

Promoting Resilience in Preschoolers

Goal 1: Explore Resilience

Defining
"Resilience"

"Successful adaptation in the individual who has been exposed to biological risk factors or stressful life events."
(Werner, 1992)



- »Bouncing back
- »Coping with change

Risk Factors: Negative influences, characteristics, or situations that contribute to the probability that an individual will have great difficulty coping. Masten and Garmexy, 1985

Protective Factors: Characteristics, events or processes that decrease the impact of a risk factor and the likelihood of an adverse outcome. Kazdin, 1997

Social Development: Child's capacity to interact and get along with others through relationships.

Emotional Development: Child's expression of feelings about herself, others, and the situations she faces.

Three Social and Emotional Protective Factors in Preschoolers

- promote and maintain mutual, **positive connections** with others Attachment/Relationships
- use **independent thought and action** to meet his or her needs Initiative
- **express emotions and manage behaviors** in appropriate ways Self-Regulation

Goal 2: Put on Social and Emotional Lenses



What are Social and Emotional Lenses?

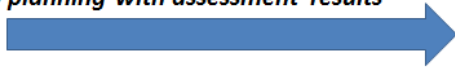
*Seeing everyday interactions, materials, lessons, and activities as opportunities to build social and emotional strengths. It's about finding opportunities to build social and emotional strengths in every moment, every day, in every way. Source: **Promoting Resilience in Preschoolers, 2012.***

- **It's what we do**
- **It's why we do it**
- **It's how we do it**
- **Reflecting**
- **Observing**
- **Getting organized**
- **Planning based on data, prior experience**
- **Being purposeful**
- **The pause between gathering data and putting plans on paper**

Goal 3: Learn about Strength-based Assessment and Strategies that Promote Resilience

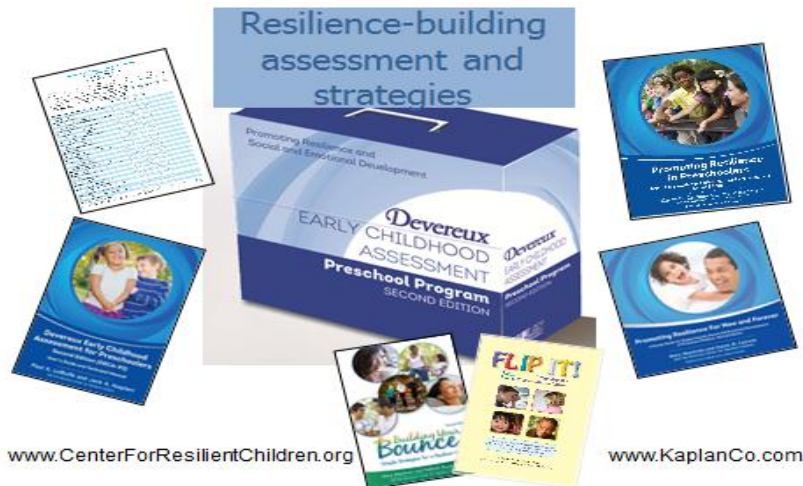
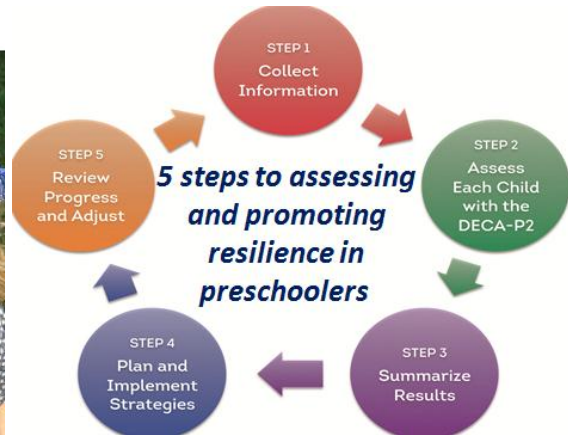
All of our Child Assessments...

- Measure Protective Factors and Resilience
- Are Strength-based
- Are Standardized and norm-referenced
- Involve a parent and teacher as the rater
- Are culturally appropriate (CLAS reviewed)
- Have strong reliability and validity studies
- Offer outcome data (T-scores, percentiles)
- **Lead to planning with assessment results**



Resilience-building Strategies for the Child

- 1.) Making genuine amends
- 2.) Peer-partnering
- 3.) Individualized reminder system
- 4.) Regroup and reset
- 5.) Self-talk



Questions? More Information? Contact Debi Mahler at dmahler@devereux.org
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