



Book Study Syllabus



S.H.I.T. Happens: Building Resilient Children in a Fragile World

By: Paul Gavoni & Steve Ward

ISBN: 979-8-9946353-0-8

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Credit Equivalent: 1 credit (you will receive a transcript upon completion)

Timeline: This is a self-paced book study, so you determine your timeline.

Course Materials: Please obtain a copy of *S.H.I.T. Happens* from a bookstore of your choice. You can choose to purchase a print or audible version.

Requirements

As you read *S.H.I.T. Happens* you will answer all the reflection questions for each chapter. At the end of the book study, you will submit **one** Word document (or PDF document or another document showing your learning) that contains your responses to all the reflective questions. The document must include the following:

- ❖ A heading for each question. Use each question as your headings.
- ❖ Single-spaced
- ❖ Professional writing that is free from grammatical errors.

In addition, participants are required to listen to the following podcast episode and respond to the reflection questions provided: *Resilience is a Skill – Raising Capable Kids in a Fragile World: Session 324 With Paulie Gavoni and Steve Ward*

https://behavioralobservations.com/be_obs/resilience-is-a-skill-raising-capable-kids-in-a-fragile-world-session-324-with-paulie-gavoni-and-steve-ward?utm_source=copilot.com

Your reflection paper will be submitted to Canvas. Please allow one week for grading. Click “Grades” to see your score and to read the instructor’s feedback.

Chapter	Reflective Questions
Introduction: SHIT Happens	• What do the authors identify as the core problem facing today’s children, and why does resilience matter more now than ever? • How does the book reframe the idea of “resilience” in a way that challenges traditional assumptions? • In your own setting, where do you see fragility showing up most clearly in students?
Chapter 1: The State of Our Kids	• What trends or patterns described in this chapter resonate most with what you see in schools or homes? • How do societal changes contribute to the challenges kids face today? • Which concerns raised in this chapter feel most urgent for educators and caregivers to address?
Chapter 2: Helicopters, Lawnmowers, and Bulldozers	• How do overprotective parenting styles unintentionally limit children’s ability to develop resilience? • Which behaviors of “helicopter,” “lawnmower,” or “bulldozer” adults do you see most often, and what impact do they have on kids? • What strategies can adults use to shift from rescuing to coaching?
Chapter 3: Sink or Swim	• How do the authors differentiate between <i>building strength</i> and <i>forcing toughness</i>? • What are examples of “toughening” practices that may seem helpful but harm children’s emotional development? • How can adults model healthy coping without minimizing or dismissing children’s experiences?
Chapter 4: The Science of	• Which scientific concepts or research findings in this chapter most deepen your understanding of resilience?

Resilience	• How do stress, reinforcement, and skill-building interact to shape long-term resilience? • What implications does this science have for classroom practice or parenting?
Chapter 5: Situations Happen in Time (S.H.I.T)	• How does the S.H.I.T. framework help adults respond more effectively to challenging behaviors? • Which part of the S.H.I.T. model feels most useful for your current role? • How might this framework change the way you interpret a child's behavior in the moment?
Chapter 6: Building Behavioral Muscle	• What does it mean to "build behavioral muscle," and how is it different from simply correcting behavior? • Which strategies in this chapter best support gradual, sustainable skill development? • How can adults create environments that reinforce small wins and consistent practice?
Chapter 7: The North Star	• What is the "North Star" for resilient children, according to the authors, and why is it essential? • How can adults clarify and communicate their own North Star to guide interactions with kids? • What barriers might prevent adults from staying aligned with their North Star, and how can they overcome them?
Chapter 8: Tying It All Together	• Which concepts from the book feel most actionable for your school, home, or community? • How can adults maintain consistency when applying the S.H.I.T. framework over time? • What is one change you plan to implement immediately to support resilience in the children you serve?

Resilience is a Skill – Raising Capable Kids in a Fragile World: https://behavioralobservations.com/be_obs/resilience-is-a-skill-raising-capable-kids-in-a-fragile-world-session-324-with-paulie-gavoni-and-steve-ward?utm_source=copilot.com	
• The authors describe how behavior science can "demystify" resilience. Which examples from the podcast helped you see everyday behavior through a more scientific lens? • How did the podcast shift your thinking about the difference between <i>rewarding success</i> and <i>reinforcing effort</i>? • How might improving adult self-management change the climate of a classroom, home, or team? • Where in your environment do you see opportunities to intentionally design small, productive struggles?	

- If you were summarizing this episode for a colleague, what would be the single most important message to highlight?

Grading Criteria

Certification Central is a competency-based program. Below are the evaluation criteria for the book study.

