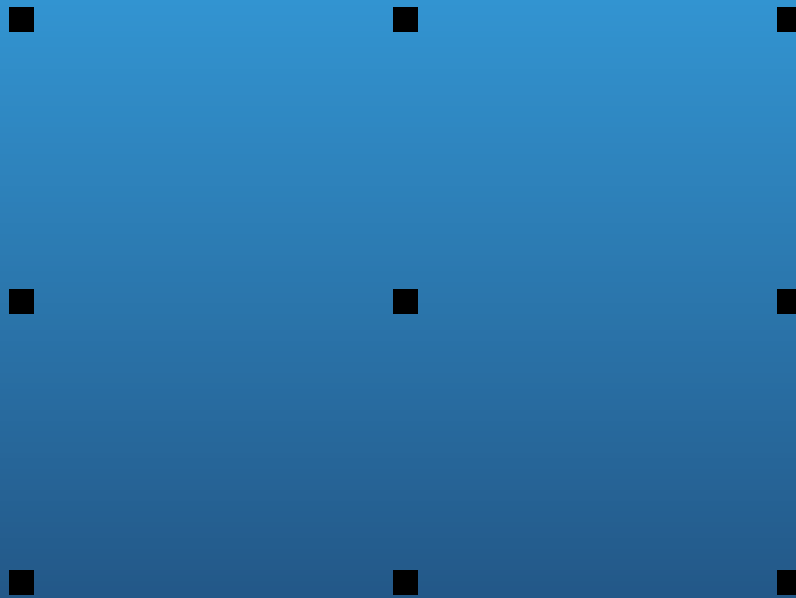
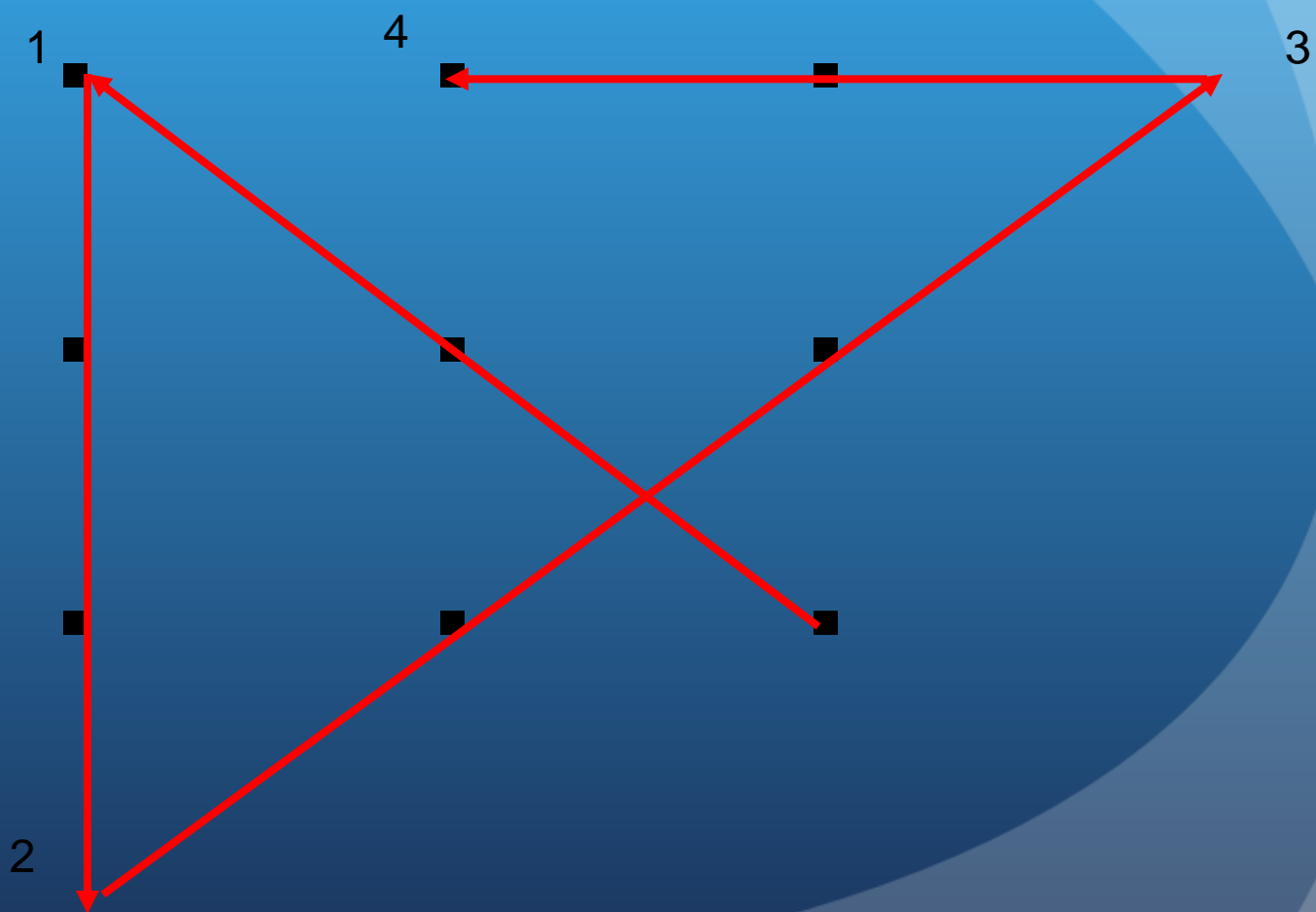


