



Developing Resiliency in Teens

Presented by
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HAVE YOU EVER HEARD...

It's Boring.

Why do I need to know this?

Who wants to be a...

The teacher
doesn't
like me.

Drama, sports, music, social life
(choose one)
are more important.

nerd,
geek, brainiac (choose one)
anyway?

You don't understand

Everybody in the
class got it wrong.
Nobody gets it!

It's too much work.
I'm never gonna get
this done anyway.

The teacher doesn't know what they're talking about.



HAVE YOU EVER NOTICED...

Disorganization

Careless errors-
work done quickly
but sloppily

Reading instead of
chores

Starts
a lot;
Finishes
little

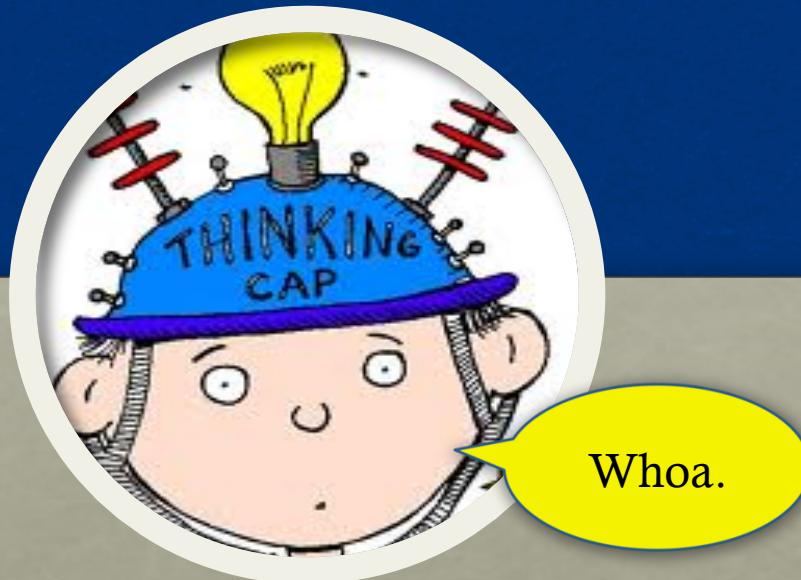
Work
completed
but not
turned in

Crying
Whining
Complaining
Loneliness

Consumed with TV,
Computer, Hobby, Project
instead of
chores or studies



THEY ARE TEENS



Some of this is to be expected.
But when it crosses over into **habits** of behavior
it becomes **Under Achievement**.

WHERE IS THIS BEHAVIOR COMING FROM?

People are reasonable and rational.

Behavior is communication.
Misbehavior is a symptom.



EARLY READINESS FOR ADVANCED WORK IS RELATED TO...

Multi-Potentiality

- Many, many interests.
- If I can, then I should.
- PITFALL: Overscheduled.

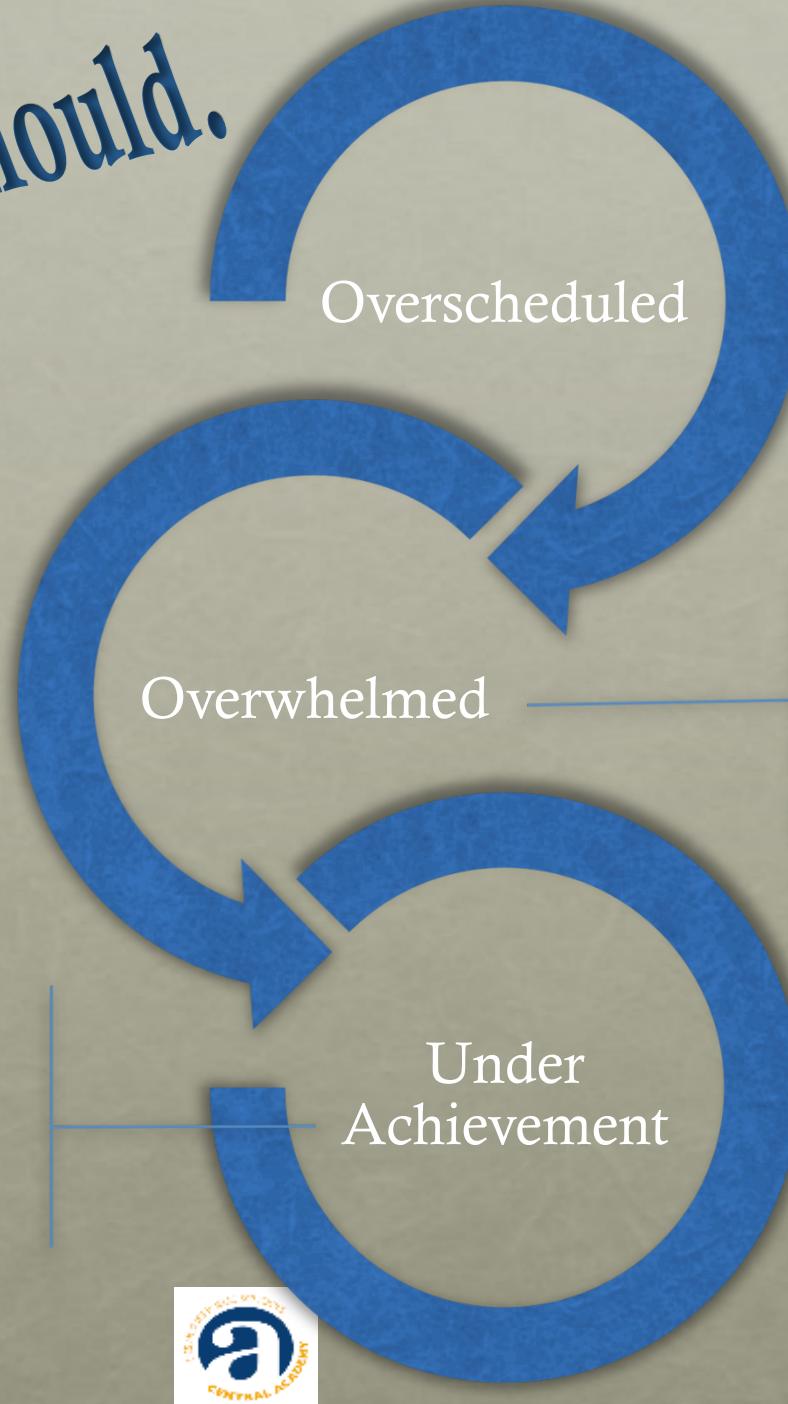
Perfectionism

- Attention to detail.
- Fear of failure.
- PITFALL: Avoidance & blame



MULTI-POTENTIALITY

If I can, then I should.

