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The Role of Mindsets on Southeast Asian Youth:
A Study on Academic Attitudes and Performance

A Dissertation submitted in partial satisfaction
of the requirements for the degree of

Doctor of Philosophy

in

Education

by

Amy C Allen

September 2018

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University of California, Riverside

ABSTRACT OF THE DISSERTATION

The Role of Mindsets on Southeast Asian Youth:
A Study on Academic Attitudes and Performance

by

Amy C. Allen

Doctor of Philosophy, Graduate Program in Education
University of California, Riverside, September 2018
Dr. Cecilia S. Cheung, Co-Chairperson
Dr. Cathleen A. Geraghty-Jenkinson, Co-Chairperson

Positive academic mindsets, which are one's attitudes or beliefs that specifically pertain

to academic performance, have been found to create an impetus for students to persist in

their schoolwork, propelling oneself towards better academic behaviors, and ultimately

improved academic performance. Although mindset research has examined the impact of

mindsets on Hispanic and African-American youth, little is known about its effects on

Asian American youth, specifically Southeast Asian youth. The present study examined

the effects of a 3-session growth mindset training on ninth and tenth grade students who

identified as Southeast Asian, and 2 Southeast Asian families. Questionnaires were

completed by the participants to obtain demographic information, mindset status, and

other variables of interest (e.g., interest in school, grit). Results indicated that growth

mindset and grit were positively correlated; however, results showed that there was no

significant improvement in academic performance after the targeted training. Findings

from this study suggest that trainings aimed to change mindsets may be insufficient for

students to engage in positive academic outcomes based on the adoption of a growth mindset. Additionally, further examination into the subjective experiences of adolescents in school due to the seemingly context-dependent nature of mindset trainings would provide increased understanding into the complexities of a student's lowered academic achievement. Limitations, reasons for the lack of statistical significance, and recommendations for future studies are discussed.

Keywords: Southeast Asians, adolescents, mindset, motivation, academic achievement

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Chapter One: Introduction

Implicit theories (i.e., self-theories) of intelligence have been a growing area of study, particularly in its hypothesized correlation with academic success (Paunesku, 2013; Leggett, 1985; Elliott & Dweck, 1988; Farrington et al., 2012). Carol Dweck established two main theories of intelligence (1978, 1980): (1) fixed (i.e., entity) and (2) growth (i.e., incremental). Individuals with a growth mindset believe that success is based on hard work, targeted efforts, and perceive failure as an opportunity to learn and improve their performance, which ultimately challenges the notion that being smart is an innate trait that is unmalleable. Mindsets are thought to allow students to look beyond short-term goals to longer, more higher-order goals by withstanding challenges and setbacks (Bandura & Dweck, 1985; Dweck & Leggett, 1988).
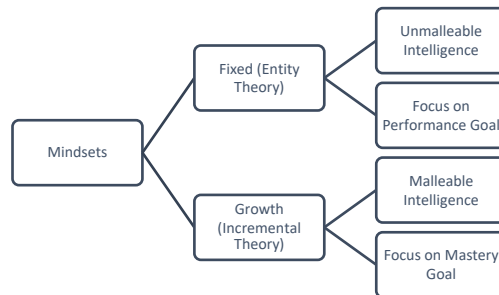

Figure 1. Two types of mindsets that view intelligence differently and guide what types of goals are chosen.

However, due to the natural complexities of the learning process, the connection between a growth mindset and academic performance may not be completely linear. Tensions can lie between a student's subjective experiences in the school and their social

environment (Gladwell, 2000; Yeager & Walton, 2011). Extensive studies have underscored how certain identifiable barriers such as economic limitations or cultural differences can negatively impact academic performance for students of varying cultural groups (Ogbu, 1990; Taylor& Graham,., 2007). Existing bodies of research in the area of mindsets have yet to examine critical socio-demographic factors such as parent-child relationships, levels of acculturation, social networks, and economic standings of students and their families to better understand the etiology of persistent academic struggles of some students (Markus & Kitayama, 1991). In the present study, the influence of growth mindsets on academic performance in groups that have historically struggled academically and economically was examined.

In the present research, an alternate approach was taken from previous studies targeting a growth mindset. The effects of a training targeting a growth mindset was the primary focus, while also examining its generalizability and durability in the face of identified socio-demographic factors (e.g., economic standings, levels of cultural acculturation, ethnic diversity). Would these factors contribute to the effects of mindset training? Additionally, to allow for a test of within-person changes, the academic performance of each participant resulting from the actual training was compared against his or her own academic performance during a null training that did not focus on the critical aspects of a growth mindset such as "Mistakes help you learn" and "when you learn new ideas and concepts, you are growing your brain!" In this way, this research was able to attribute any change in academic performance to the actual mindset training, while also ensuring each participant received both trainings.

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Mindsets and Academic Performance

Not only have academic mindsets been correlated with academic performance, but studies have also shown that there may be a bi-directional relationship between academic behaviors and mindsets (Blackwell et al., 2007; Dweck, 2006; Mueller & Dweck, 1998). In other words, a student's strong academic performance can promote positive mindsets and increase one's perseverance, which in turn, can reinforce stronger academic behaviors. The assumption is that students will divest their attention and efforts from school when encounter challenges, unless they perceive themselves as capable of improving their abilities (Dweck, 1999, Grant & Dweck, 2003).

Dweck's theory of mindsets provides one of the foundational assumptions for academic mindset put forth by the University of Chicago Consortium on School Research (CCSR, 2012). According to CCSR (2012), academic mindsets are one of the five noncognitive factors (i.e., academic behaviors, academic perseverance, learning strategies, and social skills) essential for academic success. Academic mindsets are defined as psycho-social attitudes or beliefs of oneself in relation to his/her academic work, oftentimes resulting in thoughts such as "my ability and competence grow with my effort" (CCSR, 2012; Walton & Cohen, 2011). Within the CCSR (2012) framework, Farrington and colleagues (2012) found that positive academic mindsets can create an impetus for students to persist in their schoolwork, leading to better academic behaviors, and ultimately improved academic performance.

Considering the hypothesized correlation between an individual's implicit theory and the malleability of one's intelligence, studies have begun to focus on how one's

mindset can impact academic achievement, and whether one's mindset can actually be altered through a targeted training (e.g., changing one's fixed mindset in the arena of academic performance or socio-emotional health to a growth mindset). Students who hold an entity theory of intelligence have been found to have higher rates of anxiety and lower self-esteem (Dweck, 1975). Additionally, Dweck (1975) found that students who hold a fixed mindset oftentimes have fears of appearing incompetent and are over-concerned with proving their academic ability (e.g., test scores, earning first place). These individuals have been shown to demonstrate a proclivity towards under-challenging tasks because of their higher chances of being successful. Rather than perceiving a challenging task as an opportunity to grow and learn through failure, a fixed mindset fosters a perception of obstacles as a reflection of their innate inability (Dweck, 1975; Kamins & Dweck, in press; Mueller & Dweck, 1998). The assumption is that when a student is able to adopt a learning goal (i.e., goals aimed at increasing one's ability) rather than a performance goal (i.e., goals aimed at proving their ability such as grades or test scores; Dweck & Legett, 1988), they are more likely to instill more effort towards a given task because they are concerned with developing their skills and knowledge through targeted effort and persistence. The application of mastery-oriented strategies, or an escalation in effort or change in strategy to adapt to a presenting challenge, has been found to be essential in a student's long-term sustainability of academic achievement (Claro et al., 2016; Dweck, Walton, & Cohen, 2014).

Growth Mindset Trainings

Prior research indicated that when children or young adults are exposed to short-term mindset trainings, positive outcomes can result such as improvements in academic performance and perseverance (e.g., Paunesku, 2013; Leggett, 1985; Elliott & Dweck, 1988; Farrington et al., 2012; J. Aronson et al., 2002; Blackwell et al., 2007; Cohen et al., 2006; Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustoski, 2009; Good et al., 2003; Harackiewicz et al., 2012; Hulleman, Godes, Hendricks, & Harackiewicz, 2009; Jamieson, Mendes, Blackstock, & Schmader, 2010; Miyake et al., 2010; Oyserman, Bybee, & Terry, 2006; Walton & Cohen, 2007, 2011; Wilson & Linville, 1985); however, there have been varied outcomes in studies intending to target a growth mindset through some type of intervention or training. Melissa Kamins and Carol Dweck (1999) conducted a study on kindergarten children in a classroom setting with teachers to examine what specific techniques could be used to promote an incremental mindset. The results from this study provided insight into the impact of a certain type of feedback on a child's future performance. The group that had received the person-oriented criticism without an explicit feasible alternative with motivation to continue applying effort ("That's not what I call doing it the right way") showed the strongest helpless reaction of any group, and the group that received the strategy feedback ("Your hands are still messy and the table still has paint on it. Maybe you should think of another way to do it") showed the most mastery-oriented response. The results from this study proposes that common types of feedback provided to children at home and in the classroom, can have a powerful impact on the child's coping skills and overall perception of self-worth and

efficacy when faced with a challenge (e.g., the children who were in the strategy-focused feedback group gave their house a very high rating and the children who had received the person-oriented feedback gave their home a low rating of 3), resulting in increased targeted effort and improved overall performance.

To further examine the effectiveness of an intervention targeted to promote a growth mindset, Orosz and colleagues (2017) found that there were immediate positive effects in the experimental group endorsing an incremental mindset three weeks after a growth mindset intervention; however, all positive changes had disappeared by the end of the semester. Orosz and colleagues posited that these results may indicate the temporary, but not permanent, malleability of mindsets based on targeted interventions. Additionally, a recent meta-analysis conducted by Sisk and colleagues (2018) sought to examine (1) the strength of the relationship between mindsets and academic achievement and potential moderating factors, and (2) the effectiveness of mindset interventions on academic achievement and potential moderating variables. Results showed that overall effects were weak for both meta-analyses ($k = 273$, N = 365,915; $k = 43$, 57,155), indicating that the relationship between academic success and a growth mindset may not be as strongly correlated as presumed from previous seminal studies (Dweck, Chiu, & Hong, 1995). As indicated by the results of these recent studies, there has been some variability in the results of studies implementing growth mindset interventions. One factor to this variance in outcomes could be the wide-variety of types of interventions. The absence of a systematic implementation of one specific growth mindset training muddles the generalizability of the results of these studies. Additionally, cultural/familial

differences within experimental groups could be another critical factor contributing to the different results of studies targeting growth mindsets (Aronson & Fried, 1998; Blackwell, Trzeshniewski, & Dweck, 2007; Burnette, Russell, Hoyt, Orvidas, & Widman, 2017; Sproull, 2016; Bahnik &Vranka, 2017).

