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# **ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE**

# 728 Parkside Boulevard, Toledo, Ohio 43607

# ***A monthly newsletter from the Department of Special Services***

# **VOL. 2 Issue 03**

# ***WORKING TOGETHER FOR FAMILY SUCCESS* OCTOBER, 2021**

**FAMILY MATTERS**

***EVERY CHILD. EVERY PARENT.***

*Family Matters* is an outreach effort from the

**ANN JERKINS-HARRIS Academy of Excellence**–

Department of Special Services and its SPED Program. *Family Matters* will provide parents with information about special education and other resources available to assist them to help their children.

**SPED PROGRAM MISSION STATEMENT**

*The mission of the ANN JERKINS- HARRIS Academy of Excellence SPED Program* is to create and maintain an effective learning environment by establishing behavioral supports and the social culture needed for all students in our school to achieve social, emotional, and academic success.

  

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| **THE DIRECTOR’S CORNER**  **SPED PROGRAMS AND RELATED SERVICES**  **Editor—Family Matters Newsletter**  **Dr. Israel I. Koppisch**  [iikoppisch@aeetoledo.org](mailto:iikoppisch@aeetoledo.org)  Tel: 419-382-2280 | |  |
| **Dear Parents and Friends:** Fostering Resiliency | | | |
| Resiliency is the capacity to overcome adversity by responding in healthy and productive ways to successfully meet life’s challenges. In other words, it’s the ability to bounce back.  All children and youth have the capacity for resilience. It is a combination of personal strengths and the assets available to you within your family and community. It can grow and change over time. Each time youth exercise their coping skills in responding to challenges, they strengthen them and increase their resilience and capacity to manage future adversity.  Building resiliency in our children and youth is critical to their ultimate success and enjoyment in life—especially during this COVID-19 pandemic. One model for fostering resiliency in children and youth is the *Resiliency Wheel*. The wheel identifies six resiliency builders that can be provided by schools, families, and communities that will mitigate risk factors and, on the other hand, build resiliency.  Research has shown these six resiliency builders to be effective in helping our youth successfully meet the stress and challenges they face in their lives. They enhance a young person's ability to resist risks and make good decisions. The more resiliency builders set in place in a youth’s life, the higher likelihood that youth will respond to challenges with resilience. *(continued page 2)* | THE RESILIENCY WHEEL  Resiliency Wheel | | |

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| **Mental Health Resources and Emergency Services Information** **National and Local Crisis Resources** | |
| **Mental Health & Recovery Services Board of Lucas County**  701 Adams Street Suite 800 Toledo, OH 43604 419-213-4600 Crisis line: 419-255-9585 **Web site:**[www.lcmhrsb.oh.gov/](http://www.lcmhrsb.oh.gov/) | [https://ohiocares.ohio.gov/portals/0/logo.png](http://www.odvn.org/)  [Shelter and Program Referral List](http://www.odvn.org/survivor/shelter.html) 800-934-9840 |
| **Call**[**911**](tel:911)  **in case of a life threatening emergency** | **LUCAS COUNTY**  **Crisis Hotline: 1-800-273-8255** |

