Building Resilience in Our Youth: Practical Strategies to Use Today

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Resilience

Noun
1. The capacity to recover quickly from difficulties; toughness
2. The ability of a substance or object to spring back into shape; elasticity

From Oxford, via Google
Quite often, we are this adult...

Every child who winds up doing well has at least one stable and committed relationship with a supportive adult. You could be their one.

From the National Scientific Council on the Developing Child
**Tips: Building Relationships**

- Know their name!
- Talk to them about non-school related subjects.
- Let them teach you about their interests.
- Remember things about their lives.
- Share about your own life.
- Engage in activities with them.
- Express empathy, not sympathy.
- Have a positive attitude.
- Incorporate humor.
- Make mistakes.
- Treat them with respect.
- Be authentic.
- Listen.

**How to REALLY listen**

- Slow down.
- Listen with your ears, eyes, brain, and heart.
- Eye contact.
- No multi-tasking.
- Keep an open mind.
- Check for understanding.
- Use encouragers.
- Seek to get their perspective, not yours.
- Pay attention to nonverbal cues.

*Are you truly listening? Or are you listening to respond?*
HOW TO REALLY PLAY

- Be present
- Follow their lead
- Track their actions
- Encourage their efforts
- Empathize with their feelings
- Set limits
- Use your imagination
- Be silly

“A child needs encouragement like a plant needs water.”

PRAISE
- To express favorable judgment of
- Addresses the doer, “Good Girl”
- Recognizes only complete, perfect product
- Long-term effect is dependence of others

ENCOURAGEMENT
- To inspire with courage
- Addresses the deed, “I appreciate your help”
- Recognizes effort and improvement
- Long-term effect is self-confidence and self-reliance

From Positive Discipline
In order to survive and flourish, children must master...

The Crucial C’s

- Children with **courage** feel hopeful.
- Those who do **connect** with others feel secure, are able to cooperate, and can make friends.
- Those who feel **capable** have a sense of competence, self-control, and self-discipline.
- Children that feel that they **count** believe that they make a difference in the world and that they contribute in some way to others around them.

Adapted from Lew & Bettner (1998)

Growth Mindset

- Your brain can grow!
- Failure is okay
- Encourage self-advocacy and asking for help
- Embrace mistakes and learn from them
- Model being imperfect
- Add the word **yet**
- Positive self-talk

Change Your Words, Change Your Mindset

Instead of saying that...

**IF YOU FIND A PATH WITH NO OBSTACLES IT PROBABLY DOESN’T LEAD ANYWHERE.**

- Failure is an opportunity to grow
- Challenges help me to grow
- I’ll grow and change
- I’ll learn from my mistakes

Say this...

- It’s okay I’m trying
- I can do better tomorrow
- I will keep working
- I’m proud of myself
- I’m learning
- I made a mistake
- I’ll be smarter next time
- I’m doing my best
- I’m a learner
- I’ll learn from my mistakes
- What’s my messag
Identifying Emotions

- There are no right or wrong feelings
- It's okay to have feelings
- Help children name their emotions
- Explore where they feel emotions in their bodies
- Guide them in discovering triggers

Developing (+) Coping Skills

- Positive, neutral, & negative strategies
- Model, model, model
- Start with what they like
- Explain that some may work for them and others may not
- How do we get better at things? PRACTICE!
**Grounding Exercises**

1. **5 things I see**
2. **4 things I hear**
3. **3 things I smell**
4. **2 things I can touch**
5. **1 thing I taste**

**Room Search**
- Pick one category and find everything in the room that fits into that category. Here are a few examples:
  - Find everything in the room that’s green.
  - Count the bricks on the wall.
  - Find all of the squares in the room.

**Object Focus**
- Hold an item in your hand. Put all of your attention on just this one item. Notice everything there is to notice about it. What colors do you see? What textures does the object have? Does it make a sound? How does it feel in your hand? How does it feel if you poke or squeeze it? Notice everything.

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**Effective Communication**

**"I" Statement**

I feel ________ because ________ when ________ what I need is ________

**Is someone bothering you? Think of a Bug and a Wish**

It bugs me when you ________.

I wish you would ________.

Role play. Role play. Role play.
Identify Supports

- Who is in their support system?
- When can they access them?
- How can they access them?
- How can they ask for help?

Resources

- Grounding Exercises: https://www.counselorkeri.com/free-resource-library/
- Support System Activities: https://socialemotionalworkshop.com/2017/12/sel-skills-support-system/
- Ideas & Information for Students with Disabilities: https://www.understood.org/en
- LGBTQ+ Resources: https://www.glsen.org/
- Activity Ideas: https://www.teacherspayteachers.com/