



# RAISING RESILIENCE

• • • • • *summit* • • • • •

Growing the Children's Social & Emotional Wellness Community

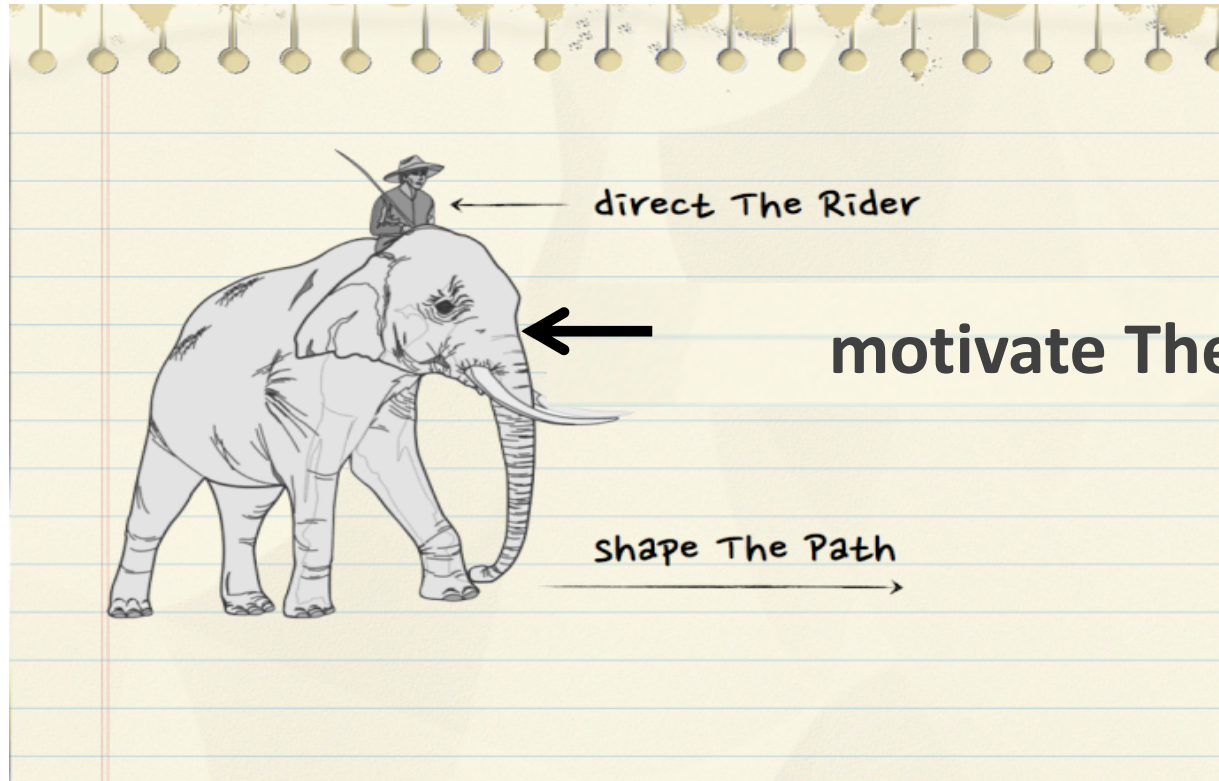
**From knowing the need, to setting the vision.**

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**motivate The Elephant**

‘Switch’, Dan & Chip Heath

below grade level reading ability... hunger...  
asthma... bullying... vision... below grade level  
math ability... violence... connectedness... poor  
disciplinary record... health... homelessness ...  
disengagement... relationships... ... ..

**Which influences the child's ability to learn & succeed at home, in school, in the community?**



below grade level reading ability... hunger...  
asthma... bullying... vision... below grade level  
math ability... violence... connectedness... poor  
disciplinary record... health... homelessness ...  
disengagement... relationships... .. .

**Which influences the child's ability to learn & succeed at home, in school, in the community?**

Which do we focus on? Which do we dismiss?

Which are *educationally acceptable* to target?

