

# Nurturing the Mindset of Resilient Students

A Good Day is When Bad Things Don't Happen

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## Disclosure

I have co-authored or co-edited 3 textbooks with resilient in the title.  
I have authored or co-authored 5 trade books with resilient in the title.  
I have produced a documentary with resilient in the title.  
I have co-authored 5 book chapters with resilient in the title.  
I have co-developed a parent education program with resilient in the title.  
I have co-authored 3 journal articles with resilient in the title.  
I am co-developing a tool to measure risk and resilience.  
In the last 10 years I have given over 50 public and professional talks with resilient in the title.  
I co-host a web site with resilient in the address.  
I am developing a resiliency program for golfers.  
A day doesn't pass when the word resilient doesn't cross my lips.

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## The Future



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

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### 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.

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### My Grandparent's Future



My Grandparent's Future



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My Grandparent's Future



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My Grandparent's Future



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### My Parent's Future



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### My Parent's Future



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Moms are Important  
Too!



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### Our Family's Future



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### Through the Eyes of Innocence



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### How Will They Feel in Five Years?



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Preschool Graduation



Preschool Graduation Part I



Preschool Graduation Part II





A Man Goes Fishing

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Michael said "a good day is when bad things don't happen".

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**Through the Eyes  
of Innocents**



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## How Will They Feel in Five Years?



## 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 who I did was very  
very wrong and I wanted to ap-  
ologize just that well it's just that I  
just a kid and kids make mistakes but  
I'm sure you knew that Mrs. Cowdell  
what I'm trying to say is that I'm very  
very, very, sorry.  
Sincerely  
Drew

## 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. I won't be get a good  
education and 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    
School!

Ryan's Letters To  
Ms. Walter Part I

Oct 6, 2003  
Dear Ms. Walter,  
sorry for  
not showing up in  
the office to  
teach. I  
couldn't just  
turn in to  
do my  
job. I write  
quickly. I  
wouldn't  
be able to  
write home  
or when  
I get home.  
I felt like  
I had just  
I was just  
I had to  
stop after  
that.  
from  
Ryan

Ryan's Letters To Ms. Walter Part II

Dear Ms. Walter,  
sorry for being  
in the office. I  
felt like I really  
didn't get  
organized. I  
know I keep  
going on and  
I'm not happy  
about it. I feel  
like a complete  
and total idiot.

Ryan's Letters To  
Ms. Walter Part III

Dear Ms. Walter,  
sorry for  
not showing  
up after school.  
I was really  
really really  
mad. I could  
make the  
start. I  
because I don't  
want to stand  
extra time  
there. Because  
I hate everything  
we do, including  
math, reading,  
and everything  
else.  
from  
Ryan

**Ryan's Letters To  
Ms. Walter Part IV**

Believe it or  
not, today is  
not an  
ordinary day.  
It was worse  
than I didn't  
think it was.  
I started  
off like an  
ordinary  
day. You  
gave us some  
work. We had  
the rest of the  
day. I'm not  
but when we  
did our plans  
I accidentally wrote  
it down on the  
wrong date and  
had to start. I  
missed the bus  
and now my parents  
are M.A.D.

Knowledge is power.

Sir Francis Bacon

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

Daniel J. Boorstein

30

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

Sir Michael Rutter

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### 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?

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

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## What Are These Traits?

**The drive to help.**  
**The drive to mastery.**  
**Intrinsic motivation.**  
**Instinctual optimism.**  
**Altruism.**  
**Problem solving.**

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## Big Shifts in Education

Knowing.....Doing  
Teacher Centered.....Student Centered  
The Individual..... The Team  
Consumption of Information.....Construction of Meaning  
Schools..... Networks  
Single Sourcing .....Group Sourcing

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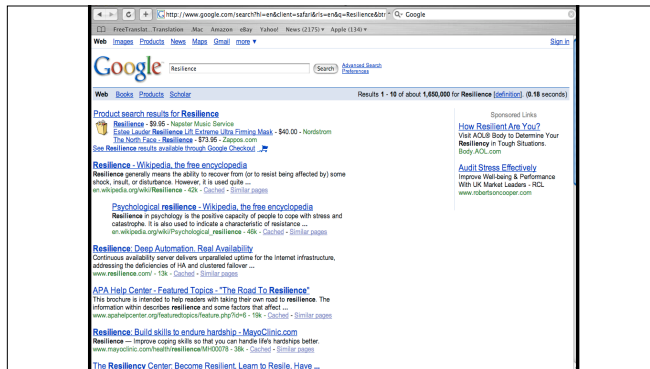
With these changes comes a  
new appreciation of the science  
of resilience and stress  
hardiness.

