

Resilience in Kids
Strategies for Parents

KORU
FAMILY PSYCHOLOGY

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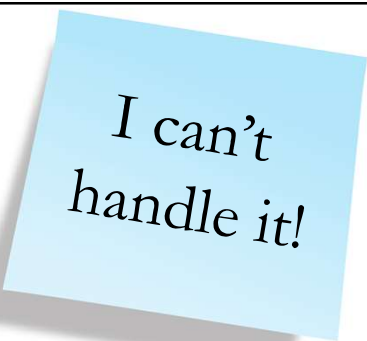


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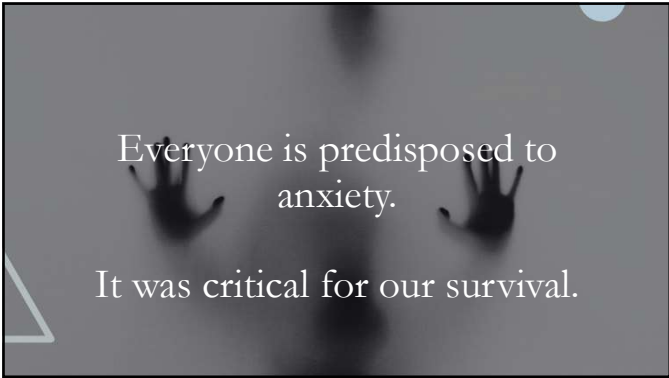
Emotional
Disorders are on
the Rise...

Anxiety is the most
common mental
health problem in
kids K-12





I can't
handle it!



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Bullying doesn't happen privately anymore

- Sending unsolicited and/or threatening e-mail.
- Encouraging others to send e-mail or to overwhelm the victim
- Posting/spreading rumours.
- Making defamatory comments online
- Sending negative messages
- Sexual remarks
- Posting the victim's personal information
- Hate speech
- Impersonating the victim online
- Harassing the victim
- Leaving abusive messages online, including social media sites
- Sending the victim pornography or other graphic material that is knowingly offensive
- Creating online content that depicts the victim in negative ways
- Trolling
- Cyberstalking
- Hate raids

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No exceptions:
ALL screen time is linked to less happiness.

- More screen time =
- School struggles
- Loneliness
- Depression
- Suicidal thinking

Break the cycle that cripples resilience





Traps to Break

Trap: Need to have a phone because everyone else has one

- Solution: No smartphones before high school
 - To protect them during vulnerable puberty years.
 - Align family policies on tablets, laptops, and video games with smartphone restrictions.

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Traps to Break

Trap: Feel pressured to have social media because peers are using it

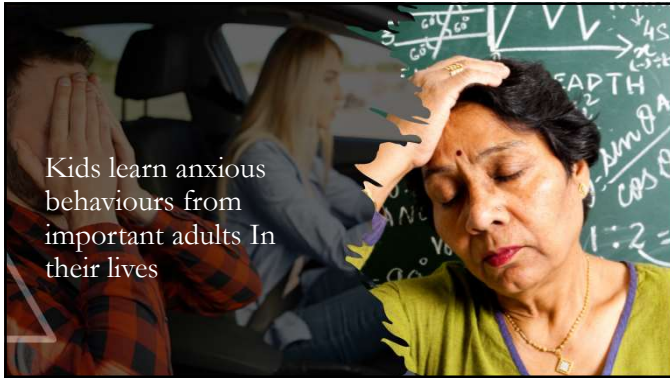
- Solution: No social media until at least age 16 (they might not even want it by then).
 - To prevent exposure to data collection, algorithmic influence, and social pressure.



Traps to Break

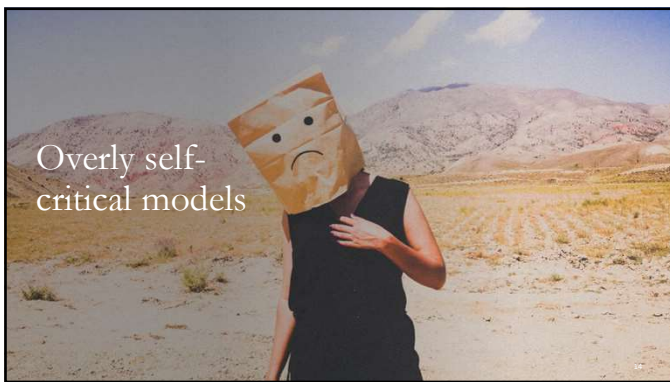
Trap: Students use phones during class and breaks, hindering face-to-face interactions

- Solution: No phones at school (locked up somewhere out of reach - not in backpacks)
 - To improve school culture, attentiveness in class, and peer interactions.