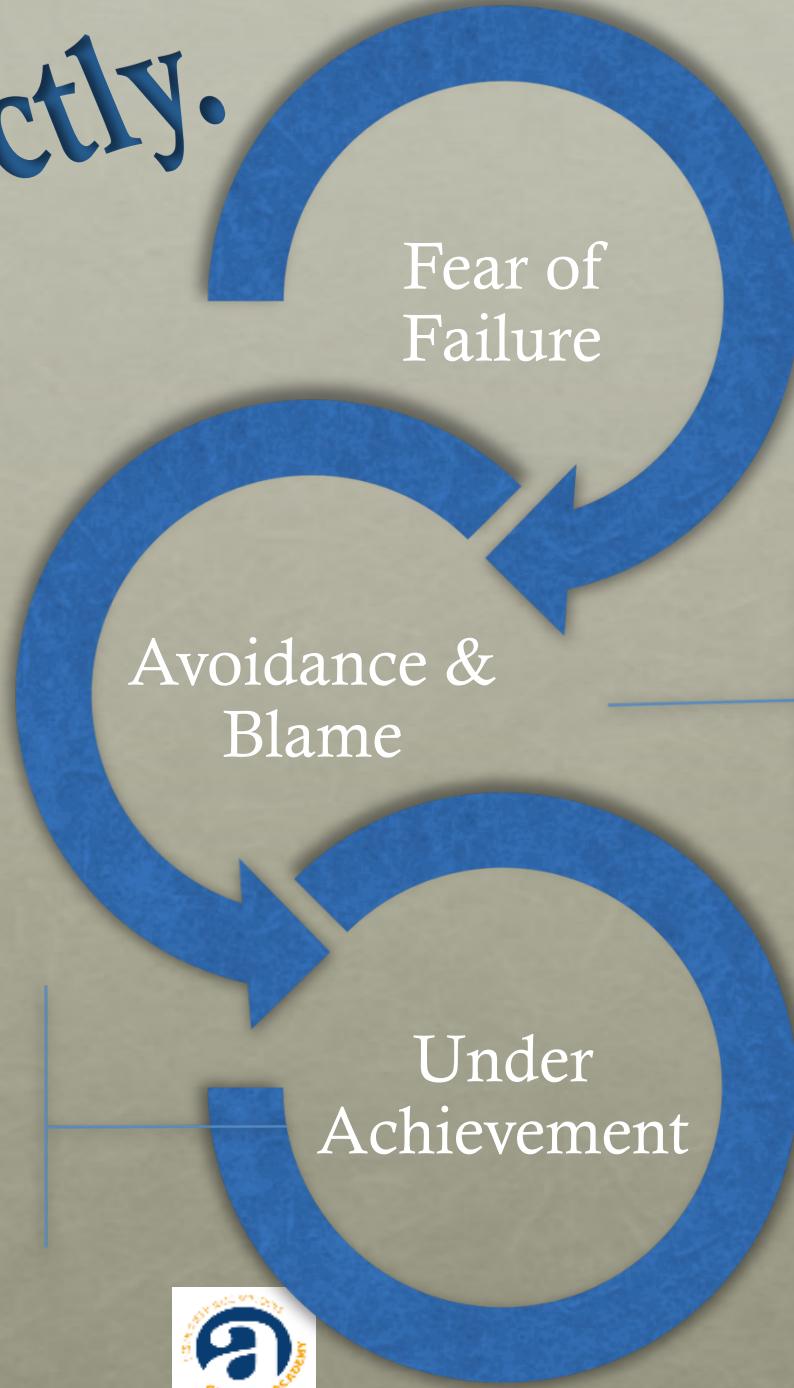


Or this can manifest as
“selective consumerism”

This can become
“start a lot, finish
little” behavior.

PERFECTIONISM

Do it correctly.



