Resiliency:
Bouncing Back and Moving Forward

What is Resiliency?
"The ability to bounce back despite adversity"

Theories & Models
- Multi-factorial, multi-contextual, multi-level factors
- Vulnerability, protective factors, and social supports

Lifecourse

Strengths, Limitations, Implications

Can you have RESILIENCE without TRAUMA?

Prezi

The resiliency framework by Jen Dijkstra

1. What is Resiliency?
2. Theories & Models
3. Lifecourse
4. Strengths, Limitations, Implications

Prezi

What doesn't kill you, makes you stronger.
Resiliency:
Bouncing Back and Moving Forward

What is Resiliency?
"the ability to bounce back despite adversity"
"a positive adaptation or the ability to recover from or adapt to difficult or stressful circumstances" (Fleming, 2011)

But... it is not that simple!
Stressful experiences, both positive and negative, shape who we are.

Theories & Models
Resilience is a multi-dimensional, enduring, dynamic, transactional process that involves both personal and environmental influences.

Life Course

Strengths, Limitations, and Implications
Can you have RESILIENCE without TRAUMA?

To resilience a useful construct for public health
Salutogenesis:
salus (Latin) = health, genisis (Greek) = origin
How do people stay well?

(Antonovsky)
Could you explain why it might be helpful to know whether something goes well?
Salutogenesis
An assets approach

- Gratitude (McGillough)
- Self-efficacy (Bandura)
- Hardiness (Kobasa)
- Empathy (Eisenberg)
- Emotional intelligence (Akerjordet et al)
- Learned resourcefulness (Rosenbaum)
- Learned optimism (Seligman)
- Learned hopefulness (Zimmerman)
- Sense of coherence (Antonovsky)
- Cultural capital (Bourdieu)
- Social capital (Putnam)
- Coping (Lazarus)
- Quality of Life (Lindström)
- Resilience (Werner)
- Locus of control (Rotter)
- Connectedness (Blum)
- Flourishing (Keyes)
- Wellbeing (Diener)
- Empowerment (Freire)
- Will to meaning (Frankl)
- Action competence (Bruun Jensen)
- Interdisciplinarity (Klein)
- Attachment (Bowlby)
- Ecological system theory (Bronfenbrenner)
The compelling question is: why are some people OK?
**TABLE 1** Depiction of a population of adolescents

<table>
<thead>
<tr>
<th></th>
<th>Low risk</th>
<th>High risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive outcome</td>
<td>A (normative development)</td>
<td>B (resilience theory)</td>
</tr>
<tr>
<td>Negative outcome</td>
<td>C (inadequate risk assessment)</td>
<td>D (risk models)</td>
</tr>
</tbody>
</table>

(Fergus & Zimmerman, 2005)
The compelling question is: why are some people OK?

**What is Resiliency?**

"the ability to bounce back despite adversity"

"a positive adaptation or the ability to maintain or regain mental health despite experiencing adversity" (Herrman, 2011).

**BUT... It is not that Simple!!**

Despite growing popularity, there is no agreed upon definition for the term.
What is Resiliency?

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Figure 7.1. Resilience is shown as a V-shaped response in which a transient decline in an outcome measure is followed by rapid return to normal functioning (adapted from Layne et al., 2007 with permission)
BUT... It is not that simple!!

Despite growing popularity, there is no agreed upon definition for the term.

Layne et al (2007) found at least 8 distinct meanings for the term resilience.
Different meanings include:

- pathways to competent adaptation despite adverse conditions (Cicchetti, 1996)
- symptom-free functioning following trauma (Bonanno et al., 2007)
- positive adaption despite adversity (Garmezy, 1993)
- enhanced psychobiological regulation of stress/fear related brain circuitry, neurotransmitters, and hormones (Charney, 2004)
- good outcome in spite of threats to adaptation/development (Masten, 2001)
- Possession and sustaining of key resources that prevent or interrupt loss cycles (Hobfoll et al., 2000)
Layne et al. (2007) found at least 8 distinct meanings for the term resilience.
First wave of research focused on studies of children at risk (Southwick, 2011; Bogenschneider, 1996; Hawkins, Catalano & Miller 1992; Werner & Smith, 1982).

