

YEAR 7

RESILIENCE COURSE WEEK 2

PROMOTING & INHIBITING RESILIENCE IN
CHILDREN

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We can't go over it.
We can't go under it.

Oh, no!

We've got to go through it!

BRIEF REVIEW OF THE WEEK & HOMEWORK

- One example of a moment of resilience building
- One example of a moment you wish you'd handled differently / didn't know what to do.

BIOLOGY AND ENVIRONMENT

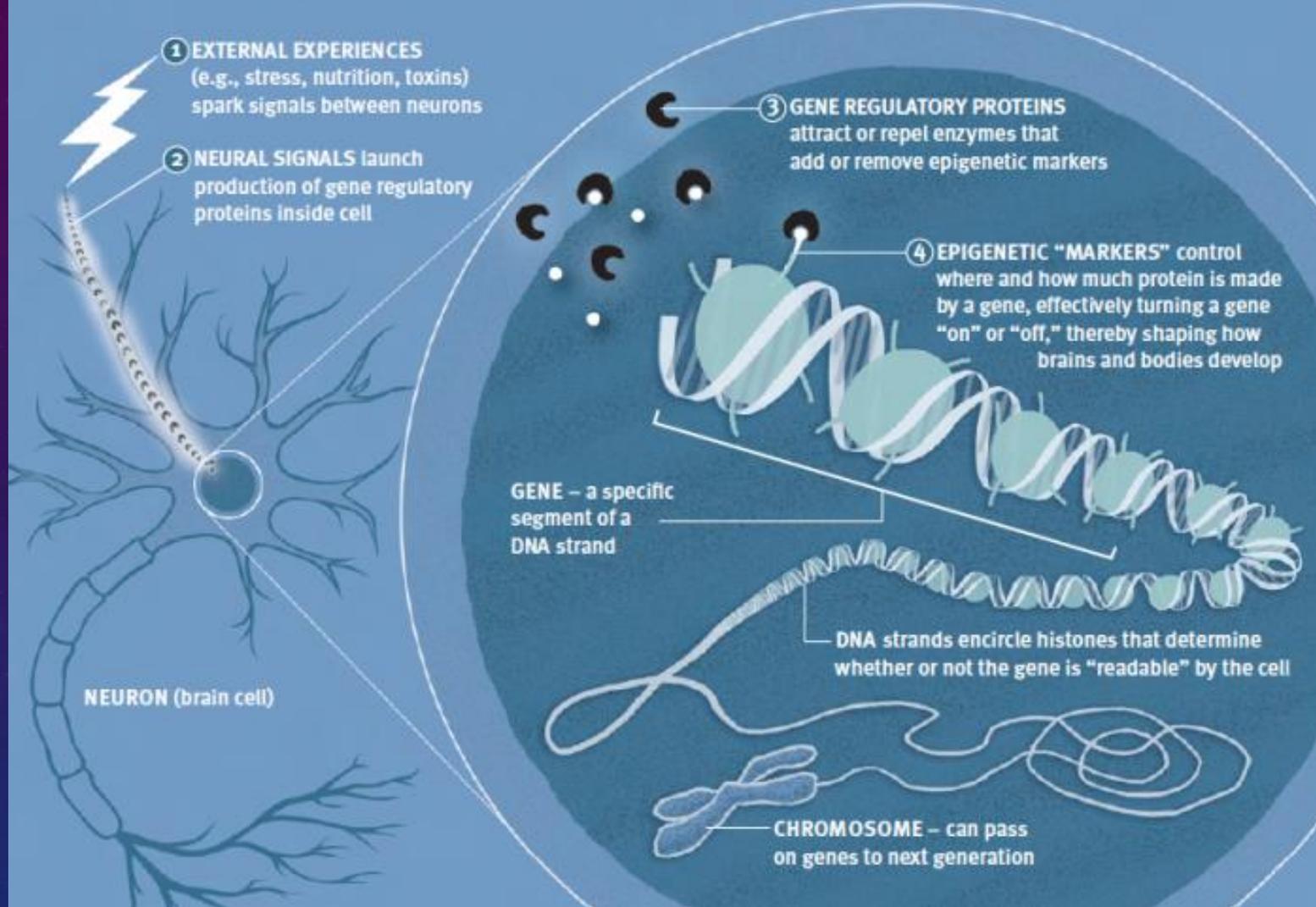
- It is the interaction between biology and environment that builds a child's ability to cope with adversity and overcome threats to healthy development.
- We are mainly talking about the responses to external stressors that we help our child develop – we often can not change the stressors



ENVIRONMENT IS A COMPLEX THING

- Physical environment is only one part of many
- Friendships
- School
- Family
- Siblings
- Hobbies
- Culture
- Religion
- And more.....

How Early Experiences Alter Gene Expression and Shape Development



PREDISPOSING FACTORS THAT AID DEVELOPMENT OF RESILIENCE



PREDISPOSING FACTORS THAT AID DEVELOPMENT OF RESILIENCE

1. facilitating supportive adult-child relationships;
2. building a sense of self-efficacy and perceived control, ie: an internal locus of control.
3. providing opportunities to strengthen adaptive skills and self-regulatory capacities;
4. mobilising sources of faith, hope, and cultural traditions.
5. Unconditional love



PUT IN CHAT

What you think helps the building of resilience
and coping with life



Helping the development of resilience

An emotional vocabulary

Praise them for expressing their feelings

Role swap / mentalisation

Modelling talking about your tricky times

Giving them confidence they can cope and will be ok

Allow your child to fail

Teach them to sit with tricky feelings – they pass

Liaise with school & support teachers



Brainstorm different ways of managing a situation

Read
(See resources slide)

Talk your child through tricky times (rather than trying to fix them)

Help your child know ups and downs are normal

Validating their feelings

Logical rather than punitive consequences



PUT IN CHAT

What do you think gets in the way of building resilience or hinders it?



