I. Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults

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Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults

by Nan Henderson, M.S.W.

This article is reprinted with permission from the book Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths….

"Where do I *start* in fostering resiliency in my children?" "What are the most important things to do?" "How long does it take?" "What if I only see them once a week (or once a month)?"

Parents and other family members, and educators and other helping professionals, all pose similar questions about resiliency. No one doubts that it is important, even crucial. Almost everyone agrees with my premise that resiliency--"the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress that is inherent in today's world" (Henderson and Milstein, 1996, p.7)--is needed by every child alive. Yet often feeling too stretched as it is, family members and helping professionals alike can't imagine fitting one more thing into their already time-pressured interactions with children.

After reading dozens of resiliency-focused studies and books, and after talking with hundreds of kids about their resiliency, I have identified four basic steps to fostering resiliency in children and youth--steps that can be used by every adult, whatever their role in children's lives.

The good news is this: *To a large degree, fostering resiliency occurs by integrating certain attitudes and behaviors with kids into the interactions we already have with them*. This is because fostering resiliency is a *process* that occurs first and foremost in relationships.

When I ask young people who and what contributed to their resiliency (as defined above), they always name individual people first…then go on to mention activities, opportunities, classes, or--occasionally--programs. Their relationships with the individuals they name are characterized by the following recommendations:

1. Always communicate "The Resiliency Attitude." Fostering resiliency begins with an attitude, expressed verbally and non-verbally, that communicates, "I see what is *right* with you, no matter what you have done in the past, no matter what problems you currently face. Your strengths are more powerful than your 'risks.' And whatever risks, problems, and adversity you are facing are steps on the road to bouncing back--they are not the end of the road!"

The Resiliency Attitude is also one in which caring and support is expressed in as many ways as possible--in word and in deed. Listening with compassion, validating the pain of a child's problems while conveying his or her ability to overcome, and providing thoughtful and nurturing gestures--great or small--are all part of this attitude. "She talks to me. She encourages me…She helps me a lot [with my baby]. She lends me money when I need it…She praises me. She tells me she is proud of me," is how Loretta Dejoilie (Henderson, et al., 1999, p. 176) described her mother--the embodiment of the resiliency attitude.

L.W. Schmick, now finishing his freshman year in college, described the attitude of the teacher he credits most with his resiliency in this way:

> In my sophomore year, I had an English class with Brian Flynn...A lot of teachers when they see an "at risk" student, they automatically distrust and they don't give them some of the responsibilities they would give other students...But Brian Flynn showed me respect and trust. He gave me a lot of power to take responsibility. He said, "If you want an inch, take an inch. If you want a mile, take a mile." I wasn't set apart as different...He saw me as just another person, not as an "at risk" student (Henderson, et al., 1999, p. 80).

2. Focus on strengths with the same or an even greater meticulousness as you use in cataloging weaknesses. Steve Wolin (Benard, in Henderson, et al., 1999, pp. 145-150) believes that focusing on strengths goes against human nature. I believe it would be easier for people to do if we lived in a strength-reinforcing culture (that is possible to create), which viewed discussing one's capabilities and talents, goals and achievements as positive. A part of this culture would be a good news-reporting media focused equally on all the ways people help, support, sacrifice for, and care for one another. Whether it is because of "nature or nurture"--that old debate!-- all adults interacting with young people need training in focusing on strengths, in "cataloguing...capabilities with the exquisite concern we normally reserve for weaknesses" (Higgins, p. 320). I have used a process called The Resiliency Chart outlined in Figure 1 to train myself and others in identifying, reinforcing, nurturing, and using strengths in my personal and professional interactions with children and youth.

Figure 1. The Resiliency Chart

For each particular child, draw a t-chart as shown below. On the left-hand side of the chart, list all the concerns--internal, in terms of the attitudes and behaviors of this child, and external, in terms of environmental risks and stressors--that you have about the child. Try to limit your list to a handful of the most pressing problems. On the right-hand side of the chart, list every positive you can think of both within this child and within his or her environment. Think in terms of attitudes, behaviors, personality characteristics, talents and potential talents, capabilities, and positive interests. Think also in terms of the child's environment: list every person, place, organization, or structure that provides positive interaction and support for this child. Referring to Table 1., which lists individual and environmental characteristics that facilitate resiliency, can help with this strength-identification process. Don't limit your thinking, however, to these lists. Include anything you think of as a strength or positive support.

