



Chapter Eight: Fostering Resilience In Children and Youth

I. Lesson Plan

- A. Purpose:
 - 1. Define and describe resilience.
 - 2. Identify strategies necessary to foster resiliency in children and youth.
- B. Objectives:
 - 1. Understand risk, protective factors, and developmental assets, and their relationship to resilience.
 - 2. Identify and apply four basic steps to fostering resilience in children and youth.
- C. Time: 45–60 minutes
- D. Preparation/Materials Needed:
 - ✦ Easel, Flip chart, markers, PowerPoint slides, computer, LCD projector
 - ✦ Bounce Back Activity Materials

II. Training Session Content

- A. PowerPoint Slides
 - Slide 8-1: Chapter 8 Introduction Slide
 - Slide 8-2: Resilience: Shifting Paradigms
 - Slide 8-3: Understanding Risk Factors
 - Slide 8-4: Definitions of Resilience
 - Slide 8-5: Profile of Resilient Individual
 - Slide 8-6: Profile of Resilient Individual (cont.)
 - Slide 8-7: Protective Factors
 - Slide 8-8: The 40 Developmental Assets
 - Slide 8-9: Working Together: Protective Factors and Developmental Assets
 - Slide 8-10: Ingredients of Resilience: 7 Crucial Cs
 - Slide 8-11: Ingredients of Resilience: 7 Crucial Cs
 - Slide 8-12: Four Steps to Fostering Resilience
 - Slide 8-13: Step One in Fostering Resilience
 - Slide 8-14: Step Two in Fostering Resilience
 - Slide 8-15: Step Three in Fostering Resilience
 - Slide 8-16: Step Four in Fostering Resilience
 - Slide 8-17: Discussion Questions

- B. Activity & Directions
1. Bounce Back Activity—Tom Jackson
 - Trainer Tip: Be sure to thoroughly review activity instructions and prepare all materials prior to facilitating this activity.
 - Share instructions with group and facilitate activity as directed.
 - Process questions provided with large group at conclusion of activity.

III. Additional Resources on the Flash Drive

- A. Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults—Nan Henderson, MSW
- B. Resiliency Requires Changing Hearts and Minds—Bonnie Benard
- C. Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community—Bonnie Benard
- D. The Children of Kauai: Resiliency and Recovery in Adolescence and Adulthood—Emmy Werner, Ph.D.
- E. 40 Developmental Assets—Search Institute
- F. Risk and Protective Factor Framework
- G. Fostering Resilience in Time of War—American Psychological Association
- H. Building Resilience in Children in the Face of Fear and Tragedy—Richard Gallagher, Ph.D., and Anna Chase
- I. Promoting Resilience in Military Children and Adolescents—Michael Faran, Mark Weist, Diane Faran, and Stephen Morris

IV. Evaluation

- A. Reflection Questions
1. What did you learn in this discussion about fostering resilience with children and youth?
 2. How do children and youth deal with the deployment of a parent or loved one potentially at risk?
 3. What protective factors or developmental assets can provide support for dealing with the stress associated with the deployment of a parent or loved one?
- B. Application Questions
1. How can we work together as a team to foster resilience in the lives of children and youth who are dealing with the deployment of a parent or loved one?
 2. How can we...
 - Communicate the resiliency attitude?
 - Focus on strengths?
 - Work toward building a wheel/web of support?
 - Demonstrate a never-give-up attitude?
 3. How can we foster our own resilience as a team to stay enthusiastic and motivated?

Chapter 8: Fostering Resiliency In Children and Youth

Operation: Military Kids Ready, Set, Go! Training

Ready, Set, Go!



Slide 8-1: Introduction Slide

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: See Must-Read Materials in this chapter for additional information to support slide content and group discussions.

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Share purpose and objectives of this chapter.

Say: *The purpose of this chapter is to define and describe resilience and the strategies necessary to foster resilience in children and youth.*

The objectives include: understanding risk, protective factors, and developmental assets, and their relationship to resilience. We will then identify and apply four basic steps to fostering resilience in children and youth.

Resilience: Shifting Paradigms

- From
 - Risk
 - Problem Solving
 - Pathology
 - Reactive
 - Deficiency
 - Competition
 - People as Problems
 - Authoritarian
 - Remedial
- To
 - Resiliency
 - Positive Development
 - Wellness
 - Proactive
 - Competency
 - Collaboration
 - People as Resources
 - Democratic
 - Empowerment

Ready, Set, Go!



