

Welcome to Resilience! Please help yourself to a drink and biscuits and spend some time catching up with one another and trying out the resilience building games! We'll start at 9.10.



Session Aims

- Understand what resilience is and why it matters
- Find out what resilience looks like in the child and in families
- Consider what we need to build resilience in children
- Discuss practical steps and strategies we can use to support this

A baby is crawling on a colorful patterned mat. The baby is wearing a white onesie and is looking down at the mat. The mat has various shapes and colors including yellow, orange, blue, and green. In the background, there is a black bag and some colorful items. The scene is indoors, possibly in a playroom or nursery.

Building Resilience in Children

Resilient Children

'...can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes'

Newman. T (2002)



In The Early Years Curriculum

Keeping on trying:

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

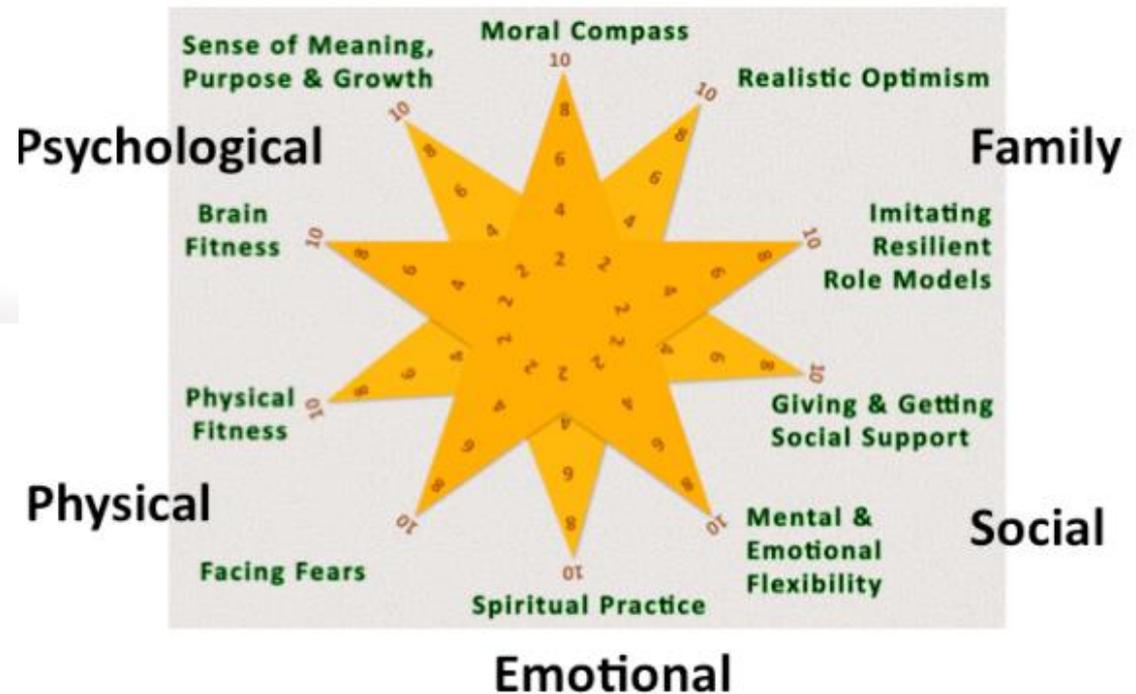
Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

The Science Bit



Elements of Resilience

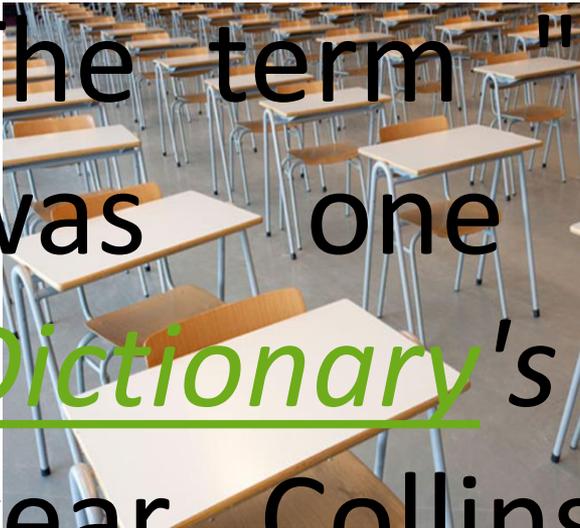


Academic Expectations



The Perfectionist's Guide to Results

The term "snowflake" was one of Collins Dictionary's 2016 words of the year. Collins defines the term as "the young adults of the 2010s, viewed as being less resilient and more prone to taking offence than previous generations"



The Screen Generation



Here's How You're Already Doing It...

