Have you ever found yourself thinking, “My daughter has trouble with math, just like I did at her age.” Or “my son’s strengths are in math and science. He doesn’t do well in languages and literature.”

The way we think about and respond to our children and how they learn depends a lot on our “mindset.” This concept came out of research by Carol Dweck, a Stanford University psychology professor, who pioneered a shift in our thinking about learning and intelligence.

A “growth mindset,” she says, is based on the belief that one’s intelligence can grow with effort, perseverance and resiliency. A “fixed mindset,” on the other hand, is the idea that intelligence is something you’re born with—and though we all can learn new things, a person’s innate level of intelligence cannot be changed.

Kids’ perceptions play a key role
Dr. Dweck and her colleagues found that students’ mindsets—how they themselves perceive their abilities—played a key role in their motivation and success. “We found that if we changed students’ mindsets, we could boost their achievement,” she says.

More precisely, students who believed their intelligence could be developed outperformed those who did not have this understanding. In other words, when kids learned they could “grow their brains” and increase their intellectual ability, they did better in school.

What we’re learning from brain research
The shift in our thinking about intelligence is based largely on new technology that examines the function and make-up of the brain. Research now contradicts the notion that intelligence is fixed from birth. Both formal and informal studies have demonstrated that the brain can develop with the proper challenge and stimuli.

Neuroscientists, among others, have emphasized the concept of “neuroplasticity,” the amazing ability of the human brain to change, adapt and rewire itself throughout our lives.

Educating ourselves about the way the brain works directly affects our personal beliefs and expectations about kids’ potential and achievement. When parents and children (as well as teachers) learn about the brain’s amazing potential, their mindsets begin to shift.

Continued on page 2...
A ‘growth mindset’...  
Continued from page 1...

When kids start kindergarten, they tend to assume they can learn and be successful in school. They don’t think in terms of innate differences in intelligence from one student to another. But by the time students reach sixth grade, many have come to the conclusion that they were born with specific academic strengths and weaknesses that they cannot change—no matter how hard they try.

This is a fallacy, of course, but it makes all the more important to install a growth mindset into our kids as early as possible—so they can maintain the belief system that “everyone can be successful” when it comes to learning.

Creating a growth mindset at home

Here are some ways to make your home a place where a growth mindset can flourish:

Model flexibility. Communicate that change is an important part of living life. Model this by being flexible when things don’t go as planned. Praise kids for their flexibility and adaptability when plans change or success is not instant.

Model optimism. Have a “glass half full” mentality. People with an optimistic outlook can find a positive side to most situations.

Look for something good in a situation that’s perceived as “bad.” If possible, have fun with it. “You broke a glass? No big deal. We’ll have more room on that shelf.”

Notice your fixed-mindset thinking and try to change it. Talk out loud so your child can hear you doing it. For example, you might say, “I can’t figure out how to complete this form.” Then rephrase it to say, “I need to check the website or call the bank and ask some questions—so I can fill this out accurately.”

Don’t blame genetics for anything positive as well as negative. Avoid making comments like “I’m terrible” at this or “I just can’t do” that. Be patient with yourself. Don’t expect a change overnight.

Giving feedback to kids

Praise what a child does, not who he or she is. Instead of, “You’re so clever or smart,” say “I can see how hard you worked.” Be specific. Focus on kids’ efforts, perseverance, resiliency and struggles in the face of a challenge.

Adopt the word “yet” into your vocabulary. When kids say they don’t understand something or can’t dribble a basketball or play a song on a guitar, remind them that they can’t do it “yet.” Express the idea that success is something a child can influence through hard work and perseverance.

Help kids learn from failure. This is vital to developing a growth mindset and to preparing for challenges children will face in the future. Encourage kids to view failure and mistakes as a way to get feedback and reflect on areas that need more attention. Model and encourage the ability to bounce back from errors and failures.

Don’t forget that innate ability contributes only about 25 percent of achievement, and the other 75 percent is based on psychosocial skills that must be deliberately developed. In addition to perseverance and resiliency, these skills include self-confidence, the ability to cope with disappointment and failure—and to accept and handle constructive feedback.

Let kids know that having to work hard is not a sign of weakness, but is something to be embraced because it makes connections that “grow” the brain. “This isn’t easy, is it? That’s okay. You’re plowing ahead and making an effort.”

