



# UNLOCKING RESILIENCE:

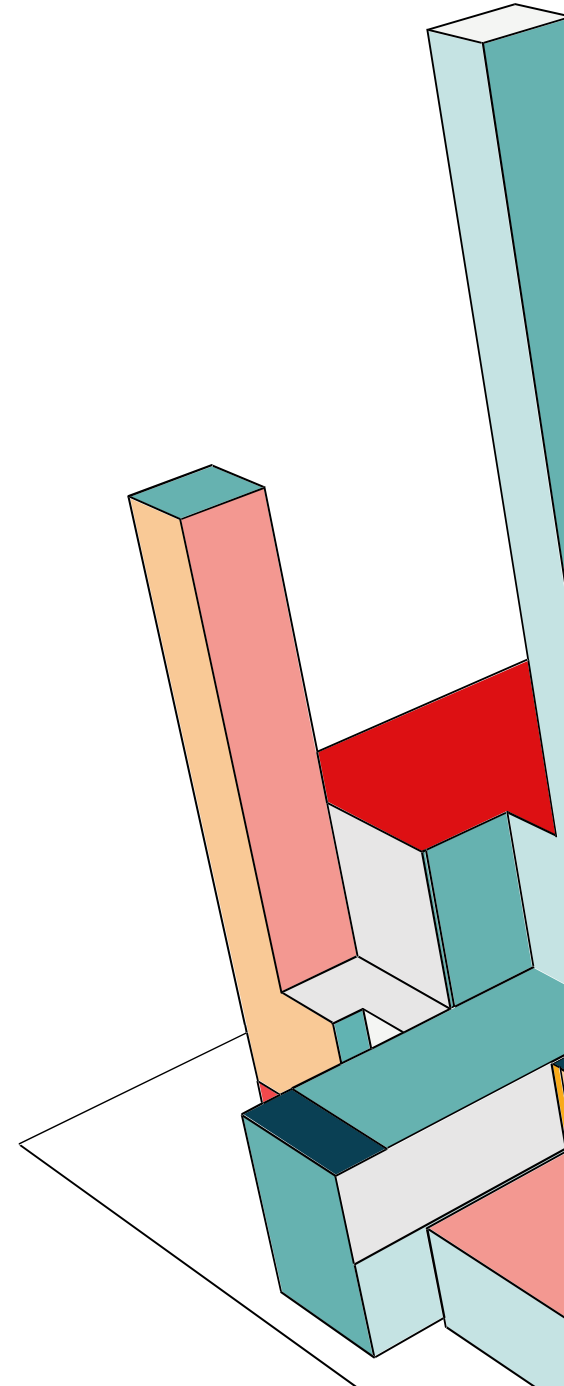
## TOOLS TO HELP CHILDREN AND YOUTH COPE WITH ANXIETY & DEPRESSION

KELSIE-MARIE OFFENWANGER, PSYD  
JANUARY, 2025

CENTER FOR COMMUNITY HEALTH ADVANCEMENT  
MARSHFIELD CLINIC HEALTH SYSTEM  
BEHAVIORAL HEALTH DEPARTMENT

# AGENDA

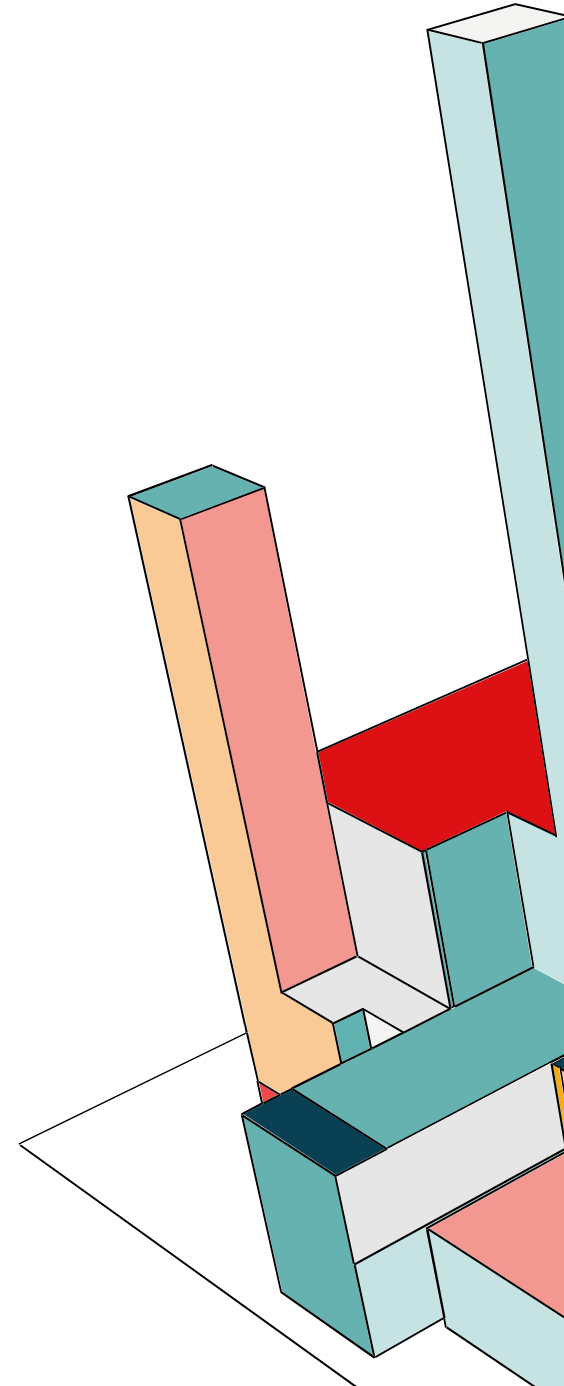
- Teach tools to help youth overcome depression and anxiety and keep it away
- Learn the difference between self-esteem and self-efficacy, and how to foster that in youth
- Identify the role of resiliency in mental health and the positive cycle it can perpetuate





*Thank You*

- Depression and anxiety often co-occur among children and adolescents
- Having high self-esteem allows youth to effectively manage their emotions and navigate difficult experiences with greater coping mechanisms
- Resilience and self-efficacy act as a protective buffer against anxiety and depression by equipping youth with the ability to **adapt to challenging situations, bounce back from setbacks, and maintain a positive outlook**, even when facing significant stress or adversity

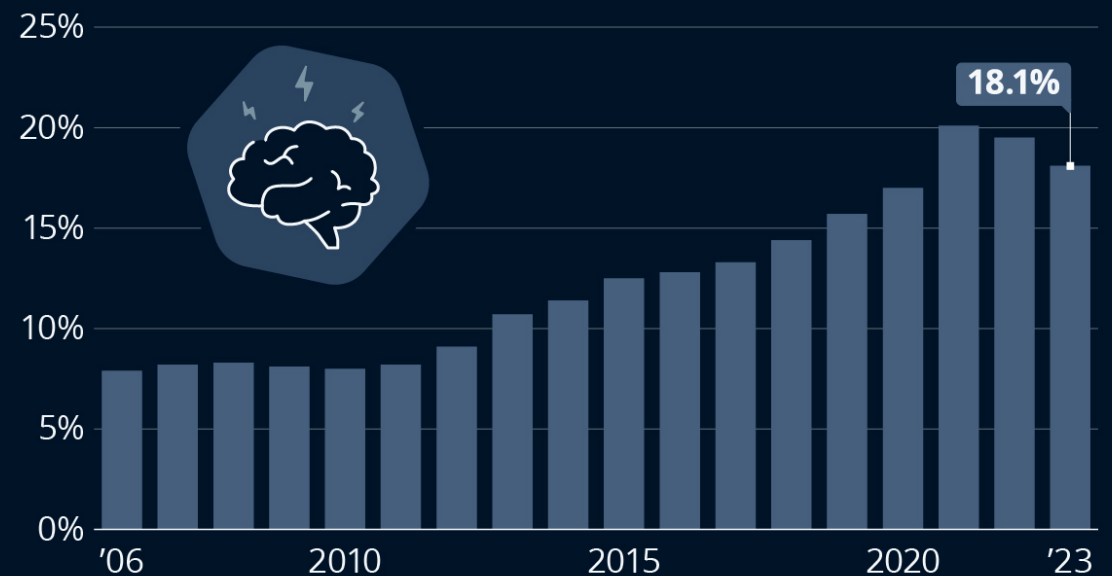


# STAT CHECK

- ✓ Roughly **1 in 5 adolescents** report experiencing symptoms of anxiety or depression.
- ✓ 20% of youth report experiencing **at least 1** major depressive episode in the past year.
- ✓ Approximately 11.5% of youth are experiencing **severe** major depression.
- ✓ 21% of adolescents report experiencing anxiety symptoms in the **past 2 weeks**.

## Nearly One in Five U.S. Teens Experienced Depression in 2023

Share of U.S. teenagers (12-17 y/o) who have experienced a major depressive episode in the past year\*



