





Resilience Isn't Just For Students:

Harnessing the Power of Resilience In Your Professional and Personal Lives

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Relevant Disclosure

- My expenses for this conference are supported by Multi Health Systems and Western Psychological Services.
- I have developed tests marketed by Multi- Health Systems, Pro-Ed and Western Psychological Services.
- I have authored books marketed by Springer, Wiley, Guilford, Double Day, McGraw Hill, Brookes, Kluwer and Specialty Press.
- I am Editor in Chief of the Journal of Attention Disorders (Sage) and Co-Editor of the Encyclopedia of Child Development (Springer)

The Future



The purpose of life is to prepare
the next generation for their
future.



The secret of education lies
in respecting the student.

Ralph Waldo Emerson



And maintaining the resilience of the educators!

Survival of the Species

- Salmon and snakes are born with sufficient instincts to survive.
- Bear cubs require at least one or two years with their mother to insure survival.
- Higher primates require three or four years.
- Humans require at least ten years.



We have perpetuated the nineteenth century perception that educating children and maintaining mental health as an adult is a process by which information is dumped into a **BLACK BOX** lying mysteriously within the human brain.

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

We have done an a very good job of marketing the concept of school to young children.

We have been successful
in doing so because they
(and we) possess
Instinctual Optimism and
Intrinsic Motivation.



We fail to appreciate
that we are all
genetically endowed
with certain patterns of
behavior and thought.

What are these traits?

- The drive to help
- The drive to mastery
- Intrinsic motivation
- Instinctual optimism
- Altruism
- Problem-solving
- Social connection
- The drive to acquire knowledge
- Fairness



Resilience is Predicted Factors Within:



The Child



The Family



The Culture

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 with an individual to foster resilience.
- Making System wide changes.


Person Attributes Associated With Successful Coping*

- | | |
|---------------------------------------|------------------------------|
| ■ Affectionate, engaging temperament. | ■ Positive self-concept. |
| ■ Sociable. | ■ Impulse control. |
| ■ Autonomous. | ■ Internal locus of control. |
| ■ Above average IQ. | ■ Planning skills. |
| ■ Good reading skills. | ■ Faith. |
| ■ High achievement motivation. | ■ Humorous. |
| | ■ Helpfulness. |


*Replicated in 2 or more studies.

Environmental Factors Associated With Successful Coping*

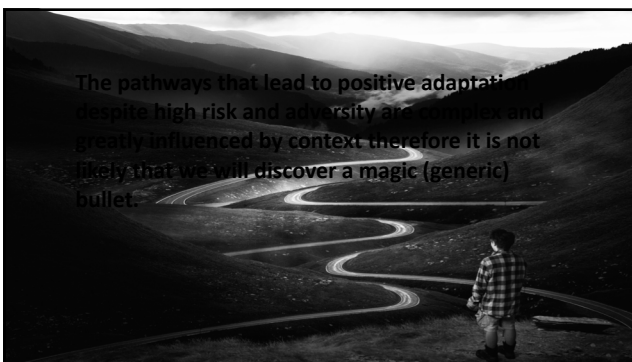
- Smaller family size.
- Maternal competence and mental health.
- Close bond with primary caregiver.
- Supportive siblings.
- Extended family involvement.
- Living above the poverty level.
- Friendships.
- Supportive teachers.
- Successful school experiences.
- Involvement in pro-social organizations.



*Replicated in 2 or more studies.



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The pathways that lead to positive adaptation despite high risk and adversity are complex and greatly influenced by context therefore it is not likely that we will discover a magic (generic) bullet.

Take the Test: The Brief Resilience Scale

Brief Resilience Scale (BRS)

Please respond to each item by marking one box per row		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
BR1	I tend to bounce back quickly after hard times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BR2	I have a hard time making it through stressful events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BR3	It does not take me long to recover from a stressful event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BR4	It is hard for me to snap back when something bad happens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BR5	I usually come through difficult times with little trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BR6	I tend to take a long time to get over set-backs in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring: Add the responses varying from 1-5 for all six items giving a range from 6-30. Divide the total sum by the total number of questions answered.

My score: _____ item average / 6

Brief Resilience Scale

BRS 1	I tend to bounce back quickly after hard times	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 2	I have a hard time making it through stressful events.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
BRS 3	It does not take me long to recover from a stressful event.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 4	It is hard for me to snap back when something bad happens.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
BRS 5	I usually come through difficult times with little trouble.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 6	I tend to take a long time to get over set-backs in my life.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Scoring The BRS

- Sample 1 consisted of 128 undergraduate students.
- Sample 2 consisted of 64 undergraduate students.
- Sample 3 consisted of 112 cardiac rehabilitation patients.
- Sample 4 consisted of 50 women who either had fibromyalgia (n = 20) or were healthy controls (n = 30).

All four samples were recruited from a medium sized metropolitan area in the southwestern U.S. (Albuquerque, New Mexico).

