



REGENTS INTERNATIONAL SCHOOL
PATTAYA

A NORD ANGLIA EDUCATION SCHOOL

BUILDING RESILIENCE

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10 May 2023

OVERVIEW

- Define resilience
- Explain the importance of resilience in children
- Identify the various factors that can impact a child's resilience
- Practical tips and strategies for parents to help build their child's resilience

WARM UP ACTIVITY

In groups of five, work out a solution to get one group member to the other side of the room without touching the floor. They cannot be carried!

Challenge

- Repeat with a different group member
- Repeat without talking
- Group member not touching the ground is blindfolded



WHAT WORDS DO YOU THINK OF WHEN YOU HEAR THE PHRASE RESILIENCE?



Persistence
Determination
Perseverance
Doggedness
Will-power
Resolve
Steadfastness
Resourcefulness
Tenacity

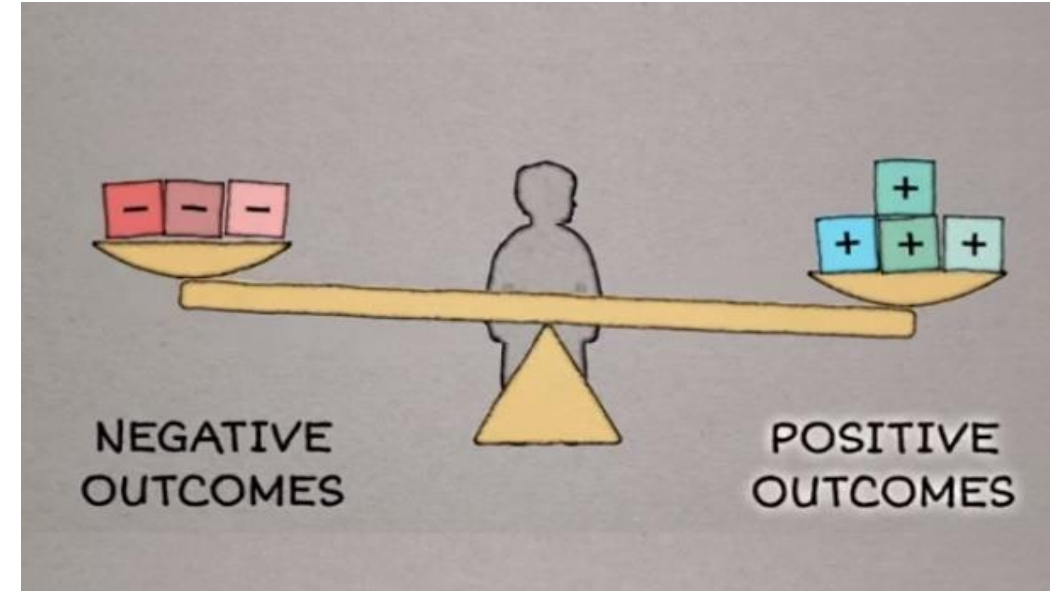
THE IMPORTANCE OF BEING RESILIENT



WHY IS RESILIENCE IMPORTANT?

Being Resilient:

1. Helps you get through difficult circumstances.
2. Empowers you to grow.
3. Improves your life along the way.



[Source](#): Harvard University Center on the Developing Child

WHAT DOES THE RESEARCH SAY?

Meta-analysis of 270,034 students in secondary school

- Those students found to possess resilience demonstrated significantly improved:

Social & emotional skills

Attitudes

Behaviour

...AND...

Durlak, Weissberg, Dymnicki, Taylor, & Schellinger,

WHAT DOES THE RESEARCH SAY?

- Resilient children demonstrated significantly improved **ACADEMIC ACHIEVEMENT!**

ADDITIONAL RESULTS

Resilient children are:

- Less likely to become depressed
- Less likely to become helpless
- More likely to persist in problem solving
- Willing to take risks
- More likely to reach appropriate milestones

(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger)



THE PANDEMIC TAUGHT US THAT KIDS
ARE RESILIENT. PARENTS ARE NOT.



DISCUSS

WHAT MAKES SOME PEOPLE MORE RESILIENT
THAN OTHERS?



DISCUSS

**YOU ARE BORN WITH RESILIENCY YOU
CANT LEARN IT.**



DISCUSS

- Are Young People Less Resilient Than They Used to Be?
- Helicopter parenting
- Screens



10 Ways We're Fostering Anxiety Rather Than Resilience in Today's Young People

We're robbing young people of the mental strength they need to stay healthy. 



MYTH VS REALITY

What Many Think

- Resilience can only come from a negative experiences.
- Resilient people never feel down or hopeless.
- People can have experienced too many negative things to build resilience.

What is Real

- Resilience can be developed from both positive and negative experiences.
- Someone who is resilient can still struggle with mental and emotional challenges.
- It is never too late to build resilience.

TRUE OR FALSE

Statements	True or false
Resilience is about ignoring emotions	True/false
Resilience is something that you have or don't	True/false
Resilient people never get stressed	True/false
Resilient people never fail	True/false
Resilient people are able to communicate effectively	True/false
Resilient people are more likely to seek and ask for help if they need it	True/false
Being resilient helps make your problems go away	True/false
You can't be resilient if you have a mental health condition	True/false

RESILIENCE DOES NOT DEVELOP ON ITS OWN

being accepted by people whose relationship you value, and from completing tasks you value.

Having the qualities of optimism; 'stickability' and believing that one's own efforts can make a difference.

Experience people as reliable, value them and expect them not to betray your confidence.

A secure attachment relationship creates a secure base from which a young person feels safe to explore the world.

The provision of a consistent and stable place to live and continuity of wider relationships which then allow the maintenance or development of attachment relationships.

RESILIENCE DOES NOT DEVELOP ON ITS OWN

Provide a sense of positive identity and a source of self esteem as well as a source of enjoyment and distraction.

Make decisions and know that it is OK to make mistakes and that you can learn from mistakes.

Young people need to know and understand who they are, where they belong and to whom they are important.

Helps people to take appropriate actions and make appropriate choices. It is therefore linked to self efficacy and to initiative.

Can help young people to distance themselves from, and therefore reduce, emotional pain and it can also help them make and sustain relationships.

QUALITIES THAT DEVELOP WITH RESILIENCE

- SELF-ESTEEM
- ATTACHMENT
- SECURE BASE
- HUMOUR
- INSIGHT
- SELF-EFFICACY
- TRUST
- AUTONOMY
- MEANINGFUL ROLES
- IDENTITY

RISK FACTORS

FAMILY

INDIVIDUAL

PEER

SCHOOL

COMMUNITY

I HAVE

Social and interpersonal supports

Awareness of those who support them

Who I have

Trusting and loving relationships with others

Parents, siblings, teachers, friends.

Structure at home

Clear rules and routines, comprehensible and fair sanctions when breached, praise when followed.

Role models

Parents, other adults, peers, siblings, who model good behaviour and morality.

Encouragement to be independent

People who offer praise for growing autonomy.

Access to health, education and social care

Consistent direct or indirect protection for physical and emotional health.

I AM

How they view themselves

Who I am

Loveable

The young person possesses, or is helped to develop qualities that appeal to others.

Loving

The young person is able to express affection to others, and is sensitive to their distress.

Proud of myself

The young person feels they have the capacity for achievement and resists discouragement.

Responsible

The young person accepts and is given responsibilities, and believes their actions can make a difference.

Hopeful and trustful

The young person has faith in institutions and people, is optimistic for the future and is able to express their faith within a moral structure.

I CAN

Degree of confidence they have in their own abilities

What I can do

Communicate

The young person is able to express feelings and thoughts and listen to those of others.

Solve problems

The young person can apply themselves to problems, involve others when necessary and be persistent.

Manage my feelings

The young person knows and understands emotions, recognises the feelings of others and controls impulsive behaviour.

Seek out trusting relationships

The young person has the ability to find people, peers or adults, in whom they can confide and develop mutual trust.


Understand my temperament

The young person has insight into their personality and that of others.

THE REASEARCH....

For example, if a young person has good self-esteem (I AM), but lacks anyone whom they can turn to for support (I HAVE), and does not have the capacity to solve problems (I CAN), they will not be resilient.

This finding is in line with other research showing that resiliency is the product of a number of mutually enhancing protective factors. It is not a personality attribute, but the result of many factors which combine to buffer a young person against the potentially harmful effects of adversity



We have raised a generation of young people who have not been given the opportunity to learn how to solve their own problems, to get into trouble and find their own way out, to experience failure and realize they can survive it, to learn how to respond [to challenges] without adult intervention.

So now, here's what we have: Young people going to college still unable or unwilling to take responsibility for themselves, still feeling that if a problem arises they need an adult to solve it

- Peter Gray, “Declining Student Resilience: A Serious Problem for Colleges”. *Psychology Today*. 9/22/15

HOW CAN WE HELP?

- Support students as they experience setbacks.
- Goal Setting with Obstacle Planning.
- Help them see that these are a normal part of a rigorous education.
- Emphasise the importance of failure in the learning process. Share personal failures.
- Encourage reflection.
- Encourage risk taking. Take level of difficulty into consideration in grading projects.
- Instill a sense of belonging and bravery in students.
- Change the perception of failure from something that should be avoided at all costs to something essential to a meaningful education.

Favourite things

In pairs (A and B) create an inner circle (As) and an outer circle (Bs). The inner circle remain in a fixed position and ask questions first.

A asks a question first, then B. Use the questions below.

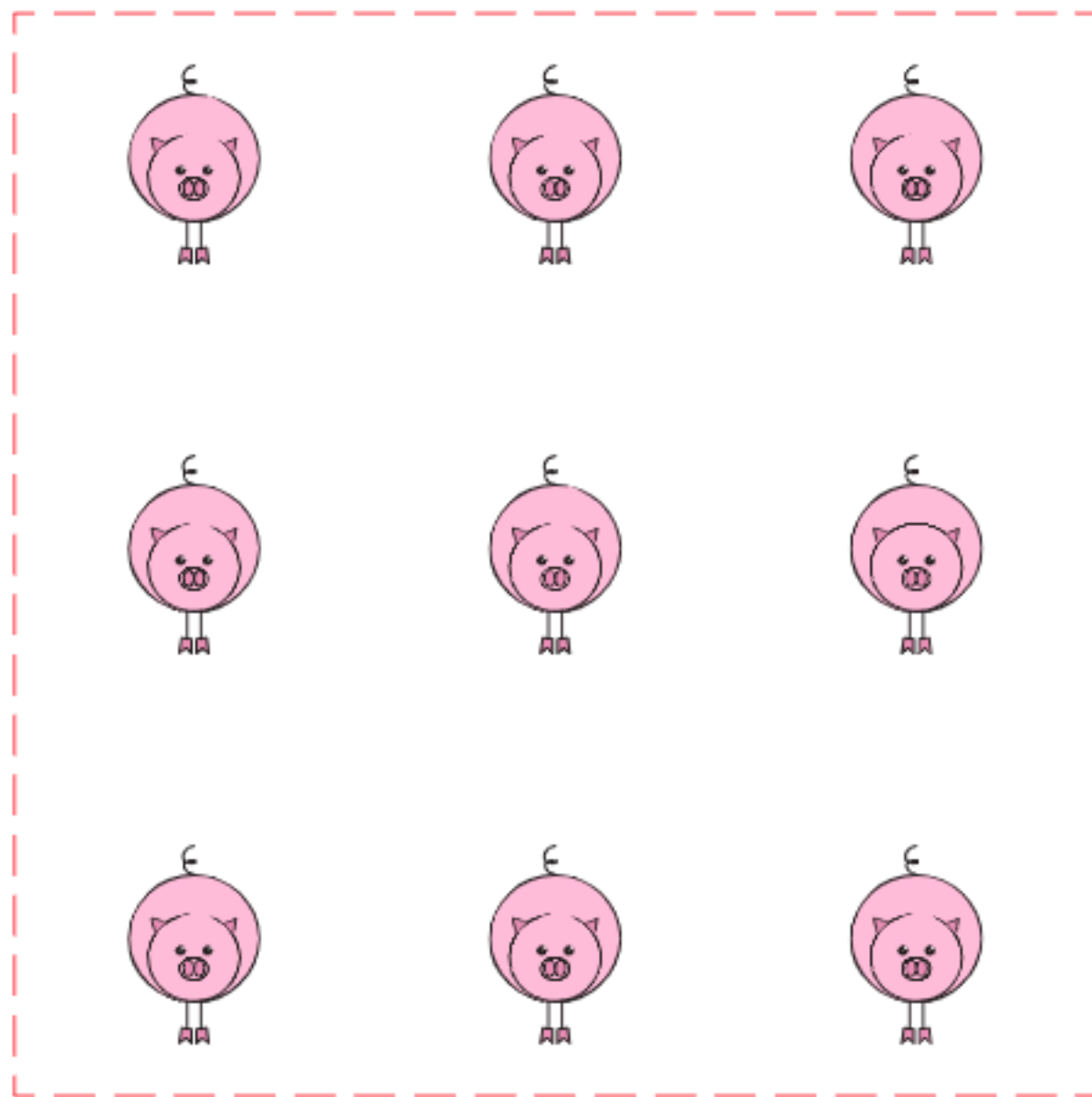
- What is your favourite chocolate bar?
- What country would you most like to travel to?
- What is the name of a stuffed toy from your childhood?
- What is your favourite food?
- What is your favourite takeaway?
- What is your favourite colour?
- What is your favourite sport / sports team?
- What is your favourite childhood cartoon?

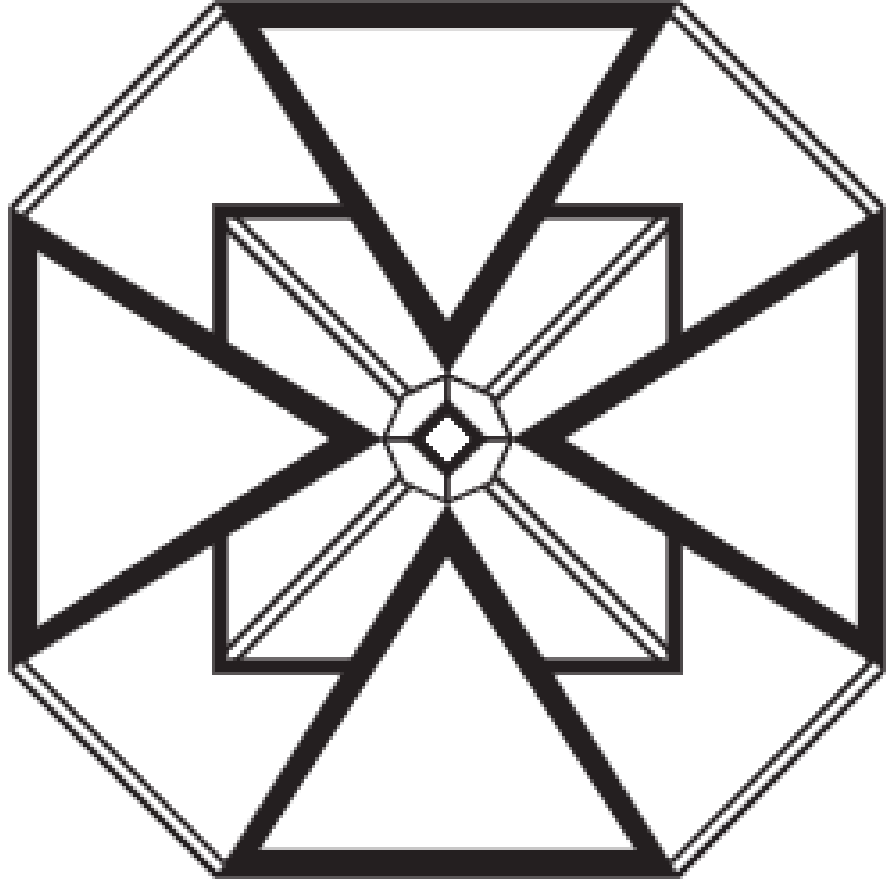
Did you have any answers in common with anyone?



By drawing two squares how can you give each pig its own pen?

You have 5 minutes.





Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

Fixed
Mindset



Avoid failure
Desire to Look smart
Avoids challenges
Stick to what they know
Feedback and criticism is personal
They don't change or improve

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Growth
Mindset



Desire continuous learning
Confront uncertainties.
Embracing challenges
Not afraid to fail
Put lots of effort to learn
Feedback is about current capabilities



METACOGNITION

- *Today I was successful when....*
- *I was successful because....*
- *When I was successful, I felt....*



IN OUR CLASSROOM,
WE SAY... 

“How can I improve?”	Instead of... “I’m no good at this.”
“Let me try a different way.”	Instead of... “I give up.”
“Mistakes are part of learning.”	Instead of... “I failed.”
“Have I done my best work?”	Instead of... “I’m all done.”
“Learning takes time.”	Instead of... “This is too hard.”
“How can we learn from one another?”	Instead of... “He/she is smarter than me.”
“I like a challenge.”	Instead of... “I’ll stick with what I know.”
“My effort and attitude are everything.”	Instead of... “My abilities determine everything.”

ARE YOU RAISING RESILIENT CHILDREN?

