

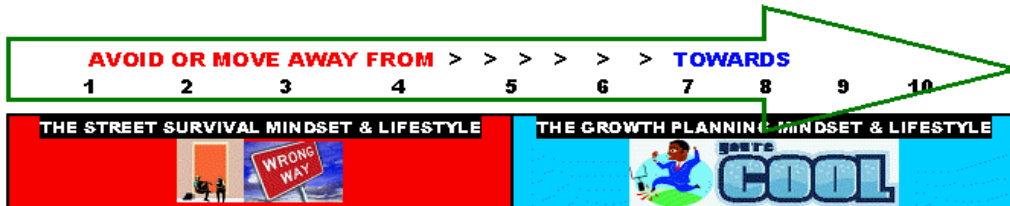
THE RESEARCH FOUNDATIONS OF GROWTH PLANNING

12 Research-Based Requirements

For Helping @Risk-W/High-Potential Teens Successfully Transition To Young Adulthood

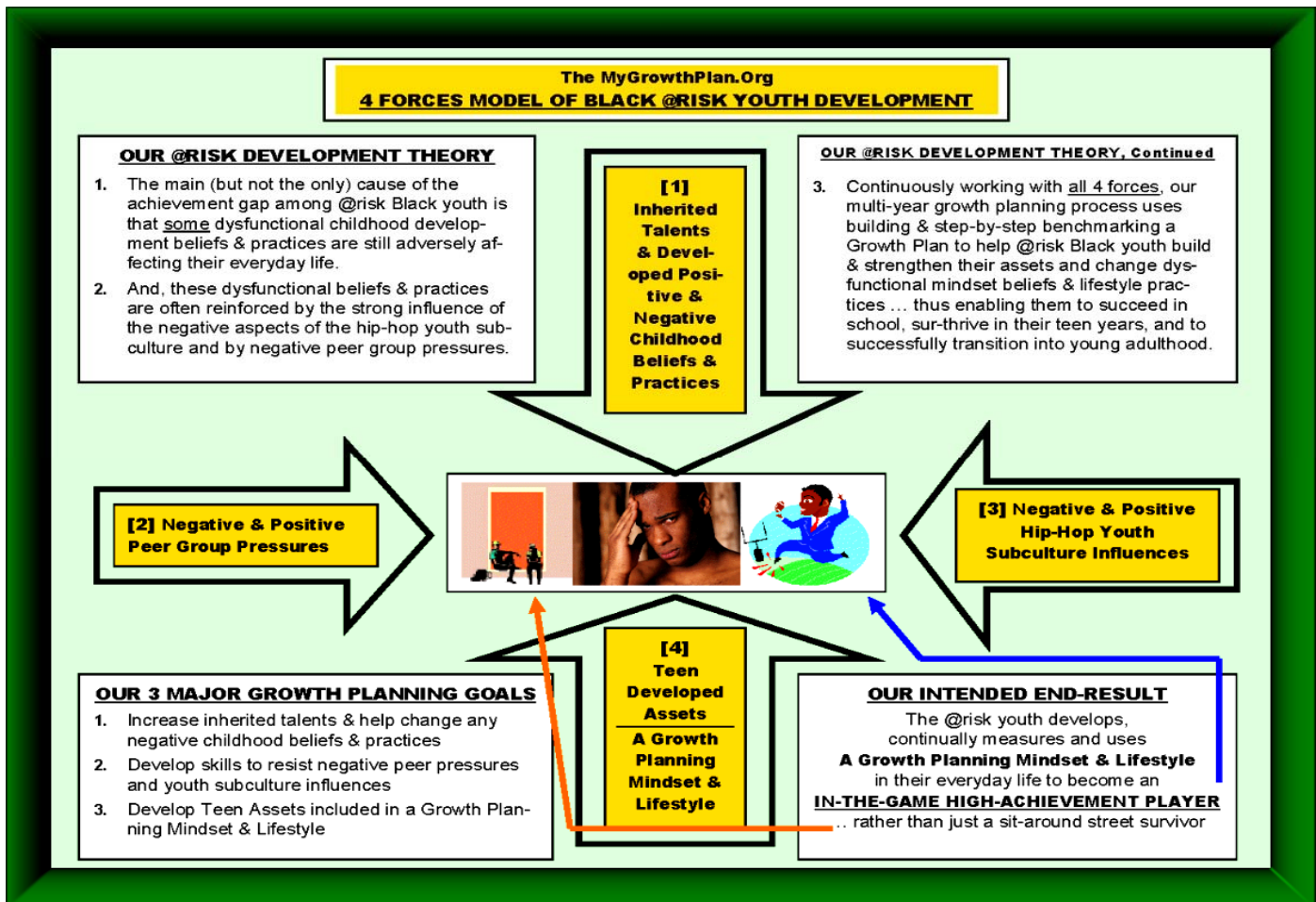
First, here is our definition of growth planning, as stated on our website.

Simply put, growth planning is a web-based self-identity, mindset & lifestyle change and development process that helps @risk-w/high-potential and other youth and young adults to avoid or measurably move step-by-step away from what we call a “Street Survival Mindset & Lifestyle” ... towards what we call a “Growth Planning Mindset & Lifestyle” ... as shown below.



Second, since about 90% of our teen growth planners have been African American, based on extensive research, we developed our 4 Forces Model of Black @Risk Youth Development (shown below) to guide us in adapting our growth planning process to help close the achievement gap among Black teens. Although not everyone will agree with our theory and model, we think it is extremely important to specifically identify one’s view of the main underlying cause of the achievement gap in order to create a solution that effectively helps close it.

