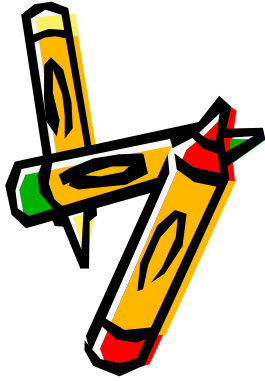


**Welcome to**

**“Building Developmental  
Assets in School  
Communities”**

**Don MacIntyre**  
**dmacintyre@summer.com**



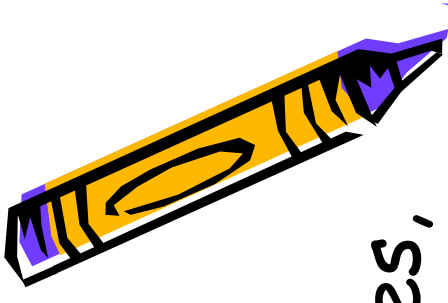
# Objectives

- Become familiar with the connections between the asset framework and academic success.
- Begin to implement the framework in schools.
- Commit to forming and maintaining influential relationships with students.
- Commit to personally becoming an asset builder for the youth in your school and life.



# Risk Factors

- **FAMILY**  
History, management, attitudes, low expectations
- **PEER**  
Alienation, friends, attitudes, early first use
- **SCHOOL**  
Policy, availability, labeling, moving, failure, involvement, truancy
- **COMMUNITY**  
Poverty, involvement, availability, norms



# Categories of Developmental Assets

\*Asset Checklist

## EXTERNAL ASSETS

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time



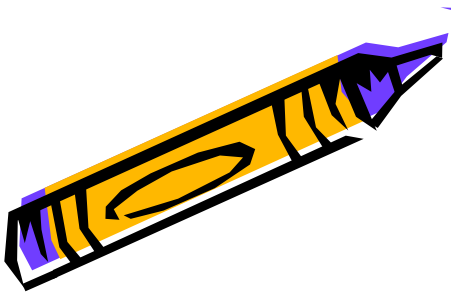
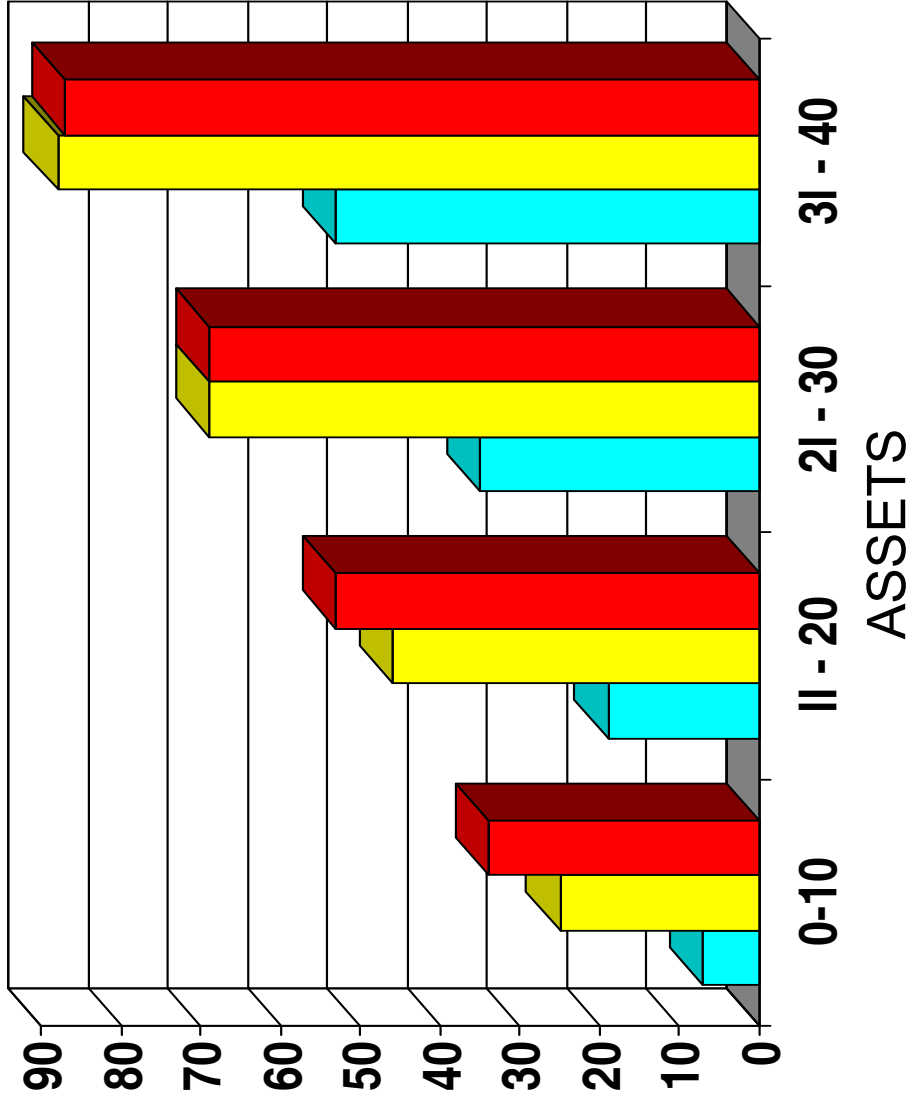
## INTERNAL ASSETS

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

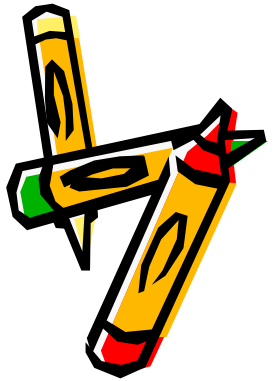
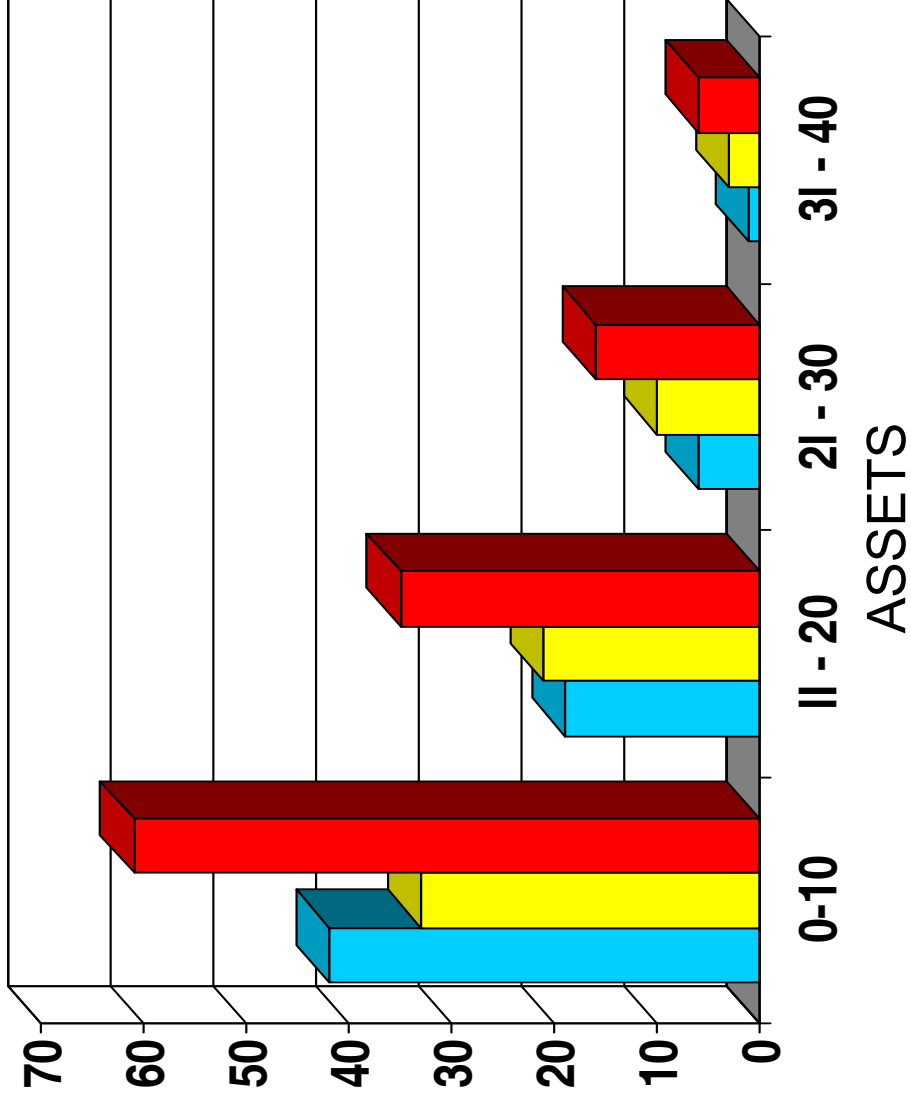


