

Nurturing Young People's Resilience Through Clinical and Community Interventions

Michael Ungar, Ph.D.

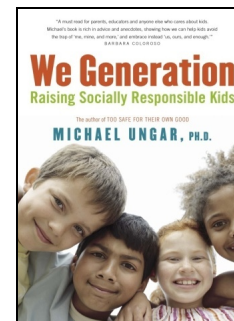
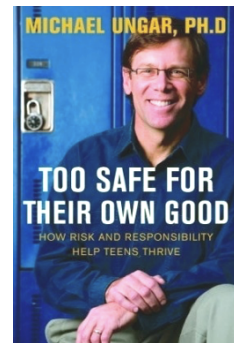
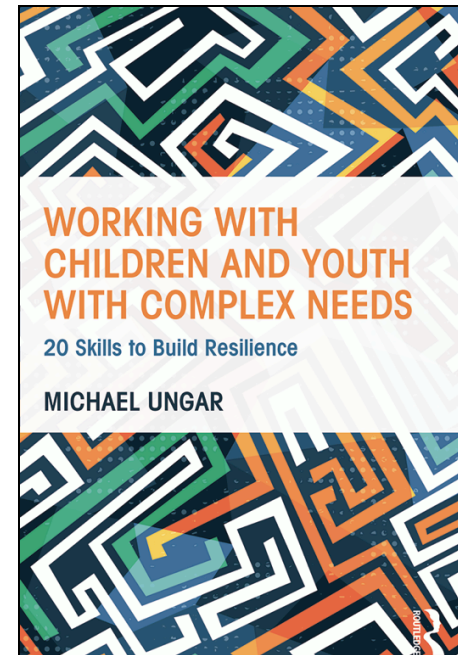
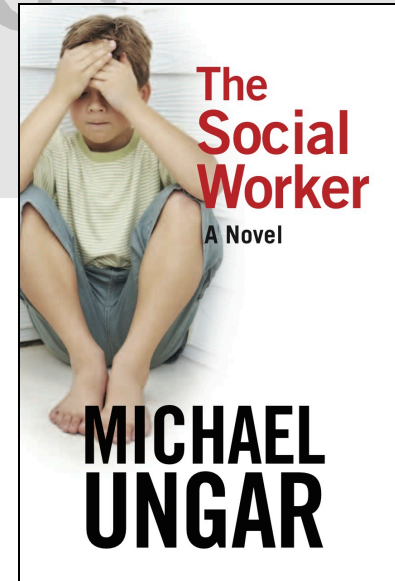
Killam Professor,

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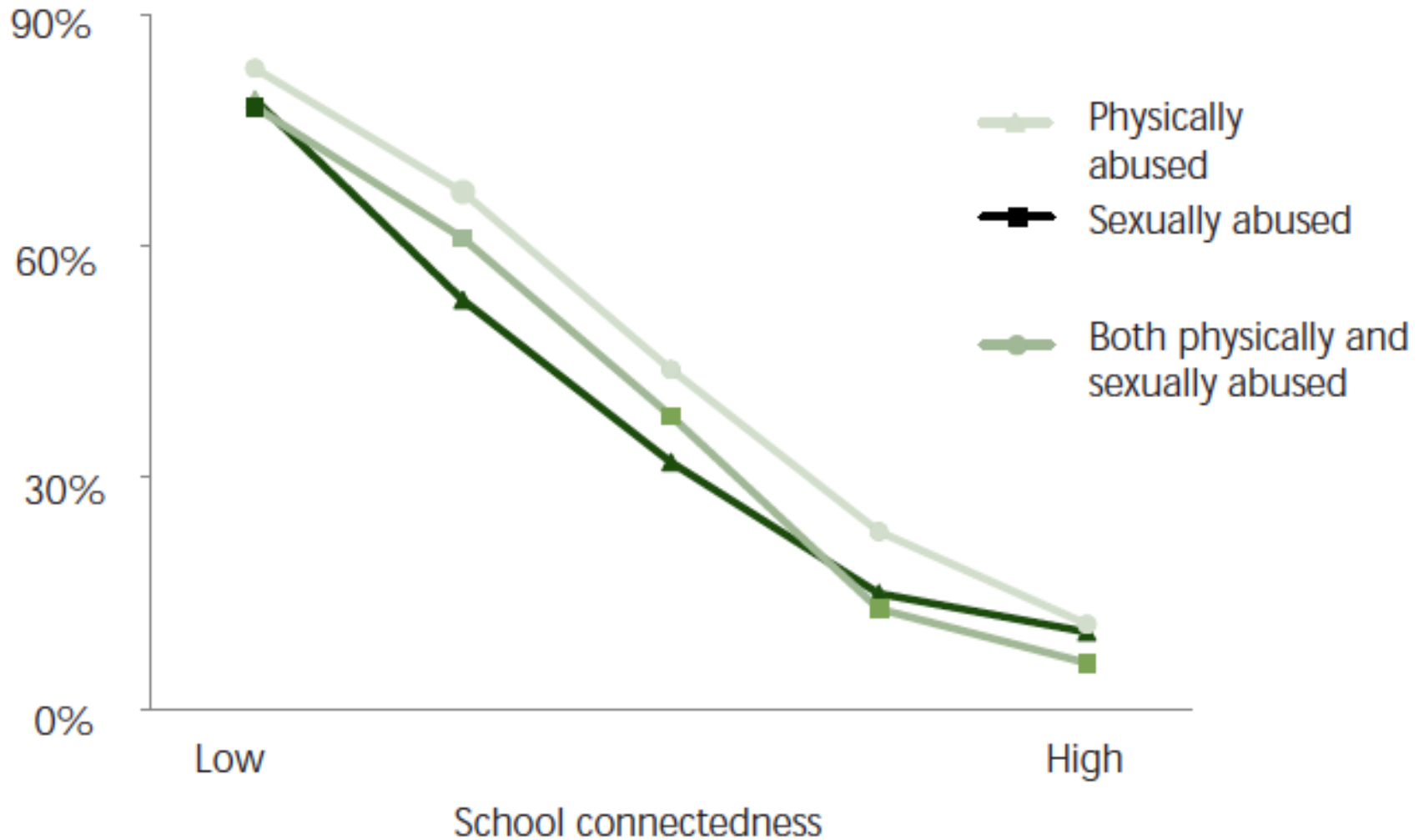
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www.resilienceresearch.org



Suicidal ideation and school connectedness among abused students





Psychological Resilience is...

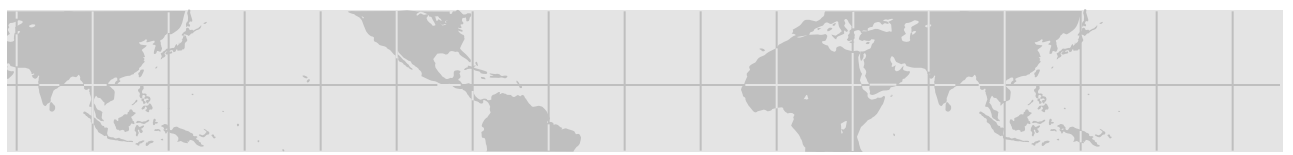
- ✚ In the context of exposure to significant adversity
- ✚ resilience is the capacity of individuals to *navigate* their way to the psychological, social, cultural, and physical resources that sustain their well being, and...
- ✚ their capacity individually and in groups to *negotiate* for these resources 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/
spirituality/life purpose
8. Rights and responsibilities
9. Safety and support



Exercise: Assessing my resources for resilience:

✚ Structure:

▣ "There are people in my life who expect me to _____."

✚ Consequences:

▣ "When I don't meet expectations, I know that _____ will happen."

✚ Parent-Child, and Other, Relationships:

▣ "I can reach out to my _____ to get help when I need it."