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| **The Six Resiliency Builders**  *(continued from page 1)* | |
| **1** **PROVIDE CARING AND SUPPORT** Give your children and youth unconditional positive regard, kindness, love and encouragement. Celebrate their successes and foster a sense of community belonging. Above all else, all children and youth need a significant relationship with at least one caring, positive adult.  Here are some ideas on how to provide caring and support:   * Ensure that youth have a positive bond with at least one caring, trusted, and supportive adult; seek out a mentor * Create a welcoming environment * Provide kindness and encouragement * Identify specific strengths in youth and name them specifically * Build in opportunities for personal discussion * Provide a good listening ear without judgment * Celebrate successes | **2**  **SET HIGH AND REALISTIC EXPECTATIONS**  Communicate to youth the belief that they can be successful. Support and encourage goal-setting for educational and vocational endeavors that reflect positive thinking and belief in oneself.  Here are some ideas on how to set and communicate high, realistic expectations:   * Tell youth you believe in them and foster a “can do” attitude * Help youth set attainable goals and strive for mastery * Nurture a positive self-esteem * Praise the efforts of youth; recognize improvements * Encourage and support youth in trying new challenges * Emphasize cooperation over competition * Help youth plan for future educational and vocational success |
| **3**  **PROVIDE OPPORTUNITIES FOR MEANINGFUL PARTICIPATION**  Provide children and youth with the responsibility and chance to demonstrate their competence  and eagerness to contribute and give back to others.  Allow them leadership roles and opportunities to collaborate in decision-making.  Here are some ideas on how to provide opportunities for meaningful participation:   * Get children and youth involved in community service and volunteer opportunities * Tackle a shared service learning project * Share responsibilities * Provide opportunities for leadership roles * Give children and youth a collaborative voice in decision-making | **4**  **INCREASE PRO-SOCIAL BONDING**  Ensure that children and youth have positive connections with their peers and adults—at home, school and community.    Help connect them to extracurricular activities and to caring, trusted, and supportive adults.  Here are some ideas on how to increase pro-social bonding:   * Promote a sense of family and community belonging * Create warm and positive environment where youth can gather * Help children and youth establish connections with peers by working together in groups or teams * Encourage involvement in extracurricular activities (athletics, clubs, hobbies) * Foster the development of talents and special interests * Focus on building cooperation and team-work * Help youth develop a positive experience with learning |
| **5**  **SET CLEAR AND CONSISTENT BOUNDARIES**  Provide children and youth with clear guidelines on the expectations of behavior and  apply appropriate and consistent consequences.  Here are some ideas on how to set clear and consistent boundaries:   * Be knowledgeable of developmentally appropriate behaviors * Collaboratively design clear behavioral expectations * Make use of incentives and rewards for desired behavior * Deliver appropriate and consistent consequences * Take a positive approach to discipline which looks at mistakes as learning experiences * Teach children and youth to be assertive and advocate for their needs | **6**  **TEACH LIFE SKILLS**  Provide children and youth with the independent skills needed to navigate through the challenges of life; these include social, problem-solving, and coping skills.  Model and encourage healthy life choices.  Here are some ideas on how to teach life skills:   * Build off of the strengths youth already possess * Teach appropriate social, problem-solving, and coping skills * Talk about positive values and healthy choices * Teach youth to recognize and respect the feelings of others * Promote cooperation, communication, and tolerance * Allow youth opportunities to solve their own problems * Recognize youth for making positive choices and handling problems effectively * Be a role model; recognize your own errors |

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| **Ways to Promote Children’s Resilience to the COVID-19 Pandemic**  **Dr. Israel Koppisch** | | |
| The COVID-19 pandemic and its associated social and economic stressors can undermine children’s development and well-being, both at home and now at school. Not only must they cope with major changes to everyday life, such as physical distancing and home confinement, but their families may struggle to meet their basic physical and emotional needs. Rates of poverty, unemployment, parental mental health problems and substance abuse, child abuse and neglect, and intimate partner violence tend to rise during disasters. Children may not receive critical supports they need when community services are limited and fewer adults have direct contact with children.  The good news is that over four decades of research on resilience shows that protective factors can buffer children from harm and increase the chances they adapt positively to adversities, such as the COVID-19 pandemic. Families and communities can work together to promote these protective factors. | | |
| **Sensitive and responsive caregiving** | **Meeting basic needs** | **Emotional support for children** |
| The primary factor in a child’s recovery from an adverse or traumatic event is the presence of a sensitive and caring adult. To support healthy child development during COVID-19, children and youth need to **maintain regular age-appropriate connections to important adults in their lives**. For example, young children may need more face-to-face time for connection than older children and adolescents, who are able to connect virtually.  **Parents and other caregivers can**:   * Spend quality time with children. Even short periods of time playing, reading, going outdoors, and talking can bolster children’s sense of safety and security during uncertain or scary times. * Stay connected even when physical separation is necessary for safety reasons. Set up times for children to talk to distant caregivers using online video chats, telephone calls, emails, texts, or letters. These connections are important in helping children feel secure and supported during the pandemic. | Meeting basic needs such as food, shelter, clothing, and medical and mental health care—is essential to protecting children’s well-being in stressful times.  Actively mobilizing tangible resources for families during the pandemic is especially important for families experiencing additional risks, such as economic instability, job loss, and health or mental health needs.  Another stressor has been family member loss to COVID. Many children –and adults- may have gone through this experience- a difficult one to handle throughout the whole pandemic not only in the United States but throughout all countries around the world. Lots of emotional and spiritual support has been needed to help families (adults and children). | Emotional and behavioral changes in children are to be expected during a pandemic, as everyone adjusts to a changes in daily routines.  Some children may show signs of emotional distress (e.g., clinginess, anxiety, sadness, anger). But with strong emotional support from adults and communities, most children will return to their typical level of functioning from before the pandemic.  ***Parents and other caregivers can***:   * Use the 3 R’s: (reassurance, routines, regulation):   + ***Reassure*** children about their safety and the safety of loved ones;   + Maintain predictable ***routines*** (e.g., sleeping, eating, learning, playing);   + Support children’s ***regulation skills*** by helping them manage difficult feelings (e.g., deep breathing, movement, quiet time); and make time for emotional “check-ins” (e.g., offer opportunities for children to ask questions, talk about their feelings, and get age-appropriate information and support). |
| **Social connectedness** | Positive social connections are important protective factors for both children and adults during a pandemic. Although in-person contact may be limited, physical distancing should not turn into social isolation, which is a risk factor for child abuse and neglect, adult and youth substance use, and family violence.  During disasters, children interact less frequently with mandated reporters and other adults who could recognize and report signs of trouble in a family. Monitoring children’s safety is especially important during the pandemic.  **Parents and other caregivers can**:   * Spend virtual time regularly with extended family members and friends (e.g., online or by mail, depending on each family’s resources). * Encourage older children and teens to stay socially connected virtually. * Connect to others through common hobbies and opportunities to help in the community, which can be rewarding and meaningful (e.g., donating supplies, writing letters to older adults). * Reach out to other families with children to check on their well-being and offer support. | |

