

Class of 2016

# STRENGTHS EXPLORER



## What is the Strengths Explorer?

The Clifton Youth Strengths Explorer assesses 10 possible talent themes of students ages 10-14. It identifies each student's three strongest emerging talents. It provides descriptive explanations of these three themes, strategies for capitalizing on each, and action items for adults to help students gain insight their greatest *talents*—natural patterns of thought, feeling, and behavior—and build on those tendencies for success.



## What is the Strengths Explorer?

The Clifton Strengths Explorer has been taken by more than 25,000 students. It is an internet-based measure consisting of 76 paired comparison items that requires about 15 minutes to complete.

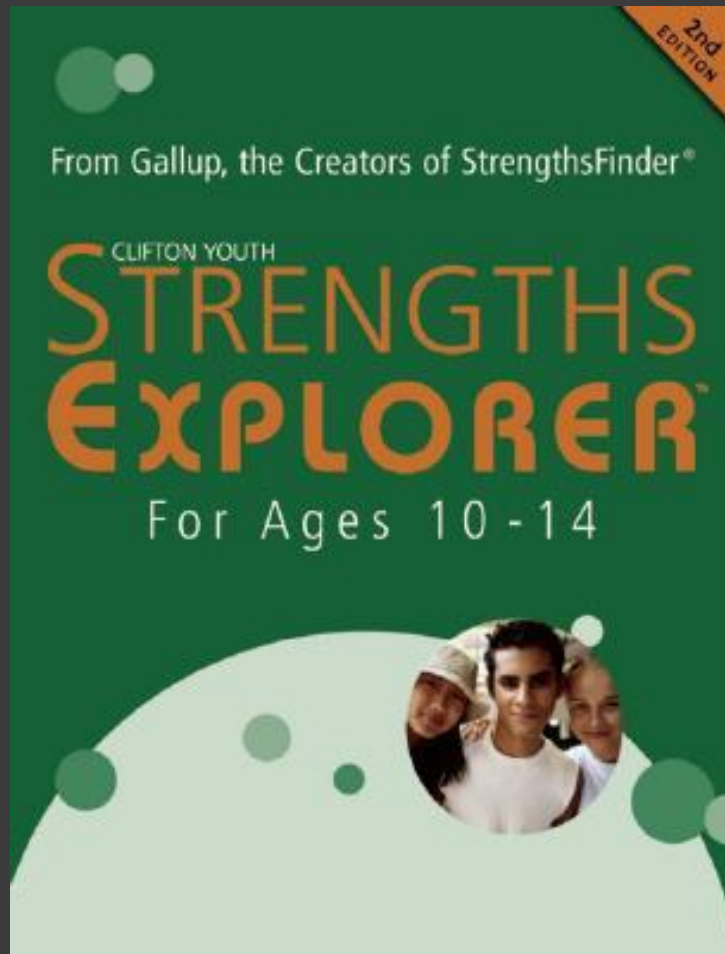


## What is the Strengths Explorer?

- ✓ Belief that investing in strengths leads to success at home, school, and work. Strengths combine with time, energy, knowledge, and skills to help people achieve important goals.
- ✓ Belief that focusing on what is right may get you to your desired outcomes easier and faster than simply working to overcome weaknesses.
- ✓ This hypothesis — individuals, and possibly schools, will grow more by building on their strengths than by focusing on weaknesses — is rooted in research from the early 20th century.

<http://www.strengths.org/research.shtml>

# Understanding the Talent Themes



# 10 Talent Themes

Talents are the ways in which we naturally think, feel, and act.

<b>Achieving</b>	<b>Discoverer</b>
<b>Caring</b>	<b>Future Thinker</b>
<b>Competing</b>	<b>Organizer</b>
<b>Confidence</b>	<b>Presence</b>
<b>Dependability</b>	<b>Relating</b>

# Achieving

Youths especially talented in the Achieving theme like to accomplish things and have a great deal of energy.

# Caring

Youths especially talented in the Caring theme enjoy helping others.



# Competing

Youths especially talented in the Competing theme enjoy measuring their performance against that of others and have a great desire to win.

# Confidence

Youths especially talented in the Confidence theme believe in themselves and their ability to be successful in their endeavors.

# Dependability

Youths especially talented in the Dependability theme keep their promises and show a high level of responsibility.

# Discoverer

Youths especially talented in the Discoverer theme tend to be very curious and like to ask “Why?” and “How?”

# Future Thinker

Youths especially talented in the Future Thinker theme tend to think about what's possible beyond the present time, even beyond their lifetime.

# Organizer

Youths especially talented in the Organizer theme are good at scheduling, planning, and organizing.

