

To promote resilience in the first 3 years, parents and care givers can:

- Give and show unconditional love with your words and body language. This will help to calm, comfort, and encourage the child to calm themselves
- Give clear rules for children aged two and three. You can use removal of privileges and other forms of discipline that do not belittle, harm, or reject the child
- Show how to be confident and optimistic
- Give lots of praise for what your child can do, such as calming down, talking, or making something
- Encourage your child to try things and do things on his or her own without lots of adult help
- Help your child by labelling their feelings. This will help them to understand and express their own and others' feelings (for example: sad, sorry, happy, angry)
- Use resilient language; 'I know you can do it' encourages independence and reinforces a child's faith in his or her own problem-solving skills. 'I'm here' comforts and reminds the child of the trusting relationships that can be relied on
- If there are big changes or difficult times ahead, prepare your child slowly by talking about them, reading books, play acting, etc.

Parents and carers can also:

- Balance the freedom to explore with keeping your child safe
- Explain the reasons for rules and discipline and show your child you still love them even after a rule has been broken
- Give your child comfort and encouragement in stressful situations
- Provide a stable environment for your child, but also some new and novel experiences.



Primrose Hill Primary School

'Resilience In The Early Years'



A Guide for Parents and Carers

Resilient children;

- *Are better able to cope with stress, change and uncertainty*
- *Are more happy and balanced*
- *Have more positive relationships*
- *Are more independent, active and confident*
- *Feel more positive and purposeful*

The resilient child...

I have...

- **Trusting relationships**



My parents and other care givers show me love. They are happy when I am happy and comfort me when I am sad. I can trust them.

- **Structure and rules at home**

My parents or other care givers have set times when I eat, am bathed, go to bed, take a nap. I know that I should follow the rules, such as being gentle. When I follow the rules I get lots of praise. I know the consequences of disobedience but in the course of discipline I am not harmed or belittled. Instead, I might be deprived of something I like or want to do. Sitting down for a short time, on a chair or in my room, seems to work, so I can calm down and maybe think about what I have done. My parents help me understand what I did wrong and afterwards forgive me and we are happy again.

- **Role models**

My parents and other care givers show me how to do things around the home. I might help make meals or set the table. They also show me how to behave with guests, including what I cannot do in front of others that I can do with my family or when I'm alone. They show me how to recognize feelings and how to express some of them. They show me that they are fair and honest with others and believe in doing the right thing.

- **Encouragement to be independent**

My parents teach me how to eat, wash my hands, put on clothes. They praise me when I do these things on my own. They expect me to ask for things I need and to take care of what I have. They encourage me to explore places at home or around me and urge me on when I am

a bit afraid or hesitant. My parents help me learn how to calm myself down when I get too excited or frustrated.

- **Access to healthcare services**

My parents take me to the doctor or the hospital or someone who knows about health when I am sick.



I am...

- **Lovable and my temperament is appealing**

My parents and others tell me they love me and they smile when I come into the room. I am happy most of the time and can jump around, dance, and laugh. I like to play and have fun. I sometimes like to snuggle, be held, and hug people. I do not stay angry or sad for long.

- **Loving, empathic, and altruistic**

I give a toy to my mother or a friend when they are sad. I cry when my sister cries and try to comfort her by sharing something with her. I tell my parents I love them and I bring things to them when they ask. I like to help people so they know I care about them.

- **Proud of myself**

I am sure I can feed and dress myself. I know I can build a house or a road with playthings. I can make friends with other children and I like myself.

- **Autonomous and responsible**

I do as many things as I can by myself and know what is expected of me. I try to do things in the way I have been taught. I feel good when I do things on my own and in the right way and sad when I don't.

- **Filled with hope, faith, and trust**

I believe that things will work out and will be all right. I look forward to tomorrow. I am learning what I should and should not do. I trust those around me.

I can....

- **Communicate**



I can show somebody what I want or use words to ask for it. I can often tell someone how I feel. I am learning to listen to what someone else is saying, to be aware of how he or she is feeling, and to respond so we understand each other and do not hurt each other's feelings.

- **Problem solve**

I can sometimes figure out what a problem is when dressing, making something, or when involved in other activities. I can often work on a problem until it is solved, and may even know when I need help and ask for it. I am learning to ask for help when I am having trouble with a friend who will not take turns or share.

- **Manage my feelings and impulses**

I am beginning to put words to some of my feelings and know when I have certain feelings. I am beginning to be able to calm myself. I try not to hurt anyone.

- **Seek trusting relationships**

I know that my care givers can be trusted and I am learning that I can trust others, too. These are people I can turn to when I need help, am unhappy, or need to talk.