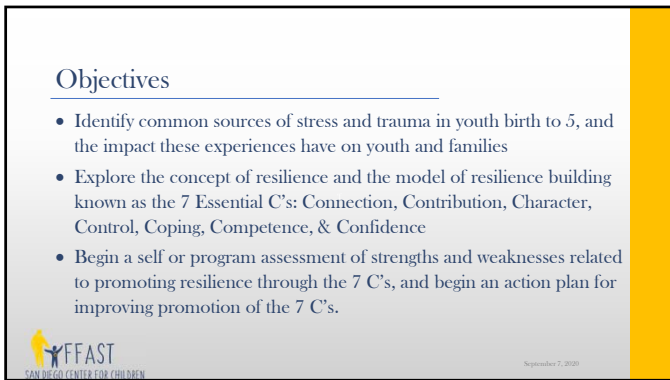
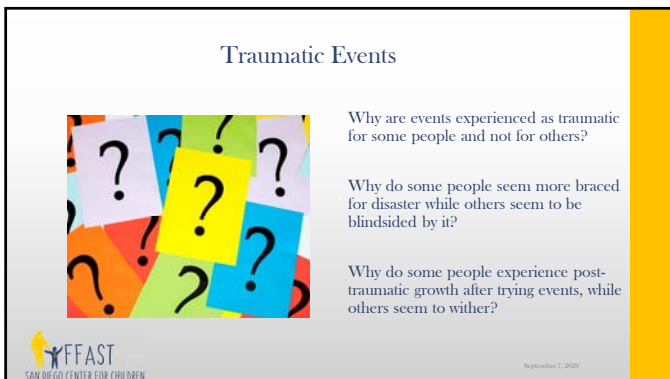


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Resilience

Resilience is about how we recover when we've been stressed, traumatized, or feel broken.




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Kintsugi




In the 15th Century, Japanese craftsman looking for a more aesthetic way to repair broken bowls developed the art of Kintsugi.


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This traditional Japanese art uses a precious metal – liquid gold, liquid silver or lacquer dusted with powdered gold – to bring together the pieces of a broken pottery item and at the same time enhance the breaks. Every repaired piece is unique, because of the randomness with which ceramic shatters and the irregular patterns formed that are enhanced with the use of metals.




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Kintsugi & Resilience




“Instead of sweeping away the broken pieces of our pain, we can restore ourselves back together in a way that embraces the hard times and challenges as part of our life’s journey, while acknowledging that it is our “golden” scars that make us more resilient.” www.KintsugiWellbeing.com




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Some stressors faced by young people include:



- Physical illness
- Transitions
- Cultural stress
- Stressors in the family (ie: parental fighting, sibling problems)
- Separation from parents (ie: divorce, deployment, deportation)
- Poor social/relational skills
- Educational or developmental stresses
- Basic needs not being met (food, shelter, comfort, serve and return interactions)
- Secondary stress from exposure to caregiver stress





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Trauma defined by SAMHSA Substance Abuse and Mental Health Services Administration

Using the 3 E's:

- **EVENT:** *an* event, series of events, or set of circumstances – typically occurs in a state of relative helplessness
- **EXPERIENCED:** by an individual as physically or emotionally harmful or life threatening
- **EFFECT:** that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being

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Most Common Early Childhood Traumas

- Child Abuse (verbal, physical, sexual)
- Witnessing Domestic Abuse
- Racial trauma
- Loss of Parent (separations due to incarceration, death, divorce, deportation, being put in "the system")
- Bullying
- Community Violence
- Neglect
- Others?




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Potential Impact of Trauma...




- Dependent on the interaction of complex factors including:
 - Age, level of development
 - Nature of the trauma
 - Whether it is one-time event, or persistent part of life
 - Who is involved
 - Whether it is experienced directly or witnessed in some other way
 - The meaning the person makes of the traumatic event
 - Whether caring, protective adults are available to comfort and support the child before, during and after the trauma.

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Common Reactions to Traumatic Experiences



Ages 5 and younger

- Children of this age are strongly affected by the parents' reactions to the traumatic event
- May exhibit the following behaviors when being separated from parent:
 - Crying
 - Whimpering
 - Screaming
 - Immobility and/or aimless motion
 - Trembling
 - Frightened facial expressions
 - Excessive clinging
- May regress (return to behaviors exhibited at earlier ages)
- Daytime and Nighttime wetting/soiling
- Fear of darkness
- "Baby" talk

*** Even when traumatic experiences happen before the child can speak or clearly remember, those experiences still have lasting effects.*

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WHAT IS RESILIENCE?



