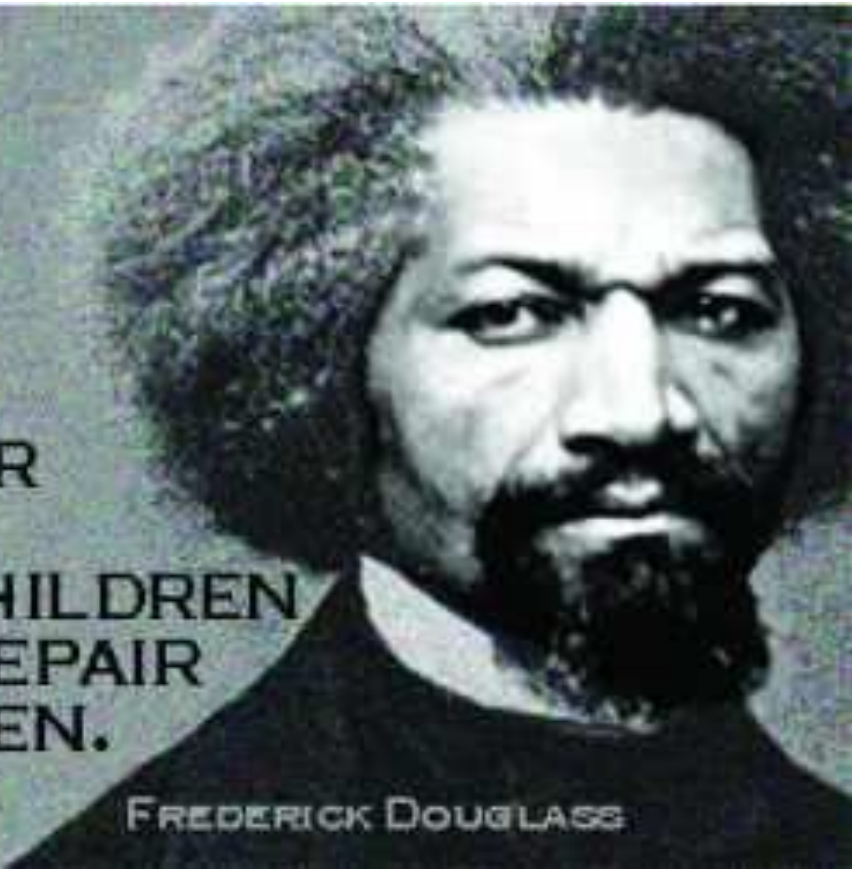


BUILDING RESILIENCE IN CHILDREN AND FAMILIES

D'LISA WORTHY & BRIJAN FELLOWS

A black and white portrait of Frederick Douglass, showing him from the chest up. He has a full, dark beard and curly hair, and is looking directly at the camera with a serious expression. He is wearing a dark, high-collared coat.

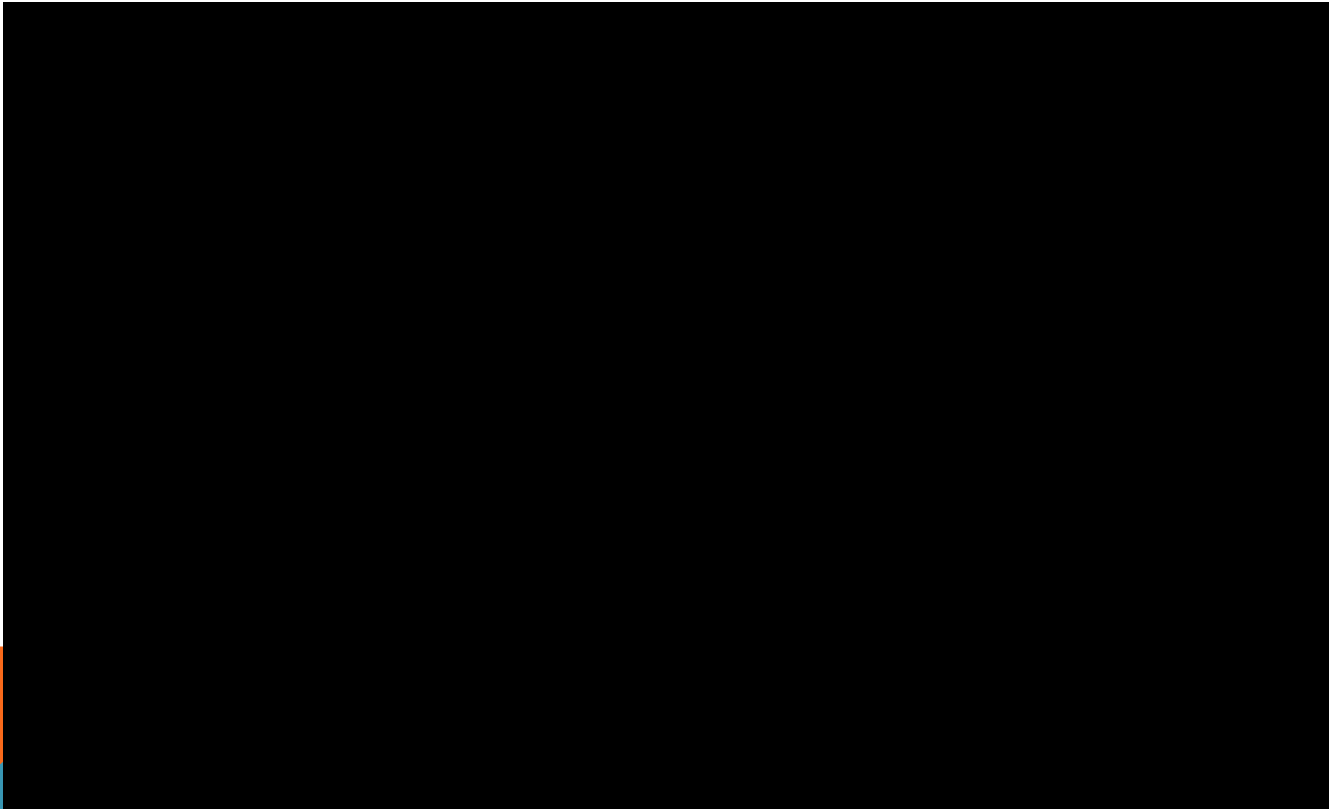
IT IS EASIER
TO BUILD
STRONG CHILDREN
THAN TO REPAIR
BROKEN MEN.

