

Protective Factors of Resilience in Youth			
Child	Family	Other Relationships	Community
Strong cognitive abilities	Close relationships	Close relationship with competent, care adult	Effective schools
Effective problem solving	Caring adults	Pro-social peer relationships	Ties to pro-social organisations
Strong attentional skills	Authoritative parenting		Good neighborhoods
Self-efficacy, positive self perceptions	Low parental discord		Public safety
Appealing, attractive	Organized home environment		Good emergency social services
Faith, sense of meaning	Post secondary education of parents		Good public health and health care availability
Optimism	Parents with qualities listed under "child"		
Self-regulation and impulse control	Parental involvement in education and social life		
Valued talents	Socio economic advantages		

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Valued talents	Socio economic advantages		
Good sense of humor			

## Critical Resilience Competencies



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Is it about being happy all the time?

Warning!

Life isn't  
about how  
to survive  
the storm  
but how to  
dance in  
the rain

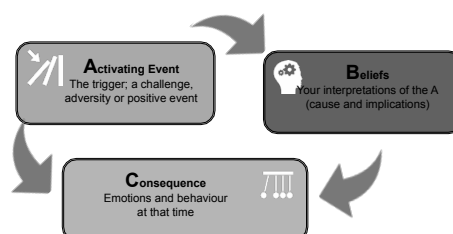
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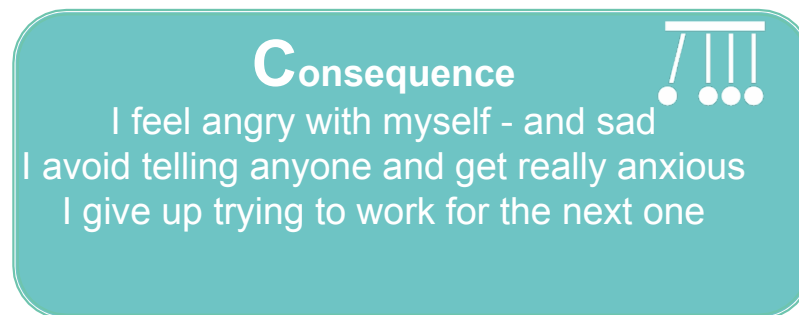
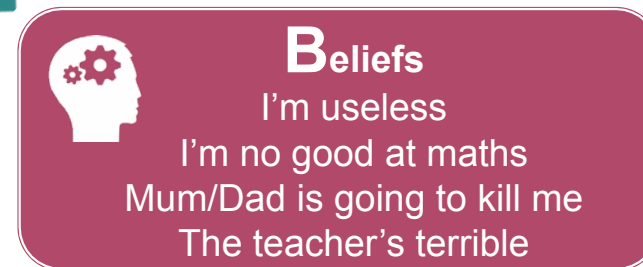
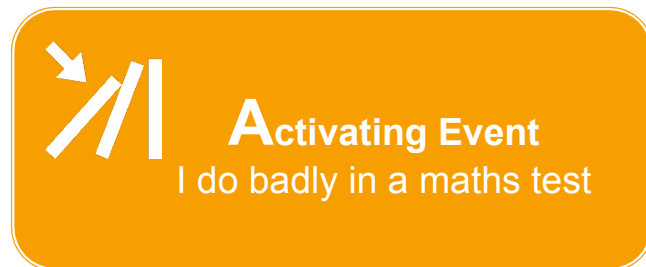
## Thinking Skills for Resilience

