

# BUILDING RESILIENCE

## **Social Emotional Learning for the Home**

Angela Ewing-Boyd and Caira Temple

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# Objectives of this presentation

**How to build resilience during difficult times *by***

**Modeling the 3Rs:**

- Regulation**
- Relationships**
- Routine**



“With parenting, there are  
***no real answers.***

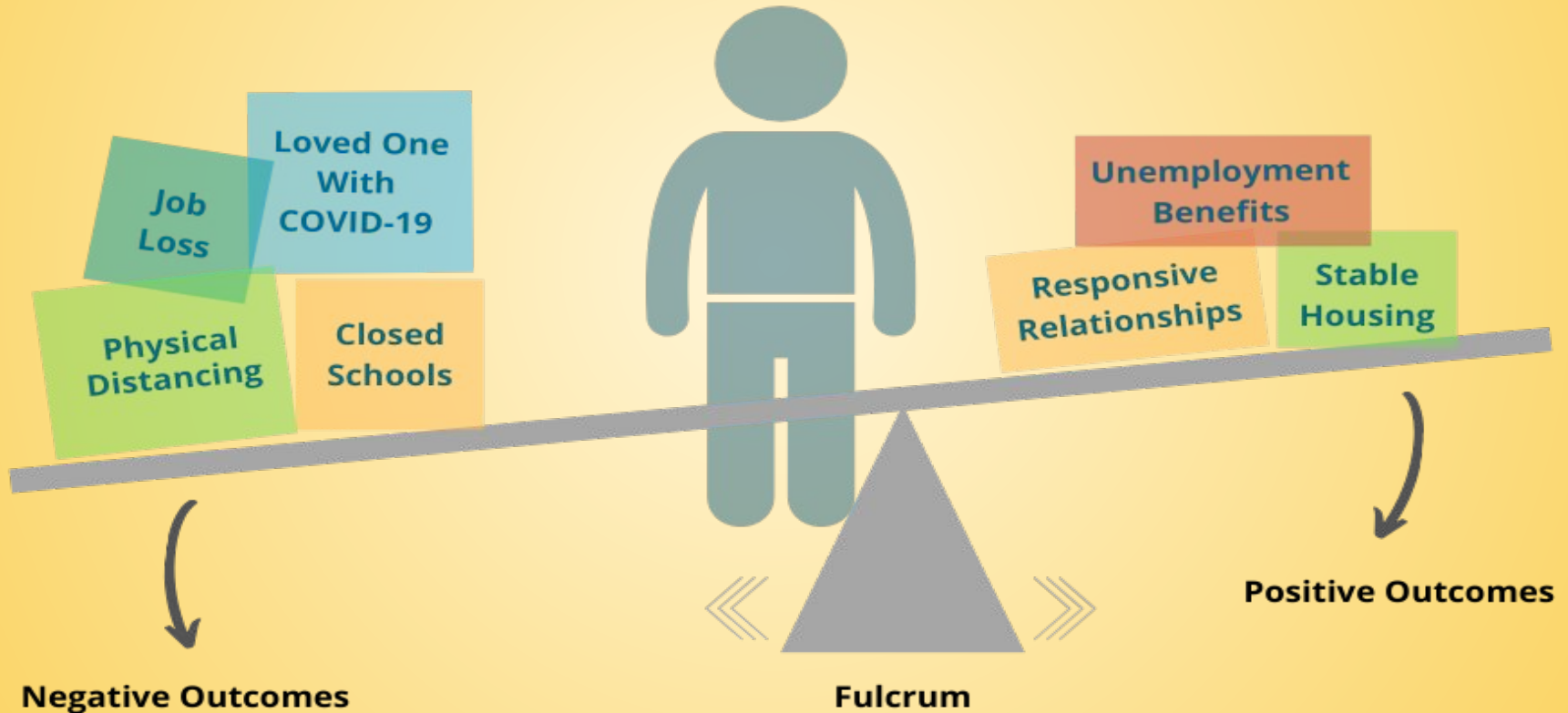
Instinctually, you do the right  
thing; it happens the way  
it's supposed to.

