

## WHAT YOUR COLLEAGUES ARE SAYING . . .

*Habits for Resilient Learners* offers practical strategies that educators can immediately apply to help students build agency, perseverance, and confidence. The authors combine research, real stories, and classroom-ready tools to make resilience both teachable and attainable. This book is a valuable resource for anyone committed to preparing learners for success in school and in life.

**Peter DeWitt**, Ed.D., Instructional Leadership Collective, author

*Habits for Resilient Learners* by Prendergast, Lee, and Brueggeman invites educators to view resilience not as a fixed trait but as a skill that can be developed. In today's turbulent times, this perspective feels especially urgent. Each chapter highlights a specific habit, blending research with practical strategies that teachers can use right away. I value how the book grounds resilience in both evidence and classroom application, making it a resource that any teacher can lean on to build stronger connections with students and help them thrive as learners over the long term.

**Diane Sweeney**, author of *The Essential Guide for Student-Centered Coaching and Student-Centered Coaching: The Moves*

*Habits for Resilient Learners* is a must-read for every educator committed to preparing students for success in and out of school. In times of constant change and unforeseen challenges, resilience is no longer optional; it is a fundamental skill. Each chapter provides opportunities for reflection, allowing educators to pause, examine their own practices, and consider how to best support the growth of resilience in their students. *Habits of Resilient Learners* is grounded in evidence-based research and provides powerful insights for fostering perseverance, building confidence, and cultivating resilience in all learners.

**Joy Casey**, instructional coach,  
Padilla Elementary, 27J Schools

*Habits for Resilient Learners* illuminates a powerful blend of lived classroom stories, clear research, and ready-to-use strategies that teachers can immediately integrate into practice. The learning from this book becomes the thread that weaves together how educators can support students in mastering content while building resilience.

**Michael Nelson**, thought partner,  
Instructional Leadership Collective

Students need tools to help them succeed and teachers need practical strategies to help their students thrive. This dynamic team of experienced educators offers us an innovative approach to doing both. Not only do the authors share specific ways we can support students' academic success, they include strategies for promoting well-being too. A must-read for busy teachers who are ready to motivate their students to embrace their own learning journeys.

**Carol Pelletier Radford**, author of *Be a Legacy Teacher: Five Purpose-Filled Pathways for Late Career and Retiring Educators*

This book is a powerful resource for educators, offering research-based routines and habits that are easy to implement in everyday teaching. I feel confident that the student learning and student engagement in the classroom will be improved when these habits and tools are applied in practice. I especially appreciate the focus on healthy digital boundaries and fostering resilience in both educators and students—timely and transformative guidance!

**Lindsay Deacon**, senior instructional coach, author

From the very start of *Habits for Resilient Learners*, I could tell I would be shifting my personal and professional mindset. As a mother and educator, I learned ways to promote my own children and students not just to learn but to own their learning. Each new habit helped me to better understand and put into practice learning opportunities that prepare resilient learners to be successful in the school setting and beyond. The text offers practical and useful ways for any area or level of educator to take back. What a gift!

**Andi Swantner**, reading specialist, Wentzville School District

*Habits for Resilient Learners* by Prendergast, Lee, and Brueggeman delivers practical classroom strategies that support the development of resilient learning habits that lie within each of our students. Supported by research, the authors provide easy-to-implement tools and use relatable classroom experiences that teach how resilience is about moving beyond our struggles. When these 10 habits are modeled, reinforced, and prioritized by educators, they have the capability to impact learners well into their adult lives.

**Sarah Moore**, reading specialist,  
Peine Ridge Elementary School

# Habits for Resilient Learners



# Habits for Resilient Learners

Empowering Students to Thrive  
Through Challenge and Change

Lindsay Prendergast  
Piper Lee  
Amanda Brueggeman

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Visit the companion website at  
**<http://companion.corwin.com/courses/resilientlearners>**  
for downloadable resources.

# Foreword



Every generation of learners grows up in a different world, but none have experienced change at the pace of this one. Whether they're learning to read in kindergarten or preparing for college essays in high school, today's students are growing up in a world where information travels faster than reflection, where attention is a scarce resource, and where adaptability and resilience have become as essential as knowledge itself.

In a single day, a student might wake up to the glow of a phone or tablet, swipe through a loosely curated feed of news, entertainment, and information, and take in more content before leaving for school than most people once encountered in a week. At school, they learn from teachers, adaptive learning platforms, and now even AI tools that can explain, summarize, or solve nearly anything in seconds. After school, they move between gaming chats, group texts, YouTube tutorials, and social media feeds. Each moment in a student's day adds to an ongoing lesson, the kind that teaches, persuades, entertains, and compares, often without their awareness.

They can become experts in topics that once took years to explore. They can create, connect, and collaborate in ways we never imagined—and that kind of access can change how students experience learning. When answers come instantly, struggle can feel unnecessary. When every question can be solved with a quick search, the process of learning can lose its weight. I was reminded of this recently while observing a third-grade math lesson.

Students were working to solve multistep word problems about the mass of different objects, applying their understanding of multiplication and measurement. The teacher was clear and followed the lesson plan with precision. Yet as soon as the students began working independently and challenge entered the equation, a pattern emerged. Hands shot up in hopes of being given the next step. A few students asked to go to the bathroom. Others glanced toward a classmate's notebook. Only a small handful persisted, rereading the problem, revisiting the example on the board, and carefully working their way through the steps.

It wasn't a lack of effort; the teacher was doing exactly what the curriculum asked. What was missing wasn't in the lesson plan, success criteria, or learning intention. It was something less visible but far more powerful: the habits for resilience that help students stay with a problem when it feels hard. The strategies that teach them how to get unstuck and engage in what my former colleague called the "fabulous struggle." The belief that challenge isn't a signal to stop but an invitation to think differently.

Not long after that observation, I began reading *Habits for Resilient Learners* and found myself nodding along, page after page. This book captures exactly what I had witnessed in that classroom—the need for explicit, intentional teaching of the habits that help students navigate challenge with confidence. Our students are bright, curious, and capable, but they are also growing up in a world that often rewards speed over depth, convenience over persistence, and perfection over process. That's what makes the work of this book so necessary. It equips educators with the tools and mindsets that transcend any one curriculum or standard, tools that help us teach not just content but also character, curiosity, and adaptability.

