

Nurturing Resilience, Self-discipline and Tenacity

Understanding the Science of the Essential Triad of Human Development

www.samgoldstein.com
info@samgoldstein.com
[@drsamgoldstein](https://twitter.com/drsamgoldstein)
[@doctorsamgoldstein](https://twitter.com/doctorsamgoldstein)

Sam Goldstein, Ph.D.
 Assistant Clinical Professor
 University of Utah School of Medicine
 Clinical Director
 Neurology, Learning and Behavior Center



1

Relevant Disclosure



- I have developed tests marketed by Multi- Health Systems, Pro-Ed and Western Psychological Services including the Rating Scales of Impairment (MHS).
- I have authored books marketed by Springer, Wiley, Guilford, Double Day, McGraw Hill, Brookes, Kluwer and Specialty Press. These include *Raising Resilient Children*, *Raising a Self-disciplined Child* and *Tenacity in Children*.
- I am Editor in Chief of the Journal of Attention Disorders (Sage) and Co-Editor of the Encyclopedia of Child Development (Springer).
- I am a compensated speaker for L & B.

2

Brooks and Goldstein: A Thirty Year Collaboration

Trade Books:

Raising Resilient Children
Nurturing Resilience
Raising a Self Disciplined Child
Power of Resilience
Raising Resilient Children with ASD
Seven Steps to Improve Social Skills
Seven Steps to Anger Management
Seven Steps to Help Your Child Worry Less
Tenacity (in progress)



Text Books:

Handbook of Resilience in Children
Handbook of Resilience in Children 2nd Ed.
Handbook of Resilience in Children 3rd Ed. (in progress)
Understanding and Managing Classroom Behavior 2nd Ed.
Play Therapy Interventions to Enhance Resilience
Parenting Resilient Children Program
Handbook of Human Instincts (in progress)

Film:

Tough Times Resilient Kids

Radio:

One Minute to Better Parenting

Print and Public Media

Dozens of Trade and Lay Public Articles and Joint Presentations

3

Learning Objectives

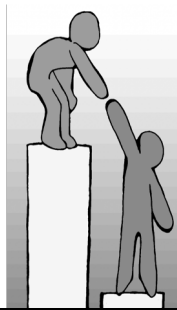
- Develop an understanding and appreciation of the science of resilience and self-discipline.
- Explore and understand the science of human instincts, specifically as it relates to the seven instincts falling under the umbrella of *Tenacity*.
- Discover an appreciation of how these three phenomena inter-weave to chart a path for happy and successful outcomes for all children.
- Learn about resources as well as ideas for specific strategies in the classroom, on the playground, and in the home.



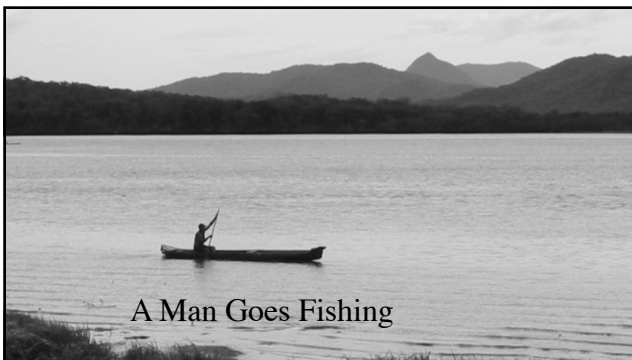
4

Goals for Today

- Develop a new understanding of the forces that shape children's journey into adulthood.
- Appreciate the Essential Triad of human development.
- Expand an appreciation of human instincts.
- Master the the definitions of Resilience, Self-discipline and Tenacity.
- Develop skills to affirmatively apply this knowledge.



5



6

How do we understand, define and impact the forces that affirmatively shape children's journey into adulthood ?



7

We Are the First Congress on Defining Child Development (circa 1820)



8

How Shall We Understand, Define, Categorize, Evaluate the Impact of These Forces to Help Children?

- By etiology or cause?
- By emotions, behaviors and thoughts?
- By impaired function in activities of life?



9

The Essential Triad of Human Development

- The Essential Triad is an outgrowth of our continued elaboration of a strength-based model to understand human behavior and empower youth and adults.
- After writing the trade books *Raising Resilient Children*, *The Power of Resilience*, and *Nurturing Resilience in Our Children*, as well as co-editing a two science volumes, *Handbook of Resilience in Children and 2nd editions*, in which we introduced and elaborated on the concept of a *resilient mindset*, we recognized that one component of that mindset, self-discipline, deserved separate attention.
- This prompted us to further research and author *Raising a Self-Disciplined Child*.



