

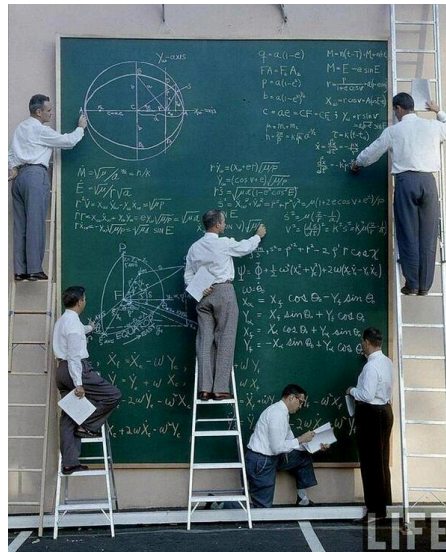


Getting Relationships Right

Search Institute Webinar

May 6, 2014

Visit www.search-institute.org if
you want a copy of these slides

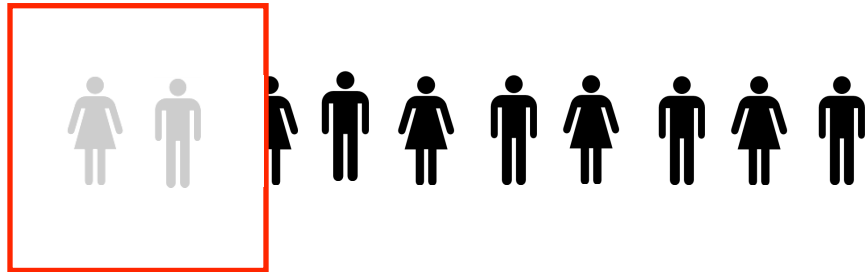




We will save time at the end for your questions and penetrating insights...

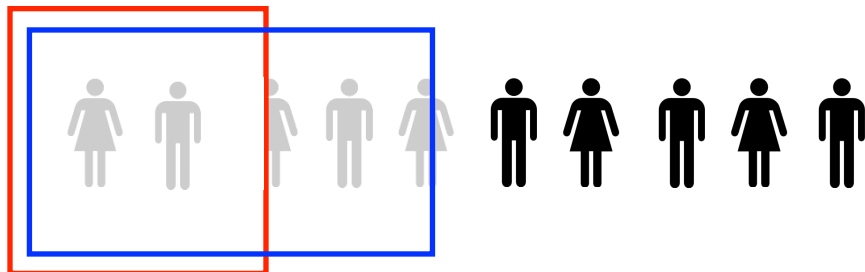


Fail to Complete High School



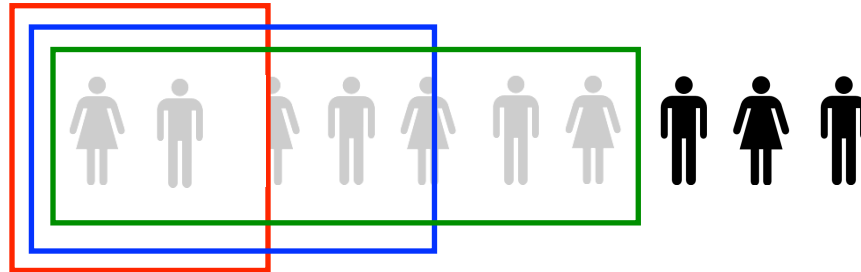
**Why will those kids likely have
very different outcomes
in education and in life?**

