

# Helping Your Child to Develop Resilience

*(Some Strategies for Being a Slightly Better Parent)*

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## INTRODUCTION

Young people who successfully learn the skills and attitudes for coping with life's 'ups and downs' are more likely to have higher levels of wellbeing and achieve well at school. They are also more likely to go on to have more successful and stable lives as young adults.

## Resilience

Being resilient means adapting flexibly to the ever-changing challenges of life, coping with inevitable setbacks, losses & disappointments and 'bouncing back' to a state of emotional wellbeing. Young people who can think and behave in a resilient manner are less likely, when older, to engage in harmful alternatives to coping, such as substance abuse, self-harm, or anti-social behaviour. They have a lower likelihood of becoming depressed and a higher likelihood of having more satisfying lives and greater emotional wellbeing. Resilient families can, over time, model, assist with and directly teach the following skills and characteristics of resilience to their children:

- Optimistic thinking skills (*i.e. focusing on hope & the positive aspects of a situation; expressing gratitude*)
- Helpful thinking skills (*i.e. the kind of thinking skills that reflect how the world really is and that can help to calm them down and de-stress*)
- Using humour in a positive way
- The skills needed to achieve personal goals (*e.g. goal setting, organisation, courage, effort and practice, persistence, problem solving and being resourceful*)
- Frustration tolerance (*i.e. being able to tolerate not getting what they want straight away*)
- Effective social skills (*e.g. negotiating, having an interesting conversation, cooperating, managing disagreements*)
- Evidence-based self knowledge about their ability strengths and their character strengths
- Pro-social values (*e.g. respect, friendliness, kindness, acceptance of differences in others*)
- Emotional literacy skills (*e.g. understanding and managing feelings, developing empathy towards others*)
- Skills for facing fear and acting courageously in the face of challenges and difficulties

Helping children to develop their wellbeing is not about protecting children from negative feelings and outcomes and convincing them that anything and everything they do is praiseworthy just so they will 'feel good'. This kind of approach is meaningless and ultimately discouraging. It can lead many children to have an exaggerated view of themselves that diminishes quickly when life's inevitable disappointments occur. If young people are convinced that they are special and 'entitled' and should always 'feel good' then they often feel resentful or helpless when they experience disappointments in life. Trying to shield young people from feelings of sadness, frustration, and anxiety when they lose, fail or make mistakes can deprive them of the opportunity to learn from such experiences and can diminish their motivation to persist in difficult tasks until they succeed. Feeling angry, sad or anxious can be a useful catalyst for change in academic, personal and social behaviour. It is sometimes necessary to fail, feel bad and to try again repeatedly until success occurs or to re-think the goals they aspire to. It is success in the face of these difficulties that can genuinely make our children feel good about themselves.

## **SOME PARENTING STRATEGIES FOR DEVELOPING WELLBEING**

### ***Try to avoid the 'happiness trap'***

Don't over-focus your parenting on trying to ensure that your children feel happy all the time. Sometimes your children won't like you very much when you act responsibly and set boundaries for their behaviour or don't agree to their requests. Sometimes they will feel angry with you or push you away and this is a normal part of their development. All parents want their children to like them but sometimes it is more important to focus on your parental goal of helping your child to develop well.

Don't give only positive feedback for everything your child does. Children also need constructive negative feedback about their efforts from time to time. Give negative feedback on their behaviour not their personality or character (*e.g. I was disappointed with the effort you put into that project*) rather than *'You were pretty lazy about your project'*

Try not to solve your children's problems for them. It isn't helpful for a parent to become overly anxious or to intervene when their child doesn't complete a project, has an argument with friends, or faces other small personal challenges that are a normal part of a young person's developing life. Let your child take ownership of his/her own problems and intervene only when a problem seems serious or too complex for them to handle (*e.g. if they were being bullied*). This gives them the message that you believe that they are capable of handling the problem themselves with a little support from you. You can still help with your child's difficult or upsetting situation through providing guidance and support rather than direct action *e.g.:*

- You can debrief: *What would you do differently next time?"*
- You can use consequential questioning: *What do you think will happen if you don't finish it?*
- You can be empathic: *I'm sorry this has happened and that it has been so upsetting for you*
- You can be optimistic: *Things will improve and I'm sure that you can come up with some good ideas for dealing with this*

