

Caitlin Cunn

A+

Research Outcome

Synthesis
S1 Insightful synthesis of knowledge, skills, and ideas to produce a resolution to the research question.
S2 Insightful and thorough substantiation of key findings relevant to the research outcome.
S3 Clear and coherent expression of ideas.
S1 Considered synthesis of knowledge, skills, and ideas to produce a resolution to the research question.
S2 Substantiation of most key findings relevant to the research outcome.
S3 Mostly clear and coherent expression of ideas.
S1 Satisfactory synthesis of knowledge, skills, and ideas to produce a resolution to the research question.
S2 Substantiation of some key findings relevant to the research outcome.
S3 Generally clear expression of ideas.
S1 Basic use of information and ideas to produce a resolution to the research question.
S2 Basic explanation of ideas related to the research outcome.
S3 Basic expression of ideas.
S1 Attempted use of an idea to produce a resolution to the research question.
S2 Limited explanation of an idea or an aspect of the research outcome.
S3 Attempted expression of ideas.

You have produced a very compelling synthesis of your findings here Caitlin! It has been very well researched & is presented in a very balanced, insightful & objective way. It really is an outstanding piece of work!

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

INTRODUCTION:

Words: 2002

Resilience is a complex concept which is key to a child's success throughout their lives¹. Resilience is defined as "A child's ability to respond to stress and adversity, a child's capacity to bounce back"². Melissa Stormont states that it is important for teachers to develop this significant characteristic in the children they teach³. Teachers must first be able to recognise those that may be lacking in resilience by identifying risk factors in a child's life which prohibit its development⁴. To determine if a child is exposed to risk factors teachers must become familiar with the child's background and home life through the building of a trusting relationship with the family and the child⁵. The teacher can then determine how to meet the child's needs in developing resilience through various teaching techniques⁶.

IDENTIFYING:

To develop resilience in young children a teacher must be able to identify those children who lack resilience and those who are successfully developing their resilience⁷. Resilience is made up of Positive emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA) which are the building blocks of resilience⁸.

Teachers can look for these characteristics in a child to identify their level of resilience:

- Positive emotion – how do children respond to questions about their wellbeing? Is there a positive response?
- Engagement – does the child engage in activities and tasks or are they withdrawn and appear lazy?
- Relationships – do they have friendships at school? Are these maintained? How are they maintained?
- Meaning – does the child have meaning in their life? Does the family uphold values?
- Accomplishment – are there opportunities for the child to feel success? What do they think they are good at?

¹ Mindtools.com, (2015), *Developing Resilience: Overcoming and Growing from Setbacks*, <https://www.mindtools.com/pages/article/resilience.htm>, Accessed 2 Nov. 2015

² Dawes. A, Snider. L, (2006), *Psychosocial Vulnerability and Resilience Measures for national-level monitoring of orphans and other vulnerable children: Recommendations for Revision of the UNICEF Psychological Indicator*

³ Stormont. M, (2007), *Fostering Resilience in Young Children at risk for Failure*, Pearson Education, New Jersey, page 180-187

⁴ Mandleco. B, (2003), *An organizational Framework for conceptualising resilience in children*, <https://www.andrews.edu/~rbailey/Chapter%20four/3554339.pdf>, accessed 3 May 2016

⁵ Maholmes.V, (2014), *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford university press, New York, page 18-34

⁶ Anon1, Resilience in children, interviewed by Caitlin Clark, (28th April 2016).

⁷ Allen, J.G., Stein, H., Fonagy, P., J., & Target, M. (2005), *Rethinking adult attachment; a study of expert consensus*. *Bulletin of the Menninger Clinic* 69 (1) 59-80

⁸ Positive Psychology, (2016), *The PERMA model*, <http://positivepsychologymelbourne.com.au/perma-model/>, accessed 22nd June 2016

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

There are many typical behaviours which can be observed to assess a young child's resilience⁹. Often young children who lack resilience display this in one of two ways¹⁰.

