

RATIONALE; LIFE IS HARD

There are countless hardships that our students have faced and will continue to face throughout each day and lesson. Ranging from a global epidemic, rising poverty, natural disasters, to school related issues such as being academically successful while finding their self-identity. Many students constantly display the ability to overcome the obstacles of life while retaining a positive growth-mindset. However, there do exist students who may not be able to overcome challenges within that moment resulting in frustration and withdrawing into themselves. Can resilience be a solution?

DRIVING QUESTIONS



1. **WHAT IS RESILIENCE, WHO DOES IT BENEFIT?**
2. **CAN RESILIENCE BE DEVELOPED?**
3. **HOW CAN EDUCATORS IMPLEMENT REALISTIC PRACTICES THAT BUILD RESILIENCE IN STUDENTS.**

TPEP ALIGNMENT

Criterion 5: Fostering and managing a safe, positive learning environment.

Descriptor: Learning environment; the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students

Alignment: To develop resilience, one must be intentional with their lessons by considering their emotional, physical, and intellectual development.

HOW AND WHO RESILIENCE HELPS

KAUAI LONGITUDINAL STUDY

- A ~40-year study of 698 children born on Kauai, Hawaii in 1955 led by Emmy Werner
- They monitored the development of all children born at ages; prenatal, 1, 2, 10, 18, 32, and 40. Having chosen the respective ages for being “important stages in life that are critical for the development of trust, autonomy, industry, identity, intimacy, and generativity” (Werner & Smith, 1982; 1992; 2001).
- Focused on students who were high-risk (poverty, had experienced pre- or perinatal complications; lived in families troubled by chronic discord, divorce, or parental psychopathology; and were reared by mothers with less than 8 grades of education).
- Found that of the 210 high risk students, 70 were able to succeed just as well in academics and future life endeavors just as well or better than their peers who were low-risk. (Werner & Smith, 1982; 1992; 2001). Even with a 30 times higher chance to develop behavioral or learning problems (Webster E. M, 2022).
- Found that this was due to development of resilience because of a strong relationship to either a primary or substitute caregiver.

HOW TO BUILD RESILIENCE

WHAT'S BEEN PROVEN

A book was published dedicated to resilience and in one section, they analyze 22 different longitudinal studies involving resilience and coping mechanisms of students (Goldstein, Brooks, 2013). After cross-referencing each study, they created two tables that were associated with individual attributes that led to successful coping and "successful lifestyles". These attributes were chosen if they appeared significantly, meaning “being replicated in two or more large scale longitudinal studies”.

Also observed that some individuals with bad coping mechanisms built resilience at later stages of their life due to a new supporting relationship.

Example; some students who had been diagnosed with a learning or behavioral problems at the age of 10 were still able to succeed as well as low-risk students after the introduction of a substitute-caregiver.

THEORIES INTO ACTION

THEORIES; THE CHALLENGE MODEL

Research has found three generally accepted models for developing resilience which are compensatory, protective, and challenge models (Fergus, S., & Zimmerman, 2005). The challenge model aims for the student's zone of proximal development. Further research found that the challenge model was the easiest to implement in a classroom environment or lesson (Fleming, J., & Ledogar, R. J. 2008).

ACTION, HOW TO IMPLEMENT



Lesson development

One study found that for younger students (pre-k and 1st-4th grade) focusing on the protective factors that revolve around relationship, empathy, confidence and independence resulted in students' behavior and academic success increasing (Waggener 2021). An activity that could be used could be a show and tell activity. This activity would be great, as it would help give students the independence in what they bring and how they present it, but also great social skills as they listen to and understand their peers' feelings. The important part is to be intentional with what protective factors will be addressed and how.

Relationship development

The Center-for-Whole-Child education identifies one of the greatest resilience builders as strengthening the relationship between parent-student. One can foster this by having a slightly personalized newsletter that goes out every week that highlights what their student has been learning in their class. The newsletter could be accompanied with prompts that the parents can use to have a deeper conversation with their student about school.

Bringing Awareness

As an educator, I will ensure the development of resilience in my students just as I would with any other skill. Furthermore, I want to be an advocate for resilience. I want other educators to understand the significance of resilience, and that it is a factor that we must develop in our students.

PROTECTIVE FACTORS

ATTRIBUTES

- | | |
|--|---------------------------------|
| 1. Low distress, low emotionality | 7. High achievement; motivation |
| 2. Active; vigorous | 8. Special talents |
| 3. Sociable | 9. Positive self-concept |
| 4. Affectionate | 10. Internal locus of control |
| 5. Autonomy; social maturity | 11. Impulse control |
| 6. Average-above average intelligence (incl. reading skills) | 12. Planning; foresight |
| | 13. Faith; a sense of coherence |
| | 14. Required helpfulness. |

RESOURCES

- | | |
|--------------------------------------|---|
| 1. Small family (<4) | 6. competent peer friends |
| 2. Maternal competence | 7. supportive teachers |
| 3. Close bond with primary caregiver | 8. successful school experiences |
| 4. supportive grandparents | 9. Mentors (elders) |
| 5. supportive siblings | 10. prosocial organizations: (youth clubs, religious groups |

(Goldstein, Brooks, 2013.)

References

