



# Building Blocks of Student Resilience: Relationships

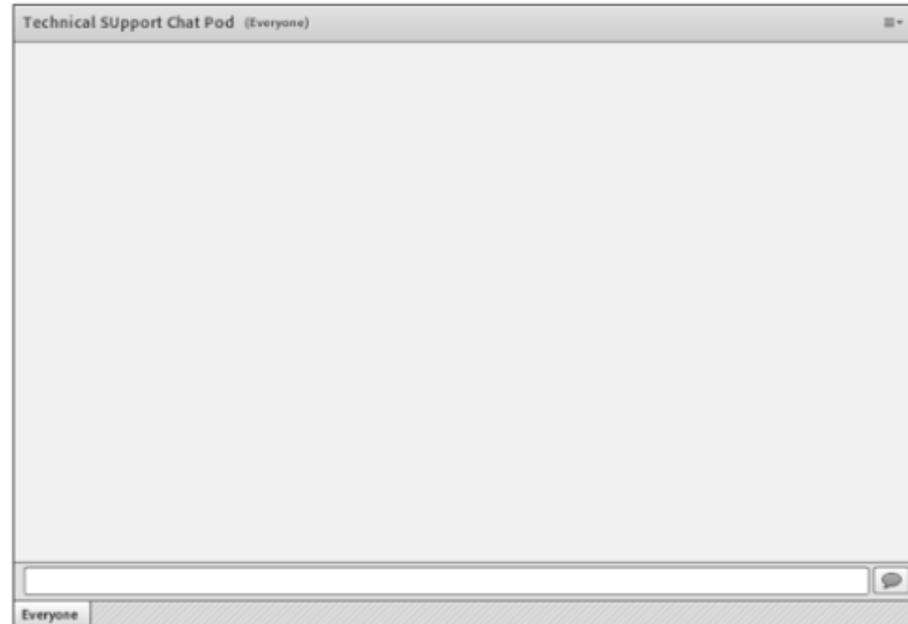
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September 29, 2020 | Webinar

# Chat Options

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1. Chat Pod
2. Technical Support
3. Use the Chat Pod to tell us who is in attendance: enter your name and organization in the chat pod.



# Webinar Response Icons

1. Find the webinar response drop down menu (little figure with a raised hand).
2. Raise your hand if you are hearing everything clearly.



# Sound Issues

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If you lose sound or the quality goes in and out, try:

- Quitting the browser and rejoining the webinar
- Closing any extra applications
- Tell us in the technical support pod

To adjust the volume, use the volume control on your computer.





# Building Blocks of Student Resilience: Relationships

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September 29, 2020 | Webinar

# Presenters

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## **Catherine Jordan**

Consultant, Illinois Quality Afterschool at American Institutes for Research (AIR)

## **Jessie Kerr-Vanderslice**

Technical Assistance Consultant, Illinois Quality Afterschool at AIR

## **Cheryl Roop**

Executive Director, Harold Colbert Jones Memorial Community Center

## **Kimberly David**

Associate Director, Project Success of Vermilion County, Inc.



# Webinar Agenda

- Introductions and Welcome
- Getting to Know You
- Science of Resilience and Relationships
- Leveraging Relationships for Resilience
- Resources



# Participant Goals

Participants will...

- Understand the science behind how student resilience is tied to positive and supportive relationships.
- Familiarize themselves with a framework for leveraging relationships during COVID-19.
- Share and receive strategies to prepare frontline staff to build positive relationships with program youth (virtually or in-person).



# Getting to Know You



# Activity: Getting to Know You

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Share

Share one thing that you are feeling excited about this week.

Look

Look at everyone's responses and think about what resonates with you.

Respond

Respond to someone personally (use @ function in the chat box).



# Science of Learning and Development (SoLD)

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# Children and youth learn and develop best in relational settings.

Improving the quality of settings and conditions for learning helps all children and youth.