\* More than 14,000 respondents per year

Source: Substance Abuse and Mental Health Services Administration



statista

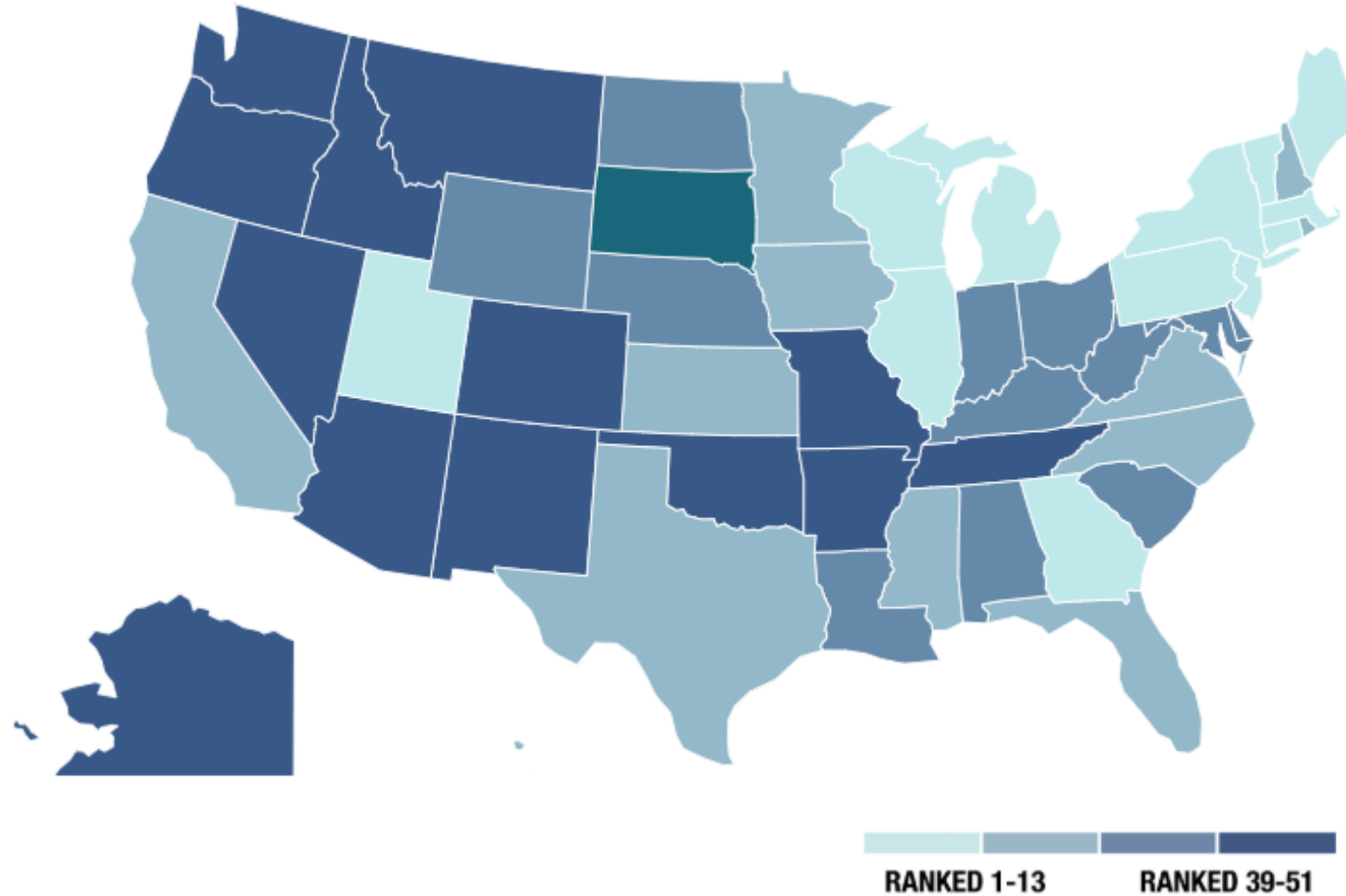


# WISCONSIN

**2023: 4**  
**2024: 12**

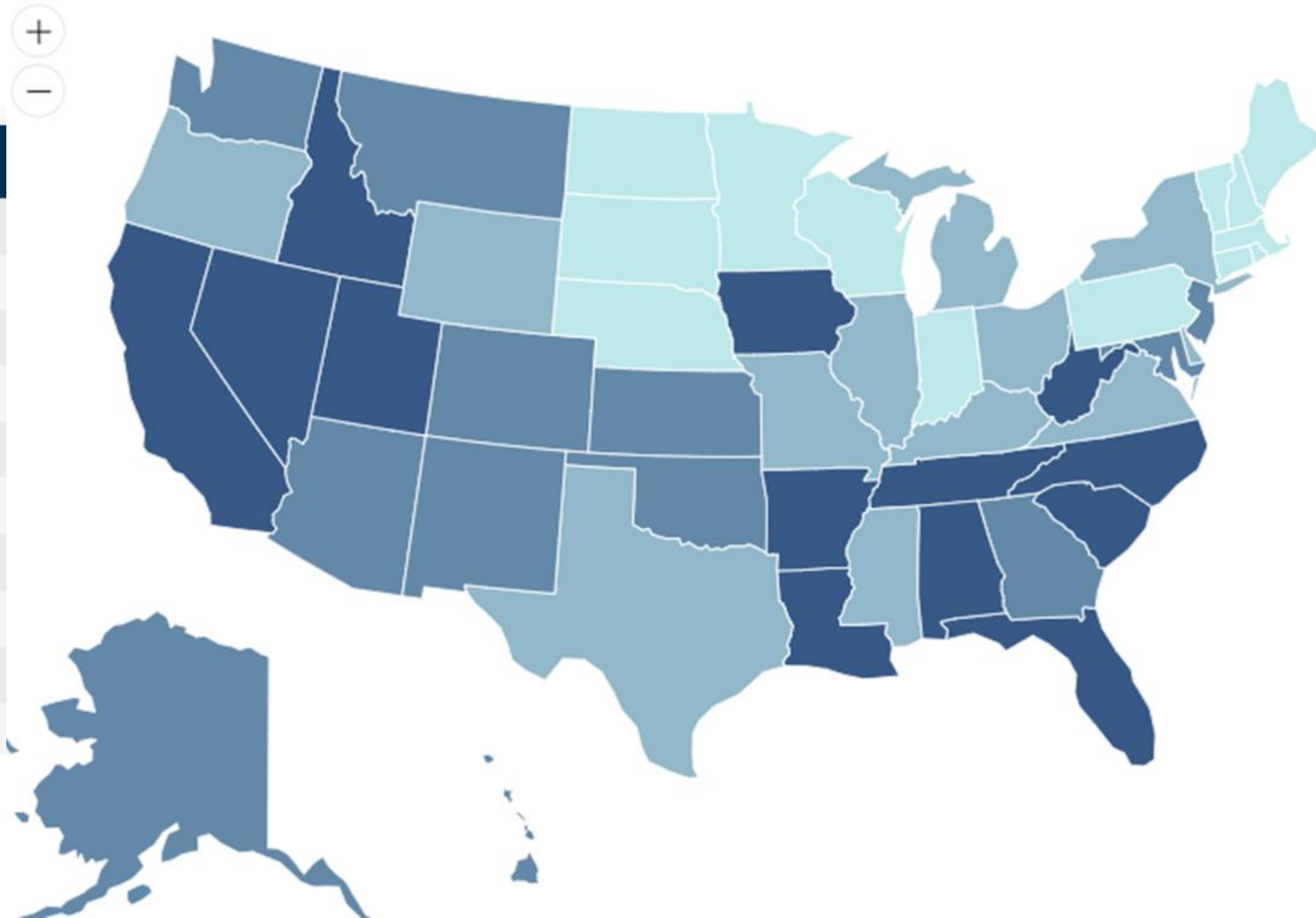
Lower rankings = **lower prevalence** of mental illness and **higher rates** of access to care.

1. Youth with at Least 1 MDE in the Past Year
2. Youth with Substance Use Disorder in Past Year
3. Youth with Serious Thoughts of Suicide
4. Youth (Ages 6-17) Flourishing
5. Youth with MDE Who Did Not Receive Mental Health Services
6. Youth with Private Insurance That Did Not Cover Mental or Emotional Problems
7. Students (K+) Identified with Emotional Disturbance for an IEP.



# STUDENTS (K+) IDENTIFIED WITH EMOTIONAL DISTURBANCE FOR AN INDIVIDUALIZED EDUCATION PROGRAM 2024

Rank ^	State	Percentage	Number
01	Vermont	28.01	2,122
02	Massachusetts	19.03	16,978
03	Minnesota	19.00	16,074
04	Pennsylvania	15.16	25,547
05	Maine	13.97	2,342
★ 06	Wisconsin	13.09	10,111
07	Indiana	11.15	11,294
08	North Dakota	10.98	1,269
09	New Hampshire	10.79	1,774
10	Connecticut	10.29	5,090



# YOUTH WITH AT LEAST 1 PAST YEAR MAJOR DEPRESSIVE EPISODE

2023: 9  
2024: 15



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Rank ^	State	Percentage	Number
01	District of Columbia	16.02%	5,000
02	Hawaii	17.15%	17,000
03	Georgia	17.39%	159,000
04	South Carolina	17.88%	72,000
05	Utah	18.33%	62,000
06	Texas	18.40%	483,000
07	Michigan	18.65%	142,000
08	Mississippi	18.73%	47,000
09	Oklahoma	18.76%	63,000
10	Arkansas	18.97%	47,000
11	Massachusetts	19.18%	93,000
12	South Dakota	19.21%	14,000
13	Vermont	19.25%	8,000
14	Alabama	19.41%	76,000
15	Wisconsin	19.41%	89,000
16	North Carolina	19.46%	160,000

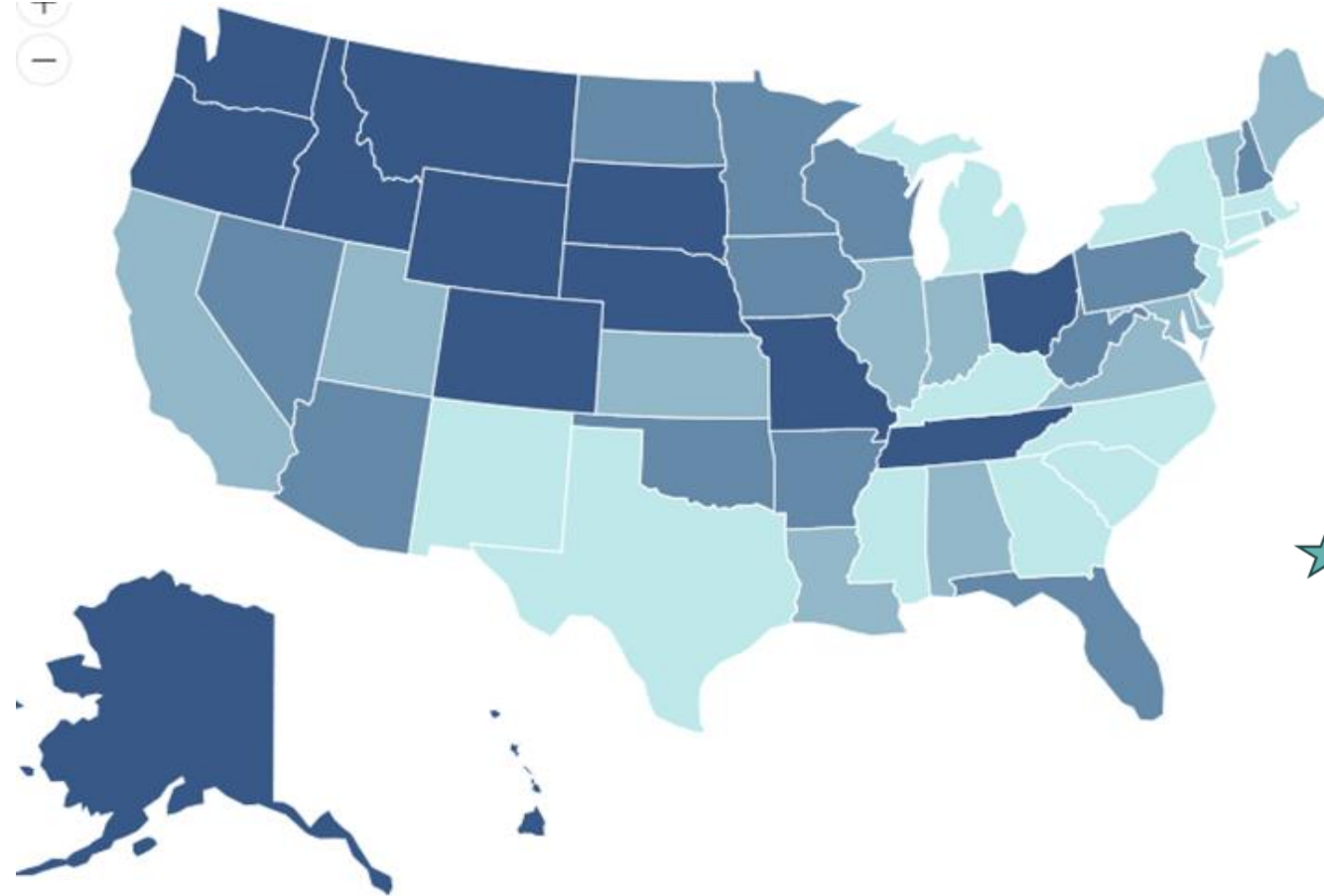
36 Wisconsin 10.28% 47,000

## Substance Use Disorder

2023: 9  
2024: 36



# YOUTH WITH SERIOUS THOUGHTS OF SUICIDE

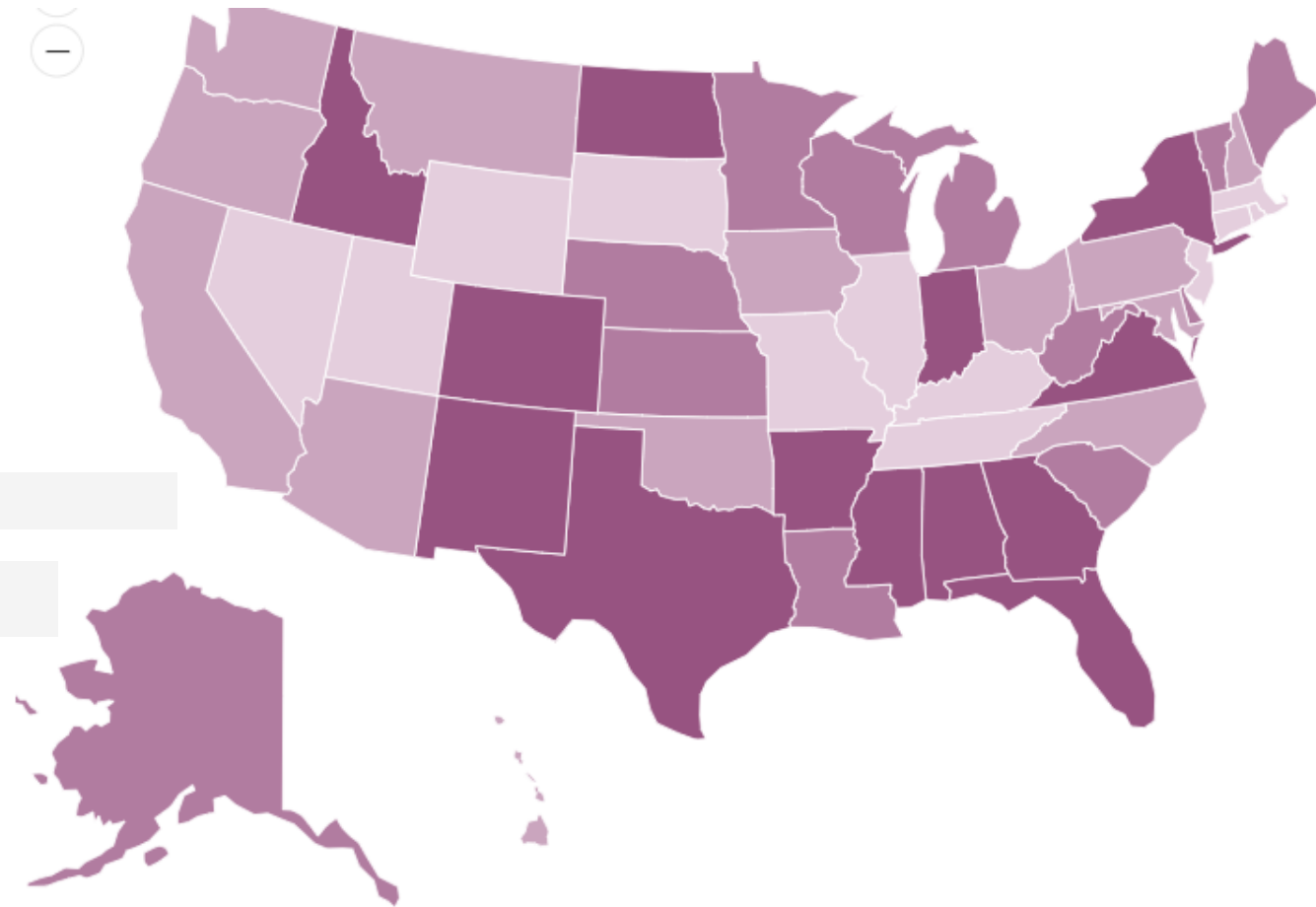


30	Arizona	13.61%	79,000
31	North Dakota	13.63%	8,000
★ 32	Wisconsin	13.69%	63,000
33	Oklahoma	13.71%	46,000
34	Nevada	13.80%	34,000

