Caitlin Clark

A+

FOLIO – RESEACH PROJECT B

	Planning	Development
A	P1 Thorough consideration and refinement of a research question. P2 Thorough planning of research processes that are highly appropriate to the research question.	D1 Thorough and highly resourceful development of the research. D2 In-depth analysis of information and exploration of ideas to develop the research. D3 Highly effective development of knowledge and skills specific to the research question. D4 Thorough and informed understanding and development of one or more capabilities.
B	P1 Consideration and some refinement of a research question. P2 Considered planning of research processes that are appropriate to the research question.	D1 Considered and mostly resourceful development of the research. D2 Some complexity in analysis of information and exploration of ideas to develop the research. D3 Effective development of knowledge and skills specific to the research question. D4 Informed understanding and development of one or more capabilities.
C	P1 Some consideration of a research question, but little evidence of refinement. P2 Satisfactory planning of research processes that are appropriate to the research question.	D1 Satisfactory development of the research. D2 Satisfactory analysis of information and exploration of ideas to develop the research. D3 Satisfactory development of knowledge and skills specific to the research question. D4 Satisfactory understanding and development of one or more capabilities.
D	P1 Basic consideration and identification of a broad research question. P2 Partial planning of research processes that may be appropriate to the research question.	D1 Development of some aspects of the research. D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research. D3 Superficial development of some knowledge and skills specific to the research question. D4 Basic understanding and development of one or more capabilities.
E	P1 Attempted consideration and identification of an area for research. P2 Attempted planning of an aspect of the research process.	D1 Attempted development of an aspect of the research. D2 Attempted collection of basic information, with some partial description of an idea. D3 Attempted development of one or more skills that may be related to the research question. D4 Attempted understanding and development of one or more capabilities.

This is clearly an outstanding piece of Research Caitlin. The planning & depth you put into all areas to find solid & valid key findings is excellent. Well done!

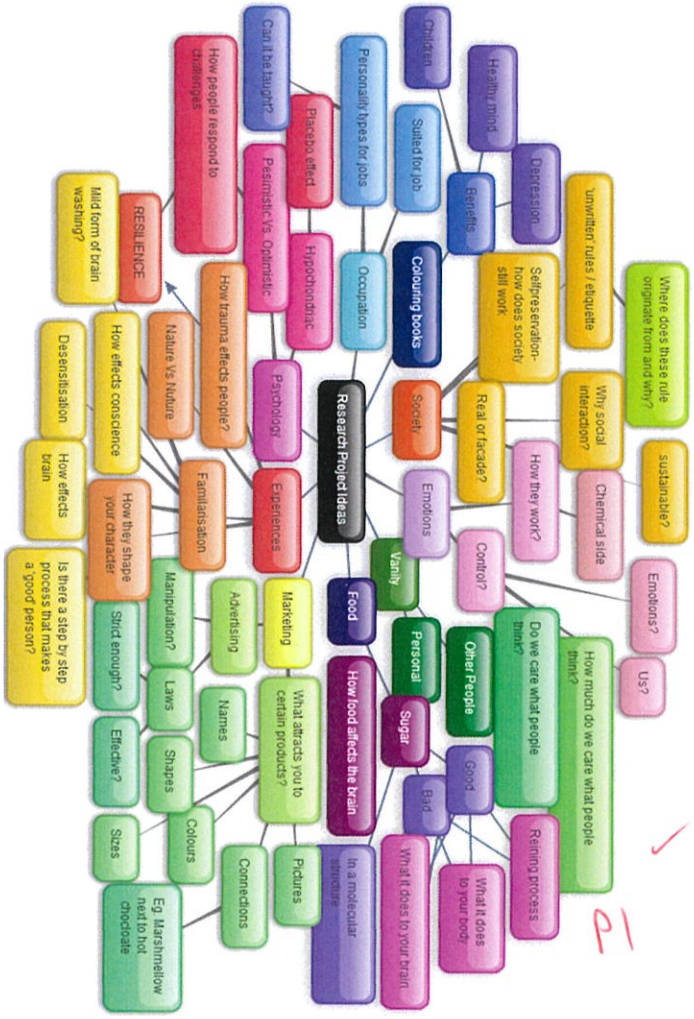
CAITLIN CLARK

'HOW CAN RESILIENCE BE DEVELOPED IN CHILDREN, BETWEEN THE AGES OF 4-6, IN A CLASSROOM ENVIORNMENT'

Refinement Process and Planning:

Determining a Topic:
From this mind map, I was able to determine which sections interested me and which ones would have a lot of information available and was immediately drawn to developing resilience in children.

PMI of developing resilience in children
Plus-This topic is very relevant, as it has the possibility to effect children's entire lives depending on if this skill is developed, as those children who have better resilience do better in life. This will make my findings useful so that children better develop resilience and can than do better throughout their lives.
I have an interest in this topic and have easy access to information because my mother is a teacher at a primary school. This means I can interview her and get information from her school and information that is given to teachers from the government, whilst also getting necessary information from my current school I attend. I can also get studies and programs with the students from both schools which gives me access to reliable primary sources.
Minus-I don't know much about this topic, or how much information is out there, so will take a lot of sifting through sources to get into the in-depth information which I am looking for, whilst still being able to understand it! And this topic is currently still being researched-which means sources will be hard to come across. But also this topic seems to have a lot of variable, so it may be hard to get down to the core, key elements of this topic.
Interesting-it is sort of debate whether it is characteristic or developed and it will be very interesting to analyse different viewpoints and to judge which one is more correct, by lots of cross-referencing. Also whatever career I choose, I want to work with children-so this information can then help me to help the children I'll work me even more.



P1

Topic Refinement:

Question Refinement 1. Is resilience a characteristic or something that can be developed, and if so how can it be developed?
-The first part of the question has quite a definite simple answer which was found in source such as Scott. E, 2015, The Traits, Benefits and Development of Emotional Resilience, https://www.verywell.com/emotional-resilience-is-a-trait-you-can-develop-3145235, accessed 26th of October 2015
-The second half is to broad, therefore this question is not useful

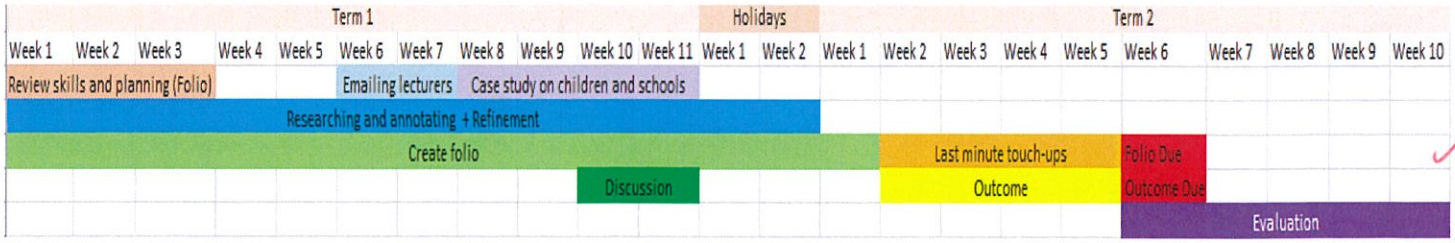
Question Refinement 2. How can resilience be developed in children?
-This question is relevant and good, but too broad
-I need to narrow this question and make it more in depth as after looking at this source Mindtools.com, 2015, Developing Resilience: Overcoming and Growing from Setbacks, https://www.mindtools.com/pages/article/resilience.htm, Accessed 2 Nov. 2015 I realised this was too broad and could probably narrow it down to a particular age or sex

Question Refinement 3. How can we develop resilience in children, between the ages of 4-6, in a classroom environment? This was chosen to narrow my question, especially the age and the from a teacher's perspective, as this is an area I have a lot of access too.
-This is a question that is in depth enough to be useful, and still broad enough to get a collaboration of relevant information
-This is worded in a sophisticated way with specific words chosen
-There were lots of helpful relevant information such as Stormont. M, 2007, *Fostering Resilience in Young Children at risk for Failure*, Pearson Education, New Jersey, page 180-187 and Maholmes. V, 2014, *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford university press, New York, page 18-34

