the target students when formulating their academic goals.
 - i. *“We’re going to want these target students to come up with some academic goals that they would like to accomplish, but we don’t want them to just decide on anything. We want the goal to be something that will help them become grittier. They have to **really** want to achieve this goal, so that they will work hard to get past obstacles to the goal. What kinds of rules do you think the students’ goals should follow?”*
- f. Be sure that in addition to the guidelines decided upon, the following points are discussed:
 - i. The goal should be long-term, requiring at least 1 month to accomplish.

1. These long-term goals should be broken into several sub-goals for purposes of tracking progress throughout and giving students multiple chances to experience success
 2. If the teacher is more concerned with immediate issues/short-term goals, find an overarching goal that those could fall within. Children can still use those shorter-term goals to build towards the long-term goal.
 3. *"I understand you have more pressing concerns for your students and I think they are valid. Let's think about how these short-term goals fit into what you want them to accomplish long-term."*
- ii. The goals should be challenging to the student
 1. Ideally, the student will tackle an obstacle that has gotten in the way of their efforts until now.
 - a. Use the Hurdler Handout (**Appendix D**) to help students think about the obstacles they face. Where are they now? Where do they want to be? What are the different hurdles they must jump over in order to get to the finish line? What strategies will they use to jump these hurdles?
 - iii. The consultant should suggest that goals be objectively observable so that they can easily track progress.
 1. (Examples of observable goals: "Number of times a student raises hand in class prior to speaking out" or "the number of math questions attempted in 15 minutes")
- g. If students have difficulty coming up with their own goals, they should be presented with some relevant suggestions which the teacher believes are feasible within the 1-month timeframe. For example:
- i. Raising a grade by a significant amount by the end of the marking period/school year (Ex: raising current grade of C to a B)
 - ii. Increasing attendance (Ex: lowering current number of missed classes by 2 next semester)
 - iii. Increasing classroom participation (Ex: Needing only 1 prompt instead of 3 to begin class work by the end of the semester)
 - iv. Developing positive study habits (Ex: Writing out study plan on daily planner on

- 3 out of 5 school nights)
- v. Improving classroom behavior (Ex: By the end of the semester, students will need only 1 instead of 3 prompts by teacher to complete group work when students get distracted)
 - vi. Mastering a certain subject skill that has thus far been problematic (Ex: being able to write a 3-paragraph essay rather than 1.5 paragraphs by the end of the semester)
- h. Role play with the teacher how to accomplish the above steps with a student (Use role play script in Appendix M to guide your conversation)
- i. *“I know we have covered a lot with regard to students setting their own goals. It can be a very tricky process, but the better the students’ goals, the better their outcomes should be as well. Let’s practice explaining these guidelines to a student and problem-solving some common issues that may come up.”*
- i. Provide training, if necessary, on working from a student-centered perspective rather than a teacher-centered perspective. Offer to be present with the teacher during his or her conversation, in order to provide support and communication assistance.
- a. *Generating possible interventions/Choosing the best intervention:* Once goals have been selected and documented on the goal sheet, and observations made, choose appropriate intervention
 - b. Review Grit Menu of possible interventions with teachers
 - c. Use the Grit Menu handout to walk the teacher through the grit intervention options and how each might work in his/her class or with individual students
 - i. **Class-wide:** *“There are many ways to promote grit across an entire classroom, and it’s up to the teacher to choose which ones work best for them and their students. There are options available. Let’s talk through them and see if we can find one that will work for you and your students.”*
 - ii. **Individual Students:** *“Here is a menu of different activities you can do with the students we are focusing on in order to help them increase their gritty efforts. I am going to explain each one to you and I want you to think about which might work best for each of the students and their selected goals.”*
 - d. Choose best intervention
 - a. Does it address the specific problem?

- b. Gauge teacher buy-in
 - i. How much does the consultee believe this intervention will change grit?
 - ii. Is the teacher willing and able to implement this intervention with as much fidelity as possible? (Does it require too much extra effort or does it make use of systems already in place in the classroom?)

Formulating a plan

- a. Use force-field analysis to uncover any possible obstacles in implementation and solutions to those obstacles
- b. When and how will the consultee collect data on the intervention? (Effectiveness and self-fidelity check)
- c. When and how will the consultant collect data on the intervention? (Effectiveness and fidelity check)

Step 4: Intervention Implementation, Observation and Assessment:

11. Implementation

- a. Teachers may need guidance with physically implementing the intervention. Make sure you role play and practice intervention implementation with the teacher once they make their plan.
 - i. Provide Implementation Checklist for teachers (**Appendix F**) and **review each step with them to ensure they feel comfortable carrying out the implementation steps.**
- b. Consultants can observe the teacher and provide feedback and/or help the teacher create and produce needed materials for the interventions.

12. Intervention Assessment

- a. Observe the consultee in the classroom when the intervention is being implemented
 - i. Be mindful of fidelity to the intervention
 - ii. Use implementation checklist – observer/consultant version (**see Appendix G**)

- b. Review progress-monitoring data that the teacher has collected
- c. Feedback
 - i. Praise accomplishments and problem-solve any issues that came up during the observation
 - 1. *"I noticed you did a lot of great things during this session. It can be a tricky activity to do with students, but you seemed to have a good handle on it. Was there anything that happened today that you wish would have gone differently?"*
- d. Discuss with the consultee if there have been any other issues they have faced
 - i. *"Are there any problems that seem to come up again and again when doing this activity? Let's figure out some ways we can solve them for next time."*
- e. Continue collecting progress-monitoring data until a clear trend is apparent:
 - i. Review teacher implementation checklist
 - ii. Review permanent products from students to see if grit has improved
 - iii. Either the plan is ineffective and must be revised, **or** it is effective and should be used until the student reaches his or her goal
 - iv. Teachers may need support with implementing progress-monitoring, especially if changes to the teacher's schedule or extra observation time are needed.
 - v. Ask the teacher who seems reluctant to continue progress monitoring or who makes excuses for why she hasn't collected data: "What obstacles are getting in the way of progress-monitoring? What is the best way for us to assess whether students are achieving their goals? How would you feel about getting your students involved in tracking their own progress, to take some of the burden off of you?"
- f. Based on the results of the class-wide intervention, you should discuss with the teacher any students who may need a more individualized intervention.
 - i. This determination should be based upon a preconceived goal after X weeks (example: If the student's progress on the math task is two standard deviations lower than the rest of the class after 6 weeks then he/she will need an individualized plan)
 - ii. Other students that the teacher has concerns with should also be discussed

even if they do not meet the preconceived goal

Step 5: 3rd meeting:

Agenda (see Appendix A3)

Note: Other meetings may be necessary if the problem needs to be re-diagnosed, the intervention is not effective, or the consultee is having difficulty implementing the intervention.

13. Disengagement

- a. Continue providing support until the teacher feels confident in his/her ability to continue carrying out the intervention effectively without support.
- b. Evaluate the implementation of interventions to ensure that they are being properly carried out (intervention fidelity).
- c. Review the consultation process and summarize how each step was carried out and whether or not the goals were attained
- d. Reassess the students' grit scores using Duckworth's 8-item questionnaire, and re-assess grit by examining the students' graphs to see if the students' levels of grit have increased. If not, are the children on-track to reaching their personal/academic long-term goals?
 - i. How has grit changed, improved, or stayed the same for the children who are in the low grit/low academic functioning clusters?
- e. The consultant should schedule a follow up check-in to observe the class and meet with the teacher to discuss how the changes have impacted the class
- f. Provide feedback to each other regarding your experiences in consultation
- g. Communicate your willingness to assist again should any problems arise in the future
- h. Schedule another brief follow-up session to discuss the following:
 - i. How well is the intervention being maintained?
 - ii. Have the target students stayed on course since the end of the consultation?
- i. The consultant and teacher should provide feedback to each other about the experience. Discuss nature of final report and see if you're on the same page in your summary of the process, progress, and future plans.

- j. Have teacher complete the Consultation Satisfaction Survey (Appendix N)
- k. Final report to teacher and supervisor about how the process went, intervention, monitoring, progress and future plans

Case Study: Ms. Percy's class

Dr. Fisher, the principal of a urban public elementary school, Bayside Avenue, has approached Dr. Ramirez, a local school psychologist trained in grit interventions, about a 5th grade English class. "Ms. Percy has told me that her class is having trouble with writing long paragraphs, like the ones that they write for state tests. Every time that I walk into the room to help her during one of those assignments, I notice that at least half of the class has their head down, are chatting, or are loudly off-task," he told Dr. Ramirez.

