

AN INTRODUCTION TO RESILIENCY



AMOSKEAG
HEALTH
SPECIAL MEDICAL PROGRAMS
COMPLEX CARE

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- ▶ Explore the concept of resiliency
- ▶ Review some biology
- ▶ Discuss how can resiliency be encouraged

GOALS





RESILIENCY

- ▶ Definitions:

- ▶ An adaptation within the context of adversity
- ▶ A skill set that can help one flourish through life's challenges
- ▶ An ability to bounce back





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RESILIENCY - THE ABILITY TO PUSH THROUGH

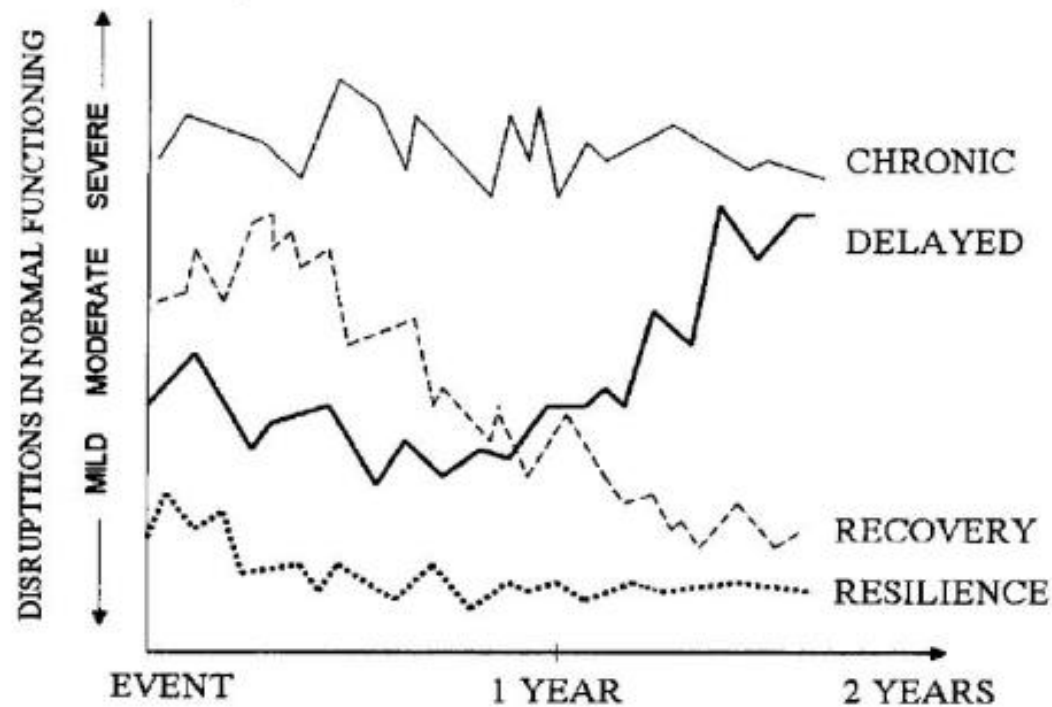


WHEN A CHALLENGE ISN'T A
PROBLEM



Figure 1

Prototypical Patterns of Disruption in Normal Functioning Across Time Following Interpersonal Loss or Potentially Traumatic Events



**NAVAL CENTER FOR COMBAT AND
OPERATIONAL STRESS CONTROL
NCCOSC.NAVY.MIL**



- ▶ Food scarcity
- ▶ Family discord
- ▶ Substance abuse
- ▶ Physical disabilities
- ▶ Educational disabilities
- ▶ Bullying
- ▶ Housing instability

BUT WHAT ABOUT EVERYDAY
STRESSORS?

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom-right corner of the slide.

- ▶ Prior positive experience
- ▶ Experience making decisions
- ▶ Conscientiousness
- ▶ Self-care
- ▶ Connection with others

EXPERIENCE PROTECTS





THE ABILITY TO:

- ▶ Reach one's full potential
- ▶ Focus on something beyond the crisis
- ▶ Overcome hardship
- ▶ LIVE LIFE FULLY





- ▶ Genetics:
 - ▶ mice and soldiers
 - ▶ Decreased amygdala and hippocampal activity
 - ▶ Resilient individuals have stronger connections between emotional and reasoning areas

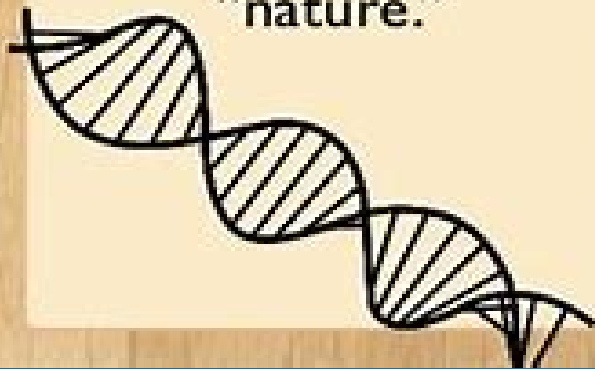
WHY SUCH DIFFERENT
RESPONSES?



Nature vs. Nurture Debate

Nature:

Our genetics determine our behavior. Our personality traits and abilities are in our “nature.”



Nurture:

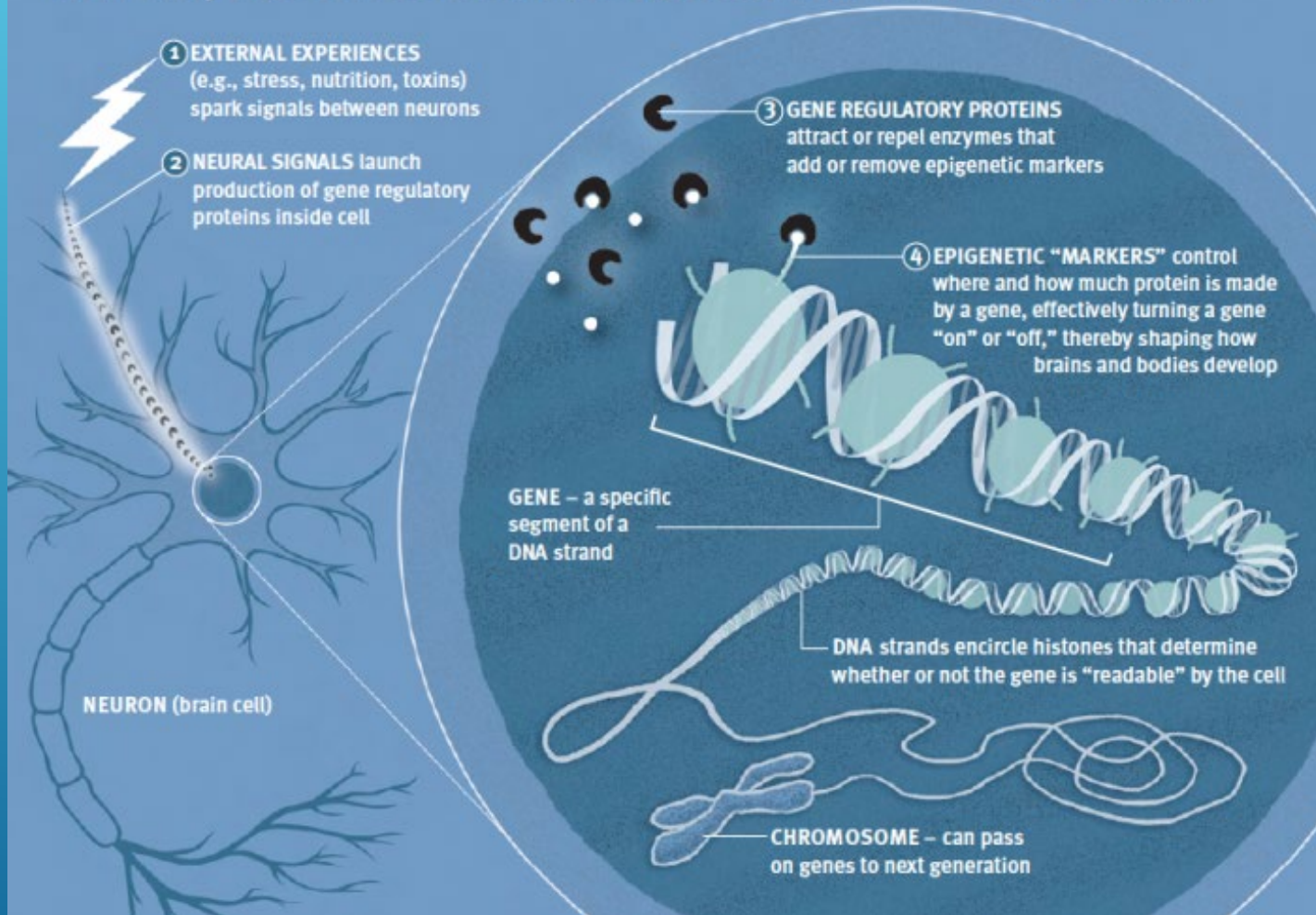
Our environment, upbringing, and life experiences determine our behavior. We are “nurtured” to behave in certain ways.





