

The Mindset of the Effective Resilient Teacher

Sam Goldstein, Ph.D.
Assistant Clinical Professor
University of Utah School of Medicine

Clinical Director
Neurology, Learning and Behavior Center, SLC, Utah

www.samgoldstein.com
info@samgoldstein.com

Disclosure

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).

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 enthusiasm of the moment.

Sir Michael Rutter

What is our job as Educators?



Do Educators make a positive
difference in student's
development?

If so, how?

Teacher behaviors towards students creates classroom conditions in which negative beliefs are minimized and students demonstrate higher math and science achievement.

Griggs et al, SPQ 2013

Self-regulation in the classroom is enhanced when:

- Cognitive and affective teacher behaviors are present in the classroom.
- Higher ratio of approving to disapproving teacher comments towards students.
- Teachers utilize a positive emotional tone.
- Proportion of time teachers are teaching versus managing students.

High quality classroom
environments characterized by:
organization,
emotional support,
instructional support,
can reduce the academic risks
associated with difficult
temperament (e.g. impulsivity,
inattention, worry, etc.)

I Had a Revelation in St. Augustine

The World Operates Along a Normal
Curve!

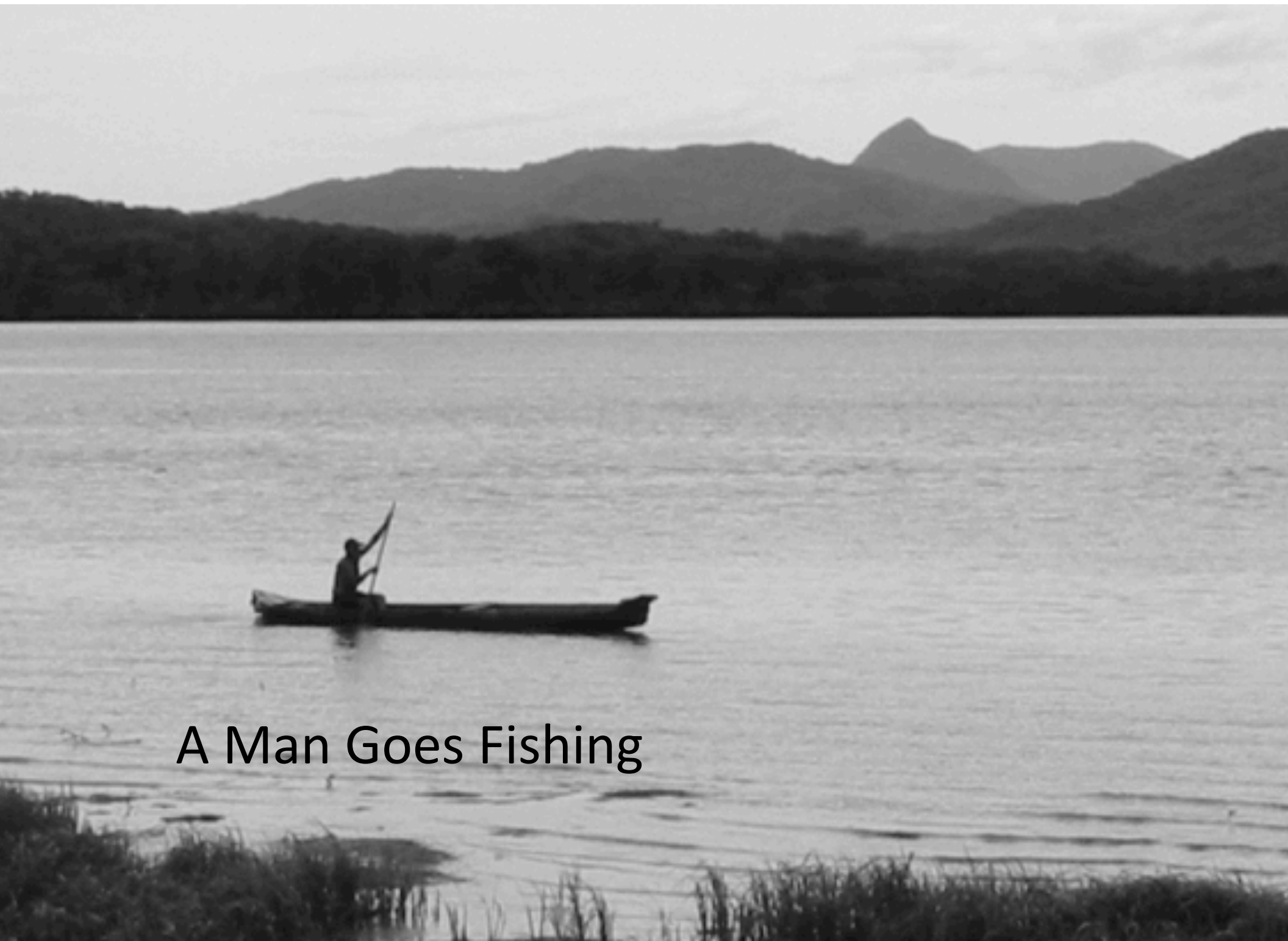
The Future



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.

