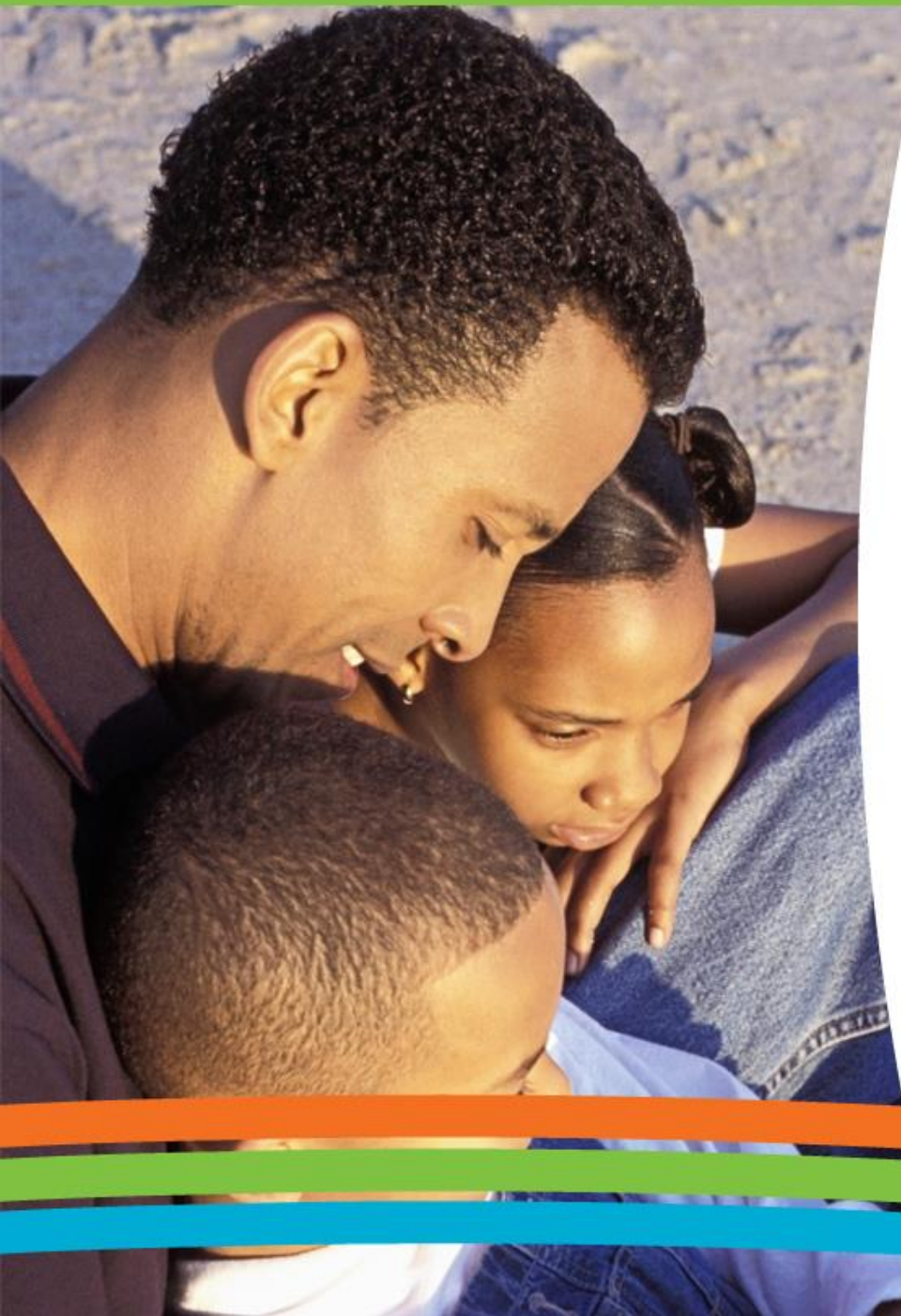




Building Resilience for Children with Special Needs

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Objectives



- Identify risk and protective factors that allow children to more easily recover from trauma or other adverse events
- Develop strategies to promote resilience in families
- Customize resilience-building activities to the unique needs of the child

What is Resilience?



The ability to effectively cope with, adapt to and overcome adversity, stress, and challenging experiences.

What is Family Resilience?

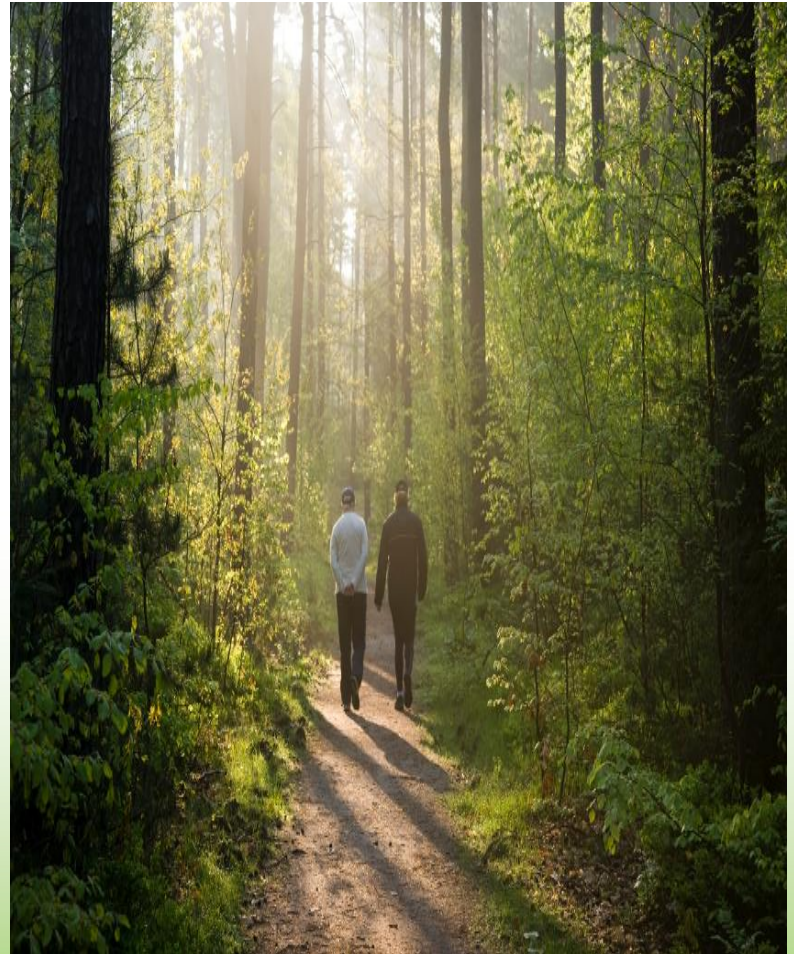
Coping with and overcoming adversity through:

- Open and effective communication
- Collaboration and problem solving
- Development of a shared sense of meaning
- Effective mobilization of support

Mechanisms of Risk for Families

- Incomplete understanding of the impact of the stressor
- Inaccurate developmental expectations
- Disrupted family communication
- Strained parenting/co-parenting practices
- Impaired family organization
- Lack of guiding belief systems

Saltzman et al, 2012



Mechanisms of Resilience for Families



Providing psychoeducation and developmental guidance

Developing shared family narratives

Supporting open and effective communication

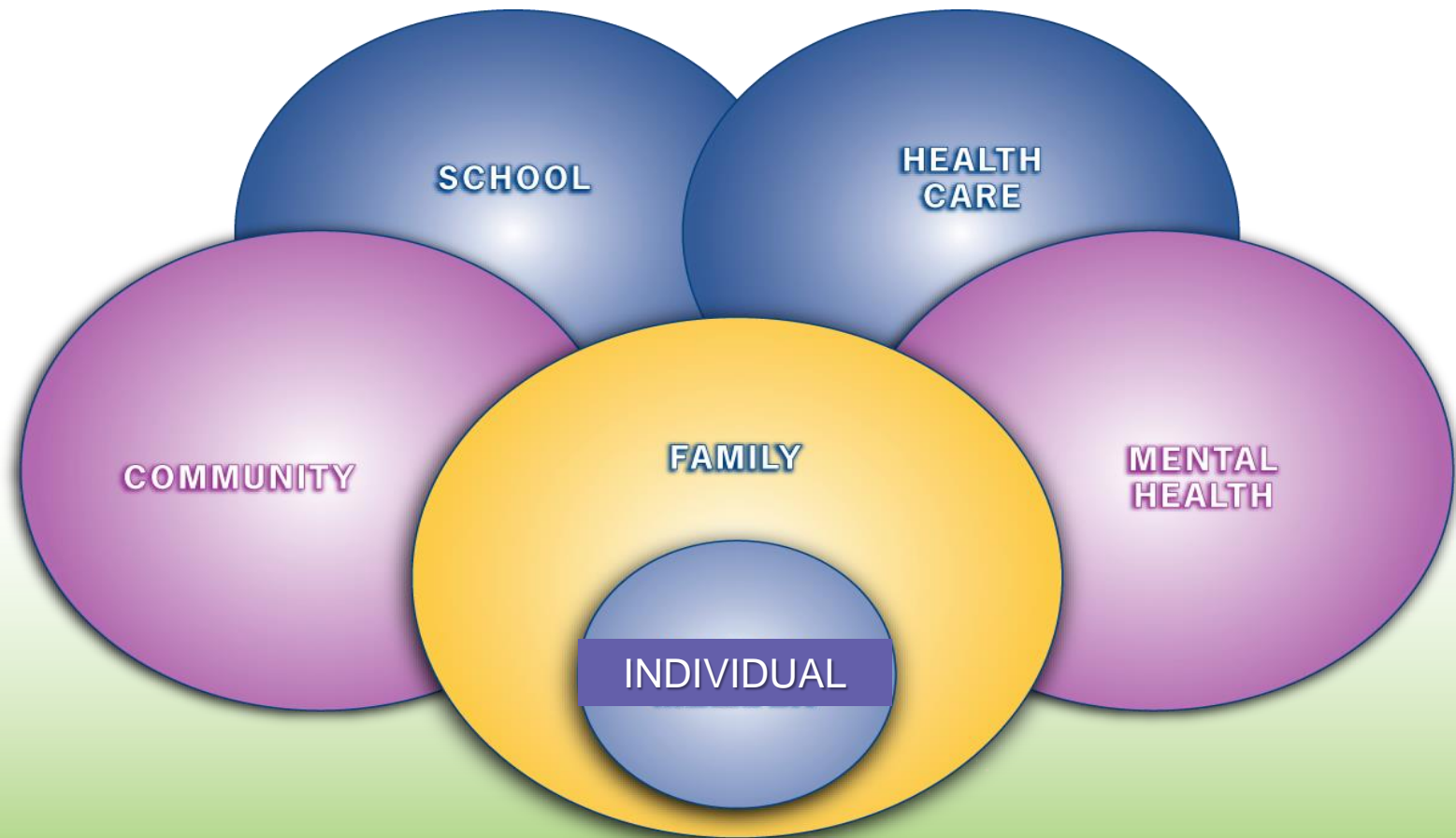
Supporting effective and coordinated parent leadership

Enhancing selected family resilience skills

Resilience & Protective Factors

- Supportive relationships with parents and adults*
- Spending time together as a family
- Authoritative parenting (combining support with clear standards)
- Routines and rituals that promote closeness during hardships
- Children with at least one secure attachment figure
- Network of support: family, friends, school, community
- Participation in extracurricular and other activities
- Helpful beliefs and making positive meaning

Utilizing a Systemic Approach

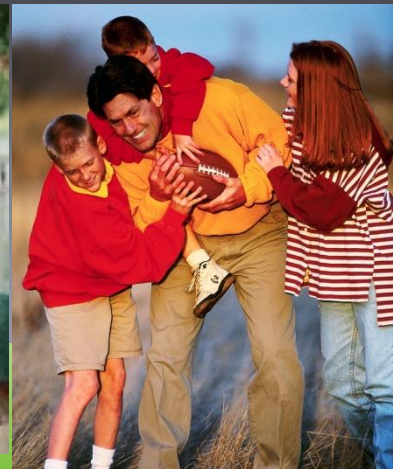


Systemic approaches have merit because stress reverberates across the family.

