THE POWER OF RESILIENCY

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THE POWER OF RESILIENCY

A Project

by

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Abstract

title: THE POWER OF RESILIENCY

by

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Over the last 20 years, interest in the transformational power of resiliency, for individuals who have experienced adversity, has increased. Researchers from a variety of fields have studied this phenomenon and discovered that resilient individuals possess a variety of protective factors, such as having an easy-going temperament, maintaining a sense of purpose, and participating in supportive relationships with others. Research to complete the literature review was conducted by searching journal articles, reading books, researching websites, and listening to a professional speaker. A review of the literature found that resiliency could be developed and supported through a variety of internal and external factors. An interactive training workshop was developed for education professionals to inform them on the concept of resiliency, explore the recent resiliency research findings, and present specific strategies and techniques personnel can implement to promote and encourage resiliency in students.

__________________________________________, Committee Chair
Dr. Catherine Christo

__________________________________________
Date
DEDICATION

To my husband, Dan and son, Mark

For their unending support, encouragement, and faith
ACKNOWLEDGEMENTS

I would like to thank and acknowledge the following people: my advisor, Dr. Catherine Christo for all her help in seeing this project through, and for my friend, Robin Wussow for her help in editing and for cheering me on.
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Chapter 1

INTRODUCTION

Background

Within the last 20 years, there has been an increased interest in the transformational power of human resilience (Goldstein & Brooks, 2005). Several longitudinal and developmental studies have followed children from birth to adulthood, who were living in high-stress conditions such as poverty and community violence; family disruption and abuse; parental alcoholism, mental illness and incarceration. The consistent and amazing finding is that most---usually around 70-75% of these young people—are able to experience life success (Benard & Slade, 2009). Resilience is now recognized as a process that everyone is capable of, and this capacity can be tapped into and even cultivated by those who can profoundly influence lives: educators. The Search Institute has conducted multiple research studies over the past 50 years and has discovered that the more developmental assets individuals have, the more likely they are to thrive and less likely to engage in high-risk behaviors. In addition, the majority of research suggests that resilient individuals are supported through a combination of internal and external factors that provide a sustaining resilient environment. This project describes resiliency, its benefits, and how educators can build environments and relationships to develop resiliency in students.
Statement of the Research Problem

The goal of this project is to compose a PowerPoint presentation that describes what resiliency is and how those working with students can promote resiliency in their classroom and in their relationships with students. This PowerPoint presentation is geared toward teachers, administrators, school counselors, and school psychologists: those personnel that have opportunities to interact with students on a consistent basis. The presentation is intended to provide specific strategies and techniques personnel can use to promote and encourage resiliency in their students. In addition, the presentation will discuss various research studies that support the transformational power of resiliency and how it can positively influence academic performance, promote positive attitudes, and lesson risky and maladaptive behaviors.

Theoretical Framework

Many students are under tremendous stress and some are responding better than others. Some of this stress is external, such as living in poverty, abuse, and family discord. And other stress is internal, such as low-self esteem, lack of interpersonal competence, and ineffective personal power. These combinations of stressors may contribute to students participating in risky behaviors and performing below their academic abilities. However, some students who are experiencing such adversity, bounce back even stronger and more resilient than before. What are some of the factors contributing to such a resilient response? Over the years, researchers have concluded that there are several protective internal and external factors that when present can greatly
influence resiliency (Deater-Deckard, Ivy, & Smith, 2005; Masten, 2001). Numerous research studies confirm the necessity of supportive relationships to build resiliency in individuals. In addition to extended family and community support, educators have ample opportunities to build such relationships with their students (Werner, 1995). Educators are in a unique position to employ certain proven teaching strategies and techniques to foster and increase resiliency in their students. Ultimately, as students’ resiliency increases, overall academic and life success will improve (Search Institute).

**Definition of Terms**

Except where noted, the definitions for the following terms are from a presentation by Sam Goldstein, Ph.D., keynote speaker at the California Association of School Psychologists Convention 2009 on resilience.

**Adversity:** an environmental condition that interferes with or threatens the accomplishment of appropriate developmental tasks.

**Developmental Assets:** a group of 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults (Search Institute).

**No Child Left Behind:** federal school reform legislation that aimed to increase school accountability for student learning, offer more choices for parents and students, create greater flexibility for schools in the use of funds, and emphasize early-reading intervention. ([http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html))
**Protective Factors:** reflect person, context or the interaction of these two, that predicts better outcome particularly in risky or adverse situations.

**Resilient:** capable of withstanding shock without permanent deformation or rupture; tending to recover from or adjust to misfortune or change (http://www.merriam-webster.com/dictionary/resilient).

**Resiliency:** A pattern of positive adaptation in the context of past or present adversity (Wright & Masten, 2005).

**Risk:** an elevated probability of an undesirable outcome.

**Risk Factor:** a measurable characteristic in a group of individuals or their situation that predicts negative outcome on a specific variable.

**Justification**

In today’s challenging and complex society, educators are not only charged with improving students’ academic performance, but also in providing classroom environments that support students’ emotional and social well-being. How this daunting task can be accomplished is examined in this project through considering the power of resiliency. Research studies support that one of the most powerful methods for building resilience in students is to build the number of developmental assets students’ possess. Longitudinal studies support that academic performance improves when students possess a greater number of developmental assets. These asset levels are twice as important in predicting achievement as demographic facts such as gender, family composition, socioeconomic status, or race/ethnicity. Students with a high level of assets (31-40) are
about 5 to 12 times as likely as those with few assets (0-10) to be successful in school (Search Institute). Therefore, it is imperative that educators have access to proven strategies and tactics to increase the number of developmental assets students possess.

**Limitations**

There are several limitations in this project. Although the concept of building resiliency is universal, this project limits its focus on educators and school personnel and the direct impact of building resiliency has had on the student population. The final result of this project is a training seminar, which includes a PowerPoint presentation, group discussion, activities, and handouts designed specifically for educators. However, this training has not yet been presented or evaluated for its effectiveness with educators. Therefore, the impact of this project is yet to be determined. This project is a combination of research studies and proven strategies presented in the literature primarily in the last decade and the studies evaluated were restricted to those completed in the Isle of Wight and the United States.
Chapter 2

REVIEW OF THE LITERATURE

Introduction

Researchers in a variety of fields have become increasingly aware of the transformational power of resiliency when organizations or people experience heightened risk, stress, or trauma (Henderson & Milstein, 2003; Iwaniec, Larkin, & Higgins, 2006; Richardson, Neiger, Jensen, & Kumpfer, 1990; Werner, 1996). These authors argue that with adequate resiliency, strength can and often does emerge from adversity. In fact, it is the very presence of adversity that drives and supports some individuals to succeed in spite of their circumstances. Studies have shown that for some individuals who have faced significant adversity and are facing additional life challenges, their outcome is even more successful than for those who had not experienced similar previous adversity but face similar life challenges (Werner, 2005). The life-changing potential of resiliency in individuals as well as in diverse organizations continues to be of high interest to researchers. Various studies indicate that resiliency helps business organizations to remain competitive; within the army, it helps to limit the detrimental effects of war on soldiers; and for youth, resiliency can lead to improved academic performance and lower participation in risky behaviors. In the following paragraphs, the definition and effects of resiliency in different contexts will be discussed.

**Resiliency in business.** According to IBM, Business Resilience is defined as “The ability of an organization's business operations to rapidly adapt and respond to
internal or external dynamic changes - opportunities, demands, disruptions or threats - and continue operations with limited impact to the business.” IBM’s website states that “a resilient infrastructure is key” to the success of an organization in turbulent times—irrespective of circumstances, it’s imperative that businesses be responsible and resilient—seamlessly taking advantage of opportunities while mitigating risks. In addition to their philosophy, IBM’s website contains links to their consulting services entitled, “Business Continuity and Resiliency Services” that claim to help businesses maintain their operations while recovering from disasters. The philosophy and business practices at IBM support their belief in the power of resiliency to not only maintain, but to increase their sustainability in the midst of challenging events (http://ibm.com).

**Resiliency in the army.** As a result of the recent increase in the number of suicides by Army soldiers, the Army has embarked on a resiliency training program entitled, “Positive Psychology Program” developed by the University of Pennsylvania (http://www.ppc.sas.upenn.edu/prpsum.htm). This training, the first of its kind in the military, is meant to improve performance in combat, decrease the number of soldiers who suffer from depression and Post Traumatic Stress Disorder (PTSD), and reduce the number of suicides. The Army estimates that one-fifth of the troops returning from Afghanistan and Iraq are suffering with these medical conditions and attempt suicide. The training began in August 2009, and focuses on five dimensions of strength: emotional, social, spiritual, family and physical. This program was chosen by the Army primarily because of the success this program has had in middle schools. More than
twelve scientific studies support that this resiliency training program has resulted in positive behavior changes such as better grades, less dropouts, and less negative behavioral issues among students.

