



Drive Achievement Through Resiliency™

*Building Resilience to Improve Academic  
Engagement and Performance*

ASCD  
Chicago, IL  
March 18, 2013

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 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/Valuing the 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?

# Improving Health and Well-being



Health and Well Being issues impact academic performance in numerous ways. For example, lack of sleep and proper nutrition can lead to

## Reduced ability in:

- memory
- performance
- alertness
- concentration
- ability to handle complex tasks
- creativity
- socialization

## Increased:

- fatigue
- disinterest in school and surroundings
- irritability
- anxiety
- drug and alcohol use
- vulnerability for accidents/illness
- absences due to illness



# 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 -

- Intrinsic motivation is doing something because the task itself is enjoyable (sense of satisfaction, accomplishment) or meaningful.
- Extrinsic motivation is doing something for external reasons, i.e. external rewards, feeling forced into it (avoiding punishment) or concerned about letting others down (avoiding guilt)
- Intrinsically motivated students are most likely to succeed in school and life

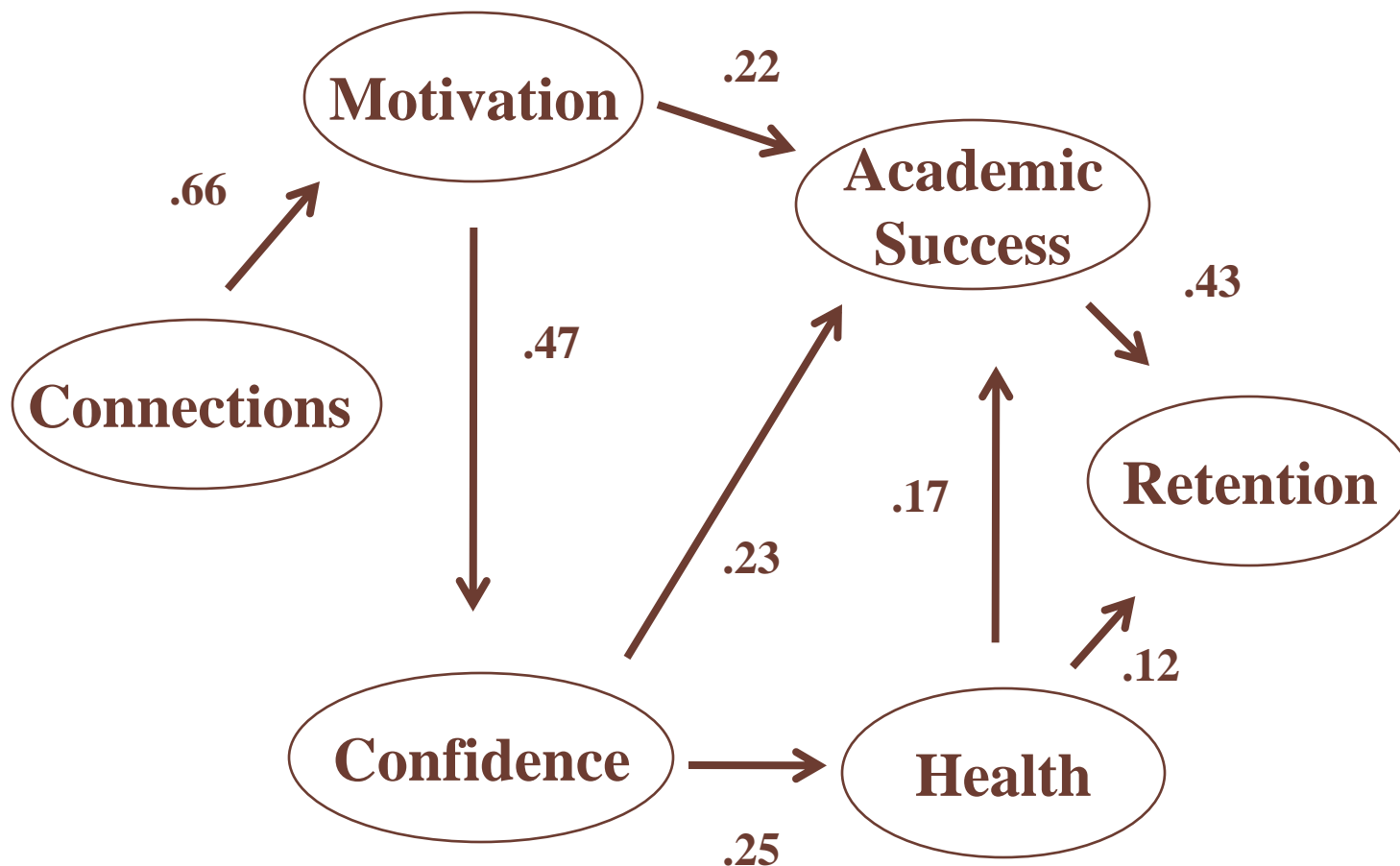
# Interpreting Effect Sizes

$\beta > .10$  is a small effect

$\beta > .30$  is a medium effect

$\beta > .50$  is a large effect

# Resiliency and School Success



Close & Solberg, 2008

# Six Critical Resiliency Skills

- 1 • Goal setting/Valuing the importance of education
- 2 • Academic confidence
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- 4 • Stress management
- 5 • Balanced sense of well-being
- 6 • Intrinsic motivation

# Assessing Resiliency

- Researchers from University of Wisconsin developed a validated resiliency assessment used by districts around the country to evaluate critical skills.

# Revving Up Pre-Assessment: Assessing Student Resiliency



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

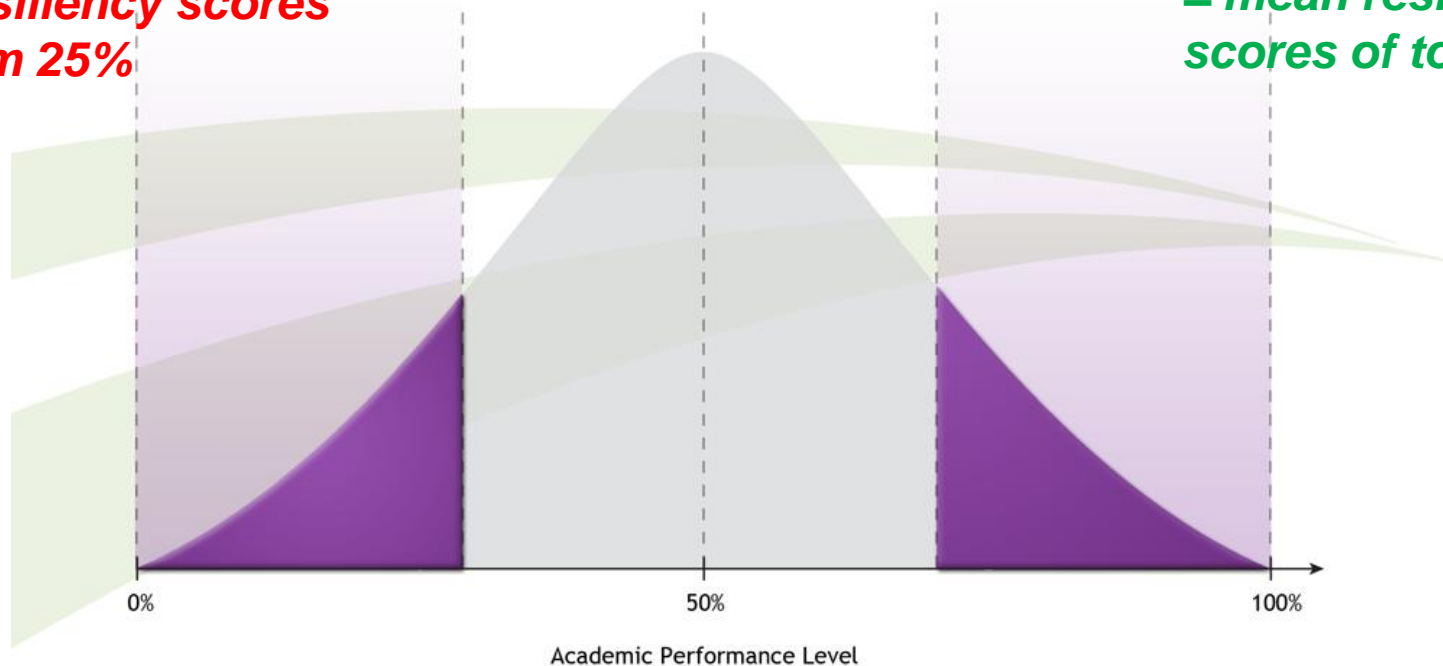
- Importance of school
- Confidence
- Connections
- Stress management
- Sense of well-being
- Motivation

