



Ontario Centre of Excellence
for Child and Youth
Mental Health

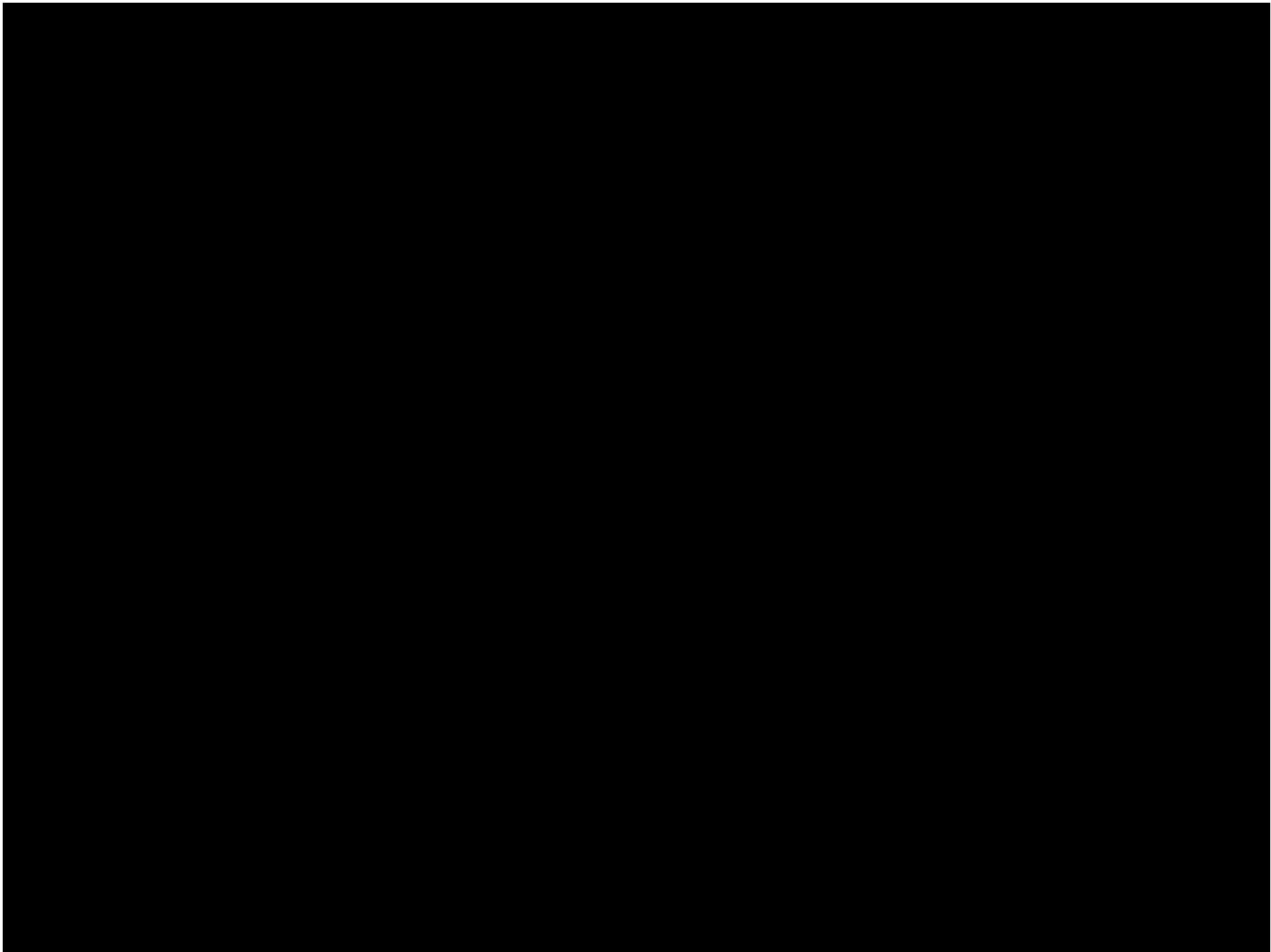
Bringing People and Knowledge Together to Strengthen Care.

Bouncing Back: Tips for Building Resilient Kids

Ian Manion



@CYMH_ON



Why Child and Youth Mental Health?

