

# Why Failure Is Crucial To Your Child's Success

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February 5, 2020







” “Make sure she knows how to fail.”



All learning is the product of a series of errors.



# The Iceberg Illusion

Success  
is an  
iceberg

SUCCESS!

WHAT PEOPLE  
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE  
DON'T SEE

Dedication



Hard work



Good habits

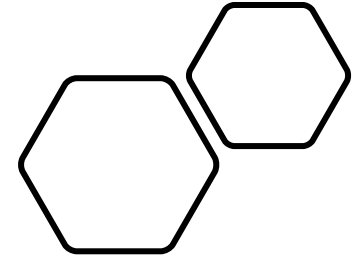


@sylviaaduckworth



“WHERE  
THERE  
IS NO  
STRUGGLE,  
THERE  
IS NO  
strength.”

Oprah Winfrey



"I give up easily"

"My potential is predetermined"

"Failure is the limit of my abilities"

# FIXED MINDSET

"My intelligence is static"

"I avoid challenges"

"I stick to what I know"

"Feedback and Criticism is personal"

"I will never improve"

"I am either good at it  
or I am not"

"I like to try new things"

"I can learn to do what I want"

"Failures offer opportunity &  
growth"

# GROWTH MINDSET

"My intelligence can be developed"

"I embrace challenges"

"I learn from feedback"

"I keep trying and never give up"

"I am inspired by others  
people's success"

"My mistakes help me grow"