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| C:\Users\AEE Principal\Desktop\SPED- 2020-2021\MARGARET HALLET.jpg  **DIRECTLY TO YOU…**  **FROM THE INTERVENTION SPECIALIST**  **Margaret Hallett**  **AT THE ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE**  ***WE HAVE EXCEPTIONAL TEACHERS TEACHING EXCEPTIONAL CHILDREN***  [mhallett@aeetoledo.org](mailto:mhallett@aeetoledo.org) |
| **Leader In Me – 7 Habits We Are Teaching Your Children**   1. **To be proactive**- Think about what you will need before you need it, fix something before it breaks on you. You are in control on how you deal with a situation. Don’t give someone else the power to ruin your day, you can control how you deal with a situation. 2. **Begin with the End in Mind**- Set goals as a family. In 5 years what would you like things to be like. Talk about how everyone can help the family reach those goals. 3. **Put first thing first**- This habit is about prioritizing. Knowing what your personal and family goals serve as a guide for what task to prioritize. Make time to get the higher priority tasks completed even if they are hard. I heard someone say, “Always swallow the frog first thing in the morning to get it over with.” 4. **Think Win –Win-** Families have disagreements from time to time. When this happens it is important to figure out a way to make the problem into a win- win situation where everyone gets something that they want. 5. **Seek 1st to Understand Then Be Understood**- Many disagreements can be avoided within the family when we take the time to really listen to what people are saying. We listen with not only our ears but with our eyes and heart. Say things like, “I hear you saying that you are ok with me doing something with my friends, but I can see by the way you are looking at me that you are not.” “I hear you saying \_\_\_\_\_, am I right?” Asking clarifying questions makes the listener feel heard and by clarifying what they said tells your friends or family that what they say is important to you. 6. **Synergize**- When working with a group, understanding that we all have a different set of abilities or interests can be utilized when assigning tasks to help the family to reach your goals. A family or classroom will work best when everyone’s leadership skills are fully utilized. 7. **Sharpen the Saw**- Just like the blade on a saw we don’t work at our full abilities when we are not sharp. To be sharp we need to take time for ourselves, this means to eat healthy, get enough sleep, go to the doctors for well visits and teeth cleanings every 6 months. If we don’t have our health we won’t be able to do anything else.   I recommend looking over the 6 building blocks for building resiliency provided on page 2. If you follow the 7 habits within your family, you will find that all 6 building blocks are being completed. If you have any questions about the 7 habits, feel free to talk to your child’s teacher. |



