

# THE POWER OF RESILIENCE = $C^7$

Dr. Kelly Lake

Early Childhood Education Department

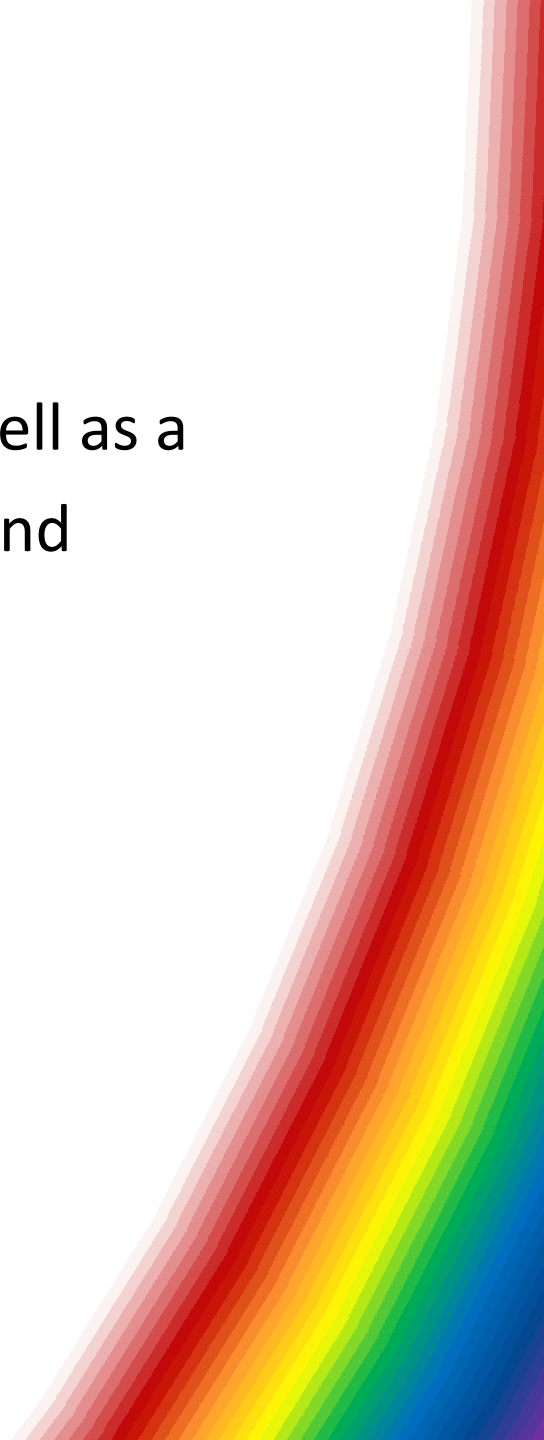
Santa Barbara City College

April 13, 2016



# DOMAINS OF CHILD DEVELOPMENT

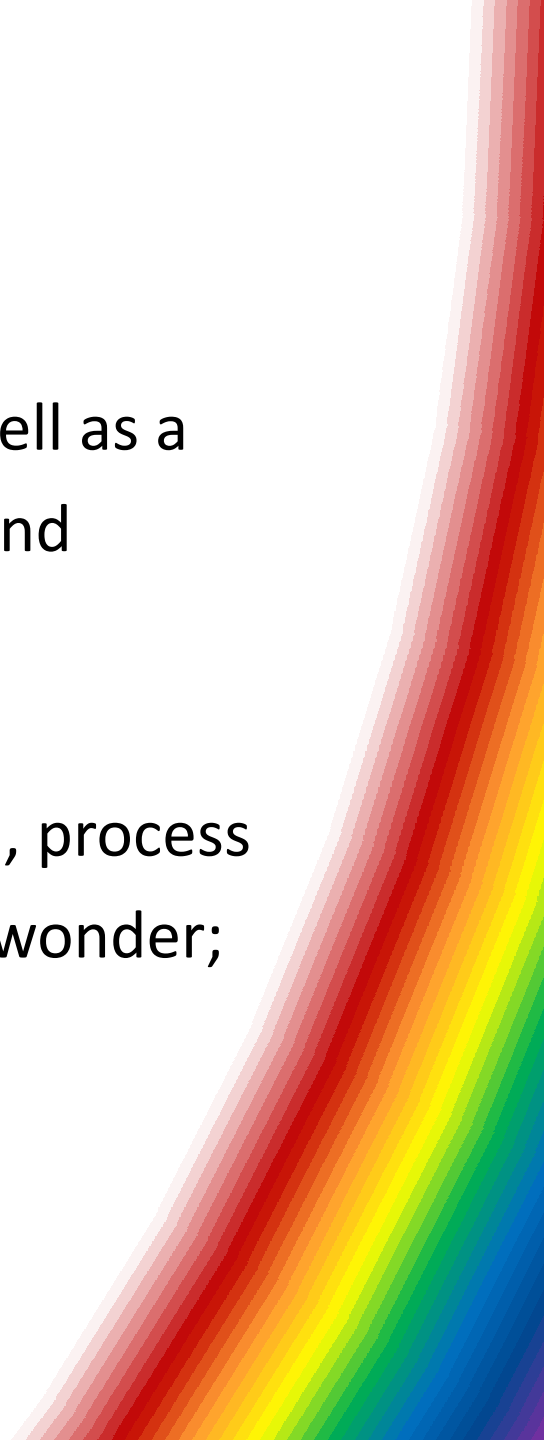
**PHYSICAL** – the development of small and large motor skills as well as a focus on health and safety factors, nutrition, and adequate rest and relaxation;



# DOMAINS OF CHILD DEVELOPMENT

**PHYSICAL** – the development of small and large motor skills as well as a focus on health and safety factors, nutrition, and adequate rest and relaxation;

**COGNITIVE** – the skills we practice in how we take in information, process and analyze it, store it, and recall it while maintaining a sense of wonder;

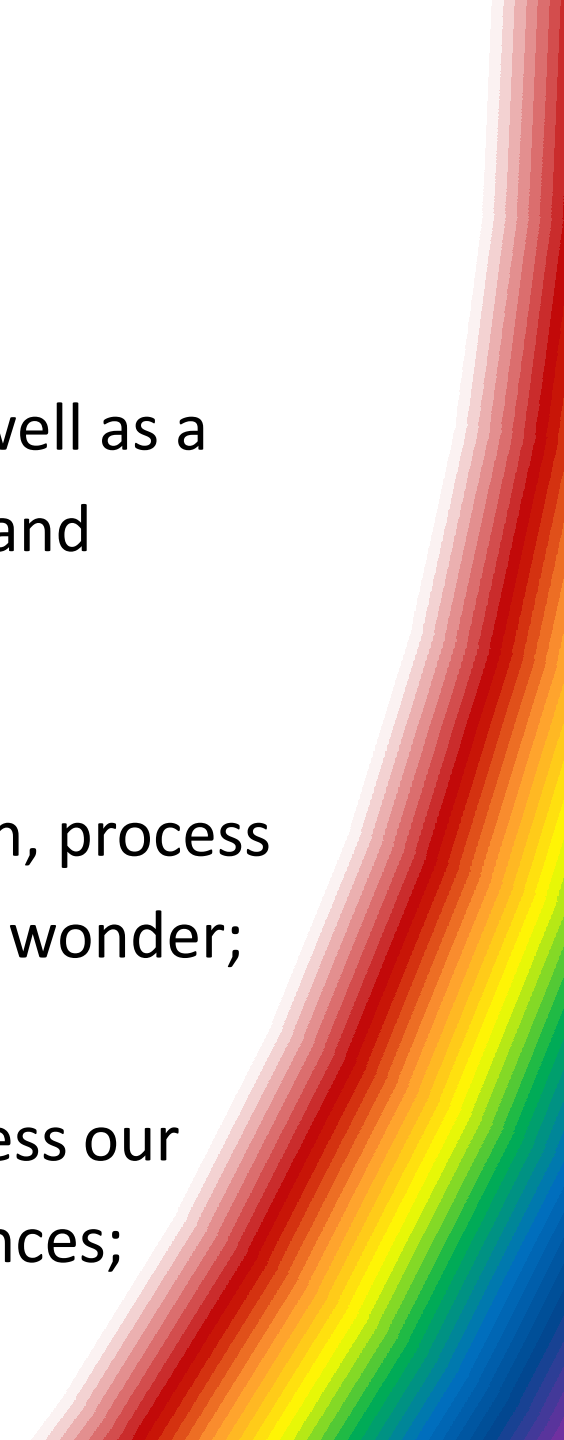


# DOMAINS OF CHILD DEVELOPMENT

**PHYSICAL** – the development of small and large motor skills as well as a focus on health and safety factors, nutrition, and adequate rest and relaxation;

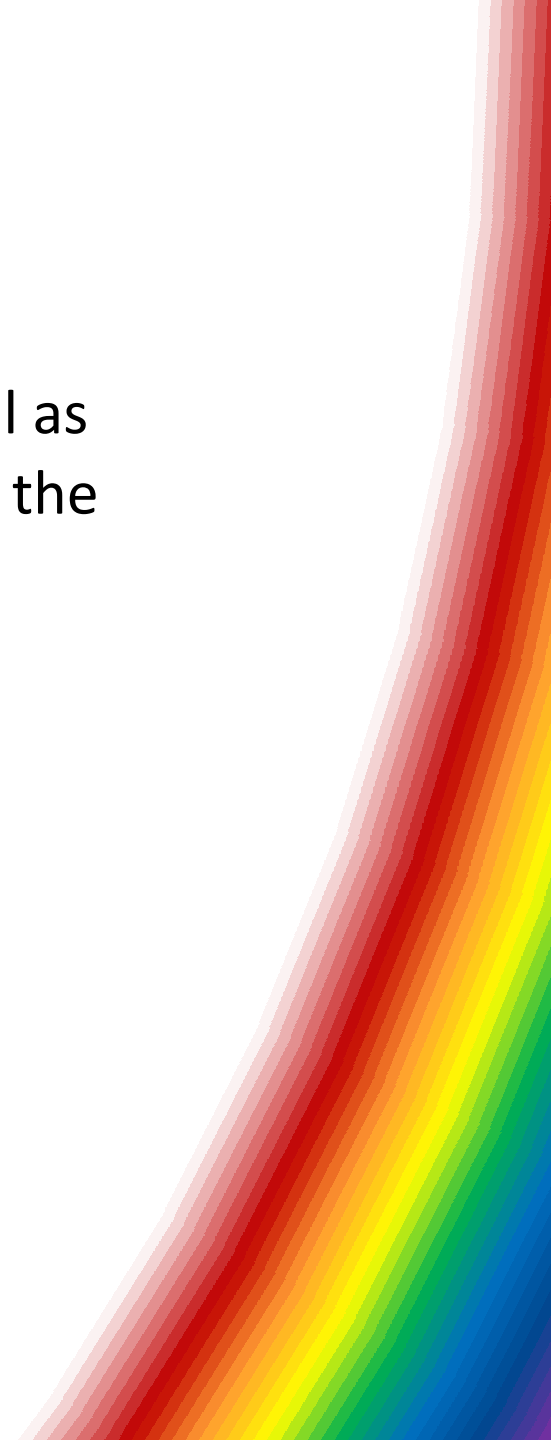
**COGNITIVE** – the skills we practice in how we take in information, process and analyze it, store it, and recall it while maintaining a sense of wonder;

