

***Making Young People
Resilient:
Nine Things Children and
Youth Need from their
Caregivers, Schools and
Communities***

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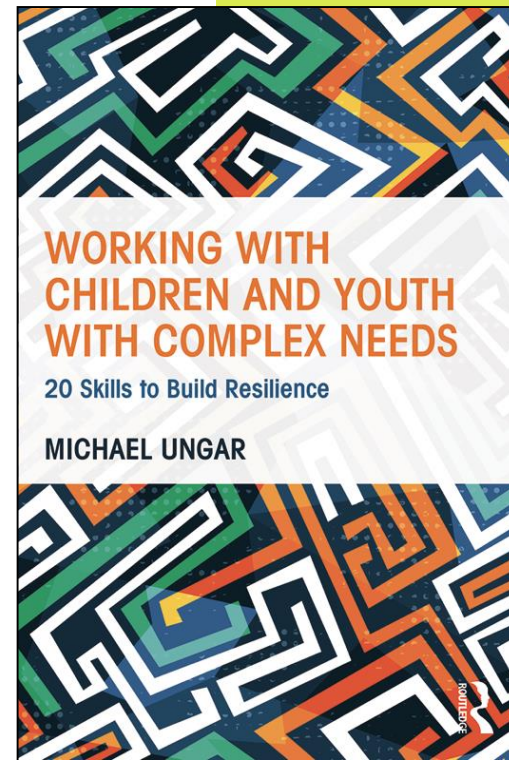
