



The Five Foundational Factors to Building Resilience

Honoring the Land

[Apalachee Indians](#)

[Cherokee Indians](#)

[Hitchiti](#), [Oconee](#) and [Miccosukee Indians](#)

[Muskogee Creek Indians](#)

[Timucua Indians](#)

[Yamasee](#) and [Guale Indians](#)

<https://www.native-languages.org>



Community Agreements

- Be present, minimize distractions, and contribute to conversation.
- At any time if you have questions or comments, feel free to place them in the chat box or ask if in the room.
- Respect and honor the diversity of opinion, perspectives and lived experiences in this room/on zoom.

Welcome Activity





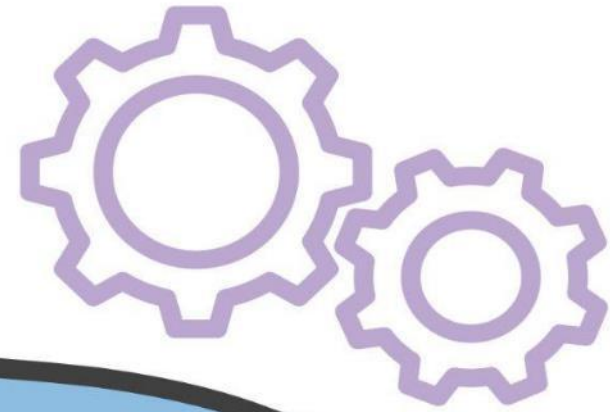
The Five Foundational Factors to Building Resilience



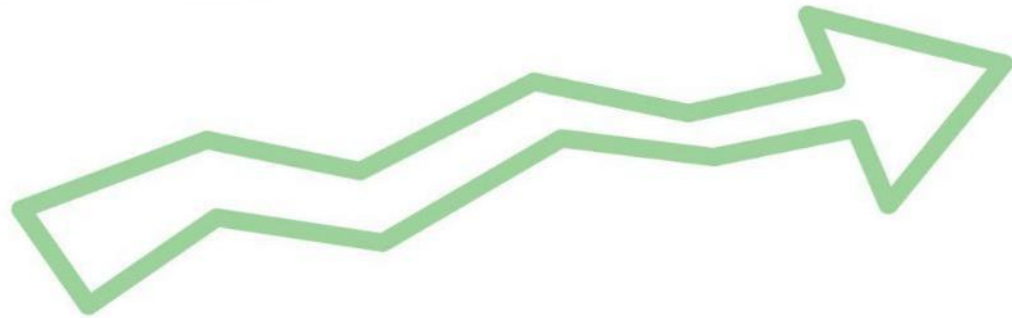


Trauma-*Skilled* Model

- Strives to create a **culture** that supports **every student**.
- Creates **conditions** for learning and success.
- Views **every interaction** with a child as an opportunity to build one or more resilience factors.
- Adopts specific **action** steps to alter practices, climate, culture, and interactions.



