

CONDITIONED MINDS PRESENTS



**HIGH SCHOOL LEADERSHIP PROGRAM**

Part Of A Multi-Tiered System of Support





## History

In 2017, Conditioned Minds Foundation implemented the Fearless Affective Skills Program, empowering students to excel academically, athletically, and socially by teaching behavior modification, resiliency, character development, accountability, virtues, academic awareness, and the discipline to become a stronger self-driven student; driving every child to their own responsibility, and inspire their possibility. Mr. Rodney Zimmerman, a former UCLA collegiate basketball player, NBA/Europe player, and national motivator, designed the Fearless program in order to provide the necessary skills for students to be successful in the classroom, athletics, at home, and within their communities. With a three-phase implementation process, good strategic planning and the right curriculum, the district is poised to move forward with an approach that provides students with the ability to change their social, academic, and cognitive identifiers which reflect their daily attitude, aptitude, and ability to elevate their altitude of opportunities. Fearless identifies and targets students in grades nine through twelve.

The Affective Skills Program curriculum is designed to provide comprehensive life skill development for students with Emotional Behavior Disorder, creating a positive, structured space for students to expand self, explore new ideas, create empathy, strengthen connections, and develop life skills that will help each individual move through adolescence and beyond.

## Course Description

Fearless empowers students to excel academically, athletically, and socially by teaching behavior modification, resiliency, character development, accountability, virtues, academic awareness, and the discipline to become a stronger self-driven student; driving every child to own their responsibility, and inspire their possibility.

Students have the ability to change their social, academic, and cognitive identifiers which reflect their daily attitude, aptitude, and ability to elevate their altitude of opportunities. Conditioned Minds Fearless Affective Skills Program identifies and targets students in grades nine through twelve to help re-enforce focus, reenergize, and commit each participant's potential to experiential learning applications. The Affective Skills Program curriculum creates a positive, structured space to expand self, explore new ideas, cultivate empathy, strengthen connections and develop life skills that will help each individual move through adolescence and beyond. By addressing the whole - heart, body, soul, and social connection, the Fearless Affective Skills Program creates an innate ability for young learners to better understand their potential, their fears, and how to attack both.

## Outcomes

The first step on the road to success was choosing the right curriculum to meet the needs of students and athletes. With Fearless, a comprehensive curriculum featuring instructional units that accommodate the diversity of those needs, student outcomes improve significantly. Future success of the program includes a rollout to other schools, implementing a cohesive incentivized program—a key component for smooth implementation—with a wealth of critical support for teachers, coaches, and families.

The last step of the implementation process utilizes the in-depth, multifaceted data collection facilitated by the unique Assessdo software to evaluate each student's cognitive positive and negative indicators, enabling teachers and coaches to track progress over time and develop individual education and therapeutic plans for their students and athletes. All of these steps continue to put teachers, coaches, and students alike, on the road to successful learning.

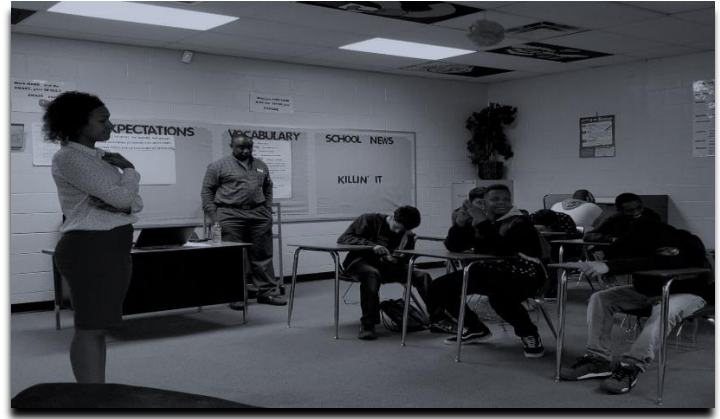
## Challenges

Implementing an alternate curriculum with such size and diversity could present several challenges. The first challenge comes in structuring times throughout the day and class sizes that would effectively address a broad spectrum of needs. The Fearless program recognizes that a high functioning student might be able to carry on a conversation and understand meaning from a presentation while another student might be completely non-verbal. It was important to implement a program that complements both of those needs, no matter the class size.

Another challenge came in the form of reaching out to all those teachers and coaches with training, encouragement, and support. Previous lack of communication meant that teachers and coaches were not all on the same page.



## Case Study: Demonstrated Growth



### Year-Over-Year Comparison: Meadowcreek High School, Gwinnett County, GA

#### Focus on Emotional Behavior Disorder / Special Education

##### 2017 – 2018

- Started with 17 students. Ended with 7 (ultimately lost 53%)
- 55% of the 53% was lost due to drop out and expulsion. 45% were placed back in gen pop.
- 30% of EBD students who did not join the program were lost to drop out and expulsion
- 3 students participated in athletics (1 varsity basketball, and 2 varsity football)
- Of the 7 who stayed in the class, 6 advanced to next grade level, 1 graduated HS.

