

Psychological Well-being: Fostering Resilience

Among Students of Color

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Annual Convention of the
Alberti Center for Bullying Abuse
Prevention
Keynote
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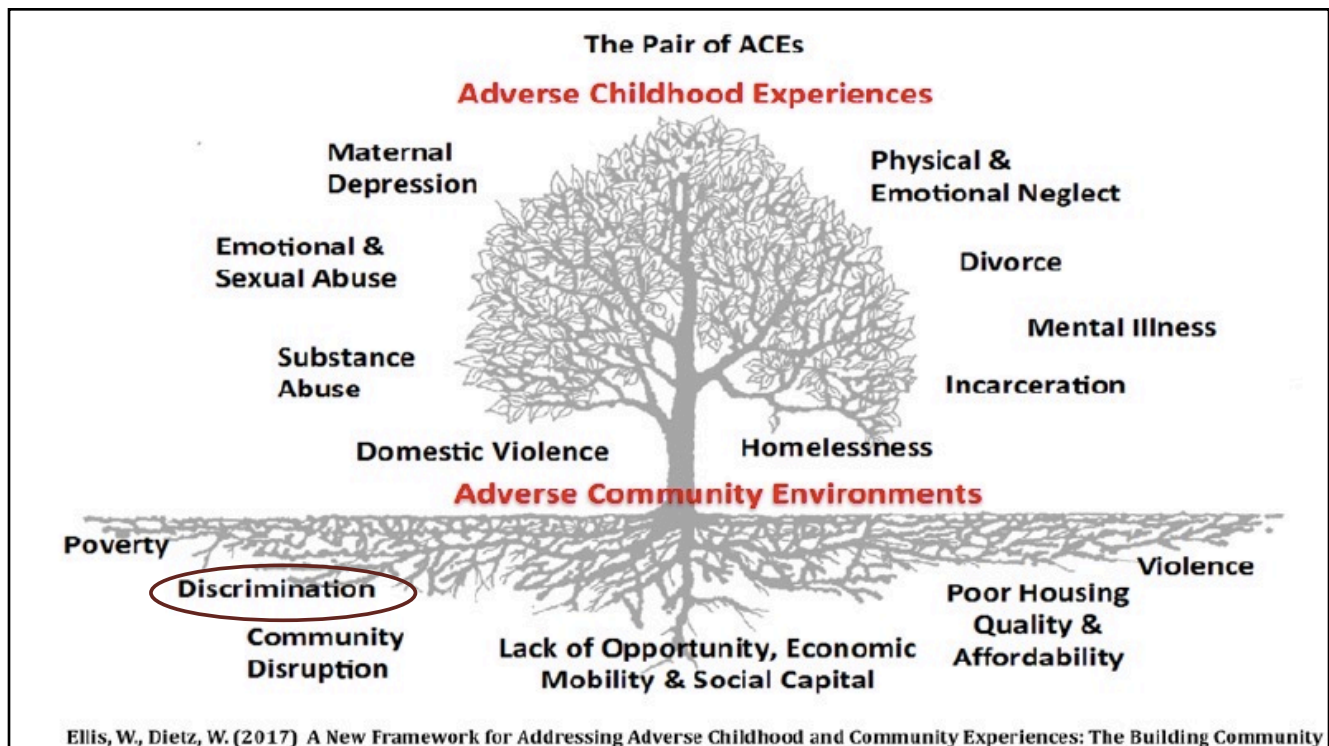
resilience

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Philadelphia Urban ACE study, 2013

Table 10. Urban ACE Indicators by Race

	White	Black
Witnessed violence	25.9% (n=203)	52.0%*** (n=390)
Felt discrimination	15.8% (n=124)	49.5%*** (n=372)
Adverse neighborhood experience	19.3% (n=152)	29.2%*** (n=221)
Bullied	9.0% (n=70)	6.4% (n=48)
Lived in foster care	1.0% (n=8)	4.1%*** (n=31)

Notes: *p<.05 **p<.01 ***p<.001, Chi-square

Data Source: Philadelphia Urban ACE Survey, 2013

Data Prepared by: The Research and Evaluation Group at PHMC

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Taxonomy of Stress

Positive Stress	Tolerable Stress	Toxic Stress
Mild/Moderate and short-lived stress responses that are characterized by increased heart rate and hormone levels and occur as part of healthy development	Activation of the body's "alert systems" for a limited amount of time so the brain and organs have the opportunity for recovery. The stress is usually alleviated by the presence of adult support.	Extreme, frequent, or unrelenting activation of the body's stress response along with the absence of adequate support or protection by adults. Leads to stress related disease states and deficits in learning and behavior.

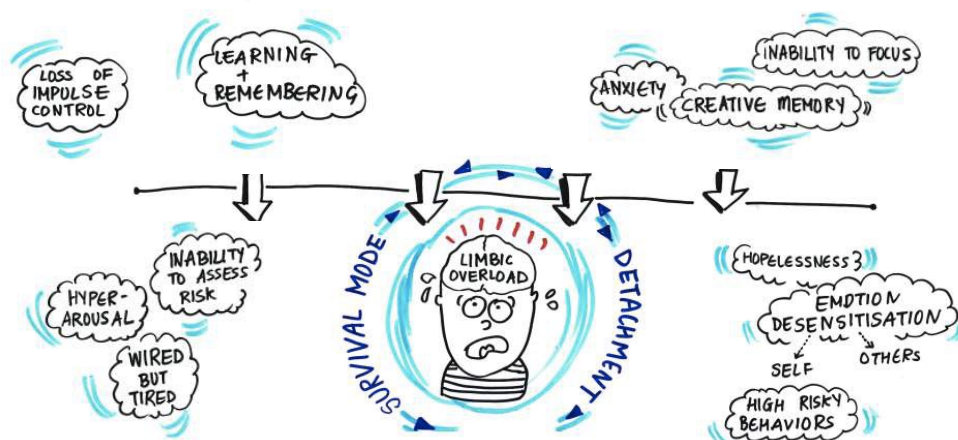
Intense, prolonged, chronic and unresolved