Child's Name_____

Problems/Challenges	Strengths/Positive Supports

Table 1. Individual and Environmental Characteristics that Facilitate Resiliency

Individual Characteristics that Facilitate Resiliency

1. Gives of self in service to others and/or a cause
2. Uses life skills, including good decision-making, assertiveness, impulse control, and problem-solving
3. Sociability/ability to be a friend/ability to form positive relationships
4. Sense of humor
5. Internal locus of control (makes life choices based on connection to self rather than outer influences)
6. Perceptiveness
7. Autonomy/independence
8. Positive view of personal future
9. Flexibility
10. Capacity for and connection to learning
11. Self-motivation
12. Is "good at something"/personal competence
13. Feelings of self-worth and self-confidence
14. Personal faith in something greater; spirituality
15. Creativity

Environmental Characteristics (in families, schools, and other organizations and relationships)

1. Promotes close bonds
2. Values and encourages education
3. Uses high warmth/low criticism style of interaction
4. Sets and enforces clear boundaries (rules, norms, and laws)
5. Encourages supportive relationships with many caring others
6. Promotes sharing of responsibilities, service to others, "required helpfulness"
7. Provides access to resources for meeting basic needs of housing, employment, health care, and recreation
8. Expresses high, and realistic, expectations for success
9. Encourages goal-setting and mastery
10. Encourages pro-social development of values (such as altruism) and life skills (such as cooperation)
11. Provides leadership, decision-making, and other opportunities for meaningful participation
12. Appreciates the unique talents of each individual

(Richardson et al., 1990, Benard, 1991, Werner and Smith, 1992, Hawkins et al., 1992, Wolin and Wolin, 1993)

Adapted from the book, Resiliency in Schools: Making It Happen for Students and Educators by Nan Henderson and Mile Milstein, published by Corwin Press, Thousand Oaks, CA (April, 1996).

The way The Resiliency Chart might look at two different points in one child's life is diagrammed in Table 2 and Table 3. A couple of years ago, I wrote about Juanita Corriz, a 15-year old ninth grader in Santa Fe, New Mexico, who--after a two-year wait--was matched with a Big Sister, Sharyn Obsatz, when she was 14 (Henderson, et al. pp. 107-108). When I talked with Juanita, it became clear that her life has changed significantly for the better in the two years since she met Sharyn--that her strengths evident at age 12 have been nurtured, that others have emerged, and that many of the "risks" in her life have been *mitigated* by this growing list of positive personal and environmental characteristics.

Table 2. Juanita, age 12

Problems/Challenges Supports	Strengths/Positive
1. Single-parent mom who must work every night, and who has several children to care for 2. No father in her life – has never known dad 3. Lots of unsupervised time on her hands 4. Family history of poverty 5. Struggling with some of her schoolwork	1. Mom who gives message, "Become something better for yourself" and, recognizing her children's need for more quality adult time, contacted Big Brothers/Big Sisters 2. Example set by mom of getting off of welfare 3. Oldest of four children, recognition that "I am a role model for the others" 4. "Required helpfulness" role (see Werner, 1996) in helping with younger children 5. Desire to do well is school 6. Very giving of self to mom and younger siblings 7. Sociability – outgoing, friendly, enthusiastic 8. Interest and ability in foreign languages 9. Insight about what she needs to do well

It is important to note that families often *simultaneously* contribute risks and strengths in a child's life--a point is almost entirely overlooked in the dysfunctional family model. In Juanita's case, her mother is a high-school drop out, who got pregnant as a teen-ager, and who survived for many years on welfare--and now works nights as a custodian to support her family. But this same mother communicates to her children by example and by word, "Make a better life for yourself. " Recognizing her own time limitations, she made the call to Big Brothers/Big Sisters that provided both Juanita and one of her younger brothers with mentors.

