**Introduction**

A recent trend that we have observed in young boys as students is a lack of drive to take responsibility for their learning. Throughout this research, boys set specific goals in their content area and engaged in behaviors that shift from a fixed mindset to a growth mindset. Additionally, we looked to enhance not only their ability to adapt to these new behaviors but, more importantly, to do so on an independent basis. It is essential for boys to be able to reflect on their own strengths and weaknesses, to recognize the importance of adapting their behaviors in such areas, and to see the potential they in their everyday lives.

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**Research Context and Participants**

St. Christopher’s School is located in Richmond, Virginia and has a total enrollment of approximately 1000 boys grades JK-Grade 12. Character education is an essential part of the curriculum at St. Christopher’s School and being a good citizen is incorporated and expected component of the environment. These variables all promote an atmosphere for the boys to take risks and aspire to establish goals for themselves.

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**Meet Your Brain**

- **Brain Plasticity:**
  - Practice Makes Perfect
  - Why it’s not just something your parents and teachers tell you to be mean!

- **Brain Plasticity:**
  - “I have a part fixed (mindset) because sometimes I go off track and when I get back on my hippocampus hurts on me and I think negative”

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**SMART Goals**

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Timely**

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**Research Question**

How might goal-setting foster adaptability in fourth grade students’ academic performance and mindset?

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**Conclusions**

- Boys are less willing to adapt to new techniques if they do not first have or understand the potential of a growth mindset.
- Boys are open to the idea of a growth mindset but need to be directly “taught” about it.
- Once boys are ready to see (and accept) that they ALL have the ability to adapt and grow, they are increasingly able to set appropriate goals for themselves and think, realistically, about their own academic performance.

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**Further Information**

This poster and further information is available at http://www.theibsc.org/

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**Key Readings**