Road to Success
Success Attributes

LDA Conference
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ROAD TO SUCCESS

Presenters

Andrea Lombardi
Sr. Educational Consultant
Frostig Consultation and Education Department
(andrea@frostig.org)

Carolyn Wills
Principal Evergreen Elementary School, WVUSD
(cwills@wvusd.k12.ca.us)

Jennifer Quirina-White
Director of Transition, Frostig Beyond, Frostig School
(jennifer@frostig.org)

Roberta J Goldberg, Ph.D.

Frostig contact person: jean@frostig.org
The Frostig Center  Pasadena, California
The Frostig Center

• Frostig School
  – Support students with learning differences

• Research Department
  – Conduct cutting edge research

• Consultation and Education Department
  – Provide professional development and consultation services
Question: *How can we help students who struggle with learning?*

– *Set them up for success*

– *Foster development of attributes that lead to adult success*
Road to Success
Jason’s View
Mark’s View
Research Study

Frostig 20-Year Longitudinal Study: Success Attributes
What is Success?

A Multidimensional View

- Educational attainment
- Employment status
- Social relationships
- Psychological health
- Family relationships
- Life satisfaction
Data Points

*LD, IQ>85, no sensory deficits or emotional disturbance

1968-1975
Entering Frostig *

1970-1985
Leaving Frostig
(av = 37 mo)

1986-1989
10 Yrs After Frostig
Published 1999
Quantitative

1995-1997
20 Yrs After Frostig
Published 2003
Qualitative
4 yrs of analysis
20 Year Quantitative Results

- Approximately half successful
- Little movement between groups
- Success attributes best predictor of success
## Word Splash Activity

<table>
<thead>
<tr>
<th>perseverance</th>
<th>academic achievement</th>
<th>patience</th>
<th>accepting</th>
</tr>
</thead>
<tbody>
<tr>
<td>empathetic</td>
<td>use of coping strategies</td>
<td>independent</td>
<td>gender</td>
</tr>
<tr>
<td>ethnicity</td>
<td>sense of humor</td>
<td>inventive</td>
<td>IQ</td>
</tr>
<tr>
<td>courageous</td>
<td>socio-economic status</td>
<td>proactive</td>
<td>grades</td>
</tr>
<tr>
<td>tolerant</td>
<td>use of technology</td>
<td>creative</td>
<td>set goals</td>
</tr>
<tr>
<td>self-awareness</td>
<td>use of support system</td>
<td>confident</td>
<td>energetic</td>
</tr>
</tbody>
</table>
Success Attributes

• Self-Awareness
• Proactivity
• Perseverance
• Goal-Setting
• Use of Support Systems
• Emotional Coping Strategies
Self-Awareness

• Open and specific about their difficulties
• Accept their difficulties/challenges
• Compartmentalize their LD
• Recognize their talents
• “Match” jobs with abilities
Proactivity

• Engaged actively in the world
• Believe in their power to control destiny
• Make decisions and act upon them
• Take responsibility for action
Perseverance

• Show ability to persevere
• Learn from hardships
• Demonstrate flexibility (know when to quit)
Goal Setting

• Set specific goals
• Cover multiple domains
• Recognize step-by-step process
• Make realistic & attainable goals
Support Systems

- Build relations with supporters who help shape lives
- Actively seek support of others who hold clear expectations for them
Coping Strategies

• Recognize stress triggers associated with learning difficulties

• Develop effective means of coping with stress of learning difficulties

• Demonstrate positive and hopeful outlook
Success Attributes

• Self-Awareness
• Proactivity
• Perseverance
• Goal-Setting
• Support Systems
• Emotional Coping Strategies
Success Attributes

Spread the word

share the vision!
Spread the Word: Parents

LIFE SUCCESS
FOR CHILDREN WITH LEARNING DISABILITIES
- A PARENT GUIDE-
www.LDsuccess.org
Self-Awareness Checklist
Parents and Children

