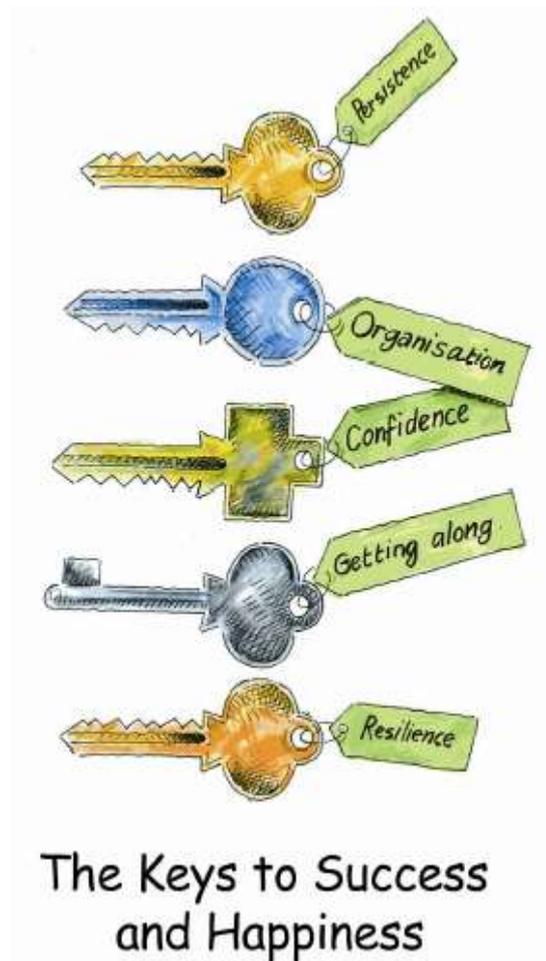


YOU CAN DO IT

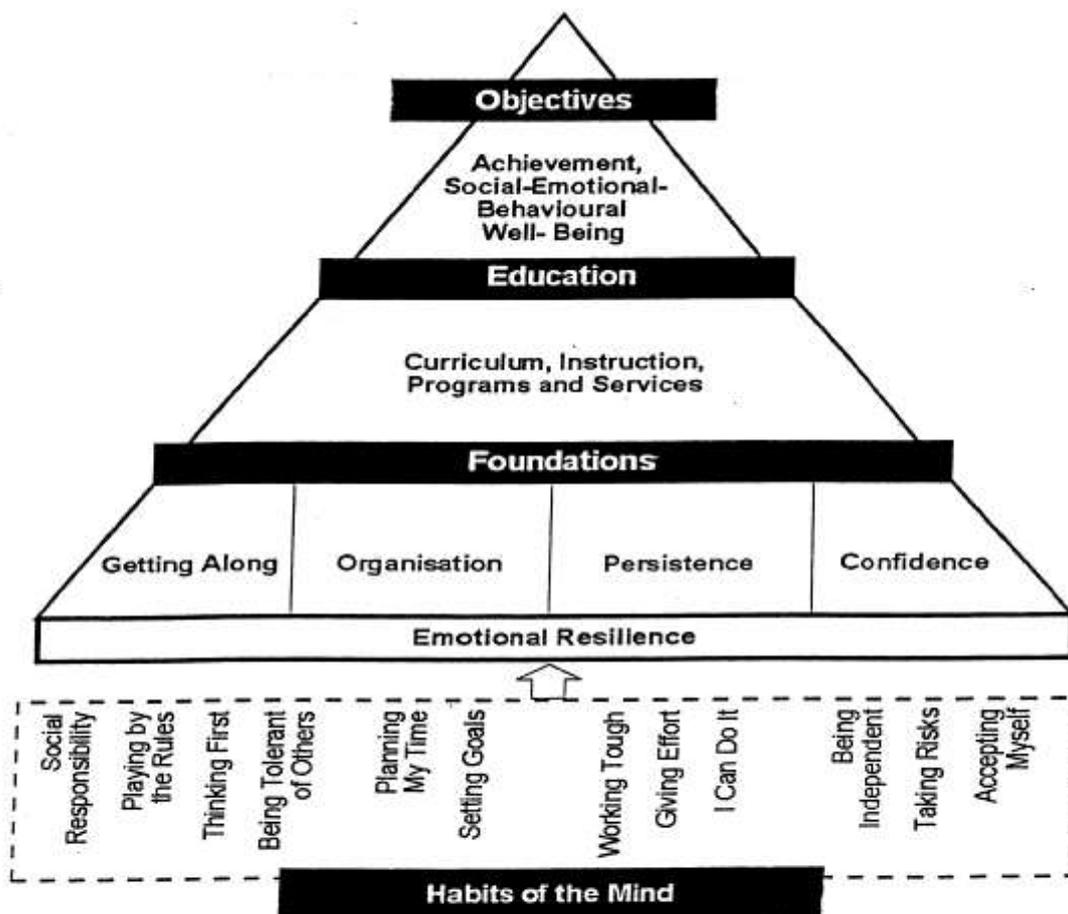
PARENT INFORMATION HANDOUT



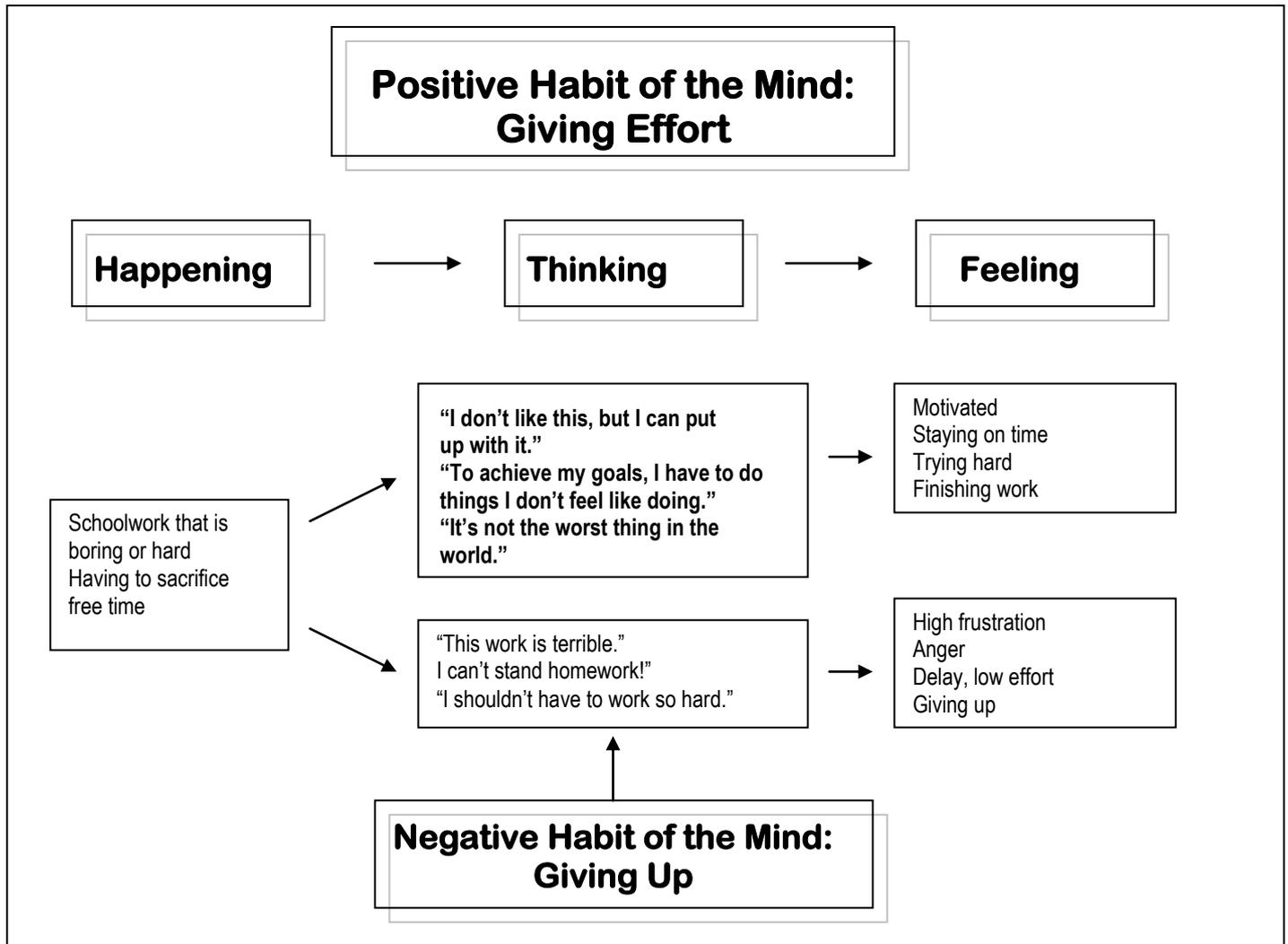
You Can Do It Program

Samford State School is a 'You Can Do It' school. The You Can Do It program was developed in Australia, at the University of Melbourne, by American psychologist, Professor Michael Bernard, it has been used extensively in the US, the UK, and across Australia, including many schools in and around Brisbane. It is a program with the goal of fostering the social and emotional development of children, assisting them to develop to their full potential. Within a common theme of developing RESILIENCE, the program focuses on the five key foundations of CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG and EMOTIONAL RESILIENCE. Positive Habits of the Mind provide the 'nuts and bolts' that support these foundations. A program such as this becomes all the more successful when it is embraced by as many as possible in the student's 'world'.

YOU CAN DO IT TRIANGLE



The diagram below illustrates how a young person has an option about how he or she thinks about school work. Depending on whether thinking comes from a positive or negative Habit of the Mind, resultant feelings and actions will determine how successful a student is in coping with school work. The diagram demonstrates how critical a student's Habit of the Mind is in determining levels of Persistence



The Habits of the Mind are not always in the immediate consciousness of the person. Because they are well-rehearsed, automatic habits, a young person can be unaware of their actual existence until they are pointed out and they become more aware of them. Rather than being distinct entities, research indicates that the Habits of the Mind are consistent elements of the Five Foundations. The Habits of the Mind nourish and support the development of the 5 Foundations. (refer to YCDI triangle model)

