



RAISING RESILIENCE

• • • • • *summit* • • • • •

Growing the Children's Social & Emotional Wellness Community



MERITA IRBY





RAISING RESILIENCE

..... *summit*

Growing the Children's Social & Emotional Wellness Community

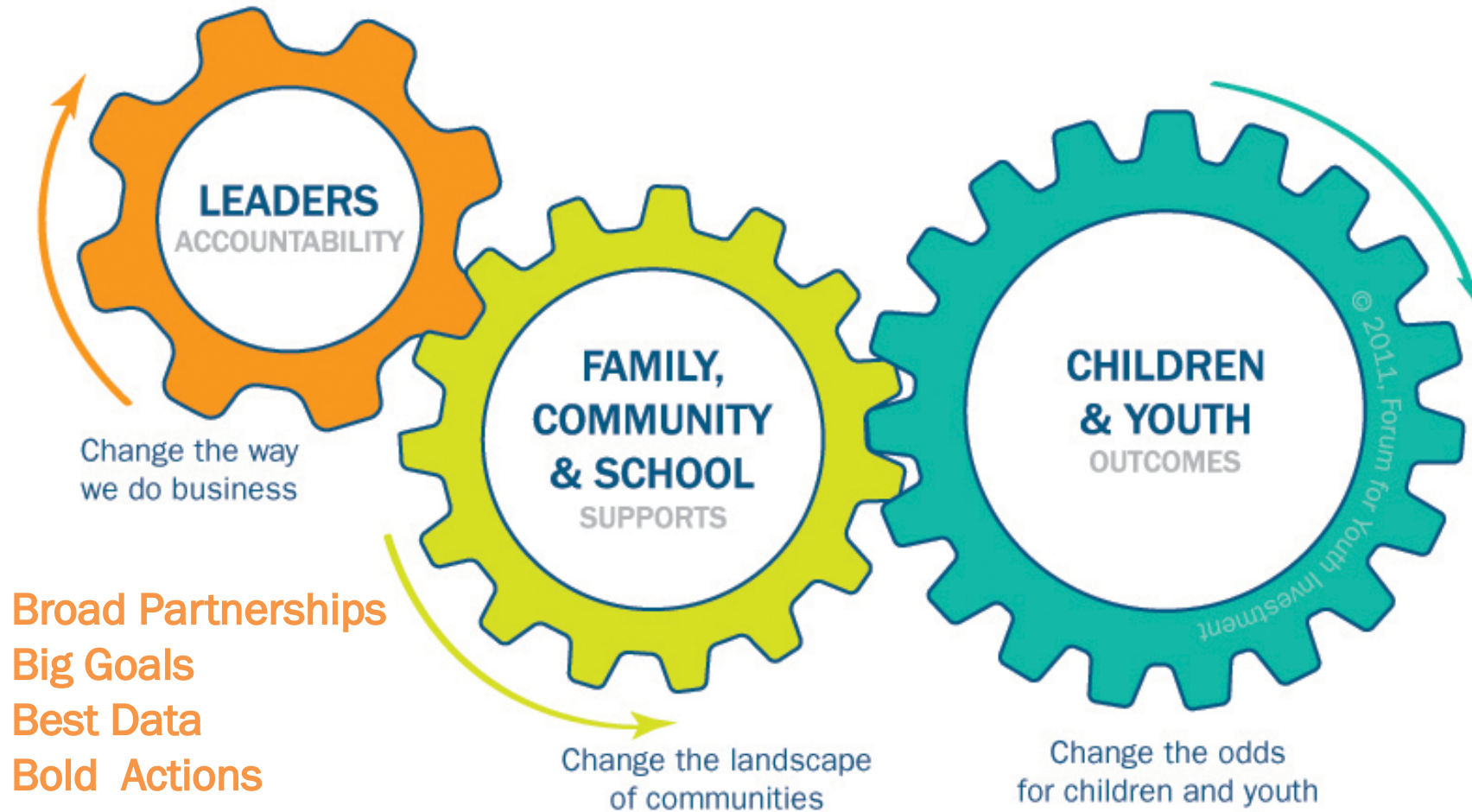
— January 9th, 2018 • St. John Fisher College —



Ready by 21 Theory of Change

challenging leaders to think differently & act differently...

... the small gear makes a big difference



WHAT DOES “READY” AND “RESILIENT” LOOK LIKE?



