

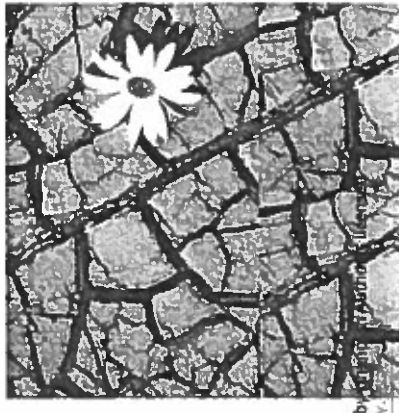
Resilience: Adults and Children Getting Through Difficult Times

(Adapted in part from NJSBF Resilience)

Parent Get Together September 10, 2020

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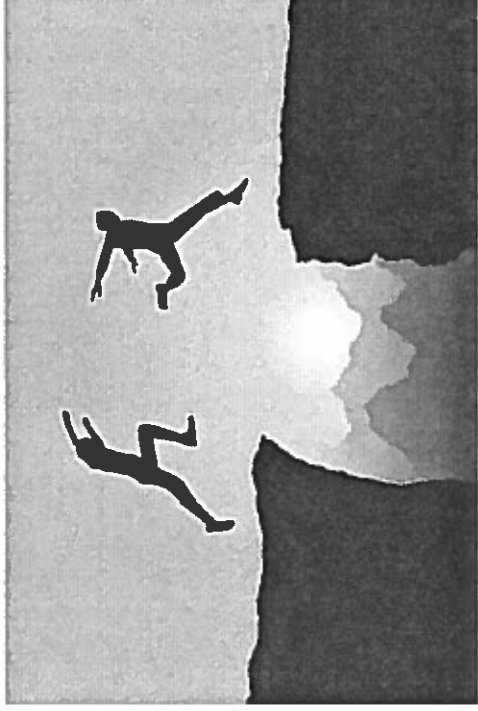
Morris-Union Jointure Commission



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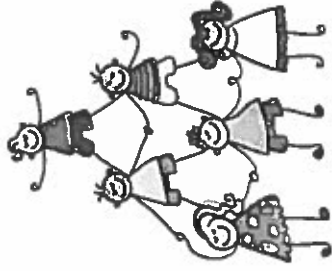
Think of yourselves and your families

What qualities do you possess to have overcome obstacles for the past 6 months or more?

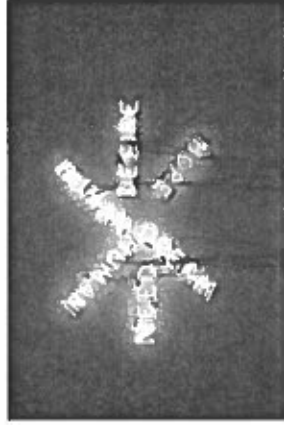


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Qualities that You Think May Underlie Resilience



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Resilience is like a
Timex watch, “when
it takes a lickin’, it
keeps on tickin’!”

-Rachel Yehuda



Definitions of Resilience



Definition of Resilience – Ann Masten

- Ann Masten, one of the foremost researchers of resilience in children, writes, “Resilience does not come from rare and special qualities, but from the everyday magic of ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships, and in their communities.”
- This “ordinary magic” means that children will be more able to adapt to adversity and threats when their basic human systems are nurtured and supported.
- Resilience is the capacity to recover from difficult life events. “It’s your ability to withstand adversity and bounce back and grow despite life’s downturns,” says Amit Sood,...

Ann Masten and Associates

- In a longitudinal study of 205 children from an urban community who were followed for ten years, Masten and her colleagues used multiple methods to examine children's growth in competence, the adversities they faced, and the psychosocial resources each child had available to them, such as optimism, coping skills, a sense of mastery or personal control, and social support. Children who were higher functioning intellectually and experienced higher quality parenting had better academic outcomes, conduct, and peer social competence, even when faced with extreme adversity.^[22]
- In work with Karin Best and Norman Garmezy, Masten emphasizes that human psychological development is buffered which allows children to adapt when faced with challenging or threatening circumstances. Children manage adversity better when they have positive relationships with responsible adults, are good problem solvers, and are engaging and have characteristics that are valued by themselves and others.
- Masten and colleagues observed that long-term problems in contexts of adversity were often associated with neurobiological damage and with severe perturbations to the normal relationships of children with their caregivers.^[23]

Factors that Contribute to Childhood Resilience:

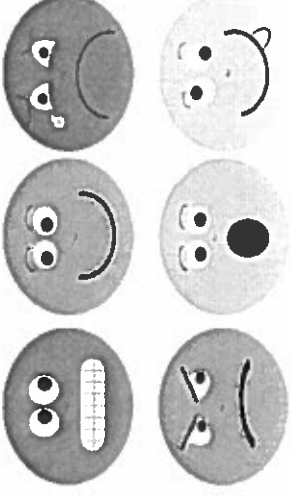
[adapted from:<https://www.samhsa.gov/homelessness-programs-resources/hpr-resources/childhood-resilience>]

While many factors contribute to resilience, three stand out:

- **Cognitive development/problem-solving skills**
- **Self-regulation**
- **Relationships with caring adults**

Resilience is a Continuum and Its Ingredients Can be Developed

- Emotional awareness and control-



Resilience is a Continuum and Its Ingredients Can be Developed

- Emotional Awareness and Control: Practice

My ANGER Thermometer

What I look like

- Yelling
- Throwing things

What I can do

- Take a break
- Scream



Brain State Mood Elevator

- Being the Best I Can Be
- Bringing the Best Out in Others



- Clear Thinking
- Motivated
- Excited
- Helping, Helping, Helping
- Creative

Above Ground Floors



- Inevitable
- Feeling Bad
- Blaming Others
- Creating a Negative Environment

Basement Level



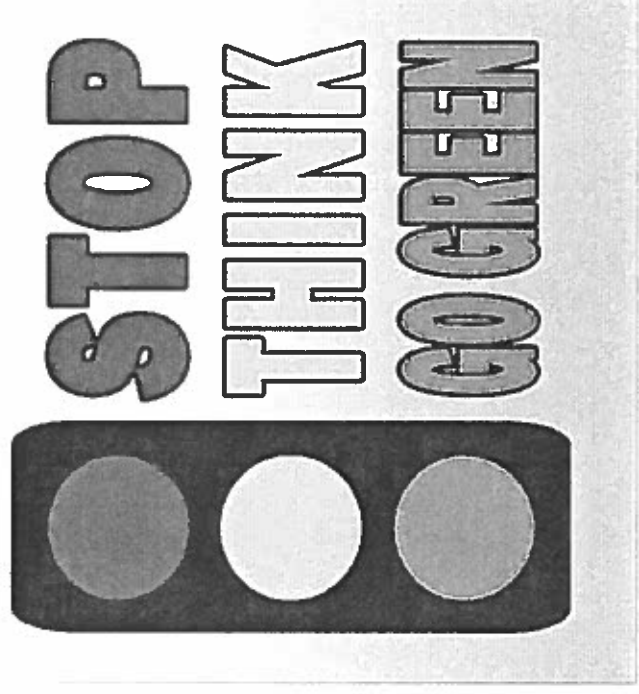
Sub Basement



- Angry
- Aggressive
- Attacking Others
- Survival and Self Preservation

Resilience is a Continuum and Its Ingredients Can be Developed

Impulse control-



Practice the pause.

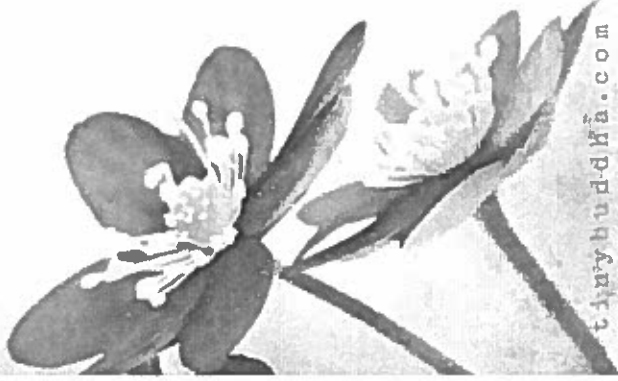
Pause before judging.

Pause before assuming.

Pause before accusing.

Pause whenever you're
about to react harshly
and you'll avoid doing
and saying things
you'll later regret.

Lori Deschene



tinybuddha.com

Resilience is a Continuum and Its Ingredients Can be Developed

Realistic Optimism-

- Optimistic people are happier, healthier, more productive, have better relationships, succeed more, are better problem solvers and are less likely to become depressed than pessimistic people
- Kids can learn these skills and optimism and resilience protect children against depression and anxiety. This is critical because at any one point in time as many as 10-19% of adolescents report moderate to high level symptoms of depression.

