



*Suzanne C. Shaffer, M.Ed., M.S.Ed.
Penn State York Campus, Teaching &
Learning with Technology
Instructional Designer
Lecturer of College Reading*

Supporting Student Resilience



Intentions

- What is Resilience?
- Research
- Tools to Build an Active Response

This is OUR story



Encouraging Words

Agar, C. M. (2018). *52 Words*, p. 9

This journey is not for the faint of heart!

What is Resilience?

Metaphor



Credits: Resilience as raft – Rick Hanson's Buddha's Brain

What is Resilience?

Enhanced Definition



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Research



Harvard



Penn



CFRA

Key Findings

Harvard

What works?

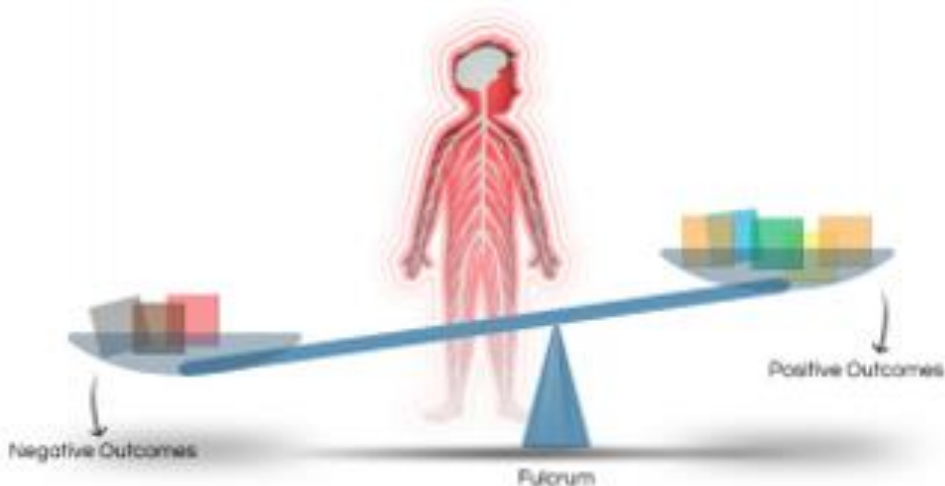
1. Facilitating supportive adult-student relationships (connection)
2. Building a sense of self-efficacy and perceived control (confidence, agency – to act)
3. Providing opportunities to strengthen adaptive skills and self-regulatory capacities (flexibility + self-control)
4. Mobilizing sources of faith, hope, and cultural traditions (life is larger than the “problem”)

Moving the Fulcrum

Harvard



When positive experiences outweigh negative experiences, a child's "scale" tips toward positive outcomes.



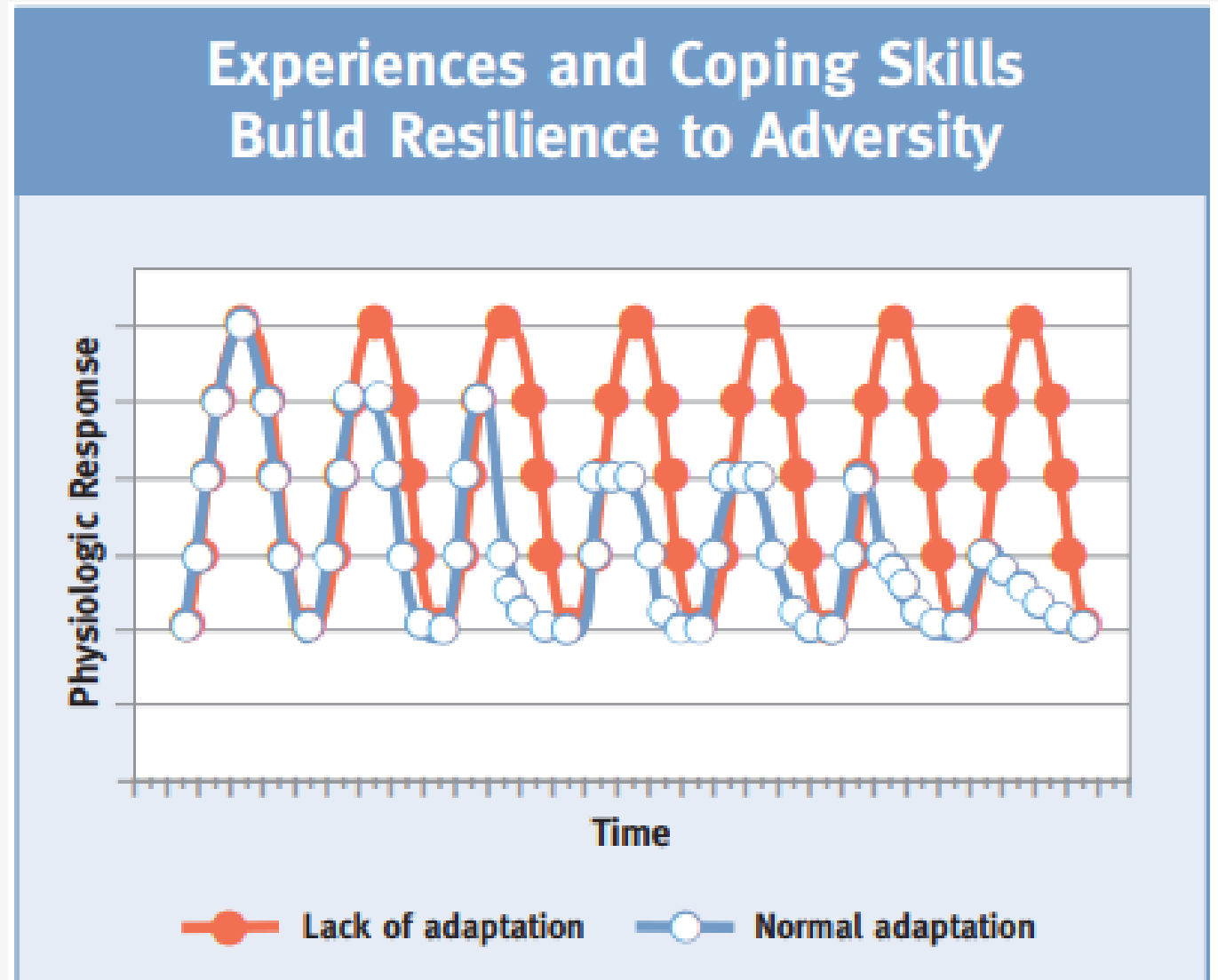
The initial placement of the fulcrum affects how easily the scale tips toward positive or negative outcomes.



Over time, the cumulative impact of positive life experiences and coping skills can shift the fulcrum's position, making it easier to achieve positive outcomes.