# Positive Outcomes

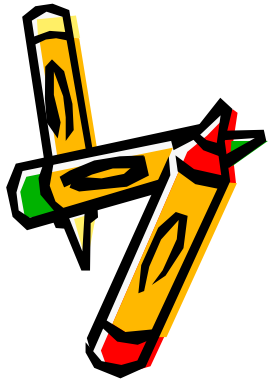
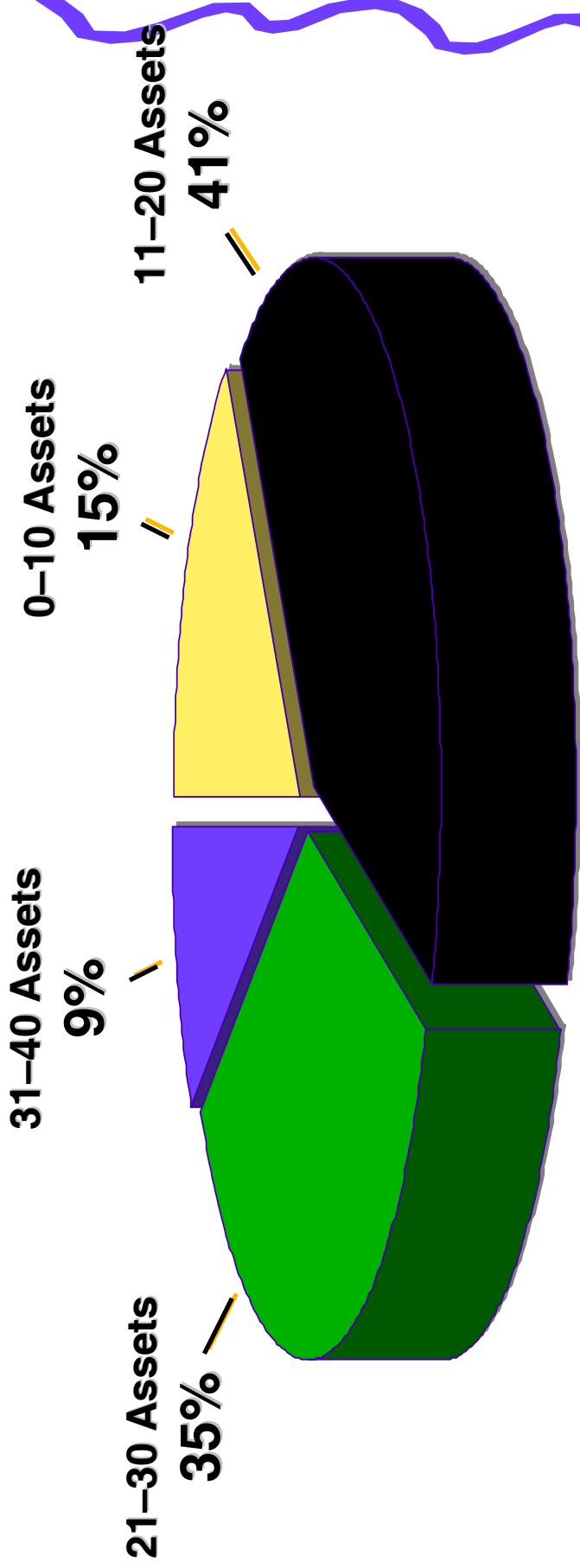
\*Handout: The Power of Developmental Assets



# High-Risk Behaviors



# The Gap in Assets among Youth

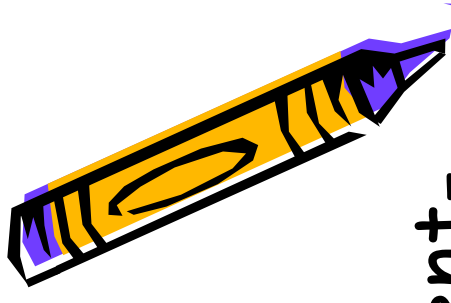


# Academic Achievement and Assets

\*Handout-Experiencing the Developmental Assets

Studies have associated Commitment-to-Learning assets directly or indirectly with:

- Increased high school completion
- Increased enrollment in college
  - Higher grades
- Higher achievement test scores
  - Better attendance
- Less sexual intercourse and childbearing
  - Less drug use
  - Fewer conduct problems



# The Asset-Building Difference

~~\*Handout-Old Attitudes/New Attitudes~~  
\*Handout-Old Attitudes/New Attitudes

## From . . . To . . .

Young people's problems

Professionals' work

Young people absorbing  
resources

Troubled young people

Accountable only for  
own behavior

Incidental asset building

Blaming others

Young people's strengths

Everyone's work

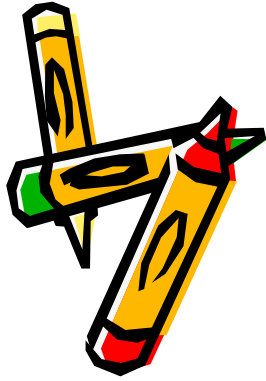
Young people as  
resources

All young people

Accountable as well for  
other adults' behavior

Intentional asset building

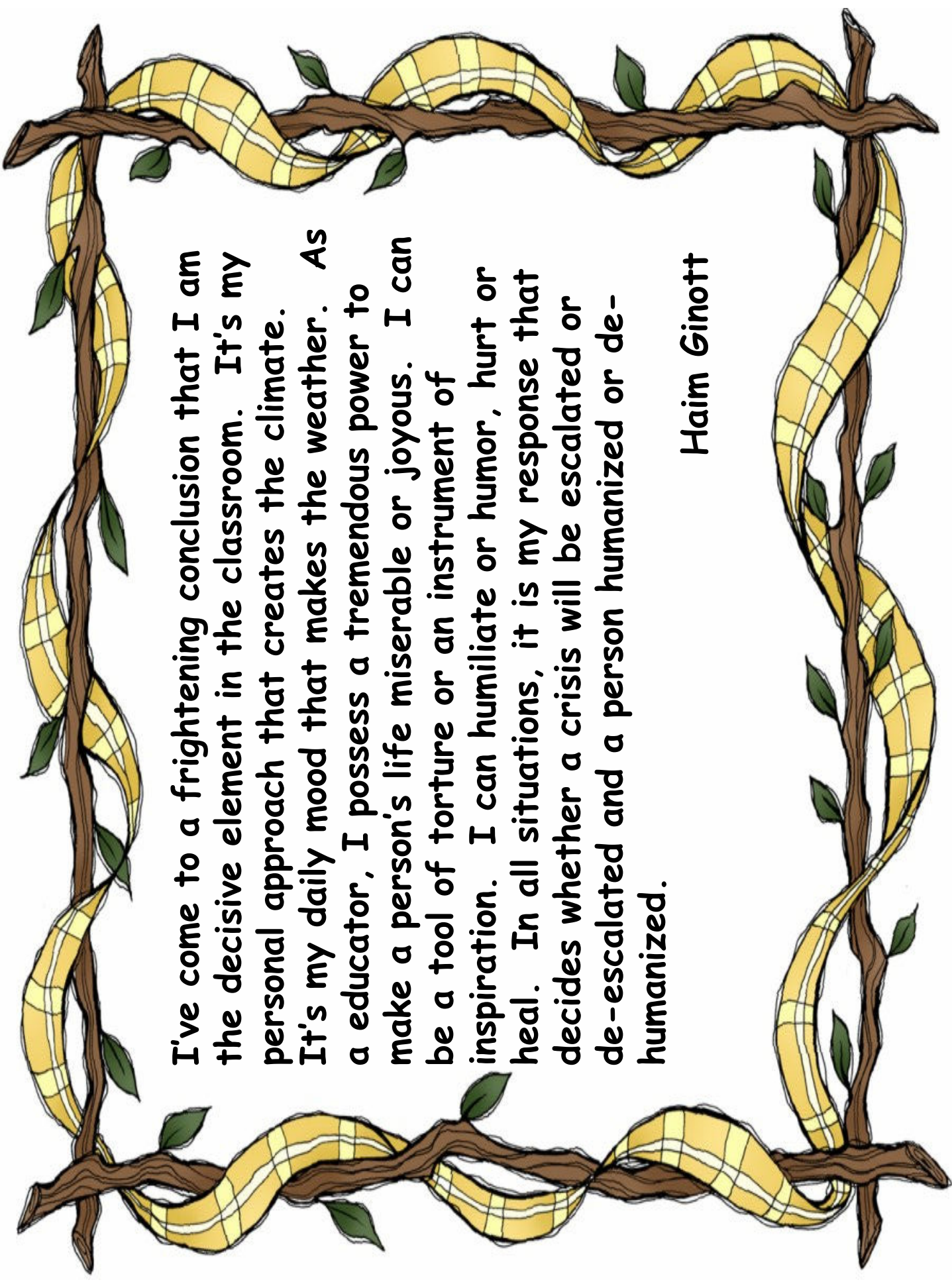
Claiming responsibility





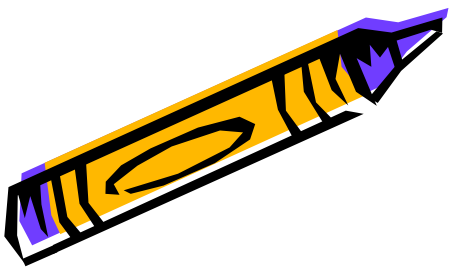
**Who was  
there for you ?**





I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As an educator, I possess a tremendous power to make a person's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a person humanized or de-humanized.

