



BUILDING RESILIENCE IN CHILDREN AND ADOLESCENTS

**Presenter:
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RESILIENCE

**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.”



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.”

Sylvia Rimm

Dr.



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.**




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.”**