Building Resiliency in Children
Karen Griffith, Ph.D.

- A Brief Review of the Research
  - Werner & Smith – Longitudinal Study
  - Hawkins & Catalano
  - Henderson, Bernard
  - Seibert, Bosworth, and so many more

- A Brief Look at the Ws
  - Why focus on resiliency?
  - When does it work best?
  - Who can benefit most?
  - What can we do?

- How Does this Fit with Other Small Groups?

- Developing Specific Skills in Children
  - Specific activities provided for each of these skills of resiliency:
    - Being Healthy
    - Able to Set Goals and Maintaining a Positive Sense of One’s Own Future
    - Able to Solve Problems
    - Having a Sense of Personal Competency and Self-Worth
    - Understanding and Communicating Feelings
    - Able to Identify and Effectively Handle Stress
    - Able to Make and Keep Friends
    - Able to Interpret Events and/or Situations in a Positive Manner

- Children’s Literature that Support Skills of Resiliency
  - Possible Books for Each Area
HOW I CONCEPTUALIZE SMALL GROUPS

- Resiliency
  - Non-thematic (Karen Griffith’s Building Resiliency: A Non-thematic Small Group Approach)

- Academic Support
  - Study Skills (Karen Griffith’s Creative Small Groups)
  - Academic Advisement (Lisa King’s Academic Advisement)
  - Motivation (based on an article by Robert Bowman - Go For It small group)

- Hurdle Help
  - Special Situations or Circumstances (Karen Griffith’s Creative Small Groups)
  - May include: Anger Management, Behavior Improvement, Cancer Support, Friendship Skills, Grief & Loss, Self Esteem,

- Lunch Bunch
  - For short-term issues
  - May include: New Student, Minor Friendship Disputes, Follow-Up or Check-Ins, etc. (Karen Griffith’s Creative Small Groups)

Building Resiliency Small Group Lessons

Research identifies common skills among those who demonstrate resiliency.

- Able to interpret events/circumstances/situations in a positive way
- Able to understanding and communicating feelings – in self and others
- Is healthy – exercise, diet, rest
- Able to identify personal skills and believing in your self
- Able to make and keep friends; Identified by others as a friend
- Able to identify and effectively manage stress
- Able to problem solve
- Able to set goals and work toward their realization

Based on research, I have developed activities for each of the areas listed below. They may be presented in any order, however, this is the order I have found to work best.

- Be healthy – Exercise, Diet, & Sleep/Rest
- Goal Setting – Setting Goals, Identifying Steps, & Working toward Goals
- Problem Solving Skills – Teach & Practice Problem Solving
- Reduce stress – Things that Stress Us Out & Handling Stress
- Understanding and Communicating your feelings – Recognize Different Intensities of Feelings
- Foster Personal Competency – Know Your Skills & Believe in Your Self
- Social Competency – Have a Friend & Be a Friend
- A Positive Outlook – the Power of Positive Thinking; Hope
BUILDING RESILIENCY SUMMARY

Information for Parents

This group is conducted as a discussion of a selected topic accompanied by related activities. Relevant quotes and stories are also discussed at the end of each group session. Groups typically include 4 – 6 students.

Getting Acquainted, Purpose of Group

The counselor explains the topics that will be discussed. Each student completes a survey on their perception of their own skills and habits.

Being Healthy

We review the basics of good health – eating a balanced diet, getting enough rest, and exercising. Information pages are provided to each student to take home. We also make plans for how to improve our own health habits.

Goal Setting

The importance of setting goals is discussed, along with ways to identify the steps toward achieving them. Each student completes an individual goal sheet.

Problem Solving

The activity focuses on what might happen if we avoid making a decision ourselves. We learn a problem solving model and practiced applying that model to several situations.

Having a Personal Sense of Skill Competency

Each student generates a list of skills and talents they possess. Teachers and parents are also asked to contribute to these lists. A personal bank of skills is created to which students can continue to add.

Understanding and Expressing Feelings

Vocabulary words that are related to mad, glad, sad, and scared are brainstormed to create a feelings vocabulary bank. For each list, we then try to put them in order depending on the amount of energy produced. Each student describes situations that might elicit the different feelings.

