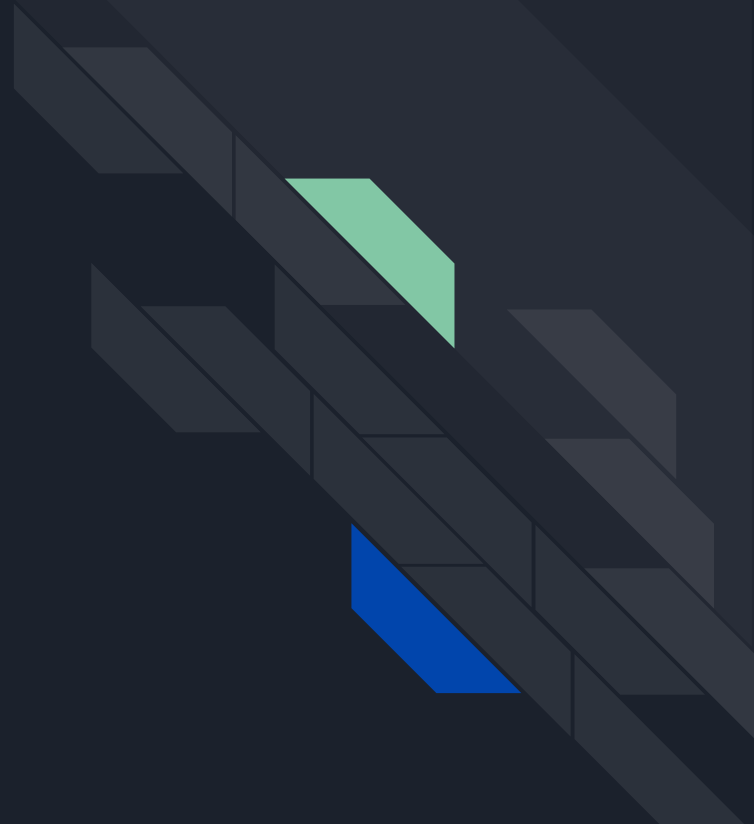


# **Tips & Tricks to Foster Resilience in Children: A guide for parents**

# Day 1



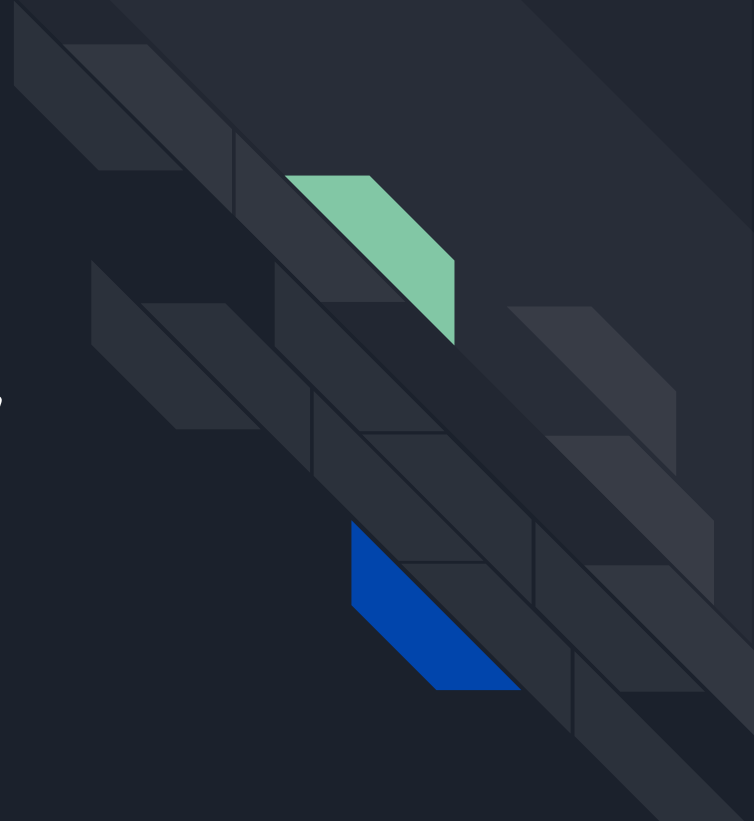
# Rules of engagement

- Be respectful when others are talking
- No swearing, spitting or lollygagging
- Feel free to share but only what you are comfortable sharing
- Confidentiality, please!
- Any others?



