

# *Nurturing Resilience: The Role of Families, Schools and Communities in Children's Recovery from Trauma*

**Michael Ungar, Ph.D.**

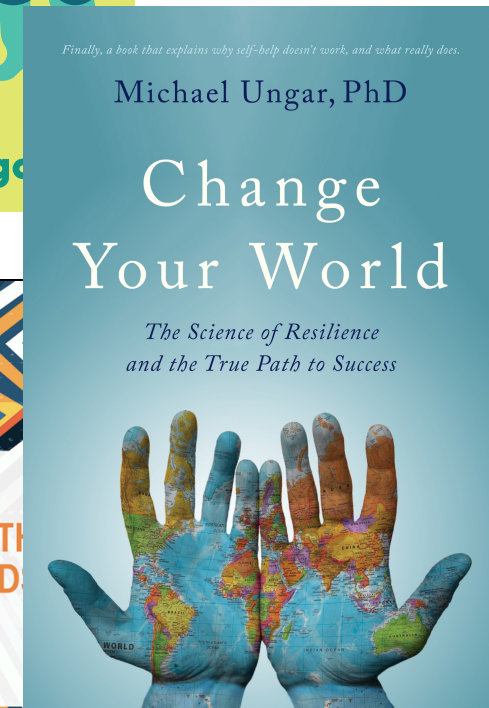
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Community Resilience,

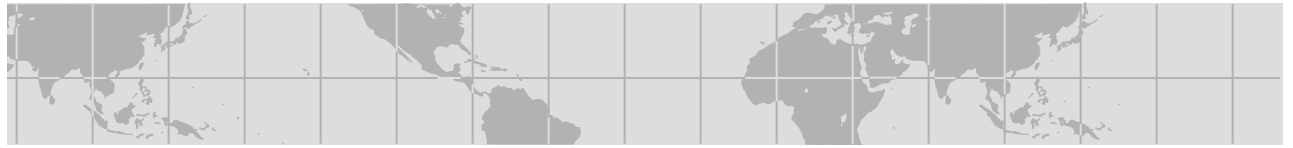
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**[www.resilienceresearch.org](http://www.resilienceresearch.org)**





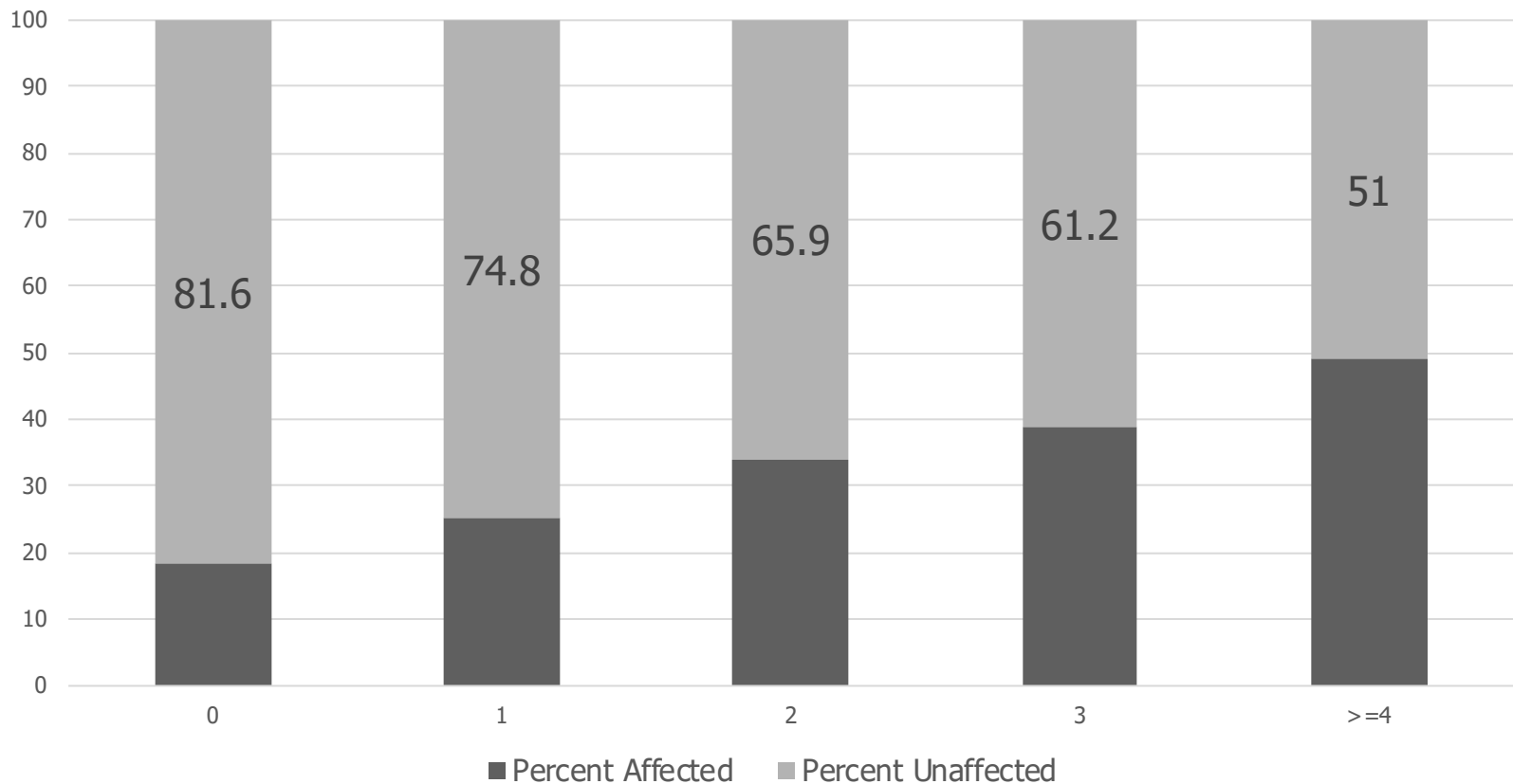
# *Adverse Childhood Experiences*

## ACE (Anda et al., 2006)

-  Verbal abuse
-  Physical abuse
-  Sexual abuse
-  Emotional abuse
-  Neglect
-  Witnessing IPV
-  Divorce or separation
-  A caregiver w/mental illness
-  A caregiver w/addiction
-  A caregiver who was incarcerated.



