

## RESEARCH STATEMENTS SET 5 OF 5

What we think, we become.

“When people give up on math, they also give up on all math-related subjects, such as science, medicine, and technology. Similarly, when people get the idea they cannot be a writer, they give up on all subjects in the humanities, and when people decide they are not artistic, they give up on painting, sculpture, and other aspects of the fine arts.”

(Boaler, 2019, p. 2)

“...What you believe about yourself actually changes how your brain operates...If we enter difficult situations with positive beliefs, our brains will become more resilient and adaptive when we make errors than if we are doubting ourselves. This change in belief alters the physical structures of the brain and creates avenues for higher-level thinking and creative problem-solving.”

(Boaler, 2019, pp. 83–84)

## What we think, we become.

“We should communicate to all students that they are on a growth journey, and there is nothing fixed about them, whether it is called a “gift” or a disability...Everybody is on a growth journey. There is no need to burden children or adults with damaging dichotomous thinking that divides people into those who can and those who cannot.”

(Boaler, 2019, pp. 42–43)

“We are not born with fixed abilities, and those who achieve at the highest levels do not do so because of their genetics. When we let go of the idea that our brains are fixed, stop believing that our genetics determine our lives’ pathways, and learn that our brains are incredibly adaptable, it is liberating. The knowledge that every time we learn something our brains change and reorganize comes from perhaps the most important research of this decade—research on brain plasticity, also known as neuroplasticity.”

(Boaler, 2019, pp. 4–5)

## What we think, we become.

“What we do not realize is that brains are growing and changing every day. Every moment is an opportunity for brain growth and development. Some have simply developed stronger pathways on a different timeline. It is critical that students understand that they too can develop those pathways at any time—they can catch up with other students if they take the right approach to learning.”

(Boaler, 2019, p. 88)