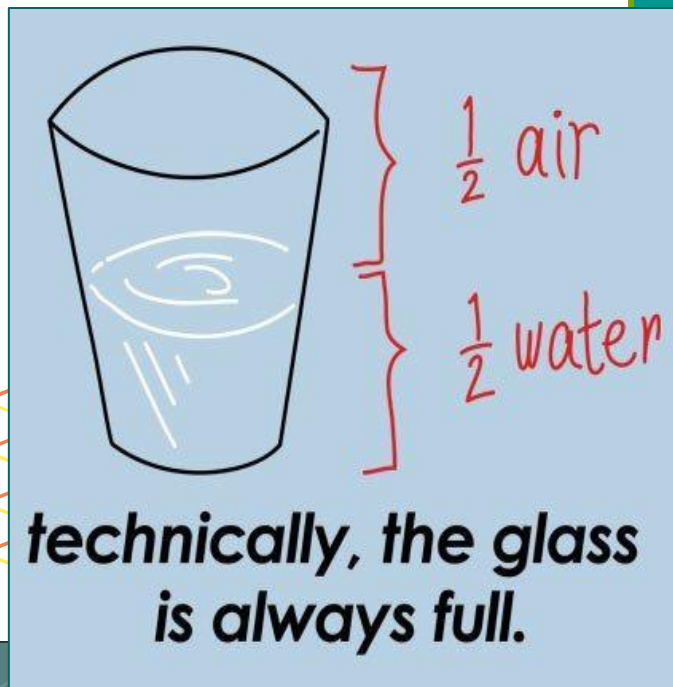
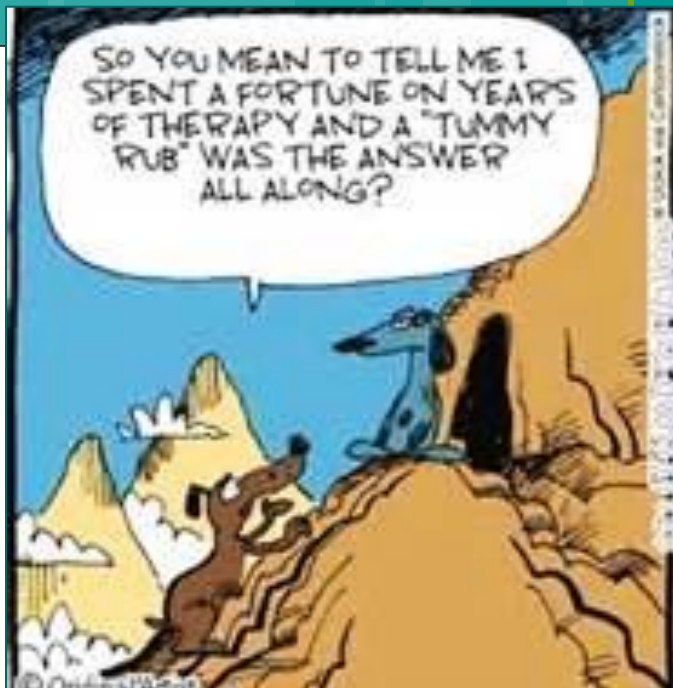
FREDERICK DOUGLASS

CENTER ON THE DEVELOPING CHILD

HARVARD UNIVERSITY

What is Resilience?





BHA DEFINITION OF RESILIENCE

Resilience is an innate capacity to rebound from adversity and change through a process of positive adaptation. In youth, resilience is a fluid, dynamic process That is influenced over time by life events, temperament, insight, skill sets, and The primary ability of care givers and the social environment to nurture and Provide them a sense of safety, competency and secure attachments.

The core concepts of resilience, as established by the BHA Resilience Committee, can be used in strengthening assets and skills in children, families, individuals, organizations (including the workforce), and communities.

The 6 Core Concepts of Resilience Are:

Sense of Competency

Optimism and Hope for the Future

Caring and Respect for Self and Others

Ability to Reframe Stress

Problem Solving and Coping Skills

Sense of purpose and Meaning

BOUNCING BACK, MOVING FORWARD



Resilience is the capacity to bounce back from challenges.


- Challenges can include everyday stressors (like losing a sports game) or more severe adversities (like witnessing violence).
- Bouncing back refers to meeting developmental milestones (like walking, making friends, attending school) despite challenges.

The implication is that people don't just survive challenges; they develop new capacities that enhance their ability to meet future challenges.



- All people have the capacity to be resilient and successful.
- Resilience is a dynamic process that develops over the lifespan.
- Resilience depends on “ordinary magic,” not superhuman strengths.
- Resilience is influenced by the interaction of internal and environmental factors.
 - Internal factors: temperament, strengths, and skills
 - External factors: social environment – family, community

RESILIENCE WHEN FACED WITH ADVERSITY AND TRAUMATIC EXPERIENCES

- Development stays on track even under difficult circumstances
 - Dynamic process encompassing positive adaptation with the context of significant adversity ⁽¹⁾
 - Resistance to risks due to the presence of protective factors
 - Capacity to rebound from adversity strengthened and more resourceful
- 










RESILIENCE POSTER

Sponsored by: Maryland Mental Hygiene Administration;
Department of Health and Mental Hygiene;
Maryland Coalition of Families;
Youth M.O.V.E. of Maryland Wicomico County;
Lower Shore Early Intervention Program

Resilience: A Strength-Based Approach to Good Mental Health

Resilience is an innate capacity to rebound from adversity and change through a process of positive adaptation. In youth, resilience is a fluid, dynamic process that is influenced over time by life events, temperament, insight, skill sets, and the primary ability of care givers and the social environment to nurture and provide them a sense of safety, competency and secure attachments.

