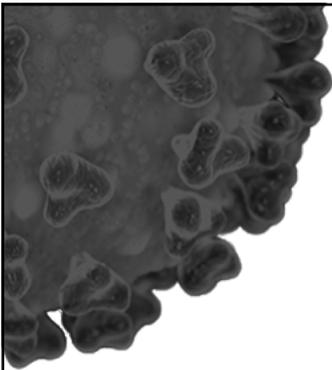


**Building
Resilience in a
COVID World**

April Megginson, PhD
Assistant Board Chair of MASCA
www.aprilmegginson.com

The slide features a grayscale microscopic image of cells and several spherical virus particles. The title is centered in a large, bold font, flanked by L-shaped corner brackets. The speaker's name and affiliation are listed in a smaller font at the bottom right, with a website URL below it.



How the kids are doing?

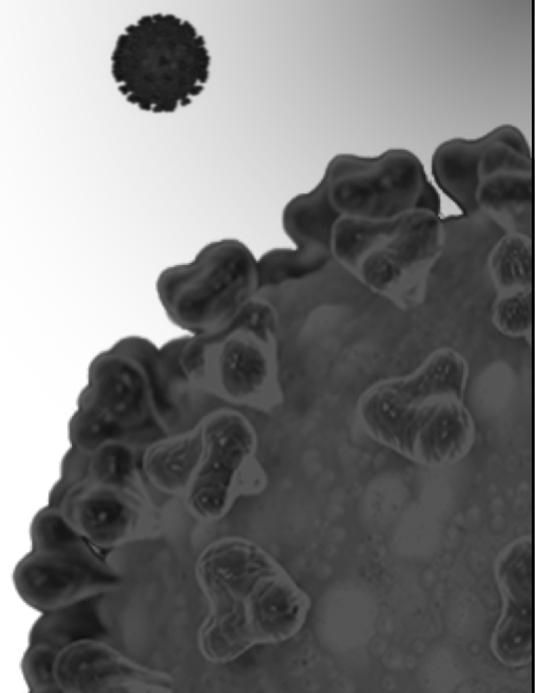
Limitations of Research

The slide features a grayscale microscopic image of cells in the top left corner. The text "How the kids are doing?" is centered at the top. Below it is a graphic of a computer monitor with the text "Limitations of Research" displayed on its screen.



“It’s your reaction to adversity, not adversity itself that determines how your life’s story will develop”

