

# Fostering Resilience and Growth Mindset

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Presenter:

Alawan 'Alli' Thomas

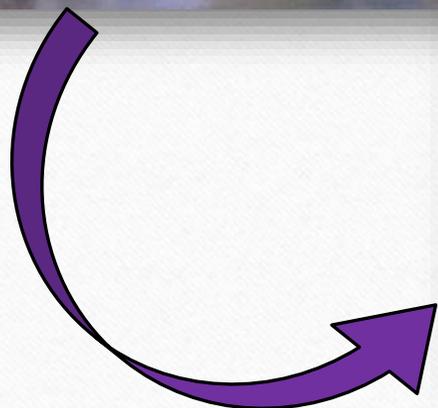
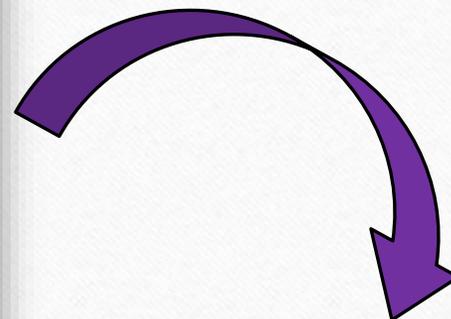
Educational Specialist - TJJD



# Welcome!

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- This webinar is approximately 75 minutes, 60 minute presentation with a 15 minute Q&A session at the end.
- We will have a 5 minute break midway through the webinar.
- Please type your questions or comments in the chat.





put down  
escape  
castigate  
withdraw  
downcast  
constrict  
cut down  
insult  
beat up  
gloat  
deflect  
bully

disappear  
dominate  
go numb  
deflate  
go away  
shrink  
belittle  
lose it  
disappear  
boast

shut down  
sag  
collapse  
dominate  
hide  
contract  
attack  
escape  
hide

withdraw  
deflect  
go numb  
shut down  
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droop  
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lose it  
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shut down  
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sag  
hide

## **GUILT vs. SHAME**

**Guilt:**  
**Feeling bad about your behavior**

**Shame:**  
**Feeling bad about yourself**

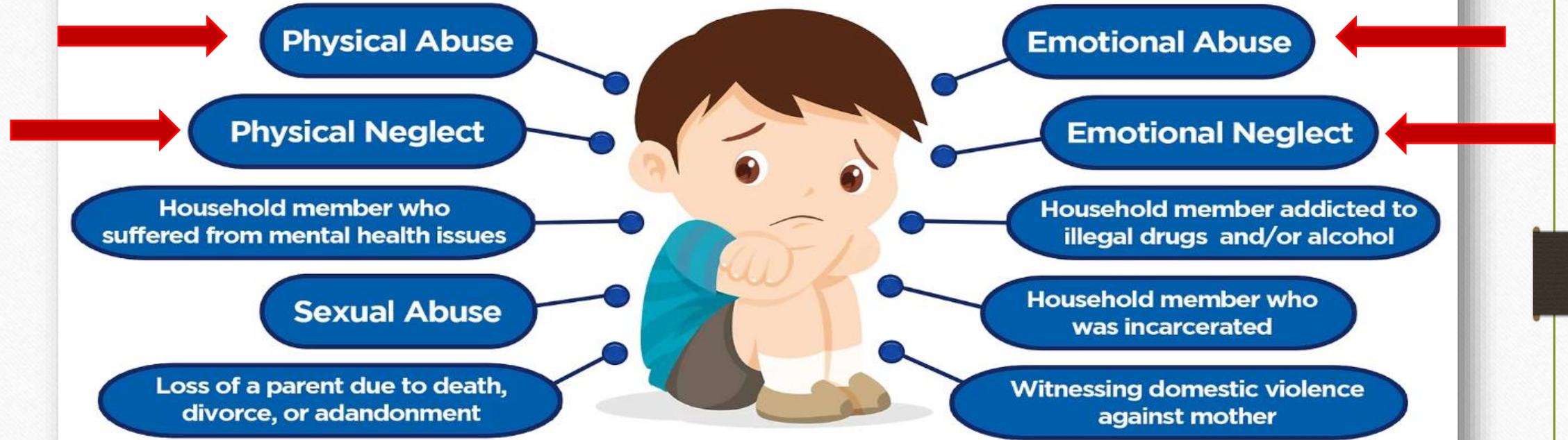


SHAME:  
"I **AM** A  
MISTAKE"

GUILT:  
I **MADE** A  
MISTAKE



# ADVERSE CHILDHOOD EXPERIENCES INCLUDE:



## ADVERSE CHILDHOOD EXPERIENCES HAVE BEEN LINKED TO:



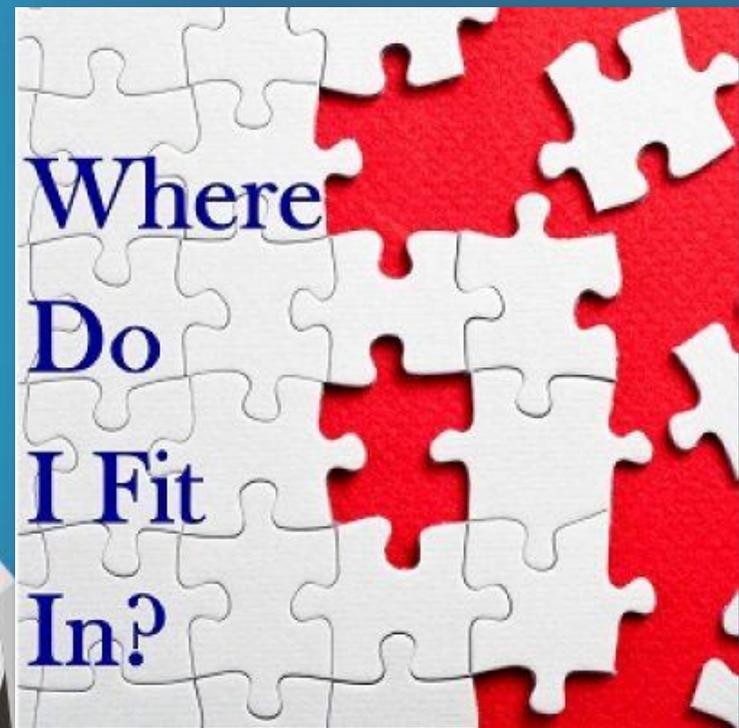
## Adverse Childhood Experiences (ACE) 10-Question Survey

### PRIOR TO YOUR 18th BIRTHDAY:

1. Did a parent or other adult in the household **often or very often**...  
Swear at you, insult you, put you down, or humiliate you? OR  
Act in a way that made you afraid that you might be physically hurt? **If YES, enter 1\_\_\_\_\_**
2. Did a parent or other adult in the household **often or very often**...  
Push, grab, slap, or throw something at you? OR  
**Ever** hit you so hard that you had marks or were injured? **If YES, enter 1\_\_\_\_\_**
3. Did an adult or person at least 5 years older than you **ever**...  
Touch or fondle you or have you touch their body in a sexual way? OR  
Attempt or actually have oral, anal, or vaginal intercourse with you? **If YES, enter 1\_\_\_\_\_**
4. Did you **often or very often** feel that...  
No one in your family loved you or thought you were important or special? OR  
Your family didn't look out for each other, feel close to each other,  
or support each other? **If YES, enter 1\_\_\_\_\_**
5. Did you **often or very often** feel that...  
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? OR  
Your parents were too drunk or high to take care of you or  
take you to the doctor if you needed it? **If YES, enter 1\_\_\_\_\_**
6. Was a biological parent **ever** lost to you through divorce, abandonment,  
or other reason? **If YES, enter 1\_\_\_\_\_**
7. Was your mother or stepmother:  
**Often or very often** pushed, grabbed, slapped, or had something thrown at her? OR  
**Sometimes, often, or very often** kicked, bitten, hit with a fist, or hit with something hard?  
OR  
**Ever** repeatedly hit over at least a few minutes or threatened  
with a gun or knife? **If YES, enter 1\_\_\_\_\_**
8. Did you live with anyone who was a problem drinker or alcoholic or  
who used street drugs? **If YES, enter 1\_\_\_\_\_**
9. Was a household member depressed or mentally ill or did a household  
member attempt suicide? **If YES, enter 1\_\_\_\_\_**
10. Did a household member go to prison? **If YES, enter 1\_\_\_\_\_**







Where  
Do  
I Fit  
In?



