Simply

THE BEST

BARKING ABBEY

TRANSITION

Building Resilience

Information for parents and carers

Did you know?

Resilience is the ability to 'bounce back' during difficult times and get back to feeling good. It is about having the capacity to adapt to difficult circumstances.

The Institute of Health Equity suggests that resilient individuals, families, and communities are more able to deal with difficulties and adversities than those with less resilience. Building resilience is fundamental to teenagers becoming happy and functioning adults. Young people who are not resilient will be more likely to respond to stress by developing anxiety and depression.

Evidence suggests that promoting resilience can help young people develop personal life skills, cope in difficult situations and help them to achieve their potential. Human brains develop and change more during the teenage years than most other times in their life. This means that this is a time when there is huge potential for the development of new skills and capabilities.

What can you do?

Help your child navigate their ups and downs by encouraging them to carry out resilient behaviours. You can be a building block in helping them build healthy habits, such as looking after their mental health, getting enough sleep, doing exercise, eating healthy food, hobbies, socialising or relaxing.

Staying connected with different people in our lives is the basis for building resilience. Help your child to understand who is in their support network when they face difficult situations. This may be a grandparent, friend, teacher, sibling, or sports coach etc. Encourage your child to make time to build relationships, speak to friends, have fun, take part in hobbies, and connect with others regularly.

Encourage your child to build resilience by getting them to step out of their comfort zone and taking on new opportunities and goals. This will help them to develop self-respect and promote positive thinking and to build confidence to deal with different situations.