Understanding and Applying Resilience Strategies with Students, Faculty and Administration
Harnessing the Power of Resilience and Human Instincts In Your Professional and Personal Lives

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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 resiliency.
• Begin a discussion about improving the lives of all youth including those with the riskiest behavior and history.

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 am Editor in Chief of the Journal of Attention Disorders (Sage) and Co-Editor of the Encyclopedia of Child Development (Springer)
A man goes fishing.

Teachers are Called to Greatness Every Day!
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.

I Had a Revelation in St. Augustine, Florida
The Bus Test

How I Was Trained

All Children:

- With all children, share qualities
- Possess qualities unique to them
- Share positive or negative qualities with sub-groups

We have done a very good job of marketing school to kids.
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 because I think you should be proud about how much I have learned. I have learned many things in school, but I have learned the most about how to be a responsible citizen. I have learned that it is important to be kind to others and to always try my best. I have also learned that I am capable of doing great things if I put my mind to it.

Sincerely,

Drew

Do Children Care What We Think? Part II

Why I Will Never do this Again?

Dear Mrs. Cowdell,

Mrs. Cowdell, I am sorry for what I did. I will never do it again. I want to get a good education and to succeed in life. I will get the help I need to improve. I know I made a bad choice, but I don't want to do it next time. Sometimes I have to learn from my mistakes.

I love school!

[Handwritten note]

3/1/20
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 change our mindsets about the role and purpose of education in 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.
We must adopt a learning to ride a bike mindset.

Slow may be fast enough!

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
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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
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
- Power of Resilience
- Raising Resilient Children with ASD
- Seven Steps to Improve Social Skills
- Seven Steps to Anger Management
- Tenacity (in progress)

Text Books:
- Handbook of Resilience in Children
- Handbook of Resilience in Children (2nd Ed.)
- Handbook of Resilience in Children (2nd 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)
- Handbook of Human Instincts (3rd Ed.)

Radio:
- One Minute to Better Parenting
- Tough Times Resilient Kids
- Power and Public Media

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

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

Intuitive Optimism

• 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

• 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. 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 behavior; 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:

<table>
<thead>
<tr>
<th>Event</th>
<th>2007 Total</th>
<th>2009 Total</th>
<th>2011 Total</th>
<th>2013 Total</th>
<th>2015 Total</th>
<th>2017 Total</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were threatened or injured with a weapon at school</td>
<td>7.8</td>
<td>7.7</td>
<td>7.4</td>
<td>6.9</td>
<td>6.0</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>Did not go to school because of safety concerns</td>
<td>5.5</td>
<td>5.9</td>
<td>7.1</td>
<td>5.6</td>
<td>6.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were electronically bullied</td>
<td>NA</td>
<td>NA</td>
<td>16.2</td>
<td>14.8</td>
<td>15.5</td>
<td>14.9</td>
<td></td>
</tr>
<tr>
<td>Were bullied at school</td>
<td>NA</td>
<td>19.9</td>
<td>20.1</td>
<td>19.6</td>
<td>20.2</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>Were forced to have sex</td>
<td>7.8</td>
<td>7.4</td>
<td>6.0</td>
<td>7.3</td>
<td>6.7</td>
<td>7.4</td>
<td></td>
</tr>
<tr>
<td>Experienced physical dating violence</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>10.3</td>
<td>9.8</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>Experienced sexual dating violence</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>10.4</td>
<td>10.6</td>
<td>6.9</td>
<td></td>
</tr>
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</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Experienced persistent feelings of sadness or hopelessness</td>
<td>28.5</td>
<td>28.1</td>
<td>28.5</td>
<td>29.9</td>
<td>29.9</td>
<td>31.5</td>
<td></td>
</tr>
<tr>
<td>Seriously considered attempting suicide</td>
<td>14.5</td>
<td>13.6</td>
<td>15.8</td>
<td>17.0</td>
<td>17.7</td>
<td>17.2</td>
<td></td>
</tr>
<tr>
<td>Made a suicide plan</td>
<td>11.3</td>
<td>10.9</td>
<td>12.8</td>
<td>13.6</td>
<td>14.6</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td>Attempted suicide</td>
<td>6.9</td>
<td>6.3</td>
<td>7.8</td>
<td>8.0</td>
<td>8.6</td>
<td>7.4</td>
<td></td>
</tr>
<tr>
<td>Were injured in a suicide attempt</td>
<td>2.0</td>
<td>1.9</td>
<td>2.4</td>
<td>2.7</td>
<td>2.8</td>
<td>2.4</td>
<td></td>
</tr>
</tbody>
</table>
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 affect 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

