Some of you might be thinking ‘why resilience? Why now?’ Let me explain. When I was a kid, my family attended church on Sundays. We arrived for Sunday School at around 8:30am, and we left for home after many hugs and seconds at 4pm. Yes, FOUR! There was no lunch, no water breaks, no naps allowed. Only one blessed bathroom break and about 3 square inches of white space on the church program for a few rounds of tic tac toe. When I share little gems like these with my children, my proud “struggles,” they nod and yawn. “Apparently you endured. Your time is over. My life is now,” is their expression. And they would be right. Our kids may not be able to run as far or as long as we did, but times have changed. This generation has had to be strong in different ways—ways that don’t challenge the body or the will as much as the mind. And as adults we now realize that the battles waged within the mind are the hardest to overcome; those struggles we seldom share. For our children, this time could mean something far scarier.

This word resilience has been trending in our collective vocabulary for some time now, but we’ve understood its value since day 1. We thrive on resilience. We want our mattresses to be resilient. We want our cars to outlast the payments. We pay more for shoes that claim to be resilient, boasting superior materials and craftsmanship. We pray for a resilient bladder before a series of long meetings. But nowadays, we’re looking to our minds to have that same recovery potential, and many of us are about tapped out. School is back in session. And sports! Have mercy! The roads are becoming more congested as companies beckon us back to work, but the headlines and pandemic wreckage remain stenciled in our minds. It’s all been a bit much.

It’s okay to admit that we need to refuel, to reassess. And yet after we take our much-needed winter vacation, many of us will still lack the skills and tools to help our children prepare for or recover from the challenges specific to their stage of development, time in history, and demographic. They will miss the relief altogether. In order to support our children when they’re
called upon to withstand, recover, or overcome—when they experience that setback with friends or others—we need tools at the ready to foster resilience in them.

Enter Mary Alvord, PhD, the author of the book *Resilience Builder Program for Children and Adolescents*. She’s a psychologist with more than 40 years of clinical experience and is director of Alvord, Baker & Associates. She specializes in building resilience in children and teens with emotional and behavioral regulation challenges. A fellow of both the American Psychological Association (APA) and of the Association for Behavioral and Cognitive Therapies, Dr. Alvord has contributed to tip sheets written for the public by the APA on resilience and stress, including *Resilience Guide for Parents and Teachers*, *Resilience for Teens: Got Bounce?*, and *Building Your Resilience*.

She might not look like the cruise you missed, but she’s got what you need to help fill your resilience toolbox! In some homes, that’s worth a lot more. See you October 20, 7pm!

Yours Truly,
Talia Bush, MSAAC Chair

P.S. If you can’t make it to our next meeting, please take the time to read this newsletter in its entirety. This edition is chock-full of valuable resources and tips for helping you build resilience at home, so I encourage you to print and post!

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**In Case You Missed it!**

**September MSAAC Meeting: Recovery, Resilience, and Equity**

For those who were unable to attend, our first meeting of the year covered MSAAC planning and took a fresh look at equity within LCPS and beyond. Our keynote speaker, Dr. Devon Horton, District 65/Evanston/Skokie Superintendent, shared his research and best practices on equity. His slides are available [here](http://www.altedxpect.com). LCPS Equity Director Lottie Spurlock shared an update about equity planning for the year. Review her slides at the following [link](https://www.lcps.org/msaac). For more information about MSAAC plans, and to view the entire meeting, visit our website at lcps.org/msaac under the Meeting Calendar and Meeting Archives.

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**MSAAC Meetings and Membership**

MSAAC’s next meeting will be on Wednesday, October 20th from 7pm - 9pm. Our featured topic is *Resilient Parents (Parent advocacy)*. Join us to learn more ways to be resilient and empower your family. MSAAC meetings are open to all members of the LCPS community. You do not have to be a delegate to attend or participate.

Learn more about MSAAC and see the full schedule of this year’s meetings at our website ([https://www.lcps.org/msaac](https://www.lcps.org/msaac)).
MSAAC General Body meetings for the 2021-2022 school year will be held virtually and live streamed every 3rd Wednesday of the month at 7pm. Detailed information about each meeting can be found at www.lcps.org/msaac. In addition, details will be posted on social media and the website prior to each meeting. The meeting schedule for the remainder of 2021 is as follows: November 17: Resilient Students (Student Advocacy), and December: No MSAAC Meeting.

Want to get more involved? Consider becoming an MSAAC delegate or alternate! Here’s where to start:

1. Reach out to your school’s parent group (PTA, PTO, PTSA, etc.) and share your interest. We accept two delegates per school, so there could be a vacancy. You may also contact the Membership Chair at msaacmembership@lcps.org.

