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# Together Yet Different: Youth Resilience Building Strategies Post-Pandemic

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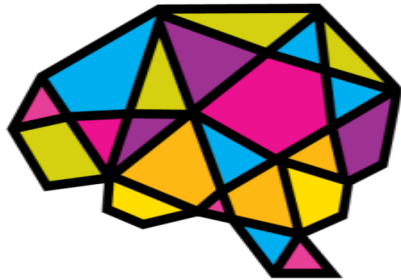
### Recommended Citation

Kros, Frank, "Together Yet Different: Youth Resilience Building Strategies Post-Pandemic" (2021). *National Youth Advocacy and Resilience Conference*. 63.  
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# Together Yet Different

*Youth Resilience Building Strategies Post-Pandemic*



**KROS**  
LEARNING GROUP.COM

# **Frank J. Kros, MSW, JD**



- ***Social Worker and Attorney***
- ***35 Years Serving Children, Youth and Families***
- ***Personal and Professional Experience with Our Topic***
- ***Parent***
- ***Managed Nonpublic and Charter Schools for 10 Years***
- ***Identify as a Child Advocate***

# Tools for Learning

- Note taking materials that work for you.
- You will have opportunities to draw charts and tools! Gather 3 pieces of paper and your preferred tools.



# Drawing is a GREAT Memory Tool.

***“Researchers from the University of Waterloo found that even if people weren't good at it, drawing, as a method to help retain new information, was better than re-writing notes, visualization exercises or passively looking at images. Older adults who take up drawing could enhance their memory, according to a new study.”***

University of Waterloo. "Drawing is better than writing for memory retention." ScienceDaily. ScienceDaily, 6 December 2018. <[www.sciencedaily.com/releases/2018/12/181206114724.htm](http://www.sciencedaily.com/releases/2018/12/181206114724.htm)>.

# 3 Questions

- ***What is Resilience?***
- ***Why Do We Need It?***
- ***How Do I Build It with the Youth I Serve?***



## 3 Questions

***What is Resilience?***



# **What is Resilience?**

***“The capacity of the brain to adapt successfully to significant challenges that threaten its function, viability or development.”***

*Masten, A. (Feb. 26, 2018) Resilience theory and research on children and families: past, present and future. Journal of Family Theory and Review.*



## **What is Resilience?**

***“To develop resilience, one needs both protective factors and healing elements. These include internal skills and external supports.”***

# What is Resilience?

## Internal Skills

- Self-Regulation Skills  
(Executive Function Skills)
- Stress Management/Coping Skills
- Problem Solving Skills
- Social Skills with Peers
- Social Skills with Adults
- Self-Esteem
- Self-Efficacy

## External Supports

- Supportive Family Environment  
(Physical and Emotional Safety)
- Nurturing Parenting Skills (Strong Attachment and Bonding)
- Stable Family Relationships
- Employment and Socioeconomic Stability
- Adequate Housing
- Access to Health Care and Social Services
- Positive and Accessible Relationships in Community
- Spiritual Activities and Supports
- Communities that Support Families and Take Responsibility for Preventing Trauma

*Racine, N. et al., (2020) Development of trauma symptoms following adversity in childhood: The moderating role of protective factors, Child Abuse & Neglect, Volume 101,104375,ISSN 0145-2134.*

## **What is Resilience?**

***“While resilience helps us recover from loss and trauma, it offers much more than that. True resilience fosters well-being—an underlying sense of happiness, love and peace.”***

*Hanson, R., Resilient: How to grow an Unshakable Core of Calm, Strength and Happiness (2018) Penguin Publishing, New York, NY.*

# 3 Questions

***Resilience:  
Why Do We Need It?***



# **Why Do We Need It?**

- 1. Most of the youth we serve have experienced adversity and trauma.***
- 2. Resilience is a protective factor that can prevent the traumatic response.***
- 3. Resilience is a protective factor that can lessen the impact of traumatic experience.***
- 4. Resilience is a core set of adaptive skills necessary for healing and recovery from trauma.***

# A Common Trauma Definition

1.

Exposure to  
a highly  
threatening  
event or  
events.

2.

Extraordinary  
Stress  
Response

3.

Physical,  
Mental  
and/or Social  
Function  
Changes

= **“Resilience”**  
Protective Factors  
Healing Elements

# Trauma Prevention: Eliminate Exposure

(Protective Factor)



1.

Exposure to  
a highly  
threatening  
event  
events.

2.

Extraordinary  
Stress  
Response



= **"Resilience"**

Protective Factors  
Healing Elements

# Trauma Prevention: Strengthen Resilience

(Protective Factor)



1.

Exposure to  
a highly  
threatening  
event or  
events.

2.