Kids learn anxious behaviours from important adults In their lives

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Overly self-critical models



Leads to spikes in anxiety

Suffocates silence

We assume they come to talk to us for our advice.



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Our best intentions to make them feel better often works against us

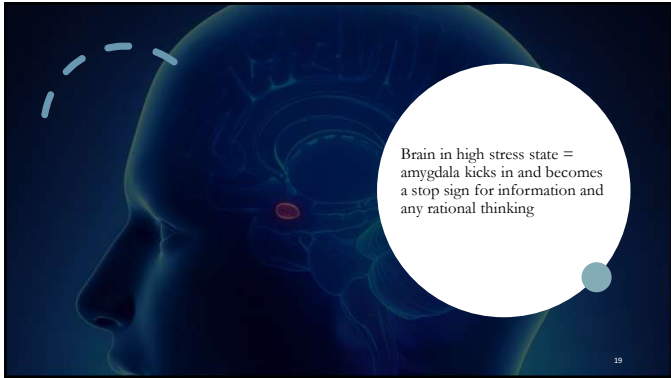
- We minimize or negate their feelings
- We excuse away their feelings
- Kids may believe we don't want to hear how they feel
- We might send the message we know best
- The benefit from our hindsight is lost
- We disrupt our connection with kids when we share advice or opinions

Saying “Don’t worry” doesn’t work

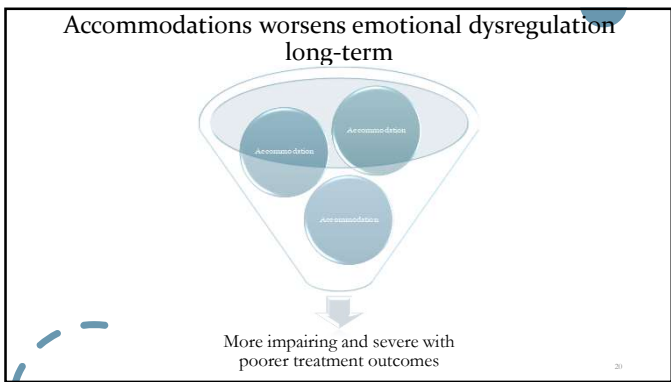
Minimizing

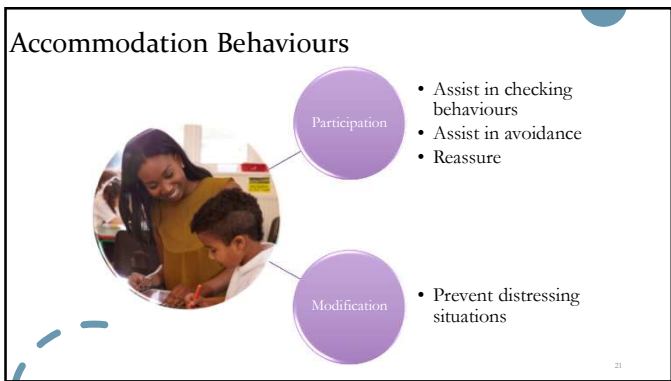
Get stuck in constant need for reassurance

No skills developed



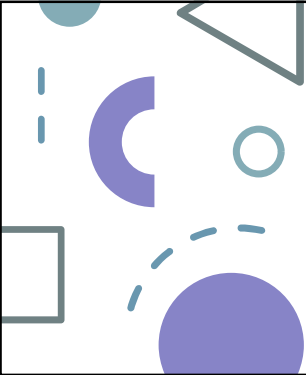
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Speaking for the student	Allowing students to be excused	Ensuring predictability	Avoiding outings	Sitting out of anxiety provoking situations (e.g., gym)
Only having one substitute	Participating in rituals	Not throwing away unnecessary items	Not opening windows	Rigid routines
Seeing school nurse unnecessarily	Leaving lights on	Checking homework	Accompanying the child to certain parts of the school	Distraction
Adjusting routines	Alternate place for lunch	Fixed schedules	Pre-warnings and Transition warnings	Stress balls