RANKED 1-13      RANKED 39-51

# YOUTH WITH PRIVATE INSURANCE THAT DID NOT COVER MENTAL OR EMOTIONAL CONCERNS

## 2023 VS 2024

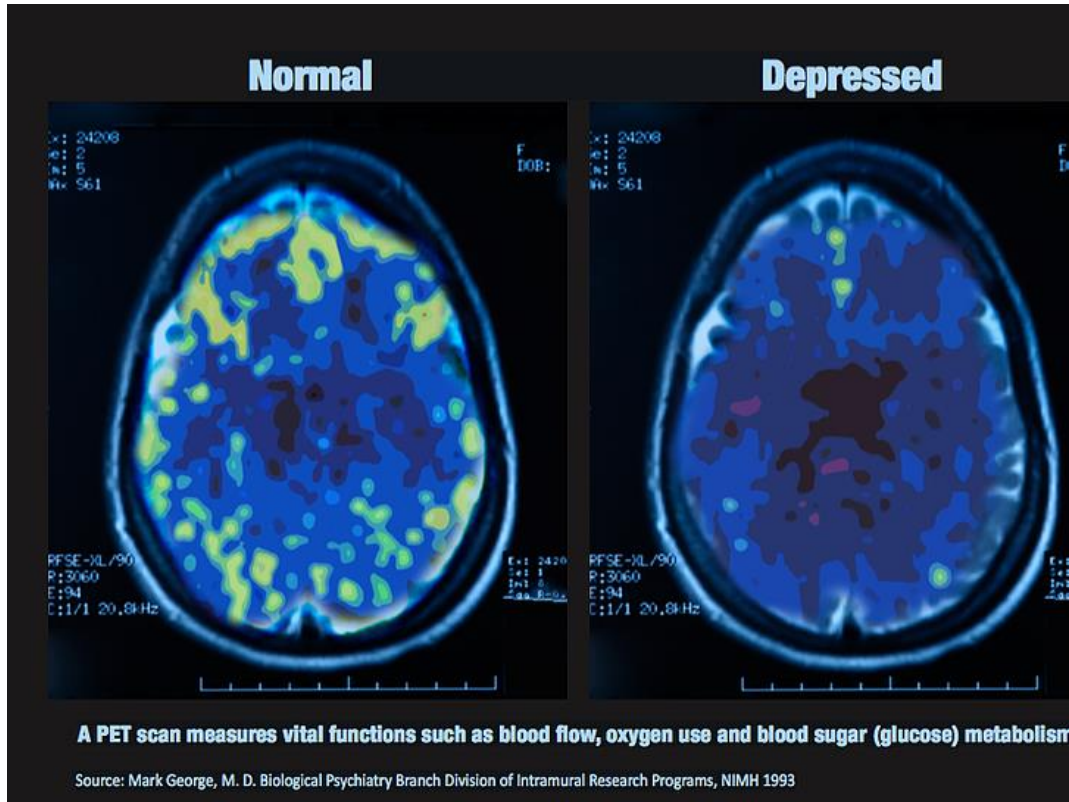


28	Wisconsin	7.70%	20,000
34	Wisconsin	9.90%	26,000



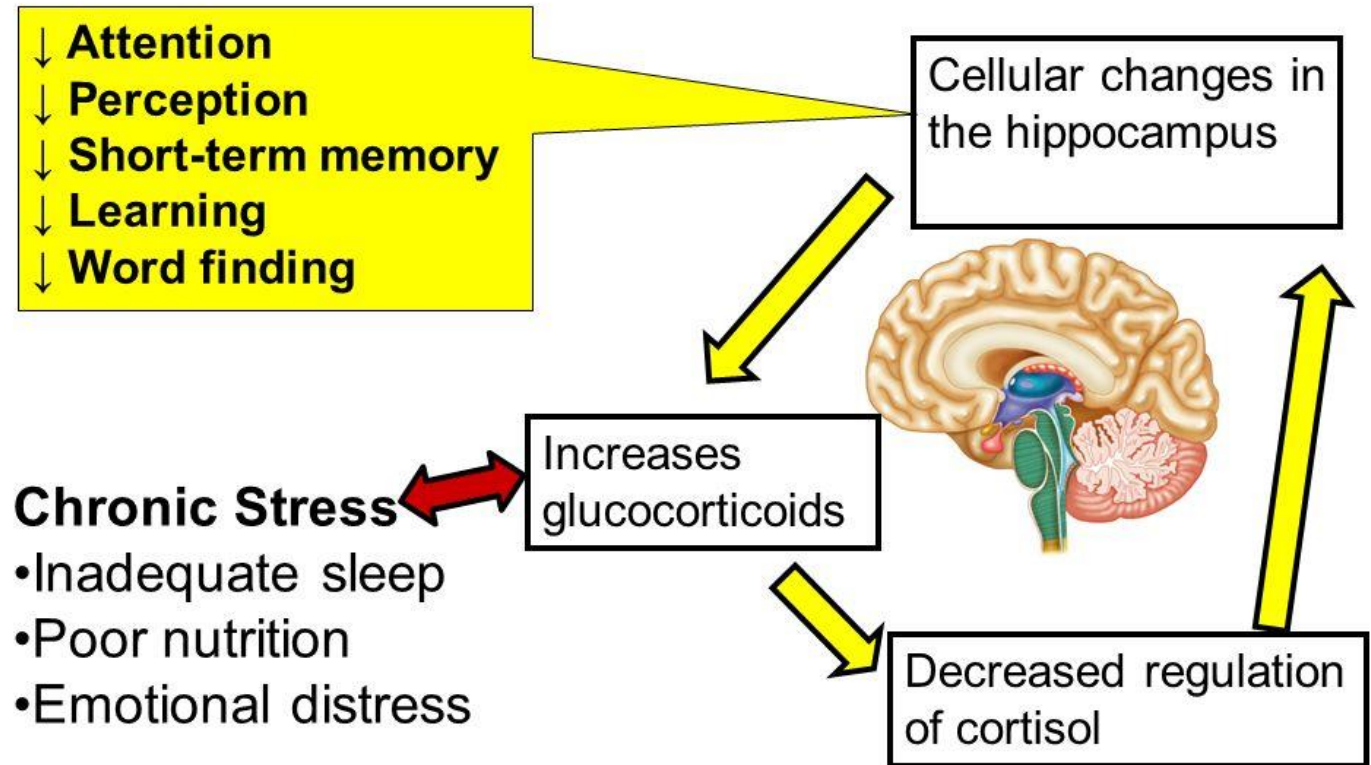
# SO, WE HAVE SOME WORK TO DO





# Stress & Learning

The stress-brain loop







# COMBAT ANXIETY AND DEPRESSION



“The fundamental human desire...”



