

USING STUDENT RESILIENCY DATA TO PREDICT ACADEMIC PERFORMANCE

Presented by: Melissa Schlinger

Why do some kids disengage from school?

What can we learn from successful students about why they work hard, persevere and succeed in school?



RESILIENCY RESEARCH

When investigating social emotional factors that underlie academic performance, researchers have identified essential RESILIENCY skills that are scientifically linked to academic success.



RESILIENCY RESEARCH:

- **Resiliency**: a set of protective characteristics possessed by those who are able to adapt to hardship and succeed
- **Resiliency** skills are valuable for all students, and absolutely critical for students who possess at-risk characteristics.
- Proven strategies can help students develop the **resilience** to ensure risk factors do not result in school failure.

SIX CRITICAL RESILIENCY SKILLS

1

- Goal Setting/importance of education

2

- Academic confidence

3

- Strong connections with others

4

- Stress management

5

- Balanced sense of well-being

6

- Intrinsic motivation

SETTING GOALS

What do you notice about your students' ability to set goals?

SETTING GOALS

**Paul Baltes' three goal-setting strategies:
SOC model**

- **Selection** – select few, realistic goals
- **Optimization** – optimize opportunities to achieve goals
- **Compensation** – switch or modify goals when faced with adversity

ACADEMIC CONFIDENCE (SELF-EFFICACY)

Think about a time you have observed confidence issues impacting academic achievement.

ACADEMIC CONFIDENCE (SELF-EFFICACY)

Academic confidence: the degree to which a student feels capable of successfully performing school-related tasks.

Individuals who possess higher academic self-efficacy beliefs are more likely to:

- Persist when challenged with difficult academic material
- Perform better during tests
- Perceive negative performance evaluations as challenges to overcome rather than threats to avoid.

CONNECTIONS

Can you think of a teacher at school who had a significant and positive impact on you?

CONNECTIONS

Research shows that:

- **When students feel attached to at least one adult, they are less likely to drop out of school**
- **Students work harder for teachers they like**
- **Student's perceived availability of social support consistently provides health benefits, especially during times of stress**

STRESS MANAGEMENT

What kinds of things are causing your students to experience stress?

Are they handling stress effectively?

Are they aware of how stress impacts them?

STRESS MANAGEMENT

Stress management:

- **One's ability to conserve emotional, psychological, and behavioral resources**
- **While one may possess the skills needed to perform the activity, stress is often about whether one has the emotional resources needed to perform the activity**

HEALTH AND WELL-BEING

What are some ways you think your students can make changes in their lives that would increase their overall well being?

MOTIVATION

Do you think most of your students come to school because:

- A. They feel like they have to**
- B. They recognize that school is important to achieving their goals**
- C. They feel guilty, like they're letting someone down, if they don't attend school**
- D. They enjoy being at school**

MOTIVATION (SELF-DETERMINATION THEORY)

Different types of motivation –

- **Extrinsic motivation is doing something for external reasons, such as because you are forced into it by others, or you are concerned about letting others down (avoiding guilt)**
- **Intrinsic motivation is doing something because it is enjoyable (sense of satisfaction, accomplishment) or meaningful.**
- **Intrinsically motivated students are most likely to succeed in school and life**

