Building Bridges to College and Career: Social Emotional Preparation

October 23, 2019, 9:00 a.m. – 12:00 p.m.

Manchester, Kentucky

Strategies and Possible Applications

Strategy	Description	Possible Applications
BARR Model[1]	The BARR model uses eight interlocking strategies that build **intentional relationships**, **utilize real-time data**, and enable schools to achieve concrete **academic**, **social,** and **emotional outcomes** for all students. 1. Focus on the whole student 2. Provide professional development for teachers, administrators and counselors 3. Use BARR's I-Time Curriculum to foster a climate for learning 4. Create cohorts of students 5. Hold regular meetings of the cohort teacher teams 6. Conduct risk review meetings 7. Engage families in student learning 8. Engage administrators	*Focus on whole student* • Focus on the whole student in all interactions; show interest in them *Conduct risk review meetings* • Identify student strengths and assets, and leverage them to support student areas of weakness *Engage families in student learning* • Communicate with families about processes, deadlines, and opportunities
Positive Behavioral Support Interventions (PBIS) [2]	Universal, schoolwide prevention strategy for shaping and managing student behavior. Helps students learn in a positive environment.	• Post expectations • Praise effectively • Use reinforcement systems

School connectedness[3]	Belief by students that adults and peers in the school care about their learning as well as about them as individuals.	• Increase student sense of belonging to positive peer groups
		  o Create a club for career training
		  o Mentor students in a group for completing college applications
		• Provide a healthy and safe school environment
		  • Free from graffiti or litter
		• Opportunities to participate in extra-curricular activities

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[1] Bos, H, Dhillon, S, and Borman, T (2019). Building Assets, Reducing Risks Validation Study. American Institutes for Research, Washington, D.C.

[2] Bradshaw, CP, Koth, CW, Thornton, LA, & Leaf, P (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. *Prevention Science*, 10(2), 100-115.

[3] Centers for Disease Control and Prevention (2009). School connectedness: strategies for increasing protective factors among youth. Atlanta, GA: U.S. Department of Health and Human Services.

Praise the process[4, 5]	Praise the process of learning, solving a problem, or completing a task, not intelligence or smarts.	• Emphasize challenge, not success. If students aren't challenged, they may attribute their successes to intelligence or natural talent—leading to a fixed mindset • Give a sense of progress. Point out where students' efforts lead to improvements over time • Grade for growth. Factor in growth when creating grading systems[6]
Teach students their brains can grow[7,8,9]	Teach students that intelligence is malleable; with effort and the right strategies, they can take on challenging tasks.	• Have students read an article or watch a video on the malleability of the brain • Next, ask students to write a letter to their future selves to read if they are struggling with a class in college • Create a lesson plan
Road map	Provides a "mastery experience" for students to build their own self-efficacy through scaffolding; Builds confidence in achieving each step on the way to the goal.[10]	• Create a timeline of activities that includes college entrance testing, FAFSA completion, searching out institutions and options, essay writing, and application submission • Break down each activity into manageable steps
Modeling	Parents, teachers, and peers demonstrate how to navigate challenges and help adolescents believe they can do the same.[11,12]	• Invite graduates to return and discuss their successful experiences in the postsecondary transition • Create/share stories about similar students who have successfully completed postsecondary steps

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[4] Dweck, C (2007). The Perils and Promise of Praise. *Educational Leadership*, 65 (2), 34-39.

[5] Mueller, CM, & Dweck, CS (1998). Intelligence praise can undermine motivation and performance. Journal of Personality and Social Psychology, 75, 33–52

[6] Dweck, C (2010). Even Geniuses Work Hard. Educational Leadership, Volume(I68), pp. 16-20.

[7] Yeager, DS, Hanselman P, Walton, GM, Murray, JS, Crosnoe, R, Muller, C, Tipton, E, Schneider, B, Hulleman, CS, Hinojosa, CP, Paunesku, D, Romero, C, Flint, K, Roberts, A, Trott, J, Iachan, R, Buontemp, J, Yang, SM, Carvalho, CM, Hahn, PR, Gopalan, Mhatre, P, Ferguson, R, Duckworth, AI, & Dweck, CS (2019). A national experiment reveals where a growth mindset improves achievement. *Natur*e.

[8] Blackwell, LS, Trzesniewski, KH, & Dweck, CS (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child development*, 78(1), 246-263

[9] Paunesku, D, Walton, GM, Romero, CL, Smith, EN, Yeager, DS, & Dweck, CS (2015). Mindset interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784-93.

[10] Schunk, DH (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist,* 25(1), 71–86.

[11] Brown SD, Lent RW (2006). Preparing adolescent to make career decisions: a social cognitive perspective. In: Pajares F, Urdan T, editors. *Adolescence and Education: Vol.5. Self-Efficacy Beliefs of Adolescents*. Greenwich, UK: Information Age; pp. 201–233.

[12] Schunk, DH (2003). Self-efficacy for reading and writing: Influence of modelling, goalsetting, and self-evaluation. *Reading and Writing Quarterly*, 19, 159-72.

Goal setting	As proximal goals are met, students gain confidence in their abilities. Goals should be attainable, timely, and specific. [13]	• Students can set a goal for completing the FAFSA, researching postsecondary options, or completing applications • Students can set goals for their current course assignments or course milestones • As goals are achieved, students can set a new goal
Verbal persuasion	Significant others provide convincing verbal persuasion that can improve student self-efficacy.[14]	• Go beyond telling students you think they can do it, and give them examples of why you think they have the skills to do it • Get parents involved to provide encouragement
Role playing	Students imagine success through role playing[15]	• Students write a story about their future selves going to college or training for a career

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[13] Student goal setting: an evidence-based practice (2018). Midwest Comprehensive Center at American Institutes for Research. https://midwest-cc.org/sites/default/files/2018-06/MWCC-Student-Goal-Setting-Evidence-Based-Practice-Resource-508.pdf.

[14] Fan W, Williams CM (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53–74.

[15] Jerusalem M, Hessling JK (2009). Mental health promotion in schools by strengthening self-efficacy. *Health Education*, 109(4):329–341.