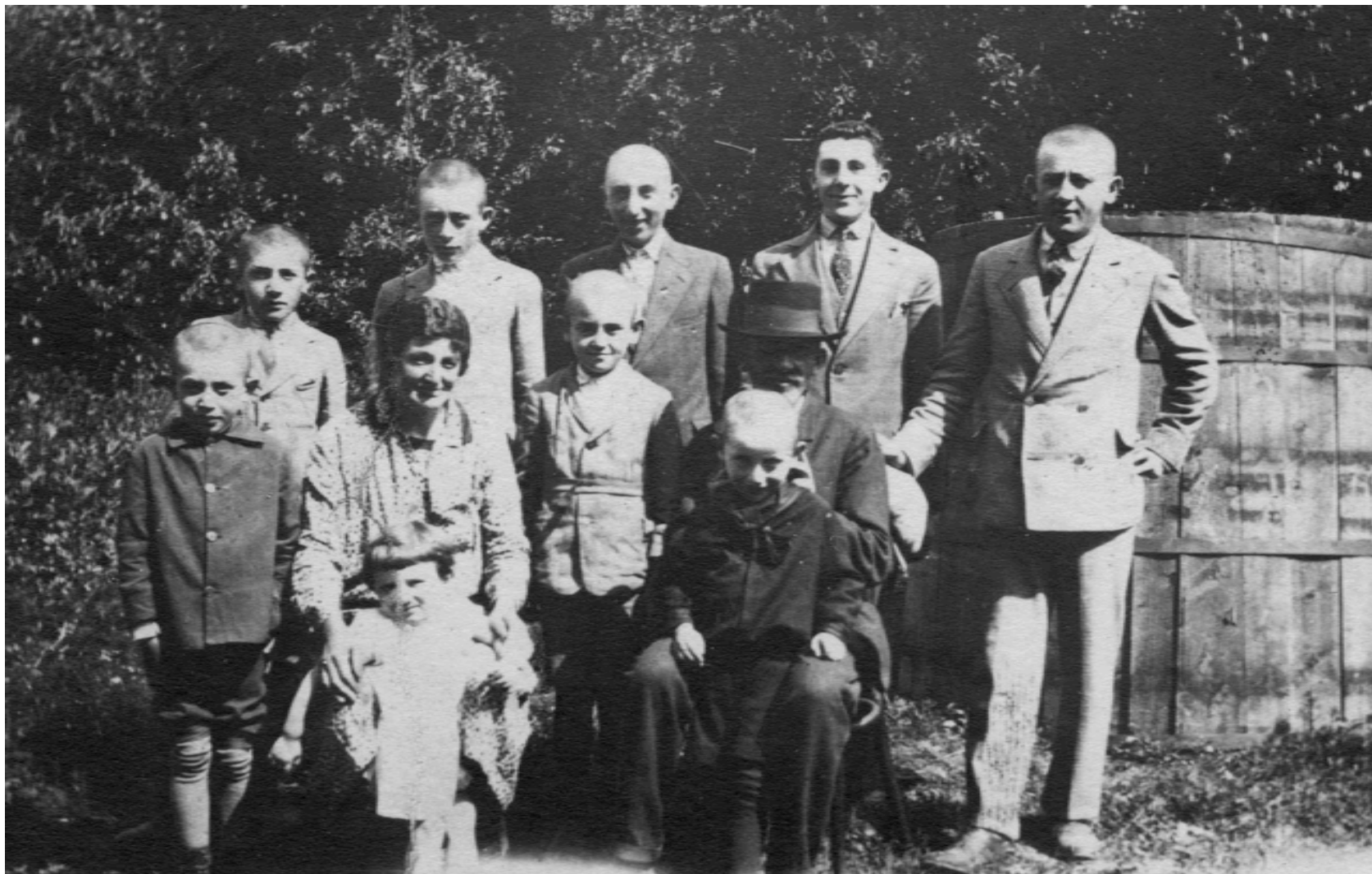


A Man Goes Fishing

My Grandparent's Future



My Grandparent's Future



My Parent's Future



Moms are Important
Too!



Our Future



Preschool Graduation Part I



Preschool Graduation Part II



A lesson from Jesse.

Through the Eyes of Innocence



Kindergarten Graduation



How Will They Feel in Five Years?



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

“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 is a developmental process that involves individual differences in children's attributes (e.g. temperament, cognitive abilities) and environments (e.g. supportive parenting, enriched classrooms).