Dr. Ramirez met with Ms. Percy to learn more about her class. "Well," Ms. Percy said, "These kids aren't used to writing long assignments! Every time I have a long essay question on a test, only about 30% of the class gets full credit," she said, exasperated. "And then when I try to get them to practice more in class, they won't do it! How can I get them to understand that without doing well on the tests, they won't be ready for middle school?" Dr. Ramirez explained the concept of grit, and explained that this problem might be grit related: "If students have the skills to write essays but are not completing them, they may not be displaying enough grit. Let's see how we can improve the grit in your classroom."

Dr. Ramirez collaborated with Ms. Percy to focus on this problem and make relevant observations. The two went over the recent scores on test essay questions and looked at class samples of excellent, adequate, and poor work. Almost uniformly, the best essays were at least double the length of the poorest essays. Then she asked Ms. Percy to group her students into two groups: those who were getting high essay scores and those who were getting low essay scores. Within those two groups, she asked Ms. Percy to further divide her students: those who were putting great effort into essays and those who were putting in minimal effort.

Dr. Ramirez explained that grit outcomes are effort-based, so they should focus their intervention on the students putting in minimal effort. Ms. Percy and Dr. Ramirez agreed to do a whole class intervention but to focus data gathering and observations on the low score-low effort group.

Dr. Ramirez observed the class during one essay writing session and Ms. Percy collected essays and scored them during the week. Ms. Percy also took the additional step of asking a few individual

students in the targeted group what they thought about essay writing. Dr. Ramirez and Ms. Percy met again to discuss the data and observations. Ms. Percy shared some quotes from student interviews: “Essays are boring”, “I don’t know why we have to do this”, “Essays are too hard”. Ms. Percy was discouraged by these quotes. Dr. Ramirez empathized with Ms. Percy, “It must be frustrating to hear that from your students, but maybe we can work together to increase their motivation after this meeting.” Dr. Ramirez shared a few things that she saw students in the high effort group doing: “These students seem to remain focused even with outside distractions, and make a plan for how to write their essay.” She then shared what she saw students in the target group doing: “On average, these students spend 5 minutes essay writing before being distracted by a peer or putting their head down.” Through this collection and sharing of anecdotal and quantitative data, Dr. Ramirez and Ms. Percy arrived at the identification of the essay writing problem: When essay writing became boring or difficult (antecedent), some students get off task after roughly 5 minutes (behavior) and do not complete the assignments, thus escaping the boring or difficult work (consequence).

Together they brainstormed ways to put in place target group interventions and classwide interventions. Ms. Percy wanted to focus on how to punish students who are not doing their work, but Dr. Ramirez pointed out that grit is “passion and perseverance for a long term goal”, putting emphasis on passion and long-term. “Well, how do I even think long term with these kids?” Ms. Percy asked. Dr. Ramirez helped Ms. Percy break down the goal into smaller pieces: “Ideally, how long would you like all essays to be?” “At least a page,” Ms. Percy answered. “OK, so we’re noticing that students in the low effort-low score group are writing about a fifth of a page or 100 words right now, “ Dr. Ramirez answered. “Is there any way that we could get the class as a whole to write more?” “I could make a classwide word count meter and have students work toward a prize for reaching the top!” Ms. Percy answered. Dr. Ramirez agreed this was a great idea, and they worked on how many total words Ms. Percy expected the 25 students to be able to write by the end of the year (125,000), how many words Ms. Percy expected the 25 students to be able to write in one classroom session (at least 7500), and what a reasonable prize for the students to be able to reach their word count was (a class pizza party!).

Next, they focused on the target group. Ms. Percy was not convinced that this classwide intervention would work for the students who struggle the most with grit. Dr. Ramirez introduced the concept of Mental Contrasting with Implementation Intentions (MCII; Duckworth et al., 2011) and the Wish-Outcome-Obstacle-Plan (WOOP; Duckworth, Kirby, et al., 2011) worksheet. “With your help, each student will come up with a ‘wish’ or a goal for the assignment – maybe the student who usually writes

100 words, should write 150. Then they would write the best thing about reaching that goal – for example, getting a better grade on the assignment and making their parents proud. They would write any obstacles they might encounter in pursuing that outcome – being distracted by other people or getting tired – and finally, a plan to get over those obstacles – looking at the time, focusing on writing for a 10 minute chunk, then taking a 1-minute stretch break. Students would keep these on their desks during the writing time as a reminder.” Ms. Percy thought the worksheet was a good idea but had difficulty imagining how she would work on it with her most struggling students, so Dr. Ramirez and Ms. Percy did another role play. First Dr. Ramirez acted as if she were Ms. Percy, introducing the worksheet, and then they switched and Ms. Percy practiced on Dr. Ramirez as if she were a student. They kept practicing until Ms. Percy was comfortable with talking about the WOOP worksheet.

Dr. Ramirez also introduced a sheet for Ms. Percy to track her own progress with implementing the intervention. Then they decided to record the number of words written for outcome data. Ms. Percy was concerned that she wouldn’t have enough time to count all of the words written in each essay, so Dr. Ramirez proposed that at the end of each writing session, students counted the number of words in a classmate’s essay.

A few days after the meeting, Dr. Ramirez observed Ms. Percy’s classroom during essay writing. A large meter was at the front, recording the classwide total word count, and each student had a WOOP worksheet next to their assignment. She noticed that struggling students were looking at the WOOP worksheet every few minutes and then returning to their essay. Overall, students were spending more time writing, and less time off task.

Dr. Ramirez and Ms. Percy had their final meeting. Ms. Percy was very happy with the intervention and was confident she could continue implementing it on her own. Her struggling students were writing an average of 350 words an essay, more than ever, and were slowly increasing their average in each essay. A few students who began having difficulty after a few weeks were helped when Ms. Percy held another meeting with them to remind them of their WOOP goals and obstacles. Ms. Percy also decided to give out special pencils to any students who increased their word count at the end of each week, as an interim reward to keep students motivated. Dr. Ramirez made a plan to observe Ms. Percy’s essay writing portion of class in a few months to see if the grit intervention provided sustained results.

Menu of Grit Interventions

Classwide

Both/Either

1. **Mental Contrasting with Implementation Intentions (MCII) – Appendix H**

- i) Use the WOOP Worksheet (Wish-Outcome-Obstacle-Plan) based on Duckworth, Kirby, Gollwitzer, & Oettingen (2013) – Appendix H
- ii) The WOOP Worksheet will ask the students to:
 - (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)
 - (a) Includes specific questions that will help the student think about when the obstacle arises: When does this usually happen? Where? Does it happen at a certain time usually? Etc.
 - (4) Decide on a way of overcoming those obstacles by creating an “If...then...” statement (Plan)
- iii) Can use the Hurdler Handout as an alternative, more visual way of reviewing goals, outcomes, obstacles and plans (Appendix D)
- iv) Encourage the teacher to schedule weekly check-in sessions in which students can share with their teacher how they have progressed towards their goal
 - (1) As a teacher, provide praise, support, encouragement, and guidance where appropriate
 - (2) What have they done well? What is giving them trouble? Is there anything else they could do to help accomplish their goal?
 - (3) Troubleshoot any issues that have stalled the student’s progress
 - (4) Consider working with the student to revise their WOOP Worksheet if their conceptualization is inaccurate or their plan is ineffective.