"I know this will help me even

Carol Dweck

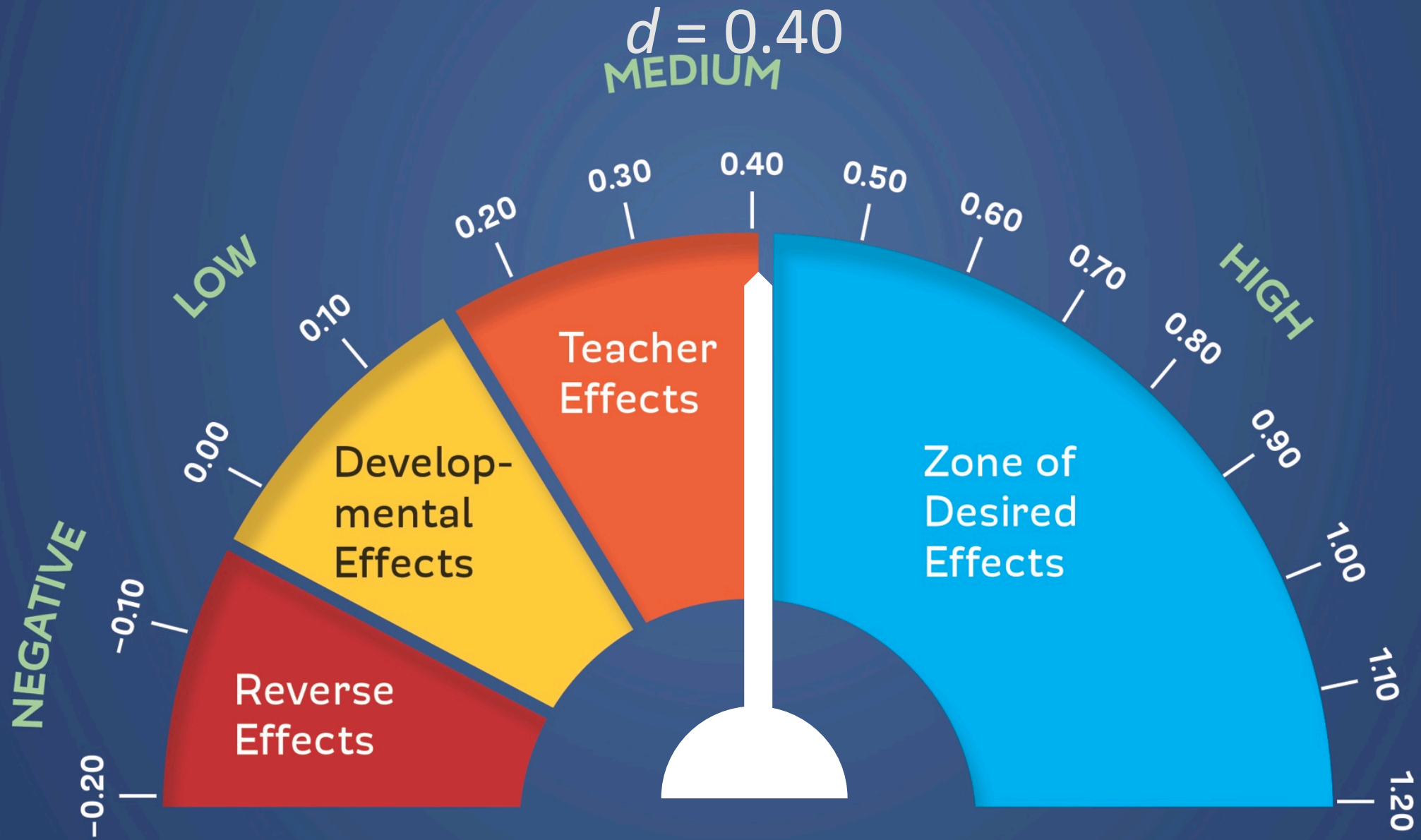




Grit = Perseverance

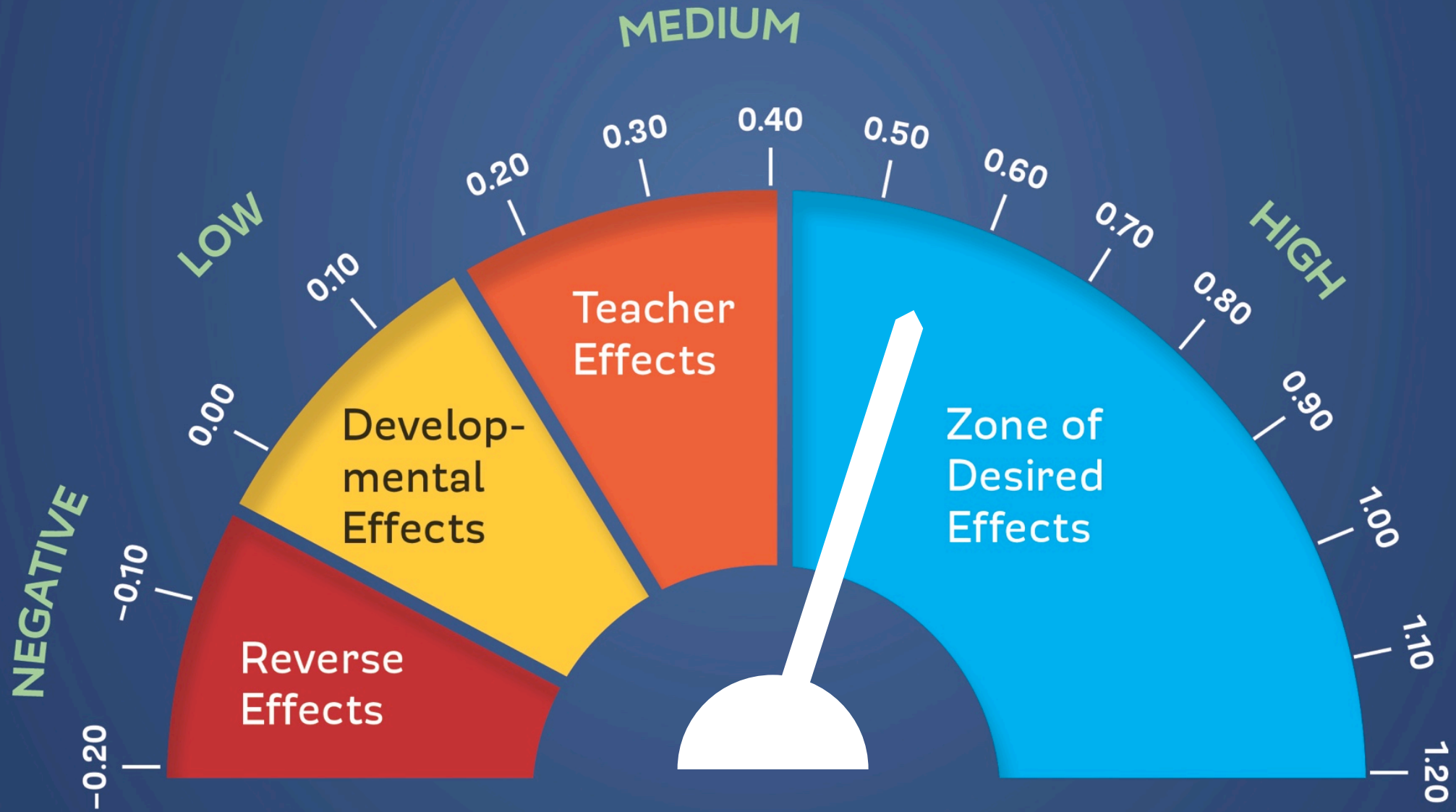


# A Year's Worth of Growth for a Year in School



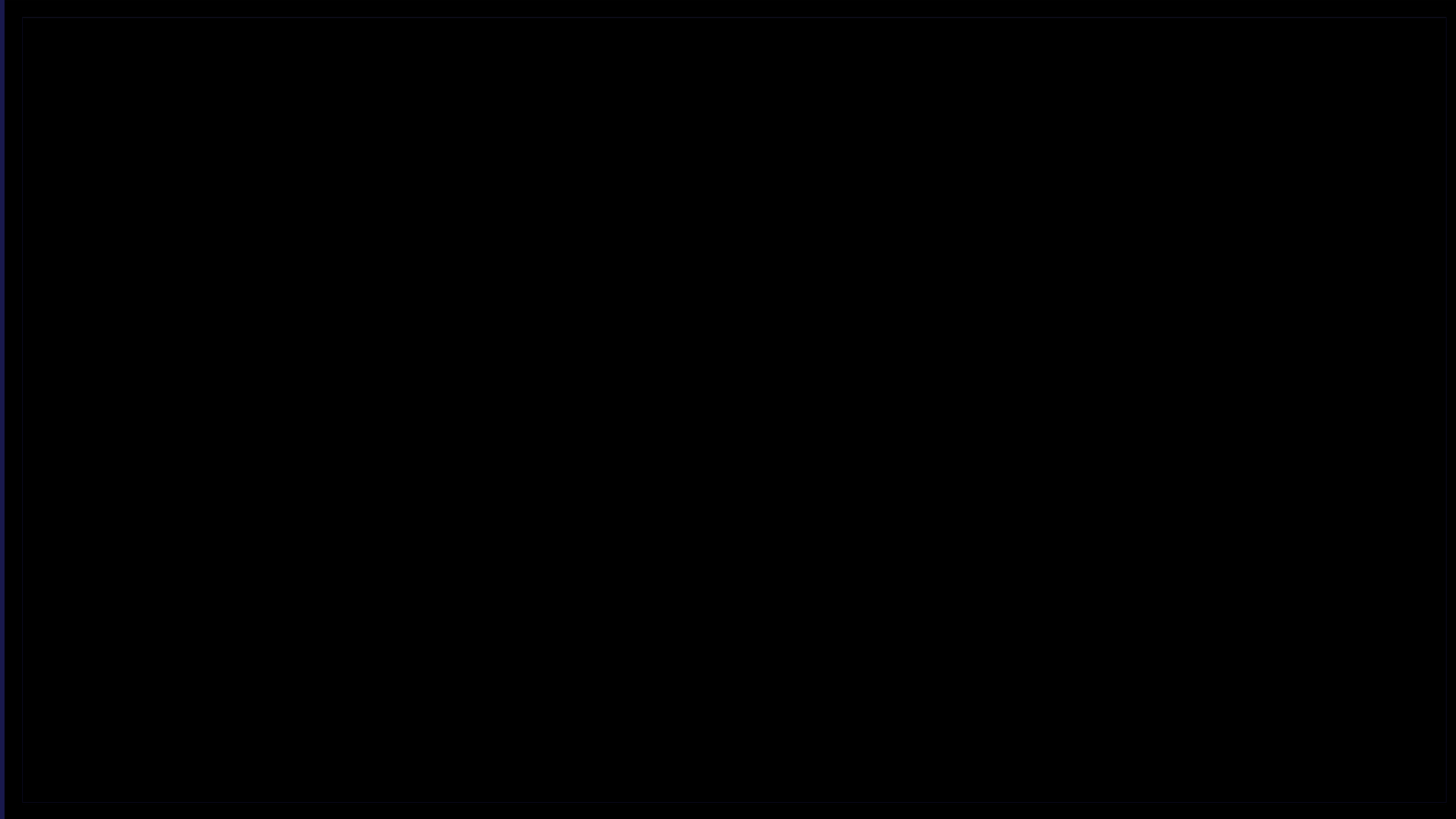
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# Persistence in Learning: $d = 0.54$



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“What else?”





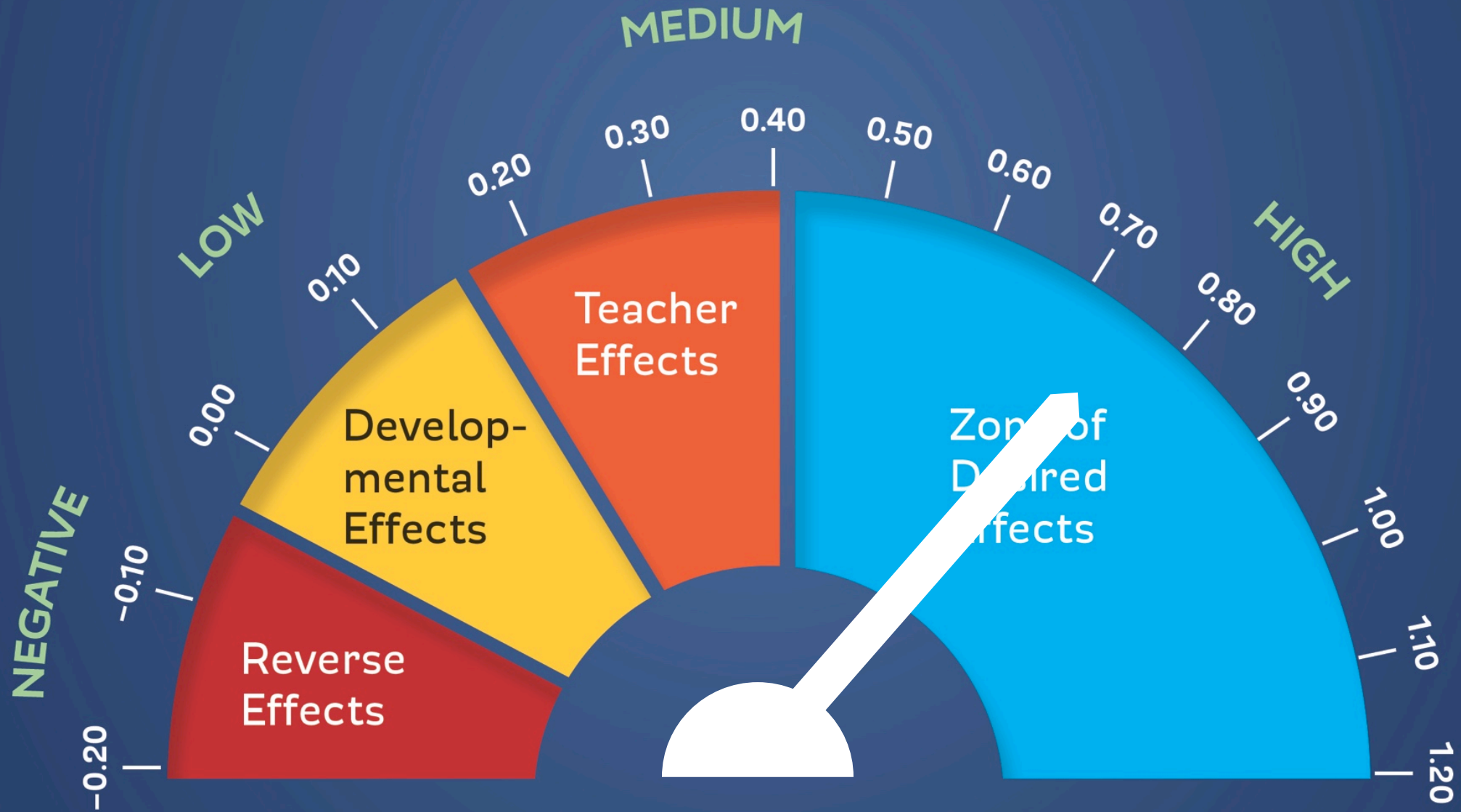
**This child  
recognizes her  
own learning.**