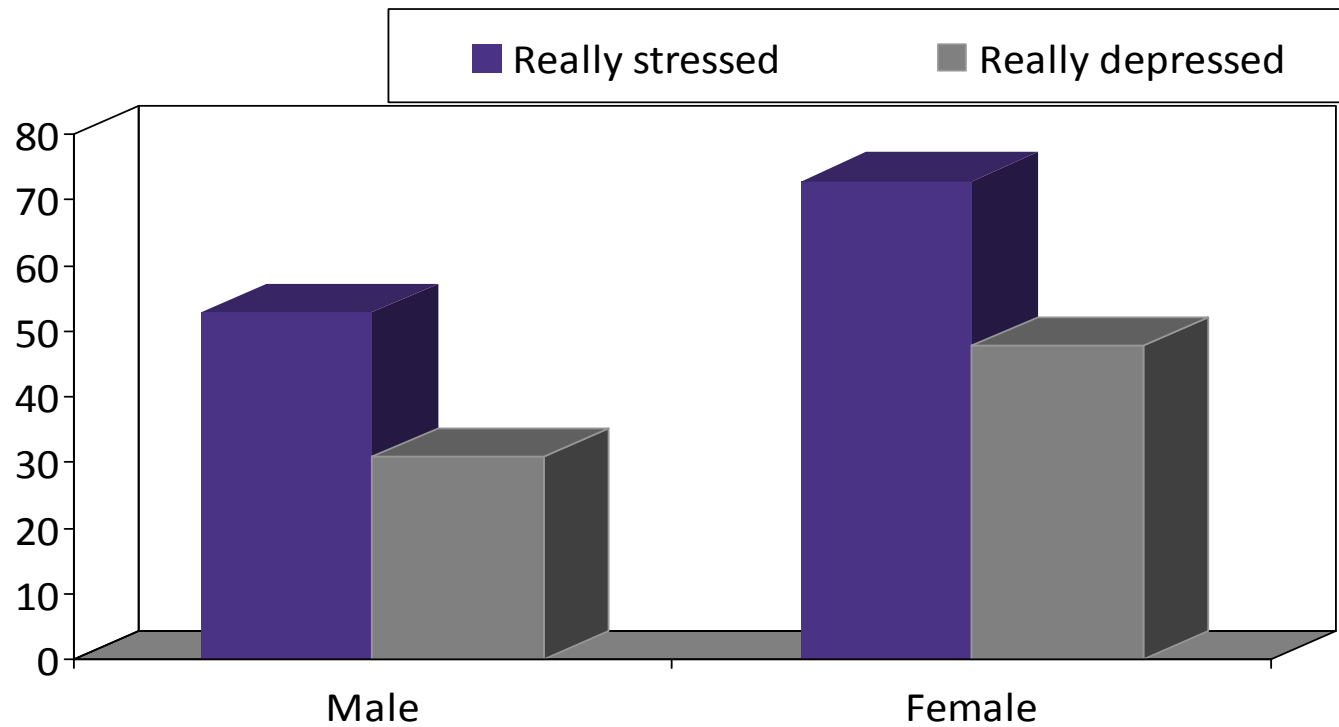
- It's very common (15-25%)
 - **Most are fine**
- Not everyone gets help (only 1 in 6 access services)
- 70% of adults with a mental illness indicate that it started before they were 18 (50% before 14)
- **Suicide is the 2nd leading cause of death in ages 16-24**
- If one mental health disorder is present, more than likely there will be other problems present
 - 45% have more than 1
 - Multiple systems involved (education, child welfare, health, developmental services, addictions)
 - **Impossible to treat all**



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Youth Stress and Depression



the majority cope well with the stress they experience!

