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## The Whole Teen Comes Into the School

**E**very student in every class, every day, is a whole person—a physical being, a cognitive being, a social being, and an emotional being (at least!). It is not possible for students to leave any aspect of themselves at the classroom door. If you've got the physical kids in front of you, and are hoping for the cognitive kids, you'd better understand that they are bundled with the social kids and the emotional kids. Recent brain research gives ever more information and insight about the interconnection of those aspects. One part of the teenager cannot walk into the classroom without the others.

One of the struggles of teaching teens is that too many schools expect them to consistently isolate and repress most of who they are, so that educators access only a portion of their capabilities. The most effective educators treat middle school and high school students as whole teens, wherever they are in their development. A huge advantage of that approach is that all staff can help them build skills in every domain.

Skill building is crucial. Skills from communication to collaboration, from problem solving to persistence are teachable, coachable, and learnable. Those skills are always developed within context. Teens who are expected to treat others respectfully and fairly should be surrounded by an environment that models respect and fairness, or we should expect them to ask why it doesn't. Teens who are expected to develop listening skills should be surrounded by people who listen to them. Teens who are expected to persevere through school experiences ranging from inspiring to tedious need to be in a school with adults who are optimistic about students' futures and help them connect to their own optimism.

There is no consensus for what to call the approaches that develop whole teens. *Social-emotional learning*, *character education*, *noncognitive skills*, and *soft skills* are all terms in use. Those terms explicitly refer to what adults want students to learn, and are sometimes understood to refer to qualities in the environment as well.

Other terms refer more explicitly to the environments, such as *school climate*, *democratic schools*, or *peaceable schools*, though peel them back and you'll see that they certainly deal with skill building. Terms such as *personalized learning* or *student voice and ownership* are approaches that emphasize involving and supporting the students in each setting, and deal with some skills and structural aspects. Yet other terms, like *youth development*, deal with building many skills but are used more often in out-of-school settings.

Some of the terms have become associated mainly with elementary schools. Certain terms have more acceptance in some parts of the country, or in certain streams of research and advocacy. Some additional terms, such as *conflict resolution education* and *violence prevention education*, represent fields with similar approaches, and at times have held sway because of national issues and funding streams.

We appreciate and need the array of approaches represented by the various terms for working with adolescents. For example, the research on emotional intelligence and social-emotional learning offer innumerable important insights for educators as they consider instruction and classrooms practices. Focusing on character traits and personalized learning are helpful for identity development, which as we discuss below, is an especially significant task for evolving adolescents. Yet other terms seem to us to be more specialized or act as foundational concepts. *Grit*—having the passion and perseverance to strive and achieve—and *growth mindset*—knowing that you can affect your own development—make the other efforts more effective.

To have an impact on the lives of students, it is important to consider the structural differences between elementary and secondary schools. If one elementary teacher changes her classroom practices to emphasize community building and student voice, she has changed the environment for her twenty-five students for the year. If one secondary teacher makes a parallel set of changes, only a fraction of her students' day-to-day experiences are different. If the rest of the day, week, and year is alienating and passive, the overall message hasn't changed. The efforts on school climate, democratic schools, and student voice are all based in this crucial understanding—the whole school environment matters enormously for whole teen development. Recent efforts to understand social-emotional learning in secondary schools have also emphasized the need for a whole environment for whole teens (Cervone & Cushman, 2015; Hamedani & Darling-Hammond, 2015).

Aspects of all the above fields overlap and support the development of the whole teen. Emphases are somewhat different, skills and concepts are somewhat different, as are connotations and marketability to different audiences. Researchers and service providers can parse differentiations that do not provide any significant direction for teachers, principals, and school counselors. We will draw from many of the fields to craft a whole experience.

We will however, make no further reference to two terms: *noncognitive skills* and *soft skills*. Everything we learn and experience involves cognition; the brain processes all, even emotions. There are no noncognitive skills. Calling them noncognitive misrepresents and diminishes them. And although the business world has termed self-management and interpersonal skills as soft skills, we don't see what's so soft about them. They help people have a strong sense of identity and strong skills for tough situations. There's very little "soft" about being a competent learner, advocate, ally, or leader.

The approach we use in this book is grounded in our understanding of human development and the unique challenges and opportunities that teens face. We focus on teens, applying research to *their* needs, not trying to fit teens' needs into the research or any one framework. We invite you as well to keep your focus on the whole teen.

