Welcome to
Developing Resilience Behaviors in Adults & Children

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Course Information

- 3 KDHE clock hours
- Core Competencies: Content Area V: Health and Safety; Promoting Mental Health; 3b., 4a., 5a.
KCCTO-KITS Infant Toddler Specialist Network

Impacting child care quality by providing education, support, consultation and technical assistance to early childhood professionals who care for infants and toddlers in Kansas.

The KCCTO-KITS Infant-Toddler Specialist Network is a program of the Kansas Child Care Training Opportunities, Inc. and the University of Kansas Life Span Institute at Parsons and is supported through a grant from the Kansas Department for Children and Families’ Child Care and Early Education Services. However, information or opinions expressed herein do not necessarily reflect the position or policy of the agency and no official endorsement should be inferred.
Housekeeping

1. Be sure to write your information on the Sign-in sheet, as well as the Enrollment form, if necessary.

2. We will complete a opening & closing reflection. I would like to keep those papers for documentation of learning, but, I will email you a copy within 24 hours.

3. We do not have scheduled breaks, so take breaks as needed, roam around the room, move chairs—whatever you have to do to stay focused and engaged!

4. Please complete the Trainer Evaluation form at the end of the training.
Objectives

• Define RESILIENCE and discuss it’s importance in your program
• Discuss the importance of RELATIONSHIPS in building RESILIENCE
• Discuss the importance of OBSERVATION and REFLECTION in identifying and building RESILIENCE
• Learn and apply the RESILIENCE skill of ATC (Activating Event, Thoughts, Consequences)
• Learn and apply the RESILIENCE skill of ATT (Avoid Thinking Traps)
Opening Reflection

- On the paper provided, please answer the following two questions:
  - What words, ideas, phrases come to mind when you hear the word RESILIENCE?
  - Currently, what activities, strategies, etc. do you implement to identify, promote, and/or build RESILIENCE within your program?
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?

• The conclusion of the 2011/2012 survey conducted by the National Survey of Children’s Health indicated that, “almost half the nation’s children have experienced at least one or more types of serious childhood trauma.” (NSCH, 2011/12)

• 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.

• 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; Center on the Developing Child, 2015; Pizzolongo & Hunter 2011).
Importance of Relationships

- When viewing the Pyramid Model, developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), one sees that nurturing and supportive relationships form the foundation for building strong social-emotional competencies in young children (i.e. resilience behaviors).

- Children rely on positive, stable adult and peer relationships to guide positive social interactions throughout their lifetime.
Importance of Relationships

- When children develop a positive, stable relationship to one or more adults who provide consistent, nurturing care, they:
  - Understand they are important and can count on others.
  - Develop a positive sense of self.
  - Gradually acquire an understanding of their own and other’s emotions, leading to the development of positive social skills.
The Power of Observation: Watch & Reflect

- We must take time to step back and *watch* children during their daily routines and interactions with others.

- Look at observable behaviors and actions from many angles to help you learn more about each child.

- When watching, be mindful of your personal perceptions and biases.
The Power of Observation: Watch & Reflect

- Along with watching, you must also **reflect** on what the behaviors and actions you saw might mean.

- Reflection requires that we look for the reason or function driving a child’s behaviors and actions.

- EVERY behavior/action is a request for something!
Developing Resilience Behaviors

- Knowing that many of the children in your program are likely to experience some form of trauma, toxic stress, or adversity, it is of great importance that YOU become that positive, stable adult in their life.

- Relationship building with children starts as you learn who they are through unbiased interactions, observations, and reflections.

- Building children’s capacity for resilience requires that you identify and understand your own forms and functions of behavior, perceptions, and biases.

- Next, we will identify, discuss, and practice two skills that will help you build your children’s capacity for resilience.
Developing Resilience Behaviors

- Identifying and understanding your own forms and functions of behavior, perceptions, biases, emotions, and thoughts is NOT a Monday morning skill! It is one that requires a great deal of reflection, practice, and persistence.
- The remainder of this training includes two skills that will aid you in identifying your thoughts about a situation, enabling you to better control your emotions and reactions during/after the situation occurs.
MRT Skill: ATC

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

**ACTIVATING EVENT:**
The trigger: a challenge, adversity, or positive event

**THOUGHTS:**
Your interpretation(s) 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, Agitated

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 the Director/parent
Group Discussion

- Was that Activating Event
  - OBJECTIVE?

- Were the Emotions what you were
  - FEELING?

- Were the Heat-of-the-Moment Thoughts
  - RAW and UNCENSORED?

- Were the Reactions what you DID?

- Were the Emotions/Reactions
  - HELPFUL OR HARMFUL???

NOW...LET'S LOOK MORE CLOSELY AT OUR THOUGHTS
**MRT Skill: 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

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

**STOPTRAP**

**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.
Avoid Thinking Traps (ATT) (cont.)

**MENTAL CUES**

**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?*

**Them, Them, Them**

*LOOK OUTWARD*

*How did others and/or circumstances contribute?*

**Always, Always, Always**

*GRAB CONTROL*

*What’s changeable? What can I control?*

**Me, Me, Me**

*LOOK INWARD*

*How did I contribute?*

**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 (ATT) cont.

Small Group Discussion:
Critical Questions

What's changeable?

What is the specific behavior that explains the situation?

What can I control?

What specific areas of my life will be affected?
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.]
Group Practice

Activating Event:

Thoughts:

Consequences:

E:

R:

HELPFUL or HARMFUL???
On the paper provided, please answer the following two questions:

• What NEW words, ideas, phrases come to mind when you hear the word RESILIENCE?

• What SPECIFIC activity, strategy, words/phrases, etc. will you implement in your program to promote RESILIENCE?
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.

- When you are in control of your emotions/reactions, you teach children how to gain control, build relationships, and develop resilient strategies and behaviors for life!
CONTACT INFORMATION

• Your local specialist:
  • Sarah Holmes
  • sarahjholmes@ku.edu
  • 785-477-0566
  • http://kskits.org/kccto-kits-infant-toddler-specialist-network
  • www.kcto.org/itsn

• KITS (Kansas Inservice Training System) for:
  • Technical Assistance Packets /Virtual Kits: http://kskits.org/technical-assistance-0
  • Early Childhood Resource Center: http://opac.libraryworld.com/opac/home.php

• KCCTO (Kansas Child Care Training Opportunities) for questions about online and community-based course support:
  • 785-532-7197
  • www.kccto.org
  • kccto.inc@gmail.com
References


thank you