# Introductions

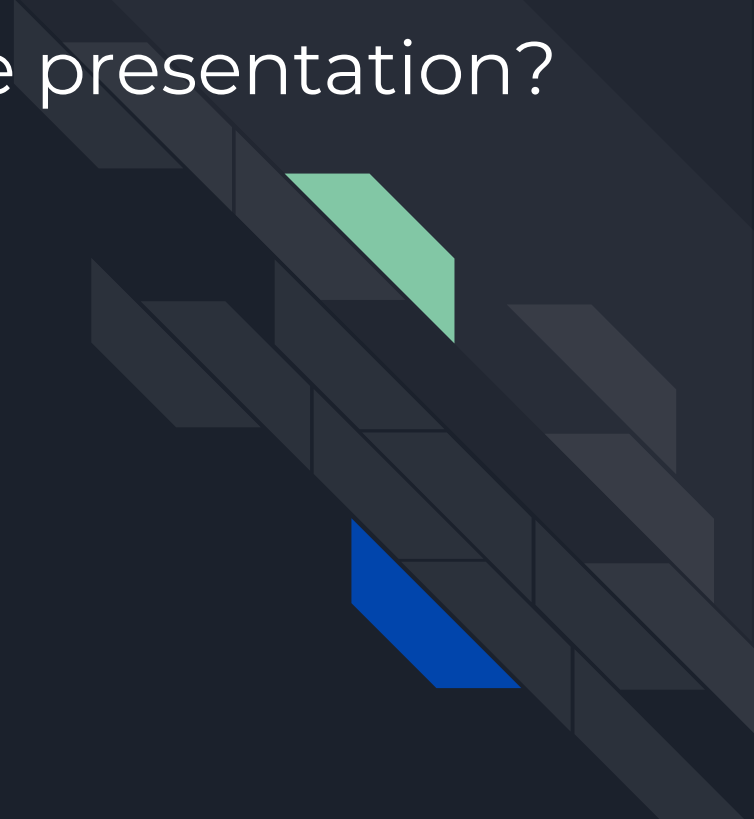
- name,
- # and ages of children,
- favorite dish



# Introductions

- Why did you come to the presentation?

Write here



# Introductions

- Name 1 strength you have as a parent

Write here





# What is Resilience

- “The **process** of managing stress and functioning well even when faced with challenges, adversity, and trauma”
- “The ability to bounce back from stressful events”
- Doing well during or after an adverse event or a period of adversity

(Beststart.org, 2015)

## Resilience is:

- ✓ Something that develops through a dynamic process involving individual factors (e.g. temperament), environmental factors (e.g. family relationships) and the interaction between those factors
- ✓ Something that exists on a spectrum
- ✓ Something that can change over time\*
- ✓ Something that everyone can learn – to deal with current adverse experiences or to prepare for future adversity
- ✓ Something that may look different in different settings, including family, cultural and broader community environments

## Resilience is not:

- ✗ Something a child has or does not have
- ✗ Solely about the skills and capabilities of the individual child
- ✗ An innate quality that only some people are born with
- ✗ A fixed character trait (i.e. you either have it or you don't)
- ✗ Freedom from negative emotions\*