Mindsets as a Mechanism of Change

Researchers have begun exploring the possibility of growth mindsets serving as a mechanism of change for adolescents faced with environmental struggles such as poverty. The negative impact of poverty on school achievement has been well documented, oftentimes resulting in increased gang involvement, violence, and truancy (U.S. Department of Education, 2017; Thompson & Haskins, 2014). Recently, the U.S. Census (2012) found that 12.4% of the U.S. population was living in poverty, which has been found to have deleterious effects on one's physical and emotional well-being. In 2016, Susana Claro, Paunesku, and Carol Dweck sought to examine the predictive ability of growth mindsets in relation to academic achievement and the role of economic disadvantage. Existing data for a national sample of students across all of the schools and socioeconomic strata in Chile was utilized. This study found that growth mindsets were more frequently held by wealthier peers; however, students who came from lower-income families but endorsed a growth mindset, were positively buffered against the negative effects of poverty on academic achievement. Results from this study indicated that a growth mindset may provide a protective factor from various damaging effects of poverty such as lowered academic achievement. Despite these promising results in examining growth mindsets as a mediating variable between economic standing and

academic performance, additional factors such as cultural expectations of certain ethnic groups (e.g., African Americans, Asian Americans, Hispanic Americans) need further examination. The countless interrelated factors that influence a student's academic success need further examination. Too many times, students are expected to achieve academic goals while being threatened with a myriad of adversities (Steele, 2010; Steele & Aronson, 1995; Derks, Scheepers, Van Laar, & Ellemers, 2011).

Factors Affecting Mindsets

To further examine the application of self-theories within diverse contexts, limited studies have begun to examine the effects of cultural expectations on certain ethnic groups related to academic performance (Bosson, Haymovitz, & Pinel, 2004; Stone, Lynch, Sjomeling, & Darley, 1999). For example, the effects of stereotype threat (Steele, 1997) on certain minority groups (e.g., Asian American students being correlated with academic success, African American students being associated with lowered academic performance). Aronson and Fried (1998) set out to determine if teaching undergraduate African American students an incremental theory would reduce the threat of negative stereotypes targeting African American students (i.e., lowered expectations for academic success), and ultimately improve their overall college performance. Participants in the experimental group were instructed to write a letter to a pen-pal, a younger middle school student, regarding the malleability of intelligence. Results showed that students who were in the control group had lower GPA's compared to the students who were in the experimental pen-pal group. Students in the pen-pal group were told, "Because intelligence is malleable, humans are capable of learning and mastering new

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things at any time in their lives. This message is especially important to get across to young, struggling students." The students who were in the pen-pal group showed a notable improvement in their overall college achievement and reported enjoying school more. The results of this study demonstrated that self-theories could be learned and underscored the impact of mindset trainings on potentially combating socially constructed obstacles such as stereotype threat (e.g., model minority threat).

Similar to the stereotype threat that many African-American students continue to face (Steel, 1997; Steele & Aronson, 1995), Asian Americans, specifically Southeast Asian students, are burdened with the model minority stereotype (Hurh & Kim, 1989; S. Lee, 1996). Research suggests that East Asians (e.g., Chinese, Korean, Japanese) experience higher levels of academic achievement demonstrated by higher rates of high school completion and attendance of elite colleges relative to their white counterparts, thus appearing as the model minority (Goyette & Xie, 1999; Sakamoto, Goyette, & Kim, 2009); however, other Asian-Americans such as Southeast Asian Americans have a strikingly different reality. Many Southeast Asian youth report feeling estranged from American culture and being alienated from the model minority narrative (Log, 1996; Ima, 1995), more commonly attributed to East Asian American students. Southeast Asian students reported endorsing these experiences of estrangement due to varying levels of acculturation within the Southeast Asian communities, difficulties during immigration (e.g., refugee status) that differ from most East Asian family experiences, inter-generational poverty, and increased risks for gang involvement due to the relocation into communities historically underserved and economically disadvantaged (Adler, 2004;

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Call, McNall, Meeus, deGoede, Kox, & Hurrelmann, 1992; Um, Park, & Chi 1999; Ngo & Lee, 2007). As shown in Table 1, Southeast Asian communities continue to experience other severe hardships (e.g., 29.3% of Cambodian Americans and 37.8% of Hmong Americans were living below the poverty line) such as economic strains.

Table 1

Poverty Rates among Southeast Asian Groups in America

	U.S. Average	Asian Americans	Hmong	Cambodian	Lao	Vietnamese
Poverty Rate	12.4%	12.6%	37.8%	29.3%	18.5%	16.6%

Note. From U.S. Census Bureau (2010).

Additionally, Census (2010) data reveal staggering differences in high school educational achievement amongst Asian Americans aged 25 and older (see Table 2). 12.5% of Chinese Americans and 8.6% of Japanese Americans have less than a high school education; however, 52% of Cambodian Americans and 59% of Hmong American adults over the age of 25 have less than a high school education (U.S. Department of Education, 2010). Parental involvement has been positively correlated with higher levels of academic achievement (Dearing, Kreider, Simpkins, & Weiss, 2006), and has also been shown to increase motivation and engagement in the classroom (Gonzalez-DeHass, Willems, & Doan Holbein, 2005). Thus, there has been increased attention placed on ways to further development a student's academic achievement.

Table 2

Educational Achievement between Asian Groups in America

	U.S. Overall	Asian Overall	Cambodian	Hmong	Lao	Vietnamese
Population ≥ 25 Years old	204,288,933	10,960,076	172,329	98,243	139,585	1,132,031
≥ High School graduate	85.6%	85.9%	66.7%	64.6%	67.5%	69.8%
Male, ≥ High School graduate	84.8%	87.9%	72.3%	69.7%	68.4%	73.8%
Female, ≥ High School graduate	86.3%	84.2%	62.2%	59.8%	66.6%	66.2%
≥ Bachelor's Degree	28.2%	48.9%	16.0%	14.8%	13.2%	25.5%
Male, ≥ Bachelor's Degree	28.5%	51.3%	18.0%	14.1%	12.5%	27.1%
Female, ≥ Bachelor's Degree	27.9%	46.8%	14.4%	15.6%	13.9%	23.9%

Note. From U.S. Census Bureau (2010).

Responding to the possible differential impact of context-specific variables on mindsets, the current study intended to examine the effectiveness of a mindset intervention in the context of cultural and socio-demographic factors characteristic of Southeast Asian youth (see Figure 2).
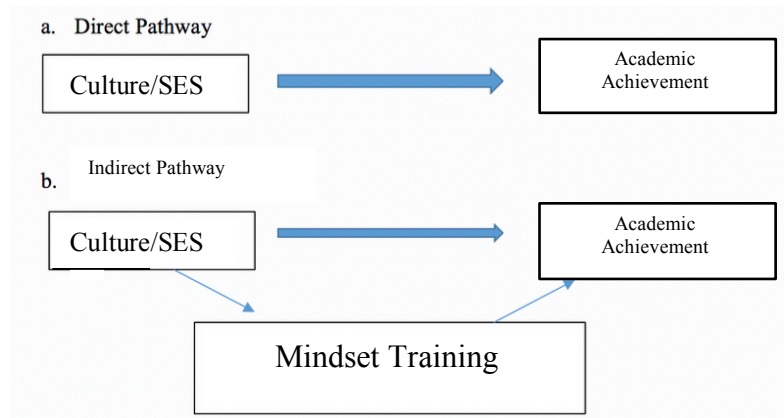

Figure 2. Mindset as a mechanism of change between culture and academic achievement.

According to the most recent Census Bureau (2012), 140,886 Cambodians, 154,391 Hmong, 119,994 Lao, and 638,522 Vietnamese currently reside in the United States. Since 1975, approximately 700,000 of the one million refugees who have resettled in America have come from Southeast Asia. According to Chang (1995), the third-wave of refugees who arrived on U.S. soil after 1982 oftentimes had the fewest transferrable skills and least experience with formal education. The largest percentage of Southeast Asians who continue to experience societal struggles in America is composed of this third-wave of refugees. Individuals from this third wave have been re-settling in areas that have been historically laden with unemployment, endemic poverty, and high rates of crime, further compounding the risk factors already associated with being a refugee. This

physical displacement has led to social isolation, family estrangement, racial tension, and other persistent obstacles in the face of adjusting to a new culture and lifestyle for these sub-groups (Bryn et al., 2011; Lee & Bowen, 2006; Teachman, 1987).

Study Overview

The mindset interventions in previous studies are contingent on attempting to remove an existing negative force that is preventing a student from successfully attending to their academics (e.g., fixed mindset). The current study intended to examine variables specific to culture and socio-demographics that could provide an explanation for the disparity in academic success (see Figure 2), targeting Southeast Asian youth due to their history of academic under-performance (Barnard, 2004; Hill & Taylor, 2004; Murnane et al., 1981; Baker and Stevenson 1986; Feherman et al., 1987; Rumberger et al., 1990). Because a student's implicit theory of intelligence can vary across cultural and academic domains, these factors were thought to be integral to better understand how and why various students would endorse different types of mindsets (Dinh, Weinstein, Kim, & Ho, 2008; Dinh, Weinstein, Tein, & Roosa, 2013). Academic mindsets were the focus of this study because it has been found to be a strongly correlated and predictive 'noncognitive' factor of academic performance, and being potentially responsive to a short-term targeted intervention.

Existing bodies of research in the area of mindsets have largely neglected to examine critical socio-demographic factors such as parent-child relationships and levels of acculturation, to better understand why a child is struggling (Markus & Kitayama,

1991). Thus, this study sought to explore the impact of mindsets while examining the impact of these mediating variables of interest.

The purpose of this study was guided by three main research questions: (1) would the economic standing of Southeast Asian youth be predictive of their academic achievement and mindset, (2) to what extent would socio-cultural factors such as the student's ethnicity, parent's mindset (e.g., growth or fixed), and the student's mindset be predictive of a student's academic performance, and (3) would one's academic performance improve and mindsets change after a training targeting growth mindsets.

This study addressed the first two research questions by collecting demographic information including family income and parent's education level from parents who were willing to participate through a questionnaire at the start of the study. The third research question of this study was addressed by a short growth mindset training. The study utilized a within-subject design meaning that every participant served as their own control group. In other words, all participants participated in both the null training and the actual mindset training. Three placebo null sessions were provided, seven days apart for 30 minutes each, with the specific goal of establishing a baseline necessary to determine whether any potential significant changes in a student's academic performance and/or mindset were attributable to the mindset training. Next, three trainings focused on growth mindsets were provided, seven days apart for 30 minutes each.

Participants completed a questionnaire one week before the start of the training to obtain baseline data on each participant such as the type of mindset (e.g., growth, fixed), current academic functioning, and self-perceptions of academic functioning. Following

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the one-week period, participants (parent/child pairs or high school students) began a "null training" in which they received three 30-minute sessions, each separated by one week, in which they learned about the anatomy and basic functioning of the brain. Unlike the mindset training, this null training did not focus on any aspect of the malleability of the brain. After each session, a short one-minute math measure was administered to the students to assess for any changes in perseverance and academic performance (e.g., number of problems attempted, correctly answered problems). A one-minute curriculum-based measurement (e.g., standardized 9th grade math measure for 9th grade students) was used, primarily because it was more sensitive to change in a limited timeframe.