✚ Identity:

- ✚ "I feel respected for what is special about me when I'm with/at/doing _____."

✚ Power and control:

- ✚ "In my _____ I get to participate in making decisions that affect my _____."

✚ Belonging, spirituality (sense of cohesion):

- ✚ "At my _____ people miss me when I'm not there."



✚ Sense of culture

- ✚ "There are places such as _____ where I can celebrate my culture and beliefs."

✚ Rights and Responsibilities (social justice):

- ✚ "When I'm with others at my _____ I feel treated fairly."
- ✚ "When I'm with _____ I am responsible for myself/others."

✚ Safety and Support:

- ✚ "I am well-cared for by _____."
- ✚ "I feel safe when I'm with/at _____."



Theory of Change

- ✿ People living in challenging contexts change when their natural supports, programs and interventions, and social policies help them:
 - ✦ Navigate effectively
 - ✦ Negotiate effectively
 - ✦ Find resources that are culturally and contextually meaningful



Exercise

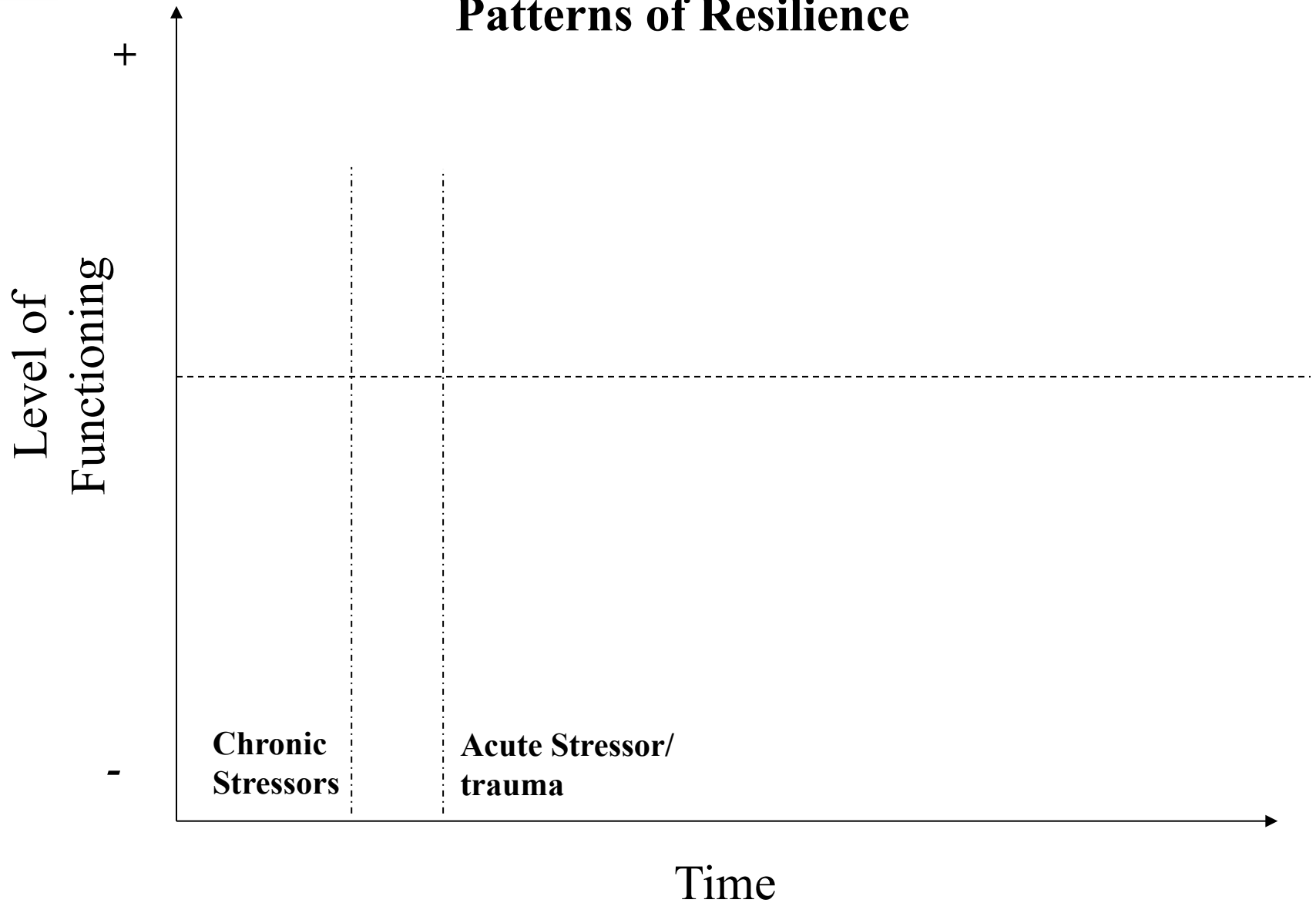
- ✚ The Child and Youth Resilience Measure
 - ▣ For a copy of the CYRM (at no charge), please write to the Resilience Research Centre and make your request: rrc@dal.ca



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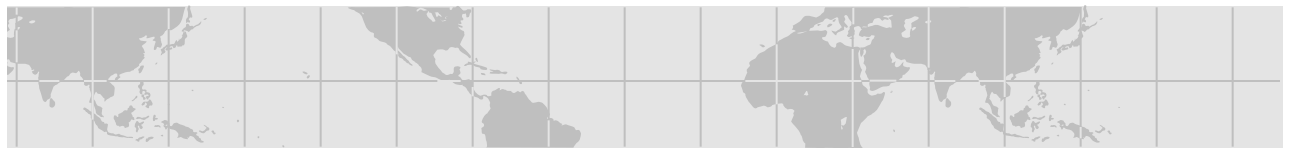