**LANGUAGE** – the system of communication that we use to express our needs, wants, thoughts, and ideas in a context of active experiences;



# DOMAINS OF CHILD DEVELOPMENT

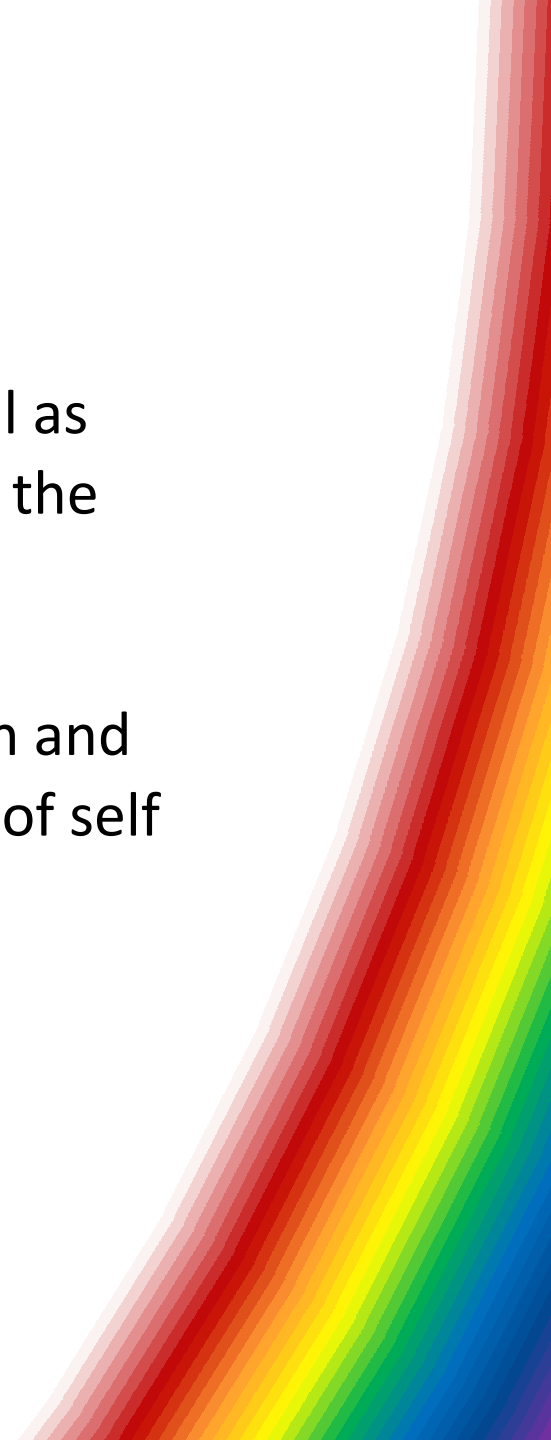
**SOCIAL** – opportunities for learning socially desirable behaviors as well as social skills such as empathy, respect, cooperation, and understanding the rights of self and others;



# DOMAINS OF CHILD DEVELOPMENT

**SOCIAL** – opportunities for learning socially desirable behaviors as well as social skills such as empathy, respect, cooperation, and understanding the rights of self and others;

**EMOTIONAL** – in the context of a safe environment, how we cope with and express our emotions in appropriate ways and where a positive sense of self and character occur;

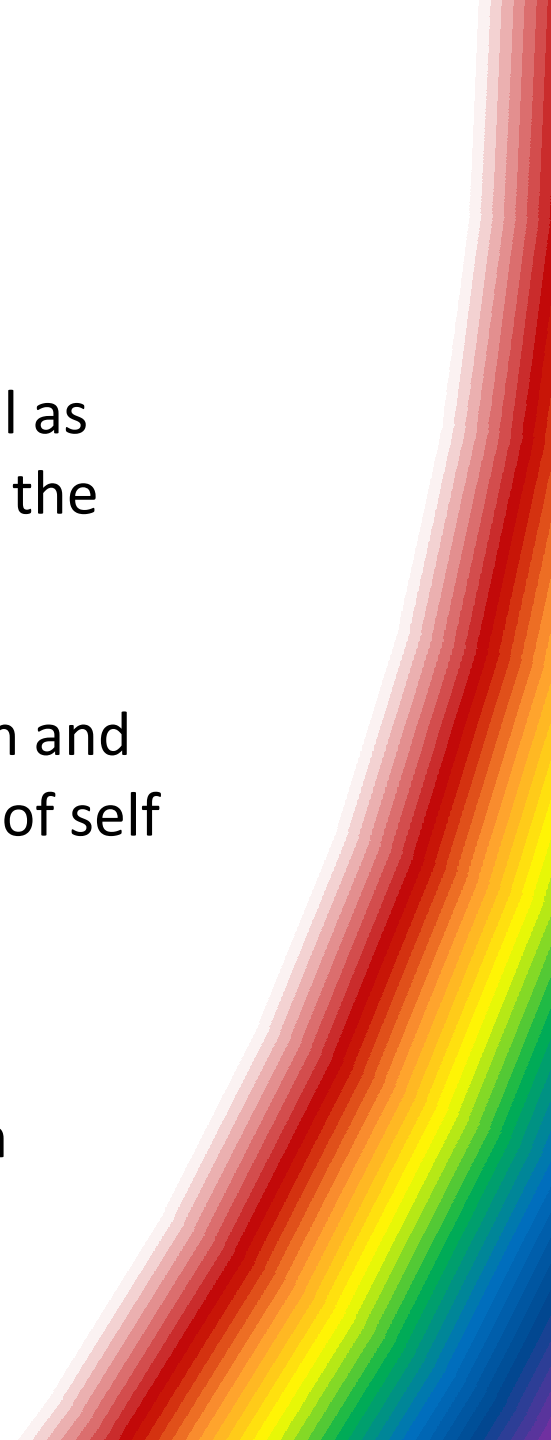


# DOMAINS OF CHILD DEVELOPMENT

**SOCIAL** – opportunities for learning socially desirable behaviors as well as social skills such as empathy, respect, cooperation, and understanding the rights of self and others;

**EMOTIONAL** – in the context of a safe environment, how we cope with and express our emotions in appropriate ways and where a positive sense of self and character occur;

**CREATIVE** – enhancing self-esteem and a feeling of self-worth through opportunities to express ideas and emotions with the use of free-form materials, open-ended experiences, and non-traditional thinking;



