

STRENGTH- BASED LEARNING

**FOR ALL STUDENTS &
INCLUSIVE EDUCATION**

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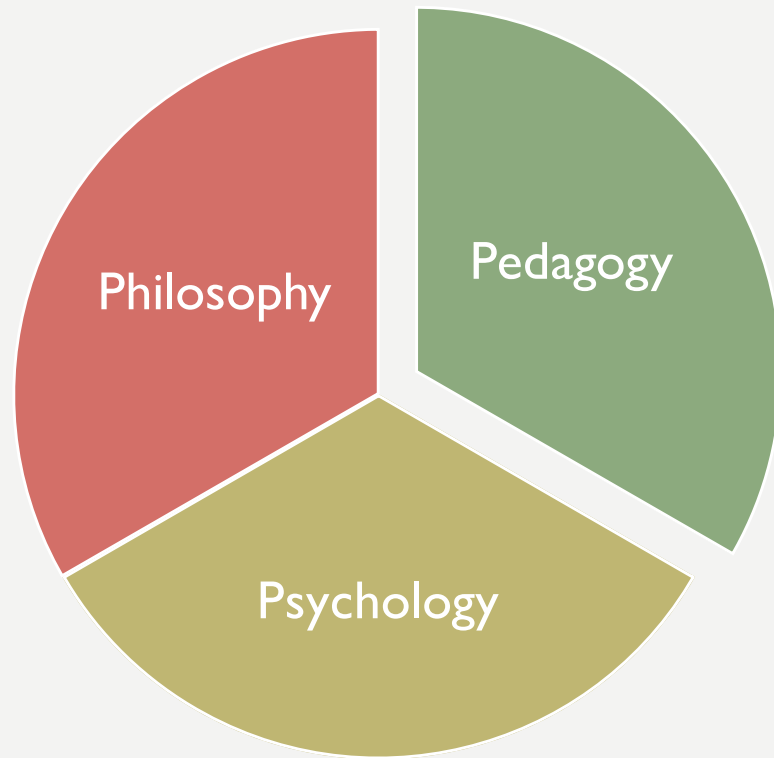
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HOW CAN GIFTED EDUCATION INFORM INCLUSIVE EDUCATION?





SECTION 1

THE FUNDAMENTAL

TWO PHILOSOPHIES OF INCLUSION

HUMANITARIANISM 人道主義



EGALITARIANISM 平等主義



THE TWO SCHOOLS OF INCLUSION

HUMANITARIANISM/人道主義

- Help the needed—**Charity**-based
- Focus on **deficits** and **issues**
- **Problem**-solving
- **Diagnostic** (top-down approach)

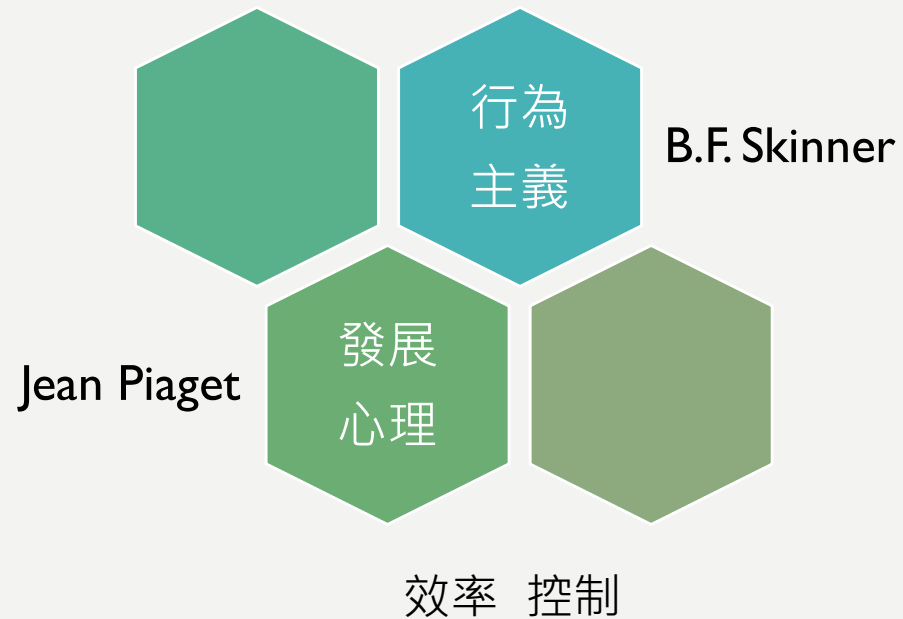
EGALITARIANISM/平等主義

- Recognize the individuals—**Celebration**-based
- Focus on **strengths** and **highlights**
- **Potential**-cultivating
- **Agential** (inside-out approach)