Benefits of Coping Skills

Harvard



Long-term Impacts

Harvard



Resilience

▶ Watch the Overview Video

Content in This Guide

Step 1: Toxic Stress 101

- [Toxic Stress](#)
- [Toxic Stress Derails Healthy Development](#)
- [ACEs and Toxic Stress](#)

Step 2: The Science and Social Causes of Toxic Stress

- [Excessive Stress Disrupts Brain Architecture](#)
- [InBrief: The Science of Neglect](#)
- [Social and Behavioral Determinants of Toxic Stress](#)


Reducing the effects of [significant adversity](#) on children's healthy development is essential to the progress and prosperity of any society. Science tells us that some children develop **resilience**, or the ability to overcome serious hardship, while others do not. Understanding why some children do well despite adverse early experiences is crucial, because it can inform more effective policies and programs that help more children reach their full potential.

One way to understand the development of resilience is to visualize a balance scale or seesaw. Protective experiences and coping skills on one side counterbalance significant adversity on the other. Resilience is evident when a child's health and development tips

Supporting Students with Trauma

Columbia

Let's do our
homework!

 **TEACHERS COLLEGE PRESS**
TEACHERS COLLEGE | COLUMBIA UNIVERSITY

[BLOG](#) | [REQUEST PERMISSIONS](#) | [OUR CATALOGS](#) | [CONTACT](#)

[NEW RELEASES](#) | [BROWSE BOOKS](#) | [AUTHORS](#) | [UPCOMING EVENTS](#) | [RESOURCES](#) | [ABOUT](#)

It's Not About Grit: Overview

[Chapter One Videos](#)

[Chapter Two Videos](#)

[Chapter Three Videos](#)

[Chapter Four Videos](#)


[Chapter Five Videos](#)

It's Not About Grit: Trauma, Inequity, and the Power of Transformative Teaching

These video clips, curated from award-winning Educational Video Center (EVC) documentaries, correspond to chapters in *It's Not About Grit: Trauma, Inequity, and the Power of Transformative Teaching* by Steven Goodman. They ground the book's analysis of the sociopolitical systems undermining our students' achievement in students' own personal stories of struggle, resilience, and agency. Use these clips and the book to spark engaging discussion, creative activities, and action research in your college courses, professional development workshops, and high school classes. [You can purchase the full versions of these student documentaries on the EVC website.](#) [Access the video guide here](#) for sample teaching strategies and activities.

[BUY THE BOOK](#)

"UNLIVABLE CONDITIONS": HEALTH AND HOUSING
CHAPTER ONE

[VIEW CLIPS](#)

Skill Sets

U. Of Pennsylvania



Self-Awareness

The ability to pay attention to your thoughts, emotions, behaviors, and physiological reactions.



Self-Regulation

The ability to change one's thoughts, emotions, behaviors, and physiology in the service of a desired outcome.



Mental Agility

The ability to look at situations from multiple perspectives and to think creatively and flexibly.



Strengths of Character

The ability to use one's top strengths to engage authentically, overcome challenges, and create a life aligned with one's values.



Connection

The ability to build and maintain strong, trusting relationships.



Optimism

The ability to notice and expect the positive, to focus on what you can control, and to take purposeful action.

10 Factors

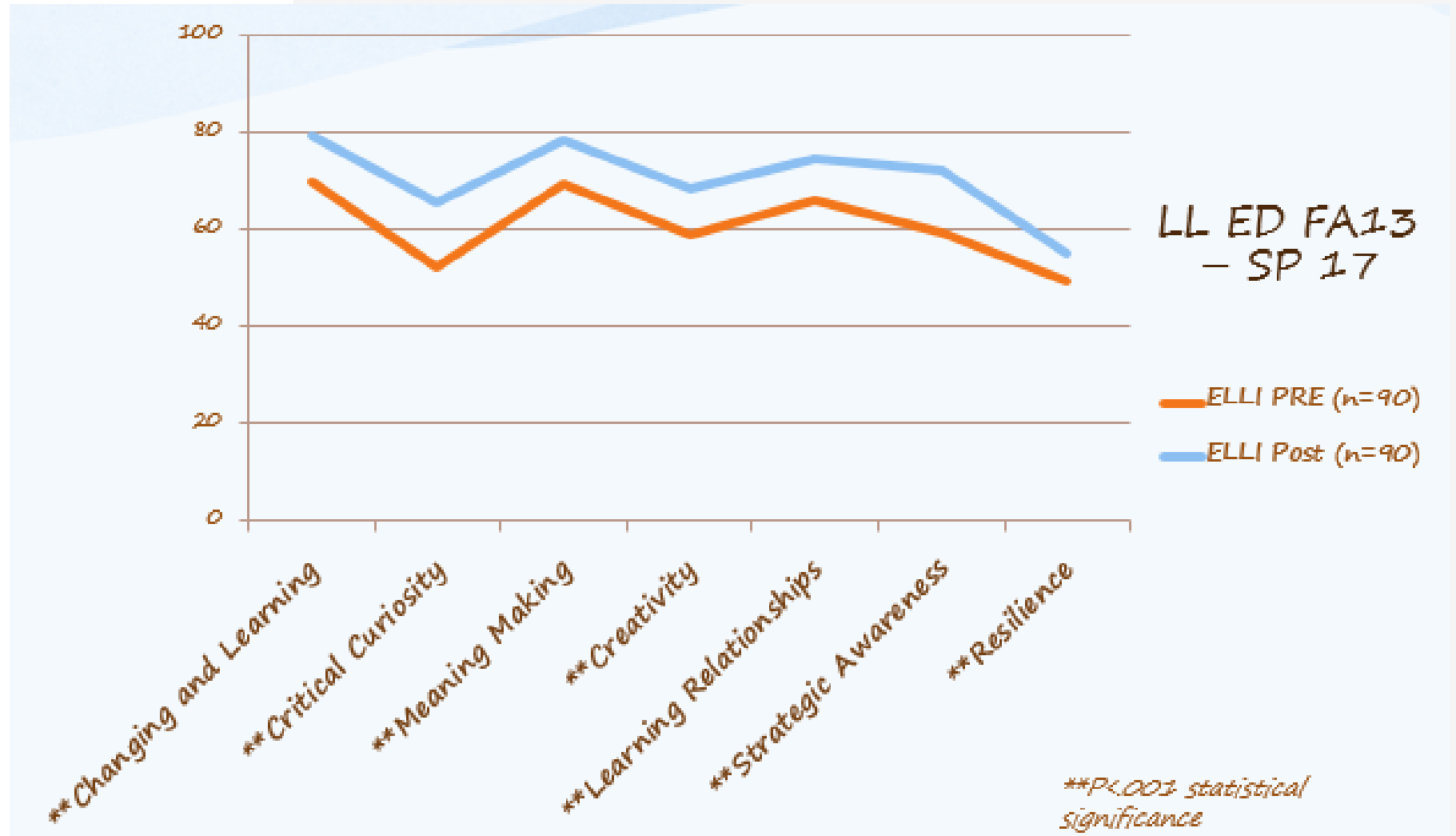
Center for Resilience Advisory
(CFRA)