Patterns of Resilience

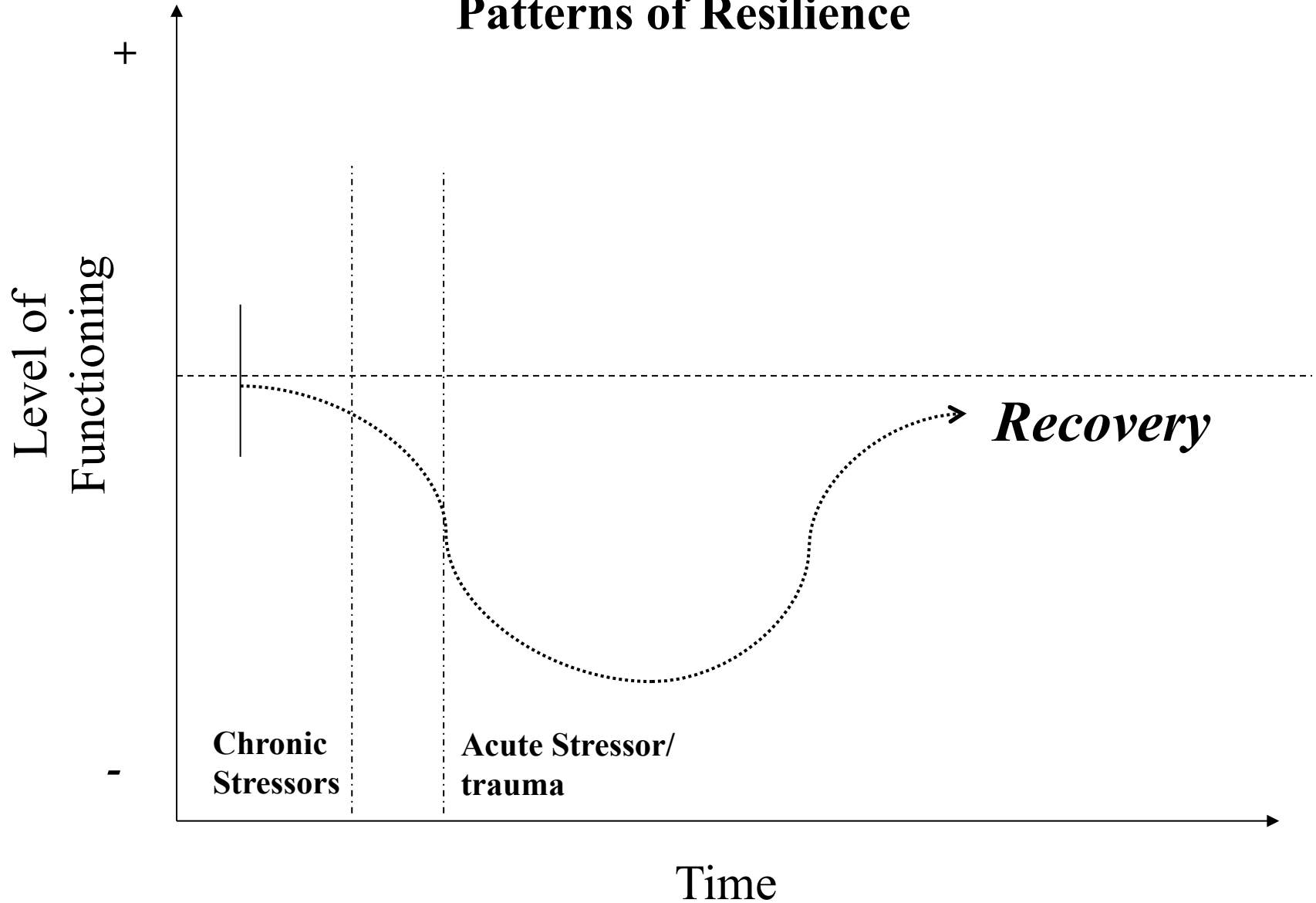




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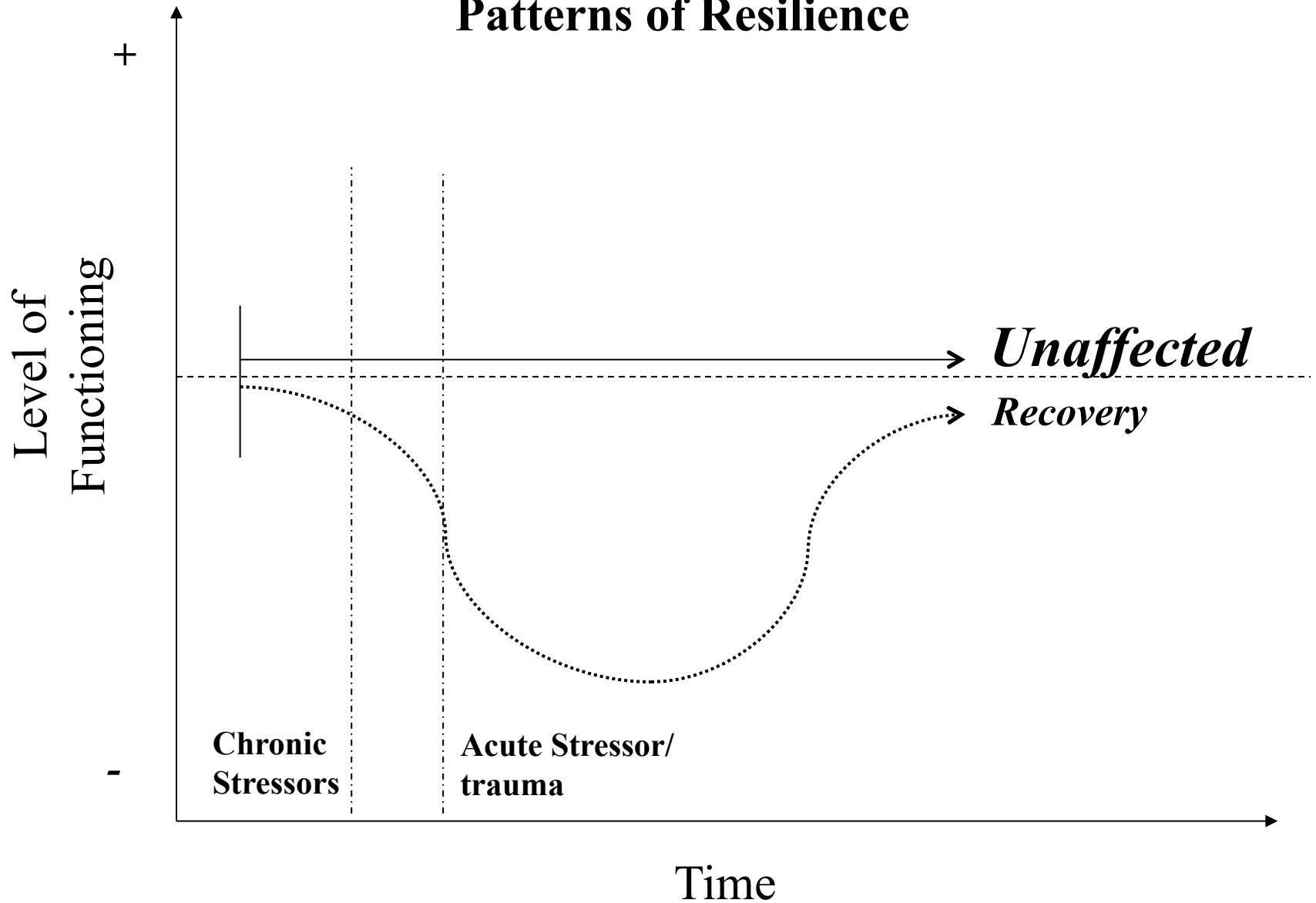