***Do the best you can.***

Everybody goes through  
difficulties with parenting.  
We all go through the joys of  
it and we go through the  
difficulties of it. It's the  
***greatest journey.”***



# Resilience in the time of COVID





# 3 R's of Resilience

A background image showing two hands, one from the left and one from the right, reaching towards each other to form a heart shape. The hands are silhouetted against a bright, warm sunset or sunrise sky. The sun is visible through the heart shape, creating a lens flare effect. The left hand has a gold chain bracelet with a key and a small bell. The right hand has a black leather watch strap.

**REGULATION**

**RELATIONSHIPS**

**ROUTINES**

# **List of Emotional Regulation Strategies**

- **Mindfulness**
- **Cultivating Hope and Gratitude by using mindfulness**
- **Emotional Identification and Expression**
- **Calming Worry (Worry Time)**

# **How Does Mindfulness Contribute to Emotional Regulation?**

- Mindfulness inserts a pause and within that pause is an opportunity to choose a response that helps us care for ourselves and for others.
- We tell the children that mindfulness is being “full” of what is happening right now. One way we tell them to do that is to focus on their breathing.
- 3 Collective Breaths is a simple practice you can integrate anywhere

Find step by step instructions for incorporating simple mindfulness practices below:

[https://www.murrieta.k12.ca.us/cms/lib/CA01000508/Centricity/Domain/2135/B4C\\_Parent\\_Guide.pdf](https://www.murrieta.k12.ca.us/cms/lib/CA01000508/Centricity/Domain/2135/B4C_Parent_Guide.pdf)



*Imagine a world where children develop their full capacities for kindness, empathy and understanding; learn to build healthy relationships; and have the ability to solve conflicts with respect and compassion.*