## A Whole Teen Approach

The last two decades of research, including the new field of neuroeducation that draws from cognitive neuroscience, cognitive psychology, and education, has exponentially expanded our understanding of how the human brain works—and specifically, how teenage brains are developing. Teenage brains are different than those of elementary school students and have not yet developed into their more stable adult functioning. Veteran teachers in middle schools and high schools have always seen something developmentally unique about the ways their students think and feel and connect; the latest research gives a shape to all those observations and points to many best practices.

Evolving over eons, our brains learn by developing complex, interconnected neural networks. These networks are built of millions and millions of tiny connections that wind their way through innumerable paths in our brains. While there are areas of the brain that regulate certain capacities, such as vision, there is not any experience in our lives that resides in just one section. No facts or concepts exist in any single brain cell (Medina, 2014).

Facts are held by emotions and movement and meaning, as much as by other facts. We have whole brains, webs of understanding weaving in and around and through other webs of understanding. Our brains do not resemble malls of isolated stores or the hallways of a school. Significantly, our emotional networks are vast and strong, and our brains react to intense emotions before they retrieve previously learned information.

Our emotions drive attention and memory, therefore learning. Fearful and flooded emotions can distract attention and short-circuit memory, preventing learning, while anticipation, meaning, and trust enhance learning. Teens have an optimal emotional zone that motivates them (Hardiman, 2012; Immordino-Yang, 2016; Jensen, 2005). Teachers cannot impress upon students the themes of *Romeo and Juliet* without impressing upon their students the feelings they have toward them, and the goals they aspire them to reach. Knowledge is a twisting neural tapestry of feelings and ideas and relationships and hopes and beliefs.

Adolescents' brain connections grow into the frontal lobe, where long-term planning and balancing multiple priorities are ultimately managed—but for most teens not yet managed consistently. Approaches for understanding adolescents in schools must address their growing, and not fully developed, capacity for abstract problem solving, social connections, autonomy, and their sense of future selves.

Teens must be prompted to do different sorts of thinking than they did in elementary school. They have to be given abundant think time, challenges, and scaffolding to reflect, assess, synthesize, and construct meaning. Their developing metacognition—to think about their own thinking—requires structures and prompts from teachers

that ask more than who, what, and where. They are constructing idiosyncratic, abstract, and emotionally relevant concepts.

Their concept formation comes from two brain systems. One system, comprised of multiple neural networks, is referred to as the “looking out” system, which pays attention to the immediate world around us. Other networks comprise the “looking in” system, which processes reflections, emotions, and longer-term abstract ideas (Immordino-Yang, 2016). Our brains toggle between the two systems; if one is on, the other is in stand-by mode. In order for students to process their thoughts, find compelling connections, and evaluate meanings for themselves, they need time to think—in discussions and all classroom experiences.

With their growing ability to think abstractly and conceptually, teenagers are having their first major experiences of seeing their own identities in formation, asking themselves “Who am I?” and making choices that are informed by their beliefs about themselves. “Identity is the embodiment of self-understanding. We are who we understand ourselves to be . . .” (Nakkula, 2008, p. 11). Teens build those understandings as they find out what they’re interested in and what they’re good at so far, as they try on or rub against adult beliefs and expectations, as they see how others perceive them. They need opportunities for that exploration, much of which can—and for many teens, must—happen in school. Since identity development “. . . is inordinately shaped by the contexts, relationships, and activities in which youth are most deeply invested, it is essential that our schools be environments in which young people choose to invest and through which their investment is adequately reciprocated” (p. 13). It is crucial that teens have “I am a learner” at the core of their identities and that everyone around them supports that belief.

Given the unique needs of adolescents, we will frame our practices within the well-researched field of resilience. The main skill areas of social competence, problem solving, skills for autonomy, and having a sense of purpose and future (Benard, 2004) are an aggregation that we find resonates with secondary educators. The research on resiliency, of which there’s plenty, also stresses the contextual factors that foster resilience—attachment to caring adults, high expectations with high support to reach them, and opportunities for meaningful participation (Krovetz, 2008).

Like the other terms, resilience has some unhelpful connotations. The word is being used broadly in our culture to refer to everything from subways having to be resilient in the snow to investment portfolios needing to be resilient through stock market turmoil. We hear resilience reduced to overcoming a specific obstacle, persevering through anything, including school. We hear resilience applied only to at-risk students.