### ***Look for opportunities for your child to develop independence***

Let your child develop reasonable independence and take reasonable risks and the consequences of their actions. Avoid being unnecessarily overprotective. If you wrap your children up in cottonwool they won't be able to grow emotionally, become independent and feel confident about dealing with life and its challenges. Instead of overly restricting them, consider teaching them how to avoid putting themselves into unnecessarily risky situations in the first place and how they might handle the situation if something did threaten them or cause them a problem. Let them take the consequences of their own decisions and actions in most situations. Don't do things for them that they are capable of doing for themselves. Offer choices (where feasible) to provide your child with opportunities to learn to live with the consequences of their choices. This communicates to them that they are *capable* of making a choice.

### ***Help your child to accept that life can be worrying, difficult, disappointing and sad at times and that this is normal***

Don't unnecessarily protect your child from experiencing everyday frustrations, disappointments or difficulties. Avoid offering 'quick fixes' or 'feel good' options when things get tough or they are feeling unhappy or sad. Let them sit with the bad feelings, knowing that you care that they are hurting, but that it is something they have to deal with, not escape from. Don't automatically intervene and try to fight all of their battles for them. Focus on talking with them about how they might solve or deal with the situation or problem. They need to experience and cope with some difficult times so they can learn how to 'bounce back'.

### ***Continue to set clear and specific boundaries and communicate directly***

Although they may not like the boundaries you set or the requests you deny, they need to find ways to negotiate with you about them or just accept them. Children need boundaries to define their world and when they don't get them they feel insecure. Identify the non-negotiable standards you believe in and establish firm limits around them (*e.g. no use of drugs; no mistreatment of other people; no aggression*). Encourage your child to respect your right to parent responsibly. Use direct instructions rather than hinting or asking for their cooperation *e.g.:' I want you to have your shower within the next five minutes'* is much more effective than *'Don't you think it's time to have your shower?'* However, sometimes even the best efforts of parents will be met with resistance. Here are some suggestions about firm responses that can

help to discourage unnecessary conflict over boundaries and encourage your child to respect your responsible parenting (even though it may take them a while to get there!)

Everybody else is allowed to....	<i>You're not everybody. You're somebody special to us.</i>
I wish you were like Emma's mother	<i>I'm not Emma's mother. I can only be myself, and I want you to be yourself too.</i>
You don't understand!	<i>We understand that we love you and want you to be safe.</i>
But why can't I have it. We can afford it	<i>We can afford it but we don't need it.</i>
You're treating me like a child!	<i>No, I am treating you like a person your age.</i>
You don't trust me.	<i>I know that things can be unsafe out there and that you don't yet have the experience to deal with that</i>
You won't ever listen to my side.	<i>I have listened to your side and I understand how you feel/your point of view.</i>
You never let me do anything!	<i>I love you and there are many things that are safe and healthy which I will continue to let you do.</i>

### **Help your child to build self knowledge and a sense of competence**

Psychologist and author Dr. Martin Seligman believes that raising young people is vastly more than just trying to 'fix what's wrong with them'. It is about identifying and nurturing their strongest qualities and helping them to best use those strengths. Give your child specific evidence-based positive feedback that enables them to slowly get some idea of their particular strengths e.g:

- *I was very impressed by the way you kept on trying to make that CD for your grandma, even though it took a long time before it worked properly. You don't give up easily. I admire how you keep going till you get it right*
- *'You really showed what a caring person you can be when you helped your sister to fix her bike. Thank you'.*
- *'You showed how brave you are when you and your friends spoke up to support Bethany when she was being bullied and I was proud of you'*

Encourage your child to do likewise i.e. find some evidence for their conclusions about what they are good at (*i.e their ability strengths*) and about the best parts of their 'character'. Seligman argues that successful people know what their signature strengths are (*i.e. the top three character strengths and the top three ability strengths that identify them*). They then find opportunities to further develop these strengths and find a 'place' to use them well. They work on their limitations too but often find a way around them or seek pathways that allow them focus more on what they are good at.

