resilience

/nəˈzɪlɪəns/

noun
n. resiliency

1. the capacity to recover quickly from difficulties; toughness.
"the often remarkable resilience of so many British institutions"

2. the ability of a substance or object to spring back into shape; elasticity.
"nylon is excellent in wearability and resilience"
Adolescence

Fundamental questions of Adolescence

Who am I?
Am I normal?
How do I fit in?
Building the house I grew up in helped build my resiliency.
What adolescent experience(s) helped you develop your resiliency?
Essential Element 1: Philosophy and Mission

A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents (youth 10-14 years of age).

Every young adolescent deserves a school that values academic achievement and personal development and provides a supportive environment.....

The middle-level educational program has a purpose beyond linking the elementary grades and the high school. Its basic aims are to educate and nurture. It has a culture of collective and shared responsibility. To be successful, it must attend to both the intellectual development and the personal needs of young adolescents. The philosophy and mission of a standards-focused middle-level school or program must reflect a set of shared beliefs.

The school and staff within the school must commit to:

1.1 Developing the whole child, intellectually and academically, personally and socially, physically, emotionally, and ethically.

1.2 Working together to ensure that all students achieve at high levels and, with appropriate guidance and structure, develop independence and responsibility.

1.3 Accepting - individually and collectively - responsibility for the educational and personal development of each and every student.

1.4 Ensuring for each student a safe, inviting, trusting, and mutually-respectful learning environment that offers both physical and psychological safety.

1.5 Connecting each young adolescent in positive ways with the school and with caring adults within the school.

1.6 Providing each student with a variety of learning experiences that are academically challenging, developmentally appropriate, and personally relevant in order for each of them to make informed educational and personal decisions.

1.7 Providing a successful transition from the elementary grades to the middle grades to the high school grades and from childhood to adolescence.

1.8 Establishing partnerships with the home and the community.
Essential Element 6: A Network of Academic and Personal Support

A network of academic and personal support available for all students.

*Every young adolescent needs access to a system that supports both academic achievement and personal development.*

Middle-level students need academic and personal support as they experience the changes associated with the transition from childhood to adolescence and from elementary school to high school.

Academic and personal support includes:

6.1 Adults and older youths to provide positive role models and constant affirmation and recognition.
6.2 Respect and caring to engender a feeling of self-worth, self-confidence, and personal efficacy.
6.3 Opportunities to examine, explore, discuss, and understand the changes associated with early adolescence.
6.4 Counseling and guidance services to assist students and their families in making life, career, and educational choices.
6.5 A system of two-way communication between the school and the parents and families of its students.
6.6 A process for informing parents, families, and community groups of the essential role they play in ensuring students attend school and access available services, in expanding and enhancing venues for significant learning, in promoting youth development, and in supporting positive school change.
6.7 A network of trained professionals, special programs, and community resources available to assist those who have extraordinary needs and require additional services to cope with the changes of early adolescence and/or the academic demands of middle-level education. Schools need to collaborate and cooperate with other human service agencies in the community.
6.8 An adult mentor in addition to a guidance counselor, either formally through a teacher/student, advisor/advisee program or informally through a school culture of caring in which teachers or other adults assume responsibility for individual students.
GREATNESS IS NOT A FUNCTION OF CIRCUMSTANCE. GREATNESS IS LARGELY A MATTER OF CONSCIOUS CHOICE, AND DISCIPLINE.

