



Utah State Board of Education (USBE) Prevention Webinar: *Resilience*

February 19, 2025



Agenda

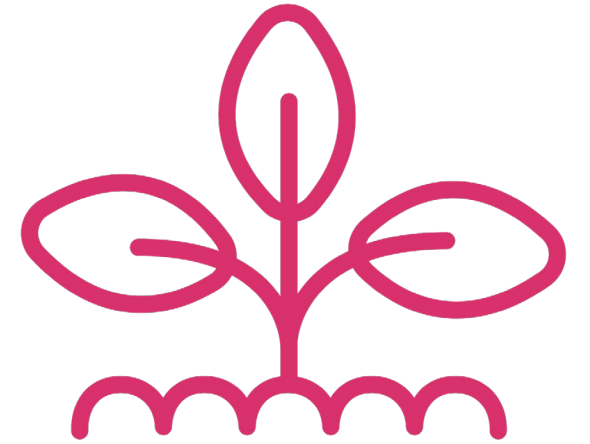
- ❖ Welcome Remarks – Cuong Nguyen, Prevention Specialist, USBE
- ❖ Resilience – Cuong Nguyen and Mindy Elliott, Prevention Specialists, USBE
- ❖ Demonstration
 - Misti Bergold
Assistant Administrator
Highland Junior High School
Ogden School District
 - Aspen Florence
Solutions Within Consulting
EdD Candidate
- ❖ Question and Answer (Q&A)

Five Protective Factors

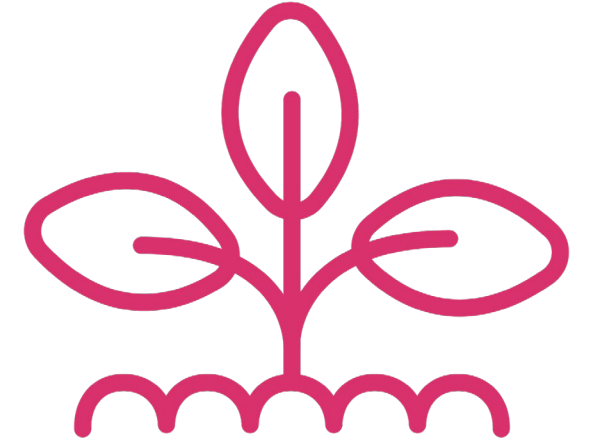


Resilience (1)

- Ability and skills to manage stress and function well when faced with stressors, challenges, and/or adversity
- Hope and a sense of optimism for the future
- Belief that success is possible despite difficult circumstances



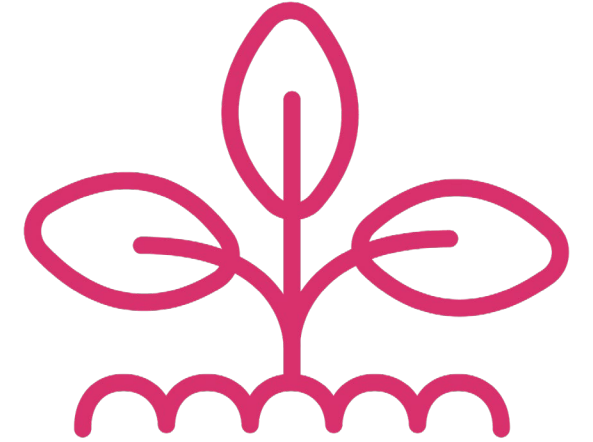
Resilience (2)



Resilience allows **students** to:

- Manage the rigorous demands of learning
- See that challenges build strength and are part of the learning journey
- Understand that mistakes are part of learning experiences, which increases persistence

Resilience (3)