Question Refinement 4. (Final question) How can we develop resilience in children, between the ages of 4-6, in a classroom environment?
-The western countries was added, after realising that schooling methods will differ in different environments after discussing with a teacher (Leeanne Clark) who deals with children in this age group

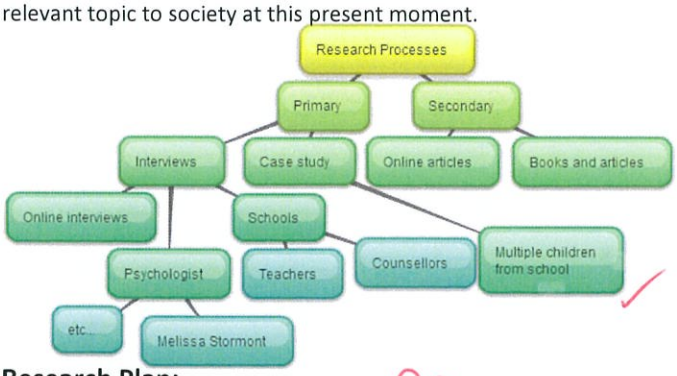
Question broken down into segments:
1. How is resilence developed in children?
2. How can we target the younger age group?
3. How can teachers specifically develop resilience in their classes

P1
A+ standard



Preliminary Research:

I considered a couple of internet sources and a book, which gave me a brief outline of the topic, and gave me an indication of the information that I would come by in I continued to research in this area. This showed me that this topic was well researched and a relevant topic to society at this present moment.



Research Plan:

Primary Sources:

Interviews:

Emailing psychologists that specialise in the area of resilience and ask them a series of questions about developing resilience in particular Melissa Stormont who is the author of one of my sources and who is a professor and also lecturers that teach early childhood at university.

I will make sure that I have many people that I email, as to have a higher percentage of being answered and will also ask my mother, who is a teacher, if she knows of any experts that I can interview.

But in case I don't get any reply's I will interview my mother who is a teacher and other teachers at her school and the primary teachers and counsellors at my school to ensure I get this information that is important to my final outcome.

As a backup plan if I'm unable to interview specialised, qualified people in the area of resilience, I will also look for online interview with people with the credentials I'm looking for. I will make sure that the credentials of the individual being interviewed are substantial, so I can trust what the interviews say.

If I can't find credible interviews I will then go to libraries in my area searching for books written by experts on the topic of resilience.

Case Study/observations:

I want to get a number of students from my mother's school, at the age of 4-6 and observe them and interview them. I will have a series of questions to ask them, which will be specific and I will have particular things I'm looking for, then I will have an activity for them to complete, which will be of a higher level than these students are, to see how they respond to the challenge, I will make observations and record what I see. And then I will finally finish the interview on a positive note with the child by doing just a fun activity with them.

Ethical consideration:

I can't just go into a school and interview children, I will have to go through the correct procedure, which means asking permission from the school, but also the children getting permission from their parents to be part of my case study. And those that are willing I will incorporate and those whose parents don't want their child to participate, I will respect their wishes and not use those children.

Secondary sources:

Online articles and sources:

These will have to be thoroughly checked for validity and reliability to make sure I can trust it and that it is relevant, but will be very helpful, especially in the early days of my research project, as it will give me all the background information and help me to refine my topic.

Books and articles:

These I will get from my mother and library's once my topic is more refined, and this information will be the information that helps conclude my outcome to my question.

Capabilities Development:

I plan to develop in a specific area that crosses over in literacy capabilities, personal and social capabilities and also intercultural understanding, as throughout this process I will be interviewing many different people ranging from many ages, taking inter consideration their cultural background and I hope that I will learn the appropriate communication to the context and how to address these groups of people appropriately, so that I will be able to communicate effectively and clearly throughout these people.

I also plan to develop critical and creative thinking in that these skills will need to be utilised throughout the entire process of research project, as I analyse and make evaluations on the sources that I acquire.

30/01/16 - In relation to the intercultural understanding I have developed by coming to the knowledge that it is vital that to be able to connect to people and communicate will, cultural backgrounds need to be understood, which I will then have to put into consideration when I am both interviewing and doing my case study. I also developed skills in literacy, as in this book it showed me how to efficiently and formally communicate to the appropriate audience. Critical and creative thinking was developed also, as I had to learn the new skill of using the library catalogue to obtain this source.

10/02/16 - Critical and creative thinking was developed also, as I had to learn the new skill of using the library catalogue to obtain this source and also helped my evaluation skills as because of some of the irrelevant information I had to make a decision to whether this source is actually useful to my research.

17/03/16 - I have recently developed my critical and creative thinking, as throughout this one particular source, which is a huge book, I had to make judgements on what was relevant to my topic and what was not, and how to skim read, so to not waist time reading irrelevant information. Also through this source, it has demonstrated, in terms of literacy capabilities, how text written for uni-students, compared to the general public, and the different type of language they use.

29/03/16 - At the current moment developing personal and social capabilities and literacy capabilities as I try to format interviews in a correct and professional way, and go through the correct procedures to get permissions from schools and parents etc...

3/05/16 - Critical and creative thinking was developed also, as I had employ my brain to concentrate on these complex idea throughout this repost to understand and apply it and also helped my evaluation skills as because as I had to make a judgement if the nursing information was relevant to my topic, which I decided it was.

6/05/15 –Literacy capabilities was developed as with many interviews, I had to express myself in a clear manner, and also writing the interviews in a way that was sophisticated. I also developed critical thinking capabilities as before the interview I had to narrow and work out what question I wanted and needed to ask.

18/05/16 – Literacy capabilities, personal and social capabilities, intercultural understanding and critical and creative thinking were all developed with in my case study/observations. I had to correctly word my questions for the young children in a way that they would understand, whilst taking different backgrounds and cultures into consideration-so I had to choose my question very carefully.

SUMMARY OF CAPABILITIES DEVELOPED:

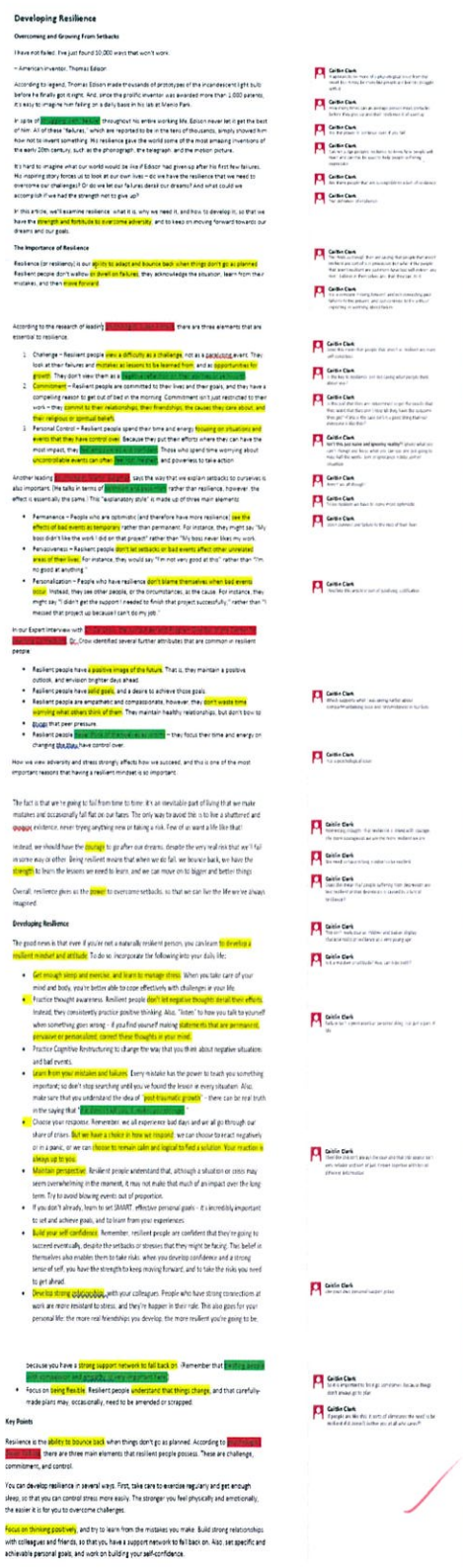
I developed all of the capabilities that I planned to develop (Literacy, personal and social, intercultural understanding and critical and creative thinking). This was done during my research by analysing information and the purpose and form of the text, and then putting these things into practise by trying to effectively communicate with others for my primary information.