Resilience is an inborn human trait. Each of us, through our everyday efforts to be whole people, needs and develops resilience. This process includes our belief in what we can do with our lives, and how each one of us accesses our own capacity to embrace the opportunities—and not just solve the problems—we encounter every day. Resilience is thriving, not just surviving.

We explain the resiliency framework below to give a vision of positive development for whole teens. However, throughout the book, we will be more specific. Rather than writing that effective class discussions lead to resilience, we’ll explain that they lead to more social competence. Rather than writing that involving students in

classroom decisions leads to resilience, we'll explain more specifically that it leads to problem-solving skills and skills for autonomy. In turn, all of those skills do indeed lead to resilience, and to constructive character development, and to effective social-emotional learning, and to positive school climate and student voice. We're going with as plain a set of terms as possible.

By explaining the resiliency framework (or any framework), there's an opportunity and a challenge. The opportunity is to unpack the research and put forth a vision. The challenge is that when educators see lists of competencies or standards, it's too easy to lose sight of whole teens. They become deconstructed into lists of skills and scores. We encourage you to keep the vision of whole teens, who are learning to be socially competent, interdependent problem solvers, with aspirations for their futures.

## Resilience Research Framework

In the following pages, we identify the skills of social competence, problem solving, autonomy, and a sense of purpose and future in the context of school and community. We describe various ways that teenagers utilize these skills. It may be helpful to periodically revisit these descriptions and lists. We offer them as a vision of teens in schools, not as a rigid list of behaviors to memorize.

We also identify a few difficulties students face who have not yet had the mentoring and experiences to build these skills. We delve into each area separately, but these areas should be understood as an integrated whole. A teen who is persistent but without empathy can bully others. A teen who is kind but not assertive can suffer in silence. A teen who is emotionally expressive but not aware of others' reactions can seem self-absorbed. No one skill works effectively alone. When students are struggling, it is important to see their struggles as skill deficits in their development, as schools do for students who may be strong in math and weak in writing.

Contemporary school structures and requirements do not make it easy to envision classrooms and schools where fostering resiliency would be the norm. Therefore, in each section below, there is an image of a classroom led by a secondary school teacher who has made social competence, problem solving, skills for autonomy, and having a sense of purpose and future an integrated part of the curriculum; they are images of well-established practices. Each image shows skill sets in action *and* key contextual factors:

- **caring adults**—A sense of connection to teachers matters; it conveys worth, prompts motivation, assures safety that increases academic engagement, and is a key factor in asking for and receiving support.
- **high expectations with high support to meet the expectations**—Low expectations are not motivating, and neither are unrealistic expectations that lead to quick failure; small successful steps toward something that feels significant build their own momentum and are often the prerequisite to leaps of understanding and concept formation.
- **opportunities for meaningful participation**—Teens need a voice and chances to contribute to their community. They need opportunities to practice self-efficacy. Participation prepares them to preserve democratic values and to embed their learning in a vision greater than themselves—which is a great motivator for academic achievement.

We believe that all the adults whom students encounter in schools are resources for developing the healthy whole teen. While the visions below are specifically classroom based—because the majority of their time is spent in classrooms—the skills and relationships described belong as well, and are often robustly fruitful, in advisories, after-school programs, and in the innumerable interactions students have with adults day to day.

## Social Competence

A resilient person is much more than one who struggles alone, fixing his own problems, persevering through difficult circumstances, and “pulling himself up by his own bootstraps.” Research shows quite the opposite—resilient people are far more often connected and communicative, not isolated (Benard, 2004). They needn’t be extroverts, but do have effective social skills to attract friends and mentors, people who support them. They sustain those relationships with mutual interest and care. This reciprocity forms long-lasting relationships, through ups and downs, representing a sense of stability and a long-term perspective.

