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C&I – IO4

MINDSET ASSESSMENT TOOL
FOR ADULTS WITH AN INTELLECTUAL DISABILITY



European Network
of Social Authorities



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of Applied Sciences



Irecoop



Veneto



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INTRODUCTION

The Cognition & Inclusion project aims to develop tools to assess conditions for optimal implementation of transversal skills training methodologies, in order to promote successful adaptation, inclusion and employment of adults with an intellectual disability. The tool in this fourth and final intellectual outcome is on *the belief system of the client who is supported towards autonomy and trained for transversal skills competence*. This tool can be used as an assessment device to find out the mindset orientation of the adult before and/or after training. This output is not directly related to the professional and/or organizational conditions for successful employment (see intellectual output 2 and 3), but provides information on the *effectiveness* of the training of transversal skills. The tool does not assess to what extent the client has acquired transversal skills, but this tool assesses the *mindset* of a client, referring to a main client related condition for doing efforts to implement the transversal skills trained. It refers – as elaborated in chapter 2 – to intrinsic motivation and to beliefs the client has on learning and intelligence in general, and to beliefs he has on his own learning and intelligence potential. Between others, this refers to the concept of learned helplessness, having a dramatic impact on successful and especially active participation to society and the labor market.

Although we focus on the mind set and the beliefs on learning and intelligence, the 6 items of the tool are developed by making use of the same contents and domains as is the case in the other tools. The contents and the domains addressed are : work and employment, quality of life, inclusion, self determination, civil and social rights, interpersonal skills and relationships, transversal skills, learning and cognition. The domains refer to the *content* (what) used to develop the items, while the themes related to the mindset of the client refer to the *process* (how) and *meaning*. (Why?) The four documents, referring to the 4 intellectual outputs of this Cognition & Inclusion-project, have to be read as a whole for full understanding of the complete framework and topics addressed.

The tool is not standardized and there is not one way to use it. The tool is developed to reflect extensively with the adult; it provides instructions for the assessor to be able to adapt all items according to the level of functioning, communication, the life and experience of the adult. So, the outcome will be a set of qualitative information on the mindset orientation of the adult, revealing at the same time some information on his beliefs on inclusion, rights, employment,...

The tool is developed to be used with adults with an intellectual disability. A similar tool hasn't been developed yet, for obvious reasons related to the intellectual disability. During the development, different levels of intellectual disability or functioning have been taken into account. The items are designed to be suitable for the heterogeneous group of people with an intellectual disability.



To understand these different levels, we can refer to the definition and classification of intellectual disability as proposed by the WHO or DSM. According to the World Health Organisation, intellectual disability means a significantly reduced ability to understand new or complex information and to learn and apply new skills (impaired intelligence). This results in a reduced ability to function independently, showing impaired social and civil functioning. This condition begins before adulthood, with a lasting effect on development.¹ According to this framework, the specific design of the tool allows to be used with people with *mild, moderate or severe* intellectual disability.

The DSM framework (Diagnostic and Statistical Manual of Mental Disorders) defines and classifies mental disorders, rather from a psychiatric point of view but also including some (cognitive and learning) disabilities, as e.g. intellectual disability. DSM-4 included impairments of general mental abilities that affect how a person functions in conceptual, social, and daily life areas. The more recent DSM-5 encourages a more comprehensive view of the individual than was true under the fourth edition. DSM-5 abandoned specific IQ scores as a diagnostic criterion, although it retained the general notion of functioning two or more standard deviations below the general population. DSM-5 has placed more emphasis on adaptive functioning and the performance of usual life skills, inspired by the American Association on Intellectual and Developmental Disabilities (AAIDD) definition of intellectual disability. In contrast to DSM-IV, which stipulated impairments in two or more skill areas, the DSM-5 criteria point to impairment in one or more superordinate skill domains (e.g., conceptual, social, practical) and includes levels of support. Besides, person's strengths and abilities, not just their limitations.

While the WHO definition includes four categories: mild intellectual disability, moderate intellectual disability, severe intellectual disability, and profound intellectual disability, the DSM-V places less emphasis on the degree of impairment (i.e. IQ scores) and more on the amount and type of intervention needed. The AAIDD definition system evaluates a person's strengths and abilities, not just their limitations. It categorizes each person's level of functioning based on the level of support that person needs to function reasonably well in his or her preferred environment : intermittent, limited, extensive, pervasive support.

Both approaches may be relevant depending on what purpose they serve. The C&I-partnership accepts – from whatever point of view - the heterogeneity that is present among adults with an intellectual disability. The partnership believes that the assessment tool reflects ideas of both approaches.²

¹<https://www.euro.who.int/en/health-topics/noncommunicable-diseases/mental-health/news/news/2010/15/childrens-right-to-family-life/definition-intellectual-disability>

² For more details on both classification, see e.g. : <https://www.aaidd.org/intellectual-disability/definition>, and <https://www.healthyplace.com/neurodevelopmental-disorders/intellectual-disability/mild-moderate-severe-intellectual-disability-differences>



1. DEVELOPMENT OF THE MINDSET ASSESSMENT TOOL

The **C&I mindset tool 3 - learner** has been developed in the period 01/09/2018 – 31/05/2020. As such tool have never been developed and published before its design was carefully planned, tested and amended in order to make sure that the final outcome will meet the needs and expectations both of people with intellectual disabilities (ID) and those professionals who support their personal and professional development.

The development process has passed through several key stages through which the content was determined, tested and mutually agreed by C&I partners who are also professionals providing counselling and support services to people with ID. These stages can be summarized as follows:

- I. Preparatory stage
- II. Development stage
- III. Small and Wide scale piloting & testing stage of the C&I Tool 3.
- IV. Revision and finalization of the tool based on the provided feedback by partners and target groups involved in the try out.

In this section, we will summarize the main outcomes of each stage of tool`s development so that the reader can understand what steps the C&I partners have followed until they come up to the final version of the tool, presented as Annex 1 of this manual.

1. During the **Preparatory stage**, C&I partners led by the IO4 leader NARHU made a systematic review in order to determine the theoretical background of the mindset tool 3. In other words the main theories which were embraced in the foundation of the tool were selected and described in the dedicated document. The main theory which lies in the development of the tool is the theory of fixed and growth Mindset as developed by C. Dweck and described in *Ch.2. Description of the theoretical models*. Other theoretical models which supported the creation of the tool content are: the socio-cognitive theory by *Albert Bandura*, the theory of intelligence modifiability by *Reuven Feuerstein* and *Seligman's Theory* about "Learned helplessness". After the systematic review and the inspirations by the outcomes of the mentioned theoretical models, partners have identified the main areas/domains which the tool is supposed to cover, i.e. Learning and cognition, Transversal skills, The impact of environment, Quality of life, Inclusion & employment. Within each domain NARHU has proposed specific statements to be answered with Yes/No and these statements lately were transformed in a particular items used in the 1st version of the tool. Thus i.e. the statement „I believe that I can learn new things“ was further specified in a particular situational item „Today your supervisor approached you with a suggestion to train you how to work on a new touch screen machine. What will you do?“.