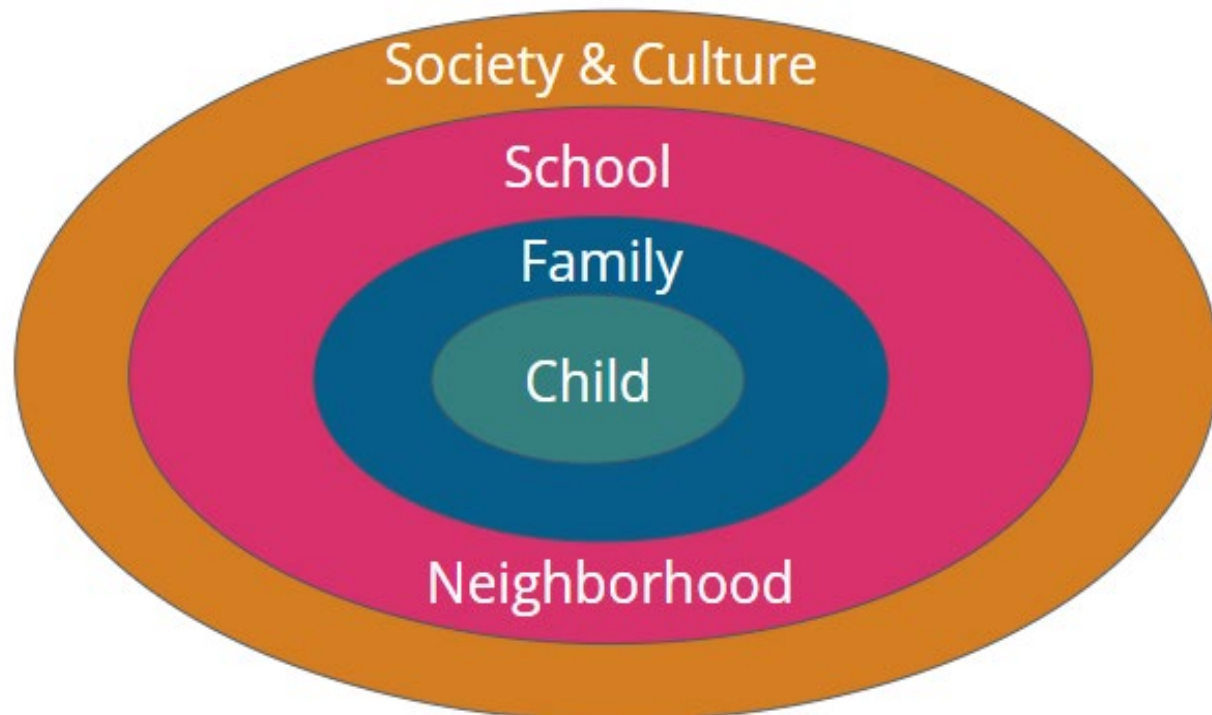


Resilience allows **students** to:

- Have hope, optimism for future success, and self-confidence
- Continue to move forward, even when things are difficult
- Move away from a feeling that they are disempowered by their circumstances

Schoolwide Implementation

Ecological Perspective



(Bronfenbrenner, 1979; Cicchetti & Lynch, 1993; Sameroff, 1993; Rutter, 2000)

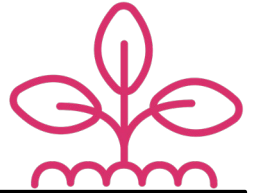
Your environment and those around you affect your regulatory capacity.

- Chandra Ghosh Ippen, Ph.D.
The Ripple Effect

How does our environment affect our ability to be resilient?



Growing Resilience in Schools (1)



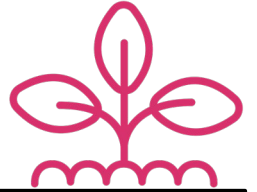
Schoolwide Implementation: *Administrator Actions*

- Assess school culture (school climate survey, Panorama data).
- Prioritize resilience by providing professional development (educators, families, and students).
- Integrate strength-based and growth mindset approach into school culture.
- Implement Utah's prevention requirements (Positive Behaviors Plan, Suicide Prevention Program, Botvin Lifeskills Training).

What additions would you make to schoolwide implementation?



Growing Resilience in Schools (2)



Classroom Implementation: *Educator Actions*

- Celebrate the importance of making mistakes and asking for help
- Teach students skills that support resilience (problem solving, self-advocacy, coping strategies, self-care, growth mindset, etc.).
- Work with students to set and reach goals
- Incorporate opportunities to practice awareness, reflection, confidence, and compassion

What additions would you make to classroom implementation?

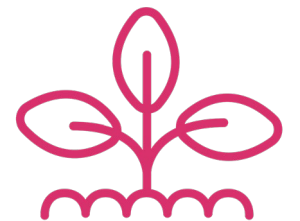


Signs of Resilience in Students

- Using coping strategies when faced with stressful situations.
- Persisting in the face of challenges.
- Making an effort to try new things.
- Sharing future goals and ambitions.

Highland Junior High in Ogden School District is working to grow student resilience.

Assistant Administrator Misti Bergold is here to share.



