

Understanding and Applying Resilience Strategies with Students,
Faculty and Administration

Harnessing the Power of Resilience and Human Instincts in Your Professional and Personal
Lives

Sam Goldstein, PhD
Director, Neurology, Learning and Behavior Center
Assistant Clinical Professor of Psychiatry, University of Utah

www.samgoldstein.com
info@samgoldstein.com
[@drsamgoldstein](https://twitter.com/drsamgoldstein)
[@doctorsamgoldstein](https://www.facebook.com/doctorsamgoldstein)

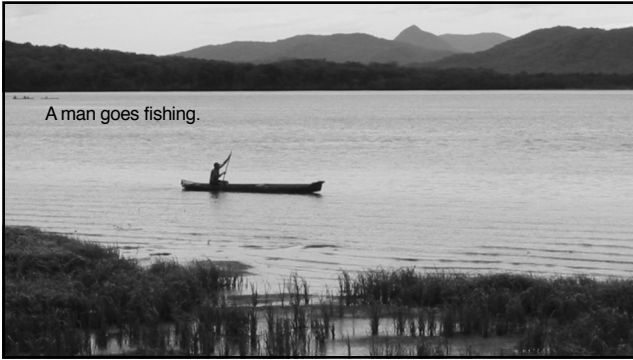
WPA California Association
of School Psychologists

Relevant Disclosure

- My expenses for this talk are supported by Multi Health Systems.
- 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)

Goals for This Presentation

- Develop an understanding of the evidence and science of resilience.
- Develop an understanding of the role of human instincts in development.
- Develop an understanding of trends in risky behavior in youth (12-25 years of age).
- Develop an understanding of resilience/protective factors in the lives of youth.
- Self evaluate your resiliency.
- Develop an appreciation of the trends in mental health assessment from risk focused to strength/risk focused.
- Learn strategies to foster your resilience.
- Begin a discussion about improving the lives of all youth including those with the riskiest behavior and history.








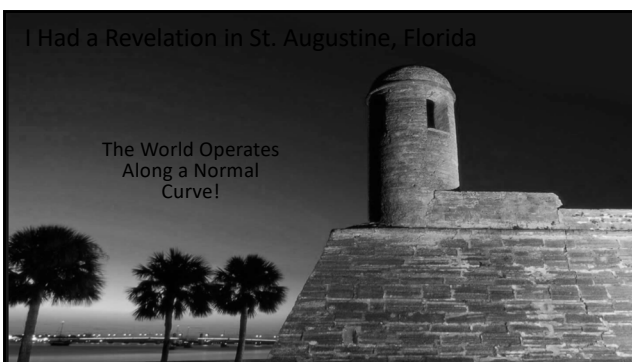




Survival of the Species

- 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.





How I Was Trained

All Children:

With all children.
Share qualities

Possess
qualities
unique to
them

Share positive
or negative qualities
with sub-groups



Through the
Eyes of
Innocence



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 wrong and I wanted to apol-
ogize. 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. 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 aga
Dear Mrs. Cowdell,
Mrs. Cowdell, here are some
reasons why I will never do th
again. I want to 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
I ♥ School!

We have perpetuated the nineteenth century perception that raising children 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 must we change our mindsets about the role and purpose of education in our children's lives.



The secret of education lies
in respecting the student.

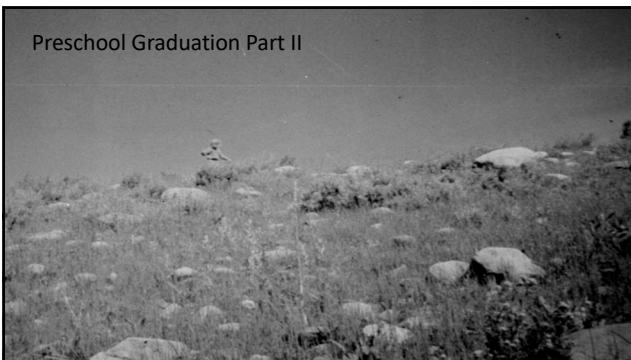
Ralph Waldo Emerson



And maintaining the resilience of the educators!

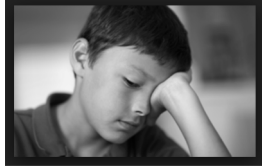


Preschool Graduation Part I



Preschool Graduation Part II

The experience of growing up absent success for some students steals away opportunities to develop a resilient mindset.



As educators, the question we must ask ourselves is how we can create environments within which children will motivate themselves towards successful social engagement?



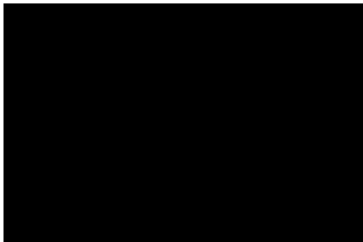
Children's innate characteristics not only affect their behavior and development but also have an impact on their environment which then changes their parents and teachers and further impacts their development.







In Their Own Words: Growing Up



Preschool
Graduation



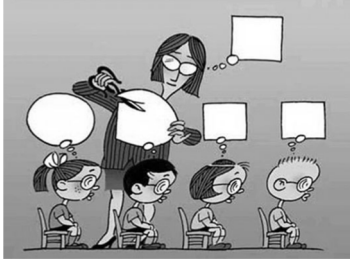
How Will They Feel in Five Years?



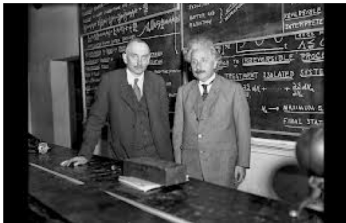
What is our job as
Educators?



Is Education doomed to forever be a soft science?



Can Educators be Scientist Practitioners?



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.

Fuhs, et al SPQ, 2013.

High quality classroom environments characterized by:

1. organization,
2. emotional support,
3. instructional support,

can reduce the academic risks associated with difficult temperament (e.g. impulsivity, inattention, worry, etc.)

Curby et al. SPQ, 2011

We must we change our mindsets
about the role and purpose of
education in our children's lives.



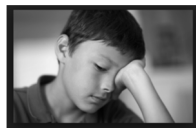
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Ralph Waldo Emerson



And maintaining the resilience of the educators!

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Children's innate characteristics not only affect their behavior and development but also have an impact on their environment which then changes their parents and teachers and further impacts their development.

We must adopt a learning to ride a bike mindset.

Slow May Be Fast Enough!



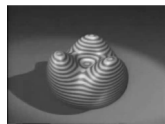
We must design
schools to fit the
needs of our
society today . . .



. . .with an eye
towards the future.

I call this educational future:

INSIDE OUT SCHOOLS!



Inside Out Schools:

- Are student focused.
- Create educational climates to foster resilient mindsets.
- Are designed in concert with the forces that drive human development.
- Provide opportunities for students to assimilate and accommodate knowledge in diverse ways (e.g. TALK, MOVE, QUESTION).
- Foster and enhance executive functioning.
- View educators as engagement coaches.



Educators as classroom engagement coaches.

As Engagement Coaches They Must:

- PREPARE – know the subject, know the student, know the strategy
- PLAN – strategize, design options
- PRACTICE – develop competence, comfort and resilience

As Engagement Coaches They Must Understand and Appreciate How to Facilitate the Four Basic Neuropsychological Abilities

- Enhance planning ability by helping students become strategic problem solvers.
- Develop attentional ability to enhance student focus on what can be controlled.
- Strengthen simultaneous ability to build student comprehension and capacity to “see the big picture”.
- Build sequential ability to foster student acquisition of basic academic knowledge.

As Engagement Coaches They Must Design Classrooms to Nurture and Grow Developing Minds

- Reinforce instinctual optimism.
- Provide opportunities for empathy and altruism.
- Provide competition in the absence of winning.
- Provide extrinsic reinforcement for effort not control.

As Engagement Coaches They Must Design Classrooms to Nurture and Grow Developing Minds

- Foster opportunities for intrinsic control.
- Minimize external consequences to control.
- Enhance self-discipline.
- Set limits in autonomous ways.
- Provide opportunities for students to develop and strengthen basic cognitive processes.
- They must understand how children learn.

As Engagement Coaches They Must Understand
and Appreciate How to Facilitate the Development
of Effective Executive Functioning



A sustainable school environment must
be capable of meeting the present
social, emotional and academic needs
of all students, while. . . .

. . . simultaneously setting goals for
academic, citizenship and life skills
for the future.

A lesson from Michael.



I Had a Revelation in St.
Augustine

The World Operates Along a
Normal Curve!

Clayton
Cares

Date _____
Dear mom and dad,
I missed the stamp party today because I had too
many punches on my card. I got punches on my card
for... Having lots of things
things I'm really sad

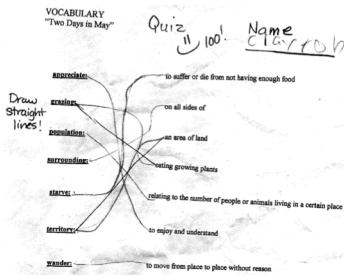
I am going to do better in class from now on by...
Not talking to teacher
and not going to think
fine

Love, Clayton
Parent Signature: Paula Orellana
Parents: Please read, see attached stamp card, sign
and return.
Please put any questions or comments on back. →

mom and dad
I love you more
than you know.

to: mom and dad
from: your son, clayton

Clayton Can't Get a Break



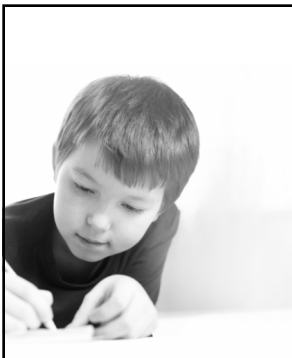


The Consequence Is Worse Than the
Symptom

NEGATIVE REINFORCEMENT



To begin we must appreciate that children are genetically endowed with certain patterns of behavior and thought. These patterns drive development and must be harnessed in school.



