

Moving Beyond Risk to Resiliency: A Protective Factor Approach to Student Wellbeing and Academic Success

**Presented by
Tim Burns**

Educare

Latin, to draw forth the hidden wholeness

www.TimBurnsEducare.com

Perception

The perspective from which we view things around and within us determines what we see.

**“Generally presumed to be at low risk
...recent studies [on children of
affluence] have suggested problems in
several domains--notably, substance
use, anxiety, and depression—and two
sets of potential causes:
pressures to achieve and isolation
from parents.”**

Luthar, S.S,
The culture of affluence: psychological costs of material wealth
Child Dev. 2003 Nov-Dec;74(6):1581-93.

**“There is a regrettable tendency to focus
gloomily on the ills of [humankind]....
the potential for prevention surely lies in
increasing our knowledge and
understanding of the reasons why some
children are not damaged by
deprivation.”**

*Michael Rutter, M.D.
Annals Of The Academy Of Medicine Singapore (1979)
Volume: 8, Issue: 3, 324-338*

Resilire (Latin), to leap back.

The ability to bounce or spring back into shape or position; the ability to recover strength or spirits quickly; or the ability to recover in the face of hardship or trouble.

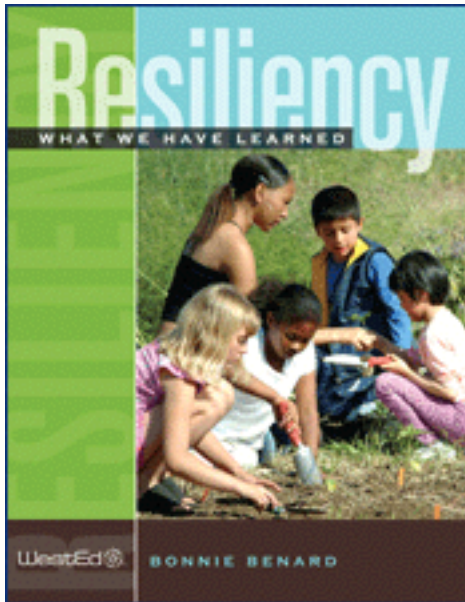
RESILIENCE

The process of adapting well in the face of adversity, trauma, tragedy, threats, or even sources of significant stress.

American Psychological Association

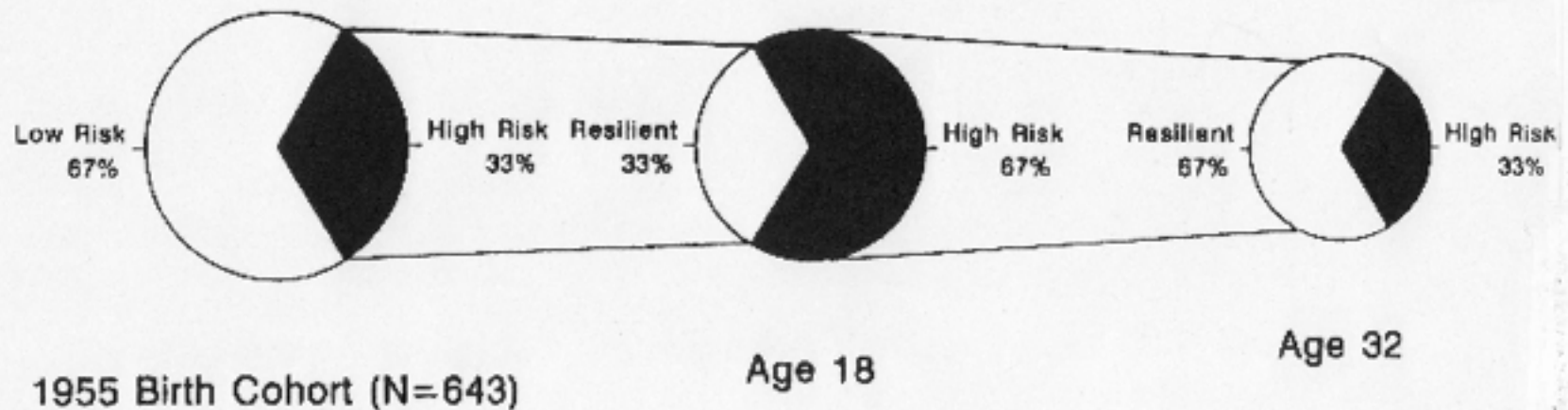
“The good news is that between 50 and 80 percent of kids in high risk environments do manage to bounce back.”

