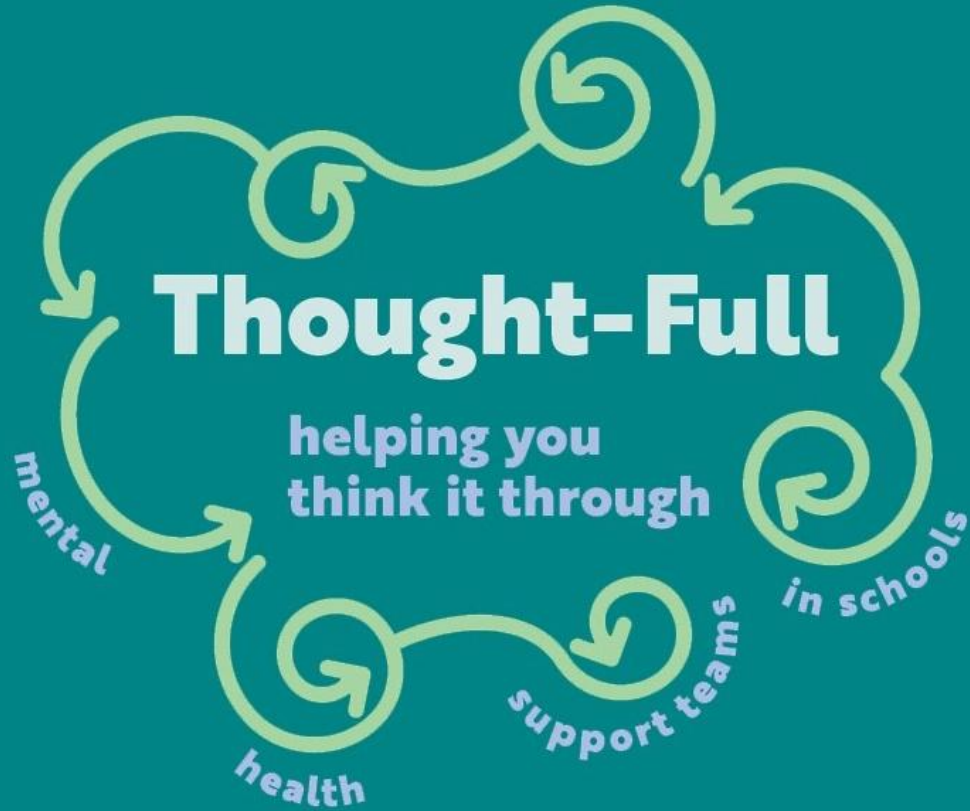
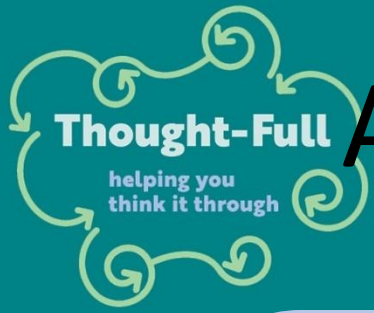


Building Resilience



Alisha Jones – Senior Mental Health Practitioner
Leslie Bamford – Education Mental Health Practitioner





Aims



- To discuss what resilience is and why it is important for wellbeing
- To understand different risk and protective factors for children and their resilience
- To discuss practical strategies to help build resilience in school
- To introduce the Resilience Framework.
- To create a resilience building lesson or classroom practice

Thought-Full

helping you
think it through



WRITTEN AND DIRECTED BY
Bud Luckey

CO-DIRECTED BY
Roger Gould

PRODUCED BY
Osnat Shurer

EXECUTIVE PRODUCER
John Lasseter

PRODUCTION MANAGER
Doug Nichols

SUPERVISING TECHNICAL DIRECTOR
Bill Polson

SUPERVISING ANIMATOR
Doug Sweetland

EDITOR
Steve Bloom



What is resilience?

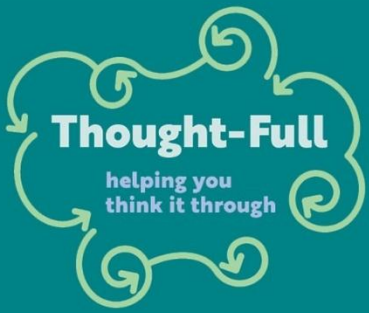


Resilience is:

...the process of adapting well in the face of adversity, trauma, threats, or significant sources of stress, and ‘bouncing back’ from these difficult experiences.