# Presence

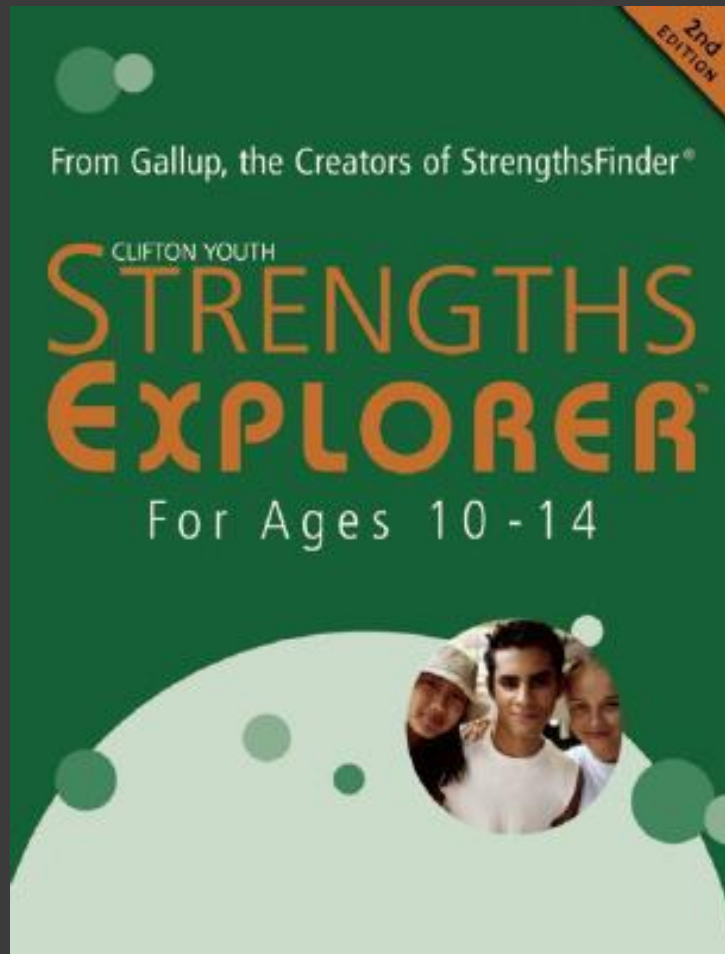
Youths especially talented in the Presence theme like to tell stories and be at the center of attention.

# Relating

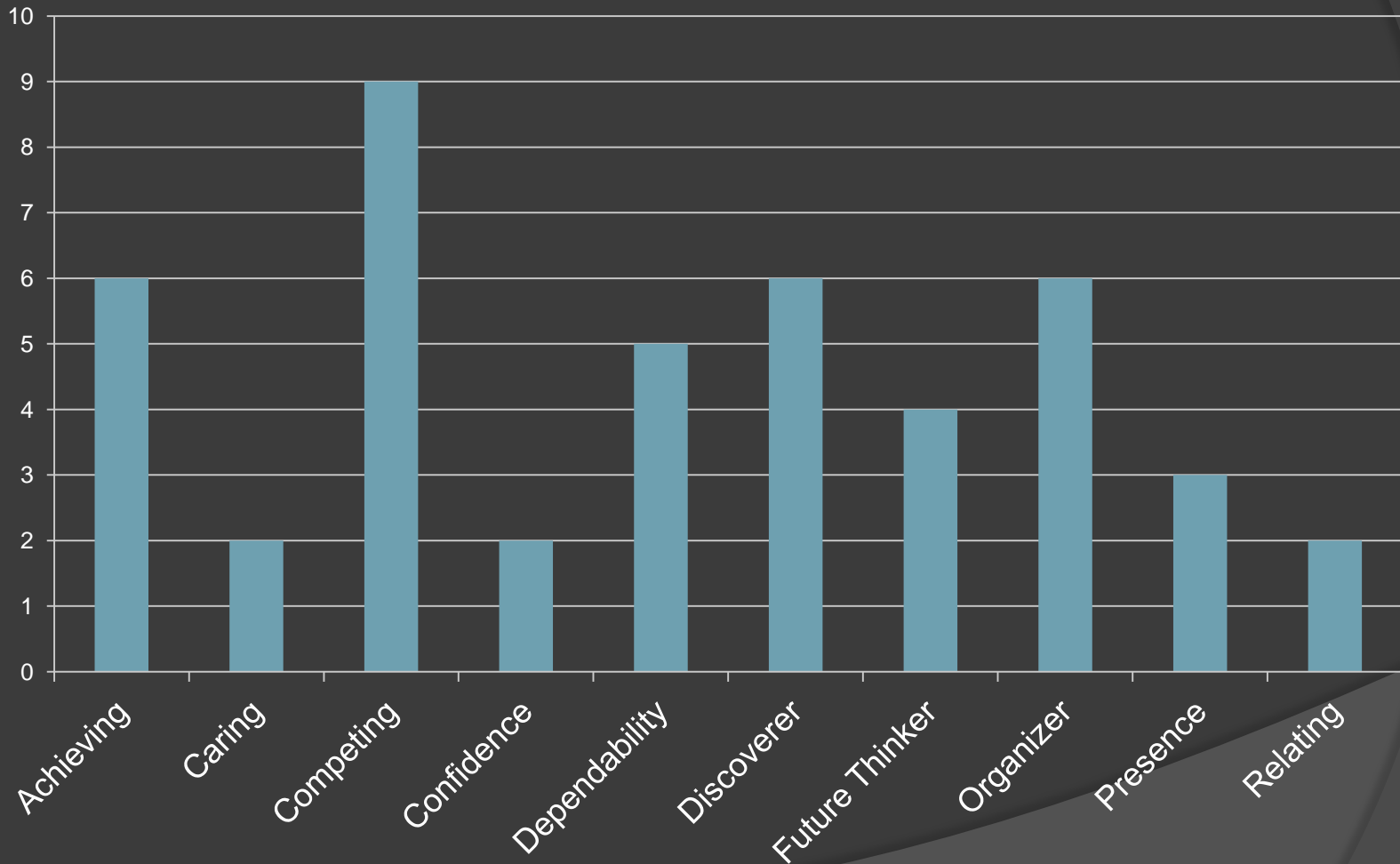
Youths especially talented in the Relating theme are good at establishing meaningful friendships and maintaining them.