Or this can manifest as
existential crisis, or
imposter syndrome

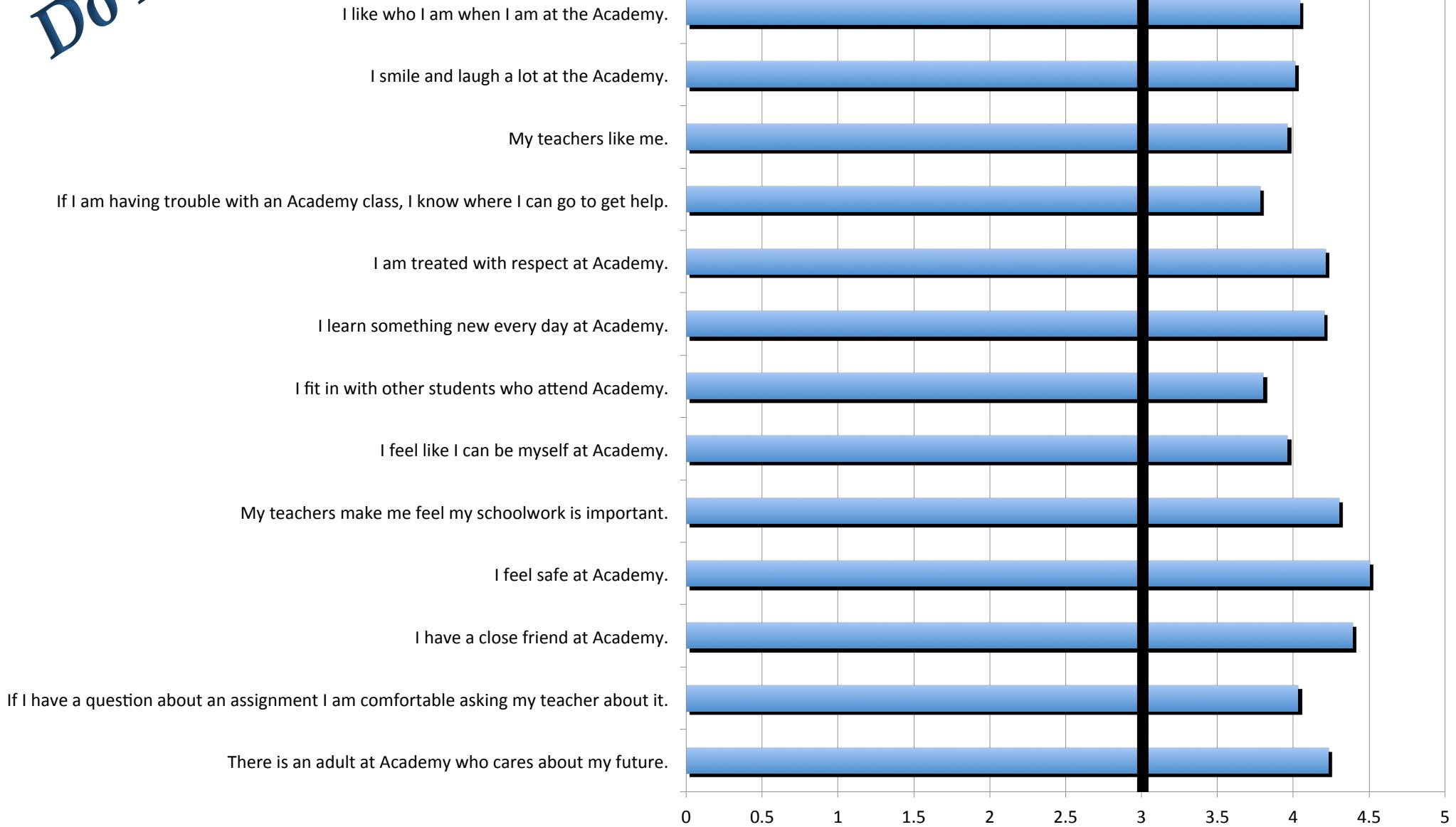
This
becomes
Manipulative
behavior

Do I fit in?

CONNECTION

Connection: Average of Responses

1= Strongly Disagree; 5 = Strongly Agree



Can I be myself?

Confidence: Average of Responses

1= Strongly Disagree; 5 = Strongly Agree

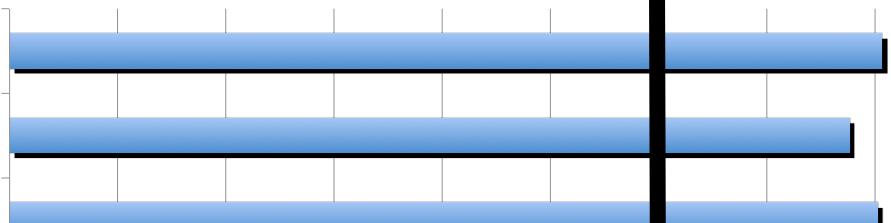
Working with other students is an important part of my learning at Academy.



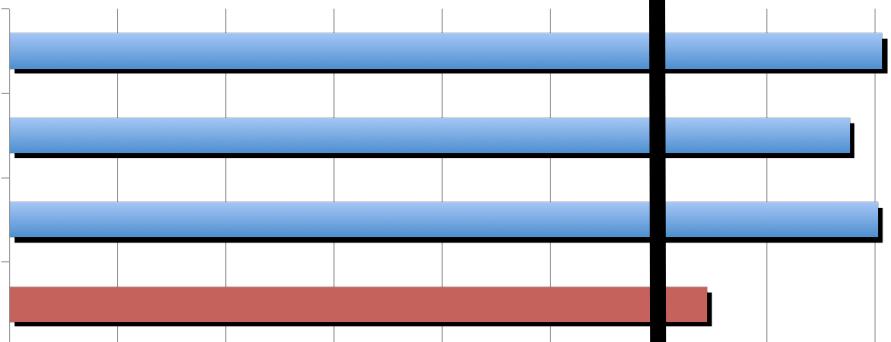
I am learning about myself as a person this school year.



At the end of this year I'll be ready to take on the next level of academic work.



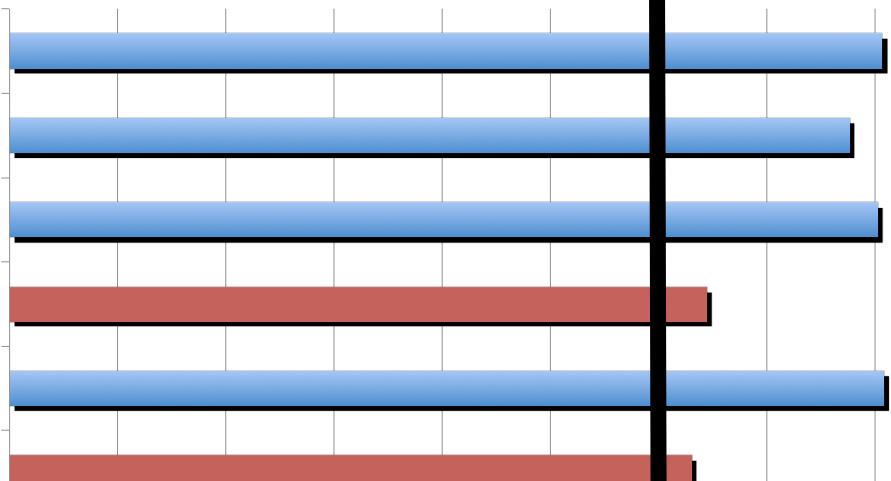
Making mistakes is part of learning, so I'm not embarrassed when I make one.



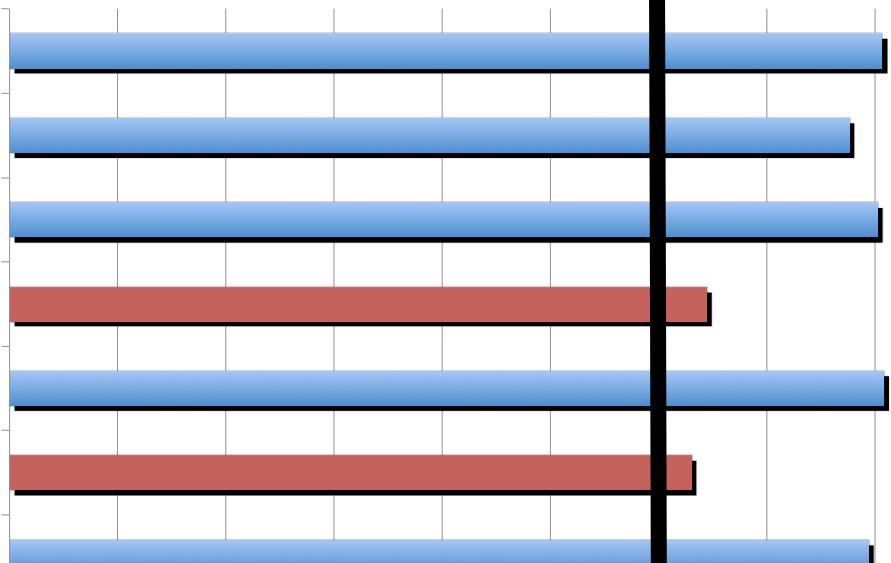
I find Academy classes to be stimulating and thought provoking.



