



From Risk to Resilience: Inside-Out Prevention

Brought to you by the Community Prevention Initiative at CARS
Funded by the California Department of Alcohol and Drug Programs





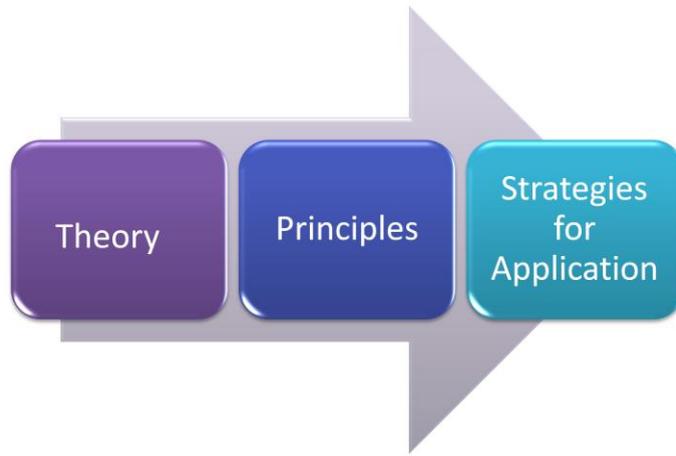
The glass is half full.

It is all about your perspective. If you are looking at risk factors, the glass is half empty. If you focus on strengths, the glass is half full.

Agenda

- Introductions
- Course Overview
- Module 1—Foundations of Resiliency
- Break*
- Module 2—Adolescent Development
- Lunch Break*
- Module 3—Youth in Context
- Break*
- Module 4—Our Role
- Wrap-up

Course Progression



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This training will present key theories, principles and models related to resiliency and youth development:

- Resiliency model
- Adolescent development
- Ecology of human development
- Brain plasticity
- Positive youth development model
- Strength-based models

Building on these theories and principles, you will learn and use several strategies for building and maintaining resiliency.

Introductions

Who are you?



What do you do that makes you an advocate for children, youth and families?

Why are you interested in resilience?

As a participant in this training, you are most likely working with youth. As you begin to meet and interact with the other participants, it is helpful to share your perspective as an advocate for children, youth and families, particularly your interest in learning more about resiliency and how to foster it.

Course Learning Objectives

- Define resilience for individuals, families and communities
- Understand the interplay between risk and protective factors
- Define strength-based approaches
- Define resilience in the context of other strength-based approaches
- Identify key elements that foster resiliency
- Recognize the different systems that impact adolescent development
- Recognize the impact of assets on risky behaviors and attitudes
- Define protective beliefs
- Use “best practices” to build youth resilience

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At the completion of this training, you should be able to:

- Define resilience for individuals, families and communities
- Understand the interplay between risk and protective factors
- Define strength-based approaches
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- Identify key elements that foster resiliency
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- Define protective beliefs
- Use “best practices” to build youth resilience

Module 1 Overview

Foundations of Resiliency

Learning Objectives

Key Principles

Lesson: Fundamentals of Resiliency

Research sources:

The Foundations of Resiliency Paradigm
Hard-Wired to Bounce Back
Resiliency in Children Exposed to Violence
The Resiliency Quiz

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This module will introduce the fundamental concepts related to resiliency:

- Risk factors
- Protective factors
- Strengths
- At risk paradigm
- Resiliency paradigm

Module 1 Learning Objectives

Foundations of Resiliency

Upon completing this module, you will be able to:

- Define resilience for individuals, families and communities
- Recognize the balance between risk and protective
- Define resilience in the context of other strength-based approaches

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- Recognize the balance between risk and protective
- Define resilience in the context of other strength-based approaches

Module 1 Key Principles

RESILIENCY

The ability to recover quickly from disruptive change, or misfortune without being incapacitated or acting in dysfunctional or harmful ways



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The definition of resiliency according to Merriam-Webster:

1 : the capability of a strained body to recover its size and shape after deformation caused especially by compressive stress

2 : an ability to recover from or adjust easily to misfortune or change

The definition of resiliency according to Wikipedia:

1 : the positive capacity of people to cope with stress and catastrophe

2 : a characteristic of resistance to future negative events

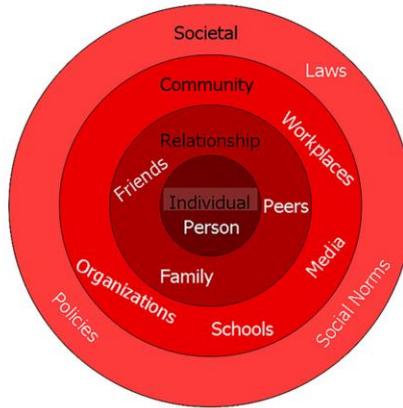
Resiliency is an innate characteristic of all human beings, not a genetic trait. We all have the *capacity* to develop resilient traits, such as:

- Social competence
- Problem solving
- Autonomy
- Sense of purpose

Module 1 Key Principles

RISK FACTORS

Life circumstances and events that can limit a youth's potential; within their socio-ecological framework



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Risk factors are personal characteristics or environmental conditions scientifically established to increase the likelihood of problem behavior. The risk and protective factor framework suggests that risk factors combine to contribute to and shape problem behavior over the course of adolescent development and, while no single risk factor is more potent than another, the more risk factors present in life, the greater the probability of problem behaviors.

What risk factors do you see in your workplace?

Module 1 Key Principles

PROTECTIVE FACTORS

Characteristics of individual, family, school and community that elicit/foster resiliency

**PROTECTIVE FACTORS CAN
TRANSCEND RISK FACTORS!**



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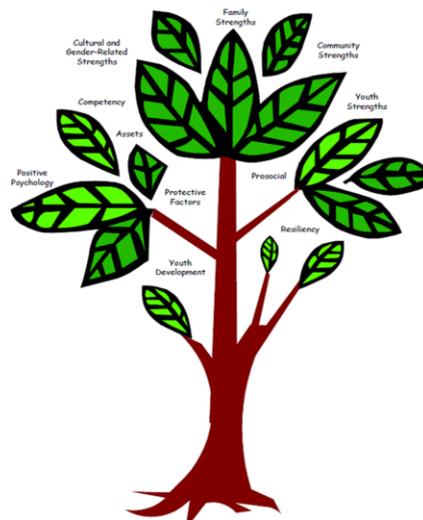
Risk factors are powerful tools for identifying the probability of problem behaviors. However, risk factors are only one half of the equation. Researchers hypothesized that if there are factors that can increase the probability for problem behaviors, there also should be factors that decrease the probability. The main thrust of this hypothesis was the observation that youth exposed to multiple risk factors often escaped their impact. This observation led researchers to search for the characteristics or conditions that might confer resilience (i.e., factors that moderate or buffer the effects of risk) (These protective or resiliency factors provide the explanatory force for why adolescents who face the same degree of risk may be affected differently.

