WS1 Handout 1:
Developing Resilience and School Connectedness

Cultivate Internal Resilience	Cultivate External Resilience
• Promote active or (approach-oriented) coping styles • Promote student mental health • Teach students how to better regulate emotions • Develop problem-solving skills • Foster academic self-determination and feelings of competence • Promote self-confidence and self-esteem • Promote internal locus of control • Validate the importance of faith and belief systems • Nurture positive emotions	• Support families • Foster positive parent–school relationships • Facilitate peer relationships • Provide access to positive adult role models • Provide a caring, supportive learning environment • Encourage volunteerism • Teach peace-building skills • Ensure connections with prosocial institutions

Note. From Brock et al. (2009)

What Schools Can Do to Promote Resilience and School Connectedness

Support Caring Relationships
- Have all staff members make personal contact with students and offer one-to-one time. Students should feel that adults are available and that there is an open-door policy.
- Create focus groups or professional learning communities for teachers. Provide teachers with time for planning, decision making, and collaboration.
- Provide new teachers with mentors and participation in beginning teacher programs.
- Create student focus groups and include student participation on safe schools planning committees.
- Create mentoring opportunities for students.

Promote High Expectations
- Use discipline in a manner that does not punish or isolate but holds students accountable.
- Focus assessment in a way that supports multiple intelligence and fosters self-reflection
- Include workability activities that include exploration or visits to colleges.
- Provide training to staff on resilience, youth development, and approaches to changing views about certain student groups.
- Group students heterogeneously.
- Provide thematic, experiential, and challenging curriculum.

Foster Meaningful Participation
- Allow students to help create rules and procedures.
- Encourage critical thinking and elicit student opinions on issues.
- Use restorative justice rather than punitive discipline.
- Provide opportunities for hands-on, cooperative, and adventure learning.
- Create peer tutoring or helping opportunities.

- Encourage participation in art activities.
- Encourage student leadership.
- Account for diverse learning styles.

Use Instructional and Curricular Strategies
- Adventure learning
- Authentic assessment
- Character-based education
- Community-based youth organizations
- Community service and service learning
- Conflict resolution
- Cooperative learning

What Schools Can Do to Support Family–School Partnerships
- Survey parents about ways the schools can support them in regard to education and parenting.
- Be available to parents. Hold parent–teacher conferences or phone calls.
- Encourage parents to share their culture with others.
- Provide translation for materials sent home.
- Send parents a note when their child does something good.
- Periodically send home notes reminding parents about the rules and expectations of the classroom and school.
- Maintain an optimistic tone when speaking about students to their parents.
- Encourage parents to volunteer at the school.
- Create parent focus groups.
- Provide child care, interpreters, and transportation for after-school meetings.

Ways of Partnering With Communities to Promote Resilience
- Encourage teachers to conduct service learning projects.
- Facilitate mentoring programs with the community.
- Include community members on safe schools planning committees.
- Invite community members to speak to classrooms.

Reference
Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

Resources
http://nrepp.samhsa.gov/index.asp: Substance Abuse and Mental Health Services Administration (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP)
http://www.whytry.org/

Note. Adapted from California Department of Education (2003) *California Healthy Kids Survey, Resilience & Youth Development Module*. Sacramento, CA: California Safe and Healthy Kids program office. Centers for Disease Control and Prevention. (2009). School Connectedness: Strategies for increasing protective factors among youth. Atlanta: U.S. Department of Health and Human Services. (http://www.cdc.gov/healthyyouth/adolescentheatlh/pdf/connectedness.pdf)