



**Drive Achievement Through Resiliency™**

***Teaching Academic Resiliency to Build  
Intrinsic Motivation and Drive Student  
Achievement***

**2013 Educational Strategies & Student Engagement**

**Destination Graduation**

**Melissa Schlinger**

**October 29, 2013**

Why do some kids disengage from school?

# Risk factors:

- Being from a low income family
- Being a minority
- Being male
- Being from a single parent family
- Having limited English proficiency
- Having learning or emotional disabilities
- Moving frequently
- Being overage for grade level
- Students who take on adult roles
- Students who struggle academically

HOWEVER...

There is no single risk factor that can be used to accurately predict who is at risk of dropping out

More students with these risk factors are staying in school than dropping out

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:

- Resilience is valuable for all students, and absolutely critical for students who are at-risk.
- 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?

# Building Connections

Michael Sadowski's article in ASCD's September edition of Educational Leadership on Resilience:

*There's Always That One Teacher*

Interviews a diverse group of at-risk students about what helped them overcome their situations to achieve success. They always answered with the name of a teacher who made all the difference.

# 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

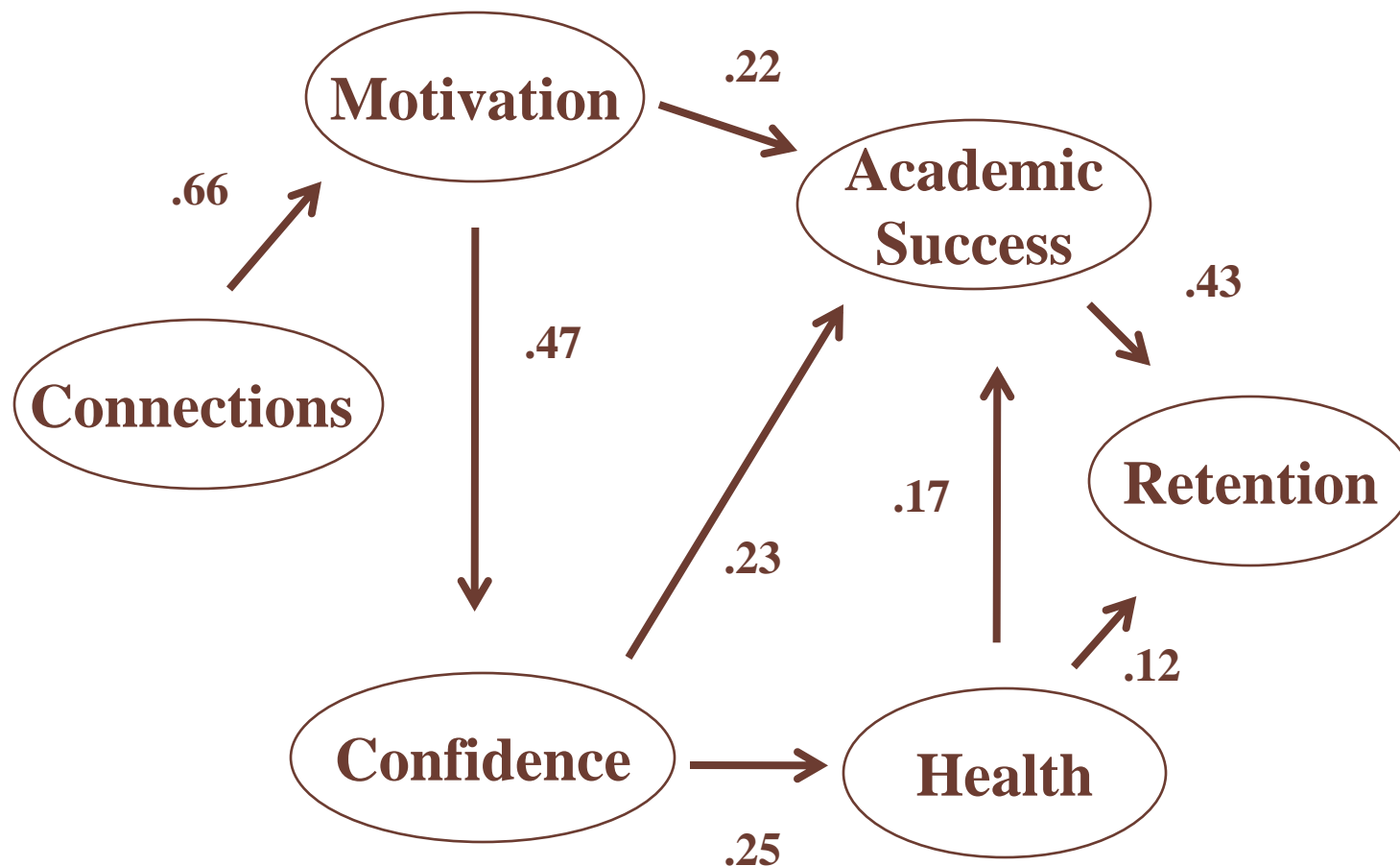
# Interpreting Effect Sizes

$\beta > .10$  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
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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

