

### Success Attributes

Frostig 20-Year Longitudinal Study



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### What is Success?

**Success: A Multidimensional View**

- Educational attainment
- Employment status
- Social relationships
- Psychological health
- Family relationships
- Life satisfaction

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### 20-Year Quantitative Results

- Little movement between groups
- Approximately half successful
- Success attributes best predictor of success

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### What are the Success Attributes?



- Self -Awareness
- Proactivity
- Perseverance
- Goal-Setting
- Use of Support Systems
- Emotional Coping Strategies



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### Self-Awareness



- Open and specific about their difficulties
- Accept their disabilities
- Compartmentalize their LD
- Recognize their talents
- "Match" jobs with abilities

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### Proactivity



- Engaged actively in the world
- Believe in their power to control destiny
- Make decisions and act upon them
- Take responsibility for actions



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### Perseverance



- Show ability to persevere
- Learn from hardships
- Demonstrate flexibility (know when to quit)



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### Goal Setting



- Set specific goals
- Cover multiple domains
- Recognize step-by-step process
- Make realistic & attainable goals



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### Use of Support Systems



- Build relations with supporters who help shape lives
- Actively seek support of others who hold clear expectations for them



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### Emotional Coping Strategies



- Recognize stress triggers of disability
- Develop effective means of coping with stress of disability
- Demonstrate positive and hopeful outlook



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### Frostig Research Acknowledgement



- Not intended to undermine the importance of developing academic skills
- Intention is to emphasize the importance of developing success attributes
- Fostering the success attributes is one of the ways that teachers, parents, and supporters can help
- Requires exercise, practice, and review




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### Practical ways parents can foster the Success Attributes at home

- ✓ Introduce the Success Attribute vocabulary.
- ✓ Make the Success Attributes important for everyone in your home.
- ✓ Notice the Success Attributes in characters from movies and help bring your child's attention to them.
- ❖ Don't worry if you have to reteach, talk again about, give another example of Success Attributes – like learning anything new, it takes time and practice.

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## Guiding Principles for Success in Transition

Developed by a team at Frostig to identify specific ways parents can support the development of Success Attributes and set their kids up for success!



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## Chores for everyone!

Giving your child age-appropriate (and developmentally appropriate) responsibilities can provide so much opportunity for growth.

By having consistent responsibilities, at home your child can:

- Learn important independent living skills
- Develop a sense of accomplishment
- Contribute to the family
- Earn rewards or money toward desired items
- Form the foundation of their work ethic
- Take pride in their abilities



### Tips

- Give them tasks they can do independently
- Be ready to teach new tasks repeatedly
- Resist the temptation to give too much correction- let them practice even if it's imperfect

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## Allow struggle to build strength.

It is SO tempting to want to save our kids, especially when they struggle in many areas. But they have to "exercise this muscle" to face future challenges.

### Tips:

- **Start by PAUSING:** Take some time to assess the situation before "rescuing" your child out of it.
- **Investigate:** Consult someone else who knows your child well (family member, teacher therapist, coach). Does that person think this is something your child can do?
- **Engage in problem-solving:** Involve your child in looking for ways this situation could work. Even if it ultimately doesn't, this is good practice
- **Call in supports:** Could your child get through this difficulty with extra help?
- **Flexibility is part of strength too:** At the end of the day, sometimes we need to change course, and that's ok. Be intentional about the process and involve your child.
- **It's also ok to fall:** With careful consideration we can sometimes just be there to help them cope with natural consequences.



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## We all have our stuff.

If you have a child with a disability or challenge, it is important that you create a culture in your family where challenges are accepted and differences are celebrated.

### Tips:

- Be open about your own weaknesses and struggles
- Check in with yourself frequently on what is realistic for your child so you set them up for success
- Recognize individual family member's strengths
- Ask your child for help, especially with things you know they are good at (ie: help with technology, or simply, "Hey, help me figure this out...")
- Look for opportunities for your child to help others, perhaps those with greater needs
- Normalize challenges in the family conversation  
Ex: At dinner, each person goes around and states one thing that was hard for them that day and one thing they felt confident about.