Haim Ginott



YESTERDAY

YESTERDAY

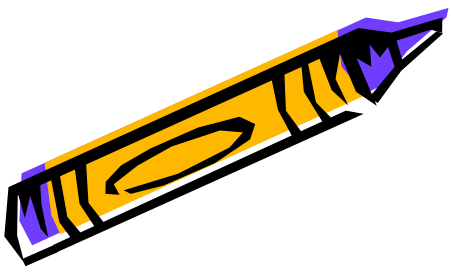
YESTERDAY

DESPAIR

DESPAIR

DESPAIR





TODAY

HOPE

TODAY

HOPE

TODAY

HOPE





TOMORROW

LOVE

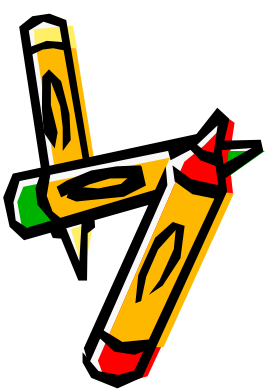
TOMORROW

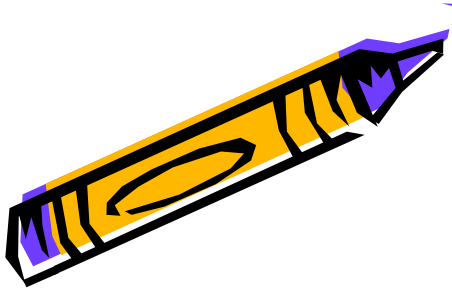
LOVE



TOMORROW

LOVE

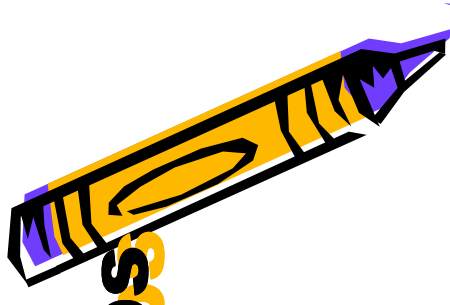




If you are going to change the culture,  
you have to change the structure



# Forming Influential Relationships with Young People



## Level 1, Making Connections

Use the young person's name or nickname.

## Level 2, Getting to Know Young People

Learn something about the young person.

## Level 3, Identifying and Encouraging Young People's

Strengths and Talents

Support the young person through talking, listening, and observing.

## Level 4, Challenging Young People

Help the young person to set goals, follow through with affirmations, and acknowledge rules and their consequences.

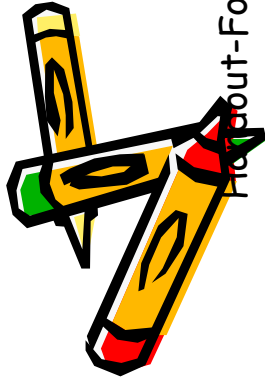
## Level 5, Focusing on Building Specific Assets

Do something for or with the young person outside your routine that helps promote specific assets.

## Level 6, Maintaining Relationships

Maintain contact.

\*Activity - What Will I Do to Build Assets?



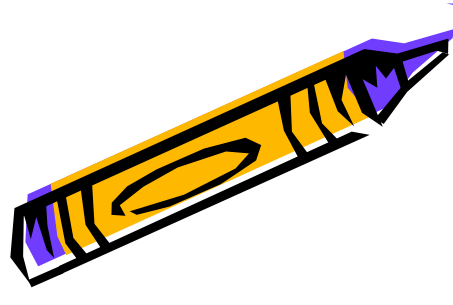
Forming Influential Relationships with Young People/Asset Building Affirmations

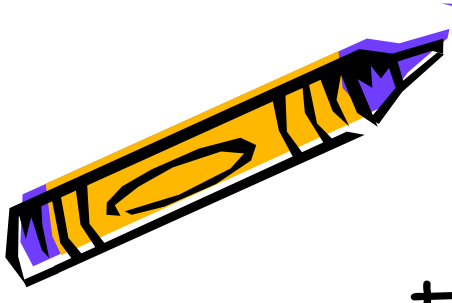
# Leading in a Culture of Change

by  
Michael Fullan

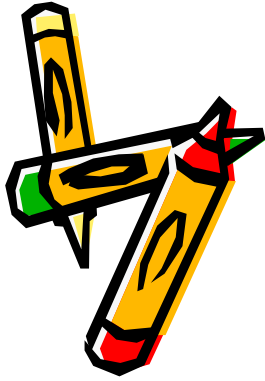
- FIVE SYNERGISTIC THEMES FOR  
CHANGE (mind and action sets)

- Moral Purpose
- Understanding Change
- Developing Relationships
- Knowledge Building
- Coherence Making



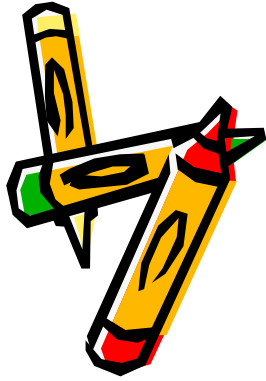
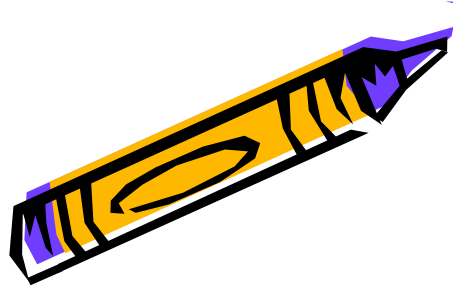


- Moral Purpose must include commitment to:
  - Improving the achievement of all students
  - Closing the achievement gaps
  - Improving the relevance of the material



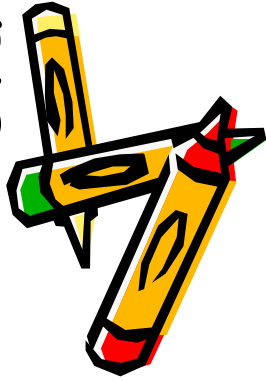
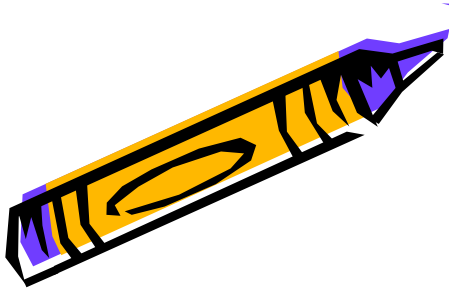
# Components of Trust

- Respect
- Personal Regard for Others
- Compliance in Core Role Responsibilities
- Integrity



# Benefits of Trust for Students

- Teachers feel safe to experiment with new practices.
- Relational trust supports the moral imperative of taking on the difficult work of school improvement
- Leads to marked improvement in student learning



# Building a Socially Responsible School

## Prerequisites:

1. Social Responsibility is a staff priority and a school goal.
2. A team of staff, including an active administrative member, is in place to plan, monitor, and problem solve the ongoing implementation.