***This is our vision.***

**Linda Ryden** - Founder, DCPS Peace Teacher, Author

**Jillian Diesner** - DCPS Counselor and Peace Teacher, Author

**Cheryl Dodwell** - Executive Director, Author



# **Peace Of Mind Themes**

**Week1: Experiencing Mindfulness**

**Week 2:What Does it mean to be Mindful ?**

**Week 3: Mindful Breathing**

**Week 4: Take Five Breathing**

**Week 5: Negativity Bias and Gratitude**

**Week 6: Mindful Eating**

**Week 7: Worry**

**Week 8: Our Brains**

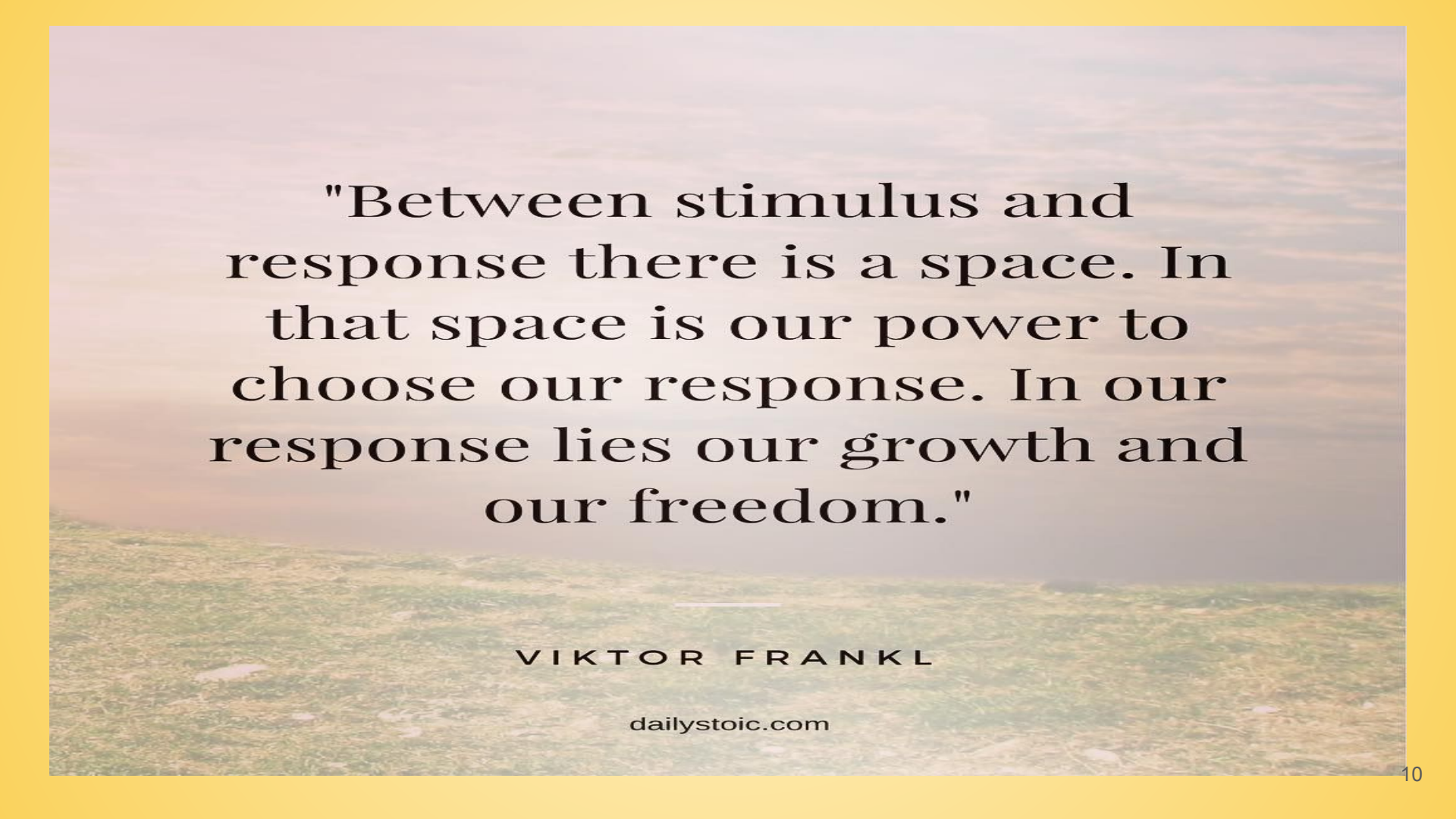
**Week 9: Lets Go Outside**

**Week 10: Kindness**

**Week 11: Sleep**

**Week 12: Mindful Speaking**

**Week 13: Love**



"Between stimulus and  
response there is a space. In  
that space is our power to  
choose our response. In our  
response lies our growth and  
our freedom."

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VIKTOR FRANKL

[dailystoic.com](http://dailystoic.com)