Highland Junior High School: Background (1)

- Title I School
- Minority enrollment 69%
- Notified of School Improvement status during year 1
- All new admins placed at Highland 2.5 years ago to turn the school around
 - $\frac{1}{3}$ of faculty left
- *Year 1 Focus:*
 - Behavior systems
 - Behavior vastly improved by December of year one
 - Started measuring academic needs

Assistant Principal:
[Misti Bergold](#)
Highland Junior High
Ogden School District
bergoldm@ogdensd.org

Highland Junior High School: Background (2)

- Year 2 Focus:
 - Academics-Increasing Rigor
 - Coaching and Maintaining Behavior Systems
 - Shifting community/stakeholder mindsets
- Year 3 Focus:
 - Academics-Increasing Rigor
 - Instructional Delivery

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Case Demonstration: Actions



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Action: Resilience Enhancing (1)

System Component	Protective Factor	Action
School Wide Behavior Systems	<p>01 Concrete Supports in Times of Need</p> <p>02 Knowledge of Development</p>	<ul style="list-style-type: none"> ● Greeting at the door ● Dress Code ● Electronics ● Meta-Moments ● School wide PBIS
Teacher - Admin. Trust	<p>01 Concrete Supports in Times of Need</p> <p>02 Knowledge of Development</p> <p>05 Cognitive, Social and Emotional Competence</p>	<ul style="list-style-type: none"> ● Ed Handbook Use ● System for requesting support ● Admin Follow Through

Social Connections

- Empathy and Understanding
- Relating to stakeholders
- Transfer to relationship building at home and within the community
- Social intelligence
- Emotional Regulation

Action: Resilience Enhancing (2)

System Component	Protective Factor	Action
Student Support Center (SSC)	<p>01 Concrete Supports in Times of Need</p>	<ul style="list-style-type: none"> ● Aligned to school wide systems ● Skill, Coping Strategy building NOT punitive ● Restorative ● Empathy Building ● Emotional Regulation
Meta-Moment: Buddy Room <i>SSC & Classroom</i>	<p>01 Concrete Supports in Times of Need</p> <p>05 Cognitive, Social and Emotional Competence</p>	<ul style="list-style-type: none"> ● School wide alignment from classroom, to support center, to Tier III classes, to behavior plans, to 504s

Social Connections

- Empathy and Understanding
- Relating to stakeholders
- Transfer to relationship building at home and within the community
- Social intelligence
- Emotional Regulation

Action: Resilience Enhancing (3)

System Component	Protective Factor	Action
<p>Reinstatements <i>SSC & Home Based</i></p>	<p>01 Concrete Supports in Times of Need</p> <p>02 Knowledge of Development</p> <p>05 Cognitive, Social and Emotional Competence</p>	<ul style="list-style-type: none"> • A restorative practice with guardians, school employees, students when harm has been caused
<p>Restorative Practices <i>SSC & Administration</i></p>	<p>01 Concrete Supports in Times of Need</p> <p>02 Knowledge of Development</p> <p>05 Cognitive, Social and Emotional Competence</p>	<ul style="list-style-type: none"> • Restorative practice with guardians, school employees, students when harm has been caused
<p>Tier II/Tier III Chat <i>Scheduled & Tracked Interventions</i></p>	<p>01 Concrete Supports in Times of Need</p> <p>02 Knowledge of Development</p> <p>05 Cognitive, Social and Emotional Competence</p>	<ul style="list-style-type: none"> • Data system to identify students who are lagging skills behaviorally and academically - All actions aligned to school wide systems

Social Connections

- Empathy and Understanding
- Relating to stakeholders
- Transfer to relationship building at home and within the community
- Social intelligence
- Emotional Regulation

Case Demonstration: Outcomes

Year to Date <i>August - April</i>	SY 24-25 Year 3 YTD	SY 23-24 Year 2	SY 22-23 Year 1	SY 21-22
Minors <i>Behavior Managed in the Classroom</i>	1,522	3,529 ↑ of 172	3,350 ↑ of 932	2,418
Office <i>Behavior Managed by other stakeholders</i>	449	918 ↓ of 105	1,023 ↓ of 1,380	2,403
In/Out of School Suspensions <i>Year-to-Date</i>	151	407 ↓ of 276	683 ↓ of 528	1,211

Assistant Principal: [Misti Bergold](mailto:bergoldm@ogdensd.org) (bergoldm@ogdensd.org)
Highland Junior High, Ogden School District

Building Resilience in Adults

“Don’t worry that children never listen to you. Worry that they are always watching you.”

- Robert Fulghum

Aspen Florence is here to discuss the importance of building resilience in adults that support students.