## *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.



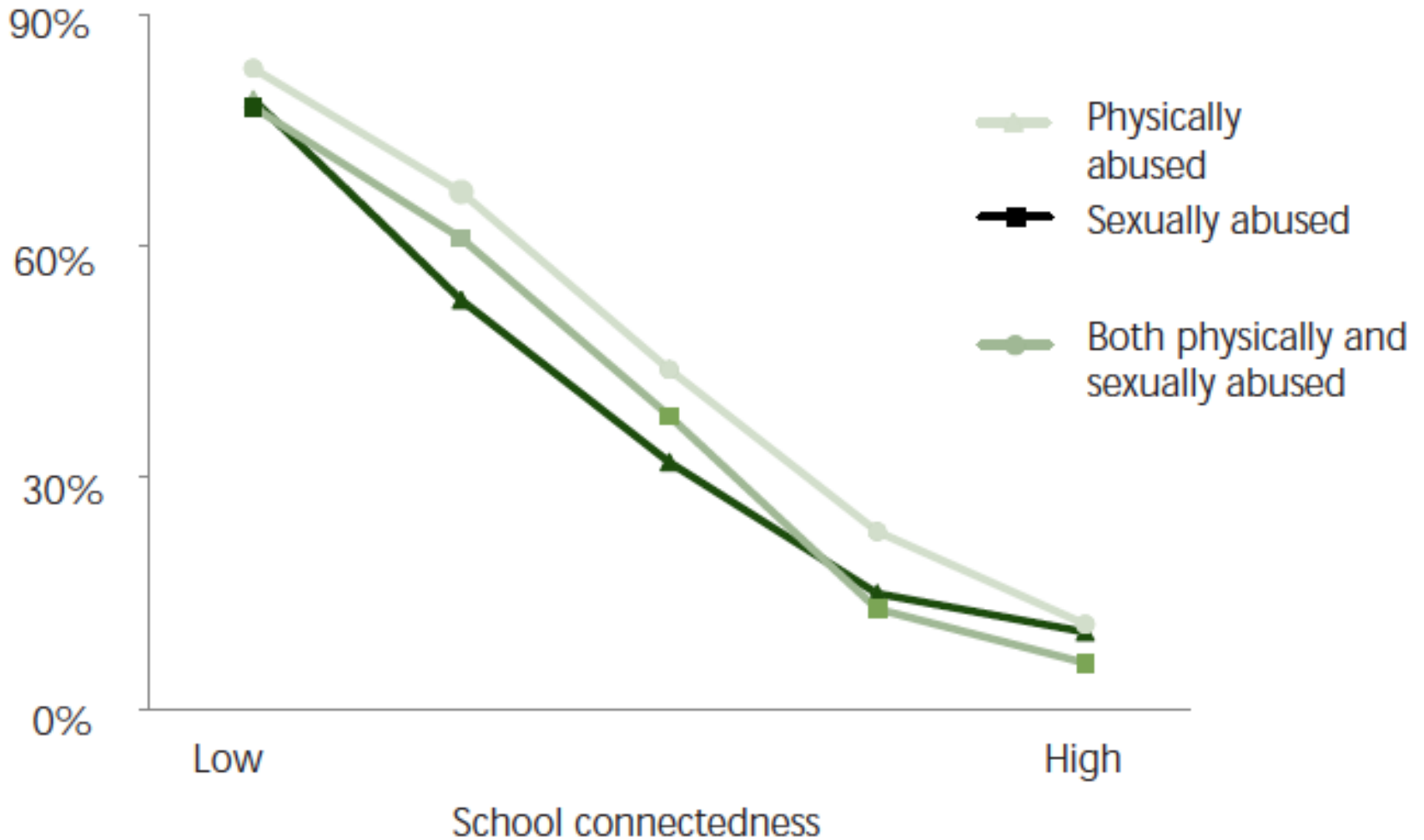
*“You can’t stop the waves but  
you can learn to surf”  
--John Kabat-Zinn*

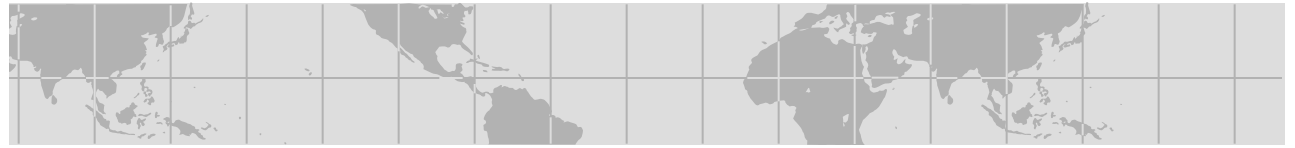
**It’s easier to learn to surf if  
you have a surfboard, a coach,  
and a lifeguard**

*Todd Sampson Video (40 min):*

*<https://www.youtube.com/watch?v=Wi9hSFYasUM>*

## Suicidal ideation and school connectedness among abused students





# *Diagnostic Criteria for Resilience*

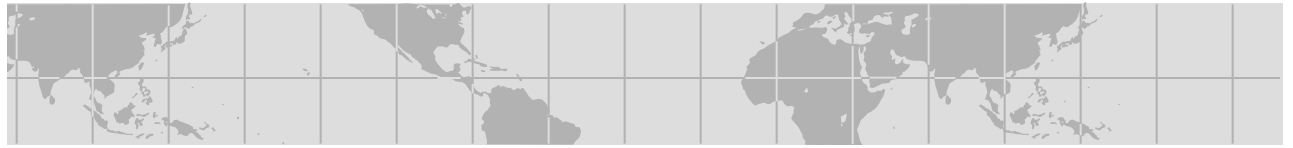
- ✚ Domain 1: Assess adversity
  - ▣ Severity
  - ▣ Chronicity
  - ▣ Ecological level
  - ▣ Attributions of causality
  - ▣ Cultural and contextual relevance