In the **Development stage** our goal was to create a non-standardized mindset measurement tool to be used as much independently as possible by the person with ID to determine his main



mindset orientation. To achieve this we developed a non standardized tool containing 6 items with two options – **A & B**. These items represented certain real live situations in the context of employment and inclusion and the person with ID was invited to reflect and choose between the 2 options for reaction: one associated with fixed mindset and another – associated with growth mindset orientation. To address the heterogeneity of the target group the draft tool was presented in 3 Levels of difficulty. Level 1 suggested more complex items with many bits of information, which need to be processed, while Levels 2 & 3 were with less complex items supported by pictorial representations. The arguments for presentation and testing of the tool using such situational approach were to ensure that the client would participate in the completion of the tool relatively autonomously, while the professional who is administrating the tool has minimum opportunities to interfere in the process of completion. In addition we wanted to collect both qualitative and quantitative data during the process of the testing to be used in the psychometric analysis as well as in the finalizing of the mindset tool 3.

Within **Small and Wide scale piloting & testing stage** the participating partners have tested the draft Mindset tool 3 translated and adapted in Bulgarian, Dutch, Portuguese and Spanish – (the countries where the testing was supposed to be implemented). The main purpose at this stage was to capture qualitative and quantitative feedback about the quality and applicability of the tool as well as to figure out what changes can be made so that the final version of the tool can be applicable in different countries under different circumstances as well as with various clients with ID.

As the C&I Application form foresees the results of the piloting of the tool to be processed using psychometric analysis, this was applied following the methodology of the psychometry. The full document containing the psychometric analysis is included as Annex 2 to this manual. The content of the psychometric analysis covers the following:

- **Reliability of the tools** – this is an important parameter which strictly depends on the number of people participating in the testing of the tool. The more people complete the tool, the bigger the reliability is. As within C&I piloting of mindset tool 3, only 227 people with ID took part, according to the statistical models the probability for errors is relatively high and the reliability for Level 1 is 0,574, for Level 2 is -0,016 and for Level 3 is 0,598. Despite that we can accept that the testing of the tool in the context of C&I project is reliable, because during the analysis, the impact of various factors was considered, as well as powerful statistical methods for data analysis were applied.
- **Item analyse** - Other important psychometric parameters of the tools are the items parameters. In achievement tests, each item is characterized by two basic parameters - difficulty and discriminability. They were analysed and presented in the psychometric analysis. For more information, see Annex 2.
- **Cluster analysis - structure of the statements according to the dendrograms**
In order to examine the structure of the items in the draft tool for measuring mindset by levels and countries, a cluster analysis was performed, using the Pearson correlation



coefficient to measure the proximity between the two items. The cluster analysis guided us in the ordering of the items and refinement of their content.

- **Some comparisons between the obtained scale values of respondents completed the same-level of the mindset measurement tool in the 4 countries**

The conclusion of the psychometric analysis - strictly adhering to the psychometric methodology and parameters, concluded that the authors have to enhance the tool according to the results of psychometric analysis of the pilot testing data. After the end of the C&I project a larger number of individuals with ID should be tested using the tool. Only in this case we can obtain scientifically proven results in terms of reliability and validity for the psychometric characteristics of the measurement tools. Again only then general conclusions for the mindset of people with intellectual disabilities towards their learning and cognition, autonomy and independence, inclusion and employment can be made. For more information about the outcomes of the psychometric analysis, see Annex 2.

Besides the data from the psychometric analysis, C&I partners participating in the pilot phase were asked to provide qualitative feedback about usability of the tool. Based on the information shared, C&I partnership amended the tool keeping the main elements, while the items were further extended with more suggestions for particular situations linked to the specific live context and professional environment of the person with ID. Thus, the professional who is administrating the tool, was given with more opportunities to amend the item Content topics or even to create their own items if needed. For more information about the Final version of Mindset tool 3, created by the C&I coordinator Groep Ubuntu x 8K and IO4 leader NARHU, please see *Chapter 4. Instructions for administration* of this manual.

2. DESCRIPTION OF THE THEORETICAL MODELS

The C&I project is based on several theoretical models as well on cognition and learning as on inclusion and quality of life. These models are described in the first and second intellectual output: the experiences of the members of the partnership are comprehensively described in the first report, giving insight in necessary conditions for successful implementation of cognitive models; the second report, focusing on the belief systems of professionals working with adults with an intellectual disability, describes the theoretical frameworks to understand well the content of the tool to assess the belief system of the professional. The C&I Mindset assessment tool for adults with an intellectual disability is based on the same frameworks and will not be repeated. Only the theory of C. Dweck will be presented here in more detail as an in-depth understanding of this model is a critical condition for using correctly the mindset assessment tool. We suggest the professional who intends to use the tool, to read Dweck's most popular book *Mindset: The New Psychology of Success* to find many illustrations of the concepts developed.



“A small change in the way we think and approach the challenges can drastically change your achievements in life” states Carol Dweck, working at Stanford University in the USA. For decades she has been researching into the field of achievement and success. Her model – well supported by extensive evidence - provides strategies that will enhance motivation and engagement in (all) learners. The concepts developed are a significant source of inspiration to deal with *learned helplessness*, a condition that is too often seen in people with an intellectual disability, and too often related to the belief system and mindset of the social environment of people with an (intellectual) disability.

Dweck’s research has allowed her to distinguish two perspectives that people hold about their abilities and potential (fixed or growth mindset). Success in every area of life is depending on which one of these two types someone has. People can have different mindsets towards different aspects of their lives, e.g. a fixed mindset towards their ability to play tennis, but a growth mindset towards their ability to do housekeeping. It is often seen that people have a *mindset orientation*, referring to one of the two mindsets.

In general, a *Fixed Mindset* leads to a reduced capacity for learning, whereas a *Growth Mindset* offers a pathway for reaching higher levels of learner’s potential. This concept has become popular in education, but also in business, suggesting that the mindset people choose to adopt for themselves profoundly shapes their ability to learn new things.

In short, someone who has a fixed mindset has the following characteristics:

- Someone who perceive his intelligence as *static* and not subject to change;
- Someone who is not inclined to accept *challenges* and risks, to avoid failure;
- Someone who *refuses* easily;
- Someone who consider *effort* to be unpleasant and unnecessary; effort is seen as fruitless, as ‘you are missing the intelligence’
- Someone who ignore the negative constructive *feedback*;
- Someone who feel *threatened* by the success of others and envied.

On the other hand, a person adopting a growth mindset shows the following behaviors:

- Someone who considers intelligence to be subject to *change*, whose development can last a *lifetime*;
- Someone who is happy to embrace and *accept* challenges and risks;
- Someone who stand out with *perseverance*;
- Someone who understand his *efforts* as worthwhile and a way to achieve mastery;
- Someone who learn from *criticism* of himself; getting things wrong and receiving feedback is positive, it guides further improvement.
- Someone who *enjoy* the success of others.