2. **“Controlling your Impulses!”**

- i) Self-regulation (SR) is like a muscle and when a person has to constantly control their impulses, they eventually wear themselves out. However, regular exercise of self-control has been found to improve self-regulation.
- ii) SR skills are important for developing grit. These skills help students ignore impulses and

delay short-term desires in favor of more important but longer-term goals. For young children, SR can be hard. It may be necessary to foster SR in young students through classroom activities, like Delay of Gratification Exercises, before trying to promote grit.

iii) Delayed gratification (*could be used in conjunction with school-related PBIS or BARK*):

- (1) Teacher asks students to vote on a prize they would like to work for (ex. pizza party, extended recess for a day, free time, etc.)
- (2) Teachers and students will work together to create a “classroom contract,” a list of appropriate behaviors to show in class (e.g. staying in seat, transitioning quietly, following instructions the first time they are given, working hard on assignments, participating in group and individual work, etc.) and a target number of points to achieve, broken down into weekly and monthly goals.
- (3) Students will earn points each day throughout the month by behaving properly in class (staying in seat, transitioning quietly, trying hard on assignments, etc.)
- (4) At the end of each week, teachers will report to students about where they stand on current points and whether they are on track to reach their monthly goal.
- (5) At the end of the month, total points will be counted, and the class will earn the prize if they earned enough points to meet their goal
- (6) Explain to teacher *“This activity will encourage students to not act upon their immediate impulses, but they will need to learn to plan out their actions to earn the long-term class goal.”*

3. Stamina Boosters – Appendix I

- i) Focus on “stamina,” where the student(s) learn to slowly build up to a goal by working on how much they can complete and how long they can maintain focus on at one time (Witter, 2013)
 - (1) Use “Stamina Checklist” model – Appendix I – to create a checklist that includes tasks, times or items important for students to complete and track
 - (a) Teacher, consultant, and students (when appropriate) can work together to create list of items or tasks to be included on the checklist. The list is very flexible and can include many different items related to spending time focusing on work (e.g. “I focused on my work despite distractions”; “I focused for _____ minutes on my work without stopping”; “When I came across something I didn’t understand, I tried to figure it out on my own,” etc.).

- (i) This can be easily added to the routine, if used during math work, for example, the teacher can ask the children to complete this checklist after the lesson.
 - (b) Children will learn to self-monitor their own behavior through this technique, which will help to foster grit in the student to persevere and improve.
- (2) Teacher should model how to complete the checklist when first introducing it to the student(s). The teacher will also need to remind the children to fill it out at the appropriate time.
1. A good time to do this could be at the mid-point of the allotted time the children are given for their work. This way, it will avoid waiting toward the end when a greater number of children may have already lost their focus, and be less likely to remember what happened as they worked.
- (ii) Ways to explain Stamina to students:
1. Stamina means that you have the strength to keep working on something for a long time without giving up.
 2. Compare to muscles and physical stamina
 - a. You may know some people who can run very fast, but only for a few minutes – they don't have a lot of stamina. Other people can run for very long amounts of time without stopping – those people have stamina.
 - b. Other examples: Cheetahs are very fast animals, but they don't have a lot of stamina, and can only run very fast for a few minutes, then they need to stop.
 - c. When doing school work, your brain is like a muscle. You want to be able to work for a longer amount of time without having to rest or give up, but sometimes that takes work. Runners need to train to be able to run very long distances and for a very long time. Like that, people need to train their brains and practice to be able to focus on work for a long time. This checklist is like a tool to practice and build your stamina.
 3. Explain how paying attention to their work for longer and longer periods will help them learn.
 - a. "I want to see how long you can focus on your work. We'll use this checklist to see how well you did at finding ways to keep working hard!"

- b. “It doesn’t matter if you make mistakes, or get stuck, I want you to keep working on these problems for as long as you can.”

4. Future Jobs – Appendix J

- i) This is designed for students who are not participating in a subject because they are bored or think it is meaningless, but may be useful as a class wide intervention if many students seem bored in a particular subject.
- ii) Ask student about several possible jobs the student may want to do when he gets older (examples: baseball player, movie star, doctor, lawyer, etc.)
- iii) Ask student to think about how the subject could help student with that job
 - (1) If student is at a loss, then prompting by the teacher is necessary (*“So you say you want to be a basketball player when you grow up. Did you know the really good basketball players need to be great in science so they know how hard and at what angle to shoot the ball so it goes in the hoop?”*)
 - (2) Examples: math would help baseball players with understanding their batting averages or science is really important for movie stars to understand the physics necessary for the dance moves in their roles
 - (3) Make sure you can come up with a clear example of the relationship between the subject and the profession. If you cannot think of one, choose one of the other jobs selected by the student.
- iv) Explain to students that overcoming the current subject is necessary for them to succeed in their future career.
- v) Use the hurdle worksheet (Appendix D): have the selected job as the end line and the current subject as one of the hurdles
 - (1) The mental contrasting intervention (previously described) can be helpful to further help the student overcome the obstacles in the specific subject
- vi) Throughout process, review following questions:
 - (1) Has the teacher come across any difficulties with the intervention that are new or were unexpected?
 - (2) Has the intervention been successful in effecting change in the students? Has it raised the grit level of the students?

5. Growth Tracking (*to be used in conjunction with other interventions*)-

Appendix K

- i) Use template in Appendix K.
 - (1) Before a task, students circle a number next to the thermometer on the left indicating how long they think they can work on a task. After students complete the task, they circle a number next to the thermometer on the right to indicate how long they actually worked on the task.
- ii) This intervention requires students be able to keep track of time. Having a visible clock or individual stopwatch timer would be helpful to accurately track the amount of time spent on a task.
 - (1) Prompts should be given, especially when the children first start doing this, to pay attention to when they are losing focus so they can write down their times.
 - (2) Examples of some tasks that this could be used with are free writing, reading, math problems, among others.
- iii) Can be used in conjunction with stamina checklist (Appendix I) data to plot how much longer the students focus over time, and/or create charts or sheets for each individual (*which can be displayed publicly as outlined below*)

6. Metacognitive Activities (used in conjunction with other interventions) –

Appendix L

- i) Helping students to think about how they approach their problems can help them avoid past mistakes and successfully navigate similar obstacles in the future
- ii) Build into assignments a reflection activity in which students must consider strengths and areas for improvement
 - (1) Provide the teacher with the Time Machine Worksheet (*Appendix L*) which they will give to target students once per class after an assignment:
 - (a) *Lets go back in time! What did you have to do for this assignment? What did you do well? What was hard?*
 - (b) *How much time did you spend on the task? Did you pay attention during the whole lesson? Just parts? Which ones? What strategies worked well? What strategies didn't work well? Why weren't they effective for this assignment?*
 - (c) *Now let's go into the future! What will it look like when you do this assignment again? How will you be better at the assignment the next time?*

7. “Publicizing goals”

- i) Publically stating and displaying goal(s). Some examples include:
 - (1) “Grit Graphing Goalmaker”: The students could chart their own progress toward a goal and the teacher could display these charts on a classroom bulletin board. This would include scheduling in-class time to update these periodically.
 - (2) “Gritty Goal Display”: Students can write out their own goal, present the goal to the class, draw a picture of them working on the goal, and then display it on the bulletin board. The teacher can then “check in” with the students to see how they feel they have progressed toward the goal.

8. “Grit Role Models”

- i) Read and discuss stories where characters had to overcome obstacles in order to achieve their goals or review how characters in stories you are already reading overcome obstacles to pursue long term goals. Some examples of stories in which characters overcome obstacles include
 - (1) Jackie Robinson
 - (2) David and Goliath
 - (3) The Jungle Book
- ii) Have a discussion with the students about the story.
 - (1) Ask them to pinpoint the main character’s goal
 - (2) Evaluate how long it took the character to reach it and what the character had to do to achieve it.
 - (3) Point out the obstacles the character faced and have them speak about how the character responded.
 - (4) The teacher could then have them reflect on obstacles they have faced in their own life when working toward long-term goals.
- iii) Write and share stories about how the student overcame obstacles and kept on working towards his/her long-term goal
- iv) **Make the major take home point be: If you have a clear goal and work persistently past obstacles, then you will achieve your long-term goals.**

Notes:

1. Discuss which options seem interesting and feasible. Any intervention chosen should be feasible to

implement, in terms of time, classroom resources and student characteristics.

2. Teachers may have their own ideas for an intervention. Discuss with them how this intervention will address students' grit level or the obstacles blocking the students' goal(s). Also discuss the feasibility and appropriateness of the intervention as you would with one from the menu.
3. The consultant may need to help adjust the intervention for the teacher if problems have significantly altered the implementation of the intervention.
4. The consultant may need to use the tier 2 or tier 3 interventions for students who were not successful using the tier 1 interventions (e.g. 2 standard deviations below the rest of the class). He/she should discuss with the teacher what he/she liked about the grit intervention chosen (even though it didn't work), and brainstorm with them about how to apply those same elements in a more intensive way. Point out any progress the student did make (even if it was not enough to catch him or her up) as a means of motivating the teacher to commit more effort on an individualized plan.

Appendices

APPENDIX A1**p. 1 of 5****Broad Acres Elementary School****1st Meeting Agenda - ENTRY****Goals of 1st Meeting:**

- 1. Physically and Psychologically Entering the System:**
 - a. Explain the consultation process and build working relationship
 - b. Introduce grit and examples of operationalizing it
- 2. Contracting**
- 3. Exploring Teacher/Classroom Needs**
 - a. Identifying the target of intervention (individual or classroom-wide)
 - b. Discuss plan for observing the problem

0:00-0:02 - Explaining Consultation and Building Working Relationship

Goals: The consultee will have an understanding of what the roles of the consultant and consultee are.

What to Do: Introduction of yourself and the grit consulting process (in general terms)

What to Say:

- Answer the question: Why am I here? Ex. "Thank you for signing up for the grit consultation. I will explain more details as we go through."
- Get answers to the question: Who are you? Ex. "Explain to me your role at Broad Acres. What classes do you teach? How many students do you have? What interested you about this grit consultation?"
- Answer the question: What are our roles in the consulting process? Ex. "I am here to help you with any grit related issue that you are having in your classroom. I will provide possible solutions and activities based on the information you give me and observations I make. I will not be sharing any of this information with any other staff or students at this school; however, I may share it with my research team and my class."
- Give agenda for today's meeting.
- Allow for consultee to ask questions.

Notes:

p. 2 of 5

0:03-0:10 – Introducing and Operationalizing Grit

Goals: The consultee should have a clear definition of grit to work with, and the consultant should understand how grit works in the consultee’s classroom. It is important to write down the agreed upon definition for later reference.

What to Do: Define and operationalize grit in the classroom.

What to Say:

- Provide Duckworth definition of grit. Ex. “Passion and perseverance for a long term goal despite obstacles.” Pinpoint key words – passion, perseverance, long term goal, and obstacles. Review Grit Pamphlet (Appendix B) as a quick overview.
- Brainstorm personal examples of grit outside of school. Ex. “For me, finishing undergrad was an example of grit. I had the obstacles of a rough transition from high school, and being far from home. What are some examples of grit in your life?”
- Breakdown grit in the classroom:
 - Ex. “What are some long term projects or goals that you have in class?” If they have difficulty coming up with relevant goals, give examples: “Raising your reading level, or completing a 2 week lab could be examples of things that are long term goals.”
 - Ex. “What are some obstacles your students face in finishing long term projects?”
 - Ex. “What are some specific times that your students have succeeded in being gritty?”
 - Ex. “When do they struggle?”
- Come up with and agree upon a more specific definition for grit in the classroom (but don’t make too specific): Ex. “So for your classroom, would you say being gritty means that you finish all of the problems on your worksheet?”

Notes:

p. 3 of 5

0:10-0:15 - Contracting

Goals: Both consultee and consultant should understand fully the meaning of the contract and the consulting process.

What to Do: Contracting.

What to Say:

- Have two copies of contract (Appendix C) and read together.
- Point out time frame, number of meetings, and observations.
- Point out contact information.
- Go over more specific roles and tasks for consultants and consultees.

0:15-0:20 – Identify Target of Intervention

Goals: Identify whether target of intervention will be the entire class or a particular student.

What to Do: Narrow the focus of potential problems and introduce observations.

What to Say:

- Introduce idea of observations and information gathering. Ex. “I would love to next come and observe your classroom, as well as get more ideas from you on what you would like help with.”
- Answer single student or class intervention question. Ex. “Do you have a certain student in mind when we discuss grit, or the entire class? This doesn’t limit our process to only considering certain problems in our next meeting but can help me with my observations. We can certainly shift our focus if need be, once we have some data to look at.”
 - If student is not on the consented list, reference the consented students and explain the list. Ex. “Here are the students who consented if you are interested in individual students. We already have the data that you’ve provided for these students, but if you would like to look another student, you can. If you fill out this thermometer [page 3 of Appendix E], I will have a better idea of your grit concerns with this student.”
- Answer why the consultee made the choice they did. Ex. “Are there particular reasons for choosing this student? The entire class?” Also explain that this will not limit potential problems to look at at the next meeting, but will help the consultant when making observations and gathering information.

Notes:

p. 4 of 5**0:20-0:25**

Goals: Both consultant and consultee should have a clear idea of what has already happened in the meeting, and any of the consultee's questions should be answered.

What to Do: Answer questions and summarize process thus far.

What to Say:

- Ask for questions. Ex. "I know that was a lot of information. Do you have any questions so far? Any concerns?"
- Summarize meeting. Ex. "So this is how we defined grit in your classroom. We also said that my role would look like this... and your role would look like this... Is that your understanding as well? Did I miss anything? We decided I would focus my observations and get more data on...."

Notes:

p. 5 of 5**0:25-0:30**

Goals: Have enough information to make an observation plan, and set up the next meeting time and content.

What to Do: Set up observation time and next meeting time.

What to Say:

- Set up observation time, being specific to time of day, date, and activity happening. Ex. “Is there a certain activity or time of day when you would like me to observe? When is the best time for me to see [*individual student name or “your students”*] showing grit/really struggling to show grit [depending on discussion above of how grit operationalizes in ”
- Set up next meeting time. Ex. “Does early morning or afternoon work better for you?”
- Explain what will happen at the next meeting. Ex. “We will go over the observations I made, data from our research project, and try to define the problem as it is happening in your classroom, set a goal for solving the problem, and consider some interventions that might help us reach that goal.”

Notes:

APPENDIX A2**Broad Acres Elementary School****2nd Meeting Agenda****0:00-0:05****What to Do:** Restate target and share gathered information.**What to Say:**

- “Last week we agreed to focus on a single student, Max, and his grittiness in science. You and I both made some observations over the week based on what we talked about.”
- Get answers to the question: Is the target still appropriate? Ex. “Over the past week, did you notice anything new about Max’s grittiness? Do you still agree that science is the area we should focus on?”
- Get answers to the question: What information did the consultee gather? Ex. “Can you tell me about Max’s grades on this kind of assignment? When did you notice in the past week that he DID show grittiness? When was he less gritty? Who was he working with? What type of assignment? What subject area?”
- Go over your observations, with a focus on what you saw that was similar to the consultee’s observations, and what you saw that was different. Ex. “Similarly to what you said, I noted that.... I also saw this.... Do you ever see that?” Use data to back up your answers. “I noted that on this assignment, he gave up after 5 minutes, but on this kind of assignment, he was able to work independently for 10 minutes.”
- As you review your observations, you can also highlight ways in which what you noticed was different from the teachers’ impressions. Review ways in which the classroom instruction may be improved to facilitate grit. Also, try to set a tone to your observation feedback that is neutral, not valuing – so, try to avoid saying “I was impressed by your doing...” Focus your feedback on specific behaviors you noticed that are related to grit or engagement.

Goals: The consultant and consultee will have enough information to do an effective problem diagnosis.**Notes:**

0:05-0:15

What to Do: Define the problem.

What to Say:

- Use data to generate a list of possible problems with the consultee. Ex. “Ok, based on your and my observations, are there any specific problems that you would like to look at? How about this? We should brainstorm as many problems as we can think of to make sure we can get every possibility.”
- Tie the problem back to grit. Ex. “His getting out of his seat is certainly a problem and I think it is related to his frustration with science. When he gets to difficult questions, he gives up and gets out of his seat.”
- Get specific about the problem. Answer the questions: When is the problem most likely to happen? What happens before and after? Is it in the afternoon or morning? What is he learning in class? What type of activity? Who is near him? How does the consultee generally act after the problem? When don’t we see the problem?
- Discuss the possibility of instructional mismatch as a source of the problem. What is the student’s current instructional / achievement level in the subject area of concern? How far is this level from the level of the content being taught in the class? Try to get as specific and detailed as possible: “Please give me an example of an assignment you ask students to complete in your science class. What are the steps they need to do to complete this? When Freddie completes this type of assignment, how many questions does he answer? How many does he answer correctly? Which specific steps of the assignment is he able and unable to do?”
 - After this initial discussion, it may become evident that a more formal instructional assessment is necessary. It is important to identify the student’s instructional level and to provide tasks on that level before grit can be accurately assessed.

Goals: Agree on the problem and the environment around the problem. Write down the problem for later reference.

Notes:

0:15-0:20

What to Do: Goal setting.

What to Say:

- Develop a reasonable grit goal for the student or class. It may be appropriate to break the larger goal into smaller goals. Ex. “Remember that goals should be achievable but difficult for the student. How many questions is Max completing right now? What is your final goal for him? Ok, how many more questions can we reasonably expect him to finish at the end of this intervention?”
- Role play with the teacher how to goal set with the student. Use goal-setting script in Appendix M to help guide this conversation.

Goals: A clear ultimate goal and smaller progress goals should be defined and documented. The consultee should also know how to proceed with discussing goal setting with the student or class.

Notes:

0:20-0:25:

What to Do: Choosing an intervention.

What to Say:

- “We want to choose an intervention that fits your style, your classroom, and the students we are working with.”
- Show Menu of Grit Interventions and say: “Do any of these jump out at you? Are any of these things like anything you already do in your classroom? What would be easiest for you to implement? What would be most difficult?”
- Agree on which intervention would be most effective to try first.
- If not done during the goal setting role play, allow the consultee to model how they will introduce and use the intervention. Provide feedback that will allow consultee to best implement intervention in classroom.

Goals: Both consultant and consultee should agree on an intervention. Consultee should feel comfortable and confident about implementing the intervention in their classroom.

Notes:

0:25-0:30

What to Do: Formulating an intervention plan and setting up next meeting.

What to Say:

- Review the Menu of Grit Interventions, walking the teacher through each intervention and explaining how it might work with her individual student/ class
- Ex: *“Here is a menu of different activities you can do with the students we are focusing on in order to help them increase their gritty efforts. I am going to explain each one to you and I want you to think about which might work best for each of the students and their selected goals.”*
- Set up any necessary intervention implementation supports. Ex. *“Would you like me to be there and help when you discuss the problem and goal setting with the child/class? Are there any things you want me to observe about your implementation and give you immediate feedback on?”*
- Set up an observation plan. Ex. *“What are the best times to observe the intervention? During the introduction? After a few days? At the end of the day with a child interview?”*
- Explain progress monitoring forms. Ex. *“Here’s one form that you could use to check how progress is going yourself. [Appendix F form] This will help us determine if this intervention is sustainable for you in the long term and whether the results we get are due to your using the intervention.”*
- Brainstorm outcome data. Ex. *“Based on our goal, what outcome data do we need to be collecting? Do you already collect this data? Is there a way for the student to collect this data themselves so you don’t have to?”*
- Set up next meeting time.

APPENDIX A3

Broad Acres Elementary School

3rd Meeting Agenda (note: this meeting may be divided into two –

(1) Intervention Assessment and Evaluation meeting and (2) Disengagement meeting)

0:00-0:10

What to Do: Evaluating the intervention.

What to Say:

- Begin with specific observations about the consultee’s grit promotion strategies. Ex. “I noticed that you reviewed students’ goals every morning before beginning the writing assignment... What did you notice that worked with the intervention?”
- Bring up possible areas for growth. Ex. “Are there any things that you would have changed about the intervention? One thing I noticed was...”
- Examine outcome data. Ex. “Max is completing more questions... He is staying in his seat more often during these types of tasks...”
- If intervention did not generate better outcomes, troubleshoot as to why. Ex. “What do you think kept the intervention from working? What do you think we can change about the intervention to make it more effective?” Keep the conversation solution focused.

Goals: The consultant and consultee will have assessed the intervention to be effective or ineffective. If the latter, the consultant and consultee will discuss necessary changes to make the intervention more effective, and may return to the Menu of Grit Interventions to try a different strategy.

Notes:

0:10-0:20

What to Do: Discuss reducing consultant involvement and possible follow-ups.

What to Say:

- If the intervention was successful: “Since we will not be officially meeting again, are there any other supports that you need to continue with this intervention? Do you think it is feasible for you to continue doing this intervention until the end of the year?”
- If the intervention was unsuccessful: “What adaptations can we make in order to make this intervention more successful and sustainable? Would another meeting help?”

- Plan follow-up observations and data gathering: “Would you like me to observe your classroom again in the future? What data should both you and I record to make sure that the intervention continues to be successful?”

Goals: The consultant should begin to reduce involvement and make sure that the consultee is ready to continue the intervention on his/her own.

Notes:

0:20-0:25

What to Do: Evaluate consulting process.

What to Say:

- Get the answers to the questions: “How was consulting on grit for you? Did you feel like it helped you and your students? Why or why not?”
- Get answers to the questions: “How was the consulting process for you? What did you find especially useful? Were there any parts of it that could be improved? Would you consult on a problem in your classroom again in the future? Why or why not?”
- Have consultee fill out Teacher Demographics and Satisfaction Survey (Appendix N)

Goals: The consultant should know areas for improvement should they decide to do a grit consultation again.

Notes:

0:25-0:30

What to Do: Say goodbye.

What to Say:

- Thank the consultee for their part in the consulting process.
- Offer contact information if the consultee needs to contact the consultant for intervention-related follow-ups.

APPENDIX C

**Broad Acres Elementary School
Grit and Engagement Consultation Contract**

Thank you for choosing this consultation service! This is a contract between you (Ms. _____, Broad Acres Elementary School) and your educational consultant (_____, University of Maryland, College Park).

The purpose of this consultation is to improve grit (i.e., persistence) and emotional engagement in your students who struggle most with these skills, AND/OR to promote grit and engagement across your entire classroom of students.

Consultation will occur between March 2014 and May/June 2014, and consist of:

1. 3-4 weekly, 30- to 45-minute face-to-face meetings with your consultant at Broad Acres, at mutually convenient times (additional meetings or phone calls can be scheduled as needed) In these meetings, you and your consultant will (1) identify problem areas around individual student or classroom-wide grit, (2) set goals for changes in grit and/or engagement, (3) brainstorm and select interventions (i.e., strategies) to improve grit, (4) implement the interventions, (5) track progress of the interventions, and (6) evaluate intervention effectiveness.
2. Joint data collection by you and your consultant (e.g., collecting student worksheets, tracking readings completed by students, recording behaviors exhibited during challenging tasks) between meetings, to monitor student or classroom progress toward intervention goals. Your consultant will likely do 1-2 classroom observations to help collect data.
3. Completion of one consultation satisfaction questionnaire after your last consultation meeting.

If you have any questions or need to check in with your consultant between meetings, feel free to email her at _____. What is the best way to contact you, if needed?

Email: _____

Phone: _____

Everything discussed within consultation sessions is considered confidential and will **not** be shared with anyone else at Broad Acres Elementary School – you are encouraged to be open and honest during sessions. Because this consultation service is associated with a graduate-level course at the University of Maryland, face-to-face meetings will be audio-taped. This is solely for the purpose of evaluating the consultant's skills, and will only be heard by fellow students in the course and the consultation supervisor. Nothing discussed in consultation, nor any data collected during consultation, will be used to evaluate you in any way as a teacher or added to your personnel file.

Your consultant will be happy to work with you to revise this consultation plan if it does not fit your needs, workload, or schedule of availability.

Your Name (please print): _____

Your Signature: _____ Today's Date: _____

Consultant Name (please print): _____

Consultant Signature: _____ Today's Date: _____

APPENDIX E

p. 1 of 4

Today's Date: _____

Observer Name: _____

Observation Time: _____ to _____

Student (First Name, Last Initial): _____

Academic Subject: _____

Duration Recording for Grit

Activity / Task Type	Numbers of Minutes Being "Gritty"	Number of Minutes Expected to Be "Gritty" (to complete during review with teacher)	Student Emotions (e.g., frustrated, angry, bored)	Gritty Student Behaviors (e.g., focused on task, problem-solving, asking for help)	Non-Gritty Student Behaviors (e.g., putting head down on desk, getting up from desk)

Antecedent-Behavior-Consequence (A-B-C) Event Recording Sheet for Understanding Student Goals and Obstacles

What was the student's goal or task? (baseline)	What was the obstacle? (antecedent)	What was the student's reaction? (behavior)	What happened after the student's reaction? (consequence)

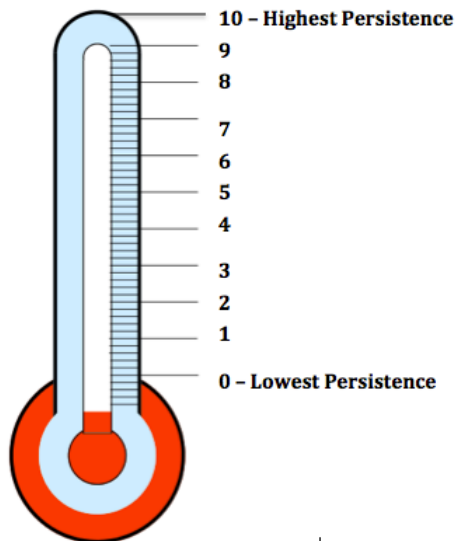
p. 3 of 4

Global Rating of Persistence

Consider:

- Ability to stay focused on work that takes a long time to complete.
- Working steadily without giving up.
- Being discouraged by difficulty with schoolwork.
- Working hard in school.

Overall, this student's persistence during the observation period was at a level of ____ (0 -10)

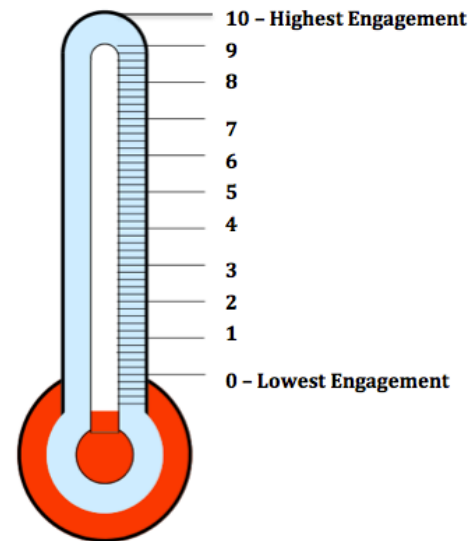


Global Rating of Engagement

Consider:

- Being in a good mood at school.
- Interested in school.
- Enjoying learning.
- Being bored at school.
- Looking forward to doing schoolwork.

Overall, this student's engagement during the observation period was at a level of ____ (0 -10).



For Use in Determining Whole-Classroom Global Ratings of Persistence and Engagement

Indicators of Whole-Classroom Persistence

High persistence (8-10)= Almost all (90% or more) students are actively persevering through assignment (e.g., focused attention on work, keeps trying when they cannot figure out an answer, working for full amount of time given for independent work)

Medium persistence (5-7) = Most (75% or more) students are actively persevering through assignment (e.g., focused attention on work, keeps trying when they cannot figure out an answer, working for full amount of time given for independent work)

Low persistence (2-4)= More than half (51—74%) of students **NOT** actively persevering through assignment (e.g. stops working before time is up, stops working before assignment is complete)

No persistence (0-1)= Most students (75% or more) **NOT** actively persevering through assignment (e.g. stops working before time is up, stops working before assignment is complete).

Indicators of Whole-Classroom Engagement

High engagement (8-10)= Almost all (90% or more) students are actively engaged in learning activity (reading, writing, listening, talking about relevant topic, asking questions)

Medium engagement (5-7) = Most (75% or more) students are actively engaged in learning activity (reading, writing, listening, talking about a relevant topic, asking questions)

Low engagement (2-4)= More than half (51—74%) of students **NOT** actively engaged in learning activity (e.g. fiddling with materials, inappropriately moving about the classroom, attention focused on something other than teacher or schoolwork)

No engagement (0-1)= Most students (75% or more) are **NOT** engaged in learning activity (e.g. entire class participating in activities not associated with class content).

APPENDIX F**Grit Intervention Checklist**

For each of the intervention steps listed below, put a checkmark next to the step when it has been completed, and the date when it was completed. If you have any concerns or questions you'd like to discuss with your consultant at your next meeting, place them in the Notes column.

Completed? √ (MM/DD)	Intervention Step	Notes
	Discussion with student(s) about effort as a way to grow intelligence; how to overcome obstacles/persistence	
(Steps completed: ___/4)	Goal-setting with student(s)	
	<input type="checkbox"/> Agree on goal	
	<input type="checkbox"/> Brainstorm obstacles	
	<input type="checkbox"/> Brainstorm strategies to overcome obstacles	
	<input type="checkbox"/> Agree on deadline to meet goal	
	Give student(s) copy of tracking chart or goal-setting worksheet	
	Review expectations for completing tracking chart or goal-setting worksheet with student(s)	
	Complete grit rating for student(s) at baseline	
(Steps completed: ___/3)	Progress-Monitoring #1 (___ day(s)/week(s) from start)*	
	<input type="checkbox"/> Review and record progress on student chart/worksheet	
	<input type="checkbox"/> Complete grit rating for student(s) at P-M #1	
	<input type="checkbox"/> Review data from consultant's classroom observation	
(Steps completed: ___/3)	Progress-Monitoring #2 (___ day(s)/week(s) after P-M #1)*	
	<input type="checkbox"/> Review and record progress on student chart/worksheet	
	<input type="checkbox"/> Complete grit rating for student(s) at P-M #2	
	<input type="checkbox"/> Review data from consultant's classroom observation	
	Intervention Evaluation with Consultant	
Total Steps Completed: ___/15		

*Note: Consultant and teacher should set dates for progress-monitoring check-ins prior to start of intervention.

APPENDIX G**Grit Intervention – Implementation Fidelity**

Please use Notes section to detail decisions made for, or outcomes of, each step.

Completed? √ (MM/DD)	Intervention Step		Notes
(Steps completed: ___/3)	Dates set for progress-monitoring data collection		
		Teacher ratings	
		Teacher review of student permanent product(s)	
		Classroom observation by consultant	
	Teacher instructs student(s) on grit/persistence; overcoming obstacles		
(Steps completed: ___/4)	Teacher sets goals with student(s)		
		Agree on goal	
		Brainstorm obstacles	
		Brainstorm strategies to overcome obstacles	
	Agree on deadline to meet goal		
	Tracking charts or goal-setting worksheets given to student(s)		
	Teacher instructs student(s) on completing tracking chart or goal-setting worksheet		
	Baseline grit rating provided by teacher		
(Steps completed: ___/3)	Progress-Monitoring #1 (___ day(s)/week(s) from start)		
		Permanent product data collected by teacher	
		P-M #1 grit rating provided by teacher	
		Classroom observation data collected by consultant	
(Steps completed: ___/3)	Progress-Monitoring #2 (___ day(s)/week(s) after P-M #1)		
		Permanent product data collected by teacher	
		P-M #1 grit rating provided by teacher	
		Classroom observation data collected by consultant	
	Final, comprehensive progress report data provided to teacher by consultant		
	Consultation satisfaction survey completed by teacher		
Total Steps Completed: ___/19			

APPENDIX H

Name: _____ Date: _____

The WOOP Worksheet

Directions: Choose your biggest school goal and the best part of reaching it. Then think about the obstacles, or things that might get in the way. Make a plan for what to do if you meet those obstacles!

<u>Wish</u> Your #1 goal for your school work	<u>How It Ends Up</u> The one best thing about reaching your goal	<u>Road Block!</u> Something that might get in the way of your goal	<u>Plan</u> What can you do to get past the road block?
My goal is...	The best thing about reaching that goal would be...	Road Block #1:	If... Then...
		Road Block #2:	If... Then...
		Road Block #3:	If... Then...

APPENDIX I

Name: _____ Date: _____

Stamina Checklist

Below is a model checklist including items that may be important to teachers. This checklist can be modified to include subject, student, or class specific items.

Please write a check mark in the “Yes” or “No” box to indicate whether you completed each of the tasks listed.

Check Yes or No		Task
<u>Yes</u> ✓	<u>No</u>	I focused on my work despite distractions.
Yes	No	I focused for _____ minutes on my work without stopping.
Yes	No	When I got tired of working on a problem, I tried a different problem instead of giving up.
Yes	No	When I came across something I didn't understand, I tried to figure it out on my own before asking for help.
Yes	No	
Yes	No	

APPENDIX J

Name: _____ Date: _____

Future Jobs

Think about what job you might want to do in the future. Write it in the box below. Then, think about how this subject (math, writing, reading, science) might help you do that job.

When I grow up, some jobs I might like to do are...

This subject (math, writing, reading, science) could help me with this job because...

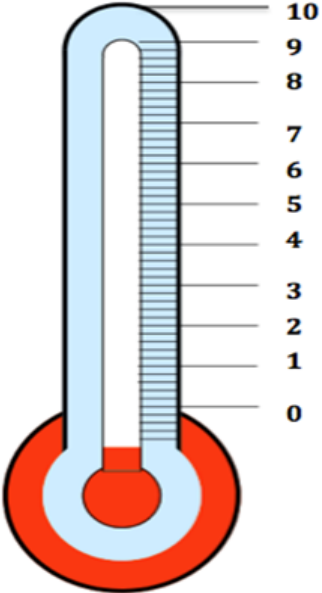
Name: _____

Date: _____

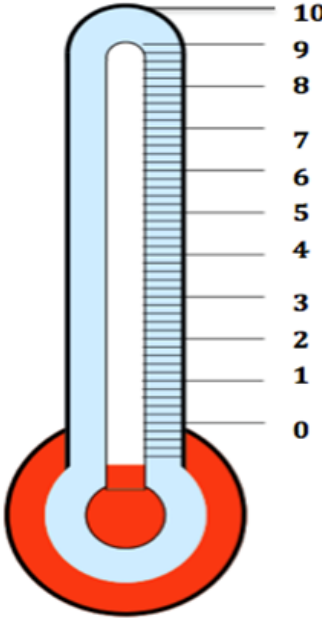
APPENDIX K

Growth Tracking

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 did 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?

