

# The Resiliency-Learning Connection

CAN WE LEARN IT, CAN WE FOSTER IT?

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# What is resiliency?

MERRIAM-WEBSTER DEFINES RESILIENCY AS:

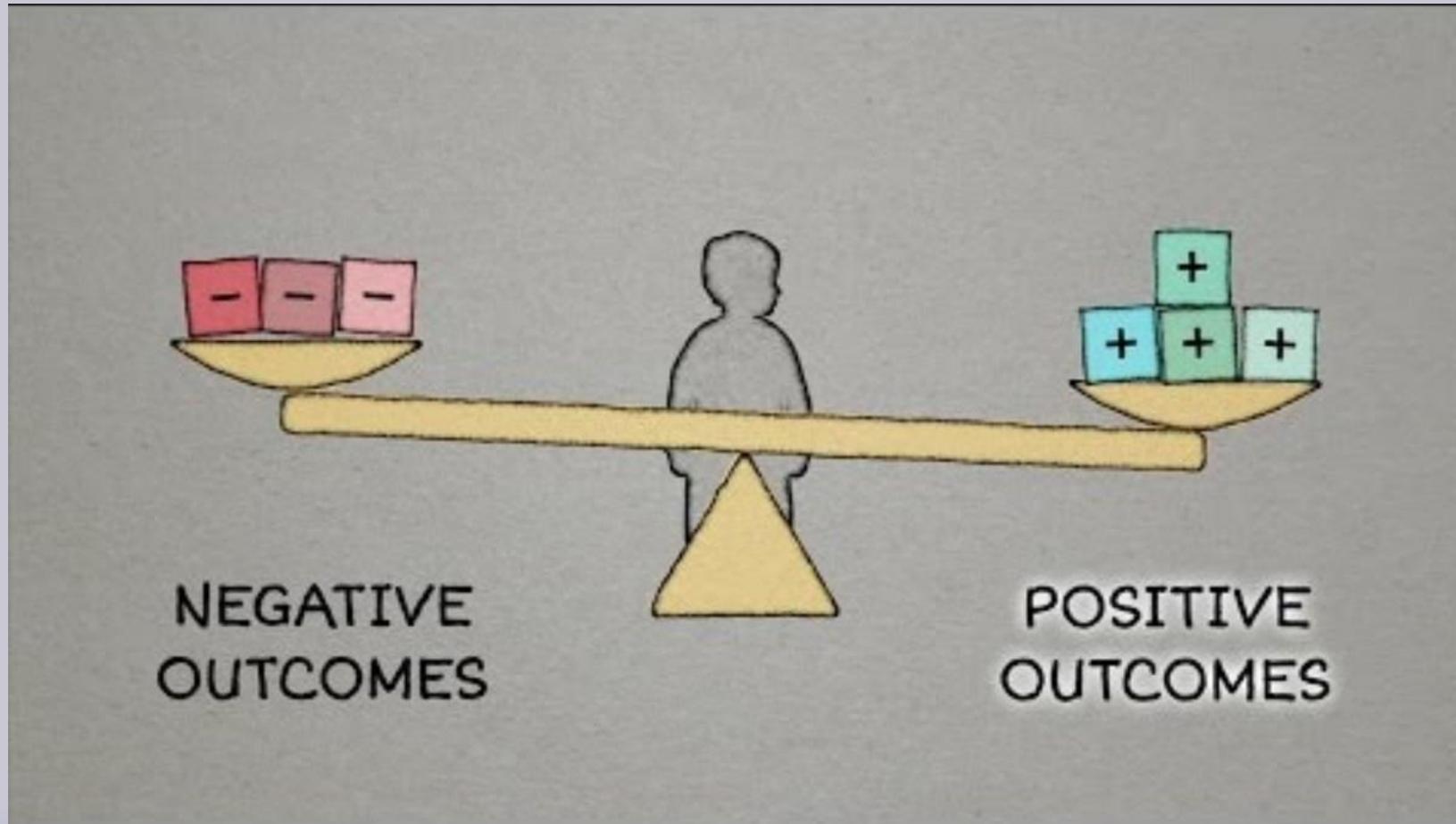
AN ABILITY TO RECOVER FROM, OR ADJUST EASILY TO, ADVERSITY OR CHANGE.

THE AMERICAN PSYCHOLOGICAL ASSOCIATION DEFINES RESILIENCE AT THE INDIVIDUAL LEVEL AS:

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THE PROCESS OF ADAPTING WELL IN THE FACE OF ADVERSITY, TRAUMA, TRAGEDY, OR THREAT.

# From the beginning....



Who is in the classroom is an unknown. Where he/she comes from, life's experiences??

# What research has shown

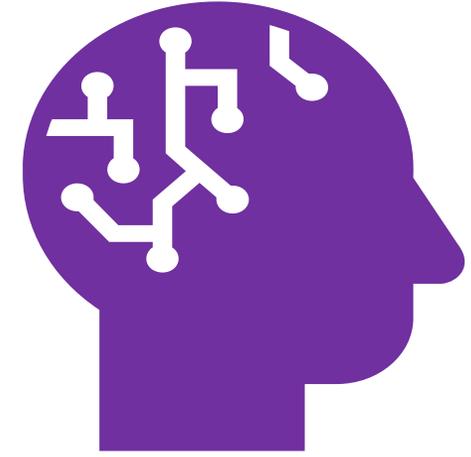
- Educational point of view
- Continuum
- Heritability
- Not a fixed value
- Dynamic characteristic
- Change and develop over time

# Why?

Resilience is important because it keeps us on track until we reach our goals, it allows us to deal with difficult situations, and it helps us to grow by encouraging us to look at the positives and to manage stress.

Training isn't stressful is it?  
Unruly passengers aren't stressful are they?  
Daily life isn't stressful is it?

# Our brain....



- Several regions involved in resilient behaviors
- Complex and not fully understood
- Amygdala and prefrontal cortex (our “rational” brain)
- Emotion, stress regulation, cognitive process, and social behavior.

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# Breaking it down....

**The importance of resiliency for learner success is crucial.**

**Measures of resiliency are found to be effective measures of retention.**

**Resiliency characteristics can be taught and the development of these can lead to an increase in knowledge retention and grades.**

**When educators believe in their students, and provide positive encouragement, students are able to reflect on their own progress and develop resilience.**

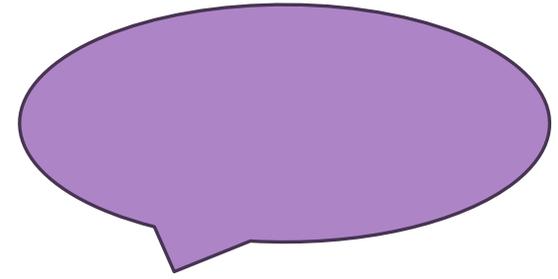


# The 7 C's of Resilience

- **Competence**
- **Confidence**
- **Coping**
- **Control**
- **Character**
- **Connection**
- **Contribution**

# Teaching RESILIENCE

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- **Nurtured (Check in)**
- **Non-judgemental**
- **Interaction**
- **Engagement (participation = retention)**
- **Co-owners of space**
- **Content and activity that allow them to share**
- **Positive feedback**
- **Build connections, respect for others**
- **Include storytelling**
- **Learn educational stressor (How do you learn, experience, challenges)**

**ACTIVITY**

**and THANK YOU!**

## Resources:

**Markel, Trujillo, Callahan, & Marks UA and So. AZ VA Healthcare,  
“Resiliency and Retention in Veterans Returning to College Pilot Study”**

**David Bueno, Chief of Neuroeducation, faculty of Biology Univ Barcelona, Spain for  
IBRO/IBE Unesco Science of Learning Briefings**

**Positive Psychology.com: Resilience and 3 Resilience exercises**