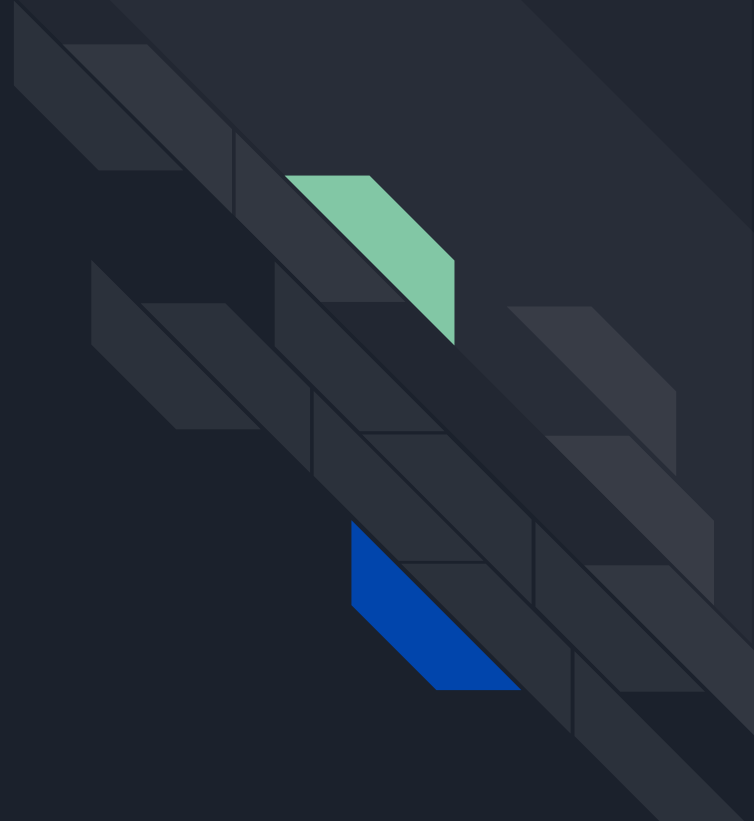
# What is adversity ?

- Hardship, or a difficult or unpleasant situation
- Stress
- “Everyday adversity”
- On a spectrum / can be experienced at varying degrees of severity
  - Serious hardship: e.g. chronic socio-economic disadvantage
  - Every day challenges: e.g. schoolwork pressures, disagreement with friends
- Depends on the environment within which it is occurring and the perceived and subjective experience of the adversity by the child.
- Although some adversities clearly pose a greater risk to a child’s development and mental health, the severity of adversity in a child’s life depends on context, for example:
  - A child who has a network of strong, supportive relationships (known as protective relationships) may not experience the death of their grandparent as a serious hardship. In comparison, a child whose grandparent provided frequent support in the absence of other protective relationships is going to experience the death of that grandparent much more adversely
- Not the same as trauma



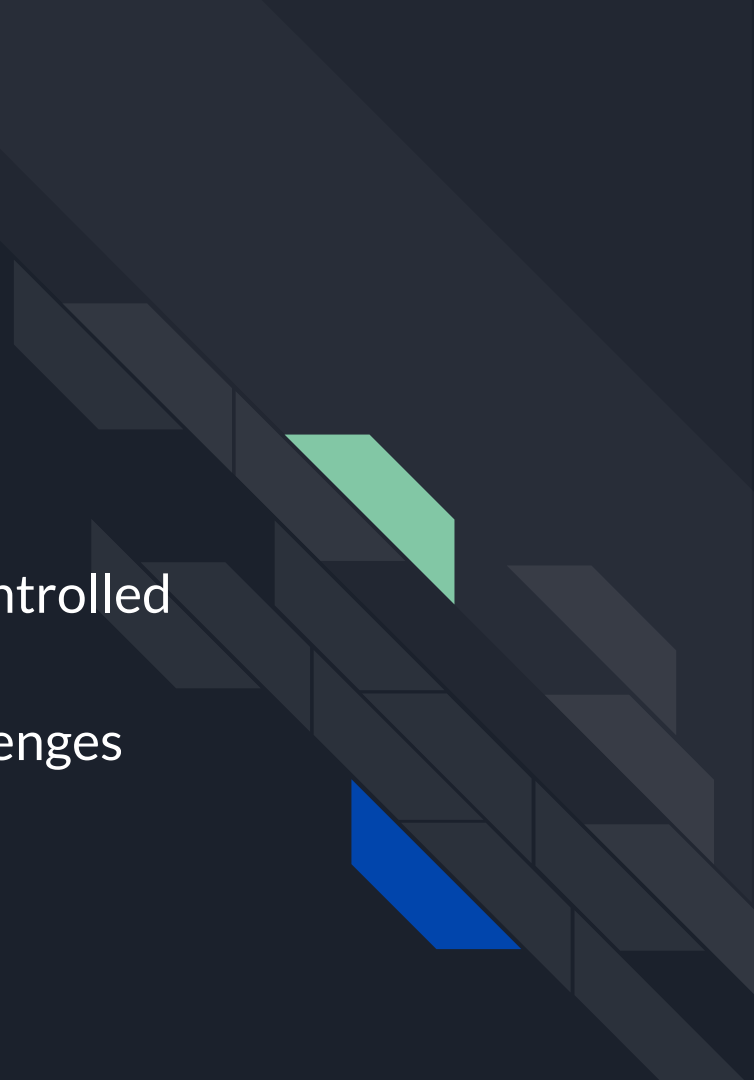


Should we build  
resilience or prevent  
adversity?