# Assessing Resiliency

- **Revving Up Resiliency assessment**
  - Online or print delivery
  - Grades 6-12
  - 108 survey questions
  - About 20-30 minutes to complete
  - (Grades 3-5 in development)

# Assessing Resiliency to Predict Academic Success or Failure



28

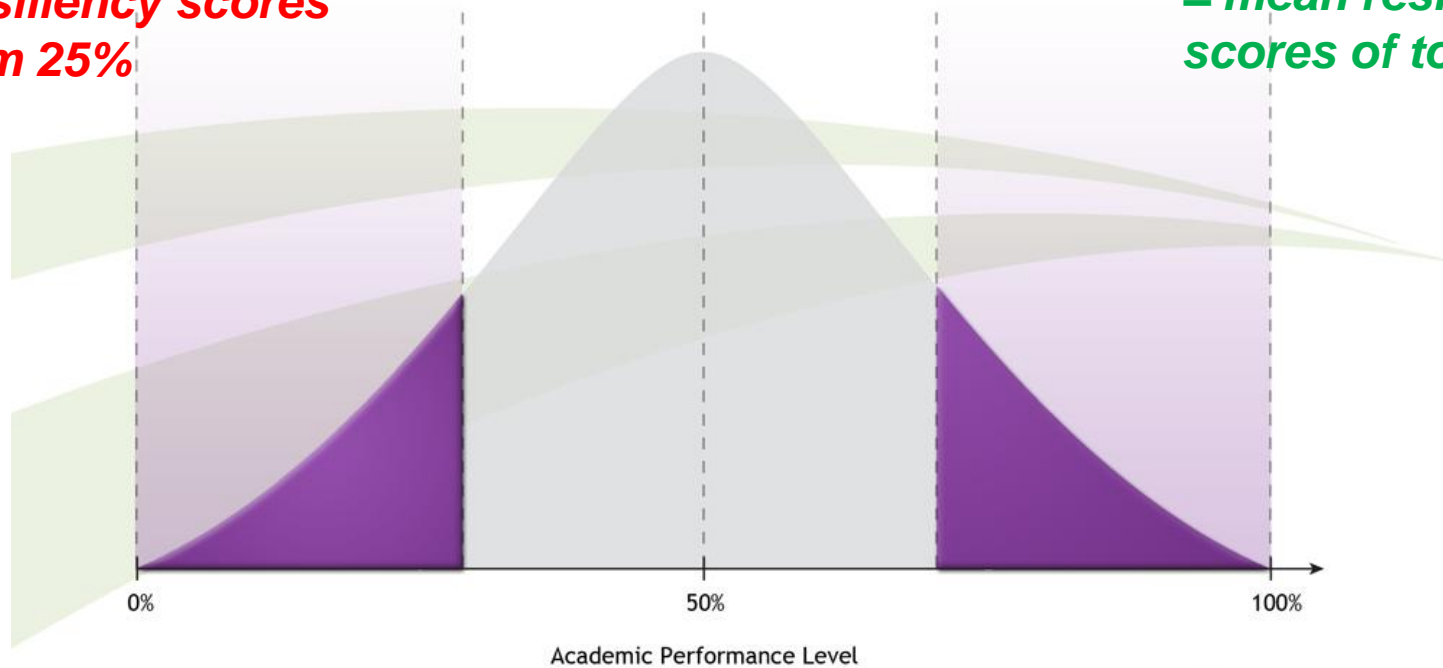
- Longitudinal research: Can we use resiliency data to predict academic outcomes in later years?
- 5,000 middle school students who took the Revving Up resiliency survey
- Followed for 3 years into high school
- Students who went on to be in the top 25% of their HS class on attendance, behavior, grades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