Page 1:

For the age group you focus on the most . . .

What does it mean to be ready?

What . . .

Skills?

Attitudes?

Behaviors?



Page 2:

1. Compare statements and chart your common lists*

*Use either the chart in the workbook OR the large age by outcomes dashboard on your table

2. Place a star next to your top two priorities

3. If time, chart: How would you measure if youth are on track?

4. Discuss:

- Is it easy to agree on top priorities?
- How do we see these outcome areas and indicators connecting?
- What is hard to measure on our list?



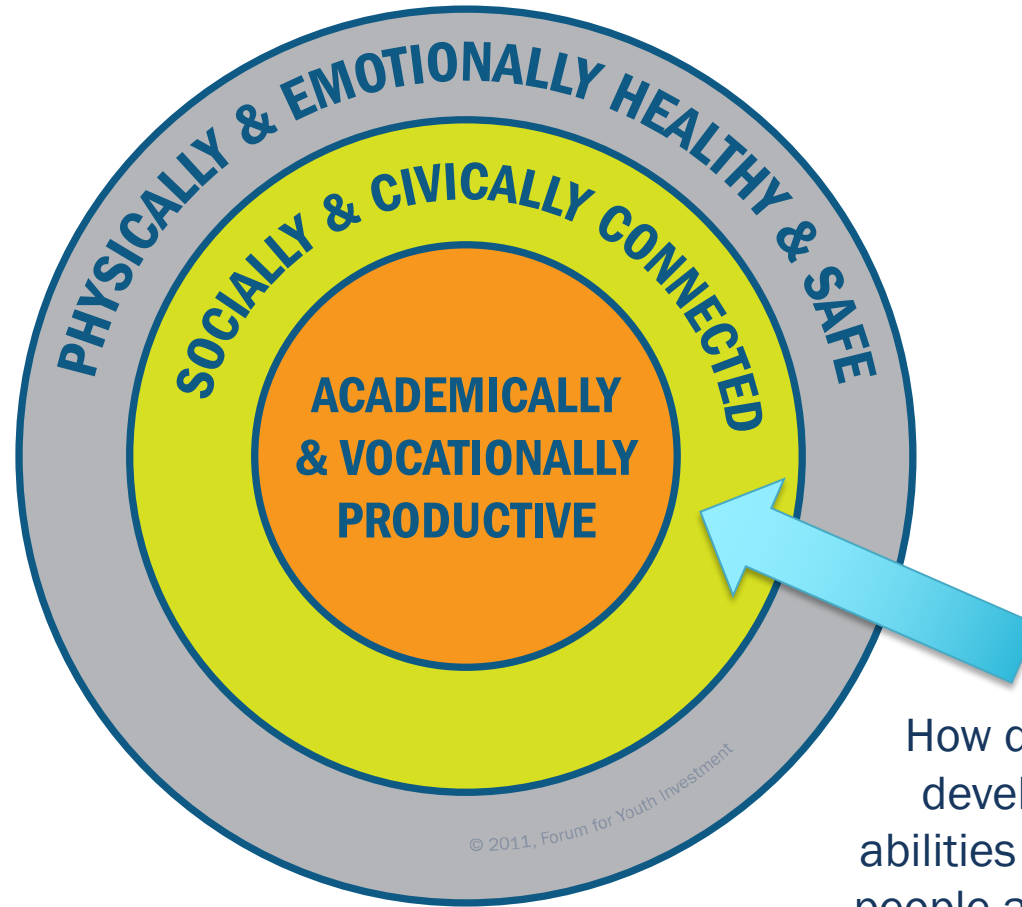
	Early childhood	School Age	Middle School Age	High School Age	Older Youth
SOCIAL					
EMOTIONAL					
PHYSICAL					
COGNITIVE					



Ready Young People



Ready Children & Youth: Making the invisible visible



How do we identify and develop the full set of abilities that will help young people avoid risky behaviors & succeed on cradle to career pathway?



Page 3:

Review the graphic of The Readiness Skillsets & Mindsets

1. Circle the Skillsets & Mindsets that were a part of your group's discussion. How many did you circle?
2. Check off those that you actively trying to promote in your work. How many did you check off?
3. If time, discuss: in the greater Rochester region, what systems and settings are known to promote these Skillsets & Mindsets?



WHAT ESSENTIAL ELEMENTS ARE NEEDED?