Core Concepts:

	0 to 5 years	6 to 12 years	13 to 18 years	What can Families & Communities do to Promote Resilience?
Sense of Competency	<ul style="list-style-type: none"> Determination & persistence Takes pride in activities Develops/evaluates alternative solutions Task completion 	<ul style="list-style-type: none"> Can begin to generalize learned skills Shows patience in meeting a goal Desires to be the best one can be Self-Efficacy; "I Can!" attitude Begins to be able to organize time 	<ul style="list-style-type: none"> Self motivated / sense of autonomy Has initiative; sees things through to completion Has integrity, high standards Incorporates new knowledge Forming coherent sense of self 	<ul style="list-style-type: none"> Gather and unite around priority issues Value diversified leadership Cooperate in achieving goals Have high, but realistic expectations for youth
Caring & Respect of Self & Others	<ul style="list-style-type: none"> Empathy Giving back; helping out Ability to compromise Giving others the benefit of the doubt 	<ul style="list-style-type: none"> Listens to others; shows patience Enjoys interacting with others Seeks comfort from familiar adults Tries to comfort others Acts happy when praised 	<ul style="list-style-type: none"> Beginning capacity for self sacrifice Can accept that life is not always fair Shows concern for a bullied classmate Completes chores for the benefit of the family Can recognize their own strengths 	<ul style="list-style-type: none"> Have the ability to work with diversity Offer ample volunteer opportunities Treat all youth with consistency & fairness Promotion of Wellness and Prevention efforts
Problem Solving & Coping Skills	<ul style="list-style-type: none"> Seeks help when needed Ability to self soothe or self regulate Willingness to admit and learn from mistakes Can accept instruction and constructive criticism 	<ul style="list-style-type: none"> Willing to accept redirection Keeps trying when unsuccessful Early development of self control Can easily go from one activity to another Tries different ways to solve a problem 	<ul style="list-style-type: none"> Not afraid to ask for help with an assignment or task Can use positive self talk to feel better Healthy risk taking Can make change based on other's input Acts persistent; tries other ways to solve problems 	<ul style="list-style-type: none"> Promote open communication around community satisfaction Seeks external resources for problems Law enforcement is seen as a vital part of the community Resilience is modeled in homes/communities 
Optimism and Hope for the Future	<ul style="list-style-type: none"> Sense of humor Belief that things can get better Playful; Creativity; Exploration Joy in accomplishments 	<ul style="list-style-type: none"> Enjoys social play Accepts alternative choices Shows interest in his/her surroundings Says positive things about the future Trusts familiar adults and believes what they say 	<ul style="list-style-type: none"> Laughs and shares jokes with a friend Can give examples of positive outcomes Involved in clubs / sports / hobbies Likes to explore environment / nature Enjoys school and learning 	<ul style="list-style-type: none"> Opportunities for modeling/peer mentoring Recreational outlets available for families Youth are integrated into the community There is a belief that all children can be successful
Ability to Reframe Stress	<ul style="list-style-type: none"> Tolerates frustration Understands how perception influences outcomes Flexibility; able to adapt to change Can improvise 	<ul style="list-style-type: none"> Uses imagination to build skills Cooperates with others Begins to accept rules for behavior Begins to identify patterns and routines Can calm self down when upset 	<ul style="list-style-type: none"> Open to new ideas Begins to learn to manage stress Able to identify alternative solutions Demonstrates ability to adapt to changing situations Doesn't give up even when disappointed 	<ul style="list-style-type: none"> Can accept ambiguity / uncertainty Connects attitude with behavior Deals with adversity and the unexpected Has positive outlets to reduce stress Puts things in perspective 
Sense of Purpose & Meaning	<ul style="list-style-type: none"> Spirituality; higher purpose Feeling that you are loveable Self improvement Cultural heritage and traditions 	<ul style="list-style-type: none"> Enjoys imitating people in play Begins to show willful behavior Asks questions; tells stories Wants to please others and be with friends Displays joy and curiosity 	<ul style="list-style-type: none"> Shows understanding of the life cycle Feels loved and has secure relationships Wants to challenge self to do better Participates in and values family rituals Can decide between right and wrong 	<ul style="list-style-type: none"> Local ownership and community pride Safe, healthy outdoor activities available Diverse opportunities for spiritual and cultural enrichment Families and communities support quality education 

Related Topics & Models

Resiliency Theory Pioneer – Norman Gramezy
Attachment Theory – John Bowlby
Erickson's Developmental Stages
Neuroplasticity – Neuroscience – through Mindfulness and Repetition
Social and Emotional Competency – Daniel Goleman
Positive Psychology – Martin Seligmann
Positive Youth Development
Positive Behavioral Interventions and Supports (PBIS)
Post Traumatic Growth (PTG) – Richard Tedeschi
Strength Based Practice / Systems of Care (SOC)
Transformational Coping
Primary Mental Health Project – Emory Cowen
Public Health Approach to Children's Mental Health – Georgetown Univ. Center for Child and Human Development
Salutogenic Model of Health – Sense of Coherence (comprehensibility, manageability, meaningfulness) – Aaron Antonovsky
International Resilience Project – Resilience Research Center (across cultures)
Reaching In...Reaching Out – Penn Resilience Program
Resiliency: What We Have Learned by Bonnie Benard
Stress Hardiness – Susan Kobasa

Family & Community Models that Support Resilience
Building Bridges to Support Families and Schools Together (FAST)
Nurse Family Partnerships
Safe Schools / Healthy Children
Healthy Communities / Healthy Youth
Asset Based Community Development Center
The Incredible Years
Resiliency Ohio

Longitudinal Studies
Project Competence – University of Minnesota – Ann Masten
Kauai Study – Emmy Werner and Ruth Smith
Project Human Development Chicago Neighborhoods

Some Assessment Tools
Devereux Early Childhood Assessment (DECA)
40 Developmental Assets – Search Institute
Connor – Davidson Resilience Scale
CANS (Child & Adolescents Needs & Strengths)
Post Traumatic Growth Inventory
The Stress Vulnerability Scale – Sheehan
Resilience Scale
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
Infant/Toddler, Early Childhood Environment Rating Scales

Compiled 2013 by Joan Smith, M.A. and Marc Chitt, M.A.