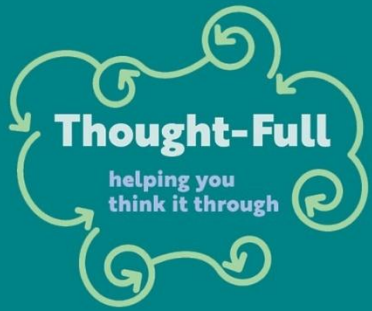
(American Psychological Association)

However, resilience is not just about “bouncing back” but is also about personal growth and can change over time.



Why is resilience important?





Resilience is not...

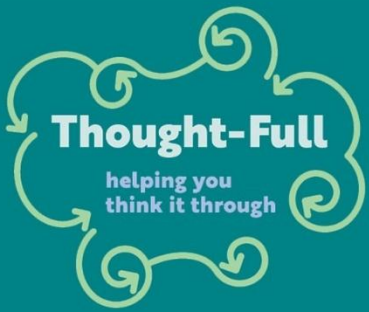
- ... about avoiding difficulties, challenges or distress.
- ... something you either have or do not have.
- ... extraordinary or unusual.



Resilience is...

- ... something we can learn and develop.
- ... built gradually over time and through exposure to sometimes difficult experiences and challenges.
- ... linked to improved wellbeing.





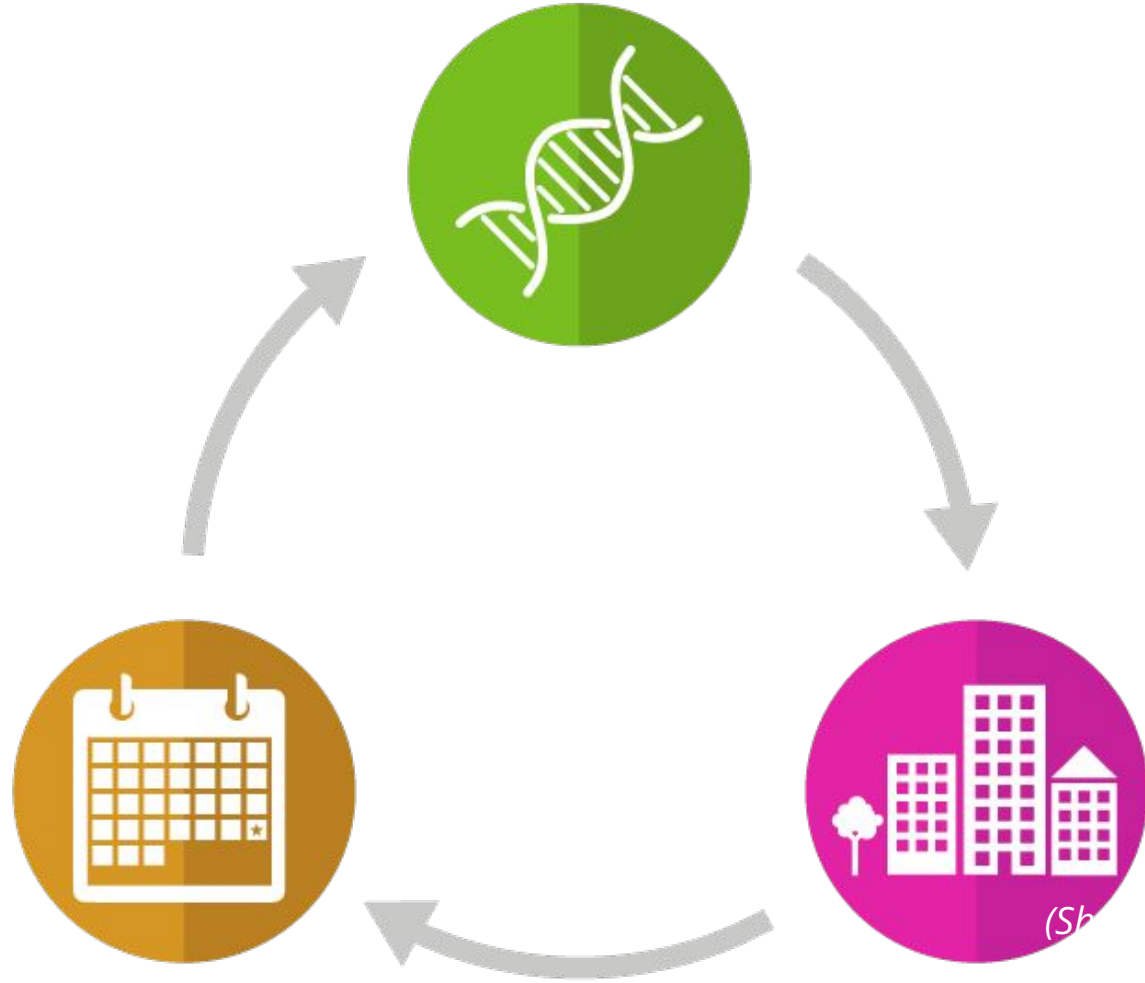
What does Resilience look like in school?