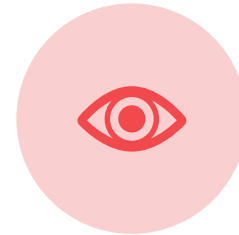
MAKE  
CONNECTIONS



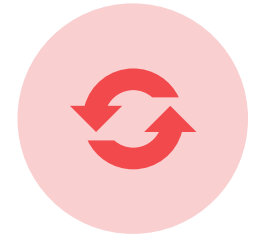
MAINTAIN A  
DAILY  
ROUTINE



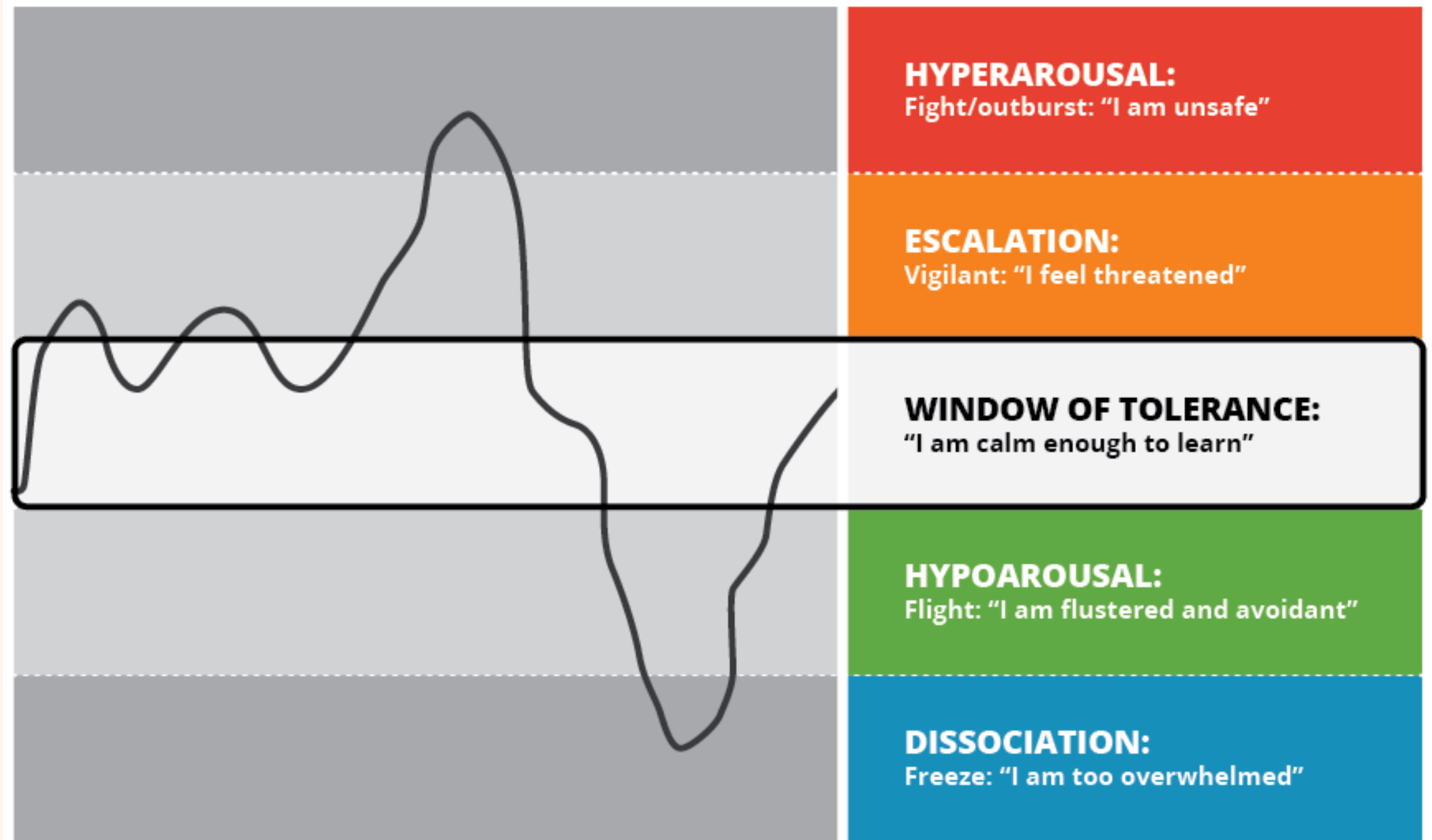
BECOME  
ATTUNED



KEEP THINGS  
IN  
PERSPECTIVE



ACCEPT  
CHANGE



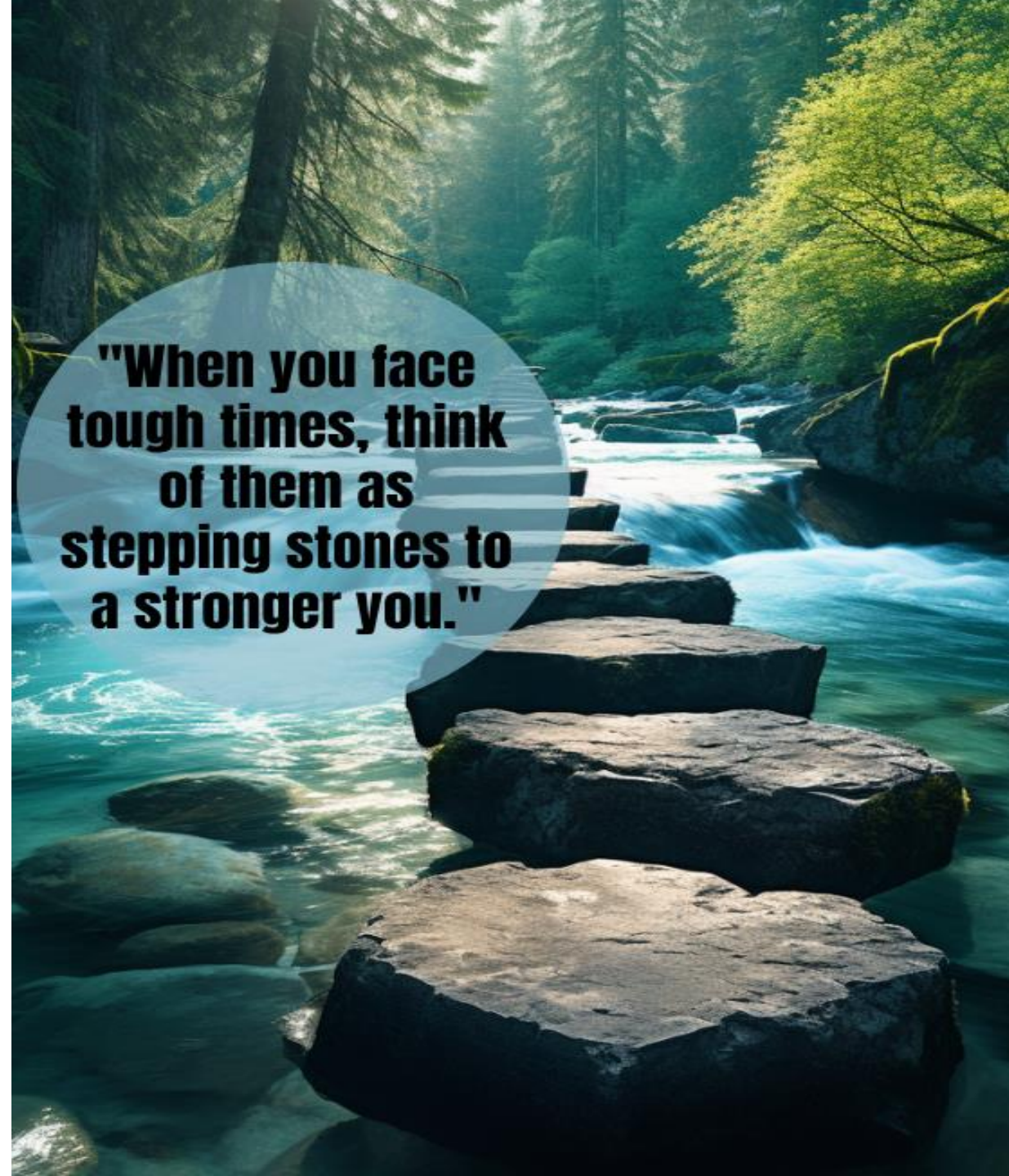
BUILDING BLOCKS

STEPPING STONES

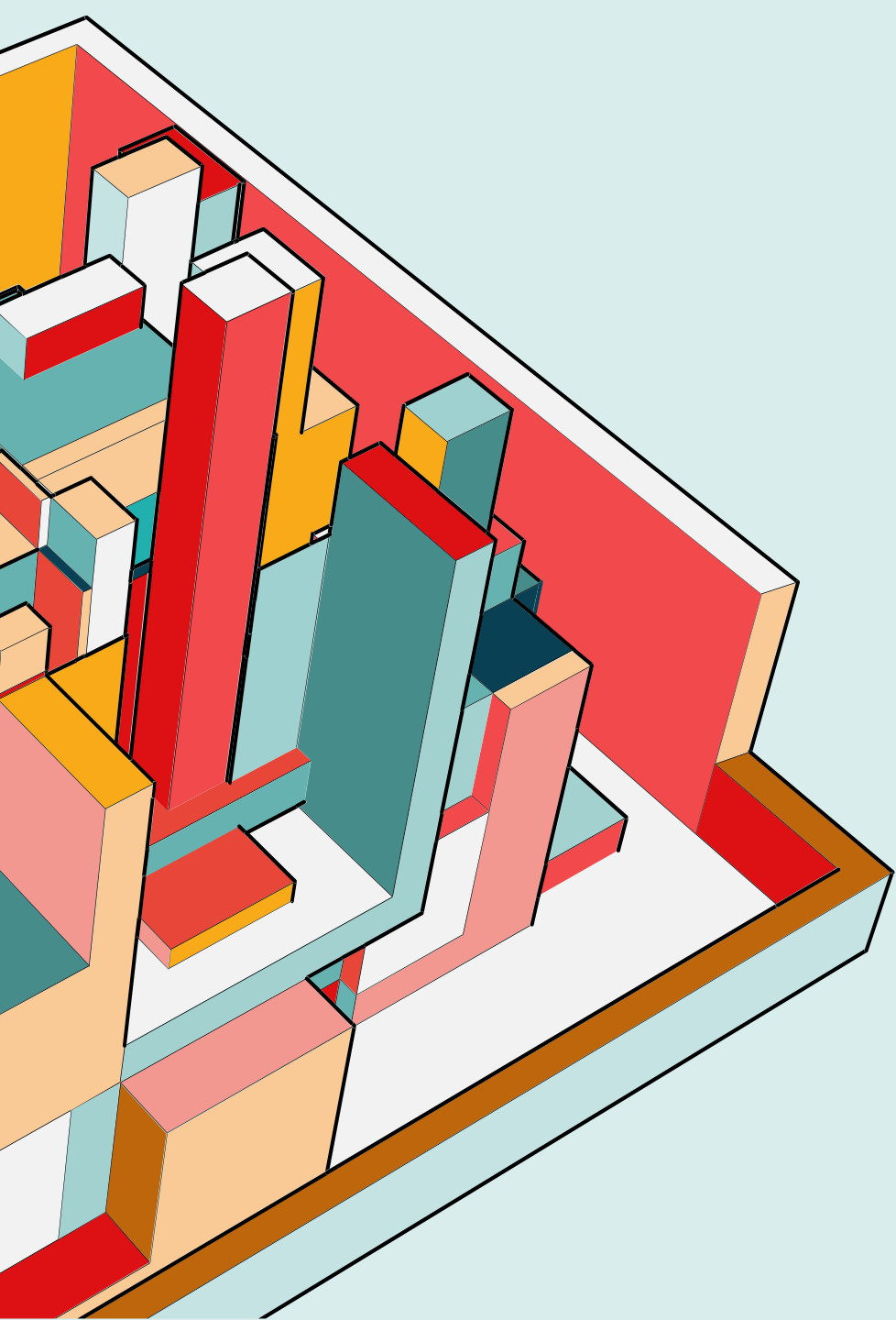
LAUNCHING PAD

DIVING BOARD

SPRING BOARD



**"When you face tough times, think of them as stepping stones to a stronger you."**



# **SELF-EFFICACY**

*Perceived ability to attain your goal*

... THE EXTENT TO WHICH THE INDIVIDUAL BELIEVES HIMSELF TO BE CAPABLE, SIGNIFICANT, SUCCESSFUL, AND WORTHY...

... A PERSONAL JUDGMENT OF WORTHINESS THAT IS EXPRESSED IN ATTITUDES THE INDIVIDUAL HOLDS TOWARD HIMSELF...

... FOUNDATION UPON WHICH THE CHILD WILL BUILD THE CAPACITY TO COPE WITH STRESS OVER A LIFETIME.



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# WAYS TO BUILD SELF-EFFICACY

Realize:

We're all VIVID

No one is loved  
and approved by  
all

It's ok to make  
mistakes, we can  
learn from failure

Everyone does  
some things well  
and some things  
less well

We don't need to  
always be  
competitive



# ENCOURAGE KIDS

- Like themselves
- Show concern for others
- Express emotion, especially love
- Meet new people, try new challenges



# DEVELOP



Frustration tolerance

Ideals, interests, and  
preferences  
independent of others

Sense of humor,  
especially of oneself

# TEACH TOOLS



Handle

- Handle situations with confidence

Be

- Be optimistic but accept defeat

Accept

- Accept delay of gratification

Accept

- Accept their own limitations, and those of others

Use

- Use constructive ways of dealing with conflict and difficulties





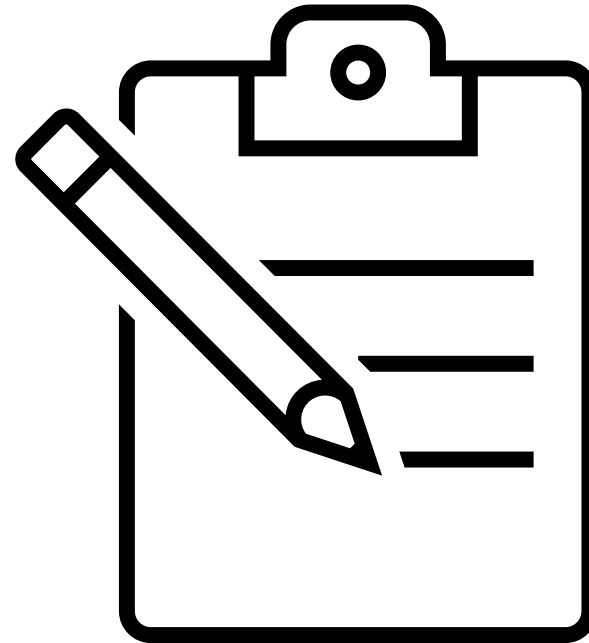
## Demonstrate:

- Ways of displaying/expressing emotions
- Need for mutual respect
- Empathy, compassion
- Making repairs (AAA)



# REMEMBER

1. Listen without interruption
2. Try to understand as a child, teen, young adult
3. Respect their right to do it differently
4. Times when you quit or coped poorly





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# RESPECT

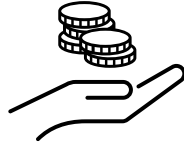
Their individual temperament

Children's apprehension of change

The person (versus addressing the behavior)

Conflicting and often co-existing needs for independence and dependence

# PROVIDE



Affectionate  
touch

Flexible vs. firm  
limits

Limits explained  
& reasonable

Opportunities for  
success, allow for  
failure

The chance for  
the child to solve  
the problem first

Reinforcement  
for good (even  
routine) behavior

# AVOID



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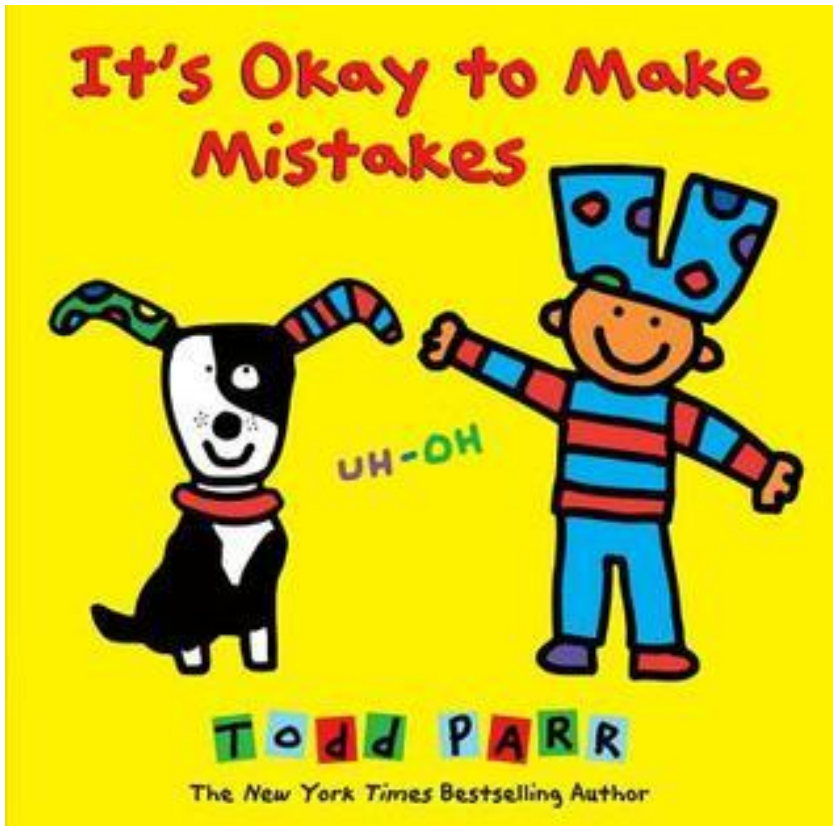
Labeling

Shaming

Comparing

Crafting negative images

## “LAUDABLE GOALS”



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We Think: If we *tell* them, or *show* them, or *direct* them, then they will listen, and observe, and improve.

Because: We want our kids to learn life's lessons without any mistakes or blunders



# LIKELY RESPONSE FROM KIDDO



Either:



They watch, and listen but then don't do—starting a pattern of helplessness, passivity, and low initiative, or...