Neuroplasticity:

Restore, repair and build
resilience in the brain

CORE CONCEPTS:

Sense of Competency/ Mastery

- Determination & persistence
- Takes pride in activities
- Develops/evaluates alternative solutions
- Task completion

Caring and Respect for Self and Others

- Empathy
- Giving back; helping out
- Ability to compromise
- Giving others the benefit of the doubt



CORE CONCEPTS:

■ Problem Solving and Coping Skills

- Seeks help when needed
- Ability to self soothe or self regulate
- Willingness to admit and learn from mistakes
- Can accept instruction and constructive criticism

■ Optimism and Hope for the Future

- Sense of humor
- Belief that things can get better
- Playful; Creativity; Exploration
- Joy in accomplishments



CORE CONCEPTS:

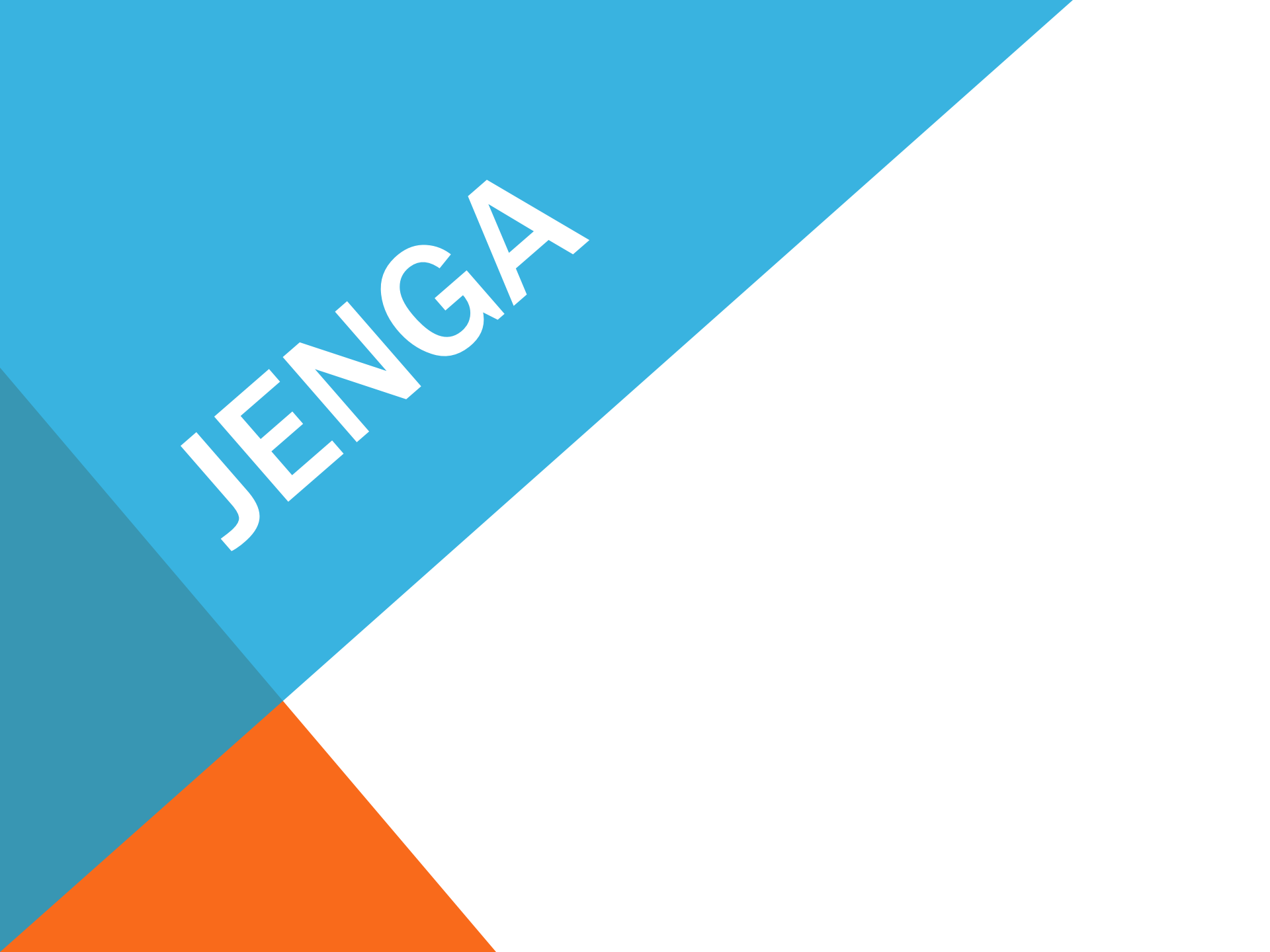
■ Ability to Reframe Stress

- Tolerates frustration
- Understands how perception influences outcomes
- Flexibility; able to adapt to change
- Can improvise

■ Sense of Purpose and Meaning

- Spirituality; higher purpose
- Feeling that you are loveable
- Self improvement
- Cultural heritage and traditions