# Focus of Studies

## Focus of Studies

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

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



Academic Performance Level

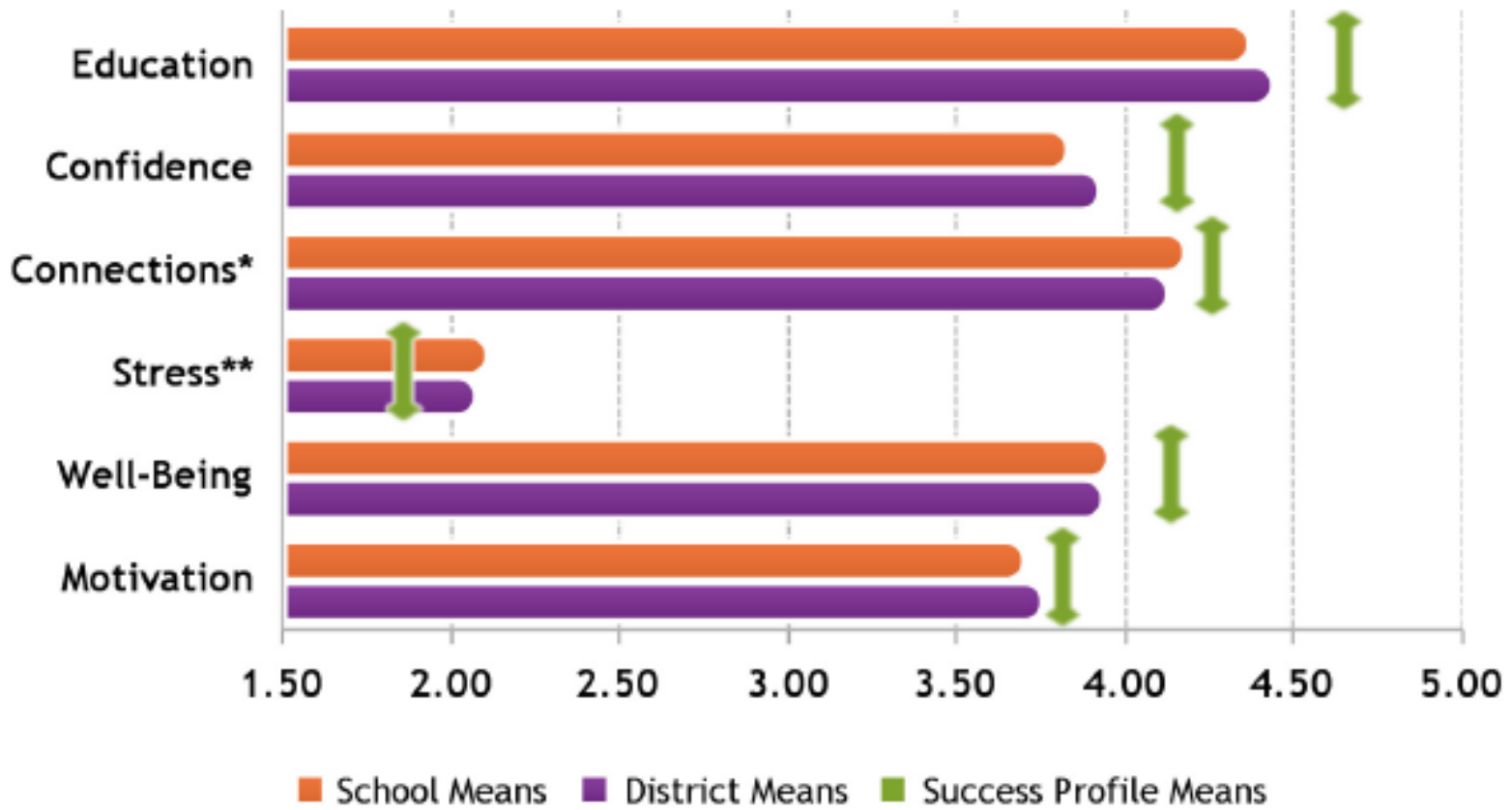
■ = Focus of Studies

Academic performance level is an index calculated by combining attendance, behavior, academic performance data



# Means Analysis

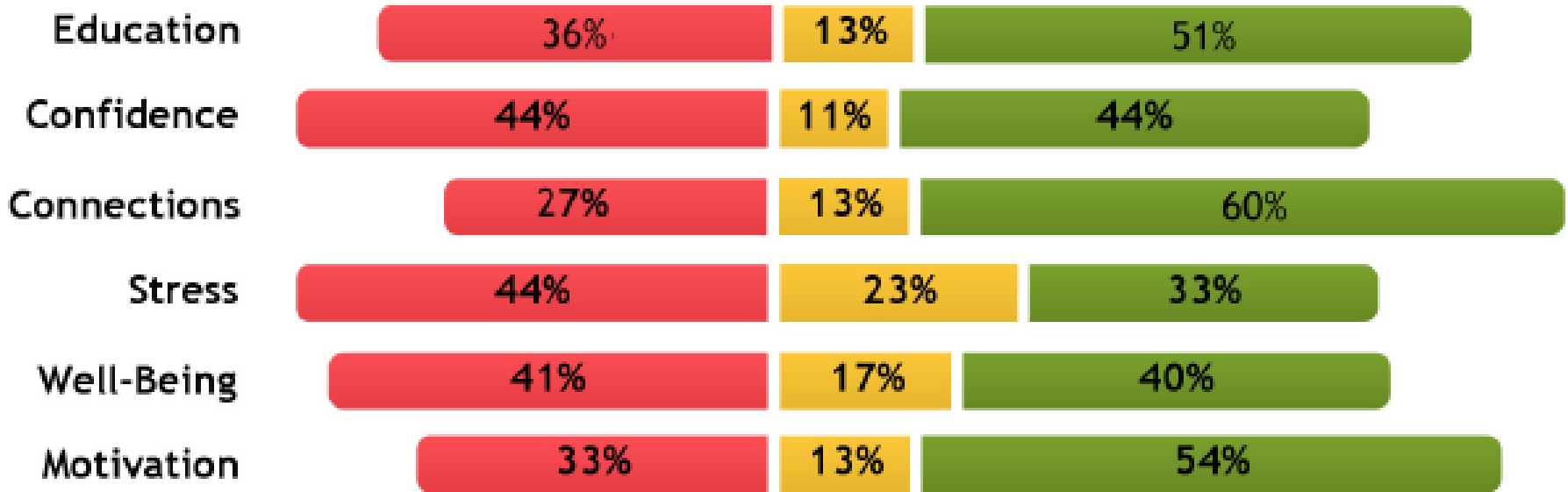
25



# Academic Risk and Success Profile Analysis



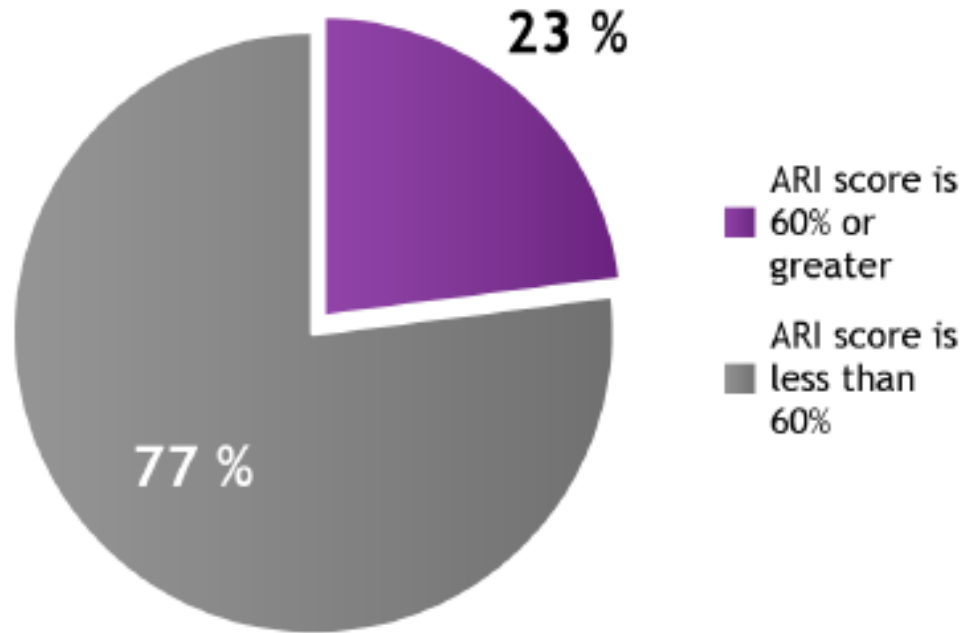
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■ Risk Profile   ■ Intermediary Profile   ■ Success Profile




# Students Most At-Risk

### Students Most At-Risk































































# Individual Resiliency Analysis

### 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
16500398							
40811942							
40823734							
40823746							
40828742							
40830739							
40832355							
40837719							
40856279							

# Sample Student A

## Academic Risk Index Key



## Academic Profile Scores



Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
1900031							

GPA: 1.7  
 Attendance: 78%  
 Discipline Referrals 6

# Sample Student B

## 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: 1.4  
 Attendance: 95%  
 Discipline Referrals 8

# Sample Student C

## 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
40849906							

GPA: 3.3  
 Attendance: 95%  
 Discipline Referrals: none

# Sample Student D

## Academic Risk Index Key



## Academic Profile Scores



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

GPA: 3.9  
 Attendance: 100%  
 Discipline Referrals: none



# Building Resiliency



- What can we do in the classroom to help our students become more resilient?
- UW researchers developed a research-based pedagogy for increasing resilience in the classroom (now known as Success Highways, published by ScholarCentric)

# Resiliency Curriculum

- Research based pedagogy for improving 6 critical resiliency skills
- Fifteen 45-minute lessons
- Lessons include variety of extensions and enrichment that can be used beyond the 15 sessions.