Family intervention allows for a broad range of outcomes for individuals and families—ones that last over time.

Families represent an opportune point of entry for prevention and intervention efforts (Lester et al 2009).

Preference for family-level services over individual approaches (Khaylis, et al, in press).



Families OverComing Under Stress (FOCUS)

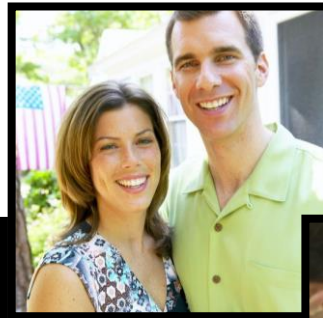
Parents Only



Parents & Child



Parents Only



Parents & Child



Parents Only



Sessions 1 & 2

Session 3

Session 4

Session 5

Session 6



Family Education

- Emphasize the child's unique strengths to the child and family (if applicable)
- Empower parents
- Learn more information about the child's unique strengths (especially if working with the family)
- Help parents use praise
- There may be a wide variety of reactions from the parents to a diagnosis (e.g., grief/loss, anxiety, relief)
- Help parents be aware of their own reminders

Providing Praise

- Verbally (you've worked together nicely as a group)
- Nonverbally (smile, head nodding, eye contact, thumbs up, special signal, tokens)
- Match verbal and nonverbal communication to make it the most effective
- Make sure it's okay to use physical praise (e.g., rubbing a child's back, offering a high-five)
- When you can, get at the child's "level"
- Be aware of your physical posture
 - When you have your arms down at your side you appear more open than with your arms crossed
- Engage in joint attention when possible





Family Education

- Explain how a child's brain works at their level
 - Being in the red zone of the feeling thermometer puts their brain in survival mode
 - During the red zone times their brains are focused on keeping them safe (fight, flight, or freeze), which causes problems in communicating effectively
 - Tie this to the importance of practicing “getting to green” strategies



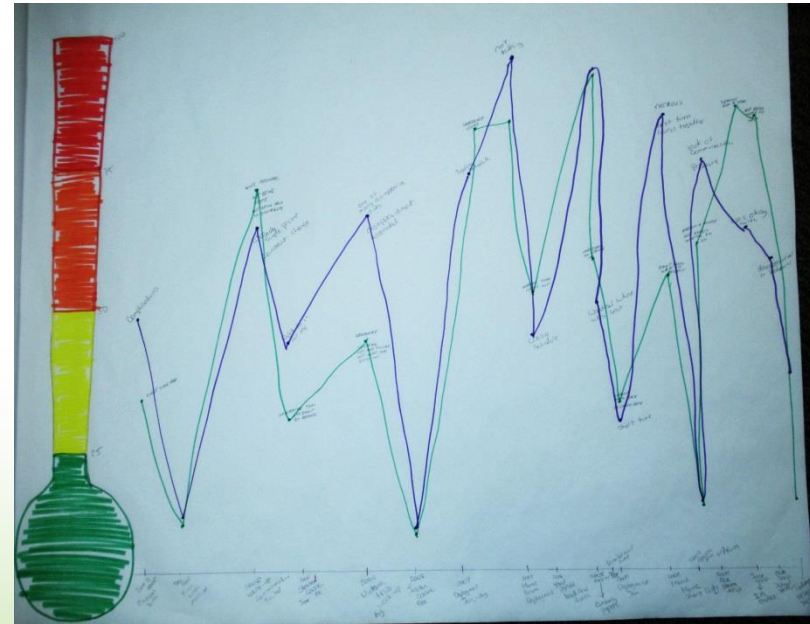
Family Narrative Timeline

Perspective Taking

- Understanding another's point of view, imagining how another person has experienced the same situation.

Meaning Making

- Understanding how the family's experience has helped them to overcome certain challenges and made them stronger in unexpected ways. In other words, how the family is able to "find the silver lining."



