American Psychological Association

Contact:
- http://www.apa.org and
- http://www.apa.org/practice/programs/campaign/resilience.aspx and

Brief description:
**Resilience for Kids and Teens**
Reading, writing, arithmetic and... resilience? Resilience, the fourth "r," was added to the lesson plans in schools throughout the country when the American Psychological Association launched its Resilience for Kids & Teens campaign. This campaign offers strategies kids can use to bounce-back from life’s everyday problems. Campaign materials for the public include two brochures, *Resilience for Kids & Teens: A Guide for Parents and Teachers* and *Resilience for Teens: Got Bounce?*. In addition, APA is offering specially designed a *Resilience for Kids and Teens Toolkit* for all APA members to help psychologists deliver the resilience message to the public.

Building resilience -- the ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress -- can help our children manage stress and feelings of anxiety and uncertainty. However, being resilient does not mean that children won't experience difficulty or distress. Emotional pain and sadness are common when we have suffered major trauma or personal loss, or even when we hear of someone else's loss or trauma.

Fishful Thinking

Contact: [http://www.fishfulthinking.com/Resilience/Activities](http://www.fishfulthinking.com/Resilience/Activities)

Brief description:
The *Pepperidge Farm® Goldfish®* brand continues its commitment to healthy lifestyles by partnering with Positive Psychology leader and mother of four, Dr. Karen Reivich, to create *Fishful Thinking℠*. *Fishful Thinking℠* is a program for parents that helps them to raise children who have a positive attitude and can confidently tackle life's challenges.

Fishful Thinking allows parents to:
- talk with kids about how to deal with the ups and downs of life
- teach effective problem-solving techniques to help kids grow with a feeling of competence
- help kids develop an optimistic attitude that allows them to move past setbacks and obstacles
- help kids to develop their confidence and reach their full potential
- empower themselves to develop positive communication with their children and practice the skills with their kids using fun, easy activities
- connect with other parents to find solutions that help develop happier, healthier, more resilient children.

Resilience is the ability to **bounce back** from setbacks, **learn** from failure, be motivated by **challenges** and believe in your own **abilities** to deal with the stress and difficulties in life. Resilience is critical to a child’s overall success in life and happiness. All children need resilience and, fortunately, it **can be learned.** *Fishful Thinking℠* shows parents how to talk to their children in ways that build their ability to **thrive** no matter what life puts in their path.
Games for Educators . . .because fun matters!

Contact information:  http://www.g4ed.com/

Brief description;
Website provides articles, newsletters, games and other links for use in the classroom. A sample article:  **Shyness in Children by Sarah Itzhaki & Patrick Matthews**  

---

NEAHIN - National Education Association/Health Information Network

Contact:  http://www.neahin.org/

Brief description:
Provides NEA members with information, education and training on mental health issues. Some examples of resources include:  **Resiliency Activity Book for Grades K-5.**  The activity book provides techniques for teaching resiliency. Resilience training package,  **Embracing Resilience in an At Risk World,** is available as a self-directed, interactive, multimedial training for school personnel to promote resiliency with students and staff.

---

Resiliency in Action

Contact information:
•  www.resiliency.com
•  800-440-5171

Brief description:
Website provides resources on books and pamphlets, a resiliency blog, training, articles and free newsletters. Resiliency quiz is also available.
Features:  Nan Henderson, M.S.W. president of Resiliency in Action and author of Resiliency in Action.

---

TedTalks focused on Positivity, Resilience, Stress Management


https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

https://www.ted.com/talks/martin_seligman_on_the_state_of_psychology
Devereux Student Strengths Assessment Scale (DESSA)

Contact information:
- 1-800-334-2014
- [www.k.5kaplan.com](http://www.k.5kaplan.com) or Dr. Jim Koller ([KollerJ@missouri.edu](mailto:KollerJ@missouri.edu))

Brief description:
1. The instrument is pre-K through 8th grade
2. It has been psychometrically validated.
3. It is a measure of behaviors related to resilience, social-emotional competence and school success.
4. It is well founded on evidence based research.
5. It is based entirely on identifying student social-emotional STRENGTHS in order to predict long term behavioral consequences.
6. In addition, it is designed with suggested accommodation strategies for school based personnel to follow and assess progress.
7. It assesses competencies including self-awareness, social-awareness, self management, goal directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.
8. The DESSA is accompanied by a full range assessment battery, as well as four 8-question screening instruments, measures of progress through the school year, and suggested strategies for intervention.