*Habits for Resilient Learners* helps teachers support students not just to survive but to thrive in today's complex learning environments. It offers clear, research-based, high-leverage strategies that build independence, reflection, and agency. It is a book for every learner, with examples that show what resilience and adaptability look like in many scenarios. These habits aren't innate; they're developed through consistent practice and purposeful teaching, becoming the foundation for success both in and beyond the classroom.

Over fifty years ago, Alvin Toffler wrote, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." Even in 1970, he understood that adaptability would become the new literacy. More than half a century later, his words feel prophetic.

That's what this book is all about, helping today's learners, and the teachers who guide them, build the capacity to learn, unlearn, and relearn. To face change with curiosity instead of fear. To see challenge not as a barrier but as the beginning of growth. I have no doubt you'll also find yourself nodding along as you discover the habits and accompanying strategies that are so needed by the students we work with every day.

Meghan Hargrave  
Education Coach & Consultant

# Acknowledgments

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## **AUTHORS' ACKNOWLEDGMENTS**

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First and foremost, we want to thank the people who have been our greatest cheerleaders from the very beginning—Piper's and Lindsay's parents; Piper's children; Amanda's nieces and nephews, along with her dad and siblings; Lindsay's husband, Pete; and Amanda's husband, Jay. Their patience, encouragement, and willingness to carry extra weight in our absence gave us the gift of time and space to bring this book to life. We could not have made this journey without their steady love and support.

We are also deeply grateful to the friends and colleagues who allowed us to share pieces of their lives within these pages. A heartfelt thank you to Ellen Eikel, Summer Turner, Joe and Dominic Perry, Jessica Hanks, Diane Nanney, Meredith Mayer, and the students of Maryville University for trusting us with their stories. Their openness brought depth and authenticity to the lessons we hope shine through in this book.

Finally, we owe much to the incredible team at Corwin, whose encouragement and belief in this work helped carry it across the finish line. A special thanks to the forces that led us to AVL, creating the very space where our partnership began. And to our thought partners—Lori Stollar, Joy Casey, and so many others—thank you for your wisdom, collaboration, and unwavering support throughout this process.

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# About the Authors

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**Lindsay Prendergast**, Ed.D. brings nearly two decades of experience in global education, where her roles have ranged from leadership coach to principal, consultant, and classroom teacher. As a senior leader with The Danielson Group and founder of EdHabits consulting ([www.edhabits.com](http://www.edhabits.com)) with Piper Lee, she collaborates with districts, schools, and educators to promote equitable teaching and learning.

Lindsay's work centers on leading systems change and advancing instructional leadership with practical and impactful insights. Recognized as an ASCD Emerging Leader and Champion in Education as well as an AAIE Fellow, Lindsay is an established thought leader who frequently shares her expertise on leadership development, growth-centered supervision, and assessment practices through ASCD, Learning Forward, Edutopia, AAIE, EARCOS, AMLE, Cognia, and more. She coauthored the bestselling *Habits of Resilient Educators: Strategies for Thriving During Times of Anxiety, Doubt, and Constant Change* (Prendergast & Lee, 2024) and *Habits of Resilient Leaders: Personal Practices That Drive Professional Impact* (Prendergast & Lee, 2025), as well as dozens of articles and manuscripts in the field of education. Driven by a commitment to impactful change and global competence, Lindsay's work empowers educators to navigate complex challenges, fostering environments where both teachers and students thrive. Lindsay holds a bachelor's degree from Wofford College, a master's degree in education leadership from Colorado Western State University, and a doctoral degree in education leadership from Wilkes University.



**Piper Lee** brings over twenty-six years of experiential wisdom in education, including teaching, administration, instructional coaching, and leadership development. Her dedication to enhancing student learning and teacher effectiveness drives her national work as an instructional leadership coach.

Piper has partnered with students, educators, leadership teams, and families across various contexts, including support for district leaders and principals in one of the largest school districts in the country. Post-pandemic, she coached more than eight superintendents and over forty-five principals alongside Lindsay Prendergast, dedicating extensive time to data analysis, facilitating professional learning communities, and classroom observations. These experiences shape her evidence-based approach and inform the purpose of this book.

Piper champions the philosophy that “rigorous relationships” are foundational to transformative school cultures and effective leadership. Piper holds a B.A. in elementary education, a master’s in curriculum and instruction, and an education leadership certification from Winona State University.

Grounded in practical strategies and informed by deep field experience, Piper equips education leaders to navigate complexity and foster environments where both students and educators thrive.



**Amanda Brueggeman, Ed.D.**, is an education consultant and author whose teaching career started in 2004, bringing more than twenty years of experience in the field. Her extensive background includes ten years as an elementary school teacher and later as an instructional coach. She also currently works as an adjunct professor in Maryville University's Education Department, instructing undergraduate

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Dr. Brueggeman, known by students as Dr. B, is deeply passionate about collective efficacy in working with students, teachers, mentors, instructional coaches, and school leaders. She provides professional learning for beginning teachers and new teacher mentors, drawing from her book *Student-Centered Mentoring: Keeping Students at the Heart of New Teachers' Learning* (2022). Additionally, she trains instructional coaches and principals across the country in Student-Centered Coaching. Her student-centered philosophy remains central as she fosters connections with all educators. Amanda obtained her teaching degree in elementary education from Southeast Missouri State University. She furthered her education with a master's degree in educational technology from the University of Missouri and earned her doctorate in teacher leadership at Maryville University.



# Introduction

## WHY THIS BOOK? WHY NOW?

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Learning—like leading—is a deeply human endeavor, and for learners across every age group, it should be a meaningful, affirming experience. However, in today’s turbulent educational climate, students face a mounting sense of disconnection and discouragement. Rapid technological change, pandemic-induced disruptions, widespread misinformation, and constant societal pressures have created an emotional and academic fog for many. Anxiety, apathy, and overwhelm are now frequent companions in the learning journey. Amid this complexity, teachers are doing more than instructing—they are guiding young people through uncertainty, disconnection, and stress.

Teaching in today’s world is emotionally demanding. The stakes feel higher than ever, and yet so does the opportunity for meaningful change. While schools work hard to accelerate academic recovery and social-emotional growth, the reality is clear: traditional approaches to learning are insufficient for preparing today’s students for a rapidly changing world. More than ever, learners need tools not just to “get through” school but to thrive in spite of its many challenges. They need a foundation for agency, purpose, and emotional stamina. In short, they need resilience.