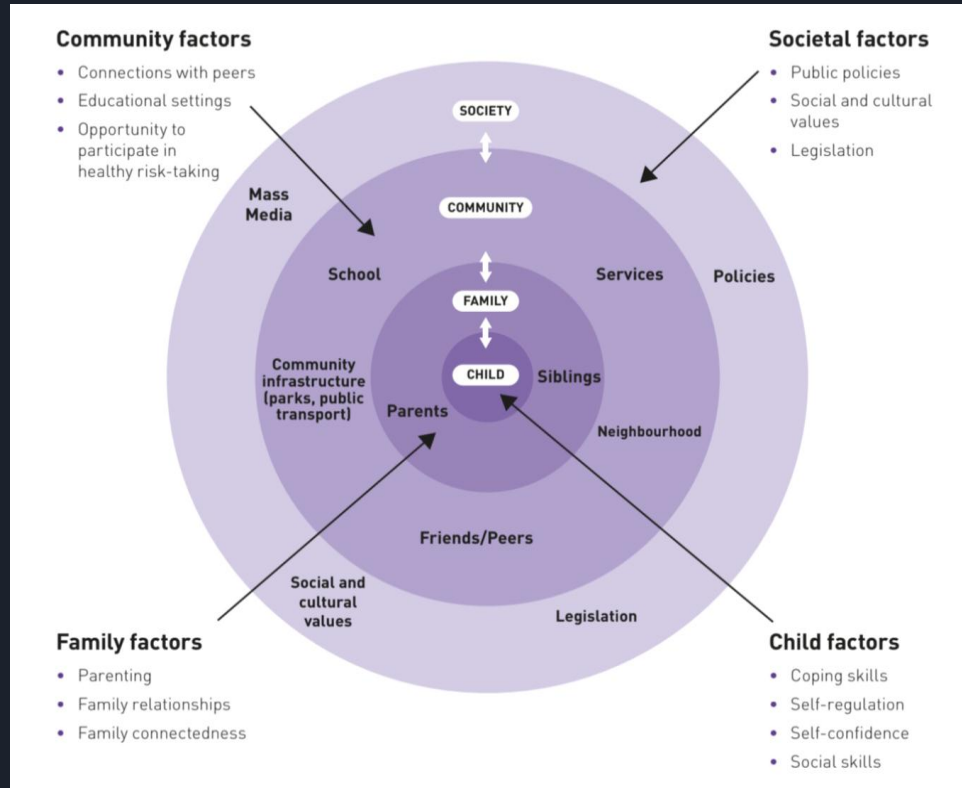


# Should we build resilience or prevent adversity?

- Adversity is inevitable; onset cannot be controlled
- Not always possible to remove in practice
- Stress will always be present; today's challenges will be replaced by new ones tomorrow