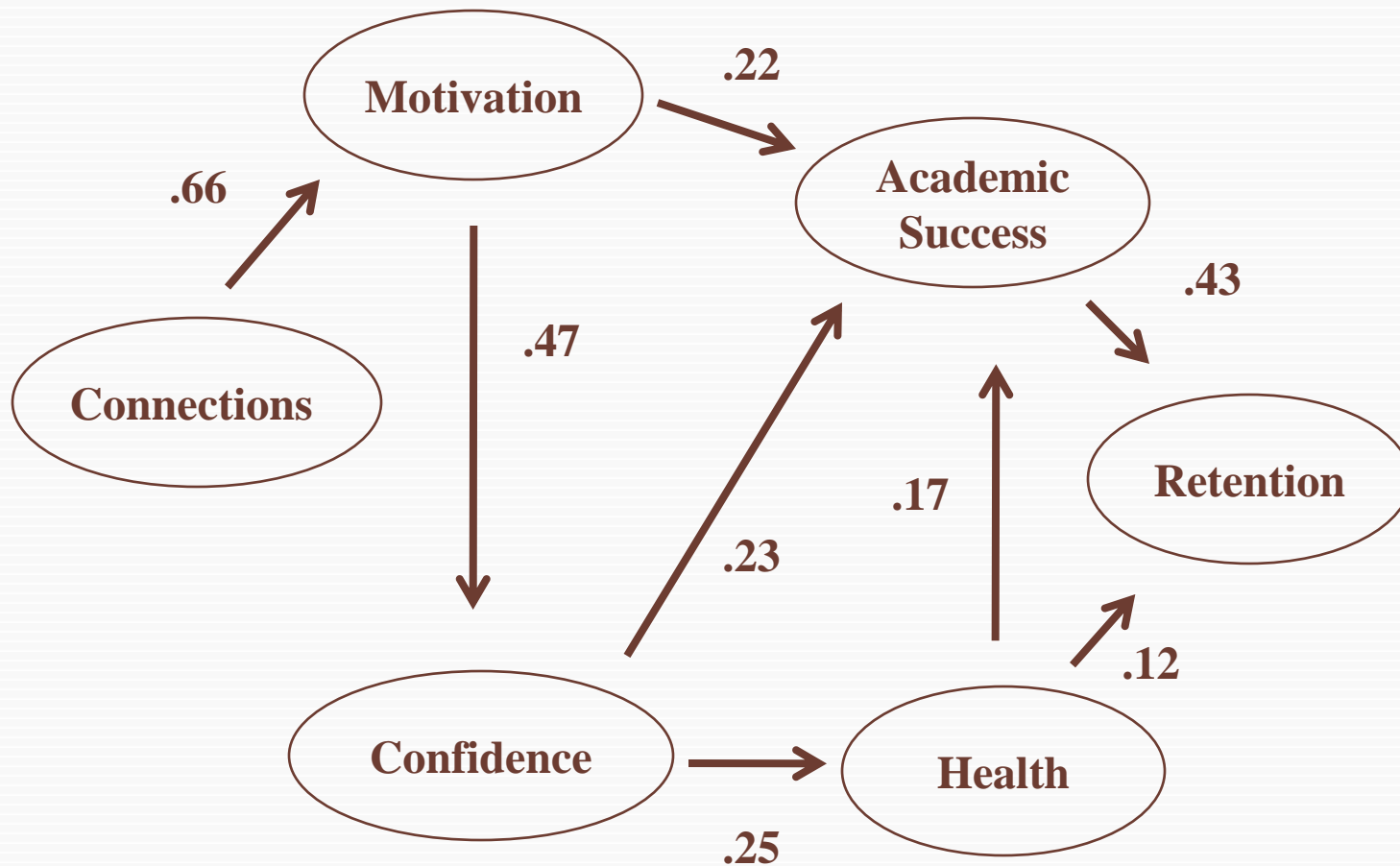
INTERPRETING EFFECT SIZES

$\beta > .10$ is a small effect

$\beta > .30$ is a medium effect

$\beta > .50$ is a large effect

Resiliency and School Success



Close & Solberg, 2008

REVVING UP PRE-ASSESSMENT: ASSESSING STUDENT RESILIENCY



**Each student answers
108 questions covering
the six critical resiliency
skills:**

- Importance of school
- Confidence
- Connections
- Stress management
- Sense of well-being
- Motivation

ASSESSING RESILIENCY

• ***Revving Up Resiliency* assessment**

- Online or print delivery
- Grades 6-12 (most often 7th – 10th grade)
- 108 survey questions
- About 20-30 minutes to complete

ASSESSING RESILIENCY TO PREDICT ACADEMIC SUCCESS OR FAILURE

- Longitudinal research shows that resiliency data provides a valid early warning indicator for future academic success or failure.
- Followed students up to 3 years after taking resiliency assessment and found high achieving students (top 25%) scored significantly higher on resiliency measures than low achieving students (bottom 25%)
- **Success Profile scores** and **Risk Profile scores** inform school and student level results for each resiliency skill