Extraordinary  
Stress  
Response

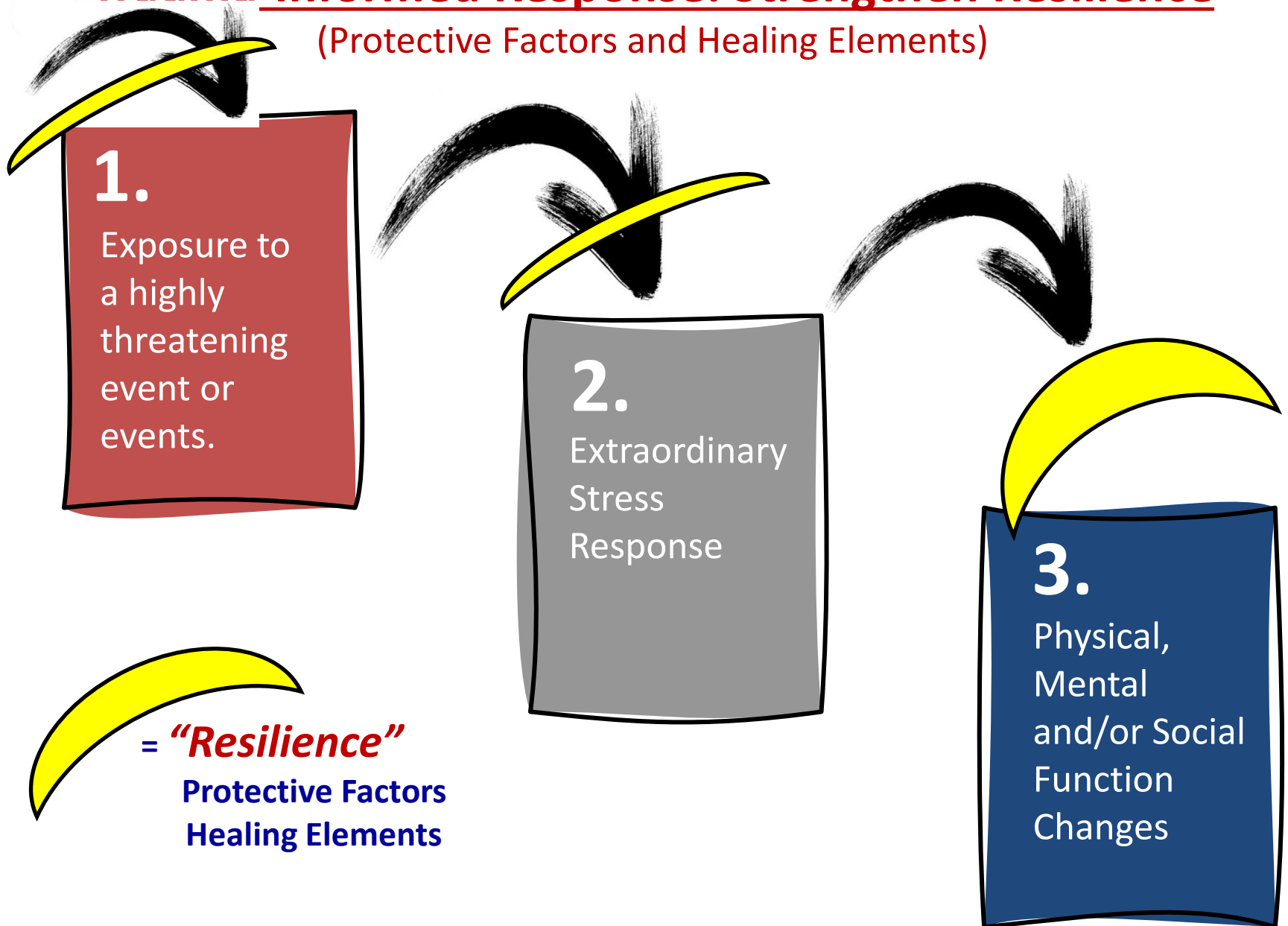
= **“Resilience”**

Protective Factors  
Healing Elements

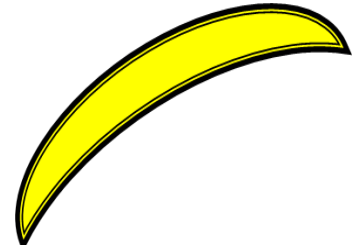


# Trauma-Informed Response: Strengthen Resilience

(Protective Factors and Healing Elements)



# *Resilience is Powerful!*



“The link between exposure to cumulative adversity and child trauma-related distress varied as a function of protective factors: there was a positive association between adversity and child trauma-related distress for children who had low levels of protective factors, ***but not for those with high levels of protective factors.***”

*Racine, N. et al., (2020) Development of trauma symptoms following adversity in childhood: The moderating role of protective factors, Child Abuse & Neglect, Volume 101,104375,ISSN 0145-2134.*

# 3 Questions

***Resilience:***

***How Do I Build It with the  
Youth I Serve?***



# ***The Resilience Code:*** ***Assess, Gap-Fill, Teach and Support***



# The Resilience Code: A-G-T-S

*The Resilience Code provides a model for youth-serving professionals to:*

- 1) **Assess** a youth's or a program's current resilience-building needs;*
- 2) **Gap-fill** those needs;*
- 3) **Teach** adaptive skills and:*
- 4) **Scaffold** external supports.*

# *The Resilience Code*



# ***The Resilience Code***

In order for the brain to Build Resilience and Thrive, it ***first*** requires:

1. To be ***SAFE.***
2. To be ***SEEN.***
3. To be ***WANTED.***
4. To be ***COMPETENT.***
5. To be a ***CONTRIBUTOR.***



# *The Resilience Code Planner*

EXPERIENCE	STOP	START	CONSIDER
Physical Safety			
Emotional Safety			
Social Safety			
Being Seen			
Being Wanted			
Feeling Competent			
Opportunities to Contribute			

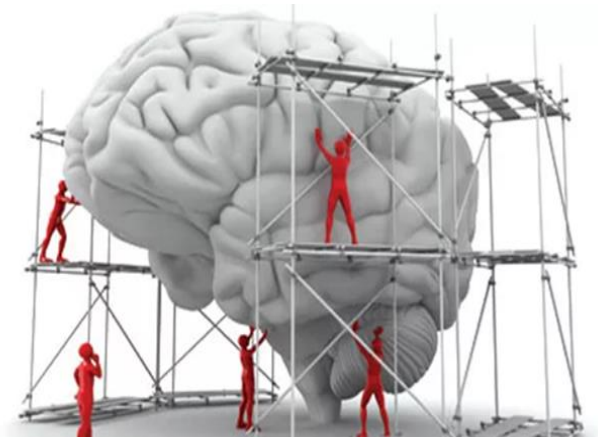


# *The Resilience Code*

In order for the brain to Build Resilience and Thrive, it *first* requires:

## 1. To be **SAFE**.

- A. Physical Safety
- B. Emotional Safety
- C. Social Safety



# ***The Resilience Code***

## **1. To be SAFE.**

### **A. Physical Safety**

- Youth need to feel safe from the threat of illness, harm, pain and deprivation.
- Students need to feel safe in the spaces where they live, learn and recreate.

# **Safety Comes First**

***“Physical safety is a core requirement of developing resilience. A safe environment is the foundation of a trauma-informed approach.”***

***“Four dimensions of the recovery process,” Substance Abuse & Mental Health Services Administration (SAMHSA)***

# **Physical Safety: COVID-19**

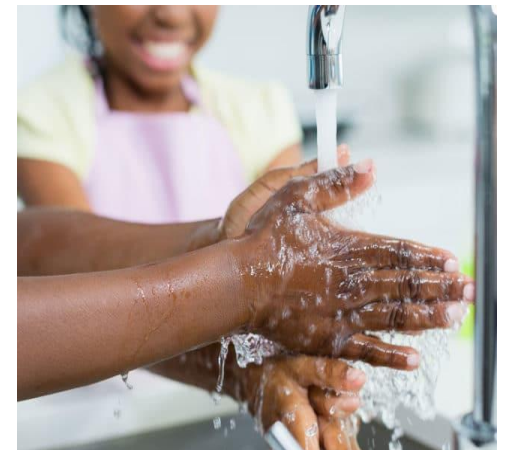
***Physical Distancing***

***Hand Washing***

***Masks***

***Cleaning/Sanitation***

***Vaccination***



**Physical Safety: Program and Community**

***Bullying***

***Racism/Discrimination/Hate***

***Abuse/Exploitation/Violence***

***Home/Program/School/Community***

***Adult and Peer***

# *The Resilience Code Planner*

EXPERIENCE	STOP	START	CONSIDER
Physical Safety			
Emotional Safety			
Social Safety			
Being Seen			
Being Wanted			
Feeling Competent			
Opportunities to Contribute			

# *The Resilience Code*

## 1. To be **SAFE**.

### B. Emotional Safety

- Youth need to feel safe in the relationships they have with adults.
- Youth need to feel safe in their relationships with care providers, parents, teachers and school/community authorities.
- Students need emotional support and empathy from adults.