One week following the third null training session, all participants began the first session of the mindset training followed by completing the questionnaire that was administered at the start of the study to assess for any changes after the null training. The mindset training was also administered in three 30-minute sessions, with one week separating each session. The curriculum-based math measurement was administered after each session identical to the procedures during the null training. Finally, the same survey, minus the demographic questions, was administered one week after the completion of the mindset training to assess for any changes after the mindset training. Both the null and mindset training were curriculums that were available online at no cost, which were selected for use in this study to ensure the accessibility of these resources for families and educators.

Chapter Two: Method

Overview

Two families (2 parents) and high school students (N=60) who all identified as Southeast Asian participated in the study. The study had two parts: (1) 3-week null training, and (2) 3-week mindset training, which was administered to all students and parents. The first part entailed a null training focused only on the anatomy of the brain, which was based on a curriculum available online at no cost entitled, "My Amazing Brain," created by the Center for Studies on Human Stress in collaboration with the Douglas Hospital at McGill University for teachers and students. The mindset and attitudes of all the participants were collected before and after the three null trainings. The second part entailed the actual mindset training targeting a growth mindset, which followed the "Growth Mindset: Lesson Plan" formulated by the Khan Academy and PERTS (see Appendix), which also ___ a curriculum available online at no cost. The parents were given a separate mindset training that followed a lesson plan designed for parents by PERTS. To track any change in academic performance after the null and mindset trainings, the participants individually completed a different one-minute curriculum-based math measurement (CBM) following each training. Each participant was provided a CBM that was specific to their grade; however, due to the CBM having measurements only available up to 8th grade, the participants who were 14 years old and older were provided with CBMs normed for 8th grade. Despite the younger grade level of the assessments for the high school students, a ceiling effect was not experienced. There were no participants who were able to answer all the questions during the one-minute

interval and with no mistakes. These measurements were obtained from the website, easycbm.com, which was created by the University of Oregon and provides free access to benchmark and progress monitoring measurements for grades K-8. This particular CBM was chosen for three reasons: (1) free access for all parents and educators, (2) the math portion (this subject is not accessible at no cost with other standardized CBMs), and (3) national norms were based on the Common Core State Standards and the National Council for Teachers of Mathematics focal points (2018). Mathematics was chosen as the academic domain to be measured because it would not consider the child's language limitations. In regards to the questionnaire, the outcomes from the null training were compared to the outcomes collected after the mindset trainings. In this way, the positive outcomes that were predicted from adopting a growth mindset orientation could be attributed to the participation in the mindset training, rather than mere participation in the null training.

The researcher came into the home of the two families on six separate occasions to administer the trainings. One family comprised of one parent and three children (12, 14, and 16 years old), and their training on all six sessions took place in their living room in which they were all able to sit on the couches available. The second family comprised of one parent and two children (6 and 8 years old), and their training for all six sessions took place in their dining area where all participants had their own chair and sat at the dining table. When the children were administered the training as a group, the parents were not physically present, and when the parent was administered their trainings the children were not physically present. The parents were not administered the one-minute

CBM following each training because the parent's academic performance was not an area of interest for this study. The trainings for the high school students took place in a high school classroom separated by two classes (n=30 per class). The trainings took place during normal school hours during their designated periods for their Khmei language class in which the desks were organized in six rows with six seats in each row and were all facing the front of the classroom where the whiteboard was hanging. On the days in which the trainings took place, the teacher would have continued to provide academic instruction and review their daily homework relative to the course material. The student participants listened and interacted with the researcher for 30 minutes on the training for the day as a group and were able to ask questions. The students in both classrooms did not engage in irrelevant side conversations and sustained focus throughout the training sessions as indicated by their eye contact and occasional questions regarding the training material. Immediately following the training, the students were each provided with a one-minute CBM math packet and instructed to individually complete the packet to measure any change in their academic performance in response to the training.

Two different types of questionnaires were completed by the student and parent participants. During week one, student participants completed a questionnaire that asked for demographic information (e.g., grade-level, age, gender, ethnicity, average grade in school). Additionally, they were asked to write a short response to the following, "Please write a short letter to an individual of your choosing (e.g., parent, peer, etc.) describing a time when you struggled with learning something, and whether you actually overcame it." During weeks three and six, student participants completed a shortened questionnaire

that only included the mindset, grit, and interest in school surveys. During week six following the final mindset training, the students were also asked to write a short response to the following, "Please write a short letter to an individual of your choosing (e.g., parent, friend, etc.) describing a time when you struggled with learning something, and how you actually overcame it." The difference between the first and final open-response essay prompt was that the first only asked if the participant had overcome the said challenge; however, the final open-response essay prompt asked for the participant to explain how they overcame the challenge.

Table 3

a. *Student Training Timeline*

	Questionnaire	CBM	Null Training	Mindset Training
Week One	X	X	X	
Week Two		X	X	
Week Three	X	X	X	
Week Four		X		X
Week Five		X		X
Week Six	X	X		X

Note. CBM=curriculum based measurement, which was used to assess for changes in academic performance and was administered following each training.

b. *Parent Training Timeline*

	Questionnaire*	Null Training	Mindset Training
Week One	X	X	
Week Two		X	
Week Three	X	X	
Week Four			X
Week Five			X
Week Six	X		X

Note. Parent questionnaire included additional demographic questions including family income and parent education level.

Participants

A total number of 60 Southeast Asian American adolescents and 7 parents were recruited to take part in the study for a $25 gift card. Efforts were made to recruit Southeast Asian parent-child pairs for this study from the Southern California area. Due to natural matriculation and unexpected absences on certain days of the study, 43 students and 7 parents consistently participated. Southeast Asian families were recruited from local community centers such as churches and temples. The two families and the high school students were all residents of the Southern California region. The high school in which the training took place was 53% Hispanic, 23% White, 12% Black, and 8% Asian. Additionally, 56% of the students attending this school were reported to come from lower-income families and 13% were English Language Learners. The students recruited specifically for this study were all enrolled in a Khmei language course, which was the

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only Khmei language course offered in the entire Southern California region in a public

school setting. Tables 4 and 5 present the specific demographics of the participants and

their parents.

Table 4

Student Participant Demographic Information

Characteristic	N	Percent
Age (mean=12.23)		
5-10	2	.04
11-14	13	.25
15-17	36	.71
Missing	9	.15
Total	60	
Gender		
Male	27	.55
Female	22	.45
Missing	11	.18
Grade		
k-7	3	.06
9th	29	.58
10th	15	.30
11th	2	.04
12th	1	.02
Missing	10	.16
Academic Performance		
Mostly As	11	.24
Mostly Bs	21	.46
Mostly Cs	11	.24
Mostly Ds	2	.04
Mostly Fs	0	0
Missing	15	.25
Ethnicity		
Lao	4	.08
Khmei/Cambodian	33	.64
Other	14	.27
Missing	9	.15

Table 5

Parent Participant Demographic Information

Parent ID	Age (Mean=45)	Gender	Ethnicity	Education Level	Income
01	44	F	Lao/Vietnamese	Graduate School	$75K-$99K
02	42	F	Lao	College	$75K-$99K
03	47	F	Khmei	Some College	N/A
04	46	M	Khmei	High School	$25K-$34K
05	59	F	Khmei	High School	< $5K
06	29	F	Khmei	Some College	$5K-$11K
07	48	F	Khmei	High School	N/A

Procedures

The two family participants were contacted by phone and scheduled their first session in February. Towards the end of the spring semester (mid-April), the researcher provided an informational session for the potential participants at the high school, and the first session took place the following week. The participants, both the family and high school participants, were told that they would be participating in six sessions involving lessons on the brain, and they would be asked to complete a questionnaire asking for various pieces of information regarding their perceptions of themselves, others, and also general information such as their grade and gender. Additionally, the student participants were told that they would be asked to complete a short set of math problems within a

one-minute timeframe, which will be used to examine the relationship of some psychology measures and academic performance. One parent from each family and five parents of five high school students participated. The parents of the home-based study were present when the information was provided to the students, and were informed that they would be given a separate training from their children and would not be completing the set of math problems. The parents of the high school students were contacted by phone and the researcher provided an opportunity to meet in-person or communicate electronically through email correspondence that would include written instructions and links to relative training materials, and all parents expressed a preference to complete their trainings electronically. The researcher explained that the electronic training would include hyperlinks to information for each session, and their children would bring home the questionnaires for them to complete and return with them to school the following week.

All participants were asked to sign consent and assent forms before the start of the study. The entire study consisted of three null trainings provided one week apart, which was then followed by three mindset trainings provided one week apart. The trainings for the two families started in February and were completed by mid-April, and the trainings for the high school students and their parents began in April and were completed by June. Student participants in the high school were run in two separate groups, separated by class period (period 5 and period 6), each class had 30 students on its enrollment roster. Adolescent participants in the home-study were administered the training together. For example, for one family that consisted of one parent and two children, the two children

were provided the training together, and the parent was given a separate training. Parent participants of the high school students were sent the lesson material for each week via e-mail.

Reliability and validity of measures. The reliability for each of the measures included in the questionnaire was obtained, and all measures had coefficient alphas that were of high values, ranging from .92 to .98, suggesting that all measures were reliably assessed as shown below in Table 6.