Two years later, as a result of at weekly interactions with her Big Sister Sharyn whom Juanita describes as "a best friend...I've grown to love, who gave me the belief, I'm going to try to do good because I know I can do good"(p. 107), I would modify Juanita's chart as shown in Table 3.
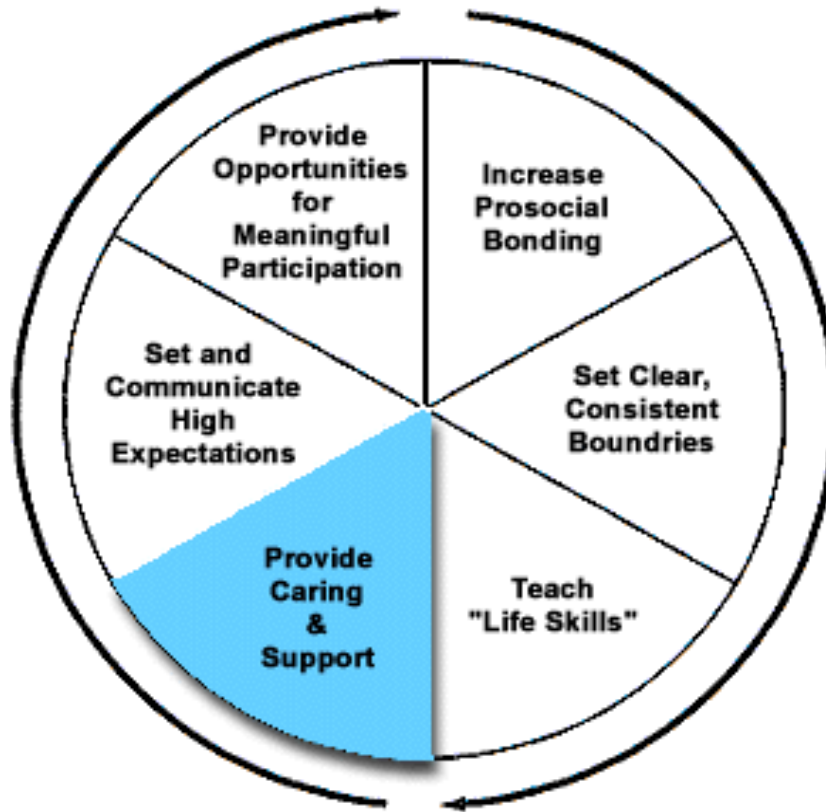
Table 3. Juanita, age 15	
Problems/Challenges	**Strengths/Positive Supports**
Delete # 3 above	Add the following:
Delete # 6 above	10. Weekly interaction for several hours with a Big Sister who conveys The Resiliency Attitude
	11. A certain belief by Juanita that she will go to college
	12. Over a 1.5 raise in G.P.A.
	13. Increased time reading, due to Big Sister's influence
	14. Expansion of altruism to include goal of one day being a Big Sister herself

It is not possible, nor even desirable in preparing a child to successfully cope with life, to eliminate 100% of the risks, stresses, challenges in his or her life. What can be done, through interactions with family members and other caring adults, is to increase "the right hand side of the chart" by focusing on and adding to strengths and environmental supports, which *mitigate* the impact of risk factors and stress. The balance is thereby shifted: The power of the risks and problems are reduced and the strengths--including talents, competencies, resiliency characteristics, and environmental supports--grow.

3. Build a Resiliency Wheel around each child. After communicating a resiliency attitude, after assessing and figuring out how to reinforce, nurture, and expand on strengths, the next step--which can happen simultaneously with the first two--is to build a web of resiliency-fostering environmental conditions around each child. This web is diagrammed in The Resiliency Wheel shown in Figure 2. This wheel is in actuality a web of protection, support, and nurture of each child's "self-righting tendency" (Werner & Smith, 1992) and capacity for resiliency. No child can have too many strands in his or her web and most today have far too few.

Figure 2. The Resiliency Wheel

Figure 1
The Resiliency Wheel

Provide Opportunities for Meaningful Participation

Increase Prosocial Bonding

Set and Communicate High Expectations

Set Clear, Consistent Boundries

Provide Caring & Support

Teach "Life Skills"

Adapted from the book *Resiliency In Schools: Making It Happen for Students and Educators* by *Nan Henderson* and *Mike Milstein, published by Corvin Press, Thoussand Oaks, CA (1996)*

Risk factor research, which encompasses hundreds of studies over several decades, (Hawkins, Catalano, & Miller, 1992) suggests three main strategies--elements one, two, and three of The Resiliency Wheel--for mitigating the impact of risk in the lives of children and youth, in effect moving them towards resiliency (Hawkins & Catalano, 1990). These are:

Increase Bonding. This involves increasing the connections between young people and resiliency-fostering peers and adults and between young people and any pro-social activity (such as sports, art, music, drama, community and/or school service, and reading and other learning).

Set clear and consistent boundaries. This involves the development and consistent implementation of family rules and norms, school policies and procedures, and community laws and norms. These expectations should be developed with input from young people, clearly communicated (in writing is ideal), and coupled with appropriate consequences that are consistently enforced. My experience as a clinical social worker working with families has shown me that often parents believe that their children know the family rules and what consequences to expect if they are broken, when in the children's minds there is no clarity or consistency about them. Recent experiences with groups of young people in schools has emphasized that here, too, kids *often* experience inconsistency and a laxness--which they complain to me about in our meetings!

