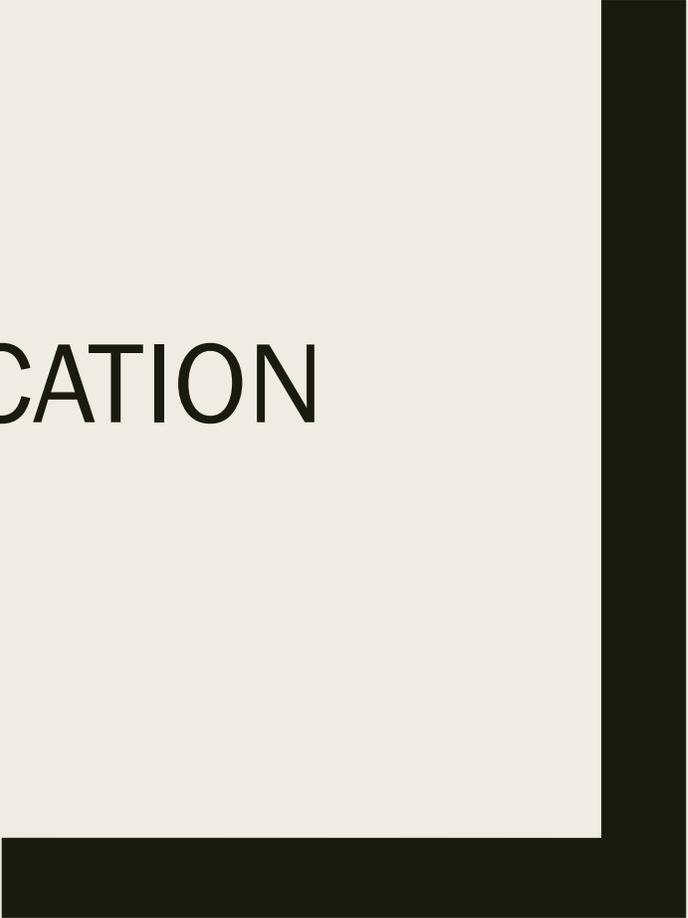




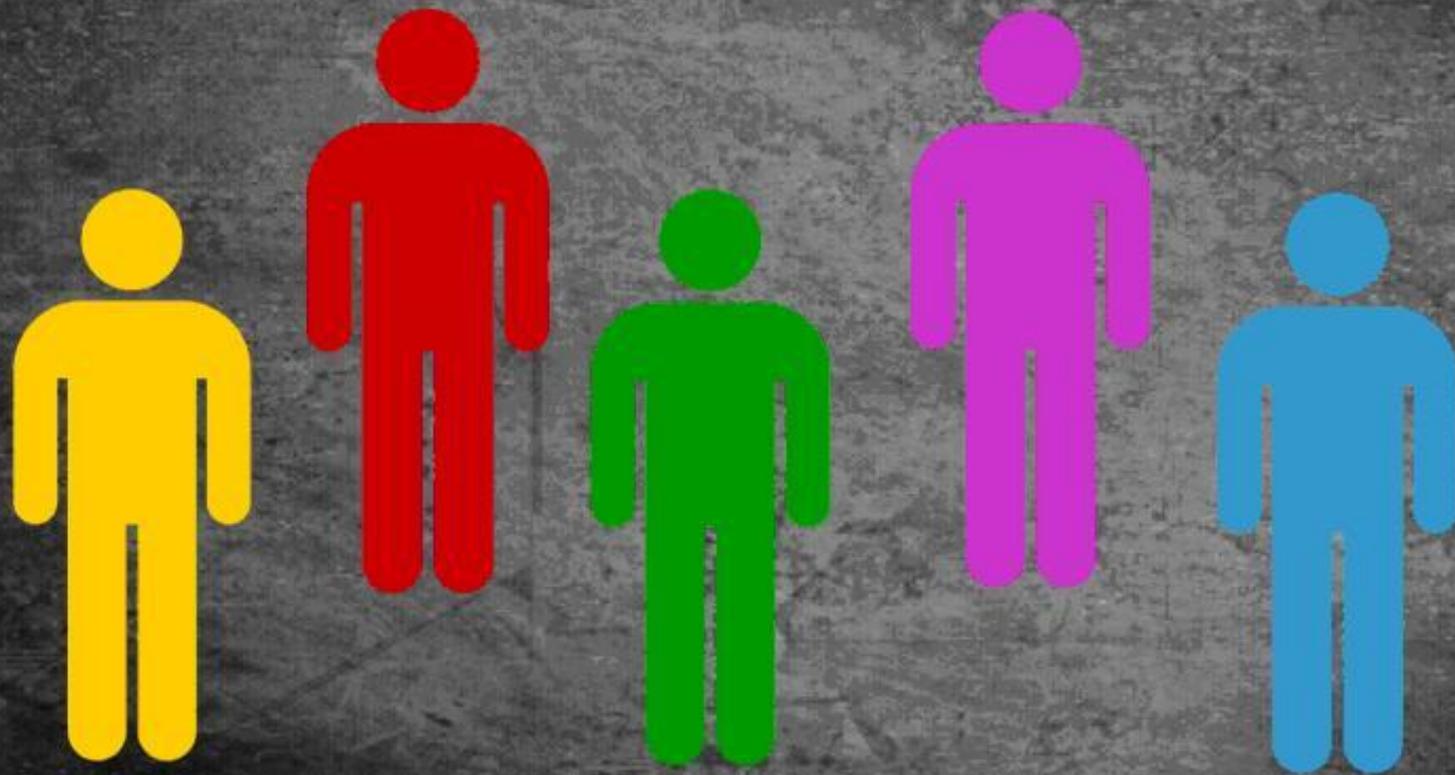
PRINCIPLES OF STRENGTH BASED EDUCATION

Part 2: SPOT Presentation

April 26th, 2017



**1 in 5 Canadians will experience a
mental health or addiction problem.**

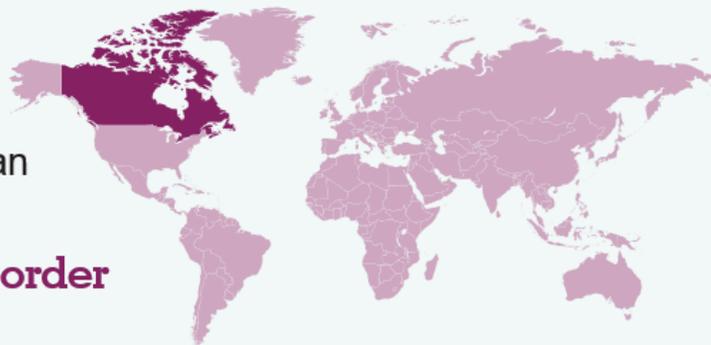


www.youngones.ca

While people may discriminate, mental illness and addiction do not.
Any one can be affected.