RESILIENCE







BRAIN BUILDERS



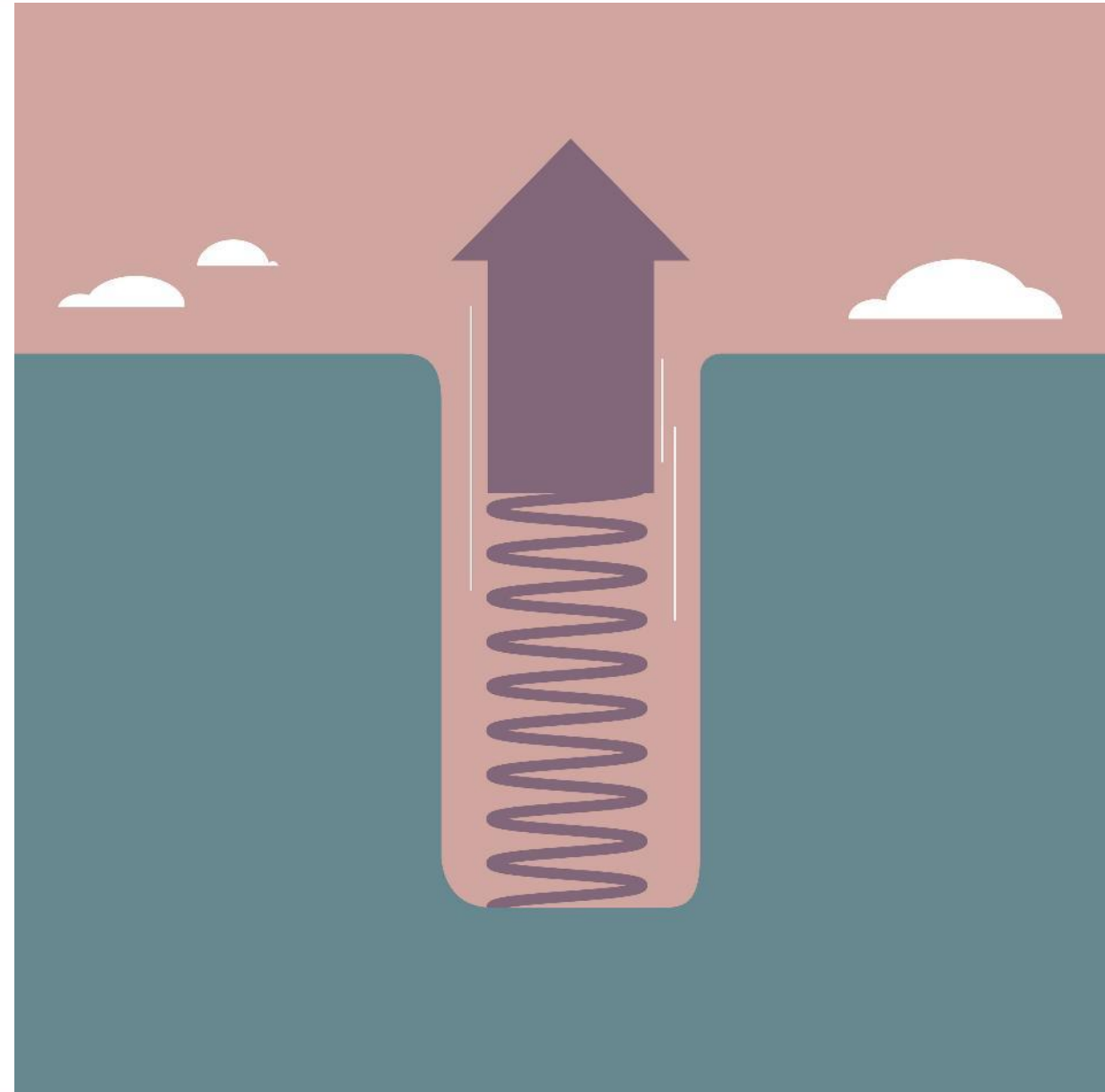
Survival Brain



Learning Brain

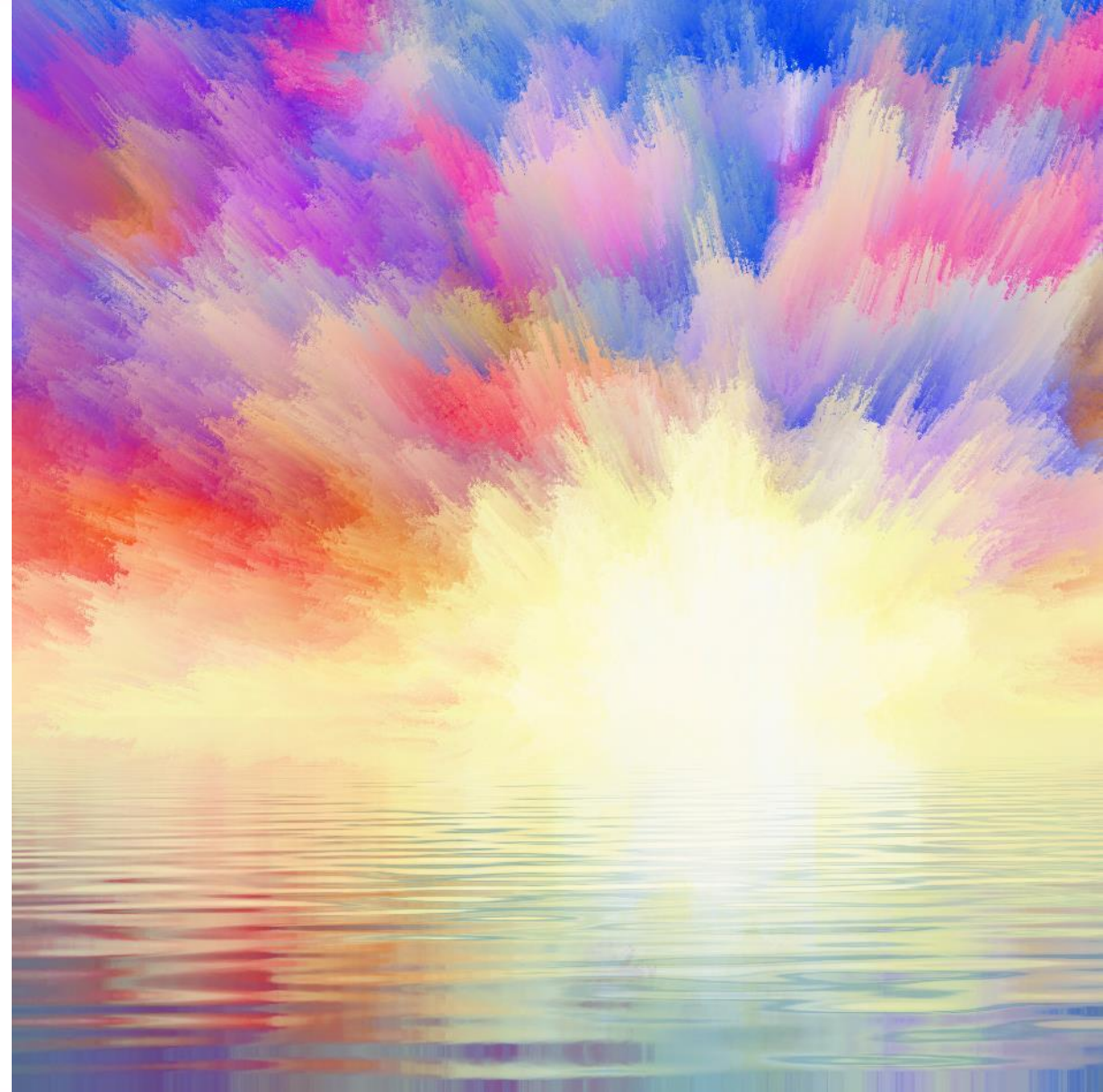
Five Resiliency Factors

- Connection
- Security (Belonging)
- Achievement
- Autonomy
- Fulfillment



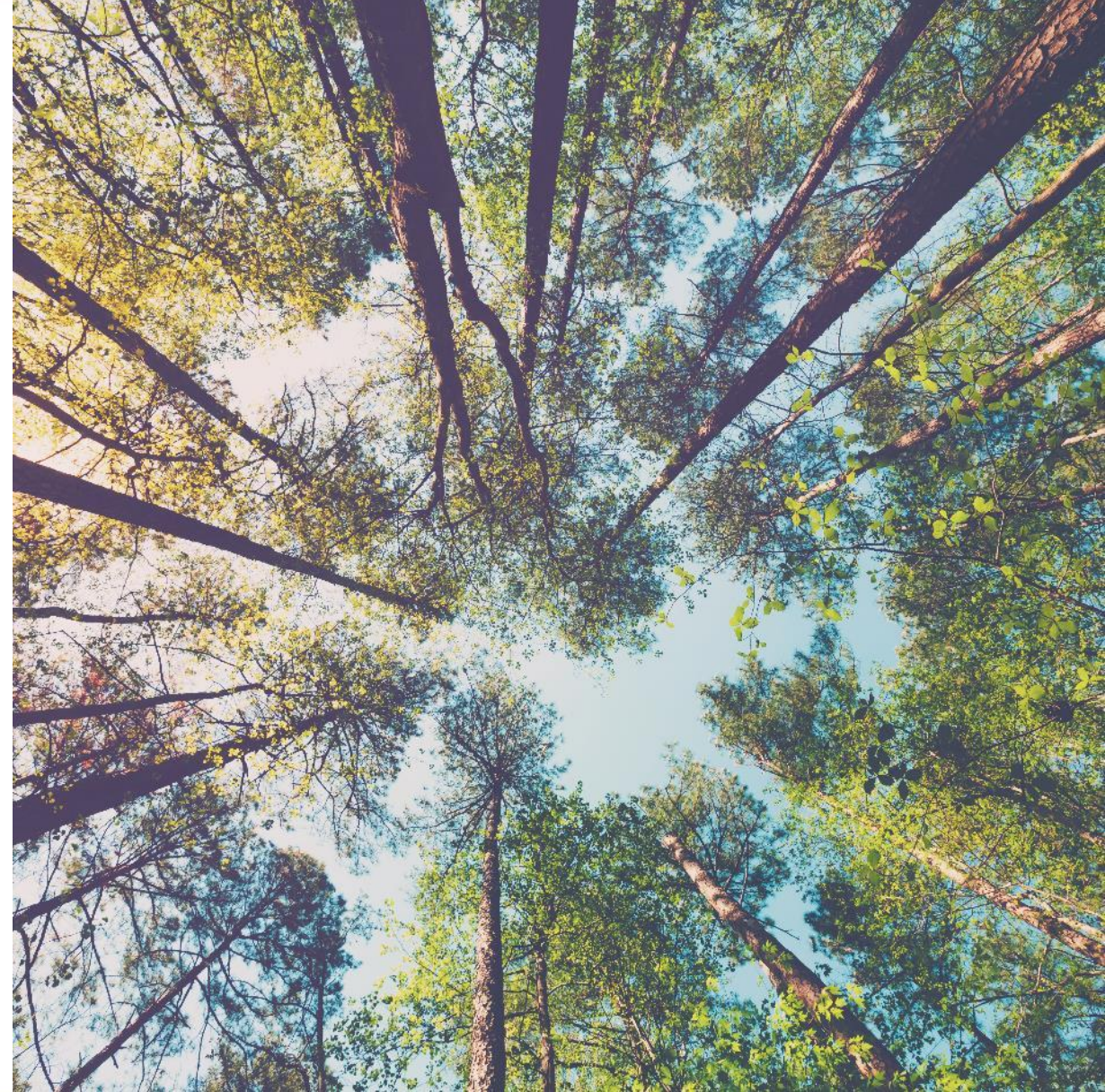
Purposeful Practices

- Intentional activities that prove helpful in preventing and minimizing the effects of stress and trauma.