It doesn't have to be one way or another!!

PSYCHOLOGIES OF INCLUSION

HUMANITARIANISM & DEFICIT-BASED APPROACH



EGALITARIANISM & STRENGTHS-BASED APPROACH



STRENGTH-BASED THINKING

DEFICIT-BASED THINKING

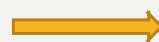
What's wrong with her?

He's just a bad kid.

Look at her behavior.

He doesn't even want my help.

Punishment will get her attention.



STRENGTH-BASED THINKING

What's right with her?

There is no such thing as a bad kid.

I wonder what is making her act that way?

He's afraid that he will get hurt again.

Caring people will get her attention.

Which perspective to look for first?

WHAT IS A STRENGTH?

Strengths can be defined broadly as positive personality qualities that:

- (1) authentically encapsulate **an individual's core values**
- (2) create **positive outcomes for the individual and others** (Niemiec, 2020).



WHAT IS STRENGTHS-BASED APPROACH?

The strength-based approach is an approach to people that views situations realistically and looks for opportunities to complement and support existing strengths and capacities as opposed to focusing on, and staying with, the problem or concern.



*

The problem and the person are separate; however, the problem is never minimized.

STRENGTH-BASED THINKING





SECTION 2

FRAMEWORKS & MIND TOOLS

WHERE TO LOOK FOR A STRENGTH

個體發展面向 INDIVIDUAL DEVELOPMENT



Lo et al., 2022

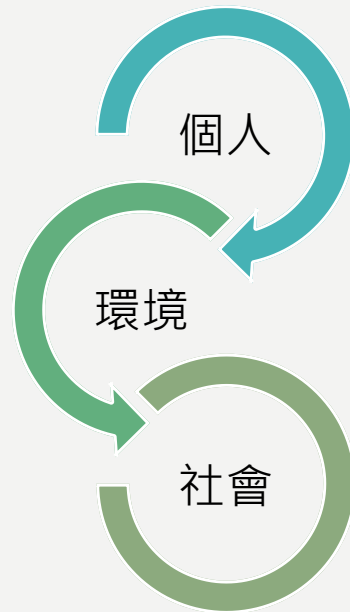


Datnow et al., 2022

