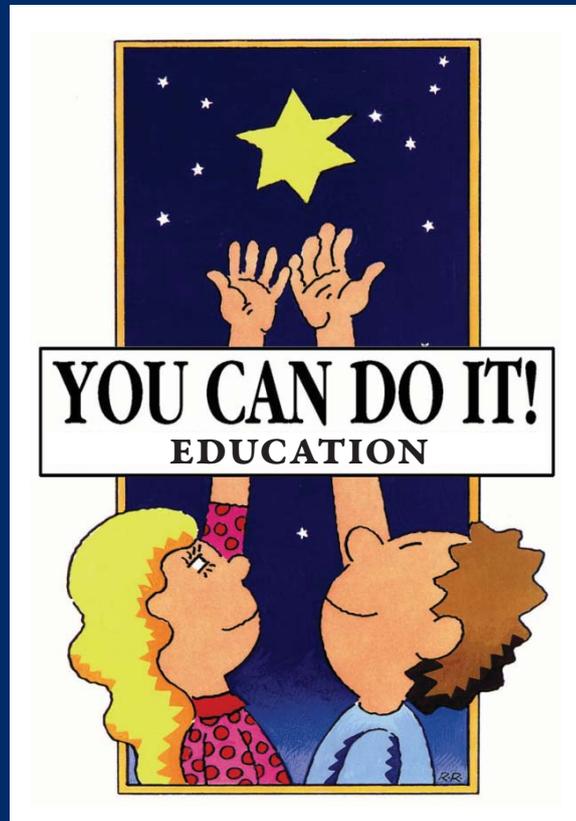


You Can Do It! Education



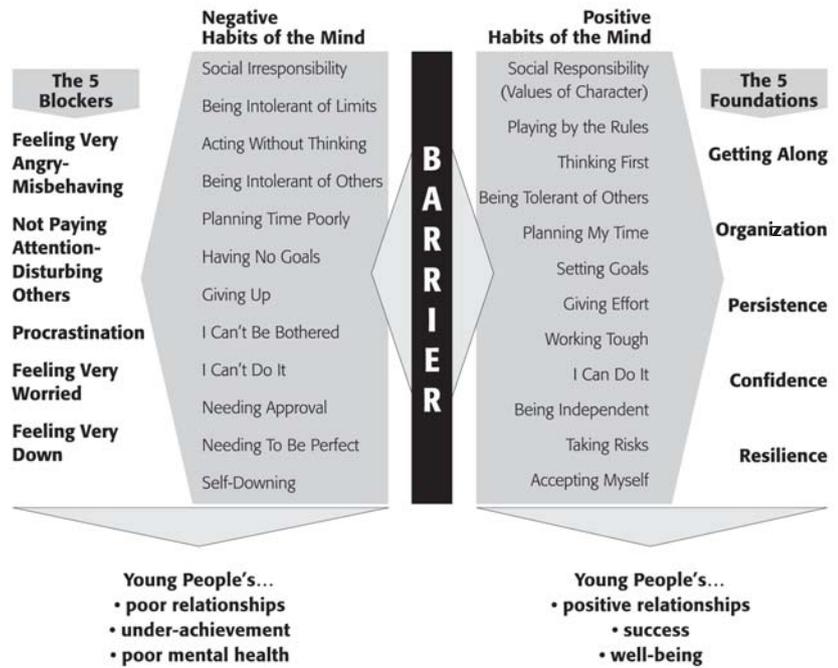
A New Generation of
Resources for Improving
Student Outcomes

You Can Do It! Education’s (YCDI’s) main purpose is to support communities, schools, and homes in a collective effort to optimize the social, emotional, and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

- Our core purpose is the development of young people’s social and emotional capabilities, including: Confidence (academic, social), Persistence, Organization, Getting Along, and Resilience. Central to the development of these 5 Foundations is instilling in young people 12 Habits of the Mind that support and foster the 5 Foundations, including Accepting Myself, Taking Risks, Being Independent, I Can Do It, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Social Responsibility (includes the values of Caring, Doing Your Best, Freedom, Honesty, Integrity, Respect, Responsibility, Understanding, Tolerance, and Inclusion).