| The Ten Factors That Define Resilience | |
|--|--|
| Grit Perseverance and passion for long-term goals Courage in managing fear of failure Working tirelessly Driving through setbacks | Pragmatic Optimism Believes that the future will be better and they will have a role in making it so Sees set backs as time limited, narrow in focus and overcome with personal talents and motivations |
| Self-reflection Ability to objectively review past behaviors, attitudes, perspectives and results Changes behavior based on learning from past experience | Engaging Others In A Higher Purpose Paints a compelling picture of serving a higher purpose[s] than financial success Enables each team member to see themselves playing a role in serving a higher purpose |
| Self-control Makes conscious choices under pressure Controls expression of emotions to maintain relationships and personal performance | Fact Based Decision-Making Gathers facts being considered by others to inform decisions Grounds assumptions, conclusions, decisions and actions on facts |
| Focus Maintains attention to the matters and people at hand Minimizes distractions | Cultivating Support Sets positive tone for team Attributes other success to commitment Attributes others failures to insufficient practice |
| Balanced Goal Setting Pursues measurable goals in four life arenas: work; family/personal; health/spiritual; and community | Ability To Pivot Before tackling any problem develops 3 or more potential solutions When first solution is blocked quickly executes next solution |

Penn State York

Effective Lifelong
Learning Inventory
(ELLI)

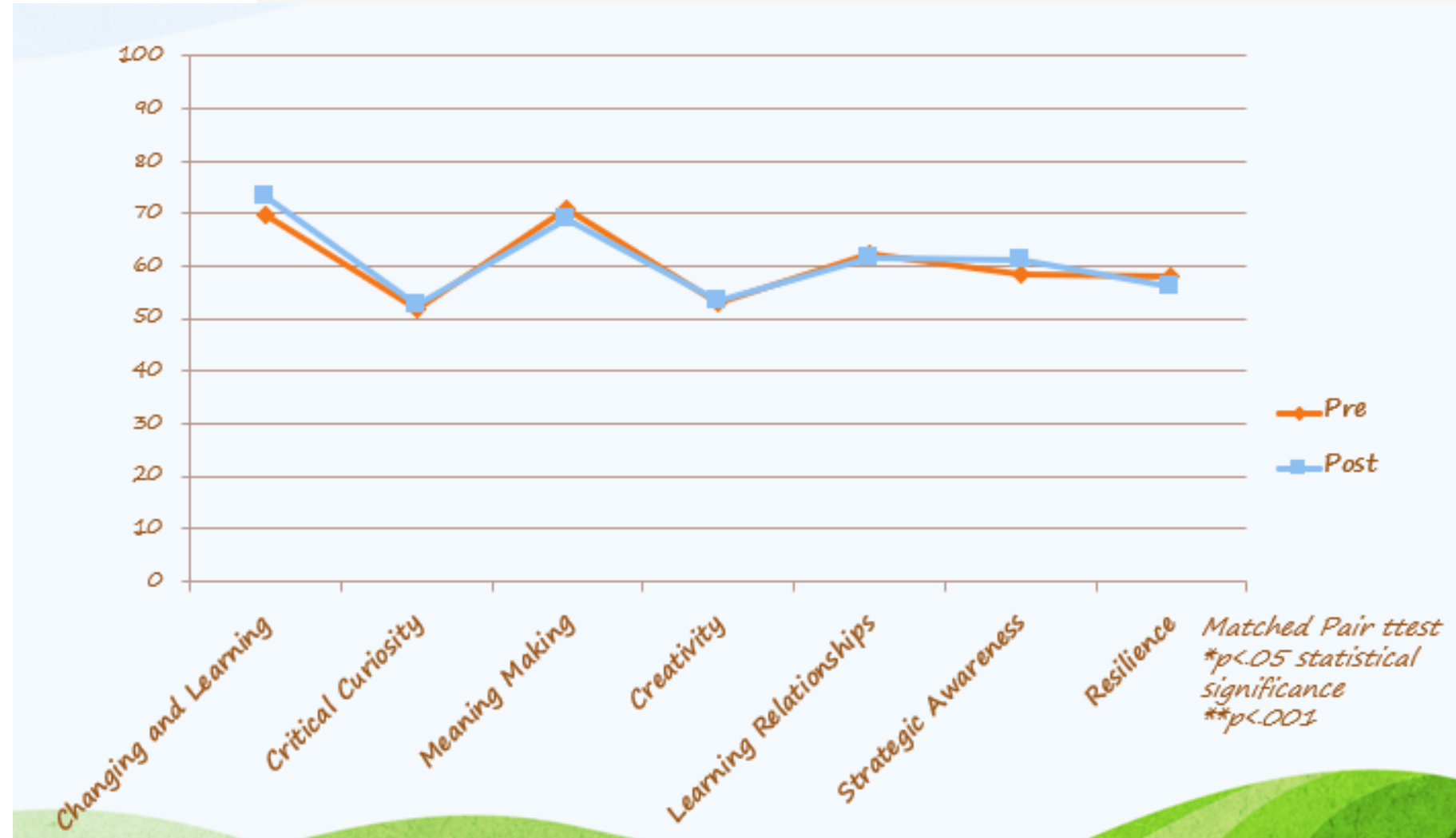
First-year with
Direct Instruction



Penn State York

Effective Lifelong
Learning Inventory
(ELLI)

