

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

Almost never					Almost always
1	2	3	4	5	

- _____ 1. When I fail at something important to me I become consumed by feelings of inadequacy.
- _____ 2. I try to be understanding and patient towards those aspects of my personality I don't like.
- _____ 3. When something painful happens I try to take a balanced view of the situation.
- _____ 4. When I'm feeling down, I tend to feel like most other people are probably happier than I am.
- _____ 5. I try to see my failings as part of the human condition.
- _____ 6. When I'm going through a very hard time, I give myself the caring and tenderness I need.
- _____ 7. When something upsets me I try to keep my emotions in balance.
- _____ 8. When I fail at something that's important to me, I tend to feel alone in my failure.
- _____ 9. When I'm feeling down I tend to obsess and fixate on everything that's wrong.
- _____ 10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
- _____ 11. I'm disapproving and judgmental about my own flaws and inadequacies.
- _____ 12. I'm intolerant and impatient towards those aspects of my personality I don't like.

To Whom it May Concern:

Please feel free to use the Self-Compassion Scale – Short Form in your research (12 items instead of 26 items). The short scale has a near perfect correlation with the long scale when examining total scores. We do not recommend using the short form if you are interested in subscale scores, since they're less reliable with the short form. You can e-mail me with any questions you may have. The appropriate reference is listed below.

Best wishes,

Kristin Neff, Ph. D.

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Reference:

Raes, F., Pommier, E., Neff, K. D., & Van Gucht, D. (2011). Construction and factorial validation of a short form of the Self-Compassion Scale. *Clinical Psychology & Psychotherapy*, 18, 250-255.

Coding Key:

Self-Kindness Items: 2, 6

Self-Judgment Items: 11, 12

Common Humanity Items: 5, 10

Isolation Items: 4, 8

Mindfulness Items: 3, 7

Over-identified Items: 1, 9

Subscale scores are computed by calculating the mean of subscale item responses. To compute a total self-compassion score, reverse score the negative subscale items - self-judgment, isolation, and over-identification (i.e., 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1) - then compute a total mean.

Compassion Scale

HOW I TYPICALLY ACT TOWARDS OTHERS

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

**Almost
Never**

**Almost
Always**

1

2

3

4

5

- _____ 1. When people cry in front of me, I often don't feel anything at all.
- _____ 2. Sometimes when people talk about their problems, I feel like I don't care.
- _____ 3. I don't feel emotionally connected to people in pain.
- _____ 4. I pay careful attention when other people talk to me.
- _____ 5. I feel detached from others when they tell me their tales of woe.
- _____ 6. If I see someone going through a difficult time, I try to be caring toward that person.
- _____ 7. I often tune out when people tell me about their troubles.
- _____ 8. I like to be there for others in times of difficulty.
- _____ 9. I notice when people are upset, even if they don't say anything.
- _____ 10. When I see someone feeling down, I feel like I can't relate to them.
- _____ 11. Everyone feels down sometimes, it is part of being human.
- _____ 12. Sometimes I am cold to others when they are down and out.
- _____ 13. I tend to listen patiently when people tell me their problems.
- _____ 14. I don't concern myself with other people's problems.
- _____ 15. It's important to recognize that all people have weaknesses and no one's perfect.
- _____ 16. My heart goes out to people who are unhappy.

_____ 17. Despite my differences with others, I know that everyone feels pain just like me.

_____ 18. When others are feeling troubled, I usually let someone else attend to them.

_____ 19. I don't think much about the concerns of others.

_____ 20. Suffering is just a part of the common human experience.

_____ 21. When people tell me about their problems, I try to keep a balanced perspective on the situation.

_____ 22. I can't really connect with other people when they're suffering.

_____ 23. I try to avoid people who are experiencing a lot of pain.

_____ 24. When others feel sadness, I try to comfort them.

Coding Key:

Kindness Items: 6, 8, 16, & 24

Indifference Items: 2, 12, 14, & 18 (Reversed Scored)

Common Humanity: 11, 15, 17, & 20

Separation: 3, 5, 10, & 22 (Reversed Scored)

Mindfulness: 4, 9, 13, & 21

Disengagement: 1, 7, 19, & 23 (Reverse Scored)

To reverse-score, change the following values: 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1

To compute a total Compassion Score, take the mean of each subscale (after reverse-scoring) and compute a total mean.

