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# RAISING RESILIENCE

..... *summit* .....

Growing the Children's Social & Emotional Wellness Community

— January 9<sup>th</sup>, 2018 • St. John Fisher College —

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

How do we articulate goals for children and youth against these areas of development?



**IN PAIRS OR TRIOS – 10 minutes**

What age group do you focus on in your work?

For that age group, what does it mean to be “ready”? (Overall statement)

Specifically, what skills, attitudes and behaviors would you want the young person to have?  
(Please list)

**AS A TABLE – 20 minutes**

**FIRST:** Compare statements and chart your common lists below.  
How would you know “ready” and “resilient” if you saw it?

**IF TIME, ANSWER:**

How would you know if they are on track? (How would you measure it? What indicators or measures could you track?)

SOCIAL

EMOTIONAL

PHYSICAL

COGNITIVE

OTHER

 **STAR:** What are our top two priorities?

**DISCUSS:** We come from different systems and settings. Is it is easy to agree on top priorities? How do we see these outcome areas and indicators connecting? What is “hard to measure” on our list? (Please circle.)

PLEASE CIRCLE: Skillsets & Mindsets that were a part of your group’s discussion.

How many did you circle? \_\_\_\_\_



# THE READINESS SKILLSETS & MINDSETS

The *Readiness Abilities* enable young people to take on life’s challenges and opportunities. To develop and express these readiness abilities, youth use different combinations of skillsets and mindsets (attitudes, dispositions, habits).

**PLEASE CHECK OFF (✓):** Which ones are you actively trying to promote in your work? (Or, if your work doesn’t directly affect young people, think of a young person that you know. How many of these do you see and/or are actively trying to promote in this young person?)

How many did you check off? \_\_\_\_\_

**IF TIME, DISCUSS:** In the greater Rochester region, what systems and settings are known for trying to promote these Skillsets & Mindsets?

## SKILLSETS

### BASIC LIFE MANAGEMENT

I can meet basic life demands and practical needs.

### PROBLEM SOLVING & DECISION MAKING

I can solve problems and make informed decisions.

### COPING

I can make it through and bounce back from hard times.

### ORGANIZATION & PLANNING

I can organize and plan my life, projects, tasks and schedule.

### APPLICATION

I can apply what I have learned in practice and real life.

### RELATIONSHIP MANAGEMENT

I can form, grow, manage and keep my relationships with people.

### COMMUNICATION

I can communicate what I want to say in an appropriate and effective way.

### RESOURCE & INFORMATION PROCESSING

I can gather, keep track of and manage information and resources.

### THINKING & ANALYSIS

I can think and reason critically and creatively about issues and produce thoughtful responses.

### SELF-CARE

I can meet my physical, emotional, mental and spiritual needs, so long as I have the right access and supports.

### REFLECTION & SELF-AWARENESS

I can think about my life and honestly evaluate where I am, what I need or want and what I should do.

### SELF-REGULATION

I can manage my emotions, thoughts and behaviors so that they are appropriate for who I am with, where I am and what I am doing.

## MINDSETS

### HUMBLE

I am thoughtful and honest about my talents and achievements or shortcomings and mistakes; I have a healthy perspective and engage with others even at times when the focus is not on me.

### FAIR

I am sensitive to the difference between what is right and wrong and I believe that everyone deserves a fair chance.

### DRIVEN

I am motivated and focused; I like the feeling of getting things done and accomplishing my goals.

### AGILE

I am able to change my mood and behaviors depending on what is needed, where I am and who I am with.

### FUTURE ORIENTED

I am focused on what is ahead and that motivates me to get through the present.

### OPEN-MINDED

I am open to perspectives and experiences that are different than my own.

### EMPATHETIC

I am understanding and connected to the feelings or experiences of others.

### PRAGMATIC

I am honest, practical and objective when considering life, problems and needs.

### PURPOSEFUL

I am committed to accomplishing something and being someone.

### OPTIMISTIC

I am comforted by the hopeful and positive parts of a situation.

### PERSISTENT

I am focused. I do whatever it takes to accomplish a goal or task.

### ADAPTABLE

I am flexible in my thinking and behavior depending on what is needed.

### COURAGEOUS

I am willing to take on challenges, even when I am scared or confused.

### GROWTH ORIENTED

I believe that I can get better with practice and hard work.

### COMPASSIONATE

I am moved by the struggles, situations and pain of others.

### CURIOS

I am an eager learner and I have lots of questions to answer.

# WHAT ESSENTIAL ELEMENTS ARE NEEDED?

## IN PAIRS OR TRIOS BY SYSTEM – 15 minutes

How intentional are we in providing these essential elements? How much do our “official practices” match up with the “developmental practices” that are key to creating safe environments, fostering relationships, teaching skills, building habits and creating safe and secure environments?



<p><b>Prohibitive policies and practices. Limit or cut-off opportunities to foster youth readiness.</b></p> <p>CHECK OFF ✓</p>	<p><b>Not Prohibitive policies and practices. Do not actively prohibit or promote youth readiness.</b></p> <p>CHECK OFF ✓</p>	<p><b>THE READINESS PRACTICES</b></p>	<p><b>Promotional policies and practices. Encourage opportunities and pathways to promote youth readiness.</b></p> <p>CHECK OFF ✓</p>	<p><b>Incentivizing policies and practices. Enable the promotion of youth readiness through funding and other incentives.</b></p> <p>CHECK OFF ✓</p>
		<p><b>Create safe and secure environments and psychological safety</b></p> <p>Safe, secure, pleasant, and stimulating environments and psychological safety support well-being and foster healthy growth and development.</p>		
		<p><b>Foster healthy relationships</b></p> <p>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.</p>		
		<p><b>Teach skills and competencies</b></p> <p>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.</p>		
		<p><b>Build healthy habits</b></p> <p>Predictable, sustained every day routines promote healthy choices and behaviors in the areas of nutrition, exercise, sleep and general well-being.</p>		

**AS A TABLE - 20 minutes**

Compare across systems and settings. Do your pictures look the same? different?

