BUILDING RESILIENCY IN CHILDHOOD

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Overview

- Resilience is crucial for students' success, alongside academic performance.
- Helps students manage stress, navigate social situations, and build strong relationships, which are critical for success in school and their future careers.



https://mhs.com/blog/enhancing-resilience-and-social-competency-in-gifted-education/

What is resilience?

Resilience: refers to how well a student can regulate their own emotions and respond to stressors.

A student with high resilience is more capable of remaining calm in a crisis, combatting thoughts of self-doubt, and being proactive rather than reactive, which makes it easier for them to come up with solutions

https://mhs.com/blog/enhancing-resilience-and-social-competency-in-gifted-education/

Unique Social-Emotional Characteristics of Many Students

- Asynchronous Development
- Heightened Sensitivity
- Perfectionism and fear of failure

https://www.escco.org/AddressingtheSocial-EmotionalNeedsofGiftedStudents.aspx#:~:text=Create%20Supportive%2C%20Nonjudgmental%20Relationships:%20Supporting,programs%2C%20extracurriculars%2C%20and%20mentorship.

Asynchronous Development

"Imagine your brain is racing ahead while the rest of you is trying to catch up."

Advanced learners may have exponential growth in some areas but still have tender spots or needs in other areas, which includes the social dynamics of relationships and making friends.

https://www.rfwp.com/what-its-like-to-be-a-parent-of-a-gifted-child/

https://www.escco.org/AddressingtheSocial-EmotionalNeedsofGiftedStudents.aspx#:~:text=Create%20Supportive%2C%20Nonjudgmental%20Relationships:%20Supporting,programs%2C%20extracurriculars%2C%20and%20mentorship.

Heightened Sensitivity

Children today are often highly attuned to their environment and internal experiences, noticing details and nuances that others may miss.

They can be prone to overthinking and catastrophizing, leading to anxiety and perfectionism.

Their emotions, both positive and negative, can be experienced with great intensity, leading to both joy and frustration.

https://www.escco.org/AddressingtheSocial-EmotionalNeedsofGiftedStudents.aspx#:~:text=Create%20Supportive%2C%20Nonjudgmental%20Relationships:%20Supporting,programs%2C%20extracurriculars%2C%20and%20mentorship.

Perfectionism and Fear of Failure

The drive to excel can lead to perfectionistic tendencies.

Perfectionism can contribute to feelings of anxiety or frustration when they don't meet their own ambitious standards.

Procrastination and frustration when their vision for a project does not match the project on paper.

https://www.escco.org/AddressingtheSocial-EmotionalNeedsofGiftedStudents.aspx#:~:text=Create%20Supportive%2C%20Nonjudgmental%20Relationships:%20Supporting,programs%2C%20extracurriculars%2C%20and%20mentorship.

Resilience Building Skills

BAM!

- Body
- Actions
- Mind

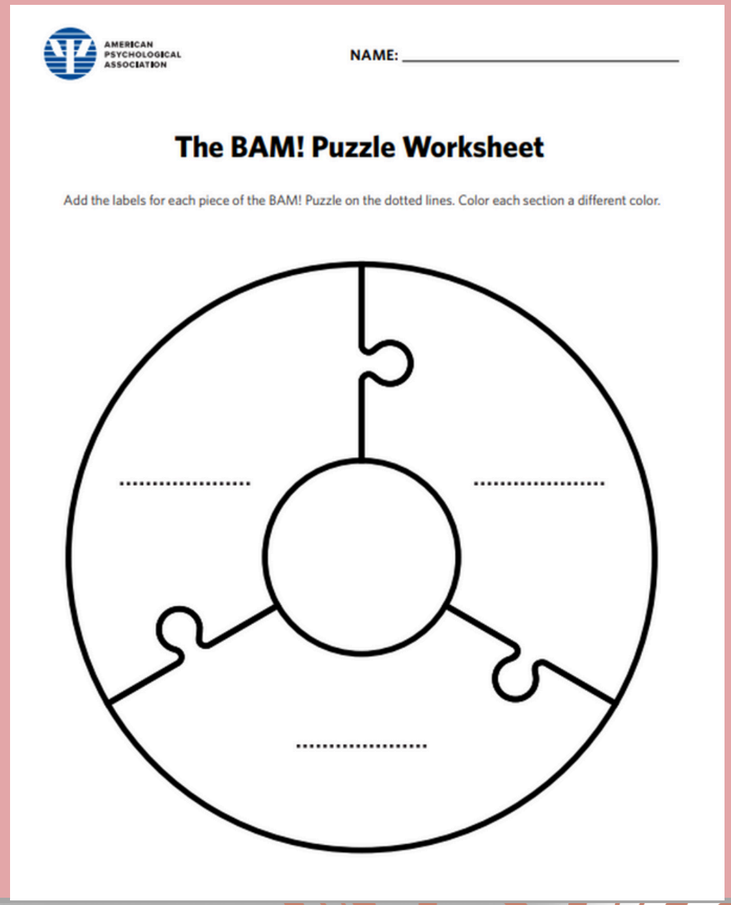
BAM! offers tools to help your child adapt and grow academically, emotionally, and socially.

American Psychological Association
https://www.apa.org/education-career/k12/resources/grades-4-8-full-module.pdf

The BAM! Puzzle

Label each piece of the BAM! puzzle:

- Body
- Action
- Mind



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The BAM! Puzzle Worksheet

Add the labels for each piece of the BAM! Puzzle on the dotted lines. Color each section a different color.

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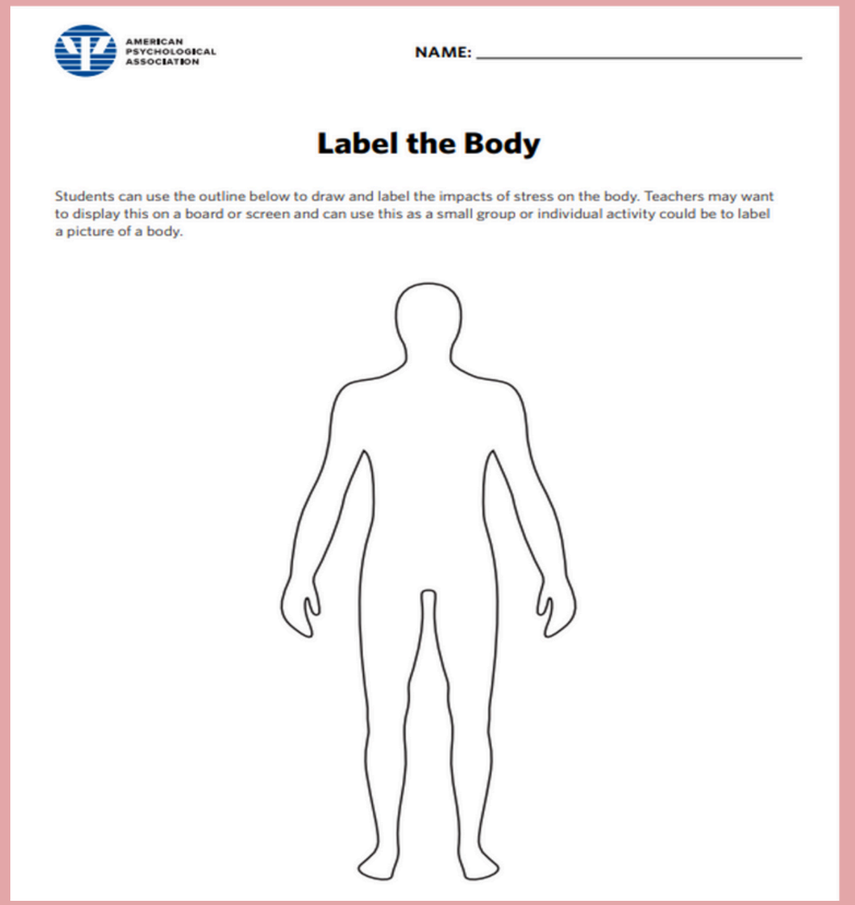
American Psychological Association

https://www.apa.org/education-career/k12/resources/grades-4-8-full-module.pdf

How does stress affect your body?

