



Linkages between Resiliency and Student Achievement

Below are some practical ideas for building children and youth strengths using the resiliency wheel framework. The first column lists the six environmental protective factors. The second column lists strategies for implementation and the third column provides guiding questions for further reflection. (Created by Carmen Gatti and Patricia Hess, Montgomery Early Learning Centers).

Resiliency Wheel Environmental Protective Factors	Strategies for implementation in OST	Guiding Questions
<p>Providing Caring and Support</p>	<p>Daily greeting and acknowledgement of children and families</p> <p>Set up an environment that the child can trust with a predictable routine, a place for their belongings, children's work showcased, and culturally sensitive materials</p> <p>Communicate positively with child using a strengths-based focus</p> <p>Engage families as trusted partners</p> <p>Conduct regular student and family surveys to inform program practices</p>	<p>To what extent do children engage in cooperative peer interactions?</p> <p>To what extent are the students involved in the daily planning of program activities?</p> <p>To what extent do students have a sense of belonging?</p> <p>To what extent are families/community invited to partner with the program?</p>
<p>Set and Communicate High Expectations</p>	<p>Include children in decision making activities</p> <p>Hold discussions/forums on safety, and teach independent living skills such as problem solving, de-stressing, study skills, organizational skills</p> <p>Establish realistic expectations based on developmental stage of the child, cultural understanding and diverse learning styles</p>	<p>To what extent do children feel empowered in making program decisions?</p> <p>To what extent do students believe that any positive goal can be accomplished?</p> <p>To what extent do teachers recognize and communicate student strengths?</p> <p>To what extent do students encourage themselves and others to do their best?</p>
<p>Provide Opportunities for Meaningful Participation</p>	<p>Provide opportunities on a daily basis for creative activities (e.g. music, art, dance, sports, creative writing, culinary arts, etc.)</p> <p>Explore character development and critical thinking skills</p> <p>Afterschool clubs are offered based on student interests and promote community participation</p>	<p>To what extent does the curriculum explore projects, music, outdoor exploration, the arts?</p> <p>To what extent are students exposed to service learning opportunities?</p> <p>To what extent are students engaged in planning activities?</p>
<p>Increasing Pro-Social Bonding</p>	<p>Provide a caring climate that promotes friendship building and teaches social skills</p> <p>Provide opportunities to debate current issues and community challenges</p> <p>Provide avenues for team and community building</p>	<p>To what extent are students engaged in cooperative peer-to-peer interactions?</p> <p>To what extent are students connected to community events?</p> <p>To what extent does staff connect families with like interests and like needs?</p> <p>To what extent are there caring relationships among staff?</p>
<p>Set Clear Consistent Boundaries</p>	<p>Engage children in setting boundaries that identifies clear rules and consequences</p> <p>Teach individual child accountability and risk taking that promotes positive choices and decision making</p> <p>Teach cause and effect with children and allow them to explore social situations</p>	<p>To what extent do students understand the rules and program expectations?</p> <p>To what extent do teachers accept no excuses for student apathy?</p> <p>To what extent do rules keep students feeling connected?</p>
<p>Teach Life Skills</p>	<p>Engage children in authentic project-based learning and community involvement experiences</p> <p>Provide opportunities for children to explore the world beyond home and family such as, field trips, special community visitors, and staff and family members who share cultural traditions, job experiences, passions and hobbies</p> <p>Teach healthy conflict resolution, problem solving, stress management, and refusal skills.</p>	<p>To what extent does staff provide opportunities for meaningful participation and community advocacy?</p> <p>To what extent do children set their own goals for developing talents and improving life skills?</p> <p>To what extent do children respect other's opinion that differs from their own?</p>