Mindsets change the meaning of *failure*: even for someone who has a growth mindset, failure can be painful, but it doesn't define you as a learner. Failure reveals problems that must be faced, dealt with and learned from. Failures provide feedback and a solution to be followed.

Again, according to Dweck, people's self-theories about intelligence have a profound influence on their motivation to learn. People who hold a "fixed" theory are mainly concerned with how smart they are—they prefer tasks they can already do well and avoid ones on which they may make mistakes and not look smart. In contrast, she said, people who believe in an "expandable" or "growth" theory of intelligence want to challenge themselves to increase their abilities, even if they fail at first.

As mentioned in the IO2-report on the beliefs of professionals, it is not just 'learners' that have mindsets; everyone has, including the teachers, educators, social workers, managers,... Their mindset can influence how they perceive the performance of learners. E.g., fixed mindset oriented professionals see those who struggle or fail to learn or understand something as not being sufficient bright or talented. Growth mindset professionals see struggling 'learners' as a challenge: they are learners in need of support, guidance or feedback on how to improve.

Mindsets can change: the particular mindset of a person is not necessarily permanent. Dweck showed that specific strategies and methodologies, like training of transversal skills can lead to measurable differences in motivation, engagement and effort levels. She has closely looked at the impact of praise, specifically the type of praise that learners receive. Her research has shown that praise linked to reassuring learners about their intelligence or talent is detrimental to their view about their abilities. It reinforces (fixed mindset) ideas that their achievements are a consequence of IQ of other finite innate ability. In Dweck's work it led to learners worrying that future evaluations might reveal their shortcomings, and that challenges were to be avoided as, again, struggling demonstrated that they weren't really smart as was believed by those who teach or support them. Dweck demonstrated the importance of praise that recognizes *effort*. Praise that acknowledges process related activities such as practice, study, persistence and good strategies are proven to instil and develop a growth mindset in learners.

Summaries of the model can be found on this [blog](#) (click) using graphics, or youtube (click for the TED talk).



For further reading:

-Dweck, Carol. "What having a “growth mindset” actually means." Harvard Business Review 13 (2016): 213-226., retrieved at <https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>

-Emily Rhew, Jody S. Piro, Pauline Goolkasian & Patricia Cosentino | Olympia Palikara (Reviewing editor) (2018) The effects of a growth mindset on self-efficacy and motivation, Cogent Education, 5:1, DOI: 10.1080/2331186X.2018.1492337 – retrieved at <https://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F2331186X.2018.1492337>

-David Scott Yeager & Carol S. Dweck (2012) Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed, Educational Psychologist, 47:4, 302-314, DOI: 10.1080/00461520.2012.722805 - retrieved at <https://www.tandfonline.com/doi/abs/10.1080/00461520.2012.722805>

-Grades Fixer. (2018, October, 02) The Meaning of Having a Growth Mindset. Retrived June 12, 2020, from <https://gradesfixer.com/free-essay-examples/the-meaning-of-having-a-growth-mindset/>

-Dweck, Carol. "Carol Dweck revisits the growth mindset." Education Week 35.5 (2015): 20-24 retrieved at <https://portal.cornerstonesd.ca/group/yyd5jtk/Documents/Carol%20Dweck%20Growth%20Mindsets.pdf>

The figures on the next pages illustrate the differences between both types of mindset from different perspectives (characteristics, self talk,...).



Fig.1

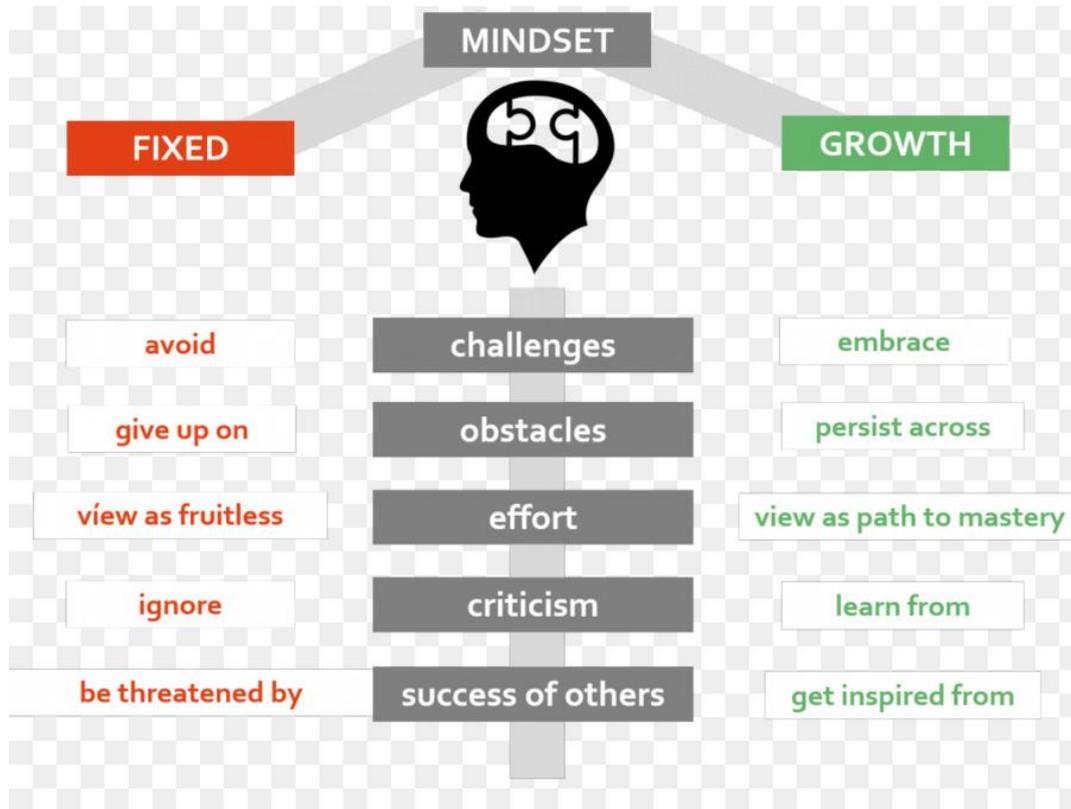




Fig.2

Carol Dweck's theory of the fixed and growth mindset



Source: Mindset: 'The New Psychology of Success', Carol Dweck (Ballantine, 2006)

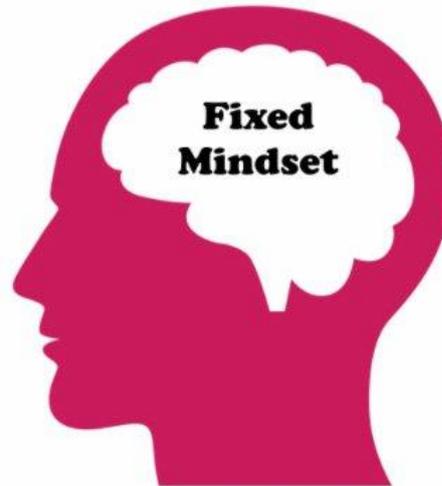


Fig.3

What Kind of Mindset Do You Have?



