Overview

The School Superintendents Association (AASA) aims to support leadership development through the establishment of a resonant, resilient, and nimble leadership framework. The demands of educational leadership in 2023 call for district leaders who are resonant, i.e., they need to be in constant tune with their staff, community, and students; resilient, i.e., they need to have inner strength and health and project strength and optimism in order to meet challenges; and nimble, i.e., their skills, knowledge, and dispositions need to be honed to solve any problem and address any crisis – whether those challenges are educational, economic, or political. To guide superintendents in how they can become resilient, nimble, resonant leaders AASA aims to provide a series of toolkits that review these attributes and offer tools and strategies for how to develop the capacities of a resilient, nimble, resonant leader.

To support this work, AASA partnered with Hanover Research (Hanover) to develop a series of leadership toolkits. This toolkit focuses on the skills and traits of resilient leaders and is designed to support district leaders in building resilience.

Audience

This toolkit is designed to support superintendents as they implement practices to become a more resilient leader.

How to Use This Toolkit

This toolkit is designed to support district leaders in increasing their understanding of resilient leadership and becoming a more resilient leader. Each section addresses one practice via the following content:

- Understand Resilient Leadership
- Develop Capacity for Resilient Leadership

How to Navigate This Toolkit

The different sections of this toolkit (and their respective sub-sections and tools as described above) can be accessed by clicking on in the Table of Contents beginning on the next page. You may click on the section’s, sub-section’s, or tool’s name or page number to be taken to the corresponding content.

A listing of endnotes cited throughout the toolkit is also accessible through the Table of Contents. You may access individual endnotes by clicking the endnote number presented. You can return to the content corresponding to each endnote by clicking the endnote number presented before the endnote information.

You can return to the Table of Contents at any time using the Return to TOC button at the bottom of any page in the practice sections and endnotes.
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Defining Resilient Leadership

Researchers generally define resilience as overcoming and experiencing positive functioning and mental health despite experiences of adversity, trauma, or extreme stress. Definitions of resilience include both exposure to adversity or trauma, and a positive outcome or adaptation. Most resilience definitions focus on adaptation, while some also include growth, as following the experience of adversity, individuals may adapt by “bouncing back” to their pre-adversity “normal” state or by developing and growing to a better state. Key assumptions in resilience research include:

- A positive outcome despite adversity
- Continued positive or effective functioning in adverse circumstances
- Recovery after significant trauma

Effectively leading an organization, including educational organizations, requires leaders to handle numerous challenges in an unpredictable environment.

Types of Resilience

Resilience is a complex concept that represents the relationship between how an individual experiences adversity and overcomes it, and there are multiple types of resilience within the broader concept. Different types of resilience reflect various forms of adversity and the myriad ways in which an individual or group may experience and recover from the adversity. Sample types of resilience, which all relate to how an individual responds to major life stressors, are presented below. Notably, this list is not exhaustive of all types of resilience but presents those most relevant to the field of education.

### SAMPLE TYPES OF RESILIENCE

<table>
<thead>
<tr>
<th>TYPE OF RESILIENCE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological/Mental Resilience</td>
<td>An individual’s ability to psychologically recover and mentally cope with a mental health disturbance stemming from adversity.</td>
</tr>
<tr>
<td>Emotional Resilience</td>
<td>The ability to “generate positive emotions and recover quickly from negative emotional experiences.” Notably, emotional resilience can be a component of psychological resilience.</td>
</tr>
<tr>
<td>Social Resilience</td>
<td>The ability of individuals, organizations, or communities to “tolerate, absorb, cope with, and adjust to environmental and social threats of various kinds.”</td>
</tr>
<tr>
<td>Academic/Educational Resilience</td>
<td>A student’s ability to maintain high levels of academic performance and motivation despite experiencing adversity within an academic setting that could negatively impact their academic success.</td>
</tr>
</tbody>
</table>
UNDERSTAND RESILIENT LEADERSHIP

<table>
<thead>
<tr>
<th>TYPE OF RESILIENCE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical/Health Resilience</td>
<td>The ability of an individual to “respond to stressors that acutely disrupt normal physiological homeostasis” and adapt and recover.¹¹</td>
</tr>
<tr>
<td>Leadership Resilience</td>
<td>The ability to help “organizations bounce forward into new realities in the face of adversity and change.”¹²</td>
</tr>
<tr>
<td>Career Resilience</td>
<td>An individual’s “resistance to career disruption in a less than optimal environment and the ability to handle poor working conditions while one is aware that these conditions exist.”¹³</td>
</tr>
<tr>
<td>Organizational Resilience</td>
<td>The ability of an organization “to create an environment that enhances career resiliency of their employees.”¹⁴</td>
</tr>
</tbody>
</table>

Source: Multiple, cited in figure

Tools Overview

The tools in this section will help district leaders deepen their understanding of the resilient leadership and consider how it applies to their practice.

