



# Road to Success

## *Success Attributes*

LDA Conference  
February 19, 2015



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Marianne Frostig



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# The Frostig *Center* Pasadena, California



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# 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*



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# *Jason's View*







# *Research Study*

## **Frostig 20-Year Longitudinal Study: Success Attributes**



# What is Success?

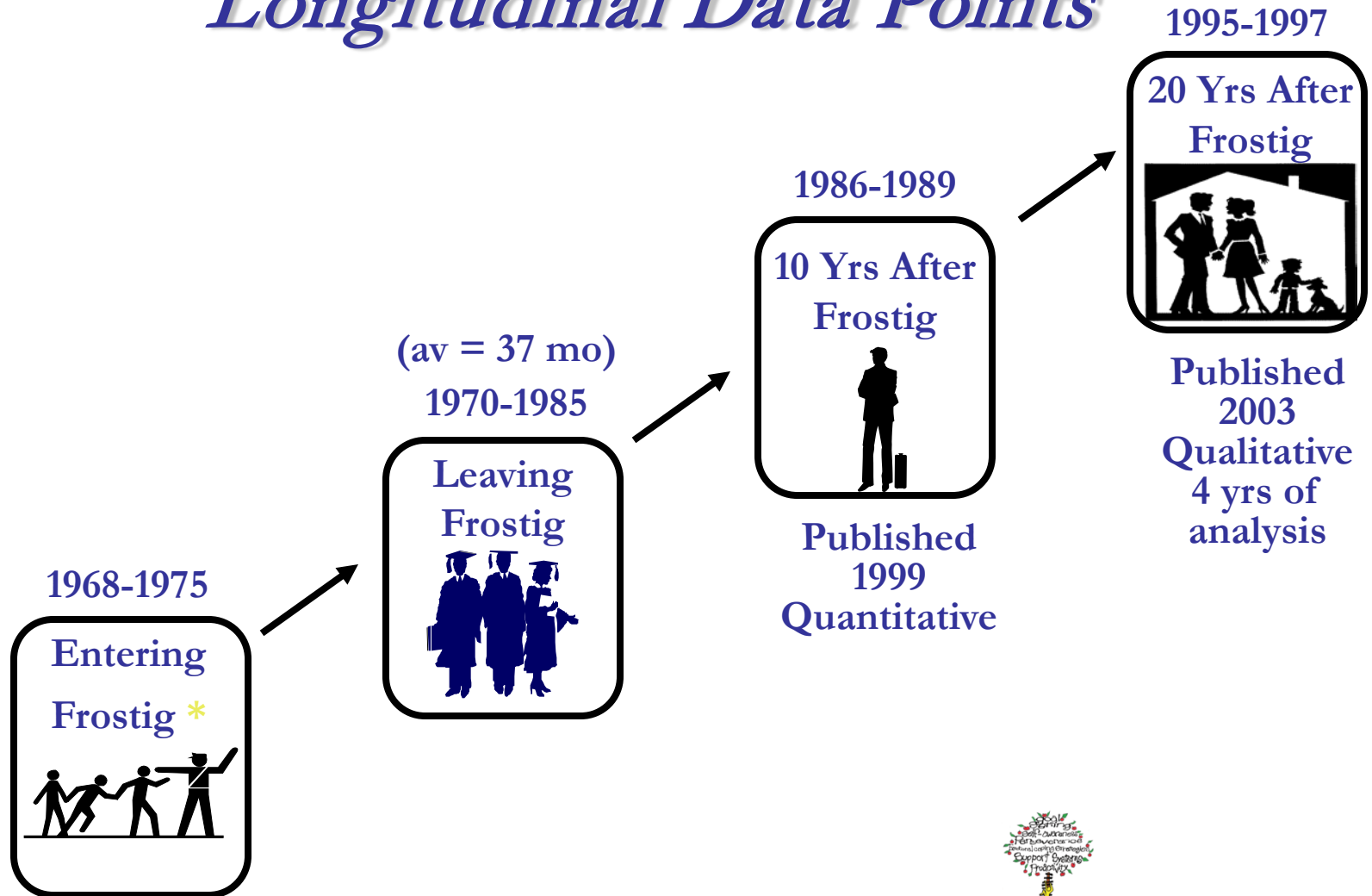
## *A Multidimensional View*

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



# Data Points

## *Longitudinal Data Points*



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



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# 20 Year Quantitative Results