Development and Analysis of Research:

Mindtools.com, 2015, Developing Resilience: Overcoming and Growing from Setbacks, https://www.mindtools.com/pages/article/resilience.htm, Accessed 2 Nov. 2015

KEY:

YELLOW	Information
GREEN	Emotional connections
RED	Validity and Reliability



Developing Resilience

Overcoming and Growing From Setbacks

I have not failed. I've just found 10,000 ways that won't work.

– American inventor, Thomas Edison

According to legend, Thomas Edison made thousands of prototypes of the incandescent light bulb before he finally got it right. And, since the prolific inventor was awarded more than 1,000 patents, it's easy to imagine him failing on a daily basis in his lab at Menlo Park.

In spite of [illegible] throughout his entire working life, Edison never let it get the best of him. All of these "failures," which are reported to be in the tens of thousands, simply showed him how not to invent something. His resilience gave the world some of the most amazing inventions of the early 20th century, such as the phonograph, the telegraph, and the motion picture.

It's hard to imagine what our world would be like if Edison had given up after his first few failures. His inspiring story forces us to look at our own lives – do we have the resilience that we need to overcome our challenges? Or do we let our failures derail our dreams? And what could we accomplish if we had the strength not to give up?

In this article, we'll examine resilience: what it is, why we need it, and how to develop it, so that we have the strength and fortitude to overcome adversity, and to keep on moving forward towards our dreams and our goals.

The Importance of Resilience

Resilience (or resiliency) is our ability to adapt and bounce back when things don't go as planned. Resilient people don't wallow or dwell on failure; they acknowledge the situation, learn from their mistakes, and then move forward.

According to the research of leading psychologist Dr. Cal Crow, there are three elements that are essential to resilience.

1. Challenge – Resilient people view a difficulty as a challenge, not as a paralyzing event. They look at their failures and mistakes as lessons to be learned from, and as opportunities for growth. They don't view them as a negative reflection on their abilities or potential.
2. Commitment – Resilient people are committed to their lives and their goals, and they have a compelling reason to get out of bed in the morning. Commitment isn't just restricted to their work – they commit to their relationships, their friendships, the causes they care about, and their religious or spiritual beliefs.
3. Personal Control – Resilient people spend their time and energy focusing on situations and events that they have control over. Because they put their efforts where they can have the most impact, they feel competent and confident. Those who spend time worrying about uncontrollable events can often feel overwhelmed and powerless to take action.

Another leading psychologist, Martin Seligman, says the way that we explain setbacks to ourselves is also important. He talks in terms of optimism and pessimism, rather than resilience, however, the effect is essentially the same. This "explanatory style" is made up of three main elements:

- Permanence – People who are optimistic (and therefore have more resilience) see the effects of bad events as temporary, rather than permanent. For instance, they might say "My boss didn't like the work I did on that project" rather than "My boss never likes my work."
- Pervasiveness – Resilient people don't let setbacks or bad events affect other unrelated areas of their lives. For instance, they would say "I'm not very good at this," rather than "I'm no good at anything."
- Personalization – People who have resilience don't blame themselves when bad events occur. Instead, they see other people, or the circumstances, as the cause. For instance, they might say "I didn't get the support I needed to finish that project successfully," rather than "I messed that project up because I can't do my job."

In our Expert Interview with Dr. Cal Crow, she identified several further attributes that are common in resilient people:

- Resilient people have a positive image of the future. That is, they maintain a positive outlook, and envision brighter days ahead.
- Resilient people have solid goals, and a desire to achieve those goals.
- Resilient people are empathetic and compassionate, however, they don't waste time agonizing what others think of them. They maintain healthy relationships, but don't bow to [illegible] that peer pressure.
- Resilient people [illegible] – they focus their time and energy on changing the things they have control over.

How we view adversity and stress strongly affects how we succeed, and this is one of the most important reasons that having a resilient mindset is so important.

The fact is that we're going to fail from time to time: it's an inevitable part of living that we make mistakes and occasionally fall flat on our faces. The only way to avoid this is to live a shattered and [illegible] existence, never trying anything new or taking a risk. Few of us want a life like that!

Instead, we should have the courage to go after our dreams, despite the very real risk that we'll fail in some way or other. Being resilient means that when we do fail, we bounce back, we have the strength to learn the lessons we need to learn, and we can move on to bigger and better things.

Overall, resilience gives us the power to overcome setbacks, so that we can live the life we've always imagined.

Developing Resilience

The good news is that even if you're not a naturally resilient person, you can learn to develop a resilient mindset and attitude. To do so, incorporate the following into your daily life:

- Get enough sleep and exercise, and learn to manage stress. When you take care of your mind and body, you're better able to cope effectively with challenges in your life.
- Practice thought awareness. Resilient people don't let negative thoughts derail their efforts. Instead, they consistently practice positive thinking. Also, "listen" to how you talk to yourself when something goes wrong – if you find yourself making statements that are permanent, pervasive or personalized, correct these thoughts in your mind.
- Practice Cognitive Restructuring to change the way that you think about negative situations and bad events.
- Learn from your mistakes and failures. Every mistake has the power to teach you something important, so don't stop searching until you've found the lesson in every situation. Also, make sure that you understand the idea of "post traumatic growth" – there can be real truth in the saying that "it doesn't kill you, it makes you stronger."
- Choose your response. Remember, we all experience bad days and we all go through our share of crises. But we have a choice in how we respond: we can choose to react negatively or in a panic, or we can choose to remain calm and logical to find a solution. Your reaction is always up to you.
- Maintain perspective. Resilient people understand that, although a situation or crisis may seem overwhelming in the moment, it may not make that much of an impact over the long term. Try to avoid blowing events out of proportion.
- If you don't already, learn to set SMART, effective personal goals – it's incredibly important to set and achieve goals, and to learn from your experiences.
- Build your self-confidence. Remember, resilient people are confident that they're going to succeed eventually, despite the setbacks or stresses that they might be facing. This belief in themselves also enables them to take risks: when you develop confidence and a strong sense of self, you have the strength to keep moving forward, and to take the risks you need to get ahead.
- Develop strong relationships with your colleagues. People who have strong connections at work are more resistant to stress, and they're happier in their role. This also goes for your personal life: the more real friendships you develop, the more resilient you're going to be.

because you have a strong support network to fall back on. Remember that building a support network is a two-way street: you need to be prepared to help others, too.

- Focus on being flexible. Resilient people understand that things change, and that carefully-made plans may, occasionally, need to be amended or scrapped.

Key Points

Resilience is the ability to bounce back when things don't go as planned. According to psychologist Dr. Cal Crow, there are three main elements that resilient people possess. These are challenge, commitment, and control.

You can develop resilience in several ways. First, take care to exercise regularly and get enough sleep, so that you can control stress more easily. The stronger you feel physically and emotionally, the easier it is for you to overcome challenges.

Focus on thinking positively, and try to learn from the mistakes you make. Build strong relationships with colleagues and friends, so that you have a support network to fall back on. Also, set specific and achievable personal goals, and work on building your self-confidence.

Purpose:

This source was gathered as an internet source with the purpose to gather and get a basic understanding on the resilience, so that I then can decide in which direction I want to base my research and question, to give me an idea of what direction I want to head with the topic, to further refine my research project.