When you  
connect to the  
heart of a child,  
everything is  
possible.

- Dr. Karyn Purvis -

# Dr. Karyn Purvis

## TBRI

- Stay Calm: No matter what
- See the Need: Behind the behavior
  - Meet the Need: Find a way
- Don't Quit: If not you, then who?

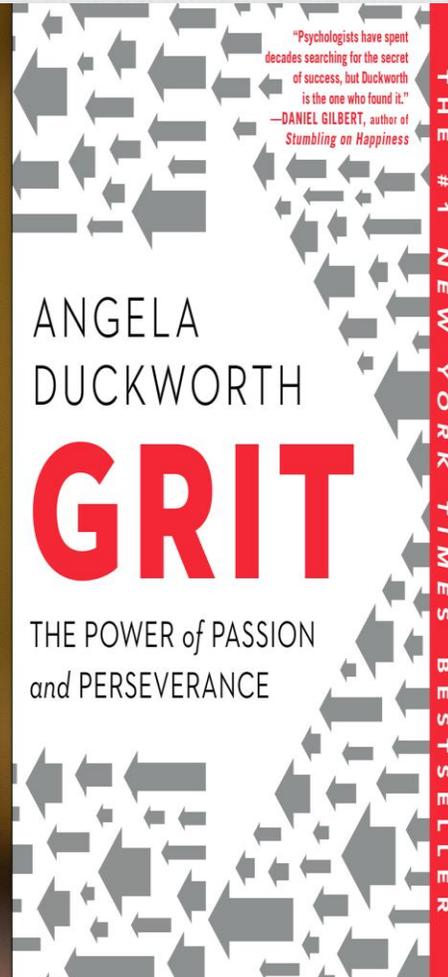


Shame resilience  
is the ability to  
practice **authenticity**  
when we experience  
shame ... Shame  
resilience is about  
moving from  
shame to **empathy**  
- the real **antidote**  
to shame.

Brené Brown, 'Daring Greatly'

ME TOO





“It is therefore the responsibility of the classroom teacher or school or community to make sure that kids understand that when they don’t want to do something that’s hard, when they don’t want to do something that will maybe not work out, and when they don’t want to quit things, that the first and most important thing is start from understanding and accepting that that is part of the struggle.”

# What Trauma Taught Me About Resilience

## Charles Hunt

- Can you see your students in Charles?
- How many ACEs can you count for Charles?
- Think about the connection of his trauma and shame.

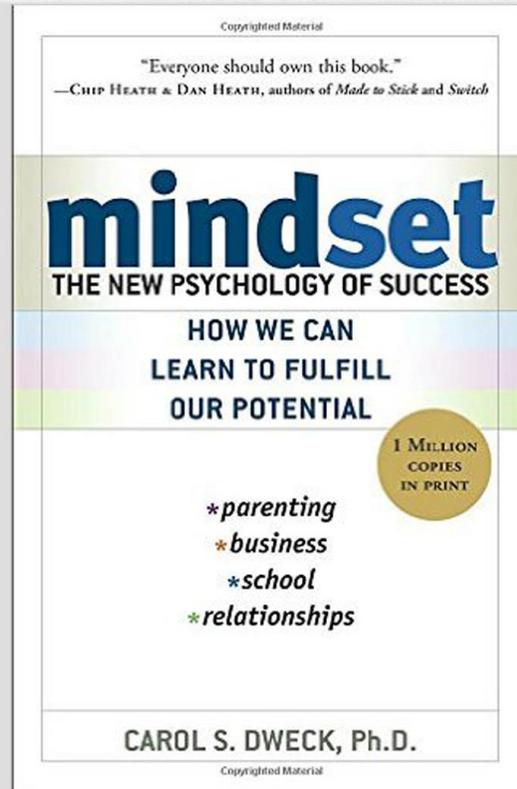


**KEEP  
CALM  
AND TAKE A  
5 MINUTE  
BREAK**

KeepCalmAndPosters.com

KeepCalmAndPosters.com

BREAK



With the right mindset and the right teaching, people are capable of a lot more than we think.