Hindering the development of resilience

Helicoptering

Not allowing failures

Teasing them for showing emotion

Lawn-mowing

Sharing your anxieties with them

Being unable to cope with your child's upset

Sharing or displaying marital difficulties

Telling them off for expressing anger

Doing homework for them

Invalidating or belittling their feelings

Fixing situations for them

Not modelling distress tolerance

Being frightened of emotion

"big boys don't cry"



NOT ALL STRESS IS BAD

- Learning to cope with manageable threats is critical for the development of resilience.
- Not all stress is harmful.
- There are numerous opportunities in every child's life to experience manageable stress
- With the help of supportive adults, this “positive stress” can be growth-promoting.
- Over time, we become better able to cope with life's obstacles and hardships, both physically and mentally.



BREAKOUT ROOM

Your child's school calls and tells you that your child has been caught bunking school.

In your groups please can you discuss your thoughts on appropriate responses

- a) What do you feel?
- b) What do you do?



A WORD ON THE ADOLESCENT BRAIN



THE ADOLESCENT BRAIN

INSIDE THE TEENAGE BRAIN

Adolescents are prone to high-risk behaviour

Prefrontal Cortex

Its functions include planning and reasoning; grows till 25 years

Adults Fully developed

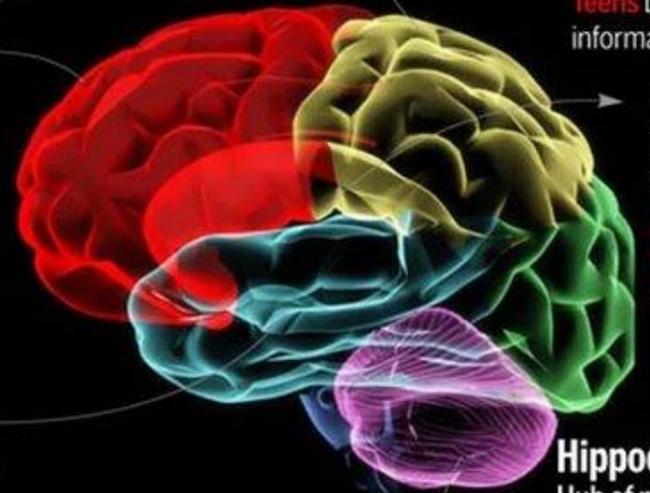
Teens Immature, prone to high-risk behaviour

Amygdala

Emotional core for passion, impulse, fear, aggression.

Adults Rely less on this, use prefrontal cortex more

Teens More impulsive



Parietal Lobe

Responsible for touch, sight, language; grows till early 20s

Adults Fully developed

Teens Do not process information effectively

Ventral Striatum

Reward centre, not fully developed in teens

Adults Fully developed

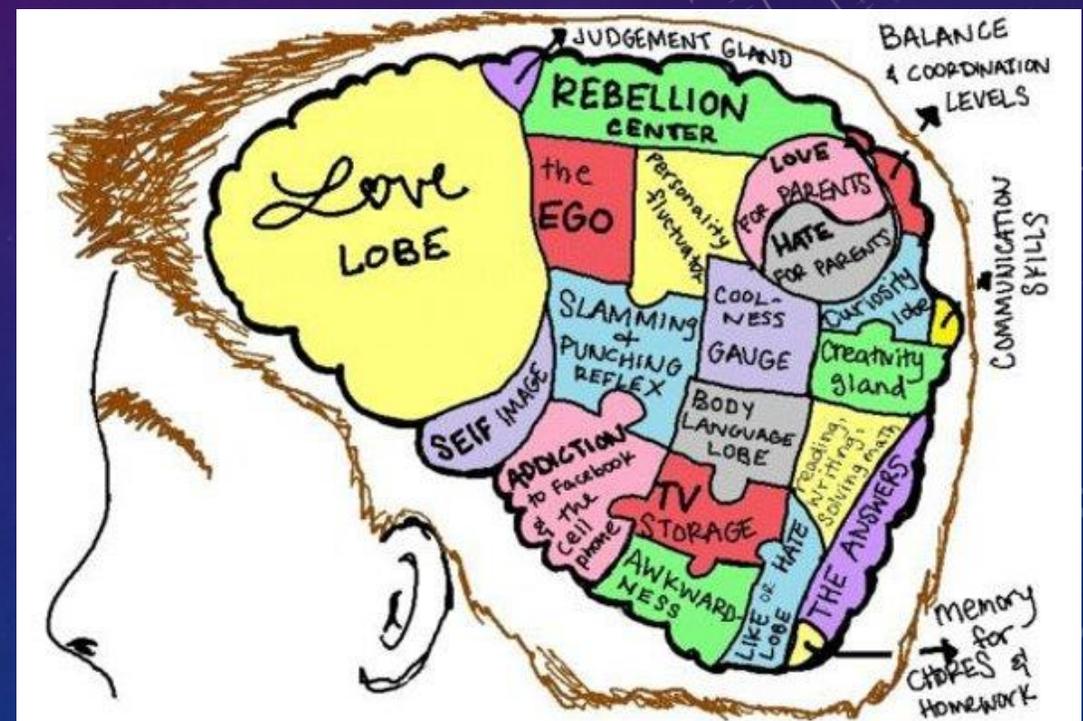
Teens Are more excited by reward than consequence

Hippocampus

Hub of memory and learning; grows in teens

Adults Fully functional; loses neurons with age

Teens Tremendous learning curve



'HOMEWORK'

- Notice a time when you have an emotional response (triggered) and spend some time thinking about what the emotional response was to do with and was it actually your stuff?
- Pick a new tool and test it out, ready to feedback next week

