# The *New* Whole Child Model Brief

A Resilience-Centered Approach to *Educating The New Humanity™*



*The New Whole Child Model Brief*
EDLINKS®
Sara Truebridge, Ed.D., Founder and CEO
Sean Slade, M.Ed., Chief of Innovation & Impact

Copyright ©2026 by EDLINKS®. All rights reserved.
No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, in accordance with copyright law. For permission requests, contact EDLINKS® Press.

EDLINKS®
*Educating the New Humanity™*
*Awaken and Lift Humanity. See Good. Do Better.*
www.edlinks.com

For a Free Download of *The New Whole Child Model Brief,* visit https://link.edlinkspress.com/whole-child-brief.

Published by EDLINKS® Press
Essex Junction, VT 05453
United States of America
edlinkspress@edlinks.com

# Table of Contents

**Foreword** iii

**Introduction: Why a New Whole Child Model** 1
- Reframing the Education Debate
- The Original Five Tenets
- Maslow's Hierarchy — A Foundation

**The New Whole Child Model** 3
- The 6th Stage — Transcendence
- The Spiritual Dimension — The Through Line
- How This Fits with Resilience Theory
- Where These Frameworks Converge
- Whole Child
- Resilience Theory
- Purpose and Meaning in Learning

**What the Research Shows** 11
- What These Frameworks Share
- If the Student Were Truly at the Center of the System, What Could We Achieve?

**Standing on the Shoulders of Giants** 13
- From Resilience to Purpose: The Developmental Journey of Human Becoming

**Educating The New Humanity™** 15

**EDLINKS®** 17

**References** 19

# Foreword

EDLINKS® is proud to release the *New* Whole Child Model. At a time when educators, families, and communities are seeking ways to support not only academic success, but also wellbeing, purpose, resilience, and human flourishing, this model offers a unifying approach for understanding and nurturing the development of human beings while also informing the systems and cultures in which learning and growth take place.

Drawing on the traditional Whole Child Framework, Benard's (2004) and Truebridge's (2014) Theory of Resilience, Viktor Frankl's (2006) foundational work on meaning-making, William Damon's (2008) research on purpose, Lisa Miller's (2015, 2021) scholarship on spirituality, and Abraham Maslow's (1969) later work on transcendence, the New Whole Child Model brings together complementary bodies of scholarship that illuminate a developmental journey—from resilience to meaning, from meaning to purpose, from purpose to spirituality, from spirituality to transcendence, and ultimately toward altruism and contribution to the greater good.

Woven throughout the model is a throughline of purpose and spirituality that provides meaning in what students are learning. Consistent with Viktor Frankl's belief that the search for meaning is a fundamental human motivation, the model recognizes that learning is most powerful when individuals can connect knowledge and experience to a deeper sense of purpose, identity, and contribution. At its core, this spiritual dimension reflects the inward life of a person—the place where experience is interpreted and the self is formed. Through this lens, learning becomes more than the acquisition of knowledge and skills; it becomes a journey of understanding oneself, connecting with others, and discovering how one can contribute to something greater than oneself.

This expanded understanding of human development is grounded in a substantial body of research. The New Whole Child Model asks not only whether students are learning, but whether they are Healthy, Safe, Engaged, Supported, Challenged, and Altruistic. Resilience Theory, grounded in the work of Bonnie Benard and advanced by Sara Truebridge, demonstrates that schools can intentionally foster resilience by creating environments rich in caring relationships, meaningful opportunities to participate and contribute, and high expectations. From that foundation, Viktor Frankl's work on meaning-making highlights the human need to make sense of experiences and discover significance in life, including during times of adversity. Building on meaning, William Damon's research demonstrates that students who develop a clear sense of purpose and direction experience stronger outcomes across academic, social, emotional, and developmental domains. Lisa Miller's research on spirituality further suggests that a healthy spiritual life—characterized by meaning, connection, purpose, and a sense of something larger than oneself—contributes to wellbeing, resilience, mental health, and human flourishing across the lifespan. Maslow's later work on transcendence extends this developmental journey beyond personal achievement and self-actualization toward connection, service, and contribution to something greater than oneself.