- In the model we use the scientific definition of theory as “a set of facts, propositions, or principles analyzed in their relation to one another and used to explain phenomena that are to be further examined and tested in practice.”



Third, here is our description of @risk-w/high-potential youth, as stated on our website.

We define "@risk-w/high-potential youth" as . . . "8th grade, high school or college age young people in danger of not successfully completing high school, college, a trade school, or skill training program ... thereby limiting their ability to live up to their high potential for success in all aspects of their life."

We have identified the following Six @Risk-w/High-Potential Youth Early Warning Signs, any one or a combination of which could put a young person at risk:

1. Having a severely disruptive family life, without several caring adults significantly involved in their child & youth development
2. Having a history of poor grades or repeated behavior problems at school
3. Participating in risky sexual behavior that could result in disease or a teen pregnancy
4. Having repeated incidents with the law
5. Frequently using drugs or alcohol
6. Allowing society's prejudicial barriers or what others think of them to keep them from succeeding at school or in other aspects of their life.

The next page is a chart listing all the components of The Research Foundations Of Growth Planning

| <p style="text-align: center;">QuickView Chart Of The 12 Research-Based Requirements For Helping @Risk-W/High-Potential Teens To Successfully Transition To Young Adulthood</p> | |
|---|---|
| <p style="text-align: center;">6 KEY BACKGROUND TOPICS Needed To Understand & Help @Risk-W/High-Potential Youth To Successfully Transition To Young Adulthood</p> | <p style="text-align: center;">6 CRITICAL SUCCESS FACTORS Needed For @Risk-W/High-Potential Youth To Successfully Transition To Young Adulthood</p> |
| <p>1. <u>TEEN DEVELOPMENT</u> – the physical, mental & social changes going on in 8th grade to college age youth [pp. 4-5]</p> | <p>1. *** <u>DEVELOP LIFELONG CONTINUOUS GROWTH MINDSET</u> – must be used in their everyday life [p. 11]</p> |
| <p>2. <u>TEEN BRAIN DEVELOPMENT</u> – focus on the wiring of the prefrontal lobe (locus of the brain’s planning ahead, considering consequences, and managing emotional impulses functions) [p. 6]</p> | <p>2. *** <u>DEVELOP DISTINCT PERSONAL IDENTITY</u> – must be racially/ethnically grounded and used in their everyday life [p. 12]</p> |
| <p>3. <u>THE ACHIEVEMENT GAP</u> – includes both academic and other indicators ... and the “<i>canary-in-the-mine</i>” early warning factor) [p. 7]</p> | <p>3. <u>DEVELOP 5 CRITICAL TRANSITION SKILLS</u> – planning, prioritizing & decision-making, problem-solving, resistance to negative peer pressure, and achievement-centric communication skills [p. 13]</p> |
| <p>4. <u>UNDERLYING CAUSES OF THE BLACK ACHIEVEMENT GAP</u> – individual, structural, educational, cultural causes [p. 8]</p> | <p>4. *** <u>DEVELOP PERSONAL POWER & SELF-WORTH/ESTEEM</u> – must be experience-based and used in their everyday life [p. 14]</p> |
| <p>5. <u>THE HIP HOP GENERATION YOUTH SUBCULTURE</u> – hip hop culture, cultural artifacts, and the “<i>canary-in-the-mine</i>” early warning [p. 9]</p> | <p>5. <u>DEVELOP POSITIVE RELATIONSHIPS & COMMUNITY CONNECTIONS</u> – must be surrounded with positive family, adult, and peer relationships and community connections [p.15]</p> |
| <p>6. <u>8 BRIDGES FROM “STREET SURVIVAL” TO ACHIEVEMENT</u> – 8 proven components of a process that enables @risk youth to successfully transition to young adulthood [p. 10]</p> | <p>6. *** <u>DEVELOP SELF-GENERATED MOTIVATION TO ACHIEVE</u> – must be used continually in all aspects of their everyday life [p. 16]</p> |

******* This Critical Success Factor is a MAJOR FOCUS during the growth planning experience.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|----|-----------------------------|-----------------------------------|
| 1a | Key Background Topic | TEEN DEVELOPMENT – Early Teens |

MIDDLE SCHOOL AND EARLY HIGH SCHOOL YEARS

Each teenager is an individual with a unique personality and special capabilities and needs. However, listed below are many normal developmental issues, feelings and behaviors faced by most 8th grade and early high school age youth. Items particularly important for Growth Plan Coaches to understand and utilize are preceded by 2 **asterisks.

Movement Towards Independence

1. ** Struggle with sense of identity
2. Feeling awkward or strange about one's self and one's body
3. ** Focus on self, alternating between high expectations of themselves and poor personal self-esteem
4. ** Interests and clothing style influenced by peer group
5. Moodiness
6. ** Improved ability to use speech to express one's self
7. Complaints that parents interfere with independence
8. Tendency to return to childish behavior, particularly when stressed

Future Interests and Cognitive Changes

9. ** Mostly interested in present, with limited thoughts of the future
10. ** Intellectual interests expand and gain in importance
11. ** Greater ability to do work (physical, mental, emotional)

Sexuality

12. Display shyness, blushing, and modesty
13. Girls develop physically sooner than boys
14. ** Increased interest in sex
15. Movement toward heterosexuality with fears of homosexuality
16. ** Concerns regarding physical and sexual attractiveness to others
17. ** Frequently changing relationships
18. ** Worries about being normal

Morals, Values, and Self-Direction

19. ** Rule and limit testing
20. ** Capacity for abstract thought
21. ** Development of ideals and selection of role models
22. ** More consistent evidence of conscience
23. ** Experimentation with sex and drugs (cigarettes, alcohol, and marijuana)

[Source: American Academy Of Child & Adolescent Psychiatry]

Do & Don't Practical Growth Planning Implications Of This Research Foundation
[Especially For Growth Plan Coaches]

1. **DO** use open-ended, non-accusatory questions to help early teen growth planners to discover (and personally feel good about) his or her own distinct sense of personal identity.
2. **DO** help growth planners work through their normal alternating ability to set high expectations for themselves and their low self-esteem.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|----|-----------------------------|-----------------------------------|
| 1b | Key Background Topic | TEEN DEVELOPMENT - Late Teens |

LATE HIGH SCHOOL YEARS AND BEYOND

Each teen is an individual with a unique personality and special capabilities and needs. However, listed below are many normal developmental issues, feelings and behaviors faced by most teens in their later high school and early college age years. Items particularly important for Growth Plan Coaches to understand and utilize are preceded by 2 **asterisks.

Movement towards Independence

1. ** Increased independent functioning
2. ** Firmer and more cohesive sense of identity
3. ** Examination of inner experiences
4. ** Ability to think ideas through
5. Conflict with parents begins to decrease
6. ** Increased ability for delayed gratification and compromise
7. Increased emotional stability
8. ** Increased concern for others
9. ** Increased self-reliance
10. ** Peer relationships remain important and take an appropriate place among other interests

Future Interests and Cognitive Changes

11. ** Work habits become more defined
12. ** Increased concern for the future
13. ** More importance is placed on one's role in life

Sexuality

14. Feelings of love and passion
15. ** Development of more serious relationships
16. ** Firmer sense of sexual identity
17. Increased capacity for tender and sensual love

Morals, Values, and Self-Direction

18. ** Greater capacity for setting goals
19. ** Interest in moral reasoning
20. ** Capacity to use insight
21. ** Increased emphasis on personal dignity and self-esteem
22. Social and cultural traditions regain some of their previous importance

[Source: American Academy Of Child & Adolescent Psychiatry]

Do & Don't Practical Growth Planning Implications Of This Research Foundation

[Especially For Growth Plan Coaches]

- ▶ **DO NOT set low expectations** for later teen's use of the growth planning process because later teens usually **do** have the ability to, and **can**:
 - 1) Think through their ideas
 - 2) Have an increased concern for their future
 - 3) Place more importance on their role in life
 - 4) Have a greater capacity to set goals, and
 - 5) Have an increased sense of self-reliance and self-esteem that are critical to actually achieving their Growth Plan.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|--|-----------------------------|-----------------------------------|
| 2 | Key Background Topic | TEEN BRAIN DEVELOPMENT |
| <p>1. The teen brain is still “under construction,” still being developed.</p> <p>2. There are critical, but limited “windows of opportunity” to fully develop and inter-connect the brain’s nerve cells into complex networks.</p> <ul style="list-style-type: none"> ▶ <u>Infant and early childhood years</u> were critical for developing the brain’s unique capacity for language and imagination. ▶ <u>Teen & young adult years</u> are critical for developing the brain’s capacity for understanding and analyzing complex thoughts, making tough-choice decisions, controlling emotions, and planning ahead. <p>3. Actively learning new complicated concepts and practicing new complex skills help teen brain cells develop new and stronger inter-connections.</p> <p>4. Like any muscle, the teen brain needs to be exercised <u>regularly</u> to develop and maintain its full potential.</p> <p>5. The key parts of the teen brain are:</p> <ul style="list-style-type: none"> ▶ The <u>Amygdala</u> is a main player in the way the teen and young adult brain operates – it’s the locus of their fears and anger. ▶ The <u>Hypothalamus</u> is the control center of the body’s hormone system, controlling things like their sex drive. ▶ The large <u>Frontal Lobe</u> is the mind’s CEO [Chief Executive Officer] that makes it possible for teens to ... <ul style="list-style-type: none"> ✓ Consider the consequences of their actions ✓ Use higher-order thinking skills ✓ Envision and plan their desired future life ✓ Manage their quick-fire emotional responses to what’s going on around them. <p>6. <u>Emotional control</u> – Because the “wiring” in the brain’s frontal lobe is still under construction, teens do not have the same ability to control their emotions that adults have.</p> <p>7. <u>Decision-making</u> – The teen brain has an innate sense of right and wrong built into it. But, since its frontal lobe is still being wired, it is not yet fully capable of distinguishing between a good and a bad decision.</p> <p>8. <u>Visioning</u> – Future-imaging (or visioning) is a higher-order creative thinking capability of the teen brain. It helps teens optimistically focus on future-possibilities for their life, rather than be pessimistically stuck in their current problems or life-situation.</p> <p style="text-align: right;">[Among the Sources: <u>Why Do They Act That Way? A Survival Guide To The Adolescent Brain For You & Your Teen</u>, By David Walsh]</p> | | |

Do & Don’t Practical Growth Planning Implications Of This Research Foundation
[Especially For Growth Plan Coaches]

1. **DO NOT** allow growth planners to get away with mental laziness or sloppy thinking when going through the worksheets to build their Growth Plan.
2. **DO** expect and hold growth planners accountable for using the full capabilities of their teen brain’s mental thinking capabilities when building their Growth Plan, especially their brain’s capability to consider the consequences of their actions, use higher-order thinking skills, envision and plan their desired future life, and manage their quick-fire emotional responses to what’s going on around them.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|-----------------------------|-----------------------------------|
| 3 | Key Background Topic | THE ACHIEVEMENT GAP |

1. **National Trends.** Here are just a few statistics and observations:
 - 1) The Achievement Gap for younger Latino and African American students is narrowing in grade school; but we're losing traction in middle school and progress stops in high school.
 - 2) 2009 data from The National Assessment of Educational Progress (known as the Nation's Report Card) shows that there was no significant change in reading scores for Black and Latino high school seniors since 1992 data, while both White and Asian seniors showed improvement on their 2005 scores which were already significantly higher than Black and Latino scores.
 - 3) African American and Latino 17 year-olds do math and read at same levels as white 13 year-olds.
 - 4) By the end of high school, the 4-year graduation rates are:
 - ✓ African-American – 52% ----- Latino – 52%
 - ✓ White – 72% ----- Asian – 79%

[Among the Sources: The Community Foundation – Jacksonville, FL]
2. **State Statistics.** Like FL, here are some MN achievement statistics:
 - 1) 2008 8th grade math proficiency:
 - ✓ African-American – 24% ----- Latino – 34%
 - ✓ White – 63% ----- Asian – 62%
 - 2) 2008 College readiness ACT tests in social sciences & biology
 - ✓ African-American – 26% soc. science and 9% biology
 - ✓ Latino – 50% soc. science and 22% biology
 - ✓ White – 67% soc. science and 42% biology
 - ✓ Asian – 41% soc. science and 25% biology
 - 3) Graduation rates at Minnesota's 4-year colleges:
 - ✓ African-American – 38% -- Latino – 47%
 - ✓ White – 60% -- Asian – 53%

[Source: MMEP 2006 & 2009 Students Of Color Report]
3. **Other Gap Indicators.** Here are some non-academic gap indicators:
 - 1) At any given time, about 1 in 4 young Black males are in prison or jail, on probation, or on parole.
 - 2) 70% of Black babies are born each year to single mothers – many to teen girls who, studies show, don't have future goals so they use having a child to sustain their self-worth.

[Source: Come On People By Bill Cosby and Alvin Poussaint]

Do & Don't Practical Growth Planning Implications Of This Research Foundation
[Especially For Growth Plan Coaches]

1. **DO NOT** suggest or imply – in any way – that all youth of color are (or will inevitably be) caught in the achievement gap. These are only average statistics – they do not apply to every youth of color.
2. **DO**, however, make sure that growth planners know the odds that he or she may be up against; and that he or she **CAN** avoid the gap.
3. **DO repeatedly** assure growth planners that this growth planning process will help them avoid the achievement gap and succeed now and in their future life.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|-----------------------------|--|
| 4 | Key Background Topic | UNDERLYING CAUSES OF THE BLACK ACHIEVEMENT GAP |

1. Most research into the hidden, underlying causes of the Black achievement gap has identified 4 factors:

- 1) **RACIST SOCIETY**. The **socio/economic structural viewpoint** says the gap is the result of social/economic structural disparities in society, the cause of which can be traced back to slavery and other forms of racially motivated oppression. So, to close the gap we must remove the structural disparities and the prejudice that perpetuates them.
- 2) **“DUMB” INDIVIDUALS**. The **individual remedial viewpoint** says that some individuals have remedial learning-tool and/or behavioral deficiencies that must be corrected. So, to close the gap we must give individuals remedial help to get the tools they need.
 - ▶ A variant of this viewpoint says there are some innate or culturally inherent learning deficiencies among Blacks; but there is no credible evidence to support this viewpoint.
- 3) **BAD SCHOOLS**. The **faulty educational system viewpoint** says that our education system is at fault. So, to close the gap our entire educational system must be totally reformed so it enables all youth to learn & achieve.
- 4) **SOME ASPECTS OF BLACK CULTURE**. The **cultural viewpoint** says that the main underlying obstacles to Black achievement today are:
 - (1) Some early childhood and grade-school years developmental beliefs, practices, and experiences in the Black community that are exacerbated (made worst) by
 - (2) The negative aspects of the strong relationship-oriented hip-hop youth subculture.

Taken together, these two factors are harming Black self-identity, self-reliance, self-motivation, mindset orientation, and lifestyle behaviors. So, to close the gap, many (but not all) Black teens need help developing the mindset orientation & lifestyle behavior tools they need to begin operating effectively in our highly competitive, achievement-oriented mainline society.

[Among The Sources:
 Dr. Pedro Noguera, New York University;
Closing the Achievement Gap, Belinda Williams, Editor;
Bridges Out Of Poverty By Dr. Ruby K. Payne;
Losing & Winning The Race books by Dr. John McWhorter;
No Excuses: Closing the Racial Achievement Gap by Drs. A. & S. Thernstrom]

2. We believe a comprehensive, sustainable approach to closing the achievement gap needs to draw upon all 4 underlying causes and solutions. However, we believe the primary underlying cause and solution of the Black achievement gap in the teen years is found in the cultural viewpoint.
3. So, in our view, among the major solutions to closing the achievement gap, is enabling Black teens to make some fundamental changes in their current mindset orientation and lifestyle behaviors ... so they can avoid or measurably move step-by-step away from what we call a “street survival” mindset & lifestyle” >>>>> towards what we call “a growth planning mindset & lifestyle.”