Child Timemap: Daddy's Girl



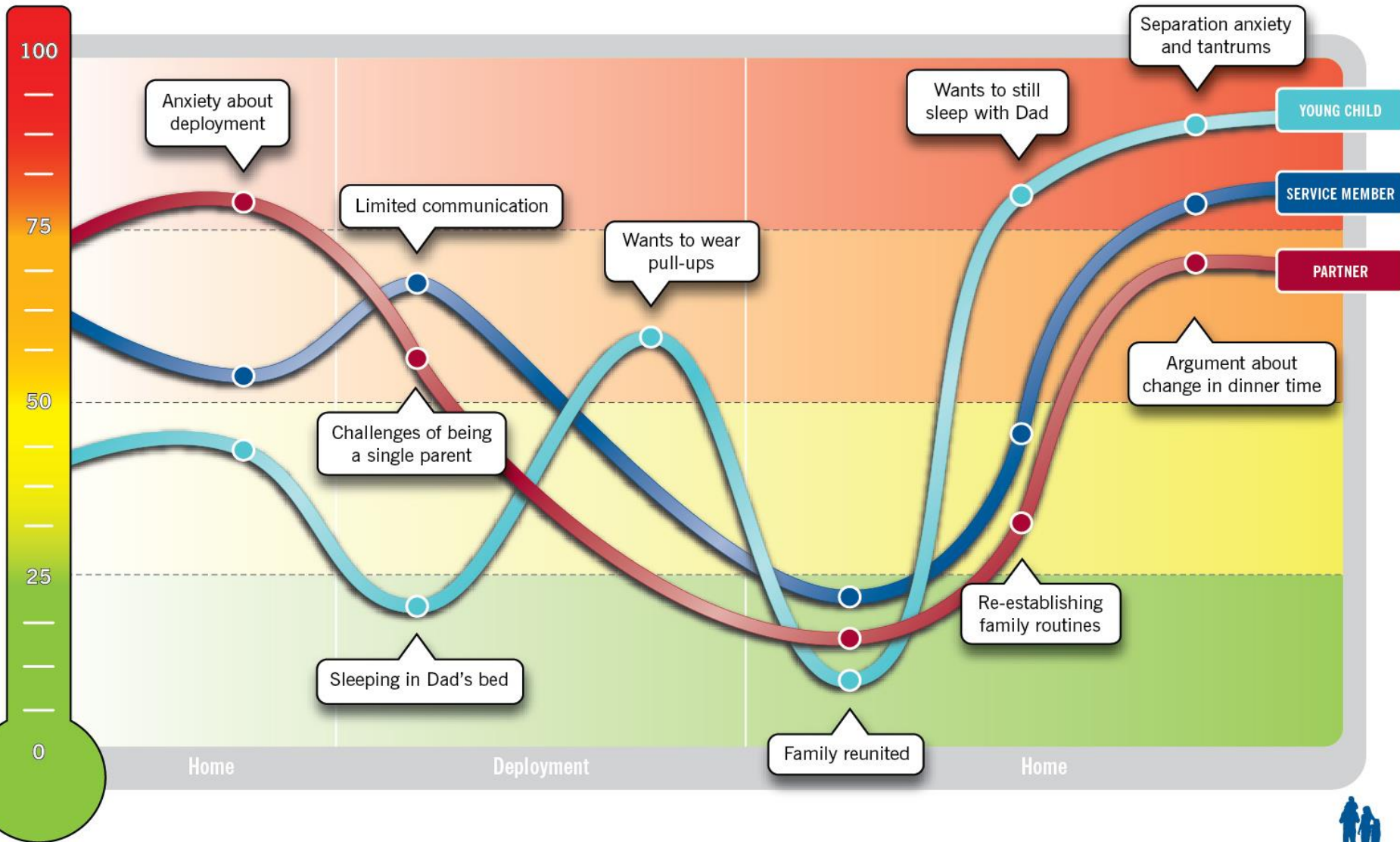
Narrative Co-Construction: Telling Stories Together

Parents help children learn the process of assigning meaning to events and their own reactions

Parents ability to help children tell helpful stories relies on:

- Their ability to regulate their own emotions
- Use developmentally appropriate language
- Track their child's reactions
- Encourage two-way interaction (avoid lectures)

Early Childhood Family Timeline



Meaning Making and Helpful Beliefs

- Making meaning out of trauma and loss
 - Normalizes and contextualizes distress
 - Gain a sense of coherence as shared challenge: comprehensible, manageable, meaningful
- Positive Outlook
 - Hope and encouragement
 - Strength affirming
 - Build on potential and master the possible
 - Accept what can't be changed

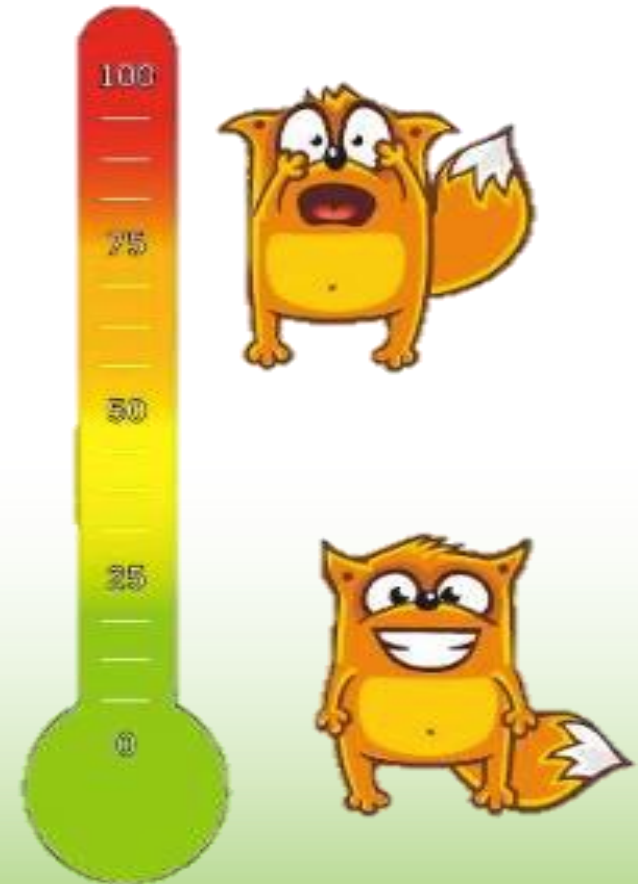
Meaning Making and Helpful Beliefs

- Transcendence and Spirituality
 - Faith
 - Rituals (e.g. prayer, meditation, ceremony)
 - Sense of purpose and meaningful bonds to others
 - Learning, growth, transformation
 - Appreciation
 - Activism and helping others