P2

Reliability:

This article was written in a way that is easy to understand and displays the information clearly and neatly under subtopic titles and ordered paragraphs.

At times this article seems a bit objective and biased as it appears occasionally to be displaying the authors opinion of resilience mixed in with some reliable and true facts, as the way it is written seems slightly casual as the author is directly talking to you. It almost feels as though it is written as a persuasive text, as though the author is trying to prove their point to me and are trying to make me agree with them.

This makes me hesitant to agree or trust everything that is written within this article, and for the findings within this text to be trusted, other research will have to be performed to prove that this source is in fact reliable and can be trust when displaying me findings.

✓

Key Findings:

Being resilient is really a psychological issue and is affected by the way people view themselves and reflects a person's courage, self-esteem, not just the way they view challenges-it goes a lot deeper than that, which is why it is a lot harder done than said to develop it for some people than others.

D2

Validity/Credibility:

This source is an online article by an unknown author, which mean I cannot check the authors qualification to see whether I should trust the site. However, the site on which the article is published on is Mind Tools: Essential skills for an excellent career, which has the purpose to inform further your skills to enhance your capabilities in the work place, which indicates that it would be fairly reliable as it has an educational purpose. It is also not displaying adds which indicates that that site is not about making money but purely educational. This source was written recently, which means the research and the findings from the research conducted are still valid.

During the article Dr. Cal Crow; the co-founder and Program Director of the Centre for Learning Connections, psychologist; Martin Seligman and Susan Kobasa, who is also a psychologist are mentioned and they research is displayed to back up the information which is displayed through the article. This makes me sure that this article is displaying correct facts and that I can trust this source because of its credentials.

D2

Conclusion on Source:

I conclude that this source is reliable and valid but subject to bias, which means this information is useful, however, it needs to be cross referenced and have other sources to back up this information before it can be trusted to be used in my conclusion on this subject and question.

✓

Impact on Research:

I have decided that I can narrow my topic of reliance because this is a very basic question that can be answered on yahoo answers so I need to go more specific so I have chosen to look at resilience within children, which will then later need to be refined into a question.

D3

Next Stage:

I am now with this information in mind, going to look for more information about resilience in children so that I can refine this topic in a question and also understand the topic more to make sure my question is one which will give me a good answer with lots of reliable information on the question.

✓

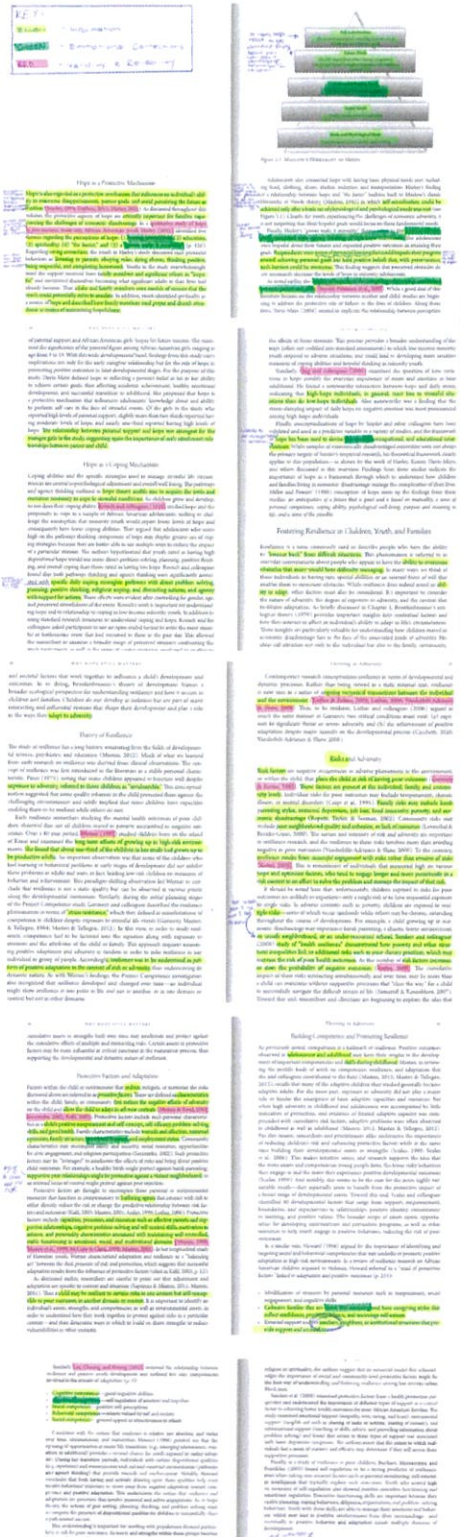
What to research:

This was a list I made so that I knew what I wanted to research next and what sort of information I need to get to 'fill in the gaps' in my research project, so that my research covers all possible areas of the topic.

- What are social behaviours that are indicators of a child's resilience?
- Social resilience
  - Does this mean children that are cool and popular are more likely to be more resilience
- Does gender affect the way children develop resilience
- How does bullying affect a child's ability to develop resilience
- Sheltering Vs. Exposing
- Can resilience lead to empathy or vice versa?

D3

Maholmes.V, 2014, *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford University press, New York, page 18-34



Key Findings:

Hope is an element to developing resilience in children; it gives them the mentality that they can make it, a more positive way of thinking, as hope and optimism factors tend to engage longer and more persistently in a risk context in an effort to solve the problem and manage the impact of the risk.

When parents and teachers display the characteristic of being hopeful, this is showing them a model of success-success is not just how well you're doing, but more striving to do your best.

Parents are the origin of hope by the relationship established between the parent and child, this is both important with mother and father, which is even more important in the early years of the child's development-this can also be applied on smaller scales with relationship with teacher.

Religious children often display more resilience.

There are many stages before resilience can start to be developed in children, their basic, safety, love and belonging and esteem needs to be taken care of before self-actualisation can be achieved, which is the drive to accomplish, which only comes after resilience has been developed.

Children facing economic problems are the ones more at risk of not developing resilience.

Many external factors contribute to a child's ability to develop resilience or not.

Teachers need to understand child's background and the experiences they are living, the risks they are going through so that all these variables can be taken into account and only then can resilience start to encouraged and developed. ✓

Resilience isn't as well rounded as I thought-you can be resilient to one situation and not to another.

Resilience isn't a one of thing, but is a pattern of positive adaptation in the context of risk or adversity, it is a result of successful engagement with risks rather than evasion of risks.

Developing resilience as a child is the key to being resilience as an adult and being successful.

Cognitive, emotional, moral, behavioural and social competence are variables that affect a child's resilience (and perseverance, commitment to learning and growing from hardship, reflecting and refocusing to address difficulties, creating their own supportive environment and drawing support from religion/spirituality). ✓

All children have the capability to develop resilience, but they need support D2

Purpose:

This source was gathered with the purpose to broaden my knowledge on my question, and hopefully start answering the question. I also want this information to base my interviews and studies, by showing me what I am looking for and the types of questions I should be asking in this area.

Validity/Credibility:

This book source was written by Valerie Maholmes who went to university at Howard University and studied doctor of Philosophy. She is currently working for Eunice Kennedy Shriver National Institute of Child Health Human Development (NICHD), and previously worked for the National Institutes of Health. This source was written only a couple of years ago, which means the research and the findings from the research conducted are still valid.

Throughout the entirety of her book, she has put in in-text referencing when necessary and has used many other qualified specialist research and finding to put together her book.

This makes me sure that this article is displaying correct facts and that I can trust this source and its information because of its credentials.

