

Session Three

Resilience, Strengths and Development

In the last session...

- We thought about relationships risk and confidence.
- We will build on those themes today.
- Remember all these ways of supporting our young people to learn must be seen in the context of ARC Theory.
- There are NO shortcuts, trust is a basic necessity.

In this session

- We will look at the brain and how the different parts work together and how learning takes place.
- Different learning styles are important and offer us a range of different styles and methods of teaching.
- We will look again at confidence and lack of it and how we may be able to support our young people to build confidence.
- Developing a trusting relationship is key to “attuning to and getting” your young person and learning about how they might learn better.

Henry Ford said,

“If you think you can

Or

If you think you can't

You are probably right!”



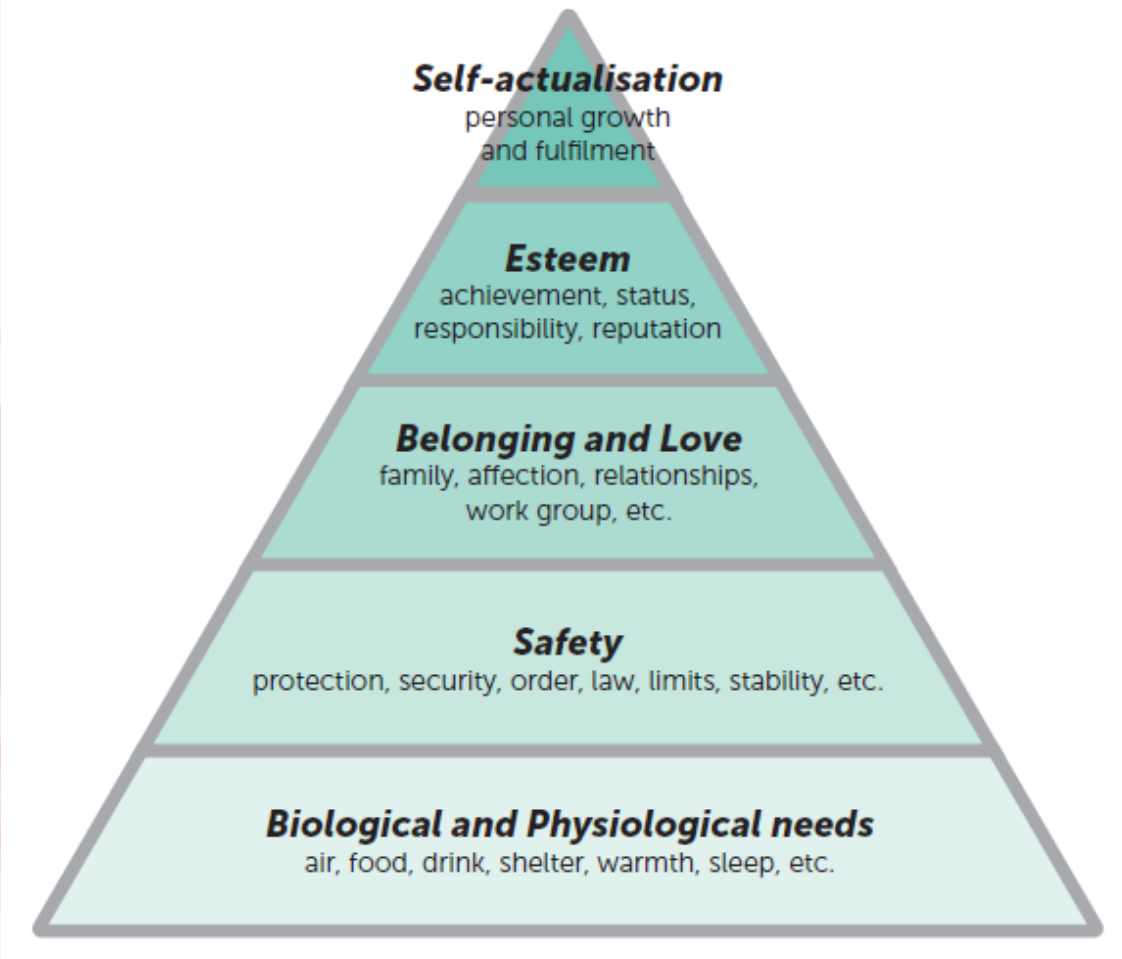
The Young People in our care lack confidence and if you remember the Brene Brown clip about Vulnerability Guilt and Shame they are in denial about being vulnerable, do not think they are good enough and often believe that all learning is a trick to show them up.

Maslow's Hierarchy of Needs is important in understanding why this might be the case.

Maslow's Hierarchy of Needs

We understand there are some issues faced when we welcome a new foster child or Adoptee into our family care and engage them in learning:

- We do not know how they will react to different situations.
- They may have a very poor diet and not like the food that is prepared for them.
- They may not sleep well.
- They may have cleanliness issues, clothing issues, behavior issues.





It is our duty to provide for their;

- Physical and physiological needs.
- Keep them safe from themselves and others.
- Provide them with love and belonging;
 - By recognising and accepting their sovereignty.
 - By empathising with their pain and suffering.
 - Accepting them as whole human beings.

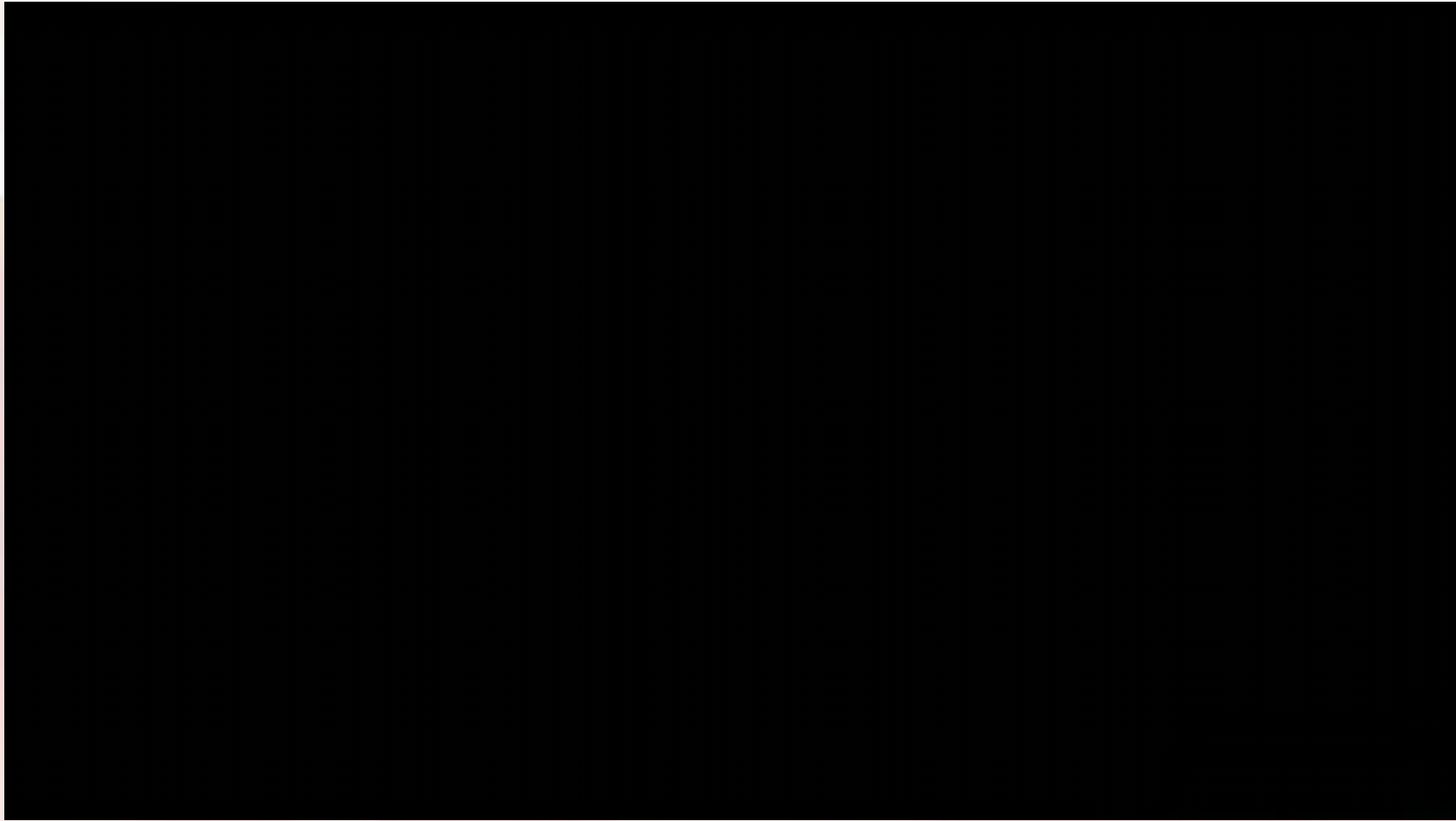
- We support them in building their self esteem but they have to be in the driving seat.
- We can support them in becoming responsible for themselves through modelling, good example and appropriate targeted praise.
- Their achievements have to be their achievements but we can provide support by never giving up and aiming for realistic goals.
- Self actualisation, personal growth and fulfilment come from building from the base of the pyramid.