Family Emotional Regulation

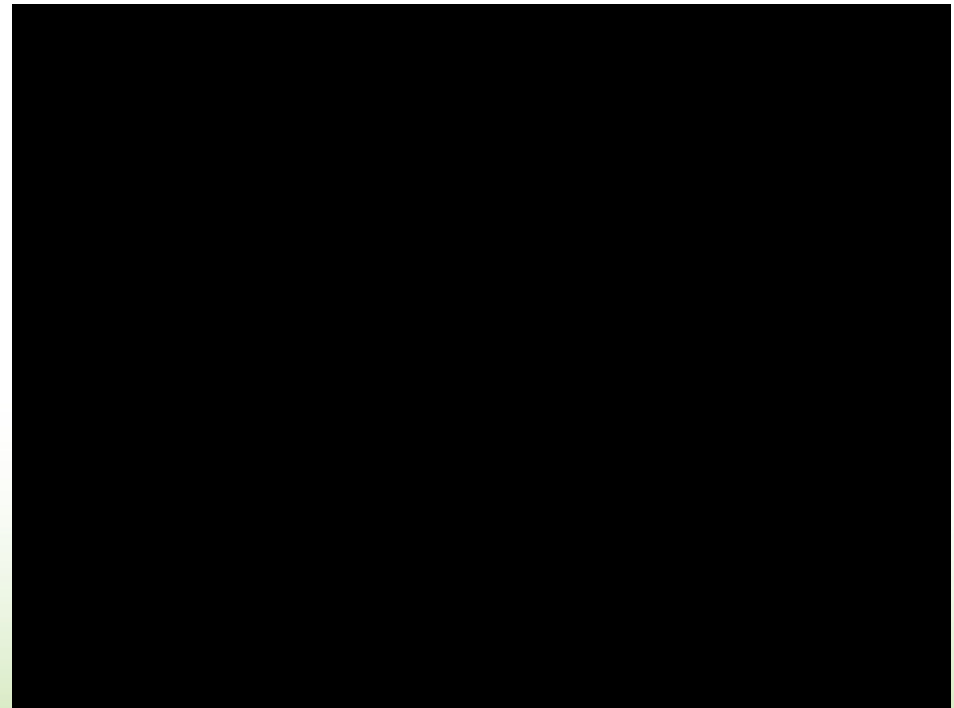
Develops youth and adult skills to appropriately express a wide range of emotions and to be responsive to the emotional needs of others.





Learning about Feelings

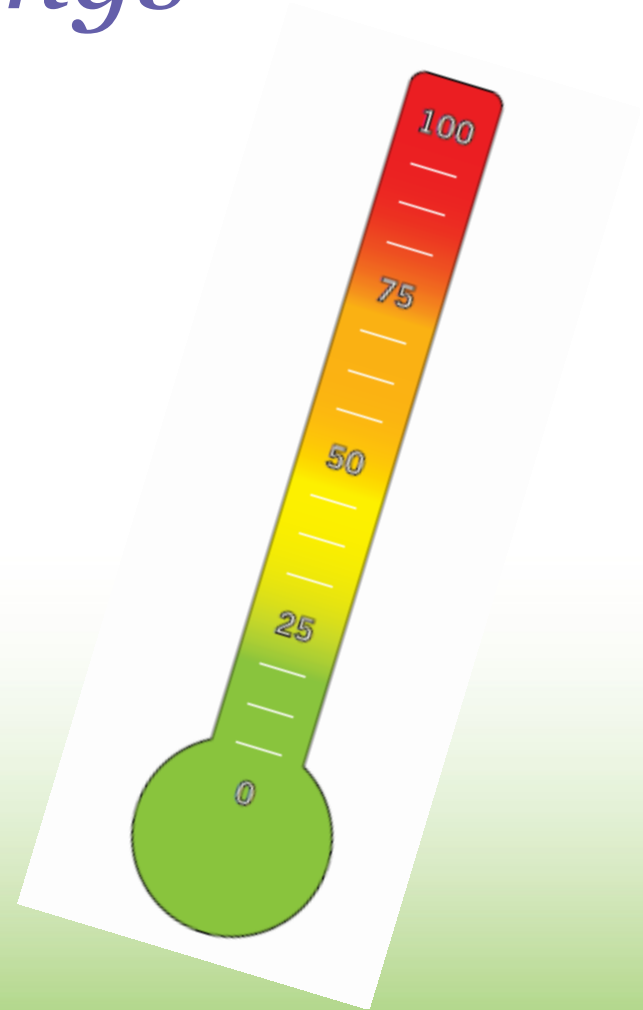
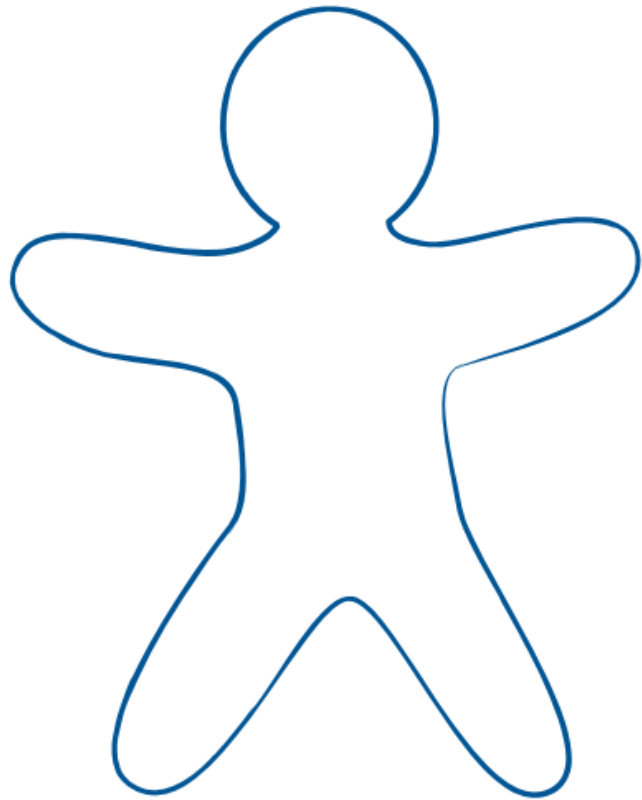
- Identification
- Intensity
- Coping
- Identifying feelings in others
- Empathy
- Feelings-Thoughts Connection
- Feelings -Body Connection



