

Fostering Resilience
And Building Assets
In Students Who have Experienced Trauma

Thom Stecher and Associates

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Describe a time in
your life when
you bounced back.



A Profile of Resiliency

- Social Competence
- Problem-Solving Skills
- Autonomy
- Sense of Purpose and Future



Social Competence

"Resilient children are considerably more responsive (and elicit more positive responses from others), more active, and more flexible and adaptable."

- *Bonnie Bernard*

Problem-Solving Skills

- * Ability to think abstractly and flexibly.
- * Didn't repeat the cycle of abuse
- * "Street kids" have to negotiate the demands of their world to survive

Autonomy

- *Sense of one's own identity
- *Ability to act independently
- *Exert control over one's environment
- *"Stand away" from sick parent
- *Adaptive distancing from alcoholic parent
- *Know they are not the cause of illness, divorce, loss of home, etc.

Sense of Purpose and Future

- Healthy expectations, achievement motivation, persistence, hope
- Strongest predictor of positive outcome
- Education aspirations better predictor than academic achievement
- Children of alcoholics pin success on sense of the future

Developmental Assets

Search-Institute.org

Developmental Assets

- **External**

- “Protective Factors”: Support systems, relationships, activities

- **Internal**

- “Resiliency Skills”: Inner values, beliefs, skills and talents

Developmental Assets

- 0 – 10 = 11%
- 11 – 20 = 39%
- 21 – 30 = 39%
- 31 – 40 = 11%

Assets by Gender

- Girls – 21.3
- Boys – 19.9

Developmental Assets

- Rural, Small Towns – 20.8
- Suburban, Small Cities – 20.8
- Urban, Large Cities – 21.0

Developmental Assets by Grade Level

Grade 6 – 23.7

Grade 7 – 22.7

Grade 8 – 21.3

Grade 9 – 20.5

Grade 10 – 19.6

Grade 11 – 19.5

Grade 12 – 19.4

Developmental Assets and GPA

0 – 10 Assets – 2.1 GPA

11 – 20 Assets – 2.7 GPA

21 – 30 Assets – 3.0 GPA

31 – 40 Assets – 3.2 GPA

Thriving Indicators

What Developmental Assets Promote

Succeeding in school

Helping others

Valuing diversity

Exhibiting leadership

Resisting danger

Delaying gratification

Overcoming adversity

Asset Levels Connected to Identified At-Risk Behaviors

0 – 10 Assets = 8

31 – 40 Assets = 1

Identified Risk-Taking Behaviors

Use alcohol	Binge drink	Ride with a driver who is intoxicated	Threaten to physically harm someone
Smoke	Use smokeless tobacco	Use inhalants	Skip school
Use marijuana	Use other illicit drugs	Drink and drive while under the influence	Gamble
Have sexual intercourse	Shoplift	Vandalize	Develop an eating disorder
Get into trouble with the police	Use of weapon	Hit someone	Become depressed
Hurt someone	Participate in group fighting	Carry a weapon for protection	Attempt suicide

Impact of Assets

	0 - 10	11 - 20	21 - 30	31 - 40
Alcohol	45%	26%	11%	3%
Violence	62%	38%	18%	6%
Drugs	38%	18%	6%	1%
Sexual Activity	34%	23%	11%	3%

Impact of Assets

	0 - 10	11 - 20	21 - 30	31 - 40
Leadership Skills	48%	66%	78%	87%
Maintaining Good Health	27%	48%	69%	88%
Valuing Diversity	39%	60%	76%	89%
Succeeds in School	9%	19%	34%	54%

Developmental Assets

What can schools impact?

School engagement	Achievement motivation
Positive peer influence	Youth programs
Safety	Bonding to school
Service to others	School boundaries
Homework	Peaceful conflict resolution
Creative activities	Interpersonal competence
Other adult relationships	High expectations
Resistance skills	Parent involvement in schooling
Planning and decision making	Adult role models
Caring school climate	Youth as resources
Reading for pleasure	Community values youth

Six Key Principles

A Place to Start the Conversation

All Children and youth need assets

Everyone can build assets

Asset building is an ongoing process

Relationships are key

Delivering consistent messages is crucial

Duplication and repetition are necessary

[goo.gl/20TMMn](https://www.google.com/search?q=20TMMn)

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