Building Adult Resilience: Aspen Florence

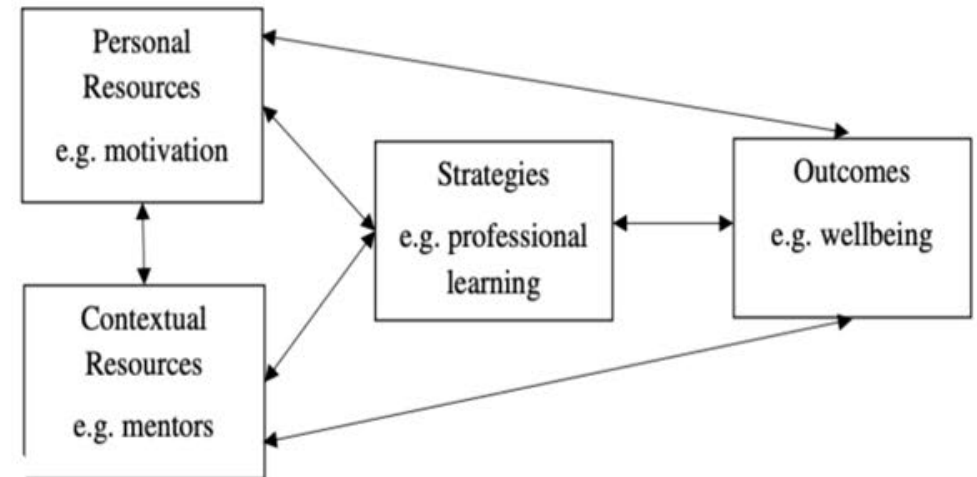
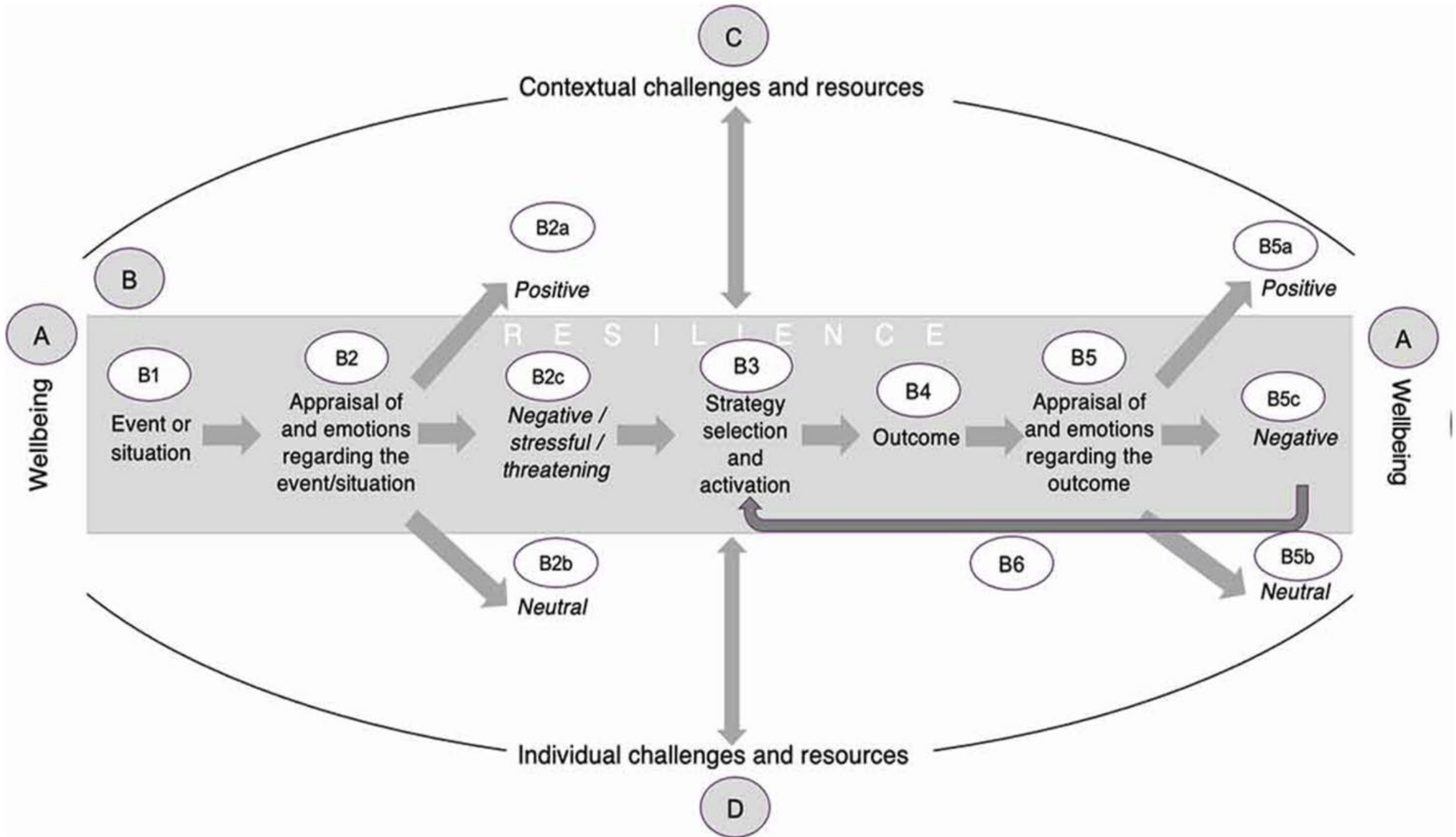
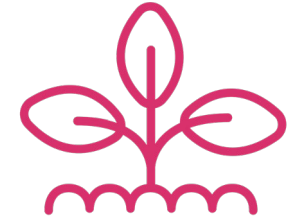