**This child possesses  
the confident  
vulnerability to ask,  
“What else?”**



# Goldilocks Challenge: $d = 0.74$



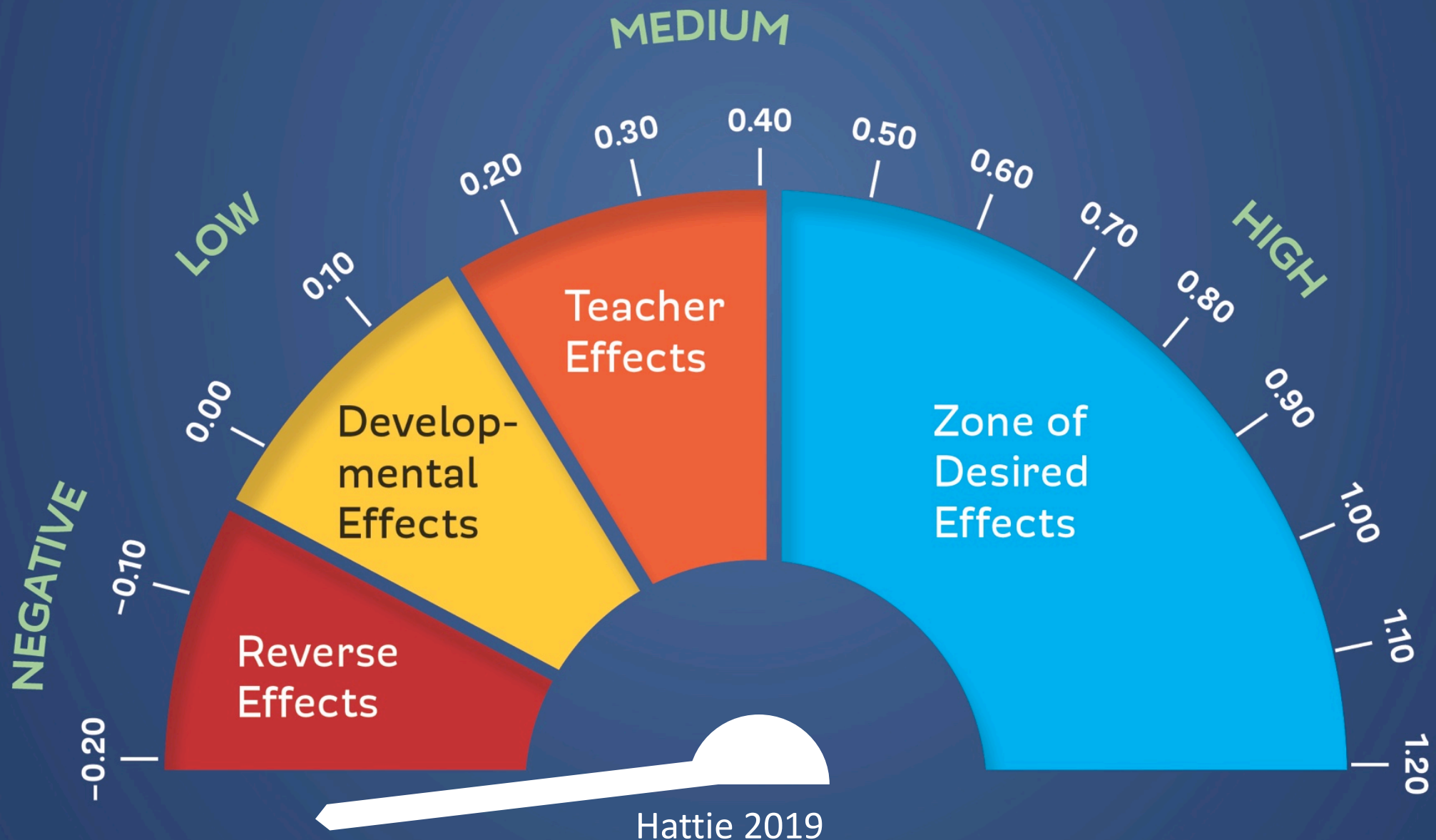
*Not too hard, not too boring.*





“School is a place where young people go to watch older people work.”

Boredom:  $d = -0.47$



43% of students  
say they like  
challenging tasks,  
and 81% say they  
push themselves to  
do better.

National Student Voice Data Results, 2016





## Facing a challenge

You may feel anxious, nervous, scared, or excited.



# The Learning Pit

## Deep Learning

You may learn a sense of collaboration and concentration.

Let's work together.

It's too hard. I want to quit!



I don't understand!

I'm not good at this!

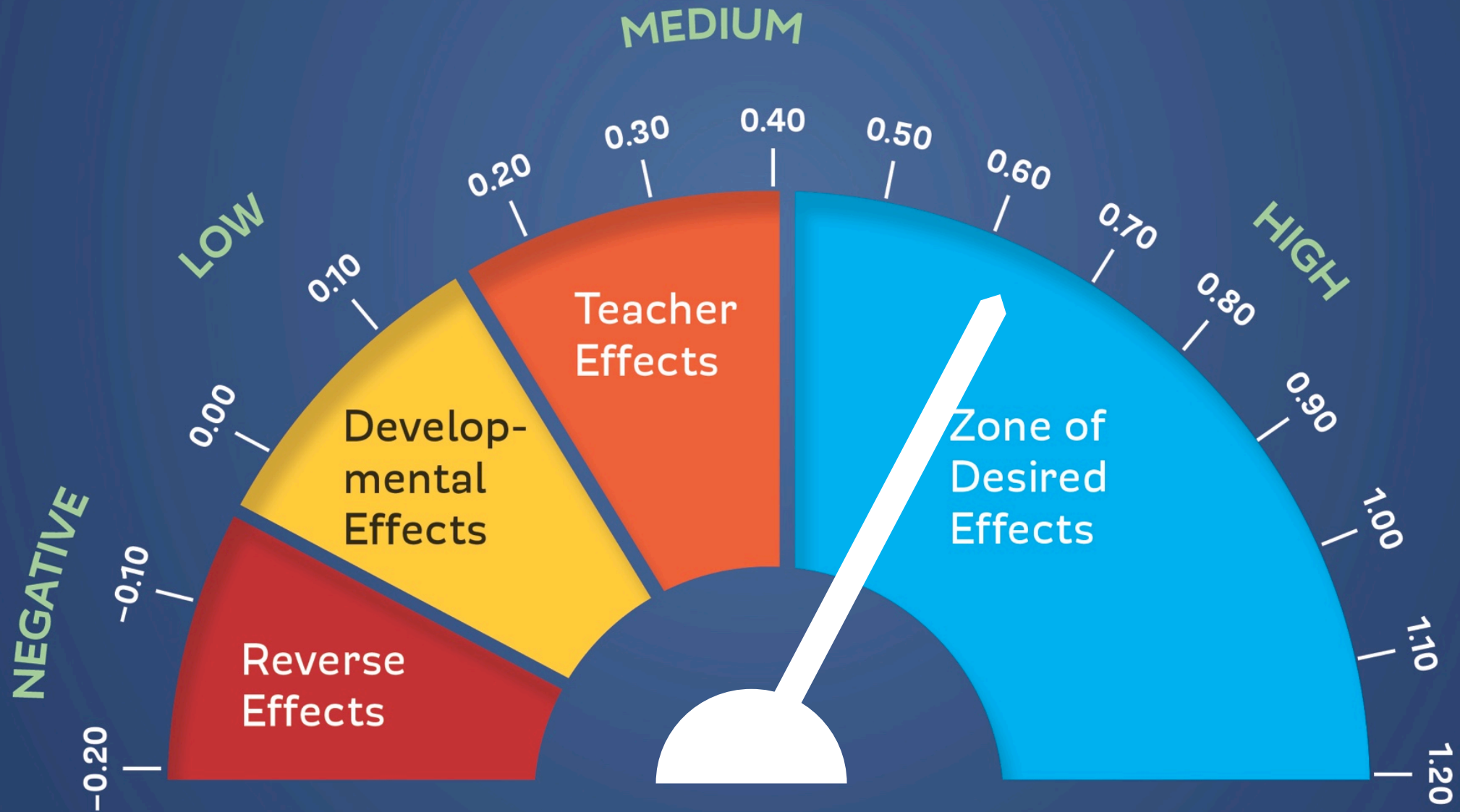
## Successful Learning

You should feel excitement and pride.