SoLD Alliance. (2019). The Science of Learning and Development in Afterschool Systems and Settings. Retrieved from: [https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a\\_c734c094a637466abb69f82d172e17ee.pdf](https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a_c734c094a637466abb69f82d172e17ee.pdf)

SoLD Alliance. (2019). Key Findings and Implications of the Science of Learning and Development. Retrieved from: <https://turnaroundusa.org/wp-content/uploads/2018/02/Key-Findings-and-Implications-of-the-Science-of-Learning-Development.pdf>



# **Cultural competence and responsiveness are necessary for equity.**

Children and youth grow up in communities and cultures that should be reflected, respected, and celebrated.

SoLD Alliance. (2019). The Science of Learning and Development in Afterschool Systems and Settings. Retrieved from: [https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a\\_c734c094a637466abb69f82d172e17ee.pdf](https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a_c734c094a637466abb69f82d172e17ee.pdf)

SoLD Alliance. (2019). Key Findings and Implications of the Science of Learning and Development. Retrieved from: <https://turnaroundusa.org/wp-content/uploads/2018/02/Key-Findings-and-Implications-of-the-Science-of-Learning-Development.pdf>



# Trauma and adversity affect development.

But these effects can be mitigated or overcome by supportive relationships and settings.

SoLD Alliance. (2019). The Science of Learning and Development in Afterschool Systems and Settings. Retrieved from: [https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a\\_c734c094a637466abb69f82d172e17ee.pdf](https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a_c734c094a637466abb69f82d172e17ee.pdf)

SoLD Alliance. (2019). Key Findings and Implications of the Science of Learning and Development. Retrieved from: <https://turnaroundusa.org/wp-content/uploads/2018/02/Key-Findings-and-Implications-of-the-Science-of-Learning-Development.pdf>



# Relationships → Resilience

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Supportive, engaging, culturally responsive relationships help youth to:

- Discover who they are.
- Cultivate the abilities needed for them to shape their own lives and overcome adversity.
- Learn how to engage with and contribute to the world around them.

SoLD Alliance. (2019). Key Findings and Implications of the Science of Learning and Development. Retrieved from: <https://turnaroundusa.org/wp-content/uploads/2018/02/Key-Findings-and-Implications-of-the-Science-of-Learning-Development.pdf>



**“Right now, it’s all about the technology—the mechanics of how to teach remotely. But when I speak to my colleagues who are high school teachers, it’s about: How are we going to hold our students’ hearts?”**

Mays Imad, Professor Pima College

<https://www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure>

Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.

# Search Institute Checklist

**CHECKLIST** Building Developmental Relationships During the COVID-19 Crisis 

*Search Institute's research is demonstrating that when young people experience developmental relationships with parents, educators, youth program staff, and other adults their outcomes are better, their risk behaviors are lower, and they are more likely to be on the path to thrive in life. Staff in schools and youth programs do not need to and should not stop seeking to build developmental relationships with young people while they are at home during the nation's response to the COVID-19 crisis. Every time you take one of the relationship-building steps below in the critical weeks ahead, place a check next to it and know that you have made a valuable contribution to helping young people weather this storm.*

**Express Care: Show me that I matter to you.**

- Send a text, email, video, or note that says they matter to you personally and you are thinking about them during this crisis.
- Ask how they are spending their time at home during the crisis.
- Tell them that you believe in them and you know they will get through this difficult time, then move on with learning and growing.

Search Institute. (2020). Building Developmental Relationships During the COVID-19 Crisis. Retrieved from: <https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist.pdf>



# Leveraging Relationships for Resilience

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- Express Care
- Provide Support
- Challenge Growth
- Share Power
- Expand Possibilities

Search Institute. (2020). Building Developmental Relationships During the COVID-19 Crisis. Retrieved from: <https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist.pdf>



# Express Care

Be dependable  
Listen  
Believe in me  
Be warm  
Encourage



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.



How do you and your staff express care? How can you and your staff shape the impact of all the change and uncertainty youth are experiencing?

# Express Care: Strategies

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- Go back to the afterschool toolbox.
- Reach out individually (in-person and virtual) to young people.
- Train staff.
  - Mental Health First Aid
  - Trauma-Informed Care
- Include families.



# Activity: Affirmations

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- My best is enough.
- It's okay not to know everything.
- I am strong and determined.
- Today I will spread positivity.
- I matter.

