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
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
Figure 9  Larry’s Resiliency-Building Worksheet

Resiliency-Building Worksheet

For use in determining and monitoring an appropriate course of action

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

<table>
<thead>
<tr>
<th>RESILIENCY LEVEL</th>
<th>BEHAVIOR STYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SELF-ASSERTIVE</td>
</tr>
<tr>
<td>1 — SELF-ABSORBED</td>
<td></td>
</tr>
<tr>
<td>2 — APPROVAL ORIENTED</td>
<td></td>
</tr>
<tr>
<td>3 — RELATIONSHIP ORIENTED</td>
<td></td>
</tr>
<tr>
<td>4 — OTHERS ORIENTED</td>
<td></td>
</tr>
</tbody>
</table>

Resiliency Focus:  Building Self-Efficacy and Self-Esteem

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

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

▲ 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