The ability to thrive despite challenges arises from the skills of resilience. The good news is that resilience skills can be acquired and nurtured.

**Move Towards Goals**
Guiding our children to set and move towards realistic and meaningful goals one step at a time focuses on what they can accomplish. This encourages them to move forward in the face of challenges and increases their likelihood of achieving their dreams.

**Have a Sense of Purpose**
Developing a sense of purpose in our children provides the motivation and energy for them to persevere through challenges. It moves them to look beyond present circumstances and to contribute towards their desired future.

**Overcome challenges or obstacles**
Facilitating the problem solving process in our children helps them to trust themselves to find alternative solutions for problems or find a way out of difficulties. This also builds their confidence to handle future challenges.

**Building RESILIENCE in our children**

**Keep Things in Perspective and Maintain a Hopeful Outlook**
Encouraging our children to maintain an optimistic and positive outlook, while accepting the negative circumstances or emotions, enables them to see the good things in life and keep going even in the toughest times.

**Focus on Strengths**
Helping our children recognise their own strengths and encouraging them to use them in their daily lives contributes to more meaningful lives. Focusing on their strengths rather than weaknesses also helps them in overcoming challenges or obstacles.

**Make Connections**
Building positive social skills in our children helps them to make friends and build relationships. Connecting with people provides the social support in times of need.

**Emotion Self-Care**
Teaching our children to acknowledge and manage their negative emotions is part of self-care. Only then can they find ways to deal with the problem.

**Building RESILIENCE in your child**
Building the resilience muscle of our children to help them bounce right back

**Recognise Common Stress Symptoms in Your Child**
If your child seems to be overwhelmed, you may consider turning to the school counsellor for guidance.
Qualities of a Child who shows Resilience

A Child who is Resilient
• adapts positively despite setbacks
• perseveres in the face of challenges

Beliefs
• Is open to setbacks and learns from them
• Believes that failure is not permanent
• Is hopeful

Personal Characteristics
• Has a sense of humour
• Is determined
• Has self-control and emotional management
• Finds different ways to handle new or difficult situations
• Knows one’s strengths and develop ways to improve one’s weaknesses
RESILIENCE-FOSTERING INTERACTIONS

SUPPORT
- Provide positive feedback
- Be willing to listen

PROBLEM SOLVE
- Reflect on setbacks together
- Guide your child to develop alternate plans

AFFIRM
- Affirm strengths and efforts
- Use of effective praise

CHEER
- Cheer your child on for every effort
- Celebrate all successes, even small ones

EMPOWER
- Let your child make decisions
- Encourage your child to voice his/her ideas, and carry out the plans made

PROVIDE ADEQUATE CHALLENGE
- Stimulating Environment
  ○ Provide opportunities for challenges
  ○ Nurture your child’s talents
- Structure
  ○ Set consistent and realistic expectations
  ○ Maintain daily routines with clear boundaries
  ○ Assign responsibilities (e.g. household chores)
- Supervision
  ○ Monitor your child’s progress
  ○ Look out for signs of distress

PROVIDE HIGH SUPPORT
- Responsive Environment
  ○ Know your child’s needs
  ○ Be present
- Role Modelling
  ○ Role model social skills
  ○ Be consistent in teaching and setting examples
- Reassurance
  ○ Encourage your child regularly and intentionally
  ○ Tell your child “I believe in you”
Recognise Common **STRESS SYMPTOMS** in Your Child

<table>
<thead>
<tr>
<th>S</th>
<th>Struggles to pay attention in studies or activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Tiredness</td>
</tr>
<tr>
<td>R</td>
<td>Rebellious streak</td>
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<tr>
<td>E</td>
<td>Excuses to miss school</td>
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<tr>
<td>S</td>
<td>Stays away from others</td>
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<tr>
<td>S</td>
<td>Sulkiness</td>
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</tbody>
</table>

If these signs are present in combination, or in more extreme or long-lasting forms, it may be an indication that your child is experiencing significant stress. If in doubt, please seek help and advice from the School Counsellor or mental health professionals.

You may want to refer to the emotion management resource to guide your child in managing his/her stress.
Tips for DEVELOPING A SENSE OF PURPOSE in Your Child

- Set and work towards goals together
- Expose them to new experiences (e.g. places, hobbies, occupations) to let them discover their interest and passion
- Affirm their unique talents and qualities
- Provide opportunities to contribute to society (e.g. participate in community activities)
LIFE SKILLS as Goals
Set goals for developing skills for life. Goals can include social skills, interests, or habits your child wants to pick up or improve in.

IDENTIFY AGE-APPROPRIATE Goals with Your Child

- Break down large tasks into smaller achievable goals for younger children.
- Acknowledge accomplishments on the way to larger goals for older children.

