

Supporting 'Ohana Resilience: Many Paths to Healing

<p>What Does Resilience Look Like?</p>	<p>Creating Loving Relationships. Attachment and nurturing relationships, feeling connected to something greater than self. Adults who listen and respond patiently to a child in a supportive way, and pay attention to a child's physical, emotional, and spiritual needs.</p>	<p>Cultivating Healthy Child Development. Understanding how to help children grow in a healthy way, and what to expect from children as they grow.</p>	<p>Developing Social and Emotional Skills. Helping children interact in a healthy way with others, manage their emotions and communicate their feelings and needs.</p>	<p>Building Social Connections. Having family, friends and/or neighbors who support, help and listen to children. "positive relationships that provide emotional, informational, instrumental, and spiritual support." In other words, it's your support network—the ones you can turn to for help, that understand your unique personality and needs.</p>	<p>Bouncing Back After Difficulties. It is the capacity to remain flexible when facing difficulty and emerge stronger and wiser. Parents who know how to solve problems, who have healthy relationships with other adults, and who build healthy relationships with their children.</p>	<p>Ensuring Needs are Met. Providing children with safe housing, nutritious food, appropriate clothing, and access to health care and good education. Contributing to family and community.</p>
<p>Protective Factors Conditions or attributes that increase the well-being of children and families and reduce the likelihood of maltreatment</p>	<p>Mālama 'Ohana/Nurturing and Attachment When parents and children have strong, warm feelings for one another, children develop trust that their parents will provide what they need to thrive, including love, acceptance, positive guidance, and protection.</p>	<p>Parenting Can Be Hard, But Can/Knowledge of Parenting and Child Development Parenting does not come with a manual – it's a learning process. Each child is unique and as they grow, their behaviors and needs change. Parenting evolves with the child, with help from trusted advisors along the way.</p>	<p>Show Keiki Aloha/ Social and Emotional Competence in Children Parents and caregivers demonstrate love and teach children through acts of kindness, protection, and caring.</p>	<p>How You Stay/Social Connections Parenting is easier with help from others. Our parenting team includes people who love, care for, teach, and protect our children. When parents and caregivers have supportive friends, family, and neighbors, it's easier to care for their children and themselves.</p>	<p>First, Make Yourself Pono/Parental Resilience Parents who can cope with the stresses of everyday life and the occasional crisis have resilience – the ability to bounce back from challenging situations. Caregivers who prioritize their own well-being can be more present and effective in caring for their children.</p>	<p>No Shame / Concrete Support in Times of Need All families need food, clothes, a place to live, and help taking care of their kids. When families have these basic needs met, it's easier to keep their kids safe and healthy. Asking for help is a sign of strength, not weakness. There are people and places in the community that can assist. There is no shame in asking for and receiving help.</p>
<p>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</p>	<p>Spiritual/Soul - Depicted by the moon cascading on the water as the knowledge from the heavens shining down upon the people. The Spiritual/Soul element has to do with a deeper sense of self, of being, of who you are, and to realize that we are deeper beings than what we see on the surface. This domain is an opportunity to discuss and reflect on spirituality as a source of family support.</p>	<p>Thinking/Mind - Displayed by the person sitting under a palm tree, this allows families to reflect on what thoughts they may have about particular situations in their lives. Because our minds continue to go even when our body stops, finding ways to clear the mind is important. Remember to take a pause. This helps to refrain from the feelings of being overwhelmed, irritable or stressed out.</p>	<p>Feelings/Emotions - The volcano is the physical embodiment of Pele, volcano goddess, who is able to explode, destroy and clear all that is in her pathway so needed growth can occur. Think about how things in life can brew and boil and start to overflow. Sometimes keiki are taught to "not cry" but we need to support our keiki and 'ohana to pay attention and understand what emotions are telling us. This metaphor can help children and families realize that although many "eruptions" can occur, it may be helpful to "clear the air" and allow room for new ideas and opportunities to surface. By finding ways to release stress and other things that are on our minds or in our hearts, we learn how to maintain a balance of emotions.</p>	<p>Friends/Family - Depicts people paddling a wa'a or canoe, which is a "vessel of healing" and represents the ability as a people to navigate the environment together. We are all connected (pilina) and we need each other to move in a positive direction. It's a collaborative effort to achieve the goal that is in the best interest of the child and family, which in itself can be part of the healing process.</p>	<p>Physical/Body - A picture of people climbing uphill to the top of the mountain represents the journey that families take together to achieve their goals. The idea of working together is based in the collective consciousness and it may be challenging on their physical well-being to accomplish. Remembering at times, and especially nowadays, we are less patient and want instant gratification. We need to know that instant access is not always as gratifying as working through things to get to the top and to enjoy that feeling and beauty that is awaiting at the top of a pu'u or mauna. We need to work through things within ourselves and with others to get there.</p>	<p>Work/School - Depicts people in the lo'i working together to grow food and care for the land while the wai'ale (waterfall) is symbolic of the resources that flow to families through work, school, and other systems to support growth and the forward movement of life. When provided education and employment opportunities, children learn to be contributing members of their families and communities. However, it's not easy to maintain a lo'i by yourself. We also have to think about not just expecting that we will receive the resources that is available in a space. There is also the time and effort we put into these spaces in order to maintain that which sustains us as the 'āina reminds us.</p>
<p>Pillars of Resilience (Positive Youth Development Framework) Resilience is the ability to emotionally cope and recover from hardship, adversity or trauma and move forward in a positive, adaptive way</p>	<p>Connection - One of the most protective forces in a child's life is unconditional love. Empathizing with kids' positive and negative emotions helps them feel known, understood, and adored. This emotional safety net gives them the foundation they need to express their feelings and work out solutions to their problems.</p>	<p>Character - Every family has its own idea of what constitutes good character. Whatever the specifics, children need a fundamental sense of right and wrong to ensure they are prepared to contribute to the world and become stable adults. This is character. It helps children become comfortable sticking to their own values and demonstrating a caring attitude toward others. Parents give children choice</p> <p>Control - When children's decisions affect their lives, they learn that they have control. They see that they can do what it takes to bounce back after challenges. If adults make all the decisions, children may believe things happen to them rather than because of their choices. Children who lack a sense of control feel like their actions don't matter. They can become passive, pessimistic, or even depressed. But resilient children know they have internal control. They know they can make a difference.</p>	<p>Competence - The ability to handle situations effectively. It is not a vague feeling that "I can do this." Children become competent by developing skills that allow them to trust their judgment and make responsible choices. When adults highlight what young people are doing well but also give them opportunities to acquire new skills, they feel competent. We undermine competence when we prevent young people from trying something new—and from recovering on their own if they fall.</p> <p>Confidence - the solid belief in one's own abilities. It is not built by telling kids they're special or precious. Rather, children gain confidence as they demonstrate their competence in real situations. When adults support children in developing competence, kids believe they can cope with challenges and gain the confidence to try new things. They trust their ability to make sound choices.</p>	<p>Connection - The sense of security that comes from close and healthy relationships with family, friends, and the wider community. This includes spending quality time with others, developing close ties, and expressing emotions freely. Connectedness gives children a strong foundation and supportive network so they will be better prepared to overcome obstacles and act independently in the world.</p>	<p>Coping - Children who learn to cope with stress effectively are better prepared to overcome life's challenges. Kids who can distinguish between a crisis and a relatively minor setback can avoid unnecessary anxiety. A wide repertoire of positive, adaptive coping mechanisms can also help kids steer clear of dangerous quick fixes for stress. When they're in crisis, strategies like exercising, giving back, practicing relaxation techniques, and sleeping and eating well can offer relief.</p>	<p>Contribution - Contribution is the way that a child can help make the world a better place. Teaching children – even very young children – how they can contribute to the world around them can give them a strong sense of purpose and meaning. Adults can encourage children to make good contributions by helping them identify and consider other people's needs and feelings and emphasizing the importance of treating others kindly. Additionally, contributing feels good! When children understand this on a personal level, they may feel more willing to seek help from others when they need it.</p>