- Approximately half successful
- Little movement between groups
- Success attributes best predictor of success





# Word Splash Activity

perseverance	academic achievement	patience	accepting
empathetic	use of coping strategies	independent	gender
ethnicity	sense of humor	inventive	IQ
courageous	socio-economic status	proactive	grades
tolerant	use of technology	creative	set goals
self-awareness	use of support system	confident	energetic



# 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



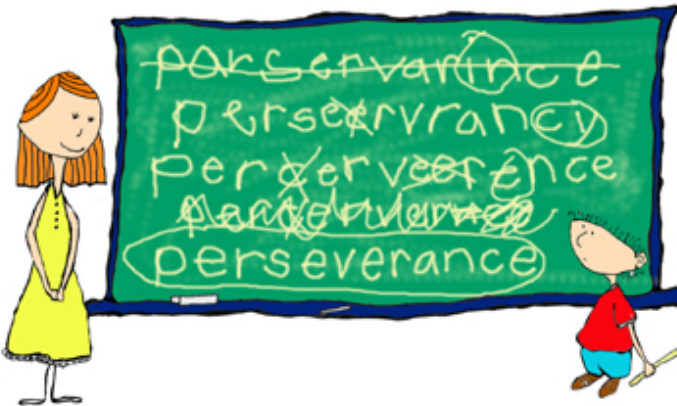
# Proactivity

- 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

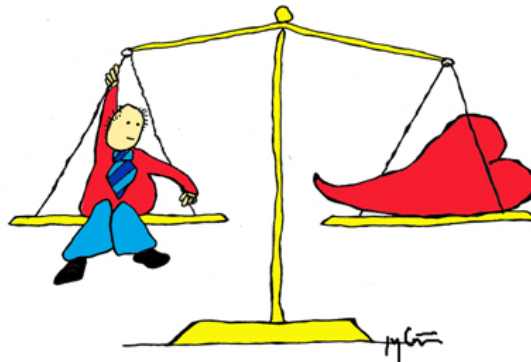


- Build relations with supporters who help shape lives
- Actively seek support of others who hold clear expectations for them



# 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









# 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’)



# Share the Vision: *Education Community*

- Local, National, International **Conferences**
- **Frostig Summer Institutes**
  - Access to Reading Grades k-6, Success for Struggling Learners  
Across Content Areas Grades 6-12
  - 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



# Keys to Success



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



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# 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



# Current Study

## *Supports Classroom Instruction*

- Teaching Kids Social Skills Pays Off in Grades (*Liz Goodwin, Yahoo News 2-7-2011*)

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**

# Mrs. Riddle's TK Class 2014-15

- Home
- Pictures & Videos
- Calendar
- Volunteer
- Class List & Contacts
- Message Board

Pictures & Videos > Pictures > 100 Day! > 100 Day 025.jpg

Do more with these pictures... Order Prints Photo Book Cards Calendars Photo Gifts Videogram

Back to album Slideshow 26 of 49 Select picture - review & order

100 Day 025.jpg edit  
100 Day 025.jpg 2015-01-28

Added 28 minutes ago  
By: Mrs. Riddle

## Aaron 3 Piece Sectional



110% Low Price Guarantee!

\$1,295.00



Comment Like

In this picture:

Add name tags

small and long

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



P  
E  
R  
S  
E  
V  
E  
R  
A  
N  
C  
E

Pull yourself upward  
Like you're on a rope. Like that!

# PROACTIVITY

## Self Awareness



Point to yourself  
with your thumbs.



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

# Coping Strategies

Take a deep breath



Fold your hands like this

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

# Coping Strategies

## Support System



~ Receiving and  
using help from  
others when  
needed ~

Make a telephone  
with your hand  
and place it near  
your ear.



Make a  
thumbs  
up sign.

system

# Goal Setting



Hold your hands  
straight out in front  
of you. Then move them  
like building blocks, one  
on top of another.