~ Author: Carol S. Dweck

„Failure is the  
limit of my abilities“

# FIXED MINDSET

„I'm either good at it or I'm not“

„My abilities are unchanging“

„I don't like to be challenged“

„I can either do it,  
or I can't“

„My potential is predetermined“

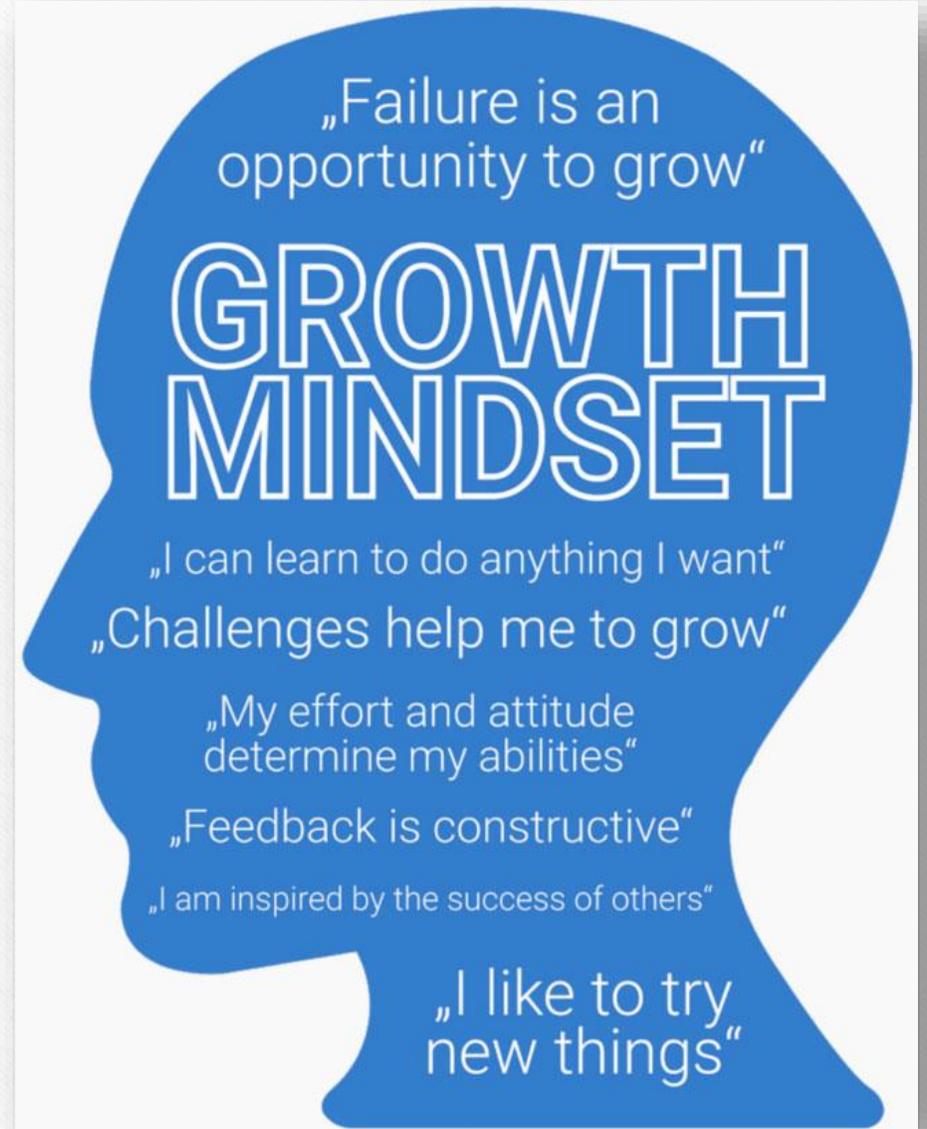
„When I'm frustrated,  
I give up“

„Feedback and criticism  
are personal“

„I stick to what I know“

**Individuals  
with a fixed  
mindset seek  
to *validate*  
themselves.**

**Individuals  
with a growth  
mindset focus  
on developing  
themselves.**



# 6 Ways Educators Can Instill A Growth Mindset

## **Avoid praising intelligence and sheer effort.**

*Do this:*

Great Job! The study plan you made helped a lot. You should make another for the next test.

*Not that:*

Great job! You're so smart!