##### 2018 – 2019

- Started with 19 students. Ended with 10 (ultimately lost 47%)
- 87% of the 47% were lost due to drop out and expulsion. 13% were placed back in gen pop.
- Of the 10 who stayed in the class, 7 advanced to next grade level, 2 graduated HS, 1 graduated in the Fall 2019.

##### 2021 – 2022

- Started with 8 students. Ended with 11 (ultimately gained 3 additional students)
- None were lost due to drop out and expulsion.
- Out of the 11 who stayed in the class, all advanced to the next grade level.
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Post-Test Checkpoint scores than the previous year.

- A small yearly dip in scores is present and corresponds to the winter holidays.
- Students end each year with higher average Post-Test Checkpoint scores than the previous year.

#### Overall

Average Post-Test Checkpoint scores indicate an **overall 11% increase in accuracy**.



## Processes

### **PHASE 1:** Identify Needs & Select Interventions

Providing the standard that transcends specific places, cultures, and times in each student's development, the Fearless lens brings together concepts and content for deeper thinking and meaning making; drawing instruction and students continually back to the significance of what they are studying. Students will gain understanding of real-life application regulating attention, risk assessments, decision making, time management, and social skills; overall becoming more focused learners. Transferable skills (skills which help students redesign a direction to make stronger decisions on their own) are introduced and/or redefined for students to successfully master the unit's essential understandings (generalization).

#### **Core Modeling**

- Critical Thinking and Reasoning: Inside the mind through critical thinking
- Cognitive Literacy: Untangling Mental Web
- Collaboration: Cohesive Learning
- Self-Direction: Own Your Learning
- Invention: Creating Solutions

### **PHASE 2:** Course Preparation & Standards

Instructional Goal Planning serves as a simple framework for schools aligned with measures of standards, core modeling, critical content, and key skills designed to provide data-based evidence through a differential and comprehensive approach.

### **PHASE 3:** Parent Interaction

The foundation has monthly follow-ups, emphasizing the importance of positive reinforcement to families who may otherwise just receive discipline reports from the school.



## **PHASE 4: Implement Standards**

GLE H.S.1: Students will develop communication skills by tackling touchy topics, finding conversational common ground.

GLE H.S.2: Students will understand role management by shaping leadership through preparation and development by aligning them with mentors.

GLE H.S.3: Students will place balance into success by applying management skills.

GLE H.S.4: Students will define roles of responsibility by handling peer pressure and becoming a strong role model through problem solving.

GLE H.S.5: Students will conquer their insecurity of failure by participating at a competent level in a variety of cognitive and socioemotional activities.

GLE H.S.6: Students will create a drive factor by understanding follow through, perseverance, and consequences within communication skills.

## **PHASE 5: Performance Assessments**

Performance assessments are the capstone/summative assessment for the Fearless units and includes:

- Claims – Changing values often shape and/or determine the future of direction. This format creates trigger/disruptor or resolve.
- Product/Evidence – A,B,C reporting is used to provide evidence of students’ mastery of the key generalizations.
- Differentiation – Multiple modes including individual responsibilities, group work, written work, and oral presentations will help express each students’ mastery of key generalizations.

## **PHASE 6:** Data Mining

Formative Assessments assesses knowledge as it is being formulated. Points are rewards based on the general rubric. Formative assessments include written responses, reflections, and participation in class discussions and or small group discussions.

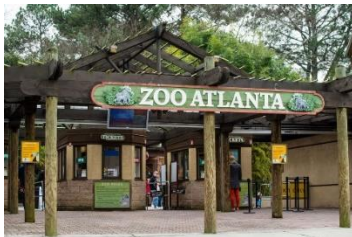
- **Written Responses:** Each response should be ten to fifteen sentences in length, written after reading about an issue or watching a podcast. Responses must show the student has gained insight into the topic. All responses must be legible and include the student name at the top right, the date, and the title given for each topic. Specific response assignments are detailed in the curriculum (10 possible points awarded for each response).
- **Written Reflection:** Each reflection should be a paragraph to one page in length, written after researching new information. Student must show insight and a personal connection to the information.

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- *Product/Evidence* - A,B,C, reporting is used to provide evidence of students' mastery of the key generalizations.
- *Differentiation* - Multiple modes including individual roles and responsibilities, group work, written work, and oral presentations will help express each students' mastery of the key generalizations.

## Incentives

The Fearless program works to motivate students with various tangible incentives monthly, and throughout the semester. The Fearless program provides funding to reward students with breakfast and etiquette conversation opportunities, trips, and workshops. In order for a student to receive such incentives, Fearless has a required rubric allowing both short term in class incentives and tickets for trip incentives.