- Our core purpose is also the elimination of social and emotional difficulties and disabilities (“Blockers”) that constitute barriers to young people’s learning and well-being, including Feeling Very Worried, Feeling Very Down, Procrastination, Not Paying Attention-Disturbing Others, and Feeling Very Angry-Misbehaving. YCDI is deliberate in restructuring negative Habits of the Mind that give rise to these Blockers and in the explicit teaching of alternative positive Habits of the Mind.

You Can Do It! Education: Success & Well-Being ~ The “Big Picture”



YCDI’s mission is realised through the following beliefs and actions:

- YCDI’s focus is on building social, emotional, and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.

What the Research Says About the Impact of You Can Do It! Education

Bernard, M.E. (2006). It’s time we teach social and emotional competence as well as we teach academic competence. *Reading & Writing Quarterly*, 22, 1-17.

- YCDI accelerates social and emotional competence
- YCDI leads to changes in school culture, student attitude, motivation, achievement and well-being

Olauson, D.P., & Bernard, M.E. (2008). The effect of You Can Do It! Education on the emotional resilience of elementary school students with social, emotional, behavioral and achievement challenges (under editorial consideration).

The Founder and Executive Director of You Can Do It! Education

Professor Michael E. Bernard is an international consultant to educational authorities, organizations and government and is a Professor at the University of Melbourne, Faculty of Education, Australia. After receiving his doctorate in educational psychology from the University of Wisconsin, Madison, he worked for 18 years in the College of Education, University of Melbourne, Australia. In 1983, he was appointed as Reader and Coordinator of the Master of Educational Psychology Program. From 1995-2005, he was a tenured professor in the Department of Educational Psychology, Administration and Counselling, College of Education, at California State University, Long Beach.



Professor Bernard has worked as a consultant psychologist helping families and schools address the educational and mental health needs of school-age children. He has spent extensive time counselling children with emotional, behavioral or academic difficulties.

Professor Bernard is a co-founder of the Australian Institute for Rational Emotive Behavior Therapy and is the author of many books on REBT. For eight years, he was the editor-in-chief of the Journal of Rational-Emotive and Cognitive-Behavior Therapy. He is the author of over 50 books, 15 book chapters and 30 journal articles in the area of children's early childhood development, learning and social-emotional well being as well as parent education, teacher professional development and school improvement.

To request the latest articles on research related to YCDI! Education, please email michaielebernard@gmail.com.

All resources that appear in this catalogue have been authored by Professor Michael E. Bernard.

All resources are in an easy-to-use CD format with the exception of the YCDI Early Childhood Program that comes in a box with puppets, posters, music, parent guide and a social and emotional structured learning curriculum in hard copy.

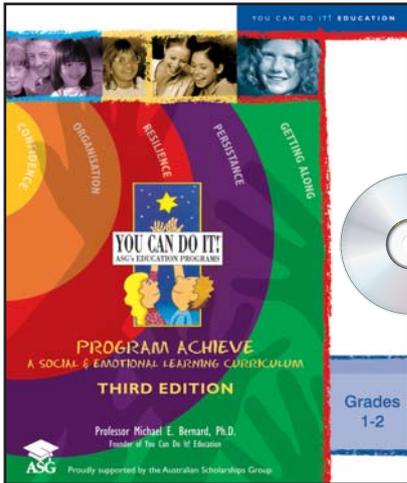
What the Experts are Saying

"An excellent program... I strongly recommend it... I have personally used many of these ideas with my own children."
Professor Raymond DiGiuseppe, Head, Department of Psychology, St. John's University

"You Can Do It! is an unusually effective program for young people who want to do well in school, in their social relations and in other important aspects of their life... I highly recommend it!"
Albert Ellis, Ph.D. Psychologist and International Expert on Mental Health and Achievement

"Dr. Michael Bernard's thinking and his program (You Can Do It! Education) are eminently sensible and based on sound principles of child development and psychology." **The London Times**

YCDI! has been offering professional development programs for educators and mental health practitioners for over a decade.