## **4 Tips for Emotional Safety**

***1. Review Your Curriculum***

***2. Validate Youth's Feelings***

***3. Reframe Youth's Thinking***

***4. Offer Predictable Positive  
Attention***



# *4 Tips for Emotional Safety*

## *2. Validate Youth's Feelings.*

*As you witness youth struggling or exhibiting signs of stress, anxiety and even trauma, acknowledging those feelings is a key feature of emotional safety.*

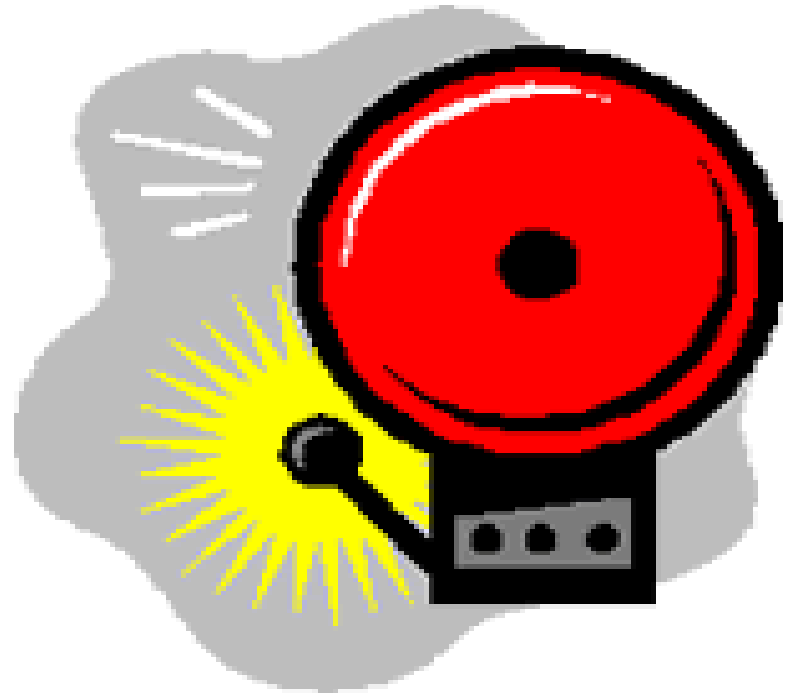
*Use a calm, "Bedtime Story" voice. Be a cucumber—even if you don't feel like one (stress and anxiety are highly contagious).*

*"I'm sorry you are worried about your Mother's health."*

*"You appear to be sad today. Can I help?"*

*Express that they are safe with you. "You are safe here, Frank. Let me know if you ever don't feel safe and I will do whatever I can to help."*

# Be a Cucumber Not a Fire Alarm



# Be “Cool as a Cucumber”

Stay cool and calm externally, even if you don't feel that way internally. ***Cucumbers talk like the logical, calm, cool and collected part of the brain*** (frontal lobes).



Fire alarms use voice tone, facial expression and body language to communicate disapproval, frustration, threat and anger. ***Fire alarms talk like the stress system!***



# Try This:

## “I’m Going to Count to Three”

Use a louder voice tone, scrunched facial expression and clenched body language to count to three.



Count to three in a cool and calm voice with a steady but relaxed posture and neutral face.



# Get Good at Validating Feelings

## *Validate a Youth's Feelings with These Phrases*

*“You sound like you’re really angry right now.”*

*“After what just happened, I can understand how frustrated you are.”*

*“When your Mom doesn’t call to schedule a home visit, you feel lonely and forgotten.”*

# Key Validation Phrases

“Hi Keenan. Good to hear your voice. How have you been feeling since we last spoke?”

## *Empathic Responding*

*“You feel \_\_\_\_\_ because \_\_\_\_\_.”*

*“You feel \_\_\_\_\_ when \_\_\_\_\_.”*

# Key Validation Phrases

**“Hi Keenan. Good to hear your voice. How have you been feeling since we last spoke?”**

## Empathic Responding

***“You feel OK. You’re still sad because you can’t leave the house but you had a fun time playing Catan on GameArena with your friends.”***

# *The Resilience Code Planner*

EXPERIENCE	STOP	START	CONSIDER
Physical Safety			
Emotional Safety			
Social Safety			
Being Seen			
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Feeling Competent			
Opportunities to Contribute			



# *The Resilience Code*

1. To be **SAFE**.

## **C. Social Safety**

- Youth need to feel safe in the relationships they have with peers.
- Youth need to feel safe with peers in their living space, school, community and media channels.

## 3 Strategies to Promote Social Safety

***1. All of Thee Above***

***2. Invest in Peer Connection***

***3. Teach Conflict Resolution***

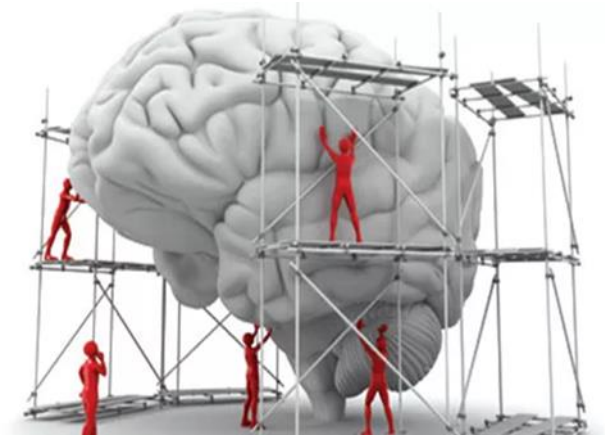
# Promoting Social Safety

## **3. Teach Conflict Resolution**

***One of the most important skills kids with trauma and/or anxiety disorders need to learn is how to deal with conflict. Conflict resolution strategies will need to be developmentally-tailored to your age group. The important thing is to identify a conflict resolution skill set and teach it to youth on day one and practice it frequently thereafter.***

# 6-Step Conflict Resolution

- 1. Cool-Off*
- 2. Share-Listen-Check*
- 3. Take Responsibility*
- 4. Brainstorm Solutions*
- 5. Choose a Solution*
- 6. Affirm, Forgive or Thank*



***[socialemotionalworkshop.com](http://socialemotionalworkshop.com)***

# 6-Step Conflict Resolution

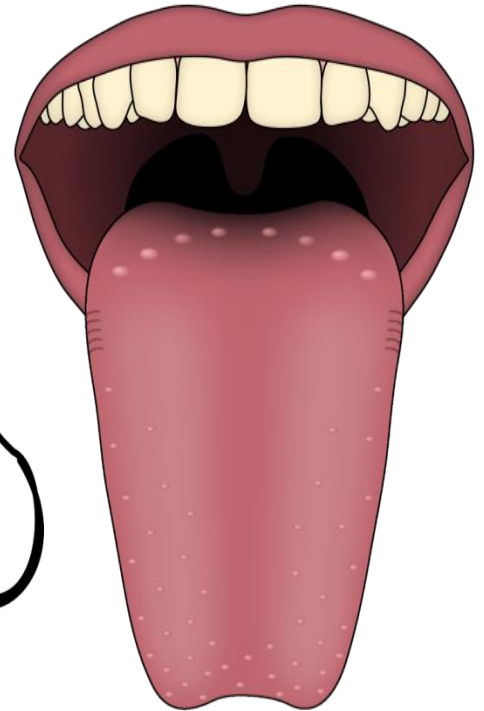
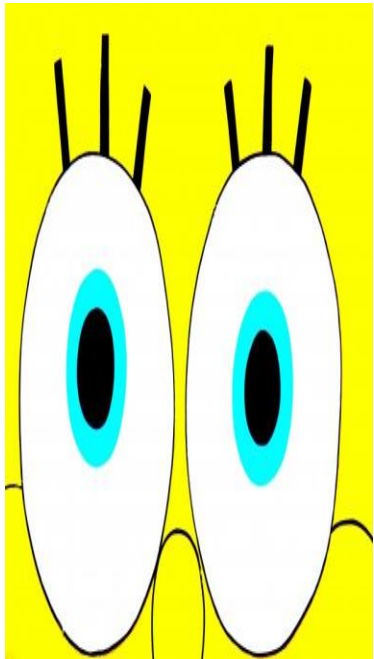
## 1. Cool Off-

Safety First!

