Resilience in Schools

Capabilities, Relationships and Community
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Outline

• Introductions

• Brain science summary
• Elements of resilience

• Promoting resilience in school
• Resources

• Reflections on planning for resilience practices
Objectives

• Review the definition of resilience

• Identify practices in schools that promote resilience

• Discuss ways to highlight those practices

• Review resources regarding resilience

Pause, listen, breathe.
Introductions

- Type in your first name and one thing you saw on your way to work today

Brain Science Summary

- Brain Development is Sequential
- Experience is Hard-Wired into Biology
- Experience In One Period of Time Affects Members Differently (Age, Gender)
- Behavior, Affect, Attitude, Capacities May Not Be “Choices” - They May Be Responses to Toxic Stress During Development
- Kind Affect and Slow Pace Matter in Working with Emotionally Difficult Children and Adults
Switch the question from: *What’s wrong with you?*

To *What happened to you?*

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Resilience

Definition and Elements

*Source: Laura Porter, ACE Interface*
Keep a List

• Of practices and programs you have in school that promote resilience

• Of what could be increased or added

“Nurturing the healthy development of these protective systems affords the most important preparation or ‘inoculation’ for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals.”

Ann Masten, 2009
Individual Capabilities

Positive view lets me know I am important and valuable

Systems for Promoting Resilience

- Intellectual & employable skills
- Self regulation – self control, executive function, flexible thinking
- Ability to direct & control attention, emotion, behavior
- Positive self view, efficacy
What Helps Individuals Self-regulate?

- Massage
- Mindfulness, reflection
- Pleasure
- Biofeedback
- Movement and music
- Exercise & Play
- Practicing connection

Attachment & Belonging

RELATIONSHIPS with caring and competent people are VITAL contributors to resilience & recovery.
Systems for Promoting Resilience

- Bonds with parents and/or caregivers
- Positive relationships with competent and nurturing adults
- Friends or romantic partners who provide a sense of security & belonging, help with emotion coaching

What Generates Belonging & Support?

- Ceremonies or rituals
- Including others in health-promoting activities
- Engaging in multiple family or whole community dialogues
- Creating art, movement, rhythm, music
- Learning together
- Mutual support & peer helping
Systems for Promoting Resilience

- Faith, hope, sense of meaning
- Engagement with effective orgs – schools, work, pro-social groups
- Network of supports/services & opportunity to help others
- Cultures providing positive standards, expectations, rituals, relationships & supports
Make a list: What practices in schools, formal or informal promote resilience?

- Opportunities to fix mistakes
- Completing assignments
- Learning everyone’s name
- Student to student mentoring
- “The Tiger Way”
- Student clubs

Adverse Childhood Experiences Analysis

The Minnesota Student Survey, 2013
ACE Score (Zero to Seven)

- Students reporting that they have a parent or guardian who is currently in jail, and/or who has been in jail in the past
- Students reporting they live with someone who drinks too much alcohol
- Students reporting they live with someone who uses illegal drugs or abuses prescription drugs
- Students reporting a parent or other adult in the household has verbally abuse them
- Students reporting a parent or other adult in the household has physically abused them
- Students reporting parents or other adults in the home physical abuse each other
- Students reporting and adult or other person outside the family, and/or an older or stronger family member, has ever sexually abused them

ACE Score + Caring Relationships

Minnesota 8th, 9th, and 11th Graders Reporting Others Care About Them "Quite a Bit" or "Very Much", by ACE Score, 2013
**ACE Score + Safety**

Minnesota 8th, 9th, and 11th Graders Reporting They "Strongly Agree" or "Agree" They Feel Safe..., by ACE Score, 2013

![Bar chart showing safety levels by ACE score](chart1)

**ACE Score + Bullying Behavior**

Minnesota 8th, 9th, and 11th Graders Reporting Experiencing or Exhibiting Bullying Behaviors in the Past 30 Days, by ACE Score, 2013

![Bar chart showing bullying behaviors by ACE score](chart2)
### ACE Score + Student Engagement

Minnesota 8th, 9th, and 11th Graders Reporting They "Strongly Agree" or "Agree" That..., by ACE Score, 2013

<table>
<thead>
<tr>
<th>Statement</th>
<th>ACE Score 0</th>
<th>ACE Score 1</th>
<th>ACE Score 2</th>
<th>ACE Score 3</th>
<th>ACE Score 4+</th>
</tr>
</thead>
<tbody>
<tr>
<td>If something interests me, I try to learn more about it</td>
<td>89.3%</td>
<td>97.7%</td>
<td>92.1%</td>
<td>95.4%</td>
<td>94.1%</td>
</tr>
<tr>
<td>I think things I learn in school are useful</td>
<td>77.7%</td>
<td>73.0%</td>
<td>84.0%</td>
<td>88.1%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Being a student is one of the most important parts of who I am</td>
<td>65.5%</td>
<td>80.0%</td>
<td>82.8%</td>
<td>83.6%</td>
<td>81.8%</td>
</tr>
</tbody>
</table>