Stress Management

Students identify situations that evoke stress in school, with friends, in families, and in neighborhoods. For each, we then identify ways to recognize and manage the stress in healthy ways.

Social Competency – Making and Keeping Friends

We talk about ways to make and keep friends. We complete the friendship wheel and take the friendship pledge. We also practice what to do when friendship problems occur.

Having a Positive Outlook

We talk about how our individual perspectives can influence our response to situations. Several scenarios are presented and we imagine the worst possible and best possible interpretation for each.

Final Wrap-Up

We review the topics covered in the group experience. The students complete the survey again and compare their responses to those they made at the beginning of the group.
General Group Format

1. Discussion of any difficult situations that the group members experienced between meetings.
   - What did they do to overcome them?
   - How successful were they in addressing those problems or events?
   - Emphasize whatever positives can be identified.
2. Goal monitoring
   - After the goal setting session, a few moments of subsequent sessions will also need to be devoted to monitoring the students’ progress toward that goal. This should really only take no more than 5 minutes.
3. New content presentation
4. Discussion of quote and distribution of quote poster

How Many Sessions? 8 (at least) – up to 16
Counselor determines
- which topics are most important
- how many sessions to spend on each topic
- which activity to use

Here is a list of all the topics & activities. I have starred the one I believe is most important for each area. If you choose to do only one session for each skill area, you should use the starred activity.

Being Healthy
1. I Can Be Healthy ★
2. Plan a Healthy Meal – Options 1 & 2
3. Learn About Exercise
4. Learn About Sleep
5. Make Health a Way of Life

Goal Setting
1. What is a Goal (Chesire Cat)
2. Set Goals ★
3. Visualize Your Goal
4. Make Goal Setting a Way of Life

Problem Solving
1. Can You Decide
2. Teach Problem Solving ★
3. Practice Problem Solving (Story)
4. Practice Problem Solving (Rhymes)
5. Make Problem Solving a Way of Life

Understanding & Communicating Feelings
1. Identifying Feelings ★
2. Identifying Feelings in Others
3. Building Feelings Vocabulary
4. Feelings Continuum
5. Make Feelings a Way of Life

Stress
1. Things that Stress Us Out! ★
2. Stress Order

Handling Stress
1. Things that Stress Us Out!
2. Stress Order

Identifying Support
1. Things that Stress Us Out!
2. Stress Order

Stress Management a Way of Life
1. Things that Stress Us Out!
2. Stress Order

Fostering Personal Competency
1. Personal Portfolio ★
2. Personal Treasure Chest
3. Write a Letter to Self
4. Accordion Book of School Skills
5. Make Competency a Way of Life

Social Competency
1. Who are My Friends?
2. Keeping Friends
3. Friendship Pledge ★
4. Making Friendship a Way of Life

Positive Outlook
1. Look on the Bright Side ★
2. Sunshine or a Chance of Storms
3. Dark & Stormy or Sunny Side Up
4. Make a Positive Outlook a Way of Life

Final Session (could be combined with Positive Outlook)
8 Session Plan – Using most important sessions.
1. Introduction and Health: Make Health a Way of Life
2. Goal Setting: Set Goals
3. Problem Solving: Teach Problem Solving
4. Understanding and Communicating Feelings: Identifying Feelings
5. Managing Stress: Things that Stress Us Out!
6. Fostering Personal Competency: Personal Portfolio
7. Fostering Social Competency: Friendship Pledge
8. Positive Outlook: Look on the Bright Side & Post-Test

8 Session Plan - Alternate: Use the quotes only to teach about the various traits and skills of resiliency.
1. Introduction and Health: Make Health a Way of Life
2. Goal Setting: Make Goal Setting a Way of Life
3. Problem Solving: Make Problem Solving a Way of Life
4. Understanding and Communicating Feelings: Make Feelings a Way of Life
5. Managing Stress: Make Stress Management a Way of Life
6. Fostering Personal Competency: Make Competency a Way of Life
7. Fostering Social Competency: Make Friendship a Way of Life
8. Positive Outlook: Make a Positive Outlook a Way of Life & Post-Test