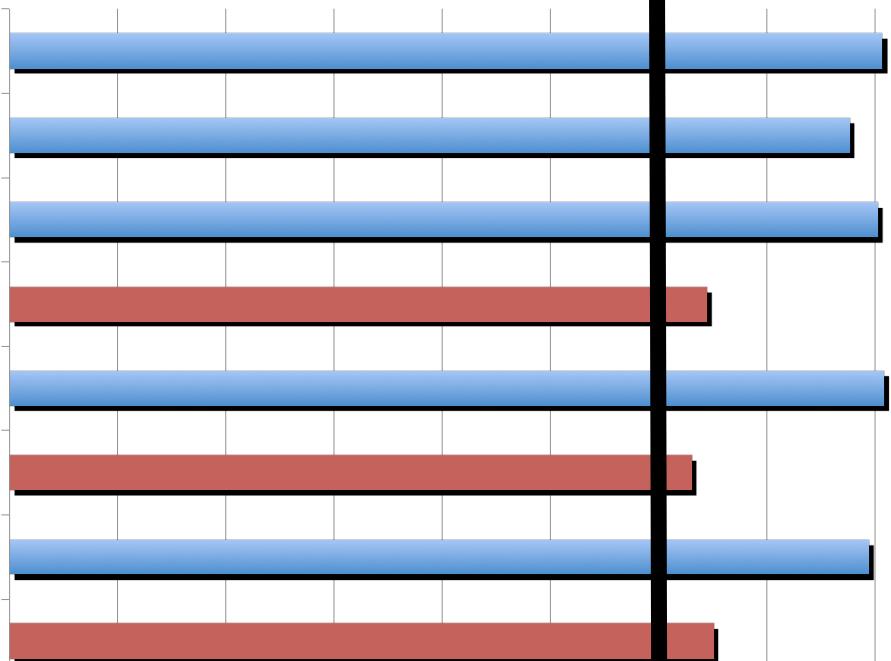
I have enough energy to get things done.



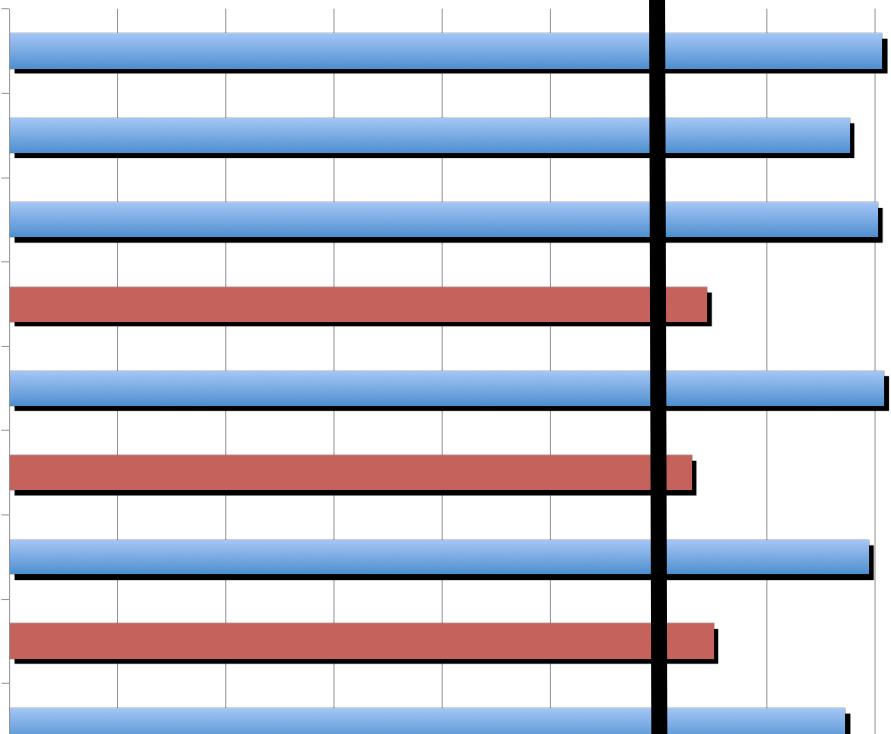
At Academy, I have at least one teacher who makes me excited about the future.



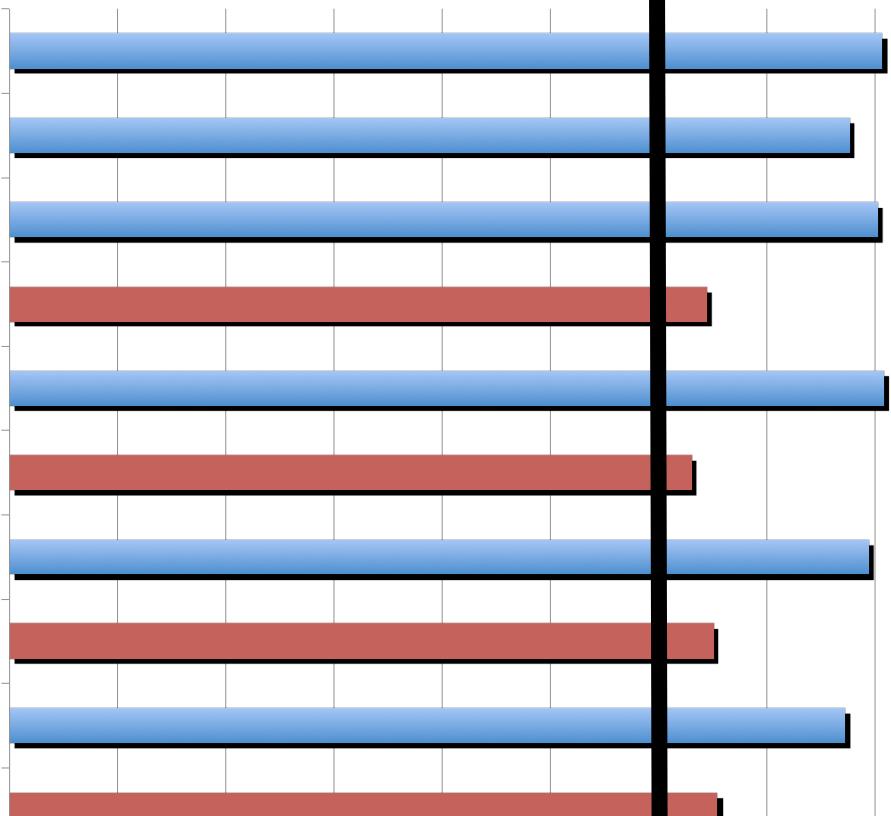
In the last week, I have received recognition or praise for doing good schoolwork.