Resilience is a Continuum and Its Ingredients Can be Developed

Optimism Practice Strategy

- See stressors as a challenge and not a threat
- This work is hard and I can do it.

Stay on target with a
Positive Mindset →

	INSTEAD OF...	TRY...
VIEWPOINT	I have to be perfect.	I love a new challenge.
SETBACKS	I've failed at this.	How can I learn from my mistakes and move forward?
CHALLENGES	This is too hard!	I can do this if I put in the time and effort.
EFFORT	Why should I try hard?	I will always give my best effort.
FEEDBACK	That advice isn't helpful.	I will try those suggestions.
RESULTS	This is good enough.	I'm always making progress and improving.

Resilience is a Continuum and Its Ingredients Can be Developed

Flexible Thinking-

- Resilient children can see different perspectives when they have fights with peers
- Resilient children can consider factors within and outside of themselves as the reasons for not doing well on a test.
- Resilient children can think of more than one way to solve a problem.

Resilience is a Continuum and Its Ingredients Can be Developed

Flexible Thinking: Practice

- Go in and out different doors
- Change the schedule
- Drive a different way
- Wear silly hats and see if your child notices
- Wear clothes backward

Resilience is a Continuum and Its Ingredients Can be Developed

Flexible Thinking-Practice: Resist these examples of Cognitive Distortions:
(Resist other examples too)

- **All-or-nothing** thinking (also known as black-and-white thinking)- You see yourself or others as all good or all bad
- **Mind-reading**-The person with this distortion will assume they know what another person is thinking without bothering to find out if his or her thoughts are accurate The assumptions made here can make you believe that someone feels negatively towards you based on no actual facts.
- **Catastrophizing**- Imagining the worst will happen.
- **Personalization** has individuals taking everything personally. They believe that negative outcomes are due to their presence.

Resilience is a Continuum and Its Ingredients Can be Developed

Self-Efficacy

- Believe that you have an affect on the world around you. Let your kids know that their feelings are respected.
- Feel confident
- Know that you can fall back on your own sense of humor, creativity, etc.
- Know your own strengths and weaknesses

Resilience is a Continuum and Its Ingredients Can be Developed

Self –Efficacy: Practice- Change why questions to how or what questions.

- Why did I eat all those cookies?
- Why aren't my students learning?
- Why doesn't anyone listen to me around here?
- Why is everyone driving me crazy?

How or what questions:

- How can I break this down into simpler steps?
- What obstacles does my boss/ child/ student have to following my suggestions?
- What did I procrastinate about that is adding to my stress?

Resilience is a Continuum and Its Ingredients Can be Developed

Empathy:

- Children who have at least one enduring relationship with a caring adult (a parent, a neighbor, a teacher, a coach) do well and can overcome even the most difficult hardships.
- Children with empathy are likely to reach out and form relationships.

Resilience is a Continuum and Its Ingredients Can be Developed

Empathy: Practice

- If tensions are running high, just stopping to ask, “Are you okay?” lets the other person know you’re aware there might be bigger issues at play. Using empathy as an engagement tool is not only empowering but it also improves your self-regulation and facilitates a greater connectedness with others.
- Be an active listener.

Resilience is a Continuum and Its Ingredients Can be Developed

Reaching Out:

- Have the courage to try something new.
- Children who are resilient don't see failure as something to be avoided.
- They are willing to try new things because deep down they know that by trying new things and taking risks they will learn more, achieve more, and enjoy life more.