- Trauma affects brain development.
- We will look now at Triune Braine Theory.
- Have a look at the visuals and then select what part of the brain you think might be active in the pictures we have given out.
- There are no right or wrong answers in this.



- We are looking at only three parts of the brain just now:
- The reptilian is primitive and linked to survival and instinct it controls the bodies vital functions.
- The limbic system is responsible for emotions and feelings it is part of memory and records both pleasant and unpleasant experiences;
- The neo cortex is where we consider and think and plan and problem solve.
- Let us look and listen to Sarah Jane Blakemore explain in more depth.

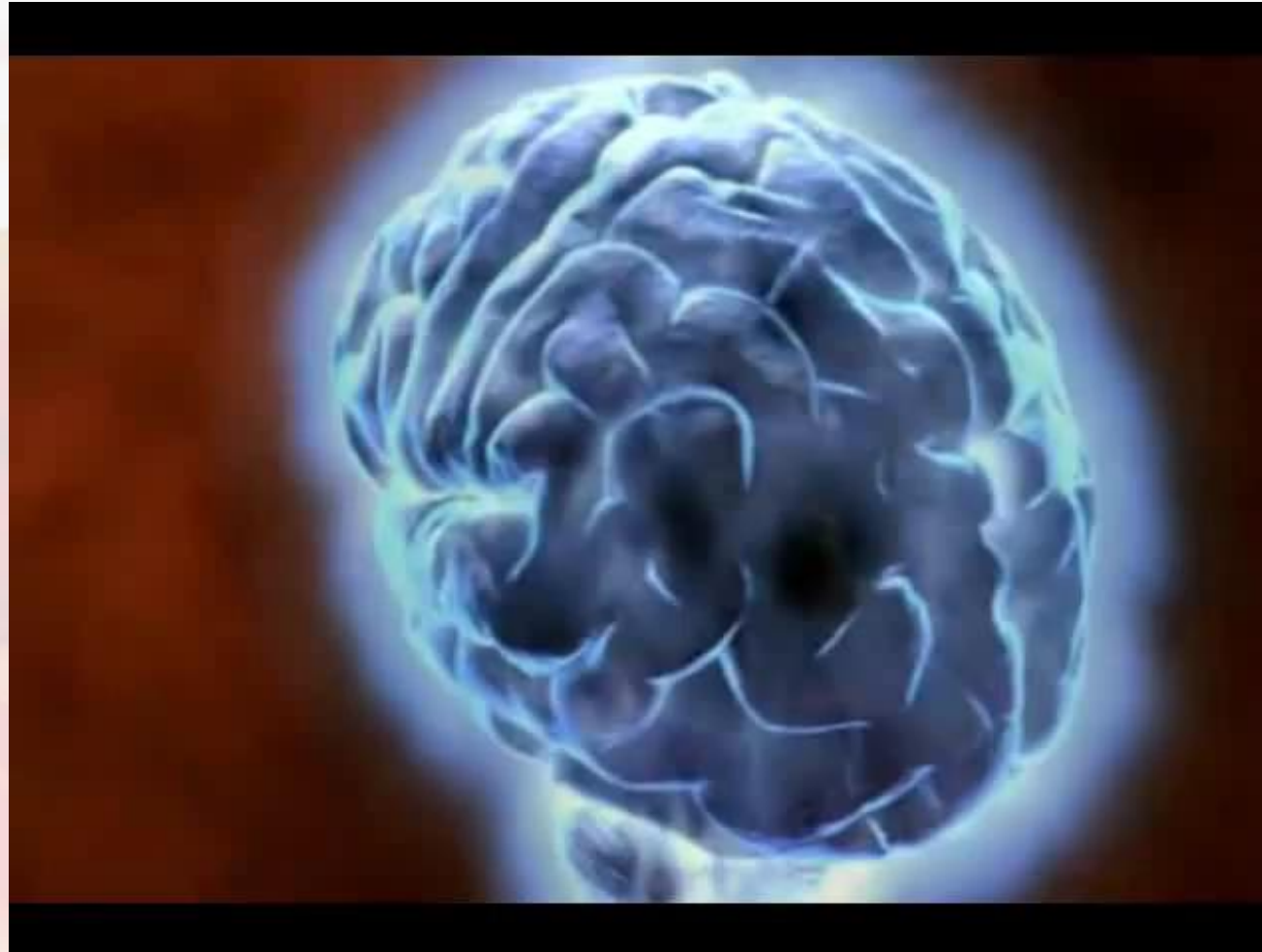
The mysterious workings of the brain



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- As the clip shows science has developed and we can be more certain about how the brain works.
 - What has been useful to YOU?
 - What did you learn from the clip?

- Now we will see a very much shorter clip by TV scientist Robert Winston.

How we learn: Video Synapses and Pathways



The way the brain processes learning and information that is shown in the Robert Winston clip is a good lead into:

The Growth Mindset

- Talent, ability and intelligence can be developed through hard work and effort.
- Growth mindset learners do not fear making mistakes or failing are open to constructive feedback and are resilient in the face of obstacles.

The question for us is:

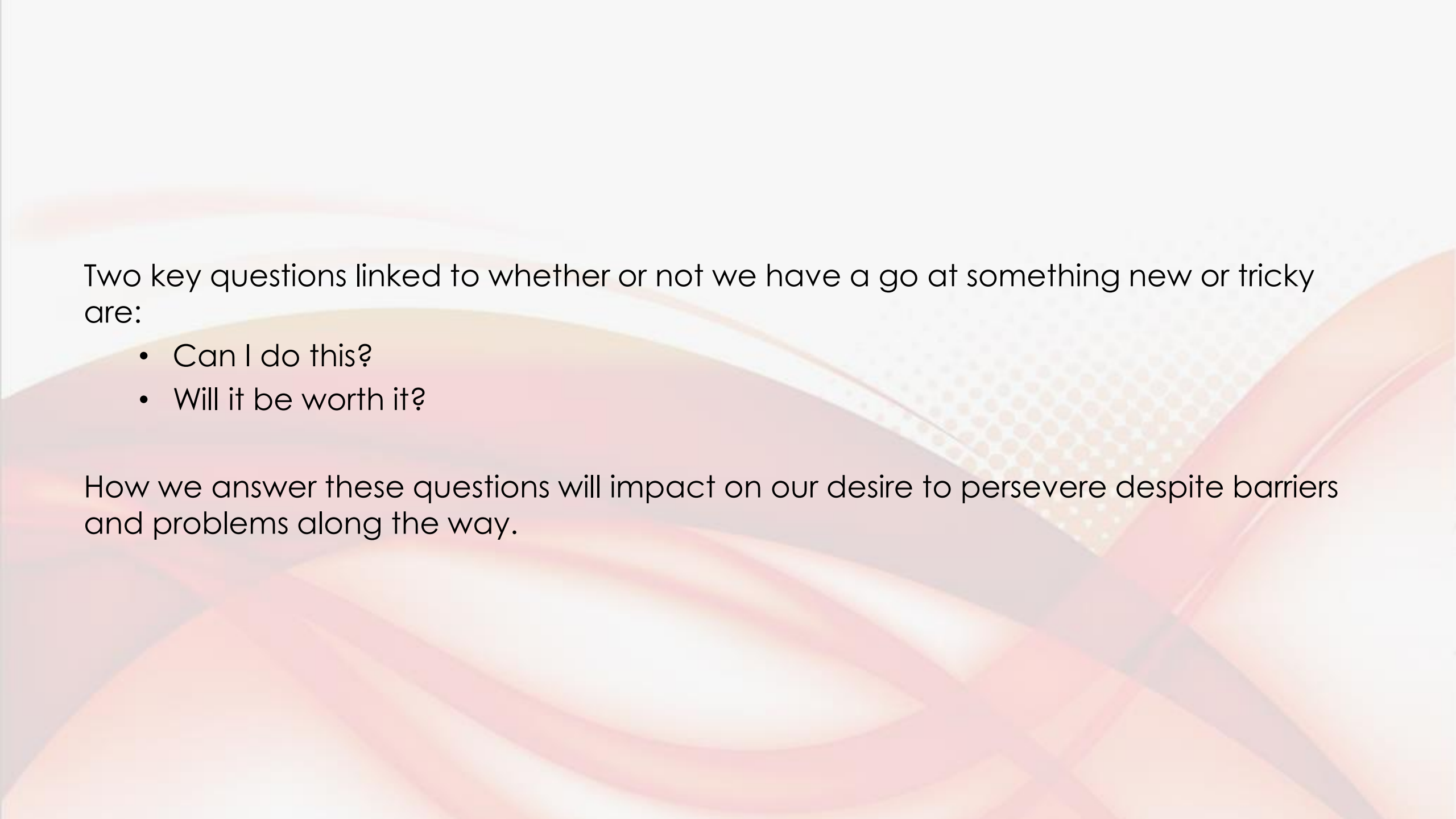
- How do we support the young people in our care so that they see effort, problems and mistakes as ways of learning?
- One way is to work on the Growth Mindset for ourselves and model how we do it.
- Take on a learning task that we find difficult and facilitates mistakes.

Motivation will be key to supporting our young people to become active and perhaps even enthusiastic learners.

We will have a look at motivation now:

- Intrinsic
- Extrinsic





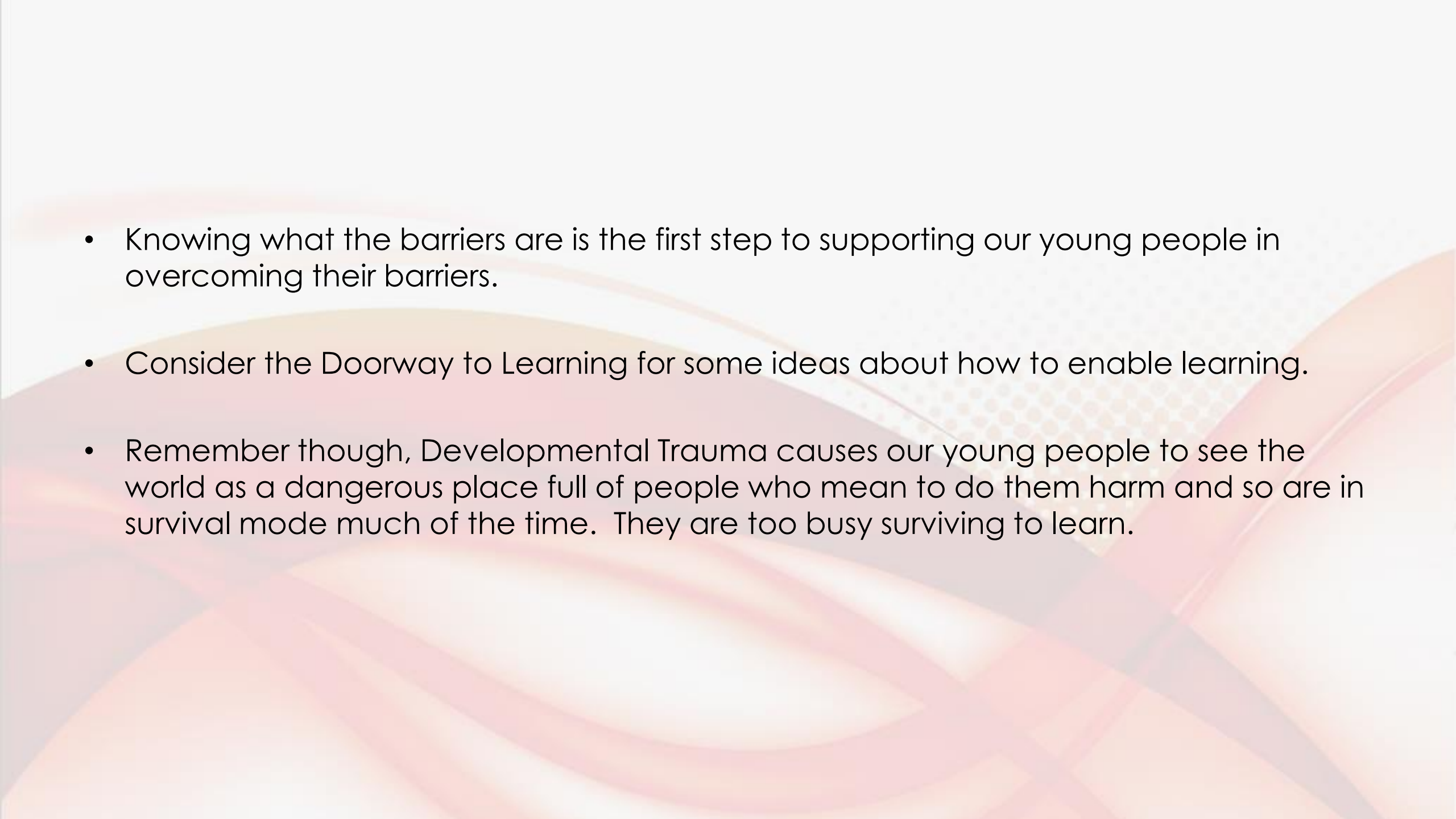
Two key questions linked to whether or not we have a go at something new or tricky are:

- Can I do this?
- Will it be worth it?

How we answer these questions will impact on our desire to persevere despite barriers and problems along the way.