We fail to appreciate that children are genetically endowed with certain patterns of behavior and thought that shape their development and adult lives

Brooks and Goldstein: A Thirty Year Collaboration

Trade Books:

Raising Resilient Children
Nurturing Resilience
Raising a Self Disciplined Child
Power of Resilience
Raising Resilient Children with ASD
Seven Steps to Improve Social Skills
Seven Steps to Anger Management
Seven Steps to Help Your Child Worry Less
Tenacity (in progress)



Text Books:

Handbook of Resilience in Children
Handbook of Resilience in Children 2nd Ed.
Handbook of Resilience in Children 3rd Ed. (in progress)
Understanding and Managing Classroom Behavior 2nd Ed.
Play Therapy Interventions to Enhance Resilience
Parenting Resilient Children Program
Handbook of Human Instincts (in progress)

Film:

Tough Times Resilient Kids

Radio:

One Minute to Better Parenting

Print and Public Media

Dozens of Trade and Lay Public Articles and Joint Presentations

Human Instincts

- In some species instincts are fixed patterns of behavior leading to a certain outcome such as a bird building a nest for the first time or a salmon returning upriver to its' birthplace to spawn.
- Instincts in our species represent an intuitive way of thinking and/or acting increasing the chances of survival and success.
- In viewing instincts in this way we appreciate that knowing what to think or do and doing what you know or think are not synonymous and are very much dependent on experience.
- These instincts are more important than ever in preparing today's children for tomorrow's successes.

The Seven Instincts of Tenacity



TENACITY

- Intuitive Optimism
- Intrinsic Motivation
- Compassionate Empathy
- Simultaneous Intelligence
- Genuine Altruism
- Virtuous Responsibility
- Measured Fairness

Intuitive Optimism



TENACITY

- Intuitive optimism can be defined as born believing.
- The more complex the species, the longer the time taken to mature, the more tasks to be mastered, the more important it becomes to believe success or a goal is attainable.
- Intuitive implies that children do not have to learn by experience alone, they just know.
- Optimism implies that no matter what challenge comes before them they retain the belief that with perseverance they will ultimately experience success.
- Intuitive optimism explains why children absent any knowledge of their capacity or potential for success are willing to try again and again to master developmental tasks.

Intrinsic Motivation



- Intrinsic motivation is best defined as motivation from the inside out. It is not derived from guilt but from the joy of success.
- It is not derived from coercive, punitive, or reward driven parenting but from creating opportunities for children, even at young ages, to experience pleasure from success and achieving goals.
- Young children want to help even if the task is beyond their means.
- Their reward is built into the task.

Compassionate Empathy



- Empathy is the ability to understand another person's point of view.
- Such understanding is the foundation of communication, respect, and morality.
- Compassion is sympathetic pity and concern for the plight of others.
- Thus compassionate empathy is an understanding and concern for the misfortunes of others and the capacity to feel what they feel.

Simultaneous Intelligence



- Simultaneous intelligence guides our practical understanding of how elements of a problem fit together into a solution.
- Simultaneous intelligence is best defined as the ability to see how all the parts fit together when solving problems.
- This instinct is not culture or experience bound. For two thousand years intelligence was defined as how well you solved problems not how well you could read or write.
- After all, academic achievement for all is a late nineteenth century idea. Unfortunately, the advent of mandatory education 150 years has led intelligence to be largely defined as the extent to which a child possessed a body of knowledge.
- Even today many schools require advanced academic achievement or acquired knowledge along with strong simultaneous intelligence to qualify for gifted education.

Genuine Altruism



- Altruism is an unselfish concern for and support and survival of others.
- Genuine altruism is most synonymous with what we might consider as “pure” altruism.
- It is the giving of yourself with no expectation of a return for your actions.
- We help others achieve their goals even when the helper receives no immediate benefit and the person helped is a stranger.
- Genuine altruism is rare among nearly all species and may be a unique human instinct.
- Researchers have demonstrated that children as young as 18 months will readily help others to achieve their goals.
- This form of helping others without reciprocity is strongly driven by compassionate empathy and related to virtuous responsibility and measured fairness, which we will discuss below.

Virtuous Responsibility



- Virtue is about principles and ethics.
- The roots of virtuous responsibility run deep in our genes. Responsibility begins with the intrinsic motivation young children possess to be helpful.
- They take great pleasure when engaged in what we have called “contributory activities” as is evident in their bright smiles when their actions are complimented and appreciated.
- These contributory activities are displayed during each and every day. They want to help us cook, take care of younger siblings, rake leaves, mow the lawn, build with our tools, sweep the kitchen, and set the table.

Measured Fairness



- The instinct of measured fairness lies at the fundamental level of our social selves.
- This world and the many species in it evolved and survived based on this instinct.
- For thousands of generations being fair to others in your family or tribe insured everyone’s survival.
- Everyone contributed equally. And so, fairness has its nemesis: unfairness.

Caregivers are the architects of the way in which experience influences genetically preprogrammed but experience dependent brain development.

Daniel Siegel
The Developing Mind

Teen and Young Adult Risk Taking Behavior

US Department of Health and Human Services Meta Analysis

Teen and Young Adult Risk taking Behavior

- The most serious threats to the health and safety of adolescents and young adults are preventable. They result from such risk-taking behaviors as fighting, substance abuse, suicide, and sexual activity rather than from illnesses. These behaviors have harmful, even deadly, consequences.
- Changes in teen participation in specific risk behaviors have been well documented. What is less well known, and of growing concern, is how overall teen risk-taking has changed. In addition, information is lacking about the nuances in the behavior of adolescents who engage in more than one of these risks at a time.⁴ Teens who participate in multiple risks increase the chance of damaging their health.

