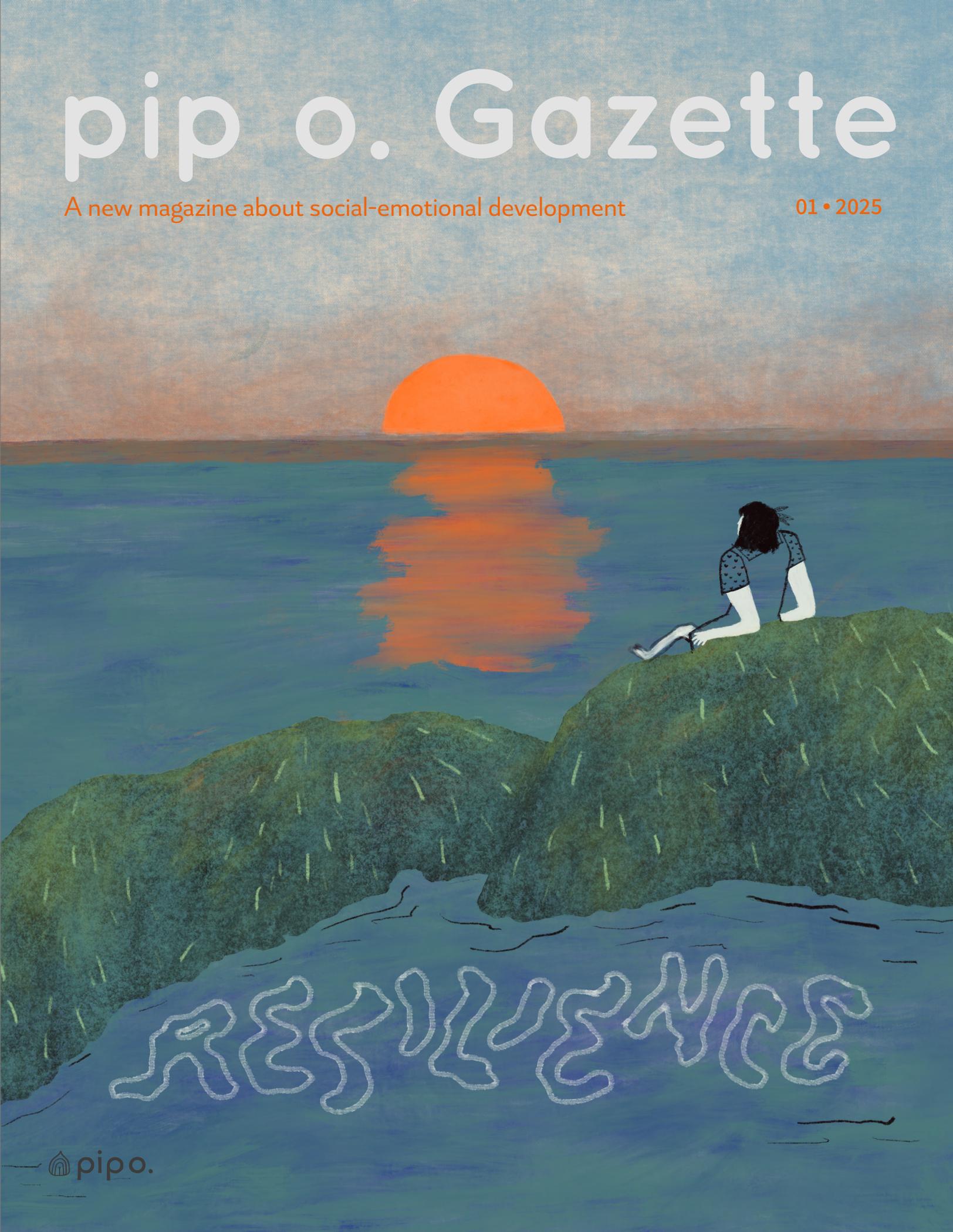


pip o. Gazette

A new magazine about social-emotional development

01 • 2025



„If your heart is broken,
make art with the pieces.”

– Shane Koyczan

The Centre for Child Development, Mental Health, and Policy has launched a new e-newsletter! For the latest on our research, events, job postings, and resources, sign up for our **e-newsletter** by scanning the QR code.



Editorial

Resilience is the remarkable capacity to embrace challenges and grow amidst adversity.

What can you expect to read about in this issue? Our research assistant **Isabella Vreux** wrote about our research into the resiliency and prosocial development in refugee children. **Joy Chang**, our certificate project coordinator, shares some ideas on promoting resilience in children by “stretching our resilience muscles.” Managing editor **Chanel Tsang** reports on some of the challenges and successes that students with diverse needs face, along with those of educational assistants, key school support staff who are supporting these wonderful children. **Dr. Ruthie Speidel**, Managing Director of the Centre for Child Development, Mental Health, and Policy, shares an evidence-based gratitude activity that may inspire some “ordinary” magic.

From the community perspective, we are fortunate to have Coach **Miguel Martinez** talk about his approach to building resiliency in children and youth through activity and community. We are grateful to **Sham Abozyed**, a secondary student in Ontario, for writing so beautifully about her journey from Syria to Canada.

Thank you to all the children who entered our comic challenge by submitting comics that showed what it means to bounce back from challenges. Finally, we are excited to introduce you to our newest research assistant, **pip o. the Hippo!** One of their first tasks? Revamping our recommendations section to share more books as well as podcasts, talks, movies, TV shows, and other media which highlight various aspects of social-emotional development.

Tina Malti
Editor-in-Chief

TABLE OF CONTENTS

2025



- 3 **Greetings from the Editorial Team**
- 6 **About pip o.**
Get to Know our Newest Research Assistant
- 10 **About pip o.**
Social-emotional development through art in the community
- 12 **Fun Facts**
Remarkable and Resilient
- 16 **Class Notes**
Resilience in Schools: Students with diverse needs and the educational assistants who support them every day



- 20 **Do the Research**
Identifying and Supporting Pro-social Development in Refugee Children
- 26 **Put into Practice**
How to Promote Resilience?
Stretching our Resilience Muscles
- 34 **At Home**
The Power of Resiliency: Nurturing Our Children through Activity and Community
- 38 **Me Today**
Waves of Hope
- 42 **pip o. the Hippo's Curiosity Club**
All about Resilience



- 44 **Try it Out!**
Just 3 Things: A Gratitude Activity
- 48 **Mindful Me**
Comic Contest Winners:
Picture Resilience
- 54 **Contributors of pip o.**
Gazette Issue 2025
- 58 **References**
- 63 **Community Support Resources**
- 66 **Imprint**

Get to Know Our Newest Research Assistant

pip o. the Hippo!

BY JOSÉ CHACÓN



Meet the newest member of the team! Welcome to pip o. the Hippo, our new research assistant.

After an extensive search for a research assistant to fulfill a special role on our team, we are very happy to introduce you to... pip o. the Hippo! pip o. (all lowercase, please) is taking over the recommendations section of our magazine and expanding it beyond great book recs to podcasts, movies and TV shows, talks, and more! Check out their first list of recommendations with your child on page 42, where pip o. shares a book, TEDtalk, and podcast which can help promote resiliency in your child. Fellow research assistant José sat down with pip o. to talk about the topic of resiliency, and here's what they said.

José: What does resilience mean to you?

pip o. the Hippo: Resilience is all about bouncing back when things get tough. Sometimes we have problems or have a bad day. These tough times are called setbacks, distress, or hardship. Even though they make us feel bad, with the right help and care, we can feel happy again. Bouncing back and moving forward is what resilience means to me.

José: How do you handle tough times?

pip o. the Hippo: When I face tough times, I like to talk to someone I love and trust. It really helps me feel better! Family and friends can give us the support we need to feel happy again. They help us bounce back. Other helpers can be our community, schools, or any safe place where we feel protected. We've talked about loved ones and safe places, but there are also great things to learn from books, movies, and our Gazette. Whether you are a mom or dad, teacher, caregiver, little friend, or fellow

teen, resilience is something we all have, can build up, and use any time in our lives.

José: If you could have any superpower, what would it be and why?

pip o. the Hippo: If I could have any superpower, it would be the ability to make everyone smile and feel happy! Imagine being able to bring a smile to someone's face just when they need it most. Happiness spreads, and making people smile can help us all bounce back from tough times even faster.

José: Any final thoughts?

pip o. the Hippo: Thank you for welcoming me into the pip o. Gazette family (great name for a magazine, by the way). I am excited to go on this journey with you all, learning about resilience and much more. Remember, no matter what challenges come your way, you have the power to bounce back and shine bright! I'll catch you in my Curiosity Club!

With love and kindness,
pip o. the Hippo

IF YOU'D LIKE TO CHECK OUT MY
ARTICLE ON MY MEDIA
RECOMMENDATIONS FOR
RESILIENCE, TURN TO PAGE 42.

WHAT IS pip o.?

A **pip** is a seed found in the core of a fruit. It represents beginnings and growth.

o stands for *Omega*, the final letter in the Greek alphabet. It signifies infinity, endlessness, and enlightenment.

Every child has the seed of infinite potential! We hope to help encourage the development of kindness for themselves and others, well-being, and personal growth by preparing a supportive environment and nurturing care as a community.

pip o. is an arts-based knowledge mobilization project by the CCDMP. Through this initiative, we bring like-minded people together to explore and nurture the infinite potentialities in every child. Our goals include sharing research-informed practices and strategies to promote growth, kindness, and well-being for children and adolescents and creating resources to support parents, caregivers, and educators in their commitment to healthy child development and caring.

pip o. Project

Centre for Child Development, Mental Health, and Policy
University of Toronto Mississauga
3359 Mississauga Road North, Mississauga, Ontario, L5L 1C6
<http://www.tinamalti.com/pipo/>

We'd love to connect with you! Contact us at pipo.ccdmp@utoronto.ca

HOW IT STARTED...

The Centre for Child Development, Mental Health, and Policy (CCDMP) is a community of researchers and partners at the University of Toronto who explore how we can provide nurturing care to children for healthy development through research, practice, and policy. Our founding director is Dr. Tina Malti, a clinical child psychologist and psychology professor at the University of Toronto.

Particularly, we focus on understanding and promoting kindness with the self and others, because growing internal strengths such as kindness helps children realize their full potential and develop and maintain well-being, treat others equitably, and encourages them to feel empowered in society.

While we *study* emotions, art is a way to *express* them. This arts-based research-to-practice project was born out of our love for collaboration: working side-by-side with artists, educators, families, and local organizations to support our children.

