

# Welcome

## **Strategies to Assess and Strengthen Student Resiliency: The Key to Academic Performance**

Presented By  
Melissa Schlinger  
National Dropout Prevention Conference  
November 6, 2013  
Atlanta, GA



# Resiliency Research

When examining groups of students from the same community, what differentiates academically successful students from their peers who struggle, disengage and perhaps even drop out?

# Resiliency Research



Researchers have identified six, interrelated 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/Importance of School

2

- Academic confidence

3

- Strong connections with others

4

- Stress management

5

- Balanced sense of well-being

6

- Intrinsic motivation

# How do we know how resilient our students are?

- 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

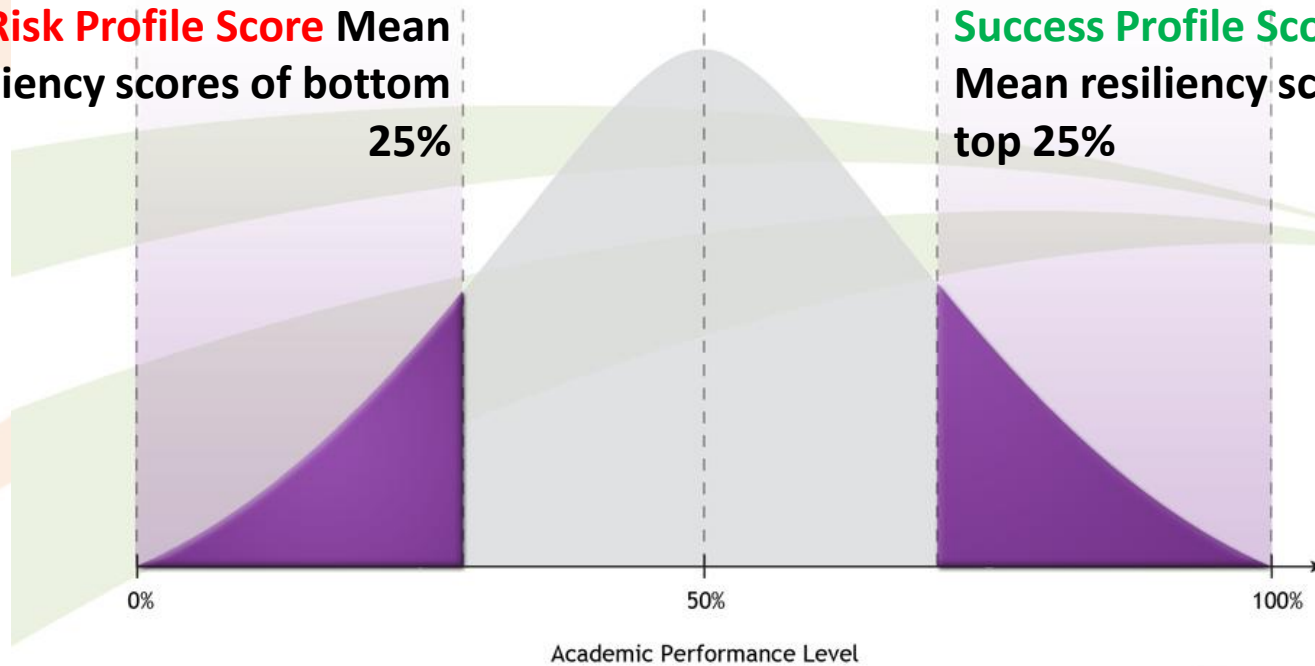
- Longitudinal research: Can we use resiliency data to predict academic outcomes in later years?
- 5,000 middle school students who took the Revving Up resiliency survey
- Followed for 3 years into high school
- Students who went on to be in the top 25% of their HS class on attendance, behavior, grades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