# Focus of Studies

## Focus of Studies

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

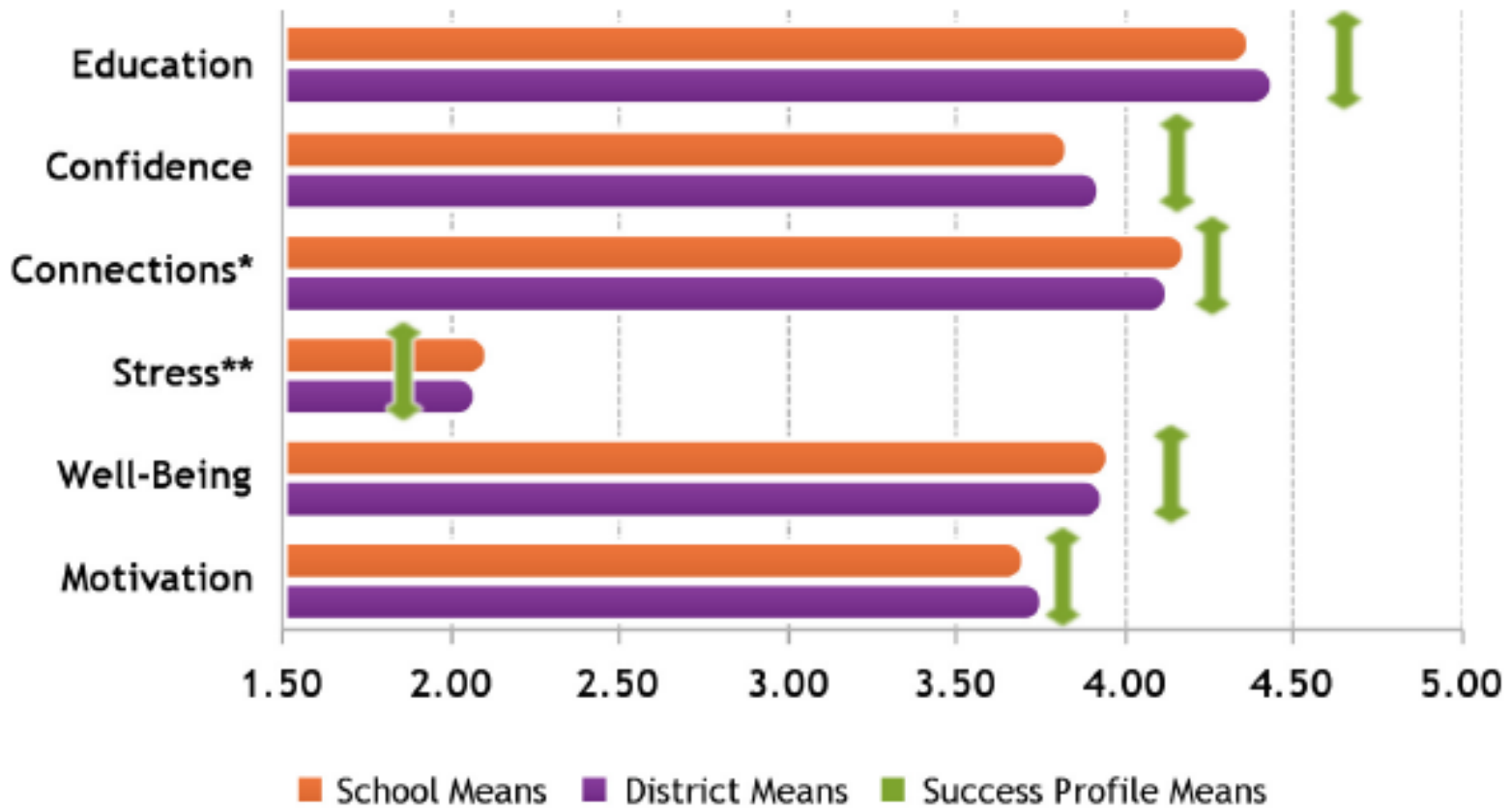
**Success Profile score =  
mean resiliency  
scores of top 25%**