# METHODS OF SOCIALIZATION

ATTACHMENT

OBSERVATION AND MODELING

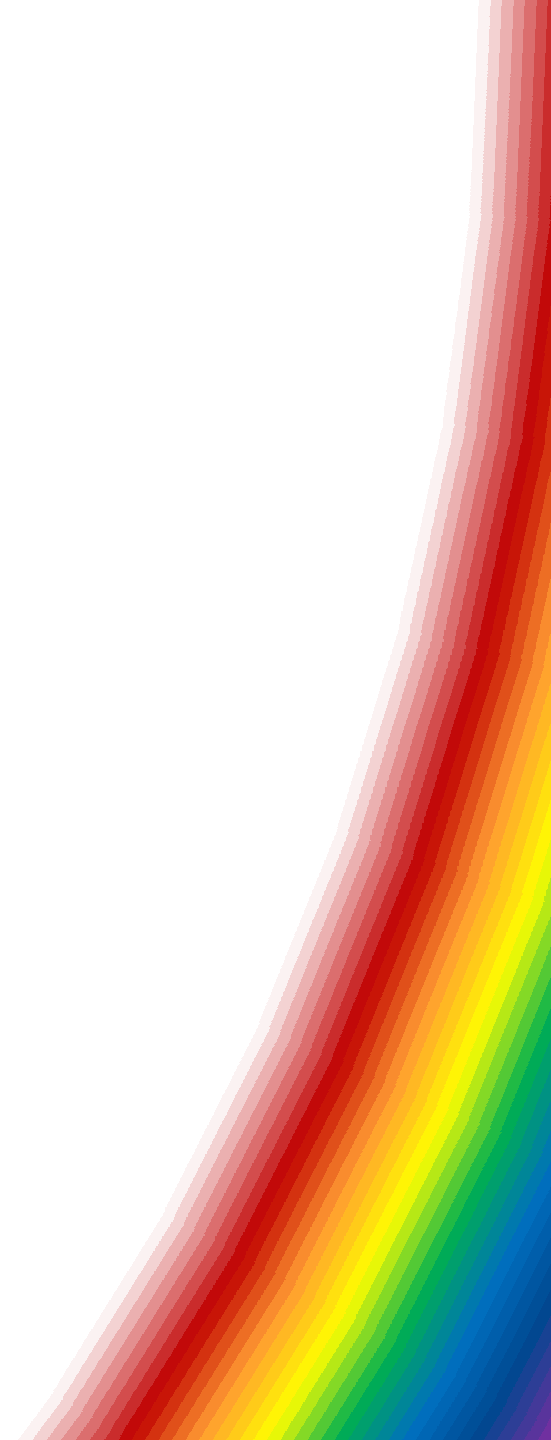
LEARN BY DOING

FEEDBACK

INSTRUCTION AND REASONS

PEER PRESSURE

CULTURE





# AIMS OF SOCIALIZATION

TO HAVE A POSITIVE SELF-ESTEEM

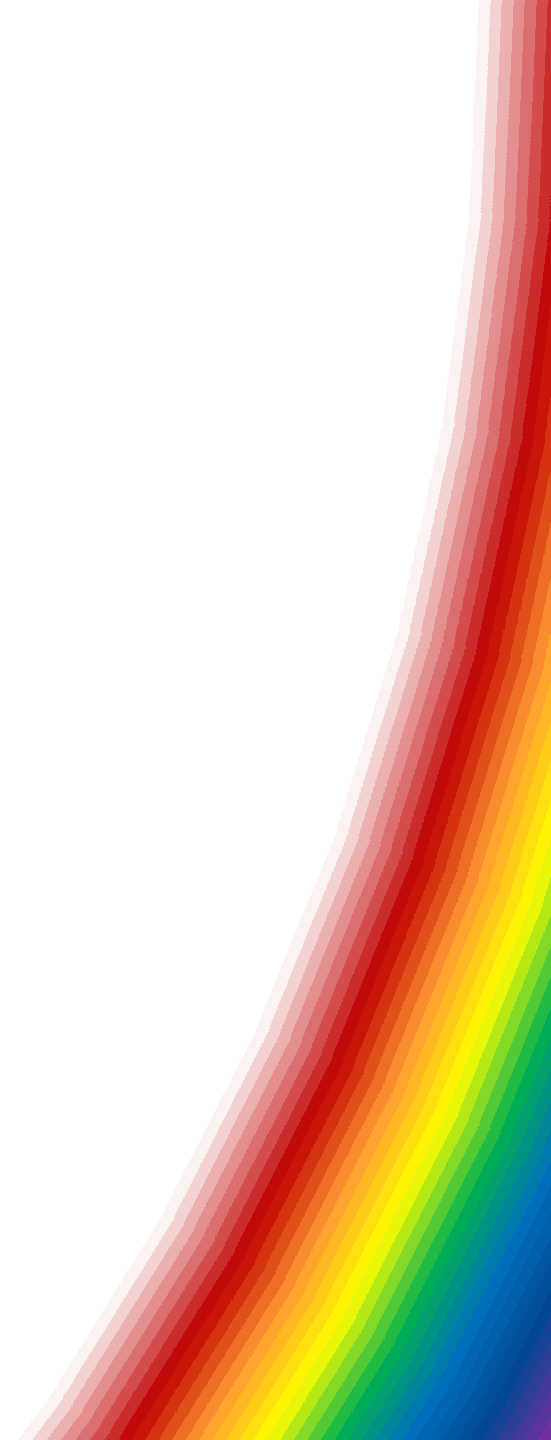
TO DEVELOP A SENSE OF SELF-DISCIPLINE

TO DEVELOP A SENSE OF PRODUCTIVITY

TO LEARN SOCIAL ROLES

TO LEARN SOCIAL RULES

TO LEARN DEVELOPMENTAL SKILLS



# AIMS OF SOCIALIZATION

TO HAVE A POSITIVE SELF-ESTEEM

TO DEVELOP A SENSE OF SELF-DISCIPLINE

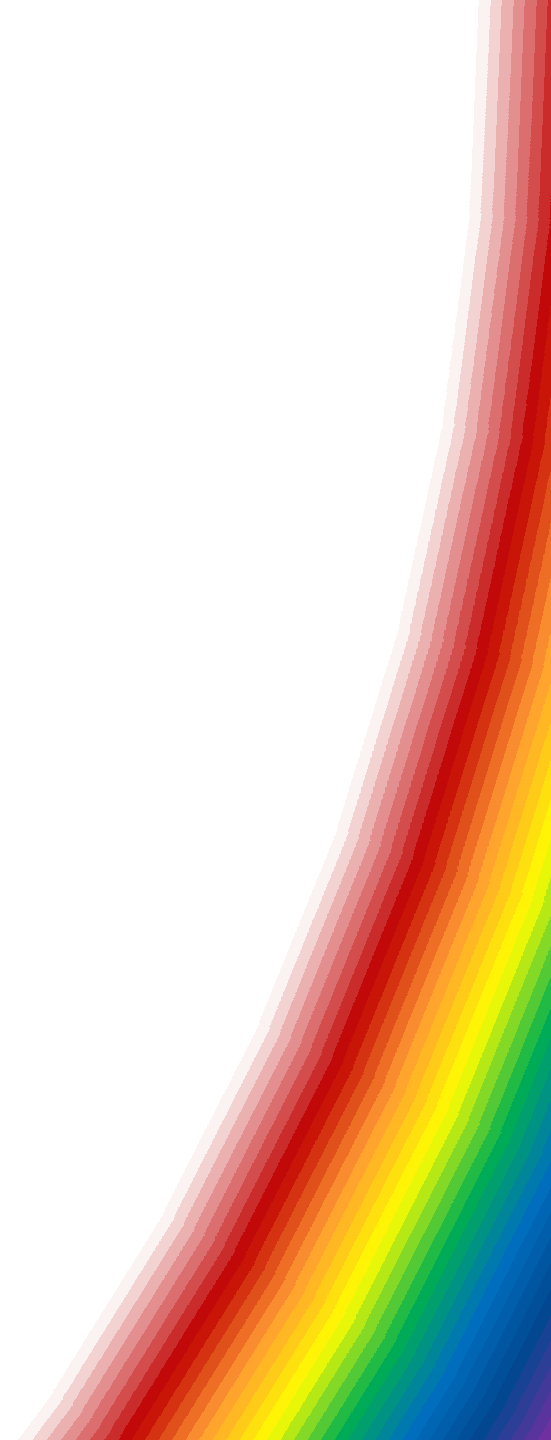
TO DEVELOP A SENSE OF PRODUCTIVITY

TO LEARN SOCIAL ROLES

TO LEARN SOCIAL RULES

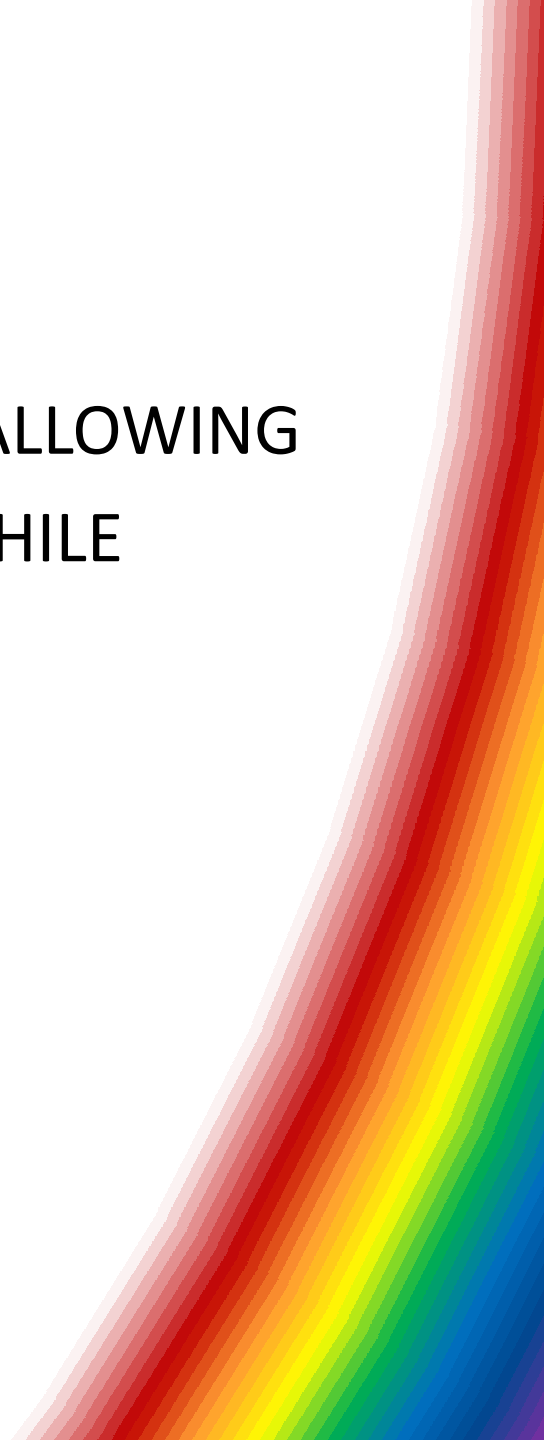
TO LEARN DEVELOPMENTAL SKILLS

TO LEARN TO BE RESILIENT, a skill we have to be taught



# RESILIENCE - DEFINITION

THE CAPACITY TO RISE ABOVE DIFFICULT CIRCUMSTANCES, ALLOWING CHILDREN TO EXIST IN THIS LESS-THAN-PERFECT WORLD, WHILE MOVING FORWARD WITH OPTIMISM AND CONFIDENCE.



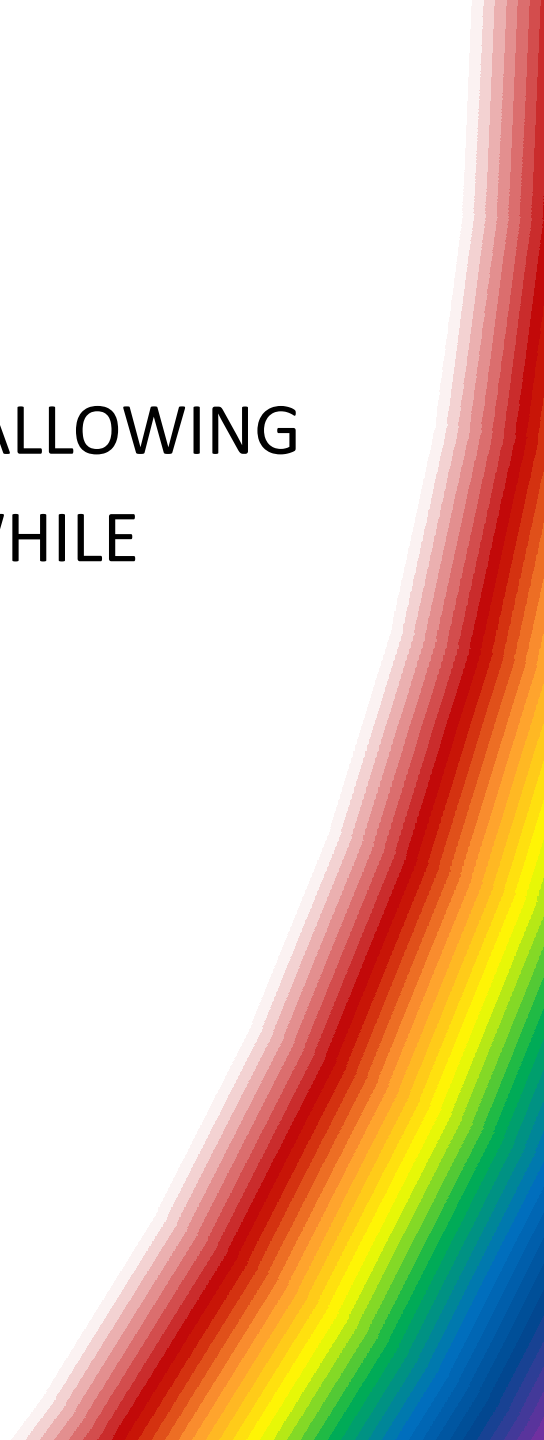
# RESILIENCE - DEFINITION

THE CAPACITY TO **RISE ABOVE DIFFICULT CIRCUMSTANCES**, ALLOWING CHILDREN TO EXIST IN THIS LESS-THAN-PERFECT WORLD, WHILE MOVING FORWARD WITH OPTIMISM AND CONFIDENCE.



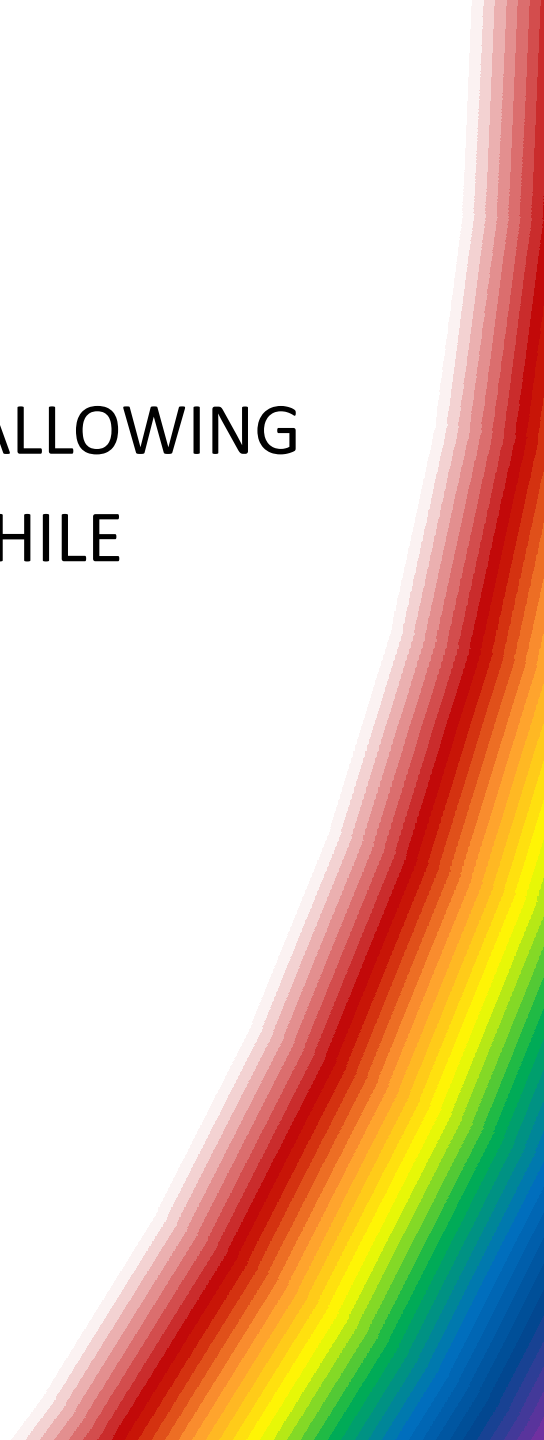
# RESILIENCE - DEFINITION

THE CAPACITY TO RISE ABOVE DIFFICULT CIRCUMSTANCES, ALLOWING CHILDREN TO EXIST IN THIS **LESS-THAN-PERFECT WORLD**, WHILE MOVING FORWARD WITH OPTIMISM AND CONFIDENCE.