16 Session Plan – I provide one poster quote at the end of each skill/trait area as a reminder. Of course, you can choose any combination that works best for you and your students.
1. Introduction – explanation of resiliency and pre-test
2. Health: I Can Be Healthy
3. Health: Make Health a Way of Life
4. Goal Setting: What is a Goal and Setting Goals
5. Goal Setting: Visualize Goals
6. Problem Solving: Can You Decide and Teach Problem Solving
7. Problem Solving: Practice Problem Solving A or B
8. Understanding and Communicating Feelings: Identifying Feelings in Self and Others
9. Understanding and Communicating Feelings: Building Vocabulary and Continuum
10. Managing Stress: Things that Stress Us Out! And Stress Order
11. Managing Stress: Handling Stress and Identifying Support
12. Fostering Personal Competency: Personal Portfolio
13. Fostering Personal Competency: Write a Letter to Self
14. Fostering Social Competency: Who are My Friends
15. Fostering Social Competency: Friendship Pledge
16. Positive Outlook: Look on the Bright Side & Post Test

Single Focus Group – It is also possible to teach each of the skill areas as a stand-alone group. For example, one group could choose to focus only on problem solving, spending five or six sessions utilizing all of the activities presented.
I can be healthy!

<table>
<thead>
<tr>
<th>SOMEONE MY AGE NEEDS:</th>
<th>Get Plenty of Rest</th>
<th>Get Plenty of Exercise</th>
<th>Eat a Healthy Diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most kids between the ages of 5 and 12 need 10 to 11 hours of sleep each night.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here’s what I did this week:

<table>
<thead>
<tr>
<th>Day</th>
<th>Get Plenty of Rest</th>
<th>Get Plenty of Exercise</th>
<th>Eat a Healthy Diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Karen Griffith – may not be copied without permission
HOW TO SET A CLEAR GOAL

Be specific.
Be as exact as possible and you are more likely to succeed. For example, instead of saying that you want to make good grades, say that you want to make an A in Science.

Set realistic goals.
Make sure that the goal is within your reach. If it’s too easy, you might not work on it. If it’s too difficult, you may give up before really trying. Instead of trying to make all As when you are currently failing all subjects, try bringing up two or three areas to Cs. The next quarter, you can aim for As.

Develop an action plan.
Identify the steps you need to accomplish to reach your goal. Be very specific about what you can do each day that will move you toward your goal.

Put it in writing.
Write down exactly what you want to achieve in a positive way. For example, instead of, “I won’t get sent to the principal’s office,” write, “I will follow the classroom rules.”

Post It
Display your goal in a place where you will see it every day. This will help remind you what you’re working toward. On your bedroom wall, in the front of your notebook, or in your school calendar might be good places.

Involves others.
Ask a teacher, parent, or someone else you trust to evaluate you as they see you working on the steps to your goal. Those checkmarks can be encouraging and may provide the extra motivation needed to keep working.

Believe in yourself.
Stay positive even when you make mistakes. Get that positive self-talk going! See yourself achieving your goal.

Be flexible.
Keep in mind that setbacks can happen. Never give up. No one is immediately successful. A good goal means that you have to stretch to achieve it.

Reward yourself.
Reaching a goal takes hard work and you should be proud of your efforts. Call attention to your successes. Invite others to take notice. Take the time to celebrate.

**Goal Sheet**

Name: ___________________________________  Date: ____________

My Goal:

________________________________________________________________________

Week of: ____________________

<table>
<thead>
<tr>
<th>Steps toward My Goal:</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Points Earned This Week: one point for each yes circled

Teacher Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Any Behavior Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Decision Making Tree

Problem:

Solution 1

Solution 2

Solution 3

+ Consequences

- Consequences

+ Consequences

- Consequences

+ Consequences

- Consequences

Solution Chosen:
PRACTICE PROBLEM SOLVING 1

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king’s horses and all the king’s men
Couldn’t put Humpty together again.

