

Persistence, Resilience, & Grit: Supporting Student Success

WORKSHOP PRESENTER:

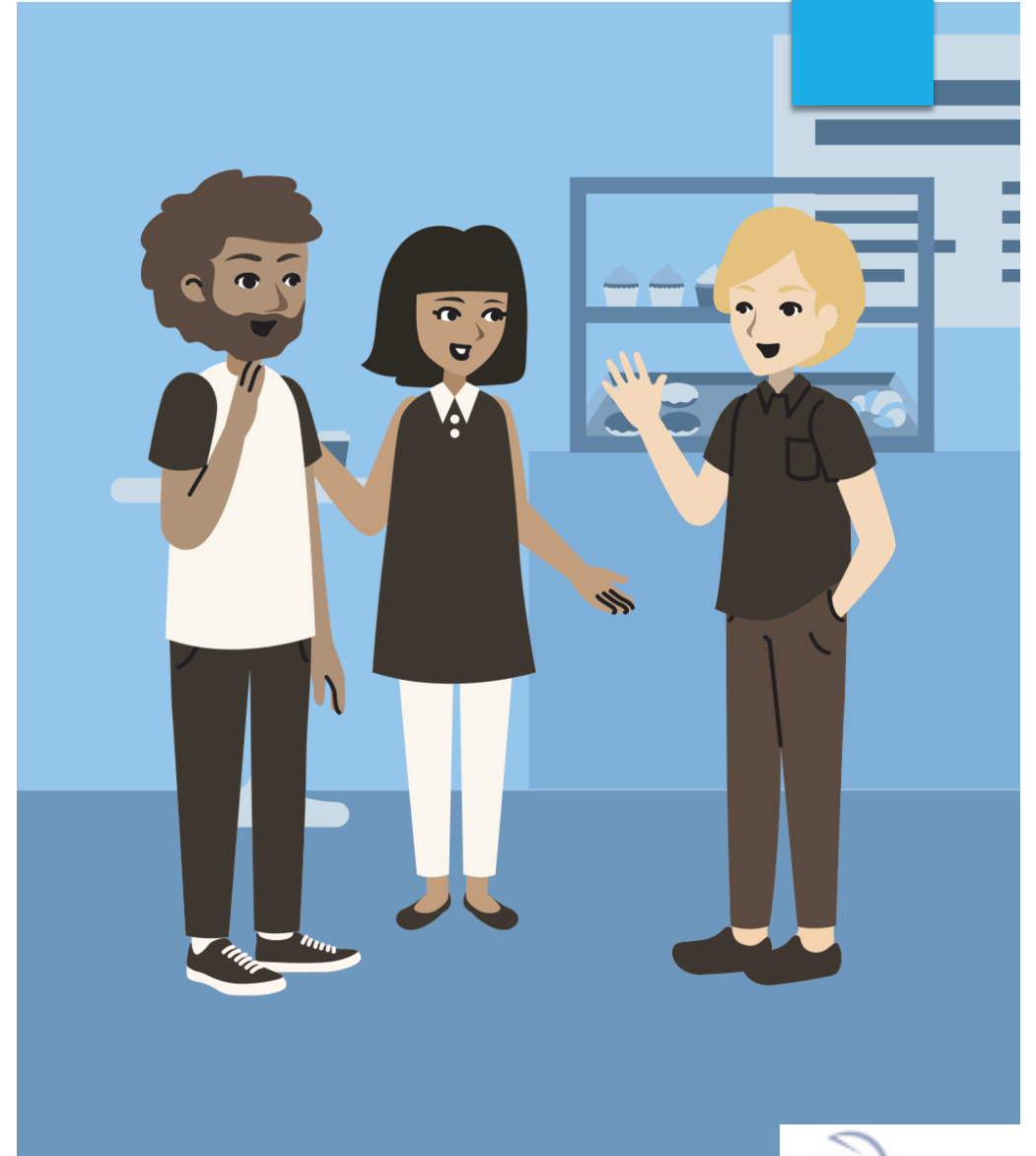
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CHARLESTOWN, MA



