Supporting Children to be Confident and Resilient Individuals



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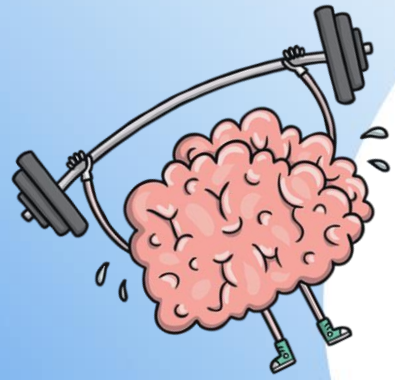
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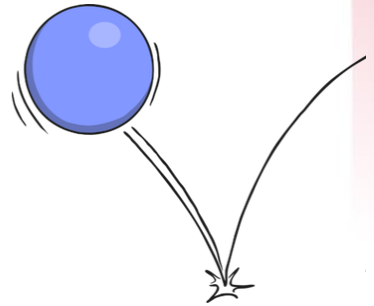
GIG CYMRU NHS WALES

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Resilience

The ability to face challenge and recover quickly from difficulties.





adapt stay positive keep going bounce back

Resilience

Signs a child may be struggling with resilience.

Resistance to change

Easily tearful



Internalises problems

Takes things personally

Pessimistic

Rumination

Reluctance to ‘try again’

Overly self-critical

Irritability

Disproportionate reactions

Resilience

Rings of Resilience



Resilience

Building Rings of Resilience

Sleep Well

Talk About Feelings

Acceptance

Relationships & connecting

Try New Things

It's OK to Fail

Take on Challenges & set goals

See the Positives

Self Esteem

Self Talk

Self Esteem

Confidence in your own worth or abilities

Good self esteem means you accept yourself, believe in your abilities and you feel positive about yourself, just the way you are.

Self esteem at times can be unstable and will be challenged and moments of low self confidence and esteem are to be expected throughout life.







How can we foster children's resilience and self esteem?





Self Esteem

Confidence in your own worth or abilities.

Value effort over perfection

Our language is so important

Trying your best is always good enough

Normalising practice and perseverance

Praise that is specific to what they are doing e.g. ‘I like the way that you have used the red colour there in your painting.’ ‘Riding a bike without stabilisers is really hard, you are doing really well and not giving up’

Growth mind-set over fixed ‘perfectionist’ mind-set.



Self-esteem - Affirmations

Recognising the effort made and making a positive statement.

I am so proud of you for trying something new, you are so brave.

Excellent work in school today, you are really focused.

Thank you for laying the table, you are so helpful.

Good job tidying up, you are super organised.

Well done for sharing, you are so kind.



Self Esteem

Confidence in your own worth or abilities.

Responsibilities

Responsibilities allow children to experience success independently from the input of adults. It gives them the opportunity to experience success and to make mistakes!

Responsibilities show children that you trust them and that you believe they are capable.



Self Esteem

Confidence in your own worth or abilities.

Pride

Acknowledging success in all its forms is really important.

Success looks different for all children. Sometimes, trying something new, doing something independently, going to school or telling the truth are all successes that should be acknowledged.



Allowing and encouraging a child to feel **pride** adds to their bank of evidence that they are capable and worthy – let them know

Problem Solving

Thinking, talking, trying and figuring things out is a huge part of resilience.

Rescuing

Because we care about our children, it is a natural instinct to want to solve their problems, remove unwanted feelings or to ‘rescue’ them from a situation that they are finding challenging.



Where appropriate, we need to encourage children to try to figure out themselves how ‘big’ a problem is and if there are any solutions that they can find themselves.
This doesn’t mean abandoning them! Rather facilitating the problem-solving process.



How Big Is My Problem?

	What is the cause?	What can be done?
	Big Problem This is an emergency. I'm in danger. I need to go to hospital. Another child is hurt.	Stop and think clearly. Decide on what to do. Move away from the danger. Get help from an adult. Call an ambulance.
	Medium Problem I am hurt or I feel very sick. I have been bullied. I feel like I am losing control. I have hurt another person. Another child is upset.	Ask an adult to help you. Don't allow the bully to upset you. Take time out to calm down. Say you are sorry to the person that you upset or hurt. Be a kind, helpful friend and get help.
	Small Problem The worries are taking over. I am nervous. I feel a little bit sad. I'm hungry or thirsty. I'm feeling tired.	Be positive! Keep things in perspective. Take a deep breath and remember everyone gets nervous or sad sometimes. Share your feelings with a friend. Get something to eat or drink. Have a rest.
	Tiny Problem Something is not quite right. I need a pencil or an eraser. I'm too hot or too cold. I have no-one to play with. I feel a bit jealous.	Try to solve your own problem. Take off or put on your jacket. Look for friends and ask them if you can join their group. Remember you can't have everything you want. Talk about how you feel.
	No Problem Everything is going well. I can do my school work. I'm playing with my friends. I'm having fun.	Enjoy yourself! Be kind and sensible. Learn as much as you can. Look around to see if anyone looks a bit lonely and invite them to play with you.

Problem Solving

Encouraging a child to think about how 'big' their problem is can put things into **perspective** for them. It can also encourage **appropriate responses** and **regulate their emotions**.

This can also be used as a **reflective tool** to talk about problems after they have passed.

I am hearing they were mean to you. What could you say to them tomorrow?