Reliability:

This article was written in a way that is easy to understand and displays the information clearly and neatly under subtopic titles. It appears to be displaying all the facts about developing resilience in children, without the author's personal opinion or judgement. It does not appear to biased in any way, and so I believe this information is accurate, however the information displayed in this book was not always relevant to my research, and although it may help for background information in some ways, I did have to sift through the information to find that was useful and relevant to my research and topic

Cross Referencing:

This information, particularly the part about resilience, showing the importance of relationships with the child before resilience can be developed and children who come from families that have economic struggles are more at risk is all supported in the book "fostering resilience in children at risk of failure". ✓ D1

Capabilities Developed:

Critical and creative thinking was developed also, as I had to learn the new skill of using the library catalogue to obtain this source and also helped my evaluation skills as because of some of the irrelevant information I had to make a decision to whether this source is actually useful to my research. D4

Next Stage:

I am now with this information in mind, going to take get more source on the topic with the purpose of the refining my question, so that I can bring the topic of hope into my outcome, so that it is well researched and rounded.

Impact on Research:

From this research, I am only now comprehending what a big area that I am researching and I know that I am definitely going to have to start narrowing down this topic even more, but I am not sure how, so first I will conduct some more research and then I will hopefully be able to decide how I am going to refine this question. D3

Conclusion on Source:

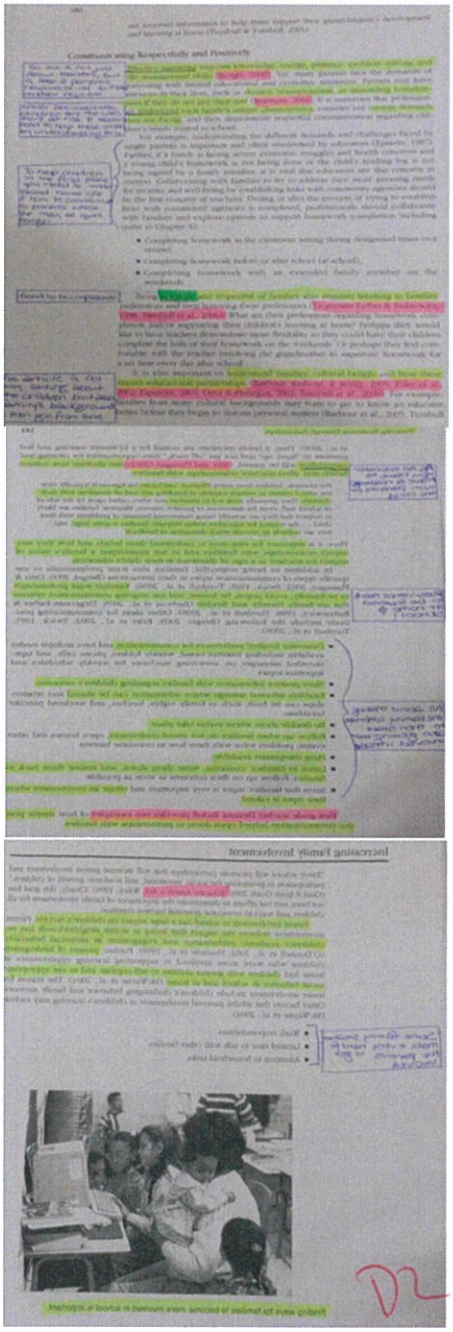
I conclude that this source is reliable and valid, without bias, which means this can be trusted to be used in my conclusion on this subject and question, when the information is relevant to my topic.

Stormont. M, 2007, *Fostering Resilience in Young Children at risk for Failure*, Pearson Education, New Jersey, page 180-187.

Purpose:
The purpose of this source is to understand the importance of resilience in children and to also start answering my question, which is how can resilience be cultivated in children in a classroom environment. I also hope that this source will then help me to refine my question by showing me the different paths I can take with this topic.

KEY:

YELLOW	Information
GREEN	Emotional connections
RED	Validity and Reliability



Key Findings:
Before you even start to develop resilience in the children, you not only have to have relationship with the child, but also the parents, so that they trust what you are doing and also back the teacher up at home, because to develop resilience in children it has to be done in the classroom and at home. So a relationship with each family is important, which means you have to understand their culture and background and be a positive person to keep them updated in the progress of their child's improvement.
Children that attend kindergarten and get the social interaction from a younger age display more resilience.
Parent involvement in school has a large impact on children's success. This can counteract the effect of living in a poorer suburb and at high risk neighbourhoods. The resilient children are the ones that get support from other people.
Also as a teacher you have to demonstrate resilience and be an example of resilience to the children-show them how their setback can be learnt from and show them how to try again and succeed.
Children need routine and rules in a warm, nurturing and encouraging environment to develop resilience.
To be resilient the children need to know how to control and deal with their emotions (e.g. keeping cool when upset and how to ask for help).

Reliability:
This article was written in a way that is easy to understand and displays the information clearly and neatly under subtopic titles. It appears to be displaying all the facts about developing resilience in children, without the author's personal opinion or judgement. It does not appear to biased in any way, and so I believe this information is accurate and useful to my research.

Cross Referencing:
This back up the information from an earlier internet article, which was saying that those children and people that have high resilience have a group/network of people that can be relied upon to help and support them.

Validity/Credibility:
This source book written by Professor Melissa Stormont whose areas of expertise are: Investigating characteristics associated with risk and success in school, exploring teachers' knowledge and use of specific instructional practices for children at risk and supporting children with ADHD in school. She works in the department of special education and is highly qualified who has written many books on these areas that are given to teachers for educational purposes. This source was written only a couple of years ago, which means the research and the findings from the research conducted are still valid.
Throughout the entirety of her book, she has put in in-text referencing when necessary and has given many examples to explain concepts from many different teachers.
This makes me sure that this article is displaying correct facts and that I can trust this source because of its credentials.

Conclusion on Source:
I conclude that this source is extremely reliable and valid without bias, which means this information is useful and can be trusted to be used in my conclusion on this subject and question.

Capabilities Developed:
In relation to the intercultural understanding I have developed by coming to the knowledge that it is vital that to be able to connect to people and communicate will, cultural backgrounds need to be understood, which I will then have to put into consideration when I am both interviewing and doing my case study.
I also developed skills in literacy, as in this book it showed me how to efficiently and formally communicate to the appropriate audience.
Critical and creative thinking was developed also, as I had to learn the new skill of using the library catalogue to obtain this source.

Next Stage:
I am now with this information in mind, going to take get more source on the topic and continue to refine my question and start to analyse separate areas of this subject so that when I write my outcome I will effectively cover each of the areas and have a well-rounded answer to my question.

Impact on Research:
This has not only impacted my research, but my view on the topic as I now realise how a big of area this topic is and that to develop resilience in children isn't a simple or temporary process but a continual progression. I am now narrowing my topic to how teachers can help cultivate resilience in their children, so that they have a better chance of success in their future.

INTERVIEWS:

Planning:

2nd May, 2016

To Whom It May Concern,

As a Year 12 student at Heritage College I am required to undertake a Research Project. The topic of my Project is based upon developing resilience in children in a classroom environment. To assist me in this I am asking that you might complete the attached Questionnaire and return this to me.

Thank you for your time.

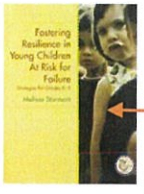
Yours sincerely,

Caitlin Clark

Attached to the interview that I was to hand out I put a letter of introduction. This was to explain the purpose of the interview, what it is for and who I am.

These interviews were given to multiple people, so that I was not reliant on individual responses. As from the beginning, whilst choosing my research project topic, I was aware that I had easy access to multiple school environments as not only do I go to a school, my mother is also a teacher. So I gave the interviews to all the primary teachers with the correct age group and the school counsellor, and also did the same at my mother's school, which means by the end of it, I had many Reponses which I could examine and compare.
The benefit of doing these interviews with the staff of two schools was that one was a private primary and secondary school, and the other was a public school. As my question is not refined to either or of these schools, it was an advantage that I got both, to make sure that there was no difference in answers.