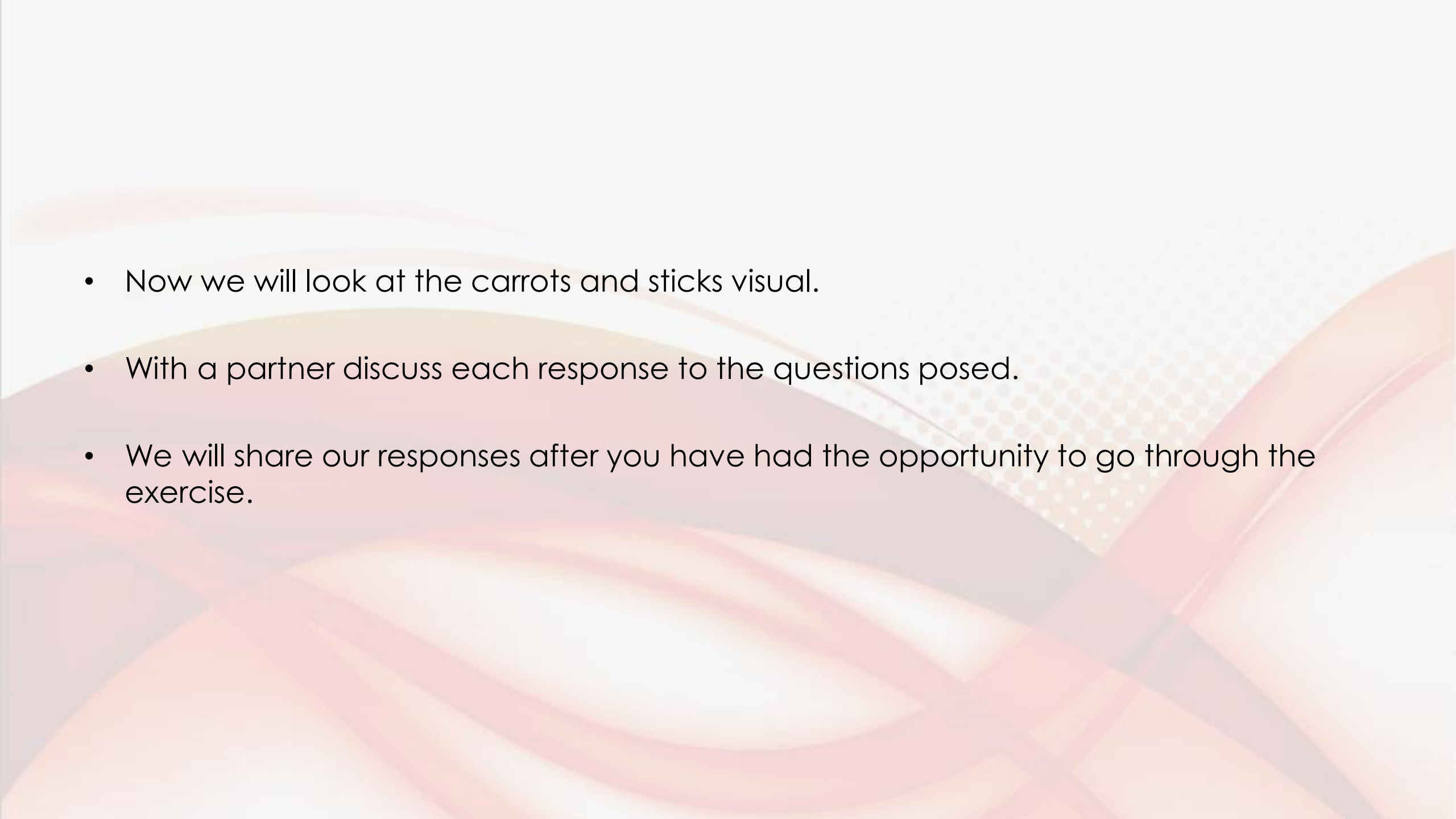


- Lack of motivation is a barrier to learning But there are many other barriers.
- Think of your young person, what are the particular barriers that get in the way of him or her.
- There are a number of suggestions on the Barriers to Learning wall in your pack.

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- Knowing what the barriers are is the first step to supporting our young people in overcoming their barriers.
 - Consider the Doorway to Learning for some ideas about how to enable learning.
 - Remember though, Developmental Trauma causes our young people to see the world as a dangerous place full of people who mean to do them harm and so are in survival mode much of the time. They are too busy surviving to learn.

- Intrinsic or Internal Motivation is when we do something for the pleasure of doing it with no thought of reward other than the good feelings that come from enjoying what you are doing.
- Extrinsic or External motivation is when we have to do the task because we have to or to gain a reward or to avoid a punishment.
 - With Extrinsic motivation the reward has to be continually given in order for the motivation to continue.



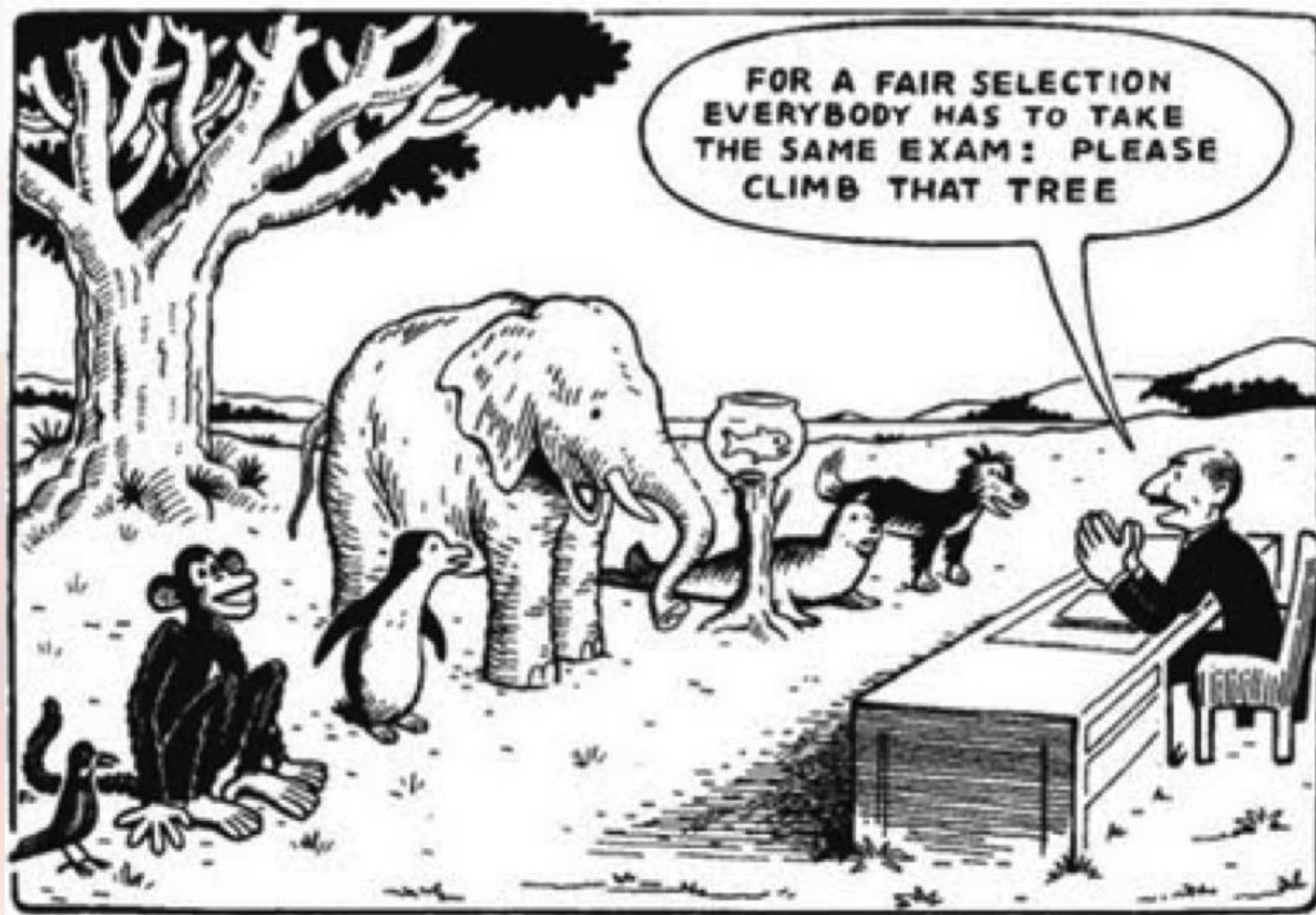
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- Now we will look at the carrots and sticks visual.
 - With a partner discuss each response to the questions posed.
 - We will share our responses after you have had the opportunity to go through the exercise.