Separate then use *5-4-3-2-1* or  
*Tense and Release* to support  
youth gaining emotional control.

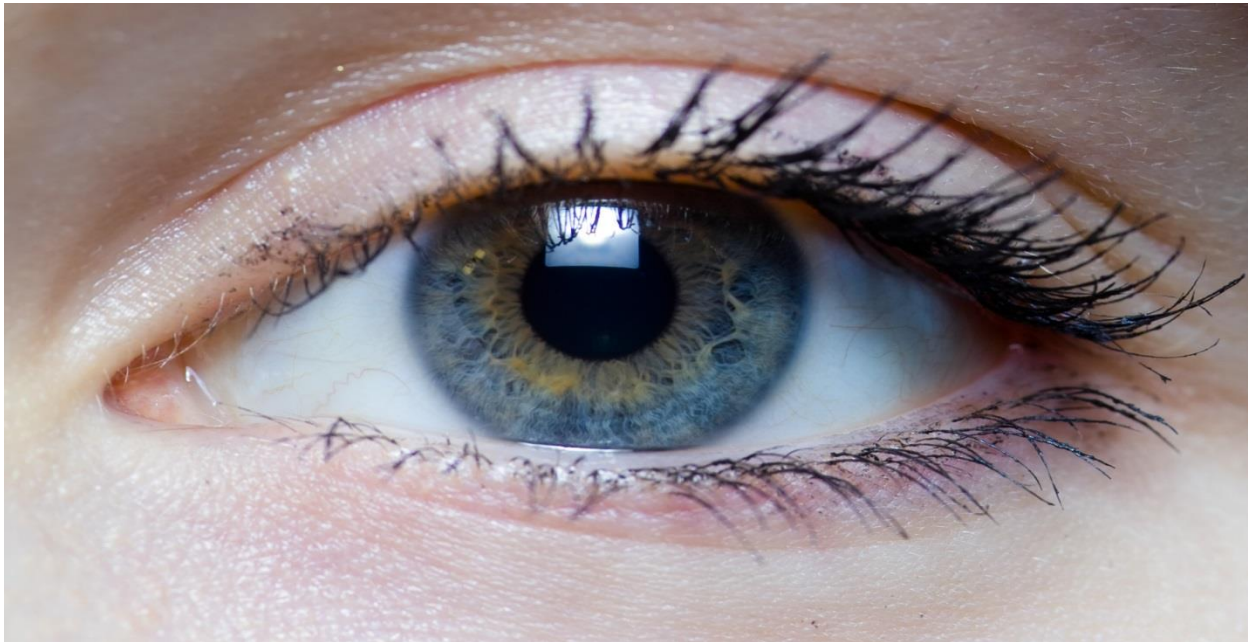
# Cool Off Exercise!

## 5-4-3-2-1 Reset



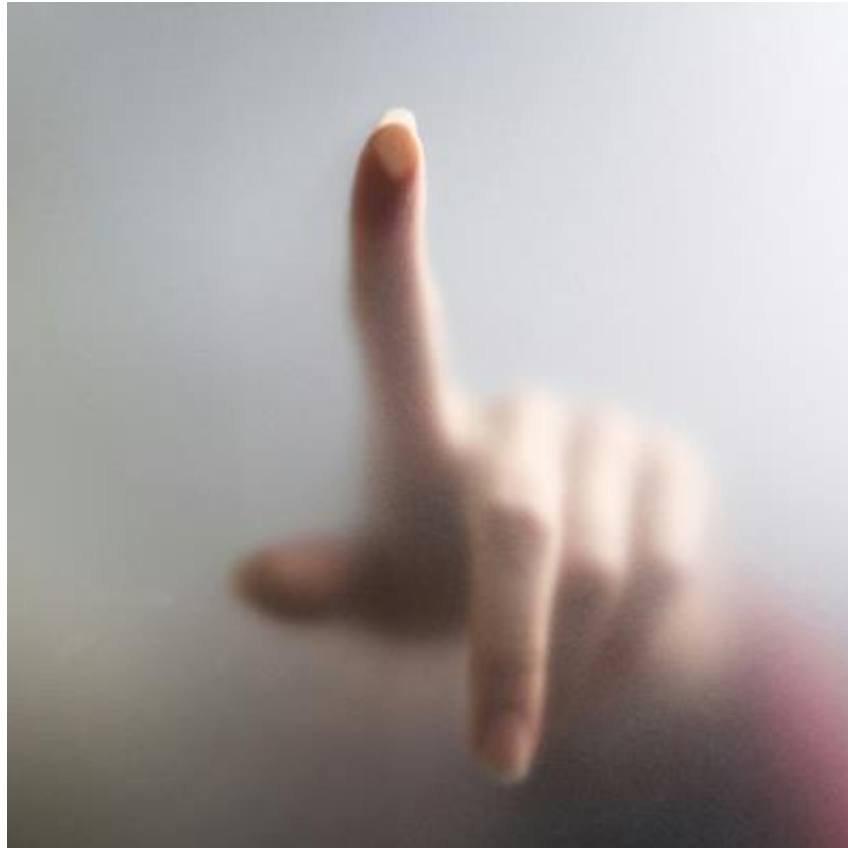
Name

5 Things you can ***SEE***



Name

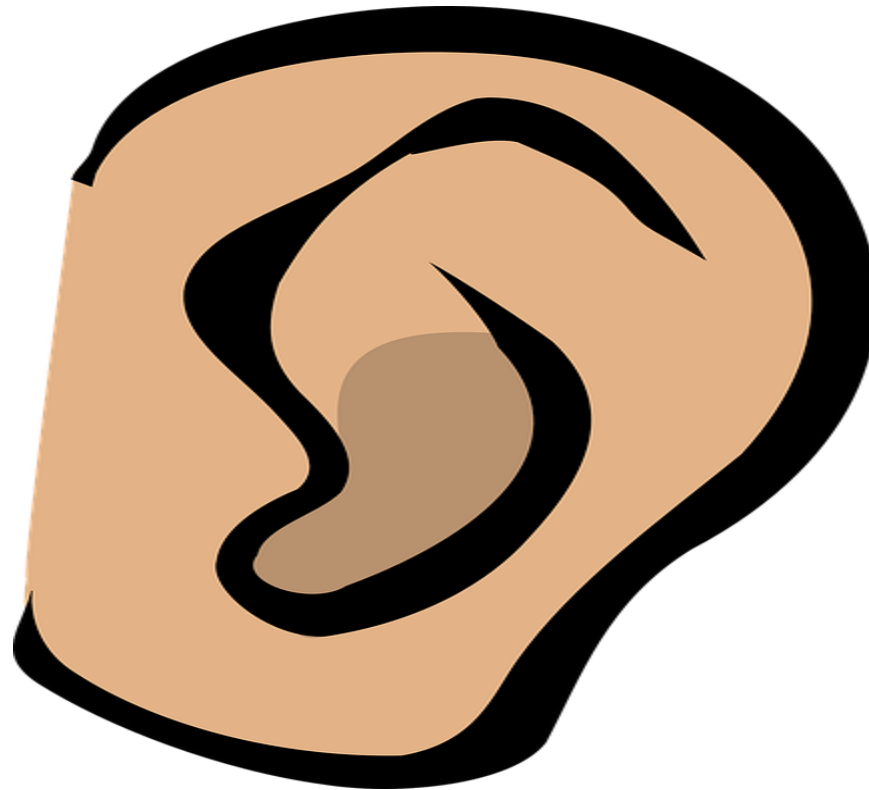
4 Things you can ***TOUCH***





Name

3 Things you can ***HEAR***



Name

2 Things you can ***SMELL***



Name

1 Thing you can ***TASTE***



# 6-Step Conflict Resolution

## 2. Share, Listen, Check-

Bring youth in conflict together.