Safe, supportive, nurturing relationships; adaptive skills

National Scientific Council on the Developing Child, 2014; Center for Youth Wellness, 2017

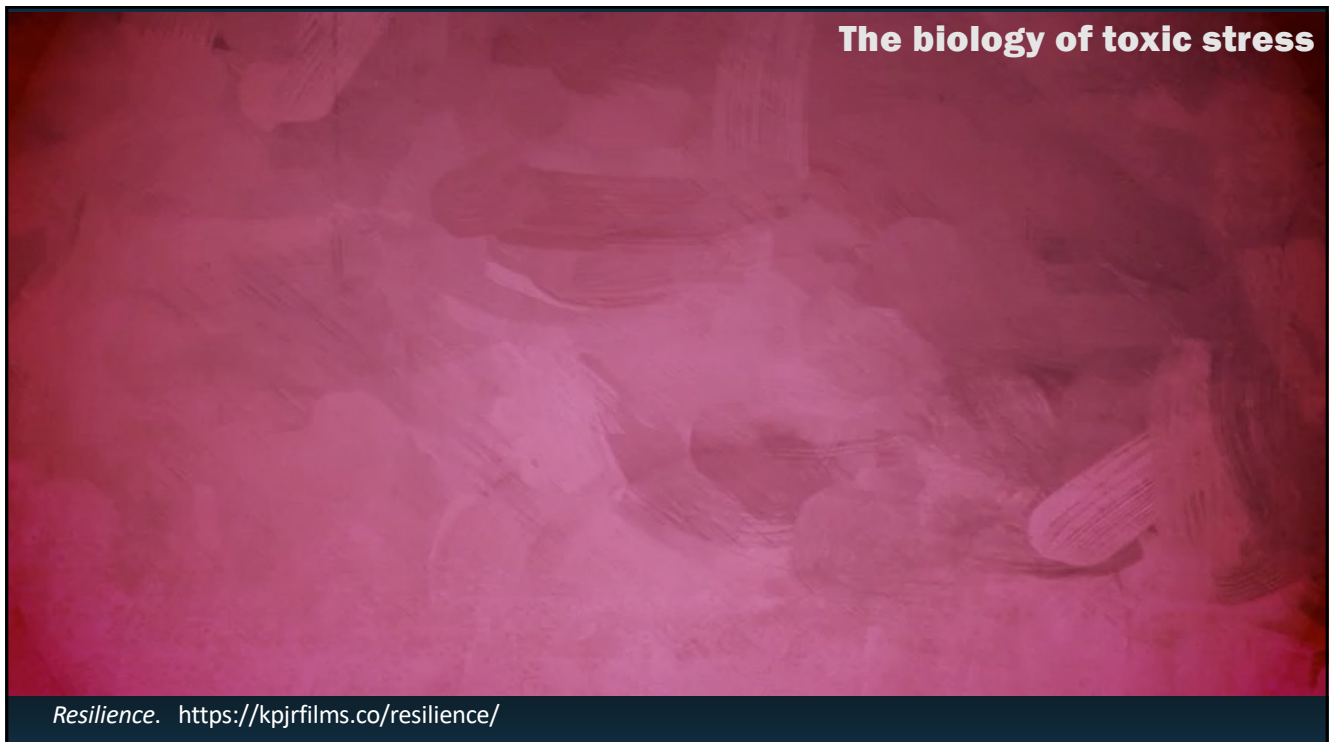
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Toxic Stress Response in Adolescents

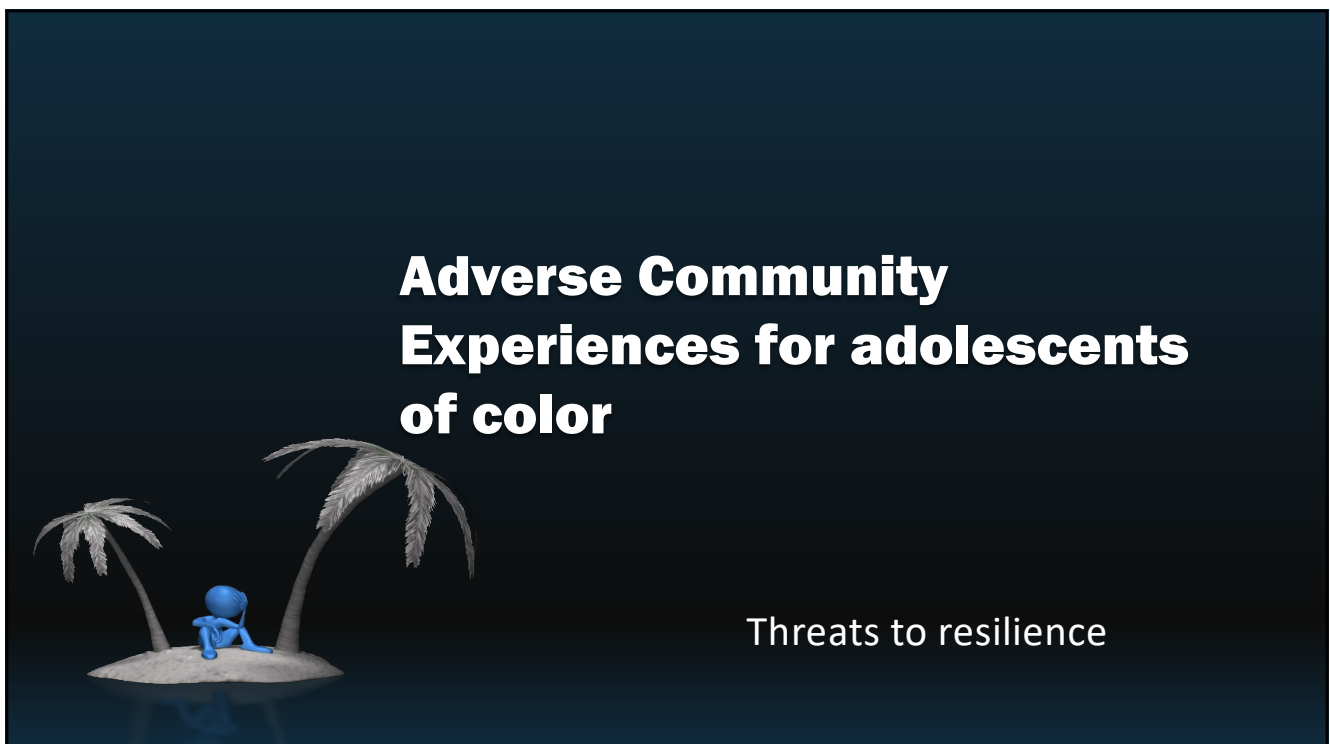


Zohny & Anan, 2016

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What is happening here?