Bonnie Benard,
Resiliency researcher and author



The Big Picture: Risk and Resiliency

The Kauai Study



Risks

- Poverty
- Parental Discord
- Parental Psychopathology
- Perinatal Stress

High Risk Behaviors

- Delinquencies
- Mental Health Problems
- Pregnancies

Success In

- Marriage
- Work
- Parenthood

Werner, E. & Smith, R. (1992).
Overcoming the odds: High risk children from birth to adulthood.
Ithaca, NY: Cornell University Press.

PROTECTIVE FACTORS

Protective factors in the lives of young people [are those] factors that, if present, diminish the likelihood of negative health and social outcomes.

M. Resnick

Journal of the American Medical Association

Those traits, conditions, situations, and episodes that appear to alter -- or even reverse -- predictions of negative outcome and enable individuals to circumvent life stressors.

N. Garmezy

Pioneering resiliency researcher

COMMON FACTORS IN YOUTH RESILIENCY

Beardslee, W. and Podorefsky, D.
“Resilient Adolescents Whose Parents Have Serious Affective
and Other Psychiatric Disorders.”
American J. of Psychiatry, 145 (1), Jan ‘88, 63-69.

Levels of Listening

1. Ignore
2. Pretend
- 3.
- 4.
- 5.

Covey, S., *The Seven Habits of Highly Effective People*,
New York: Simon and Schuster, 1989

DAMAGE MODEL

Conception of Child:

Helpless

Fragile

Passive

Trapped

Steve and Sybil Wolin: *The Resilient Self*

CHALLENGE MODEL

Conception of Child:

Resourceful

Self-Protective

Active

Capable of Choosing

Steve and Sybil Wolin: *The Resilient Self*

THE SEVEN RESILIENCIES

- **Insight**
- **Independence**
- **Relationships**
- **Initiative**
- **Creativity**
- **Humor**
- **Morality**

Steve and Sybil Wolin: *The Resilient Self*

FROM “AT-RISK” TO “AT-PROMISE”

About that “at-risk” young person....

MAJOR MESSAGES FROM THE RESILIENCY RESEARCH

- All people are, by nature, resilient**
- Most “at risk” youths do succeed.**
- Facilitating resilience is more about orientation than it is about intervention.**

MAJOR MESSAGES FROM THE RESILIENCY RESEARCH

- All people are, by nature, resilient**
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- Facilitating resilience is more about orientation than it is about intervention.**
- It’s how we do what we do that counts.**