Fail to Complete High School



Fail to Attend College

Fail to *Complete* High School

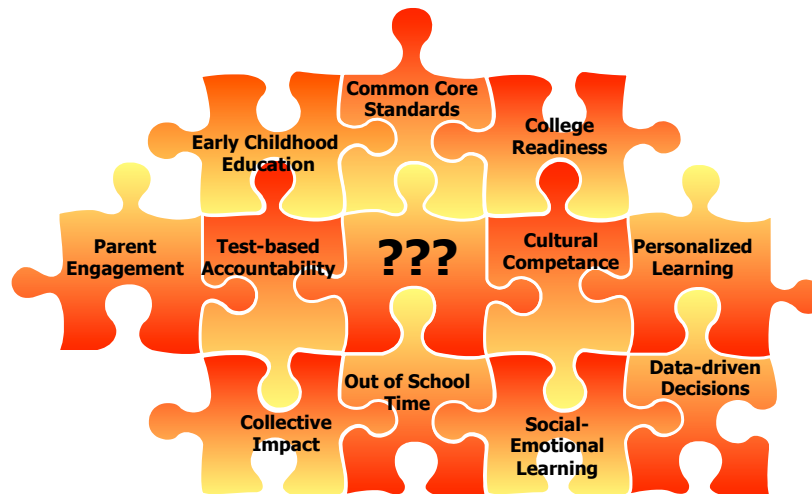


Fail to *Attend* College

Fail to *Complete* College

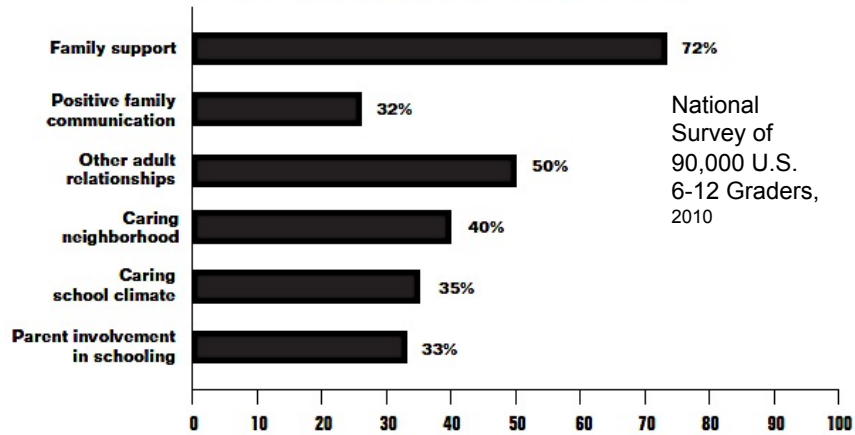
Adapted from Mandy Savitz-Romer, Harvard University, and P. Gore, University of Utah

Putting the Pieces Together



A Missing Piece of the Puzzle: Developmental Relationships

Youth Who Report Experiencing the Support Assets



National
Survey of
90,000 U.S.
6-12 Graders,
2010

Source: Benson, P.L., Scales, P.C., Roehlkepartain, E.C., & Leffort, N. A Fragile Foundation: The State of Developmental Assets among American Youth (Second Edition). Search Institute, 2011.

Relationships as the Active Ingredient



For the study, see Junlei Li and Megan Julian, "Developmental Relationships as the Active Ingredient: A Unifying Working Hypothesis of "What Works" Across Intervention Settings, American Journal of Orthopsychiatry, 2012

Relationships and College Readiness

High correlation between students' experience of supportive relationships and:

- Levels of motivation
- Levels of self-confidence
- Frequency with which they practice good study habits
- Grades
- PSAT scores

Scales, Pekel, Roehlkepartain, & Syvertsen, 2014, Study of 20,000 Dallas ISD students, in preparation)

Relationships in Families

The character of the relationships and the ways that people interact in families are much better predictors of youth well-being (multiple measures) than demographic factors such as race-ethnicity, income, family structure and gender.

Amy Syvertsen, Eugene Roehlkepartain and Peter Scales,
Family Assets Study, Search Institute, 2012

Relationships and Programs that Work

"The common feature of successful interventions across all stages of the life cycle through adulthood is that they promote attachment and provide a secure base for exploration and learning for the child. Successful interventions emulate the mentoring environments offered by successful families."

-- James Heckman and Tim Kautz,
University of Chicago, 2013

Relationships and Student Achievement

"The perception that teachers care about their students is among the strongest predictors of student performance."

-- Carol Dweck, Gregory Walton & Geoffrey Cohen,
Stanford University, 2011

Relationships and Engagement in School

“Counter to cultural assumptions that boys are generally resistant to schooling, boys in our studies indicated remarkable acceptance of the value and necessity of their school programs. Resistance and opposition arise most commonly when boys are unable to establish positive relationships with teachers and other staff.”

-- Michael Reichert and Richard Hawley,
Center for the Study of Boys' and Girls' Lives, 2012

Relationships and Social-Emotional Skills

“Relationships are the soil in which children's social-emotional learning skills grow.”

-- Susan Jones and Suzanne Bouffard,
Harvard University, 2012

Relationships and Confronting Challenges

"Backing from others is powerful because it increases an individual's self-confidence, provides a safety net if we should fall, and bolsters our belief that we can overcome obstacles. As a result, we tend to more actively solve problems rather than passively avoiding challenges."

--Steven M. Southwick, Yale University School of Medicine and
Dennis S. Charney, Icahn School of Medicine at Mount Sinai

Source: Southwick, M. & Charney, D.S. Ready for Anything. *Scientific American Mind*, July/August 2013

Beyond Research: Our Own Experiences

"Nearly every person I know has some version of this story: the moment when a teacher changes the course of your life. A good teacher, after all, wields the authority of a parent with none of the psychological baggage. The best of them are semi-mysterious figures whose wisdom seems boundless and whose approval helps us discover who we are."

-- Steve Almond,

The Boston Globe Magazine, March 23, 2014

Encouragement at Work

“Mrs. Martino, my kindergarten teacher, was one of the most important and influential people in my life besides my parents. She was the one who noticed I was an awkward and insecure boy and made sure to remind me daily of how talented and beautiful I was. My success in life is directly related to the confidence this incredible woman instilled upon me during my most important years.”

-- Nicholas Ferroni, *Huffington Post*, April, 2013

Which adults and peers made a big difference in your life when you were growing up?