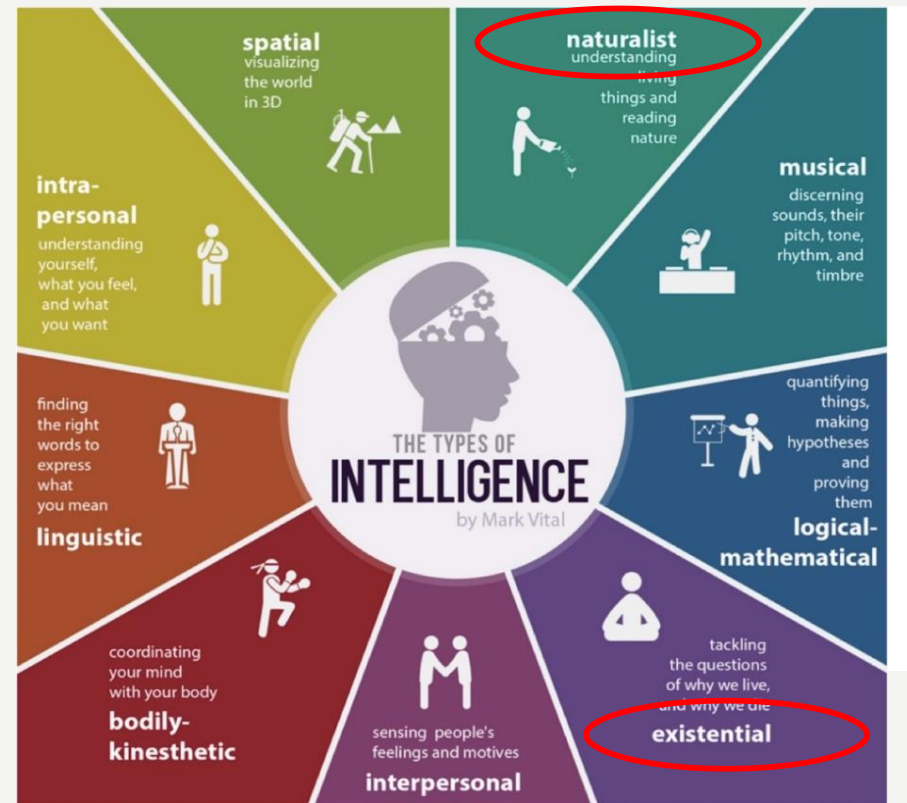
WHERE TO LOOK FOR A STRENGTH

個體+環境互動面向

ENVIRONMENT + INDIVIDUAL

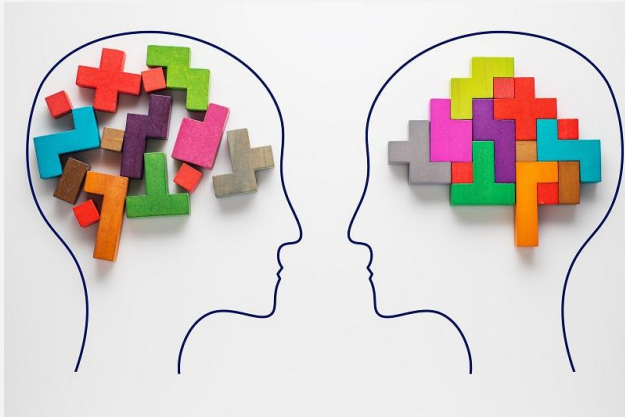


EXAMPLES

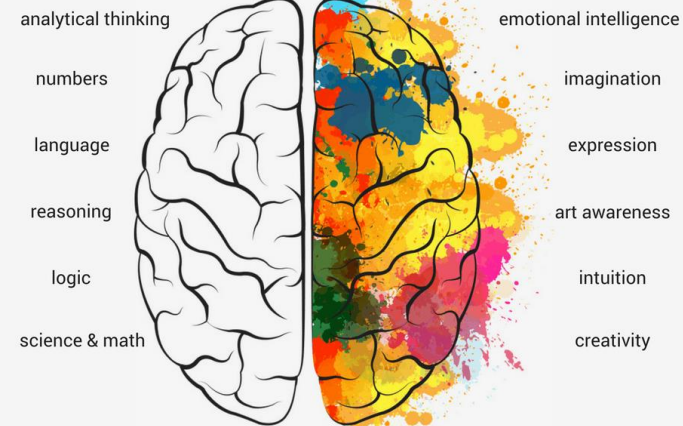


BRAIN-FUNCTION OUTPUT STRENGTHS

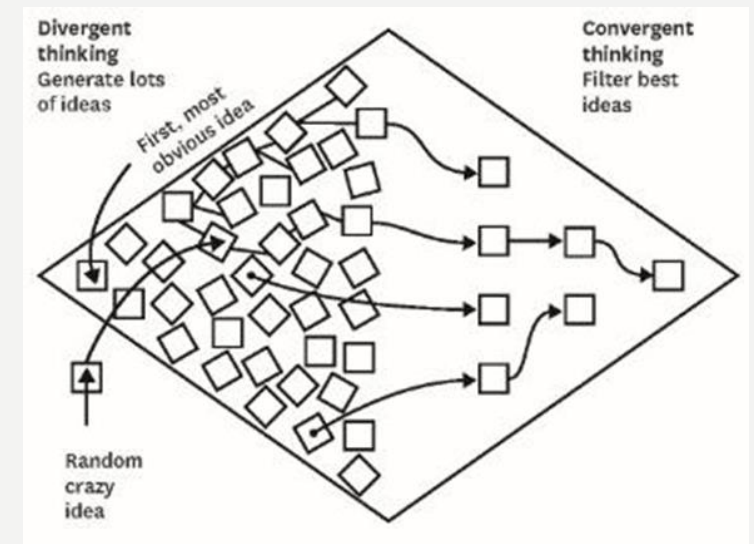
流體&晶體智力



左右腦功能



聚散&收斂思考



PERCEPTIVE STRENGTHS

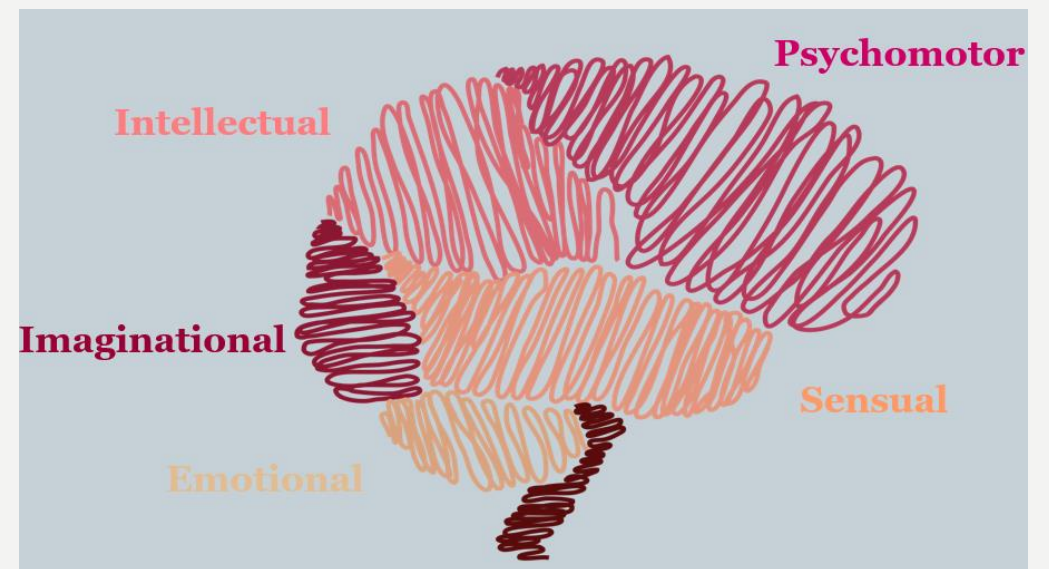
認知方式 (智力三元論)

Use Sternberg's method to create diverse activities and to help all students explore all aspects of their intelligence

<u>Analytical</u>	<u>Creative</u>	<u>Practical</u>
Analyze	Create	Apply
Critique	Invent	Use
Judge	Discover	Put into practice
Compare/contrast	Imagine if ...	Implement
Evaluate	Suppose that ...	Employ
Assess	Predict	Render practical