From entry level through the top military officers, the Army has required their soldiers to attend this training. It is supported by their current Brigadier General Rhonda Cornum, who is quoted as saying “As people develop their holistic fitness strength, they develop psychological resilience to not only bounce back, but to thrive under challenging conditions.”


Resiliency in the schools. Numerous longitudinal studies have supported the positive affects of resiliency within the school setting. Resilient students have higher academic performance, participate in less risky behaviors, such as drug and alcohol abuse and teen pregnancy, and overall have higher levels of self-esteem and self-efficacy (Search Institute). The majority of this literature review will discuss the varied ramifications of how resiliency affects students. In addition, specific classroom techniques will be discussed that teachers may adapt to promote resiliency among their students in the classroom.
Resilience Defined

Various researchers have defined the concept of resilience differently. However, a common theme can be seen in the following definitions: without adversity, you cannot have resiliency.

1. A pattern of positive adaptation in the context of past or present adversity (Wright & Masten, 2005).

2. Resilience in childhood is defined as typical development in the face of adverse circumstances that propel others to deleterious outcomes (Deater-Deckard, Ivy, & Smith, 2005).

3. A set of inner resources, social competencies, and cultural strategies that permit individuals to not only survive, recover, or even thrive after stressful events, but also to draw from the experience to enhance subsequent functioning. (Stanton-Salazar & Spina, 2000).

4. Resilience itself could be seen as the process of, capacity for, or outcome of successful adaptation in the face of challenging or threatening circumstances (Veselksa, Geckova, Orosova, Gajdosova, van Dijk, & Reijneveld, 2008).

Why Study Resiliency

The study of resiliency has expanded significantly over the past twenty years (Goldstein & Brooks, 2005). The reasons for this increased interest are several. First, as the literature attests to, resiliency has a dramatic and positive effect in an individual’s life. Secondly, given these powerful effects, it is imperative that we learn how resiliency is
What are the factors that are taught or present in an individual that build resiliency and improve outcomes in the face of adversity? Why do some individuals flourish in the presence of adversity and others do not? If we can understand how to increase resiliency among individuals, we can improve their odds for a successful future.

It can be argued that many more youth face adversity today and therefore are at increased risk. Youth are not immune from pressure in our current, fast-paced-stress-filled environment. A high proportion of our youth face significant adversity or trauma such as abuse, poverty, and disease. However, researchers are discovering that even within populations of children who experience powerful predictive risks for behavioral and emotional problems, there are still a wide variety of outcomes. Some will succumb to the vicissitudes of life, but many will thrive in spite of them (Deater-Deckard, Ivy, & Smith, 2005). Therefore, the study of resiliency gives us hope and powerful techniques to adapt to increase everyone’s chances at a positive future.

**Risks Students Face**

The following categories are just a sample of the many adverse circumstances that students face today. Given the numbers of students affected by such challenging circumstances, the need for resiliency to be nurtured and supported is even more critical.

**Poverty.** In 2009, the federal poverty level is defined as an income of $22,050 or less for a family of four. Nineteen percent (19%) of children (1,754,200) in California in 2009 live in poor families. Nationally, nineteen percent (19%) of children are defined as poor. In 2008, a child was born into poverty every five minutes in California. Alarmingly,
the number of children living in poverty is increasing. For example, in 2006, fifteen percent (15%) of children nationally were living in poverty as compared to nineteen percent (19%) in 2009 (National Center for Children in Poverty, 2009).

Living at or below the federal poverty level is drastically lower than what a family of four requires. Research suggests that on average, families need an income of about twice the federal poverty level (or $44,100) just to meet basic living needs (Children’s Defense Fund). Numerous studies testify to the multiple challenges and risks that students face being raised in a poor household. Economic stress can be grueling and demoralizing to all family members and may contribute to depressed mood among parents and lead to less effective parenting (Wadsworth & Santiago, 2008). Poverty related stress is also associated with increased frequency of problematic behaviors such as teen pregnancy, legal problems, school dropout, and substance abuse. In addition, children from poverty also perform less well in school, repeat grades more often, and suffer from poor physical and psychological health (Wadsworth, Raviv, Reinhard, Wolff, Santiago, & Einhorn, 2008). According to Lee (2009), a longer duration of early poverty has significant adverse effects on children’s reading ability and these effects become more pronounced as children grow.

Abuse. According to the Children’s Defense Organization, in 2008 a child in California was abused or neglected every six minutes. The number of children who were victims of abuse and neglect in California in 2008 was 89,500. Nationally, a child is abused or neglected every thirty-five seconds with 905,000 children being abused in
2008. The distressing number of children who face such horrific situations further advocates for the need for interventions such as those that support a resilient environment.

**Academic Challenges.** The number of students who are not reaching grade level standards in elementary school is striking. Seventy-seven percent (77%) of all public school fourth graders in California read below grade level and 70% of them are below grade level in math. Nationally, sixty-eight (68%) percent of all fourth grade public school students read below grade level and sixty-one (61%) are below grade level in math. In addition to the number of students performing below grade level in elementary school, six and one-half percent (6.5%) of sixteen to nineteen-year-old students are not enrolled in school and are not high school graduates in California. The average freshman high school graduate rate is sixty-nine (69%) percent. These academic challenges and failures support the need for educators to build resiliency in their classroom (http://www.childrensdefense.org).

**Juvenile Arrests.** According to the Children’s Defense Fund, the number of juvenile arrests in 2008 was 231,735 in California and 1,268,950 nationally.

**Firearms.** In 2008, a child or teen was killed by gunfire every twenty hours in California and every three hours nationally. This level of frequency amounts to 474 killed in California and 3006 children killed nationally.

Given the tremendous challenges and adversity that children face today, why do some children “make it” when their development is threatened by poverty, abuse, neglect,
maltreatment, war, violence, or academic challenges and others do not? What protects these children when their parents are disabled by substance abuse, mental illness, or serious physical illness? Why do some children succeed in spite of serious challenges to their development? Once we know the answers to these questions, how can we put this knowledge to work for the benefit of all children and society? Finally, how does research explain the phenomenon of resilience (Wright & Masten, 2005)?

**Resiliency Research**

Resiliency theory has primarily evolved from four waves of resiliency research over the last forty years. Currently, researchers are studying the fourth wave of resiliency theory. Researchers have been increasingly interested in which factors, both internal and external, make it less likely for negative outcomes to occur given the presence of risks, such as poverty, academic challenges, abuse, etc. Over the years resiliency research has evolved from looking primary at factors intrinsic to the individual to a more holistic approach encompassing an investigation of the variety of support systems that encourage and sustain a resilient approach to life (Garmezy, 1993; Masten & Curtis, 2000; Rutter, 2001). Each wave of resiliency research has provided key ingredients to understanding what internal and external supports are necessary to build resiliency. This research also provides us with some very practical tools that teachers could use to promote resiliency in their relationships with students as well as in developing curriculum.

The first wave of resiliency research indentified those characteristics or internal and external qualities that individuals possessed that help them to become or remain
resilient in the face of adversity. During this research period, the Search Institute developed a list of these characteristics/qualities and named them “The Forty Developmental Assets.” Possession and development of these assets act as protective barriers against risk and are important for children to thrive in the presence of risk factors. The second wave of resiliency research went beyond naming these internal and external qualities, to studying how individuals attain these qualities. Out of this second wave, the Resiliency Model was born. Activities in the third wave of resiliency research continued to investigate the concept of resilience. However, what defines this wave, is their attempt at defining how significant one’s motivation is in obtaining resilient qualities. There is currently considerable debate regarding the importance of motivation to building resiliency. The fourth wave of resiliency research is integrative, seeking to encompass rapid advances in the study of genes and environment. In the next several paragraphs, each wave of resiliency research will be discussed in more detail.

**First wave of resiliency research.** According to Richardson, the first wave of resiliency theory was in response to the question of identifying those characteristics that mark people who thrive in the face of risk or adversity as opposed to those who succumb to destructive behaviors. Researchers began to follow the lives of “high risk” individuals forward in time during childhood, adolescence or adulthood, and they observed dramatic variation in adjustment, including cases of unexpected positive development. Most of the literature at that time was a quest to understand the phenomenon of resilience in development and describe those internal and external resilient qualities that help people
to cope with or “bounce back” in the wake of high-risk situations or after setbacks (Richardson, 2002).

During this initial phase of research, another researcher, Michael Rutter, found resilient qualities to include an easy temperament, being female, a positive school climate, self-mastery, self-efficacy, planning skills and a warm, close, personal relationship with an adult, among inner-city youth in London who had experienced many risk factors (Richardson, 2002).