REMARKABLE AND RESILIENT

BY JOY CHANG



TERRY FOX

If you are Canadian, you are most likely familiar with Terry Fox. When Terry was only 18 years old, he lost his leg to osteogenic sarcoma, a cancerous tumor in the bone. As Terry began visiting the hospital cancer ward for treatments, he also witnessed many others in distress. This is how he was inspired to run across Canada to raise funds for cancer research, marking the Marathon of Hope. Terry would run despite harsh weather, fatigue, or lack of funds. He would start his run at 4:30 a.m. in the morning and finish around 7 p.m. in the evening. As Terry made his way across Canada, he was forced to stop just outside of Thunder Bay, Ontario, after 143 days of running. Regrettably, cancer also appeared in Terry's lungs. Terry Fox passed away when he was 22 years old, but his legacy continues to raise funds for cancer research, establishing the annual Terry Fox Run.



FRIDA KAHLO

Frida Kahlo is a Mexican artist who is recognized for her self-portraits, bold, colourful paintings with themes such as pain and passion. She is also revered for representing Mexican and Indigenous culture and feminism. As a child, Frida Kahlo suffered polio and was in a life-threatening bus accident when she was eighteen years old. Due to the accident, she had multiple bone fractures, a shattered pelvis, broken foot and a dislocated shoulder. During her recovery, Frida started painting despite being in pain and finished her first self-portrait, *Self Portrait in a Velvet Dress* (1926). Frida continued painting while struggling with her physical health and mental health. Although Frida Kahlo was only moderately famous during her lifetime, she is one of the most influential and celebrated artists of today.

Nina Simone is an acclaimed artist known for her musical talents and a powerful figure in the civil rights movement. Throughout her career, she faced many barriers to achieve her dreams. From an early age, Nina Simone was able to play the piano by ear. She continued to pursue her dreams of being the first African American classical pianist. Unfortunately, her application to the prestigious Curtis Institute of Music in Philadelphia was denied. Nina Simone continued to pursue her passions and when she was hired to play piano at the Midtown Bar & Grill on Pacific Avenue in New Jersey, she started to sing as well. As a skilled pianist with beautiful, rich vocals, Nina started to attract an audience and eventually signed record deals. She is remembered as one of the greatest American singers and artists whose work has had a significant impact on arts and culture.



NINA SIMONE

Novak Djokovic is a renowned Serbian tennis player who has a record of 24 Grand Slam Titles in men's singles titles. Born in Belgrade, Serbia, in 1987, during a time of war and political unrest. As he built his career as a professional tennis player, Novak and his family were afflicted by the Yugoslav Wars and the Kosovo War. The Djokovic family had to follow emergency protocols and hide in their basement for safety. Despite the hardships of war, Novak remained devoted to becoming a great tennis player, training with prestigious coaches and academies, and later achieving historic tournament wins at Wimbledon.



NOVAK DJOKOVIC

When Malala Yousafzai was 11 years old, the Taliban took control of Swat Valley, the town she lived in with her family. The Taliban imposed prohibitions on things such as television, music, and education for girls. The girls' school in the village where her father taught was forced to close, and Malala had to part ways with her fellow classmates. In 2012, Malala became a target for speaking out publicly for girls' rights to learn and was shot on the left side of her head by a gunman. But that did not stop the Malala from advocating for the right to education. She established Malala Fund, a charity dedicated to providing girls with the opportunity to have independence over their future. Malala received the Nobel Peace Prize in December 2014 and became the youngest-ever Nobel laureate for her work in advocating for girls' education.



MALALA YOUSAFZAI

LIZARDS,
TARDIGRADES,
CAMELS,
OH MY!

FIVE FUN FACTS ABOUT
RESILIENT ANIMALS.

BY JOY CHANG

Tardigrades (Water Bears)

These tiny but mighty organisms can only be seen through a microscope, but they are known for surviving extreme conditions by transforming into a dehydrated ball called a tun.



You!

Your immune system builds resilience by defending your body against unwanted guests like viruses and bacteria. Our mind can also build resilience by adapting to stress, bouncing back from challenges, and regulating our emotions.

Camels

Did you know that camels' humps are made of fat? This helps them store energy and cool down in hot weather.

Lizards

Lizards can break off their tails to distract predators while they escape! They can also regenerate their tails quickly.



Mountain goats

They are the largest mammal that climb high-altitude mountains. Being so high up protects them from predators.



Students with diverse needs and the educational assistants who support them every day

By Chanel Tsang

Resilience in Schools

No money. Resources stretched thin. Years-long waiting lists. One educational assistant shares the highs and lows of her job supporting students with the highest needs in Ontario's school system.

It's likely that you are already familiar with the good work that teachers do in shaping our children's learning and development in the classroom, but what about the other educators and support staff? Ontario school support staff include a host of professionals whose expertise serve a vital role in our children's education and the school ecosystem. These include office administration, Designated Early Childhood Educators, psychologists, social workers, custodians and trades, technicians, and educational assistants. Amara* is an early childhood educator and family supports practitioner with 26 years of experience working with children and families in school and community settings, including 16 years working specifically with children with diverse needs. Currently, she works as an educational assistant in an Ontario elementary school.

THE EDUCATIONAL ASSISTANT ROLE

The role and job title of an educational assistant can vary from school board to school board. In Amara's case, she explained that "on paper" her role is to work with one student with Autism Spectrum Disorder (ASD), modifying the curriculum for them and supporting the student in completing their school work and any areas where they have a physical or developmental need. For example, she may work closely with the school's occupational therapist to learn how to facilitate exercises for her student in between sessions.

In reality, things look different. Amara reports that there are four educational assistants in her school of about 180 students. It's "not enough", as there are many students with diverse or high needs that require one-on-one support and attention. Eleven students have diagnoses and there are also "countless behavioural (needs) in Kindergarten up to Grade Four." She shares an example of needing to help her student with toileting.

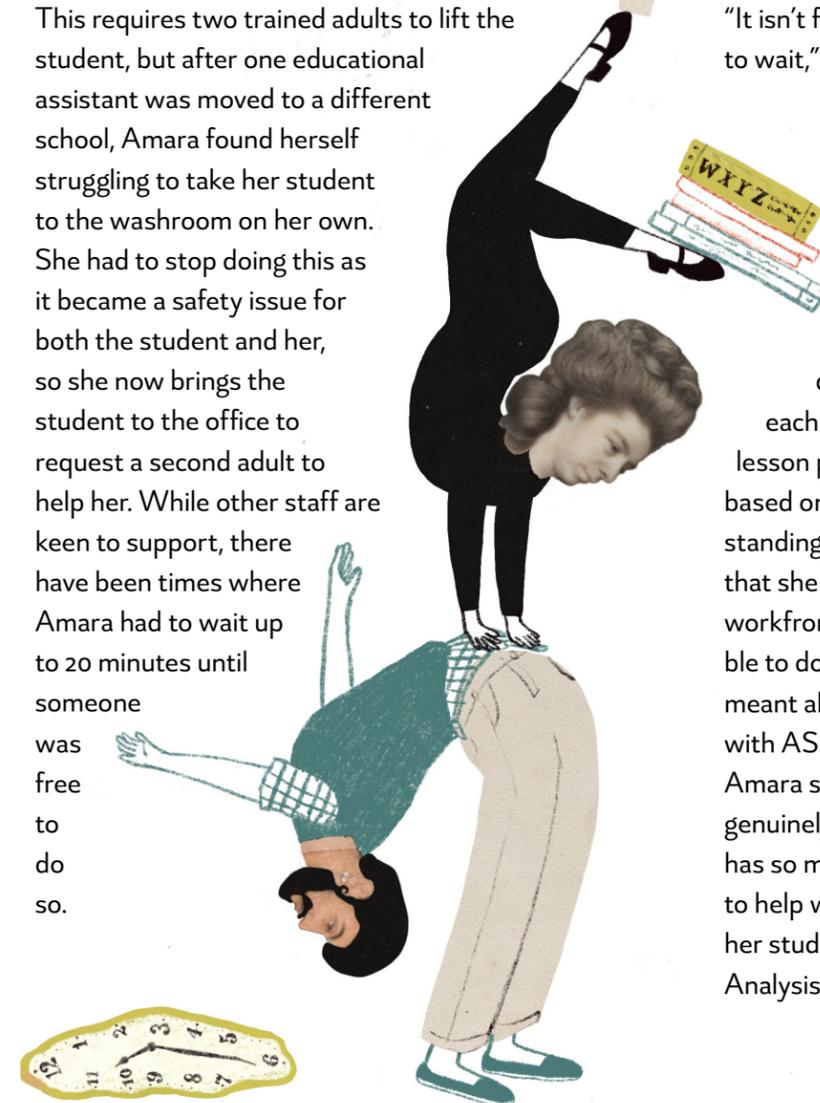


This requires two trained adults to lift the student, but after one educational assistant was moved to a different school, Amara found herself struggling to take her student to the washroom on her own. She had to stop doing this as it became a safety issue for both the student and her, so she now brings the student to the office to request a second adult to help her. While other staff are keen to support, there have been times where Amara had to wait up to 20 minutes until someone was free to do so.

"It isn't fair...it's not right that (they have) to wait," Amara said.

And then there is her student's academic development.

Amara's role includes adapting curriculum prepared by the student's teacher. Ideally, she would sit down with the student's teacher each week to review the next week's lesson plan so that she can make adaptations based on the student's level of understanding and ability. However, Amara says that she doesn't always receive prepared work from the teachers, leaving her to scramble to do the planning, which has, recently, meant also planning for multiple students with ASD. "It depends on the teacher," Amara says, "The one I am working with genuinely doesn't have time because he has so many students with needs, so I offer to help with planning." On the days when her student is doing Applied Behavioural Analysis (ABA) therapy with an external



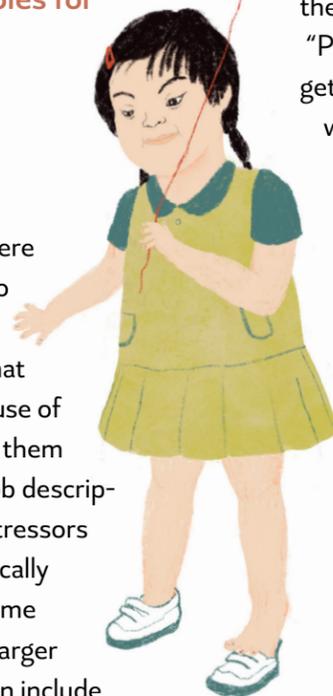
organization, Amara is asked to help in other classes of all grade levels for general support, including bus and recess duty.

“You’re a teacher, you’re a nurse, a physiotherapist, you’re doing all these things at the same time, playing so many different roles for the students’ lives.”