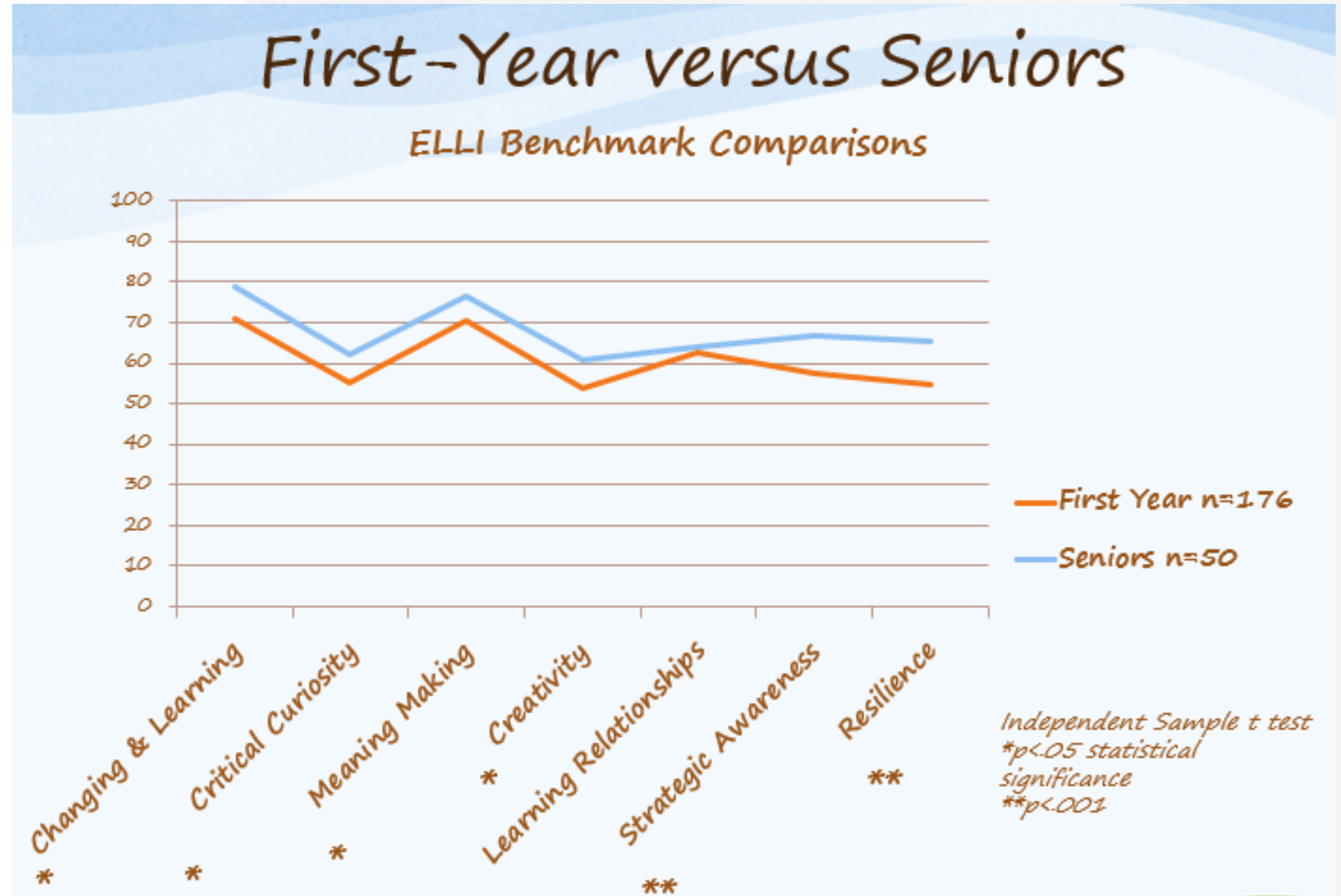
Control group
n = 47



Penn State York

Effective Lifelong
Learning Inventory
(ELLI)

First-year-Senior
Benchmark
Comparison (no direct
instruction)



Multi-campus Project

2017-2018

Building Resilience

Getting Started

What is Resilience?

Strategies to Build Resilience + Process

Strategies Cup

Changing Beliefs & Mindsets

Working with your Strengths

Thriving

The Mindfulness Connection

Getting More Help When you Need It

Research on Resilience in Education

Featured Projects and Reflections

Acknowledgements

Feedback

Contact Information

Questions or Comments?
Please contact:
Suzanne C. Shaffer, M.Ed., M.S.Ed.
Penn State York/TLT
scs15@psu.edu

Getting Started

Welcome to this resource site on our project, Building Resilience!

This site represents a collaborative effort between Dr. Leo Flanagan and [The Center for Resilience Advisory](#) and the students and faculty at these Penn State Campuses: Altoona, Fayette, Harrisburg, Lehigh Valley, Mont Alto, and York. During the academic year 2017-18, we are exploring our levels of resilience and looking for ways to help strengthen them in order to improve retention and academic success!

This website is meant to share resources and lessons learned from the journey.

How to navigate the site? Click on the different pages (see left side of this page) to access general information about resilience, learn about effective strategies and current research, and see the latest reflections at the blog!

Remember, building resilience is like training for a sport – it's a combination of daily practice, using strategies that work, and getting help from coaches when you need it!

But it's also about not just gritting your teeth and shoving your way through obstacles – it's about learning to thrive and live well with the joys and in spite of the challenges. The bad news is that we can't often do anything about the bad things that come our way, but the good news is that we CAN do something about how we respond to it.

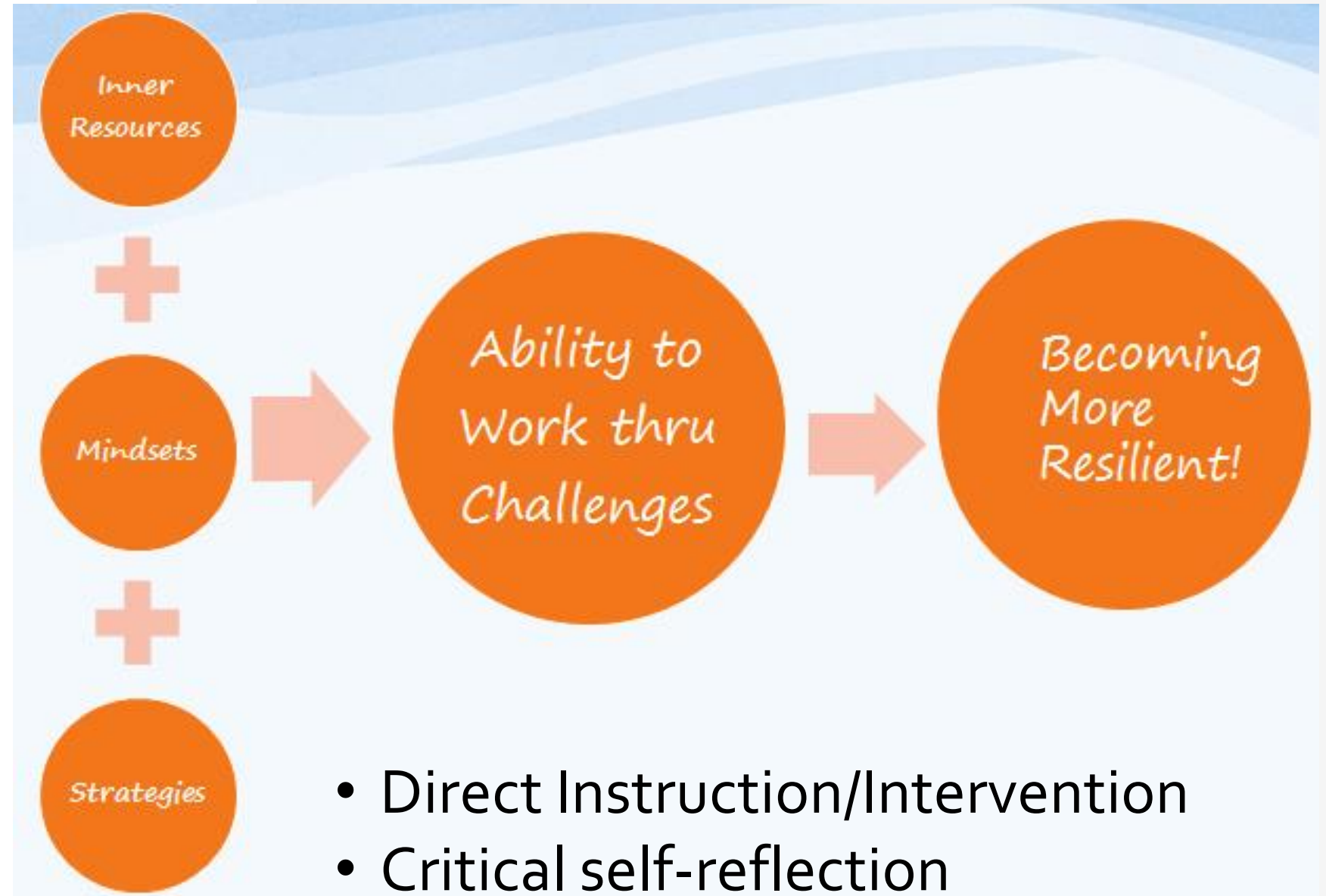


<http://www.nhswellbeing.org/2015/09/resilience-friend-or-foe/>

<https://sites.psu.edu/resilience/>

Lessons Learned

2013-2018



- Direct Instruction/Intervention
- Critical self-reflection
- Encouragement and support

