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 website 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.

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

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.

My Grandparent’s Future
My Grandparent’s Future

My Grandparent’s Future

My Grandparent’s Future
My Parent’s Future

Moms are Important Too!
Our Family’s Future

Through the Eyes of Innocence

How Will They Feel in Five Years?
Michael said “a good day is when bad things don’t happen”.
How Will They Feel in Five Years?

Do Children Care What We Think? Part I

To Mrs. Cordell

Dear Mrs. Cordell,

I am writing you this letter to let you know how much I love you. You have been my friend for a long time, and I just wanted to say thank you for being so kind to me. I know I can always count on you to help me when I need it. You are a great person, and I am very lucky to have you in my life.

Sincerely,

[Signature]

Do Children Care What We Think? Part II

Why I Will Never Do This Again

Dear Mrs. Cordell,

Mrs. Cordell, there are some things that I will never do again. I promise to be more careful and not do things that will hurt you or anyone else. I know I was wrong, and I am sorry. I promise to try my best to be a better person.

Sincerely,

[Signature]

School
Ryan’s Letters To Ms. Walter Part I

Dear Ms. Walter:

I am writing to you in response to the concerns you have raised about my recent behavior. I understand that my actions were not appropriate and I take full responsibility for them. I want to assure you that I am working hard to change my behavior and I am committed to making things right.

I am currently seeking help from a counselor to address any underlying issues that may have contributed to my behavior. I am also putting in extra effort at school to improve my grades and I am trying to be more considerate of my peers.

I deeply regret the harm that I have caused and I am committed to making amends. I hope that you can give me another chance and I promise to do better.

Sincerely,

Ryan

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Ryan’s Letters To Ms. Walter Part II

Dear Ms. Walter:

I am writing to you again in response to our recent conversation. I want to assure you that I am taking your concerns seriously and I am working to make things right.

I am currently seeking help from a counselor to address any underlying issues that may have contributed to my behavior. I am also putting in extra effort at school to improve my grades and I am trying to be more considerate of my peers.

I deeply regret the harm that I have caused and I am committed to making amends. I hope that you can give me another chance and I promise to do better.

Sincerely,

Ryan

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Ryan’s Letters To Ms. Walter Part III

Dear Ms. Walter:

I am writing to you once more in response to our recent conversation. I want to assure you that I am taking your concerns seriously and I am working to make things right.

I am currently seeking help from a counselor to address any underlying issues that may have contributed to my behavior. I am also putting in extra effort at school to improve my grades and I am trying to be more considerate of my peers.

I deeply regret the harm that I have caused and I am committed to making amends. I hope that you can give me another chance and I promise to do better.

Sincerely,

Ryan
Knowledge is power.

Sir Francis Bacon

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?

We fail to appreciate that children are 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.

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

With these changes comes a new appreciation of the science of resilience and stress hardiness.
Is the concept of Resilience popular?

Defining Key Concepts

Mid 17th Century origin from the Latin resilient - 'leaping back', from the verb resiliire.
Defining Key Concepts

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

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

Coping = Resilience

Defining Key Concepts
Defining Key Concepts

Is resilience inversely related to impairment?

Is there a need for a conceptual process like resilience?

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.
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

Resilience Encompasses:

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

What Factors Contribute to Resilient Outcomes?

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

Howard Kaplan

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

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

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

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 specific outcomes?

Which general or specific factors are equated with resilience?

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

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

U.S. Large Scale Longitudinal Studies

The Kauai Study (698 children born in 1955)
Rochester Study (180 children in 1970).
Chicago Study (1200+ children in 1983).

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).
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.

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 of adversities.

Kirby Deater-Deckard

Is resilience an evidence based concept?

YES

Can Resilience Be Measured

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

Can attributes and behaviors associated with resilience be measured?

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

MAYBE
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 education?

MAYBE

Do we know what effect this will have?

NO
Has the promotion of resilience as a feel good, great hope for all that ails humanity concept outpaced the available data?

**YES**
Can resilience be taught?

MAYBE
Can skills considered to foster resilience be taught.

YES

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

But some people think so...
Teaching Resilience to our Children

Affirming and teaching resiliency, the ability to "bounce back" in the face of acute crisis or chronic stress, can help us assist children who are struggling with life's challenges. The presence of risk factors at home, at school, and in the community does not necessarily mean that all children will develop negative or disruptive behavior patterns. On the contrary, if the resiliency of the child is supported by teaching the developmental "assets," the child may thrive despite the presence of risk factors.

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
41 Assets for Toddlers
42 Assets for Preschoolers
43 Assets for Elementary School Kids
44 Assets for Teens
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.

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.

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
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.

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

The Mindset of Effective Educators
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.
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.
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.

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!
A Learning to Swim Mindset

It Must Never Come to This!

No, so-called parents,
I hate your fucking out.
Rob,
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.

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

“The secret of education lies in respecting the student”

Ralph Waldo Emerson