





Got Bounce?

Promoting Resilience in Teens



*Celina Chelala, MSW, LGSW
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Objectives

By the end of the workshop, participants will be able to:

- ❑ Reflect on their individual experience of resilience and how it can inform their practice.**
- ❑ Identify ways of incorporating, with intention, the five therapeutic practices for promoting resilience with students.**
- ❑ Describe actions students can take to reconnect with their inner resilience.**

Opening Activity

Resilience

Resilience Defined

Boris Cyrulnik, French neuroscientist and psychoanalyst, states, “... *resilience is a natural process: what we are at any given moment obliges us to use our ecological, emotional, and verbal environments to ‘knit’ ourselves. We might feel that, if a single stitch is dropped, everything will unravel, but in fact, if just one stitch holds, we can start all over again.*”



Reframing Resilience

Resilience is ordinary

Resilience is innate

Resilience is relational

Resilience is a process

LATCH



Reconnecting Teens to their Innate Resilience with LATCH

- ❑ Love
- ❑ Authenticity
- ❑ Trust
- ❑ Creativity
- ❑ Humor

Love



- Love is the source from which we, as social workers, practice and heal.
- Love is the feeling of pleasure when we work with students.
- Love looks like presence in the room.
- Love can feel like a warm sensation or tingling in the heart.
- “Part of the work with children...is giving them undivided attention, conveying the unequivocal message ‘I care about you.’ ” (Honigsfeld, 2016)



Authenticity

- **As healers we can engage in expression with our students and provide feedback and advice.***
- **Being vulnerable with our students – i.e. apologizing when we've made a mistake – important for teens whose feelings and experiences are not often recognized or validated at home.**
- **Authenticity refers to our practice as clinicians, but also to nurturing our students' authenticity with regards to their feelings, their burgeoning identities, and their sense of agency.**
- **Safety creates a space for students to be authentically who they are at any given moment – even when they don't know who that is.**



- **Trust develops over time and requires continuous nurturance, including through the other therapeutic practices.**
- **Trust requires that the social worker and student have the courage to experience vulnerability.**
- **Trust can be fragile. Even after years of working together, students may feel hurt, betrayed, disappointed, and shut down despite our greatest efforts to listen, communicate, and connect.**

Creativity

“If we wish to transform horror, we must create places where emotions can be expressed...[T]hey can...be transformed if we can draw them, put them on stage, or turn them into a story or political demand.”

(Cyrulnik, 2011)

Creativity and the Use of Theater in Promoting Resilience

Theatre of the Oppressed: A Pilot Project at Chavez Prep





Voices of Now (VON) is a program that devises autobiographical plays with ensembles of middle-school, high-school and adult artists. VON plays are fast-paced, collaboratively written, physical theater pieces that pose challenging social questions relevant to the artists and their communities. The plays investigate those questions through poetry, movement and the recounting of the artists' personal stories.

The Arena Stage & The Wendt Center for Loss and Healing

<https://youtu.be/KjG251UUFKw>



Humor

“Regardless of whether a person is able to change or control an event, when the event can be redefined with the use of humor, a sense of control develops.”

(Dziegielewski, et al., 2003)

- **Humor is a playful gateway to connection and healing.***
- Humor helps students process emotions and experiences that can feel overwhelming. (Russell, 2016)
- **“Freud presented humor as liberating and capable of providing comfort in relieving the pain of misfortune...”** (Dziegielewski, et al., 2003)
- **“...timing, client perception, and therapeutic relationships are all essential elements to determining when to use humor within the counseling arena.”** (Dziegielewski, et al., 2003)

Closing Activity

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