




Now What?
Building Resilience in Students





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Questions

1. Why is understanding resilience important in your role?
2. Do you regularly talk about resilience?
3. Do you help your students connect what they are asked to do with resilience and growth?

2

What is resilience?

3

Think of someone
in your life that
you would call
resilient.

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Resilience Analysis

- Why do you consider them resilient?
- What behaviors did they display?
- Do you think the context in which they experienced contributed to their resilience?
- Do you think they were born resilient?
- What kind of self-talk do you think they had?
- What developed their self-talk?

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Learned Helplessness



“My behavior doesn’t matter...”

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Optimism



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The Rational Optimist



(Achor, 2013)

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Effort = Outcome



“My behavior matters...”

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What can you do about it?



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What's your theory?



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What is wrong with kids these days?
vs.
What do kids need these days?

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What is the goal?



Acceptance vs. Growth

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What is emotional health?

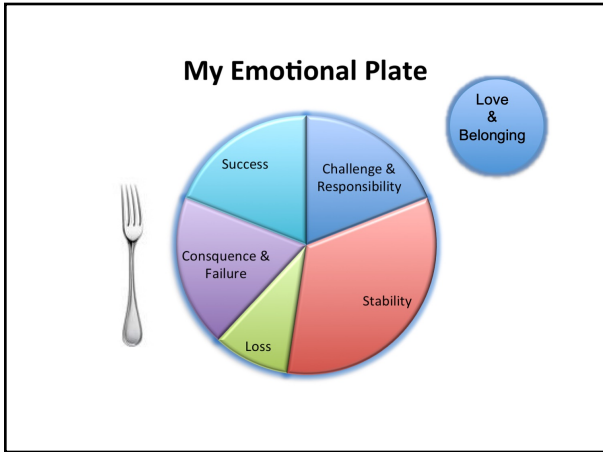


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Nutrition



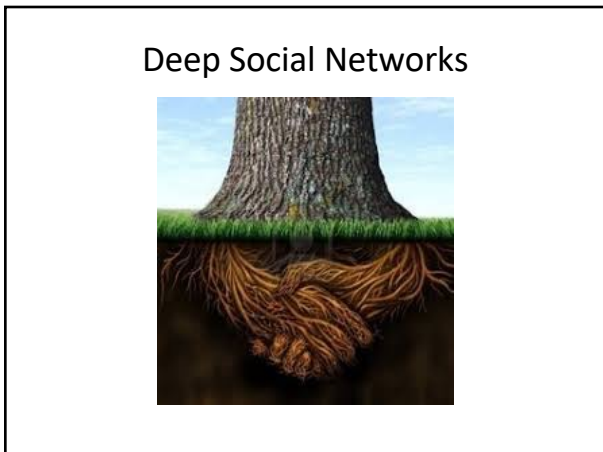
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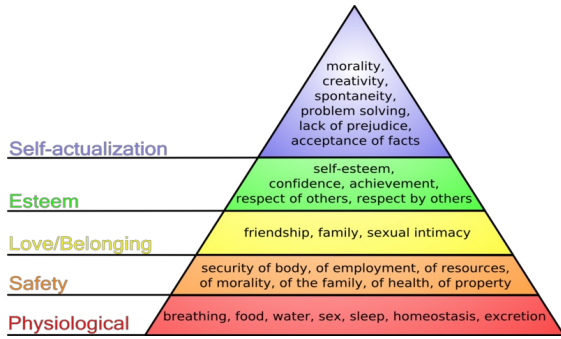
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Learning and growth takes place in the context of relationships.



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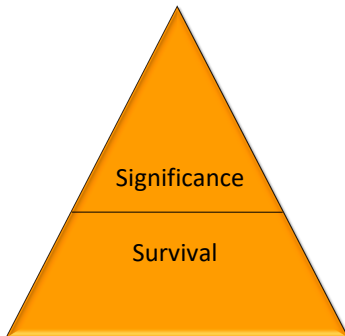
Maslow's Hierarchy of Needs



Berk, L. E. (2008). Infants, children, and adolescents (8th ed.). Boston: Pearson. ²⁰

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Harris' Hierarchy of Needs



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Consistency vs. Intensity



Dinner vs. Disney

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Positive Childhood Experiences (PCEs)

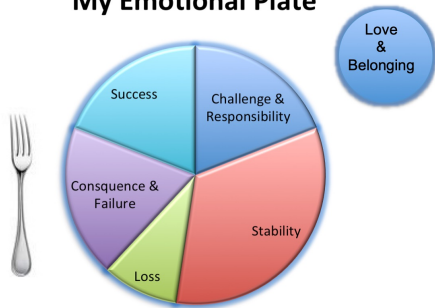
- Able to talk with family about feelings
- Family stood by them in difficult times
- Enjoyed community traditions
- Belonging in high school
- Supported by friends
- At least 2 non-parent adults who took genuine interest
- Felt safe & protected at home