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| MY CORNER  **MRS. VERNA CHEARS**  **SPED TEACHER-TUTOR** |  |
| **TEAM AND RESILIENCY**  The word team has a lot of meaning to it.  It builds relationships. Families grow together.  Professionals work together for the good of a common purpose.  When families work as a team the children, as well as the parents, become a unit that sores.  A team is someone you can call on in time of need when a loved one dies or is sick in the hospital.  Even when a baby is born or someone is getting married, a team always comes in handy.  When you work as a team there is love that no matter what the flow of the team is they still show up in the time of need.  On the other hand, resilience probably looks a little bit different for all of us. For some of us, it could be about being more vulnerable and human. It may be about switching up our communication style and practicing empathy – or it could be being more direct and forthright in order to cut through the noise and get the really important actions actioned. It could also be about creating a work culture where everyone feels empowered to ask the tough questions that make a business take a hard look at itself. Ultimately though, if we’re asking how to build resilience at home or at work, the short answer is this: **step outside of your comfort zone.** Finding that sweet spot where we’re challenged, but not burned out, is key.  Whether that’s how we talk to ourselves, how we talk to others, or both, is up to you.  **How can a team be resilient?**  **When people are not terrified of making mistakes or being judged, they become more engaged in solving problems and are likely to challenge their way of thinking…**  **Instilling fear is a sure-fire way to crush innovation, creativity and flow.**  **At AJHAE, being a resilient team is what keeps us grounded.**  **It builds upon a foundation of love and truth so that we can achieve excellence.**  **As a team, we have unconditional expectations of ourselves.**  **Because of our faith in God, we believe that this loving truth is sustained by the forgiveness of God.**  **We must follow God’s example and learn how to forgive one another and become a family of teams.** | |



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| ***WELCOME RFS Behavioral Health******RFS Behavioral Health*** has partnered with the ***Ann Jerkins Harris Academy of Excellence*** to offer behavioral health services focused on the children and youth population of our school.​RFS Behavioral Health specializes in the development and implementation of school based behavioral health services. RFS Behavioral Health T.A.C.K.L.E. program is the most utilized clinical school based program in Northwest Ohio. RFS is an Ohio 501c3 non-profit and accredited behavioral health agency. The agency will be contacting the parents of the students we have referred to receive their services (previously serviced by Caregiver Grove which no longer is providing services to our students). Their approach provides real time intervention, eliminates barriers, and engages the client within the school and in their natural environment. RFS builds collaborative relationships with schools and community resources to provide all their clients with a holistic, client centered approach. | **T.A.C.K.L.E.****SCHOOL-BASED BEHAVIORAL HEALTH SERVICES** |
| The RFS T.A.C.K.L.E. program helps children and adolescents succeed in and outside of school. The program builds relationships with schools and community resources, offers youth services and individualized educational plans to enhance well-being and address mental health barriers to learning. |
| **Services include:**  ​  **Counseling/therapy** - an alternative approach focusing on a student’s strengths and dealing directly with a student’s school issues. Our team includes trained mental health case managers, licensed social workers and therapists.  **Early intervention** - action without delay when a behavior is identified that could lead to a student dropping out, failing or being suspended.   * **Real-time intervention** - when an emergency situation occurs at school, the student’s therapist and case manager are on site to immediately solve issues. * **Consultative support** - consultation to parents, teachers, staff, administrators and parents who need advice or help in dealing with a student’s behavior. * **Resource connection** - connecting students with clinical services, extracurricular activities, and community resources that could positively impact their well-being and promote personal adjustment and growth. * **CPST/Case Management services** * **Trauma-Focused Cognitive Behavioral Therapy** - specially trained staff counsel students suffering from trauma. * **Parent-Client Interaction Therapy** - specially trained staff help parents and children deal with family issues. * **Evidence-based bullying program** - specially trained staff deal with bullying issues. * **EMDR** - Eye Movement Desensitization and Reprocessing   ​ | **How can the T.A.C.K.L.E. Program assist students?**  They will work collaboratively with teachers to assist with behaviors.  They will coordinate with teachers to best empower students to succeed.  They will serve as a bridge between the school and family and ensure information is getting to where it needs to be.  They will provide real-time intervention and focus on the 4 R’s: ***Reinforce, Redirect, Reset, and Return to class.***  Keep issues from affecting emotional, academic, and physical development.  Provide relief from symptoms earlier.  Can prevent long-term issues.  Improve academic performance and personal relationships with family and friends. **T**EACH​**A**SPIRE**C**RITICAL**K**NOWLEDGE**L**EARNING**E**MPOWERMENT |