A repertoire of approaches

The growth mindset is not just about working hard, however. “Certainly, effort is key,” writes Dr. Dweck in Education Week, “but it’s not the only thing. Kids need to try new strategies and seek input from others when they are stuck. Students need a repertoire of approaches, not just sheer effort, to learn and improve.”

Parents can show their appreciation for a student’s work, but it can be helpful to add: “Let’s talk about what you’ve tried and what you can try next?”

Getting ready to try out for the school band.

Just don’t overdo it

Some of the things we may do in the name of “growth mindset” are actually quite the opposite. And one of those things is telling kids they’re capable of anything if they just put their mind to it.

While this may be true, simply asserting something doesn’t make it so, particularly when a child does not yet have the knowledge, skills, strategies or resources to bring it about.

Think of it this way: if a student is pushing with all his might on a brick wall with the goal of getting to the other side, it would not help him achieve that goal to praise him for how hard he is pushing. Instead he needs someone to help him consider another way (climbing over, digging under the wall) and then he must try it.

It may go without saying also that having a “can do” attitude should not be applied to every situation and could even lead to a harmful outcome. For example, a child might need a ride home after a school event, but he or she may think, “I know my way. I can walk without getting lost.”

The perseverance that you have encouraged and a child is willing to exercise can be misguided. Be sure to discuss age-appropriate situations like this with your child.

For a deeper understanding

For a truer, deeper understanding of the growth mindset, Dr. Dweck offers an answer that may be surprising. “Let’s legitimize the fixed mindset,” she says. “Let’s acknowledge that we’re all a mixture of fixed and growth mindsets and probably always will be. If we want to move closer to a growth mindset, we need to stay in touch with our fixed-mindset thoughts and deeds.”

She encourages us to check out our personal triggers. Do we get overly anxious? Does a voice in our head warn us away from trying something new or different? Do we get defensive or angry when we receive critical feedback? Do we feel envious and threatened or eager to learn? “Accept those thoughts and feelings,” says Dr. Dweck, “and keep working with and through them.”

In retrospect, she adds, perhaps she and her colleagues made the development of a growth mindset sound too easy. “Maybe we talked too much about people having one mindset or the other, rather than portraying people as mixtures. We, as scholars, are on a growth-mindset journey, too.”

—Adapted from the authors’ new book “Mindsets for Parents” (Prufrock Press). See We Recommend on page 8.
New program to make high school sports safer

Q You’ve written before about concussions in youth sports. Have you heard about the new program Collaborative Solutions for Safety in Sport? It was created by the National Athletic Trainers Association and the American Medical Society for Sports Medicine. The aim is to provide states with a road map to establish safety rules and policies or laws for high school athletes.

—J.S., Waco, Texas

A Yes. It is filling a great need, because currently there are no nationwide guidelines to help assure the safety of kids who play in school or youth-league sports.

It’s up to the states. And last year alone, 50 high school athletes died and thousands suffered long-term complications from their injuries.

The new program would like schools to adopt four practices:

—An athletic trainer at every practice and game.

—An emergency action plan to respond appropriately to an athlete in distress.

—A publicly accessible automated external defibrillator (AED) and a school-based program in its use.

—Climate-related policies to prevent heat injury or heat stroke.

Coaches also need to monitor climate conditions and know when to suspend a practice to avoid heat injuries. And during hot weather and high humidity a cooling tub should be available.

Employing an athletic trainer may be too expensive for some schools too afford, but an AED costs only about $1,000 and it can be used to save anyone—players, coaches or spectators.

A pre-participation medical examination is especially critical for young players and should include an EKG if there is any family history of heart trouble. Plus, coaches should know CPR, the location and use of an AED, the signs of a possible concussion and when to keep a young player on the sidelines.

RESEARCH REVIEW

Do training games sharpen the aging brain?

W ith so many people living longer, marketers are taking every opportunity to sell herbal supplements, computer games and devices that claim to enhance memory, strengthen cognitive function and perhaps even delay dementia.

But “solutions” for the aging brain have far out-paced the proof that they actually work. Both the Institute of Medicine and the National Institute on Aging have advised consumers that very few of these products have been shown to promote meaningful, sustainable benefits through well-designed, placebo-controlled studies.

Here’s what we’ve learned.

Advanced Cognitive Training for Independent and Vital Elderly (ACTIVE) was a 10-year follow-up study of 2,832 cognitively healthy adults 65 and older. Participants were divided into groups and randomly assigned one of three 10-session training programs aimed at improving memory, reasoning and speed of processing information (with two subsequent booster sessions) or to a fourth no-treatment control group.

A decade later, 60 percent of the brain-training program participants had maintained or improved their ability to perform activities of daily living—as compared with 50 percent of the no-treatment control group. Participants in the reasoning and speed of processing groups retained those benefits 10 years later, but the benefits of memory training were lost. These results may sound minor, but given the size of the aging population, even a 10 percent gain can significantly increase the number of older people who are able to live on their own and enjoy life.

Certain computer games have been shown to improve cognitive skills. Neuroscientists at the University of California, San Francisco reported in the journal Nature that the NeuroRacer game was found to enhance the ability of older people to multitask. (Players steer a car on a winding, hilly road while watching for signs that randomly pop up and have to be shot down.)

Participants from 60 to 85 who trained on the game for four weeks improved their ability to focus well enough to outscore untrained 20-year-olds—and they maintained the benefits for six months. Effects of the training transferred to other cognitive skills that decline with age such as sustained attention and working memory.

Also, in a review of computerized programs, John Hopkins University researchers found that healthy older people did not have to be “technologically savvy” to benefit from cognitive training.

Automatic debit plans can be difficult to halt

The U.S. Consumer Finance Protection Bureau reports that automatic debit payments are easy to start, but hard to stop. Many companies—for mortgage and loan services and payday lenders, to name a few—actively solicit approval for preauthorized debits. But consumers may not realize they’ve agreed to automatic renewal of the loan or service.

“It’s a big problem,” says Lauren Saunders of the National Consumer Law Center. “Banks are obligated to help customers stop unwanted debits, but they can be slow to do so.”

To stop a scheduled payment, you usually must give your bank a “stop payment” order three business days before the debit is scheduled. You may also need to provide written confirmation.

For detailed information including answers to questions about fees, visit www.consumerfinance.gov and enter the keywords “how to stop automatic debits.”
Keeping elders safe from mail and phone scams

Part 2 of a 2-part series

Last month we talked about fraudulent schemes targeting older people, in particular: contests, sweepstakes, home repairs and the grandparent scam. This month we’ll focus on telemarketing and direct mail come-ons, identity theft and charitable giving. It’s important to keep your older relatives up to date on this new and changing information.

Dealing with telemarketers

There are legitimate telemarketers and there are scammers, and there are some who fall in-between, according to state attorneys general. The problem is that they all target people who are at home during the day and are also in the habit of answering their phones. Here are some things to remember:

Don’t rely on caller ID. Scammers know how to manipulate caller ID to give you the impression it’s a local call or from an “official” location like Washington, DC. Make sure you’re familiar with the company or charity a caller is working for. If not, give yourself time to check it out before committing to a purchase or contribution.

Never give personal information to a caller who initiated the contact with you. That includes your birthdate, your social security number (even the last four digits), your mother’s maiden name, your first pet’s name or anything that might be used as a password or other identifier. You can never be sure callers really are who they say they are.

Don’t commit to anything on the phone. Ask to see a proposal in writing. Give yourself time to research or think about it. As we said last month about the anatomy of a scam: An urgent deadline is often a dead giveaway. Legitimate sales people will give you time to make a thoughtful decision.

Be aware that legitimate telemarketers are regulated. Their calling hours are 8 am to 9 pm. Before asking for money, they are required to disclose the nature of the products or services for sale, costs and any delivery restrictions.

Identify theft

Many scams such as phone call solicitations, phishing and fake checks are after more than quick cash. They want to steal your identity. And once they have your personal information, scammers don’t place envelopes in an unlocked mailbox. Direct deposit checks. Don’t carry your Social Security card or a lot of credit cards with you. Don’t use public computers for financial transactions. Keep your personal information secure at home.

Review bank and credit card statements. Make sure there were no unauthorized charges or indications of fraudulent use. If you bank online, check your account regularly. The sooner you catch a problem, the better off you are.

“Send that message straight to the trash. Don’t open the link.”

Destroy financial information that is expired or no longer needed before you throw it away. Cut up plastic credit cards.

Most important, never give out your personal information to someone you don’t know.