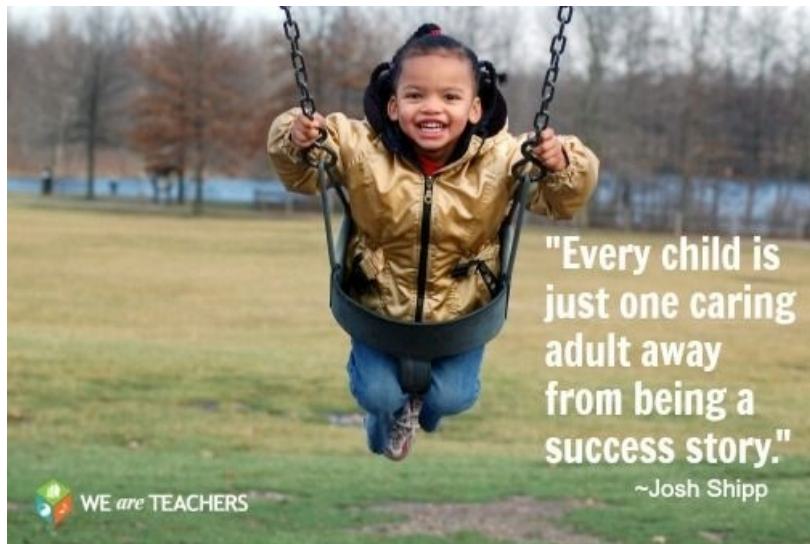
- Helped you understand who you really are
- Helped you envision who you wanted to be



**We know strong relationships
correlate with good outcomes, but...**



**Can you change relationships
to improve outcomes?**



**To figure that out, we need a
new way to think and talk
about relationships**



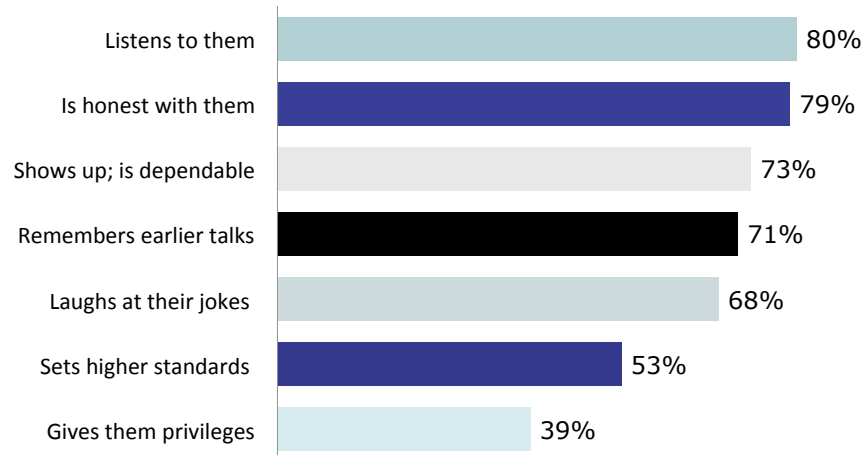
Investigating Relationships

- Literature reviews on relationships and thriving
 - Started with young adolescents
 - Expanding to early childhood
- Analyses of existing data, including Family Assets
- National focus groups and interviews with
 - Youth
 - Parents
 - Teachers
 - Youth workers

How do they define
and experience key
relationships that
help them grow?

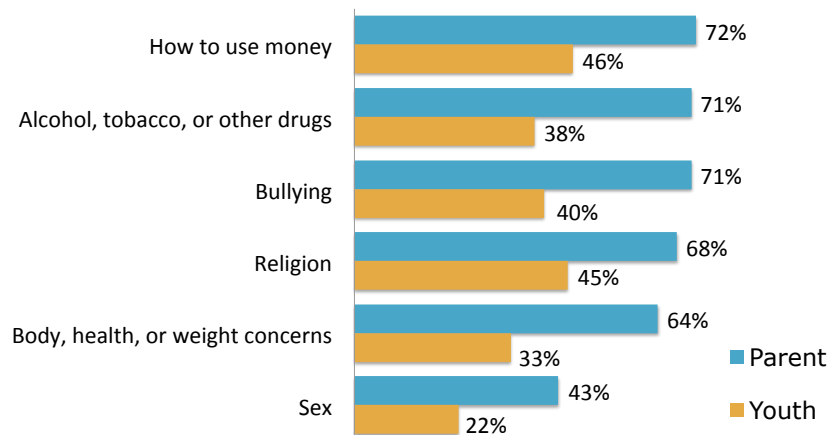
Mining a Mountain of Data

Percentage of 15 year olds who say adults "get" them do these things "a lot."



Draw the map yourself, but then also ask others for their perspective

How comfortable do you feel talking about the following topics with your parent/child? (Very comfortable)



Source: Search Institute Family Assets Study, 2012



A Voice from History

"Your own resolution to succeed is more important than any other one thing."

-- Abraham Lincoln's advice
to a young law student

Download the Developmental Relationships Framework at www.search-institute.org

A Research Update from Search Institute: Developmental Relationships

Both researchers and practitioners have long embraced the idea that interaction with caring adults is central to young people's development. New research being conducted at Search Institute confirms that conviction, but we are also finding that both caring and adults are necessary but not sufficient strands in the broader web of relationships that kids need to succeed. In addition to expressing care, young people also need people in their lives who challenge growth, provide support, share power, and expand possibilities. And while relationships with adults can do all of these things in powerful and positive ways, we can close connections with friends, siblings, and other peers.