The New Whole Child Model brings these complementary bodies of scholarship together into a unified framework for education. In this model, resilience provides the foundation for growth; meaning helps individuals interpret their experiences; purpose provides direction; spirituality deepens

connection to self, others, and something larger than oneself; and transcendence points beyond personal fulfillment toward service and contribution. The model culminates in altruism—the willingness and capacity to help others beyond oneself for the greater good. Altruism is not simply an additional dimension of development; it is the fullest expression of whole child development and the destination toward which the other dimensions are building.

The research that informs the *New* Whole Child Model points toward a common understanding— the conditions schools create, the relationships they foster, and the opportunities they provide for growth and meaning-making are not peripheral to learning; they are foundational to it. Schools that educate the whole child, support the whole educator, and strengthen the whole school community create the conditions not only for achievement, but also for human flourishing and contribution to the greater good. In doing so, they help advance the larger vision of *Educating The New Humanity™* to *Awaken and Lift Humanity* to *See Good. Do Better.*

A whole child needs
a whole educator, and
a whole educator needs
a whole school and
community.





# Introduction: Why a New Whole Child Model

Education has always evolved in response to the needs of humanity. Every generation inherits the responsibility of preparing young people not only for the world they will enter, but also for the world they will ultimately help create. Today, that responsibility has never been greater.

We are living through one of the most significant periods of transformation in human history. Artificial intelligence is reshaping how we learn, work, and create. Technology connects us in unprecedented ways while many people report increasing loneliness and isolation. Schools continue to pursue academic excellence while simultaneously responding to rising concerns surrounding mental health, belonging, identity, purpose, and the overall wellbeing of both students and adults.

These realities invite an important question.

## Is our current understanding of the whole child sufficiently whole for the world our children are inheriting?

For decades, the Whole Child movement has profoundly influenced education by encouraging schools to attend not only to academic achievement but also to the physical, social, emotional, and developmental needs of students. This represented an important and necessary shift in educational thinking and practice. It reminded educators that learning does not occur in isolation from health, relationships, safety, engagement, and support.

The *New* Whole Child Model honors this important legacy while recognizing that the changing realities of the 21st century call for a broader understanding of what it means to educate a human being. Rather than replacing the Whole Child framework, it builds upon its foundation by intentionally integrating additional dimensions of development that have become increasingly essential in today's world—chiefly, spiritual development alongside the cognitive, physical, social, and emotional dimensions traditionally associated with whole child education. Within this model, spirituality is understood not as religion, but as the universal human capacity for meaning-making, purpose, identity, connection, and human becoming.

At the center of the model is resilience—not as a program, strategy, or personal trait, but as a dynamic developmental process that emerges through tapping into one's internal strengths along with the interaction between individuals and the environments in which they live, learn, and work. Resilience is a foundational component through which purpose develops, identity deepens, relationships flourish, and human potential is realized.

The model also expands the conversation beyond individual achievement. It recognizes that education reaches its highest purpose when inward development naturally gives rise to outward contribution. As individuals cultivate resilience, meaning, purpose, identity, and connection, they increasingly develop compassion, responsibility, and a desire to contribute to something larger than themselves. Human flourishing therefore becomes not merely an individual outcome, but a relational one. Here the model adopts Abraham Maslow's 6th stage, which he called Transcendence and

introduced 26 years after introducing his original five stages. We have termed this Altruism— the desire to help others and the common good.

The question is whether our understanding of the whole child is itself whole enough for the future now unfolding before us.



03 / NEW MODEL

# The *New* Whole Child Model

## Reframing the Education Debate

Education has for too long been defined by what students know—measured through test scores, rewarded extrinsically by grade attainment, and a narrowing selection of academic outcomes. It has been a system built on content delivery and acquisition.

The Whole Child approach reframed that entirely, drawing on the work of education luminaries such as John Dewey (1916), Maria Montessori (1912), and James Comer (1980). When launched in 2007 by ASCD, it posed a fundamental challenge—what if decisions about education policy and practice started by asking what works for the child? What if the student, not the curriculum, were placed at the center of the system?

**WHY THIS MATTERS**

When schools focus exclusively on academic outcomes, they lose sight of what makes education both effective and meaningful. Relationships, belonging, and overarching purpose are not distractions from learning—they are its foundation. Education prepares the next generation for their future, not our past.

