

Building Resilience in a Frenetic World

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Hello, Welcome and sit down my friends



Thank you for sharing stories

Lyn Worsley

Clinical Psychologist

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What do we want?

Share with the person next to you.

- *What are your best hopes for the young people you are working with?*
- *What will be some of the characteristics you notice in 20 years time around a dinner table that will tell you that some of your best hopes have come true?*

Take turns to share

Manage or raise kids

Manage	Raise and develop
Behave Not bullied Easy happy life Keep entertained Satisfied Get organised Obligations Avoid mistakes and regrets Avoid failure	Skills Understand social structures Face challenges, delay gratification Perseverance Learning for life Doing things with purpose Useful mistakes Learn forgiveness



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Theories that guide youth development

- Good enough parenting (Winnicot)
 - agency
 - Self efficacy
 - curiosity
- Social development (Erikson)
 - Stages of awareness of self
 - Resolving tensions
 - Identity and roles
- Moral development (Kholberg)
 - Perspective of others
 - Dependent on experiences with others
 - Fluid with experieces



Pre-conventional

Perspective:

Only ones own and one other

Motives behind decisions:

*To satisfy ones needs or avoid
punishment*

Standards:

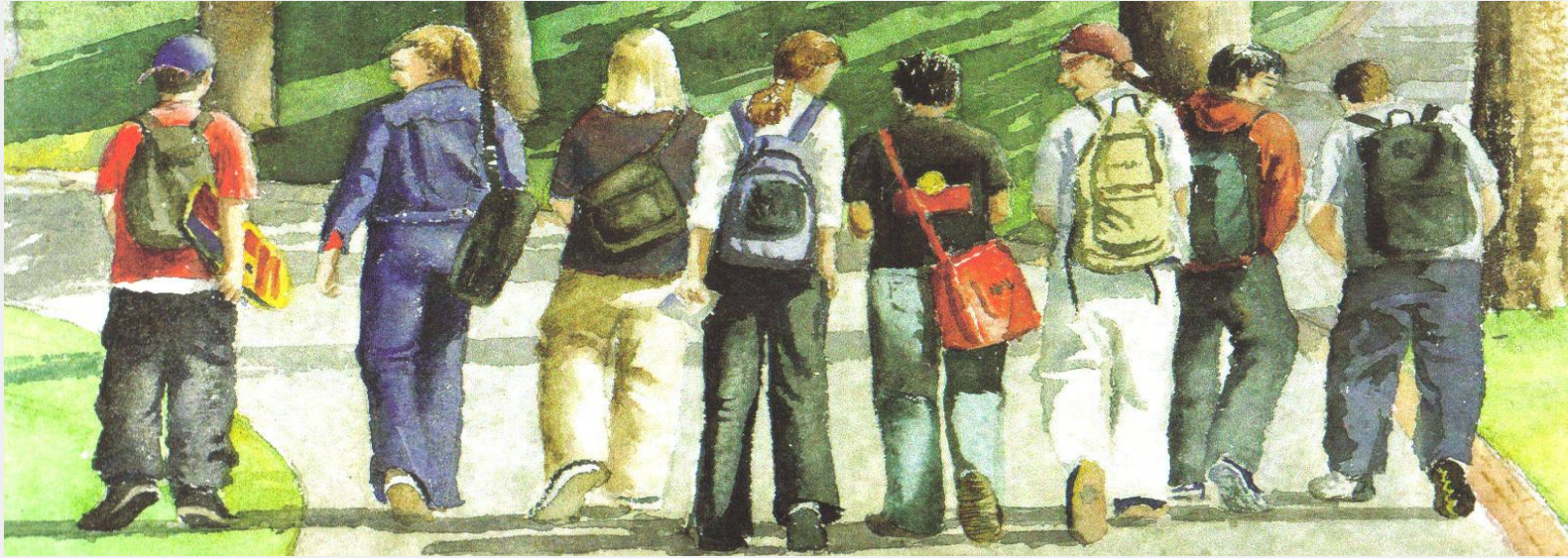
Rules of others

Criteria for looking at the world:

Fairness and consequences



Conventional



Perspective:

The group

Motives behind their decisions:

To receive approval from others, and the group laws

Standards:

Group rules or the common social laws

Criteria for looking at the world:

Others expectations and compliance with others

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Post conventional

Perspective:

Society as seen by someone from another society

Motive behind decisions:

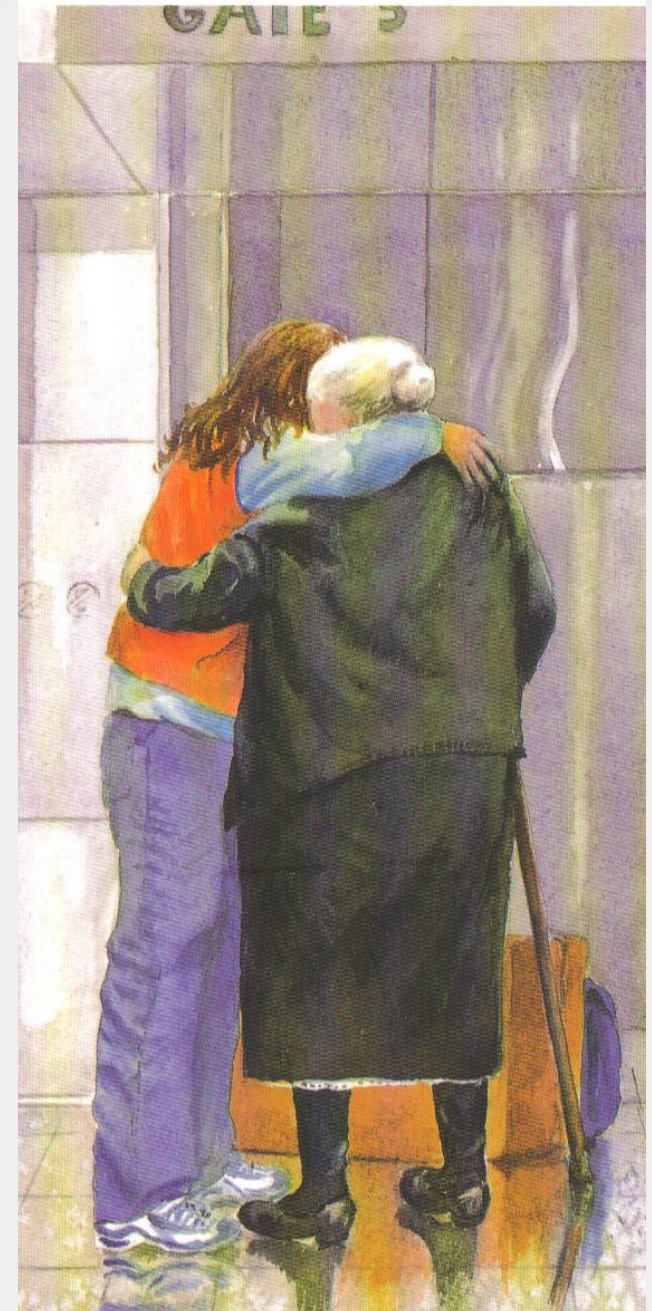
To ensure human rights for all

Standards:

Personal principles

Criteria for looking at the world:

Justice and universal moral values



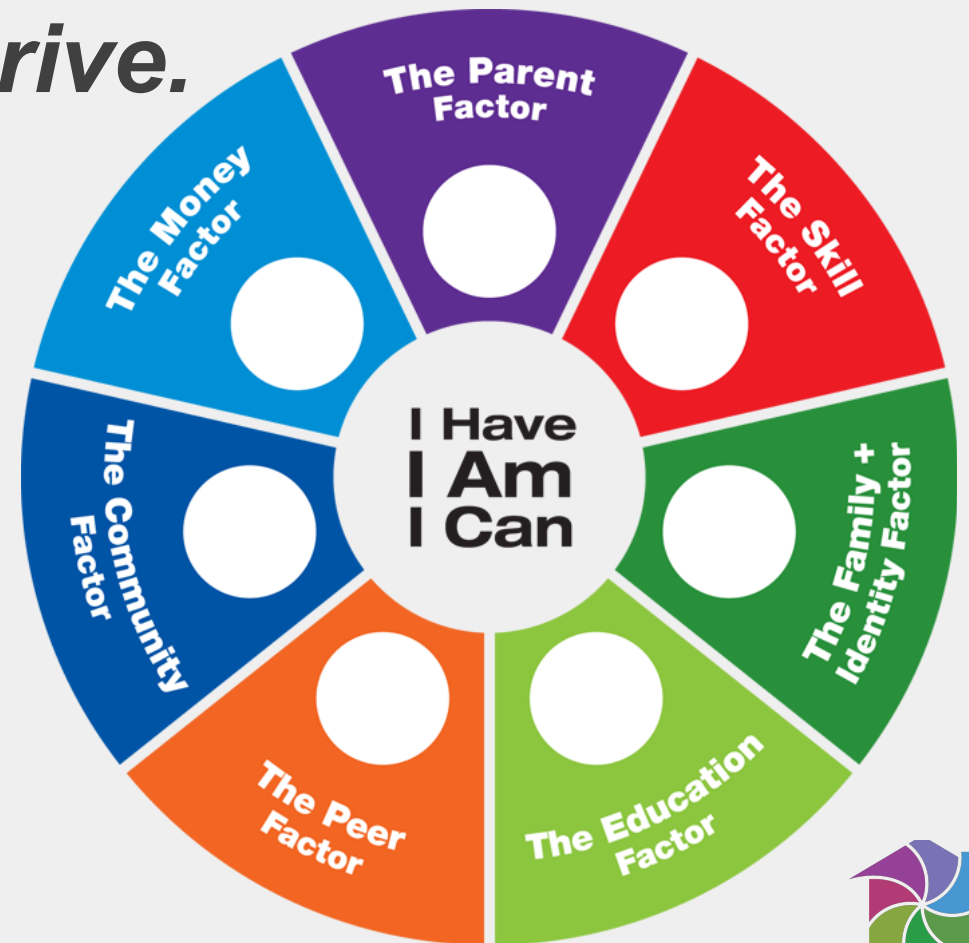
The Resilience Doughnut: *Connecting strengths to thrive.*