TOOLS FOR UNDERSTANDING RESILIENT LEADERSHIP

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Reflection: Resilient Leadership</strong></td>
<td>The questions presented in this guide are designed to facilitate reflection on whether your leadership style reflects resilience and the role of resilience in leadership.</td>
</tr>
<tr>
<td><strong>Activity: Types of Resilience</strong></td>
<td>This activity promotes unsteadying and self-reflection on types of resilience.</td>
</tr>
<tr>
<td><strong>Activity: Identifying Protective Factors: What Makes You Resilient?</strong></td>
<td>This activity prompts reflection on the factors within yourself and your community that protect you and keep you resilient in times of challenge and adversity.</td>
</tr>
<tr>
<td><strong>Self-Reflection: Learning from Past Experiences of Adversity</strong></td>
<td>The questions presented in this guide are designed to facilitate reflection on times you have experienced adversity, and how those experiences impacted your leadership at the time and overall.</td>
</tr>
</tbody>
</table>

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### Self-Reflection: Resilient Leadership

**Directions:** Use the questions presented below to reflect on whether your leadership style reflects resilience and the role of resilience in leadership. Space is provided below each question to record notes.

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does being resilient, in general, mean to you?</td>
<td></td>
</tr>
<tr>
<td>What does being a resilient leader mean to you?</td>
<td></td>
</tr>
<tr>
<td>What role does resilience play in being an effective leader? Can leaders be effective without resilience? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>Do you think experiencing adversity is required for developing professional resilience? Why or why not?</td>
<td></td>
</tr>
</tbody>
</table>
UNDERSTAND RESILIENT LEADERSHIP

How well do you prioritize your own wellbeing?

How well do you recognize signs of overload and burnout in those you lead? How do you respond?

How well do you develop systems and training to support resilience in your team and organization? How well do you create an environment where it is okay, and even expected, to ask for help?

How do you assist the team in dealing with negativity?

Source: Hanover Research and Psychology Today
**Activity: Types of Resilience**

**Directions:** Review the figure on types of resilience on page 4. Then, think of a time when either you yourself experienced or witnessed each type of resilience. Were any strategies you used to respond effective? What can you learn from these experiences? Space is provided alongside each resiliency type to record notes.

<table>
<thead>
<tr>
<th>TYPE OF RESILIENCE</th>
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</tr>
<tr>
<td>Organizational Resilience</td>
<td></td>
</tr>
</tbody>
</table>

Source: Hanover Research

**Directions:** Resilience builds on a foundation of an individual’s protective factors, such as their individual factors (e.g., personality) and social network (e.g., friends, colleagues), and interact in different ways to build resiliency and protect an individual against adverse experiences. Use the worksheet below to identify and write down the factors within yourself and your community that protect you and keep you resilient in times of challenge and adversity.

Source: Hanover Research
Self-Reflection: Learning from Past Experiences of Adversity

Directions: Use the questions presented below to reflect on times you have experienced adversity, and how those experiences impacted your leadership at the time and overall. Space is provided below each question to record notes.

Consider a time you experienced adversity within your professional career.

How did you feel when encountering this situation? Did your emotions and/or cognitive reactions impact your management of the situation?

What resources and information did you rely on to manage the situation?

What did you learn about yourself, your leadership style, and your strengths from this experience?

Did this experience change your leadership style, in general and in crisis situation at all? If so, how? If not, why not?

Source: Hanover Research
Effective Leadership Requires Resilience

Leaders who possess resilience overcome these challenges and greater adversity to maintain their own wellbeing and the wellbeing of their organization. Resilience helps determine why “leaders and organizations not only survive, but also thrive in these situations while others falter or collapse under the stress of change.” Indeed, resilient educational leaders possess both psychological and career resilience, as they have the ability to bounce back both personally from adversity as well as handle challenging work conditions and avoid disruption to their career. Resilient educational leaders may also develop resilient leadership and help their school districts overcome challenges and adverse experiences. Accordingly, resilient leaders not only possess individual resilience, but work to build the resilience of their organization and employees.

Additionally, resilient leaders display four key resilience skills that enable them to lead through adversity: thinking resilience, resilience capacity building, resilience action skills, and building resiliency capacity in others.

**RESILIENCE LEADERSHIP SKILLS FRAMEWORK**

- **Resilience Thinking**
  - Resilient leaders demonstrate the ability to maintain optimism and hope for the future. They are able to construct a realistic picture of the situation, keep things in perspective, and think of constructive ways to tackle the problem. Although they may feel threatened, they do not see problems as insurmountable.

- **Resilience Capacity Building**
  - Leaders with strong resilience capacity are adept at recognizing their weaknesses and finding ways to strengthen these areas. They are strength-based and solution-oriented in the face of adversity. They are strategic and understand that to maintain strength they must make a conscious effort to seek a healthy balance in their life and to reserve time for rest and renewal. In general, they have strong personal and professional support networks. They tend to be more highly motivated to utilize their skills and assets to improve outcomes.

- **Resilience Action Skills**
  - The degree of responsiveness to change by individuals and organizations facing threats to their livelihood and operations often determines survival and the ability to thrive in adverse conditions. Many superintendents have grown weary of the thought that their only option is to react to external pressures—they want to prevent further degradation of their district, redefining resilience as their ability to not only cope with conditions related to adversity and injustice, but also to challenge their very existence. Skills that include adaptability, creativity, and perseverance coupled with the will and desire to take action characterize resiliency action skills. These are the skills needed to develop set new goals, develop plans, and take incremental steps forward.

- **Building Resilience Capacity in Others**
  - While resiliency may appear to be an inherent individual trait or disposition, it is a skill that can be developed...Leaders with a resiliency focus understand this and seize opportunities to build community and help others increase personal self-efficacy, so they may build pathways to resilience to enhance their wellbeing and future outlook.

Source: *Journal of Social Sciences Research*

Resilient educational leaders model resilience and have a responsibility to foster it in others, including teachers and students, and the school community. Enabling resilience among teachers is paramount to promoting effective teachers, supporting teacher retention, and contributing to educational success, while resilience can protect students from the negative
DEVELOP CAPACITY FOR RESILIENT LEADERSHIP

developmental and psychological impacts of trauma and positively impact students' academic achievement, participation, and self-esteem. Resilient leaders also impact school climate by contributing to positive school environments and building strong relationships with staff and students.  

Tools Overview
The tools in this section will help district leaders deepen their practice of resilient leadership.

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Assessing Negative Self Talk</td>
<td>This activity guides the user through assessing and re-framing their negative self-talk.</td>
</tr>
<tr>
<td>Activity: Scenario Plan</td>
<td>This activity is designed to increase preparation for potential pressure situations so that you can encounter them with increased confidence and lower stress levels.</td>
</tr>
<tr>
<td>Reflection Questions: Overcoming Adversity</td>
<td>These questions are designed to offer guidance during times of adversity.</td>
</tr>
<tr>
<td>Forward Planning: Strengths, Development Areas, and Goals</td>
<td>This activity asks you to reflect on your strengths, areas for improvement, and goals for moving forward.</td>
</tr>
<tr>
<td>Organizational Goal Setting and Logic Model: Embedding Organizational Resilience and Building Resilience in Others</td>
<td>This worksheet guides users to create a goal, establish an action step, and think through a logic model to promote building resilience at the organizational level and in those within the district (e.g., building leaders, teachers).</td>
</tr>
<tr>
<td>Resource Guide: Tools for Building Resiliency in Oneself and Others</td>
<td>This resource provides additional tools for building resilience among yourself and others, including teachers and students.</td>
</tr>
</tbody>
</table>
Activity: Assessing Negative Self Talk

**Directions:** Negative self-talk can serve as a source of friction in developing resilient leadership, while positive self-talk can facilitate clarity of thought, rational decision-making, and resilience. This activity guides the user through assessing and re-framing their negative self-talk.

Next time you have a negative self-belief or engage in negative self-talk, record it in the space below. Look for themes in what triggers these thoughts and in their content.

Now, reflect on the belief and interrogate its origins and accuracy:

Where does this belief likely come from? Negative self-talk often has roots in our personal and professional history.

Is the information in this belief based on fact or opinion? Is it rational?

Why do I believe this?

