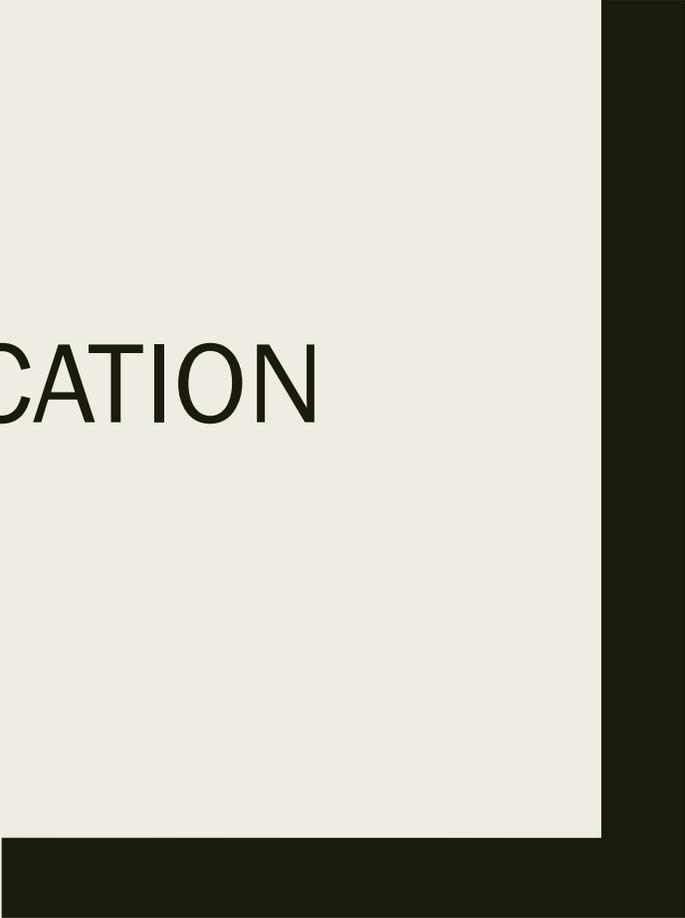




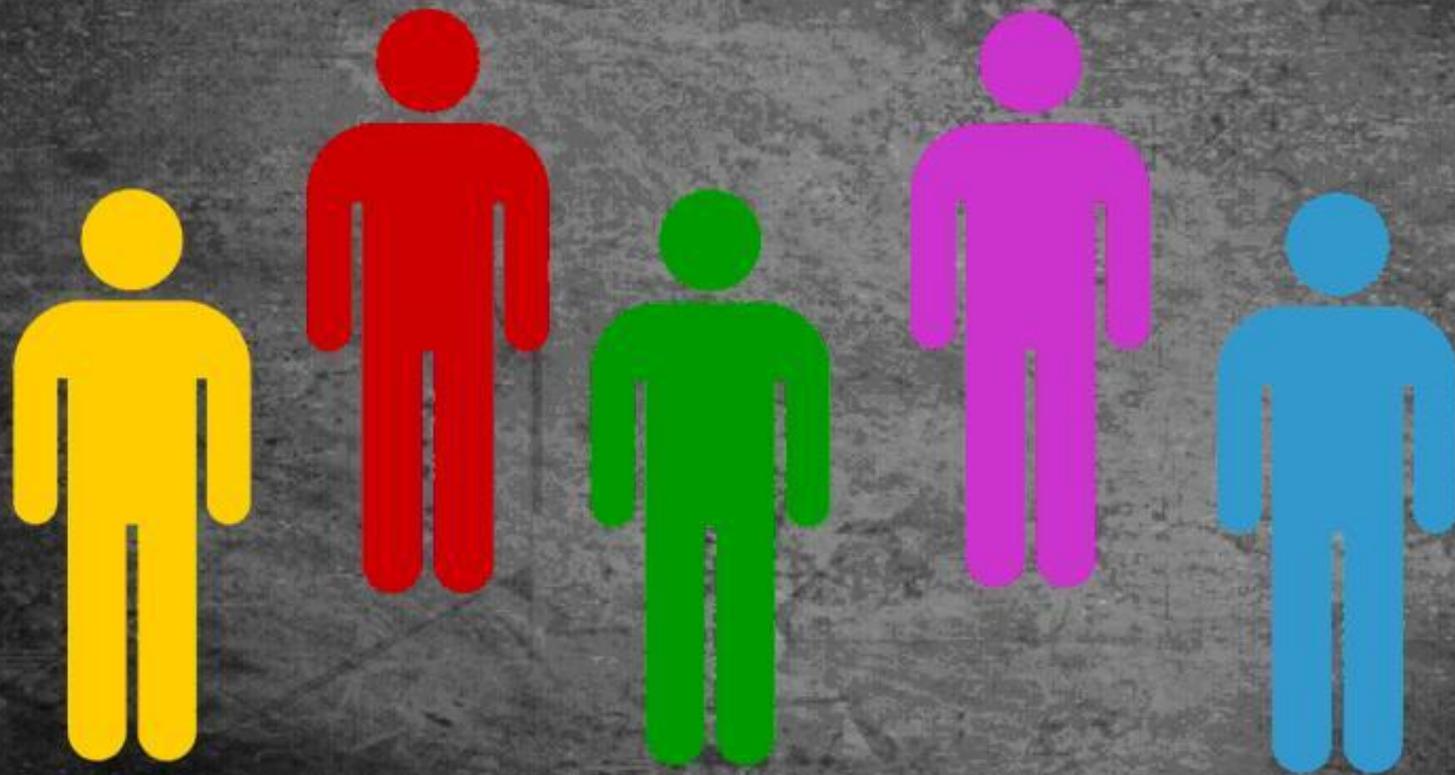
# PRINCIPLES OF STRENGTH BASED EDUCATION