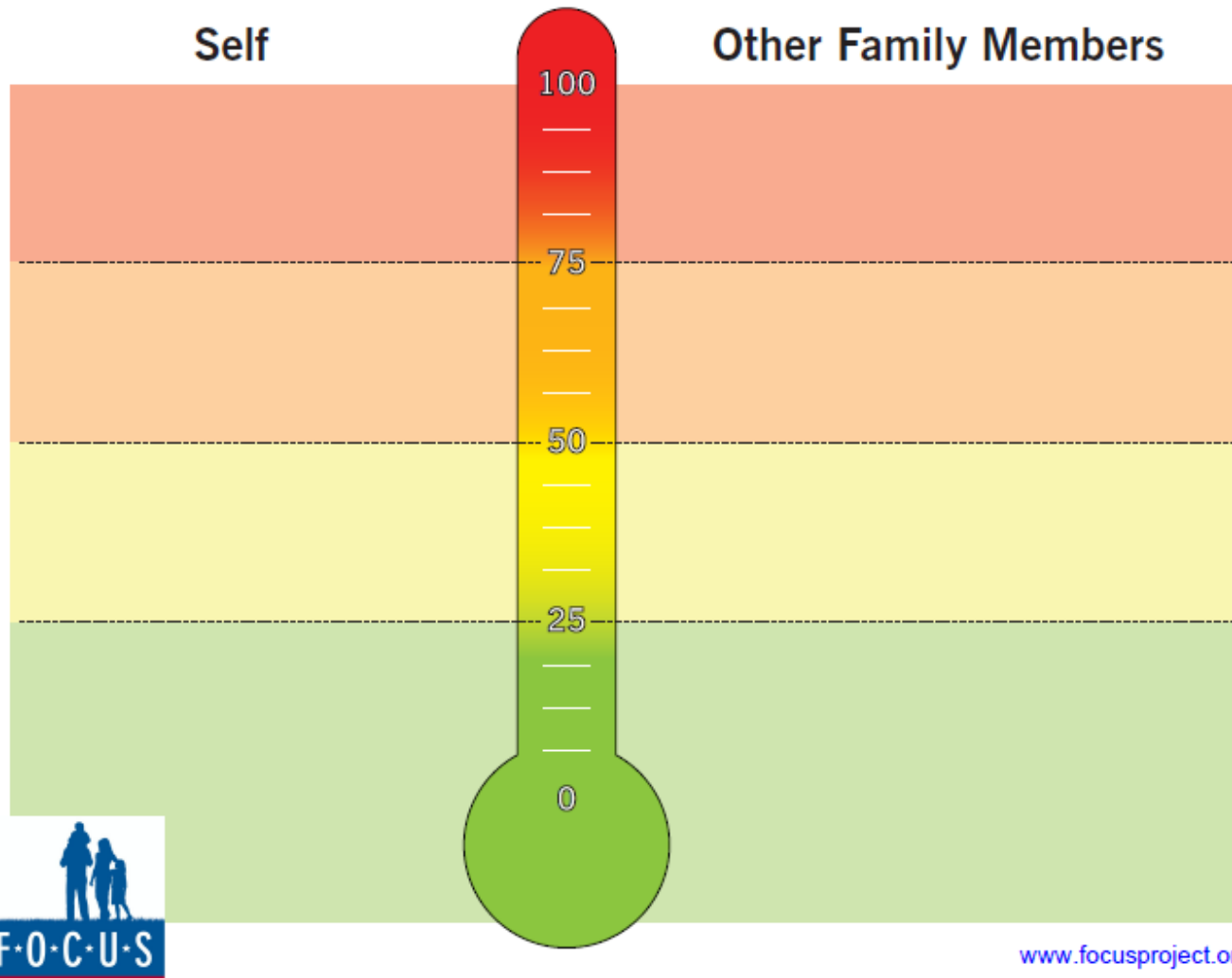
Variety of learning and teaching methods

- Start with using Feeling Foxes on the Feeling Thermometer for those who don't like to use “feeling” or “emotion” words
- Use cones or tape to make the Feeling Thermometer a movement game
- Simplify the Feeling Thermometer
- Some children may take on a teaching role
- Repetition for some groups and mixing up methods for others
- Use a fidget tool, if appropriate