YouthNet/Réseau Ado, 2009

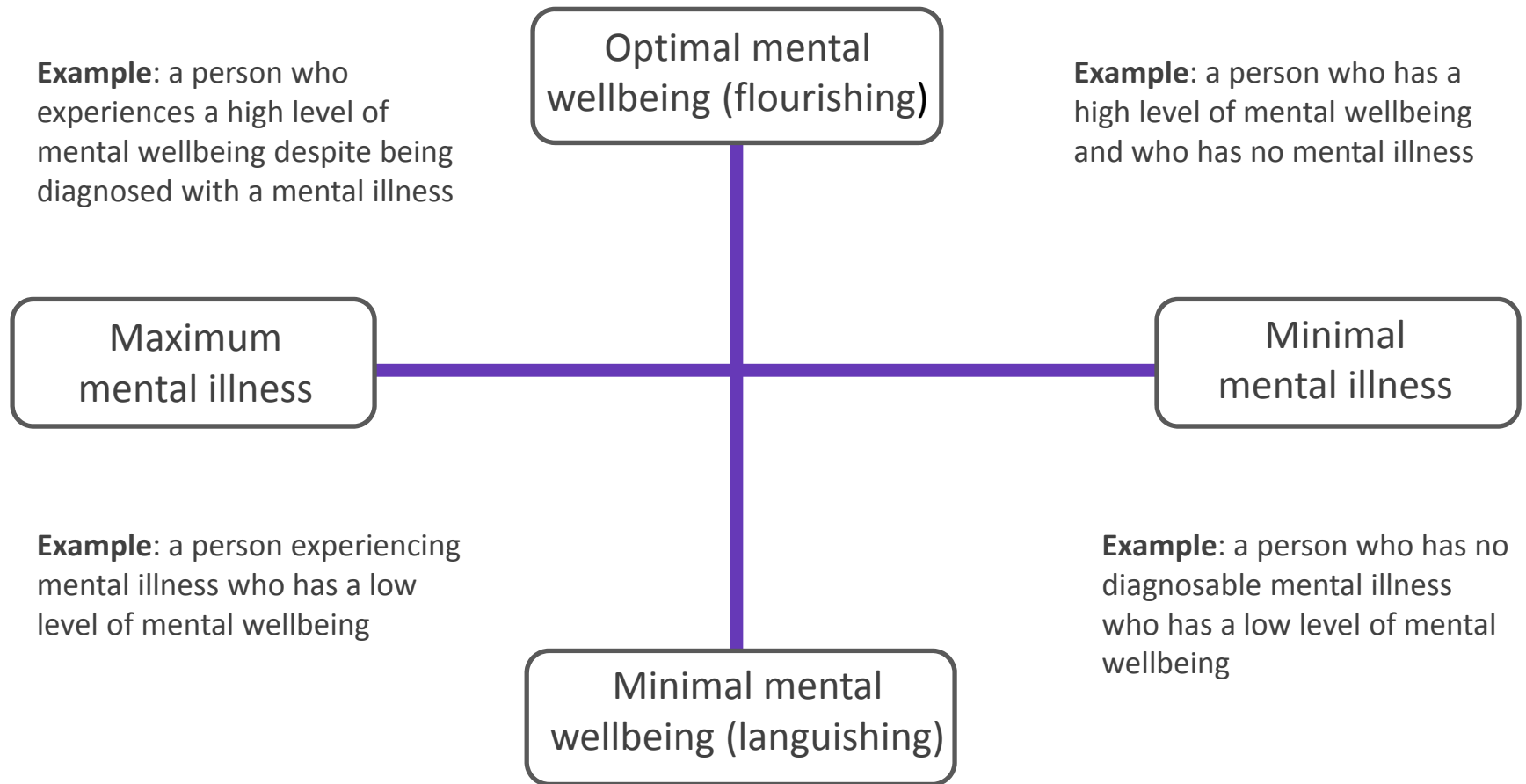
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A Model of Mental Health



