

A stack of papers or documents, slightly blurred, set against a purple background.A globe showing the Americas, set against a pink and purple background.

# Hope for the Future-

## Resiliency-based Education for Teachers and Students

A stack of papers or documents, slightly blurred, set against a green background.A clock face with numbers, set against a yellow and orange background.

**Presented by:**  
Cindy Coney  
Monarch Training and Consulting  
Tampa, FL



**Changing the life trajectories of children and youth from risk to resiliency starts with changing the beliefs of the adults in their families, schools and communities.** *Resiliency-What We Have Learned, Bonnie Benard*

# ACTIVITY

- Divide into small groups
- Divide poster paper in half.  
Label one column adults and the other column children
- Spend 5 minutes describing:
  - Resilient Adults
  - Resilient Children



# What is Resiliency?

- *The ability to recover quickly from depression or discouragement: bounce, buoyancy, elasticity, resilience.*
- *The quality or state of being flexible: bounce, ductility, elasticity, flexibility, flexibleness, give, malleability, malleableness, plasticity, pliability, pliableness, pliancy, pliantness, resilience, spring, springiness, suppleness.*





# Resiliency is:

- An innate capacity bolstered by environmental protective factors.
- A self-righting tendency
- Ability to adapt well to stress, adversity, trauma or tragedy



# Resiliency is NOT:

- A quality that some people possess and others do not.
- A personality trait
- Living the cliché; “making lemonade out of lemons”
- Ignoring feelings of sadness over loss

# Maximizing Your Prevention Efforts

- Engage personal resiliency strengths in adults who can then model the traits and:
  - Create a protective environment in the school.
- Engage personal resiliency strengths in students.



# Personal Strengths

## ■ ADULT

- Optimism
- Strong positive Self-concept
- Focused Sense of Purpose
- Flexible Thinking
- Strong Relationships
- Organization/ Planfulness
- Proactive Experimentation

## ■ YOUTH

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





## **ADULT STRENGTHS:**

**Optimism and Positive Thinking**

**Strong Positive Self-concept**

**Focused Sense of Purpose**

**Flexible Thinking**

**Strong Relationships**

**Organization/Planfulness**

**Proactive Experimentation**



# YOUTH STRENGTHS:

**Social Competence**-communication, empathy, caring, compassion, forgiveness

**Problem Solving Skills**-planning, flexibility, resourcefulness, critical thinking, insight

**Autonomy**-positive identity, initiative, self-efficacy, mastery, self-awareness, humor

**Sense of Purpose**-goal directed, creativity, imagination, optimism, hope, spirituality, faith, sense of meaning, achievement motivated



# Empathy and Caring

- **Empathy, the ability to know how another feels and understand another's perspective, is the hallmark of resilience.** *(Werner, 1989;1992)*
- **If we want youth to develop empathy, then we must have people who model empathy and create a climate where empathy is the norm.**



**Human beings are intrinsically motivated to meet basic psychological needs, including needs for belonging and affiliation, a sense of competence, feelings of autonomy, safety and meaning.** *(Baumeister & Leary, 1995; Maslow, 1954; Richardson, 2002; Sandler, 2000)*



## The Role of the Environment

- Young people learn what is lived around them, for the most part through modeling, cultural practices, and direct experience.
- Positive Youth Development depends on the “quality of the environment.”



One of the most important and consistent findings in resilience research is the power of schools, especially of teachers, to turn a child's life from risk to resilience (Garbarino, 1992; Garmezy, 1991; Higgins, 1994; Werner and Smith, 1982,1992)



## **School protective factors:**

- **Caring and Supportive Relationships**
- **High Expectations in Schools**
- **Opportunities for Participation and Contribution in School**

# Caring Relationships in Schools

- Teachers showing students they care about them
- Every student has a relationship with a caring adult
- Schools and classrooms feel like communities
- Caring relationships among staff are encouraged and supported





## High Expectations

- Recognize students existing strengths
- Mirror strengths back to students
- Learning opportunities are structured so that success is possible
- Students have a choice of interest-based after school activities



## Opportunities for Participation and Contribution

- Students experience “voice” and “choice” in their daily activities at school.
- Experiential learning opportunities.
- Group process is infused throughout the school day.
- Opportunities for community service learning

# Activity

- Find a partner
- Discuss ways that you can improve the “quality of the environment” surrounding a child at school in each of the 3 areas mentioned:
  - Caring and Supportive Environment
  - Opportunities for Participation
  - High Expectations





**Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.” Leo F. Buscaglia**



*Thank you!*

**Cindy Coney**  
**Monarch Training and**  
**Consulting**  
**4406 Culbreath Ave.**  
**Tampa, FL 33609**  
**[www.cindyconey.com](http://www.cindyconey.com)**