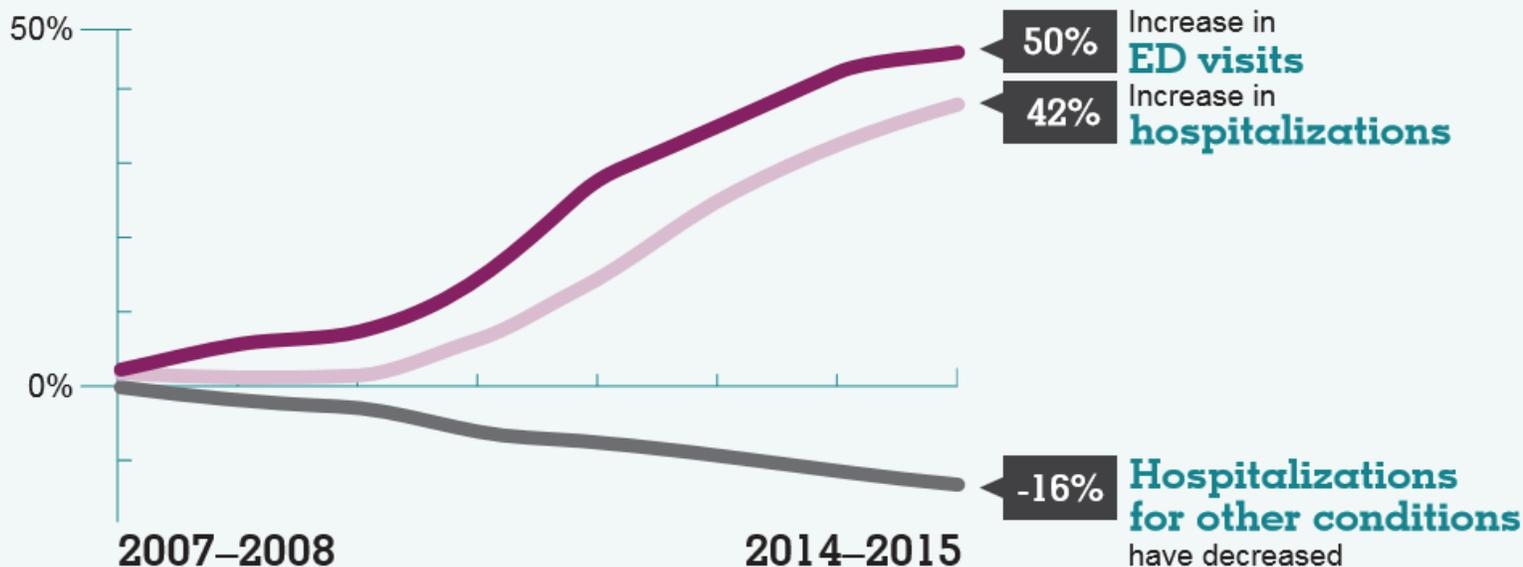
Child and youth mental health in Canada

10% to 20% of Canadian children and youth **may** develop a mental disorder



Mental disorders accounted for **13% of the global burden of disease**

Has hospital use for mental disorders changed?



Studies show that the **prevalence of mental disorders** is unchanged over time

Percentage change relative to 2006-2007 baseline

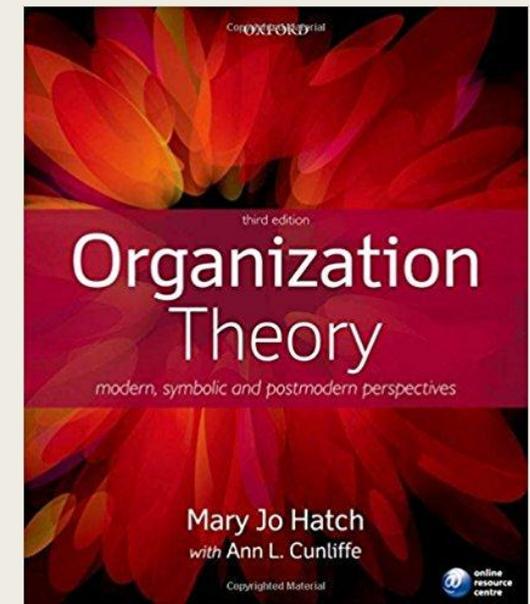
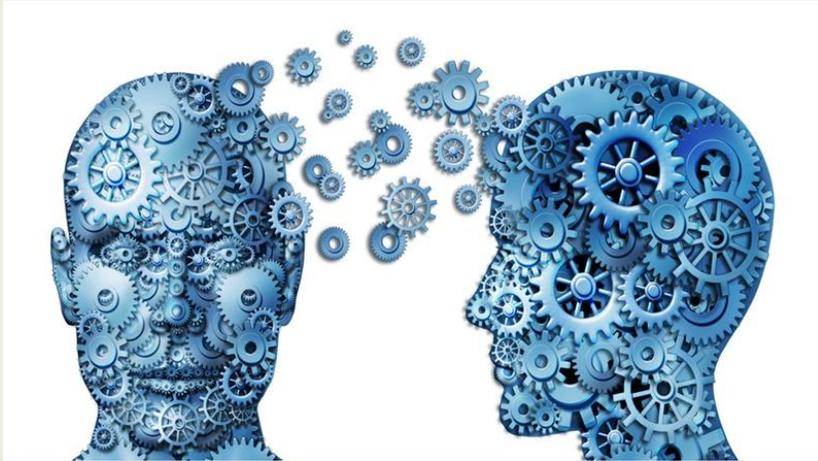
Youth Mental Health

- It is estimated that 10-20% of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide.
- Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate the third highest in the industrialized world.
- Suicide is among the leading causes of death in 15-24 year old Canadians, second only to accidents; 4,000 people die prematurely each year by suicide.

