

# GENERAL STRATEGIES TO BUILD RESILIENCE IN STUDENTS

<h2>BELONGING</h2>	<h2>ACHIEVING</h2>	<h2>EMPOWERMENT</h2>	<h2>PURPOSE</h2>
<p>Human behaviour is motivated by a desire to belong and find a place in society. Remember, relationships are your greatest asset.</p> <ul style="list-style-type: none"> <li>• <b>Build your relationship:</b> show genuine interest in student, i.e., favourite music, sport, team. <i>It will bring change quicker than you think!</i></li> <li>• <b>Protect relationships by avoiding conflict and negativity when you can:</b> smile &amp; say hello or goodbye in class &amp; around the school</li> <li>• <b>Hold in mind*:</b> Talk to student about things they are going to do &amp; remember to ask them how they got on when you next see them</li> <li>• Help them to be part of the community</li> <li>• Use <b>co-regulation activities*</b> and task led interactions</li> <li>• <b>THINK:</b> is this response going to improve or damage our relationship?</li> </ul>	<p>Every person possesses strengths and talents to be nurtured. Look for these in your students as they engage in learning</p> <ul style="list-style-type: none"> <li>• <b>Identify and celebrate strengths, talents and achievements,</b> especially when not obvious</li> <li>• Encourage student to build on those talents</li> <li>• Acknowledge with student specific areas of learning and where progress has been made</li> <li>• Encourage student to think about any 'tips' they picked up when mastering the skill and to share their acquired knowledge with others</li> <li>• Try to use student 's talents to build confidence in areas/skills that are less familiar or more challenging</li> <li>• Create a culture for collaborative learning</li> <li>• Encourage student to participate in clubs both in and outside of school</li> </ul>	<p><b>It is important that all students are given responsibility to help them grow in self-confidence.</b> Remember ... <i>Emotionally Friendly Communication &amp; Emotion Coaching is essential to support Empowerment</i></p> <ul style="list-style-type: none"> <li>• <b>AGENCY:</b> <i>(Need for a sense that we have control of some aspects of our lives)</i> <ul style="list-style-type: none"> <li>○ Provide age-appropriate choices, e.g., choice of 2 activities/or which of 2 activities to do first</li> <li>○ Limit choices to 2-3 max</li> <li>○ Identify non-negotiables, that are adult - directed, not a student choice</li> </ul> </li> <li>• <b>SELF-EFFICACY:</b> <i>(Need for a belief that we can cope with whatever life brings)</i> <ul style="list-style-type: none"> <li>○ Help student recognise existing skills/ability</li> </ul> </li> <li>• <b>AUTONOMY:</b> <i>(Need for a sense that we have freedom to influence change)</i> <ul style="list-style-type: none"> <li>○ Know what we can and can't influence</li> </ul> </li> <li>• <b>SENSE OF SELF:</b> <i>(Need to know we are individual, special, different from others)</i> <ul style="list-style-type: none"> <li>○ Adult actively 'hold student in mind'</li> <li>○ Use proximity to communicate safety and 'holding in mind'</li> </ul> </li> <li>• <b>INTER-DEPENDENCE:</b> <i>(Need to know it's ok to offer &amp; accept help)</i> <ul style="list-style-type: none"> <li>○ Create safety to work with others</li> </ul> </li> </ul>	<p>Students are supported and given opportunities to feel confident and positive about themselves. Remember...<i>trauma may lead to a loss of a sense of purpose</i></p> <ul style="list-style-type: none"> <li>• <b>Provide student with opportunities to help others,</b> encourage &amp; support them to do so</li> <li>• Encourage &amp; support student to volunteer &amp; contribute to the community</li> <li>• Support student to recognise &amp; appreciate kindness and help they receive from others</li> <li>• Encourage &amp; support student to thank others for kindness &amp; help</li> <li>• Support student to recognise positive events in their lives and appreciate them</li> <li>• Support student to think about THEIR strengths and skills and what they'd like to do in the future</li> <li>• Help them to identify small steps to achieve their goal</li> </ul>

<h2>SAFETY</h2>	<p><b><i>The need to feel physically &amp; emotionally safe is central to well-being for all of us</i></b></p> <ul style="list-style-type: none"> <li>• For students in our care, it is essential that we address any issues of safety through our safeguarding procedures. If you have any concerns about a student's safety at all, please follow your school's referral procedures.</li> <li>• To establish a feeling of safety focus on Holding in Mind and Co-regulation activities. Be consistent, kind and fair.</li> </ul>
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<h2>ADVENTURE</h2>	<p><b>We have a drive for adventure. When our needs are met, we are able to take age-appropriate risks to get the most out of life and achieve our potential.</b></p> <ul style="list-style-type: none"> <li>• We build our capacity to take age-appropriate risks like learning something new or going somewhere unfamiliar by working to strengthen the universal needs of Belonging, Achievement, Empowerment and Purpose.</li> <li>• Use these 'general resilience strategies' to provide opportunities for new experiences and to support engagement</li> </ul>
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