Building resilient students


Brief description:
This textbook provides an [Asset Checklist](http://www.k.5kaplan.com) found on page 38.
There is also a [Checklist for Assessing Students’ Multiple Intelligences](http://www.k.5kaplan.com) found on page 173.
The 8 intelligences:
- Verbal and linguistic
- Logical-mathematical
- Spatial
- Bodily and kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist

NEAHIN - National Education Association/Health Information Network

Contact: [http://www.neahin.org/](http://www.neahin.org/)

Brief description:

This assessment is intended for school personnel to rate their resiliency and stress.
Embrace the future – resilient Kids

Contact: http://www.embracetthefuture.org.au/kids/

Brief description:
The Mental Health Foundation Australia (MHFA) has developed a project called Embrace the Future to educate young people in strategies and skills which will promote and help maintain resiliency and positive mental health. Using Roofi the Resilient Roo (kangaroo), student can take the resiliency quiz. The website helps kids learn how to be more resilient - meaning how to be happier, stronger and more confident. The website helps kids deal with bullies, think positively and how to make friends. There is also a “Pop the bad thoughts” game.

Example from website:

Resiliency in Action - The Resiliency Quiz

Contact information:
- www.resiliecy.com
- Phone: 800-440-5171
- Nan Henderson, M.S.W., is an international trainer on how to help yourself, your children, or others you care about become more resilient. She speaks to educators, parent and community groups, and to youth on a variety of topics connected to resiliency. She is also the President of Resiliency In Action, Inc., and the author/editor of five books on the topic of fostering resiliency. She can be contacted at nhenderson@resiliency.com
PART ONE:

Do you have the conditions in your life that research shows help people to be resilient?

People bounce back from tragedy, trauma, risks, and stress by having the following conditions in their lives. The more times you answer yes (below), the greater the chances you can bounce back from your life's problems "with more power and more smarts."

And doing that is one of the surest ways to increase your self-esteem.

Answer yes or no to the following. Then celebrate your "yes" answers and decide how you can change your "no " answers to "yes."

1. Caring and Support
   - I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are "there for me."
   - I am involved in a school, work, faith, or other group where I feel cared for and valued.
   - I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

2. High Expectations for Success
   - I have several people in my life who let me know they believe in my ability to succeed.
   - I get the message "You can succeed," at my work or school.
   - I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals—even when I encounter difficulties.

3. Opportunities for Meaningful Participation
   - My voice (opinion) and choice (what I want) is heard and valued in my close personal relationships.
   - My opinions and ideas are listened to and respected at my work or school.
   - I provide service through volunteering to help others or a cause in my community, faith organization, or school.
4. Positive Bonds

_____ I am involved in one or more positive after-work or after-school hobbies or activities.
_____ I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.
_____ I feel "close to" most people at my work or school.

5. Clear and Consistent Boundaries

_____ Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).
_____ I experience clear, consistent expectations and rules at my work or in my school.
_____ I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying "no" when I need to.

6. Life Skills

_____ I have (and use) good listening, honest communication, and healthy conflict resolution skills.
_____ I have the training and skills I need to do my job well, or all the skills I need to do well in school.
_____ I know how to set a goal and take the steps to achieve it.

PART TWO:

People also successfully overcome life difficulties by drawing upon internal qualities that research has shown are particularly helpful when encountering a crisis, major stressor, or trauma.

The following list can be thought of as a "personal resiliency builder" menu. No one has everything on this list. When "the going gets tough" you probably have three or four of these qualities that you use most naturally and most often.

It is helpful to know which are your primary resiliency builders; how have you used them in the past; and how can you use them to overcome the present challenges in your life.

You can also decide to add one or two of these to your "resiliency-builder" menu, if you think they would be useful for you.
PERSONAL RESILIENCY BUILDERS
Individual Qualities that Facilitate Resiliency

Put a + by the top three or four resiliency builders you use most often. Ask yourself how you have used these in the past or currently use them. Think of how you can best apply these resiliency builders to current life problems, crisis, or stressors.

(Optional) You can then put a check by one or two resiliency builders you think you should add to your personal repertoire.

[ ] Relationships - Sociability/ability to be a friend/ability to form positive relationships
[ ] Humor - Has a good sense of humor
[ ] Inner Direction - Bases choices/decisions on internal evaluation (internal locus of control)
[ ] Perceptiveness - Insightful understanding of people and situations
[ ] Independence - "Adaptive" distancing from unhealthy people and situations/autonomy
[ ] Positive View of Personal Future - Optimism, expects a positive future
[ ] Flexibility - Can adjust to change; can bend as necessary to positively cope with situations
[ ] Love of Learning - Capacity for and connection to learning
[ ] Self-motivation - Internal initiative and positive motivation from within
[ ] Competence - Is "good at something"/personal competence
[ ] Self-Worth - Feelings of self-worth and self-confidence
[ ] Spirituality - Personal faith in something greater
[ ] Perseverance - Keeps on despite difficulty; doesn't give up
[ ] Creativity - Expresses self through artistic endeavor

You Can Best Help Yourself or Someone Else Be More Resilient by...

1. Communicating the Resiliency Attitude: "What is right with you is more powerful than anything that is wrong with you."