As mentioned earlier, it was at this time that as a result of numerous research studies, The Search Institute, under the direction of Peter Benson in 1997, first identified forty developmental assets that youth should have to function optimally in life and recover from adversity.

This first wave of research was critical in identifying those attributes that promote resiliency. Interestingly, there was a surprising degree of consistency in qualities of individuals, relationships, and resources that predicted resilience.

**Second wave of resiliency research.** The second wave of resiliency research involved the study of how individuals attained the qualities identified as characterizing those exhibiting resiliency. Researchers discovered that some of the resilient qualities are intrinsic and others are supported and cultivated within one’s environment. It was also out of this study of the development of characteristics linked to resiliency that the resiliency model was constructed. The following Resiliency Model illustrates the interaction between stressors, adversity, risks; individual and environmental protective
factors (developmental assets); and whether or not disruptions (e.g. negative emotions, such as hurt, loss, guilt, or fear will occur.) will occur. As the model illustrates, there are several reactions individuals may display after a stressful or adverse situation. Their reactions may either maintain, increase or decrease their resilient qualities (Richardson, Neiger, Jensen, & Kumpfer, 1990).

**Figure 1:** The Resiliency Model, adapted from Richardson, Neiger, Jensen, & Kumpfer (1990), describes the process and interaction between individuals, adversity, and ultimately resiliency.

This Resiliency Model illustrates that when individuals experience adversity, they also ideally experience individual and environmental protective factors that act as a buffer to that adversity. With enough internal protective factors, i.e., sociability, sense of
humor, and positive view of personal future, and environmental protective factors from families, schools, communities and peers who value and encourage education, appreciate the unique tales of each individual, and promote sharing of responsibilities and service to others, individuals will be able to adapt to adversity without experiencing a significant disruption to their life. Resilient individuals primarily remain within a comfort zone or at “homeostasis”, where they seem to weather life’s difficulties without much disruption. In addition, as the model illustrates, in the process of overcoming adversity, individuals may gain even more emotional strength and healthy coping mechanisms. However, without the necessary protection, individuals go through a process of psychological disruption. The availability of personal and environmental protective factors will govern how adaptive the reintegration is. For example, the reintegration may take on characteristics of dysfunction such as alcohol or drug abuse, attempted suicide, loss of self-worth or decreased capacity for healthy coping.

The Resiliency Model offers two important messages: that adversity does not automatically lead to dysfunction but can result in a number of outcomes for the individual experiencing it and that even an initial dysfunctional reaction to adversity can, over time, improve.

In addition to the Resiliency Model, during the second phase of research, a definition of resiliency was developed. That definition is as follows:
The process of coping with adversity, change, or opportunity in a manner that results in the identification, fortification, and enrichment of resilient qualities or protective factors. (Richardson, 2002).

For the first time, resiliency was seen as an interactive force that utilized an individual’s protective factors in the midst of adversity.

The Resiliency Model was also used to develop a Resiliency Wheel that closely examines the students and the classroom environment. (Henderson & Milstein, 2003.) The resiliency literature emphasizes that schools are critical environments for individuals to develop the capacity to bounce back from adversity, adapt to pressures and problems encountered and develop the competencies: social, academic, and vocational, necessary to do well in life. The Resiliency Model in Schools can be used as a starting point for discussion on how to build resiliency in the classroom by tailoring the environment and mitigating risks. In the chart below, Figure 2 identifies the six consistent themes that have emerged from this research showing how schools (families and communities) can provide both the environmental protective factors and the conditions that foster individual protective factors.
These first two waves of resiliency research not only helped to identify the internal and external qualities that are protective to individuals but also how they interact with life events to help individuals develop and strengthen their resiliency and ability to overcome adversity.

**Third wave of resiliency research.** The third wave of resiliency theory resulted in expansion of the concept of resilience. It became clear that in the process of reintegrating from disruptions in life, some form of motivational energy was required. This theory is described as the motivational force within everyone that drives individuals
to pursue wisdom, self-actualization, and altruism and to be in harmony with a spiritual source of strength (Richardson, 2002). There is still much discussion and opposing views as to the nature and application of this theory. For example, researchers postulate that ecological sources (such as a belief in God, or one’s “chi” or flow of energy) provides or triggers resilience in individuals, while others support the postulate that there is a healing, driving, and motivating force within every soul and that the body, mind and spirit work in harmony to support resilience (Richardson, 2002). Other researchers examined ideas about the resilience processes through interventions, by boosting promotive or protective processes (Masten, 2009). In addition, as Richardson (2002) states, the third wave attempts to embrace semantic variance and validate the unique academic paradigms regardless of what the force is called, such as “chi” energy, motivational force, spirit, human essence or resilience.

**Fourth wave of resiliency research.** According to Masten (2007), the fourth wave of resilience studies are integrative, seeking to encompass rapid advances in the study of genes, neurobehavioral development, and statistics for a better understanding of the complex processes that lead to resilience. Fourth wave studies have explored the role of genetic polymorphisms as moderators (vulnerability or protective influences) of risk or adversity in development and the role of neural plasticity in resilience. Kim-Cohen & Gold (2009) have raised new questions about potential biological mechanisms by which some individuals are able to cope adaptively and function relative well despite experiencing early adversity. They refer to this biological mechanism as gene-
environment interactions. Replicated findings have identified two genes that moderate the association between childhood maltreatment and psychopathology. However, these gene and environment affects may also be moderated by other, non-genetic influences. In a study by Kaufman (2006), he reports that having a supportive relationship with an adult protected maltreated children from developing depression, even among genetically at-risk children. Similarly, researchers have found that under conditions of warm, supportive care giving individuals who would be genetically vulnerable actually function more advantageously than do similar children with similar protective genes. (Bakermans-Kranenburg, van IJzendoorn, Pijlman, Mesman, & Jeffer, 2008).

**Prominent Research Studies**

**Longitudinal study in Kauai.** The foundational study cited in most of the resiliency literature was a venture accomplished by Emmy Werner (1995 & 1996). This study took place in the island of Kauai and monitored the impact of biological, psychological and social risk factors for 698 individuals born in 1955. These individuals were monitored at the following life stages: perinatal, and ages one, two, ten, eighteen, thirty-one/thirty-two and forty. Out of this group of 698, one-third were designated as high risk due to having four or more of the following life circumstances: born into poverty, moderate to severe perinatal stress around the time of birth, or family environments troubled by discord, divorce, parental alcoholism or mental illness. Out of this one-third group, two-thirds of these individuals (who encountered four or more risk factors) did indeed develop either serious learning or behavior problems by age 10,
delinquency records, mental health problems, or teenage pregnancies by the time they were age 18. However, one-third of these individuals (out of the high risk group) grew into competent adults. Why?

Werner’s study summarizes the reasons why by indentifying five key clusters of protective factors that were present at some point during the life-span (2005):

1. Individual Temperament: Their temperament could be described as easy going, affectionate, and good-natured. Their temperament elicited positive responses from a variety of caring persons.

2. Skills and values: They demonstrated efficient use of whatever abilities they had, even with learning and academic challenges. They had faith that the odds could be overcome. They received support from teachers, peers, and family members. They had positive self-esteem and positive self-efficacy. They maintained a positive social orientation, developed advanced communication skills and self-help skills.

3. Characteristics and caregiving styles of parents: There were rules and structure in the houses they grew up in. Their parents reflected competence and fostered self-esteem.

4. Supportive adults: These adults fostered trust and encouraged many interests. These individuals engaged in activities/hobbies and sought out emotional support outside of their own family. Many of these individuals had a favorite
teacher who became a role model, friend, and confidant. They also received emotional support from youth leaders, ministers, and church groups.

5. Life Opportunities: They participated in major life transitions such as education, marriage and parenthood. By the time these individuals reached their mid-thirties, they had grown into adults whose educational and vocational accomplishments exceeded those of the low-risk children. These individuals were made stronger and more successful from their adverse and high-risk experiences.

This study clearly illustrates that even in the midst of difficult, challenging, aversive circumstances, some individuals, who have developed internal and external protective factors, have well-adjusted and successful lives. Several of these protective factors, skills and values and the presence of supportive adults, are areas that can easily be adapted into a school’s environment.

**Longitudinal study in Chicago.** The Chicago Longitudinal Study is a federally funded investigation of the effects of an early and extensive childhood intervention in central city Chicago called the Child Parent Center (CPC) program (Topitzes, Godes, Mersky, Ceglarek & Reynolds, 2009). This study began in 1986 and followed 1539 low-income individuals born in 1980 through age twenty-four. These individuals were minorities and from low-income households. The key result of this study was that educational attainment prevents unwanted health outcomes such as smoking, substance abuse, and depression. This study supports that the presence of some of the internal and
external protective assets (school engagement, completion of homework, bonding to school, reading for pleasure, achievement motivation, sense of purpose and caring school climate) lessen participation in unhealthy risky behaviors.

