



RESILIENCE RESOURCE GUIDE FOR ADMINISTRATORS



MODULE 4





Resilience Resource Guide for Administrators

The first three modules in this series are designed to aid classroom educators and school staff to

- Recognize and understand the impact of stress and trauma on students (Module 1),
- Learn how to use resilience-building strategies in the classroom (Module 2), and
- Develop a self-care plan to become more resilient adults and avoid burnout (Module 3).

Resources associated with each of the first three modules can be found at the end of each module. This module provides administrators with a summary of resources that are available to provide schoolwide support to all staff participating in the task of building more resilient students. The resources include information associated with trauma-sensitive practices; resilience development; and various complementary strategies associated with positive behavioral interventions and supports, positive school climate, restorative practices, and social and emotional learning (SEL).

Before you start selecting resources to use, we recommend that you familiarize yourself with the content being presented to educators by reading through each module and, in the case of Modules 1 and 2, viewing the corresponding Microsoft PowerPoint presentations.

The first section of this resource guide highlights resources by topic. The second section identifies all resources used in Modules 1–3. URLs are provided where available so that any resource can be easily accessed online.

Administrative Leadership Matters

Recent *Promoting Student Resilience* grantees, which are funded by the U.S. Department of Education, reflected on the importance of administrative leadership in their resilience-building efforts:

“Generally, principals/leadership have been the entry point for the program into schools . . .”

—Baltimore City Schools

“Your district has to be on board; you need support. Not all change has to come from the top-down, but it helps if the leader has the same values and language [as reflected in the resilience-building efforts] . . .”

—St. Louis Public Schools



Section 1: Resources by Topic

Trauma-Sensitive Practices

ChildTrends offers many resources on trauma-sensitive practices that can be accessed by searching for “trauma” on its website, <https://www.childtrends.org/>. For example, *How to Implement Trauma-Informed Care to Build Resilience to Childhood Trauma* can be found at <https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>.

Forbes, H. T. (2012). *Help for Billy*. Beyond Consequences Institute, LLC.

Lipsky, L., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler Publishers.

National Center on Safe Supportive Learning Environments (NCSSLE). (2018). Trauma-sensitive schools training package. <https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

Unified Solutions Tribal Community Development Group. (n.d.). *The organizational self-care checklist*. http://www.unified-solutions.org/wp-content/uploads/2017/08/HANDOUT_Resiliency-Organizational-Self-Care-Checklist.pdf

Understanding and Promoting Resilience

Alliance for a Healthier Generation offers help for creating school wellness committees: <https://www.healthiergeneration.org/take-action/schools/wellness-topics/policy-environment/school-wellness-committees>

CDC Healthy Schools offers guidance for developing a local school wellness policy: <https://www.cdc.gov/healthyschools/npao/wellness.htm>

Center on the Developing Child at Harvard University. (n.d.). Resilience. In *A guide to toxic stress*. <https://developingchild.harvard.edu/science/key-concepts/resilience/>

Compassion Resilience provides toolkits for schools, parents, and health and human services: <https://compassionresiliencetoolkit.org/>

National Association of School Psychologists offers schoolwide methods for fostering resiliency: <http://www.nasponline.org>

Professional Quality of Life Measure offers a scale for measuring one’s own compassion, satisfaction, and fatigue: https://proqol.org/ProQol_Test.html

Society for Human Resource Management examines employee job satisfaction and retention in *Retaining Talent: A Guide to Managing Employee Turnover*: <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Retaining-Talent.pdf>



Complementary Strategies

Many strategies schools are already using work hand-in-hand with resilience building. If you are already using some of these strategies in your school, you may find these resources useful for thinking through how to do more. If you are not using any of these strategies, then use these resources to get started in your efforts.

Positive Behavioral Interventions and Supports (PBIS)

Technical assistance for using PBIS in schools and districts is provided by the **U.S. Department of Education's Office of Special Programs** and the **Office of Elementary and Secondary Education**. PBIS supports schools, districts, and states to build systems capacities for implementing a multitiered approach to social, emotional, and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

<https://www.pbis.org/>

Positive School Climate

Positive school climate characterizes a school that effectively attends to all the social, emotional, and academic support needs of students. Schools take specific steps to foster social and physical safety; provide support that enables students and staff to realize high behavioral and academic standards; and encourage and maintain respectful, trusting, and caring relationships throughout the school community.