– Amara

THE CHALLENGES

Amara was told that there is not enough funding to hire additional educational assistants, and that many are quitting because of the demands placed on them that goes beyond the job description. One of the huge stressors of the job is being physically harmed by students, some who may be physically larger than adult staff. This can include



being spat on, pushed into furniture, or hit. While it can be hazardous and demoralizing, Amara says that she understands that it is due to “their disability that causes them to do that, it’s not them.”

The pressures are not only for staff, but for the students and their families as well.

“Parents need support, and most are not getting it.” Amara’s student was on the wait list for ABA since Kindergarten and only began receiving it in Grade Four, meaning that they are falling behind. She has also requested updated equipment to meet their physical needs, as her student is still using a support chair provided when they started school at four years old. This is not only uncomfortable, but it also impedes their fine motor skills if they do not have the correct support to sit down to work.

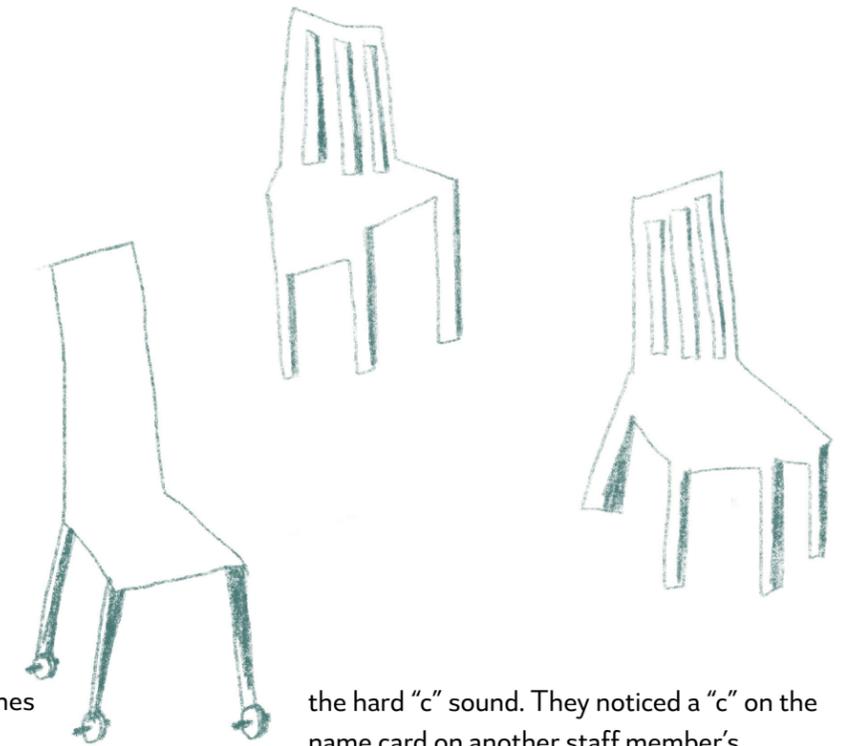
THE WINS

Despite all the challenges, Amara says that she loves being able to see results,

especially when her student reaches set goals and learns new things. “They’re such lovely children to work with, they have so much love, they have big hearts.” Amara sees them genuinely wanting to be at school regardless of their challenges with a desire to learn: “You can tell that they really want to learn.” She loves seeing how happy they are getting off the bus, with their arms in the air to give her a hug each morning.

RESILIENCE FOR ALL

When asked how other educators and caregivers can support resilience in their children, especially those with diverse needs, Amara suggests being intentionally observant to learn the child’s form of communication. If they are non-verbal, they are communicating in other ways, and we can support them in doing so. They may also be trying to connect non-verbally, but these actions may be interpreted differently or even negatively. She gives an example of her student working on recognizing and making



the hard “c” sound. They noticed a “c” on the name card on another staff member’s lanyard and reached out for it. The staff member quickly reacted, thinking they were grabbing at her lanyard, not realizing they were just trying to read it.

When asked if she feels resilient in her role, Amara responded positively. “Somebody’s got to support these kids. Somebody to love them enough to want to support them. For me, it’s...knowing at the end of the day I was able to help a person. I’ve been there for them. That’s what keeps me going.”

Thank you to Amara and all educational assistants for their tireless work to educate, care for, support, and advocate for your students and their families. Our schools and communities are stronger for it.

For more about community and resilience, check out Coach Miguel Martinez’s article about the power of resiliency!



Research into Resiliency: Developmental Impacts and Support for Refugee Children

By Isabella Vreux

During times of distress and transition, how can refugee children receive the support they need for healthy social-emotional development that is crucial to this period of their lives? The following article discusses the *SPRINT* research-practice project that works to assess the needs of Syrian refugee families in the Greater Toronto Area support refugee and provide them with accessible resources they can use to educate and support refugee children's well-being.

Refugees face an incredible number of adversities during the time they are displaced and beyond (Hazer & Gredebäck, 2023). Children are especially vulnerable to this adversity which can cause hinderances in their development as they are exposed to traumatic scenarios.

This article synthesizes the concepts and evidence presented by Malti et al. (2021) on pro-

social development in refugee children.

Prosocial behaviour in children is described by the authors as empathetic, altruistic, or selfless behaviour that displays their consideration of others' feelings and experiences. Prosocial development in refugee children is of specific interest to researchers today as they investigate the causes and po-

tential solutions to the negative impact their environment has on this aspect of their social development.

The *SPRINT* Project

The Centre for Child Development, Mental Health, and Policy (CCDMP) at the University of Toronto Mississauga works to minimize these impacts

through their Supporting Pro-sociality and Resilience in Newcomer Transitions (SPRINT) research-practice project. This project focuses on assessing strengths and needs and providing support and education on healthy social-emotional development for Syrian refugee and migrant children in Canada. Using community-based intervention and training methods, SPRINT Project research assistants conducted needs assessments of willing participants from the target communities in Ontario and Calgary.

Based on these assessments accessible campaigns and resources were developed and implemented by the team to help meet refugee families' needs, such as community presentations, publications, reports, social media content, and developing evidence-based caregiver and practitioner training to support refugee and newcomer families in promoting their children's social-emotional development. Preliminary evidence shows that a pilot version of this training significantly increased caregivers' knowledge of social-emotional concepts and their use of strategies learned during training, and improved social-emotional development (such as emotion regulation) in Middle Eastern refugee children (Al-Janaideh, 2023).

In addition to our applied work

in this area, members of the CCDMP also conduct research on how the social and emotional development of refugee children is impacted by their environment. For example, members of the research team, led by Dr. Tina Malti, co-wrote a research paper on the types of prosocial behaviour refugee children in Canada receive from others and display towards others, as well as the motives behind these prosocial behaviours (Malti, 2021).

Why is this research important?

Research on this topic is important because although there have been millions of Syrians displaced, there are limited resources to accommodate this community's need for support while they endure traumatic circumstances such as war or persecution. Furthermore, there is a small amount of research on how their prosocial development is impacted, especially since research on "typically developing Western children" may not apply this distinct context or members of these cultures.

Prosocial development in children is a topic worth investigating as it is associated with better mental health, including reduced withdrawal and aggression, better adjustment to a wide range of social situations, and improved academic performance. Support for this de-

velopment in refugee children is especially critical as research shows that in cases of displacement and adversity, the behaviours, relationships, and social competency skills of young children were negatively impacted.

Refugee children can go through extreme instances of displacement and trauma that have the potential to affect their ability to create strong relationships with others, find confidence in social situations, and display appropriate behaviour across new situations. Other, although fewer, articles suggest the possibility of some positive outcomes: some authors note that in having more adverse childhood experiences, some youths can show increased capacity for prosociality, with some children showing more selfless behaviour and increased concern for others. However, other research and theories suggest that decreased resources within these contexts can cause children to act more in their interest in acts of self-preservation or even survival.



How we did it: The study details

To further investigate how prosocial development is impacted in the refugee community, a group of around 90 refugee children ages 5–12 years who have settled in Canada were asked a series of questions about the support they have received throughout their resettlement journey.

- To capture the diversity of prosocial behaviours reported and the motivations behind them, open-ended questions were used.
- Children were asked to describe situations where they experienced or demonstrated prosocial behaviour. For example, they were asked to describe a time when they helped others

or someone helped them, and to share details about these situations.

- The research team categorized the reported behaviours based on the type of help they provided and the motivations behind them.

What did our study find?

The researchers found a wide range of behaviours and motivations displayed in these children. Providing direct help that was crucial in someone getting aid was most prevalent, which is consistent with research done on prosocial development in their Western peers. However, teaching (by "providing new knowledge or information") was

the most frequent behaviour they received, while sympathy and close relationships were common motivations. These were consistent with their unique migration experiences. Explanations include the possibility that their adverse experiences caused an increase in dependence, attachment, and strong connections to others in their community or significant others that provide them with comfort and security.

Year-round programming and outreach for youth 13-19.

One-on-One and Small Group Mentoring up to age 25.

Weekly after school drop-ins at both our locations (Cooksville & Meadowvale).

Drop-in programs provide food, games, activities, and check-ins with staff mentors.

Contact Information
 P.O. Box 21217 Meadowvale Postal Station
 Mississauga, ON L5N 6A2
 (905)826-6558
 info@thedam.org

Lunch drop-in at our Cooksville location (Monday, Wednesday & Fridays). Join us for a satisfying meal - halal and veggie options available.

Evening development programs which range from life skill development, arts programs, volunteering opportunities, current issues and interest-based programs.

Drop In

Examples: Keep updates on the news, read more about refugee lives (such as in books and articles written by refugees and current research articles), or listen to podcasts (we recommend “The Refugee” by The Child and Youth Refugee Research Coalition)

- Encouraging awareness on this topic and engaging in projects that work on doing so (like SPRINT) are also important components in aiding.

Examples: Share this article, listen to the experiences of those in the community, talk about it with your friends and family, or volunteer to support refugees through local organizations. By prioritizing support for prosocial development in communities of children with diverse life experiences, we can strengthen their behavioural and mental health resilience, fostering skills they can use throughout their lives and encourage in others.

encouraged to further examine the specific types of help and motivations commonly reported in this study. This finding could be useful in creating tailored interventions that promote continued prosocial behaviour in a wider range of resettling refugee children, such as SPRINT’s caregiver training (now called The 3Es of Social-Emotional Development ©).

What Can I Do?

To best support this community in need, the first step, just as in the SPRINT project, is to hear firsthand from the community about what their strengths and needs. As readers of this article, you’ve already begun this step!

- Educating ourselves on the knowledge and experiences community members and researchers have already recorded can help us understand what we can provide to help.

What’s next?

Overall, the authors state that even though the results show that the adversity that refugee children have experienced may have influenced the vast array of prosocial behaviours refugee children receive and the motivations behind the type of behaviours they display. They stress that this is important for future research, especially if they can overcome this study’s limitation of a small number of participating children. Further investigations are also

How does The Dam promote resilience in youth?