This interview was designed in a more informal way, so that I could work around the teacher's time tables and get my response. To do this I printed a copy of all my question, with room and lines for answers, so that the teachers could get to it, if they could, when they were free.
In one case a teacher at my school even asked me to just ask her the question and write the answers whilst they were on yard duty. This ended up being a huge advantage, as there ended up being many physical examples which could be observed as the young children approached the teacher with issues, and then the teacher could tell me more specific characteristics which the children display, with examples.



This is the book written by Professor Melissa Stormont which I read as one of my sources and was very insightful (Stormont. M, 2007).

The Following are the question that were included in my interview and why these specific questions were chosen:

1. Do you easily recognise children who do or do not have resilience in your classroom? Please add our own thoughts/comments.
-This question was a good test to see if teachers can recognise resilience within their children, but also whether they look for it. There was extra space given so that if the interviewees wanted to elaborate any further they were easily able too.

2. If a child lacks resilience what typical behaviours have you observed?
-This has the purpose of helping me in my case study/observations when I do tasks with some children, so that I know what I am looking for in a real life situation (Kuszewski. A, 2009). This was also to see from a practical point that if all the journals I read match up, to see if the theoretical characteristics that the professors write in their books match up with the real situation which the teachers have to deal with every day.

3. If a child has resilience what specific behaviours can you recall that have led you to believe this?
-This was to see how teacher 'diagnose' these children. This is because resilience is such a broad topic which leads into many areas, which makes saying a child lacks resilience a big statement, so I wanted to know how many different aspect, and how many specific areas a child has to lack resilience, before labelling a child this (Seligman. M, 2011).

4. As a teacher, what methods do you use to increase resilience in children (you can be as specific or general as you like)?
-This again was from a practical point, as many of my sources were quite broad when talking about this area, so I wanted to know about specific activities that teachers do with the students which are at risk, and the more general ones which they may do with the whole class.

5. Do you build relationships with parents of children in your classroom?

☐ Yes ☐ No

If yes, how do you do this?
-As stated in many of my articles, build relationship with the parents of the children are absolutely vital (Maholmes. V, (2014). So again I wanted practical ways which the teachers go about developing these relationships, and how they make themselves available for the parents to talk too.

6. Do you feel that it is important to build a relationship with parents of children in your classroom?

☐ Not very important

☐ Important

☐ Very important

-This was just a practical point to see how important the teachers really think this is, if it actually makes a difference or if they just do it because it is expected from society.

To: [redacted]

Dear Melissa,

I'm currently in Year 12 at Heritage College and I am required to undertake a Research Project, I have chosen the topic of developing resilience in children in a classroom environment and I was wondering, if possible, if I could ask you some question on this topic.

Thank you for your time.

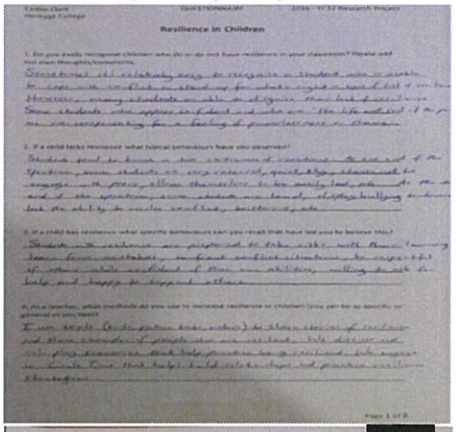
Yours sincerely,

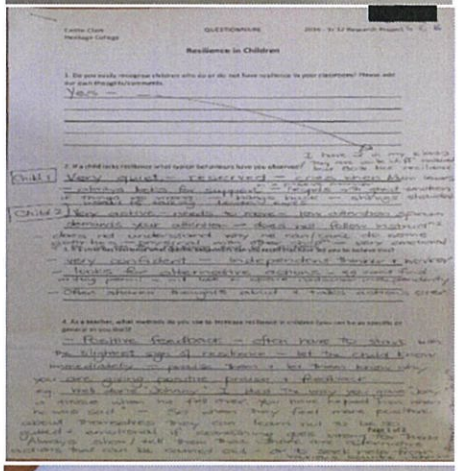
Caitlin Clark

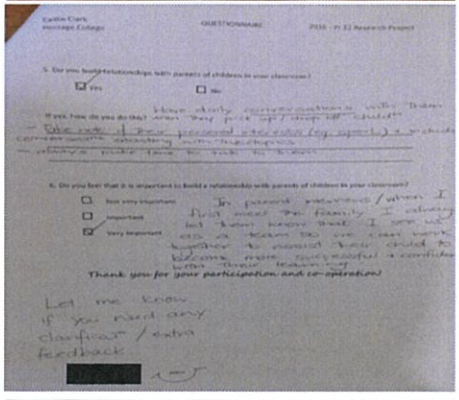
I also sent a revised version of my interview to a highly qualified expert, Professor Melissa Stormont, who was the author of one of my sources, as I was able to get her email. Melissa would have been a highly insightful interviewee, as her areas of expertise are: Investigating characteristics associated with risk and success in school, exploring teachers' knowledge and use of specific instructional practices for children at risk and supporting children with ADHD in school.
Before sending my questions straight to her, I sent her an email asking her permission if she was available to answer some of my questions. However, I did not get a response, but as I gave out so many interviews to other teachers, even if not a qualified as her, I was not lacking in the information I needed.

INTERVIEWS:

-Anon1, *Resilience in children*, interviewed by Caitlin Clark, (28th April 2016).
-Anon2, *Resilience in children*, interviewed by Caitlin Clark, (3rd May 2016).
-Anon3, *Resilience in children*, interviewed by Caitlin Clark, (4th May 2016).
-Anon4, *Resilience in children*, interviewed by Caitlin Clark, (4th May 2016).
-Anon5, *Resilience in children*, interviewed by Caitlin Clark, (5th May 2016).
-Anon6, *Resilience in children*, interviewed by Caitlin Clark, (6th May 2016).
-Anon7, *Resilience in children*, interviewed by Caitlin Clark, (13th May 2016).


Resilience in Children


Resilience in Children



Capabilities developed:
Literacy capabilities was developed as with many interviews, I had to express myself in a clear manner, and also writing the interviews in a way that was sophisticated. I also developed critical thinking capabilities as before the interview I had to narrow and work out what question I wanted and needed to ask.

D4

Purpose:
The purpose of these interviews is to get a practical method and opinions of the teacher that actually teaching and dealing with the children and activities, books etc.... with which they do this in their classroom environment, and more specifically characteristics they observe when a child lacks resilience.

Key Findings:
Too recognise resilient is not a black or white thing-as every child is so different. Some children it is easy to identify and some children disguise and look confident, but are over compensating for a feeling of powerlessness or shame.

Characteristics of child lacking resilient:

Two extremes:

Some students are reserved, quiet, shy, choose not to engage with peers, all themselves to be easily lead. Often in the young ones in this category cry when mum leaves the classroom, if things go wrong for them they cry instead of talking and often shrug shoulders etc.... When there is a problem they come to the teacher straight away instead of resolving it, it is a lack of persistence. Some children even get stomach pains, excessive bathroom request as an avoidance technique.

Some students are loud, displaying bullying tendencies and lack the ability to resolve conflict. Some are very loud and need physical activates, often can't follow instructions. Low attention span, but demands teacher's attention. Some don't understand why they cannot do certain things.

Methods to improve:

Texts (books, picture books, videos) to share stories or resilience and show examples. Discussion and role play scenarios to build strategies. Positive feedback when doing the right things and trying. When they do get into trouble, explain the situation and alternative actions that could have been carried out. Praising children for being persistent. Encourage children to verbalise their feelings without using a 'sulky voice', but to stay relatively calm. 'Failure is a step to success.'

Relationship with parents:

Speak to parents personally, email, call on the phone, running parent workshops and writing newsletter articles. Let parents know what the children are going to be learning each year so that they are aware.

D2

Cross Referencing:
This source proves a lot of the terms that the other sources have been saying, in a more practical way. It shows in real life what teachers actually do to go about increasing a child's resilience.