Do & Don't Practical Growth Planning Implications Of This Research Foundation
 [Especially For Growth Plan Coaches]

1. **DO** spend some time thinking (and coming to your own conclusions) about the underlying causes and solutions of the achievement gap because effective medical, educational, youth development (or any other) practice is always grounded in a theory (or framework) that can be tested in research and then transferred into best-practice protocols.
2. **DON'T** close your mind to problem descriptions and proposed solutions that are different from your own biases or preferences.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|----|---|-----------------------------------|
| 5 | Key Background Topic | THE HIP-HOP YOUTH SUBCULTURE |
| 1. | <p>All U.S. teens are constantly bombarded by our media-driven pop youth culture. And, this pop culture, in turn, is heavily influenced by what Bakari Kitwana calls “the hip-hop generation” youth subculture ... that especially influences many (but not all) Black teens.</p> | |
| 2. | <p>The hip-hop youth subculture is most known by its highly visible <u>cultural artifacts</u> – such as “the cool-pose”, gangster rap music, suggestive music videos, violent video games, enticing magazine ads, and distinct clothing styles.</p> | |
| 3. | <p>While there are <u>positive</u> hip-hop values (like raising issue awareness and political engagement), we think the below-listed 8 <u>negative</u> underlying hip-hop youth subculture beliefs & behaviors are having a negative effect on many (but not all) Black teens.</p> <ol style="list-style-type: none"> 1) Relationship-centric – main driving force is building peer relationships and networks of like-minded people ... vs. the mainline culture’s driving force of being achievement-centric. 2) Present-focused – focus on living in the present coupled with a deep cynicism about the future and the merit of future planning 3) Make it big & quick focused – American dream means becoming an overnight success, distinct from working hard to get it later. 4) Separatism – a desire to make clear distinctions (especially in clothing and language) between the youth subculture and the mainline culture, as seen in a strong Black male group loyalty. 5) Gender battle – young Black men objectify and value sexual conquests over young Black women and young Black women put down young Black men because of their failure to be responsible and to successfully compete in school and/or on the job. 6) Anti-intellectualism – tendency to value “street knowledge” and to see education and intellectual pursuit as “acting white.” 7) Sense of entitlement – attitude that society owes them a living. 8) Nihilism – the general rejection of established social conventions and beliefs and a belief that there is no objective basis for truth. This extreme hip hop characteristic is present in <u>some</u> youth. <p style="text-align: center;">[Among The Sources: <u>The Hip Hop Generation</u> By Bakari Kitwana; <u>Losing The Race</u> By John McWhorter; <u>Bridges Out Of Poverty</u> By Ruby K. Payne; and articles by Harvard sociologist Orlando Patterson and NY Univ. educator Pedro Noguera]</p> | |
| 4. | <p>Canary-in-the-mine warning. Like coal miners took canaries into the mines to detect toxic gases, the hip hop subculture <u>could</u> be an early warning signal of what the <u>entire</u> U.S. youth subculture could become.</p> | |

Do & Don't Practical Growth Planning Implications Of This Research Foundation
[Especially For Growth Plan Coaches]

1. **DO** become aware of the strong hip hop youth subculture environment in which many growth planners are living their everyday life.
2. **DON'T** assume that planners have these values and beliefs; but **do** look for signs that they may be internalizing them as their own.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|-----------------------------|---|
| 6 | Key Background Topic | 8 BRIDGES FROM "STREET SURVIVAL" TO ACHIEVEMENT |

Listed below are 8 proven bridges (or components of a process) critical to enabling @risk-w/high-potential adolescent youth to succeed in school and elsewhere, and to successfully transition into young adulthood.

- 1) **Cognitive & gut-level awareness** – being fully aware that:
 - i. Their current life-path will not get them to their desired future
 - ii. That to get there, they need to develop a new self-identity, new mindset (mode of thinking), and a new lifestyle (mode of acting) in their everyday life
 - iii. That they will feel loss in some parts of their current life, maybe even including the loss of some of their best friends.
- 2) **Choice** – youth need to initially and then repeatedly make a conscious choice to transition to a new self-identity, mindset & lifestyle.
- 3) **Upfront commitment to high standards & consequences** – youth need to be clear upfront what's expected of them, and of the consequences of their success and failure in making the step-by-step transition to their new mindset & lifestyle. Incentives help greatly!!
- 4) **Skill-building in the fundamentals** – youth must be given sufficient time to learn and demonstrate mastery of 5 fundamental skills needed to build & transition to a new self-identity, mindset & lifestyle:
 - i. Planning skills (visioning, goal-setting, benchmarking)
 - ii. Prioritizing & decision-making skills
 - iii. Problem-solving skills
 - iv. Resistance to negative peer pressure skills
 - v. Achievement-centric communication skills
- 5) **Great teaching & coaching** – that enables youth by providing high no-excuse-for-failure expectations, positive reinforcement, honest feedback, hands-on help, and accountability for performance.
- 6) **Adequate time** – enough time to learn, practice, and demonstrate mastery of what needs to be learned.
- 7) **Positive support network & role models** – surrounded by a support network that provides feedback, positive reinforcement, & help
- 8) **Celebratory events** – frequent times to be recognized and talk with others about their achievement of small steps along the way.