Opt out of come-ons

There are ways to greatly reduce the number of unsolicited phone calls, mailings and Internet offers you receive. Taking the following steps can help stop annoying intrusions into your life and limit your risk of identity theft.

Do Not Call Registry. You can place your phone number (both your landline and mobile phones) on the Do Not Call Registry. The number is 1-800-382-1222. Or you can contact the registry online at www.donotcall.gov. Within 31 days from the time you register your number(s), telemarketers (with certain exceptions) must remove you from their call lists.

The exceptions. Calls from or on behalf of political organizations, charities and phone surveyors are still permitted, as are calls from companies you’ve done business with in the past—and have agreed to receive their calls. If you ask a company to put your number on its do-not-call list, it should honor your request. Just keep a record of the date you made the request.

Charitable giving

Americans give billions of dollars annually to charitable groups, and older people are especially generous. Most charities are honest in their solicitation of contributions. But some misuse the public trust, and the lion’s share of your donation goes to the fundraiser rather than a charity’s programs. Other so-called charities are outright scams that play on the sympathies of well-meaning people who only want to help a good cause.

To make sure your charitable donations are going where you intend them to:

Give to groups you know and trust. Just be aware that scammers capitalize on the reputation of a well-known charity by changing the name slightly.

Find out how much of your donation supports programs, administrative costs and fundraising. State attorneys general, among others, can give you this information. A good online source is the Better Business Bureau’s charity review program at www.give.org. It tells you if a charity is accredited and it provides financial information, fundraising costs and complaint history.

Shred papers containing personal information before you throw them away.

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Shred papers containing personal information before you throw them away.

Use safeguards. Protect private information. When paying bills,
Helping boys to be more open about their feelings

By Dan Kindlon, PhD and Michael Thompson, PhD

Parents tend to nurture sons differently than daughters. Intentionally or not, we may discourage emotional awareness in boys. The way we respond to boys—and teach them to respond to each other—is often based on gender stereotypes.

For example, mothers speak more about sadness and distress with daughters and more about anger with sons. Fathers show more emotion with daughters.

When boys express anger or aggression or when they turn surly and silent, their behavior is often accepted as “normal.” But when they express fear, anxiety or sadness, the adults around them often act as if these emotions are not normal for a boy.

We know from research and experience that it’s within the power of parents and every adult in a boy’s life to give him the emotional grounding to make his way in the world. And while every boy’s life journey is unique, the needs of all boys are the same.

The following seven points have the potential to transform the way we nurture and protect the emotional lives of boys. They represent the foundations of parenting, teaching and creating communities that respect and cultivate the inner life of boys.

➤ Give boys permission to have an internal life. Offer your approval for the full range of human emotions and help in developing an emotional vocabulary so they may better understand themselves and communicate more effectively with others.

Speak consciously to a boy’s internal life whether he is aware of it or not. Respect it, make reference to it and share your own. If you act as if your son has an internal life, the sooner he will take it into account.

Instead of saying, “You can try out for soccer or the school play,” you might say, “I know you were disappointed about not getting a part in the play last year. Do you want to take the risk and try out again this year?”

➤ Recognize and accept boys’ high activity level and give them safe places to express it. Boys need space for their jumping, for their energy and for their exuberance.

The increased emphasis in our schools on standardized tests and scores means that kids are spending more time sitting still and listening. And in many schools, recess has been eliminated and physical education programs have been cut or cut back.

➤ Talk to boys in their language, in a way that honors their pride and masculinity. Be direct. Use boys as consultants and problem solvers. A good way to find out about your son’s emotional responses is to ask him questions such as: How did your friends feel about that? How did you help your friend? Could you have used some help too? What do you think about the way the adults handled that situation?

Using your son as a consultant doesn’t mean doing everything he wants. It means giving him a hearing—starting when he is young. If you are willing to ask consultative questions, put your emotional cards on the table and be diplomatic about brief answers, you can communicate with boys.

➤ Teach boys that emotional courage and empathy are sources of real strength in life. Recognize the people around you who, even in small ways, exhibit emotional courage. Mark Twain’s description bears repeating: “Courage is resistance to fear, mastery of fear—not absence of fear.”

Boys have fears and needs and they are vulnerable. Acknowledging these fears will not make boys weak. It will free them from shame and make them stronger.