You get resistance—shutting you out, strong-willed stubbornness

Adult Goal: "Let me help you"



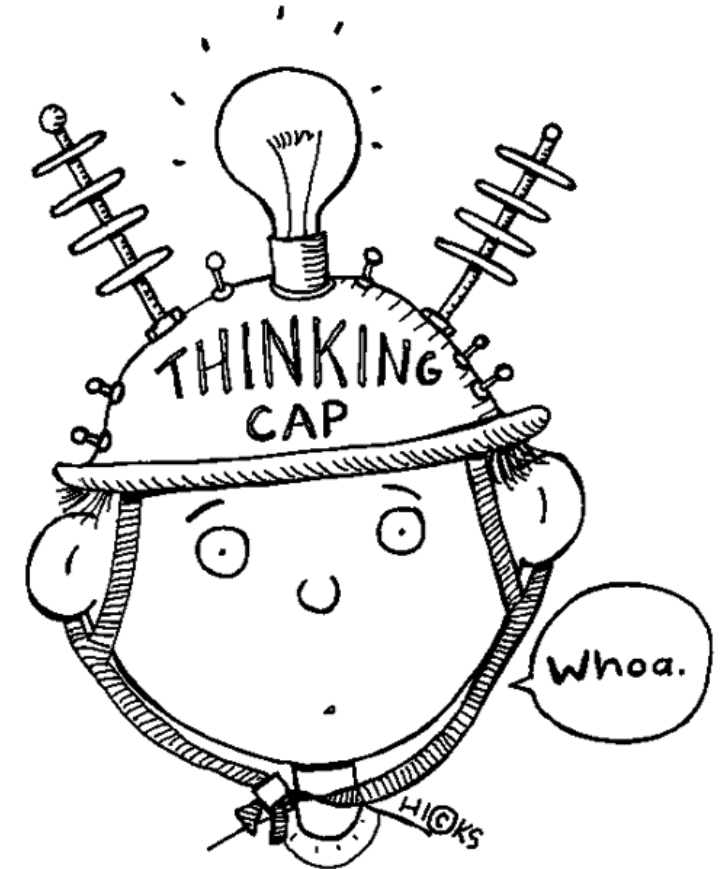
Child's Likely Perception: "They want to fix it (me)"



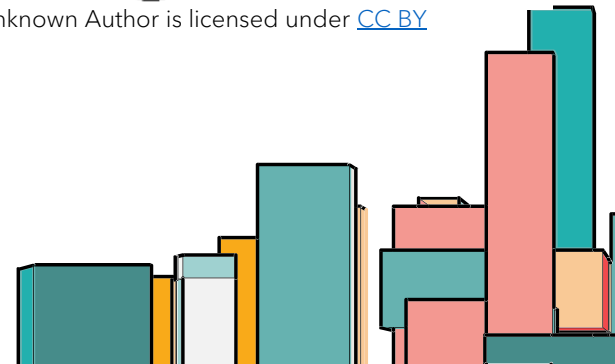
We tend to rush to solve it rather than engage the child in the process of discovering a solution



Child's Response: "You don't have faith in me"

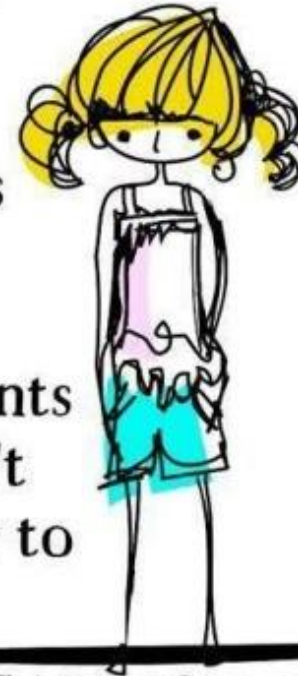


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So often, children are punished for being human. Children are not allowed to have grumpy moods, bad days, disrespectful tones, or bad attitudes, yet we adults have them all the time! We think if we don't nip it in the bud, it will escalate and we will lose control. Let go of that unfounded fear and give your child permission to be human.

We all have days like that. None of us are perfect, and we must stop holding our kids to a higher standard of perfection than we can attain ourselves. All of the punishments you could throw at them won't stamp out their humanity, for to err is human & we all do it.

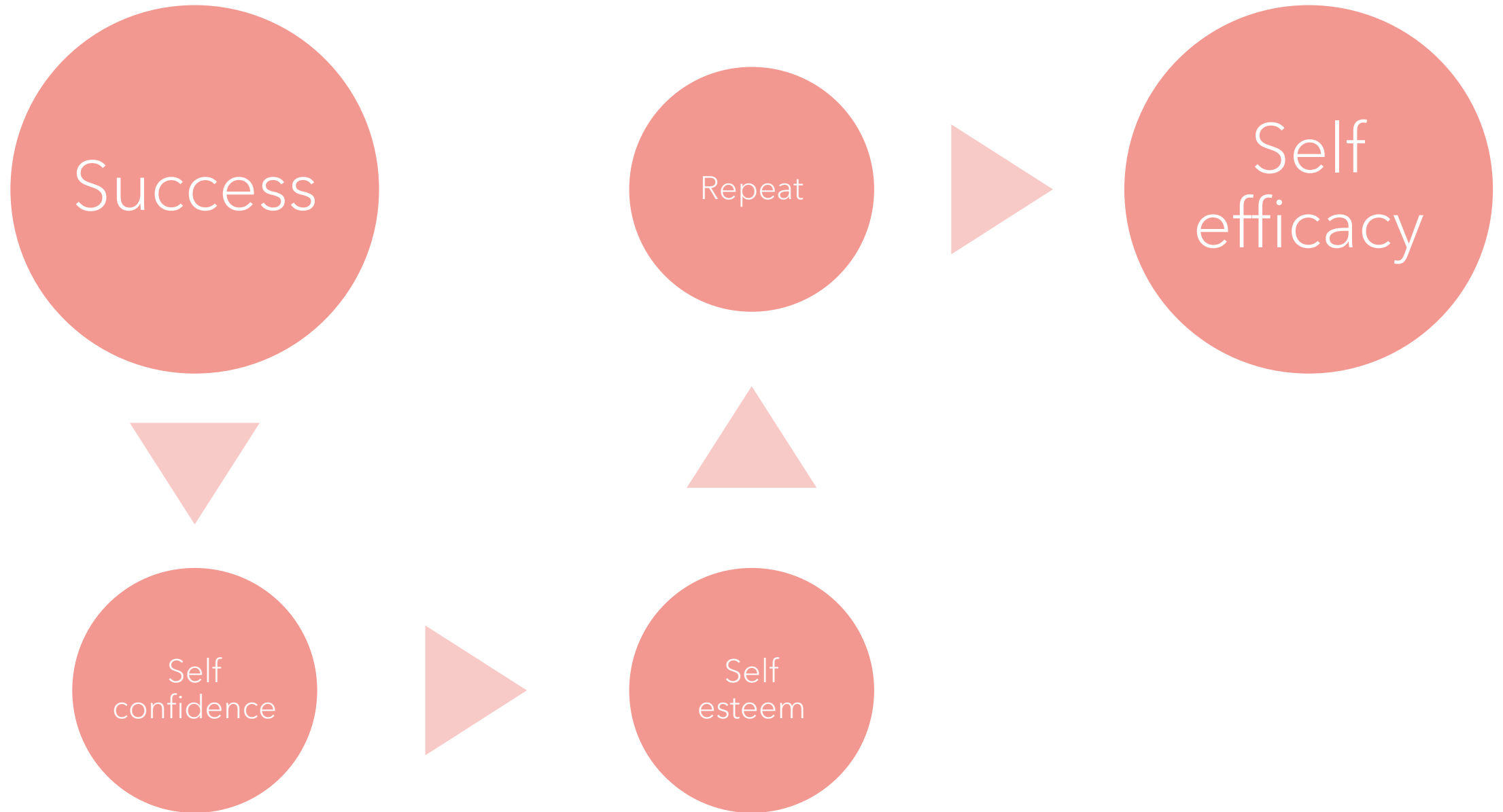


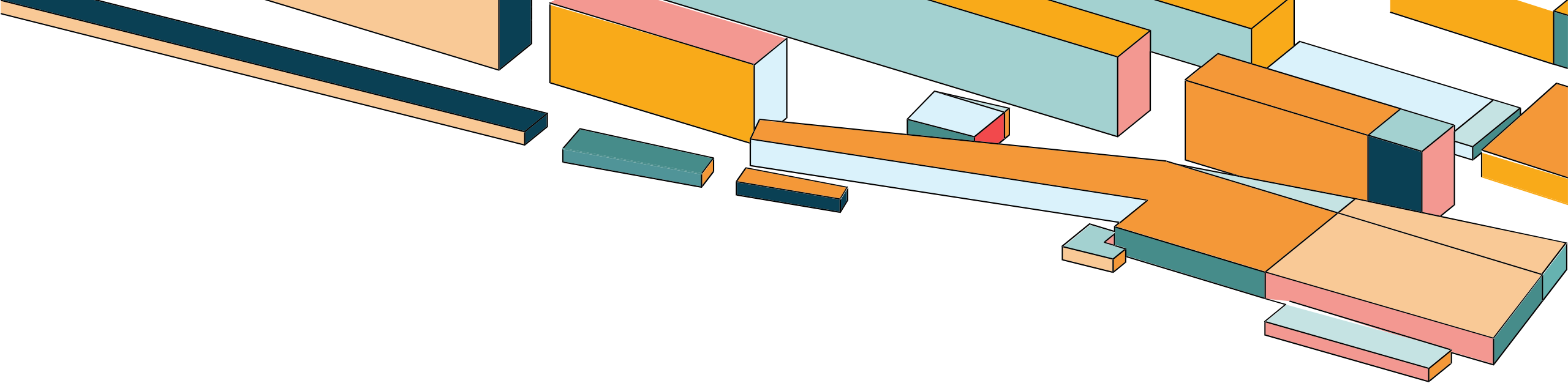
Rebecca Eanes

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# PREVENTION FOR ANXIETY AND DEPRESSION

Accept	Accept kids for who they are
Give	Give youth a chance to contribute
Treat	Treat mistakes as learning experiences
Stress	Stress their strengths
Let	Let them solve problems and make decisions



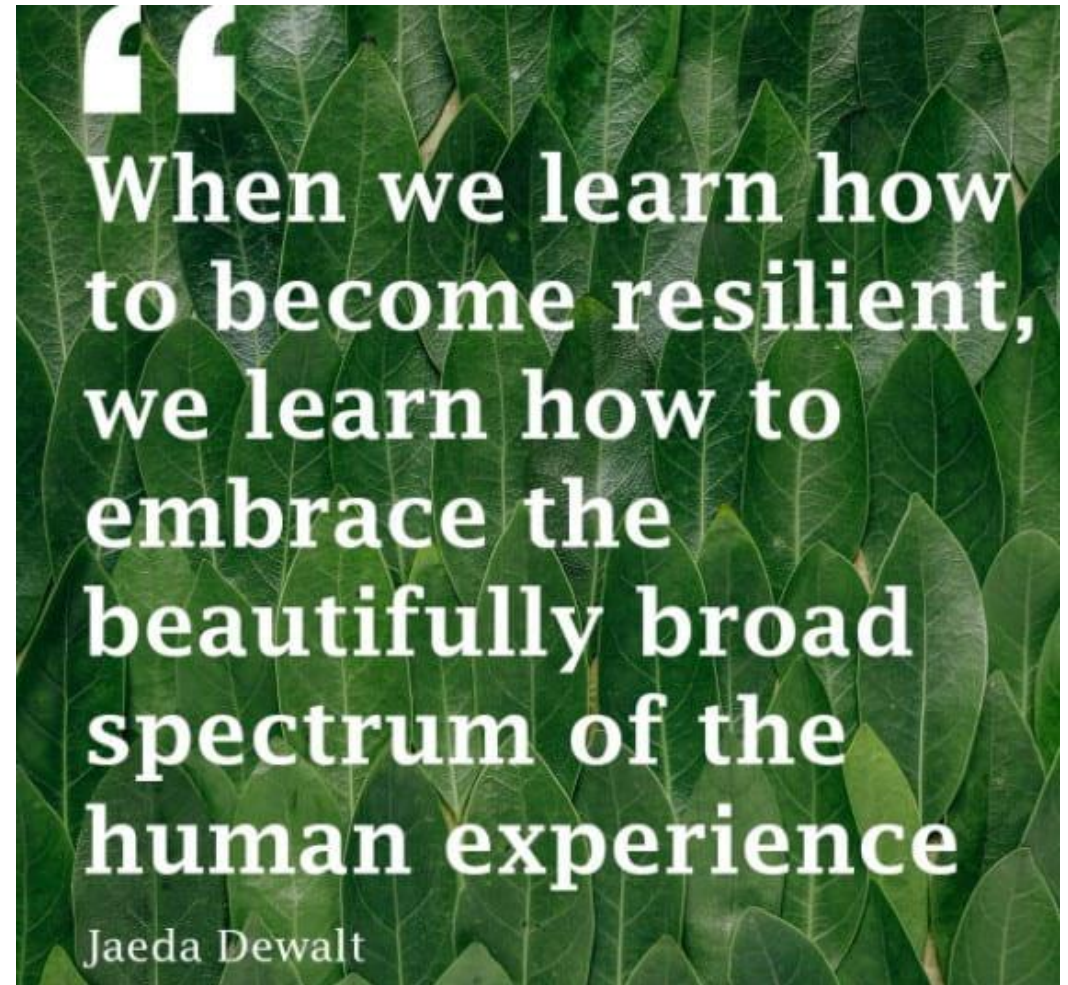


# STEPS TO RESILIENCE ACROSS DEVELOPMENTAL STAGES



# RESILIENCE

- Behaviors, thoughts, and actions that **can** be learned
- Process of **adapting well** in the face of adversity, trauma, tragedy, threats, or significant forms of stress