Teach "life skills." These include cooperation, healthy conflict resolution, resistance and assertiveness skills, communication skills, problem solving and decision making, and healthy stress management. When these skills are adequately taught and reinforced they help young people successfully navigate the perils of adolescence, including resisting the use of cigarettes, alcohol, and other drugs (Botvin & Botvin, 1992) and successfully dealing with hurtful peer or adult behaviors.

The life-span focused resiliency research yields three additional steps (synthesized by Benard, 1991)--elements four, five, and six of The Resiliency Wheel--that are consistently shown to help young people "bounce back" from risk, stress, and adversity. These are:

Provide caring and support. This includes providing unconditional positive regard and encouragement. Because it is the most critical of all the elements that promote resiliency, it is shaded on The Resiliency Wheel. In fact, it seems almost impossible to successfully "overcome" adversity without the presence of caring. This caring does not necessarily have to come from biological family members--though that is ideal. Optimally, every child should have several adults he or she can turn to for help (Benson, Galbraith, & Espeland, 1994). Educational reformers are recognizing the criticalness of a caring environment as the foundation for academic success. Noddings (1988) notes, "It is obvious that children will work harder and do things--even odd things like adding fractions--for people they love and trust" p.32.

Set and communicate high expectations. This step appears consistently in both the resiliency literature and in the research on academic success. It is important that expectations be both high and *realistic* to be effective motivators. In reality, however, many children, especially those stuck with one or more of the myriad of labels used in schools and agencies, experience unrealistically low expectations and adopt low expectations for themselves.

Provide opportunities for meaningful participation. This strategy means providing opportunities for problem solving, decision making, planning, goal setting, and helping others, and involves adults sharing power in real ways with children. This resiliency builder

is also increasingly showing up in school change literature with expectations that teaching become more "hands-on," curriculum more "relevant" and "real world," and decision making site-based, actively involving all members of the school community (Cooper and Henderson, 1995).

Where should a parent or other adult start in making use of this information? Start where you see the greatest need and/or start wherever you can. Often, as in the case of teacher Brian Flynn, who guided L.W. Schmick and his peers through a community service project, one action will embody many of the elements of The Resiliency Wheel. It is important to recognize that there is no way to know just how much of this web is needed by any one individual to assure "shifting the balance" to a resilient outcome. Most resilient kids who have been studied didn't have a strong web in their family, school, *and* community environments. Some have only a few strands in just a few places. So, start wherever you can start based on your assessment of what would help an individual child the most and based on available resources.

Children do need both quantity and quality of resiliency-fostering interactions. Yet, feeling they don't have enough time to give, parents and other adults often underestimate the power of what they can do. As Higgins (1994) notes:

> Several subjects in [my] study [of the resilient] strongly recommended that those of you who touch the life of a child constructively, even briefly, should *never* underestimate your possible corrective impact on that child....In fact, one of the strongest leitmotifs rippling through the interviews [I conducted with resilient survivors] was the reparative power of simple, open availability.... Remember, too, that the surrogates[caring adults outside the immediate family] of the resilient were generally available for only small amounts of clock time, and some faded after a limited developmental exposure. Yet their positive impact persisted for life (pp.324-325).

4. Never Give Up! Resiliency is a life-span process and it ebbs and flows throughout an individual's life. Many resilient survivors of difficult childhood circumstances share how crucial persistence by caring people around them was in their ability to both become resilient and maintain their resiliency. I also interviewed Leslie Krug a few years ago. At the time, she was 17 and nearing high school graduation from an alternative school, went through ninth grade in a traditional high school three times before succeeding on the fourth try in her alternative school. She, too, credits her mother as a major source of resiliency. "She just kept making me go to school. She wouldn't let me drop out," Leslie said in an interview last year. She reported that during years of skipping school and "hanging out" her mom got made at her for her behavior but she never gave up on her. No matter what, her mom was "just always there" (Henderson, et al., 1999, pp. 21-22).

Phil Canamar's story (Henderson, et al., 1999, pp. 22-24) shows how each of the four steps discussed in this article helped him change from a gang and drug-involved 16-year-old school drop to a 19-year-old nearing high school graduation, and currently soliciting grants from companies such as Honeywell to help "multicultural youth."