Select one youth to start with Sharing and one to start with Listening-Checking. Then they switch. Consider asking the youth to write these out before the meeting.

(1<sup>st</sup> Youth Shares) *“I felt mad when you didn’t let me play Fortnite because I was bored and by myself.”*

(2<sup>nd</sup> Youth Listens-Checks) *“I heard you say you got mad when I wouldn’t let you play.”* or *“So you want me to try to let you in to play when you ask.”*

(2nd Youth Shares) *“I was frustrated because you interrupted my game. I can’t let you in anytime you want, only when a session ends.*

(1st Youth Listens-Checks) *“I heard you say you were frustrated because I interrupted you.”* or *“So you want me to chill-out after I ask until you can let me in.”*

## 6-Step Conflict Resolution

### 3. Take Responsibility-

*Ask both youth: Could you have done something differently to change what happened?*

*Writing this out usually helps.*

*Then they each share: “I could have*

---

*”*

---

## *6-Step Conflict Resolution:*

### 4. Brainstorm Solutions-

Goal is win-win whenever possible.

Check “win-for-me” youth.

Give examples but try and let them resolve.

## *6-Step Conflict Resolution:*

### 5. Choose a Solution-

Have them imagine when this happens again.

For each solution, ask them to consider:

*Do you think this solution will work?*

Ask them to write their answer and consider different alternatives for what might happen.

## 6-Step Conflict Resolution:

### 6. Affirm, Forgive or Thank-

Help the youth decide if one or all of these is most appropriate.

**Affirm**: *“I understand why you were upset and I will follow through with our plan.”*

**Forgive**: *“Thank you for your apology. I forgive you.”*

**Thank**: *“Thank you for working on this with me.”*



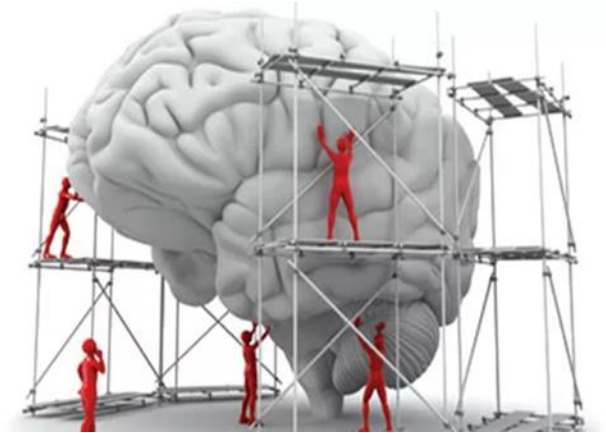
# *The Resilience Code Planner*

EXPERIENCE	STOP	START	CONSIDER
Physical Safety			
Emotional Safety			
Social Safety			
Being Seen			
Being Wanted			
Feeling Competent			
Opportunities to Contribute			

# *The Resilience Code*

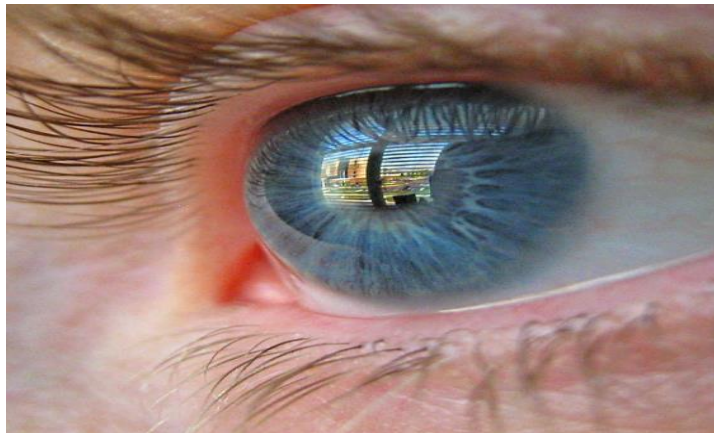
## 2. To be **SEEN**.

*Students need to be noticed—  
every time-- and unconditionally  
accepted.*



# *3 Ways to Ensure Youth are SEEN*

- 1. Getting to Know Them***
- 2. Welcoming and Greeting***
- 3. Learning a Youth's Story***



# *Ensure Youth are SEEN*

## ***1. Getting to Know Them***

***My Owner's Manual:*** *Depending on age, have youth complete it, help them complete it or ask parent to help youth complete it.*

***2-Minute Huddle:*** *Gather information about the youth's interests and preferred activities.*

# My Owner's Manual

If you want to show me you respect me: \_\_\_\_\_

\_\_\_\_\_

If you want to show me you like me: \_\_\_\_\_

\_\_\_\_\_

If you want to teach me something: \_\_\_\_\_

\_\_\_\_\_

If you want to communicate with me: \_\_\_\_\_

\_\_\_\_\_

If you want to ask me to do something: \_\_\_\_\_

\_\_\_\_\_

If you want to help me: \_\_\_\_\_

\_\_\_\_\_

If you want to correct me: \_\_\_\_\_

\_\_\_\_\_

If you want to make me feel really  
good about myself: \_\_\_\_\_

\_\_\_\_\_



# My Owner's Manual



If you want to show me you respect me: Notice me, learn my name, ASK ME MY OPINION, SEE ME.

If you want to show me you like me: Learn about me, ASK ABOUT MY CHILDREN! ASK ABOUT PASSIONS, HOBBIES, CURRENT WORK.

If you want to teach me something: SHOW ME THE RELEVANCE, PEEL MY INTEREST, BE EXCITED ABOUT YOUR CONTENT.

If you want to communicate with me: JUST ASK! GIVE ME OPTIONS AND MAKE IT SAFE.

If you want to ask me to do something: "HEY FRANK WOULD YOU PLEASE..." "IT WOULD BE REALLY HELPFUL IF YOU WOULD..." "PLEASE DO THIS NOW."

If you want to help me: "ASK IF I CAN GIVE YOU A HAND" OR "YOU MIGHT CONSIDER..."  
CAN I HELP?

If you want to correct me: "I'D LIKE TO GIVE YOU SOME FEEDBACK."

If you want to make me feel really good about myself: PRaise MY EFFORT, WORK ETHIC. "I BENEFITED"



## 2-Minute Huddle

- One-on-One private time with youth.
- Ask youth: *“If you had a whole Saturday to do whatever you want, what would you do?”*
- Set timer for 2 minutes.
- Listen
- Take notes
- Use info to build your relationship

# *The Resilience Code Planner*

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Emotional Safety			
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Opportunities to Contribute			



# *The Resilience Code*

## **3. To be WANTED.**

*Being seen is necessary but not sufficient. To thrive, youth must experience being wanted.*

**Wanted** = The youth  
believes you know them  
(problems and faults) and that  
you desire a relationship with  
them anyway.

# **This One is the Most Challenging**

- **The brains of students with trauma are “Velcro” for the negative.**



- Fear, Shame and Inadequacy are constant companions.
- These are substantial obstacles for a youth believing you or trusting you about their strengths, positives and desire for a positive relationship.

