

THE RESEARCH FOUNDATIONS OF GROWTH PLANNING

12 Research-Based Requirements

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

CAUTION !! There are few, if any, absolute facts or unchallengeable opinions related to the problems and solutions for helping @risk-w/high-potential adolescent youth to successfully transition into young adulthood. Therefore, please share any thoughts or concerns you have on this material.

INTRODUCTION

First, as background, let's review the 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 move away from what we call a "Street Survival Mindset & Lifestyle" ... and to develop and measurably move towards what we call a "Growth Planning Mindset & Lifestyle." Specifically, we define growth planning as:

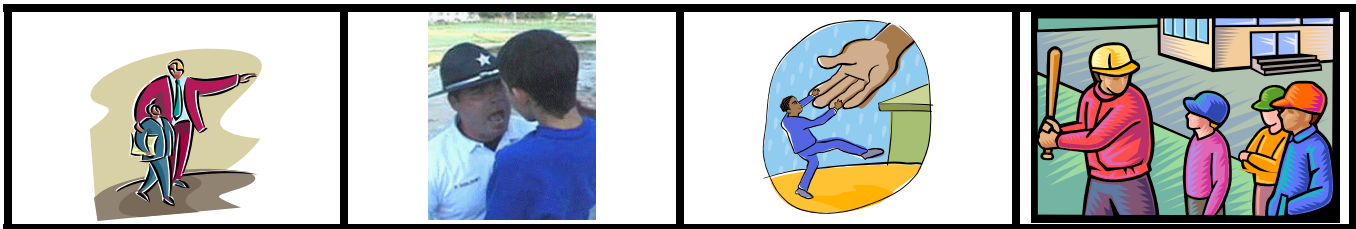
"the learned art and skill of having a lifelong continuous growth MINDSET and a proactive, self-motivated, and self-disciplined LIFESTYLE that uses the three skills of (1) visioning, (2) goal-setting, and (3) step-by-step benchmarking to continuously improve our self as a person and to achieve our vision and goals."

Second, 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." And, 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) A severely disruptive family life, without several caring adults significantly involved in their child & youth development;
- 2) A history of poor grades or repeated behavior problems at school;
- 3) Risky sexual behavior that could result in disease or a teen pregnancy;
- 4) Repeated incidents with the law;
- 5) Frequent use of drugs or alcohol; and
- 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.

Third, take a look at these 4 images and think about how each image contains what could be both positive and negative aspects of being an effective Growth Plan Coach.



Finally, on the next page, take a look at a QuickView Chart of all 12 Research-Based Requirements.

QuickView Chart Of The

12 Research-Based Requirements

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

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

******* This Critical Success Factor should be a MAJOR FOCUS during your entire experience as a Growth Plan Coach.

#	Type Of Research Foundation	Title Of This Research Foundation											
1a	Key Background Topic	TEEN DEVELOPMENT – Early Teens											
<p><u>MIDDLE SCHOOL AND EARLY HIGH SCHOOL YEARS</u></p> <p>Each teenager is an individual with a unique personality and special capabilities and needs. However, listed below are many <u>normal</u> 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.</p> <p><u>Movement Towards Independence</u></p> <ol style="list-style-type: none"> 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 <p><u>Future Interests and Cognitive Changes</u></p> <ol style="list-style-type: none"> 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) <p><u>Sexuality</u></p> <ol style="list-style-type: none"> 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 <p><u>Morals, Values, and Self-Direction</u></p> <ol style="list-style-type: none"> 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) <p style="text-align: right;">[Source: American Academy Of Child & Adolescent Psychiatry]</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<p style="text-align: center;">Do & Don't Practical Implications Of This Research Foundation For Being An Effective Growth Plan Coach</p>		<p style="text-align: center;">Where In Growth Planning Can These Ideas Be Used?</p>											
<ol style="list-style-type: none"> 1. <u>DO</u> use open-ended, non-accusatory questions to help your early teen growth planners to discover (and personally feel good about) his or her own distinct sense of personal identity. 2. <u>DO</u> help your growth planners work through their <u>normal</u> alternating ability to set high expectations for themselves and their low self-esteem. 		<p>Use this background throughout the <u>entire</u> multi-year growth planning process, including the development and measurement of a <i>growth planning mindset & lifestyle</i>.</p>											