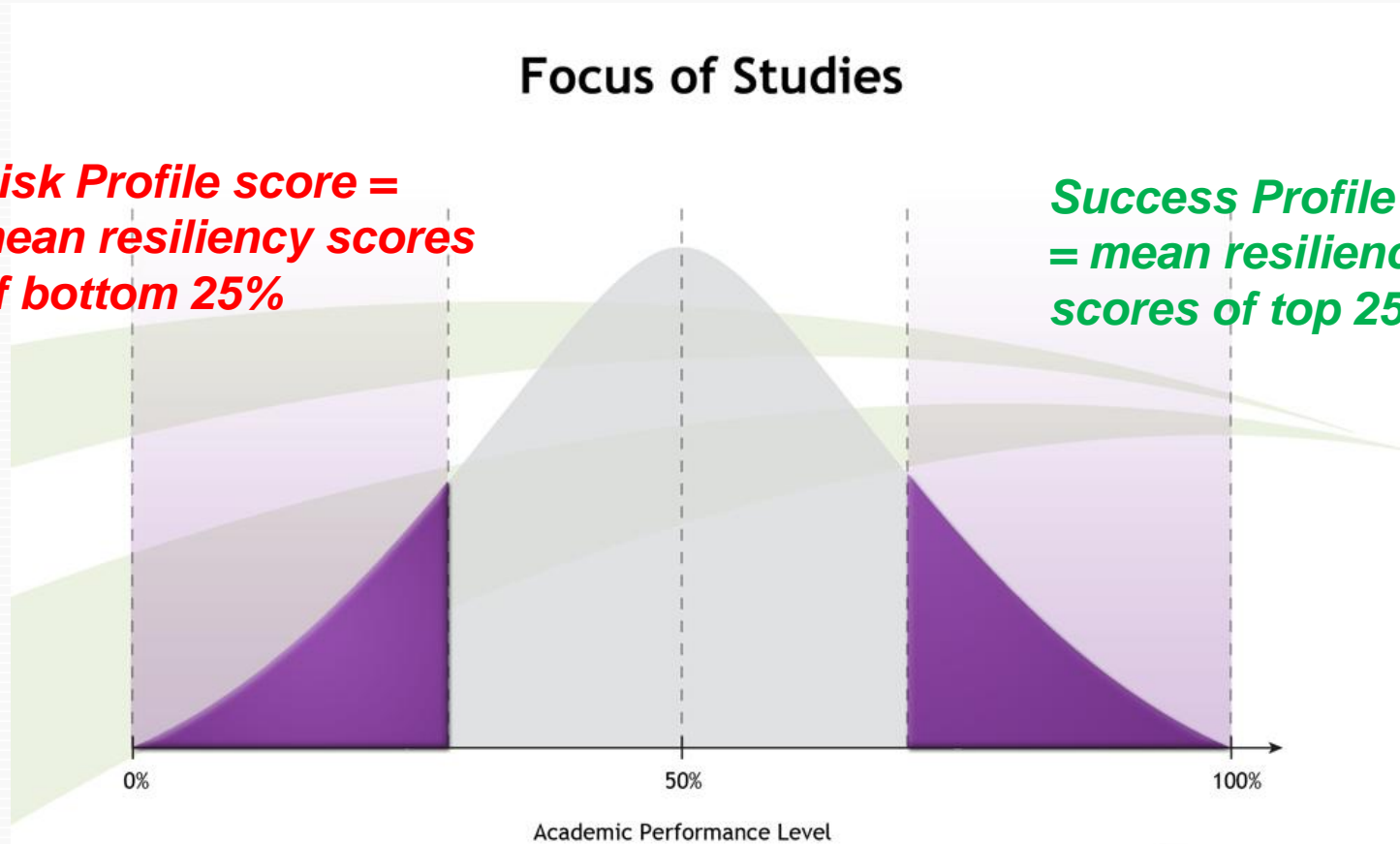


FOCUS OF STUDIES

Focus of Studies

**Risk Profile score =
mean resiliency scores
of bottom 25%**

**Success Profile score =
mean resiliency
scores of top 25%**



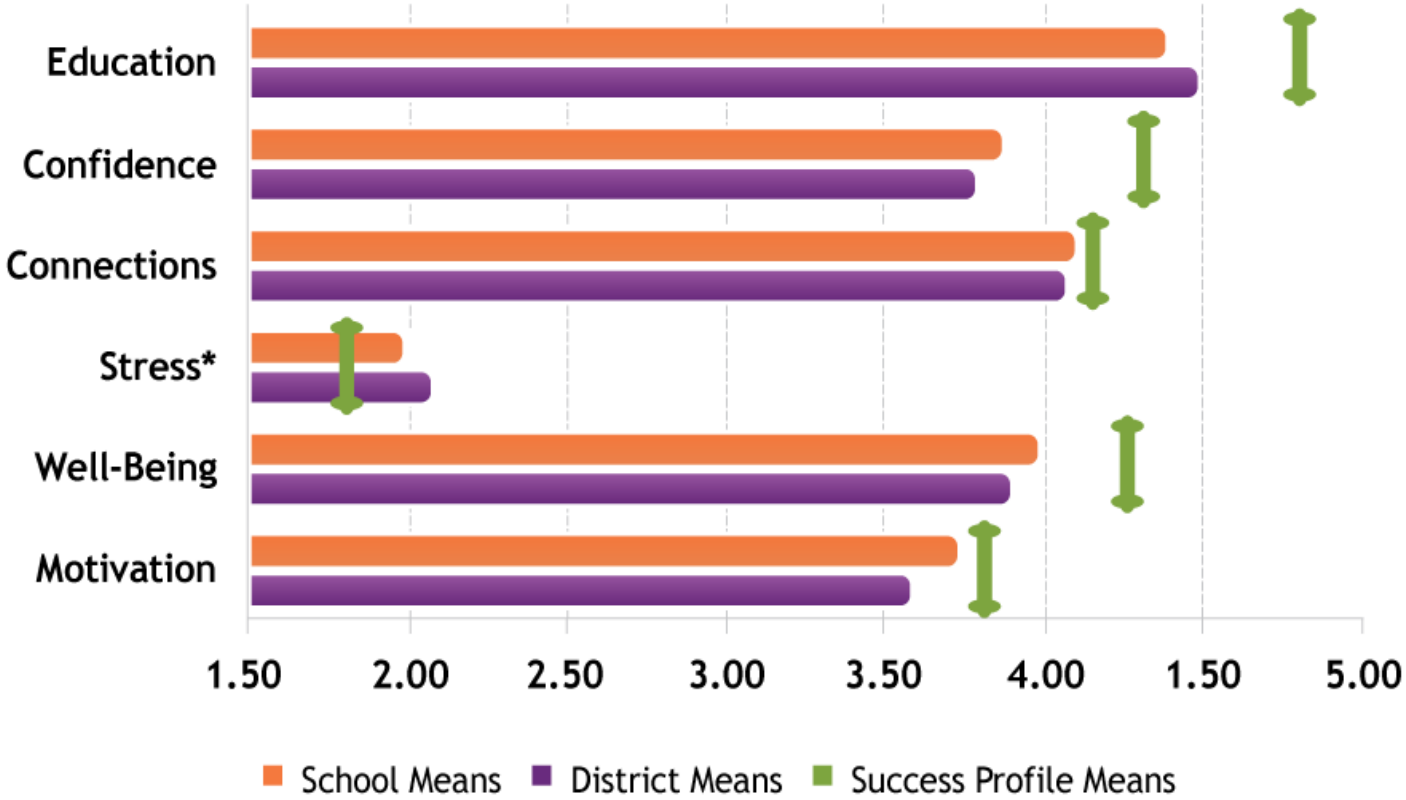
ASSESSING RESILIENCY TO PREDICT ACADEMIC SUCCESS OR FAILURE

Longitudinal research also shows that out of the 108 survey questions, 18 are HIGHLY predictive of future performance; identified as significant markers for future failure and/or dropping out.