It takes a lot of skills to initiate and sustain that web of relationships. You can see students applying skills in many of the following activities that demonstrate social competence:

- developing long-lasting friendships
- identifying positive role models and attracting mentors, even when the students themselves may not be in the position to ask for the support they need
- reaching out to others for support, not necessarily to solve their challenges, sometimes for ideas or just to listen, and sometimes for serious help, such as dealing with an illness or trauma
- noticing others’ emotions, when they need support, and offering it
- participating in groups, in roles ranging from leading to accommodating; noticing when they are contributing to or subtracting from the group’s efforts; adjusting behavior
- appreciating others’ styles, interests, and perspectives
- relating to a variety of people (adults, students, other genders, races, etc.)
- communicating with others to connect and to assert needs, whether in casual conversations, class discussions, or other situations—including listening, showing empathy, asking questions, asserting views
- behaving in trustworthy ways as part of building relationships and working in groups
- admitting mistakes, making amends, apologizing, forgiving
- displaying an interest in historical and societal contexts that impact relationships and checking assumptions held about others
- respecting others, acting as an ally, protecting others

And to be clear, while a manifestation of social competence is the ability to be polite to teachers, that is far from enough—there are too many stories in schools of the

quiet and polite student who sneaks to the bathroom to cut her arms or contemplate suicide. Social competence is not necessarily loud, but it is robust.

To foster social competence, there are numerous opportunities to model and have students practice *interpersonal* and *intrapersonal* skills (skills for interacting with others and skills for managing oneself) in the regular school day. Here's an image:

As students come to the classroom, the teacher is at the door, greeting each one by name, and giving an extra word of encouragement to a few. She notices that a number of students look harried—perhaps they had just taken a test. She uses the opening minute to have everyone take some deep breaths, journal, make a task list, or use any other routine they've discussed to smooth out the transition to this class. The students' next task involves small group work, which they have practiced throughout the year; today, the teacher has assigned students to new groups, noting which students may need a trusted friend nearby, and which ones are ready to be stretched to work with students from other neighborhoods. Before they dive into the assignment, students review the directions the teacher has put on the board for getting started: "Discuss your individual strengths and the best ways each person can contribute to the group's success." During the collaborative work, one group needs to reassess the task and their roles; another has a difference of opinion and pauses to consider each other's perspectives more deeply; a third notices that a student has been out ill all week—one person volunteers to fill him in. The teacher sits to watch the class in action and catches the eye of a shy student; they smile at each other. She also takes notice of a small number of students who seem frustrated; she'll check in with them privately. Before the class period ends, the teacher prompts the students to begin the ritual of naming two ways the group worked well together and a way to improve next time.

## Problem Solving

It is likely that problem solving is an integral part of being human, not just a skill we employ when things are going poorly. Part of the allure of game playing—whether board games, cards, or athletics—comes from the satisfaction we feel when we triumph against the dilemmas our opponents present to us. The creation of art involves a continual process of effort, assessment, and adjustment toward a final product. Cooking a meal engages us in working out a complex series of ingredients, tasks, and timing, so the satisfaction of serving the food comes with the knowledge that the experience of cooking was a worthwhile challenge.

This capacity to assess our conditions, develop and organize resources, craft primary and secondary plans, and adjust as we proceed with our plans are skills for daily life, as well as for students in middle school and high school. You can see students applying problem-solving skills in many of the following activities that demonstrate problem solving:

- planning for the short term and long term
- trying different strategies; self-assessing; being ready to adjust the plans or strategies
- developing and making use of resources; seeking outside resources when needed

- organizing materials and tasks
- thinking flexibly; identifying multiple options, multiple routes, multiple resources, with graceful ways of switching strategies; applying flexible thinking in different settings, such as classes, clubs, friendships
- prioritizing an array of responsibilities; managing increasing amounts of work
- managing time effectively—estimating tasks and time, scheduling themselves, meeting deadlines
- seeking to solve problems fairly
- understanding their role in producing conflicts; learning self-restraint to escalate as little as necessary; building skills to resolve conflicts
- learning to make decisions; internalizing criteria that are healthy and ethical
- expecting to make mistakes and learn from them

It is good that many schools give students an assignment notebook, a binder, or technology tools for organizing. So much more is needed. When we hear students say they are “stuck,” “overwhelmed,” “without any options,” they are showing a need for problem solving skills. When students perceive that inevitable mistakes and misbehavior are not moments for reflecting and trying again, but for permanently losing opportunities, they are in environments that don’t model problem solving.