# Plus: Rejection Sensitivity

- High sensitivity about the possibility of rejection.
- Feeling easily triggered toward guilt or shame.
- Isolating oneself in a preemptive strike not to be rejected.
- Aggressive behavior toward those who have been perceived to have slighted the person.
- Frequently feeling an uncomfortable physical reaction due to "not fitting in" or being misunderstood.
- Self-esteem that is entirely dependent on what others think, and rises and falls accordingly.
- Frequent and intense ruminating after an interaction.



Wu, Jade, 5 surprising facts about rejection sensitivity, [scientificamerican.com](https://www.scientificamerican.com/article/5-surprising-facts-about-rejection-sensitivity/), April 13, 2020.

***“Human beings, like plants,  
grow in the soil of acceptance  
not in the atmosphere of  
rejection.”***

***John Powell***

# Create a Strengths List

Name of Youth: \_\_\_\_\_

1. This youth is best at...
2. This youth has an amazing ability to...
3. This youth is frequently recognized for...
4. This youth smiles when...
5. This youth is happiest when...
6. This youth participates the most when...
7. This youth does this better than any other...
8. This youth is highly interested in...
9. This youth is highly motivated by...
10. This youth takes pride in his/her work when...

# What is a Strength?

- **The youth is good or has the potential to be good at it.**
  - **The youth is energized by doing it.**
  - **It benefits something greater than themselves.**
- <https://www.yourtherapysource.com/blog1/2019/08/26/student-strengths-in-the-classroom-2/>
- <http://www.meaningandhappiness.com/psychology-research/list-of-personal-strengths.html>

Sternberg, R. J., & Grigorenko, E. L. (2000). Teaching for successful intelligence. Arlington Heights, IL: Skylight Training. Alex M. Wood, P. Alex Linley, John Maltby, Todd B. Kashdan, Robert Hurling,  
Using personal and psychological strengths leads to increases in well-being over time: A longitudinal study and the development of the strengths use questionnaire, Personality and Individual Differences, Volume 50, Issue 1, 2011, Pages 15-19, ISSN 0191-8869,  
<https://doi.org/10.1016/j.paid.2010.08.004>.

# Create a Strengths List

- Energetic
- Loving
- Kind
- Creative
- Outgoing
- Determined
- Adventurous
- Cooperative
- Trustworthy
- Playful
- Courageous
- Funny
- Smart
- Helpful
- Assertive
- Confident
- Persistent
- Leader



# McKenzie's List

## McKenzie's Strengths List w/ Notes

**ASSERTIVE** -

USE WHEN  
SHE IS ANGRY  
OR FRUSTRATED

**DETERMINED** -

WANTS TO  
SUCCEED JUST  
NEEDS MORE  
CONFIDENCE

**Diligent** -

WILL WORK HARD  
WITH ENGAGEMENT  
AND/OR ENCOURAGEMENT

**EXCELLENCE** -

SHE IS GENUINELY  
PROUD OF QUALITY  
WORK BUT NEEDS  
HELP "SOFTENING  
DRAFTS"

**HELPLESSNESS** -

VERY STRONG. FIND  
A WAY TO USE  
WHEN SHE IS  
NOT ENGAGED.

## **Quotes and Sources**

**“The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.”**

Center on the Developing Child (2015). *The Science of Resilience* (In Brief). Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

# *The Resilience Code*

EXPERIENCE	STOP	START	CONSIDER
Physical Safety			
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Feeling Competent			
Opportunities to Contribute			

# *The Resilience Code*

## 4. To be **COMPETENT**.

*Youth need to feel they are capable of learning, growing and succeeding. Self-esteem develops through mastery.*

# Building Competence with Stress

*In my 35-year career, the most frequent assumptions caring adults made was that the children and youth they cared for and about either had stress management skills; somebody else was responsible for teaching them these skills or; they would “figure it out.”*

# *Teach Stress Literacy & Management*

## **Stress Literacy has 3 Parts:**

- Body Awareness
- Emotional Awareness  
*(These first two are almost always skipped!)*
- Behavior Selection (i.e., A Stress Management Tool)

---

**Goal: Emotional Control**

# **Teach Stress Literacy & Management**

## **Stress Literacy has 3 Parts:**

- **Body Awareness**  
(What does stress feel like in my body?)
- **Emotional Awareness**  
(Acknowledge that I am stressed)
- **Behavior Selection**  
(When I am stressed, I can use Self-Talk)

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**Goal: Emotional Control**

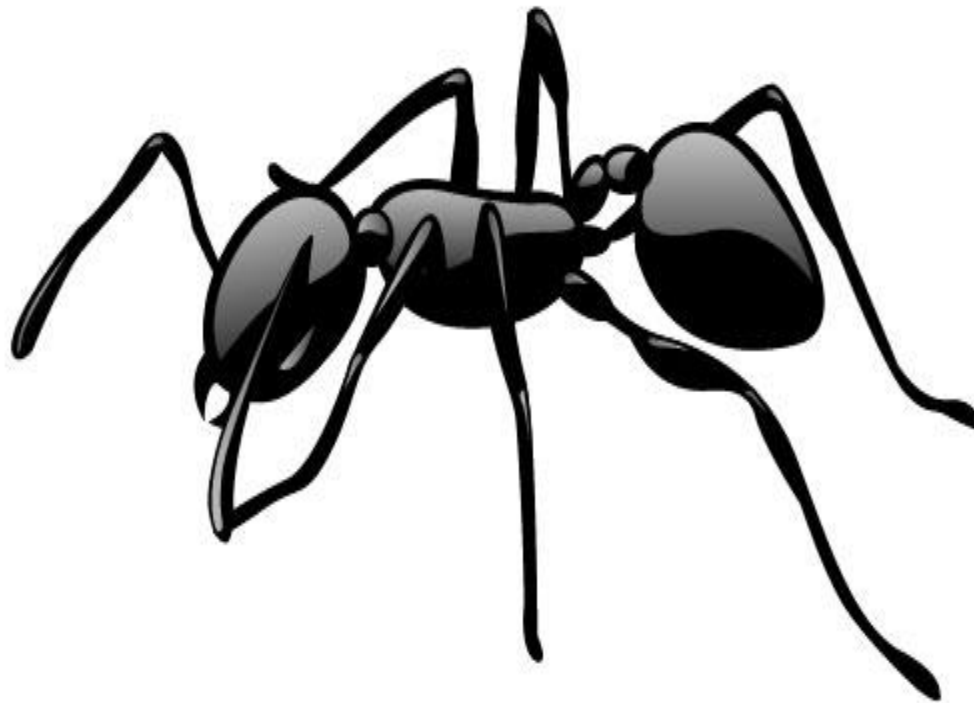
# **Please Note!**



**“Stress Literacy” must be taught before kids can effectively use stress management tools—no matter how good the tools are!**