#	Type Of Research Foundation	Title Of This Research Foundation											
1b	Key Background Topic	TEEN DEVELOPMENT - Late Teens											
<p align="center"><u>LATE HIGH SCHOOL YEARS AND BEYOND</u></p> <p>Each teen is an individual with a unique personality and special capabilities and needs. However, listed below are many <u>normal</u> 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.</p> <p><u>Movement towards Independence</u></p> <ol style="list-style-type: none"> 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 <p><u>Future Interests and Cognitive Changes</u></p> <ol style="list-style-type: none"> 11. ** Work habits become more defined 12. ** Increased concern for the future 13. ** More importance is placed on one's role in life <p><u>Sexuality</u></p> <ol style="list-style-type: none"> 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 <p><u>Morals, Values, and Self-Direction</u></p> <ol style="list-style-type: none"> 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 <p align="right">[Source: American Academy Of Child & Adolescent Psychiatry]</p>		<p align="center">MY AGREEMENT RATING [circle one #]</p> <p align="center">← Strongly Disagree Strongly Agree →</p> <table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<p>DO NOT set low expectations for your later teen's use of the growth planning process because later teens usually do have the ability to, and can:</p> <ol style="list-style-type: none"> 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. 		<p>Use this background throughout the <u>entire</u> multi-year process of building and benchmarking a Growth Plan . . . and developing and measurably living their everyday life with a <i>growth planning mindset & lifestyle</i>.</p>											

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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 Amygdala is a main player in the way the teen and young adult brain operates – it’s the locus of their fears and anger. ▶ The Hypothalamus is the control center of the body’s hormone system, controlling things like their sex drive. ▶ The large Frontal Lobe 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?</u> A Survival Guide To The Adolescent Brain For You & Your Teen, By David Walsh]</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p>	0	1	2	3	4	5	6	7	8	9	10
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<p>1. DO NOT allow your planners to get away with mental laziness or sloppy thinking when going through the worksheets to build their Growth Plan.</p> <p>2. DO expect and hold your growth planners accountable for using the <u>full</u> 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.</p>		<p>1. Especially encourage youth to use the <u>full power</u> of their brain in Worksheets #1, #2, # 4, #5, #7, #8, #9, and #10.</p> <p>2. Also repeatedly remind your planners to use the <u>full power</u> of their mind throughout benchmarking.</p>											

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3	Key Background Topic	THE ACHIEVEMENT GAP											
<p>1. National Trends. Here are just a few statistics and observations:</p> <ol style="list-style-type: none"> 1) Achievement gaps for younger Latino and African American students are narrowing in grade school; but we're losing traction in middle school and progress stops in high school. 2) African American and Latino 17 year-olds do math and read at same levels as white 13 year-olds. 3) By the end of high school, the 4-year graduation rates are: <ul style="list-style-type: none"> ✓ African-American – 52% ----- Latino – 52% ✓ White – 72% ----- Asian – 79% <p style="text-align: right;">[Source: The Community Foundation – Jacksonville, FL]</p> <p>2. State Statistics. Like FL, here are some MN achievement statistics:</p> <ol style="list-style-type: none"> 1) 2008 8th grade math proficiency: <ul style="list-style-type: none"> ✓ African-American – 24% ----- Latino – 34% ✓ White – 63% ----- Asian – 62% 2) 2008 College readiness ACT tests in social sciences & biology <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ African-American – 38% -- Latino – 47% ✓ White – 60% -- Asian – 53% <p style="text-align: right;">[Source: MMEP 2006 & 2009 Students Of Color Report]</p> <p>3. Other Gap Indicators. Here are some non-academic gap indicators:</p> <ol style="list-style-type: none"> 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. <p style="text-align: right;">[Source: <u>Come On People</u> By Bill Cosby and Alvin Poussaint]</p> <p>4. Canary-in-the-mine warning. Like coal miners took canaries into the mines to detect toxic gases, the poor performance of <u>some</u> of our youth is an early warning signal that our <u>entire</u> U.S. education & youth development system is toxic and could make us globally non-competitive.</p> <p style="text-align: right;">[Source: Mano Singham, Case Western Reserve University]</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> 1. DO NOT suggest or imply – in any way – that <u>all</u> youth of color are (or will <u>inevitably</u> be) caught in the achievement gap. These are only <u>average</u> statistics – they do <u>not</u> apply to <u>every</u> youth of color. 2. DO, however, make sure that your growth planners know the odds that he or she <u>may</u> be up against; and that he or she CAN avoid the gap. 3. DO repeatedly assure your growth planners that you will help them avoid the achievement gap and succeed now and in their future life. 		<ol style="list-style-type: none"> 1. Use this info to help your growth planers understand The Growth Planning Fundamentals CD Tutorial that includes achievement gap. 2. Use with your growth planners whenever appropriate. 											