Wed, Nov 30, 2022
1-4pm

Introductions & Check In

- ▶ A word about me
- ▶ In pairs, spend 5 minutes “checking in”: how are you feeling right now? What would you like to share with this other person?
- ▶ Debrief



Learning Objectives



After this workshop, you should be able to:

- ▶ Define persistence & six drivers of persistence
- ▶ Describe ways to support persistence in adult learners
- ▶ Define resilience & grit
- ▶ Develop skills for challenging learners' negative self-assumptions
- ▶ Develop skills for managing educators' negative self talk

As of right now, my students are primarily:

ELL
students

high school
to college
aged

adult
learners

I am not
teaching
currently

other

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As of right now, I am spending most of my time teaching:

one on one
virtually

in a virtual
classroom, i.e.
Zoom with
multiple students

in a physical
classroom with
multiple students

in a hybrid online
and physical
classroom with
multiple students

I am not teaching
at the moment

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

In a word, what is your greatest worry as an educator right now?

What's our Current Reality?

Where are our students at right now?

- ▶ Post pandemic?:
 - ▶ disproportionately affected BIPOCs: infection rates, mortality rates, lack of access to healthcare, vaccines
 - ▶ Lack of socialization
 - ▶ Financial/employment/childcare concerns
 - ▶ Food insecurity
 - ▶ Loss of family and friends
- ▶ adult learners juggling multiple priorities
- ▶ have tried and perhaps failed before

Student Persistence

The New England Adult Learner Persistence Project: <http://nelrc.org/persist/report09.pdf>

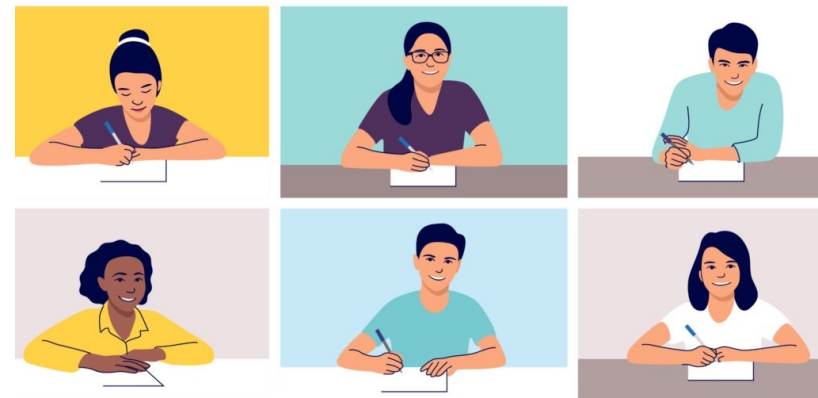
What is it? 2009: 18 New England institutions studied their context-specific interventions to improve persistence

Why? “The underlying assumption of the Project is that ***persistence*** is the underpinning for academic progress that results in positive outcomes and an improved quality of life for adult learners. When low-income adults’ life circumstances improve, their children do better in school, their health improves, the tax base increases, the pool of qualified workers increases, and our communities become stronger. ***None of this is possible*** if we do not become better at supporting adults to complete their education and meet their goals.”

Definition of persistence: “Adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to a program as soon as the demands of their lives allow.”

Student Persistence: 6 Drivers of Persistence

1. Sense of Belonging and Community
2. Clarity of Purpose
3. Agency
4. Competence/Self-Efficacy
5. Relevance
6. Stability



Learner Persistence Program Self Assessment by Drivers of Persistence:
<https://nelrc.org/persist/pdfs/Self-assessment%20by%20driver.pdf>

Student Persistence

1. Sense of Belonging and Community:

- ▶ group and team learning, cohort designs, virtual study spaces, relationships with cohort, advisors, educators

2. Clarity of Purpose:

- ▶ setting goals-both instrumental goals (short term) and aspirational goals (long term, big picture), review of goals, assessment of goals

3. Agency:

- ▶ Bandura's social cognitive theory: adults learn in a social context and are self-developing, so give them choices and options