 = Focus of Studies

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

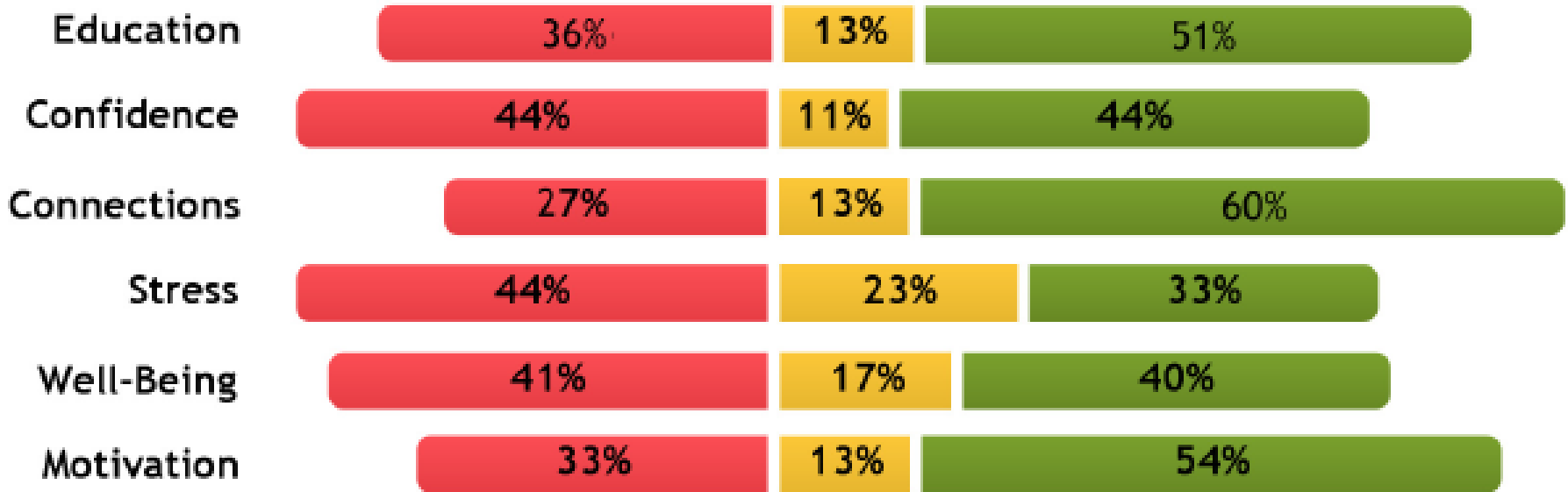
# Means Analysis



# Academic Risk and Success Profile Analysis



31



■ Risk Profile   ■ Intermediary Profile   ■ Success Profile

# Assessing Resiliency to predict Academic Success or Failure

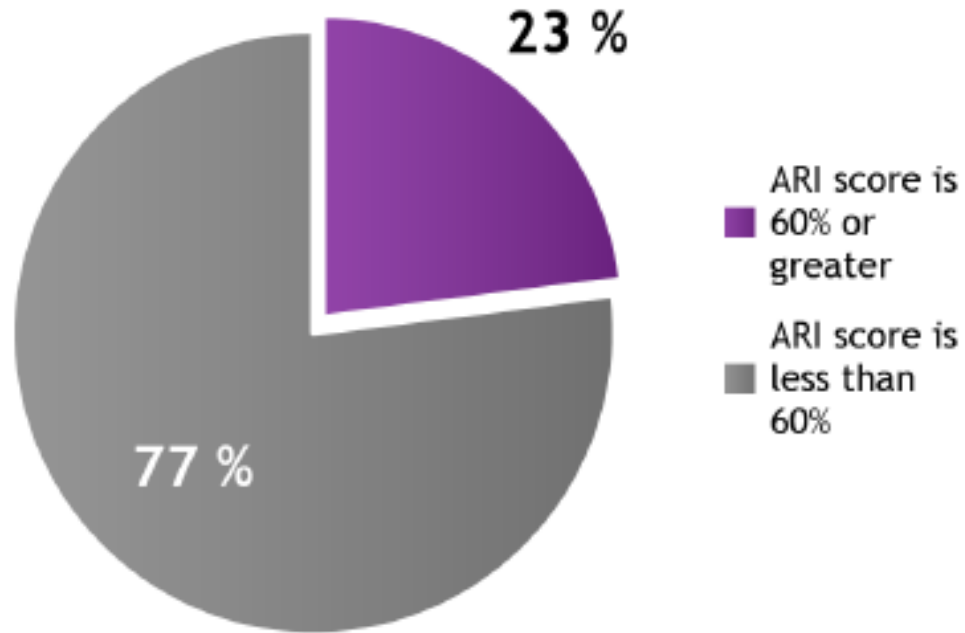
- Longitudinal research also shows that out of the 108 survey questions, 38 are HIGHLY predictive of future performance; identified as significant markers for future failure and/or dropping out.
- ***Academic Risk Index Score*** is a composite measure of student's risk level - only provided for students whose scores indicate high level of risk of dropping out/failing





# 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
436606							
436610							
508228							
542676							
547660							
547679							
547743							
554546							
577973							
581923							
607028							
632665							
639832							
1003041							
1004017							
1004648							