Table 6

Descriptive statistics for all measures

Measures	n	M	SD	Cronbach's α
Grit	12	2.225	5.15	.953
Mindset	8	4.053	9.58	.928
Interest in School	18	1.006	4.35	.956
Usefulness of School	14	2.545	8.49	.966
Utility of Trying in School	12	2.958	11.67	.987
Importance of Studying	8	21.4	5.02	.981
School's Climate	19	56.8	22.28	.972

Week one. The researcher asked all participants to complete a questionnaire (see

Appendix D) that asked for baseline demographic information and five surveys:

(1) Demographic information

    a. Age

    b. Gender

    c. Ethnicity (e.g., Lao, Cambodian, Hmong, other)

    d. Self-perceptions of one's social standing

    e. Current grade level (child's questionnaire will also ask about academic

       grades)

    f. Basic household information (e.g., parent occupation, income, size of

       household)- parent's questionnaire

 (2) 10-item Grit measure (Duckworth, Peterson, Matthews, & Kelly, 2007) with

questions such as:

    a. *I have overcome setbacks to conquer an important challenge*

    b. *I am a hard worker*

    c. *I often set a goal but later choose to pursue a different one*

(3) 11-item Mindset measure with questions such as:

    a. *You have a certain amount of intelligence, and you can't really do much*

    to change it

    b. *No matter who you are, you can significantly change your intelligence*

    level

(4) Measure on autonomous motivation (Ryan & Connell, 1989) with questions such as:

    a. *"I do my homework because it's fun."*

    b. *"I work on my classwork because it's important to me to do so."*

    c. *"I do my homework because I'll get in trouble if I don't."*

(5) Questions on the student's academic activities and perceived academic standing:

    a. *I believe I will receive an excellent grade in my class*

    b. *I'm certain I can master the skills being taught in my class*

    c. *How good are you at school?*

Surveys for the parents included the same demographic questions above; however, the fifth question inquired about their relations with their children, expectations for children's educational success, and their level of involvement in school related activities:

    a. *My child can do even the hardest work in this class if he or she tries*

    b. *It is important for my child to get good grades in school*

    c. *There are many different ways I can be involved with the school*

Additionally, the students were asked to write a letter to a recipient of their choosing (e.g., parent, peer) at the first session when baseline was established, in which they wrote about a struggle they experienced in learning something, and whether they actually overcame it. Because the actual mindset training instructed the participants to compose a short letter to another detailing a struggle and how they were able to overcome it, having the participants also complete a letter prior to the start of the training would

provide additional comparative data on how a student perceived a past academic struggle before the mindset training (i.e., is the struggle attributed to low ability, or is there a solution-oriented attribution). After completing the questionnaires and submitting them to the researcher, the first null training was provided. The identical first null training was provided to the parents in the home-study, but separately. Additionally, the parent participants of the high school students were emailed with two attachments (questionnaire and an electronic leaflet on the first lesson's content) and asking for the parents to return the completed questionnaires with their students the following week and to call or e-mail the researcher with any questions regarding the lesson material.

This first lesson on the skull demonstrated the functions of the cerebrospinal fluid. To demonstrate the importance of the cerebrospinal fluid, the researcher had one small plastic container that had a whole raw egg floating in water and another identical plastic container with a whole raw egg minus the water. The researcher randomly selected a student volunteer to shake one of the containers, and asked another to shake the other one. The result of the egg placed in water demonstrated the protective effects of the fluid as the egg did not crack after several shakes. The other container without the water resulted in a cracked egg. The researcher answered any questions the students had. Following this training, the students were given one minute to complete as many math problems as they could in a CBM packet with 30 math problems. The high school students were given CBMs that were normed for 8th grade, the adolescents in the home-study were given CBMs at their grade-level (i.e., the 7th grade participant was given a CBM normed for 7th grade).

Week two. The researcher provided the second null training focused on the frontal lobe and temporal lobe. The three areas of focus were the body's sense of hearing and memory (hippocampus), learning about the limbic system, and learning about how sensory information is processed in the left and right brain. The olfactory system was also explored as students explored whether people vary in their ability to match unlabeled containers of odor material such as coffee beans and whether they are able to taste a piece of candy when their nose is pinched closed. The researcher answered any questions the students had. Following this training, the students were given one minute to complete as many math problems as they could in a different CBM packet with 30 math problems.

Week three. The researcher provided the third, and final, null training that was focused on the occipital lobe and the cerebellum. The concept of depth perception in relation to judging how far or near an object is, as well s the importance of the cerebellum in relation to balance was explained. The researcher answered any questions the students had. Following this training, the students were given one minute to complete as many math problems as they could in a different CBM packet with 30 math problems. Additionally, the students were asked to complete another questionnaire packet that only had the first three surveys in the full questionnaire: (1) mindset, (2) grit, and (3) interest in school.

Week four. The researcher administered the first mindset training lesson, which followed the "Growth Mindset: Lesson Plan" formulated by the Khan Academy and PERTS (see Appendix). The parents were given a separate mindset training that followed a lesson plan designed for parents by PERTS.

Students. For the students in the classroom, the lesson was provided class-wide, and for the students in the home-study, the lesson was provided to all the adolescents in the family in a group session. The first lesson showed two short video clips: (1) "Growing your mind," by Khan Academy, and (2) "Neuroplasticity" by Sentis. The showing of the first video clip was followed by asking a few questions to begin the discussion on how the mind can grow. For example, how do people become more intelligent, and how are our brains like muscles. As recommended by the lesson plan, the two participants who were 6 and 8 years old were shown a different video that was intended to be age-appropriate: "Challenges Grow Your Brain" by Kizoom, Brain Jump with Ned the Neuron. The students were then asked what neuroplasticity was after the second short video clip was shown. This first lesson was focused on teaching the student participants that taking on challenges can grow and strengthen brains, and that the students have the power to make their brains stronger every day. The researcher answered any questions the students had. Following this training, the students were given one minute to complete as many math problems as they could in a different CBM packet with 30 math problems.

Parents. Parents involved in the home-study were shown relevant video clips and provided printed leaflets by the researcher at their residence following the lessons provided to the children. The parents of the students in the classroom were sent links via email and informational leaflets as attachments to the email. The parents were shown a short video clip, "What is a growth mindset?" and were asked to take a short survey to learn about their own mindsets. Following this short survey, they were shown another

short video clip, "Which mindset is "right"?" The parents were then provided with a printed leaflet that detailed how mindsets can affect learning, providing short synopses on the seminal studies indicating the positive effects of a growth mindset (Nussbaum & Dweck, 2008; Blackwell, Trzesniewski, & Dweck, 2007).

Week five. The researcher administered the second mindset training one week later. This lesson focused on having a personal discussion regarding a time when the students overcame a struggle in learning and learned to solve a problem. The researcher shared a personal story about a time when hard work was required to get better at something. Three main concepts were highlighted during this session: (1) hard work, (2) strategies, and (3) help from others. Students were then asked to get into small groups to share a story about a time that they made their brains smarter, focusing on how working hard, taking on challenges, and finding the right strategy can make people smarter. Students in the classroom were put into small groups consisting of 5-6 students, and were selected into certain groups depending on their physical seating location (i.e., 3 students who were seated next to another set of 3 students were asked to be in one group). Students involved in the home-study were asked to share stories amongst their siblings (i.e., 2 adolescents in one family were asked to turn to each other and each share a story to each other). After ten minutes, the researcher asked the students to reconvene and had at least one student share their story, following the story with the highlights of how the student had to work hard and find the right strategy to solve this problem. The researcher answered any questions the students had. Following this training, the students were given

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one minute to complete as many math problems as they could in a different CBM packet with 30 math problems.

   Parents. The parents were shown a short video clip called, "Three ways parents can instill a growth mindset." This was intended to show how powerful the effects of the way in which a parent speaks about their child's ability and learning can be on the development of a growth mindset. The parents were then asked to complete a short quiz called, "Practicing process praise," in which they responded 'yes' or 'no' to statements that they may use when speaking to their child and whether they interpreted these statements to condone a growth or fixed mindset. They were instructed to choose 'yes' if they thought the statement conveyed a growth mindset. For example, "It looks like that was too easy. Let's give you something a bit more challenging," or "You are so smart." The parents were then given a short 3-question survey that intended to have them reflect on their own failure mindset. The underlying assumption for this activity was that children learn how to behave through imitation, thus, one of the most effective ways one could help a child develop a growth mindset is to model it with their own actions (e.g., how parents model mindset in front of their children is through their reaction to failure). The questions on this short survey that were to be answered with 'agree' or 'disagree' were the following: (1) The effects of failure are negative and should be avoided, (2) experiencing failure enhances performance and productivity, and (3) experiencing failure facilitates learning and growth. The researcher answered any questions the parents had, and also asked the parents who were participating electronically to email or call the researcher with any questions regarding this lesson.

Week six. The third, and final, mindset session was conducted one week later. The students were asked to write a letter about a learning-related struggle. The researcher instructed them to write a letter to a future student, or any individual of their choosing, and describe a time when they struggled and what they learned from it, and also giving any advice they would have for that individual. The researcher gave the students 10-15 minutes to complete their letters and collected them. The researcher answered any questions the students had. Following this final session, the students were given one minute to complete as many math problems as they could in a different CBM packet with 30 math problems. Additionally, the students were asked to complete another questionnaire packet that only had the first three surveys in the full questionnaire: (1) mindset, (2) grit, and (3) interest in school. The participants were each given a $25 gift card after submitting their completed questionnaires as compensation for participation and completion of the study.

Parents. As the final training session, there were three activities that had the following topics: (1) modeling making mistakes, (2) using growth mindset language, and (3) explaining how practice can rewire the brain. The parents who were participating electronically were sent active links through their email addresses in which each activity's topic was explained, followed by several action ideas in which they were given explicit examples of how to use the parenting strategy. For example, the first activity on modeling making mistakes explained that parents should try to get excited when their children make mistakes, mainly because these are important conceptual gaps that have opportunities to be filled. The takeaway was that when parents begin to get excited about

mistakes, the children learn that mistakes are a natural part of the learning process. Some action ideas that followed this activity had some suggestions such as at the dinner table, to take about a time when they had struggled with something and how hard it was and how they had overcome it. Then asking the child if there was anything they struggled with, how they overcame it, and what they learned from it. The researcher answered any questions the parents had. The parents were asked to complete another questionnaire packet that only had the first three surveys in the full questionnaire: (1) mindset, (2) grit, and (3) interest in school. The parent participants were thanked for their participation and completion of the study.

Chapter Three: Results

Overview

This study was guided by three main research questions: (1) would the economic standing of Southeast Asian youth correlate with their academic achievement and mindset, (2) to what extent would academic achievement improve, and mindsets change among Southeast Asian youth after a training focused on growth mindsets, and (3) to what extent would socio-cultural factors such as parental perceptions of student's academic ability and capability, student perceptions of one's own academic ability and capability affect the student's level of academic achievement and type of mindset. Growth mindsets were examined as a non-cognitive skill in this study in relation to academic success in Southeast Asian American students. The researcher was interested in the influence of a training targeting growth mindsets on a student's academic

achievement. The researcher was also interested examining the mediating variables including SES, parent's mindset, and grit between a student's mindsets and academic achievement.

The researcher obtained data using completed questionnaires and anecdotal student data from open-response essay questions to measure changes in mindset and other mediating variables, and CBMs to measure academic performance. The researcher analyzed the collected data using SPSS 24 (IBM Corp. Released 20130. IBM SPSS Statistics for Mac, Version 24.0. Armonk, NY: IBM Corp.) for all analyses. Five sets of analyses were performed to answer the research questions: (1) paired sample t-test, (2) correlational analysis, (3) repeated measures ANOVA, (4) regression analysis, and an (5) auto-regressive regression analysis. Additionally, a qualitative analysis was conducted on the open-response essays using a coding system created by the researcher (see Appendix F) to determine if the participants endorsed a growth mindset pre- and/or post-mindset training.

Research Question One

Would the economic standing of Southeast Asian youth correlate with their academic achievement and mindset? A correlational analysis was conducted between the reported family incomes and five variables: (1) academic achievement, (2) academic performance pre-training, (3) academic performance post-training, (4) pre-training Mindset score, and (5) post-training Mindset score (see Table 7).

