Resilience - School Protective Factor Indicators

School: Caring and Support

Creates and sustains a caring climate
Aims to meet developmental needs for belonging and respect
Offers extra individualized help
Pays personalized attention
Gets to know hopes and dreams
Looks beneath "problem" behavior
Uses humor/smile/laughter
Is flexible, shows patience
Uses cross-age mentors (older students, family/community members)

School: High Expectations

Sustains a high expectation climate honoring each student's unique strengths
Conveys "no excuses, never give up" philosophy (persistence and determination)
Models and teaches that mistakes and setbacks are opportunities for learning
Sees students as vital partners in school improvement
Focuses on whole child (social, emotional, cognitive, physical, spiritual)
Connects learning to students' interests, strengths, experiences, dreams, and goals
Encourages creativity and imagination
Conveys optimism and hope
Articulates clear expectations/boundaries/structure
Provides clear explanations, holds students accountable
Uses discipline that is consistent, strict, and fair
Uses as variety of instructional strategies to tap multiple intelligences
Groups students heterogeneously
Continuously challenges racism, sexism, ageism, classism, and homophobia
Helps to reframe self-image from at-risk to at-promise
Encourages self-awareness of moods and thinking
Calls home to report students' good behavior and achievements

School: Participation/Contribution

Practices equity and inclusion
Aims to meet developmental needs for power/autonomy meaning
Provides opportunities for problem-solving
Infuses communication skills into all learning experiences
Creates opportunities for creative expression
Includes and engages marginalized groups
Infuses service/active learning
Uses adventure/outdoor experience-based learning
Offers peer helping, offers cross-age helping
Offers cross-age helping, uses cooperative learning