

6/STRATEGIES

FOR BUILDING STUDENT RESILIENCE

Excerpts from the Keynote Presentation at the 2019 Central Valley
Convening on Trauma, Resilience, and the Power of Relationships

Purpose

This guide is designed for professional learning to help viewers of the video reflect on and discuss the strategies presented.

Audience

Education, healthcare, and mental health professionals who work with children and youth, especially those impacted by trauma.

Video Overview

This 9-minute video features Dr. Flojaune Cofer of Public Health Advocates discussing six strategies for adults to build positive relationships and foster resilience among the children and youth with whom they work. The selected excerpts are from an October 2019 convening in California's Central Valley on "Trauma, Resilience, and the Power of Relationships."

The video begins with Dr. Cofer encouraging participants to reframe their thinking about perceived negative behaviors and instead assume that the intentions of children, youth, and their families are positive. She then shares six strategies that are key for building relationships and resilience. Dr. Cofer asks viewers to reflect on three questions to guide continuous improvement in their efforts to support children and youth. The video closes with selected evidence-based resources to learn more about addressing trauma, building youth resilience, and the importance of positive adult-youth relationships.

Discussion Guide

The discussion questions below address each of the six strategies and other key themes in the video. Video times are provided with each segment. It is recommended that you watch the full 9-minute video before reviewing each segment for discussion or reflection.

1. Reframing Our Thinking **Time: 0:40 – 1:12**

- a. Can you think of a time when your own behaviors have not matched your intentions?
For example, wanting to go to bed early or eating healthy food, but making decisions that do not reflect those intentions.
- b. Why might students and their families act in ways that are different from their intentions?
What outside factors might be influencing those decisions?

2. Health: Meeting Basic Human Needs **Time: 1:25 – 2:09**

- c. How are you currently meeting the basic needs of the children and youth you work with?
- d. Which of their needs are not being met?
 - How might you facilitate getting those needs met?

3. Vision: Setting Clear Expectations and Routines Time: 2:09 – 3:06

- a. What routines and expectations do you already have in place that make your environment predictable and feel safe for children and youth?
- b. How can you engage with children and youth to co-create behavioral expectations and routines?
- c. Are there any implicit expectations that you can make more explicit?

4. Collaboration: Establishing Support Networks Time: 3:06 – 4:19

- a. What support networks are currently available for children, youth, and their families?
- b. How might you collaborate with others within or outside your organization or school to provide more comprehensive supports?

5. Tenacity: Fostering Resilience Through Relationships Time: 4:19 – 5:05

- a. How do you currently cultivate relationships with other adults who are involved in the lives of the children and youth you work with?
- b. What strategies can strengthen these relationships?
- c. How can you lay strong foundations in your relationships with children and youth that can withstand challenges (e.g., disagreements, tough days)?

6. Composure: Modeling Pro-Social Behaviors Time: 5:05 – 5:58

- a. How do you model composure after something harmful or challenging has happened?
- b. What restorative practices do you use? Dr. Cofer discusses the following:
 - Nurturing environments
 - Encouragement
 - Expectations
 - Limits
 - Accountability
 - Partnership
 - Appropriate response

7. Reasoning: Building Social-Emotional Competence Time: 5:58 – 7:22

- a. How do you help children and youth solve problems and build their social-emotional competence?
- b. Reflecting on where you work, in what ways have you created systems that are compassionate and promote healing?

8. Questions for Taking Action Time: 7:22 – 8:31

- a. What are you currently doing that you will stop doing because it's harmful or isn't working?
- b. What haven't you done that you will start doing because it may work in your classroom, office, or home?
- c. What are you already doing that you will continue doing because it works?