

Developing Resilience Behaviors in Adults & Children



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Key Term: Resilience



- “The ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress.” (Pizzolongo & Hunter 2011)
- “Being able to bounce back from stress, challenge, tragedy, trauma or adversity.” (Young, 2017)
- “The ability to overcome hardship.” (Center on the Developing Child, 2015)
- “Dr. Ann Masten, one of the leading researchers on resilience, described it as “ordinary magic” (Masten, 2001) a quality that shows itself in children’s curiosity, in their ability to relate to others, and, above all, in their ability to survive and be successful even though their lives include many challenges.” (Beardslee, Watson, Auoub, Watts, & Lester, 2010)

Why is Building Resilience Important?



- In a 2011/2012 survey, conducted by the National Survey of Children's Health, the conclusion indicated that, "almost half the nation's children have experienced at least one or more types of serious childhood trauma." (NSCH, 2011/12)
- Research shows that when nurturing adults are present and responsive, children are better able to overcome adverse childhood experiences. (Stevens, 2013)
- Resilience can be taught, nurtured, and strengthened in all children (and adults), at any time, if they are given the skills and tools needed to build their resilience.

Most Important Factor



- Research data show, time and again, that the most important factor affecting a child's ability to build and maintain resilient behaviors is the presence of at least **one stable, committed relationship with an adult**. (Beardslee, Watson, Auoub, Watts, & Lester, 2010; Grotberg, 1995; Center on the Developing Child, 2015; Pizzolongo & Hunter 2011; Rutter, 2000).

Building Resilience through Relationships



- When children develop stable, committed relationships to one or more adults that provide consistent, nurturing care:
 - It teaches children that they are important and can count on others
 - Helps children to develop a positive sense of self.
 - They are more likely to develop positive social skills
 - They gradually acquire an understanding of their emotions and the emotions of others

Building Resilience through Relationships



- Insecure attachments develop when adults are unpredictable, insensitive, unformed, unresponsive, or threatening.
- Insecure attachments can attribute to a child's lack self-control and struggle to develop positive relationships with others.

Building Resilience through Relationships



- When you hear the word **DISCIPLINE**, what comes to mind?
- When you hear the word **GUIDANCE**, what comes to mind?

Building Resilience through Relationships



When you consistently provide positive GUIDANCE, you help children to build and develop self DISCIPLINE.

Building Resilience through Relationships



- It is important to remember that the children in your care are **GROWING** and **LEARNING** every day!
- When working with children, we must remember that we are the only ones in control of our own thoughts, emotions, and reactions.
- When a situation arises in your classroom (good, bad, or ugly) you need the skills and strategies to handle it effectively and appropriately – while still maintaining your cool.
- So.....how can **YOU** put this into practice for yourself?????

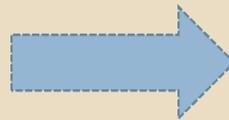
MRT Skill of ATC

Based on the works of Albert Ellis, Karen Reivich, Martin Seligamn, U.S. Army Master Resilience Training



Activating Event

The trigger: a challenge, adversity, or positive event



Thoughts

Your interpretations of the Activating Event; what you say to yourself in the heat of the moment



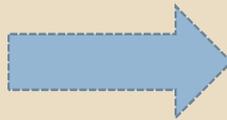
Consequences: ER
E: Emotions (feel)
R: Reactions (do/don't do)

EXAMPLE of ATC



Activating Event:

Sarah bites Melissa



Thoughts:

@#\$^)(*!! She does this every day!! Sarah always ruins everything!!



Consequences:

E: Angry, Annoyed, Pissed off

R: (heart racing, face flushed) Stomp over to Sarah and say (in an angry voice), “We DON’T bite!” then look at Melissa’s arm to see if the skin was broken, go and write the report/call front desk

Discuss



- Was that Activating Event objective?
- Were the Heat-of-the-moment Thoughts RAW and UNCENSORED?
- Was the Emotion what you were Feeling?
- Was the Reaction what you Did?
- Were the Emotions/Reactions

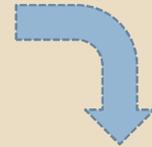
Helpful or Harmful???