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Your Big Yeah But

Traps to Break

Systematically Deprived Kids

Freedom

Unsupervised play

Responsibility

Opportunities for risk-taking

Critical for developing:

- Resilience
- Competence
- Confidence
- Maturity
- Mental health



Avoid traps

Adults jumping in harms kids:

- Changes brain development & ingrains emotional challenges
- Makes kids vulnerable: Confidence and resilience stunted
 - No opportunities to experience manageable amounts of stress
 - No opportunities to learn that they can handle it

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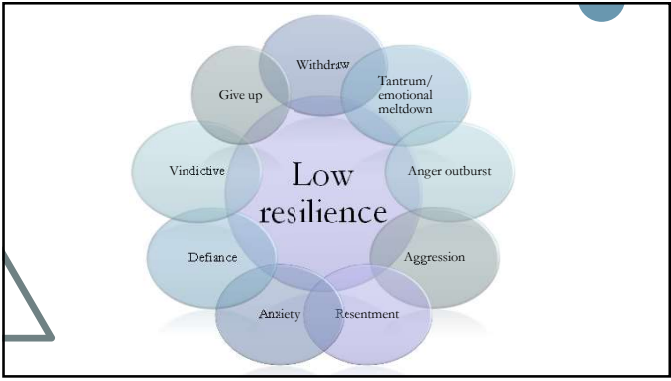
Stunted Resilience

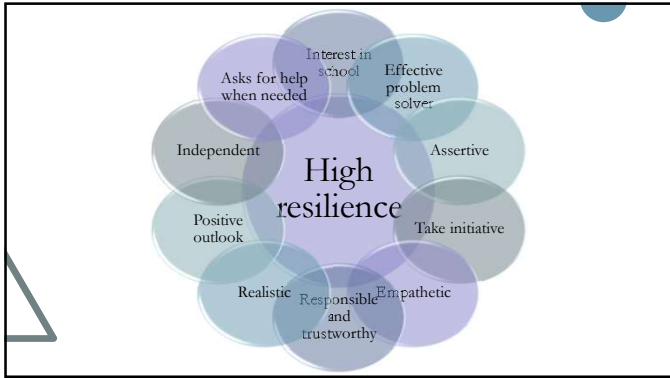
Kids develop patterns of behaviour/ways to respond to stress and other emotions depending on whether they believe they can manage....

And when they don't think they can manage....

DON'T see themselves as capable and will avoid, give up, or lash out



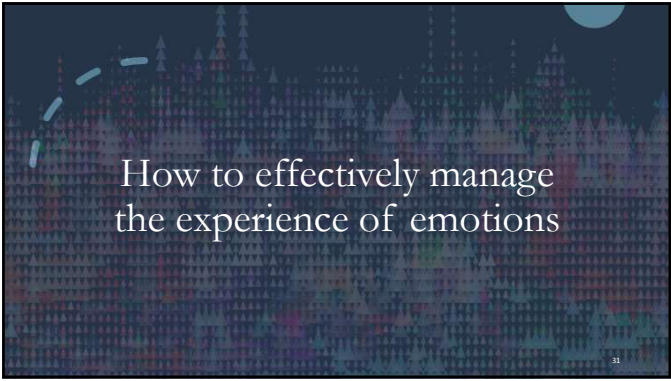




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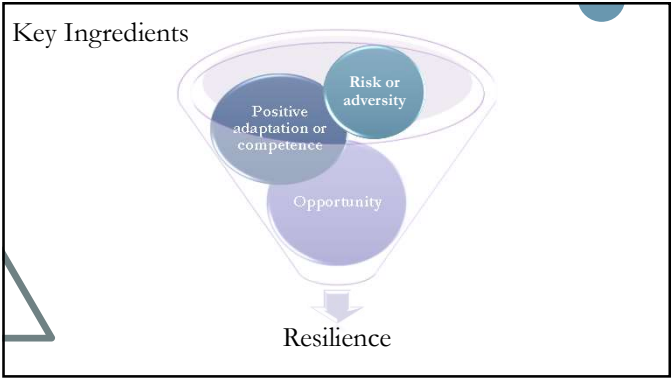






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Resilience



RECOVER

Bounce back from stressors, trauma and adversity.



ADAPT

Accommodate stressors by surviving or thriving.