Ready Children & Youth ... across all settings



The Readiness Practices



THAT ARE
community-oriented
relational
resourced
safe and structured
socially and culturally responsive
strengths-based
youth-centered



WHO
coach and care
equip and empower
skillfully plan and execute
train and assess



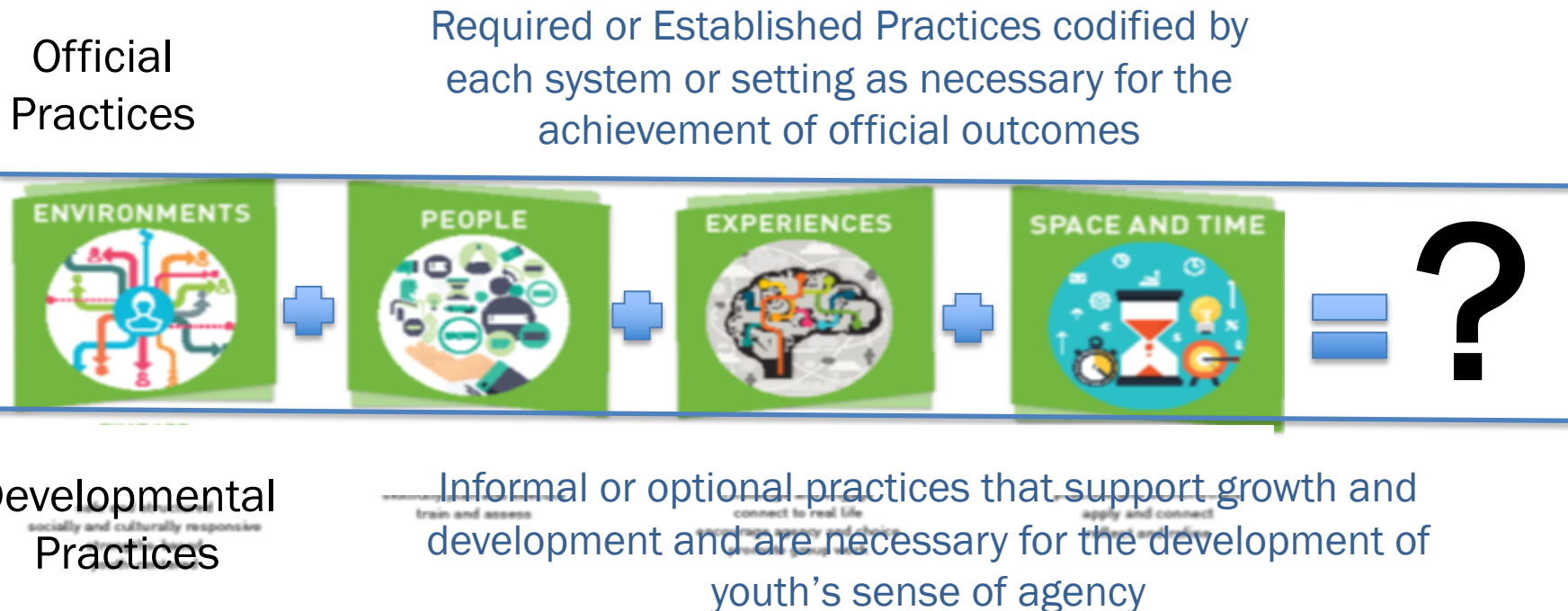
THAT
are stage and age appropriate
build skills and mastery
challenge and engage
connect to real life
encourage agency and choice
promote group work



TO
observe and explore
practice and demonstrate
apply and connect
reflect and refine

The Practice Dilemma

The Official doesn't explicitly name Developmental



The Big Questions:

#1. What happens when Official doesn't include Developmental?

System and Setting

Traps



Readiness

Gaps

#2. What can be done to change the paradigm?

Abilities and Practices

Maps



The Essential Elements

Teach skills and competencies

Experiences are stage and age appropriate, build skills and mastery, challenge and engage, connect to real life, encourage agency and choice, and promote group work.



Foster healthy relationships

Sustained, caring, responsive caregiving lays the groundwork for the development of a child's social, emotional, behavioral, and physical health and strong brain architecture. Positive adult, parenting and peer relationships build connection and belonging.

Build healthy habits

Predictable, sustained every day routines promote healthy choices and behaviors in the areas of nutrition, exercise, sleep and general well-being.