This book exists to meet that urgent need. *Habits for Resilient Learners* offers a framework of research-backed habits that empower students to manage uncertainty, embrace challenge, and thrive in complex learning environments. The habits outlined in this book are designed to empower student growth, enhance academic outcomes, and foster well-being. Through relatable anecdotes and ready-to-use strategies, the authors speak directly to K–12 educators navigating the real pressures of today’s schools.

This book also speaks directly to *learners*. The habits are designed to enable teachers to help them build self-awareness, guiding them to understand what resilient learners do—and how they can do it, too. These approaches support students in developing essential skills like problem-solving, goal-setting, and self-regulation, while encouraging them to see challenges as opportunities for growth, not signs of failure. These are not just life skills—they are academic accelerators. When students

practice these habits, they become more focused, motivated, and capable of navigating adversity in and beyond the classroom.

As authors, we bring decades of experience working alongside students, educators, and school leaders. We've coached learners struggling to find motivation, partnered with schools rebuilding their culture after trauma, and guided mentors working tirelessly to reignite a love of learning. This book distills those experiences—and the success stories that emerged—into a guide that honors both the vulnerability and strength required to grow as a learner today.

## **THE RESILIENCE IMPERATIVE: WHY LEARNING MUST CHANGE**

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The challenges students face today are real and varied. Academic disruption, heightened social-emotional demands, uncertainty about the future, and pressure from digital media all contribute to a fragile sense of self and success. In many classrooms, students are told what to do without being shown how to engage with learning as a reflective, empowering process. Many learners struggle to define their goals, understand feedback, manage stress, or connect to a deeper “why” behind their schoolwork.

We believe it's time to change that. The habits outlined in this book center around the core belief that students deserve tools for sustainable, holistic success. These are not quick fixes or motivational slogans. They are replicable practices rooted in cognitive science, positive psychology, culturally responsive teaching, and student-centered mentorship.

Resilient learners are not just more successful in school; they are better prepared for life. They are more adaptable in the face of change, more capable of healthy collaboration, and more confident in navigating academic and personal adversity. This is not to say that resilience is innate. On the contrary, resilience is learned. Like a muscle, it grows with intentional, repeated practice. By building this muscle through clear, actionable habits, we help learners shift from a passive mindset to one of curiosity, purpose, and growth.

## HOW DO HABITS SUPPORT RESILIENT LEARNING?

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Habits shape our automatic responses to the world. For learners, those automatic responses—how they handle feedback, manage frustration, collaborate with peers, or set personal goals—can determine whether they disengage or rise to the challenge. As educators, we’ve observed a powerful truth: learners flourish when they have structure, strategies, and belief systems that support them in moments of uncertainty. These become the habits for resilient learners.

For example, when a student understands how to set goals that reflect personal meaning (Chapter 4), they are more likely to persist in the face of difficulty. When they build confidence in their ability to give and receive feedback (Chapter 5), they become more open to growth. When they experience the strength of learning collaboratively with peers (Chapter 3), they develop a sense of shared purpose and belonging.

Each chapter in this book is designed around one such habit. As shown in Figure 0.1, these habits are interconnected, drawing from social-emotional, cognitive, and academic domains to form a comprehensive model of resilience. Some focus on internal mindset and identity, while others emphasize interpersonal relationships and external structures that support learning. Together, they cultivate not only stronger learners but also more confident human beings.

**FIGURE 0.1** ● The Habits for Resilient Learners



## WHAT READERS WILL FIND IN EACH CHAPTER

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Every chapter in *Habits for Resilient Learners* begins with a real story—a glimpse into the life of a student or teacher confronting a challenge many will recognize. From these lived moments, we draw out a specific habit that could help that learner, and many others like them, not just cope but succeed.

Each habit is

- grounded in clear, accessible research,
- illustrated through authentic classroom experiences,
- supported by practical tools for instruction,
- designed for easy integration into daily practice, and
- aligned with social-emotional learning, academic performance, and equity goals.

## HOW TO USE THIS BOOK

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The habits described in this book are not sequential steps in a curriculum. Rather, they are interrelated practices that may be introduced individually, explored collectively, or revisited over time. You may choose to focus on one chapter at a time based on the needs of a learner, a small group of learners, or a classroom. Alternatively, you may work through the book as a study group of educators, using the “Pause and Reflect” and “Let’s Reflect” sections to engage in deeper dialogue.

In each chapter, you will find a section that supports partnering with students and families. Making the connection to home and family support is essential to reinforcing habits for resilience. You will find questions that can be adapted to promote reflective dialogue with students and families. Taking these opportunities allows you to work with students and families to create a consistent message about the importance of self and social awareness. Parent workshops and newsletters are some of the ideas to use these questions in promoting further use of each habit. Open communication between teachers and families can ensure that students receive consistent support in developing these crucial skills.

However you determine to engage in these learning experiences, *Habits for Resilient Learners* will be more than a resource—it's a companion. It provides . . .

- a framework for integrating resilience-building into everyday teaching,
- activities and routines that support mental health and well-being,
- a roadmap for creating positive learning environments rooted in trust, and
- a toolkit to prepare students for academic and life success.

Here's a closer look at what each habit offers.

## **CHAPTER 1: NURTURE CORE BELIEFS**

This chapter helps teachers support students in developing a positive sense of identity and self-efficacy. Students who believe in their ability to learn are more willing to take risks and persevere. Educators will discover how to cultivate affirming language, provide supportive feedback, and create an environment where belief in one's potential becomes the foundation for growth.

## **CHAPTER 2: CLARIFY STUDENT SUCCESS**

Success means different things to different students. This chapter explores how teachers can guide learners to define success in ways that are personally meaningful and motivating. Through intentional conversations and goal-aligned tasks, students build a stronger sense of purpose and are better equipped to measure progress on their own terms.

## **CHAPTER 3: MOVE FROM GROUPS TO TEAM COLLABORATION**

Many students have been placed in groups, but few have experienced true teamwork. This habit teaches how to foster collaborative learning communities where students take ownership, rely on one another, and feel accountable to a shared goal. Teachers will find tools to move beyond compliance toward authentic, inclusive collaboration.

## **CHAPTER 4: EMPOWER LEARNERS THROUGH GOAL-SETTING**

Goal-setting becomes transformational when learners connect their personal motivations to their academic progress. In this

chapter, the authors offer step-by-step guidance to help teachers coach students in setting meaningful, manageable goals. These strategies give students a roadmap for growth and a reason to keep going when things get hard.