Identify the problem: ____________________________________________________________

<table>
<thead>
<tr>
<th>Brainstorm Solutions</th>
<th>What are the possible consequences of this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose a solution: ________________________________________________________________

PRACTICE PROBLEM SOLVING 2

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Identify the problem: ____________________________________________________________

<table>
<thead>
<tr>
<th>Brainstorm Solutions</th>
<th>What are the possible consequences of this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose a solution: ________________________________________________________________
**My Skills**

Circle the things you can do.

<table>
<thead>
<tr>
<th>Roller Skate</th>
<th>Run fast</th>
<th>Build things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make my friends laugh</td>
<td>Be a friend</td>
<td>Ride a bike</td>
</tr>
<tr>
<td>Find things on a map</td>
<td>Do a project for school</td>
<td>Read</td>
</tr>
<tr>
<td>Make good grades on tests</td>
<td>Sing</td>
<td>Draw cartoons</td>
</tr>
<tr>
<td>Complete crossword puzzles</td>
<td>Color pictures</td>
<td>Play piano</td>
</tr>
<tr>
<td>Play soccer</td>
<td>Write neatly</td>
<td>Draw anything</td>
</tr>
<tr>
<td>Solve math problems</td>
<td>Paint</td>
<td>Solve a mystery</td>
</tr>
<tr>
<td>Take care of my dog</td>
<td>Sit quietly</td>
<td>Do a back flip</td>
</tr>
<tr>
<td>Help my mom/dad with chores</td>
<td>Tell jokes</td>
<td>Bake a cake</td>
</tr>
<tr>
<td>Make interesting pencil designs</td>
<td>Make cookies</td>
<td>Make my bed</td>
</tr>
<tr>
<td>Keep my stuff organized</td>
<td>Draw animals</td>
<td>Laugh</td>
</tr>
<tr>
<td>Play board games</td>
<td>Tell a good story</td>
<td>Follow directions</td>
</tr>
<tr>
<td>Write creative stories</td>
<td>Clean my room</td>
<td>Play Chess</td>
</tr>
<tr>
<td>Put puzzles together</td>
<td>Take care of myself</td>
<td>Wash my clothes</td>
</tr>
<tr>
<td>Listen to my friends</td>
<td>Do cartwheels</td>
<td>Stand on my head</td>
</tr>
<tr>
<td>Take care of my cat</td>
<td>Read chapter books</td>
<td>Memorize facts</td>
</tr>
<tr>
<td>Take tests well</td>
<td>Concentrate</td>
<td>Stay healthy</td>
</tr>
<tr>
<td>Tell how I feel</td>
<td>Handle Stress</td>
<td>Write Stories</td>
</tr>
</tbody>
</table>
# SAD WORDS

<table>
<thead>
<tr>
<th>Mild</th>
<th>Medium</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# MANAGING STRESS

<table>
<thead>
<tr>
<th>Stressor</th>
<th>What It Feels Like</th>
<th>How I Can Handle It</th>
</tr>
</thead>
<tbody>
<tr>
<td>At School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the Neighborhood</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Friendship Pledge

I promise to continue to do these things which make me a good friend.

_________________  ________________  ______________
_________________  ________________  ______________
_________________  ________________  ______________
_________________  ________________  ______________

I promise to work hard at doing these things that will make me a better friend.

_________________  ________________  ______________
_________________  ________________  ______________
_________________  ________________  ______________
_________________  ________________  ______________

