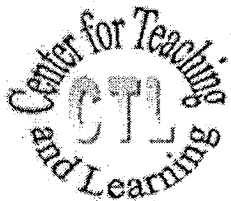# Leveraging Strengths Assessment and Intervention Model (LeStAIM)

Center for Teaching and Learning, CSUN
WHAT REALLY WORKS
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Demystification Conversation with Joseph

The graphic below organizes areas of strength (<u>Works GREAT! for YOU</u>), intact performance (<u>Working For You</u>), and weakness (<u>Working On</u>):

How Joseph's Mind Works

<u>Works GREAT! for you:</u>	<u>Working for you:</u>	<u>Working On:</u>
• using words • reading comprehension • writing content • kinesthetic/multisensory • socialization- people skills	• recall familiar information • math	• memory for novel/abstract information • test taking • organizing; time mgt • paper and pencil skills • slow processing

Strength to Strategy Plan:

1. **Strength:** using words
   Strategy: talk through problems, use self questioning techniques, pair verbal mediation with tasks that require visual analysis, rehearse mnemonic cues- make up a sentence to recall order and components.

2. **Strength:** reading comprehension
   Strategy: re-read directions twice, use text message/email reminders to organize and manage time (use this feature on assignment calculator)

3. **Strength:** writing content
   Strategy: write your own practice test, use a word processor to write a paraphrase of complex information in your own words and check in with teachers (could be an emailed message) to insure clarity

4. **Strength:** kinesthetic/multisensory
   Strategy: word process instead of handwriting papers, "play around with information"- write post it notes and arrange them in order, use flash cards with visual cues or pictures to add to meaning e.g. Teddy Roosevelt the rough rider, draw a teddy bear sitting on a horse and differentiate FDR by drawing him dealing cards at a table for his New Deal.

5. **Strength:** socialization, people skills
   Strategy: study with buddies, quiz each other, compare notes. Relate to teachers, meet with them before class, after class, enlist their expertise

Search
INSTITUTE

40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

HEALTHY YOUTH®

External Assets

Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. **Other adult relationships**—Child receives support from adults other than her or his parent(s).
4. **Caring neighborhood**—Child experiences caring neighbors.
5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.

Empowerment
7. **Community values youth**—Child feels valued and appreciated by adults in the community.
8. **Children as resources**—Child is included in decisions at home and in the community.
9. **Service to others**—Child has opportunities to help others in the community.
10. **Safety**—Child feels safe at home, at school, and in his or her neighborhood.

Boundaries & Expectations
11. **Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
14. **Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
15. **Positive peer influence**—Child's closest friends model positive, responsible behavior.
16. **High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities.

Constructive Use of Time
17. **Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.
18. **Child programs**—Child participates two or more times per week in cocurricular school activities or structured community programs for children..
19. **Religious community**—Child attends religious programs or services one or more times per week.
20. **Time at home**—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets

Commitment to Learning
21. **Achievement Motivation**—Child is motivated and strives to do well in school.
22. **Learning Engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
23. **Homework**—Child usually hands in homework on time.
24. **Bonding to school**—Child cares about teachers and other adults at school.
25. **Reading for Pleasure**—Child enjoys and engages in reading for fun most days of the week.

Positive Values
26. **Caring**—Parent(s) tell the child it is important to help other people.
27. **Equality and social justice**—Parent(s) tell the child it is important to speak up for equal rights for all people.
28. **Integrity**—Parent(s) tell the child it is important to stand up for one's beliefs.
29. **Honesty**—Parent(s) tell the child it is important to tell the truth.
30. **Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.
31. **Healthy Lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

Social Competencies
32. **Planning and decision making**—Child thinks about decisions and is usually happy with results of her or his decisions.
33. **Interpersonal Competence**—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
34. **Cultural Competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
35. **Resistance skills**—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
36. **Peaceful conflict resolution**—Child seeks to resolve conflict nonviolently.

Positive Identity
37. **Personal power**—Child feels he or she has some influence over things that happen in her or his life.
38. **Self-esteem**—Child likes and is proud to be the person that he or she is.
39. **Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.
40. **Positive view of personal future**—Child is optimistic about her or his personal future.

Search INSTITUTE

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

HEALTHY YOUTH®

External Assets

Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning
21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity
37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

Dynamic Assessment Process

What Works Conference
Wilda Laija-Rodriguez, Ph.D. and Richard Goldman, M. S.

Dynamic Assessment is based on Vygotzky's Zone of Proximal Development [ZPD: The difference between children's independent functioning and the functioning when working with a more knowledgeable partner (Lidz, 1991]. Vygotzky believed that students are able to problem solve with the assistance of a skilled partner who would scaffold the information for them. This scaffolding of information is referred to as mediated learning. The process of mediated learning and assessment becomes what we know as Dynamic Assessment. Dynamic assessment can be used to derive at strengths by enabling the examiner to interact and collaborate with the student during the assessment in order to understand where the child may be functioning and what "mediation" the child may need to learn a concept or perform a task at a higher level.

Steps in Dynamic Assessment:

- 1) Test
    - Observe problem solving during standardized and/or informal assessments
    - Make note of problem solving strategies and errors.
    - Indicate Input and Output of information
- 2) Intervene/Mediate
    - Scaffold a concept within the student's ZPD to assist student learning
    - Move from expressive to receptive or receptive to expressive when explaining the task
    - Move from visual to auditory task or auditory to visual task when explaining the task
    - Break task into steps in order to scaffold concept
    - Use visuals or manipulatives to explain concept
    - Use and develop metacognitive strategies to teach problem solving
    - Discuss strategy application for maintenance
    - Document needed accommodations necessary for learning

- 3) Re-Test
    - Test again or asses if student learned strategies taught during mediation
    - Document what the student needs in order to learn the information
    - List interventions and accomodations
    - Note how student retains information
    - Note how the may student use that information for future learning

For further information refer to: Lidz , C., & Elliot, J. (2000) Dynamic Assessment: Prevailing Models and Applications. JAI Publishers: New York.