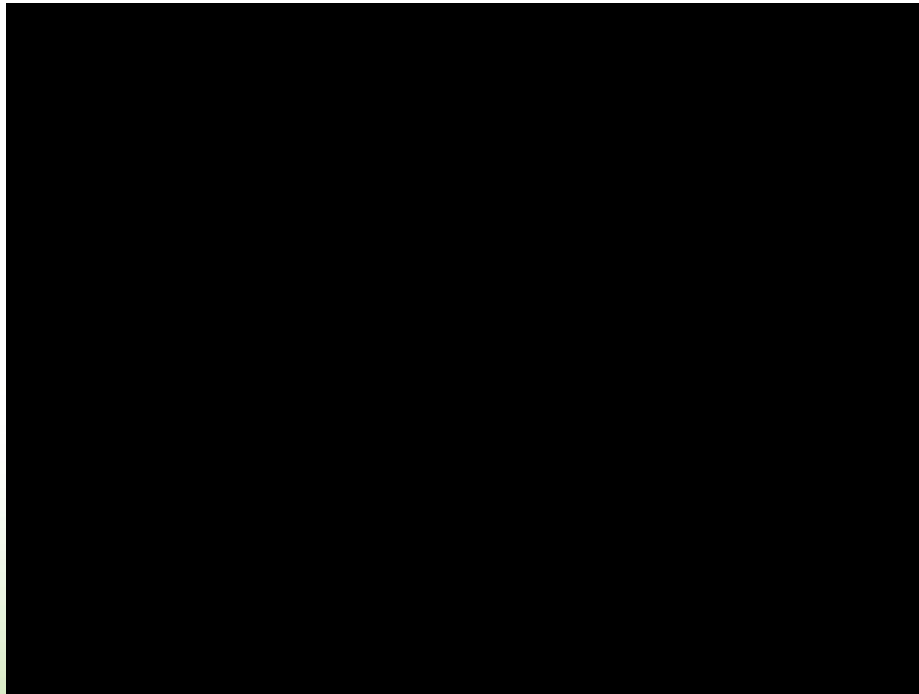
Mapping My Feelings



Self-Other Feeling Thermometer



“Getting to Green” Strategies



Getting to Green

- Complete a puzzle
- Make a snow angel
- Knit a scarf
- Throw a penny into a wishing well
- Play an instrument
- Send an email to a friend
- Walk along the beach
- Find a four leaf clover
- Make a scrapbook
- Say a prayer
- Call your best friend
- Write in a journal
- Meditate
- Send a "thank-you" card
- Review a photo album
- Organize your desk
- Think positive thoughts
- Read a comic strip
- Give a compliment
- Drink a cup of hot cocoa
- Get lost in a book
- Cuddle with your pet
- Read a story to a child
- Play a video game
- Find a constellation
- Smell some flowers
- Exercise
- Smile at a stranger
- Volunteer
- Dance in the rain
- Take a photo
- Practice forgiveness
- Help your neighbor garden
- Laugh
- Take a long bath
- Watch a movie
- Hang out with friends
- Bake cookies
- Stretch
- Hug someone you care about
- Take a nap
- Appreciate the little things in life
- Listen to music
- Do a kind gesture
- Make up a song
- Eat a piece of candy
- Go on a hike
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www.hccproject.org

Family Problem Solving

Allows for the family to address challenges in an organized, step-by-step manner. Focuses more on the process of finding effective solutions.


Problem-Solving is a
S.N.A.P.

State the Problem:
[]

Name the Goal:
[]

All Possible Solutions:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Pick the Best One & Try it Out:
[]


www.becomingjordan.org

Revised: 9 March 2010

Family Communication

Allows for one to express their own experiences and preferences while also listening and understanding those of another person.



Family Communication

- Teach using a variety of communication methods
 - Sometimes a child might have verbal skills but talking may not be the best method. Try using drawing, writing, or pointing to pictures or words.
- Use a variety of learning methods such as visual, auditory, and tactile tools
- Provide a summary of the previous session at the beginning of your meeting time
- Summarize the session (or ask the child to do it) at the end of the session
- Remember you are always modeling



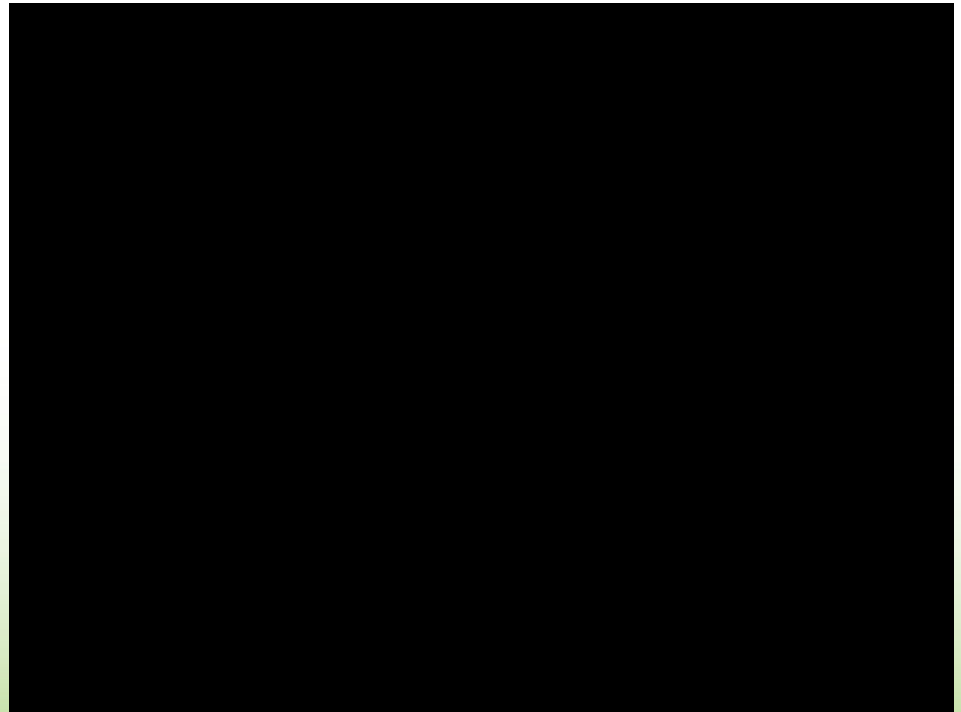
Mapping Communication Hot Spots

WORKSHEET

	Partner 1	Partner 2	Strategies
100	I want to eat dinner as a family.	A SET ROUTINE IS IMPORTANT FOR OUR CHILD'S DEVELOPMENT	<ul style="list-style-type: none"> - We have dinner together 2 nights a week. - SATURDAY FAMILY DINNERS
75	Quality time with the kids is most important, and I'm too tired for much else.	NOT ENOUGH 1-ON-1 TIME	<ul style="list-style-type: none"> - Date night each month - HAVE GRANDMA SPEND MORE TIME WITH KIDS
50	Our toddler needs emotional support and comforting when he cries.	CHILDREN NEED DISCIPLINE TO BE STRONG FOR LIFE'S CHALLENGES	<ul style="list-style-type: none"> - Set down a plan for co-parenting
25			