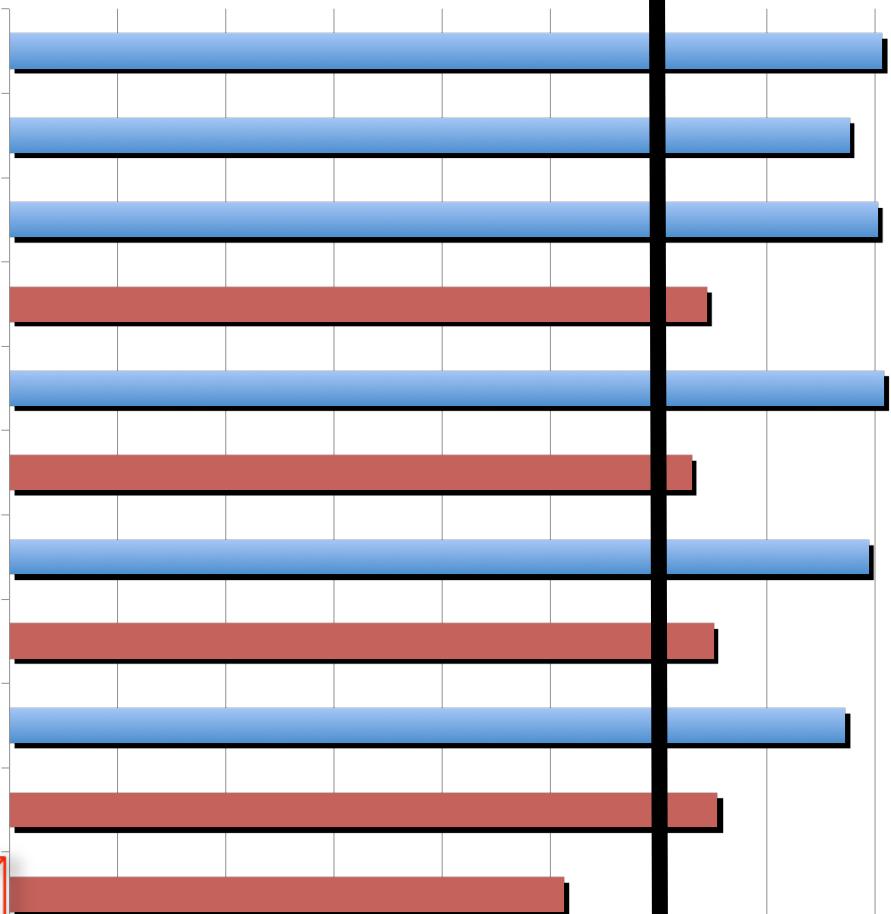
At Academy, I have the opportunity to do what I do best.



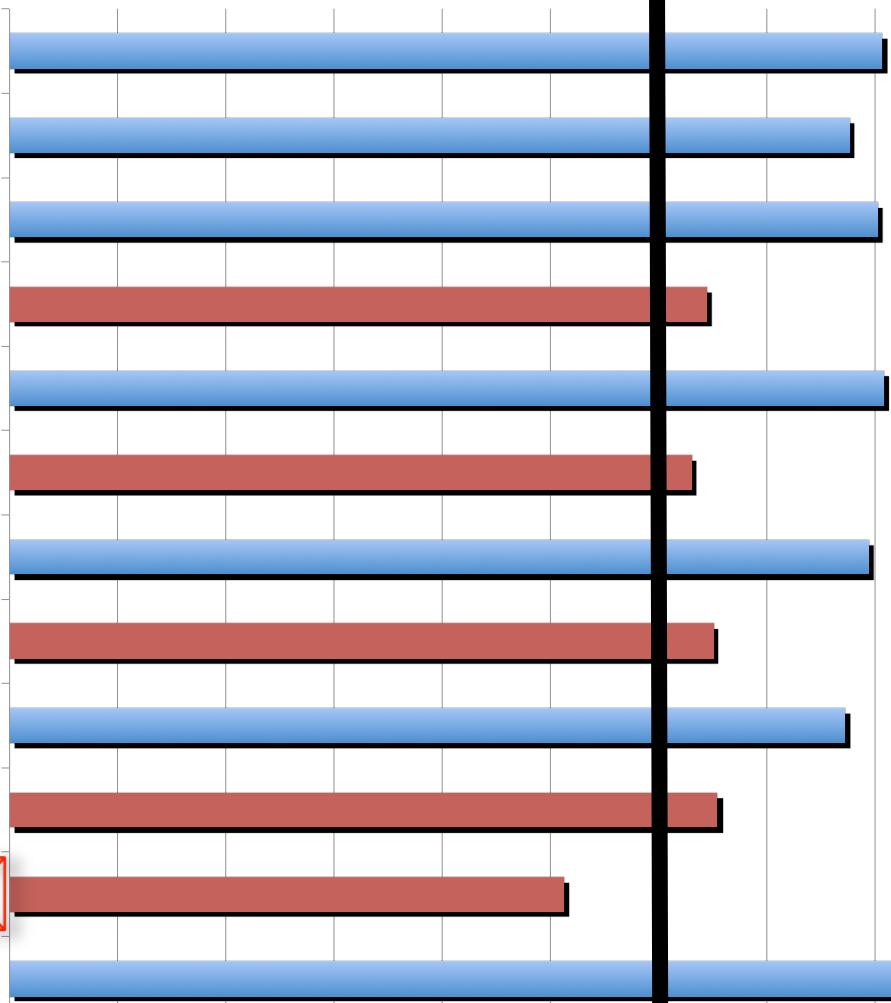
I have time to eat to lunch at school.