I can learn anything I want to.
 When I'm frustrated, I persevere.
 I want to challenge myself.
 When I fail, I learn.
 Tell me I try hard.
 If you succeed, I'm inspired.
 My effort and attitude determine everything.



I'm either good at it, or I'm not.
 When I'm frustrated, I give up.
 I don't like to be challenged.
 When I fail, I'm no good.
 Tell me I'm smart.
 If you succeed, I feel threatened.
 My abilities determine everything.

Fig.4

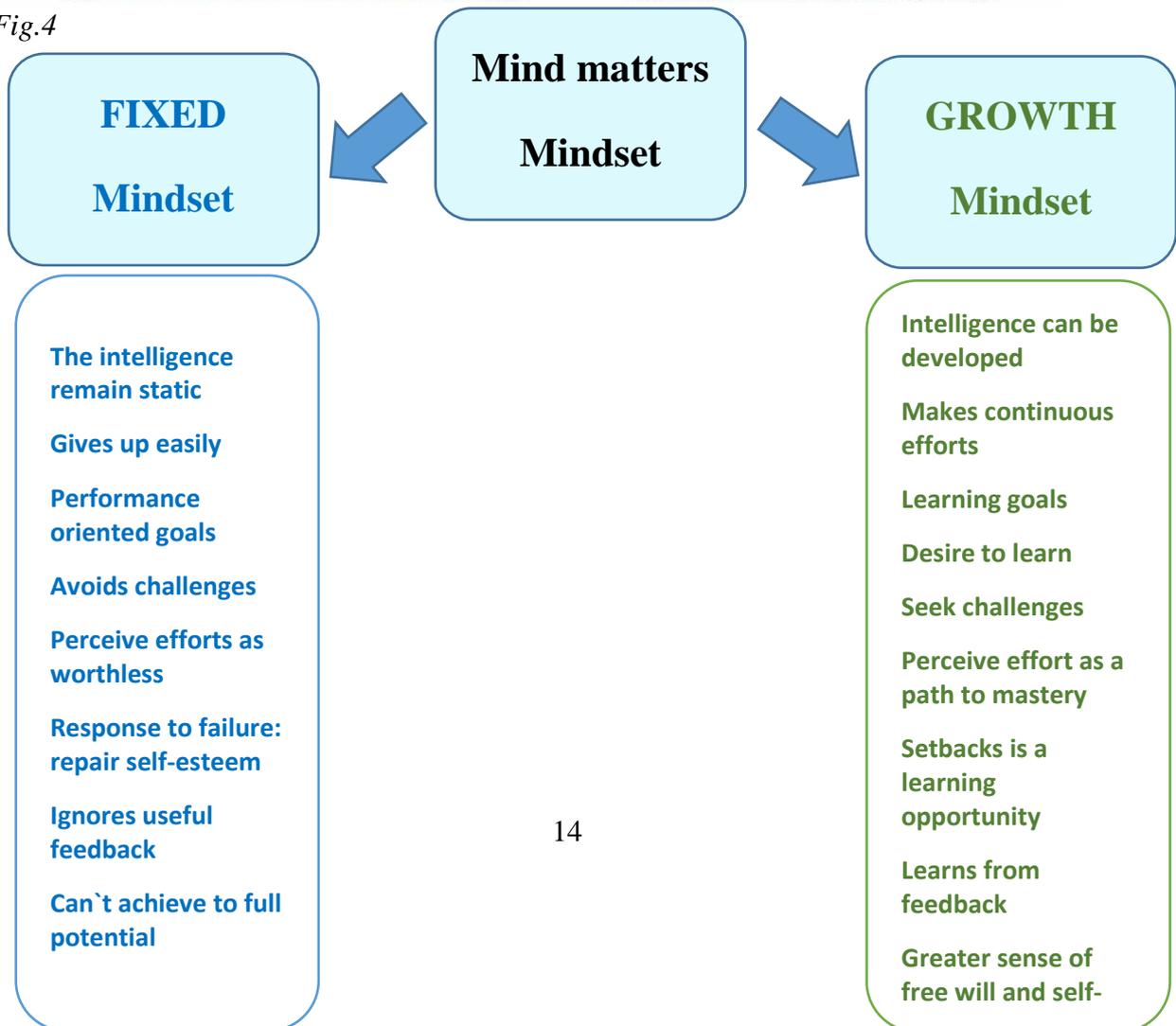
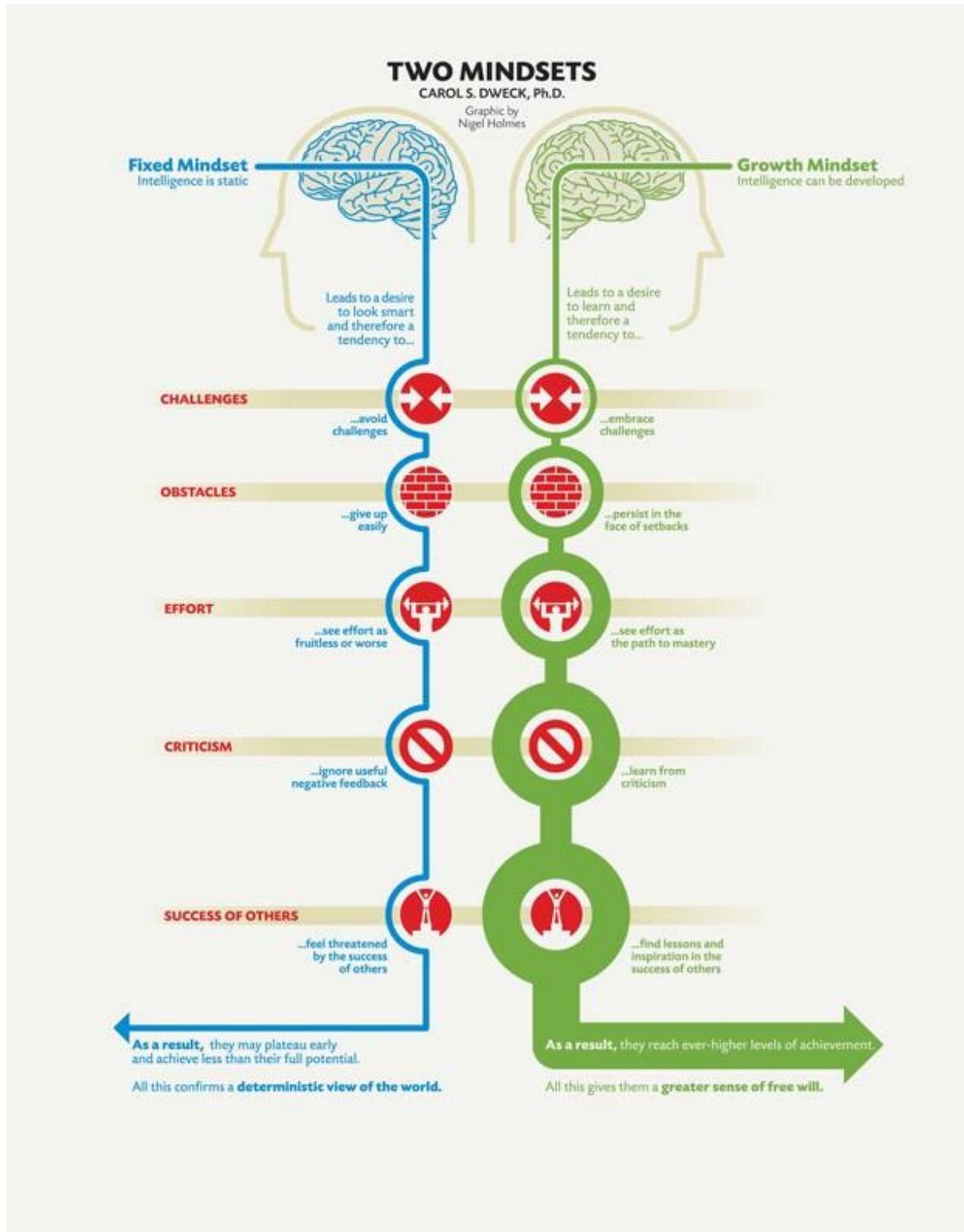