One of the ways which a lack of resilience can be observed is as follows:

- Reserved
- Shy
- Choose not to engage with their peers
- Easily lead¹¹
- Try to avoid work by using avoidance techniques such as:
 - Excessive bathroom trips
 - Say they have stomach pains so that they can go home¹²
- Cry when their mother leaves the classroom¹³
- Cry if situations do not go their ways
- Go directly to a teacher to resolve a problem instead of trying to resolve it themselves¹⁴
- Lack of persistence

Another way young children can display a lack of resilience is by displaying traits which could be considered the opposite of an emotionally non-resilient child¹⁵. These children are harder to recognise as they are often better at disguising their lack of resilience by displaying confidence¹⁶. The typical behaviours of these children are:

- Loud
- Some display bullying tendencies
- Unable to resolve conflict¹⁷
- Need physical activities
- Find it hard to concentrate
- Do not follow instructions well¹⁸

⁹ Positive Psychology, (2016), The PERMA model, <http://positivepsychologymelbourne.com.au/perma-model/>, accessed 22nd June 2016

¹⁰ Anon1, *Resilience in children*, interviewed by Caitlin Clark, (28th April 2016)

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

¹¹ Anon1, *Resilience in children*, interviewed by Caitlin Clark, (28th April 2016)

¹² Anon2, *Resilience in children*, interviewed by Caitlin Clark, (3rd May 2016)

¹³ Anon5, *Resilience in children*, interviewed by Caitlin Clark, (5th May 2016)

¹⁴ Anon6, *Resilience in children*, interviewed by Caitlin Clark, (6th May 2016)

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

¹⁵ Schneider, B.H., Atkinson, L., & Tardiff, C. (2001) Child-parent attachment and children's peer relations: A quantitative review. *Developmental Psychology* 37(1): 86-100

¹⁶ Anon2, *Resilience in children*, interviewed by Caitlin Clark, (3rd May 2016)

¹⁷ Anon1, *Resilience in children*, interviewed by Caitlin Clark, (28th April 2016)

¹⁸ Anon2, *Resilience in children*, interviewed by Caitlin Clark, (3rd May 2016)

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

It is also helpful for a teacher to recognise those children who are effectively developing their resilience¹⁹. The typical behaviours of resilient children are:

- Willing to ask for help
- Confident in their own capabilities
- Learn from their mistakes
- Confront conflicting situations²⁰

UNDERSTANDING EACH SPECIFIC CASE:

Before a teacher can start to develop a young child's resilience the child's basic needs should first be addressed²¹. Basic needs include things such as:

- Safety
- Love
- Belonging
- Self-esteem
- Routine
- Rules
- Warm and nurturing environment²²

Teachers can make themselves familiar with the child's background and home life to determine if their basic needs are being met²³. This will inform the teacher as to the likelihood of the child being exposed to risk factors which may prohibit the development of resilience²⁴. Risk factors are anything which may be detrimental to a child's resilience²⁵.

Risk factors include:

- Poverty
- Trauma
- Mental health issues
- Socio-economic status
- Alcohol abuse
- Substance abuse²⁶

¹⁹ Folke, C., S. R. Carpenter, B. Walker, M. Scheffer, T. Chapin, and J. Rockström, (2010), Resilience thinking: integrating resilience, adaptability and transformability. *Ecology and Society*, <http://www.ecologyandsociety.org/vol15/iss4/art20/>, accessed 14th April 2016

²⁰ Anon1, *Resilience in children*, interviewed by Caitlin Clark, (28th April 2016)

²¹ Dawes, A, Snider, L, (2006), Psychosocial Vulnerability and Resilience Measures for national-level monitoring of orphans and other vulnerable children: Recommendations for Revision of the UNICEF Psychological Indicator

²² Folke, C., S. R. Carpenter, B. Walker, M. Scheffer, T. Chapin, and J. Rockström, (2010), Resilience thinking: integrating resilience, adaptability and transformability. *Ecology and Society*, <http://www.ecologyandsociety.org/vol15/iss4/art20/>, accessed 14th April 2016

²³ Kuszewski, A, (2009), Don't Shelter Your Children: Coping With Stress As A Child Develops Resilience And Emotion Regulation As An Adult, http://www.science20.com/rogue_neuron/dont_shelter_your_children_coping_stress_child_develops_resilience_and_emotion_regulation_adult, accessed 19th April 2016

²⁴ Mandleco, B, (2003), An organizational Framework for conceptualising resilience in children, <https://www.andrews.edu/~rbailey/Chapter%20four/3554339.pdf>, accessed 3 May 2016

²⁵ Maholmes, V, (2014), *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford university press, New York, page 18-34

²⁶ Anon4, *Resilience in children*, interviewed by Caitlin Clark, (4th May 2016)

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'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

Risk factors do not have to apply to the child directly, they can occur in their family and therefore impact on the child²⁷. Awareness of these situations by the teacher and school allow them to work with the family and/or child to provide support as needed²⁸.