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## Turn interests into opportunities.

Pay close attention to what motivates your child. How do they like to spend their time? What do they talk about? What do they ask for when they want something? Support their interests to help them identify goals for their future.

### Tips:

- Ask your child to educate you on what interests them
- Look for ways to integrate their interests into new activities
- Link a difficult task with an interest to make it easier
- Use interests to practice goal-setting




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## Break down what happens behind the scenes.

So much happens for kids as if by magic. The lunch box appears, fully stocked and ready to go. Dinner appears on the table and clean laundry appears in their drawers. They get whisked away to doctor's appointments and dentist visits. They arrive at movies on time, play dates are scheduled, and of course all the bills are paid on time. Find ways to involve your children in these processes.

### Tips:

- **One thing at a time.** Make a list of things you would like your child to learn to do.
- **Start with something easy.** Don't pick the most difficult task you want them to learn. Pick something that will quickly lead to a sense of accomplishment. This can build confidence for more difficult tasks.
- **Do for, do with, cheer on.** Have your child observe you first, perhaps several times. Then start stepping back and let them try with your support. Finally, when they gain the confidence to do something independently, be there to support, encourage, and praise them.




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### Ask caring questions- about others.

Look for opportunities to bring perspective-taking into your everyday conversations. Sometimes our kids need a lot of practice with this skill. It's easier to practice taking another perspective when it's not a situation that directly affects your child.

#### Examples:

- "I wonder why that baby's crying?" Maybe he's hungry? Tired? Dropped his toy? This is a great way to practice thinking of the emotions of others.
- Use television and movie opportunities. Hit pause and ask questions about conflicts in TV or movies. "How do you think she felt?" "Why do you think he is so mad?" "What do you think she was expecting?"
- Apply to real life. Ask your child to consider the other person's point of view in a conflict. Even if they don't agree with it (even if YOU don't agree with it), can they articulate what that person is thinking or feeling?



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### Encourage new experiences.

Our kids love their comfort zones. The more opportunities your child has outside their regular school and home routine the more chances they have to develop new skills. This also is huge in preparing them for the future if they go to a different school and when they graduate.

#### Examples:

- Community sports teams
- Volunteer (help animals or people in need, beach clean-up, etc)
- Private or group classes (art, music computers, graphic design, cooking)
- Scouts
- Museums
- Church groups or activities
- Remember exposure over achievement
- Use their interests!!!



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### Let the world in.

Help your child to become informed about what is going on in our community and in the world. Encourage discussion about cultural issues and current events. Don't forget to ask what they think.

#### Examples:

- Preview the paper. Give them an article to read and then discuss with you
- Use newsela.com. Website for students with news stories on a variety of topics. Grade level can be selected.
- Integrate perspective-taking. Ask empathy questions about news stories, "I wonder what that's like?" "I wonder how they feel?"
- Watch documentaries together. Ex. "On the Way to School" shows children in different countries walking to school. Check out commonsensemedia.com for more resources by age level.
- Talk about family experiences. Allow them to learn about the past by learning about your past and that of your family. Conversations with grandparents can be great for this too. Guided interview questions and/or filming an interview might make this easier and more fun.



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## Do Try This At Home!



**BRINGING THE SUCCESS  
ATTRIBUTES TO LIFE IN YOUR  
HOME**

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## Making Lemonade out of Lemons



Help your child make a Lemonade Stand (or cookies or avocados, etc.,)

 **Self Awareness:** Choose a stand based on what interests your child. Harness your child's strengths. If she is a little artist, allow her to work on the posters/signage first to help build excitement, then work on a non-preferred task (collecting lemons), and back to her strength fliers.

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## Take a stand to make the attributes a part of your family...or just make a stand!

### Planning a Stand

- Decide what to sell
- Make a checklist (see below)
- Set a date
- Make a sign/fliers
- Invite friends
- Make/gather what you will sell
- Set up (change and box to put money, item you will sell, put up poster, etc.,)
- Have fun!

