



Engaged, Resilient and Successful. A middle years challenge



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+ Outline

■ Engaged:

- Who are they engaged with
- Moral reasoning stages

■ Resilient:

- Key strength areas in the middle years
- Connecting strengths to thrive

■ Successful:

- Connectedness, belonging, building on strengths
- Characteristics of successful relationships



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Draw a scale 0-----
-----10



- 0. The student has no self awareness, is dependent on their parents and teachers to dress, organise, and direct them to do everything.
- 10. The student has high expectations of themselves, is self disciplined, has a good self esteem and knowledge of how to use the resources and connections around them to face challenges in the coming years.
- What number is the year 5 student (aged 10)?
- What number is the year 9 student (aged 14)?

+ What is left to learn?

- Social skills
- Social scanning
- Emotional regulation
- Self efficacy
- Self discipline
- Optimism
- Knowledge of self, strengths, learning style



+ Stages of Moral Reasoning (Kohlberg)

Moral development occurs,



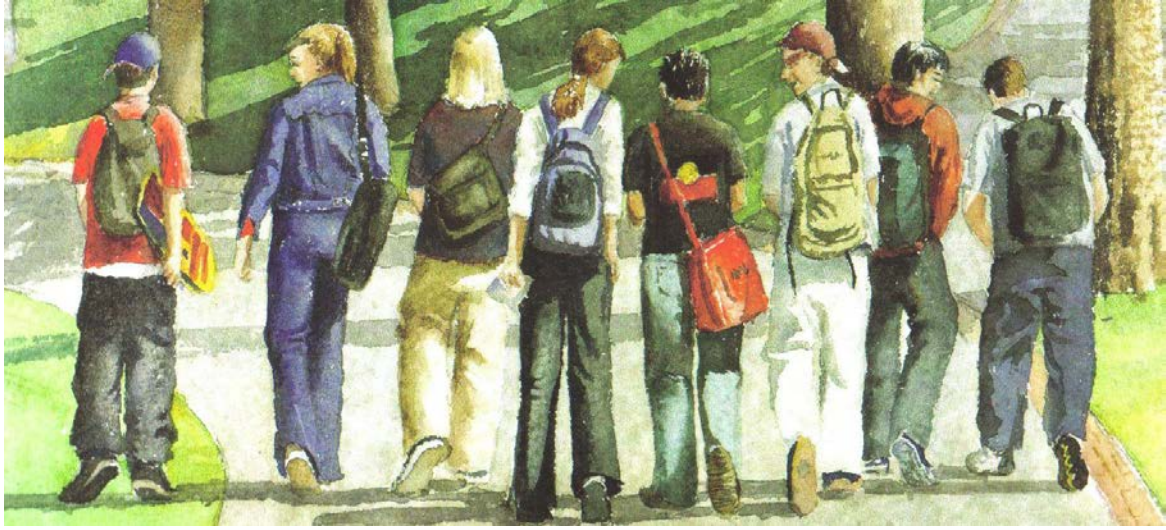
- Within relationships which have deep connections and purpose.
- With experiences that cause moral dilemma's

+ Pre-conventional

- Perspective: *Only ones own and one other*
- Motives behind decisions: *To satisfy ones needs or avoid punishment*
- Standards: *Rules of others*
- Criteria for looking at the world: *Fairness and consequences*



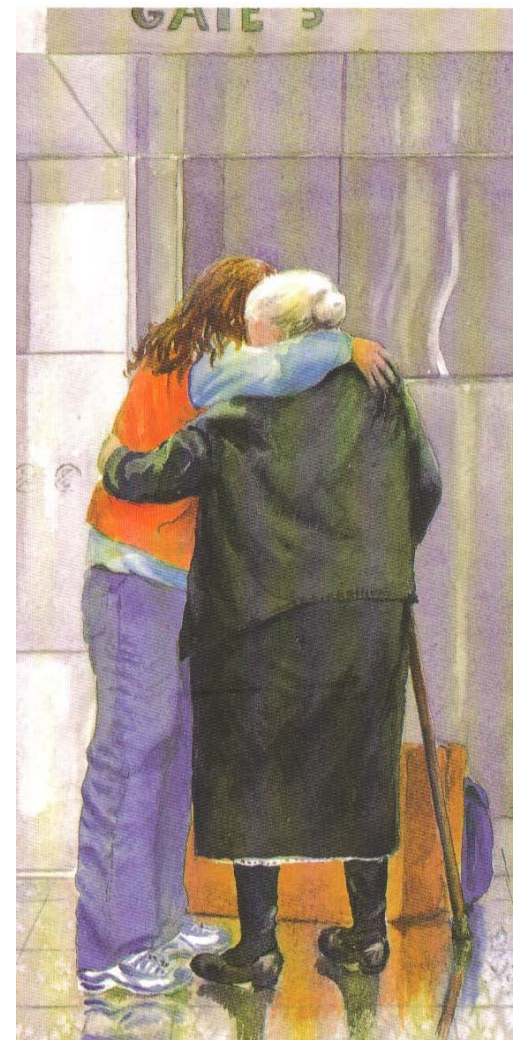
+ Conventional



- Perspective: *The group*
- Motives behind their decisions: *To receive approval from others, and the group laws*
- Standards: *Group rules or the common social laws*
- Criteria for looking at the world: *Others expectations and compliance with others*