### ACE Score + Grades

Minnesota 8th, 9th, and 11th Graders Describing Their Grades for the School Year, by ACE Score, 2013

<table>
<thead>
<tr>
<th>Grade</th>
<th>ACE Score 0</th>
<th>ACE Score 1</th>
<th>ACE Score 2</th>
<th>ACE Score 3</th>
<th>ACE Score 4+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly As</td>
<td>85.8%</td>
<td>77.7%</td>
<td>80.0%</td>
<td>82.8%</td>
<td>83.6%</td>
</tr>
<tr>
<td>Mostly Bs</td>
<td>12.4%</td>
<td>8.0%</td>
<td>9.2%</td>
<td>7.9%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Mostly Cs</td>
<td>2.4%</td>
<td>2.4%</td>
<td>5.8%</td>
<td>3.5%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Mostly Ds</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Mostly Fs</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Mostly Incompletes</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>
ACE and School Performance

Students dealing with trauma:
• Are 2 and ½ times more likely to fail a grade
• Score lower on standardized achievement test scores
• Have more receptive or expressive language difficulties
• Are suspended or expelled more often
• Are designated to special education more frequently


Questions?
You can call in…or text!
A start can be as simple....

- As how we talk to each other, and to students

Trauma Informed Practice

- “...each adult working with any child or adolescent (should provide) unconditional respect to the child and (be) careful not to challenge him/her in ways that produce shame and humiliation.”

-- Gordon R. Hodas MD. Pennsylvania Office of Mental Health and Substance Abuse Services, February 2006
One Whole-School Practice

RE-ENFORCE

MODEL

TEACH

Empathy

Trauma-Informed School Discipline

Wait a Day

Wait an Hour

Ready to Talk
Resources

- Programs and Practices that Promote Resilience

Social & Emotional Learning Core Competencies

- **Self-Management**: Managing emotions and behaviors to achieve one's goals
- **Self-Awareness**: Recognizing one's emotions and values as well as one's strengths and challenges
- **Social Awareness**: Showing understanding and empathy for others
- **Responsibility Decision-Making**: Making ethical, constructive choices about personal and social behavior
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict

CASEL, 2008
Self-Awareness: Recognizing one’s emotions and values as well as one’s strengths and limitations
- Self-efficacy and confidence in oneself - Optimism

Self-Management: Managing emotions and behaviors to achieve one’s goal
- Managing Stress - Dealing with Frustration - Self-calming

Social Awareness: Showing understanding and empathy for others
- Perspective-taking - Empathy - Appreciating Diversity

Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict
- Effective Communication Skills - Peaceful Conflict Resolution

Responsible Decision Making: Making ethical and constructive choices about personal and social behavior
- Evaluating realistic consequences of various actions

http://www.edutopia.org/keys-social-emotional-learning-video
Building community and relationships

Repairing harm

Compassionate Schools: The Heart of Learning and Teaching
Compassionate instruction and discipline principles

- Always empower, never disempower
- Provide unconditional positive regard
- Maintain high expectations
- Check assumptions, observe and question
- Be a relationship coach
- Provide guided opportunities for helpful participation

From *The Heart of Teaching and Learning*

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Modeling and practicing empathy helps to grow neural pathways in the brain; it strengthens relationships.

From *The MINDUP Curriculum*
The Basics for Behavior

- Sleep
- Food
- Physical activity

Stress reduction practices: examples

- Physical activity in the classroom (at least one PA break each class period)

- Mindful breathing: 3 times a day: beginning, just after lunch, just before the last bell and as needed

- Circle or class meeting to build relationships: everyday/elementary, 3 X’s a week/middle school, 1X a week/high school

- Singing as a group
Gratitude and Kindness

Understanding our Assumptions: What do we believe about how things are and how things work and the way the world is?

Core Guiding Principles: What do we truly value in our hearts and dreams that motivate us to participate and act?

Causal Loop Diagram: Understanding the structure and dynamics of the systems operation.

Pre-figurative Action: Taking action based on the future we want to live in, action informed by the next generation and from our aspirations.

Issues Map: What are the most important issues for success?

Behavior over Time: What is increasing or decreasing? What are the most important trends, possibilities, problems?

Adapted from the systems thinking iceberg

Generally seen

Generally unseen
Restorative Values

- Respect
- Honesty
- Humility
- Sharing
- Courage
- Inclusivity
- Empathy
- Trust
- Forgiveness & Love
  - Peacemaking Circles, Pranis, Stuart & Wedge
Examples of Trauma Informed Schools

- Walla Walla WA Lincoln Alternative High School
- ACES TOO HIGH web site, 2012
- *Lincoln High School in Walla Walla, WA, tries new approach to school discipline — suspensions drop 85%*
- Minnesota story: [Paladin High School, Blaine](education.state.mn.us)
Questions?

- About programs?
- Implementation?
- School climate?
- Anything else?

- One word: how was this presentation for you?
CHANGE is up to US

It is shaped by our thoughts, our conversations, the way we relate with one another in relationships, in families, and in communities.

Thank you!

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