## **CHAPTER 5: NAVIGATE THE FEEDBACK PROCESS**

Feedback is a powerful tool for growth only when students know how to receive and apply it. This chapter equips educators with routines and language that help learners reflect, revise, and take ownership of the feedback process. The result? More confident, independent learners who embrace feedback instead of avoiding it.

## **CHAPTER 6: PERSEVERE THROUGH OBSTACLES**

This habit is about grit with heart. Students will inevitably face setbacks, but their response can be shaped by what the classroom teaches. Teachers will explore how to normalize struggle, celebrate effort, and guide students in developing persistence. The strategies here help learners understand that challenge is not the enemy of learning—it's the engine of it.

## **CHAPTER 7: EMBRACE VULNERABILITY**

When students feel safe enough to ask questions, admit confusion, and share ideas, real learning happens. This chapter focuses on cultivating a classroom culture rooted in psychological safety. Teachers will discover how to model vulnerability, invite authentic inquiry, and help students reframe mistakes as stepping stones, not setbacks.

## **CHAPTER 8: DEVELOP TECH-SAVVY SCHOLARS**

Technology is everywhere, but digital fluency and discernment must be taught. This habit guides educators in helping students use technology with purpose, balance, and critical thinking. With strategies to foster digital citizenship and manage distractions, teachers can develop students who are not just users of technology but thoughtful, tech-savvy scholars.

## CHAPTER 9: HARMONIZE MULTIMODAL LEARNING

Learning engages the whole body and brain. This chapter explores how teachers can leverage movement, visuals, sound, and emotion to activate deeper learning and focus. From flexible seating to embodied routines, this chapter offers creative strategies to help students regulate energy, increase engagement, and internalize learning through multiple modes.

## CHAPTER 10: CULTIVATE RESILIENT LEARNING HABITS

This final chapter ties everything together. Resilience isn't a one-time response—it's a system of habits built over time. Teachers will learn how to create learning environments where students regularly practice reflection, agency, and adaptive problem-solving. These habits ensure students leave not only more skilled but more ready for life beyond the classroom.

You may recognize many of these ideas as best practices in teaching and learning. What makes this book unique is how we've anchored them to personal growth and resilience. The habits are not stand-alone tips but components of a holistic system that supports academic success and lifelong well-being.

## LET'S GROW TOGETHER

Our invitation to you is this: don't read this book alone. Whatever your role in education may be, or no matter your years of experience, the learning becomes deeper when shared. Talk about it with a friend, journal about it with a group, apply the strategies in a coaching session or family routine. Better yet, start a book study in your school or community.

Throughout this book, we offer tools to help you track your journey, reflect on your development, and apply your insights in real time. This is your opportunity to invest in your future and in the future of the learners you support.



Many of the tools in this book are available on the *Habits for Resilient Leaders* companion website for download. Visit [companion.corwin.com/courses/resilientlearners](https://companion.corwin.com/courses/resilientlearners) to access those online resources.

## START HERE, START NOW

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We are so glad you're here.

In the pages ahead, you will discover that resilience is not something reserved for extraordinary students. It is something that can be cultivated in every learner, at every age, in every setting.

You don't need to change everything. You just need to start with one habit. Let's begin.

## Get Ready. Set Your Intentions. Now Let's Grow!

.....

Use this table to journal several learning intentions as you begin reading. You'll find opportunities to revisit them as you finish the chapters!

1.
2.
3.



## CHAPTER 1

---

# Nurture Core Beliefs

*Meredith, a sixth grader, usually loved being at school. Missing a day felt like missing out on an adventure. This hadn't always been the case, though. She remembered the confusing fog that descended when fractions were introduced in math class. Her hand shot up constantly, a silent plea for help, and she leaned on her teacher and classmates for guidance. But something shifted. Slowly, practice became her ally. Each completed problem, each understood concept, was a small victory. Meredith developed a few simple mantras, little mental pep talks that fueled her love of learning, especially when faced with not knowing. When a problem stumped her, whether it was understanding a complex question or struggling to remember the steps, she'd take a deep breath and reread the instructions, then the question itself. And if the answer still eluded her? As long as it wasn't a test, it was OK to ask a peer or the teacher for help. Above all, she knew the secret: keep practicing because she believed she would eventually be successful.*

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## WHY BELIEFS MATTER

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A fundamental aspect of resilient student learners is their belief in themselves. Learning is more than just a cognitive process; it is deeply intertwined with beliefs. Those beliefs are dependent on success and challenges. “The beliefs we hold are the cornerstone of what you say and the actions you take” (Brueggeman, 2022, p. 1). What any student believes about themselves as a learner, the concept of learning, and the world shape their willingness to learn. Research consistently demonstrates a strong correlation between high self-efficacy and increased motivation, persistence in facing challenges, ability to work with peers, and improved academic success. Self-efficacy is a strong predictor of academic success because it affects students’ motivation,

learning strategies, and resilience in the face of challenges (Bandura, 1997).

The key concept of self-efficacy is an individual’s belief in their capability to succeed at a specific task or achieve a particular goal (Bandura, 1997). Learners who believe in their abilities are more likely to set challenging goals as well as persist when setbacks occur. Obstacles are viewed as temporary challenges rather than barriers because these learners actively seek out and use strategies that enhance their understanding. Resilient learners also manage stress and anxiety with more confidence and control. Low self-efficacy can have detrimental effects on student learning. Students with low self-efficacy are more likely to avoid challenging tasks, fearing failure and limiting their opportunities for growth. They may also give up easily when faced with obstacles, lacking the resilience to persevere. If students let it, negative beliefs associated with low self-efficacy will create a cycle of anxiety and self-doubt, significantly impacting their performance and producing a decline in academic success. When teachers know what characteristics to make a note of, it helps them understand how to better promote student self-efficacy (Figure 1.1).

**FIGURE 1.1** ● Characteristics of Self-Efficacy

STUDENT SELF-EFFICACY IS ...	STUDENT SELF-EFFICACY IS NOT ...
<ul style="list-style-type: none"> <li>• Believing in one’s ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Having a general feeling of self-worth or self-esteem.</li> </ul>
<ul style="list-style-type: none"> <li>• Putting in the effort.</li> </ul>	<ul style="list-style-type: none"> <li>• Possessing fixed traits.</li> </ul>
<ul style="list-style-type: none"> <li>• Being willing to persist when faced with challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Guaranteeing success.</li> </ul>
<ul style="list-style-type: none"> <li>• Setting and revising goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Believing in perfection.</li> </ul>
<ul style="list-style-type: none"> <li>• Seeking a variety of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignoring challenges or setbacks.</li> </ul>
<ul style="list-style-type: none"> <li>• Believing in one’s competence in a subject or skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Relying solely on luck or external factors.</li> </ul>

All experiences, both positive and negative, profoundly shape our beliefs. “The major motivator for developing individual self-efficacy includes the enactive learning experience, experiences which allow the student to focus on their personal accomplishments and which are subject to mastery or evaluative

criteria” (Hattie et al., 2021, p. 36). Positive experiences, such as overcoming challenges or receiving strengths-based feedback, can significantly boost self-efficacy and cultivate resilience. Conversely, negative experiences, such as repeated failures, criticism, or a lack of support, can erode self-efficacy and hinder the development of resilient learning habits. Recognizing the powerful impact of experiences is crucial for teachers and learners. By creating supportive and encouraging learning environments, we can cultivate positive experiences that foster strong self-efficacy and empower students to develop practical habits that will serve them throughout their lives.

The H.E.R.O. components, which stand for hope, efficacy, resilience, and optimism, are the basis of building habits for resiliency (Prendergast & Lee, 2024). “Hope is closely linked to efficacy and reflects a belief that you possess both the will and the way to achieve your goals” (pp. 166–167). It doesn’t go without saying that you have to hope that positive outcomes will also occur. An optimistic learner will attribute their success on a project to putting in the hours and hard work of research. On the other hand, a pessimist will believe it is luck. It all comes together, as a scholar’s likelihood of learning increases when they hope and believe that learning is achievable.

Self-efficacy is the beginning of developing resiliency and leads to many other influences. Increasing self-efficacy is intertwined with establishing collective efficacy, a group’s belief in their ability to succeed. Educators Hollins-Alexander and Law (2022) share that we must first have self-efficacy as individuals: “When we truly believe our actions lead us closer to meeting our goals, we move closer to collective efficacy” (p. 140).



#### CONNECTION

You will read more about collective student efficacy and team-building in Chapter 3.

## HELP STUDENTS EXPRESS THEIR BELIEFS

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Understanding students’ beliefs is crucial for effective teaching and learning. By providing opportunities for students to express their beliefs about themselves as learners, the nature of learning, and the world around them, educators can gain valuable insights into their students’ perspectives and create a more supportive and inclusive learning environment. It is also essential to foster self-awareness and encourage students to reflect on their own learning processes and identify strengths and weaknesses. This leads to a stronger classroom community that is safe for students to share thoughts and perspectives with peers.

One key tool for helping students express their beliefs is the Beliefs Reflection Tool (Figure 1.2).

**FIGURE 1.2** ● Beliefs Reflection Tool

BELIEF STATEMENTS	SELF-ASSESSMENT RATING 1 = NEVER 3 = SOMETIMES 5 = ALMOST ALWAYS	EXPLAIN YOUR REASONING
I believe I have the ability to learn.		
I can learn despite things that worry me.		
I am motivated to learn.		
I am willing to try new ideas or strategies.		
If I do not learn something the first time, I will try again.		
I want to work with others to learn.		
I think it is important to have conversations with others to learn.		
I like to observe others to learn more.		
I set and revise goals to help me learn.		
I am successful when I learn both content and skills.		

If this Likert rating reflection tool does not work for you or your student(s), you could try a different format, such as one or more of the following:

- **Questionnaire:** A set of carefully crafted questions that explore students' beliefs about learning, strengths and weaknesses as learners, goals for the year, and preferred learning styles

- **Journal prompt:** A series of prompts that encourage students to reflect on their learning experiences, identify challenges and successes, and articulate beliefs about themselves as learners
- **Class discussion:** Facilitated discussions where students share their perspectives on learning, discuss beliefs, and engage in respectful dialogue with peers

Completing the reflection tool or questionnaire a few times a year will allow learners to self-reflect on growth and changes. Setting up the process with norms that promote solution-based thinking will support students in any differences they showcase in their reflections. You can also promote metacognition by encouraging students to think about their thinking and develop strategies for increasing their confidence. Encouraging students to discuss self-reflections collaboratively and make connections to learning experiences will also foster student self-efficacy and help lead to collective student efficacy, which is essential in team-building.

As you engage with these reflections, consider how they connect to the Mindframes for Visible Learning. Specifically, the first learner's mindframe from the *Illustrated Guide to Visible Learning*: "I am confident that I can learn" (Hattie et al., 2024). A student who genuinely embodies this mindframe approaches the belief system with the expectation of success, always looking for opportunities to learn and grow. Conversely, a scholar who struggles with this belief may be hesitant to engage in learning, fearing failure and potentially limiting their learning potential. By understanding learners' beliefs, we can tailor our instruction and support to foster a stronger sense of confidence and empower learners to embrace the belief that they can learn and succeed.

## PROMOTE AND REINFORCE STUDENT SELF-EFFICACY

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Finding the right level of confidence matters significantly. As John Hattie and colleagues (2021) emphasize, embedding appropriate skills for a "Just Right" level of self-confidence is one of the "I" skills, a key component within a framework designed to connect to "we" skills, both of which lead to developing collective student efficacy. These "I" skills are not innate; they are cultivated. They include the essential beliefs of "I can," "I will," and "I see." These beliefs work in concert: "I can" fosters a sense of capability; "I will" instills determination and agency; and "I see" encourages a growth mindset, where students can visualize

their progress and future success. By intentionally embedding these “I” skills into our instruction, we can help students maintain an optimistic outlook, believe in their capabilities, and develop a healthy sense of self-efficacy.

The most powerful way to build self-efficacy is through experiences of success. Design lessons and activities that allow students to master attainable tasks, working alongside them as need be. Take Diane, for example. Diane built strong relationships, and her students genuinely enjoyed being in her classroom. She took a natural approach and maintained high expectations for her students, encouraging them to think for themselves. Students can then gain confidence by observing others succeed, particularly their peers. Here are some ideas to promote mastery and vicarious experiences for learners:

- Share stories of successful students, both past and present.
- Encourage students to share their own successes and strategies with the class.
- Use the think-aloud strategy to model the belief process.

Read Diane’s reflection on her experiences with students, which showcases some of these examples.