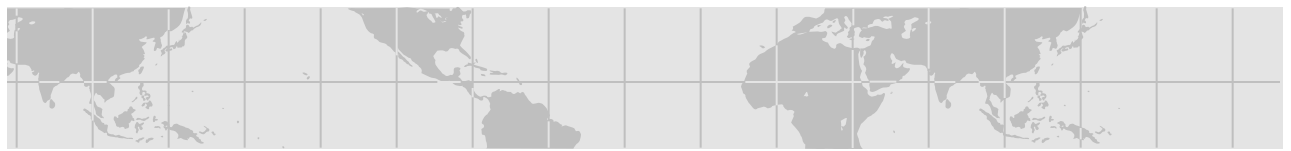
Patterns of Resilience



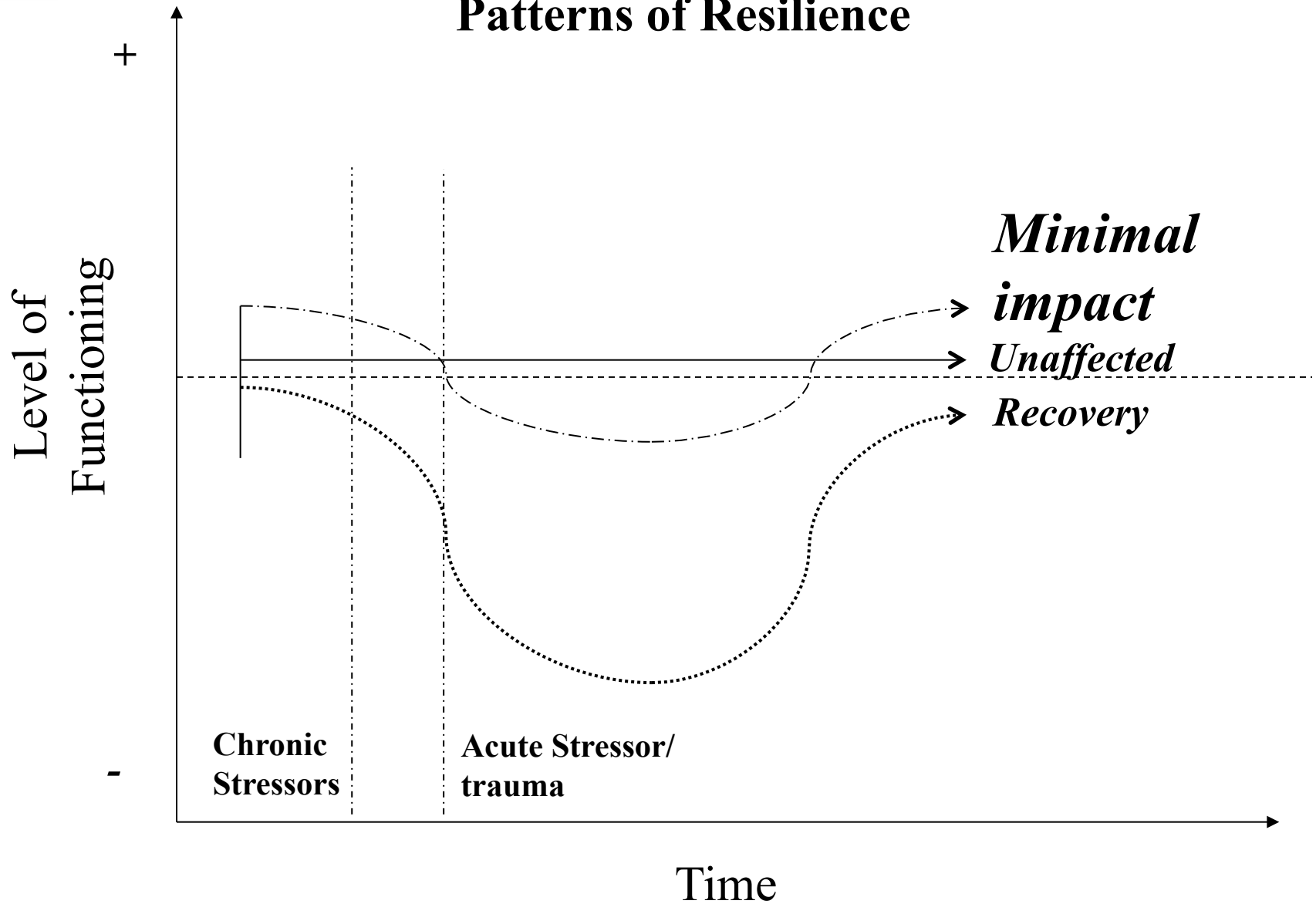


Patterns of Resilience



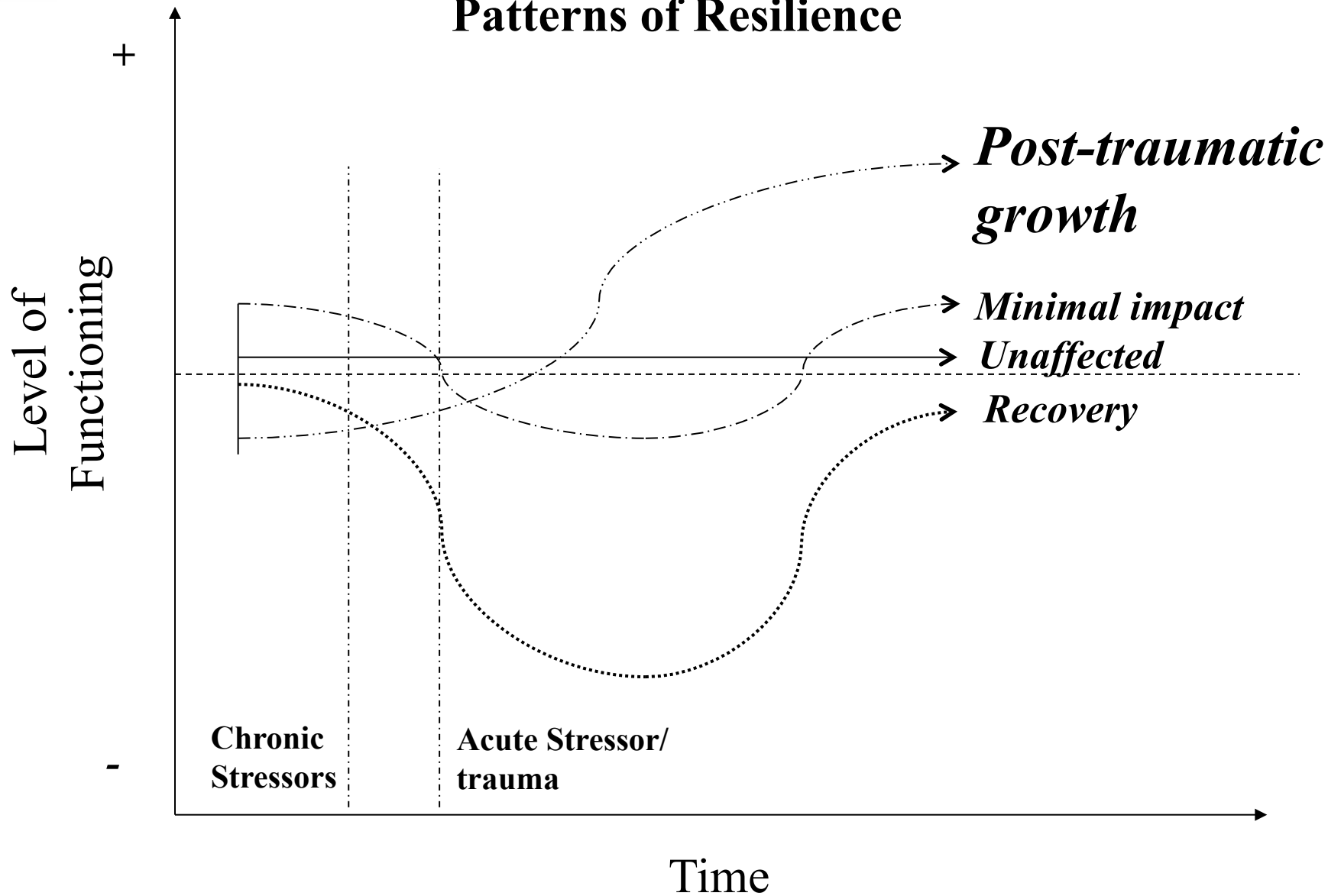


Patterns of Resilience





Patterns of Resilience