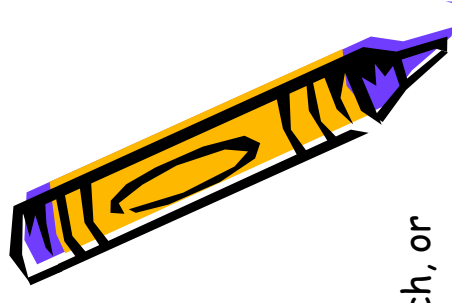
## Ten Things to Consider

1. Consider **outcomes** first. Too often we initiate ideas and/or reform without being clear what it is we hope to accomplish. Having clear outcomes will not only guide your process but make it easier to know whether you are making progress.
2. Consider **systems** second. Finding the right programs or practices is the easy part. Making sure that the staff in the school have the support, training, and guidance to implement the practices with high capacity and fidelity is more challenging. Without predictable systems we get arbitrary implementation and results.
3. Consider defining a **small number (3-5) of positively and clearly stated student expectations** or what it means to be socially responsible that are directly taught, regularly acknowledged, and consistently rewarded.
4. Consider developing a system that identifies a fair, **reasonable response to the wide-range problem behaviours** demonstrated in schools. This system should identify which behaviours are office managed and which behaviours are classroom managed.
5. Considering developing a **data collection** process for tracking the evidence of both prosocial and antisocial behaviours. This information will assist your team in identifying specific areas or behaviours that need attention.

\*Discussion-Where is your school/organization on this continuum?

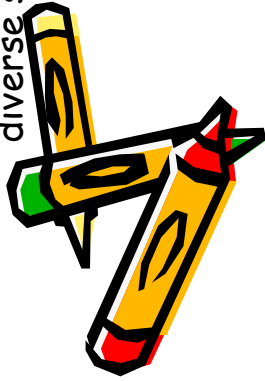


## Ten Things to Consider... cont.,



6. Consider building a multifaceted **continuum of support**. No one system, approach, or program will ever be enough to impact the behaviour of every single child in your school. Understanding that some children will not respond to our school-wide efforts will allow you to have realistic expectations of your initial efforts.
7. Consider **accommodating for individual differences**. A few students will require highly personalized instruction and feedback in term of social responsibility. For these students, more-of-the-same is not the answer.
8. Consider **multiple-settings** implementation. Being purposeful about school-wide, classroom, and non-classroom settings is the only way to ensure that the skills of being socially responsible are brought with students throughout the school. Contextualizing expectations helps students make this transfer.
9. Consider building **positive relationships** of trust and mutual respect. Positive relationships with students not only make a difference in student disposition, they improve student achievement.
10. Consider community...and beyond! Taking social responsibility outside the school gives students an opportunity to apply the principles they've been taught in a larger, more diverse setting.

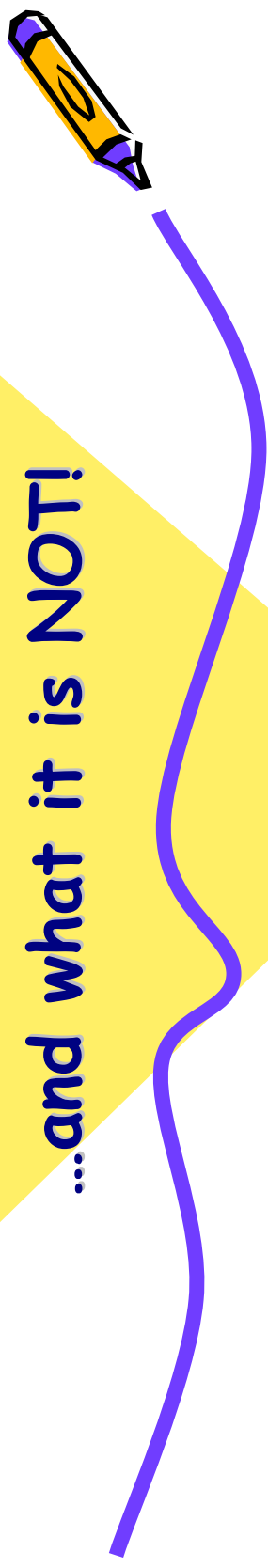
\*Discussion-continued





# What is Positive Behaviour Support?

...and what it is NOT!



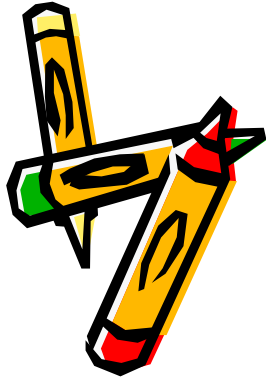
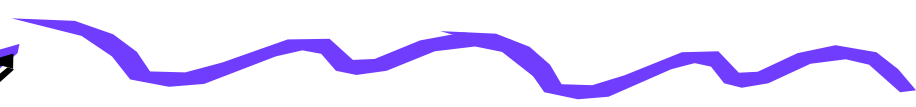
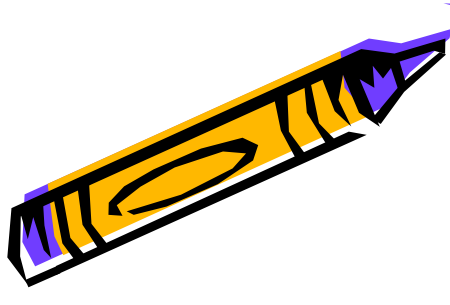
# "Positive behavior Support"

PBS is a broad range of **systemic & individualized** strategies for achieving important **social & learning outcomes** while preventing problem behavior with **all** students.



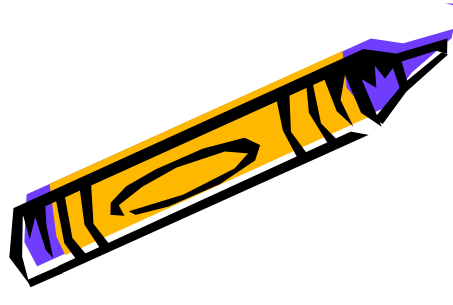
# The Bottom Line

- Positive behavior Support (PBS) **enables and empowers** schools to have the opportunity to educate **all students**, including those with **challenging behaviors**.



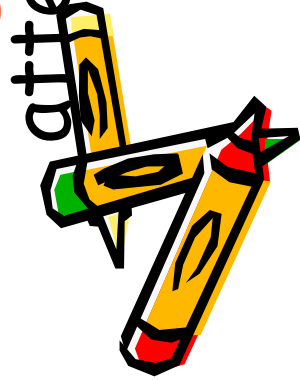
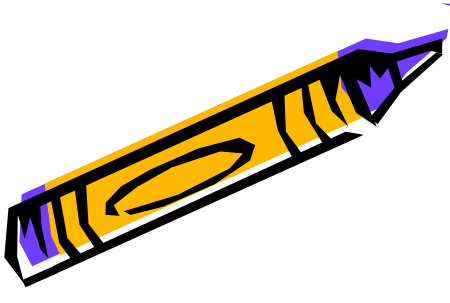
# PBS is ...

- **Not a specific** practice or curriculum...it's a **general approach** to preventing problem behavior.
- **Not limited** to any particular group of students...it's for **all** students
- **Not new**...it's based on long history of empirically sound **behavioral practices** & effective instructional **design & strategies**



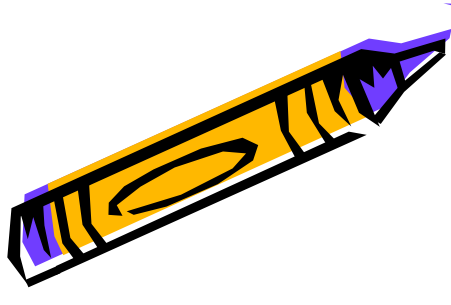
# ATTENTION (G. Colvin)

- For the most part, kids need attention from adults.
- Positive behavior guarantees kids attention from adults.
- Negative behavior guarantees kids attention from adults.



# Working Smarter!

- Are we being **efficient**?
  - Are we maximizing the use of our minutes?
- Are we being **effective**?
  - Are we maximizing outcomes?
- Are we being **relevant**?
  - Does it have meaning in our context?