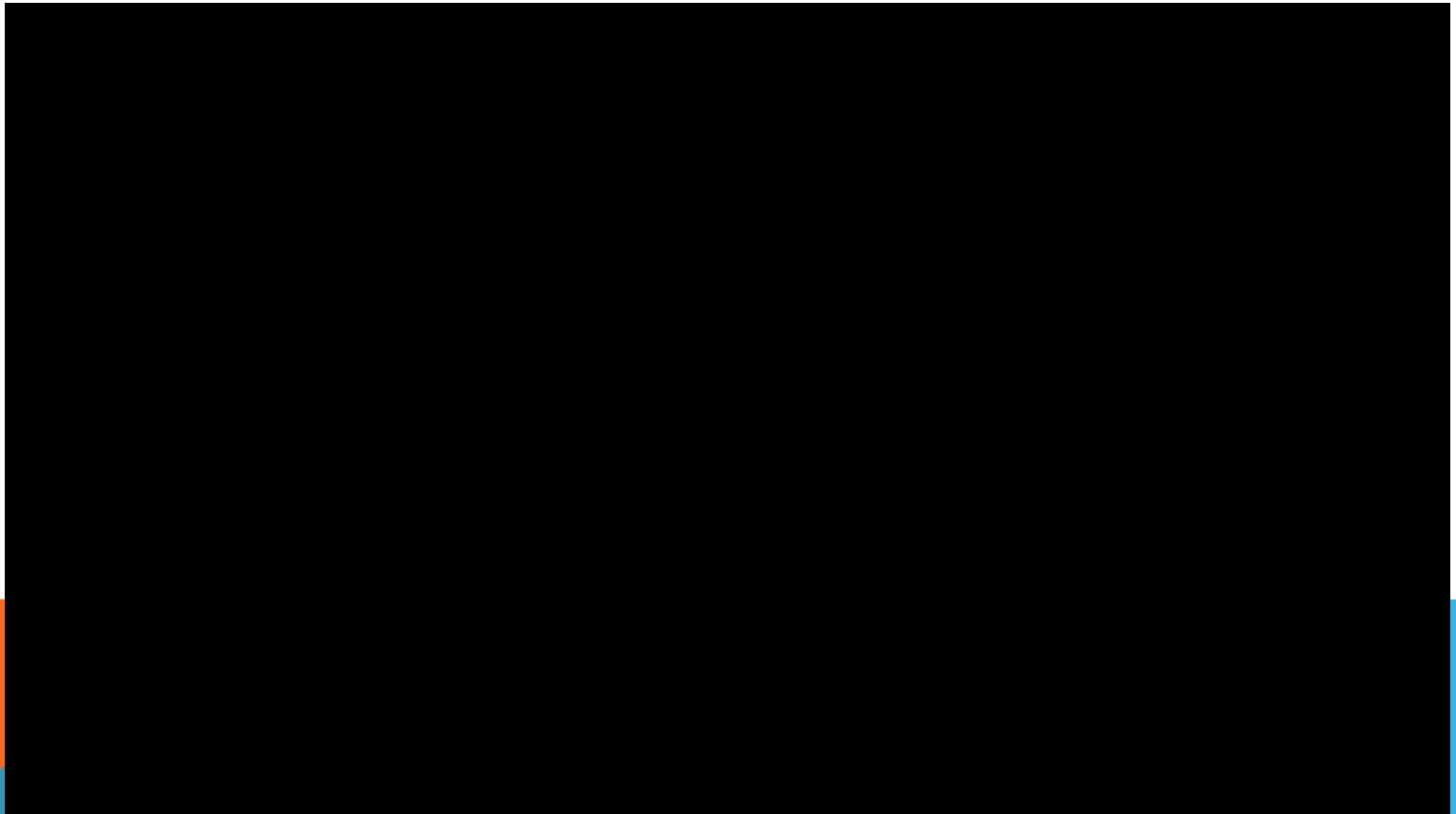


JENGA

CENTER FOR THE DEVELOPING CHILD

HARVARD UNIVERSITY

How Resilience is Built

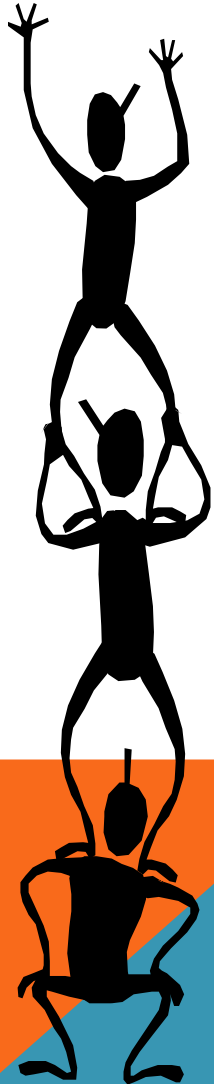


WHAT FAMILIES AND COMMUNITIES CAN DO TO FOSTER RESILIENCE

- Have High, but Realistic Expectations
- Consistency and Fairness
- Provide a Sense of Belonging
- Provide Comfort in Times of Distress
- Model Ways to be Resilient
- Opportunities for Involvement
- Sense of Safety and Trust
- Belief that all People can be Successful



RESILIENCE AS THE FOUNDATION OF GOOD BEHAVIORAL HEALTH



- Support of wellness from a public health perspective
- Application for treatment - strength and asset based interventions
- What we all need to feel connected, valued, competent and have life purpose and meaning.
- Social and emotional competency, positive psychology, and attachment theory

**Post Traumatic Growth, Stress Hardiness, Transformational Coping,
Sense of Coherence**

Children's Mental Health Matters!

a Maryland public awareness campaign

Facts For Families Well Being & Resiliency

The Behavioral Health Administration, Child and Adolescent Resilience, Wellness and Prevention Committee has defined resilience as: "an innate capacity to rebound from adversity and change through a process of positive adaptation." For youth, resilience is a fluid, dynamic process that is influenced over time by life events, temperament, and the capacity of caregivers and the social environment to nurture and provide them with a sense of safety, competency, and secure attachments. Resilience can be learned and practiced through using skills that lead to a sense of competency, optimism, and gratitude, and being balanced in one's attitude toward life.

Parents, caregivers, extended family members and other adults in children's lives have the opportunity to model ways for children to feel safe, connected, valued, capable and respected. Below are some suggestions that parents and caregivers can use to help children be more resilient, while also understanding the importance of taking care of themselves in ways that promote positive family interactions, relationships and personal growth.

What are ways that parents and caregivers can support resilience in children?

- Model ways to have everyday resilience and to manage stress and change
- Have high, but realistic expectations based on the child's age and developmental stage
- Encourage exploration, self-reliance and healthy risk taking
- Provide comfort in times of distress
- Establish limits, rules and structure that are fair and consistent
- Promote a love of learning and curiosity
- Show by example how to admit mistakes
- Promote a sense of humor, playfulness and delight in their imagination
- Instill a sense of pride in your family as well as your cultural traditions and rituals
- Encourage, within limits, a child's need for autonomy and expression of free will
- Try to have consistent meals and bedtimes
- Encourage good nutrition, exercise, diet and physical fitness

- Teach gratitude and a recognition of blessings in life
- Be optimistic and promote a sense of hope in your child for their future
- Provide opportunities for friendships

What can parents or caregivers do for self-care?

It is important to take care of you too!

- Find ways to take care of yourself based on what you enjoy doing
- Have a creative outlet/hobby for self-enrichment
- Develop and stay in touch with friends and a support system
- Be okay with asking for help and provide it to others when you can
- Find quiet moments every day that you can use for relaxation and reflection
- Be a lifelong learner
- Have realistic expectations of yourself and others
- Seek out resources needed to support family growth and development



coordinated by



www.ChildrensMentalHealthMatters.org

IDENTIFYING STRENGTHS

There are multiple ways to identify strengths:

- Take a strengths assessment, such as the VIA Survey.
- Look for strengths in your everyday life.
- Look for other people's strengths in everyday life.
- Some activities:
 - Reflecting on your personal strengths
 - Strengths spotting – identifying strengths in others
 - “The Badge Game”
 - “Catch a Kindness”
 - “Family Tree of Strengths”



SELF ASSESSMENT

IDENTIFYING STRENGTHS IN OTHERS

Activities for Children and Families

The Badge Game

- Everyone in the group gets a clear badge and several cards. The cards should each have 1 strength written on them.
- The goal of the game is to see how many cards you can give away within 2 weeks.
- You give away a card when you see someone demonstrating that particular strength.
- The person who receives the card places it in their badge.

