Facilitator’s Guide

Presentation Guidelines

This PowerPoint presentation is designed to be delivered as a full day, 6-hour workshop that meets the criteria for an in-service training for educational personnel. The training day will include two 15-minute breaks, to be given at the facilitator’s discretion, and a one-hour lunch. The presentation content has been designed to be presented in 4½ hours. Appropriate participants would include the following educational professionals: administrators, school psychologists, teachers, counselors, resource teachers, school nurses, and interested parties of the special education team (speech and language pathologists and occupational therapists.) Interaction and group discussion is encouraged among the participants. Discussion questions are included to facilitate discussion; however, the facilitator should feel free to add questions to clarify or solidify a topic.

Training Objectives are as Follows:

1. Learn the concept and definitions of resiliency
2. Examine why it is important to study resiliency as an educator
3. Review a snapshot of risks students face
4. Discuss current resiliency research
5. Learn specific strategies to develop and support resiliency in your students

CD-ROM

The CD-ROM includes the PowerPoint presentation, participant handouts, a facilitator evaluation form, information on how to deliver the presentation, background reading material, and general information for discussion questions. The minimum computer requirement to run this CD is 11 MB and the installation of Microsoft

Background Knowledge Needed

The facilitator needs to have a basic understanding of the concept of resiliency, its foundational theories, and its potential for practical application in the classroom and with students. It is recommended that the facilitator become familiar with the content covered in this project, refer to the reference list for additional background information, review the facilitator notes and complete the pre-reading available on the CD.

Materials

Prior to the presentation, the facilitator will need to gather the following materials:

- **Worksheets:**
  - Print copies of the following handouts for each participant. Handouts can be obtained from the CD-ROM under the file Participant Handouts.
    - The Power of Resiliency: Participant Handouts
    - The Resiliency Quiz
    - Workshop Evaluation Form
    - Print copies of the Facilitator’s Notes to use during the presentation
    - Discussion Questions
• Computer
  ▪ Access to a computer with the minimum software application of Microsoft PowerPoint 2000 is required.

• Projector
  ▪ A LCD projector that is compatible with the above mentioned computer will be needed to present the PowerPoint Slides.

• General office supplies
  ▪ Pens/pencils, notebook paper, and a self-stick name tag should be provided

• Presentation Room
  ▪ A room should be obtained that is large enough to comfortably hold the participants. Preferably, the room would be set-up with the facilitator at the front of the room with a table and portable microphone (if deemed necessary). The participants would be seated around round tables facing the facilitator.
Facilitator’s Notes

Discussion Questions

Facilitator Directions: Discussion should last 10-15 minutes per discussion questions. Participants are instructed to break into small groups of 4 to 5 to answer the discussion questions. After each group has completed the questions, the facilitator should write down their responses on a large post-it flip chart. Each successive group is requested to only share what has not already been reported by another group. This technique will speed up the sharing time by eliminating repeated answers. Participants are encouraged to write down their answer as well as any other answer they found valuable.

Discussion 1, Slide #3:

• Questions
  o How would you describe someone who is resilient?
  o How do individuals develop resilient qualities?

• Discussion Points
  o Participants identify specific characteristics/traits they would identify as resilient, such as positive, able to bounce back after difficult circumstances, courageous, etc.
  o Participants are asked to think about what makes people resilient, for example, is it their circumstances, family, genetics, upbringing, personal perseverance, etc?

Discussion 2; Slide #17

• Questions
  o Which, if any, of these external developmental assets surprised you?
**Discussion Points**

- Participants discuss any assets that they had not believed in the past to be such a powerful factor in building resiliency.

- Educators are given an opportunity to go from theory to application by asking the participants to name at least one developmental asset they are not currently promoting in their classroom or interaction with their students and how they could start promoting this asset.

Facilitator note: On this slide, click on the hyperlink: www. [http://www.search-institute.org](http://www.search-institute.org); click on the tab “What Kids Need” on the top of the page”; click on the drop down menu item “Developmental Assets”; click on “Read the List of Assets” under What are Developmental Assets?; Choose View under the correct age group; choose an external asset and click on take action. Ideas for how to build that developmental asset will pop-up and can be read to the participants. This hyperlink can be accessed on those slides discussing developmental assets.

Discussion #3, Slide # 21

**Questions**

- Which, if any, of these internal developmental assets surprised you?

- Which of these assets would you like to focus more on developing in your students?

- What are some strategies you could begin to implement?
• Discussion Points
  o Participants discuss any assets that they had not believed in the past to be such a powerful factor in building resiliency.
  o Educators are given an opportunity to go from theory to application by asking the participants to name at least one developmental asset they are not currently promoting in their classroom or interaction with their students and how they could start promoting this asset.

Facilitator note: On this slide, click on the hyperlink: www. http://www.search-institute.org; click on the tab “What Kids Need” on the top of the page”; click on the drop down menu item “Developmental Assets”; click on “Read the List of Assets” under What are Developmental Assets?; Choose View under the correct age group; choose an external asset and click on take action. Ideas for how to build that developmental asset will pop-up and can be read to the participants. This hyperlink can be accessed on those slides discussing developmental assets.

Discussion #4, Slide #36

• Question
  o What are some ways you can increase and support connections between students and persons or activities?

• Discussion Points
  o Discuss ways in which participants may encourage students to join clubs or ways in which they can personalize their interactions with their students to demonstrate care and concern for their students as individuals.

Discussion #5, Slide #39
• Question
  o What are some examples of how you can effectively set boundaries/rules in the classroom?

• Discussion Points
  o Discuss techniques for setting rules and boundaries with individual students and the classroom. Discuss discipline strategies that would help to make students feel safe and secure in the classroom.

Discussion #6, Slide # 41

• Question
  o What are some life skills you value as important to model for your students or include in your curriculum development?
• Discussion Points
  • Participants are encouraged to discuss their own life skills that have helped them during times of adversity or stress. Discuss life skills that could be enhanced during class instruction and in their relationships with their students.

Discussion #7, Slide 43

• Question
  o What are some ways you can demonstrate caring and support toward your students?

• Discussion Points
  o Participants discuss practical ideas for showing support and concern to their students. How does demonstrating support and concern affect how they structure their learning environment? Discuss teaching techniques that demonstrate how to value different interests, learning needs, and backgrounds.

Discussion #8, Slide 45

• Question
  o What do you say or do that communicates your high expectations to your students?

• Discussion Points
  o Participants discuss specific techniques they use to express their expectations to their students? How do teachers promote a “can do” attitude in their classroom?

Discussion #9, Slide 47

• Question
• What are some strategies you use to encourage and increase participation with your students?

• Discussion Points
  • Participants share how they encourage participation. For example, how do they ask students questions, make learning more experimental, and give students choices in their learning experiences.

Resiliency Quiz

Facilitator Directions: Pass out copies of “The Resiliency Quiz” to the participants and allow up to 5 minutes for completion. Inform the participants that the purpose of this quiz is to help them identify the protective factors they have developed to build resiliency.