The programming offered at The Dam promotes resilience building in the youth and young adults who participate in our programming. We believe in tapping into the assets youth possess as we meet them where they are at. Many youth, however, do not have reliable support systems, trusted adults in their lives, and/or live with constant unpredictability. The Dam serves as an anchor and safety line to help ground these youth. Providing consistent, on-going programming with caring, trusted adult mentors is vital for supporting youth regardless of their circumstances.



STRETCHING OUR

Resilience Muscles

What do you need to build resilience in children?
Your TOES: trust, optimism, emotion regulation, and sympathy

By Joy Chang

How to promote resilience?

Resilience is the ability to overcome hardships and positively adapt to negative experiences (Rutter, 2012). It's the ability to be flexible in challenging situations and rebound from setbacks. Let's think about an exercise band, also called a resistance band. It expands. It is stretchy. It bounces back to shape.

We use exercise bands to strengthen our bodies, to become more flexible, to improve our mobility. With practice, we eventually become flexible enough to touch our TOES! To help us remember the four social-emotional capacities that build resilience, we can think of it as increasing our flexibility to reach our TOES:

Trust

Trust is the basis of any relationship. It is the capacity to expect others to be goodwilled in social interactions (Yamagishi, 2011). Trust is also an important element in forming an attachment.

Here are some ways to build trust with children:

- Do what we say, say what we do: When we are consistent with our words and actions, we show others that we are reliable. When children know what they can expect from our behaviour, they can feel safe and build their trust in us.
- I'm sorry: Sometimes, we may not think to apologize to children when we are wrong. We may think it will change the way children view us...and it will! When we acknowledge that we're in the wrong, we are showing children how to accept that our choices impact others and that everyone makes mistakes (even grown ups), but we can do the right thing and work to make things

right. "I'm sorry that I didn't believe you. You were right and next time I will be sure to listen to your side of the story."

- I trust you: Affirming children's choices and making them feel heard is valuable in building trust. For example, if a child says "I'm full! I don't want more pasta" at the dinner table, we can respond "Okay, it's good to listen to our bodies when they tell us we're full. We can put your pasta away for now and you can have it later when you're hungry." The affirmation of "I trust you" not only builds the child's confidence, but it also allows them to exercise their autonomy.

Optimism

Optimism is the belief that good things happen in life and that the future will bring positive outcomes (Speidel et al., 2021). Optimism has been linked to resilience in adverse contexts and traumatic experiences. It is also associated with happiness and better mental health (Speidel et al., 2021). How do we promote optimism in children?

Here are some ideas:

- Encourage curiosity: We can ask children questions and encourage their curiosity. For instance,

the children have been looking forward to a planned picnic, but it starts raining. We can wonder aloud with them "Maybe we can picnic tomorrow. Do you think it will be sunny tomorrow?" Talking about the future can promote anticipation and positive thoughts.

- Embrace unexpected events: When something unexpected happens, acknowledge the change. For example, the much-anticipated picnic day turns into an indoor play date due to a sudden

change of weather. We can first acknowledge their disappointment but also highlight the turn of events "I know you wanted to go to the picnic, but now we get to play with your friends!"

When we are pleasantly surprised, we can draw their attention to the surprise. For example, the bear makes an unexpected appearance out of its cave at the zoo, we can express our surprise "I thought it was their nap time, what a surprise the bear came out! We are so lucky!"



Emotion regulation

Emotion regulation is the ability to understand and manage our emotions in a way that enables us to achieve our goals and engage positively with others (Speidel, 2023). Having strong emotion regulation skills is a protective factor in the context of adversity. Not only is it a protective factor, but it is also an indicator of positive mental health (Speidel, 2021).

There are many ways to support children's emotion regulation skills:

- Labeling and validating children's emotions: When children are talking to us, we can give them our attention and validate that we hear them. A great way to affirm that we are listening is to repeat what they shared, "I heard you say that you're angry that someone took the puzzle, is that right?" When children have their emotions being labeled back to them, they build self-awareness and become more informed of their own emotions.
- Open the conversation: Ask children open-ended questions and elaborate on their responses. For instance, we can start the conversation with a simple question: "What happened?" Then continue to ask open-ended questions to allow children to share their emotions in their own words. We can elaborate by acknowledging signs of their emotion such as, "I can see you jumping with excitement!". We can also help children elaborate by prompting, "What else makes you feel excited?"

Sympathy

Sympathy is the capacity to feel concern for others in distress but not sharing the same feelings of distress (Eisenberg, 2000). This other-oriented capacity is important in building resilience by

promoting prosocial behaviours and positive relationships (Speidel, 2021).

Some ways we can help children practice sympathy are:

- Drawing attention to others' emotions: We can prompt children to share their thoughts on social interactions. This can be in real life, during play, or while reading together. For example, we can point out characters in the book and ask, "What do you think they're feeling?" or "How would you feel if this happened?"
- Modeling: Children learn by observing and imitating. A great way to promote the development of sympathy is to model when we experience sympathy. By expressing our own sympathy, such as, "I feel so worried for our neighbour's lost dog! I hope their dog comes back home soon." When we model, children can learn different ways to express sympathy.

We can help children build resilience with practice, just like how we can increase our flexibility to touch our toes over time. Some days we feel like we can't move an inch, but some days we surprise ourselves by how far we can stretch. With tools like the resistance band (or trust, optimism, emotion regulation, and sympathy), we can practice flexibility and bounce back from challenging days.

Mississauga free food table



By Chanel Tsang

"It's more than a meal—
it's the love,
it's the kindness...
she's my hero."

— Mariam Jamal



Photos from the "Free Compassionate Cuisine - Mississauga" Facebook Group (Elaine Russell).



Drive past the intersection of Glen Erin Drive and Britannia Road in Mississauga, Ontario and you'll see it: a foldout table with a bright yellow sign stating, "Compassionate cuisine: Free food for those in need, take what you need, leave some for others. Together we can make sure no neighbour goes hungry." The table is placed right next to a bus stop that stands across cooperative housing.

This "community for community" work is currently led by Elaine Russell, along with other "table angels," who prepare 40–50 meals per week, 2–3 times per week which are then handed out personally. For some of them, this is happening after a full day at work.

Typical meal offerings have included: chicken parmigiana served over butter pasta and green beans, bhindi masala with rice and homemade naan, halal chicken and broccoli casserole with bun and fruit cup, and brown bag lunches consisting of a sandwich, fruit, chips, and drink. Halal and vegetarian options are often included as well.

This group of women are volunteers, who have seen a need in the community and invest their own time, money, and effort to grocery shop, prepare, and serve these meals, as well as maintaining the table's cleanliness (including monitoring for expired or open food donations, removing garbage that is sometimes left on the table) throughout the week. The group is self-organized and post on local Facebook groups to announce when they will be there next. Word-of-mouth has also helped spread the word.

Elaine has gotten to know the people who frequent the table and believes fostering relationships is important. This includes with a senior who has, in the past, had to make a can of soup last for three days, and an international student who works and studies full time and whose family back home does not have money to send to her.

Elaine also spoke of a family of five who have picked up meals. While both parents work, it is sometimes not enough to make ends meet. On the days they come to the table, they only ask for meals for the children. Elaine insists they take meals for their whole family. This same family also donates food when they can. Thinking of them, Elaine says, "That's the kind of thing I want to promote: you can be resilient, but you might need help from time to time...we've helped them for a little bit of time but made a difference for a day, week,

month. I want to see people smile, be happy, and anyone in need to not go to bed hungry." Thank you to Elaine Russell, Mariam Jamil, and Lisa for taking the time to speak to us about the invaluable work you are doing to support your neighbours and promote resilience in the community. Seeing the growing number of positive responses, volunteers, and interest in your hard work, you are undoubtedly inspiring others around you to do the same.

For more information, please go to the Facebook group, Free Compassionate Cuisine - Mississauga, or go to compassionatecuisine.ca.

The Power of Resiliency Nurturing Our Children through Activity and Community

By Coach Miguel Martinez

For over two decades, Coach Miguel Martinez has worked with children and youth and shares two key factors to building resiliency, an essential component of their development



Over my two decades as a philanthropist working with children and youth, I've discovered that building resiliency is an essential component of their development. Two key factors in this process are activity and community.

The Role of Activity in Resilience

When faced with adversity, our bodies produce cortisol, a hormone that triggers a stress response. While this response helps us react quickly in dangerous situations, prolonged exposure to cortisol can cloud our judgment and hinder our ability to find solutions (Borrelli, 2015).

This is where the importance of activity comes into play, especially for children navigating difficult times. Engaging in activities, whether it's playing a sport, creating art, or taking a walk in the park, gives the mind a break from stress. These activities shift focus from the problem at hand to the task being performed, offering an escape and a fresh perspective.

Participating in activities also promotes healthy physiological responses. Deep breathing during physical exertion oxygenates the body, reducing stress and fostering a sense of calm. This calmness allows for clearer thinking and better decision-making (Blanchfield, 2022).

While engaging in activities doesn't make problems disappear, it provides a crucial pause. It's a vital component of resilience because it allows children to step back,

breathe, and approach their challenges with a fresh perspective when they're ready. Activity not only offers an escape from stress but also serves as a tool for problem-solving and resilience.

Nurturing a culture of activity among children and youth is essential. It's not just about diverting attention from problems; it's about equipping them with a crucial tool for resilience and problem-solving. As caregivers, we must encourage children to engage in activities they enjoy, allowing them to navigate stress in a healthy, constructive way.

Moreover, depending on the activity, it will release endorphins or dopamine, or both. These "feel-good" hormones can produce feelings of happiness or



euphoria. The release of endorphins and dopamine not only offers immediate relief from stress but also contributes to long-term resilience by creating positive associations with problem-solving activities (Hopes, 2023).

The Importance of Community

Community is another crucial component of resilience. Knowing that we have someone to lean on during tough times is invaluable. As cortisol levels rise in response to stress, oxytocin, often referred to as the "love hormone," comes into play. Oxytocin can alleviate stress and foster a sense of security and bonding (DiDonato, 2014).

However, there is a delicate balance to be struck. As caregivers, our natural instinct is to shield children from hardship and solve their problems. While this is done out of love and concern, it can inadvertently have negative consequences. When we always rush to solve their issues, we teach them to rely on others to handle their problems, creating dependence and hindering their ability to cope with stress independently.

It's essential for children and youth to experience challenges and actively engage in seeking solutions. This doesn't mean leaving them alone to face their problems but rather teaching them to explore and evaluate possible solutions. As caregivers, our role should be to guide and support, to give them options, not to be their solutions.