2. No delegates at your school? Contact your parent group. They will notify us and help you get registered. No parent group? Ask your principal for his or her endorsement.

3. Become a member and be the first to receive MSAAC newsletters and events straight to your email. Sign up using this form!
EL FACE Presents: The Family Room Virtual Workshops (1st Session of the School Year), October 20, 2021 @6pm

To: All LCPS EL Families

The Division of English Learners, Family and Community Engagement (FACE) Office is pleased to invite and welcome you to our first "The Family Room" virtual workshop for the 2021-2022 school year.

Please join us and log in on Wednesday, October 20th, 2021 at 6 pm as we discuss "Teaming Up! How Families and Schools Can Partner for Student Success." We are looking forward to sharing our commitment to fostering a collaborative culture of family engagement, preparing for parent-teacher conferences, understanding student schedules, and implementing strong homework strategies at home. We hope you'll join us as we "Team Up" for student success!

Please join via virtual link located in The Family Room Flyer.

In Spanish:

La Division de Aprendizaje de Ingles, Officina de Participación de la Familia y la Comunidad EL (FACE) se complace en invitarla(o) al primer “Reunion Sala Familiar” workshop virtual del ano escolar 2021-2022.

Por favor acompanenos el Miercoles 20 de October, 2021 a las 6 P.M. para discutir “Formacion de Equipos” o “ Ayudandonos mutuamente” Como las familias y los colegios nos asociamos en el exitio de nuestros estudiantes. Esperamos con mucha anticipacion el compartir nuestro compromiso de fomenter una cultura de familias compromentidas, en como prepararse para una conferencia de Padres con los profesores, como entender los horarios y programas de los estudiantes, implementando estrategias claras y contundentes en casa, esperamos verlo para formar un Equipo fuerte de ayuda mutual.

Únase a través del enlace virtual ubicado en la página informativa de El Salón Familiar.
Breast Cancer Awareness

National Breast Cancer Awareness Month is a reminder that there is a gruesome disease that will affect about 1 in 8 U.S. women, and 1 in 1000 U.S. men over the course of their lifetime. Monthly breast self-exams, annual doctor’s exam, and a mammogram are the best tools to have in fighting breast cancer. These three things are also your best bet for catching breast cancer in its earliest stages.

1. Trust your judgment when it comes to your body.
2. Don’t ever feel like you are overreacting if you “think” you feel something in your breast.
3. If it doesn’t feel right, have it checked out.

For more information, visit http://www.nationalbreastcancer.org/breast-cancer-awareness-month Source: National Breast Cancer Foundation, INC.
**Domestic Violence Awareness**

National Domestic Violence Awareness Month is observed annually in October. For many, home is a place of love, warmth, and comfort. It’s somewhere that you know you will be surrounded by care and support, and a nice little break from the busyness of the real world. But for millions of others, home is anything but a sanctuary.

The U.S. Department of Justice estimates that 1.3 million women and 835,000 men are victims of physical violence by a partner every year. Every 9 seconds, a woman in the U.S. is beaten or assaulted by a current or ex-significant other. 1 in 4 men are victims of some form of physical violence by an intimate partner. For help or more information, please visit: [https://www.thehotline.org](https://www.thehotline.org) or call 1-800-799-SAFE (7233), Text (START) to 88788. Source: National Domestic Violence Hotline

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**National Bullying Prevention Month**

October is National Bullying Prevention Month. It’s always important to talk about the dangers of bullying and the trauma it can bring to its victims. This October, use your voice to speak up boldly. Research shows that bullying often leaves lasting negative effects on those who deal with it. These effects include *chronic depression, increased risk of suicidal thoughts, anxiety disorders, post-traumatic stress disorder, poor general health, self-harm, substance abuse, and difficulty establishing trusting, reciprocal friendships and relationships.*

By speaking out, spreading kindness, and finding other roles in bullying prevention, you’re making school settings, workplaces, and other environments safer and happier places. We must send a message that bullying will not be tolerated in our communities, and now is the perfect time to start. For more information, visit [https://www.stopbullying.gov/resources/get-help-now](https://www.stopbullying.gov/resources/get-help-now). Source: stopbullying.gov
Seven Secrets of Resilience for Parents: Navigating the Stress of Parenthood — The instant you become a parent, responsible for another life, you know you're in over your head. Parenting is a crash course in resilience, and most of us land flat on our backs wondering how – or if – we'll ever get up again. In Seven Secrets of Resilience for Parents: Navigating the Stress of Parenthood, mental toughness Coach Andrew Wittman brings his signature insight to redefine what it means to be a successful parent.

