BUILDING RESILIENCE IN CHILDREN AND ADOLESCENTS

Presenter:
Chris Daicos
Resiliency is the happy knack of being able to bungy jump through the pitfalls of life

(A. Fuller 1998)
Profile of the Resilient Child

• Social competence
• Problem solving skills
• Autonomy
• Sense of Purpose and Future
Social Competence

- Responsiveness
- Flexibility
- Empathy/caring
- Communication skills
- Sense of Humour
Problem - Solving Skills

- Critical thinking
- Generates alternatives
- Planning
- Produces change
Problem Solving

- Define the problem
- Generate possible solutions
- Evaluate the solutions
- Make decisions - choose solutions
- Determine how to implement the decision
- Assess the success of the solution.
Autonomy

- Self-esteem, self efficacy
- Internal locus of control
- Independence
- Adaptive distancing
“In order for your child to experience mastery, it is necessary for him to fail, to feel bad, and to try again repeatedly until success occurs.”

“Failure and feeling bad are necessary building blocks for ultimate success and feeling good.”

Seligman
The Right To High Self Esteem

The surest path to high self esteem for all learners is to continuously be successful at learning tasks they perceived to be difficult. Each time we “steal a student’s struggle”, we steal the opportunity for them to develop high self esteem.”

Dr. Sylvia Rimm
Sense of Purpose and Future

• Goal directedness
• Achievement
• Motivation
• Educational Aspirations
• Healthy expectations
• Persistence
• Hopefulness
• Compelling future
• Coherence/meaningfulness
PROTECTIVE FACTORS WITHIN THE FAMILY

• Caring and Supportive Relationships
• High/Realistic Expectations
• Participation and Involvement.
Caring Relationships

• convey compassion, understanding, respect and interest

• are grounded in listening

• establish safety and basic trust.
High but Realistic Expectations

• Communicate not only firm guidance, structure and challenge

*but most importantly*

• convey a belief in the child/youth’s innate resilience and look for the strengths and assets as opposed to problems and deficits.
Teach children to think of failure or difficulties as feedback calling for an alternative approach to the task.

Howard 1990
As Benard puts it, “when the messages one consistently hears - from family members, from teachers, from significant others in one’s environment- is, ‘You are a bright and capable person,’ one naturally sees oneself as a bright and capable person, a person with that resilient trait: a sense of purpose and a bright future.”
Participation & Involvement

having opportunities for…..

- valued responsibilities
- making decisions
- giving voice
- being heard
- contributing one’s talents to the community
“Deprived of opportunities for genuine productivity, lured into consumptive roles, young people come to believe that their lives make little difference to the world.”

Brendtro
“Young people cannot develop a sense of their own values unless they have opportunities to be of value to others.”

Brendtro