Table 7

Correlations for Income and Academic Achievement and Mindset

	M *(SD)*	Aca Perf. (Pre-)	Aca. Perf. (Post-)	Pre-Mindset	Post-Mindset	Income
Academic Achievement	3.91 (.812)	.443**	.034	.698**	.552**	-.108
Academic Performance (Pre-Training)	3.91 (1.58)		.214	.353*	.347*	.515
Academic Performance (Post-Training)	3.86 (2.27)			.065	.073	-.017
Pre-Mindset	34.94 (9.42)				.826**	-.333
Post-Mindset	34.24 (10.04)					-.107

Note. N's range from 45 to 54 due to occasional missing data. Academic achievement = student's reported average grades received in school, academic performance = number of questions answered correctly on CBM (curriculum-based measurement), mindset = score on mindset scale.
* *p* <.05. ** *p*<.01.

The actual sample size ranged from 45 to 54 during each training due to occasional absences of select participants in the high school population. This small sample size could have affected the correlation size between the mediating variables of interest. The economic standing of Southeast Asian youth did not have an effect on their academic achievement and mindset. There was no statistically significant correlation with income and all five variables of interest, both pre- and post-training, which could have been attributed to the small sample size. However, there was a statistically significant correlation between a student's academic achievement and pre-training academic performance. If a student reported receiving mostly As and Bs in school, their academic performance would logically positively correlate with their achievement.

Despite a statistically significant correlation between a student's mindset pre-training and their academic achievement and academic performance pre-training, there was no significant correlation with academic achievement and post-training academic performance. However, there was a significant positive correlation between pre-training Mindset and post-training Mindset. Additionally, the correlational analysis conducted between Mindset and Grit resulted in a statistical significance.

Research Question Two

To what extent would socio-cultural factors such as parental perceptions of student's academic ability and capability, student perceptions of one's own academic ability and capability predict the student's level of academic achievement and type of mindset. The three socio-cultural factors considered were parent's mindset pre-training, student's self-perception of their ability/capability of their academics, and the parent's

perceptions of their student's ability/capability of their academics. Contrary to expected results, a regression analysis indicated no statistical significance (see Table 8). Parent's perceptions, student's perceptions, and parent's mindsets had no statistically significant predictive value on a student's academic performance post-training and a student's mindset post-training.

Table 8

Regression Analysis of Perceptions

Predictor	DV	Standardized Coefficients	
		β	*SE*
Academic Performance (post-training)			
	Parent Perceptions (Pre-training)	.260	.119
	Student's Perceptions (pre-training)	.360	.165
Mindset (post-training)			
	Parent's Mindset (pre-training)	.437	.774
	Parent Perceptions (Pre-training)	.031	.583
	Student's Perceptions (pre-training)	-.031	.813

Notes. Parent perceptions = parent's perceptions of their student's academic ability/capability; Student perceptions = student's perceptions of their own academic ability/capability.

Research Question Three

To what extent would academic achievement improve, and mindsets change among Southeast Asian youth after the mindset training?

Repeated Measures ANOVA. Mindsets did not change among Southeast Asian youth after the mindset training. Results from a repeated measures ANOVA that assessed for differences between the three time-points of the study (i.e., pre-training; end post-null training; post-mindset training) indicated that there was no statistically significant change in the student's mindset and grit throughout the three time points. Table 9 provides the results of the Repeated Measures ANOVA for both Mindsets and Grit. The measurements of Grit were provided in addition to Mindset in relation to pre- and post-mindset training in order to examine any change over time on the participant's level of grit (i.e., persistence).

Table 9

Repeated Measures ANOVA

Effect	*MS*	*df*	*F*	Wilks' Lambda
MIND x TIME	7.024	1	.423	.977
Error	230.604	40		
Grit x TIME	25.962	1	.041	.781
Error	58.237	38		

Regression Analysis. A regression analysis was conducted on Mindsets pre- and post-training, academic performance pre- and post-training, and grit pre- and post-training (see Table 10) in order to understand any potential relationship between the

variables of interest pre- and post-training. A student's mindset post-training was found to increase by .225 units each time interval that mindset pre-training increased. There was no significant relationship between academic achievement post-training and a student's pre-training academic achievement, mindset pre-training, and grit pre-training. There was no statistical significance in any of the coefficients, indicating no significant correspondence between a student's mindset post-training and the three variables of interest measured at the beginning of the study. The variables of interest prior to the mindset training did not predict the post-training mindset of the participants.

Table 10

Regression Analysis on Mindsets

		Standardized Coefficients	
Predictor	DV	β	SE
Mindset (post-training)			
	Mindset (pre-training)	.225	.255
	Academic Performance (pre-training)	-.040	.048
	GRIT (post-training)	-.038	.062

Open-Responses. In the open-response essays, most of the participants identified an obstacle in their open responses before the mindset training while also identifying how they had overcome the obstacle, indicating that they may have had a growth mindset as their baseline. Provided below are some examples of direct responses by actual participants pre- and post-mindset training.

Pre-training, two students wrote:

> *"As an example of a time I struggled with learning something can be when I struggled in my dance class. In dance I had to advance in my techniques in order to move up to a higher level. I mainly **struggled with my across the floor techniques** during auditions, but throughout the school year I **gradually worked hard and became better at my techniques**."*

> *"When I was in 1ˢᵗ grade, they gave us these math notebooks. I was assigned to do a page per night but I did the whole book. Then when it came to learning it, **the material was difficult**. I think that rushing it would've been a bad idea but I still did it anyways. For that, learning math became hard but luckily my teacher gave me another math notebook. I actually **did the assigned pages taking my time and not rushing it** and my scores turned out nice as **I was able to understand the material**."*

Post-training, these two students wrote:

> *"Dear mom,*
> *Throughout the course of my life I had trouble and struggle on trying to remember what I learned from my class. I tried thinking very hard on what I learned but I keep forgetting it. So how I overcame this was **I kept on studying and writing all of the vocab words and terms and add it to a section of my notes**."*

> *"Back when I was just a little kid, I moved to America. I was afraid to learn new things and even go to school. Then my dad told me that he sacrificed everything for us to have a better life. I didn't go to school for a month. Then when he told me this I then tried going for him. He sacrificed it for me so I tried and **surprisingly I went to school and things turned great where I have a 4.33 now** and I hope to be a teacher in the future."*

In the pre-training response, this student endorsed a growth mindset by initially identifying an obstacle, "…struggled with my across the floor techniques" and then applied a core tenet of a growth mindset when she identified the application of working hard and putting forth effort throughout the school year to improve her techniques. Additionally, after the training, the students identified ways in which they put forth targeted effort in applying a new strategy or idea to a challenging task.

Chapter Four: Discussion, Implications, and Conclusion

The purpose of this study was to determine if a targeted mindset training can impact academic performance and promote growth mindsets among Southeast Asian youth. Additionally, the role of environmental factors such as parent's mindset, family income level, and ethnicity were also examined. The data-participant pool consisted of students from 6 to 17 years old, and 10 parents. Data collected included demographic information, growth mindset and grit surveys, interest in school surveys, self-perceptions of academic competence, math CBM scores, and open-response essays. The students in the high school setting began the study in April 2017 and ended in June 2017. The two families who had home-based studies, began the study in February 2017 and ended in April 2017. The participants were expected to have positive changes in their academic performance and self-theory on intelligence; however, the results from this study indicate that the mindset of the adolescents selected for this particular study were not susceptible to change following a targeted growth mindset training. The results indicated no relationship between mindset, mindset training, grit, income, and their academic performance.

Discussion

Research has continued to indicate a strong presence of perceived economic and educational barriers among Southeast Asian American students, many who have reported ongoing experiences with racism and poverty (Lee, 2001; Walker-Moffat, 1995). Previous studies suggest that a growth mindset intervention could improve learning outcomes (e.g., J. Aronson et al., 2002; Blackwell et al., 2007); however, the results of

this study are quite different. The results of this study indicate that other factors aside from mindsets should be considered when examining the complexity of a student's level of academic performance and overall socio-emotional well-being.

Research question one: Would the economic standing of Southeast Asian youth correlate with their academic achievement and mindset? Considering the small sample size of less than 50, statistical results indicated that the economic standing of Southeast Asian youth did not have a significant correlation with their academic achievement and mindset. Among the participants in this study who also had parents who were willing to participate (N=10), their scores on the mindset scale were indicative of a growth mindset pre-training. The recent study by Claro and colleagues (2016) did indicate that students who were from higher SES families endorsed growth mindsets more than students who were from lower SES families. The findings from this study by Claro et al. (2016) concluded that the structural inequalities (i.e., income and school quality) combined with psychological inequalities (e.g., mindset) reinforced overarching structural inequalities on achievement and future opportunity. This current study did not find income to be a significant mediating variable on the academic achievement and mindset of the participants. However, consistent with previous studies, this study found that levels of persistence as measured by the grit measures were positively correlated with a growth mindset (Dweck, 1999, 2007, 2010; Duckworth, Peterson, Matthews, & Kelly, 2007). This was the first study to examine any relationship between the familial income of Southeast Asian American students and their mindsets, as opposed to examining Chilean students (e.g., Claro et al., 2016).

Research question two: To what extent would socio-cultural factors such as parental perceptions of student's academic ability and capability, student perceptions of their own academic ability and capability affect the student's level of academic achievement and type of mindset? Growth mindset's relation to ethnicity, gender, academic performance (perceived and actual), interest in school, usefulness of school, school climate, perceived obstacle, income, parental factors, and interest in school were explored to assess for associations; however, they were also shown to be largely insignificant. In the open-responses, most of the participants identified how they had overcome the obstacle before the actual intervention in the open responses, endorsing a growth mindset in their ability and capability to apply strategies and skills to effectively overcome a said obstacle.

In the open-response essays, most of the participants identified an obstacle in their open responses before the mindset training while also identifying how they had overcome the obstacle, indicating that they may have had a growth mindset as their baseline. These patterns pre-training could explain smaller post-training growth mindset effects as a result of the targeted mindset training. A meta-analysis conducted by Kearney (2015) on five seminal studies found a predictive relationship between growth mindsets and academic attainment suggesting that these interventions can raise pupil attainment for students who were identified as at-risk of educational disadvantage; however, these students were identified as holding a fixed mindset prior to the intervention, unlike the majority of the participants in this study who endorsed a growth mindset prior to the training.

Individuals from this specific population may have a pre-existing higher level of grit and growth mindset than previously assumed; however, many of these youth are still continuing to demonstrate struggles both academically and socio-emotionally. It is possible that a growth mindset may not be sufficient in remediating variables such as poverty and past trauma to promote positive academic outcomes. There may be other critical considerations such as the foundational skills (e.g., academic knowledge) and ample opportunities to practice the said skill needed to make sufficient progress in school.

