

7 MINDSETS

Chat

Where are you from?

and

What do you do?



Why We Need to Unlearn Deficit Thinking

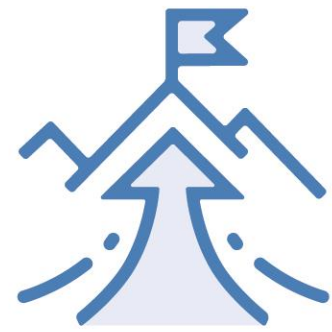
Housekeeping

- 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



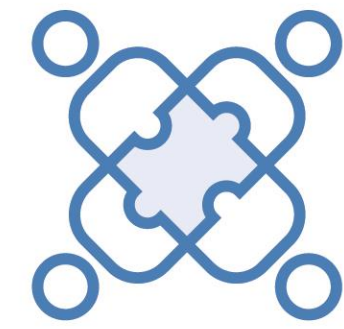
Everything is Possible



Passion First



Attitude of Gratitude



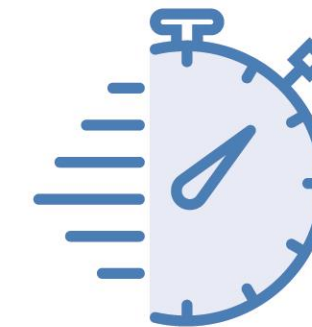
We are Connected



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

@bestrengthbased

WHY WE NEED TO UNLEARN DEFICIT THINKING

Presented by Dr. Byron McClure
and Dr. Kelsie Reed

strengthbasedcollective.com

7 MINDSETS



ABOUT US



Dr. Byron McClure

Director of Innovation, 7 Mindsets
Nationally Certified School Psychologist



Dr. Kelsie Reed

Nationally Certified School Psychologist

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?

REFLECT...

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

Health Care? Business? Finance?





**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 succeed."



Check-In #1

**What examples of deficit thinking
come to mind for you?**

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?

**THOSE STUDENTS
don't belong
HERE.**

2



REFRAMING DEFICIT BELIEFS



**THOSE STUDENTS
don't belong
HERE.**

THE STATEMENT

**THOSE STUDENTS
don't belong
HERE.**

WHY WE THINK THIS

**Our education systems
were historically
designed for only one
type of learner.**

THE REFRAME

**WE need to change OUR systems to ensure
they are designed for equitable access.**



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.

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."

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



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

Listen to the needs of youth

Recognize the needs of youth

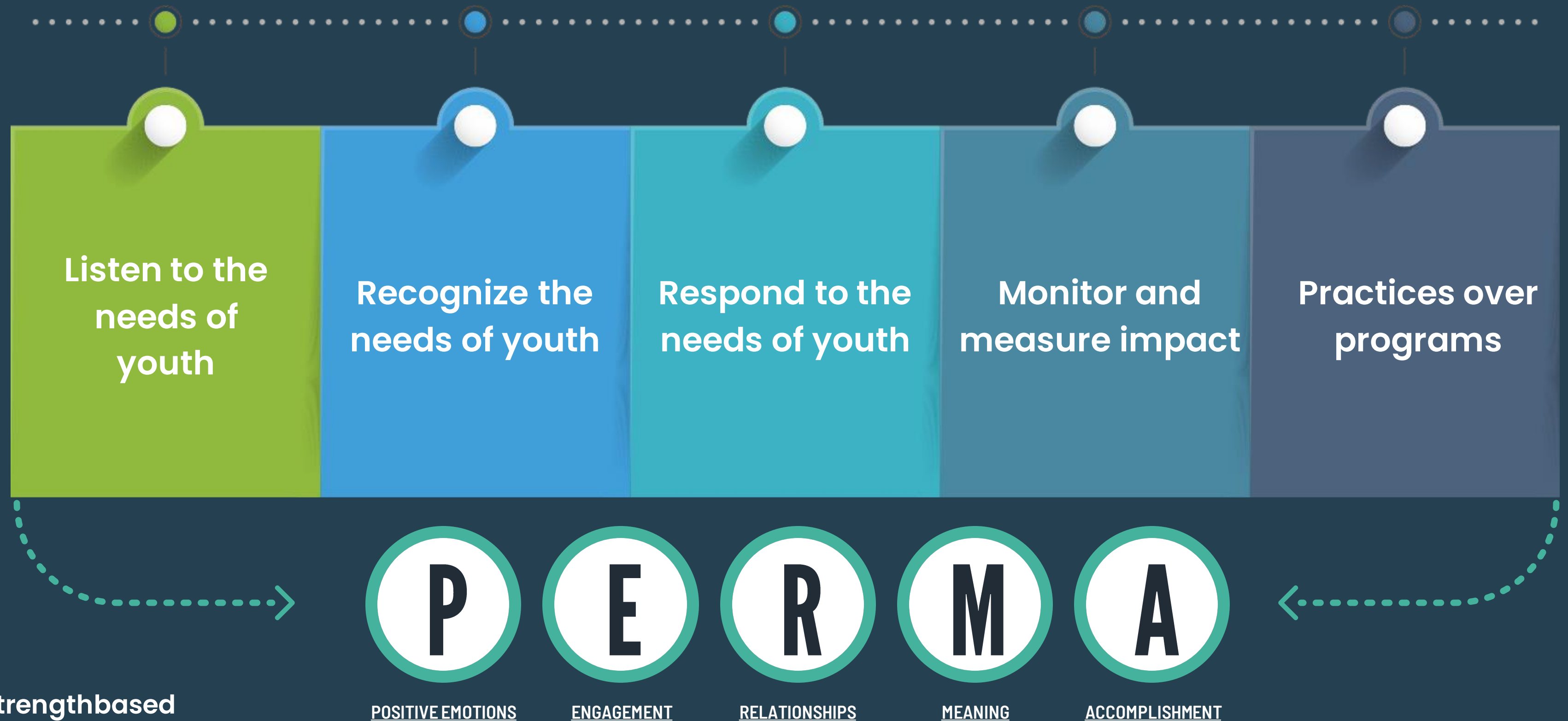
Respond to the needs of youth

Monitor and measure impact

Practices over programs



SUPPORTING YOUTH MENTAL HEALTH FROM A STRENGTH-BASED LENS





POSITIVE EMOTIONS

ENGAGEMENT

RELATIONSHIPS

MEANING

ACCOMPLISHMENT

What makes you feel good?

When do you lose track of time (flow)?

Who uplifts and supports you?

What causes do you find important?

What are your goals?

- Music, tv shows, movies
- Spending time with family or friends
- Exercise/working out
- 3 Good Things

- Singing, dancing, working out.
- Yoga
- Writing
- Being part of a team

- Get-togethers
- Showing appreciation
- Meeting new people
- Showing gratitude

- Supporting a cause
- Volunteering
- Teaching others
- Engaging in spiritual activities

- Setting goals and achieving them
- Crushing your to-do-list
- Starting a long-term project
- Setting personal or professional targets

LISTEN to the needs of youth

- Youth interviews
- Youth surveys
- Chat and chews

STRENGTH-BASED INTERVIEW QUESTIONS

@bestrengthbased

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 you 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**



PRACTICES over programs

STRENGTH-BASED APPROACH IN THE CLASSROOM



Identify student strengths

Build on student strengths

Set high expectations

Use collective strengths

INSTEAD OF

hyperfocusing on weaknesses

INSTEAD OF

"fixing" weaknesses

INSTEAD OF

setting ceilings for children

INSTEAD OF

comparing students to each other

STRENGTH-BASED APPROACH AT THE SCHOOLWIDE LEVEL



ASK your school community what they need

INSTEAD OF

assuming we know what is needed



Work WITH your students to foster change

INSTEAD OF

assuming adults know what is best



Celebrate and be inclusive of differences

INSTEAD OF

assuming differences are weaknesses



Allow students to hold you accountable

INSTEAD OF

assuming that students don't know

STRENGTH-BASED APPROACH AS A PROFESSIONAL



Identify personal strengths

INSTEAD OF

hyperfocusing on weaknesses



Learn how to use strengths

INSTEAD OF

trying to "better" your weaknesses



Advocate for yourself

INSTEAD OF

sticking to the status quo



Find your community

INSTEAD OF

thinking you need to do it all alone

STRENGTH-BASED PRACTICES TO PROMOTE YOUTH WELL-BEING

-  **Universal Prevention**
PBIS (maybe...), Bully Prevention, SEL
-  **Targeted Interventions**
Head Start, Emotional/ Behavioral Support
-  **Identify signs and symptoms**
-  **3 Good Things**
-  **Check-in/check-out**

-  **Restorative convos**
-  **Social clubs & activities**
-  **Pathways to MH supports**
-  **Direct/indirect services**
-  **Share resources**



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

THANK YOU!



www.strengthbasedcollective.com



byron@7mindsets.com



kelsie@strengthbasedcollective.com



[@bestrengthbased](#) [@schoolpsychlife](#) [drkelsiereed](#)



[@bestrengthbased](#) [@bmcclure6](#) [@dr.kelsiereed](#)