Encouraging an ACTIVE Resilient Response





[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

How to Incorporate?

- Create opportunities for integration/practice
- Coach through teachable moments
- Insert language into interactions
 - Office hours
 - Assignment feedback
 - Exam debriefs
 - Class discussions

Deliberate design (courses/lessons) for integration
Tools ready to go

Key Mindsets



Growth Mindset

I'm not good
at math...
YET

Self-Efficacy

Belief that your
own effort can
help you
succeed

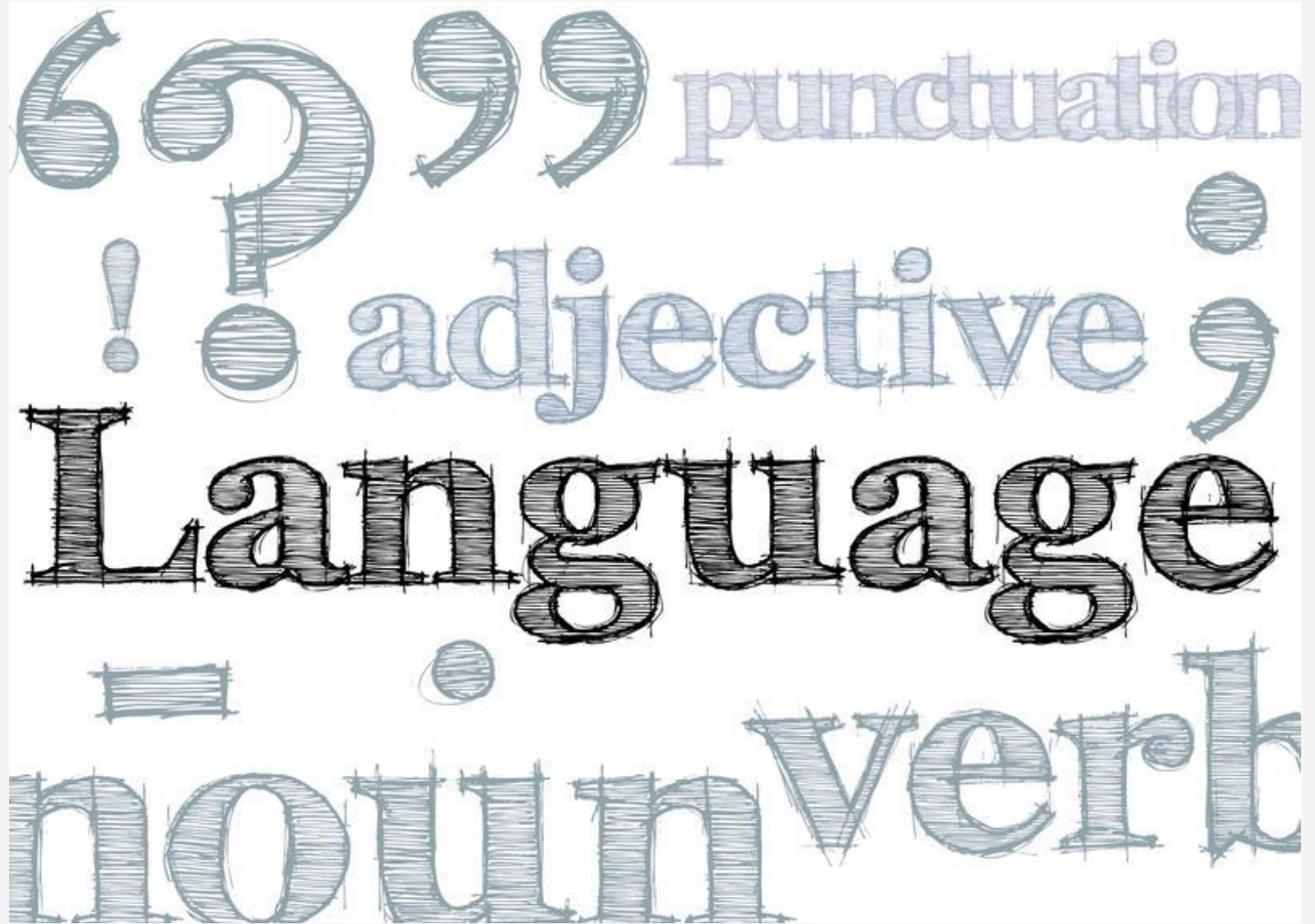
Locus of Control

Who is
responsible?
Who has the
power?

Build a Common Language

As you go through today... harvest examples:

- Language of improvement
- Language of reframing
- Language of action
- Language of optimism
- Language of rationality



- *If I were smart, learning would be easy*
- *I'm just not good at math*
- *Only smart people can do science*
- *Nothing I do makes a difference, so why try?*
- *The test wasn't fair - the professor didn't go over that in class.*
- *Learning doesn't always come easily.*
- *I'm not good at math...yet!*
- *Learning science isn't magical (Mallow). It just takes focus and effort*
- *My hard work will pay off...*
- *Maybe I should try a different strategy*
- *I am responsible for my own success...*