Children's home life can also impact on a child's development of resilience²⁹. The child may come from a home environment that is un-organised, crowded (crowding is four or more children which are spaced two or less years apart) and have inconsistent behavioural expectations from the parents. These situations may be detrimental to the development of a child's resilience³⁰.

Other background information can also inform teachers in their practice, such as religion³¹. Religious children are often more resilient as they are given an element of hope - which is a huge contributor to resilience³². Cultural backgrounds can also impact on resilience as expectations of children, particularly regarding gender, can play a part³³.

RELATIONSHIPS:

For teachers to be effective in their practice and also develop resilience in their students the teacher must first establish a relationship with the child and, wherever possible, the parent of the child also³⁴. It is important for the child that what is being taught during the day at school is reinforced at home³⁵.

Effective teachers initiate contact with the parents and inform them of their learning intentions, how their child is tracking and keep an open path of communication, thus creating positive experiences

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

²⁷ American Federation of Teachers, (2007), *Building Parent-Teacher Relationships*, <http://www.readingrockets.org/article/building-parent-teacher-relationships>, accessed 24/02/16

²⁸ Maholmes.V, (2014), *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford university press, New York, page 18-34

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

²⁹ Stormont. M, (2007), *Fostering Resilience in Young Children at risk for Failure*, Pearson Education, New Jersey, page 180-187

Bagwell, C. L., Newcomb, A. F., & Bukowski, W.M, (1998), Preadolescent friendship and peer rejection as predictors of adult adjustment. *Child Development* 69 (1): 140-153

³⁰ Kuszewski. A, (2009), *Don't Shelter Your Children: Coping With Stress As A Child Develops Resilience And Emotion Regulation As An Adult*, http://www.science20.com/rogue_neuron/dont_shelter_your_children_coping_stress_child_develops_resilience_and_emotion_regulation_adult, accessed 19th April 19 2016

³¹ Maholmes.V, (2014), *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford university press, New York, page 18-34

³² Maholmes.V, (2014), *Fostering Resilience and Well-being in children and Families in Poverty*, Oxford university press, New York, page 18-34

³³ Anon7, *Resilience in children*, interviewed by Caitlin Clark, (13th May 2016)

³⁴ 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

³⁵ Seligman. M, (2011), *Building resilience*, <https://hbr.org/2011/04/building-resilience/>, accessed 19th April 2016

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

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

between the school and families³⁶. This practice engenders trust between the teacher and the parents³⁷.

Establishing a relationship with the parents can often lead to the parents becoming more involved, which can counteract the effect of living in low socioeconomic suburbs and high risk neighbourhoods along with many of the risk factors stated previously³⁸.

Often, to get a parent involved in their child's education, teachers need to educate the parents in how to help and support their child's learning; so that they understand the importance and difference they can make to their child's education with their involvement³⁹.

Some methods that teachers utilise to maintain contact with parents are: speaking to the parents face-to-face at school drop-off and/or pick-up, email, telephone calls, running parent workshops and class/school newsletters⁴⁰. If teachers can effectively utilise these communication methods, a relationship can be established with the parents, which in turn benefits the child⁴¹. A supportive school which promotes parent and teacher contact can assist teachers in the development of these relationships⁴².

It is imperative for a teacher to also participate in a positive relationship with the child⁴³. To effectively teach a child, the child first has to feel comfortable in the classroom environment and with the individual teacher. Once this is achieved the child can then feel comfortable and have a positive mindset to not only learn, but to develop resilience⁴⁴.

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³⁶ Sebanc, A. M. (2003) *The friendship features of preschool children: Links with prosocial behaviours and aggression*. Social Development 12(2):249-268

Seligman, M. (2011), Building resilience, <https://hbr.org/2011/04/building-resilience/>, accessed 19th April 2016

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

³⁷ Stormont, M. (2007), *Fostering Resilience in Young Children at risk for Failure*, Pearson Education, New Jersey, page 180-187

³⁸ Seligman, M. (2011), Building resilience, <https://hbr.org/2011/04/building-resilience/>, accessed 19th April 2016

³⁹ Anon1, *Resilience in children*, interviewed by Caitlin Clark, (28th April 2016)

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

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

⁴⁰ Anon2, *Resilience in children*, interviewed by Caitlin Clark, (3rd May 2016)

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

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

⁴¹ Anon5, *Resilience in children*, interviewed by Caitlin Clark, (5th May 2016)

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

⁴² Embrace the Future, (2016), *What can schools do*,

http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/welcome_page.htm, accessed 27th April 2016

⁴³ Anon6, *Resilience in children*, interviewed by Caitlin Clark, (6th May 2016).