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Is the concept of Resilience popular?

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## Defining Key Concepts

Mid 17th Century origin from the Latin **resilient** - 'leaping back', from the verb **resilire**.

39

## Defining Key Concepts

Websters 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.

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## Defining Key Concepts

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

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## Coping = Resilience

### Defining Key Concepts

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## Defining Key Concepts

Is resilience inversely  
related to impairment?

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Is there a need for a conceptual  
process like resilience?

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## What Do We Know?

In 2006 there were 73.7 million  
children (0 – 18 years) in the U.S.  
By 2030 that number will increase to  
85.7 million.

In 2012 15% lived in poverty  
In 20013 27% were living in one  
parent homes.

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CHILDREN'S DEFENSE FUND

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 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.

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

Is there a need for a conceptual  
process like resilience?

YES

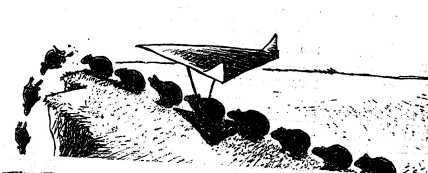
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Resilience Encompasses:

A process leading to good  
outcome despite high risk;  
The ability to function competently  
under stress.

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What Factors Contribute to  
Resilient Outcomes?



Find the resilient lemming.

51

## Factors Within:



The Child



The Family



The Culture <sup>52</sup>

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

Howard Kaplan

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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.?

55

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

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Is resilience the opposite of non-resilience or vulnerability?

57

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?

60



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

61

Which general or specific factors are equated with resilience?

62

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

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## Four Waves of Resilience Research

1. Identifying person and variable-focused factors that make a difference.
2. Identifying and understanding the operation of these factors within systems with a process focus.
3. Intervening individually to foster resilience.
4. Creating community wide programs.

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

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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.

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### 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).

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### 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).

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## Person Attributes Associated With Successful Coping\*

Affectionate, engaging temperament.  
Sociable.  
Autonomous.  
Above average IQ.  
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

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## 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.

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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

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Is resilience an evidence based concept?

YES

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Can Resilience Be Measured

In an individual?  
In groups?  
As single or multiple protective factors?  
As a cumulative phenomena?

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## 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

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## 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).

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Can attributes and behaviors associated with resilience be measured?

YES

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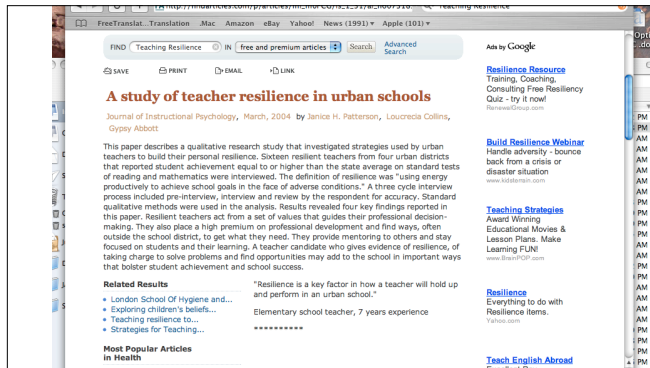
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Can these measurements be  
used to assess risk and make  
accurate predictions?

MAYBE

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

**MAYBE**

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Is there sufficient research to suggest that resilience theory guide the practices of education, mental health and

**MAYBE**

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Do we know what effect this will have?