Scoring the BRS

- A one factor solution was the best fit for the data.
- All groups had a mean between 3.5 and 3.9
- Standard deviations ranged from 0.68 to 0.65
- So average/normal ranges from 2.82 to 4.75
- Below 2.14 puts you below the 2nd percentile.
- Above 5.60 puts you above the 98th percentile.

"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



"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



Resilience

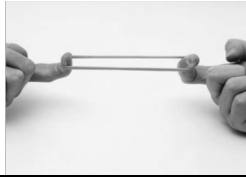
- A process leading to good outcome despite high risk
- The ability to function competently under stress
- The ability to recover from trauma and adversity



Defining key concepts (cont.)

Webster's defines *resilient* (adjective) as:

- (of a substance or object) able to recoil or spring back into shape after bending, stretching or being compressed
- (of a person or animal) able to withstand or recover quickly from difficult conditions



Defining key concepts (cont.)

Resilience is a pattern of positive adaptation in the context of past or present adversity.



Coping = Resilience



The idea of resilience has different meanings for different people, many of which are vague and contradictory.

Howard Kaplan

2
8

Alternatively it might be argued that the concept of resilience is useful, precisely because it instigates so many conceptual or theoretical issues.

Howard Kaplan

2
9

Does resilience refer to characteristics and outcomes of individuals, or does it refer to characteristics and outcomes of more inclusive variables, such as gender, intellect, etc.?



3
0

Is resilience isomorphic to, partially overlapping, or orthogonal to a variety of other terms that appear to be functionally equivalent to that term?



Is resilience the opposite of non-resilience or vulnerability?



Is resilience defined in terms of the nature of the outcomes in response to stress or in terms of the factors that interact with stress to produce the outcomes?



What is the relationship between resilience and the experience of distressful life events?



4

Is resilience reflected in the ability to bounce back from or function with adversity, or is it caused by adversity?



5

Should resiliency be defined in terms of some overall criterion or in terms of particular context-specific outcomes?



6

Which general or specific factors are equated with resilience?



7

How does resilience determine the nature of the factors that place an individual or system at risk?



8

Though good studies are available, much of the evidence is based on retrospective, cross-sectional or short-term longitudinal studies with relatively small samples absent controls.

9

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



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



The pathways that lead to positive adaptation despite high risk and adversity are complex and greatly influenced by context; therefore, it is not likely that we will discover a magic (generic) bullet.

Resilient children are not simply born that way nor are they made from scratch by their experiences. Genetic and environmental experiences loom large as protectors against a variety of risks to healthy development ranging from resistance to bacteria and viruses to resilience to maltreatment and rejection.

Kirby Deater-Deckard

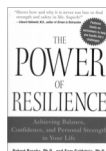
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General Thoughts on Fostering Resilience in Yourself and Others

- Make connections and build your social support network.
- Avoid the tendency to view crises as insurmountable challenges.
- Accept that change is a natural and unavoidable part of life.
- Move towards realistic goals.
- Take decisive actions that will help you face your challenges.
- Look for opportunities for self-discovery.
- Nurture a positive view of yourself and your abilities.
- Keep things in perspective and in context.
- Maintain a hopeful outlook on life.

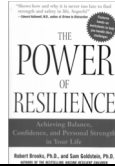
Our Ten Keys For Resilient Living

- Rewrite your negative scripts.
- Choose the path to become stress hardy than stressed out.
- Develop the ability to see the world through the eyes of others.
- Learn to communicate effectively: Listen, learn and influence.
- Accept yourself and others.



Our Ten Keys For Resilient Living

- Develop connections with those around you.
- Learn to deal with mistakes.
- Learn to deal with success and build islands of competence.
- Develop the skills of self-discipline and self-control.
- Learn the lessons of resilience: Maintain a resilient lifestyle.



General Conclusions

- An early history of developing competence, along with supportive, consistent care, serves as a powerful and enduring buffer throughout childhood and increases probability of resilience.
- The pathways that lead to resilience are complex.
- There is a great need to map the interaction of personal and environmental factors.



Only then will we begin to know what makes the young of our species survive and thrive despite life's adversities.

Emmy Werner

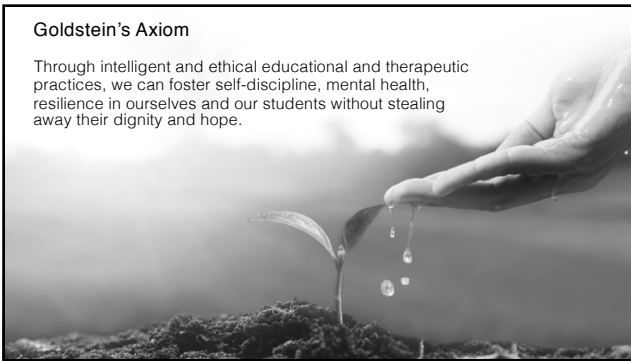


Adopt a Learning-to-Swim Mindset!



Goldstein's Axiom

Through intelligent and ethical educational and therapeutic practices, we can foster self-discipline, mental health, resilience in ourselves and our students without stealing away their dignity and hope.



Creating a Masterpiece!





Questions?

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