GLSEN offers resources for developing an affirming and inclusive learning environment for LGBTQ youth:

<https://www.glsen.org/resources/educator-resources>

National Center for Safe Supportive Learning Environments (NCSSLE) provides technical assistance to schools that are working on building positive school climates. The following resources are just a few of those available on the NCSSLE website:

- ED School Climate Surveys: <https://safesupportivelearning.ed.gov/edscls>
- *Parent and Educator Guide to School Climate Resources*: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidetoschoolclimate041019.pdf>
- School Climate Improvement Resource Package. This package includes a 3-page Self-Assessment and Action Planner that is tied to the *Quick Guide on Making School Climate Improvements* for school leaders, which can be found on the website: <https://safesupportivelearning.ed.gov/scirp/about>
- Conditions for Learning (Supportive School Discipline Webinar Series): <https://safesupportivelearning.ed.gov/events/webinar/ssd-webinar-series-conditions-learning>



NCSSE's parent organization, the **American Institutes for Research** (<https://www.air.org/>) provides many resources, for example:

- *Best Practices, Strategies, and Recommendations for Improving School Climate and Culture*: <https://www.air.org/resource/best-practices-strategies-and-recommendations-improving-school-climate-and-culture>
- *Avoid Simple Solutions and Quick Fixes: Lessons Learned from a Comprehensive Districtwide Approach to Improving Conditions for Learning*: <https://www.air.org/resource/avoid-simple-solutions-and-quick-fixes-improving-conditions-learning>

National Clearinghouse on Supportive School Discipline describes the four conditions for learning critical for families and caregivers: <https://www.air.org/resource/building-positive-conditions-learning-home-strategies-and-resources-families-and-caregivers>

National School Climate Center (NSCC): <https://www.schoolclimate.org/>

Professional Development for Teachers (PDST) offers supports, including school-planning prompts, for creating a positive school culture and climate: <https://www.pdst.ie/positive-school-culture-and-climate>

Teaching Tolerance, produced by the Southern Poverty Law Center, offers classroom and professional development materials that promote racial and cultural tolerance: <https://www.tolerance.org/>

The Learning Policy Institute's *Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap* describes how states are taking advantages of opportunities in the Every Student Succeeds Act (ESSA) to implement policies around positive school climate aimed at racial equity: <https://learningpolicyinstitute.org/product/essa-equity-promise-report>

Restorative Practices

Restorative practices provide strategies for strengthening relationships between individuals and social connections within communities. The **International Institute of Restorative Practices** presents a comprehensive overview of the theory and practice of the field, as well as specific resources for how to use these practices in the classroom: <https://www.iirp.edu/>

Center for Restorative Practices, *Teaching Restorative Practices with Classroom Circles*: <http://www.centerforrestorativeprocess.com/>

Social and Emotional Learning

SEL is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible choices. The **Collaborative for Academic, Social, and Emotional Learning (CASEL)** makes guides, data, and research available to help make the case for using SEL: <https://casel.org/>



AIR has numerous SEL resources on its website.

- *Are You Ready to Assess Social and Emotional Learning and Development?* Toolkit: <https://www.air.org/resource/are-you-ready-assess-social-and-emotional-learning-and-development-second-edition>
- *Social and Emotional Learning Coaching Toolkit*: <https://www.air.org/resource/social-and-emotional-learning-coaching-toolkit>
- *Creating Healthy Schools: Ten Key Ideas for the Social and Emotional Learning and School Climate Community*: <https://www.air.org/sites/default/files/downloads/report/Ten-Key-Ideas-for-Social-Emotional-Learning-School-Climate-October-2016.pdf>

Committee for Children, *How Social-Emotional Learning Helps Children Succeed in School, the Workplace, and Life*: <https://www.cfchildren.org/wp-content/uploads/mission-vision/what-is-sel/docs/sel-e-book.pdf>

NCSSLE's All staff handout "7. Social and Emotional Competencies Checklist" is part of the *Trauma-Sensitive Schools Training Package*: https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_7_social_and_emotional_competencies.pdf.