Nine Dots

Connect the dots using only 4 straight lines drawn without lifting your pencil off the paper



Think Outside the Box



Overcoming Perfectionism: The Resilient Mindset

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The Lighthouse

Split Rock Light
Lake Superior
MN



Signals Safe Harbor

- Foundation
 - Rock solid
- Consistency
 - Always there
- Vigilance
 - Always watching
- Consistently signaling safe harbor
 - Demand and support
 - High achievement without maladaptive behaviors



High Achievement and the Resilient Mindset







Two Constructs

- Resilience
- Perfectionism

Resilience

- Defined
 - The ability to bounce back after adversity
 - The ability to respond to challenges with
 - effort
 - ability
 - confidence
 - Get knocked down seven times
 - get up 8
- Field that studies thriving despite adverse conditions



Perfectionism

- Philosophy
 - Perfection can be obtained and is worth striving for
 - Striving for high standards that some view as unobtainable
 - “I know it when I see it”

Olympic Sprinter



Cellist



Perfect SAT





**“It's not the load that
breaks you down, it's the
way you carry it.”**

Lena Horne (1917-2010);

Singer, actress, civil rights activist

The Water Bottle

Perfectionism

- An Imperfect History of Perfectionism
 - Pre-1980 Unidimensional and pathological
 - More you have of it
 - The worse off you are
 - Post - 1980 Multidimensional nature of perfectionism
 - Maladaptive perfectionists
 - Negative outcomes
 - Resilient perfectionists
 - Connections between high esteem, higher life satisfaction, lower levels of depression, higher levels of hope

Three Gifted Clusters

Non-
Perfectionist

Resilient
Perfectionist

Maladaptive
Perfectionist



Under - Training in the Schools

- Too little stress and too much recovery
- Too few courses / too much unscheduled time
- Coursework well below ability level
- Higher levels of depression and lower levels of hope than resilient perfectionists
 - Ashby (2011)



Over-Training in the Schools

Over-training

- Too much stress and too little recovery
- Too much coursework/overscheduled
- Coursework too far beyond abilities
- Not enough enjoyment, even when I reach goals
- May avoid challenges for fear of failure
- May procrastinate
- Lower levels of hope and higher levels of depression than resilient perfectionists
 - Ashby (2011)



Balance

- Aim for the Zone of Proximal Development
 - Slightly above ability level
 - Stretching
- Adequate recovery
- A resilient mindset
- Lower levels of depression and higher levels of hope than non-perfectionists and maladaptive perfectionists
 - Ashby (2011)

Perfectionists

- Differ in the way they approach goals
- Differ in their responses to failure experiences
- Differ in their sense of hope that change will occur
- Differ in levels of depression and esteem
- Differ in sense of enjoyment they feel when they reach goals

Perfectionism

Maladaptive

- I better not make a mistake
- Avoid or procrastinate when I face obstacles
- Ruminates about mistakes
- Highly critical self talk

Resilient

- I enjoy approaching new learning challenges
- Motivated when I face obstacles
- Learn from mistakes
- Positive self talk

Stability of Perfectionism

- Resilient perfectionists can migrate to maladaptive perfectionist cluster
 - Parker (2002)

Gender Differences

- Girls more likely (than boys) to be resilient perfectionists
- Boys more likely (than girls) to be non-perfectionists

Roots of perfectionism

- Personal traits
 - Just born this way
- Conditional self-worth in response to either high or ambiguous parental standards
- Escape harsh environmental conditions
- Anxious parenting that projects fears on to child

What Helps Avoid Maladaptive Traits?

Want our Kids in Safe Harbor

- Have drive
 - Take pleasure in working to meet high standards
- Pulled toward goals
- Higher levels of hope
 - Hope buffers depression
- Better able to separate self worth from outcome
- Obtain pleasure from meeting high standards

Demand and Support Matter

- Ronald F. Ferguson
 - Ph.D., MIT
 - Economist
 - Lecturer and researcher at Harvard University since 1983
 - High expectations and support predict student engagement



I need the grades to get into college.

