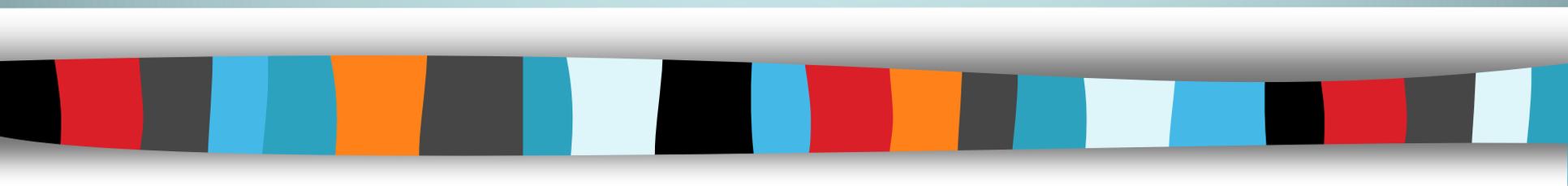
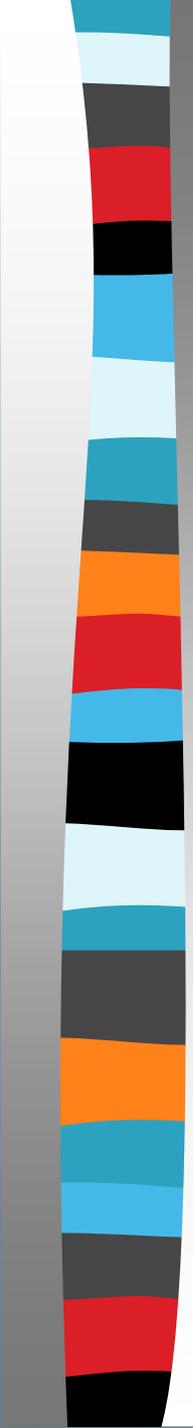


School Nurse Strategies to Support the Development of Resilience in Children



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Missouri Coordinated School Health Conference



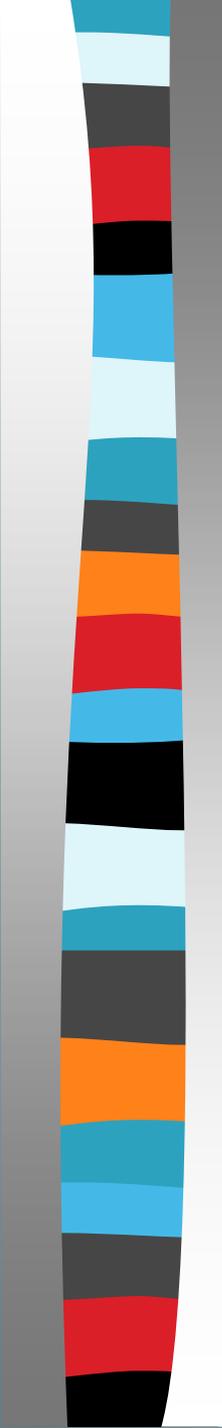
Planner, Presenter, Author Disclosures

I disclose the **absence** of personal financial relationships with commercial interests relevant to this educational activity within the past 12 months.

Purpose

- The purpose of this session is to enable the learner to understand the concept and importance of resiliency and employ strategies in school nursing practice to support the development of resiliency in students.





Objectives

- 1. Describe the characteristics of resilience in children and relevance to the practice of school nursing.
- 2. Demonstrate a school nurse strategy to support the development of resilience in students.
- 3. Create three IHP goals which address resilience in students with chronic health conditions.

What is resilience?

“Learning to adapt well over time to life-changing situations and stressful conditions”

(Source: Mental Health America of Eastern Missouri)



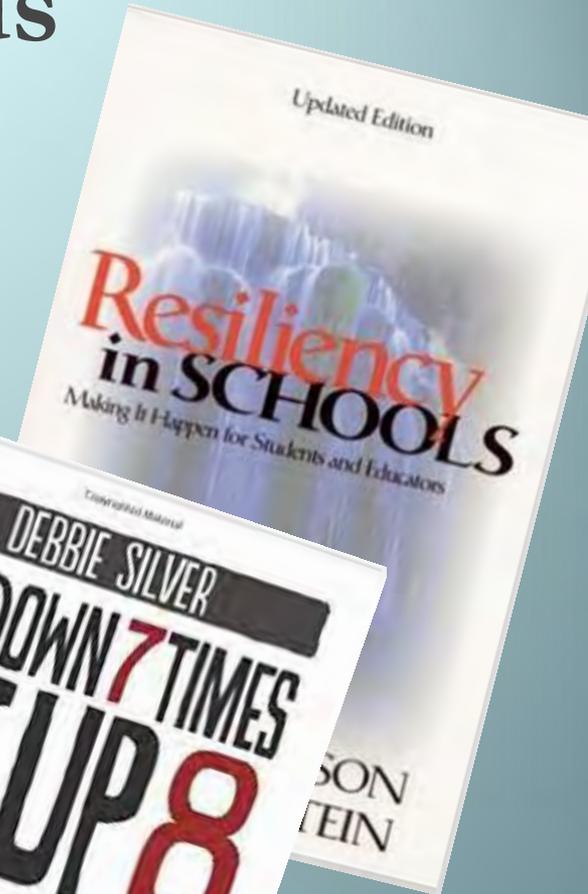
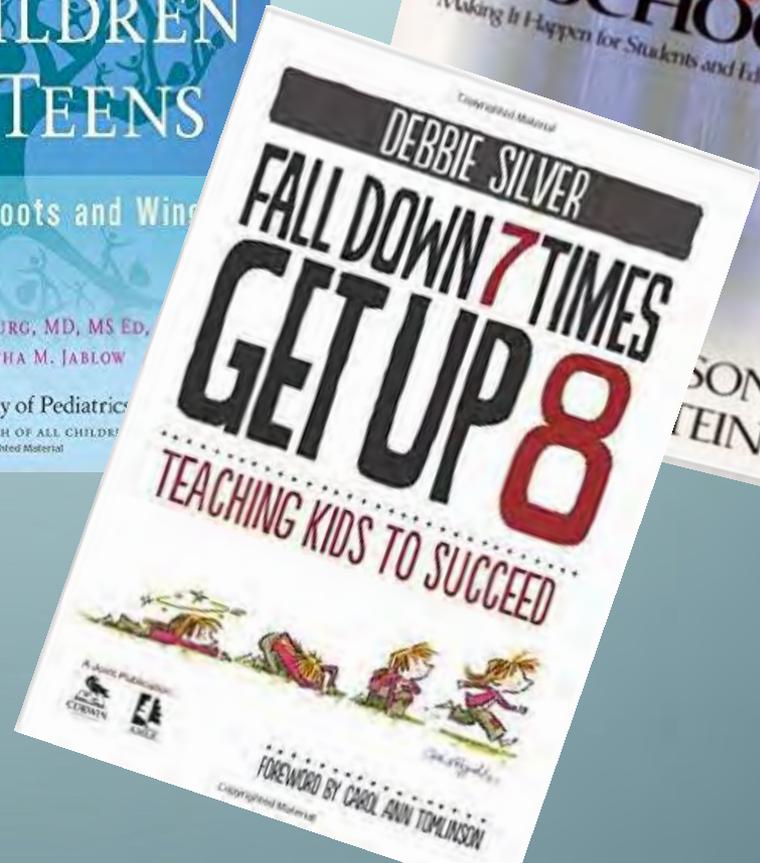
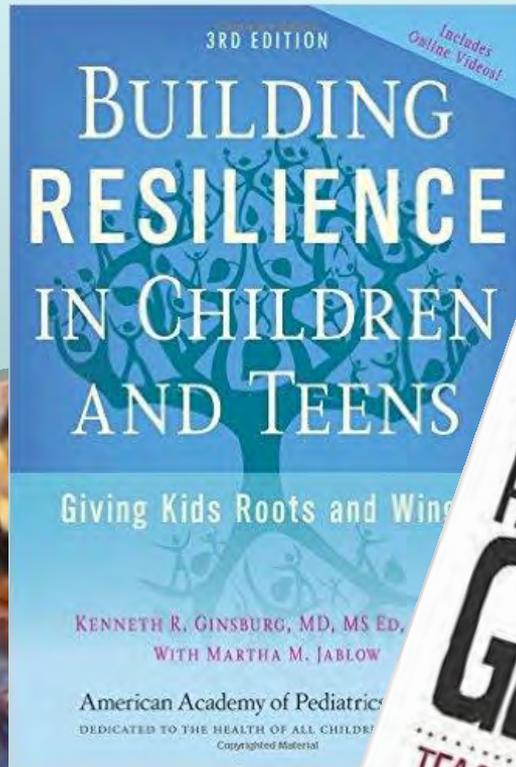
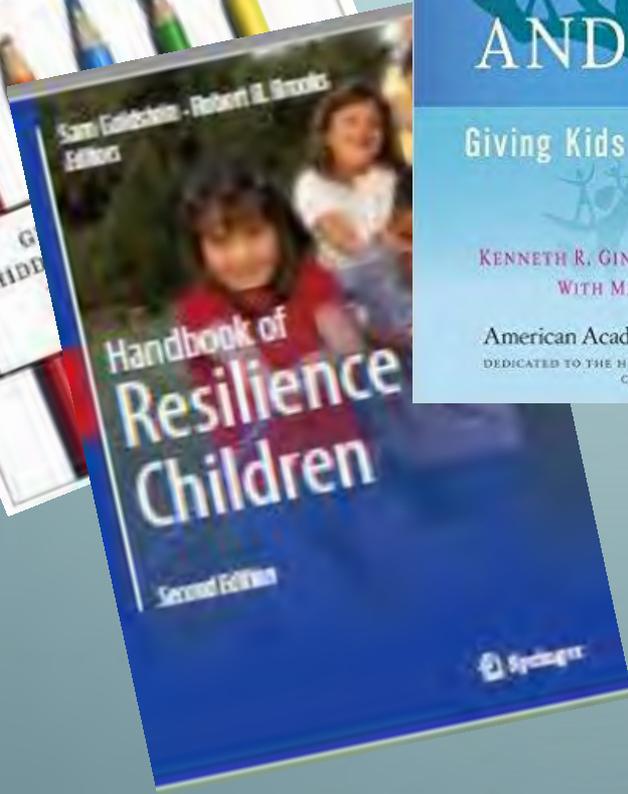
What is a resilient school?



- Promotes positive social connections
- Nurtures positive qualities
- Reinforces resilience qualities
- Avoids focusing on failure
- Teaches by example
- Fosters competence and self-efficacy
- Sets high expectations
- Uses restorative justice techniques

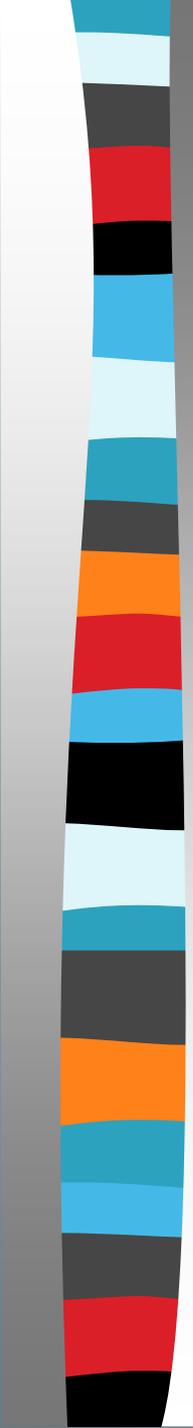
Source: <http://www.childtrends.org/what-can-schools-do-to-build-resilience-in-their-students/>

Great Resilience Reads



Self-Assessment

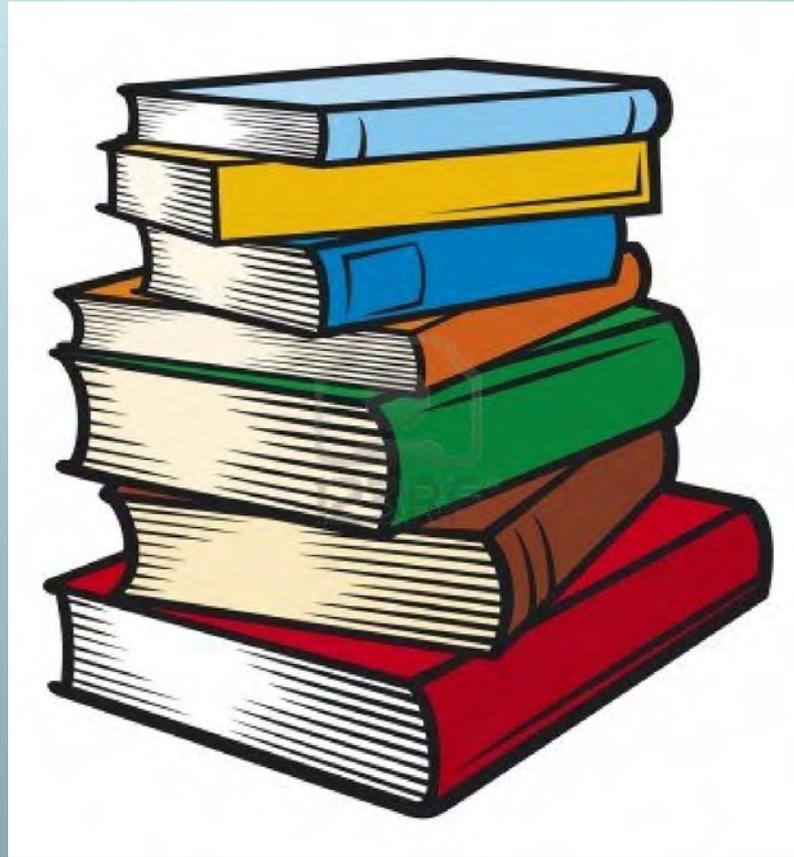


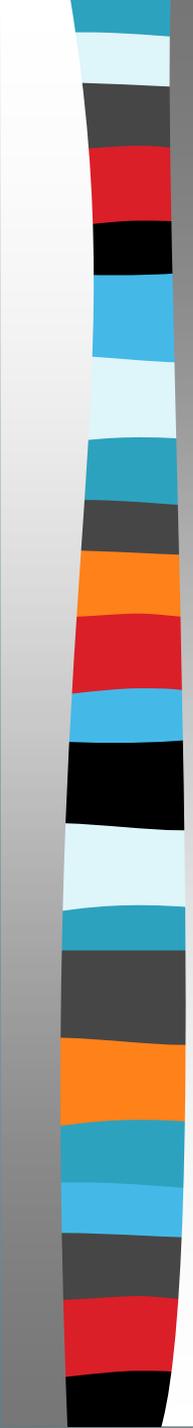


Personal Resilience

- Work on resilience skills appropriate to your situation
- Practice/Use skills in your toolbox
- Stress relieving habits (e.g. journaling, meditation/mindfulness, exercise, eat well, get enough sleep)
- Give yourself time
- Connect and seek support from others
- Get professional help if you need it

Resilience Theories





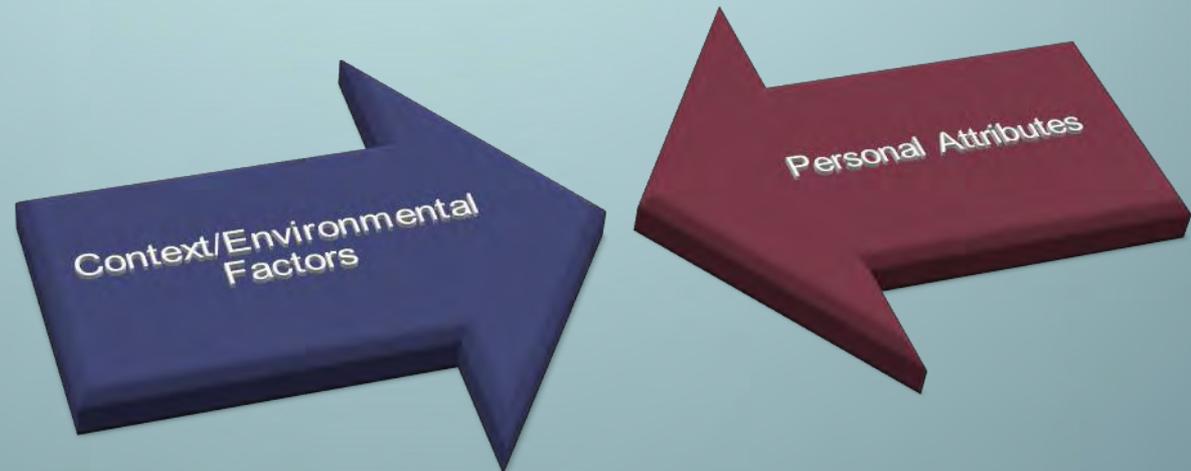
Why is Resilience Important?

- “The belief then is that every child capable of developing a resilient mindset will be able to deal more effectively with stress and pressure, to cope with everyday challenges, to bounce back from disappointments, adversity, and trauma, to develop clear and realistic goals, to solve problems, to relate comfortably with others, and to treat oneself and others with respect.”

(Source: Goldstein, S., & Brooks, R. B. (Eds.). (2012). *Handbook of resilience in children*. Springer Science & Business Media, p. 3)

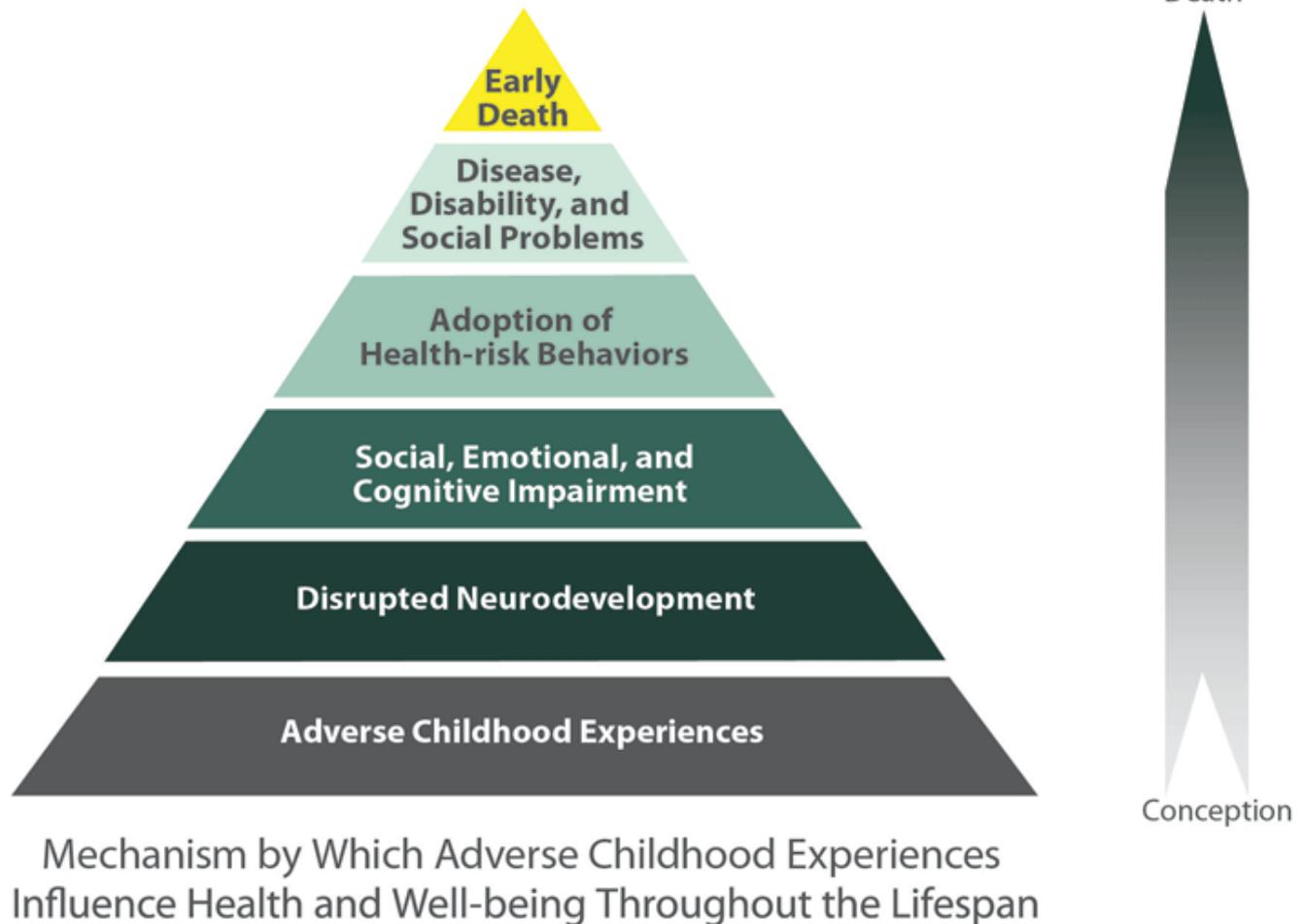
Risk Factors

- Biological
- Environmental



Zolkoski, S. M., & Bullock, L. M. (2012). Resilience in children and youth: A review. *Children and Youth Services Review*, 34(12), 2295-2303.

Adverse Childhood Experiences (ACE) Study



Source: <http://www.cdc.gov/violenceprevention/acestudy/about.html>

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245-258.

Children and Trauma



[TedTalk: Nadine Burke Harris: How childhood trauma affects health across a lifetime](#)

Protective Factors

- Individual characteristics
- Family Conditions
- Community Supports



Zolkoski, S. M., & Bullock, L. M. (2012). Resilience in children and youth: A review. *Children and Youth Services Review*, 34(12), 2295-2303.

Protective Factors – Individual Characteristics

- Physical Health Supports
- Self-Regulation
- Good Self-Concept
- Problem-Solving Skills
- Motivated to Achieve
- Positive Relationships with Friends



Protective Factors – Family Conditions

- Responsive parenting
- Positive emotion
- Family structure
- Supportive interactions
- Social supports
- Stable finances

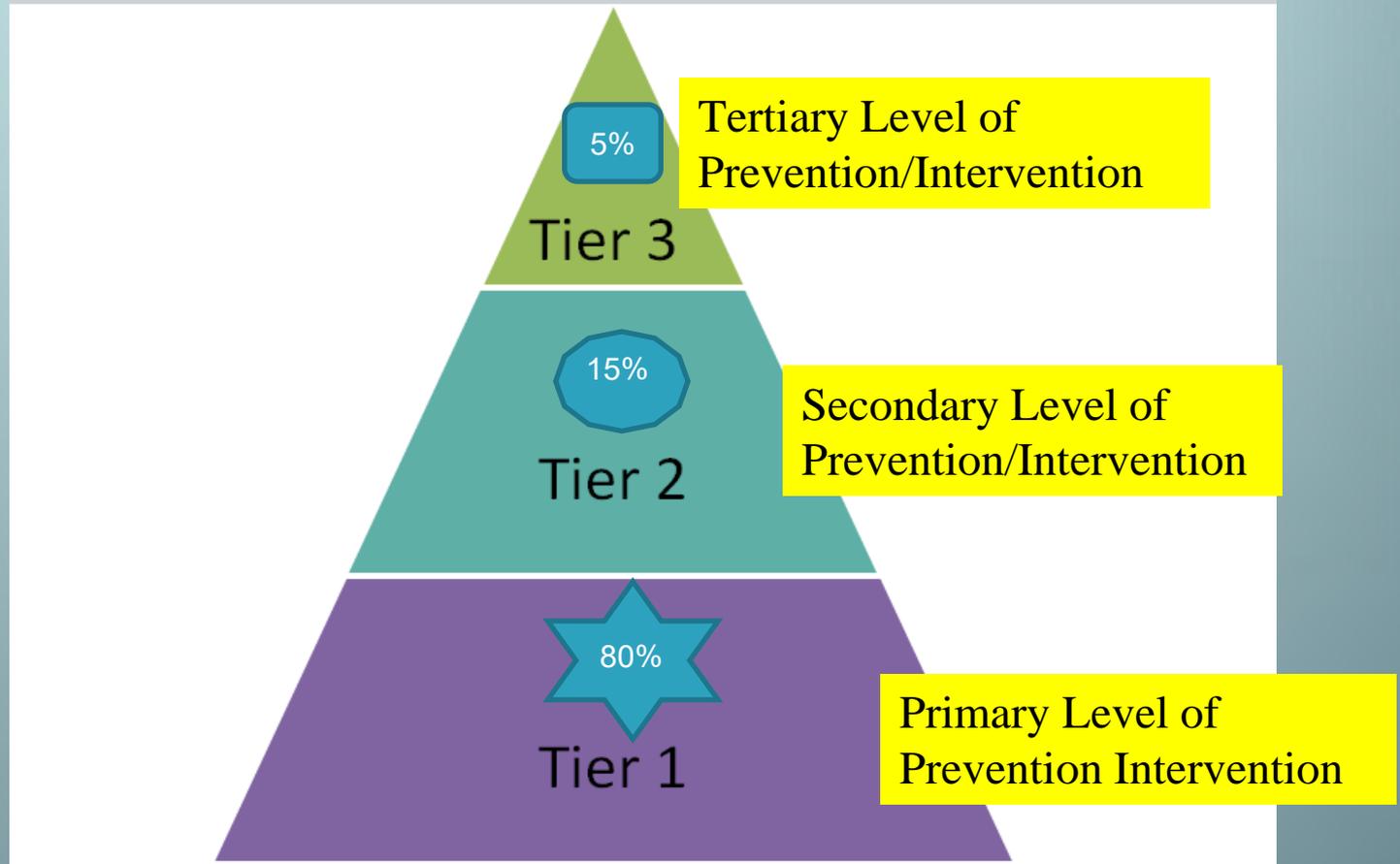


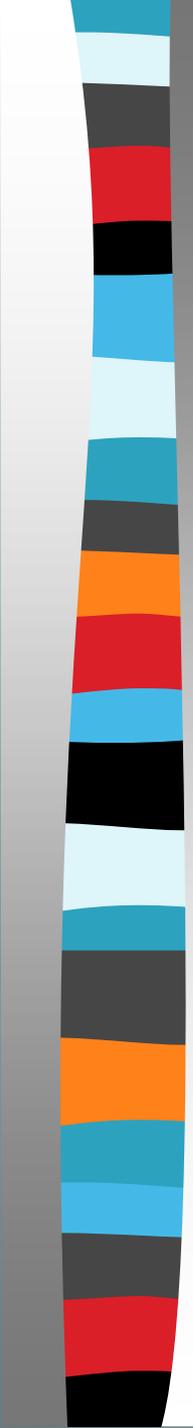
Protective Factors – Community Supports

- Role models
- Environments
 - Neighborhood safety
 - Recreation services
- Social support services
 - Accessible health services
 - Economic opportunities
 - Religious organizations
 - Effective schools



Prevention Strategies and the RTI Framework





Characteristics of Resilience*

Creating a Resiliency Tool Box

- Optimism
- Flexibility
- Perspective
- Acceptance
- Self-Confidence
- Insightfulness and Intuition
 - Perseverance
 - Humor

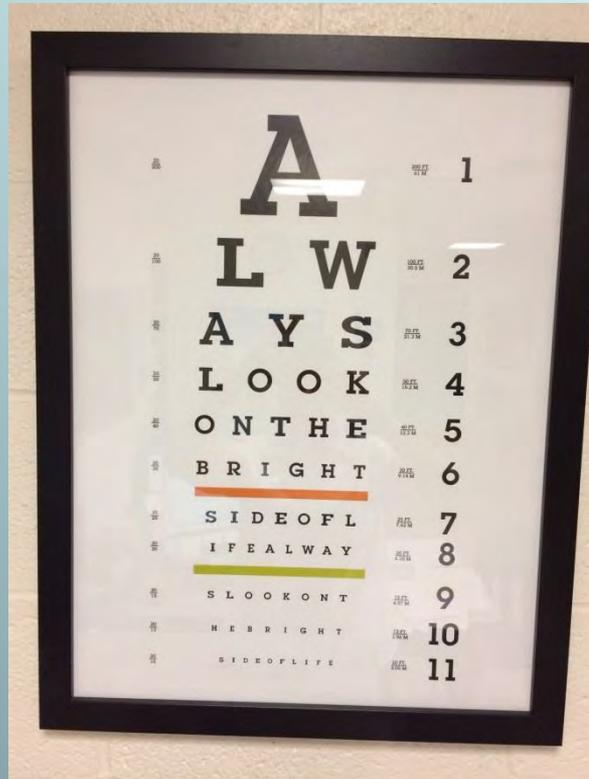
• * Source: Used with permission, Mental Health America of Eastern Missouri

Optimism

- The ability to see the positive in most situations
- Believing in one's own strength



Supporting Optimism



<https://drive.google.com/open?id=0B2Rx51ZrzO7GY3Ytd2F3ME92Zm8>



Flexibility



- The capability to adapt to new, different and changing situations

Supporting Flexibility

Flexible Thinking



Pain Scale

Self-Regulation



Rules to Follow While Visiting the Nurse

1. When you come in, say hello and tell me why you are here.
2. Tell me as best as you can why you are coming to the clinic.
 - a. What hurts?
 - b. Where does it hurt?
 - c. What does it feel like?
 - d. When did it start to hurt?
 - e. Does anything make it feel better?
3. Show respect to others who are in the clinic. Do not ask them or me why they are here.
4. No drama in the clinic area. Do not pretend you are hurt or sick more than you are.
5. If you borrow clothes, please remember to return them clean so others can use them too
6. Respect your health and the health of others by properly washing your hands, and correctly coughing and sneezing to prevent the spread of germs.

Perspective

- The ability to consider broader context
- Seeing obstacles as challenges
- Learning from mistakes



Supporting Perspective

Self-
distraction

Spending
time with
others



Offering
Hope



Making "Calm down" jars for my [#schoolnurse](#) office! Several kiddos melting down this year...hope this helps!!



Acceptance

- Accepting circumstances that cannot be changed
- Focusing on things you can change



Supporting Acceptance



Attribution Theory

- Task Difficulty
- Luck
- Innate Ability or Talent
- Effort



Insightfulness & Intuition

- Understanding what they are feeling and why
- Looking beyond the present circumstances



Supporting Insightfulness & Intuition



Health
Literacy

Using
popular
media to
engage
students



<https://drive.google.com/open?id=0BzubS7sDhYzzSHZXWjFPVkJFuZEE>

https://www.youtube.com/watch?v=_0NeNUQmo1s

Self-Confidence

- Believing that you are in control of your own life



Supporting Self-Confidence

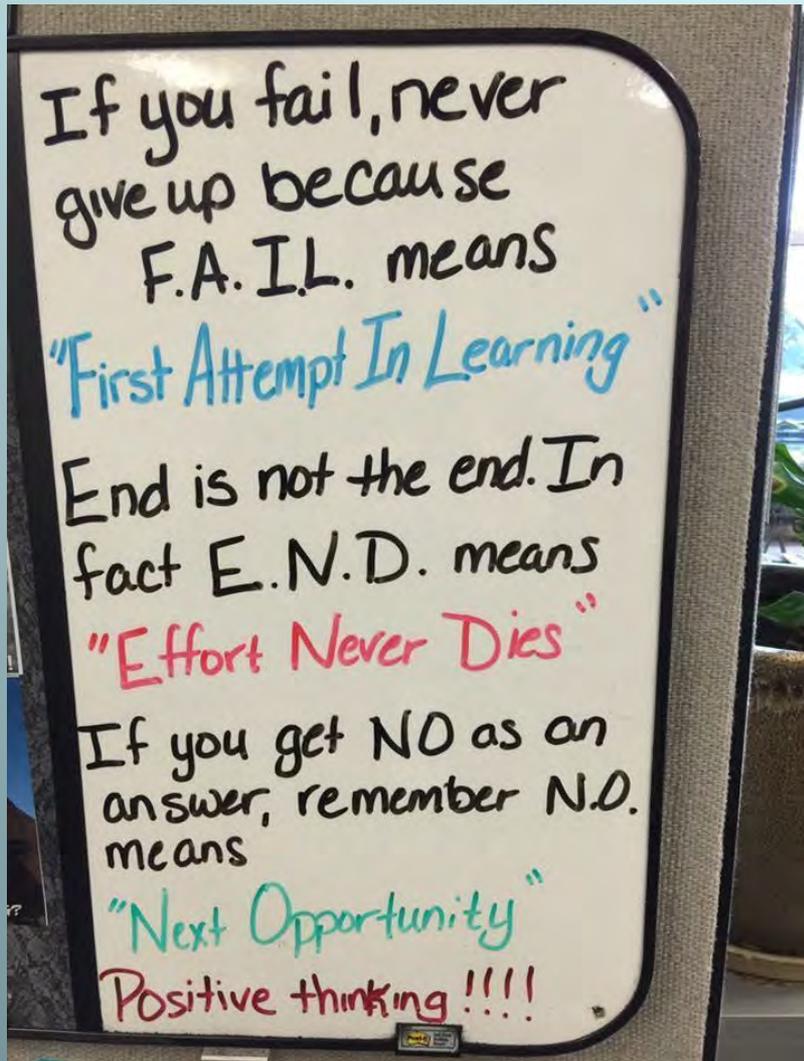


Perseverance

- Willingness to endure in the face of difficulty
- Being action-oriented
- Trusting the process and not giving up



Supporting Perseverance

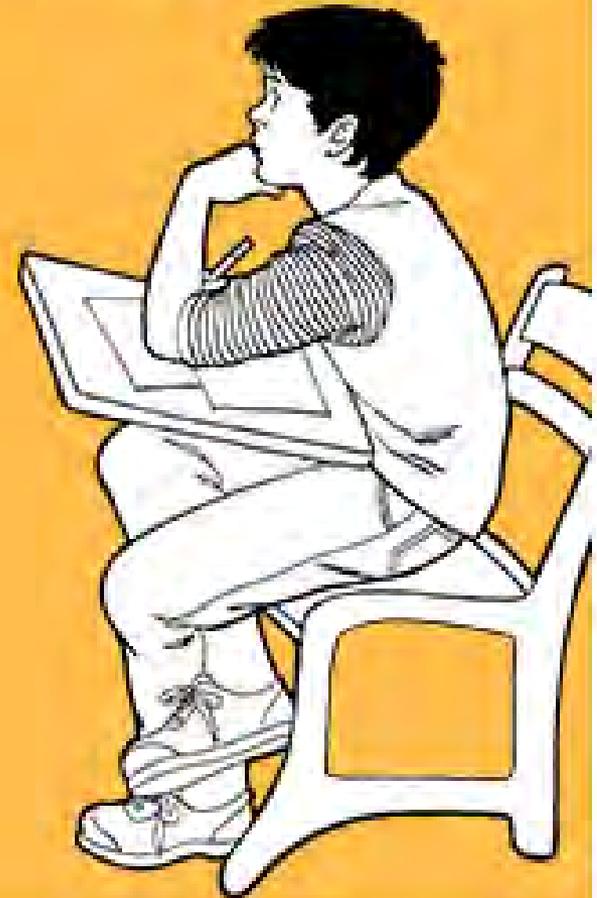


Humor



- Being able to laugh in the face of adversity

I wonder if the school nurse is missing me today? I haven't seen her yet and it's already 12:30



someecards
user card

Supporting Humor

Every
Day
Events

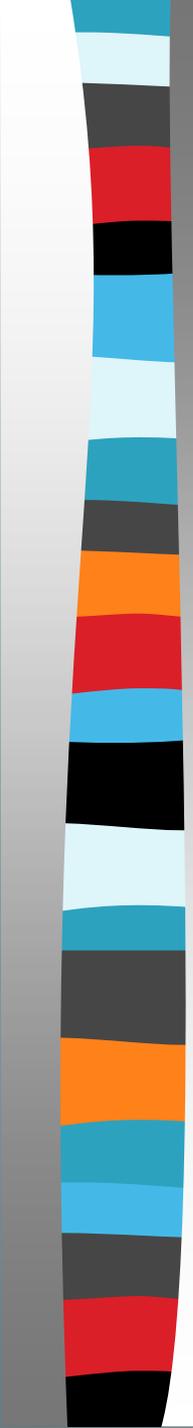
Bubbles
and fun
distraction



Using Resilience Supporting Language

- “What happened to you?”
- “What have you done in the past that has helped?”
- “You can do this! I believe in you!”
- “What have you already tried to make it feel better?”





Language to Calm Anxious Children

- “I am here; you are safe.”
- “Tell me about it.”
- “How big is your worry?”
- “What do you want to tell your worry?”
- “Can you draw it?”
- “Let’s change the ending.”
- “What other things do you know about ____?”
- “Take a deep breath.”
- “It’s scary and....”
- “I can’t wait to hear about....”
- “What do you need from me?”
- “This feeling will pass.”

Role Play



Resilience in Students with Disabilities

- Personal control
- Seek out and accept support
- Set goals
- Possess a strong will to succeed
- Demonstrate high levels of persistence



Writing IHCP Goals to Support Resiliency

- Optimism
- Flexibility
- Perspective
- Acceptance
- Self-Confidence

• Insightfulness and Intuition

- Perseverance
 - Humor

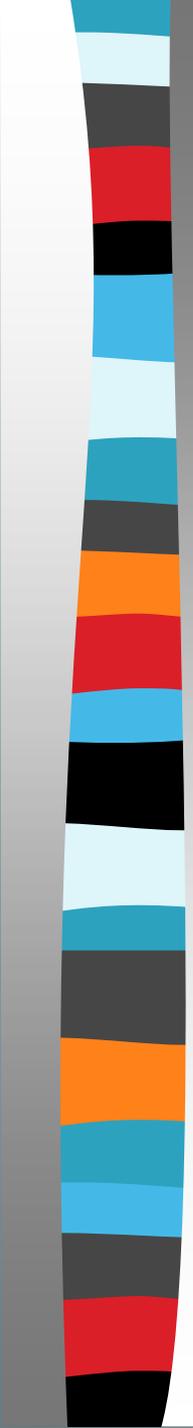


GROUP ACTIVITY



1. Break into groups of 4-8 people
2. One person shares a student/school health situation with the group
3. Participants each take one of the 8 characteristics of resilience and share how they can help the situation. Participants “become” the characteristic and share how the school nurse can encourage them with their student.

(Source: Mental Health America of Eastern Missouri)

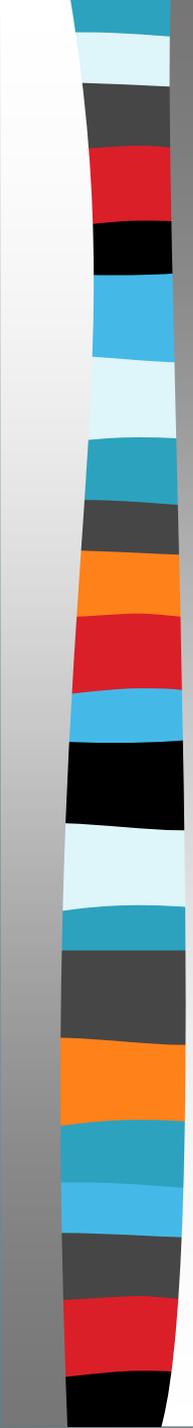
- 
- **Optimism**
 - **Flexibility**
 - **Perspective**
 - **Acceptance**
 - **Self-Confidence**
 - **Insightfulness and Intuition**
 - **Perseverance**
 - **Humor**

Sharing



QUESTIONS?



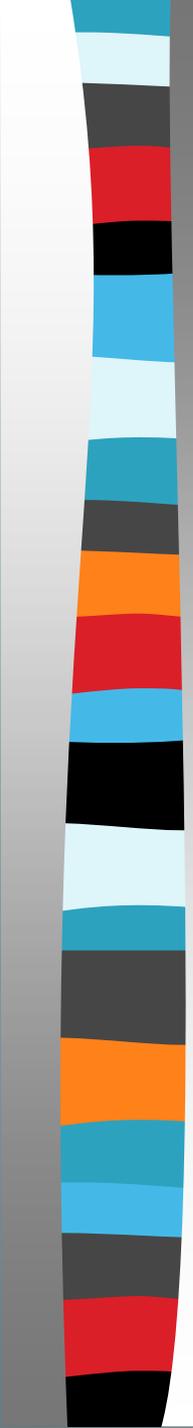


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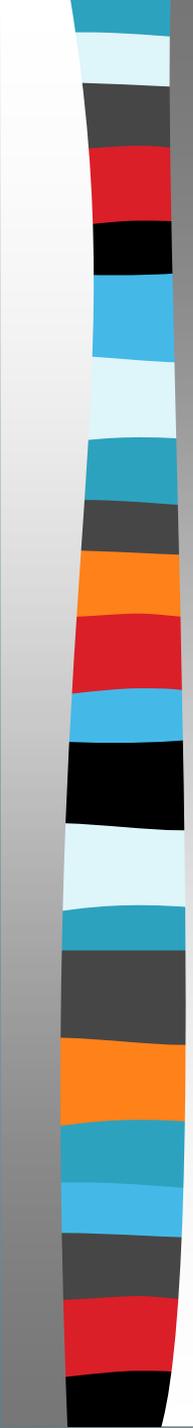
314-415-5064



Thank you for coming!

Promise me you'll always remember: You're braver than you believe, and stronger than you seem, and smarter than you think.

Christopher Robin to Pooh (by A. A. Milne)



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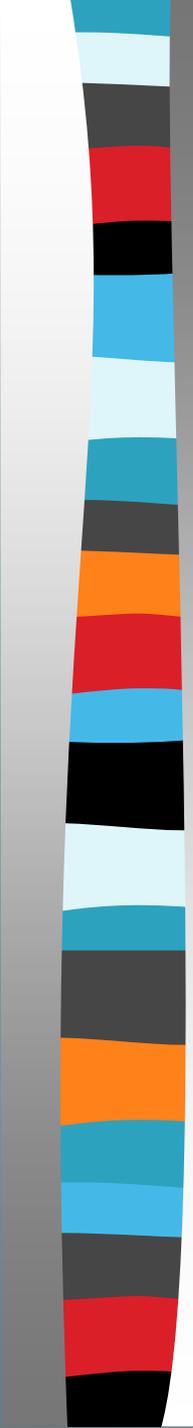
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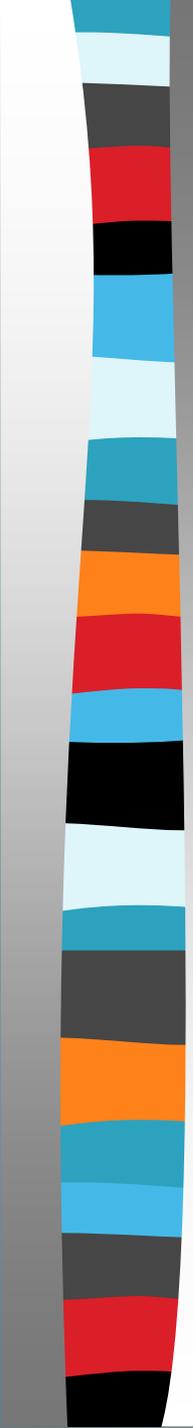
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