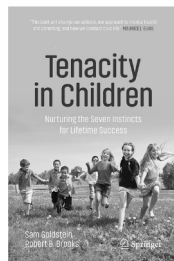
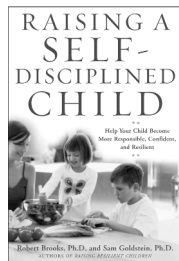
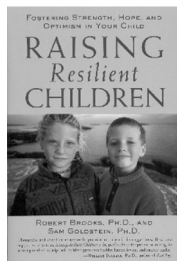
10

The Essential Triad of Human Development

- We appreciate that resilience is a process of competent functioning under duress and self-discipline is the inner control required to be resilient over time.
- In our continued work with children and families we recognized that the guideposts of resilience and self-discipline were always helpful but at times fell short of our goals.
- Through our professional and personal experiences we learned that functional behavior and self-control over time requires a certain kind of determination and a firm grip in charting life decisions.
- This is what tenacity represents. Tenacity is the strength of will, strong mindedness, and sense of purpose needed to fuel self-discipline and resilience. Tenacity is rooted in a mindset of stalwart belief.



11



12

We have perpetuated the nineteenth century perception that raising children is a process by which information is dumped into a **black box** lying mysteriously within the human brain.



13

We have also assumed a **Stepford Wives** model that all black boxes are identical.



14

Caregivers are the architects of the way in which experience influences genetically preprogrammed but experience dependent brain development.

Daniel Siegel
The Developing Mind



15

Me and My Dad!



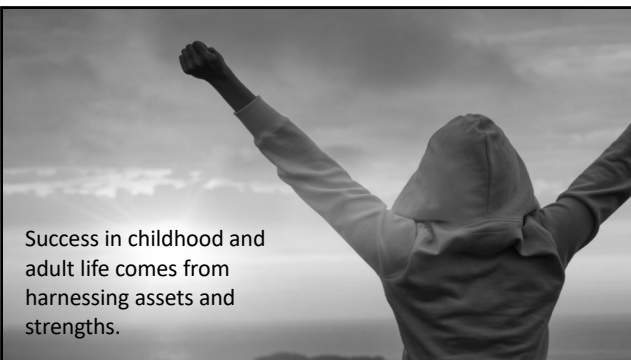
16

When children transition into adult life
their past mistakes, misbehavior or
problems are of little interest to others.



17

Success in childhood and
adult life comes from
harnessing assets and
strengths.



18

Did you ever wonder . . .



19

How children learn to speak?



20

How children learn to manage their emotions?



21

How children acquire knowledge?



22

How children master challenging activities?



23

How children learn to socialize?



24

How children create
their identity?



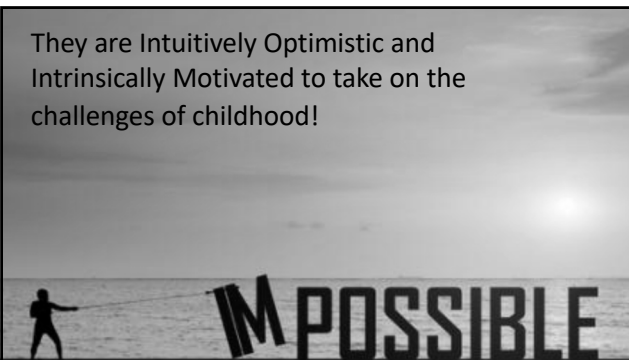
25

They are guided by the nexus of genes, experience
and thought.

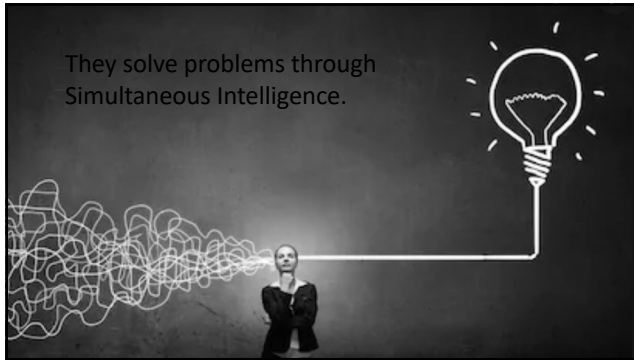


26

They are Intuitively Optimistic and
Intrinsically Motivated to take on the
challenges of childhood!



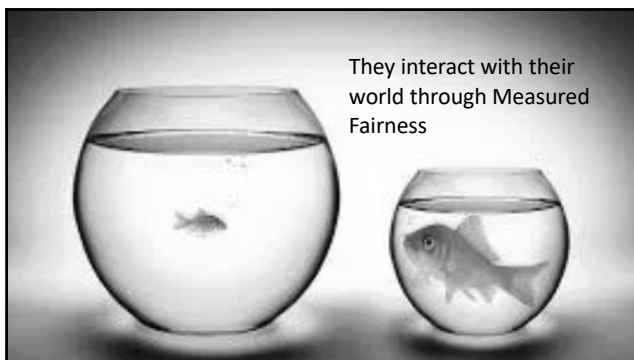
27



28



29



30

For thousands of generations, parents, relatives, and others raised and prepared children to become successful adults, to acquire knowledge and skills that were needed to meet the challenges of their time.