I want to please or impress my parents.

I want to get a better job

I want to prepare for tough college courses.

I want to learn the material

Parents put pressure on me.

The subject is interesting

My teachers encourage me to work hard.

The teacher demands it

I want to please or impress my teacher.

My friends put pressure on me.

When I try hard
in school it is
because.....

Effort-Based Ability Matters

- Dweck
 - Smart is what you become
 - The brain is a muscle
 - Caution, praise can be dangerous!
 - Praise effort, not ability
 - Effort is under my control
 - I was born with my ability



Mindset

- Why do some students enjoy learning and are resilient in the face of obstacles while others retreat?

Put Yourself in a Student's Desk

- Cruising along
- Getting A's without much effort
- Take AP Lit
- Requires effort and ability
- Not used to the effort
- Respond by avoiding or questioning your own level of intelligence
 - “Maybe I am not that smart”

Mindset

- Fixed

- Certain amount of intelligence
- Overly concerned with how smart they appear to others
- Seek out tasks that prove they are smart
- Avoid tasks that could hold failure
- Effort means you are dumb
- Smart is what you are

- Resilient

- Intelligence is developed through education and effort
- Everybody cannot be Einstein or Mozart, but even they had to work hard
- Make mistakes, correct them
- Effort means you are growing your brain
- Smart is what you become

Praise

- Praising Effort
 - Keeps you in the growth mindset by focusing on what you can control (your effort)
- Praising Ability
 - Keeps you in the fixed mindset and allows you to believe that your achievement will naturally evolve because of your intelligence

Hope Matters

- A holocaust survivor
 - Alfred Tibor
- Hope and a sense of purpose fuels effort
 - To face any adversity
- Hope mediates the link between depression and maladaptive perfectionism
 - Ashby (2011)

Symbol of Hope



Alfred Tibor

- A survivor who has found meaning in his work by designing memorials to the holocaust
- Born Alfred Goldstein, 1920 in Konyar Hungary
- A talented gymnast, he could not compete in 1936 Olympics
- Became an acrobatic entertainer in an unsuccessful attempt to come to the US
- 1940 drafted into a German forced labor camp
- 1942 captured by Russians, placed in Siberian POW camp

Alfred Tibor

- Freed 1947, 2 of 273 men survived
- Returned to Hungary to find that he had lost all family members (40) except a brother, Andre
- Both brothers took the name Tibor to honor their oldest brother, Tibor, who was executed in a camp
- 1956 crossed the Russian occupied border into Austria at night to flee anti-Semitic feelings
- 1957 entered USA not speaking English
- Took employment as a commercial artist
- 1972 came to Columbus Ohio

Hope



Hope

- Inscription
 - Hope/As a survivor of a great many hardships in my life/I have never lost faith and I never gave up hope/ that tomorrow would bring a better,brighter and more beautiful future for all/Alfred Tibor, artist/dedicated to all people providing hope

Encouragement Matters

- Students often know what to do, they just need help doing it

“This is important!”

“You can do it!”

“I will not give up on you, even if you give up on yourself!”

Type of Goal Matters

- Learning goals
 - Understand material
 - Enjoy learning
 - Seek challenges
 - Primarily endorsed by parents of the gifted
- Performance goals
 - External indicators such as grades and test scores
- Learning goal orientation associated with resilient perfectionism
 - Parker (2002)

Responding Resiliently to Stress Without Lowering High Performance Standards

- Pay yourself first
 - Schedule your recovery time
 - Set strict time limits for study
 - Stick to routine eating and sleeping patterns
- Make friends with criticism
 - Others hold the key to your high performance
- Measure success and acknowledge effort
 - Treat yourself to an accurate and realistic view of yourself

Responding Resiliently to Stress Without Lowering High Performance Standards

- Experiment with scholarly risk taking
- Work on your academic confidence by correcting any tendency to self-criticize or catastrophize
- Check out which family members and peers will help in times of stress
- Acknowledge the myth of the well rounded student
 - Do not have to be good at everything

Rough Water

- Driven
 - By fear of ridicule, self doubt if I fail
- Pushed toward goals
- Feeling hopeless, helpless, worthless
- Cannot separate self worth from outcome
- Unable to sense fulfillment even when high standards are met

Why Migrate from Maladaptive Forms of Perfectionism?

- Try new things that were avoided
- Be more open and expressive
- Less anxious about making mistakes
- Less depressed after a mistake
- Accept the reality that I am not a perfect person

Why Resist?

- I have done exceptionally well in school or work
- What I do, I do well
- By avoiding a lot, I have avoided a lot of trouble

Treatment focus

- Stress management
 - Effort and recovery
 - The land of the in between
- Stress inoculation
 - steeling
- Coping strategies
 - Accurate and realistic self-talk
 - Measuring progress
 - Help others