Slide 8-2: Resilience: Shifting Paradigms

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Emphasize the key point of discussion as described below.

Say: *Resilience is about building on an individual's strengths rather than focusing on deficits.*

Understanding Risk Factors

- Those conditions, attitudes, and behaviors that occur around and within communities, families, schools, teens, and their friends that increase the likelihood that individuals will have difficulty with school/work, the law, alcohol, and other drugs, violence, and abuse.

From: *Together We Can* by Gibbs and Bennett

- What risk factors are present in the lives of children or youth dealing with the deployment of a parent or loved one?

Ready, Set, Go!



Slide 8-3: Understanding Risk Factors

Content of this slide adapted from: *Together We Can* by Gibbs & Bennett. Bounce Back Activity adapted from *More Activities That Teach* by Tom Jackson.

Materials Needed: Instructions for Bounce Back Activity
One inflatable beach ball

Trainer Tips:

Simultaneously demonstrate and integrate the Bounce Back Activity into discussion of Chapter 9, slides 9-3 through 9-6. See Chapter 9 Must-Read Material for Bounce Back Activity details and instructions.

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Encourage participants to respond to the following question.

Say: *What risk factors are present in the lives of children or youth dealing with the deployment or reintegration of a parent or loved one?*

- Do:**
- Facilitate group brainstorming and record responses on flip chart paper.

Definitions of Resilience

- The capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress or simply the stress that is inherent in today's world.

Nan Henderson, MSW

- The capacity to rise above adversity and to forge lasting strengths in the struggle. It is the means by which children/adults can rebound from hardship and emerge as strong, healthy individuals, able to lead gratifying lives, albeit with some scars to show for their experiences.

Stephen and Sybil Wolin

- How do you think children and youth dealing with the deployment of a parent or loved one demonstrate their resilience?

Ready, Set, Go!



Slide 8-4: Definitions of Resilience

Content of this slide adapted from: "Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults," in *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities*, by Nan Henderson, Nancy Sharp-Light, and Bonnie Benard (eds.), San Diego, CA: Resiliency In Action, Inc. 1999. (800-440-5171) www.resiliency.com

The Resilient Self by Steven and Sybil Wolin

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Continue demonstration of Bounce Back Activity.
 - Encourage participants to respond to the questions below.

Say: *What components of these definitions resonate with you and why?*

Do: • Facilitate group brainstorming and record responses on flip chart paper.

Say: *How do you think children and youth dealing with the deployment or reintegration of a parent or loved one demonstrate their resilience?*

Profile of Resilient Individual

- **Social Competence**
 - Responsiveness
 - Flexibility
 - Empathy
 - Caring
 - Communication skills
 - Sense of humor
 - Other prosocial behavior
- **Problem Solving**
 - Ability to think abstractly, reflectively, and flexibly
 - Ability to attempt alternative solutions for both cognitive and social problems

Ready, Set, Go!



Slide 8-5: Profile of Resilient Individual: Social Competence and Problem Solving

Content of this slide adapted from: *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community* by Bonnie Benard. Portland, OR: Northwest Regional Educational Laboratory, 1991.

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Finish demonstration of Bounce Back Activity.
 - Encourage participants to respond to the following question.

Say: *Have you witnessed any examples of the resilient characteristics identified on this slide being demonstrated by children and youth you encounter in your work?*

Profile of Resilient Individual

- **Autonomy**
 - Strong sense of independence
 - Internal locus of control
 - Sense of personal power, self-esteem, and self-efficacy
 - Self-discipline
 - Impulse control
 - Ability to separate self from environment
- **Sense of Purpose**
 - Healthy expectancies
 - Goal-directedness
 - Success/achievement orientation
 - Persistence
 - Hopefulness
 - Hardiness
 - Sense of anticipation and compelling future

Ready, Set, Go!



Slide 8-6: Profile of Resilient Individual: Autonomy and Sense of Purpose

Content of this slide adapted from: *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community* by Bonnie Benard. Portland, OR: Northwest Regional Educational Laboratory, 1991.

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Encourage participants to respond to the following question.

Say: *Have you witnessed any examples of the resilient characteristics identified on this slide being demonstrated by children and youth you encounter in your work?*

Protective Factors

- *Definition:* Conditions that **buffer** people from the negative consequences of exposure to risks by either reducing the impact of risks or changing the way a person responds to the risk by promoting positive behavior, health, well-being, and personal success.

David Hawkins and Richard Catalano

- What protective factors can be made available to children and youth to help them cope with stress related to dealing with the deployment of a parent or loved one?

Ready, Set, Go!



Slide 8-7: Protective Factors

Content of this slide adapted from: *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community* by Bonnie Benard. Portland, OR: Northwest Regional Educational Laboratory, 1991.

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Encourage participants to respond to the following question.

Say: *What protective factors can be made available to children and youth to help them cope with stress related to dealing with the deployment or reintegration of a parent or loved one?*

The 40 Developmental Assets

- **External Assets**
 - Support
 - Empowerment
 - Boundaries and Expectations
 - Constructive Use of Time
- **Internal Assets**
 - Commitment to Learning
 - Positive Values
 - Social Competencies
 - Positive Identity

Ready, Set, Go!

A silhouette of a person in a military-style uniform, including a beret and a dog tag. The dog tag is attached to a chain and has two parts. The top part says "OPERATION:" followed by three stars and "MILITARY KIDS". The bottom part says "MILITARY FAMILIES IN OUR OWN BACKYARD."

Slide 8-8: The 40 Developmental Assets

Content of this slide adapted from: The 40 Developmental Assets by Search Institute, www.search-institute.org

Materials Needed: N/A

Trainer Tips: N/A

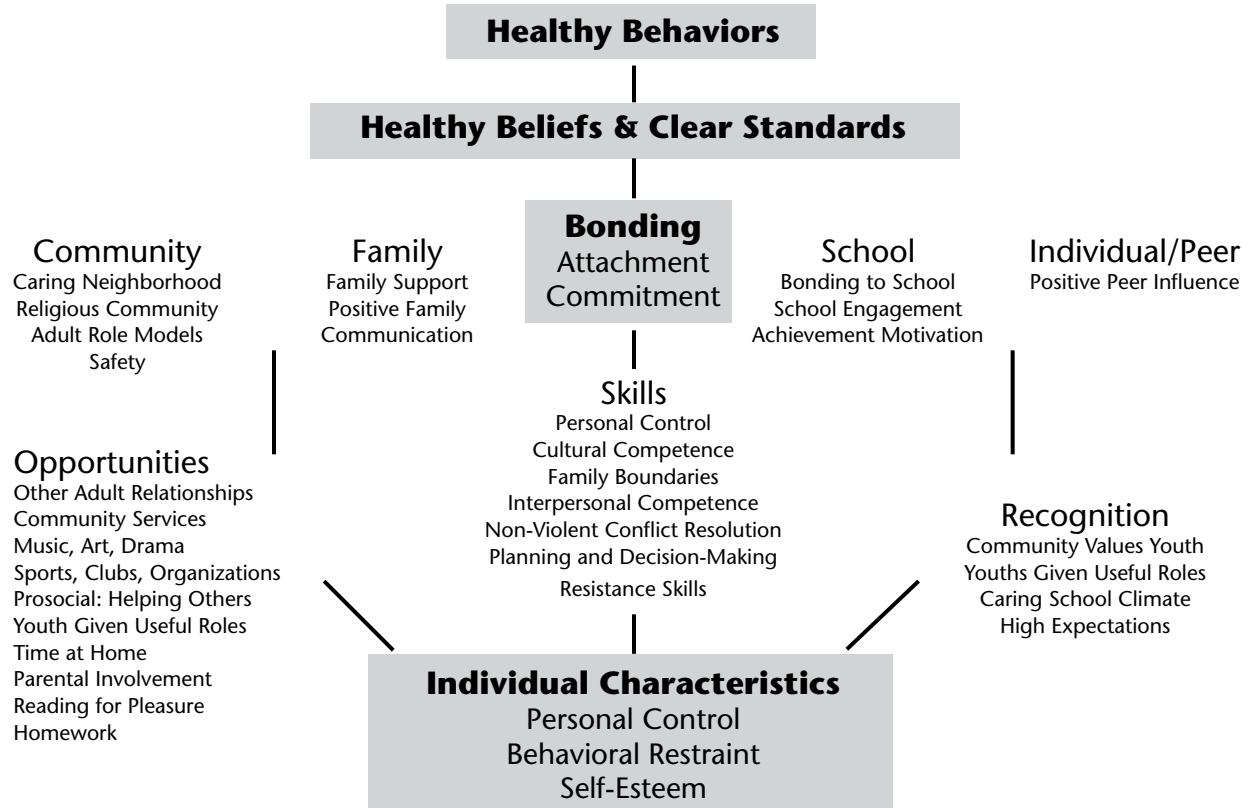
What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Encourage participants to respond to the following question.