Identify what's not HELPFUL, USEFUL, or even TRUE... REFRAME

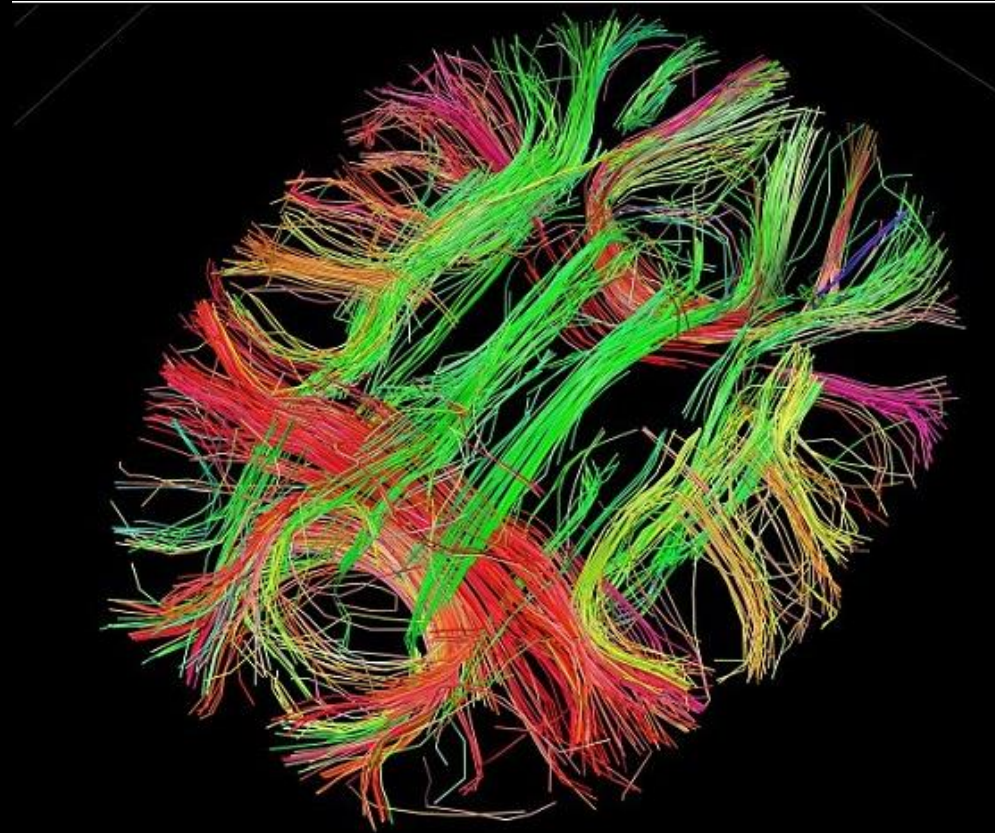
Neuroplasticity = Brain Change!

The greatest discovery of
my generation is that
human beings,

**by changing the inner
attitudes of their minds**

**can change the outer
aspects of their lives.”**

William James (1842-1910)



© Human Connectome Project

<http://www.dailymail.co.uk/sciencetech/article-3419796/The-secret-CONSCIOUSNESS-revealed-Researchers-brain-superconnected-awake.html>



Coping Strategies

Before, During,
and After Class Time



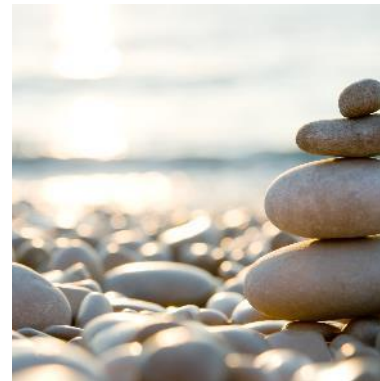
Think like an Optimist



Positive Character
Traits



Setting Intentions



Ability to Pivot



Grit Pie



Purpose Connection
Control (Hope Labs)



Thinking Like an Optimist

When a challenge occurs, think....

1. It won't last forever
2. My life is larger than this problem (I can get support, help, encouragement from other places/people)
3. I can DO something



Positive Character Traits

Before an exam...

1. Identify a positive character trait you possess(honesty, kindness, leadership, etc.)
2. Think of an example where you've used this to help someone (or yourself!)
3. How does that make you feel?

Take the [Brief Strengths Test](#) to identify your top 5 strengths

Use these to generate creative solutions when challenges arise



Setting Intentions

1. Get a small smooth garden stone
2. Write a short-term goal on it
3. Think about action steps to get there
4. Carry it in your pocket daily as a reminder of the goal you want to achieve



Ability to Pivot

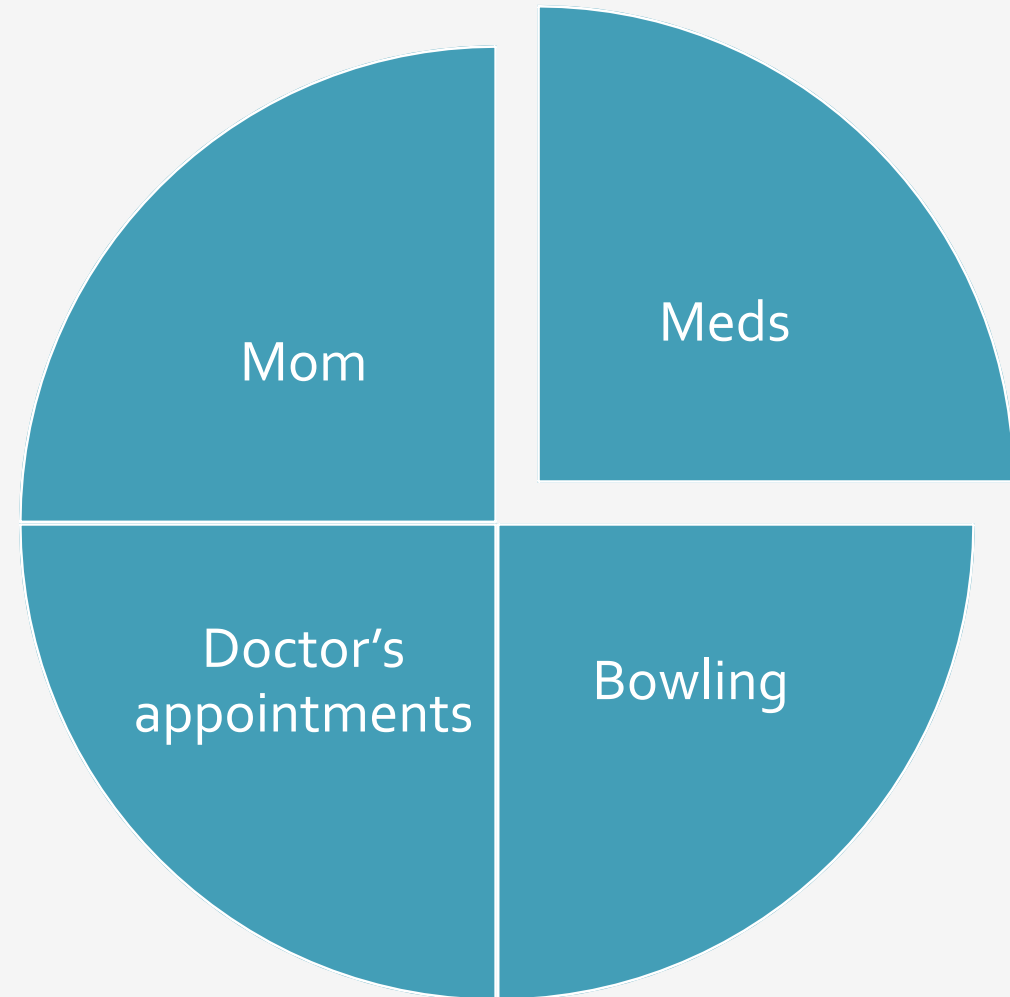
For your IMPORTANT to YOU
Goals...

