Teaching Success in the Classroom

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This presentation is based on:

- A 20–year longitudinal study examining the reasons for success in individuals with learning disabilities.
  - Goldberg, R. J., Higgins, E. L., Raskind, M. H., &
What is Success?

- Not easy to define
- Different things to different people
- Varies at different times
- Common elements
- Lesser or greater emphasis placed on various elements
What is Success?

Success: A Multidimensional View

- Educational attainment
- Employment status
- Social relationships
- Psychological health
- Family relationships
- Life satisfaction
Introduction & History of the Study: Participants

- Original population
  \[ N = 206 \]

- Ten-year sample
  \[ N = 50 \]
  18 – 25 yrs old

- Twenty-year sample
  \[ N = 41 \]
  28 – 35 yrs old
**Introduction and History of the Study**

**Longitudinal Data Points**

- **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

* LD, IQ > 85, no sensory deficits or emotional disturbance
Introduction and History of the Study:

Data Sources

- Case records
- Interview
- Life stressor checklist
- Interviews with relatives, others
- Cognitive and achievement testing
- Public records
- Group assignment (successful/unsuccessful)
- Success attribute ratings
- Quantitative and qualitative data
Little movement between groups in both follow-ups

Approximately half successful
What are the Success Attributes?

- Self-Awareness
- Proactivity
- Perseverance
- Use of Support Systems
- Emotional Coping Strategies
- Goal-Setting
Success Attributes: Self-Awareness

- Open and specific about their difficulties
- Accept their disabilities
- Compartmentalize their LD
- Recognize their talents
- “Match” jobs with abilities
As I said, I have dyslexia. I have never not had dyslexia. So it has always, and always will affect my life. I don’t know what it’s like not to have dyslexia. I don’t know that I want to do life over again without it. It’s part of me. It will hinder me, as it has, and it will push me into places where I never would have gone.
You know, everybody comes with a package. And yeah, there are things that I am good at, and things that I am not so good at. Some of my limitations are reading and writing. But boy, when it comes to putting things together, and understanding how things go together, reading plans, I’m really good at reading plans. I’m really good at chasing down problems. I’m a good diagnoser . . . so those are some talents, some skills that I was born with . . . I carved.
**Self-Awareness**

**Strengths**
- Sociable
- Energetic
- Creative
- Problem solver
- Multi-tasker
- Intuitive
- Proactive

**Weaknesses**
- Reading
- Math
- Writing
- Organization
- Distractible
- Impulsive
- Hyperactive
Self-Awareness
What to Ask

- How do I learn best?
- What environment or actions do I do to help me complete and/or stay on task?
- Am I getting enough sleep?
- Did I eat breakfast?
- Am I bothering other people?
- What resources are available to me?
Self-Awareness
Optimize Your Environment

- **Limit distractions**
  - Sit in front (if attention driven, the limited audience of the back might be best)
  - Low traffic area
  - Limit game and IM access on computers ... try an Alphasmart
  - No cell phones
  - May do best when sitting by teacher/parent providing external awareness to build self-awareness

- **Pick-me-ups**
  - Allow music if appropriate for individual. Keep in mind:
    - Different types of music may help better than others
Homework Completion Station

Time to Start

Supplies Checklist

___computer
___pencil
___paper
___binder/planner
___reading book
___math book
___science book
___history book
___something to
Success Attributes: Proactivity

- Engaged actively in the world
- Believe in their power to control destiny
- Make decisions and act upon them
- Take responsibility for actions
- Consult with others
Proactivity

- Ask for help
- Know what to ask
- Learn and follow the rules (straight-forward &
Keep desk and locker clean
  - Plan of attack
  - Organize by class
  - Make a contract

Binder
  - Model
  - Planner
  - Color coding
  - Homework folder
Proactivity
Homework

- Communication
- Check-off list
- Planning period at end of class
- Place to do homework
- Schedule breaks
- Same time everyday
- List of classmates’ phone numbers
- Place to put things to go to school (suggested: by the door)
Success Attributes:
Perseverance

- Show ability to persevere
- Learn from hardships
- Demonstrate flexibility (know when to quit)
Perseverance

I have failed many times, but I am not a failure. I have learned to succeed from my failures.
Success Attributes:
Presence & Use of Social Support Systems

- Build relations with supporters who help shape lives
- Actively seek support of others who
  - hold clear expectations for them
  - Help shape their lives
Big Question?