Meeting Families Where They Are: Building Equity Through Advocacy with Diverse Schools and Communities (Disability, Culture, and Equity Series) — This book presents an in-depth discussion of how human disability and parental advocacy have been constructed in American society, including recommendations for a more authentically inclusive vision of parental advocacy. The authors provide a cultural–historical view of the conflation of racism, classism, and ableism that has left a deeply entrenched stigma—one that positions children with disabilities and children of color as less valuable than others. To redress these inequities, the authors offer a working model of co-constructed advocacy designed to benefit all families. Because advocacy is not a “one size fits all” endeavor, the authors propose meeting families where they are and learning their strengths and needs, while preparing and repositioning families to empower themselves.

Additional Resources:


Building Your Resilience: https://www.apa.org/topics/resilience
# 10 Tips for Building Resilience in Children and Teens

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<tr>
<td>1.</td>
<td>Make connections</td>
<td>Teach your child the importance of engaging and connecting with their peers, including the skill of empathy and listening to others. Foster connectivity by suggesting they connect to peers in-person or through phone, video chats, and texts. It’s also important to build a strong family network. Connecting with others provides social support and strengthens resilience.</td>
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<td>2.</td>
<td>Help your child by having them help others</td>
<td>Children who may feel helpless can feel empowered by helping others. Engage your child in age-appropriate volunteer work or ask for assistance yourself with tasks that they can master. At school, brainstorm with children about ways they can help others in their class or in grades below.</td>
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<td>3.</td>
<td>Maintain a daily routine</td>
<td>Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Work with your child to develop a routine and highlight times that are for schoolwork and play. Particularly during times of distress or transition, you might need to be flexible with some routines. At the same time, schedules and consistency are important to maintain.</td>
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<td>4.</td>
<td>Take a break</td>
<td>While some anxiety can motivate us to take positive action, we also need to validate all feelings. Teach your child how to focus on something that they can control or can act on. Help by challenging unrealistic thinking by asking them to examine the chances of the worst-case scenario and what they might tell a friend who has those worries. Be aware of what your child is exposed to that can be troubling, whether it’s through the news, online, or overheard conversations. Although schools are being held accountable for performance or required to provide certain instruction, build in unstructured time during the school day to allow children to be creative.</td>
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<td>5.</td>
<td>Teach your child self-care</td>
<td>Teach your child the importance of basic self-care. This may be making more time to eat properly, exercise, and get sufficient sleep. Make sure your child has time to have fun and participate in activities they enjoy. Caring for oneself and even having fun will help children stay balanced and better deal with stressful times.</td>
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<td>6.</td>
<td>Move toward your goals</td>
<td>Teach your child to set reasonable goals and help them to move toward them one step at a time. Establishing goals will help children focus on a specific task and can help build the resilience to move forward in the face of challenges. At school, break down large assignments into small, achievable goals for younger children, and for older children, acknowledge accomplishments on the way to larger goals.</td>
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<td>7.</td>
<td>Nurture a positive self-view</td>
<td>Help your child remember ways they have successfully handled hardships in the past and help them understand that these past challenges help build the strength to handle future challenges. Help your child learn to trust themselves to solve problems and make appropriate decisions. At school, help children see how their individual accomplishments contribute to the wellbeing of the class as a whole.</td>
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<td>8.</td>
<td>Keep things in perspective and maintain a hopeful outlook</td>
<td>Even when your child is facing very painful events, help them look at the situation in a broader context and keep a long-term perspective. Although your child may be too young to consider a long-term look on their own, help them see that there is a future beyond the current situation and that the future can be good. An optimistic and positive outlook can enable children to see the good things in life and keep going even in the hardest times. In school, use history to show that life moves forward after bad events, and the worst things are specific and temporary.</td>
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<td>9.</td>
<td>Look for opportunities for self-discovery</td>
<td>Tough times are often when children learn the most about themselves. Help your child take a look at how whatever they’re facing can teach them what they are “made of.” At school, consider leading discussions of what each student has learned after facing a tough situation.</td>
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<td>10.</td>
<td>Accept change</td>
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<td>Change often can be scary for children and teens. Help your child see that change is part of life and new goals can replace goals that have become unattainable. It is important to examine what is going well, and to have a plan of action for what is not going well. In school, point out how students have changed as they moved up in grade levels and discuss how that change has had an impact on the students.</td>
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Ref: American Psychological Association, Last updated: August 26, 2020