**Project competence.** Masten directed the Project Competence studies of risk and resilience, which included a longitudinal study of 205 children and their families in the late 1970s who have been followed for more than 20 years. The key result of this study was that if reasonably good resources are present, competence outcomes are generally good, even in the context of severe stressors. Youth who overcome childhood adversity and continue on to adult success have more protections and resources in their lives than their peers who do not fare as well. This study reinforces that having some protective factors has a positive effect on one’s outcome (Masten, 2001).

**Isle of Wight-follow up study.** The initial Isle of Wight study began in 1964 with 571 individuals, age 9 and 10 years old and followed them into adolescence. This research was carried out in part to determine how far the prevalence and pattern of handicaps had altered during the last 50 years considering the marked changes in social and material conditions (Rutter, Tizard, Yule, Graham & Whitmore, 1976). The Isle of Wight follow-up study took place in 1998-2000 and involved 378 of this original group of individuals, now aged 42-46 (Collishaw, Pickles, Messer, Rutter, Shearer & Maughan, 2007). This study found that good quality relationships across childhood, adolescence, and adulthood, appear especially important for adult psychological well being in the context of child abuse. Factors that were predictive of
later resilience were having at least one parent perceived as caring, maintaining positive peer relationships from childhood to adolescence and stability of adult love relationships. These findings highlight the importance of positive attachment relationships across the lifespan, and that these positive connections in relationships serve to support resilience.

**Resilience is Accessible to All**

These research studies have helped to shift from deficit-focused models to ones that claim that resiliency is accessible to all. Early images of resilience in both scholarly work and mass media implied that there was something remarkable or special about these children, often described by words such as invulnerable or invincible. However, many of the negative assumptions and deficit-focused models about the development of children growing up under the threat of disadvantage and adversity are no longer accurate and do not portray the transformational power of resiliency.

**Resiliency Theory Applications**

**Developmental assets.** During the first wave of resiliency theory, the Search Institute (1997) identified Forty (40) assets that children need to help them grow into healthy, caring, responsible and competent adults. The framework of developmental assets steps back to look at the whole: to pull many pieces together into a comprehensive vision of what children need to thrive (Search Institute). Search institute (2004), research has found that these assets are powerful influences on adolescent and younger children’s behavior: both protecting young people from many different problem behaviors and
promoting positive attitudes and behaviors. These assets are both external and internal and fall into eight categories. They are listed as follows (Search Institute):

**External: support.**

1. Family support: Family life provides high levels of love and support.
2. Positive family communication: Young person and his or her parents communicate positively and child is willing to seek advice and counsel from parents.
3. Other adult relationships: Young person receives support from at least three nonparent adults.
5. Caring school climate: School provides a caring, encouraging environment.
6. Parent involvement in schooling: Parent(s) are actively involved in helping the young person succeed in school.

**External: empowerment.**

7. Community values youth: Young person perceives that adults in the community value children.
8. Youth as resources: Young person is given useful roles in the community.
9. Service to others: Young person serves in the community one hour or more per week.
10. Safety: Young person feels safe at home, school, and in the neighborhood.
External: boundaries and expectations.

11. Family boundaries: Family has clear rules and consequences and monitors the young person’s whereabouts.

12. School boundaries: School provides clear rules and consequences.


14. Adult role models: Parent(s) and other adults model positive, responsible behavior.

15. Positive peer influence: Young person’s best friends model responsible behavior.

16. High expectations: Both parent(s) and teachers encourage the young person to do well.

External: constructive use of time.

17. Creative activities: Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

18. Youth programs: Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community.

19. Religious community: Young person spends one hour or more per week in activities in a religious institution.

20. Time at home: Young person is out with friends “with nothing special to do” two or fewer nights per week.
Internal: commitment to learning.

21. Achievement motivation: Young person is motivated to do well in school.

22. School engagement: Young person is actively engaged in learning.

23. Homework: Young person reports doing at least one hour of homework every school day.

24. Bonding to school: Young person cares about her or his school.

25. Reading for pleasure: Young person reads for pleasure three or more hours per week.

Internal: commitment to learning.

26. Caring: Young person places high value on helping other people.

27. Equality and social justice: Young person places high value on promoting equality and reducing hunger and poverty.

28. Integrity: Young person acts on convictions and stands up for his or her beliefs.

29. Honesty: Young person tells the truth even when it is not easy.

30. Responsibility: Young person accepts and takes personal responsibility.

31. Restraint: Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Internal: Social Competencies.

32. Planning and decision-making: Young person knows how to plan ahead and make choices.
33. Interpersonal competence: Young person has empathy, sensitivity, and friendship skills.

34. Cultural competence: Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

35. Resistance skills: Young person can resist negative peer pressure and dangerous situations.

36. Peaceful conflict resolution: Young person seeks to resolve conflict nonviolently.

**Internal: positive identity.**

37. Personal power: Young person feels he or she has control over “things that happen to me.”

38. Self-esteem: Young person reports having a high self-esteem.

39. Sense of purpose: Young person reports that “my life has a purpose.”

40. Positive view of personal future: Young person is optimistic about his or her personal future.

**Assets and High Risk Behaviors.** So how common are these assets among youth today? According to a 2003 survey of approximately 50,000 sixth through twelfth grade students across 202 communities in the United States, the average student surveyed only experiences 18.6 of the 40 assets listed above (Search Institute). However, research supports that the more assets an individual has, the less risky behaviors they will participate in as illustrated in Figure 3:
Assets and High Risk Behaviors

Figure 3: This chart from the Search Institute illustrates the relationship between numbers of assets (protective factors) an individual has in relation to his/her participation in risky behaviors. As assets increase, the number of risky behaviors decrease.

Protective Resources. Similar in theory to developmental assets, many researchers point to protective factors that reflect persons, contexts, or interactions that predict better outcomes particularly in risky or adverse situations (Goldstein, 2009). Although the concepts of developmental assets and protective factors may overlap in practical applications, there are some protective factors that have been specifically studied and worth mentioning. The following list some of the protective factors found to further promote resiliency:
1. **Sense of Humor**: A healthy sense of humor may be an effective coping strategy when dealing with childhood stressors and helps to promote resiliency (Masten, 1986).

2. **Social Connectedness**: School provides a primary source of social connections for children. Researchers suggest that close supportive relationships with adults provide the foundation of trust in human interactions and are fundamental to resiliency. (Taxis, Rew, Jackson, & Kouzekanani, 2004).

3. **Self esteem.** Resilient adolescents had higher self-esteem and were less likely to be involved in risky behavior in comparison to their less resilient peers (Bucker, Mezzacappa, & Beardslee, Rouse, Ingersoll & Orr, as cited in Veselksa, Geckova, Orosova, Gajdosova, van Dijk, & Reijneveld, 2008).

4. **Supportive Family.** A supportive family plays an important part in the prevention of risky behaviors (Veselksa, Geckova, Orosova, Gajdosova, van Dijk, & Reijneveld, 2008).

**Promoting Resiliency within Certain Populations**

The need to promote resiliency among all youth is evident. However, within certain groups of youths, there are factors or situations that are inherently more stressful and precarious. The following paragraphs will discuss how resiliency can positively alter the outcomes for these youth in challenging circumstances.

**Foster Children.** The federal government estimates that 423,773 children were in foster care on September 30, 2009 (United States Department of Health and Human
Services). The average age for these children is 9 years 8 months. During the fiscal year 2006, 303,000 children entered foster care with an average age of 8 years one month. Pecora et al., (as cited in Hass & Graydon, 2009), states that according to the Northwest Foster Care Alumni Study, although foster youth earned high school diplomas at rates similar to those of the general population, only about 16% of alumni had completed post-secondary education programs and only 2% had completed a bachelor’s degree or higher versus 27.5% for the general population aged 25 to 34 years. Recent research indicates that certain foster youth are able to overcome the significant challenges they face. The foster youth who were academically successful were found to have possessed several of the factors identified in resiliency research as important protective factors against a variety of risks. Notably, these youth identified both internal and external factors that were present, highlighting the fact that for a foster youth to be successful, a combination of factors must be present. The majority of these successful youth also were involved in community service, which is a developmental asset associated with resiliency (Hass & Graydon, 2009).

