

CARE Skills

Coping And Resilience Education



www.hampshirecamhs.nhs.uk

Overview

- What is coping and resilience
- Skills for understanding and developing coping and resilience
 - - Identifying and understanding emotions
 - - Goals
 - - Coping strategies
- Skills and resources
- More help & support

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What do we mean?

Coping: The ability to respond to a challenging situation in a helpful way without becoming overwhelmed

Resilience: The ability to recover from or withstand difficulties (in emotional experiencing) in a way that is not harmful

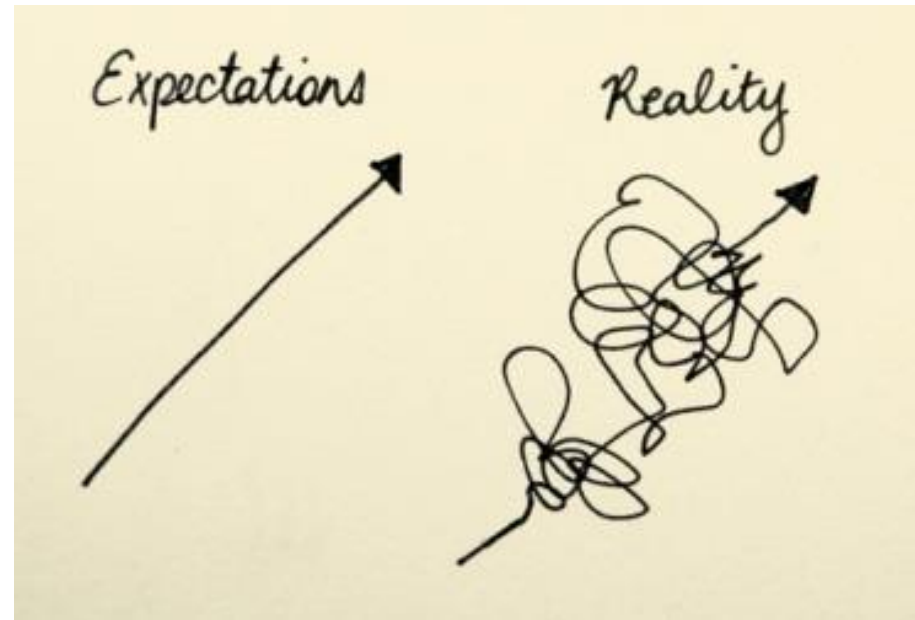
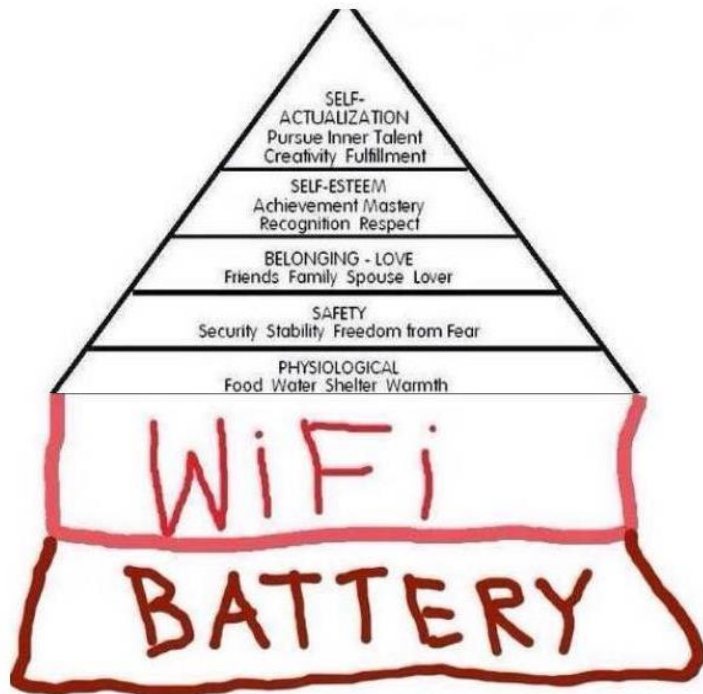
What do we need?

Coping: flexibility and problem solving skills. Ability to access support from others

Resilience: personal resources for being able to understand and respond to our emotional needs. A 'full bucket' filled from connection, activity, purpose, compassion

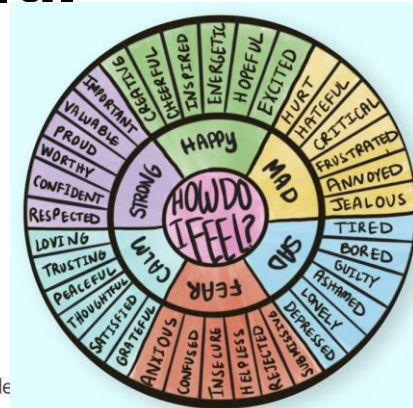
Expectations vs reality of life

We all experience suffering at some time



Identifying emotions

- Easier said than done
- A skill to be learned and practiced
- Body sensations
- Triggers
- What does that look like for me? (e.a. crying when frustrated)

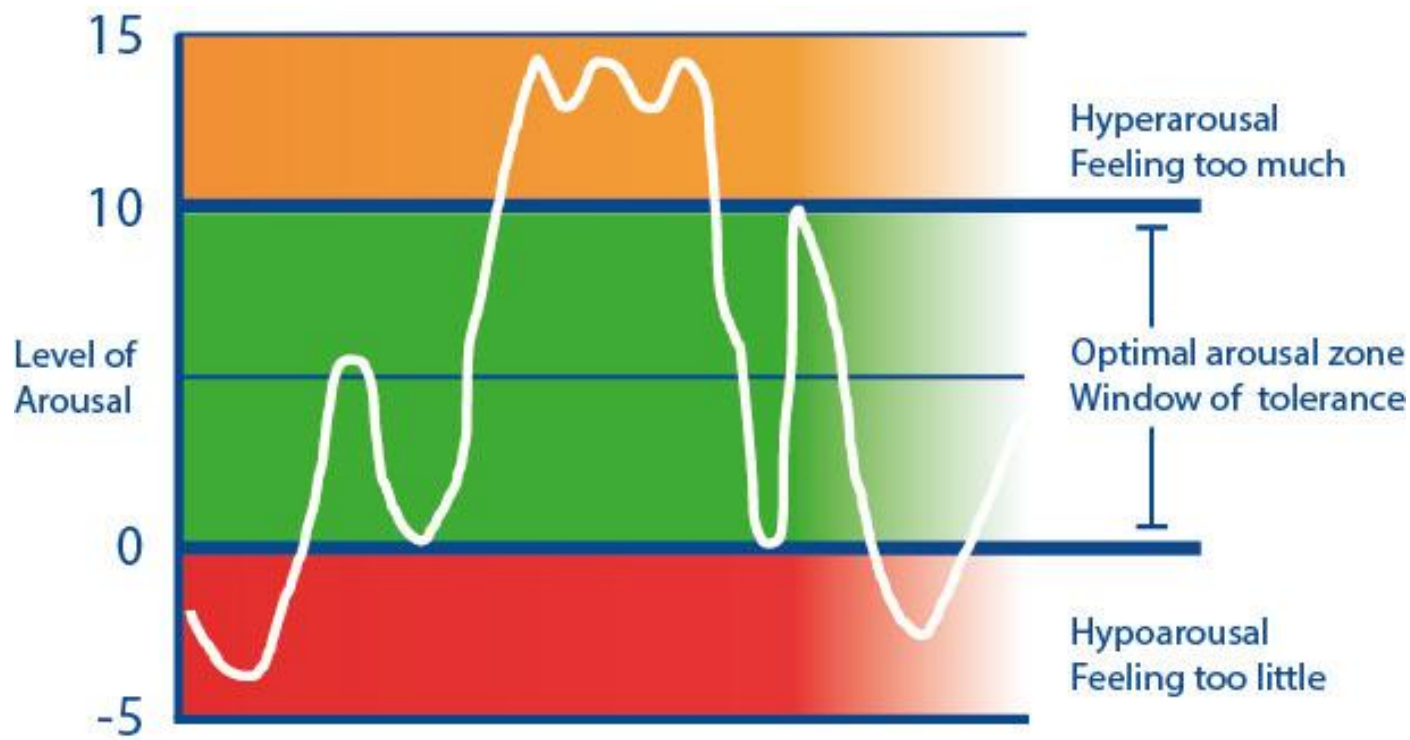


Understanding our emotional states

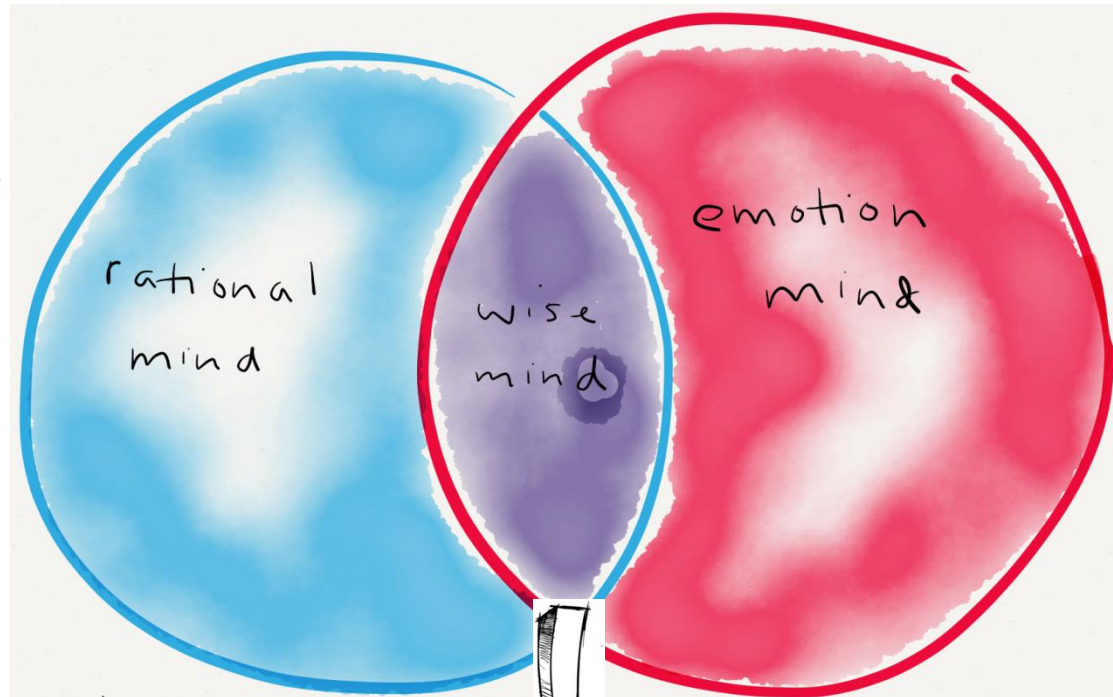
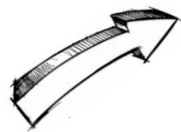
Thermometer
The Fizz
Beach Ball



Window of Tolerance



Window of Tolerance, adapted from Ogden et al., 2006; Siegel, 1999;
and Van der Hart et al., 2006.



- Approaches situations intellectually
- Uses logic and past experiences
- Uses facts and research
- Focused
- Cold, icy, detached
- Void of emotion

- Intuitive thinking
- Balance between rational and emotional mind
- "I feel this, I know that so I will do X"

- Behaviour driven by emotions
- Reactive impulsive- no thought to consequences
- Rational logical thinking or talking not possible
- Red hot

Carer Reactions



Carer Emotions



Helpful Suggestions



- Role modelling
- Seek support and advice (supervision for professionals)
- Share information; joint approaches to supporting a young person

- Even though it is distressing to see a YP in distress, it is important they have choice and responsibility for how they behave, respond and manage to distress
- Establish whether the YP is known to services and has a crisis/ relapse plan



Less helpful responses



- Don't make promises you can't keep (including not to tell anyone else what has been disclosed)
- Don't ask a young person to make promises they can't keep (such as promising not to hurt themselves again)

- Ask lots of open ended questions or enter into long, length, logical debates about why someone should or shouldn't do something
- Ask why
- Assume you know what is going on and how the young person is feeling or wanting



Connect

Creativity

Self
Care

Valued
living

Compassion

Purpose

Activity

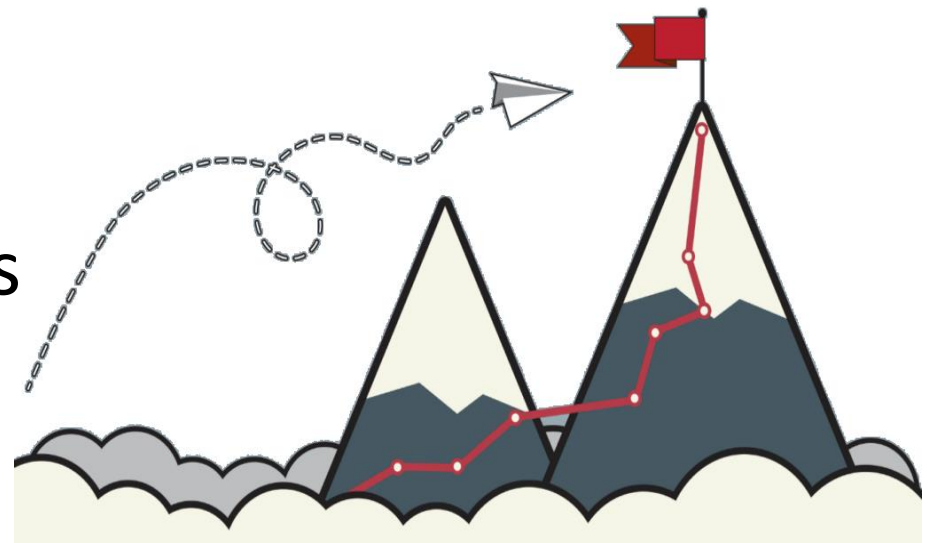


Goals and Problem Solving

Values

Coping ahead plan

Communicating needs

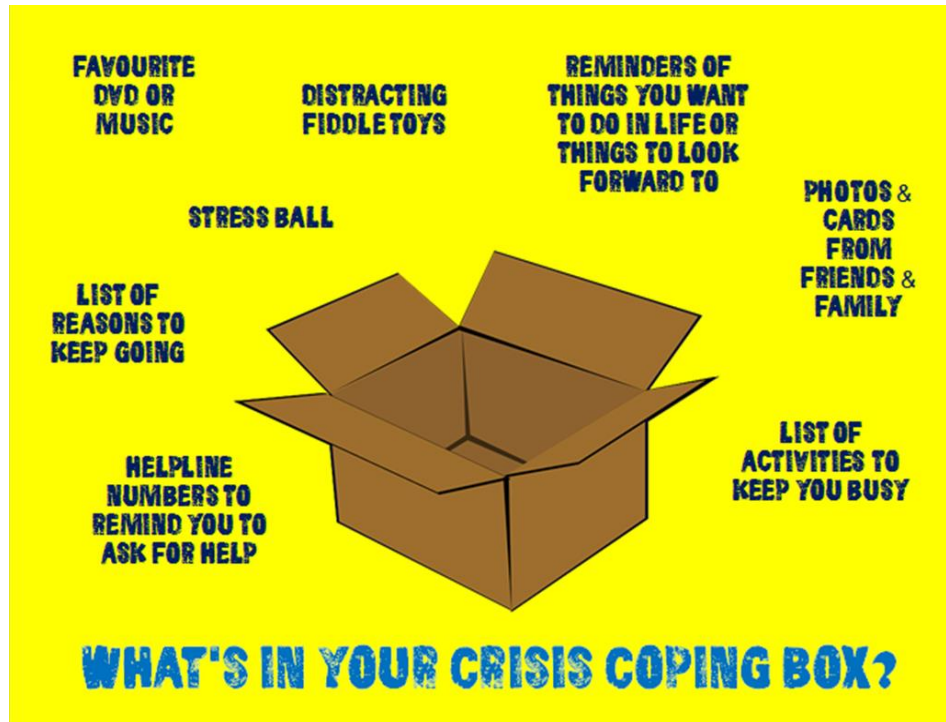


A-Z coping and coping cards – tolerating distress when you can't change the situation straight away



<https://youtu.be/5EXpkVw3fh0>

Coping and Resilience Boxes



<https://youtu.be/OyfgodSSdV4>

Thank you for listening.



Any questions or reflections?

Understanding coping and resilience

Learning to sail

Mountain climbing

Tandem bike

Full Bucket