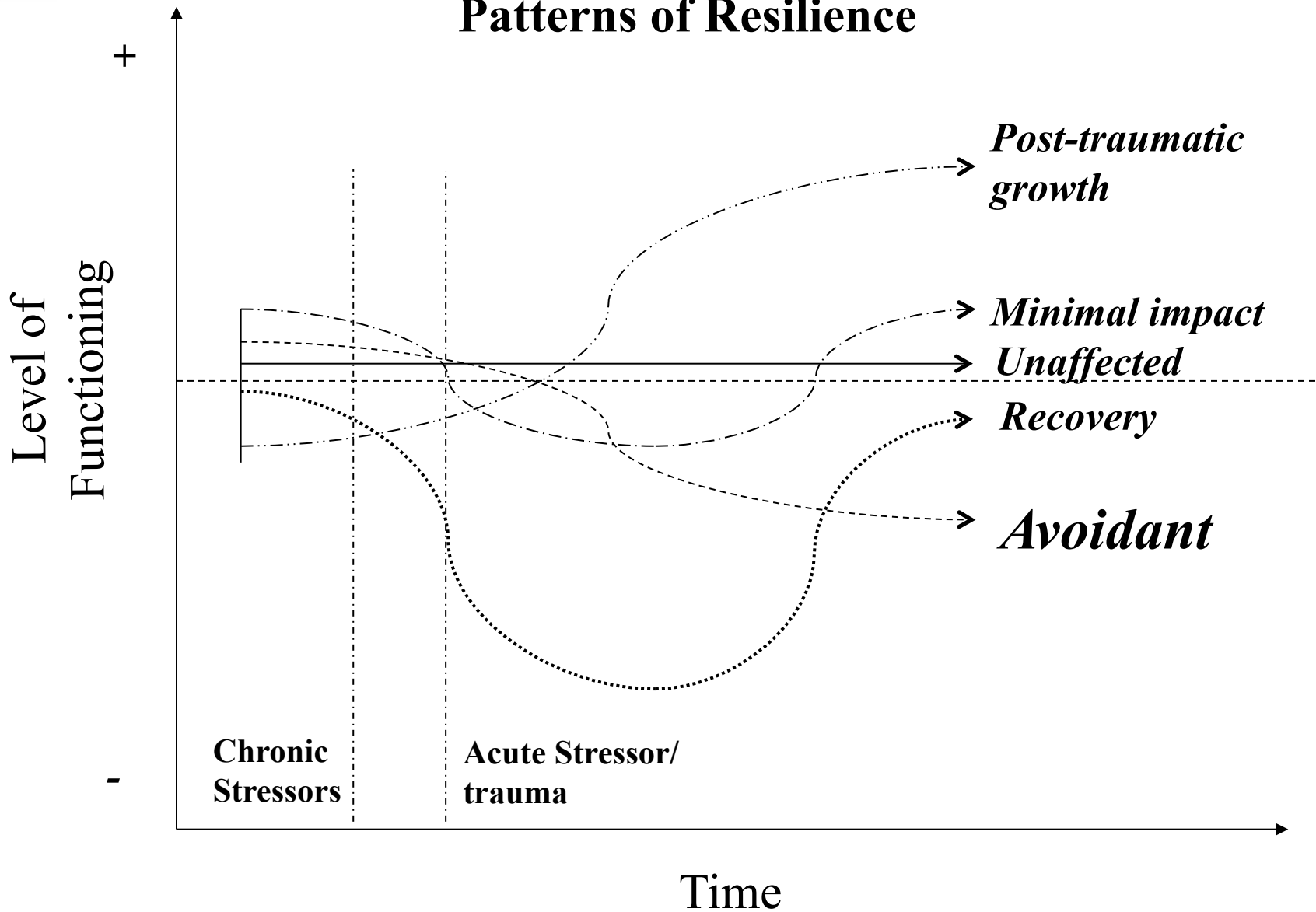


Principle

**When a resource is unavailable,
inaccessible, or potentially
harmful, we cope as best we can
with what we have.**

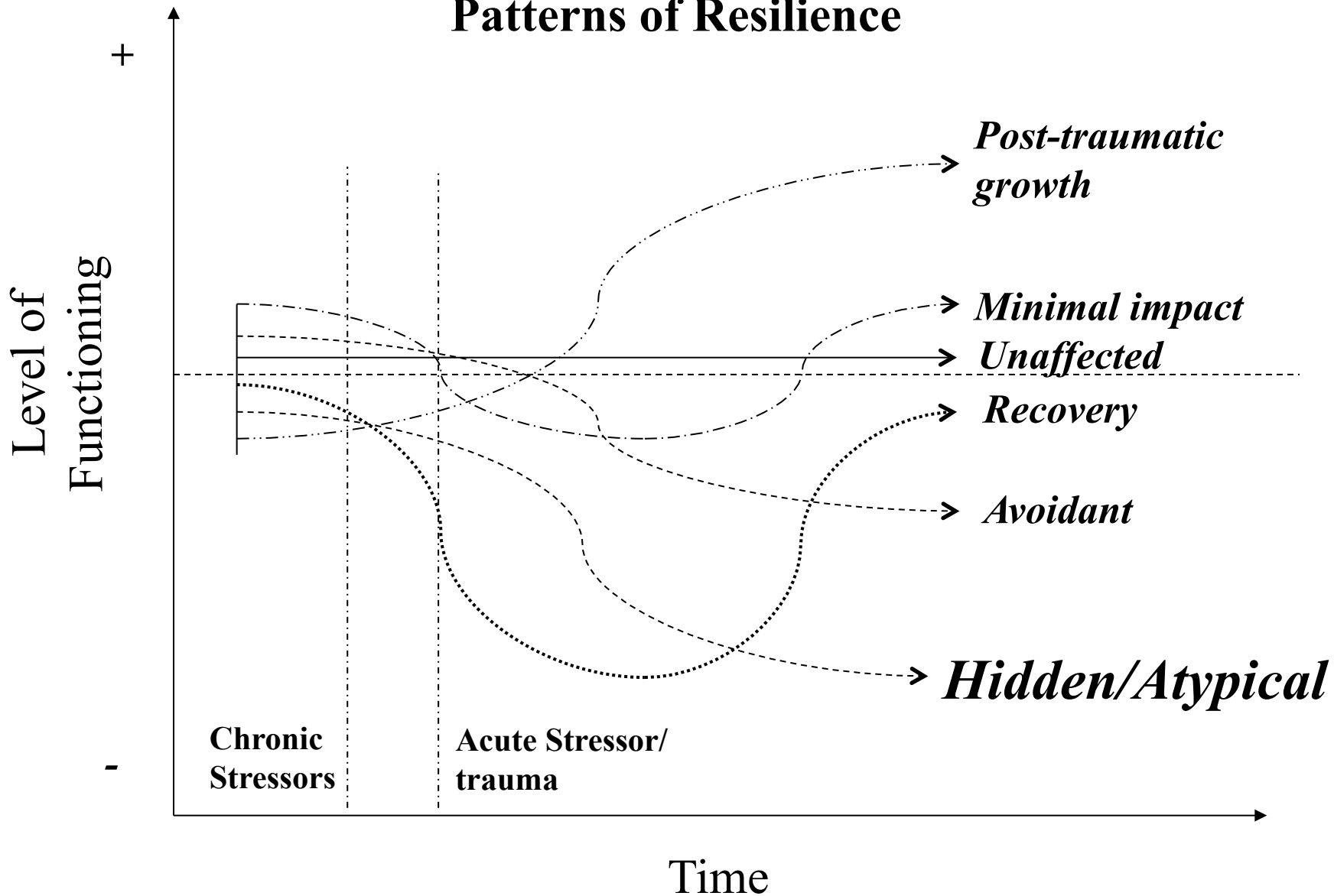


Patterns of Resilience



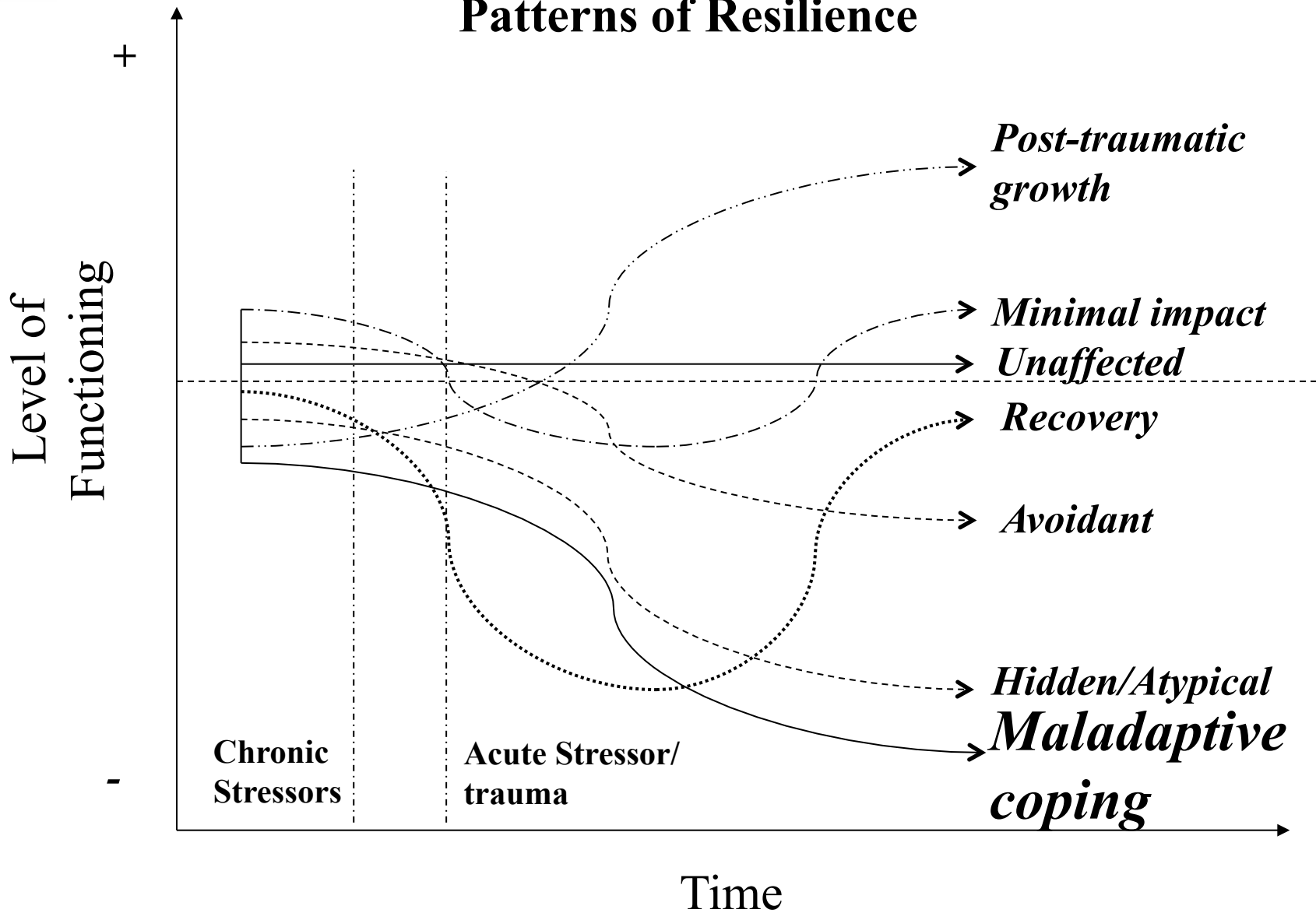


Patterns of Resilience





Patterns of Resilience





Patterns of Resilience

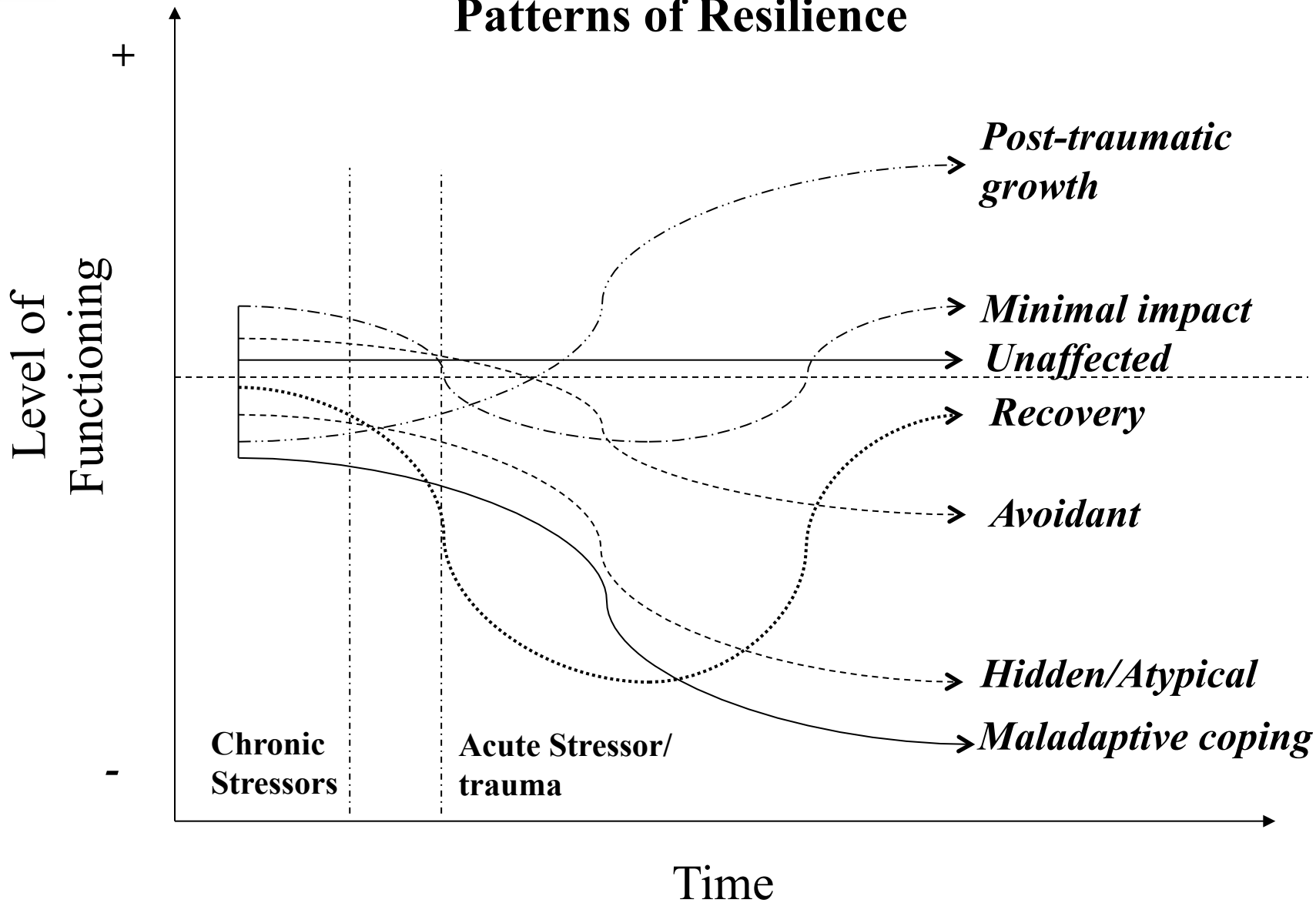
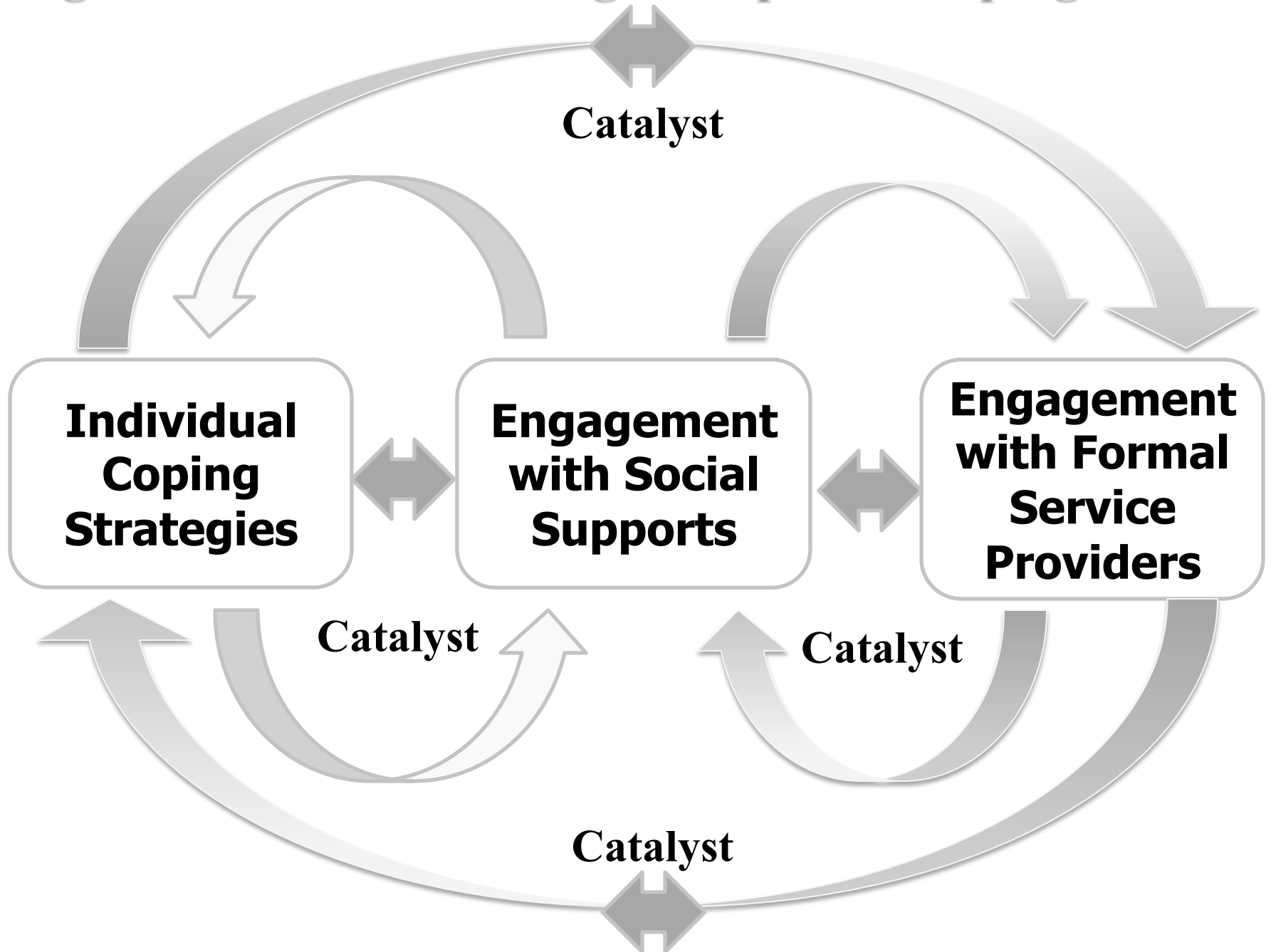