What is SBE?

- A basic educational principle that emphasizes the positive aspects of student effort and achievement, as well as human strengths.

Where does SBE come from?

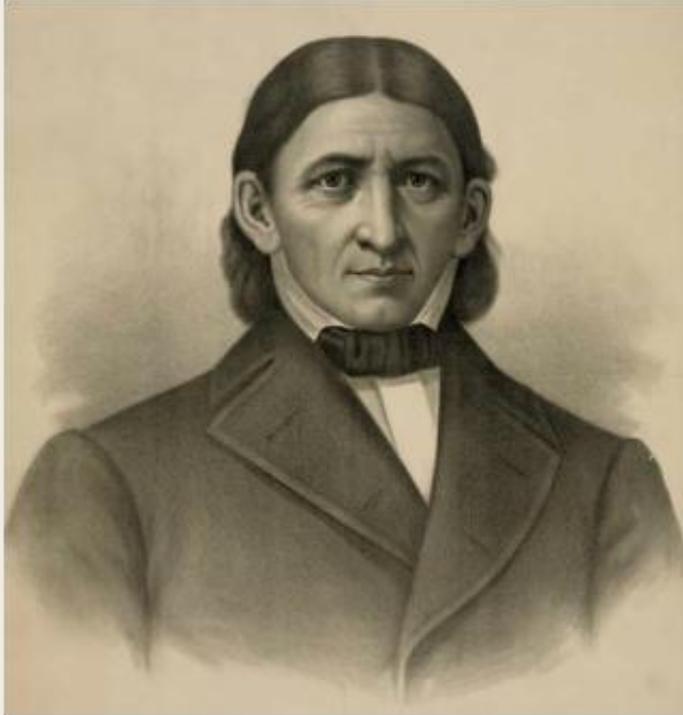


Goal of SBE

- Enhancing the capacity of students to be confident, lifelong learners who work with a sense of purpose (Anderson, 2000).



Brief historical note



Strengths In Education

- o Elizabeth Hurlock's (1925) creative work highlighted how praise of students' work has a more powerful effect on math performance than criticism of students' efforts.
- o Don't focus on the weaknesses.
- o Good character is what parents want to encourage in their children, what teachers attempt to communicate with their pupils, and what friends look for in each other.



SDE- A Philosophy? An approach?

Philosophy	Approach
<ul style="list-style-type: none">• Stance and daily practice that shapes how an individual engages in the teaching and learning process (Lopez and Louis, 2009)	<ul style="list-style-type: none">• Step by step process of engaging learners

Principles of SBE

1. Measurement of strengths (Carey, 2004)
2. Individualization (Gallup, 2003)
3. Networking (Bowers, 2009)
4. Deliberate application (Rath, 2007)
5. Intentional development (Louis, 2008)

1. Measurement of strengths

- How to measure strengths and achievement
 - *Hope*
 - *Engagement*
 - *Well-being*
 - *Attendance*
 - *Achievement*
 - *Retention*
 - *Other?*

Clifton StrengthsFinder (Gallup, 1999)

2. Individualization

- Educators personalize the experience by practicing individualization whereby they think about and act upon the strengths of each student.
- Encourage students to set goals **BASED ON THEIR** strengths and helping them apply their strengths in meaningful ways (Cantwell, 2005) as part of a developmental process.
 - *Highlight unique student qualities and goals*
 - *Provide feedback- where you are at, where you are going, and how strengths can help you get there.*

3. Networking

- Networking with personal supporters of strengths development affirms the best people and provides praise recognition for strengths-based successes.