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| **ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE**  **Department of Special Services - SPED Programs and Support Staff**  **FAMILY MATTERS COMMUNITY OUTREACH PROGRAM** | |
| **Dr. Israel I. Koppisch**  **Director, Department of Special Services**  **SPED Program and Related Services**  **Editor—Family Matters Community Outreach Newsletter**  **Margaret Hallett**  **Intervention Specialist**  **Verna Chears, Teacher-Tutor**  **Anita Harris- Teacher-Tutor**  **Hannah Jeffers, Paraprofessional**  **Deanna Peoples- Support Staff**  **Chinnon Jaquay, School Psychologist**  **Lauren Notestine, Speech and Language Therapist**  **Johnathan Pitts, Occupational Therapist Supervisor**  **Katelyn Spiess, Occupational Therapist**  **TBD, Licensed Social Worker / Behavior Specialist**  **T.A.C.K.L.E. Program Staff- soon to be announced** | 00310871 **C:\Users\AEE Principal\Dropbox\My PC (DESKTOP-3AV5TH4)\Desktop\AJHAE-- LETTERHEADS 2021\AJHAE-- SCHOOL LOGO--2021.png** |
| Special Education - Mrs. Potts Class | |
| VISIT OUR NEW WEBSITE  SPED PAGES  [**www.academyofeducationalexcellence.org**](http://www.academyofeducationalexcellence.org) | |

**AT AJHAE SPECIAL SERVICES DEPARTMENT:**

**WE WANT TO MAKE THE DIFFERENCE TO ALL OF OUR CHILDREN**

Check us on our new website: [www.academyofeducationalexcellence.org](http://www.academyofeducationalexcellence.org)

As you explore our web pages, you will see that the Special Services Department at AJAAE involves many areas and student services. Our caring staff is dedicated to assisting all students achieve their highest potential.

We are also here as a resource for our families—referrals, partnerships and problem-solving.

Whether you are a student, parent or family member, we hope you will find many resources available to you useful.

**RESILIENCY: An Annotated Bibliography**

Educational achievement gaps among racial, ethnic, and socioeconomic groups persist, along with rising consciousness that the most important challenge in education today is to remove these gaps, recognized as early as kindergarten and developing quickly in the first three years of school (National Task Force on Minority High Achievement, 1999).

Helping youth tap into their innate capacities for developing into healthy, capable adults is the focus of a growing body of research on resiliency that shows promise for eliminating achievement gaps. This bibliography includes selections from a wide body of literature about fostering resilience in urban students.

**Adler, N., and McKelvey, S**. (2007). *Instructional Strategies to Increase Motivation, Close the Achievement Gap, and Help Students Reach Their Potentia*l. Virginia Commonwealth University: Metropolitan Educational Research Consortium (MERC).

This research examined the role of motivation and instructional strategies on the achievement gap for middle and high school students. Researchers concluded that students need frequent feedback, off-campus field trips to widen their experience base, instruction that is relevant and emphasizes student interaction, and “close teacher supervision.” The publication includes an extensive review of achievement gap literature on four primary levels of influence: society, schools and their communities, family, and the classroom.

**Benard, B.** (2004). *Resiliency: What We Have Learned*. San Francisco: WestEd.

In this review of resiliency and youth development research from over the past 20 years, Benard focuses on the roles that families, schools, and communities play in “supporting, and not undermining” children’s biological drive for normal human development. She defines resilience as innate; our circumstances and experience can enhance or hamper our abilitiy to bounce back from difficulties.

**Benard, B.** (1997, August). *Turning It Around for All Youth: From Risk to Resilience*. (ERIC/CUE Digest, Number 126. ERIC Clearinghouse on Urban Education. ED412309) Retrieved August 26, 2008, from http://resilnet.uiuc.edu/library/dig126.html

Benard identifies several key findings of resiliency research, including the untold power of teachers and schools to transform students’ lives by developing caring relationships, establishing positive and high expectations, and providing opportunities to participate and contribute. She describes how schools and communities can foster student resiliency.

**Bernard, M. E.** (2006, April–June). *It’s Time We Teach Social-Emotional Competence as Well as We Teach Academic Competence. Reading and Writing Quarterly*, 22, 103–119.

In this article the author suggests that focusing on social-emotional competence / habits of mind and the five foundations (academic confidence, work persistence, work organization, getting along, emotional resilience) leads to increased effort on schoolwork and improved student achievement.

**Boice, R. (**1994). *How Writers Journey to Comfort and Fluency: A Psychological Adventure.* Westport, CT: Greenwood Publishing Group.