**Hope is the soil  
from which  
resilience  
springs.**

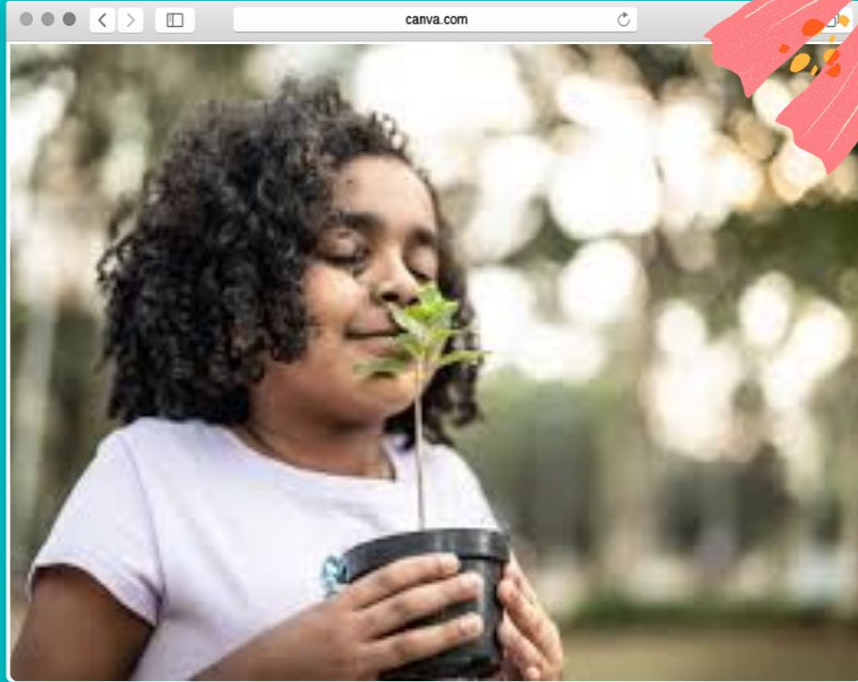




# Regulation: The Role of Hope



- Psychological research has shown for decades, our emotions drive our sense of risk, says Slovic. “We judge risk by our feelings more than by looking at data and statistics and evidence.” Fear ratchets up our perception (Current Directions in Psychological Science, Vol. 15, No. 6, 2006).
- Research indicates that hope can help us manage stress and anxiety and cope with adversity. It contributes to our well-being and happiness and motivates positive action.



# We cultivate hope by building gratitude

Early in the Virtual Peace of Mind Program students learn about gratitude as a way of gaining control of the "channels" in the mind. We will start as your children will and that is with a gratitude practice.



We practice gratitude to counter the brain's negativity bias.





# Gratitude practice for you and your children

**FOCUS ON THE TINY THINGS: Pause, notice, choose**



Let's do it

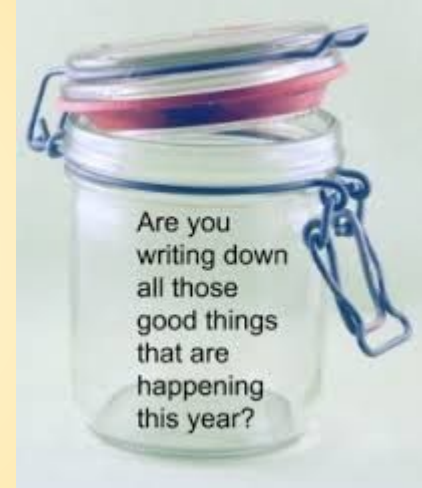
# Gratitude Scavenger Hunt

Find...



- ☐ **1** something that is your favorite color
- ☐ **2** something that smells good
- ☐ **3** something that makes you laugh
- ☐ **4** something that makes you feel safe
- ☐ **5** something that you enjoy playing with
- ☐ **6** something that tastes good
- ☐ **7** something that you are proud of creating or doing
- ☐ **8** something that makes a beautiful sound
- ☐ **9** something that helps keep you healthy
- ☐ **10** something outside that you enjoy
- ☐ **11** something that is beautiful to look at
- ☐ **12** your favorite place to be alone
- ☐ **13** something that is soft to touch

# Family Gratitude Jar



<https://www.therapistaid.com/worksheets/gratitude-jar.pdf>

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# Regulation and Emotional Identification and Expression

## Steps in teaching children how to identify their feelings:

**Name the feeling.** Hang a list of feeling pictures and words up so that you can help your child build emotional vocabulary. Naming feelings is the first step in helping kids learn to identify them. Observe what they are feeling out loud. Ask them frequently what they are feeling.

**Point out feelings in others.** “It looks like she feels worried.” Provide lots of opportunities to identify feelings in others. You might ask your child to reflect on what someone else may be feeling. Cartoons or picture books are a great way to discuss feelings and help kids learn how to recognise other people’s feelings through facial expressions.

**Model.** Kids learn about feelings and how to express them appropriately by watching others. Show your child how you’re feeling about different situations and how you deal with those feelings. I feel \_\_\_\_\_ so I need \_\_\_\_\_.

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# Regulation and Emotional Identification and Expression

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Help them regulate their emotions after they have identified them with these **5 steps** from conscious discipline.

1. **I Am-** Becoming aware that something has triggered an emotion
2. **I Calm-** Breathing deeply and noticing emotions without judging them. Look your child in the eyes and invite them to breathe with you.
3. **I Feel-** Identifying and naming the emotion (Name it to tame it)
4. **I Choose-** Accepting the feeling and choose a calming activity to help self-regulate
5. **I Solve-** Now in a calmer state, solve the problem that originally triggered the emotion

# USING “WORRY TIME” FOR EMOTIONAL REGULATION

A Worry Jar is a helpful way to decrease your anxious thoughts and worries. Placing your thoughts in the jar will help get them off your mind, at least for a little while. What are some things that you'd like to stop worrying about for now? Write them in the jar below!