# Factors that influence a child's experiences of and reactions to adversity



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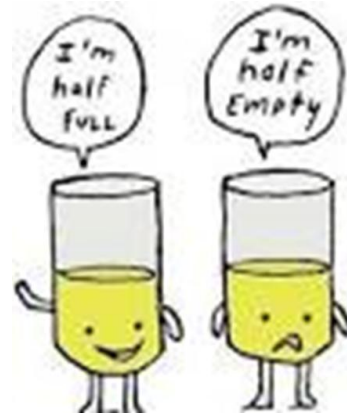
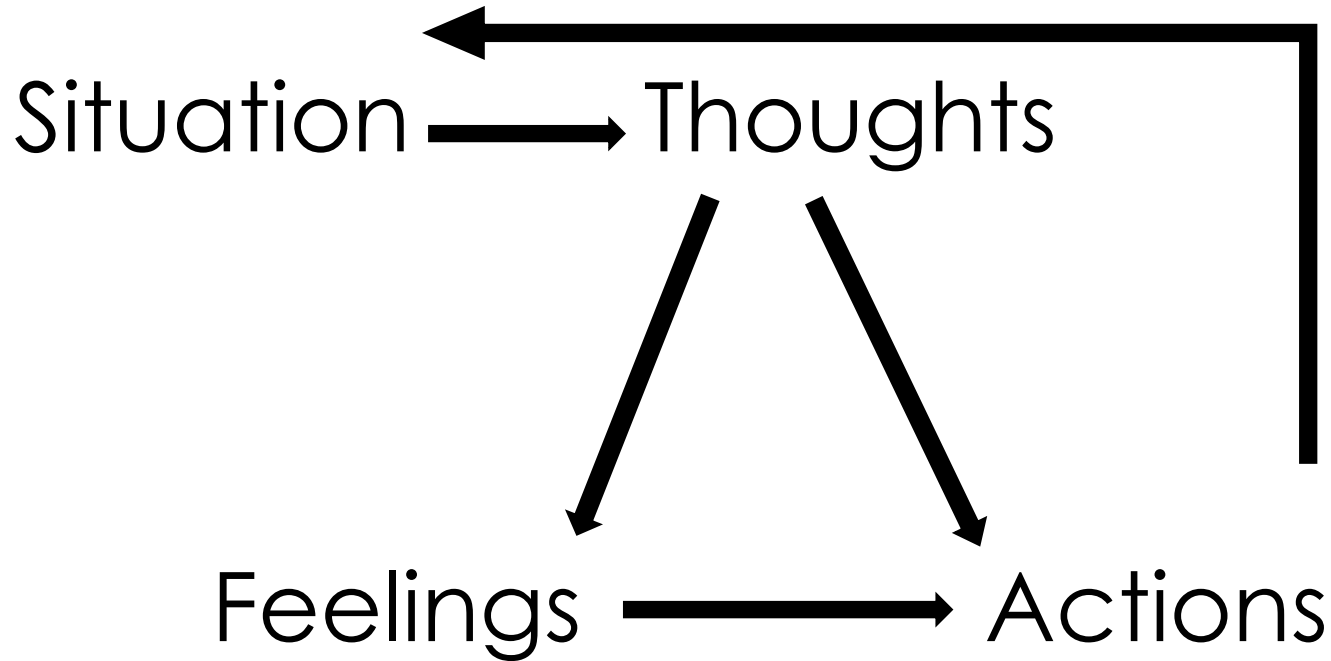




# Parental Resilience

- “a parent’s own inner resources and coping skills that help them to handle stress and crises”
- Resilient coping skills allow a parent to be able to solve problems, keep calm and collected when upset, and make it through challenging times
- When parents are resilient, they are better able to build strong and resilient families.
- **The way we respond to stress sometimes has a greater impact than the stressor**