Part 2: SPOT Presentation

April 26<sup>th</sup>, 2017



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

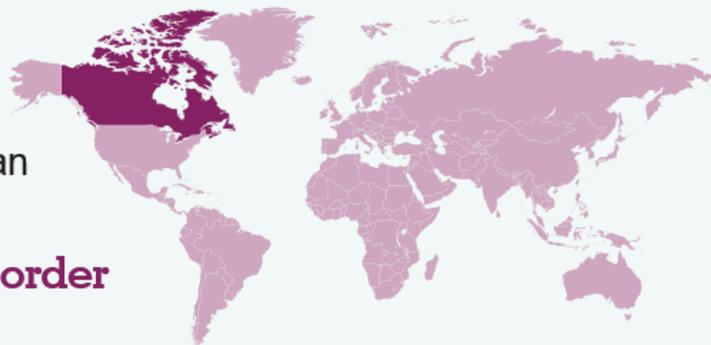


[www.youngones.ca](http://www.youngones.ca)

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

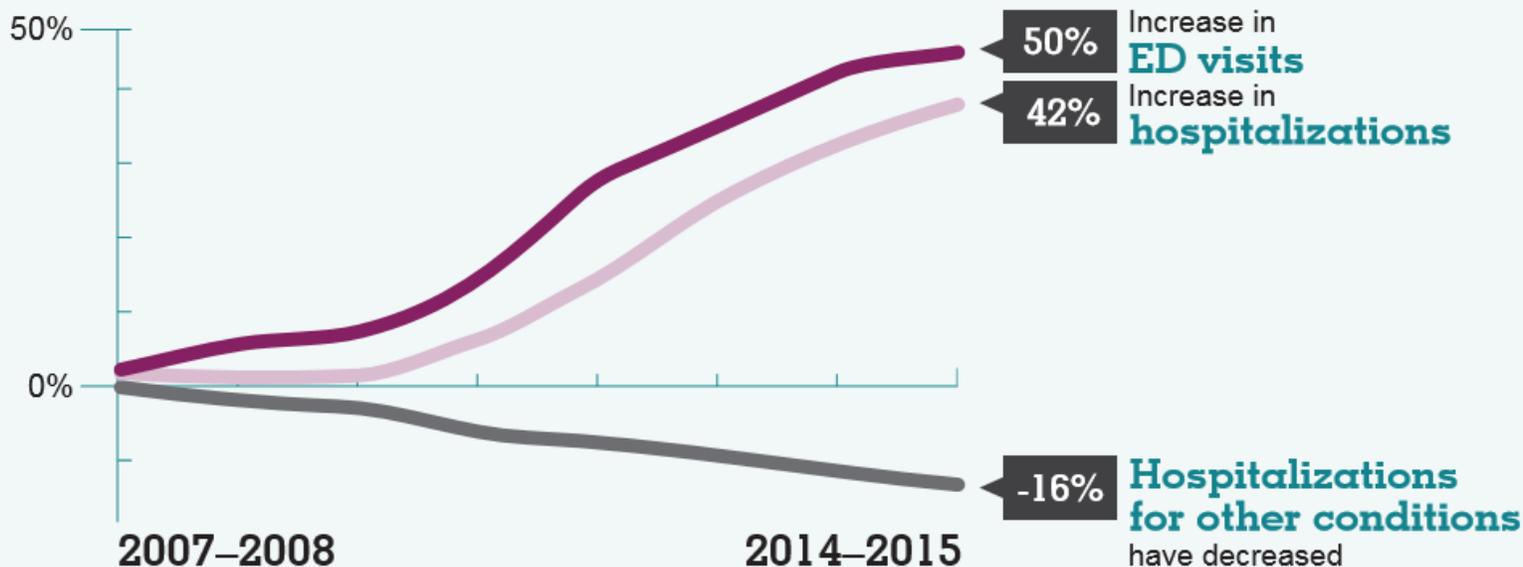
# Child and youth mental health in Canada