Fig.5





3. CONTENT AND DESCRIPTION OF THE ITEMS

The Mindset assessment tool for adults with an intellectual disability presents a set of 6 items, each of them with specific content linked to different life domains and roles; within these domains, challenges are presented that invite the adult to do efforts, to implement cognitive/transversal skills. Reflections on these items reveal attitudes that may be an indication of one of the mindset orientations.

Features of the items

Item 1 : The domain addressed is work/employment; the challenge is related to a new product, a new responsibility, a new tool, a new procedure, new knowledge,... and so, the item is an invitation to do efforts to learn a new skill or procedure within the working environment.

Item 2 : Domain : work/employment; the challenge is related to a known product, activity, responsibility but to be performed within a different or new workshop, working context, transfer or generalisation;

Item 3 : Domain : work/employment: dealing with feedback on the weak outcome of the work done, as perceived by someone else; dealing with failure & mistakes and poor working performance.

Item 4 : Domain : relationships and interpersonal skills: taking initiative to be attentive or thoughtful to someone else; Addressing problem solving and creativity.

Item 5 : Domain : social rights: autonomy, self-determination, new challenge in housing or living.

Item 6 : Domain : Social rights: leisure; challenges related to an unknown activity, new (physical or social) environment or social network.

As it can be seen, the content of the first three items is oriented to the professional life experience of a person with an intellectual disability, while the last 3 are more oriented to personal and social predispositions and attitudes towards other domains of Quality of Life. Each item includes 3 examples – A, B, C. The first example A is presented in 3 levels of difficulty – A1, A2 and A3. All this is illustrative and serves as a source of inspiration, as – very often - the assessor will have to develop a new, original content, tailored to the adult that takes part in this reflection – X1, X2, X3. The assessor must take into account the features of the item as described above and as mentioned in the ‘content topic’ part of the item description. The context of the item should be kept, but the adaptations made must ensure that the client can grasp the idea in the best possible way.



4. MINDSET ASSESSMENT TOOL: INSTRUCTIONS FOR ADMINISTRATION

The Mindset Assessment tool must help the professional to evaluate the mindset of an adult with an intellectual disability: does the adult show evidence of a growth mindset, or has the adult rather a fixed mindset. The 6 items help the professional to find the main orientation in the mindset of the adult – it will seldom be the case that an adult's mindset is a fixed or a growth mindset. As the tool includes 6 items with a content related to inclusion, quality of life, social rights, interpersonal skills and employment, the professional will be able to explore also the beliefs of the adult regarding these themes. The main focus however, is on the mindset, as described in chapter 2, revealing the way the adult deals with mistakes and efforts and how he assesses his own intelligence and learning potential.

The tool consists of a set of 6 items, with specific features, always to be adapted and matched to the life, experiences and living and working situation of the adult that takes part in the assessment. In fact, the items presented in the tool are not more than examples of situations that may be meaningful for the adult. (see chapter 3. Content of the items). The items are the content and the context for reflection not only on the situation itself, but especially on the way the adult believes he is going to deal with the challenge that is part of the item. The role of the professional is to evoke reflections and personal preferences from the client. The items - presented one at a time and without any time limitation – may be continuously adapted, elaborated, repeated, supported by whatever means (e.g. pictures), also during the ongoing interview, to be sure that the adult is able to imagine and grasp the situation. The professional should make sure that he is not imposing his own opinion/preferences by his tone and voice pitch, look or any other form of feedback to the adult.

It may be that this assessment takes a significant amount of time. The professional should always consider the individuality, the pace, the mood and the abilities of the concrete adult with an intellectual disability. As the adult should be invited to reflect on each item by giving honest responses, it is important to make clear that there are no correct neither incorrect answers. The professional wants to learn how the adult approaches challenging situations. The adult's answers and comments should remain confidential and should not be shared with external parties.³

The professional who is implementing this tool needs to have a very good understanding of the Dweck model and the way a fixed and a growth mindset may be observed concretely (see Chapter 2). Also, how the items are constructed and how they have to be adapted, has to be fully understood. For obvious reasons, the professional needs to know the adult very well in order to create useful item contents; he takes into account the actual life situation (employment, living, relationships, leisure, participation into society), past experiences, the client's aspirations, his social environment, the support needs, the actual level of functioning, his talents,...

³ The C&I – partnership is convinced that this kind of assessment – being also intervention – can be done in small groups to evoke reflections and learning opportunities by evaluating different options and responses elicited from the participants.



The interviewer may be a psychologist, a social worker, a support worker, a caregiver, an occupational therapist, a job coach,... as long as he knows the client well, has a good trust relationship with him and is capable to support him to understand the item contents as well as in interpreting the answers to understand adults beliefs and attitudes well. The professional also is sensitive to and knows how to deal with social desirable responses.

Preparing the interview

The professional in charge of the assessment, will need to spend – before the interview takes place - a significant amount of time to adapt the items to be useful for assessment of the mindset of the adult. It will be necessary to find meaningful context/content for each item and to think in advance on different levels and modalities of presentation of these context; also materials that may be useful to help the adult understand fully the context will have to be collected.