Table 2.6 Most frequent resilience constructs (#papers) (Mansfield et al. 2016a)

Personal resources	Contextual resources
Motivation (35)	School leaders (41)
Efficacy (29)	Colleagues (31)
Sense of purpose (21)	Relationships with students (26)
Optimism (19)	Mentors (25)
Social-emotional competence (11)	School culture (25)
Strategies	Outcomes
Work-life balance (28)	Wellbeing (42)
Problem-solving (23)	Commitment (35)
Professional learning (13)	Job satisfaction (27)
Goal setting (13)	Agency (23)
Setting boundaries (13)	Enthusiasm (16)
Reflection (13)	



Home Connections



- **Share with parents / guardians:**
 - growth mindset strategies and other resilience skills taught in the classroom
 - student strengths that are observed in the classroom
- **Encourage parents to:**
 - maintain focus on the learning process rather than the outcome
 - assist their student in setting clear, realistic, and achievable goals
 - continue to foster their student's strengths at home
 - help their student develop a sense of optimism about the future



Resources for Deep-Dive

- [Growth mindset tempers the effects of poverty on academic achievement](#)
- [A 4-Step Process for Building Student Resilience | Edutopia](#)
- [Building Student Resilience Toolkit | National Center on Safe Supportive Learning Environments \(NCSSLE\)](#)
- [Praise that makes learners more resilient](#)
- [Grit: The power of passion and perseverance](#)
- [20 Growth Mindset activities to Inspire Confidence in Kids](#)



Come see the USBE Prevention Team in person!

April 2025 Prevention Workshops

- WHO: School administrators, prevention staff, behavior specialists, school counselors, school social workers, teachers, school mentors, and staff who work directly with students.
- WHEN: All workshops will be held in April 2025 from 9:00 a.m. - 3:00 p.m. See the schedule below for details.
- ACTION: [Register in MIDAS, Course 64851](#)

April 22, 2025 (Tuesday)

Ogden School District
1950 Monroe Blvd
Ogden, UT 84401

April 24, 2025 (Thursday)

Uintah School District
826 South 1500 East
Naples, UT 84078

April 28, 2025 (Monday)

Moab Arts and Recreation
111 East 100 North
Moab, UT 84532

April 23, 2025 (Wednesday)

Granite School District
826 South State Street
Salt Lake City, UT 84115

April 25, 2025 (Friday)

Nebo School District
350 South Main
Spanish Fork, UT 84660

April 30, 2025 (Wednesday)

Festival Hall Conference Center
96 North Main Street
Cedar City, UT 84720



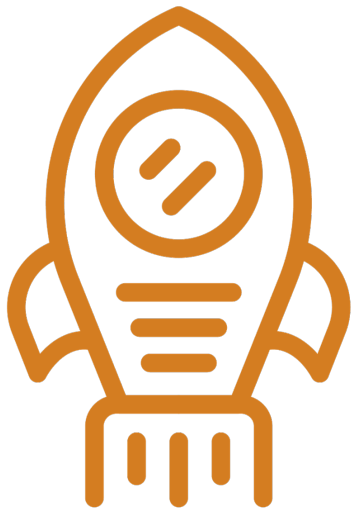
Join us for next month's Protective Factor Lunch and Learn:

Cognitive and Social-Emotional Competence

March 19, 2025

12:00 – 1:00 p.m.

[Registration Link](#)



We value your
feedback on this
training:

