



Carol Dweck

Lewis and Virginia Eaton Professor and Professor, by courtesy, of Education
Psychology

 Curriculum Vitae available Online

CONTACT INFORMATION

- **Administrative Contact**

Bee David

Email beedavid@stanford.edu

Tel 650-724-1138

Bio

BIO

My work bridges developmental psychology, social psychology, and personality psychology, and examines the self-conceptions people use to structure the self and guide their behavior. My research looks at the origins of these self-conceptions, their role in motivation and self-regulation, and their impact on achievement and interpersonal processes.

ACADEMIC APPOINTMENTS

- Professor, Psychology
- Professor (By courtesy), Graduate School of Education
- Member, Wu Tsai Human Performance Alliance

ADMINISTRATIVE APPOINTMENTS

- Lewis and Virginia Eaton Professor of Psychology, Stanford University, (2004- present)
- Professor, Department of Psychology, Columbia University, (1989-2004)
- William B. Ransford Professor of Psychology, Columbia University, (1989-2004)
- Professor, Department of Psychology, University of Illinois, (1985-1989)
- Professor, Laboratory of Human Development, Harvard University, (1981-1985)
- Associate Professor, Department of Psychology, University of Illinois, (1977-1981)
- Assistant Professor, Department of Psychology, University of Illinois, (1972-1977)
- National Science Foundation Fellow, Yale University, (1967-1971)

HONORS AND AWARDS

- Book Award for Self-Theories, World Education Federation (an organization of the United Nations and UNICEF) (2004)
- Donald Campbell Career Achievement Award in Social Psychology, Society for Personality and Social Psychology (2008)
- Award for Innovative Program of the Year, "Brainology" (2008)
- Ann L. Brown Award for Research in Developmental Psychology, University of Illinois (2009)

- Klingenstein Award for Leadership in Education, Klingenstein Center, Columbia University (2010)
- Thorndike Career Achievement Award in Educational Psychology, American Psychological Association (2010)
- Beckman Mentoring Award, Columbia University (2011)
- Distinguished Scientific Contribution Award, American Psychological Association (2011)
- Gallery of Scientists, Federation of Associations in Behavioral & Brain Sciences (2011)
- James McKeen Cattell Lifetime Achievement Award, Association for Psychological Science (2013)
- Distinguished Scholar Award, Society for Personality and Social Psychology (2013)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Elected Member, American Academy of Arts and Sciences (2002 - present)
- Elected Member, Herbert Simon Fellow of the Academy of Political and Social Science (2010 - 2010)
- Elected Member, National Academy of Sciences (2012 - 2012)

PROFESSIONAL EDUCATION

- Ph.D., Yale University , Psychology (1972)
- B.A., Barnard College, Columbia University , Psychology (1967)

Teaching

COURSES

2025-26

- Developmental Psychology: PSYCH 211 (Win)
- Human Motivation: PSYCH 235 (Spr)
- Self Theories: PSYCH 12N (Aut)

2024-25

- Developmental Psychology: PSYCH 211 (Win)
- Human Motivation: PSYCH 235 (Spr)
- Self Theories: PSYCH 12N (Aut)

2023-24

- Developmental Psychology: PSYCH 211 (Win)
- Rethinking the Development of the Self: PSYCH 287A (Spr)
- Self Theories: PSYCH 12N (Aut)

2022-23

- Developmental Psychology: PSYCH 211 (Win)
- Human Motivation: PSYCH 235 (Spr)
- Self Theories: PSYCH 12N (Aut)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Catherine Garton, Jenny Yang

Postdoctoral Faculty Sponsor

Elizabeth Blevins, Ashish Mehta

Doctoral Dissertation Advisor (AC)

Peggy Yin

Doctoral Dissertation Co-Advisor (AC)

Kris Evans, Cedric Lim (Chun Hui)

Postdoctoral Research Mentor

Ayo Dada

Publications

PUBLICATIONS

- **Children's ability concepts: Their development, content, and consequences.** *Advances in child development and behavior*
Muradoglu, M., Dweck, C. S., Cimpian, A.
2025; 69: 161-191
- **A strategic mindset enhances children's generation of effective strategies and delay of gratification across tasks.** *Developmental psychology*
Chen, P., Chua, K. Q., Lim, H. Y., Hoe, Y. S., Teo, Q. K., Walton, G. M., Dweck, C. S.
2025
- **The structure and motivational significance of early beliefs about ability.** *Developmental psychology*
Muradoglu, M., Lassetter, B., Sewell, M. N., Ontai, L., Napolitano, C. M., Dweck, C., Trzesniewski, K., Cimpian, A.
2025
- **Personal Perspectives on Mindsets, Motivation, and Psychology** *MOTIVATION SCIENCE*
Dweck, C. S.
2024; 10 (1): 1-8
- **Using large language models in psychology** *NATURE REVIEWS PSYCHOLOGY*
Demszky, D., Yang, D., Yeager, D., Bryan, C., Clapper, M., Chandhok, S., Eichstaedt, J., Hecht, C., Jamieson, J., Johnson, M., Jones, M., Krettek-Cobb, D., Lai, et al
2023; 2 (11): 688-701
- **Shifting the mindset culture to address global educational disparities.** *NPJ science of learning*
Hecht, C. A., Murphy, M. C., Dweck, C. S., Bryan, C. J., Trzesniewski, K. H., Medrano, F. N., Giani, M., Mhatre, P., Yeager, D. S.
2023; 8 (1): 29
- **Changing cancer mindsets: A randomized controlled feasibility and efficacy trial.** *Psycho-oncology*
Zion, S. R., Schapira, L., Berek, J. S., Spiegel, D., Dweck, C. S., Crum, A. J.
2023
- **A values-aligned intervention fosters growth mindset-supportive teaching and reduces inequality in educational outcomes.** *Proceedings of the National Academy of Sciences of the United States of America*
Hecht, C. A., Bryan, C. J., Yeager, D. S.
2023; 120 (25): e2210704120
- **A Growth-Theory-of-Interest Intervention Increases Interest in Math and Science Coursework Among Liberal Arts Undergraduates** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
O'Keefe, P. A., Horberg, E. J., Dweck, C. S., Walton, G. M.
2023
- **Changing Cancer Mindsets: A Randomized Controlled Feasibility and Efficacy Trial**
Zion, S., Schapira, L., Berek, J., Spiegel, D., Dweck, C., Crum, A.
WILEY.2023: 17

