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# Resilience : Roots and Wings

# Model: Building Resilience

- Kenneth Ginsburg, MD & Martha Jablow
- Developed based on quantitative and qualitative research
- American Academy of Pediatrics
- Core Text:
  - Building Resilience in Children and Teens
- Online Videos:
  - [www.healthychildren.org/BuildingResilience](http://www.healthychildren.org/BuildingResilience)

- Resilience?
- We want children to experience the world as fully as possible
- And to have the ability to recover from setbacks – buoyancy, learn from mistakes
- See challenges as opportunities
- Develop optimism and confidence
- Avoid traps of self-doubt, catastrophic thinking, victimization, perfectionism, isolationism – EXAMPLES

# Adults Dealing with Stressors

- Exercise
- Meditation
- Long Walks
- Time in Nature
- Journaling
- Moderating Work
- Relationships
- Clubs
- Hobbies
- Religious practice
- Smoking
- Drinking
- Drugs
- Overeating
- Binge Shopping
- Somatization
- Isolation
- Zoning out with TV
- Unhealthy Relationships

# Kids Dealing with Stress

## FUNCTIONAL WAYS TO RELIEVE DISCOMFORT

- Play
- Exercise
- Talking

## DYSFUNCTIONAL WAYS TO RELIEVE DISCOMFORT

- Sulk
- Zone Out
- Aggression
- Tantrums
- Negative Peer Behaviors

# Three Core Themes

- Unconditional Love and Acceptance
  - Deep seated security
  - Confidence to adapt and take chances
  - You are there no matter what – not contingently
  - The child is not the behavior
  - The more adults who provide this, the more unshakable a child's roots

# Three Core Themes

- Children live up or down to our expectations
  - Not achievement, but to be good human beings – qualitative characteristics: considerate, honest, responsible, generous
  - Absorb these messages from all adults and settings
  - At times adults must shield from harmful messages and low expectations

# Three Core Themes

- Children learn from our example
  - Adults modeling positive versus negative coping
    - EXAMPLES
  - Show children beneficial ways to deal with stress
  - Good for us adults as well
  - We may not think children are paying attention to what we are doing – but they do!



# Seven Cs of Resilience

- Competence
- Confidence
- Connection
- Character
- Contribution
- Coping
- Control

# Competence

- Is rooted in experience and cumulative
  - Get out of the way
  - Play is a major job of childhood – free, exploratory play versus overscheduling
  - Noticing, praising and constructively giving feedback\*
  - Striving for authentic success – such as love of learning, creativity, happiness, not just competition, perfectionism, and ‘high achievers’ EX – college admission
  - Thinking clearly about our own competence – de-catastrophize, reframe, know buttons and patterns
  - Avoiding ‘lecturing’ – help to develop their solutions
  - Guiding kids to find the right choices
  - Media literacy, messages and on-line life\*

# Feedback Examples – Dos & Don'ts

- What did you learn today?
- How did you pick up on your game?
- Are you proud of your piece in the art show?
- I love watching you think and figure things out
- I really admire how you search for answers and get help until you feel confident.
- How did you score on the test?
- How many goals did you score?
- Did you get the prize?
- You are so smart
- I'm proud of your grades

# Media Dos and Don'ts

- Read and play with kids
- Expose to wide variety
- Watch or play together with focus on interaction
- Media free meals/breaks
- Limit TVs and devices especially in bedrooms
- Encourage good study and sleep habits
- Discuss motivation of advertisers and media bias
- Infants/toddlers TV & compute time
- Nothing to do but media
- Watch in other room
- On line during meals
- TVs and devices in every room
- Allow unfettered access
- Leave media on and consumed without context

# Confidence

- Confidence is rooted in competence
- Not the same as self-esteem (feeling focused)
- Catch kids being good
- Offer genuine praise
- Set reasonable expectations
- De-emphasize incompetence and avoid shaming
- Playing to strengths in the midst of problems

# Connection

- We can get through this together
- Higher level of security – joy, comfortable base
- Issues of time pressures and extended families
- Interdependence, not independence
- Multiple circles of connection to feel secure and protected (safety: circles, officer, woman w/ kids)
- Empathy as a starting point (versus 'get over it')
- Research is of concern re: boys – inner life becomes stifled during adolescence
- The art and importance of listening\*
- Widening the circle\*

