Nurturing the Mindset of		
Resilient Students		
A Good Day is When Bad		
Things Don't Happen		
Sam Goldstein Ph.D.		
Director, Neurology, Learning and Behavior Center Assistant Clinical Professor of Psychiatry University of Utah	» Memb er	
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Georgia Association of School Psychologists Coding for Children allocation		

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

























Preschool Graduation













Do Children Care What We Think? Part I
to:Mrs.Cowdell En Dear Mrs.Cowdell
Lean Writeing you this letters I'm writeing you this letters I'm JUST asking styou com forgue me first taking back
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The sure you knew that Mexicoide, what I've that you say is that I've very, very, very, servy.
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Ryan's Letters To Ms. Walter Part II		
Dear Mr. Walter,		
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Knowledge is power.	
Sir Francis Bacon	
29	

	The greatest obstacle to discovery is not ignorance - it is the illusion of knowledge. Daniel J. Boorstein				
--	---	--	--	--	--

Caution should be taken in jumping to readily onto the bandwagon of whatever happens to be the prevailing
Sir Michael Rutter

Questions in Need of Answers	
Is there a need for a conceptual process like resilience? Is resilience an evidence based concept?	
Is there sufficient research to suggest resilience is a powerful antidote for the myriad of adversities children face today?	
Is there sufficient research to suggest that resilience theory guide the practices of education, mental health and parenting?	
Can resilience be measured?	
Can resilience be taught?	
Should resilience be the featured theme at a school psychology conferences?	
32	

We fail to appreciate that children are genetically endowed with certain patterns of behavior and thought.	
33	I

What Are These Traits?	
The drive to help. The drive to mastery. Intrinsic motivation. Instinctual optimism.	
Altruism. Problem solving.	
54	

SourcingGroup Sourcing

With these changes comes a new appreciation of the science of resilience and stress hardiness.	
36	

Is the concept of Resilience popular?	
popular?	
57	
J.	

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silience: Build skills to endure hardship - Mayo Clinic.com ilience — Improve coping skills so that you can hardle if the hardships better. wraycolinic.com/health/realilience/MH00078 - 38k - Cached - Similar pages	
The Resiliency Center: Become Resilient, Learn to Resile, Have	

Defining Key Concepts         Mid 17th Century origin from the Latin resilient - 'leaping back', from the verb resilire.		
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	from the verb <b>resilire</b> .	
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<sup>39</sup>	~	
	39	

Defining Key Concepts	
Websters defines resilient (adjective) as:	
<ul> <li>- (of a substance or object) able to recoil or spring back into shape after bending, stretching or being compressed.</li> </ul>	
-(of a person or animal) able to withstand or recover quickly from difficult conditions.	
40	

Defining Key Concepts	
Resilience is a pattern of positive	
adaptation in the context of past or	
Resilience is a pattern of positive adaptation in the context of past or present adversity.	
41	
41	



Defining Key Concepts	
Is resilience inversely related to impairment?	
43	



CHILDREN'S	DEFENSE FUND
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An American child was reported abused or neglected every 35 seconds in 2011 (3 million). 30% of all victims below age 3; 50% below age 7. 60% are neglected. Nearly 600.000 American children are in

Nearly 600,000 American children are in foster care, with 130,000 waiting.
7 1/2 million children are home alone after school.

Committee for Children	]
One of every seven children reports being bullied in school regularly.	
Seventy-eight percent of children reported being bullied at least once in the past month.	
5	

In 2014 4,599 youth between the ages of 10 and 24 committed suicide.	
43	

Is there a need for a conceptual process like resilience?	
YES	
49	







The idea of resilience has different meanings for different people, many of which are vague and contradictory.	
Howard Kaplan	
53	

Alternatively it might be argued that the concept of resilience is useful, precisely because it instigates so many conceptual	
Howard Kaplan 54	

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.?