# Success, ATTITUDE is as important as ABILITY

**A**ttitude  
POSITIVE  
- Starts with a smile  
- Gets along with everyone  
- Takes responsibility  
- Shows respect  
- Does what is asked  
- Always ready to help

**B**est attitude  
- Cooperative  
- Responsible  
- Makes effort  
- Takes pride and doesn't get their ego hurt  
- Always interested in their work  
- Does work, not done  
- Always available to help

**C**attitude  
NEEDS TO IMPROVE  
- Only does what's necessary, doesn't go out of their way for extra  
- Hollow person, not engaged  
- Not really party, not disruptive, but not innovative  
- "Whatever" attitude

**D** attitude  
NEEDS TO IMPROVE  
- Unmotivated  
- Show off  
- Lazy

**F** attitude  
UNSATISFACTORY  
- Apathetic  
- Doesn't care and shows it  
- Argues with students and teachers  
- Disturbs other students  
- Uncooperative  
- Doesn't do their work  
- Rude  
- Annoying  
- Yells out  
- Sleeping  
- Disobedient  
- Inappropriate





## 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





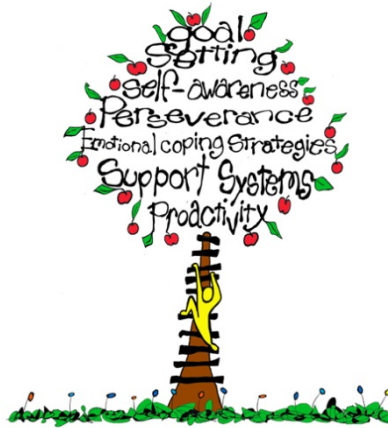


# Success Attributes Supporting Curriculum

- 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
- **Frostig*Beyond*** Post-Secondary Services



# Frostig Success Attributes: A Developmental Continuum

	Elementary	Middle	High School	Frostig Beyond
<b>Self-Awareness</b>	<ul style="list-style-type: none"> <li>Learn that everyone is different and that's ok</li> </ul>	<ul style="list-style-type: none"> <li>Begin to learn perspective-taking</li> <li>Identify strengths and challenges</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of disability</li> <li>Identify ways to navigate challenges</li> </ul>	<ul style="list-style-type: none"> <li>Self-advocate regarding challenges</li> <li>Compartmentalize disability</li> <li>Match skills to profession</li> </ul>
<b>Goal-Setting</b>	<ul style="list-style-type: none"> <li>Accomplish tasks</li> <li>Complete checklists</li> </ul>	<ul style="list-style-type: none"> <li>Identify steps</li> <li>Sequence tasks</li> </ul>	<ul style="list-style-type: none"> <li>Identify long- and short-term goals</li> <li>Connect present to future</li> </ul>	<ul style="list-style-type: none"> <li>Adjust goals</li> <li>Find what is realistic</li> </ul>
<b>Proactivity</b>	<ul style="list-style-type: none"> <li>Participate in planned social activities "play dates"</li> </ul>	<ul style="list-style-type: none"> <li>Identify activities of interest and ask for help in facilitation</li> </ul>	<ul style="list-style-type: none"> <li>Begin to facilitate activity planning, ask for help, but identify need</li> </ul>	<ul style="list-style-type: none"> <li>Independently plan and execute activities</li> <li>Seek to meet new peers</li> <li>Undesired activities</li> </ul>
<b>Emotional Coping Strategies</b>	<ul style="list-style-type: none"> <li>Learn to name feelings</li> <li>Learn coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings of self and others</li> <li>Express feelings with words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to manage strong feelings</li> <li>Identify personal coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>Independently implement coping strategies appropriate to setting.</li> </ul>
<b>Perseverance</b>	<ul style="list-style-type: none"> <li>Encouraged to not give up</li> <li>Given opportunities for success</li> </ul>	<ul style="list-style-type: none"> <li>Increase challenge just enough where success is still easily attainable</li> </ul>	<ul style="list-style-type: none"> <li>Continue to increase challenge</li> <li>Push comfort zone</li> </ul>	<ul style="list-style-type: none"> <li>Identify difference between "giving up" and changing plans</li> <li>Can speak to others about perseverance</li> </ul>
<b>Effective Use of Support Systems</b>	<ul style="list-style-type: none"> <li>Develop trust in adults</li> </ul>	<ul style="list-style-type: none"> <li>Begin to seek support from peers</li> </ul>	<ul style="list-style-type: none"> <li>Identify who can help with what task</li> <li>Effective supporters fade support</li> </ul>	<ul style="list-style-type: none"> <li>Actively involved in seeking support outside personal circle</li> </ul>