Source: <https://www.centervention.com/morning-affirmations-for-kids/>



# Provide Support

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Navigate  
Empower  
Advocate  
Set boundaries



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.

# Provide Support: Strategies

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- Be consistent: keep a routine.
- Be transparent: help kids know what to expect.
- Be reliable: do what we say we're going to do.
- Be a calming and growth-oriented presence: block out all the noise and help young people identify one or two things they can do.





# Challenge Growth

Expect my best  
Stretch  
Hold me accountable  
Reflect on failures



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.





How are you and your staff challenging growth and setting high expectations for your students now?

# Share Power

## Respect me

## Include me

## Collaborate

## Let me lead



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.



# Share Power: Strategies

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- ✓ Ask what rules and norms your group should follow remotely.
- ✓ Give voice and choice to shape new ways of working and being together.
- ✓ Let young people design and/or lead some of the virtual activities.
- ✓ Invite young people to tell you how they think you can support them.
- ✓ Ask for feedback and adjust.
- ✓ Offer choices rather than mandating a single option.



# Expand Possibilities

Inspire

Broaden horizons

Connect



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action.

# Expand Possibilities: Strategies

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- ✓ Send young people something new to watch or read.
- ✓ Share about a difficult experience you went through and how that crisis or experience shaped who you are today.
- ✓ Explore online to see how young people around the country or world are experiencing COVID-19.
- ✓ Create opportunities to evaluate how authorities are responding to the crisis and to consider what they would do differently.
- ✓ Hold a virtual chat using video or text with someone who works in the job or field that is the focus of your class or group.



# Resources for Relationships

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## Getting to Know You

- Five-minute student chat: <https://casel.org/wp-content/uploads/2020/06/5-Minute-Chats-with-Students.pdf>
- Panorama survey: <https://backtoschool.panoramaed.com/>
- Class check-in survey: <https://mcc.gse.harvard.edu/resources-for-educators/covid-check-in-survey>
- Virtual games: <https://www.childrensinstitute.net/sites/default/files/documents/virtual-games.pdf>
- Morning meeting: <https://www.edutopia.org/article/bringing-benefits-your-morning-meetings-online>



# Resources for Relationships

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## Search Institute Checklist

- <https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist.pdf>

## Express Care

- Affirmations: <https://www.centervention.com/morning-affirmations-for-kids/>



# References

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Search Institute. (2020). Building Developmental Relationships During the COVID-19 Crisis. Retrieved from: <https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist.pdf>

SoLD Alliance. (2019). Key Findings and Implications of the Science of Learning and Development. Retrieved from: <https://turnaroundusa.org/wp-content/uploads/2018/02/Key-Findings-and-Implications-of-the-Science-of-Learning-Development.pdf>

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# Website

**ILLINOIS QUALITY AFTERSCHOOL**

GRANTEES   EVENTS -   REQUEST ASSISTANCE   ABOUT US   NEWSLETTER -   RESOURCES -

**How can we help?**  
REQUEST ASSISTANCE

**Welcome to the Illinois Quality Afterschool Program**

AIR provides technical assistance and professional development to Illinois 21st Century Community Learning Centers (CCLCs). We hope you will take some time to explore the resources on our website—workshop and conference archives, webinar recordings, newsletters, and resource bulletins. Do you have a question about afterschool? Illinois 21st CCLC grantees can [request technical assistance](#) from the Illinois Quality Afterschool team or you can [join our private Facebook group](#) and ask other grantees for feedback.

**Quick Links for Grantees**

Our [calendar of Illinois 21st CCLC events](#), including webinars, conferences, workshops, and data reporting deadlines.

- [Workshop and Conference Archive](#)
- [Webinar Archive](#)
- [Calendar of Events](#)
- [Request Assistance](#)

**Update Your Contact Information**

Has your email address or phone number changed? Send your new contact information to us at [iqasupport@air.org](mailto:iqasupport@air.org), and we'll make sure you continue receiving Illinois Quality Afterschool publications, announcements about upcoming events, and grantee information.