## **Use diverse teaching strategies.**

According to Dweck, exposing students to different instructional methods and strategies will help build a repertoire of learning skills to handle diverse challenges.

## **Teach the values of challenges.**

Dweck recommends teaching about the effect on the brain when people push through their comfort zones to grasp difficult concepts. The neurons form stronger connections, leading to improved intelligence over time. Therefore, effort and difficulty are paths, not roadblocks, to becoming smarter.

## **Encourage students to expand their answers.**

This demonstrates a core aspect of growth mindset — subject matter expertise isn't inherent, but developed. As you encourage students to elaborate on their thoughts and responses, they should improve understanding of subject matter and clearly see the values of effort and critical thinking.

## **Teach the power of “yet.”**

The word “yet” can change disparaging sentences into positive ones, promoting growth. This linguistic trick works especially well with sentences that include “can't” or “don't,” because it reverses the negative connotation.

*Try it for yourself:*

I can't do long division....

I don't understand the concept of persuasive writing....

## **Help students change their language.**

*Fixed mindset:*

I made another mistake.

*Growth mindset:*

Just another chance to learn.

# How to Change a Fixed Mindset

- What can I learn from this?
  - What steps can I take to help me succeed?
  - Do I know the outcome or goal I'm after?
- What information can I gather? And from where?
  - Where can I get constructive feedback?
- If I had a plan to be successful at [blank], what might it look like?
  - When will I follow through on my plan?
  - Where will I follow through on my plan?
  - How will I follow through on my plan?
    - What did I learn today?
  - What mistake did I make that taught me something?
- Is my current learning strategy working? If not, how can I change it?
  - What did I try hard at today?
- What habits must I develop to continue the gains I've achieved?

# What is resilience?

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re·sil·ience  
/rə'zilyəns/

*noun*

1. the capacity to recover quickly from difficulties; toughness.  
"the often remarkable resilience of so many British institutions"
2. the ability of a substance or object to spring back into shape; elasticity.  
"nylon is excellent in wearability and resilience"

**Psychologists define resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems, or workplace and financial stressors.**

# How to foster Resilience

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There are two distinct approaches to building resilience in students:

- Everyday strategies - incorporated into routine practice and service delivery and are designed to be used whenever an appropriate opportunity arises
- Structured resilience interventions - require intervention-specific training, are often accompanied by a guide or manual, and are delivered over a specific period of time.

**In an alternative school setting, we only have a short amount of time with our students, so today we are only going to discuss samples of everyday strategies to building resilience. I have a really good resource for structured resilience interventions, and if you are interested, send me an email and I will be more than happy to share it with you. This is something that you can use during your SEL time.**

## 5 Everyday Strategies to Building Resilience

### **Remind students that it's OK for them to ask for support.**

Brainstorm with them about where and who they can go to when they need support.

### **Explain to students that facing challenges in life can be useful.**

With fidelity, remind students that challenges help us grow as a person and give us knowledge and skills that make us better prepared the next time something challenges us.

### **Provide students with opportunities to practice empathy.**

Define empathy, and allow students to give examples of a time when they demonstrated empathy for another person. Brainstorm with students about how they can support their friends during a challenging time.

### **Foster a sense of belonging and mastery.**

Children of trauma need to feel they're good at something. Find opportunities to allow students to set and achieve goals. Assign jobs in the classroom that they can do well, or encourage them to be a peer helper to someone else. Set them up to succeed, and provide them with experiences that allow them to feel their sense of worth through concrete tasks.

### **Embrace a strength-based perspective.**

Being strength based means you are focusing on the student's capabilities and not their deficits. The strength-based paradigm offers a different language to describe the student's and family's difficulties and struggles.

Check the things on the list that worry you and write your plan:

- My Worry List:**
- Myself
  - My Family
  - My Friends
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- My School
- My Neighborhood

One-Minute Resilience Building Interventions for Traumatized Children and Adolescents

## WORRY

### My Biggest Worries

#### Directions:

**Part 1** Do any of the things on this list worry you? If so, put a checkmark in the box. If there are things you worry about that are not on this list, write them in next to "Other." What worries you most about what you checked?

- Myself?
- My Family?
- My Friends?
- My School?
- My Neighborhood?
- Other?
- Other?

