



Developing Resiliency in Medically Vulnerable Kids

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Disclosures

“Neither I nor my spouse/partner has a relevant financial relationship with a commercial interest to disclose.”

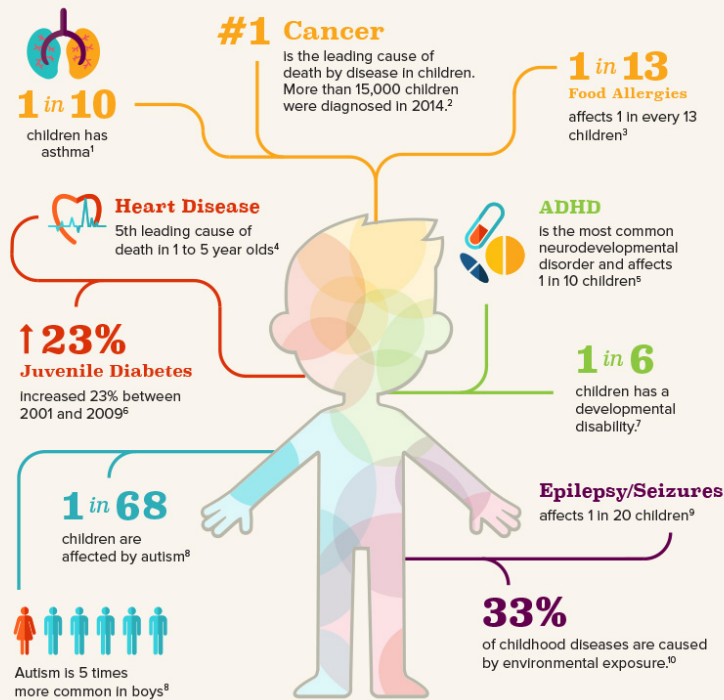
The Problem

Children and teens living and coping with chronic illness face all of the same challenges their peers do

PLUS.

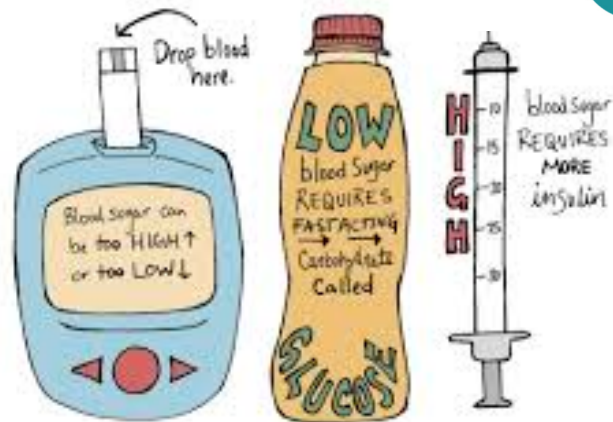
The Vulnerable Child—Chronic Illness in US Children

The number of children in the United States with chronic health conditions has dramatically increased in the past 4 decades, doubling from 12.8 percent in 1994 to 26.6 percent in 2006.¹



For more information visit focusforhealth.org

SOURCES
1. Journal of the American Medical Association, Dynamics of Obesity and Chronic Health Conditions Among Children and Youth, 2000 <http://jama.jamanetwork.com/article.aspx?articleid=195391> 2. http://www.cancer.gov/types/childhood-cancers/tbl4_adolascant-cancer-fact-sheet 3. <http://www.foodallergy.org/facts-and-stats> 4. http://www.cdc.gov/nchs/data/pressroom/press_release_020202.pdf 5. <http://www.cdc.gov/nchs/data/infacts.html> 6. <http://jama.jamanetwork.com/article.aspx?articleid=1956098> 7. <http://www.cdc.gov/nchs/data/infacts.html#developmental-disorders> 8. <http://www.cdc.gov/nchs/data/infacts.html> 9. <http://www.nationalacademies.org/pressroom/epilepsy> 10. World Health Organization, Preventing disease through healthy environments – towards an estimate of the environmental burden of disease, 2006 <http://www.who.int/mediacentre/news/releases/2006/pr52/en/>



Constant monitoring of blood sugar levels and carbohydrate intake is part of life with Type 1 diabetes.