• My child…
  – Is aware of his/her academic strengths & weaknesses
  – Is aware of his/her non-academic strengths & weaknesses
  – Is aware of his/her special talents & abilities
  – Is aware of his/her feelings, opinions & values
  – Is able to match activities to strengths
  – Understands and accepts his/her LD
  – Is able to ‘compartmentalize’
  – Uses strategies to compensate
Self-Awareness Activities

• **High-Low**
  – Review day sharing ‘best-worst’ parts

• **Say It Like It Is**
  – Share thoughts/opinions as you watch TV/movies, discuss a book/news event, and/or review family events

• **Sum of My Parts**
  – Share and list strengths and weaknesses, talents and interests (use the words ‘strengths’, ‘weaknesses’, ‘special talents’)

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Share the Vision: *Education Community*

- Local, National, International **Conferences**
- **Frostig Summer Institutes**
  - Access to Reading Grades k-6, Success for Struggling Learners
  - Success Attributes Institute Grades k-12
- **Professional Development** Throughout School Year
  - Best Research-based Practices, Common Core, Transitional Kindergarten
- **Community** Presentations
Success Attributes Activities

Classrooms/School Wide

- Wall of Power
- Keys to Success
- Success Attributes pencils, bookmarks, stickers
Wall of Power
Spread the Word: Teachers

The 6 Success Factors for Children with Learning Disabilities
Ready-to-Use Activities to Help Kids with Learning Disabilities Succeed in School and in Life
Grades 3-12
Published by Jossey-Bass 2009
Success Attribute Activity

• Teacher Directions
  – Suggested Grade Level
  – Objective/s
  – Materials Needed
  – Appropriate Time
  – Directions to Implement the Activity
  – Suggested Modifications/Adaptations
  – Caveats Regarding Possible Sensitivity of Topic

• Student Worksheet
A comprehensive analysis of 33 studies found….

- ‘Teaching kids social and emotional skills leads to an average 11 percentile-point gain in their academic performance over six months compared to students who didn’t receive the same instruction.’
Road to Success: Success Attributes

- Self-Awareness
- Proactivity
- Perseverance
- Goal-Setting
- Support Systems
- Emotional Coping Strategies
Share the Vision

Evergreen Elementary School

WVUSD

Carolyn Wills
Share the Vision

Evergreen Elementary School,
WVUSD
Daily Broadcasts – Project Wisdom

• Character message to start each day
  • All staff members
• Classroom discussions tie to Success Attributes
  • Projectwisdom.com
100 Day 025.jpg
100 Day 025.jpg 2015-01-28
Added 20 minutes ago
By: Mrs. Riddle

In this picture:
Write a comment...
Add name tags
We are a caring, smart, healthy class that uses perseverance.

For each of us: we will
1. Listen, think and remember
2. Do exemplary work.

For all of us: together we will
1. Help each other with kindness, empathy and respect.
2. Learn and share.
**NEVER GIVE UP**

**PERSEVERANCE**

Pull yourself upward like you’re on a rope.

**Support**

- Reaching and using help from others when needed.
- Make a telephone with your hand and place it near your ear.

**Self Awareness**

Point to yourself with your thumb.

Place your elbow on your other hand and hold your index finger to point to your head.

March in place while holding up your fist.

**PROACTIVITY**

**Coping Strategies**

Take a deep breath.

Fold your hands like this.

Then slowly lower your arms and let go of your breath.

**Goal Setting**

Hold your hands straight out in front of you. Then move them like building blocks, one on top of another.
Success Statements
My choices determine my future.
My actions create my world.
Everyday is a new day for me to make new choices.
The kind of year I have is up to me.
My attitude will determine on how I do this year.
I control my future with my choices.
I determine the kind of year I have with the choices I make
I make my goals happen
My decisions decide my year
The path I take is my choice
Anything is possible and I will make it happen
My actions today make my tomorrow
My choices, my decisions decide my year.
Chain of Success
Success Attributes
Supporting Curriculum

• Common Core State Standards
• Next Generation Science Standards
• Project Lead the Way - STEM
Share the Vision

The Success Attributes at Frostig:

• Grades 1-12 Social Skills Program
• High School Transition Program
• FrostigBeyond Post-Secondary Services
<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
<th>Frostig Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>• Learn that everyone is different and that’s ok</td>
<td>• Begin to learn perspective-taking</td>
<td>• Develop understanding of disability</td>
<td>• Self-advocate regarding challenges</td>
</tr>
<tr>
<td></td>
<td>• Identify strengths and challenges</td>
<td>• Identify ways to navigate challenges</td>
<td>• Identify ways to navigate challenges</td>
<td>• Compartmentalize disability</td>
</tr>
<tr>
<td></td>
<td>• Develop understanding of disability</td>
<td>• Identify ways to navigate challenges</td>
<td>• Identify ways to navigate challenges</td>
<td>• Match skills to profession</td>
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<tr>
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<td>• Identify strengths and challenges</td>
<td>• Develop understanding of disability</td>
<td>• Identify ways to navigate challenges</td>
<td></td>
</tr>
<tr>
<td><strong>Goal-Setting</strong></td>
<td>• Accomplish tasks</td>
<td>• Identify steps</td>
<td>• Identify long- and short-term goals</td>
<td>• Adjust goals</td>
</tr>
<tr>
<td></td>
<td>• Complete checklists</td>
<td>• Sequence tasks</td>
<td>• Connect present to future</td>
<td>• Find what is realistic</td>
</tr>
<tr>
<td><strong>Proactivity</strong></td>
<td>• Participate in planned social activities “play dates”</td>
<td>• Identify activities of interest and ask for help in facilitation</td>
<td>• Begin to facilitate activity planning, ask for help, but identify need</td>
<td>• Independently plan and execute activities</td>
</tr>
<tr>
<td></td>
<td>• Identify activities of interest and ask for help in facilitation</td>
<td>• Identify activities of interest and ask for help in facilitation</td>
<td>• Begin to facilitate activity planning, ask for help, but identify need</td>
<td>• Seek to meet new peers</td>
</tr>
<tr>
<td></td>
<td>• Participate in planned social activities “play dates”</td>
<td>• Identify activities of interest and ask for help in facilitation</td>
<td>• Begin to facilitate activity planning, ask for help, but identify need</td>
<td>• Undesired activities</td>
</tr>
<tr>
<td><strong>Emotional</strong></td>
<td>• Learn to name feelings</td>
<td>• Identify feelings of self and others</td>
<td>• Begin to manage strong feelings</td>
<td>• Independently implement coping strategies appropriate to setting.</td>
</tr>
<tr>
<td><strong>Coping</strong></td>
<td>• Learn coping strategies</td>
<td>• Express feelings with words</td>
<td>• Identify personal coping strategies</td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td>• Develop trust in adults</td>
<td>• Develop trust in adults</td>
<td>• Develop trust in adults</td>
<td></td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td>• Encouraged to not give up</td>
<td>• Increase challenge just enough where success is still easily attainable</td>
<td>• Continue to increase challenge</td>
<td>• Identify difference between “giving up” and changing plans</td>
</tr>
<tr>
<td></td>
<td>• Given opportunities for success</td>
<td>• Increase challenge just enough where success is still easily attainable</td>
<td>• Push comfort zone</td>
<td>• Can speak to others about perseverance</td>
</tr>
<tr>
<td><strong>Effective Use</strong></td>
<td>• Develop trust in adults</td>
<td>• Begin to seek support from peers</td>
<td>• Identify who can help with what task</td>
<td>• Actively involved in seeking support outside personal circle</td>
</tr>
<tr>
<td>of Support</td>
<td>• Develop trust in adults</td>
<td>• Begin to seek support from peers</td>
<td>• Identify who can help with what task</td>
<td></td>
</tr>
<tr>
<td>Systems**</td>
<td>• Develop trust in adults</td>
<td>• Begin to seek support from peers</td>
<td>• Identify who can help with what task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop trust in adults</td>
<td>• Begin to seek support from peers</td>
<td>• Identify who can help with what task</td>
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The Success Attributes at Frostig Implementation

**Explicit Instruction**
- Introduction of concepts
- Vocabulary
- Activities or assignments
- Classroom-based

**Experiential Learning**
- Application of concepts
- Use of vocabulary to label “Teachable moments”
- Milieu-based
Support Systems in Social Skills

**Elementary:** Who are your bandaids?

**Middle:** Who is your North Star?

Long before there was GPS there was and still is the North Star (Polaris). Sailors would use it to guide themselves when they are out at sea. No matter where you are, it can guide you to where you need to go. That is why each of us needs to have a North Star in our life.