31

Until relatively recent times in human history there were no schools or organized institutions, nor were there self-help or parenting books.

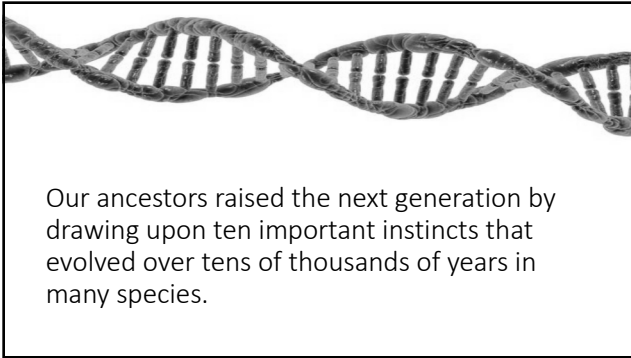


32

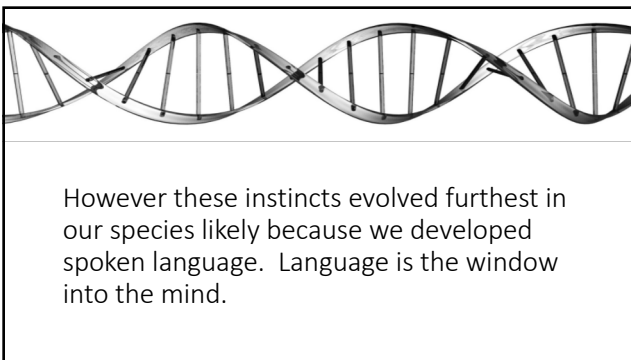


How did they do it?

33



34



35



36

Biology is not destiny. . . .
 . . . but it does impact
 probability.



37

Identical Twin Studies

- The Minnesota twin studies has been cited over 1500 times (Bouchard et. al, 1990).
- It also raised many questions about the importance of heredity and the environment in shaping human behavior.
- The evidence that Bouchard and his colleagues provided through their study supported the argument that genetic factors and inheritance play a large role in the development of individuals and the interests and characteristics they show.



38

Instincts

- In complex species instincts serve a critical role in shaping the developmental course through childhood into adulthood.
- Thousands of generations of children allowed for many genetic mutations, some of which were adaptive.
- Some of these increased the likelihood that babies would survive, even thrive throughout their childhood, and transition successfully into adult life.



39

Instincts

- *TENACITY* is composed of seven affirmative instincts that I will introduce in today's webinar.
- We will also consider three additional instincts that we believe are responsible for much of what is wrong in the world today.
- We consider one of the most important affirmative instincts to be intuitive optimism. This is the unspoken belief that if you just keep at a task your chances of success are greater.
- We would argue that when it comes to reaching developmental milestones continued effort nearly always leads to success as long as the task is within the capacities of the child to achieve.
- This instinct is clearly a vital component of self-discipline and a resilient mindset.



40

Instincts

- Our children are in fact hard wired to learn if we are sufficiently knowledgeable to understand how their wiring interacts with the world around them and create environments in which they can grow and thrive.
- Every society places expectations upon its youth to acquire a certain level of knowledge and behavior in order to functionally transition into adulthood.
- No matter how simple the society, children must harness their instincts to acquire knowledge, develop self-discipline, cope well with adversity and persist even in the face of failure.
- The instincts comprising *TENACITY* provide the critical foundation for children in any culture or society to acquire necessary knowledge to move successfully into adult life.



41

Instincts

- In some species instincts are fixed patterns of behavior leading to a certain outcome such as a bird building a nest for the first time or a salmon returning upriver to its birthplace to spawn.
- We believe that in our species instincts represent an intuitive way of thinking and/or acting that increase the chances of survival and success.
- In viewing instincts in this way we appreciate that knowing what to do and doing what you know are not synonymous.
- Ultimately success very much dependent on experience.



42

"The Unholy Trinity of Instincts"



- Open a newspaper, visit a web page, or turn on the evening news and you will find a disheartening and increasing number of stories of adverse events in the world.
- We maintain three additional basic human instincts:
 1. Rigid adherence to belief.
 2. Fear of difference.
 3. Defensive aggression to real or perceived threat.
 alone or in combination in great part explain why these events occur.

We call these three instincts the "unholy trinity."

43

Today, the seven affirmative instincts are more important than ever in preparing children for tomorrow's successes throughout life.