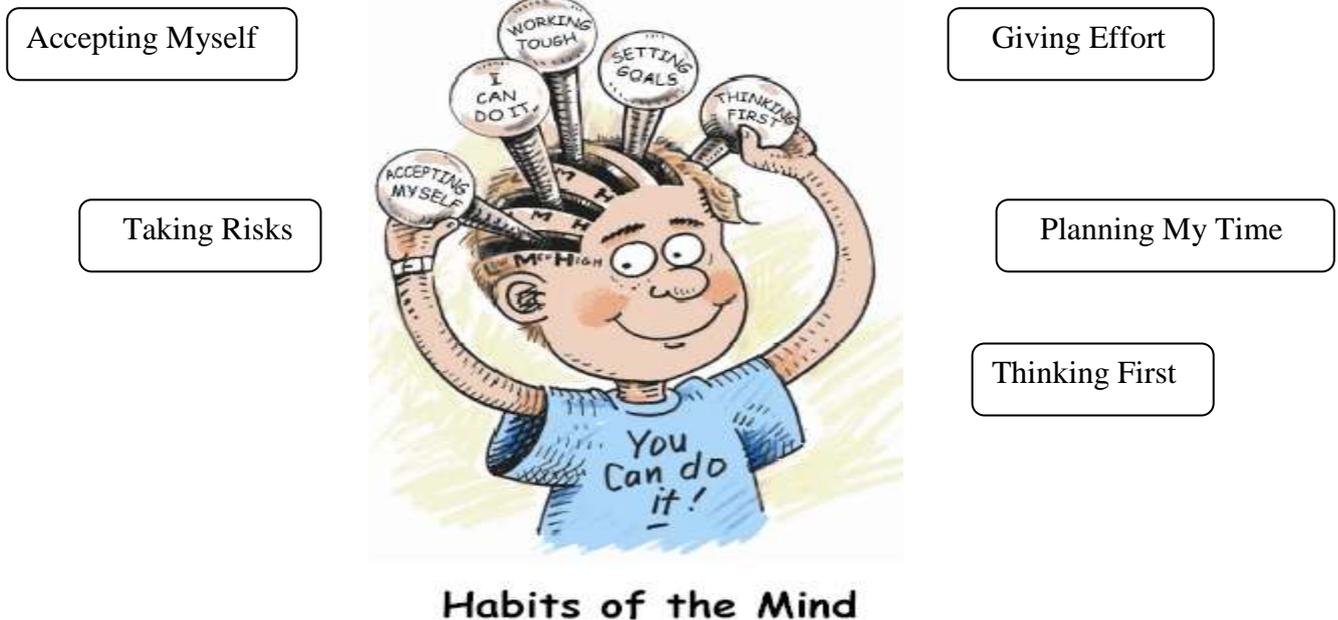
What does it take for a Young Person to Achieve Success?

While it is very important that the school work as a teacher assigns is at an appropriate level of difficulty for students and is meaningful and relevant, it is also important for young people to bring to their work positive attitudes and competencies that make the learning of this material possible. No matter how effective a teacher is, research indicates that the level and type of achievement of students and their rate of learning are largely governed by the personal characteristics students bring with them that can be called a “positive mindset for achievement.”

In order for students to be able to work independently on schoolwork and homework and to stay on task in order to learn key skills and knowledge and be successful, it is vital that they be able to:

- Be **confident** in beginning new work or continuing when a task gets hard
- **Persist** when the work is frustrating or boring until the work is completed
- Be **organised** in their management of assigned classwork and homework
- **Get along** and work cooperatively with others, by managing conflict and anger and following important school rules
- Demonstrate **emotion resilience** by controlling emotions, inhibiting impulses when upset and bouncing back from adversity

Habits of the Mind



A Habit of the Mind is an automatic tendency of a person to think in a certain way. By thinking in that way, the young person experiences certain emotions and behaviours that will either lead to sound achievement and good social-emotional behavioural well-being or under-achievement, poor psychological health and disaffection. Young people who possess the 5 Foundations think in ways that are different from those young people who, when time comes to doing tasks, are not confident, persistent, organised, emotionally resilient or get along poorly. “Successful learners” have many positive Habits of the Mind in comparison with young people who are not fulfilling their potential.

It is important to note that there are Habits of the Mind that are positive and Habits of the Mind that are negative. Young people, especially once they are made aware of their bad habits and as they grow older, can exert some significant control over their own way of thinking.

ORGANISATION

- **Organisation means** ... setting a goal to be successful, planning my time so that I'm not rushed, and having all my supplies ready.

Examples of Organised Behaviour

- Making sure I understand my teacher's instructions before I begin work
- Having all my school supplies ready
- Having a neat desk and school bag so I can find everything
- Planning when I'm going to do my homework so I have enough time



Habits of the Mind to Help Me Be Organised

- **Setting a Goal** means thinking that setting a goal can help me be more successful at something
- **Planning My Time** means thinking about how long schoolwork is going to take me to get done and planning enough time to get it done.