Validity/Credibility:
This source, is very credible as all of the interviewees are all qualified teachers, who have many years of experience with working with children in these areas.
This source is valid as all the answers given are up to date techniques which are often used in classrooms.

Reliability:
These interviews where clearly written, although some is a matter of opinion, as there are many different teaching methods, I don't think this impact the reliability of the source as it displaying the facts which are true to each teacher, in their specific classroom, with their specific children.

Conclusion on Source:
I conclude that this source is very reliable and valid, without bias. This means these are trusted sources, and hence the information displayed can be trusted and used whilst writing my outcome.

Impact on Research:
From these interviews, all the information is starting to matchup and make sense in mind as I now know how all the information fits in with the practical side of teaching and how teachers go about developing resilience within their student in their classroom.

D3

CASE STUDY/OBSERVATION:

Planning:

Caitlin Clark
m: [redacted]

9th May, 2016

[redacted]

To whom it may concern,

As a year 12 student at Heritage College, I am required to complete a research project. My chosen topic is 'Developing resilience in 4-6 year old children in a classroom environment'. I would like to request permission to interview children in this age bracket. I understand that I may need to acquire parents' permission first and I have attached a letter that may be used to do this.

Here are the questions I plan on asking the children:

- What is your name?
- How old are you?
- What do you like doing?
- What don't you like doing?
- What things are you good at?
- What things aren't you good at?
- Do you have friends? Who are they?
- What do you like playing with your friends?
- Do you ever get sad?
- What things make you sad?
- Do you get sad a lot of times or just some times?
- I sometimes cry, do you sometimes cry?
- (If yes) What kind of things make you cry?
- Do you ever feel alone?
- (If yes) Lots of times or just sometimes?
- Who do you love?
- Who loves you?

I also plan to do some quick activities with the children and make sure that the interview remains a positive experience throughout.

Sincerely yours,

Caitlin Clark

Had to put in a form into the school asking permission to conduct my case study, outlining what type of things I would be doing with the children in my case study. And also proof of me attending school.

Heritage College

A Christadelphian School

Heritage [redacted]

10th May 2016

Dear Sir/Madam

RE: CAITLIN CLARK RESEARCH PROJECT

Please be advised that Caitlin Clark is a Yr 12 Research Project student studying through Heritage College. It would be greatly appreciated if she were able to conduct some observations at your site as part of her research.

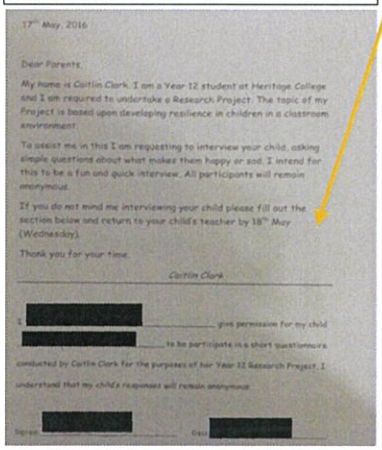
Should you have any questions, please don't hesitate to contact me

Kind regards

[redacted]

Senior School Co-ordinator

Once I got permission from the school, I then had to ask permission from the parents to do this with the children. I ended up giving it to the parents of 10 children, and I got 9 replies.



17th May, 2016

Dear Parents,

My name is Caitlin Clark. I am a Year 12 student at Heritage College and I am required to undertake a Research Project. The topic of my Project is based upon developing resilience in children in a classroom environment.

To assist me in this I am requesting to interview your child, asking simple questions about what makes them happy or sad. I intend for this to be a fun and quick interview. All participants will remain anonymous.

If you do not mind me interviewing your child please fill out the section below and return to your child's teacher by 18th May (Wednesday).

Thank you for your time.

Caitlin Clark

I [redacted] give permission for my child [redacted] to be participate in a short questionnaire conducted by Caitlin Clark for the purposes of her Year 12 Research Project. I understand that my child's responses will remain anonymous.

Signed [redacted] Date [redacted]

After the children answered the question, we then did an activity where they built a house of giant blocks so that I could observe them how the approached challenges and interacted. This was also used to finish my time with each child on a happy note and they got to choose a sticker on their way out.

The following are the questions that I asked the children and why these specific questions were chosen:

1. What is your name?

-I originally put this in, forgetting that it should be anonymous, so the school said it was fine to do my case Study-I just had to take this question out-which I did when conducting my case study.

2. How old are you?

-This was both an easy question to get the children engaged and was useful as my question is specific to a certain age group I had to make sure that they were in this category

3a. What do you like doing?

-This was a question to see what they are interested in, but also lightens the questions, instead of them all be serious, and somewhat negative, as this was suggested by one of first interview (Anon1, Caitlin Clark, 28th April 2016).

3b. What don't you like doing?

-This was to see if the things the children didn't like to do had any relationship with how well they perform in these areas, as this indicates if they are resilient, or as soon as they have to do something and they struggle then they automatically don't like it (Folke, C., S. R. Carpenter, B. Walker, M. Scheffer, T. Chapin, and J. Rockström, (2010), accessed 14th April 2016).

4a. What things are you good at?

-The question is to see if the child has awareness of their capabilities and know their strengths

4b. What things aren't you good at?

- I had to be careful with the wording of this questions. It doesn't say 'what things are you bad at?' because this is very negative definitive language, so made sure it is still more positive. Again it is awareness of their capabilities, and was put together with question 3b, to see if the answers related-as if they don't like it because they don't think they are good at it, it shows a lack of resilience (Folke, C., S. R. Carpenter, B. Walker, M. Scheffer, T. Chapin, and J. Rockström, (2010), accessed 14th April 2016).

5a. Do you have friends? Who are they?

-This was to see what support group the children had a social interaction at such a young age is vital to developing resilience. This was suggested by my first interview (Anon1, Caitlin Clark, 28th April 2016) to lighten the experience with the children.

5b. What do you like playing with your friends?

-The question was added to again lighten the question, and doesn't serve any real purpose, which was suggested by a teacher whom I interviewed (Anon4,Caitlin Clark, 4th May 2016).

6a. Do you ever get sad?

-This was to gauge if children in this age group are emotionally aware of their own feeling and the feelings of the children around them.

6b. What things make you sad?

-Again to see if they can emotionally understand their feelings, which is vital point of being resilient (Maholmes. V, 2014).

6c. Do you get sad a lot of times or just some times?

-This was to see if they knew the difference and were able to distinguish between sad sometimes or all the time, as this shows emotional comprehension which is another vital key to resilience (Stormont. M, 2007).

7a. I sometimes cry, do you sometimes cry?

-I approached this question in this way so that the children wouldn't be ashamed of crying, but knew it was a normal thing so that they felt comfortable enough to answer, which then lead into the next question.

7b. (If yes) What kind of things make you cry?

-To see if they can identify a stimulus-children that are resilient can often do this (Scott. E, 2015)

8a. Do you ever feel alone?

-This was used to lead into the next question

8b. (If yes) Lots of times or just sometimes?

- This was to see if they knew the difference between being alone sometimes and all the times and it also mean that children that say lots of times are more at risk of not developing resilience (Stormont. M, 2007).

9a. Who do you love?