# Gallatin Gateway School Class of 2016



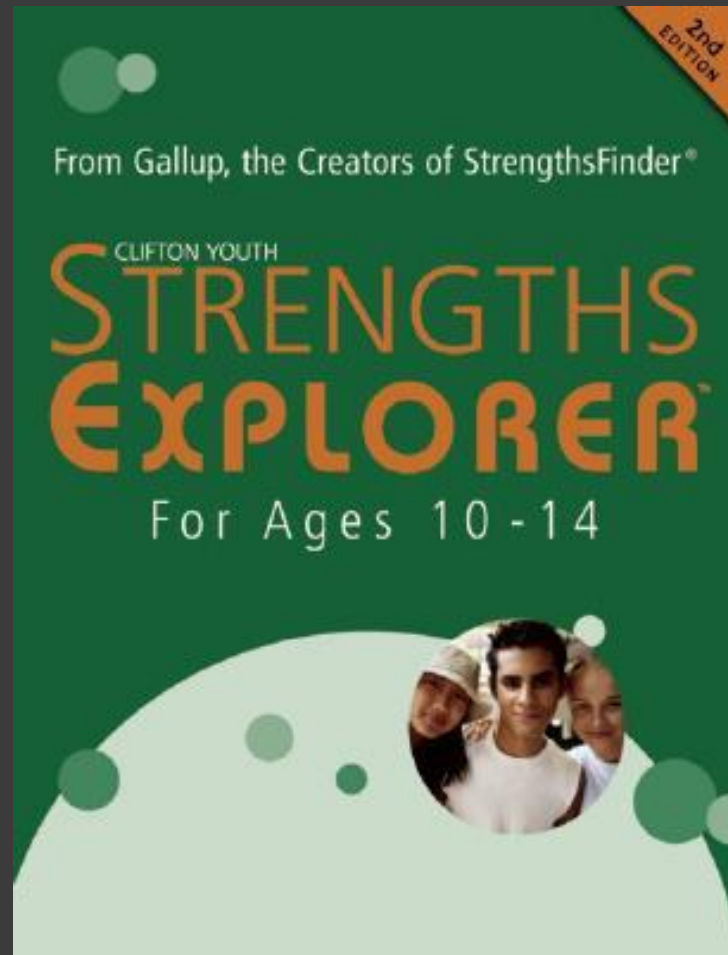
# Class of 2016- Top 3 Talents



# Class of 2016: Summary

- ◎ 15 students took the Strengths Explorer in the Fall of 2012
  - 10 Boys
  - 5 Girls
- ◎ Top Emerging Talent Themes for Class:
  - Competing (9 students or 60%)
  - Achieving (6 students or 40%)
  - Discoverer (6 students or 40%)
  - Organizer (6 students or 40%)

# Strengths Research



# Research says...

- 79% of students who strongly agreed with “My school is committed to building the strengths of each student” are engaged in school

