PRINCIPLES OF STRENGTH BASED EDUCATION

Part 2: SPOT Presentation
April 26th, 2017
1 in 5 Canadians will experience a mental health or addiction problem.

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?

50% Increase in ED visits
42% Increase in hospitalizations

-16% Hospitalizations for other conditions have decreased

Studies show that the prevalence of mental disorders is unchanged over time
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.
Rationale for consideration for SBE
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

- 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.

- Don’t focus on the weaknesses.

- 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?

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<th>Philosophy</th>
<th>Approach</th>
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<td>• Stance and daily practice that shapes how an individual engages in the teaching and learning process (Lopez and Louis, 2009)</td>
<td>• Step by step process of engaging learners</td>
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Principles of SBE

2. Individualization (Gallup, 2003)
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

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?
Field work SB tool

- Handouts