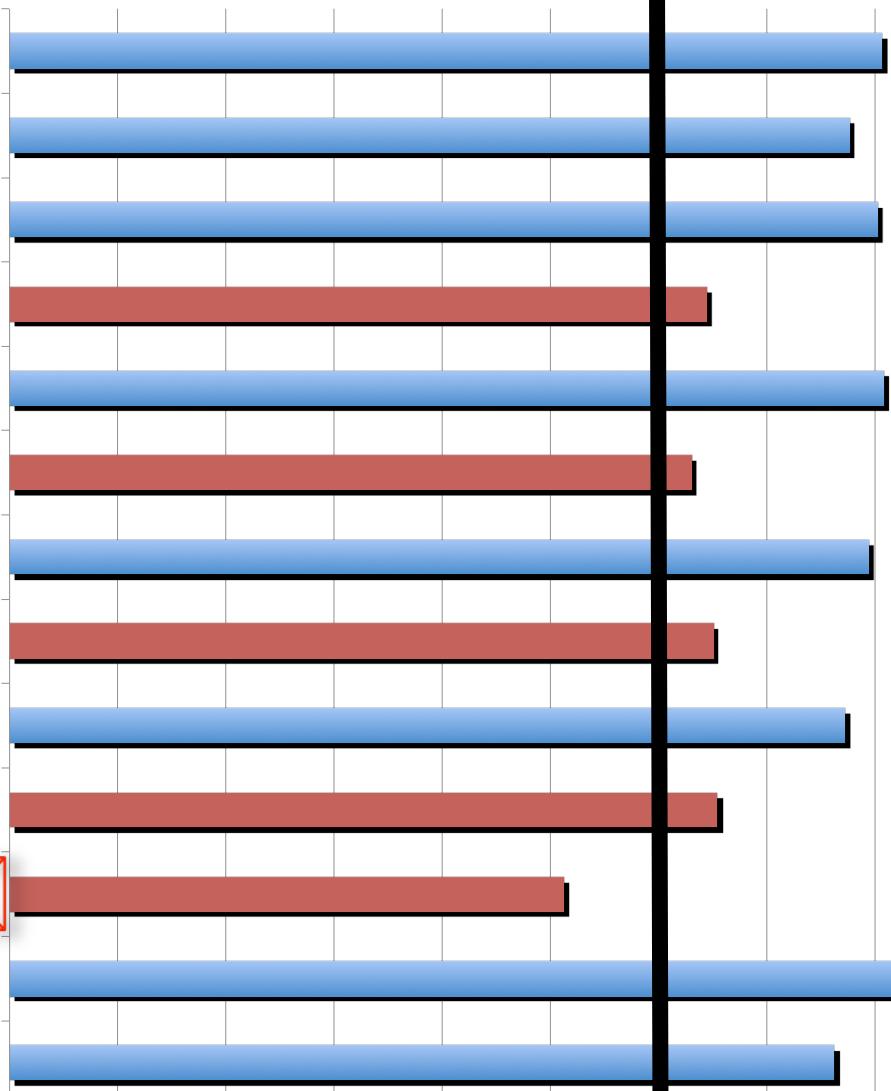
I am able to complete my work for my classes without losing sleep.



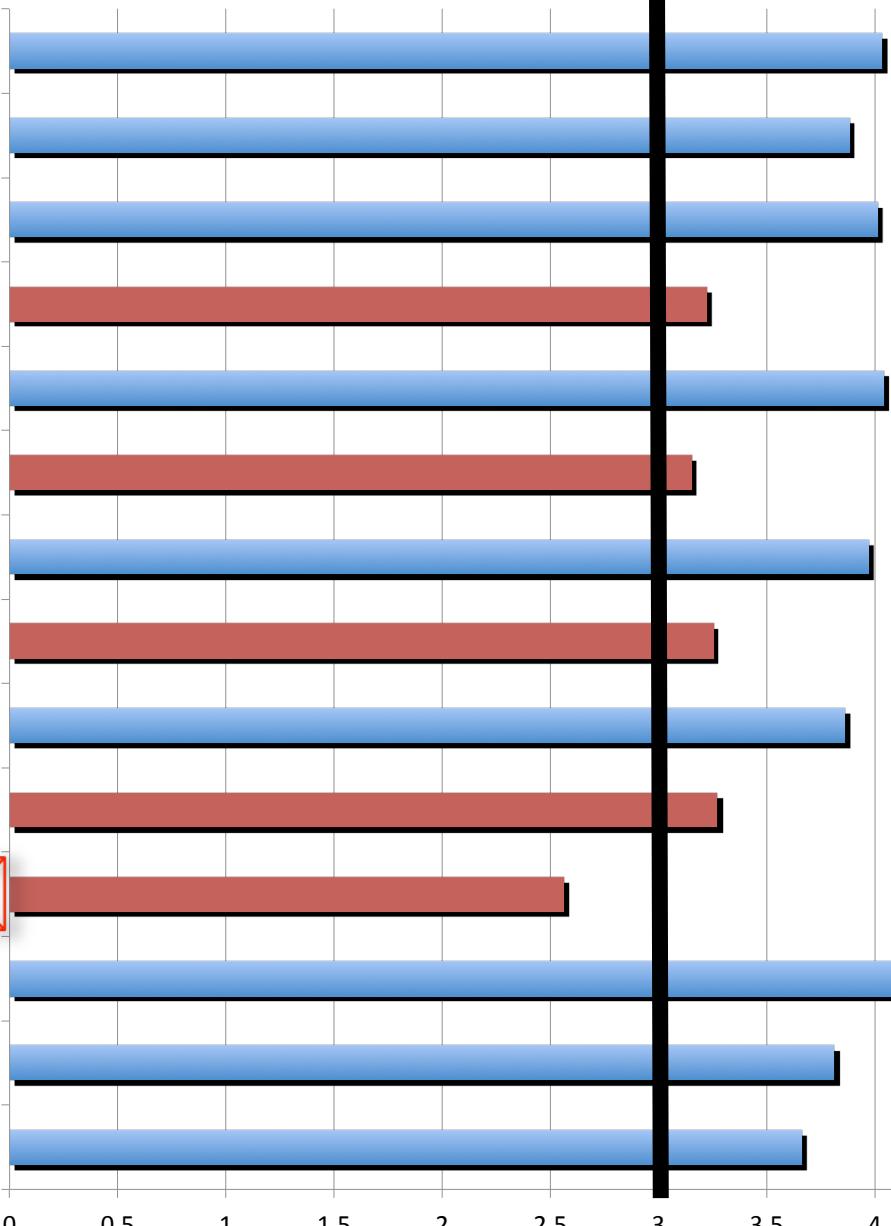
I know that my work at Academy is preparing me for my future.



I energetically pursue my goals.



I know I will be successful in my Academy classes this year.