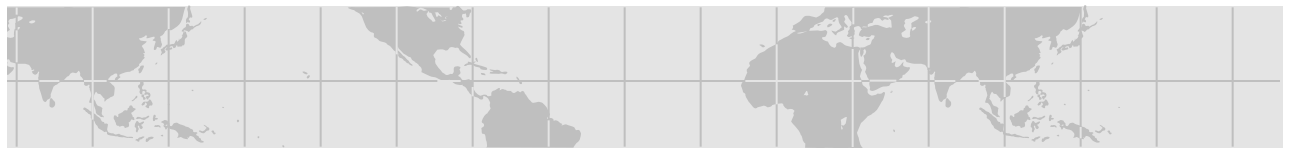
Figure One: A Three Stage Reciprocal Coping Process





Exercise

- ✚ Thinking about a service you offer children, youth, or families, answer the following questions *from the perspective of the people receiving the service*



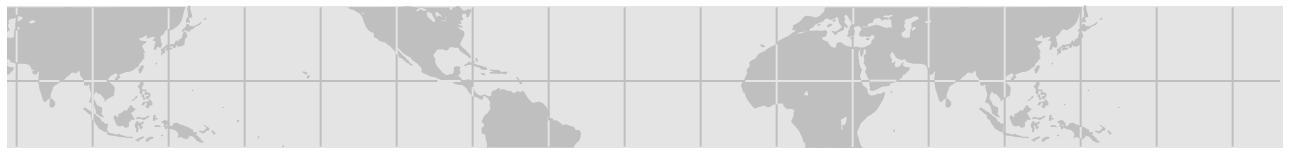
The PRYM Experience of Service Assessment

1. Overall, I am satisfied with the services I received
2. I helped choose my services
3. The people helping me stuck with me
4. I felt I had someone within the service to talk to when I was in trouble
5. I had a say in how this service was delivered to me.



The PRYM Experience of Service Assessment (cont.)

6. I could get the service when I needed it
7. The location of the service was convenient
8. Staff respected my religious and spiritual beliefs

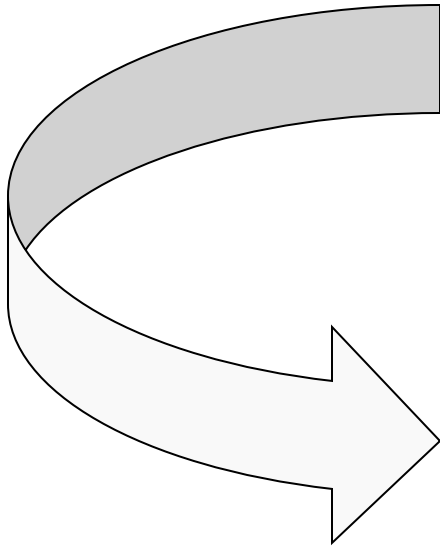
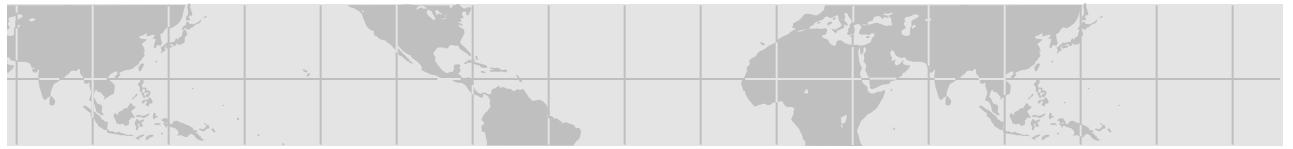


The PRYM Experience of Service Assessment (cont.

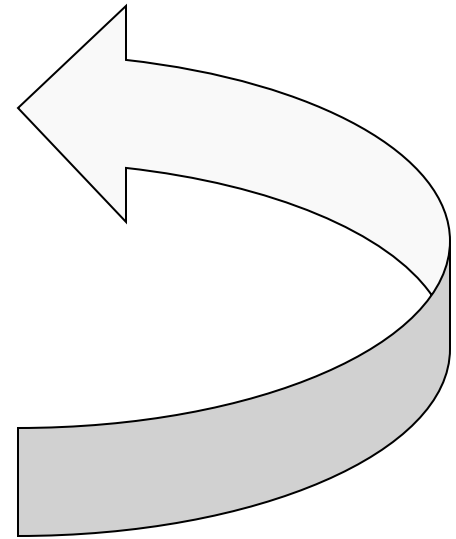
- 9. Staff spoke in a way that I understood
- 10. Staff were sensitive to my cultural and ethnic background
- 11. I am now better able to cope when things go wrong
- 12. There was a service I needed, but I couldn't get