Research question three: To what extent would academic achievement improve, and mindsets change among Southeast Asian youth after a training focused on growth mindsets? Mindsets did not change among Southeast Asian youth after the mindset training. Results indicated that there was no statistically significant change in the student's mindset or grit pre- and post-training. This may indicate that mindsets stay constant regardless of targeted trainings on growth mindsets. Several recent studies have found that growth mindsets do not strongly predict improved academic outcomes for certain age groups (Burnette et al., 2017; Kearney, 2015). Kamins and Dweck (1999) sought to examine the impact of parenting ideologies, implicit theories of a child's self-identified level of self-efficacy, in combination with the parent's role in promoting a growth mindset among kindergarten students. Results from this study found explicit types of feedback to have a powerful impact on a child's coping skills and application of a growth mindset. However, Burnette and colleagues (2017) tested a mindset intervention in a sample of 222 10th grade adolescent girls from rural low-income high schools and

found that the individuals who did participate in the intervention did report a stronger growth mindset; however, the intervention did not have a total effect on academic attitudes or grades. Additionally, research has shown that the relationship between these constructs may remain constant after middle school, thus being less malleable after a certain developmental period. In 2002, Alves-Martins and colleagues conducted a study of 838 middle school students in the U.S. and found a significant relationship between self-esteem and academic achievement for 7th graders, but not for 9th graders (Alves-Martins et al., 2002).

Implications

Although the current study did not find the targeted mindset training to have an effect on student's mindsets or academic performance, the present research does provide direct evidence of a pre-existing growth mindset with the Southeast Asian youth involved in the study. This study is the first to explore the linkages between mindsets and cultural influences, specifically within the cultural realm of Southeast Asian American youth. This preliminary finding illustrates an important step towards examining specific factors in mindset trainings that may increase or decrease its applicability for targeted populations. Despite the lack of significance pre- and post-training, these findings can provide insight into the complexities of targeting a generalized intervention with a specific group, while also providing a skeletal tool for navigating future research with Southeast Asian families. Yeager and Walton (2011) had identified an ongoing challenge in socio-psychological interventions (e.g., mindset trainings) to be their heavy reliance on a student's subjective experience in school, which is often a moving target. Thus, the

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question remains as to whether mindset trainings targeting specific competency areas such as academics can have strong enough effects to generalize itself in other core competency areas of an individual. For example, could a student who received a mindset training that took place in a classroom specifically targeting their math performance be able to generalize the core character concepts of working hard and working smart to persevere towards long-term goals towards other critical areas? The implications of this study for future researchers targeting specific populations underscore the ongoing need for increased critical examination and exploration of mindset trainings. Specifically, whether these trainings targeting a growth mindset are validated to be generalized to encompass all core competencies (e.g., academic performance, civil responsibility), or if these trainings should begin narrowing the breath of applicability. In other words, the expected results of a training targeting a growth mindset in a math class should be limited to the student's self-theory in relation to math, and not to other academic subjects or areas of socio-emotional health.

Theoretical Implications

First and foremost, administration of mindset scales to various populations specific to ethnicity, culture, region, and SES would provide baseline data necessary to explore aspects of interventions intended to target outcomes such as academic performance and/or socio-emotional well-being through the endorsement of a growth mindset. Additionally, future research in the area of examining the effectiveness of growth mindset trainings would benefit from a standardized training protocol. This standard protocol would provide direct evidence as to the effectiveness of a mindset

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training, at which point various modifications that could increase its impact on certain targeted populations could be explored. For example, a study by Blackwell, Trzesniewski, and Dweck (2007) targeting low-income African-American and Hispanic-American 7th grade students, found that an 8-session mindset training focused on study skills and the ability of the brain to get stronger when faced with challenging tasks resulted in a .30 point improvement in their math grade compared to the control group. In another study by Aronson and colleagues (2002), a pen pal program in which African American student participants were asked to write a letter to middle school students endorsing the belief that intelligence is malleable resulted in an increase in their state-wide standardized test scores relative to the control group. Additionally, a study by Kamins and Dweck (1999) on kindergarten children in which teachers were given trainings on providing explicit feedback to the students to promote an incremental mindset, found an increase in mastery-oriented responses in the students who had received the strategy feedback relative to their peers who had received person-oriented criticism without explicit feedback on how to apply a different strategy to continue putting forth effort. All three of these studies were targeting the effectiveness of a mindset training; however, they all used different avenues to reach their conclusions. Due to the variance in types of training in previous studies (e.g., role of a mentor, explicit feedback), it is a challenge to identify key factors that make a mindset training effective. Studies, both previous and current, have continued to see the positive effects of mindset trainings across various classroom settings in both primary and collegiate levels, but the potential impact of varied types of trainings have resulted in mixed results.

Practical Implications

Prior research indicates that when children or young adults are exposed to short-term mindset trainings, several positive outcomes such as academic performance and perseverance have resulted. However, not all families are culturally monotonous and not all children are faced with the same obstacles. Some families may come from cultural backgrounds that have been historically marginalized and oppressed, which have been found to be negatively correlated with positive perceptions of oneself and academic success. However, it would be interesting for future research to test the following sequence: historical exposure to obstacles → persistence → self-theories of intelligence. It would be imperative for practitioners to consider cultural influences when considering the impact of youth development, particularly for immigrant youth such as Southeast Asian Americans. Because these youth are constantly negotiating with variable cultural norms and having to navigate themselves through several communities, norms, traditions, and expectations, it is critical for researchers and educators to take these elements into consideration in guiding what tailored interventions with this population would be most impactful. These findings can guide future research with Southeast Asian youth as well as practitioners in schools and mental health settings to be increasingly sensitive and culturally responsive to these youth in consideration of their pre-existing level of incremental mindsets, and how these factors can be further supported and amplified to better prepare Southeast Asian youth for success. Practitioners can develop partnerships with community-based organization for in-school and out-of-school services, primarily because these organizations tend to have trusted relationships with immigrant and refugee

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communities. Additionally, schools and mental health centers can provide training for its staff on how to appropriately work with Southeast Asian American students and families while also increasing an awareness of local issues valued by these communities.

Limitations

This present study provided the opportunity to contribute to the ongoing discussion on mindset trainings; however, there were several limitations. First and foremost, the limited sample size precludes any definitive conclusions to be drawn from the statistical analyses and would not be representative of the general population. Second, there were significant differences between the number of parent participants and student participants. Studies should make the sample populations as balanced as possible. There was wide variance in the ages of the participants and insufficient number of each age. For example, there were two participants within the 5- to 10-year-old age group while there were 36 participants from the 15-17 age group. Third, due to the limited access to adolescents who specifically identified as Southeast Asian, there was an unequal representation of each targeted ethnic group. There were four participants who identified as Lao and 33 participants who identified as Khmei. Having a study that is targeting the effects of a training on a specific cultural group should have an even distribution of participants in each group, or focus only on one group to increase its generalizability. Additionally, the condensed duration of this training (e.g., six weeks), is notably shorter than other seminal studies that explored the role of implicit theories of intelligence to be highly predictive of future success such as Blackwell and colleagues (2007) in which 7th graders were followed for two consecutive years. However, in another study by Paunesku

(2013) in which he focused on a condensed online training that lasted for 30 minutes, he found that the students (N=1,594) who were struggling with low GPAs showed a relative gain of 14 percent and the students in the control condition showed a slight downward slide.

Although the mindset trainings in this study did not prove to be effective in this study, albeit the limited sample size, the results were nevertheless practically meaningful in contributing to the conversation regarding the applicability of mindset research on specific cultural groups in two ways. First, the internet-based intervention that is condensed in nature and intended to have increased feasibility and applicability may not be sufficient (Farrington et al., 2012). Rather than attributing future research on how to alter these condensed trainings, it would be beneficial to examine ways in which educators and parents could effectively integrate statements and behaviors in the classroom and the home that would consistently promote a growth mindset. Second, the test of the overall effectiveness of these mindset trainings under realistic conditions apart from the ideal circumstances (e.g., large sample size, increased treatment fidelity due to consistent and thorough trainings) that many of the previous studies have been conducted under is being put to the test in determining whether these said trainings work consistently over time and in varying environments. The current study was not able to replicate the positive correlations with growth mindsets and academic achievement as shown in previous studies (Dweck, 1998; Dweck & Elliott, 1983); however, these results provide an opportunity to raise and continue attempting to answer questions regarding the

robustness and generalizability of these shortened low-cost interventions in various settings that would increase its applicability for today's diverse population.

Conclusion

There appears to be other important processes that are not directly observable that are shaping Southeast Asian American youth's outlook towards the value of effort in attaining achievement such as the residual effects of intergenerational trauma, bi-cultural expectations, and cultural influences on self-perceptions of one's ability and capability to excel in certain domains such as academic performance. Interventions targeting the development of growth mindsets in children and adolescents suggests its positive impact on fostering variables conducive to academic skill development; however, the results from this study provide additional guidance on the potential insufficiency of these low-cost short interventions despite the necessity of the underlying message of overcoming obstacles with newly learned strategies and persistence. In other words, a growth mindset may be a critical noncognitive factor in future success; however, these short trainings targeting growth mindsets may be insufficient to adequately meet all the needs of the multifaceted nature of Southeast Asian American youth and their unique needs and attributes. Ungar and colleagues (2005) found that external or environmental elements are crucial factors in the make-up of resilience for Southeast Asian families. The National Research Council (2012) defined "21st century skills" as a range of cognitive and noncognitive skills inclusive of critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn that is demonstrated within education, work, and other critical areas of adult responsibility. Overall, the integration of

a mindset intervention for this unique population may be a useful complementary strategy

rather than a primary intervention.

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Appendix A

Initial Timeline for the Study

2016-2017	Recruitment	Null Training	Mindset Training	Data Analysis
Sep	X			
Oct	X			
Nov	X			
Dec	X			
Jan	X			
Feb	X			
Mar		X		
Apr		X	X	
May			X	
June				X

Appendix B

Open Response-Coding

Category	Description	Example	Code
Cannot code	If response is nonsense	"…I learned that you have always do it in the future and turn it in late."	888
No Entry	No written response	*Missing Entry*	999
Obstacle	An unexpected/unanticipated hardship, state of difficulty.	"I struggled with speech and presenting…"	"0" = No obstacle identified "1" = Obstacle identified
Overcome	The identified obstacle was overcome in some way	"…I did some research and got it down…"	"0" = if there was no strategy identified in which an obstacle was overcome. "1" = if a way in which the obstacle was overcome was identified.
Mindset	An attributed perception of an obstacle or hardship **Fixed Mindset** = Views intelligence as a fixed trait that dwells within them and is unchangeable. Attributes obstacles and hardships to a personal innate flaw or insufficiency. **Growth Mindset** = Views intelligence as something that can be cultivated through	**Fixed** = "I struggled in math because math isn't my subject so I always struggled…" [*This is an example of a fixed mindset because there is no indication of any strategy that was applied to overcome the said hardship, it was merely attributed to a*	"0" = Fixed Mindset "1" = Growth Mindset

	learning and increased with one's efforts.	*personal/innate flaw (e.g., "math isn't my subject…)* **<u>Growth</u>** = "I struggled with the floor techniques, but I gradually worked hard and became better at my techniques…" *(This is an example of a growth mindset because the participant included an explanation as to <u>how</u> they overcame the obstacle through some type of effort (e.g., "I gradually worked hard and became better…")*	

Mindset Training Lesson Plan

Growth Mindset
Lesson Plan

Introduction
Khan Academy and PERTS, Stanford University's applied research center on academic mindsets, created this lesson together in order to provide a few activities to introduce students to the concept that intelligence can be developed. Feel free to adapt and edit these activities below to meet the needs of your classroom!