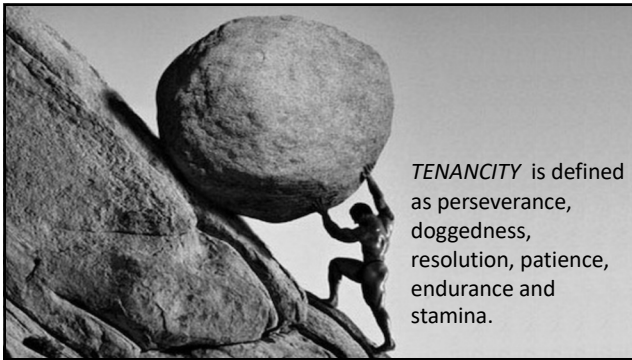


44

We call these the Seven Instincts of **TENACITY!**



45

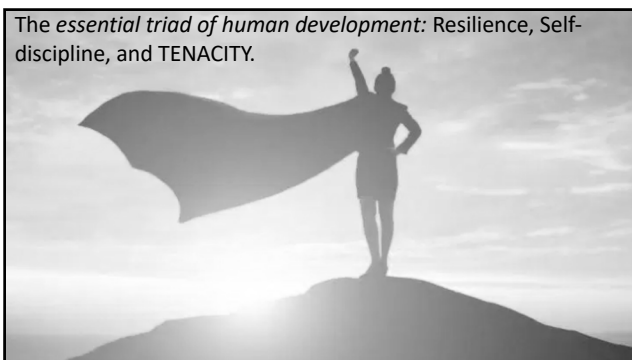


46

Tenacity provides the mental and emotional fuel driving resilience and self-discipline.

**KEEP
CALM
AND
NEVER
YIELD**

47



48

TENACITY may be comprised of seven instincts, but for these instincts to develop and flourish in children they require the nurturing and support of caring adults.



49

These instincts are:

- intrinsic motivation
- intuitive optimism
- simultaneous intelligence
- compassionate empathy
- virtuous responsibility
- genuine altruism
- measured fairness



50

Instinctual Optimism

- A belief driven by genes.
- A belief that a way will always be found.
- A belief that success will be obtained.
- The glass is half full!



51

Intrinsic Motivation

- Driven by internal reason and inspiration.
- Rewarded by the payoff to the mind.
- Guided by belief not environmental consequences.



52

Simultaneous Intelligence

- The ability to see all the parts of a problem simultaneously.
- A mental activity by which the child integrates stimuli into groups.
- Stimuli are seen as a whole.
- Each part is related to the others.



53

Compassionate Empathy

Insight combined with:

- Sensitivity
- Tolerance
- Kindness



54

Through the Eyes of Others

- Do you practice what you have learned and lived?
- It is difficult to be empathic when you are disappointed or angry.
- Do you make assumptions about the motives of others?
- Do you hold the erroneous belief that if you are too empathic people will take advantage of you?



55

Through the Eyes of Others

Steps to becoming an empathic person:

- Take the time to complete empathy exercise. Consider how you would like other people to describe you versus how they might actually describe you. Act on the discrepancy.
- Use your experiences as a guide.
- Make an effort to put empathy into practice every day.



56

Virtuous Responsibility

Responsible behavior guided by:

- Dignity
- Morality
- Respect for self and others
- Integrity

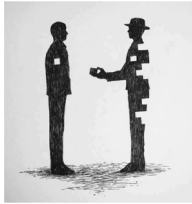


57

Genuine Altruism

Giving of yourself (time and effort)
guided by:

- Sincerity
- Honesty
- Truth
- Sensitivity
- Honesty



58

Measured Fairness

- A concept developed in Game Theory.
- Being fair to yourself first than to others.
- Knowing when you must put yourself first.



59

The Road to *TENACITY*: Building Islands of Competence

- Examine your assumptions about children's choices and successes.
- Challenge their self-defeating attributions.
- Help them find passionate interests and islands of competence and pursue them.
- Listen and learn first before advising. Sometimes they just want to be heard.
- Let them learn from their experiences.
- Be proactive in the face of true problems.
- Take a long term view.



60

Focus on Well Being!

- COMPETENCE in academic, social and vocational areas
- CONFIDENCE or a positive identity
- CONNECTIONS or healthy relations
- CHARACTER or positive values, integrity, and values
- CARING and compassion

(Lerner et al, 2000)



61

Stress Hardiness

- Committed to finding a meaningful purpose in life.
- A belief that you can influence your surroundings and outcome of events.
- A belief that you can learn and grow from both positive and negative life experiences.



62

A Lesson from Michael.



63

Do Children
Care What We
Think? Part I

To: Mrs. Cowdell
Dear Mrs. Cowdell,
I am writing you this letter.
I'm just asking if you
can forgive me for talking back
to you. I know what I did was very
very wrong and I wanted to apol-
ogize. It's just that well, it's just that I
just a kid and kids make mistakes, but
I'm sure you know that Mrs. Cowdell,
what I'm trying to say is that I'm very
very, very, sorry.

Sincerely
Drew

64

Do Children Care
What We Think?
Part II

To: Mrs. Cowdell
Why I Will
Never do this again
Dear Mrs. Cowdell,
Mrs. Cowdell, here are some
reasons why I will never do this
again. #1 I want to get a good
education and if I keep this up I
will not be able to achieve this goal.
#2 Because I love to learn and I
don't want to lose that opportunity.
#3 I
I ♥ School!