- Willing to try new things
- Adapts well to change
- Learns from mistakes
- Tries new strategies
- Has a positive outlook
- Accepts delayed gratification
- Shows physical endurance
- Follows through to complete tasks

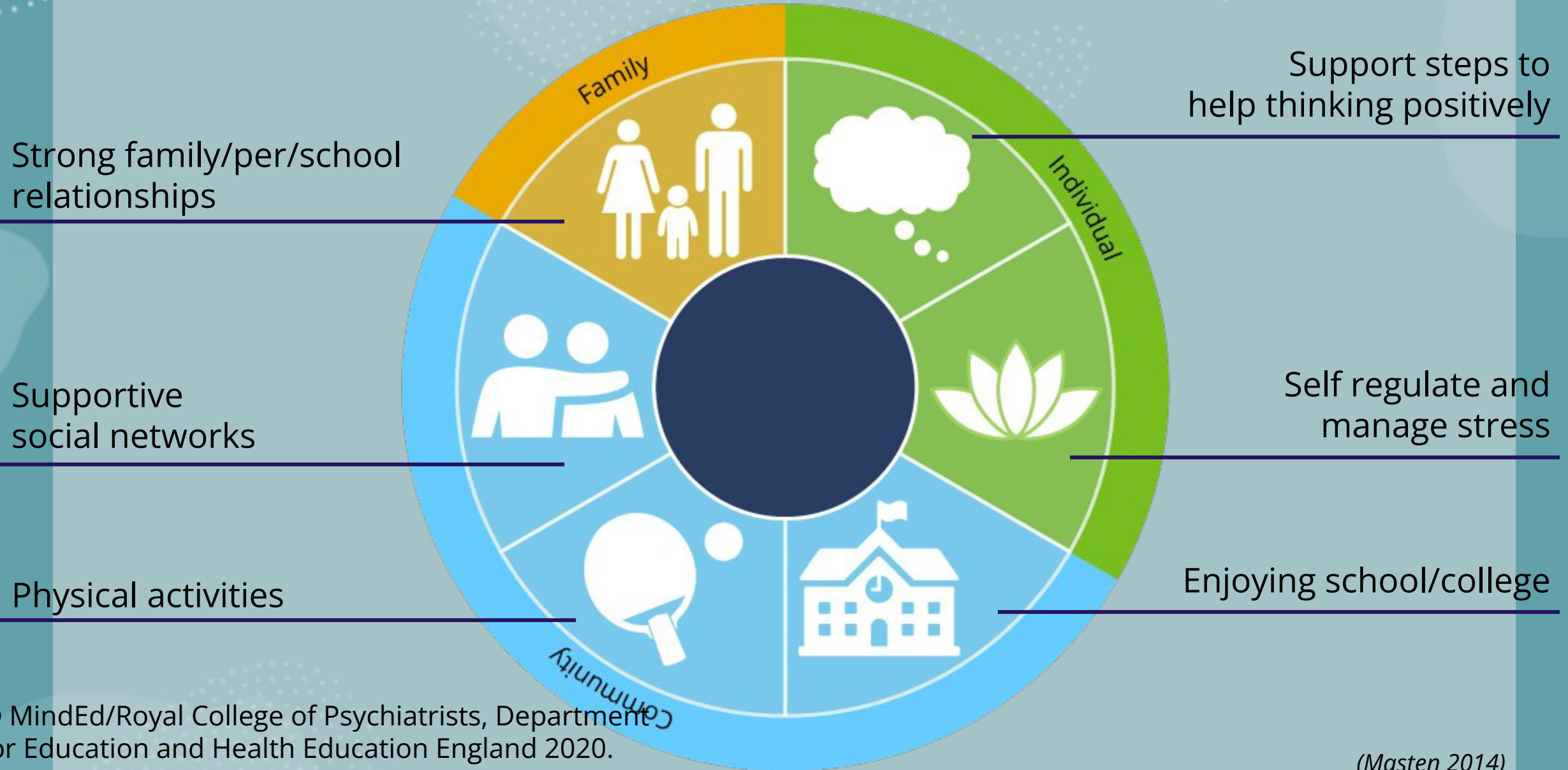
<https://helpfulprofessor.com/resilience-examples/#:~:text=Perceiving%20a%20setback%20as%20a,challenge%20and%20seeing%20it%20through.>