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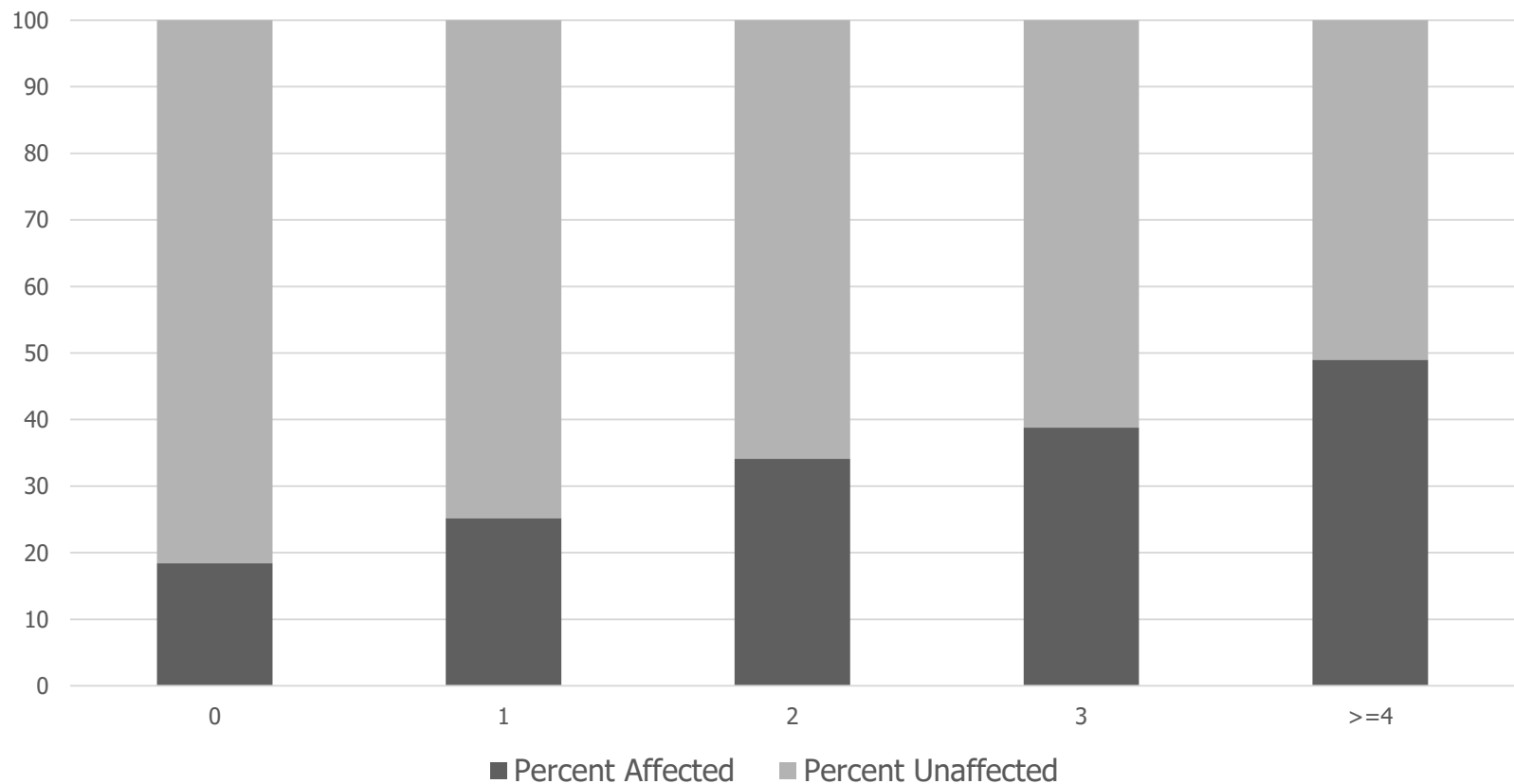
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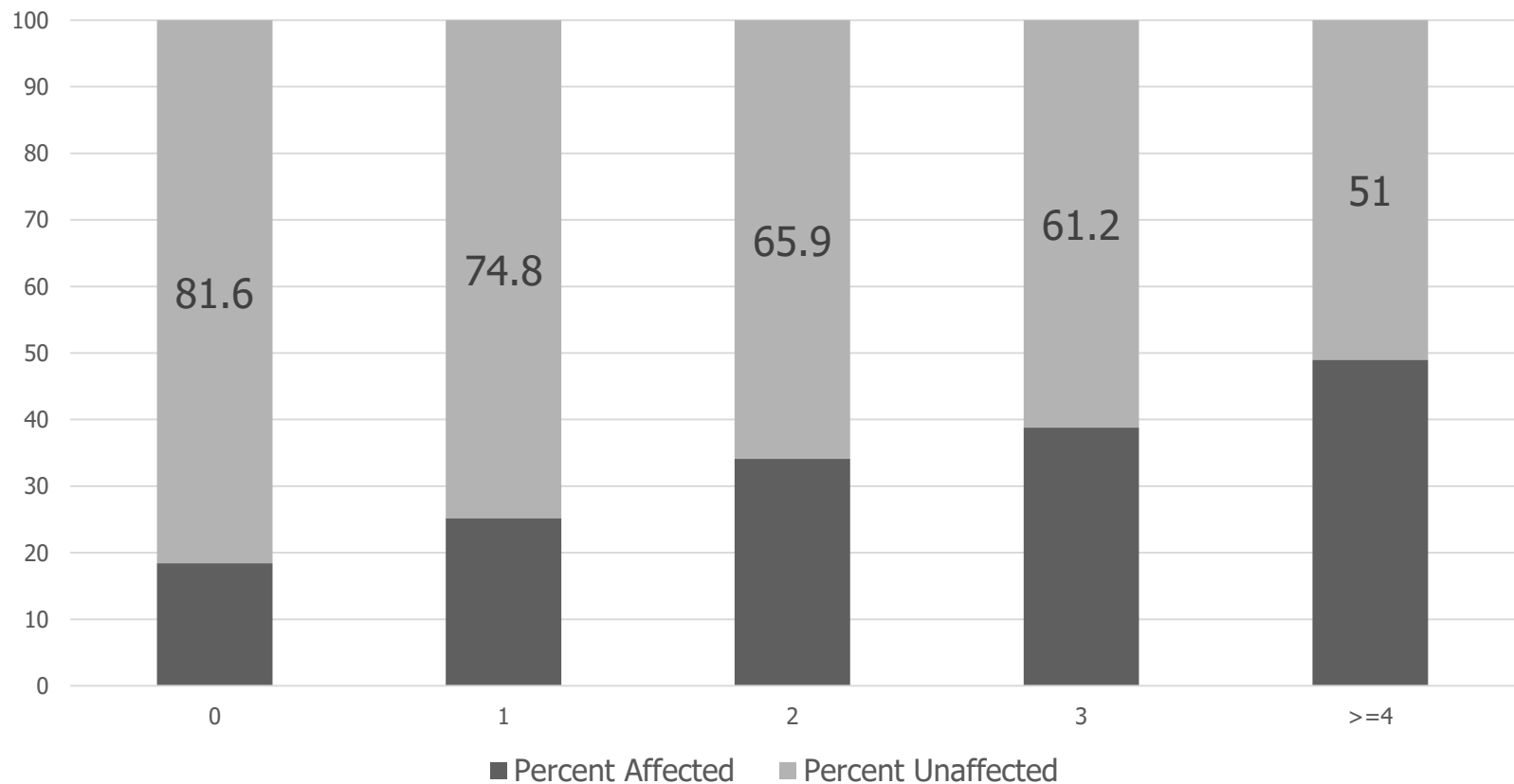
Prevalence of Depressed Affect vs ACE Score



Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., ... Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256, 174–186.



Percent Non-Prevalence of Depressed Affect vs ACE Score



Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., ... Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256, 174–186.



Psychological Resilience is...

- ✿ In the context of exposure to significant adversity
- ✿ resilience is the capacity of individuals to *navigate* their way to the psychological, social, cultural, and physical resources that sustain their well being, and...
- ✿ their capacity individually and in groups to *negotiate* for these resources to be provided...
- ✿ in culturally meaningful ways.





Nine Things All Children Need

1. Structure
2. Consequences
3. Parent-child connections
4. Lots and lots of strong relationships
5. A powerful identity
6. A sense of control
7. A sense of belonging/culture/s spirituality/life purpose
8. Rights and responsibilities
9. Safety and support



Assessing Resilience

- ✚ Step 1: Assess risk (chronicity, severity, attributions, ecological level, cultural relevance)
- ✚ Step 2: Assess the impact of protective and promotive processes (Child and Youth Resilience Measure-28)
 - ▣ For a copy of the CYRM (at no charge), contact rrc@dal.ca
 - ▣ Sample questions to operationalize resilience:



✚ To what extent do the following statements describe you?

- ✚ I have people I look up to
- ✚ I know how to behave in different social situations
- ✚ My parent(s)/caregiver(s) watch me closely
- ✚ I know where to go in my community to get help
- ✚ I am treated fairly in my community
- ✚ I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)

The Question We Need to Ask:

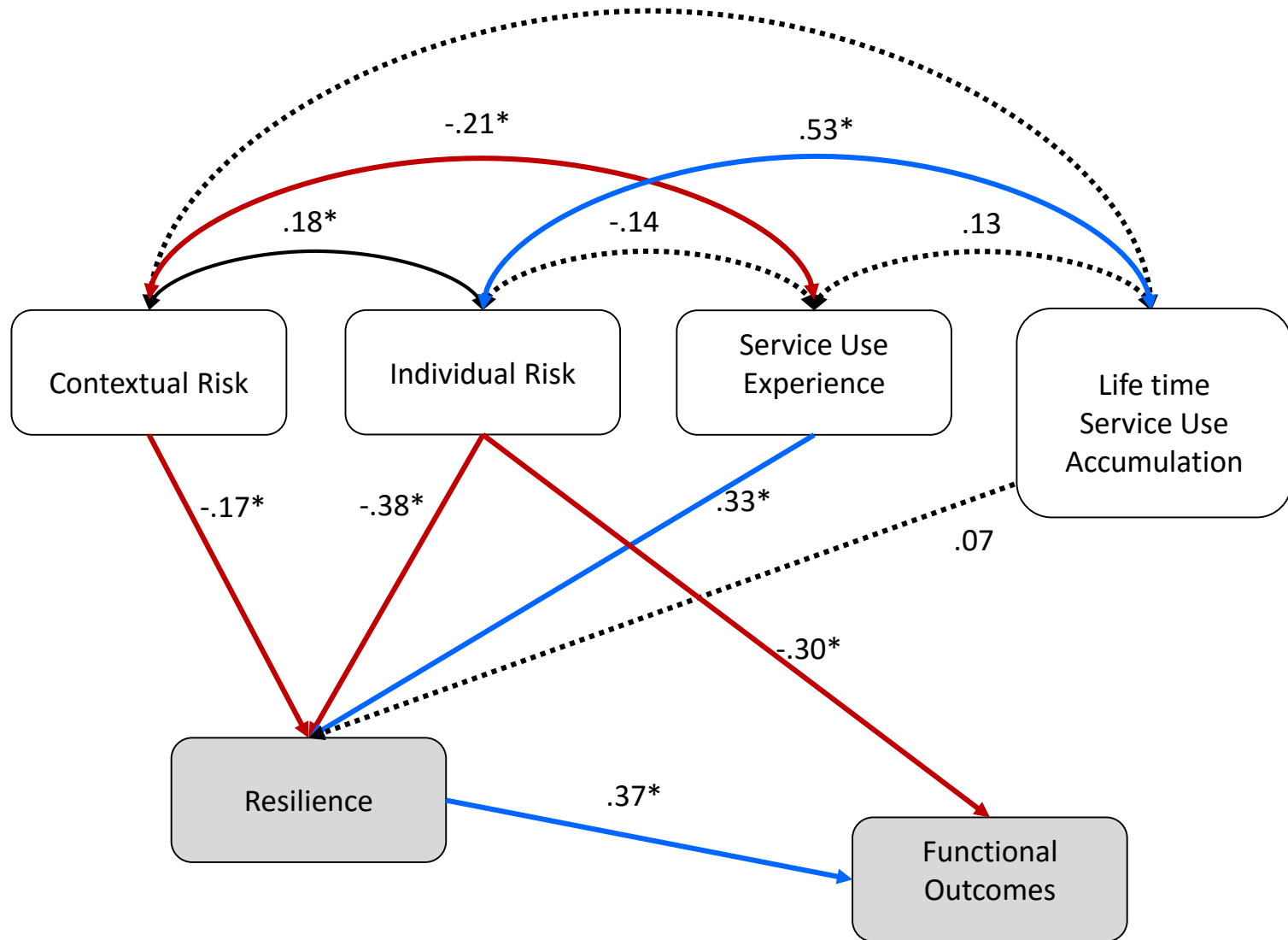
*Which supports and services,
delivered by whom,
to which children,
exposed to what amount of risk,
nurture the most resilience?*