Phil, too, had a single-parent mother who worked overtime to support her three children. He began getting into trouble in middle school when he experienced a void of caring, supportive adult interaction. This void, he said, contributed to his gang involvement, which he initiated at a time when he said to himself, "No one is here for me. I'm sick of it." He said "I turned toward the gang to find support"(p. 23). Eventually, he dropped out of school and he ran away from home.

His life began turning around when he reconnected with Joe, a former male friend of his mother's who had told him if he ever needed help to contact him. He eventually moved in with Joe and Joe's parents, all three of whom he considers his family. He reports that they give him love and care, support, and encouragement. Phil also contacted an alternative school he had heard about years before. On the day of his initial contact, the principal encouraged Phil to attend, telling him "I know you are a good kid."

"The structure of the school"--which is built around adult and student cooperative teams, experiential activities, identifying and nurturing strengths, finding real-world work placements as part of learning-- "the environment here, and last--but not least--my teacher Kathryn who always [for several years] gave me encouragement to take it one day at a time," (p. 23) are the reasons Phil says he is still in school and working in a community agency grant-writing to help other kids. His goal after graduation is to own his own video production company.

"Facilitating resiliency in more a matter of orientation than specific intervention," writes Higgins (1994, p.319), based on her study of resilient survivors of childhood trauma. It is clear that fostering resiliency doesn't happen as a result of putting kids through a program, though many programs such as Big Brothers/Big Sisters, as well as families, provide the caring adults that provide this crucial "resiliency orientation." A "resiliency orientation" is something all caring adults, how ever and where ever they interact with children, can convey--through an attitude of optimism and encouragement, a focus on strengths, a commitment to weaving strands from The Resiliency Wheel into children's lives, and persistence--for decades, if necessary--in these approaches.

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Appendix A
The Resiliency Quiz
by Nan Henderson, M.S.W.

PART ONE:
Do you have the conditions in your life that research shows help people to be resilient?

People bounce back from tragedy, trauma, risks, and stress by having the following conditions in their lives. The more times you answer yes (below), the greater the chances you can bounce back from your life's problems "with more power and more smarts."

And doing that is one of the surest ways to increase your self-esteem.

Answer yes or no to the following. Then celebrate your "yes" answers and decide how you can
change your "no " answers to "yes. "

1. Caring and Support

_____I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are "there for me."
_____I am involved in a school, work, faith, or other group where I feel cared for and valued.
_____I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

2. High Expectations for Success

_____I have several people in my life who let me know they believe in my ability to succeed.
_____I get the message "You can succeed," at my work or school.
_____I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals-even when I encounter difficulties.

3. Opportunities for Meaningful Participation

_____My voice (opinion) and choice (what I want) is heard and valued in my close personal relationships.
_____My opinions and ideas are listened to and respected at my work or school.
_____I provide service through volunteering to help others or a cause in my community, faith organization, or school.

4. Positive Bonds

_____I am involved in one or more positive after-work or after-school hobbies or activities

_____I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.

_____I feel "close to" most people at my work or school.

5. Clear and Consistent Boundaries

_____Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).

_____I experience clear, consistent expectations and rules at my work or in my school

_____I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying "no" when I need to.

6. Life Skills

_____I have (and use) good listening, honest communication, and healthy conflict resolution skills.

_____I have the training and skills I need to do my job well, or all the skills I need to do well in school.

_____I know how to set a goal and take the steps to achieve it.

PART TWO:
People also successfully overcome life difficulties by drawing upon internal qualities that research
has shown are particularly helpful when encountering a crisis, major stressor, or trauma.

The following list can be thought of as a "personal resiliency builder" menu. No one has everything on this list. When "the going gets tough" you probably have three or four of these
qualities that you use most naturally and most often.

It is helpful to know which are your primary resiliency builders; how have you used them in the
past; and how can you use them to overcome the present challenges in your life.

You can also decide to add one or two of these to your "resiliency-builder" menu, if you think they would be useful for you.

PERSONAL RESILIENCY BUILDERS
Individual Qualities that Facilitate Resiliency

Put a + by the top three or four resiliency builders you use most often. Ask yourself how you
have used these in the past or currently use them. Think of how you can best apply these resiliency builders to current life problems, crisis, or stressors.

(Optional) You can then put a check by one or two resiliency builders you think you should add to your personal repertoire.