#	Type Of Research Foundation	Title Of This Research Foundation											
4	Key Background Topic	UNDERLYING CAUSES OF THE ACHIEVEMENT GAP											
<p>1. The most research has been done on the black/white achievement gap, and these are the 4 most frequently identified underlying causes:</p> <ol style="list-style-type: none"> 1) 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 ... and to close the gap we must remove the structural disparities and the prejudice that perpetuates them. 2) Individual remedial viewpoint says that some individuals simply have remedial learning-tool and/or behavioral deficiencies that must be remedied and corrected ... and to close the gap we must give individuals an early start to get the tools they need. <ul style="list-style-type: none"> ▶ A variant of this viewpoint says there are some innate or inherent learning deficiencies in some racial/ethnic groups as a whole; but there is <u>no</u> credible evidence to support this viewpoint. 3) Faulty educational system viewpoint says that our education system is at fault ... and to close the gap our entire educational system must be totally reformed so it enables <u>all</u> youth to learn and achieve. 4) Cultural viewpoint says that the main obstacles to Black achievement today are (1) some temporary child and youth development beliefs and practices embedded in the Black community, that are exacerbated by (2) the current relationship-oriented youth subculture. Taken together, these two factors are adversely affecting Black self-identity, mindset orientation, and lifestyle behaviors. And, to close the gap youth must be enabled to choose and to develop the mindset & lifestyle bridge tools needed for them to operate effectively in an achievement-oriented mainline society. <p>[Among The Sources: Dr. Pedro Noguera, New York University; <u>Closing the Achievement Gap</u>, Belinda Williams, Editor; <u>Bridges Out Of Poverty</u> By Dr. Ruby K. Payne; <u>Losing & Winning The Race</u> books by Dr. John McWhorter; <u>No Excuses: Closing the Racial Achievement Gap</u> by Drs. A. & S. Thernstrom]</p> <p>2. We believe that a comprehensive, sustainable approach to closing the achievement gap needs to draw upon <u>all 4</u> underlying cause definitions and suggested solutions for closing the achievement gap.</p> <p>3. However, our growth planning process is intentionally built around the <u>cultural viewpoint</u> because we believe it provides us (as a small research-oriented nonprofit) with an opportunity to make a unique cutting edge contribution to a <u>major</u> cause & solution of the achievement gap.</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> 1. DO spend some time thinking (and coming to your own conclusions) about the underlying causes and solutions of the achievement gap because <u>effective</u> medical, educational, youth development (or any other) <u>practice</u> is always grounded in a <u>theory</u> (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. 		<p>Use the cultural viewpoint as a <u>background framework</u> to <u>observe</u> and <u>help</u> your growth planners to avoid a "street survival" mindset & lifestyle and to measurably develop a growth planning mindset & lifestyle.</p>											