- **Efficiently exploring the causal role of contextual moderators in behavioral science.** *Proceedings of the National Academy of Sciences of the United States of America*
Hecht, C. A., Dweck, C. S., Murphy, M. C., Kroeper, K. M., Yeager, D. S.
2023; 120 (1): e2216315120
- **Implicit Theories of Opportunity: When Opportunity Fails to Knock, Keep Waiting, or Start Cultivating?** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
O'Keefe, P. A. A., Horberg, E. J., Lee, F., Dweck, C. S. S.
2022
- **An Organizing Framework for Teaching Practices that Can "Expand" the Self and Address Social Identity Concerns** *EDUCATIONAL PSYCHOLOGY REVIEW*
Smith, E. N., Yeager, D. S., Dweck, C. S., Walton, G. M.
2022
- **Believing that prejudice can change increases children's interest in interracial interactions.** *Developmental science*
Pauker, K., Apfelbaum, E. P., Dweck, C. S., Eberhardt, J. L.
1800
- **The Amygdala and the Prefrontal Cortex: The Co-construction of Intelligent Decision-Making** *PSYCHOLOGICAL REVIEW*
Dixon, M., Dweck, C. S.
2021
- **Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn't Work.** *Psychological science*
Yeager, D. S., Carroll, J. M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., Muller, C., Murray, J., Mhatre, P., Kersting, N., Hulleman, C., Kudym, M., Murphy, et al
1800: 9567976211028984
- **How Can We Inspire Nations of Learners? An Investigation of Growth Mindset and Challenge-Seeking in Two Countries** *AMERICAN PSYCHOLOGIST*
Rege, M., Hanselman, P., Solli, I., Dweck, C. S., Ludvigsen, S., Bettinger, E., Crosnoe, R., Muller, C., Walton, G., Duckworth, A., Yeager, D. S.
2021; 76 (5): 755-767
- **Gender Categories as Dual-Character Concepts?** *Cognitive science*
Guo, C., Dweck, C. S., Markman, E. M.
2021; 45 (5): e12954
- **Teacher-versus researcher-provided affirmation effects on students' task engagement and positive perceptions of teachers** *JOURNAL OF SOCIAL ISSUES*
Smith, E. N., Rozek, C. S., Manke, K. J., Dweck, C. S., Walton, G. M.
2021
- **Beliefs, affordances, and adolescent development: Lessons from a decade of growth mindset interventions.** *Advances in child development and behavior*
Hecht, C. A., Yeager, D. S., Dweck, C. S., Murphy, M. C.
2021; 61: 169-197
- **A Growth Mindset about Intelligence** *HANDBOOK OF WISE INTERVENTIONS*
Dweck, C. S., Yeager, D. S.
edited by Walton, G. M., Crum, A. J.
2021: 9-35
- **What Can Be Learned From Growth Mindset Controversies?** *AMERICAN PSYCHOLOGIST*
Yeager, D. S., Dweck, C. S.
2020; 75 (9): 1269-84
- **A strategic mindset: An orientation toward strategic behavior during goal pursuit.** *Proceedings of the National Academy of Sciences of the United States of America*
Chen, P., Powers, J. T., Katragadda, K. R., Cohen, G. L., Dweck, C. S.
2020

- **A Growth Mind-Set Intervention Improves Interest but Not Academic Performance in the Field of Computer Science** *SOCIAL PSYCHOLOGICAL AND PERSONALITY SCIENCE*
Burnette, J. L., Hoyt, C. L., Russell, V., Lawson, B., Dweck, C. S., Finkel, E.
2020; 11 (1): 107–16
- **Preschoolers Find Ways to Resist Temptation After Learning That Willpower Can Be Energizing.** *Developmental science*
Haimovitz, K., Dweck, C. S., Walton, G. M.
2019: e12905
- **Cultures of Genius at Work: Organizational Mindsets Predict Cultural Norms, Trust, and Commitment.** *Personality & social psychology bulletin*
Canning, E. A., Murphy, M. C., Emerson, K. T., Chatman, J. A., Dweck, C. S., Kray, L. J.
2019: 146167219872473
- **Mindsets: A View From Two Eras** *PERSPECTIVES ON PSYCHOLOGICAL SCIENCE*
Dweck, C. S., Yeager, D. S.
2019; 14 (3): 481–96
- **Mindsets: A View From Two Eras.** *Perspectives on psychological science : a journal of the Association for Psychological Science*
Dweck, C. S., Yeager, D. S.
2019: 1745691618804166
- **The Choice to Make a Difference.** *Perspectives on psychological science : a journal of the Association for Psychological Science*
Dweck, C. S.
2019; 14 (1): 21-25
- **Motivation: A Valuation Systems Perspective**
Uusberg, A., Suri, G., Dweck, C., Gross, J. J.
edited by Neta, M., Haas, I. J.
SPRINGER INTERNATIONAL PUBLISHING AG.2019: 161–92
- **A national experiment reveals where a growth mindset improves achievement.** *Nature*
Yeager, D. S., Hanselman, P. n., Walton, G. M., Murray, J. S., Crosnoe, R. n., Muller, C. n., Tipton, E. n., Schneider, B. n., Hulleman, C. S., Hinojosa, C. P., Paunesku, D. n., Romero, C. n., Flint, et al
2019
- **The Choice to Make a Difference** *PERSPECTIVES ON PSYCHOLOGICAL SCIENCE*
Dweck, C. S.
2019; 14 (1): 21–25
- **Implicit Theories of Interest: Finding Your Passion or Developing It?** *PSYCHOLOGICAL SCIENCE*
O'Keefe, P. A., Dweck, C. S., Walton, G. M.
2018; 29 (10): 1653–64
- **What Happens After Prejudice Is Confronted in the Workplace? How Mindsets Affect Minorities' and Women's Outlook on Future Social Relations** *JOURNAL OF APPLIED PSYCHOLOGY*
Rattan, A., Dweck, C. S.
2018; 103 (6): 676–87
- **Parent Praise to Toddlers Predicts Fourth Grade Academic Achievement via Children's Incremental Mindsets** *DEVELOPMENTAL PSYCHOLOGY*
Gunderson, E. A., Sorhagen, N. S., Gripshover, S. J., Dweck, C. S., Goldin-Meadow, S., Levine, S. C.
2018; 54 (3): 397–409
- **Testing the impact and durability of a group malleability intervention in the context of the Israeli-Palestinian conflict** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Goldenberg, A., Cohen-Chen, S., Goyer, J., Dweck, C. S., Gross, J. J., Halperin, E.
2018; 115 (4): 696–701
- **Why Interventions to Influence Adolescent Behavior Often Fail but Could Succeed** *PERSPECTIVES ON PSYCHOLOGICAL SCIENCE*
Yeager, D. S., Dahl, R. E., Dweck, C. S.