CONFIDENCE

SKEWED COMPARISONS



Even if parents and adults do not promote competition in academics, students are comparing themselves to each other.

At Academy, students are among the highest performing students in the district.



2017 AP SCORE COMPARISON

Exam	Partici-pation	Percent w/ 3 or higher	Average Score	Percent 5	Percent 4	Percent 3	Percent 2	Percent 1
English Language- CA	81%	82.0%	3.46	13.5%	37.1%	31.5%	18.0%	0.0%
English Language- World		55.3%	2.78	9.1%	18.4%	27.8%	30.7%	14.0%
Human Geography- CA	73%	65.8%	2.99	10.1%	20.3%	35.4%	26.6%	7.6%
Human Geography- World		49.0%	2.54	10.6%	17.4%	21.0%	17.2%	33.8%
Calculus AB- CA	81%	80.8%	3.65	23.1%	42.3%	15.4%	15.4%	3.8%
Calculus AB-World		57.7%	2.93	18.6%	18.1%	21.0%	21.9%	20.4%
Computer Science Princ.-CA	79%	85.0%	3.03	0.0%	20.0%	65.0%	12.5%	2.5%
Computer Science Princ.-World		74.6%	3.17	14.0%	21.6%	39.0%	18.5%	6.9%
Biology- CA	79%	86.5%	3.32	8.1%	29.7%	48.6%	13.5%	0.0%
Biology- World		63.8%	2.89	6.2%	20.9%	36.7%	27.8%	8.4%
Physics 1- CA	91%	70.0%	2.75	0.0%	15.0%	55.0%	20.0%	10.0%
Physics 1- World		41.1%	2.38	5.0%	15.8%	20.3%	29.5%	29.4%





One of the top 8 Mathematical Modeling teams in the nation.



Among the top 9% of the world's best mathematic Modeling teams (36 hour competition).

One of the top science teams in the State.
Includes one member who did an internship
in Brazil as part of research into food security.



Less than 1% of national submissions to the Scholastic Writing Contest are awarded recognitions and honors. Eight of the 16 entries from Academy were recognized and awarded.



In the last week, I have received recognition or praise for doing good schoolwork.



Resilience helps coping with perceived competition.

Help your child to Focus on Growth.

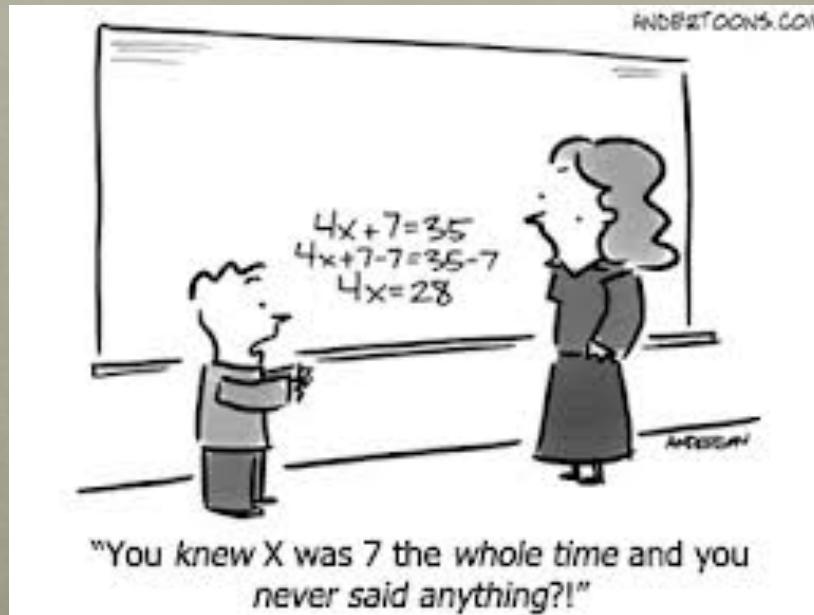
Remind your child that ‘winning’ and ‘losing’ are temporary.

Resilience determines how fast one returns to emotional baseline.



RESILIENCE

“It’s not what happens, it’s how you respond to what happens.”



As Characterized by

- Bouncing back from setbacks
- Strength of character
- Self-Regulation
- Coping with Competition
- Academic humility
- Well Adjusted

RESILIENCE IS A SET OF SKILLS

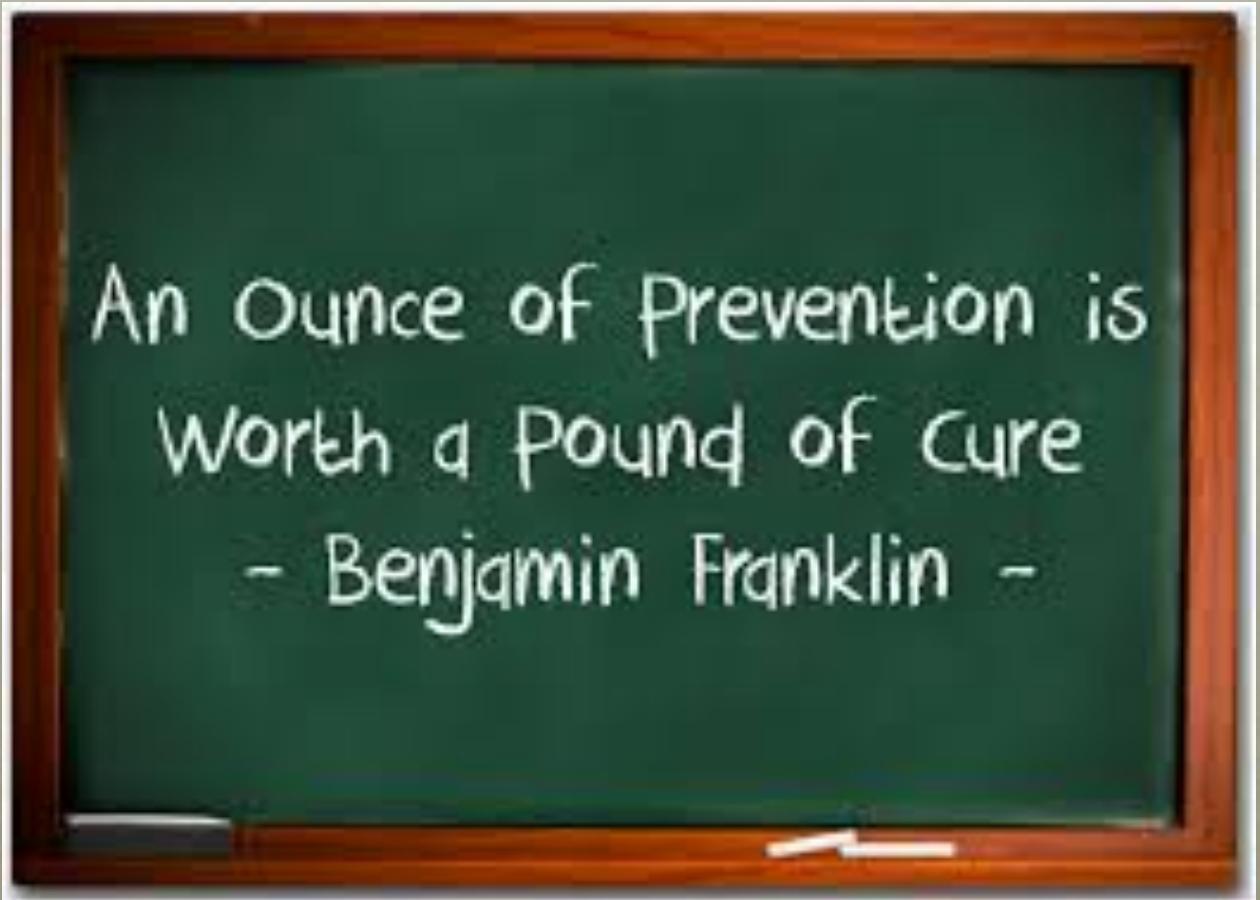
- Learning the skills of making a good choice.
- Identify success– what you want most.
- Pros and cons of a decision.
- Cause and Effect are separated by time.
- Deferred satisfaction.
(Even young children can learn it.)
- Recognize ability to adapt.
- Success & failure are related to your effort.
- Self Regulation
- Time management
- Thought stopping- Recognizing thinking traps.
- Social skills
- Executive functioning
- Flexible thinking.