**Youth Offenders.** In a study that examined the risk and protective factors of youth offenders, ages eleven through seventeen, and their relation to recidivism, Carr & Vandiver, (2001) suggest that protective factors play an important role in decreasing recidivism among youth offenders. The youth that were non-repeat offenders had several personal, familial, social, and academic protective factors. Specifically, personal characteristics, family conditions, and peer selection were found to be the most important
in protecting youth from reoffending. In addition, non-repeat offenders characterized themselves as feeling happy, getting along well with others, and having more positive attitudes toward school rules and authority. Non-repeat offenders also sought help more often with their schoolwork, even though their academic performance was better. Family conditions included structure and rules within the household, family support and guidance and few siblings. These findings support what resiliency researchers have uncovered: protective factors may hold the key to moving youth offenders away from the path of criminality. Consequently, Carr & Vandiver (2001), suggest that school-based prevention programs that hold the greatest potential for success are ones that occur early, and involve the collaboration of children, parents, teachers, and police officers to promote self-efficacy and supportive relations with parents and peers).

**Smoking/Drug Use.** One research study explored the association of self-esteem and resilience with smoking and drug use among adolescents. This study found that there is a positive association between negative self-esteem and participation in risky behaviors, such as smoking and drug use among boys (Veselksa, Geckova, Orosova, Gajdosova, van Dijk, & Reijneveld, 2008). In addition to the health consequences of smoking and drug use, substance use and academic performance are reciprocally related. Substance abuse appears to reduce subsequent academic performance, and reciprocally, poor academic performance increases subsequent substance use (Hanson, Austin & Lee-Bayha, 2004).
Resiliency in the Schools

Schools function as a vitally important context for child development. In research on resilience in development, the school context has been implicated in diverse ways as a promotive and protective environment for children and adolescents (Masten & Motti-Stefanidi, 2009). The school context presents opportunities to develop and encourage resilience among students that are at risk for poor outcomes due to adverse situations such as family violence, homelessness, natural disasters and divorce.

Resiliency and academic performance. Over the past several decades, research studies and reviews have consistently concluded that meeting the basic developmental needs of students, ensuring that they are safe, drug-free, healthy, and resilient, are central to improving their academic performance. In fact, a study of 1998 to 2002 SAT-9 test scores revealed that a resilient environment improved academic performance in reading, mathematics, and language (Search Institute). As students felt safer, academic scores improved; as students perceived caring relationships at school, academic scores improved; as students participated in meaningful community organizations, academic scores improved; as high school expectations increased, academic scores improved. Results also showed a significant negative relationship between gains in test scores and reported sadness/hopelessness (Hanson, Austin, & Lee-Bayha, 2004).

Interventions in school to promote resiliency. Given the tremendous effect resiliency has on academic performance, it is imperative that schools consistently provide
an environment that builds resiliency. According to Brooks & Goldstein, (2001) the following school interventions are recommended to build resiliency:

1. Practice Empathy.
2. Change negative scripts and expect students to change theirs.
3. Help all students feel welcome and appreciated.
4. Develop realistic expectations for each child, and make accommodations when indicated.
5. Discuss the role of mistakes in the learning process.
6. Develop responsibility and compassion.
7. Teach students how to solve problems and make decisions.
8. Use discipline to promote self-discipline.

One of the consistent findings among researchers is how important creating an environment of caring in the classroom and in the teachers’ interaction with students is to developing resiliency. As discussed earlier, experiencing caring at school has a direct and positive impact on students’ academic performance. In addition, having a caring school environment is one of the external supports in the forty developmental assets discussed earlier that provides protection against participation in risky behaviors. Creating caring environments in teachers’ classroom is one very direct way in which teachers can contribute to building resiliency. Below are some tangible approaches teachers can utilize to support such an environment Krovetz (2008).
1. Teachers talk freely about feeling respected and supported and consequently, demonstrate respect to other staff members and students. The office staff is encouraged and responds by being friendly and courteous to students, staff, and parents. Students are not afraid of other students and their body language does not change when teachers approach.

2. Cooperation is promoted in the classroom. Curriculum and instruction is designed to provide cross-age tutoring, cooperative learning, and conflict resolution skill building,

3. Celebrations of successes are practiced in the classroom. Student work is displayed throughout the school. The school community at large is recognized for their contributions in a variety of ways. Teachers and students talk openly about failures and what was learned.

4. Teachers and administrators are seen interacting with students in positive ways. The principal seems to be everywhere and available to students.

5. Teachers have an opportunity to work together on developing instructional strategies including through peer coaching.

6. Assessments of students are shared, i.e., students are able to participate in their own performance review. Rubrics are accessible and developed with student input. Students present what they have learned to others in classroom activities.
How are schools attempting to measure the effectiveness of resilience building strategies? Given the continued support of the transformational power of resiliency, what other measurements besides academic testing can be used to evaluate its effectiveness? One measure discussed by researchers is the Healthy Kids Survey. This survey is a comprehensive student self-report tool for monitoring the school environment and student health risks. A part of the resilience and youth development survey is administered to 600,000 students in California every year. Those districts who receive Title IV funding or state Tobacco Use Prevention and Education grants are required by the Department of Education to administer the survey every two years. The survey is intended to assess student resilience and risk behaviors (Hanson & Kim, 2007). The survey evaluates many of the developmental assets shown to limit participation in risky behaviors as well as improve academic performance.

**Summary and Conclusions**

The literature consistently indicates that resiliency has transformational powers. These transformational powers are seen in improved academic performance, reduced participation in risky behaviors such as drug and alcohol use, teenage pregnancy and recidivism, and enhanced overall success in life. Not only are school environments seeing the power of resiliency, businesses and the military are also adjusting their practices and philosophies to support a resilient environment. Resiliency gives us all hope that in the midst of difficult and adverse circumstances, individuals can not only survive, but also thrive with even greater outcomes. The literature discusses the causes for this
transformational power. Some studies suggest that it is through the accumulation of internal resources or genetic attributes, that individuals are resilient, while others describe primarily external resources and supports. However, the majority of studies suggest that resilient individuals are supported through a combination of internal and external factors that provide a sustaining resilient environment.

Unlike social economic status or heredity factors, resiliency is susceptible to positive influences. Teachers, parents, administrators, etc., can actually increase a student’s protective factors. Studies have pointed to lives that have been changed merely through one relationship with a caring individual. Reviewing five decades of resilience research in child development, Luthar (2006), concluded, “Resilience rests, fundamentally, on relationships.” (p. 745). The importance of relationships for human resilience has been noted in every major review of resilience since early researchers began to identify protective factors for resilience (Masten & Obradović, 2008).

In addition, researchers have concluded that schools are in a unique and powerful position to foster resiliency. As part of the “No Child Left Behind” (NCLB) legislation in 2001, accountability systems are mandated and require each state to ensure that all schools and districts make Adequate Yearly Progress. NCLB is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. However, purely setting standards and goals may to some students be insufficient. In addition, what this literature does support is that through
creating resilient environments, academic performance does improve across all key areas: math, reading and language arts.
Chapter 3

METHODS

Research

Research for the literature review was conducted by searching the following databases: Ebsco host, PsycINFO, Applied Science & Technology Abstracts, Biological & Agricultural Index, Biological Abstracts, Biological Abstracts 1969 to present, CINAHL Plus with Full Text, ERIC, PsycARTICLES, Academic Search Premier, Primary Search, Funk & Wagnalls New World Encyclopedia, Education Full Text, and Social Sciences Full Text using key search words and limiting the results to scholarly (peer reviewed) journals and at times full text. Initially, resiliency was used as the key word in the search parameter. Based on those results, other key words were added to resiliency such as risk factors, protective resources, bullying, social support, theory, protective factors, protective assets, longitudinal studies, poverty, students, abuse, foster children, education, and family. Case studies discovered in the literature review were used as search parameters: Kauai Longitudinal Study, Chicago Longitudinal Study, Isle of Wight Study, and Project Competence. In addition, authors who have completed research in this field were used as search parameters in both the literature review and books: Goldstein, Henderson, Masten, and Werner. Reference lists from articles were used to look up additional articles for further research. Articles written prior to 1999 were primarily excluded, except for articles that were referenced as the sole source of data for specific topics. For example, this literature review did include research on the history of
resiliency theory and articles prior to 1999 were used as data sources. The articles were organized and categorized by themes. Additional relevant information was gathered from Internet sources such as the National Association of School Psychologists (NASP) website, Search-Institute website, California Healthy Kids Survey website and Children’s Defense Fund website. Other sources of data include a scholarly conference presentation, books, and book chapters in psychology textbooks.