World Economic Forum, *New Vision for Education: Fostering Social and Emotional Learning Through Technology*: http://www3.weforum.org/docs/WEF_New_Vision_for_Education.pdf

Responding to the COVID-19 Pandemic

NCSSLE offers a landing page (<https://safesupportivelearning.ed.gov/responding-covid-19-pandemic>) with extensive resources for schools to use as they respond to the pandemic. The site includes federal and state resources; best practices in safety; planning resources for returning to school; materials on navigating online learning; free distance learning plans; and resources to help support anxious students, families, educators, and professional staff.

Section 2: Resources by Module

Module 1: Building Resilience in the Face of Adversity

Alberta Education, Learning and Teaching Resources Branch. (2008). Key element 2: Modification of the classroom environment. In *Supporting positive behavior in Alberta schools—An intensive individualized approach*. http://www.learnalberta.ca/content/inspb1/html/2_modificationoftheclass.html

Center on the Developing Child at Harvard University. (2016). From best practices to breakthrough impacts: A science-based approach to building a more promising future for young children and families. In *What is early childhood development? A guide to the science*. <https://developingchild.harvard.edu/resources/from-best-practices-to-breakthrough-impacts/>

Center on the Developing Child at Harvard. (n.d.). Resilience. In *A guide to toxic stress*. <https://developingchild.harvard.edu/science/key-concepts/resilience/>



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- Cole, S. F. (2019, February). Understanding trauma's impact on learning: A pathway to creating a school culture where every child living through adversity can grow alongside peers. *School Administrator*. <http://my.aasa.org/AASA/Resources/SAMag/2019/Feb19/Cole.aspx>
- Henderson, N. (2013). Havens of resilience. *Educational Leadership*, 71(1), 22–27. <http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx>
- Hurlington, K. (2010). *Bolstering resilience in students: Teachers as protective factors*. (What Works? Research into Practice, Research Monograph 25). Ministry of Education, Ontario, Canada. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_bolstering_students.pdf
- Kilpatrick, D. G., Resnick, H. S., Milanak, M. E., Miller, M. W., Keyes, K. M., & Friedman, M. J. (2013). National estimates of exposure to traumatic events and PTSD prevalence using DSM-IV and DSM-5 criteria. *Journal of Traumatic Stress*, 26(5), 537–547. <https://doi.org/10.1002/jts.21848>
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- Murphey, D., Barry, M., & Vaughn, B. (2013, January). *Positive mental health: Resilience* (Adolescent Health Highlight). *Child Trends*. http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2013_11_01_AHH_Resilience.pdf
- National Center on Safe Supportive Learning Environments. (2016). *Safe place to learn* (Resource Package). <https://safesupportivelearning.ed.gov/safe-place-to-learn-k12>
- National Child Traumatic Stress Network Schools Committee. (2008, October). *Child trauma toolkit for educators*. <https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- National Scientific Council on the Developing Child. (2015). *Supportive relationships and active skill-building strengthen the foundations of resilience* (Working Paper 13). Harvard University. <https://developingchild.harvard.edu/resources/supportive-relationships-and-active-skill-building-strengthen-the-foundations-of-resilience/>
- Robert Wood Johnson Foundation, (2013, May 12). *The truth about ACES infographic*. <https://www.rwjf.org/en/library/infographics/the-truth-about-aces.html>
- Stevens, J. E. (October 3, 2012). The Adverse Childhood Experiences Study—the largest, most important public health study you never heard of—began in an obesity clinic. *Aces Too High*. <https://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/>
- Substance Abuse and Mental Health Services Administration. (2019, August 2). *Trauma and violence*. <https://www.samhsa.gov/trauma-violence>



Truebridge, S., & Benard, B. (2013). Reflections on resilience. *Educational Leadership*, 71(1), 66–67. <http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Reflections-on-Resilience.aspx>

Werner, E., & Smith, R. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery*. Cornell University Press.