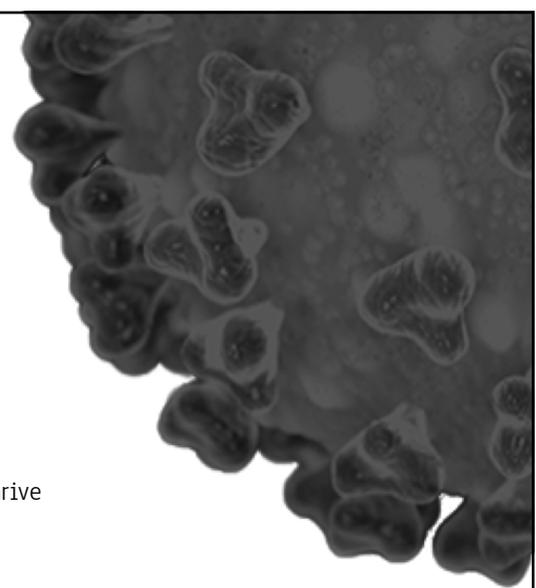
—Dieter F. Uchtdorf



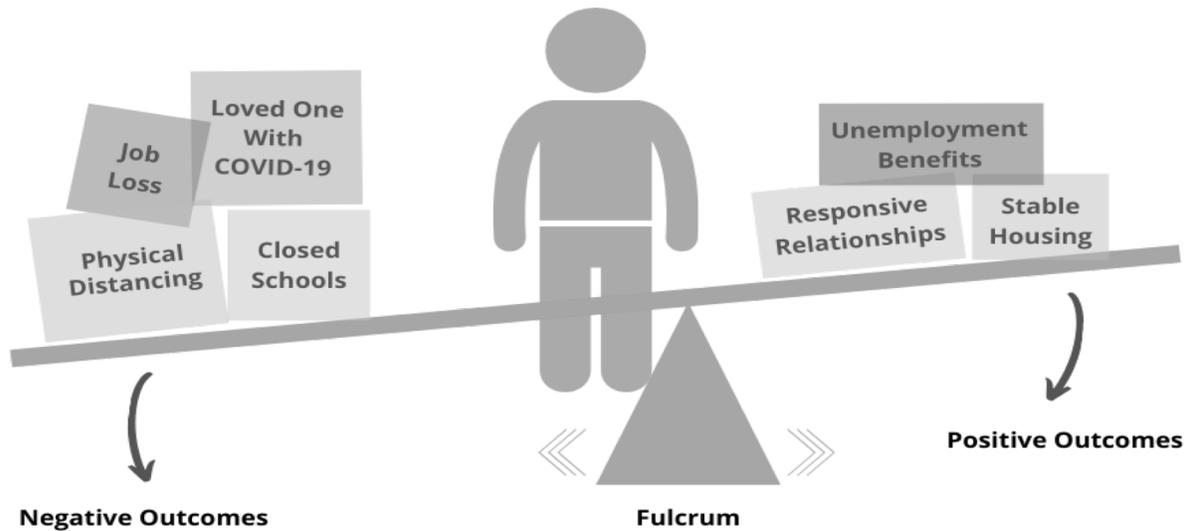
Resilience

This idea that despite adversity people have the capacity to thrive

- Is this based on genetics or environment?
- Is this inherent or can it be learned?



The Resilience Scale



01.

REMOVING SOURCES OF STRESS

02.

SUPPORTING RESPONSIVE RELATIONSHIPS

03.

STRENGTHENING CORE LIFE SKILLS

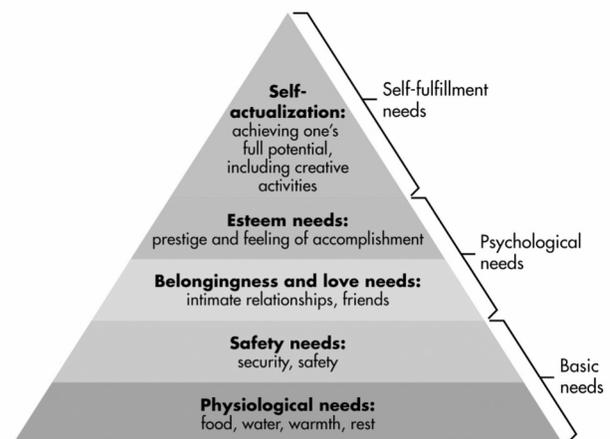
Center on the Developing Child (2017)

01.

Reducing Sources of Stress

Helping our families meet their basic needs

1. Food Instability
2. Housing Instability
3. Internet Access
4. Work resources
5. Promoting self-care for our parents
6. Providing Continuity at school



This Photo by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)



Feeding the Community

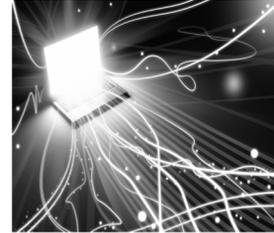
Food Instability

Lunch Program
Food Banks
EBT @ Amazon & Walmart



Housing Instability

McKinney Vento
Provide Resources
Legislative Action



Internet Access

Essential Services
Libraries & Schools
Innovative Ideas

These Photos are by Unknown Author and are licensed under [CC BY-NC](#)



Job Resources

MA211.org



Self-Care

Wellness Wednesdays
Provide Resources



Continuity

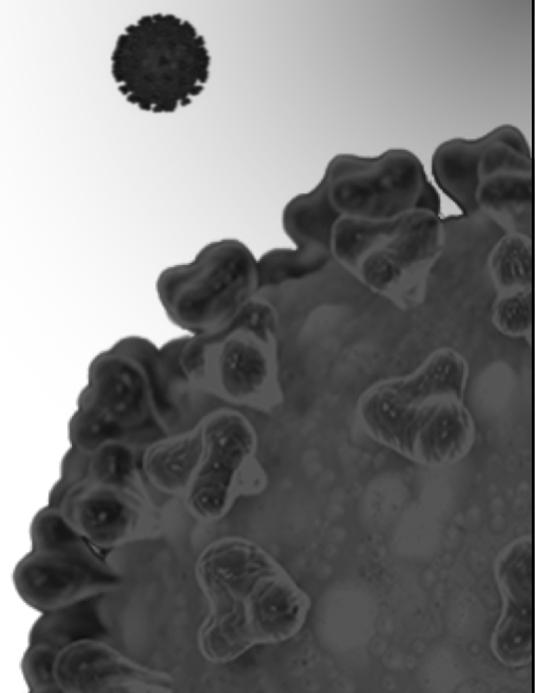
Developing Schedules
Predictability

These photos by Unknown Author are licensed under [CC BY-NC-ND](#)



