Resetting the Resilience Compass

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Agenda

Background & Overview

Resilience Compass
- Felt Safety + Adventure
- Attachment
- Achievement
- Autonomy
- Altruism

Workshopping Compass Applications (11:40)
The Resilience Compass is a version of the Circle of Courage, first modeled in *Reclaiming Youth at Risk* (1990, 2002) by Drs. Larry Brendtro, Martin Brokenleg, and Steve Van Bockern.
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The gold standard for truth is that an idea from one field fits with ideas drawn from other realms of experience.

Source: Dr. Larry Brendtro
{Deep Brain Learning, 2015}
<table>
<thead>
<tr>
<th>Consilience: Positive Youth Development Research</th>
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| **Hierarchy of Human Needs**  
Maslow, 1943 | **Attachment** | **Achievement** | **Autonomy** | **Altruism** |
| Belongingness | Esteem | Self-Actualization | Self-Transcendence |
| **Roots of Self Esteem**  
Coopersmith, 1967 | **Significance** | **Competence** | **Power** | **Virtue** |
| **Developmental Ecology**  
Brofenbrenner, 1979 | **Social Bond** | **Complex Tasks** | **Increased Power** | **Reciprocity** |
| **Internal Assets**  
Benson, 1990, 1997 | **Social competence** | **Investment in learning** | **Positive identity** | **Positive values** |
| **Circle of Courage**  
Brokenleg, 1990 | **Belonging** | **Mastery** | **Independence** | **Generosity** |
| **Youth Development**  
Little, 1991 in Pittman, 2001 | **Connection** | **Competence** | **Confidence** | **Character** |
| **School Success**  
Purkey et al, 1993 | **Relating** | **Coping** | **Asserting** | **Investing** |
| **BoysTown Model**  
Peter, 2000 | **Relationships** | **Skills** | **Empowerment** | **Spirituality** |
| **Resilience Research**  
Benard, 2004 | **Social competence** | **Problem Solving** | **Autonomy** | **Purpose** |
| **Brain Systems**  
Masten, 2014 | **Attachment** | **Mastery motivation** | **Self-efficacy** | **Spirituality & Purpose** |

Source: Dr. Larry Brendtro (Deep Brain Learning, 2015, Growing Resilient Kids, 2016)
For abused children, the whole world is filled with triggers.

Source: Dr. Bessel Van Der Kolk
(The Body Keeps the Score, 2013)
“The reptilian brain, the oldest of the three, controls the body's vital functions such as heart rate, breathing, body temperature and balance. Our reptilian brain includes the main structures found in a reptile's brain: the brainstem and the cerebellum. The reptilian brain is reliable but tends to be somewhat rigid and compulsive.” (Dubuc, 2002)

http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html
But honestly, what child is going to sit around and do yoga after being abused?
When we cannot rely on our body to signal safety ... and instead feel chronically overwhelmed..., we lose the capacity to feel at home in our own skin ....

This...traps people in ... fear, ...where it is impossible to welcome the very experiences that might change their basic worldview.

Source: Dr. Bessel Van Der Kolk
{The Body Keeps the Score, 2013}
The **limbic** brain emerged in the first mammals. It can record memories of behaviours that produced agreeable and disagreeable experiences, so it is responsible for what are called emotions in human beings. The main structures of the limbic brain are the hippocampus, the amygdala, and the hypothalamus. The limbic brain is the seat of the value judgments that we make, often unconsciously, that exert such a strong influence on our behaviour.” (Dubuc, 2002)

http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html
The Limbic Brain

Adventure

Routine
The need for trusting relationships is as basic a need as hunger or thirst.

Source: Dr. Larry Brendtro
{Deep Brain Learning, 2015}
Attachment

Resilience results from a dynamic interaction between internal predispositions and external experiences.

It’s difficult to develop positive mindsets unless we first develop positive relationships.

“Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.”

Dr. Robert Brooks, 2016
Positive vibes

positive vibes should not be interpreted as downplaying academics but creating a learning environment

Success develops when students are happier and more positive. Students will risk when they feel cared about.

enriching the emotional and physical well-being of students and relationships will improve the behavior of students and their capacity for learning.
Peter Johnston: Choice Words

- The language of influence
  - Teacher talk
  - Making meaning
  - Explicitness
  - Language is Action
  - Language is an essential condition of knowing
  - Identity
Agency

- The child must see themselves as capable and the teacher must share that vision.
- Listening...needs to come first, building a relationship takes sincerity and empathy.
- They need to trust you and believe you care.
- You have to know their skill level, not just the curriculum that you have to teach.
- You have to observe them so you can see how they learn...or how they are struggling to learn.
Attachment to achievement

Key issues for our kids:
- Attention... Attention... Attention
- Auditory processing
- Short term/working memory
- Processing speed

All learners are different
All have different needs
Picture your brain forming new connections as you meet the challenge and learn.