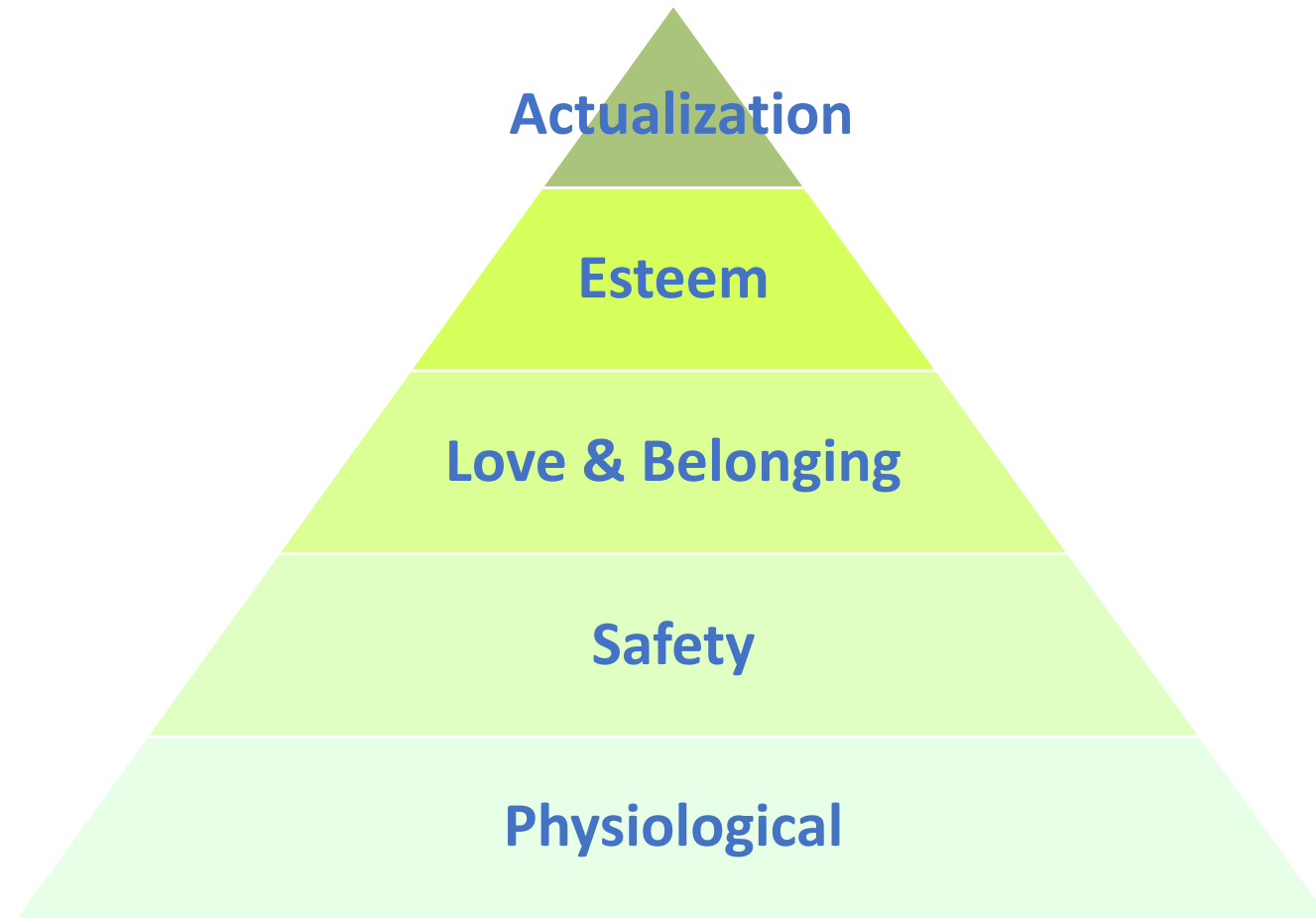
Are any *socially acceptable* to ignore?