Teach boys to respect their own fears as well as the fears of others—because that’s what empathy is all about. Encourage boys to display their natural capacity for empathy by giving them opportunities to take care of animals, babies, the needy, older people and the environment.

➤ Use discipline to build character and conscience, not enemies. Getting into trouble is a normal part of growing up. Boys need discipline that is clear and consistent but not harsh. The best discipline is built on the child’s love of adults and his wish to please.

If that impulse is respected and cultivated, boys will continue to be psychologically accessible through their love and respect. If they are unduly shamed, harshly punished, or encounter excessive adult anger, they will soon start reacting to authority with resistance, rather than with a desire to do better.

➤ Model a manhood of emotional attachment. Boys imitate what they see. If they see emotional distance, guardedness and coldness among men, they will emulate that behavior.

The potential for loneliness among adult men needs to be addressed in the lives of boys. Help boys maintain their friendships through inevitable conflicts that arise. Recognize, too, that men’s friendships don’t always look the way a woman might like or expect. They may not seem as close or reliable and they may feel too competitive.

➤ Teach boys that there are many ways to be a man. Boys grow up to be many sizes, possess many skills and do a wide variety of things. Don’t disregard their many offerings or make them feel as if they do not measure up.

We ask a lot of boys morally and spiritually. And when they do things to try to please us, we need to tell them we noticed, support their efforts and express our appreciation.

—This article has appeared previously in Work & Family Life. It was adapted from the authors’ book “Raising Cain: Protecting the Emotional Life of Boys” (Ballantine).
Dealing with a bully at the workplace?

By Lynne Curry, PhD

Millions of U.S. workers have reported that they experienced or witnessed abusive conduct on the job, according to a survey by the Workplace Bullying Institute. Yet bullying behavior in our work lives remains a topic most of us don’t want to talk about.

But our silence works well for bullies at the workplace. They feel free to continue to push our buttons and make us react and do things that give them the upper hand. But knowledge is power. Here’s how to recognize and avoid the most common bully traps—and, if you fall into one, how to spring up and climb out.

Bully Trap #1: Denial It’s tempting to deny what’s happening or to minimize, rationalize or intellectualize what you’re seeing and feeling. Some people even blame themselves: “I must have done something to provoke this.”

Instead of looking the other way or downplaying a situation, it’s important to let a bully know by your words and actions that you’re aware of what’s going on and want it to stop.

Whatever the circumstances are, it helps to respond as specifically as possible. For example, you might say, “I get it that you think you would have been a better choice for the promotion. But I was selected. So let’s get past this and try to work together.”

Bully Trap #2: Collusion Some people are really good at getting inside your head. For example, Anne told Karla things about her personal life that Karla embellished and spread around the office. Anne was hurt but blamed herself, “I deserved that. I was too needy.” In other words, she allowed a bully to flatten her self-esteem without responding.

Bullying comments have a way of invading a person’s emotional and mental space. But we can’t let judgmental people define who we are. We have to be the judge of our own behavior. This can take some “mental skin toughening,” but it’s worth the effort.

Bully Trap #3: Delusion Don’t expect bullies to change if what they’re doing is working for them. Bullies typically rationalize their behavior and feel justified. While you believe in win/win, they see the world as win or lose.

Because bullies hear what they want to hear, your response to bullying behavior needs to be firm and clear. Don’t expect a bully to come to the realization that his or her action has hurt you and to change course as a result. You are the one who needs to change in order to outsmart the bullies in your work life.

Bully Trap #4: Diminishment Do not react angrily or stoop to the bully’s level. Granted, that’s easier said than done—but if you resort to bullying tactics yourself, you can seem to be as much of a problem as the bully. The bully may even play the victim.

Remember, your average bully has had years of experience fighting dirty. So you’ll probably lose anyway. To make matters worse, you’ll feel bad about how you acted. Don’t let a bully push you into being less than the professional person you are. Take a deep breath, assess the situation, and act rather than react.

Bully Trap #5: Submission Does begging, pleading, apologizing or giving in to a bully ever work? No. It’s a signal that he or she has the upper hand—and bullies believe that “weak” individuals deserve poor treatment.

What does make bullies change is negative consequences to their behavior. Show bullies what they will lose if they treat you inappropriately and what they will gain if they change their behavior.