Search Institute has adapted the term *developmental relationships* to describe the broader concept of relationships that is the focus of our new research and development agenda. Through our work to date, we have identified 20 actions that make a relationship developmental, and we have organized those actions into a framework that is being examined empirically through a national study that will be released in fall 2014. In the most transformative developmental relationships, all of these actions are fundamental, with each person contributing to and benefiting from them. For the purpose of clarity, however, the framework is expressed below from the perspective of one young person in a developmental relationship.

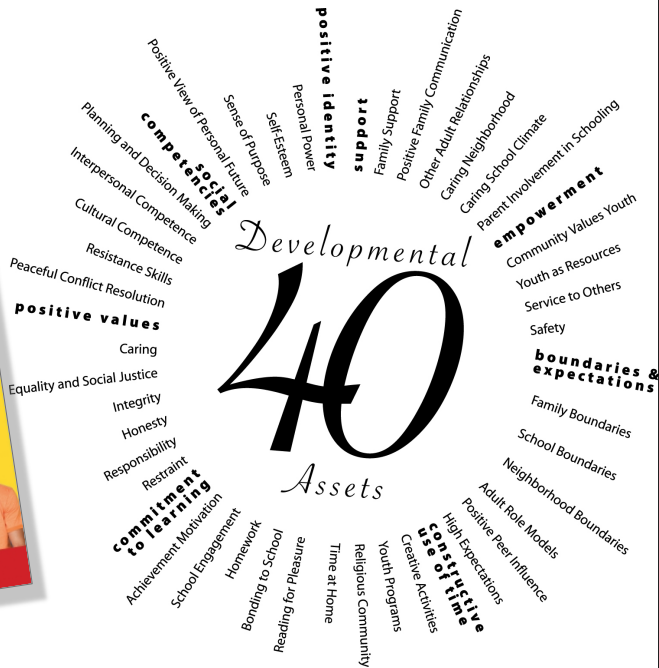
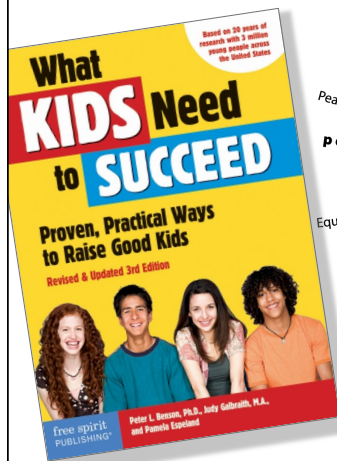
The Developmental Relationships Framework

Express CARE Show that you like me and want the best for me.	<ul style="list-style-type: none"> Be Present—Pay attention when you are with me. Be Warm—Let me know that you like being with me and express positive feelings toward me. Invest—Commit time and energy to doing things for and with me. Show Interest—Make it a priority to understand who I am and what I care about. Be Dependable—Be someone I can count on and trust.
CHALLENGE Growth Insist that I try to continuously improve.	<ul style="list-style-type: none"> Inspire—Help me see future possibilities for myself. Expect—Make it clear that you want me to live up to my potential. Stretch—Recognize my thoughts and abilities while also pushing me to strengthen them. Limit—Hold me accountable for appropriate boundaries and rules.
Provide SUPPORT Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> Encourage—Praise my efforts and achievements. Guide—Provide practical assistance and feedback to help me learn. Model—Be an example I can learn from and admire. Advocate—Stand up for me when I need it.
Share POWER Hear my voice and let me share in making decisions.	<ul style="list-style-type: none"> Respect—Take me seriously and treat me fairly. Give Voice—Ask for and listen to my opinions and consider them when you make decisions. Respond—Understand and adjust to my needs, interests, and abilities. Collaborate—Work with me to accomplish goals and solve problems.
Expand POSSIBILITIES Expand my horizons and connect me to opportunities.	<ul style="list-style-type: none"> Explore—Expose me to new ideas, experiences, and places. Connect—Introduce me to people who can help me grow. Navigate—Help me work through barriers that could stop me from achieving my goals.

April 2014

www.search-institute.org

Copyright © 2014 Search Institute.
All rights reserved.