Always have plans B, C, & D
ready to go!

Develop them now



Grit Pie





Purpose, Connection, Control

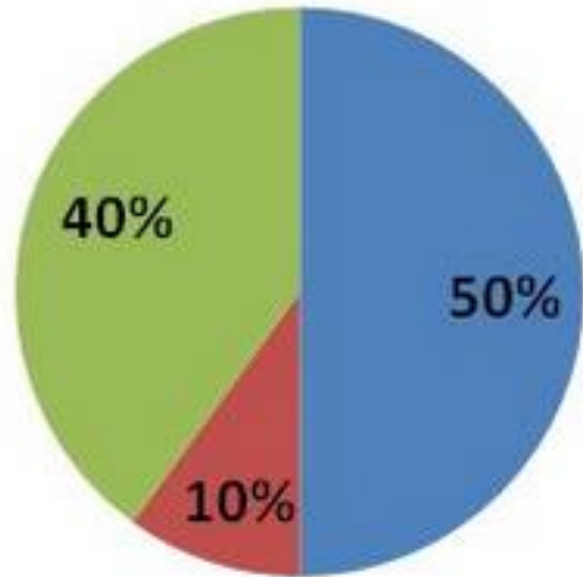
When bad things happen, ask...

1. Purpose questions – Why is this area in which I'm struggling important?
2. Connection questions – Where is my support?
3. Control questions – What can I actually do?

Building Inner Resources



Percent Impact on Happiness Levels

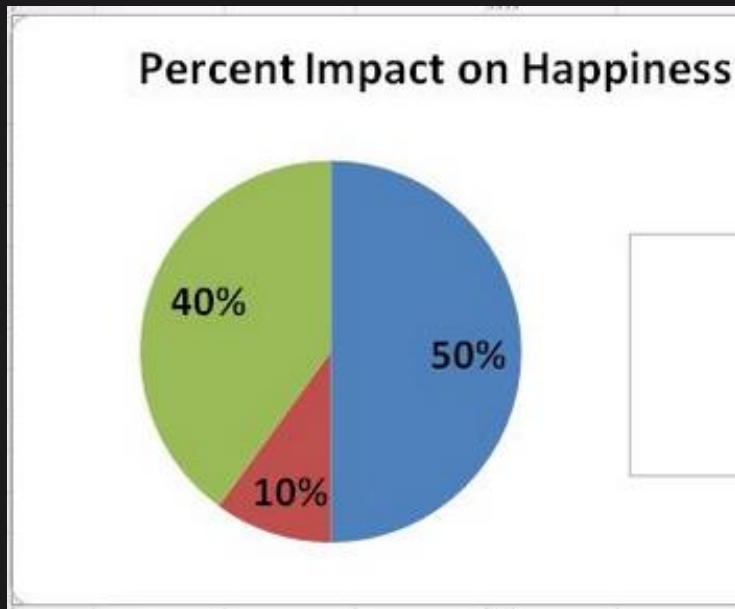


- DNA
- Life Circumstances
- Your own Actions

- DNA
- Life Circumstances
- Your own Actions

Dr. Sonja Lyubomirsky explores how we can live our best lives in her book, *The How of Happiness* (2008).

Maximizing the 40%



Researchers at UC Berkeley including Drs. Dacher Keltner and Emiliana Simon-Thomas explore the "equation" to maximize this 40%.

Happiness Equation (UC Berkeley)
How to increase your happiness???



Strategies to do all three at
<http://ggia.berkeley.edu/>

Cultivating Positive Connections

- Institutional
- Personal
- Get & Give Support
- In-class
 - [Fast Friends](#)
 - Friendly Wishes

Generating Positive Emotions

- Build Emotional Vocabulary (Mood Meter, [Atlas of Emotions](#))
- [10 Second Pause to Take in the Good](#) (Hanson)
- Gratitude
- Positivity Resonance (Frederickson)
 - Micro-moments that include
 - Shared Positive Emotions
 - Connections (eye contact->mirror neurons)
 - Mutual Care (well wishes, goodwill)

Managing Stress

- Mindfulness (3 Deep Breaths, Body Scan, Flipping your Lid)
- Physical Exercise
- Eating & Sleeping Properly
- Time Management vs Procrastination