Keep on going.

Source: Dr. Carol Dweck {Mindset, 2006}
The Neocortex

“The **neocortex** first assumed importance in primates and culminated in the human brain with its two large cerebral hemispheres that play such a dominant role. These hemispheres have been responsible for the development of human language, abstract thought, imagination, and consciousness. The neocortex is flexible and has almost infinite **learning abilities**. The neocortex is also what has enabled human **cultures** to develop.” (Dubuc, 2002)

[http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html](http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html)
MINDSETS – BELIEFS ABOUT OURSELVES OR OTHERS

**FIXED MINDSET**
- This is hard! I can’t do it!
- Only dumb people have to try.
- I will look dumb if I fail, so I better not try unless I am sure.
- I can’t do ____ because only smart people can do that.
- I never was any good at _____ so why try?

**GROWTH MINDSET**
- This is hard! I will keep trying!
- I might fail a few times, but I won’t give up!
- I can learn this! I will try new approaches, I will look at different ways, I will ______
- Learning is sometimes hard work, but I will take the risk of failure at the start.
A fixed mindset occurs when a person believes “human attributes are simply fixed traits” (Dweck, 2012, p. 615).

In 2007 Dweck reported (pp. 35-36) these characteristics of students with a fixed mindset:

- These students believe that effort is a sign of weakness.
- They believe ‘smart people’ don’t need to try.
- They try even less in the face of obstacles.
- These students may typically avoid challenging learning opportunities if they think they might fail.
- Even “A” students can hold a fixed mindset.
A growth mindset occurs when a person believes “all people, no matter who they are, can become substantially more intelligent, say, through their effort and education, or that all people can take steps to develop...over time” (Dweck, 2012, p. 615).

In 2007 Dweck reported (p. 36) these characteristics of students with a growth mindset:

- These students believe that effort is a positive thing.
- They believe that effort and looking for new strategies in the face of failure will lead to learning.
- They try even more in the face of obstacles.
- These students may find new things hard and confusing, but worth effort to learn.
- These students outperform their classmates with fixed mind-sets—even when they entered with equal skills and knowledge.
Carol Dweck - The Effects of Praise on Mindset

- The effect of praise on mindset (Dweck, 2007, pp. 36-37):
  - Students praised for their intelligence lead students to adopt a fixed mindset in which they attributed learning to innate ability.
    - These students performed worse on the same type of problems on a retest, and declined to try more challenging problems.
  - Students praised for effort lead students to adopt a growth mindset in which they attributed learning to working hard.
    - These students performed better on the same type of problems on a retest, and asked for more challenging problems.
Take-Home: To help students develop a growth mindset, Dweck suggests that we praise them for the process as “praise for engagement, praise for perseverance, strategies, improvement, etc.” (Dweck, 2007, p. 37).

Help students to practice trying, reflecting, redoing, rethinking, looking from multiple perspectives, considering alternatives, asking questions, and praise them for doing those things.

Help students know that sometimes learning something new takes time, is hard, maybe confusing, could be frustrating, but that is part of learning, and ‘smart people’ know that.
Suppose you were told that you were in a group the one of the top teachers/care-givers/counselors in your building (school, service office),

Suppose that your top group was given the identified student late-bloomers who are expected to show significant growth in various tests (IQ, social skills, etc.).

Suppose that all students in your building/service, both the late-bloomers and all others, were given a test (IQ, social skills, etc.).

What do predict the future scores of these late-bloomers will be compared to all of the rest of the students?
Rosenthal and Jacobson- High Expectations

- Prediction: The late-bloomers will... BLOOM!
- Actual Results: The late-bloomers BLOOMED! Surprised?

- Here is the twist-
  - The teachers were *randomly* selected! They were *not* the best!
    - So, the teachers must have had nothing to do with the students blooming, because, after all, they were predicted to be late-bloomers!
  - The “late-bloomers” were *randomly* selected! They were *not* late-bloomers!

- What is going on?
So, the late-bloomers bloomed, but it wasn’t the teachers (nothing special about them), and it wasn’t the students (nothing special about them)...

The teachers expected the students to bloom.

The high expectation of the teachers influenced the “top” teachers’ perception and behaviour resulting in higher gains in retest than all of the other students.