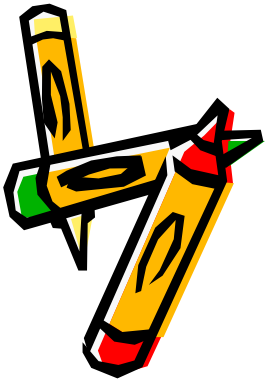
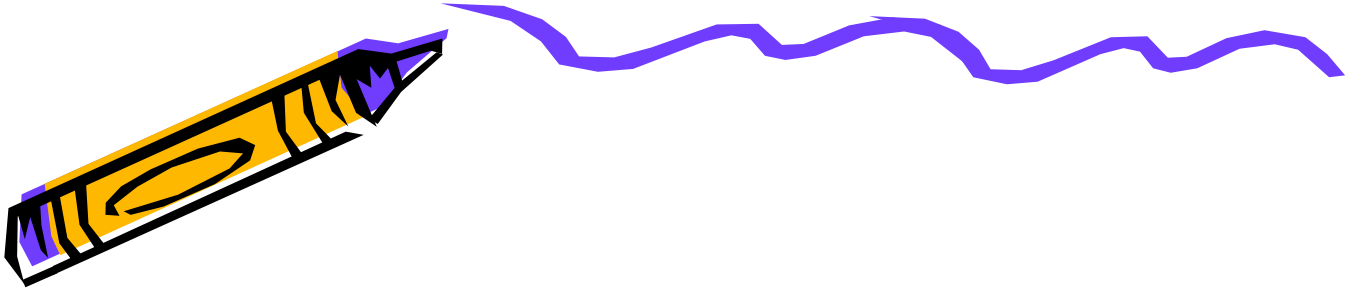
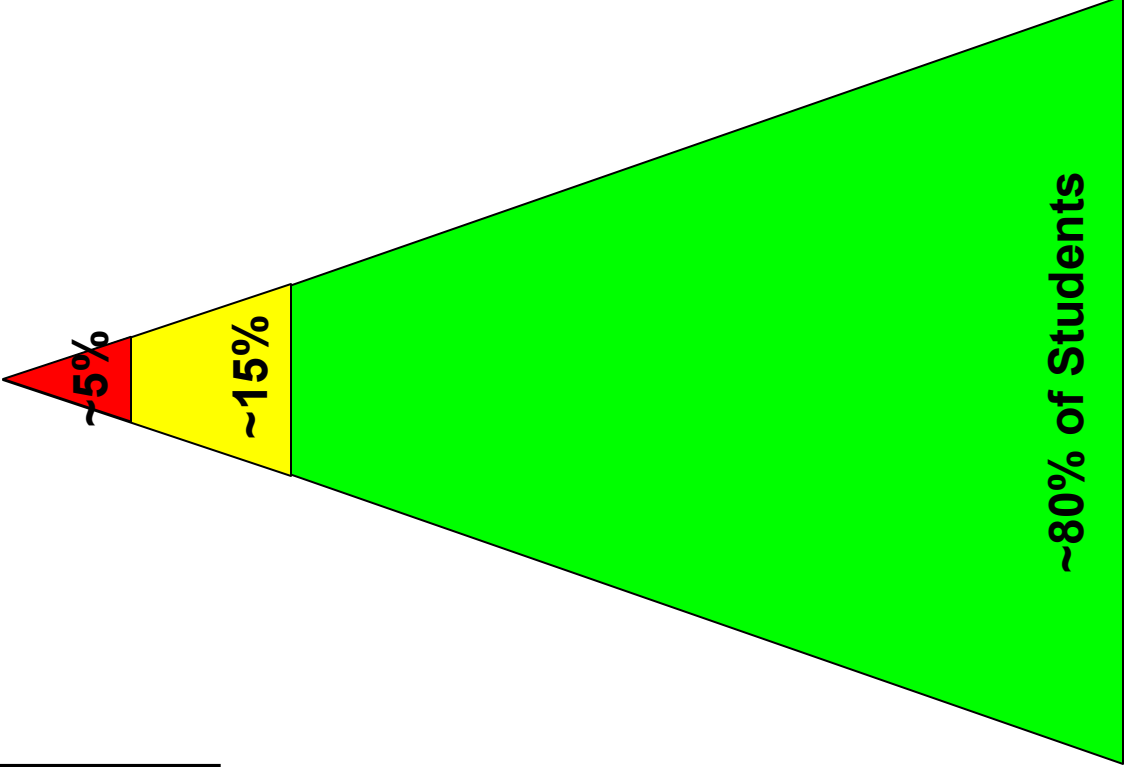




What does  
PBS look like?

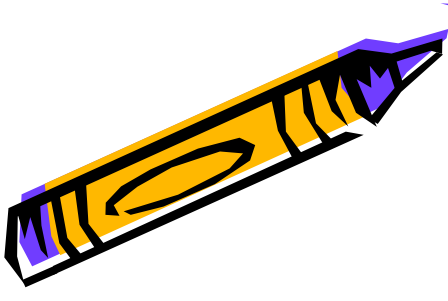
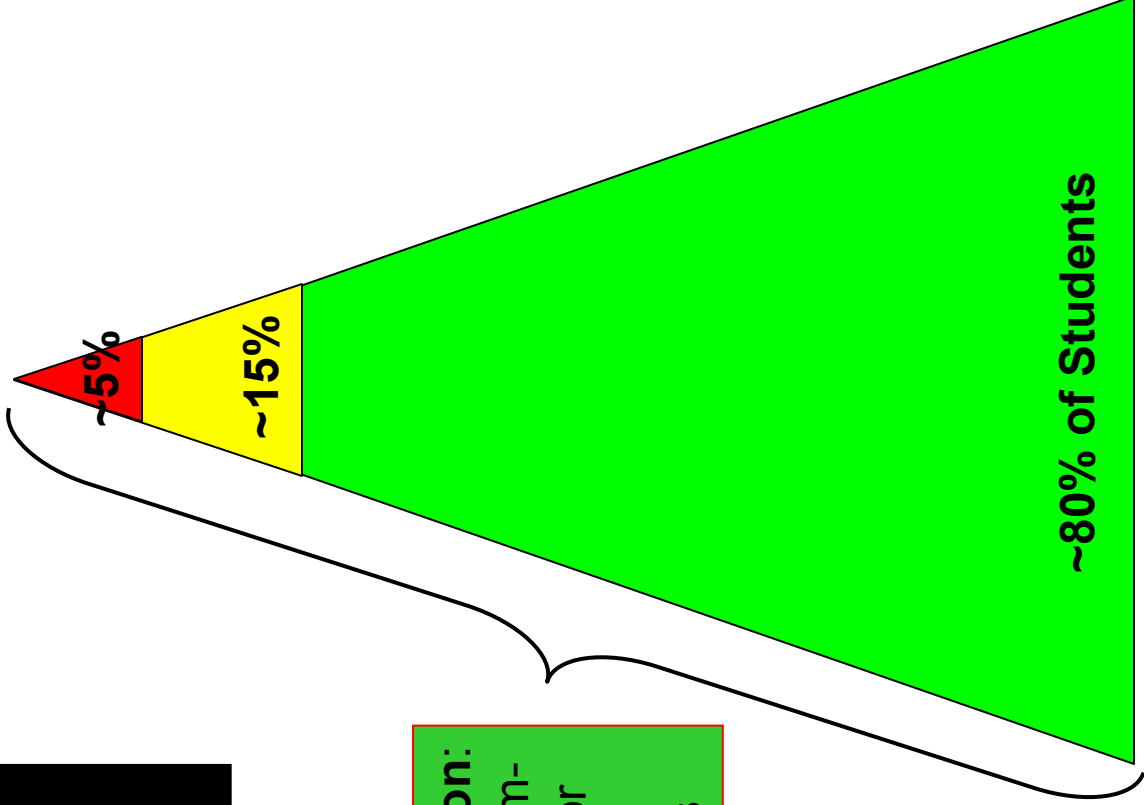


CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE behavior  
SUPPORT



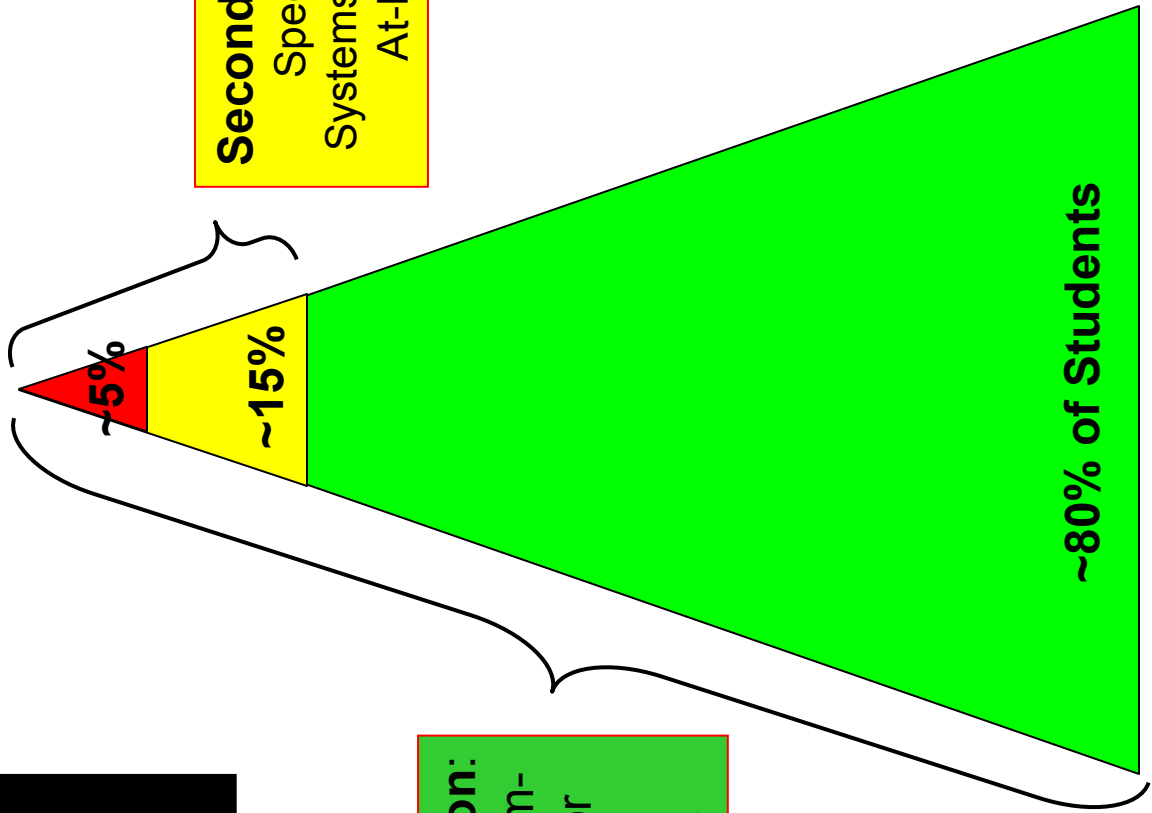
**CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE behavior  
SUPPORT**