What **Why** **How**

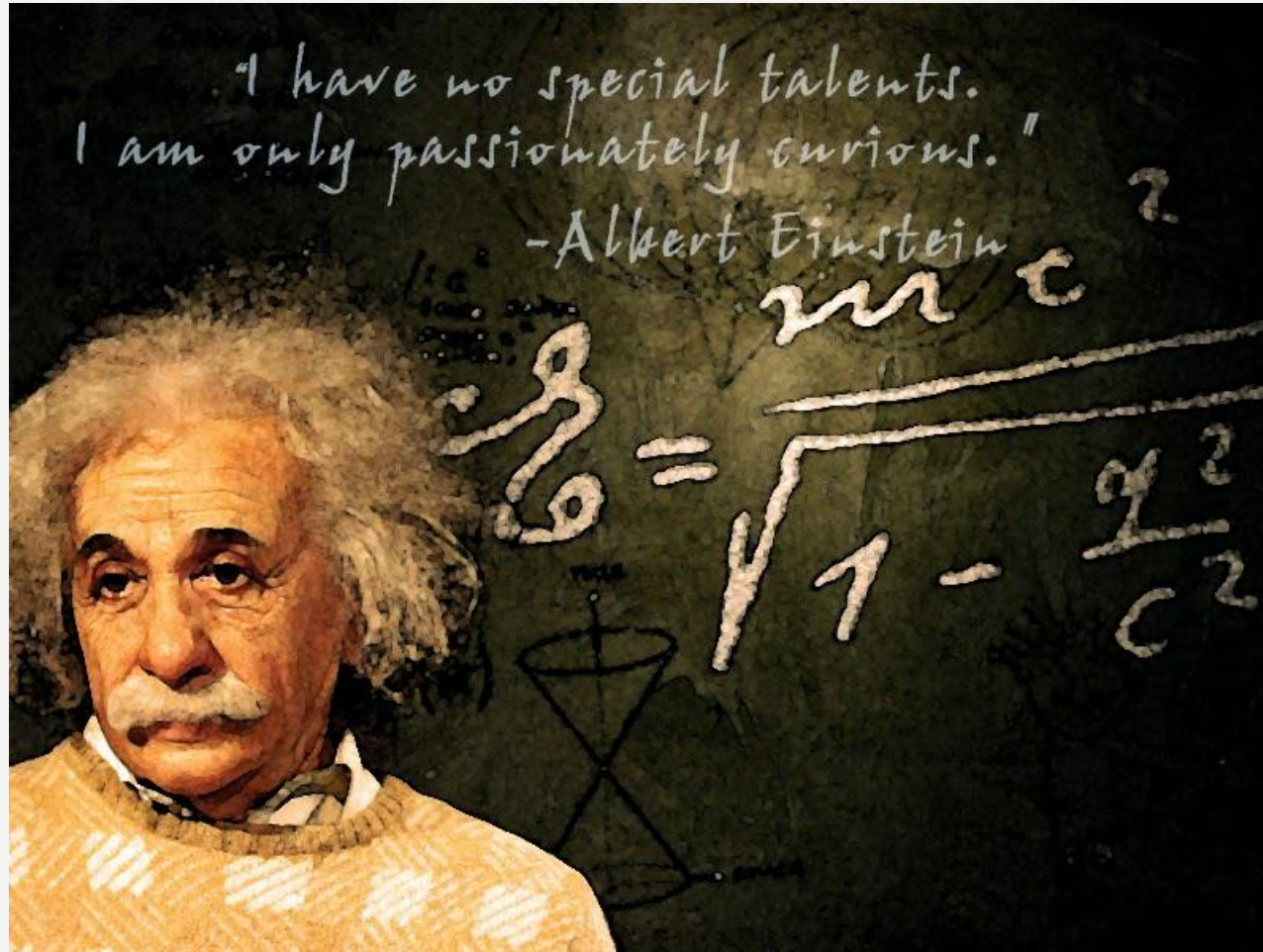
感知方式 (VARK + 過度激動理論)



IMAGINATIONAL OVEREXCITABILITY



INTELLECTUAL OVEREXCITABILITY



I have no special talents, I am only passionately curious

SENSUAL OVEREXCITABILITY



Once Upon a Mattress.....

COGNITIVE STRENGTHS

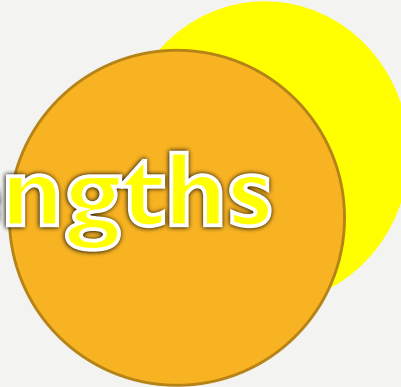


COGNITIVE STRENGTHS


facts



strengths



new idea



feelings



errors



management



PHYSICAL STRENGTHS

- Flexibility
- Agility
- Stamina
- Coordination and balance
- **Great smiles**
- **Contagious laughter**
- **Fine muscle movements**
- **Great rope-jumper**
- **Sincere handshakes**