[Among The Sources:

Paper: "Adolescent Developmental Pathways Paradigm" by Dr. Craig Brookins found in the Journal of Black Psychology;
Closing the Achievement Gap, Belinda Williams, Editor;
Bridges Out Of Poverty By Ruby K. Payne;
 and No Excuses: Closing the Racial Gap in Learning By A. and S. Thernstrom]

Do & Don't Practical Growth Planning Implications Of This Research Foundation
 [Especially For Growth Plan Coaches]

1. **DO** keep each of these 8 steps in mind in working with growth planners ... and try to make them all happen.
2. **DON'T** give up on growth planners, even if they initially don't demonstrate a lot of interest in (or commitment to) making their needed self-identity, mindset, and lifestyle changes. Change of this kind is usually very deep and comes slowly with many starts & stops along the way.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|------------------------------------|---|
| 1 | Critical Success Factor *** | DEVELOP LIFE-LONG CONTINUOUS GROWTH MINDSET |

1. **Our fundamental youth development assumption** is that research shows that @risk and other youth who develop and demonstrate a lifelong continuous growth mindset in their everyday lives have a much better chance of succeeding in school and in other aspects of their teen and adult lives.
2. And, research now shows that, rather than having just the 2 intelligences usually measured on IQ tests (linguistic and logical/mathematical intelligence), **humans have 9 (or more) developable intelligences** ... including (1) body kinesthetic, (2) existential, (3) interpersonal, (4) intrapersonal, (5) linguistic, (6) logical/mathematical, (7) musical, (8) naturalist, and (9) spatial intelligence.
3. A lifelong continuous growth mindset is built on the core belief that our multiple intelligences, qualities, talents, abilities, and advantages in life **CAN BE DEVELOPED OVER TIME** through continuous experiential learning, and reflection on those learnings and experiences by:
 - 1) Demonstrating a passion for continuous incremental learning,
 - 2) Welcoming challenges,
 - 3) Working very hard and smart,
 - 4) Learning from & bouncing back from our inevitable mistakes and setbacks in life, and
 - 5) Persisting in the face of obstacles
4. By contrast, some youth are brought up to have a fixed mindset that is based on the core belief that some people have inborn or societally obtained qualities, talents, abilities and advantages in life, and others don't.
5. And, the fixed mindset's corresponding assumption is that our multiple intelligences are also inborn and fixed; so, some people are naturally smart ... and others aren't - end of story. Thus, those holding a fixed mindset tend to believe that they need to prove over and over to others that they are not stupid, that they're one of the few "smart ones," and that they must avoid challenges that could cause them to make a mistake.
6. Children and teens who see themselves having a continuous growth mindset are able to:
 - ▶ Value learning as a goal, even if it means hard work
 - ▶ Believe that in the end, they will learn and succeed
 - ▶ Develop creative strategies to learn and achieve.

[Sources:
Self-Theories: Their Role In Motivation, Personality, and Development,
 and **Mindset: The New Psychology of Success,** By Carol Dweck; **Multiple Intelligences: New Horizons,** By Howard Gardner; and **Outsmarting IQ: The Emerging Science Of Learnable Intelligence,** By David Perkins.]

Do & Don't Practical Growth Planning Implications Of This Research Foundation

[Especially For Growth Plan Coaches]

1. **DON'T** praise growth planners for "being smart" because in our society that phrase often means that someone is naturally smart with a fixed mindset.
2. Rather, **DO** look for opportunities to praise them (as appropriate) for demonstrating a passion for genuine learning, welcoming challenges, using a sound strategy to tackle problems, working very hard and smart, learning from their mistakes, and/or persisting in the face of obstacles.
3. **DO** encourage growth planners to set both genuine stretch learning for learning's sake achievement goals and more traditional performance achievement goals, like getting good grades.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|----|---|--------------------------------------|
| 2 | Critical Success Factor *** | DEVELOP A DISTINCT PERSONAL IDENTITY |
| 1. | The construction of young Black male and female personal identity <u>must</u> be at the center of any effort to close the achievement gap ... and to ensure their successful transition into young adulthood. | |
| 2. | The fact that some teens <u>do</u> resist the negative cultural and structural forces that try to shape their self-identity means that <u>individual choice</u> plays a <u>major</u> role in the construction of Black teen self-identity. [Source: "The Trouble With Black Boys: The Role & Influence of Environmental and Cultural Factors on the Academic Performance of African American Males" By Dr. Pedro Noguera] | |
| 3. | Especially for Black teens, having a <u>healthy, racially-grounded</u> self-identity gives them the psychological ability <u>to resist and constructively counter</u> the negative images, attitudes, and behaviors they see all around them in their neighborhood, high school, or in the media. | |
| 4. | Although achieving a distinct, racially-grounded self-identity is <u>not</u> a certainty during the adolescent period, failure to make progress along the path to optimal ethnic self-concept can have dire consequences for Black teens as they make the always difficult transition to adulthood. [Source: "The Adolescent Developmental Pathways Paradigm: A Community Framework for Promoting Racial Socialization" By Dr. Craig C. Brookins] | |
| 5. | Shaping one's self-concept, beliefs, capacities, roles, and personal history is one of the <u>central</u> tasks of adolescence for <u>all</u> teens ... but <u>especially critical</u> for @risk Black teens. | |
| 6. | Teens who successfully navigate the journey of self-development acquire a clear and consolidated sense of their "true self" that is realistic and internalized – one that lays the basis for future identity development in young adulthood and as adults. | |
| 7. | <u>Passive identity</u> occurs when the adolescent establishes a given identity by accepting the roles and self-images others provide them. Adolescents with passive identity have self-doubt and uncertainty. <u>Active identity</u> develops through a searching and self-selection process in which self-chosen commitments are integrated into an organized, coherent psychic structure. [Source: <u>Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development</u> By Peter Scales and Nancy Leffert] | |
| 8. | For Black teens, identity development lays the foundation for all other youth development, and it is tied to one's general <u>self-worth</u> and sense of general and academic <u>competence</u> . [Source: <u>Pathways to Positive Development Among Diverse Youth</u> , Edited By Richard Lerner, Carl Taylor, and Alexander von Eye] | |