# POWER OF THOUGHTS

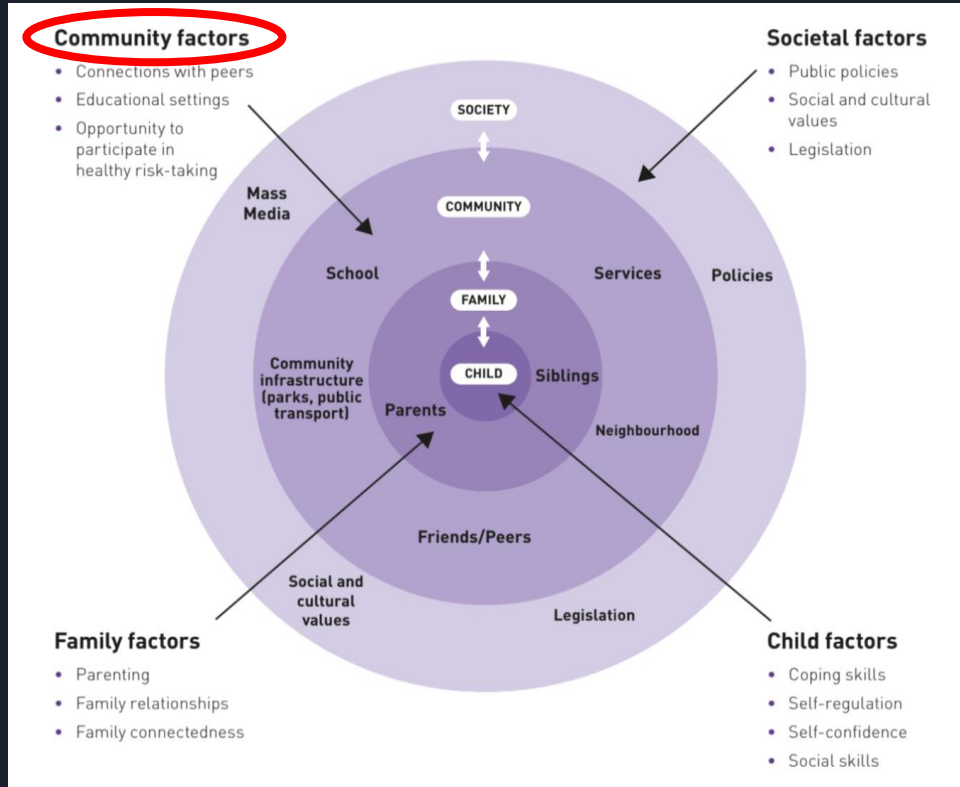


# Activity 1: **Role Modelling for Resilience**

*Please split into discussion groups*

[https://docs.google.com/document/d/15eIIxIJOetLJvGGn\\_URF02L8YO1IHNA8mUa\\_L89WO7w/edit](https://docs.google.com/document/d/15eIIxIJOetLJvGGn_URF02L8YO1IHNA8mUa_L89WO7w/edit)