THE SIGNIFICANT SIX

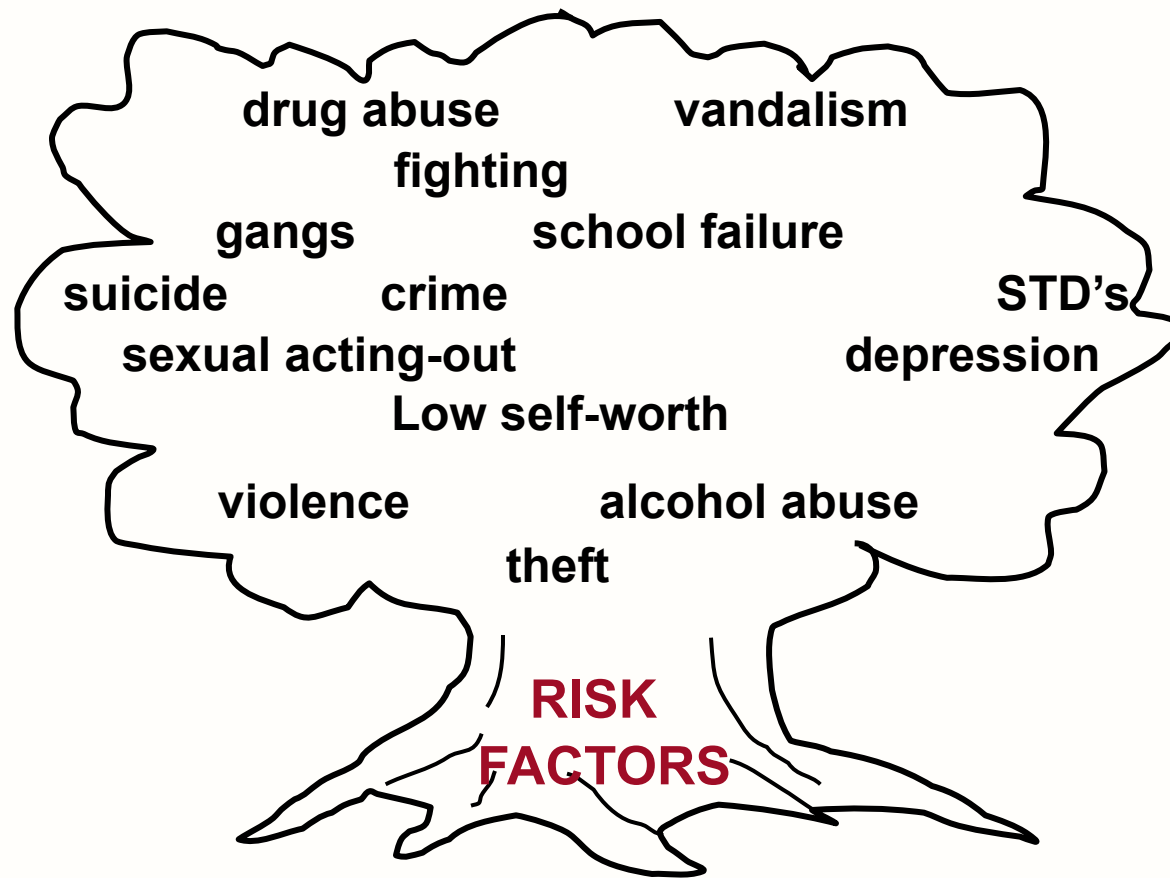
- Three protective factors from the *risk reduction* research
- Three protective factors from the *resiliency* research

THE SIGNIFICANT SIX



RISK-REDUCTION RESEARCH

The Common Roots of Risk Behavior



Hawkins, D., and Catalano, R. "Risk and Protective Factors in Adolescence and Early Childhood," *Amer. Psych. Assn. Bulletin*, Vol. 112, No. 1, pp. 64-105, 1992.

RISK-REDUCTION RESEARCH

The Common Roots of Risk Behaviors

To reduce risk factors in the lives of young persons:

- **INCREASE PRO-SOCIAL BONDING**
- **EMPHASIZE LEARNING LIFE-SKILLS**
- **ESTABLISH AND MAINTAIN CLEAR,
CONSISTENT BOUNDARIES**

Hawkins, D., and Catalano, R. "Risk and Protective Factors in Adolescence and Early Childhood," *Amer. Psych. Assn. Bulletin*, Vol. 112, No. 1, pp. 64-105, 1992.

RESILIENCY-BUILDING RESEARCH

PROFILE OF THE RESILIENT CHILD

- Social Competence
- Problem-Solving Skills
- Autonomy
- Sense of Meaning and Purpose

RESILIENCY-BUILDING RESEARCH

PROTECTIVE FACTORS WITHIN THE SCHOOL

CARING AND SUPPORT

- Relationship with Teachers
- Relationships with Friends/Peers
- Families and School Cooperation to
Form a Protective Web
- Staff Sees Itself as Care-Providers

RESILIENCY-BUILDING RESEARCH

PROTECTIVE FACTORS WITHIN THE SCHOOL

HIGH, POSITIVE AND REALISTIC EXPECTATIONS

- Success Expected for All Students
 - Little or No Labeling
 - Little or No Ability-Group Tracking
 - Emphasis on Positive Self-Esteem
- Policies/Procedures Are Clear, Communicated, and Fairly and Consistently Enforced