# ANT Therapy



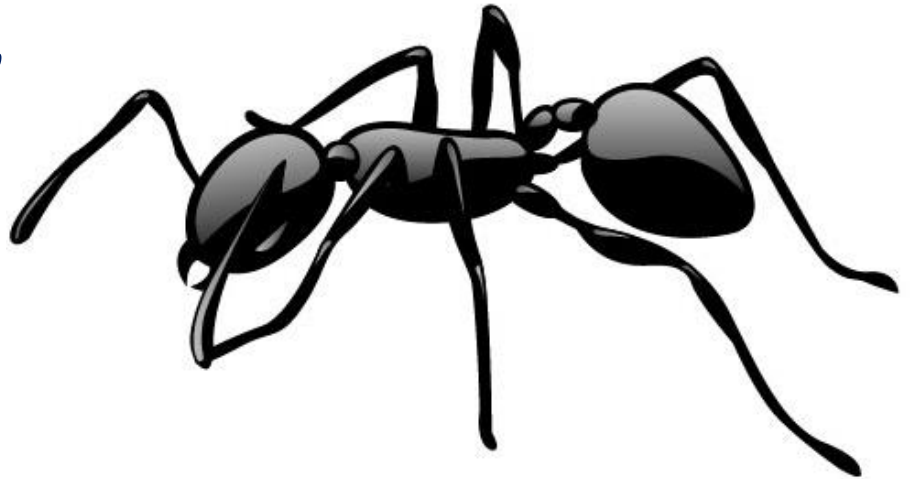
# ANT Therapy

- ***ANT= Automatic Negative Thoughts.***
- ***We have an estimated 30,000-50,000 thoughts per day.***
  - ***Many, if not most, are negative, unwanted and uninvited.***
- ***In the COVID-19 context, we likely are being bombarded with even more ANTs.***

# **ANT Therapy**

**(Automatic Negative Thoughts)**

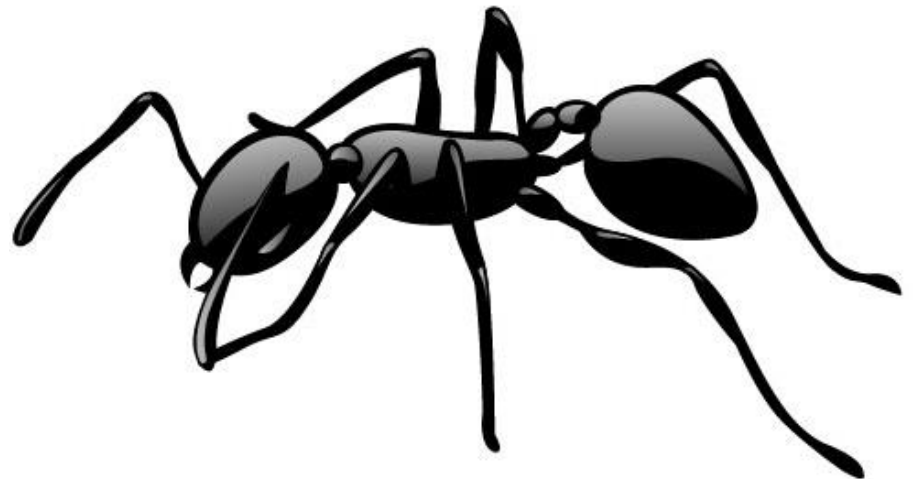
- 1. Be aware of negative self-talk.***
- 2. Name the voice.***
- 3. Think positive.***
- 4. Move on.***



# **ANT Therapy**

**(Automatic Negative Thoughts)**

**Youth Example:**  
**Math Homework**



# ANT Therapy

1. Be aware of negative self-talk.

*("I hate math. I never get it right. These problems suck!")*

2. Name the voice.

*("That's my Eeyore voice talking.")*

3. Think positive.

*("I will take a deep breath, try again and ask Mr. Shobe for help!")*

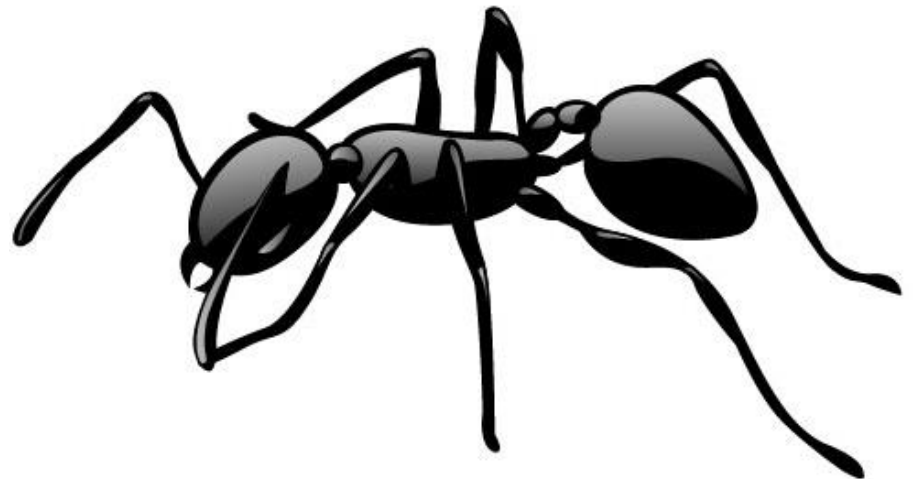
4. Move on.

*(Go forward!)*



**ANT Therapy**  
**(Automatic Negative Thoughts)**

**Adult Example:**  
**Son Home from College**



# ANT Therapy: Example

## 1. Be Aware of the Negative Thought.

*“My son, home from college, did not take out the trash as asked. This is not a hotel. I thought he’d be more responsible.”*

## 2. Name It.

*“Yep, there’s the “Judge” talking.”*

## 3. Negate It with a Positive Thought.

*“He is working so hard on school and being disciplined about social distancing. I’m proud of him for that.”*

