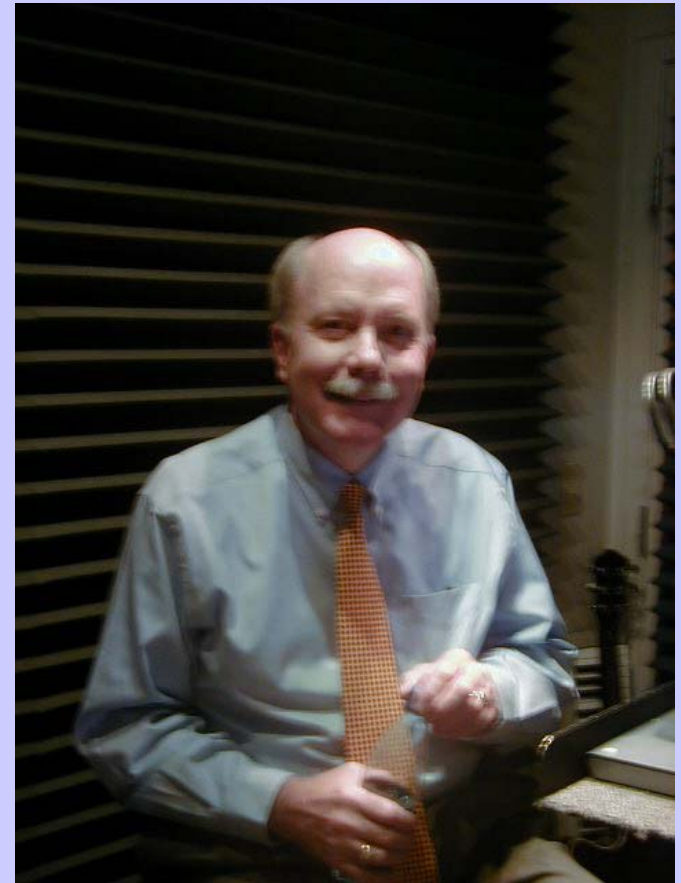


# Resiliency 101

Narrated by  
**Phil Woodall,**  
middle school principal  
Tucson, Arizona.  
(narration available audio version only)



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National Education Association Health Information Network  
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Substance Abuse and Mental Health Services Administration's Center for Mental Health Services.



# ***RESILIENCE***

**disability** **hunger** **illness** **poverty**  
**neglect** **abuse** **racism** **violence**  
**alcoholism** **crisis** **addiction**  
**divorce** **disaster** **discrimination**  
**imprisonment** **crime**

**How is it that some people – despite significant adversity or having come from less than ideal backgrounds – nevertheless succeed?**

“We’re all ‘at-risk’ in this day and age. As educators, that leads us to feeling stressed, discouraged, possibly even burned out.

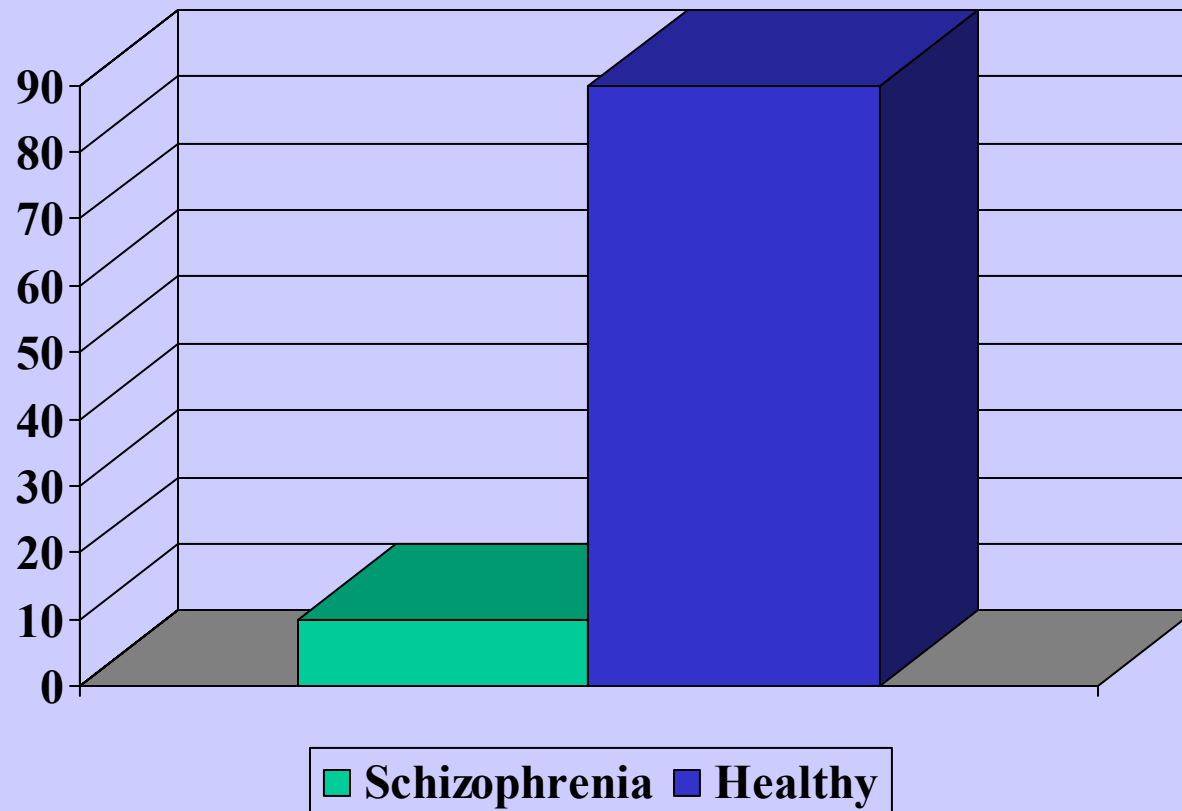
By focusing on resiliency, we can turn that lens around. We can work with protective factors – strengths, assets in students and ourselves.