Say: *How can OMK state, regional, and local teams build on The 40 Developmental Assets in the work that they do?*

Working Together: Protective Factors and Developmental Assets

Building Protective Factors The Social Development Strategy: Framing Youth Assets



Adapted from (c) 2000 Developmental Research and Programs, Inc.

Slide 8-9: Working Together: Protective Factors and Developmental Assets

Content of this slide adapted from: Developmental Research Programs (2000)

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Emphasize the key point of discussion as described below.

Say: *It is important to remember that these two strategies can work together very effectively to support children and youth impacted by the deployment or reintegration of a parent or loved one.*

Ingredients of Resilience: 7 Crucial Cs

- **Competence**—Ability or know how to effectively handle situations
- **Confidence**—Solid beliefs in one’s abilities
- **Connection**—Close ties to family, friends, school, and community that produce strong values and prevent self-destructive behaviors
- **Character**—Fundamental sense of right and wrong to ensure youth are prepared to make wise choices, contribute to the world, and become stable adults

(Dr. Ken Ginsburg)

Ready, Set, Go!



Slide 8-10: Ingredients of Resilience: 7 Crucial Cs

Content of this slide adapted from:

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: •
•

Say:

Ingredients of Resilience: 7 Crucial Cs

- **Contribution**—When youth realize the world is a better place because *they are in it* and contributing to it
- **Coping**—A wide repertoire of positive, adaptive coping strategies
- **Control**—When youth realize they can control the outcomes of their decisions and actions

(Dr. Ken Ginsburg)

Ready, Set, Go!



Slide 8-11: Ingredients of Resilience: 7 Crucial Cs

Content of this slide adapted from:

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: •
•

Say:

Four Steps to Fostering Resilience

- Step One—Always communicate the “resiliency attitude.”
- Step Two—Focus on strengths with same or even greater meticulousness than used in characterizing weaknesses.
- Step Three—Build “Resiliency Wheel/Web” around each child/youth.
- Step Four—A Never Give Up! attitude.

Ready, Set, Go!



Slide 8-12: Four Steps to Fostering Resilience

Content of this slide adapted from: “Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults,” in *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities*, by Nan Henderson, Nancy Sharp-Light, and Bonnie Benard (eds.), San Diego, CA: Resiliency In Action, Inc. 1999. (800-440-5171) www.resiliency.com

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Emphasize key point of discussion as follows.

Say: *The following slides will describe in more detail the four steps to fostering resilience.*

Step One in Fostering Resilience: Always Communicate the “Resiliency Attitude”

- Expressed verbally and nonverbally.
- “I see what is right with you no matter what has happened in the past, no matter what challenges/problems you face right now.”
- How can we communicate the “resiliency attitude” to children and youth we encounter who may be struggling with the deployment of a parent or loved one?

Ready, Set, Go!



Slide 8-13: Step One in Fostering Resilience: Always Communicate the Resiliency Attitude

Content of this slide adapted from: “Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults,” in *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities*, by Nan Henderson, Nancy Sharp-Light, and Bonnie Benard (eds.), San Diego, CA: Resiliency In Action, Inc. 1999. (800-440-5171) www.resiliency.com

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Encourage participants to respond to the following question.

Say: *How can we communicate the “resiliency attitude” effectively to children and youth we encounter who may be struggling with the deployment or reintegration of a parent or loved one?*

Step Two in Fostering Resilience: Focus on strengths with same or even greater meticulousness than used in characterizing weaknesses.

- Honestly acknowledging problems/challenges.
- And...focus more prominently on individual strengths and positive supports! (Reframing)
- How can we build on strengths of children and youth dealing with deployment of parent or loved one?

Ready, Set, Go!