- **NOW...LET'S LOOK MORE CLOSELY AT OUR THOUGHTS**

MRT Skill of Avoid Thinking Traps (ATT)

Based on the works of Aaron Beck, Karen Reivich, Martin Seligman, U.S. Army Master Resilience Training

Activating Event:
Sarah bites Melissa



AVOID THINKING TRAPS

JUMPING TO CONCLUSIONS – Believing one is CERTAIN about a situation despite having LITTLE OR NO EVIDENCE to support it

MIND READING – ASSUMING that you know what another person is thinking or EXPECTING another person to know what you are thinking.

Me, Me, Me – Believing that YOU are the SOLE CAUSE of EVERY PROBLEM you encounter

THEM, THEM, THEM – Believing that OTHER PEOPLE/CIRCUMSTANCES are the SOLE CAUSE of EVERY PROBLEM you encounter.

Always, Always, Always – Believing that negative events are UNCHANGEABLE and that you have LITTLE OR NO CONTROL over them.

Everything, Everything, Everything – Believing that you can judge one's WORTH/CHARACTER based on a SINGLE EVENT or believing that what caused the problem is going to NEGATIVELY AFFECT MANY AREAS of one's life.

MRT Skill of Avoid Thinking Traps (ATT)

Based on the work of Drs. Aaron Beck and Martin Seligman



MENTAL
CUES

Critical
Questions

AVOID THINKING TRAPS

Jumping to Conclusions

SLOW DOWN

What is the evidence for/against my thoughts?

Mind Reading

SPEAK UP

Did I express myself? Did I ask for information?

Me, Me, Me

LOOK OUTWARD

How did others and/or circumstances contribute?

Them, Them, Them

LOOK INWARD

How did I contribute?

Always, Always, Always

GRAB CONTROL

What's changeable? What can I control?

Everything, Everything, Everything

GET SPECIFIC

What is the specific behavior that explains the situation? What specific areas of my life will be affected?

Let's try this again!



Activating Event:

Sarah bites Melissa



Thoughts:

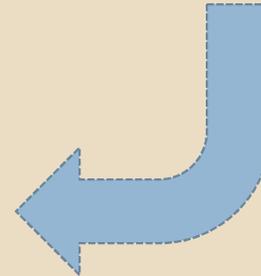
@#\$^@#\$!! She does this every day!!
Sarah always ruins everything!!

STOP and ASSESS

Are we falling into a
Thinking Trap(s)??

YES!!!!!!

Always, Always, Always
and
Everything, Everything,
Everything



GRAB CONTROL
AND
GET SPECIFIC



Avoid Thinking Traps



- **Small Group Discussion – Critical Questions**
 - What's changeable?
 - What can you control?
 - What is the specific behavior that explains the situation?
 - What specific areas of my life will be affected?

One more time for TV!!

Activating Event:

Sarah bites Melissa



Thoughts:
Oh \$^!+, she bit
Melissa! I need
to check on
them!



Consequences:

E: Frustration, Empathy, Worry, Concern

R: Heart beating, grab an ice pack/wet towel/band-aid – ask your co-teacher to comfort Melissa, while you go to Sarah.

[Bring Sarah to Melissa (if she is willing) and say (in a firm, calm voice), “Ouch! Biting hurts! Sarah, teeth are for eating food, not for biting. Did you want to play with her toy? (yes) Okay, we have to ask first and then take turns. Use your words and say, “Can I play with that?” Melissa are you okay? (no) Sarah look, it hurt when you bit Melissa’s arm. Melissa can you tell Sarah, ‘I don’t like it when you bite me, that hurts!’” Then you write the report/call management.]

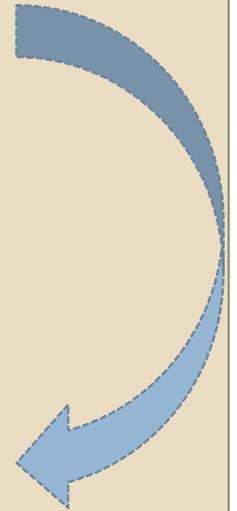
Your Examples



Activating Event:



Thoughts:



Consequences:

E:

R:

HELPFUL or HARMFUL????

Wrap-up



- Children learn and grow best in the context of secure relationships.
- Children can become resilient – but they need YOU to help them get there!
- Only YOU have control over your thoughts, feelings, and reactions.
- Learn the tips and tricks of the trade to help you throughout your day!

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