Actions that Make a Relationship Developmental



Express **CARE**



Give **SUPPORT**



Share
POWER

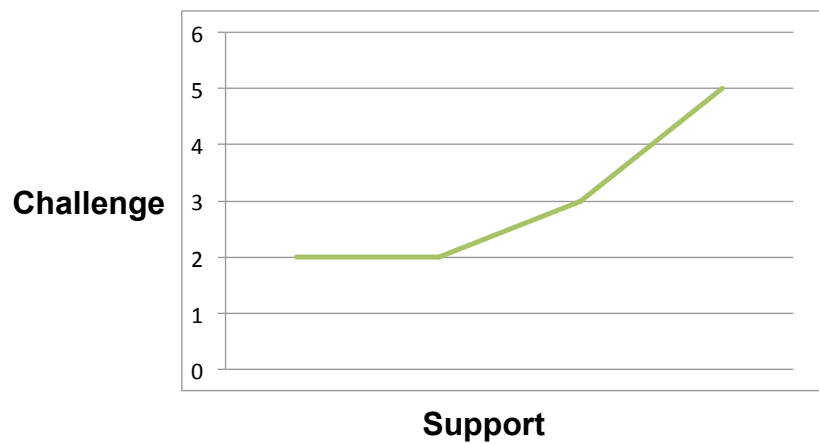


Expand **POSSIBILITIES**

CHALLENGE Growth

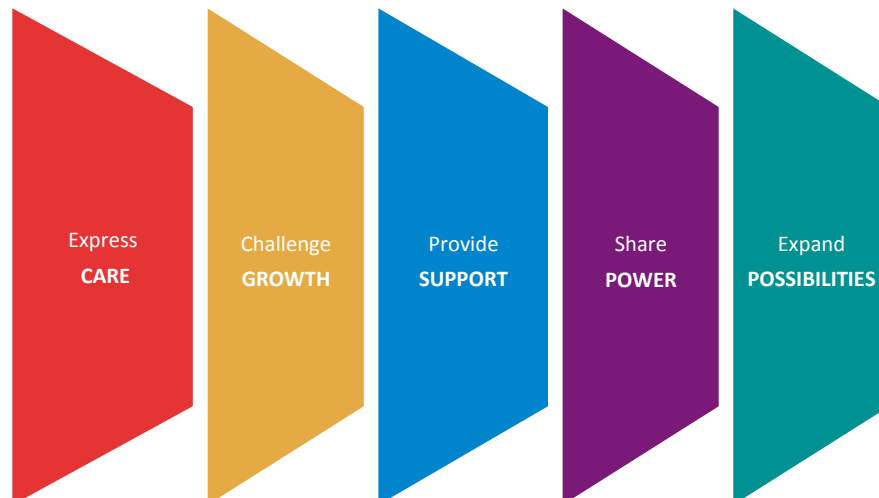


Interrelated Components

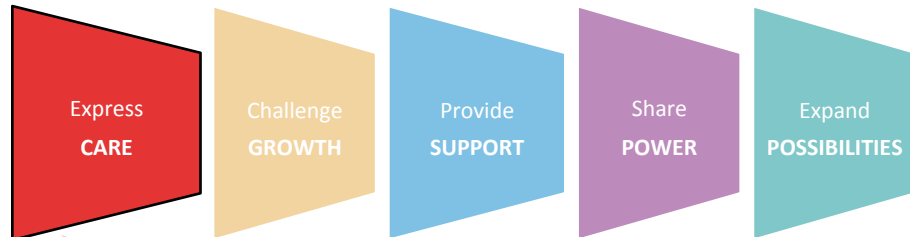




The Developmental Relationships Framework



“Show that you like me and want the best for me.”

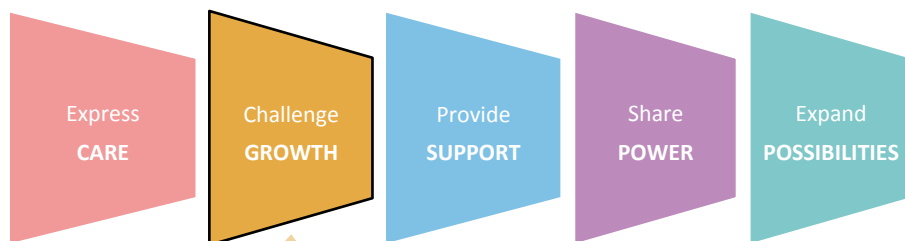


1. Be Present
2. Be Warm

3. Invest
4. Show Interest

5. Be Dependable

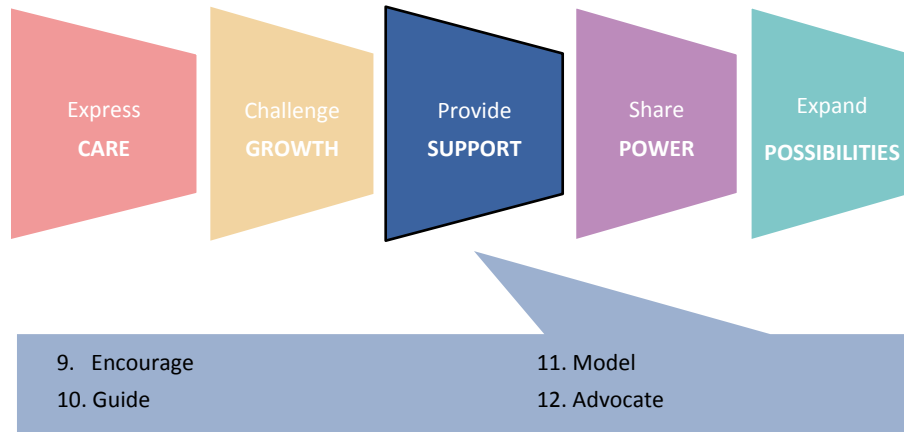
“Insist that I try to continuously improve.”



