



2019 HPOG Annual Grantee Meeting

Fostering Participant Resilience

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**What do you think contributes to
Resilience?**

**What areas have been most difficult for each of you in
working with the Participants?**



Objectives:

1. How Resilient Are You & your Participants?
2. What is Resilience?
3. Is Resilience determined by genetics, personality or skills acquisition?
4. Can people learn resilience or can we model resilience for the participants?
5. How can you TEACH & MODEL Resilience for your Participants
6. Key Components of Resilience
7. Group Exercise

*When you know what you want and you want it bad enough, you'll find a way to get
it.*

Jim Rohn

*The question I ask myself like almost every day is, 'Am I doing the most important
thing I could be doing?'*

Mark Zuckerberg

It doesn't matter where you came from. All that matters is where you are going.

Brian Tracy

Take your Resiliency Inventory

The late Al Siebert, PhD founded The Resiliency Center in Portland, Oregon. He developed a quick resilience test. Take this quiz, adapted from *The Resilience Advantage* (2015).

Rate yourself from 1 to 5 (1 = strongly disagree; 5 = strongly agree)

- I'm usually optimistic. I see difficulties as temporary and expect to overcome them.
- Feelings of anger, loss and discouragement don't last long.
- I can tolerate high levels of ambiguity and uncertainty about situations.
- I adapt quickly to new developments. I'm curious. I ask questions.
- I'm playful. I find the humor in rough situations, and can laugh at myself.
- I learn valuable lessons from my experiences and from the experiences of others.
- I'm good at solving problems. I'm good at making things work well.
- I'm strong and durable. I hold up well during tough times.
- I've converted misfortune into good luck and found benefits in bad experiences.

Less than 20: Low Resilience — You may have trouble handling pressure or setbacks, and may feel deeply hurt by any criticism. When things don't go well, you may feel helpless and without hope. Consider seeking some professional counsel or support in developing your resiliency skills. Connect with others who share your developmental goals.

10-30: Some Resilience — You have some valuable pro-resiliency skills, but also plenty of room for improvement. Strive to strengthen the characteristics you already have and to cultivate the characteristics you lack. You may also wish to seek some outside coaching or support.

30-35: Adequate Resilience — You are a self-motivated learner who recovers well from most challenges. Learning more about resilience, and consciously building your resiliency skills, will empower you to find more joy in life, even in the face of adversity.

35-45: Highly Resilient — You bounce back well from life's setbacks and can thrive even under pressure. You could be of service to others who are trying to cope better with adversity

Resilience

Managing Stress & “Bouncing Back” from Adversity

Dictionary defines Resilience as “the capacity to recover quickly from difficulties; toughness” .

APA as “the process of adapting well in the face of adversity, trauma, tragedy even significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors.”

Resilience: The ability to adapt in the face of adversity, trauma and tragedy

Synonymous with the ability to ADAPT

Resiliency is the personal attribute or ability to “bounce back” after stress or trauma.

Learning how to perceive negative events as a growth experience, embracing it as a “positive” and learning from the experience.



Resilience

Resilience is Skill that most can LEARN.

A cognitive perspective(view) of how one looks at the world & life events.

Resilience involves Optimism (realistic perspective with hope and expectation that things will turn out as they are supposed to).

A field of blue snowdrops in the foreground, with a bright yellow sun in the background, creating a soft, bokeh effect. The text is overlaid on the upper half of the image.

Flowers grow back, even after
they are stepped on. So will I.

Resilience.

Author Unknown

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Photo by Jill Wellington

Developing Resilience

Decades ago, Norman Finkel's studies found resilient people possess the capacity to turn trauma into growth by *positive cognitive re-evaluations*.

- (1) reframe the negative to more positive,**
- (2) search for opportunity in the midst of adversity**
- (3) extract positive meaning from trauma & tragedy.**

Developing Resilience

- Resilience develops by:

- ⇒ (1) having supportive and caring relationships within and outside the family that create love and trust, provide role models, and offer encouragement and reassurance
- ⇒ (2) the capacity to make realistic plans & take steps to carry them out

Developing Resilience

- Resilience develops by:
 - ⇒ (3) having a positive self-image and confidence in personal strengths and abilities
 - ⇒ (4) being optimistic about the ability to manage problems in life

Developing Resilience

- Resilience develops by:

- ⇒ (5) developing skills in communication and problem-solving

- ⇒ (6) developing the ability to manage strong feelings and impulses

- ⇒ (7) seeing failure as a form of helpful feedback, not an indictment of inadequacy → these capacities help to cope with misfortune, change course.