Teen and Young Adult Risk Taking Behavior

- Three different surveys measure relevant health risk behaviors in teens. Together, the Youth Risk Behavior Surveys, the National Survey of Adolescent Males, and the National Longitudinal Study of Adolescent Health.
- The complex picture that emerges alleviates some traditional concerns, while raising new ones. Teens' overall involvement in risk-taking has declined during the past two decades (except among Hispanics), with fewer teens engaging in multiple risk behaviors. But multiple-risk teens remain an important group, responsible for most adolescent risk-taking. However, almost all risk-takers also engage in positive behaviors; they participate in desirable family, school, and community activities. These positive connections offer untapped opportunities to help teens lead healthier lives.

Teen and Young Adult Risk Taking Behavior

- **The Youth Risk Behavior Surveys (YRBS).** Conducted by the Centers for Disease Control and Prevention, YRBS assesses the behaviors deemed most responsible for influencing health among the nation's high school students. In 1991, 1993, 1995, and 1997, surveys were given to a nationally representative sample of students in grades 9 through 12. Students completed self-administered questionnaires in the classroom during a regular class period. We will look at the 2017 data as well.
- Overall response rates in 1991, 1993, 1995, and 1997 were 68 percent, 70 percent, 60 percent, and 69 percent, respectively; the sample sizes were 12,272 students, 16,296 students, 10,904 students, and 16,262 students, respectively. More information about YRBS and access to data is available at www.cdc.gov/nccdphp/dash.

Teen and Young Adult Risk Taking Behavior

- **The National Longitudinal Study of Adolescent Health (Add Health).** Add Health is a school-based study of the health-related behaviors of adolescents in the United States. Interviews were conducted in two stages. In the first stage, students in grades 7 through 12 attending 145 schools answered brief questionnaires in their classrooms. In the second stage, in-home interviews were conducted with a subset of students between April and December of 1995.
- Data for this study came from the 12,105 students participating in both stages of the survey who are representative of adolescents in grades 7 through 12 during the 1994–95 school year. More information about Add Health and access to data is available at www.cpc.unc.edu/addhealth.

Teen and Young Adult Risk Taking Behavior

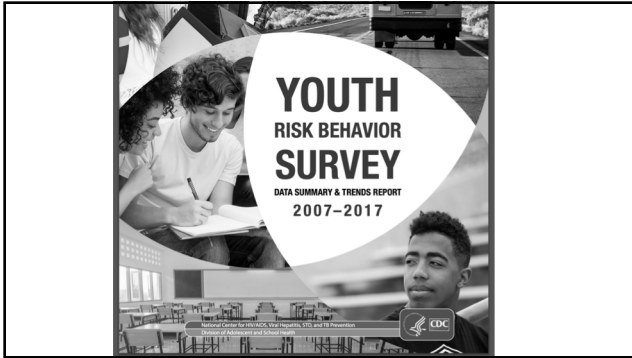
- **Overall risk-taking among high school students declined during the 1990s.** Between 1991 and 1997, there was a sizable increase in the share of students who did not participate in any of the 10 risk behaviors and a sizable decrease in the proportion of students who engaged in multiple risk behaviors. Despite this, the share of highest-risk students those participating in five or more risk behaviors remained stable. Of note, Hispanic students did not report the same shift toward less risk-taking.
- Most risks are taken by multiple-risk students. The overall prevalence of a specific risk behavior among teenagers is due primarily to the behavior of multiple-risk students, since the majority of students involved in any given behavior also were engaging in other risk behaviors. For example, among the 12 percent of students reporting regular tobacco use, 85 percent were multiple risk-takers.

Teen and Young Adult Risk Taking Behavior

- **The 1995 National Survey of Adolescent Males (NSAM).** NSAM is a household survey of a nationally representative sample of 1,729 boys ages 15 through 19. It was designed primarily to examine behavioral aspects of young men's sexual and reproductive behaviors and includes extensive measures of nonsexual risk-taking.
- The sample is nationally representative of both students and nonstudents. Face-to-face interviews were conducted by trained interviewers in the respondents' homes. The response rate was 75 percent. More information about NSAM and access to data is available at www.socio.com.







Teen and Young Adult Risk Taking Behavior



- **Nearly all teens, even those engaging in multiple risk behaviors, participate in positive behaviors.** Ninety-two percent of students engage in at least one positive behavior, such as earning good grades, participating in extracurricular activities, spending time with parents, or being involved in a religious institution. Most out-of-school boys also were involved in appropriate positive behaviors, although less so than their in-school peers. While multiple-risk teens engage in positive behaviors, participation in positive behaviors declines with increased risk-taking.
- Multiple-risk adolescents have many points of contact beyond home and the classroom. The assumption that risk-taking teens are socially disconnected is challenged by new findings that map their participation in a wide range of settings, such as faith-based institutions, the workplace, health care, and the criminal justice system. Their involvement in settings beyond the home and the classroom, especially for out-of-school adolescents, offers opportunities for health intervention to reduce risk-taking.



THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	2007 Total	2009 Total	2011 Total	2013 Total	2015 Total	2017 Total	Trend
Were threatened or injured with a weapon at school	7.8	7.7	7.4	6.9	6.0	6.0	
Did not go to school because of safety concerns	5.5	5.0	5.9	7.1	5.6	6.7	
Were electronically bullied	NA	NA	16.2	14.8	15.5	14.9	
Were bullied at school	NA	19.9	20.1	19.6	20.2	19.0	
Were forced to have sex	7.8	7.4	8.0	7.3	6.7	7.4	
Experienced physical dating violence [†]	NA	NA	NA	10.3	9.6	8.0	
Experienced sexual dating violence [†]	NA	NA	NA	10.4	10.6	6.9	

THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	2007 Total	2009 Total	2011 Total	2013 Total	2015 Total	2017 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28.5	26.1	28.5	29.9	29.9	31.5	
Seriously considered attempting suicide	14.5	13.8	15.8	17.0	17.7	17.2	
Made a suicide plan	11.3	10.9	12.8	13.6	14.6	13.6	
Attempted suicide	6.9	6.3	7.8	8.0	8.6	7.4	
Were injured in a suicide attempt	2.0	1.9	2.4	2.7	2.8	2.4	

THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	2007 Total	2009 Total	2011 Total	2013 Total	2015 Total	2017 Total	Trend
Ever had sex	47.8	46.0	47.4	46.8	41.2	39.5	
Had four or more lifetime sexual partners	14.9	13.8	15.3	15.0	11.5	9.7	
Were currently sexually active	35.0	34.2	33.7	34.0	30.1	28.7	
Used a condom during last sexual intercourse ¹	61.5	61.1	60.2	59.1	56.9	53.8	
Used effective hormonal birth control ¹	NA	NA	NA	25.3	26.8	29.4	
Used a condom and effective hormonal birth control ¹	NA	NA	NA	8.8	8.8	8.8	

THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	2007 Total	2009 Total	2011 Total	2013 Total	2015 Total	2017 Total	Trend
Ever used select illicit drugs	22.6	20.0	22.5	17.3	15.4	14.0	
Ever injected illegal drugs	2.0	2.1	2.3	1.7	1.8	1.5	
Ever misused prescription opioids ⁺	NA	NA	NA	NA	NA	14.0	NA

The Complexity of Risks: e.g. Delinquency

- No single risk factor leads a young person to delinquency.
- Risk factors “do not operate in isolation and typically are cumulative: the more risk factors that [youth] are exposed to, the greater likelihood that they will experience negative outcomes, including delinquency.”
- When the risk factors a youth is exposed to cross multiple domains, the likelihood of delinquency increases at an even greater rate.
- Different risk factors may also be more likely to influence youth at different points in their development. For example, peer risk factors typically occur later in a youth’s development than individual and family factors.

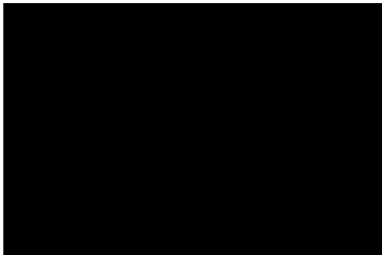
While youth may face a number of risk factors it is important to remember that everyone has strengths and is capable of resilient behavior:

"All children and families have individual strengths that can be identified, built on, and employed" to prevent future delinquency and justice system involvement. In recent years, studies of juvenile delinquency and justice system involvement have increasingly examined the impact of these strengths (protective factors) on youth's ability to overcome challenges and thrive (Kendziora & Osher, 2004)

Biology is not destiny but it does effect probability. In every risk group there are those who manage to transition successfully into adult life despite their adversities.



In Their Own Words: Parents



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



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



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 2013, 27% were living in single-parent homes.
- In 2003, 36% lived in homes with at least one significant problem.
- In 2007, over half a million children were in foster care.

What do we know?

- An American child was reported abused or neglected every 35 seconds in 2011 (3 million).
- 30% of all victims are below age 3; 50% below age 7.
- 60% are neglected.
- Nearly 600,000 American children are in foster care, with 130,000 waiting.
- 7½ million children are home alone after school.

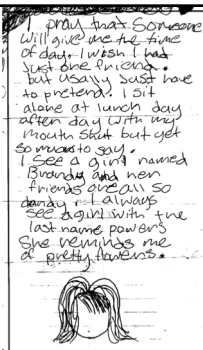


What do we know?

- 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.
- Thirty-one percent of girls and eight percent of boys in grades 8–11 reported frequent harassment.



In 2018, 4,599 youth between the ages of 10 and 24 committed suicide.



Is there a need for a conceptual process like resilience?

Yes!

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.