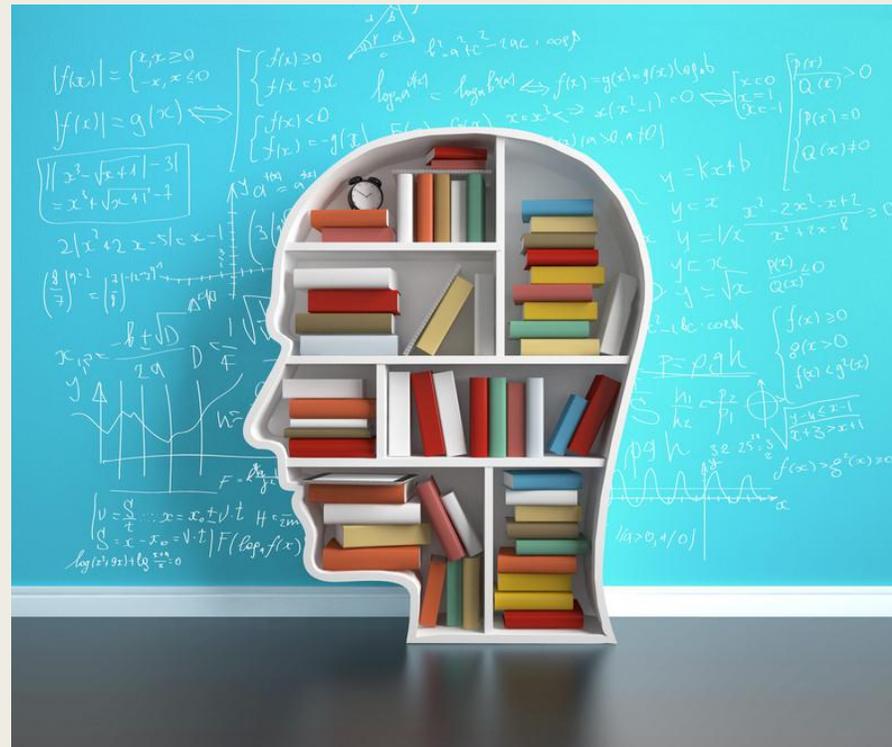
“Strengths develop best in response to other human beings”

(Clifton and Nelson)



4. Deliberate Application of Strengths

- Fosters the development and integration of new behaviors associated with positive outcomes.

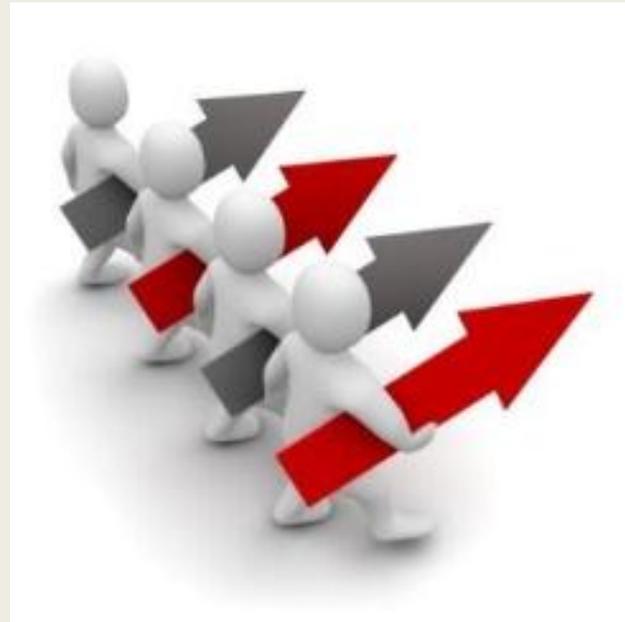


5. Intentional Development of Strengths



Assumptions of SBE

- Every student has the resources that can be mobilized toward success in many areas of life
- Potential exists in all students and educators to discover and implement learning experiences that can help students realize their potential



Rapp, C. (1997). *The Strengths Model: Case Management with People Suffering from Severe and Persistent Mental Illness*, 1st Ed. New York: Oxford University Press.

Why should we consider this?

- Established in hundreds of university campuses in the US
- Associated with individual outcomes, such as increased quality of life, employment, and health (Krabbenborg & Boersma, 2013)
- Association with increased:
 - *Mental health?*
 - *Competency?*
 - *Fieldwork supervisor well-being, satisfaction?*

Where do I begin?



It's Time For A Break



Field work SB tool

- Handouts