Importance of Reflection

In the change process



A Toolbox Supporting Action

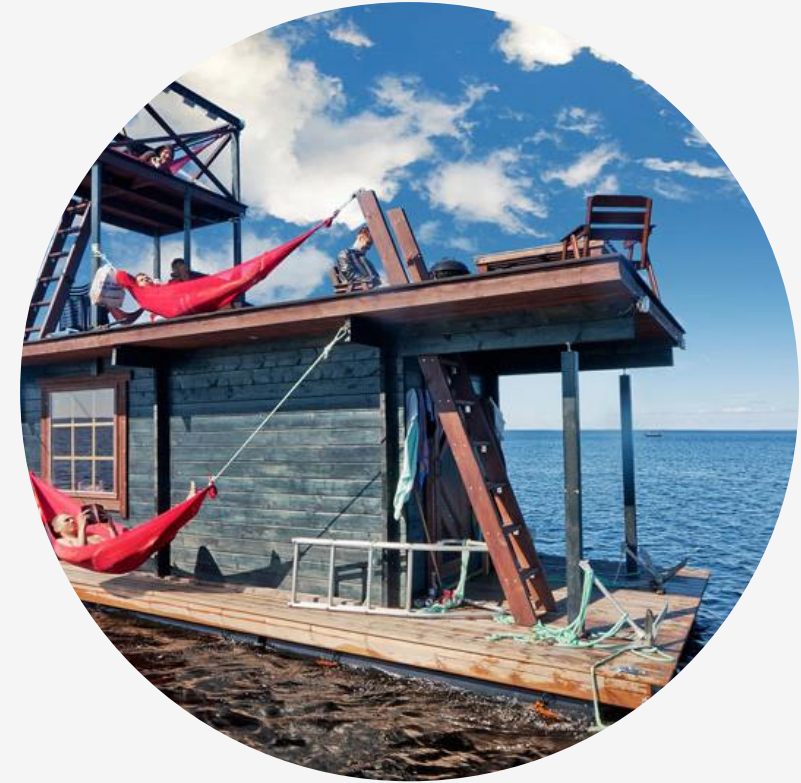


+

Support

+

Reflect &
Connect



Putting it All Together



| | |
|---|--|
| Taking in the Good – 10 second focus on a good event http://www.rickhanson.net/ | STOP – Stop – Take a Breath – Observe what's happening (head, emotions, body), Proceed with what works! |
| 3 Deep Breaths – In thru nose – PAUSE – Out thru mouth – Feel it! | Think Like an Optimist – Whatever is happening is TEMPORARY; It isn't your WHOLE life; You can DO SOMETHING about it (Seligman) |
| Anchor Breathing – Focus on physical sensation of breathing – Hand on heart – build up to 10 minutes per day | Positive self-talk – The voice in your head isn't always right! <i>I am an old man and have known many troubles – some of them actually even happened!</i> (Mark Twain) |
| 3 Grateful Things – Name three things you are grateful for | Ability to Pivot – Have a Plan B & C always ready to keep moving forward toward your goals http://centerforresilience.com/ |
| Loving Kindness – May I be safe, healthy, happy, at ease May you be... May they be... | Balanced Goal Setting – Name your Roles (son, student, employee, friend, etc) and Goals in each area of life – Prioritize by IMPORTANT and TIME SENSITIVE http://centerforresilience.com/ |
| I'm doing the best I can today | Process to change → Self Knowledge – Critical reflection – Action Plan – Trusted advice (ELLI) |
| 4 Important Questions: What's Interesting? How am I getting it (more) in my life? What's my Plan? How's it Working? http://centerforresilience.com/ | Grit Pie – Break large challenges into smaller pieces and tackle one at a time – Divide and Conquer! |
| Positive Character Traits – Name it (honesty, loyalty, etc) and remember a story where you made a difference with it! https://ggia.berkeley.edu/practice/use_your_strengths | Growth Mindset – Struggle is normal part of learning; With effort and good strategies everyone can improve; believing that is important; I'm not good at ____ YET! (Dweck) |
| Body Scan – What's your Body Telling you? Facial muscles, jaw, neck, shoulders, chest, stomach, arms, fingers, hips, thighs, calves, feet, toes! Breathe! http://marc.ucla.edu/mindful-meditations | <i>"The greatest discovery of my generation is that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives."</i> William James |
| Look at more information on resilience at https://sites.psu.edu/resilience/ | More research-based strategies from UC Berkeley on generating positive emotions at http://ggia.berkeley.edu/ |

Professional Development

Opportunities

- Greater Good Science Center's [Summer Institute for Educators](#) (UC Berkeley)
- [Omega Institute](#) – Mindful Tools Rheinbeck, NY
- [Cultivating Awareness and Resilience in Education \(CARE\)](#) Garrison Institute (NY)
- [Contemplative Mind in Society Summer Institute](#) @ Smith College
- Mindful Schools – mindfulschools.org
- [Kellogg Institute](#): Professional Development for Adult & Developmental Educators & Learning Skills Specialists

Resources & References

- Agar, C.M. (2018). *52 Words*; Fairport, NY: Verbal Images Press.
- Bandura, Albert (1982). Self-efficacy mechanism in human agency. *American Psychologist*. **37** (2): 122–147. [doi:10.1037/0003-066X.37.2.122](https://doi.org/10.1037/0003-066X.37.2.122).
- Bloom, L. & Bloom, C. (Dec 14, 2017). Reframing: The transformative power of suffering. *Psychology Today* <https://www.psychologytoday.com/us/blog/stronger-the-broken-places/201712/reframing>
- Hanson, R., & Mendius, R. (2009). *Buddha's brain: The practical neuroscience of happiness, love & wisdom*. Oakland, CA: New Harbinger Publications.
- Dweck, C. (2010). Even Geniuses Work Hard. *Educational Leadership*, 68(1), pp.16-20.
- Mallow, J. V. (1987). Science Anxiety and Gender. *Bulletin of Science, Technology & Society*, 7(3–4), 958–962. <https://doi.org/10.1177/027046768700700389>
- Mendoza-Denton, R. (2014). A social psychological perspective on the achievement gap in standardized test performance between white and minority students: Implications for assessment. *Journal of Negro Education*, 83, 465–484. DOI: 10.7709/jnegroeducation.83.4.0465
- Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R. (2008). With a little help from my cross-group friend: Reducing intergroup anxiety through cross-group friendship. *Journal of Personality and Social Psychology*, 95, 1080 – 1094
- Rotter, Julian B (1966). "Generalized expectancies for internal versus external control of reinforcement". *Psychological Monographs: General and Applied*. **80**: 1–28. [doi:10.1037/h0092976](https://doi.org/10.1037/h0092976).
- Seligman, M. – Google citation listing https://scholar.google.com/citations?user=e77l_EUAAAAJ&hl=en
- Shaffer, S.C., Gill, S., Seidel, A., Schwab, J., Yaure, R., & Jacobson-McConnell, L. (Fall, 2018). Lessons Learned from Using the Effective Lifelong Learning Inventory (ELLI) to Support Student Growth and Success. *The Journal of Access, Retention, and Inclusion in Higher Education* (1). West Chester University.
- Skip Downing victim versus creator language
Downing, S. (2011). *On course: Strategies for creating success in college and in life*. Boston: Wadsworth.

- [Center for Resilience Advisory](#) (CFRA)
 - EDUTOPIA - <https://www.edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski>
 - [It's Not About Grit](#) – text and videos – Steven Goodman Columbia University Teacher's Press (2018)
 - [Harvard Center for the Developing Child](#)
 - [Research Highlights \(Harvard\)](#)
 - [Resilience Game \(Harvard\)](#)
 - Hope Lab - <https://www.hopelab.org/>
 - Penn State's Edna Bennet Pierce Prevention Research Center – [Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education \(CARE\)](#)
 - [Learned Optimism \(Seligman\)](#) + <https://www.authentichappiness.sas.upenn.edu/>
 - Penn State York [Resilience Website](#)
 - Strategies and Activities from this presentation - <http://bit.ly/keukaresilience>
 - University of Pennsylvania [Positive Psychology Center](#)
-

- Fast Friends
https://www.ocf.berkeley.edu/~adp/rasclab_v1/ffp.html
https://ggia.berkeley.edu/practice/36_questions_for_increasing_closeness
- Build Emotional Vocabulary
 - Mood Meter - <http://moodmeterapp.com/>
 - Ekman's website - <http://atlasofemotions.org/>
- 10 Second Pause to Take in the Good (Hanson) - <https://www.rickhanson.net/take-in-the-good/>
- Positivity Resonance (Fredrickson)
 - <http://www.positivityresonance.com/tools.html>
 - <http://peplab.web.unc.edu/>
- Mindfulness
 - 3 Deep Breaths
 - Psychology Today <https://www.psychologytoday.com/us/blog/the-athletes-way/201705/diaphragmatic-breathing-exercises-and-your-vagus-nerve>
 - Greater Good Science Center https://greatergood.berkeley.edu/video/item/secrets_of_the_vagus_nerve
 - Body Scan
 - <https://palousemindfulness.com/meditations/bodyscan.html>
 - <https://www.uclahealth.org/marc/mindful-meditations>
 - Flipping your Lid (Siegel)
 - Flipping your lid (Siegel) https://www.youtube.com/watch?v=GoT_2NNoC68
 - The Mindful Brain (Siegel) 2007, New York: W.W. Norton & Co.
- Grit Pie - <https://www.edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski>



Thank you!!

Questions?

Get in touch: scs15@psu.edu

Have a good day!!!