65

Biology is not destiny but it does
effect probability. In every risk
group there are those who manage
to transition successfully into adult
life despite their adversities.



66

Resilience

- A process leading to good outcome despite high risk
- The ability to function competently under stress
- The ability to recover from trauma and adversity



67

"I'm not afraid about my girlfriends and myself, we'll squeeze through somehow, though I'm not too certain about my math."

Anne Frank
June 21, 1942



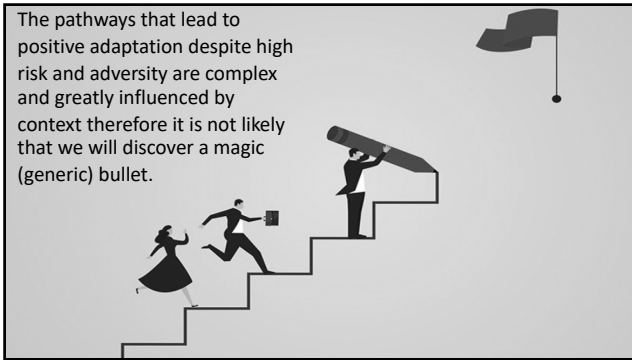
68

"I have lots of courage, I feel so strong and as if I can bear a great deal, I feel so free and so young! I was glad when I first realized it, because I don't think I shall easily bow down before the blows that inevitably come to everyone."

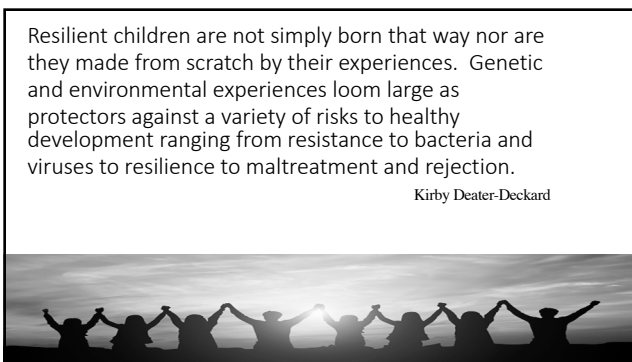
Anne Frank
July 15, 1944



69



70



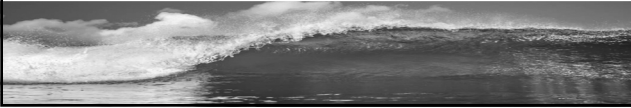
71



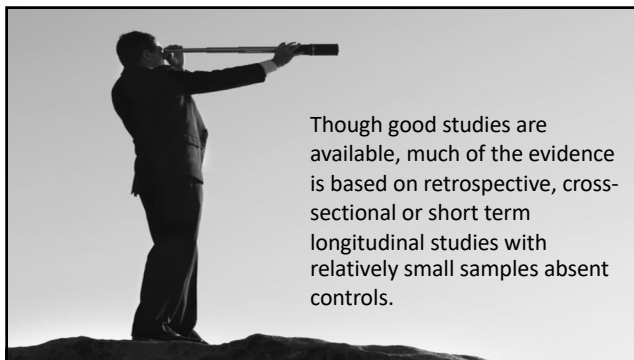
72

Four Waves of Resilience Research

- Identifying person and variable-focused factors that make a difference.
- Identifying and understanding the operation of these factors within systems with a process focus.
- Intervening to foster resilience.
- Creating systems that foster resilience.



73



74

It is also critical to remember that resilience is never directly measured in these studies.



75

Resilience is inferred based on the measurement of risk and coping.



76

U.S. Large Scale Logitudinal Studies

- The Kauai Study (698 children born in 1955)
- Minnesota Parent-Child Project (190 children born in 1975).
- Project Competence (205 children in 3rd -6th grades started in 1977).
- Virginia Study of Divorce and Remarriage (122 children in 1971).
- Rochester Study (180 children in 1970).
- Chicago Study (1200+ children in 1983).

77

Worldwide Large Scale Longitudinal Studies

- British National Child Development Study (17,000 children born in 1958).
- British Cohort Study (14,000+ children born in 1970).
- Dunedin Multidisciplinary Health and Development Study (1,000+ children born in 1972 - 1973).
- Queensland Study (8,500+ children born in 1981).
- Lundby Study (590 children born in 1997)
- Copenhagen High Risk Study (207 children from age 15 on begun 30 years ago).