The Whole Child approach was originally organized around five core tenets that every school should pursue. It asked not just whether students are learning, but whether they are Healthy, Safe, Engaged, Supported, and Challenged. A child who comes to school unwell, hungry, or fearful cannot learn. A child who is disengaged and finds no relevance or agency cannot thrive. A child who is never encouraged to aim high and think beyond cannot reach their full potential.

## The Original Five Tenets

- **Healthy** - each student enters school healthy and learns about and practices a healthy lifestyle.
- **Safe** - each student learns in an environment that is physically and emotionally safe for both students and adults.
- **Engaged** - each student is actively engaged in learning and is connected to the school and broader community.
- **Supported** - each student has access to personalized learning and is supported by qualified, caring adults.
- **Challenged** - each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

## Maslow's Hierarchy — A Foundation

The five tenets of a Whole Child education are grounded in Abraham Maslow's Hierarchy of Needs, one of the most widely recognized frameworks in developmental psychology. The familiar pyramid—which was not actually designed by Maslow but introduced in the 1960s (McDermid, 1960) to illustrate his stage—maps a sequence of human needs from basic survival through to meaning and growth.

Maslow described how foundational needs must be met before higher-order needs can be pursued. A child who is cold and hungry cannot reach for curiosity. A child who does not feel safe cannot engage in belonging. The model provides a compelling lens for understanding why the conditions around a child matter as much as the content placed in front of them.

FIGURE 1

*Maslow's Hierarchy of Needs*

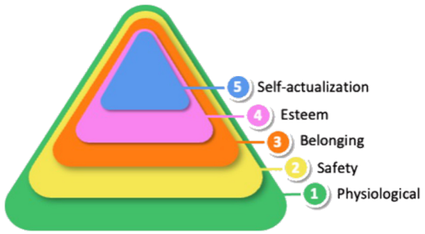



FIGURE 2

*Whole Child Tenets*




*Note:* The Original Whole Child Tenets, ASCD (2007).

# The 6th Stage — Transcendence

For many, the original model felt incomplete. Self-actualization—reaching one's personal potential — raised an obvious question: potential for what, and to what end?

In his 1971 book, *The Farther Reaches of Human Nature*, published just a year after his death, Maslow introduced a 6th stage he called Transcendence. He described it as the highest and most inclusive level of human consciousness—one oriented not toward personal achievement, but toward helping others, experiencing connection and awe, finding meaning in the everyday, and letting go of self-interest as a primary driver.

In the *New* Whole Child Model, we translate this as Altruism. Altruism is helping others beyond oneself, for the greater good—the fullest expression of whole child development, and the destination toward which the other tenets are building.

**TRANSCENDENCE (MASLOW) AND ALTRUISTIC (NEW WHOLE CHILD MODEL)**

Maslow's 6th stage describes the move beyond personal achievement toward helping others fulfill their potential. In the New Whole Child Model, this becomes Altruistic — students who not only succeed for themselves, but who actively contribute to others, their community, and their world.

| Stage | Need | What This Means for Children in Schools |
|---|---|---|
| 1 | **Physiological** | Food, water, sleep, warmth—the basic conditions for survival. A child who is hungry or exhausted cannot engage meaningfully in learning. |
| 2 | **Safety** | Physical, psychological, and emotional security, structure, and predictability. Children need to feel safe before they can focus on anything else. |
| 3 | **Belonging & Love** | Positive relationships with peers and adults, a sense of being welcomed and valued within the school community. |
| 4 | **Esteem** | Recognition, confidence, and a sense of competence. Children develop healthy self-worth when they are seen and appreciated. |
| 5 | **Self-Actualization** | Reaching one's potential—creative, academic, personal. This is where deep learning and genuine engagement flourish. |
| 6 | **Transcendence** | Going beyond personal fulfillment to help others reach theirs—in the *New* Whole Child Model, this becomes Altruism, the fullest expression of whole child development. |

FIGURE 3

*Maslow's Hierarchy of Needs + 6th*

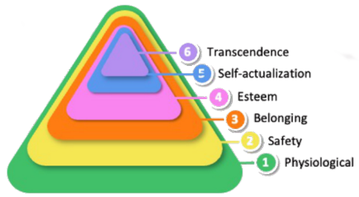



FIGURE 4

*Whole Child Tenets + 6th*




# The Spiritual Dimension — The Through Line

To truly educate the whole child, we must recognize all core dimensions of development— physical, mental, social, emotional, cognitive, and spiritual. Unlike the other dimensions, the spiritual dimension does not sit at a single stage of development. It runs vertically through all of them, present at every level, from a child's most basic experience of feeling safe and valued, all the way to their fullest expression of purpose and contribution.