# *Diagnostic Criteria for Resilience*

## ✚ Domain 2: Assess resilience

- ✚ In **low risk** contexts, assess individual qualities—temperament, personality, cognitions
- ✚ In **high risk** contexts, assess
  - Availability of resources
  - Accessibility of resources
  - Strategic use of resources
  - Positive reinforcement of coping strategies
  - Adaptive capacity of the environment



# *Diagnostic Criteria for Resilience*

## ✚ Domain 3: Multidimensional considerations

### ▣ Temporal

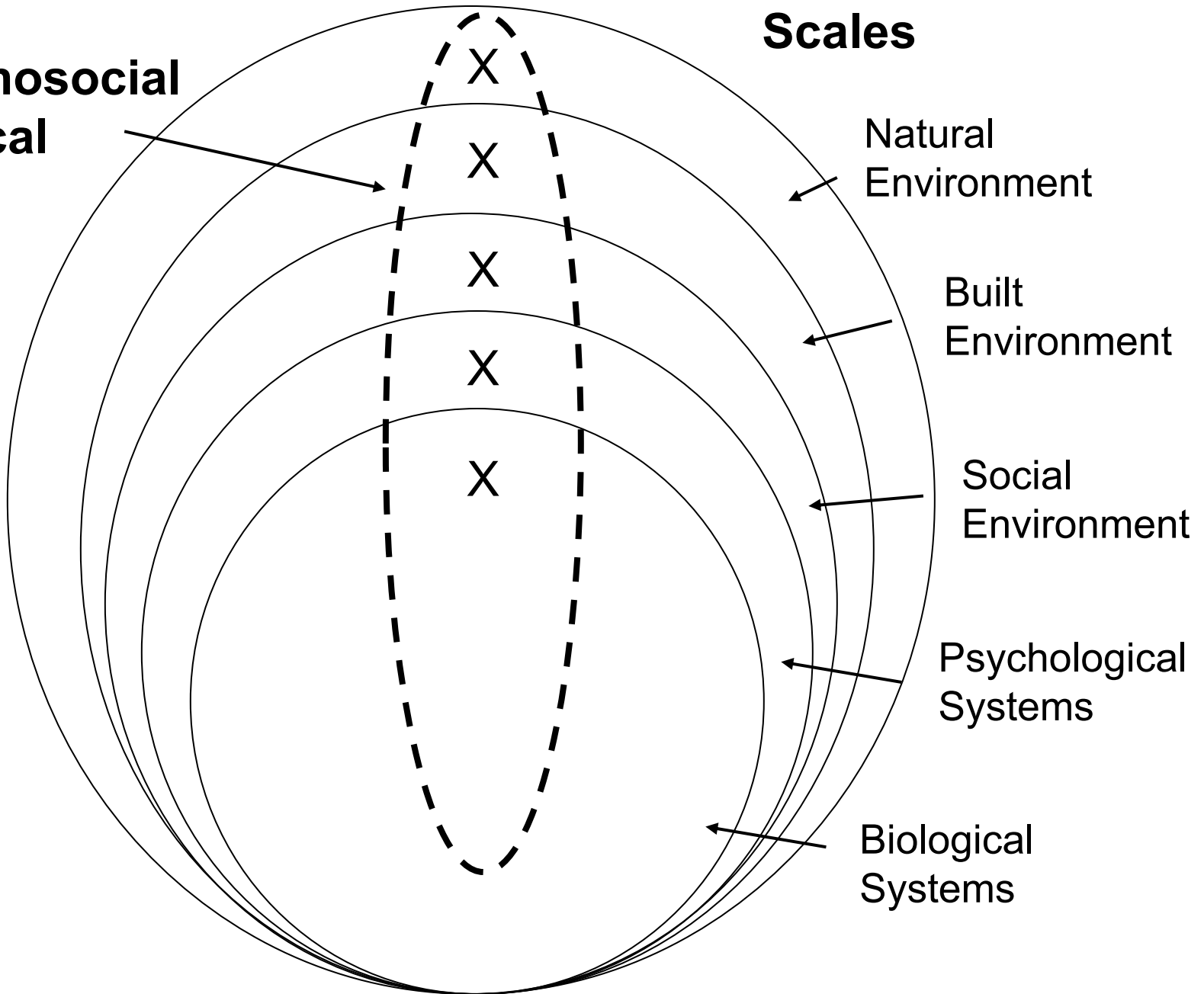
- Sociohistorical
- Developmental

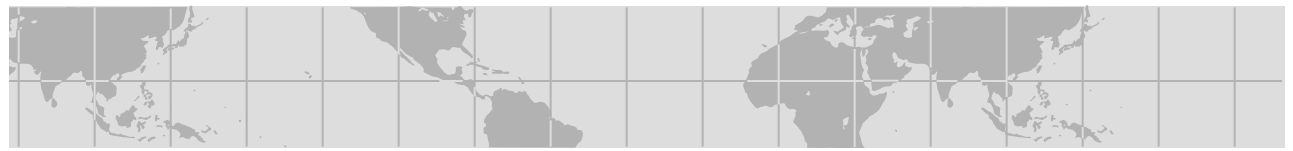
### ▣ Cultural



**Complex  
Biopsychosocial  
-ecological  
System**

**Scales**



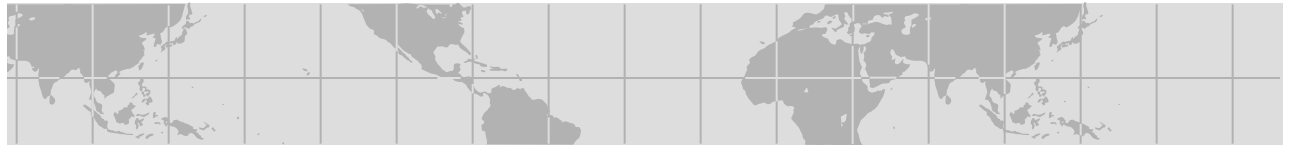


# *A Practical Definition of Psychological Resilience*

- ✦ 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.