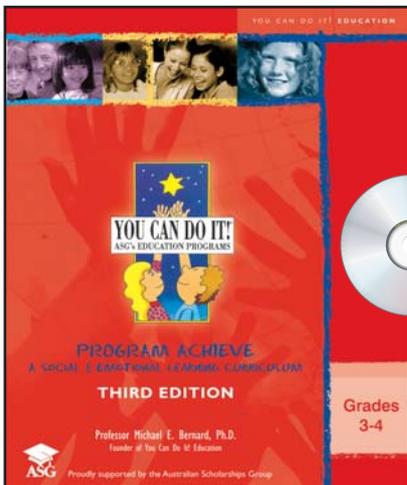
Program Achieve. A Social-Emotional Learning Curriculum

Intended Audience

Primary and secondary teachers, student counsellors and welfare coordinators.

Program Achieve, a leading social and emotional learning program, is now available in its third edition. A comprehensive curriculum of lessons for students ages 6 to 16+, the lessons and activities are designed to teach students a positive mindset for academic achievement, positive relationships and emotional well-being and to eliminate the negative mindset leading to poor social-emotional development and school performance. Retaining the best lessons from previous editions plus many, many new lessons, the Program Achieve curriculum consists of three primary volumes and six secondary Volumes covering the following specific focus on teaching students:

- | | | |
|----------------------------|-----------------------------|------------------------------|
| Vol. 1 (grades 1-2) | Vol. 2 (grades 3-4) | Vol. 3 (grades 5-6) |
| Vol. 4 (grades 7-8) | Vol. 5 (grades 9-10) | Vol. 6 (grades 11-12) |



The Curriculum Series Contains:

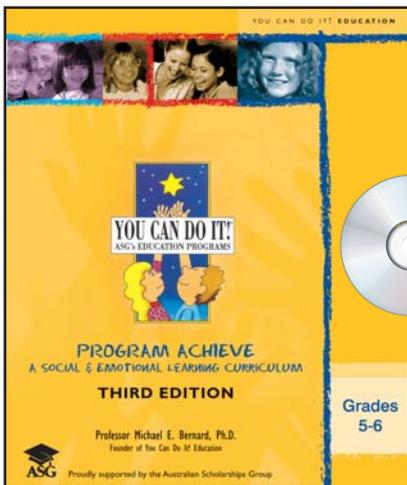
- Six volumes present similar ideas at increasing levels of cognitive-linguistic complexity
- Lessons contain a variety of activities that take more than one class period to present
- Explicit guidance is offered teacher in communicating Habits of the Mind
- Some of the activities invite parent participation
- As much as possible, stick to the exact detail and wording of activities

Each Volume Contains:

- Unit 1: Getting Started Lessons (4 lessons) (“What is Success and Well-Being” “The 5 Keys to Success and Well-Being”; “The Nine Values of Good Character”: “The 5 Blockers”)
- Unit 2: Lessons that Teach Confidence (6 lessons)
- Unit 3: Lessons that Teach Persistence (6 lessons)
- Unit 4: Lessons that Teach Organization (6 lessons)
- Unit 5: Lessons that Teach Getting Along (6 lessons)

Each Lesson Contains:

- Lesson Objectives
- Materials Needed for Lesson (handouts, worksheets, and other support material)
 - Lesson Plan, Introductory Discussion, Whole Class Activities, Small Group Activities, Individual Activities, Discussion Questions, Putting Foundation into Action (activities to do between sessions), Strategies for Embedding Foundation (suggestions for integration into classroom learning)
 - Teacher Guides (for making overhead transparencies)
 - Student Worksheets (reproducible)



Rosie Resilience

Distinctive features of this new series include:



Nine Values of Good Character! New lessons present students with each of the nine values represented in the National Framework for Values Education in Australian Schools with activities that encourage students to self-evaluate their own development and the extent they enact the values of: Care and Compassion, Doing Your Best, Fair Go, Honesty and Trustworthiness, Freedom, Integrity, Responsibility, Respect and Understanding, Tolerance and Inclusion;

Resilience! Two new volumes (Primary, Secondary) called “Resilience” that contain all new lessons that are designed to provide students with opportunities to understand what it means to be resilient and how they can employ emotional resilience skills and positive Habits of the Mind to stay calm, to control their behavior when upset, to calm down within a reasonable amount of time and to bounce back to work and relationships with others;

Well-Being! New lessons that help students deconstruct the meaning of “well-being” and things they can do when they are unhappy or upset as well as things they can do to help everyone to feel happy;

New Characters to Introduce Primary Level Students to the Five Foundations! Primary students are helped to understand the meaning of the 5 Foundations through the “characters” of Charlie Confidence, Penny Persistence, Olivia Organization, Gary Get Along and Rosie Resilience;

Introducing Students to the 5 Blockers! New lessons (with new “characters” in primary level lessons) that present students with the opportunity to understand and self-evaluate the 5 Blockers that act as barriers to their success and well-being including: Feeling Very Sad/Down (Sad Sally), Feeling Very Worried (Worried William), Feeling Lazy/Procrastination (Lazy Larry), Not Paying Attention-Disturbing Others (Nathan Nuisance) and Feeling Very Angry and Misbehaving (Angry Annie);

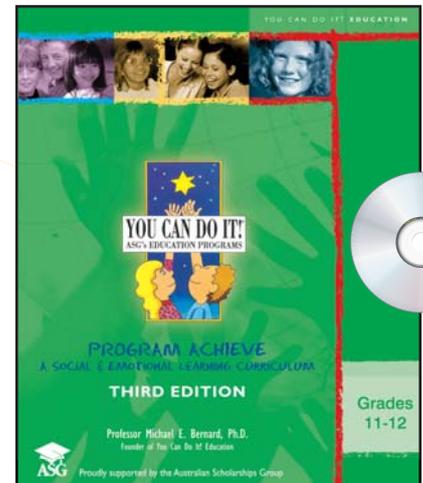
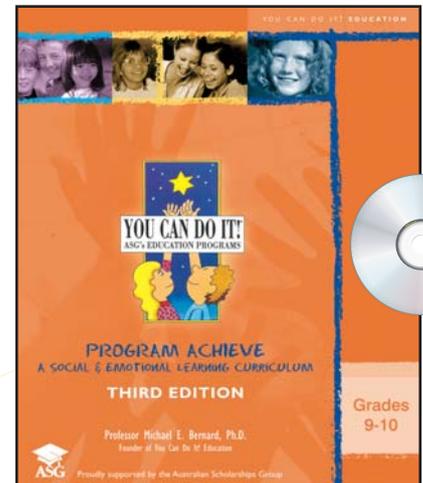
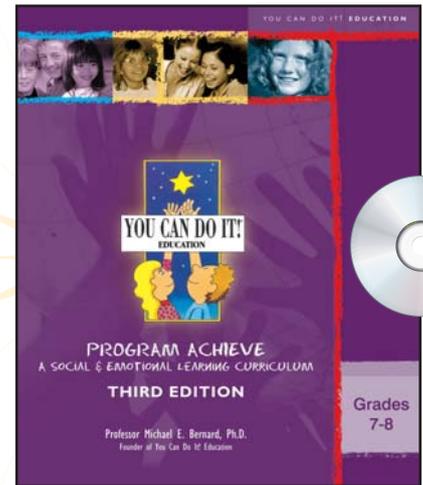
Habits of the Mind! New activities that help students deconstruct meaning of 12 positive and 12 negative Habits of the Mind;

Teamwork! In the volume Getting Along, new lessons to teach work cooperation and teamwork;