○ Catch a Kindness

- Notecards are available to everyone in the group. A poster is hung in a central location.
- The goal of the game is to identify other people's acts of kindness.
- Every time you see someone being kind, you write what happened on your notecard and post it to the kindness poster.



SONGS FOR RESILIENCE

I can do it!

Emotion

Three Rules

Centerforresilientchildren.org



REFLECTING ON YOUR PERSONAL STRENGTHS

Think of a time when you used a top strength.

- What did you do?
- What happened?
- What strengths did you use?
- How did you feel?
- How did you feel later?

Think of a time when you were at your best.

- What did you do?
- What happened?
- What strengths did you use?

Learning from what went well.



STRESS & RISK MANAGEMENT



And you
thought
there
was
stress in
your life



That which does not kill us makes us stronger.
Friedrich Nietzsche



"I have a lot of stress."

EVERYDAY RESILIENCE

Deal with uncertainty / change

Roll with the punches

Adaptation / control – anxiety

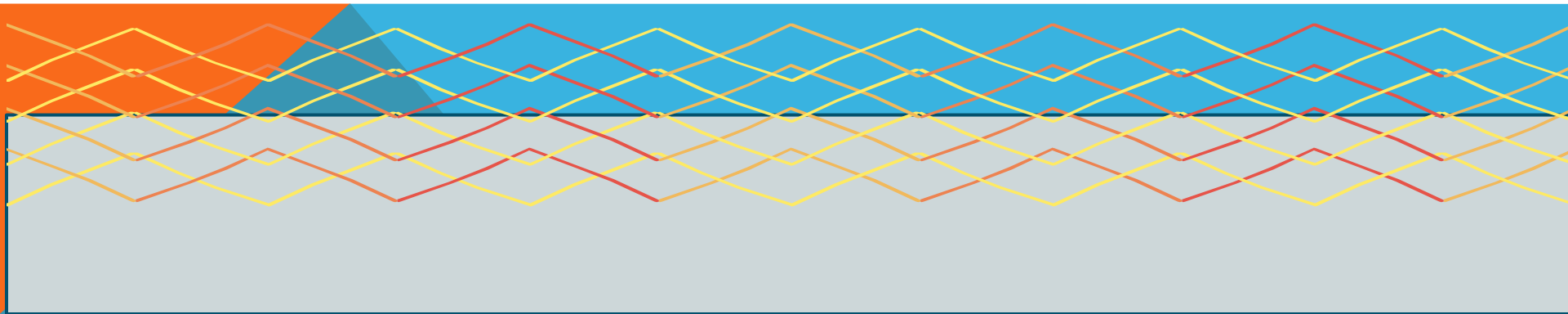
Tree in a storm – flexibility

(dis)stress tolerance and threshold – ability to choose what to react to (free will vs. determinism)

Snap judgments (blink of the eye), and calculated response

Put things in perspective, seek balance, let go

Stress as a subjective or objective perception



SOCIAL SUPPORT FOR PARENTS



- Positive, supportive relationships with friends, family members, neighbors, and/or community members provide parents with several types of resources:
 - Emotional support – i.e., listening and showing empathy
 - Informational support – i.e., offering advice
 - Instrumental support – i.e., helping with childcare or transportation
 - Spiritual support – i.e., providing encouragement.
- Positive social connections also allow parents to “give back” to those in need.
- When parents are facing major stressors (i.e., illness, trauma), extra support from formal services can be helpful.