**SPIRITUALITY IS NOT RELIGION**

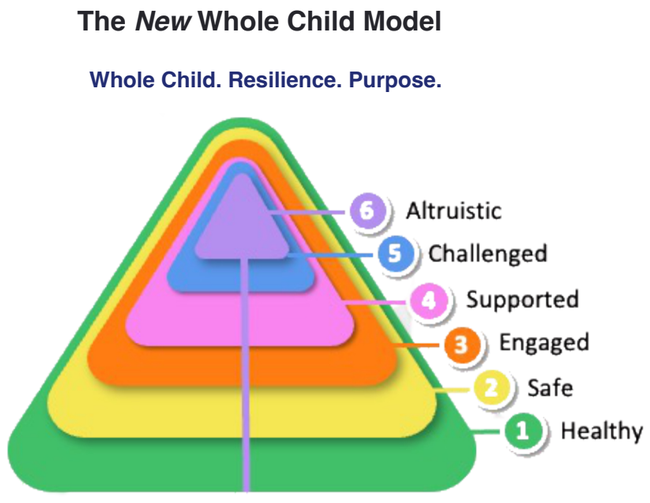
The spiritual domain centers on meaning, purpose, identity, and connection—the inward life of a student, where experience is interpreted and the self is formed.

This is why it cannot be collapsed into social and emotional learning (SEL). Social and emotional learning helps students navigate interactions and feelings. The spiritual dimension helps them interpret existence. It is where resilience becomes anchored—where individuals locate meaning in adversity, connect to something beyond the moment, and define who they are becoming.

| For Students, This Shows Up As | Schools Can Engage This Through |
|---|---|
| A search for purpose and meaning | Reflection — journaling, silence, inquiry |
| A sense of connection to self, others, and something larger | Meaning-making — narrative, storytelling, identity work, service learning |
| The development of values and integrity | Values exploration — ethics, purpose, contribution |
| Moments of awe and curiosity | Connection — community, nature, global awareness |
| The capacity for reflection and inner awareness | Wonder — the arts, big questions, curiosity-driven learning |

FIGURE 5

*New Whole Child Model*








# How This Fits with Resilience Theory

Resilience is not a fixed trait that some children have and others lack. It is a dynamic process—the capacity to adapt positively in the face of adversity, trauma, risk, or stress. Truebridge (2014) provides the following formal definition of resilience: "The dynamic and negotiated process within individuals (internal), and between individuals and their environments (external), for the resources to adapt, support, and define themselves as healthy amidst adversity, trauma, and/or stress" (p. 15).

External protective factors—caring relationships, high expectations, and opportunities to participate and contribute—shape the environment around a child. Internal protective factors—identity, purpose, meaning-making, personal strengths, and the capacity for reflection and self-awareness—form the foundation within.

Resilience research, led by the original work of Bonnie Benard and advanced further by Sara Truebridge, shows that resilience can be fostered through the right conditions and relationships.

Three core conditions, also referred to as protective factors, in the environment consistently promote and sustain resilience in young people.

| The Three Protective Factors | What Resilience Is Not |
|---|---|
| Caring Relationships — at least one trusted adult who genuinely believes in the child | Not toughening children up or telling them to cope with adversity by just "dealing with it" but rather validating children's situations and emotions. |
| Meaningful Participation & Contribution — opportunities for involvement in learning and community life | Not always a substitute for reducing the risks children face in the first place but rather providing children with voice and agency. |
| High Expectations — communicated with warmth and support, not pressure | Not something to acquire such as a grade or trophy. High expectations are often expressed in messages shaped by relationships and environments, such as positive recognition for effort. |

# Where These Frameworks Converge

The Whole Child, Resilience Theory, and Maslow's Hierarchy are not competing frameworks—they are deeply complementary. They come together in the *New* Whole Child Model and describe the full arc of what it means to genuinely support a young person's development.