The 7 C's of Resilience

Confidence

Competence

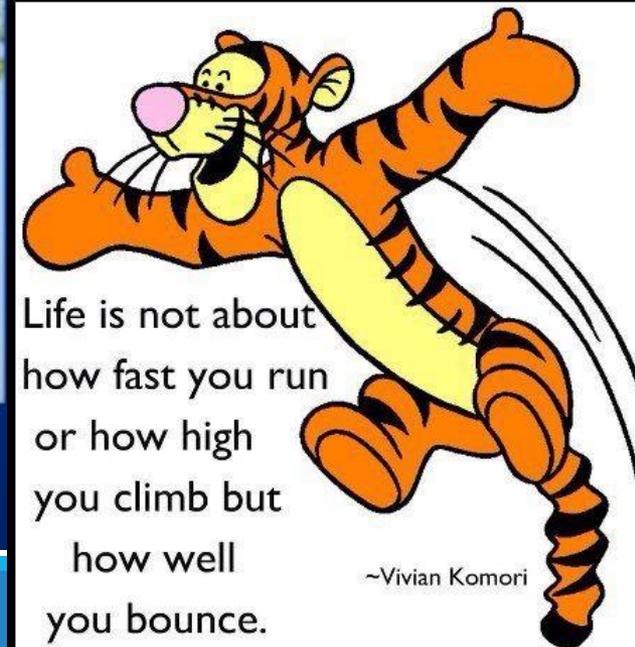
Connection

Character

Contribution

Coping

Control



Life is not about
how fast you run
or how high
you climb but
how well
you bounce.

~Vivian Komori

Caring Relationships

- Attention and affection
- Play
- Comfort
- Listen
- Empathy



Resilience in Families

At least one good parent/child relationship

Affection

Clear firm boundaries

Support for education

Supportive relationships



Be a Positive Role Model

- Be kind to yourself
- Show understanding, compassion and kindness
- Let go of being perfect!
- Reach out for support
- Reach out to help others



Self-control and Self-regulation

- Teach deep breathing
- Practice waiting
- Perseverance



Encourage 'Safe' Risk Taking



Strengthen Their Executive Functioning

Routines

Creative play

Exercise & sport

Board games



Communication

Check-in

Active listening

Holding in mind

Own the praise

Wondering aloud



Listen!



You seem upset...

I'm impressed with you for talking about it.

So have I got it right that you're saying...?

I wonder if you could tell me a bit more about that...?

It sounds as though you're feeling...am I right?

Let's think about what we could do next...

This isn't like you... Can I help?

Avoid.....

Rescuing, trivialising, minimising.

Encourage....

Open, tentative explorative talk.

What About When it Goes Wrong? Emotion Coaching – getting in early

Recognise the emotion

'It looks like you might be feeling.....'

Normalise

'I often feel like that when....'

Hold a boundary

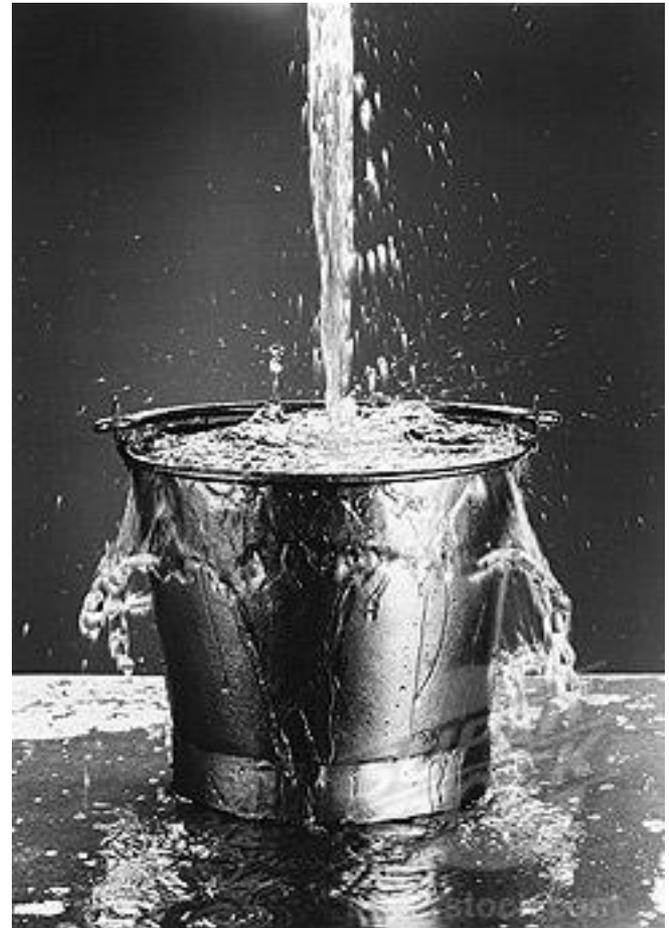
'But it's not Ok to....'

Find a solution

'I wonder if it would help if....'



Explicitly Teach Managing Stress



Resources

<https://resources.beststart.org/wp-content/uploads/2018/11/K35-E.pdf>

<https://www.heysigmund.com/building-resilience-children/>

<https://www.independent.co.uk/voices/snowflakes-mental-health-children-supernanny-jo-frost-a8939541.html>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355770/Briefing2 Resilience in schools health inequalities.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355770/Briefing2_Resilience_in_schools_health_inequalities.pdf)