Here are two images showing ways to have students practice problem solving in the regular school day:

It is a week before a big test. The teacher gives the class a self-assessment so they can prioritize their needs from among four areas: (1) to memorize key information; (2) to organize their notes, hand-outs, and quizzes; (3) to try practice test items to get a feel for how long it will take to do the various types; (4) to get a refresher lesson on certain key topics. Once they make a choice, the students are directed to one of four work areas. There are written suggestions in each area for how to proceed. The teacher pulls aside for one-to-one dialogues a small number of students who may have trouble with making a good decision, and these students develop a plan for the class period. After twenty minutes, the teacher gets all the students’ attention and takes them through a brief discussion of how the work is going and any ideas for improvements to what has been happening so far. This is a ritual the students have done many times, and their responses are both humorous and insightful: some students make suggestions for the entire class; some share ways that they are working well as individuals; others admit that they are floundering and ask their peers for ideas. The teacher again keeps an eye on the handful of students who may not use this ritual effectively and coaches them through the reflection. At the end of class, the students fill out a self-assessment form, noting what they tried, how well they think it will help them on the test, and any recommendations for ways to use the time better. There is also an option to request a meeting with the teacher with a specific area of concern identified.

Meanwhile, advisory groups have been engaged in short-term goal setting, both individually and as a group, trying out routines to be more organized and successful. One group has a backpack clean-out each month with fun music in the background, another is rehearsing talking with teachers about making up



missed work, and a third has created a calendar of due dates and deadlines to sign up for teams, auditions, and the financial aid workshop.

## Autonomy

The journey of students through middle school and high school is an experience of increasing responsibilities. Teenagers navigate physically larger schools and community environments with diminishing adult oversight. They make very personal decisions about friendships, career interests, hobbies, belief systems, and risk-taking that will influence their success in school, and their pathway into adulthood. Secondary school provides a journey each student takes along the continuum from dependence toward independence, with many chances to experience the vital human ability to be interdependent. The teenage years are a chance to develop a strong sense of autonomy within the give-and-take of community.

Students who have the support to develop the skills of autonomy will more effectively make the most of their secondary school years. You can see students applying skills in many of the following activities that demonstrate autonomy and their developing self-identities:

- making better decisions, even when experiencing peer or community pressure
- managing responsibilities, following through, overcoming obstacles
- having more sense of control, leading to more commitment and persistence
- developing and expressing personal beliefs, goals, interests
- seeking to identify, manage, and enhance one's strengths and weaknesses; improving their skills and/or situations
- taking initiative; self-motivating; working towards personal level of mastery
- managing frustration, setbacks, rejection, indecision; demonstrating self-patience
- taking healthy risks
- setting effective boundaries for friendships, work, and other responsibilities; speaking up for themselves
- taking good care of health; using healthy coping strategies to manage stress
- managing emotions effectively
- controlling impulses, exercising self-discipline
- accepting responsibility and consequences for one's actions

If teachers (or parents) reading this book are thinking that building skills for autonomy starts in high school, please reconsider. Kids need opportunities throughout their lives, opportunities that fit their developmental levels, to make choices, manage themselves, and deal with consequences. It is crucial that students have practice at being independently responsible before they have lots of independence and responsibility.

Of all the attributes of resiliency, autonomy can be the most difficult for adults to support. Some adults see the risks and not the benefits. When teenagers assert their

own ideas and decisions, some adults may take those actions as challenges to their authority. Teens need opportunities throughout middle school and high school to experience and demonstrate increased responsibilities. Twelfth graders should be expected to handle more autonomy than sixth graders because they have had the opportunities to be autonomous.

To foster resiliency, there are numerous opportunities to have students practice skills for autonomy in the regular school day. Here's an image:

The students walk into a classroom where they've jointly made decisions with the teacher about how desks are arranged, how to access the teacher for extra help or requests, and about routines for today, the midway point on projects. They independently begin their tasks, which their teacher has worked with them to prioritize from a menu of options. Students seek out the teacher for advice, most often after they first tried a few ideas on their own, or consulted with their peers, as is the protocol the teacher has introduced, reinforced, and praised. They had a good deal of choice on their project topics, though all fit within the larger theme of the impact of science on society. Class discussions, which students have a role in facilitating, have raised important questions about issues the students themselves believe are critical: conducting research despite peers' skepticism, persevering through a lot of failures, issues of justice and unintended consequences, and the impacts when science challenges prior understandings. The projects include a self-assessment about students' work style and process, and new concepts they're grappling with. The projects are due any time within exam week; students have used planning forms to map out tests and assignments so they can manage their work load, and have committed to their own due date within the week. As they get closer to exam week, the teacher has worked with three students to lead one-minute calming rituals at the beginning of class. The teacher has also planned one-to-one meetings with a few struggling students who are not yet confident in making choices.