 **Goal setting:** Create a checklist of what do you need, what needs to be done to make it happen and set a date

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### Take positive action!

- ☀️ **Proactivity:** Put your checklist into motion! - gather supplies, create signage, promote your stand (fliers)




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### It takes a village!

- ☀️ **Support Systems:** Get the whole family involved! Whether it is helping to put together the stand, make posters or just stopping by as a customer everyone can be a part of it.




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### When life gives you lemons...

- ☀️ **Perseverance:** Break the larger task of a "Lemonade Stand" into achievable tasks. Look for opportunities to show flexibility and perseverance (If weather doesn't permit, practice rescheduling rather than quitting the idea entirely, if a poster doesn't come out right the first time allow for opportunities to try again).




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### Keeping it sweet, not sour!



**Emotional Coping Strategies:**

Whenever we do something for the first time there are many feelings involved. Help label those feelings and share your own with your child.

"I'm so excited about our lemonade stand!"

OR

"I'm a little sad \_\_\_\_\_ is busy today and can't visit our lemonade stand, but maybe he can next time."



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### And try this TOO.

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Help an older child plan a hang out with a friend.



**Self-awareness:** Have your child choose an activity based on his/her interests. It doesn't have to be the movies but it does have to be something that both your child and his/her friend have expressed interest in.

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### Hanging out 101

 **•Goal setting:** Create a checklist to plan out the activity (where will you go, when, with whom, etc.,)



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### “Hey, wanna go see Zootopia this weekend?”

 **•Proactivity:** Put the plan in motion by having them choose a friend who shares a common interest.



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### Previews are a must for success

 **Support Systems:** Practice how to ask someone to hang out. Practice how to respond once the invite is accepted. Not all children know how to do this without assistance so practice ahead of time with someone they are comfortable with is helpful.



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### Sometimes there's spoilers

 **Perseverance:** Remind your child that planning anything requires flexibility. Practice how to respond if your child's friend can't make it due to prior engagements.



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### Bring the tissues, just in case.

 **Emotional Coping Strategies:** It can be disappointing if our plans don't go the way we hoped. Brainstorm ahead of time and then remind right before the activity - What are some ways we can manage our emotions if things don't go our way?



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#### Success Board

Success comes in all shapes and sizes. As we've shared with you today, they are not all academic. Have a corkboard in a central location in your home where you can post successes, small victories, triumphs to a larger goal.

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### The Butterfly Story

A man found a cocoon of a butterfly. One day a small opening appeared. He and watched the butterfly for several hours as it struggled to squeeze its body through the tiny hole. Then it stopped, as if it couldn't go further. So the man decided to help the butterfly.

He took a pair of scissors and snipped off the remaining bits of cocoon. The butterfly emerged easily but it had a swollen body and shriveled wings. The man continued to watch it, expecting that any minute the wings would enlarge and expand enough to support the body.

Neither happened! In fact, the butterfly spent the rest of its life crawling around. It was never able to fly.

What the man in his kindness and haste did not understand: the restricting cocoon and the struggle required by the butterfly to get through the opening was away of forcing the fluid from the body into the wings so that it would be ready for flight once that was achieved.

Sometimes struggle are exactly what we need in our lives. Going through life with no obstacles would cripple us.

We will not be as strong as we could have been and would never learn to fly.  
-Author unknown

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### Frostig Research Articles



- Raskind, M. H., Goldberg, R. J., Higgins, E. L., & Herman, K. L. (2002). Teaching "life success" to students with learning disabilities: Lessons learned from a 20-year study. *Intervention in School and Clinic, 37* (4), 201-208.
- Goldberg, R. J., Higgins, E. L., Raskind, M. H., & Herman, K. L. (2003). Predictors of success in individuals with learning disabilities: A qualitative analysis of a 20-year longitudinal study. *Learning Disabilities Research and Practice, 18* (4), 222-236.

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