



KEOTA
PUBLIC SCHOOLS

Strengths-Based Approach

(DRAFT) Prepared for
Keota Public Schools

Presentation Objectives

At the end of this presentation and discussion, you will be able to:

- Contrast “Strengths-Based Approach” to Deficit (*or Problem-Based*) Approaches
- Identify, List, and Describe Several Potential Strength-Based Interventions



KEOTA

PUBLIC SCHOOLS

At-risk At-promise

INTRODUCTION

Definitions

- At-Risk ----- At-promise
- Asset/Resource ----- Internal and external
- Intervention ----- Strengths-based



KEOTA

PUBLIC SCHOOLS

Historical Context and Foundation

STRENGTHS-BASED EVIDENCE

SBA Draws from other Therapies

'50's -'80s

Humanistic
Psychology
Movement

Resiliency
Research

Solution-Focused
Therapy

'80's -'90s

Social Work
Profession

Narrative Therapy

Developmental
Assets Research

'90's -'00s

Character
Education
Movement

+ Behavioral
Interventions &
Support

'00's - present

Strengths-Based
Practices in the
Workplace

Positive
Psychology
Movement

"SBA is not meant to be a stand-alone practice. It is an underlying manner of thinking, feeling, communicating, and intervening that can be incorporated into any youth service setting." – K.M. Powell

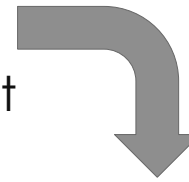


SBA Draws from other Therapies



SBA focuses on

- Identification
- Creation &
- Reinforcement



of
Strengths and Resources
within



Strengths-Based Approach

It ... is an approach that focuses attention on what is **right** with youth rather than what is **wrong** with them.

NOTE: Concepts and interventions described below have empirical support.

Target more than just risk. Self-fulfilling prophecy of strength-based labels. **Negative effects of punitive approach.**
Establishing positive relations in therapy, in schools, with mentors, and parents. Promoting self-esteem.
Targeting developmental assets associated with positive attitudes and behaviors. Use wide-range of methodologies.



KEOTA

PUBLIC SCHOOLS

Interventions

STRENGTHS-BASED IN ACTION

High-Level

Strengths-Based Intervention Development

Category 1

Relationship Development

Category 4

Pro-social Development

Category 2

Optimistic Attitude Development

Category 5

Intellectual Development

Category 3

Asset Development

Category 6

Provider Development

1. Relationship Development

Strengths-Based Intervention Development

SBI-01. Establish positive relationships with youth

SBI-02. Establish positive relationships with youth's significant others



2. Optimistic Attitude

Strengths-Based Intervention Development

SBI-03. Promote optimism and tolerance by providing education about developmental research statistics

SBI-04. Remain optimistic and supportive when/if youth lapse or relapse

SBI-05. Promote optimism by asking solution-focused questions

SBI-06. Distract away from victim-stance and deficit-focused talk and selectively attend to strengths

SBI-07. Educate disempowered/pessimistic youth about personal control versus learned helplessness

SBI-08. Assist youth in identifying people and life-experiences for which they are grateful



3. Asset Development

Strengths-Based Intervention Development

SBI-09. Identify youth's interests, talents and life goals

SBI-10. Provide opportunities for success experiences

SBI-11. Recognize small changes and success experiences every day

SBI-12. Reframe problems/deficits as strengths

SBI-13. Label survival of past adversity as a strength

SBI-14. Reinforce effort and perseverance, not just final outcomes

SBI-15. Label the ability to delay gratification and tolerate boredom as strength

SBI-16. Label the ability to manage/cope with emotional stress as strength (and teach it)

SBI-17. Label the ability to be honest and take responsibility for mistakes as strength (and model it)

SBI-18. Label diversity as a strength

SBI-19. Educate about and promote developmental assets

SBI-20. Educate about and promote protective factors associated with resiliency



4. Pro-social Development

Strengths-Based Intervention Development

- SBI-21. Assess and meet youth's basic human needs
- SBI-22. Facilitate acceptance and support from pro-social peers and adults
- SBI-23. Model, teach, and reinforce pro-social acts and social skills
- SBI-24. Educate youth about the reciprocal nature of relationships
- SBI-25. Provide opportunities for pro-social/philanthropic acts of kindness
- SBI-26. Interact with youth in a trustworthy and dependable manner
- SBI-27. Label the expression of hurt and sadness as strength
- SBI-28. Facilitate discussions on topics that increase self-reflection about pro-social behaviors
- SBI-29. Emphasize positive reinforcement and bonus response-cost interventions
- SBI-30. Educate and promote good character qualities and values/life goals