Bully Trap #6: Passivity It’s hard for nice people to stand up to a loud, negative, complaining bully. It’s easier to remain passive and try to stay out of the line of fire.

Trying to appease a bully is a losing game, too. You can count on them to raise the stakes and use your fear to their advantage. Be aware that bullies hesitate to joust with individuals who are willing to stand up to them.

Bully Trap #7: Gullibility Bullies have a perverse ability to make you believe things that are not true and waste your time chasing non-issues. For example, Pauline convinced nurse Molly that she had unwittingly exposed the clinic to legal problems by ignoring an obscure regulation. Molly reacted emotionally and out of character before she realized that she was being played.

Bullies can hide in plain sight if they keep your attention and energy focused on confronting phony issues while they plan or perfect their next moves.

Sidestep this trap. Don’t take what a bully says at face value. If you are falsely accused, call the bully on it with humor—as in, “nice try” or by firmly stating “not a chance.”

Bully Trap #8: Isolation Just as a wolf pack steers a caribou calf away from the herd, bullies try to cut you off from others to make you an easier target. If you’re not close to people who can help defend you, a bully can spread rumors and even convince others that you are the problem.

Don’t fall for this ploy. Make friends with coworkers. Acquire allies. Establish an active relationship with your boss. Bullies do not attack people with allies and a wide, deep support base. Coworkers and clients who respect and like you can rally support and lead others to question a bully’s motives and honesty.

Never let a bully get between you and your supervisor. Establish a reputation for quality work and a solid work ethic. Document your accomplishments and keep your supervisor informed, so no one can claim that you have neglected your work or take credit for your efforts.

It takes sustained effort to build a stellar reputation. Act with integrity. Seize opportunities to increase your visibility and to be seen for the quality individual you are.

“Adapted from the author’s new book “Beating the Workplace Bully: A Tactical Guide to Taking Charge” (Amacom).”
**Do I need the vaccine if I’ve had shingles?**

The conventional wisdom has been that shingles is something that happens once in a lifetime. In other words, getting it means you’re “inoculated” from getting it again. But recent research has upended that assumption.

A review of medical records in Minnesota found that the risk of a shingles recurrence is about the same as the risk of a first episode. About 6 percent of adults had a second bout of shingles within eight years of the first.

The CDC now recommends adults 60 and older be routinely vaccinated—whether or not they have already had shingles. The vaccine is approved starting at age 50.

Anyone who has had chicken pox can develop shingles (the virus lies dormant in the body). But the mechanism for reactivation is not well understood. In fact, having had shingles once may even be a marker that you are at increased risk compared to everyone else, says Dr. Rafael Herpaz, a CDC epidemiologist.

Another study of adults 50 and older who had a history of shingles reported that a subsequent vaccination was successful in boosting antibodies, and there were no serious side effects aside from soreness at the injection site.

A larger study of 6,000 Kaiser Permanente members who had suffered a recent episode of shingles found that people who had been vaccinated were at a slightly lower risk of a recurrence than those who had not been. But the difference was small and the rates of recurrence were low. Clearly, there’s a lot we still don’t know about shingles.

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**Calorie Count on Popular Restaurant Dishes**

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<td>Lamb Kebob** 1,260 calories</td>
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<td>Moussaka** 1,440 calories</td>
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<tr>
<th>INDIAN</th>
<th>CHINESE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palak Paneer 1,410 calories</td>
<td>General Tao’s Chicken 1,960 calories</td>
</tr>
<tr>
<td>Lamb Vindaloo 1,170 calories</td>
<td>Beef and Broccoli 830 calories</td>
</tr>
<tr>
<td>Butter Chicken 1,470 calories</td>
<td>Kung Pao Chicken 1,150 calories</td>
</tr>
<tr>
<td>Chicken Tikka Masala 1,470 calories</td>
<td>Pork Fried Rice 1,670 calories</td>
</tr>
<tr>
<td>* with rice and naan bread</td>
<td>Peking Duck (1/2 order) 1,750 calories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEXICAN</th>
<th>THAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Frijitas 1,320 calories</td>
<td>Chicken Pad Thai 1,480 calories</td>
</tr>
<tr>
<td>Beef Tacos 870 calories</td>
<td>Vegetable Red Curry 870 calories</td>
</tr>
<tr>
<td>Beef Burrito 1,190 calories</td>
<td>Chicken Kaprao 1,050 calories</td>
</tr>
<tr>
<td>Nachos 2,170 calories</td>
<td>Beef Macadamia 1,300 calories</td>
</tr>
<tr>
<td>Quesadilla 1,070 calories</td>
<td>Drunken Noodles with Chicken 1,120 calories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIETNAMESE</th>
<th>ITALIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef Pho 940 calories</td>
<td>Lasagna 1,530 calories</td>
</tr>
<tr>
<td>Chicken Chao 530 calories</td>
<td>Spaghetti and Meatballs 1,450 calories</td>
</tr>
<tr>
<td>Lemongrass Chicken 1,270 calories</td>
<td>Veal Marsala 1,570 calories</td>
</tr>
<tr>
<td>Chicken Lo Mein 960 calories</td>
<td>Eggplant Parmesan 1,950 calories</td>
</tr>
<tr>
<td>Pork Vermicelli 900 calories</td>
<td>Fettuccine Alfredo 2,270 calories</td>
</tr>
<tr>
<td></td>
<td>* with bread, ** with bread and side of pasta</td>
</tr>
</tbody>
</table>