2018; 13 (1): 101–22

- **From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development.** *Psychological review*
Dweck, C. S.
2017; 124 (6): 689-719
- **The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal.** *Child development*
Haimovitz, K., Dweck, C. S.
2017; 88 (6): 1849-1859
- **Rethinking people's conceptions of mental life** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Weisman, K., Dweck, C. S., Markman, E. M.
2017; 114 (43): 11374–79
- **Is Psychology Headed in the Right Direction? Yes, No, and Maybe.** *Perspectives on psychological science : a journal of the Association for Psychological Science*
Dweck, C. S.
2017; 12 (4): 656-659
- **Making Intergroup Contact More Fruitful: Enhancing Cooperation Between Palestinian and Jewish-Israeli Adolescents by Fostering Beliefs About Group Malleability** *SOCIAL PSYCHOLOGICAL AND PERSONALITY SCIENCE*
Goldenberg, A., Endevelt, K., Ran, S., Dweck, C. S., Gross, J. J., Halperin, E.
2017; 8 (1): 3-10
- **Is Education a Fundamental Right? People's Lay Theories About Intellectual Potential Drive Their Positions on Education.** *Personality & social psychology bulletin*
Savani, K. n., Rattan, A. n., Dweck, C. S.
2017; 43 (9): 1284–95
- **Psychologically authentic versus inauthentic replication attempts.** *Proceedings of the National Academy of Sciences of the United States of America*
Bryan, C. J., Walton, G. M., Dweck, C. S.
2016; 113 (43): E6548
- **Growth mindset tempers the effects of poverty on academic achievement.** *Proceedings of the National Academy of Sciences of the United States of America*
Claro, S., Paunesku, D., Dweck, C. S.
2016; 113 (31): 8664-8668
- **Teaching a lay theory before college narrows achievement gaps at scale** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D., Ritter, G., Duckworth, A. L., Urstein, R., Gomez, E. M., Markus, H. R., Cohen, et al
2016; 113 (24): E3341-E3348
- **What Predicts Children's Fixed and Growth Intelligence Mind-Sets? Not Their Parents' Views of Intelligence but Their Parents' Views of Failure** *PSYCHOLOGICAL SCIENCE*
Haimovitz, K., Dweck, C. S.
2016; 27 (6): 859-869
- **Using Design Thinking to Improve Psychological Interventions: The Case of the Growth Mindset During the Transition to High School** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C. S., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, et al
2016; 108 (3): 374-391
- **Using Design Thinking to Improve Psychological Interventions: The Case of the Growth Mindset During the Transition to High School.** *Journal of educational psychology*
Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C. S., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, et al

2016; 108 (3): 374-391

- **Understanding overconfidence: Theories of intelligence, preferential attention, and distorted self-assessment** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Ehrlinger, J., Mitchum, A. L., Dweck, C. S.
2016; 63: 94-100
- **Mindsets shape consumer behavior** *JOURNAL OF CONSUMER PSYCHOLOGY*
Murphy, M. C., Dweck, C. S.
2016; 26 (1): 127-136
- **Changes in Self-Definition Impede Recovery From Rejection.** *Personality & social psychology bulletin*
Howe, L. C., Dweck, C. S.
2016; 42 (1): 54-71
- **Changes in Self-Definition Impede Recovery From Rejection.** *Personality and social psychology bulletin*
Howe, L. C., Dweck, C. S.
2016; 42 (1): 54-71
- **Leveraging Mindsets to Promote Academic Achievement: Policy Recommendations.** *Perspectives on psychological science*
Rattan, A., Savani, K., Chugh, D., Dweck, C. S.
2015; 10 (6): 721-726
- **Leveraging Mindsets to Promote Academic Achievement: Policy Recommendations.** *Perspectives on psychological science : a journal of the Association for Psychological Science*
Rattan, A., Savani, K., Chugh, D., Dweck, C. S.
2015; 10 (6): 721-6
- **Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement** *PSYCHOLOGICAL SCIENCE*
Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., Dweck, C. S.
2015; 26 (6): 784-793
- **Growth.** *British journal of educational psychology*
Dweck, C. S.
2015; 85 (2): 242-245
- **Implicit Theories About Willpower Predict Self-Regulation and Grades in Everyday Life** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Job, V., Walton, G. M., Bernecker, K., Dweck, C. S.
2015; 108 (4): 637-647
- **Reply to Warneken: Social experience can illuminate early-emerging behaviors.** *Proceedings of the National Academy of Sciences of the United States of America*
Cortes Barragan, R., Dweck, C. S.
2015; 112 (10): E1053-?
- **Emotion beliefs and cognitive behavioural therapy for social anxiety disorder.** *Cognitive behaviour therapy*
De Castilla, K., Goldin, P., Jazaieri, H., Heimberg, R. G., Dweck, C. S., Gross, J. J.
2015; 44 (2): 128-141
- **Rethinking natural altruism: Simple reciprocal interactions trigger children's benevolence** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Barragan, R. C., Dweck, C. S.
2014; 111 (48): 17071-17074
- **Who Accepts Responsibility for Their Transgressions?** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Schumann, K., Dweck, C. S.
2014; 40 (12): 1598-1610
- **Who accepts responsibility for their transgressions?** *Personality & social psychology bulletin*
Schumann, K., Dweck, C. S.

2014; 40 (12): 1598-610

- **Addressing the Empathy Deficit: Beliefs About the Malleability of Empathy Predict Effortful Responses When Empathy Is Challenging** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Schumann, K., Zaki, J., Dweck, C. S.
2014; 107 (3): 475-493
- **Behavioral and neural correlates of increased self-control in the absence of increased willpower** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Magen, E., Kim, B., Dweck, C. S., Gross, J. J., McClure, S. M.
2014; 111 (27): 9786-9791
- **Behavioral and neural correlates of increased self-control in the absence of increased willpower.** *Proceedings of the National Academy of Sciences of the United States of America*
Magen, E., Kim, B., Dweck, C. S., Gross, J. J., McClure, S. M.
2014; 111 (27): 9786-9791
- **The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence.** *Journal of personality and social psychology*
Yeager, D. S., Johnson, R., Spitzer, B. J., Trzesniewski, K. H., Powers, J., Dweck, C. S.
2014; 106 (6): 867-884
- **Mechanisms of motivation-cognition interaction: challenges and opportunities** *COGNITIVE AFFECTIVE & BEHAVIORAL NEUROSCIENCE*
Braver, T. S., Krug, M. K., Chiew, K. S., Kool, W., Westbrook, J. A., Clement, N. J., Adcock, R. A., Barch, D. M., Botvinick, M. M., Carver, C. S., Cools, R., Custers, R., Dickinson, et al
2014; 14 (2): 443-472
- **Academic and emotional functioning in middle school: The role of implicit theories.** *Emotion*
Romero, C., Master, A., Paunesku, D., Dweck, C. S., Gross, J. J.
2014; 14 (2): 227-234
- **The Role of Forgetting in Undermining Good Intentions** *PLOS ONE*
Olson, K. R., Heberlein, A. S., Kensinger, E., Burrows, C., Dweck, C. S., Spelke, E. S., Banaji, M. R.
2013; 8 (11)
- **Beliefs About Emotion: Links to Emotion Regulation, Well-Being, and Psychological Distress** *BASIC AND APPLIED SOCIAL PSYCHOLOGY*
De Castella, K., Goldin, P., Jazaieri, H., Ziv, M., Dweck, C. S., Gross, J. J.
2013; 35 (6): 497-505
- **Beliefs about willpower determine the impact of glucose on self-control** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Job, V., Walton, G. M., Bernecker, K., Dweck, C. S.
2013; 110 (37): 14837-14842
- **Parent Praise to 1-to 3-Year-Olds Predicts Children's Motivational Frameworks 5Years Later** *CHILD DEVELOPMENT*
Gunderson, E. A., Gripshover, S. J., Romero, C., Dweck, C. S., Goldin-Meadow, S., Levine, S. C.
2013; 84 (5): 1526-1541
- **Implicit Theories of Personality and Attributions of Hostile Intent: A Meta-Analysis, an Experiment, and a Longitudinal Intervention** *CHILD DEVELOPMENT*
Yeager, D. S., Miu, A. S., Powers, J., Dweck, C. S.
2013; 84 (5): 1651-1667
- **Implicit theories block negative attributions about a longstanding adversary: The case of Israelis and Arabs** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Levontin, L., Halperin, E., Dweck, C. S.
2013; 49 (4): 670-675
- **An Implicit Theories of Personality Intervention Reduces Adolescent Aggression in Response to Victimization and Exclusion** *CHILD DEVELOPMENT*
Yeager, D. S., Trzesniewski, K. H., Dweck, C. S.