# Unit Methodology



Introduce,  
Connect &  
Define  
Concepts



Share your  
Experience



Explore the  
Concept



Interpret  
Student  
Data



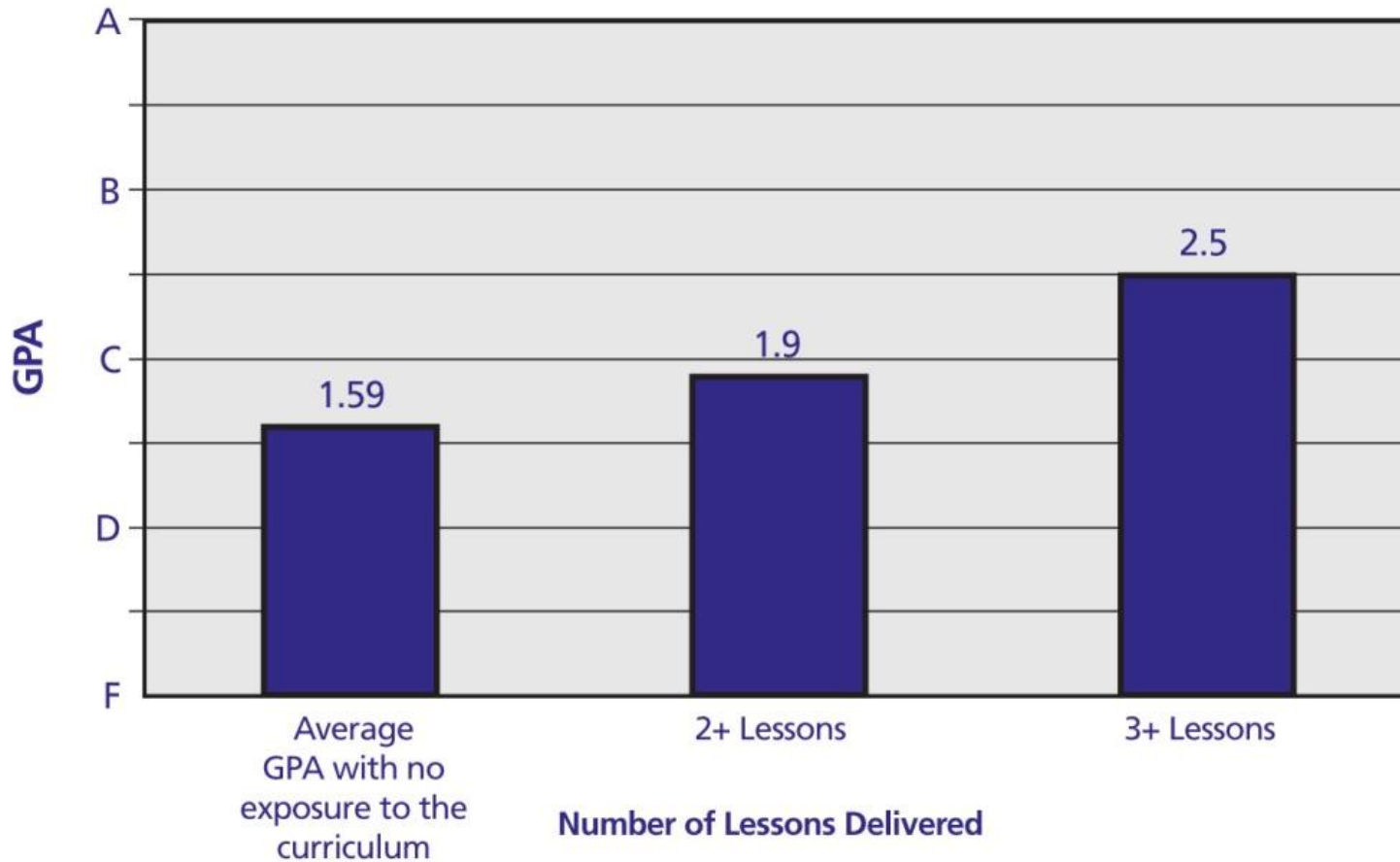
Create  
Success  
Plans



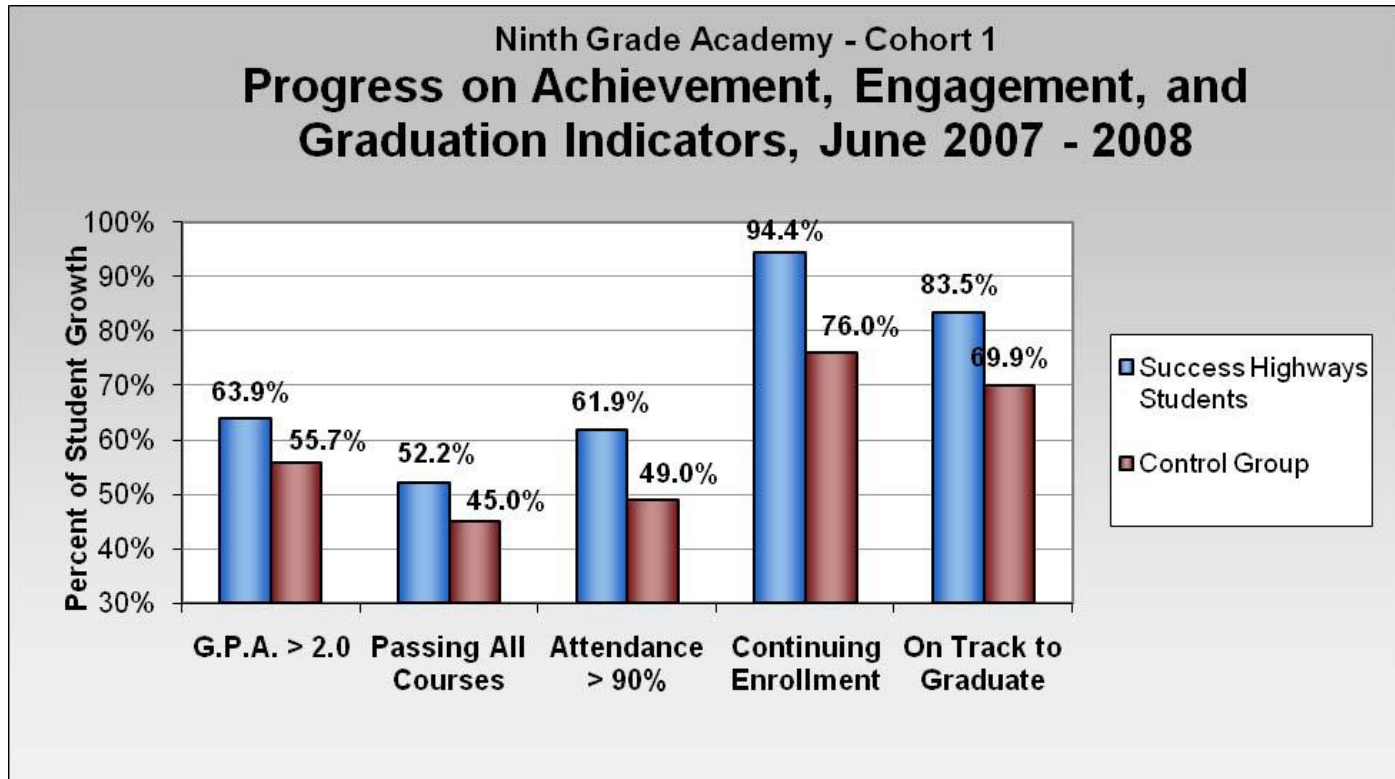
Synthesize  
Ideas;  
Check for  
Understanding

# Resilience = Higher GPAs

Longitudinal Effect of *Success Highways* 2 Years After Exposure



# Denver Public Schools 9<sup>th</sup> Grade Academy Results



# 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



- Focus on the behavior, not the ability
- Being a great student, athlete, employee has more to do with a behavior you can control (i.e. work ethic) than it does innate intelligence, athletic ability or talent
- Use failures as feedback - to better understand what you need to do differently
- Failure can lead to anxiety, or it can lead to success
- <http://www.youtube.com/watch?v=45mMioJ5szc>

# 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 through your words **AND** your actions
- 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

# Building Motivation

Help students to analyze motivation -

- What kinds of things are they motivated to do?
- What are they motivated to do these things?
- How can they create conditions where they will be motivated academically?

# Questions and Answers

# Next Steps

Please fill out the feedback survey and indicate what follow up, if any, you are interested in

- ❑ Copy of Powerpoint
- ❑ More info on predictability study/resiliency research
- ❑ Success Highways resiliency assessments/curriculum
- ❑ Any other requests or comments

## Drive Achievement Through Resiliency™

[www.ScholarCentric.com](http://www.ScholarCentric.com)

Melissa Schlinger

[m.schlinger@scholarcentric.com](mailto:m.schlinger@scholarcentric.com)

312-282-8667