Resilience

Resilience is the self-righting and transcending capacity within all youth, adults, organizations, and communities to spring back, rebound, and successfully adapt in the face of trauma, adversity, and/or stress.

What Do You See?
Big Question

Why do some individuals who are exposed to high risk environments/events make it while others do not?
It's NOT About Forgetting

I CRINGE WHEN PEOPLE TALK ABOUT THE RESILIENCY OF CHILDREN. IT'S A HOPE ADULTS HAVE ABOUT THE NATURE OF A CHILD'S INNER LIFE, THAT IT'S SIMPLE, THAT WHAT CAN BE FORGOTTEN CAN NO LONGER AFFECT US. BUT WHAT IS FORGETTING?

... it's about VALIDATING

“It’s a Matter of Perspective”

God knows what he’s capable of!

What Do You See? Can You Reframe?

S. Truebridge, 2013
Words Matter

**Deficits**  
Hyperactive  
Impulsive  
Explosive  
Withdrawn  
Defiant  
Aggressive  
Victim

**Strengths**

Youth/Human Development Process:  
*Resilience in Action*

BELIEF IN RESILIENCE

Environmental Inputs  
DEVELOPMENTAL SUPPORTS & OPPORTUNITIES  
(Protective Factors) in  
Families  
Schools  
Communities  
Peer Groups

Individual Needs  
THAT MEET DEVELOPMENTAL NEEDS  
Safety  
Love & Belonging  
Prospect  
Challenge  
Meaning

Individual Outputs  
PROMOTING POSITIVE DEVELOPMENTAL OUTCOMES  
Social  
Emotional  
Cognitive  
Moral & Spiritual

Societal Impacts  
THUS PRODUCING  
POSITIVE  
Prevention & Successful Education and Life Outcomes

Protective Factors

The environmental conditions that  
“…moderate, buffer, insulate against and thereby do mitigate the impact of risk . . .”

Richard Jessor, Ph.D.  
Institute of Behavioral Science,  
University of Colorado

Bonnie Benard, 1991
Personal Strengths

Personal Resilience Strengths:
What Resilience Looks Like

SOCIAL
- Social competence
- Responsiveness
- Communication
- Empathy/caring
- Compassion
- Altruism
- Forgiveness

EMOTIONAL
- Autonomy
- Positive identity
- Internal locus of control
- Self-efficacy/master
- Initiative
- Humor
- Self-awareness
- Resistance
- Adaptive distancing

MORAL/SPiritual
- Sense of purpose & future
- A special interest/hobby
- Goal-directedness
- Imagination/creativity
- Achievement motivation
- Educational aspiration
- Persistence
- Optimism/hope
- Faith
- Sense of meaning

COGNITIVE
- Problem-solving
- Planning
- Flexibility
- Critical thinking/insight
- Resourcefulness

TAKE CARE OF THE CARETAKER!!
Positive Thinking

Managing Stress

Support
Major Contributions of Resilience Research

- Risk ≠ Outcome
- Behavior ≠ Capacity
- Identifies the environmental supports and opportunities that nourish personal strengths
- Identifies the personal strengths associated with healthy and successful outcomes

Major Messages from Resilience Research

- MOST youth make it.
- Research based
- ALL individuals have the capacity for resilience.
- Tap the resilience
- YOU make a difference.
- The Power of ONE
- It's HOW you do what you do that counts.
- Focus on process
- To help others you need to HELP YOURSELF.
- Care for the caretaker
- It's a philosophy, perspective, and lens

Resilience in Practice
Implications for Practice

• Focus on the whole child
• Provide a language of strengths
• Model strengths and mirror back
• Give youth opportunities to engage their resilience strengths
• Create strengths-based assessment tools

The Power of Schools

A school can create a coherent environment, a climate, more potent than any single influence—teachers, class, family, neighborhood, so potent that for at least six hours a day it can override almost everything else in the live of children.

- Ron Edmonds
  1986

You Matter!

Kids can walk around trouble if there is someplace to walk to, and someone to walk with.

Tito in Urban Sanctuaries (Milbrey, McLaughlin, et al.)
Resilience: It Begins with Beliefs

Changing the life trajectories of people from risk to resilience starts with transforming the beliefs of the adults in their families, schools, and communities.

Belief in our own Resilience

Belief in Other's Resilience

Positive Life Outcomes

Action Plan

I'm am only one, but still I am one; I cannot do everything, but still I can do something; and because I cannot do everything I will not refuse to do something that I can do

— Edward Hale’s adaptation of Rabbi Tarphon (1st century C.E.)

What Will You Do Tomorrow . . .
What Will You Do Next Week . . .
    . . . for your students?
    . . . for your staff?
    . . . for your program?
    . . . for yourself?