Signature: ____________________________________________

Date: ____________________________________________
<table>
<thead>
<tr>
<th>Situation</th>
<th>Negative View</th>
<th>Positive View</th>
</tr>
</thead>
<tbody>
<tr>
<td>You left the project that was due this morning at home.</td>
<td>Teacher will yell and scream. Student will fail the entire grade or school year. Parents will ground for at least one year.</td>
<td>You may have to take a lower grade on the project but can turn it in tomorrow. Teacher and parents may be upset with you but not forever. The teacher may let you call home. You will learn to be more responsible about submitting work.</td>
</tr>
<tr>
<td>Your best friend is eating lunch with the new student in the class.</td>
<td>Your friend is probably mad at you. They are talking about you and deciding not to like you. You’ll never be able to make any friends again. No one will ever like you.</td>
<td>Your friend has made a new friend and will include you in the friendship, too. The new friend may become another best friend. The three of you will have more together.</td>
</tr>
<tr>
<td>You made a really bad grade on the Social Studies test.</td>
<td>The teacher is going to post your test on the bulletin board for everyone to see. You’ll probably fail the whole grade. Everyone else did better than you and they are going to laugh at you. Your parents are going to send you to military school.</td>
<td>The test was really hard. The teacher is going to help you with what you missed and give you a chance to take it again. The teacher may let you do some extra credit work if you ask. No one but your teacher, your parents, and you will know about the test. Your parents are going to help you study for the next test.</td>
</tr>
<tr>
<td>You see two students laughing and whispering to each other.</td>
<td>They must be talking about you. They probably know something really embarrassing about you and are going to tell everyone in the class. You’ll have to move to another state.</td>
<td>They are just telling jokes to each other. It’s not about you. Even if it is about you, it’s couldn’t be anything that would upset you. Your friends will always like and support you. Maybe they even have a crush on you.</td>
</tr>
<tr>
<td>You are having a really difficult time understanding the new math skill.</td>
<td>You’ll never understand it. You are the only in the class who doesn’t get it. Everybody is going to know that you are stupid and can’t do math. You’ll never be able to go to college or get a good job. You’ll probably end up a bum.</td>
<td>This is a really hard skill. Probably every one in the class is struggling with it. The teacher will explain it again if I ask. I can work hard and will soon understand it. I’ve been able to learn new things before and I can do it this time, too.</td>
</tr>
<tr>
<td>You see your parents arguing.</td>
<td>They are going to get a divorce. Neither of them will want you and you’ll have to go live in an orphanage. You’ll never see your friends or family again. They won’t let you go to school and will only feed you stale bread and yucky water.</td>
<td>My parents love each other and me. It’s OK to argue. It doesn’t mean anything more than a disagreement. I have arguments with my friends all the time and we’re still friends. Even if they were to get divorced, they would still love, protect, and care for me.</td>
</tr>
<tr>
<td>RESILIENCE</td>
<td>Looks Like</td>
<td>Sounds Like</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Being Healthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding and Expressing Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being Competent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making and Keeping Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a Positive Outlook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being Resilient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RELATED CHILDREN’S BOOKS

HEALTH
- The Busy Body Book by Lizzy Rockwell, Scholastic
- My Amazing Body: A First Look at Health and Fitness by Pat Thomas
  Talks about diet and exercise and encourages good decision making
- You Can’t Take Your Body to a Repair Shop by Fred Ehrlich
  Written by a doctor – factual text, verse, cartoons
- Sleep Well: Why You Need Rest by Kathy Feeney
  Two primary focuses – exercise and sleep. Photographs and interesting information
- Oh, the Things You Can Do that are Good for You! All About Staying Healthy by Tish Rabe
  (My personal favorite!) The Cat in the Hat, along with the staff at the Seussian Spa, explain the basics of healthy living, including diet, exercise, sleep, and having a positive body image.

GOAL SETTING
- Marta and the Bicycle by Germano Zullo
  (My personal favorite!) Read the story and identify the strengths/obstacles/barriers and reasons for success. Note what happens at the end of the book – she chooses another goal.
- A Frog Thing by Eric Drachman
  The frog wants to fly and is told that frogs simply don’t fly. Amazingly, his dream comes true.
- Buzzy by Denis Brennan-Nelson (another favorite)
  This is the bumblebee who is told repeatedly that, aerodynamically speaking, bumblebees shouldn’t be able to fly. Buzzy believes them at first.
- Dare to Dream Sandra McLeod Humphrey
  Real stories of people achieving goals. Choose one, read it.
- Miss Rumphius by Barbara Cooney
  This is a story about a woman who identifies 3 things to do in her lifetime and how she achieves them. The most difficult is deciding how to make the world a better place.
- The Librarian of Basra: A True Story from Iraq by Jeanette Winter
  This is a great story about a seemingly impossible goal – saving the library books in time of war. Discuss how she was successful – one small piece at a time and with a little help from friends.
- Eddy’s Dream by Miriam Cohen
  This raises the discussion about why some things are so hard to say out loud.