IT CAN BE  
HELPFUL TO  
PICK A TIME  
DURING THE  
DAY - **AND**  
**ONLY THAT**  
**TIME** - WHERE  
YOU ARE  
ALLOWED TO  
GO BACK INTO  
THE JAR AND  
WORRY ABOUT  
THESE  
THOUGHTS.







# Relationships

Our brains are wired  
for connection,  
but trauma rewires them  
for protection.

That's why  
healthy relationships  
are difficult  
for wounded people.

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THE MINDFUL JOURNAL

# **HOW WE BUILD RELATIONSHIPS IN SCHOOL**

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**Morning Meetings**

**Positive teacher language**

**Community Building Circles**

**Family welcome calls**

**Community Celebrations**

**Responsive Classroom**

# Relationships

**Listen without responding  
or having all of the  
answers**

**Validation is the key  
Model sitting with  
uncomfortable feelings**

# Talking to kids about coronavirus

1. **Welcome questions and allow their questions to lead the dialogue.** “So, what have you heard?”
2. **Don’t avoid questions you can’t answer.** Teaching children to tolerate uncertainty is part of building resilience.
3. **Return their focus to what is within their control.**
4. **Be developmentally appropriate.** Don’t volunteer too much information, as this may be overwhelming. Instead, try to answer your child’s questions honestly and clearly.
5. **Manage your own anxiety.** Check in with yourself. If you are anxious it is likely your child will internalize the anxiety.
6. **Be developmentally appropriate.** Don’t volunteer too much information, as this may be overwhelming. Instead, try to answer your child’s questions honestly and clearly.

# Talking to Kids About Race

**Don't Avoid It**--Kids notice race as early as 6 months. Don't put the conversation about justice and equality in others' hands.

**Validate Feelings**--This will look different for every child. Kids might be afraid of riots, of being hurt by the police, or worry that something bad could happen to loved ones.

**Speak Factually**--Don't say, "People are upset because some groups treat other groups unfairly." Instead, say: "This is about the way that some white people treat black people unfairly."

**Emphasize that racial violence is wrong and not the fault of the victim**--It is easy for kids (especially little ones) to think that bad things happen to black people because black people are themselves bad. "Even if a child doesn't explicitly tell you this," says Dr. Hameed, "it is an easy assumption they can make based on how black people have been portrayed and treated in this country."

**Talk about History and Heroes**--Kids need to know that racism is part of a history that dates back hundreds of years, and that anti-racism has its roots 100 of years ago and includes people that look like them.

**Connect struggling for equality to your family values**--This is who we are, this is what we do.

*In our culture, we associate vulnerability with emotions we want to avoid such as fear, shame and uncertainty,” says Dr. Brown. “Yet we too often lose sight of the fact that vulnerability is also the birthplace of joy, belonging, creativity, authenticity and love.”*



## Relationships

**Time**-Build in time to proactively discuss as a family how recent events or ongoing adjustments can affect us – emotionally, physically, and academically. We will talk about building in a check-in/check out time later. For now consider asking about the impact of changes even when your child seems fine.

**Vulnerability**--Provide intentional personal disclosures – as appropriate (e.g., I’ve had a hard time with this)

1. **Get down on their emotional level** and tell a story of your fears and how you overcame it.
2. **Share age appropriate stories** of hardship.
3. **End on a positive note** once you’ve described the hard part, make sure to share the lessons you learned and the positive outcomes.
4. Once you’ve told your story, **ask your child open-ended questions** about their experiences, such as, “Have you ever felt like that?”





