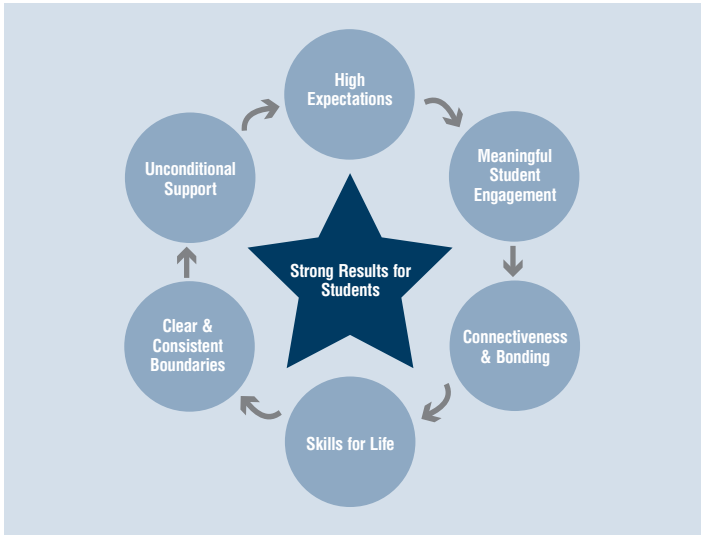




THE RESILIENCY/WELLNESS APPROACH

- Strengths-Based Perspective
- Protective Factors (Personal and Environmental)
- Positive Human Development
- Holistic (Social/Emotional/Academic/Physical)

(Adapted from N. Henderson and M. Milstein, Resiliency in Schools, 2003, p.12)



The **Resiliency/Wellness Approach** is based upon six key environmental protective factors or positive human development domains as illustrated in the wheel diagram above. If these domains are strongly and well implemented in schools, they will promote positive social-emotional development, and will support student academic achievement in the *Standards-Aligned System*. The **Resiliency/Wellness Approach** also emphasizes the strengthening of individual personal protective factors such as self-motivation, humor, flexibility, creativity, perseverance and love of learning.

OUR VISION

“Every child by name, reaching core academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability.”

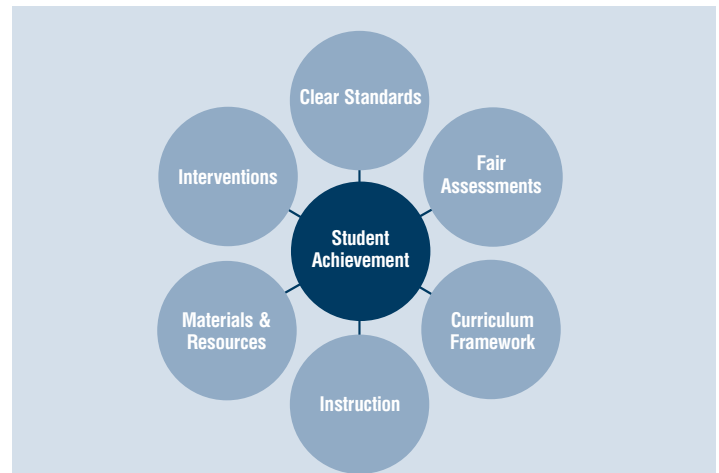
– Dr. Gerald L. Zahorchak, Pennsylvania Secretary of Education

Resiliency/Wellness Resource Information

- www.pde.state.pa.us/chapter12
- www.sap.state.pa.us
- www.colorado.edu/cspv/blueprints/model/programs/paths.html
- www.ufssbedford.org/rhc
- www.resiliency.com
- www.resiliencyinc.com
- Schoolwide positive behavioral support: <http://pattan.net>
- www.search-institute.org

THE STANDARDS-ALIGNED SYSTEM

The *Standards-Aligned System* is the academic framework to be used in all Pennsylvania public schools. This model has been developed from research from the National Institute for School Leadership (NISL). Over the past two decades, there have been many studies that have followed the lives of children in “at-risk” situations from their school years on through young adulthood. The findings show that in spite of environment or family background challenges, many youth were able to adapt positively and/or “bounce back.” The **Resiliency/Wellness Approach** promotes prevention efforts in schools to foster positive learning environments and strong collaborations across families, schools and community partners.



SAS 6 Circles – Explained

Clear Standards	Clear, high standards that establish what all students need to know and be able to accomplish.
Fair Assessments	Fair assessments aligned to the standards.
Curriculum Framework	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.
Instruction	Aligned instruction – aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
Materials & Resources	Materials that address the standards.
Interventions	A safety net/intervention system that insures all students meet standards.

Source: www.pde.state.pa.us/edhub/

For more information, contact the Pennsylvania Department of Education, Bureau of Community & Student Services, 717-783-3755.