Slide 8-14: Step Two in Fostering Resilience: Focus on Strengths

Content of this slide adapted from: "Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults," in *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities*, by Nan Henderson, Nancy Sharp-Light, and Bonnie Benard (eds.), San Diego, CA: Resiliency In Action, Inc. 1999. (800-440-5171) www.resiliency.com

Materials Needed: N/A

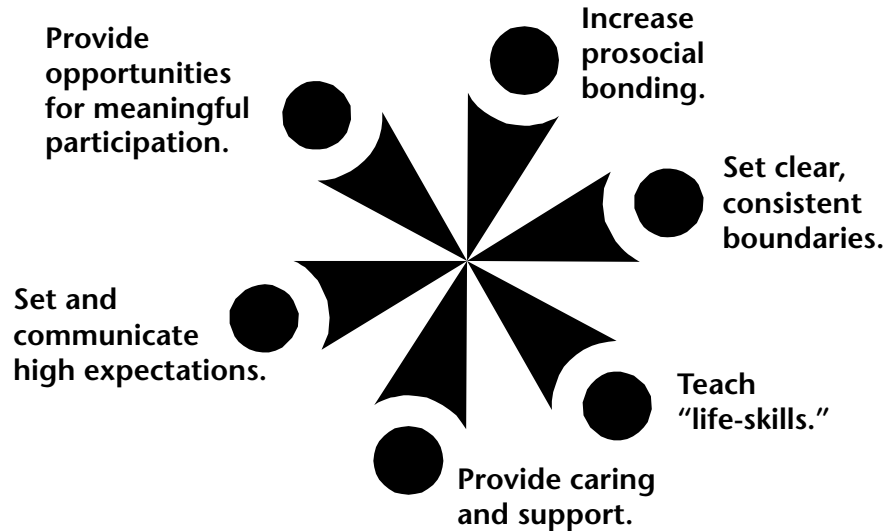
Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Encourage participants to respond to the following question.

Say: *How can we build on the strengths of children and youth dealing with the deployment or reintegration of a parent or loved one?*

Step Three in Fostering Resilience: The Resiliency Wheel



Wheel adapted from the Resiliency Training Program (c) 1977 Nan Henderson and Associates

Slide 8-15: Step Three in Fostering Resilience: The Resiliency Wheel

Content of this slide adapted from: "Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults," in *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities*, by Nan Henderson, Nancy Sharp-Light, and Bonnie Benard (eds.), San Diego, CA: Resiliency In Action, Inc. 1999. (800-440-5171) www.resiliency.com

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Emphasize key point of discussion as follows.

Say: *In a few minutes you will have the opportunity to brainstorm and then share specific examples of how your team can build a resiliency wheel or web around children and youth in your own states, regions, local areas.*

Step Four in Fostering Resilience: Never Give Up! attitude

- Resiliency is a lifespan process that ebbs and flows.
- Resiliency doesn't happen by putting a kid through a program.
- Connection(s) with caring adults with high expectations and who offer opportunities for involvement create resilient children
- How can we present a "Never Give Up!" attitude to children and youth dealing with the deployment of a parent or loved one?

Ready, Set, Go!



Slide 8-16: Step Four in Fostering Resilience: Never Give Up!

Content of this slide adapted from: "Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults," in *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities*, by Nan Henderson, Nancy Sharp-Light, and Bonnie Benard (eds.), San Diego, CA: Resiliency In Action, Inc. 1999. (800-440-5171) www.resiliency.com

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Emphasize key point of discussion as follows.

Say: *Developing just one connection with a caring adult is one of the most critical components to effectively fostering resilience with children and youth.*

- Do:**
- Encourage participants to respond to the following question.

Say: *How can we present a 'Never Give Up!' attitude to children and youth dealing with the deployment of a parent or loved one?*

Discussion Questions

- How can we work together as a team to foster resilience in the lives of children and youth who are dealing with the deployment of a parent or loved one?

How can we...

- Communicate the resiliency attitude?
 - Focus on strengths?
 - Work toward building a wheel/web of support?
 - Demonstrate a never-give-up attitude?
- How can we foster our own resilience as a team to stay enthusiastic and motivated?

Ready, Set, Go!



Slide 8-17: Discussion Questions

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Divide into small groups and have each identify a facilitator to support all participating in conversation.
 - Allow 15–20 minutes (minimum) to discuss questions on slide.
 - Upon completion, process general responses to questions with large group.

Say: *What responses did your group have to the questions presented on the slide?*

- Do:**
- Check for group understanding.

Say: *Are there any final comments or questions on this chapter?*