Risk and Protective Factors: In the Individual

Risks

- Female gender
- Early puberty
- Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration
- Low self-esteem, perceived incompetence, negative explanatory and inferential style
- Anxiety
- Low-level depressive symptoms and dysthymia
- Insecure attachment
- Poor social skills: communication and problem-solving skills
- Extreme need for approval and social support

Protective

- High IQ
- Positive social skills
- Willingness to please adults
- Religious and club affiliations
- Positive physical development
- Academic achievement

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/pplhg/pdf/IDM_Matrix_8%20%11_FINAL.pdf

Risk and Protective Factors: In the Individual

Risks

- Low self-esteem
- Shyness
- Emotional problems in childhood
- Conduct disorder
- Favorable attitudes toward drugs
- Rebelliousness
- Early substance use
- Antisocial behavior
- Head injury
- Marijuana use
- Childhood exposure to lead or mercury (neurotoxins)

Protective

- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/pplhg/pdf/IDM_Matrix_8%20%11_FINAL.pdf

Risk and Protective Factors: In the Family

Risks

- Inadequate or inappropriate child rearing practices,
- Home discord
- Maltreatment and abuse
- Large family size
- Parental antisocial history
- Poverty
- Exposure to repeated family violence
- Divorce
- Parental psychopathology
- Teenage parenthood
- A high level of parent-child conflict
- A low level of positive parental involvement
- Family dysfunction
- Poor parental supervision
- Sexual abuse

Protective

- Participation in shared activities between youth and family (including siblings and parents)
- Providing the forum to discuss problems and issues with parents
- Availability of economic and other resources to expose youth to multiple experiences
- The presence of a positive adult (ally) in the family to mentor and be supportive
- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Clear expectations for behavior and values

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:
http://dhs.alaska.gov/dbh/Documents/Prevention/programs/pplhg/pdf/IDM_Matrix_8%20%11_FINAL.pdf

Risk and Protective Factors: In Peers

Risks

- Spending time with peers who engage in delinquent or risky behavior
- Gang involvement
- Less exposure to positive social opportunities because of bullying and rejection

Protective

- Positive and healthy friends to associate with
- Engagement in healthy and safe activities with peers during leisure time (e.g., clubs, sports, other recreation)

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from: http://dhs.alaska.gov/dbh/Documents/Prevention/programs/igfslg/pdf/ICM_Matrix_8%20x11_FINAL.pdf

Risk and Protective Factors: School and Community

Risks

- Poor academic performance
- Enrollment in schools that are unsafe and fail to address the academic and social and emotional needs of children and youth
- Low commitment to school
- Low educational aspirations
- Poor motivation
- Living in an impoverished neighborhood
- Social disorganization in the community in which the youth lives
- High crime neighborhoods

Protective

- Enrollment in schools that address not only the academic needs of youth but also their social and emotional needs and learning
- Schools that provide a safe environment
- A community and neighborhood that promote and foster healthy activities for youth

Substance Abuse and Mental Health Services Administration (2009). Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle. Summarized from:

http://dhs.alaska.gov/dbh/Documents/Prevention/programs/igfslg/pdf/ICM_Matrix_8%20x11_FINAL.pdf

Can Outcome Be Modeled and Predicted?

Predicting young adults' health risk behavior.

By Gibbons, Frederick X., Gerrard, Meg
Journal of Personality and Social Psychology, Vol 69(3), Sep 1995, 505-517

Abstract

A prototype model of risk behavior is described and was tested in a longitudinal study of 679 college students, beginning at the start of their freshman year. Perceptions of the prototype associated with 4 health risk behaviors (smoking, drinking, reckless driving, and ineffective contraception) were assessed along with self-reports of the same behaviors. Results indicated that prototype perception was related to risk behavior in both a reactive and a prospective manner. That is, perceptions changed as a function of change in behavior, and perceptions predicted those behavior changes as well. This prospective relation was moderated by social comparison, as the link between perception and behavior change was stronger among persons who reported frequently engaging in social comparison. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Can Outcome Be Modeled and Predicted?

Binge Drinking Above and Below Twice the Adolescent Thresholds and Health-Risk Behaviors
Ralph Waldo Hingson Wenxing Zha
First published: 10 April 2018 <https://doi.org/10.1111/acer.13627>

In 2015, the Youth Risk Behavior Survey asked a national probability sample of 15,624 high school students grades 9 to 12 (response rate 60%) about their past-month drinking and past-month or past-year health-risk behaviors. Logistic regressions with pairwise comparisons examined the association between different drinking levels and selected risk behaviors, adjusting for age, sex, race/ethnicity, and drinking frequency.

Seven percent binged 2+ times and 9% < twice the age-/gender-specific thresholds, and 14% drank less than the binge thresholds. Significantly higher percentages of binge drinkers at 2+ times versus < twice the thresholds versus other drinkers reported illegal drug and tobacco use, risky sexual and traffic behaviors, physical fights, suicide, less school-night sleep, and poorer school grades.

Are You Resilient?

International Journal of Behavioral Medicine, 15: 194–200, 2008
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ISSN: 1070-5503 print / 1532-1558 online
DOI: 10.1080/10705500802229772



The Brief Resilience Scale: Assessing the Ability to Bounce Back

Bruce W. Smith, Jeanne Dalen, Kathryn Wiggins, Erin Tooley, Paulette Christopher, and Jennifer Bernard

Background: While resilience has been defined as resistance to illness, adaptation, and thriving, the ability to bounce back or recover from stress is closest to its original meaning. Previous resilience measures assess resources that may promote resilience rather than recovery, resistance, adaptation, or thriving. **Purpose:** To test a new brief resilience scale. **Method:** The brief resilience scale (BRS) was created to assess the ability to bounce back or recover from stress. Its psychometric characteristics were examined in four samples, including two student samples and samples with cardiac and chronic pain patients. **Results:** The BRS was reliable and measured as a unitary construct. It was predictably related to personal characteristics, social relations, coping, and health in all samples. It was negatively related to anxiety, depression, negative affect, and physical symptoms when other resilience measures and optimism, social support, and Type D personality (high negative affect and high social inhibition) were controlled. There were large differences in BRS scores between cardiac patients with and without Type D and women with and without fibromyalgia. **Conclusion:** The BRS is a reliable means of assessing resilience as the ability to bounce back or recover from stress and may provide unique and important information about people coping with health-related stressors.

