



Education



Secure Attachment



Social Competence



Friendships



Talent and Interests



Positive Values

6 Domains of Resilience

Model adapted from Daniel and Wassell (2002)



Education & Children's Services
Educational Psychology Service



Resilience

This leaflet is to share how we can support children to respond to and work through challenges



Resilience is a skill which can be developed over time.

This leaflet outlines ways you can help your child to develop their resilience.

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Friendships

Having at least one secure friendship is really important for children and young people of all ages

HELLO!!!



Learning what makes a good friend

Support your child to work out what a good friend is by thinking about good friendship qualities, such as being caring and supportive, and what might not be good friendship qualities, such as always wanting their own way. Help them to try out ways to make their friendships better. Talk and think together with them about whether their friendships are genuine.

Friends outside school

Look for opportunities to invite friends to play. Consider clubs and activities based around your child's interests. Encourage them to take part in school social times and activities.



When things get tricky

For lots of reasons, friendships can be tricky at times. Encourage your child to express their view in an assertive rather than aggressive way. "You made me feel upset when you said that to me", rather than, "I don't want to play with you anymore." Also remind them that it is okay to ask an adult to help sort things out. Support them to see things from a different point of view and talk about how to repair friendships when they are tricky. E.g. "What happened?" "How did that make you feel?" "How do you think they felt?" "What might make it better?"



Social Competence

This is how children and young people can take another's perspective about a situation, learn from past experiences and use this learning in new situations.



Try, try and try again - practise makes perfect

Create opportunities for your child to spend time with other children their own age and support them to build these relationships. You might need to help your child practise their social skills by naming and describing appropriate behaviours -but do try to avoid nagging! E.g. "You could ask Lewis if he wants to play with you"

Name it to tame it

If we understand our feelings, we deal better with them. Name the emotion your child is showing. Try to give the message that all feelings are okay to feel and show that you understand why they may be feeling that way. "You seem to be a bit worried about that. We all feel worried sometimes and that's okay." You can then help them to find appropriate ways to deal with those feelings. E.g. "Maybe we could try..."



Understanding others 'Why would they feel like that?'

Explore how other people may feel and how they show their feelings e.g. on a TV programme or in a book. Help your child to understand that other children may be feeling just as lonely, confused, upset, etc., as they are in difficult situations.

Helping others helps your child

Children who may lack confidence can develop this by helping others. Support your child to engage in age appropriate tasks where they can help others e.g. simple chores around the house, helping a younger relative, volunteering, etc.



Positive Values

This is the understanding of their own feelings and empathy for others.



Lets Make a Plan

Model to your child how to plan and problem solve. They might not be able to work this out for themselves. Think out loud to give your child a clear plan for how to approach a task or activity, including a plan for what to do if they need some help and support. "What's the problem?" "What do we need to do?" "How are we going to do it?" "Maybe we could try..." "See, there is always something we can do!"

Praise the Behaviour

Provide specific praise on your child's behaviour so they know what they have done well, e.g. "You worked so hard at trying to get that right!", rather than on what kind of person they are e.g. "You are so clever!"



When I grow up I want to be...

Support your child to identify their strengths and skills. Try to help them see how they could use these abilities in future jobs. "I notice you were really patient in helping Sara's wee brother when he was stuck with his lego. Those are skills you could use in many jobs, like being a sports coach or a teacher."

Healthy Habits: Children See, Children Do

Make yourself a good example to your child. Teach them daily routines for washing, teeth brushing, etc. Help them to see the importance of making time to eat properly, exercise and rest. Be aware of how much screen time you are having and model taking breaks to do other things.



Connection

Feeling safe and secure in relationships



Talking to each other

Try to use lots of positive body language when you chat to your child, e.g. smiling and nodding. Show an interest in what they have been doing. Look for ways to include your child in joint activities that make them feel helpful and important e.g. writing shopping lists, sorting out toys or clothes, planning a day out.

Relationships with adults

Encourage your child to have positive relationships with your friends and relatives, school staff or other people who can support you child. Help them to find different activities they can do with support from an adult before trying parts of this independently.



Feeling safe and secure

Children are most settled when they feel safe and secure. You can help this by having routines in place and by responding to them in a predictable way. Children can realise more than we think – if there are difficult things going on in your life, think about how much is appropriate to share with your child. Sometimes children need to talk if changes are about to happen, and may need help to plan for any possible difficulties. If they feel worried, it can help to have calming activities to do at home e.g. listening to music, playing a game or going for a walk.