| Shared Principles | Implications for Practice |
|---|---|
| The environment shapes the child — relationships, culture, and conditions matter more than curriculum alone | Start with safety and belonging before expecting academic engagement |
| Every child has potential — the role of adults is to foster it, not gatekeep it | Build caring, trusting relationships as a non-negotiable professional practice |
| Health and learning are inseparable — you cannot fully address one without the other | Design for participation — voice, agency, and meaningful contribution in school life |
| Purpose and contribution are not extras — they are the destination | Cultivate altruism — service learning, community connection, and civic responsibility as core educational goals |

**FIGURE 6**

*The New Whole Child Model Chart*




*Note:* ©2026 EDLINKS®

**THE GOAL**

A school that truly addresses the whole child—that meets needs at every level of Maslow's hierarchy, that builds the conditions for resilience, and that fosters a culture of care and contribution—is not just a better school. It is the school that every child

# What the Research Shows

The case for educating the whole child is not a philosophical preference—it is one of the most well-evidenced positions in contemporary education research. Across decades of study and thousands of schools, the findings are consistent—when schools attend to the full range of children's developmental needs, outcomes improve across every dimension that matters.

This evidence summary draws on three distinct but deeply complementary frameworks. Each approaches whole child education from a different angle, yet together they form a coherent and mutually reinforcing case for the same underlying reality about what children need and what schools can provide.

## Whole Child

Whole Child reframed education around five core tenets—Healthy, Safe, Engaged, Supported, and Challenged—shifting the conversation from narrowly defined academic performance to long-term human development.

- A meta-analysis of 213 SEL programs across more than 270,000 students found an average academic achievement gain of 11 percentile points *(Durlak et al., 2011)*
- Engaged students are 2.5 times more likely to report excellent grades *(Gallup, 2016)*
- Whole child schools consistently show higher graduation rates and lower suspension rates *(Taylor et al., 2017)*
- Every dollar invested in social-emotional learning returns up to $11 in measurable outcomes *(Belfield et al., 2015)*

## Resilience Theory

Bonnie Benard's synthesis of longitudinal resilience research and Truebridge's work in resilience research consistently identify the three protective conditions that schools can intentionally create to tap into a student's resilience: caring relationships; high expectations; and opportunities to participate and contribute.  Once again, the crucial insight is that resilience is not a fixed trait children either have or lack.  All children have the capacity for resilience. The question isn't whether a child has resilience. The question becomes, "has it been tapped?" A child's resilience is often activated or suppressed by the conditions schools create. Additional research around resilience indicates:

- Academic engagement, resilience, and self-regulation together predict 72% of the variance in academic performance *(Salman et al., 2024)*
- Students who have had their resilience tapped sustain motivation in the face of adversity—the primary protective factor against dropout *(Benard, 2004; Truebridge, 2014)*
- Across 74% of resilience intervention studies, significant increases in resilience are reported, with 30% showing reduced anxiety and depression *(Llistosella et al., 2023)*

## Purpose and Meaning in Learning

William Damon's (2008) work at the Stanford Center on Adolescence defines purpose as a stable intention to accomplish something both personally meaningful and of consequence beyond the self.

- Only approximately 20% of adolescents report a clear sense of purpose—yet those who do show markedly better outcomes across every educational domain *(Damon, 2008)*
- Students with a stronger sense of purpose achieve higher GPAs, earn more credits, and demonstrate greater persistence over time *(Damon, 2008)*
- Purpose is particularly protective in high-adversity contexts, making it an equity priority, not an enrichment extra *(Damon, 2008)*

## What These Frameworks Share

Despite their different starting points—organizational, developmental, and motivational—all three frameworks converge on the same foundational conditions. Caring, attentive relationships between adults and students emerge as the single most consistent protective and motivational factor across the entire evidence base. Resilience, wellbeing, and purpose are not fixed traits; they are activated or suppressed by the environments schools deliberately create. And in each framework, schools that create the conditions for children to thrive find that those same conditions support adult wellbeing, reduce burnout, and improve retention.

Schools that educate the whole child—attending to health, safety, engagement, support, challenge, resilience, and purpose—produce better outcomes for students, better outcomes for staff, and better schools for communities.





# Standing on the Shoulders of Giants

The future of education is built by honoring those who first dared to imagine it differently.

The *New* Whole Child Model did not emerge in isolation. Rather, it stands upon more than a century of educational philosophy, developmental theory, and research dedicated to understanding the full complexity of human growth and learning.