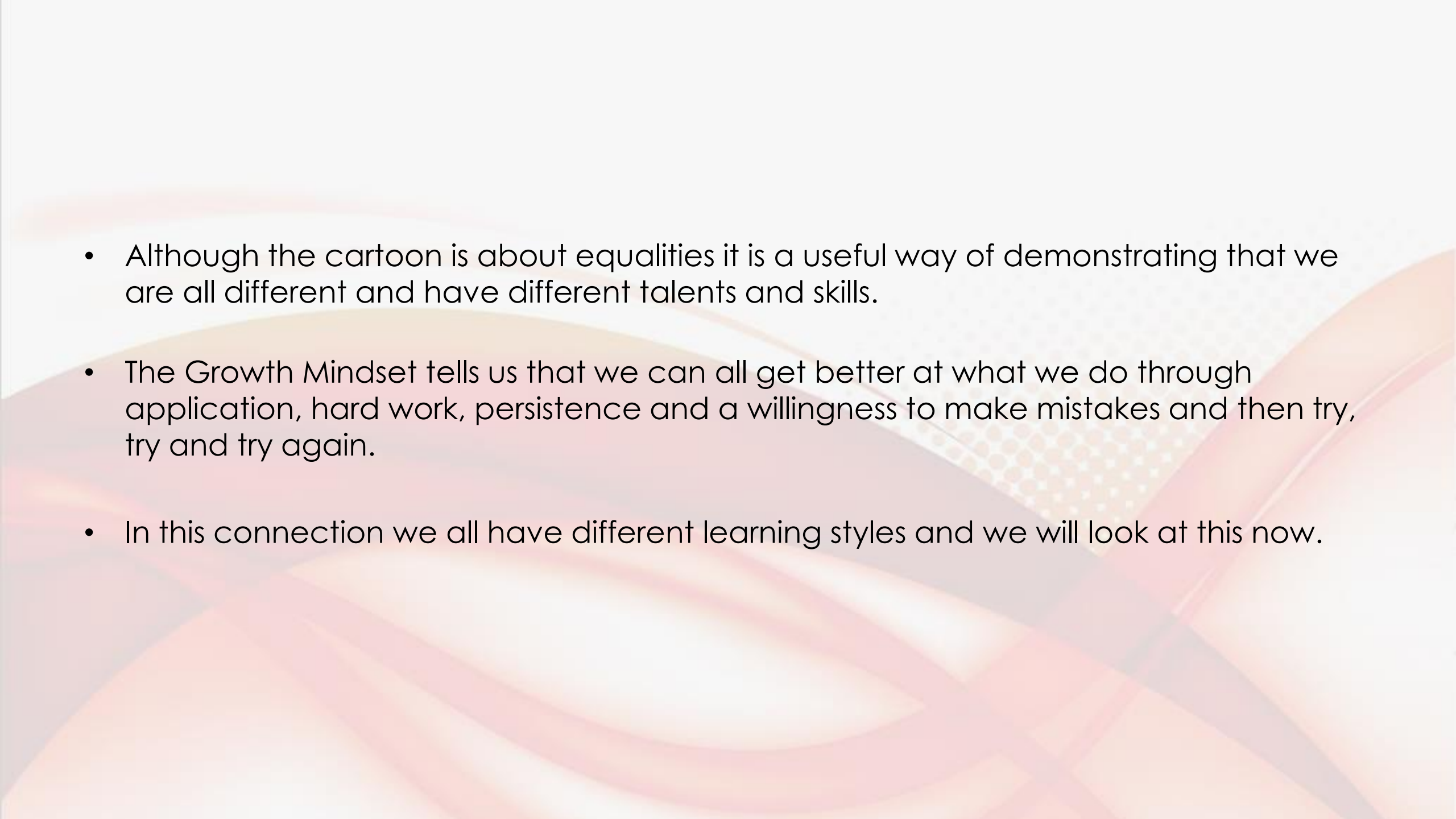
Motivation Impacts on Learning

- Our role is to support and provide opportunities to make choices and recognise feelings of self worth when they have done something well.
- Intrinsic Motivation is built by expressing confidence in their ability, giving them support, showing interest, respect and appreciation for their efforts, offering assistance rather than taking over and by settling issues through negotiation and discussion.

In motivating our young people we need to recognise what motivates them:

- If the need for **CLARITY** motivates we may help them with issues such as order, structure, how to proceed and what is involved.
- If **HARMONY** motivates support round working with others, acceptance, safety and kindness may be what is needed.
- If **POWER** is the motivator issues round winning and losing, being right, challenge and control.
- If **FUN** is what motivates help may be required on issues around attention, entertainment, popularity and maintaining connections with others.

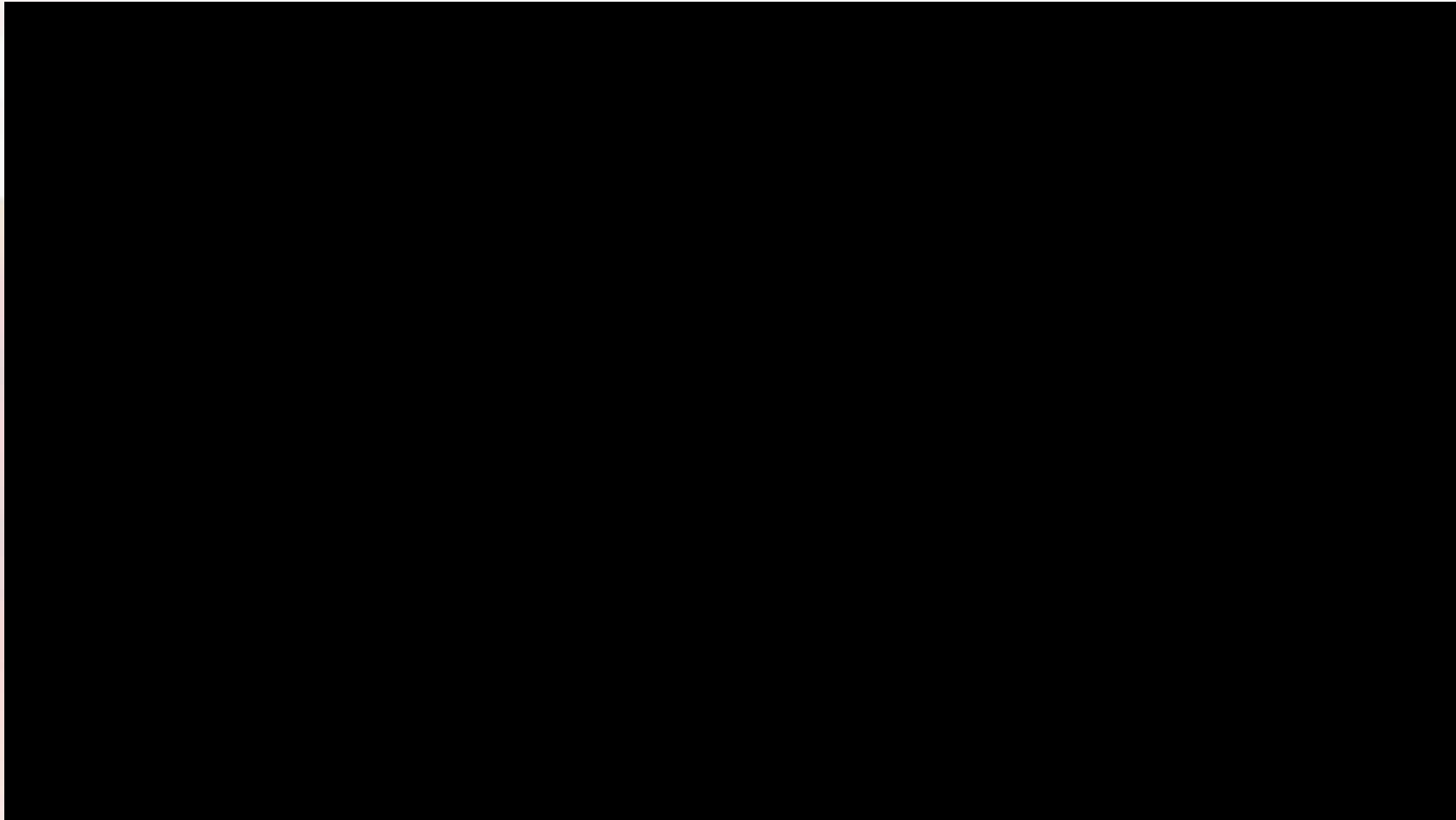


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- Although the cartoon is about equalities it is a useful way of demonstrating that we are all different and have different talents and skills.
 - The Growth Mindset tells us that we can all get better at what we do through application, hard work, persistence and a willingness to make mistakes and then try, try and try again.
 - In this connection we all have different learning styles and we will look at this now.