- Reflective of 5 foundational factors
- Can be practiced in group setting or at individual level.



Connection

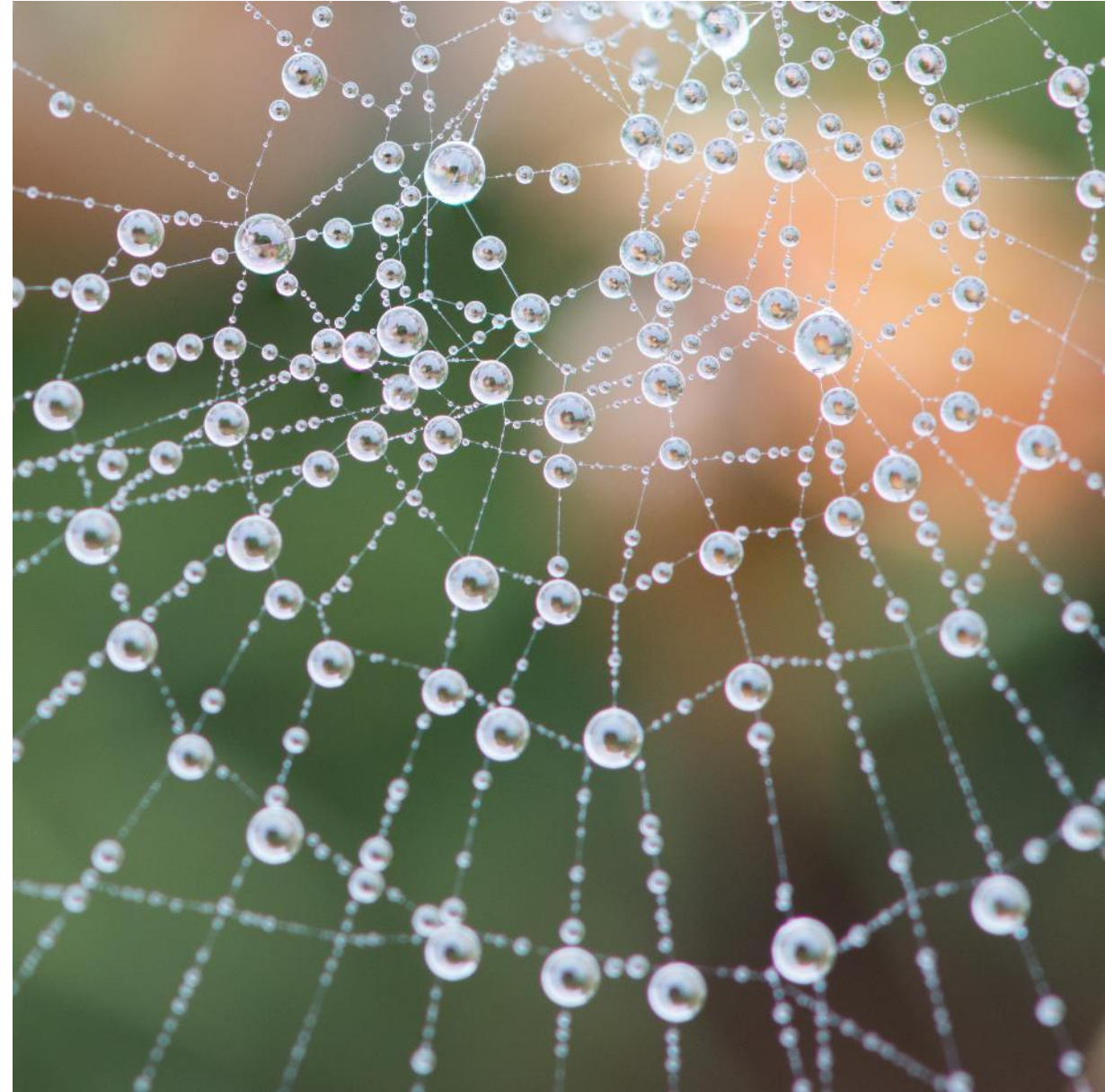
- Positive relationship that seeks to add value to the student.
- Intentionally formed for the benefit of the student.
- Encourages growth.
- Reinforces the community of the school culture.