This book describes a six-tiered program that merges composition theory and psychological clinical practice to help writers develop fluency. The program moves participants through motivation, imagination, fluency, control, and audience to writing resilience.

**Brooks, R.** (2008). *How Can Teachers Foster Self-Esteem in Children?* Retrieved August 26, 2008, from <http://www.schwablearning.org/articles.aspx?r=425>

This article describes what teachers of students with learning and attention problems can do to foster motivation, self-esteem, and resilience in these students. Brooks suggests that demystifying for children their learning strengths and areas of difficulty equips them to advocate for themselves as they negotiate school.

**Drake, M.** (2008). *Developing Resilient Children After 100 Years of Montessori Education. Montessori Life.* Retrieved August 26, 2008, from <http://findarticles.com/p/articles/mi_qa4097/is_200804/ai_n25500583?tag=content;col1>

Drake suggests that Montessori education meshes with the ten factors that are associated with resilience: empathy, effective communication, sense of self-worth, sense of community, setting realistic goals, learning from mistakes, developing a social conscience, making decisions / solving problems, self-discipline, and a homeschool alliance.

**Elias, M. (**2008, March). *Laws of Life: A Literacy-Based Intervention for Social-Emotional and Character Development and Resilience.*

Perspectives in Education, 26, 75–79. This study examines an eight-year project in Plainfield, New Jersey, that engaged highly disadvantaged urban students in writing to connect them to positive values and to develop resilience despite “unrelenting stressors” in their personal lives. 3 Researchers found that when schools promote social and emotional learning (SEL) skills, academic achievement also increases.

**Fink, R. P. (**2000). *Gender, Self-Concept, and Reading Disabilities*. Thalamus: Journal of the International Academy for Research in Learning Disabilities, 18, 15–33.

This article examines a study of men and women with reading disabilities and the conditions under which people with reading disabilities develop high literacy levels and resilient self-concepts. The implications for the classroom include allowing students to follow their passions in selecting reading materials and teaching them critical analytical skills.

**Freiberg, H. J.** (1993). *A School That Fosters Resilience in Inner-City Youth.* Journal of Negro Education, 62, 364–376.

Freiberg examines the attributes of families, students, schools, peers, and communities that foster resilience among inner-city youth. He cites resiliency factors at one inner-city elementary school that contribute to adaptability; with community support, students develop autonomy, social competence, problem-solving ability, and “future focus.”

**Henderson, N., Benard, B., Sharp-Light, N**. (2007). *Resiliency in Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities,* 2nd ed. Ojai, CA: Resiliency in Action, Inc.

The authors provide a manual of sorts for schools, which provides an overview of the foundations of resiliency, including “Resiliency and Schools,” “Resiliency and Communities,” “Resiliency and Mentoring, Support, and Counseling,” “Resiliency and Youth Development,” “Resiliency and Families,” and “Resiliency and the Brain.” In addition to summaries of resiliency research, the authors provide practical applications of the research, examples of successful programs and practices, and stories of individuals’ resilience in the face of adversity.

**Hoffman, M. (**1996). *Chasing Hellhound: A Teacher Learns from His Students*. Minneapolis: Milkweed Editions.

Hoffman relates the success stories of 10 inner-city students who, in an environment that fostered creative thinking and learning, persevered in spite of extreme difficulties in their personal lives.

**Kruse, S. D., and Louis, K. S.** (1998, Fall). *Creating the Conditions of Empowerment: Resilient Teachers and Resilient Students*. Center for Applied Research and Educational Improvement Research/Practice Newsletter, 6. Retrieved August 26, 2008, from [http://cehd.umn.edu/CAREI/Reports/Rpractice/Fall98/empowerment.html. 4](http://cehd.umn.edu/CAREI/Reports/Rpractice/Fall98/empowerment.html.%204)

This report suggests that it takes resilient teachers to foster resiliency in students. The authors describe qualities of a professional community that nurtures teachers’ resiliency: shared norms and values, reflective dialogue, deprivatization of practice, collective focus on student learning, collaboration (and the requisite time to promote it), physical proximity, structures for communicating, trust and respect, and supportive leadership.

**National Task Force on Minority High Achievement**. (1999). *Reaching the Top: A Report of the National Task Force on Minority High Achievement.* New York: College Board. Available at <http://www.collegeboard.com/research/abstract/3876.html>.