How accurate is it?
DEVELOP CAPACITY FOR RESILIENT LEADERSHIP

Next, reflect and list all the times, situations, and examples that may serve as evidence this negative belief or self-talk statement may be irrational or inaccurate:

- 
- 
- 
- 
- 
- 
- 
- 
- 

Now, reframe the original sentence as positive self-talk:

Source: Positive Psychology Program
Activity: Scenario Plan

**Directions:** Think about the pressure situations you face in your professional role (e.g., Board meetings, public meetings, staff performance reviews and conversations, budget decisions – what feels like a crisis in the moment?) and the “what if” scenarios for which you need to prepare. Choose one, record it below, and then answer the following questions. This activity is designed to increase preparation for potential pressure situations so you may encounter them with increased confidence and lower stress levels. Practicing these skills and strategies is recommended over time in lower stakes situations to grow capacity. Space is provided below to record responses.

Below, identify and record a pressure situation you might face in your professional role.

Next, answer the following questions.

What could happen? Articulate positive and negative outcomes.

What is your environment? Provide details about the setting.

Who might be with you or should be with you? What are their roles?
What is your most likely reaction under pressure? Consider internal reactions and outward manifestations.

What is your preferred reaction under pressure?

What is the best way to handle the situation? What practical preemptive measures can be taken? What strategies or practices support your idealized reaction?

What strengths can you draw on? Where might you need to develop skills and strategies?

Source: Beyond the Barriers
Reflection Questions: Overcoming Adversity

Directions: When encountering adversity, reflect on the following questions. Questions are designed to provide introspective reflection during challenging times.

- What is the root cause of my current struggles?
- Am I focusing on the problem or the solution?
- What are the benefits of this challenge?
- How can I reframe this situation in a positive light?
- What are my options for addressing this issue?
- What resources do I have at my disposal to help me overcome this challenge?
- Who can I turn to for support or advice?
- What is the worst-case scenario and how can I prepare for it?
- What is the best-case scenario and how can I work towards it?
- What have I learned from similar challenges in the past?
- How can I apply these lessons to my current situation?
- What small steps can I take to make progress?
- Am I being realistic in my expectations for myself and others?
- How can I stay positive and motivated during this difficult time?
- What are my values and how can I align my actions with them?
- What self-care practices can I implement to help me cope?
- How can I practice gratitude during this time?
- What are my long-term goals and how can I use this challenge as an opportunity to work towards them?
- What are my strengths and how can I leverage them to overcome this challenge?
- How can I use my creativity to find a unique solution to this problem?
- Am I being too hard on myself?
- What self-limiting beliefs do I need to challenge?
- How can I develop a growth mindset?
- What opportunities for personal growth and development are presented by this challenge?
- How can I learn from this experience?
- What can I do to take control of my circumstances?
- Am I seeking out the right people for guidance and support?
- How can I set boundaries to protect my energy and wellbeing?
- What changes do I need to make in order to move forward?
- How can I forgive myself and others for any mistakes or missteps?
- What actions can I take to let go of any resentment or anger?
- How can I find peace and acceptance in this situation?
- What positive affirmations can I repeat to myself?
- How can I stay present and focused on the present moment?
- What hobbies or activities bring me joy and how can I make time for them?
- How can I stay connected to my loved ones and support system during this time?
- Am I allowing myself time to rest and recharge?
- How can I prioritize self-care and prioritize my wellbeing?
- What can I do to reduce stress and manage my emotions?
DEVELOP CAPACITY FOR RESILIENT LEADERSHIP

- How can I practice mindfulness and stay grounded?
- What healthy coping mechanisms can I use to deal with negative emotions?
- How can I practice self-compassion and be kind to myself?
- How can I set achievable goals and take small steps towards them?
- How can I celebrate my wins, no matter how small they may be?
- How can I find humor and joy in the midst of this difficulty?
- What is the lesson I am meant to learn from this challenge?
- How can I use this experience to become a better person?
- How can I make a positive impact on others who are facing similar struggles?
- How can I give back and pay it forward?
- What positive memories and experiences can I draw upon for strength?
- How can I practice forgiveness and move on from this challenge?
- What steps can I take to create a positive future for myself?

Source: Medium
**Forward Planning: Strengths, Development Areas, and Goals**

_Directions_: Consider your responses to the tools throughout this toolkit and reflect on your strengths, areas for improvement, and goals forward.

<table>
<thead>
<tr>
<th>Thinking about the attributes of resilient leadership, what are my strengths?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What are my areas for improvement in regard to resilient leadership?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What are my goals for becoming a more resilient leader? How can I track my progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Source: Hanover Research
Organizational Goal Setting and Logic Model: Embedding Organizational Resilience and Building Resilience in Others

Directions: Use this worksheet to outline a plan for embedding resilience throughout your district. The worksheet guides users to create a goal (that follows the SMARTIE Goals Framework presented below), establish an action step, and think through a logic model. The purpose of this activity is to promote building resilience at the organizational level and in those within the district (e.g., building leaders, teachers).