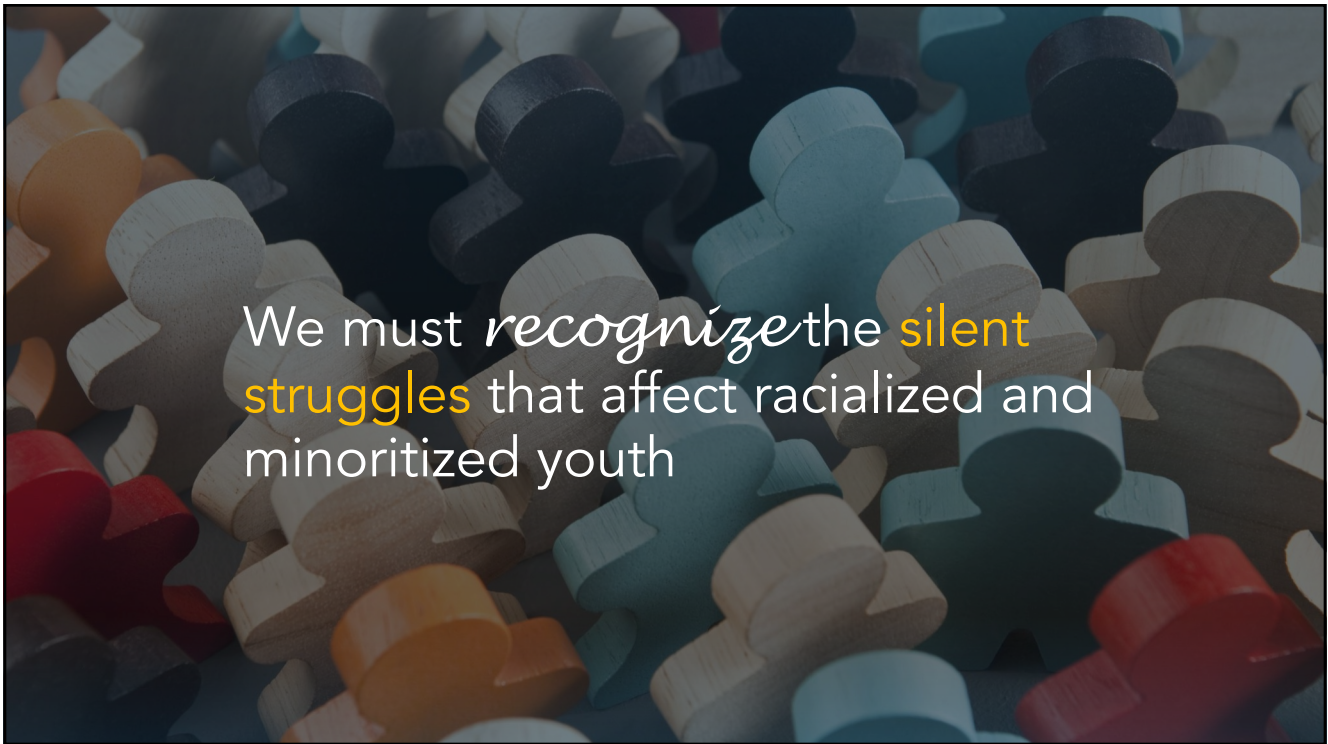


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Our
behavior is
powerfully
guided by
the things
that we
EXPECT to
be true

