

The Resilience Doughnut Model by Lynn Worsley

The Resilience Centre

<https://www.theresiliencedoughnut.com.au/product/the-secret-of-strong-kids-book/>

"If something is not working, do something different. If something is working, do it again."



*Practices and procedures followed by schools of
The Blue Tangerine Federation.*



The Resilience Doughnut Assessment Booklet



Name: _____

Date: _____

New Strengths

Record new areas of strength that have supported the development of resilience.

Area of Difficulty	I can now...

Identification of areas of strength

Write the numbers achieved for each area



Factor 1 – The Teacher Factor



Factor 1 – The Teacher Factor

Characteristics	Tick if seen
Straightforward, direct, open and honest communication between classroom staff and the young person.	
Staff show warmth, closeness and intimacy (close familiarity or friendship) with the young person.	
Clear classroom staff authority and responsibility for making decisions while ensuring young people are consulted and listened to.	
Close monitoring of young people's activities and behaviour.	
Value in young person's growing independence, self-control and autonomy.	
Classroom staff show harmony and co-operation with each other.	
Staff show high levels of self-satisfaction and well-being.	
Staff are reliable yet able to adapt to new situations with ease.	
Staff show interest and responsibility to the world, whether it be through religious, spiritual, ecological or other causes.	
Clear staff led boundaries, with consistent teaching and behaviour management styles, based on a strong values system.	

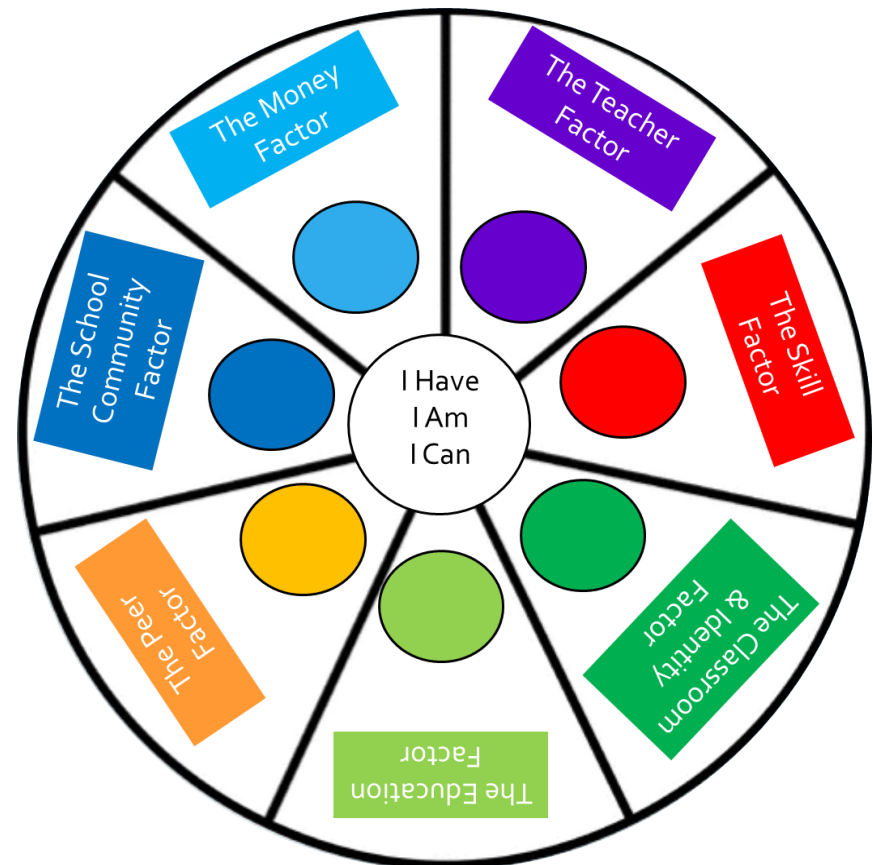
The Teacher factor rating scale

Highlight the number of characteristics ticked

0	1	2	3	4	5	6	7	8	9	10
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Reviewed areas of strength

Write the new numbers achieved for each area



Supports to Promote Resilience

How can these strengths be used to support the building of resilience?

	Action Points	Impact
1.		
2.		
3.		

Factor 2 – The Skill Factor



Factor 2 – The Skill Factor

Characteristics	Tick if seen
An ability to perform basic skills in literacy and numeracy.	
Experience of competence in a task or hobby.	
Evidence of developing hardiness through experiences of difficult challenges.	
An ability to keep trying with a skill despite often failing.	
An awareness of their self-efficacy, which is evident through trying new experiences.	
Self-confidence with the skill or range of skills they have tried.	
Significant people in their lives who value their skill.	
An ability to set goals which challenge and show self-discipline in the skill development.	
A high self-esteem with regard to their skill.	
A social support system around the development of the skill (sport club, coach, music teachers etc...)	
The Skill factor rating scale Highlight the number of characteristics ticked	
0	1
2	3
4	5
6	7
8	9
10	

Factor 3 – The Classroom and Identity Factor



Factor 3 – The Class and Identity Factor

Characteristics	Tick if seen
Having a sense of belonging or connectedness to the wider classroom.	
At least one caring and supportive classroom relationship, apart from the teacher.	
High and positive expectations of young people by the wider classroom.	
Opportunities for participation and contribution within the wider classroom network.	
A sense of responsibility to the feelings and self-worth of others in the classroom.	
Positive sense of value and confidence within the class.	
A positive world view, held by a number of significant people in the classroom.	
Able to take risks and be creative without the fear of losing acceptance within the class.	
Having some traits or characteristics which may be valued by class members e.g. work ethic, persistence	
Having gone through a crisis or difficult time together.	

The Classroom and Identity factor rating scale
Highlight the number of characteristics ticked

0	1	2	3	4	5	6	7	8	9	10
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Areas of Success

Put the three areas of success in the grid below and make a brief note about what makes this factor strong.

Area	Score	Reason

Factor 7 – The Money Factor



Factor 7 – The Money Factor

Characteristics	Tick if seen
Being part of a family with an average income.	
Contributing to the chores around the school, and accepting a part in helping the school function.	
Earning “money” through allocated jobs in the school.	
A sense of waiting and saving for material possessions.	
The ability to reflect on how to spend money wisely.	
Valuing hard work to earn or raise money.	
Having a class who are punctual, organised and have good attitudes toward work.	
Contributing to their purchases by age 12.	
Contributing to a “savings” account.	
Having a class where there is open communication about budgeting and spending.	

The Money factor rating scale

Highlight the number of characteristics ticked

0	1	2	3	4	5	6	7	8	9	10
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Factor 4 – The Education Factor



Factor 4 – The Education Factor

Characteristics	Tick if seen
The young person is involved in a curriculum that promotes ownership of and interest in the student’s own work.	
The young person feels valued as an individual and diversity is respected within the school.	
There is a clear organisational and decision-making structure within the school.	
There is a teacher in the young person’s school life that believes in and connects with the young person.	
The young person’s teachers have high expectations of the students in the classroom.	
The young person’s teachers are resilient and show commitment and willingness to see an individual’s potential.	
The young person’s teachers demonstrate a positive world-view, are understanding and available.	
There are extracurricular activities which the young person is involved in at the school.	
The young person is involved in a learning environment which has a range of structures that encourage participation.	
The young person and parents have a sense of belonging to the school community and are encouraged to ‘have a say’ about what happens in the school.	

The Education factor rating scale

Highlight the number of characteristics ticked

0	1	2	3	4	5	6	7	8	9	10
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Factor 5 – The Peer Factor



Factor 5 – The Peer Factor

Characteristics											Tick if seen
A sense of belonging and acceptance within a peer group.											
Relationships with peers, which sometimes involve conflict as well as harmony.											
Open communication with a least one other friend, which promotes personal sharing and honesty.											
A peer culture or group identity which the group holds to.											
The development of social norms and codes of conduct around others in the group.											
The ability to make and maintain friends.											
A sense of loyalty to the group; protecting 'mates' from others outside of the group.											
The ability to regulate self-emotions when with 'mates' with regard to sensitive or personal issues.											
An awareness of the varying moral codes of members in the group.											
The ability to be in the group yet express their own views, which may be different to others within the group, without fear of rejection.											
The Peer factor rating scale											
Highlight the number of characteristics ticked											
0	1	2	3	4	5	6	7	8	9	10	

Factor 6 – The School Community Factor



Factor 6 – The School Community Factor

Characteristics											Tick if seen
Access to services such as libraries, shops and activity groups.											
A broadminded school community that has a sense of social responsibility in caring for young persons (services are provided for young people)											
A significant adult outside of the family or classroom who takes an active interest in the young person.											
Membership or involvement in a religious youth group.											
Involvement in a sporting club.											
Involvement in Scouts/Guides or equivalent.											
A sense of value as part of a larger social network of school friends.											
A community which has a network of strong groups as well as access to support organisations who value the young person.											
An environment where they can develop confidence and faith in morality and goodness. The young person can develop a sense of right and wrong.											
Access to a community which enables a young person to have hope and to know that people can be trusted.											
The School Community factor rating scale Highlight the number of characteristics ticked											
0	1	2	3	4	5	6	7	8	9	10	