Is resilience isomorphic to, partially overlapping, or orthogonal to a variety of other terms that appear to be	
functionally equivalent to that term?	
56	



Is resilience defined in terms of the nature of the outcomes in	
response to stress or in terms of the factors that interact with	
58	

What is the relationship between resilience and the	
experience of distressful life events?	
59	

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

Should resiliency be defined in terms of some overall criterion or in terms of particular context	
or in terms of particular context specific outcomes?	
61	

Which general or specific factors are equated with resilience?	
resilience?	
62	

How does resilience determine the nature of the factors that place an individual or system at risk?	
63	

Four Waves of Resilience Research
<ol> <li>Identifying person and variable-focused factors that make a difference.</li> </ol>
<ol> <li>Identifying and understanding the operation of these factors within systems with a process focus.</li> </ol>
3. Intervening individually to foster resilience.
4. Creating community wide programs.

Though good studies are available, much of the evidence	
is based on retrospective, cross-sectional or short term.	

It is also critical to remember that resilience is never directly measured in these studies.	
66	

Resilience is inferred based on	
the measurement of risk and coping.	
67	

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).
68

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).		
69		

Person Attributes Associated With Successful Coping*	
Affectionate, engaging temperament. Sociable. Autonomous. Above average IO.	
Good reading skills. High achievement motivation. Positive self-concept.	
Impulse control. Internal locus of control. Planning skills. Faith.	
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.	

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	
Kirby Deater-Deckard 73	

Is resilience an evidence based concept?	
74	

Can Resilience Be Measured In an individual? In groups? As single or multiple protective factors? As a cumulative phenomena?	
75	

## Efforts to Measure Resilient Factors in Clinical Practice

Tennessee Self-Concept Scale Students Caring For Each Other Scale Self-Perception Profiles for Adolescence Self-Efficacy Scale Self-Description Questionnaire Search Institute's Profiles of Student Life: Attitudes & Behaviors

Efforts to Measure Resilience in Clinical Practice
Devereux Elementary Student Strength Assessment (81 item rating scale).
Devereux Early Childhood Assessment. (45 items).
Resiliency Scales for Children and Adolescents (60 +
item rating scales). Psychological Resilience Scale (25 items).
r sychological Resilience Scale (25 items).
77

Can attributes and behaviors associated with resilience be measured? YES	
78	





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	A study of teacher resilience in urban school	Conculting Eres Resilionary	
	Journal of Instructional Psychology, March, 2004 by Janice H. Patterson, Loucrecia Gypsy Abbott		P) P)
	This paper describes a qualitative research study that investigated strategies used by		A A
	teachers to build their personal resilience. Sixteen resilient teachers from four urban or that reported student achievement equal to or higher than the state average on stan	ard tests disenter a crisis or	- 1
	of reading and mathematics were interviewed. The definition of resilience was "using productively to achieve school goals in the face of adverse conditions." A three cycle in	nergy www.kidstemain.com erview	
	process included pre-interview, interview and review by the respondent for accuracy, qualitative methods were used in the analysis. Results revealed four key findings repo	ted in Teaching Strategies	
	this paper. Resilient teachers act from a set of values that guides their professional de making. They also place a high premium on professional development and find ways,	Islon- Award Winning Iten Educational Movies &	
	outside the school district, to get what they need. They provide mentoring to others a focused on students and their learning. A teacher candidate who gives evidence of res	lence, of Learning FLINI	
	taking charge to solve problems and find opportunities may add to the school in impor that bolster student achievement and school success.	ant ways www.BrainPOP.com	
	Related Results "Resilience is a key factor in how a teacher wi and perform in an urban school."	hold up Resilience	
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	Teaching resilience to     Strategies for Teaching	Yahoo.com	
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	in Health	Teach English Abroad	P)

Is there sufficient research to suggest resilience is a powerful antidote for the myriad of adversities children face today?	
MAYBE	



|--|

Has the promotion of resilience as a feel good, great hope for all that ails humanity concept outpaced the available data? YES







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Einding The Right Spot: When Kids Can't Live With Their Parents  *********************************	







Con regiliance he tought?	
Can resilience be taught?	
MAYBE	
93	

Can skills considered to foster	
resilience be taught.	
YES	
94	

Is there a body of prospective intervention research proving a cause and effect relationship between the applied practice of resilience as a clinical strategy and positive, long term outcome?	
NOT THAT I'M AWARE OF	
95	