PROBLEM SOLVING
- They Didn’t Use Their Heads by Jo Ann Stover
  Make a shape book (head) and write the lessons of the story inside
- Teacher Appreciation Day by Lynn Plourde
  Little girl can’t decide, so she gets everything for her teacher – overwhelming
- Charlene’s Choice by Linda Grossman
  Easy to apply the problem solving model to the story.
- Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury
  (My personal favorite!) Doing the same thing stronger/louder/harder doesn’t solve the problem. Have to do something different.
- A Win-Win Day by Carol Cummings
  The story shows how children are faced with many situations and choices each day, as well as how decisions impact the day.
- The Owl & the Woodpecker by Brian Wildsmith
  Woodpecker and Owl are neighbors, but not friends. Their feud involves the other forest animals. Good for applying the problem solving model.

FEELINGS

© Karen Griffith – may not be copied without permission
– **Lots of Feelings** by Shelley Rotner  
A photographic look at many different emotions

– **The Feelings Book** by Lynda Madison (American Girl)  
Includes quizzes, strategies, and examples. Pages 10 – 11 features a Mood-O-Meter.

– **Double-Dip Feelings** by Barbara Cain (*My personal favorite!*)  
Emphasis on experiencing two feelings at the same time. Great discussion book!

– **Glad Monster, Sad Monster:** A Book about Feelings by Ed Emberley & Anne Miranda  
Each page talks about one feeling. Great illustrations.

– **The Feelings Dictionary** by Alexandria Delis-Abrams  
good resource

– **Face Your Feelings** by Lawrence Shapiro  
Each feeling word is depicted with 4 or 5 different faces and statements.

– **The Way I Feel** by Janan Cain  
It’s a picture book that really helps explains the world and our feelings to children.

**STRESS MANAGEMENT**

– **Mind Over Basketball** by Wierbach and Phillips-Hershey (*My personal favorite!*)  
6 chapters – Could be an entire small group or classroom guidance unit (1) What is stress? (2) Breathing, Visualizing, Imagining (3) Chose Your Behavior (4) Positive Self Talk (5) Focus on Now (6) Practice – on our own. Suggestions from book: Identify stress in your body, stress in your thoughts, who can help (Stress Busting Team), personal challenges, no more what ifs or if onlys, accepting help

– **Today Was a Terrible Day** by Patricia Giff  
Snakey has an awful day but a note from his teacher lifts his spirits. (Maybe we need to read this to teachers) He realizes he can read and that gives him confidence, which lifts his mood. He even assumes the nickname – removing its hurt. Great picture in the book.

– **Felix and the Worrier** by Rosemary Wells  
The “worrier” shows up at night and comes up with things to worry about. At the end, he hears a noise and decides to investigate rather than worry about it. It’s a puppy for his birthday. Need to emphasize that it was Felix “checking it out” that sent the Worrier away.

– **Be the Boss of your Stress** by Timothy, M.D. Culbert (great resource)  
Page 16 of this book features “Six Quick Tips to Sack Stress” – give each student a lunch bag and write “Six Quick Tips to Sack Stress” on the outside. Put the six ideas on cards and put them inside the bag. Page 25 has some “meters” – Body-O-Meter, Mind-O-Meter, and Spirit-O-Meter. There is good information but you need to pick and choose – includes aromatherapy and accupressure.

– **Something Might Happen** by Helen Lester  
In the imagination of the main character, every opportunity presents danger. Rather than risk disaster, he sits at home and does nothing.
SKILL COMPETENCY

- **From Head to Toe** by Eric Carle
  Each animal does something and says, “Can you?” Person says, “I can!”
- **What I Do Best** by M. Sakamoto
  Presents a nice variety of skills and talents. Ends with a trophy.
- **Little Engine that Could** by Watty Piper
  Most of the engines thought the job was “beneath” them – except for the little engine. He was successful because he thought he would be.
- **The Hyena Who Lost Her Laugh** by Jessica Lamb-Shapiro
  This is a book about changing negative thinking. Hillary makes several mistakes and begins to believe she can’t do anything right.
- **Terrific** by John Agee (*My personal favorite!*)
  Eugene always imagines the worst – until he meets the positive parrot.