# Needs Assessment Report

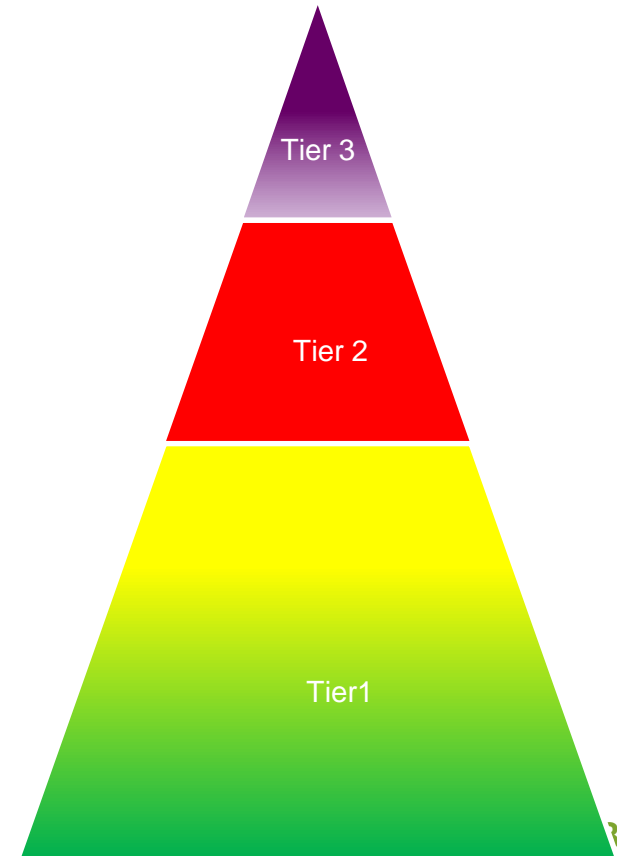
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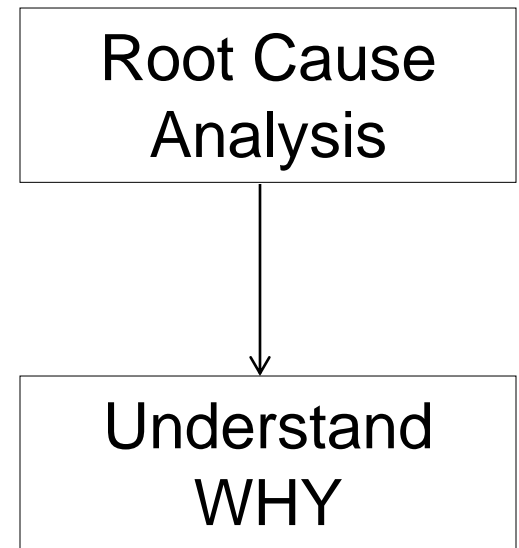
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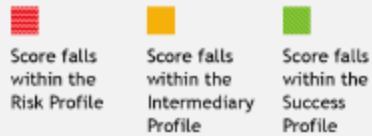


# Needs Assessment Report

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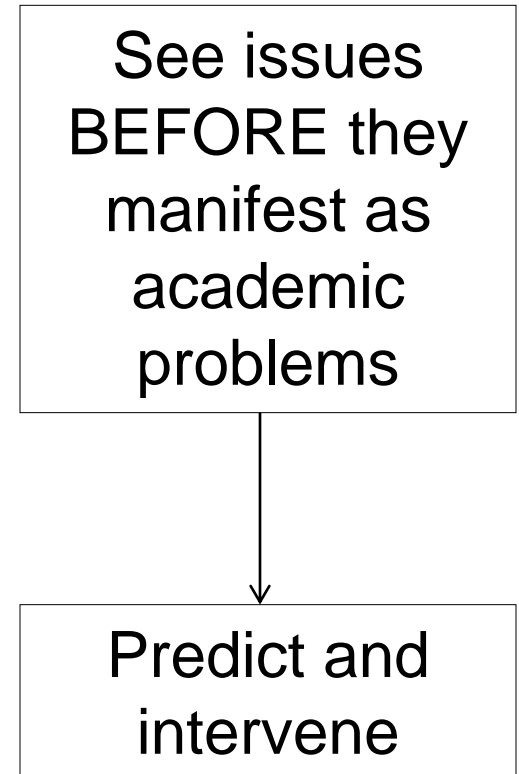


## Academic Profile Scores






In the longitudinal study, the Academic Risk Index was more strongly correlated to academic performance 3 years later.