By doing so, we help them become their own problem-solvers, equipping them with the necessary tools to navigate life's ups and downs. This process strengthens their resilience

muscle, building their confidence and independence. It's about fostering a balance of love and guidance with freedom and self-reliance, a blend that shapes resilient children ready to face the world.

Summary

- Building resilience in children and youth is a delicate balance of fostering a culture of activity and nurturing a supportive community.
- Encouraging engagement in activities helps children manage stress and offers them a fresh perspective on their problems, while a strong community provides the security and bond necessary to face life's challenges.
- As caregivers, our role is to strike the right balance between guidance and freedom, equipping children with the tools they need to navigate life independently. This blend of love, support, activity, and community shapes resilient children, ready to face the world.

In conclusion, the keys to fostering resiliency in children lie in encouraging them to be active and supporting them through a strong community. By doing so, we can help them grow into independent, confident, and resilient individuals, capable of navigating the challenges that life throws their way.

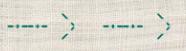


WAVES

OF HOPE

ONE SYRIAN YOUTH REFUGEE'S
REFLECTIONS ON WHAT
RESILIENCE MEANS TO THEM.

BY SHAM ABOZAYED



Resilience is not just a word set upon us to raise hope, it is a testament to standing up against all the odds that lay beneath all the new layers of skin that bear the marks of the past.

To me, resilience means that even though we go through hardships that threaten our existence, we find a way to overcome them because it's not the situation that defines us, but the

principle. Whether it's from a storm or a pin that pokes our homes and slowly allows water to seep in, we eventually surrender to the waves, despite the countless efforts to mend the trouble.



MY EYES WERE FIXED ON
THE SKY ABOVE AND THE DIM
STARS. AS MY BODY BECAME
HEAVIER AND THE WAVES
SLOWLY PULL ME IN, UNABLE
TO WITHSTAND THE PRESSURE,
I GIVE IN.

I FELL INTO DEEP DEPTHS
FOR WHAT SEEMED TO BE
HOURS, DAYS, OR PERHAPS
MONTHS.



I WOKE BETWEEN UNFAMILIAR
FACES AND A HOME I DID
NOT RECOGNIZE.

Syrians lost many aspects of
their lives: their homes, fami-
lies, kids, and the life they spent
years working on. It was
robbed from them.



Resilience to me is picking up
the same brick you did
years ago, building new walls
and memories, and welcoming

new family members that
are not blood. To me, resilience
means that despite the threat,
you withstand the pressure
and go along with it. What hap-
pens to us, does not define
us but how we act and tolerate
it does.



IMPRINTED FACES RAN
THROUGH MY MIND, AND
I SAW A GLIMMER IN
THEIR EYES OF HOPE
AND HAPPINESS.



Many children dream of being
in a fairytale, like those they
read in books. Syrian kids feel
that glimmer of hope and
that rush of love when they are
welcomed into a land that is not
theirs, and loved by those whom
they would never have met
otherwise. I firmly believe you
go through things, so new bliss
can be welcomed.

Syrian children who were
ripped away from the soul of

their land find trouble naviga-
ting their lives but continue
to do so to create a better life for
themselves and the genera-
tions after them as they con-
tinue to revive dead lands with
their resilience. I, among
millions of other Syrian kids
worldwide, saw a serene land
that we now call home.

That is what resilience means
to me.

All About Resilience

By pip o. the Hippo

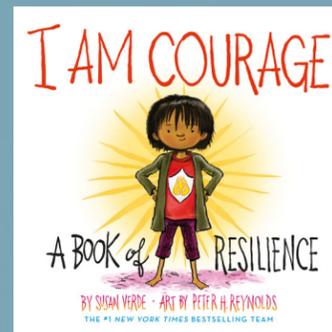


Our new research assistant, pip o. the Hippo, shares book, podcast, and video recs about promoting resiliency in children.

Hello, my wonderful friends! Welcome to my Curiosity Club, where I'll be recommending some of my favourite stories, podcasts, and talks that inspire us to be strong and brave, even when things get tough. Whether you are a young reader or an adult on the go, there's something here for everyone.

Book: *I Am Courage* by Susan Verde

Throughout this issue, my teammates have shown us how creativity can be a powerful protective factor. If you are a young reader, or if you have a little one at home, and you want a story about resilience, then I recommend the book, *I Am Courage: A Book of Resilience* by Susan Verde. This book explores courage not from the perspective of superheroes, but from the perspective of facing challenges when we feel sad, scared, or anxious.



Podcast: *Speaking of Psychology* (APA)

Hope helps us move forward—it's like the fuel that keeps the engine of resilience running. For the adult readers, I know you have many activities to juggle, much like my parents, who often listen to audiobooks or podcasts on the go. The American Psychological Association (APA) has a podcast called, *Speaking of Psychology*. In episode 265, Professor Chan Hellman and Professor Jacqueline Matti have a wonderful conversation on "Why We Need Hope." We've all heard the phrase "the glass is half full", often used to describe optimistic people. It turns out, as these researchers discuss, maintaining an optimistic outlook can truly help us move forward in life. You can listen to this podcast at <https://www.apa.org/news/podcasts/speaking-of-psychology/hope>.



Video: *Grit* by Angela Lee Duckworth

Have you ever been afraid of failing math or any other class in school? Have you ever felt that a setback could stop you from succeeding? I found an inspiring TED Talk called "Grit: The Power of Passion and Perseverance" by Angela Lee Duckworth. Angela studies how grit, the determination to bounce back from problems and keep going, can be a predictor of future success. In other words, passion and perseverance can help us overcome adversity. You can watch this TED Talk at https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance/transcript?language=en&subtitle=en&delay=5s.



Some final thoughts: I have learned from my teammates and from these recommendations that resilience is not just a word. Resilience is not about asking folks to "bounce back" or "snap out of it". Quite the opposite, overcoming adversity involves the support of loved ones and good knowledge. Resilience can be learned, and like any other skill, it takes time to develop. Patience, kindness, and love are key.

For now, I say goodbye, and I'll see you in our next issue!



Just 1 Thing: A Gratitude Activity

By Dr. Ruthie Speidel

Gratitude is not just an action, like saying thank you, it has also been described in the literature as a positive emotion, a virtue, a coping response, a skill, and an attitude that serves a biological function (Allen, 2018). This function is to nurture a deeper appreciation for someone (or something) and supports our interpersonal connections and sense of inner strength. There is growing research on gratitude that shows that practicing gratitude, even very briefly, is associated with enhanced well-being, lower stress, and more positive interpersonal relationships (Wood et al., 2010). Gratitude can also nurture what we call *The 3Es of Social-Emotional Development* ©: *emotion regulation, empathy for others, empathy for the self* (Malti & Speidel, 2023). These three capacities can support our resilience by supporting our well-being, our capacity to cope in times of challenge, and our abilities to connect with not only others, but also with ourselves.

Many studies have used clever designs to evaluate potential impacts of gratitude practice. For example, compared against different control groups and interventions, one study showed that being randomly assigned to a group that wrote 3 things that went well each day for 1 week had increased happiness and lower depressive symptoms up to 6 months later (Seligman et al., 2005). This is an adaptation of that activity that you can do anytime.

What You Need:
Pen and paper or your
phone's notes app

1. **Take some time to reflect on one thing you are grateful for this week.**

What you write about can be whatever you want it to be, whatever you are feeling grateful for perhaps today, or something you have been thinking about recently, or perhaps something that you typically don't think about that much or that you take for granted. It could be a person or a thing or maybe something that happened to you.

Gratitude prompts:

- What was the best thing that happened today?
- Who makes you feel loved and why?
- What is something that makes you happy?
- What cheers you up when you have a rough day?
- What inspires you?
- What memory are you grateful for?

2. **Write it down in a journal, your phone's notes app, etc.**
3. **Now, write five sentences about it.**

Why write more? Research shows that the benefits of gratitude are not limited to simply focusing on what you are grateful for. In fact, elaborating on those things is associated with the most positive impacts (Seligman et al, 2005). This suggests that although it's helpful to recognize and name when we feel grateful—like feeling grateful for our coffee in the morning, our friends, or our garden—it's particularly helpful to also elaborate on why we are grateful for these things and what they mean to us. Elaborating on what we are grateful for may enhance the positive impacts of gratitude by increasing our awareness of and memory for positive aspects of our

lives, and by strengthening our neural pathways related to positive thinking (Emmons & McCullough, 2003; Fox et al., 2015).

For those like me who like to see examples, here's mine.

Example:

I am grateful for my dad. I'm grateful for his calm guidance, his patience, and his genuine kindness towards me and everyone he encounters. He's always down for a bike ride, a talk, or just relaxing on the deck with a beer while listening to some music together. Plus, he makes a mean latte and great chocolate chip pancakes. He's the most selfless person I know and is my role model for how I try to be.



Comic Contest Winners: Picture Resilience

COMICS CAN COMMUNICATE COMPLEX FEELINGS AND IDEAS IN FUN AND EFFECTIVE WAYS. WE ASKED CHILDREN IN ONTARIO TO SHOW WHAT "RESILIENCE" MEANT TO THEM IN COMIC FORM AND WE WERE AMAZED AT WHAT THEY SENT TO US!