2013; 84 (3): 970-988

- **Social-cognitive development: A renaissance** *Navigating the Social World: What infants, children, and other species can teach us*
Dweck, C. S.
2013
- **Parent praise to 1-3 year-olds predicts children's motivational frameworks 5 years later** *Child Development*
Gunderson, L., Gripshover, S., Romero, C., Goldin-Meadow, S., Dweck, C. S., Levine, S.
2013
- **How universals and individual differences can inform each other: The case of social expectations in infancy** *Navigating the Social World: What infants, children, and other species can teach us*
Johnson, S. C., Dweck, C. S., Dunfield, K.
edited by Banaji, M. R., Gelman, S.
New York: Oxford.2013
- **Promoting Intergroup Contact by Changing Beliefs: Group Malleability, Intergroup Anxiety, and Contact Motivation** *EMOTION*
Halperin, E., Crisp, R. J., Husnu, S., Trzesniewski, K. H., Dweck, C. S., Gross, J. J.
2012; 12 (6): 1192-1195
- **Are Implicit Motives the Need to Feel Certain Affect? Motive-Affect Congruence Predicts Relationship Satisfaction** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Job, V., Bernecker, K., Dweck, C. S.
2012; 38 (12): 1552-1565
- **Mindsets and Human Nature: Promoting Change in the Middle East, the Schoolyard, the Racial Divide, and Willpower** *AMERICAN PSYCHOLOGIST*
Dweck, C. S.
2012; 67 (8): 614-622
- **Can Everyone Become Highly Intelligent? Cultural Differences in and Societal Consequences of Beliefs About the Universal Potential for Intelligence** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Rattan, A., Savani, K., Naidu, N. V., Dweck, C. S.
2012; 103 (5): 787-803
- **"Prejudiced" Behavior Without Prejudice? Beliefs About the Malleability of Prejudice Affect Interracial Interactions** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Carr, P. B., Dweck, C. S., Pauker, K.
2012; 103 (3): 452-471
- **Thinking in Categories or Along a Continuum: Consequences for Children's Social Judgments** *CHILD DEVELOPMENT*
Master, A., Markman, E. M., Dweck, C. S.
2012; 83 (4): 1145-1163
- **Theories of Willpower Affect Sustained Learning** *PLOS ONE*
Miller, E. M., Walton, G. M., Dweck, C. S., Job, V., Trzesniewski, K. H., McClure, S. M.
2012; 7 (6)
- **Race and the Fragility of the Legal Distinction between Juveniles and Adults** *PLOS ONE*
Rattan, A., Levine, C. S., Dweck, C. S., Eberhardt, J. L.
2012; 7 (5)
- **"It's ok - Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Rattan, A., Good, C., Dweck, C. S.
2012; 48 (3): 731-737
- **Why Do Women Opt Out? Sense of Belonging and Women's Representation in Mathematics** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Good, C., Rattan, A., Dweck, C. S.
2012; 102 (4): 700-717

- **Emotion blocks the path to learning under stereotype threat** *SOCIAL COGNITIVE AND AFFECTIVE NEUROSCIENCE*
Mangels, J. A., Good, C., Whiteman, R. C., Maniscalco, B., Dweck, C. S.
2012; 7 (2): 230-241
- **Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed** *EDUCATIONAL PSYCHOLOGIST*
Yeager, D. S., Dweck, C. S.
2012; 47 (4): 302-314
- **An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion** *Child Development*
Yeager, D. S., Trzesniewski, K., Dweck, C. S.
2012; 84: 970 - 988
- **Expandable selves** *Handbook of self and identity*
Walton, G. M., Paunesku, D., Dweck, C. S.
edited by Leary, M., Tangney, J.
New York: Guilford.2012
- **IMPLICIT THEORIES SHAPE INTERGROUP RELATIONS** *ADVANCES IN EXPERIMENTAL SOCIAL PSYCHOLOGY, VOL 45*
Carr, P. B., Rattan, A., Dweck, C. S.
2012; 45: 127-165
- **Beliefs About Emotional Residue: The Idea That Emotions Leave a Trace in the Physical Environment** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Savani, K., Kumar, S., Naidu, N. V., Dweck, C. S.
2011; 101 (4): 684-701
- **Promoting the Middle East Peace Process by Changing Beliefs About Group Malleability** *SCIENCE*
Halperin, E., Russell, A. G., Trzesniewski, K. H., Gross, J. J., Dweck, C. S.
2011; 333 (6050): 1767-1769
- **Motivating voter turnout by invoking the self** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Bryan, C. J., Walton, G. M., Rogers, T., Dweck, C. S.
2011; 108 (31): 12653-12656
- **Adolescents' Implicit Theories Predict Desire for Vengeance After Peer Conflicts: Correlational and Experimental Evidence** *Annual Meeting of the American-Educational-Research-Association*
Yeager, D. S., Trzesniewski, K. H., Tim, K., Nokelainen, P., Dweck, C. S.
AMER PSYCHOLOGICAL ASSOC.2011: 1090-1107
- **CHILDREN'S RESPONSES TO GROUP-BASED INEQUALITIES: PERPETUATION AND RECTIFICATION** *SOCIAL COGNITION*
Olson, K. R., Dweck, C. S., Spelke, E. S., Banaji, M. R.
2011; 29 (3): 270-287
- **Anger, Hatred, and the Quest for Peace: Anger Can Be Constructive in the Absence of Hatred** *JOURNAL OF CONFLICT RESOLUTION*
Halperin, E., Russell, A. G., Dweck, C. S., Gross, J. J.
2011; 55 (2): 274-291
- **Misery Has More Company Than People Think: Underestimating the Prevalence of Others' Negative Emotions** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Jordan, A. H., Monin, B., Dweck, C. S., Lovett, B. J., John, O. P., Gross, J. J.
2011; 37 (1): 120-135
- **Buried treasures: Depression, murder, praise, and intelligence** *Most Underappreciated: 50 Of the Most Eminent Social Psychologists Talk About Hidden Gems*
Dweck, C. S.
edited by Arkin, R.
New York: Oxford University Press.2011