That test sounded tough, how might you feel if you don't get the results you want? What could we do next time?

If that happens again tomorrow, what could you do?

Our language is important





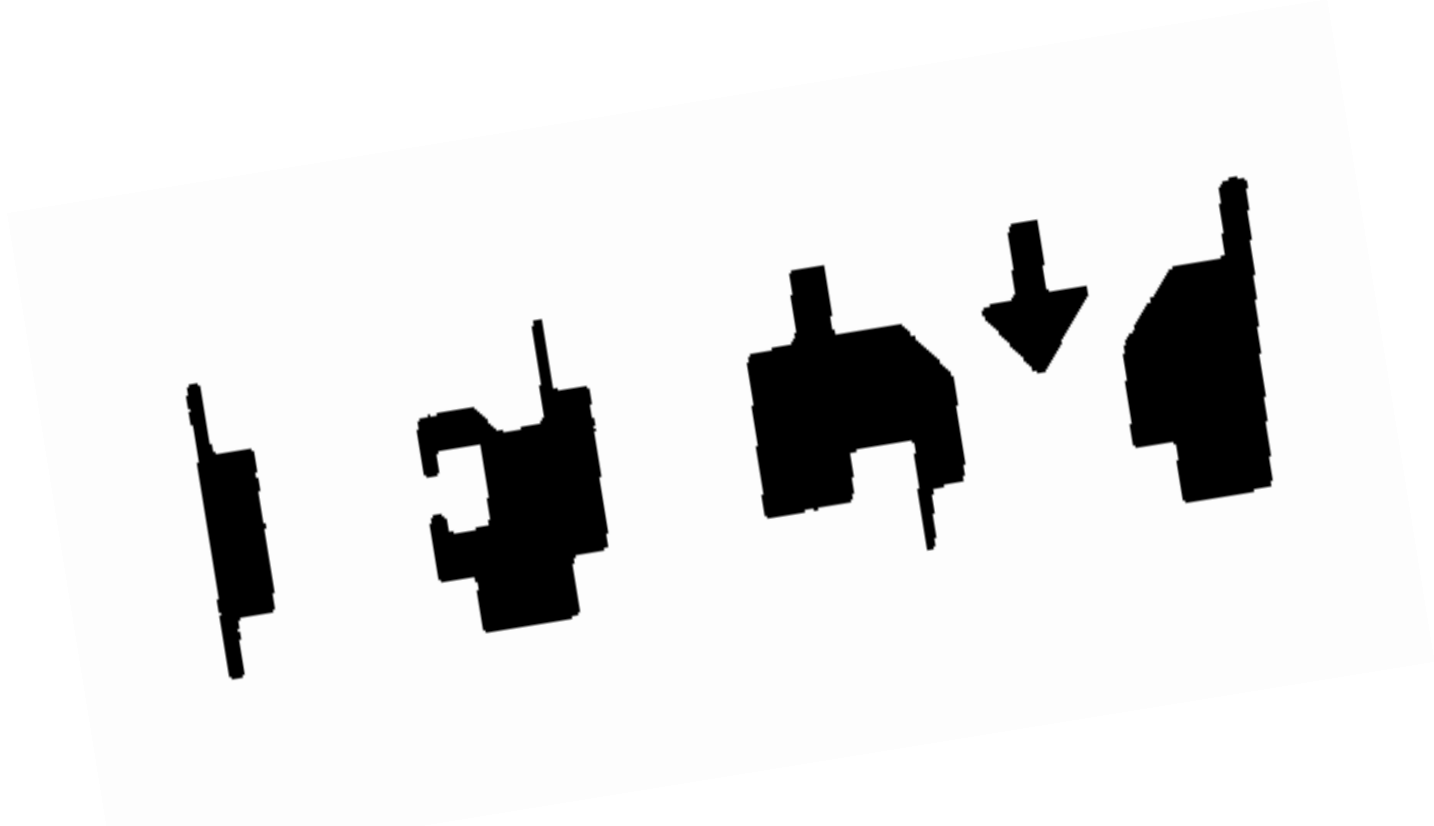
How your parents spoke to you became your inner voice.

How you speak to your children, becomes their inner voice.

- Adults modelling kind self-talk on themselves and using positive language with children has a positive impact on self-esteem (*Neff, 2011*).

- Parents who use more positive emotional language have children with higher self-esteem (*Reese, Bird and Tripp, 2007*).

We are conditioned to seeing and hearing what we expect



Children in a modern world





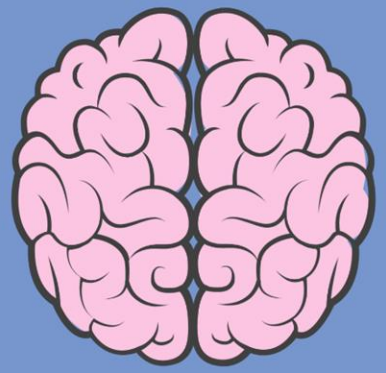


Self Talk

A child's inner-monologue can hugely impact their overall wellbeing.



