Fostering Resiliency

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“The problem is not that there are problems. The problem is expecting otherwise, and thinking that having problems is a problem.”

–Dr. Theodore Rubin-

Beautiful Oops

By Barney Saltzberg
Resiliency

“The truth is that our finest moments are most likely to occur when we are feeling deeply uncomfortable, unhappy, or unfulfilled. For it is only in such moments, propelled by our discomfort, that we are likely to step out of our ruts and start searching for different ways or truer answers.”

-M. Scott Peck-
Resilience… What is it?

• Capacity to respond to pressures and tragedies quickly, adaptively, and effectively

• Capacity to rise above difficult circumstances, allowing children to exist in this less-than-perfect world, with moving forward with optimism and confidence

• Mindset children need to view challenges as opportunities for growth rather than catastrophes

“Competence is the ability or know-how to handle situations effectively. It is not a vague feeling or hunch that “I can do this.” Competence is acquired through actual experience. Children can’t become competent without first developing a set of skills that allows them to trust their judgments, make responsible choices, and face difficult situations.”

7 C’s of Resilience

Confidence

“True confidence, the solid belief in one’s own abilities, is rooted in competence. Children gain confidence by demonstrating their competence in real situations. Confidence is not warm-and-fuzzy self-esteem that supposedly results from telling kids they’re special or precious. Children who experience their own competence and know they are safe and protected develop a deep-seated security that promotes the confidence to face and cope with challenges. When parents (educators) support children in finding their own islands of competence and building on them, they prepare kids to gain enough confidence to try new ventures and trust their abilities to make sound choices.”

7 C’s of Resilience

**Connection**

“Children with close ties to family, friends, school, and community are more likely to have a solid sense of security that produces strong values and prevents them from seeking destructive alternatives. Family is the central force in any child’s life, but connections to civic, educational, religious, and athletic groups can also increase a young person’s sense of belonging to a wider world and being safe within it.”

7 C’s of Resilience

Character

“Children need a fundamental sense of right and wrong to ensure they are prepared to make wise choices, contribute to the world, and become stable adults. Children with character enjoy a strong sense of self-worth and confidence. They are more comfortable sticking to their own values and demonstrating a caring attitude toward others.”

7 C’s of Resilience

Contribution

“It is a powerful lesson when children realize that the world is a better place because they are in it. Children who understand the importance of personal contribution gain a sense of purpose that can motivate them. They will not only take actions and make choices that improve the world, but they will also enhance their own competence, character, and sense of connection. Teens who contribute to their communities will be surrounded by reinforcing thank-yous instead of the low expectations and condemnation so many teens endure.”

“Children who learn to cope effectively with stress are better prepared to overcome life’s challenges. The best protection against unsafe, worrisome behaviors may be a wide repertoire of positive, adaptive coping strategies.”

7 C’s of Resilience

Control

“When children realize they can control the outcomes of their decisions and actions, they’re more likely to know that they have the ability to do what it takes to bounce back. On the other hand, if parents (educators) make all the decisions, children are denied opportunities to learn control. A child who feels “everything always happens to me” tends to become passive, pessimistic, or even depressed. She see control as external – whatever she does really doesn’t matter because she has no control of the outcome. But a resilient child knows that she has internal control. By her choices and actions, she determines the results. She knows she can make a difference, which further promotes her competence and confidence.”

Which “C”

- Which area(C) do you feel is the most pertinent for students to develop? Why?
- Which area(C) do you feel the students at your school are lacking most? Why?
- Can resilience be learned?

“… a growth mindset is a resilient mindset.”

Fostering Competence & Confidence

• Getting out of the way
• Feedback = .73 Effect Size
  • Praise the effort, not the end result (unconditional acceptance)
  • Criticism should be specific to the behavior, offer expected outcomes, and recognize strengths
• Define what authentic success means to student and parent
• Help them think through the process and avoid lectures
• Not seeing a student as “broken”
  • (Not labeling student = .61 Effect Size)
• Catch them being good or focus on what they did right today
• Set reasonable expectations
• Failure Wall
• Reframe limitations into possible strengths
Hattie’s Visible Learning

What Works Best in Raising Student Achievement?

- Student visible learning: 1.44
- Formative teacher evaluation: 0.90
- Acceleration: 0.88
- Feedback: 0.73
- Metacognitive strategies: 0.71
- Direct instruction: 0.69
- Peer tutoring: 0.59
- Parental involvement: 0.55
- Questioning: 0.51
- Writing programs: 0.48
- Cooperative learning: 0.48
- Integrated curriculum: 0.41
- Computer-assisted instruction: 0.39
- Inquiry-based teaching: 0.31
- Homework: 0.29
- Individualized instruction: 0.25
- Summer school: 0.25
- Class size: 0.21
- Co-Team teaching: 0.19
- Mentoring: 0.14
- Ability grouping: 0.12
- Teacher subject matter knowledge: 0.10
- Summer vacation: 0.09
- Retention: 0.16
- Television: 0.18

How do we know what has the most impact?

>0.40 = student learning accelerates
0.40 = students learn a year’s worth of academic material over the course of one school year
0.00 = no effect on student learning
<0.00 = student learning is negatively affected
Fostering Connection, Character, and Contribution

- Teacher-student Relationship = .72 Effect Size
- You take the nice chair
- Cultivate a worthy mindset
- Encourage interdependence, not independence
- Listening vs. waiting to talk
- Teach by example and recognize acts of kindness
- Be human
- Promote grit
- Opportunities to serve: Turn Outward (small everyday)
- Put down the electronics – EDD Score
Fostering Coping

• 10-Part Stress Reduction Plan
  • Identify and then address the problem
  • Avoid stress when possible
  • Let some things go
  • Contribute to the world
  • The power of exercise
  • Active relaxation
  • Eat well
  • Sleep well
  • Take instant vacations
  • Release emotional tensions
Fostering Control

• “Flip the Switch” – Think and act differently (Moore, 2014)
  • Combat denial and acknowledge that there is a problem
  • Ask yourself the Flip the Switch question: How can I use this?
  • Do the opposite of what people would normally do in a similar situation
  • Pay attention to how you feel inside when you decide to Flip the Switch
• Be authoritative
• Create acceptable boundaries and appropriate consequences
• Offer acceptable choices
• Delay gratification
• Set goals, take action: use resources. Goals = .55 Effect Size
  • Take control of the next second, minute, hour: Small Win
• Realize what is out of our control
Conclusion

“Resilient people walk side by side with their anxieties and fears and continue to produce.”

“There is honor in pressing through even the worst of circumstances.”

Resources