- **Motivation and intelligence** *Handbook of Intelligence*
Carr, P. B., Dweck, C. S.
edited by Fieldman, S., Sternberg, R.
New York: Cambridge.2011
- **Self-Theories** *Handbook of theories in social psychology*
Dweck, C. S.
edited by Lange, P. V., Kruglanski, A., Higgins, E. T.
Thousand Oaks, CA.: Sage Publications.2011
- **Academic tenacity** *White paper prepared for the Gates Foundation*
Dweck, C. S., Walton, G. M., Cohen, G.
2011
- **Ego Depletion-Is It All in Your Head? Implicit Theories About Willpower Affect Self-Regulation** *PSYCHOLOGICAL SCIENCE*
Job, V., Dweck, C. S., Walton, G. M.
2010; 21 (11): 1686-1693
- **Even Geniuses Work Hard** *EDUCATIONAL LEADERSHIP*
Dweck, C. S.
2010; 68 (1): 16-20
- **Who Confronts Prejudice? The Role of Implicit Theories in the Motivation to Confront Prejudice** *PSYCHOLOGICAL SCIENCE*
Rattan, A., Dweck, C. S.
2010; 21 (7): 952-959
- **At the Intersection of Social and Cognitive Development: Internal Working Models of Attachment in Infancy** *COGNITIVE SCIENCE*
Johnson, S. C., Dweck, C. S., Chen, F. S., Stern, H. L., Ok, S., Barth, M.
2010; 34 (5): 807-825
- **A Culture of Genius: How an Organization's Lay Theory Shapes People's Cognition, Affect, and Behavior** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Murphy, M. C., Dweck, C. S.
2010; 36 (3): 283-296
- **Self-theories: The roots of defensiveness** *The social psychological foundations of clinical psychology*
Dweck, C. S., Elliott-Moskwa, E.
edited by Maddux, J. E., Tagny, J. P.
New York: Guilford Press.2010
- **Why we don't need built-in misbeliefs** *BEHAVIORAL AND BRAIN SCIENCES*
Dweck, C. S.
2009; 32 (6): 518-?
- **Political mindset: Effects of schema priming on liberal-conservative political positions** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Bryan, C. J., Dweck, C. S., Ross, L., Kay, A. C., Mislavsky, N. O.
2009; 45 (4): 890-895
- **Social Cognitive Development: A New Look** *CHILD DEVELOPMENT PERSPECTIVES*
Olson, K. R., Dweck, C. S.
2009; 3 (1): 60-65
- **Solving Social Problems Like a Psychologist** *PERSPECTIVES ON PSYCHOLOGICAL SCIENCE*
Walton, G. M., Dweck, C. S.
2009; 4 (1): 101-102
- **Solving Social Problems Like a Psychologist.** *Perspectives on psychological science : a journal of the Association for Psychological Science*
Walton, G. M., Dweck, C. S.
2009; 4 (1): 101-2

- **Foreword *The Development of Giftedness and Talent Across the Life-Span***
Dweck, C. S.
edited by Horowitz, F. D., Subotnik, R. F., Matthews, D.
Washington, DC: American Psychological Association.2009
- **On learning to become a member of one's culture *Why We Cooperate***
Dweck, C. S.
edited by Tomasello, M., Dweck, C. S., Silk, J., Skryms, B., Spelke, E. S.
Boston, MA.: Boston Review.2009
- **Augmenting cognition: Psychological studies of children *Frontiers in Neuroscience***
Dweck, C. S.
2009
- **Lay theories of personality: Cornerstones of meaning in social cognition *Social Psychology Compass***
Plaks, J. E., Levy, S. R., Dweck, C. S.
2009; 3: 1069 - 1081
- **Prejudice: How It Develops and How It Can Be Undone *HUMAN DEVELOPMENT***
Dweck, C. S.
2009; 52 (6): 371-376
- **Can Personality Be Changed? The Role of Beliefs in Personality and Change *CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE***
Dweck, C. S.
2008; 17 (6): 391-394
- **The hidden-zero effect - Representing a single choice as an extended sequence reduces impulsive choice *PSYCHOLOGICAL SCIENCE***
Magen, E., Dweck, C. S., Gross, J. J.
2008; 19 (7): 648-649
- **Defensiveness versus remediation: Self-theories and modes of self-esteem maintenance *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN***
Nussbaum, A. D., Dweck, C. S.
2008; 34 (5): 599-612
- **A Blueprint for Social Cognitive Development. *Perspectives on psychological science : a journal of the Association for Psychological Science***
Olson, K. R., Dweck, C. S.
2008; 3 (3): 193-202
- **A Blueprint for Social Cognitive Development *PERSPECTIVES ON PSYCHOLOGICAL SCIENCE***
Olson, K. R., Dweck, C. S.
2008; 3 (3): 193-202
- **Judgments of the lucky across development and culture *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY***
Olson, K. R., Dweck, C. S., Dunham, Y., Spelke, E. S., Banaji, M. R.
2008; 94 (5): 757-776
- **Self-theories: The construction of free will *Are we free? Psychology and free will***
Dweck, C. S., Molden, D. C.
edited by Baer, J., Kaufman, J. C., Baumeister, R. F.
New York: Oxford University Press.2008
- **Self-theories motivate self-regulated learning *Motivation and self-regulated learning: Theory, Research, and Applications***
Dweck, C. S., Master, A.
edited by Shunk, D., Zimmerman, B.
Mahwah, NJ: Erlbaum.2008
- **Self-theories, goals, and meaning *The handbook of motivational science***
Dweck, C. S., Grant, H.
edited by Shah, J., Gardner, W.

New York: Guilford.2008

- **The hidden zero effect: Representing standalone choices as extended sequences reduces impulsive choice** *Psychological Science*
Magen, E., Dweck, C. S., Gross, J. J.
2008; 19: 648 - 649
- **The perils and promises of Praise** *EDUCATIONAL LEADERSHIP*
Dweck, C. S.
2007; 65 (2): 34-39
- **Evidence for infants' internal working models of attachment** *PSYCHOLOGICAL SCIENCE*
Johnson, S. C., Dweck, C. S., Chen, F. S.
2007; 18 (6): 501-502
- **Subtle linguistic cues affect children's motivation** *PSYCHOLOGICAL SCIENCE*
Cimpian, A., Arce, H. C., Markman, E. M., Dweck, C. S.
2007; 18 (4): 314-316
- **Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention** *CHILD DEVELOPMENT*
Blackwell, L. S., Trzesniewski, K. H., Dweck, C. S.
2007; 78 (1): 246-263
- **Self-theories: The mindset of a champion** *Sport and exercise psychology: International perspectives*
Dweck, C. S.
edited by Morris, T., Terry, P., Gordon, S.
Morgantown, WV: Fitness Information Technology.2007
- **Social identity, stereotype threat, and self-theories** *Contesting stereotypes and constructing identities*
Good, C., Dweck, C. S., Aronson, J.
edited by Fuligni, A.
New York: Russell Sage.2007
- **The secret to raising smart kids** *Scientific American: Mind*
Dweck, C. S.
2007: 36 - 43
- **Voicing conflict: Preferred conflict strategies among incremental and entity theorists** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Kammrath, L. K., Dweck, C.
2006; 32 (11): 1497-1508
- **"Meaningful" social inferences: Effects of implicit theories on inferential processes** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Molden, D. C., Plaks, J. E., Dweck, C. S.
2006; 42 (6): 738-752
- **Children's biased evaluations of lucky versus unlucky people and their social groups** *PSYCHOLOGICAL SCIENCE*
Olson, K. R., Banaji, M. R., Dweck, C. S., Spelke, E. S.
2006; 17 (10): 845-846
- **Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model** *SOCIAL COGNITIVE AND AFFECTIVE NEUROSCIENCE*
Mangels, J. A., Butterfield, B., Lamb, J., Good, C., Dweck, C. S.
2006; 1 (2): 75-86
- **Finding "meaning" in psychology - A lay theories approach to self-regulation, social perception, and social development** *AMERICAN PSYCHOLOGIST*
Molden, D. C., Dweck, C. S.
2006; 61 (3): 192-203
- **How stereotypes influence the meaning students give to academic settings** *Navigating the future: Social identity, coping, and life tasks*