Assessing Service Use Satisfaction

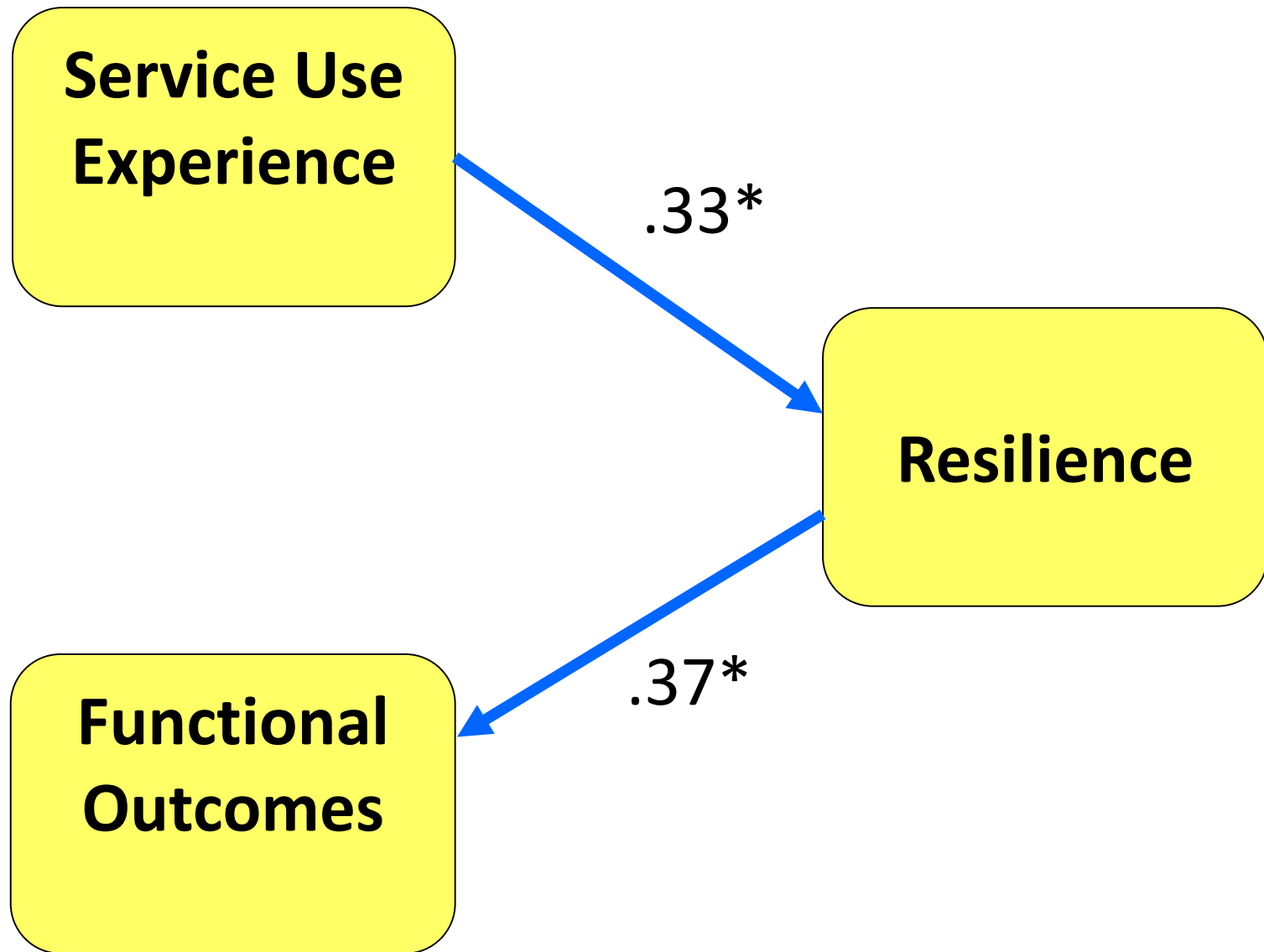
(sample questions)

- ✚ Overall, I am satisfied with the services I received
- ✚ I helped choose my services
- ✚ I could get the service when I needed it
- ✚ Staff spoke in a way that I understood
- ✚ Staff were sensitive to my cultural and ethnic background
- ✚ This was the service I needed



N= 497

Ungar, M., Liebenberg, L., Armstrong, M., Dudding, P., & van de Vijver, F. J. R. (2012). Patterns of service use, individual and contextual risk factors, and resilience among adolescents using multiple psychosocial services. *Child Abuse & Neglect*, 37(2-3), 150-159



Differential Impact Theory

The greater a child's exposure to adversity, the more a child's social ecology (e.g., supports and services) matter



Yamada-Town is located the east from Morioka, takes two and a half hours by car (five hours from Tokyo), population of 19 000