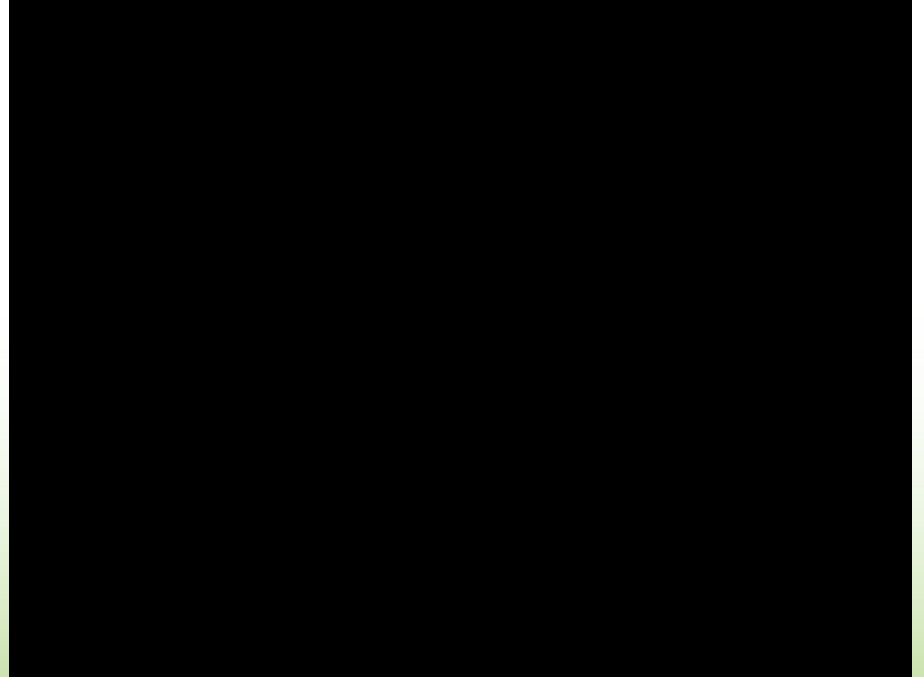
Managing Trauma & Loss Reminders

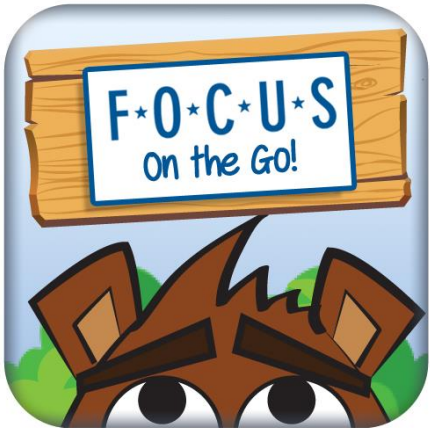
Allows families to recognize when a reminder might be at work and resulting in emotional and behavioral activation. Also allows for a plan to address this activation.



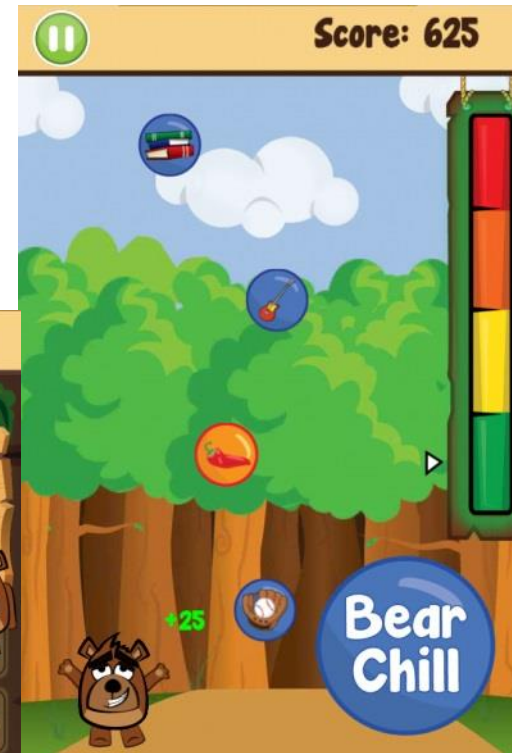
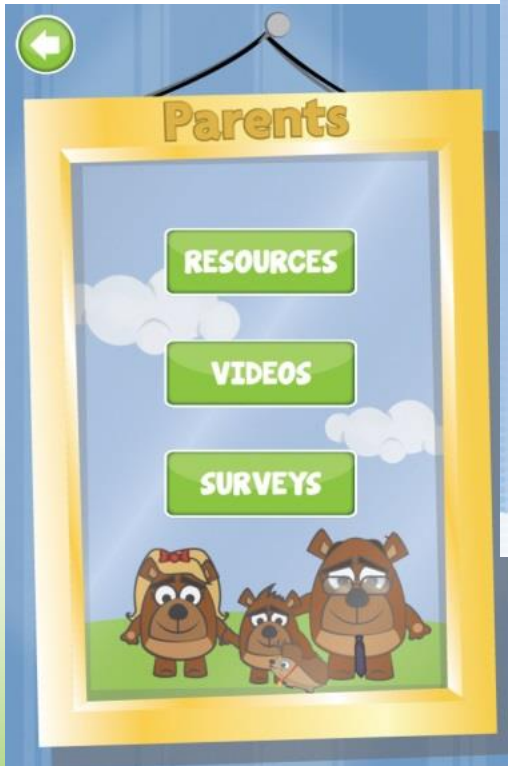
Family Goal Setting

Allows for families to set and achieve appropriate family goals.





FOCUS Mobile Apps





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