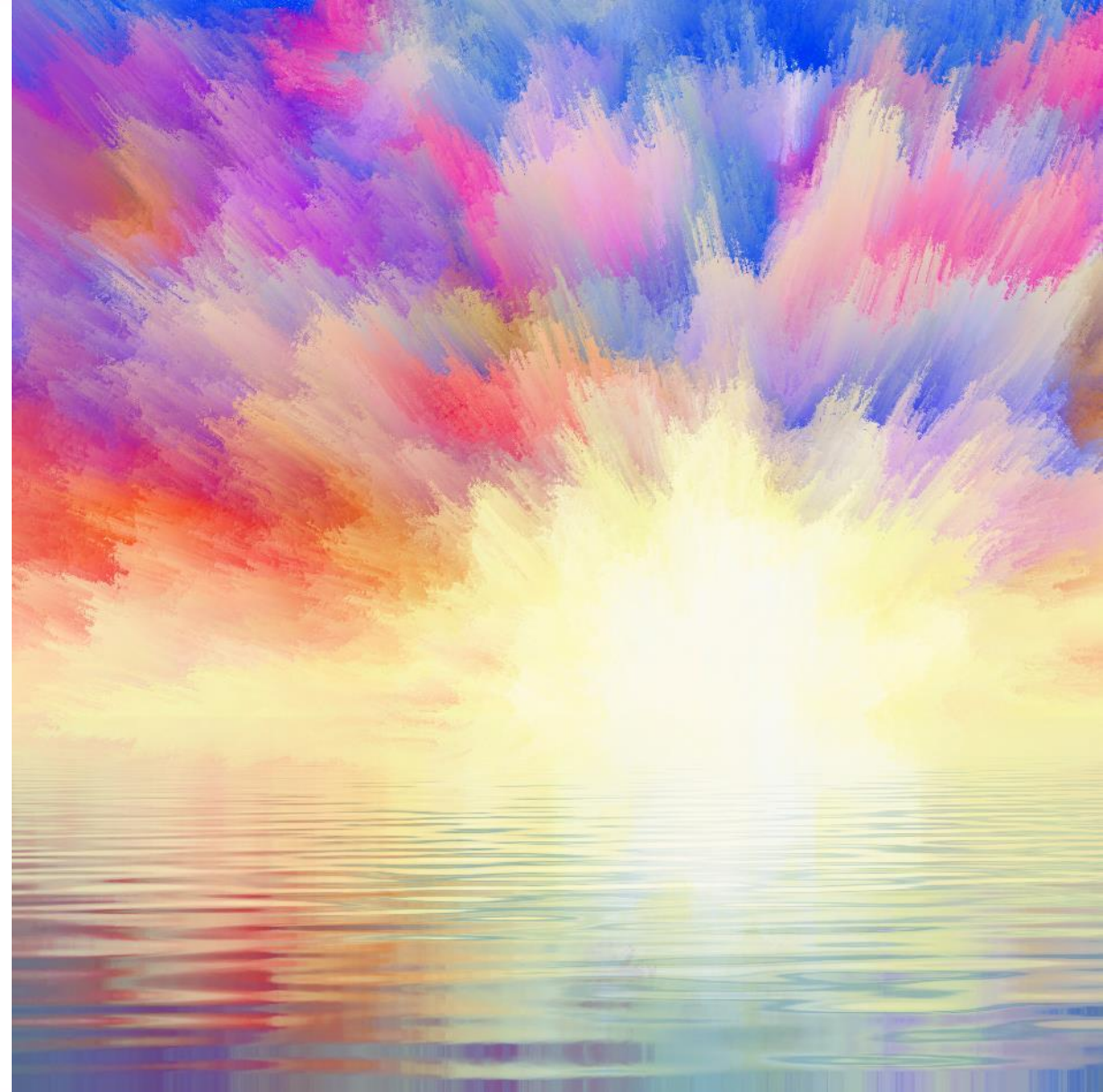
Connection Benefits for Young People

- “I matter” (to someone)
- Someone cares
- I have someone to go to
- Self-esteem and self-image value
- Increases significance
- Grounding effect for student





Purposeful Practice



Security (Belonging)