What examples of protective factors that buffer risk do you see in your personal and professional experiences?

Module 1 Key Principles

STRENGTHS APPROACH

A focus on strengths and understanding what helps us to bounce back from adversity



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Focusing on a person's strengths instead of the risks they face frames our understanding of their resiliency. What are strengths?

- What people learn about themselves, other and the world
- Personal qualities, traits, and virtues
- Talents and capabilities
- Ways that people help and serve others
- Cultural and personal traditions
- Pride
- Relationships with others
- The larger pro-social community

“The best set of buffers we have against substance abuse, against depression, against violence in our children have to do with human strengths...identifying them, amplifying them, nurturing them, getting people to lead their lives around them.”

Martin Seligman, Ph.D. leader in the field of positive psychology

At Risk Paradigm

Up a tree and at
risk of falling, but
even if we fall...



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The At-Risk Paradigm stems from a medical model that focuses on the causes of physical diseases. This limits us to a risk perspective: we only see the challenges and dangers in the environment.

Resiliency Paradigm

We have an inborn capacity for self-righting.



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If we focus on the innate resiliency that people have, we can expect that self-righting will occur. Additionally, people can “bounce back” from adversity.

RISK ≠ OUTCOME

“Protective factors (buffers) make a more profound impact on the life course of children who grow up under adverse conditions than do specific risk factors or stressful life events..”

*Emmy Werner and Ruth Smith
Overcoming the Odds: High-Risk Children from Birth to Adulthood (1992)*

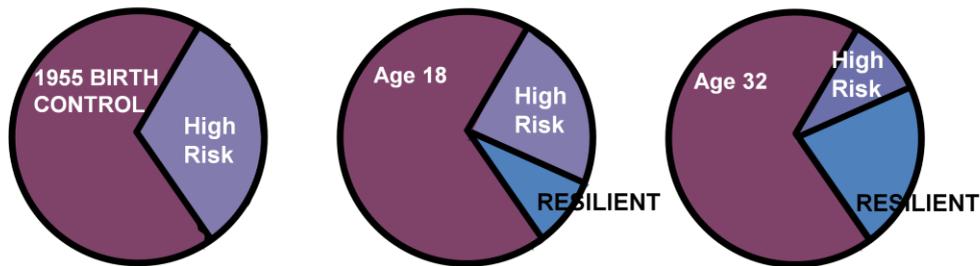
BEHAVIOR ≠ CAPACITY

“ {Protective factors} provide us with a corrective lens-and awareness of the self-righting tendencies that move children toward normal adult development under all but the most persistent adverse circumstances.”

*Emmy Werner and Ruth Smith
Overcoming the Odds: High-Risk Children from Birth to Adulthood (1992)*

This quote reflects the key finding of the Kauai Longitudinal Study by Werner and Smith.

The Kauai Study



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Overcoming the Odds: High Risk Children from Birth to Adulthood Werner, E. and Smith, R., 1992

The study is based upon a group of children from different ethnic groups on the island of Kauai, Hawai'i, about 700 people over three decades. It has proven that the overwhelming majority of high-risk youth "make it" as adults.

The Identified Risks of 1955 Birth Cohort:

- Poverty
- Parental Discord
- Parental
- Psychopathology
- Perinatal Stress

The High Risk Behaviors at Age 18:

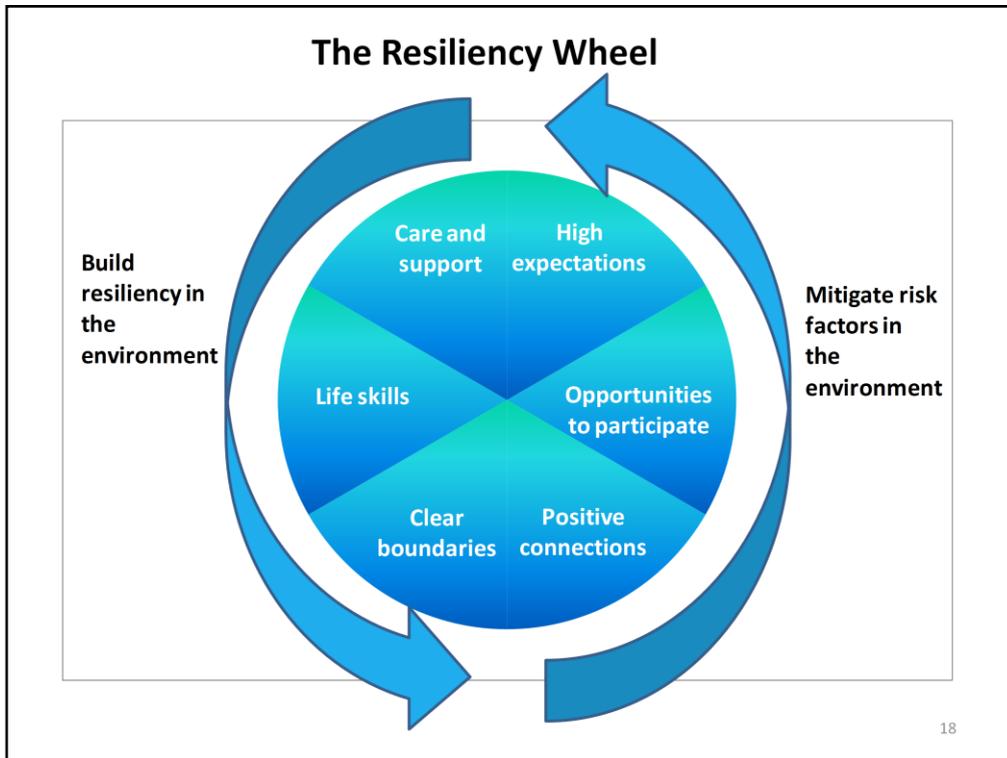
- Delinquencies
- Mental Health Problems
- Pregnancies

The Successes at Age 32

- Relationships/Marriage
- Work
- Parenthood

Do any of the resilient group become at risk over time?