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**Prone to blisters from running? Try paper tape.**

Blisters happen to just about everyone. And, as most of us know from personal experience, they hurt. That may be why Stanford University exercise researcher Grant Lipman led a study of how to prevent blisters that was published in *The Clinical Journal of Sport Medicine*.

For the study, Dr. Lipman and his colleagues turned to a group for whom blisters are almost inevitable: long-distance runners. The researchers signed up 130 men and women who took part in a multistage ultramarathon in 2014.

Before the first stage of the race, the runners visited Dr. Lipman’s medical tent and had their feet taped. Runners with a history of blisters (most of them) showed where they had been prone to develop sores in the past. Those areas, usually the toes, were covered with thin tape. Others who were not prone to blisters were taped randomly.

More than 200 miles later, most of the runners had developed at least one blister. But a majority (70 percent) occurred on unprotected parts of their feet—very few under the tape. The scientists concluded the tape had reduced the incidence of blisters by 40 percent, which they called a “robust effect.”

One small quibble from the runners: paper tape is prone to peel off. So they had to reapply it several times during the long race.

Dr. Lipman advice: Cut or tear a single strip of paper tape and wrap it over whichever part of your foot tends to blister. Don’t wear cotton socks or coat your feet in petroleum jelly. And never wear brand new shoes in a race.

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**Calorie count based on Tufts University Nutrition Research Center analysis of average-size entrees at independent and small-chain restaurants in Boston.**
How to boost kids’ motivation and achievement

You’re a natural hitter, said Marco’s mom, after a Little League game. But what did Marco hear? That he was great at baseball? A born good hitter? Tough for pitchers to strike out? He’d made his mom proud?

After this, Marco might not see the need to practice hitting because he assumes he’s a “natural.” What if he starts the next game with confidence but strikes out twice? If this happens at a few more games, he’s likely to feel confused and perhaps defeated.

Marco’s mother used what Stanford Professor Carol Dweck calls “person praise.” When you praise a person for being smart or naturally gifted at something, you convey the belief that success is attributable to a genetic trait over which the child has no control.

Instead Marco’s mother might have used what Dr. Dweck calls “process praise,” which is directed at what the child did, rather than who the child is. She might have said “Great hits, Marco. Your practice has paid off.” This changes the focus to growth, progress and continued improvement.

The use of process praise also leads to a “growth mindset,” a belief that kids can achieve at a higher level with effort, perseverance and resiliency. A child with a growth mindset is more likely to persevere in the face of barriers.

A “fixed mindset,” on the other hand, is a belief that although we can all learn new things, one’s innate level of intelligence cannot be changed.

Children with a fixed mindset may give up more easily because they believe they don’t possess the ability to understand and certainly not to solve a problem.

Mindsets for Parents by Mary Cay Ricci and Margaret Lee is based on Dr. Dweck’s research and designed to provide parents with a roadmap for developing a growth mindset in their home environment. It has tools for informally assessing the mindsets of both parent and child, easy-to-understand brain research and resources to help kids of any age be successful in school, sports and extracurricular activities.

Mindsets for Parents: Strategies to Encourage Growth Mindsets in Kids (Prufrock Press) is available in bookstores and online.

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