Key words: brief resilience scale, stress, recovery, pain, cardiac

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
BRS 1	I tend to bounce back quickly after hard times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5
BRS 2	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"/>
		5	4	3	2	1
BRS 3	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"/>
		1	2	3	4	5
BRS 4	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"/>
		5	4	3	2	1
BRS 5	I usually come through difficult times with little trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5
BRS 6	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"/>
		5	4	3	2	1

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

Please respond to each item by marking one box per row		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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 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 0.85
- 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.

In Their Own Words: Coping



General Thoughts on Fostering Resilience in Yourself and Others

- Making connections and building your social support network.
- Avoiding the tendency to view crises as insurmountable challenges.
- Accepting that change is a natural and unavoidable part of life.
- Moving towards your (realistic) goals.
- Taking decisive actions that will help you face your challenges.
- Looking for opportunities for self-discovery.
- Nurturing a positive view of yourself and your abilities.
- Keeping things in perspective and in context.
- Maintaining a hopeful outlook on life.

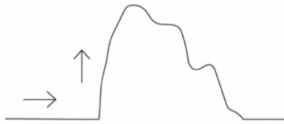
Ten Ways to Develop Resilience

1. Make connections and building your social support network.



Ten Ways to Develop Resilience

2. Avoid the tendency to view crises as insurmountable challenges.



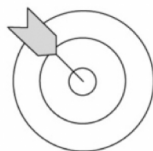
Ten Ways to Develop Resilience

3. Accept that change is a natural and unavoidable part of life.



Ten Ways to Develop Resilience

4. Move towards your realistic goals.



Ten Ways to Develop Resilience

5. Take decisive action
that will help you face
your challenges.



Ten Ways to Develop Resilience

6. Look for
opportunities that
promote self-discovery.



Ten Ways to Develop Resilience

7. Nurture a positive
view of yourself and
your abilities.



Ten Ways to Develop Resilience

8. Keep things in perspective and in context.



Ten Ways to Develop Resilience

9. Maintain a hopeful outlook on life.



Ten Ways to Develop Resilience

10. Take care of yourself.



In Their Own Words: Changing Mindsets



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.

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.

Changing The Words of Life: Re-writing Your Negative Scripts

Learn to identify obstacles that prevent progress:

- A lack of awareness of the role negative scripts play in your life.
- Insisting that others must change first if you are to change.
- Hiding behind the stress of every day life to avoid having to change.
- Giving up.

Changing The Words of Life: Re-writing Your Negative Scripts

Becoming the Author of your life:

- Seek out negative scripts in your life and assume responsibility to change them.
- Take the time to define short and long-term goals.
- Consider new scripts or plans of actions in accordance with your goals.

Changing The Words of Life: Re-writing Your Negative Scripts

Becoming the Author of your life:

- Select from these new scripts the one you believe has the greatest probability for success. Decide what success means to you.
- Anticipate the possible obstacles that might interfere with your success.
- Put the new script into action and assess effectiveness.
- Make changes if things aren't working but keep moving forward.

Through the Eyes of Others

- Do you practice what you have learned and lived?
- It is difficult to be empathic when you are disappointed or angry.
- Do you make assumptions about the motives of others?
- Do you hold the erroneous belief that if you are too empathic people will take advantage of you?

Through the Eyes of Others

Steps to becoming an empathic person:

- Take the time to complete empathy exercise. Consider how you would like other people to describe you versus how they might actually describe you. Act on the discrepancy.
- Use your experiences as a guide.
- Make an effort to put empathy into practice every day.

Communicating Effectively

- What am I attempting to achieve in this communication?
- Am I saying or doing things in a manner in which others will be most responsive to listening to what I have to say?
- Would I want anyone to speak to me the way I speak to others?
- How would others describe me as I communicate with them?

Communicating Effectively

- What makes it easiest for me to listen to what others have to say?
- What do others say or do that turns me off and keeps me from listening to their message?
- Even if I disagree with someone, do I at last validate their point of view?

Obstacles to Communicating Effectively

- It is difficult to communicate when you are disappointed, angry or frustrated.
- It is difficult to communicate when you lose sight of your goal.
- Are you trapped by models from your past?

Steps to Communicating Effectively

- Become an active listener.
- Validate: Let others know they have been heard.
- Live by the golden rule.

Steps to Communicating Effectively

- Avoid ultimatums and all or none statements.
- Serve as a model of honesty, integrity and dignity.
- Make humor an essential part of your communication.
- Practice and then practice more.