### **Encourage your child to develop hobbies or sporting involvements**

Psychologist Dr Mihaly Csikszentmihalyi has developed the concept of 'psychological flow'. This is a positive outcome that occurs when you are immersed in an activity that offers you a challenge, requires some skill and fully absorbs your attention in a positive way. Athletes refer to this as 'being in the zone'. Time passes quickly, pain and worries are temporarily forgotten and there is a sense of satisfaction at the end of the process. Hobbies or sporting involvements can provide many young people with the opportunity to achieve psychological flow. When they feel worried or distressed, it can be helpful to have this 'positive space' to temporarily retreat to so that they can re-energise and feel more able to cope with what is distressing them. This has been termed 'adaptive distancing'.

**Encourage your child to look for opportunities to be kind and generous and/or be of service to others or the community**

Many studies have also found that people who are kind and generous towards other people, who volunteer to help others in need, or who contribute to the wellbeing of the community, tend to enjoy a high sense of wellbeing and become more resilient. It is not entirely clear why this happens but theorists have argued that helping others:-

- gives us a sense of meaning and purpose and a 'positive identity'
- fully engages us and takes our mind off some of our own concerns
- helps us to keep some of their own problems in perspective

Young people can contribute service to others in many ways such as:-

- Coaching younger children
- Working with people in need
- Spending time with a lonely or needy relative or friend
- Raising money for worthy causes
- Working for the development of the community

Children are more likely to show a sense of compassion and participate in community service if their parents model doing so.

**Model and encourage optimistic thinking, positive tracking and the expression of gratitude towards others**

Show your child how to 'track' and comment on the good things more than the bad things in their day-to-day life. Remind them that bad times are mostly short-lived and only temporary. When they cannot predict an outcome or know what is true, encourage them to take the positive hopeful view rather than the pessimistic one. Model and encourage expressing gratitude to those who love, help and support them. Each day ask your child 'what two things went well for you today and why?'

**Model, teach and reinforce pro-social values**

Whenever you can find an opportunity, stress the importance of trying to live by pro-social values. These are values that foster positive, harmonious and compassionate relationships between people. They underpin personal and social responsibility. The most significant pro-social values are: *honesty, fairness, compassion/kindness, cooperation, acceptance of differences, respect and friendliness*. A belief in these values helps them to identify more meaning in life. Acting on these pro-social values increases their sense of being a decent, successful and honourable person and helps develop self-respect. These values also act as a 'moral map' that can help them to make good decisions. Encourage your children to not mistreat others, to show respect to everyone and try to understand people rather than judge them. Make it clear to them that you would be very disappointed if they took part in bullying another child in any way, however small. Encourage them to stand up for anyone who is bullied by offering support. Communicate a strong message about the importance of respecting teachers.

**Teach and model good social skills**

Help your children to learn social skills and deal well with conflict. Teach and model the skill of 'respectful disagreeing'. This skill involves finding points of agreement before stating disagreement (eg 'You're right, the movie you want to see did get a good review but, on the other hand, the other one is a comedy and I think we need a good laugh'). This can be described as a 'good news/bad news' tactic.

If siblings are fighting, get them to listen to each other's feelings and point of view and then insist on negotiation in which both parties gain some of what they want. Try not to act as referee where it isn't necessary. Stress that putdowns are unacceptable. Encourage them to recognise that there are always multiple perspectives on any situation and they should try and see all of them. There are many good ways to resolve a disagreement. Some effective strategies include:

- Listening to and trying to understand the other person's viewpoint
- Acknowledging the points they make that are valid

- Being assertive. This means using a firm but not aggressive 'I statement' such as '*I want you to leave the things on my shelf alone*' [to a younger brother] and then repeating it.
- Negotiating (ie finding a way in which everyone can get *some* of what they want)
- Agreeing to disagree

Don't get too caught up in debates about 'fairness. Try using this sentence: '*Over time we try to be as fair as we can but fair doesn't always mean 'the same' nor does it necessarily mean 'your way'.*

### **Encourage them to develop a strong and diversified social network**

Young people who have a good network of people to spend time with and talk to can cope more readily when things are difficult for them. A social network, especially one that includes one or two close friendships, can provide them with an opportunity to spend time enjoying themselves and temporarily put worries aside, experience a sense of belonging, discuss important moral issues and get a 'reality check' on how they are seeing things. Encourage them to have a diverse social network in which they interact with and learn about many people, not just people who are similar to them. Discourage the belief that only certain 'cool' or very popular classmates are worth being friends with.