Do & Don't Practical Growth Planning Implications Of This Research Foundation

[Especially For Growth Plan Coaches]

1. **DO** pay a lot of attention to understanding and discussing with growth planners their current self-identity, as well as the progressive development of their future self-identity needed for them to truly succeed *right now* while they're in school ... and in their entire life.
2. **DO** use creative ways to discuss growth planners' self-identity development ... such as having them draw with multi-colored markers and then describe to you and others their current and needed self-identities.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|--------------------------------|--------------------------------------|
| 3 | Critical Success Factor | DEVELOP 5 CRITICAL TRANSITION SKILLS |

Especially for Black teens, successfully transitioning from their teen years to young adulthood can be like crossing a raging river with little to hold on to. Here are 5 critical transition skills that research has proven to be highly effective in helping Black teens successfully transition to young adulthood.

1. **Planning skills**. Planning is one of the top 3 predictors of the ability for teens to be successful during their teen years.
 - 1) Black teens who speak and think only in the casual idiom with its random, episodic story structure usually have great difficulty with identifying underlying cause and effect, anticipating longer-term consequences, predicting, and – therefore – with planning.
 - 2) Research shows that teens who have planning and decision-making skills have self-regulatory processes that enable them to control their impulses and delay their gratification.
2. **Prioritizing & decision-making skills**. Decision-making is directly related to cognitive development in adolescence.
 - 1) All teens have difficulty with decision-making because (1) they can't prioritize among competing choices, and (2) they strongly want to be accepted by their peers.
 - 2) But, research shows that having prioritizing and decision-making skills reduces risky behavior, like irresponsible sexual activity.
3. **Problem-solving skills**. While teens are experienced at trial-and-error-based problem-solving used to “survive” their everyday teen challenges, they usually lack process-based problem-solving skills needed to deal with more complex, inter-connected, long-term consequence problems. Research shows that time spent in out-of-school youth programs (e.g. outdoor camping and engineering design programs) help develop problem-solving skills.
4. **Resistance to negative peer pressure skills**. To help Black students (and males in particular) succeed in school and elsewhere, they must be helped to find ways to resist the strong pressure-points all around them coming from negative peer pressure and from poor teachers/schools.
5. **Achievement-centric communication skills**. Many Black teens from poorer socio - economic - educational backgrounds who usually speak and think in a relationship-centric casual communication idiom need help learning and practicing how to speak and think in the middle class's achievement-centric communication idiom.

[Among the sources: Developmental Assets By P. Scales and N. Leffert; “The Trouble With Black Boys” By P. Noguera; and Bridges Out Of Poverty By R. K. Payne]

Do & Don't Practical Growth Planning Implications Of This Research Foundation
[Especially For Growth Plan Coaches]

1. **DO** repeatedly use and personally role-model all 5 skills.
2. **DO** always use these 4 rules for effective communication with teens:
 - 1) **Do** use participative problem-solving, non-accusatory questioning, and active listening as your 3 main communication modes.
 - 2) **Don't** use blaming, scolding, lecturing, simple cheerleading, or just passive listening as your communication modes.
 - 3) **Do** expect teens to be highly sensitive to how they look & act; **don't** make put-down derogatory remarks on their appearance or actions.
 - 4) **Do** be laser-beam specific (vs. general) and constructive with your comments, suggestions or criticisms.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|------------------------------------|-------------------------------------|
| 4 | Critical Success Factor *** | DEVELOP PERSONAL POWER & SELF-WORTH |

1. **Personal Power.** Personal power in a teen is the internal self-confident feeling that he or she has some measure of real control over things that happen to and around them.
 - 1) Research shows that those who have developed this internal sense of personal power also tend to have:
 - i. Self-efficacy – believing that they can control the outcome of something they start
 - ii. Sense of life-purpose – a deep internal belief that “my life has a distinct purpose”
 - iii. Positive view of personal future – being optimistic about his or her personal future.
 - 2) So, research shows that (especially) Black teens with a sense of their personal power, their life-purpose, and a positive view of their personal future are:
 - i. More likely to overcome adversity
 - ii. Less likely to engage in violent or risky behavior
 - iii. Have better school success than others in their group.
2. **Self-Worth.** Especially for Black teens, having an internal sense of their own personal self-worth:
 - 1) **Is a MAJOR teen developmental need** because – given the U.S. society’s prejudicial context in which they and their parents were raised – many (but not all) Black teens carry around deep within themselves a sense that they may be inferior, compared with whites.
 - 2) Helps construct a distinct positive, racial-ethnically grounded personal identity.
 - 3) Produces better school success, physical health, and the ability to overcome adversity.
 - 4) Is not something they have or don’t have – it’s a way of experiencing themselves and the by-product of when they are using their abilities and resources to the fullest to master challenges, learn new things, and to help others.
 - 5) Cannot be given to Black children or teens, no matter how much they are praised as children or teens. Parents, teachers, and other adults can simply teach and encourage them to keep trying to learn new things and to experience themselves in positive ways.
 - 6) Doesn’t come from always getting things right. In fact, mistakes and failures can be great sources of self-worth & self-esteem when a youth doesn’t let setbacks get them down and learns to keep trying.