5. Intellectual Development

Strengths-Based Intervention Development

SBI-31. Collaborate on goal development

SBI-32. Assign youth in being informed consumers with use of meta-talk and rational for services

SBI-33. Normalize learning differences (rather than focus on disabilities)

SBI-34. Make learning fun

SBI-35. Make learning novel and multisensory

SBI-36. Make learning meaningful and applicable to real life

SBI-37. Educate about and promote multiple intelligences

SBI-38. Educate about and promote emotional intelligence

MBTI® Type Heads Posters



6. Provider Development

Strengths-Based Intervention Development

SBI-39. Maintain a healthy balance in life/good self-care

SBI-40. Be strengths-based with colleagues

SBI-41. Self-monitor to prevent a deficit-based approach

Self-care



Summary

Strengths-Based Intervention Development

Relationship Development



Pro-social Development



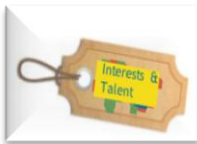
Optimistic Attitude Development



Intellectual Development



Asset Development



Provider Development





COLORADO

Office of Children,
Youth & Families

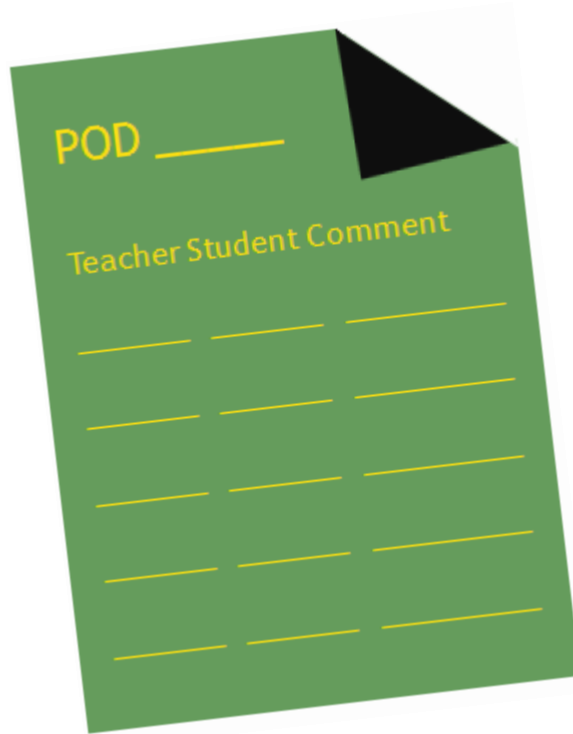
Division of Youth Corrections

Illustrative Cases (PVYSC)