# Relationships: Serve & Return

- THE FOCUS SHOULD BE ON DELIVERING SERVE-AND-RETURN
- SERVE AND RETURN IS AN INTERACTIONAL PROCESS THAT SERVES TO BUILD CRITICAL BRAIN ARCHITECTURE
- IT EASES THE EMOTION CENTERS OF OUR BRAIN AND ALLOWS US TO TAP INTO OUR HIGHER LEVEL SOCIAL AND COGNITIVE FUNCTIONS (REBUILT EF)
- SERVE AND RETURN ALSO BUILDS MIRROR NEURONS, WHICH ARE ESSENTIAL FOR IMITATION, PLANNING OUR ACTIONS, UNDERSTANDING INTENTION BEHIND ACTIONS, AND EMPATHIZING

# REPAIRING RELATIONSHIPS WITH RESTORATIVE JUSTICE

*Justice  
requires  
that we work  
to restore  
those  
who have been  
injured.*

*Restorative Justice Principle*

- *Can you explain what happened?  
What were you thinking/ feeling at the time?"  
"And now?*
- *Who has been affected/harmed by what has happened and how?*
- *What do you need to make it right/ for you to feel better?*
- *Is there anything that you could do to make things better?*
- *If the same thing happens again, what could you do differently?*

# Questions to make things right

## For someone responsible for doing harm

What happened?

What were you thinking about at the time?

What have you thought about since the incident?

Who has been affected by your actions and in what way?

## For someone who has been harmed

What did you think about when you realized what happened?

What effect has this incident had on you and others?

What has been the hardest thing for you?

What did you think needs to happen to make things right?

# RJ for Repairing Relationships at Home and School

## Choices Think Sheet

Name: \_\_\_\_\_





What wrong choice did you make?

 Did not follow directions.	 Hurt Someone's Body	 Touched Things That Don't Belong to Me	 Used Hurtful Words
 Playing Instead of Working	 Left My Space Without Permission	 Being Unsafe	 Talking Instead of Listening

What was happening BEFORE you made the choice?

 I was angry.	 I was sad.	 I was worried.	 I wanted someone to give me attention.
 I wanted to get away from someone or something.	 I wanted to have fun.	 I wanted to have something.	 I didn't want to do my work.

This is how my choice hurt me:

 I didn't get to learn as much.	 I feel more upset now.	 My classmates got upset with me.	 I lost a privilege.
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This is how my choice hurt someone else:

 It hurt their feelings.	 It hurt their body.	 They didn't get to learn as much.	 They felt disrespected.
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I can make it better. This is what I can do:

 Apologize	 Do my work.	 Clean up the mess.	 What can I do? Ask what I can do to make it better.
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I can make better choices. Next time I will:

 Ask an adult for help.	 Take some deep breaths.	 Keep my hands and feet to myself.	 Focus on doing my work.
 Follow directions.	 Use kind and peaceful words.	 Stay where I am supposed to.	 Listen.

This is why I want to make better choices:

 People will want to be around me.	 I will be proud of myself.	 I will learn more.	 Everyone will be safer.
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# RJ for Repairing Relationships at Home and School

## Choices Think Sheet

Name: \_\_\_\_\_

### What choice did you make?

- ☐ Used mean words
- ☐ Hit, kicked, pushed, pinched, tripped, or scratched
- ☐ Took something that didn't belong to me
- ☐ Hurt someone else's property
- ☐ Refused to follow adult's directions
- ☐ Used materials inappropriately
- ☐ Left my assigned area without permission
- ☐ Other: \_\_\_\_\_

### How were you feeling BEFORE you made the choice?

- |  |  |
|--|--|
| <input type="checkbox"/> Sad             | <input type="checkbox"/> Worried/Nervous |
| <input type="checkbox"/> Angry           | <input type="checkbox"/> Embarrassed     |
| <input type="checkbox"/> Jealous         | <input type="checkbox"/> Ashamed/Guilty  |
| <input type="checkbox"/> Disappointed    | <input type="checkbox"/> Other: _____    |
| <input type="checkbox"/> Lonely/Left Out |  |

### What did you want?

- |  |   |
|--|---|
| <input type="checkbox"/> Someone to pay attention to me                  | <input type="checkbox"/> To have fun                          |
| <input type="checkbox"/> To get revenge                                  | <input type="checkbox"/> For someone to like me or include me |
| <input type="checkbox"/> To feel happier                                 | <input type="checkbox"/> Other: _____                         |
| <input type="checkbox"/> To not do my work                               |   |
| <input type="checkbox"/> To get away from someone                        |   |
| <input type="checkbox"/> To have something                               |   |
| <input type="checkbox"/> To have control or power over something/someone |   |

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### How do you feel now?