Source: Benard, *Fostering Resiliency in Kids*, 1991

RESILIENCY-BUILDING RESEARCH

PROTECTIVE FACTORS WITHIN THE SCHOOL

OPPORTUNITIES FOR PARTICIPATION & INVOLVEMENT

_ Cooperative Learning

Opportunities to Respond and Contribute

Responsibility Given for Decision Making,

Planning and Helping Others

Emphasis on Engagement (versus Alienation)

Peer to Peer Programs Utilized

RESILIENCY-BUILDING RESEARCH

Fostering Resiliency Using “Strategies of Reciprocity”

- Peer Helping
- Cooperative Learning
 - Mentoring
- Service Learning

THE SIGNIFICANT SIX

From the Risk-Reduction Research:

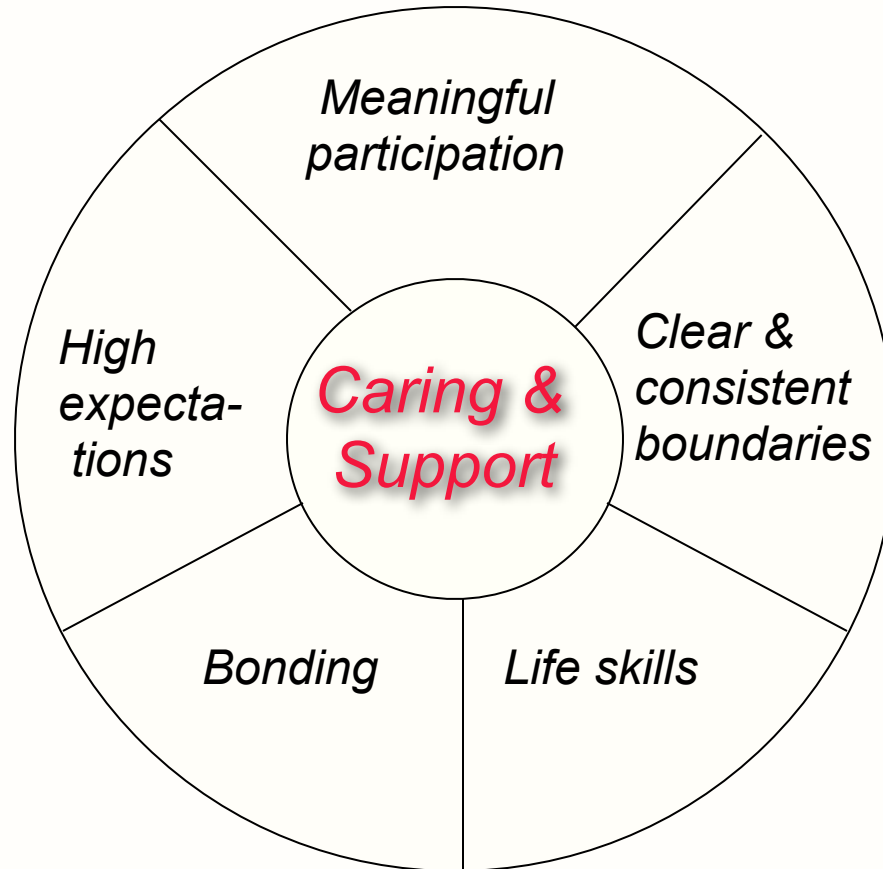
1. Pro-social Bonding
2. Clear and Consistent Boundaries
3. Life Skills

From the Resiliency-Building Research:

4. Caring and Support
5. High Expectations
6. Meaningful Participation

*Benard, B. "Fostering Resiliency in Kids: Protective Factors in the Family, School and Community."
Portland, OR: Western Regional Center for Drug-free Schools and Communities, 1991.*

“...a protective shield...”



MOVING BEYOND RISK TO RESILIENCY: Strategic Questioning

MOVING BEYOND RISK TO RESILIENCY: Four Strategic Questions

What are we doing well already?

What could we be doing better?

Specifically, how could we do it?

How will we know when we have
accomplished it?

Assessing Protective Factors For Students

Assess the following protective factors for youths using a scale of 1 to 4, with
1 indicating that "nothing has been done", 2 indicating that "we are getting started,"
3 indicating that "we've done a lot in this area, but could do more,"
4 indicating that "we have this together."

