Resilience
(the forgotten disposition)
and
Social Competence

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www.ecsec.biz
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“We must open the doors of opportunity. But we must also equip our people to walk through those doors.”

Lyndon B. Johnson
What is social competence and resilience?

- How do we determine what these look like?
- What do we do in our practice to encourage them?
- What has to change to support these more?
What are you like in new social situations? Discuss with others! And be prepared to share.

The recursive cycle

• Children quickly assume in primary school and beyond, the social status and behaviours they had in past groups when they find themselves in new social situations.
Why is social competence and resilience so important?

• We all know an “academically superior” individual who doesn't fit socially.
• We also know of social people who are “not the sharpest tool in the shed”.

• Which one succeeds in life?
• What's your measure of success then?
“It is critical to the future of a society that its children become competent adults and productive citizens. Thus, society and parents have a stake in the development of competence and in understanding the processes that facilitate it and undermine it.”

(Masten & Coatsworth, 1998, p. 205)
Social Competence is ...

- Being self assured and interested
- Managing impulsivity
- Being able to wait
- Following instructions
- Turning to others for help
- Expressing ones needs
- Confidence within ones body
- Curiosity
- Intentionality
- Relatedness
- Resilience
• It is more than

– The five dispositions that have been suggested in the learning story framework
How do we learn social habit?
“Every child requires someone in his or her life who is absolutely crazy about them.”

Urie Bronfenbrenner
Emotional Intelligence

Emotional intelligence, "is a type of social intelligence that involves the ability to monitor one’s own and others' emotions, to discriminate among them, and to use the information to guide one’s thinking and actions."

(Mayer & Salovey, 1993).
Children who begin school without age-appropriate social and emotional competencies are at greater risk for school failure (Raver, 2002).

Children who are accepted by their peers or display pro-social behaviours tend to be high achievers, whereas children who are rejected and aggressive tend to be at risk for school failure (Dishion, 1990).

Antisocial/aggressive behaviours are associated with both short-term and long-term adjustment problems, such as criminality, unemployment, and mental health problems (Broidy et al., 2003).
"Young people who are socially and emotionally intelligent are happier, and fulfil their current and future roles in life more effectively. They become better students, family members, and friends-and later-better workers, parents, and citizens."

Daniel Goleman, Author of Emotional Intelligence

IQ can contribute about 20% to success in life, that means another 80% is left. There are many ways in which your destiny in life depends on having the skills that make up social and emotional intelligence.
Resilience is based on 3 key messages.

I am messages (internal)
I can messages (internal)
and
I have messages (external)

Now think about the American idol singer. Which did she have?
I am ....

- A person who can like and love. *Lovable*
- Glad to do nice things for others and show my concern. *Empathetic, altruistic, loving*
- Respectful of myself and others. *Proud of self*
- Willing to be responsible for what I do. *Autonomous and responsible*
- Sure things will be all right. *Possessing hope faith and trust*
<table>
<thead>
<tr>
<th>I can ...</th>
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<tbody>
<tr>
<td>• Talk to others about things that frighten me or bother me. <em>Communicate</em></td>
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<td>• Find ways to solve problems that I face. <em>Problem solve</em></td>
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<td>• Control myself when I feel like doing something not right or dangerous. <em>Manage feelings and impulses</em></td>
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<tr>
<td>• Figure out when it is a good time to talk to someone or to take action. <em>Gauge my temperament and that others</em></td>
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<td>• Find someone to help me when I need it. <em>Seek trusting relationships</em></td>
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<td>I have ....</td>
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<tr>
<td>• People around me that I trust and who love me no matter what.  <em>Trusting relationships</em></td>
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<tr>
<td>• People who set limits for me so I know when to stop before there is danger or trouble.  <em>Structure and rules where I find myself</em></td>
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<tr>
<td>• People who show me how to do things right by the way they do things.  <em>Role models</em></td>
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<tr>
<td>• People who want me to learn to do things on my own.  <em>Encouragement for autonomy</em></td>
</tr>
<tr>
<td>• People who help me when I am sick, in danger or need to learn.  <em>Access to health, education, welfare and support services</em></td>
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</tbody>
</table>
I have ....
• People around me that I trust and who love me no matter what.
• People who set limits for me so I know when to stop before there is danger or trouble
• People who show me how to do things right by the way they do things
• People who want me to learn to do things on my own
• People who help me when I am sick, in danger or need to learn

I am ....
• A person who can like and love
• Glad to do nice things for others and show my concern
• Respectful of myself and others
• Willing to be responsible for what I do
• Sure things will be all right