**Good learners go into the PIT!!**

# Social and Emotional Learning: $d = 0.62$



Durlak et al., 2011





## **SEL programs make a difference in:**

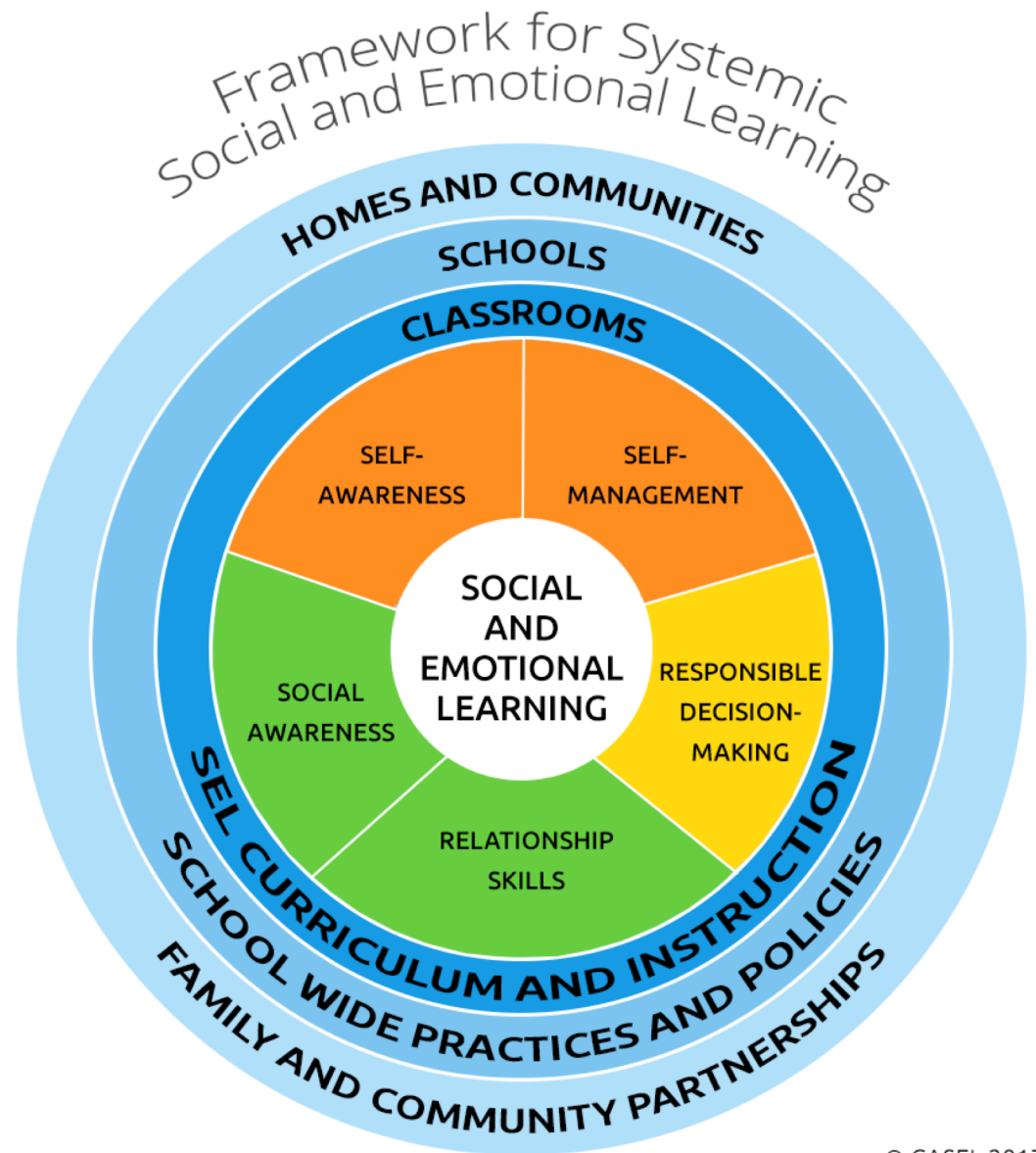
- Attitude toward self and others
- Positive social behavior
- Conduct problems
- Emotional distress
- Academic performance

*459 studies*  
*380,000 + students*  
*1955-2014*

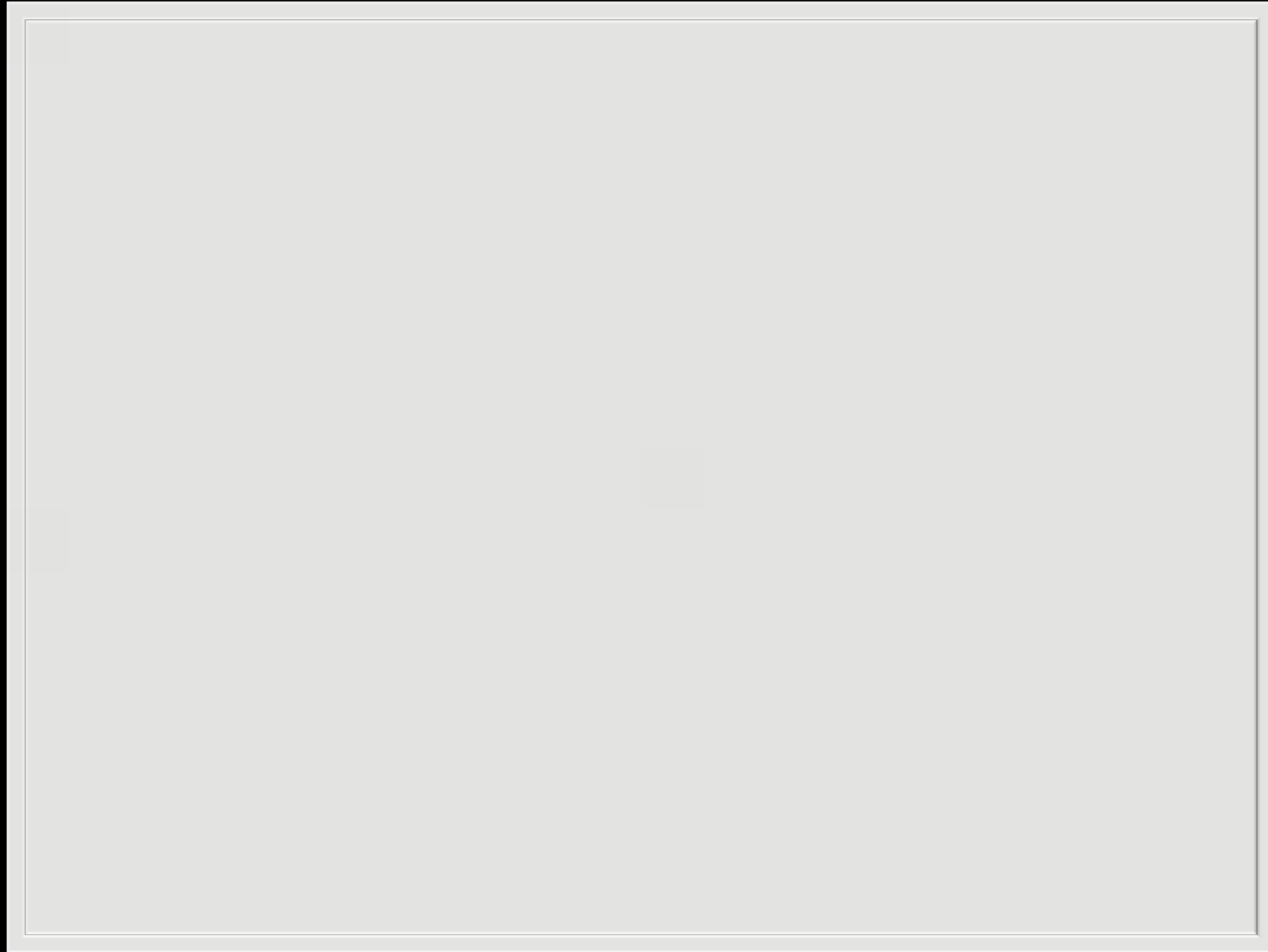
Durlak, et. al., (2011); Sklad, et al., (2012); Taylor, et al., (2017); Wigglesworth, et al., (2016)



SEL skills build  
resiliency  
and  
persistence.