GETTING ALONG

- **Getting Along means** .. working well with my classmates, solving conflicts peacefully, being sensitive to the feelings of others, being respectful, and helping make my community a better place to live and learn

Examples of Getting Along

- Working well with my classmates
- Listening and not interrupting when someone else is speaking
- Talking rather than fighting when someone treats me unfairly
- Following important classroom rules
- Helping others in need



Habits of the Mind to Help Me Get Along

- **Being Tolerant of Others** means not thinking that when someone is mean to me or different from me that he or she is a totally bad person
- **Playing by the Rules** means thinking that by following school rules, school will be a better place to live and learn
- **Thinking First** means thinking that when someone treats me badly, I need to think about the best way to act
- **Social Responsibility** means thinking that it is important to be a good citizen and to help build a world with fairness and justice for all where everyone feels safe and secure

CONFIDENCE

- **Confidence means** ... feeling I can do it
Confidence also means not being afraid to make mistakes or to try something new.

Examples of Being Confident

- Raising my hand to answer a hard question
- Doing hard work without asking for help
- Sharing a new idea with my teacher and class
- Saying “hello” and talking to someone new

Habits of the Mind to Help My Confidence

- **Accepting Myself** means not thinking badly about myself when I make a mistake
- **Taking Risks** means thinking that it's good to try something new even though I might not be able to do it
- **Being Independent** means thinking that it's important for me to try new activities and to speak up even if classmates think I'm silly or stupid



PERSISTENCE

- **Persistence means** ... trying hard and not giving up when something feels like it's too hard to do.

Examples of Persistent Behaviour

- Continuing to try even when schoolwork is hard
- Not being distracted by others
- Checking my work when I am finished to make sure it's correct
- Completing assignments on time

Habits of the Mind to Help Me Be Persistent

- **Thinking “I Can Do It”** means thinking that even when my work is hard, I can still do it
- **Giving Effort** means thinking that the harder I try, the better my success will be
- **Working Tough** means thinking that to be successful, I sometimes have to do things that are not easy or fun



EMOTIONAL RESILIENCE

Resilience means ... knowing how to stop myself from getting extremely angry, down, or worried when something “bad” happens. It means being able to calm down and feel better when I get very upset. It also means being able to control my behaviour when I am very upset.

Examples of Resilience

- When someone treats me unfairly, inconsiderately disrespectfully, I can stop myself from getting too angry and lashing out
- When I make mistakes, do not understand something, get a bad school report, or am teased or ignored, I can stop myself from getting very down
- When I have an important test or activity to perform, I can stop myself from getting extremely worried
- When I want to meet someone new, I can stop myself from getting extremely worried
- When someone is putting pressure on me to do the wrong thing, I can stop myself from getting extremely worried about what they will think of me if I stand up and say “no”



Emotional Resilience

Negative Habits of the Mind that Hurt my Resilience

- **Self-Downing** – means thinking that I am useless or a total failure when I have been rejected or have not achieved a good result (replace with **Accepting Myself**)
- **Needing to be Perfect** means thinking that I have to be successful or perfect in everything important I do (replace with **Taking Risks**)
- **Needing Approval** – means thinking that I need people (peers, parents, teachers) to approve of me and that, when they do not, it's the worst thing in the world (replace with **Being Independent**)
- **I Can't Do It** – means thinking that, when I have not been successful at something important, I am not good at anything and never will be (replace with **I Can Do It**)
- **I Can't Be Bothered** – means thinking that life should always be fun and exciting and that I can't stand it when things are frustrating or boring (replace with **Working Tough**)
- **Being Intolerant of Others** – means thinking that people should always treat me fairly, considerately, and the way I want and that, when they are not, they are rotten people and I have a right to get back at them (replace with **Being Tolerant of Others**).

ACTIONS YOU CAN TAKE TO SUPPORT YOUR CHILD'S SOCIAL-EMOTIONAL WELL-BEING

Instructions: Place a check next to those actions that you can take at home to increase the social-emotional well-being and achievement of your child(ren). Don't worry if you are a little fuzzy on how to perform the actions.)