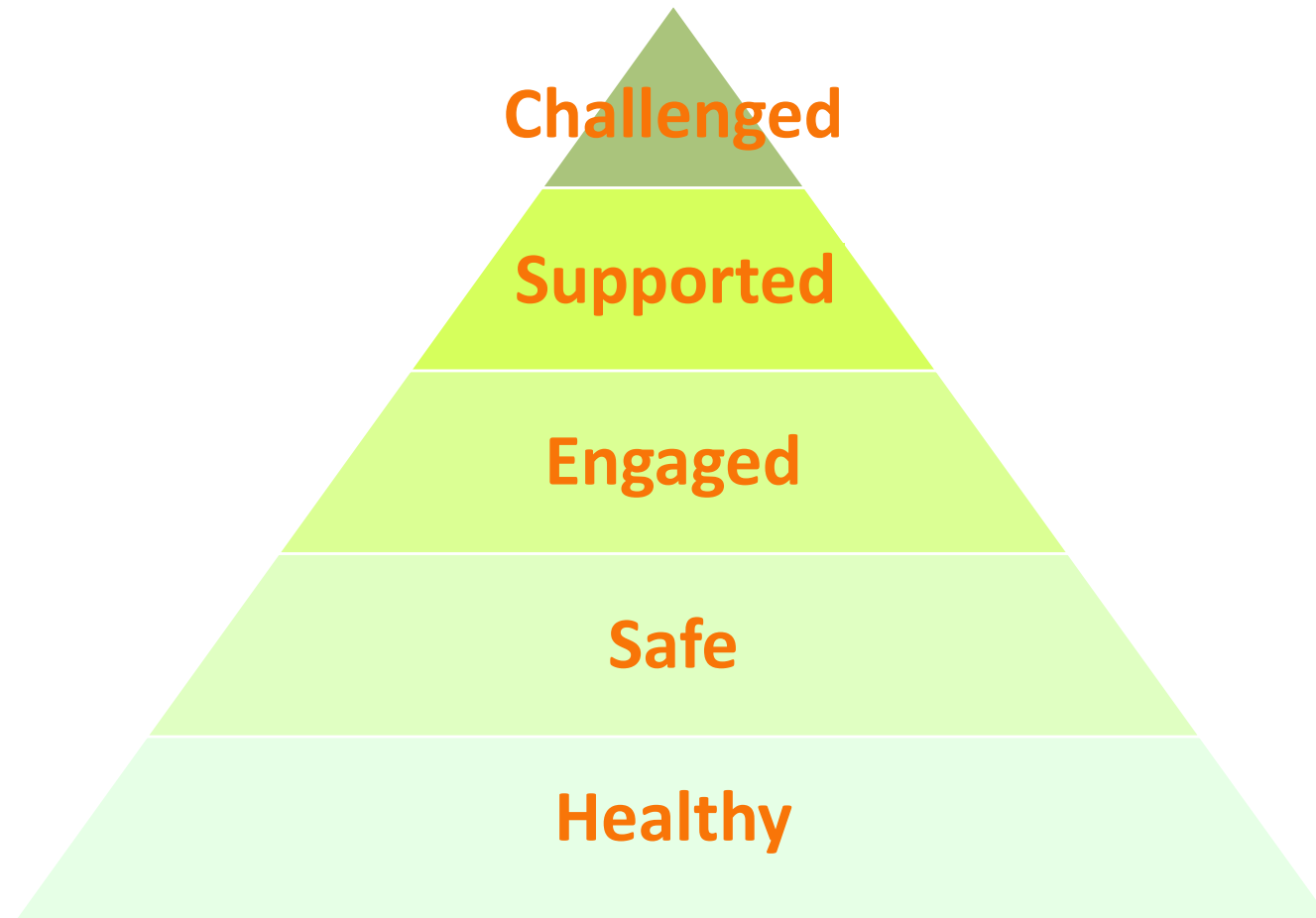
If decisions about education policy and practice started by asking what works for the child, how would resources — time, space, and human—be arrayed to ensure each child’s success?

**If the student were truly at the center of the system, what could we achieve?**





## Abraham Maslow's Hierarchy of Needs



## ASCD's Whole Child Tenets

# Schools, communities, and the education system

HEALTH AND EDUCATION  
AFFECT INDIVIDUALS,  
SOCIETY, AND THE  
ECONOMY AND, AS SUCH,  
MUST WORK TOGETHER  
WHENEVER POSSIBLE.  
SCHOOLS ARE A PERFECT  
SETTING FOR THIS  
COLLABORATION.