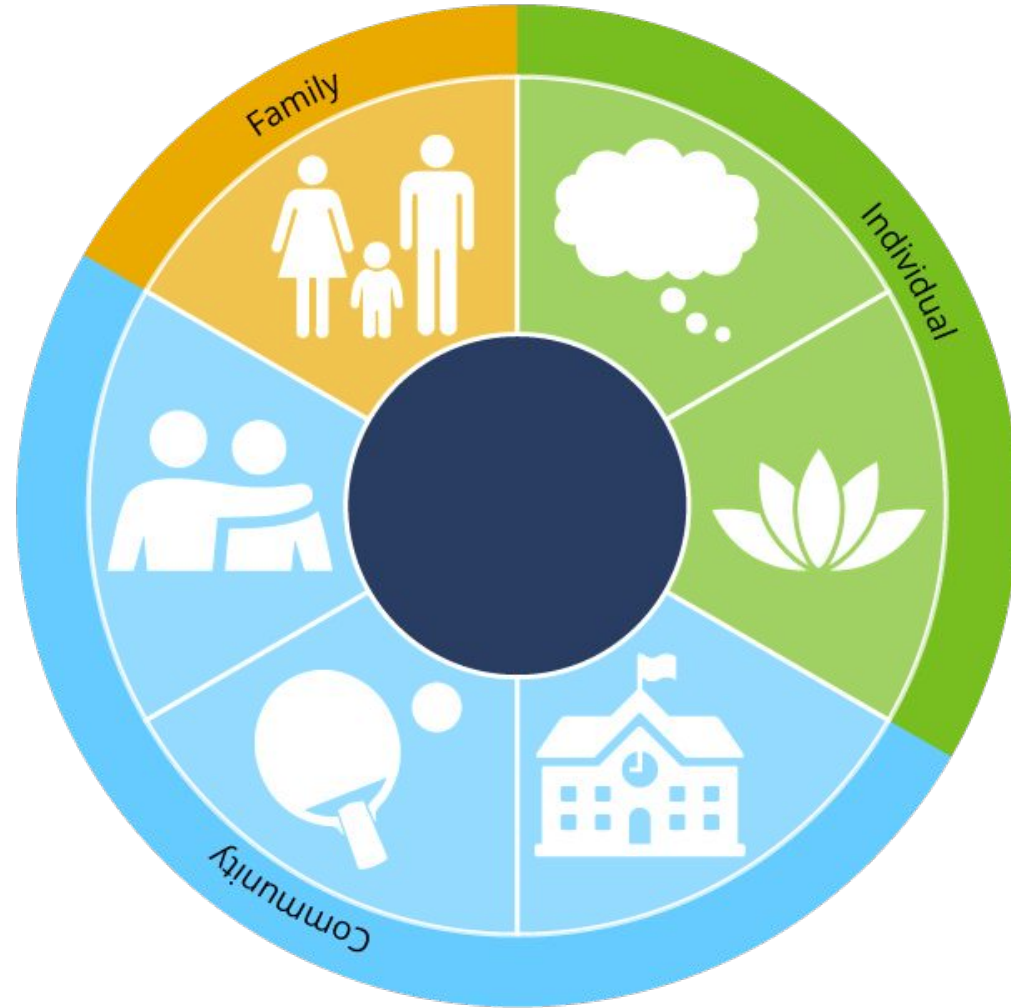


What predicts resilience?

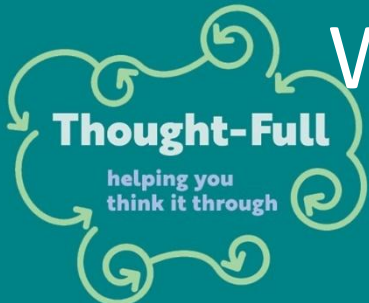


How can children learn to be more resilient?





What are the risks and protective factors for children and young people's resilience?