- Lawrence, J. S., Crocker, J., Dweck, C. S.
edited by Downey, G., Eccles, J., Chatman, C.
New York: Russell Sage.2006
- **Self-theories and conflict resolution** *Handbook of conflict resolution: Theory and practice*
Dweck, C. S., Ehrlinger, J., Deutsch, M., Coleman, P.
San Francisco: Jossey Bass.2006
 - **Is math a gift? Beliefs that put females at risk** *Why aren't more women in science? Top researchers debate the evidence*
Dweck, C. S.
edited by Ceci, S. J., William, W. M.
Washington, DC: American Psychological Association.2006
 - **Mindset**
Dweck, C. S.
New York: Random House.2006
 - **A motivational approach to reasoning, resilience, and responsibility** *The other 3 R's: Reasoning, resilience, and responsibility*
Good, C., Dweck, C. S.
edited by Subotnik, R., Sternberg, R.
Washington, D.C.: American Psychological Association.2006
 - **Violations of implicit theories and the sense of prediction and control: Implications for motivated person perception** *4th Annual Meeting of the Society-for-Personality-and-Social-Psychology*
Plaks, J. E., Grant, H., DWECK, C. S.
AMER PSYCHOLOGICAL ASSOC.2005: 245-62
 - **The handbook of competence and motivation**
edited by Elliot, A., Dweck, C. S.
New York: Guilford.2005
 - **Self-Theories: Their impact on competence motivation and acquisition** *The handbook of competence and motivation*
Dweck, C. S., Molden, D. C.
2005
 - **The role of mental representation in social development** *MERRILL-PALMER QUARTERLY-JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*
Dweck, C. S., London, B.
2004; 50 (4): 428-444
 - **Motivational effects on attention, cognition, and performance** *Motivation, emotion, and cognition: Integrated perspectives on intellectual functioning*
Dweck, C. S., Mangels, J., Good, C.
edited by Dai, D. Y., Sternberg, R. J.
Mahwah, NJ: Erlbaum.2004
 - **The role of mental representation in social development** *Appraising past, present, and prospective research agendas in the human development sciences*
Dweck, C. S.
edited by Ladd, G.
Detroit: Wayne State University Press.2004
 - **Clarifying achievement goals and their impact** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Grant, H., DWECK, C. S.
2003; 85 (3): 541-553
 - **Ability conceptions, motivation, and development** *British Journal of Educational Psychology (Special Issue: Motivation and Development)*
Dweck, C. S.
2003
 - **The development of ability conceptions** *The development of achievement motivation*

- Dweck, C. S.
edited by Wingfield, A., Eccles, J.
New York: Academic Press.2002
- **Self-systems give unique meaning to self-variables** *Handbook of self and identity*
Dweck, C. S., Higgins, E. T., Grant, H.
edited by Leary, M., Tagney, J.
New York: Guilford.2002
 - **In the eye of the beholder: Implicit theories and the perception of groups** *The psychology of group perception*
Plaks, J., Levy, S., Dweck, C. S., Strossner
edited by Yzerbyt, V., Corneille, O., Judd, C.
New York: Psychology Press.2002
 - **Beliefs that make smart people dumb** *Why smart people do stupid things*
Dweck, C. S.
edited by Sternberg, R. J.
New Haven: Yale University Press.2002
 - **Messages that motivate: How praise molds students' beliefs, motivation, and performance (In Surprising Ways)** *Improving academic achievement*
Dweck, C. S.
edited by Aronson, J.
New York: Academic Press.2002
 - **Person theories and attention allocation: Preferences for stereotypic versus counterstereotypic information** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Plaks, J. E., Stroessner, S. J., DWECK, C. S., Sherman, J. W.
2001; 80 (6): 876-893
 - **Person theories and attention allocation: Preference for stereotypic vs. counterstereotypic information** *Journal of Personality and Social Psychology*
Plaks, J., Stroessner, S., Dweck, C. S., Sherman, J.
2001; 80: 876 - 893
 - **Cross-cultural response to failure: Considering outcome attributions within different goals** *Student motivation: The culture and context of learning*
Grant, H., Dweck, C. S.
edited by Salili, F., Chiu, C., Hong, Y.
New York: Plenum.2001
 - **Static versus dynamic theories and the perception of groups: Different routes to different destinations** *PERSONALITY AND SOCIAL PSYCHOLOGY REVIEW*
Levy, S. R., Plaks, J. E., Hong, Y. Y., Chiu, C. Y., DWECK, C. S.
2001; 5 (2): 156-168
 - **Teorie del se': Intelligenza, motivazione, personalita' e sviluppo** *Self-Theories: Their role in motivation, personality and development*
Dweck, C. S.
Philadelphia: Taylor and Francis/Psychology Press.2000
 - **Meaning and motivation** *Intrinsic motivation*
Molden, D., Dweck, C. S.
edited by Sansone, C., Harackiewicz, J.
San Diego, CA: Academic Pres.2000
 - **Implicit theories, attributions, and coping: A meaning system approach** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Hong, Y. Y., Chiu, C. Y., Dweck, C. S., Lin, D. M., Wan, W.
1999; 77 (3): 588-599
 - **The impact of children's static versus dynamic conceptions of people on stereotype formation** *CHILD DEVELOPMENT*

-
- Levy, S. R., DWECK, C. S.
1999; 70 (5): 1163-1180
- **Person versus process praise and criticism: Implications for contingent self-worth and coping** *DEVELOPMENTAL PSYCHOLOGY*
KAMINS, M. L., Dweck, C. S.
1999; 35 (3): 835-847
 - **Differential use of person information in decisions about guilt versus innocence: The role of implicit theories** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Gervy, B. M., Chiu, C. Y., Hong, Y. Y., DWECK, C. S.
1999; 25 (1): 17-27
 - **Self-Theories: Their role in motivation, personality and development**
Dweck, C. S.
Philadelphia: Taylor and Francis/Psychology Press.1999
 - **Mastery-oriented thinking** *Coping*
Dweck, C. S., Sorich, L.
edited by Snyder, R.
New York: Oxford University Press.1999
 - **Children's static vs. dynamic person conceptions as predictors of their stereotype formation** *Child Development*
Levy, S. R., Dweck, C. S.
1999; 70: 1163 - 1180
 - **Content vs. structural models of self-regulation** *Advances in social cognition*
Grant, H., Dweck, C. S.
1999
 - **Caution: Praise can be dangerous** *American Educator*
Dweck, C. S.
1999; 23 (1): 4 - 9
 - **Modes of social thought: Implicit theories and social understanding** *Dual process models in social psychology*
Levy, S., Plaks, J. E., Dweck, C. S.
edited by Chaiken, S., Trope, Y.
New York: Guilford Press.1999
 - **A goal analysis of personality and personality coherence** *Social-cognitive approaches to personality coherence*
Grant, H., Dweck, C. S.
edited by Cervone, D., Shoda, Y.
New York: Guilford Press.1999: 345–371
 - **Stereotype formation and endorsement: The role of implicit theories** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Levy, S. R., Stroessner, S. J., Dweck, C. S.
1998; 74 (6): 1421-1436
 - **Children's thinking about traits: Implications for judgements of the self and others** *CHILD DEVELOPMENT*
Heyman, G. D., DWECK, C. S.
1998; 69 (2): 391-403
 - **Trait-versus process-focused social judgment** *SOCIAL COGNITION*
Levy, S. R., Dweck, C. S.
1998; 16 (1): 151-172
 - **The development of early self-conceptions: Their relevance for motivational processes** *Motivation and self-regulation across the life span*
Dweck, C. S.
edited by Hechhausen, J., Dweck, C. S.
Cambridge: Cambridge University Press.1998: 257–280

- **Motivation and self-regulation across the life span**
Dweck, C. S.
edited by Heckhausen, J., Dweck, C. S.
Cambridge: Cambridge University Press.1998
- **Intelligence praise can undermine motivation and performance** *Journal of Personality and Social Psychology*
Mueller, C. M., Dweck, C. S.
1998; 75: 33 - 52
- **Implicit theories and conceptions of morality** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Chiu, C. Y., DWECK, C. S., Tong, J. Y., Fu, J. H.
1997; 73 (5): 923-940
- **Lay dispositionism and implicit theories of personality** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Chiu, C. Y., Hong, Y. Y., DWECK, C. S.
1997; 73 (1): 19-30
- **Implicit theories and evaluative processes in person cognition** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Hong, Y. Y., Chiu, C. Y., DWECK, C. S., Sacks, R.
1997; 33 (3): 296-323
- **Relations among children's social goals, implicit personality theories, and responses to social failure** *DEVELOPMENTAL PSYCHOLOGY*
Erdley, C. A., Loomis, C. C., Cain, K. M., DumasHines, F., DWECK, C. S.
1997; 33 (2): 263-272
- **Capturing the dynamic nature of personality** *JOURNAL OF RESEARCH IN PERSONALITY*
DWECK, C. S.
1996; 30 (3): 348-362
- **Implicit theories as organizers of goals and behavior** *The psychology of action: Linking cognition and motivation to behavior*
Dweck, C. S.
edited by Gollwitzer, P., Bargh, J.
New York: Guilford.1996
- **Social motivation: Goals and social-cognitive processes** *Social Motivation*
Dweck, C. S.
edited by Juvonen, J., Wentzel, K.
New York: Cambridge University Press.1996
- **Helplessness in early childhood: The role of contingent worth** *CHILD DEVELOPMENT*
Burhans, K. K., DWECK, C. S.
1995; 66 (6): 1719-1738
- **The development of children's achievement motivation patterns and conceptions of intelligence** *Merrill-Palmer Quarterly*
Cain, K., Dweck, C. S.
1995; 41: 25 - 52
- **THE RELATION BETWEEN MOTIVATIONAL PATTERNS AND ACHIEVEMENT COGNITIONS THROUGH THE ELEMENTARY-SCHOOL YEARS** *MERRILL-PALMER QUARTERLY-JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*
Cain, K. M., DWECK, C. S.
1995; 41 (1): 25-52
- **IMPLICIT THEORIES AND THEIR ROLE IN JUDGMENTS AND REACTIONS - A WORLD FROM 2 PERSPECTIVES** *PSYCHOLOGICAL INQUIRY*
DWECK, C. S., Chiu, C. Y., Hong, Y. Y.
1995; 6 (4): 267-285
- **The development of self-conceptions and person conceptions** *Review of Personality and Social Psychology, Vol 15: Social Development*
Ruble, D. N., Dweck, C. S.
edited by Eisenberg, N.

Thousand Oaks, CA: Sage.1995

- **Implicit theories of intelligence: Reconsidering the role of confidence in achievement motivation** *Efficacy, agency, and self-esteem*
Hong, Y. Y., Chiu, Y. Y., Dweck, C. S.,
edited by Kemis, M.
New York: Plenum.1995
- **IMPLICIT THEORIES - ELABORATION AND EXTENSION OF THE MODEL** *PSYCHOLOGICAL INQUIRY*
DWECK, C. S., Chiu, C. Y., Hong, Y. Y.
1995; 6 (4): 322-333
- **INDIVIDUAL-DIFFERENCES IN ACHIEVEMENT GOALS AMONG YOUNG-CHILDREN** *CHILD DEVELOPMENT*
SMILEY, P. A., DWECK, C. S.
1994; 65 (6): 1723-1743
- **The development of achievement motivation** *International encyclopedia of education*
Heyman, G. D., Dweck, C. S.
edited by Weinert, F.
London: Pergamon Press.1994
- **Toward an integrative model of personality and intelligence: A general framework and some preliminary steps** *Personality and intelligence*
Chiu, C. Y., Hong, Y. Y., Dweck, C. S.
edited by Stenberg, R., Ruzgis, G.
New York: Cambridge.1994
- **IMPLICIT THEORIES - INDIVIDUAL-DIFFERENCES IN THE LIKELIHOOD AND MEANING OF DISPOSITIONAL INFERENCE** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
DWECK, C. S., Hong, Y. Y., Chiu, C. Y.
1993; 19 (5): 644-656
- **CHILDRENS IMPLICIT PERSONALITY THEORIES AS PREDICTORS OF THEIR SOCIAL JUDGMENTS** *CHILD DEVELOPMENT*
Erdley, C. A., DWECK, C. S.
1993; 64 (3): 863-878
- **ACHIEVEMENT GOALS AND INTRINSIC MOTIVATION - THEIR RELATION AND THEIR ROLE IN ADAPTIVE MOTIVATION** *MOTIVATION AND EMOTION*
Heyman, G. D., DWECK, C. S.
1992; 16 (3): 231-247
- **THE STUDY OF GOALS IN PSYCHOLOGY** *PSYCHOLOGICAL SCIENCE*
DWECK, C. S.
1992; 3 (3): 165-167
- **YOUNG CHILDRENS VULNERABILITY TO SELF-BLAME AND HELPLESSNESS - RELATIONSHIP TO BELIEFS ABOUT GOODNESS** *CHILD DEVELOPMENT*
Heyman, G. D., DWECK, C. S., Cain, K. M.
1992; 63 (2): 401-415
- **SELF-THEORIES AND GOALS - THEIR ROLE IN MOTIVATION, PERSONALITY, AND DEVELOPMENT** *NEBRASKA SYMPOSIUM ON MOTIVATION*
DWECK, C. S.
1991; 38: 199-235
- **Motivation** *Foundations for a cognitive psychology of education*
Dweck, C. S.
edited by Glaser, R., Lesgold, A.
Hillsdale, NJ: Erlbaum.1990
- **Achievement and motivation in adolescence: A new model and data** *At the threshold: The developing adolescent*
Henderson, V., Dweck, C. S.