# Factors that influence a child's experiences of and reactions to adversity

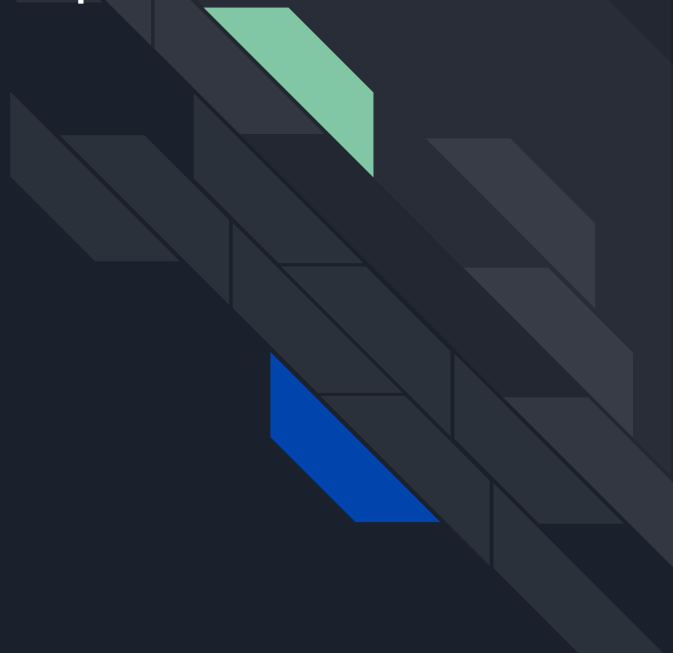




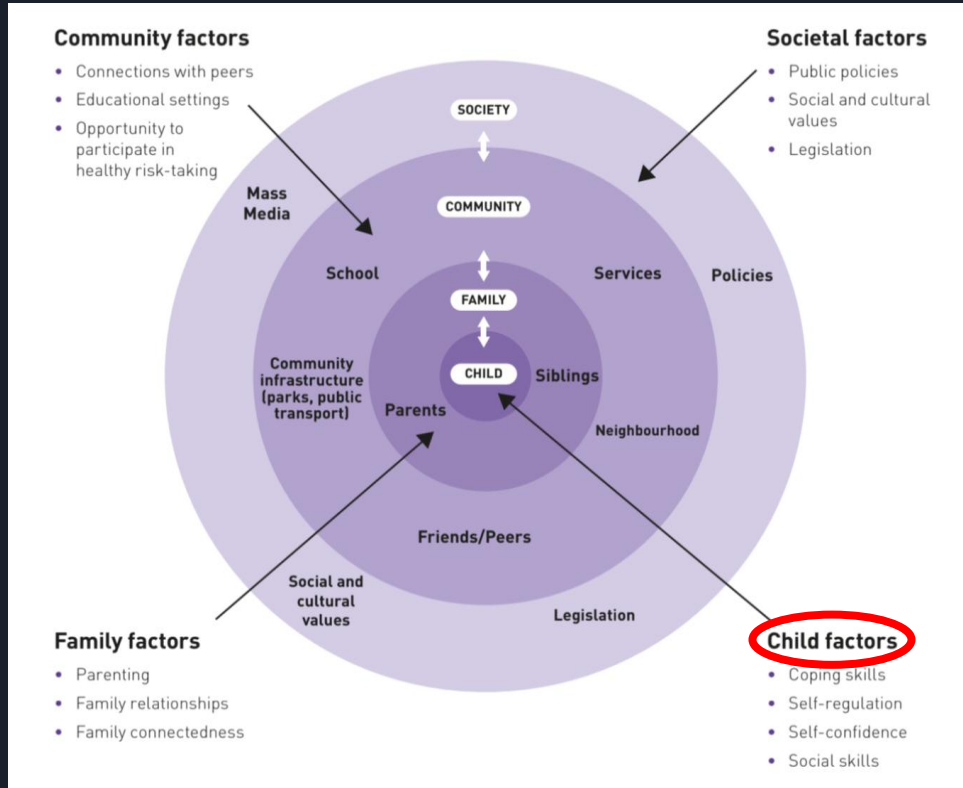
# Finding supports

Where do you go or could you go in the community to get support or help?

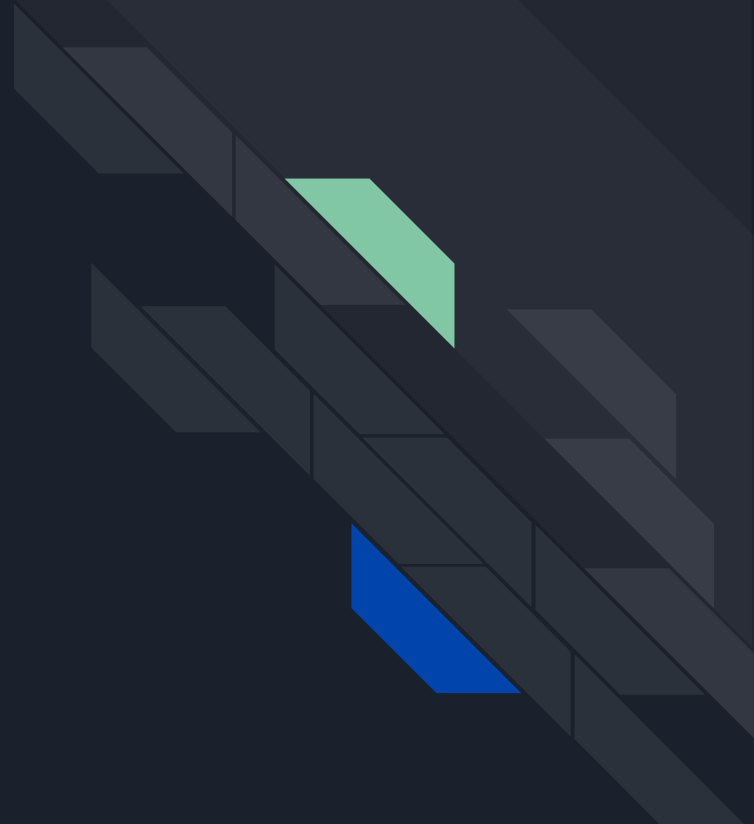
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# Factors that influence a child's experiences of and reactions to adversity



What allows us to cope  
with adversity?