Bethell, Jones, Gomgojav, Linkenbach, Sege (2019)

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My Emotional Plate



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Stability

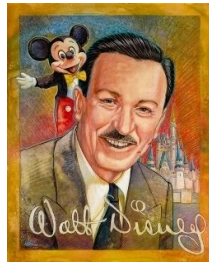
- Schedule
- Discipline
- Affection
- Predictability



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Environmental Design (WWDD)

- Visual Aids
 - Environmentally Specific
 - Child Specific
 - Simple
- Organize Stuff
- Shows Child Ownership
- Do you have areas for different needs?
 - Alone Areas
 - Social Areas



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Setting Analysis

1. What do you want?
2. What works?
3. Inconsistencies
4. Challenges



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Playground

<p>What do we want?</p> <ul style="list-style-type: none"> - Playing by rules that apply to all and safety (playground) - rules are consistent - Staff zone for supervision - Materials fixed - enough equipment - Equipment put away - Well maintained area - Trash bags in cans at all times / cleaned - extra bench in field area - Key to door closest to playground - Water fountain - grade specific schedule zones for kids <p>In consistency:</p> <ul style="list-style-type: none"> - Not everyone follows same rules - Some teachers are not supervisors - dumpster (cardboard) - Not everyone uses walkway 	<p>What works?</p> <ul style="list-style-type: none"> - Kids contained - Variety of equipment - Open space - Walking track - Playground Work Nights <p>Challenges</p> <ul style="list-style-type: none"> - Keep area clean (trash, grass) - Public usage → YES!! - rules posted - volunteers flustered - cones & more - Bees - lighting - not enough - Varying ages on the playground @ the same time - Vandalism
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Expectations & Rules



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What does it mean to be successful?

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Identifying EXPECTATIONS

Select 3-5 behavior expectations

- BROADLY Stated
- Applies to ALL People in ALL Settings
- Positively Stated
- Aligned with Mission
- Specific Enough to Develop Guidelines



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TEACHING IT

- Model (Monkey See)
 - Mirror Neurons
- Practice in Context
 - Neuro-Association
- Multiple Sensory Input
 - Integration



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Skill vs. Motivation



“Is there anything else that you need to be successful?”

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Lesson Plan Activity

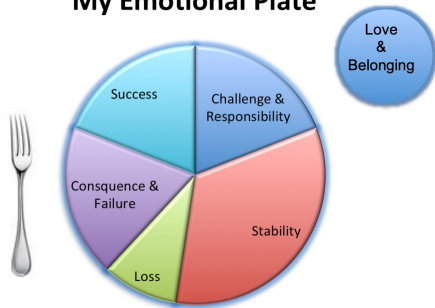
1. Identify the area
2. Identify when to teach
3. Identify how to teach
4. Identify measure for effectiveness

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Don't do for,
do with & teach how!

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My Emotional Plate



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Challenge & Responsibility

- Chores
- Projects
- Ownership
- Leadership



If it doesn't challenge me it doesn't change me.

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Entitlement



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The Good Ol' Days



Do I add value?

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The Rational Optimist



(Achor, 2013)

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Effort = Outcome



“My behavior matters...”

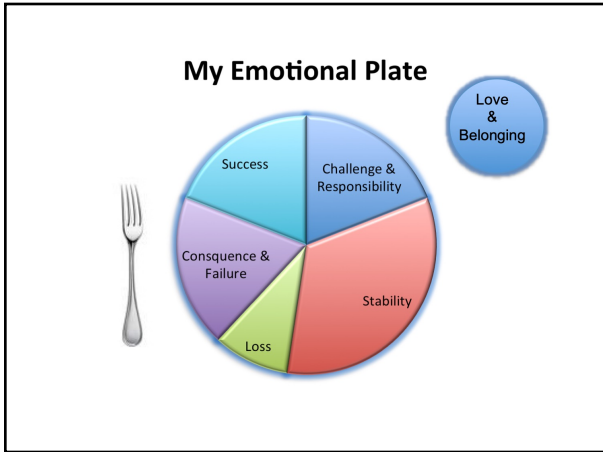
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Behavioral Muscle

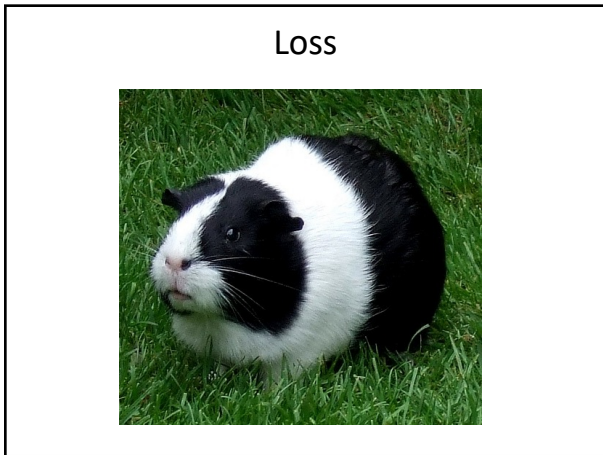


“I can!”

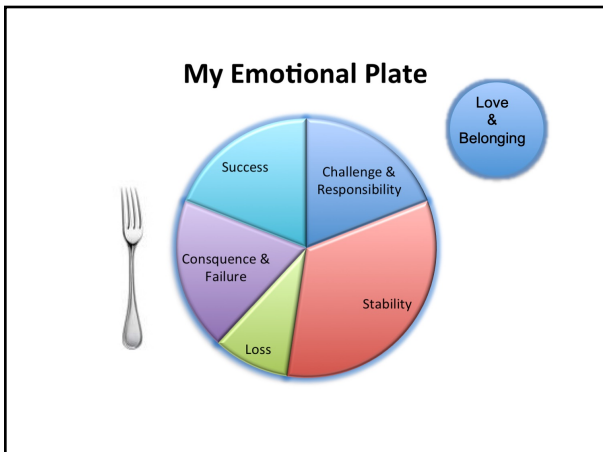
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Failure & Consequence

- Natural & Logical
- The Power of Pain
 - Motivate
 - Shape
 - Cope
 - Skills




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The Madden Approach



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My Emotional Plate



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Success

Finishing -- Accomplishment -- Creating Success



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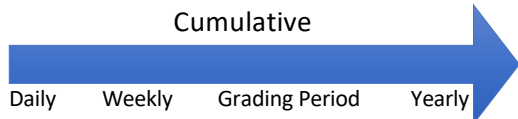
Feedback & Acknowledgement Systems



If it is important enough to teach & punish, it is important enough to acknowledge!

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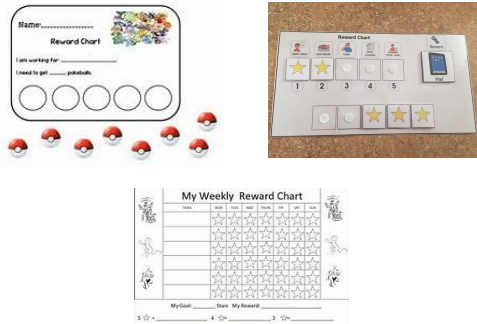
Continuum of Feedback



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Progressive Earning System



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Exercise a Signature Strength



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Effort = Outcome



“My behavior matters...”

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Grit - Perseverance and passion for long term goals.

Duckworth, A. (2016). *GRIT: The power of passion and perseverance*. New York: Scribner.

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Psychological Assets of Grit

- Interest
- Practice
- Purpose
- Hope

Duckworth, A. (2016). *GRIT: The power of passion and perseverance*. New York: Scribner.

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Interest

- Sharpens between 13 to 15 years old.
- Triggered multiple times.
- External feedback adds emphasis.

Duckworth, A. (2016). *GRIT: The power of passion and perseverance*. New York: Scribner.

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Practice

- Early Adulthood
- Deliberate Practice
 - Defined Stretch Goals
 - Concentration & Effort
 - Immediate & Informative Feedback
 - Repetition with Reflection & Refinement

Duckworth, A. (2016). *GRIT: The power of passion and perseverance*. New York: Scribner.

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Purpose

- Can precede or parallel practice.
- Other mindedness
- Adding Value

Duckworth, A. (2016). *GRIT: The power of passion and perseverance*. New York: Scribner.

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Hope

- The expectation that our own effort can improve our future.
- Fall seven, rise eight!
- Response to failure
- Relates to Mindset

Duckworth, A. (2016). *GRIT: The power of passion and perseverance*. New York: Scribner.

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Enhancing Grit

- Refine Interests
- Build Deliberate Practice
- Connect with Meaning
- See Stress & Failure as Growth

Duckworth, A. (2016). *GRIT: The power of passion and perseverance*. New York: Scribner.

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Build new patterns!

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Be a Scientist



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Make things
just a little
better.

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