

RESILIENCE BUILDING

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Presentation

- In this presentation there are links to short videos which I would strongly recommend you watch but as the internet is not always available I have included additional slides to explain the principles covered in the videos.

What is Resilience?

- On the small piece of paper please write your definition of resilience in under 10 words

- Why am I raising this essential skill?
- Skill for life
- Change is certain
- Promotes and supports well-being
- Not just for young people with additional support needs but for all of us

Schools have changed





Society has changed



Coping with Change - Protect or Upskill?

- Protect – natural, necessary but long-term?
- Building Resilience

The Learning Pit

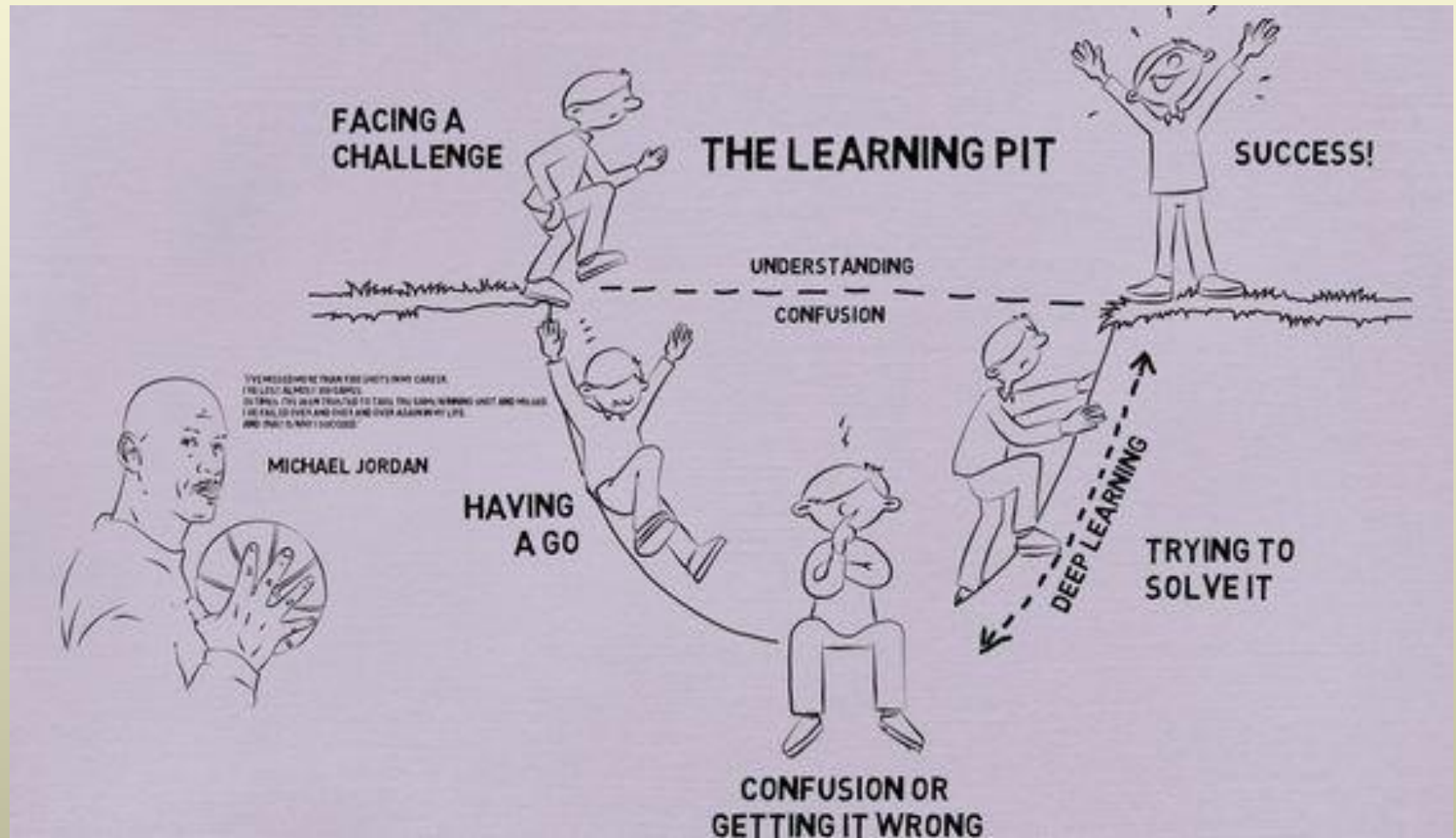
“What is the Learning Pit? The Learning Pit or the learning challenge is used globally to advocate challenge, a growth mindset, and dialogue. The learning pit supports teachers, teaching assistants and others who want to help their student's personal development.”