At the same time help them to understand that everyone has periods of time in their life when their social life isn't as good as they would like it to be or they don't have a close friend. It isn't the end of the world if sometimes you don't have a close friend. With effort and patience the situation can be improved. Help them also to understand that being socially rebuffed at times is a common experience that most children have and they will need to be persistent in reaching out and trying to get to know others and form friendships. Another key point to make is that very few friendships are 'forever' and that it is normal to move in and out of many friendships as their lives change.

### **Teach them how to become confident**

Confidence has been described as 'optimism in action'. Children are more likely to act confidently under the following conditions:

- When they use *positive 'self-talk'* and draw on their previous positive and successful experiences
- When they have been taught the skills of *optimistic thinking* and are prepared to '*have a go*'. They believe that there is a good chance that things will go well for them. They also understand that if things *don't* go as well as they would like, it might be disappointing but it won't be the end of the world. They can try again
- They understand the importance of *learning and practising the necessary skills* for whatever actions they wish to take or goals they wish to pursue
- They have learnt the importance of *effort, persistence and problem-solving* and have had opportunities to practise using these skills
- They have a realistic perception of their *strengths and capabilities*
- They are *not discouraged by mistakes* and can see them as normal situations that occur a lot when you are trying to learn something new or take on something challenging

### **Emphasise the importance of self-respect**

Self-respect is an attitude of acceptance of, and approval for your own character and conduct. Young people who have self-respect are more likely to:

- Focus more on '*who I am*' than on '*what I have, what I look like, what I can do*'.
- Have clear moral values/ethics and show integrity by putting them into practice. They try not to let themselves down.
- Refrain from mistreating others because they acknowledge the rights of others to have dignity and be treated with respect
- Act in self-protective ways e.g. they keep themselves safe and act with dignity to achieve a positive identity and reputation.
- Believe that it is their right to be treated fairly and not to be mistreated by others and take steps to protect this right

- Consider themselves to be equal to other people whilst still acknowledging differences. They don't see themselves as either inferior or superior
- Continually develop evidence-based self-knowledge about what they are good at (*i.e. their strengths*).
- Focus more on their strengths than their limitations and don't over-focus on comparing themselves with others
- Work hard and use willpower to try and achieve their goals and feel satisfied with their efforts even if they are unsuccessful (*'I worked hard and did the best I could'*)
- Acknowledge, enjoy and feel satisfied about their efforts and achievements but avoid being arrogant about them; they balance pride with humility
- Accept themselves as imperfect and continue to be self-accepting in spite of difficulties, mistakes, and failures
- Prefer to receive positive feedback but are not controlled by it
- Weigh up what is said to them or about them and then make up their own mind rather than assuming that if someone else says it then it *must* be true
- Trust their own judgment and have faith in themselves. They consider other people's views but are not automatically swayed by them. They don't feel guilty or apprehensive when others don't agree with their views or their choices

### ***Encourage initiative and the setting of challenging goals***

Provide lots of opportunities for your child to take on tasks and challenges that they initiate themselves (*eg organising or making something; learning something new*). Only give help when asked. Make positive comments when they deal well with the inevitable setbacks & obstacles that are always part of taking initiative. Talk to your child about the kinds of initiative you took as a child and how it has helped you.

### ***Model and teach goal setting and goal achievement***

Help your child to set realistic goals and to make plans to achieve them. Stress the importance of hard work and self-discipline. Celebrate the successful achievement of their goal with them and talk to them about what they did to they achieve it. Help them to develop the habit of persistence. Emphasise that success always requires not giving up when the going gets tough or boring. Encourage them to see their mistakes and failures as useful learning experiences and obstacles as problems to be solved. Talk to your child about the goals you have successfully achieved and about times when you persisted even though you were tempted to give up.