# Listening

- Children are rarely direct when they want to talk
- Being available
- Spontaneous opportunities to listen (car rides)
- Quantity versus quality time
- Curbing interruptions
- Tolerating 'dead air'
- Keep the ball rolling with open-ended questions
- Minding body language – deep breaths

# Widening the Circle

- Create rituals
- Circles of friends shift like the tide
- Neighbors, coaches and communities- teams, scouting, volunteering
- Parent  $\leftrightarrow$  school relationships
- School  $\leftrightarrow$  community relationships
- Connection with animals
- Connection with nature
- Connection, not control with kids
- Connection and development – peers & adolescence



# Character - I

- Character prepares the child to thrive
- Notice children's acts of kindness
- Notice acts of kindness and decent behavior of others as models
- Treat each other well
- Treat strangers well
- Reinforce the importance of including all kids
- Promote responsibility

# Character - II

- Don't spoil (entitlement, delaying gratification)
- Know TV, music, media and their messages
- Work toward a better world
- Give charity in the name of social justice
- Honor plurality
- Avoid prejudice – don't divide into us and them
- Children hear our silence loudly and clearly
- Care about nature
- Believe in something bigger

# Character - III

- Elements of 'grit':
  - Foster the ability to delay gratification
  - Love of learning for lifelong growth
  - Child with resolve welcomes constructive criticism
  - Tenacity is learned by recovery after failure
  - A little bit of adversity is not a bad thing

# Contribution

- Opportunities to give and see beyond themselves
- Volunteer activities build competence
- Carrying out efforts builds confidence
- Contributing forges connections
- Contribution strengthens character
- Don't let the adults take over
- Contributing ideas
- Contributing help at home and school
- Learning to ask for help without feeling shame

# Coping

- Virtually all the behaviors we fear in children and teenagers are misguided attempts to diminish their stress: procrastination, feigned laziness, boredom, bullying, smoking, drugs, gangs, sex, eating disorders, self-mutilation.
- Coping styles
  - Problem-focused
  - Emotion-focused
  - Avoidant – denial and withdrawal

# 10 Part Stress Reduction Plan – Children, Teens and Adults

- Identify and address the problem – break it down
- Avoid stress when possible – people, places, things
- Let some things go
- Contribute to the world
- The power of exercise (stress hormones)
- Active relaxation visualize, breathing, progressive, meditation, mindfulness
- Eat well – sugar! Water, fruits & veg, soap/no-soap
- Sleep well\*
- Take instant vacations – hobbies, reading, baths
- Release emotional tension – creativity, exercise, journaling, talking, spirituality, laughter, lists

# Sleep Dos and Dont's

- Herbal tea/warm milk
- Chargers in other room
- Complete homework
- Complete plans and prep
- Regular sleep pattern
- 20'power nap, not late
- Eat healthy and earlier
- Exercise 5-6 hr before bed
- Relaxing bath or shower
- Dim light,open shades AM
- Caffeine
- Electronics in bedroom
- Work in bed
- Plan and worry in bed
- Up late and sleep in
- Long naps
- Heavy meals/drinks late
- Workout before bed
- Go to be overheated
- Bright lights at night

# Control

- Learning inner control by making decisions and facing the consequences → independence
- Styles of control
  - Authoritarian
  - Permissive
  - Disengaged
  - Authoritative – set reasonable limits, define boundaries, expect good behavior, offer lots of love, encourage to make choices and be independent, balance warmth and support with control when necessary.