- Multiple Intelligences is a theory put forward by Professor Howard Gardner of Harvard University.
- It illustrates that each of us looks at the world differently and with different outlook and different skill set so we all learn differently.
- Lets look at the video clip.



Multiple Intelligences



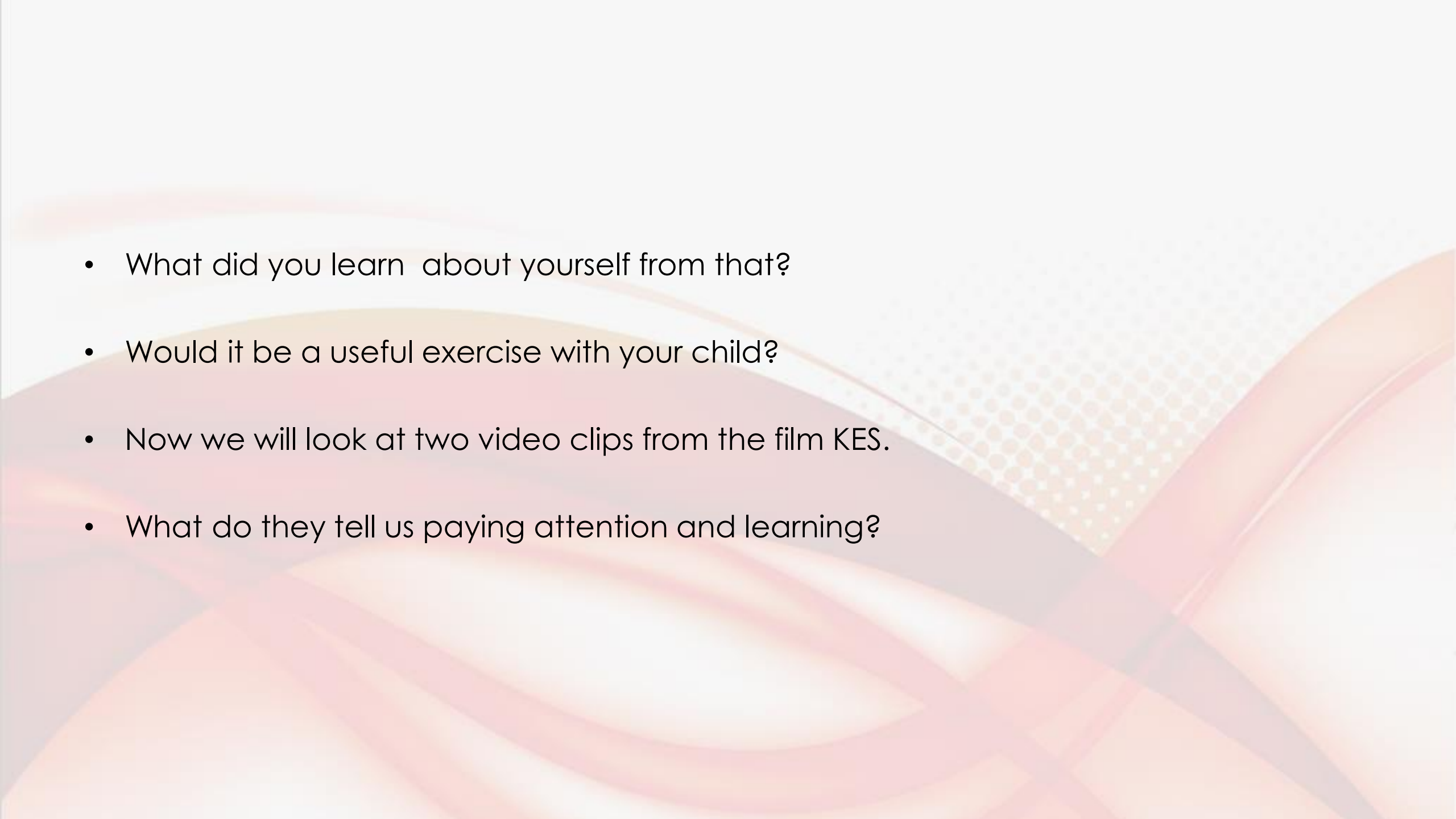


What do we think of the theory?

It is clear that whatever the type of intelligence we have, we can improve our knowledge and skill set by hard work, persistence and getting back up every time we fall down on the task.



Now I would like you all to complete the questionnaire
“In how many ways am I smart?”

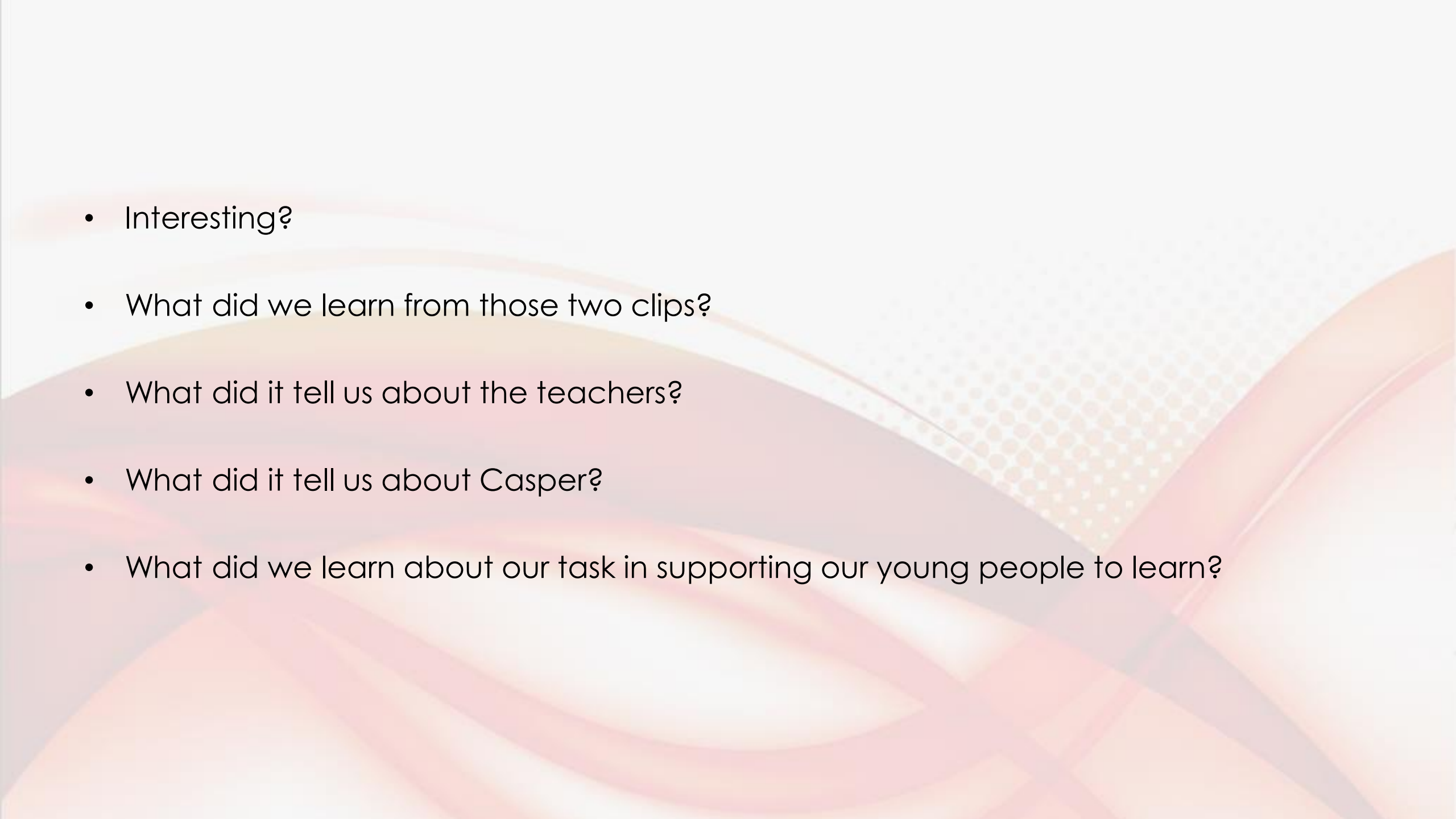
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- What did you learn about yourself from that?
 - Would it be a useful exercise with your child?
 - Now we will look at two video clips from the film KES.
 - What do they tell us paying attention and learning?

