7 MINDSETS

Chat

Where are you from?

and

What do you do?

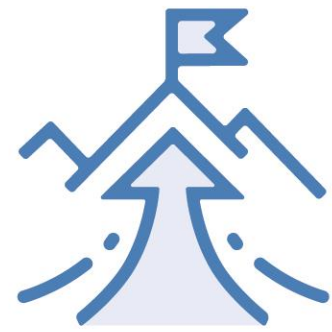# Why We Need to Unlearn Deficit Thinking

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Housekeeping

- This is an interactive session
  - ✓**Q&A** to ask Questions
  - ✓**Chat** to offer Feedback
- Complete **survey**
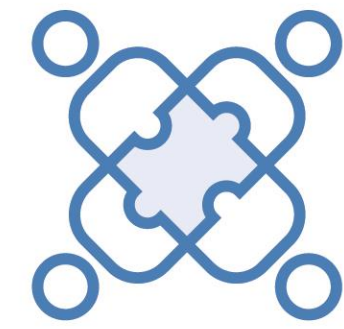- Check your email for a **recording** of this session along with the **slides**.

THE 7 MINDSETS

Everything is Possible

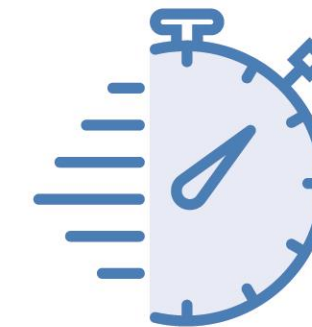**Passion First**

Attitude of Gratitude

We are Connected

100% Accountable

Live to Give

The Time is Now

Introduction

Dr. Byron McClure
Director of Innovation, 7 Mindsets
Nationally Certified School Psychologist

Dr. Kelsie Reed
Nationally Certified School Psychologist

Aleasha Stevens, M.Ed.
Education Consultant, 7 Mindsets

LEARNER OBJECTIVES

UNDERSTAND
Understand what deficit thinking is and how it shows up

IDENTIFY
Identify how to reframe deficit beliefs

DISCOVER
Discover the key elements of a strength-based approach

Opening Round

What's one thing that comes easy to you, but might be difficult for other people?

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REFLECT...

How might the content in this presentation be applied to fields beyond education?

Health Care? Business? Finance?

1

WHAT IS DEFICIT THINKING AND HOW DOES IT SHOW UP?

WHAT IS DEFICIT THINKING?

"a distorted lens, focused on student weaknesses, that **blames** students and their families for student difficulties rather than acknowledging the impact of our practices and broader structural inequities."

BREAKING DOWN DEFICIT THINKING

Distorted and faulty lens

Hyperfocus on student weaknesses

Blame placed on students and families

Rather than taking ownership as a school

DEFICIT THINKING

"An essential belief of **deficit ideology** is that inequalities result from intellectual, moral, cultural, or behavioral deficiencies **inherent** in disenfranchised individuals and communities."

DEFICIT THINKING

Rooted in racism, classism, sexism, and ableism and targets those historically deemed **"inferior"**

DEFICIT THINKING

"says that **PEOPLE** are deficient, and it blames their struggles on those deficiencies."

"a way to **RATIONALIZE** why some kids fail and others suceed."

WHY ARE WE SO DEFICIT-BASED IN SCHOOLS?

Our education system was designed this way

This is how educators are being trained

Our schools are not inclusive of differences

It's easier to place blame elsewhere

WHAT DOES DEFICIT THINKING LOOK LIKE?

2

REFRAMING DEFICIT BELIEFS

Check-In #2

How might you reframe some common deficit beliefs you've been exposed to?

Once we understand WHY we think the way we do and how it impacts our actions and outcomes for students in harmful ways, we can begin to adopt an alternative approach.

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WHAT CAN YOU DO RIGHT NOW?

Reflect, reflect, reflect

Understand what is in your sphere of control

Enact the power of "YET"

Reframe your adjectives

REFLECT, REFLECT, REFLECT

What deficit beliefs do I hold about myself?