# Risk and Success Profile Scores

## Focus of Studies

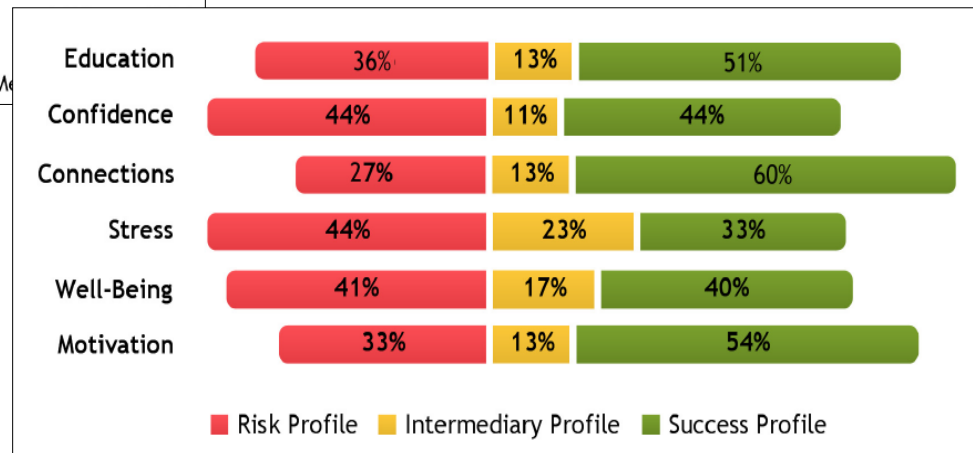
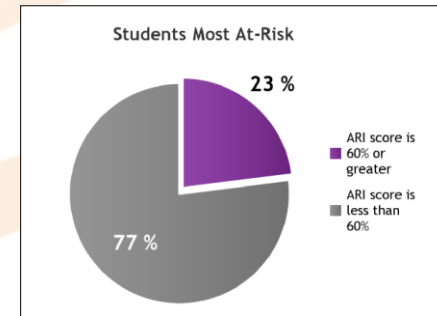
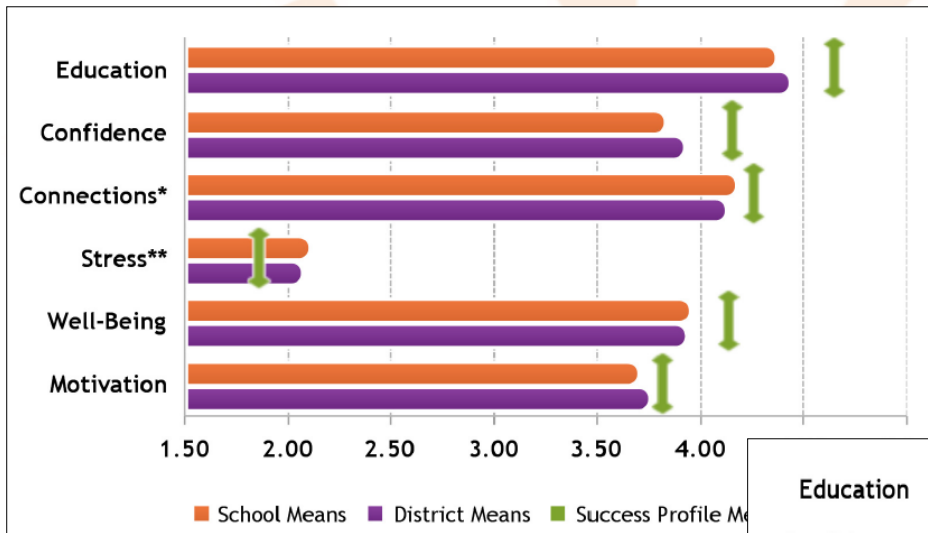
**Risk Profile Score** Mean  
resiliency scores of bottom  
25%

**Success Profile Score**  
Mean resiliency scores of  
top 25%



■ = Focus of Studies

# Needs Assessment Report







































































































# 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  |
|------------|---|---|---|---|---|--|---|
| 16500398   |    |    |    |    |    |    |    |
| 40811942   |   |    |    |    |    |    |    |
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| 40823746   |   |    |    |    |    |    |    |
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| 40832355   |   |    |    |    |    |    |    |
| 40837719   |   |    |    |    |    |    |    |
| 40856279   |  |  |  |  |  |  |  |
| 40851006   |   |  |  |  |  |  |  |
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| 40846345   |   |  |  |  |  |  |  |
| 40847978   |   |  |  |  |  |  |  |
| 40849906   |  |  |  |  |  |  |  |
| 40854547   |   |  |  |  |  |  |  |

**Success Profile:**  
Student scored like those who went on to be in the top 25% of their high school class

**Risk Profile:**  
Student scored like those who went on to be in the bottom 25% of their high school class




**Intermediary Profile:**  
Student fell somewhere in between

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What about students who ultimately didn't finish in 4 years?

Could we have predicted that?

YES. 38 key questions identified as highly predictive of not completing in 4 years.