## Intervention Component

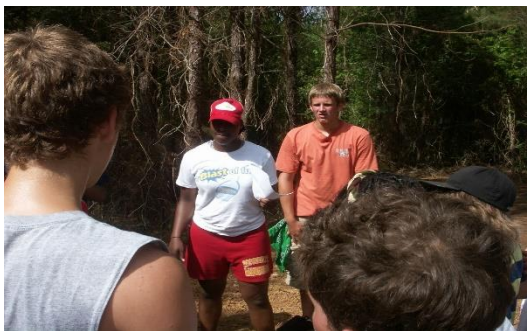
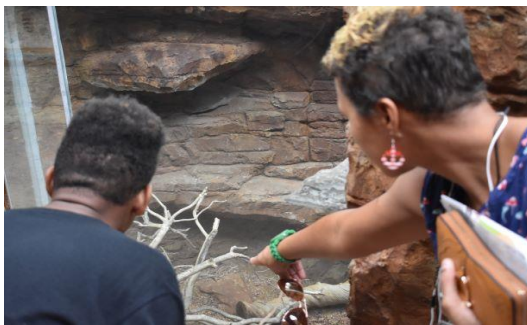
Partnered with school psychologists and school counselors, students are engaged based on their appropriate grade levels through remediation. Such redirection includes realignment of attitude, bad grades, testing, peer influencers, unorganized management skills, home life, self-destructive behaviors, and teacher relationships. The overall outcomes of the intervention component help students redirect graduation opportunities, college opportunities, and preparation for employment and careers.



## Enhancing Student Achievement

The Fearless Affective Skills Program is used to provide students with comprehensive access to a life skill curriculum.

- Aligned to Georgia State Standards for communication skills, role management, and time management skills, from 9<sup>th</sup> through 12<sup>th</sup> grade.
- Provides age-respectful and grade-level appropriate content, differentiated for personalized learning and access needs.
- Provides teachers, coaches, and related service staff with lesson plans and support using best practices in teaching to ensure high quality.





## Instructional Potential Timelines

We believe that the Fearless program fits a multitude of needs and departments. Some schools use the Fearless program as a tool for developing their student athletes; while other schools have implemented Fearless as a Core Affective Skills class for Special Education EBD (Emotional Behavior Disorder). Fearless also makes for a great After School program for students interested in confidence and leadership development.

### Partnered Elective Class

A class outside of the required school day curriculum, students will have the opportunity to develop stronger leadership skills that can be applied at school, in athletics, in the community, and at home. Electives are a way for colleges to judge a students' interests and abilities. College admissions officers will be looking at which subjects' students choose for electives and the grades they receive. Fearless is also geared to be a college program in the next 5 years which adds a valuable dynamic as to why your school may be interested in creating Fearless as an elective course.

### Afterschool Program

After School program opportunities allow students to be involved with a leadership training course that focuses on mental, emotional, social, and physical development.

### Core Affective Skills Class

Core Affective Skills Classes offer schools an opportunity to focus on specific needs including special education (EBD), leadership courses, and athletic programs.

## Current & Past Clients

- Meadowcreek High School (Core Affective Skills Class)
- Drew Charter Middle School (After School Program)
- Chris 180 Organization Partnership (Partnered Elective Class)



## CURRICULA

### CURRICULUM (VOL. 1)

Unit 1: Engaging Positive Outline (30 days)

Unit 2: Maintaining Boundaries (15 days)

Unit 3: Mentorship (15 days)

Unit 4: Employment (18 days)

Unit 5: Identity & Belonging (10 days)

Unit 6: Self-Expression (13 days)

Unit 7: Body Language (5 days)

Unit 8: Conflict Resolution (4 days)

Unit 9: Experiential Learning (10 days)

### CURRICULUM (VOL. 2)

Unit 1: Essential Life Skills (30 days)

Unit 2: Social Skills & Manners (15 days)

Unit 3: Organization Skills (15 days)

Unit 4: Money & Budgeting Skills (18 days)

Unit 5: Navigational Skills (10 days)

Unit 6: Coping with Emotions (13 days)

Unit 7: Problem Solving Skills (5 days)

Unit 8: Decision Making Skills (4 days)

Unit 9: Employability Skills (10 days)

### CURRICULUM (VOL. 3)

Unit 1: Personal Interactive Skills (30 days)

Unit 2: Channeling Anger (15 days)

Unit 3: The Independence You (15 days)

Unit 4: The Interdependence Us (18 days)

Unit 5: Understanding the Way (10 days)

Unit 6: Reflecting on The How (13 days)

Unit 7: Adjusting to Loss (5 days)

Unit 8: Challenging the Assumption (4 days)

Unit 9: Self-Awareness (10 days)



## Next Steps...

### Schedule A Meeting w/ Mr. Zimmerman

Mr. Zimmerman looks forward to presenting to all stakeholders including board members, superintendents, directors, principals, assistant principals, counselors, and teachers with a demonstration of the Fearless Program and just how it elevates the quality of mental health, ABC data, and life skill education for students.

