

## Positive Education Management: Students and Families



Because it's not how hard you work;  
it's how you work hard.

### Student Coaching

#### Seeing R-E-D:

#### Using Your Powers for Good

- ➔ Learn Your Being-Knowing-Doing Strengths.



- ➔ Track what makes you feel happy and successful in the *Three Good Things Journal*.



- ➔ Goal-setting 1: Increase **self-regulation** according to unique strengths patterns.



- ➔ Goal-setting 2: Practice! Exercise strengths matched to your learning and strengths profile to gain **self-efficacy**.



- ➔ Goal-setting 3: Shift from external rewards. Match goals to **self-determined** outcomes, and take advantage of the "3 1/2 Slices of Life" Rule.



### Parent and Family Coaching

- It's Rough But I'm Ready: *Training the Rider and the Elephant*



- Enough! No More Homework Horrors
- We are a T-E-A-M: *Scoring More Goals at Home*
- Appreciative Discipline
- Values and Strengths Teams



## Broadening, Building and Sustaining Strengths and Resilience at the Culver Academies A Viral Approach: Attention, Intention, Retention

### Broadening and Building:

#### The Curriculum

#### Introducing Faculty and Staff to Positive Psychology

- ▣ Trains Faculty and Staff throughout CMA and CGA.
- ▣ BSAR Level One has been taught by John Yeager, Sherri Fisher and Dave Shearon (MAPP.1).
- ▣ A bottom up, viral approach: program open to volunteers who spread the value.
- ▣ Summer attendance supported by a small stipend.

Spread it!  
Catch it!



- ▣ Focus is on paying **attention** to character strengths in action, and learning basics about what broadens and builds positive emotion, optimism & resilience, hope, AI, praise & motivation, savoring.

- ▣ Attendees must commit to creating written proposal of **intentional** ways they will apply a portion of what they have learned to their work at Culver.

- ▣ The contagion factor is working! On their own time, in the summer, 63 faculty have chosen to take the 3-day workshop.

- ▣ Introductory curriculum adapted for Summer Programs staff, HR, Residential Life and Tech Services because they have asked to be included.

- ▣ Faculty are supported at work by Department Chairs through use of AI in the Annual Performance Review process.



**"We're all on the same team.  
When you take a link out of the chain,  
it breaks it."**

Culver Student Social-Emotional Leader



The language of character is threaded throughout the community: a 360 degree approach

### Broadening and Building:

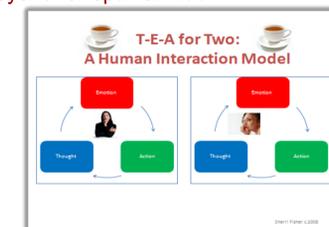
#### Tools for Students

- All students take the VIA when they enter the school. Juniors take the *StrengthsFinder 2.0*.
- All students participate in high-responsibility leadership positions throughout their four years.
- College application essays reflect the ease with which students use strengths-based "self-and-others" awareness and language: thinking, learning, planning, relating.
- Residential, academic and extracurricular programs have expanded use of PP.
- Appreciative Inquiry used in the residential program at CGA to build a positive community where the girls, rather than the adults, create change.
- Social-Emotional Leadership framework has been introduced, natural social-emotional leaders identified and interviewed.

### You're Invited:

#### Broadening and Building Level 2 Sustainable Shift through Coaching

- ◆ Multi-day workshops customized for groups and individuals within them: Not voluntary—Now you have a reserved seat!
- ◆ Developed to provide deeper, more individualized approach for faculty and staff in positions to influence curriculum development, staff supervision and leadership programs.
- ◆ Focus on individuals and small groups' **retention** of energy and skills needed to make the shift to a broadly positive approach.
- ◆ Strengths concepts expanded, including awareness of interests, values, personality, environments and life experience.
- ◆ Beyond Research: BBPE 2 maps PP onto employee's actual life at Culver and beyond for optimal "fit".



#### Workshop Topics Include:

- ▣ Identifying personal interaction patterns: The T-E-A Cycle
- ▣ Tools for the T-E-A-M Space
- ▣ Strengths Combined: Relationships and Leadership
- ▣ She Pushed My Strengths Buttons
- ▣ Job, Career, Calling; Job Crafting
- ▣ Choice and Decision-Making
- ▣ Gratitude and Savoring
- ▣ Forgiveness v. Telling the Truth
- ▣ The Power of Belief
- ▣ ERA Memory, Ritual and the Peak-End Rule

## Positive Education Management Appreciative Special Education

### What's Right With This Picture?

The current legal approach to special education mandates a deficit model that focuses on what is "wrong" with a student. While diagnosing problems can help get the services that make a difference, the results are often not so positive:

- ✘ Students see themselves as disabled and often become angry, disengaged and depressed.
- ✘ Parents feel entitled to services for their child who suffers in school, even when more services may not create more successes.
- ✘ Teachers are put in the position of fixing what is wrong, even if it does not suit their strengths.
- ✘ Taxpayers are angry as school budgets soar.



No one is happy with this.

### Education Ecology—Grow It!

1. Use the structure of the IEP/TEAM Meeting to **collaborate and lead**.
2. Take a **dispassionate observer as your social-emotional leader**, to keep you on track.
3. **Discover**. Explicitly **identify what the teachers are already doing that works**. Share this aloud. Include the when, where and how of it. Use strengths language to identify this, and document it in meeting notes.
4. **Dream**. **What would it be like to have more of that?** Feel the energy in the room change when the TEAM explores possibility instead of limitations. If the student is 14 or older, do include him or her at the meeting. It's the law, and it's their dream, too.
5. **Design**. Focus on **getting more of what works**—more hands-on work, written directions, visual models, presentation in chunks, more time, fewer transitions...and ask for these in terms of what is already working.
6. **Destiny**. How will the student be able to achieve **the new goals? Make them SMART**. Set regular check in times with the TEAM, but **keep relationship building** with the teachers.