Upshot- Set high expectations for your students and give them the support they need to succeed. Help them adopt a growth mindset.
References


Dubuc, B. (2002). The brain, from top to bottom. Retrieved from: [http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html](http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html)

When this motive towards power is not properly socialized, the result is unbridled aggression or a sense of helplessness.

Source: Dr. Larry Brendtro (Deep Brain Learning, 2009)
Shifting from Compliance to Autonomy

**Compliance**
- “Research shows that obedience training models impede the development of self-responsibility. Imposed goals, sanctions, high-stakes evaluation, and surveillance all undermine intrinsic motivation.”
  
  Source: Dr. Larry Brendtro (Deep Brain Learning, 2009, pg 75)
- Relies on a leveled-system of imposed goal setting, tokens, rewards, privileges, meds, etc to externally enforce obedience.
- It’s about getting treats, not making sustainable changes.
- Relies on Egoistic Motivation: Underlying cultural belief is that young people won’t adopt the self-regulation necessary for adulthood without coercion or ‘force’ or a sense of comparison with others in the desire to be superior.

**Autonomy**
- “In fact, social bonding is the only way the brain is able to build self-control.”
  
  Source: Dr. Larry Brendtro (Deep Brain Learning, 2009, pg 80)
- Relies on authentic goal setting, strong relationships with adults, and a steady stream of specific feedback toward those goals.
- It’s about the internal satisfaction that arrives on the heels of self-mastery.
- Relies on Task motivation: Underlying cultural belief is that young people are hard-wired to grow, to seek increasing levels of responsibility from adults, and will do so with modeling in the context of an accepting relationship.
One possible pathway to Autonomy

Relationship
- Establishment of a warm, yet striving, relationship with adult(s)

Identifying the possibilities
- Reflecting on role models and others that have achieved what a youth hopes to achieve

Declaring Intent & Hopes
- Youth setting purposeful guiding goals, short and long term.

Social Contracting
- Co-creating the rules of the community

Goal Coaching & Boundary Setting
- Behavior is consistently redirected and recognized using specific, neutral, empowering feedback & reflection.
Relationship

Establishment of a warm, yet striving, relationship with adult(s)

“Warm demander”

Warm demanders “expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment.”

~ Lisa Delpit

Trust

What’s our capacity for predictability, consistency, acceptance, and belonging?

~ Mark Freado

One possible pathway to Autonomy
One possible pathway to Autonomy

Identifying the possibilities

Reflecting on role models and others that have achieved what a youth hopes to achieve

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Micheal Oher

THE OTHER WES MOORE
ONE NAME, TWO FATES

SKIN GAME
CAROLINE KETTLEWELL

THE CHILLING TRUTH IS THAT HIS STORY COULD HAVE BEEN MINE.
THE TRAGEDY IS THAT MY STORY COULD HAVE BEEN HIS.
Declaring Intent & Hopes

Youth setting purposeful guiding goals, short and long term.

One possible pathway to Autonomy

One day I hope to...
This year...
This month...
Within one week, I’ll...
Social Contracting

Co-creating the rules of the community

What can we agree to, to protect everyone’s dream?

Positive Peer Culture

One possible pathway to Autonomy
Behavior is consistently redirected and recognized using specific, neutral, empowering feedback & reflection.

“In fact, social bonding is the only way the brain is able to build self-control.”

Source: Dr. Larry Brendtro (Deep Brain Learning, 2009, pg 80)
Generosity is a cultural universal motivated by the design of the human brain.

Social Contracting

Co-creating the rules of the community

One possible pathway to Autonomy

What can we agree to, to protect everyone’s dream?

Positive Peer Culture

We treat each other with respect!
We look out for one another!
We help others if they have problems!
We reject all physical or psychological violence!
We used to have fights everyday, but now we never fight because we have learned to treat one another as human beings.

Now, we enjoy coming to work.

Incarcerated youth

Youth prison guard

Profile of PPC in action in unit of large youth prison near Adelsheim, in southern Germany.

"When caring becomes the norm, the environment is seen as safe."
(Gold & Osgood, Personality and peer influence in juvenile corrections, 1992)

"It’s hard to like kids who hurt others, but it is our job to help them with their problems."

Incarcerated youth

Humans by nature are motivated to help others. We all know right from wrong. What happens when we continue the wrong are thinking errors overriding the voice of conscience.

(Michael Tomasello: The ultra social animal, 2014)

Peer helping groups learn to recognize distortions in thinking which justify hurting behavior.

BAMMS: Blaming, assuming the worst, minimizing, mislabeling, self-centered

Rated in California Evidence Based Clearinghouse (2011)

When the compass is ...

Which Compass Needle is twitching for the youth or situation you have in mind?

What routines & relationships could help restore it’s alignment?