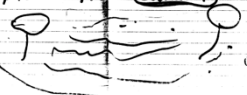


Fostering Resilience in the Classroom

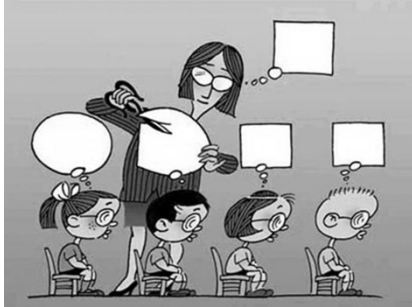
Sam Goldstein, Ph.D.
Assistant Clinical Professor
University of Utah
School of Medicine
www.samgoldstein.com

We must we change our mindsets
about the purpose of education.

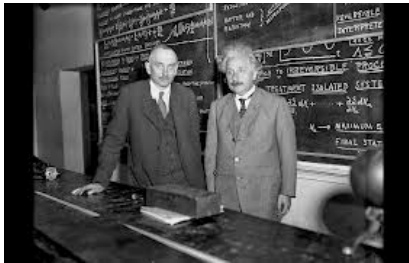
To Graydon
Graydon please do your
work so you can go
home with me.
I'll let you come
over to my house
and let you see Jane's
bird and see his
lizard! You can hold
my lizard! Please Gray-
don and you can go
outside please pretty
please. from Adam!



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

What is our job as Educators?



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

My Grandparent's Future



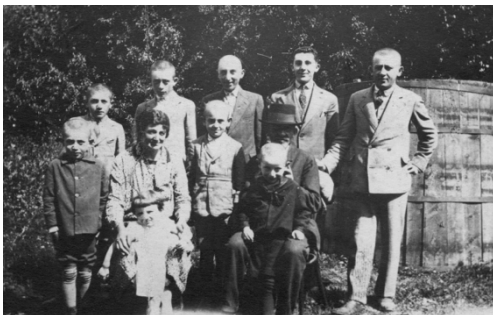
My Grandparent's Future



My Grandparent's Future



My Grandparent's Future



My Parent's Future



My Parent's Future



Moms are Important
Too!



Our Family's Future



Preschool Graduation



Through the Eyes of Innocence



How Will They Feel in Five Years?



Preschool Graduation Part I



Preschool Graduation Part II



Resilience

- A process leading to good outcome despite high risk
- The ability to function competently under stress
- The ability to recover from trauma and adversity

"I'm not afraid about my girlfriends and myself, we'll squeeze through somehow, though I'm not too certain about my math."

Anne Frank
June 21, 1942

"I have lots of courage, I feel so strong and as if I can bear a great deal, I feel so free and so young! I was glad when I first realized it, because I don't think I shall easily bow down before the blows that inevitably come to everyone."

Anne Frank
July 15, 1944

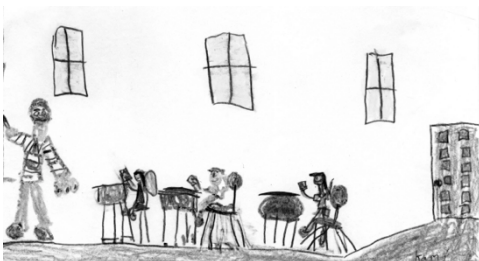
Resilience is Predicted By Three Factors

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

Most Powerful Predictors of a Resilient Child

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

The Mindset of the Effective Educator



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

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

Effective educators understand the mindset of resilient students.

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

Coping Behaviors of Students

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

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

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

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

Five Strategies To Foster a Resilient Mindset

- Teach empathy by practicing empathy.
- Teach responsibility by encouraging contributions.
- Teach decision making and problem solving skills that foster self-discipline.
- Offer encouragement and positive feedback.
- Help children deal with mistakes.

Teach Empathy By Practicing Empathy

- Are we saying or acting in a way that our children will be responsive to hearing us?
- Would we want anyone to speak to us the way we speak to our children?
- How would our children describe us at various times?
- How would we want our children to describe us?

Teach Empathy By Practicing Empathy

- Listen
- Validate
- Avoid preaching and lecturing
- Avoid judgments and accusations
- Put yourself in their shoes
- Change your negative scripts

Teach Responsibility By Encouraging Contributions

- Provide ample opportunity
- Focus on existing success
- Build islands of competence
- Allow the opportunity to witness concrete examples of success

Teach Decision Making and Problem Solving Skills That Reinforce Self-Discipline

- What's my problem?
- What solutions are available?
- Which solution is the best?
- How can I implement each step of the solution?
- How did I do?

Offer Encouragement and Positive Feedback

- Become a charismatic adult
- Provide realistic appreciation
- Focus on building rather than tearing down
- Be available

Help Children Deal With Mistakes

- The fear of mistakes is a strong roadblock to developing a resilient mindset
- Mistakes are opportunities to learn
- Model the benefits of mistakes

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

Daniel Siegel
The Developing Mind

To be a *charismatic adult* and nurture hope and resilience, we must understand and reinforce the components of a *resilient mindset* in children and teens.

Resilient children are comfortable and appreciate that others truly care about them and can be of support and help.

Resilient children recognize the boundaries of their control and focus their energy on these areas of control, acting proactively.

Resilient children develop competence in effective problem solving and decision making. They are flexible in reaching goals through multiple means.

Resilient children possess and develop self-control and self-discipline.

Resilient children believe they can contribute to and make a positive difference in the world.

Resilient children possess islands of competence or strengths that define their identity.

Resilient children can deal effectively with mistakes and failure.

Stress Hardiness

- Committed to finding a meaningful purpose in life.
- A belief that you can influence your surroundings and outcome of events,
- A belief that you can learn and grow from both positive and negative life experiences.

Focus on Well Being!

- COMPETENCE in academic, social and vocational areas
- CONFIDENCE or a positive identity
- CONNECTIONS or healthy relations
- CHARACTER or positive values, integrity, and values
- CARING and compassion

(Lerner et al, 2000)

Six Positive Virtues

- Wisdom and Knowledge
- Courage
- Humanity
- Justice
- Temperance
- Transcendence

Peterson and Seligman, 2004

Wisdom and Knowledge

- Creativity
- Curiosity
- Open-mindedness
- Love of learning

Courage

- Bravery
- Persistence
- Integrity
- Vitality

Humanity

- Love
- Kindness
- Social intelligence

Justice

- Citizenship
- Leadership
- Fairness

Temperance

- Forgiveness
- Humility
- Prudence
- Self-regulation

Transcendence

- Appreciation of beauty
- Gratitude
- Hope
- Humor
- Spirituality

The Mindset of a Resilient Child

- Optimistic and hopeful.
- Feel special and appreciated in the eyes of others.
- Set realistic goals and expectations.
- View mistakes, hardships and obstacles as challenges.
- Solve problems and make decisions.
- Internal locus of control.
- Believe and set out to solve problems.
- Possess empathy.

Adopt a learning
to swim mindset!

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