### ***Develop an attitude of courage in your child***

Talk about courage as being prepared to *face* fear, not as the absence of fear. Let them know that everyone is fearful at times but different people are frightened of different things. Give positive feedback when your child shows courage. Encourage thoughtful risk taking but make sure they have thought through potential consequences and are prepared for possibilities. Talk to your child about your own fears and how you have dealt with them. Acting courageously is also an essential aspect of academic success. Courage will be needed, for example, to tackle a challenging task or test and to persist in trying to understand difficult ideas and concepts that don't come easily to them.

### ***Help your child become more able to manage strong emotions***

Feeling strong emotions is a normal part of life. Emotions can motivate us to find solutions and try to deal with situations. When children experience strong feelings (such as anger, disappointment, sadness and feelings of rejection) they are practising this process of handling their feelings and using them to try to make a situation better. If you help them to understand and manage their feelings rather than trying to 'fix' things for them, they will grow stronger. Here are five steps to follow:

- Take notice when your child is feeling sad, worried, angry or upset
- See this as an opportunity for closeness and teaching
- Name their feeling and let them know you understand
- Help them to find a solution to the problem that is making them feel this way, but within reasonable limits
- Take an optimistic approach to the chances of their solving the problem successfully or coping with their feelings well.

Below is an example of these steps in action.

<b>Parent:</b>	How was school today?
<b>Child:</b>	Horrible. Jodie was away and she won't be back till Friday and I had nobody to hang around with. The other girls ignored me when I tried to speak to them
<b>Parent:</b>	You must have felt quite lonely and discouraged.
<b>Child:</b>	I don't want to go back to school till Jodie comes back
<b>Parent:</b>	Well I can understand why you feel that way because it isn't nice to feel all by yourself and left out. But you can't stay home from school just because Jodie's away. Can you think of some ways to help yourself feel a bit less lonely tomorrow?
<b>Child:</b>	(A bit later) Perhaps I could go to the library at lunchtime tomorrow or ask Sarah if I can have lunch with her and Kara. She's always kind to people
<b>Parent:</b>	Sounds like a good idea. Things will seem better in the morning.

### **Encourage self-discipline (also referred to as self-control or willpower)**

Comment positively on behaviour that shows self-discipline eg attending netball practice when they don't feel like it or doing homework when there is something they would rather watch on TV. Willpower and persistence has been shown in many research studies to be more important to success than ability.

### **Teach and model 'helpful thinking' whenever the opportunity arises**

Teach your child to use 'helpful' thinking eg:-

- To look for supportive evidence instead of jumping to conclusions
- To avoid over-generalising from a single situation or event (*e.g. I fell over playing hockey last Saturday so I'm not going to play hockey anymore*)
- To not exaggerate or assume that the worst possible outcome will happen. This is called 'catastrophising'
- To get more information, test things out or get a 'reality check' by talking to others.

Discourage them from becoming obsessive about a worry or something that has upset them i.e thinking about it all the time. It's helpful to think about a worry in order to find possible solutions but not to obsess about it emotionally and in a non-productive way. Teach them to stay busy and use the strategy of 'thought stopping'. This involves recognising when they are over-thinking and over-worrying about something (*e.. not winning a role in the school musical production*) and then turning off that 'thought channel' and switching to another, more pleasant 'thought channel' (*e.g. recalling in detail a recent happy enjoyable holiday experience*)

### **Teach and model these good thinking habits**

- Be open-minded (*but not so open-minded that your brains fall out!*) and balance this with scepticism.
- Seek good evidence and sound reasons before being persuaded by someone else's arguments or claims
- Question 'what is' and don't just assume that something is what it seems or claims to be or that it can't be improved
- Be persistent in trying to find solutions to problems and create new ways to do things and improve things
- Strive for accuracy and excellence
- Always take an approach of curiosity and seek to understand 'why'
- Look for links between things and links between ideas and identify how they are similar and different

### **Continually work on building a resilient family environment**

A resilient family has many of the following characteristics:-

- They communicate with each other in a warm and open manner and don't keep secrets and resentments going. They quickly find ways to 'build a bridge' back to each other.
- They share time together and enjoy each other's company
- They show affection for each other in a range of ways and affirm and support each other
- They accept differences in family members and hence accept each other.
- They are committed to the family and show loyalty and dedication. They view the wellbeing of the family unit as a high priority
- They respond well to changes and deal with things by talking and supporting rather than blaming or attacking.
- They use humour as a sharing and coping tool
- They don't expect family members to be perfect

Have regular family meetings (e.g. weekly, fortnightly or monthly) to discuss issues related to the household and family and invite your children to put items on the agenda. In this way they begin to understand that members of a family or community have a responsibility to work together to negotiate solutions to problems rather than just act on self-interest.

