Teaching our Kids and Teens Success Through Resiliency: Brief Tour of the Facts

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How Do Parents Best Teach?

Ruggles’ Rules of Parenting:

1. Love Them a Lot
2. Leave Them Alone
3. Set A Good Example
What is *Success*?

1. “The fact of getting or achieving wealth, respect, or fame” (Merriam Webster)

1. “Beyond the metrics of money and power, we need well-being, wisdom, wonder and giving” (Arianna Huffington)

2. What is your family’s definition of success?
What’s Your Family Bumper Sticker?
What is Resiliency?

1. The power or ability to return to the original form, position, etc., after being bent, compressed, or stretched; elasticity.

2. The ability to recover readily from illness, depression, adversity, or the like; buoyancy
(Merriam Webster)
Search Institute’s Research on Resiliency

- Developmental Assets
  - 20 Internal Assets
  - 20 External Assets
IMPORTANCE OF INTERNAL ASSETS
Teaching Our Kids and Teens Success Through Resiliency: Internal Assets

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Internal Assets

- Commitment to Learning
- Positive Values
- Positive Identity
- Social Competencies
Commitment to Learning

- Commitment to Learning
- Positive Values
- Positive Identity
- Social Competencies
*Achievement Motivation
*School Engagement
*Caring/ *Equality and Social Justice
*Honesty*
Responsibility
Allow Independence to Teach Responsibility
*Integrity*

- child acts on convictions and stands up for his or her beliefs
Social Competencies

- Commitment to Learning
- Positive Values
- Positive Identity
- Social Competencies
*Resistance Skills*
Communication Leads to Good Resistance Skills

- School
- As a means to reinforce behaviors
- Talk about sex, alcohol, drugs, pregnancy, STDs
- Peer pressure
*Cultural Competence
*Planning and Decision Making*

- Long term planning
- Respect
- Increasing responsibility as they get older
*Peaceful Conflict Resolution*
Positive Identity

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity
*Self Esteem*
*Positive View of Personal Future*
Child’s “Sparks”

- Spark: 55%
  - Unsupported: 45%
  - Supported: 55%
*Sense of Purpose*
Internal Assets....

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity
Teaching our Kids and Teens Success Through Resiliency: External Assets

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External Assets

- Constructive Use of Time
- Support
- Boundaries and Expectations
- Empowerment
Support
Support: Family Support

Family traditions and rituals
Support: Family Support

Consistent, predictable and reliable
Family Support

Positive Family Communication

Parent Involvement with Schooling

Caring School Climate

Caring Neighborhood

Other Adult Relationships
Support:
Positive Family Communication

• Daily!

• Pick communication times wisely

• Sometimes indirect is most effective
  • Situations with reduced eye contact
  • Via email or text
  • Family whiteboard
  • Leave a photo or a note
Support:
Positive Family Communication
Skills From Family-Focused Therapy

1. Look at the person

1. Say exactly what they did that pleased you

1. Tell him or her how it made you feel

“If I walk past your desk without stopping to criticize your work, that counts as a compliment.”
External Assets

Constructive Use of Time

Boundaries and Expectations

Support

Empowerment
Empowerment: Safety

In Home:
- Environment
  - Weapon storage
  - Violence-free environment
- Parental behavior
  - Modeling
  - “The Red Zone”
External Assets

- Constructive Use of Time
- Support
- Empowerment
- Boundaries and Expectations
Boundaries and Expectations

1. HOW ARE YOU DOING ON YOUR UNSPOKEN OBJECTIVES?
2. MY WHAT?
3. I'M REFERRING TO THE GOALS I HAVE IN MY MIND THAT I'VE NEVER MENTIONED.
4. HOW ARE THOSE GOING?
5. I'M TOTALLY NAILING THEM.
Boundaries and Expectations

• Be *clear*

• Be *concise*
Boundaries and Expectation

Be Concise:

Basket A: Safety behaviors. Non-negotiable

Basket B: High-priority behaviors. Important, but not worth an explosive melt-down

Basket C: Lower-priority behaviors. Clearly not worth a melt-down
Boundaries and Expectations

- Be clear
- Be concise
- Be consistent
External Assets

- Constructive Use of Time
- Support
- Boundaries and Expectations
- Empowerment
Constructive Use of Time
Constructive Use of Time
3 Hours Per Week:

Creative Activities
- Music
- Theater
- Arts
- Hobbies
- Dance or other physical activities

Youth Programs
- Scouts
- School-based vs Community programs
- Mentoring programs
- Outdoor or wilderness-based
- Summer camps
Constructive Use of Time

- Involvement with a religious or spiritual community
- Regular, frequent time spent at home
When to Seek Help?

Performance (physical & mental)

Stress Level

Low | Medium | High

Low | Medium | High
When to Seek Help?

- Distress
- Problems with daily functioning
- “F.I.N.D."
  - Frequency
  - Intensity
  - Number
  - Duration
Parenting is a Humbling Experience

HOW DO WE GET THERE?
Meditative Practices
Increase Resiliency

Practice Being Present
What is Meditation?

An activity done with intention

Focusing attention on the present moment

With an open and nonjudgmental attitude
One Pointed Concentration
Being in the Flow
Mindfulness
Cultivation of human qualities such as:
emotional balance
a stable and clear mind
serenity
flexibility
love and compassion
Pub Med Articles and National Institutes of Health Research Grants concerning “Mindfulness Meditation”

The chart shows the number of articles and grants related to mindfulness meditation over the years from 1982 to 2015. The number of articles and grants has generally increased over time, with a significant rise in both categories around 2013-2014.
Mindfulness Intervention Results

Decreased Symptoms of:

- Anxiety
- Depression
- Substance abuse
- Eating disorders
- Chronic pain
- Fatigue

Improved mental and physical well-being and quality of life
How Does It Work?

ACTIVATES PARASYMPATHETIC NERVOUS SYSTEM
PARASYMPATHETIC NERVES
"Rest and digest"

- Constrict pupils
- Stimulate saliva
- Slow heartbeat
- Constrict airways
- Stimulate activity of stomach
- Inhibit release of glucose; stimulate gallbladder
- Stimulate activity of intestines
- Contract bladder
- Promote erection of genitals

SYMPATHETIC NERVES
"Fight or flight"

- Dilate pupils
- Inhibit salivation
- Increase heartbeat
- Relax airways
- Inhibit activity of stomach
- Stimulate release of glucose; inhibit gallbladder
- Inhibit activity of intestines
- Secrete epinephrine and norepinephrine
- Relax bladder
- Promote ejaculation and vaginal contraction

Figure 45-20 Biological Science, 2/e
© 2005 Pearson Prentice Hall, Inc.
Regulated by Breath

• The slower the breath, the more the parasympathetic system is activated
• Biofeedback research shows that breathing 4 – 8 times per minute is optimal for increasing parasympathetic tone
How Does It Work?

DEVELOPS INTEGRATION AMONG BRAIN AREAS
Structure of the Brain

- Paul MacLean (1960s):
  - “Triune” brain: each brain corresponds to a different stage of evolution
Neuroplasticity – Hebb’s Axiom (1963)

- “Neurons that fire together wire together.”
- “If you don’t use it you lose it.”

- Experienced meditators develop a thicker Prefrontal Cortex through neurogenesis
Functions of the PFC:

Body Regulation
Attuned Communication
Emotional Balance
Response Flexibility
Empathy
Insight/Self Knowing
Fear Modulation
Intuition
Morality (Siegle, 2007)

This allows the Prefrontal Cortex greater influence over other parts of the brain.
% self-endorsement for negative and positive social trait words pre- and post-Mindfulness training

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Ruggles’ Rules of Parenting

1. Love Them A Lot
2. Leave Them Alone
3. Set A Good Example