[ ] Relationships - Sociability/ability to be a friend/ability to form positive relationships
[ ] Humor - Has a good sense of humor
[ ] Inner Direction - Bases choices/decisions on internal evaluation (internal locus of control)
[ ] Perceptiveness - Insightful understanding of people and situations
[ ] Independence - "Adaptive" distancing from unhealthy people and situations/autonomy
[ ] Positive View of Personal Future - Optimism, expects a positive future
[ ] Flexibility - Can adjust to change; can bend as necessary to positively cope with situations
[ ] Love of Learning - Capacity for and connection to learning
[ ] Self-motivation - Internal initiative and positive motivation from within
[ ] Competence - Is "good at something"/personal competence
[ ] Self-Worth - Feelings of self-worth and self-confidence
[ ] Spirituality - Personal faith in something greater
[ ] Perseverance - Keeps on despite difficulty; doesn't give up
[ ] Creativity - Expresses self through artistic endeavor

You Can Best Help Yourself or Someone Else Be More Resilient by...

1. Communicating the Resiliency Attitude: "What is right with you is more powerful than anything that is wrong with you."

2. Focusing on the person's strengths more than problems and weaknesses, and asking "How can these strengths be used to overcome problems?" One way to do this is to help yourself or another identify and best utilize top personal resiliency builders listed in The Resiliency Quiz Part Two.

3. Providing for yourself or another the conditions listed in The Resiliency Quiz Part One.

4. Having patience... successfully bouncing back from a significant trauma or crisis takes time.

Appendix B
2002 Update: Sources of Information on Fostering Resiliency and School Change

The following is reprinted with permission from Nan Henderson, M.S.W. It is taken from the upcoming revised edition of *Resiliency In Schools: Making It Happen for Students and Educators* by Nan Henderson and Mike Milstein, which will be published in April, 2002 by Corwin Press, Thousand Oaks, CA

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Wolin, S.J. and Wolin, S. (1994). *Survivor's pride: Building resilience in youth at risk (video). Vernona*, Wisconsin: Attainment Company.

Useful Resiliency-Related Websites

resiliency.com	The Resiliency In Action website features the company=s books, pamphlets, and other printed resources, as well as free articles to download by Nan Henderson, Bonnie Benard, and other resiliency writers. The site also includes a Resiliency Forum, and information about many resiliency-related presentations and training, including The Resiliency Training Program training of trainers.
projectresilience.com	Pioneering resiliency researchers Sybil Wolin, Ph.D., and Steve Wolin, M.D., host this website. It includes information on Project Resilience, their Washington, D.C. organization, a well as their books and products, training, links, and an excellent explanation of the philosophy of resiliency.
freespirit.com	This is the site of the publishing company Free Spirit, which is filled with excellent A self-help@ books and products for kids of all ages, including many that directly relate to fostering resiliency. Free Spirit is an excellent resource for parents and educators alike.
WestEd.org/hks	This part of the WestEd Regional Educational Laboratory website has information on the Healthy Kids Survey, including the youth resilience module described in the annotated bibliography of this book.
tucsonresiliency.org	This site for the Tucson Resiliency Initiative is a goldmine of information on one of the best community-wide resiliency initiatives in the U.S. What they do, how they do it, and many useful links are included.
publicallies.org	Public Allies, an organization located in Washington, D.C., is one of the best sources of information on how to create resiliency-building conditions for youth through providing them with meaningful opportunities for contribution through community service apprenticeships.
dosomething.org	This is another excellent source of information on how to effectively involve youth in making a difference in their communities.
kidsconsortium.org	This is the best website we've found for ideas and inspiration on transforming young people, schools, and communities through a service learning model that incorporates all the elements of fostering resiliency. The organization publications, newsletter, and many practical suggestions are available through this site.

Appendix C
Annotated Bibliographies

The following is reprinted with permission from Nan Henderson, M.S.W. It is taken from the upcoming revised edition of *Resiliency In Schools: Making It Happen for Students and Educators* by Nan Henderson and Mike Milstein, which will be published in April, 2002 by Corwin Press, Thousand Oaks, CA

Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. San Francisco, CA: Far West Laboratory for Educational Research and Development.

More than 10 years after it was first published, this document remains the pioneering foundation for the growing movement towards fostering resiliency. It synthesizes more than 100 studies and articles connected to resiliency, and describes how the protective factors of caring and support, high expectations, and opportunities for meaningful participation in families, schools, and communities contribute to resiliency in children and youth.

Desetta, A., & Wolin, S. (Eds.). (2000). *The Struggle to be Strong: True Stories by Teens.* Minneapolis: Free Spirit.