Not only on this stimulus/item side, but also on the outcome part, it may be useful for the professional to think about possible answers that the adult may generate and that reflect the mindset orientation. Examples are included in each item description. Some are very general, and applicable to all item contents (e.g. showing interest, responses as ‘I will try’ ...) others will be very item specific (especially when a specific challenge is presented in the item).

The professional will find 3 examples in each item (A, B, C). One of these examples may match well with the client, and so it can be used. However, we believe that this will be seldom the case - the item will probably not match completely. Anyhow, it is a source of inspiration for the professional and useful to keep in mind the criteria used to develop this specific item. As described in Chapter 3, each item – and so also each newly developed item – must correspond with the features as mentioned in the ‘content topic’ part of the item description.

Once the content of the item is defined, the professional needs to think about the way the item will be presented. The professional will find (only for the first example (A)) a suggestion to present the item in 3 different levels of difficulty. Of course, this is only useful in case the professional may find it relevant and decides to use the example given. It is expected, that most of the time, the professional will have to develop a new, original item, and so, he also has to think about the 3 levels of difficulty. It is important for the professional to understand the link between the example given and the criteria/content topics relevant for the item at stake. The most difficult level is a mere verbal presentation of the item; the intermediate level is the same verbal presentation, supported by pictures or other visual tools; the less difficult level also is supported by visual tools, but less items or information units are part of the presented situation.

Also the professional is invited to prepare an alternative item content, in case – for whatever reason – the initial, newly developed item is not ‘working’.



The interview

Once the professional has defined the 6 items, tailor-made for the individual, and has collected the supporting tools, he motivates the adults to take part in an interview that takes place in a quiet environment that the adult knows well. The professional assesses the motivation of the adult and explains the goal of the interview. He provides the client with all information necessary for a relaxing chat and explains that he will be invited to imagine specific situations and to tell the professional what comes in his mind. Open questions are used to find evidences for specific beliefs, attitudes, hesitations towards the challenges, etc. For the interviewer, it may be a challenge not to 'suggest' answers that fit in one of the mindset categories, as it is perfectly possible that the answer is somewhere in between. Sometimes it may be interesting to ask the adult to think about other situations that are quite similar to the one that has been introduced. Asking if he would do the same, or think and feel the same as in the presented situation, and to look for reasons for different options the adult may take. If possible, when the client is able to make explicit concerns or 'rather fixed mindset' reflections, it is interesting to try to elicit reasons for this. This may make explicit underlying beliefs on self efficacy, learning potential, locus of control, etc.. or reveal factors that are related to social pressure and expectations from the (social and professional) environment.

The professional writes down the reflections made by the adult that refer to, on the one side, the mind set orientation, but also on beliefs regarding social rights, employment, inclusion. This assessment tool is not a tool to assess quality of life: the scope is partially similar (e.g. reflections on the execution of social rights), but the main focus is on dealing with challenges, and so learning potential, effort, intelligence,...

At the bottom of each item, the professional can indicate if he finds the reflections made by the adult being more fixed, or more growth mindset oriented. The many examples of possible answers or evidences of a fixed or growth mindset on the right side of the item form (G and F columns), may help the professional to evaluate the reflections made by the adult. These possible answers are grouped in 2 columns: Column G and Column F, respectively referring to a fixed or a growth mindset. The interviewer can relate the answer of the adult with one of the provided examples in either Column G or in Column F. Thus, this part helps the interviewer to decide on the mindset orientation of the client. After the discussion with the adult, the interviewer decides and concludes if the responses refer more to Growth or rather to Fixed mindset

There is space for the conclusion and for additional observations and comments below each item, especially for concrete dominant beliefs on the mindset and for additional beliefs on inclusion, employment, social rights etc.

The professional transfers the mindset outcome to the Score form at the end of the tool. This form provides an overview: by completing the grid, the professional will be able to find a 'trend', with more items related to a growth mindset or with more items related to Fixed mindset.



Feedback to the adult

After the assessment interview, the client will receive some feedback on the outcome and the interpretation of the reflections made. As the professional motivated and invited the adult to be open and honest, the adult has the right to learn about the professionals evaluation, and what this may have as a consequence for the support plan. Information on both mind set orientations, on the orientation found during the interview, and especially on the (positive or negative) impact of the orientation found, is a next step in the empowerment of the adult. An overview of the outcome on the different items, and a general ‘conclusion’ may be a first step in setting support goals. The professional, in case both agree on a shared goal regarding mindset, learned helplessness, learning potential, etc..., may ask for permission to share the outcome of this assessment with who is supporting the adult.



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ANNEX 1 English version of the Mindset Assessment tool



ANNEX 1

MINDSET ASSESSMENT TOOL – item 1

1	CONTENT topics	EXAMPLES OF ITEMS		G ⁴	F
	<p>work/employment</p> <p>a new product, responsibility, new tool, a new (different or more efficient) procedure, new knowledge..</p> <p>within the same context, workshop,..</p> <p>invites for effort to learn a new skill or procedure</p>	A1	<p>Today the supervisor approached you with a suggestion to train you how to work on a new touch screen machine to produce what you normally produce.</p> <p>What will you do? How do you feel about this?</p> <p>What will be your answer?</p>	<p>-delightfully agreeing</p> <p>-being thrilled to use new devices</p> <p>-enjoying learning new things</p>	<p>-preferring to use the tool that I'm used to use</p> <p>-being happy with what already is acquired</p>
		A2	<p>Your coach has informed you that a new machine will be installed in the workshop/workplace and you are invited to learn how to work on it. What will you do? How do you feel about this? What will be your answer?</p> 	<p>-interesting to learn new tools</p> <p>challenging for me</p> <p>-will try to learn how to produce new things</p> <p>-showing interest</p>	<p>-preferring to do familiar things</p> <p>-preferring a specific procedure or to work in a familiar way</p> <p>-not embracing unfamiliar tasks</p>
		A3	<p>Your coach asks you to try a new machine that helps you make candles easier. What will you do? How do you feel about this? What will be your answer?</p>	<p>-being eager to learn something</p>	<p>-willing to produce the same</p>

⁴ G : evidence for efforts to learn, accepting challenges, enthusiasm for new things, intrinsic motivation, flexibility,.. (see manual and instructions)

F : avoid mistakes, accept actual situation, avoiding risks, no learning goals,...

