Developing Resiliency in Students

Janet Costello-Plummer

Western Oregon University

Follow this and additional works at: https://digitalcommons.wou.edu/aes

Part of the Education Commons

Recommended Citation
https://digitalcommons.wou.edu/aes/43

This Poster is brought to you for free and open access by the Student Scholarship at Digital Commons@WOU. It has been accepted for inclusion in Academic Excellence Showcase Proceedings by an authorized administrator of Digital Commons@WOU. For more information, please contact digitalcommons@wou.edu.
Developing Resiliency In Students
By Janet Costello-Plummer

Big Ideas:
- I know how to manage my stress, anger, and conflict in positive ways
- I can demonstrate healthy communication using I-messages
- I can use the decision making process to solve problems

Rationale: Many disadvantaged students lack key characteristics and attributes related to resiliency that help them thrive socially, emotionally, and academically.

Question: What teaching practices and strategies can I use to enhance my students social-emotional health so they are better equipped with resilient characteristics that enable them to live healthfully and thrive academically?

“Half of all poor students of color drop out of school”

Oregon’s high school graduation rate: 72%

“Many poor children simply do not have the repertoire of necessary social-emotional responses for school”

Findings:
- Teacher-Student Relationships
- Positive Climate
- Learner-Centered
- Protective Factors

What the research says...

Bernard (1993)
1. Social Competence
2. Problem Solving
3. Autonomy
4. Sense of Purpose and Future

Payton et al. (2000)
1. Social Interaction Skills
2. Responsible Decision Making
3. Awareness of Self and Others
4. Positive Attitudes and Values

Strengths:
Research based

Weaknesses:
Never been tested

Future Research:
Engagement strategies

References: