



ON BEING A PARENT IN TIMES OF CHALLENGE



"How to make home and community an island of resilience in times of CRISIS?" –

Prof. Mooli Lahad

Founder & President of The Community Stress Prevention Center

Kiryat Shmona

THE LECTURE WILL FOCUS ON

- ❖ **Who are we**
- ❖ **What happen to us in times of distress and crisis**
- ❖ **What do we know about coping**
- ❖ **What is Resilience**
- ❖ **Focusing on your question**
- ❖ **Hope- the story we need to create for ourselves**



WHAT IS CSPC ? [EST.1980]

What is the uniqueness of the CSPC ?

- ❖ Combining Clinical & Prevention work
- ❖ Developing Resilience & Prevention programs with the target group
- ❖ Working with **NORMAL** population
- ❖ Testing the outcome in Real situations
- ❖ Working with the whole *community*
- ❖ Focusing on Empowerment and Resiliency



Key activities in 2025 - 2026

Community Resilience

3,073

Groups

42,961

Participants

Municipal resilience and emergency preparedness

232

Groups



Targeted treatment for anxiety and trauma 2025

92,004

Treatment Hours

Targeted treatment for anxiety and trauma Cumulative data since 7.10

112,300

Treatment Hours

6,372

Patients

9,285

Patients

Increase in child clients

37%

2024-2025

Patients-Children

4,184

Children up to the age of 18

Percentage increase in treatment hours

41%

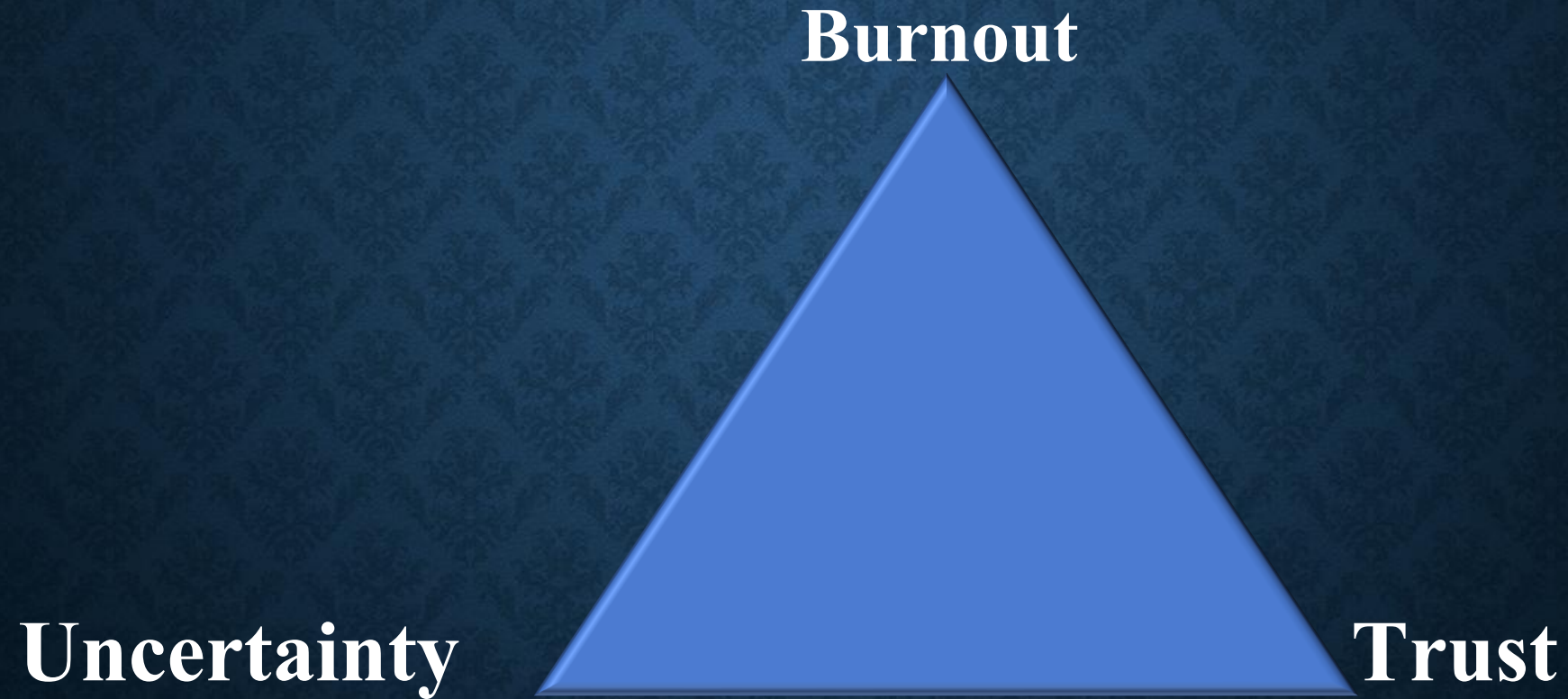
2024-2025

Various trainings for therapists

321 Hours

829 Participants

What happens to adults these days



WHEN DID **CRISIS** TURN INTO A TIME OF GREAT DISAGREEMENT, CONFUSION, OR SUFFERING

- **Greek word krisis, meaning "turning point in a disease." At such a moment, the person with the disease could get better or worse another meaning is to withstand**
- **Chinese composed of two characters signifying "danger" and "opportunity" respectively.**
- **Ancient Hebrew the maternity seat also Supplies.**
- **So the potential for thriving was recognized by the ancients**

LOOK DIRECTLY AT WHAT IS HAPPENING

This is the heart of clear seeing.
It frees us from unnecessary suffering.



LOOK DIRECTLY at what is happening

Meet the moment as it is,
without filters, without
interpretations, without stories.



WITHOUT RUNNING FROM IT

Don't escape, distract,
numb, or avoid.
Stay present with what is.



WITHOUT CLINGING TO IT

Don't hold on tightly.
Don't resist change.
Allow life to be as it is,
moment by moment.



Just seeing. Just being. Just this moment.



WHY ARE WE SO AFRAID OF UNCERTAINTY & NO CONTROL?

- Because of the need for certainty, control and that *Yesterday predicts Tomorrow*
- The creature that is clearly not suitable for survival on earth and yet became the ruler of the planet
- The only creature with a distant future view.
- The only being with consciousness and awareness of its finality
- Avoiding and pushing the awareness of finality away
- The current situation is violating the basic assumption about me & the world [Bullmann 1992) that the world is fair , reasonable and if you do good will inherit good "





**So, what helps us with our ultimate
certainty = our finality?**

The concept of continuity that

“Yesterday predicts Tomorrow”

What are the bridges that help us To pass from Yesterday to Tomorrow?

- ✓ Cognitive- reality continuity
- ✓ Role & function continuity
- ✓ Social interpersonal continuity
- ✓ Personal , Historical continuity



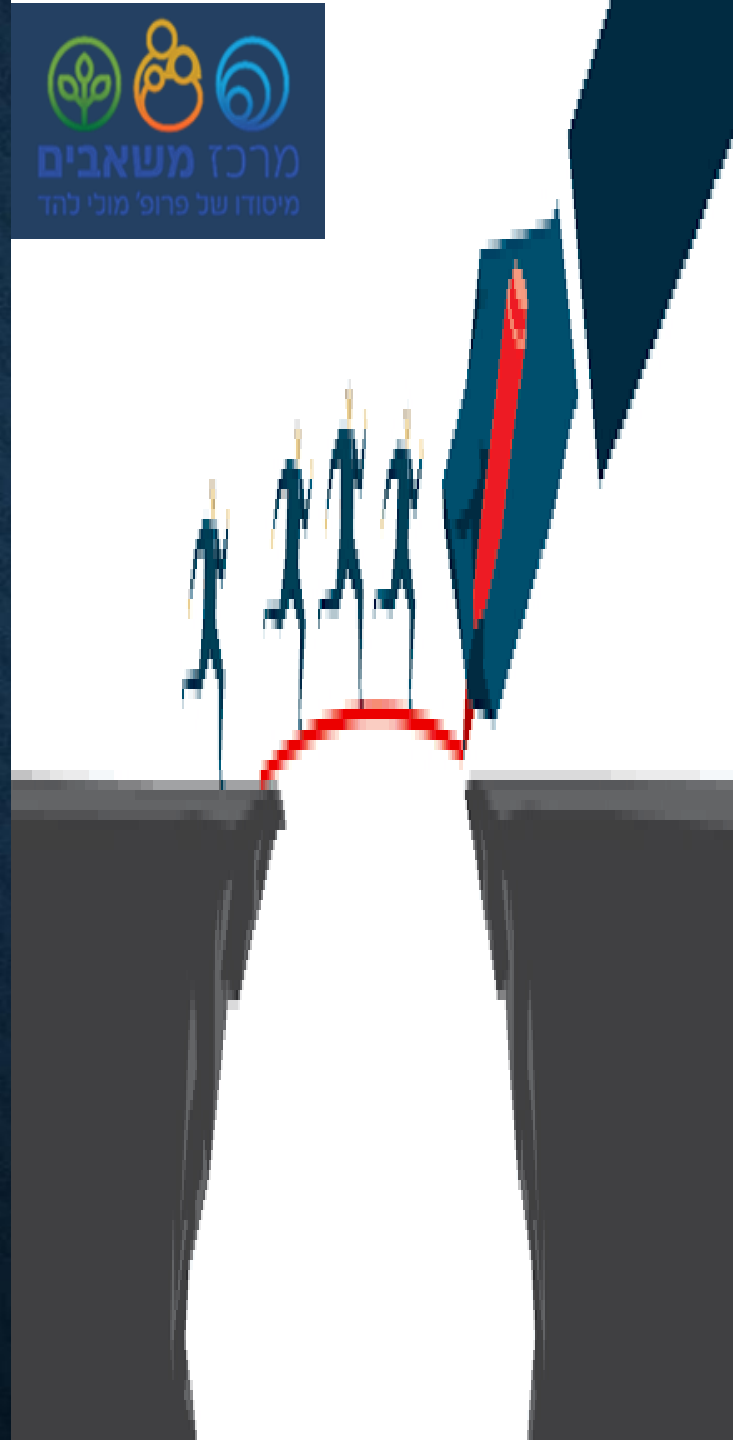
CONTINUITY - THE MECHANISM THAT CREATES A SENSE OF SECURITY

- Cognitive / Realistic: Laws, Procedures, Data, Experience, Routine.
- Role / Function: Our various roles in life that last over a long time .
- Interpersonal Social: Social circles we belong to, family, relatives, colleagues, etc.
- Historical / Personal: Our values, self-image, self-concept, beliefs about myself and the world.



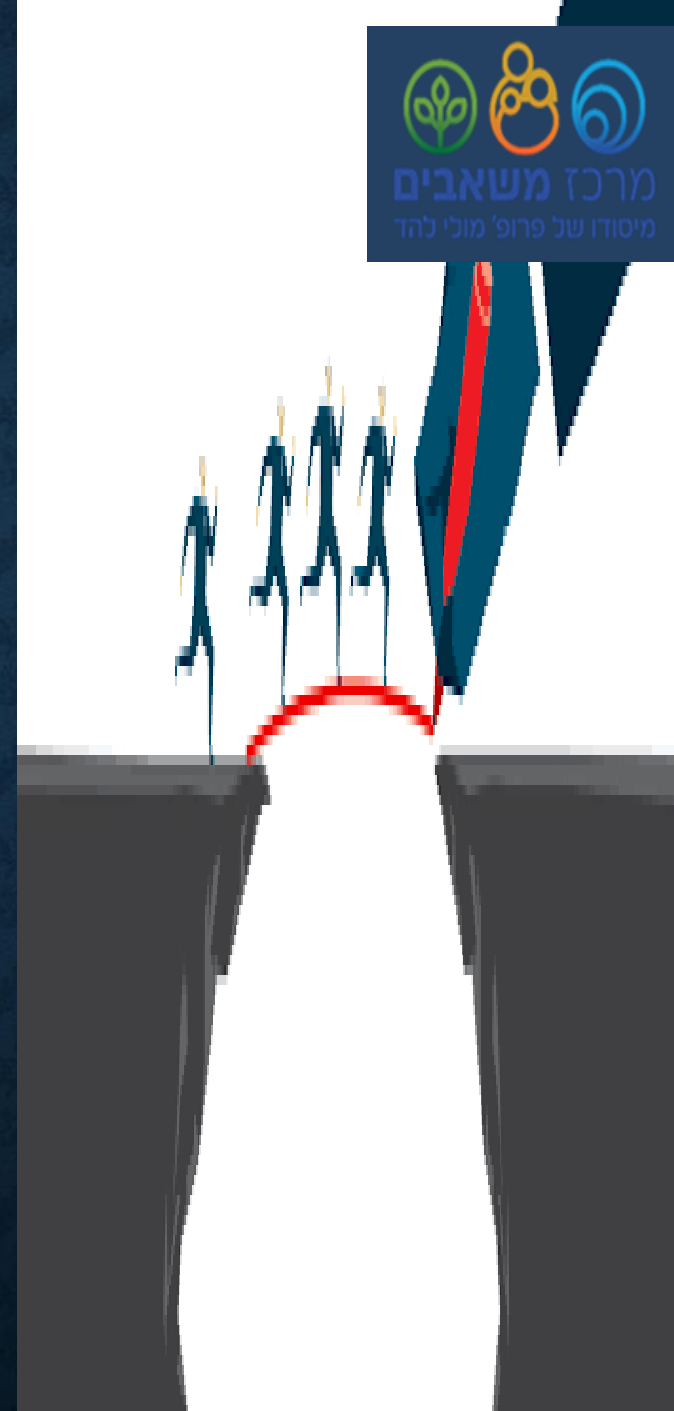
WHAT HAPPENS TO OUR CONTINUITIES AS A RESULT OF THE CRISIS?

- Cognitive / Realistic: Changing routine procedures, no previous experience.
- Role / function: Roles in the time of uncertainty, roles in the family.
- Interpersonal/ social: isolation, remoteness, contact through screens, limited community contact.
- Historical / Personal: what happen to the safe community to our belief system? Who am I ?



WHAT HAPPENS TO THE COMMUNITY SYSTEMS' CONTINUITY AS A RESULT OF THE CURRENT SITUATION?

- Cognitive / Realistic: Changing routine ,procedures, no previous experience, new instructions. New methods. Can we really measure successes?
- Role / function: Home? Can I adjust to dual roles ?Quick acquisition of new roles,? Is my Role now the same as before?
- Interpersonal social: isolation, remoteness, fear of meeting in Jewish public places . Exposure to the wider community
- Historical / Personal: Who are we? What will happen in the future? Is it the same world?



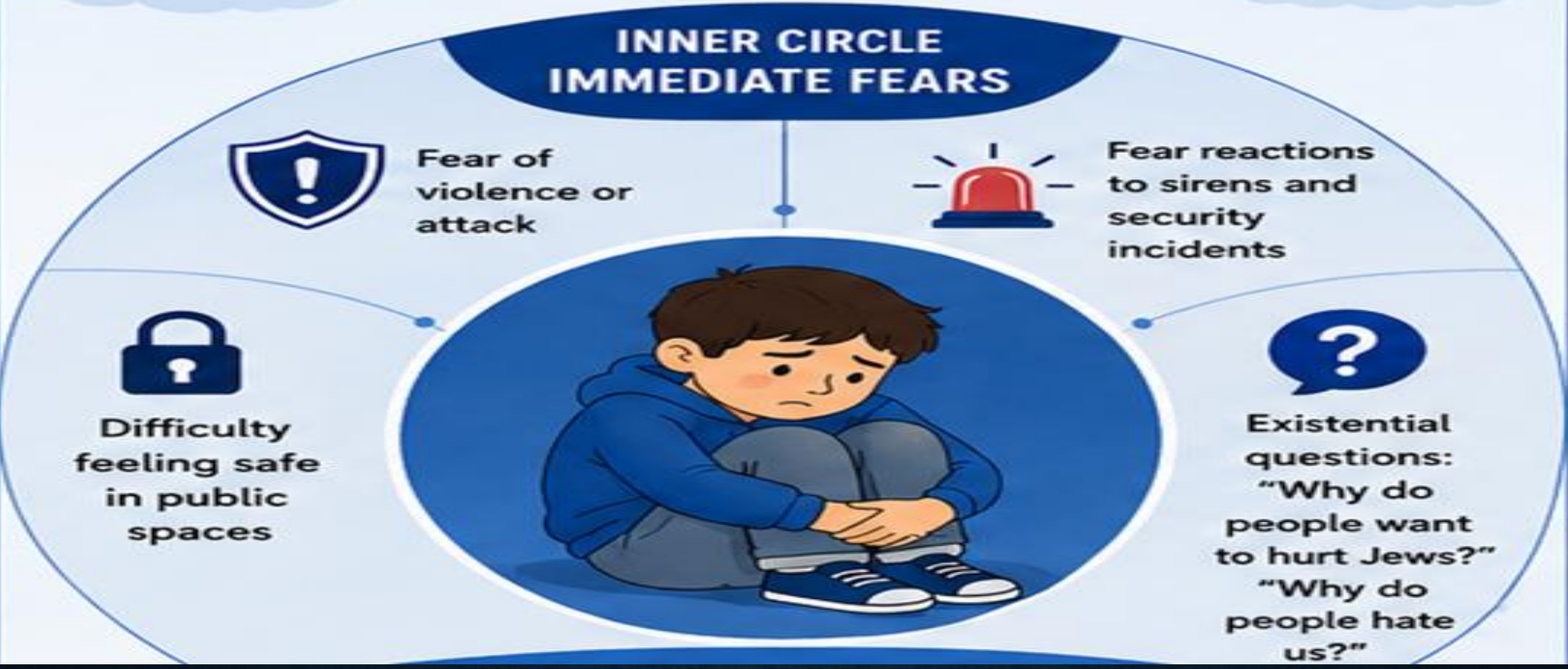
I LOOKED AT ALL YOUR QUESTIONS

- I asked AI to create slides based on your questions and integrate my response so that we can look at it together

SLIDE 1

CHILDREN AND FEAR

How Children Experience a Threatening World



Some advice for your consideration

RECOMMENDATIONS FOR CHILDREN



Create Safety and Security

Help children feel physically and emotionally safe in daily life.



Age-Appropriate Information

Share honest, calming information in ways they can understand.



Validate Feelings

Acknowledge their fears and questions. All feelings are okay.



Strengthen Identity and Pride

Nurture Jewish identity, culture, and belonging in positive, empowering ways.



Maintain Connection

Encourage relationships, social belonging, and supportive friendships.



Build Coping and Resilience

Teach simple tools for regulation, relaxation, and managing worries.



Adapt Conversations to the Child's Age

Age-appropriate conversations build safety, understanding, and resilience.

YOUNGER CHILDREN

Keep it Short, Concrete, and Calming



EMPHASIZE



Adults are working to keep people safe.



It is okay to ask questions.



Fear is normal.

HELP PARENTS REGULATE THEMSELVES



Parent regulation comes before explanation.



Limit excessive news exposure.



You set the emotional tone. Children absorb more than words.

CREATE "ISLANDS OF NORMALITY"

Build predictable, positive moments that help children feel secure.



Meals

Share regular, calm mealtimes together.



Routines

Keep daily routines as consistent as possible.



Humor

Laughter and play restore perspective and connection.



The Goal: Help children feel informed, supported, and secure—without overwhelming or frightening them.



PARENTING UNDER THREAT

How Do You Parent
When Adults Are Also Afraid?

INNER CIRCLE PARENTING DILEMMAS



What should
we tell our
children?



How much
information is
age-appropriate?



How do we
answer difficult
questions without
overwhelming
them?



How do we
avoid
transmitting
anxiety?



PARENTING UNDER THREAT

How Do You Parent
When Adults Are Also Afraid?

INNER CIRCLE PARENTING DILEMMAS



What should we tell our children?



How much information is age-appropriate?



How do we answer difficult questions without overwhelming them?



How do we avoid transmitting anxiety?

SECOND CIRCLE THE PARENT'S EMOTIONAL LOAD



Emotional exhaustion



Responsibility to remain alert



Ongoing stress and hypervigilance



Uncertainty and self-doubt

OUTER CIRCLE MORALITY AND IDENTITY



Fear that anxiety may turn into anger or prejudice



Desire to remain compassionate and humane



Maintaining connection with non-Jewish friends and neighbors



Encouraging nuanced rather than survival-only conversations



RECOMMENDATIONS FOR PARENTS



Be Emotionally Present

Stay calm, connected, and available.
Your regulation helps their regulation.



Communicate Openly

Create space for questions and
ongoing conversations.



Balance Information and Protection

Stay informed while protecting children
from overexposure.



Model Values and Compassion

Show how to stay kind and connected,
even in difficult times.



Seek Support

Lean on your community and other
parents. You don't have to do it alone.



Care for Yourself

Prioritize rest, boundaries, and self-care.
You matter too.





Validate Fear Without Amplifying It

Fear Needs Recognition — Not Escalation



Helpful Messages



“Your fear makes sense.”



“Our bodies react strongly during threatening times.”



Avoid



Catastrophic language



Presenting danger as constant and absolute



A Helpful Both-And Message

“We stay aware and take care of ourselves — while also continuing to live, learn, connect, and enjoy life.”



Live



Learn



Connect



Enjoy Life



Recognize feelings. Stay grounded. Build resilience.

Awareness + Balance = Strength





Adolescents: Conversations That Empower

Teens need honesty, respect, and space to think for themselves.



1. Avoid Oversimplifying Reality

Teens can handle complexity. Provide accurate information without exaggeration or minimization.



Why it matters:

Teens value honesty and lose trust in extremes.



2. Allow Open Discussion

Create a safe space for questions, doubts, and different perspectives. Listen more than you speak.



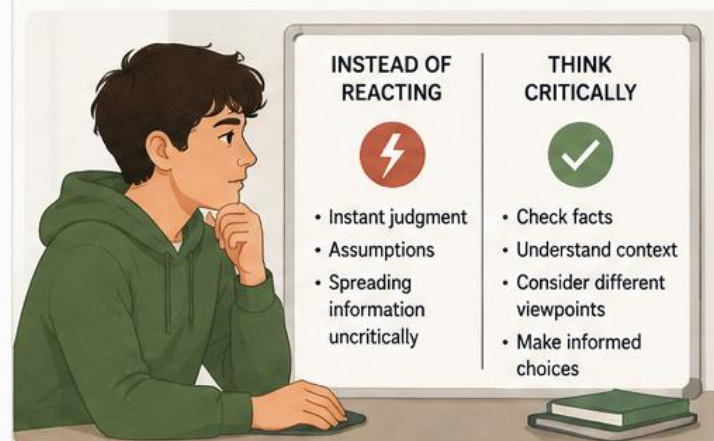
Why it matters:

Teens open up when they feel heard, not judged.



3. Encourage Critical Thinking Rather Than Reactive Thinking

Help teens analyze, question, and understand context. Guide them to think wisely, not just react emotionally.



Why it matters:

Critical thinkers are less vulnerable to fear, bias, and manipulation.



Our Goal: Empower adolescents to be informed, thoughtful, and connected — not fearful or isolated.



Respect



Trust



Dialogue



Empowerment

COMMUNITY, BELONGING, AND RESILIENCE

How Communities Sustain Safety, Belonging, and Hope

INNER CIRCLE COMMUNITY UNDER PRESSURE



Antisemitism
and social
isolation



Fear in
public
spaces



Social silence
and lack of
support



Persistent
sense of
threat

SECOND CIRCLE SCHOOL AND SOCIAL ENVIRONMENT



Challenges
of belonging



Peer relationship
difficulties



Loneliness
and
exclusion



Additional
vulnerability
among children
with ASD or
emotional
regulation
difficulties

RECOMMENDATIONS FOR COMMUNITY



Create Safe, Inclusive Spaces

Build environments where everyone feels seen, heard, and protected.



Strengthen Connection and Belonging

Foster community ties, mutual support, and a sense of togetherness.



Speak Up and Stand Together

Address antisemitism and hate.
Silence enables; voices create change.



Educate and Raise Awareness

Promote understanding through education, dialogue, and empathy-building.



Support Vulnerable Families

Provide practical, emotional, and professional support where needed.



Invest in the Future

Empower the next generation with hope, purpose, and opportunity.





Supporting Children Facing Antisemitism at School

Helping Everyone Feel Supported and Prepared



ENCOURAGE



Not to carry experiences alone

It's important to talk about what happens.



To turn to trusted adults

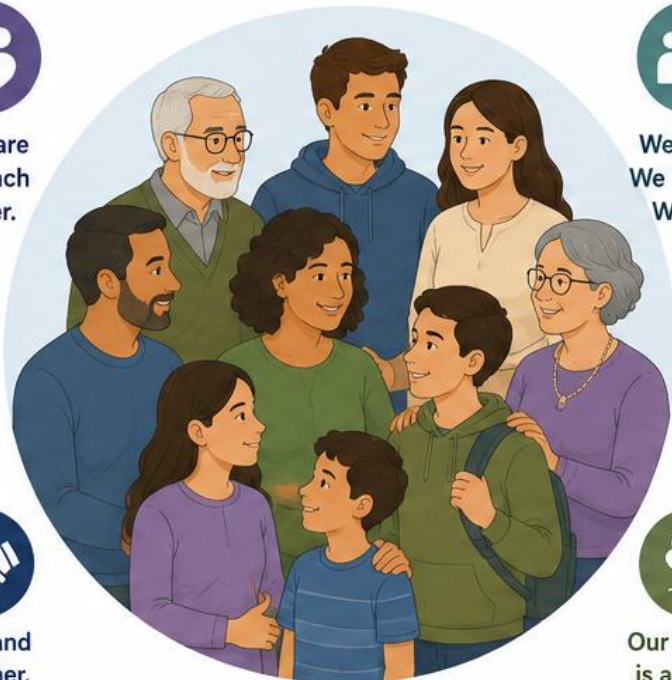
Teachers, counselors, family members, or other adults you trust are there to help.



We care for each other.



We listen. We believe. We act.



We stand together.



Our identity is a source of strength.

All ages. One community. Stronger together.

TEACH



Simple, non-aggressive responses

Keep it calm. Stay safe. You don't have to argue.

EXAMPLES

- “ I don't agree with that.
- “ That's not how I see it.
- “ I'm not comfortable with this conversation.
- “ I'm going to walk away now.
- “ I'm going to tell a trusted adult.



Your safety and well-being come first.

HELP CHILDREN DISTINGUISH BETWEEN



DISAGREEMENT

People can have different opinions. This is part of open conversation.



IGNORANCE

Some people may not understand Judaism or Jewish people. Education can help.



PREJUDICE

Negative attitudes or stereotypes are wrong. They can be challenged.



REAL DANGER

Threats, harassment, or violence are never okay. Tell a trusted adult right away.

YOU ARE NOT ALONE



Family



Friends



School Community



Jewish Community



Allies

There are many people and communities who support you.

FOR FAMILIES & ADULTS



Listen without judgment



Validate feelings



Know your school's reporting process



Stay connected with your community



We are proud of who we are. We respect others. We choose courage, kindness, and connection.





Build Positive Jewish Identity

A strong identity helps all of us—
at every age—feel rooted, proud,
and resilient.



Children



Preteens



Teens



Adults



Older Adults

One people. Many generations. A shared story.

1

Jewish Identity Should Not Be Built Solely Around:



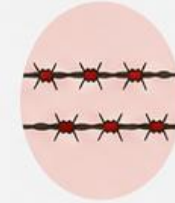
FEAR

Living in fear
limits our world
and our potential.



THREAT

Focusing only on
threats can create
constant anxiety.



PERSECUTION

This is part of our
history, but it is
not our whole story.



We honor our history while choosing not to be defined by it.

2

A Positive Jewish Identity Looks Different at Every Age



Culture

Celebrate our traditions,
us: kindness, friendly,
food, music, and art.



Values

Live by values that guide
us: kindness, justice,
compassion, and integrity.



CHILDREN

Learn through
stories, songs,
and traditions.



PRETEENS

Explore who they
are and what they
believe.



TEENS

Ask questions,
think deeply,
shape their voice.



ADULTS

Live our values,
build community,
lead by example.



OLDER ADULTS

Share wisdom,
strengthen
legacy, inspire
the future.



Belonging

Build strong connections
with family, friends,
community, and
the Jewish people.



Mutual Responsibility

Care for one another and
uncontribute to making
the world better.

3

We Build Identity Every Day



Celebrate
and connect

Shabbat dinners,
holidays, and
life-cycle
moments.



Learn and
reflect

Study, ask
questions,
and grow
together.



Do good
together

Tzedakah,
volunteering,
and acts of
kindness.



Create and
express

Art, music,
writing, and
sharing our
stories.



Stand with
pride

Honoring who
we are while
respecting
others.

Together, We Carry a Legacy of Strength and Hope



We remember
the past.



We live meaningfully
in the present.



We build a brighter
future together.



A strong Jewish identity is a source of pride, purpose,
and resilience—for all ages, for all of us.

Rooted in Our Past. Living Our Values. Building Our Future.



Proud of who we are.

Committed to who we can become.

Together.

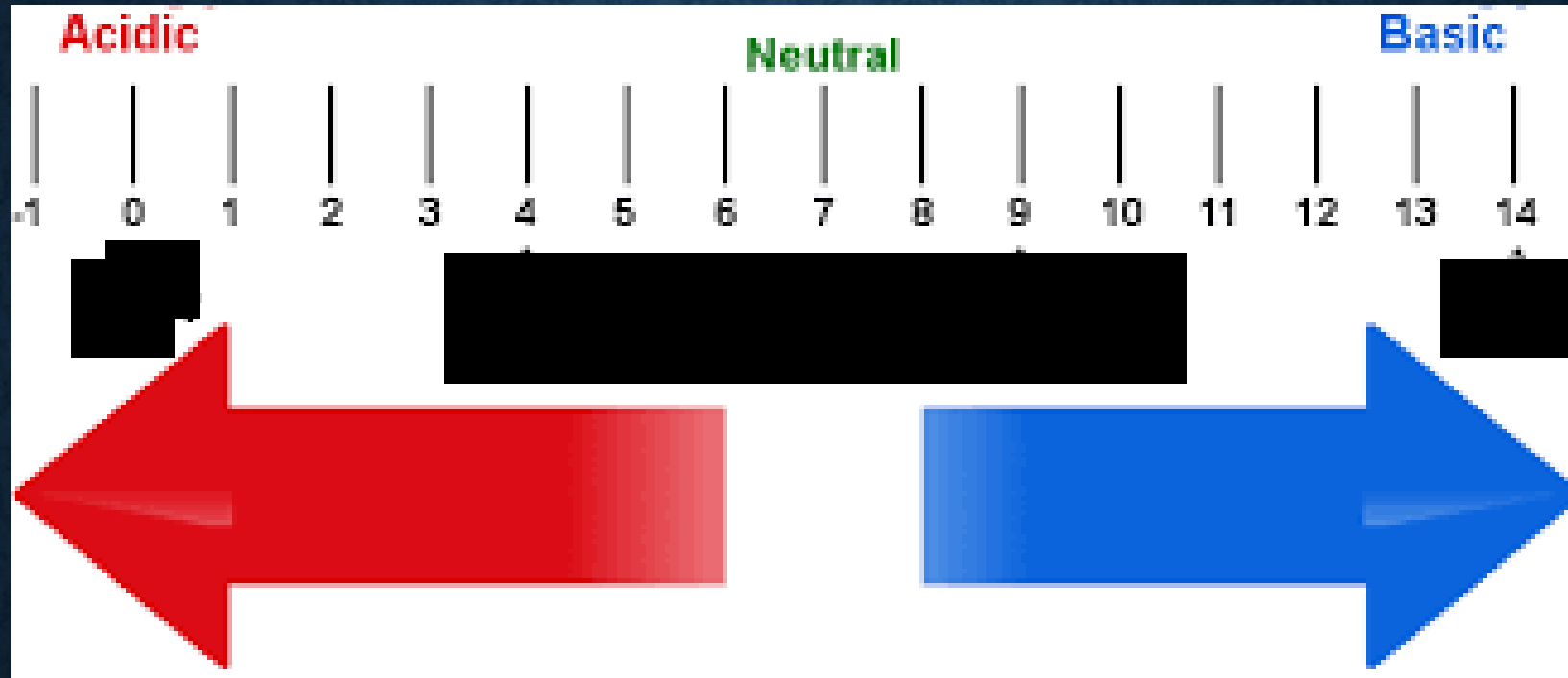


CONTINUITY AS A MAP FOR PARENTS

- Check which continuities are functioning
- Look for the disrupted continuities
- Look for nonfunctioning continuities
- Start with those that function and strengthen them
- Pay attention to the disrupted continuities and see what can be done to stabilize them
- For the nonfunctioning, identify partners to see what can be done in this matter.



How do we cope and is resilience a trait or a process?



THE INTEGRATIVE
MODEL OF
RESILIENCE &
COPING

• BASIC PH

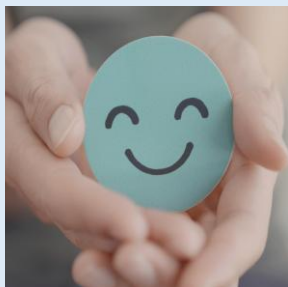
Belief



Imagination



Affect



Cognition



Social



Physiology



What helps me cope

The Integrative model of Resilience
- BASIC PH

How do we cope and is resilience a trait or a process?

Resilience is an innate ability that needs developing and maintenance
So ...It is both

Resilience manifest itself through Coping

How do we cope?

My research on how people make it despite all odds lead to the development of the Integrative model of Coping and Resilience

BASIC PH

B= Belief

A= Affect

S= Social

I = Imagination

C= Cognition

Ph= Physiology

Now that I explained it- What are your channels of Coping





Where is the opportunity ?

- ❖ ***The prospect lies in our ability to create islands of certainty in the sea of uncertainty.**
- ❖ **Try to maintain or bridge the continuity of routine, structure, updated information, logic, clear and make new procedures familiar for all.**
- ❖ **Stress the roles are essential roles we have to stick to , and new which must be adapted.**
- ❖ **Refresh crisis roles and define new roles**



Where does the prospect lie?

- **Emphasize the importance of group support, cohesion , and unifying symbols**
- **Remind yourselves what you can do, preserve your values and maintain dialogue.**
- *** Strengthen belief in the importance and worth of your work even if there though we are facing an unprecedented situation.**
- **Strengthen your confidence that “you have been through difficulties in the past and you managed it , instill hope and give encouraging feedback.**

Coping :The Individual perspective

How do we cope and is resilience a trait or a process?

Resiliency is an innate ability that needs developing and maintenance
So ...It is both

Resilience manifest itself through Coping

How do we cope?

My research on how people make it despite all odds lead to the development of the Integrative model of Coping and Resilience

BASIC PH

B= Belief

A= Affect

S= Social

I = Imagination

C= Cognition

Ph= Physiology

Now that I explained it- What are your channels of Coping



Charles Snyder, 1994 “Hope theory”

“**Hope is the sum of the mental willpower and waypower that you have for your goals**”

It has 3 underlying concepts:

- **Goals:** “are objects, experiences, or outcomes that we imagine and desire in our minds.” “the goals involving hope fall somewhere between an impossibility and a sure thing.”
- **Willpower:** “Willpower is the driving force in hopeful thinking”
- “**Waypower** : reflects the mental plans or road maps that guide hopeful thought”



Fredrickson, (2009) argues that hope "...comes into play when our circumstances are dire", when "things are not going well or at least there's considerable uncertainty about how things will turn out". She states that hope literally opens us up...[and] removes the blinders of fear and despair and allows us to see the big picture , thus allowing us to become creative" and have "belief in a better future".



Barbara L. Fredrickson. "Why Choose Hope?".



HOW STORIES HELP US TO REDUCE OUR FEARS

- The ability to imagine a better future is an essential prerequisite for the struggle needed to escape difficult situations
- We have more of an impact on our mood than on reality - the healthy mind (as opposed to depressive) invests in improving morale with false hopes of soothing stories and a rosy future
- The human need to make explanations is far greater than the ability to ascertain causal relationships or multitude of stimuli.
- **How can we create Hopeful Resilient Victory Stories NOW?**



TAKE A MOMENT TO THINK

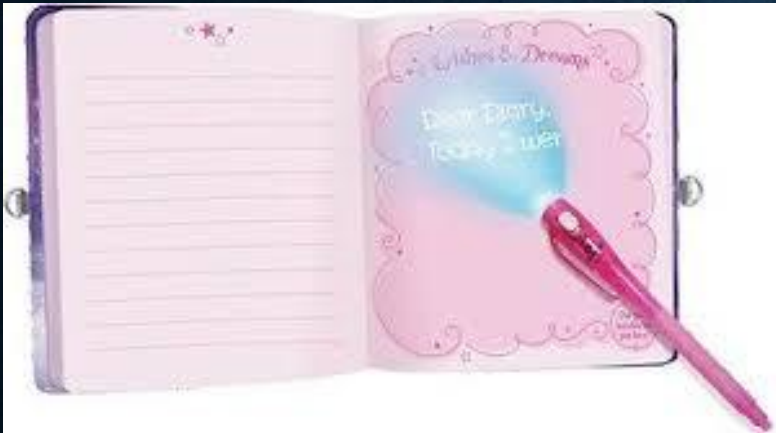
What are
your
energy
resources ?

**WHAT
ENERGY CAN
YOU GIVE
OTHERS?**



The Power Box

**INTRODUCE THE
RESILIENCE DIARY IDEA.**



- ✓ Prepare a closed box with an opening.
- ✓ Each child will put something in the box.
 - A message or A note or word like: hope, peace, academic success.
 - A note with a song you like, candy, joke.
 - Everyone gathering, each one pulls something out of the Power Box and shares it and the feeling it gives .
- **Write in your resilience diary**

BRAIN BUTTONS



“Brain Buttons”

Primary sensory imprinting for
calming / reducing arousal and
helplessness





מרכז משאבים
מיסודו של פרופ' מולי להד

**THANK YOU &
VISIT OUR WEBSITE.**

www.icspc.org