**Primary Prevention:**  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings

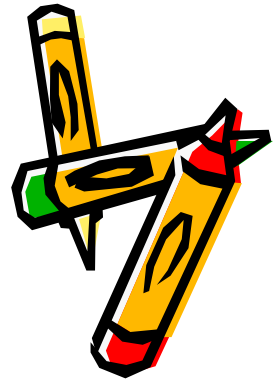
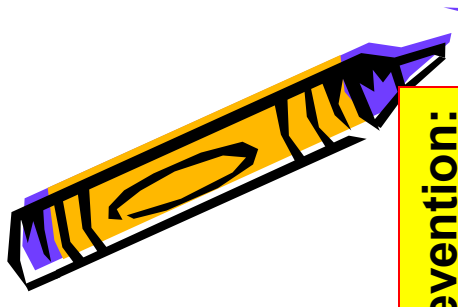


**CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE behavior  
SUPPORT**

**Primary Prevention:**  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



**Secondary Prevention:**  
Specialized Group  
Systems for Students with  
At-Risk behavior

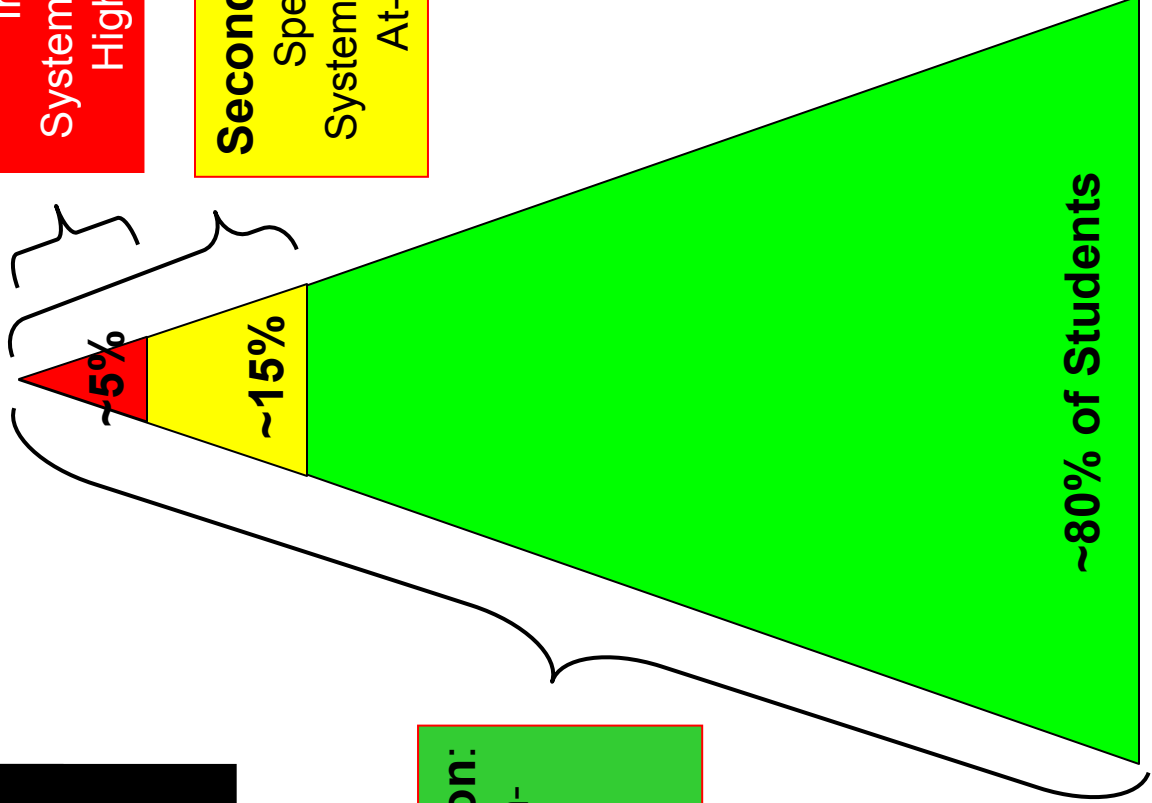


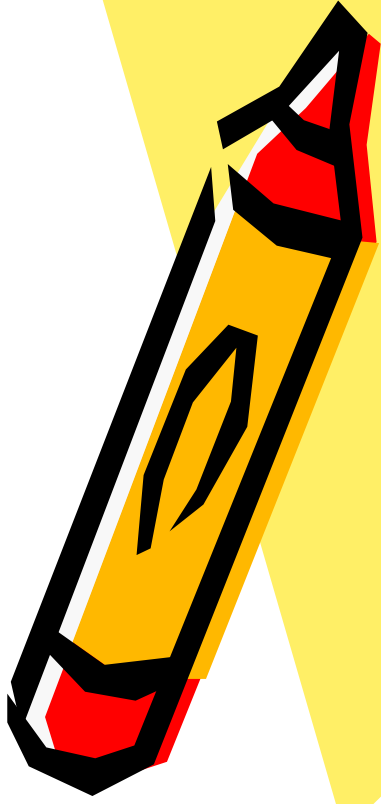
**CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE behavior  
SUPPORT**

**Tertiary Prevention:**  
Specialized  
Individualized  
Systems for Students with  
High-Risk behavior

**Secondary Prevention:**  
Specialized Group  
Systems for Students with  
At-Risk behavior

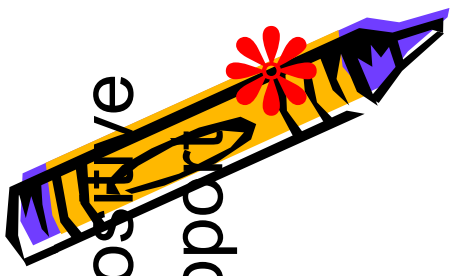
**Primary Prevention:**  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



