

# DEVELOPING RESILIENCE IN CHILDREN & YOUNG PEOPLE

- KEVIN MCGEEVER



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Learning Together Online

## Resource Guide

# About Kevin McGeever

I am a psychotherapist and director of Therapeutic Counselling Services [TCS] I am also one of the founding directors of Persona [Development & Training] which provides professionally accredited training in counselling and psychotherapy (validated by the University of Aberdeen). I was the first director of the Confederation of Scottish Counselling Organisations [COSCA] and helped in the launch and initial development of that organisation following the demise of SAC. Within TCS I work with a large team of counsellors (40+ employees) spread across the UK who provide counselling services within one of our divisions. Therapeutic Counselling Services [TCS] is a specialist counselling organisation with 4 divisions:

TimeforTalking: Employee Counselling and Support [EAP's] services

NHSCounselling: Specialist Therapeutic Counselling for NHS patients

Exchange–Counselling: Counselling Services for Children and Young

People Persona: BACP accredited training in counselling in collaboration

with the University of Aberdeen TimeforTalking works with 10 Local

Authorities to provide EAP support.



**Kevin McGeever**

Exchange-Counselling is in 18 Secondary Schools, 40 primary Schools 2 Colleges and 2 Universities

NHScounselling has been active in developing programs for Managing Anger as well as Mental Health First Aid for Young People Persona is currently running 2 post-graduate diplomas and 2 cohorts of students completing an “add-on” 3rd year MSc

For two years I chaired the PPS Trust Board which handles requests for professional guidance and direct support in cases where complaints are made against a member.



# Event Details

This event will explore the challenges and rewards of working with children and young people from the age of six through to 25 and the importance of helping children and young people to access and develop a sense of psychological and emotional resilience. I will share some of the ways we work in different settings and reflect on the learning from working with this client group.



**Persona presents:**  
**A CPD Programme for Counsellors and Psychotherapists**  
**Working with**  
**Autobiographical Narrative and Mentalisation**

This one day training programme is designed for counsellors and psychotherapists working with clients whose life story may be fragmented and difficult to follow. The programme aims to increase participants knowledge and understanding of Reflexive Functioning or Mentalisation and the impact that poor mentalisation can have on the client's ability to make sense of their life and their inner process. It will also explore ways of integrating Mentalisation into current practice.



**CLICK HERE FOR DATES  
& INFORMATION**



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# Working therapeutically with children

## Resilience

31st January 2017

# What is resilience?

- A “self-righting” capacity
- Resilient behaviour may be *in response to adversity* in the form of normal development despite the adversity
- *or*
- *a promoter of growth* beyond the present level of functioning.
- Resilience may be promoted not necessarily because of adversity, but, indeed, may be developed in anticipation of inevitable adversities.



# Building blocks of resilience

- To overcome adversities, children draw from three sources of resilience features labelled:
- I HAVE (external)
- I AM (internal)
- I CAN (social)





## Erikson Childhood Development

- Development through psychosocial stages
- Basic trust v Mistrust (0 – 1) attachment
- Autonomy v Shame/doubt (1 -3) will-power
- Initiative v Guilt (3 – 6) purpose
- Industry v Inferiority (6 – 12) competence
- Identity v Role Confusion (12 – 20)
- Intimacy v Isolation (20 – 40)
- Generativity v Stagnation (40 - 65)
- Ego Integrity v Despair (old age)

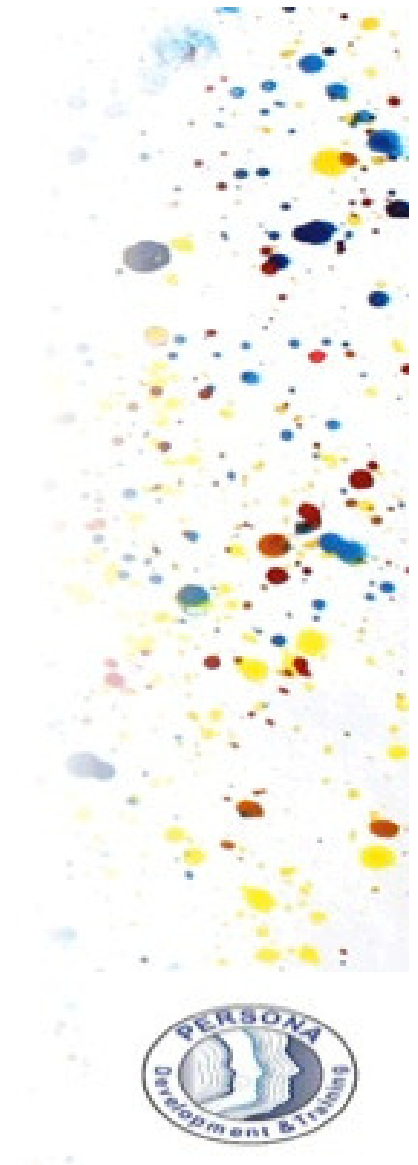


# Building blocks of resilience **1 of 3**

- I **have** people in my life I can **Trust**

## 0-2 attachment

- A mental template for future emotional relationships;
- Feelings of safety and security ("secure base"), which helps my healthy cognitive and social development;
- To create a foundation for the formation of an identity that includes a sense of competency, self-worth, and a balance between dependence and autonomy;
- A prosocial moral framework that involves empathy, compassion, and conscience



# Attachment

- Forming an attachment is an essential part of a child's development and the disruption to the attachment could be harmful
- The developing child forms a mental representation of their first attachment relationship and this will have an effect on their later relationships: it provides **an internal working model**

*Bowlby*



## Building blocks of resilience **2 of 3**

- I **have** people in my life I can **Trust**

0-2 attachment

- I **am** a child who is lovable (**self-esteem**)

2 - 5 I am ok



# “I am”

After the “attachment” stage, there are two stages in which the child builds the capacity develop “autonomy” (discovering “NO!”) and their initiative to try new things and new connections.

In this phase they are building the “I am” dimension of resilience

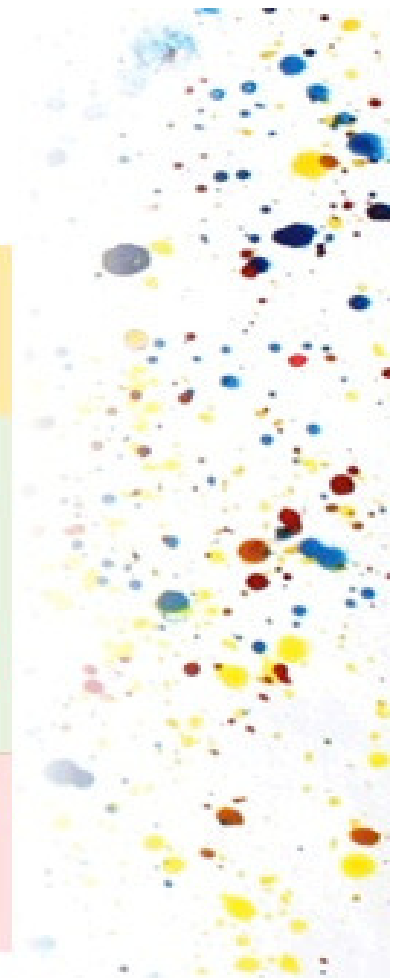
- I am lovable as I am, I am accepted, I am ok in trying and doing new things (unconditional love)

or

- I am lovable **providing** I do certain things, **providing** I behave in certain ways (conditional love)



<b>Approximate Age</b>	<b>Virtues</b>	<b>Psychosocial crisis<sup>[3]</sup></b>	<b>Significant relationship</b>	<b>Existential question<sup>[4]</sup></b>
Infancy 0-2 years	Hope	Basic trust vs. mistrust	Mother	Can I trust the world?
<b>Early childhood 2-4 years</b>	<b>Will</b>	<b>Autonomy vs. shame and doubt</b>	<b>Parents</b>	<b>Is it okay to be me?</b>
<b>Preschool age 4-5 years</b>	<b>Purpose</b>	<b>Initiative vs. guilt</b>	<b>Family</b>	<b>Is it okay for me to do, move, and act?</b>
School age 5-12 years	Competence	Industry vs. inferiority	Neighbours, school	Can I make it in the world of people and things?



# Building blocks of resilience **3 of 3**

- I **have** people in my life I can **Trust**

0-2 attachment

- I **am** a child who is lovable (**self-esteem**)

2 - 5 I am ok

- I **can** find solutions and resources (**competence**)

5 – 12 I know how to do



Approximate Age	Virtues	Psychosocial crisis <sup>[3]</sup>	Significant relationship	Existential question <sup>[4]</sup>	Examples <sup>[4]</sup>
School age 5–12 years	Competence	Industry vs. inferiority	Neighbours, school	Can I make it in the world of people and things?	School, sports

The child builds on their levels of attachment and levels of self-esteem to now develop their personal sense of competence and ability vis-à-vis other children.

Through this their sense of “I can” grows





# I can

- **Manage my feelings and impulses**:- I know more about what upsets me or makes me angry, afraid, or unhappy. I am learning more about how to manage my reactions to these feelings by trying to calm down. If I do not react too strongly or withdraw too much I can think more clearly and be in charge of what I do in response to my feelings. Talking to the person who has upset me helps me get over the problem between us.
- **Communicate** :- I can talk and share my thoughts and feelings with them. We can try to resolve any conflicts and can be clear on what we need from each other and what we can expect from one another.
- **Problem solve** :- I am able to assess a problem and understand the parts of it. Then, I can think of a strategy to solve the problem. I may need help with this and know how to ask for it. I can solve problems I am having with friends. We can talk things through and agree on a solution so that we both are satisfied.
- **Seek trusting relationships**:- I can find someone I trust to help me in some things and another person to help me in others. I am learning more and more to seek out those people when I am troubled, do not understand what is happening, or need to share my hopes and dreams. I can go to my parents, but I also have others whom I can trust to help me



# Have you recorded your learning?

**Don't forgot to log 60min of CPD**

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your learning](#)

- 1 What did you learn?
- 2 How do you intend to apply this in your practice?
- 3 Do you have any further action for your next CPD cycle?

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