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# *Day in the life video*



# *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 resilience*

## *resources:*

### ✚ Structure:

- ✚ “There are people in my life who expect me to \_\_\_\_\_.”

### ✚ Consequences:

- ✚ “When I don’t meet expectations, I know that \_\_\_\_\_ will happen.”

### ✚ 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

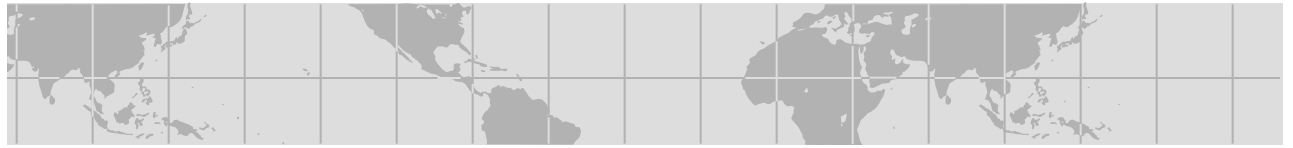
- ✚ “There are places such as \_\_\_\_\_ where I can celebrate my culture and beliefs.”

## ✚ 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 \_\_\_\_\_.”



# *The Child and Youth Resilience Measure*

- ✦ 17 item versions are available for younger and older children and youth, at no charge
- ✦ Parent report versions are also available
- ✦ Translated in more than a dozen languages
- ✦ Please go to:
  - 🌐 <http://cyrm.resilienceresearch.org/>

