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What Can Families (and Other Adults) Do to Maximize Youth Well-Being

# What Can Families (and Other Adults) Do to Maximize Youth Well-Being





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# **Today's Presenters**



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Distinguished Professor and Director Military Family Research Institute Department of Human Development and Family Science Purdue University



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Jane and Marc Nathanson Family Professor of Psychiatry Division Chief, Nathanson Center for Family Resilience Department Vice Chair, Psychiatry and Biobehavioral Sciences University of California Los Angeles

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# **Description & Learning Objectives**

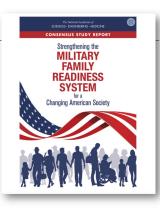
This webinar will focus on what adults inside and outside adolescents' families can do to promote their well-being, especially during transitions.

After attending this webinar, attendees will be able to:

- 1. Describe aspects of family life that are most important for youth well-being.
- 2. Understand things that adults can do to support youth well-being.
- 3. Identify prevention and intervention strategies that promote youth well-being

# Sources

National Academies of Sciences, Engineering, and Medicine (NASEM). (2019). <u>Strengthening the Military Family Readiness System for a changing American society.</u>
Washington, DC: The National Academies Press. https://doi.org/10.17226/25380.







# Family-Strengthening Goals to Promote Family Resilience and Well-Being

- 1. Maintain a physically safe and structured environment
- 2. Engage required resources
- 3. Develop and share knowledge within and outside of the family
- 4. Build a positive, emotionally safe, and warm family environment
- 5. Master and model important interpersonal skills
- 6. Maintain a vision of hope and future optimism for the family
- 7. Utilize competent and authoritative parenting
- 8. Incorporate trauma-informed approaches to care
- 9. Promote security among adults and children
- 10. Highlight the unique development needs of family members NASEM, 2019. page 223.

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Photo source: Canva | UCLA Foo

SOURCE: Compiled by the Committee on the Well-Being of Military Families. Source for Goal #5 is Dausch and Saliman (2009); Gewirtz et al (2018b); Source for Goal #6 is Saltzman et al. (20

# Key Processes in Family Resilience (Walsh, 2016)

### **Making Meaning of Adversity**

- Relational view of resilience
- Normalize, contextualize distress
- Gain sense of coherence
- · Facilitative Appraisal; active agency

- 2. Positive Outlook
   Hope, optimistic bias; confidence

- Encouragement; affirm strengths, potential
   Active initiative; perseverance (can-do spirit)
   Master the possible; accept what cannot be changed

### 3. Transcendence and Spirituality

- Larger values, purpose
- Spirituality: Faith, practices, congregation; nature Inspiration: Aspirations; creativity; social action
- Transformation: learning, change, positive growth

Walsh, 2015, pp. 39-97.

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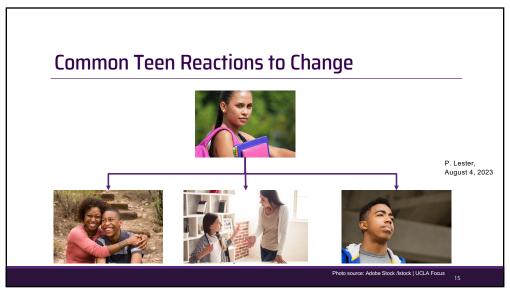


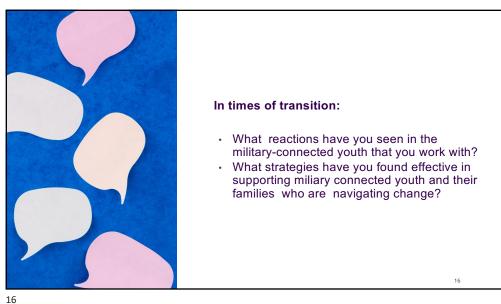
Highlight the unique developmental needs of family members, helping parents and other engaged adults in the family recognize and respond to their family members' needs effectively at each developmental stage.

NASEM, 2019. page 223.









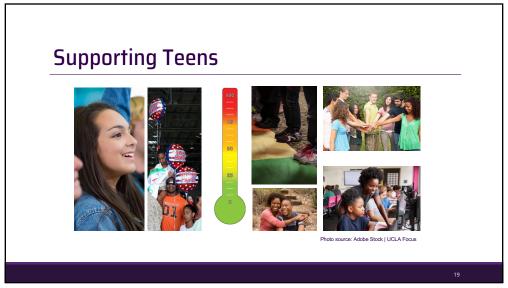


Develop and share knowledge within and outside of the family, building shared understanding about stressors, including parental injuries or illness, as well as modeling and teaching effective communication strategies among adults and children.