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 dysphoria
- 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


### Risk and Protective Factors: In the Individual

**Risks**
- Low self-esteem
- Shyness
- Emotional problems in childhood
- Conduct disorder
- 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, peers, in athletics, employment, religion, culture


### Risk and Protective Factors: In the Family

**Risks**
- Inadequate or inappropriate child rearing practices,
  - Neglect
  - Emotional abuse and neglect
  - Physical abuse
  - Sexual abuse
  - Exposure to violence
  - Sexual abuse
  - Parental psychopathology
  - Teenage pregnancy
  - A high level of parent-child conflict
  - A low level of positive parent involvement
  - Family dysfunction
  - Poor parental supervision
  - Sexual abuse

**Protective**
- Participation in shared activities between youth and family (including siblings and parents)
- Sibling presence in the forum to discuss problems and issues with parents
- Stability of parents and other caregivers to expose youth to multiple experiences
- The presence of a positive and supportive role in the family to mentor and be supportive
- Family provides structure, limits, rules, monitoring, and support relationships with family members
- Clear expectations for behavior and values

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)

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

Can Outcome Be Modeled and Predicted?

Predicting young adults' health risk behavior
By Gibbons, Frederick X., Gerrard, Meg

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?

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 ≥twice and 9% <twice the age-/gender-specific thresholds, and 14% drank less than the binge thresholds. Significantly higher percentages of binge drinkers at ≥twice 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?

Brief Resilience Scale

<table>
<thead>
<tr>
<th>Brief Resilience Scale (BRSF)</th>
<th>Please respond to each item by marking one of the options provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. I feel I learn best from</td>
<td></td>
</tr>
<tr>
<td>failures.</td>
<td></td>
</tr>
<tr>
<td>2. I have a hard time making</td>
<td></td>
</tr>
<tr>
<td>things through adversity.</td>
<td></td>
</tr>
<tr>
<td>3. I have a hard time getting</td>
<td></td>
</tr>
<tr>
<td>my feelings under control.</td>
<td></td>
</tr>
<tr>
<td>4. It's hard for me to keep</td>
<td></td>
</tr>
<tr>
<td>track when something is going</td>
<td></td>
</tr>
<tr>
<td>wrong.</td>
<td></td>
</tr>
<tr>
<td>5. I easily come through</td>
<td></td>
</tr>
<tr>
<td>difficult times.</td>
<td></td>
</tr>
<tr>
<td>6. I get frustrated when</td>
<td></td>
</tr>
<tr>
<td>my plans fall through.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from responses ranging from 1 to 4 for all six items giving a range from 6 to 24. Divide the total score by the total number of questions answered.

My score ____, bon average / 9
Brief Resilience Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I tend to bounce back quickly after hard times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I have a hard time making it through stressful events.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. It does not take me long to recover from a stressful event.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. It is hard for me to snap back when something bad happens.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. I usually come through difficult times with little trouble.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I tend to take a long time to get over set-backs in my life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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.

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

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


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 everyday life to avoid having to change.
- Giving up.

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

- 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

- 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.

Becoming the Author of your life:
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?

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
Adopt a Learning-to-Swim Mindset!

It must never come to this!

Or this!

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

No so-called parents.
I hate your #fcking guts.
Rob.

You lied and said that you would spend time with me.
Kathleen.
Same with you.
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.
May our philosophies keep pace with our technologies. May our compassion keep pace with our powers. And may love, not fear, be the engine of change.

Dan Brown

Origin

The Future

NEXT EXIT

May our philosophies keep pace with our technologies. May our compassion keep pace with our powers. And may love, not fear, be the engine of change.

Dan Brown

Origio
Children are living messages we send to a time and place we will never see.

Neil Postman

The Disappearance of Childhood

Questions?

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