When you feel nervous or worried, what do you feel in your body?

How would you know when there is stress in your body?



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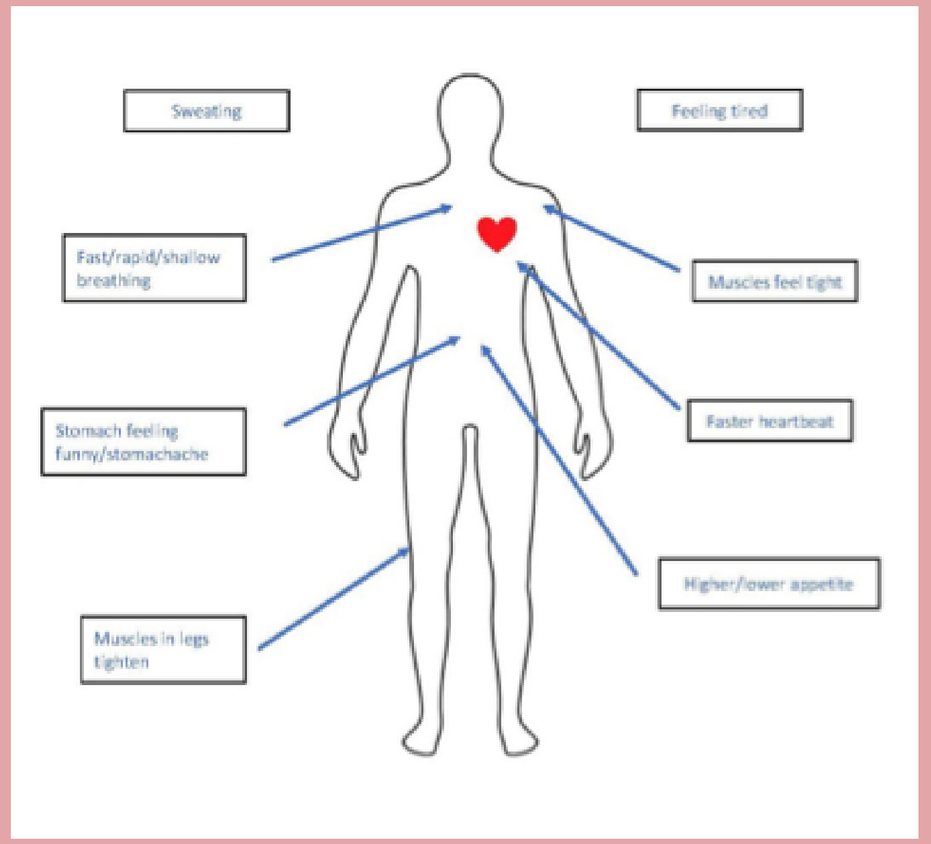
Label the Body

Students can use the outline below to draw and label the impacts of stress on the body. Teachers may want to display this on a board or screen and can use this as a small group or individual activity could be to label a picture of a body.

American Psychological Association
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Stress Symptoms

- sweating
- Feeling tired
- musles feel tight
- fast heart beat
- stomach ache/ stomach flutter
- Rapid or shallow breathing
- Increase or decrease in appetite



American Psychological Association
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Actions

- Just Breathe: breathe in for 4 seconds, hold for 4 seconds, breathe out for 6 seconds
- Grounding: 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, 1 thing you can taste
- Clench and release your fists
- Hold ice in your hand or ice pack on your head/neck



American Psychological Association
https://www.apa.org/education-career/k12/resources/grades-4-8-full-module.pdf

The Mind

Thinking Errors

- All-or Nothing Thinking
- Filtering
- Catastrophizing
- Personalization
- Shoulds
- It's Not Fair!
- Blaming Others

Challenge Negative Thoughts

What is the worst that can happen?

What are the chances this will happen?

American Psychological Association
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Summary

	STRESS	BAM!
Body	• Tense muscles • Fast heartbeat • Breathingfast/holding your breath • Stomachache • Tired	• Just Breathe • Grounding • Clench your fists • Mindfulness
Action	• Arguing, yelling • Avoiding people • Procrastinating • Too much tv/social media/gaming	• ASking for help • Hang out with friends/having fun • Being active/exercise
Mind	• What ifs? (Catastrophizing) • Filtering • Other thinking errors	• Challenge questions and answers

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https://www.apa.org/education-career/k12/resources/grades-4-8-full-module.pdf

Resources

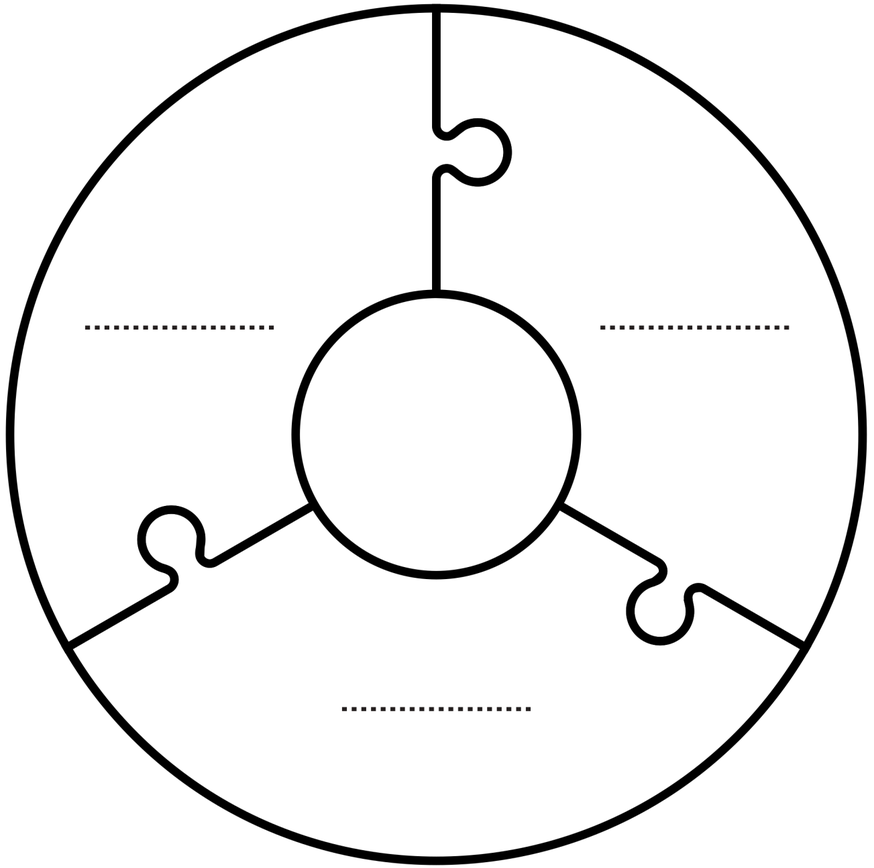
- American Psychological Association
  - https://www.apa.org/education-career/k12/resources/grades-4-8-full-module.pdf
- Educational Service Center of Central Ohio
  - https://www.escco.org/AddressingtheSocial-EmotionalNeedsofGiftedStudents.aspx#:~:text=Create%20Supportive%2C%20Nonjudgmental%20Relationships:%20Supporting,programs%2C%20extracurriculars%2C%20and%20mentorship
- Multi-Health Systems, MHS
  - https://mhs.com/blog/enhancing-resilience-and-social-competency-in-gifted-education/
- Royal Fireworks Press
  - https://www.rfwp.com/what-its-like-to-be-a-parent-of-a-gifted-child/

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The BAM! Puzzle Worksheet

Add the labelsforeachpieceoftheBAM!Puzzleonthedottedlines.Coloreachsectionadifferent color.



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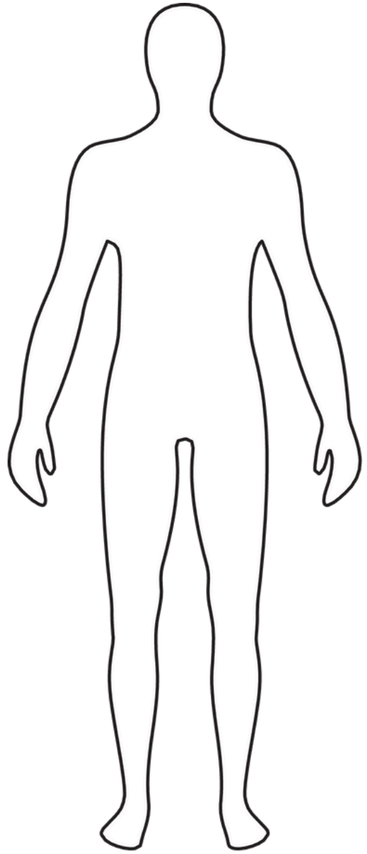
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Label the Effects of Stress on the Body Worksheet

Studentscanuse theoutlinebelowto drawandlabel theimpacts of stressonthebody. Thepresentermay wanttodisplay

this on a board or screen and can use this as a small group or individual activity to label a picture of a body.



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Seven Thinking Errors

Here is a list of common off the mark thinking errors. Use this handoutto “catch your self-talk” and examine the evidence to get more realistic, on the mark thoughts. Put one checkmark next to the types of thinking habits you sometimes fall into, two checkmarks next to thinking habits that come up pretty often, and three checkmarks next to thinking habits that describe how your mind typically works.

!!! **All-or-Nothing Thinking**

Thinking in extremes. It’s either right or wrong, perfect or a complete failure. For example, you missed a shot in the basketball game, and you feel you’ve failed.

!!! **Filtering**

Magnifying the negatives of a situation and minimizing the positives; thinking about the bad things that happened and not much about the good things. For example, the day in school goes fairly well overall, but one negative thing happens. When someone asks you how the school day went, your answer is “Terrible!”

!!! **Catastrophizing**

Expecting the worst to happen and that you won’t be able to handle a situation. This type of thinking is a common cause of anxiety. We call these thoughts “What ifs?” For example, you think “What if I mess up on this writing assignment?” and automatically jump to the conclusion that you will fail and never be able to write well.

!!! **Personalization**

Thinking that everything people do or say is some kind of reaction to you. This involves not considering other reasons that could explain why someone is whispering or laughing or looking at you, for example.

!!! **Shoulds**

You have certain beliefs or expectations about how you and other people should act or how the world should work. For example, you think that there is only one way to play a game and believe that someone else should play the same game with the exact same rules. People who break the rules upset and may even anger you.

!!! **It’s Not Fair!**

You assume things will happen a certain way and, when they don’t, you feel like you’ve been mistreated. For example, your parents say it’s time to clean up and go out with them when you’d rather not. Another example might be that a friend gets to go the movies, but your family has planned something else.

!!! **BlamingOthers**

When bad things happen, you assume it’s someone else’s fault and react with anger or upset feelings. For example, someone said something mean to you and you hit them. You blame them for what they said and say it’s the cause for your hitting them.

From *Resilience Builder Program for Children and Adolescents* © 2011 by M.K. Alvord, B. Zucker, & J.J. Grados, Champaign, IL: Research Press (800-519-2707, www.researchpress.com).

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Challenge Questions Worksheet

Write down one ***Catastrophizing*** thought you might have (couldberealormadeup);something like “My friend didn’t call me but they said they would so they must not like me:”

Next, answer these Challenge Questions:

What is the worst thing that can happen?

What are the chances the worst thing will happen?

What are more realistic possibilities of what would happen?

If that happens, does it really mean [what your catastrophizing thought is?].

What can I do to make it better?

What would I suggest my friend do if they were worried about this?

Write down one ***Filtering*** thought you might have (could be real or made up); something like “I didn’t know that answer when the teacher called on me so my whole day is ruined.”

Next, answer these Challenge Questions:

Am I only focusing on one part of my day or the experience?

Am I looking at the whole picture?

Is there another way to think about the situation?

What would I tell my friend who was focusing on what didn’t go well?

What other challenge questions can you come up with for *Catastrophizing* or *Filtering* thoughts?