


Building Resiliency in At-Risk Students: an Introduction to a System

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Resilience- Definition

- ▶ “...the capacity to spring back despite exposure to adversity and other environmental stresses.”
-Capuzzi & Gross, 2000
 - ▶ “..a resilient mindset includes...learning to communicate, being empathic, dealing constructively with successes and set backs, identifying ones strengths and building ‘islands of competence’, developing a social conscience, and contributing to the welfare of others.
- Brooks, 2006
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Resiliency Building Strategies-

Major Categories and Subcategories

- ▶ Building Bridges with Persons in Authority
 1. Controlling a Crisis
 2. Dealing with Correction
 3. Eliminating Excuses
 4. Handling Complaints
 5. Responding to Criticism

Resiliency Building Strategies- Major Categories and Subcategories

- ▶ Building Interpersonal Resiliency
 1. Communicating Effectively
 2. Developing Leadership Skills
 3. Developing Social Skills
 4. Gaining Cooperation
 5. Increasing Cooperation
 6. Questioning Appropriately

Resiliency Building Strategies- Major Categories and Subcategories

- ▶ Building Intrapersonal Resiliency
 1. Accurate Self-Assessment
 2. Building Flexibility
 3. Building Strengths
 4. Building Self-Efficacy
 5. Learning Self-Control
 6. Understanding Failure

Resiliency Building Strategies- Major Categories and Subcategories

▶ Building Competence

1. Encourage Students to Achieve
2. Increasing Confidence
3. Managing Conflict
4. Preparing for Change
5. Problem Solving
6. Time and Task Management

Identifying Individual Strengths and Needs

Levels of Resiliency Development

Others Oriented

Relationship Oriented

Approval Oriented

Self-Absorbed Oriented



Identifying Individual Strengths and Needs

- ▶ Self-Absorbed Oriented

1. Dependent Learners
2. Little Concept of Expectations
3. Most Past Efforts= Failure
4. Built Non-Resilient Responses
5. External Locus of Control



Identifying Individual Strengths and Needs

- ▶ Approval Orientation

1. “Advanced Beginners”
2. Needs Frequent Encouragement
3. Highly Vulnerable to Failure
4. Needs Opportunities to Practice



Identifying Individual Strengths and Needs

- ▶ Relationship Oriented
 1. Competent
 2. Understands Rules
 3. Can Take Risks, Confident
 4. Desires Group Affiliation



Identifying Individual Strengths and Needs

- ▶ Others Oriented

1. Internal Locus of Control
2. Learns for Knowledge Sake
3. Understands the “Big Picture”
4. Principle Guided
5. Mature Understanding of Time