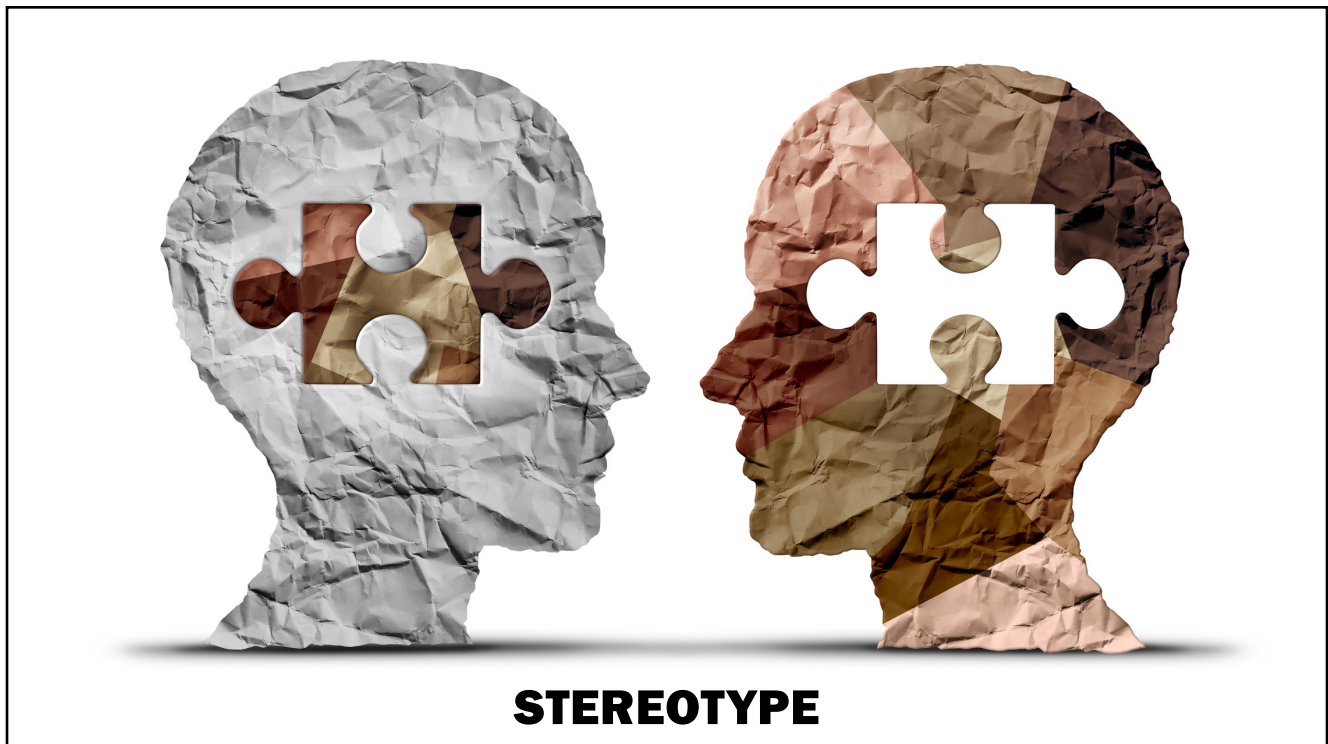
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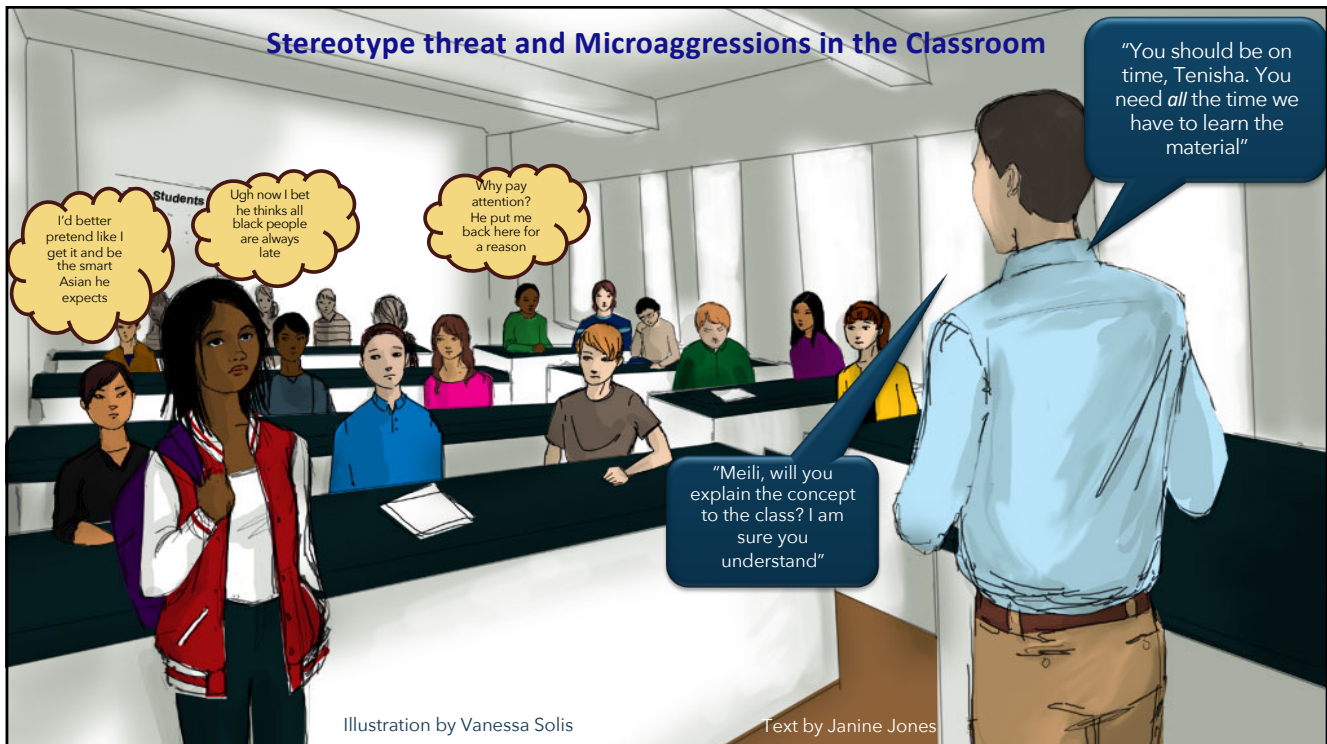
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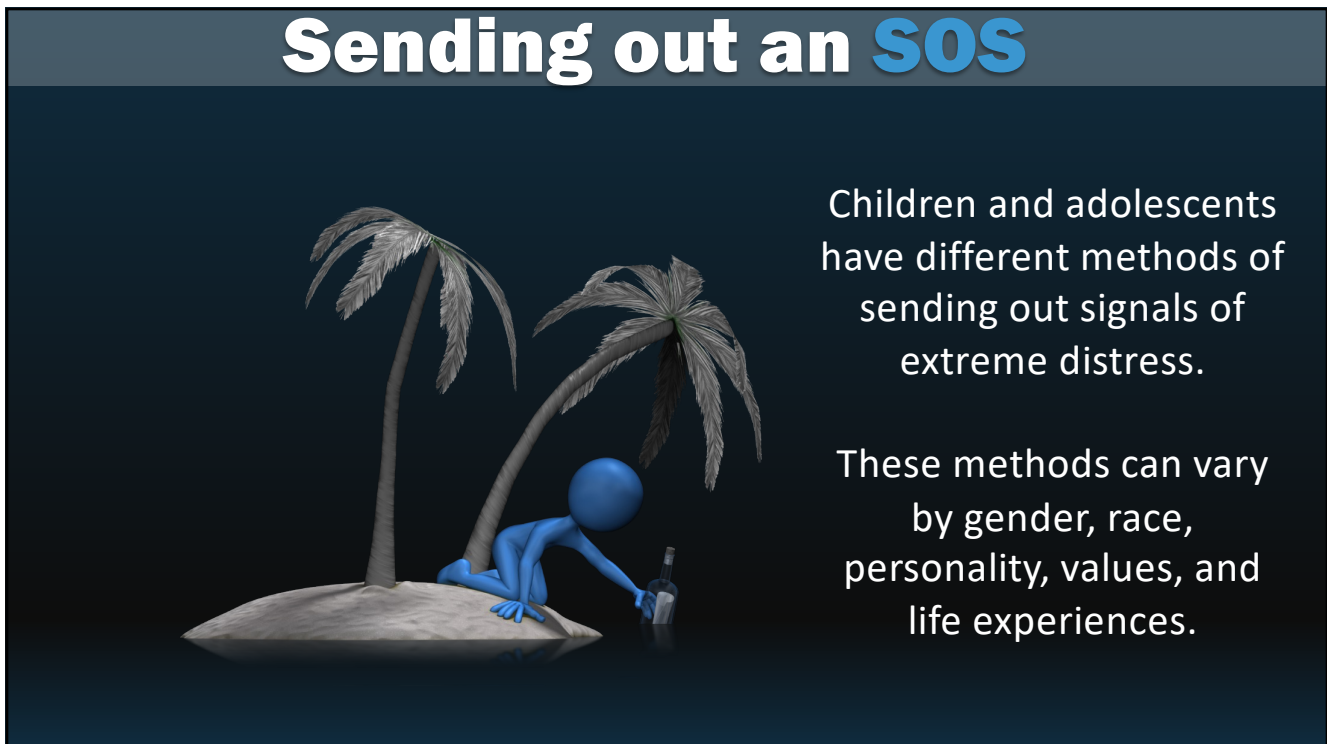


