



Drive Achievement Through Resiliency™

**Building Resilience to Improve Performance &
Academic Engagement**

CBI Conference
Columbus, OH
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April 29, 2013

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

Six Critical Resiliency Skills

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- 1 • Goal Setting/Importance of School
- 2 • Academic confidence
- 3 • Strong connections with others
- 4 • Stress management
- 5 • Balanced sense of well-being
- 6 • Intrinsic motivation

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.

What is Success Highways?



A research-based, proven program that helps students to develop the critical resiliency skills necessary for academic success.

Success Highways helps students to take ownership over their own education, recognize their control over their future, and persevere towards academic success.

NDPC highest rating:
Strong Evidence of Effectiveness

Success Highways Components



- Resiliency Assessments & Reporting
- Resiliency Curriculum
- Professional Development



Revving Up Pre-Assessment: Assessing Student Resiliency



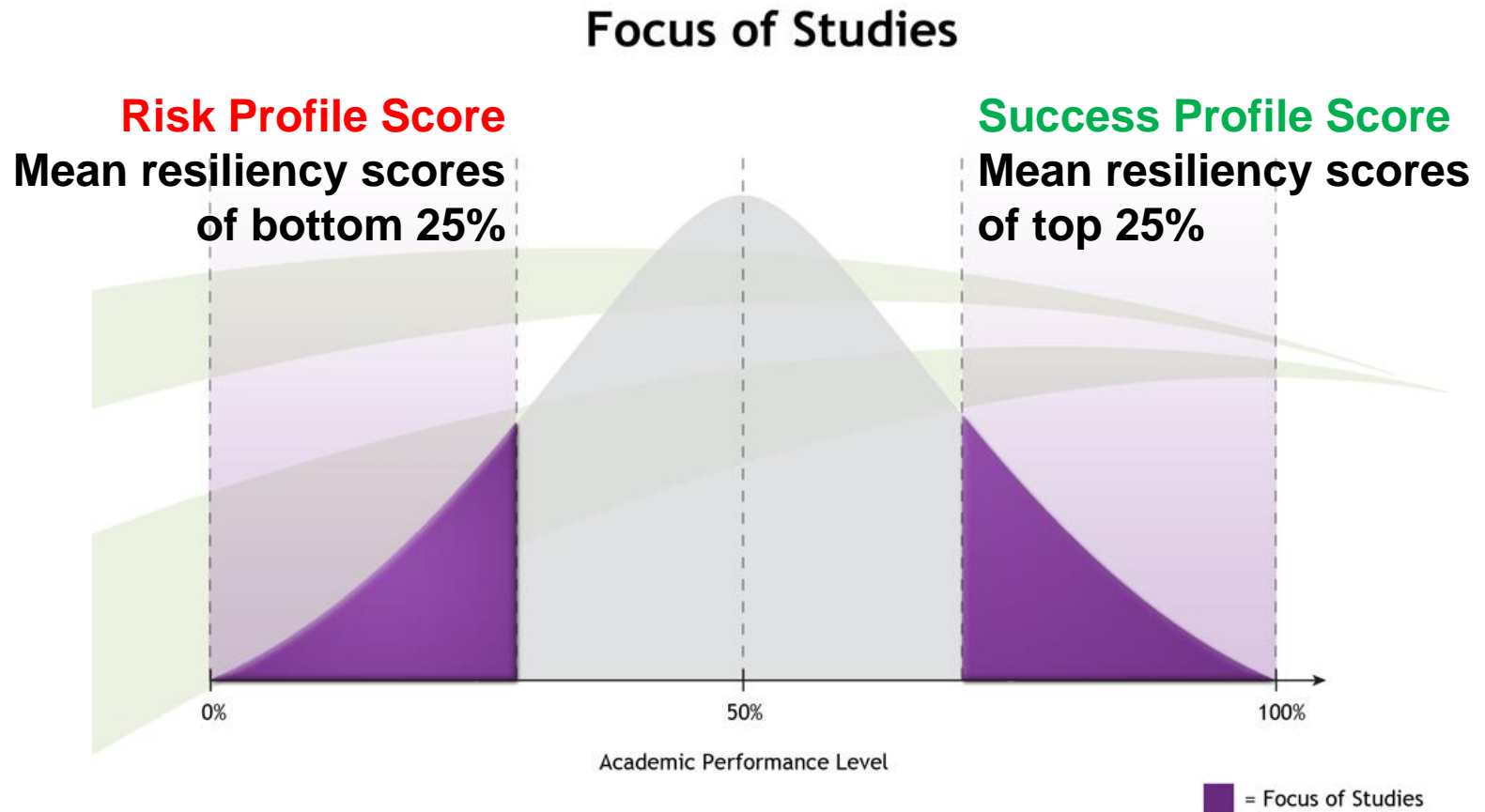
Each student answers 108 questions covering the six critical resiliency skills:

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

Assessing Resiliency to Predict Academic Success or Failure

- Longitudinal research: Can we use resiliency data to predict academic outcomes in later years?
- 5,000 middle school students who took the Revving Up resiliency survey
- Followed for 3 years into high school
- Students who went on to be in the top 25% of their HS class on attendance, behavior, grades had scored significantly higher on resiliency measures than their peers who went on to be in the bottom 25%

Risk and Success Profile Scores



Means Analysis






* Because the Connections measure is unique in that it is comprised of distinctly different sub-categories, the sub-measure means for students at Lauderdale Lakes MS are listed here: Teacher Connections = 3.58, Family Connections = 4.10, and Peer Connections = 4.29.


























































Needs Assessment Report

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
607034673							
607047997							
607076424							
607089200							
607119298							
608022924							
608051823							
608072037							
608094225							

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

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



- 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

- Identify sources of 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
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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

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

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