(see manual and instructions for information on the Mindset framework)



your item			<p>new, more difficult,..</p> <p>-I ask how the machine works.</p> <p>-I'm asking to see a picture of the machine.</p> <p>-I'm happy that my supervisor wants me to learn new things.</p> <p>- I will try it, if I get stuck, I'll ask my coach to help.</p> <p>-...</p>	<p>product (pots,...) in the same way as usually</p> <p>-I don't know. ☺</p> <p>-I don't think I can work with touch screen.</p> <p>-I'm afraid to change work.</p> <p>-I haven't done this before.</p> <p>-I let others do it, I will watch, but they don't have to ask me to join</p> <p>-I won't understand it</p> <p>-I don't want the mess.</p>
	B	Today your coach asks you to learn to produce a new product (a new type of candle,...).		
	C	Your coach asks you to explain to a new colleague how you make this type of candles.		
	X1			
	X2			
	X3			



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Conclusion :

the client's mindset orientation is **Growth** **Fixed**

Evidences for conclusion (observations, statements,...) :



MINDSET ASSESSMENT TOOL – item 2

2	CONTENT topics	EXAMPLES OF ITEMS		G	F
	<p>work/employment</p> <p>same product, activity, responsibility,...</p> <p>within a different or new workshop, working context,...</p> <p>transfer or generalisation</p>	<p>A1</p> <p>A2</p> <p>A3</p>	<p>Your labour supervisor offers you a better paid and more challenging job in a city nearby to your hometown. You're familiar with the tasks in this new job. What will you do? How do you feel about this? What will be your answer?</p> <p>A new social programme provides you with an opportunity to attend the training centre where you can practice painting techniques. The training center is closer to where you live. What will you do? How do you feel about this? What will be your answer?</p>  <p>You are invited to join a new workshop in another daycare center for making greeting cards that you are familiar with. What will you do? How do you feel about this? What will be your answer?</p> 	<p>-accepting to apply for the job</p> <p>-willing to be more independent and a better paid job helps to realize this</p> <p>-being in for new things</p> <p>-showing interest</p> <p>-enjoying new challenges</p> <p>-I ask more information about it.</p> <p>-I discuss the options.</p> <p>-I feel excited about it. -I'm happy that I can meet other people.</p>	<p>-declining the offer</p> <p>-don't like to change work in an unknown setting</p> <p>-preferring to stay in a sheltered or familiar environment</p> <p>-looking for safety, avoiding risks</p> <p>-not believing in being able to adapt</p> <p>- choosing for the money</p> <p>- choosing for a nearby working place</p> <p>-it won't be easy for me.</p> <p>-my parents will not let me do it.</p>



your item	B	Your supervisor found a nice working context different from the actual workshop; you can work as a volunteer and produce the same things as you are producing now; he thinks it will be something for you. You have the opportunity to apply for the job.	-I will try it. I want to try something else. -it's a new experience, I will do it.	-I feel anxious about the question. -I feel fine about my painting skills. -it will cost extra money.
	C	You are offered a job in a shop downtown; it is the same kind of shop as the one that you are working in now, but it is downtown and receives many more clients, so it is from time to time (very) busy.	-I will try it, if it's too crowded for me, I can go back or I can learn how to handle this. -when it's busy I have more chances to learn/try. -...	-I don't know the other people over there. -I will do it only because it's close to my home. -it's not necessary for me. -why do you want me to change? -I will do it only if I can make the same greeting cards. -my supervisor knows what's best for me, I will do it. -I'm afraid that busy places are not for me. I think I better not apply. -...
	X1			
	X2			
	X3			



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Conclusion :

the client's mindset orientation is **Growth** **Fixed**

Evidences for conclusion (observations, statements,...) :



MINDSET ASSESSMENT TOOL – item 3

3	CONTENT topics	EXAMPLES OF ITEMS		G	F
	<p>work/employment</p> <p>dealing with feedback on the weak outcome of the work done, as perceived by someone else</p> <p>dealing with failure, mistakes,..</p>	A1	<p>Your manager alerted you that you do not meet the deadlines and do not perform your duties in a quality manner. What will you do? How do you feel about this? What will be your answer?</p>	<p>-asking for advise to find out to improve the performance</p> <p>- trying again and do more efforts to make it better next time</p> <p>- asking for help, demonstration, to learn how to do better</p> <p>-trying and practicing harder</p> <p>-I ask him advice to do it better and more on time for the next task.</p> <p>-I give a suggestion what would help me in the future.</p> <p>-I ask more feedback.</p>	<p>-quitting or giving up</p> <p>-continuing in the same manner as always</p> <p>-ignoring the feedback</p> <p>-getting angry</p> <p>-being disappointed</p> <p>-avoiding mistakes</p> <p>-taking no risks</p> <p>-not doing learning efforts</p> <p>-he had to ask me sooner, I'd been giving little time.</p> <p>-it's not my fault.</p> <p>-I quit my job.</p> <p>-I blame the others.</p>
		A2	<p>Today you have worked hard in the pottery workshop but your coach told you that the produced pot is not good. What will you do? How do you feel about this? What will be your answer?</p> 		
		A3	<p>Today you have several pots or jugs that are cracked. What will you do? How do you feel about this? What will be your answer?</p> 		
		B	<p>You are working in a cafeteria, and costumers have complained about receiving different drinks then what was ordered.</p>		



your item	C	Your coach has taught you how to make ‘una frittata’, and now for the first time he let’s you make it yourself, but things are not going well. What will you do? How do you feel about this? ⁵	-I ask my colleagues how they managed to do well. -I examine why the pot is not good. -I ask advice how I could see that the pot is not good. -I want to know why they cracked? -I ask advice. -I apologize and try again -I ask to demonstrate again, so I will know what I do better -...	-I cry. -he knows that I’m not good at that, why does he give this to me? -I blame my coach, the oven, a colleague, the clay, ... It’s not my fault. -I feel turned down. I ask not to work in this workshop any longer. It’s nothing for me. -I’m angry. The clay is bad. -I run away. Others have to solve this. -...
	X1			
	X2			
	X3			

⁵ The context may also be free time, living,... as the main topic in this item is dealing with failure. Within the context of employment, the examples given are relevant ones.



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Conclusion :

the client's mindset orientation is **Growth** **Fixed**

Evidences for conclusion (observations, statements,...) :



MINDSET ASSESSMENT TOOL – item 4

4	CONTENT topics	EXAMPLES OF ITEMS		G	F
	<p>relationships and interpersonal skills</p> <p>taking initiative to be attentive or thoughtful to someone else</p> <p>problem solving, creativity</p>	A1	<p>Your sweetheart has a birthday and you want to make a surprise. What will you do? How do you feel about this?</p>	<p>-taking initiative</p> <p>-making a gift, present,...</p>	<p>-buying a gift in the shopping mall</p> <p>-asking someone for material, costume, masque,...</p>
		A2	<p>You are invited to a birthday party of your friend, and he asks you to be dressed up or wear a costume or a mask. What will you do? How do you feel about this?</p> 	<p>-organising a (garden) party</p> <p>-making decoration</p> <p>-preparing a birthday cake</p> <p>-surprising my sweetheart/boy friend/colleague,...</p>	<p>-not knowing what to do</p> <p>-never done that kind of things</p> <p>-I buy something I would like.</p>
		A3	<p>Your best friend has a birthday today and he asks you to help him with the birthday cake. What will you do? How do you feel about this?</p> 	<p>-helping others with pleasure to organise and cook</p> <p>-writing a personal message</p> <p>-I feel excited.</p>	<p>-I am not creative (and I never will be).</p> <p>-I buy a mask.</p> <p>-I don't like dressing up. I don't show up./I don't dress up.</p>
		B	<p>It's been a long time since you have met your friend; you are looking forward to meet him again after such a long time. What will you do? How do you feel about this?</p>	<p>-I know I'm not handy but I try to fix something.</p>	<p>-I think my friend always wants to be</p>