Long before the phrase “whole child” entered educational vocabulary, influential thinkers challenged the prevailing notion that schooling existed primarily to transmit academic knowledge. Instead, they envisioned education as the development of the whole person.

John Dewey argued that education should prepare individuals not merely for work, but for democratic participation, reflective thinking, and meaningful engagement with society. Maria Montessori emphasized the intrinsic capacity of every child to grow through curiosity, independence, and carefully prepared environments that honored individual development. James Comer demonstrated that children's academic success cannot be separated from their social, emotional, physical, and developmental well-being, fundamentally reshaping conversations about school climate and child development.

Together with countless researchers, educators, psychologists, and practitioners, these pioneers helped establish enduring principles:

- Human development is multidimensional.
- Learning cannot be separated from relationships.
- Achievement cannot be separated from well-being.
- Development cannot be reduced to test scores.

## If the Student Were Truly at the Center of the System, What Could We Achieve?

*“If decisions about education policy and practice started by asking what works for the child, how would resources time, space, and human—be arrayed to ensure each child’s success?*

*If the student were truly at the center of the system, what could we achieve?”*

This question, asked by the Commission of the Whole Child (ASCD) in 2007, represented a significant shift in educational thinking. It moved schools beyond viewing students primarily through the lens of academic performance and instead encouraged educators to recognize the interconnected nature of learning, health, relationships, and development. Rather than assuming that the child should adjust to school and its conditions, it began asking what and how the school and its community should adjust to suit the child.

The Commission and the Whole Child Initiative that

followed elevated many of these longstanding ideas into a coherent framework that has since influenced educational policy and practice around the world. The framework was organized around the principles that every child should be healthy, safe, engaged, supported, and challenged.

Its influence cannot be overstated.

The Whole Child movement helped transform how schools think about student success. It broadened educational priorities, influenced school improvement efforts, informed leadership practices, and reminded educators that children flourish when the conditions surrounding learning support the whole person.

The *New* Whole Child Model begins with deep gratitude for this legacy.

It does not seek to replace the Whole Child movement.

It seeks to extend its promise.

As our understanding of neuroscience, resilience, purpose development, spirituality, and human flourishing has expanded, so too has our understanding of what it means to educate the whole child. The central question has remained remarkably consistent:

What does this child need to flourish?

Today, however, that question invites us to look even more deeply—not only at the external conditions that support development, but also at the deeper internal dimensions of human experience through which individuals create meaning, develop identity, cultivate purpose, and ultimately contribute to something greater than themselves.

That is where the *New* Whole Child Model begins.





# Educating The New Humanity™

The *New* Whole Child Model began with a question: Is our current understanding of the whole child sufficiently whole for the world our children are inheriting? Throughout this brief, that question has led us beyond the boundaries of traditional educational success. It has invited us to consider not only what students know and can do, but who they are becoming. It reinforces that resilience is not as a fixed trait, but rather the dynamic process through which individuals and environments interact to support growth amid adversity, challenge, and the everyday stressors of life. And it has offered human flourishing, not achievement alone, as a more complete horizon for education.

The *New* Whole Child Model does not ask education to abandon what it has learned. It asks education to bring that learning into fuller alignment with what humanity now requires.

## From Resilience to Purpose: The Developmental Journey of Human Becoming

*"Education reaches its highest purpose not when it simply prepares people to make a living, but when it helps them discover a life worth living."*

The *New* Whole Child Model is grounded in a simple but profound understanding of human development. People are not born with a fully formed sense of purpose. Nor do they discover it in a single defining moment. Purpose develops. It emerges gradually through lived experience, supportive relationships, reflection, adversity, and opportunities to contribute. Like resilience itself, purpose is developmental. It unfolds over time.

Understanding this progression is essential because it shifts how we think about education. Purpose is not something educators can assign. It cannot be written into a lesson plan, measured on a standardized assessment, or mandated through a curriculum. Instead, purpose grows when schools intentionally create the conditions that allow young people—and adults—to discover who they are becoming.

This understanding moves purpose from being an educational outcome to becoming a developmental process.