+ Post conventional

- Perspective: *Society as seen by someone from another society*
- Motive behind decisions: *To ensure human rights for all*
- Standards: *Personal principles*
- Criteria for looking at the world: *Justice and universal moral values*



+ Tips for enhancing moral development

- Ask about motives first
- Encourage mate-ship with integrity
- Responsible for friends, caring rather than copying
- Demonstrate care rather than competition
- Teach social scanning



+ Resilience

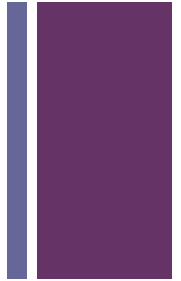
- Bungee jumping through the pitfalls of life (Fuller 1998)



- The process of continual development of personal competence while negotiating available resources in the face of adversity (Worsley,2010)
- Resilience skills involve social navigation and negotiation (Ungar, 2008)



The Resilience Doughnut: *Connecting strengths to thrive.*

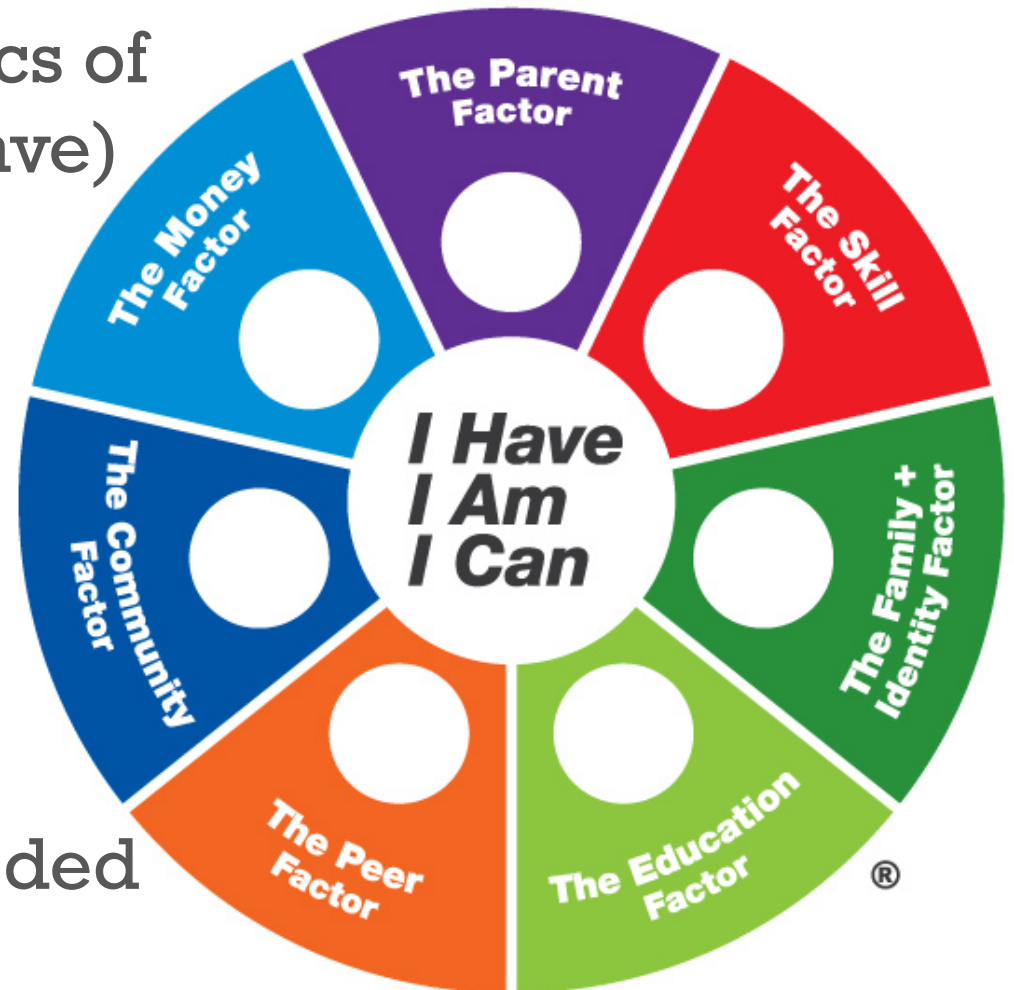


Internal characteristics of

- resourcefulness (I have)
- self esteem (I am)
- self efficacy (I can)

Interact with seven
different contextual
factors.