edited by Fieldman, S., Elliot, G.
Cambridge, MA: Harvard University Press.1990

- **Children's theories of intelligence: A developmental model** *Advances in the study of intelligence*
Cain, K., Dweck, C. S.
edited by Sternberg, R.
Hillsdale, NJ: Erlbaum.1989
- **The functions of a personality theory** *Advances in social cognition*
Bergen, R., Dweck, C. S.
edited by Wyre, R., Srull, T.
Hillsdale, NJ: Erlbaum.1989
- **A SOCIAL COGNITIVE APPROACH TO MOTIVATION AND PERSONALITY** *PSYCHOLOGICAL REVIEW*
DWECK, C. S., LEGGETT, E. L.
1988; 95 (2): 256-273
- **GOALS - AN APPROACH TO MOTIVATION AND ACHIEVEMENT** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Elliott, E. S., DWECK, C. S.
1988; 54 (1): 5-12
- **MOTIVATIONAL PROCESSES AFFECTING LEARNING** *AMERICAN PSYCHOLOGIST*
DWECK, C. S.
1986; 41 (10): 1040-1048
- **THE DEVELOPMENT OF TRAIT EXPLANATIONS AND SELF-EVALUATIONS IN THE ACADEMIC AND SOCIAL DOMAINS** *CHILD DEVELOPMENT*
Benenson, J. F., DWECK, C. S.
1986; 57 (5): 1179-1187
- **Intrinsic motivation, perceived control, and self-evaluation maintenance: An achievement goal analysis** *Research on motivation in education*
Dweck, C. S.
edited by Ames, R., Ames, C.
New York: Academic Press.1985
- **Sex differences in achievement orientations: Consequences for academic choices and attainments** *Sex differentiation and schooling*
Licht, B. G., Dweck, C. S.
edited by Marland, M.
London: Heinemann.1984
- **DETERMINANTS OF ACADEMIC-ACHIEVEMENT - THE INTERACTION OF CHILDRENS ACHIEVEMENT ORIENTATIONS WITH SKILL AREA** *DEVELOPMENTAL PSYCHOLOGY*
Licht, B. G., DWECK, C. S.
1984; 20 (4): 628-636
- **Achievement motivation** *Handbook of child psychology*
Dweck, C. S., Elliot, E. S.
edited by Mussen, P., Hetherington, E. M.
New York: Wiley.1983
- **Children's theories of intelligence: Implications for learning** *Learning and motivation in children*
Dweck, C. S., Bempechat, J.
edited by Paris, S., Olson, G., Stevenson, H.
Hillsdale, NJ: Erlbaum.1983
- **Learned helplessness, anxiety, and achievement motivation: Neglected parallels in cognitive, affective, and coping responses** *Achievement, stress, and anxiety*
Dweck, C. S., Wortman, C.
edited by Krohne, H. W., Laux, L.
Washington, DC: Hemisphere.1982

- **Social-cognitive processes in children's friendships** *The development of children's friendships*
Dweck, C. S.
edited by Asher, S. R., Gottman, J. M.
New York: Cambridge University Press.1981
- **AN ANALYSIS OF LEARNED HELPLESSNESS .2. THE PROCESSING OF SUCCESS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Diener, C. I., DWECK, C. S.
1980; 39 (5): 940-952
- **SEX-DIFFERENCES IN LEARNED HELPLESSNESS .4. AN EXPERIMENTAL AND NATURALISTIC STUDY OF FAILURE GENERALIZATION AND ITS MEDIATORS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S., Goetz, T. E., STRAUSS, N. L.
1980; 38 (3): 441-452
- **LEARNED HELPLESSNESS IN SOCIAL SITUATIONS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Goetz, T. E., DWECK, C. S.
1980; 39 (2): 246-255
- **Learned helplessness and intellectual achievement** *Human helplessness: Theory and application*
Dweck, C. S., Licht, B. G.
edited by Seligman, M. E., Garber, J.
New York: Academic Press.1980
- **SEX-DIFFERENCES IN LEARNED HELPLESSNESS .2. CONTINGENCIES OF EVALUATIVE FEEDBACK IN CLASSROOM .3. EXPERIMENTAL-ANALYSIS** *DEVELOPMENTAL PSYCHOLOGY*
DWECK, C. S., Davidson, W., Nelson, S., Enna, B.
1978; 14 (3): 268-276
- **Attributions and learned helplessness** *New directions in attribution research*
Dweck, C. S.
edited by Harvey, J., Ickes, W., Kidd, R.
Hillsdale, NJ: Erlbaum.1978
- **ANALYSIS OF LEARNED HELPLESSNESS - CONTINUOUS CHANGES IN PERFORMANCE, STRATEGY, AND ACHIEVEMENT COGNITIONS FOLLOWING FAILURE** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Diener, C. I., DWECK, C. S.
1978; 36 (5): 451-462
- **ATTRACTION AND DELAY OF GRATIFICATION** *JOURNAL OF PERSONALITY*
Herzberger, S. D., DWECK, C. S.
1978; 46 (2): 215-227
- **Achievement** *Socio-personality development*
Dweck, C. S., Lamb, M. E.
New York: Holt, Rinehart, Winston.1978
- **MOTIVATION AND COMPETENCE AS DETERMINANTS OF YOUNG CHILDRENS REWARD ALLOCATION** *DEVELOPMENTAL PSYCHOLOGY*
Nelson, S. A., DWECK, C. S.
1977; 13 (3): 192-197
- **Learned helplessness and childhood depression: A developmental approach** *Depression in childhood: Diagnosis, treatment and conceptual models*
Dweck, C. S.
edited by Schulerbrandt, J. G., Raskin, A.
New York: Raven Press.1977
- **Children's interpretation of evaluative feedback: The effect of social cues on learned helplessness** *Merrill-Palmer Quarterly*
Dweck, C. S.
edited by Dweck, C. S., Hill, K. T., Redd, W. H., Steinman, W. M., Parke, R. D.

1976: 83–92

- **SEX-DIFFERENCES IN LEARNED HELPLESSNESS .1. DIFFERENTIAL DEBILITATION WITH PEER AND ADULT EVALUATORS** *DEVELOPMENTAL PSYCHOLOGY*
DWECK, C. S., Bush, E. S.
1976; 12 (2): 147-156
- **The impact of social cues on children's behavior** *Merrill-Palmer Quarterly*
Dweck, C. S.
1976: 83–92
- **ROLE OF EXPECTATIONS AND ATTRIBUTIONS IN ALLEVIATION OF LEARNED HELPLESSNESS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S.
1975; 31 (4): 674-685
- **REFLECTIONS ON CONCEPTUAL TEMPO - RELATIONSHIP BETWEEN COGNITIVE STYLE AND PERFORMANCE AS A FUNCTION OF TASK CHARACTERISTICS** *DEVELOPMENTAL PSYCHOLOGY*
Bush, E. S., DWECK, C. S.
1975; 11 (5): 567-574
- **EXPECTANCY STATEMENTS AS DETERMINANTS OF REACTIONS TO FAILURE - SEX-DIFFERENCES IN PERSISTENCE AND EXPECTANCY CHANGE** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S., Gilliard, D.
1975; 32 (6): 1077-1084
- **LEARNED HELPLESSNESS AND REINFORCEMENT RESPONSIBILITY IN CHILDREN** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S., Reppucci, N. D.
1973; 25 (1): 109-116
- **Personal politics**
Langer, E. J., Dweck, C. S.
New Jersey: Prentice Hall.1973
- **Situational cues and the correlation between CS and US as determinants of the conditioned emotional response** *Psychonomic Science*
Dweck, C. S., Wegner, A. R.
1970; 18: 145 - 147