- Sense of acceptance, safety, and belonging within the school.
- Refers to an individual's relationship with a group of people.
- School/program places a high value on creating a sense of belonging



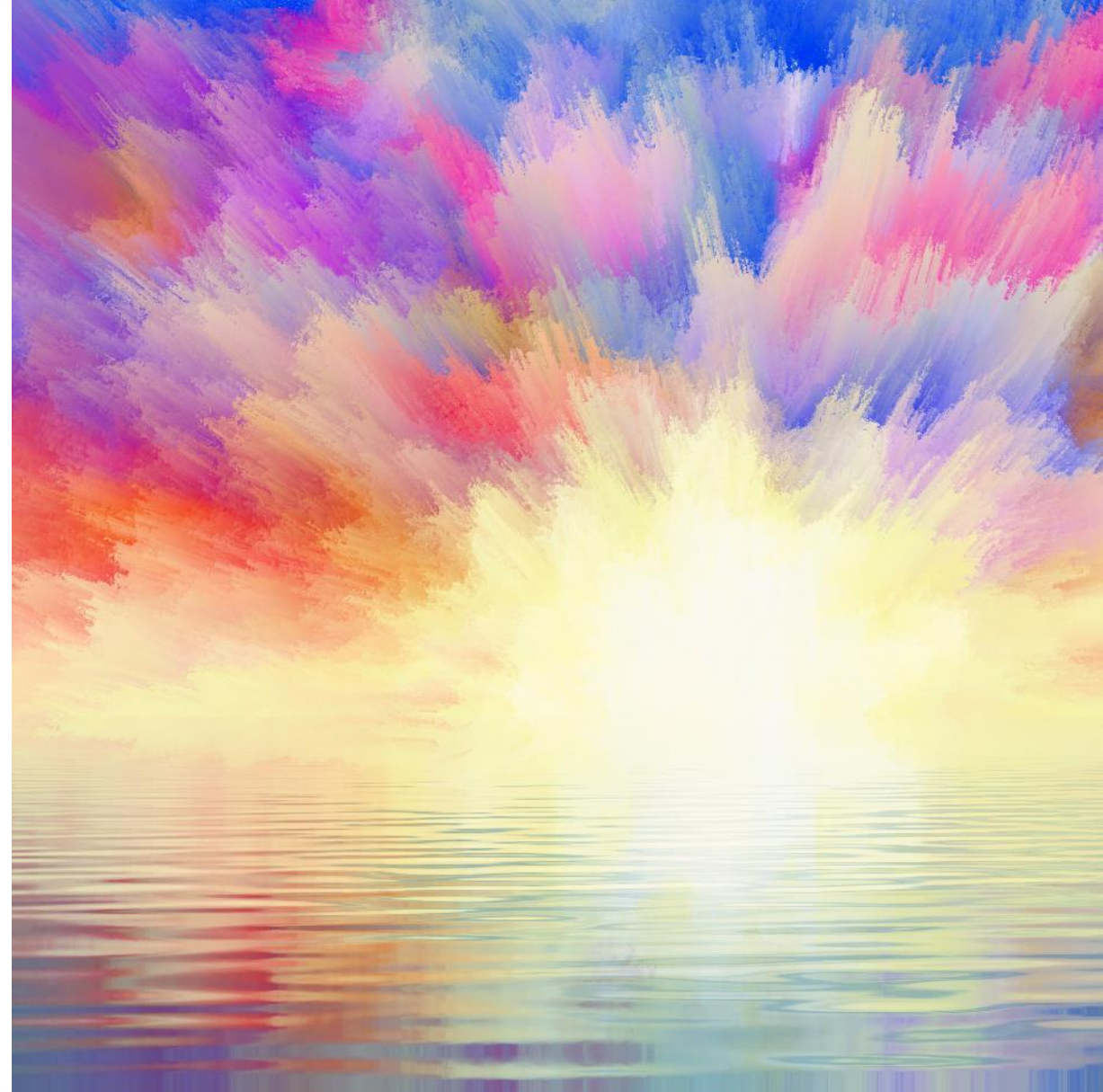
Security Benefits for Young People

- Assurance and value of acceptance, fitting in, being understood
- Reciprocal relationships that involves both contribution and benefits
- “I belong” & “I am safe to be me”





Purposeful Practice



Achievement

- Recognition of individual strengths and gains (achievement) rather than a comparison to the whole.
- Everyone possesses capabilities and resources, including the ability to learn new skills.
- It's not about fixing problems or overcoming deficits; rather, recognizing existing strengths to increase resilience, growth, and develop the mindset in the individual that they CAN achieve.
- Begins with the student's story. "The problem is the problem, not the student."
- **Engagement increases when we are doing what we do best.**