⁴⁴ Resilience, (2016), *Strategies for resilient children*, <http://ehlt.flinders.edu.au/education/DLiT/2006/resilience/>, accessed 27th April 2016

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

STRATEGIES:

It is important for both the teacher and the school, as a community, to focus on developing children's resilience, especially within the child's first few years of schooling⁴⁵.

The teacher, being a model of success is the simplest method for improving a child's resilience⁴⁶. Some children do not have significant adults in their lives who model resilience; these children do not know what it is or how it is displayed⁴⁷. Teacher's modelling this behaviour is important for the child, as a major component of resilience is having supportive adults in the child's life outside of the child's family to offer guidance and support⁴⁸.

Teachers can also educate children that setbacks and mistakes can be learnt from and can have a positive outcome⁴⁹. Children benefit from modelling and explicit teaching of how to recognise and cope with their emotions - school can be overwhelming physically and emotionally for these young children. Teachers use various methods, such as: text, including books, picture books and videos which show stories and examples of resilience; discussion, and role play scenarios which model the behaviours of resilient children in various situations⁵⁰. For young children circle discussion time often helps as they engage with others to build relationships and practise the discussed resilience strategies⁵¹.

To build resilience in children often the easiest method to apply is feedback⁵². Positive feedback involves praising a child, but also letting the child know what they are being praised for⁵³. If a child is not making good choices, the teacher can give them alternative actions which would result in a more positive outcome⁵⁴. Young children need to be encouraged to verbalise their emotions and how to

⁴⁵ Embrace the Future, (2016), What can schools do,

http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/welcome_page.htm, accessed 27th April 2016

⁴⁶ Seligman. M, (2011), Building resilience, <https://hbr.org/2011/04/building-resilience/>, accessed 19th April 2016

⁴⁷ Resilience, (2016), *Strategies for resilient children*, <http://ehlt.flinders.edu.au/education/DLIT/2006/resilience/>, accessed 27th April 2016

⁴⁸ American Federation of Teachers, (2007), *Building Parent-Teacher Relationships*,

<http://www.readingrockets.org/article/building-parent-teacher-relationships>, accessed 24/02/16

Embrace the Future, (2016), *What can schools do*,

http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/welcome_page.htm, accessed 27th April 2016

⁴⁹ Folke, C., S. R. Carpenter, B. Walker, M. Scheffer, T. Chapin, and J. Rockström, (2010), Resilience thinking: integrating resilience, adaptability and transformability. *Ecology and Society*, <http://www.ecologyandsociety.org/vol15/iss4/art20/>, accessed 14th April 2016

⁵⁰ Kuszewski. A, (2009), Don't Shelter Your Children: Coping With Stress As A Child Develops Resilience And Emotion Regulation As An Adult,

http://www.science20.com/rogue_neuron/dont_shelter_your_children_coping_stress_child_develops_resilience_and_emotion_regulation_adult, accessed 19th April 2016

⁵¹ Mandelco. B, (2003), An organizational Framework for conceptualising resilience in children,

<https://www.andrews.edu/~rbailey/Chapter%20four/3554339.pdf>, accessed 3 May 2016

⁵² Mindtools.com, (2015), *Developing Resilience: Overcoming and Growing from Setbacks*,

<https://www.mindtools.com/pages/article/resilience.htm>, Accessed 2 Nov. 2015

⁵³ Resilience, (2016), *Strategies for resilient children*, <http://ehlt.flinders.edu.au/education/DLIT/2006/resilience/>, accessed 27th April 2016

⁵⁴ 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

81
As Judd

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

stay calm in difficult situations, rather than reacting⁵⁵. To promote resilience teachers can minimise their response when children make mistakes and commend them for trying and encouraging them to do their personal best⁵⁶.

Developing children's resilience is educating children about their strengths and weakness⁵⁷. Children need to consider the worst case scenario, best case scenario and most likely outcome⁵⁸. They can set goals and also be realistic in their goal-setting. Although this concept is more applicable to older children the basic principles can be taught to young children so these skills can be built on later in life⁵⁹.

It is also vitally important that teachers and schools provide settings where at risk children become connected with caring, supportive and competent adults. A child needs predictable environments with routine⁶⁰.

SOCIAL:

Children's social relationships largely contribute to their development of resilience⁶¹. To develop friendships children must have the ability to understand how other people think and appreciate that people can view situations differently⁶². Social networks can be beneficial from a young age to adulthood; these relationships can provide support as confidants during moments of stress by providing time, practical help and advice when needed⁶³. This skill should be learnt and developed from a young age teaching children to form and manage close, intimate relationships⁶⁴. Participation

⁵⁵ Embrace the Future, (2016), *What can schools do*, http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/welcome_page.htm, accessed 27th April 2016

⁵⁶ Stormont, M. (2007), *Fostering Resilience in Young Children at risk for Failure*, Pearson Education, New Jersey, page 180-187

⁵⁷ Embrace the Future, (2016), *What can schools do*, http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/welcome_page.htm, accessed 27th April 2016

⁵⁸ 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

⁵⁹ Seligman, M. (2011), Building resilience, <https://hbr.org/2011/04/building-resilience/>, accessed 19th April 2016

⁶⁰ Embrace the Future, (2016), *What can schools do*, http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/welcome_page.htm, accessed 27th April 2016

⁶¹ Sebanc, A. M. (2003) The friendship features of preschool children: Links with prosocial behaviours and aggression. *Social Development* 12(2):249-268

Dwyer, K.M (2005) The meaning and measurement of attachment in middle and late childhood. *Human Development* 48: 155-182

⁶² Schneider, B.H., Atkinson, L., & Tardiff, C. (2001) Child-parent attachment and children's peer relations: A quantitative review. *Developmental Psychology* 37(1): 86-100

Allen, J.G., Stein, H., Fonagy, P., J., & Target, M. (2005) Rethinking adult attachment; a study of expert consensus. *Bulletin of the Menninger Clinic* 69 (1) 59-80

Schaeffer, H.R. (1996) Sense of self: sense of other (Ch4 pp154-203) In H.R. Schaeffer, *Social Development*, Blackwell: Oxford

⁶³ Schneider, B.H. (2000) The importance of peer relations: coping with the stresses of life (Ch 2 pp 17-35), In *Friends and Enemies: Peer Relations in Childhood*. Arnold: London

⁶⁴ Ryan-Wenger, N.A., Sharrer, V.W. & Campbell, K.K. (2005) Changes in children's stressors over the past 30 years. *Pediatric Nursing*, July-Aug 2005, 31 (4) p 282-291.

Hartup, W.W. (1996), *The Company they keep and their developmental significance* (pp 61-75). In W. Craig (ed) (2000) *Childhood Social Development: The essential readings*. Blackwell: Massachusetts

Bagwell, C. L., Newcomb, A. F., & Bukowski, W.M. (1998) Preadolescent friendship and peer rejection as predictors of adult adjustment. *Child Development* 69 (1): 140-153

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

in a close relationship from a young age is also thought to foster flexible thinking in many different contexts and will increase the possibility of having close friends later in life⁶⁵. Analysing a child's social behaviour can indicate which children could potentially have problems later in their lives⁶⁶.

Friendships not only help develop resilience but can counter-act the effect of risk factors⁶⁷. Children who have good friendships at the ages of 5 and 6 are less victimised by bullies three years later⁶⁸. It is also a known fact that children who participate in Kindy-garden have the opportunity to practise social skills and have a higher rate of resilience⁶⁹. Friendships also cause the child to be happier and more optimistic, giving a sense of hope which promotes resilience⁷⁰.