**Academic Risk Index:**  
Student answered key questions like those who didn't graduate with their cohort





































































































# Needs Assessment Report

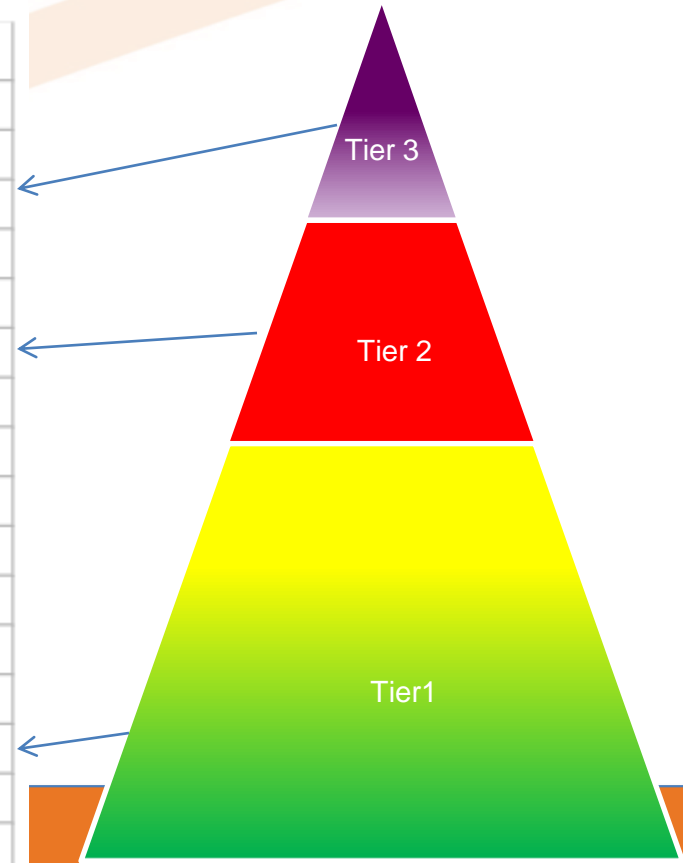
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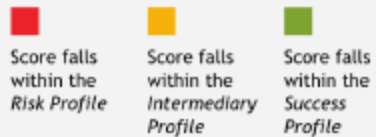


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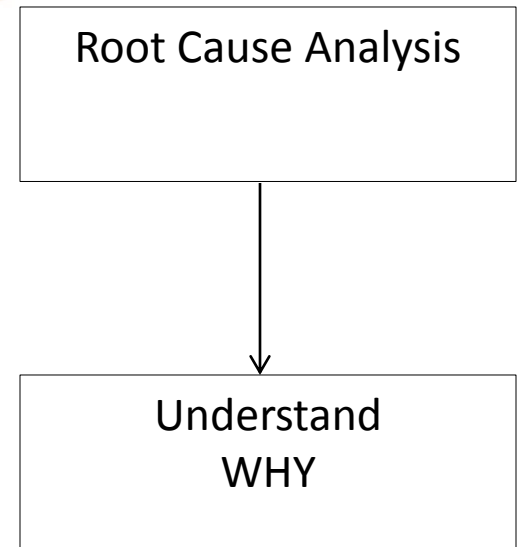
## Academic Risk Index Key



## Academic Profile Scores



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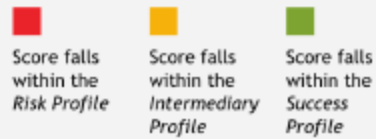


# Needs Assessment Report

## Academic Risk Index Key



## Academic Profile Scores



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

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See issues BEFORE they manifest as academic problems

Predict and intervene








































































































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How do actual school districts use this data?

# 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        |           |            |             |        |            |
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| <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        |           |            |             |        |            |
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| <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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# Student EWI Data

DIPLOMAS NOW

Q1

| FL                                  | Section | ident      | Name         | Gender | Grade | Talent Development |       |         |             | Success Highways |      |         |          |           |            |             |        |            |
|-------------------------------------|---------|------------|--------------|--------|-------|--------------------|-------|---------|-------------|------------------|------|---------|----------|-----------|------------|-------------|--------|------------|
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| <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

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| <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        |           |            |             |        |            |            |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name |        |       |                    | 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           |                  |      |         |          |           |            |             |        |            |            |
| <input checked="" type="checkbox"/> | 6-1     | Student ID | Student Name | M      | 6     | 3                  | 0     | 93%     | 0           | D                | D    |         | D        |           |            |             |        |            |            |

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"/>            | 6-1     | 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        |           |            |             |        |            |            |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name |        |       |                    | 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           |                  |      |         |          |           |            |             |        |            |            |
| <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