The study continues into the fourth decade of life. While the broader research outcomes from this study present a transactional model of risk/resilience (with the definition of vulnerability defined developmentally), the crux of the findings are that infants born vulnerable (high risk) are overwhelmingly likely to "bounce back" and demonstrate healthy functioning in their 30s and 40s. The comprehensive study provides insights in resilience at regular intervals throughout the life span, so it is possible to see how infants not "at risk" become vulnerable at other stages of life.



The Resiliency Wheel was developed by Nan Henderson in 1996. It identifies the six elements of environmental protection that everyone can benefit from.

The wheel represents the circular and continuous process of building resiliency while mitigating risk in an individual's environment.

Activity

Resiliency Quiz

Do you have the six elements in your life that help you to be resilient?

Complete the quiz.

What discoveries can be shared?

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Nan Henderson developed the Resiliency Quiz to assist in building resiliency within one's self as well as others.

Complete the quiz and be prepared to share and discuss your responses and realizations.

Activity

Personal Resiliency Builders

Relationships

Service

Life Skills

Humor

Inner Direction

Perceptiveness

Independence

Positive View of Future

Flexibility

Love of Learning

Self-Motivation

Competence

Self-Worth

Spirituality

Perseverance

Creativity

Each Child Has a Story

- Unique experiences
- Needs
- Strengths
- Challenges
- Wishes
- Life content



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We can never assume we know someone else's story. We need to get to know each youth. Each youth has individual vulnerability and resilience.

“When there are walls of ignorance between people, when we don't know each other's stories, we substitute our own myth about who that person is. When we are operating with only a myth, none of that person's truth will ever be known to us, and we will injure them-mostly without ever meaning to.

What assumption did you make because she is a woman?

What assumption did you make because he was Black?

What myths were built around the neighborhood listed on the application?

What myths were built around the employment of the father or the absence of the mother?

What story did we tell ourselves in the absence of knowing this person's real story?”

Paula Lawrence Whemiller, Harvard Educational Review, Fall 1993

Profiles of Adversity

- Impoverished neighborhood
- Under-resourced school
- Exposure to violence



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Environmental factors that can be sources of adversity for youth:

- Violence
- Poverty
- Lack of access to health, education, housing, social services, and employment for the family

Addressing Adversity

Not one size fits all!

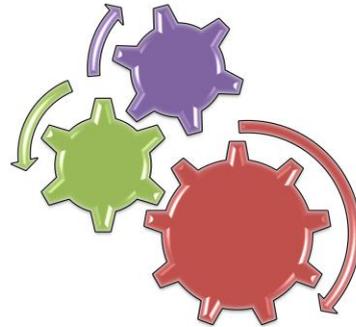


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There is no theory or model that can be applied wholesale to everyone. Each youth has a distinct set of risk and protective factors and their own capacity for resiliency. Adversity does not define the individual—it represents one aspect of the individual's environment and capacity.

Resiliency is a Process

- Positive outcomes are not single points in time
- Set thresholds
- Resiliency occurs over a lifetime – it's dynamic
- Have realistic expectations



Resiliency is a process and occurs across a continuum of development---a lifetime. Positive outcomes are not static; they overlap and interact, reinforcing and expanding our resiliency capacity.

Module 2 Overview

Adolescent Development

Learning Objectives

Key Principles

Lesson 1: Developmental Principles

Research sources:

Bronfenbrenner's Ecological Systems Theory, Paquette and Ryan

Lesson 2: Positive-Focused Models

Research sources:

Connecting Resiliency, Youth Development and Asset Development
Developmental Assets: A Framework for all Youth

Module 2 Learning Objectives

Adolescent Development

Upon completing this module, you will be able to:

- Recognize the different systems that impact adolescent development
- Define a strengths-based approach
- Explain the role of assets in positive youth development
- Recognize the impact of assets on risky behaviors and attitudes

Module 2 Key Principles

Adolescent Development

12-13 years through 18-21 years

- Biological changes
- Transition toward independence
- Intellectual and cognitive changes
- Sexuality
- Morals, values and Self-direction



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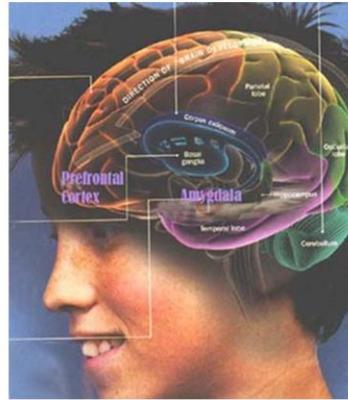
LEADER GUIDE: Note that the exact age range defined by “adolescence” expands and contracts depending on the field.

*not the traditional image of “storm & strife”

Module 2 Key Principles

BRAIN PLASTICITY

Relates to our ability to learn by adding or removing connections, or adding cells. The brain is functionally changed through experiences.

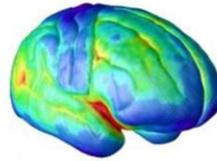


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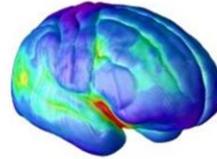
LEADER GUIDE: Neural pathways (brain development) continues through age 25 yrs. Gray matter (executive function, sound decision making, reason, judgment) remains immature during adolescence. The amygdala, regulating risk taking and emotion, is more dominant than in the adult brain.

Adolescent Brain Development

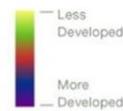
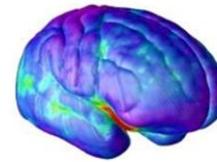
AGE 12:
Much change; gray matter diminishes as neural connections are pruned



AGE 16:
More sensitive to drugs during development



AGE 20:
Changes likely to "stick" and become hardwired as addiction by adulthood



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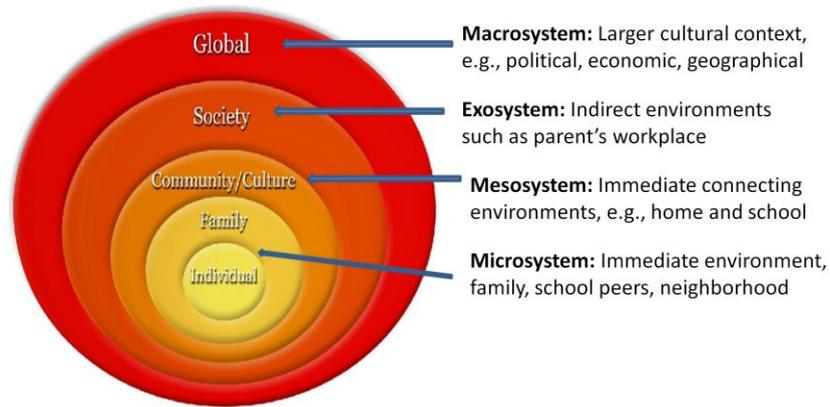
LEADER GUIDE: Another series of MRI studies is shedding light on how teens may process emotions differently than adults. Using functional MRI (fMRI), a team led by Dr. Deborah Yurgelun-Todd at Harvard's McLean Hospital scanned subjects' brain activity while they identified emotions on pictures of faces displayed on a computer screen.⁵ Young teens, who characteristically perform poorly on the task, activated the amygdala, a brain center that mediates fear and other "gut" reactions, more than the frontal lobe. As teens grow older, their brain activity during this task tends to shift to the frontal lobe, leading to more reasoned perceptions and improved performance. Similarly, the researchers saw a shift in activation from the temporal lobe to the frontal lobe during a language skills task, as teens got older. These functional changes paralleled structural changes in temporal lobe white matter.

While these studies have shown remarkable changes that occur in the brain during the teen years, they also demonstrate what every parent can confirm: the teenage brain is a very complicated and dynamic arena, one that is not easily understood.

Brain scans and research are confirming that the adolescent brain structures are still immature and account for much of the trouble they get into. An article in the May 10, 2004 issue of TIME, "What Makes Teens Tick", confirms that a teenager's Prefrontal Cortex, the area of "sober second thought" is the LAST part of the brain to mature, which the article states "may be why teens get into so much trouble." The Amygdala, the emotional center of the brain and home to primal feelings of fear and anger is where "teens tend to rely more heavily."

Contextual Development

Bronfenbrenner's Ecological Systems Theory



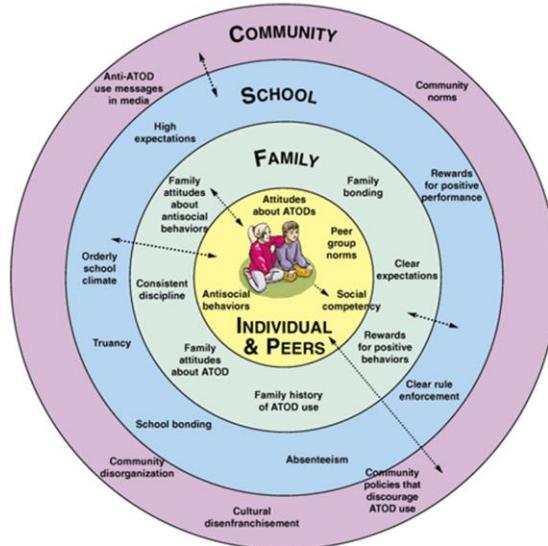
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LEADER GUIDE: Urie Bronfenbrenner's *The Ecology of Human Development* (1979)

Turning point in theoretical thinking about how humans develop.

Interplay of Risk and Protective Factors

- Family factors in microsystem such as history of ATOD
- School-related factors such as connectedness
- Community-related factors such as cultural disenfranchisement



Graphic courtesy of ATOD Prevention Planning Tutorial for Virginia Prevention Planners, Commonwealth of Virginia

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LEADER GUIDE: Mixed bag for each person.

Strengths-Based Approach

AT RISK	AT PROMISE
Talk about problems	Talk about positives/possibilities
Focus on troubled youth	Focus on all youth
View youth as problems	View youth as resources
React to problems	Be proactive—build strengths using prevention
Treat youth as objects of programs	Respect youth as stakeholders
Rely on professionals	Involve everyone in the process
Competing priorities	Collaboration
Age segregation	Intergenerational community
Individual focus	Environmental focus
Despair	Hope

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LEADER GUIDE: This provides an overall approach to nurturing adolescents during this stage of life.

Strengths-Based Models

	RESILIENCY	POSITIVE YOUTH DEVELOPMENT	ASSET DEVELOPMENT
Key Strategies	Hands-on programs & interventions	Transform youth-serving systems	Unite all sectors of community
Target populations	Vulnerable children & teens	Ages 12-21	All children and teens

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LEADER GUIDE:

1. Resiliency
2. Youth Development, sometimes Positive Youth Development (PYD)
3. Asset Development

These are complementary but distinct paradigms that contribute to healthy adolescent development.

Resiliency Model

Focus on vulnerable populations (“at-risk”)



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LEADER GUIDE: reference the graphic to Bernard’s original training. Key Sources: Werner; Bernard

Focus on infusing programs and services with strengths-based principles.

Positive Youth Development Model

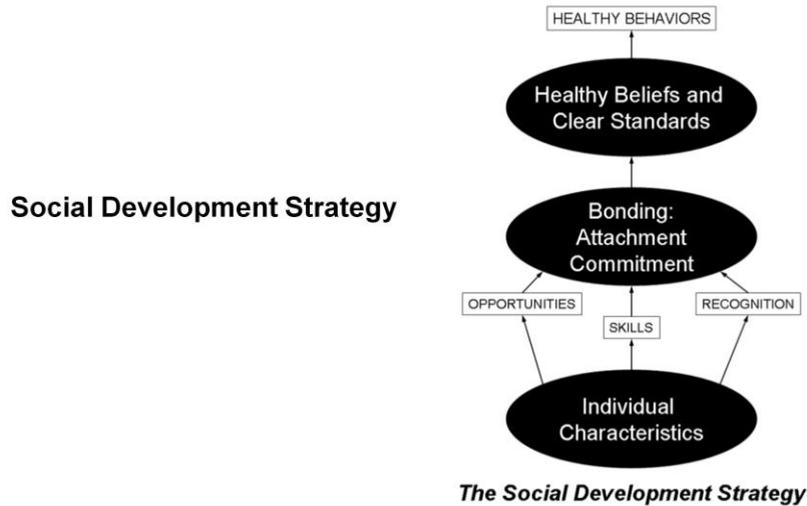
- Promotes bonding
- Fosters resilience
- Promotes competence:
 - Social
 - Emotional
 - Cognitive
 - Behavioral
 - Moral
- Fosters:
 - Self-determination
 - Spirituality
 - Clear, positive identity
 - Belief in future
- Recognizes positive behavior
- Opportunities for prosocial involvement
- Fosters prosocial norms

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LEADER GUIDE: Target: focus infusing infrastructures, systems of care/service and policies with strengths-based best practices

Resource: Catalano and Hawkins

Positive Youth Development Model, cont.



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Key Source: Hawkins & Catalano,

LEADER GUIDE: SDRG's Social Development Strategy emphasizes two key protective factors: bonding to prosocial family, school and peers, and clear standards or norms for behavior. The strategy identifies three processes that promote these protective factors: opportunities for involvement in productive prosocial roles, skills to be successfully involved in these roles, and consistent systems of recognition and reinforcement for prosocial involvement. These factors protect against the development of conduct problems, school misbehavior, truancy, and drug abuse.

“Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs”

This is a component of YD that advocates bonding and clear expectations via opportunities, skills and recognition.

Asset Development Model

- Search Institute
- Studied >2.2 million youth
- 40 Developmental Assets
 - Support
 - Empowerment
 - Boundaries/expectations
 - Constructive use of time
 - Commitment to learning
 - Values
 - Social competencies
 - Positive identity



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Participant Guide: insert 40 Dev assets pdf.

Leader Guide:

Key Source: Peter Scales; Peter Benson; Search Institute 40 Dev Assets: from website:

Since its creation in 1990, Search Institute’s framework of Developmental Assets has become the most widely used approach to positive youth development in the United States.

Background—Grounded in extensive research in youth development, resiliency, and prevention, the Developmental Assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.

The Power of Assets—Studies of more than 2.2 million young people in the United States consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors (see table below) and the more likely they are to thrive. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity. Furthermore, levels of assets are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family.

The Gap—The average young person experiences fewer than half of the 40 assets.

Boys experience three fewer assets than girls (17.2 assets for boys vs. 19.9 for girls).

Impact of Assets on Risky Behaviors

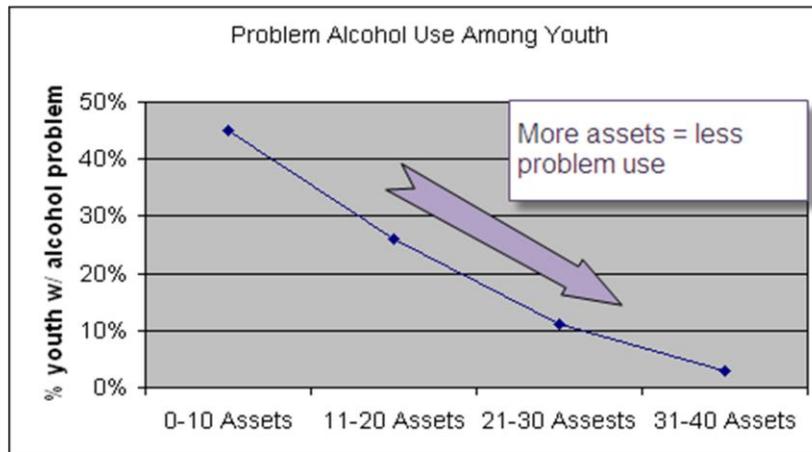
**Protecting Youth From High-Risk Behavior:
Percentage Likely to Engage in Risky Behavior**

	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Problem alcohol use	45%	26%	11%	3%
Violence	62%	38%	18%	6%
Illicit drug use	38%	18%	6%	1%
Sexual activity	34%	23%	11%	3%

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LEADER GUIDE: Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate this power, these charts show that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, based on surveys of almost 150,000 6th- to 12th-grade youth in 202 communities across the United States in calendar year 2003. Search Institute.

Impact of Assets on Alcohol Use



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Participant Guide: Set this up with a sentence or two.

Impact of Assets on Attitudes

Promoting Positive Attitudes and Beliefs: Percentage With Positive Attitudes

	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Exhibits leadership	48%	66%	78%	87%
Maintains good health	27%	48%	69%	88%
Values diversity	39%	60%	76%	89%
Succeeds in school	9%	19%	34%	54%

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LEADER GUIDE: In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors, as these charts show.

Reframe and Refocus

Deficit	Strength	Strategy
Bossy	Takes leadership	Provide opportunities to lead and direct others
Angry	Activist	Focus the energy on making positive change
Test limits	Risk taker	Create worthy challenges
Stubborn	Persistent	Provide responsibilities that require follow-through

Words matter!

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LEADER GUIDE: Deficits to strengths—scenario based practice session: Assign deficit word to each participant. Direct them to ask the two people (on right and left) for positive alternatives for their word. Regroup after 5 minutes and pose the first scenario. Ask the participants associated with the key terms to reframe the scenario.

	Short attention span	
	Irresponsible	
	Distractible	
	Hyperactive	
	Unpredictable	
	Impulsive	
	Loud	
	Stubborn	
	Poor planner	
	Disorganized	
	Willful	
	Bossy	
	Argumentative	
	Tests limits	
	Manipulative	
	Anxious	
	Impatient	
	Explosive	
	Disobedient	
	Rebellious	
	Defiant	
	Angry	

LEADER GUIDE: This list of word helps to orient participants to common negative labels. Highlight how limiting these words are as descriptors.

Activity

Reframe the Characteristic by Refocusing the Youth



Pablo



Shawna



Thuy



Tiffany



David

Questions

- What deficits are directly or indirectly described in the scenario?
- How might this characteristic serve as a strength or asset?
- What is a positive application of this characteristic? How could you engage this youth to leverage the characteristic in a productive or adaptive way?

Short attention span Irresponsible	Many interests Carefree
Distractible Hyperactive	Perceptive Energetic
Unpredictable Impulsive	Flexible Spontaneous
Loud Stubborn	Enthusiastic Persistent
Poor Planner Disorganized	Present-oriented Unstructured
Willful Bossy	Determined Takes Leadership
Argumentative Tests limits	Committed Risk-taker
Manipulative Anxious	Negotiator Cautious
Impatient Explosive	Eager Dramatic
Disobedient Rebellious	Self-directed Non-conformist
Defiant Angry	Bold Activist

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LEADER GUIDE: Use as a prime and prompt in reframing negative labels.

Debrief Activity

- What is the process like?
- What does it require for success?
- Practice reframing and refocusing daily
- Model this practice to peers and youth

Module 3 Overview

Youth in Context

Learning Objectives

Key Principles

Lessons:

1--Creating Positive Climate

2--Youth at Home, School, and in Community

References:

Resiliency-Building "Hidden" Predictors of Academic Success

Protective Beliefs are a Key to Resiliency

Resiliency-Building Approaches to School Discipline

Publicizing the Positive About Kids May be the Best Prevention

Tools:

Resiliency-Building Approaches to School Discipline

Hidden Treasures: Examples of Building Communities from the Inside Out

The Connection Between Brief Intervention and Resiliency

Module 3 Learning Objectives

Youth in Context

Upon completing this module, you will be able to:

- Define the cultural, environmental, and relational aspects of resilience
- Recognize the interrelationship of life domains as it relates to resiliency
- Define resilient characteristics of family, school and community

Module 3 Key Principles

CULTURE

Represents the vast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies, and practices of a particular group of people, and it provides them with:

- (1) a general design for living;
- (2) patterns for interpreting reality.



LEADER GUIDE: Reference YOUTH CULTURE

The elements of culture define our life domains: home/family, school, community and others.

Cultures are distinct AND overlapping.

Module 3 Key Principles

CULTURAL COMPETENCE

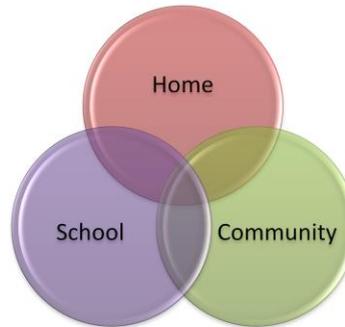
Refers to an ability to interact effectively with people of different cultures. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.



Module 3 Key Principles

LIFE DOMAINS

Contexts in which we live our lives. We do not exist in isolation. Even if we only see youth in one context, their development occurs across multiple domains.



LEADER GUIDE: Link back to Bronfenbrenner's Ecological Systems. Note that there are many other domains (e.g. work, social, faith, etc.).

Module 3 Key Principles

WHAT IS A FAMILY? A HOME?

A social unit living together



Step
parent
Grandfamily
Nuclear
LGBTQ
Married
Extended
Blended
home
Cohabiting
custody
Joint
Immediate
Single
Group
Foster

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LEADER GUIDE:

Infinite variety of family structures. A healthy family, however defined, serves multiple functions: meeting basic needs, emotional support, socialization, establishing tradition, and creating shared responsibility.

What is a Family?

“Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one.”

Jane Howard, 1978, from *"Families"*

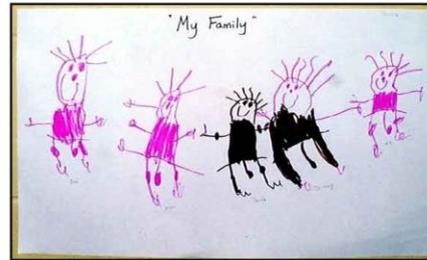
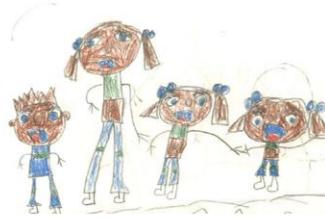
What do YOU call it?

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LG: Ask participants to describe personal or professional knowledge of diverse family structures.

Characteristics of Strong Families

- ✓ **Adaptability**
- ✓ **Appreciation**
- ✓ **Clear roles**
- ✓ **Commitment**
- ✓ **Communication**
- ✓ **Community/family ties**
- ✓ **Encouragement**
- ✓ **Shared time**



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LEADER GUIDE: In our society, families take on many different structures. Although they may be formed in different ways, most families accomplish similar tasks, such as **childbearing, providing for members' basic needs, providing emotional support, socializing members, establishing family traditions and delegating responsibility.** By accomplishing these tasks, families influence the way individuals and society function. Few other social institutions have such a great impact on society. This profound influence makes evident the importance of strengthening families.

Family diversity

American families are characterized by great diversity. The *traditional* family has undergone numerous changes in recent decades. Many of today's scholars refer to the current trend as the *postmodern* family. Factors that have led to this change include divorce, remarriage, adolescent childbearing and changing social values. Following are descriptions of common family types.

Married nuclear families

Husband, wife and children

Joint-custody families

Divorced parents sharing child custody

Cohabiting families

Unmarried men and women, and children, if any

Single-parent families

Children raised by one parent as a result of divorce, death, desertion or never marrying

Voluntary child-free families

Couples who choose not to have children

Involuntary child-free families

Couples who are unable to have children

Blended and stepfamilies

Husband, wife and children from previous marriage(s)

Families headed by gay men or lesbians

May or may not include children

Grandparent-led families

Children raised by grandparents because of adult child's death, parent incarceration, financial problems or other factors

Family resilience

According to the National Network for Family Resiliency (1995), resilience is the ability of an individual, or in this case a family, to use its strengths in order to positively meet life's challenges. It involves the family's ability to return to previous levels of functioning following a challenge or crisis.

Throughout the 21st century, individuals and families will be characterized by increased diversity, which could be experienced as stressful. Because of this, individual and family resilience may become increasingly important.

Resilience is exercised when family members demonstrate such behaviors as confidence, hard work, cooperation and forgiveness. These behaviors contribute to the effectiveness of *Family Protective Factors* - factors that help families withstand stressors throughout the family life cycle. For example, shared experiences such as family time, yearly vacations, holiday celebrations and other traditions can help strengthen the bonds among family members.

When a family is confronted with a crisis, *Family Recovery Factors* become critical. These are factors that help promote a family's ability to bounce back following a period of difficult family functioning. Events in which recovery factors may be especially beneficial include coping with a serious illness, an untimely death, the loss of a primary job or a natural disaster. Aids to recovery include the availability of family and community support, participation in recreational activities, optimism about the situation and shared family experiences.

Characteristics of strong families

Adaptability

Strong families are able to cope with everyday and unanticipated stressors.

Appreciation

Because they care about other family members, individuals frequently do positive things for one another.

Clear roles

Family members are aware of their roles and responsibilities and are able to remain flexible.

Commitment to family

Family members are committed to the family as a system, and members recognize each individual's worth and importance to the family.

Communication

Family members are open and honest with one another, and they are willing to listen to other members' views;

conflicts are managed and resolved when they arise.

Community and family ties

Strong families are connected to the community and they are involved in community organizations.

Encouragement of individuals

Individual development is encouraged both inside and outside of the family system.

Shared time

Both quality and quantity time are shared.

Strategies for strengthening families

Spend quality time alone with each child at least once a week.

Respond to children with patience and respect their feelings and abilities.

Encourage family members by asking them to share their accomplishments.

Visit and find ways to help at your child's school.

Eat a meal together as a family at least once a day and involve family members in mealtime tasks.

Hold family meetings that give all family members an opportunity to talk openly.

Develop a family mission statement that includes your family's purpose, goals and objectives.

Develop and maintain family traditions and rituals.

Promoting Family Strengths

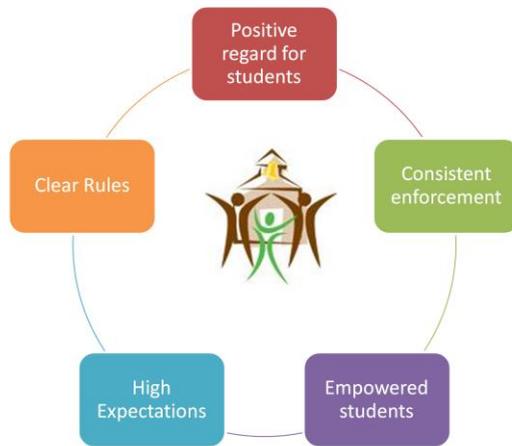
Kelly A. Cole; Janet A. Clark; Sara Gable

What is a School?

- Public
- Magnet
- Private
- Vocational
- Charter
- Parochial
- Home
- Continuation



Resilient Characteristics of School



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Positive regard for students

Clear rules; consistent enforcement

High expectations

Students are empowered to make meaningful decisions/have meaningful roles

“Happiness and education are, properly, intimately connected. Happiness should be an aim of education and a good education should contribute significantly to personal and collective happiness.”

Nel Noddings (2003)



What is a Community?

- Neighborhoods
- Classrooms
- Schools
- Churches
- Workplace
- Programs
- Groups

Communities have fuzzy boundaries. They can overlap, move, blend, shrink, and grow.



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LEADER GUIDE: Henderson: “The basic conclusion of the Commission on Children at Risk report is “that children are hardwired for closed close connections to others and for moral and spiritual meaning. The report challenges all of us to strengthen those groups in our society that promote this type of connectedness.”

Resilient Characteristics of Community



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LEADER GUIDE: Social cohesion (organized; accountable)

Access to resources

Individuals feel like they can reach out to other community members

Youth perceived as resource/asset (not feared; not seen as burden)

Activity

Creating Positive Climate

Across the Board—All Domains

- Safety
- Supportive relationships
- Youth valued as members
- Clear rules and boundaries
- High expectations
- Trust, respect and caring

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LEADER GUIDE:

Applied Strategy Activity for this module.

PREPARE IN ADVANCE A FLIPCHART PAGE W ONE OF THE 6 POSITIVE CLIMATE “TOPICS”.

SPLIT INTO 6 GROUPS.

INSTRUCT GROUPS TO GENERATE FAVORITE OR NEW CONCRETE STRATEGIES FOR ACHIEVING THEIR ASSIGNED ELEMENT OF POSITIVE CLIMATE.

REPORT OUT TO GROUP, ASK ENTIRE AUDIENCE TO ADD ANY OTHERS.

Be prepared to prime audience with an example or two.

Safety Among Adults and Youth



Supportive Relationships



Youth Are Valued



Clear Rules and Boundaries



High Expectations



Trust, Respect and Caring



Module 4 Overview

Our Role

Learning Objectives

Key Principles

Lessons:

1--Promoting Our Own Resilience as Youth Service Professionals

2--Implementing Change: Individual and Organizational

References:

Protective Beliefs are a Key to Professionals' and Students' Resiliency

The Stages of Change Model

Shifting the "At Risk" Paradigm

Tools:

SAPs that Build Student Resilience (see sample forms)

Questions & Activities for Teaching About Resiliency

TOOLS? Are these correct? We moved RQ to another module.

Module 4 Learning Objectives

Our Role

Upon completing this module, you will be able to:

- Define protective beliefs
- Use “best practices” to build student resilience

Module 4 Key Principles

MENTOR

An adult who, along with parents, provides a young person with support, counsel, friendship, reinforcement and constructive example. Mentors are good listeners, people who care, people who want to help young people bring out strengths that are already there.



LG: Ask participants to describe the roles they play with youth personally and professionally.

Protective Beliefs

FOUR CATEGORIES

Trust that human goodness & caring surpass human destruction	Know that most people are survivors and have solutions for their challenges
View oneself as a helper in a community of helpers	Recognize there are unknown forces at work beyond human understanding

**Focus on these beliefs every day.
Help youth to identify these beliefs.**

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LEADER GUIDE: Kerry Anne Ridley, Protective Beliefs are a Key to Professionals' and Students' Resiliency

Option for discussion re how to sustain ourselves in resiliency work:

Ubuntu: we are people through other people

An attempt at a longer definition has been made by Archbishop Desmond Tutu (1999):

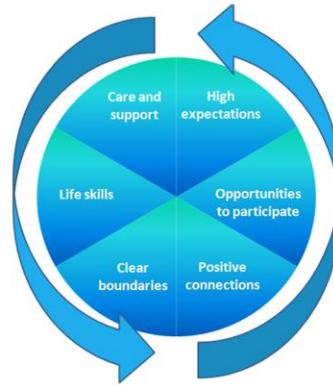
“A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed.”