Create safe and secure environments and psychological safety

Safe, secure, pleasant, and stimulating environments and psychological safety support well-being and foster healthy growth and development.



Page 4:

For each of the Essential Elements in the center column labeled “The Readiness Practices”, determine how much our “official practices” match up with the “developmental practices” by placing a check mark to the left or right on the scale.



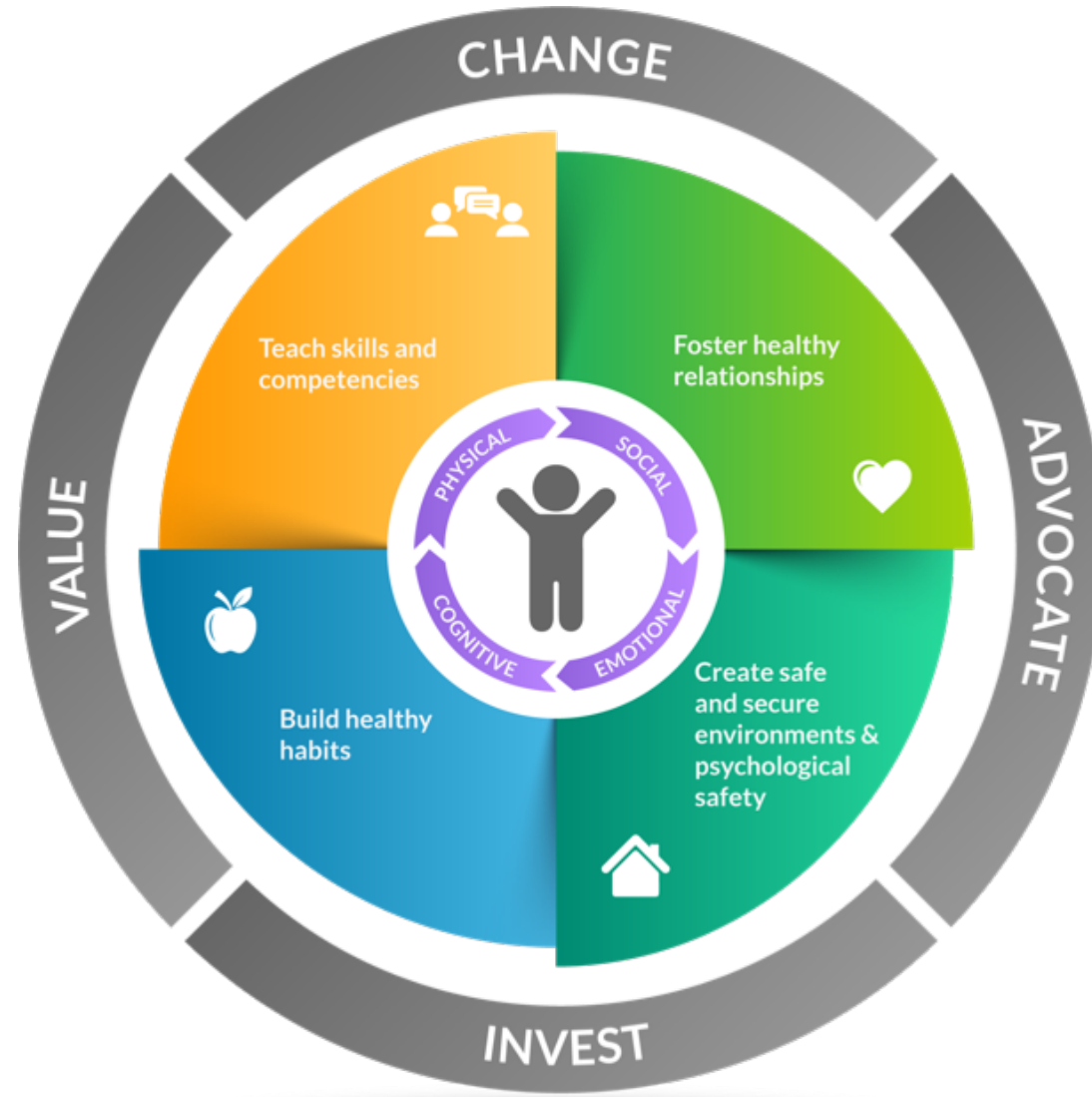
Page 5:

- **Compare across systems and settings. Do your pictures look the same or different?**
 - **Are there opportunities for cross-pollinating “developmental practices”?**
 - **Are there opportunities for tackling barriers to “developmental practices”?**
- **Nominate one topic that we should tackle together in partnership to the front of the room.**



HOW DO WE PARTNER EFFECTIVELY?