Volunteering! In the volume Getting Along, new lessons that discuss as part of “Social Responsibility” the importance and value of doing things for others and community service;

Strategies for Embedding Social and Emotional Learning! All lessons end with new suggestions for how to embed what students have learned in Program Achieve at home, with peers and in classroom learning;

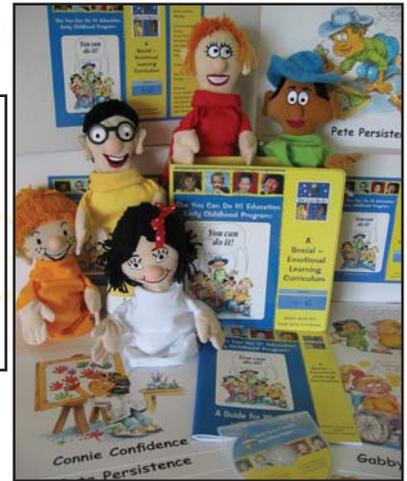
Good Practices for Integrating You Can Do It! Education in Your School Community! Each volume contains a summary of good classroom and school-wide practices for embedding You Can Do It! Education and the teaching of the nine values of good character, the 5 Foundations and 12 Habits of the Mind;



**The You Can Do It! Education Early Childhood Program:
A Social-Emotional Learning Curriculum (ages 4-6)**

Intended Audience

This program will suit teachers of children who are four- to six-years of age who are looking for a structured, learning program designed to enhance motivation, engagement and well being of young children. It is especially appropriate for children who, because of home background issues and temperament, are delayed in the development of key foundations of social-emotional development that interfere with their learning and adjustment.



Recent research conducted by the U.S. Department of Education (Early Childhood Longitudinal Study) as well as international researchers investigating young children’s social-emotional development has revealed the following:

**2,000
programs
in use
World-wide**

- social-emotional competence develops as children mature,
- social-emotional capabilities of young children are intimately related to their achievement and social-emotional well-being outcomes, and
- some children as young as four years of age show delays in their social-emotional development that has implications for their future adjustment and achievement.

Michael Bernard has just completed a research study with academically “at risk” five year olds and discovered delays in their confidence, persistence, organization, getting along and emotional resilience. In an article appearing in the Reading & Writing Quarterly, Professor Bernard argues that it is time that we teach social-emotional competence as well as academic competence.

The YCDI Early Childhood Program provides a missing piece to the early childhood curriculum; namely, a structured learning program based on early childhood education pedagogy (e.g., Vygotsky) that is designed to accelerate the social-emotional development of all children (confidence, persistence, organization, getting along, emotional resilience). It is especially designed to level the playing field for those children entering the pre-school and kindergarten years not only behind in their language and early reading competence, but also in their social-emotional competence.

Carry Handle Box includes:

- Rubric for Evaluating the Social-Emotional Development of Young People
- Education Early Childhood Curriculum (Teacher Guide)
Introduction to the Program, Unit 1 - Confidence, Unit 2 - Persistence, Unit 3 - Organization, Unit 4 - Getting Along, Unit 5 - Emotional Resilience
- Good Practices for Establishing a YCDI Early Childhood Learning Environment
- The YCDI! Early Childhood Guide for Working with Parents
- Soft, washable hand puppets featuring the five characters: Connie Confidence, Gabby Get Along, Pete Persistence, Oscar Organization, Ricky Resilience including the five finger puppets
- A CD of six You Can Do It! songs featuring all of the characters in the program
- 18 durable colored posters (28cm x 44cm) displaying different stages of acquiring the different skills outlined in the program.