Tune into the 'chatterbox'



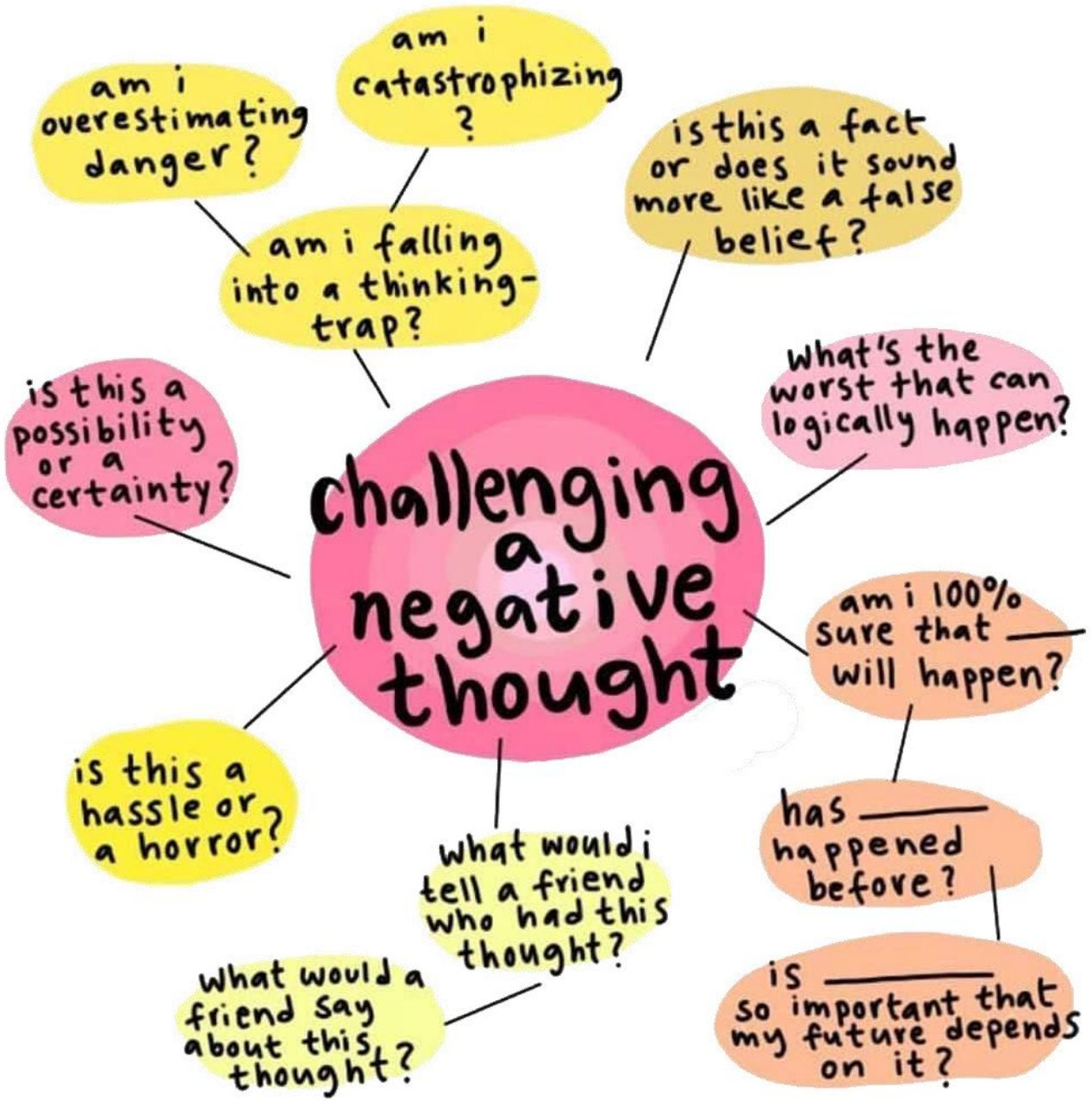
Helping a child become aware of the voice inside their head is a great way to start helping them with their mental wellbeing.

@mind_moose



Self Talk


Builds Confidence
The Power of Positive Self-Talk
www.thepathway2success.com
Improves Attitude
Promotes Self-Love
Helps Cope with Stress
Allows for Taking Risks
Encourages Motivation
Helps Work Through Challenges


challenging a negative thought
am i overestimating danger?
am i catastrophizing?
is this a fact or does it sound more like a false belief?
am i falling into a thinking-trap?
is this a possibility or a certainty?
what's the worst that can logically happen?
am i 100% sure that ___ will happen?
has ___ happened before?
is ___ so important that my future depends on it?
is this a hassle or a horror?
what would i tell a friend who had this thought?
what would a friend say about this thought?

Self Talk

Sometimes, externalising the positive voice can make it easier for children to come up with an alternative point of view.



What would the Positive Parrot say?