[Sources: Developmental Assets, By P. Scales and N. Leffert;
Self-Theories, By Carol Dweck; No: Why Kids Need To Hear It And Ways Parents Can Say It By David Walsh]

Do & Don’t Practical Growth Planning Implications Of This Research Foundation
 [Especially For Growth Plan Coaches]

1. **DO** look for signs of “impotence” in growth planners – i.e. indications that they feel they don’t have a reasonable control over things that happen to and around them. When present, help them see their power.
2. **DO** encourage growth planners to learn new things so they experience themselves in positive ways, thus add to their self-worth & self-esteem.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|--------------------------------|--|
| 5 | Critical Success Factor | DEVELOP POSITIVE RELATIONSHIPS & COMMUNITY CONNECTIONS |

1. Our multi-year growth planning process draws upon the following 3 scientific-based research strains that have been combined into a 4th strain we call the “positive relationship-based youth development pathway.”
 - 1) Resilience science identifies external supports and inner strengths that enable youth to surmount adversity and thrive.
 - 2) Neuroscience provides new insights on the resilient human brain
 - 3) Ecological science shows that problem behavior must be understood in the context of the influence in the youth’s social ecology.
 - 4) The positive relationship-based youth development pathway is built around these 3 basic assumptions:
 - 1st. Positive youth growth occurred naturally in tribes and societies that valued, protected and developed children and youth.
 - 2nd. Today, many youth are severely deprived of the most basic of child and youth developmental assets.
 - 3rd. To correct for this deficiency, adolescent youth need: (1) to connect and interact with multiple positive adults (including family members) who provide opportunities for the youth to meet their physical, emotional, intellectual, and achievement growth needs in a climate of mutual respect; and (2) to be surrounded and supported by a positive youth peer group.
 - ▶ **Research shows that relationships change youth, not programs and techniques in and of themselves.**

[Source: The Developmental Audit: A New Standard in Strength-Based Assessment, a product of collaboration between the Circle of Courage and Reclaiming Youth International organizations supported with a grant from the W. K. Kellogg Foundation]

2. Here is other research that says positive adult relationships and community connections are critical to effective youth development:
 - 1) Time in outside-of-school youth programs had the most pervasive positive influence on thriving outcomes, including success in school.
 - 2) The success of youth programs lies largely in supportive and caring relationships among peers and caring adults.
 - 3) Core-city families that provide positive youth development (1) provide nurture, support and discipline; and (2) role model civic engagement and link their youth to positive community opportunities.
 - 4) More than others, Black youth are influenced by the support & encouragement they get from teachers/coaches & adult youth workers.

[Sources: Developmental Assets, By P. Scales and N. Leffert; New Directions For Youth Development, by R. Learner, C. Taylor, and A. von Eye; and “The Trouble With Black Boys”, By Pedro Noguera]

Do & Don't Practical Growth Planning Implications Of This Research Foundation
[Especially For Growth Plan Coaches]

1. **DO** encourage growth planners to include positive adult & peer relationships and community connections as goals in Worksheets #7 and #8.
2. **DO** invest a lot of time and creative energy in helping growth planners to build and regularly use their Support Network.

| # | Type Of Research Foundation | Title Of This Research Foundation |
|---|------------------------------------|--|
| 6 | Critical Success Factor *** | DEVELOP SELF-GENERATED MOTIVATION TO ACHIEVE |

"You Can Lead A Horse To Water, But You Can't Make It Drink"

Even if all research-based requirements for helping Black and other teens succeed are in place – if a teen has no sustained, self-generated motivation to succeed ... NOTHING ELSE MATTERS.

1. Research on teen achievement motivation (defined as the sustained internally self-generated desire to do *really* well in school and elsewhere) shows that teens with a genuine motivation to achieve have:
 - 1) More school success, as shown in:
 - ▶ increased high school grad. rates
 - ▶ higher GPA
 - ▶ reading and math test scores
 - ▶ increased college enrollments
 - 2) Less sexual intercourse, less childbearing
 - 3) Less drug use
 - 4) A greater ability to overcome adversity of many kinds.
2. Through the multi-year growth planning experience, growth planners build the following 10 Search Institute Youth Developmental Assets, each of which has been proven to help teens increase school performance, stay out of trouble, and successfully transition into young adulthood.
 - 1) Ability to motivate oneself to achieve things in their everyday life
 - 2) Ability to take responsibility for their own actions and in-actions
 - 3) Ability to plan ahead and make tough decisions
 - 4) Sense of the personal power that THEY CAN control things that happen to them
 - 5) Having underlying self-worth & self-esteem
 - 6) Having a sense of purpose for their life
 - 7) Having a positive view of their personal future
 - 8) Having high expectations for their life
 - 9) Having positive peer influences & skills to resist negative peer pressures & risky situations.
 - 10) Having significant adult relationships in their everyday life

[Source: Developmental Assets: A Synthesis of the Scientific Research On Adolescent Development,
By Peter Scales and Nancy Leffert]
3. Research also shows that teens have a greater self-generated motivation to achieve when they have:
 - 1) Adults pushing them. Although it may sound unwelcome, teens really like pushing by adults.
 - 2) Sustained adult introspective engagement. Adults in a sustained relationship with teens should engage them by appropriately encouraging them to use their inner resources to:
 - ▶ Question their personal beliefs, values, and goals
 - ▶ Develop their own personal values and belief system
 - ▶ Do independent thinking and creative problem-solving

[Source: Paper: "School-Business Partnerships," By Peter Scales, et. al.]

Do & Don't Practical Growth Planning Implications Of This Research Foundation

[Especially For Growth Plan Coaches]

1. **DO** – as needed and appropriate – push growth planners to learn and try new things; and push them to finish things they start.
2. **DO NOT** allow extrinsic incentives (e.g. cash or privileges) to undermine the development of intrinsic self-generated achievement motivation.