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Sending out an SOS



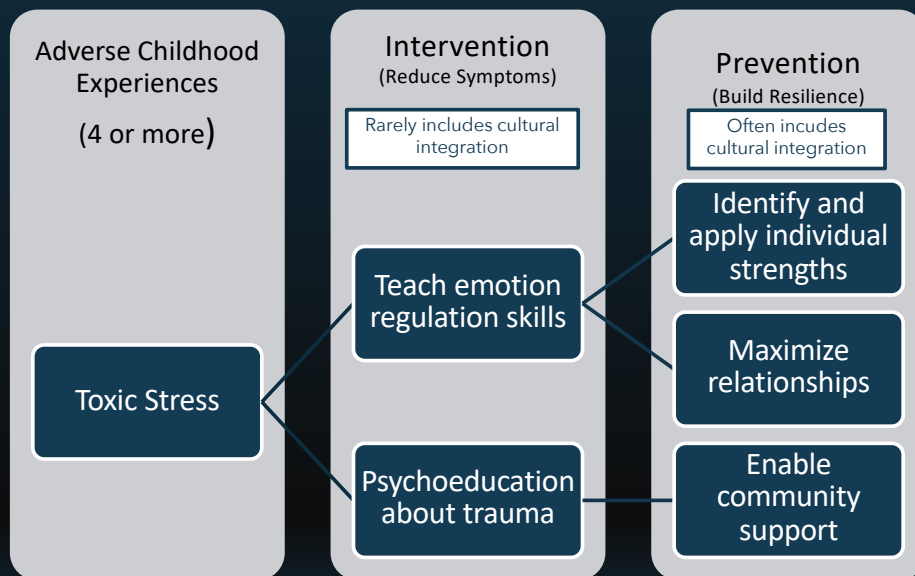
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Behaviors Associated with trauma and long-term stress



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Responding to the SOS



Panter-Brick, et. al., 2017

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Adult Responses That Cause Internalization in BIPOC youth

MINIMIZATION

"I think you might be taking that out of context"

OR

"Are you sure you aren't being too sensitive?"

DISMISSIVE

"Oh, I'm sure that's not what they meant"

DEFENSIVENESS

"Well, I am certain that your teacher has the best of intentions"

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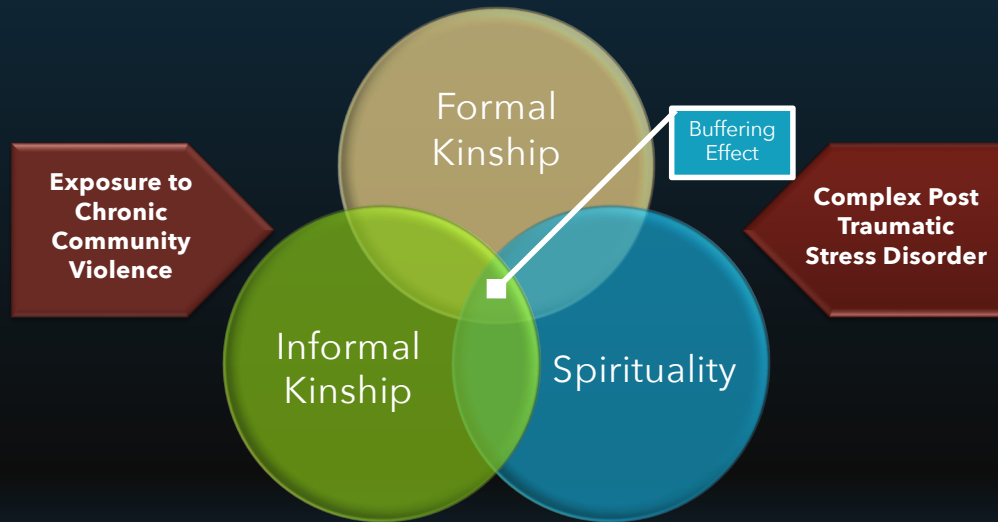
Through Stormy Waters

Resilience from ACEs can be activated by the existence of safe, nurturing relationships with adults and peers



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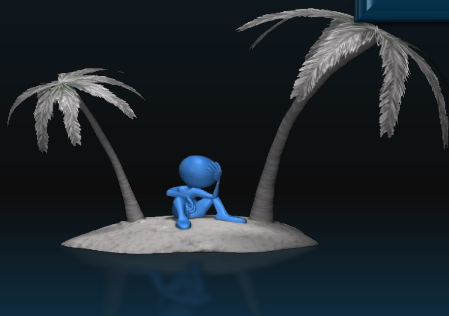
Cultural practices as protective factors