#	Type Of Research Foundation	Title Of This Research Foundation											
5	Key Background Topic	THE HIP HOP GENERATION YOUTH SUBCULTURE											
<p>1. All U.S. teens are constantly bombarded by our media-driven pop youth culture. And, this general U.S. pop culture, in turn, is heavily influenced by what Bakari Kitwana calls “the hip-hop generation” youth subculture.</p> <p>2. The hip-hop youth subculture is most known by its highly visible, tip-of-the-iceberg cultural artifacts – such as “the cool-pose”, gangster rap music, suggestive music videos, violent video games, enticing TV & youth magazine ads, and distinct clothing styles.</p> <p>3. While there are <u>positive</u> hip hop values (like raising issue awareness and political engagement), we think the following 8 <u>negative</u> underlying values and beliefs fuel the entire hip hop subculture, and are having a negative effect on many (but not all) African American and Latino youth:</p> <ol style="list-style-type: none"> 1) <u>Relationship-centric</u> – 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) <u>Present-focused</u> – focus on living in the present coupled with a deep cynicism about the future and the merit of future planning 3) <u>Make it big & quick focused</u> – American dream means becoming an overnight success, distinct from working hard to get it later. 4) <u>Separatism</u> – 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) <u>Gender battle</u> – 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) <u>Anti-intellectualism</u> – tendency to value “street knowledge” and to see education and intellectual pursuit as “acting white.” 7) <u>Sense of entitlement</u> – attitude that society owes them a living. 8) <u>Nihilism</u> – 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>[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> <p>4. <u>Canary-in-the-mine warning.</u> 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> <p>5. <u>Some</u> of these characteristics are incorporated into what we call the Street Survival (vs. the Growth Planning) Mindset & Lifestyle.</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> 1. <u>DO</u> become aware of the strong hip hop youth subculture <u>environment</u> in which <u>many</u> of your growth planners are living their everyday life. 2. <u>DON’T</u> assume that your planners have these values and beliefs; but <u>do</u> look for signs that they <u>may</u> be internalizing them as their own. 		<p>Use this background throughout the <u>entire</u> process of building and benchmarking their Growth Plan</p>											

#	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

[See page 12 for an explanation of these 5 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]

MY AGREEMENT RATING										
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My notes from the discussion:

Do & Don't Practical Implications Of This Research Foundation For Being An Effective Growth Plan Coach	Where In Growth Planning Can These Ideas Be Used?
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1. **DO** keep each of these 8 steps in mind as you are working with your growth planners ... and try your *very best* to make them all happen.
2. **DON'T** give up on your 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.

1. Especially focus on bridges (or steps) 1, 2, and 3 in your first 3 sessions.
2. Focus on step 7 when helping your youth build and use their Support Network.

#	Type Of Research Foundation	Title Of This Research Foundation											
1	Critical Success Factor ***	DEVELOP LIFELONG CONTINUOUS GROWTH MINDSET											
<p>1. Our fundamental youth development assumption is that to develop to their full potential and succeed in life, all youth need to develop and demonstrate in their everyday life <u>a lifelong continuous growth mindset</u>.</p> <p>2. A lifelong continuous growth mindset is built on the core belief that our qualities, talents, abilities and advantages in life CAN BE DEVELOPED over time through:</p> <ol style="list-style-type: none"> 1) <u>Demonstrating</u> a passion for continuous incremental learning, 2) <u>Welcoming</u> challenges, 3) <u>Working</u> very hard and smart, 4) <u>Learning</u> from & bouncing back from our inevitable mistakes and setbacks in life, and 5) <u>Persisting</u> in the face of obstacles <p>3. And, our corresponding assumption is that our basic human intelligence is <u>not</u> inborn and fixed. Rather, we believe (and research now largely confirms) that <u>human intelligence is teachable and can be developed</u> over time through continuous experiential learning, effort, and reflection on those learnings and experiences.</p> <p>4. By contrast, some youth are brought up to have <u>a fixed mindset</u> that is based on the core belief that <u>some</u> people have inborn or societally obtained qualities, talents, abilities and advantages in life, and <u>others</u> don't.</p> <p>5. And, the fixed mindset's corresponding assumption is that our basic human intelligence is also inborn and fixed; so, <u>some</u> people are naturally smart ... and <u>others</u> 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 <u>not</u> stupid, that they're one of the few "smart ones," and that they must <u>avoid</u> challenges that could cause them to make a mistake.</p> <p>[Source: <u>Self-Theories: Their Role In Motivation, Personality, and Development</u>, and <u>Mindset: The New Psychology of Success</u>, By Carol Dweck]</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> 1. DON'T praise your growth planners for "<u>being smart</u>" because in our society that phrase often means that someone is <u>naturally</u> smart with a fixed mindset. 2. Rather, DO look for opportunities to praise them (as appropriate) for demonstrating a passion for <u>genuine learning</u>, <u>welcoming challenges</u>, using a <u>sound strategy</u> to tackle problems, <u>working very hard</u> and smart, <u>learning from their mistakes</u>, and/or <u>persisting</u> in the face of obstacles. 3. DO encourage your growth planners to set both genuine stretch <u>learning for learning's sake</u> achievement goals and more traditional <u>performance</u> achievement goals, like getting good grades. 		<ol style="list-style-type: none"> 1. Introduce and then reinforce the <u>lifelong continuous growth mindset</u> concept in the first 3 sessions. 2. This should be a MAJOR FOCUS; so look for opportunities to reinforce and apply the concept throughout the <u>entire</u> process, especially during benchmarking. 											

#	Type Of Research Foundation	Title Of This Research Foundation											
2	Critical Success Factor ***	DEVELOP DISTINCT PERSONAL IDENTITY											
<p>1. The construction of (especially) young Black male identity needs to be at the center of any effort to close the achievement gap and to ensure that they succeed in life.</p> <p>2. The fact that some youth <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 youth self-identity. [Source: Paper: "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]</p> <p>3. For African Americans, a healthy and functional ethnic identity gives them the psychological ability to resist and constructively counter the negative images, attitudes, and behaviors they see all around them.</p> <p>4. Although achieving a distinct, racially-grounded identity is not a certainty during the adolescent period, failure to make progress along the path to optimal ethnic self-concept can have dire consequences for African American youth as they make the transition to adulthood. [Source: Paper: "The Adolescent Developmental Pathways Paradigm: A Community Framework for Promoting Racial Socialization" By Dr. Craig C. Brookins]</p> <p>5. Shaping one's self-concept, beliefs, capacities, roles, and personal history is one of the <u>central</u> tasks of adolescence.</p> <p>6. Adolescents 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.</p> <p>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.</p> <p>8. <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]</p> <p>9. Identity development (especially for Blacks and Latino's) 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]</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p>	0	1	2	3	4	5	6	7	8	9	10
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<p>1. DO pay a <u>lot</u> of attention to understanding and discussing with your growth planners their <u>current</u> self-identity, as well as the progressive development of their <u>future</u> self-identity needed for them to truly succeed <i>right now</i> while they're in school ... and in their entire life.</p> <p>2. DO use creative ways to discuss your growth planners' self-identity development ... such as having them draw with multi-colored markers and then describe to you and others their <u>current</u> and <u>needed</u> self-identities.</p>		<p>This should be a MAJOR FOCUS throughout growth planning!! – especially in the Self-Identity and Life-Purpose parts of Worksheet #1, the Key Values in Worksheet #2, their goals in Worksheets #7 and #8 and their Vision in Worksheet #9.</p>											

#	Type Of Research Foundation	Title Of This Research Foundation											
3	Critical Success Factor	DEVELOP 5 CRITICAL TRANSITION SKILLS											
<p>1. Planning skills. Planning is one of the top 3 predictors of the ability for youth to thrive and be successful during their teen years.</p> <ol style="list-style-type: none"> 1) Youth 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 youth who have planning and decision-making skills have <u>self-regulatory</u> processes that enable them to control their impulses and delay their gratification. <p>2. Prioritizing & decision-making skills. Decision-making is directly related to cognitive development in adolescence.</p> <ol style="list-style-type: none"> 1) In general, adolescents have difficulty with decision-making because (1) they can't prioritize among competing choices, and (2) they strongly want to be alike (and accepted by) their peers. 2) Research shows that having prioritizing and decision-making skills reduces risky behavior, like irresponsible sexual activity. <p>3. Problem-solving skills. While teens are experienced at <u>trial-and-error-based</u> problem-solving used to “survive” their everyday teen challenges, they usually lack <u>process-based</u> problem-solving skills needed to deal with more complex, inter-connected, long-term consequence problems.</p> <ol style="list-style-type: none"> 1) Research shows that time spent in out-of-school youth programs (e.g. outdoor camping and engineering design programs) make a significant contribution to developing problem-solving skills. <p>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.</p> <p>5. Achievement-centric communication skills. Many youth from poorer socio/economic/educational backgrounds who usually speak and think in a <u>relationship-centric casual communication idiom</u> need help learning and practicing how to speak and think in the middle class's <u>achievement-centric communication idiom</u>.</p> <p>[Among the sources: <u>Developmental Assets</u> By P. Scales and N. Leffert; “The Trouble With Black Boys” By P. Noguera; and <u>Bridges Out Of Poverty</u> By R. K. Payne]</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> 1. DO repeatedly use and personally role-model all 5 skills. 2. DO always use these 4 rules for effective communication with teens: <ol style="list-style-type: none"> 1) Do use <u>participative problem-solving</u>, <u>non-accusatory questioning</u>, and <u>active listening</u> 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. 		<ol style="list-style-type: none"> 1. Emphasize the planning and prioritizing & decision-making skills in the <u>Growth Plan building phase</u>, using <u>Life-Skill #2</u> and its article to teach decision-making skills. 2. Especially use the problem-solving, resistance, and communication skills in the <u>benchmarking phase</u>. 											