Student Persistence

4. Competence/Self-Efficacy:

- ▶ a person's belief in their ability to learn or perform a particular task, to show mastery or competence; metacognition-knowing about knowing, study skills, learning how to learn, scaffolded learning, computer and Zoom skills

5. Relevance:

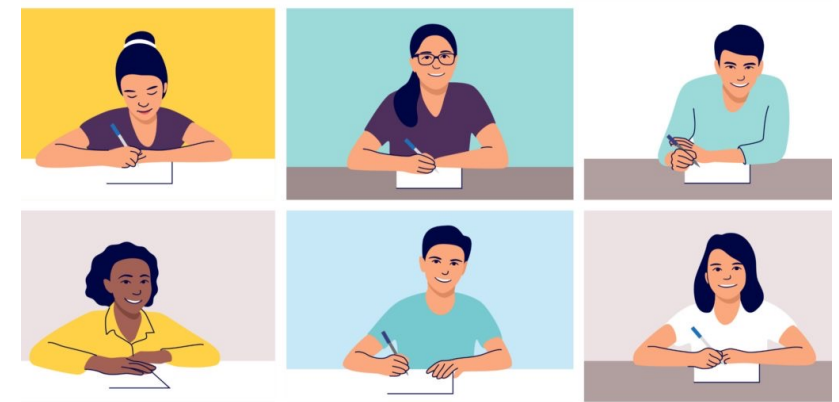
- ▶ learning needs to feel authentic, examples, images, etc grounded in their experience, culture, interests. Does the learning have meaning, relevance, and emotion to the learner?

6. Stability:

- ▶ moving through a curriculum in an intentional and deliberate way; create psychologically safe space to learn; factors that mitigate against stability: unemployment, lack of childcare, poverty, food insecurity, diversity question-how do diverse students have a voice in their learning?

Developing Persistence

1. Sense of Belonging and Community
2. Clarity of Purpose
3. Agency
4. Competence/Self-Efficacy
5. Relevance
6. Stability

