



Building Resilience & the Anchor Approach

Innovations Conference
12th November 2019



In partnership with

HIGHGATE

Haringey
LONDON

Protecting children from the risks of Alcohol:

- How could we do that?
- What does research say?
- The impact of adversity on the developing brain
– from living with alcohol





2 Areas of Focus:

Emotion Regulation



Emotion Coaching
John Gottman research

Resilience Building



Traditional Cultures research
Brendtro, Brokenleg, Van Brockern



Emotion Regulation

While
Setting Limits

When a child/young person is upset respond with high empathy and high guidance

This has three parts:

1. Naming the emotion

Say the word to describe the emotion

2. Validating their feelings

Acknowledge their feelings
Express your understanding
Explain that others can feel like that too (to normalise)

3. Offering guidance

Gently suggest or think of possible ways forward

Reference: Emotion Coaching

Examples

"It's disappointing when you have to go to bed and you want to play."

Naming the emotion

"Most people would feel like that."

Validating their feelings

"Let's tidy up and when you've put on your pyjamas you can choose a book to read."

Offering guidance

"It's frustrating when someone else is winning."

Naming the emotion

"Lots of people find that difficult."

Validating their feelings

"This is a game of chance... Let's play another game and maybe the dice will give you what you need this time."

Offering guidance

Responding in this way helps establish safety, build trust and strengthen resilience

Resilience Building:

Emmy Werner

- Kauai Longitudinal Study – 50 years
- 1955 – 698 children – *Asian, Caucasian & Polynesian*
- 30% exposed to 4 or more risk factors
 - Chronic poverty
 - Perinatal complications
 - Parental psychopathology
 - Family discord
- **What protects against risk**
- **Findings:**
 - Belonging particularly important
 - They were all good at something – *school or other skills*
 - They learned to take control of their own lives
 - All who succeeded had faith in something or were committed to something bigger



Haringey Resilience Wheel

based in research

Building Resilience

- the ability to cope with adversity and adapt to change

Building resilience in young people



Think

Individual

Family

Community

BELONGING

All members of the community are valued and develop positive relationships

- Positive relationships with friends
- Positive relationships with caring adults
- Everyone needs to feel that they belong
- Loneliness is the worst feeling

ACHIEVING

Every person possesses strengths and talents to be nurtured

- Mastering skills, knowledge & problem solving abilities while celebrating successes
- Avoid crowing about successes & share learning tips with others
- Compete with self rather than with others

EMPOWERMENT

Young people are given responsibility and grow in self-confidence

- Perceived efficacy and control
- Relationships that are inter-dependent
- Having a strong sense of self
- A sense of freedom to make decisions

PURPOSE

Contributing to the well-being of others gives meaning to life

- Belief that life has meaning
- Being generous & helping others
- Faith, hope and spirituality
- Motivation to achieve

Haringey Resilience Wheel

Meeting universal needs of belonging, achieving, empowerment & purpose through individual, family & the community increases feelings of safety & the ability to be adventurous

SAFETY

Children are protected from emotional, physical and cultural pain

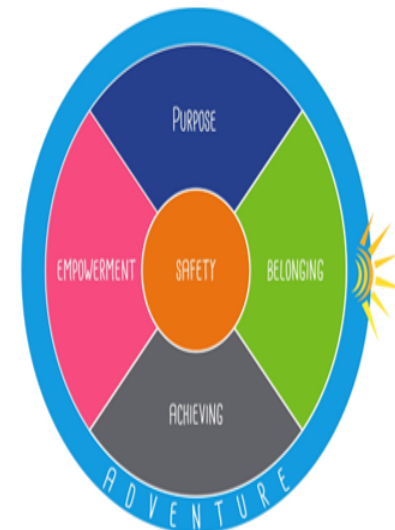
- Emotional security
- Effective caregiving and parenting
- Effective teachers and schools
- Having self-regulation skills

From Safety to Adventure

ADVENTURE

The courage to overcome fear enables young people to flourish

- Taking up life's opportunities/experiences
- Stepping outside our comfort zone
- Taking appropriate risks in life & learning
- Being creative



Accessing Information & Training:

Anchor Approach website:

www.haringey.gov.uk/anchor

Central Training Programme 2019/20:

<https://www.haringey.gov.uk/sites/haringeygovuk/files/anchor-aut-spr-sum-training-programme-2019-20.pdf>





Think

Individual Family Community



Look after ourselves so that we can look after others



THINKING BRAIN



STRESSED BRAIN
fight – flight - freeze

Impact of Adversity:

Crocodile is constantly looking out for danger...

- *Sensitivity to shame*
- *Impulsive behaviour*
- *Hypervigilance*
- *Propensity to rage*

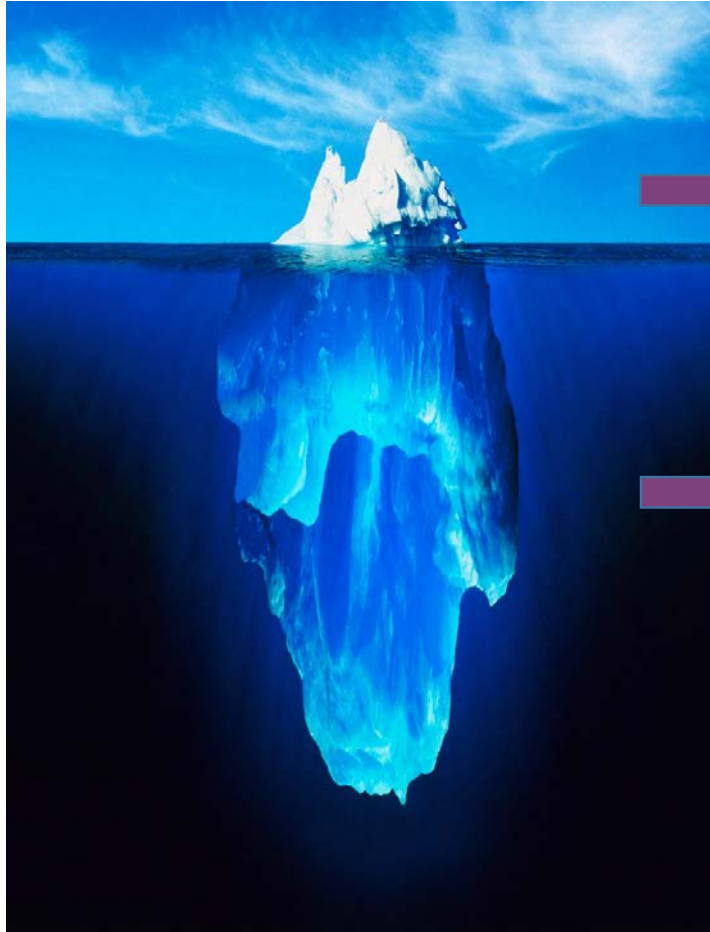
What helps croc relax?

- Emotion Coaching helps to keep crocodile feel safe
- Strengthening developmental needs builds resilience



STRESSED BRAIN
fight – flight - freeze

Resilience can be learned...



Helpful adults:

Emotion coach – *in the moment*

Meet developmental needs
- *for long-term recovery & change*



*When developmental needs of belonging,
achieving, empowerment & purpose
are met, children thrive*

Beneficial for ALL, essential for SOME



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