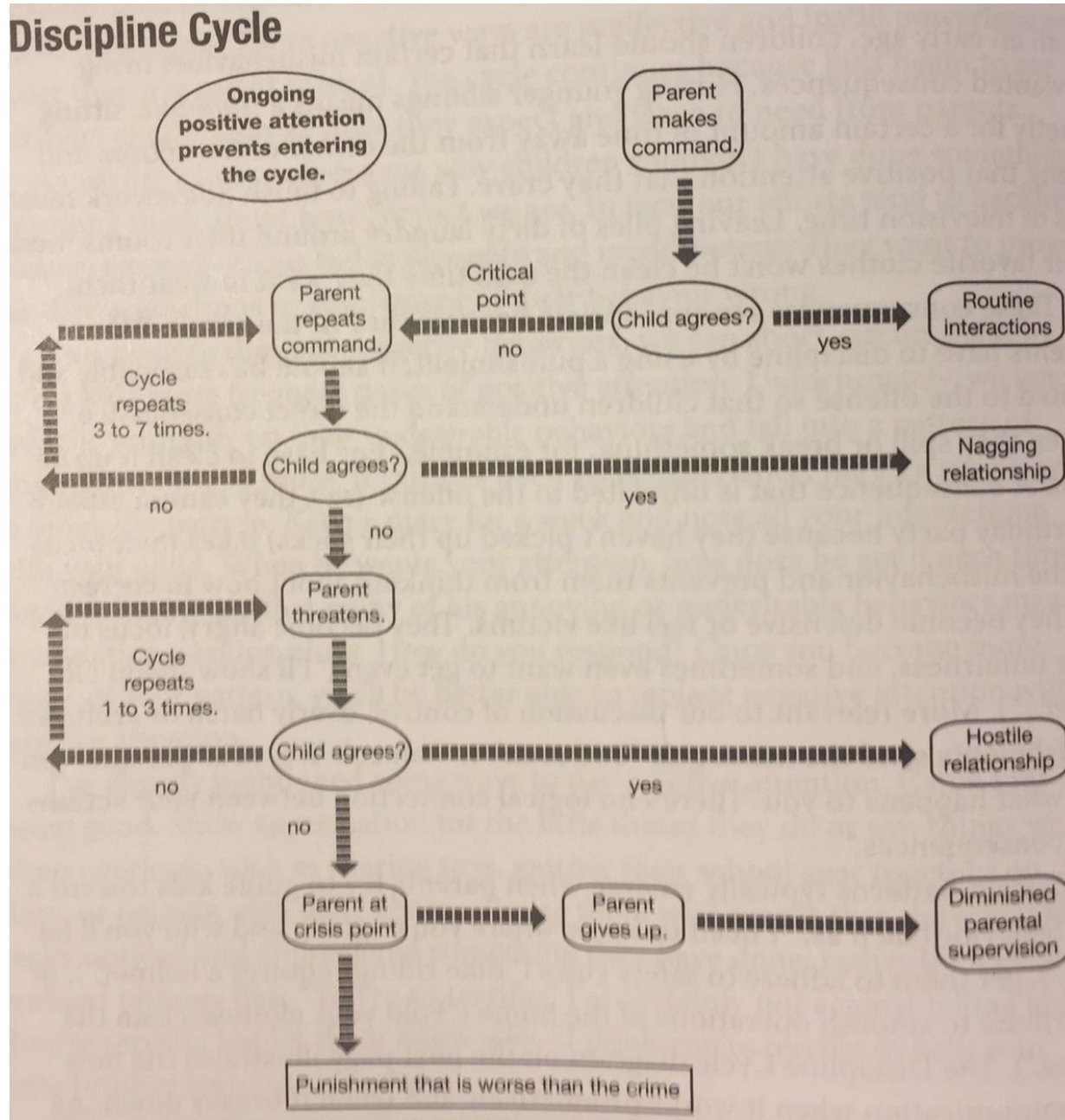
# Discipline Strategies

Discipline – root is to teach or guide

- Paying positive attention
- Having appropriate consequences
- Advance planning – fair, consistent, pre-set
- Family meetings
- Borders for adolescent safety – jigsaw
- Discipline Cycle\*

# Discipline Cycle – Ginsburg & Jablow, 2015

## Discipline Cycle



# Resilience-based Philosophy

- Do we believe in every young person unconditionally and hold them to high expectations?
- Do we sincerely believe that every child can succeed?

# Things We All Can Do

- Spread good news messages
- Advocate for positive portrayals of youth for various qualities – not just sports or grades
- Advocate for diverse enrichment programs
- Give youth opportunities to contribute to their communities and receive recognition
- Work with other parents and teens in your area to make boundaries and principles common and shared