What deficit beliefs do I hold about others?

How might my deficit beliefs be impacting the way I interact with the world?

UNDERSTAND YOUR SPHERE OF CONTROL

What decisions do you have control over?

Who do you interact with on a daily basis?

What factors are beyond your individual scope?

Who can you connect with to make a bigger impact?

THE POWER OF "YET"

I cannot do this "yet."

This student cannot do this "yet."

Ensure that you are doing all you can to move beyond the "yet."

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REFRAME YOUR ADJECTIVES

Defiant	→	Bold/Courageous
Hyper	→	Energetic
Talkative	→	Communicative
Stubborn	→	Persistent
Loud	→	Expressive
Aggressive	→	Assertive
Impatient	→	Eager
Attention-Seeker	→	Connection-Seeker
Tattle-Tell	→	Justice-Oriented
Emotional	→	Caring
Anti-Social	→	Thoughtful

3

KEY ELEMENTS OF A STRENGTH-BASED APPROACH

Check-In #3

On a scale of 1-10 (1 is low to 10 being high) how motivated are you to be more strength-based?

STRENGTH-BASED APPROACH

A strength-based approach values the skills, knowledge, connections, and potential of individuals or communities. It does not mean ignoring challenges or spinning struggles into strengths. The emphasis is on a positive outlook and goals.

STRENGTH-BASED APPROACH

Seeks to view the individual holistically

Explores abilities

Examines circumstances

KEY ELEMENTS OF A STRENGTH-BASED APPROACH

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Focus on identifying and understanding strengths

Human-centered; Puts the needs of people first

Growth and goal oriented

Leverages social support and resources

SUPPORTING YOUTH MENTAL HEALTH FROM A STRENGTH-BASED LENS

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- Listen to the needs of youth
- Recognize the needs of youth
- Respond to the needs of youth
- Monitor and measure impact
- Practices over programs

SUPPORTING YOUTH MENTAL HEALTH FROM A STRENGTH-BASED LENS

Listen to the needs of youth

Recognize the needs of youth

Respond to the needs of youth

Monitor and measure impact

Practices over programs

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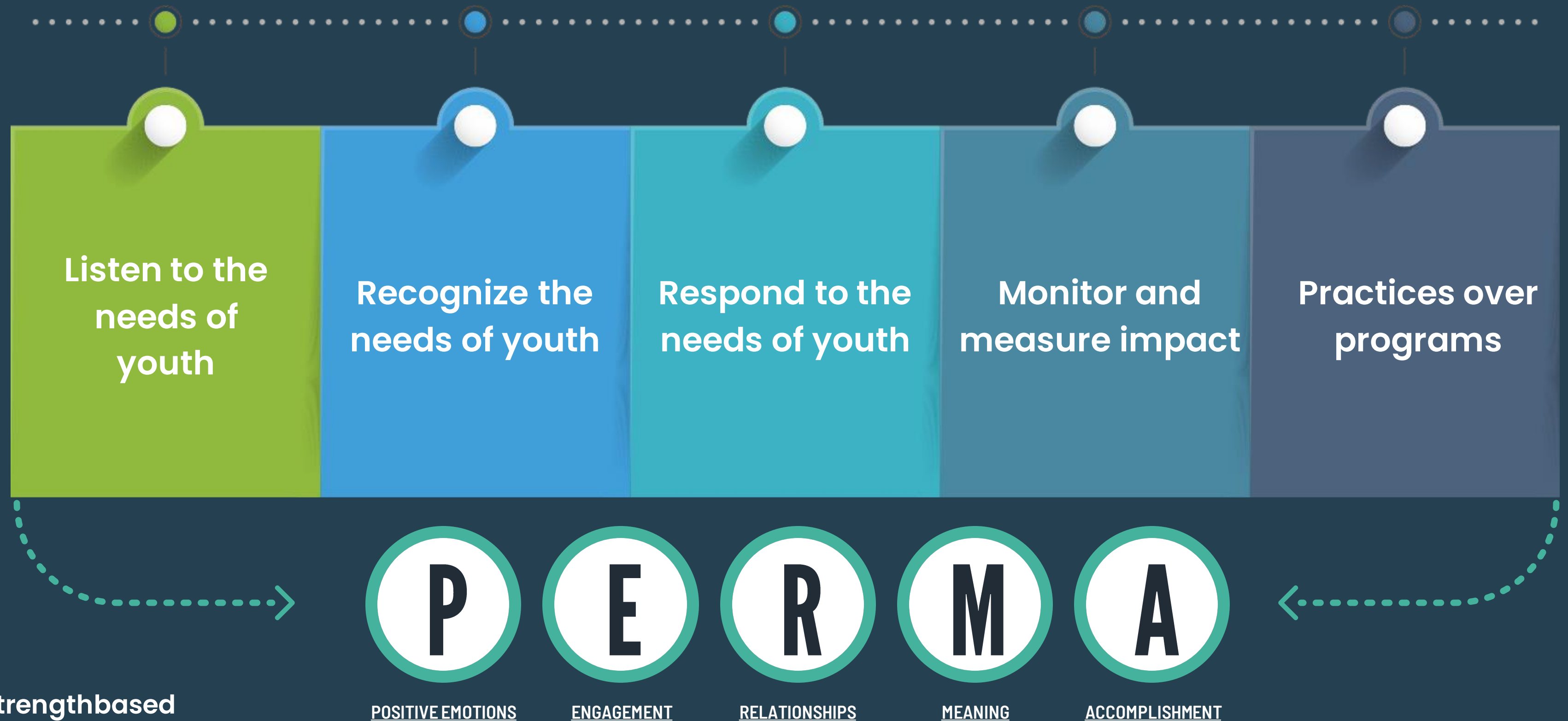
POSITIVE EMOTIONS