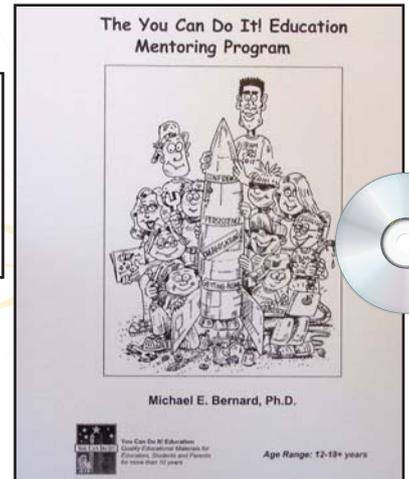
The You Can Do It! Education Mentoring Program

Intended Audience

Upper primary and secondary school counsellors, student welfare coordinators, behavior management/learning assistance coordinators and teachers working with individual or small groups of students with under-achievement and/or behavior problems.

The program consists of over 50 cognitive-behavioral activities that a mentor can use within a mentoring session to teach one or more mentees the Internal Foundations that lead to success and social-emotional well-being.

Testimonial from **Alan Evans, National Coordinator, National Mentoring Pilot Project (England)**: “Since we have incorporated YCDI! into our mentoring training program, we have observed a variety of case studies of mentees in the NMPP that indicate a clear benefit of mentees being given the opportunity to develop tools to increase their confidence, persistence, organization and their capacity for getting along. We are seeing that YCDI! plays an important role in energising the personal resources of young people today.”



YCDI School Kit - For schools wishing to order a range of complimentary resources, the following components are suggested:

Grades 1 – 6

For school professional library, one or more copies of the guide for teachers “Providing All Children with the Foundations for Achievement, Well-Being and Positive Relationships”

For teachers/school counselors of students ages 4-7, the YCDI Early Childhood Program

For teachers/school counselors of students in grades 1 - 6, one or more primary sets of Program Achieve (vols. 1- 4)

For teachers/student counselors of upper primary level students, the “YCDI Mentoring Program”

For parents, “Investing in Parents” education program

For professionals working with the teachers and parents of students with behavioral and learning challenges: “Strengthening the Social and Emotional Capabilities of Young People with Achievement and Behavioral Problems”

Grades 7 – 12

For school professional library, one or more copies of the guide for teachers “Providing All Children with the Foundations for Achievement, Well-Being and Positive Relationships”

For teachers/school counselors of /student in grades 7 - 12, one or more secondary sets of “Program Achieve” (vols. 4 - 6.)

For teachers and student counselors of upper-primary and secondary students, “YCDI Mentoring Program” For parents, “Investing in Parents” education program

For parents and teachers of students with behavioral and achievement challenges, “Strengthening the Social and Emotional Capabilities of Young People with Achievement and Behavioral Problems”

The Latest Theory, Classroom and School-Wide Practice of YCDI

Providing ALL Children with the Foundations for Achievement, Well-Being and Positive Relationships, 3rd Edition

Intended Audience

Primary and secondary teachers, special educators, school administrators, You Can Do It! Education School Coordinators – the ideal resource for your professional development library.

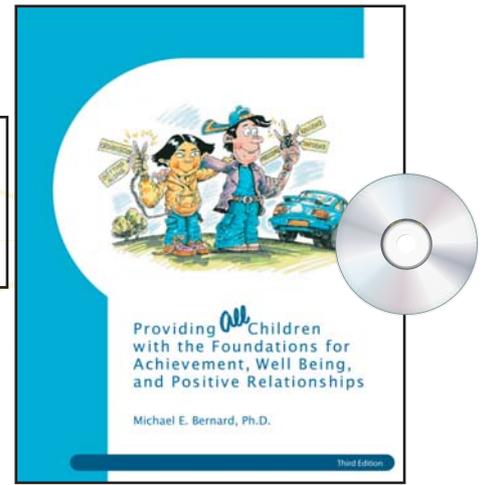
This text presents the latest theory and practice of You Can Do It! Education. Professor Bernard describes the 5 Foundations for student achievement, well-being and positive relationships: Confidence, Persistence, Organization, Getting Along and Resilience. Additionally, he describes the 5 Blockers that act as barriers to learning and well-being: Feeling Very Down, Feeling Very Worried, Procrastination, Not Paying Attention-Disturbing Others and Feeling Very Angry-Misbehaving. Specific attention is directed at the 12 negative Habits of the Mind (“blocker thinking”) that contribute to poor mental health and underachievement and which give rise to the 5 Blockers. The 12 positive Habits of the Mind (ways of thinking) that nourish and support the 5 Foundations are described.