*It is time to truly align the sectors and place the child at the center. Both public health and education serve the same students, often in the same settings. We must do more to work together and collaborate.*

—WAYNE H. CILES, DIRECTOR, DIVISION OF POPULATION HEALTH,  
NATIONAL CENTER FOR CHRONIC DISEASE  
PREVENTION AND HEALTH PROMOTION, CDC

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No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, **educational progress will be profoundly limited if students are not motivated and able to learn.**

- Charles Basch,  
Healthier Students Are Better Learners, 2010

To date, school reform efforts to close the achievement gap have not targeted reduction of educationally relevant health disparities...

**...vision, asthma, teen pregnancy, aggression and violence, physical activity, breakfast, and inattention & hyperactivity.**

- **Charles Basch,**  
Healthier Students Are Better Learners, 2010

**We ask schools and communities to lay aside perennial battles for resources and instead align those resources in support of the whole child.**

Policy, practice, and resources must be aligned to support not only academic learning for each child, but also the experiences that encourage development of a whole child - one who is knowledgeable, healthy, motivated, and engaged.

**- Whole Child Commission, 2007**

Up to one in five kids living in the U.S. shows signs or symptoms of a mental health disorder in a given year.

... And yet **most children — nearly 80% — who need mental health services won't get them.**

- **NPR ED,**  
Mental Health In Schools:  
A Hidden Crisis Affecting Millions Of Students, 2016



**A model is just a framework, but it does  
provide direction and a goal**

The greatest and most inspiring mountain climbing achievements in history are not so much stories of individual achievement, but are stories of the extraordinary power of a **unified, talented, prepared team that stays loyally committed to one another and to their shared vision to the end.**

- Stephen Covey,  
The 8<sup>th</sup> Habit

Poll of 23,000 employees drawn from a number of companies and industries...

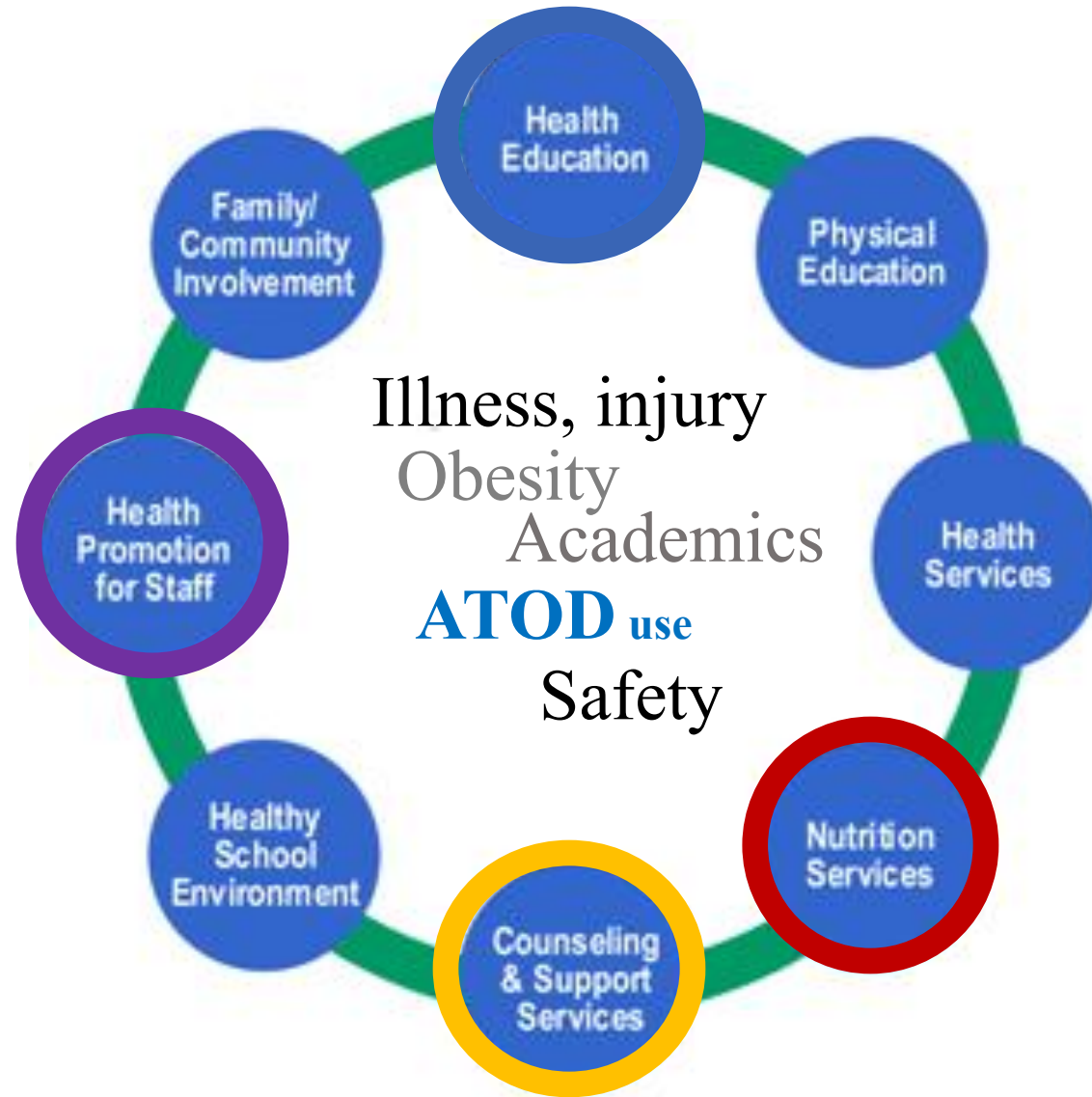
**Only 37% said they have a clear understanding of what their organization is trying to achieve and why**