Internal characteristics of

- resourcefulness (I have)
- self esteem (I am),
- self efficacy (I can)

Interact with seven different contextual factors.

Three factors are needed to build resilience



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Engaged and Resilient

Positive intentional relationships
give insight, constructive
feedback and enable change,
adaptation and resilience.



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Fear and mistrust



Fed by

- Royal commission into child abuse
- Parenting scare tactics (great marketing tool for parenting programs, safety equipment etc)
- Mother blaming
- Increase in education on risk
- Litigious society
- Pessimistic media



Results in

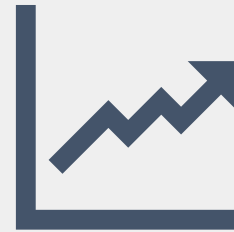
- Individual world (selfie syndrome, and digital madness)
- Shallow relationships
- Poor social skills
- Difficulties with attachment
- High levels of anxiety, depression
- Addiction to self preoccupied activities

Hope and resilience



Fed by

Community
Relationships
Reflection on meaning and purpose
Time
Intentional learning and reflection
Reaching out to others
Compassionate actions
Positive and hope filled vision



Results in

Greater connections
Higher levels of resilience
More resources
Greater opportunities
Optimistic mindset
Longer term relationships



- The majority of kids turn out ok
- Children do learn from mistakes
- Parents only need to be attentive 30% of the time for good success
- Adversity and difficulties build life skills
- Other people are different so a diverse skill set is needed to navigate and negotiate for life
- Having good people skills comes from experience with a range of people
- Disappointment is a learning experience
- Missing out is helpful
- Being hurt builds compassion

Resilience in faith communities



Higher levels of resilience was observed with those who had a strong community factor characterized by faith



Faith NOT religion



Those who see their experience of faith communities as helpful, when they become parents take their children to church, Sunday school, playgroup, youth groups



Popular faith communities are peaceful, loving and not discriminatory



Resilient faith communities are connected to other communities (schools, other faiths, sporting clubs, local groups)



Plan for a mentally health and resilient community

- Connection
- See adversities as opportunities
- Respond to sadness with reflection not fear
- Look for post traumatic growth
- Workers respond to mental illness by giving agency
- Teach communities to understand a healthy response to mental illness
- Conversations of hope
- Listening to others who have gone through illness themselves. What helped?

What do the families and children need?



COMMUNITIES



DEEP CONNECTIONS



COMPASSION AND
KINDNESS



FOR CHILDREN TO
DEVELOP IN THE
CONTEXT OF
SUPPORTIVE AND
CARING ADULTS



FOCUS ON THE
PREFERRED FUTURE AND
PLAN THAT MAKE IT
HAPPEN



GROWTH THROUGH
ADVERSITIES



HEALTHY CONFLICT

Spiritual care and mental health



Spiritual growth	Spiritual manipulation
Grace	Shame
Contemplate and listening	Working hard to please God or leaders
Conversations of hope	Conversations of guilt
Love, joy, peace, tolerance	Facts, judgement, absolutes
Accepting self	Self loathing
Wants and desires	Shoulds and obligations

So how do we respond to



Depression



Anxiety

How do we respond to



POST TRAUMATIC
STRESS



OBSESSIVE COMPULSIVE
BEHAVIOURS



PHOBIAS

Using a solution focus?

Look for exceptions
that show hope

Find the strong
connections
(doughnut
strengths)

Look for
opportunities to
connect strengths
and grow together

Focus on what
works?

Ask what worked in
the past?

Look for
opportunities for
understanding and
reflection

We don't



Label

Label the person



Focus on

Focus on the disorder



Plan

Plan for the problem



Take away

Take away the agency



Tip

Tip toe around the
problem



Connecting

Stop connecting