Cope with family challenges by pulling together as a family. Every family faces challenges. Resilient parents model resilient behaviour for their children when things temporarily 'go wrong' in their family (*as they usually do at some point in every family*). They try to pull together, behave calmly, avoid blaming each other, take a positive approach and problem solve. Resilient parenting involves:-

- Effective and calm communication with each other and with your child
- Looking after your 'couple relationship' too
- Working together and supporting each other in the face of a crisis or challenge rather than becoming angry with each other and pulling against each other
- Not using coercive or harsh punishments with children nor 'words that wound or scar'

### **The BOUNCE BACK! Acronym** (*Copyright: Bounce Back! McGrath and Noble, 2003; 2011*)

The acronym below is a useful way to remind your children about ways to be resilient:

*When things go wrong for you, or you get 'knocked down' by what happens in your life, you can decide to BOUNCE BACK! and be yourself again by remembering these basic guidelines.*

**B**ad times don't last. Things always get better. Stay optimistic

**O**ther people can help if you talk to them. Get a reality check.

**U**nhelpful thinking makes you feel more upset. Think again.

**N**obody is perfect-not you and not others.

**C**oncentrate on the positives (no matter how small) and use laughter

**E**verybody experiences sadness, changes, hurt, failure, rejection, and setbacks sometimes.  
They're a normal part of life. Try not to personalise them.

**B**lame fairly –how much of what happened was because of you, because of others and because of bad luck or circumstances?

**A**ccept the things you can't change (but try to change what you can first)

**C**atastrophising makes things worse. Don't believe the worst possible picture.

**K**eep things in perspective. It's only part of your life.



**AN ADAPTED ` SUMMARY OF THE 24 VIA CHARACTER STRENGTHS**

*Online questionnaire by Seligman & Park available*

*at: <http://www.authentic happiness.sas.upenn.edu/questionnaires.aspx>*

<b>WISDOM</b>	<b>COURAGE</b>	<b>HUMANITY</b>	<b>JUSTICE</b>	<b>TEMPERANCE</b>	<b>TRANSCENDENCE</b>
<p><b>Is Creative</b> Has good &amp; different ideas &amp; enjoys finding new ways to do things</p>	<p><b>Is brave</b> Faces fears, pain &amp; challenges with courage; speaks up for what is right &amp; what they believe</p>	<p><b>Is loving &amp; affectionate</b> Values close &amp; caring relationships with others</p>	<p><b>Works well in pairs, groups &amp; teams</b> Is good at working cooperatively &amp; loyally with others</p>	<p><b>Is forgiving &amp; merciful</b> Forgives those who have done wrong, accepts others' limitations; doesn't focus on revenge.</p>	<p><b>Appreciation of beauty &amp; excellence</b> Notices, appreciates &amp; is in awe of beauty, excellence &amp; talent</p>
<p><b>Has a strong sense of curiosity</b> Is very curious &amp; likes to find out about things</p>	<p><b>Works hard &amp; is persistent</b> Doesn't give up easily; keeps on trying; finishes what they start; sees things through</p>	<p><b>Is very kind</b> Is generous, caring, supportive &amp; compassionate</p>	<p><b>Has a strong sense of fairness &amp; justice</b> Treats all people well; is accepting &amp; inclusive; gives everyone a fair chance; honours agreements &amp; fair play</p>	<p><b>Is modest &amp; humble</b> Doesn't boast nor think they are superior</p>	<p><b>Expresses Gratitude</b> Is aware of &amp; thankful for the good things that occur in their life; takes time to express thanks</p>
<p><b>Is a good thinker</b> Thinks things through carefully &amp; tries to see different perspectives</p>	<p><b>Is genuine &amp; has integrity</b> Respects the truth; acts consistently with their values; doesn't present a 'false front' to other people</p>	<p><b>Understands others</b> Understands the feelings &amp; motives of self &amp; others; can readily fit into different social situations</p>	<p><b>Is a good leader</b> Can organise &amp; manage a group well to get things done in a friendly respectful way.</p>	<p><b>Is Careful</b> Is cautious &amp; avoids unnecessary risks &amp; doesn't say or do things they might later regret</p>	<p><b>Is optimistic</b> Has an optimistic orientation towards their future; can remain hopeful in difficult or unclear situations</p>
<p><b>Has a love of learning</b> Loves to learn &amp; master new skills &amp; knowledge</p>	<p><b>Has lots of energy &amp; is excited about life</b> Approaches life with a spirit of adventure and excitement; throws self into things wholeheartedly</p>			<p><b>Has Willpower</b> Manages oneself &amp; controls what one feels &amp; does without overdoing it about it; uses willpower</p>	<p><b>Humour</b> Writes, speaks or acts in ways that make others smile &amp; laugh; sees the light or funny side of situations</p>
<p><b>Is Wise</b> Is sensible &amp; offers helpful advice to others</p>					<p><b>Spirituality</b> Holds strong beliefs about the meaning of life that shape their behaviour &amp; provide a sense of comfort</p>