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
436606	80% Risk or Greater	Risk Profile	Risk Profile	Risk Profile	Intermediary Profile	Intermediary Profile	Risk Profile
436610		Risk Profile	Success Profile	Success Profile	Success Profile	Success Profile	Intermediary Profile
508228		Success Profile	Intermediary Profile	Success Profile	Success Profile	Success Profile	Success Profile
542676	70-79% At-Risk	Risk Profile	Risk Profile	Risk Profile	Risk Profile	Risk Profile	Risk Profile
547660		Success Profile	Risk Profile	Risk Profile	Success Profile	Success Profile	Success Profile
547679		Intermediary Profile	Risk Profile	Risk Profile	Risk Profile	Success Profile	Risk Profile
547743	70-79% At-Risk	Risk Profile	Risk Profile	Intermediary Profile	Success Profile	Success Profile	Risk Profile
554546		Success Profile	Success Profile	Success Profile	Success Profile	Success Profile	Success Profile
577973		Intermediary Profile	Risk Profile	Risk Profile	Risk Profile	Success Profile	Risk Profile
581923		Success Profile	Success Profile	Success Profile	Success Profile	Intermediary Profile	Intermediary Profile
607028	70-79% At-Risk	Risk Profile	Intermediary Profile	Risk Profile	Risk Profile	Risk Profile	Risk Profile
632665		Success Profile	Risk Profile	Risk Profile	Risk Profile	Risk Profile	Intermediary Profile
639832		Success Profile	Risk Profile	Success Profile	Intermediary Profile	Risk Profile	Success Profile
1003041		Risk Profile	Success Profile	Success Profile	Success Profile	Intermediary Profile	Success Profile
1004017		Risk Profile	Risk Profile	Risk Profile	Success Profile	Success Profile	Risk Profile
1004648		Success Profile	Risk Profile	Intermediary Profile	Intermediary Profile	Intermediary Profile	Risk Profile































































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Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
16500398							
40811942							
40823734							
40823746							
40828742							
40830739							
40832355							
40837719							
40856279							

# Student EWI Data

DIPLOMAS NOW

Q1

FL	Section	ident	Name	Gender	Grade	Talent Development				Success Highways								
						Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	0	0	100%	0									
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0	100%	0	C	F	C	D					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	1	97%	0	C	C	C	D					
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	10	0	74%	0	B	C	C	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	92%	0			F	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	C	D	C	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	1	B	C	F	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	94%	0	A	A	B	B					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	9	2	71%	1	F	F	F	F					
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	5	0	87%	0	B	C	A	B					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0		0									
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	80%	4	F	D	F	F					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	2	1	95%	1	C	D	F	D					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	13	0	64%	0	A	C	B	B					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	B	C	B	B					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	7	0	79%	0	F	F	C	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0	100%	0									
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Attendance is low, behavior and grades are fine

Attendance is low, behavior and grades are fine



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<input type="checkbox"/>	6-1	Student ID	Student Name				0	92%	0			F	C						
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Examine resiliency to see root cause.

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Attendance is low because of high stress, low health, lack of support

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<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	1	B	C	F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	94%	0	A	A	B	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	9	2	71%	1	F	F	F	F							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	5	0	87%	0	B	C	A	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0		0											
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	80%	4	F	D	F	F							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name				1	95%	1	C	D	F	D							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name				0	64%	0	A	C	B	B	1	3	3	2	3	1	60-69%
<input type="checkbox"/>	6-1	Student ID	Student Name				1	98%	0	B	C	B	B							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	7	0	79%	0	F	F	C	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0	100%	0											
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	93%	0	D	D		D							

Attendance is low because of high stress, low health, lack of support

Examine resiliency to see root cause.

# Student EWI Data

DIPLOMAS NOW

Q1

FL	Section	ident	Name	Gender	Grade	Talent Development				Success Highways									
						Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being	Motivation
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	0	0	100%	0										
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0	100%	0	C	F	C	D						
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name				1	97%	0	C	C	C	D						
<input type="checkbox"/>	6-1	Student ID	Student Name					74%	0	B	C	C	C	3	3	1	1	1	3
<input type="checkbox"/>	6-1	Student ID	Student Name				0	92%	0			F	C						
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	C	D	C	C						
<input type="checkbox"/>	6	Student ID	Student Name					98%	1	B	C	F	C						
<input type="checkbox"/>	6	Student ID	Student Name					94%	0	A	A	B	B						
<input type="checkbox"/>	6	Student ID	Student Name					97%	0	C	B	F	C						
<input type="checkbox"/>	6	Student ID	Student Name					97%	0	C	B	F	C						
<input checked="" type="checkbox"/>	6	Student ID	Student Name					71%	1	F	F	F	F						
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	5	0	87%	0	B	C	A	B						
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0		0										
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	80%	4	F	D	F	F						
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name				1	95%	1	C	D	F	D						
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name					64%	0	A	C	B	B	1	3	3	2	3	1
<input type="checkbox"/>	6-1	Student ID	Student Name				1	98%	0	B	C	B	B						
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	7	0	79%	0	F	F	C	C						
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0	100%	0										
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	93%	0	D	D		D						

Attendance is low because of high stress, low health, lack of support

Different root causes indicate different intervention is needed.