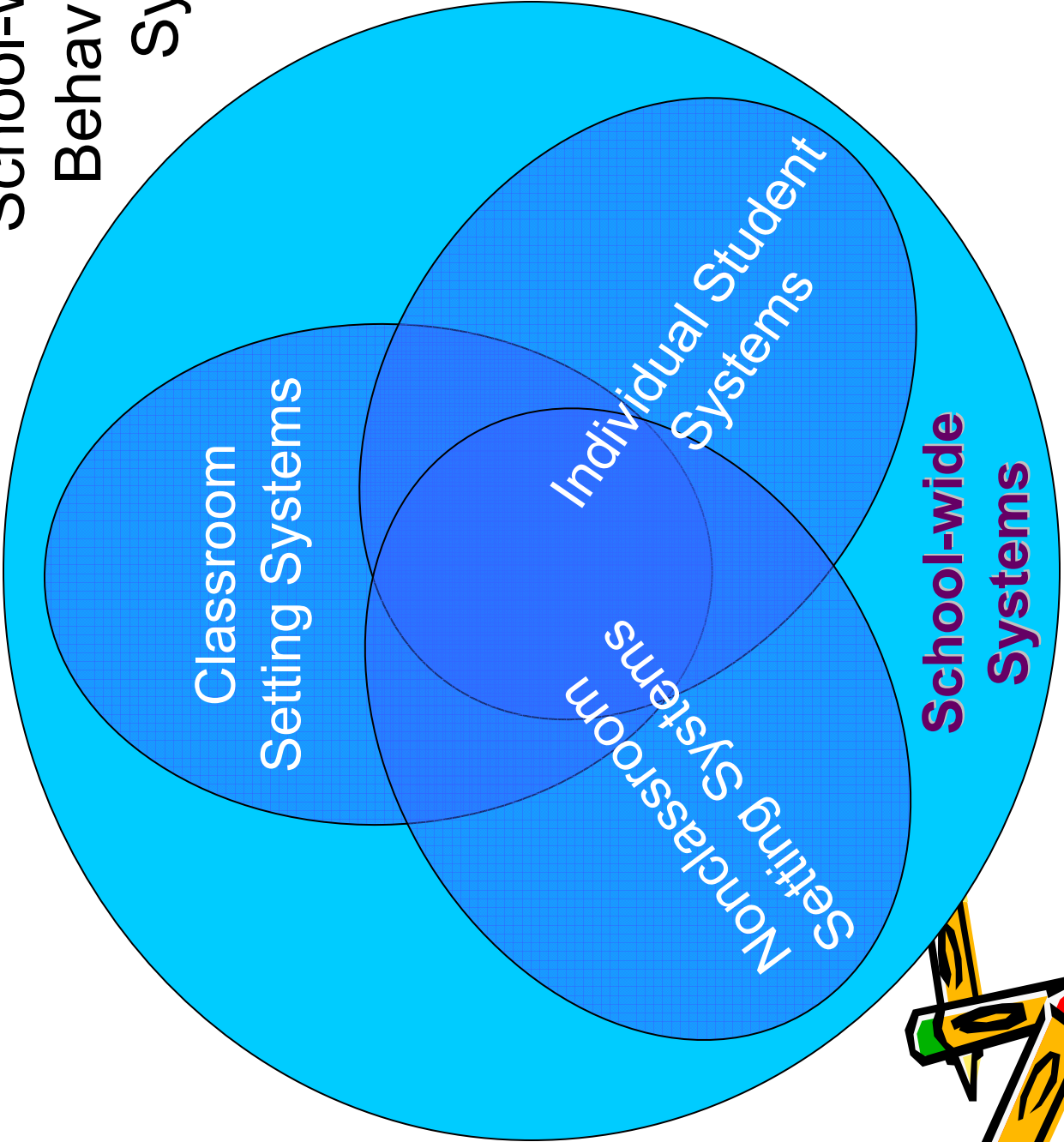


Research has shown that  
of all the variables,  
classroom management  
has the largest impact on  
student achievement



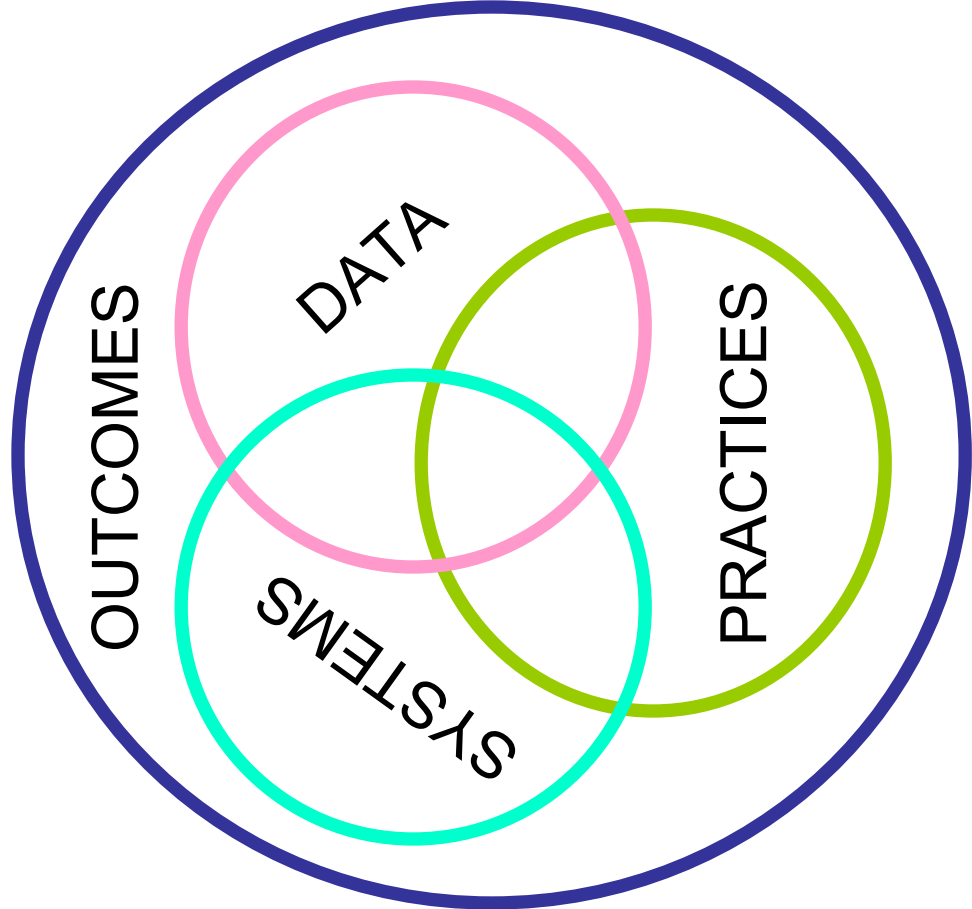


# School-wide Positive Behavior Support Systems



**Positive  
behavior  
Support**

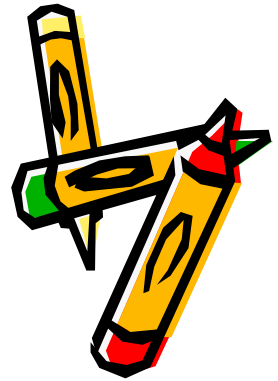
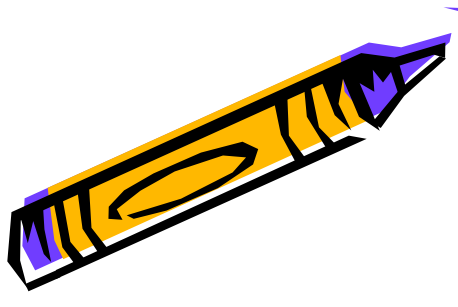
Social Competence &  
Academic Achievement