APPENDIX L

Name: _____ Date: _____

Time Machine Worksheet

Directions: Answer each of the questions below.

Let's go back in time! Let's return to this last project!	
Name of project	
What did you have to do?	
What did you do well?	
What was hard to do?	
Did you use any tricks or tools your teacher taught you?	
Which tricks or tools worked well?	
Which tricks or tools didn't work well?	
How long did it take?	



Now let's travel into the future! What will we do next time?	
What tricks or tools will you use next time?	
Will you try anything different?	

APPENDIX M

Problem Identification and Goal Setting Role-Play (for second meeting) – Individual Student Target

Problem Identification: (after exchanging observational data)

Consultant: “Ok, so now we’ve identified that you and I will be working with Max. In which situations does Max show grit?”

Consultant and consultee make a list.

Consultee: “Max shows a lot of grit when working on math problems, when asked to read aloud, and when conducting science experiments.”

Consultant: “Is Max gritty in accomplishing longer term goals? For example, has he increased his math scores, and does he always turn in his math homework?”

Consultee: “Well, Max always turns in his math homework, but he gets it done very quickly and doesn’t seem to have much trouble with it. He struggles more with finishing long writing assignments and turning in reading homework, and because of that his reading level hasn’t progressed as much as it should have this year.”

Consultant: “OK, in which other situations does Max not show grit?”

Consultant and consultee make a list.

Consultee: “Reading – when he has to read alone, definitely. He also rarely finishes his reading questions that are assigned in class.”

Consultant: “Ok. What specifically shows you that Max is not being gritty when he reads alone? How much of his questions does he actually complete?”

Consultee: “He almost always has his head down before silent reading time is up, and he gets about half the questions done that the rest of his class does.”

Consultant: “I can see how that would be problematic. Do you notice Max getting visibly frustrated when he’s trying to do the reading questions?”

Consultee: “No, not really. I’d say he seems more bored than frustrated. He’s not acting out, just giving up too quickly.”

Consultant: “OK, so independent reading assignments are an issue for Max. Would you say that improving his reading is something that you would like to see Max do, as a long-term goal?”

Consultee: “Yes, definitely. But I really want him to finish his in-class work first. I can’t really even think about long-term if he’s not even doing his daily work!”

Consultant: “I agree with you that his not finishing those reading questions are a problem. Let’s see how we can address that more immediate problem while also looking at the longer term goal of increasing his reading level. I hear you telling me that he has two issues in class – reading independently and completing reading questions – that are contributing to his lack of progress in improving his reading overall. Did I get that right?”

Consultee: "Yes, those are the main two issues."

Consultant: "You know Max and his relationship with reading better than anyone. Does he love it, and want to improve his reading level?"

Consultee: "No, definitely not. He hates reading and writing."

Consultant: "Hmm. What IS Max passionate about?"

Consultee: "He really loves sports... he plays soccer on a local team and, now that I think about it, the best writing he did was on a biography of a soccer player."

Consultant: "Great! Maybe we can tie his love of soccer to reading."

Consultee: "I put the reading progress of kids on a chart. Maybe I could make his look like a soccer field?"

Consultant: "That would be great! We could put his completion of independent work as the goal on one end of the soccer field. Research also shows that it's helpful for Max to buy into this goal on his own, come up with the obstacles to his goals, and figure out solutions for those obstacles. I actually have a worksheet that you could use with Max to do this if you think it would be helpful. [*show teacher Hurdler Handout*]. I bet I could find some more soccer-specific graphics to use instead of these running graphics."

Consultee: "So, is this something that I would fill out for Max, or he would do on his own...."

Consultant: "This is something you two could fill out together. You can walk Max through each of the steps, and he can write in his goals, obstacles, and plans to overcome those obstacles. He can keep this worksheet at his desk as a reminder of what to do when the obstacles pop up. This goal-setting is a lot to think about, I know, so how about we try a role-play, where I show you how it could work."

Consultee: "OK."

Consultant: "Now, you'll be Max and I will be you for the purposes of the role play, then we'll switch."

Consultant: "Hi Max, I've been concerned with your completion of reading work, and I want to make sure that you're prepared to tackle even more work next year. Do you think we could come up with a goal together of how you could improve in reading?"

Consultee: "OK."

Consultant: "Ok, your reading chart is now a soccer field. You're at this end, the opposite side of the field. At the other end is your goal. To help you get to your goal, we will use this worksheet [*shows Hurdler Handout*]. So, let's fill out the part here on the right first - we will write in your goal. What do you think your long term goal should be for your reading?"

Consultee: "Being able to do my reading on my own before next year."

Consultant: "Great. Go ahead and write that down. Now, here on this side, we will write where you are now. How much of your reading can you do on your own?"

Consultee: "Not too much. I do the first part of the reading ok but then it gets too hard."

Consultant: "You're right, I've noticed that too. Go ahead and write that down. So, what are some of the things that you think you can do to reach that opposite goal of doing all your reading on your own?"

Consultee: "Do all my work in class."

Consultant: "Great! What does that look like?"

Consultee: "Finishing all my reading and the questions."

Consultant: "I agree. You can write that down under your goal here. But I noticed that you're only finishing about half the reading and the questions in class right now. Let's divide up that big goal into smaller goals. I give 10 reading questions every day. How many do you think you should finish tomorrow?"

Consultee: "6?"

Consultant: "OK. And what things might prevent you from reaching that first goal? Let's pretend those are the players on the opposite team, here in the middle."

Consultee: "Not knowing all of the words."

Consultant: "Right. Go ahead and write that under the first opposing player. What can you do if you don't know a word?"

Consultee: "Look it up in the dictionary."

Consultant: "Great! That's how you get past this player. Let's write it here, where you are passing that player. What else might prevent you from reaching that first goal?"

Consultee: "I get distracted."

Consultant: "Ok – that's another opposing player, so write it down. What can you do if you get distracted?"

Consultee: "Think about what is happening in the story."

Consultant: "Great! Write that down here, where you are passing that player too. Let's focus on getting you to that goal line on your reading chart, of doing 6 reading questions. If you get past this first goal, I will move you and the soccer ball on your chart."

Consultant: "Ok, let's step out of the role play. See how that would work? Do you have any questions?"

Consultee: "I'm not sure when I can do this with Max."

Consultant: "How about lunch?"

Consultee: “Max is playing in the chess tournament all this week during lunch, so that’s not the best time to pull him out. But he’s been coming in for breakfast more frequently, so maybe I can grab him then, if I can get a para to watch the rest of the class for me.”

Consultant: “That sounds like a great plan. Would you like me to be there when you meet with Max?”

Problem Identification and Goal Setting Role-Play (for second meeting) – Classwide Target

Problem Identification: (after exchanging observational data)

Consultant: “Ok, so now we’ve identified that you and I will be working with your whole class. In which situations does your class as a whole show grit?”

Consultant and consultee make a list.

Consultee: “The students show a lot of grit when working on math problems, when asked to read aloud, and when conducting science experiments as a group.”

Consultant: “Are they gritty in accomplishing longer term goals? For example, have they increased their math scores, and do they always turn in their math homework?”

Consultee: “Well, I don’t really have a problem with students turning in their math homework, but they get problems done very quickly in class and don’t seem to have much trouble with the work. The students struggle much more with finishing long writing assignments and turning in reading homework, and because of that my class’s reading level hasn’t progressed as much as it should have this year. I’m really worried about how they are going to do on the upcoming state tests.”

Consultant: “OK, in which other situations does the class not show grit?”

Consultant and consultee make a list.

Consultee: “Reading – when they have to do silent independent reading, definitely. I also only ever have a few students who finish all of the reading questions that are assigned in class.”

Consultant: “Ok. What specifically shows you that your students are not being gritty when they read alone? How many of the assigned questions does the class on average actually complete?”