Being 'liked' by peers helps young children develop resilience, as being disliked is also categorised as a risk factor⁷¹. Being actively disliked and rejected by peers in young children leads to an increase of the risk of maladjustment (not coping with the demand of a social environment) and children often as an effect of this, withdraw from their peers⁷². ✓

Social skills need to be developed through practise. Children are active processors of the experiences they encounter⁷³. Their behaviour is not an automatic reaction to environmental stimulation; it is the result of attempts to make sense of what is happening to them⁷⁴. Children monitor, reflect upon and evaluate the information presented to them; and how they respond is closely dependent on such evaluation⁷⁵. Teachers can provide opportunities to practise social skills through programming into their teaching and learning; this could include role play exercises, Child Protection Curriculum ✓✓

⁶⁵ Ainsworth, M.D.S. (1979) Infant-mother attachment. (pp 13-24) In W. Craig (ed) (2000) *Childhood Social Development: The Essential Readings*. Blackwell: Massachusetts.

⁶⁶ Bukowski, W.M., Newcomb, A.F and Hartal, W.W. (1996), Friendship and its significance in childhood and adolescence; introduction and comment (Ch 1 pp 1-15). In W. Bukowski, A.F. Newcomb and W.W. Hartup (eds) *The Company They keep: Friendship in Childhood and Adolescence*. Cambridge University Press: Cambridge

⁶⁷ Hartup, W.W. (1996), *The Company they keep and their developmental significance* (pp 61-75). In W. Craig (ed) (2000) *Childhood Social Development: The essential readings*. Blackwell: Massachusetts

⁶⁸ Sebanc, A. M. (2003) *The friendship features of preschool children: Links with prosocial behaviours and aggression*. *Social Development* 12(2):249-268

Ainsworth, M.D.S. (1979) Infant-mother attachment. (pp 13-24) In W. Craig (ed) (2000) *Childhood Social Development: The Essential Readings*. Blackwell: Massachusetts.

⁶⁹ Sebanc, A. M. (2003) *The friendship features of preschool children: Links with prosocial behaviours and aggression*. *Social Development* 12(2):249-268

⁷⁰ Ryan-Wenger, N.A., Sharrer, V.W. & Campbell, K.K. (2005) Changes in children's stressors over the past 30 years. *Pediatric Nursing*, July-Aug 2005, 31 (4) p 282-291.

Bagwell, C. L., Newcomb, A. F., & Bukowski, W.M. (1998) Preadolescent friendship and peer rejection as predictors of adult adjustment. *Child Development* 69 (1): 140-153

⁷¹ Hartup, W.W. (1996), *The Company they keep and their developmental significance* (pp 61-75). In W. Craig (ed) (2000) *Childhood Social Development: The essential readings*. Blackwell: Massachusetts

⁷² Bukowski, W.M., Newcomb, A.F and Hartal, W.W. (1996), Friendship and its significance in childhood and adolescence; introduction and comment (Ch 1 pp 1-15). In W. Bukowski, A.F. Newcomb and W.W. Hartup (eds) *The Company They keep: Friendship in Childhood and Adolescence*. Cambridge University Press: Cambridge

⁷³ Ryan-Wenger, N.A., Sharrer, V.W. & Campbell, K.K. (2005) Changes in children's stressors over the past 30 years. *Pediatric Nursing*, July-Aug 2005, 31 (4) p 282-291.

⁷⁴ Ainsworth, M.D.S. (1979) Infant-mother attachment. (pp 13-24) In W. Craig (ed) (2000) *Childhood Social Development: The Essential Readings*. Blackwell: Massachusetts.

⁷⁵ Bukowski, W.M., Newcomb, A.F and Hartal, W.W. (1996), Friendship and its significance in childhood and adolescence; introduction and comment (Ch 1 pp 1-15). In W. Bukowski, A.F. Newcomb and W.W. Hartup (eds) *The Company They keep: Friendship in Childhood and Adolescence*. Cambridge University Press: Cambridge

'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

delivery encouragement of positive feedback from the teacher and student-to-student within the classroom and the yard⁷⁶.

CONCLUSION:

Developing resilience in children is vital to their success⁷⁷. Resilience determines the outlook of a child's life. Teachers can develop resilience in children by determining which children are at risk through a close relationship with the child and their family⁷⁸. Teachers can do this through building a relationship with the child and modelling resilience in themselves⁷⁹. They can also teach resilience through various methods of delivery and positive behavioural support in the classroom⁸⁰.

Outstanding syllabus content!

⁷⁶ Department of Education & Childhood Development, 2016, <https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/curriculum-early-years>, Keeping Safe: Child Protection Curriculum, accessed 22nd of June 2016

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'How can resilience be developed in children, between the ages of 4-6, in a classroom environment'

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