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

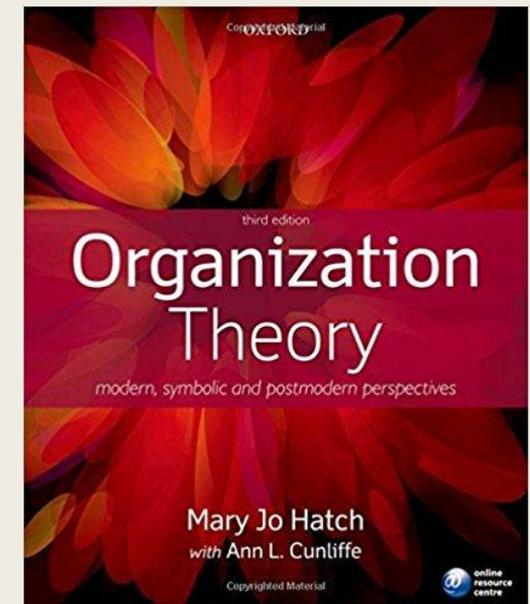
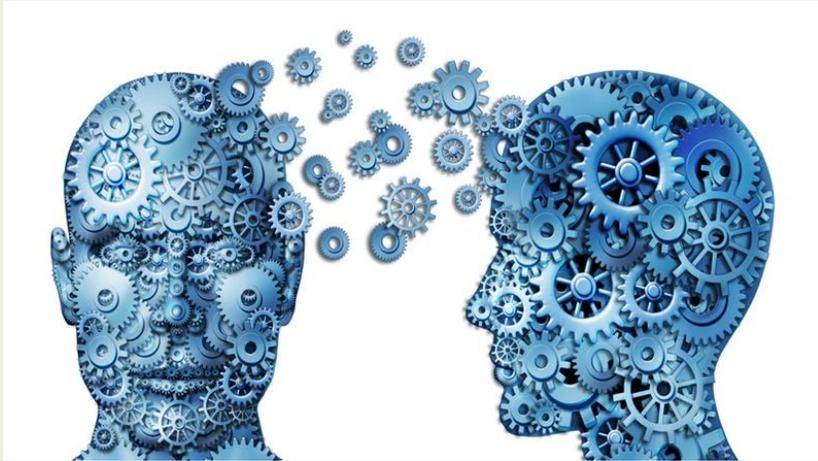
- It is estimated that 10-20% of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide.
- Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate the third highest in the industrialized world.
- 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?