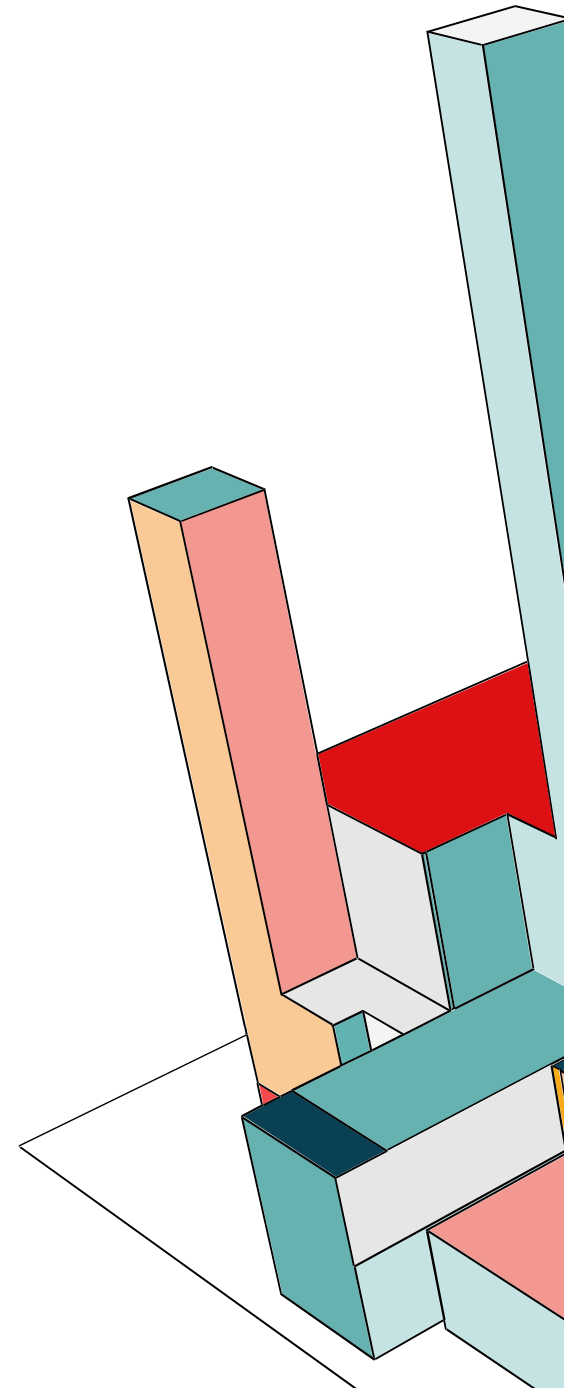


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# PRESCHOOLERS

- Very young children may not be able to express their feelings to build resiliency efforts.
- Although you may think they are too young to understand what is happening, even young kids **can absorb** frightening events from the news or conversations they overhear.
  - “Do you have questions about what is happening with the fires?”
  - “Yes, some people were hurt and many more were there to help.”
  - “When someone dies, their body stops working and they can’t see, hear or feel anything anymore.”
- Make sure you **highlight their efforts** for trying something new and **praise them** for asking questions.



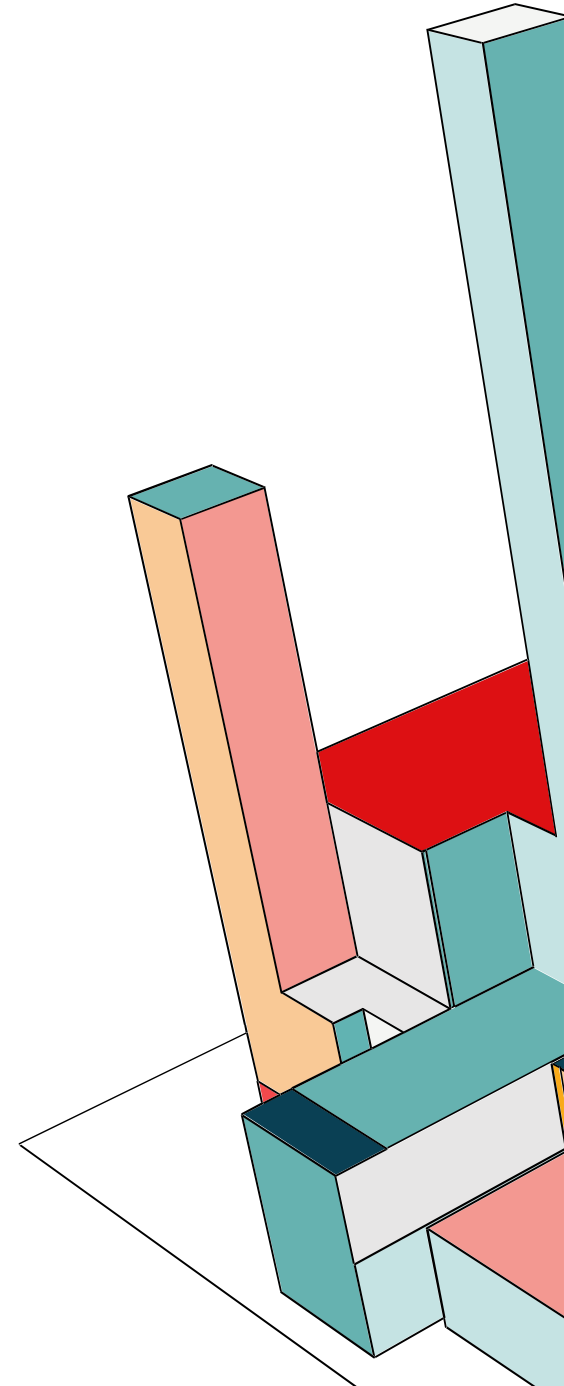
# Resilience

the ability to bounce back after challenges and tough times

1		Set a goal.
2		Take small steps.
3		Ask for help if needed.
4		Try my very best.
5		Celebrate!

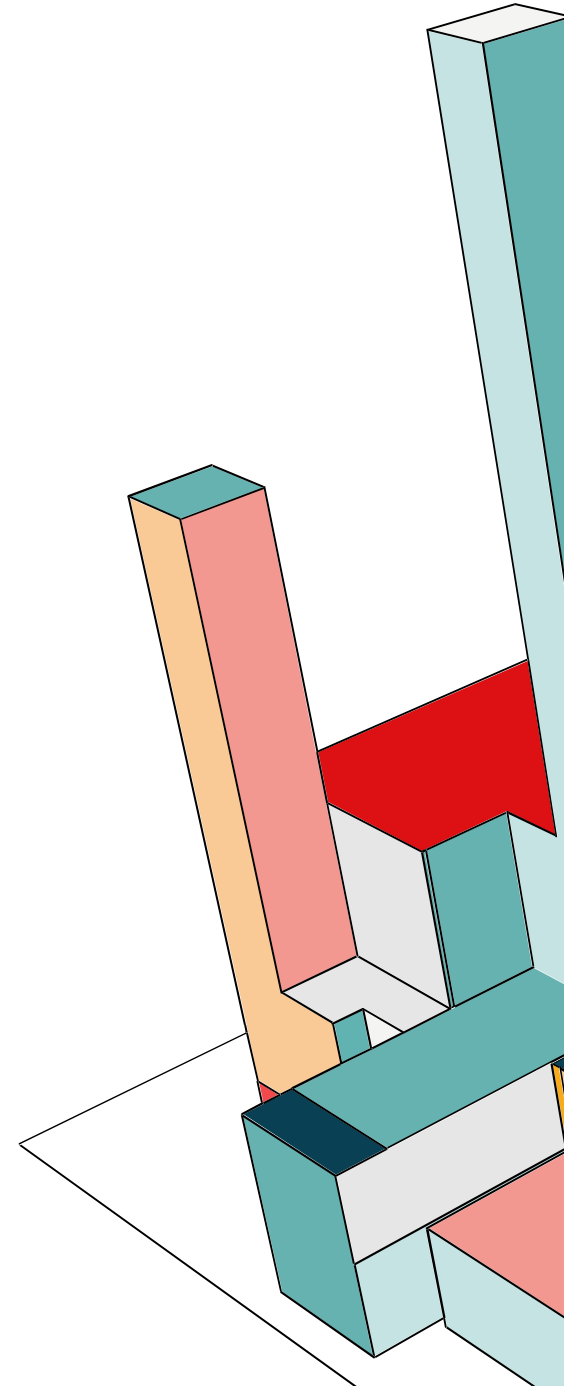
teacher chart

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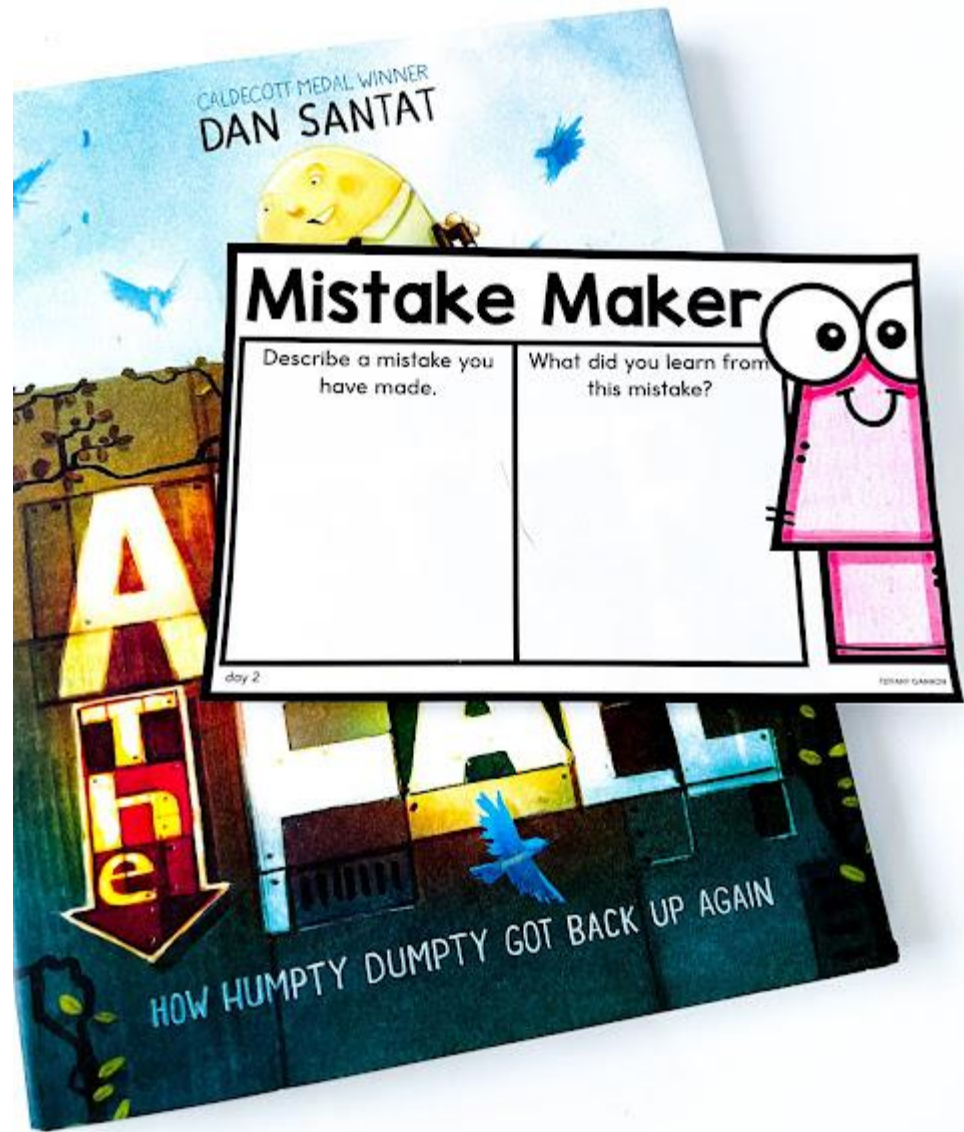
## ELEMENTARY SCHOOLERS

- Creating a safe environment is **crucial** as they navigate new social dynamics and experiences.
- Engage in **open conversations**, provide **honest answers** to questions while reassuring them of your commitment to their safety.
- **Actively listen** to their worries and provide comfort, which fosters trust and emotional security.
- Be **mindful** of media exposure to protect their mental well-being as they process the world around them.



