

Resilience

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**“The process of adapting well
in the face of adversity,
trauma, tragedy, threats or
significant sources of stress”
(APA, 2017)**



Resilience



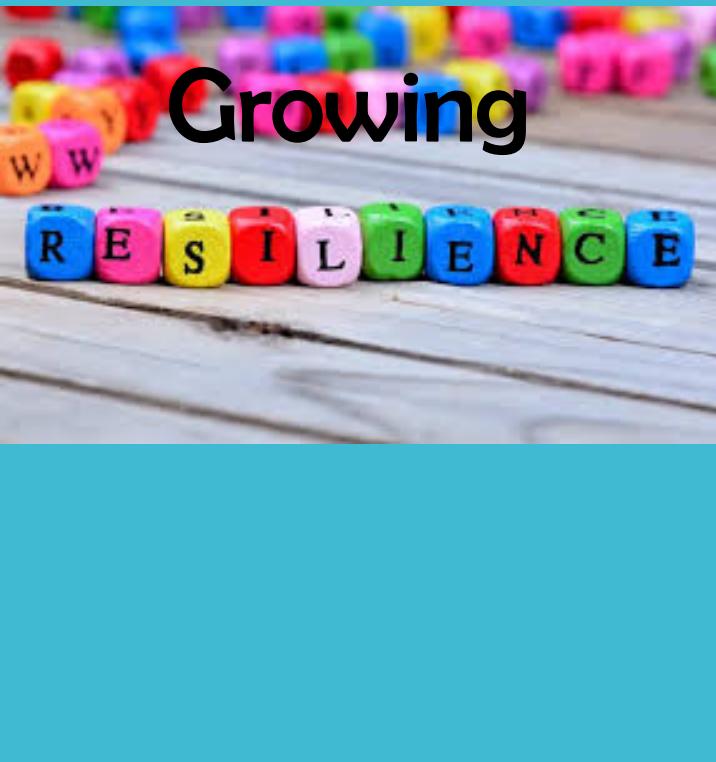
- Resilience is an ongoing process that requires time and effort and engages people in taking a number of steps
- Developing resilience is a personal journey. We do not all react the same to stressful life events
- “Although we can’t always choose what happens to us, we can often choose our own response to what happens” (mhfaengland.org)
- Modelling resilience enables our children to become resilient



**Following a stressful event
there is typically a flood of
strong emotions and a sense
of uncertainty**

So where do we begin?





- Acknowledge your feelings about the situation/diagnosis
- Nurture a positive view of yourself
 - Trust your instincts
 - Have confidence in your ability to solve problems
- Take decisive actions
 - Act on adverse situations, don't detach
- Maintain a hopeful outlook
- See the opportunities in your situation
 - Life skills such as problem solving, decision making, communicating, goal setting develop
- Make connections
 - accept help
 - assisting others benefits the helper

Growing Resilience

- Accept that change is a part of living
 - try to be flexible and adjust as situations change
 - focus on what you can alter
- Persevere
 - give things a go, keep trying despite set backs
- Be creative
 - try to approach things in new ways
- Look after yourself
 - Attend to your own needs to keep yourself primed to deal with situations that require resilience
- Lighten the mood, try and find some humour in the situation

**Avoid seeing crises as
insurmountable problems**

every time you handle an issue
you will learn something new

Move towards your goals

be realistic and celebrate even
small achievements

Learn from your past

consider how you responded to
previous stressful events

- what did you learn?
- what helped?



Growing resilient children?

Helping them bounce back
and manage their life with a
chronic illness



Validation

(Marsha Linehan)

“Recognition or affirmation that a person or their feelings or opinions are valid or worthwhile”

“Accepting where we are now to help us make changes in the future”

- Be present – non verbal
- Accurate reflection – say it back in their words
- Guess unstated feelings
 - Being able to accurately label feelings is an important step to being able to regulate them
- Acknowledge the persons emotions in relation to the experiences they have had
- Normalise their emotional reactions – totally understandable given the circumstances
- Radical genuineness – sharing the emotional experience as equals



Kathryn Berkett

Educational Psychologist



- Its OK to have the “feels”
 - benefits into our teen and adult years
- Key stage of child development
 - playing games that activate the stress response
 - create manageable stress
 - attuned parent/caregiver to calm is vital
 - mimicking the ‘peekaboo’ idea as they get older
- Oversensitised stress response
 - activated frequently
 - some become marathon runners at it
 - these children can activate their stress response quicker and hold it for longer
 - these children may need more focused strategies



Scaffolding

- Surround with positive relationships
- Enable competence – continue to enable engagement in activities your child enjoys
- Positive talk – change the mantra in your child's head
- When you talk about bad times make sure you talk about good times too
- Involve your child in planning, organising, setting goals
- When things feel out of control just making one decisive action can really help
- Introduce coping strategies - breathing, visualisation, diarising
- Use humour
- Help them reflect on achievements, how far they've come
- Failure is OK – aids learning, appreciation
- Give to others – takes your mind off your own worries



**Strength does not come from winning.
Your struggles develop your strengths.
When you go through hardships and
decide not to surrender, that is strength.**

[Read the full message](#)