-This was used to lead in the next question

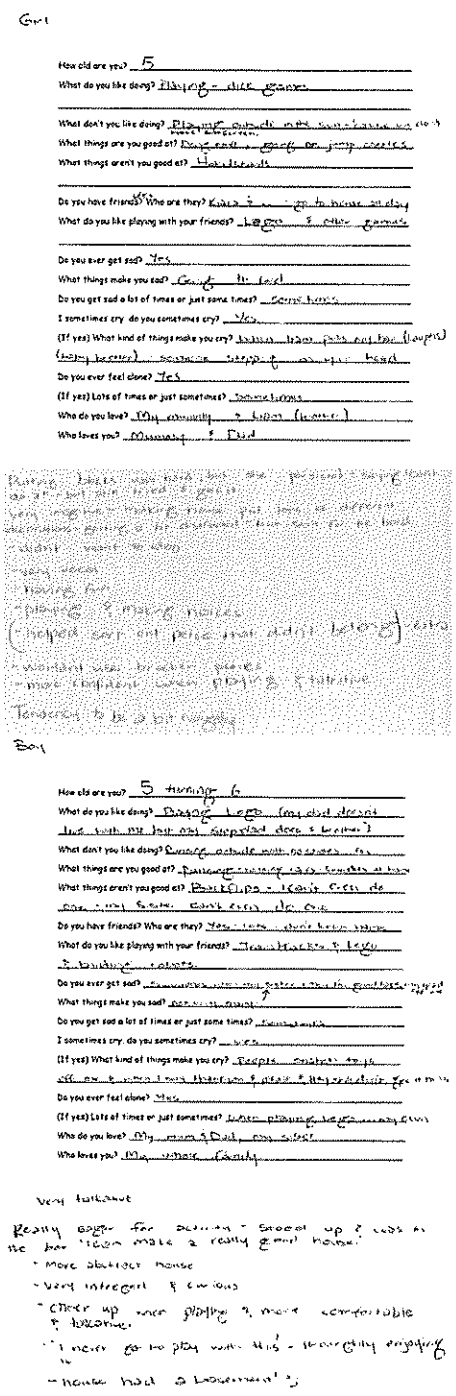
9b. Who loves you?

-This is emotional and social awareness-which is vital to developing resilience (Mindtools.com, 2015).

P2
As attached.

CASE STUDY/OBSSERVATION:

C. Clark, Observation, 18/05/2016


Girl

How old are you? 5
What do you like doing? Playing dirt games
What don't you like doing? Playing outside with someone who is
What things are you good at? Dancing, good on jump ropes
What things aren't you good at? Handstands
Do you have friends? Who are they? Kate I go to home today
What do you like playing with your friends? Lego & other games
Do you ever get sad? Yes
What things make you sad? Cause I'm tired
Do you get sad a lot of times or just some times? Sometimes
I sometimes cry do you sometimes cry? Yes
(If yes) What kind of things make you cry? Bullies when pets are hurt (laughs) (baby teeth) someone steps on your head
Do you ever feel alone? Yes
(If yes) Lots of times or just sometimes? Sometimes
Who do you love? My mummy & Dad (home)
Who loves you? Mummy & Dad

Boy

How old are you? 5 turning 6
What do you like doing? Playing Lego (my dad doesn't live with me but my stepdad does & brother)
What don't you like doing? Running outside with no shoes on
What things are you good at? Running really fast, tackles at footy
What things aren't you good at? Backflips - I don't even do one, my brother can't even do one
Do you have friends? Who are they? Yes - lots, don't know names
What do you like playing with your friends? Transformers & Lego & building robots
Do you ever get sad? Sometimes when my sister is in the bathroom myself
What things make you sad? Don't know much
Do you get sad a lot of times or just some times? Sometimes
I sometimes cry, do you sometimes cry? Yes
(If yes) What kind of things make you cry? People crashing trains & when I was thrown & stuck & my shoulder got dislocated
Do you ever feel alone? Yes
(If yes) Lots of times or just sometimes? When playing Lego sometimes
Who do you love? My mum & Dad my sister
Who loves you? My mum, family

Very turbulent
Really eager for parents - stood up & was in the bar 'mom make a really good house'
- More abstract house
- Very introvert & anxious
- Cheer up once playing & more comfortable & become
- 'I never go to play with kids' - heartfully crying
- house had a basement

Key Findings:

That each child is completely different, with different factors to take into account, so to observe resilience in a child is a more theoretical and intangible label.

Some children are very aware of themselves emotionally and socially and those are the ones that it is evident that they have resilience and are developing it. These are often the children that are being supported at home and the children which take an interest in their child's education.

Some children are overly and completely confident in their ability-is this because they are naturally gifted, completely resilient or just laid back?

To determine whether a child is resilient or not, I don't think it can be done in a matter of twenty minutes, as this will only show the evident cases, but the ones which are harder to determine would have to spend more time with doing more activities.

Whilst doing the activities the ones that were completely silent and overly shy, were the ones unsure about their friends, and weren't really aware socially and emotionally were they were, and these are the ones that flagged a warning sign to me.

In particular there was a girl, who use to try and go home every lunch.

At this age the trend, when asked what they aren't good at or what they don't like doing, it was often mean people, violence or physical (e.g. doing a backflips).

One child in particular, no questions had been asked about sadness or along those lines, just how old are you and what do you like doing, and he automatically after introducing himself said that his dad doesn't live with his mum, but his step-dad does. This is alarming in the fact that he felt it was a necessary to tell a stranger as it was a vital part of his character. It would be a big factor in his life – maybe even a risk factor to his development of resilience.

Teachers will really have to spend a lot of time with students to be able to make this judgement. D2

Purpose:

The purpose of this case study/observation is to put the things I have learnt into practise-making the terms and information real, and also seeing the difference in this and understanding how hard this topic is actually to observe within children.

Cross Referencing:

This source proves a lot of the terms that the other sources have been saying, in a more practical way. It shows that a child's background needs to be taken into consideration, including 'risk factors' and also that emotional and social awareness of a child is vital.

Validity/Credibility:

This source, was completed by myself. As a year 12 student I do not have any credentials. Although I have done some minor study with the credible and reliable sources, this does not make me in any way credible, as I have absolutely no credentials.

This source is valid as it was completed very recently with children in the appropriate age and country for this question.

Reliability:

This source is not very reliable. The answers to the children's question are correct, but the observations and conclusions to the overall case study are not reliable, as I may unknowingly be bias, even though I tried not to be, it is still most probable that there is an element of bias within it. But all the information is relevant to my topic and research project and will be useful. D2

Conclusion on Source:

I conclude that this source is not very reliable or valid, without bias which makes me hesitant to trust the information within this source.

Impact on Research:

From this research, I am only now comprehending how hard and intangible this concept is to be able to recognise this with in children whilst taking in all the different factors into account. D3

Capabilities developed:

Literacy capabilities, personal and social capabilities, intercultural understanding and critical and creative thinking were all developed with in my case study/observations. I had to correctly word my questions for the young children in a way that they would understand, whilst taking different backgrounds and cultures into consideration-so I had to choose my question very carefully. D4

Bibliography:

Primary:

Interviews:

-Anon1, *Resilience in children*, interviewed by Caitlin Clark, (28th April 2016).

-Anon2, *Resilience in children*, interviewed by Caitlin Clark, (3rd May 2016).

-Anon3, *Resilience in children*, interviewed by Caitlin Clark, (4th May 2016).

-Anon4, *Resilience in children*, interviewed by Caitlin Clark, (4th May 2016).

-Anon5, *Resilience in children*, interviewed by Caitlin Clark, (5th May 2016).

-Anon6, *Resilience in children*, interviewed by Caitlin Clark, (6th May 2016).

-Anon7, *Resilience in children*, interviewed by Caitlin Clark, (13th May 2016).

Observation:

C. Clark, Observation, 18th May 2016

Secondary:

Books:

-Maholmes.V, (2014), *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford university press, New York, page 18-34.

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CONCLUSION ON SOURCES:

All of the above sources were or reasonably reliability, validity and credibility. This was proven by taking into consideration the author and their credentials, evaluating the presence of bias, but also making sure that the information be gathered was consistent, which was done by cross-referencing. Throughout all the key finding found in these sources there was no information that contradicted another source, but often reinstated and reinforced what other sources had been saying. This leads me to the conclusion my sources are able to be trusted and will be extremely useful in assisting me in writing my outcome.

MAIN TOPICS WHICH WERE EXPLORED WITHIN THESE SOURCES:

- Definition of resilience
- What sections resilience can be broken in too
- Understanding child's background and life at home
- Building relationship with parent
- Building relationships with the children
- Model of success
- Hope and religion
- Internal and external factors
- Risk factor
- Characteristics displayed
- Activities that focus on developing resilience