

# Reaching IN... Reaching OUT (RIRO)

promoting resilience  
in young children



# RIRO's funders

**THE ONTARIO  
TRILLIUM  
FOUNDATION**



**LA FONDATION  
TRILLIUM  
DE L'ONTARIO**

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**RIRO is sponsored by**

# **The Child & Family Partnership**

- YMCA of Greater Toronto
- Child Development Institute
- George Brown College
- University of Guelph



RIRO training & video content adapted from

# The Resilience Factor

by

Karen Reivich, PhD

Andrew Shatté, PhD



# Reaching IN...Reaching OUT (RIRO)



**Reach IN** to face life's challenges  
**Reach OUT** to others and opportunity

# Resilience helps us ...

- Steer through adversity
- Overcome childhood disadvantage
- Bounce back from trauma
- Reach out to new opportunities



# Resilience supports ...

- Health & longevity
- Success in school & jobs
- Happier relationships
- Protection from depression

Reivich & Shatté, 2002; Werner & Smith, 2001

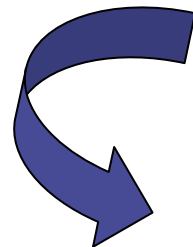


**Under stress**

**Bounce Back**



**Give Up**



Abramson, Seligman & Teasdale, 1978; Kobasa, 1979;  
Reivich & Shatté, 2002; Werner & Smith, 2001





**Our thinking matters...**

**our THOUGHTS  
about adversity cause  
our feelings & behaviour**



# Thinking Habits



# The 3 Ps

## 1) Personal

Me

Not me

## 2) Permanent

Always

Not always (temporary)

## 3) Pervasive

Everything

Not everything (specific)



# The 3 Ps

- **P**ersonal  
Me
- **P**ermanent  
Always
- **P**ervasive  
Everything

**DEPRESSION**



# The 3 Ps

- **P**ersonal  
NOT Me
- **P**ermanent  
Always
- **P**ervasive  
Everything

**AGGRESSION**



# The 3 Ps

- **P**ersonal  
NOT Me
- **P**ermanent  
Not Always
- **P**ervasive  
Not Everything

**OPTIMISM**



We can **LEARN** to be more resilient by changing the way we **THINK** about adversity & opportunity



# Children's Emerging Thinking Habits

**2-3 years**

Mimics style of adults

**8 years**

Has preferred thinking style

Fischer & Leitenberg, 1986; Hesse & Cicchetti, 1982; Seligman, 1995





# Penn Resilience Program (PRP)

- Cognitive-behavioral & social problem-solving approach – 8 years +
- Thinking skills → resilient view
- Prevents/reduces depression



# Resilience Skills

- Calming & Focusing
- ABC Model
- Challenging Beliefs
- Generating Alternatives
- Detecting Iceberg Beliefs



# Critical Abilities → Resilience

- Emotional regulation
- Impulse control
- Causal analysis
- Empathy
- Realistic optimism
- Self-efficacy
- Reaching out



# Pathways to Children's Resilience

**Mastery** → Behavioral Realm

**Positivity** → Emotional Realm

**Adult Modeling** → Mimicry of Adult's Coping & Thinking Styles

Seligman et al., 1995; *RIRO Guidebook*, Guide 8



# Pilot Study Participants

- 27 Early Childhood Educators and Centre Directors
- Approx. 225 children (2-1/2 - 6 yrs.)
- 4 diverse child care centers in Ontario, Canada



# Evaluation Methods

- Teacher/director interviews
- Group sharing sessions & symposia
- Reflective journals
- Formal surveys



# Original Pilot Results

## Impact of skills on adults & children

- Use skills daily
- Assess, understand & change child behaviour
- Observed behavior changes in children
- Model resiliency skills → any age
- Adapt skills to children → 4 yrs.+
- Children generalized skills
- Improved adult relationships & communication
- Ask children about their thinking



# Skills Training Results

## Immediate evaluation:

(27/05/'08 - n1009)

Participants rate the skills training content as very useful. (mean 6.28 on a 7 point scale)

## Post skills training surveys:

(3-6 months following the training)

- Results show original pilot study findings are being replicated.





# Community Development Perspective

Curriculum  
Modules

College &  
University  
Students

RIRO  
Training

Train the  
Trainer

Website

International  
Community

Resilienc  
Quarterly E  
newsletter

Professional Skills training  
Community & Parent Info Sessions

**Resilience Promotion**  
Professionals \*\*\*\*\* Children \*\*\*\*\* Families



# 3 Messages

1. The way we think about stressors affects how we handle them.
2. We can learn to be more resilient – resilience is an ongoing process.
3. It's important to model resilient thinking & behaviour with children.



# Contact Information

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