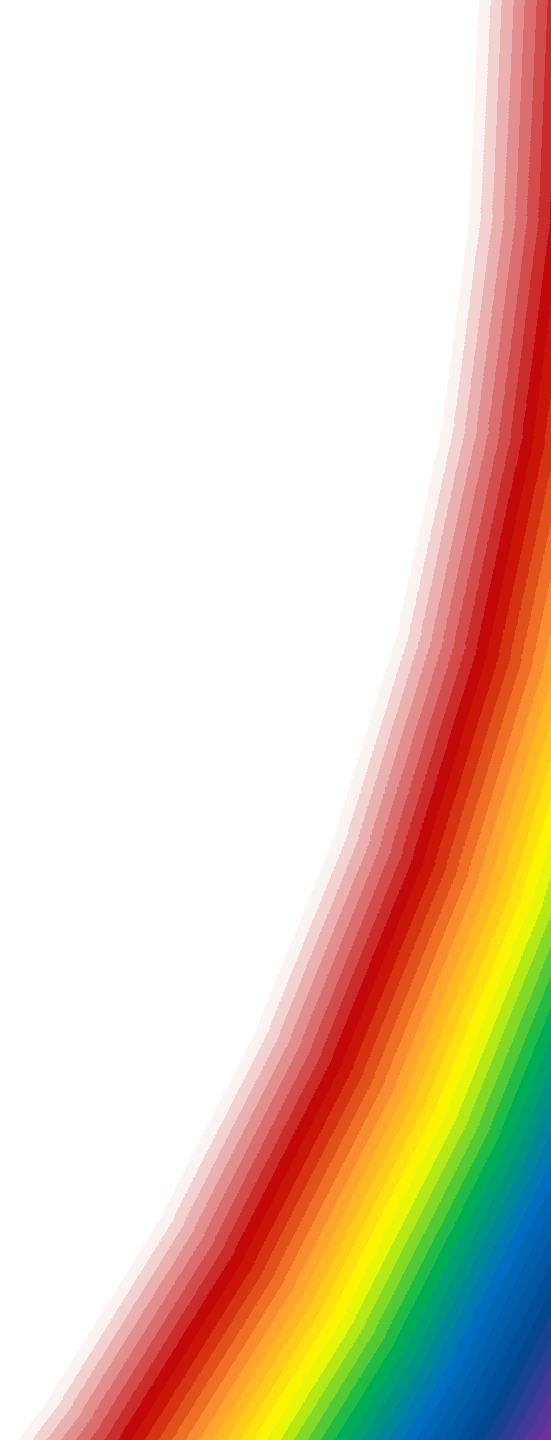
# RESILIENCE - DEFINITION

THE CAPACITY TO RISE ABOVE DIFFICULT CIRCUMSTANCES, ALLOWING CHILDREN TO EXIST IN THIS LESS-THAN-PERFECT WORLD, WHILE **MOVING FORWARD WITH OPTIMISM AND CONFIDENCE.**