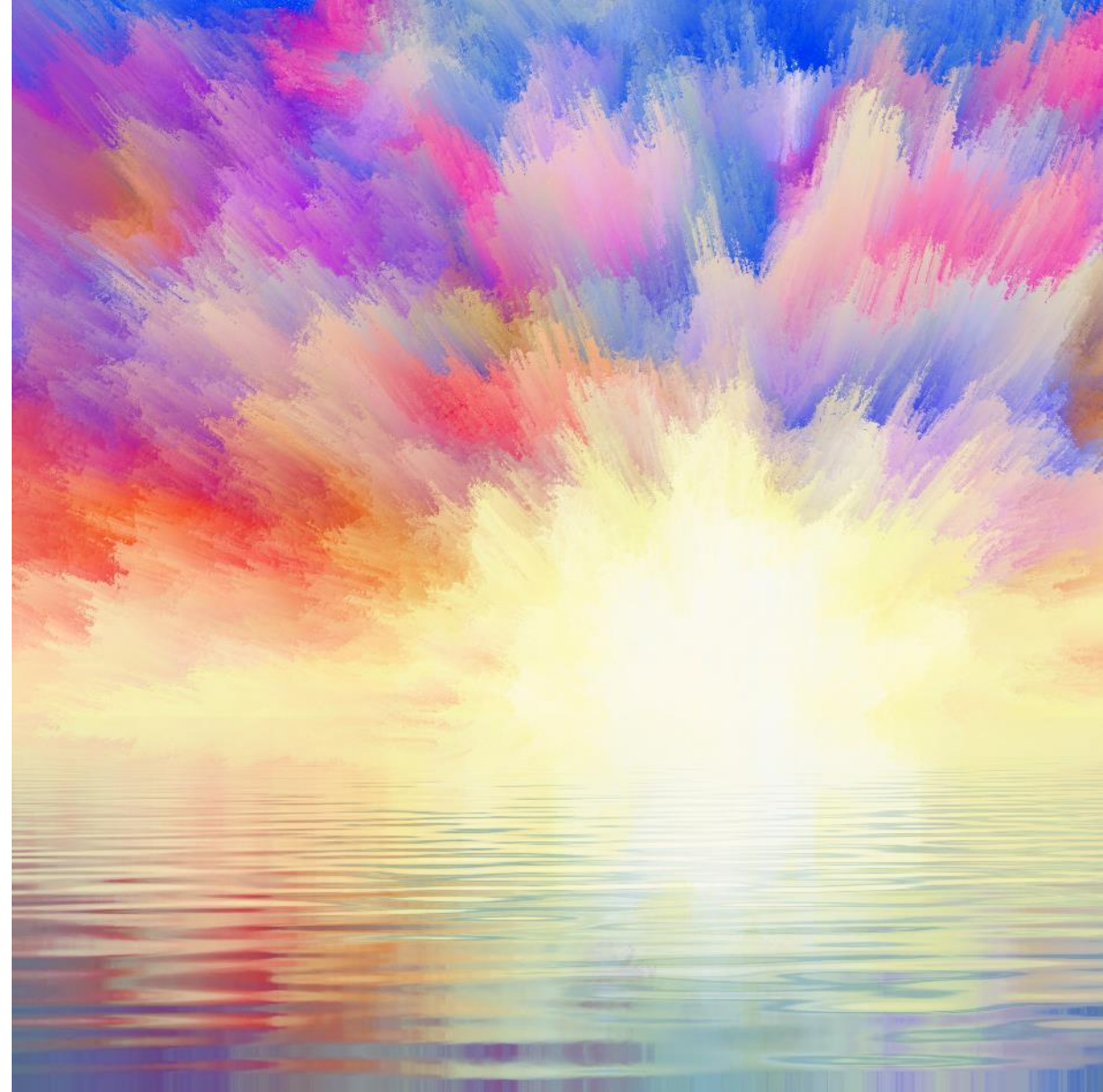
Achievement Benefits for Young People

- A sense of “I can...”
- Recognition that their engagement can make a difference in outcomes
- Increased self-esteem and empowerment
- Development of an internal locus of control





Purposeful Practice



Autonomy

- Students have options, harness agency, and some sense of some control
- Failure is a learning tool
- Provided within protective boundaries