Kes Football



Kes in Class

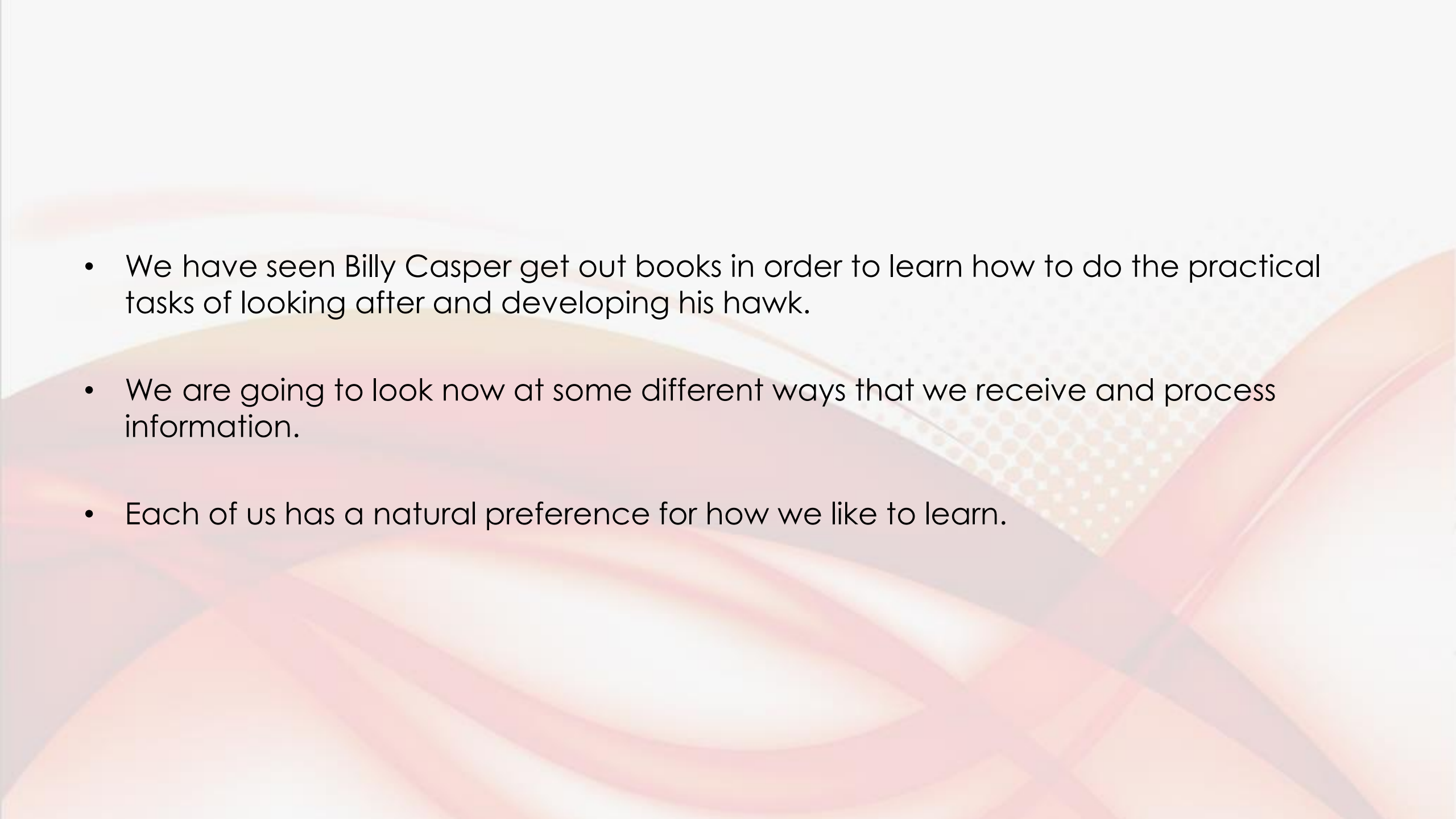


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- Interesting?
 - What did we learn from those two clips?
 - What did it tell us about the teachers?
 - What did it tell us about Casper?
 - What did we learn about our task in supporting our young people to learn?

- Casper clearly became very confident as he got into talking about Kes, his hawk.
- What could you talk about to a group of people?
- What is your passion, talent or personal strength? Can you find a way to use this with your young person?
- There is a template in your pack that you can use, maybe you could do something similar with your young person?

- Finding something your young person loves, has talent for or is passionate about is a good starting point for developing the growth mindset and broadening the interest out.
- We are all better at remembering or developing our interest in something that we find emotionally charged.