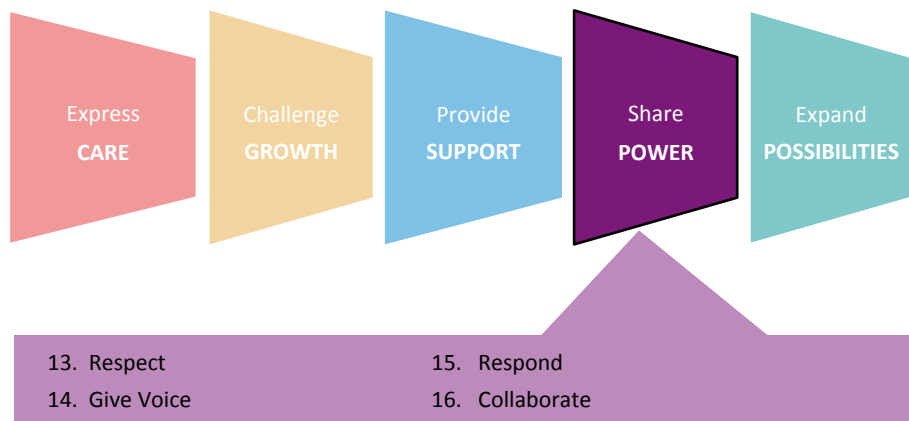
5. Inspire
6. Expect

7. Stretch
8. Limit

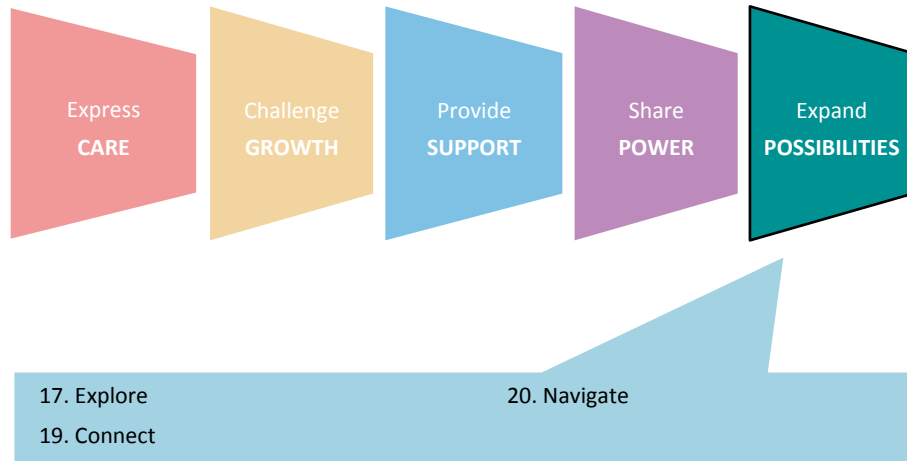
“Help me complete tasks and achieve goals.”



“Hear my voice and let me share in making decisions.”



“Expand my horizons and connect me to opportunities.”



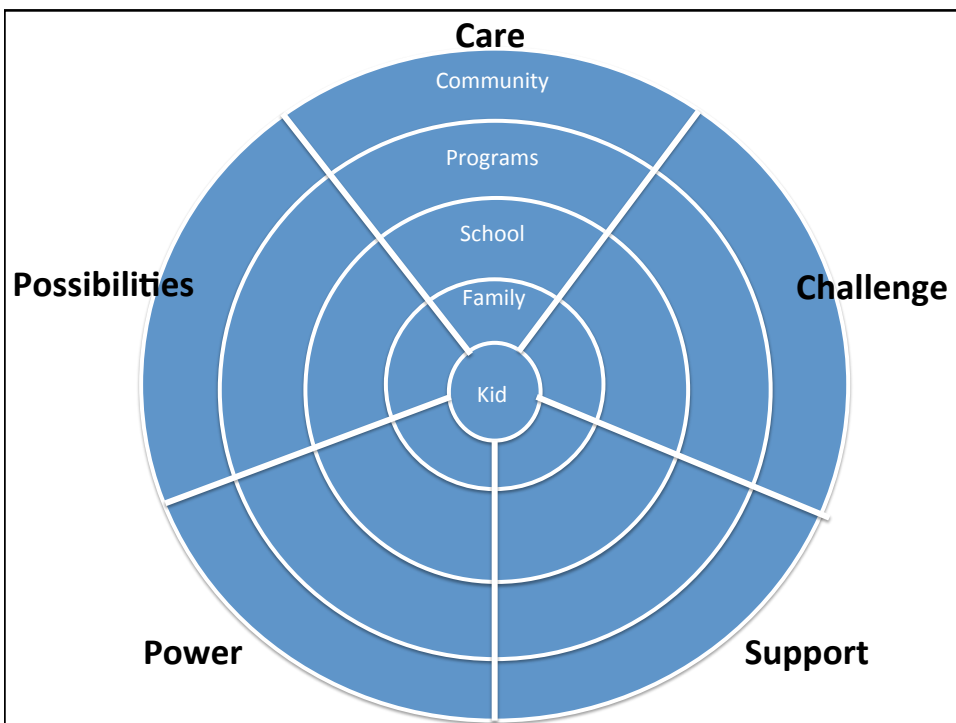
Do you mean I have to do all of those things with every kid?