SOCIAL COMPETENCY

- **Twyla Tulip & Her Talking Toes** by Betsy Davidson
  A lonely girl has no friends until her toes begin talking and show her what to do.
- **Alicia’s Best Friends** by Lisa Jahn-Claugh (*My personal favorite!*)
  Alicia has a “best friend” party and all want to know who is her best friend.
- **Our Friendship Rules** – Peggy Moss & Dee Dee Tardif
  Two new friends struggle with what to do when one of them makes a new friend.
- **How Kids Make Friends** by Lonnie Michelle (good resource)
  List the things you can do with a friend that are identified in the book. Have students add their own ideas.
- **A Good Friend: How to Make One, How to Be One** by Herron, Peter – Boys Town (good resource)
  Provides a checklist of skills related to specific areas of social competency.

POSITIVE OUTLOOK

- **When I Grow Up I want to Be Me** by Sanders Magsama
  The girl imagines all the things she can do and/or be – She believes in a positive future for herself.
- **It Couldn’t Be Worse** by Vlasta van Kampen
  Cute story of realizing that things could be worse. Sometimes, it’s just about realizing things weren’t as bad as you thought – perspective.
- **Sink or Swim** by Valerie Coulman and Roge Girard
  Ralph the cow never does the expected, refuses to listen to naysayers, and remains optimistic when faced with challenges.
- **No Bad News** by Kenneth Cole (*My personal favorite!*)
  On a walk to the barbershop, he notices everything wrong in his neighborhood. On the return home, he sees the good. “You can’t see anything with your head held low. And you need to not only see the good news. You need to be the good news.”
FAMILY PROTECTIVE FACTORS

😊 Caring relationship of a family member
😊 Warm, structured, and positive discipline practices
😊 Parental monitoring and supervision
😊 Support from extended family
😊 Good health and good prenatal care
😊 Opportunity for children to contribute to the family goals
😊 Listening and talking to children
😊 Stable environment and home
😊 Responding to and accepting children’s behavior

😊 Providing toys and materials
😊 Providing safe places for exploration and privacy
😊 Providing positive experiences for children in the community
😊 Teaching children effective and appropriate problem-solving skills
😊 Family members who show respect for other relatives and adults
😊 Family quality time with each other

SPECIFIC ACTIVITIES FOR PARENTS

✱ Provide unconditional love and express love both physically and verbally.
✱ Enforce rules for the child and use removal of privileges and other forms of discipline that do not belittle, harm, or reject the child.
✱ Model behavior that you would like the child to display.
✱ Praise the child for his or her accomplishments.
✱ Encourage the child to try things and do things on his or her own with minimal adult help.
✱ When language is developing, acknowledge and label the child’s feelings and encourage the child to express his or her own feelings and to recognize feelings in others (for example: sad, glad, sorry, happy, mad).
✱ Use developing language to reinforce aspects of resilience to help the child face adversity: for example, “I know you can do it” encourages autonomy and reinforces a child’s faith in his or her own problem-solving skills; “I’m here” comforts and reminds the child of the trusting relationships that he or she can rely on.
✱ Offer explanations and reconciliation along with rules and discipline.
✱ Encourage the child to demonstrate empathy and caring, to be pleasant, and to do nice things for others.
✱ Encourage the child to use communication and problem-solving skills to resolve interpersonal problems or to seek help with them.
✱ Communicate with the child by discussing, sharing, and reporting on the day’s events, ideas, observations, and feelings.
✱ Help the child begin to accept responsibility for his or her own behavior and to understand that his or her actions have consequences.
✱ Accept errors and failures while providing guidance toward improvement.
✱ Provide opportunities for the child to practice dealing with problems and adversities through exposure to manageable adversities and fantasy.
✱ Encourage communication so that issues, expectations, feelings, and problems can be discusses and shared.