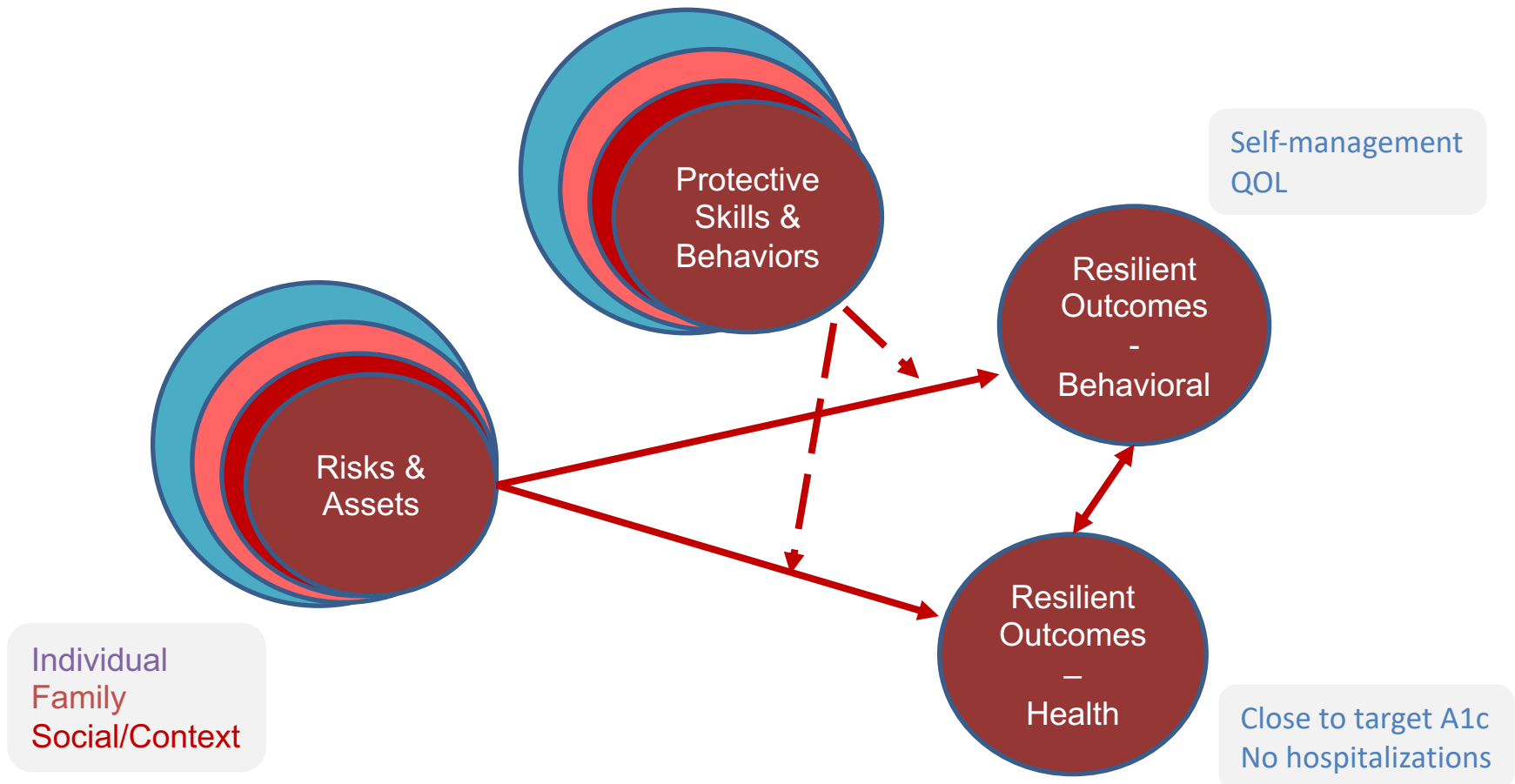
What is Resilience?

- Resilience is the process of adapting well in the face of adversity...or significant sources of stress such as...serious health problems. It means “bouncing back” from difficult experiences.
- Research shows that resilience is ordinary not extraordinary.
- Resilience is not a trait that people either have or don't have. It involves **behaviors, thoughts and actions** that can be learned and developed in anyone in response to obstacles large and small.