We can focus on what does work, instead of getting stuck on, and frustrated by, what doesn’t work.”

Phil Woodall, Principal

# Origin of Resilience Research



- Why did schizophrenia show up in only 10%?
- What protected 90% who grew up to live healthy/successful lives?

# Defining Resilience Is A Personal Journey

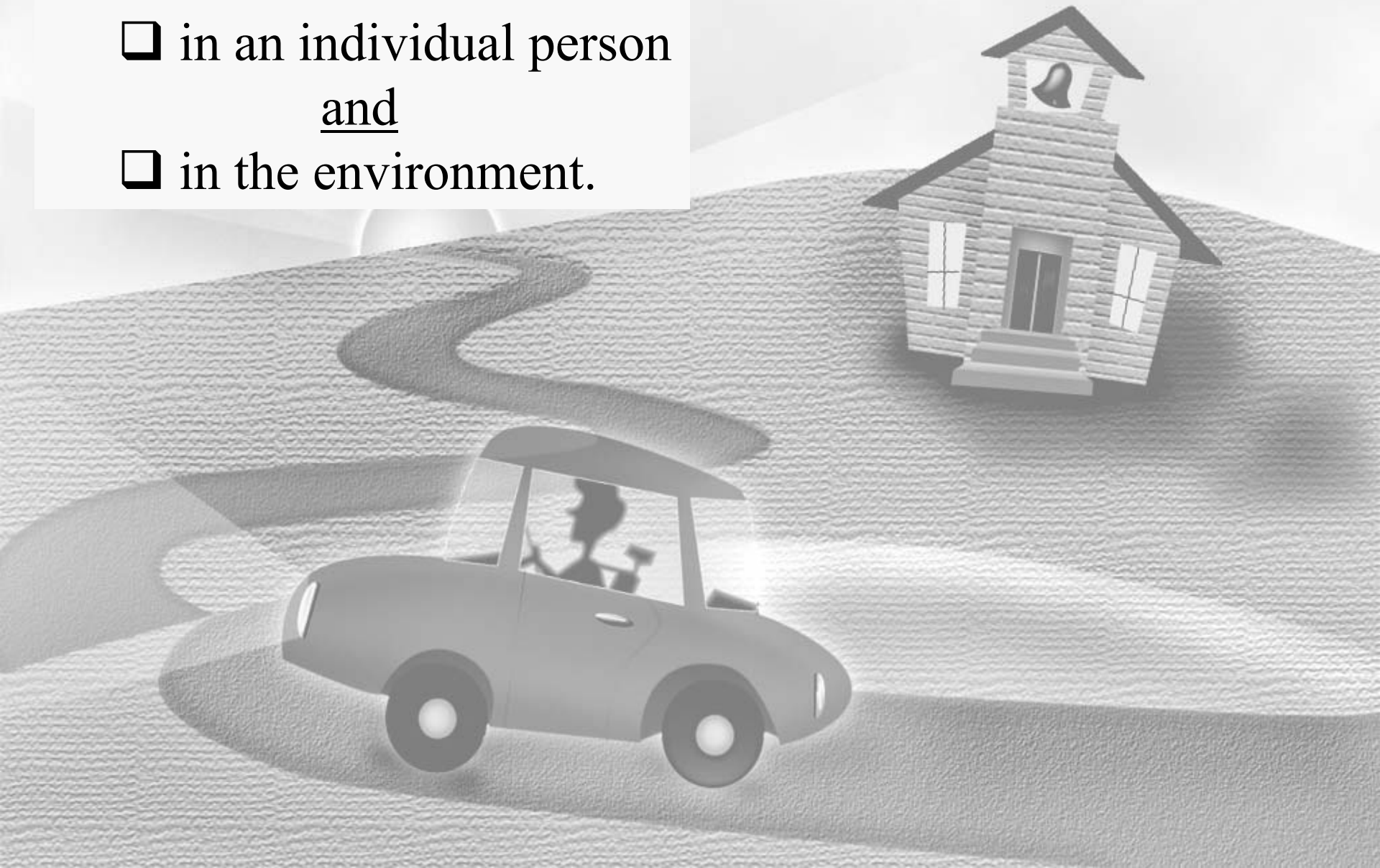
- ❑ No one definition of resilience exists.
- ❑ How we define resilience determines how we work with it.
- ❑ Observing how we & others work with resilience expands our definition.
- ❑ Defining resilience is a dynamic process (a journey), not an event.