Developing Resilience

- (1) fully describe a stressful situation
- (2) ask yourself “How could this situation be worse?”
- (3) ask yourself “How could the situation be better?”
- (4) create a story about a worse version

Developing Resilience



- (5) create a story about a better version
- (6) ask yourself “What can I do to create the better version & decrease the likelihood of the worse one?”
- (7) place the situation into proper perspective.

→ Source: (Maddi & Khoshaba; seven steps/cognitive reappraisal)

Developing Resilience

Kauai Longitudinal Study

“Recent research reveals that people who have experienced some adversity (for example, several negative events or life-changing moments) are ultimately happier (and less traumatized, stressed, or impaired) than those who have experienced no adversity at all.”

-- Sonja Lyubomirsky

The Myths of Happiness

Developing Resilience

Kauai Longitudinal Study

- These “at risk” children became more *resilient* as a result of their adverse circumstances and were better able to handle ongoing stressors of life
- Their histories challenge the myth that a child who comes from a “high risk” group is bound to develop psychological, social, and health problems in later life



SELF
CONFIDENCE

Self-Acceptance & Compassion

“Acceptance of what has happened is the first step to overcoming the consequences of any misfortune.”

-- William James

“The curious paradox is that when I accept myself just as I am, then I can change.”

-- Carl Rogers

Self-Acceptance & Compassion

- Involves not only acknowledging the reality of one's situation, but also assessing what can and cannot be changed, abandoning goals that no longer seem feasible, and intentionally re-directing efforts toward that which can be changed – and change those things
- Acceptance is not the same as resignation and does not involve giving up, quitting, avoidance, or denial → it is focused problem-solving on things that can be changed

Self-Acceptance & Compassion

- How do you treat yourself when you make a mistake, fail to reach a goal, or have a lack of direction? Do you blame yourself or feel worthless? Or do you console and forgive yourself, take time to nurture yourself, and start to build the motivation to try again?
- **Self-compassion:**
 - ⇒ Warm and understanding toward ourselves when we suffer and fail
- Self-compassion is a key to resilience and happiness

Self-Acceptance & Compassion

- People with a high level of self-acceptance

- ⇒ Do not wish they were anyone other than who they are

- ⇒ Have a positive overall attitude, acknowledge and accept all aspects of themselves including the good and bad

- ⇒ Are not highly self-critical – a major block to happiness

Learned Optimism

Optimism → pattern of *learned* ways of thinking about life and core beliefs characterized by a future-oriented attitude of high hope & confidence that things will turn out well

Underestimate the likelihood of negative events occurring in the future and overestimate the likelihood of positive events occurring

Learned Optimism

- Optimists are not Pollyanna's who ignore the negative in life and see the world in "rose-colored glasses"
- Optimists are positive but practical, paying close attention to negative information but quickly disengaging from negative problems appraised as being unsolvable
- Optimists know when something is out of their control to impact and focus on solvable problems they can control



The best way
to predict the future
is to create it.

Peter Drucker

Resilience

**“Resilience is a skill that cannot be overlooked.
It is the difference between surviving & thriving”**

“For people who are living in poverty, who have barriers to learning or people experiencing stress and trauma, it may be the skill that makes all the difference”

Source: Laurie A. Namey, ASCD, Emerging Leaders

“Educators are essential facilitators of resiliency skill development”.

Educators:

1. Unique opportunity to influence the social and emotional growth & Teach the skill of resiliency.

2. Providing opportunities to bounce back in the face of adversity .

3. Even though it is an internal experience, we can help people tap into and build the skill.

The following serve as 5 Guiding Strategies that foster resilience

Source: Laurie A. Namey, Supervisor of Equity & Cultural Proficiency for Hartford County (Md.)Public Schools



Educators are Essential Facilitators of Resilience Skill Development - 5 Guiding Strategies

1. Show Them their Purpose & Know Yours
2. Allow Students to Experience Success & Struggles
3. Set High Expectations
4. Create A Supportive Environment
5. Promote Self-Advocacy & Communication

1. Show Them Their Purpose and Know Yours

Teachers underestimate their power to make a difference beyond academic development.