<p>What Parents & Caregivers Can Do to Help Keiki</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Talk to children about how their behaviors affect other people in good and bad ways. • 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. Work with children to clarify and express their own values. • Be a role model. Your actions speak louder than your words. 	<ul style="list-style-type: none"> • Show that relationships matter by addressing conflict directly. Work to resolve problems rather than letting them fester. • Allow children to have and express all types of emotions. Don't encourage them to suppress unpleasant feelings. • Encourage children to focus and build on their strengths. When they handle a situation capably, acknowledge what they have done well and how that will affect others and themselves. • Let children make safe mistakes so they have the opportunity to right themselves. Avoid trying to protect them from every stumble. • Instead of focusing only on achievements, encourage the development of personal qualities like fairness, integrity, persistence, and kindness. • Praise children honestly and specifically. Rather than "You're a great artist!" say "I love the colors you used in that painting. Look at the bright red and blue birds!" Specific praise is more believable, and your feedback will have more impact. 	<ul style="list-style-type: none"> • Encourage children to develop close relationships with others. Set an example by fostering your own healthy relationships. • Provide opportunities for children 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. 	<ul style="list-style-type: none"> • Assist children in understanding the difference between a real crisis and something that just feels like one in the moment. • Model step-by-step problem solving. Lectures are too complex for young children to understand and too stressful for teens to hear. Instead, break down ideas one step at a time so they can truly understand your points and feel ownership over the lesson they learn. • Avoid reacting emotionally when you're overwhelmed. • Demonstrate the importance of caring for your body through exercise, good nutrition, and adequate sleep. • Practice relaxation and mindfulness techniques. 	<ul style="list-style-type: none"> • 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. • Encourage children to recognize even their small successes so they know they can succeed. • Reward demonstrated responsibility with increased freedom. Remember that the word "discipline" means to teach, not to punish or control. • Create opportunities for children to contribute to their community: help a neighbor, clean up a beach.
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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).

Purpose of Crosswalk: The 2023 Ho'okaiika Annual Conference focuses on supporting 'ohana resiliency with diverse approaches. In addition to promoting protective factors, we also want to consider other knowledge and frameworks that promote resilience. No matter what model or language we use, we are all working toward the same goal: strengthen families and prevent child maltreatment. This crosswalk can help presenters and attendees understand similarities and differences across these frameworks and where their work fits. This crosswalk replaces the "learning tracks" used in the 2022 conference. All sessions will fall somewhere on this continuum and may address prevention, intervention and/or aftercare on the path toward healing.

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 Estatic Extension Education Division (1995) and expanded through UH Manoa and by Kumu Piilina 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>

Culture is Prevention (SAMHA Native Connections) <https://www.samhsa.gov/sites/default/files/nc-ov1-task-3-culture-is-prevention-final-2018-05-31.pdf>