# Resilience → Person : Environment

Resilience resides:

- in an individual person
- and
- in the environment.



# What Resilience Is Not

Resilience is not:

- a program
- an add-on
- only for prevention
- remedial
- separate from/in conflict with central educational goals.





# Resilience: A Required Ingredient for Success

## Results of 5-Year Resiliency Initiative:

- highest test scores
- lowest out of school suspensions
- fewer discipline referrals
- zero (0) attrition among staff





# **Landmark 1:** Professional Development

Secure regular time/place for reflection & planning –

- individual journaling
- one-on-one coaching/supervision
- team meetings focusing on staff development



School-wide professional development is a significant commitment.

Hard to sell? Yes.

Do: Always start where the client is.

Do: Start small. Let your success speak for itself.

Do: Believe in the power of 1.

Don't: Let negative thinking or resistance discourage you.





School-wide professional development is a significant commitment.

Do:

Remember our results

- test scores up dramatically
- discipline referrals down
- lowest out-of-school suspensions
- zero (0) staff attrition

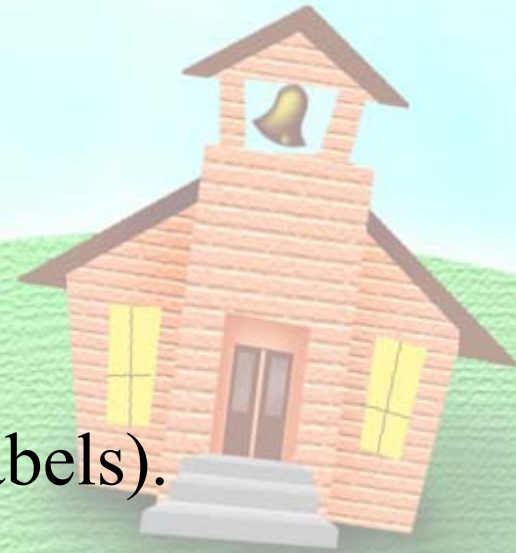


# Landmark 2: Self-Exploration

## Myths

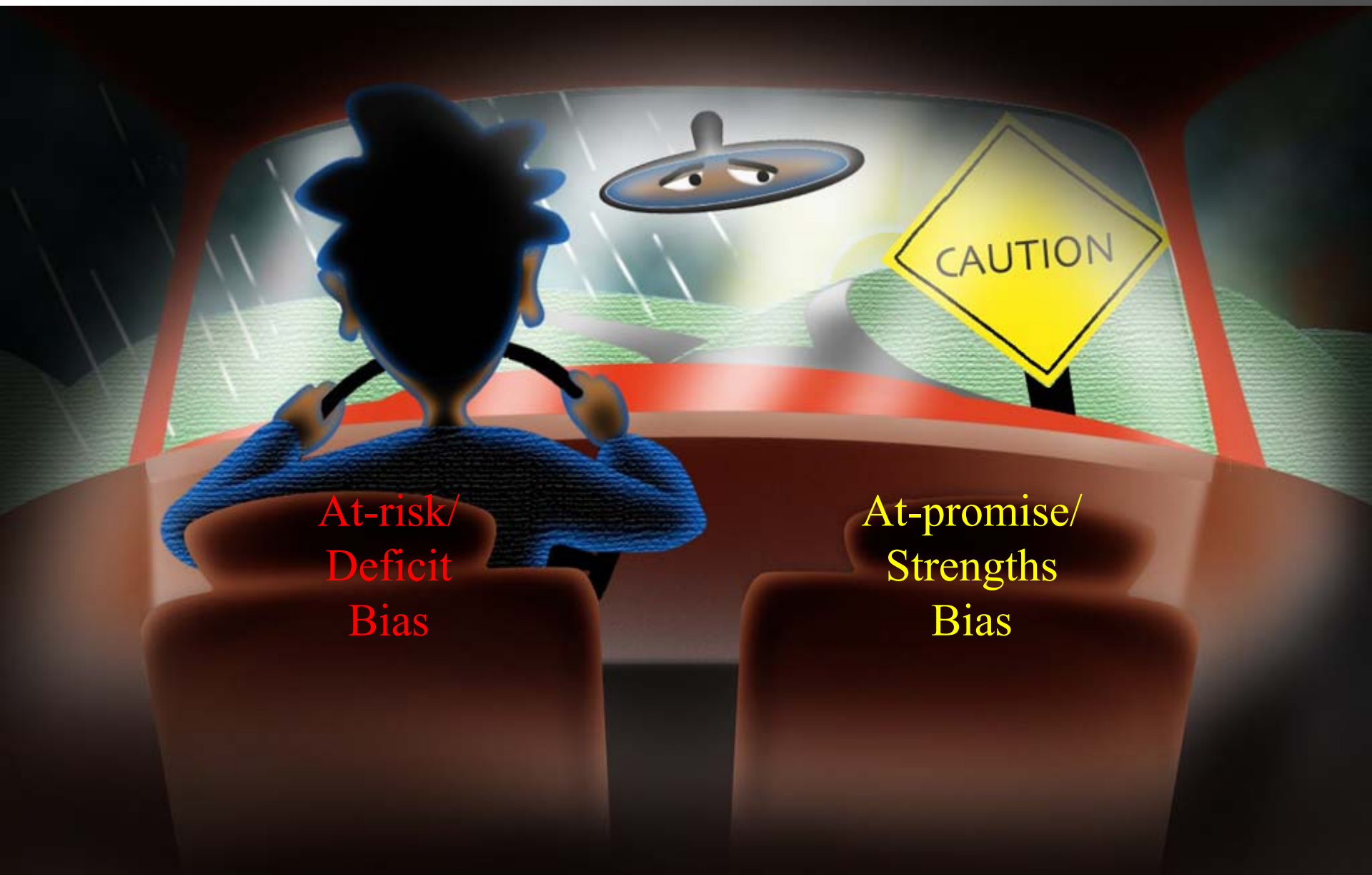
### That Perpetuate Risk/Deficit Points-Of-View