PREVENTION

90% of prevention is antecedent management.

What comes **BEFORE** the fear of failure or the overscheduling can determine if there is a healthy response or an unhealthy one.



TYPICAL ANTECEDENTS



Unstructured Time:

- especially for overscheduled students, this time is NEEDED.
- The average number of Academy classes is 2 – 3 classes. Not EVERY class. Kids need social time and think time.

TYPICAL ANTECEDENTS

I'm very busy doing things I don't need to do in order to avoid doing anything I'm actually supposed to be doing.



Procrastination gives the perfectionist an excuse when they get a lower grade or a critique they fear.

"I didn't get a good grade because I waited until the last minute. If I had tried, I could have done better."

Unstructured Time:

- students need to learn how to manage unstructured time so it doesn't lead to procrastination.
- Recognize stalling. Increased stress around the 'to do' list can be reduced by starting the list.

TYPICAL ANTECEDENTS



Transitions

- Inertia: the stopping of one activity and the starting of another.
- Planned stopping points.
- Planned “uncapped time”

TYPICAL ANTECEDENTS



Getting started relieves pressure.

As long as writing is an event
and not a habit, it will feel heavy

Writing demands

- The “Blank Page” syndrome.
- Different strategies for different writers:
 - Outlining
 - Brain dump
 - Reading & notetaking

TYPICAL ANTECEDENTS



Social demands

- For some kids it is too much interest in social communication.
 - Have trouble stopping social and starting individual engagement.
- For some kids it is too little interest in social communication.

Have trouble starting conversations.

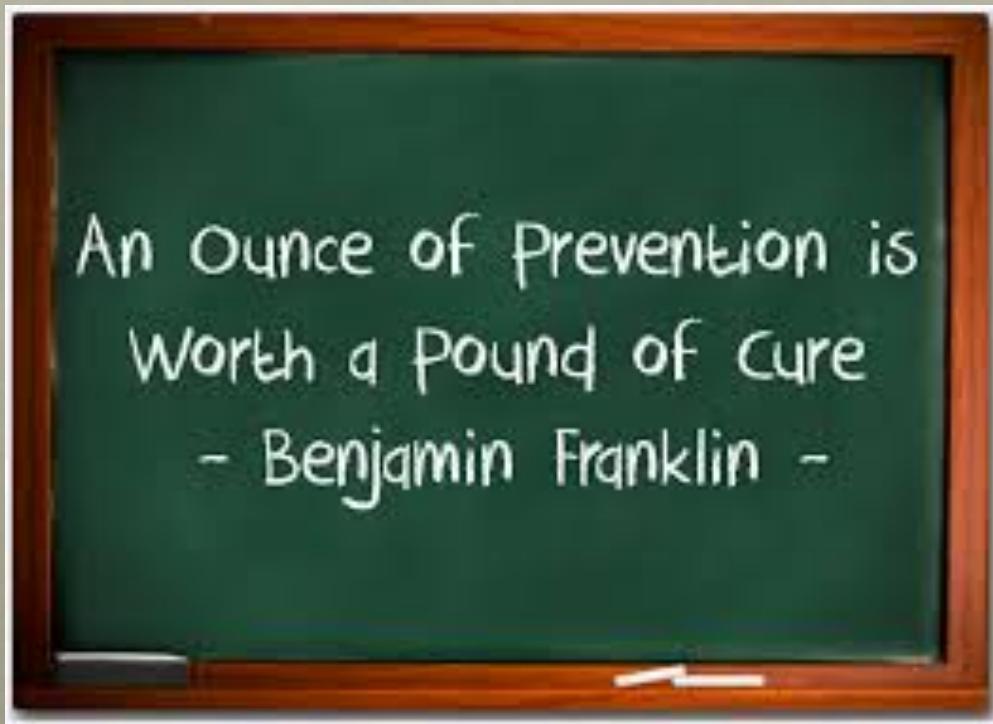
TYPICAL ANTECEDENTS



Novel events or unexpected change

- Contingency planning
- Learning how to communicate when there is a problem
- Recognize the emotion
 - “Everything is unfolding as we have foreseen”

I am able to complete my work for my classes without losing sleep.



You know your child.

What supports should be in place,
what conversations need to be had,
BEFORE overscheduling or fear of
failure sets in?





“For it is not failure that stops most people, but rather the belief that failure is permanent. Failure is nothing more than a storm in the weather forecast for the week – it comes and it goes, and it waters next season’s yield because it teachers us where we can improve.”

–from *The Purpose Principles: How to Draw More Meaning Into Your Life* by JAKE DUCEY



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