# Meet Sara.





What academic experiences do you hypothesize Sara had during her Kindergarten year?

How would you describe Sara's social and emotional strengths?

*Consider the relationship between the two.*



She knows about herself and her learning.





Without  
resiliency,  
children (and  
adolescents  
and adults) run  
out of road.



Help them learn about  
failure and the learning pit.





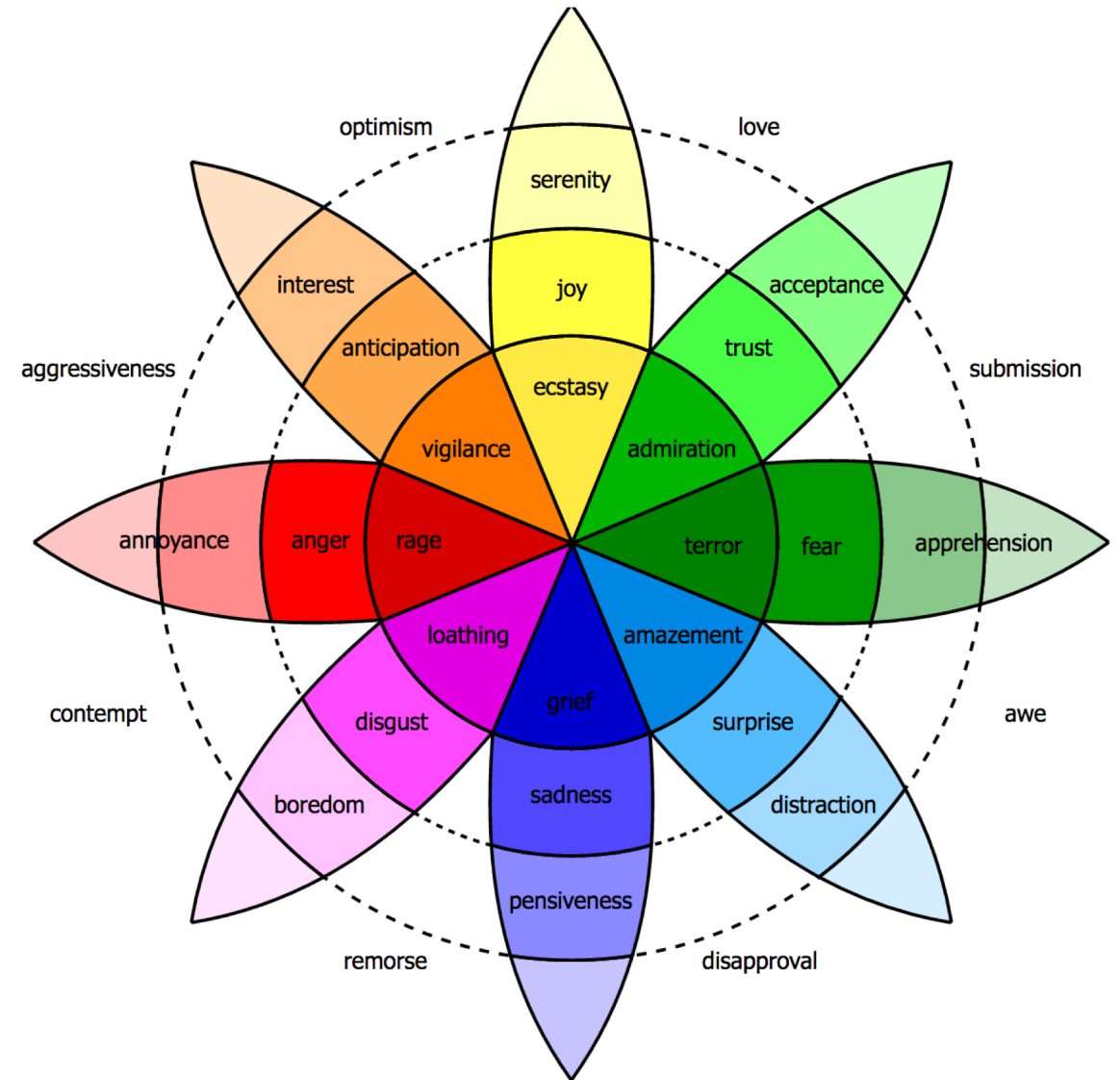


Give them the vocabulary of emotions, especially negative ones.



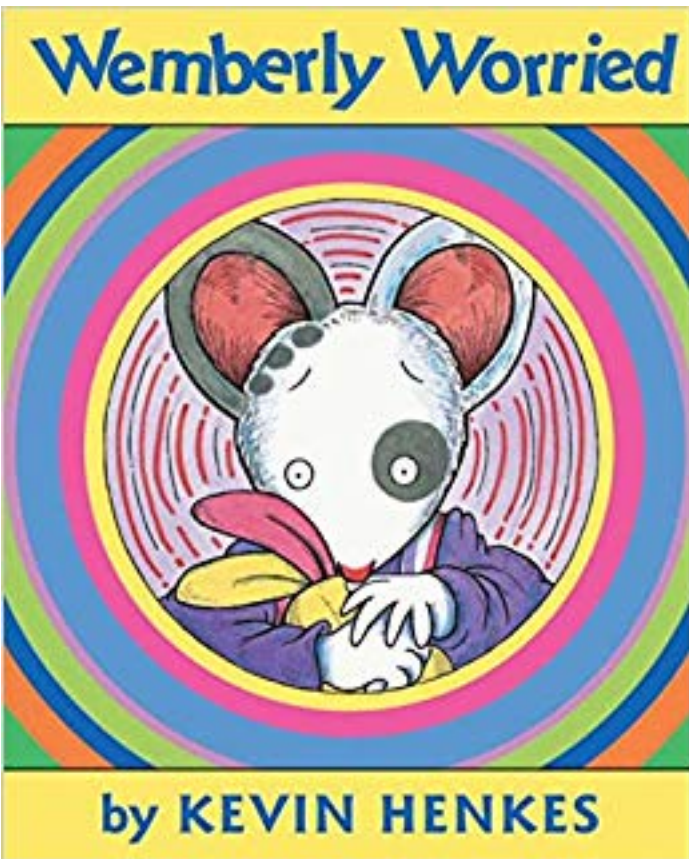


Help your child identify  
and label emotions.