For participants having an adult that cares about and believes in their strengths and abilities is irreplaceable.

Teacher effectiveness is a better determinant of student performance than race, socioeconomic status, or class size. (William Sanders and Sandra Horn; study)

Provide service learning opportunities offer choices in the classroom, assigning roles and jobs relevant to their interests and talents.

2. Allow Participants to Experience Success and Struggle

- A. Allowing people to realize their strengths elevates confidence & belief in their own potential.**

- B. Honoring people's different learning styles and tapping into diverse intelligences in your daily instruction.**

Beyond success, comes the beauty of the struggle.

- C. Providing specific feedback, focusing on mastery versus completion identify what they learned from their mistakes establishes a culture of resiliency— a culture of “trying again” and “do overs”.**

3. Set High Expectations

Greatest gift - is the belief that despite any barriers that are present, they can succeed.

High expectations lay the ground work for possibilities.

When people know that those around them believe in them, they tap into this notion every time they encounter a challenge.

Without this belief, resiliency not possible. When there is failure, more apt to move beyond their doubts.

It is imperative to overcome sympathy or defeat and move to empathy and optimism.

Keep expectations high & end destinations in view while still honoring their diversity & offering alternatives routes to destinations.

4. Create a Supportive Environment

We don't have the power to change the conditions under which they live.

What you do have power over is creating the educational conditions for people to succeed *despite* the adverse circumstances in which they live.

An environment where participants are safe & successful is foundation of
They need to feel comfortable in classrooms & being able to admit failure or
to seek assistance.

4. Create A Supportive Environment:

Environments that encourage to take risks and be individuals.

Programs that believe in the growth mindset— that people are a gold mine of untapped potential— allow for resilient learners to be nurtured.

As Richard Sagor asserts, there are 5 essential feelings that are “crucial to an individual’s emotional well-being”:

competence, belonging, usefulness, potency, and optimism.

5. Promote Self-Advocacy and Communication

Educators have succeeded - when participants leave with life skills that will be used for the rest of their lives.

Vital Skills like: problem-solving skills, navigating norms & communicating needs will teach them how to “bounce back” from life’s struggles.

5. Promote Self-Advocacy & Communication

Having these self-advocacy skills will provide the ability to overcome obstacles & identify what they need to move forward.

Never underestimate the power you have to develop emotionally, socially and academically healthy and successful participants.

Source: Laurie A. Namey, At Risk & Diverse Learners, Supervisor of Equity & Cultural Proficiency. Hartford County (Md) Public Schools

Laurie A. Namey is a member of the ASCD Emerging Leaders Class of 2014 and currently serves as the supervisor of equity and cultural proficiency for Harford County (Md.) Public Schools.

Harford County Public Schools is a diverse school system that serves over 5,000 employees and 30,000 students in 54 schools.

Namey is also an instructor for the Graduate Programs in Education at Goucher College in Baltimore, where she focuses on the education of at-risk and diverse learners.

Group Exercise - Heroe's, Allies & Companions

1. Please Divide a piece of Paper into three parts.
2. **Title Each Section:**
 - “Heroes”
 - “Allies”
 - “Companions”
3. **Identify & Draw an Artistic representations** of people or things for each Box.

“Heroes” “Allies” & Worthy Companions”

Identify and Draw Artistic representations of people or things for each box.

- 1. Heroes are people/things that you look up to and admire for their achievements or ways of being.**
- 2. Allies are those who have more power than you that you trust or can enlist to help you move toward your goals.**
- 3. Worthy Companions are peers who are on a similar journey or could be a good support to you in your journey.**



Embrace the Joy of Giving

A Chinese saying: “If you want happiness for an hour, take a nap. You want happiness for a day, go fishing. You want happiness for a year, inherit a fortune. If you want happiness for a lifetime, help somebody”.

Thank you for being here today Dr.Daughn