Despite a seawall of 6.6m in height, the tsunami still destroyed the town

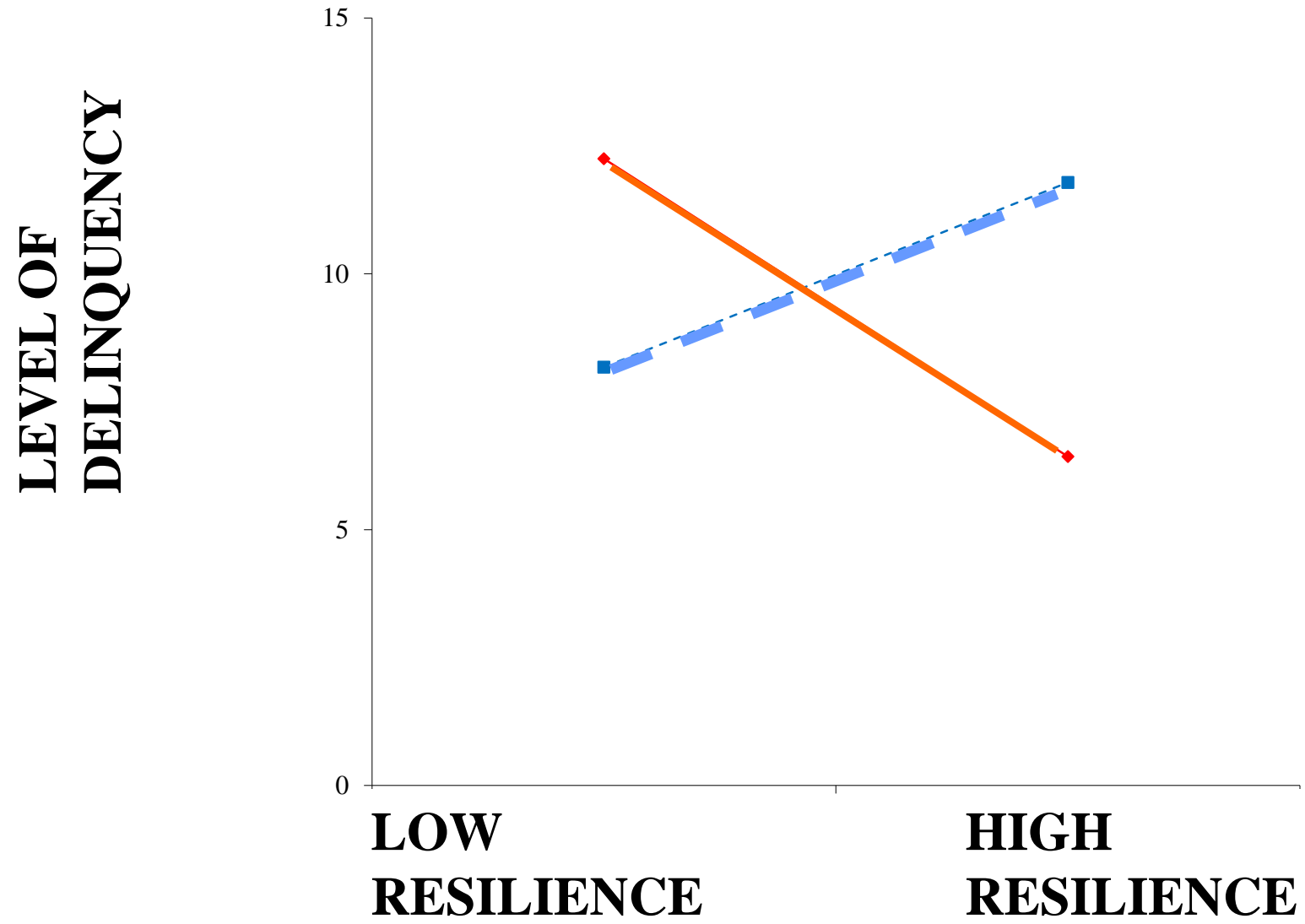








CHILDREN WITH CONDUCT PROBLEMS IN WELL-FUNCTIONING (BLUE) AND POORLY FUNCTIONING (RED) FAMILY ENVIRONMENTS





Thank you!

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