**Only 20% said they had a clear "line of sight" between their tasks and their team's and organization's goals**

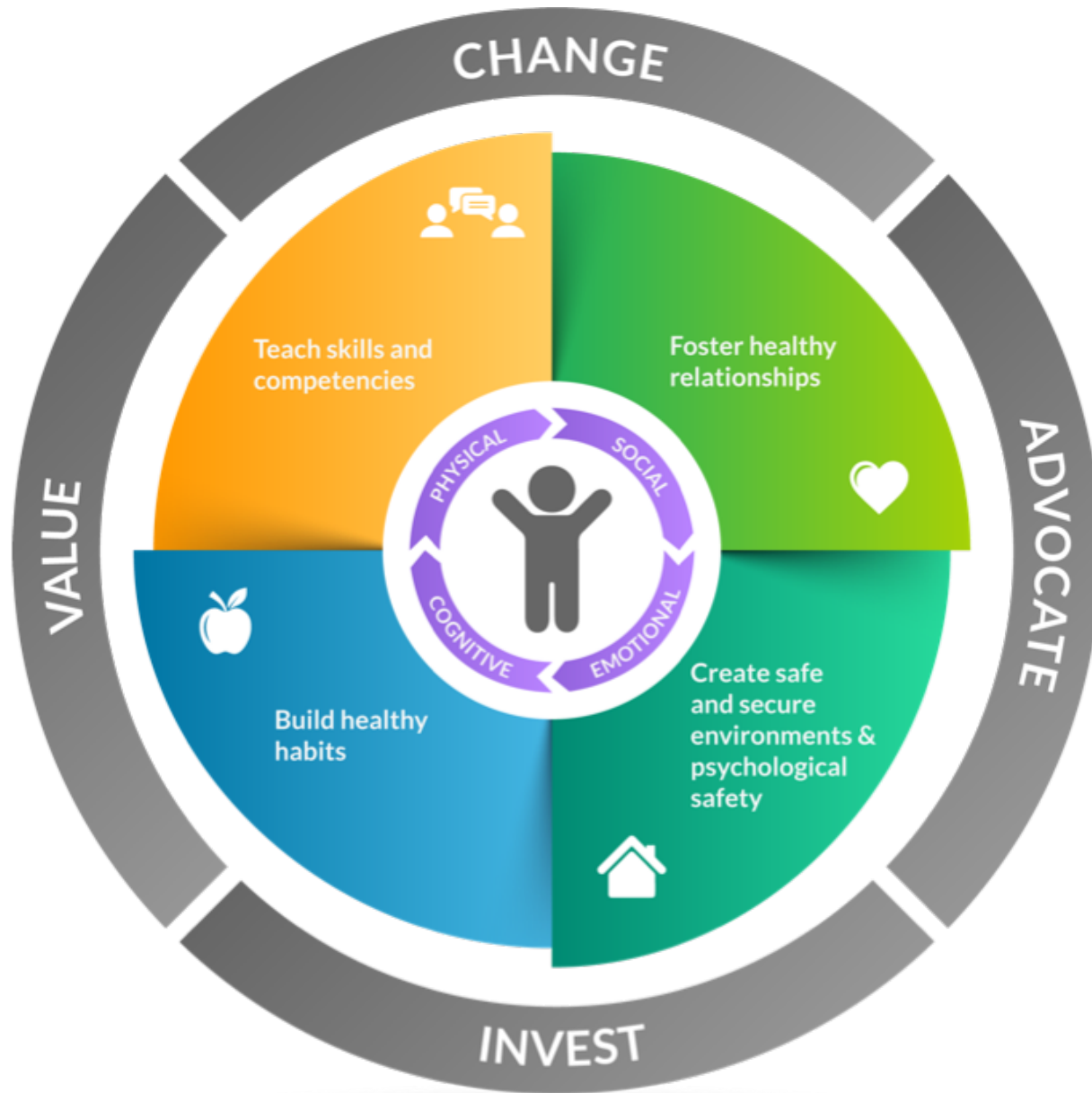
- Stephen Covey,  
The 8<sup>th</sup> Habit