<http://www.strengths.org/youthstrengthsfinder.shtml>

# Research says...

- When students were praised for good work in a math class, they improved their performance by 71%. In contrast, criticism led to an improvement of only 19%. These findings inspired the hypothesis that individuals, and possibly organizations, have more potential for growth in areas of strength than areas of weakness. (Hurlock, 1925)

# Research says...

- High school students who learned their strengths and used them showed significant increases in self-efficacy, empowerment, and self-perception. (Donald Austin, 2006)

[http://www.strengths.org/strengths\\_research.shtml](http://www.strengths.org/strengths_research.shtml)

# Research says...

- Students learn more from strengths-based teaching strategies. It increases their levels of academic engagement, objective test scores, and quality of a public speech. (Cantwell, 2008)

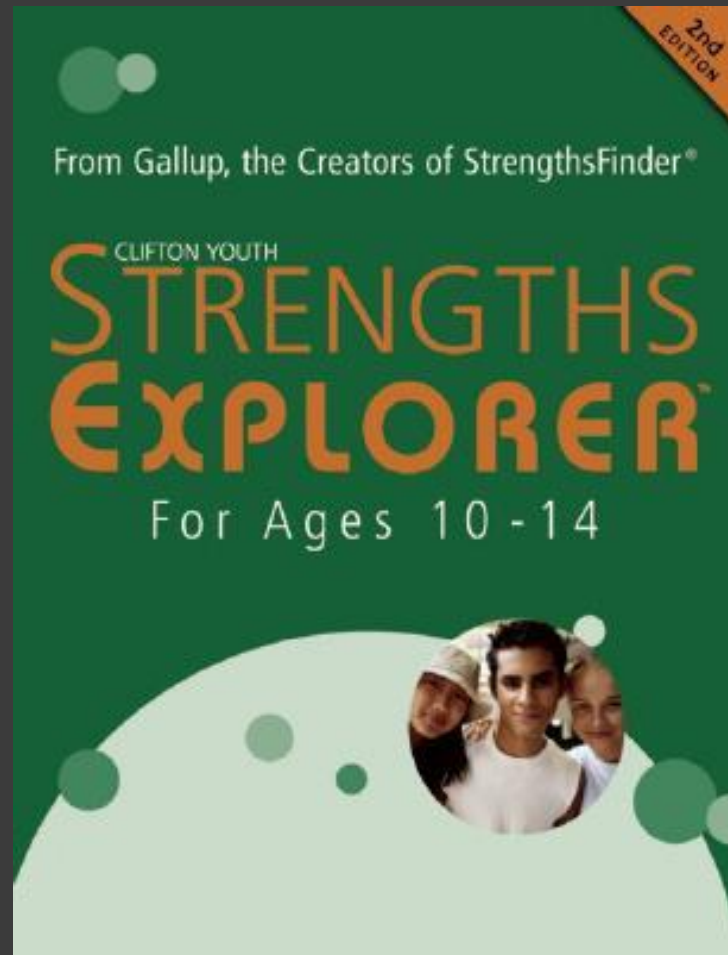
[http://www.strengths.org/strengths\\_research.shtml](http://www.strengths.org/strengths_research.shtml)



# Research says...

- ◎ Students whose strengths and talents were identified perceived they had more control of their academic futures than students who did not know their strengths or talents. In addition, students who actively developed their strengths are more likely to set learning goals and have a growth mindset than students whose talents are identified but not developed. (Louis, 2008)