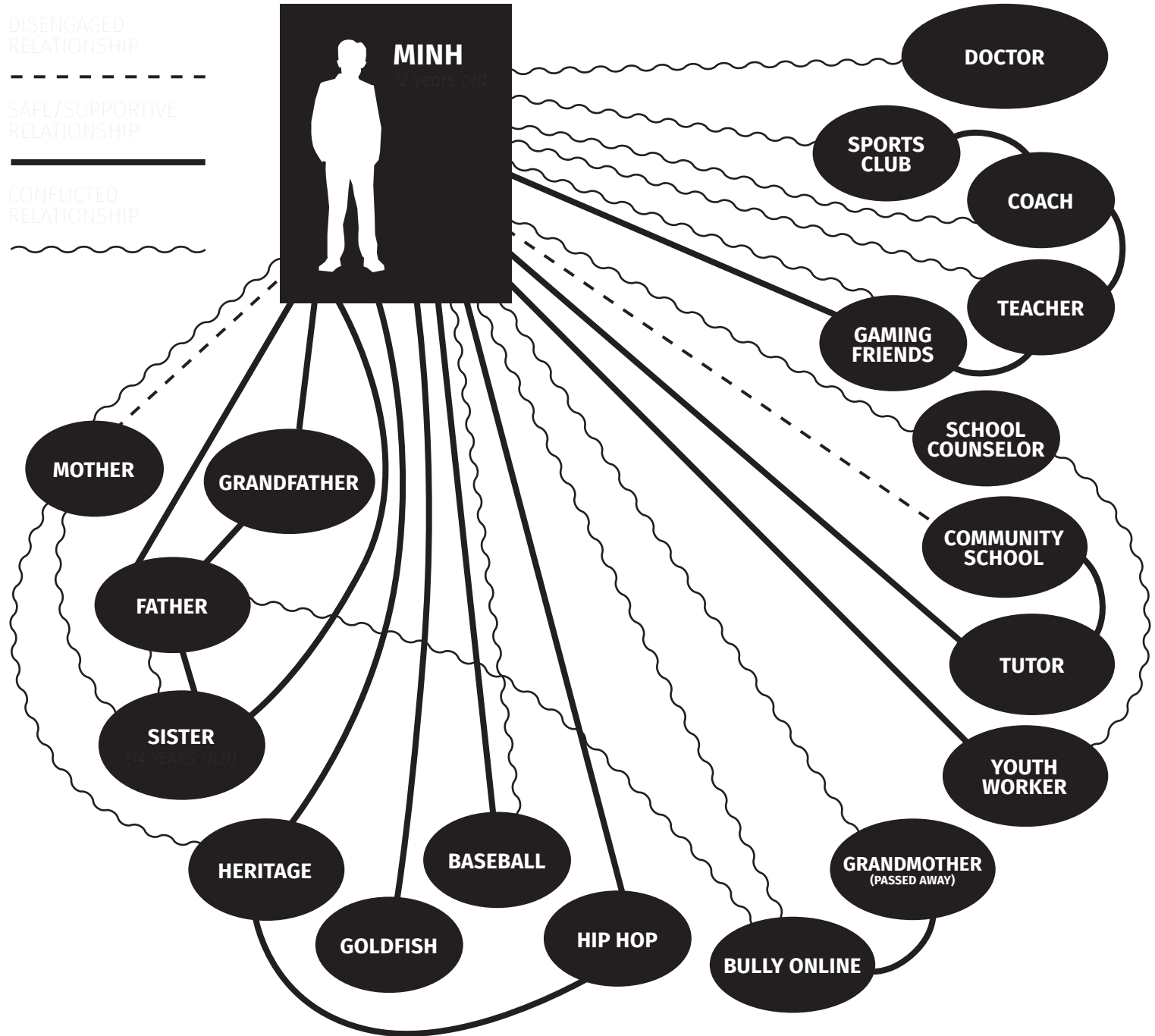




## *Theory of Change*

- ❖ 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

DISENGAGED  
RELATIONSHIP  
-----  
SAFE/SUPPORTIVE  
RELATIONSHIP  
—————  
CONFLICTED  
RELATIONSHIP  
~~~~~



Serendipity?

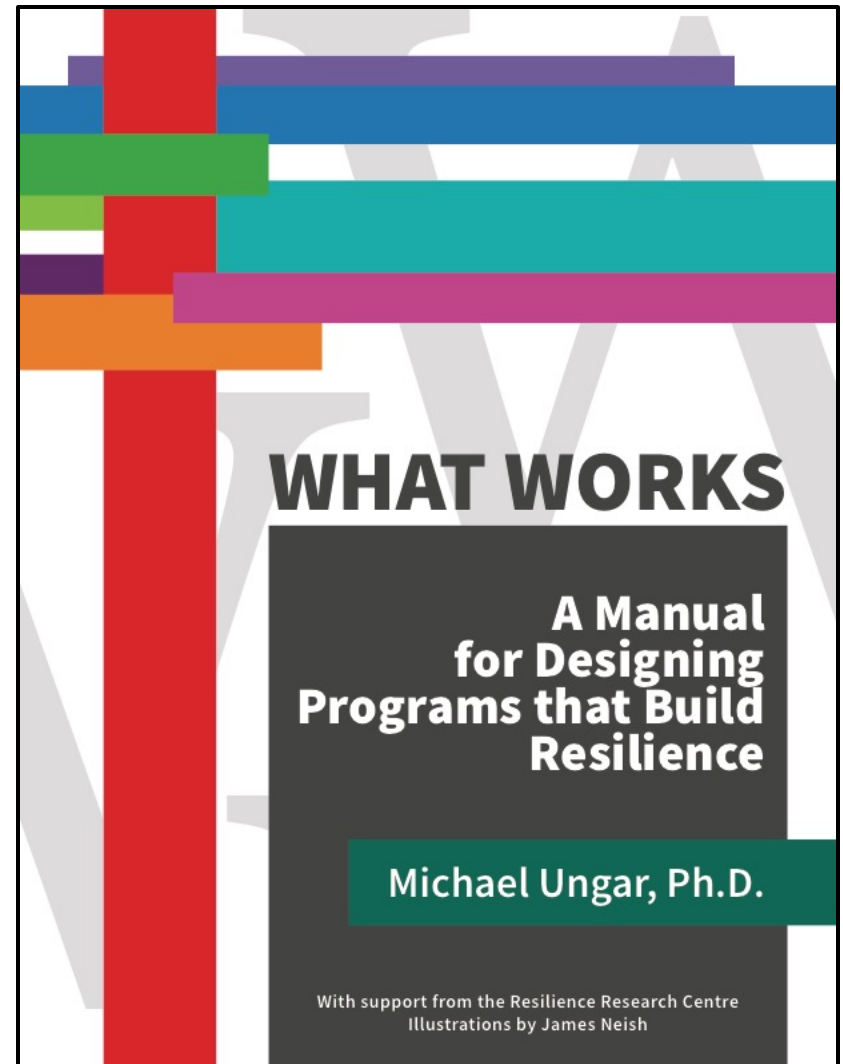


Design?



# *Videos*

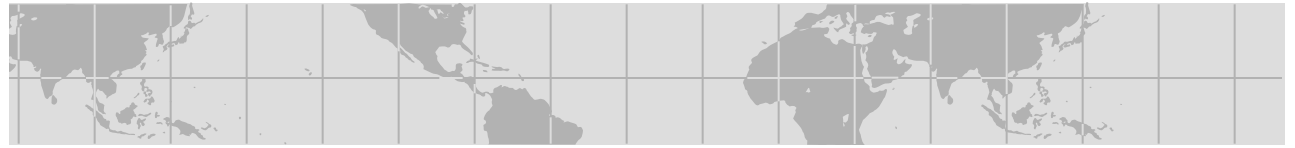
 Gulval School





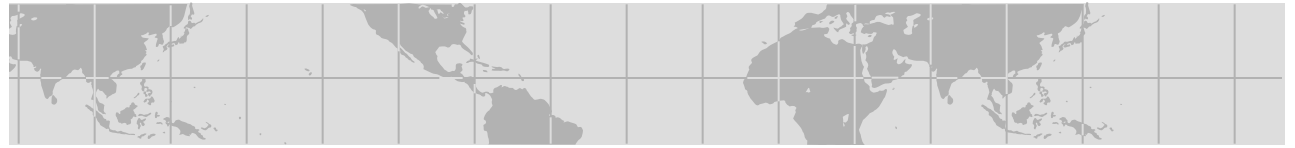
## *Exercise*

- ✚ Thinking about a service you offer, answer the following questions *from the perspective of the those receiving the service*



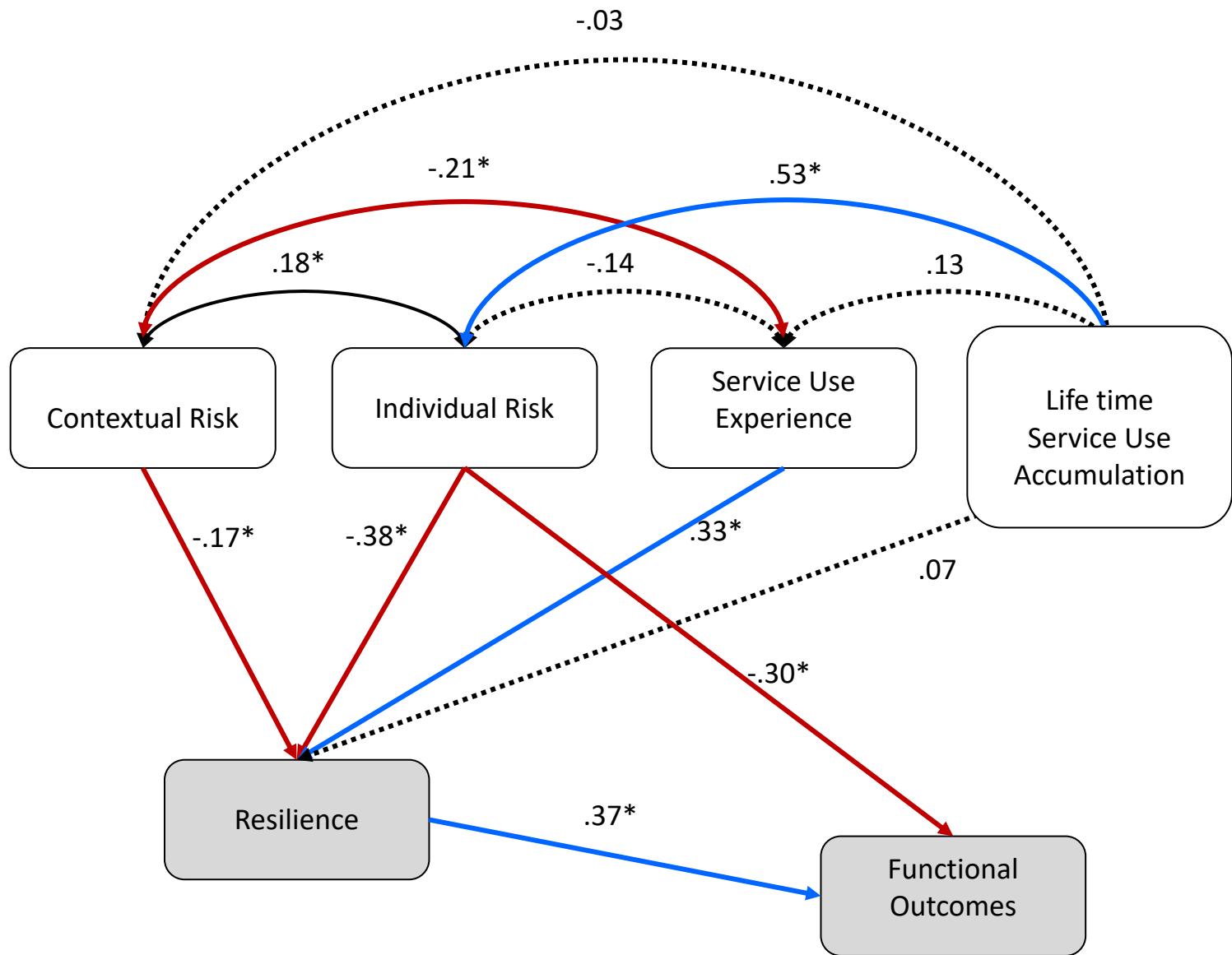
# *The PRYM Experience of Service Assessment*

1. Overall, I am satisfied with the services I received