Showed that although some children had adverse reactions to negative or traumatic experiences, adverse events in childhood do not inevitably lead to adult pathology (Southwick, 2011). Bernard (1993) showed that between 1/2 and 2/3 of children growing up in adverse situations overcame the odds and turned life trajectories of risk into one of resilience.
Next, investigators studied children living with community violence and how children cope with the consequences of violence (Coles, 1986; Garbarino, Dubrow, Kostelny, & Pardo, 1992).

While children exposed to chronic danger exhibited negative traits, like difficulty concentrating, memory impairments, aggressive play, or uncaring behaviors, these studies also revealed the human capacity for resilience. Coles (1986) described the Cambodian refugee children, having survived the 30 year civil war, as the most resilient and perceptive group of children.
Studies of adult survivors (Lifton, 1993) focused on adaptive functioning in the face of a high degree of adversity. Included studies of the coping strategies and resiliency among Holocaust or Hiroshima survivors. The survivors did not escape pain, but many displayed resilient behaviors throughout their life. They were able to create meaning in stressful events, they showed a high degree of ethical and spiritual involvement, social responsibility, and strong desire for a family and home (Southwick, 2011).
Theories & Models

resilience is...
multi-dimensional, enduring, dynamic,
transactional/interaction between person and
environment.

Life Course

Psychological Processes
- positive emotions
- active coping
- social support
- personal beliefs

Neurobiology & Environments
- Brain circuitry
- Genetic predispositions
- Childhood experiences
- Adult stressors
- Social resilience
- Mental health outcomes
- Psychological responses

Spiritual Factors
- Religion
- Spirituality

Social Ties
- Family, friends, and community
- Support networks
- Cultural traditions
- Religious practices

Environmental Factors
- Physical environment
- Social environment
- Economic conditions
- Political influences

Personal Factors
- Resilience
- Coping mechanisms
- Adaptability
- Emotional regulation

Interdisciplinary Approaches
- Integrative psychology
- Mind-body medicine
- Positive psychology
- Behavioral sciences

Life Course Framework
- Developmental stages
- Life transitions
- Chronic conditions
- Life events

Faith

Proximity to faith-based organizations
- Access to spiritual support
- Community engagement
- Sense of purpose

Research shows that resilience was significantly associated with a variety of factors and processes, including:
- Personal traits and characteristics
- Life events and experiences
- Community and social factors
- Psychological mechanisms

The intersection of spirituality and resilience is crucial for understanding resilience.
Theories & Models

Resilience is...
multi-dimensional, enduring, dynamic, transactional/interaction between person and environment.
Risk Factors

Protective Factors
Risk Factors
Risk and protective factors have been identified for many areas of risk and resiliency. These lists, from Public Safety Canada, are risk factors for being involved in crime or being a victim of a crime:

- Negative attitudes, values or beliefs
- Low self-esteem
- Drug, alcohol or solvent abuse
- Poverty
- Children of parents in conflict with the law
- Homelessness
- Presence of neighbourhood crime
- Early and repeated anti-social behaviour
- Lack of positive role models
- Children who witness violence
- Lack of services (social, recreational, cultural, etc)
- Unemployment/underemployment
- Family distress
- Racism
- Mental or physical illness
- Low literacy
- Leaving institutional/government care (hospital, foster care, correctional facility, etc)
- Family violence
Protective Factors

- Positive attitudes, values or beliefs
- Coping/resilience skills
- Good mental, physical, spiritual and emotional health
- Effective self-esteem
- Skills at school
- Good parenting skills
- Parental involvement
- Strong social support
- Community engagement
- Problem-solving skills
- Positive relationships, members, neighbors
- Healthy personal and non-childhood development
- Participation in traditional and cultural activities
- Good peer group/neighbors
- Youth engagement
- Stable housing
- Availability of services (social, recreational, cultural, etc.)
• Positive attitudes, values or beliefs
• Conflict resolution skills
• Good mental, physical, spiritual and emotional health
• Positive self-esteem
• Success at school
• Good parenting skills
• Parental supervision
• Strong social supports
• Community engagement
• Problem-solving skills
• Positive adult role models, coaches, mentors
• Healthy prenatal and early childhood development
• Participation in traditional healing and cultural activities
• Good peer group/friends
• Steady employment
• Stable housing
• Availability of services (social, recreational, cultural, etc)
between person and

Life Course
Model 1: Compensatory

Model 2: Protective

Model 3: Protective-Stabilizing

Model 4: Protective- Reactive

Model 5: Challenging

Model 6: Inoculation

(Farkas & Zimmerman, 2003)
Neurobiology & Resilience

- Acute stress-response systems
  - HPA axis function
  - Corticotropin-releasing hormone
  - Monoamines
  - Neuropeptides
- Agents modulating efficacy & intensity of acute stress response
  - Sex hormones
- Epigenetic mechanisms

(Southwick, 2011)
Psychological Processes

- positive emotions
- active coping
- social support
- prosocial behavior

(Southwick, 2011)
Emotions

ability to regulate emotions may be an important factor in determining resilience

We are disturbed, not by events, but by the views which we take.

Epictetus
We are disturbed, not by events, but by the views which we take of them.
Epictetus
Personality Factors

Research shows that resilience was negatively associated with neuroticism and positively related to extraversion and conscientiousness (Campbell-Sills et al., 2006). "Easy" temperament and motivation system also linked to resilience.
Coping Styles

Task-oriented coping positively related to resilience and mediated the relationship between conscientiousness and resilience. Emotion-oriented coping was associated with low resilience.
Question: IS Resiliency a TRAIT?
Social Ties

Social ties are thought to affect mental and physical health by influencing emotions, cognition, and behavior (Cohen, 1988, 2004). During times of stress, social ties are thought to promote resilience in the face of adversity (Cohen & Wills, 1985; Luthar 2006).

Main effects model vs buffering model (House, 1981; Cohen & Wills, 1985; Cohen, 1988)
Spiritual Factors

Theorists have connected spirituality/religion to resilience, and these have been posited to foster resilience and coping with traumatic events (Peres, Moreira-Almeida, Nasello & Koenig, 2006; Canda & Furman, 1998; Ramsey & Blieszner 1999). Difficult to tease apart the effects of feeling connected to something bigger than yourself (spirituality) and the connections with others (religion).
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Strengths, Limitations, and Implications

Can you have RESILIENCE without TRAUMA?
Strengths, Limitations, and Implications

Can you have RESILIENCE without TRAUMA?
IS "romanticizing the underdog" a good thing?
Is resilience a useful construct for public health?

What might a resilience-focused intervention look like?
Is resilience a useful construct for public health?
# 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets—that help young people grow up healthy, caring, and responsible.

## Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

## Empowerment
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

## Boundaries & Expectations
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person’s whereabouts.
12. **School Boundaries**—School has clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young person’s behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person’s best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

## Constructive Use of Time
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

## Commitment to Learning
21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

## Positive Values
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person “tells the truth even when it is not easy.”
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

## Social Competencies
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence**—Young person knows how to get along and get along with people of different cultural/ethnic backgrounds.
35. **Resistance skills**—Young person can resist peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

## Positive Identity
37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that “my life has a purpose.”
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.
Resiliency: Bouncing Back and Moving Forward

What is Resiliency?
"The ability to bounce back despite adversity"
(Recovery from crises or stress, and the ability to adapt to new circumstances)

Theories & Models
- Resilience: multi-dimensional, involving, dynamic, transactional, inter-action between person and environment
- Life Course

Strengths, Limitations, and Implications

Can you have RESILIENCE without TRAUMA?

Life Course

To resilience: a useful construct for public health

The importance of resilience in public health