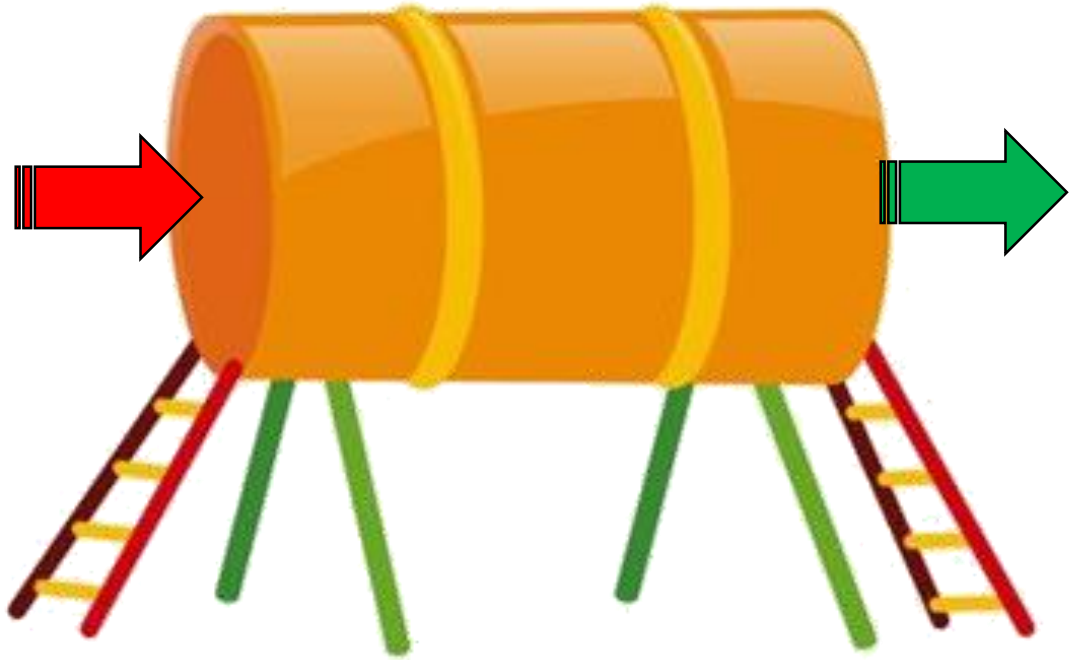
Self Talk

A child's inner-monologue can hugely impact their overall wellbeing.

Speaking a negative thought or writing it down begins the challenging process (*Choudhury, 2013*).

Positivity Tunnel

I'm so stupid, I got so many answers wrong!



I'll learn from my mistakes and keep trying!

Self Talk

A child's inner-monologue can hugely impact their overall wellbeing.

Let them know you trust their capacity to cope.

We don't want them to become reliant on this, as this can lead to reassurance seeking behaviours. However, knowing that someone you love believes in you is powerful!

I know you will do your best no matter what.

You will figure it out!

You've got all the skills you need to do it on your own.

You can solve whatever problem comes your way.



Self-esteem – Affirmation Activities

Affirmation journal, jar, cards, mirror etc...







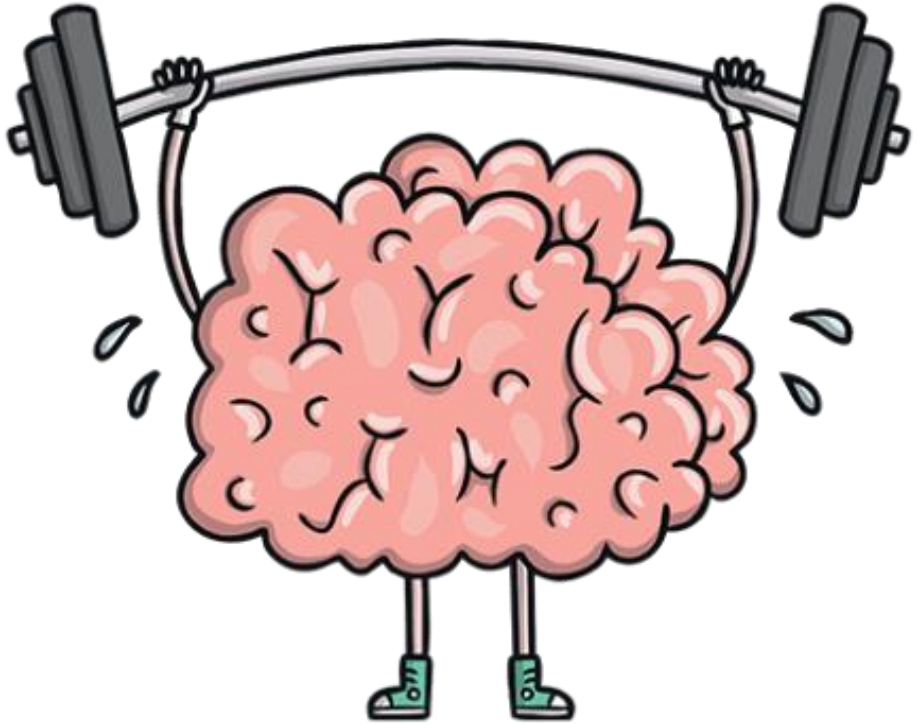




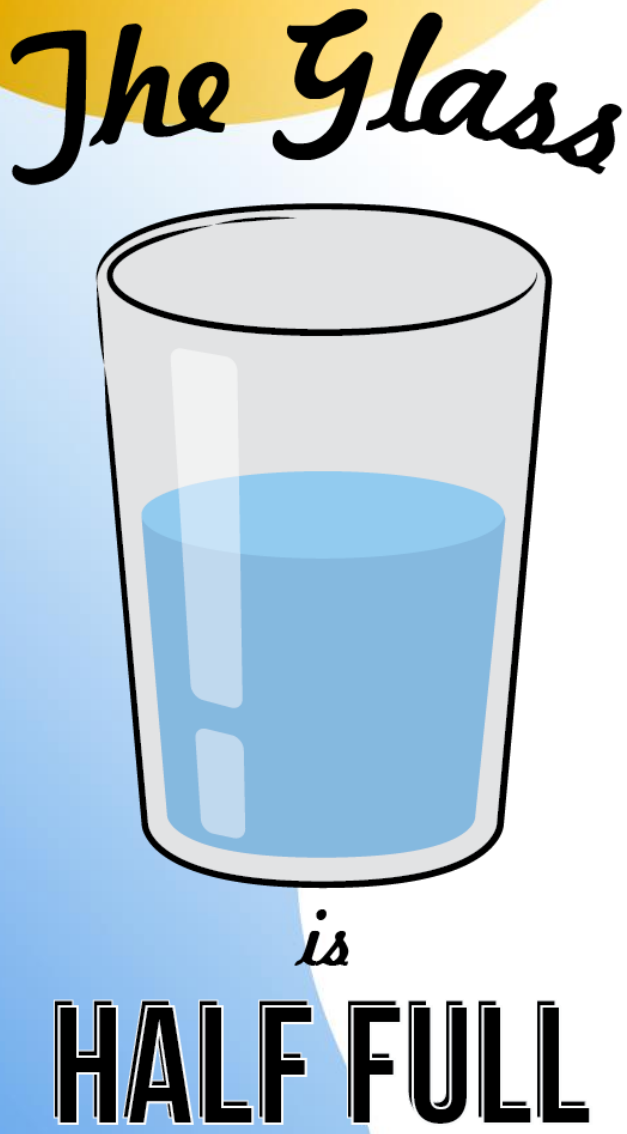


Self esteem

Think of your brain as a muscle that needs training
A muscle grows when you work on it, so does confidence and self esteem



See the Positives

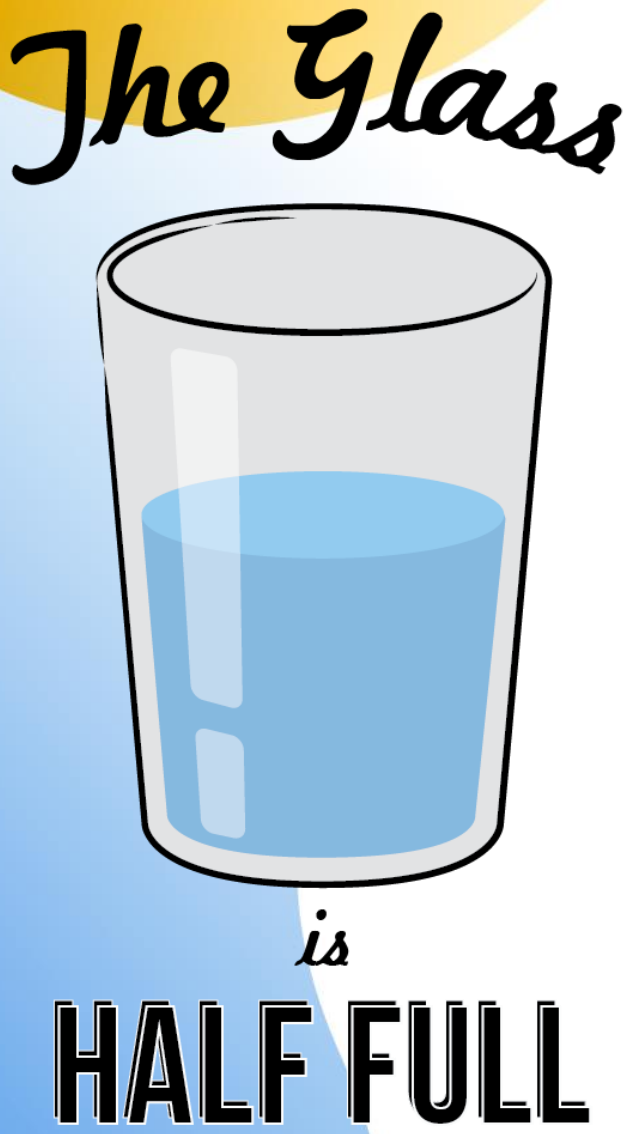


Nurturing optimism is a great way to build all the components that we have discussed so far.

Optimism has been proven to be a key characteristic of resilient people. The brain can be rewired to be more optimistic through the **experiences it is exposed to**.

If you have a small human who tends to look at the glass as being half empty, show them a different view. This doesn't mean **invalidating** how they feel.
Acknowledge their view of the world, and introduce them to a different one

See the Positives

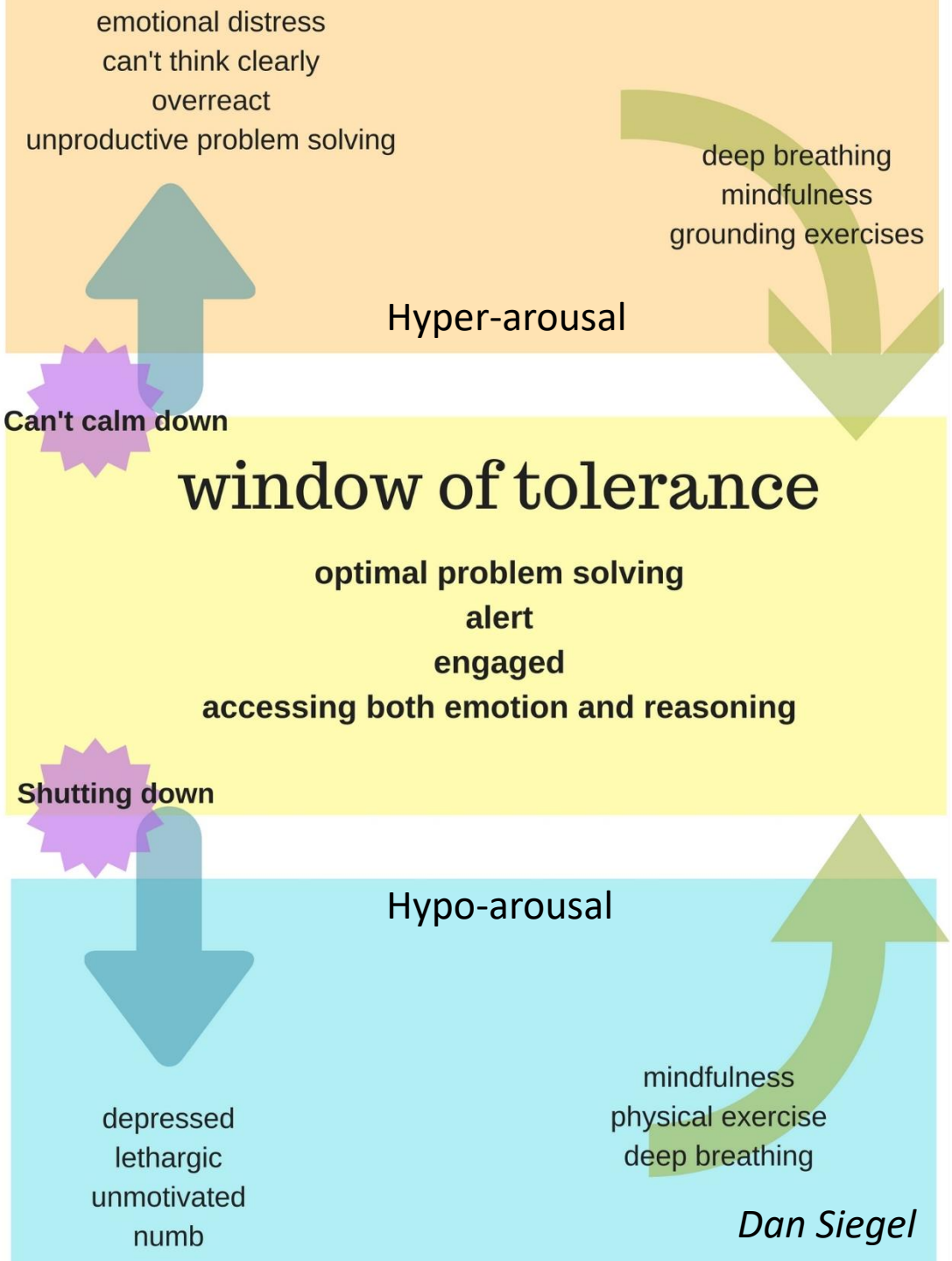


Nurturing optimism is a great way to build all the components that we have discussed so far.

It’s disappointing that we can’t go to the park because of the rain isn’t it? Let’s make a hot chocolate and do some colouring together instead – maybe it will stop later!

Reframing is a huge part of being optimistic!

I can see that you’re sad about not getting an award today. Let’s be happy for Tom who won it and hope you get it next time!



Distress Tolerance

We need to allow children to 'sit with' their unwanted feelings in order to build a **tolerance** to them.

If we remove all unwanted feelings at the first signs of them, this can lower their resilience and make children quickly move out of their window of tolerance.

Sometimes we need to self-reflect and think about how willing **we** are to allow our children to experience appropriate levels of distress.

What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Resilience

Distress Tolerance

Stress is a natural and inevitable part of childhood.



Brief increases in heart rate, mild elevations in stress hormone levels.

Serious, temporary stress responses, buffered by supportive relationships.

Prolonged activation of stress response systems in the absence of protective relationships.

Positive relationships and resilience act as protective factors for all types of stress.

Resilience

Relationships

Relationships act as rings of resilience. They show children that they are not alone, they are worthy of love and that they are a part of a wider community.

Children have so many relationships in their lives. Parents/carers, wider family, friends, teachers, neighbours and even pets.

All of these show children how to communicate, behave, express emotion and give them confidence to explore the world.

Relationships add to a child's self-esteem by showing them they are valued and cared about.

Relationships add to resilience as the connection with others shows they are not alone in their challenges.



Relationships

Models of Resilience

All of the relationships in a child's life act as a model of how to respond to challenge, change, stress, worry and disappointment.

Trying our best to have a 'can do' attitude, be optimistic and to 'keep going' even though something is hard can show children how to be resilient.

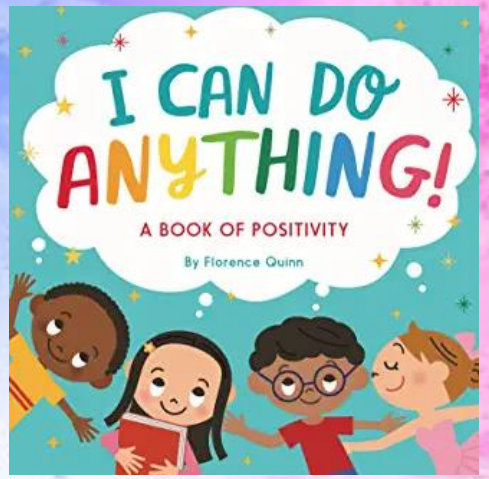


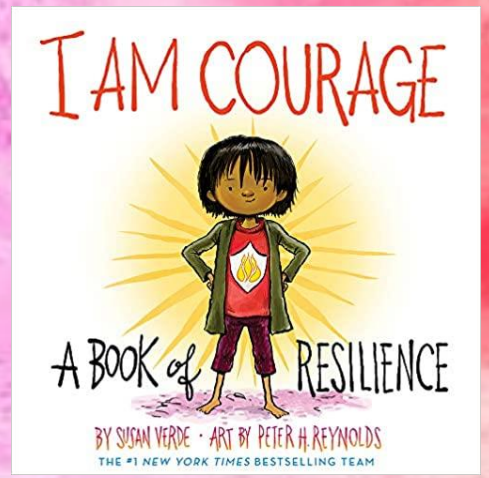


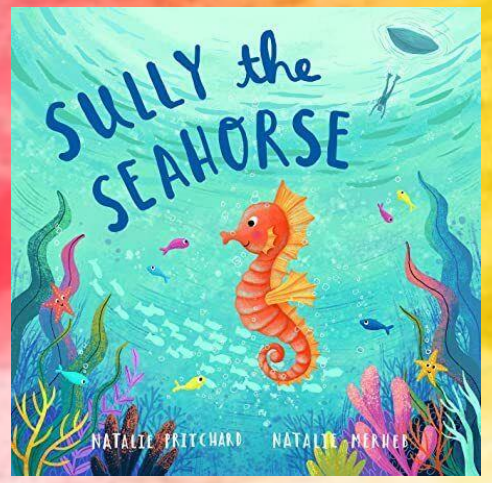
Being age-appropriately open and honest about things being hard can also show children that everyone has hard times but we are resilient.

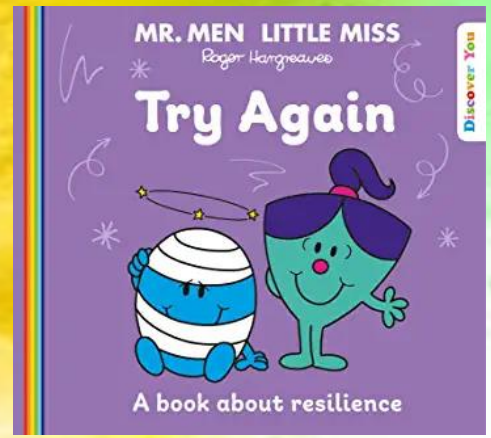
Story book Recommendations - FP



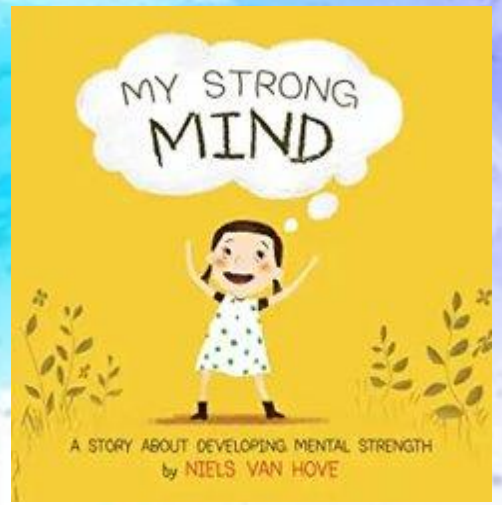


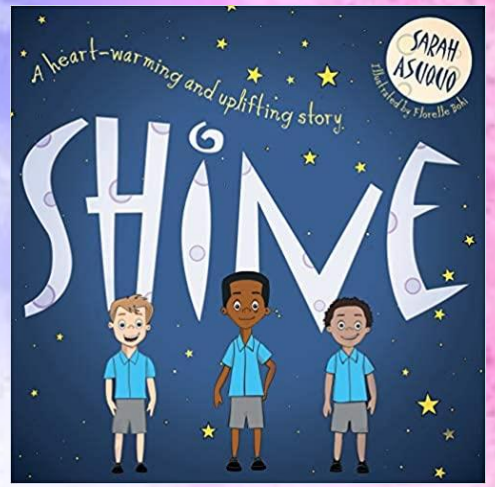


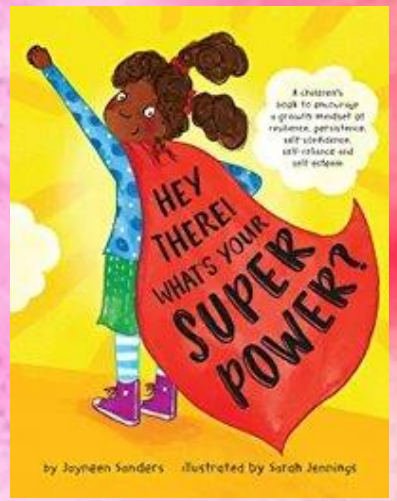


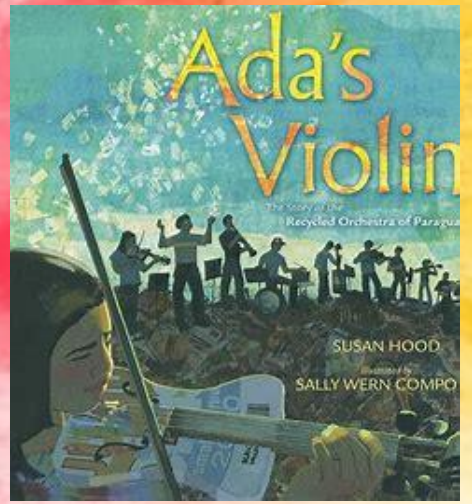


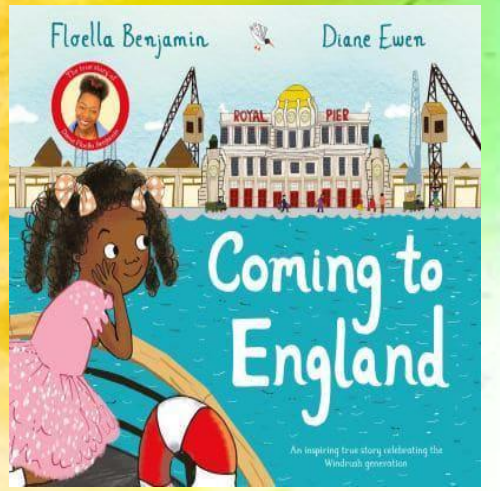
Story book Recommendations - KS2









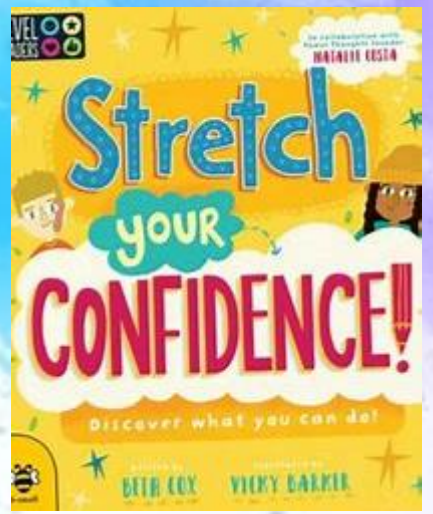


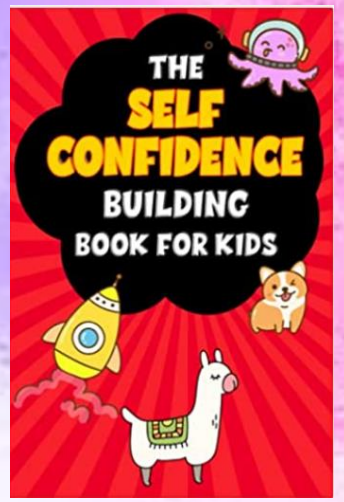
[Wellbeing For Children: Confidence And Self-Esteem - YouTube]

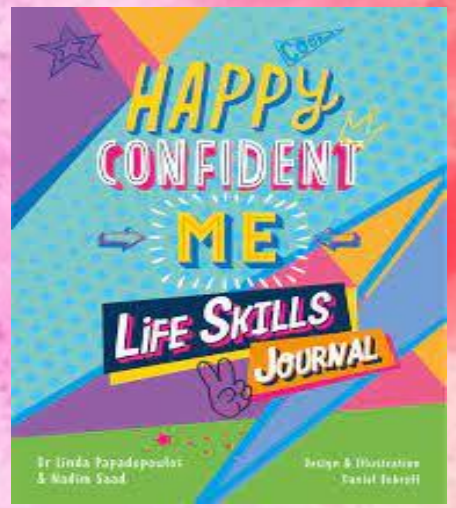
[3 tips to boost your confidence - TED-Ed - YouTube]

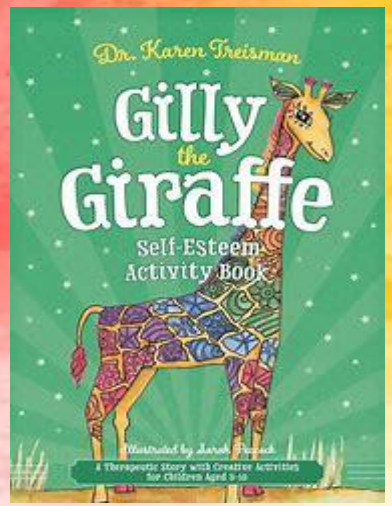
[Roald Dahl's Marvellous Children's Charity's Phizz-whizzing Workshops: Resilience - YouTube]

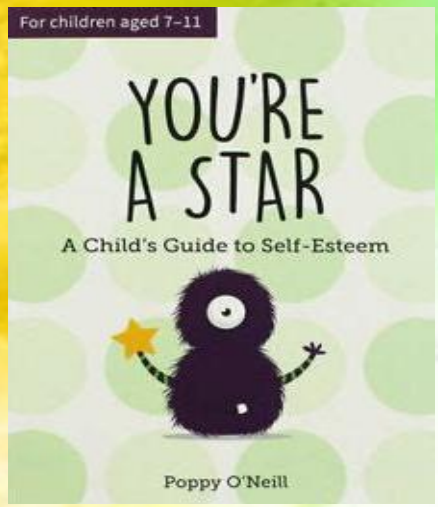
Journal and Video Recommendations













Diolch am gwrando!
Any questions?







YouTube

Please scan and complete feedback for future sessions.