Keyes, 2003



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Resiliency

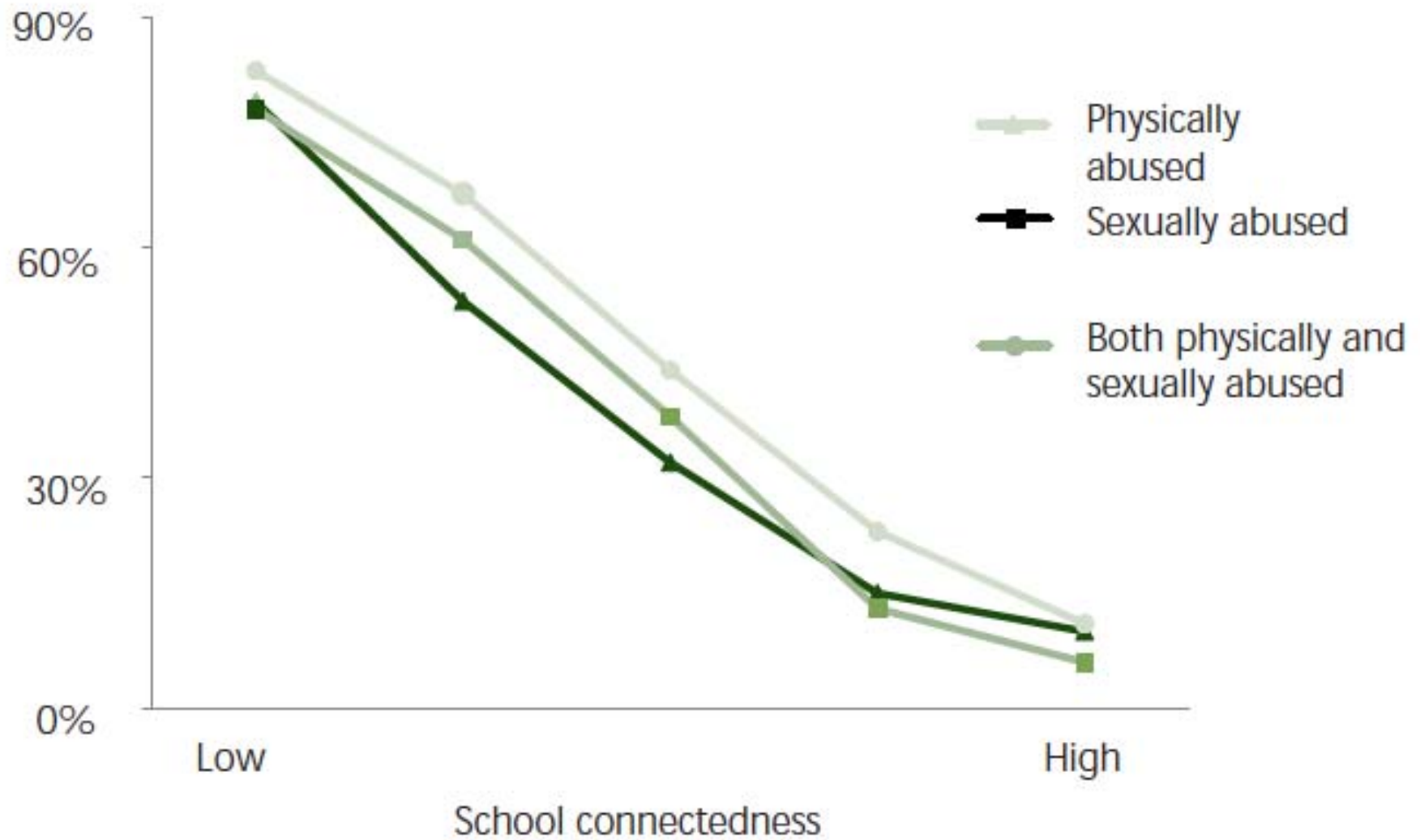
- Most simply put: resiliency is the **ability to bounce back from adversity**
- 2 things need to be present:
 - Adversity
 - biological, environmental, ...
 - acute, chronic, episodic
 - The ability to overcome adversity and to thrive
 - Internal resources
 - External resources
- Best to have a good start but possible to change course at many points



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Suicidal ideation and school connectedness among abused students



Resiliency



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50 Years of Resiliency Research Tell Us:

... When the focus is on supporting and empowering young people, over 70% of young people in the most challenging of life's conditions not only survive but grow into thriving adults



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From Deficit to Resiliency

- Language
 - at promise rather than at risk
 - strong and wise rather than fragile and broken
 - promoting strengths rather than fixing problems
- Asset building
 - relationships rather than programs
 - claiming responsibility rather than blaming others
 - Intentional asset building rather than incidental asset building



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Nine Things All Children Need

1. Structure
2. Consequences
3. Parent-child connections
4. Lots and lots of nurturing relationships
5. A powerful identity
6. A sense of control
7. A sense of belonging/cultural roots/spirituality/life purpose
8. Fair and just treatment
9. Physical and psychological safety

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Promoting Resiliency Starts in Childhood



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The Language of Resiliency

- I HAVE
- I AM
- I CAN

Grotberg, 1997



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The Language of Resiliency

- I HAVE
 - External supports to developing feelings of safety
 - Trusting relationships
 - Structure and rules at home
 - Role models
 - Access to health, education, welfare & security



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The Language of Resiliency

- I AM
 - Internal personal strengths
 - Lovable and likeable
 - Loving, empathic and altruistic
 - Proud of self
 - Autonomous and responsible
 - Filled with hope, faith and trust



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The Language of Resiliency

- I CAN
 - Social and interpersonal skills
 - Communicate
 - Problem solve
 - Manage feelings and impulses
 - EQ (assess emotions in self and others)
 - Seek trusting relationships



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Resiliency Skills We Can Build



+ Empathy



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Self-Control: Executive Function



<http://www.youtube.com/watch?v=9PnbKL3wuH4>



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What Parents Can Do



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Bubble Wrapped Kids



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Full Contact Parenting!