## FOLLOW UP READING

### BOOKS

Gottman, J. M., & DeClaire, J. (1997). *The Heart of Parenting: How to Raise an Emotionally Intelligent Child*. London, UK: Bloomsbury

Gottman, J. (1997). *Why Marriages Succeed Or Fail: And How You Can Make Yours Last*. Bloomsbury, London

McGrath, H, 2009, (8<sup>th</sup> Reprint), *Difficult Personalities*, Penguin, Melbourne  
(This is a book with a predominantly adult focus that helps to explain behaviours such as anxiety)

McGrath, H. and Noble, T. 2005, *Eight Ways at Once*, Pearson Education.  
(This book is based around Howard Gardener's Multiple Intelligences Model and is written for teachers. It also contains a self-report checklist to help students identify their intellectual strengths and some information for parents. It is probably available from your school's library but your local library can also order it for you on inter-library loan).

McGrath, H. and Noble, T. (2003, 2011:2<sup>nd</sup> edition) *BOUNCE BACK! A Wellbeing & Resilience Program*, Pearson Education, Sydney. (Probably available from your school's library but your local library can also order it for you on inter-library loan).

### WEBSITES

#### RAISING CHILDREN NETWORK SITES

<http://raisingchildren.net.au/>

A site with lots of interesting material for parents.

Take a look at the material on resilience that Professor Helen McGrath & Professor Toni Noble have contributed to this site at:

[http://raisingchildren.net.au/articles/resilience\\_teenagers.html/context/1157](http://raisingchildren.net.au/articles/resilience_teenagers.html/context/1157)

#### **McGrath, H.L. 2009, *Young People and Technology***

[www.amf.org.au/Research/](http://www.amf.org.au/Research/)

#### **ACMA SITES** (*Australian Communication & Media Authority*)

##### **For Parents** (*An Overview*)

<http://www.cybersmart.gov.au/Parents.aspx>

##### **Parent Quiz**

[http://www.cybersmart.gov.au/Parents/Quiz-your childs online safety.aspx](http://www.cybersmart.gov.au/Parents/Quiz-your%20childs%20online%20safety.aspx)

##### **How Cybersmart are You?** (*Good brief video-clip with Advice for Parents*)

[http://www.cybersmart.gov.au/Its your life and you're in control.aspx](http://www.cybersmart.gov.au/Its%20your%20life%20and%20you%20re%20in%20control.aspx)

##### **OR**

<http://www.youtube.com/watch?v=JHj0gKGYzfY>

##### **Cybersafety Guidelines for parents**

[http://www.cybersmart.gov.au/%7E/link.aspx?\\_id=2FCAA88ADDE84A71B052D756A24EEE6C&\\_z=z](http://www.cybersmart.gov.au/%7E/link.aspx?_id=2FCAA88ADDE84A71B052D756A24EEE6C&_z=z)

<http://www.cybersmart.gov.au/Parents/Quiz-your%20childs%20online%20safety.aspx>