From: <http://www.apa.org/helpcenter/road-resilience.aspx>

Diabetes Resilience Model

Hilliard et al. 2012



Characteristics of Resilient People

- They have a “**growth mindset**”
 - *The process is more important than the product.*
- They practice **acceptance**
 - *Diabetes sucks*
- They know their **boundaries**
 - *Diabetes does not define me*
- They surround themselves w/ **positive people**
 - *Models of resilience*
- They are **self aware**
 - *Know what you need and when you're maxing out*

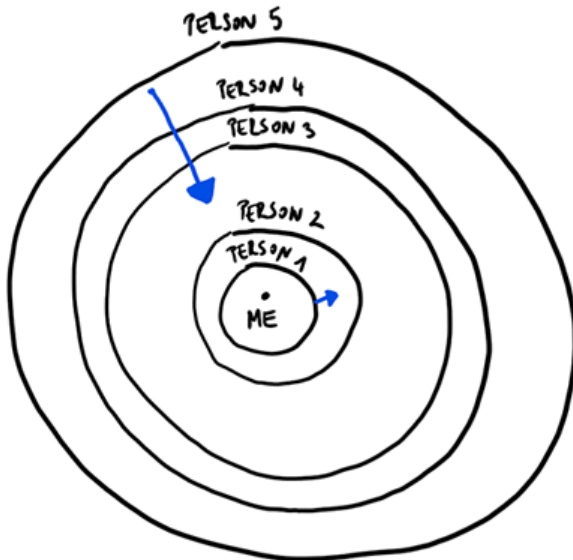
- They have a **team**
 - *Never worry alone*
- They **consider all the angles and explanations**
 - *Is there a different way of thinking about this?*
- They know how to make **realistic plans** and take **steps to meet goals**
 - *SMART goal setting*
- They develop **skills** and **tools**
 - *Communication*
 - *Problem Solving*

Tools

- Goal Setting
- Problem Solving
- Communication
- Division of Responsibilities
- Shifting Thinking

A Toolbox for Resiliency

Communication Contracts Content, Quality and Timing



CIRCLE OF INTIMACY

<p>All or nothing thinking</p> <p>Sometimes called 'black and white thinking'</p> <p>If I'm not perfect I have failed</p> <p>Either I do it right or not at all</p>	<p>Over-generalising</p> <p>"everything is always rubbish"</p> <p>"nothing good ever happens"</p> <p>Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw</p>
<p>Mental filter</p> <p>Only paying attention to certain types of evidence</p> <p>Noticing our failures but not seeing our successes</p>	<p>Disqualifying the positive</p> <p>Discounting the good things that have happened or that you have done for some reason or another</p> <p>That doesn't count</p>
<p>Jumping to conclusions</p> <p>There are two key types of jumping to conclusions:</p> <ul style="list-style-type: none"> • Mind reading (imagining we know what others are thinking) • Fortune telling (predicting the future) <p>2 + 2 = 5</p>	<p>Magnification (catastrophising) & minimization</p> <p>Blowing things out of proportion (catastrophising), or inappropriately shrinking something to make it seem less important</p>
<p>Emotional reasoning</p> <p>Assuming that because we feel a certain way what we think must be true</p> <p>I feel embarrassed so I must be embarrassed</p>	<p>should must</p> <p>Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed</p> <p>If we apply 'shoulds' to other people the result is often frustration</p>
<p>Labelling</p> <p>Assigning labels to ourselves or other people</p> <p>I'm a loser</p> <p>I'm completely useless</p> <p>They're such an idiot</p>	<p>Personalisation</p> <p>"this is my fault"</p> <p>Blaming yourself or taking responsibility for something that wasn't completely your fault</p> <p>Conversely, blaming other people for something that was your fault</p>

S.M.A.R.T. Goal Setting

Maggie will check her blood sugar every night before bed for two weeks.

nothing either good or bad but thinking makes it so."

— William Shakespeare

Providing the Building Blocks

Pediatric Behavioral Medicine

- Lower the bar for entry
- Offer support from the start
- Grow the support with the child

Embedded Care

Innovative Programs

Diabetes Transitions Program



A Final Note for Caregivers

- You are the flight attendants.





MASSACHUSETTS
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Thank You