I can ...
• Talk to others about things that frighten me or bother me
• Find ways to solve problems that I face
• Control myself when I feel like doing something not right or dangerous
• Figure out when it is a good time to talk to someone or to talk action
• Find someone to help me I need it

Edith Grotberg

Answer these between yourselves

• If the parent or adult protects the child from all adversities, can the child strengthen his/her sense of autonomy, control and responsibility?
• If the adult speaks for the child in a conflict with another child, can the child learn a social skill like negotiation?
• If the child does things independently without help or advice from the adult, is he/she at greater risk of harm or failure?
Social Emotional learning

- **Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence
- **Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
- **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community
"Human beings of all ages are happiest and able to deploy their talents to best advantage when they experience trusted others as ‘standing behind them.’"

(p.25, Bowlby, 1973)

JOHN BOWLBY (1907-1990) Attachment Theory
“A growing body of literature suggests that a deliberate and comprehensive approach to teaching children social and emotional skills can:

- Raise their grades and test scores,
- Bolster their enthusiasm for learning,
- Reduce behaviour problems,
- Enhance the brain’s cognitive functions.”

(Education Week, 2003).”
Strengthening Interactive skills

- Approach strategies – joining in
- Verbal approaches
- Turn taking skills
- Negotiating skills
- Suggested reasons for assertions
- Help for bullies and bosses
- Pairing children up
Strategies for Empowerment
<table>
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<tr>
<th>Skills development for children’s empowerment</th>
<th>Critical educational principles</th>
<th>Teaching techniques</th>
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<tbody>
<tr>
<td>Help children to feel good about themselves</td>
<td>Value children’s answers and knowledge. Enable children and adults to interact to decide how and when something is to be learned</td>
<td>Open questioning</td>
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<td>Active listening</td>
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<td>scaffolding</td>
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<td>Build ability to have positive relationships with others</td>
<td>Emphasis the adult’s role as facilitator</td>
<td>Careful positioning of adults</td>
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<td>Encourage self reflective knowledge</td>
<td>Modelling</td>
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<td>Open questions about feelings</td>
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<td>Co-constructing</td>
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<td>Build capacity to participate to their fullest potential</td>
<td>Use open ended materials ensuring bias is not inherent in them</td>
<td>Organising the environment</td>
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<td>Co-constructing</td>
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<td>Teach to problem solve what is fair and unfair</td>
<td>Emphasise open, problem posing questions.</td>
<td>Problem solving</td>
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<tr>
<td></td>
<td>Encourage self reflective knowledge</td>
<td>Task analysing</td>
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<td></td>
<td></td>
<td>Open questions about feelings</td>
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<tr>
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<td>Philosophising</td>
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<tr>
<td>Help to stand up for themselves and others when unfairly treated</td>
<td>Emphasise open, problem posing questions.</td>
<td>Problem solving – social issues</td>
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<td></td>
<td>Encourage self reflective knowledge</td>
<td>Open questions about feelings</td>
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<td></td>
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<td>Recalling and revising</td>
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<tr>
<td>Build capacity to think critically</td>
<td>Emphasise open, problem posing questioning.</td>
<td>Deconstructing</td>
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<tr>
<td></td>
<td>Emphasise the process rather than its product</td>
<td>Open questions</td>
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<td></td>
<td>Emphasise doing rather than knowing facts</td>
<td>Co-constructing</td>
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<td>Experimenting</td>
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<td>Documenting</td>
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Table represents the four combinations of parenting style.

- Warmth – Control
- Warmth – Autonomy
- Hostility – Control
- Hostility - Autonomy

Adapted from E.S Scafeer’s “Circumplex model of parental behaviour.”
The terms surrounding the circle are parental behaviours.
The terms in the corners of the boxes are children’s personality traits associated with each parental style.
To change things, Mize and Ladd 1990 suggest:

• Answer the following questions in regard to the child
  – Do these children have the knowledge they need to be socially effective in their world?
  – Are they able to act in accordance with this knowledge?
  – Are they able to apply the social understandings gained in interactions, to future interactions?
“Purpose and passion are the most important ingredients for change”
(Hargreaves, 1997)
Challenge 1

• Think about the assessment documentation that occurs for children in your organisation.

• How do these documents show “evidences” of social competence and resilience?

• How is this made “clear” to families?
Challenge 2

• What appraisal system is used within your service to determine whether an educator has the skills necessary for supporting “social competence” with the children in their care?
So let's put it all together

• **What** are you needing to do as a **service** to support social competence and resilience?
• **When** are these things going to be done?
• **Who** is going to do them?

• **What evidence** will you see of these things being done?