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4	Critical Success Factor ***	DEVELOP PERSONAL POWER & SELF-WORTH/ESTEEM											
<p>1. Personal Power. Personal power in an adolescent is the internal self-confident feeling that he or she has <u>some</u> measure of <u>real</u> control over things that happen to and around them.</p> <ol style="list-style-type: none"> 1) Research shows that those who have developed this internal sense of personal power also tend to have: <ol style="list-style-type: none"> i. <u>Self-efficacy</u> – a young person’s belief that he or she can actually affect an outcome of something they start ii. <u>Sense of life-purpose</u> – a young person’s deep internal belief that “my life has a distinct purpose” iii. <u>Positive view of personal future</u> – a young person being optimistic about his or her personal future. 2) Research shows that youth with <u>personal power</u>, <u>life-purpose</u>, and a <u>positive future view</u> are more likely to overcome adversity and less likely to engage in violent or risky behavior. <ul style="list-style-type: none"> ▶ African American and Latino youth with personal power have better school success than others in their group. <p>2. Self-Worth/Esteem*. Deeply held internal self-worth/esteem . . .</p> <ol style="list-style-type: none"> 1) Is <u>not a thing</u> you have or don’t have – it’s a <u>way of experiencing yourself</u> (and the by-product) when you are using your abilities and resources to the fullest to master challenges, to learn new things, and to help others. 2) Cannot be <u>given</u> to youth, no matter how much we praise children or adolescents – adults can simply teach and encourage them to keep trying to learn new things and to experience themselves in positive ways. 3) Doesn’t come from always getting things right – in fact, mistakes and failures can be great sources of self-esteem when a youth doesn’t let setbacks get them down and learns to keep trying. <p>3. When Personal Power & Self-Worth/Esteem are combined:</p> <ol style="list-style-type: none"> 1) Together they help construct a distinct positive, racial-ethnically grounded personal identity, described on page 11 above. 2) Youth have much better school success, physical health, and the ability to overcome adversity. <p>[Sources: <u>Developmental Assets</u>, By P. Scales and N. Leffert; <u>Self-Theories</u>, By Carol Dweck; <u>No: Why Kids Need To Hear It And Ways Parents Can Say It</u> By David Walsh]</p> <p>*The teen assets of self-worth and self-esteem have been combined as <u>self-worth/esteem</u> because, for many African American and Latino youth, developing an inner sense of <u>self-worth</u> is a MAJOR need, given the U.S. society’s prejudicial context in which they and their parents were raised.</p>		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> 1. DO look for signs of “impotence” in your 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 your growth planners to learn new things so they experience themselves in positive ways, thus add to their self-worth/esteem. 		<p>Helping youth develop a sense of their personal power and self-worth/esteem needs to be <u>a MAJOR FOCUS</u> throughout the <u>entire</u> growth planning process.</p>											