ENGAGEMENT

RELATIONSHIPS

MEANING

ACCOMPLISHMENT

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P E R M A

POSITIVE EMOTIONS

What makes you feel good?

Music, tv shows, movies

Spending time with family or friends

Exercise/working out

3 Good Things

ENGAGEMENT

When do you lose track of time (flow)?

Singing, dancing, working out.

Yoga

Writing

Being part of a team

RELATIONSHIPS

Who uplifts and supports you?

Get-togethers

Showing appreciation

Meeting new people

Showing gratitude

MEANING

What causes do you find important?

Supporting a cause

Volunteering

Teaching others

Engaging in spiritual activities

ACCOMPLISHMENT

What are your goals?

Setting goals and achieving them

Crushing your to-do-list

Starting a long-term project

Setting personal or professional targets

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LISTEN to the needs of youth
- Youth interviews
- Youth surveys
- Chat and chews

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STRENGTH-BASED INTERVIEW QUESTIONS

What is working well for you in school?

What could be going better?

*Who is important in your life? Why?

What is one thing you need help with?

What does a good day look like for you?

What makes it a good day?

What small things could you do to help things go better?

What do like to do and why?

What comes easily to you?

RECOGNIZE the needs of youth

Define the problem

Seek to understand and clarify what you heard

Develop "how might we" questions

" **How might we create an environment where students feel loved, cared for, and connected to the school community?**

RESPOND to their needs

RESPOND TO THE NEEDS OF YOUTH

TAKE ACTION (IN YOUR SPHERE OF CONTROL)

Set Goals

SMART Goals

Strength and Skill Develop

Explicitly develop strengths and skills
Name, know, and help youth to use strengths

Leverage Community

Leverage family resources
Connect youth with caring adults
Use community supports and partners

Be Action-Oriented

Lean towards action

MONITOR and measure impact

HOW TO MONITOR AND MEASURE IMPACT

Culture/Climate

PANAS

ODR

Goal Tracker

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PRACTICES over programs

Closing Check-Out

Name one benefit you see to adopting a strength-based approach? Name one barrier you might face?

WHAT NOW?

THE STRENGTH-BASED COLLECTIVE

www.strengthbasedcollective.com