





<b>Persevering</b>	<b>1) Dealing with 'stuckness'</b>	<b>2) Managing environment</b>	<b>3) Self talk</b>	<b>4) Dealing with challenge</b>	<b>5) Orientation to goals</b>
<b>Embodies; "I can't not."</b>	Unphased by being stuck, knowing they have the strategies to overcome it.	Manages own learning environment independently with a positive learning-value system.	"I look out for new strategies to help me learn/understand."	Seeks out and relishes challenging activities knowing they have the skills and emotions to make them successful.	Sets and amends long term life goals.
<b>Organises; "I make sure."</b>	Takes risks underpinned by relevant strategies. Analyses failures and mistakes positively to better understand.	Overcomes and manages any external discouragement, negativity, peer pressure.	"I get organised to ensure everything gets done."	Systematically plans longer term/substantial projects.	Sees current goals in a wider/long term context. Willing to change immediate goals in the face of setback.
					
<b>Values; "I see why."</b>	Is curious about mistakes. Uses written and verbal feedback effectively.	Has worked out ways to help them through the hard slog of practice.	"I keep going because I'm interested in this goal. I know I can overcome this."	Uses relevant strategies to clarify task purposes and outcomes. Uses planning tools to avoid obstacles.	Makes given goals their own. Creates clear achievable end goals. Thinks of challenges as their goals.
					
<b>Responds; "I'll try."</b>	Initiates own prompts to get unstuck. Maintains positive emotions. Knows why they are stuck.	Uses distractions positively. Knows what to avoid.	"I stay positive even when it's hard."	Anticipates the risks of more challenging activities.	Accepts external sources of goals (from teachers/parents) Tries with doable goals.
					
<b>Receives; "Show me. Tell me."</b>	Uses suggested prompts and resources to get unstuck.	Aware of what distracts them and tries to control it.	"Learning can be a struggle. It's okay to find things hard. I have the put effort in."	Resists the inclination to stick with easy, can-do activities.	Has a sense of what they want something to look like. Visualises end results.
					
<b>Lacks; "I can't. I won't."</b>	No coping strategies.	Prone to be distracted. Put off by lack of resources. Sensitive to negativity.	"I don't like being wrong. What's the point of effort? I think learning is easy."	Gives up easily. Craves constant support. Put off by having 'too much to do'.	Little sense of ends or goals or working towards something purposefully.