If, say, a soccer team had these same scores, **only 4 of the 11 players on the field would know which goal is theirs. Only 2 of the 11 would care.** Only 2 of the 11 would know what position they play and know exactly what they are supposed to do. And all but 2 players would, in some way, be competing against their own team members rather than the opponent.

- Stephen Covey,  
The 8<sup>th</sup> Habit







**Imagine a child at 25.**

Describe them.

What characteristics, skills, attributes, attitudes  
do they possess?



## Describe the child @ 25.

**i** Poll is full and no longer accepting responses



**If this is where we want to get to,  
what are ~~we~~ doing to make it happen?  
you**

# What are you doing to make it happen?

**i** Poll is full and no longer accepting responses

“Reflective supervision ”

1 day ago

“Connecting students to community”

1 day ago

“Being an ear. ”

1 day ago

“Listening”

1 day ago

“Increase empathy from all staff towards students”

1 day ago

“Listening”

1 day ago

“Connection”

1 day ago

“Working with the family system ”

1 day ago

“Listening”

1 day ago

“Education”

1 day ago

“Advocating”

1 day ago

“Summer learning”

1 day ago

“Educate on ACEs”

1 day ago

“Partnering across sectors in non-traditional ways”

1 day ago

“Listening”

1 day ago

“Love”

1 day ago

“Being present”

1 day ago

“Listening”

1 day ago

“Researching”

1 day ago

“Listening”

1 day ago

“WHOLECHILD lead and set the expectation”

1 day ago

“Connecting people”

1 day ago

“Connecting”

1 day ago

“Listening”

1 day ago

“Educated teachers to help those students”

1 day ago

The simplest thing we can do?

**Understand and appreciate that we help children & youth.**

Content, facts, figures, skills and formulas are some of what we teach, but it is not who we teach. Nor is it why we teach. Illness, disease, are some of what we treat but it is does not explain why we treat them. Schedules, policies, and guidelines may be what we follow but they don't illustrate why we follow them.

**We teach, treat, nurture, and develop kids.**

We work together to develop and provide safe, supportive, and connected communities that help raise the child – the whole child.

With **every interaction** in a school,  
we are either **building community or destroying it.**

- **James Comer,**  
Yale School of Medicine's Child Study Center

When young people experience home, school, and community environments rich in **caring relationships**, **high expectations**, and opportunities for **meaningful participation** and contribution, they are much more likely to meet their developmental needs...

- **Bonnie Benard**,  
Resilience: What We Have Learned

Our classrooms are **communities of thirty...**

- Philip Rodkin,  
fmr. University Of Illinois at Urbana-Champaign



It is on us to make our schools, and communities safe, supportive and inclusive. It's on us to teach, treat, and nurture the whole child.

**We bring hope. We create connections and opportunities. We work to make tomorrow better than today.**

That's why we work with youth, and it's on us now to make it so.

**Thank you**