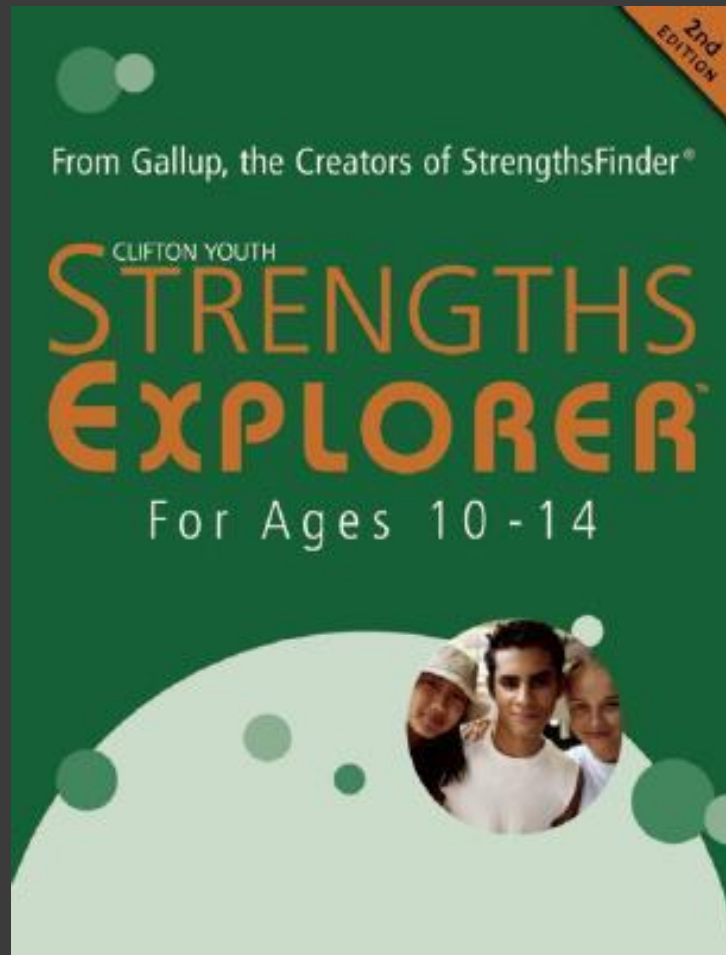
# What Can We Learn From This Information and How Can We Use It?



# Call to Action for Adults

- Share awareness and interest in the talents of the students
- Tell the students you appreciate the talents you see in them
- Notice the way the students use their talents
- Take an active role in helping the students use their talents daily

# Let's Look at Top Talents for Class of 2016



Competing

Discoverer

Achieving

Organizer

# Competing

These students see many things in life as a game and feel joy when they win. These students hate to lose because they are always striving for first place.

# How to help students talented in Competing...

- These students may express strong emotions, win or lose. Affirm the feelings, happy or mad, by listening to the emotion. Adults may need to help student work through it. Understand that this emotion give the competitor fuel.

# How to help students talented in Competing...

- ① Arrange opportunities for these students to measure progress or success. Introduce the concept of “personal bests” by tracking each student’s best performance, score or achievement to date. This could be something large or could even be an everyday activity, like the most minutes practicing math facts or the most pages read in a week.

# How to help students talented in Competing...

- Be aware of the many different ways to compete. Know how to set each student up for success. What arena suits each student best— sports, arts, academia, or clubs? Is the student a team or individual competitor? Who can you arrange for the student to compete against to help stretch his or her skills?



# Achieving

These students have more energy and more goals than other students. These students love a sense of accomplishment.

# How to help students talented in Achieving...

- At the end of each day, help these students know their accomplishments. Point out things you have noticed these students have done. Ask what they did that day, then listen to, appreciate, and recognize it.

# How to help students talented in Achieving...

- Find ways to display what these students have done. This could be a wall of photos, a scrapbook, a portfolio, a refrigerator display, or a list of daily, weekly, or monthly accomplishments.

# How to help students talented in Achieving...

- Achievers have more energy than others. Find ways to help these students channel their energy by suggesting activities, projects, or responsibilities.

# Discoverer

These students are thinkers and learners who are excited about exploring ideas and making connections. They ask questions “How?” and “Why?”

# How to help students talented in Discoverer...

- Ask these students what they are working on, inside or outside the classroom. What are these student's favorite new idea of the week? What could you do to support their explorations?

# How to help students talented in Discoverer...

- Observe and ask how these students like to learn. Use this information to keep them asking “How?” and “Why?” Show interest in what these students are working on by watching, being inquisitive, or lending a “helping hand” when needed.

# How to help students talented in Discoverer...

- Sometimes interest in a subject is intense, but short-lived. Start with a list of possible subjects to explore, but let the students guide the topics and suggest new ones. For Discoverers, the thrill is in starting something new, so they may be ready to move on to the next exciting project rather than finish the old one.



# How to help students talented in Discoverer...

- There are many ways to explore and learn. Allow students to use different approaches like reading, experimenting, construction, deconstruction, and field trips will integrate and deepen learning.

# Organizer

These students enjoy scheduling, planning, and organizing. Others count on these students to get the details right and pull a plan together.

# How to help students talented in Organizer...

- Ask these students how they would like to schedule the day. Plant the seeds of thought by asking how someone could schedule the day, week, weekend, semester break, or summer.

# How to help students talented in Organizer...

- Offer ways for these students to be helpful to others by organizing things for you. For instance, could these students organize the classroom, clubroom, science lab, or manage the sports equipment?

# How to help students talented in Organizer...

- ① Connect these students with someone older who is good at organizing. Find someone who can model the value of organization in a person's life. This will provide more ideas and examples of ways to put organization into action.