**NO**

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

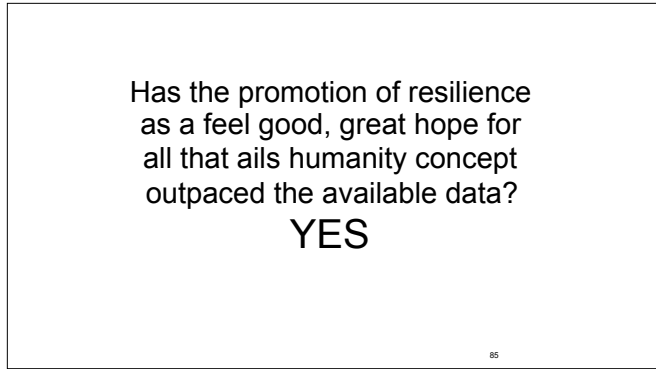
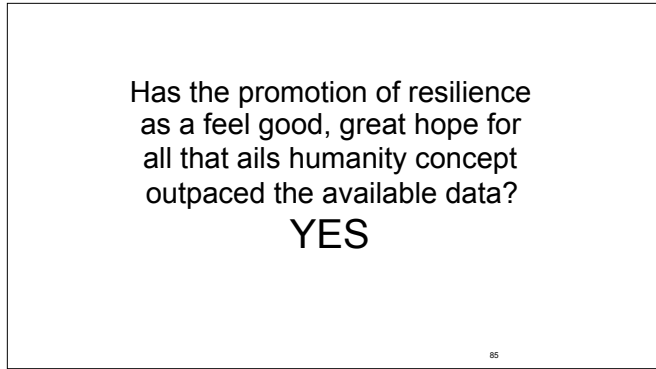
YES

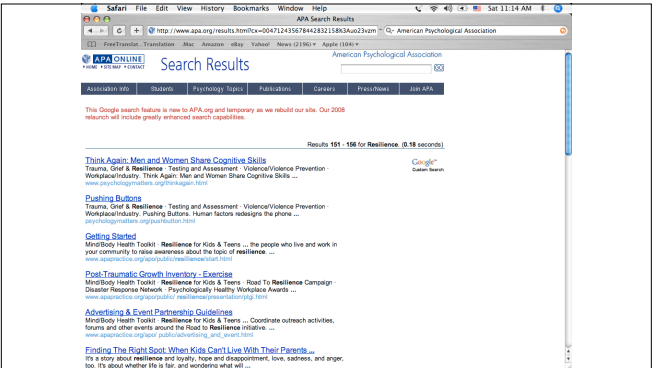
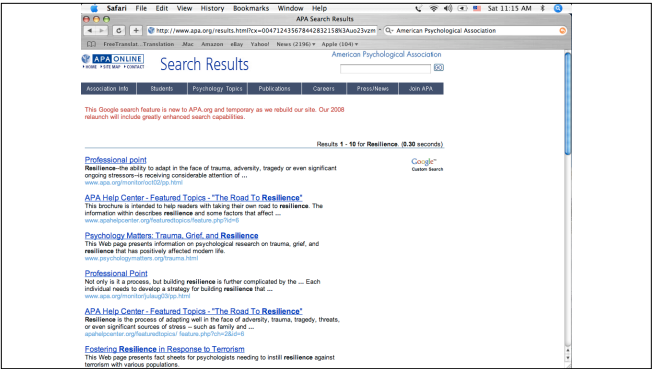
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Has the promotion of resilience  
as a feel good, great hope for  
all that ails humanity concept  
outpaced the available data?

YES

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About TRI

Best Practices

Success Stories

Ideas


Lending Library

What's New

Tucson Resiliency Initiative

Resilient Youth. Strong Communities

Resiliency is the ability to bounce back from adversity. The Tucson Resiliency Initiative (TRI) is committed to nurturing the resiliency in every Tucson youth for the betterment of the entire community.



Introduction To Resiliency

This article gives an overview of resiliency, the factors that lead to more resilient children, and how to foster resiliency in schools and at home. (Adobe Acrobat required.)

This website will tell you all about TRI, including:

- Information about TRI including strategies for building resilient youth
- Best practices – information on the scientifically proven programs that TRI utilizes to

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Teaching ADHD Children Resilience

Seven strategies to teach a child with attention deficit disorder (ADD ADHD) or learning disabilities to bounce back from challenges.

by Laura Flynn McCarthy



The middle-school years can be tough for any kid, but the typical tween issues like building social skills and getting homework done are often worse for a child with attention deficit disorder (ADD ADHD), dyslexia, or other learning disabilities.