By Maya Awad and Chanel Tsang

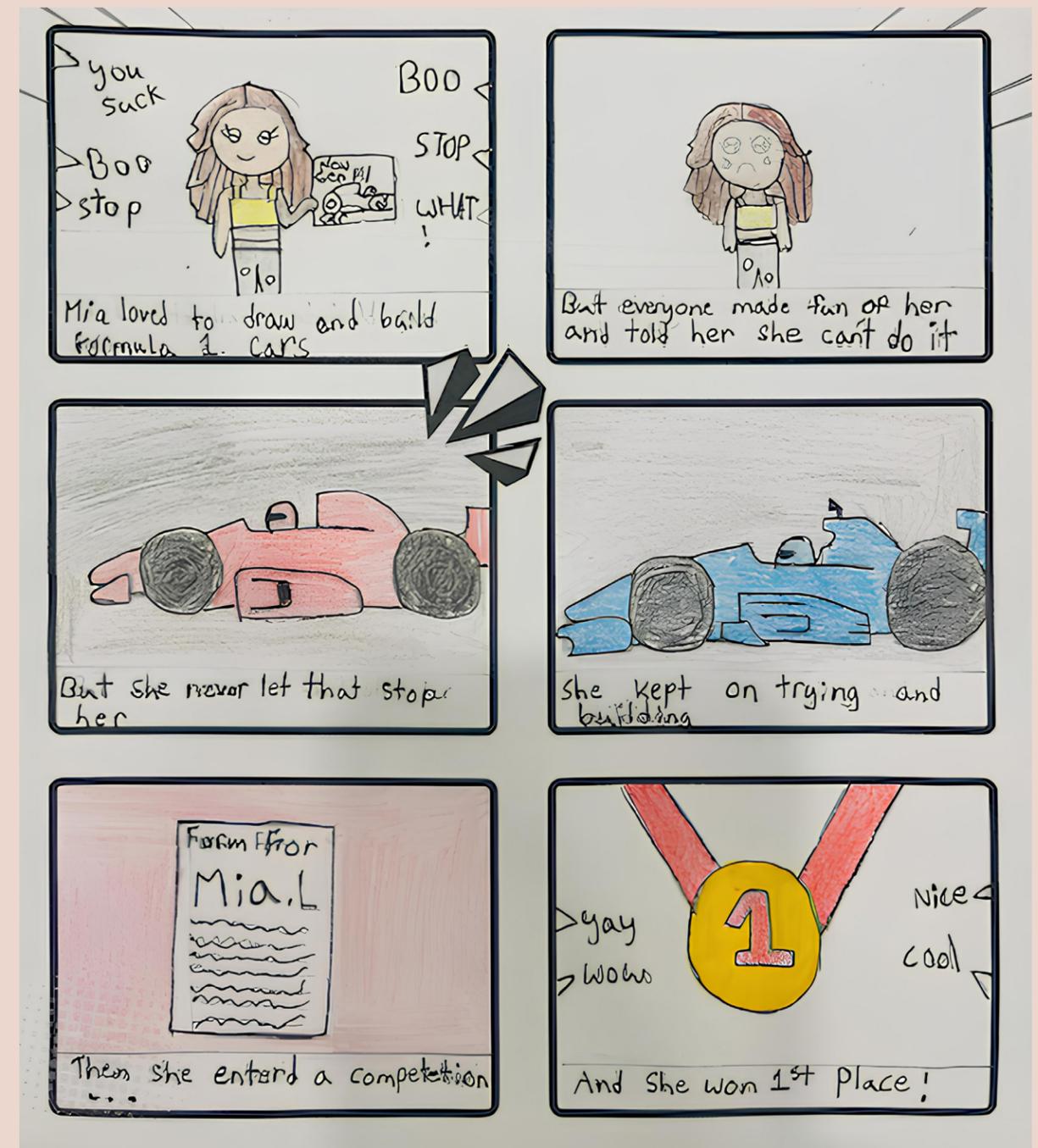
Have you ever had one of those days where nothing seems to go right?

Maybe you lost your favorite toy, or you didn't do as well on a test as you hoped. But then, somehow, you found the strength to keep going, whether it was through your own inner power or the support of a friend or family member. That's resilience!

Resilience is all about bouncing back from challenges and finding the courage to move forward, even when things get tough. It's like having a superpower that helps you overcome obstacles in your path.

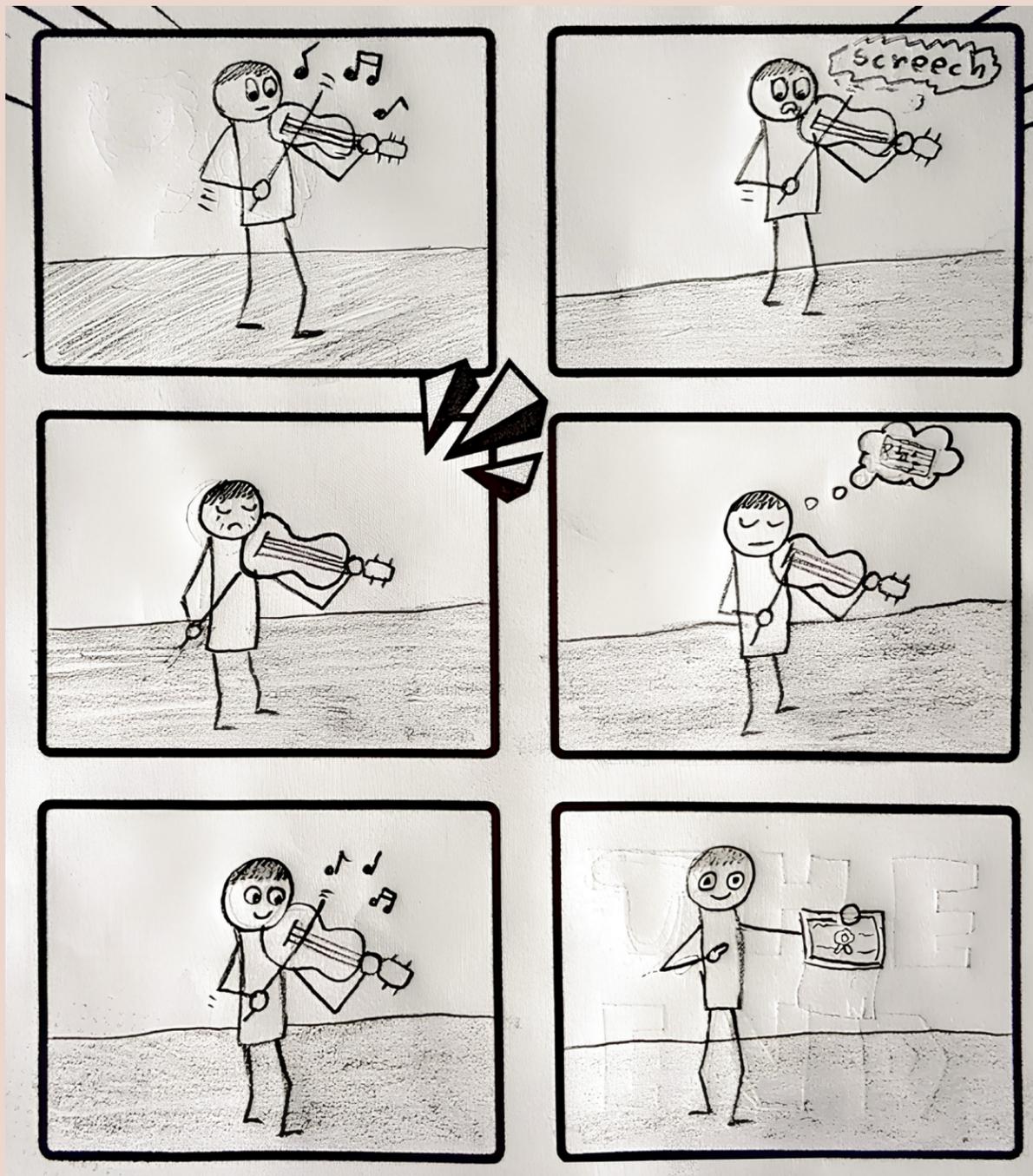
We invited children ages 8–12 to create their own comic strip that shows someone bouncing back from a setback. The comics they created ranged from silly and sweet, but all were meaningful and beautifully illustrated! The winners of the contest were selected based on how clearly they captured the spirit of resilience, receiving art sets to continue their creative journeys. All young artists were entered into a lucky draw for a bonus prize.

HERE ARE THE WINNERS OF OUR RESILIENCE COMIC CONTEST:

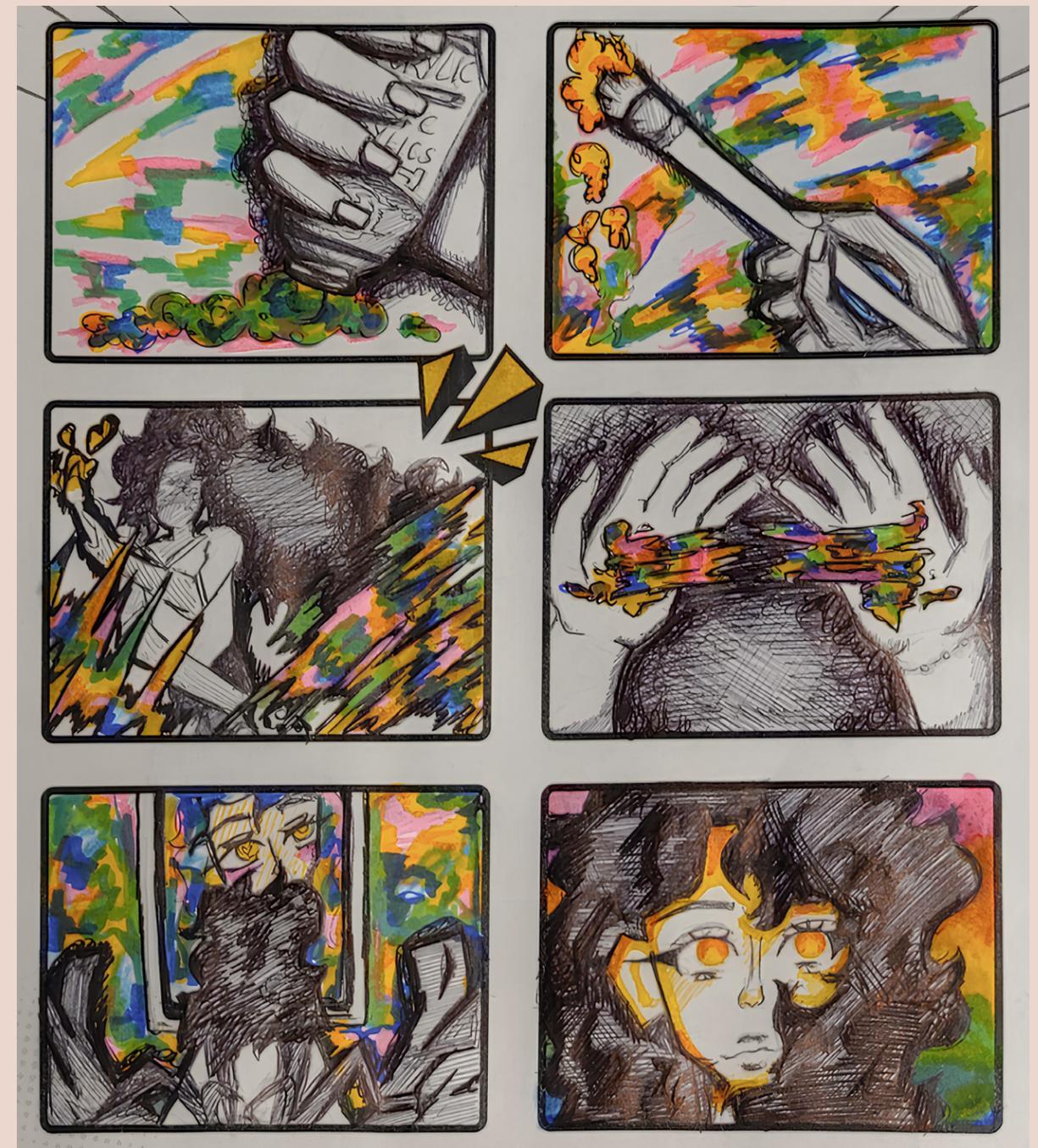


WINNER: "Willing 'Formula'" by Nora Vyas, age 8

"The Winning 'Formula'" shows race car driver Mia overcoming challenges with being made fun of, but she kept working on her dream and eventually won first place! And like Mia, Nora has won first place as well, congratulations!



