



Resilience

What We Will Know and Do

- Understand the components of resilience.
- Leave with strategies or techniques that you could try in the classroom to support your students in developing resilience.

Resilience Defined

Resilience is the process of adapting well in the face of adversity, trauma, threat of significant sources of stress - such as family and relationship problems, serious health problems or workplace and financial stressors.

American Psychological Association

Characteristics of Resilient People

- The ability to set goals
- Close and secure attachment to others
- A sense of self-efficacy and perceived control
- Good self-awareness and emotional management
- The ability to express gratitude and appreciation
- Adaptable

A Lesson on Resilience



Adversity

"It's your reaction to adversity, not adversity itself that determines how your life's story will develop."

– Dieter F. Uchtdorf

Discussion

Why is it becoming harder for young people to bounce back after setbacks?

As we proceed, think about some ways that you can help your students or children bounce back.





Strategies for Fostering Resilience

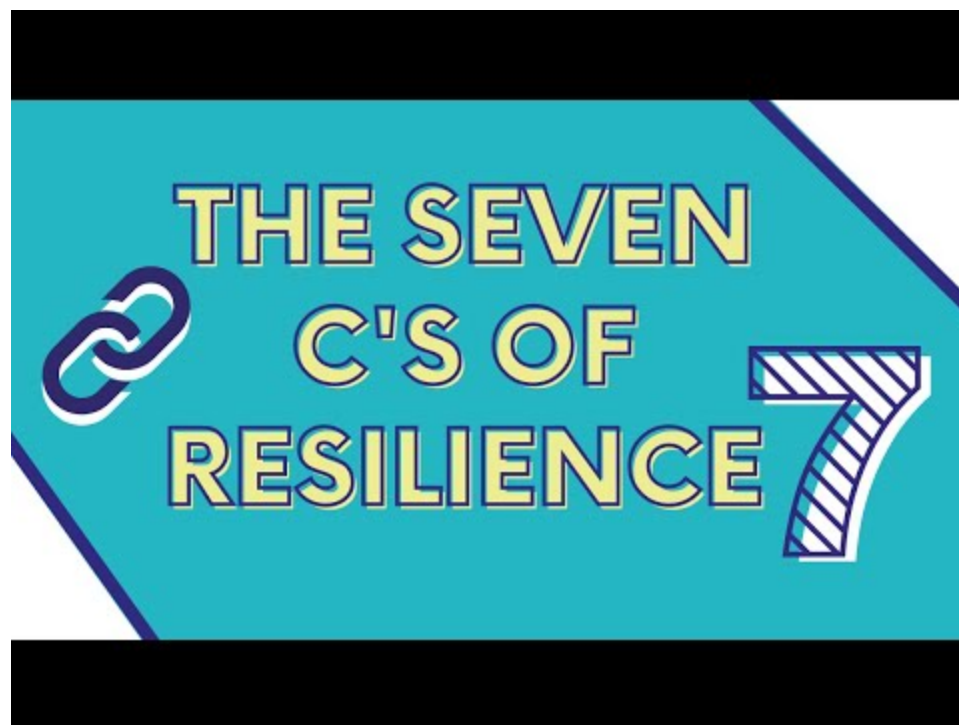
Activity: Everyday Strategies for Building Children's Resilience

What are things that you do in your classroom every day that help build your student's resiliency?



The 7 Cs of Fostering Resilience

- Confidence
- Competence
- Connection
- Character
- Contribution
- Coping
- Control



Confidence & Competence

- Focus on strengths
- Provide Behavior Specific Praise
- Set goals to gives a sense of accomplishment, hope, competence, and confidence
 - Personal Goals
 - Contribution Goals
 - Collective Goals

Change in Mindset

Resilience incorporates a shift from a problem-based deficit model to a strengths-based one.

This model of resilience is positive, protective, and preventive.

Growth Mindset



What Does this Change Look Like?