But some people think so	
98	

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Montal Health and Wellness Healtheap Active Sol of Unites 4. Tools for Teaching Resilience. Each activity teaches one of the five strategies prevented in the particular for www.natin.org/commonitematikativity.com. 18 Coglect - Similar action	
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How to Be a Turnaround Teacher/Mentor Working how your own indue maillance and web-bing angues the same elements in young projet. Twus, teaching facilitating and sking become much —	



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Teaching Resiliency to our Children	
2	Affirming and teaching resiliency, the capacity to "bounce back" in the face of acute crisis or chronic stress, can help us are strugging and lifts or challengess. The presence of risk factors at house, at shool, and in the community does not auti- child will fall into negative or destructive behavior patterns. In fact, if the resiliency of the child is supported by building developmental "assets,", the child may thrive despite the presence of risk factors.
	B
	40 Developmental Assets for Children
	The Search Institute has identified the following building blocks of healthy development that help children grow up healthy, caring, and responsible.
	40 Assets for Infants for Coddlers Schoolers Kids
	The 40 Developmental Assets pages may be reproduced for educations, non-connectual uses only. Corryptint 51997 by Severith Institut, 702 5, 7928, Magnetizes and an anti-antibiation of the severith and an antibiation of the severith and and the severity of the severith and the severith and and the severith and and the severith and the severity of the severith and the severith

Classrooms That Nurture the Mindset of Resilient Students:	
Create and perpetuate an intentional culture. Capitalize on the best ideas.	
Manifest a coherent philosophy of learning and teaching for teachers	
and students.	
100	1

Classrooms That Nurture the Mindset of Resilient Students:	
Commit to appreciating how the present effects the future and take	
action with this in mind. Track outcome overtime at all levels to make informed decisions and policies.	
101	

Classrooms That Nurture the Mindset of Resilient Students:	
Create learning experiences that drive intrinsic motivation and self- discipline to replace the status quo	
in which children are manipulated and controlled by extrinsic forces Provide competition in the absence	
102	

Classrooms That Nurture the	
Mindset of Resilient Students:	
Foster opportunities for intrinsic control.	
Minimize external consequences to control. Enhance self-discipline.	
Set limits in autonomous ways.	
103	

Classrooms That Nurture the Mindset of Resilient Students:
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
104



Effective educators focus on the self-esteem and the social-emotional lives of children.

Effective educators recognize that they have a lifelong impact upon student's capacity to be resilient.	

Effective educators understand the mindset of resilient children.	

Effective educators are not mislead by
the overt behaviors of children.

Coping Behaviors of Children
Quitting and avoiding
Cheating Rationalizing
Clowning and immature behavior
Controlling Aggressiveness and bullying
Passive/aggressive behavior
Complaining of boredom
Rushing

Effective educators are knowledgeable about frameworks for understanding the components of self-esteem, motivation, and resilience.	

Effective educators appreciate the importance of identifying, reinforcing and displaying each child's island of competence.

Effective educators develop and implement strategies for reinforcing self-esteem, motivation, hope and resilience in children.

To be a *charismatic adult* and nurture hope and resilience, we must understand and reinforce the components of a *resilient mindset* in children and teens.

In Their Own Words	
115	



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.	
117	

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COLL	lusions

Longitudinal research needs to be on a large scale and gene-environment focused. We require a broader cross-cultural perspective. We need to know more about individual dispositions and temperament as well as sources of family support.

Only then what mak	will we begin to know kes the young of our		
species despite	s survive and thrive life's adversities.		
	Emmy Werner		
	119		

Adopt a learning to swim mindset!	
120	





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

Goldstein's Axiom	
Through intelligent and ethical educational practices develop self- discipline and build educational	
proficiency in all children without stealing away their dignity and hope.	
124	

Questions in Need of Answers
Is there a need for a conceptual process like resilience? YES
Is resilience an evidence based concept? YES
Is there sufficient research to suggest resilience is a powerful
antidote for the myriad of adversities children face today? MAYBE
Is there sufficient research to suggest that resilience theory guide the practices of education, mental health and parenting?
guide the practices of education, mental health and parenting? MAYBE
Can resilience be measured? YES
Can resilience be taught? MAYBE
Should resilience be the featured theme at School Psychology
Conferences conference? YES
125

"The secret of education lies in respecting the student" Ralph Waldo Emerson	
126	