1. Predetermination.
2. Irreparable damage.
3. Identity (assumptions based on labels).
4. It doesn't matter.





# Landmark 3: Visualization

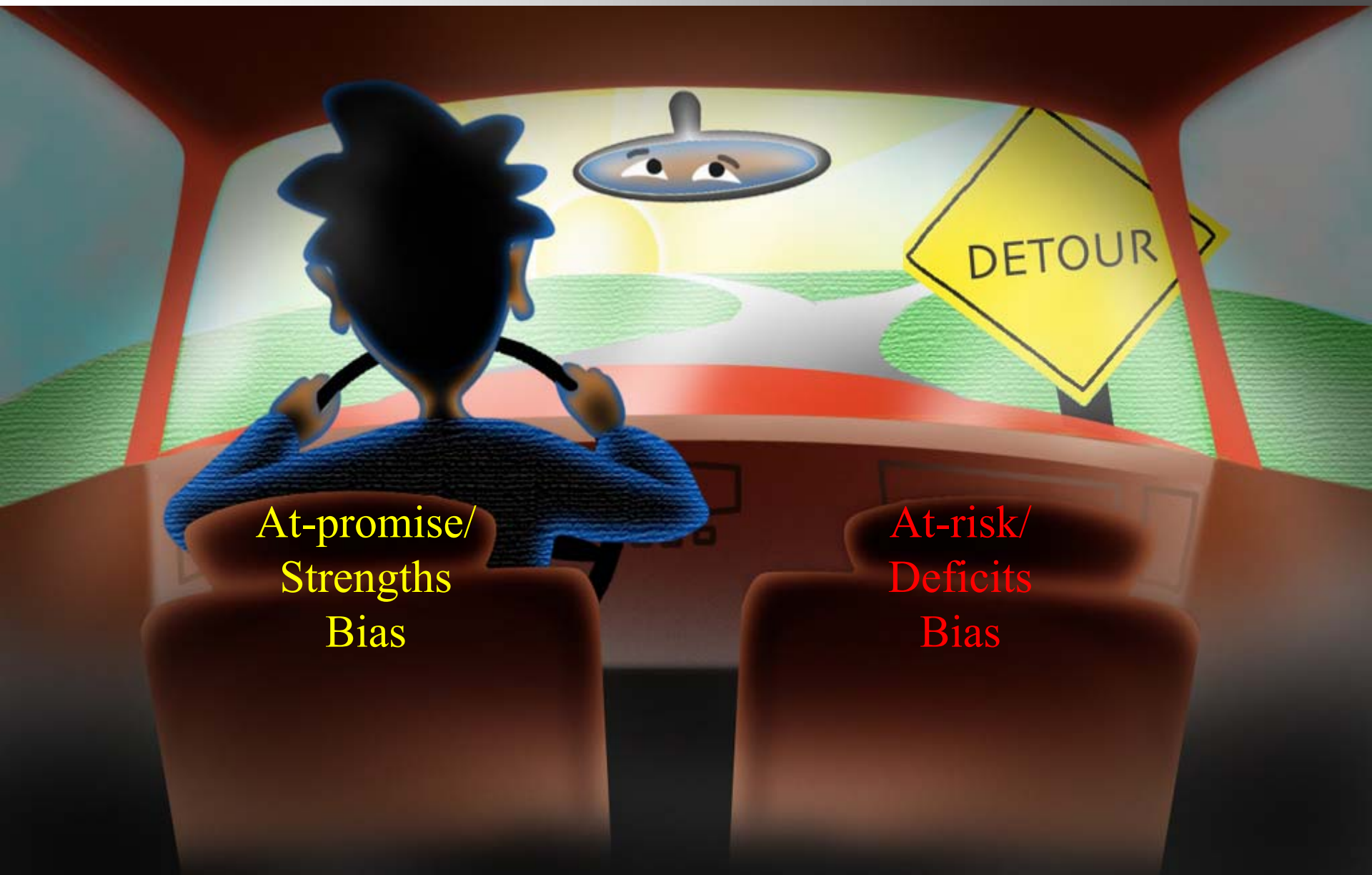


At-risk/  
Deficit  
Bias

At-promise/  
Strengths  
Bias



# Landmark 3: Visualization



At-promise/  
Strengths  
Bias

At-risk/  
Deficits  
Bias

# Henderson & Milstein's Six Strategies for Promoting Resilience

- 1) Opportunities for meaningful participation.
- 2) Setting/communicating high expectations.
- 3) Caring and supportive relationships.
- 4) Promoting prosocial bonding.
- 5) Setting clear/consistent boundaries.
- 6) Teaching “life skills.”

# Connection as a Protective Factor

*“It is in the shelter of each other that the people live.”*

– Irish proverb



Teaching and learning and healthy development happen within the context of relationships.

# High Expectations as a Protective Factor

Emphasis on competition

+ Evaluation in relation to peers

+ Differentially rewarding high achievers

---

= Leadership That Diminishes Motivation

Recognizing potential

+ Holding onto high expectations

+ Focusing on strengths

---

= Leadership That Increases Motivation

# Clear/Consistent Boundaries as a Protective Factor

- Encourage student involvement in:
  - ✓ defining expectations
  - ✓ enforcing rules.
- Emphasize “do’s” over “don’ts.”
- Catch them being good.
- Communicate expectations clearly.
- Consistency = Fairness = Effectiveness.
- Acknowledging students’ power to choose behavior can help avoid power/control struggles.



# What Resilience Educators Do

- 1) Gain trust.
- 2) Hold high expectations for achievement.
  - Set realistic goals.
  - Assess/understand process –  
– how they got from point A to point B.
- 3) Provide caring and support, with accountability.

Write to:  
[resilience@neahin.org](mailto:resilience@neahin.org)

## Resources

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This presentation was created with support from/in collaboration with the  
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