Resilience is a Continuum and Its Ingredients Can be Developed

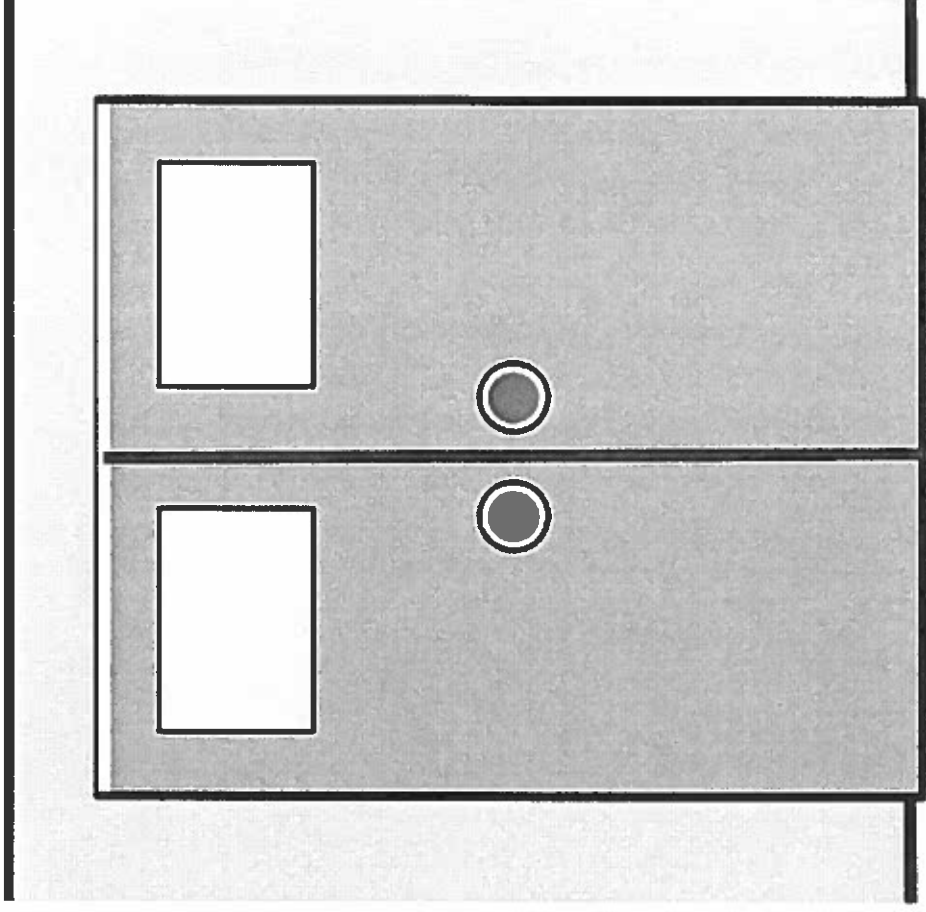
Reaching out: Practice

- What are you doing to build connections in your work environment with coworkers, parents, or students?
- What are you doing to build connections in your personal life?



Reflect on Your Resilience Supply Closet:

- What do you have in abundance?
- What do you need more of?
- Who has the key to it?





Feeling Overwhelmed? Remember "RAIN"

Four steps to stop being so hard on ourselves.

R	Recognize what's going on
A	Allow the experience to be there, just as it is
I	Investigate with kindness
N	Natural awareness, which comes from not identifying with the experience

Resilience

capacity to cope with changes and challenges and to bounce back during difficult times

in the health promoting school

A person who is resilient is likely to

- recognise and manage their own feelings and understand the feelings of others
- have a sense of independence and self-worth
- form and maintain positive, mutually respectful relationships with others
- be able to solve problems and make informed decisions
- have a sense of purpose and goals for the future

A caring and supportive school environment can promote a sense of connection and belonging and help children, young people and staff become more resilient and confident to learn

Encourage the development of a positive attitude, self-belief and communication

- Provide positive feedback, encouragement and reassurance
- Help pupils learn to understand and express their feelings
- Communicate openly with all pupils

Increase support networks for pupils

- Someone to talk to
- One-to-one support
- Peer support/buddying/befriending
- Foster a culture of listening

Encourage the building of trusting and co-operative relationships between pupils and adults

- Foster mutual respect between everyone in school
- Recognise outside pressures/influences on pupils
- Activity days/residential trips

Increase pupils' engagement with learning

- Flexible use of teaching methods and styles
- Opportunities for performance
- Provide additional support for learning
- Formative assessment to plan learning experiences

Foster a positive and inclusive ethos

- Build a sense of belonging in school and class
- Involve pupils in decision making
- Celebrate diversity within the school community

Activities enrich the classroom

- Lunch time/after school clubs
- Development of safe social areas in school grounds
- Participation in eco schools/health promoting schools groups

Encourage a sense of fun

- Make time to have fun in class
- Opportunities for games, laughter, jokes and relaxation
- School dance/pantomime/carnival/fundraising

Develop life skills

- Practical/project work
- Pupil involvement/responsibility for running tuck shop, lobbying after visitors etc
- Work experience/voluntary work
- Opportunities to think and act in enterprising ways
- Build literacy and numeracy skills

Practice Self-Care:

- Sleep, eat healthy, drink water
- Feel safe, predictable, fair
- Breathe- Square breathing, balloon breathing
- Support – belonging
- Gratitude- text a message of gratitude now.
- Practice Mindfulness
- Song- Happy – Farrell or <https://youtu.be/V1bFr2SWP1I> Somewhere Over the Rainbow

Share

IS NOT SELFISH

Thank You!