**Part 2** Sometimes when we worry about things, it helps if we have a plan about what to do if the things we worry about really happen. Let's brainstorm to see if we can come up with a plan for each of the items that you checked. Then we can write down the plan.

#### Reframing:

Now you have identified what worries you the most and why. The first step in helping ease your worry is knowing exactly what you are worried about. You also came up with a plan for what to do if your worry comes true. Now, you can worry less because you have a plan!

This is what everyone knows about me:



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is what no

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is what no one knows about

One-Minute Resilience Building Interventions for Traumatized Children and Adolescents

## WORRY

### Iceberg

#### Directions:

Ask the adolescent to fill in the lines next to the Iceberg.

#### Reframing:

Everyone has things about them that many people know, and then there are the things that only our best friends know, and even some things that no one knows! That is okay. Some things are meant to remain private. But, if those things begin to bother you, it often helps to talk to someone you can trust. Instead of keeping a secret inside that is bothering you, getting it out, even to one person can give you a sense of relief. Many times you'll find that you aren't the only one who has that secret.

**Themes:**

**Safety, Worry, Hurt, Fear, Anger,  
Relaxation, and Survivor**

**Ages:**

**3-5, 6-12, 13-18**

# Dr. Thomas J Stanley

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Dr. Thomas J. Stanley was America's foremost authority on the affluent, a respected researcher, advisor, and author of several highly regarded, award winning books on America's wealthy population. In his book *The Millionaire Mind*, Dr. Stanley states:

*Unfortunately, counselors rarely tell students that 90 percent of the variation in leadership performance is not explained by standardized intelligence measures. How many kids gave up on themselves early in the game of life because they did poorly in school or ranked low on the SAT totem pole? Perhaps they should be told, "You still have a chance. You may have to work harder, but you may also have the ability to lead other people." It is the hope that they can succeed that motivates people do so. Take away hope and what's left is one more economic dropout or a marginally productive person. If you have leadership qualities and tenacity you may eventually outpace all the whiz kids in your class. That is exactly what many millionaire respondents have actually accomplished.*

**Every child needs at least  
one adult who is irrationally  
crazy about him or her.**

Urie Bronfenbrenner

“ quote fancy

# Fostering Connections

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Kathryn Hart

Director of Professional Training & Coaching and Senior Trainer with Starr Commonwealth

Starr Commonwealth is an organization that focuses on healing trauma and resetting resilience in youth. Their motto is, “Driven to Heal.”

**What was your takeaway from the video?**

# YOU are the secret sauce!

**School connectedness is a protective factor, and is the #1 way to build resilience in students.  
Every interaction YOU have with a student matters.**

Examples of how to provide positive interactions:

- Praise their efforts (You worked really hard on that one!)
- Appreciation for assignments turned in or work completed (Thank you for getting your homework turned in – great work!)
- Acknowledgement of character strengths (That took a lot of courage to try that difficult questions.)
- Positive greetings (Good morning, we missed you yesterday and I'm happy you're feeling better today!)
- Gratitude for good behavior (Thank you so much for helping clear up the paper scraps.)
- Take a moment to check in with a student (How is your family?)
- Inquiring about hobbies, interests, or jobs (I heard you had a baseball game yesterday, how did it go?)
- Smile or give friendly gestures like a fist bump or wave

# Dr. Rita Pierson

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Dr. Rita Pierson was an educator for more than 40 years, serving as a teacher, special education teacher, counselor, assistant principal, director, testing coordinator, and consultant. She is probably best remembered for her inspirational advocacy that positive human connection (relationship) is the key to education.



# Thank you!

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Alawan 'Alli' Thomas

Educational Specialist – TJJD

[alawan.thomas@tjtd.texas.gov](mailto:alawan.thomas@tjtd.texas.gov)

# References

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- Links to videos:
  - Charles Hunt - [https://www.youtube.com/watch?v=3qELiw\\_1Ddg](https://www.youtube.com/watch?v=3qELiw_1Ddg)
  - Kathryn Hart - <https://www.youtube.com/watch?v=aolhGBNqpMg>
  - Dr. Rita Pierson - <https://www.youtube.com/watch?v=SFnMTHhKdkw&t=41s>
- Starr Commonwealth – 10 Steps to Create a Trauma-Informed Resilient School: <https://starr.org/>