Pro-Social Bonding

- ___ Staff see themselves as nurturers and work to build positive relationships with students.
- ___ Lots of positive before, after, and in-school activities are available to students.
- ___ Total Score

Clear, Consistent Boundaries

- ___ A clear, firm policy, addressing student behaviors is in place and is consistently and fairly enforced.
- ___ The intervention process for students (e.g. core- or care-team in schools) is fair and effective.
- ___ Total Score

Teaching "Life-Skills"

- ___ Refusal skills, assertiveness, conflict resolution, decision-making and stress-management skills are consistently taught to students, in a format that emphasizes role-playing and relevance to "real life" situations.
- ___ Cooperative learning for students, focusing on both social skills and academic outcomes, is effectively utilized.
- ___ Total Score

Caring and Support

- ___ A climate of kindness, mutual respect, encouragement and recognition surrounds students.
- ___ Structures and programs are in place in the school (e.g., counseling, support groups, home rooms, etc.) to enhance the web of support for students.
- ___ Total Score

High, Positive Expectations

- ___ A belief that all students can succeed is communicated clearly and frequently.
- ___ Little or no labeling (officially or unofficially) or ability-group tracking of students.
- ___ Total Score

Opportunities for Meaningful Participation

- ___ Student programs which emphasize service to other students, the school, and community are in place.
- ___ Students are meaningfully involved in decision-making, including governance and policy.
- ___ Total Score

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Pro-Social Bonding

3 Staff see themselves as nurturers and work to build positive relationships
with students.

3 Lots of positive before, after, and in-school activities are available to students.

6 Total Score

The Six Components of The Technology of Development

6. The Planning of Strategy



5. The Sources of Design

Prescribed Structure

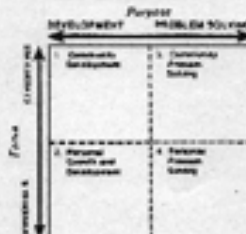
Developmental Process



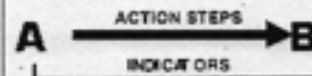
4. The Levels of Networking



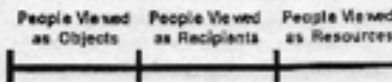
1. The Arenas of Action



2. The Elements of Change



3. The Spectrum of Attitudes

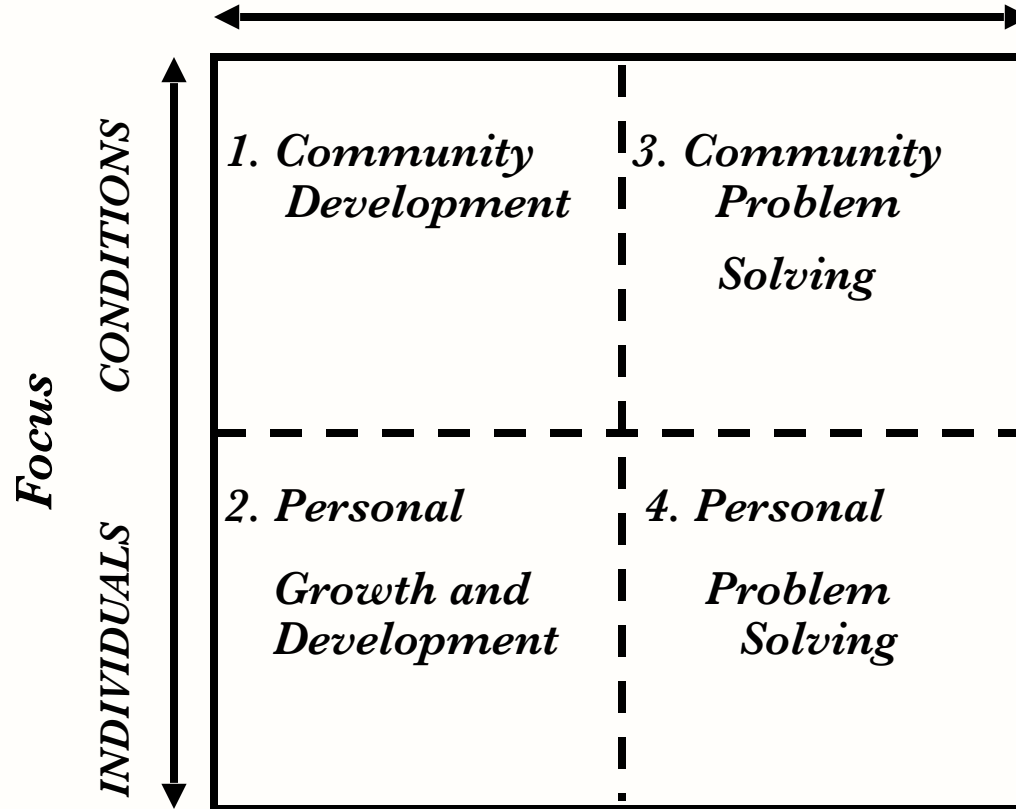


William A. Lonquist, Development Publications,
PO Box 36748, Tucson AZ 85740

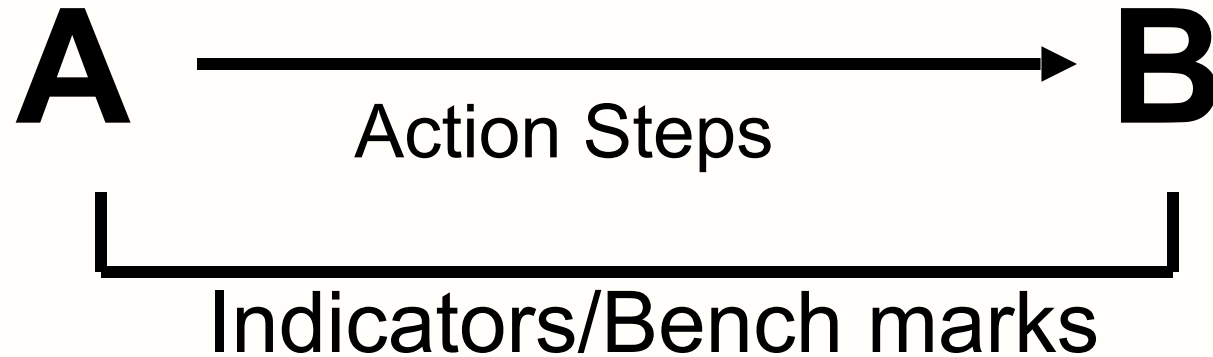
Arenas of Action

Purpose

DEVELOPMENT PROBLEM SOLVING



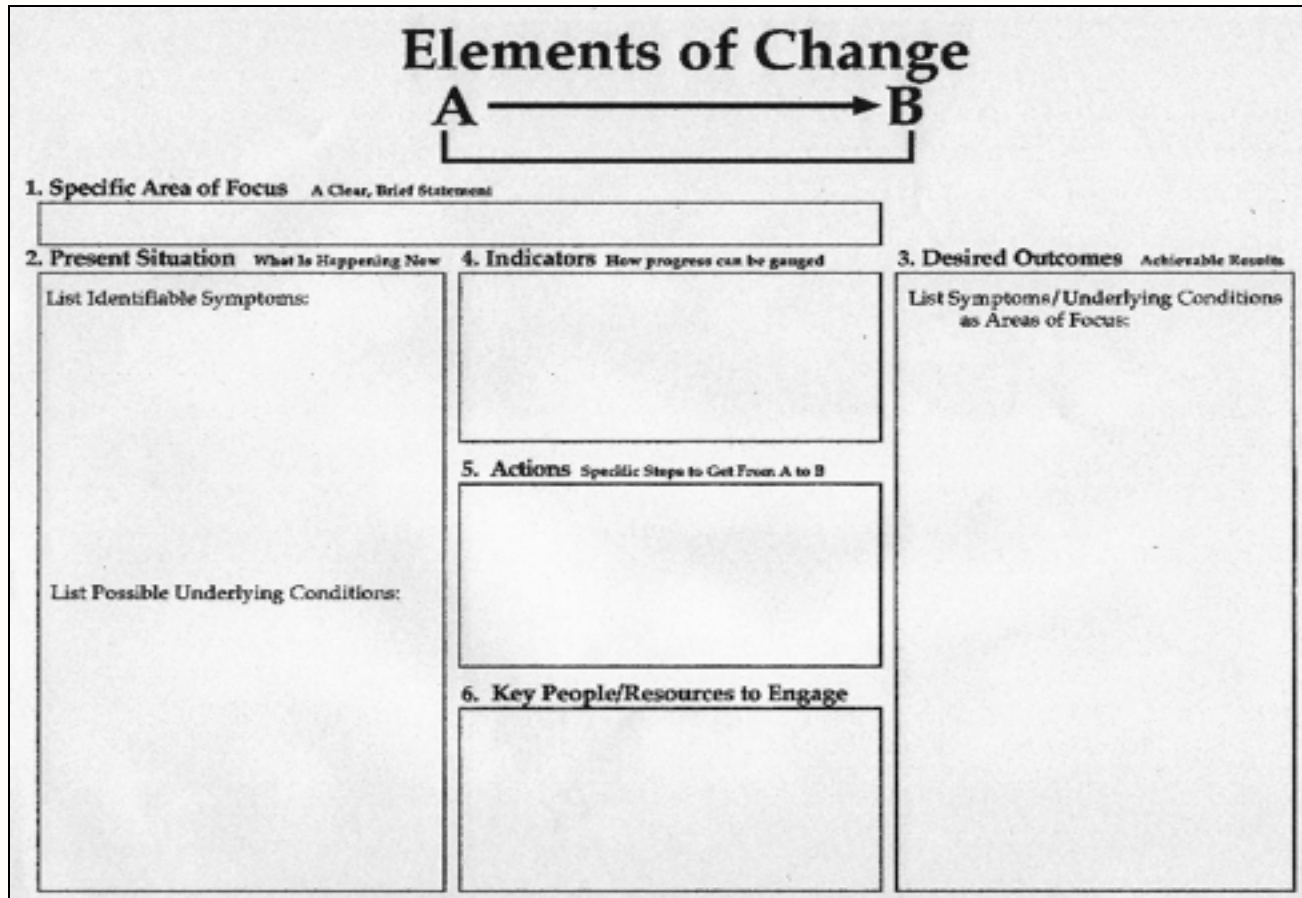
THE ELEMENTS OF CHANGE



A = Current situation

B = Future vision

ACTION PLANNING BLUEPRINT: HARNESSING THE *ELEMENTS OF CHANGE*



ACTION PLANNING BLUEPRINT:

Elements of Change: Checklist

Directions: Use this checklist with the Elements of Change worksheet in order to arrive at the new reality you wish to bring about.

☐ STEP 1: Specific Area of Focus

Establish a clear focus by being as brief, specific, and concrete as possible.

☐ STEP 2. Present Situation -What is Happening Now

Describe the Current Reality or "Condition A":