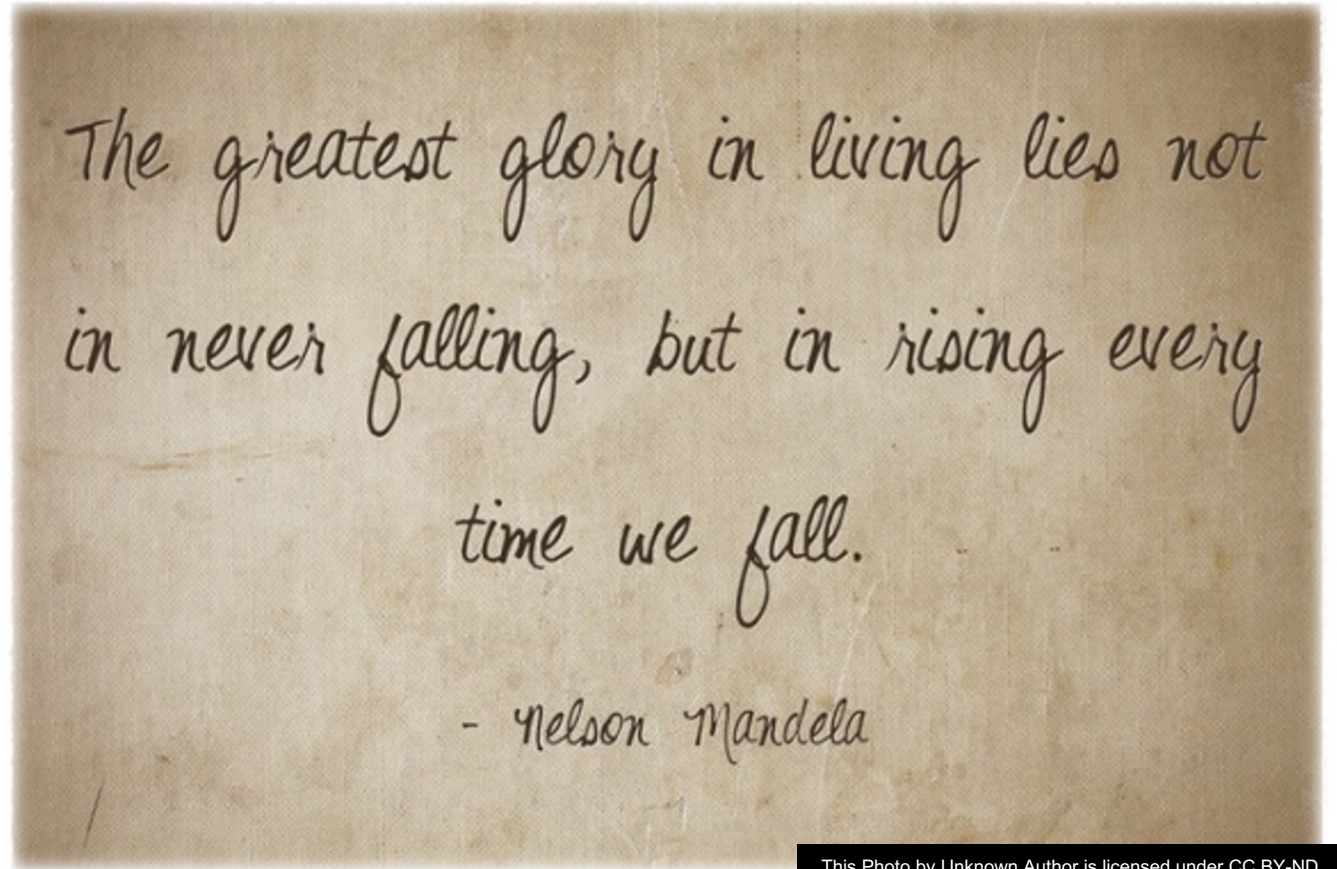


What practices have you found helpful in developing each of these drivers of student persistence?

Resilience

the ability to:

- ▶ withstand
- ▶ adapt
- ▶ rebound from adversity



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How Resilient Are You?

The Resilience Scale by
Wagnild/Young, 2009

The Resilience Center,
Worden, MT

Let's take this Resilience
Scale for you to assess
yourself!

RESILIENCE SCALE™

Date _____

Please read each statement and circle the number to the right of each statement that best describes your feelings about the statement. Respond to all statements.

Circle the number in the appropriate column		Strongly Disagree					Strongly Agree	
1.	When I make plans, I follow through with them.	1	2	3	4	5	6	7
2.	I usually manage one way or another.	1	2	3	4	5	6	7
3.	I am able to depend on myself more than anyone else.	1	2	3	4	5	6	7
4.	Keeping interested in things is important to me.	1	2	3	4	5	6	7
5.	I can be on my own if I have to.	1	2	3	4	5	6	7
6.	I feel proud that I have accomplished things in life.	1	2	3	4	5	6	7
7.	I usually take things in stride.	1	2	3	4	5	6	7
8.	I am friends with myself.	1	2	3	4	5	6	7
9.	I feel that I can handle many things at a time.	1	2	3	4	5	6	7
10.	I am determined.	1	2	3	4	5	6	7
11.	I seldom wonder what the point of it all is.	1	2	3	4	5	6	7
12.	I take things one day at a time.	1	2	3	4	5	6	7
13.	I can get through difficult times because I've experienced difficulty before.	1	2	3	4	5	6	7
14.	I have self-discipline.	1	2	3	4	5	6	7
15.	I keep interested in things.	1	2	3	4	5	6	7
16.	I can usually find something to laugh about.	1	2	3	4	5	6	7
17.	My belief in myself gets me through hard times.	1	2	3	4	5	6	7
18.	In an emergency, I'm someone people can generally rely on.	1	2	3	4	5	6	7
19.	I can usually look at a situation in a number of ways.	1	2	3	4	5	6	7
20.	Sometimes I make myself do things whether I want to or not.	1	2	3	4	5	6	7
21.	My life has meaning.	1	2	3	4	5	6	7
22.	I do not dwell on things that I can't do anything about.	1	2	3	4	5	6	7
23.	When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5	6	7
24.	I have enough energy to do what I have to do.	1	2	3	4	5		
25.	It's okay if there are people who don't like me.	1	2	3	4	5		

How Resilient are you?