Are there opportunities for cross-pollinating “developmental practices?”

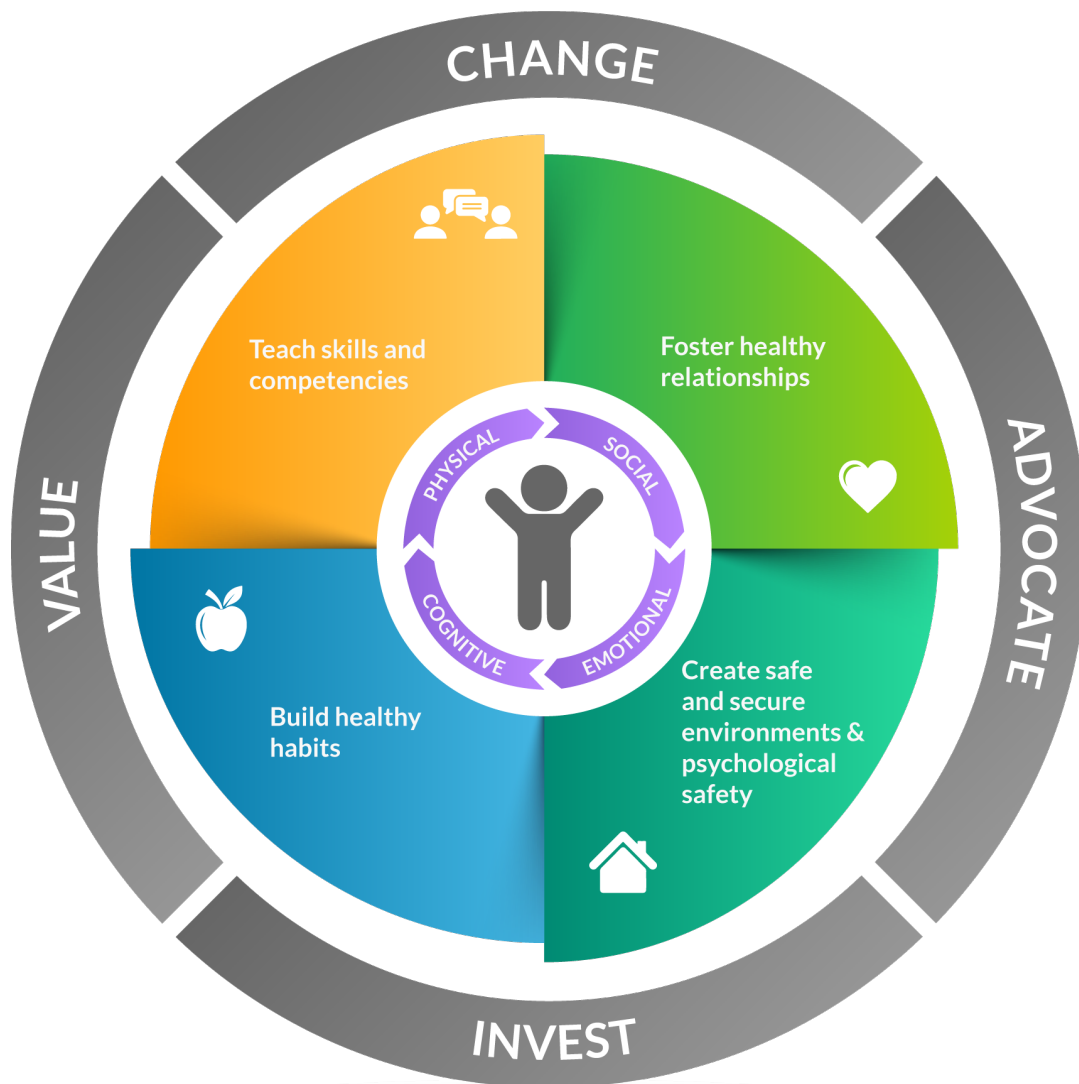
Are there opportunities for tackling barriers to “developmental practices?”

**NOMINATE ONE TOPIC TO THE FRONT OF THE ROOM:** As we try to ensure these essential elements are in place, what is something that we should tackle together in partnership?

## HOW DO WE PARTNER EFFECTIVELY? VALUE. CHANGE. ADVOCATE. INVEST.

Are we operating efficiently and effectively as leaders and partners to make a difference and to “change the odds”?

- **VALUE:** Promote the value of universal whole child health capacities for all in the work we do within our individual sectors and in partnership with other sectors.
- **CHANGE:** Bring about concrete, recognizable changes in the beliefs, policies, practices, protocols and points of contact within our individual sectors and in partnership with other sectors.
- **ADVOCATE:** Advocate among decision makers and policymakers for a universal whole child approach.
- **INVEST:** Invest resources – financial and otherwise – within our own organizations and the community that support promotion and prevention efforts for the whole child.



# STARTING POINTS AND NEXT STEPS

**AS A TABLE – 45 minutes**

**AS WE WORK TO PROMOTE THE ESSENTIAL ELEMENTS, OUR AREA FOR ACTION IS:**  
(e.g., promoting family engagement, developing cross-training of staff)

\_\_\_\_\_ (fill in)

What is needed?	What do we have to build on?
VALUE	VALUE
CHANGE	CHANGE
ADVOCATE	ADVOCATE
INVEST	INVEST



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