• Risk factors

• Individual

- Temperament
- Physical illness
- Poor academic achievement

• Family

- Family difficulties, e.g. parental conflict
- Loss and bereavement
- Family mental health difficulties or substance misuse

• School

- Bullying or negative peer experiences
- Poor relationships with teachers
- Pressure (academic or peer)

• Community

- Low socio-economic status
- Poor access to services
- Natural disasters, war, etc

Protective factors

• Individual

- Sense of self-efficacy and autonomy
- Good coping and problem solving skills
- Emotional self-regulation
- Sense of meaning, hope, optimism or faith

• Family

- Positive relationships with parents/caregivers
- Supportive family network
- Stability

• School

- Sense of belonging
- Good role models and caring relationships
- High expectations

• Community

- Supportive community
- High living standard
- Access to leisure activities or community engagement

*not exhaustive



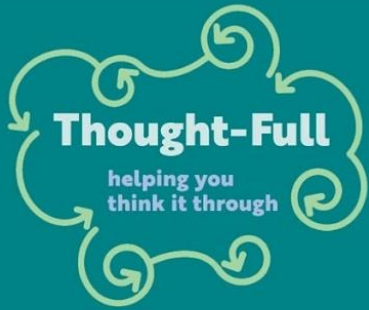
Helping Our Students Build Resilience



- Encourage children to engage and connect with their peers
- Support them to develop their empathy and listening skills



- Protect quality time with children where you can model these skills
- Develop strong relationships both within your school and with an external support network.



Healthy Habits Build Resilience



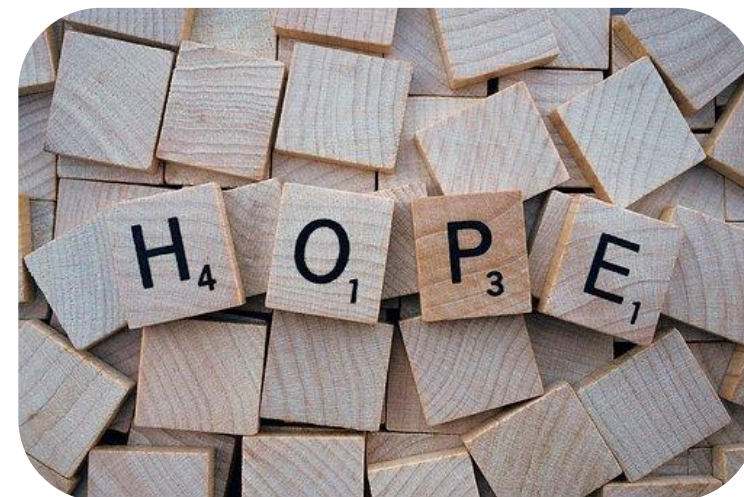


Having a Sense of Hope, Purpose or Meaning Builds Resilience



Having a sense of optimism about the future and a sense of purpose in what we do

- Recognise and celebrate student's strengths and achievements
- Support them to engage with the wider community (e.g. clubs, church, etc)
- Create ways to think about their future; their plans, goals, role in the world
- Volunteering – practice ways to give of their talents to others
- Give them age appropriate responsibilities and a chance to develop leadership skills



Being able to think through challenges and identify ways forward



- Help students to identify problems, explore their feelings and identify solutions
- Ask questions and show curiosity
- Give them time to try out solutions without stepping in
- Encourage them to ‘have another go’ and to explain their thinking
- Help them come up with their own ideas about possible solutions (and their pros and cons)
- Provide feedback
- Reinforce the view that we all make mistakes when learning, and show them how to cope



Sense of Autonomy Builds Resilience

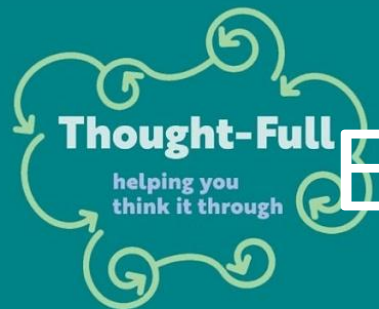


Having a sense of independence and confidence in our own ability to deal with challenges

- Support children to build their independence at home and school
- Encourage them to identify and be responsible for what they need (e.g. PE kits, pencil case, books, etc)
- Give them opportunities to express their ideas
- Let them try new things that might initially be too difficult for them
- Encourage help-seeking when needed

Comfort Zone ↑

Learning ↗



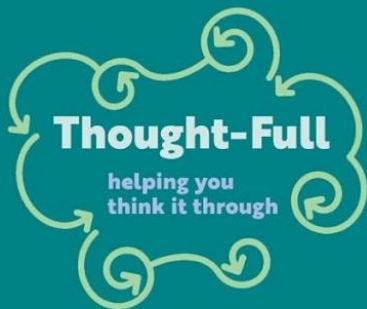
Emotion Regulation Builds Resilience



Being able to recognise, understand and manage feelings or emotions

- Emotion coaching – recognise, acknowledge and validate how a child is feeling, use empathic listening skills, label feelings
- Model the language of emotions and different strategies to manage feelings
- Reduce stress – think about access to information that might provoke stress
- Self-calming activities – deep breathing, mindfulness, guided meditation (e.g. apps), body scan
- Access to feelings charts or thermometer, Zones of Regulation, brain breaks, and physical or sensory activities