2. I helped choose my services
3. I had a say in how this service was delivered to me and could ask for what I wanted
4. I received services that were right for me



# *The PRYM Experience of Service Assessment (cont.)*

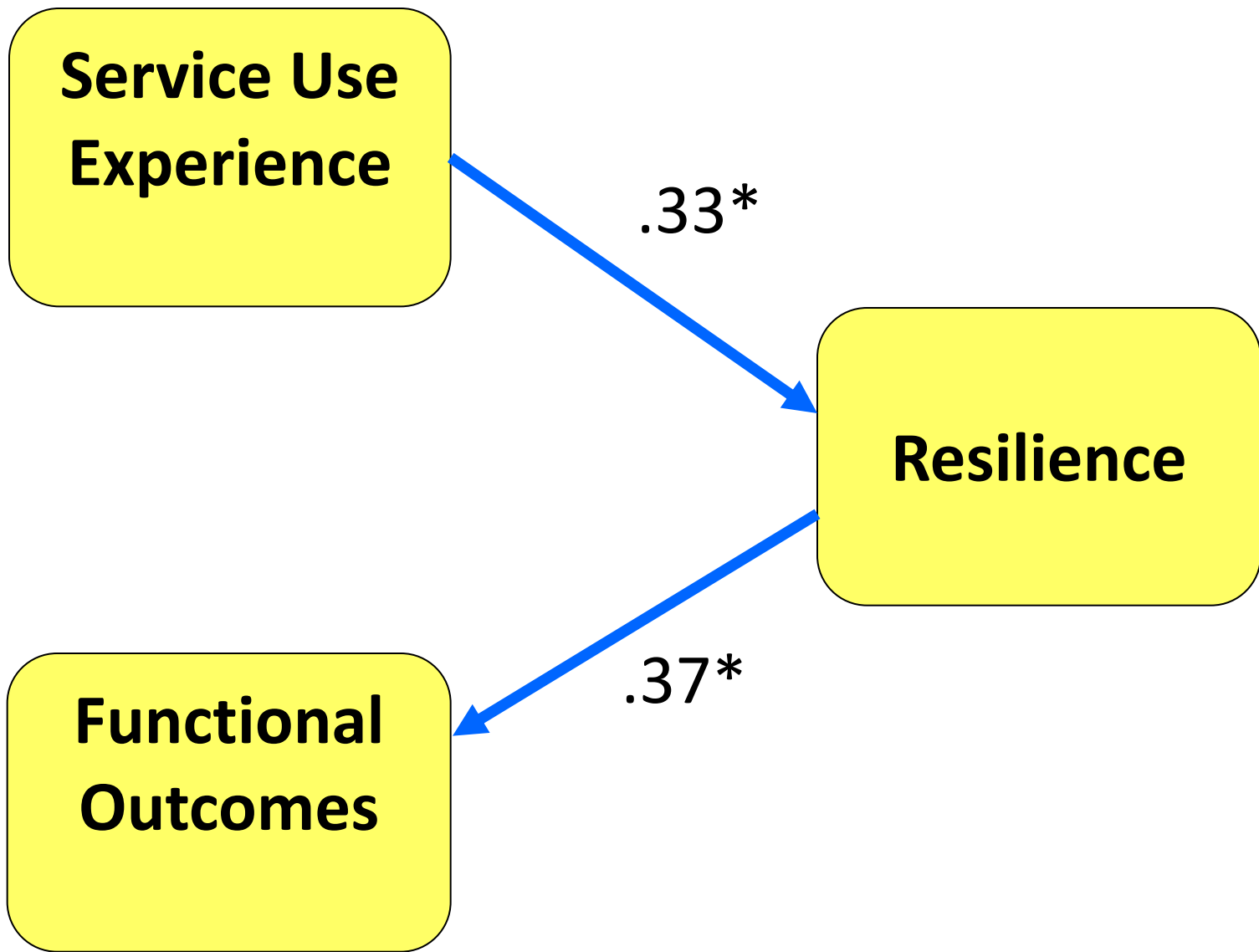
5. I could get the service when I needed it
6. This was the service I needed
7. Staff respected my religious and spiritual beliefs
8. Staff spoke in a way that I understood
9. Staff were sensitive to my cultural and ethnic background

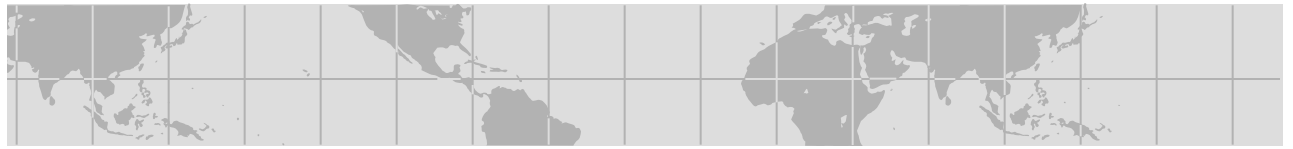


N= 497

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





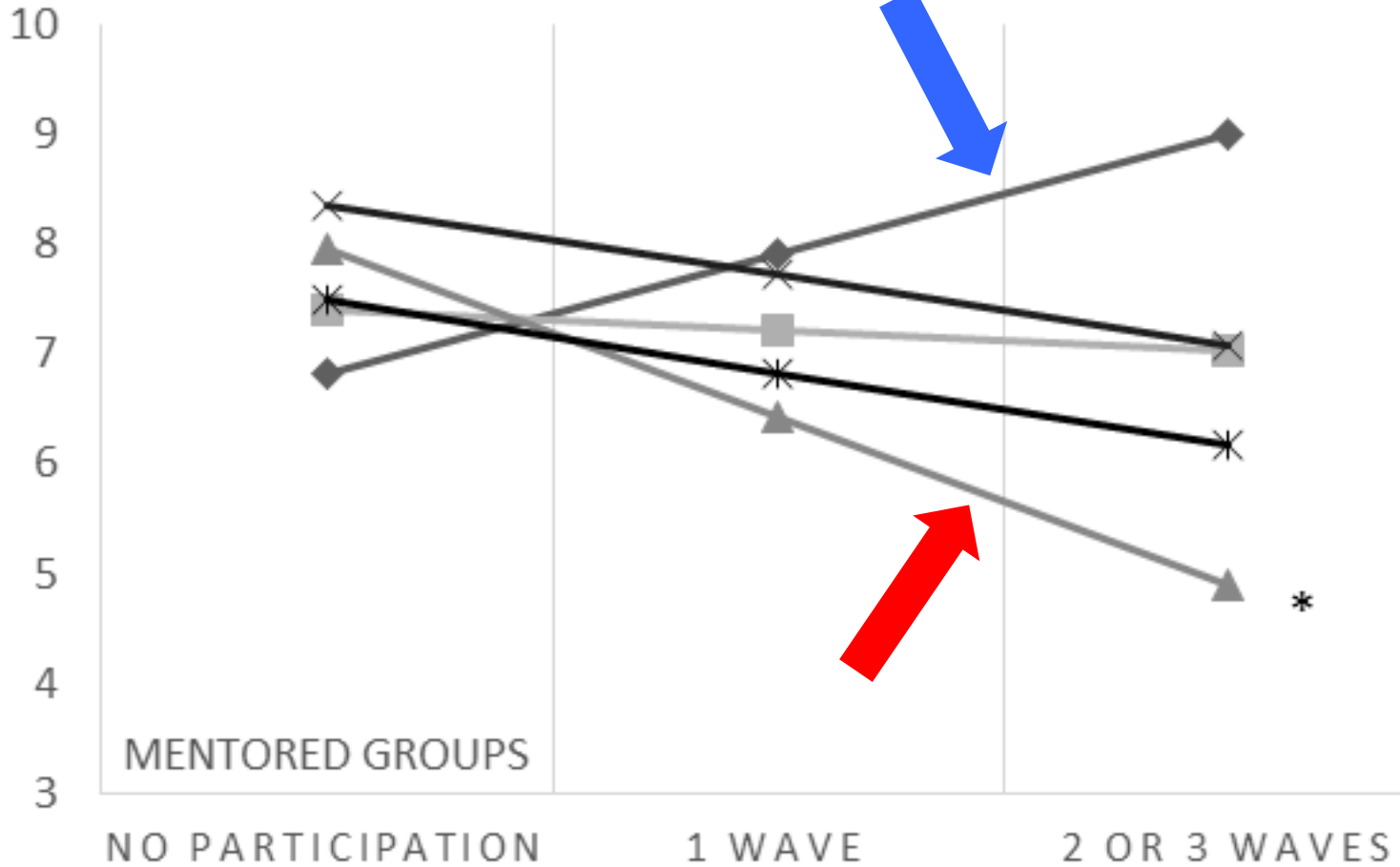