Desetta, A., & Wolin, S. *The Struggle to be Strong Leaders Guide.*

The Struggle to Be Strong *is a powerful collection of teen-written stories demonstrating individual Aresiliencies@Binternal qualities identified by author Sybil Wolin and her husband Steve Wolin that help young people become resilient. This book and the leaders guide offer teachers an easy-to-implement (and much-needed) way to teach students about the concept of resiliency, how young people become resilient, and how resiliency operates in students own lives.*

The Freedom Writers (with Erin Gruwell). (1999). *The Freedom Writers Diary*. New York: Doubleday.

This book chronicles the amazing resiliency journey of 150 Long Beach, CA high school students, once considered the lowest achievers and least likely to succeed, who now are authors, speakers, and successful college students. Without formal knowledge of the resiliency framework, teacher Erin Gruwell nonetheless drew upon her own innate resiliency to bring it out in her students. This story is a wonderful documentation of the power of one teacher to dramatically change student's lives, and of how recommendations from resiliency research connect to academic success.

Henderson, N., Benard, B., Sharp-Light, N (Eds.). (1999). *Resiliency in Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, & Communities.* San Diego, CA: Resiliency In Action, Inc.

This is the seminal book on fostering resiliency, with sections devoted to The Foundations of Resiliency, Resiliency and Schools, Resiliency and Communities, Mentoring, Support, and Peer Programs, Resiliency and Youth Development, and Resiliency and Families. The book is filled with reader-accessible research information and dozens of practical applications of the resiliency framework in schools, programs, and community organizations.

It also includes personal stories of young people who have demonstrated resiliency in overcoming substance abuse, gang involvement, teen pregnancy, and school failure.

Henderson, N., Benard, B., Sharp-Light, N. (Eds.). (2000). *Mentoring for Tesiliency: Setting up Programs for Moving Youth from Stressed to Success.* San Diego, CA: Resiliency In Action, Inc.

This book offers research-based guidelines for setting up youth mentoring and other resiliency-building programs. It includes information on which programs have been evaluated as the most effective in fostering resiliency; the necessary elements of effective mentoring programs; how teachers can be turn around mentors for their students; and the connection between self-esteem and mentoring.

Higgins, G.O. (1994). *Resilient Adults: Overcoming a Cruel Past.* San Francisco: Jossey-Bass.

Higgins conducted interviews with and administered psychological tests to 40 adults who endured severe abuse and trauma as children, yet are doing well today by several measures. This book is a compilation of what she learned and includes specific profiles of resilient adults and specific advice from the resilient on fostering resiliency. It also is a must-read for any adult who experienced a traumatic childhood, providing a strength-based view of the journey of recovery and useful specific advice.

Primetime Live. (4/15/98). *Freedom Writers* (video). New York: ABC News.

This segment from the television news magazine Primetime Live offers a compelling visual documentary of the journey described in the book, The Freedom Writers Diary *(see above).*

Werner, E.E. and Smith, R.S. (1992). *Overcoming the Odds: High Risk Children from Birth to Adulthood.* New York: Cornell University Press.

Werner is known as the "Mother of Resiliency" because of her initiation and continuation of, with co-author Smith, the longest resiliency-related study to date in the U.S. This book documents in reader-friendly detail the results of her 40 year longitudinal study on the Island of Kauai, and includes chapters on resilient teen mothers, resilient "delinquents," and resilient youth with mental health diagnosis. It offers specific information on how children bounce back, based on the Kauai study as well as similar studies in the U.S. and elsewhere.

WestEd. (2000). *The healthy Kids Resilience Module..* San Francisco, CA: WestEd Regional Educational Laboratory.

Created by the WestEd Regional Educational Laboratory, this 60-item survey for middle and secondary school students is the best available for measuring youth resilience. It was designed by a national panel of research experts, including Bonnie Benard, to meet the demand for a comprehensive assessment of resilience factors. The survey is theoretically anchored, developmentally and culturally appropriate, psychometrically reliable, and construct valid. Now widely used in California, the survey can also be made available to schools in other states. (See the website resources listed at the end of the reference section for contact information.)

Wolin, S.J. and Wolin, S. (1993). *The Resilient Self: How Survivors of Troubled Families Rise Above Adversity.* New York: Willard.