10 Tips for Raising Resilient Kids & Youth

- Don't accommodate every need
- Avoid eliminating all risk
- Teach them to problem solve
- Teach concrete skills (tailor to upcoming situation)
- Avoid why questions (ask how)
- Don't provide all of the answers
- Avoid talking in catastrophic terms
- Let your kids make mistakes
- Help them manage their emotions
- Model resiliency



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Helicopter Parenting



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"Please turn it down - Daddy is trying
to do your homework."



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Modelling Resiliency

- Show attention and affection
- Listen/understand
- Stay calm
- Show patience
- Stop and re-think
- Show optimism and a positive outlook
- View mistakes as OK
- Keep trying
- See strengths in others
- Take responsibility for your own behaviour
- Practice self-care



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More Tips (in case you wanted more)

- Create a secure base
- Promote the recognition of their own talents and interest
- Promote positive values
- Make connections
- Actively promote friendships
- Help your child by having him/her help others
- Teach self-care
- Share your own struggles
- Teach them to stick with it
- Be there for them



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You Is Kind!

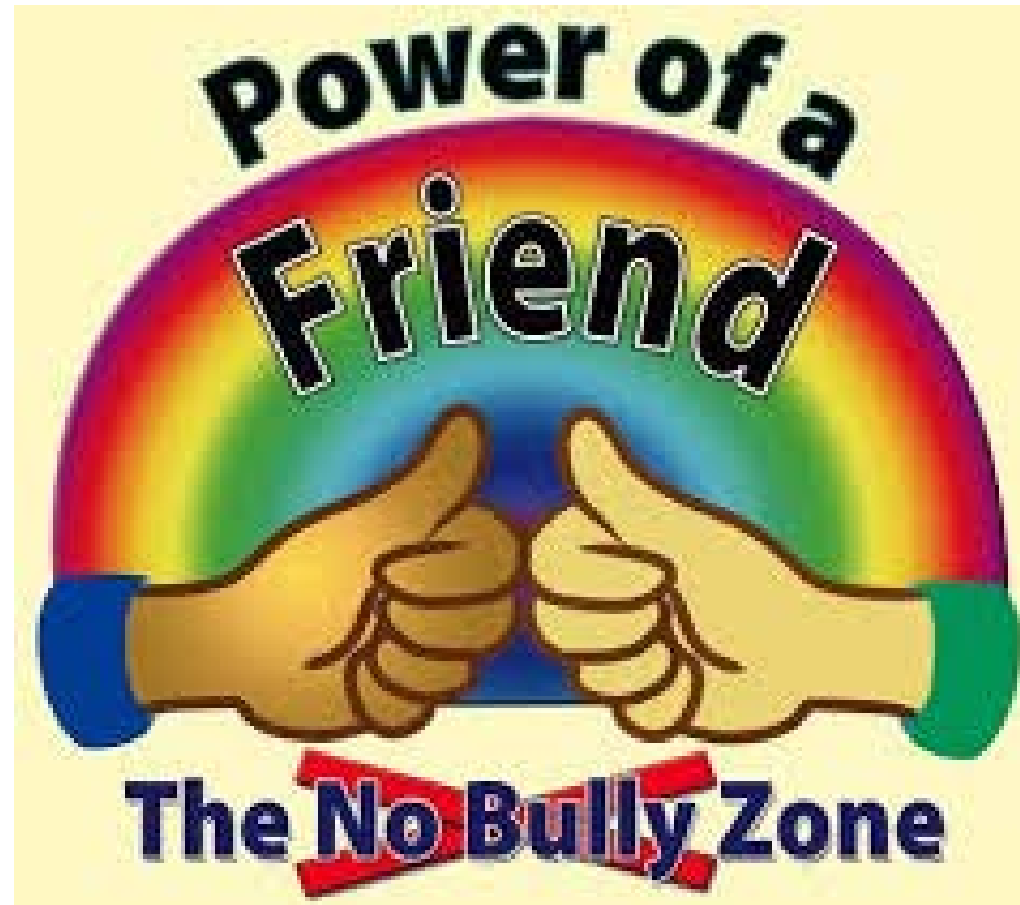
The Social Piece



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The Social Piece



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Teach your kids to
SHRUG!

and 40 more ways to
raise your kids to thrive



MICHAEL GROSE



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The School Piece

- Help them find their niche
- What are reasonable expectations?
- Needs to be a safe place
- Partnering with the school for resilience
 - They can be that one caring relationship
- It is not a super-highway
- University versus college versus other
- A great opportunity for engagement
- Get help when it is needed
- Don't do anything to students but rather with students



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Manion's Tips to Build Resiliency

- Do something that scares you a little bit each day
 - Promote self-efficacy
- Focus on beauty marks rather than warts
 - Every young person has strengths
- Develop skills in emotional regulation
 - Healthy expression not over or under--control
- Learn to fail forward
- Promote relationships (they are the key to everything)
- Promote meaningful engagement in something bigger than your problems
 - Develops sense of belonging and meaning



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Failing Forward



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Engagement and Relationships Matter!

“Kids can walk
around trouble if
there is someplace
to walk to and
someone to walk
with”

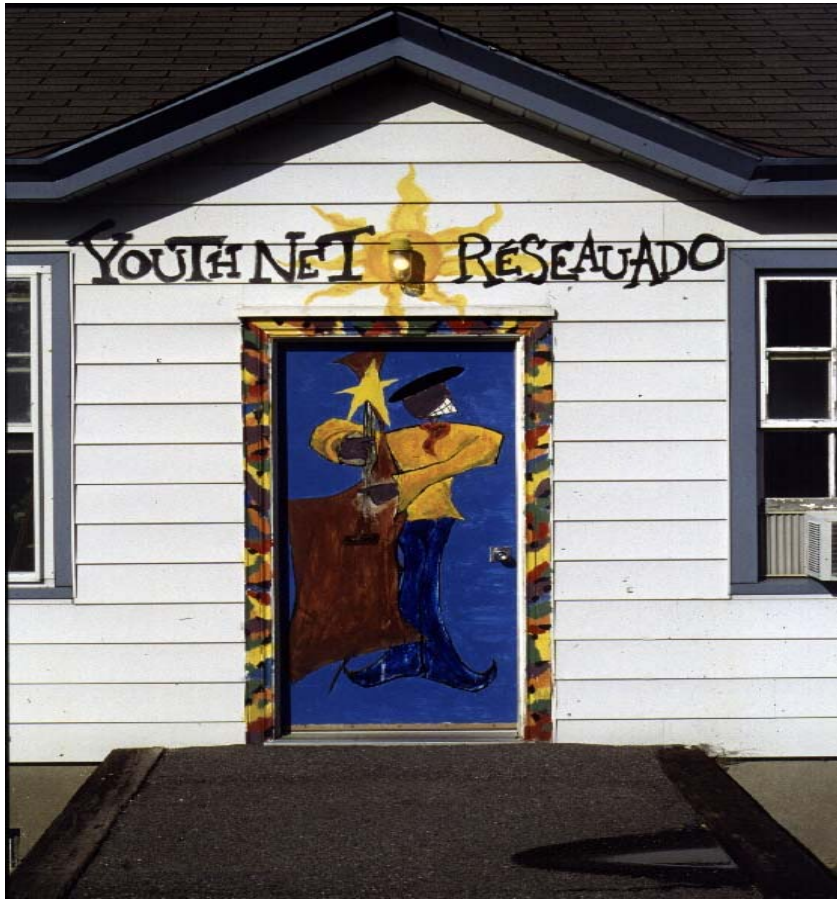
Tito in
Urban Sanctuaries
(McLaughlin, Irby &
Langman, 1994)



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Meaningful Youth Engagement



Youth Engagement
promotes health and
decreases risk

(Armstrong & Manion, 2007)



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Promoting Resiliency

Individual

- social/emotional intelligence
- self-esteem
- problem-solving skills
- academic achievement
- emotion regulation

Community

- connection to school
- school attendance
- school supports
- supportive peers
- safe neighbourhoods
- cultural/spiritual traditions
- meaningful engagement

Family

- positive relationships
- family cohesion and support
- engagement in shared activities



Schwartz et al., 2009



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Helping Them to Find Their Wings



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Peel District School Board: Stand Up!



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