

'Ohana Resilience: Many Paths to Healing

Developing social and emotional skills

Cultivating Healthy Child Development

Building social connections

Bouncing back after difficulties

Creating loving relationships

Community Contribution

Assuring needs are met

Mālama 'Ohana/ Nurturing and Attachment

'Ohana develops loving bonds. Children trust their caregivers will provide what they need to thrive.

Connection

Love helps create an emotional safety net that provides children the foundation they need to express their feelings and work out problems.

Spiritual/Soul

Symbol: Moon cascading on water. This recognition of a deeper sense of self is an opportunity to discuss and reflect on spirituality as a source of family support.

Parenting Can Be Hard, But Can/Knowledge of Parenting and Child Development

Parenting is a learning process, evolving as children grow, with help from trusted advisors along the way.

Character

Children need a fundamental sense of right and wrong to become stable adults. Character helps children stick to their values and care for others.

Thinking/Mind

Symbol: A person sitting under a palm tree. Time for self reflection calms the mind and helps soothe overwhelming or stressful feelings. Remember to take a pause.

Show Keiki Aloha/ Social and Emotional Competence in Children

Caregivers demonstrate love and teach children through acts of kindness, protection, and caring.

Control

When children make decisions they learn that they have choices and can do what it takes to bounce back after challenges.

Feelings/Emotions

Symbol: Volcano, represents Pele the volcano goddess. Sometimes keiki are taught to "not cry." Although "eruptions" occur, it's helpful to release stress and listen to our emotions.

How You Stay/ Social Connections

When parents and caregivers have supportive friends, family, and neighbors, it's easier to care for their children and themselves.

Competence

The ability to handle situations effectively. Developing skills that enable children to try new things, trust their judgment and make responsible choices.

Friends/Family

Symbol: Paddling a wa'a or canoe, which is a "vessel of healing." We are all connected and need each other. It's a collaborative effort to achieve family goals and heal in the process.

First, Make Yourself Pono/ Parental Resilience

Caregivers who can cope with stress and prioritize their well being can be more present and effective in caring for their children.

Confidence

A solid belief in one's own abilities. It is not built by telling kids they're special. Rather, children gain confidence through competence.

Physical/Body

Symbol: People climbing up a mountain. Represents the journey that families embark on together. We need to work through things within ourselves and with others to get to the top.

No Shame / Concrete Support in Times of Need

Asking for help is a sign of strength. When families have basic needs met, it helps keep their kids safe. No shame in asking for help.

Coping

Children who learn to cope with stress in healthy ways are better prepared for life's challenges. They can avoid unnecessary anxiety by distinguishing between crises and minor setbacks.

Work/School

Symbol: People in the lo'i working and the wai'ale (waterfall). Many resources flow to families through work, school, and other systems to support growth. Collective tending is needed.

Contribution

Teaching children how they can help the world around them and consider other's needs can give them a strong sense of purpose and meaning.

Pillars of Resilience

Interactive components that build the ability to emotionally cope and recover from hardship, adversity or trauma and move forward in a positive, adaptive way

Lōkahi Wheel

Hawaiian concept of balance, harmony and unity for the self in relationship to the body, the mind, the spirit and the rest of the world

Protective Factors
Conditions or attributes that increase the well-being of children and families and reduce the likelihood of maltreatment

Culture is foundational, informing all aspects of child development. It is a complex set of learned values, beliefs, traditions, attitudes and customs that group members share. It is a way of life, like Nohona Hawaii, a Hawaiian Lifestyle. It has to do with the space, the environment, the way in which those that are a part of this space flow with each other, both seen and unseen. Culture can be both a protective (sense of belonging) and a risk factor (historical trauma).

How Parents & Caregivers Can Help Keiki

Creating Loving Relationships

- Cuddle every day while you sing or read a book.
- Eat dinner together as a family.
- Play silly games together.
- Talk to your child about their day and be interested and supportive.
- Promote eye gazing and skin-to-skin contact with infants

Cultivating Healthy Child Development

- Talk to children about how their behaviors affect others.
- Encourage children to consider right versus wrong when making choices. Help them look beyond immediate satisfaction or selfish desires.
- When you make decisions or take actions, express out loud how you think about others' needs.
- Help children clarify and express their values.
- Be a role model. Your actions speak louder than your words.

Ensuring Needs are Met

- Ensure children have safe housing, nutritious food, suitable clothing, and access to health care and education.
- Foster a sense of community by working together on common goals, giving and receiving help.
- Reward demonstrated responsibility with increased freedom.
- Create opportunities for children to contribute to their community: help a neighbor, clean up a beach.

Building Social Connections

- Help children develop close relationships with others. Set an example by fostering your own healthy relationships.
- Give children opportunities to form connections through pretend or interactive play.
- Encourage young people to participate in ethnic, religious, or cultural groups; play sports, attend school or community events.
- Get together regularly with family and friends.

Bouncing Back After Difficulties

- Help children learn the difference between a real crisis and a momentary setback.
- Model problem solving and avoid lectures. Break down ideas into steps so children can truly understand and feel ownership of the lessons learned.
- Avoid reacting emotionally when you're overwhelmed.
- Demonstrate the importance of caring for your body with exercise, good nutrition, and sleep.
- Practice relaxation and mindfulness.

Developing Social and Emotional Skills

- Address conflict directly rather than letting problems fester.
- Allow children to express all types of emotions, even unpleasant ones.
- Focus on a child's strengths.
- Let children make safe mistakes and the opportunity to right them.
- Encourage the development of qualities like fairness, integrity, persistence, and kindness.
- Praise children honestly and specifically. Rather than "You're a great artist!" say, "I love the red and blue colors in your painting!"

Purpose: To help practitioners understand and compare different pathways to building resilience. All of these approaches can be applied in prevention, intervention and/or aftercare to help strengthen families and prevent child maltreatment.

References & Resources:

- Using the Lōkahi Wheel: A Culturally Sensitive Approach to Engage Native Hawaiians in Child Welfare Services https://www.researchgate.net/publication/329182645_Using_the_Lokahi_Wheel_A_Culturally_Sensitive_Approach_to_Engage_Native_Hawaiians_in_Child_Welfare_Services/link/5d33de39299bf1995b3ced52/download
- The Lōkahi Wheel, developed by Kamehameha Schools Bishop Estate Extension Education Division (1995) and expanded through UH Manoa and by Kumu Pilina Mo'omeheu, the "source of cultural connection," Dolly Tatofi.
- Building Resilience in Children: the 7 C's of Resilience <https://www.pathfinder.health/post/helping-your-child-develop-resilience-using-the-7cs-model#viewer-8lc7h> http://www.fosteringresilience.com/7cs_professionals.php
- Culture is Prevention (SAMHA Native Connections) <https://www.samhsa.gov/sites/default/files/nc-oyl-task-3-culture-is-prevention-final-2018-05-31.pdf>