IT'S A BALANCE

How Early Experiences Alter Gene Expression and Shape Development



- ▶ Competence
- ▶ Confidence
- ▶ Connection
- ▶ Character
- ▶ Contribution
- ▶ Coping
- ▶ Control

THE “7 C’s” OF RESILIENCY





- ▶ Helping children focus on problem solving
- ▶ Empowering children to make decisions
 - ▶ Exceptions: health, safety, rights of others
- ▶ Being careful that your desire to protect your child doesn't mistakenly send a message the he or she are not up to the challenge

COMPETENCE



- ▶ Focusing on the best in each child so that he or she can see that as well
- ▶ Modelling qualities such as fairness, integrity, persistence, and kindness
- ▶ Celebrate effort rather than results
- ▶ Not pushing the child to take on more than he or she can realistically handle

CONFIDENCE



- ▶ Assuming good intentions on the part of the child
- ▶ Looking for the “why” behind the misbehavior
- ▶ Addressing conflict openly to resolve problems, with everyone’s dignity intact
- ▶ Creating spaces where children can express feelings safely
- ▶ This really stinks what are we going to do about it

CONNECTION





- ▶ Demonstrating how behaviors affect others
- ▶ Demonstrating the importance of community
- ▶ Avoiding negative statements about individuals
- ▶ Avoid stereotypes
- ▶ Helping children to act with integrity

CHARACTER



- ▶ Creating opportunities for each child to contribute in some specific way
- ▶ **Expecting children to contribute to the best of their abilities regardless of the level of that ability**

CONTRIBUTION



- ▶ Modeling positive coping strategies
- ▶ Guiding the child to develop positive coping strategies
- ▶ Understand what is driving the behavior so the child can move forward
- ▶ Not condemning the child for negative behaviors
- ▶ Giving the opportunity for repair

COPING





- ▶ Learning that discipline is about teaching, not punishing or controlling
- ▶ Health, safety and the rights of others are the domain of adult decision-making
- ▶ Most children need to figure out the rest of it on their own with adult help

CONTROL





- ▶ Build on what is mastered
- ▶ Fairness, integrity and kindness-
are not impossible when you are sick
- ▶ Enable control and decision making when possible
- ▶ Lower expectations = lower self-esteem
- ▶ They deserve a normal childhood

RESILIENCY IN THE CONTEXT OF DIFFERENT ABILITIES



RESILIENCY IS BUILT OVER A CHILDHOOD



The balance of empowerment and support



RESILIENCE.

This, too,
shall pass.





- ▶ Duchenne muscular dystrophy studies
 - ▶ Pt with *meaningful* community connections self reported excellent quality of life regardless of disease progression or life expectancy
 - ▶ 80% of pts had no difference in behaviors relative to siblings

HOW MUCH OF A DIFFERENCE
DOES IT REALLY MAKE?





MESSAGES WE MUST GIVE:

- You are competent
- You are part of our community
- We are here to help





**A RESILIENT CHILD BECOMES A RESILIENT TEEN
BECOMES A STRONG ADULT**

WEB RESOURCES

- ▶ <https://developingchild.harvard.edu/science/key-concepts/resilience/>
- ▶ www.understood.org - tips for parents with kids with learning and attention issues
- ▶ www.apa.org/helpcenter/bounce.aspx - for teens
- ▶ www.gemssforschools.org – education materials for kids with genetic diseases
- ▶ Division of NH Special Medical Services:
<https://www.dhhs.nh.gov/dcbcs/bds/sms/index.htm>

PRINTED RESOURCES

- ▶ Kids are Worth It!, Barbara Coloroso
 - ▶ Parenting Children with Health Issues, Foster Cline, MD and Lisa Greene
 - ▶ Building Resilience in Children and Teens – Giving Kids and Wings, Kenneth Ginsburg, MD
 - ▶ Helping Schoolchildren with Chronic Health Conditions, Daniel L. Clay
 - ▶ Raising Resilient Children with Autism Spectrum Disorders, Robert Brooks, Ph.D. and Sam Goldstein, Ph.D.
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