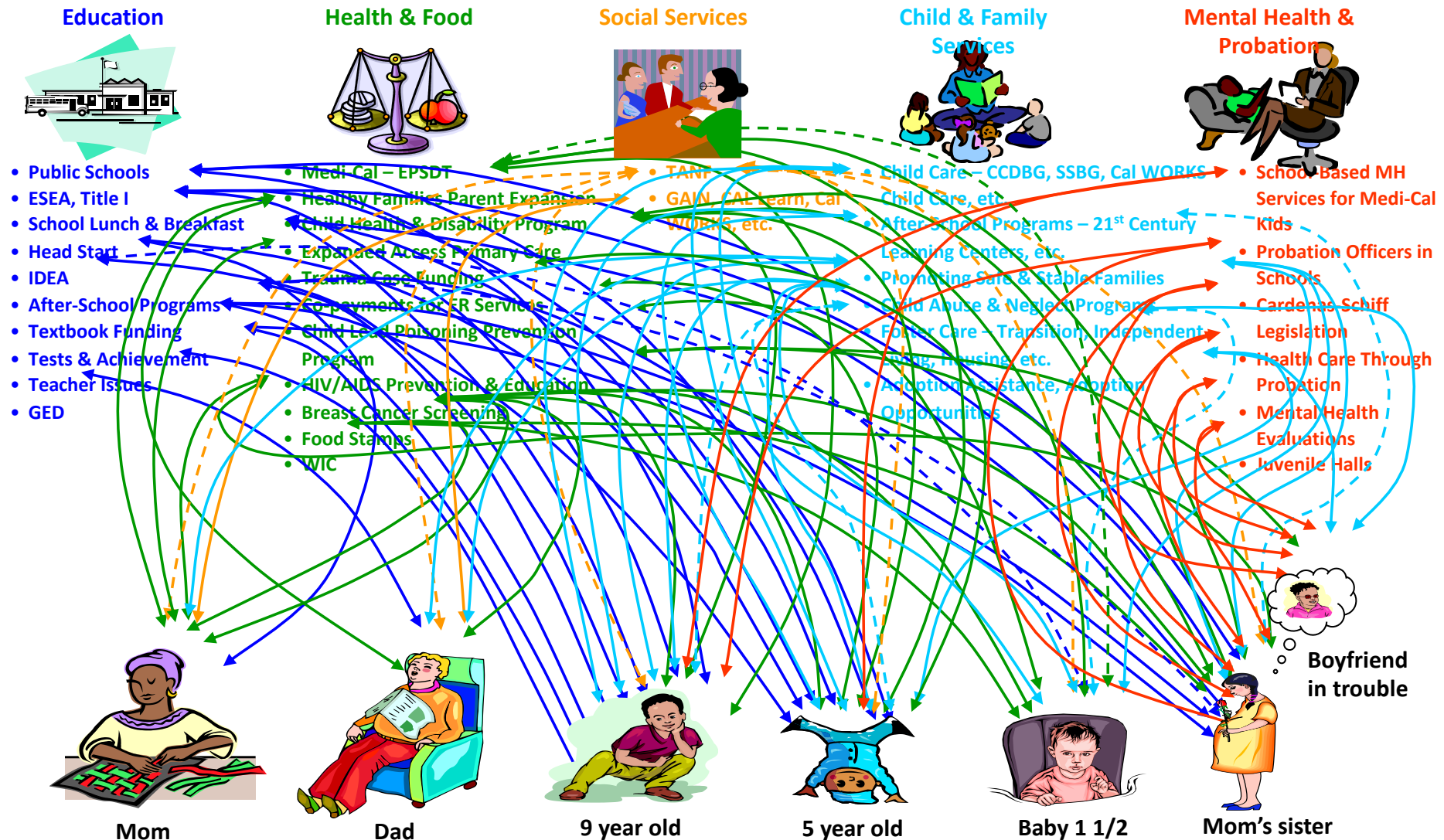


BEYOND BUSINESS AS USUAL . . .
WHAT WILL IT TAKE?