Three factors are needed
to build resilience

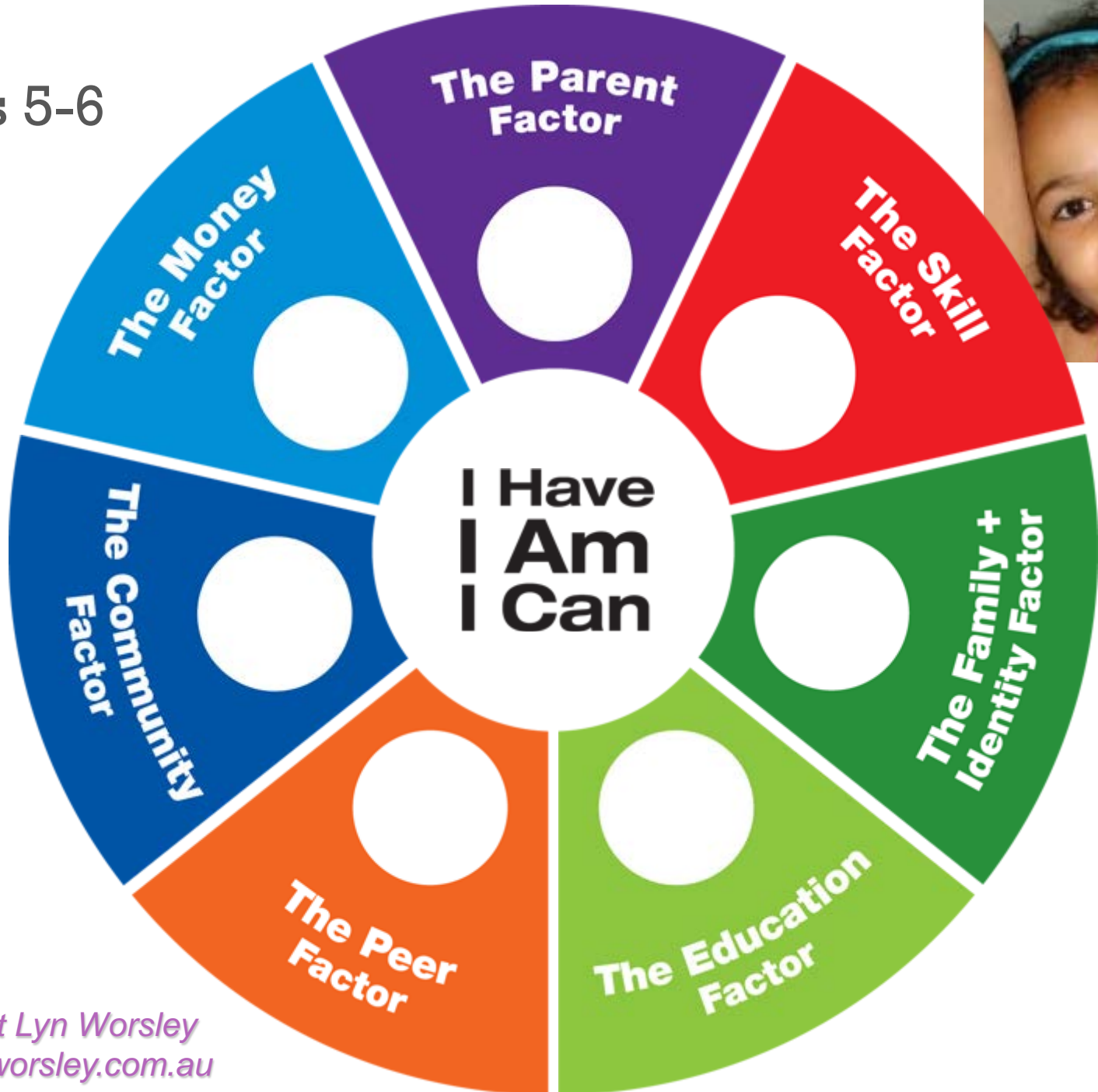


+ Engaged and Resilient

Positive intentional relationships give insight, constructive feedback and enable change, adaptation and resilience.



Years 5-6



Years 8-9





Engaged, resilient and successful



- In order to change the trajectories of youth from disengagement to engagement, resilience and success we need to change the attitudes of their families, schools and communities.
- Evidence shows that working with the existing strong contexts creates a flow on effect to the weaker areas.
- To help a child to succeed, find their strengths and connect them with purpose.