RUNNER UP: "The Sour Note" by Archan Chatterjee, age 10
 "The Sour Note" tells a story of someone who persevered in practicing violin to eventually accomplish their goals. Well done, Archan!



SPECIAL MENTION: "Stroke by Stroke" by Lily Liaghati, age 12
 What story of resilience do you see in these six frames? Our team was impressed by the striking visuals of "Stroke by Stroke" and wanted to give special recognition to artist Lily (who coincidentally won the lucky draw prize!).

Thank you to all the young artists who took the time to share their talent with us. There were truly so many incredible comics and it was not an easy task to select just three to include here. However, all comics will be showcased on our new online children's art gallery, the pip o. Studio (pipostudio.com). We appreciate you all and hope that you'll continue to use art to express your feelings.

OUR NEXT ISSUE IS FOCUSED ON CONNECTING. HOW DO YOU CONNECT WITH YOUR FRIENDS, FAMILY, PETS, NATURE? WE'RE INVITING CHILDREN TO SUBMIT THEIR PHOTOS THROUGH OUR PIP O. STUDIO WEBSITE: [PIPOSTUDIO.COM/SUBMISSIONS](https://pipostudio.com/submissions) BY MARCH 31, 2026.



UNIVERSITY OF TORONTO
MISSISSAUGA
Centre for Child Development, Mental Health, and Policy

Do you live in the Greater Toronto Area/Peel Region?

Do you have a child between the ages of 4 and 5?



You are invited to participate in a research study on the development of positive emotions and kindness across early and middle childhood

4 Annual Data Points

60-90 Minutes per visit

Starting at age: **5**
Concluding at age: **8**

\$30 Gift card for participating

Caregivers:
-Complete questionnaires
-Complete tasks with their children

Children:
-Participate in independent and collaborative games with researcher and caregivers

In-Person and Remote Participation Offered!



Contact: maltilab.adapt@utoronto.ca

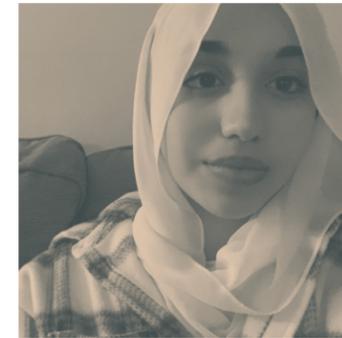
This study has been reviewed and approved by the Research Ethics Review Board, University of Toronto

To learn more about our lab and research, visit: www.tinamalti.com

CONTRIBUTORS OF PIP O. GAZETTE ISSUE

2025

The names are arranged in alphabetical order.



Sham Abozayed is a 16-year-old girl from Syria. She is a high school student in Toronto, Canada, and aspires to be a lawyer. She possesses a passion for writing, poetry, and art.



Maya Awad is a recent UTM alumna who majored in psychology and biology for health sciences. She works at the CCDMP as a knowledge translation assistant and supports various projects within the CCDMP. In her free time, she enjoys baking and going for walks with her little puppy, Sasha.



José Chacon is a SEDI lab volunteer that loves to support people. He is a fourth-year psychology major with a double minor in sociology, and women and gender studies at the University of Toronto Mississauga. He is very passionate about psychology, and in his spare time he loves to go for long bike rides. José cycles on weekends between 35k to 70k. His longest bike ride has been 85k.



Joy Chang is the project coordinator for the Building Emotion Regulation and Empathy (BEE) project at the SEDI Lab. She received her Master of Education in Developmental Psychology and Education from the Ontario Institute for Studies in Education (OISE), University of Toronto in 2020. After graduating, she provided therapy to children with autism spectrum disorder and supported their families as an Instructor Therapist. In her free time, Joy loves to explore new restaurants and cafes, and hang out with her cat, Sheila.



Pei-Yu Chang is an illustrator, author, college lecturer and translator based in Münster, Germany, originally from Taipei, Taiwan. She illustrates, writes and translates for small and big people. As a kid growing up in her family's printing factory, she loved to collect the leftover scraps of paper and other materials for her artworks. The smell of paper and ink mixed in the air reminds her of home.



Mikayla Hamilton is recent graduate from the University of Toronto with a double major in psychology and health studies. She is the administrative coordinator at the CCDMP. In her spare time, Mikayla loves playing volleyball, listening to podcasts, and going to dinner.



Dr. Ruthie Speidel is a developmental psychologist and Assistant Professor of psychology at the University of Toronto Mississauga. She is also the Managing Director of the CCDMP and oversees the development of social-emotional development training for caregivers and educators. Ruthie lives in Whitby with her dog, George. They love going on hikes and swimming in the lake together.



Chanel Tsang oversees knowledge translation and community engagement initiatives at the SEDI Lab and is the managing editor of the *pip o. Gazette*. She has worked with children and families for over 15 years in schools and in EarlyON and Child and Family Centres. In her free time, she works on her podcast for children, Peace Out, all about social-emotional learning and mindfulness.



Dr. Tina Malti is a developmental psychologist and a registered clinical child psychologist. She is a professor of Psychology and directs the Laboratory for Social-Emotional Development and Intervention (SEDI Lab) at the University of Toronto. Tina feels passionate about research aimed at contributing to the potential for kindness and well-being in all children. In her free time, she likes meeting for coffee with friends, reading, and playing the piano.



Miguel Martinez, born in El Salvador, has over 20 years in personal development and is the head coach and founder of MTClife - a company dedicated to leadership, wellness, and mental health education. Known for his energy, authenticity, and heart-centered approach, Miguel blends science, faith, music and storytelling to empower audiences of all ages.



Isabella Vreux is MSc thesis student at the University of British Columbia studying Women+ and Children's Health Sciences. She is a volunteer for the *pip o. Project*. She enjoys swimming and taking her dog Hershey on a walk but on a day indoors she likes to read mystery and science fiction novels.

References

Fun Facts, page 12, Chang

Featherman, H. (2014, August 18). Eight Facts About Mountain Goats You Should Know - National Forest Foundation. Nationalforests.org.
<https://www.nationalforests.org/blog/eight-facts-about-mountain-goats>

What is Resilience? (n.d.). U.S. Department of State.
<https://2009-2017.state.gov/m/med/dsmp/c44950.htm>

Rachel Reiff Ellis. (2024, March 15). How Your Immune System Fights Infection. WebMD; WebMD.
<https://www.webmd.com/cold-and-flu/immune-system-fight-infection>

Growing Up Resilient - Ways to Build Resilience in Children and Youth. (n.d.). CAMH.
<https://www.camh.ca/en/health-info/guides-and-publications/growing-up-resilient>

Vitt, L., & Gorman, G. C. (2024, August 2). Lizard - Scales and colour change. Encyclopedia Britannica.
<https://www.britannica.com/animal/lizard/Scales-and-colour-change>

Osterloff, E. (n.d.). How do camels survive in deserts? Natural History Museum.
<https://www.nhm.ac.uk/discover/how-do-camels-survive-in-deserts.html>

Bradford, A., & Weisberger, M. (2024, February 23). Facts About Tardigrades. Live Science; Live Science.
<https://www.livescience.com/57985-tardigrade-facts.html>

Biography – The official home of Nina Simone. The Official Home of Nina Simone | The High Priestess of Soul. (2024, June 4).
<https://www.ninasimone.com/biography/>

Donica, A. & Biography.com Editors. (2024, June 4). Novak Djokovic is out of the French open after suffering a torn meniscus. Biography.
<https://www.biography.com/athletes/novak-djokovic>

Frida Kahlo: 100 Paintings Analysis, Biography, Quotes, & Art. (n.d.)
<https://www.fridakahlo.org/>

Malala Fund. (n.d.). Malala's story. <https://malala.org/malalas-story>

Staff, T.S. (2015, June 24). 15 Athletes Born Into Extreme Poverty. TheSportster.
<https://www.thesportster.com/entertainment/15-athletes-born-into-extreme-poverty/>

The Terry Fox Foundation. (2023, September 21). Learn about Terry Fox.
<https://terryfox.org/terrys-story/>

Research on Resiliency, page 20, Vreux

Al-Janaideh, R., Speidel, R., Colasante, T., & Malti, T. (2023). Evaluating a Social-Emotional Training Program for Refugee Families and Service Providers: Pilot Study. *JMIR Form Res.* 10.2196/42606

Hazer, L., Gredebäck, G. The effects of war, displacement, and trauma on child development. *Humanit Soc Sci Commun* 10, 909 (2023).
<https://doi.org/10.1057/s41599-023-02438-8>

Malti, T., Galarneau, E., Zhang, L., Myatt, E., & Melis Yavuz, H. (2021). Prosocial Development in Refugee Children, *Journal of Refugee Studies*, 34(4), 4242-4261.
<https://doi.org/10.1093/jrs/feaa104>

References

Malti, T., & Speidel, R. (2024). Development of prosociality and the effects of adversity, *Nat Rev Psychol*.
<https://doi.org/10.1038/s44159-024-00328-7>

Solberg, Ø., Nissen, A., & Saboonchi, F. (2023). Post-migration stressors, mental health and well-being in resettled refugees from Syria: Do individuals' coping strategies matter? *Confl Health*, 17(60).
<https://doi.org/10.1186/s13031-023-00556-3>

Stretching Our Resilience Muscles, page 26, Chang

Eisenberg, N. (2000). Emotion, Regulation, and Moral Development. *Annual Review of Psychology*, 51(1), 665–697.
<https://doi.org/10.1146/annurev.psych.51.1.665>

Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology*, 24(02), 335–344.
<https://doi.org/10.1017/S0954579412000028>

Speidel, R., Wong, T., Al-Janaideh, R., Colasante, T., & Malti, T. (2023). Nurturing child social-emotional development: Evaluation of a pre-post and 2-month follow-up uncontrolled pilot training for caregivers and educators. *Pilot and Feasibility Studies*, 9:148.
<https://doi.org/10.1186/s40814-023-01357-4>

Speidel, R., Galarneau, E., Elsayed, D., Mahhouk, S., Filippelli, J., Colasante, T., & Malti, T. (2021). Refugee children's social-emotional capacities: Links to mental health upon resettlement and buffering effects on pre-migratory adversity. *International Journal of Environmental Research and Public Health*, 18(22), 12180.
<https://doi.org/10.3390/ijerph182212180>