A fantastic new inclusion of this Third Edition is the presentation of what are called “You Can Do It! Classroom and School-Wide Practices.” Here, teachers are presented with what to do and say to introduce students to the 5 Foundations and Habits of the Mind when not using activities drawn from the Program Achieve social and emotional learning curriculum. “Prerequisite”, “Advanced” and “School-Wide” teaching-learning practices are illustrated.

New to the third edition is a section that details based on the experiences of countless schools “Examples of Best Practices in Implementing YCDI” that cover the following areas: Leadership, Management, Professional Development, Classroom-Wide Practices, School-Wide Programming, Parent Education and Behavior Management.

Features of the Third Edition include:

- A revision of the Habit of the Mind called “Social Responsibility” to include the 9 Values of Good Character that appears in national framework for values education;
- An easy-to-follow series of steps that teachers can take for helping students deconstruct the 5 Foundations of Confidence, Persistence, Organization, Getting Along and Resilience;
- Reference guides that provide teachers with the shared understanding of each of the Habits of the Mind with suggestions for ways to teach and embed the Habits of Mind in classroom learning;
- Description of the ways to eliminate the six negative Habits of the Mind that lead to poor Emotional Resilience;
- Ways to establish a “Resilient” classroom;
- The way to clearly define and describe to students the meaning of each of the 5 Foundations with examples of how to discuss Habits of the Mind (ways of thinking);
- How to teach students not to blow things out of proportion;
- Helping students to challenge and change negative to positive Habits of the Mind;
- Examples of ways to integrate the 5 Foundations into the curriculum;
- Examples of images/statements that explicitly communicate the 5 Foundations that can be used in classroom displays;
- Behavior-specific feedback cards;
- School-home notes;
- Summary of available research on YCDI; and student, parent and teacher evaluation forms.



Thousands of primary and secondary schools are using Program Achieve, YCDI's social and emotional learning curriculum in Australia and worldwide

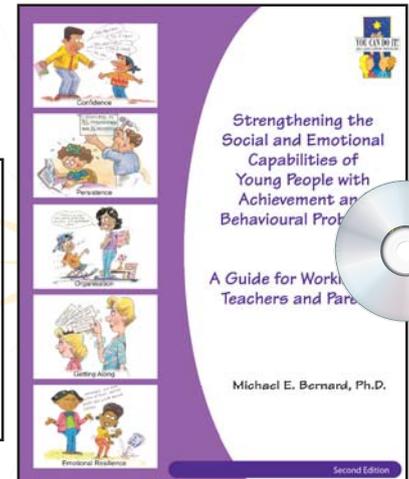
Working with Teachers and Parents of Students with Challenges

9

Strengthening the Social and Emotional Capabilities of Young People with Achievement and Behavior Problems: A Guide for Working with Teachers and Parents, 2nd Edition

Intended Audience

Primary- and secondary-level educators and mental health practitioners who work with young people “referred” for achievement and behavior problems including behavior management coordinators, learning assistance advisors, school counsellors/welfare officers, psychologists, school principals/assistant principals and teachers who have responsibility for the planning, coordination and implementation of individual learning and behavior plans.



Research conducted by Professor Bernard and other scholar-practitioners is revealing that students who present with motivational, behavioral, emotional and behavioral challenges have delays in their social and emotional development in one or more of the following areas: work confidence, persistence (effort), organization, getting along and resilience. In this guide, Professor Bernard makes the case that special assistance and interventions programs for “at risk” children and young people need to begin with an assessment of their social and emotional strengths and weaknesses. He argues that “at risk” students’ social and emotional development can be strengthened through the efforts of their parents and teachers.