**Illinois Quality Afterschool Quarterly**

The *Illinois Quality Afterschool Quarterly* is a resource for Illinois 21st CCLC professionals. [Subscribe to the newsletter.](#)

<http://iqa.airprojects.org/>

# Resource Database



The screenshot shows the homepage of the Illinois Quality Afterschool Resource Database. At the top, there is a blue header with the Illinois Quality Afterschool logo on the left and the text "ILLINOIS QUALITY AFTERSCHOOL" on the right. Below the header is a yellow navigation bar with links for "GRANTEES", "EVENTS -", "REQUEST ASSISTANCE", "ABOUT US", "NEWSLETTER -", and "RESOURCES -".

The main content area is divided into several sections:

- Resource Database:** A section with a blue heading and a paragraph explaining the database's purpose. To the right of the text is a photograph of a group of children and an adult looking at a book together.
- Click on a topic or use the search box below to look for a listing:** A section containing a search box with a dropdown menu set to "all of the words:" and a red "SEARCH" button.
- Menu of Topics:** A dark blue box containing a list of topic categories with red square bullet points: Academic Enrichment, Afterschool Enrichment, Classroom Management, College and Career Readiness, Diverse Learners, Family and Community Engagement, Program Management, Social-Emotional Learning, Sustainability, and Technology.
- Recent Resources:** A dark blue box containing a section titled "Five Ways to Build Strong Relationships with Families" with a brief description and a "View Resource" link.

At the bottom of the main content area, there is a highlighted resource box titled "10 Research-Tested Ways to Build Children's Vocabulary" with a "View Resource" link and a "Topics" section listing "Academic Enrichment".

At the bottom of the page, there is a URL: <http://iqa.airprojects.org/resource-database/>

<http://iqa.airprojects.org/resource-database/>

# Connect with us on Facebook!

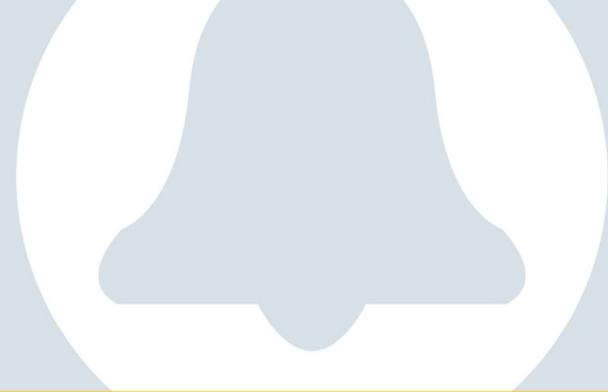
The image shows a screenshot of the Facebook page for the "Illinois Quality Afterschool" group. The page header includes the group name, a search bar, and navigation options like "Home", "Create", and "Laura". The main content area features a large photo of two young girls sitting on a colorful rug, engaged in an activity with markers. Below the photo are interaction buttons: "Joined", "Notifications", "Share", and "More".

The left sidebar contains navigation links: "About", "Discussion", "Chats", "Members", "Events", "Videos", "Photos", "Files", "Group Insights", and "Moderate Group". There is also a search bar for the group and a "Shortcuts" section with links to "LLILAS Alumni Portal", "Illinois Quality Afterschool", "Colorado College Alum...", "This Is Your Texas", and "Highland Neighbor...".

The main content area below the photo includes a "Write Post" section with options for "Add Photo/Video", "Live Video", and "More". Below this is a "NEW ACTIVITY" section showing a post by "Laura Shankland" (Admin) shared a link about a webinar on summer learning on Friday, March 15. The post text reads: "Summer is right around the corner. Is your 21st CCLC ready? Our webinar on summer learning is this Friday, March 15. Register today:". Below the text is a large blue banner with the text "S QUALITY AFTER".

On the right side, there is an "INVITE MEMBERS" section with a search bar and a "MEMBERS" section showing 77 members. Below this is a "SUGGESTED MEMBERS" section with "Friends" listed: Geri Neemidge, Kesalp Rehtaeh, and Lance Cooper, each with an "Invite Member" button. At the bottom right, there is a "DESCRIPTION" section with the text: "The Illinois Quality Afterschool Facebook group a discussion gro... See More".

<https://www.facebook.com/groups/IQA.SEDL/>



## Contacts

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