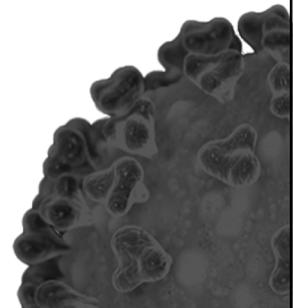
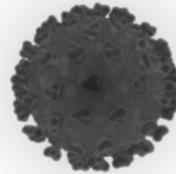
“When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one that has been opened for us”

—Alexander Graham Bell

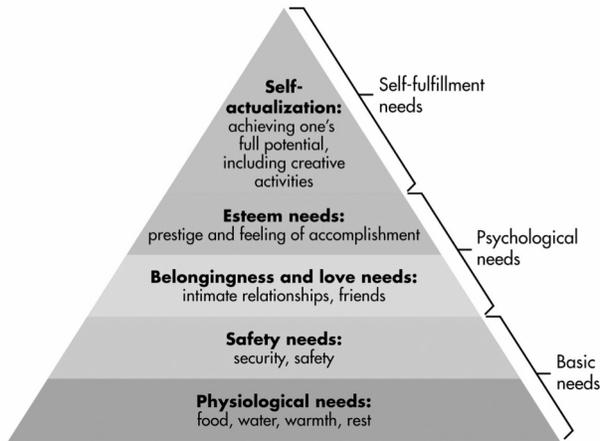


02

SUPPORTING RESPONSIVE RELATIONSHIPS



Helping our families meet their psychological needs



This Photo by Unknown Author is licensed under [CC BY-SA](#)

1. Making Connections
2. Increase Social Access
3. Being Responsive
4. Tap into Your Resources
5. Encourage Family Connection



Making Connections

Checking in with Families
Providing Resources



Increase Social Access

Kid Groups
Parent Groups



Being Responsive

Determine needs
Respond to them

These photos by Unknown Author are licensed under [CC BY-SA-NC](#)



Tap into Your Resources

Students
Classes
Expertise of Faculty



Encourage Family Connection

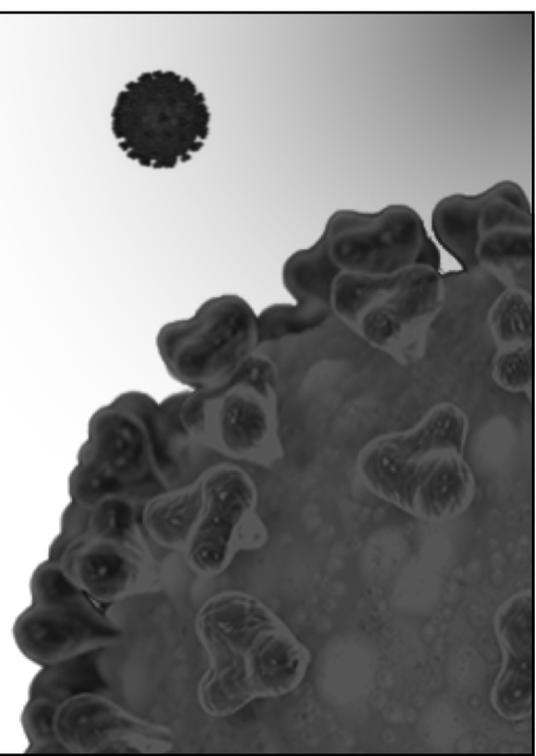
Provide opportunities
Provide resources

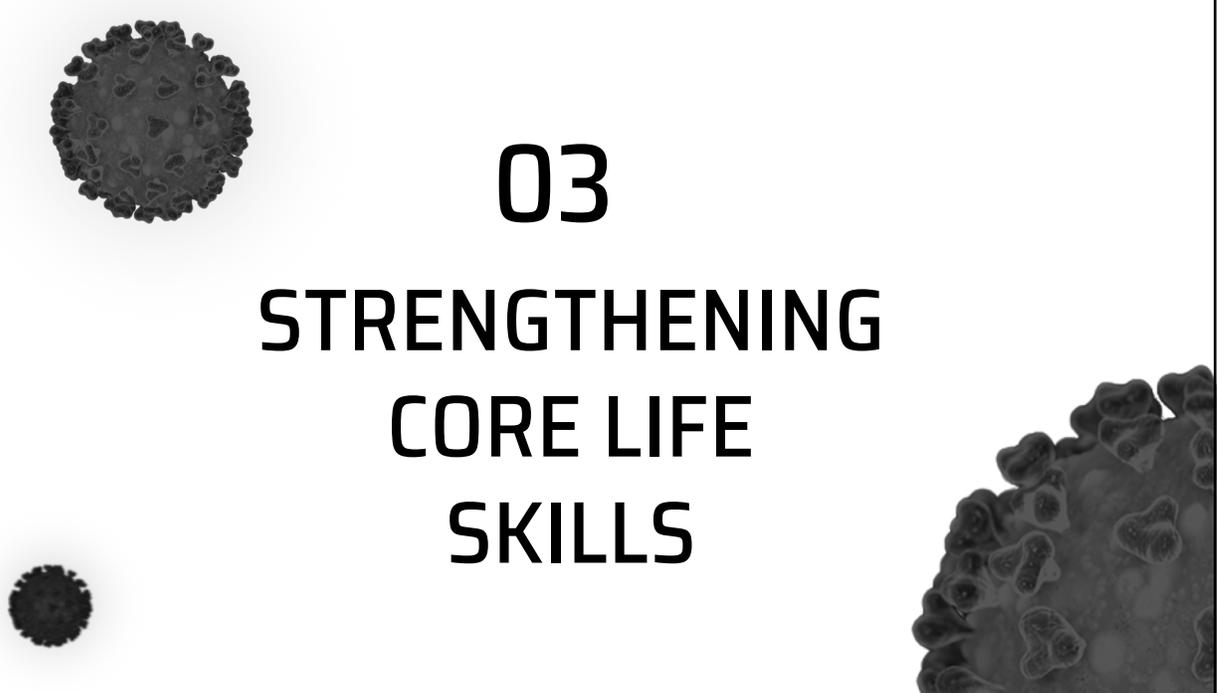
These photos by Unknown Author are licensed under [CC BY-SA-NC](#)



“If you want to see a better world, change the lens through which you see it and do the work to make it better.”

—Jeffrey G. Duarte





03

STRENGTHENING CORE LIFE SKILLS

Self Management

Modeling this Behavior
Helping Staff & Faculty
Providing Resources

Self-Awareness

Modeling this Behavior
Using Feeling Charts
Encouraging Reflective Practices

Social Awareness

Modeling this Behavior
Providing Stories that are both
mirrors and windows
Running Social Groups

Responsible Decision-Making

Modeling this Behavior
Letting kids problem solve

Social & Emotional Learning Core Competencies



This Photo by Unknown Author is licensed under CC BY-SA-NC

Of all the things discussed in this presentation, what might you implement at your school?

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

Questions

Thank You!

Contact Information:

aprilmegginson@gmail.com

www.aprilmegginson.com

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik

RESOURCES

Collaborative for Academic, Social, and Emotional Learning (n.d.) *CASEL'S SEL FRAMEWORK: What Are the Core Competence Areas and Where Are They Promoted?* Retrieved from: <https://casel.org/wp-content/uploads/2020/10/CASEL-SEL-Framework-10.2020-1.pdf>

Center on the Developing Child (2020). *A Guide to COVID 19 and Early Childhood Development*. Retrieved from: <https://developingchild.harvard.edu/guide/a-guide-to-covid-19-and-early-childhood-development/>

Center on the Developing Child (2017). *Three Principles to Improve Outcomes for Children and Families*. Retrieved from: https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/HCDC_3PrinciplesPolicyPractice.pdf.

Center on the Developing Child (2015). *The Science of Resilience* (InBrief). Retrieved from www.developingchild.harvard.edu

Racine, N., Cooke, J. E., Eirich, R., Korczak, D. J., McArthur, B., & Madigan, S. (2020). Child and adolescent mental illness during COVID-19: A rapid review. *Psychiatry Research*, 292, 113307. Advance online publication.

<https://doi.org/10.1016/j.psychres.2020.113307>

Retrieved from:

[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7363598/#:~:text=As%20a%20result%20of%20COVID.symptoms%20\(Lee%2C%202020\).](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7363598/#:~:text=As%20a%20result%20of%20COVID.symptoms%20(Lee%2C%202020).)

Sparks, S. (2020, Sept 2). Teaching the 'new' COVID-19 Social-Emotional Skills. Education Week. Retrieved from: <https://www.edweek.org/ew/articles/2020/09/03/teaching-the-new-covid-19-social-emotional-skills.html>.