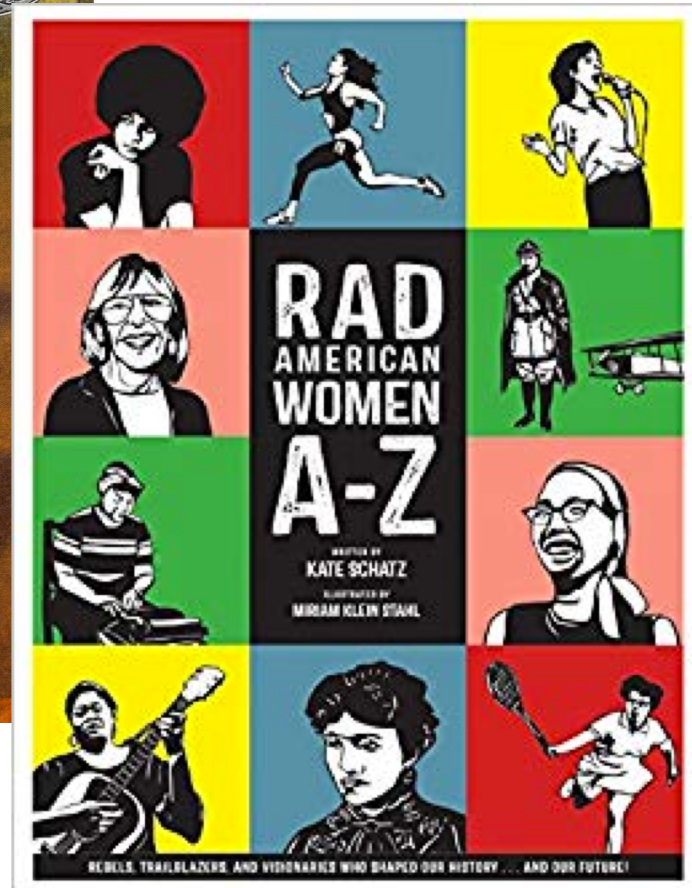
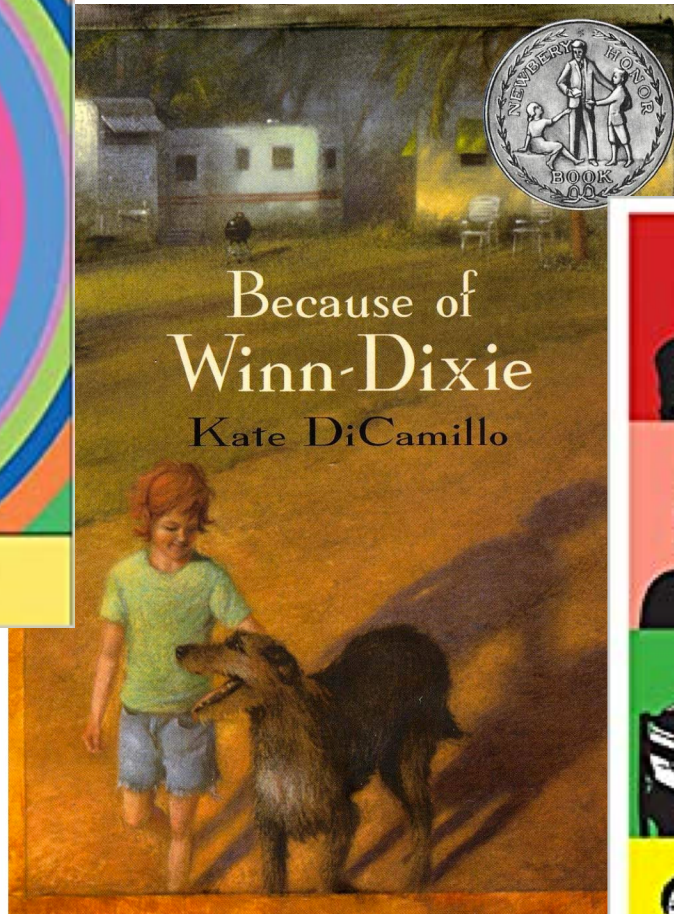


Pultchik's Wheel of Emotions Wikimedia Image





Discuss characters' emotions in the books you read together.





A photograph of a beach scene. In the foreground, two dark silhouettes of people are visible on the left, standing on the sand. To their right, a series of parallel, light-colored stripes are cast across the dark sand, likely from a fence or railing. The background shows the ocean with gentle waves. The overall lighting suggests a bright, sunny day.

“What was hard and what was easy  
about that problem?”

Build your child's identity and agency  
by asking questions about his  
processes, not just the results.



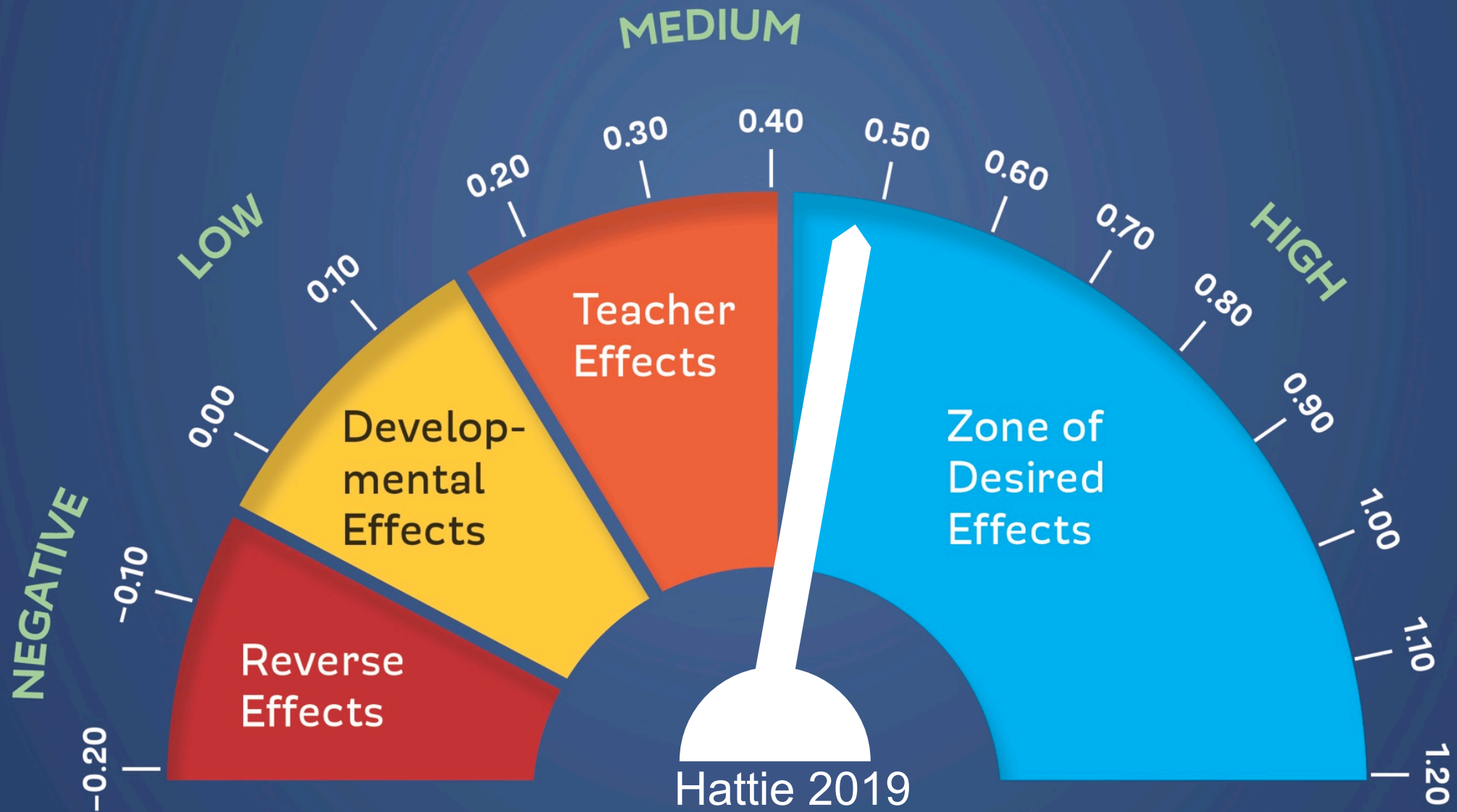
Identity is  
how we  
define  
ourselves.

People learn through the stories  
they tell themselves about themselves.