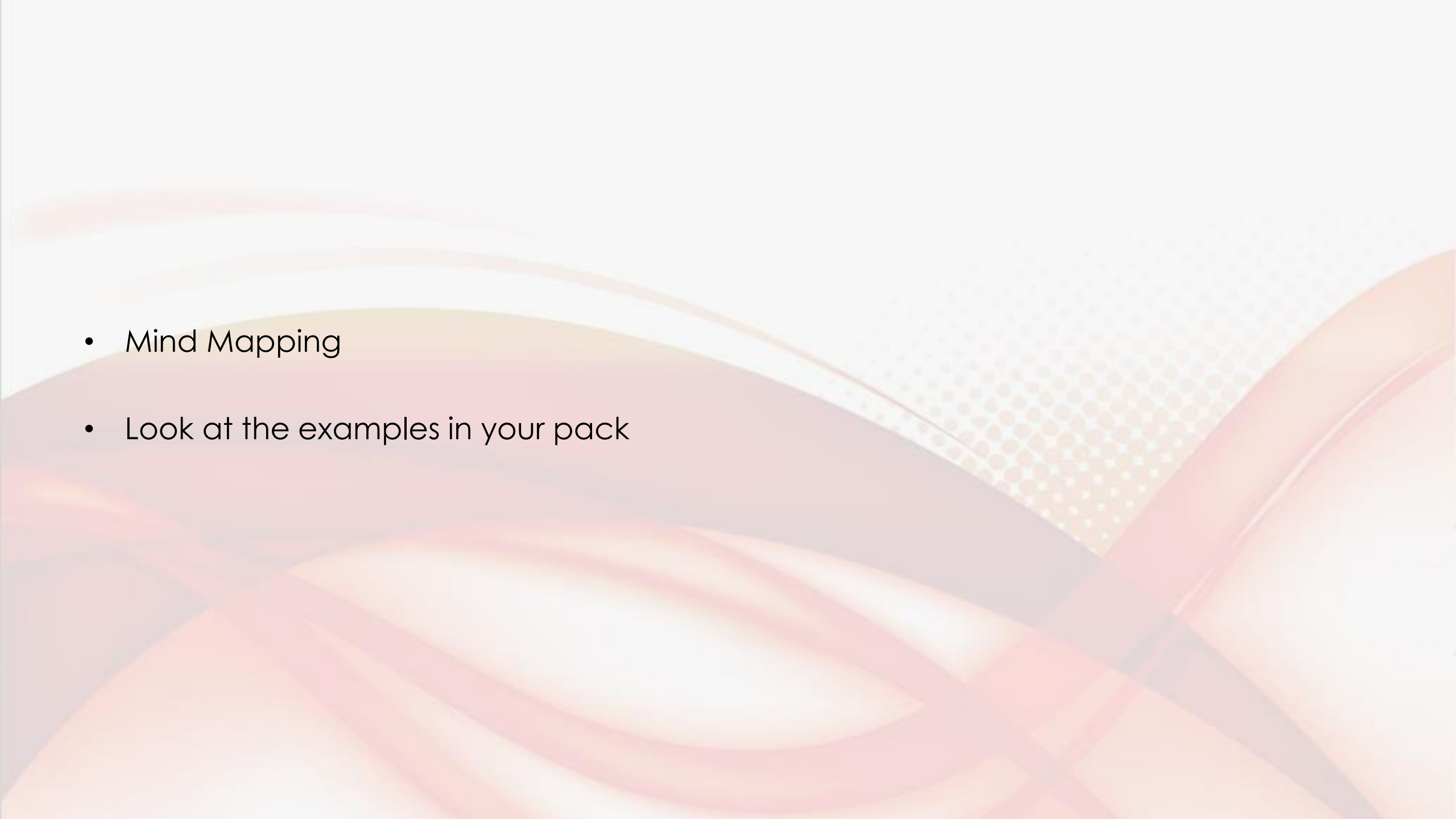


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- We have seen Billy Casper get out books in order to learn how to do the practical tasks of looking after and developing his hawk.
 - We are going to look now at some different ways that we receive and process information.
 - Each of us has a natural preference for how we like to learn.

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- Go to The VAK Characteristics Questionnaire in your pack read the instructions and follow them.
 - When you are finished converse with your partner about what you learned about yourself and notice how similar or how different you are.



- Visual, Auditory and Kinaesthetic Learning Styles. (VAK)
- Visual Learners tend to use terms such as, “I see.” or “I get the picture”
- Auditory Learners use terms such as, “I hear you!”, “I get the message.”
- Kinaesthetic Learners use “I can relate to that” or “How does that grab you?”
- We should not just play to strengths and develop a well rounded approach to learning

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- Mind Mapping
 - Look at the examples in your pack

- We have stressed again and again that all the tools we are developing in these sessions have to be used carefully taking into account our particular child's experience of trauma.
- Everything needs to be seen through the lens of ARC theory.
- Triggered Traumatized young people are often in Survival mode.
- In survival mode learning cannot happen, they are too busy surviving.
- So, we must use our interactions with our young people wisely.
- We need to be **RESILIENT if we are to teach our children Resilience**

Resilience

- What is it?
- How can we develop resilience for ourselves.
- How do we support our young people in becoming more resilient.



- Starting point is building trust.
- Our Young People have survived so they trust their survival instinct.
- They trust their instincts at a deeper level than they trust us if they trust us at all.
- That is why building **TRUST** is a precondition to developing attachment.
- In order to do this long term work we need to be **RESILIENT**.

<https://www.youtube.com/watch?v=eWR3IkfHdLE>

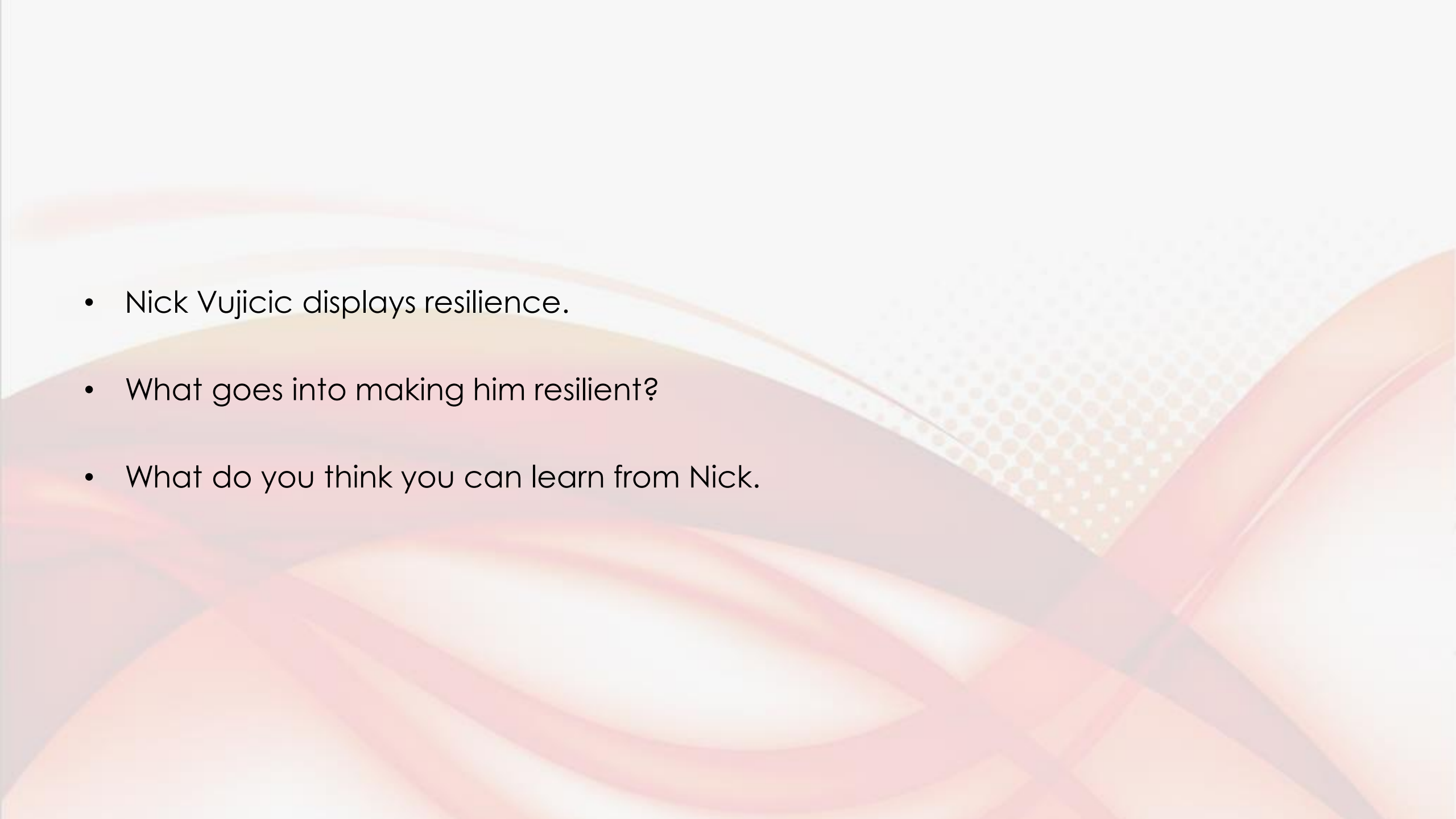
Frank Sinatra singing High Hopes



- Resilience is Bounce Back Ability.
- Resilience is an important part of the Growth Mindset.
- It is an important part of life.
- Our young people are vulnerable but deny their vulnerability and avoid situations in which They think they will fail. They see problems as issues to be run away from or avoided.

The Most Inspirational Video



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- Nick Vujicic displays resilience.
 - What goes into making him resilient?
 - What do you think you can learn from Nick.

Before we move on to complete our evaluations we will spend a little more time on The Virtual School.

The Young Person has a team of people around her or him:

- Foster Carer
- Social Worker
- Teachers at School
- Virtual School Staff

Virtual School Carers Handbook

<https://www.hertfordshire.gov.uk/microsites/virtual-school/documents/carers-handbook.pdf>

<https://www.hertfordshire.gov.uk/microsites/virtual-school/documents/adoption-handbook.pdf>

The Bees Model