Objectives
By the end of this lesson, students will understand:

- Intelligence can be developed
- The brain is malleable
- Doing challenging work is the best way to make the brain stronger and smarter

KHANACADEMY   PERTS

https://www.mindsetkit.org/static/files/YCLA_LessonPlan_v10.pdf

Student Questionnaire

University of California, Riverside

Cultural Mindset Study
(Student Version)

Name _____

Date _____

ID # _____

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Demographic Information

We would like to know a bit more about you. Please answer the following questions.

1. What grade are you in?
    - 3
    - 4
    - 5
    - 6

2. How old are you:
    - _____ years

3. Are you a boy or girl?
    - Boy
    - Girl

4. What is your cultural or ethnic background?
    - Lao
    - Cambodian/Khmei
    - Hmong
    - Other (please specify): _____

5. Imagine this ladder pictures how the United States society is set up.

    ·At the top of the ladder are the people who are best off – they have the most money, the highest amount of schooling, and the jobs that bring most respect.

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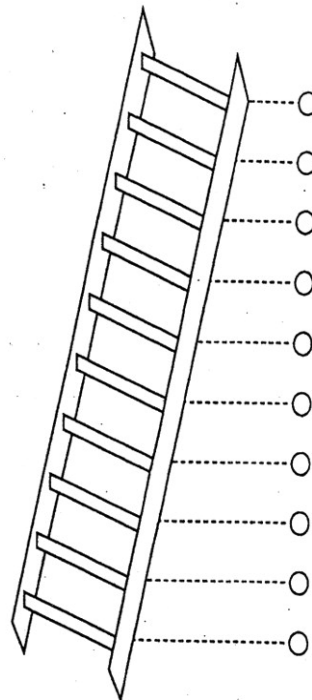
·At the bottom are people who are worst off – they have the least money, little or no education, no job or jobs that no one wants or respects.

Now think about your family. Please tell us where you think your family would be on this ladder. **Fill in the circle that best represents where your family would be on this ladder.**

6. Now assume that the ladder is a way of picturing your school.

·At the top of the ladder are the people in your school with the most respect, the highest grades, and the highest standing.

·At the bottom are the people who no one respects, no one wants to
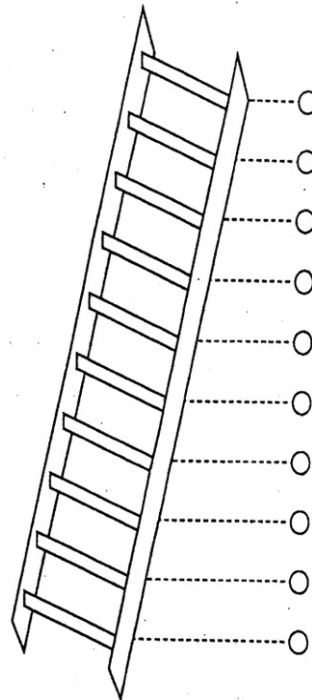
hang around with, and have the worst grades. Where would you put yourself on this ladder? **Fill in the circle that best represents where your family would be on this ladder.**	

7. What kind of grades do you usually get?
    - o   Mostly 4's (A's)
    - o   Mostly 3's (B's)
    - o   Mostly 2's (C's)
    - o   Mostly 1's (D's)
    - o   Mostly 0's (F's)
    - o   My school does not use this type of grading system

Survey One

Directions: Here are a number of statements that may or may not apply to you. When answering, think of how you compare to other people—not just the people you know, but most people in the world.

	Not at All				Very Much
1. I have gotten over tough things to face	o	o	o	o	o

	something challenging.					
2.	New ideas and projects sometimes get in the way from me getting schoolwork done.	○	○	○	○	○
3.	My interests change from year to year.	○	○	○	○	○
4.	Setbacks don't let me down.	○	○	○	○	○
5.	I have been obsessed with a certain idea or project for a short time but later lost interest.	○	○	○	○	○
6.	I am a hard worker.	○	○	○	○	○
7.	I often set a goal but later choose to go for a different one.	○	○	○	○	○

8. I have a hard time keeping focused on projects that take more than a few months to complete.

   ○   ○   ○   ○   ○

9. I finish whatever I begin.

   ○   ○   ○   ○   ○

10. I have achieved a goal that took years of work.

   ○   ○   ○   ○   ○

11. I become interested in new things every few months.

   ○   ○   ○   ○   ○

12. I am a hard-worker

   ○   ○   ○   ○   ○

Survey Two

Directions: Using the scale below, please check one of the circles that closely matches the way you feel. 'Strongly agree' means that the statement is <u>never or almost always true</u> for you, 'agree' means that the statement is <u>usually true</u> for you, and 'strongly disagree' means that the statement is <u>never or almost never true</u> for you.

	Strongly Disagree				Strongly Agree
1. You have a certain amount of intelligence, and you can't really do much to change it.	○	○	○	○	○
2. Your intelligence is something about you that you can't change very much.	○	○	○	○	○
3. No matter who you are, you can really change your intelligence level.	○	○	○	○	○
4. To be honest, you can't really change how intelligent you are.	○	○	○	○	○
5. You can always largely change how intelligent you are.	○	○	○	○	○

		Not at All True				Very True
6.	You can learn new things, but you can't really change your basic intelligence.	○	○	○	○	○
7.	No matter how much intelligence you have, you can always change it quite a bit.	○	○	○	○	○
8.	You can change even your basic intelligence level by a lot.	○	○	○	○	○

Survey Three

		Not at All True				Very True
1.	I'm certain I can master the skills taught in class this year.	○	○	○	○	○
2.	I'm certain I can figure out how to do the hardest class work.	○	○	○	○	○
3.	I can do almost all the work in class if I don't give up.	○	○	○	○	○
4.	Even if the work is hard, I can learn it.	○	○	○	○	○

5.	I can do even the hardest work in this class if I try.	○	○	○	○	○
6.	I believe I will receive an excellent grade in my class.	○	○	○	○	○
7.	I'm certain I can understand the hardest material presented in the readings for my class.	○	○	○	○	○
8.	I'm confident I can learn the basic concepts taught in my class.	○	○	○	○	○
9.	I'm confident I can understand the hardest topics taught by my teacher.	○	○	○	○	○
10.	I'm confident I can do an excellent job on the assignments and tests in my class.	○	○	○	○	○
12.	I expect to do well in my class.	○	○	○	○	○
13.	I'm certain I can master the skills being taught in my class.	○	○	○	○	○
14.	Considering the difficulty of this course, the teachers, and my skills, I think I will do well in my class.	○	○	○	○	○

Survey Four

Directions: Using the scale below, please indicate the number that corresponds to your opinion in the space next to each statement.

	Well Below Average					Well Above Average
1. I remember things easily.	○		○	○	○	○
2. I'm good at schoolwork.	○		○	○	○	○
3. I finish my schoolwork quickly.	○		○	○	○	○
4. I'm just as smart as other students.	○		○	○	○	○
5. I understand what I read.	○		○	○	○	○
6. I can figure out the answers to schoolwork.	○		○	○	○	○
7. It is important to get good grades in school.	○		○	○	○	○
8. I feel that being good at solving problems is important.	○		○	○	○	○
9. It is important to me to learn the material in my class.	○		○	○	○	○
10. Understanding the subjects taught in my class is very important to me.	○		○	○	○	○

11.	In general, I find working on the assignments for class interesting.	○		○ ○ ○	○
12.	How much do you like being in school?	○		○ ○ ○	○
13.	How useful is the information you learned in school for what you want to do after high school?	○		○ ○ ○	○
14.	How useful is what you learn in class for your daily life outside school?	○		○ ○ ○	○
15.	I think I will be able to use what I learn in this year in school next year.	○		○ ○ ○	○
16.	I think the things I learn in class is useful for me to learn.	○		○ ○ ○	○
17.	Is the amount of effort it will take to do well in your class this year worthwhile to you?	○		○ ○ ○	○
18.	How much does the amount of time you spend on your schoolwork keep you from doing other things you would like to do?	○		○ ○ ○	○

Survey Five

Why do I try to do well in school?	Not at All True				Very True
1. To show my parents that I am being responsible.	○	○	○	○	○
2. To please my parents.	○	○	○	○	○
3. Because I want my parents' approval.	○	○	○	○	○
4. So that I can get praise from my parents.	○	○	○	○	○
5. So that my parents like me.	○	○	○	○	○
6. Because I want my parents to think I am a good kid.	○	○	○	○	○
7. Because my parents expect it of me.	○	○	○	○	○
8. So that my parents will be proud of me.	○	○	○	○	○
9. So that I don't disappoint my parents.	○	○	○	○	○
10. To meet my parents' expectations of me.	○	○	○	○	○
11. Because it's my obligation to my parents.	○	○	○	○	○
12. To let my parents know that I am a responsible person.	○	○	○	○	○

My studies:	Not at All						Very much
1. How good are you at school?	○		○	○	○		○
2. If you were to rank all of the students in your class from the worst to the best in your class, would you rank yourself on the top?	○		○	○	○		○
3. How important is it to you to do *well* in school?	○		○	○	○		○
4. How important is it to you to *avoid* doing *poorly* in school?	○		○	○	○		○
5. How much do you *worry* over whether or not you will do well in school?	○		○	○	○		○

	Not at All True						Very True
6. How important is it to you that you learn a lot in school?	○		○	○	○		○
7. How much do you like to do difficult work in school?	○		○	○	○		○
8. Do you put a lot of effort into your schoolwork?	○		○	○	○		○

Survey Six

How do I perceive my school's climate? My school...	Not at All True						Very True
1. There is graffiti at my school (writing on the wall that is not supposed to be there)	○		○	○		○	○
2. My school building is clean	○		○	○		○	○
3. I like the way my school looks	○		○	○		○	○
4. Most things at my school are in good condition (e.g.,	○		○	○		○	○

windows, computers, outdoor equipment)

5.	My school is well taken care of	○	○	○	○	○
6.	I feel safe at my school	○	○	○	○	○
7.	I feel safe on my way to and from school	○	○	○	○	○
8.	At lunch and recess, teachers or staff go into the hallways to check on students	○	○	○	○	○
9.	There is a way to report unsafe or dangerous behavior at school without anyone knowing it was me	○	○	○	○	○
10.	If another student was involved in unsafe or dangerous behavior, I would report it	○	○	○	○	○
11.	If I report unsafe or dangerous behavior, I can be sure that the problem will be taken care of	○	○	○	○	○
12.	My school uses easy words to tell us what to do in an emergency (e.g., lockout, lockdown, evacuate, shelter)	○	○	○	○	○
13.	During the past month, how often have	○	○	○	○	○

you wanted to stay home from school because you were being picked on by someone at school?