**Development of Presentation**

After consultation, review of literature, and increased interest in the topic, a decision was made to create full-day instructional service training for educators on the concept of resiliency. The training would last approximately 6 hours, with a 1-hour lunch break, one morning 15-minute break and one afternoon 15-minute break. The PowerPoint presentation was developed primarily to give practical strategies to educators on how to increase resiliency among their students, within the construct of understanding the history and research findings on resiliency. Discussion questions and group activities were included to foster understanding and applicability of the topic. Internet based resources and books are suggested as follow-up tools for continued interest in this topic and to provide ongoing practical classroom strategies on how to foster resiliency. Appropriate audience members would include administrators, teachers, resource specialists, school nurses, and school psychologists. This presentation has been designed to be delivered by anyone who has read this thesis, reviews the teacher resources listed at the end of the presentation, and has experience in the field of education.
Please see Appendix A for copies of the PowerPoint presentation. A CD is also included for use with a computer and a projector.
Chapter 4

FINDINGS

Presentation

*The Power of Resiliency* is summarized in a PowerPoint presentation intended for educators to first inform them of the concept of resiliency, second, lead them through the process of understanding how resiliency can positively impact their students, and third, equip them with proven strategies that they can use in their classroom to create an environment that develops and supports resiliency. The presentation is structured to encourage discussion among their colleagues through opportunities to break in to small groups. These small groups will then report back to the entire group for further discussion, clarification and creation of ideas. Participants will be encouraged to formulate specific and practical plans to include in their curriculum development and/or classroom management to foster resiliency.

Conclusions

In addition to creating an interactive presentation to inform educators regarding the transformational power of resiliency, the purpose of this project was to help answer the following questions: why is it important to study resiliency, what are the applications of resiliency research, and how can educators provide interventions to promote resiliency? These questions were addressed through literature review, Internet searches, and books and are summarized below.
**Importance of studying resiliency.** Numerous research studies support the transformational power of resiliency in the midst of adversity (Masten & Wright, 2009; Werner, 2005.) Given the challenging circumstances that individuals’ may face such as abuse, poverty, parental discord, and academic failure, it seems imperative to consider internal and external influences that have been found to not only remediate the detrimental effects, but to actually improve individuals outcomes in life.

**Applications of resiliency research.** Resiliency research consistently points to the importance of having healthy relationships for successful development despite adverse circumstances. In fact, supportive and caring relationships can mitigate the affects of adversity (Collishaw, Pickles, Messer, Rutter, Shearer, & Maughan, 2007). Educators have been given a tremendous opportunity and responsibility to develop and sustain healthy relationships with their students. Consequently, they are in a unique position to foster a resilient atmosphere in their classroom and ultimately, within their students. The resiliency research supports the hope and belief that educators can make a significant and positive difference in their students’ lives and it also provides the foundation for how this transformation can be accomplished.

**Interventions to promote resiliency in the classroom.** Several books have been written attempting to summarize the techniques schools and teachers need to adopt to foster resiliency within their students (Goldstein & Brooks, 2005; Henderson & Milstein, 2003.) Several websites have been developed to aid teachers in the classroom on how to build a resilient classroom (search-institute.org and cdl.org.) Although there may be some
semantic and minor theoretical differences, there are common themes that have emerged from research. Some of the common interventions for students include the following: increase pro-social bonding, support problem solving skills, provide caring and support, set and communicate high expectations, and provide opportunities for meaningful participation (Henderson & Milstein, 2003.)

Recommendations

Presentation recommendations. In order to determine whether or not this PowerPoint training workshop was effective in meeting its objectives, it is imperative that data be collected during and after the presentation was given. However, during the creation of this workshop, there was not an opportunity to conduct the training. It is recommended that during the presentation, information would be gathered from observation, participant feedback and comments made during small group interaction on the effectiveness of the training. At the conclusion of the training, a feedback form would be collected that would allow the participants to rate the workshop on a variety of factors such as usefulness and understanding of the content.

Research recommendations. Although there seems to be general consensus on recognizing resilient traits in individuals, research studies continue to be conducted to attempt to further define the many internal and external factors that contribute to resiliency. Various studies have supported each other’s findings in identifying similar factors; however, there remains a quest to expand and integrate various academic fields. The theory of resiliency has been studied for a relatively short period of time
(approximately 40 years). Additional longitudinal research studies are recommended to identify factors that consider a variety of social, economic, and cultural backgrounds and accommodate for such differences.

In addition, further study is recommended to isolate the most effective educational interventions to support resiliency in students. Although there are general themes and practices for educators, further research would help to define the most effective strategies to tip the balance in favor of the student.
APPENDICES
APPENDIX A

PowerPoint Presentation
The Power of Resiliency

By Kathy Gatten
Training Objectives

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

- How would you describe someone who is resilient?
- How do individuals develop resilient qualities?

See facilitator’s guide for information on discussion questions.
“The world breaks everyone and afterward many are strong at the broken places.”

Ernest Hemingway

Quote is from Hemingway’s, “Farewell to Arms”.
Resiliency is Catching On

• Military: Army
  • “...to not only bounce back, but to thrive under challenging conditions.” – Brigadier Cornum

• Business: IBM
  • “The ability of an organization’s business operations to rapidly adapt and respond...”

Military: Army. As a result of the recent increase in the number of suicides by Army soldiers, the Army has embarked on a resiliency training program developed by the University of Pennsylvania. This training, the first of its kind in the military, is meant to improve performance in combat, decrease the number of soldiers who suffer from depression and Post Traumatic Stress Disorder (PTSD), and reduce the number of suicides. The Army estimates that one-fifth of the troops returning from Afghanistan and Iraq suffer from these medical conditions and attempt suicide. The training began in August 2009, and focuses on five dimensions of strength: emotional, social, spiritual, family and physical. From entry level through the top military officers, the Army has required their soldiers to attend this training. It is supported by their current Brigadier General Rhonda Cornum, who is quoted as saying “As people develop their holistic fitness strength, they develop psychological resilience to not only bounce back, but to thrive under challenging conditions.”

Business: IBM. IBM defines business resilience as follows: In today's on demand business environments, it's important to rapidly adapt and respond to risks, as well as opportunities, to maintain continuous business operations, be a more trusted partner, and enable growth. This represents a shift from the old paradigm of "experience and react" to a new paradigm of "anticipate and adjust.” IBM’s website contains links to their consulting services entitled, “Business Continuity and Resiliency Services” that claim to help businesses maintain their operations while recovering from disasters.
Resiliency Defined

- A pattern of positive adaptation in the context of past or present adversity (Wright & Masten, 2005).

- A set of inner resources, social competencies, and cultural strategies that permit individuals to not only survive, but recover, or even thrive after stressful events, but also to draw from the experience to enhance subsequent functioning (Stanton-Salazar & Spina, 2000).
Resiliency Defined (cont.)

- Resilience in childhood is defined as typical development in the face of adverse circumstances that propel others to deleterious outcomes (Deater-Deckard, Ivy, & Smith, 2005).

- Resilience itself could be seen as the process of, capacity for, or outcome of successful adaptation in the face of challenging or threatening circumstances (Veselksa, Geckova, Orosova, Gajdosova, van Dijk, & Reijneveld, 2008).
Even within populations of children who experience powerful predictive risks for behavioral and emotional problems, there are a wide variety of outcomes.
Risks Students Face in CA

- **Poverty**
  - A child is born into poverty every 5 minutes
  - 1,591,295 children or 17.3% live in poverty (below $22,050 for a family of 4)
  - 6.6% live in extreme poverty (below one-half of poverty dollar amount)…. increased to 8% in 2009
    (http://datacenterkidscount.org)

- **Abuse**
  - A child is abused or neglected every 6 minutes
These statistics are from 2009 and for California unless otherwise noted.
Making a Difference…

“Shifting the balance or tipping the scales from vulnerability to resilience may happen as a result of one person or one opportunity.” - F. Benard
We will examine how risks, protective factors, and assets interact.
Background of Resiliency Research

- Understand, prevent, and treat mental health problems
- Understand the etiology of mental illness, schizophrenia, and conditions such as autism
- Evaluate consequences of major threats to development such as premature birth or trauma
- In this process, researchers recognized unexpectedly positive adaptation or recovery after adversity in the lives of the young people they studied

Resiliency Research began approximately 40 years ago and has expanded significantly over the last 20 years.
Resiliency Research

• Resiliency Theory
  • First Wave: Identify the Characteristics
    • Internal/External Qualities
    • Development of 40 Developmental Assets (www.Search-Institute.org)
  • Second Wave: Attain the Qualities
    • Resiliency Model: Interaction between life prompts and protective factors
  • Third Wave: Concept of Resilience
    • Motivational energy
    • Closer look at prevention and intervention
Resiliency Research (cont.)

- Fourth Wave: Integrative
  - Looks at genes and their role in resilience development
  - Examines gene and environmental associations
The assets designated with an arrow are those that there is data on that illustrates the relationship between this specific asset and performance on standardized testing. (For example see slide 26).

See literature review for description of assets.
Discussion: 2

External Developmental Assets

✔ Which, if any, of these 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?

✔ Need suggestions? Go to: http://www.search-institute.org

See facilitator’s guide for information on discussion questions.
Developmental Assets (ages 12-18, cont.)

