

Building Resiliency in Students: Alaska Can – Alaska Will! Conference

Session Outcomes – As Determined by Group

- How can we encourage students to maintain resiliency?
- How can we talk about it as part of our classes/curriculum?
- What is our role and how do we show the benefit of it?
- Need to have conversations about commitment.

What does it mean to be resilient?

- Ability to hang on and persist despite all efforts to derail.
- To persist with educational goals with everything working against you.
- Ability to adapt as you change. To handle change.
- Motivation to continue towards goals- we can help here.

What stops resiliency?

- Trauma
- Notion that resiliency is internal
- Need to build relations and connections – help students realize they aren't alone.
- Grow grit and diet inaction to keep going
- Transition to growth mindset and self-talk
- Not aware of resources- need to invest in growing awareness of the many services we have to help students. But beyond this we can't be only happy to serve when they come to us, but we need to initiate the outreach. Gladiators, let's go!
- Students do not realize there is something else they can do.
- Overwhelmed with all there is to do and know. Information overload. Need to balance challenge and support.
- Navigating urban culture
- Parents don't value education/training
- Priority is keeping freezer full
- We make assumptions about student skills (they have access and computer literacy)
- We have lots of expectations
- Stigmatize Development courses

Considerations in Building Resiliency

- Have to set real expectations and encourage
- Connect students with others with same experiences
- Schools need to realize that students have other pressures besides school (ie family- may feel responsible to support, have priorities beyond school)
- Grow awareness for students - normalize the struggle. It's okay to have set backs.
- Shift our focus - build their confidence and provide consistent interventions and outreach.
- Students don't know they should ask- WE need to initiate conversations. Shift our focus, not enough to be willing to help when student comes to us, have to get into their space.

Be Aware! When looking at data need to be careful not to confuse lack of fit with lack of resiliency if students changes majors or decide not to attend school.

Successful Resiliency Building Models – As Shared by Group Participants

- Mentor program, build community
 - Core Courses
 - Study groups/teach study skills
 - Consider international students
 - Work through common issues
- Case Manager
 - Set goals every couple months- short and long term
 - Work with parents to better embrace education and match values
 - Find strengths

- Create web of support
- Help high school students graduate and form postsecondary plans
 - Need to build relationships- validate and connect
 - Validate success
- Need to assess skills prior to arrival
- Teach developmental classes at students level
- Remind students they are resilient- they fill the freezer!