## FROM THE LENS OF A TEACHER

### How Diane Found Power in Connecting With Students

*Diane reflects on her career, emphasizing the importance of fostering students’ thinking skills. She dedicated extra time to working with students individually and in groups, even spending evenings reviewing their work. While this may seem like a considerable investment of extra time, Diane believes it was time well spent to truly understand her students and assist them in reaching their potential.*

*Gina is a memorable example of how taking the time pays off. Diane believes in building strong relationships with students, like Gina, whose writing improved significantly because she felt invested in by Diane. Diane created a supportive classroom culture through various methods, including Argus posters, celebrating mistakes, and read-alouds. She remembers crying in front of her students while reading Stone Fox. She had to pause*

*to collect herself, leaving her students staring at her, unsure of what to think, and some even started to cry!*

*Teaching is hard, messy, and frustrating. However, Diane found that there is no greater gift than witnessing students' social and academic growth. Nothing compared to the love and pride of seeing them be confident in themselves. She stressed the importance of recognizing students' learning progress and providing tailored support.*

Consider Diane's story to guide you in reinforcing students' core beliefs through relationship-building, which goes beyond the beginning of the year and requires authentic connections. This leads us to getting students to trust you, which sets the stage for other habits when building resilience. As Diane provided opportunities for students to reflect on both their successful experiences and their growth experiences, she offered feedback that emphasized effort and strategies while helping them set realistic and achievable goals. For example, instead of saying "You're smart," try "I can see how hard you worked on this project, and your resilience really paid off." Learners also benefit from visual reminders of building their encouraging belief system. Incorporate posters and sayings throughout your classroom. Whether content-specific or general, the goal is to create a classroom environment where students feel supported and encouraged to share their beliefs and to develop their academic identities. The sample student academic chart provided in Figure 1.3 serves as a tool to track progress and visually represent student growth based on their influencer, further reinforcing the "I can," "I will," and "I see" beliefs and contributing to a strong foundation of self-efficacy.

Offering scholars choices in their learning activities can also increase their sense of ownership and control, promoting self-efficacy. Research consistently demonstrates the positive impact of providing students with choice and autonomy in their learning. For example, allow them to select topics for research projects, choose from different methods for demonstrating their learning, or set their own learning goals. Furthermore, choice can be particularly beneficial for students from diverse backgrounds, as it allows them to select options that align with their cultural or individual learning preferences. This highlights



#### CONNECTION

Refer to Chapter 2 for more insights on how to weave social and emotional learning into academic instruction through meaningful learning objectives.

**FIGURE 1.3** ● Sample Student Academic Identity Chart

INFLUENCER	AREA (CONTENT OR SKILL RELATED)	FEELING	INFLUENCER MESSAGE (POSITIVE OR NEGATIVE/ WORDS, ACTIONS, ETC.)	IMPACT ON IDENTITY
Example: Math teacher	Willingness to share answers in class	Safe space/take risks/OK if it is the wrong answer	“That’s one way to consider that problem. Can you explain how you came up with that idea?”	I can share ideas in class without fear.
Reading teacher				
Classmate				
Coach				
Parent				
Sibling/friend				

Adapted from Prendergast and Lee (2024).

the critical point made by Carol Ann Tomlinson (2017) in *How to Differentiate Instruction in Academically Diverse Classrooms*:

Kids of the same age aren't all alike when it comes to learning any more than they are alike in terms of size, hobbies, personality, or food preferences. . . . In a classroom with little or no differentiated instruction, only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences also become important elements in teaching and learning." (p. 1)

When students have a say in what and how they learn, their motivation, engagement, and, ultimately, their self-efficacy will increase.

## PRIORITIZE SELF AND SOCIAL AWARENESS

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Developing strong self-efficacy is deeply intertwined with a student's understanding of themselves and their social world. Prioritizing self and social awareness is crucial for fostering this belief in one's ability to succeed. This involves cultivating self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Collaborative for Academic, Social, and Emotional Learning (CASEL) provides a valuable framework for understanding and implementing social and emotional learning, highlighting these competencies as essential for academic success, positive social interactions, and overall well-being (CASEL, 2020). These skills play a vital role in building self-efficacy and developing resilience. Students who understand their emotions, recognize their strengths and weaknesses, and can manage their impulses are better equipped to navigate challenges and persevere in the face of setbacks.

The process of self-awareness begins with helping students understand their own emotions, thoughts, and values. It involves recognizing how these internal factors influence their behavior and interactions with others. Self-management builds upon this foundation, empowering students to regulate their emotions, manage stress, and adapt to different situations. Think back to Meredith: A student who recognizes the feeling of unease when faced with unknown questions can learn strategies like positive self-talk or rereading to manage that anxiety and continue to practice. Social awareness involves

**FIGURE 1.4** ● Student Self-Awareness Reflection Tool

FOCUS AREA/GOAL	ACTIVITY/APPROACH OPTIONS	EXAMPLE CONTENT/PROMPTS
<b>Introducing and Defining Core Concepts</b>	<ul style="list-style-type: none"> <li>• Guided discussion and brainstorming</li> <li>• Collecting and categorizing examples</li> <li>• Collaborative definition composition</li> </ul>	<ul style="list-style-type: none"> <li>• What does self-awareness look and sound like in and out of the classroom?</li> <li>• “Looks Like” (observable behaviors) and “Sounds Like” (internal thoughts/feelings expressed)</li> <li>• What does self-management look and sound like in and out of the classroom?</li> <li>• Compose definitions for self-awareness and self-management.</li> </ul>
<b>Facilitating Individual Self-Reflection</b>	<ul style="list-style-type: none"> <li>• Guided Activity: “My Awareness Journey”</li> </ul>	<ul style="list-style-type: none"> <li>• Select a tool: journals, notebooks, or choice reflection tools</li> <li>• What are some of my strengths? How do I know?</li> <li>• What are some things that trigger strong emotions in me (positive or negative)?</li> <li>• How do my actions impact others?</li> <li>• How do I communicate my needs effectively?</li> <li>• How can I develop my self-awareness skills further?</li> </ul>
<b>Consolidating Learning Through Class Discussion and Community-Building</b>	<ul style="list-style-type: none"> <li>• Facilitated Whole-Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• What are some common challenges related to self-awareness and self-management?</li> <li>• What strategies can we use as a class to support each other’s growth in these areas?</li> </ul>
<b>Notes and Action Steps:</b>		

understanding the perspectives of others and empathizing with their feelings. Students with social awareness are more likely to build positive relationships, constructively resolve conflicts, and contribute to a positive school climate. Yet again, Meredith leaned on peers in appropriate ways and times. These skills are not taught in isolation; they are interwoven and build upon one another. A student with strong self-awareness is better positioned to develop social awareness, as they have a deeper understanding of their own reactions and how they might impact others. The Student Self-Awareness Reflection Tool, shown in Figure 1.4, provides options that aim to guide students in reflecting on their self-awareness and self-management skills, fostering a supportive classroom environment. Modify the reflection tool for your grade level, making adjustments to questions and activities as needed.