2. Focusing on the person's strengths more than problems and weaknesses, and asking "How can these strengths be used to overcome problems?" One way to do this is to help yourself or another identify and best utilize top personal resiliency builders listed in The Resiliency Quiz Part Two.

3. Providing for yourself or another the conditions listed in The Resiliency Quiz Part One.

4. Having patience... successfully bouncing back from a significant trauma or crisis takes time.
Mizzou Online Classes

MU Direct (www.MUdirect.missouri.edu)
• Online, semester based, interactive with instructor and students.

ESC PS 8087 Seminar: Building Resiliency and Optimism in Children and Adolescents (spring)
Credits: 3
Brief description:
This graduate-level course is designed to allow students an opportunity to examine in depth risk and resiliency processes during childhood and adolescence. It focuses on defining resilience; examining sources of risk and protection within families, schools, and communities; and examining prevention programs targeting early childhood, middle childhood, and adolescence. Discussion will also cover promotion of one's own resilience and well-being. Special topics will include strengths-based models of resiliency, resilience and family difficulties, violence and maltreatment, poverty, dropout, and school- and community-based prevention and intervention.

ESC PS 8087 Seminar: Wellness Management for School Personnel (summer)
Credits: 3
Brief description:
The current climate in schools places considerable demands on teachers and other school personnel. Often, those working in schools find themselves under enormous stress and pressure. In this course, school personnel will examine a variety of topics related to both identifying and effectively dealing with these pressures. Topics include communication skills, dealing with challenging individuals in the school system, recognizing and effectively managing stress, and recognizing burnout and re-energizing. The course will provide an overview of the research on these topics, as well as numerous effective strategies to deal with these pressures. Students in the course will have opportunities to apply learned strategies to real-life situations in the schools.

Center for Distance and Independent Study (www.cdis.missouri.edu)
• Online independent study.

ESC PS 7087 Seminar: Youth Violence and Bullying: Prevention and Reduction
Credits: 3
Brief description:
This course will allow you to become familiar with the major perspectives on violence in schools. The course will also present effective strategies for violence prevention both within the school and in collaboration with the community at large. In addition, you will be encouraged to apply the course concepts to your own life and work environment.

ESC PS 8087 Seminar: Building Resiliency and Optimism in Children and Adolescents
Credits: 3
Brief description:
Why is it that when faced with adverse circumstances, some students are able to bounce back whereas others seem to struggle with even the smallest of challenges? Some students are simply more resilient than others. Resilience has been connected to important life outcomes that include academic as well as social and emotional success, and resiliency is a trait that can and should be fostered in schools. The purpose of this course is to give you the information and resources you need to create a resilient classroom, one that promotes the development of resilience in each of your students.
ESC PS 8087 Seminar: Child and Adolescent Mental Health
Credit: 3
Brief Description:
The course investigates specific aberrations of normal development that impact children and their families in their home, school, and community. The content will include definitions of childhood psychiatric disorders, prevalence, gender, co-morbidity, developmental course, and intervention. The course also includes applications of intervention and prevention, with a focus on a multidisciplinary team approach involving teachers, counselors, school nurses, school psychologists, social workers, families, and outside providers. A particular emphasis will center on working with families and school personnel to promote wellness in children and adolescents.

ESC PS 8087 Seminar: Suicide Prevention for Educational Professionals
Credits: 3
Brief Description:
This course is designed to dispel commonly held misconceptions about suicide, increase awareness of the prevalence and impact of suicide, and increase knowledge of the multiple factors that contribute to suicides. After completing this course, students should be better equipped to identify individuals who may be showing warning signs associated with suicide, to understand risk factors associated with suicide, to respond to suicide crises, and, most importantly, to prevent suicides from occurring in the first place.
Building Resilient Students: Integrating Resiliency Into What You Already Know and Do


Brief description: This book provides suggested ways to implement the resiliency wheel in the classroom with regard to:

- Character building
- Multiple intelligences
- Emotional intelligence
- Service learning
- Violence prevention

Resilient Classrooms: Creating Healthy Environments for Learning


Brief description: This book describes characteristics of a resilient classroom taking into account: academic efficacy; behavioral self-control, academic self-determination, effective teacher-student relationship, effective peer relationships and effective home-school relationships. Assessing the resilience of the classroom, systems of change, planning & decision making (with student input), implementation and evaluating the impact on students is covered. Examples are provided.

Fostering Emotional Well-Being in the Classroom


Brief description: This book is designed to help teachers make a positive impact on the lives of young people. It provides up-to-date and comprehensive coverage of the critical issues affecting the well-being of youth. The text exposes readers to myriad potential problems that can leave a teacher feeling overwhelmed at the prospect of meeting so many needs. The text offers specific tools and skills to address the myriad problems facing youth and equips teachers with ideas for dealing with them. The book features topics like creating an emotionally healthy classroom, skills for emotional well-being, dealing with stress, etc.