# 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           |                  |      |         |          |           |            |             |        |            |            |                     |
| <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"/>            | 6-1     | 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 |        |       |                    |       | 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 |        |       |                    | 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           |                  |      |         |          |           |            |             |        |            |            |
| <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

| FL                                  | Section | Student ID | Student Name | Gen | 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    |              |     |    |                    |       | 100%    | 0           |                  |      |         |          |           |            |             |        |            |
| <input checked="" type="checkbox"/> | 6-1     | Student    |              |     |    |                    |       | 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

| 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                  | 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                  | 0     | 100%    | 0           |     |                  |         |          |           |            |             |        |            |            |                     |
| <input checked="" type="checkbox"/> | 6-1     | Student    |              |     |    | 0                  | 0     | 93%     | 0           | D   | D                |         | D        |           |            |             |        |            |            |                     |

Shouldn't wait to intervene. Significant risk.

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# 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     | 0       | 100%        | 0   | C                | F       | C        | D         |            |             |        |            |            |                     |        |  |
| <input checked="" type="checkbox"/> | 6-1     | Student ID | Student Name | M   | 6  | 1                  | 1     | 97%     | 0           | 0   | C                | C       | C        | D         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | F   | 6  | 10                 | 0     | 74%     | 0           | 0   | B                | C       | C        | C         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | F   | 6  | 2                  | 0     | 92%     | 0           | 0   |                  |         | F        | C         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | M   | 6  | 1                  | 0     | 98%     | 0           | 0   | C                | D       | C        | C         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | M   | 6  | 1                  | 0     | 98%     | 1           | 0   | B                | C       | F        | C         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | F   | 6  | 2                  | 0     | 94%     | 0           | 0   | A                | A       | B        | B         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | M   | 6  | 1                  | 0     | 97%     | 0           | 0   | C                | B       | F        | C         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | M   | 6  | 1                  | 0     | 97%     | 0           | 0   | C                | B       | F        | C         |            |             |        |            |            |                     |        |  |
| <input checked="" type="checkbox"/> | 6-1     | Student ID | Student Name | M   | 6  | 9                  | 2     | 71%     | 1           | 0   | F                | F       | F        | F         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | F   | 6  | 5                  | 0     | 87%     | 0           | 0   | B                | C       | A        | B         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | M   | 6  | 0                  | 0     |         | 0           | 0   |                  |         |          |           |            |             |        |            |            |                     |        |  |
| <input checked="" type="checkbox"/> | 6-1     | Student ID | Student Name | M   | 6  | 3                  | 0     | 80%     | 4           | 0   | F                | D       | F        | F         |            |             |        |            |            |                     |        |  |
| <input checked="" type="checkbox"/> | 6-1     | Student ID | Student Name | M   | 6  | 2                  | 1     | 95%     | 1           | 0   | C                | D       | F        | D         |            |             |        |            |            |                     |        |  |
| <input checked="" type="checkbox"/> | 6-1     | Student ID | Student Name | F   | 6  | 13                 | 0     | 64%     | 0           | 0   | A                | C       | B        | B         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student ID | Student Name | M   | 6  | 1                  | 0     | 98%     | 0           | 0   | B                | C       | B        | B         |            |             |        |            |            |                     |        |  |
| <input checked="" type="checkbox"/> | 6-1     | Student ID | Student Name | F   | 6  | 7                  | 0     | 79%     | 0           | 0   | F                | F       | C        | C         |            |             |        |            |            |                     |        |  |
| <input type="checkbox"/>            | 6-1     | Student    |              |     |    |                    | 0     | 100%    | 0           | 0   |                  |         |          |           |            |             |        |            |            |                     |        |  |
| <input checked="" type="checkbox"/> | 6-1     | Student    |              |     |    |                    | 0     | 93%     | 0           | 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     | 2                  | 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     | 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
- Prioritize students for intervention in an RtI framework
- Identify the root cause of issues
- Identify students who may disengage, even before they show signs
- Allocate resources for intervention more appropriately

# How can we build resilience in the classroom?

- Researchers from University of Wisconsin developed a research-based curriculum used by districts around the country to build critical resiliency skills.
- Building resiliency leads to improved academic outcomes such as attendance, credits earned, GPA and graduation rates.

# 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
- 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

# Stress

- 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 lost 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?

-

# 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

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



A large, stylized sun logo in a light orange color. It features a central circle with several rays of varying lengths extending outwards. A thick, curved line sweeps across the lower half of the sun, resembling a horizon or a path.

# 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

# For More Information

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