External Assets

- Boundaries & Expectations
  - Family Boundaries
  - School Boundaries
  - Neighborhood Boundaries
  - Adult Role Models
  - Positive Peer Influence
  - High Expectations

- Constructive Use of Time
  - Creative Activities
  - Youth Programs
  - Religious Community
  - Time at Home
Developmental Assets (ages 12-18, cont.)

Internal Assets
- Commitment to Learning
  - Achievement Motivation
  - School Engagement
  - Homework
  - Bonding to School
  - Reading for Pleasure
- Positive Values
  - Caring
  - Equality and Social Justice
  - Integrity
  - Honesty
  - Responsibility
  - Restraint
Developmental Assets (ages 12-18, cont.)

Internal Assets
- Social Competencies
  - Planning and Decision Making
  - Interpersonal Competence
  - Cultural Competence
  - Resistance Skills
  - Peaceful Conflict Resolution
- Positive Identity
  - Personal Power
  - Self-esteem
  - Sense of Purpose
  - Positive View of Personal Future
Discussion: 3

Internal Developmental Assets

✓ Which, if any, of these 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?

✓ Need suggestions? Go to: http://www.search-institute.org

See facilitator’s guide for information on discussion questions.
A survey was completed on 150,000, 6th through 12 grade youth in 202 communities across the US in 2003. These students were asked if they experience each one of the 40 developmental assets. The average student surveyed experiences only 18.6 of the 40 assets. The percentage ranged from a high of 72% for “positive view of personal future” to those listed on the slide above at 30% or lower.
The same data used for slide #26 was used for this slide.
The same data used for slide #26 was used for this slide.
Does the presence of developmental assets affect standardized test performance?
This study relied on 1998-2002 test score data for 7th, 9th and 11th graders from the Standardized Testing and Reporting Program’s (STAR) released by the California dept of education as well as data from local school administration of the California Healthy Kids survey. School level performance was assessed by average national percentile rank scores (NPR) on the Stanford Achievement Test (SAT-9). Data was collected from 628 schools.

Safety was measured by:
--harassment because of race, ethnicity, gender, sexual orientation, or disability
--being threatened or injured with a weapon
--having property stolen or damaged
--engaging in physical fights
--weapon possession
--perceptions of school safety

Harassment, being threatened, and engaging in fights did not significantly relate to changes in test scores.
This study relied on 1998-2002 test score data for 7th, 9th and 11th graders from the Standardized Testing and Reporting Program’s (STAR) released by the California dept of education as well as data from local school administration of the California Healthy Kids survey. School level performance was assessed by average national percentile rank scores (NPR) on the Stanford Achievement Test (SAT-9). Data was collected from 628 schools.
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Resiliency Research

- Resiliency Theory
  - First Wave: Identify the Characteristics
    - Internal/External Qualities
    - Development of 40 Developmental Assets
  - Second Wave: Attain the Qualities
    - Resiliency Model: Interaction between life prompts and protective factors
  - Third Wave: Concept of Resilience
    - Motivational energy
    - Still opposing views
This Resiliency Model illustrates that when individuals experience adversity, they also ideally experience individual and environmental protective factors that act as a buffer to that adversity. With enough internal and external protective factors, individuals will be able to adapt to adversity without experiencing a significant disruption to their life. Resilient individuals primarily remain within a comfort zone or at “homeostasis”, where they seem to weather life’s difficulties without much disruption. In addition, as the model illustrates, in the process of overcoming adversity, individuals may gain even more emotional strength and healthy coping mechanisms.

See literature review for additional information on the Resiliency Model.
Key Points in Resiliency Model

- When individuals experience adversity, they also experience protective factors.
- These internal and external protective factors buffer the effects of adversity.
- Without protective factors, some individuals experience maladaptive coping mechanisms such as substance abuse, loss of self-worth, or an increase in risky behaviors.
Resiliency Model Messages

- Adversity can lead to a variety of outcomes
- Both internal and external factors in the environment are critical for building resiliency
Resiliency Model in Schools

Build Resiliency in the Environment

- Provide Opportunities for Meaningful Participation
- Set Clear, Consistent Boundaries
- Provide Caring & Support

Increase Pro-social Bonding

- Set and Communicate High Expectations
- Teach Life Skills

Mitigate Risk Factors in the Environment

Hersen & Mckinney, 1990
Discussion: 4
Mitigate/Lesson Risk Factors in the Environment

Increase Pro-Social Bonding

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

See facilitator’s guide for information on discussion questions.
Fostering Resiliency with Students

- Keep and encourage family members to be involved. Communicate regularly with family members regarding positive behaviors/academic performance.
- Consciously care and connect with students regularly and positively.
- Support students to be involved with some of the many before, after, and in-school activities.
Fostering Resiliency with Students

- Provide opportunities for cooperative peer-to-peer interactions through teaching strategies and/or school programs
- Promote sharing of responsibilities, service to others, required helpfulness
Discussion:  5
Mitigate/Lesson Risk Factors in the Environment

Set Clear, Consistent Boundaries

✓ What are some examples of how you can effectively set boundaries/rules in the classroom?

See facilitator’s guide for information on discussion questions.
Fostering Resiliency with Students

- Provide Opportunities for Meaningful Participation
- Set and Communicate High Expectations
- Provide Caring & Support
- Teach Life Skills
- Increase Positive Social Bonding
- Set Clear, Consistent Boundaries

✓ Norms, rules, and policies are communicated clearly and regularly
✓ Involve students in rule setting and consequences as appropriate
See facilitator’s guide for information on discussion questions.
Fostering Resiliency with Students

- Provide ongoing instruction in life skills appropriate to developmental tasks such as goal setting, identifying and expressing positive and negative feelings.
- Integrate and support the following skills: assertiveness, healthy conflict resolution, cooperation, good decision making and effective problem solving.
- Model and discuss healthy stress management techniques.
See facilitator’s guide for information on discussion questions.
Fostering Resiliency with Students

- Provide unconditional positive regard and encouragement
- Notice all students, draw out those who may not readily participate, and intervene when necessary
- Remark on strengths and coping mechanisms
- Provide a variety of ways for students to be recognized and rewarded
- Reward random acts of kindness
Discussion: 8
Build Resiliency in the Environment

Set and Communicate High Expectations

✓ What do you say or do that communicates your high expectations to your students?

See facilitator’s guide for information on discussion questions.
Fostering Resiliency with Students

- Develop cooperative teaching strategies
- Focus on both extrinsic and intrinsic motivation based on age and interest
- Place responsibility for learning on the students through active participation
- Communicate that the schoolwork is important, you are confident it can be done, and you will not give up on them.
See facilitator’s guide for information on discussion questions.
Fostering Resiliency with Students

- Allow and encourage students to participate in class or school decisions.
- Provide opportunities to help other students through cooperative learning, peer helping or providing service to others.
- Support students in taking on new challenges in and outside of the classroom.
Resiliency Research

- Resiliency Theory
  - First Wave: Identify the Characteristics
    - Internal/External Qualities
    - Development of 40 Developmental Assets
  - Second Wave: Attain the Qualities
    - Resiliency Model: Interaction between life prompts and protective factors
  - Third Wave: Concept of Resilience
    - Motivational energy
    - Still opposing views
3rd Wave: Concept of Resilience

- Motivational Energy Required
  - What triggers resilience: sources of strength

- Other Areas Considered
  - Promotion of interventions such as protective processes
  - Focus on promoting competence and wellness
4th Wave: Integrative Approach

- Assimilate older work: using new technology and integrative studies across multiple levels of analysis
- Define positive adaptation at cellular or neural levels
- Look at gene-environment interactions and how they influence adaptive behavior
- Considers the many other additional systems involved in resilience beyond the individual and the immediate environment such as ecosystems, computer, communication, health care, and political systems.
Prominent Research Studies

- **Longitudinal Study in Kauai** (Werner, 1955 & 1996)
  - 698 individuals born in 1955, followed through age 32
  - 1/3 high risk (poverty, perinatal stress, family discord, divorce, parental alcoholism, or mental illness)
    - 2/3 developed serious learning or behavior problems by age 10 or delinquency records, mental health problems or pregnancies by age 18.
    - 1/3 competent adults (who had experienced 4 or more risk factors)
Prominent Research Studies

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    - 1/3 competent adults (who had experienced 4 or more risk factors)
Kauai (cont.)

• Protective Factors within the Individual
  • Infancy and Early Childhood
    • Temperaments that elicit positive responses: active, affectionate, cuddly, good-natured
    • Developed coping patterns: autonomy and ability to ask for help
  • Middle Childhood and Adolescence
    • Good problem solving and communication skills
    • Not gifted, but used talents effectively
    • Figure out strategies for coping with adversity, either through their own efforts or reaching out to others for help
Kauai (cont.)

- Protective Factors within the Individual (cont.)
  - Adulthood
    - Sought compatible environments: school, work, military
    - Found own “niche”
Kauai (cont.)