AESTHETIC STRENGTHS

- Perceive beauty
- Combine elements in unique ways
- Create harmonious experiences
- Present elegantly
- **Catch subtleties**
- **Cook delicious dishes**
- **Seek intense and sensitive feelings**



CHARACTER STRENGTHS

(PETERSON & SELIGMAN)

智慧	勇氣	人性	正義	克制	超凡
Wisdom	Courage	Humanity	Justice	Temperance	Transcendence
Creativity	Bravery	Love	Teamwork	Forgiveness	Appreciation of beauty and excellence
Curiosity	Perseverance	Kindness	Fairness	Humility	Gratitude
Judgement	Honesty	Social intelligence	Leadership	Prudence	Hope
Love of learning	Zest			Self-regulation	Humour
Perspective					Spirituality



SECTION 3

IDEAS, STRATEGIES & ACTIVITIES

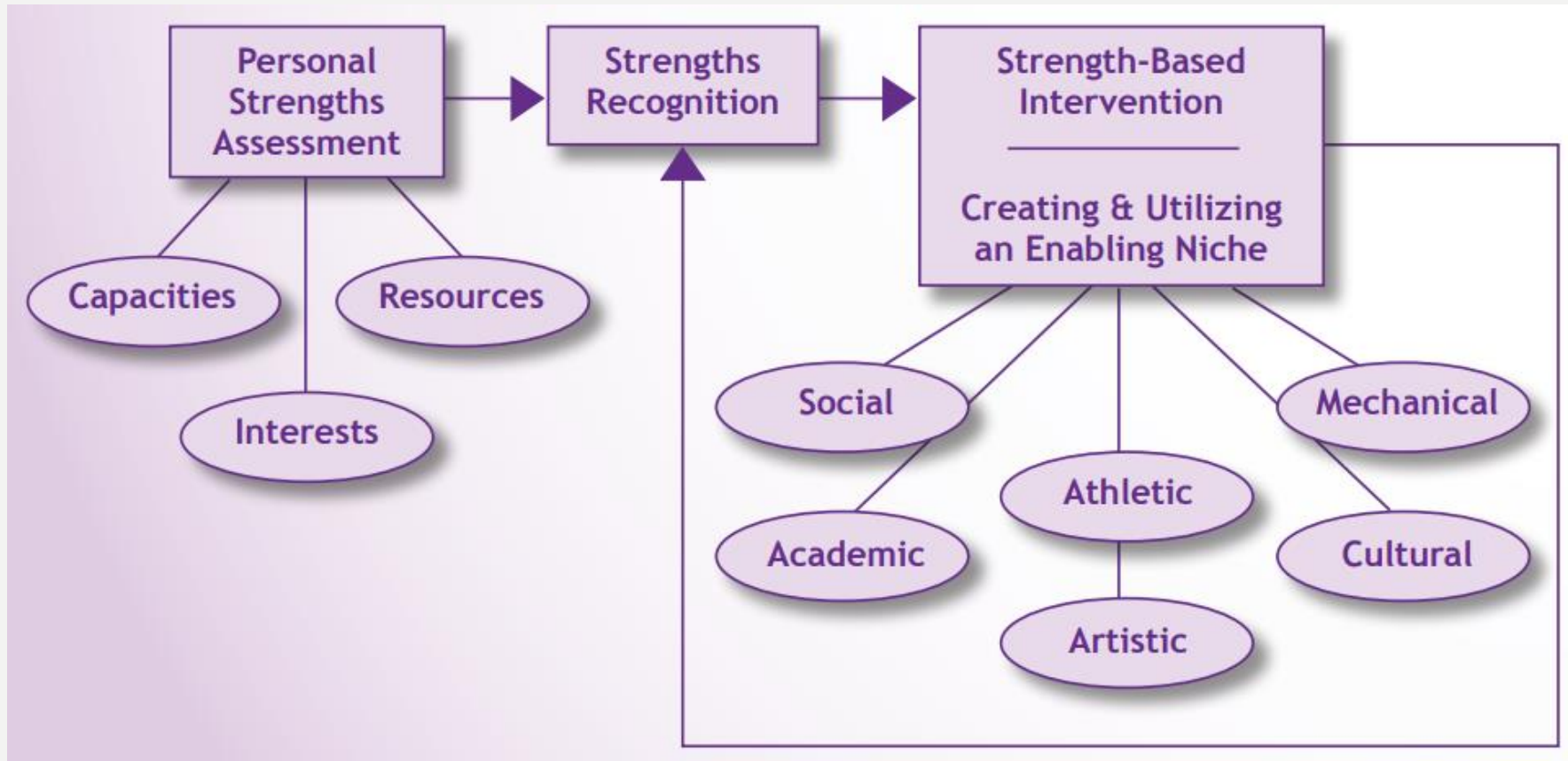
CREATE AWARENESS & ENVIRONMENT

- Explicit instruction
- Enriched curriculum
- Deliberate practices



STRENGTH-BASED PROCESS

Realizing ➔ Developing ➔ Optimizing



Kathy Cox

Table 1. Personal Strengths Grid

Sources of Information Regarding Strengths:

Youth's Name: _____

Age: _____

- Youth Interview Caregiver Interview Other
- Teacher Interview Observation

Strength Domain	Social	Academic	Athletic
Capacities	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates relationships with ease <input type="checkbox"/> Sustains relationships over time <input type="checkbox"/> Good interpersonal boundaries <input type="checkbox"/> Relates well with peers <input type="checkbox"/> Relates well with adults <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Good reading skills <input type="checkbox"/> Good writing skills <input type="checkbox"/> Good math skills <input type="checkbox"/> Good verbal skills <input type="checkbox"/> Good computer skills <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Good at team sports (e.g. basketball, football, baseball) <input type="checkbox"/> Good at independent or non-competitive sports (e.g. swimming, gymnastics, jogging, rock-climbing, yoga) <p>Comments: _____ _____ _____</p>
Interests	<ul style="list-style-type: none"> <input type="checkbox"/> Wants to have friends <input type="checkbox"/> Wants relationships with caring adults <input type="checkbox"/> Wants to belong to peer groups, clubs <input type="checkbox"/> Likes to help others <input type="checkbox"/> Enjoys caring for animals <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoys reading <input type="checkbox"/> Enjoys writing <input type="checkbox"/> Enjoys math or science <input type="checkbox"/> Enjoys computers <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Wants to play team sports <input type="checkbox"/> Wants to learn individual or non-competitive sports <p>Comments: _____ _____ _____</p>
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Has close (pro-social) friend(s) <input type="checkbox"/> Has access to adult mentor <input type="checkbox"/> Has access to naturally occurring groups, clubs, volunteer work, opportunities etc. <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Has access to opportunities to display, share, or enhance academic abilities <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School offers athletics programs <input type="checkbox"/> Neighborhood offers athletics programs <p>Comments: _____ _____ _____</p>

STUDENT-INVOLVED IEP MEETINGS

- A strengths-based IEP uses student abilities to help work on weaknesses.
- IEP goals are built around what the student can do and how the team can use those abilities.
- Helping students identify and leverage their strengths, interests and preferences can lead to more self-awareness and self-advocacy