# 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?*

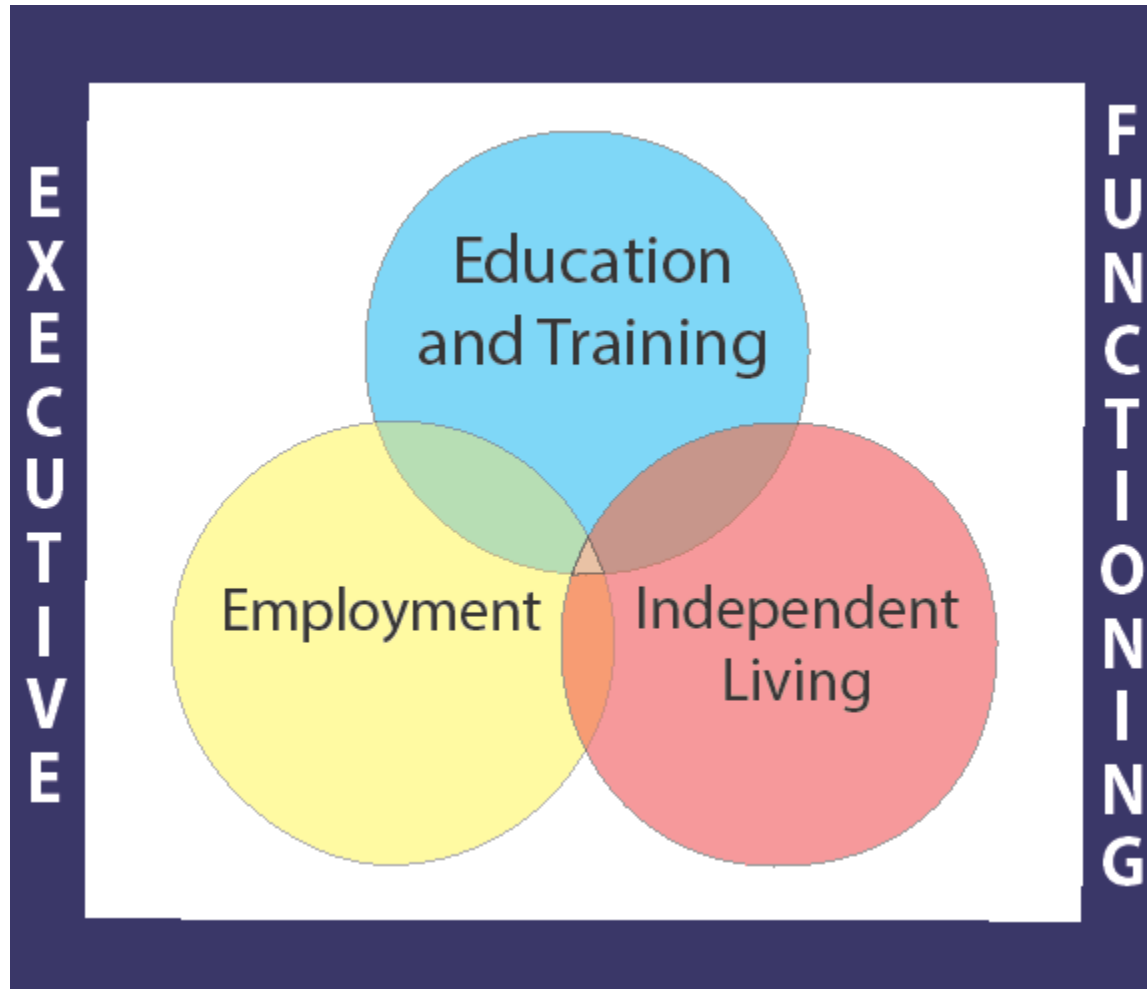
Long before there was GPS there was and still is the North Star (Polaris). Sailors would use it to guide themselves when they are out at sea. No matter where you are, it can guide you to where you need to go. That is why each of us needs to have a North Star in our life



## 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



# 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





# 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.**



# Success Attribute PowerPoint Assignment

**Develop a presentation in which you answer the following questions:**

1. Give at least one example of how you use each Success Attribute.
2. Which Success Attribute do you use the MOST?
3. Which Success Attribute would you like to use MORE?