Dealing with Mistakes

Steps to manage mistakes and setbacks:

- Examine your assumptions about mistakes.
- Challenge self-defeating attributions.
- Learn something positive from every situation.
- Decide on a plan of action to attempt new scripts based on new attributions.

The Lessons of Resilience: Maintaining a Resilient Lifestyle

Exercising resilience on a daily basis:

- Have I truly listened during the past day and attempted to understand the viewpoints of others?
- How have I related to others? Have I practiced empathy and respect?
- How have I responded to stress, mistakes and setbacks? What will I do differently the next time?
- In what areas did I do well? How do I maintain and/or reproduce these positive behaviors tomorrow?

The Lessons of Resilience: Maintaining a Resilient Lifestyle

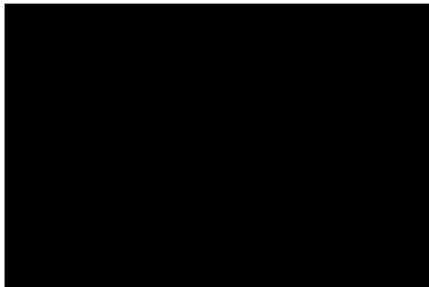
Guiding principles for the long term:

- Revisit the principles of a resilient mindset.
- Periodically assess your progress in terms of leading a resilient life.
- Do not wait for other people to change first for you to achieve your goals and happiness.

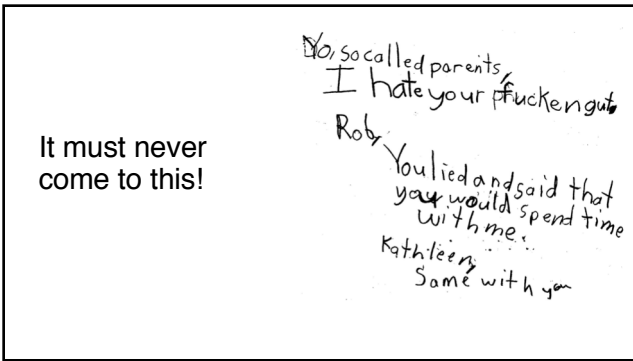
The Lessons of Resilience: Maintaining a Resilient Lifestyle

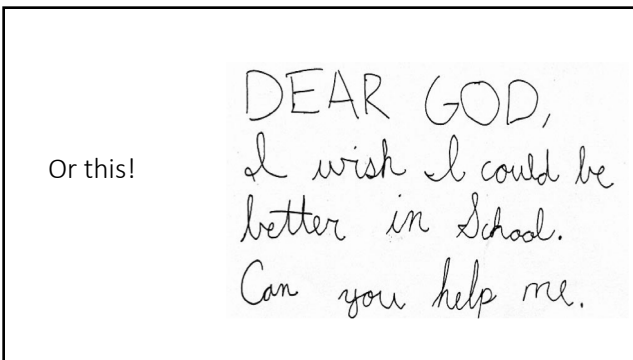
- Articulate and evaluate short and long-term goals that are realistic, achievable and in concert with your values.
- Anticipate mistakes and setbacks. Be prepared with a back-up plan.
- Relish your accomplishments.
- Develop and maintain connections with people, ideals, causes and faith.

In Their Own Words: Finding Happiness









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.

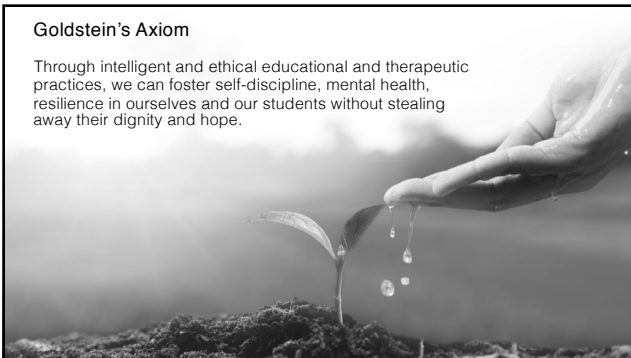
Only then will we begin to know what makes the young of our species survive and thrive despite life's adversities.

Emmy Werner



Goldstein's Axiom

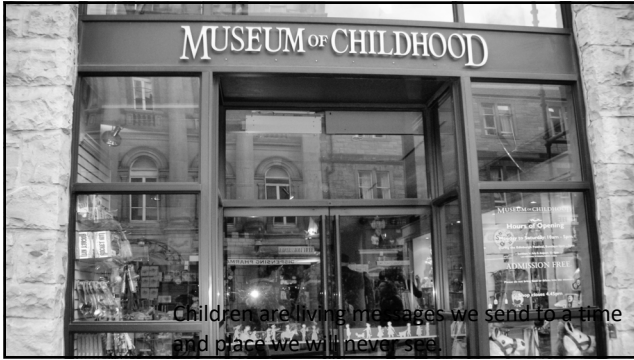
Through intelligent and ethical educational and therapeutic practices, we can foster self-discipline, mental health, resilience in ourselves and our students without stealing away their dignity and hope.













Questions?



 www.samgoldstein.com

 info@samgoldstein.com

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TEDx

Sam Goldstein, Ph.D.
sam@samgoldstein.com

The Power Of Resilience
https://www.youtube.com/watch?v=sthe6J2-e98A&feature=youtu.be_gdte