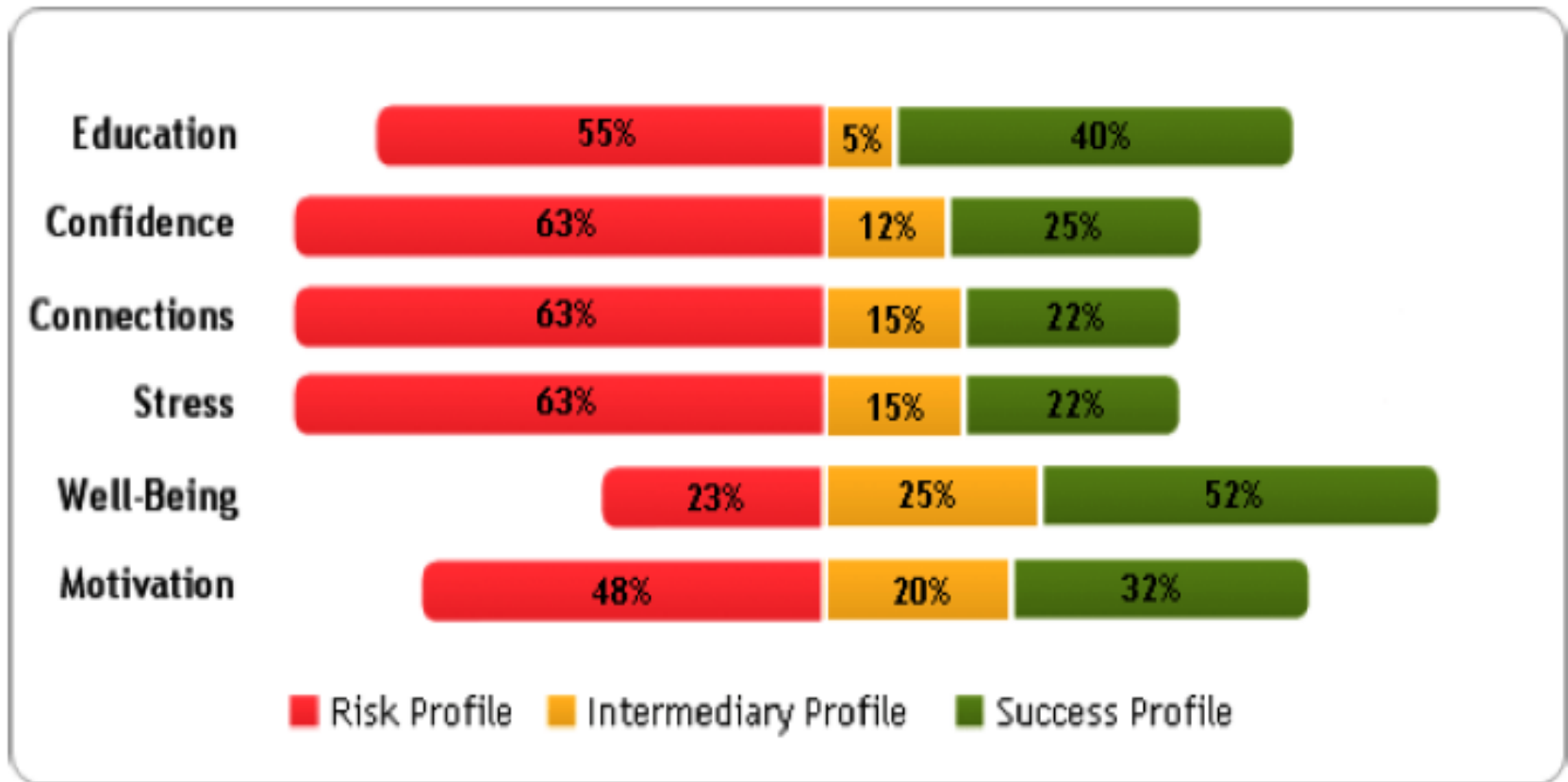
- ***Academic Risk Index Score*** is a composite measure of student's risk level – only provided for students whose scores indicate high level of risk of dropping out/failing.