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5	Critical Success Factor	DEVELOP POSITIVE RELATIONSHIPS & COMMUNITY CONNECTIONS										
<p>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.”</p> <ol style="list-style-type: none"> 1) <u>Resilience science</u> identifies external supports and inner strengths that enable youth to surmount adversity and thrive. 2) <u>Neuroscience</u> provides new insights on the resilient human brain 3) <u>Ecological science</u> shows that problem behavior must be understood in the context of the influence in the youth’s social ecology. 4) <u>The positive relationship-based youth development pathway</u> is built around these 3 basic assumptions: <ol style="list-style-type: none"> 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 <u>multiple positive adults</u> (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 <u>positive youth peer group</u>. <p>► Research shows that <u>relationships</u> change youth, not programs and techniques in and of themselves.</p> <p>[Source: <u>The Developmental Audit: A New Standard in Strength-Based Assessment</u>, a product of collaboration between the Circle of Courage and Reclaiming Youth International organizations supported with a grant from the W. K. Kellogg Foundation]</p> <p>2. Here is other research that says positive adult relationships and community connections are critical to effective youth development:</p> <ol style="list-style-type: none"> 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. <p>[Sources: <u>Developmental Assets</u>, By P. Scales and N. Leffert; <u>New Directions For Youth Development</u>, by R. Learner, C. Taylor, and A. von Eye; and “The Trouble With Black Boys”, By Pedro Noguera]</p>	<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> 1. DO encourage your 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 your growth planners to build and regularly use their Support Network. 		<p>Use when completing Worksheets #7, #8, and #11 ... and throughout the multi-year benchmarking process.</p>										

#	Type Of Research Foundation	Title Of This Research Foundation											
6	Critical Success Factor ***	DEVELOP SELF-GENERATED MOTIVATION TO ACHIEVE											
<p style="text-align: center;"><i>"You Can Lead A Horse To Water, But You Can't Make It Drink"</i></p> <p>Even if all 11 previous requirements for helping @risk-w/high-potential teens succeed are in place – IF A YOUTH HAS NO <u>SUSTAINED, SELF-GENERATED MOTIVATION TO SUCCEED</u>, nothing else matters.</p> <ol style="list-style-type: none"> Research on youth <u>achievement motivation</u> (defined as the sustained <u>internally self-generated</u> desire to do <i>really</i> well in school and elsewhere) shows that youth with a <u>genuine</u> motivation to achieve have: <ol style="list-style-type: none"> More school success, as shown in: <ul style="list-style-type: none"> ▶ increased high school completion rates ▶ higher GPA ▶ reading and math test scores ▶ increased college enrollments Less sexual intercourse, less childbearing Less drug use A greater ability to overcome adversity of many kinds. <p style="text-align: center;">[Source: <u>Developmental Assets: A Synthesis of the Scientific Research On Adolescent Development</u>, By Peter Scales and Nancy Leffert]</p> Research also shows that youth have a greater self-generated motivation to achieve when they have: <ol style="list-style-type: none"> <u>A growth mindset</u>. Children and adolescents who see themselves having a continuous growth mindset (which means, as described on page 10 above, that their intelligence and abilities <u>can</u> be increased overtime) are able to: <ul style="list-style-type: none"> ▶ Value learning as a goal, even if it means hard work ▶ Believe that in the end, they <u>will</u> learn and succeed ▶ Develop creative strategies to learn and achieve. <p style="text-align: center;">[Source: <u>Self-Theories: Their Role in Motivation, Personality, and Development</u>, By Carol Dweck]</p> <u>Adults pushing them</u>. Although it may sound unwelcome, research shows that students <u>really</u> appreciate pushing by adults. <u>Sustained adult introspective engagement</u>. Adults in a sustained relationship with youth should engage them by appropriately encouraging them to use their inner resources to: <ul style="list-style-type: none"> ▶ Question their personal beliefs, values, and goals ▶ Develop their own personal values and belief system ▶ Do independent thinking and creative problem-solving <p style="text-align: center;">[Source: Paper: "<u>School-Business Partnerships</u>," By Peter Scales, et. al.]</p> 		<p style="text-align: center;">MY AGREEMENT RATING [circle one #]</p> <p style="text-align: center;">← Strongly Disagree Strongly Agree →</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Why did you circle this number?</p> <hr/> <p>My notes from the discussion:</p>	0	1	2	3	4	5	6	7	8	9	10
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<ol style="list-style-type: none"> DO – as needed and appropriate – <u>push</u> your growth planners to learn and try new things; and <u>push</u> them to finish things they start. DO NOT allow <u>extrinsic</u> incentives (e.g. cash or privileges) to undermine the development of <u>intrinsic self-generated</u> achievement motivation. 		<p>Helping your planners develop a self-generated motivation to achieve should be a MAJOR FOCUS in the <u>entire</u> process.</p>											