Jones, 2007

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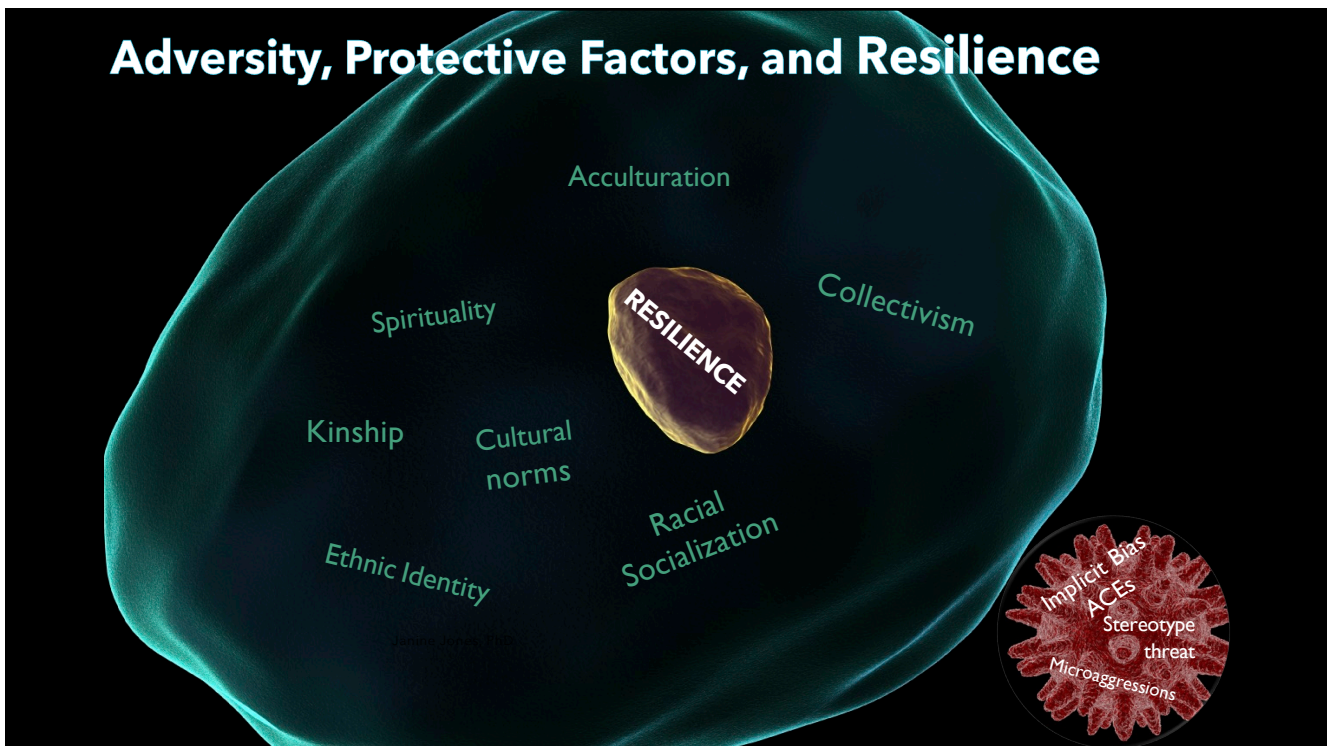
Resilience in a Cultural Context



Ginsberg & Jablow, 2011

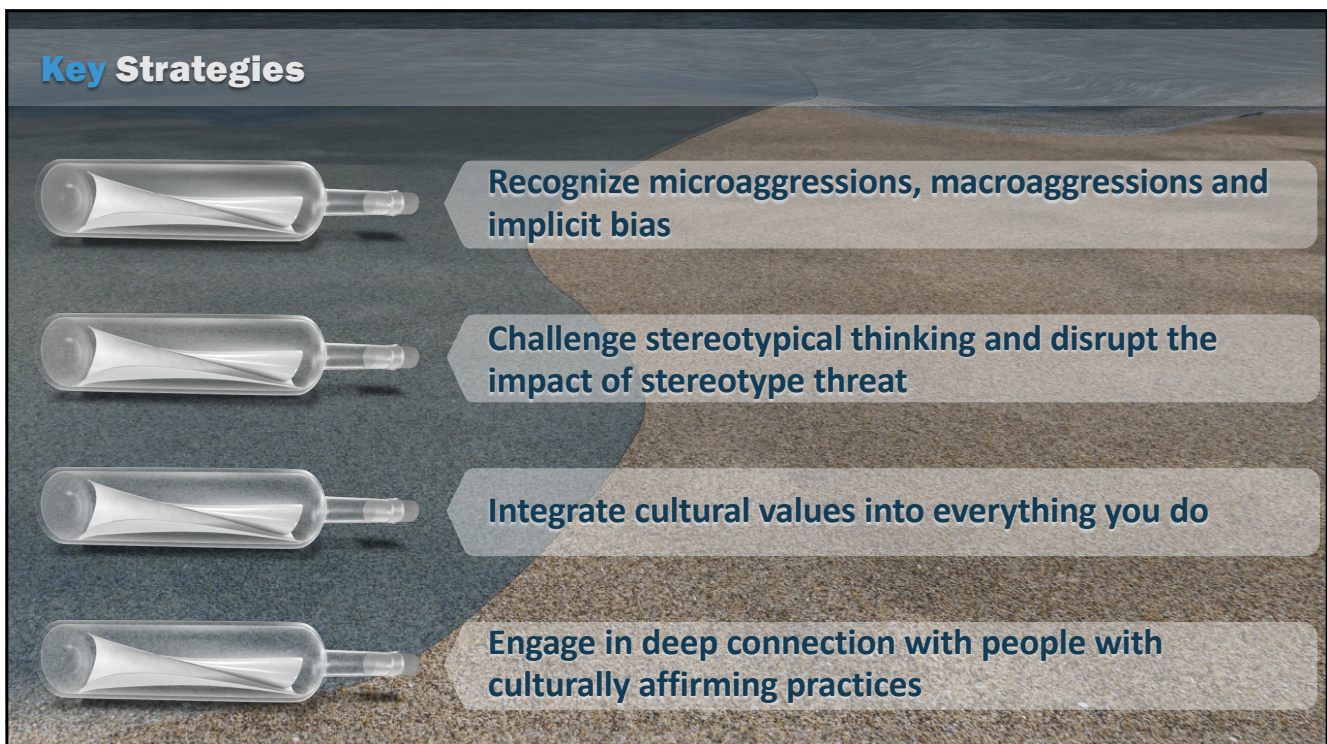
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Adversity, Protective Factors, and Resilience