## Goal Setting

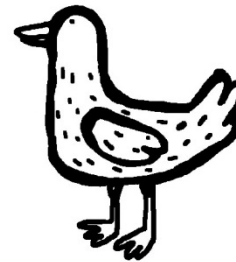
- I use goal setting when I do my laundry without having my mom or my dad having me to telling me to.





# 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.



my goals.

Eat. Fly  
Sleep. Swim  
quack.  
mate  
Lay eggs  
raise chicks  
~~Learn taekwondo~~  
Build a nest.

*Success Attributes PowerPoint assignment*





# The Success Attributes at Frostig High School Transition Program

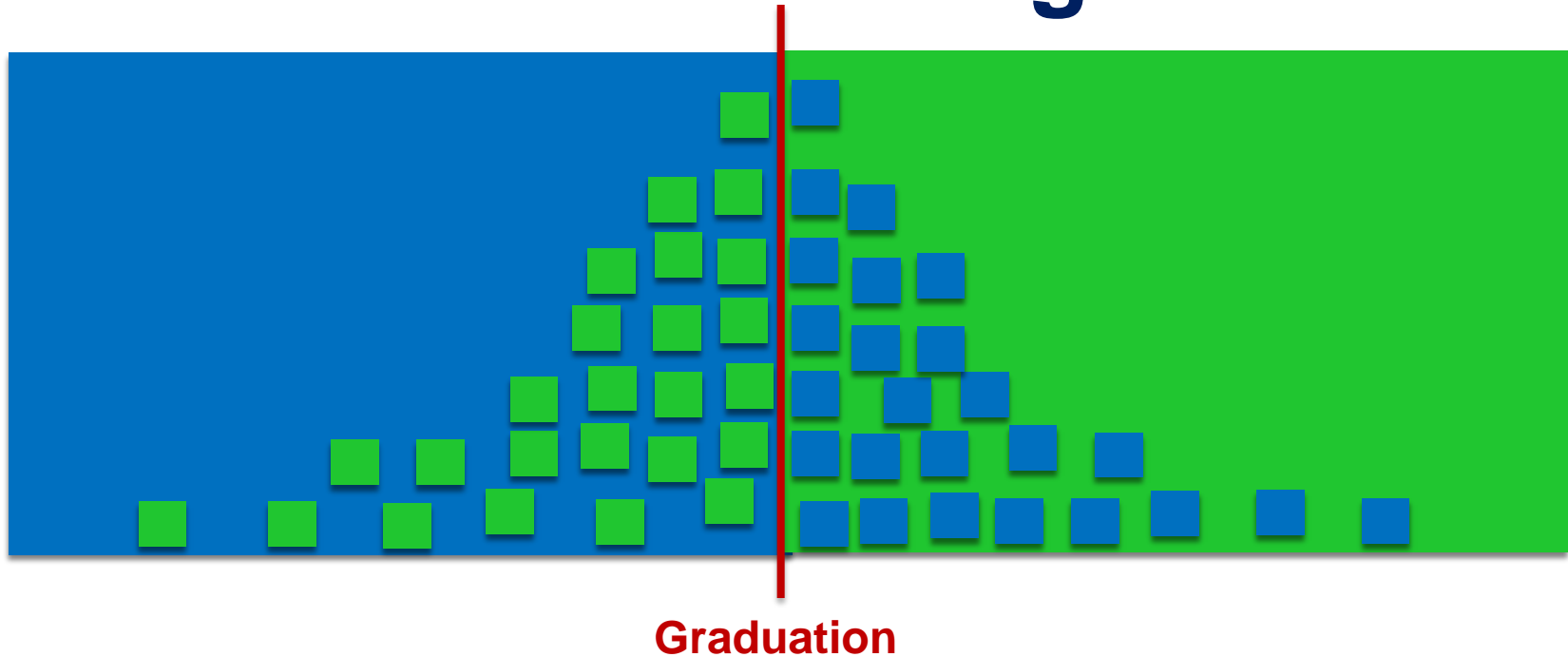
## Experiential Learning

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



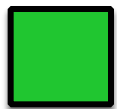


# The Success Attributes at Frostig Transition Program



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**Frostig**

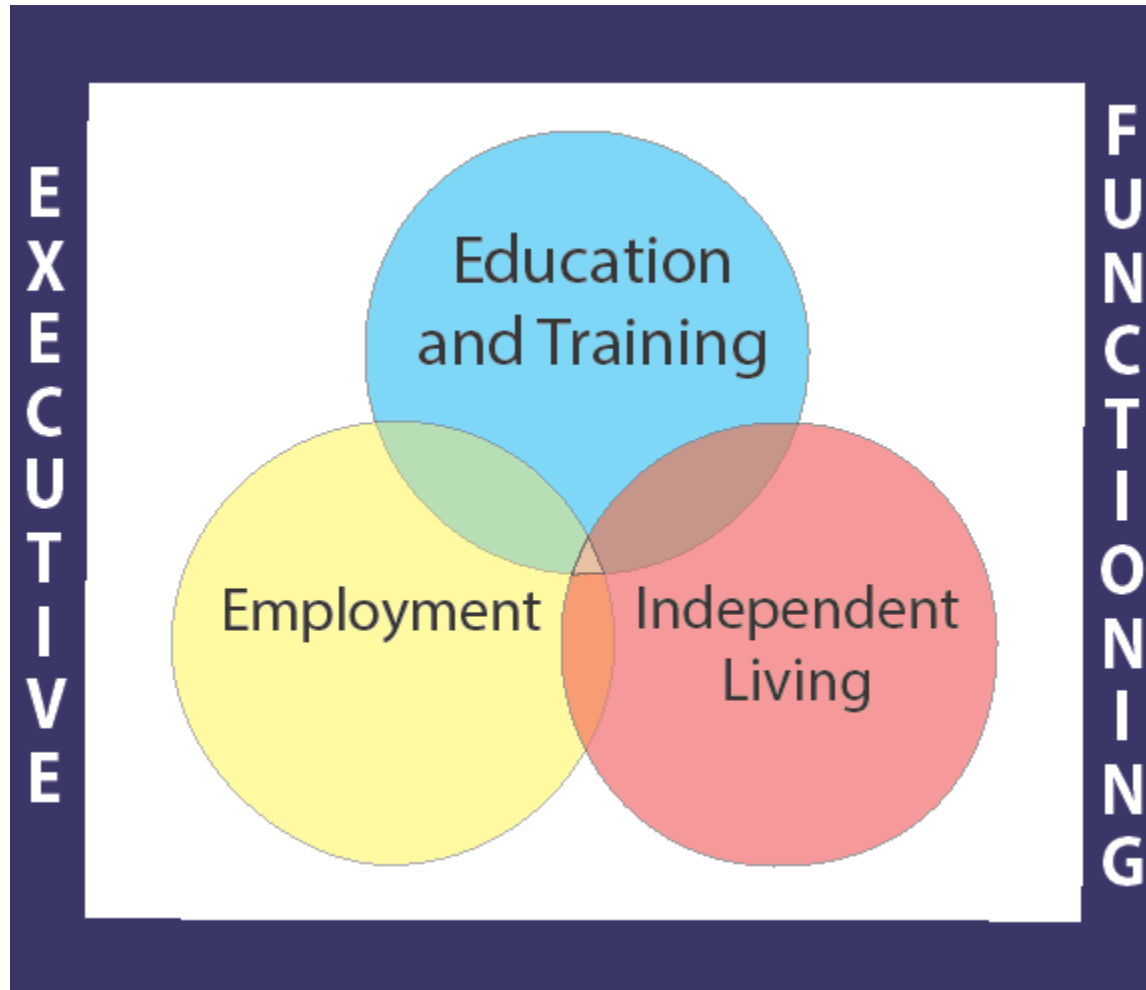


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**“The Real World”**



# Frostig *Beyond*



***Comprehensive services for post-secondary success***

# Frostig*Beyond*

## **Comprehensive services for post-secondary success**

The Frostig*Beyond* 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.

Frostig*Beyond* Community Services provide one-to-one support to participants in their communities, allowing opportunities practice skills in real-life situations.

### **WorkSpace Services**



### **Community Services**

# Activities May Include...

## WorkSpace Services



- Job search: resume development, interview skills, following up with employer
- Organization: calendaring, homework planning, making appointments
- Assistive technology instruction

## Community Based Services



- 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
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