The Wolins "fill out" the picture of how individuals react to growing up under adversity, pointing out with compassion the strengths ("resiliencies" described in Chapter One of this book) that also develop while dealing with painful situations. They challenge the popular culture's emphasis on "survivor as victim," and emphasize the importance of moving from a "Damage Model" to a "Challenge Model" of viewing the outcomes of adversity. They also include the important concept of teachers and other caring adults as alternate mirrors, providing strength messages that, over time, account for resiliency.

Wolin, S.J. and Wolin, S. (1994). *Survivor's pride: Building Resilience in Youth at Risk* (video). Vernona, Wisconsin: Attainment Company.

In the first part of this video the Wolins present the seven "resiliencies" described in their book and the difference between the "Damage Model" and the "Challenge Model." Most of the video, however, is in-depth interviews with resilient young people and the adults in their lives that are fostering their resiliency. This video is useful as a training resource for any group who works with youth.

The following annotations are offered to assist readers who wish to explore effective school change, organizational development, and restructuring in more detail.

Fiske, E.B. (1991). *Smart Schools, Smart Kids*. New York: Simon and Schuster.

This book surveys the educational landscape, offering several detailed examples of exceptional schools which embody the best of school reform and resiliency-building. It offers readers valuable insights that can help them improve their own schools and includes a "Resource Guide to Smart Schools."

Fullan, M.G. (2001). *The New Meaning of Educational Change* (3rd ed.). New York: Teachers College Press.

Michael Fullan has revised and expanded his seminal book on school change in this 3rd edition, providing a solid foundation for understanding change and innovation in education. Causes, planning, and processes connected to effective change are included. Particular emphases are placed on teachers, principals, students, district administrators, consultants, and communities as they relate to school change. Written in clear, accessible language, this book continues as a classic guide to school reform.

Herman, J. L., Aschbacher, P. R., and Winters, L. (1992). *A Practical Guide to Alternative Assessment*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

This guide to effective assessment, which is written in practitioner language, encourages readers to focus on things that are important rather than things that can be counted. It also encourages readers to create their own assessment tools, and provides specific ideas for instrument development.

KIDS Consortium. (1998). *Reform, Resiliency, and Renewal: KIDS in Action*. Lewiston, ME: KIDS Consortium.

KIDS stands for Kids Involved Doing Service, and this organization=s book provides an excellent guidebook to the effective implementation of service learning. The KIDS Consortium model is extremely effective in connecting students, academic achievement, community projects and participation, educational reform, and resiliency. The book offers detailed information from students, teachers, and community leaders on how to implement

the KIDS model, and shows why that model demands and facilitates resiliency-building changes in education.

Meier, D. (1995b). *The Power of their Ideas*. Boston: Beacon Press.

Meier has for twenty years led a school that defies the stereotypes of public education-- Central Park East in Harlem where 90 percent of the students graduate and 90 percent of those go on to college. She offers personal and professional reflections on the success of her school, describing the innovations utilized--all of which are reflections of resiliency-building. She also argues eloquently for similar innovations to take place in education in general.

Milstein, M. (1993). *Restructuring Schools: Doing it Right*. Newbury Park, California: Corwin Press.

This book is a practitioner guide to school restructuring, which breaks the process of effective school change into practical, easy-to-understand steps. It includes information on how to develop structures and roles to accomplish restructuring and offers activities to use in the effort. Each important part of the process is diagrammed in a graphic model, which further clarifies how restructuring occurs.

Murphy, J. and Hallinger, P. (1993). *Restructuring Schooling: Learning from Ongoing Efforts*. Thousand Oaks, Corwin Press.

This book includes a background and definition of restructuring, as well as a useful categorization of the various elements that should be considered in the process. Emphasis is given to the "core technology" of curriculum and instruction. A realistic perspective is offered regarding implementation issues.

National Leadership Network Study Group on Restructuring Schools. (1991). Washington, DC: U.S. Department of Education.

A group composed of LEAD directors from nine states, and others, examine the education and training that school leaders require to be able to guide restructuring. Based on feedback from administrators involved in restructuring, the report emphasizes leadership development and changing leadership role expectations.

Schmuck, R., and Runkel, P. J. (1994). *The Handbook of Organization Development in Schools and Colleges*. Prospect Heights, Illinois: Waveland Press.

Restructuring ultimately depends on schools' capacities for change and renewal. This book introduces the technology of organization development and presents in practical terms techniques for conducting such activities as assessment, survey-feedback, intervention, and evaluation. In addition, it examines goal setting, communications, problems solving, decision making, and other group effectiveness concerns and suggests activities for improvement.