

## Perseverance

**Description:** Perseverance is the ability to continue with a task despite encountering obstacles and challenges. This involves tolerating frustration, boredom, confusion, and other difficult emotions associated with overcoming obstacles.

Youth who struggle with Perseverance may...	Youth who have strong Perseverance skills may...
<ul style="list-style-type: none"> <li>• Have difficulty starting or continuing challenging tasks</li> <li>• Engage in off-task or avoidant behaviors instead of asking for help</li> <li>• Blame themselves for being “stupid” or a “failure”</li> <li>• Rely on extrinsic motivation to complete tasks (e.g., reward or punishment)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize multiple strategies and resources to help solve problems</li> <li>• Feel proud of accomplishing challenging or long-term assignments</li> <li>• Receive feedback with a positive attitude</li> <li>• Be intrinsically motivated to improve performance</li> </ul>

### Best Practices and Evidence

**Embrace Mistakes:** Change youth perspective on mistakes by framing them as learning opportunities, rather than a fixed state of failure. Normalizing a culture that values effort over ability is inclusive rather than exclusive.

*Evidence of a program that Embraces Mistakes includes:*

- Staff model self-assessment and reflection whenever possible (i.e. “This activity did not go as well as I expected, what could we have done differently?”).
- Group discussions in morning meetings, advisories, or circle time include reflection on both struggles and successes.
- Errors are embraced and accepted as part of projects and homework, coupled with a supportive editing process for improvement.
- STEM classes employ the Engineering Design Process and the Inquiry practices to teach problem-solving, re-design, and continual improvement.
- Assessment of youth is formative as well as summative, and involves feedback and encouragement throughout the learning process rather than just at the end.

**Value Process over Product:** The road to success is often a bumpy one. Build a culture of encouragement, support, and the value of effort, rather than a focus only on successful end products.

*Evidence of a program that Values Process over Product includes:*

- A student’s level of effort is considered in the assessment of their work and behavior.

- Youth practice reflection in writing, large group, and small group discussion to self-identify strengths and challenges.
- Activities regularly involve youth providing each other with praise or encouragement, midstream as well as at the end of a project.

**Goal Setting:** Teach the steps of goal-setting and track progress to help youth be future-focused, optimistic, and positive about their accomplishments.

*Evidence of a program that utilizes Goal-Setting includes:*

- Goals, either individual or collective, are posted visually in the room.
- Progress toward goals is tracked regularly with celebrations of success along the way. For example, a group that struggles with transitions between activities may set a goal to have 10 smooth transitions in a week and earn extra free time.
- Youth have access to posters, books, and other media present stories of famous role models who succeeded “against all odds.”

1	2	3	4
<p>There is <b>no evidence</b> of strategies to support youth who struggle with perseverance.</p>	<p>There is <b>some evidence</b> of strategies to support youth perseverance.</p>	<p>There is <b>moderate evidence</b> of strategies to support youth perseverance.</p>	<p>There is <b>extensive evidence</b> of strategies to support youth perseverance.</p>
<p>Youth errors are met with criticism or negative consequences.</p>	<p>Youth errors are mostly met with criticism or negative consequences, but are occasionally framed as part of the learning process.</p>	<p>Youth errors are mostly framed as part of the learning process.</p>	<p>Youth errors are embraced as part of the learning process.</p>
<p>There is no evidence of struggles or mistakes being valued, and only successful attempts are valued.</p>	<p>There are one or two isolated references to struggles or mistakes being valued, but successful attempts are more valued.</p>	<p>Struggles or mistakes are mostly valued, but successes are still framed as more valuable.</p>	<p>The program culture embraces struggle and mistakes as part of the learning process, with effort valued more than success.</p>
<p>There are no goal-setting practices.</p>	<p>There are minimal signs of goal-setting practices, or goal setting happens without explicit support from staff.</p>	<p>There are some signs of goal-setting practices with explicit support from staff.</p>	<p>There are many signs of goal-setting practices with explicit support from staff.</p>