Positive Self-Concept:  $d = 0.47$

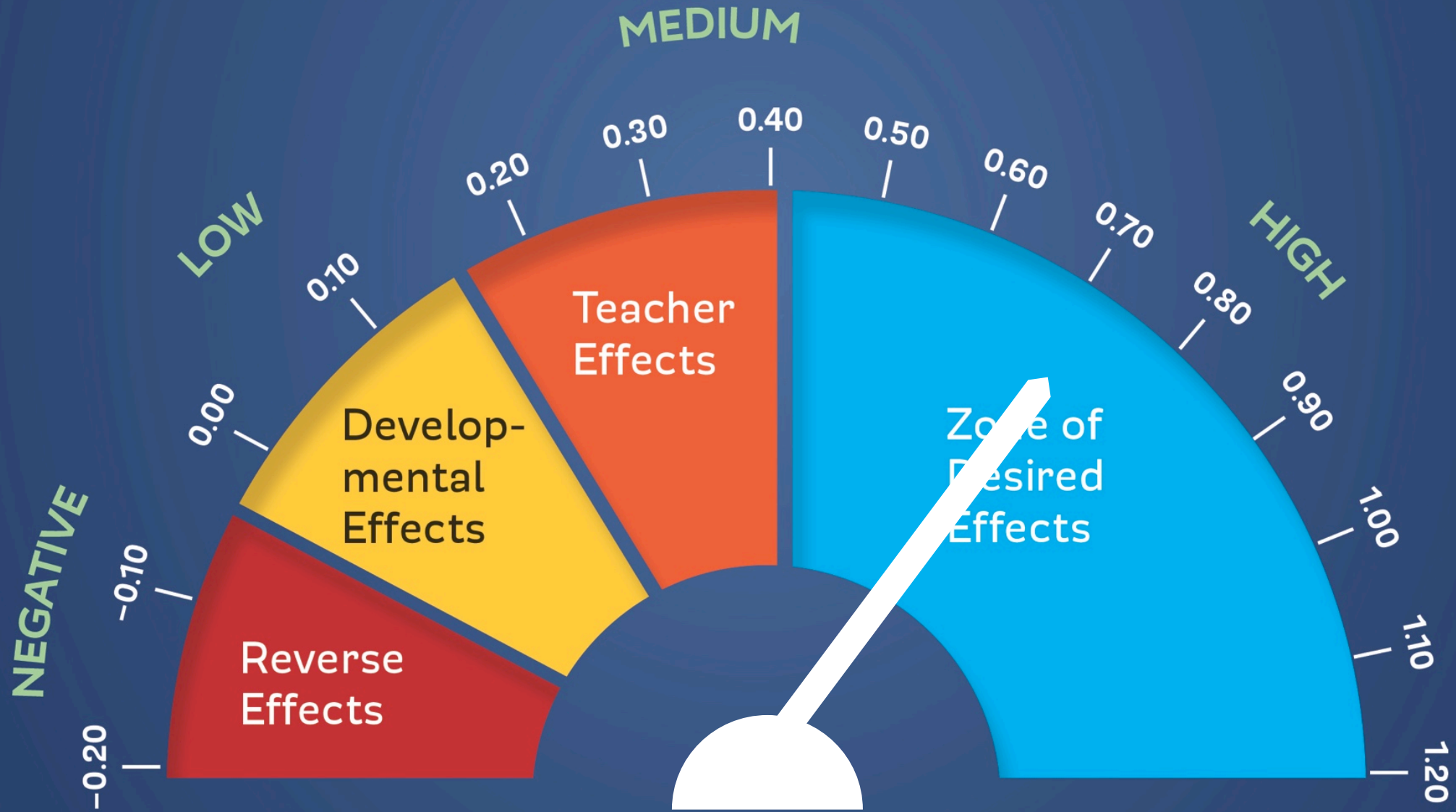


Agency is belief in one's capacity to act upon the world.

People with a limited sense of agency may be immobilized, angry, blame others, and even lash out.



Student Self-efficacy:  $d = 0.71$



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Model  
persistence and  
talk about  
what you do  
when you fail.







# Apples and Onions Conversations

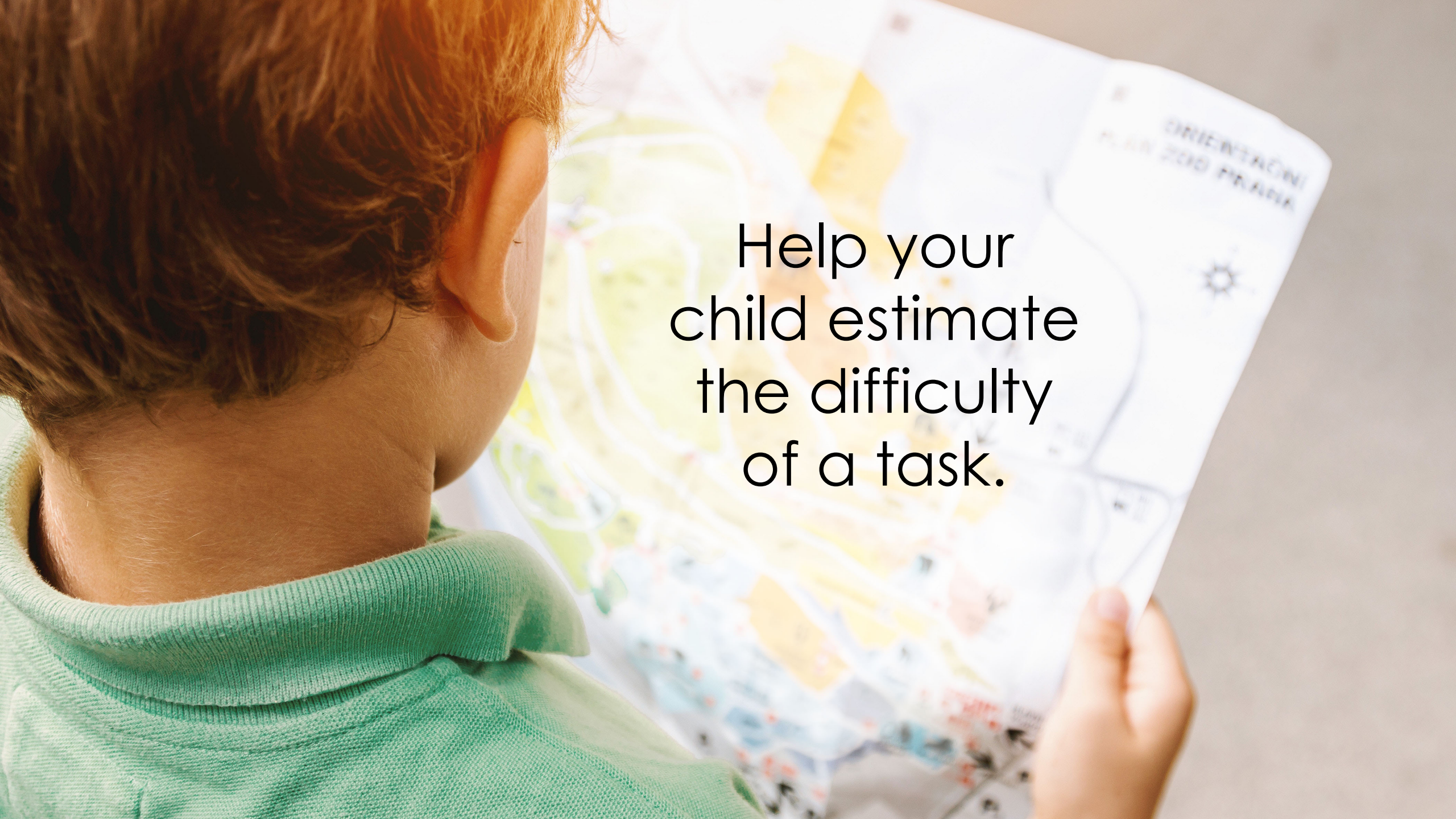




# Saturday Challenge Chore

Actively seek opportunities for them to struggle, fail, and persist in and out of school.





Help your  
child estimate  
the difficulty  
of a task.



Make sure  
your child  
knows how to  
learn, not just  
what to learn.