Within the *New* Whole Child Model, healthy development begins inward but does not stay there. Self-awareness deepens into identity, identity creates meaning, and meaning gives rise to purpose—a purpose that gradually turns the individual outward, toward others. This is where altruism emerges, not as a separate act of kindness or a call to self-sacrifice, but as a developmental capacity that grows from an integrated self. Individuals who feel a grounded sense of identity, belonging, and care become increasingly able to offer the same to others. Altruism, in this sense, is not the erasure of self—it is the expansion of self toward others, moving in turn from empathy ("I see what you are experiencing") to compassion ("Your experience matters to me") to altruism itself ("I am willing to act in ways that support your well-being and the greater good").

This same inward-to-outward arc mirrors Maslow's later thinking on transcendence— the movement beyond personal fulfillment toward service, unity, and contribution to something greater than oneself. It is why the *New* Whole Child Model extends the original five tenets of Healthy, Safe, Engaged, Supported, and Challenged with a 6th:  Altruistic. Where the first

five create the conditions for a child to grow, the 6th asks what that growth is ultimately for. Self-actualization asks, "How can I become fully myself?" Transcendence asks, "How can becoming fully myself allow me to contribute more fully to others?" Altruism is purpose expressed through relationship, spirituality expressed through action, and resilience extended toward the flourishing of others. It's not the scale of the act that matters, but its orientation toward the greater good.

**FIGURE 7**

*The Developmental Spiral of Human Becoming*








# EDLINKS®

EDLINKS® exists to help schools, districts, and the communities and systems that support them put resilience-aligned practices and evidence of positive impact into practice. Translating the New Whole Child Model from framework into the daily culture of a school, its educators, and its community perfectly reflects this focus and expertise.



| Contact | | |
|---|---|---|
| **Sara Truebridge, Ed.D.** | **Founder & CEO** | **s.truebridge@edlinks.com** |
| **Sean Slade, M.Ed.** | **Chief Impact & Innovation Officer** | **s.slade@edlinks.com** |
| **EDLINKS®** | **www.edlinks.com** | |



Every child deserves a school that sees the whole of who they are.

# References


ASCD (Association for Supervision and Curriculum Development). (2007). *The learning compact redefined: A call to action*. ASCD.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). *The economic value of social and emotional learning*. Center for Benefit-Cost Studies in Education, Teachers College, Columbia University.

Benard, B. (2004). *Resiliency: What we have learned*. WestEd.

Comer, J. P. (1980). *School power: Implications of an intervention project*. Free Press.

Damon, W. (2008). *The path to purpose: Helping our children find their calling in life*. Free Press.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press. (Original work published 1946).

Gallup. (2016). *Gallup student poll: Engaged today ready for tomorrow*. Gallup, Inc.

Llistosella, M., Goni-Fuste, B., Martín-Delgado, L., Miranda-Mendizabal, A., Franch Martinez, B., Pérez-Ventana, C., & Castellví, P. (2023). Effectiveness of resilience-based interventions in schools for adolescents: A systematic review and meta-analysis. *Frontiers in Psychology*, 14, 1211113.

Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396.

Maslow, A. H. (1969). Various meanings of transcendence. Journal of *Transpersonal Psychology, 1*(1), 56–66.

McDermid, C. D. (1960). How money motivates men. *Business Horizons*, *3*(4), 93–100. https://doi.org/10.1016/S0007-6813(60)80034-1

Miller, L. (2015). *The spiritual child: The new science on parenting for health and lifelong thriving*. St. Martin's Press.

Miller, L. (2021). *The awakened brain: The new science of spirituality and our quest for an inspired life*. Random House.

Montessori, M. (1912). *The Montessori method* (A. E. George, Trans.). Frederick A. Stokes Company.

Salman, H. D., Mahdad, A., Khalifa Al-Hashmy, R. N., & Manshaee, G. (2024). Predicting students' academic performance based on academic self-concept, academic resilience, academic engagement, emotional self-regulation, and self-esteem. *Journal of Adolescent and Youth Psychological Studies, 5*(12), 31–40.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171.

Truebridge, S. (2014). *Resilience begins with beliefs: Building on student strengths for success in school*. Teachers College Press.

The New Whole Child Model brings together whole child education, resilience theory, meaning, purpose, spirituality, transcendence, and altruism in a unified framework for human development. It invites schools to consider not only what students know and can do, but who they are becoming—and how education can help every person contribute to the greater good.

Every child deserves a school that sees the whole of who they are.

EDLINKS™

EDLINKS® PRESS

*Educating The New Humanity™*
to Awaken and Lift Humanity
to See Good. Do Better.