Module 2: Building Resilience in the Classroom

Benard, B., & Truebridge, S. (2013). *Reflections on resilience* [Infographic]. ASCD. <http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Reflections-on-Resilience.aspx>

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Center on the Developing Child at Harvard University. (n.d.). *InBrief: The science of resilience*. <https://developingchild.harvard.edu/resources/inbrief-the-science-of-resilience/>

Center on the Developing Child at Harvard University. (n.d.). Resilience. In *A guide to toxic stress*. <https://developingchild.harvard.edu/science/key-concepts/resilience/>

GLSEN. (2016). *Ready, set, respect! GLSEN's elementary school toolkit*. <https://www.glsen.org/sites/default/files/GLSEN%20Ready%20Set%20Respect.pdf>

Henderson, N. (2013). Havens of resilience. *Educational Leadership*, 71(1), 22–27. <http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx>

Hurlington, K. (2010). *Bolstering resilience in students: Teachers as protective factors* (What Works? Research into Practice, Research Monograph 25). http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_bolstering_students.pdf

Jones County School District. (n.d.). Student strengths checklist. http://www.jones.k12.ms.us/district/Assets/Sped/Student_Strengths_Checklist.pdf

Lippman, L., & Schmitz, H. (2013, October 30). *What can schools do to build resilience in their students* [Blog]. Child Trends. <https://www.childtrends.org/what-can-schools-do-to-build-resilience-in-their-students>

Masten, A., & Barnes, A. (2018). Resilience in children: Developmental perspectives. *Children*, 5(7), 98. <https://doi.org/10.3390/children5070098>

McGarry, R. A. (2013, September). Respect, resilience, and LGBT students. *Educational Leadership*, 71(1). <http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Respect,-Resilience,-and-LGBT-Students.aspx>

Morin, A. (2019). *11 tips for talking to your child about strengths and challenges*. Understood.org. <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/11-tips-for-talking-to-your-child-about-strengths-and-weaknesses#slide-4>



- National Center on Safe Supportive Learning Environments. (2018). *Creating a safe and respectful environment in our nation's classrooms* [Training Package]. <https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-training-trainers>
- National Center on Safe Supportive Learning Environments. (n.d.). *Engagement*. <https://safesupportivelearning.ed.gov/topic-research/engagement>
- National Child Traumatic Stress Network, Justice Consortium, Schools Committee, and Culture Consortium. (2017). *Addressing race and trauma in the classroom: A resource for educators*. National Center for Child Traumatic Stress. https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf
- National Scientific Council on the Developing Child. (2015). *Supportive relationships and active skill-building strengthen the foundations of resilience* (Working Paper 13). Center on the Developing Child at Harvard University. <https://developingchild.harvard.edu/resources/supportive-relationships-and-active-skill-building-strengthen-the-foundations-of-resilience/>
- Omni, V., & Sánchez, F. (2012). *Enhancing peer-to-peer relationships to strengthen school climate* [Webinar]. National Center on Safe Supportive Learning Environments. https://safesupportivelearning.ed.gov/sites/default/files/sssta/20120330_PeerRelWebinarFINAL32912ppt.pdf
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- Welcoming Schools. (n.d.). [Home page]. <https://www.welcomingschools.org/resources/school-tips/>



Module 3: Self-Care Guide for All Staff

- Greenberg, M. T., Brown, J. L., & Abenavoli, R. M. (2016). *Teacher stress and health: Effects on teachers, students, and schools* (Issue Brief). Robert Wood Johnson Foundation. <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>
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- Weis, A. (2017). *Resilience self-reflection*. Carlton College Student Health and Counseling. https://apps.carleton.edu/studenthealth/assets/Resilience_Self_Reflection.pdf
- Wong, V., Ruble, L., Yu, Y., & McGrew, J. (2017) Too stressed to teach? Teaching quality, student engagement, and IEP outcomes. *Exceptional Children*, 83(4), 412–427. <https://doi.org/10.1177/0014402917690729>

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