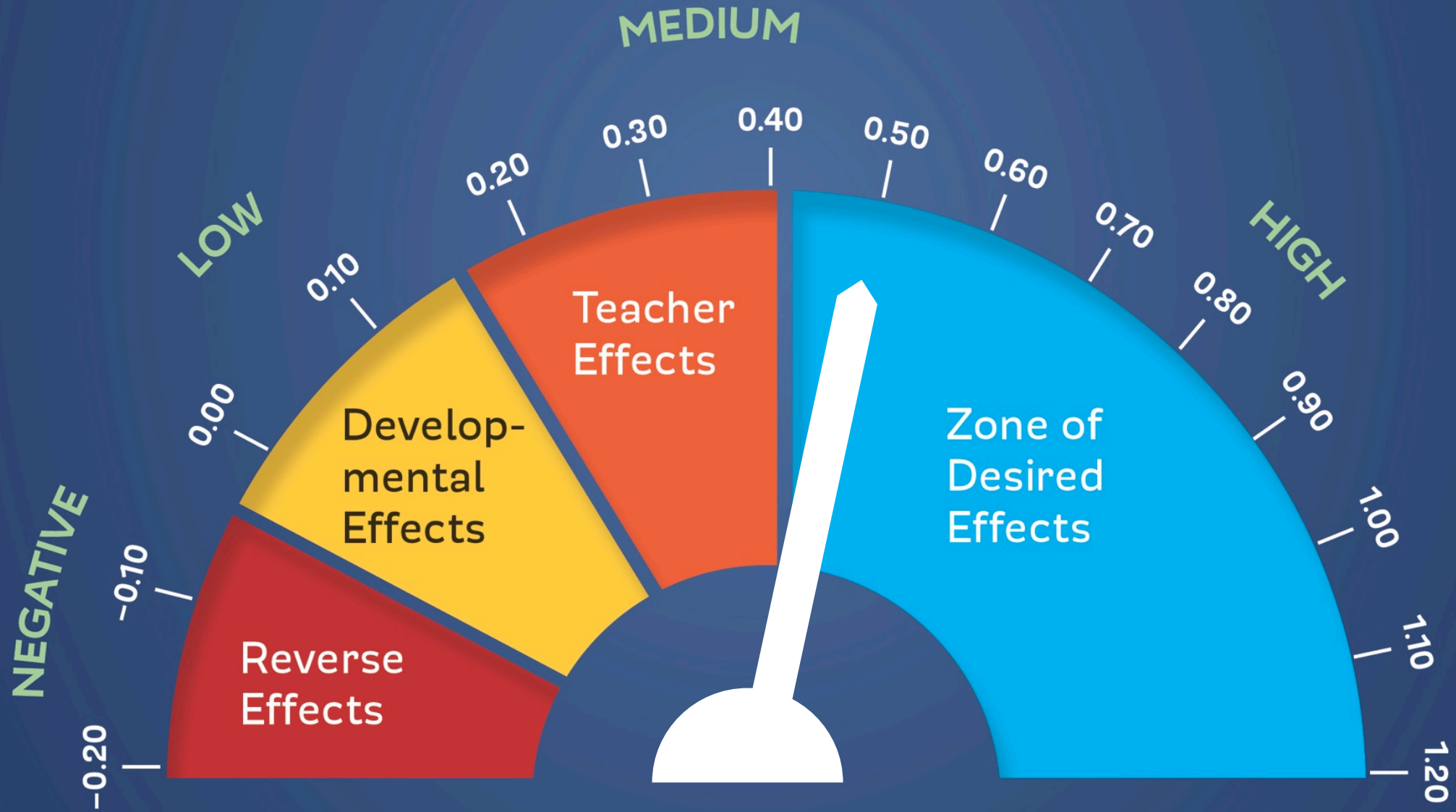
A young girl with long brown hair is captured in mid-air, performing a skateboard trick on a wooden ramp. She is wearing a white long-sleeved shirt, grey pants, and dark sneakers with purple accents. Her hair is flying, indicating motion. The skateboard is positioned below her, with its wheels visible. The background is a white brick wall. The text "Two purposes for practice:" is overlaid on the right side of the image.

## Two purposes for practice:

- Fluency (automaticity)
- Expertise



# Learning Goals v. No Goals: $d = 0.51$




Hattie, 2019



my Goal as a Student  
is to get better at  
subjects I find  
difficult





# My School Goals

1. listen Better
2. get better at math
3. Ase my homework
4. Be The class leader
5. Make new friends

Do you talk  
about goals  
together?






Taking It Back



Challenge is a reality. Teach  
them how to face it, and what to  
do when confronting failure.



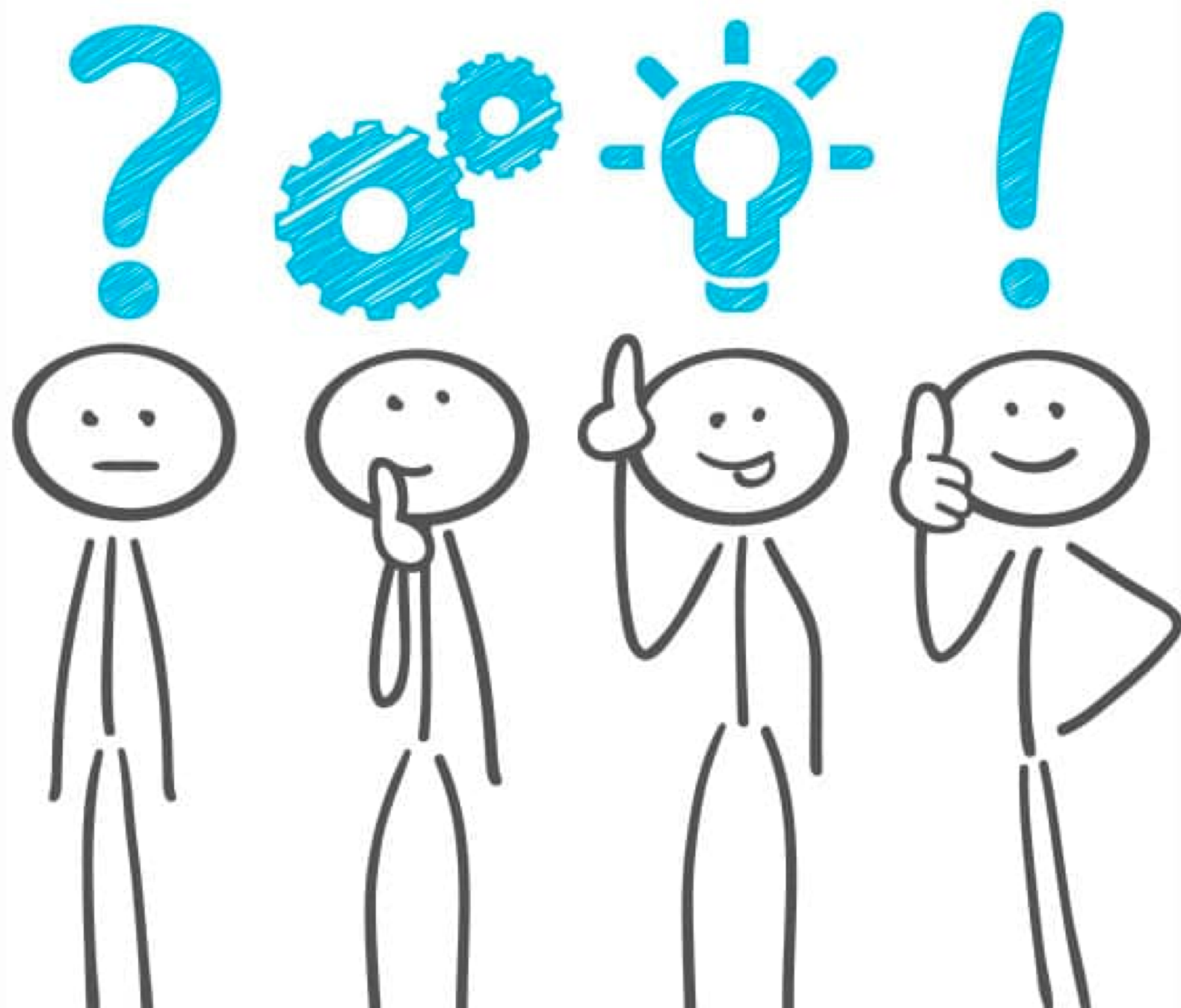


A young girl with dark hair in two pigtails is hanging from a horizontal bar. She is wearing a blue and white striped shirt with several colorful bows. The background is a green chalkboard with white chalk drawings of buildings on either side. The text "Seek opportunities for them to struggle." is written in white on the left side of the image.

Seek  
opportunities  
for them to  
struggle.

Teach them that  
struggle is a  
part of learning,  
not a  
disappointment  
to you.





*Thank you!*

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