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Resilience



- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress.
- Resilience is not an innate internal character trait. Resilience is built through the combined impact of genes and experiences.

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Themes for Resilience Training

- **Effective relationships** - Help children build social competence and connections to supportive adults
- **Emotional Regulation** - Help kids self-regulate and co-regulate to access their rational brains and problem solve
- **Building on Strengths** - Help kids recognize and grow their strengths
- **Resilient thinking** (growth mindset)

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Growth Mindset




Carol Dweck who coined the term says:

- “In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”
- Conversely, “In a **fixed mindset**, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.”

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Supporting Growth Mindset Supports Resilience:



- Normalize asking for and accepting help from others.
- Focus on effort versus ability (regardless of the outcome) - this looks like: “You worked hard!” Versus “You’re so smart!”
- Harness the power of **“YET”**: ie: “You can’t tie your shoes yet,” Or “You haven’t figured out geometry, yet.”
- Support children to problem solve with peers versus solving problems for them. For minor problems, focus more on what needs to happen next than what already happened.
- Try **asking** instead of **telling** to invite children to learn *how* to think instead of *what* to think. This looks like: “What do we do after we finish dinner?” vs. “Go put your plate away.”

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10 Growth Mindset Statements

What can I say to myself?

FIXED MINDSET (with brick wall icon)

INSTEAD OF:

- I'm not good at this.
- I'm awesome at this.
- I give up.
- This is too hard.
- I can't make this any better.
- I just can't do Math.
- I made a mistake.
- She's so smart. I will never be that smart.
- It's good enough.
- Plan "A" didn't work.

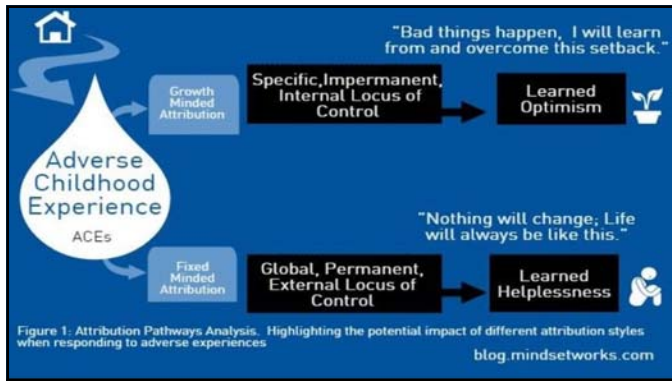
GROWTH MINDSET (with tree icon)

TRY THINKING:

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 26 more letters!

(Original source unknown) @sylviaaduckworth

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The 7 Essential C's of Resilience

From: Building Resilience in Children & Teens: Giving Kids Roots & Wings
 By: Kenneth R. Ginsburg, MD, MS Ed, FAAP
 With Martha M. Jablow

Kenneth Ginsburg, MD, Ms Ed, FAAP
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Connection

People with whom one has social or professional contact or to whom one is related, especially those with influence and able to offer one help.

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All important early learning happens in the context of *relationships*.



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Serve and return interactions with adults shape brain architecture.

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The presence of a supportive adult is central to an experience being tolerable rather than toxic.


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Primary Goal of all Children:

To gain a sense of Belonging and Significance





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Belonging

The sense that I fit in and am a part of something.

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Connection

- Do we recognize that adults' unconditional belief in a young person— and holding them to high expectations—is the single most important factor determining whether they will be able to overcome challenging circumstances?
- Do we enter young people's lives without permission, or do we give them time to understand we are worthy of their trust?
- Do we build a sense of safe community within our walls?
- Do we encourage young people to take pride in the various ethnic, religious, or cultural groups they belong to?
- Do we recognize that for many of our most troubled youth, the firm attachment to a stable family might be missing? Further, do we know that our role as stable caring adults takes on an even greater importance?
- Do we have a TV and self-contained entertainment system in every room, or do we create a common space so people share time together? Does everyone exist in their own world hiding behind earphones, and texting distant friends, or is communication happening here?




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Contribution



The part played by a person or thing in bringing about a result or helping something to advance.



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Significance


The sense that I am important, capable, and contributing, often achieved through meaningful work.

Meaningful Work:


- Makes Sense
- Serves a Purpose
- Contributes to the greater good

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Contribution

- Do we make clear that we believe our youth can make the world a better place?
- As we create programs that serve youth, do we include them in the planning process, appreciating that they are the experts on themselves and their own needs?
- Do we create opportunities for each youth to contribute to the community?
- Do we share how important a value it is to serve others?
- Do we help our young people recognize that precisely because they have come through difficult times they are positioned to guide others how to improve their lives?
- Do we search in each person's life for another individual for whom they might serve as a role model? Do we use this to encourage them to be the best person they can possibly be?
- Do we help them to understand that if they have messed up in their past—their recovery serves as a model?





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Competence



The ability to do something successfully or efficiently.






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Competence

- Do we see what a young person has done right? Or do we focus on their mistakes?
- Do we help our youth recognize what they have going for themselves?
- Do we help them focus on those strengths and build upon them?
- Are we helping to build the authentic skills that make them competent in the real world?
- Do we communicate in a way that empowers them to make their own decisions, or do we undermine their sense of competence by lecturing them thereby giving them information in a style they cannot grasp? Rather than talking down to them, do we instead deliver information in a manner they understand?
- Do we let them make safe mistakes so they have the opportunity to right themselves . . . or do we protect them from every bump and bruise?
- Do we praise in a way that notices effort more than it rewards the product?

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Confidence



A feeling of self-assurance arising from one's appreciation of one's own abilities or qualities.






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Confidence

- Do we see the best in our youth so that they can see the best in themselves?
- Do we clearly express that we expect the best in them?
- Do we help them recognize what they have done right? (Confidence comes from knowing that one has competence.)
- Do we help them understand that they have authentic survival skills?
- Do we treat them as incapable children or young adults learning to navigate a difficult world?
- Do we catch them when they are doing the right thing?
- Do we encourage them to strive just a little bit further because we believe they can succeed?
- Do we avoid instilling shame?






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Character



The mental and moral qualities distinctive to an individual.






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Character

- Are we helping them to recognize themselves as caring people?
- Do we allow them to clarify their own values?
- Do we allow them to consider right versus wrong and look beyond immediate needs?
- Do we help them understand how their behavior affects others?
- Do we help them develop a sense of spirituality that fits into their (not our) belief system?
- Do we value them so clearly that we model for them how important it is to care for others?
- Do we value each other so clearly that we demonstrate the importance of community?
- Do we value each young person, and promote the understanding that when all reach their potential, every child benefits?






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Coping



To face or deal with responsibilities, problems, or difficulties, especially successfully or in a calm or adequate manner.

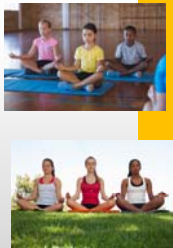



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Coping


- Do we recognize that so many of the risk behaviors youth engage in are attempts at reducing the stress/pain in their lives?
- Do we condemn young people for their behaviors? Do we increase their sense of shame and therefore drive them toward those behaviors?
- Do we guide youth to develop positive, effective coping strategies?
- Do we help young people understand when their thoughts are magnifying problems; do we help them to make realistic assessments?
- Do we model positive coping strategies on a daily basis?
- Do we encourage caring for our bodies through exercise, good nutrition, and adequate sleep?
- Does our community have resources where children can safely play and exercise either in the outdoors, or in recreational centers?
- Do we encourage creative expression? Does our community offer resources and programs where children and teens are able to learn and practice creative expression?
- Do we model relaxation techniques?

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Control



To exercise restraint or direction over.

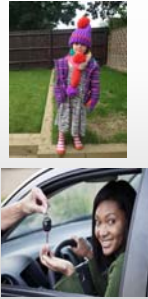



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Control

- Do we help young people understand that life is not purely random?
- Do we help them, on the other hand, to understand that they are not responsible for many of the bad circumstances that may have plagued them?
- Do we help them think about the future but take one step at a time?
- Do we help them recognize their mini-successes so they can experience the knowledge that they can succeed?
- Do we help youth understand that while no one can control all their circumstances each person can shift the odds by choosing positive or protective behaviors?
- Do we understand that youth who have been hurt emotionally or physically may think they have no control and therefore have no reason to take positive action?
- Do we understand that discipline is about teaching *not* punishing or controlling. Do we use discipline as a means to help someone understand that their actions produce consequences (i.e., life is not random)?





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Resilience Fatigue




- Most of the time when talking about resilience, we're talking about recovering from acute traumatic events, or in some instances, compound trauma.
- We don't always acknowledge the resilience necessary to respond to chronic adversities and structural inequities that lead to historical trauma through multiple generations.




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“Structural inequities create individual and collective trauma, eventually damaging the capacity of communities and the people who inhabit them to be efficacious and resilient during acute shocks. Such vulnerable populations usually have the greater disaster risk, are generally impacted to a greater extent and for longer periods, and are at greater risk during the recovery period for reinforcement of pre-existing inequities...chronic trauma and adversity eventually wears and tears down the built environment, the socio-cultural environment—such as social networks, trust, social norms, and capacity for advocacy—and the economic environment.” Dr. Shervington



Psychiatrist and public health advocate Dr. Denise Shervington is the President and CEO of [The Institute of Women and Ethnic Studies \(IWES\)](#), a community-based translational public health institute in New Orleans.



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People are tired....

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What can we do?

Systems level:

- Acknowledge the lingering effects of slavery (and other harms perpetuated against BIPOC communities)
- Recognize the manifestation of community trauma on the sociocultural environment and economic environment
- Work to eliminate institutional bias and inequity
- Examine policies and practices that perpetuate inequities and limit access to:
 - Quality education
 - Stable employment
 - Affordable housing
 - Healthy food and recreational spaces

—Ida B. Wells-Barnett

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For Ourselves....

- Remember: Space, Grace, & Pace
- Intentionally Build Authentic Connections
- Combat Resiliency Fatigue

Three Strategies for Embracing Humanness and Combating Resiliency Fatigue
Humanness is showing up right now as resiliency fatigue.
By Nicole Lance, CEO of Lance Strategies, managing partner of EXB Team | May 18, 2020 | BLOG POST


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For the youth we serve or care for...

Assess how you are doing with promoting the 7 Essential C's of resilience

- In which areas do you excel?
- In which areas do you need more work?
- What are some concrete steps you can commit to take to help strengthen the 7 essential C's with youth you serve or care for?



Service Providers: Use the self-assessment tools with your agency to see how your program is doing. Consider an additional focus specifically on how you are promoting the 7 C's for youth you serve from marginalized communities, *and their caregivers.*

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Reflections on Resilience for Service Providers

Sara Truebridge and Bonnie Benard

- **Resilience begins with beliefs.** If you believe in the capacity of all individuals to demonstrate resilience, you won't give up on them. Your actions, words, and behaviors will project that message and will awaken and foster resilience in your students.
- **Resilience is a process, not a trait.** It involves how we interact and negotiate with ourselves, others, and our world; how we navigate through the resources that help us thrive; and how we move on a positive trajectory of success and health in the midst of adversity, trauma, and everyday stress.
- **Everyone, regardless of age or circumstances, has the capacity for resilience.** It just needs to be tapped.

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Reflections (cont.)

- **The three major protective factors that help us mitigate adversity** and nourish personal strength are caring relationships, high expectations, and opportunities to participate and contribute.
- **Resilience isn't just for people from high-risk environments;** affluent communities can be high-risk for some. The stress incurred from family, peer, and self-imposed pressures to perform and excel academically and socially contributes to an increase in high-risk behaviors among youth in affluent communities.
- **Resilience isn't a program or curriculum.** It's not a quick-fix product that schools can buy. Resilience is more influenced by how a teacher teaches than by what a teacher teaches.


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Reflections (cont.)


- **Resilient people identify themselves as survivors rather than victims.** They acknowledge that life comes with challenges and setbacks, which they can overcome.
- **Resilience is not just for remediation or intervention.** It incorporates a shift from a problem-based deficit model to a strengths-based one. This model of resilience is positive, protective, and preventative.
- **One person's support can be crucial in developing another's resilience.** You can say something to a student or believe in that student in a way that can change his or her life forever.

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Reflections (cont.)

- **Challenging life experiences can be opportunities for growth and change.** Our perseverance through tough times can make us stronger.
- **Most people make it despite exposure to severe risk.** Close to 70 percent of youth from high-risk environments overcome adversity and achieve good outcomes.

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