1. Your child gets out of school at 3:20. She is worried that you will be late. She wants you to get there early and park where she can see you. What do you do?
2. Your child had several conflicts with a student in a previous year. When class lists are being made, you are concerned about your child being with that student again. What do you do?
3. Your child has to present a project for science class as part of her end of year exam. She is very shy and uncomfortable speaking in front of others. What do you do?
4. Your child keeps forgetting his homework at school. You want to know what is going on. What do you do?

ARE YOU RAISING RESILIENT CHILDREN?

5. Your child is worried that her friend may be mad at her at school today. She tells you about her worries. What do you do?
6. Your child has been assigned a project at school. He has completed the assignment, but you think it could have been done better. What do you do?
7. Your child comes home from the game very upset because he missed the winning shot. While angry, he slams the doors and lashes out at family members with an angry tone. What do you do?
8. You had a bad day at work. You don't have a lot of patience left when you get home. Your children begin asking you questions about homework and complaining about what is being made for dinner. You quickly snap at them. Later, you start to feel badly about the way you responded to them. What do you do?

PARENT TIPS

1. Don't accommodate every need.

Try not to be too overprotective. It inhibits problem solving and mastery and can create anxiety.

2. Avoid eliminating all risk.

The key is to allow age-appropriate freedom and risks and teach your kids essential skills to help them learn their limits.

3. Teach them to problem solve.

Normalize your child's nervousness and help them figure out how to navigate problems by brainstorming strategies.

4. Teach your kids concrete skills.

Focus on the specific skills they'll need to learn in order to handle specific situations.

5. Avoid "why" questions.

"Why" questions aren't helpful in promoting problem solving. Ask "how" questions instead.

MORE PARENT TIPS

6. Don't provide all the answers.

Rather than providing your kids with every answer, start using the phrase “I don't know, how do we figure this out?” Using this phrase helps kids learn to tolerate uncertainty and think about ways to deal with potential challenges.

7. Avoid talking in catastrophic terms.

Pay attention to what you say to your kids and around them. Anxious parents, in particular, tend to use all or nothing and catastrophic conversation.

8. Let your kids make mistakes.

Letting kids mess up is tough and painful for parents, but it helps kids learn how to fix slip-ups and make better decisions next time.

9. Help them manage their emotions.

Emotional management is key in resilience. Teach your kids that all emotions are OK. Also, teach them that after feeling their feelings, they need to think through what they're doing next and how they are going to act on their emotions.

10. Model resiliency.

Kids also learn from observing their parents' behavior. Try to be calm and consistent. When you do make a mistake, admit it. “I really messed up. I'm sorry I handled that poorly.” Let's talk about a different way to handle that in the future.

EVEN MORE PARENT TIPS

11. Make connections

Teach your child how to make friends, including the skill of empathy, or feeling another's pain.

12. Help your child by having him or her help others

Engage your child in age-appropriate volunteer work or ask for assistance yourself with some task that he or she can master.

13. Maintain a daily routine

Sticking to a routine can be comforting to children. Encourage your child to develop his or her own routines.

14. Take a break

While it is important to stick to routines, endlessly worrying can be counter-productive. Teach your child how to focus on something besides what's worrying him.

15. Teach your child self-care

Make yourself a good example and teach your child the importance of making time to eat properly, exercise, and rest. Make sure your child has time to have fun, and make sure that your child hasn't scheduled every moment of his or her life with no "down time" to relax.

AND EVEN MORE PARENT TIPS

16. 6. Move toward your goals

Teach your child to set reasonable goals and then to move toward them one step at a time.

17. 7. Nurture a positive self-view

Help your child remember ways that he or she has successfully handled hardships in the past. Help your child learn to trust himself to solve problems and make appropriate decisions. Teach your child to see the humor in life, and the ability to laugh at one's self.

18. 8. Keep things in perspective and maintain a hopeful outlook


Even when your child is facing very painful events, help him look at the situation in a broader context and keep a long-term perspective. Help him or her see that there is a future beyond the current situation and that the future can be good.

19. 9. Look for opportunities for self-discovery

Help your child look at how whatever she/he is facing can teach him about her/his qualities.

20. 10. Accept that change is part of living

Change often can be scary for children and teens. Help your child see that change is part of life and new goals can replace goals that have become unattainable.



I'm not sure if resilience is ever achieved alone. Experience allows us to learn from example. But if we have someone who loves us-I don't mean who indulges us, but who loves us enough to be on our side-then it's easier to grow resilience, to grow belief in self, to grow self-esteem. And it's self-esteem that allows a person to stand up.

Maya Angelou