14. I feel comfortable being around students of different cultures or ethnic groups

    ○   ○ ○   ○ ○

15. I think that my school treats everyone fairly

    ○   ○ ○   ○ ○

16. I try hard not to judge people based on their skin color

    ○   ○ ○   ○ ○

17. I feel comfortable around all the teachers and staff at my school

    ○   ○ ○   ○ ○

18. Students in my school respect young people of different cultures or ethnic groups

    ○   ○ ○   ○ ○

19. Students of different cultures or ethnic groups can succeed in my school

    ○   ○ ○   ○ ○

Parent Questionnaire

University of California, Riverside

Cultural Mindset Study
(Parent Version)

Name _____

Date _____

ID # _____

Demographic Information

We would like to know a bit more about you. Please answer the following questions.

8. Gender: M/ F

9. Age: _____

10. Which of the following best describe your ethnicity?
    - ○ Lao
    - ○ Cambodian/Khmei
    - ○ Hmong
    - ○ Other (please specify): _____

11. Imagine this ladder pictures how the United States society is set up.

·At the top of the ladder are the people who are best off – they have the most money, the highest amount of schooling, and the jobs that bring most respect.

·At the bottom are people who are worst off – they have the least money, little or no education, no job or jobs that no one wants or respects.
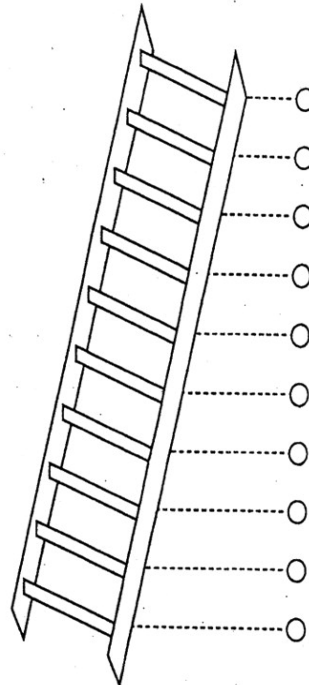
Now think about your family. Please tell us where you think your family would be on this ladder. **Fill in the circle that best represents where your family would be on this ladder.**

12. Now assume that the ladder is a way of picturing your child's school.

·At the top of the ladder are the people in your child's school with the most respect, the highest grades, and the highest standing.

·At the bottom are the people who no one respects, no one wants to hang around with, and have the worst grades.

Where would you put your child on this ladder? **Fill in**
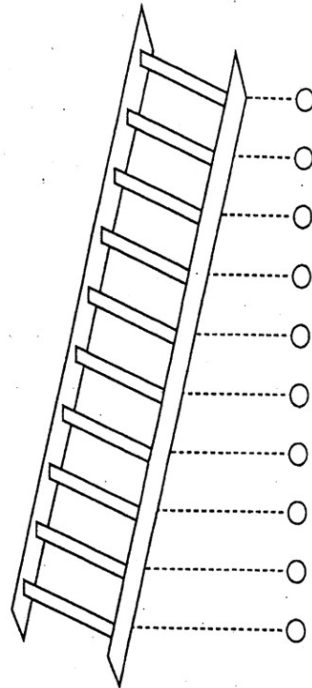
the circle that best represents where your family would be on this ladder.	

13. What is the highest grade (or year) of regular school you have completed? (Check one.)

      o   High School [Grade/Year _____]
      o   College [Year _____]
      o   Graduate School [Degree _____]

14. What kind of work do (did) you do? (Job Title)

    _____

15. How much did you earn, before taxes and other deductions, during the past 12 months?

    _____ Less than $5,000
    _____ $5,000 - $11,999
    _____ $12,000 - $15,999
    _____ $16,000-$24,999
    _____ $25,000-$34,999
    _____ $35,000-$49,999
    _____ $50,000-$74,999
    _____ $75,000-$99,999
    _____ Don't know
    _____ No response

16. How many people are currently living in your household including yourself?

    _____

17. Do you (own / rent / live with family) : _____

Survey One

Directions: Here are a number of statements that may or may not apply to you. When responding, think of how you compare to most people—not just the people you know well, but most people in the world.

	Not at All				Very Much
15. I have overcome setbacks to conquer an important challenge.	○	○	○	○	○
16. New ideas and projects sometimes distract me from previous ones.	○	○	○	○	○
17. My interests change from year to year.	○	○	○	○	○
18. Setbacks don't discourage me.	○	○	○	○	○
19. I have been obsessed with a certain idea or project for a short time but later lost interest.	○	○	○	○	○
20. I am a hard worker.	○	○	○	○	○
21. I often set a goal but later choose to pursue a different one.	○	○	○	○	○

22. I have difficulty maintaining my focus on projects that take more than a few months to complete.

    ○   ○ ○ ○   ○

23. I finish whatever I begin.

    ○   ○ ○ ○ ○

24. I have achieved a goal that took years of work.

    ○   ○ ○ ○ ○

25. I become interested in new pursuits every few months.

    ○   ○ ○ ○ ○

26. I am diligent

    ○   ○ ○ ○ ○

Survey Two

Directions: Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement.

	Strongly Disagree				Strongly Agree
1. You have a certain amount of intelligence, and you can't really do much to change it.	○	○	○	○	○
2. Your intelligence is something about you that you can't change very much.	○	○	○	○	○

3. No matter who you are, you can significantly change your intelligence level.	○	○	○	○	○
8. To be honest, you can't really change how intelligent you are.	○	○	○	○	○
9. You can always substantially change how intelligent you are.	○	○	○	○	○
10. You can learn new things, but you can't really change your basic intelligence.	○	○	○	○	○
11. No matter how much intelligence you have, you can always change it quite a bit.	○	○	○	○	○
8. You can change even your basic intelligence level considerably.	○	○	○	○	○

Survey Three

		Not at All True				Very True
11.	I'm certain my child can master the skills taught in his/her class this year.	○	○	○	○	○
12.	I'm certain my child can figure out how to do the hardest class work.	○	○	○	○	○
13.	My child can do almost all the work in class if she/he does not give up.	○	○	○	○	○
14.	Even if the work is hard, my child can learn it.	○	○	○	○	○
15.	My child can do even the hardest work in this class if he or she tries.	○	○	○	○	○
16.	I believe my child will receive an excellent grade in his/her class.	○	○	○	○	○
17.	I'm certain my child can understand the hardest material presented in the readings for his/her class.	○	○	○	○	○
18.	I'm confident my child can learn the basic concepts taught in his/her class.	○	○	○	○	○

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19. I'm confident my child can understand the hardest topics taught by his/her teacher.	○	○	○	○	○
20. I'm confident my child can do an excellent job on the assignments and tests in his/her class.	○	○	○	○	○
12. I expect that my child will do well in his/her class.	○	○	○	○	○
27. I'm certain my child can master the skills being taught in his/her class.	○	○	○	○	○
28. Considering the difficulty of my child's class, the teachers, and my child's skills, I think my child will do well in his/her class.	○	○	○	○	○

Survey Four

Directions: Using the scale below, please indicate the number that corresponds to your opinion in the space next to each statement.

	Well Below Average				Well Above Average
19. My child remembers things easily.	○	○	○	○	○
20. My child is good at schoolwork.	○	○	○	○	○
21. My child finishes schoolwork quickly.	○	○	○	○	○
22. My child is just as smart as other students.	○	○	○	○	○

23. My child understands what he/she reads.	○		○	○	○	○
24. My child can figure out the answers to schoolwork.	○		○	○	○	○
25. It is important to my child to get good grades in school.	○		○	○	○	○
26. My child feels that being good at solving problems is important.	○		○	○	○	○
27. It is important to my child to learn the material in class.	○		○	○	○	○
28. Understanding the subjects taught in class is very important to my child	○		○	○	○	○
29. In general, my child finds working on the assignments for class interesting.	○		○	○	○	○
30. How much does your child like being in school?	○		○	○	○	○
31. How useful is the information your child learned in school for what he/she wants to do after high school?	○		○	○	○	○
32. How useful is what your child learns in class for his/her daily life outside school?	○		○	○	○	○
33. I think my child will be able to use what he/she learns this year, in school next year.	○		○	○	○	○

	Not at All True				Very True

		Not at All True				Very True
34.	I think the things my child learns in class is useful for them to learn.	○	○	○	○	○
35.	Is the amount of effort it will take your child to do well in class this year worthwhile to your child?	○	○	○	○	○
36.	How much does the amount of time your child spends on your schoolwork keep your child from doing other things they would like to do?	○	○	○	○	○

Survey Six

How do I perceive my child's school climate? My child's school...	Not at All True				Very True
3. Supports opportunities to build a cultural diverse school community with organizations and other activities	○	○	○	○	○
4. Values race/ethnicity/culture as a source of strength, pride, and history	○	○	○	○	○
5. When my child's school communicates with me, it is easy for me to read or understand	○	○	○	○	○

4. Provides information on what I can do at home to help my child improve or advance in his/her learning	○	○	○	○	○
5. If I have a question, concern, or comment about my child, the teacher or school staff gets back to me right away	○	○	○	○	○
6. Provides information on child development	○	○	○	○	○
7. Provides empowerment through culturally-sensitive activities and curriculum	○	○	○	○	○
8. Has peers and school staff who potentially share similar lived experiences	○	○	○	○	○
9. Has peers and school staff who potentially share similar cultural backgrounds	○	○	○	○	○
10. Is aligned with my cultural values and norms	○	○	○	○	○
21. I receive information on what my child should learn and be able to do in each grade in school	○	○	○	○	○
22. I am invited to meetings so that I can learn about what is going on in the school	○	○	○	○	○

23. There are many different ways I can be involved with the school, either at the school building, or at home	○	○	○	○	○
24. I can be involved in school improvement planning and decision making at my child's school	○	○	○	○	○
25. I am invited to help plan family involvement activities	○	○	○	○	○
26. My child's school is a friendly environment for students, parents, and families	○	○	○	○	○
27. My child's school is a safe place to learn	○	○	○	○	○
28. I believe my child is challenged by the school's academic curriculum	○	○	○	○	○
29. My child's teacher holds high expectations for my child	○	○	○	○	○
10. The school helps my child feel comfortable as he/she moves from one grade to the next	○	○	○	○	○