Could you really get all that done?

"To achieve great things, two things are needed:
a plan, and not quite enough time."

-- Leonard Bernstein



How it should work in theory:



Photo: Brandon Jennings

Mapping Relationships (as depicted through PowerPoint clip art)



Parenting
Adults



Other
Family



Friends



Educators



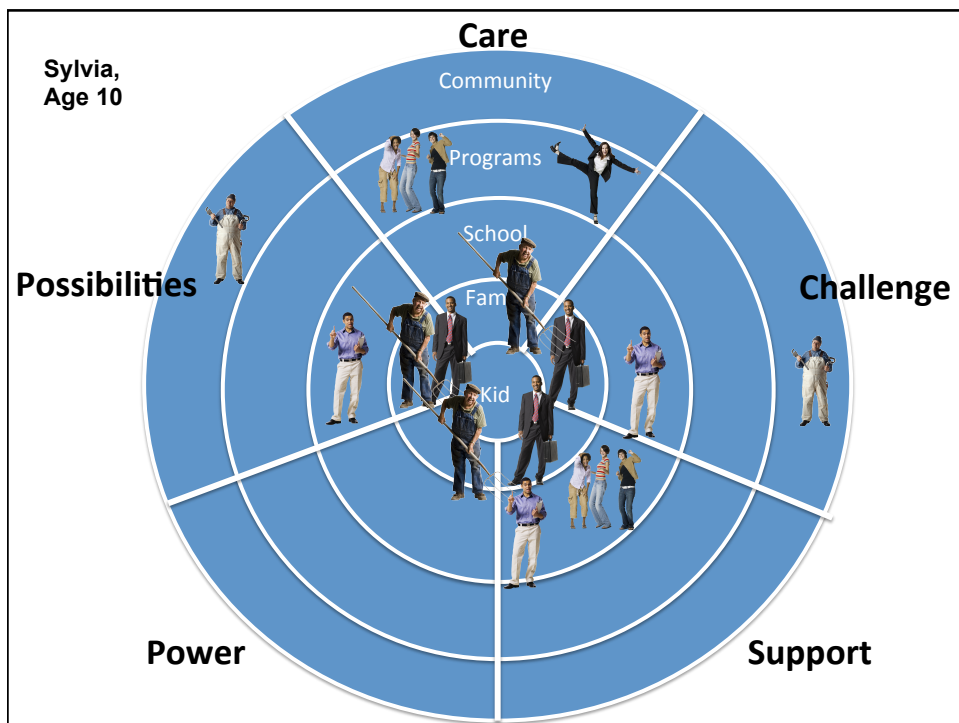
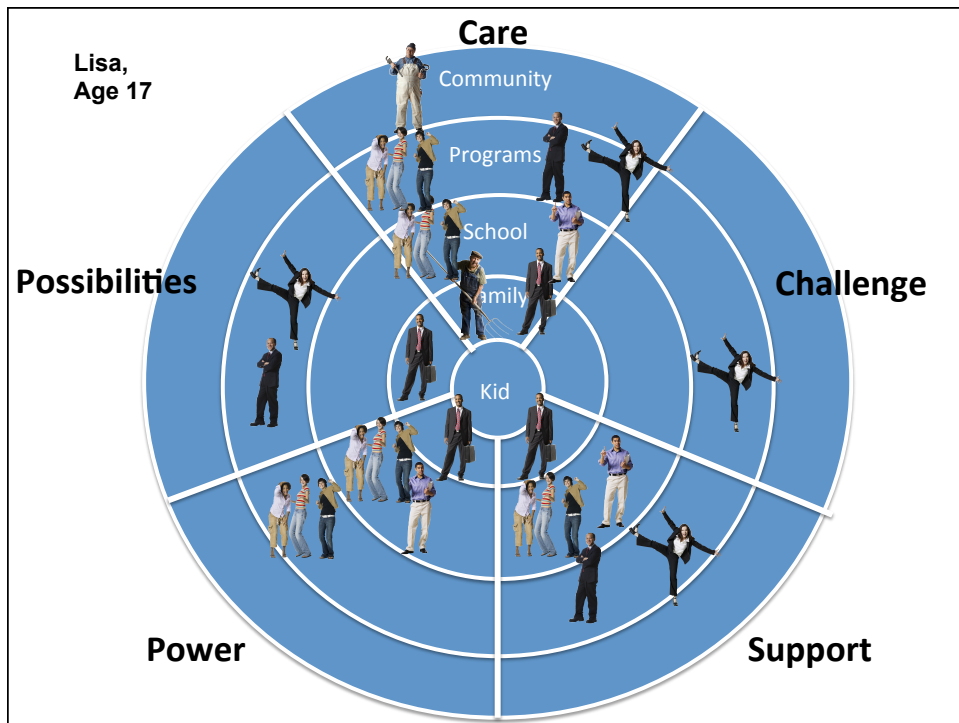
Mentors