- Protective Factors within the Family
  - Close bond with one person—grandparents or siblings
  - Held religious beliefs that provided stability and meaning
  - Boys: household with structure and rules; encouragement of emotional expressiveness
  - Girls: emphasis on risk taking and independence; reliable support from female caregiver
Kauai (cont.)

- Protective Factors Within the Community
  - Rely on peers and elders for emotional support
  - Seek out others for counsel and comfort in times of crisis
  - Teachers played a critical role
    - All resilient high-risk children in this study could point to at least one teacher who was an important source of support
    - Teachers listened, challenged, and rooted for them
Individual Temperament: Able to elicit positive responses from a variety of caring persons; easy going, affectionate and good natured

Skills and Values: Efficient use of whatever abilities they had. Believed that the odds could be overcome. Positive self-esteem and self-efficacy.

Sought out Emotional Support: Positive social orientation, advanced communication and self-help skills.

Supportive Adults: Had adults in their life that fostered trust. Sought out emotional support from outside of their own family.

One Teacher: All could point to one teacher who became a role model, friend, and confidant

Choose Compatible Life Opportunities: Grew into adults whose education and vocational accomplishments exceed those of the low-risk children.
Research Studies (cont.)

- Longitudinal Study in Chicago
  - 1539 individuals born around 1940, followed through age 24; low income, minority children
  - Key Result
    - Educational attainment prevents unwanted health outcomes (reduces smoking, substance abuse, depression)

- Project Competence
  - 205 individuals, 3rd-6th grades, followed over 10 years
  - Key Result
    - If reasonable good resources are present, competence outcomes are generally good, even in the context of severe stressors
Research Studies (cont.)

- Isle of Wight
  - 571 individuals, ages 9 and 10 in 1964; followed through adolescence
    - Prevalence and pattern of handicaps during the last 50 years with marked changes in social and material conditions
- Isle of Wight (follow-up study, child abuse, 1998-2000)
  - 378 of original group, ages 42-46
- Key Results
  - Good quality relationships across childhood, adolescence, and adulthood important for well-being
  - Factors for resiliency included having one caring parent, positive peer relationships, stability of adult love relationships
  - Positive attachment throughout life support resilience
Additional Findings

- Foster Children
  - Academically successful (education beyond high school) possessed several internal and external protective factors; involved in community service (Hass & Graydon, 2009)

- Youth Offenders
  - Internal and external protective factors decreases recidivism (Carr & Vandiver, 2001)
The Resiliency Quiz

Let’s check our own level of resiliency…
Relationships

“When powerful relationships are established between teachers and students, these relationships frequently can transcend the economic and social disadvantages that afflict communities and schools alike in inner city and rural areas.” —Canons, 1996
Power of Relationships

“Resilience rests, fundamentally, on relationships.”

- Luthar, 2006

“The importance of relationships for human resilience has been noted in every major review of resilience…”

- Masten & Obradovic, 2008

“It is obvious that children will work harder and do things—even odd things like adding fractions—for people they love and trust.”

- Noddings, 1983
Promoting Resiliency in Schools

- Classroom Interventions
  - Practice empathy
  - Help all students feel welcome and appreciated
  - Develop realistic expectations
  - Discuss the role of mistakes in learning
  - Develop responsibility and compassion
  - Teach students how to solve problems and make decisions
  - Use discipline to promote self-discipline

- Brooks & Goldstein (2001)
Resources for Teachers

- Websites
  - www.search-institute.org
  - www.edl.org

- Free Newsletters from the Search Institute
  - YouthSense: a resource for people who work with children and teens
  - The Asset Champion: inspiring stories from community initiatives around the world
  - Insights and Evidence: latest research findings
Resources for Teachers (cont.)

- Books
  - “Fostering Resilience,” by Martin Krovetz
  - “Resiliency: What we Have Learned,” by Bonnie Bernard
  - “Understanding and Managing Children’s Classroom Behavior”, by Sam Goldstein and Robert Brooks
Resources for parents

- Websites
  - www.raisingresilientkids.com
  - www.search-institute.org
  - www.dosomething.org

- Books
Any questions?
The End
APPENDIX B

Facilitator’s Guide
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 PowerPoint 2000 and Microsoft Word 2000.

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
  - How would you describe someone who is resilient?
  - How do individuals develop resilient qualities?

- Discussion Points
  - Participants identify specific characteristics/traits they would identify as resilient, such as positive, able to bounce back after difficult circumstances, courageous, etc.
  - 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?
  o Which of these assets would you like to focus more on developing in your students?
  o 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 #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**
  - 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.

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Discussion #4, Slide #36

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

• Discussion Points
  • 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
  • What are some examples of how you can effectively set boundaries/rules in the classroom?

• Discussion Points
  • 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
  • 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.
APPENDIX C

Participant Handouts
The Power of Resiliency: Participant Handouts

Participants: Please use this handout to take notes on the discussion questions and jot down any ideas you gained from your colleagues’ contributions.

Discussion Questions

1. Discussion Question #1

- How would you describe someone who is resilient?
- How do individuals develop resilient qualities

2. Discussion Question #2

- Which, if any, of these external 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?

3. Discussion Question #3

- 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?

4. Discussion Question #4

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

5. Discussion Question #5

• What are some examples of how you can effectively set boundaries/rules in the classroom?

6. Discussion Question #6

• What are some life skills you value as important to model for your students or include in your curriculum development?

7. Discussion Question #7

• What are some ways you can demonstrate caring and support toward your students?
8. Discussion Question #8

- What do you say or do that communicates your high expectations to your students?

9. Discussion Question #9

- What are some strategies you use to encourage and increase participation with your students?
The Resiliency Quiz

Do you have the conditions in your life that research shows help people to be resilient?

People bounce back from tragedy, trauma, risks, and stress by having the following conditions in their lives. The more times you answer yes (below), the greater the chances you can bounce back from your life's problems "with more power and more smarts."

And doing that is one of the surest ways to increase your self-esteem.

Answer yes or no to the following. Then celebrate your "yes" answers and decide how you can change your "no" answers to "yes."

1. Caring and Support
   _____ I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are "there for me."
   _____ I am involved in a school, work, faith, or other group where I feel cared for and valued.
   _____ I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

2. High Expectations for Success
   _____ I have several people in my life who let me know they believe in my ability to succeed.
   _____ I get the message "You can succeed," at my work or school.
I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals—even when I encounter difficulties.

3. Opportunities for Meaningful Participation

_____ My voice (opinion) and choice (what I want) are heard and valued in my close personal relationships.

_____ My opinions and ideas are listened to and respected at my work or school.

_____ I provide service through volunteering to help others or a cause in my community, faith organization, or school.

4. Positive Bonds

_____ I am involved in one or more positive after-work or after-school hobbies or activities

_____ I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.

_____ I feel "close to" most people at my work or school.

5. Clear and Consistent Boundaries

_____ Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).

_____ I experience clear, consistent expectations and rules at my work or in my school

_____ I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying "no" when I need to.
6. Life Skills

_____ I have (and use) good listening, honest communication, and healthy conflict resolution skills.

_____ I have the training and skills I need to do my job well, or all the skills I need to do well in school.

_____ I know how to set a goal and take the steps to achieve it.

by Nan Henderson, M.S.W.; ©2002

http://www.resiliency.com/htm/resiliencyquiz.htm
Workshop Evaluation Form

We are interested in your assessment of the workshop provided and ask you to complete this form. For each statement, please check if you agree or disagree using a rating scale from “1” to “5”. A rating of “1” indicates that you strongly disagree with the statement; a rating of “5” indicates that you strongly agree; a rating of “3” is the level where you neither agree nor disagree.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Check Your Response</th>
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<td>Strongly Disagree</td>
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<tr>
<td>There was sufficient opportunity for interactive participation</td>
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<tr>
<td>The workshop improved my overall understanding of resiliency</td>
<td></td>
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<tr>
<td>The workshop gave me practical and applicable strategies for my classroom and/or interaction with students</td>
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<td>The visuals and supporting materials were valuable</td>
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<tr>
<td><strong>Facilitator</strong></td>
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<tr>
<td>The facilitator was knowledgeable about the topic</td>
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<tr>
<td>The facilitator was well prepared for the session</td>
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<tr>
<td>The facilitator presented the information in a smooth, clear, and professional manner</td>
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<tr>
<td>The facilitator used a variety of training methods to keep the workshop interesting</td>
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<tr>
<td>The facilitator encouraged active participation</td>
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<td><strong>General Satisfaction</strong></td>
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</tr>
<tr>
<td>I am satisfied with my increased understanding of resiliency</td>
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</tr>
</tbody>
</table>

How do you plan to apply what you learned today?

Additional comments:
REFERENCES


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