STRENGTHS-BASED EXAMPLES

Positives

Strengths-Based Intervention Development



Relationship Development

Optimistic Attitude Development

Asset Development

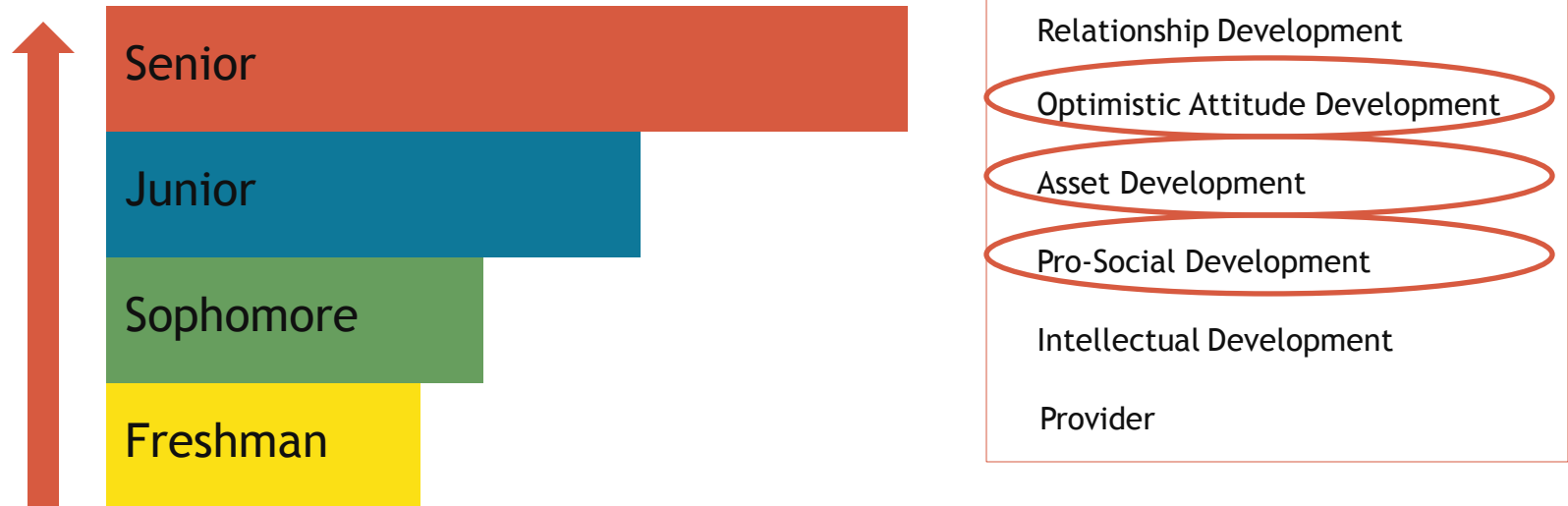
Pro-Social Development

Intellectual Development

Provider

Behavioral Levels

Strengths-Based Intervention Development



Education Variety

Strengths-Based Intervention Development

Response to intervention (RTI)

Certificate-based offerings

Traditional classrooms

Individual math

College credit

Relationship Development

Optimistic Attitude Development

Asset Development

Pro-Social Development

Intellectual Development

Provider

Achievement / Celebration

Strengths-Based Intervention Development

Diploma, adult diploma, GED

Graduation ceremonies

Relationship Development

Optimistic Attitude Development

Asset Development

Pro-Social Development

Intellectual Development

Provider

Community / Sharing

Strengths-Based Intervention Development



Relationship Development

Optimistic Attitude Development

Asset Development

Pro-Social Development

Intellectual Development

Provider

Initial “Straw-man” Inventory of SBA Conducted ...

IN THE CLASSROOM

Keota Strengths

As a team – Identify Keota Educator Strengths for our Youth

- SBI-01. Establish positive relationships with youth
- SBI-02. Establish positive relationships with youth's significant others
- SBI-03. Promote optimism and tolerance
- SBI-04. Remain optimistic and supportive when/if youth lapse or relapse
- SBI-05. Promote optimism by asking solution-focused questions
- SBI-06. Distract away from victim-stance and deficit-focused talk and selectively attend to strengths
- SBI-07. Educate disempowered/pessimistic youth about personal control versus learned helplessness
- SBI-08. Assist youth in identifying people and life-experiences for which they are grateful
- SBI-09. Identify youth's interests, talents and life goals
- SBI-10. Provide opportunities for success experiences
- SBI-11. Recognize small changes and success experiences every day
- SBI-12. Reframe problems/deficits as strengths
- SBI-13. Label survival of past adversity as a strength
- SBI-14. Reinforce effort and perseverance, not just final outcomes
- SBI-15. Label the ability to delay gratification and tolerate boredom as strength

SBI-40. Be strengths-based with colleagues

Keota Strengths

As a team – Identify Keota Educator Strengths for our Youth

- SBI-16. Label the ability to manage/cope with emotional stress as strength (and teach it)
- SBI-17. Label the ability to be honest and take responsibility for mistakes as strength (and model it)
- SBI-18. Label diversity as a strength
- SBI-19. Educate about and promote developmental assets
- SBI-20. Educate about and promote protective factors associated with resiliency
- SBI-21. Assess and meet youth's basic human needs
- SBI-22. Facilitate acceptance and support from pro-social peers and adults
- SBI-23. Model, teach, and reinforce pro-social acts and social skills
- SBI-24. Educate youth about the reciprocal nature of relationships
- SBI-25. Provide opportunities for pro-social/philanthropic acts of kindness
- SBI-26. Interact with youth in a trustworthy and dependable manner
- SBI-27. Label the expression of hurt and sadness as strength
- SBI-28. Facilitate discussions on topics that increase self-reflection about pro-social behaviors
- SBI-29. Emphasize positive reinforcement and bonus response-cost interventions
- SBI-30. Educate and promote good character qualities and values/life goals

SBI-40. Be strengths-based with colleagues

Keota Strengths

As a team – Identify Keota Educator Strengths for our Youth

- SBI-31. Collaborate on goal development (with the student)
- SBI-32. Assign youth in being informed consumers with rational for services
- SBI-33. Normalize learning differences (rather than focus on disabilities)
- SBI-34. Make learning fun
- SBI-35. Make learning novel and multisensory
- SBI-36. Make learning meaningful and applicable to real life
- SBI-37. Educate about and promote multiple intelligences
- SBI-38. Educate about and promote emotional intelligence
- SBI-39. Maintain a healthy balance in life/good self-care
- SBI-40. Be strengths-based with colleagues**
- SBI-41. Self-monitor to prevent a deficit-based approach

SBI-40. Be strengths-based with colleagues

Wrap-Up

Strength-Based Approach



Thank you.

Questions.