# Internal Resources

- **Delayed gratification** - ability to work toward something without an immediate award
- **Problem solving** - ability to move from a given state toward a more desirable goal
- **Adaptability** - ability to cope with an unexpected disturbance
- **Emotional regulation** - ability to shift into and out of different feeling states or behaviours
- **Distress tolerance** - ability to stay with discomfort
- **Internal motivation** - internal (as opposed to external) locus of control that drives behaviour
- **Self-discipline** - ability to motivate oneself, regardless of emotional state

# Coping skills - Facing failure

- Participation trophies
  - Belief that all children should receive equal reward regardless of achievement
  - “Regardless of who wins, we’re all winners”
  - Attempts to increase self-esteem of children
- Drawbacks:
  - Convey that failure is something to be feared and ashamed of
  - As a result, children do not learn how to overcome and cope with failure
  - Linked to compromised ability to deal with stress later in life; leads to mental health concerns, anxiety, depression etc.
  - “Nonstop recognition does not inspire children to succeed. It can cause them to underachieve”



(Kanneganti, 2018)

# Carol Dweck Praise Study



Carol Dweck study: <https://www.youtube.com/watch?v=NWv1VdDeoRY>

(Kamins & Dweck, 1999)



# Carol Dweck Praise Study - Takeaways

## GOOD PRAISE ...

- Focuses on the process and effort
- Values resiliency, rather than perfection and solely positive results
- Centres around facing setbacks and adversity, rather than avoiding them

# Delayed gratification - Marshmallow test



[https://www.youtube.com/watch?v=QX\\_oy9614H](https://www.youtube.com/watch?v=QX_oy9614H)



(Konnikova, 2014)





# Marshmallow test - takeaways

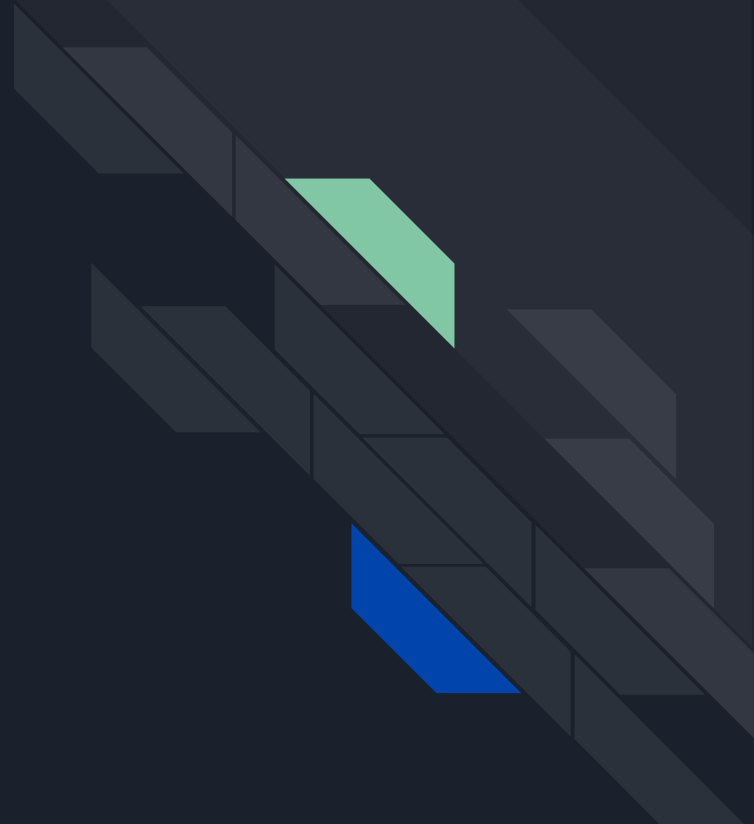
- Delayed gratification
- When presented with tempting stimuli, individuals with low self-control showed brain patterns that differed from those with high self-control.
- Translates into
  - *Ex-smokers forfeit the enjoyment of a cigarette in order to experience good health and avoid an increased risk of lung cancer in the future*
  - *Shoppers resist splurging at the mall so they can save for a comfortable retirement*

## Activity 2: **Tips for encouraging children's responsibility and participation**

*Please split into discussion groups*

[https://docs.google.com/document/d/1o\\_E7Jw4-j55tfpcpl4A072ztrZZd3KTt9\\_7rdL0Xel/edit?usp=sharing](https://docs.google.com/document/d/1o_E7Jw4-j55tfpcpl4A072ztrZZd3KTt9_7rdL0Xel/edit?usp=sharing)

Commitment to change  
and evaluation





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