- ☐ List any obvious symptoms, behaviors, issues that might possibly be related to your area of focus.
- ☐ Below this list possible contributing factors/underlying causes or conditions.
- ☐ Decide which, if any, of the above you are least likely to have an impact upon. Bracket and set these aside.
- ☐ Of those symptoms and/or underlying conditions that remain, star those that, if focused upon in a planned and systematic way, would have the greatest ripple effect upon the others.

☐ STEP 3. Desired Outcomes - Results You Want to Achieve

Rewrite the Present Situation statements that you decide to focus upon as "Condition B" or desired outcomes/changes. Do this at both the symptom and contributing factor levels. Keep them few in number, selecting those that would have the greatest ripple effect.

☐ STEP 4. Indicators - How Progress Can Be Gauged

Create some indicators of change: pointers or key pieces of evidence related to the change or end result being sought. Indicators are stated in numbers or percentages. They are tangible and observable.

☐ STEP 5. Actions - Specific Steps to Get From A to B

Create critical action steps, then prioritize and list them. Your first one should be the very first thing that you plan to do after this workshop.

☐ STEP 6. Key People and Resources to Engage

Identify those people deemed key to the success of your change initiative. Write their names, positions, and phone numbers in the box. If there is room add the resources needed to ensure success – or, if necessary, list on the back of the worksheet.