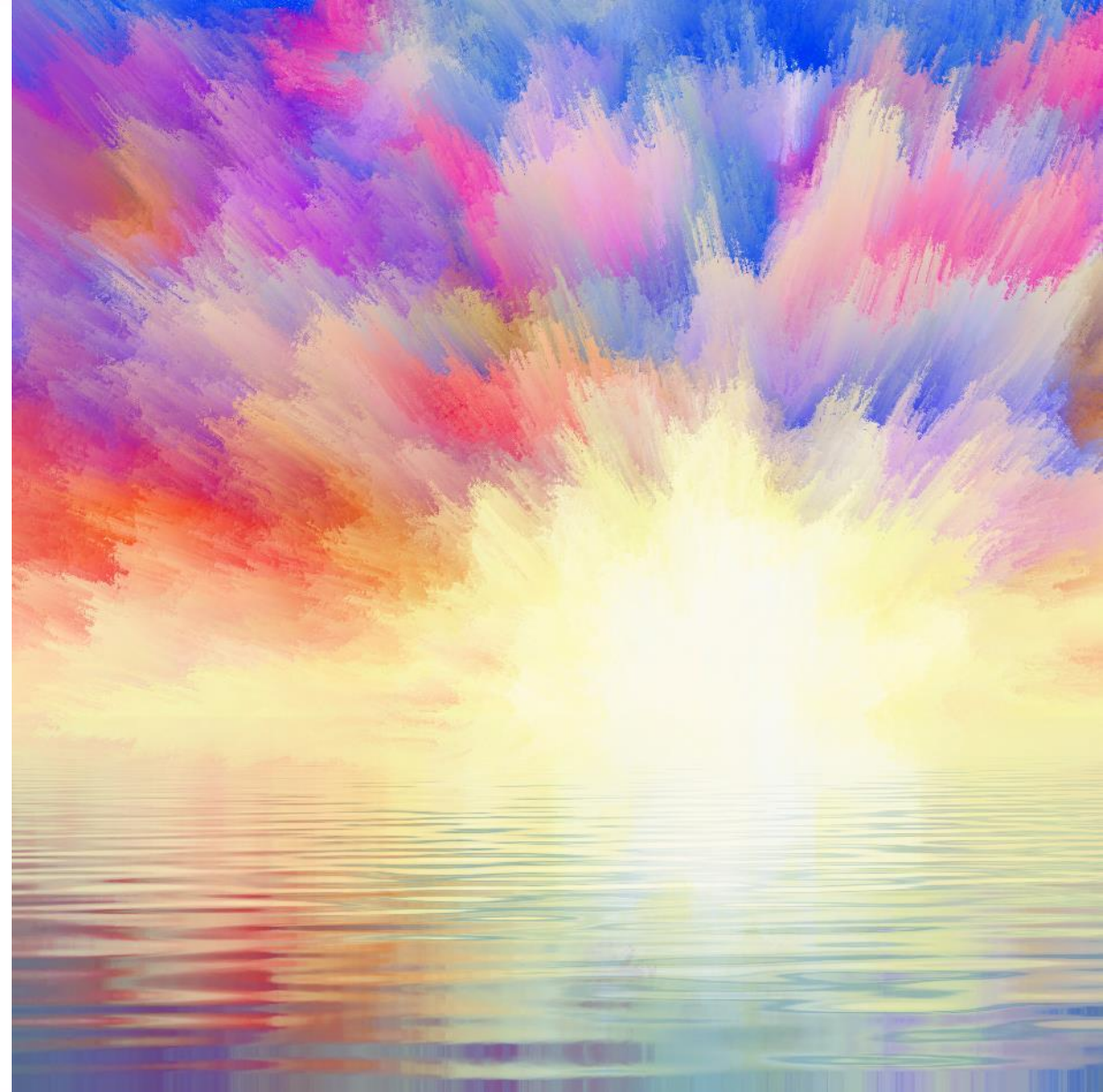
Autonomy Benefits for Young People

- I have some control
- Personal validation and trust — I am trusted to make some decisions
- Increased self-awareness and management
- Development of an internal locus of control
- Development of a sense of responsibility





Purposeful Practice



Fulfillment

- Students see the needs of others
- Service, contribution and generosity become a regular part of the school culture and the lives of our students

MASLOW'S HIERARCHY OF NEEDS



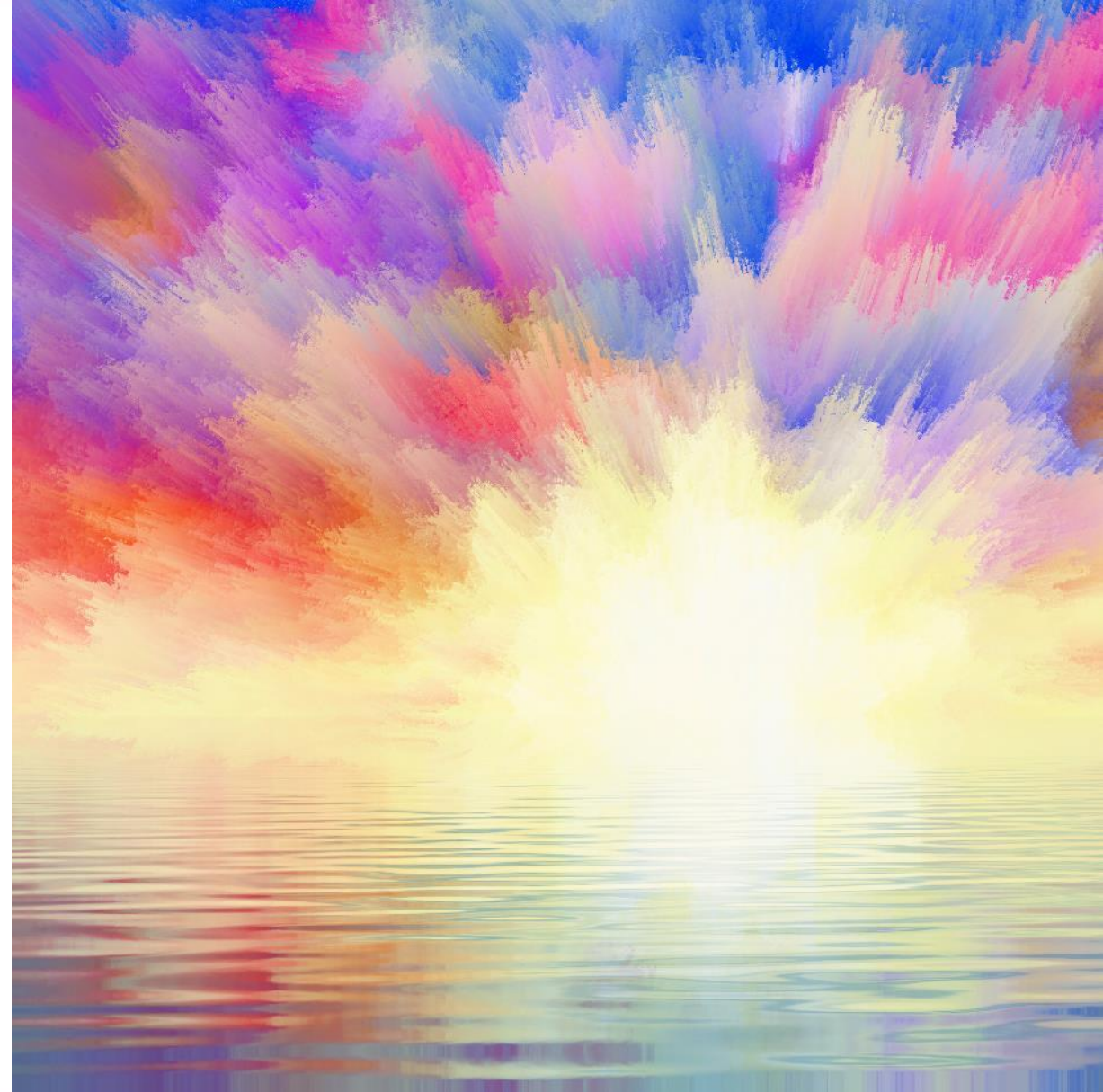


Fulfillment Benefits for Young People

- I have something to offer
- I have strengths and abilities that can help others
- Increased self-esteem
- Increased sense of purpose
- Builds collaborative skills



