

Professional Development Activity

drvictorrios.com

Changing the Narrative:

From Deficit to Asset

Consider Dr. Rios’s quote, “My teacher believed in me so much, she tricked me into believing in myself.” What kind of mindset did his teacher, Ms. Russ, have when working with at-risk students? How did her mindset shape her own narrative of students? The following scenarios contain portraits of students. For each scenario, change the narrative for each student, making it an asset-based perspective (what potential does the student have). When we believe in students and their potential, it often provides them with a blueprint for transformation and academic success.

Student #1	Disaffected, distracted, wears large t-shirts, baggy pants, falls asleep in class. Works after school helping parents with their food truck business until closing every night.
Assumption	<i>“He’s a slacker, a gang member, and falls asleep in class because he does not care about school. He will not graduate high school”.</i>
Changed Narrative	“ _____ _____ _____ _____.”

Student #2	Attention deficit, poor test scores, behavioral problems, social with peers, and volunteers at local animal shelter.
Teacher Assumption	<i>“A class clown student who will never be able to succeed.”</i>
Changed Narrative	<p>“ _____</p> <p>_____</p> <p>_____</p> <p>_____.”</p>

Student #3	Colorful stickers on notebooks and textbooks, does not like using pencils and instead chooses to complete assignments using colorful pens, has large handwriting, is a cheerleader, wants to get married at eighteen, and enjoys babysitting.
Teacher Assumption	<i>“She is a dumb cheerleader who does not take school seriously and will end up pregnant soon.”</i>
Changed Narrative	<p>“ _____</p> <p>_____</p> <p>_____</p> <p>_____.”</p>