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Key Strategies



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Calm Waters

Safe, nurturing, supportive relationships can effectively *cultivate resilience*



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15 min **BREAK**

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Misunderstandings due to the misinterpretation of behavior



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IMMEDIATE STRESS REACTIONS

Foot on the gas

Foot on the brake

Foot on both gas and brake



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Behaviors Associated with
trauma and long term stress

School
Avoidance

Irritability

Hypervigilance
(always "on
guard")

Anxiety

Pessimism

Withdrawn

Clinginess

Numbing to
pain (apathy)

Aggression

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When our own stress meter is too high, we are unable to:

- Accurately read the nonverbal communication of others
- Hear what others are saying
- Be aware of our own feelings
- Recognize our own needs
- Communicate our needs clearly



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If we are aware that some behaviors are reactions to stress, we are more likely to respond appropriately

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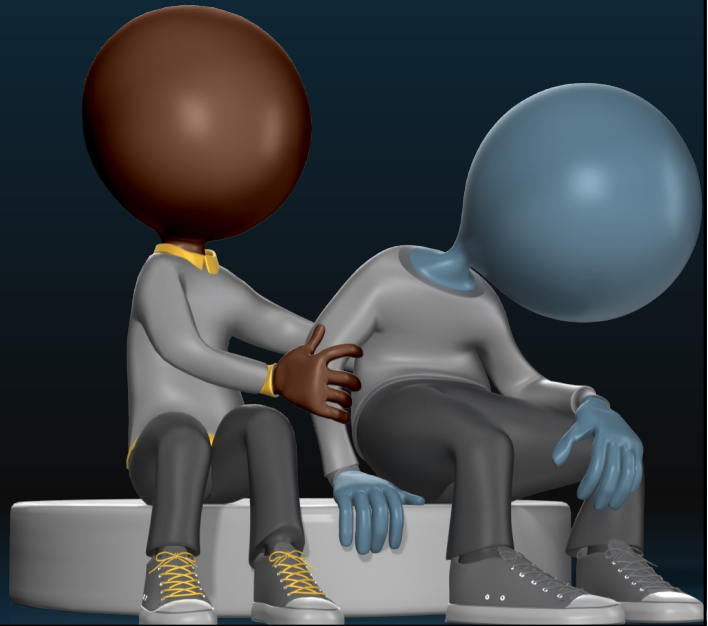


Establishing relationships to promote belonging and resilience

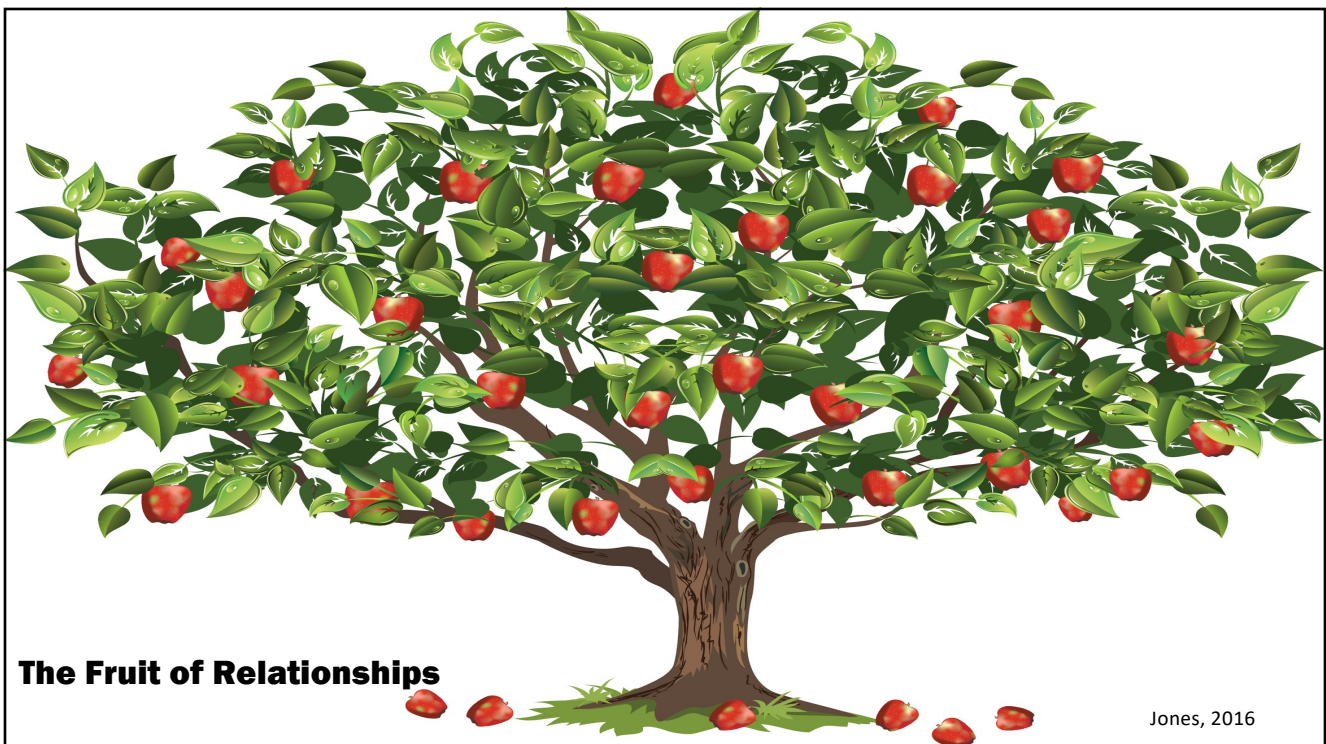
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Intentionally Build Positive Relationships