# Differential Impact Theory

*The impact of a protective factor/process depends on an individual's level of risk exposure and the quality of the protective factor/process.*

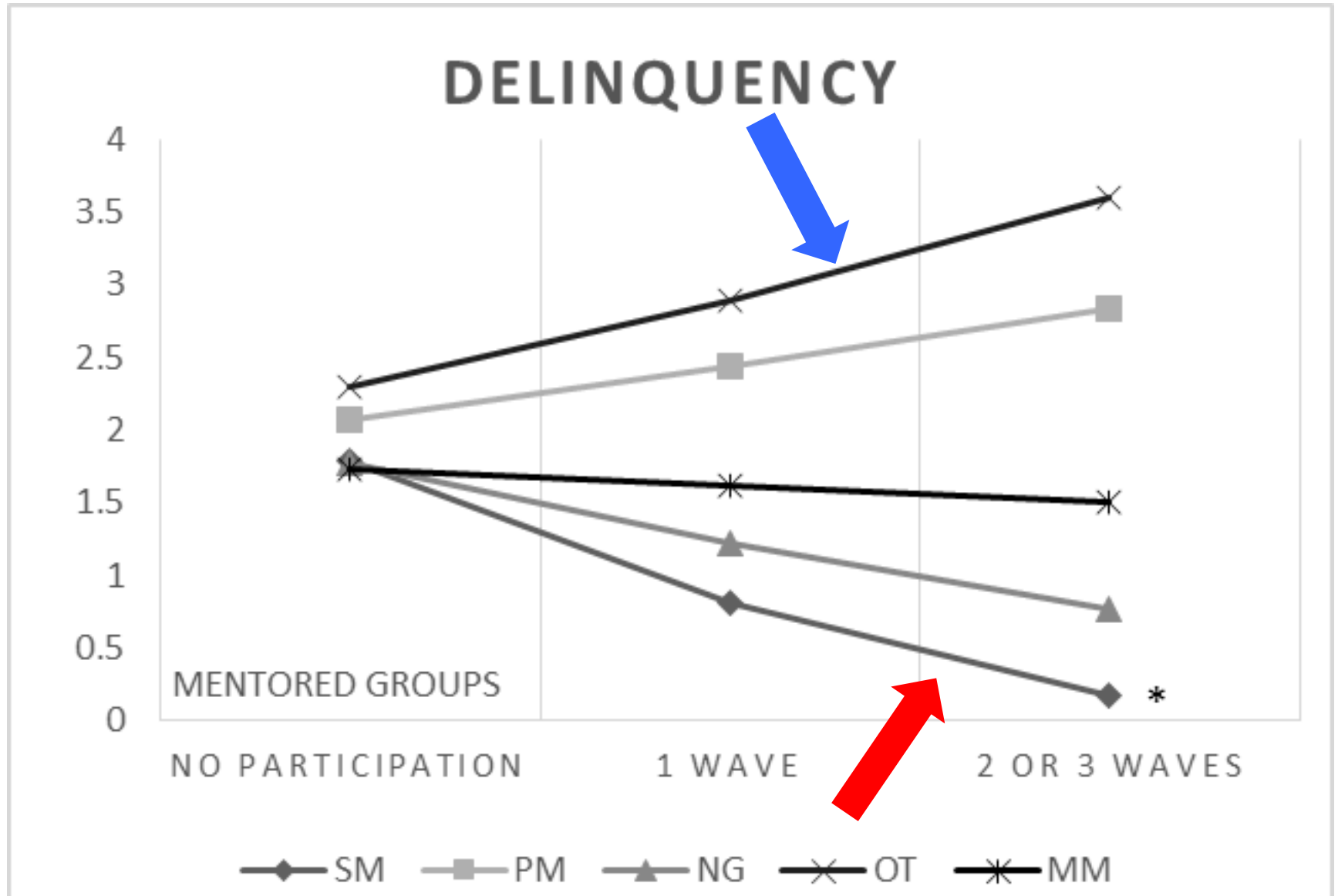
Delinquency scores, depressive symptoms, and traumatic symptoms by the number of waves of reported participation in organized activities and the CPS maltreatment record at baseline. SM: Sexual maltreatment only; PM: Physical maltreatment only; NG: Neglect only; OT: Other type of maltreatment; MM: Multiple types of maltreatment. Kwak, Y. (in press). Differential Impacts of Participation in Organized Activities and Maltreatment Types on Adolescent Academic and Socioemotional Development. *Child Abuse & Neglect*.

## DEPRESSIVE SYMPTOMS

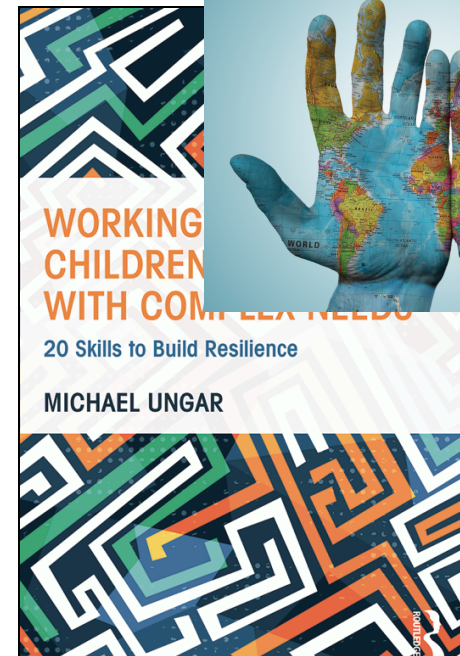