- <https://www.bing.com/videos/search?q=video+clip+of+the+learning+pit&view=detail&mid=3D299B9225C3D59343793D299B9225C3D5934379&FORM=VIRE>
- Further information is available on
- <https://www.jamesnottingham.co.uk/learning-pit>
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The Learning Pit



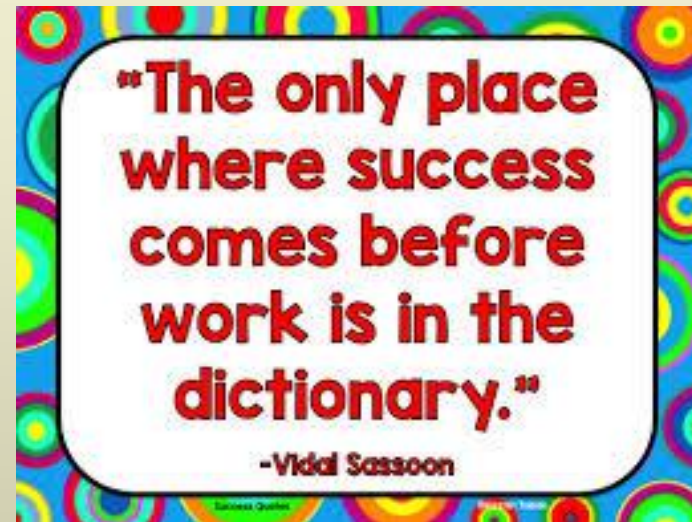
The Learning Pit



Learning Pit at Home

- If we protect what happens in the learning pit situation?
- We build a bridge
- Disadvantages –
- We do the work
- Resilience remains undeveloped
- We can do this to avoid conflict
- We miss a /life skill/learning opportunity

Open or closed mind ?



- Consider this: closed-minded people would never consider that they could actually be closed-minded

Closed or Open?

- These are some examples to consider at an adult level
- Challenging Ideas – Closed mind people are more frustrated by not getting others to agree than in wondering why others don't understand them. Open minded people are more interested in why there is a disagreement
- Questions v. Statements - Closed-minded people are more likely to make statements than ask questions. Open-minded people genuinely believe they could be wrong; the questions that they ask are genuine
- Understanding -Closed-minded people focus much more on being understood than on understanding others. Open-minded people feel compelled to see things through others' eyes.
- I might be wrong but – closed mind approach as they go on and give their opinion. Open-minded people know when to make statements and when to ask questions.

Which one are you? Which helps build resilience?