**High School:** Support Systems Week

- Creating and maintaining healthy friendships and relationships
- Identifying unhealthy or abusive friendships and relationships
  - Self-advocacy
  - Internet Safety
The Success Attributes at Frostig

High School Transition Program

- Education and Training
- Employment
- Independent Living
The Success Attributes at Frostig
High School Transition Program

Explicit Instruction

- Lecture and discussion
- Journaling
- Visual presentations
- Videos
- Possible Selves
- Disability research project
- Disability rights education

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Research Assignment

Students are assigned to groups to research the following disabilities:

Autism Spectrum Disorder, Specific Learning Disability in Reading, Dyscalculia, ADHD

Objective: to facilitate development of self-awareness as related to learning difficulties.

Questions to answer in Powerpoint:

1. What is the disability?
2. What are the symptoms?
3. How might this disability affect students in school?
4. What accommodations might help individuals with this disability?
5. Identify two successful individuals with this disability:
   a. What makes him or her successful?
   b. What does he or she say about his or her disability?
6. What are some statistics about this disability?

Students present information to the class.
Groups are not based on students’ individual disabilities.
Goal Setting

- I use goal setting when I do my laundry without having my mom or my dad having me to telling me to.
**Independent Living Skills Tracking Sheet**

**Goal:**

Joe will learn the steps to complete laundry independently

<table>
<thead>
<tr>
<th>Date</th>
<th>Skill Practiced</th>
<th>Parent Initials</th>
<th>Student Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex: Sorting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operating Washer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operating Dryer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Folding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Putting away clothing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal setting

• In order to know what you are going to do the best way is start is by doing goal setting.
  • In order to set a goal
  • Goal setting is an important thing to do because you know what you do because you know what to do ahead of time and I think that is a good thing to do.

Success Attributes PowerPoint assignment
Possible Selves Project

Identification of:
- Interests
- Hopes
- Expectations

Facilitates discussion of:
- Goal-setting
- Emotional Coping Strategies
- Perseverance
- Support Systems
- Self-awareness

From Hock, Schumaker, and Deshler (2003) Possible Selves: Nurturing Student Motivation
Possible Selves Trees
The Success Attributes at Frostig High School Transition Program

**Experiential Learning**

- Field trips
- Junior workstations
- Print shop
- Student store
- **Dual enrollment:**
  - Public high school
  - Community College
  - ROP
  - Workability
  - Internships
  - Other outside experiences are encouraged!!!
The Success Attributes at Frostig

Transition Program

Graduation

= Frostig

= “The Real World”
Comprehensive services for post-secondary success
The FrostigBeyond WorkSpace offers the relaxed atmosphere of a cafe or library, with the supervision and support of adults trained in working with young adults with educational and social challenges.

FrostigBeyond Community Services provide one-to-one support to participants in their communities, allowing opportunities to practice skills in real-life situations.
**Activities May Include…**

- Job search: resume development, interview skills, following up with employer
- Organization: calendaring, homework planning, making appointments
- Assistive technology instruction
- On-campus tutoring
- Meeting with a counselor at campus disability services
- Picking up/dropping off job applications
- Budgeting and completing a grocery shopping trip
- Cooking instruction
Share the Vision

The Success Attributes at Frostig:

• Concepts
• Vocabulary
• Culture

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Winston Churchill
Success Attributes

- Self-Awareness
- Proactivity
- Perseverance
- Goal-Setting
- Support Systems
- Emotional Coping Strategies
Parents and Teachers
You are the Designated Drivers