Parent Capability No 1 – Develop a Positive Parent-Child Relationship (especially important if your child has achievement or behaviour problems)



- Spend extra “special time” with your child
- Give your child plenty of physical affection (e.g., hugs and kisses)
- Actively listen to your child without interrupting
- Refrain from using a negative tone of voice
- Be emotionally resilient and calm when faced with your child’s imperfections
- Other actions _____
- Other actions _____

Parent Capability No 2 – Communicate High, Realistic Expectations for Your Child’s Achievement and Behaviour



- Communicate from time to time that you expect your child to do the best s/he can in school
- Discuss expectations or rules for behaviour (e.g., speaking respectfully, homework curfew, drinking and the consequences for breaking rules)
- Praise your child when s/he has worked hard and made good behavioural choices
- Consistently enforce consequences (do what you say you are going to do).
- Examine homework and have your child redo work that is sloppy and reveals little application
- Other actions _____
- Other actions _____

Parent Capability No. 3 – Provide Your Child with Special Responsibilities and Involve Him/Her in Decision-Making



- Allow your child to “have a say” when it comes to making decisions about the way things are done at home, including setting home rules.
- Offer your child opportunities to be in charge of something important (age-appropriate, e.g., taking care of family pet).
- Provide your child with choices as to when s/he is going to do something (e.g., homework before or after dinner).
- Include your child in planning special family events and activities.
- Other actions _____
- Other actions _____

Parent Capability No 4 – Support Your Child’s Interests



- Encourage your child to pursue his/her own interests, rather than your interests.
- Find out what interests your child and provide experiences of these interests (e.g, if you have an artistic child, locate extra-curricular art classes and activities, or if you have a child with technical-mechanical activities, locate extra-curricular activities) that accommodate these interests (e.g., woodworking class).
- Other actions _____
- Other actions _____

Parent Capability No 5 – Be interested and involved in Your Child’s Education



- Show interest in what your child is learning if different classes/subjects at school (e.g., ask questions).
- Get to know who your child’s teachers are, and their names.
- Be available to help your child when s/he has a problem with schoolwork.
- Attend school events offered to parents, (e.g., P & C Meetings, Parent/Teacher Interviews)
- Become a parent helper in the classroom
- Other actions _____
- Other actions _____

Parent Capability No 6 – Motivate Your Child’s Learning



- For homework your child finds difficult or boring / uninteresting, provide lots of praise when work is being accomplished.
- For homework your child finds interesting and pleasurable, avoid providing too much praise and, instead, encourage your child’s further learning and interest in the subject
- Communicate your belief that with effort, your child can be successful in school.
- Other actions _____
- Other actions _____

Parent Capability No 7 – Communicate / Model Values, Positive Attitudes and Social-Emotional Skills



- Spend time during the year discussing with your child important values (e.g., trust, respect, responsibility, fairness, citizenship).
- Discuss / demonstrate for your child different emotional resilience skills for staying calm (e.g, talking to someone, not blowing things out of proportion, exercising, focusing on the positive not the negative, physical relaxation).
- Provide different opportunities to encourage your child to be confident, persistent, and organised.
- Model / describe different getting along skills (e.g., how to make friends, solve conflicts and work in a group).
- Teach your child “self-acceptance” (e.g., not to put him/herself down when negative events occur).
- Teach your child “risk-taking” (e.g., to strongly desire to be highly successful but not to demand it of him/herself all the time and “awfulise” when s/he falls short).
- Teach your child “social independence” (e.g., preferring to be liked and approved of but not needing everyone to like and approve of him/her all the time; knowing that it is important to try new things and speak up even if others think s/he is silly or stupid).
- Teach your child “high frustration tolerance” (e.g., in order to achieve success in the long-term, you sometimes have to do things that are unpleasant).
- Teach your child “acceptance of others” (e.g., preferring that people are fair and treat him properly but not totally condemning others when they act inconsiderately; accepting that people make mistakes; condemning the sin but not the sinner).
- Other actions _____
- Other actions _____