

Developing Social/Emotional Skills in Middle and High School Students

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Learning Objectives

- * A. Participants will examine their preconceived and culturally-driven expectations about the value of higher education and the ability of “first generation” students to obtain it.
- * B. Participants will be able to articulate three to five strategies for improving the sense of “ownership” of self among disadvantaged student populations and suggest ways to implement these strategies.

Learning Objectives

- * C. Participants will be able to evaluate their own resources and skills for working with the target population and identify two areas of growth to target for themselves.

The Comfort of Ethnocentrism

- * What does your gut tell you about the college experience?
- * What “shoulds” are you aware of regarding sending students to college? “First generation” students?
- * What resources do you have for working with such students?
 - * Personal Professional

Roadblocks

- * A. What is your Agenda?
 - * Why does it matter?
- * B. What roadblocks do you need to resolve in order to accomplish your agenda?
- * C. What do you know about Reframing Skills?

Essential Socialization Skills

- * A. Delayed Gratification
- * B. Impulse Control
- * C. Sense of Empowerment
- * D. Plan of Action (flexible?)(non-traditional?)
- * E. Specific Skills
 - * i.e. computer skills, money management, self soothing strategies, work discipline

The Difference Between a Dream and A Fantasy, a Passenger and a Driver

- * How do you encourage an adolescent to develop a dream that has real foundations and then get them to invest in making those dreams come true.
- * What has to happen to overcome the inertia of letting life happen to them, especially when they do not appear to have overt resources?
- * Are there strategies that schools and teachers can implement to help evolve self-motivation and self-ownership so that it leads to self-actualization?