## 4. Move On.

*“I’m so relieved he is home. I’ll gently nudge him on the trash.”*



# ANT Therapy: Let's Try It!

1. Be Aware of a Negative Thought. Write It Down.

2. Name It.

*"Yep, there's the "\_\_\_\_\_ " talking."*

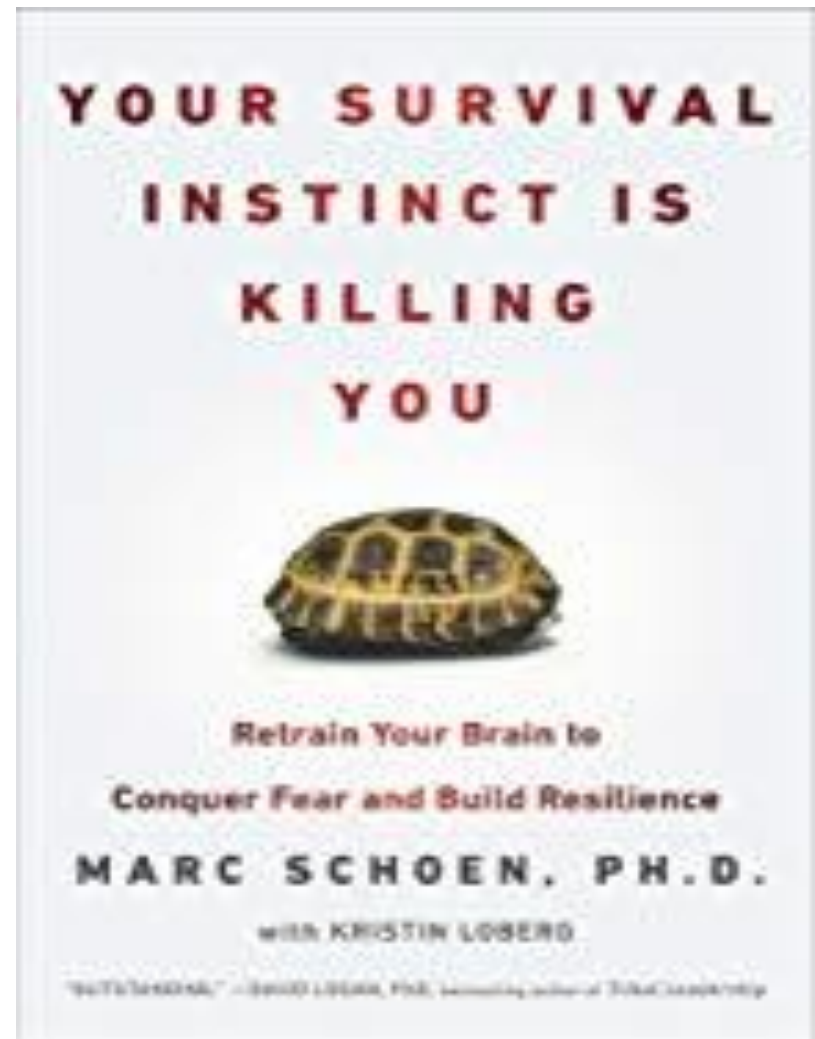
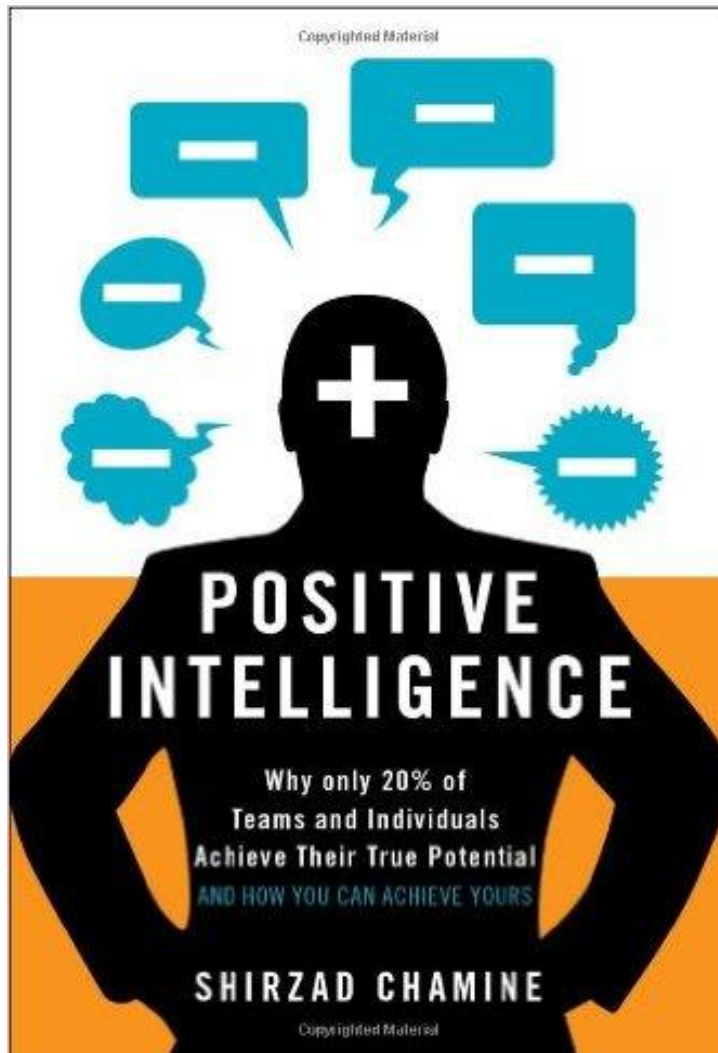
3. Negate It with a Positive Thought. Write It Down.

4. Move On.

*Write "Done."*



# Great Resources on Our “Inner Voice”



## **Quotes and Sources**

**“Developing children’s individual capabilities is a contributing protective factor for resilience. The healthy development of self-efficacy helps ‘inoculate’ the child against potential threats and future adversity.”**

Anda, R. and Porter, L., Adverse Childhood Experiences (ACE) Interface (2014)  
[aceinterface.org](http://aceinterface.org).

# *The Resilience Code*

EXPERIENCE	STOP	START	CONSIDER
Physical Safety			
Emotional Safety			
Social Safety			
Being Seen			
Being Wanted			
Feeling Competent			
Opportunities to Contribute			

# *The Resilience Code*

## **5. To CONTRIBUTE.**

*Reciprocal relationships demand contribution. Non-reciprocal relationships end (unless compensated). Students must have opportunities to contribute to individual, peer and community relationships.*

# Contribution Activities

- Threatening situations make us even more cooperative and more likely to be socially supportive than we usually are.
- Look for or create opportunities—big or small-- for students to give to their family, friends, neighborhood or community.
- These are typically localized so you may find it beneficial to research.

# *Young People Make Amazing Contributions*



**Daliyah Marie Arana of Gainesville, Georgia read more than 1000 books before she even entered kindergarten. Her love of reading became so prolific that it caught the attention of the Library of Congress, where she was invited to serve as Guest Librarian in January 2017. “I want to inspire all the kids at my school to read more,” Arana tells Mental Floss. “I read to my 5-month-old baby brother, Demetrio, every day because I want him to learn to read before age 2!”**

# Young People Make Amazing Contributions



Ten-year-old Addisyn Goss, of Fenton, Michigan, met her grandfather for the first time in 2015. He was very sick, with one leg amputated, and had been homeless for six years. “So many of his stories made me sad, and I wanted to help others that might be homeless,” Goss tells Mental Floss. With her family’s help, she bundled donated toiletries, clothes, snacks, and blankets into 50 individual bags she dubbed [Snuggle Sacks](#), which they delivered to the homeless in Lansing and Flint. Soon they were giving out 50 each month; now it’s 500. Goss’s nonprofit has handed out 3200 survival kits so far.



# Young People Make Amazing Contributions



**Gitanjali Rao, a seventh-grader from Colorado, won the 2017 Discovery Education 3M Young Scientist Challenge and was named: "American's top young scientist." Her winning project? An inexpensive, portable, accurate device that tests lead contamination in drinking water and a smartphone app that analyzes the results, which she created after seeing news stories about lead in Flint, Michigan's water system.**



# **Promote Acts of Encouragement**

***Provide your youth (at all ages) the opportunity to consistently practice acts of encouragement and contribution (kindness, volunteering, service learning) to and for others.***



***The benefit to resilience is huge!***

## *Quotes and Sources*

***“Productivity, meaning and purpose in relation to the larger community are essential elements of recovery and resilience.”***

*Constance Noll DNP, CRNP, PMHNP-BC, University of Maryland Upper Chesapeake Health as presented at the **Not All Wounds Are Visible***

*Conference, June 19, 2019, sponsored by the University of Maryland Medical System.*

# *The Resilience Code Planner*

EXPERIENCE	STOP	START	CONSIDER
Physical Safety			
Emotional Safety			
Social Safety			
Being Seen			
Being Wanted			
Feeling Competent			
Opportunities to Contribute			

## **Quotes and Sources**

**“This combination of supportive relationships, adaptive skill-building, and positive community experiences creates the foundation of resilience.”**

Center on the Developing Child (2015). *The Science of Resilience* (In Brief). Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

*Thank You for Participating!*



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