Jim Collins
The Bay Trail Middle School mission, in partnership with parents and the community, is to help students transition from elementary school to high school by providing a safe environment that adapts to each student’s unique, young adolescent needs. We do this to equip students with the skills and character traits that will enable them to become contributing members of the community.
Middle school is a unique place due to the fact that students are changing significantly and making profound choices about their personal and academic lives. In partnership with parents the community, we believe:

- All students belong to all of us
- Each student needs a safe, nurturing, and supportive environment
- Learning is a lifelong endeavor
- A culture of mutual respect promotes learning
- Students learn in a variety of ways
- Each student can develop a personal sense of responsibility
Based on these beliefs, we are committed to:

• Taking a proactive approach to establishing a safe, supportive, and nurturing environment

• Helping students develop personal strengths, accept and understand weaknesses, and find their own voice

• Providing meaningful and rigorous instructional opportunities that develop problem solving and independent thinking

• Modeling respectful interactions with colleagues & students
Provide appropriate support and opportunities for all students; social and emotional growth, wellness, character development, college and career readiness as well as extra-curricular and co-curricular opportunities; safe, supportive and engaging learning environments.
THE TRUTH ABOUT ACEs

WHAT ARE THEY?
ACEs are ADVERSE CHILDHOOD EXPERIENCES

HOW PREVALENT ARE ACEs?

WHAT IMPACT DO ACEs HAVE?

The three types of ACEs include:
- **ABUSE**
  - Physical
  - Emotional
  - Sexual
- **NEGLECT**
  - Physical
  - Emotional
- **HOUSEHOLD DYSFUNCTION**
  - Mental Illness
  - Incarcerated Relative
  - Mother treated violently
  - Substance Abuse
  - Divorce
### How Prevalent Are ACEs?

<table>
<thead>
<tr>
<th>Abuse</th>
<th>Penfield</th>
<th>Monroe County</th>
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</thead>
<tbody>
<tr>
<td>Physical Abuse</td>
<td>28.3%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>20.7%</td>
<td>22.2%</td>
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<tr>
<td>Emotional Abuse</td>
<td>10.6%</td>
<td>11.6%</td>
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</table>

### What Impact Do ACEs Have?

As the number of ACEs increases, so does the risk for negative health outcomes.

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Penfield</th>
<th>Monroe County</th>
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</thead>
<tbody>
<tr>
<td>Murser Trained</td>
<td>12.7%</td>
<td>21.6%</td>
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<tr>
<td>Secluded Household Member</td>
<td>4.7%</td>
<td>8.3%</td>
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### Of 17,000 ACE Study Participants:

- 98% have experienced 0 ACEs
- 26% have experienced 1 ACE
- 10% have experienced 2 ACEs
- 5.9% have experienced 3 ACEs
- 4% have experienced 4 ACEs
- 0.9% have experienced 5 ACEs
- 0.5% have experienced 6 ACEs
- 0.1% have experienced 7 ACEs
- 0.1% have experienced 8 ACEs
- 0.01% have experienced 9 ACEs
- 0.001% have experienced 10 ACEs
- 0.0001% have experienced 11 ACEs
- 0.00001% have experienced 12 ACEs
- 0.000001% have experienced 13 ACEs
- 0.0000001% have experienced 14 ACEs
- 0.00000001% have experienced 15 ACEs
- 0.000000001% have experienced 16 ACEs
- 0.0000000001% have experienced 17 ACEs
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- 0.000000000000001% have experienced 100 ACEs
87. If you had an important question about your life, how many adults do you know (not counting your parents) to whom you feel comfortable going for help?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
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<tbody>
<tr>
<td>No adults</td>
<td>12.3%</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>10.7%</td>
<td>95</td>
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<tr>
<td></td>
<td>1.6%</td>
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<tr>
<td>1 or 2 adults</td>
<td>34.5%</td>
<td>303</td>
</tr>
<tr>
<td></td>
<td>39.3%</td>
<td>349</td>
</tr>
<tr>
<td></td>
<td>-4.8%</td>
<td></td>
</tr>
<tr>
<td>3 or more adults</td>
<td>53.1%</td>
<td>466</td>
</tr>
<tr>
<td></td>
<td>48.8%</td>
<td>433</td>
</tr>
<tr>
<td></td>
<td>4.3%</td>
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<table>
<thead>
<tr>
<th></th>
<th>answered question</th>
<th>877</th>
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<tbody>
<tr>
<td>skipped question</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
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</table>
88. My teachers really care about me.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
<th>Skipped Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30.5%</td>
<td>267</td>
<td>0.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>43.0%</td>
<td>376</td>
<td>0.9%</td>
</tr>
<tr>
<td>Not sure</td>
<td>19.5%</td>
<td>170</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2.6%</td>
<td>23</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4.3%</td>
<td>38</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

- answered question: 874
- skipped question: 12
Task:
Working in groups of 3-4 take 5 minutes and discuss how you have created a safe and supportive environment and provide opportunities for student growth.