78

Risk and Protective Factors: In the Individual

Risks

- Female gender
- Early puberty
- Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration
- Low self-esteem, perceived incompetence, negative explanatory and inferential style
- Anxiety
- Low-level depressive symptoms and dysthymia
- Insecure attachment
- Poor social skills: communication and problem-solving skills
- Extreme need for approval and social support

Protective

- High IQ
- Positive social skills
- Willingness to please adults
- Religious and club affiliations
- Positive physical development
- Academic achievement

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/pplhg/pdf/NDM_Matrix_8%20%11_FINAL.pdf

79

Risk and Protective Factors: In the Individual

Risks

- Low self-esteem
- Shyness
- Emotional problems in childhood
- Conduct disorder
- Favorable attitudes toward drugs
- Rebelliousness
- Early substance use
- Antisocial behavior
- Head injury
- Marijuana use
- Childhood exposure to lead or mercury (neurotoxins)

Protective

- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/pplhg/pdf/NDM_Matrix_8%20%11_FINAL.pdf

80

Risk and Protective Factors: In the Family

Risks

- Inadequate or inappropriate child rearing practices,
- Home discord
- Maltreatment and abuse
- Large family size
- Parental antisocial history
- Poverty
- Exposure to repeated family violence
- Divorce
- Parental psychopathology
- Teenage parenthood
- A high level of parent-child conflict
- A low level of positive parental involvement
- Family dysfunction
- Poor parental supervision
- Sexual abuse

Protective

- Participation in shared activities between youth and family (including siblings and parents)
- Providing the forum to discuss problems and issues with parents
- Availability of economic and other resources to expose youth to multiple experiences
- The presence of a positive adult (ally) in the family to mentor and be supportive
- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Clear expectations for behavior and values

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/pplhg/pdf/NDM_Matrix_8%20%11_FINAL.pdf

81

Risk and Protective Factors: In Peers

- | Risks | Protective |
|---|--|
| <ul style="list-style-type: none"> • Spending time with peers who engage in delinquent or risky behavior • Gang involvement • Less exposure to positive social opportunities because of bullying and rejection | <ul style="list-style-type: none"> • Positive and healthy friends to associate with • Engagement in healthy and safe activities with peers during leisure time (e.g., clubs, sports, other recreation) |

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/igfslg/jdth/IOM_Matrx_8%20x11_FINAL.pdf

82

Risk and Protective Factors: School and Community

- | Risks | Protective |
|--|--|
| <ul style="list-style-type: none"> • Poor academic performance • Enrollment in schools that are unsafe and fail to address the academic and social and emotional needs of children and youth • Low commitment to school • Low educational aspirations • Poor motivation • Living in an impoverished neighborhood • Social disorganization in the community in which the youth lives • High crime neighborhoods | <ul style="list-style-type: none"> • Enrollment in schools that address not only the academic needs of youth but also their social and emotional needs and learning • Schools that provide a safe environment • A community and neighborhood that promote and foster healthy activities for youth |

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/igfslg/jdth/IOM_Matrx_8%20x11_FINAL.pdf

83

Most Powerful Predictors of a Resilient Child

- Easy temperament
- Consistent family relationships
- Competent caregivers
- Development of self-esteem
- A sense of emotional security



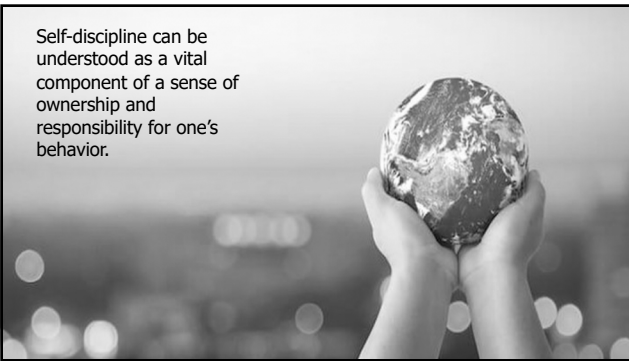
84

Knowing what to do and doing what you know consistently and effectively requires self-discipline.



85

Self-discipline can be understood as a vital component of a sense of ownership and responsibility for one's behavior.



86

The need to develop and effectively harness self-discipline at an early age, while critical in any culture, may take on greater importance in a society filled with complex demands, challenges, and stresses. The possession and ability to effectively utilize self-discipline paves a successful road into adulthood.



87



It is not surprising that in our fast paced, seemingly chaotic world, children capable of implementing self-discipline at young ages appear to negotiate the maze of family, school, friends, and community more successfully than those who struggle with this ability.

Effective self-discipline implies that a child has internalized a set of rules so that even without the presence of a parent or other caregiver, the child will act in a thoughtful, reflective manner.

88

The question, "What skills and attitudes are we attempting to reinforce in children when we discipline them?" can also be posed in the following way: "What do we desire to be the end-result of our disciplinary techniques?"



89

Self-discipline

- The ability to inhibit
- The ability to delay
- The ability to separate thought from feeling
- The ability to separate experience from response
- The ability to consider an experience and change perspective
- The ability to consider alternative responses



90

Self-discipline

- The ability to choose a response and act successfully towards a goal
- The ability to change the response when confronted with new data
- The ability to negotiate life automatically
- The ability to track cues



91

Children with poor self-discipline aren't clue-less.

They are unfortunately often cue-less!



92

Poor Self-discipline is synonymous with. . .