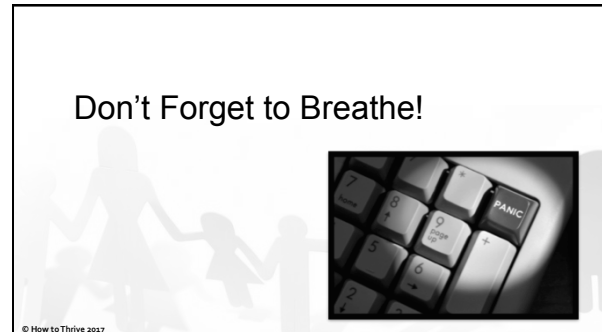
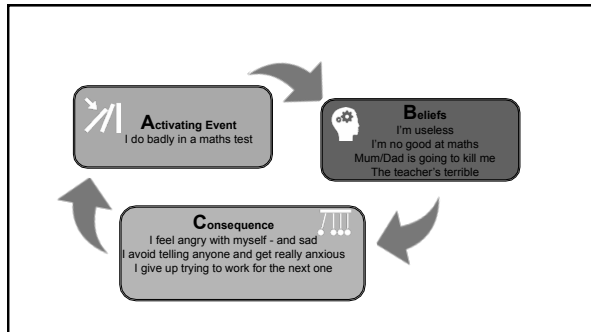
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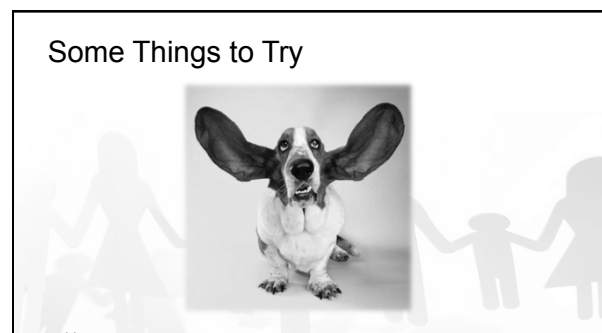






Activating Event	Beliefs in that moment	Consequence (emotions and behaviours) in that moment
It's 9.30pm and you've just sat down after a long day. As you put your feet up the phone rings and your son/daughter asks you for a lift home.	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

ABC Skill				
1	2	3	4	5
Isolate the A (the facts) from the Bs and the Cs.  You can start with the A or the C	Tune into <i>that</i> moment - stay in the moment - listen to your beliefs at the time. Listen carefully – be honest	The C is the emotion you feel in that moment and the way you behave at that time	Know thyself skill  Begin to notice patterns	Be kind to yourself and others.  Don't use it to tell others how to think.



# ABC Skill

1

Isolate the A  
(the facts)  
from the Bs  
and the Cs

You can start  
with the A or  
the C

2

Tune into *that*  
moment - stay in  
the moment -  
listen to your  
beliefs at the  
time.

Listen carefully  
– be honest

3

The C is the  
emotion you  
feel in that  
moment and  
the way you  
behave at that  
time

4

Know  
thyself  
skill

Begin to  
notice  
patterns

5

Be kind to  
yourself and  
others.

Don't use it to  
tell others how  
to think.

## Some Things to Try

Baby and Toddler	Our Own Resilience
Early School Years	Modelling, Praising, Failing
Teenagers (10 – 14)	Teaching Skills
Young Adults (14+)	Talking and Learning from Experience!

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## Some Things to Try:

- When you are upset talk about your 'Bs'
- When they are upset (but calm) ask them:
  - What are you thinking right now?
  - What's going on inside your head?
  - What bothers you or matters to you about that?
  - What's the most important thing about that?
- Explain ABC (practice this first and come up with an example!).
- Try using pictures and colours as well as words.
- Make a note of the self-talk you hear and look for patterns.

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## Habitual Thinking



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## Habits in our Bs Come From Habits in our Cs

If their beliefs are about:	... Then they may feel	... and act
The loss of something that is important to you	<i>Sad</i>	<i>Withdrawn</i>
Something bad or dangerous happening	<i>Anxious</i>	<i>Agitated</i>
Something that is wrong and causes harm to you or someone else	<i>Angry</i>	<i>Aggressively</i>
Your actions have caused harm to others	<i>Guilty</i>	<i>To make things right</i>
Not being as good as other people or meeting the required standard	<i>Embarrassed</i>	<i>As you do when you're embarrassed!</i>

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## You can't fix the problem for them