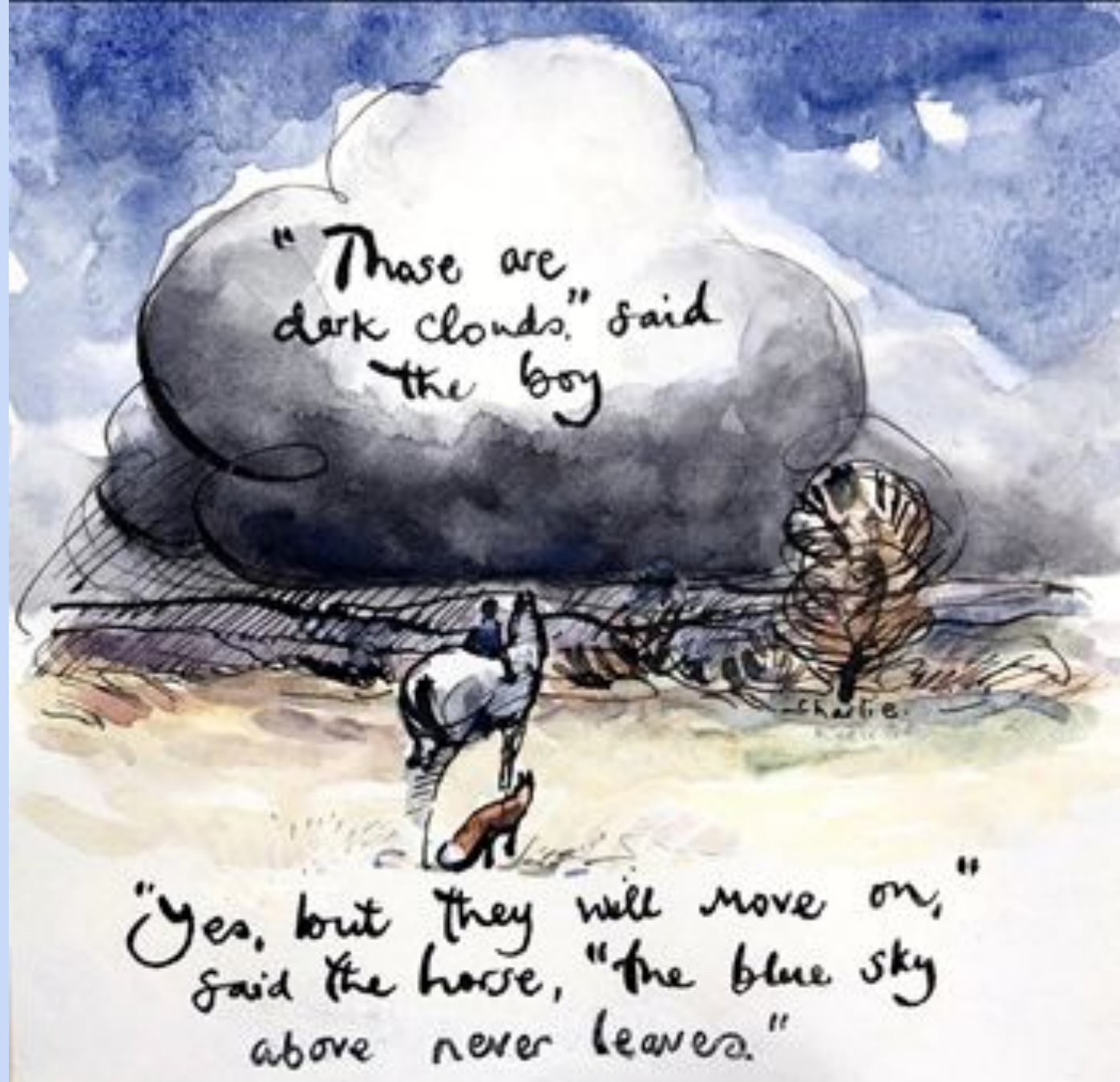
Purposeful Practice





Connecting Our Work

- #IWillBeYourVoice awareness campaign
- “Build Your Best School Year” middle school camp
- Supply drives and distribution (*Crossroads kits*)
- Educator wellbeing retreats
- The Bridge project- free mental health & therapy services for students experiencing homelessness
- National SEL Conference - May 2024 (*homeless liaison scholarship opportunities*)



The Boy, the Mole, the Fox and the Horse,
Charlie Mackesy

References

Addis, S. (2018). *Trauma Skilled Schools Model Presented to SC House Education Committee*

Bloom, Sandra L. (2013). *Creating Sanctuary: toward the evolution of sane societies*.
Routledge.

Division of Adolescent and School Health (2022). *School Connectedness Helps Students Thrive*.

Gailer, J., Addis, S., Dunlap, L., Daggett, W., McNulty, R. (2018). *Improving School Outcomes of Trauma-Impacted Students*

Rosenbloom, D., Williams, M. B., & Watkins, B. E. (2010). *Life after trauma: A workbook for healing*. Guilford.

Rumsey, A., & Milsom, A. (2017). *Dropout prevention and trauma: Addressing a wide range of stressors that inhibit student success*

Resources

National Prevention Dropout Center:

<https://dropoutprevention.org/executive-summary-of-the-national-dropout-prevention-center-trauma-skilled-schools-model/>

Project Wayfinder, Design for Belonging Activity:

https://drive.google.com/file/d/1i1UjUkuc9qUfkh7hEp_1euOlnAcjPznv/view

Project Wayfinder, We're All Experts at Something Activity:

<https://drive.google.com/file/d/1bnJYQpXwuZ2e13GVkleCOVONAUHs3TTa/view>



Resources

Project Wayfinder, Word Association Storytelling Activity:

<https://drive.google.com/file/d/1xMX4JXRwQOU13oRtS3Qxu-4hM6zVIfae/view>

The Power of Reframing to ‘Rewire’ Students’ Brains, Lori Desautels,

January 2023: <https://www.edutopia.org/article/reframing-rewire-student-brains>

We! Connect Cards: <https://weand.me/ideas/>

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