Identifying Individual Strengths and Needs

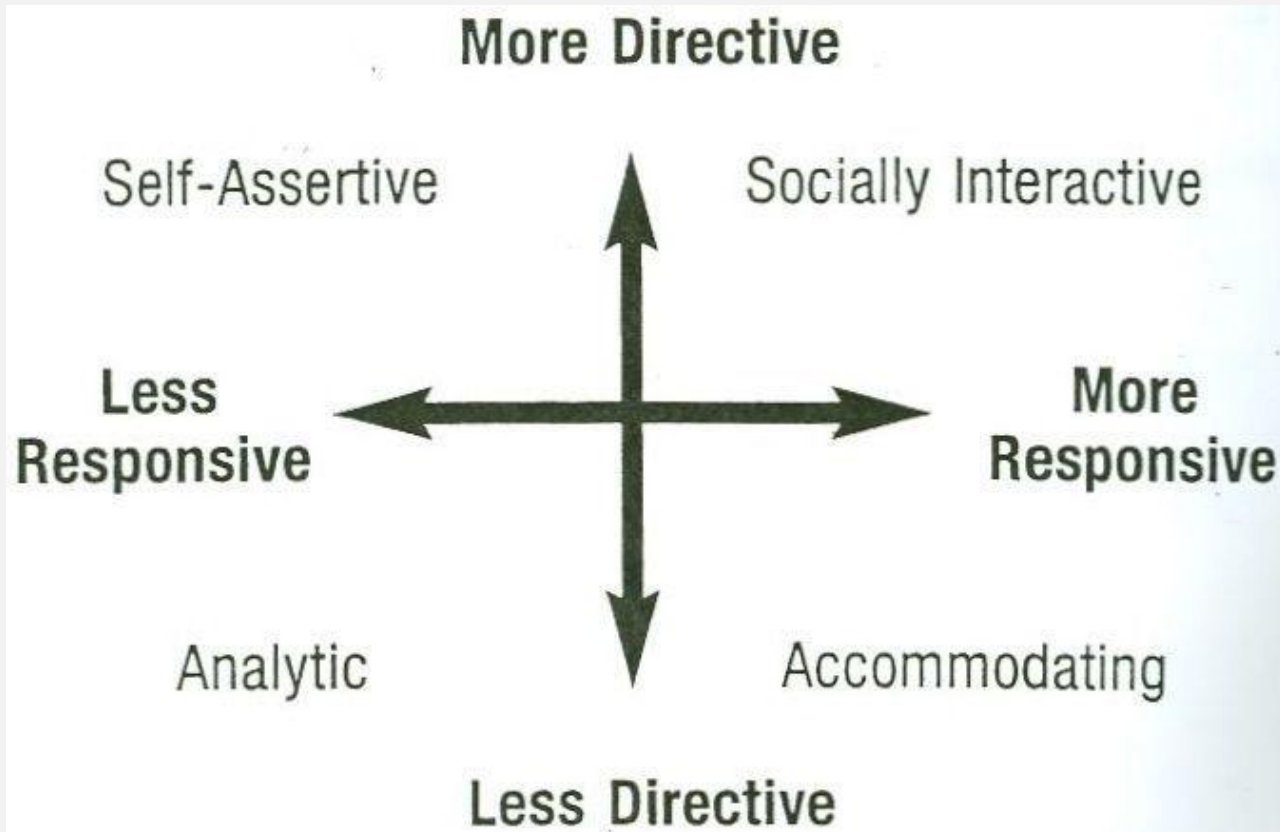


Figure 1 Directiveness Versus Responsiveness



Identifying Individual Strengths and Needs

Socially Interactive

Appreciation

Recognition

Attention

Sociability



Identifying Individual Strengths and Needs

Accommodating

Stable relationships

Stable environments

Structure

Caring Atmosphere



Identifying Individual Strengths and Needs

Analytic

Being understood

Affirmation for ideas

Order

Few but close relationships



Identifying Individual Strengths and Needs

Self-Assertive

Admiration

Recognition

Authority

Autonomy



Case

RESILIENCY-BUILDING WORKSHEET

FOR USE IN DETERMINING AND MONITORING AN APPROPRIATE COURSE OF ACTION

Student: Larry Sweet Date: April 30, 2004
 Class/Period: 2nd block Social Studies Teacher: Ms. Osgood

| RESILIENCY LEVEL | BEHAVIOR STYLE | | | |
|---------------------------|----------------|----------------------|---------------|----------|
| | SELF-ASSERTIVE | SOCIALLY INTERACTIVE | ACCOMMODATING | ANALYTIC |
| 1 – SELF-ABSORBED | | | | |
| 2 – APPROVAL ORIENTED | | | | ■ |
| 3 – RELATIONSHIP ORIENTED | | | | |
| 4 – OTHERS ORIENTED | | | | |

Resiliency Focus: Building Self-Efficacy and Self-Esteem

Strategy Options: (Remember: Look for the ► by the strategy name in Part II.)

- 3 Self-Disclosure page: 194
- 2 Using Affirmative Statements page: 189
- 1 Cooperative Learning page: 192

▲ In the boxes, number the strategies in the order that you will utilize them.

Results: _____

Individualized Strategy

▶ Using Affirmative Statements

1. Monitor the student's performance
2. Make note of successes
3. Provide specific affirmation in private



Individualized Strategy

▶ Cooperative Learning

1. Group students into small groups
2. Assign specific tasks to members
3. Monitor individuals and group
4. Recognize goal achievement



Individualized Strategy

▶ Self-Disclosure

1. Have students list strengths
2. Have them share one strength
3. Recognize when strength is shown



Concluding Thought

▶ Students who feel :

Competent

Like they belong

Useful

Potent...

are no longer at risk.

Sagor, 1996