Attendance is low because student doesn't value education and isn't motivated

# Student EWI Data

DIPLOMAS NOW

Q1

FL	Section	Ident	Name	Gart	Gr	Talent Development				Success Highways								
						Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being
<input checked="" type="checkbox"/>	6-1	Student					0	100%	0									
<input checked="" type="checkbox"/>	6-1	Student					0	100%	0	C	F	C	D					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	1	97%	0	C	C	C	D					
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	10	0	74%	0	B	C	C	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	92%	0			F	C					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	C	D	C	C					
<input type="checkbox"/>	6							98%	1	B	C	F	C					
<input type="checkbox"/>	6							94%	0	A	A	B	B					
<input type="checkbox"/>	6							97%	0	C	B	F	C					
<input type="checkbox"/>	6							97%	0	C	B	F	C					
<input checked="" type="checkbox"/>	6							71%	1	F	F	F	F					
<input type="checkbox"/>	6							87%	0	B	C	A	B					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0		0									
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	80%	4	F	D	F	F					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	2	1	95%	1	C	D	F	D					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	13	0	64%	0	A	C	B	B					
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	B	C	B	B					
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	7	0	79%	0	F	F	C	C					
<input type="checkbox"/>	6-1	Student						100%	0									
<input checked="" type="checkbox"/>	6-1	Student						93%	0	D	D		D					

Attendance and behavior are fine so far, student just enrolled

Typically, schools may take a wait and see approach with these students.

Attendance and behavior are fine, grades are slipping

# Student EWI Data

DIPLOMAS NOW

Q1

## Talent Development

## Success Highways

FL	Section	Ident	Name	Gen	Gr	Talent Development				Success Highways										
						Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being	Motivation	Academic Risk Index
<input checked="" type="checkbox"/>	6-1	Student				0	0	100%	0					1	1	1	1	3	1	
<input checked="" type="checkbox"/>	6-1	Student					0	100%	0	C	F	C	D							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	1	97%	0	C	C	C	D							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	10	0	74%	0	B	C	C	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	92%	0			F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	C	D	C	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	1	B	C	F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	94%	0	A	A	B	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	9	2	71%	1	F	F	F	F							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	5	0	87%	0	B	C	A	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0		0											
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	80%	4	F	D	F	F							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	2	1	95%	1	C	D	F	D							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	13	0	64%	0	A	C	B	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	B	C	B	B							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	7	0	79%	0	F	F	C	C							
<input type="checkbox"/>	6-1	Student					0	100%	0											
<input checked="" type="checkbox"/>	6-1	Student					0	93%	0	D	D		D							

Shouldn't wait to intervene. Significant risk.

# Student EWI Data

DIPLOMAS NOW

Q1

FL	Section	Ident	Name	Gen	Gr	Talent Development					Success Highways									
						Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being	Motivation	Academic Risk Index
<input checked="" type="checkbox"/>	6-1	Student				0	0	100%	0					1	1	1	1	3	1	
<input checked="" type="checkbox"/>	6-1	Student					0	100%	0	C	F	C	D							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	1	97%	0	C	C	C	D							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	10	0	74%	0	B	C	C	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	92%	0			F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	C	D	C	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	1	B	C	F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	94%	0	A	A	B	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	9	2	71%	1	F	F	F	F							
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	5	0	87%	0	B	C	A	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0		0											
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	80%	4	F	D	F	F							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	2	1	95%	1	C	D	F	D							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	13	0	64%	0	A	C	B	B							
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	B	C	B	B							
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	7	0	79%	0	F	F	C	C							
<input type="checkbox"/>	6-1	Student					0	100%	0											
<input checked="" type="checkbox"/>	6-1	Student					0	93%	0	D	D		D	1	1	1	1	1	3	70-79%

Shouldn't wait to intervene. Significant risk.

Shouldn't wait to intervene. Significant risk.