- I can succeed at this
- My ability and confidence grow with effort
- Challenge is inevitable for success
- This work is in line with my interests, values, or goals
- I belong in this academic community

High School Example of Behavior Specific Praise



Daniel



Ms. Fischer

Connection

- Allow students to express emotions
- Help students work to resolve conflicts
- Encourage children to develop close relationships

Character & Contribution

- Teach empathy
- Serve Others
 - General:
<https://www.randomactsofkindness.org/kindness-ideas>
 - For Educators:
<https://www.randomactsofkindness.org/for-educators>

Empathy



Coping & Control

- Making self-care a priority
- Practice self-compassion
- Meditation: [Body Scan](#)
- Breathing: [Mindful breathing](#)
- Relaxation: [Guided Imagery](#)

Research on Mindfulness

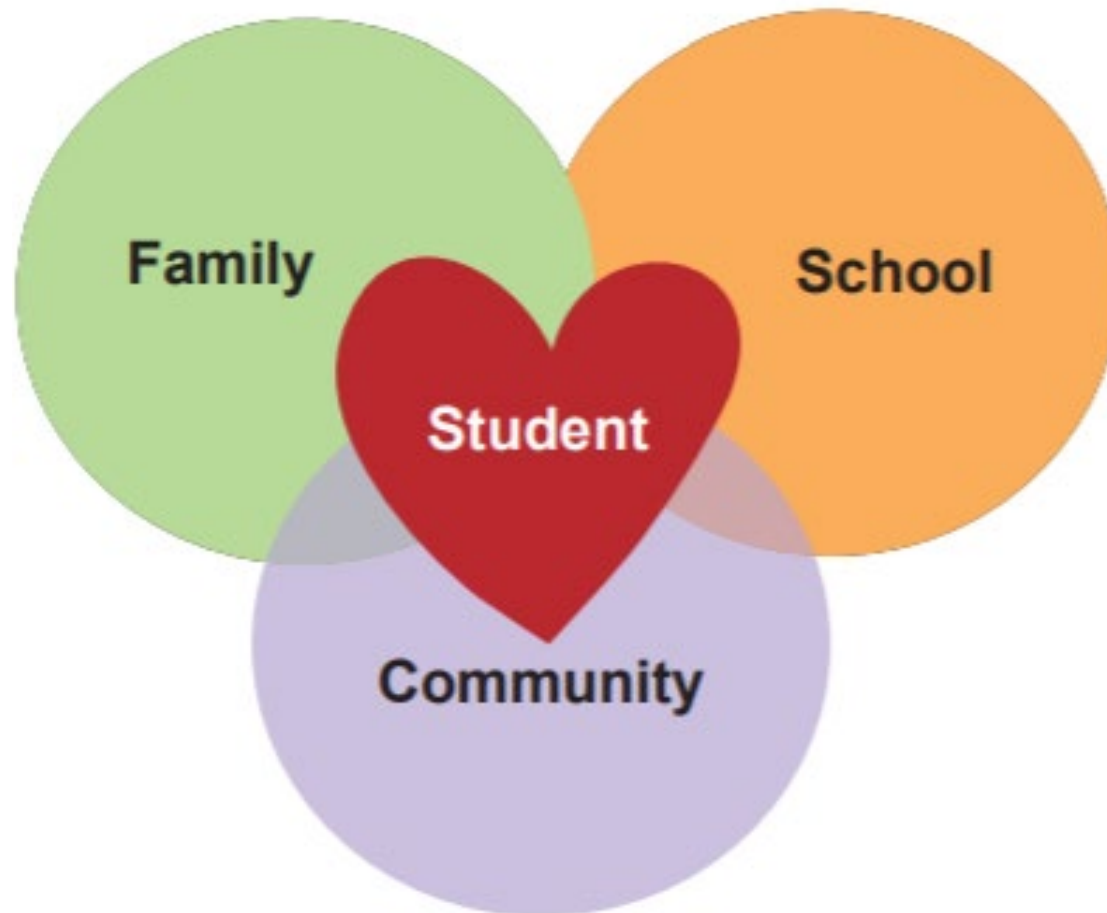
- Enhanced memory
- Increased ability to concentrate
- Increased ability to use attention to regulate emotion
- Increased ability for empathy and compassion
- Reduced distress and increased positive affect
- Brain changes that support emotion regulation

Increased density in the hippocampus after 8 weeks of MBSR compared to controls. Hölzel et al. 2008

Four Beliefs that result in students perseverance

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.

It Takes a Village



Team Talk: Review the “How”

**Are we ready to
engage in the
work?**

***How will we begin
implementation of
the work?***

***Fill this in on your
Action Plan under
“Objectives and
Action Planning”***



References/Resources

Random Acts of Kindness Foundation:

<https://www.randomactsofkindness.org/>

Self-Compassion: Dr. Kristin Neff

<https://self-compassion.org/the-three-elements-of-self-compassion-2/>

Greater Good in Action:

https://ggia.berkeley.edu/?_ga=2.30317439.115042320.1589503978-286002487.1589382464

Increased density in the hippocampus after 8 weeks of MBSR compared to controls. Hölzel et al. 2008