# RESILIENCE - COMPONENTS

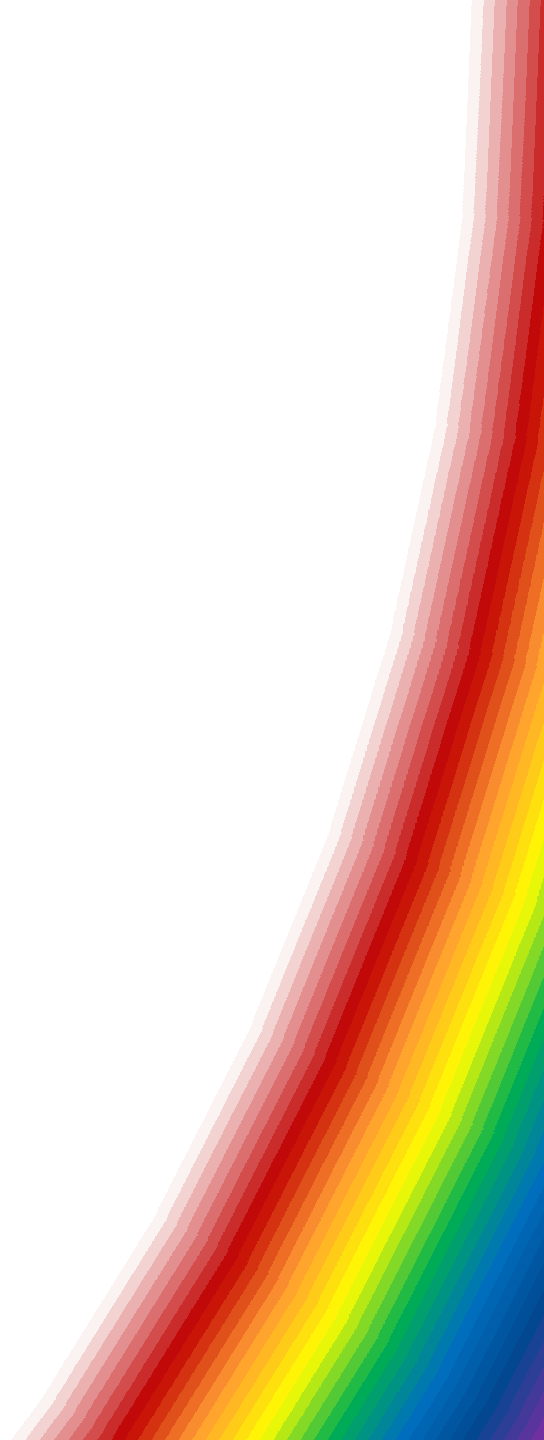
COMPETENCE



# RESILIENCE - COMPONENTS

COMPETENCE

CONFIDENCE



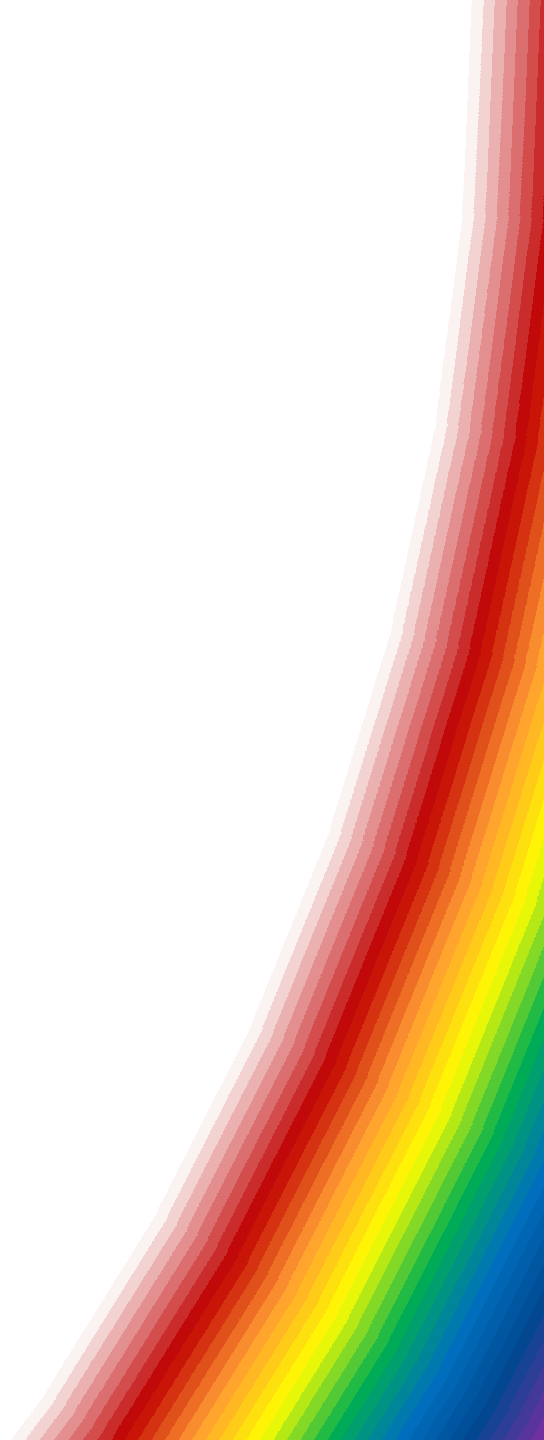


# RESILIENCE - COMPONENTS

COMPETENCE

CONFIDENCE

CONNECTION



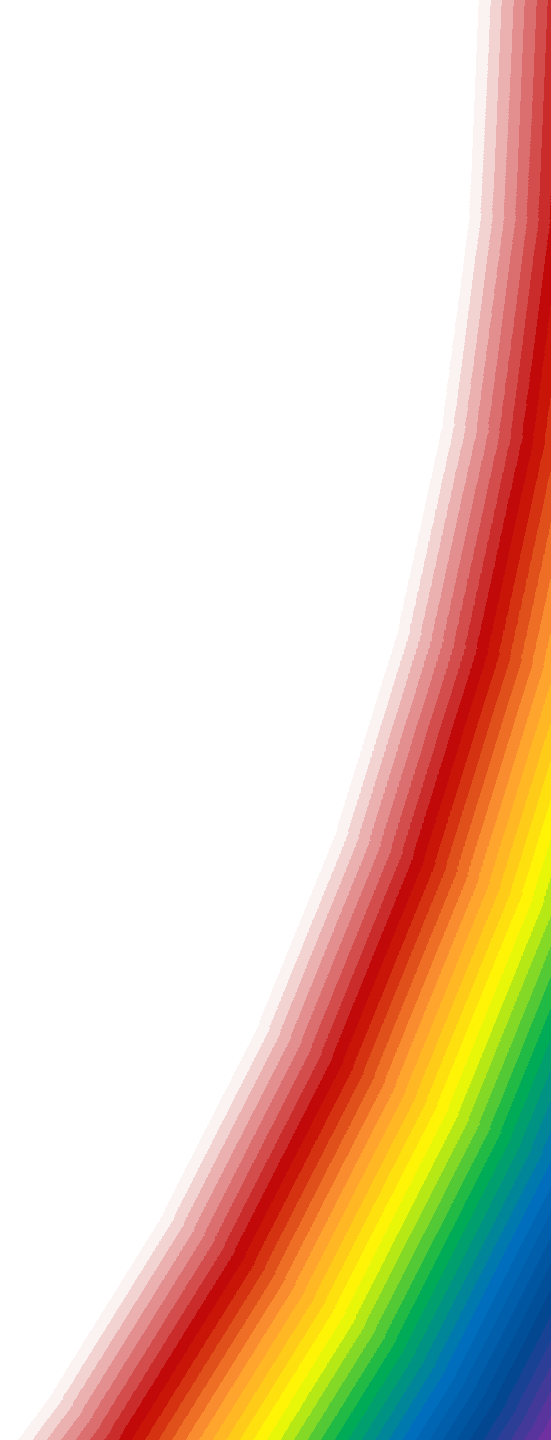
# RESILIENCE - COMPONENTS

COMPETENCE

CONFIDENCE

CONNECTION

CHARACTER



# RESILIENCE - COMPONENTS

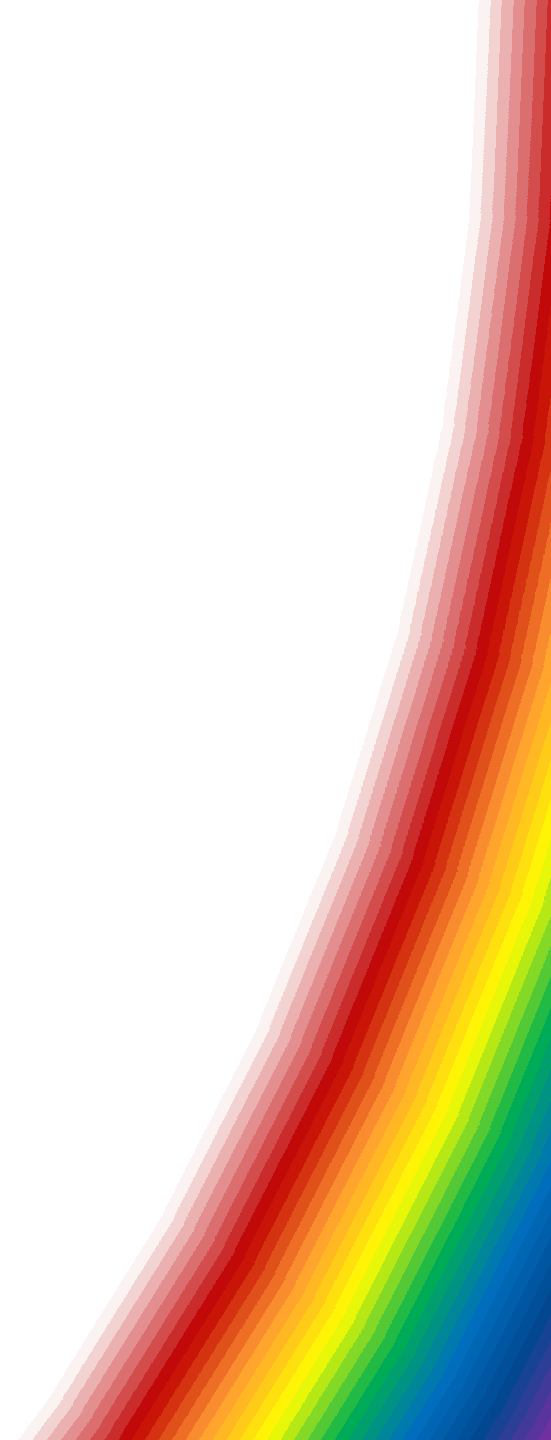
COMPETENCE

CONFIDENCE

CONNECTION

CHARACTER

CONTRIBUTION



# RESILIENCE - COMPONENTS

COMPETENCE

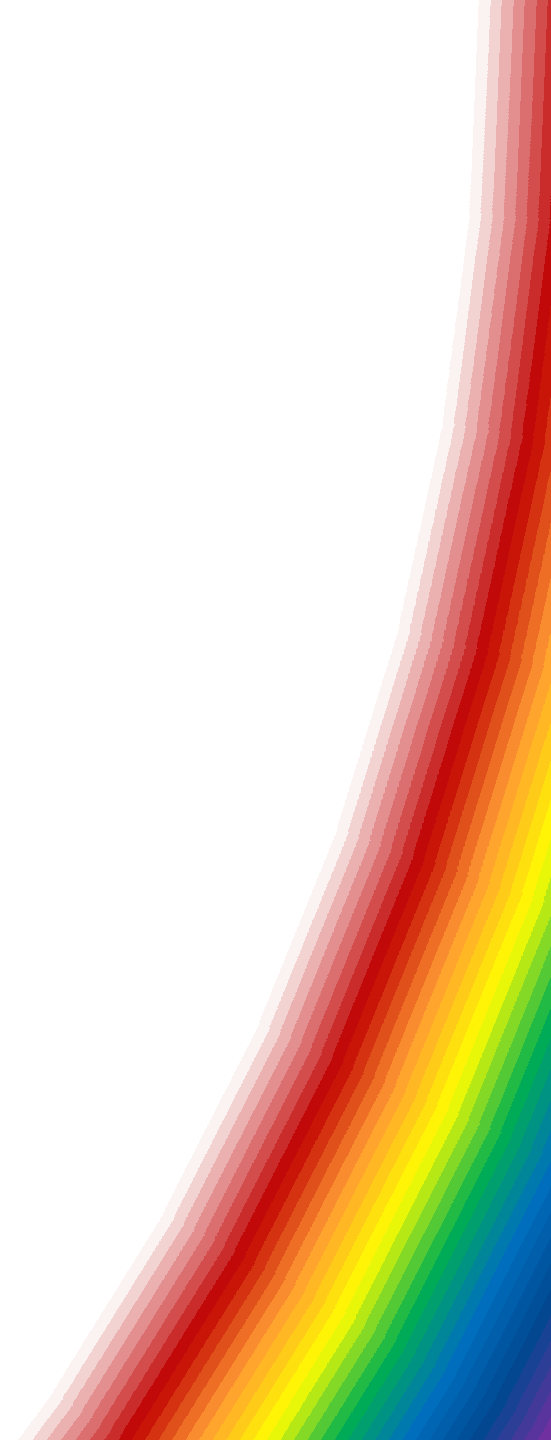
CONFIDENCE

CONNECTION

CHARACTER

CONTRIBUTION

COPING



# RESILIENCE - COMPONENTS

COMPETENCE

CONFIDENCE

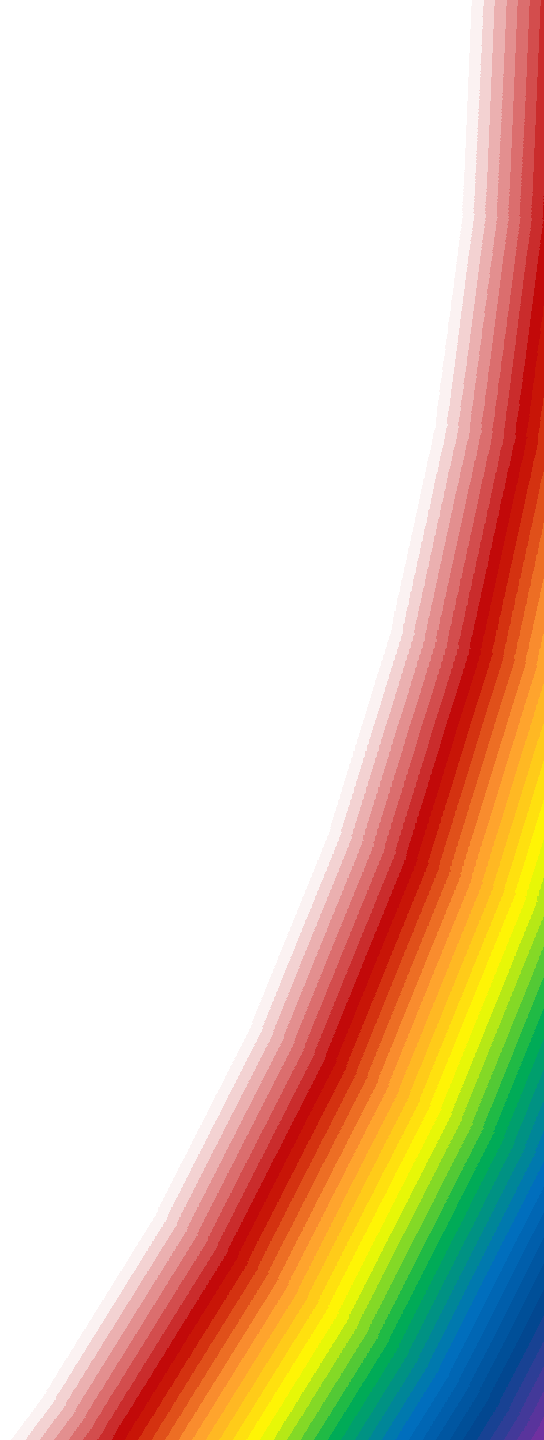
CONNECTION

CHARACTER

CONTRIBUTION

COPING

CONTROL



# COMPETENCE

DESCRIPTION - the ability to master a task. Competence is rooted in real-life experience. Competence is cumulative.

# COMPETENCE

WELCOME – ANGELA

WHERE DID YOU GROW UP?

WHEN YOU THINK OF YOUR FAMILY, WHO DO YOU THINK OF?

WHAT DO THEY PROVIDE FOR YOU? AND YOU FOR THEM?

WHAT TWO (2) OR THREE (3) ADJECTIVES DESCRIBE YOUR CHILDHOOD  
OR YOUR ADOLESCENCE?

HOW DID YOU LEARN **COMPETENCE**?

HOW DO YOU SEE **COMPETENCE** IN YOUR LIFE TODAY?

# COMPETENCE

REFLECTIONS –

DO YOU HELP A CHILD FOCUS ON HIS/HER STRENGTHS? OR DO YOU  
FOUCS ON HER/HIS MISTAKES?



# COMPETENCE

REFLECTIONS –

DO YOU HELP A CHILD FOCUS ON HIS/HER STRENGTHS? OR DO YOU FOCUS ON HER/HIS MISTAKES?

HOW DO YOU HELP A CHILD BUILD AUTHENTIC SKILLS THAT MAKE HIM/HER COMPETENT IN THE REAL WORLD?

# COMPETENCE

REFLECTIONS –

DO YOU HELP A CHILD FOCUS ON HIS/HER STRENGTHS? OR DO YOU FOCUS ON HER/HIS MISTAKES?

HOW DO YOU HELP A CHILD BUILD AUTHENTIC SKILLS THAT MAKE HIS/HER COMPETENT IN THE REAL WORLD?

DO YOU PRAISE IN A WAY THAT NOTICES EFFORT RATHER THAN REWARDS THE PRODUCT?

# CONFIDENCE

DESCRIPTION - a solid belief in one's own abilities.

# CONFIDENCE

WELCOME – DARRELL

WHERE DID YOU GROW UP?

WHEN YOU THINK OF YOUR FAMILY, WHO DO YOU THINK OF?

WHAT DO THEY PROVIDE FOR YOU? AND YOU FOR THEM?

WHAT TWO (2) OR THREE (3) ADJECTIVES DESCRIBE YOUR CHILDHOOD  
OR YOUR ADOLESCENCE?

HOW DID YOU LEARN CONFIDENCE?

HOW DO YOU SEE CONFIDENCE IN YOUR LIFE TODAY?

# CONFIDENCE

REFLECTIONS –

HOW DO YOU EXPRESS THAT YOU EXPECT THE BEST OF HIM/HER?

