

Paths to Resilience: The *Leader in Me* Approach

Leader in Me gives educators the tools needed to:

Transform school cultures that set the stage for effective trauma-informed interventions; create learning environments where positive experiences accumulate; and empower students who face Adverse Childhood Experiences (ACEs) to develop the skills needed to thrive.

Adverse Childhood Experiences (ACEs) are traumatic childhood events caused by abuse, neglect, or other often persistent household stressors, like witnessing domestic violence or alcoholism.

Each ACE experienced in childhood increases a child's risk of health and social issues, such as...



2 OUT OF 3 CHILDREN
have experienced
at least one ACE.¹



1 IN 5 CHILDREN
have experienced
3 or more ACEs.¹



Decreased
Cognitive Ability



Depression
and Suicide



Poor Academic
Achievement



Poor Work
Performance



Illicit Drug Use



Adolescent Pregnancy



Alcoholism

These issues can have dramatic impacts on learning, relationships, and mental/physical health, now and in the future.²



But There Is **HOPE** Through **RESILIENCE**

Resilience does not eliminate risks and stress, but allows an individual to deal with them effectively.³

What Is Resilience?

“Resilience is really the counter balancing of difficult things **-** that may exist in the child’s life with positive things **+** that occur within the family/community.

When **positive experiences** accumulate and children learn **copng skills** that help them to manage stress, the fulcrum can slide so the scale tilts towards positive outcomes more easily. **That’s what resilience is all about.**”⁴



Trauma-Informed Principles and *Leader in Me* (LiM) Alignment

While *Leader in Me* is not a trauma intervention per se, the transformational changes that come through implementation create the foundation necessary to effectively care for students facing trauma and its consequences. In fact, *Leader in Me* practices support application of the six principles identified by **The National Center for Trauma-Informed Care** (NCTIC) as necessary to address ACEs and facilitate healing and resilience.⁵

NCTIC Principle	LiM Practices	LiM Research Evidence
Safety	<i>LiM</i> empowers educators with paradigms and practices necessary in identifying and improving dimensions of their school's physical, social, and emotional culture that most directly impact feelings of safety.	<i>LiM</i> "helps to build a positive school climate... it creates conditions in which teachers relate and communicate more effectively to students, work more collaboratively with one another in planning and coordinating lessons, and spend less instructional time dealing with behavior issues." - Corcoran, Reily, & Ross. John Hopkins University, 2014
Trustworthiness and Transparency	<i>LiM</i> professional learning helps teachers develop productive learning environments by proactively building trusting relationships with students and fostering trust among students.	"At least 85% of the [<i>LiM</i>] students indicated agreement that their teacher cared about them, they liked going to the school, and they are learning a lot." - ROI Institute, 2014 (p. 6)
Peer Support	Adults in <i>LiM</i> schools teach and model positive social behaviors to students. Students apply these behaviors to their peer relationships in ways that promote mutual support and develop high-trust.	"The <i>Leader in Me</i> has positively impacted peer relationships" - Dr. C. Tidd. Walden University, 2016 (p. 42)
Collaboration and Mutuality	Adults in <i>LiM</i> schools teach and model positive social behaviors to students. Students apply these behaviors to their peer relationships in ways that promote mutual support and develop high trust.	Teachers and students reported that after implementing <i>Leader in Me</i> the "classroom became a safe environment where all students felt comfortable pursuing goals." - Baldwin, et al. The College of Saint Rose, 2012 (p. 8)
Empowerment, Voice, and Choice	<i>LiM</i> helps educators create environments where student voice and choice are a part of the learning culture and empowering instructional techniques aid in academic achievement as well as self-advocacy and problem solving.	Teachers working with low-income students indicated a hope that their students would "have [their leadership skills] be what defines them and not the circumstances in their lives." Similarly, for some students, "the leadership skills being taught became a source of possible empowerment and the ability to perhaps improve their lives." - Evans. Virginia Commonwealth University, 2014 (p. 106)
Cultural, Historical, and Gender Issues	The habits of interpersonal effectiveness practiced in <i>LiM</i> schools help students and adults develop awareness, respect, and openness to others, especially for those who may be different, and in times of conflict.	<i>Leader in Me</i> professional learning "help educators in better preparing students to be responsible individuals who use their leadership skills to positively impact their own learning and school and community cultures." - Caracelo. Walden University, 2012 (p. 3)

For more information: Visit theleaderinme.org/what-is-the-impact

REFERENCES

1. CDC-Kaiser ACE Study <https://www.cdc.gov/violenceprevention/acestudy/about.html>
2. <https://developingchild.harvard.edu/wp-content/uploads/2010/05/Persistent-Fear-and-Anxiety-Can-Affect-Young-Childrens-Learning-and-Development.pdf>
3. Werner (2009) *Protective Factors and Resilience*. Handbook of Early Childhood Intervention.
4. Walsh, 2015 The Science of Resilience <https://www.gse.harvard.edu/news/uk/15/05/path-resilience>
5. <https://www.samhsa.gov/nctic/trauma-interventions>

LeaderinMe®