On the paper provided classify what your group has done according to the student’s senses.
Youth with 2 or more ACES

When youth have at least 1 non-parental adult support risk for being under the influence at school, suicide ideation and depression all decline.
Youth with 2 or more ACES

When youth feel encouraged at school risk for being under the influence at school, suicide ideation and depression all decline.
When youth feel they matter to their community, risk for suicide ideation and depression decline.
The 7 Cs model of Resilience

Ken Ginsburg: The Children’s Hospital of Philadelphia, The Center for Parent and Teen Communication

**Competence:** When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent. We undermine competence when we don’t allow young people to recover themselves after a fall.

**Confidence:** Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges.

**Connection:** Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions.

**Character:** Young people need a clear sense of right and wrong and a commitment to integrity.

**Contribution:** Young people who contribute to the well-being of others will receive gratitude rather than condemnation. They will learn that contributing feels good, and may therefore more easily turn to others, and do so without shame.

**Coping:** Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick-fixes when stressed.

**Control:** Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control.
The 7 Cs model of Resilience – Ken Ginsburg
Task:
Working in your groups of 3-4 classify the ways you have created a safe and supportive environment according to the 7Cs of resilience.

ESSENTIAL QUESTION:
How do we create a safe and supportive environment and provide opportunities for student growth?

Behavioral Change and How to Break Demoralization
Ken Ginsburg
DEVELOPMENTAL RESPONSIVENESS: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.

1. The staff creates a personalized environment that supports each student's intellectual, ethical, social, and physical development. The school and staff are caring and respectful and committed to developing the whole child, intellectually and academically, personally and socially, physically, emotionally, and ethically. The school is structured to create close, sustained relationships between students and teachers. Staff know and understand young adolescents and use cooperative learning and peer tutoring opportunities to develop social, interpersonal, and academic proficiency. (Essential Element characteristics 1.1, 2.1, 3.5, 3.6, 4.1, 4.34.16)
DEVELOPMENTAL RESPONSIVENESS: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.

2. The school provides access to comprehensive services to foster healthy physical, social, emotional, and intellectual development. The school provides support services such as adult mentors, guidance, counseling, and health-related services to all students. Counseling and guidance services are available to assist students and their families in making life, career, and educational choices. A network of trained professionals, special programs, and community resources are available to assist those who have extraordinary needs and require additional services to cope with the changes of early adolescence and/or the academic demands of middle-level education. The school collaborates and cooperates with other human service agencies in the community. (Essential Element characteristics 3.15, 6.4, 6.7, 6.8)
DEVELOPMENTAL RESPONSIVENESS: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.

4. The curriculum is both socially significant and relevant to the personal and career interests of young adolescents. The educational program offers opportunities for the development of personal responsibility and self-direction. (Essential Element characteristic 2.12)

5. Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems. The educational program emphasizes reading, writing, and mathematics (literacy and numeracy) across the subject areas with expectations for performance that are consistent across and within the disciplines and commonly understood by teachers, students, and parents. Staff know and reinforce the State’s 28 Learning Standards. (Essential Element characteristic 2.7, 4.5)
SOCIAL EQUITY: High performing schools with middle grades are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students.

6. The school community knows every student well. The school and staff ensure for each student a safe, inviting, trusting, and mutually-respectful learning environment that offers both physical and psychological safety. The school and staff connect each young adolescent in positive ways with the school and with caring adults within the school. (Essential Element characteristics 1.4, 1.5)