Take Zachary Norton, a pre-teen ADHD student who hit a wall in the sixth grade, when academic demands increased and his feeling of social alienation worsened. He had always struggled with reading comprehension but he suddenly found it much more challenging to organize and complete writing.

PRINT

E-MAIL

DISCUSS

RSS



For Attention Deficit Hyperactivity Disorder (ADHD) only

CONCERT

Concert for Attention Deficit Hyperactivity Disorder

ADDITUDE

DIRECTORY

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Can resilience be taught?

MAYBE

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Can skills considered to foster  
resilience be taught.

YES

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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

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But some people think so. . .

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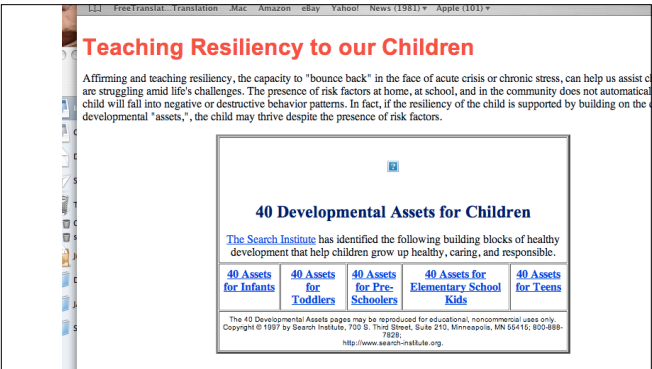
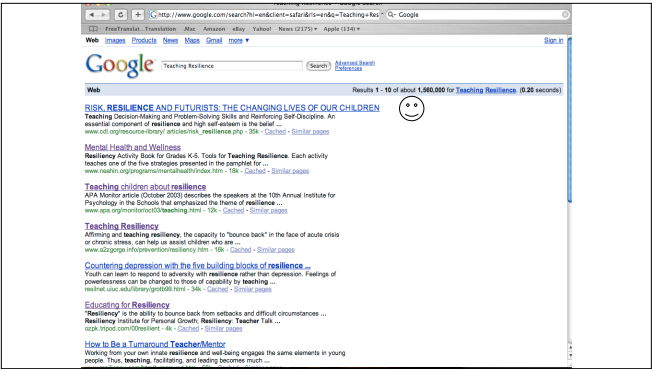
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## Classrooms That Nurture the Mindset of Resilient Students:

Create and perpetuate an intentional culture.  
Capitalize on the best ideas.  
Manifest a coherent philosophy of learning and teaching for teachers and students.

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## 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.

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## 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

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## 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.

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## 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

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## The Mindset of Effective Educators



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

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

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Effective educators understand the mindset  
of resilient children.

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

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### Coping Behaviors of Children

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

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

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

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

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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.

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## In Their Own Words

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## 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.

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## Conclusions

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.

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

Emmy Werner

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Adopt a learning to swim mindset!

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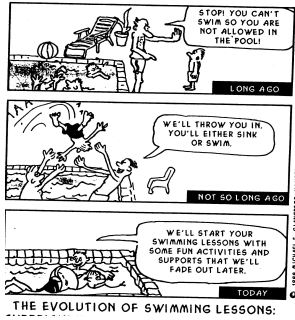
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## A Learning to Swim Mindset



It Must Never Come to This!

No, so called parents,  
I hate your fucken guts

Roby  
You lied and said that  
you would spend time  
with me.

Kathleen  
Same with you

Or This!

DEAR GOD,  
I wish I could be  
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.

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## 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?

MAYBE

Can resilience be measured? YES

Can resilience be taught? MAYBE

Should resilience be the featured theme at School Psychology  
Conferences conference? YES

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“The secret of education lies in  
respecting the student”

Ralph Waldo Emerson

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info@samgoldstein.com



The Power of Resilience: Sam Goldstein, Ph.D. at TEDxBostonPark

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