CASA 201

7 Cs of Resilience

**Competence-When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent. We undermine competence when we don’t allow young people to recover themselves after a failure.**

-Encourage kids to build on their own strengths

 -if they are good at art, recommend an art class or see if you can get them some

 Art supplies/ book.

 -good at a sport, help them get signed up for a school or community team.

 -good at math, science etc., see if you can find them a club.

\*\*Remember to be careful with our language when we talk to our children, need to be age appropriate and remember that not all of our kids are developmentally where they should be. Younger kids-not too many words, older kids you can be more specific.

**Confidence-Young people need confidence to be able to navigate the world, think outside the box and recover from challenges.**

-Compliment our kids on personal qualities like kindness, being fair etc.

-Praise kids honestly and specifically, for example,

 -instead of saying, “you’re a great artist” say, “I love that you chose that color for

 House you drew”.

-encourage your kids to strive for goals a little out of their comfort zone.

**Connection-Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions.**

-Visiting them on a regular basis, at their placement, school/daycare etc.

-Allow them to tell you anything and, to open up at their pace.

-help them to feel safe with us.

-encourage them to solve small conflicts their having on their own.

-encourage friendships and ask about their friends.

-encourage participation in extracurricular activities, which will give them access to like minded peers and caring adults

**Character-Young people need a clear sense of right and wrong and a commitment to integrity.**

**-**Remember our kids may have had poor models for good decision making and following the rules or laws. Be patient and remember that and help guide them with decisions or issues.

-Talk about how behavior affects others.

-Be a role model. Do what you say you will do.

**Contribution-Young people who contribute to the well-being of others will receive gratitude rather than condemnation. They will learn that contributing feels good, and may therefore more easily turn to others, and do so without shame.**

**-**Helping our kids understand you don’t have to have much to contribute. Home in on their talents and ways they can give or pour into others.

-Encourage doing chores around the house or helping at school.

 - “What would really help grandma out?”

 -volunteer or community service opportunities at school, church or in community.

**Coping-Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick fixes when stressed.**

-Help with problem solving. Play games or do puzzles where you have to work together and figure things out.

-Talk to them about good coping skills. Sleeping well, exercising, eating well, journaling, yoga, reading-whatever relaxes them.

**Control-Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control.**

**-**Let them pick the activity you will do with them, but give them reasonable choices like, “would you rather play a boardgame or draw a picture?”

-if age appropriate, advocate for them to be able to speak their mind in court. Maybe they want to talk to the judge or write a letter to the judge.

-help facilitate ways for the child to have some control and choices with their caregiver.

 -can the child pick what’s for dinner one night a week?

 -can the child pick an activity one night a week?

**\*\*Activity Bags- Put together a home visit bag with games, puzzles, Legos, art supplies to take to visits. We have lots of stuff at the office too.**