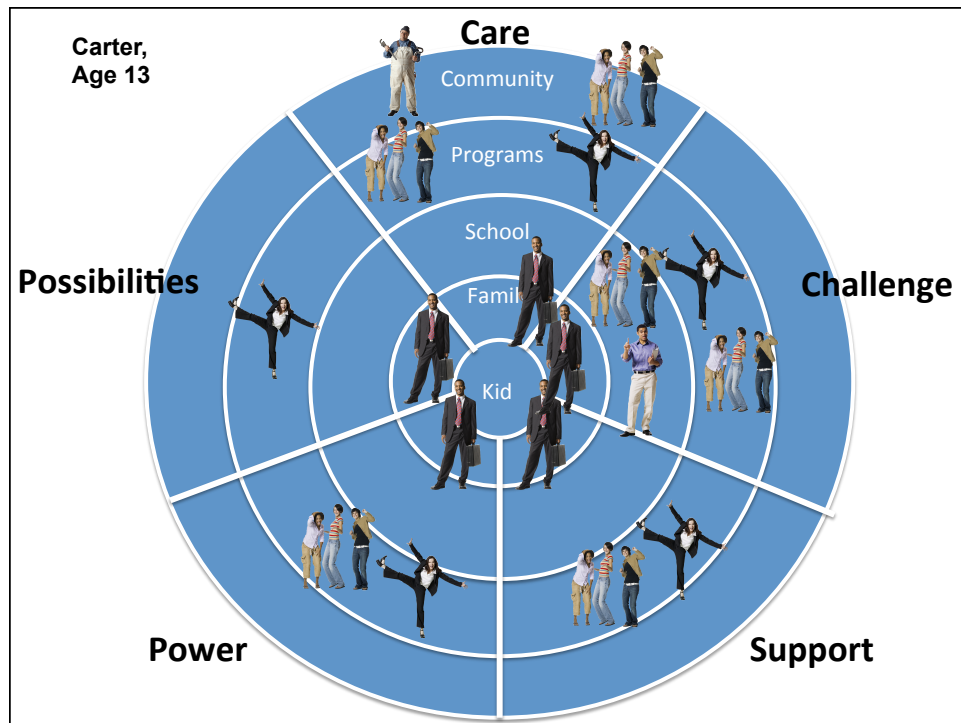


Community
Members



Coaches /
Program Staff





Search INSTITUTE

A Framework for Thinking, Talking and Acting

Express **CARE**

Give **SUPPORT**

Share **POWER**

Expand **POSSIBILITIES**

CHALLENGE Growth

Questions to Consider

1. Is there an area of the Developmental Relationships Framework that you/your family/your organization could do move often, more intentionally or more intensively?
2. Are kids experiencing both challenge and support?
3. Have your relationships shifted to reflect changes in young people's development?
4. Who could or should be added to the circles of relationships in a young person's life?
5. Are there negative relationships that need to be acknowledged and addressed?

A Personal Example



Coming in Fall 2014

- 1st major study released
- Developmental Relationships Survey
- The new ParentFurther.com

Coming in 2015

- Additional studies, a book, workshops and web-based resources that describe
 - Structures
 - Starters
 - Strategies
 - Solutions



Photo Credit: Robert Cohen, Saint Louis Post-Dispatch

The Need for Practical Tools



53

A Strategy for Expressing Care





An Extraordinary Story of Developmental Relationships

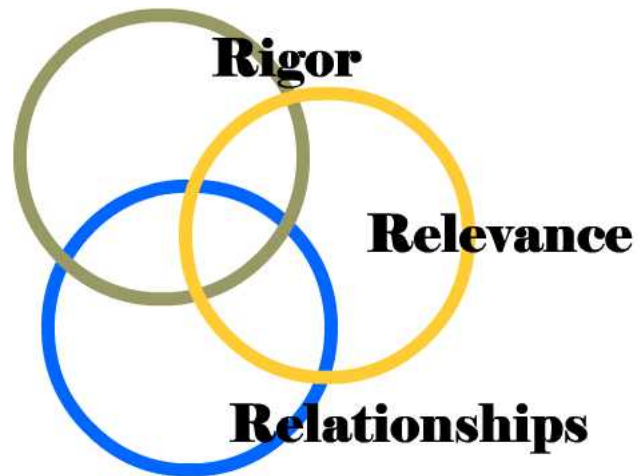
Christina on Joanne:

"I can't imagine my life without her. She taught me what it was like to hope and to truly trust: if ever in life I didn't think things would work out, I could trust her, and I would just put all my trust in her and she would get me through to the other side."

Joanne's husband:

The is for you, too.

Source: "The Toddler Who Survived, And a Cop Who Became Mom," Joseph Goldstein, *New York Times*, April 13, 2014



Source: <http://www.principalj.net/rigor-relevance-and-relationships-2/>