# CONFIDENCE

REFLECTIONS –

HOW DO YOU EXPRESS THAT YOU EXPECT THE BEST OF HIM/HER?

DO YOU “CATCH” A CHILD WHEN HE/SHE IS DOING THE RIGHT THING?

# CONFIDENCE

REFLECTIONS –

HOW DO YOU EXPRESS THAT YOU EXPECT THE BEST OF HIM/HER?

DO YOU “CATCH” A CHILD WHEN HE/SHE IS DOING THE RIGHT THING?

HOW DO YOU ENCOURAGE A CHILD TO STRIVE JUST A LITTLE BIT FURTHER BECAUSE YOU BELIEVE SHE/HE CAN SUCCEED?

# CONNECTION

DESCRIPTION - close ties to family, school, and community that provide reassurance that each child will be OK despite tough times; provide a deep-seated sense of security.



# CONNECTION

WELCOME – BRUCE

WHERE DID YOU GROW UP?

WHEN YOU THINK OF YOUR FAMILY, WHO DO YOU THINK OF?

WHAT DO THEY PROVIDE FOR YOU? AND YOU FOR THEM?

WHAT TWO (2) OR THREE (3) ADJECTIVES DESCRIBE YOUR CHILDHOOD  
OR YOUR ADOLESCENCE?

HOW DID YOU LEARN CONNECTION?

HOW DO YOU SEE CONNECTION IN YOUR LIFE TODAY?

# CONNECTION

REFLECTIONS –

HOW DO YOU BUILD A SAFE COMMUNITY FOR A CHILD?

# CONNECTION

REFLECTIONS –

HOW DO YOU BUILD A SAFE COMMUNITY FOR A CHILD?

HAVE YOU CREATED A COMMON SPACE SO CHILDREN AND ADULTS  
SHARE TIME TOGETHER?

# CONNECTION

REFLECTIONS –

HOW DO YOU BUILD A SAFE COMMUNITY FOR A CHILD?

HAVE YOU CREATED A COMMON SPACE SO CHILDREN AND ADULTS SHARE TIME TOGETHER?

HOW DO YOU ENCOURAGE CHILDREN TO TAKE PRIDE IN THE VARIOUS GROUPS THEY BELONG TO?

# CHARACTER

DESCRIPTION - a fundamental sense of right and wrong to ensure that each child is prepared to make smart choices, contribute to the world, and become a stable adult.

# CHARACTER

WELCOME – ESTHER

WHERE DID YOU GROW UP?

WHEN YOU THINK OF YOUR FAMILY, WHO DO YOU THINK OF?

WHAT DO THEY PROVIDE FOR YOU? AND YOU FOR THEM?

WHAT TWO (2) OR THREE (3) ADJECTIVES DESCRIBE YOUR CHILDHOOD  
OR YOUR ADOLESCENCE?

HOW DID YOU LEARN CHARACTER?

HOW DO YOU SEE CHARACTER IN YOUR LIFE TODAY?

# CHARACTER

REFLECTIONS –

HOW DO YOU HELP A CHILD RECOGNIZE HE/SHE IS A CARING PERSON?

# CHARACTER

REFLECTIONS –

HOW DO YOU HELP A CHILD RECOGNIZE HE/SHE IS A CARING PERSON?

HOW DO YOU MODEL FOR A CHILD HOW IMPORTANT IT IS TO CARE FOR OTHERS?



# CHARACTER

REFLECTIONS –

HOW DO YOU HELP A CHILD RECOGNIZE HE/SHE IS A CARING PERSON?

HOW DO YOU MODEL FOR A CHILD HOW IMPORTANT IT IS TO CARE FOR OTHERS?

HOW DO YOU PROMOTE THE BELIEF THAT WHEN ALL OF US STRIVE TO ACHIEVE OUR FULLEST POTENTIAL ALL OF US BENEFIT?

# CONTRIBUTION

DESCRIPTION - the observable, physical act of making the world a better place.

# CONTRIBUTION

WELCOME – DOLORES

WHERE DID YOU GROW UP?

WHEN YOU THINK OF YOUR FAMILY, WHO DO YOU THINK OF?

WHAT DO THEY PROVIDE FOR YOU? AND YOU FOR THEM?

WHAT TWO (2) OR THREE (3) ADJECTIVES DESCRIBE YOUR CHILDHOOD  
OR YOUR ADOLESCENCE?

HOW DID YOU LEARN CONTRIBUTION?

HOW DO YOU SEE CONTRIBUTION IN YOUR LIFE TODAY?

# CONTRIBUTION

REFLECTIONS –

HOW DO YOU MAKE IT CLEAR TO A CHILD THAT SHE/HE CAN MAKE THE  
WORLD A BETTER PLACE?

?

# CONTRIBUTION

REFLECTIONS –

HOW DO YOU MAKE IT CLEAR TO A CHILD THAT SHE/HE CAN MAKE THE WORLD A BETTER PLACE?

DO YOU CREATE OPPORTUNITIES FOR A CHILD TO CONTRIBUTE TO HER/HIS COMMUNITY? AND ARE THEY INCLUDED IN THIS PLANNING PROCESS?

?

# CONTRIBUTION

REFLECTIONS –

HOW DO YOU MAKE IT CLEAR TO A CHILD THAT SHE/HE CAN MAKE THE WORLD A BETTER PLACE?

DO YOU CREATE OPPORTUNITIES FOR A CHILD TO CONTRIBUTE TO HER/HIS COMMUNITY? AND ARE THEY INCLUDED IN THIS PLANNING PROCESS?

HOW DO YOU SHARE HOW IMPORTANT A VALUE IT IS TO HELP OTHERS?

# COPING

DESCRIPTION - the ability to handle stressful situations effectively and appropriately.

# COPING

WELCOME – JOSH

WHERE DID YOU GROW UP?

WHEN YOU THINK OF YOUR FAMILY, WHO DO YOU THINK OF?

WHAT DO THEY PROVIDE FOR YOU? AND YOU FOR THEM?

WHAT TWO (2) OR THREE (3) ADJECTIVES DESCRIBE YOUR CHILDHOOD  
OR YOUR ADOLESCENCE?

HOW DID YOU LEARN **COPING**?

HOW DO YOU SEE **COPING** IN YOUR LIFE TODAY?



# COPING

REFLECTIONS –

DO YOU RECOGNIZE THAT MANY OF THE RISK BEHAVIORS CHILDREN ENGAGE IN ARE ATTEMPTS AT REDUCING STRESS OR PAIN IN THEIR LIVES?

# COPING

REFLECTIONS –

DO YOU RECOGNIZE THAT MANY OF THE RISK BEHAVIORS CHILDREN ENGAGE IN ARE ATTEMPTS AT REDUCING STRESS OR PAIN IN THEIR LIVES?

HOW DO YOU GUIDE AND MODEL FOR CHILDREN POSITIVE, EFFECTIVE COPING STRATEGIES?

# COPING

REFLECTIONS –

DO YOU RECOGNIZE THAT MANY OF THE RISK BEHAVIORS CHILDREN ENGAGE IN ARE ATTEMPTS AT REDUCING STRESS OR PAIN IN THEIR LIVES?

HOW DO YOU MODEL FOR CHILDREN POSITIVE, EFFECTIVE COPING STRATEGIES?

HOW DO YOU CREATE AN ENVIRONMENT IN WHICH TALKING, LISTENING, AND SHARING ARE SAFE?

# CONTROL

DESCRIPTION - the need for appropriate guidelines;  
the ability to have a voice in personal decisions.

# CONTROL

WELCOME – PAULA

WHERE DID YOU GROW UP?

WHEN YOU THINK OF YOUR FAMILY, WHO DO YOU THINK OF?

WHAT DO THEY PROVIDE FOR YOU? AND YOU FOR THEM?

WHAT TWO (2) OR THREE (3) ADJECTIVES DESCRIBE YOUR CHILDHOOD  
OR YOUR ADOLESCENCE?

HOW DID YOU LEARN CONTROL?

HOW DO YOU SEE CONTROL IN YOUR LIFE TODAY?

# CONTROL

REFLECTIONS –

HOW DO YOU HELP A CHILD RECOGNIZE HER/HIS MINI-SUCCESSSES SO HE/SHE CAN BELIEVE THAT SHE/HE CAN SUCCEED?

# CONTROL

REFLECTIONS –

HOW DO YOU HELP A CHILD RECOGNIZE HER/HIS MINI-SUCCESSSES SO HE/SHE CAN BELIEVE THAT SHE/HE CAN SUCCEED?

HOW DO YOU HELP A CHILD THINK ABOUT HIS/HER FUTURE BY TAKING ONE STEP AT A TIME?

# CONTROL

## REFLECTIONS –

HOW DO YOU HELP A CHILD RECOGNIZE HER/HIS MINI-SUCCESSSES SO HE/SHE CAN BELIEVE THAT SHE/HE CAN SUCCEED?

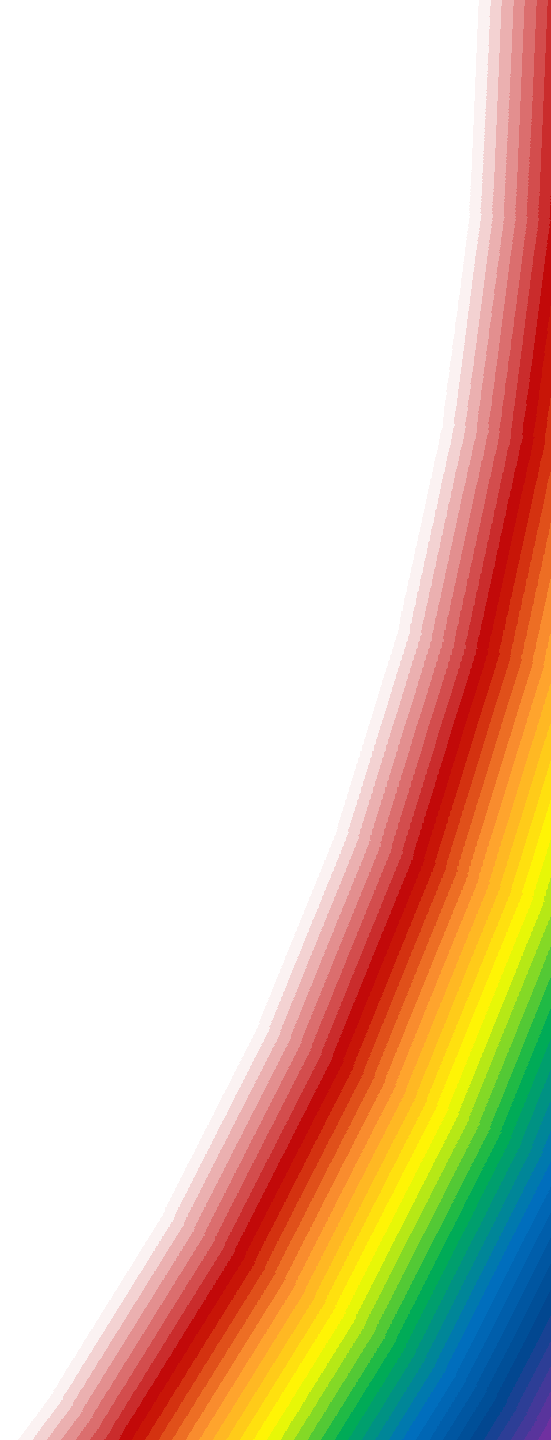
HOW DO YOU HELP A CHILD THINK ABOUT HIS/HER FUTURE BY TAKING ONE STEP AT A TIME?