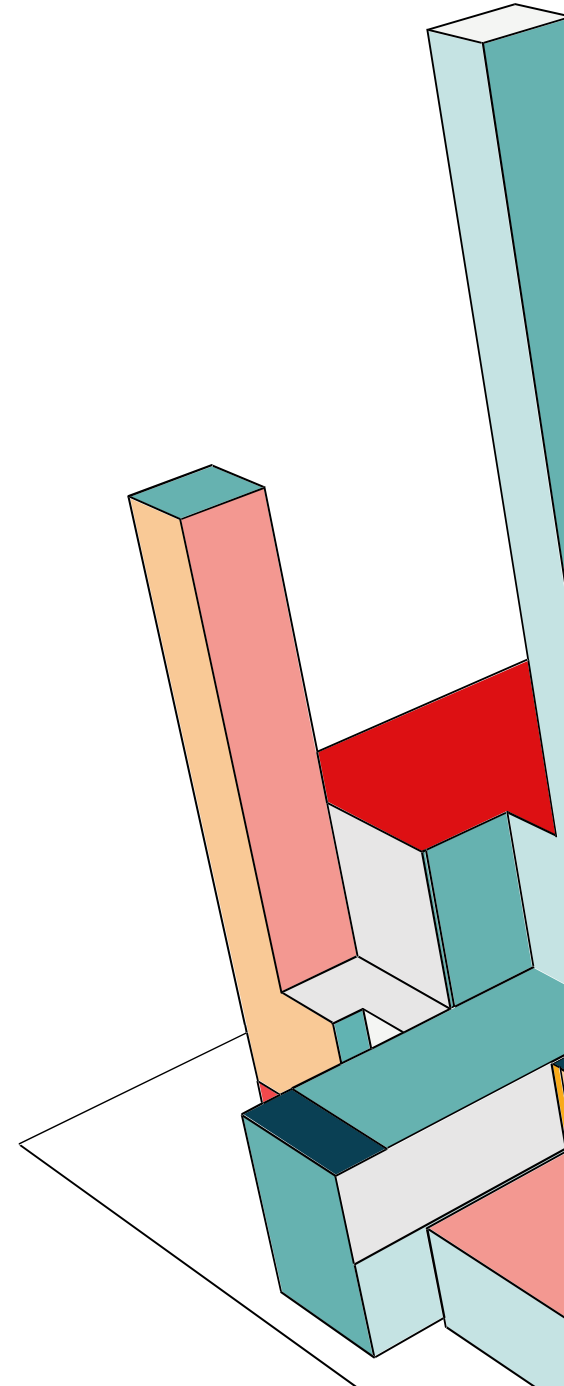


# IT'S OKAY TO MAKE MISTAKES

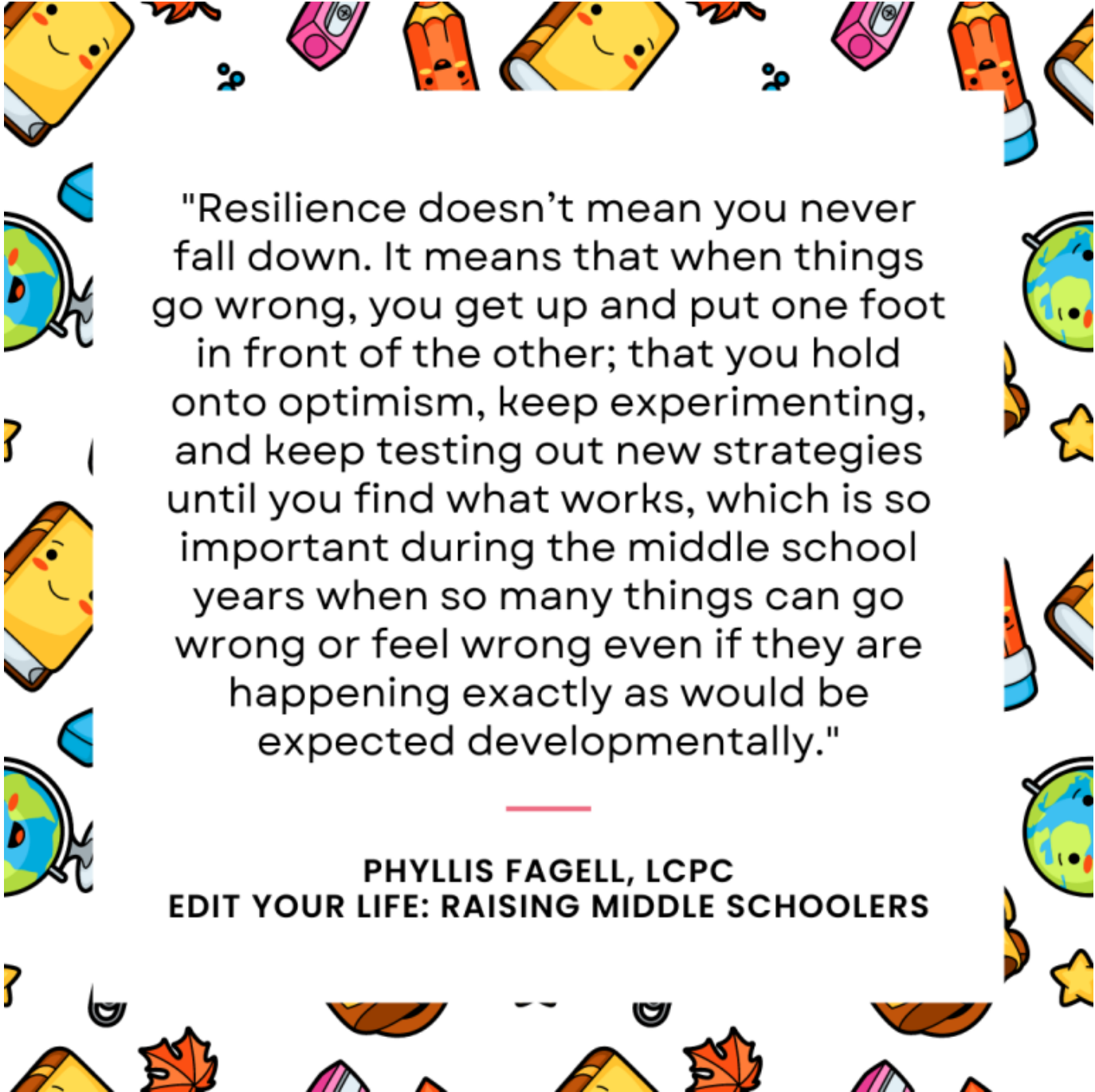


# MIDDLE SCHOOLERS

- Challenging as they navigate academic pressures and complex social dynamics, making it **essential** for adults to **foster empathy**.
- Discuss personal experiences with stress (*as appropriate*), adults can show that these feelings are universal and normalize the struggles youth may face.
- Encourage **open conversations** about emotions and share **effective coping strategies** while also exploring new techniques, ultimately **guiding them through this phase** with resilience and compassion.







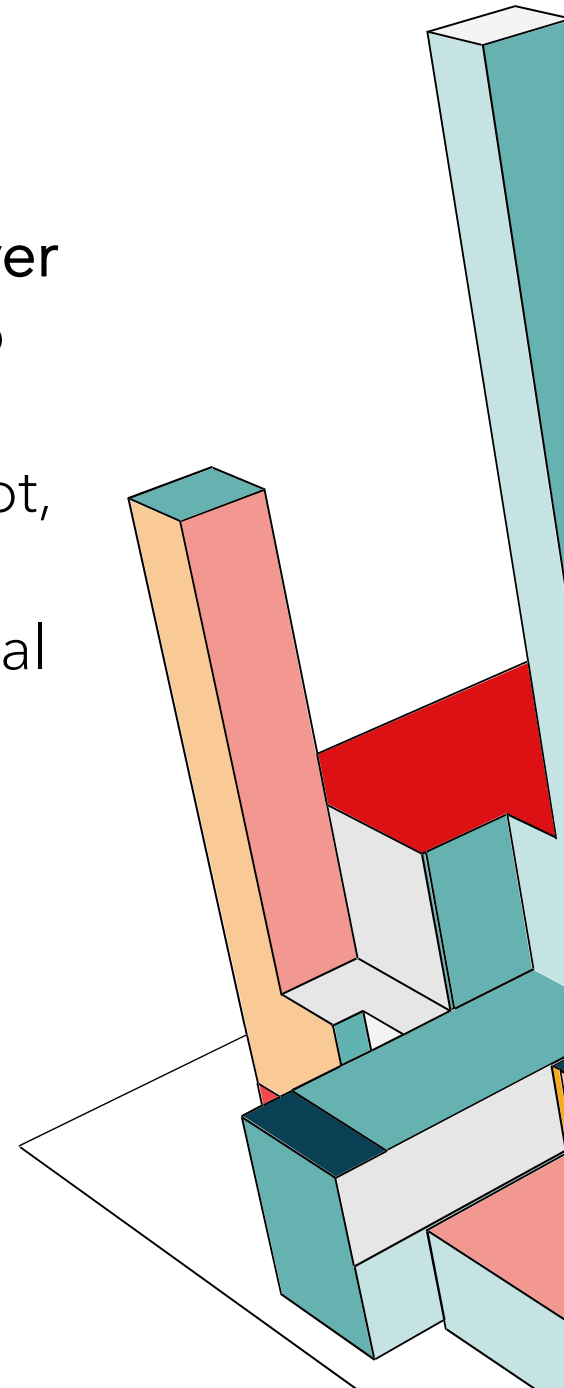
"Resilience doesn't mean you never fall down. It means that when things go wrong, you get up and put one foot in front of the other; that you hold onto optimism, keep experimenting, and keep testing out new strategies until you find what works, which is so important during the middle school years when so many things can go wrong or feel wrong even if they are happening exactly as would be expected developmentally."

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**PHYLLIS FAGELL, LCPC**  
**EDIT YOUR LIFE: RAISING MIDDLE SCHOOLERS**

# HIGH SCHOOLERS

- To foster a connection, it's crucial to engage in conversations **whenever possible**—low-pressure settings where teens feel more comfortable to open up (i.e., “free time”, car rides, at the dinner table).
- Create a **safe space**, whether in their bedroom or another favorite spot, to bring a sense of calm amidst the chaos of high school life.
- Promote “**screen breaks**” to allow teens to process the world and social events at their own pace or **designate screen free zones**.
- Encourage **alternative forms** of expression, such as journaling or art.
- **Maintain boundaries** and foster a **sense of stability** to help teens navigate this period with more confidence and self-efficacy.



# How to Practice Gratitude as a Student

Noticing the positive outcomes in your life can lead to increased mental health, increased self-esteem, and improved self-resilience. Here are some ways you can practice gratitude;

JOURNAL THE THINGS AND PEOPLE YOU ARE GRATEFUL FOR

WRITE THANK YOU NOTES TO TEACHERS AND MENTORS

PAY ATTENTION TO SMALL POSITIVE MOMENTS IN YOUR LIFE

TALK WITH FRIENDS AND FAMILY ABOUT THINGS YOU ARE GRATEFUL FOR

VERBALLY EXPRESS YOUR GRATITUDE

CREATE A 'GRATITUDE JAR'



# THE DEVELOPMENT OF RESILIENCY AND SELF-EFFICACY

Building resilience is a personal journey, and understanding a youths' unique needs and behaviors is crucial in guiding them.

It's important to tailor your approach to fit their individual circumstances and challenges, as what works for one child or student may not resonate with another.