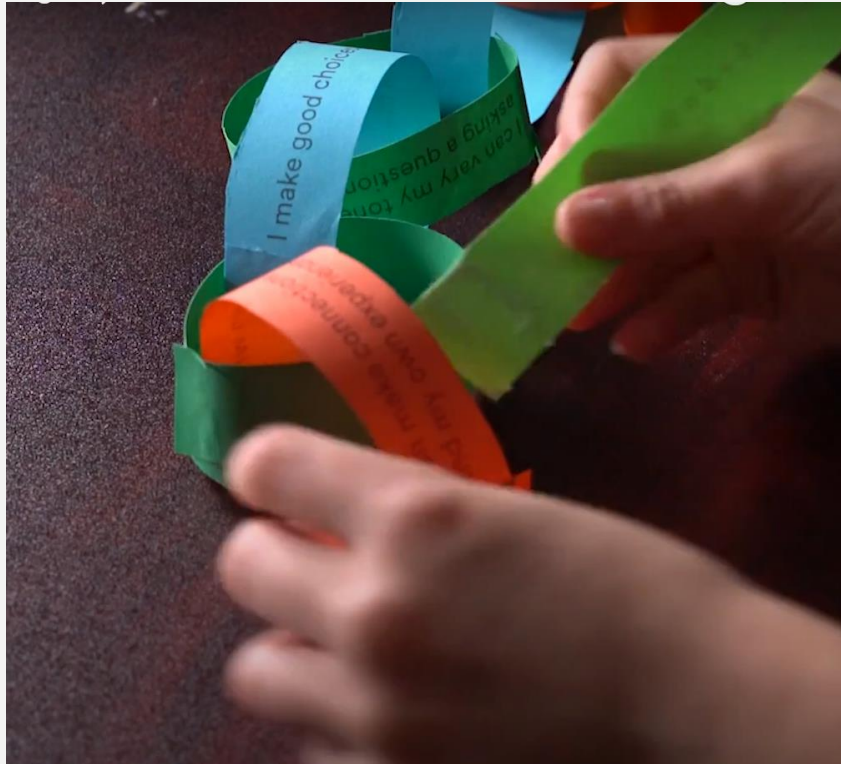


INSPIRE WITH ROLE MODELS

Satoshi Tajiri 田尻 智 [Dr. Bug]



ACTIVITY: CHAIN OF STRENGTHS



Ask students create their own strengths chains, connect the chains to make one long chain to hang in your classroom.

The activity can spark a conversation in your class about how everyone has strengths and challenges.

Plus, the completed strengths chain is a visible reminder to your students that they all contribute to making the classroom community stronger.

Can easily combine with the 5A framework!

ACTIVITY: TREE OF STRENGTHS

Completing Your Tree

Roots: Where you come from - Location, Culture, Heritage

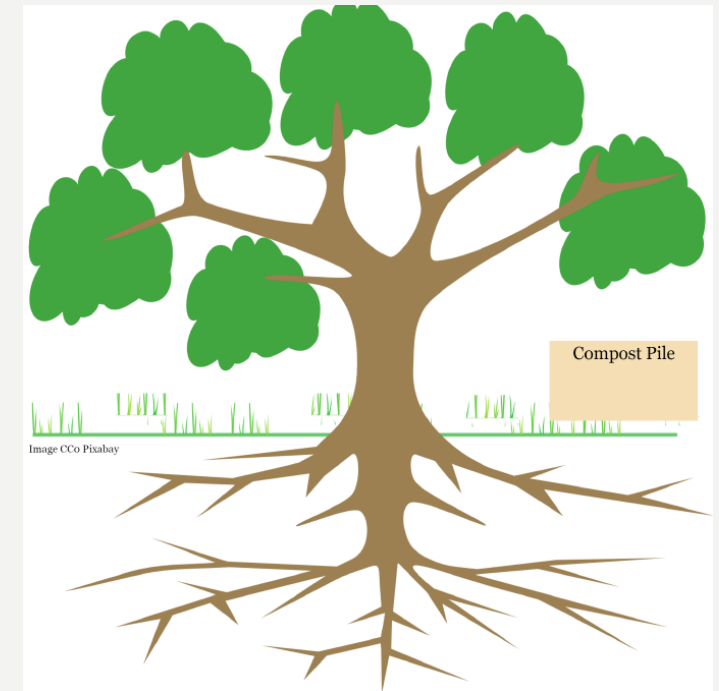
Trunk: Tall, Flexible and Strong - Your Strengths and Talents

Branches: Reaching Out - Goals, Hopes and Dreams

Leaves: Those around you who are significant to you and affected by your strengths and talents

Compost Pile (*Optional): Those areas that we were once defined by that we refuse to be defined by now

Soil: Actions to put your strengths to use



Tree is a great analogy for growth-mindset!

NEW EYES

The only real voyage of discovery exits, not in seeing new landscapes,
but in having new eyes.

– Marcel Proust *追憶似水年華*



一段具有真正意義的發現之旅是可以存在的，這些新發現不見得需要有新大陸的存在，只需要具備新的視野

LOOK HARD, LOOK HOLISTICALLY



Always believe!

FIND THE SUPERPOWERS WITHIN





Q&A

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