

# Building Resilience in the Early Years

19<sup>th</sup> April 2018

Glasgow's Healthier Future Forum 21

Purpose of session :

To explore what works in building resilience in young children ; and to consider the challenges and opportunities across our systems to put what works into practice.

## Parkhead Community Nursery –

141 children under the age of 5 in November 2016  
2/3rds of whom were already living with the  
consequences of 1 or more “adverse childhood  
experiences”

Around 23%, had experienced 3 or more ACES

Indicators :

Child Protection / Supervision Order ; Economic Hardship ; Parental Addiction  
; Mental Health ; Domestic Violence ; Prison ; Looked After / Kinship Care

Resilient children are better equipped to resist stress and adversity, cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes.

(Newman and Blackburn, 2002)

Resilience is not a trait of an individual, though individuals manifest resilience in their behaviour and life patterns.

(Masten and Powell, 2003)

Resilience has its foundations in infancy – but what are the key things children’s services practitioners should focus on to help young children to develop resilience ?

## Exercise :

In small groups, consider the importance of the concepts on the prompt cards and order them by priority – ie. what is most useful / most important when supporting young children to develop resilience ?

Decide whether you are the leadership team of :

- a) Sunnyside Nursery
- b) Sunnyside Children & Families SW Service
- c) Sunnyside Health Visiting Service

Considering the list of the most important things to do to help build resilience in young children, discuss how and what you might put into practice with children you come across in your chosen professional context.

1. What are the key opportunities you might have to support children to build resilience in your context ?
2. Identify the main challenges you might face in putting this into practice