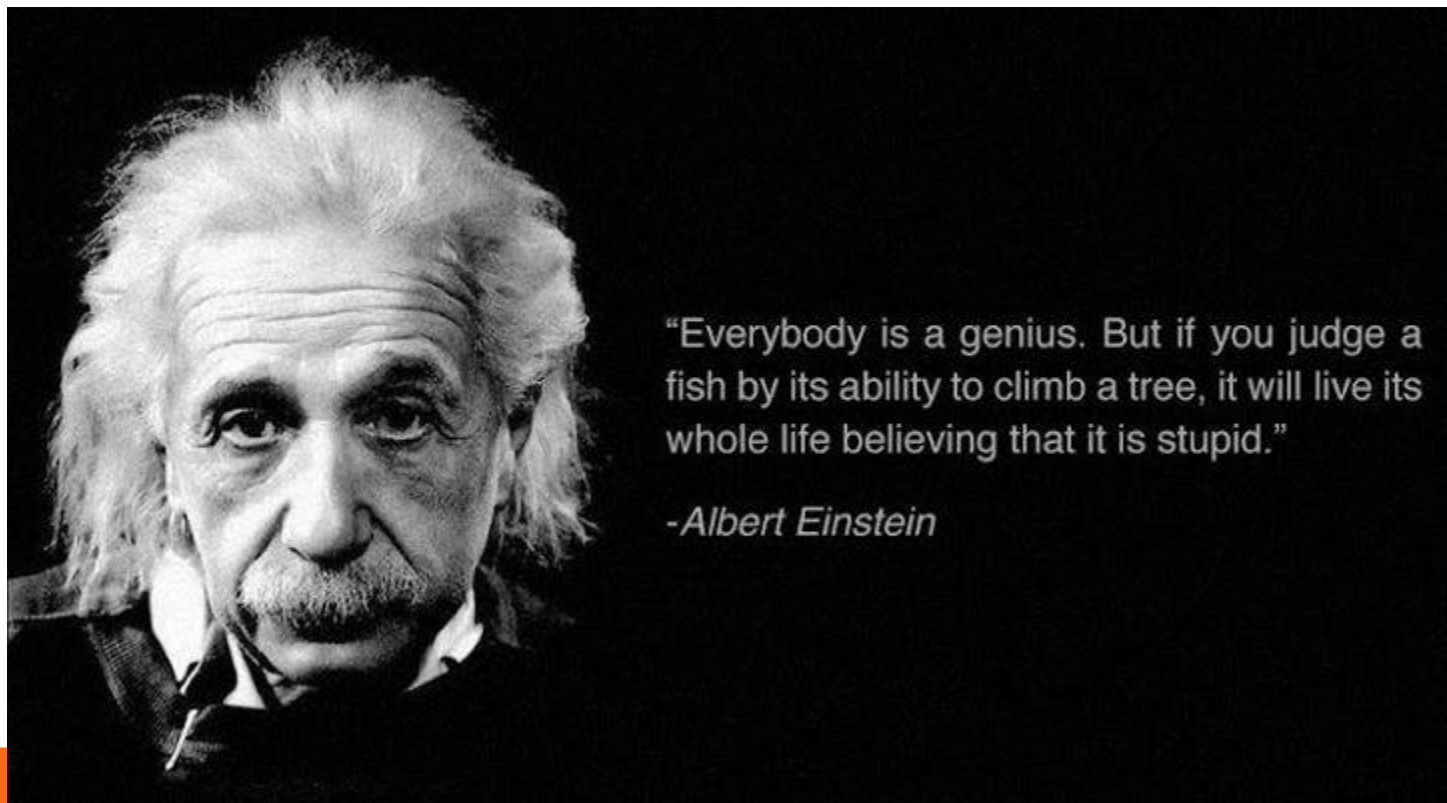
SOCIAL SUPPORT FOR CHILDREN

Children thrive when the social environment (family, community) provides them with a sense of safety, competency, and secure attachments.

Families and communities can foster children's resilience by:

- Having high but realistic expectations
- Demonstrating consistency and fairness
- Providing a sense of belonging
- Providing comfort in times of distress
- Modeling resilience
- Offering opportunities for involvement
- Providing a sense of safety and trust
- Believing that all people can be successful.





"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

-Albert Einstein

HERE'S WHAT THE SCIENCE SAYS:



MORE KINDNESS

Fourth- and fifth-graders who participated in a mindfulness and kindness program showed better social behavior than their peers and were less aggressive and better liked.



BETTER MATH SCORES

The mindful group had math scores 15% higher than their peers'. In a separate study, 41% of meditating middle schoolers gained at least one level in math on a state standardized test.



FEWER ADHD SYMPTOMS

Even third-graders can get Zen. Eight weeks of mindfulness and yoga resulted in fewer ADHD symptoms and less hyperactivity—and the effects lasted for months after the program ended.

Mini Meditators. Mindfulness and meditation exercises are helping kids get an edge in the classroom

By Mandy Oaklander



ANY TEACHER WHO'S EVER PRODDED, begged or bribed a child to sit still and listen knows there aren't a ton of proven ways to get a kid to tune in. But a slew of new research offers a different suggestion: Breathe. Not you—they.

Mindfulness and meditation programs are emerging as powerful ways to calm kids down, sharpen their brains and make them kinder to their classmates. Though

the research looks at many different techniques, the outcomes seem consistently positive—and they appear to work in kids so young, they've yet to meet their first fraction all the way up to high school seniors. Some research even hints that Transcendental Meditation leads to higher graduation rates: 15% higher, one 2013 study found. Seemingly idle time may have a place at school after all.



MORE SELF-CONTROL

Three years after a Transcendental Meditation program was implemented at a troubled middle school, suspension rates dropped from 28% to 4% and teacher turnover plummeted.



LESS DEPRESSION

Just nine lessons of a mindfulness program led to lower depression scores, less stress and better well-being in British kids ages 12 to 16, compared with students who didn't participate in the program.



IMPROVED FOCUS

At an elementary school in Richmond, Calif., teachers reported better focus, self-control, class participation and peer respect in kids who followed a mindfulness program, compared with their levels before.

Sources: Developmental Psychology; Education; Journal of Positive Psychology; David Lynch Foundation; British Journal of Psychiatry; Journal of Child and Family Studies



HAPPINESS ACTIVITY

The following informal, exploratory question was asked of 75 people in Maryland, as part of the resilience work being done in the state. Respondents ages: 3 to 92

Please list 10 things that you believe will give, or has given you, a sense of life purpose, meaning and satisfaction. For children, the question was 10 things that made them happy.

Top 13 broad categories in rank order were: (can be used for treatment goals)

- 1) Family and friends – an appreciation, and love of – a number said pets as well
- 2) Spirituality and life balance, religion, meditation, belief in something larger than self
- 3) Overcoming obstacles, reframing challenges which reduces stress
- 4) Volunteering, giving back, making a difference, having a community cause
- 5) Having a meaningful career, financial stability, provide for self and family
- 6) Having empathy, compassion, love, gratitude, hope for the future
- 7) Life long love of learning, personal growth, imagination, history, new ideas
- 8) Sense of humor, peace of mind, solitude, times of quiet, reflection, relaxation
- 9) Being active, staying healthy, exercise, sports, sleep, and enjoying food
- 10) Enjoying or participating in arts and hobbies, creative expression and outlet
- 11) Having values, quality of character, self reliance, comfortable with who they are.
- 12) Sense of belonging to a family history, traditions, cultural pride
- 13) Being outside in nature, gardening, travel and adventure

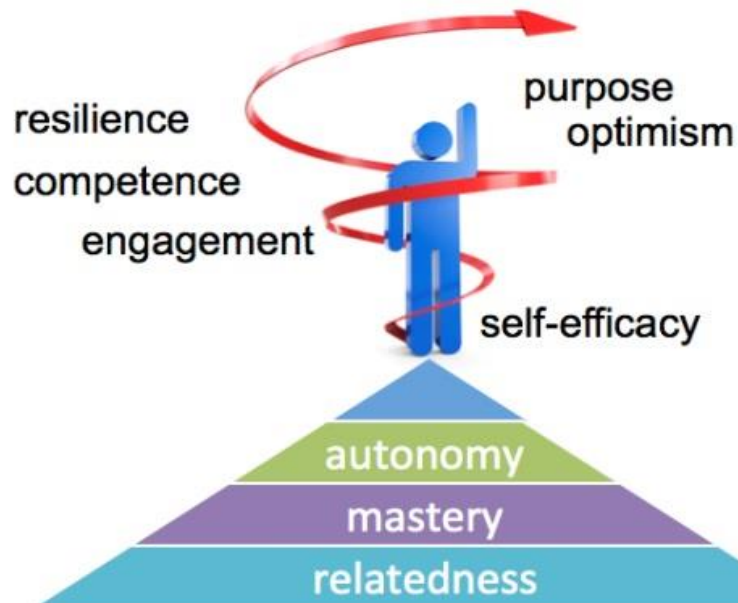
This exercise was done to see if what the resilience committee determined was important about life purpose was identified by others – which it was.