# TEACH AND RECOGNIZE:



Accept that change is part of living



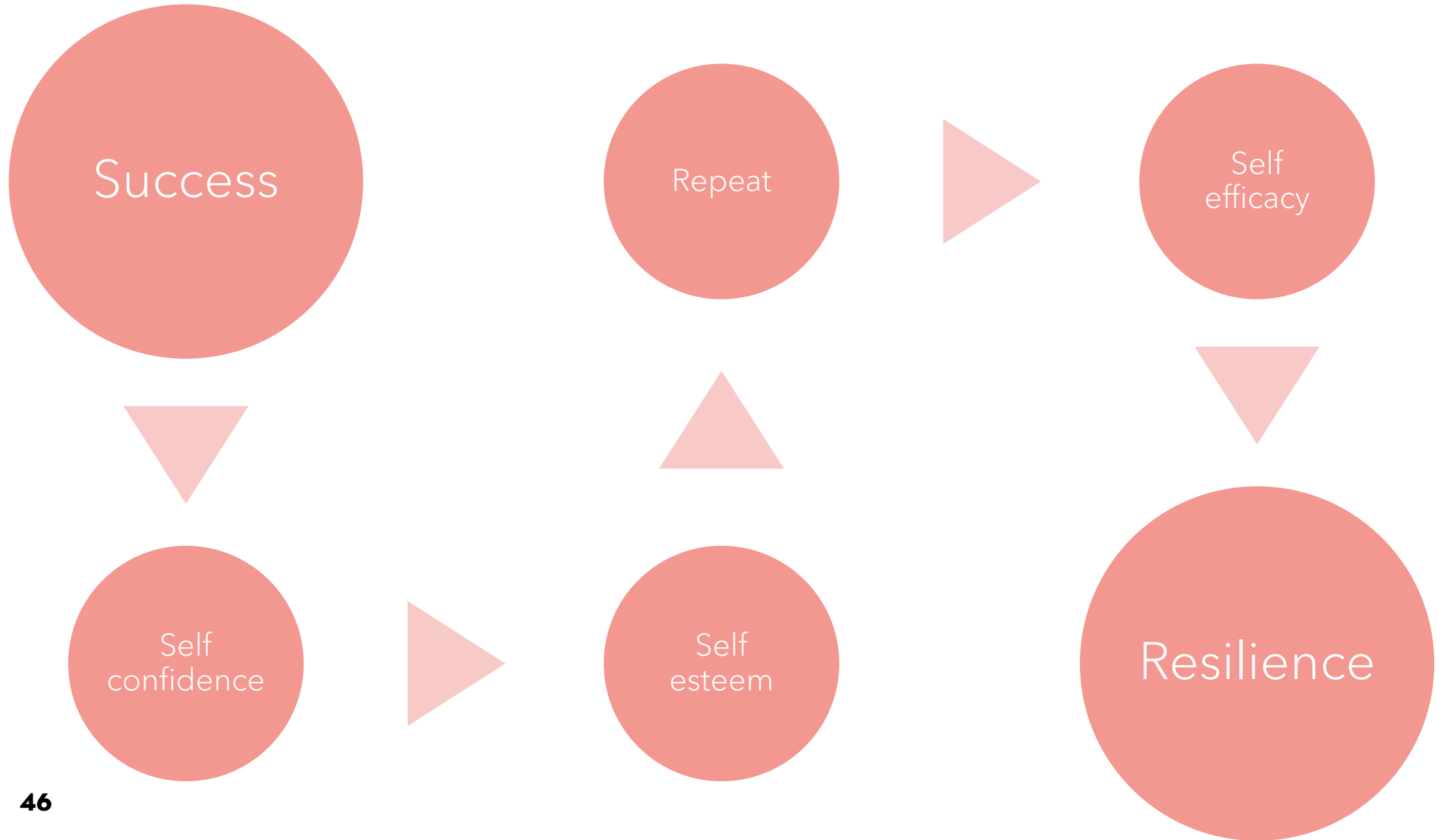
Avoid seeing crises as insurmountable problems



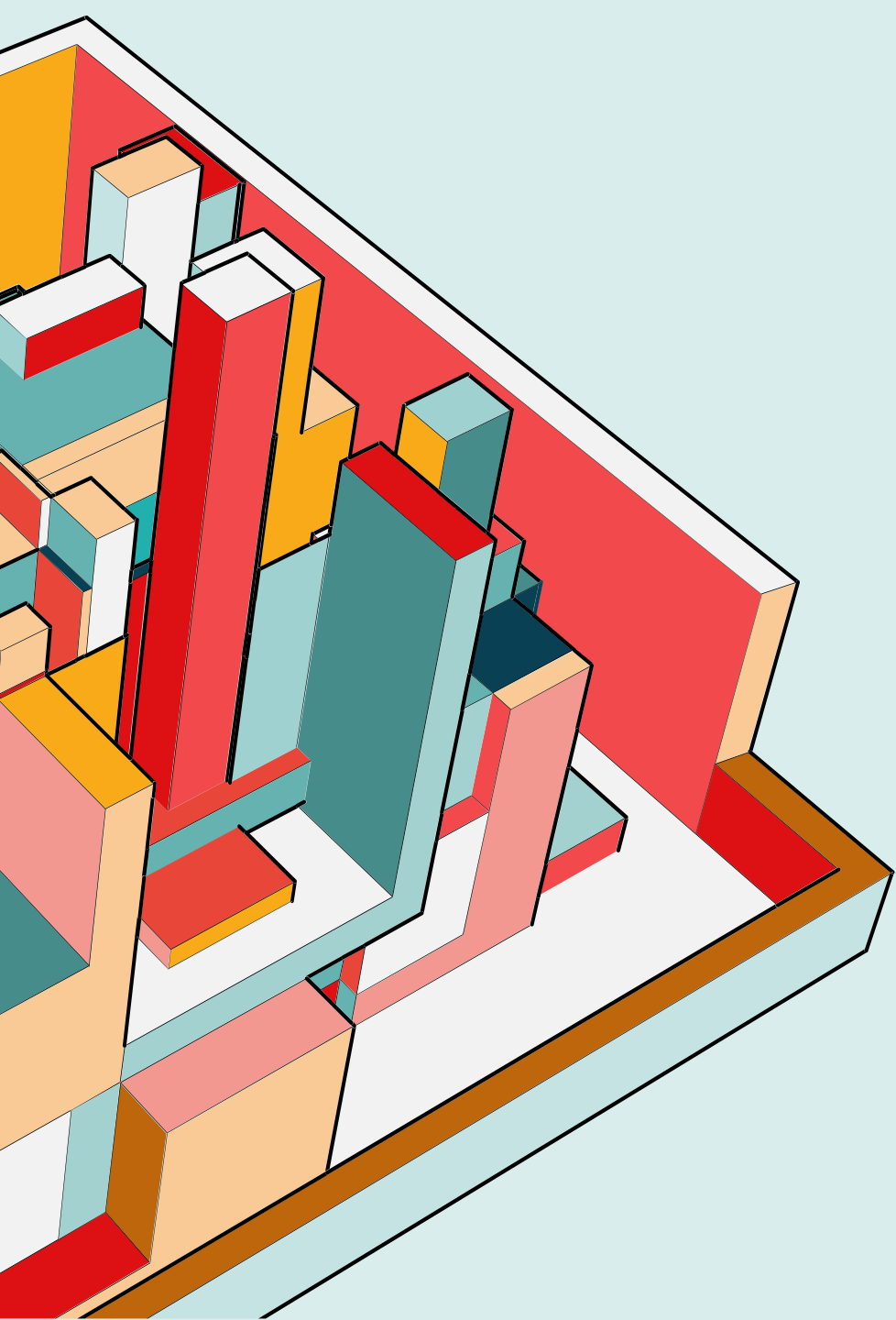
Recognize the aspects of their lives over which they have control and to focus their attention on these rather than upon those which they have little if any influence



Be aware of weaknesses and vulnerabilities and recognize their strengths and talents







# THE KEY

- Adults **cannot** create true self-esteem, but we can foster self-efficacy by **creating opportunities** for success and teaching resilience.
- Resiliency skills improve mental health outcomes for the years to come!

# REVIEW, REPEAT, RETAIN



Self-esteem requires confidence



Self-confidence requires success



Success helps build self-efficacy



Self-efficacy builds resilience



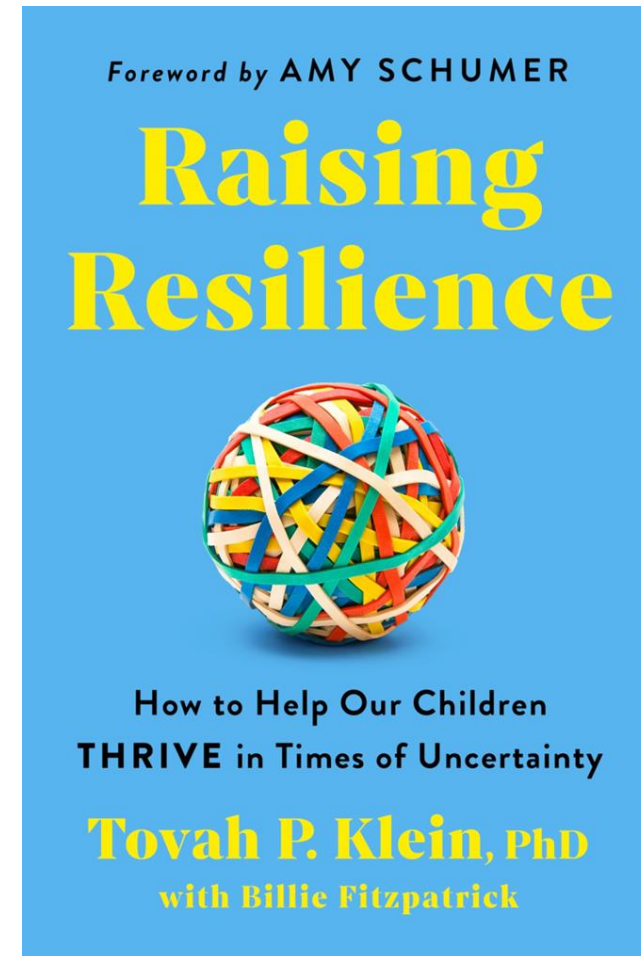
Resilience helps combat anxiety and depression



Therefore....our job as caregivers, parents, professionals is to foster success in our future generations by helping them live to their potential!

# RESOURCES

- Anderson, A. S., Siciliano, R. E., Gruhn, M. A., Bettis, A. H., Reising, M. M., Watson, K. H., ... & Compas, B. E. (2024). Youth coping and symptoms of anxiety and depression: Associations with age, gender, and peer stress. *Current psychology*, 43(14), 12421-12433.
- Mesman E, Vreeker A, Hillegers M. Resilience and mental health in children and adolescents: an update of the recent literature and future directions. *Curr Opin Psychiatry*. 2021 Nov 1;34(6):586-592. doi: 10.1097/YCO.0000000000000741. PMID: 34433193; PMCID: PMC8500371.
- Nesbitt, A.E., Sabiston, C.M., deJonge, M.L. et al. A scoping review of resilience among transition-age youth with serious mental illness: tensions, knowledge gaps, and future directions. *BMC Psychiatry* 23, 660 (2023). <https://doi.org/10.1186/s12888-023-05158-0>
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: W. H. Freeman and Company.
- American Psychological Association: <https://www.apa.org/topics/resilience>
  - <https://www.apa.org/education-career/k12/resources/high-school-module-lesson-1>
- Center for the Developing Child: Harvard University – A Guide to Resilience: <https://developingchild.harvard.edu/resource-guides/guide-resilience/>
- Center for Disease Control: 2023 Youth Risk Behavior Survey Results: <https://www.cdc.gov/yrbs/results/2023-yrbs-results.html>
- Mental Health America: <https://mhanational.org/issues/2023/mental-health-america-youth-data>



# Lesson 1: Values

Suggested script for lesson one of the Building Student Resilience high school module

Date created: October 2, 2024 8 min read



*This activity is confidential and will not be collected. Please only share what you are comfortable sharing.*

## What Do You Value? Worksheet

Our values help guide the choices we make in our lives by defining what is most important to us. Identifying and giving weight to our values can help inspire us to take action. This exercise will help you identify your values.

First, read the following example for a sense of Sofia's values and how they influence her to move toward action.

Sofia values her family, friends, and health; her studies and extracurricular activities; and her creativity. Specifically, what matters most to her are her parents, having more than one good friend, getting enough sleep, dancing, and getting good grades in school. She realizes that being so shy is causing her to avoid interacting with new people at school and even making her hesitate to suggest get-togethers with classmates she does know. She decides that what she wants to focus on now is reaching out more and feeling more comfortable around a small group of other teens. She makes a plan to start by asking the friendly girl who sits next to her in math class if she's going to the soccer game after school.

Next, check the boxes next to the values that are important to you. Fill in the blanks with specific examples that you find most meaningful.

- RECREATION: \_\_\_\_\_
- ARTS/MUSIC: \_\_\_\_\_
- CHARACTER TRAITS (for example, integrity, honesty, perseverance): \_\_\_\_\_
- FAMILY: \_\_\_\_\_
- FRIENDSHIP(S): \_\_\_\_\_
- ACADEMIC ACHIEVEMENT: \_\_\_\_\_
- PHYSICAL ACTIVITY: \_\_\_\_\_

### Related

- [Full high school \(927KB\)](#)
- [Building student](#)

## Suggested script

The scripts for each lesson are designed to guide you (the teacher or presenter) through the material; they do not need to be read verbatim. We encourage you to adapt the script by using examples that are most relevant to your students. Links to an abbreviated version of this content, all videos, webpages, worksheets, and other materials mentioned in this lesson are [available online](#).

## Introduction (4–5 minutes)

### Main lesson

We face obstacles, both small and big, all the time. Being in school with our friends and teachers can be a great support system where we can get help to overcome our challenges. Let's spend a little time talking about the barriers you have come up against in the past.

# THANK YOU!



[Offenwanger.Kelsie-  
Marie@Marshfieldclinic.org](mailto:Offenwanger.Kelsie-Marie@Marshfieldclinic.org)



(715) 387-5744