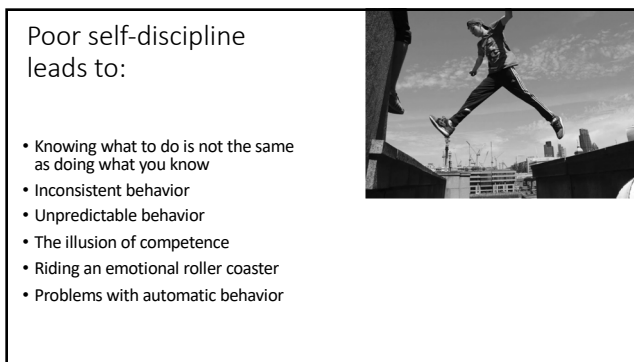
Poor Self-control



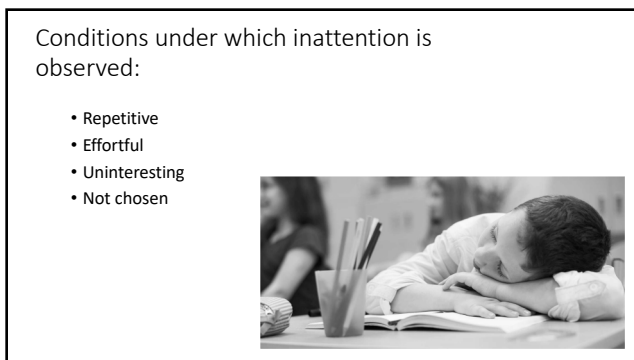
93



94



95



96

Conditions under which problems with consequences are observed:

- Delayed
- Infrequent
- Unpredictable
- Lacking saliency



97

Poor self-discipline acts as a catalyst fueling other developmental and environmental risk factors.



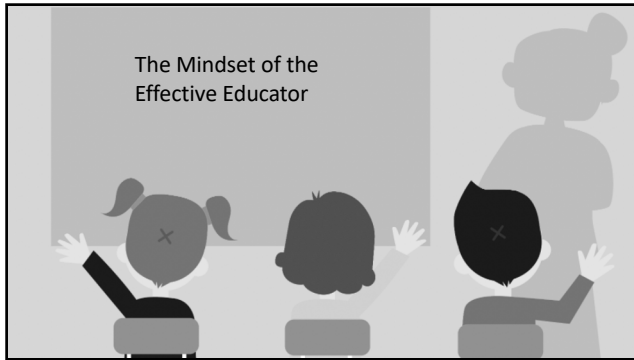
98

The consequence is worse than the symptom:

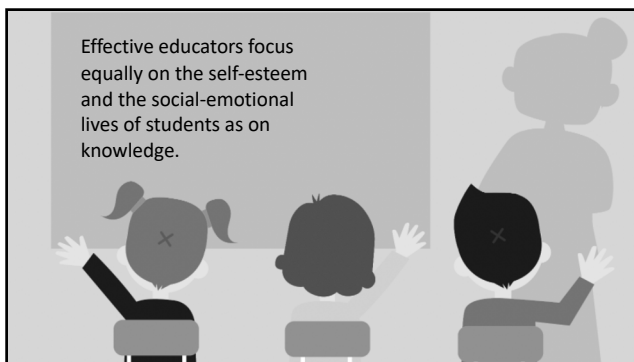
NEGATIVE REINFORCEMENT



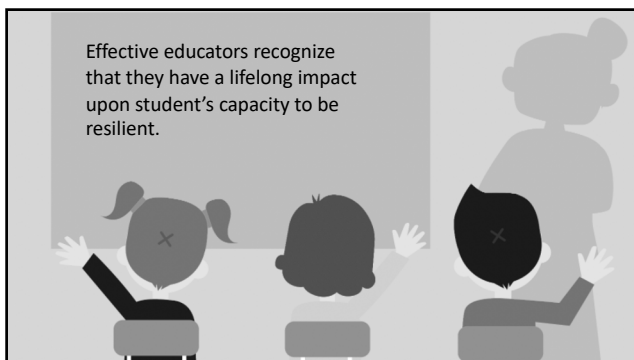
99



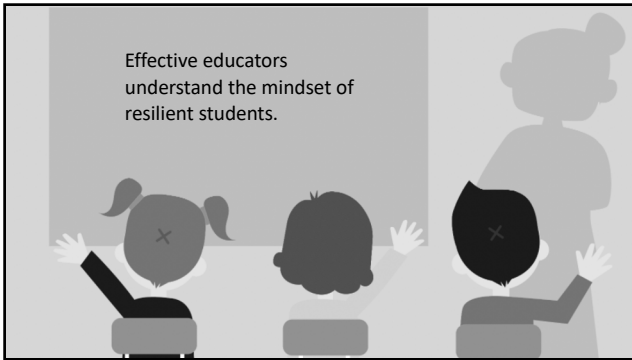
100



101



102



103

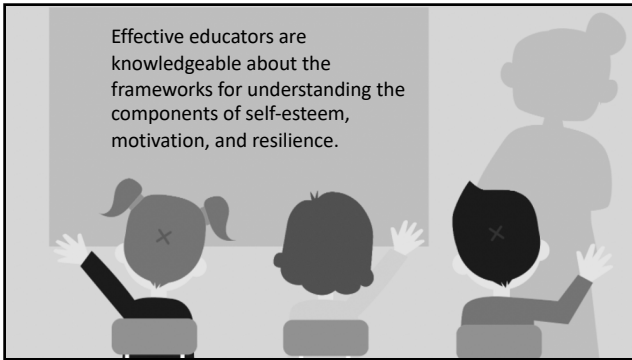


104

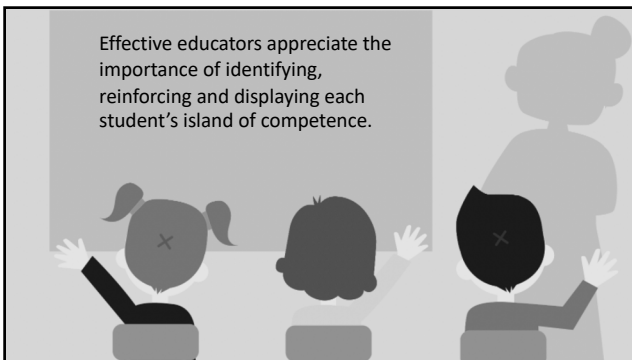
Coping Behaviors of Students

- Quitting and avoiding
- Cheating
- Rationalizing
- Clowning and regression
- Controlling
- Aggressiveness and bullying
- Passive/aggressive behavior
- Complaining of boredom
- Rushing

105



106



107



108

The Lessons of Resilience: Maintaining a Resilient Classroom

Exercising resilience on a daily basis:

- Have I truly listened during the past day and attempted to understand the viewpoints of my students?
- How have I related to my students?
- Have I practiced empathy and respect?
- How have I responded well to stress, mistakes and setbacks? If not what will I do differently the next time?
- In what areas did I do well? How do I maintain and/or reproduce these positive behaviors tomorrow?
- Do not wait for children to change first for you to achieve your educational goals.

109

The Mindset of a Resilient Child

- Optimistic and hopeful.
- Feel special and appreciated in the eyes of others.
- Set realistic goals and expectations.
- View mistakes, hardships and obstacles as challenges.
- Solve problems and make decisions.
- Internal locus of control.
- Believe you can and set out to solve problems.
- Possess empathy.

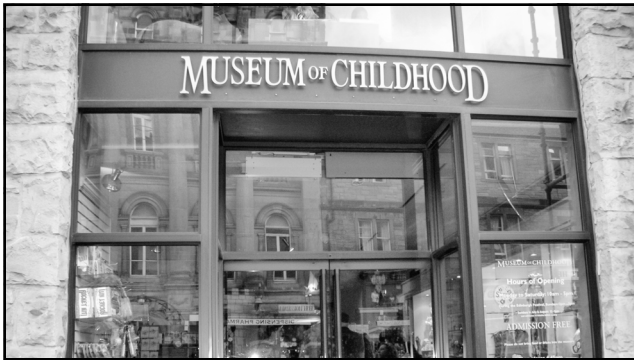
110

The Essential Triad of Human Development

- We believe that the *essential triad of human development* – resilience, self-discipline, and tenacity offer not just a different way of raising children and managing ourselves, but a better way.
- Our role as parents, educators, and therapists is not solely to teach, but to create everyday experiences that nurture these seven instincts to blossom in our children, students, and patients.
- We hope you agree.



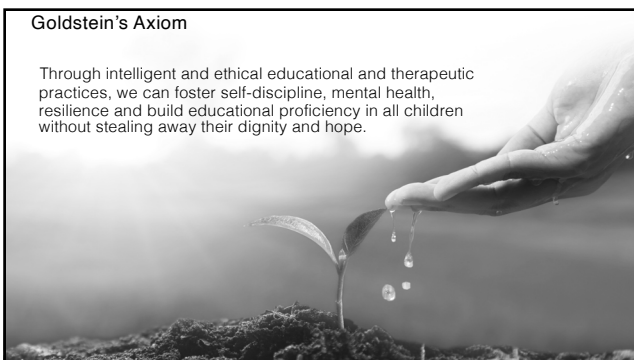
111



112



113



114

I am ^{not} ~~not~~
going to do
my homework
until i have a ^{new}
toy in my hand.

115

No, so called parents,
I hate your fucken guts
Rob
You lied and said that
you would spend time
with me.
Kathleen
Same with you

116

What Is Your Mindset?

DEAR GOD,
I wish I could be
better in School.
Can you help me.

117



118



119



120

Thank You!



Dr. Sam Goldstein

www.samgoldstein.com
info@samgoldstein.com
