## **PSA Bulletin**

## This week let's talk about 'Resilience'



What is resilience and why do we need to help children to develop this?

Resilience is the process of adapting well in the face of adversity, trauma or stress – essentially it is about how we **'bounce back'**. There is lots of research that links resilience to good mental health / wellbeing and positive self-care.

**Relationships** are key, as resilience develops through a young person's **interactions with others** at home, at school and in the community. It can be important to think about what our own adult resilience is like; how we respond to challenges, what we do to look after our wellbeing and whether we are good at noticing signs of depleting resilience and respond accordingly to address this?

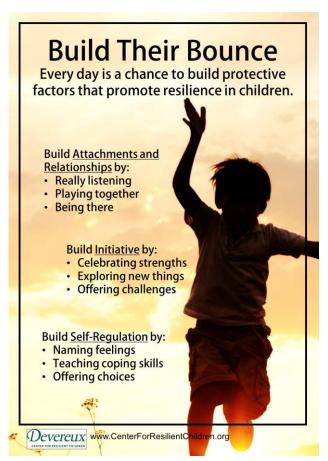
Young Minds has some fabulous resources available to parents covering a huge range of topics which may be helpful, particularly if your own resilience needs boosting. Gaining advice and support is often key. If you have not visited their website before, take a look at their 'Parent survival guide'.

Lots of factors can influence a child developing strong resilience and no two children will develop this at the same rate. Some children will definitely need more support than others. The ability to 'cope' and thrive is not just about children learning certain skills. Parents/Carers and all adults that come into contact with that child have a role to play. If adults respond appropriately to an adverse experience that a child has encountered then it is more likely that the child can be supported to flourish and thrive.

## <u>Watch this very short VIDEO</u> to understand a little more.

To support with this, it can be helpful to keep in mind the common developmental stages that a child is navigating both at home and in school. Without exposure to some challenges and less familiar experiences we would actually be doing our children a disservice – it is through encountering these and being supported to navigate them successfully that resilience can be bolstered.

Please note, the following chart is not an exhaustive list and of course each child develops at different rates. Based on the support I have provided to families this chart represents some of the most common conversations I have had.



Age and Stage	Common milestones	Common challenges	What we can do to help
Age and Stage 4 – 5 yrs	Gross and fine motor skills are still developing  Playtime becomes more imaginative  Learning to interact and communicate with peers appropriately  Learning how to ask for help when they need it and how to get this help from adults other than their main caregivers  Become less aware of only one's self and more aware of people around them  Generally are spontaneously kind and caring  Coordination improves	Sleep needs change. On average between 10-13hrs would be considered 'normal'  May confuse 'real' and 'make believe'  Sharing is still a skill to be developed  Can develop more 'fears' and experience separation anxiety  Still learning 'right from wrong'  Tantrums and protests to not 'getting what they want'  Require lots of supervision  More learning happens	What we can do to help increase resilience Promote independence with self-care skills (dressing, toileting, teeth brushing etc) Role model 'good manners' and positive ways to interact Talk about their day, share and engage in reading / singing / cooking / playing together Reinforce 'good' behaviour with praise and recognition Spend quality 1:1 time Make time for play and limit screen time Children may need a
6 – 7 yrs	-		Children may need a 'run around' more-so after school or equally they may need the 'downtime' before feeling ready for another activity  Support with comprehension about danger awareness  Ensure you have clear and consistent boundaries  Factor in activities, social interactions, sports/exercise alongside the closely monitored screen time  Routine in place to allow
8 – 9 yrs	More aware of other's	busier  Likely to complain about	9-12hrs sleep  Build self-esteem
	Increase in consciousness about themselves /	friendship issues / other kids reactions	through 'acceptance' – by encouraging them to be themselves

	appearance /	Can become less	Role model good self-
	development	'attentive' / more	care and things that
	development	distracted	promote positive
	May expand social	uisti acteu	wellbeing / mental
	groups / increase in	Can still resort to	health
	friends but still relies	aggression when upset	Health
	heavily on family,	despite having the vocab	Provide tools and
	parents and teachers	to express how they feel	strategies to help them
	parents and teachers	in words	communicate their
	May begin to enjoy	III WOI'ds	feelings without having
	competition more	Easily distracted / over	to have an in-depth
	competition more	stimulated and	conversation
	Onset of puberty can	influenced by	Conversation
	begin to impact on	technology – can impact	Maintain consistent
	children	on attention span, sleep	boundaries despite their
	cimaren	patterns and behaviour	objections that they are
	Developing curiosity	patterns and senanca.	'growing up'
	about relationships	Can be more	0 - 0 - 1
		argumentative as they	Remember the value of
	Developing 'identity' and	find their sense of	family time and the
	may withdraw from	justice and develop	need your child has for
	some of the family	stronger preferences	continued 1:1 time too
	activities and begin to	and beliefs	
	have more opinions /		Tech free time before
	desires of their own	Still requiring 9-12hrs	bedtime will help with
		sleep	night time routines
10 – 12 yrs	Value friendships over	Peers are influential and	Communicate clearly
	other things	it can be easy to be	about limits,
		swept along if adult	expectations and
	May develop romantic	guidance isn't readily	consequences
	interests	available	
			Acknowledge growing
	Growing desire for	Emotional / mood	need for privacy but
	privacy and	swings	couple this with trust
	independence		and regular check in's
		Likely stage for anxiety	
	Can begin to see	about transitions /	Continue to reinforce
	evidence that they are	getting older	'wanted behaviour'
	thinking more 'logically'	Can basin to fact as	through recognition and
	at times	Can begin to feel as	praise
	Tasking and warmid as	though you have less in	Connection to the contract of
	Testing out new ideas	common / less time	Spend uninterrupted
		together	time together – you may
		0.11 hrs.clopy.c+:!!	have to 'meet them in
		9-11 hrs sleep still recommended	their world' to achieve this
		recommended	นแอ

## How to contact me:

It's never too soon to make contact if you have any concerns. You can reach me via text on the PSA mobile **07903 613074** or via email,

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Normal working days are Tuesday and Wednesday 8.00-16.00 and Thursday 8.00-13:00