Kirby Deater-Deckard

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

Resilience is Predicted By Three Factors

- Within the child
- Within the family
- In the community

Most Powerful Predictors of a Resilient Child

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

Factors to Enhance Resilience in Teachers

BERJ | British Educational
Research Journal

BERA 

British Educational Research Journal
Vol. 39, No. 1, February 2013, pp. 22–44

Challenges to teacher resilience: conditions count

Qing Gu[★] and Christopher Day
University of Nottingham, UK

Drawing upon findings of a four-year national research project on variations in the work and lives of teachers in England, this paper provides empirical evidence which contributes to understandings about the importance of resilience in teachers' work. The experience of resilience as perceived by teachers in this research was that it was neither innate nor stable and was much more than a capacity to survive and thrive in extremely adverse circumstances. Rather, it was perceived as being closely allied to their everyday capacity to sustain their educational purposes and successfully manage the unavoidable uncertainties which are inherent in the practice of being a teacher. Their capacity to be resilient fluctuated as a result of the influences of the personal, relational and organisational settings in which they worked. The findings have implications for initial and in-service professional development programmes, school leadership and the quality retention of teachers.

Resilient teachers focus on the self-esteem and the social-emotional lives of students.

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

Resilient teachers understand the
mindset of resilient students.

Resilient teachers are not misled by
the overt behaviors of students.

Coping Behaviors of Students

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

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

Resilient teachers appreciate the importance of identifying, reinforcing and displaying each student's island of competence.

Resilient teachers develop and implement strategies for reinforcing self-esteem, motivation, hope and resilience in students.

Children become failure avoiders
when the well meant efforts of
teachers fail.

Ryan's Notes 1

Oct 6, 2003

Dear Ms. Walter,
sorry for
misbehaving in
the parent
teacher
conference.
I was just
trying to
do my
night write
quickly so
I wouldn't
have as
much homework
when
I got home.
I felt like
a real jerk.
I was just
mad because
I had to
stay after
school
from
Ryan

☺

Ryan's Notes 2

Dear Ms. Walter,
Sorry for losing
my mobile. I
guess I really
damned to get
organized. I
know I keep
losing my and
I'm not happy
about it. I feel
like a complete
and total idiot.

Ryan's Notes 3

Dear Mr. Walter,
sorry for
misbehaving
when I stayed
after school.
I was really,
really, really
mad cause
my mom
made me
stay. Its
because I don't
want to spend
extra time
there because
I hate everything
we do. Including
math, reading,
science, and
every thing
else.

from
Ryan

Ryan's Notes 4

Believe it or not, today was not an ordinary day. It was worse! Which I didn't think was possible. The day started off like an ordinary day. You gave us some work. We had the rest of the day normally. But when we did our plan, I accidentally wrote it down on the wrong date and had to start. I missed the bus and now my parent are M.A.D.!

Ryan's Notes

5

Things I learned about the TI-73

Ryan DeBlanc

I learned how many things a calculator can do. I learned it can make graphs. I learned it can make text. I also learned how many numbers it can hold.

You needed
5 things

I HAVE 5
THINGS!!!
CAN'T U COUNT?
SO MUCH FOR A
MATH TEACHER!!
U CAN'T EVEN
COUNT!!!!

Do Children Care What We Think?

Part I

to: Mrs. Cowdell

F. M. Drew

Dear Mrs. Cowdell,

I am writeing 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,
very, wrong and I wanted to apologize.
It's just that... well it's just that I
just a kid and kids make mistakes, but
I'm sure you knew that. Mrs. Cowde,
what I'm trying to say is that I'm very,
very, very, sorry.

Sencerly

Drew

Do Children Care What We Think?

Part II

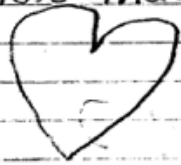

to: Mrs. Cowdell

Why I Will

Never do this again

Dear Mrs. Cowdell,

Mrs. Cowdell, here are some reasons why I will never do this again. #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!

The Unfortunate Mindset of Challenged Children

- Confused.
- Failure avoiding.
- I don't have much control over my life.
- Helpless.
- The world is unfair.
- Emotions get you into trouble.
- If I like doing it, they won't let me.
- Resistant.
- Dumb!

Developmental problems act as a catalysts fueling other developmental and environmental risk factors.

The Essential Mindset For All Children

- The world makes sense.
- I can control myself.
- I am part of a community.
- I can solve problems and learn from mistakes.
- I feel loved and appreciated.
- I am intelligent.

The Essential Mindset For All Children

- If I'm willing to try a different way I can be successful.
- Hopeful and optimistic.
- I can make a contribution.
- I am worthy.
- The world is fair.

The Mindset of the Effective Resilient Teacher

- Become educated about developmental and emotional conditions.
- Understand your emotions and how to effectively manage them.
- Become an educated consumer.
- Begin and end with empathy.
- Lifelong impact.
- All students want to be successful.
- Care.

The Mindset of the Effective Resilient Teacher

- Understand and apply strategies to foster resilience.
- Build islands of competence.
- Maintain a positive relationship.
- Take care of yourself.
- Students are motivated when they feel a sense of ownership.
- Think long term.

Adopt a learning
to swim mindset!

What Is Your Mindset?

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

www.samgoldstein.com
info@samgoldstein.com
www.raisingresilientkids.com