<https://doi.org/10.3390/ijerph182212180>

Yamagishi, T. (2011). Trust as Social Intelligence. In *Trust* (pp. 107–131). Springer Tokyo.
https://doi.org/10.1007/978-4-431-53936-0_7

The Power of Resiliency, page 34, Martinez

Blanchfield, T. (2022, September 22). The Benefits of Deep Breathing. *VeryWellMind*.
<https://www.verywellmind.com/the-benefits-of-deep-breathing-5208001>

Borrelli, L. (2015, November 11). Stress And The Brain: High Cortisol Levels Can Damage Brain Structure, Cognitive Function. *Medical Daily*.
<https://www.medicaldaily.com/pulse/stress-and-brain-high-cortisol-levels-can-damage-brain-structure-cognitive-function-361198>

DiDonato, T.E. (2014, June 13). Is Oxytocin a Stress Response or Bonding Hormone? *Psychology Today*.
<https://www.psychologytoday.com/ca/blog/meet-catch-and-keep/201406/is-oxytocin-stress-response-or-bonding-hormone>

Hopes, S. (2023, March 20). Can you really exercise for happiness? *Fit & Well*.
<https://www.fitandwell.com/features/can-you-really-exercise-for-happiness>

Just 3 Things: A Gratitude Activity, page 44, Speidel

Allen, S. (2018). The Science of Gratitude. A white paper prepared for the John Templeton Foundation by the Greater Good Science Center at UC Berkeley.
https://ggsc.berkeley.edu/images/uploads/GGSC-JTF_White_Paper-Gratitude-FINAL.pdf

References

- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2), 377–389. <https://doi.org/10.1037/0022-3514.84.2.377>
- Fox, G. R., Kaplan, J., Damasio, H., & Damasio, A. (2015). Neural correlates of gratitude. *Frontiers in Psychology*, 6, Article 1491.
- Malti, T., & Speidel, R. (2023). Prosocial cascades: Understanding and nurturing the potential for positive developmental trajectories. *Advances in Child Development and Behavior*, 64, 189–216.
- Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60(5), 410–421.
- Wood, A. M., Froh, J. J., & Geraghty, A. W. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, 30(7), 890–905. <https://doi.org/10.1016/j.cpr.2010.03.005>

Community Support Resources

 We all need help sometimes. If you are feeling overwhelmed or distressed, please consider reaching out to friends and family, and local community resources. We've included mental health supports, crisis response lines, and other resources here.

- = Open to all
- A = Services for Adults
- Y = Services for Youth

Peel Region

Associated Youth Services of Peel

- ▲ 160 Traders Blvd. E. Suite 100
Mississauga, Ontario
L4Z 3K7
- ☎ 1-800-762-8377 (Toll Free)
- ✉ general@aysp.ca
- * 24/7 Crisis Response Service

EveryMind Peel

- ▲ 85A Aventura Court
Mississauga, Ontario

- L5T 2Y6
- ☎ 905-795-3500
- ✉ info@everymind.ca
- * Free, confidential and high quality mental health services to children, youth, young adults (up to age 25) and families in the Region of Peel.

Ernestine's Women's Shelter

- Please note that we do not publicize the location of our shelter to protect the privacy and ensure the safety and security of our clients.
- ☎ Crisis Line: 416-746-3701 press 0
- ✉ contact@ernestines.ca
- * Emergency shelter for women and mothers with children, who are single or those with children who are currently experiencing abuse and need immediate shelter. Shelter program helps women, their children/youth heal from violence through counseling, child and youth programs, housing support and more
- * 24/7 crisis response



Dixie Bloor Neighbourhood Centre

- ▲ 3650 Dixie Road, Suite 103,
Mississauga, Ontario,
L4Y 3V9
- ☎ 905-629-1873
- ✉ info@dixiebloor.ca
- * Community oriented programs which are offered free of charge and responsive to the needs of community members.

Mississauga Halton Central Intake Program

- ▲ 2401 Bristol Circle, Suite 105
Oakville, ON

- L6H 5S9
- ☎ 905-338-4123
- ✉ one-Link@haltonhealthcare.com
- ✓ A single point of access for referrals to 10 Mississauga Halton Addiction and Mental Health service providers.

Our Place Peel

- ▲ 3579 Dixie Road, Mississauga,
ON L4Y 2B3
- ☎ 905-238-1383
- ✉ info@ourplacepeel.org
- * Our Place is a registered non-profit agency that provides shelter, support and hope for homeless and at-risk youth aged 16-24 in the Region of Peel.

Support House - Mississauga - Centre for Innovation in Peer Support

- ▲ 165 Cross Ave, Suite 201
Oakville Ontario,
L6J 0A9
- ☎ 1-833-845-9355
- ✉ centreinfo@supporthouse.ca
- * Provide wellness-based, peer-led self-help and social connections programming throughout Mississauga and Halton for individuals living with mental health and/or addiction challenges

Ontario

211 Ontario

- Various locations for services and resources across Ontario.
- 🌐 <https://211ontario.ca/>
- ☎ Toll-free: 1-877-330-3213 OR dial 211
- ✉ <https://211ontario.ca/contact-211-ontario/#email-enquiries-link>
- * 211 is a helpline and online database of Ontario's community and social services

Centre for Addiction and Mental Health (CAMH)

- Various locations and services. Please visit <https://www.camh.ca/en/driving-change/about-camh/contact-camh>
- ☎ 416 535-8501, press 2 OR toll free: 1

☎ 1-800-463-2338

✉ info@camh.ca

* 24/7 crisis response

* Various services and resources for mental health and addiction

Children's Mental Health Ontario

Find a child and youth mental health centre near you.

🌐 <https://cmho.org/findhelp/>

☎ (416) 921-2109

✉ info@cmho.org

* Find child and youth mental health centres; Walk-in services and 24/7 crisis response resources near you through their online database.

ConnexOntario

Various locations for services and resources across Ontario. Please visit

🌐 <https://www.connexontario.ca/en-ca/>

☎ 1-866-531-2600

✉ <https://www.connexontario.ca/en-ca/send-email>

* information and referral services focusing on mental health, addiction, and gambling, in the province.

* 24/7 phone, web-chat and email support.

Telehealth Ontario

🌐 <https://healthconnectontario.health.gov.on.ca/static/guest/home>

☎ 1-866-797-0000

* 24/7, free support

* Healthcare and addiction support from nurses

GoodzTalk

☎ 1-866-925-5454

■ Text GOODzTALKON to 686868

* Free, 24/7 support

* For post-secondary students in Ontario (1-833-292-3698 for Nova Scotia)

Get Involved!

Do you have a little scientist at home?

Join our research studies and help us learn more about child development!

Eligibility:

Children from 6 months to 17 years

Participate in Our Research



Canada

Talk Suicide Canada

🌐 <https://talksuicide.ca>

☎ 1-833-456-4566

■ Text 45645 (4 p.m. - midnight ET)

* 24/7 crisis response

Kids Help Phone

🌐 kidshelpphone.ca

☎ 1-800-668-6868

■ Text 686868

✉ info@kidshelpphone.ca

* 4/7 counselling via phone, online chat

Canada Suicide Prevention Service

🌐 <https://www.crisisser.vicescanada.ca/en/>

☎ 1-866-797-0000

☎ 1-833-456-4566

✉ <https://www.crisisser.vicescanada.ca/en/contact-us/>

* 24/7 crisis response

Hope for Wellness

🌐 <https://www.hopeforwellness.ca/>

☎ 1-855-242-3310

* 24/7 counselling via phone or online chat

* For First Nations, Inuit and Metis peoples

* Provides counselling and community referrals for emotional support and/or crisis intervention

* Support available in English and French as well as Cree, Ojibway and Inuktitut (although those three languages are not in

Wellness Together Canada

🌐 <https://www.wellnesstogether.ca/en-CA?lang=en-ca>

☎ For youth: 1-888-668-6810

■ For youth: Text WELLNESS to 686868

☎ For Adults: 1-866-585-0445

■ For Adults: Text WELLNESS to 741741

* Free, virtual, 24/7 one-on-one counselling via phone

* For Canadians in Canada or abroad

* Support for mental health and substance abuse
* Credible guides, programs, articles, and information on support

Families for Addiction Recovery

🌐 <https://www.farcana.org/>

☎ 1-855-377-6677 ext. 207

* Free, one-on-one support via phone call

* Monday-Friday 1 pm - 3 pm EST

* For parents or caregivers of any age who struggle with addictions

LGBT National Hotline

🌐 <https://www.lgbthotline.org/>

☎ For everyone: 888-843-4564

☎ For 25 and younger: 800-246-7743

☎ For adults over 50: 888-234-7243
☎ For coming out support: 888-688-5428

* Free, one-on-one counselling via instant messaging or phone call

* Variable hours (4pm - 12 am Mon-Fri and 12 pm-5pm weekends EST)

* Programs, resources and information for all

YouthSpace.ca

■ Text 778-783-0177

* Free, one-on-one counselling via direct messaging

* For youth under 30 in Canada

* Open 6pm-midnight PST, everyday

Are you interested in child development research and intervention development?

We're looking for volunteers!

APPLY NOW



IMPRINT

pip o. Gazette
By CCDMP

Editor-in-Chief
Tina Malti

Managing Editor
Chanel Tsang

Art Director
Pei-Yu Chang

Editorial Assistants
Maya Awad, Mikayla Hamilton

Writers
Maya Awad, José Chacón, Joy Chang, Ruthie Speidel, Chanel Tsang, Isabella Vreux

Guest Contributors
Sham Abozayed, Miguel Martinez

Illustrator & Layout Designer
Pei-Yu Chang

Web Design
Chris Dippel

Digital Flipbook Designer
Gideon Mehna

Publisher
Centre for Child Development, Mental Health, and Policy (CCDMP)

Marketing
Maya Sagoo, Chanel Tsang

Volume 03, Issue 01
© Copyright 2025. No part of pip o. Gazette by the Laboratory for Social-Emotional Development and Intervention, University of Toronto Mississauga, may be reproduced in any form without proper prior written consent from the publisher. pip o. Gazette's liability in the event of an error is limited to a printed correction. (Photos from authors are private. Tina's headshot is by Alex Demanin. Pei-Yu's headshot is by David Frank.)

pip o. Gazette
3359 Mississauga Road North
Department of Psychology
Deerfield Hall, Fourth Floor, Room 4055
Mississauga, ON, L5L 1C6
T: (905) 569-4710
E: pipo.ccdmp@utoronto.ca
W: www.tinamalti.com/pipo