## Sense of Purpose and Future

Why will students work hard day in and day out, especially through tedious tasks, if they don't have a goal, something to put the daily work into perspective? What keeps them going if they lack skills and optimism about reaching goals? There are indeed far too many students who face those questions, whether because they lack access to opportunities, or lack focus beyond the next high-pressure, high-stakes task.

Russell Quaglia and Michael Corso (2014) write about student aspirations: "Aspirations are both 'then' and 'now.' They involve both dreaming of the future and doing in the present. They are made up of a vision of where we want to get and, at a minimum, a willingness to do what is necessary to get there. When we genuinely aspire, we are facing our future *and* taking steps in the present toward it" (p. 14).

Schools support aspirations in many ways. Thousands of students every year discover what is important to them, and how to make choices and steps to advance goals, through classes, clubs, sports, the arts, after-school programs, and community service. Through these activities, students can see themselves and their futures as part of

something greater and longer than their individual efforts. These bigger visions are a balance to teen daily drama, and place the responsibilities of the moment in a more compelling framework than merely getting through the day. As well, adults in these schools hold positive images of their students' futures, and convey that optimism.

To be clear, we are not saying that helping teens to have a sense of purpose and future allows our school systems to ignore the relevance, or irrelevance, of the academics they present on a daily basis. Quite the opposite—the research on resilience says that offering rich opportunities in which students can make their own connections to the work, find their own meaning, and apply their own unique ideas and interests to requirements is essential for developing a school culture that can be successful for the broadest range of learners (Benard, 2004).

Students who believe that the work they do in school contributes to the person they want to become, and the life they want to live, are strongly positioned for doing well in school. For some, their sense of the future may be focused on a professional goal; for others, it may involve their hopes for a family; some may find their inspiration in loving a subject or hobby; some may see their efforts tied to a community role or spiritual path that becomes a lifetime commitment. Any of these self-realized intentions, among so many, contribute to motivating teens. You can see students applying skills in many of the following activities that demonstrate sense of purpose and future:

- identifying personal aspirations and educational goals
- exerting effort to achieve
- seeking meaning in small and large opportunities to learn
- developing special interests and skills
- using creativity and imagination
- expressing hope and optimism
- acting on behalf of others driven by compassion
- accessing beliefs, faith, or spirituality to persevere
- using future goals to balance daily dramas and sustain perspective; delaying gratification for a larger, later goal
- connecting to larger missions and traditions

To foster resiliency, here's an image of connecting curricula to students' sense of purpose and future:

It is the first day of a new long-term unit in class. The teacher shares the typical learning objectives with the students, then divides them into small working groups based on surveys and conversations they have had all year about students' interests and dreams of the future. The task for the students in their groups is to make as many connections as they can between mastering the given learning objectives and their own interests and dreams. They refer to posters on the wall: one poster lists the careers they have mentioned wanting to pursue; another lists the study skills they have said they want to master; a third lists the

personality traits they wish to develop; a fourth lists the places in the world they hope to live in; a fifth lists their positive visions of the community or world in the not too distant future. Throughout the year, the lists on these posters have been added to and amended as the students' vision of the world and their place in it expands. The small groups brainstorm how the new unit can match any of the collected aspirations on the posters. As is the class protocol, the students share with the other members of their groups what they find potentially relevant in the new unit. Then the students fill out a form identifying their own particular interests and concerns to be shared with the teacher. The teacher has been compiling these forms throughout the year, which allowed the teacher to identify a couple of students who have been struggling to make connections—those students will get some significant one-to-one time in the coming days. Once the students have finished with their sharing and forms, it is the teacher's turn to share his own sense of purpose and the future for the unit of work ahead. At first, the teacher found it challenging to clearly articulate to the students his own aspirations; now he sees this step as important for his own resilience as a teacher.

## **Shaping Your Own Whole Teen Classrooms and Schools**

We hope you will craft your own combinations of the skills and images described above, and the practices detailed in Chapters 3 through 10, to advance your journey toward making your classes "havens of resiliency," in the words of Nan Henderson (2013). Call all of the above by any titles and any categories—perhaps your school or district already has phrases in use. More important than what you call the aggregation of visions, skills, and practices in this book is the determination to support every day, in every part of school, the whole teen.