As a post-activity, find ways to develop peer mentoring opportunities. It is important to integrate regular opportunities for self-reflection throughout the year. This could be through journaling, check-ins, or other activities. Encourage students to apply their self-awareness and self-management skills in various classroom situations.

Educators can create a supportive environment where students feel safe, connected, and empowered by prioritizing awareness in the classroom. This focus on emotions and social awareness not only contributes to improved academic outcomes but also cultivates well-rounded individuals who are prepared to thrive in all aspects of their lives.

## **DEVELOP STUDENT RESPONSIBILITY**

Further supporting students' beliefs in their actions leads to increasing student responsibility. It is crucial to help students take charge of their learning. This can be accomplished by uncovering how to accelerate a classroom's progression toward becoming independent learners. Based on Zaretta Hammond's (2015) work, independent learners are students who share the cognitive load, employ strategies to tackle tasks, and solve problems when needed. Encourage conversations and activities that showcase the learning characteristics students should embody. Start by having students visualize the sights and sounds of learning in their classroom and have them reflect using the questions listed in Figure 1.5.

**FIGURE 1.5** • Student Reflection Questions

QUESTION: WHAT DOES LEARNING LOOK LIKE?		
YOUNGER LEARNERS (~ UP TO SECOND GRADE)	MIDDLE LEARNERS (~THIRD GRADE INTO MIDDLE SCHOOL)	OLDER LEARNERS (MIDDLE SCHOOL & BEYOND)
<ul style="list-style-type: none"> <li>• What happens when you learn something new?</li> <li>• Can you draw a picture of what learning looks like for you?</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you learn best? (e.g., at a desk, on the floor, outside)</li> <li>• What tools or things help you learn?</li> <li>• Is learning always at school?</li> </ul>	<ul style="list-style-type: none"> <li>• What different ways can you learn? (e.g., reading, watching videos, doing experiments, discussing)</li> <li>• How do you know when you've learned something?</li> <li>• How does your learning style influence your approach to new material?</li> </ul>
QUESTION: HOW DOES IT FEEL AS YOU ARE LEARNING?		
YOUNGER LEARNERS (~ UP TO SECOND GRADE)	MIDDLE LEARNERS (~ THIRD GRADE INTO MIDDLE SCHOOL)	OLDER LEARNERS (MIDDLE SCHOOL & BEYOND)
<ul style="list-style-type: none"> <li>• What are some feelings you have when you learn something new? (e.g., happy, excited, confused)</li> <li>• Is it OK to feel confused sometimes?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how you feel when you're learning something challenging.</li> <li>• What helps you when you feel stuck or frustrated?</li> </ul>	<ul style="list-style-type: none"> <li>• How does your emotional state affect your learning?</li> <li>• What strategies do you use to manage frustration or confusion when learning?</li> <li>• How do you motivate yourself to learn, even when it's difficult?</li> </ul>
QUESTION: HOW DO YOU EXPECT TO GET DIRECTIONS/INFORMATION? DOES A TEACHER ALWAYS GIVE YOU DIRECTIONS/INFORMATION?		
YOUNGER LEARNERS (~ UP TO SECOND GRADE)	MIDDLE LEARNERS (~ THIRD GRADE INTO MIDDLE SCHOOL)	OLDER LEARNERS (MIDDLE SCHOOL & BEYOND)
<ul style="list-style-type: none"> <li>• How do you like to learn new things? (e.g., teacher telling you, looking at pictures, trying it yourself) Where else can you get information besides from your teacher?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some different ways you can get information or directions?</li> <li>• Who else can you ask for help or information? (e.g., classmates, books, online resources)</li> </ul>	<ul style="list-style-type: none"> <li>• What are your preferred methods for receiving instructions and information?</li> <li>• How can you effectively seek clarification when needed?</li> <li>• How do you evaluate the reliability of different information sources?</li> </ul>

QUESTION: CAN YOU PROBLEM-SOLVE BEFORE ASKING FOR HELP? IF SO, HOW?		
YOUNGER LEARNERS (~ UP TO SECOND GRADE)	MIDDLE LEARNERS (~ THIRD GRADE INTO MIDDLE SCHOOL)	OLDER LEARNERS (MIDDLE SCHOOL & BEYOND)
<ul style="list-style-type: none"> <li>• What do you do when you get stuck? (e.g., try again, ask a friend, ask the teacher)</li> <li>• Can you think of one way to try to solve a problem before asking for help?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some steps you can take to try to solve a problem on your own?</li> <li>• How do you decide when it's time to ask for help?</li> </ul>	<ul style="list-style-type: none"> <li>• What problem-solving strategies do you use? (e.g., breaking down the problem, brainstorming solutions, trying different approaches) How do you assess the effectiveness of your problem-solving efforts?</li> <li>• How do you know when it's appropriate to seek help, and how do you formulate your questions effectively?</li> </ul>
QUESTION: HOW DO YOU FEEL IF YOU GET SOMETHING WRONG?		
YOUNGER LEARNERS (~ UP TO SECOND GRADE)	MIDDLE LEARNERS (~ THIRD GRADE INTO MIDDLE SCHOOL)	OLDER LEARNERS (MIDDLE SCHOOL & BEYOND)
<ul style="list-style-type: none"> <li>• Is it OK to make mistakes?</li> <li>• What can you do if you make a mistake?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you do when you get an answer wrong or make a mistake?</li> <li>• How can mistakes help you learn?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you view mistakes and failures in the learning process?</li> <li>• How can you learn from your mistakes and use them as opportunities for growth?</li> <li>• How do you develop resilience in the face of setbacks?</li> </ul>

Adapted from Brueggeman (2022).