Business as Usual

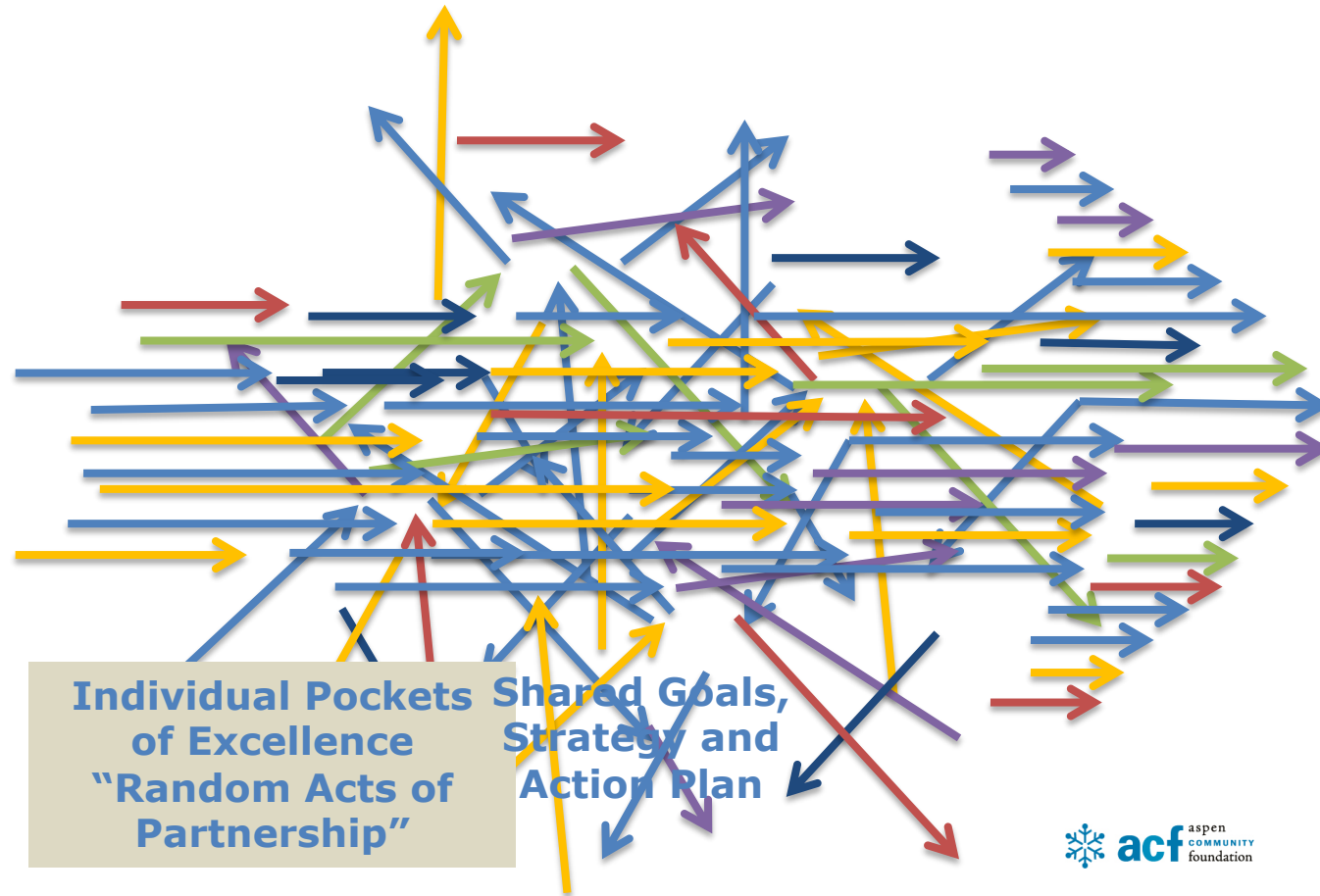
... See a Problem, Convene a Task Force, Create a Program...
Has Created a Tangle of Inefficiencies



Source: Dunkle, M. (2002) *Understanding LA Systems that Affect Families*. Los Angeles, CA: George Washington University and the LA County Children's Planning Council

The Power of Partnerships

Cross-Sector Commitment to a Common Agenda creating Systemic Change at Scale – “Population-Level”



Individual Pockets of Excellence
"Random Acts of Partnership"

Shared Goals, Strategy and Action Plan



Page 7:

For your area of action, fill in the chart to determine both “what is needed?” and “what do we have to build on?”

VALUE

CHANGE

ADVOCATE

INVEST





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