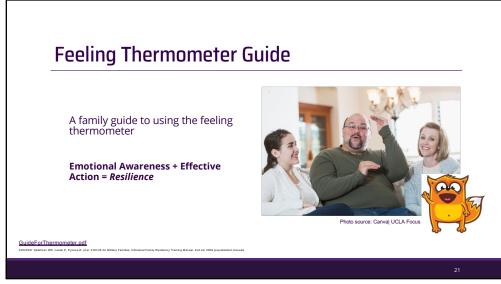
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# Feeling Thermometer Identify emotions with a shared family tool Create a common language around emotions Measure emotional intensity from comfortable Develop individual and family coping skills Feeling-Thermometer Wy horry hurts Valing the house My hore gets hot Find the same Street of the street of





# **Getting to Green Plan**

Deep breathing

Progressive muscle relaxation

Meditation

Practicing gratitude

Taking a walk

Exercising

Do a kind gesture

Unplug

Watch a funny movie

Listen to music

Drink a cup of hot tea

Get lost in a book

Meet with a friend

Volunteer

Seek out support

Getting-To-Green.pdf & Getting-To-Green-Teens.pdf

50/IBCE-Saferna WP, Laster P, Proces B, et al. EDC/IS for Military Expiliar Individual Expilia Resiliance Training Manual 2nd act 2009 (procedible of green)

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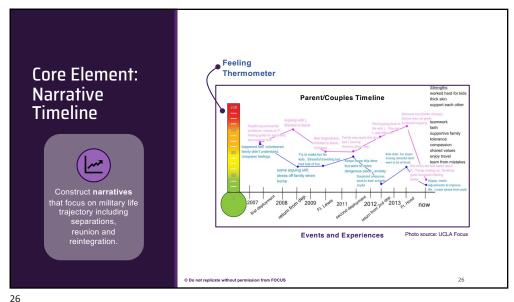
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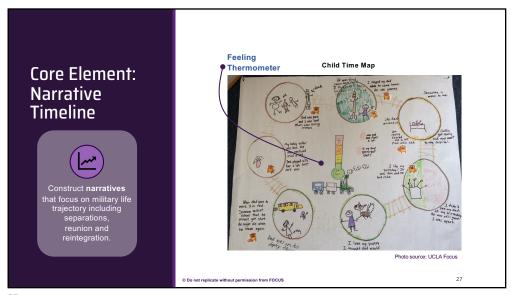


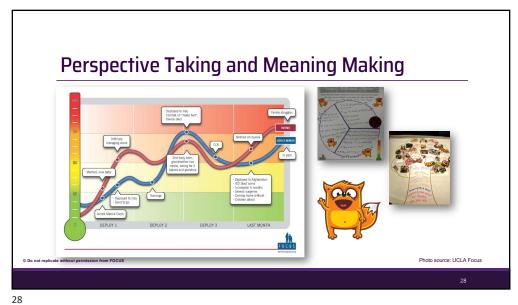
Incorporate trauma-informed approaches to care, recognizing that families faced with stress and adversity are likely to be affected by trauma and loss experiences that uniquely impact adults and children within families, their relationships, and their development.

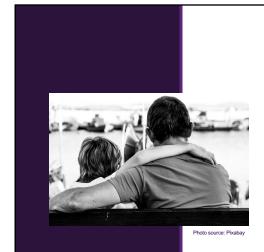
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### Principals of Trauma-Informed Care Cultural, Historical, Social Context Cultural humility/understanding Safety and Nurturing • Foundational to health and wellbeing · Strive to be curious without judgment Recognize historical trauma · Culturally Responsive Be aware of implicit bias and assumptions about others **Trust and Stability Empowerment and Choice** Essential in relationships · Having control is essential for healing · Consistent Boundaries · Provide choices whenever possible, · Clear Expectations even small choices matter · Maintaining curiosity without · Include them in decision making judgment Strength-Based Shift deficit thinking to asset based **Collaboration and Support** "What have you been through and Mutual respect Photo source: Adobe Stock | UCLA Focus what are your strengths" Honors diverse experiences Shared vision and outcomes Focuses on the future, skill building,



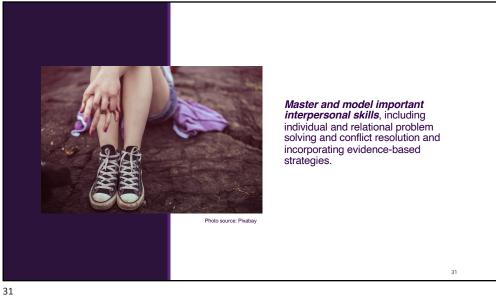






Build a positive, emotionally safe, and warm family environment, including effective stress reduction and emotional regulation strategies for parents to engage in and model for children, as well as engaging in activities that are calming and enjoyable for all.