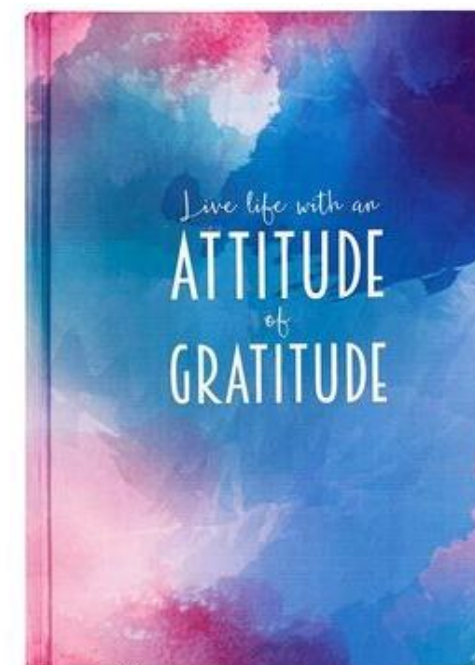




Positive Thinking Builds Resilience



- What Went Well – reflecting back on an activity or event and thinking about the positives.
- Gratitude diaries or ‘3 good things’ – writing down three things each day we are grateful for or three positive things which have occurred, no matter how big or small.
- Solution focussed approaches – looking for the exceptions to a problem (e.g. tell me about a time when you weren’t anxious/coped despite feeling anxious)
- Strengths based approach – strengths cards, strength in circles cards, strengths based language (e.g. I can see you are becoming more confident, more able to...)



The Resilience Framework

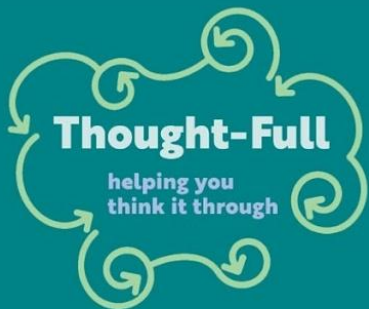
Resilience Framework

- A useful tool for finding the best way to help young people through difficult or challenging times.
- A set of ideas/practices to promote resilience.
- Based on research and practice.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	
	Being safe	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
	Access & transport	Keep relationships going	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Healthy diet	The more healthy relationships the better		Fostering their interests	
	Exercise and fresh air	Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Enough sleep	Get together people the child/YP can count on		Remember tomorrow is another day	Foster their talents
	Play & leisure	Responsibilities & obligations	Highlight achievements	Lean on others when necessary	There are tried and tested treatments for specific problems, use them
Being free from prejudice & discrimination	Focus on good times and places	Have a laugh			
		Make sense of where child/YP has come from	Develop life skills		
		Predict a good experience of someone or something new			
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

'Resilience Framework (Children and Young People) Oct 2012 – Boingboing, adapted from Hart and Blincow, with Thomas 2007'.

<https://www.boingboing.org.uk/>



Resilience Framework

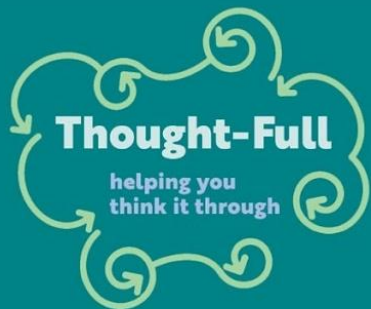


- **Basic needs** – e.g. feeling safe, access to food, shelter, etc.
- **Belonging** – focus on relationships, build trust, new contacts.
- **Learning** – developing interests, skills, noticing achievements
- **Coping** – problem solving, self-regulation and self-soothing
- **Core self** – sense of self, having hope, sense of responsibility

The Resilience Framework is underpinned by four noble truths:

- Accepting – identifying strengths and weaknesses
- Conserving – remembering the good stuff
- Commitment- following through
- Enlisting – building a support network

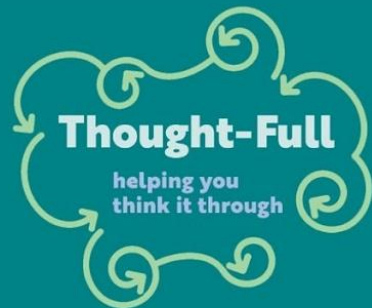




Building Resilience at Manor Field



How do we
Build Resilience
Already?



