


# Stanford

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## Carol Dweck

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

 Curriculum Vitae available Online

### CONTACT INFORMATION

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### Bio

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#### 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**

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### **COURSES**

#### **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)

#### **2021-22**

- Developmental Psychology: PSYCH 211 (Win)
- Self Theories: PSYCH 12N (Aut)

#### **2020-21**

- Changing Mindsets and Contexts: How to Create Authentic, Lasting Improvement: PSYCH 273 (Spr)
- Developmental Psychology: PSYCH 211 (Win)
- Self Theories: PSYCH 12N (Aut)

## **STANFORD ADVISEES**

### **Doctoral Dissertation Reader (AC)**

Luiza Almeida Santos, Michael Hahn, Kengthsagn Louis, Jenny Yang

### **Postdoctoral Faculty Sponsor**

Elizabeth Blevins, Melis Muradoglu

**Doctoral Dissertation Co-Advisor (AC)**

Kris Evans, Kayla Good

**Publications**

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**PUBLICATIONS**

- **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
- **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
- **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 Castella, 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
- **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
- **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.

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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.

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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
- **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*  
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*  
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