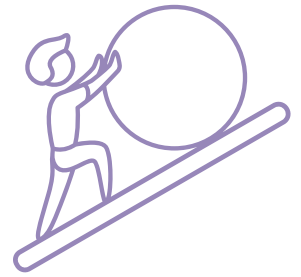


Building Resiliency Assets



1. Relationship Assets

Steps for building classroom environments and practices that promote resiliency through developing Relationship Assets include:

- **Be other-centered.** Provide opportunities for students to be generous and kind with each other.
- **Resolve problems.** Help students to try to see situations from another's perspective. Guide them in taking steps to get a strained relationship back on track.
- **Refuse to put others down.** Model positive attitudes about others, supporting students in their efforts to speak well of and encourage their peers and others.
- **Spend time with those who build you up.** Pair students with adults and peers who support and encourage. Focus on teaching students to identify the relationships that add to their quality of life and positive mental health.

2. Problem-Solving Assets Problem-Solving Assets involve practices that build knowledge, confidence and coping skills through learning how to:

- **Define the problem:** Be specific about the area of concern.
- **Brainstorm options:** Think about possible solutions and seek feedback from others
- (e.g., teachers, friends and family).
- **Focus on the best solutions:** Choose two or three options and list their advantages and disadvantages.
- **Make a plan:** Set a plan for carrying out the best option.
- **Review:** Reflect on how things are going now as a result of your plan.

3. Adaptation Assets Adaptation Assets include the development of coping skills to address areas of stress or need, as well as proactive strategies for dealing with and adapting to anticipated changes in students' home or school lives. Building adaptation assets may include the following strategies:

- Identify sources of stress and take action to reduce the impact of stressful feelings.
- Learn to break problems down into parts so you can identify the aspects that you have some control over.
- Consult with others and apply problem-solving skills.
- Clarify anticipated transitions and plan for upcoming changes.
- Allow time for enjoyable recreational and relaxation activities that help replenish energy

4. Attitudinal Assets Optimistic people are less likely to develop “learned helplessness,” a state of mind where people have learned to see themselves as having no ability to control a situation. Students can build Attitudinal Assets when they:

- Recognize challenging situations as temporary setbacks rather than permanent conditions.
- Replace conversations that assign blame with discussions of existing strengths and supports for moving forward.
- Identify and act on opportunities for short-term or immediate successes, and share credit with others.
- Find within difficult circumstances the potential for creating new opportunities and innovative solutions or responses.

5. Emotional Assets Emotional Assets involve practices that enhance a student's ability to understand and manage emotions, and to communicate positively with others.

- **Be aware of emotions and how they affect us.** When things seem overwhelming, encourage students to take time for an emotional break to regain perspective.
- **Pay attention to the feelings of others.** Teach students to listen, ask questions and reflect feelings. This demonstrates an interest in others and promotes mutual understanding.
- **Communicate with sensitivity.** Encourage students to be mindful of how feelings are expressed and their impact on others.