Archbishop Desmond Tutu further explained Ubuntu as follows (2008):

*“One of the sayings in our country is Ubuntu - the essence of being human. Ubuntu speaks particularly about the fact that you can't exist as a human being in isolation. It speaks about our interconnectedness. You can't be human all by yourself, and when you have this quality - Ubuntu - you are known for your generosity. **We think of ourselves far too frequently as just individuals, separated from one another, whereas you are connected and what you do affects the whole world. When you do well, it spreads out; it is for the whole of humanity.***

Applications of the Resiliency Wheel

- Resiliency-Based Action Planning Form
- Assessment of Environmental Resiliency-Builders
- Assessment of Internal Characteristics of Resiliency



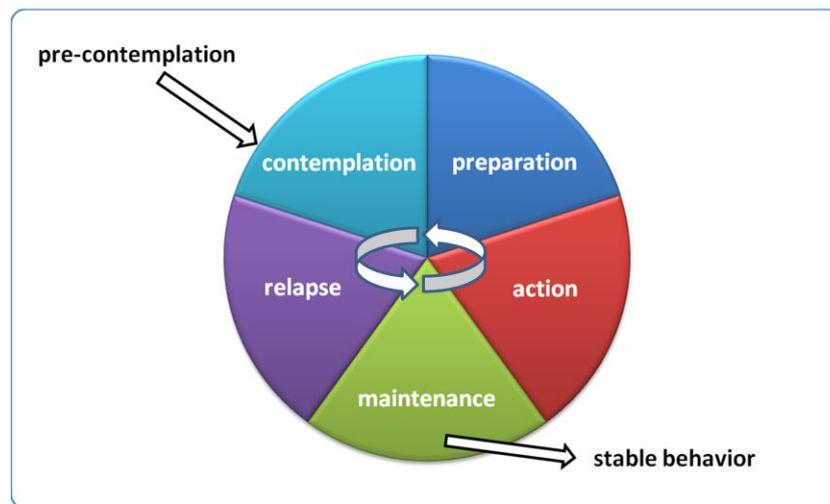
The Six Elements

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LG: Note to group: RIY pp 140-141

The forms in RIY can serve as templates for individual, group, and organization planning and management for resilience.

Stages of Change Model



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FIND VIDEO CLIP WITH DEMO OF ONE OF THESE STAGES OF CHANGE---student and counselor working through a stage.

LEADER GUIDE:

RIY: Noonan Part IV Ch 6

Precontemplation - no perceived need for change. "I don't have a problem"

Contemplation - thinking about making changes "something is not quite right, maybe I am using too much but I don't think so, but even if I am, I am not ready to do anything about it"

Preparation - preparing and feeling motivated to change "I don't like how I feel or act and I got suspended at school, maybe I should consider reducing my use or stopping it altogether - maybe I'll try stopping next week"

Action - actively making changes and modifying behaviour "I have stopped using and it is not as bad as I thought"

Maintenance - maintaining the change over a period of time "I still think about it and it was hard when I went to that party but I am doing ok without it - I feel better about myself"

Relapse/Recycle - falling back to an earlier stage "I can't believe I got drunk last weekend - I felt terrible the next day. I will get back on track this weekend" (back to preparation stage)

Termination - no longer needs to attend to the task of maintaining "I like that I live a healthy drug free lifestyle" Reaching the termination stage takes a long time and some never reach it as they feel there is always some potential of relapse so they need to continue to focus on getting better.

*The above stages are based on Prochaska and Diclemente's Stages of Change Model, 1982.

www.cha.nshealth.ca/addiction/stagesOfChange.asp

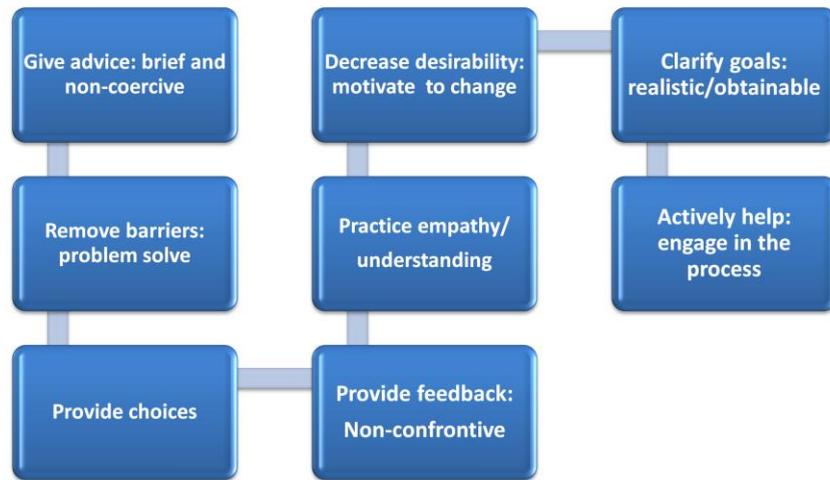
Video Clip

- Stages of Change

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Placeholder for video

Brief Intervention



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Brief intervention strategies use protective factors to elicit behavioral change. There are eight “active ingredients” of brief intervention that are easily remembered as the first eight letters of the alphabet:

- 1) Give **A**dvice
- 2) Remove **B**arriers
- 3) Provide **C**hoices
- 4) Decrease **D**esirability
- 5) Practice **E**mpathy
- 6) Provide **F**eedback
- 7) Clarify **G**oals
- 8) Actively **H**elp

Video Clip

- Brief Motivational Interviewing

Environmental Strategies for Tapping Resilience



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PG: This should be in the guide module 3, pg 8

LEADER GUIDE: THERE SHOULD BE SOME CONCRETE WRAP UP ACTIVITY. IT COULD BE APPLYING THIS, THE ENVIRON STRATES TAPPING FOR RESILIENCE, TO SOME PROGRAM ELEMENT. (IF NOT THIS, THEN MOVE THIS SLIDE TO APPEAR AFTER THIS MOD'S RESIL WHEEL SLIDE)

OR IT COULD BE A GROUP REPORT-OUT ON HOW THEY WILL CHANGE SOMETHING THEY DO BASED ON RESILIENCY MODEL.

Building Community Connections

- What are your existing connections?
- What are your potential connections?



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LEADER GUIDE: Connections for:

You as youth helper

Organization

Youth

Integrate resiliency throughout levels/domains of developmental framework.

From Risk to Resilience: Inside-Out Prevention

Developed by Christina Borbely, Ph.D.



Brought to you by the Community Prevention Initiative at CARS
Funded by the California Department of Alcohol and Drug Programs



Presented by Christina
Borbely, Ph.D.

Contact info

Free Technical Assistance is available through:



Community Prevention Initiative
Phone: (707) 568-3800
www.ca-cpi.org

**Please see the TA request form in the
front pocket of your binder!**