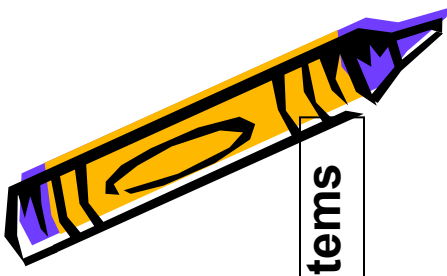
Supporting  
Staff Behavior

Supporting  
Decision  
Making

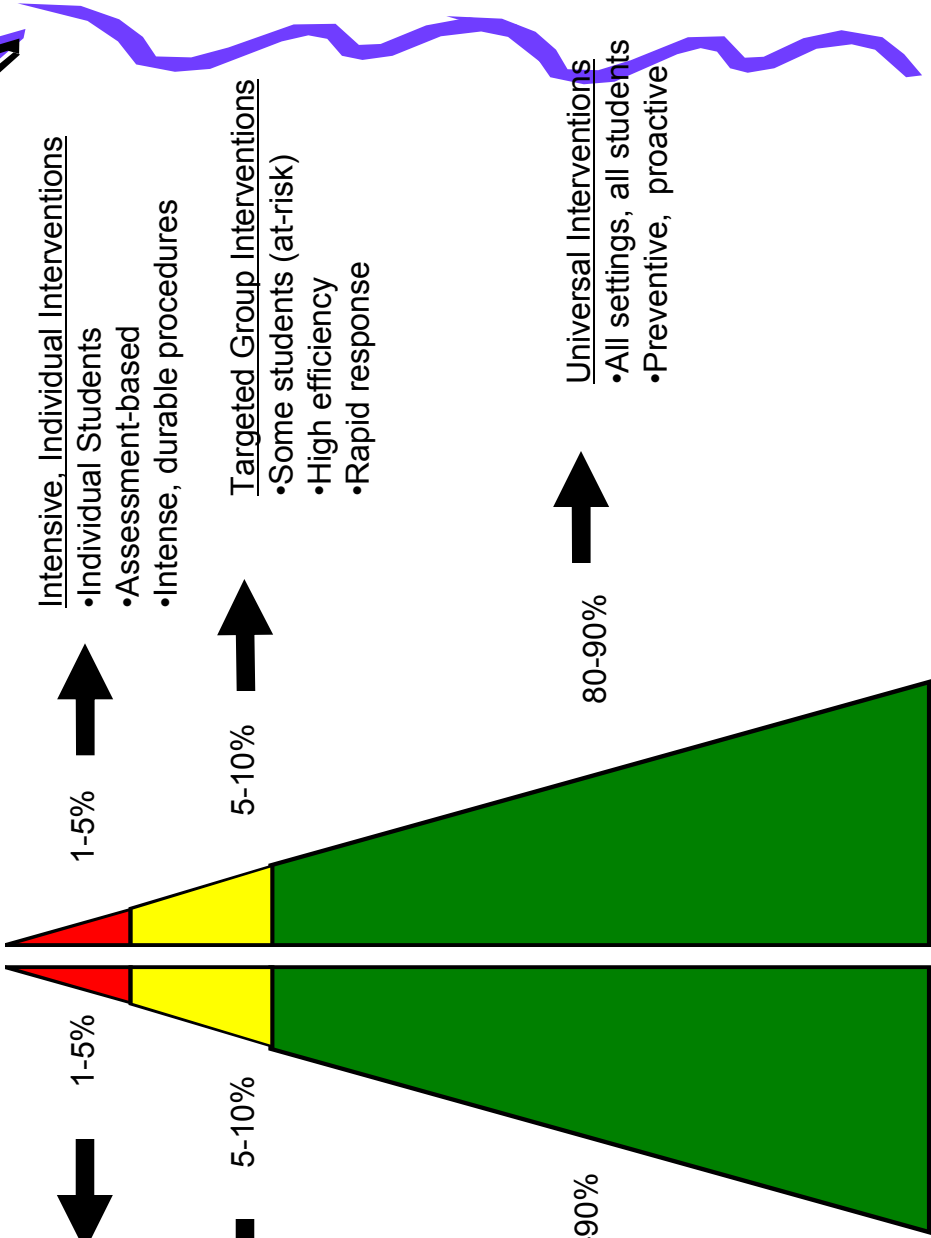
Supporting  
Student Behavior



# Designing School-Wide Systems for Student Success



## Behavioral Systems



Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

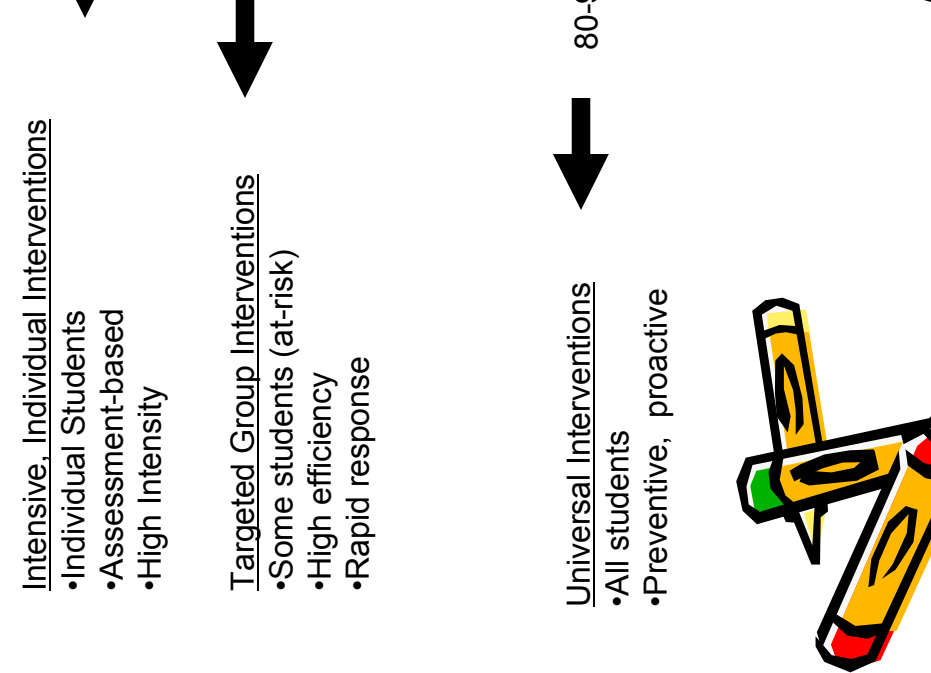
Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

## Academic Systems



Intensive, Individual Interventions

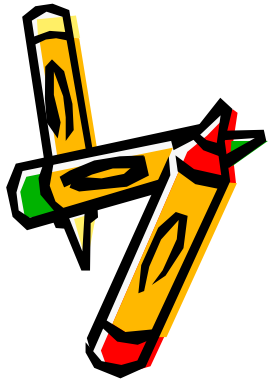
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

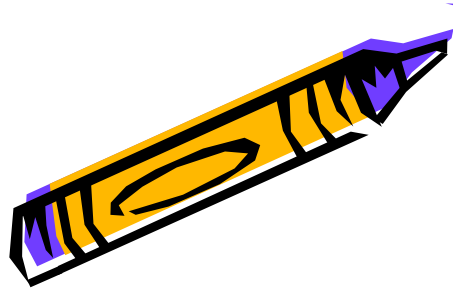
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



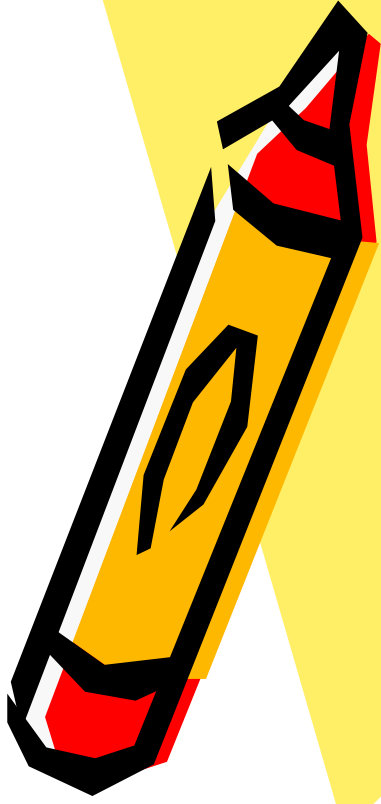
# Grading Grownups



- 1,500 adults surveyed
- Asked what was important to do for young people
- 37% gap between what they said was important to do and those that actually did it



■ Only 5% would receive an A

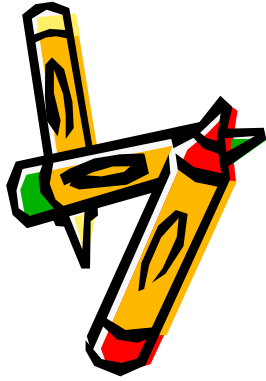


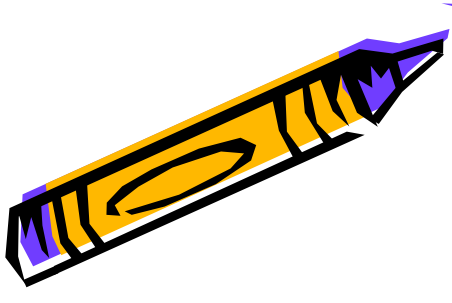
Reform is often like  
moving the deck chairs on  
the Titanic, it has little  
impact on the outcome



# Stephen Covey

"When the standards for social norms are low, laws are unenforceable, when standards around social norms are high, laws are unnecessary."



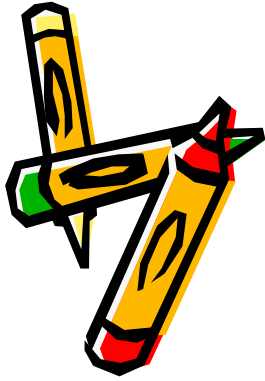


"Privacy of practice produces isolation;  
isolation is the enemy of improvement."



# Influencing Appropriate Behavior

- Speak to the student in private
- Explain what you saw or heard
- Say what you value about the student
- Find the reason for the behavior
- Discuss and model alternative response
- Determine consequences together
- Thank the student



# Creating an Asset-Rich Environment

- Staff in hallways
- Doors open
- All staff and volunteers trained
- Hall friendliness the norm
- Assets posted
- Students involved in building assets
- Assets part of evaluations
- Physical environment warm and inviting



# The Seven Neckbones of the Giraffe Project

- Choose something you're passionate about.
- Create a vision.
- Analyze the obstacles and resources.
- Make the commitment.
- Make a plan.
- Take action.
- Reflect, celebrate, plan next steps.



# FINAL THOUGHT

"There are many people who want to be matadors only to find themselves in the ring with 2000 pounds of bull bearing down on them, and then discover that what they really wanted was to wear tight pants and hear the crowd roar."