This guide presents educators and practitioners with an eight step plan for “up-skilling” teachers and parents of “at risk” students in what they need to know and do to strengthen those areas of social and emotional development that have been delayed.

In this guide, a new role of educators and mental health practitioners is articulated; namely, providing indirect service to students by providing direct service to their teachers and/or parents. In this model of service delivery, students are seen as the “clients”, the students’ teachers and parents seen as “consultees” and the educators, administrators, counsellors or psychologists are deemed “consultants.” The consultant’s responsibility is working with one or more consultees who, in turn, provide direct service to the client.

Features of the Second Edition include:

- Social and emotional development framework for “at risk” young people;
- The new role of educators and practitioners: Providing service to teachers and parents;
- Dealing with the strong emotions of teachers and parents;
- Ways teachers and parents can build positive relationships with ‘at risk’ students;
- Detailed review of YCDI Steps for working with teachers and parents including:
 - Step 1. Entry Evaluation of Young Person (goals established)
 - Steps 2-3. Meetings with Teacher(s) and Parent(s) (knowledge and skills presented to strengthen one of the Foundations),
 - Step 4. Brief Contact: Progress Monitoring,
 - Step 5-7. Additional Meetings and Progress Monitoring (new knowledge and skills for teachers and parents to support additional Foundations),
 - Step 8. Final Meeting (Exit Evaluations of Young Person)
- Specific methods teachers and parents can use to develop Young Person’s 5 Foundations
- Variety of teacher and parent screening and assessment surveys of “at risk” students

Tens of thousands of children receive weekly lessons from
YCDI! Early Childhood Program.

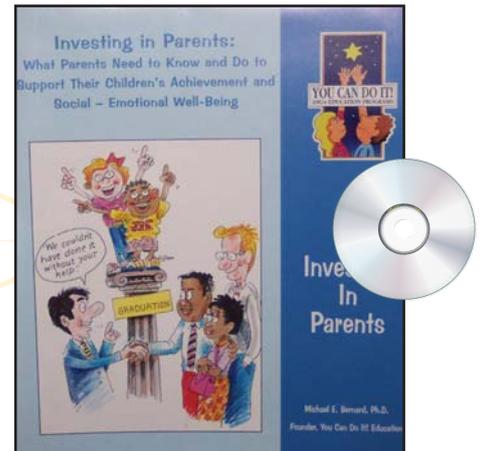
Investing in Parents: What Parents Need to Know and Do to Support Their Children's Achievement and Social-Emotional Well-Being

Intended Audience

Parent educators and other professionals who are responsible for parent education.

This 487-page program consists of 10 modules covering the following topics.

- Module 1: Parents Today: What You Need to Know and Do
- Module 2: Avoid Common Mistakes that "Good" Parents Make
- Module 3: Be Emotionally Resilient
- Module 4: Develop Positive Relationships with Your Children
- Module 5: Communicate to Your Children High and Realistic Expectations for Achievement and Behavior
- Module 6: Be Involved in Your Children's Education
 - Part A. Show Interest, Part B. Manage Homework
 - Part C. Tutor Your Child, Part D. Steps to Take if Your Child Under-Achieves
- Module 7: Provide Children with Responsibility and Involve them in Decision-Making
- Module 8: Provide Activities that Accommodate Children's Interests
- Module 9: Motivate Your Children
- Module 10: Develop Your Children's Social-Emotional Competence
 - Part A. Build Children's Positive Mindset for Achievement
 - Part B. Help Children Getting Along, Part C. Build Children's Emotional Resilience
 - Part D. Teach Children the Core Value of Social Responsibility



Each session includes the following:

- Background information for the leader
- Complete description of all session activities
- Complete description of parent homework activities
- Overheads for the session
- Handouts for the session

YCDI Images Resource CD Program

- CD 1 Motivational Techniques
- CD 2 The 5 Keys to Success & Happiness
- CD 3 Positive & Negative Habits of the Mind
- CD 4 Self-Help Guides, Tips & Quotes