- **Goal:** Focus on people who you have not established a sense of trust, connection, and belonging with who need it the most
- **Actions:** Interact with people in specialized/personalized ways to build a positive relationships (make deposits into the relationship)



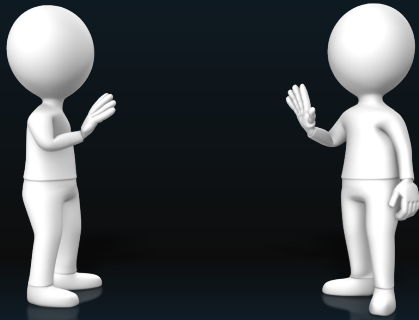
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Establishing Culturally Responsive Relationships

- **Be people-centered:**
 - Remember things of interest to the person
 - Be consistent and reliable
- **Keep track of unique characteristics in the person that don't align with stereotypes**
- **Be aware of assumptions and biases**
- **Learn their cultural values and norms**



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Reducing Bias in Relationship Development

Research-based Strategies

Individuation (Fiske and Neuberg, 1990)	Stereotype replacement (Monteith, 1993)
Perspective taking (Galinsky and Moskowitz, 2000)	Counter-stereotypic imaging (Blair et al., 2001)
Increasing opportunity for contact (Pettigrew and Tropp, 2006)	Banking time (5-1 ratio) (Cook et al., 2018)

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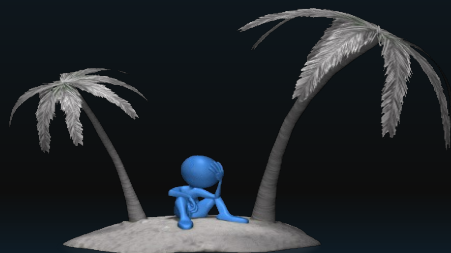
MAINTAINING RELATIONSHIPS

SKILL	DESCRIPTION
Banking time with students	Use open ended questions, listen carefully, summarize what you hear.
Keep Track of Personal information	gather review and find opportunities to reference important cultural information about the other person
Give Feedback	provide positive and constructive feedback
Pay attention	Notice when people aren't there, left out, less engaged or suffering

Cook, Coco, Zhang, Fiat, Duong, Renshaw, Long, and Frank (2018))

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How do we know when repair is needed?



"Zone of ambiguity"

Common verbal and nonverbal signals

Nonverbal:

Limited to no eye contact, avoidance, quiet/withdrawal, silence. eye rolling, heavy sighs, ignoring

Verbal:

dismissive of things you say,, debating or challenging you when you speak, sarcastic tone, blaming, interrupting, revisiting past failures,

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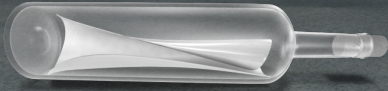
Restoring relationships		
SKILL	DESCRIPTION	EXAMPLE
Empathy statements	show understanding for the other persons perspective	"I thought about our conversation last week and I realized that I might have said something that was insensitive. I wasn't thinking that it could be interpreted that I didn't value your opinion and experience and I am sorry. I understand if you are angry at me."
Fresh Start	letting go of the previous interaction and requesting a "do- over".	"I think we had a miscommunication earlier today and I was really focused on my own perspective and couldn't hear your point of view. I would like to erase all that and start over again. Can we start over with me being a better listener this time?"
Admit mistakes	taking ownership of the problem and being open to a solution	"In the meeting last week, you put forth an idea and I realize I shut it down and dismissed it. There were a variety of reasons that I thought I was right at the time, but I was wrong for that. I am sorry about that. Would you please share the idea again?"
Cook, Coco, Zhang, Fiat, Duong, Renshaw, Long, and Frank (2018)		

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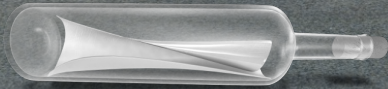
Restoring relationships (continued)		
SKILL	DESCRIPTION	EXAMPLE
Recognize defensiveness	Notice when you are feeling defensive it is the precursor to being disconnected	"EEEE! I am hearing myself repeat my point of view and not hearing you. Let me try to repeat your perspective now and ask better questions to understand you."
Express care	statement that shows that you care about the person by separating the action from the person	"It is really ok. We all make mistakes, now that I have gotten to know you, I realized that you (as a person) are not just your words."
Plan for the "win"	collaborate using problem solving skills to identify a win-win scenario for the next time	"For the future, lets come up with some options that could work for both of us. What are ways that you think I could respond? Here are some ideas I have for how you could respond..."
Cook, Coco, Zhang, Fiat, Duong, Renshaw, Long, and Frank (2018)		

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Essential Culturally Affirming Practices



Embrace their natural identity (offer counternarratives to stereotypes)



Know the threats to resilience and offer support



Integrate cultural values into everything you do



Establish and maintain strong relationships and repair when relationships are strained

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Resilient Healing

If we intentionally foster resilience and keep in awareness the *full identities* of our youth and colleagues, we will not have to endure— we can *thrive* in resilience.



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Resources for Teacher Mental Health

Teacher well being workbook (www.medstarwise.org/resources)

Developing self care plans: www.socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html

Support for teachers affected by trauma: <http://statprogram.org>

Compassion Resilience Toolkit: <http://compassionresiliencetoolkit.org>

ClassroomWISE: Well-being information curriculum and strategies for educators. Include student voice and educator strategies. <http://bit.ly/classroom-wise-course>

Committee for Children's Second Step SEL for Adults. <https://www.secondstep.org/social-emotional-learning-adults>

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