

Essential Element 3

Your Role: Enhancing Child Resiliency and Wellbeing

Enhancing Resiliency and Well-Being in Children:

- Nurture the child’s strengths and interests by providing opportunities for sports and extra-curricular activities
- Support caregivers in assisting their children with this as well
- Listen to and acknowledge the child’s traumatic experiences
 - Understand that this is the child’s perception-the trauma may not be the abuse itself, but rather the removal from their parents(s) and/or the alcoholism, social workers/law enforcements intervention, etc.
- Offer the child a voice and choices in her/her services
- Praise the child for his/her efforts and encourage parents and caregivers to do the same
- Maintaining positive connections (family, friends, peers, teachers, coaches, etc.) enhances psychological safety and resilience
- In order to form positive attachments, stability and permanency are crucial
- Recognize and understand that being separated from an attachment figure can be very stressful for a child
 - Steps that can be done to mitigate this stress:
 - Trauma Informed Removal Process
 - Phone calls, letters, skype, & face time
 - Shirt or other belongings of the attachment figure
 - Scrapbooks

Strategies to Enhance Resiliency and Well-Being in Children

Individual Strategies to Enhance Resiliency and Well-Being in Children	Relational Strategies to Enhance Resiliency and Well-Being in Children	Community Strategies to Enhance Resiliency and Well-Being in Children
<p>Self-Regulation Skills</p> <ul style="list-style-type: none"> • Anger Management • Emotional Intelligence • Long-Term Self Control • This includes “Executive Functioning”-ability to focus and control impulses 	<p>Parenting Competencies</p> <ul style="list-style-type: none"> • Parenting Skills • Knowledge of Child Development including age appropriate behaviors • Knowledge of proper care and discipline 	<p>Positive Community Environment</p> <ul style="list-style-type: none"> • Caring community • Faith based connections • Positive community norms • Trauma Informed Services
<p>Relational Skills</p> <ul style="list-style-type: none"> • In children, being caring and forming prosocial relationships • In youth, ability to form positive bonds • Interpersonal Skills such as communicating and conflict 	<p>Parental Resilience</p> <ul style="list-style-type: none"> • Building and sustaining trusting relationships, including with own children • Knowing how to seek help when necessary 	<p>Concrete Supports in Time of Need</p> <ul style="list-style-type: none"> • Housing • Alcohol and Drug Treatment Programs • Domestic Violence Counseling • Access to Public Assistance

resolution		
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Problem-Solving Skills <ul style="list-style-type: none"> • Persistence in problem solving and problem solving that involves planning 	Caring Adults <ul style="list-style-type: none"> • Often case workers, home visitors, and program staff • Teachers, coaches, and mentors • Extended family 	Positive School Environment <ul style="list-style-type: none"> • Supportive teachers and staff • Trauma informed school environment • Trauma informed services in schools • Specialized school based programming
Involvement in Positive Activities <ul style="list-style-type: none"> • A child's school connectedness, engagement and commitment • Involvement in extracurricular activities • Older youth having a job and/or participating in job training opportunities 	Positive Relationships with Peers <ul style="list-style-type: none"> • Friendships • Support from friends • Positive Peer Norms 	Economic Opportunities <ul style="list-style-type: none"> • Household Income • Socio-economic status • Youth's perceived-resources • Financial support for higher education • Employment • Placement in foster care from a poor setting

References:

Administration on Children, Youth, and Families. (2013, August). "Protective Factors for Populations Served by the Administration on Children, Youth, and Families: A Literature Review and Theoretical Framework." Contract No. HHSP23320095611WC. Order No. HHSP23337001T. Retrieved from <http://www.dsgonline.com/acyf/DSG%20Protective%20Factors%20Literature%20Review%202013.pdf>

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"Making Meaningful Connections, 2014 Prevention Resource Guide." Retrieved from <https://www.childwelfare.gov/pubs/guide2014/guide.pdf#page=9>