MEANS ANALYSIS

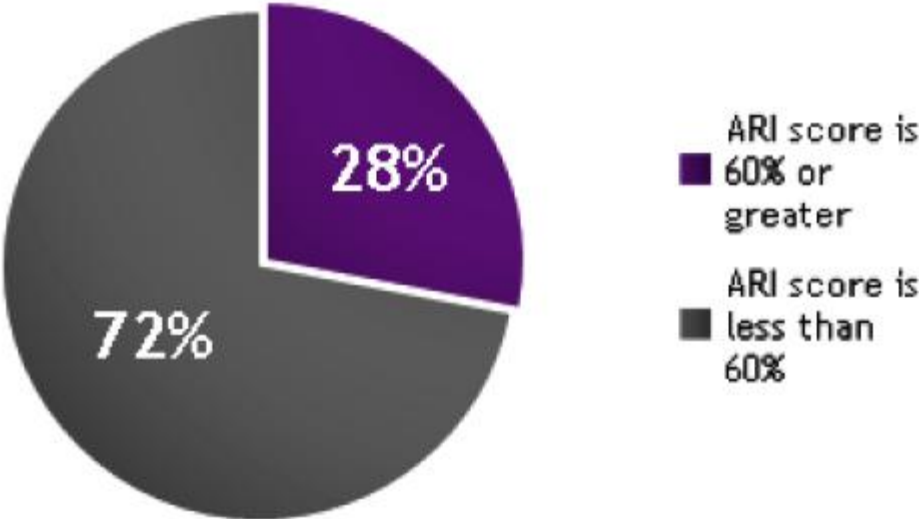


ACADEMIC RISK AND SUCCESS PROFILE ANALYSIS



HIGH RISK ANALYSIS

Students Most At-Risk











INDIVIDUAL RESILIENCY ANALYSIS

Academic Risk Index Key



Academic Profile Scores



Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
396253							
4001938							
4002002							
4002146							
4002203							
4100260							
4100904							

SAMPLE STUDENT A







29

Academic Risk Index Key

-  > 80% Risk or Greater
-  70-79% At-Risk
-  60-69% At-Risk

Academic Profile Scores

-  Score falls within the *Risk Profile*
-  Score falls within the *Intermediary Profile*
-  Score falls within the *Success Profile*

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
575255							

GPA: 1.7
 Attendance: 78%
 Discipline Referrals: none

SAMPLE STUDENT B

30

Academic Risk Index Key



Academic Profile Scores



Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
574919							

GPA: 1.3
 Attendance: 68%
 Discipline Referrals: none

SAMPLE STUDENT C



31

Academic Risk Index Key

-  > 80% Risk or Greater
-  70-79% At-Risk
-  60-69% At-Risk

Academic Profile Scores




-  Score falls within the *Risk Profile*
-  Score falls within the *Intermediary Profile*
-  Score falls within the *Success Profile*

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
577236							




GPA: 1.7
 Attendance: 83%
 Discipline Referrals: 5







SAMPLE STUDENT D

Academic Risk Index Key

-  > 80% Risk or Greater
-  70-79% At-Risk
-  60-69% At-Risk

Academic Profile Scores

-  Score falls within the *Risk Profile*
-  Score falls within the *Intermediary Profile*
-  Score falls within the *Success Profile*

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
579576							

GPA: 3.8
 Attendance: 100%
 Discipline Referrals: none

SAMPLE STUDENT E

33

Academic Risk Index Key

-  > 80% Risk or Greater
-  70-79% At-Risk
-  60-69% At-Risk

Academic Profile Scores

-  Score falls within the *Risk Profile*
-  Score falls within the *Intermediary Profile*
-  Score falls within the *Success Profile*

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
539691							

GPA: 3.3
 Attendance: 95%
 Discipline Referrals 5

BUILDING RESILIENCY

What can we do in the classroom to help our students become more resilient?

GOAL SETTING/ IMPORTANCE OF SCHOOL

How can you help students with goal setting?

How do you help students to understand the importance of school on their future?

HELPING OUT KIDS TO SET AND ACHIEVE REALISTIC GOALS

- **What do I want for myself?**
- **How is school related to this?**
- **What can I do today, this week, this year that will help me to achieve my goals?**
- **What will I do if I run into an obstacle?**

PLANNING FOR THEIR FUTURE

- **Ask your students to write a letter to themselves about what they want to get out of this school year**
- **Have students create a vision board: use pictures, words, images, technology to create a visual representation of what they see as success for themselves**

BUILDING CONFIDENCE

- **Understanding what confidence is (COURAGE)**
- **Understanding how lack of courage is often what impedes us from achieving goals**
- **Understanding what kinds of factors impact our confidence positively and negatively**
- **Increasing experiences that positively impact confidence and decreasing experiences that negatively impact confidence**

BUILDING CONFIDENCE

- **Ask students to think about 3 areas they are confident about and 3 areas they wish they had more confidence about.**
- **Tell students what YOU are confident in and where you wish you had more confidence**
- **Invite students to share and discuss these areas**
- **Look for themes of confidence in literature and history and use these opportunities to talk about the issues facing the characters and how they are similar to their own experiences.**

BUILDING CONNECTIONS

- **Help your students to know who you are as a person and learn about who they are as people**
- **Show students you care about them and respect them**
- **Communicate high expectations**

BUILDING CONNECTIONS

Help your students to think about who is in their social network. Ask them to think about who they could or do rely on for different situations, such as:

- Help with school work
- Ride to a job interview
- Talk about family issues
- Laughter
- Borrow money
- Questions about health issues
- Talk about friendships/relationships
- Advice
- Other categories?

MANAGING STRESS

- **Identifying sources of stress/pressure**
- **Identifying how we and others behave when under stress**
 - What does your mother look like when she is stressed/having a bad day?
 - What does your best friend look like
 - What do I look like?
 - What do YOU look like?

MANAGING STRESS

- **Discuss healthy and unhealthy ways of coping with stress**
- **Discuss consequences of unhealthy reactions**
- **Thinking and talking about stress, reactions and consequences can lead to better understanding of improved ways to handle stress**

MANAGING STRESS

Activity: Have students write something that stresses them out on a piece of paper and ball it up and throw it in the middle of the classroom (or into a hat)

Ask students to draw out one of the papers and:

- Read it aloud
- Say if they share the stress
- Talk about it as a group about ways to alleviate the stress

IMPROVING HEALTH AND WELL-BEING

- **Understanding the relationship between their physical state and achieving goals**
- **Being aware of factors and decisions that can contribute to a more healthy lifestyle**
- **Importance of BALANCE – understanding priorities and balancing them**

IMPROVING HEALTH AND WELL-BEING

- **How are you spending all of the hours in one week? Create a pie chart that shows how you're spending your time (sleeping, eating, school, friends, TV, etc...)**
- **After looking at your wheel, what activities do you wish you had MORE time for? How can you adjust your wheel to accommodate your priorities?**

BUILDING MOTIVATION

"The proper question is not, 'how can people motivate others?' but rather, 'how can people create the conditions within which others will motivate themselves?' - Edward Deci, University of Rochester

Intrinsic motivation can result from strengths in other areas of resiliency:

- Ability to set and achieve goals, recognizing the relevance of school to accomplishing goals
- Having the confidence you can be successful
- Feeling connected to others, especially an adult, in school
- Understanding stress and healthy ways to manage stress
- Recognizing the importance of balanced sense of well being



QUESTIONS AND ANSWERS

NEXT STEPS

Please fill out the feedback survey and indicate what follow up, if any, you are interested in (i.e. copy of Powerpoint, more info on assessment, etc...)

Request to pilot the resiliency assessment for your school/district.



CONTACT US

Drive Achievement Through Resiliency™

www.ScholarCentric.com

Melissa Schlinger

m.schlinger@scholarcentric.com

312-282-8667

