

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.

Watch this very short [VIDEO](#) 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.

Build Their Bounce
Every day is a chance to build protective factors that promote resilience in children.

Build Attachments and Relationships by:

- Really listening
- Playing together
- Being there

Build Initiative by:

- Celebrating strengths
- Exploring new things
- Offering challenges

Build Self-Regulation by:

- Naming feelings
- Teaching coping skills
- Offering choices

Devereux CENTER FOR RESILIENT CHILDREN www.CenterForResilientChildren.org

The infographic features a silhouette of a child jumping joyfully against a bright, sunlit sky. The text is arranged in a clear, structured layout, with bullet points for each category of protective factors. The Devereux logo and website URL are at the bottom.

Age and Stage	Common milestones	Common challenges	What we can do to help increase resilience
4 – 5 yrs	<p>Gross and fine motor skills are still developing</p> <p>Playtime becomes more imaginative</p> <p>Learning to interact and communicate with peers appropriately</p> <p>Learning how to ask for help when they need it and how to get this help from adults other than their main caregivers</p> <p>Become less aware of only one's self and more aware of people around them</p> <p>Generally are spontaneously kind and caring</p>	<p>Sleep needs change. On average between 10-13hrs would be considered 'normal'</p> <p>May confuse 'real' and 'make believe'</p> <p>Sharing is still a skill to be developed</p> <p>Can develop more 'fears' and experience separation anxiety</p> <p>Still learning 'right from wrong'</p> <p>Tantrums and protests to not 'getting what they want'</p> <p>Require lots of supervision</p>	<p>Promote independence with self-care skills (dressing, toileting, teeth brushing etc)</p> <p>Role model 'good manners' and positive ways to interact</p> <p>Talk about their day, share and engage in reading / singing / cooking / playing together</p> <p>Reinforce 'good' behaviour with praise and recognition</p> <p>Spend quality 1:1 time</p> <p>Make time for play and limit screen time</p>
6 – 7 yrs	<p>Coordination improves which helps gross and fine motor skills</p> <p>Confidence grows – more comfortable with time away from parents</p> <p>Developing preferences</p> <p>Generally children will be looking to 'fit in'</p> <p>Likely to measure their performance against their peers</p> <p>Eager to 'please' and help out</p>	<p>More learning happens at a 'desk' which some children find more challenging than others</p> <p>Prone to taking risks without thinking about safety issues</p> <p>Peer pressure can begin to become very influential</p> <p>Can have difficulty 'controlling emotions'</p> <p>Can still be quite 'self-centred'</p> <p>Likely to test boundaries</p> <p>Bedtime issues can arise as their days become busier</p>	<p>Children may need a 'run around' more-so after school or equally they may need the 'downtime' before feeling ready for another activity</p> <p>Support with comprehension about danger awareness</p> <p>Ensure you have clear and consistent boundaries</p> <p>Factor in activities, social interactions, sports/exercise alongside the closely monitored screen time</p> <p>Routine in place to allow 9-12hrs sleep</p>
8 – 9 yrs	<p>More aware of other's</p> <p>Increase in consciousness about themselves /</p>	<p>Likely to complain about friendship issues / other kids reactions</p>	<p>Build self-esteem through 'acceptance' – by encouraging them to be themselves</p>

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

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