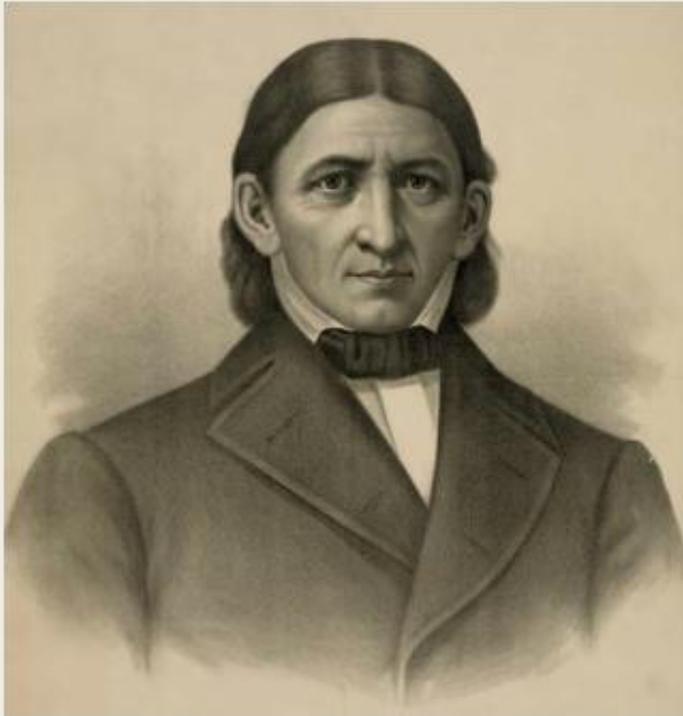


# Goal of SBE

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

# 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.

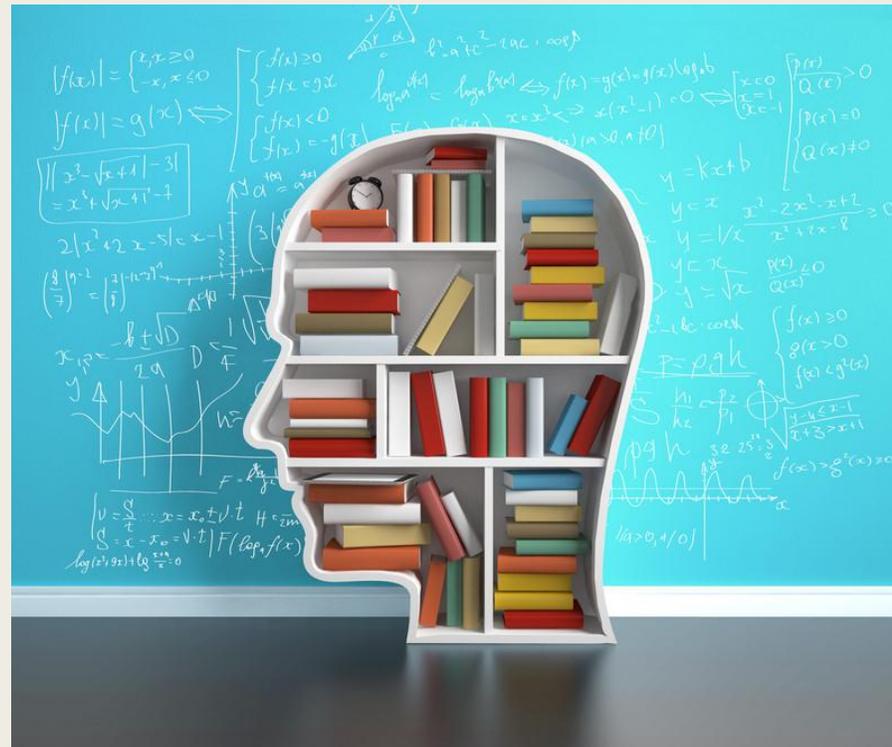
***“Strengths develop best in response to other human beings”***

(Clifton and Nelson)



# 4. Deliberate Application of Strengths

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

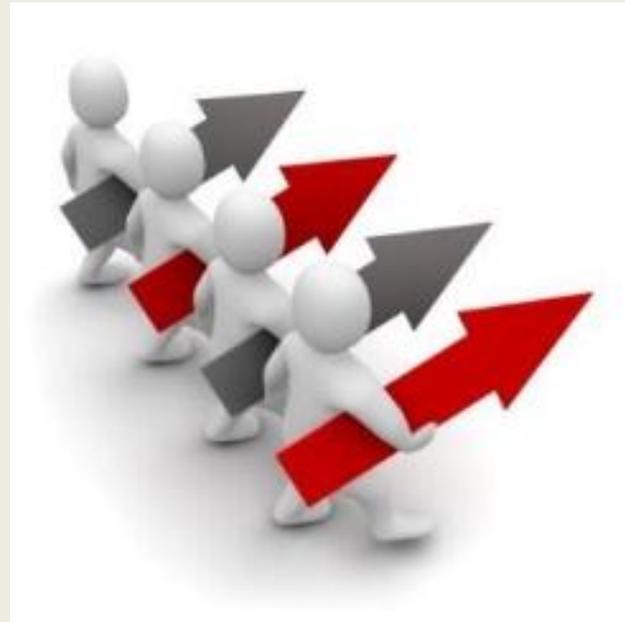


# 5. Intentional Development of Strengths



# 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