Total your answers for your overall resilience score

- ▶ If your score is **greater than 145**, you have moderately high to high resilience
- ▶ If your score is **between 121-145**, you have moderate low to moderate resilience
- ▶ If your score is **lower than 121**, you have low resilience

Table 1. Resilience Scale items and characteristics.

SELF RELIANCE
2. I usually manage one way or another.
9. I feel that I can handle many things at a time.
13. I can get through difficult times because I've experienced difficulty before.
18. In an emergency, I'm someone people can generally rely on.
23. When I'm in a difficult situation, I can usually find my way out of it.
PURPOSE
4. Keeping interested in things is important to me.
6. I feel proud that I have accomplished things in my life.
11. I seldom wonder what the point of it all is.
15. I keep interested in things.
21. My life has meaning
EQUANIMITY
7. I usually take things in stride.
12. I take things one day at a time.
16. I can usually find something to laugh about.
19. I can usually look at a situation in a number of ways.
22. I usually do not dwell on things that I can't do anything about.
PERSEVERANCE
1. When I make plans, I follow through with them.
10. I am determined.
14. Self-discipline is important.
20. Sometimes I make myself do things whether I want to or not.
24. I have enough energy to do what I have to do.
AUTHENTICITY
3. I am able to depend on myself more than anyone else.
5. I can be on my own if I have to.
8. I am friends with myself.
17. My belief in myself gets me through hard times.
25. It's okay if there are people who don't like me.

Resilience

Characteristics of Resilient People, per Wagnild (2009):

- ▶ Purpose-sense of meaning
- ▶ Perseverance-despite difficulties
- ▶ Equanimity-balance, harmony, focused on opportunities, sense of humor
- ▶ Self Reliance-based on a clear sense of self-limits and strengths
- ▶ Existential Aloneness-sense of being unique, acceptance of self
- ▶ Personal Competence

Drivers of Student Persistence:

- ▶ Sense of Belonging and Community
- ▶ Clarity of Purpose
- ▶ Agency
- ▶ Competence/Self-Efficacy
- ▶ Relevance
- ▶ Stability

Grit

Passion and perseverance for very long term and meaningful goals.

Relies on growth mindset: failure as *opportunity* to grow, because failure is not immutable

"Grit is living life like it's a marathon, not a sprint."

- Angela Lee Duckworth, Professor,
Psychology, Univ. of Pennsylvania



Developing Resilience & Grit

- ▶ Screenshots of success-what were you doing in this moment? What were you thinking? Feeling?
- ▶ Celebrate success/Success Journals
- ▶ Partner with partners/support network
- ▶ Customize instruction to student strengths
- ▶ Provide culturally relevant models of resilience
- ▶ Notice students' struggles and successes/accept them where they are
- ▶ Predictable routines and reactions
- ▶ Model how to deal with mistakes from a growth mindset
- ▶ Create a plan to address a situation a student may be currently facing
- ▶ Create a learning space that is safe to deal with struggles & trauma

Developing Resilience & Grit



What teaching practices have you found to be effective in developing resilience and grit among your students?

Challenging Learners' Resistance & Negative Self Talk

How does this make you feel?

How to respond *gracefully*:

- ▶ Reframe
- ▶ Perspective
- ▶ Reality Testing
- ▶ Goal Thinking
- ▶ Chunking the Work



Managing Our Own Negative Self Talk

Recognize the signs of negative self-talk in yourself and other educators:

- ▶ Lack of patience in the classroom
- ▶ More stressed
- ▶ Sleep issues
- ▶ Lack of boundaries, taking work home
- ▶ Lack of creativity



Self Care

Physician, heal thyself:

- ▶ Physical wellness: nutrition, sleep, exercise
- ▶ Intellectual wellness: new knowledge
- ▶ Emotional wellness: spirituality, mindfulness, support, self reflection
- ▶ Social wellness: connections, work life balance

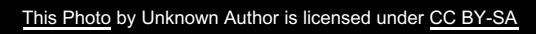
What else do you use for your own self care?

SELF-CARE WHEEL





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