

Resilience - Something we all demonstrate here but may hardly be aware of

Coral Romain

Education Consultant – Senior Mental Health lead



Education Support and the Samaritans offer free and confidential helplines, 24/7

What does being resilient mean?

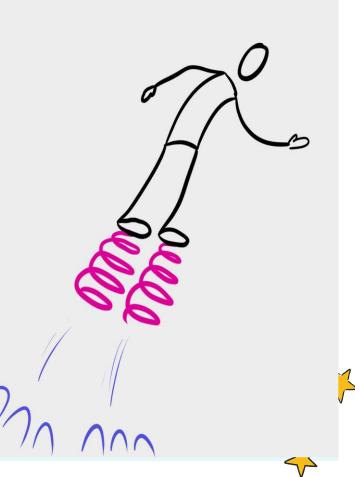




What does being resilient mean

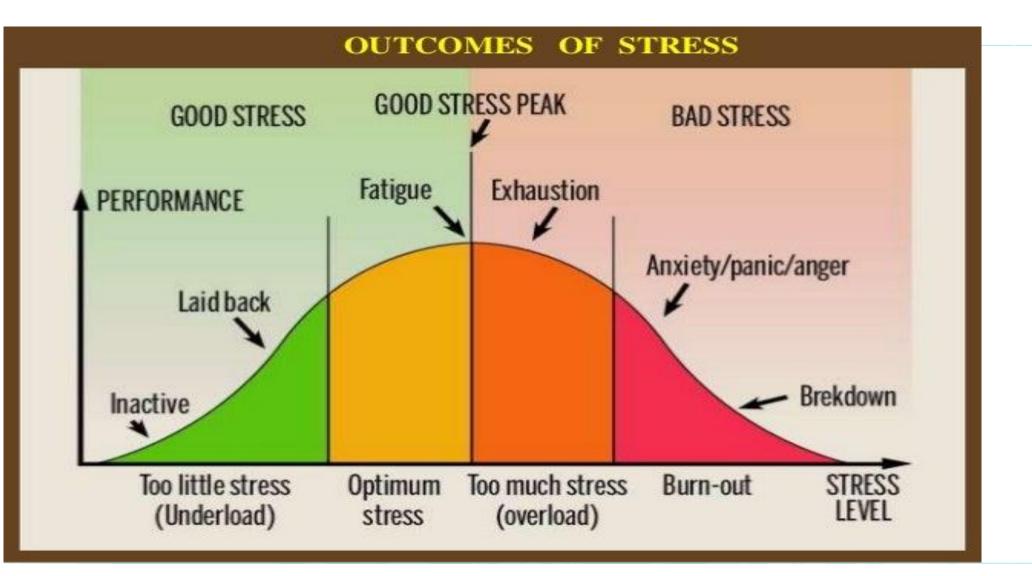
The Children's Trust For children with brain injury

- Being able to bounce back
- Finding the mental reservoir of strength that helps people handle stress and
 - hardship & drawing on this to cope and recover
- Understanding that life is full of challenges that we often can't avoid but we can remain open, flexible and be willing to adapt
- Being willing to learn to be resilient



Stuff happens And then





Three dimensions of resilience



Three dimensions of resilience

RECOVERY Bouncing Back COPING Bouncing With TRANSFORMATION Bouncing Forward



What are the characteristics of resilient people They

- Show Awareness
- Have strong social connections
- Are aware of their emotional reactions and those others
- Are able to think of new ways to tackle things
- Strive towards a sense of control over their world – survivor mentality
- Find purpose in things around them
- Are able to self regulate -
- Show Self compassion
- Are able to ask for help



Kumar's model of resilience





Examples of resilient behaviour that we all try to do every day !

The Children's Trust For children with brain injury

- Accepting our emotions noticing when you need a break or need help – understanding where the feelings come from
- Trying to take a **positive perspective** on situations
- Working to see challenges as learning **opportunities**
- Striving to express feelings in ways that don't hurt others or yourself
- Working to focus on things we CAN control CAN do rather than focusing on things we can't change
- Reminding ourselves that sometimes the way we think we see a situation – may not be the way it really is – that sometimes our feelings and thoughts about a situation can distort the situation (cognitive distortions)
- **Reframing worrying** intrusive negative thoughts to be more realistic and positive





The Children's Trust We are all strong in different ways we may just need each other to help us try some of these ideas – to nourish each other

How c we grow resilience?



For minor annoyances ... will it matter in 5 years ⓒ

Give no one the power to lower your self worth At least once a week spend time with someone who inspires you

Think of the larger purpose of your life and try to live with that sense of purpose

Be authentic – being vulnerable is ok – so is being sad sometimes

How could we grow resilience?



Recognise most people are struggling in their own way – keep a low threwshold when it comes to offering forgivenss

Be kind – especially to yourself – it is a marker of strength not weakness Lower you threshold for feeling grateful – a deep breath smell of coffee

Don't fight the uncontrollable – creatively work with what is Be authentic – being vulnerable is ok – so is being sad sometimes

How could we grow resilience?

Make a NOT-TO-DO – LIST!!!!

Try to connect with nature - notice

When there is brain injury too much going on – Schedule your worries (otherwise they eat the day)

The

Read or watch something that feels good Sleep – to be awake is human; to sleep is divine!!

How could we grow resilience?



Remember to breathe Practice Meditation is different for each person

Avoid prolonged sitting

Avoid too much of the news !!!

Stop eating when you are just still a little hungry (not easy) Why are we too busy just to slip a tiny bit of spirituality into our lives?

There is a way forward ...

 But working together and supporting each other could make the difference



WE CAN'T POUR FROM AN EMPTY VESSEL OUR STUDENTS COUNT ON US TO HAVE CALM TO SHARE WITH THEM. OUR We need to be Regulating ourselves To Please CALM BE AVAILABLE TO CO-REBULATE WITH OTHERS. remember... WHEN WE TAKE CARE OF OURSELVES, WE TAKE CARE OF OUR STUDENTS. WHAT ARE YOUR RESTORATIVE PRACTICES ! STUDENTS' CALM OUR