HOW DO YOU MODEL CONTROL IN YOUR OWN LIFE?



# RESILIENCE

WHAT ARE YOU GOING TO DO TO SUPPORT A CHILD IN –  
BEING COMPETENT?

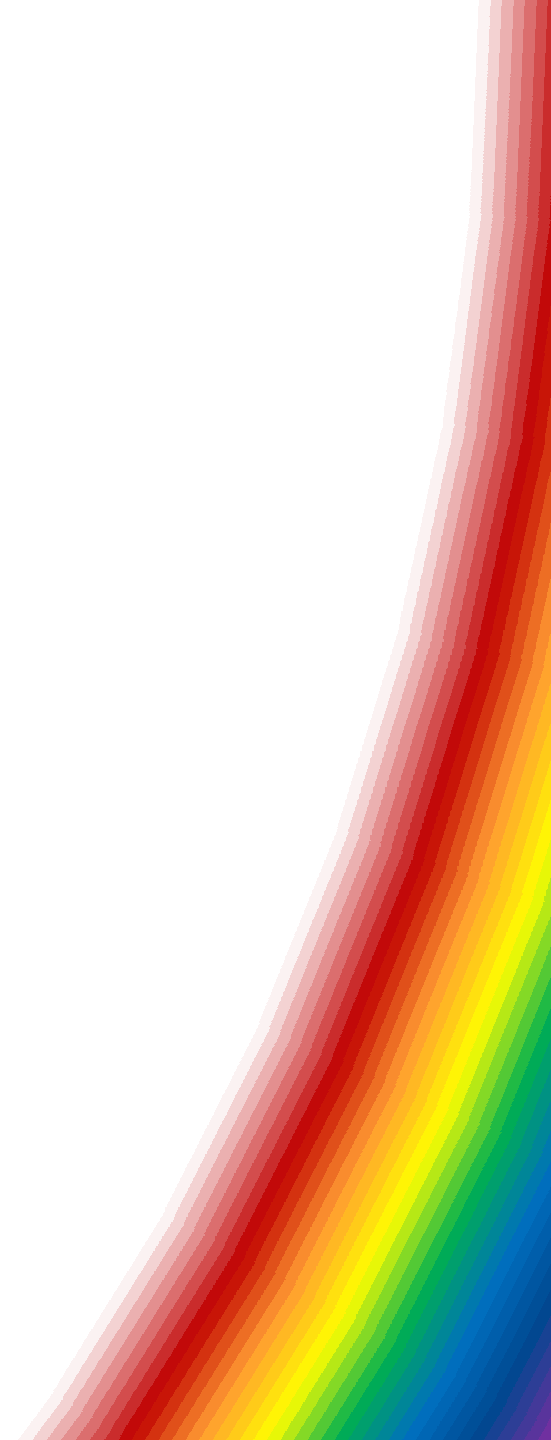


# RESILIENCE

WHAT ARE YOU GOING TO DO TO SUPPORT A CHILD IN –

BEING COMPETENT?

HAVING CONFIDENCE?



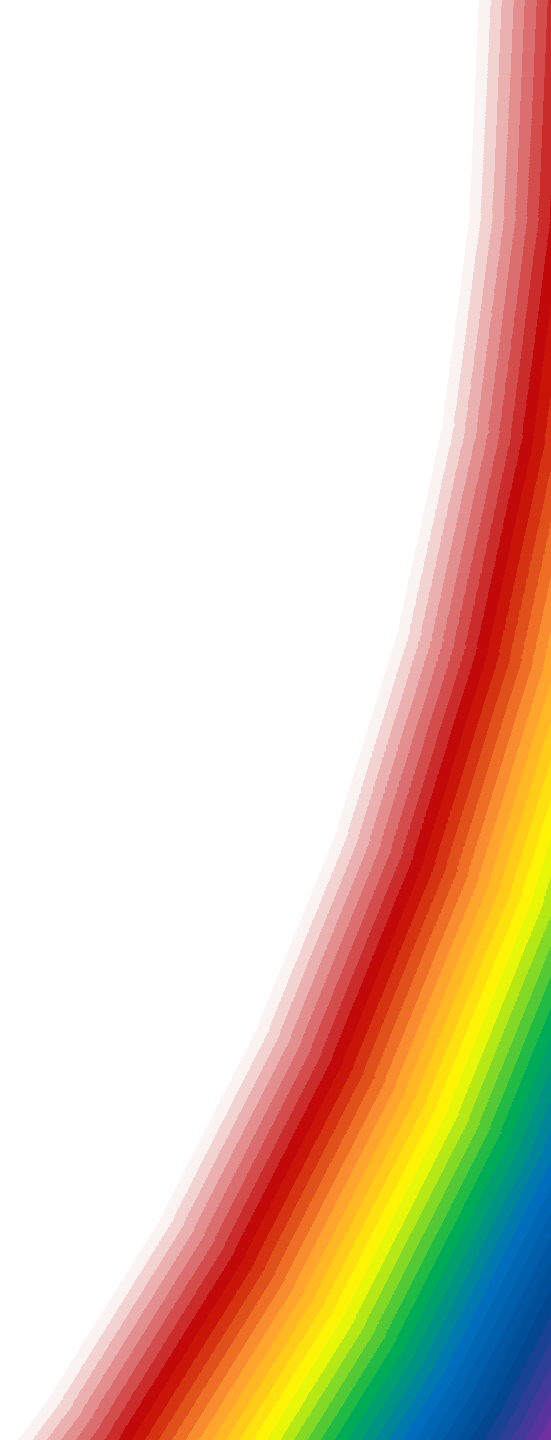
# RESILIENCE

WHAT ARE YOU GOING TO DO TO SUPPORT A CHILD IN –

BEING COMPETENT?

HAVING CONFIDENCE?

BEING CONNECTED?



# RESILIENCE

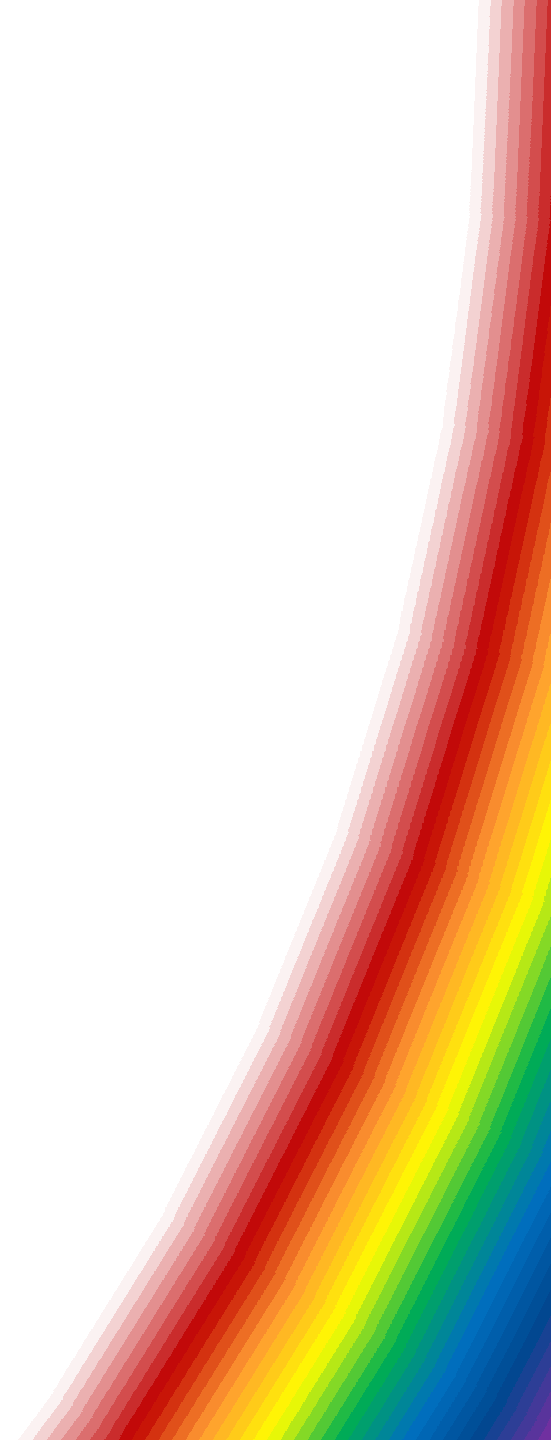
WHAT ARE YOU GOING TO DO TO SUPPORT A CHILD IN –

BEING COMPETENT?

HAVING CONFIDENCE?

BEING CONNECTED?

DEMONSTRATING CHARACTER?



# RESILIENCE

WHAT ARE YOU GOING TO DO TO SUPPORT A CHILD IN –

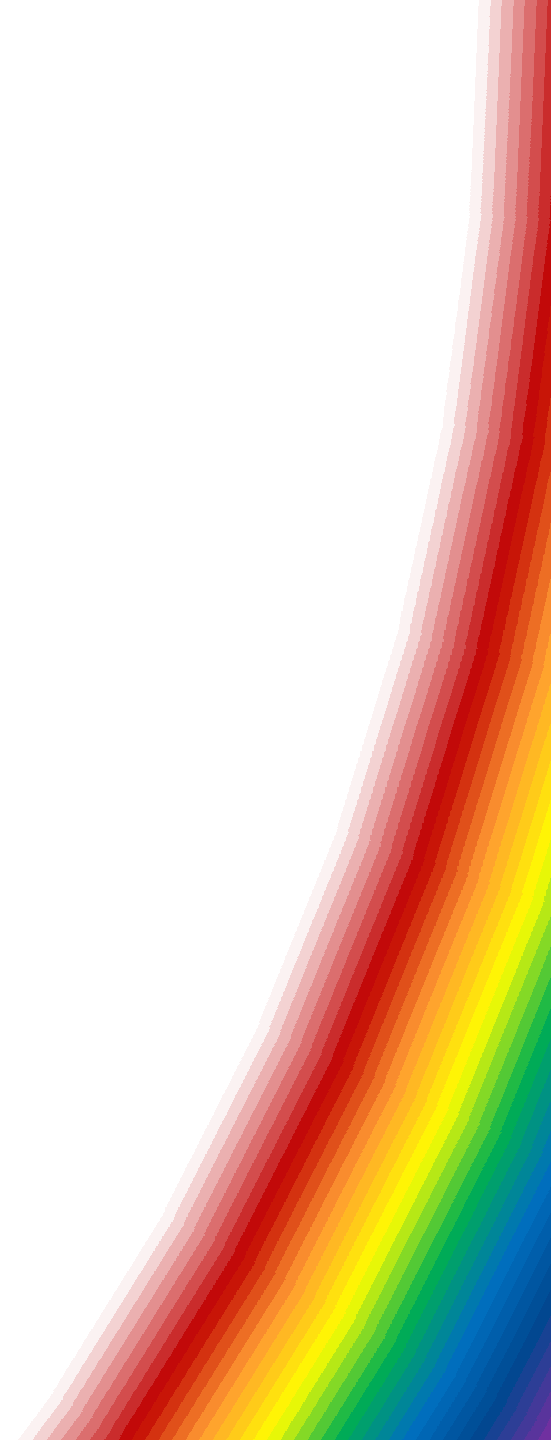
BEING COMPETENT?