TRANSFORM

Grow stronger from the experience.



Resilience and the Brain

When resilient, stress and adversity changes our brain to make us

- Faster
- Stronger
- More alert
- More competent
- More successful



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Show confidence =
FEEL confidence



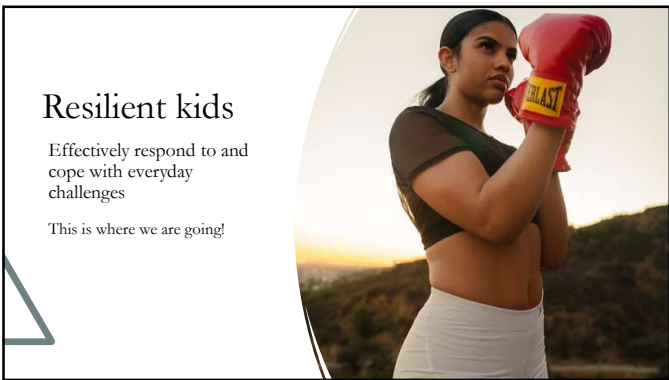


Emotion Exposure

- Talking not enough to change the brain!
- Doing makes stronger memories
- Doing gives us experience
- Quicker progress
- Provoke STRONG EMOTIONS - MUST feel uncomfortable for learning to happen



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Create Opportunities

Practice to build awareness & manage emotions ON THEIR OWN

- Not being first in line
- Losing a game
- Winning a game
- Getting a prize
- iPad unavailable



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Create Many Opportunities to Focus on Emotions & Work on it Every day!

Speak in front of a small group

Make small talk with someone new

Practice losing a game to someone who cheats

Use pictures, videos, or live encounters with feared bugs

Simulate test-taking conditions with practice exams or timed quizzes.

Role-play scenarios where express their concerns or assert themselves in a safe setting.

Create situations where they can safely express anger and practice coping strategies.

Tolerating not knowing what's happening today.

Engage in activities they've been avoiding due to emotional discomfort.

Experience and tolerate physical sensations like increased heart rate through exercises.

Watch sad video

Kindie running away with the soccer ball in the middle of a game

Opportunities for managing the Unknown, Risk-Taking, & Doing Hard things on their own EVERY DAY

Risk-takers advantage
Exposing kids to opportunities for some risk is helpful

- Limits on screen time
- Learn the skills they need to survive early

LET THEM Play & HELP!!!

With IMPORTANT things
Sooner vs. later



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Let them Be Independent

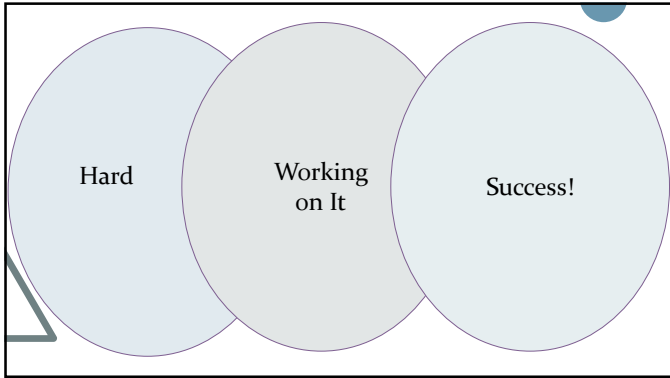
- Give kids the chance to do, think, be, and make their own decisions and mistakes
 - Get ready to go to school
 - Walk to school
 - Pack own lunch
 - Check their own homework
 - Solve their own conflicts
 - Make their own friends
- Encourage kids to try new things, even when scared
 - They need to know you support and trust them!
- Teach kids to be comfortable in the world

Mistake of the Day

It is not what they did wrong that counts, but *what they do next*. Let THEM forge ahead

- No need to ask why, lecture, or explain the problem
- Have them think of *hows*
 - How will they fix this mistake?
 - How will they move on?
 - How will they handle (the situation)?





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Developing a personal action plan

What traps do I need to get out of?	How can I improve my approach for effective communication?	What can I do proactively?	What can I start letting kids doing on their own?	How can I encourage my child to take risks?



PARENTS OF THE YEAR

<https://parentsoftheyear.com>

OVERPOWERING EMOTIONS
with Dr. Caroline Esposito

<https://bit.ly/overpoweringemotionspodcast>
