

Counselling Connection

paula.knox@cssd.ab.ca

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The Power of Resilience

"It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change."

- Charles Darwin

COVID 19 is challenging our ability to cope with external pressures and life changes. Our bodies are built to help us in times of stress; however, humans can be affected by life's setbacks in different ways and for different reasons. Resiliency is the ability to recover or bounce back after experiencing a potentially traumatic event. Some people can navigate their way through challenging times easier than others. Research shows there are skills we can learn to help us become more resilient. When these skills are modeled by caregivers and practiced by children, resiliency can be increased.



Resilience

is the capacity of a system, enterprise, or person to maintain its core purpose and integrity in the face of dramatically changed circumstances.

Andrew Zolli

"If you teach kids to be optimistic, they will have success in any world."

Martin Seligman

Developing Resiliency

How to increase skills and abilities

Taking Charge of Emotions (This skill requires us to stay calm when under pressure)

- The goal is to accept, and express emotions in healthy ways.
- Help children label their feelings and model deep breathing when feeling emotionally charged.

Controlling Impulses (This skill requires us to stop and decide if we are going to act on our desire to take action right away. Sometimes our immediate reactions might create more problems).

- Stopping ourselves when we want to act takes conscious self-observation and impulse control.
- Model how to attend to thoughts that are telling you to act, and pause to consider the best option.

Analyzing Cause of The Problem/Appropriate Solutions (This skill requires us to think accurately about causes of problems in our lives).

- Our judgments might be impaired with faulty thinking styles, which limits our ability to find healthy solutions.
- Resilient thinking involves flexible thinking (some problems result from our actions and others do not).

Maintaining Realistic Optimism (This skill requires us to view situations as they are and develop hope that things will get better).

- Recognizing that stressful feelings are not permanent allows us to feel less overwhelmed.
- Challenge “always” and “never” thinking. (For example, if a child says, “I’m never going to see my friends,” a caregiver can remind child of times when adversity has been present and not lasted forever).

Having Empathy for Others (This skill requires us to understand the feelings and needs of another person). Caregivers can:

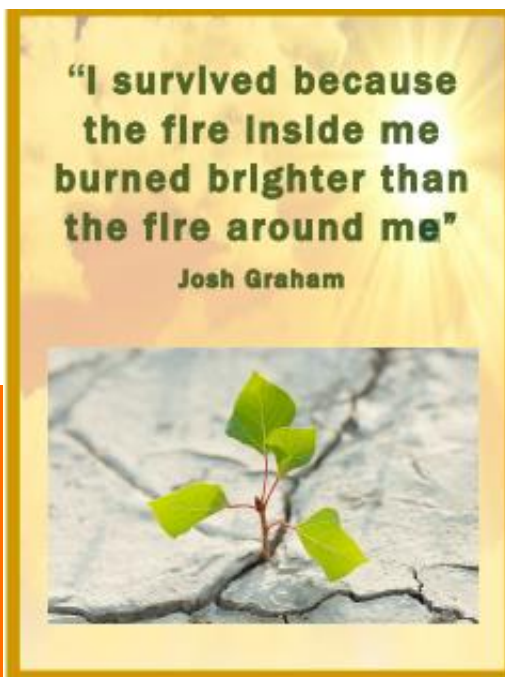
- Help a child name his/her feelings and the situation associated with the feelings so they can recognize feelings in others.
- Promote random acts of kindness to positively influence others’ feelings. Research shows that understanding others and being understood contribute to resiliency.

Believing in Your Own Competence (This skill requires us to develop beliefs that we have what it takes to tackle problems).

- Children can learn that they are effective contributors and make a difference in the world.
- Offer choices to children/adolescents so that they can feel a sense of ownership and empowerment.

Reaching Out (This skill requires us to engage in new opportunities, learn from our mistakes, and ask for help)

- People who view mistakes as learning opportunities are more likely to take risks.
- Normalize that mistakes are part of being human and communicate that no one is perfect.
- Engage in conversations about times you have needed support and how you reached out for help.



Believers who are resilient never stop trusting in God even when things don't go their way.