HAVING CONFIDENCE?

BEING CONNECTED?

DEMONSTRATING CHARACTER?

MAKING A CONTRIBUTION?



# RESILIENCE

WHAT ARE YOU GOING TO DO TO SUPPORT A CHILD IN –

BEING COMPETENT?

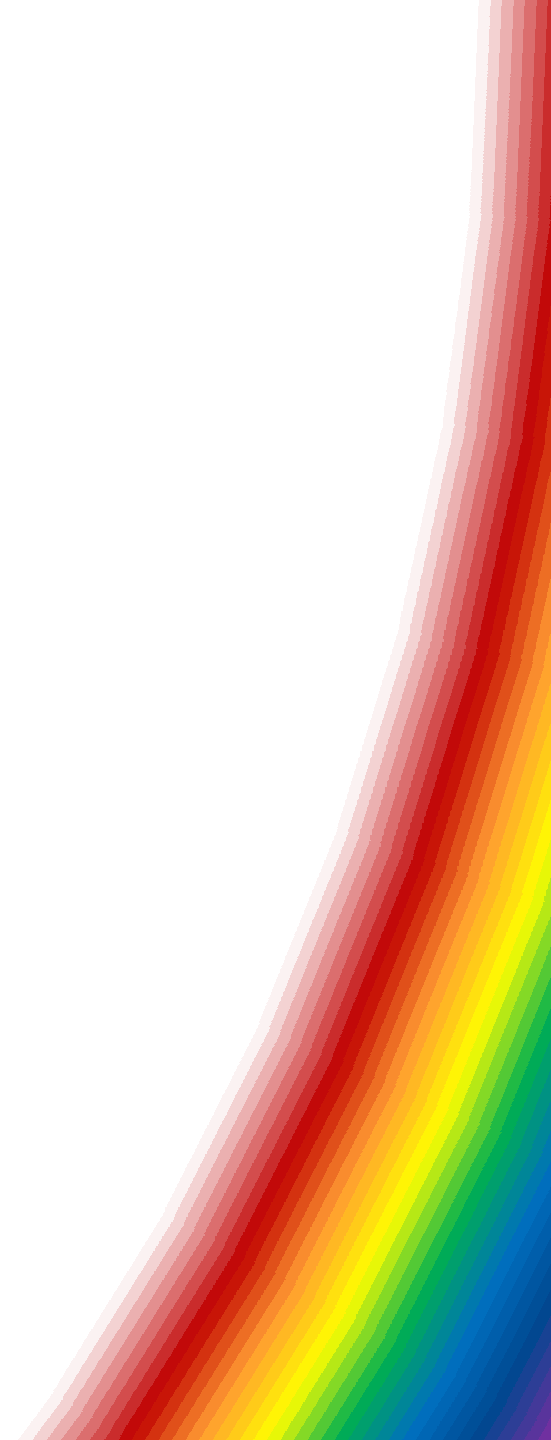
HAVING CONFIDENCE?

BEING CONNECTED?

DEMONSTRATING CHARACTER?

MAKING A CONTRIBUTION?

COPING APPROPRIATELY?



# RESILIENCE

WHAT ARE YOU GOING TO DO TO SUPPORT A CHILD IN –

BEING COMPETENT?

HAVING CONFIDENCE?

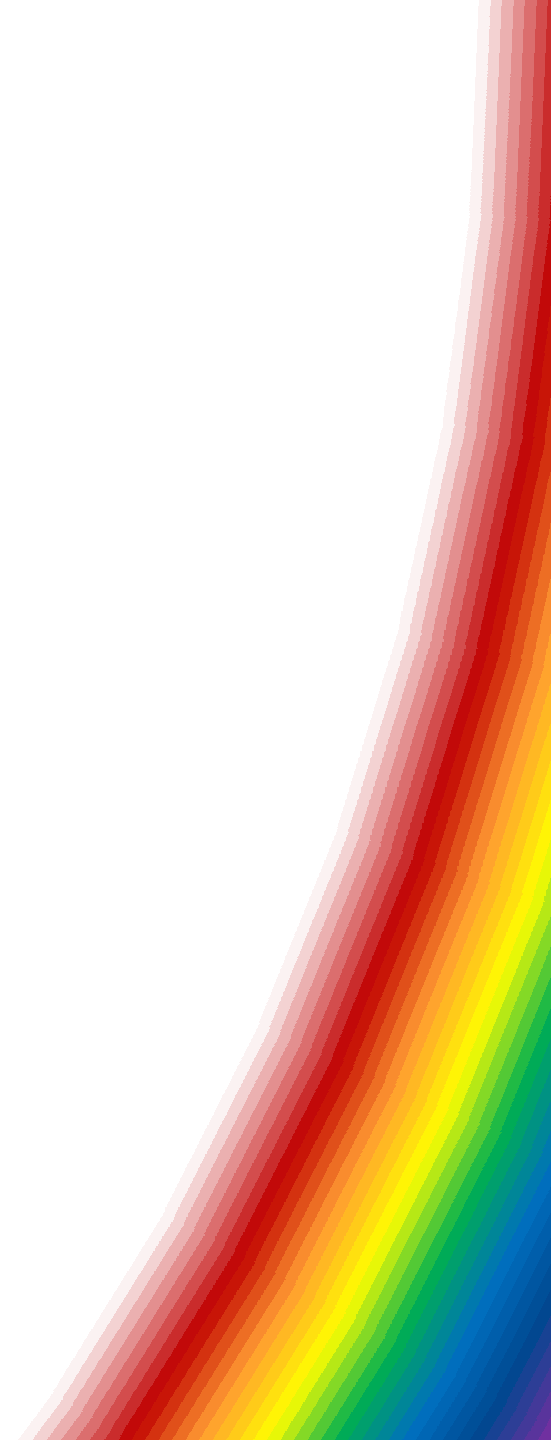
BEING CONNECTED?

DEMONSTRATING CHARACTER?

MAKING A CONTRIBUTION?

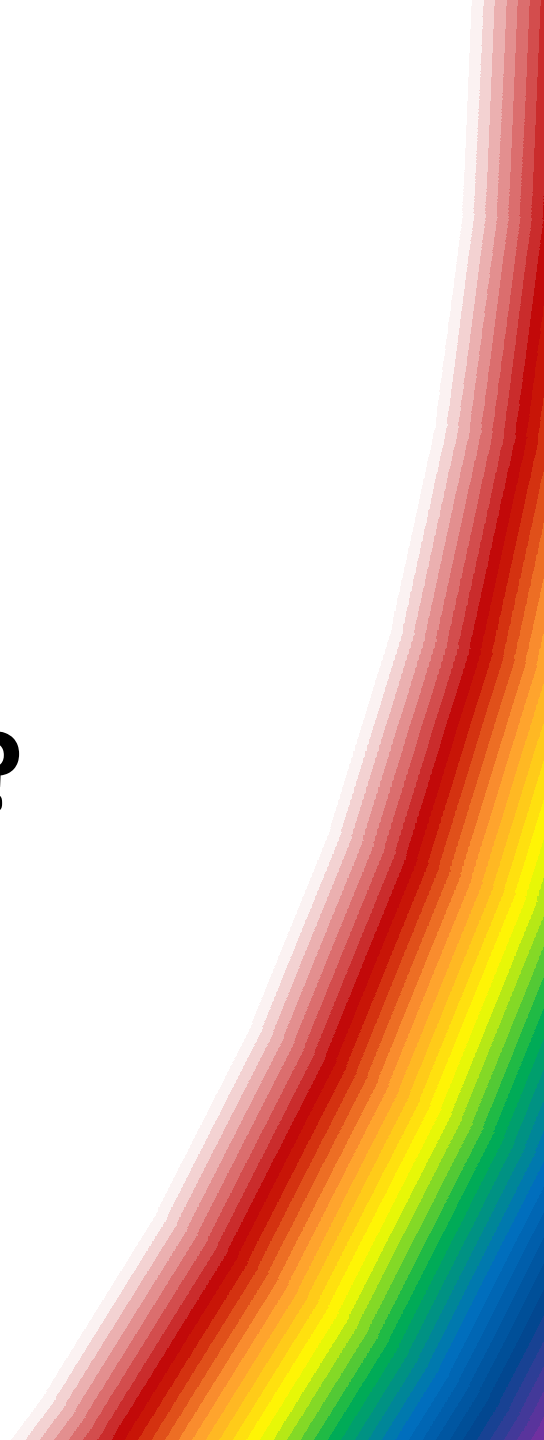
COPING APPROPRIATELY?

EXERCISING CONTROL?



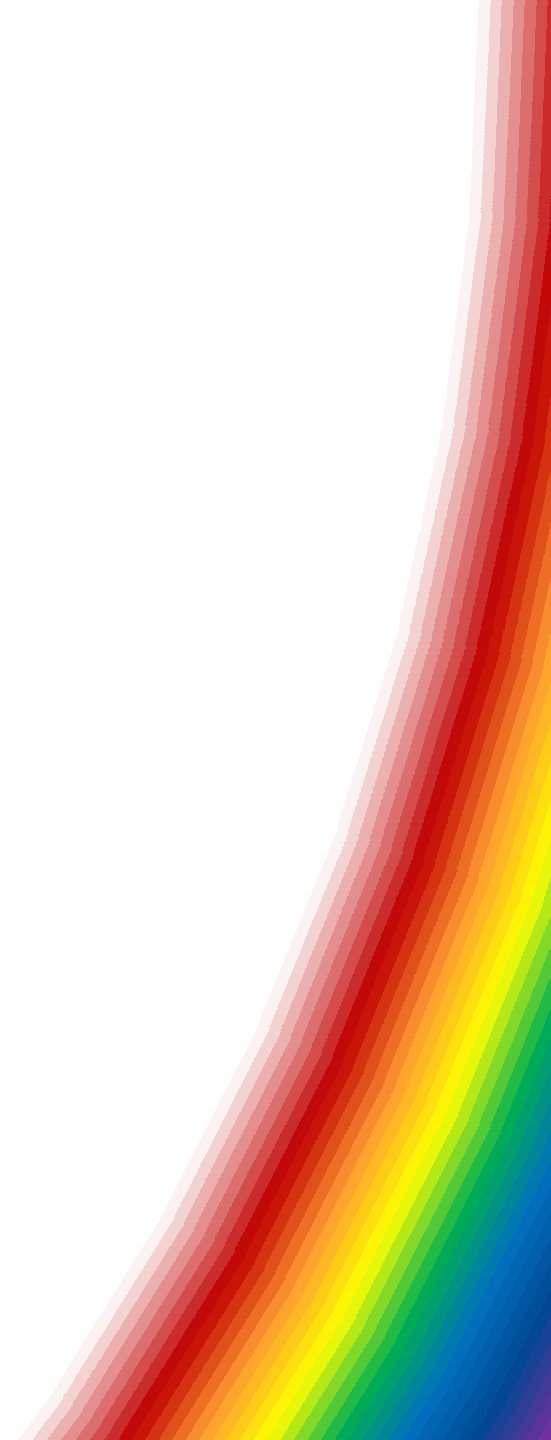
IT IS A SIMPLE QUESTION.

**WHAT ARE YOU GOING TO DO?**





**THANK YOU!**



# THE POWER OF RESILIENCE = $C^7$

Dr. Kelly Lake

Early Childhood Education Department

Santa Barbara City College

April 13, 2016