# **Developing Family Communication Skills**

Grounded in emotional regulation

Use games and tools to have fun learning new skills

Communication skills around stress reminders

Use *Coming to Terms* for the 'tough stuff'



Photo Source: UCLA Focus

Effective-Communication-Skills.pd

SOURCE: Saltzman WR, Lester P, Pynoos R, et al. FOCUS for Military Families: Individual Family Resiliency Training Manual. 2nd ed; 2009 [unpublished manual]

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# **Coming to TERMS**



The TERMS Strategy helps families prepare for difficult conversations

Talk with children in words they understand

**E**xplain how changes impact the family

**R**e-assure children

**M**onitor reactions

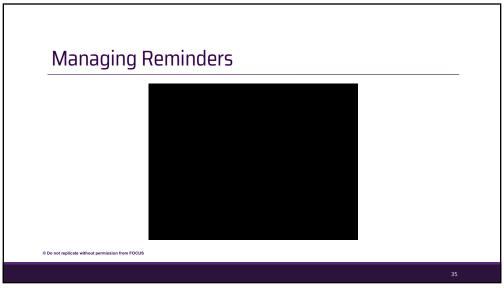
**S**hare Feelings

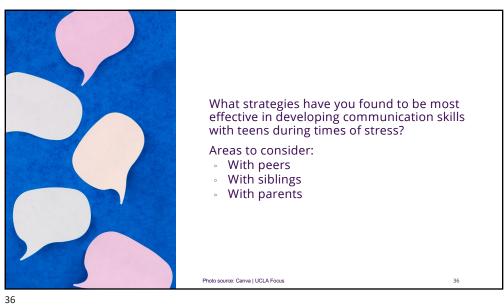
Coming-To-TERMS.pdf

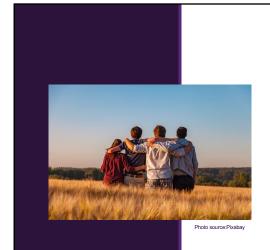
Photo source: UCLA Focus

SOURCE: Saltzman WR, Lester P, Pynoos R, et al. FOCUS for Military Families: Individual Family Resiliency Training Manual. 2nd ed; 2009 [unpublished manual.

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Engage required resources, accessing instrumental and social support within and outside the family to support adults and children, dyadic relationships and the family as a whole, and teaching family members how to effectively use their support opportunities (friends, extended family, teachers, coaches, faith-based communities, etc.).

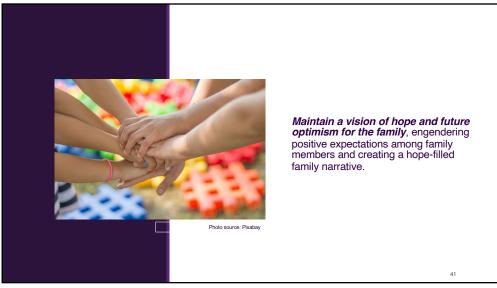
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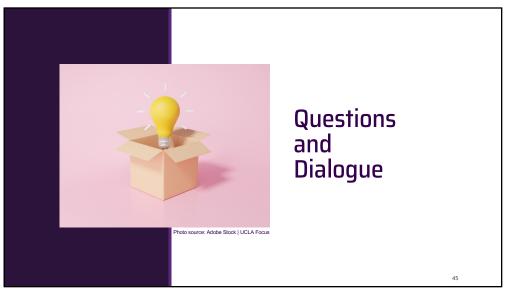


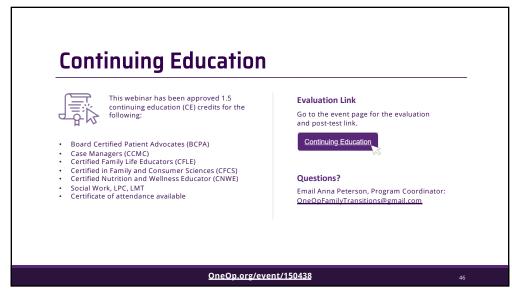












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