- **Brainstorm**
  - What resources am I going to use
  ________________________________
  - How am I going to show what I’ve learned
  ________________________________

- **Plan ahead**
  - What am I going to do
  ________________________________
  - When to begin_________________
  ________________________________
  - When is it due_________________
  ________________________________
  - Where to do it_________________
  ________________________________
  - Done__________________________

- **Success Attributes – how do you think each will apply**
  - Proactivity ________________________________
  - Perseverance ________________________________
  - Goal Setting ________________________________
Presence & Use of Social Support Systems
Activities for Developing & Using Support Systems

- Have class define “self-awareness” in their own words. Post word cards, posters, and lists brainstormed and created through classroom activities. Review at beginning of each day or class period and infuse through curriculum. Reinforce and refer to each attribute using “teachable moments” throughout school day.

- Have students find examples of success attributes in current events, news stories, TV programs, peer experiences, and their own experiences, and create a bulletin board with appropriate attribute as a label.

- Share stories about individuals who needed help from
Presence & Use of Social Support Systems  
An Elementary Lesson

- Interest Inventory  
  (Use the "Interest Inventory" worksheet)
  - Have students fill out the interest inventory
  - Read the items aloud if necessary
  - Divide students into partners and have them discuss/share/compare interests

- As a whole-group activity, ask:
  - Whose partner had an unusual interest?
  - Who had common interests?
  - What have you learned about yourself?
  - What have you learned about...
Success Attributes: Emotional Coping Strategies

- Recognize triggers of disability stress
- Develop effective means of coping with stress of disability
- Demonstrate positive and hopeful outlook
Emotional Coping Strategies

Activities for Developing Emotional Coping Strategies

- Have students discuss/write about the circumstances that create the greatest stress in their lives.
- Have students make a list of how their bodies feel when they begin to feel stressed.
- Have students discuss “warning signs” of stress and how to employ coping strategies or access help if it reaches a critical point.
Emotional Coping Strategies
Activities for the Home

- Use words in discussions with your child that identify feelings (for example, angry, disappointed, defeated, frustrated, proud, impatient)

- Ask your child to discuss the circumstances that create the greatest stress in his or her life in relation to his or her learning disability (reading aloud in class, correcting a classmate’s paper, picking up social cues at parties, etc.)

- Have your child write down how his or her body feels at the onset of stress. Discuss with your child the warning signs of stress and how to employ coping strategies.

- Have your child identify strategies that help reduce stress (for example, relaxation techniques, weight-lifting, a game of basketball, listening to music, the movies)

- Guide your child to know when learning disability-related
Success Attributes:
Goal Setting

- Set specific goals
- Cover multiple domains
- Recognize step-by-step process
- Make realistic & attainable
Success Attributes: Guiding Principles

- Emphasize strengths
- Consider multiple settings
- Use multiple formats
- Teach across the curriculum
- Consider multiple domains
- Expand the circle of support
- Personalize the experience
Conclusion

- Not intended to undermine the importance of developing academic skills
- Intention is to emphasize the importance of developing success attributes
- Fostering the success attributes is one of the ways that parents, teachers, and supporters can help
- Requires exercise, practice, and review
Frostig Research Department
Success Attribute Products

Journal Articles (6)

- **10-year Follow-up**
  - Learning Disabilities Research & Practice, Vol. 8,

- **20-year Quantitative Findings**

- **20-year Qualitative Findings**

- **Stages of Acceptance: The Impact of Labeling**
  - Learning Disability Quarterly, Vol. 25, 2002

- **Teaching Life Success**
  - Intervention in School and Clinic, Vol. 37, 2002

- **LD Longitudinal Research: Methodological and Practical Issues**
Introduction, History

What is Success?

What are the Success Attributes?
  • Description of each attribute
  • Key behavioral components of each attribute

How can a child develop Success Attributes?
  • Assessment checklist for each attribute
  • General Activities for fostering each attribute
Frostig Research Department:
Success Attribute Website ldsuccess.org

- Parent Guide: browsable, downloadable
- Teacher Curriculum
  - History of the Study
  - Guiding Principles for teaching Attributes
  - Lesson Plans for K–12 by Attribute
  - Activity Worksheets Downloadable
  - Resources: Books, Movies websites for kids with LD
  - Interactive Data Base of activities, resources
    - Search by attribute/grade/etc.

Frostig Center
From Research to Practice:  
Current

- A web-based Parent Guide available at www.ldsucsess.org
- A web-based Teacher Guide available at www.frostig.org or www.ldsucsess.org
- Success Attributes Symposium in 2006 to collaborate with other school sites
Future Directions

- A 3–day training institute for teachers to incorporate the success attributes into their curriculum is being planned for Summer 2007
- An efficacy study on teaching Success Attributes (2007)