Consultee: “About $\frac{3}{4}$ of the class have their heads down before silent reading time is up, and on average, I’d say they get about... half the questions done, when they really should be getting all of them completed.”

Consultant: “I can see how that would be problematic. Do you notice students getting visibly frustrated when they’re trying to do the reading questions? What does that look like?”

Consultee: “No, not really. I’d say many of them seem more bored than frustrated, or distracted by whispering to their classmates. Some of them are off-task, while others are just giving up too quickly.”

Consultant: “OK, so independent reading assignments are an issue for your students, for a couple of different reasons. Would you say that improving reading is something that you would like to see your class do, as a long-term goal?”

Consultee: “Yes, definitely, they really need to get their reading levels up. But I really want them to finish their in-class work first. I can’t really even think about long-term if they’re not even doing their daily work!”

Consultant: “I agree with you that not finishing those reading questions is a problem. Let’s see how we can address that more immediate problem while also looking at the longer term goal of increasing the class reading level. I hear you telling me that there are two issues in class – reading independently without being distracted, and completing reading questions – that are contributing to your students’ lack of progress in improving their reading overall. Did I get that right?”

Consultee: “Yes, those are the main two issues.

Consultant: “You know your students and their relationship with reading better than anyone. Do they love it, and want to improve their reading level?”

Consultee: “No, definitely not. They seem to dread when it’s time for reading and writing in class.”

Consultant: “Hmm. What seems to motivate the class? Is there anything they are passionate about?”

Consultee: “Well, a lot of them are on the afterschool chess team and really love tracking their rankings so they can see if they’re eligible to go to the tournaments... now that I think about it, the best writing I’ve seen in this class was when some of them wrote reflections about their last chess tournament.”

Consultant: “Great! Maybe we can tie their love of playing chess to reading.”

Consultee: “I put the reading progress of kids on a chart. Maybe I could turn them into chess boards somehow?”

Consultant: “That would be great! We could put their completion of independent reading work as the king chess piece on one side of the chess board, which they have to “check”. Research also shows that it’s helpful for the class to buy into this goal on his own, come up with the obstacles to their goals, and figure out solutions for those obstacles. I actually have a worksheet that you could use with the class to do this if you think it would be helpful. [*show teacher Hurdler Handout*]. I bet I could find some more chess-specific graphics to use instead of these running graphics.”

Consultee: “So, is this something that I would fill out for the students, or they would do on their own....”

Consultant: “This is something you could fill out together as a whole-class activity. You can walk the class through each of the steps, and they can write in the established class goal, their individual obstacles, and their plans to overcome those obstacles. Each student can keep their copy of this worksheet at their desks as a reminder of what to do when the obstacles pop up. This goal-setting is a lot to think about, I know, so how about we try a role-play, where I show you how it could work.”

Consultee: "OK."

Consultant: "Now, you'll be one of the students in your class, and I will be you for the purposes of the role play, then we'll switch."

Consultant: "Ladies and gentlemen, I've been concerned with your completion of reading work, and I want to make sure that you're prepared to take the state tests coming up in a month, and to tackle even more work next year when you go to middle school. Do you think we could come up with a class goal together of how you could improve in reading?"

Consultee: "Yes, Ms. Percy."

Consultant: "Ok, our class reading charts are now chess boards. We're on this side of the board. On the other side is our goal, the king we want to check. To help us get to our goal, we will use this worksheet [*shows Hurdler Handout*]. So, let's all fill out the part here on the right first - we will write in our class goal. What do you think our long term goal should be for our reading?"

Consultee: "Being able to do our reading on our own before next year!"

Consultant: "Great. Go ahead and write that down. Now, here on this side, we will write where we are now. How much of our reading can we do on your own?"

Consultee: "Not too much. We do the first part of the reading ok but then it gets boring."

Consultant: "You're right, I've noticed that too. Go ahead and write that down. So, what are some of the things that we think we can do to check that king, to do all of our reading on our own?"

Consultee: "Do all of our work in class!"

Consultant: "Great! What does that look like?"

Consultee: "Finishing all of our reading and the questions."

Consultant: "I agree. We can write that down under our goal here. But I noticed that we're only finishing about half the reading and the questions in class right now. Let's divide up that big goal into smaller goals. I give 10 reading questions every day. How many do you think everyone should finish tomorrow?"

Consultee: "6?"

Consultant: "OK. And what things might prevent us from reaching that first goal? Let's pretend those are the other players pawns, here in the middle."

Consultee: "Not knowing all of the words."

Consultant: "Right. Go ahead and write that under the first pawn. What can we do if we don't know a word?"

Consultee: "Look it up in the dictionary."

Consultant: "Great! That's how you capture that pawn. Let's write it here, where we are capturing that pawn. What else might prevent us from reaching that first goal?"

Consultee: "We want to talk to our friends."

Consultant: "Ok – that's another pawn in the way, so write it down. What can we do if we are tempted to talk to our friends?"

Consultee: "Maybe.... Write down what we want to tell them and save it for later?"

Consultant: "Great! Write that down here, where you are capturing that pawn too. Let's focus on getting ourselves to the other player's side of the board on our reading charts, of doing 6 reading questions. If we get to the other side, we can move toward the kind."

Consultant: "Ok, let's step out of the role play. See how that would work? Do you have any questions?"

Consultee: "I'm not sure when I can do this with my class."

Consultant: "How about during breakfast, before the students start for the day?"

Consultee: "A lot of my students don't show up for breakfast, so that's not the best time to do it. But I've got a reading review day coming up, so maybe I can work it into the beginning of that lesson."

Consultant: "That sounds like a great plan. Would you like me to be there when you do this activity with your class?"

APPENDIX N**Teacher Consultation - Satisfaction Survey (due to Main Office, Friday, 5/30)**

Today's Date: _____

1. Sex : Male Female

2. What is your ethnicity/race?
 Caucasian African American Hispanic Asian American Other
 Prefer not to report

3. What is your age?
 a. 18 – 25
 b. 26 – 35
 c. 36 – 45
 d. 46 – 55
 e. 56+

4. What grade do you teach?
 3rd 4th 5th Other _____

5. How long have you been a teacher?

6. How long have you been teaching here at Broad Acres Elementary?

7. What is your highest level of education?
 High school diploma Master's degree
 2-year college More than a master's degree

4-year college

8. Have you received any consultation services in the past? Yes No

9. If so, what was the focus of the consultation?

1. How relevant was this grit consultation to you?

Not at all relevant.	Slightly relevant.	Somewhat relevant.	Fairly relevant.	Extremely relevant.
1	2	3	4	5

2. How satisfied were you with your role in the consultation?

Not at all satisfied.	Slightly satisfied.	Somewhat satisfied.	Fairly satisfied.	Extremely satisfied.
1	2	3	4	5

3. How satisfied were you with the quality of information you received about grit?

Not at all satisfied.	Slightly satisfied.	Somewhat satisfied.	Fairly satisfied.	Extremely satisfied.
1	2	3	4	5

4. Did consultation lead you to implement a grit intervention?

Yes If yes, briefly explain the intervention:

No

5. If yes to #4, how satisfied were you with the relevance of the grit intervention?

Not at all satisfied.	Slightly satisfied.	Somewhat satisfied.	Fairly satisfied.	Extremely satisfied.
1	2	3	4	5

6. If yes to #4, how much impact do you think the intervention had on the students?

No impact at all. Slight impact. Some impact. A good deal of impact. A large impact.
 1 2 3 4 5

7. How satisfied were you with how sensitive the consultant was to your concerns?

Not at all satisfied. Slightly satisfied. Somewhat satisfied. Fairly satisfied. Extremely satisfied.
 1 2 3 4 5

8. Were you satisfied with the amount of time you spent with your consultant or the number of meetings?

Yes

No

a. If no, how much time (or how many meetings) would you have preferred?

9. How likely are you to recommend this type of consultation to another teacher?

Not at all likely. Slightly likely. Somewhat likely. Fairly likely. Extremely likely.
 1 2 3 4 5

10. How much better do you understand grit?

No better. Slightly better. Somewhat better. A good deal better. Extremely better.
 1 2 3 4 5

11. How confident do you feel in implementing a grit intervention in the future?

Not at all
confident.
1

A little
confident.
2

Somewhat
confident.
3

Confident.
4

Extremely
confident.
5

Please share which part of consultation was most helpful to you:

Please share which part of consultation was least helpful to you:

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