FUN & LAUGHTER



How do fun and laughter promote resilience?

- Fun and laughter help people relax both physically and mentally.
 - Laughter, like mild exercise, increases blood flow and exercises the muscles. This produces a physical release of tension.
 - Fun and laughter reduce stress by helping people see the light side of stressful situations.
- Fun and laughter help us develop a positive, optimistic outlook on life. Humor helps us see the “big picture,” notice the good as well as the bad, and create positive visions of the future.
- Humor, laughter, and family fun build positive family relationships, which are central to healthy development.

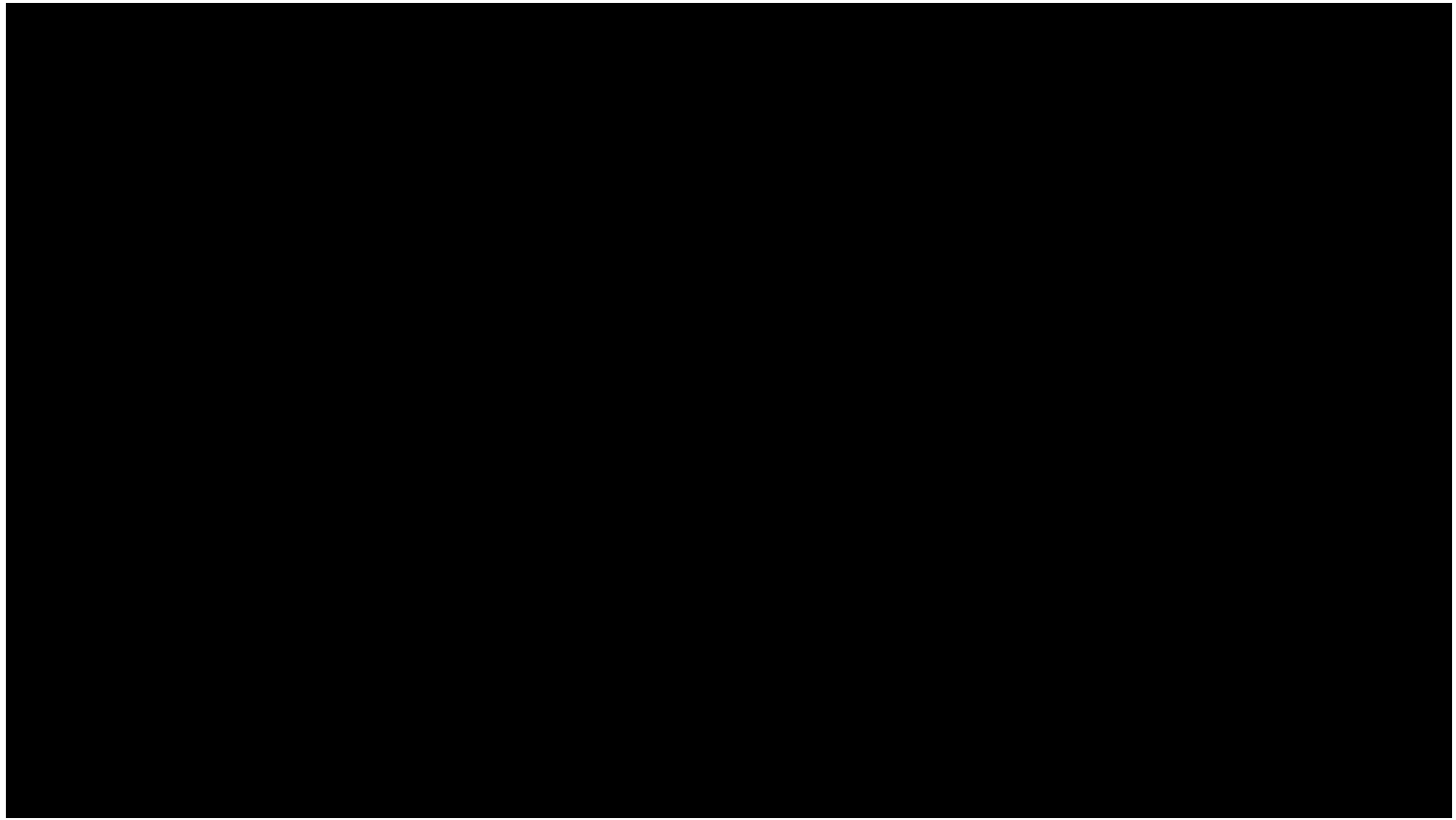


The more we
care for the
happiness of others,
the greater is
our own sense
of well being.

~ The Dalai Lama ~



MIND RESILIENCE





Resilience Tip

Be determined.
Be persistent.

For more mind resilience tips, visit us at
www.mindresilience.org



MINDRESILIENCE
Nurture your Well-Being

BEHAVIORAL HEALTH ADMINISTRATION AND THE MARYLAND DEPARTMENT OF HEALTH AND HYGIENE

RESOURCES

- **Center for Social and Emotional Foundations for Early Learning**
<http://csefel.vanderbilt.edu/>
- **Devereux Center for Resilient Children**
<http://www.centerforresilientchildren.org>
- **Devereux Resilient Family Blog**
<http://resilientfamilyblog.org/>
- **Little Children, Big Challenges from Sesame Street**
<http://www.sesamestreet.org/parents/topicsandactivities/toolkits/challenges>
- **Mind Resilience**
<http://www.mindresilience.org>
- **Reaching In...Reaching Out**
<http://www.reachinginreachingout.com/>
- **Resilience Resource Center (Australia)**
<http://www.embracethefuture.org.au/resiliency/>
- **Strengthening Families from the Center for the Study of Social Policy**
<http://www.cssp.org/reform/strengthening-families>
- **Values in Action Institute**
<http://www.viacharacter.org/www/>
- **Values in Action Strengths Surveys Strengthening Families**
<http://www.viacharacter.org/www/The-Survey>

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