From the College Board website: “This report describes the scope of the shortage of academically very successful Black, Latino, and Native American students and examines its implications from the perspective of the changing demographics. The results of ongoing efforts to improve academic outcomes for minorities are assessed, as well as strategies available for addressing the high achievement issue. The report concludes with a series of recommendations for action aimed at a variety of societal participants.”

**Novick, R., Fisher, A., and Ko, L**. (2000). *The Unity Project: Creating a Circle of Awareness*. Portland, Oregon: Northwest Regional Educational Laboratory.

In this qualitative research study, the authors document educational strategies and practices in the Unity Project, which aimed to change relationships between teachers and students and between schools and communities through strong and equitable school/family/community partnerships. The authors describe a variety of platforms that were used to identify practices related to resiliency, family and community involvement, effective literacy practices, cultural continuity, professional development, expectations, and aspirations for children’s education.

**Padron, Y. N., Waxman, H., Brown, A.P., and Powers, R.A**. (2000, November*). Improving Classroom Instruction and Student Learning for Resilient and Non-resilient English Language Learners.* Research Brief #7. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence. Retrieved August 26, 2008, from <http://www.cal.org/resources/digest/ResBrief7.html>.

This research brief discusses what was learned from classroom teachers to develop the Pedagogy to Improve Resiliency Program (PIRP), which helps educators foster the educational resiliency of English language learners. Strategies described include (a) offering opportunities to develop close relationships with students, (b) increasing students’ sense of mastery in their lives, (c) building social competencies as well as academic skills, (d) reducing stress in children’s lives, and (e) generating school and community resources to support the children’s needs. 5

**Rivera, H., and Waxman, H. C.** (2007). *Studying the Classroom Learning Environment of Resilient and Non-resilient Hispanic Children.*

The Journal of At-Risk Issues, 13 (2), 11–19. This research examines resilience in the classroom as well as components that decrease the risk of academic failure among Hispanic students, such as teaching to students’ strengths and promoting meaningful classroom dialogue.

**Rolla, L.** (1999, June). *A Write Way: Fostering Resiliency During Transitions*. Journal of Humanistic Counseling, Education and Development, 37, 200–211.

Rolla describes a structured narrative writing intervention that was used to improve students’ transitions to high school by helping them develop more effective “learning stories.” The author suggests that the process is adaptable to other transitions as well (elementary to middle, high school to college, etc.).

**Sagor, R**. (1996, September). *Building Resiliency in Students*. Educational Leadership, 54, 38–43.

This article defines resiliency as “the set of attributes [competence, belonging, usefulness, potency, and optimism] that provides people with the strength . . . to confront the overwhelming obstacles they are bound to face in life.” This book outlines how school can foster traits of resiliency for students through faculty and community collaboration, and by analyzing data to support authentic experiences.

**Shapiro, E. S.** (2000). *School Psychology from an Instructional Perspective: Solving Big, Not Little Problems*. School Psychology Review, 29 (4), 560–572.

The author presents a passionate case for urgency in moving schools from a reactive stance to a proactive one, building academic competence and resilience through early intervention and prevention programs in the process.

**Thomsen, K**. (2002*). Building Resilient Students: Integrating Resiliency Into What You Already Know and Do.* Thousand Oaks, CA: Corwin Press.

Thomsen applies resiliency theories to character education, multiple intelligences theory, service learning, and violence prevention. The author posits that opportunities for meaningful participation, setting/communicating high expectations, providing caring and support, teaching life skills, increasing prosocial bonding, and setting clear and consistent boundaries builds resiliency and mitigates risk factors.

**Waxman, H. C., Padrón, Y. N., and Gray, J. P**. (2004). *Educational Resiliency: Student, Teacher, and School Perspectives*. IAP. This book is a part of the Research in Educational Diversity and Excellence series.

Its authors summarize recent research, perspectives, and practices in resilience, including identification of obstacles and developing solutions that promote “rebounding” rather than “succumbing.” 6

**Wolin, S., Desetta, A., and Hefner, K.** (2000). *A Leader’s Guide to the Struggle to Be Strong: How to Foster Resilience in Teens*. Minneapolis: Free Spirit Publishing.

This book provides practical activities developed for use in social studies, language arts, or life skills curricula that foster aspects of resiliency such as insight, independence, relationships, initiative, creativity, humor, and morality.