... but you can give them the skills to come up with their own solution

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## You can't tell them what to think



... but you can nudge them in the right direction

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# Habits in our Bs Come From Habits in our Cs

## If their beliefs are about:

## ... Then they may feel

## ... and act

The loss of something that is important to you

***Sad***

***Withdrawn***

Something bad or dangerous happening

***Anxious***

***Agitated***

Something that is wrong and causes harm to you  
or someone else

***Angry***

***Aggressively***

Your actions have caused harm to others

***Guilty***

***To make things  
right***

Not being as good as other people or meeting the  
required standard

***Embarrassed***

***As you do when  
you're  
embarrassed!***



**Activating Event** (what actually happened?)

*There's a group chat going on that lots of people in my class are included in and I haven't been invited.*

**Beliefs** (In that moment)

*I've been left out on purpose  
Nobody likes me  
I've got no friends  
It's going to get worse*

**Consequences** (emotions and behaviours)

*Anxious and worried  
Sad and lonely  
Withdraw from friends or get angry and create an argument.*

Are there other people who weren't included?  
Has this happened before to someone else?  
If the person who started the chat were here what might they say?  
What might be the other reasons why this happened?  
When did you last feel like you had a friend?  
What might stop it from getting worse?

**Activating event** (still the same)

*There's a group chat going on that lots of people in my class are included in and I haven't been invited.*

More flexible and accurate Bs

More Helpful Consequences

# Some Things to Try:

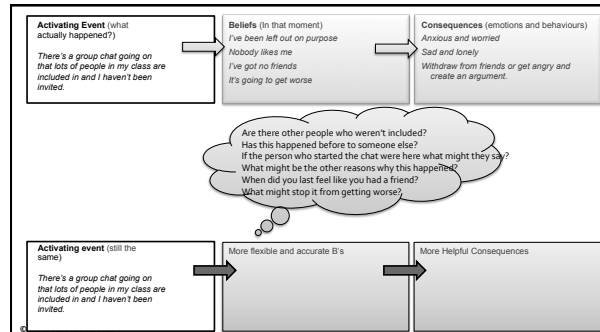
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- Explain ABC (practice this first and come up with an example!).
- Try using pictures and colours as well as words.
- Make a note of the self-talk you hear and look for patterns.

## Nudging

Encourage flexible and accurate thinking

- Suggest they seek perspective of others.
- Imagine the opposite of what they believe to be true – and then look for the evidence.
- Challenge them to think of one reason why their belief might be wrong.
- Encourage them to write the belief down – it creates distance.
- Suggest they put themselves in someone else's place.
- Be neutral – avoid moral judgments.

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## Model It - Let them see you struggle!



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## Talk Sideways



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# Resources

## Websites:

[www.howtothrive.org](http://www.howtothrive.org) (Emotional Resilience and Wellbeing)

[www.positivepsychology.org](http://www.positivepsychology.org) (Literature)

[www.authentichappiness.sas.upenn.edu](http://www.authentichappiness.sas.upenn.edu) (Questionnaires)

[www.mindfulnessinschools.org](http://www.mindfulnessinschools.org) (Mindfulness)

[www.viacharacter.org](http://www.viacharacter.org) (Character Strengths)

## Books:

The Optimistic Child – Martin Seligman

Flourishing – Martin Seligman

Mindfulness Finding Peace in a Frantic World – Mark Williams

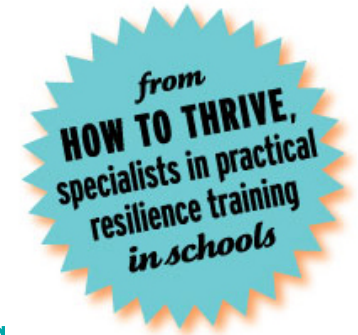
The How of Happiness – Sonja Lyubomirsky

Positivity – Barbara Fredrickson

Aging Well – George E. Vaillant

Mindset –Carol Dweck

Happiness by Design – Paul Dolan



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Raising a Resilient Child