FOLLOW S.M.A.R.T as a Guide

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to do or achieve?</td>
<td>Learn to swim freestyle</td>
</tr>
<tr>
<td>Can you put in numbers to help you see your progress over time and know when you’ve achieved your goal?</td>
<td>Learn to swim 200 meters freestyle within ten minutes</td>
</tr>
<tr>
<td>Do you have the ability to do it? What skills, strengths or resources can you rely on?</td>
<td>Learn to swim 200 meters freestyle with the help of a board within ten minutes</td>
</tr>
<tr>
<td>Can it be done given the amount of time and resources? Who or what can you seek help from?</td>
<td>Learn to swim 200 meters freestyle with the help of a board within ten minutes, from a swimming instructor</td>
</tr>
<tr>
<td>When do you need to reach this goal?</td>
<td>Learn to swim 200 meters freestyle with the help of a board within ten minutes, from a swimming instructor, in four weeks</td>
</tr>
</tbody>
</table>

ENCOURAGE and SUPPORT

- Monitor your child’s progress
  E.g. Reflect with your child the progress made each week, and guide him/her on any adjustments to be made.

- Acknowledge setbacks
  E.g. On certain days when your child is unwell, he/she might not be able to perform as well.

- Celebrate successes
  E.g. Praise your child and ask how he/she feels when a goal has been reached.
Tips to Guide Your Child in Problem Solving

Identify the Situation
- What happened?
- What are the things you can change?

Explore 2 to 3 Options within his/her control

Think of the Disadvantages of each option
- What are some possible negative consequences about the option?

Think of the Advantages of each option
- What are some possible positive outcomes about the option?

Select the overall best Solution
- Why is it the overall best solution?

Tips for Parents:
- Help your child to see “FAIL” as “First Attempt In Learning”. Guide him/her to manage and overcome failures
- Encourage your child to
  - Seek help from you, a teacher or the School Counsellor by saying “I need help.”
  - Reflect: Think back on the experience, learn from it and do it better the next time

**Tips for Building Character Strengths in Your Child**

1. Encourage your child to know his/her character strengths and to use them regularly.

2. Compliment your child for his/her character strength that you have observed.

   *E.g. “Other than using your leadership strength in school, how about using it at home too, like planning for a family gathering?”*

4. Have conversations with your child from a strengths-perspective.
   *E.g. “Think about how you responded. What strengths did you show?”*

5. Tap on your child’s strengths, especially in coping with adversity and overcoming obstacles.
   *E.g. Tap on your child’s sociability to find social support during challenging times.*
Sue may not have seen me, and maybe thinks I’m not around.

After rationalizing...

Child sees friend joining other friends for recess...

Sue is ignoring me. She doesn’t like me anymore.

What do you think and how do you feel about the situation?

What is the most rational way to think about the situation?

What is the most rational way to think about the situation?

What evidence supports or challenges these thoughts?

How do you feel about the situation now?

Think about the situation...

I’m such a failure. I’ll surely fail all my other subjects too and be retained this year.

I can do better for this test next time. I’ve also not received the other test results.

Brother is good at everything while I’m not. Mum and Dad will not love me as much.

Brother is good in certain areas while I’m good in others. Mum and Dad love us for who we are.

What evidence supports or challenges these thoughts?

What is the most rational way to think about the situation?

What do you think and how do you feel about the situation?

What is the most rational way to think about the situation?

What evidence supports or challenges these thoughts?

How do you feel about the situation now?

Use these steps and questions to guide your child to think POSITIVELY.
Teach your child to consider others’ views
Other people’s thoughts are as important as ours.
Teach your child to ask himself, “What would I be thinking if I were that person?”

Teach your child to ask himself, “What would I be thinking if I were that person?”

Build positive interaction skills
Engage your child in activities that require sharing or taking turns.

Create opportunities for teamwork
Encourage your child to cooperate with others to reach a goal.
E.g., planning for an event.
This builds problem-solving and conflict resolution skills.

Nurture empathy in your child
Create opportunities to talk about your child’s feelings.
When your child talks:
1. Listen attentively
2. Let him/her state his/her views before offering yours.
3. Paraphrase his/her view to show that you are listening which encourages him/her to say more.
4. Ask him/her to share his/her feelings or check if he/she is feeling a certain way.
5. Share your own feelings, when appropriate.

Be a good role model
Let your child see you demonstrate positive social skills.
E.g. Let your child witness how you apologise, when appropriate.

Praise your child for positive social skills
Show approval. Be specific in telling your child what he/she did right.
E.g. “Well done! You spoke calmly even though you disagreed.”

Volunteer with your child
Acts of kindness can strengthen your child’s understanding of his impact on the world around him.
Take time to actively notice and name your child’s emotions together.

Connect with your child on an emotional level. *E.g. Make talking about their feelings a natural part of conversations.*

Embrace all of your child’s emotions (avoid being dismissive or disapproving). Help your child recognise and understand his/ her feelings.

Discuss how your child can cope and manage the negative emotions. *E.g. practise calming down strategies.*

Role model how you express and manage your emotions in appropriate ways. *E.g. Calmly admit that you are upset and take a 10-minute time-out*

Encourage your child to persevere through challenges even though there may be uncomfortable feelings.

Guide your child to accept situations that he cannot change.

Have your child share three things he feels good or thankful about for each day.