Dependent learners are likely to possess a fixed or emerging mindset, whereas independent learners maintain a growth or innovator's mindset, where resilience is key in how to approach learning (Brueggeman, 2022). Independent learners are also more likely to be efficacious as they possess the skills and mindset to take ownership of their learning. Hammond's (2015) distinction between independent and dependent learners is relevant here and can be used to start discussions with scholars. Figure 1.6 shows potential responses to the

#### CONNECTION

In Chapter 6, you will learn more about cultivating a growth or innovator's mindset, leading to deeper work with student independence.

questions asked in Figure 1.5 about learning and demonstrates the characteristics of dependent and independent learners.

**FIGURE 1.6** ● Student Reflection Responses: Dependent vs. Independent Learner

IF A STUDENT RESPONDS, . . .	IF A STUDENT RESPONDS, . . .
<ul style="list-style-type: none"> <li>• I listen and wait for the teacher to give information and directions.</li> <li>• I am unsure of how to start a new task.</li> <li>• I need support/scaffolds to complete a task.</li> <li>• When I get stuck, I will wait for help.</li> <li>• I have trouble remembering information or don't understand it most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher facilitates learning and/or sometimes gives information/directions.</li> <li>• I can read, research, or watch videos to obtain information.</li> <li>• I will use strategies/processes when starting a new task or try attempting a task first.</li> <li>• I have strategies for helping me get unstuck.</li> <li>• I remember most information/details or I know how to retrieve them from my long-term memory.</li> </ul>
Then they are a DEPENDENT LEARNER.	Then they are an INDEPENDENT LEARNER.

Adapted from Hammond (2015).

Choice and ownership surface yet again. Fostering student independence hinges on providing opportunities for student voice and control over their learning. This is particularly relevant when considering learners' beliefs about being able to read. As researcher Jeff Wilhelm emphasizes, these beliefs are complex, diverse, and deeply intertwined with their views on learning. In their work with adolescent boys, Wilhelm and Smith (2014) observed that control plays a crucial role in reading independence. As they note, "The boys in our study also wanted to exercise control over their reading. Indeed, some of them went so far as to say that it's not the book so much that fosters enjoyment but rather the power to choose the book" (p. 274). This highlights the importance of offering students, especially boys, agency in their reading choices to cultivate a sense of ownership and greater engagement with literacy.



## Pause and Reflect

How can you encourage conversations and activities that showcase the learning characteristics students should embody?	
What are the responses and behaviors your students exhibit in connection to dependent and independent learners?	
How can you foster student independence and provide opportunities for student voice and control over their learning?	

Developing student independence is built from strong teacher-student connections. Self-regulation techniques, combined with the support system fostered by strong teacher-student connections, empower students to become more independent learners. When teachers encourage peer collaboration, it also allows students to learn from each other, as seen in Dominic's science class example. Dominic's perspective showcases how he feels comfortable seeking help and taking ownership of learning because of his rapport with specific teachers.



## FROM THE LENS OF A STUDENT

### Dominic's Take on Building Student Independence

*Dominic, a middle schooler, shared that learning had typically been easier for him from those he felt connected to, like friends or family. However, his math and science teachers were working to build connections and rapport in order to build more independent students. He noted that his math and science teachers made those connections by discussing shared interests during the first week of class, focusing on getting to know the students, which laid the groundwork for future interactions. Dominic also described how the math and science teachers allowed students to ask friends or watch videos independently before approaching a teacher, demonstrating initial self-reliance. Dominic said that his science teacher set reasonable deadlines, which contributed to students managing their time effectively. He even mentioned his math teacher using calming videos with breathing exercises to help students manage test anxiety. Even small acts, like helping teachers with tasks and passing out papers, can strengthen the student-teacher bond and create a sense of shared responsibility.*

When planning for independent learning, consider Hattie's "Diagnose, Intervene, and Evaluate" model (Hattie & Zierer, 2018). This process should be central to how we work with students to develop beliefs in their own independence. Effective independent learning isn't simply about giving students free rein; it requires careful consideration of their individual needs and learning profiles, with the added influence of social and cultural factors. Therefore, *diagnosis*, in this context, involves helping students understand their own strengths and weaknesses, as well as their beliefs about themselves as learners. *Intervention* involves co-creating independent learning tasks and activities with students that are tailored to their needs and beliefs. Adjustments also may need to be made along the way as we take time to see change and encourage students. Lastly, a range of *evaluation* methods can be provided through a collaborative process with learners. Simply asking questions like "What worked?" and "What didn't work?" using the self-reflections with this habit, as well as just talking with students, can all build resilience and independence. This repeated cycle of diagnosis, intervention, and evaluation ensures that independent learning is a strategic and impactful approach to fostering student belief in their capacity for independence rather than a haphazard journey.

## STUDENT-FAMILY PARTNERSHIP REFLECTION



Fostering emotional intelligence at home involves helping children identify and name their feelings in multiple capacities. For example, if a teacher notices a student struggling with self-management in the classroom, they can communicate with the family to explore if similar challenges are present at home and work together to develop strategies. With these guiding questions, you can promote beneficial conversations with families by allowing them to share their own experiences and strategies, extending the sense of community and shared learning beyond the classroom.

- What is self-awareness and self-management?
- How do we manage emotions?
- What decisions do we make that are responsible and caring?
- How do we use what we learn about awareness at home and outside of school?

Another option is to embed these questions in a newsletter or weekly communication home. As you build each habit, you can incorporate more student-family reflective questions.

## The Big Ideas

In this chapter, you explored the link between self-efficacy and resilience in students. As you apply the strategies around helping scholars build their self-efficacy, remember that fostering healthy self-confidence is essential. Independent learners are more resilient, so encourage student ownership of learning by providing opportunities to explore their beliefs, develop self-awareness strategies, and increase responsibility. Teaching clear communication of thoughts, feelings, and needs further strengthens relationships and support-seeking behaviors. Prioritizing self-awareness and management of learning creates a safe, connected, and empowering environment where resilient students thrive.

## Let's Reflect

What is your current practice for prioritizing awareness and developing student responsibility? What would you like to change?

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What resonated with you about supporting students' beliefs and developing healthy levels of self-confidence?

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What do you hope to learn more about as it relates to building students' self-efficacy?

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## What's Next?

In Chapter 2, you will dive into purpose-driven learning and explore practical strategies for implementing vision-casting in diverse educational settings. This includes examining specific tools and techniques for helping students articulate their “why,” fostering stronger teacher-student relationships, and developing effective methods to unlock learner passions and empower self-directed learning. We will also investigate how to assess the impact of these approaches on student motivation and engagement, along with how to unlock the purpose of learning intentions.