Let's Plan It!



Resilience Lesson Plan

GRADE:	SUBJECT:	DATE:
LESSON TOPIC:		FRAMEWORK STRAND:
GOALS/OBJECTIVES		
MATERIALS NEEDED:		
ACTIVITY DESCRIPTION:		
ASSESSMENT:		

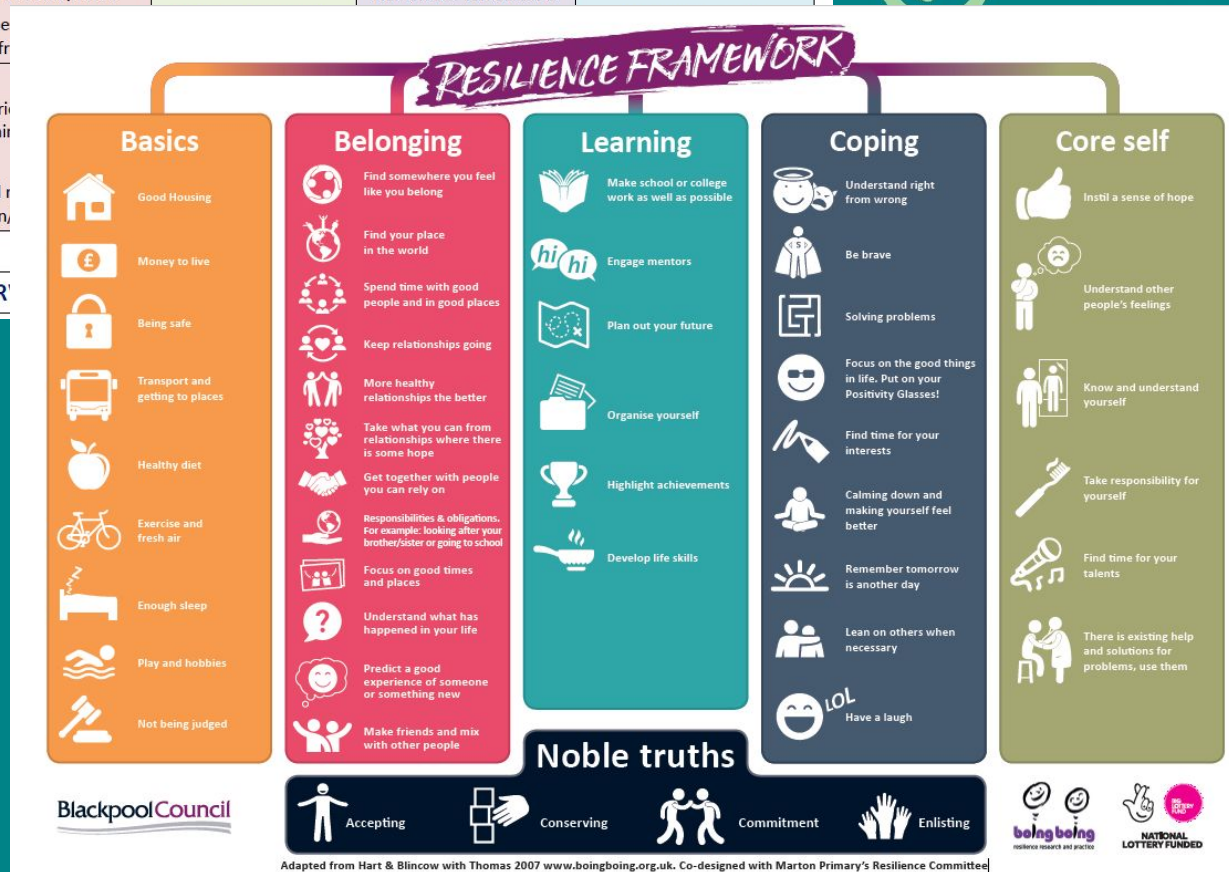
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SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them Being brave	Instil a sense of hope
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
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	Healthy diet	Get together people the child/YP can count on		Calming down & self-soothing	
	Exercise and fresh air	Responsibilities & obligations Focus on good times and places	Remember tomorrow is		
	Enough sleep	Make sense of when things come from			
	Play & leisure	Predict a good experience or something new			
Being free from prejudice & discrimination	Make friends and mix with other children				
	ACCEPTING	CONSERVING			