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

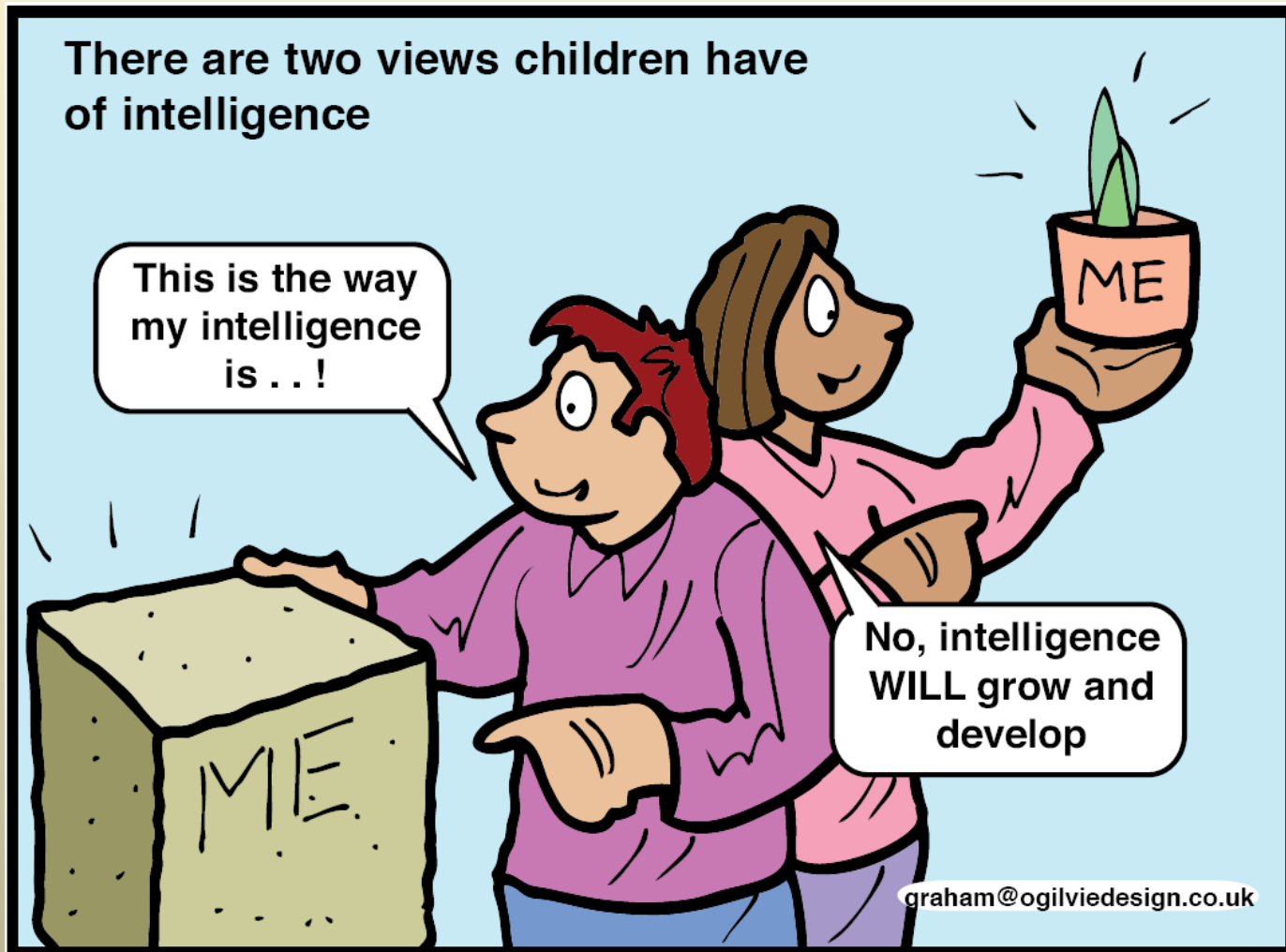
Brain Plasticity

Key message:

- We can change our brain structures
- The brain is like a muscle
- The more learning challenges you, the more your brain cells grow and multiply



Two beliefs about skills/abilities



Growth Mind-set – Skill/Ability is a potential to be developed



Growth Mind-set



Beliefs:

Character / intelligence /
talents are malleable

Learning requires hard work
and effort

All individuals can learn and
improve

We cannot measure a
person's potential

The impact of language on mindset

https://www.youtube.com/watch?v=NWv1VdDeoRY&feature=player_detailpage

Effect of Praise

- You have two minutes to draw your house
- When you have finished fold your arms please.
- How did you feel about the praise you received?

Effect of Language

- Praised for Intelligence
- Increased fear of failure
- Praised for Effort
- Feels valued for what they are contributing
- Carol Dweck

Learning and Teaching

“If a child doesn’t know how to read, we teach”

“If a child doesn’t know how to play badminton, we teach”

“If a child doesn’t know how to multiply, we teach”

“If a child doesn’t know how to behave, we

.....teach?punish?”

Do we say “Why can’t you learn to behave?”

Or do we use restorative practice?

What does Restorative Practice look like?

- <https://www.youtube.com/watch?v=JfiGiA2bpoY>

Why use Restorative Practice?

- Not a blame culture
- Reflective discussion/summary
- Both/all sides heard
- How could you do things differently next time
- Supports social skills
- Sorry – important for it to be clear what someone is saying sorry for – word “sorry” on its own not sufficient

Challenge Change or Change the Challenge?

- Is there anything else we can do to support your child be more resilient?
- Let them see you fail
- Model your thinking aloud
- Let your young people teach you
- Back chaining
- Use pictures/photos

Excellent!

- What do we mean when we say this?
- Where can you go from this?
- The importance of the word “Yet”

Definition of Resilience

“Resilience is the ability to steer through serious life challenges and find ways to bounce back and to thrive.”

Building Resilience in Young Children Booklet for parents of children from birth to six years

| www.healthnexus.ca | www.beststart.org

Resilience Building Summary

- It is OK to fail
- Growth Mindset
- Model your thinking
- How we praise – the impact of language
- Resilience comes from achieving and building skills not from being told you are wonderful
- Don't always protect and build the bridge over The Learning Pit
- The importance of the word "Yet!"
- Not just for a few young people but elements for all



To help move things on

- Write a family definition of resilience
- If now is the right time write a definition of resilience suitable for your family on a post-it note and take it home as a wee reminder.
- My definition is two words – Bounce-back Skill

- Thank you for your attention and contributions this evening – your effort is appreciated!