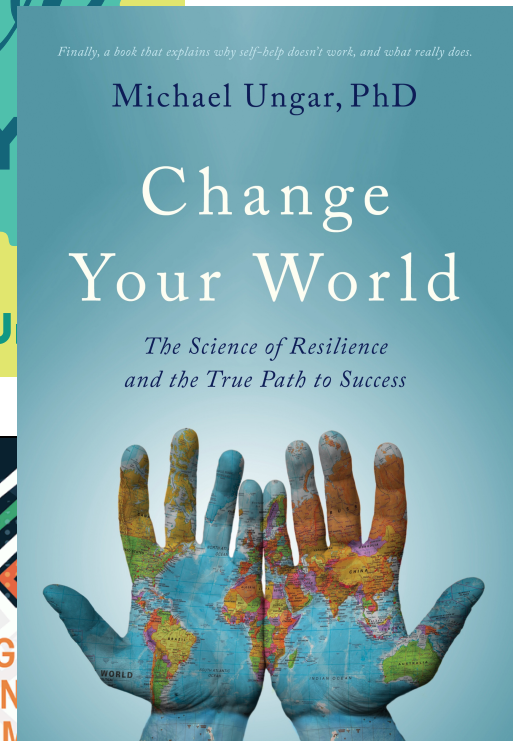


—◆— SM    —■— PM    —▲— NG    —×— OT    —\*— MM

Delinquency scores, depressive symptoms, and traumatic symptoms by the number of waves of reported participation in organized activities and the CPS maltreatment record at baseline. SM: Sexual maltreatment only; PM: Physical maltreatment only; NG: Neglect only; OT: Other type of maltreatment; MM: Multiple types of maltreatment. Kwak, Y. (in press). Differential Impacts of Participation in Organized Activities and Maltreatment Types on Adolescent Academic and Socioemotional Development. *Child Abuse & Neglect*.



*Thank you!*



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