Please remember that if you plan to examine the subscales separately, you should not reverse-code. Before reverse-coding, for example, higher indifference scores represent more indifference, but after reverse-coding higher indifference scores represent less indifference. This is why the subscales of indifference, separation, and disengagement are reverse-coded before taking an overall compassion mean.

Pommier, E. A. (2011). The compassion scale. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 72, 1174.

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Short Grit Scale

Directions for taking the Grit Scale: Please respond to the following 8 items. Be honest – there are no right or wrong answers!

1. New ideas and projects sometimes distract me from previous ones.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

2. Setbacks don't discourage me.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

3. I have been obsessed with a certain idea or project for a short time but later lost interest.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

4. I am a hard worker.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

5. I often set a goal but later choose to pursue a different one.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

6. I have difficulty maintaining my focus on projects that take more than a few months to complete.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

7. I finish whatever I begin.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

8. I am diligent.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

Scoring:

1. For questions 2, 4, 7 and 8 assign the following points:
 - 5 = Very much like me
 - 4 = Mostly like me
 - 3 = Somewhat like me
 - 2 = Not much like me
 - 1 = Not like me at all

2. For questions 1, 3, 5 and 6 assign the following points:
 - 1 = Very much like me
 - 2 = Mostly like me
 - 3 = Somewhat like me
 - 4 = Not much like me
 - 5 = Not like me at all

Add up all the points and divide by 8. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Grit Scale citation

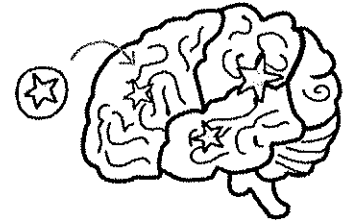
Duckworth, A.L., & Quinn, P.D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment, 91*, 166-174.
<http://www.sas.upenn.edu/~duckwort/images/Duckworth%20and%20Quinn.pdf>

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, 91*, 1087-1101.
<http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>

How Can I Bring Growth Mindset Learning To My School?



Introduce and share the growth mindset:



Articles:

- Mindsets and Equitable Education, by Carol Dweck: <http://www.principals.org/Content.aspx?topic=61219>
- Mindsets and Student Agency, by Eduardo Briceño: http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors/
- The Power of Mistakes: Creating a Risk-Tolerant Culture at Home and School, by Lisa Blackwell: <http://community.mindsetworks.com/blog-page/home-blogs/entry/the-power-of-mistakes-creating-a-risk-tolerant-culture-at-home-and-school>

Videos:

- Mindset TEDx talk (11 min,): <http://www.youtube.com/watch?v=pN34FNbOKXc>
- 4 min. overview of Mindset Works products: <https://www.youtube.com/watch?v=c4vwgLPnMXs>
- 3-minute video with teacher reflections on growth mindset work: <https://www.youtube.com/watch?v=7sQIEBWBjyg>
- 10 minute video introducing motivation issues. This is the introductory module in the Mindset Works EducatorKit, and it can be used to introduce what this work is about without teaching teachers about what mindset is, but rather using existing language. <https://vimeo.com/user12641056/review/47054764/e02a3fce25>



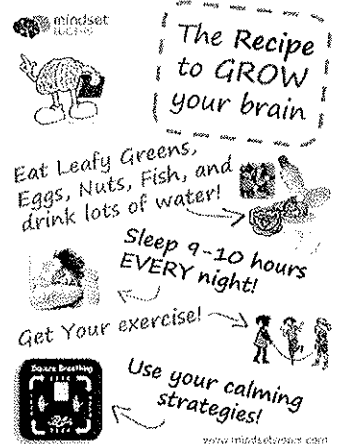
Assessments & Rubrics:

- Sample assessments: <http://www.mindsetworks.com/assess/>
- Effective effort rubric: see at <http://www.mindsetworks.com/free-resources/>



Bring growth mindset understanding & practice to your school:

- Sign up for the Mindset Works newsletter: <http://community.mindsetworks.com/newsletter>
- Show your colleagues this video showing how you can train your staff and students: <https://www.youtube.com/watch?v=c4vwgLPnMXs>
- When ready, have your school sign up for the Mindset Works® EducatorKit and Brainology® at: <http://www.mindsetworks.com/offerings/>



www.mindsetworks.com

August 11-17

11 Monday

12 Tuesday

13 Wednesday

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