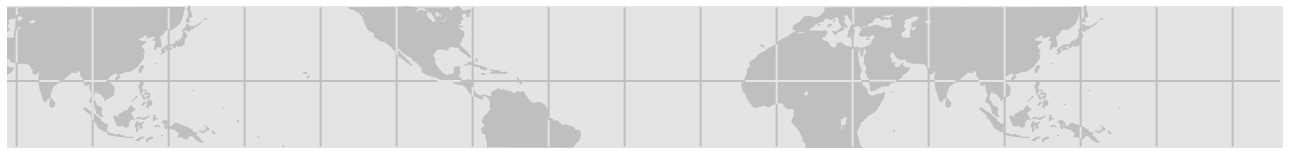


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*Help children
Navigate*

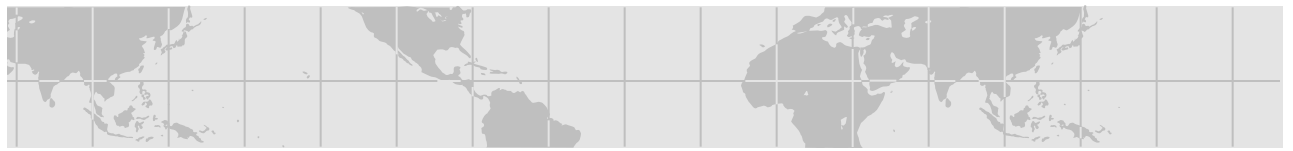




Navigation-How to help children be more resilient

1. Available

Help children identify the internal and external resources that are available.



Navigation-How to help children be more resilient

2. Accessible

Help children access the resources that are available.



Navigation-How to help children be more resilient

3. Barriers

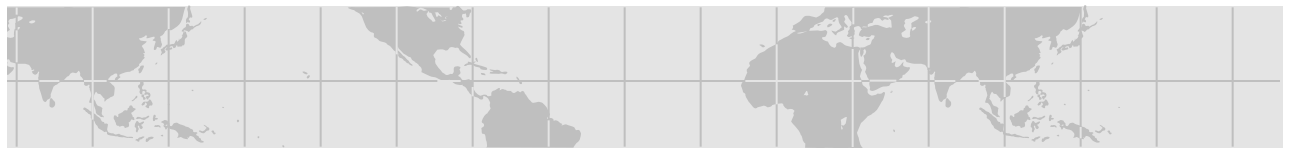
Discuss barriers to change that children experience, and which resources are most likely to address which barriers.



Navigation-How to help children be more resilient

4. Complex

Explore solutions that are as complex as the problems they address.



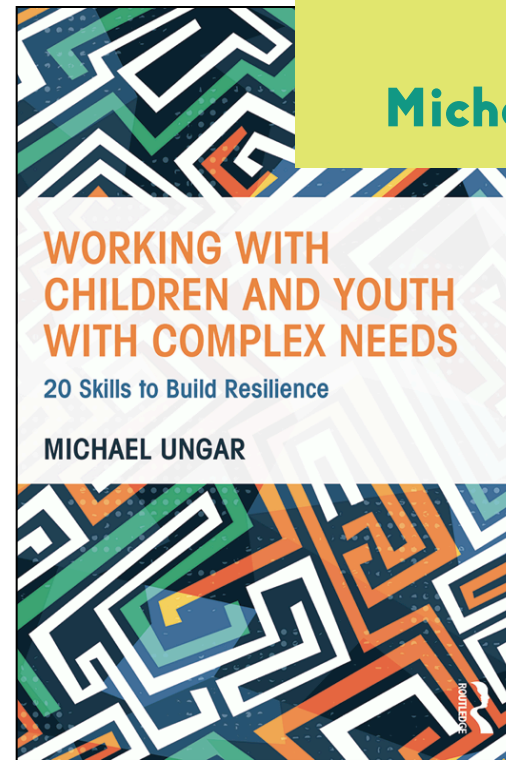
Navigation-How to help children be more resilient

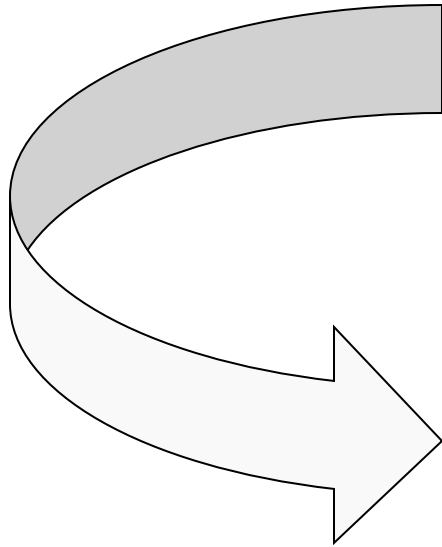
5. Advocacy

Advocate with, or on behalf of, members of your community, or show children and their caregivers how to advocate independently to make resources more available and accessible.

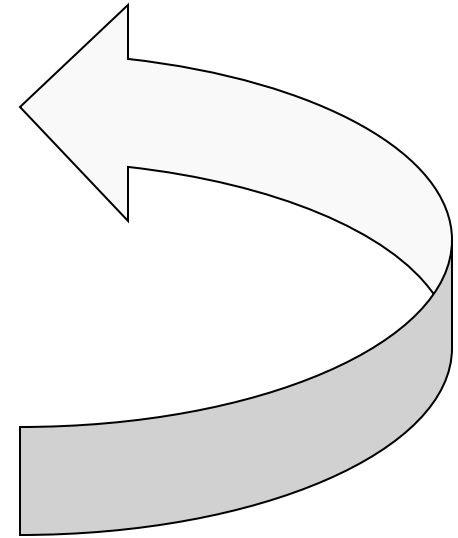


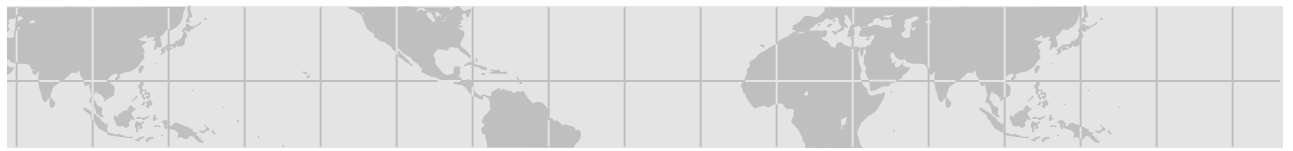
Case study





*Help children
Negotiate*





Negotiation-How to help children be more resilient

1. Context

Explore the context in which problems occur, and the conditions that sustain them.



Negotiation-How to help children be more resilient

2. Responsibility

Discuss who has responsibility to change patterns of coping that are causing problems.



Negotiation-How to help children be more resilient

3. Voice

Help children be heard when they name the children and resources they need to make their lives better.



Negotiation-How to help children be more resilient

4. New Names

When appropriate, offer different names for problems and explore what these new descriptions mean for efforts to solve these problems.



Negotiation-How to help children be more resilient

5. Possibilities

As new solutions get put into practice, ask children to evaluate whether they are experiencing possibilities for change that are more numerous than before.



Exercise (Part 1)

- ✪ Describe an experience at work (or as a volunteer) where you have been able to help people navigate and negotiate effectively for the resources they needed to be resilient.
 - ✪ Be very specific when describing the service or support that was provided
 - ✪ Where was the service or support offered?
 - ✪ When was it provided?
 - ✪ What other details can you provide?



Exercise (Part 2)

- ❖ **Who, and/or what, was required to make this experience possible?**
 - ❖ **Again, be as detailed as possible. What would someone see you doing to help?**
 - ❖ **What did your colleagues, neighbours, and others in your community do?**
 - ❖ **If at work, what did your supervisor do?**
 - ❖ **What did your community or government do that made the service or support work well?**



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Thank you!