- |  |  |
|--|--|
| <input type="checkbox"/> Sad             | <input type="checkbox"/> Worried/Nervous |
| <input type="checkbox"/> Angry           | <input type="checkbox"/> Embarrassed     |
| <input type="checkbox"/> Jealous         | <input type="checkbox"/> Ashamed/Guilty  |
| <input type="checkbox"/> Disappointed    | <input type="checkbox"/> Other: _____    |
| <input type="checkbox"/> Lonely/Left Out |  |

### How did your choice hurt you?

- |  |   |
|--|---|
| <input type="checkbox"/> I didn't learn as much                | <input type="checkbox"/> People might think I'm not very kind |
| <input type="checkbox"/> I feel worse now                      | <input type="checkbox"/> Other: _____                         |
| <input type="checkbox"/> People might not trust me as much now |   |

### How did your choice hurt someone else?

- |   |   |
|---|---|
| <input type="checkbox"/> It hurt their feelings                 | <input type="checkbox"/> They didn't get to learn as much |
| <input type="checkbox"/> It hurt their body                     | <input type="checkbox"/> They felt disrespected           |
| <input type="checkbox"/> It hurt something that belongs to them | <input type="checkbox"/> Other: _____                     |

### What can you do to make it better?

- |  |  |
|--|--|
| <input type="checkbox"/> Apologize         | <input type="checkbox"/> Ask what I can do to make it better |
| <input type="checkbox"/> Clean up the mess | <input type="checkbox"/> Other: _____                        |
| <input type="checkbox"/> Do my work        |  |

### What will you do differently next time?

- |  |   |
|--|---|
| <input type="checkbox"/> Ask an adult for help   | <input type="checkbox"/> Focus on doing my work |
| <input type="checkbox"/> Take some deep breaths or do something else to calm myself down | <input type="checkbox"/> Think before I speak   |
|  | <input type="checkbox"/> Other: _____           |

### What will happen if you make a better choice next time?

- |   |  |
|---|--|
| <input type="checkbox"/> People will want to be around me | <input type="checkbox"/> I will learn more |
| <input type="checkbox"/> I will be proud of myself.       | <input type="checkbox"/> Other: _____      |

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# **Creating Routines**

- ❖ **Safety and Belonging**
- ❖ **Confidence and Independence**
- ❖ **Develops Healthy Habits**



# **Creating Routines**

**Create opportunities for rituals**

**Develop routines and schedules as a family**

**Include Brain Breaks**

**Emotional check-ins**

**Designate time for emotional Check-Ins**

**Morning Routine**

**Make time Social Connection**

**Physical Activity**

**Designate a learning time**

**Create an Off Screen activity List**

**Mental health Basic**

How are you feeling today?



content



worried



sad



tired



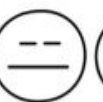
happy



silly



scared



annoyed



angry



sick

Day  
01

### Self-Care Tip:

Make a list or  
draw pictures  
of all the things  
that make you  
happy.

### Think About It:

What could you say to a  
friend who is feeling sad?

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### Character Trait of the Day:

**helpful**

help · ful (adjective)

giving or ready to give help

How will you be helpful today?

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### Try this Mindful Exercise!

#### Rainbow Breaths

1. Start with the first color of the rainbow.
2. As you inhale, fill your mind & body with that color.
3. As you breath out, imagine that color leaving you and taking away all of the negativity as you prepare to breathe in a new color.
4. Repeat this with each new color until you get through the rainbow.



Draw a picture of someone being helpful.

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# HEARTFULNESS

*"May you be happy"*

*"May you be healthy and strong"*

*"May you be peaceful"*



Think kind thoughts about someone you love, yourself, or the world.



**Ways to Practice Mindfulness**  
**#2**

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According to the Journal of Personality and Social Psychology, people who practiced **loving-kindness meditation** daily for seven weeks reported a steady increase in their daily experience of positive emotions, such as joy, gratitude, contentment, hope, and **love**.