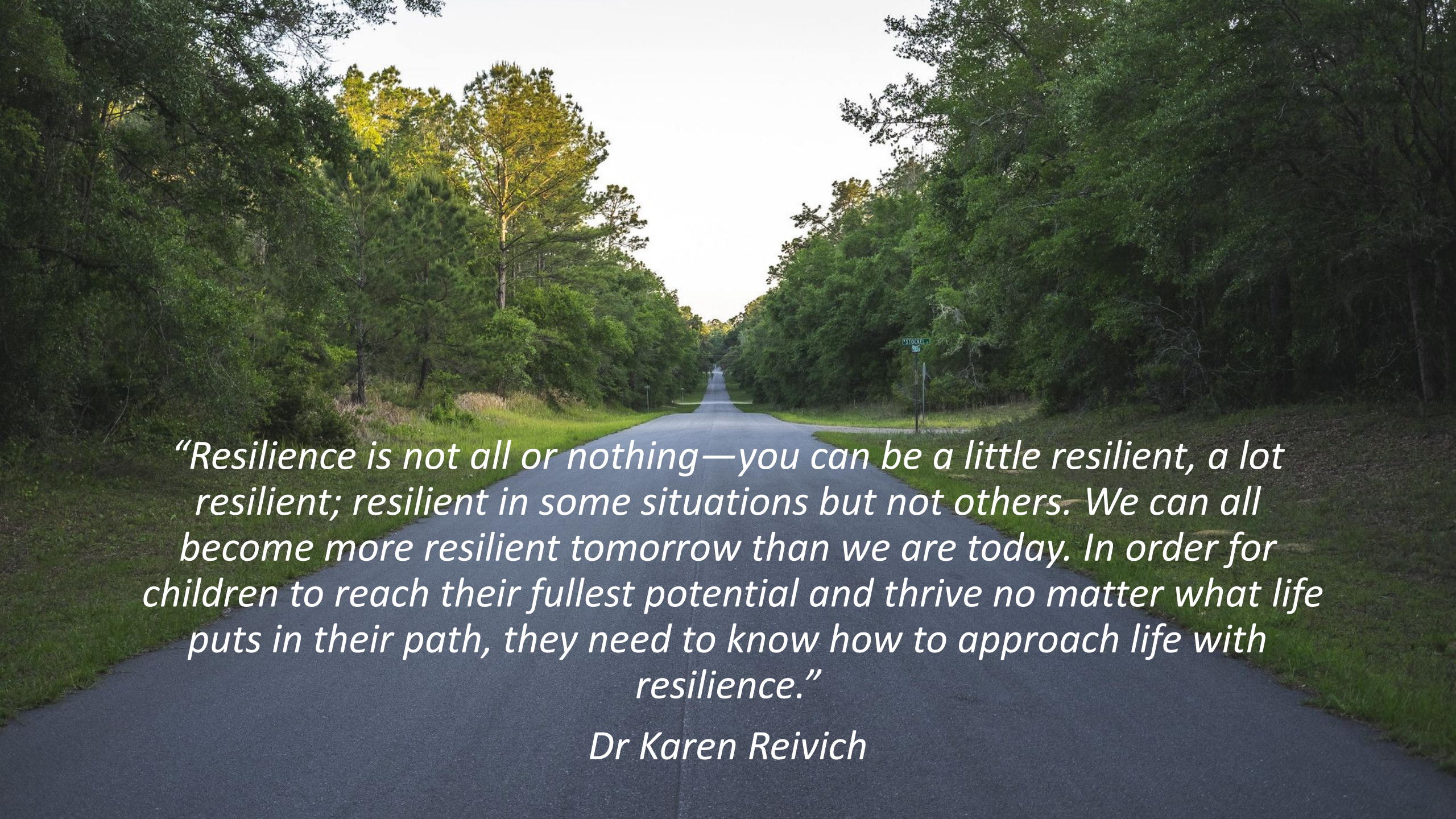
Interactive Resilience Framework available at

<https://www.boingboing.org.uk/wp-content/uploads/2017/04/Interactive-Resilience-Framework.pdf>

Resilience Framework for Primary Children

<https://www.boingboing.org.uk/wp-content/uploads/2017/10/Resilience-Framework-with-Marton-Primary.pdf>





“Resilience is not all or nothing—you can be a little resilient, a lot resilient; resilient in some situations but not others. We can all become more resilient tomorrow than we are today. In order for children to reach their fullest potential and thrive no matter what life puts in their path, they need to know how to approach life with resilience.”

Dr Karen Reivich