# Student EWI Data

DIPLOMAS NOW

Q1

FL	Section	ident	Name	Gender	Grade	Talent Development							Success Highways							
						Absent	Tardy	Present	Suspensions	ELA	Math	Science	Soc Stud	Education	Confidence	Connections	Stress	Well-Being	Motivation	Academic Risk Index
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	0	0	100%	0					1	1	1	1	3	1	
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0	100%	0	C	F	C	D	1	1	1	2	3	1	60-69%
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	1	97%	0	C	C	C	D	1	1	2	1	2	1	
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	10	0	74%	0	B	C	C	C	3	3	1	1	1	3	
<input type="checkbox"/>	6-1	Student ID	Student Name	F	6	2	0	92%	0			F	C	3	3	3	3	3	3	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	C	D	C	C	3	3	1	2	2	3	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	1	B	C	F	C	1	3	3	3	3	3	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	94%	0	A	A	B	B	2	3	3	3	2	3	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C	1	1	2	2	3	2	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	97%	0	C	B	F	C	1	1	2	2	3	2	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	71%	1	F	F	F	F	1	1	1	1	1	2	80-100%
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	87%	0	B	C	A	B	3	2	2	3	2	3	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0		0											
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	80%	4	F	D	F	F	1	1	2	3	1	1	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	95%	1	C	D	F	D	1	1	2	1	2	1	
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	64%	0	A	C	B	B	1	3	3	2	3	1	60-69%
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	1	0	98%	0	B	C	B	B	3	3	3	3	3	2	
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	F	6	7	0	79%	0	F	F	C	C	1	1	2	1	1	1	60-69%
<input type="checkbox"/>	6-1	Student ID	Student Name	M	6	0	0	100%	0					3	3	3	3	3	1	
<input checked="" type="checkbox"/>	6-1	Student ID	Student Name	M	6	3	0	93%	0	D	D		D	1	1	1	1	1	3	70-79%

## Combining resiliency data with attendance, behavior, and grades:

- better understand the whole child
- identify the root cause of issues
- provide more targeted intervention
- identify students who may disengage, even before they show signs
- allocate resources for intervention more appropriately



# 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

- Why do people enter haunted houses and watch scary movies?
- Why do people ride roller coasters? Again and again?

# Building Confidence

- Courage and confidence arise when obstacles are overcome, and we experience the thrill of defeating what was once feared.
- Fear and anticipation followed by relief and realization that all is still okay.
- Conquering fear is exhilarating. You are emboldened.

# Building Confidence

- Ask students to examine times they were fearful and reflect on their journey to overcoming their fears. Focusing on their past success can embolden them to take risks in new areas.
- Tell students about your journey - a story about how you overcame confidence/courage.
- 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 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
- [Michael Jordan Video](#) (:30)
- <http://www.youtube.com/watch?v=45mMioJ5szc>

# Building Connections

I'm not sure if resilience is ever achieved alone. Experience allows us to learn from example. But if we have someone who loves us—I don't mean who indulges us, but who loves us enough to be on our side—then it's easier to grow resilience, to grow belief in self, to grow self-esteem. And it's self-esteem that allows a person to stand up.

- Maya Angelou

# Building Connections

- Help your students to know who you are as a person and learn about who they are as people
- Relationships are a two-way street
- Show students you **care** about them and respect them through your words AND your actions
- Communicate high expectations

# Building Connections

- Getting started - What is your story? Tell your students about how it was that you became an educator.
- Sharing personal, appropriate information can:
  - Humanize the teacher for the students
  - Communicate respect, trust
  - Model resilience
  - Set a tone for the learning environment

- Adversity can defeat us, or it can propel us
- Malcom Gladwell's *David and Goliath*: A disproportionate number of successful people have had high levels of childhood stress and/or trauma. For example, 12 of the first 44 presidents including George Washington and Barack Obama lost their fathers when they were young.
- However, prisoners are also somewhere between two and three times more likely to have list a parent in childhood than the general population.
- How can we help our students use their pain to see their strength instead of their weakness?

# Managing Stress

- Examine the stress - Identify sources of stress/pressure
- Connections and support from adults and peers
- Understanding 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?
- Thinking and talking about stress, reactions and consequences can lead to better understanding of improved ways to handle stress

# Managing Stress

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?

# 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

# Action Planning

- What goal do I want to achieve?
- Why is this important to me?
- Why do I believe I will be able to accomplish this?
- How can I break this into smaller steps?
- What obstacles do I anticipate?
- What resources and strategies can I rely on to overcome these obstacles?
- Who can I turn to for support as I work to achieve my goal?
- How can I ensure I have adequate time to prioritize this goal?
- How can I keep myself motivated when my goal seems difficult to achieve?

Resilience is not just about bouncing back...

“...it's also a bouncing *forward*, going beyond what the naysayers said, saying, "No, it's not true that I'm nobody. I know that not only is that not true, but I'm more than you can imagine!”

Maya Angelou

# 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
- ❑ More info on resiliency assessments/curriculum
- ❑ Any other requests or comments



## Drive Achievement Through Resiliency™

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