	C	You are sharing a house with two other friends; one of them is leaving hospital and will be at home again this afternoon. What will you do to welcome him?	<p>-I make something funny by using stuff lying around the house.</p> <p>-I've never baked a cake before, but I will join him.</p> <p>-I'm glad my friend wants to learn me how to make cake.</p> <p>-I make a surprise for him.</p> <p>-I'm happy/excited.</p> <p>-I decorate the house with flags to welcome him.</p> <p>-I ask my friend to work something out to surprise the one who comes home.</p> <p>-...</p>	<p>special. He stresses me out.</p> <p>-I do only the decoration of the cake, because I never baked a cake before.</p> <p>-I say he has to ask his mother to make cake. That's what I would do.</p> <p>-I feel scared that he doesn't want to be friends anymore because I don't know how to do that.</p> <p>-I don't know. I'm stressed out. I don't know what will be necessary for him.</p> <p>-...</p>
your item	X1			
	X2			
	X3			



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Conclusion :

the client's mindset orientation is **Growth** **Fixed**

Evidences for conclusion (observations, statements,...) :



MINDSET ASSESSMENT TOOL – item 5

5	CONTENT topics	EXAMPLES OF ITEMS		G	F
	<p>social rights</p> <p>autonomy,</p> <p>self-determination</p> <p>new challenge in housing or living</p>	A1	<p>You have a nice friend or a partner you love. Would you want to live together in a flat? What will you do? How do you feel about this?</p>		
A2		<p>You are still living at home together with your family. Your caregiver has informed you about an opportunity to live on your own? What will you do? How do you feel about this?</p>		<p>-initiating to move</p> <p>-being thrilled to live on your own</p> <p>-looking forward to live autonomous</p> <p>-willing to try</p> <p>-I'm surfing the internet to seek for houses.</p> <p>-I discuss this subject a lot with my friend to know what he thinks about it.</p>	<p>-preferring to stay to live with my family</p> <p>-being satisfied as it is now</p> <p>-my parents won't agree.</p> <p>-I don't know if I could manage it. Maybe it's impossible.</p>
A3		<p>You are still living at home together with your family. Your caregiver has informed you about new opportunity to live in a small group home. What will you do? How do you feel about this?</p>		<p>-I trust my caregiver that she organises everything. I depend on her.</p> <p>-I do not want to leave my parents.</p> <p>-I am scared to change/ to move/...</p>	
B		<p>Surprisingly, you have found out that you will become a parent. What will you do? How do you feel about this?</p>	<p>-I make a plan to know what I have to do.</p> <p>-I ask my parents advice how I could handle this.</p> <p>-I feel excited.</p>	<p>-My parents won't let me keep the child.</p>	



	C	You are moving to another flat; your parents want the flat to be refurbished and choose the colours, curtains,... What will you do? How do you feel about this?		
your item	X1		-I'm not sure I will succeed but I will investigate it with my caregiver. See above	-I think I will never succeed alone, I have to live with my parents so that they can help me.
	X2		-I talk about my worries and my ideas to find out what's possible. -I am excited. Although I'm not capable now, I want to learn how to handle this alone or together with other caregivers.	-I agree with the suggestions of my parents. -I have never thought about the interior of our house. I don't know. -I don't like changes -...
	X3		-I make a plan for my room and discuss it with my parents. -I give my opinion about what I like and don't like -....	



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Conclusion :

the client's mindset orientation is **Growth** **Fixed**

Evidences for conclusion (observations, statements,...) :



MINDSET ASSESSMENT TOOL – item 6

6	CONTENT topics	EXAMPLES OF ITEMS		G	F
	<p>social rights</p> <p>leisure</p> <p>unknown activity, new (physical or social) environment</p> <p>relationship,</p> <p>social network</p>	A1	<p>You saved money to travel and heard people talking about traveling to the Argentina. What are you going to do? What will you do? How do you feel about this?</p>	<p>-willing to join the team</p> <p>-to be eager to meet new friends</p> <p>-interesting in a new sport</p> <p>-preferring organised trips by others (regular,...) to go with people previously not met</p> <p>-I plan ahead how to get there.</p> <p>-I try to convince my parents to go over there.</p> <p>-excited about doing something new.</p> <p>-I check if I have to buy new gear.</p>	<p>-avoiding to participate the sport, free time activity, hobby,,... that one is doing</p> <p>-being good in the sport/hobby that one is practicing and keeping it that way</p> <p>-preferring to go with peers from the community centre</p> <p>- staying in the community centre</p> <p>-I check if my traveling organisation goes to Argentina. If not, I choose another organised trip.</p>
		A2	<p>You have the opportunity to go on a mountain trip. What will you do? How do you feel about this?</p> 		
		A3	<p>You have the opportunity to go on a day trip. What will you do? How do you feel about this?</p> 		
		B	<p>Your best friend has started practicing fit cross recently and is inviting you to join the team. He is the only one you know. What will you do? How do you feel about this?</p>		
		C	<p>Close to where you are living, the community has built a ‘social house’ to invite the neighbourhood to chat, play cards,... You also received an invitation. On Monday they</p>		



		organise a card contest and you like playing cards. What will you do? How do you feel about this?		
your item				
	X1		<p>-I chose places I've never been before.</p> <p>-I make a map of all the places I've been and want to mark all the cities of my country.</p> <p>-I'm curious about the others in the team.</p> <p>-I don't care that I only know my friend in the team.</p> <p>-this will be fun!</p> <p>-even if I don't win, it will be a nice activity.</p> <p>-...</p>	<p>-I've never been to Argentina, so I don't go, it's not for me.</p> <p>-I've never been in the mountains, I won't succeed.</p> <p>-I choose places/trips that I've been before.</p> <p>-I only travel if my friend goes with me.</p> <p>-I don't know what cross fit is. I only like mountain climbing.</p> <p>-I convince my friend to join me in my sport.</p> <p>-I only go if my friend/parent... joins me.</p> <p>-I don't like losing in a place I've never been before</p> <p>-....</p>
	X2			
	X3			



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Conclusion :

the client's mindset orientation is **Growth** **X**..... **X**..... **X**..... **X** **Fixed**

Evidences for conclusion (observations, statements,...) :



MINDSET ASSESSMENT TOOL
summary

Name :

Living & employment situation :

MINDSET TOOL				
item	Growth			Fixed
1.				
2.				
3.				
4.				
5.				
6.				

Summary main orientation:



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ANNEX 2 Psychometric Analysis

For Annex 2 : document in pdf.