SMARTIE Goals Framework

| S | Goals are **specific** to the desired outcome and **strategic** in that they reflect an important dimension of organizational priorities. |
| M | Goals are **measurable**, using one or more applicable metric or assessment tool relative to an established threshold of success. |
| A | Goals are **attainable** and **ambitious**. They are reachable given current performance but also challenging enough to signify progress. |
| R | Goals are **relevant** to the needs of the broader population of students, as well as the needs of historically disadvantaged groups. |
| T | Goals are **time-bound**, having clear checkpoints for stakeholders to track progress and a deadline for goal achievement. |
| I | Goals are **inclusive** of all stakeholders—particularly those impacted by inequities—in decision-making processes and planned actions. |
| E | Goals are **equitable** and have explicit language that addresses systemic injustice, inequity, bias, and oppression. |

1. Write your first SMARTIE goal for building resilience among others in your district here.
DEVELOP CAPACITY FOR RESILIENT LEADERSHIP

2. Describe one action step that will help achieve this goal.

Source: Hanover Research
DEVELOP CAPACITY FOR RESILIENT LEADERSHIP

Use this template to draft a logic model visualizing the inputs, activities, and outcomes for each goal.

### LOGIC MODEL TEMPLATE

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Resources)</td>
<td>(Deliverables)</td>
<td>(Short Term)</td>
<td>(Medium Term)</td>
</tr>
<tr>
<td>What do we need?</td>
<td>What do we do?</td>
<td>What are the immediate results?</td>
<td>What are expected or desired outcomes related to initial implementation?</td>
</tr>
</tbody>
</table>

*Source: North Orange County Community College District School of Continuing Education*
Resource Guide: Tools for Building Resiliency in Oneself and Others

Directions: The following resources provide additional tools for building resilience among yourself and others, including teachers and students.

<table>
<thead>
<tr>
<th>Resource Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience Building Activities &amp; Exercises for Adults</td>
<td>This article contains a variety of activities aimed at building resilience.</td>
</tr>
<tr>
<td>Building Student Resilience Lesson Plans</td>
<td>These lesson plans from the American Psychological Association are designed to develop students’ resilience and promote their social, emotional, and academic growth.</td>
</tr>
<tr>
<td>Five Steps for Doing a Self-Care Audit</td>
<td>This Forbes article walks the reader through conducting a self-care audit and finding time to invest in yourself.</td>
</tr>
</tbody>
</table>
| Toolkit: Building Resilience in the Classroom       | This toolkit, from the U.S. Department of Education’s National Center on Safe Supportive Learning Environments “is designed for middle school and junior high school educators as a tool to strengthen their skills for nurturing student resilience during this key developmental stage.”

ENDNOTES


https://www.google.com/books/edition/Coping_and_the_Challenge_of_Resilience/dTIRDgAAQBAJ?hl=en&gbpv=1&dq=defining+resilience+in+adults&pg=PR5&printsec=frontcover


https://d1qwxts1x2zle7.cloudfront.net/64824889/Academic_Resilience_and_its_Importance_in_Education_after_Covid_19-libre.pdf?1604251020&q=responsive=content-disposition:inline%3B+filename%3DAcademic_Resilience_and_its_Importance_i.pdf&Expires=1673464147&Signature=BZ6yIF4Lb~FLSpPqYCB9rDGrBF17X5HM1MCUCryC0kQoAdOKwAGdKevBq4ebtbcNLdJ7lpsDlogvcmELjD0KTSwoCeZNZLPBQo6uUp0J~04V5mShYQTcvm6bSh1~VvEf4CRTVnl~OKXX~SiALy6dWBwLua5Z~GBoPaBdQV~5o~5LQufcRp3t2ffTSlRanBO3YMTG3eZIQuP4EFWEF8pDdO6~deOhr1PwwDNSVin4d~FJUS~ck07FueVkJigpIQuSm.LeqJ1r-r~y9mhsd0mFOnFlO1~peK7yvCvdvoY~QQt1q7qXChuf9FpRfvrLzt2o2QGvOPlHMWNsJ4ap9QA7bpyw_&Key-Pair-Id=APKAJLOH5F5GSLLRVBY42A


https://search.usa.gov/search?query=spouse%20resilience%20toolkit&affiliates=AFPW_AFCP&utf8=%E2%9C%3B

https://www.google.com/books/edition/Bounce_Forward_1zV2AwAAQBAJ?hl=en&gbpv=1&dq=superintendent+resilience&pg=PP1&printsec=frontcover