

Introduction to Resilience

3rd October 2014

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Take the resilient QUIZ

On a scale of 1(very little).....5 (very much)

	QUESTION	1.....5
1	Curious, ask questions, want to know how things work, experiment.	
2	Constantly learn from your experience and the experience of others.	
3	Need and expect to have things work well for yourself and others.	
4	Take good care of yourself.	
5	Play with new developments, find the humour in things, laugh at self, chuckle.	
6	Adapt quickly to change, are highly flexible.	
7	Feel comfortable with paradoxical qualities.	

	QUESTION	1.....5
8	Anticipate problems and avoid difficulties.	
9	Develop better self-esteem and confidence every year.	
10	Listen well. Read others, including difficult people, with empathy.	
11	Think up creative solutions to challenges, invent ways to solve problems, trust intuition and hunches.	
12	Manage the emotional side of recovery. Grieve, honour and let go of the past.	
13	Expect tough situations to work out well, keep on going.	
14	Help others, bring stability to times of uncertainty and turmoil.	
15	Find the gift in mistakes, accidents and bad experiences.	
16	Convert misfortune into good fortune.	

What might your results tell you about your resilience today?

What resilience qualities do you bring to your work?

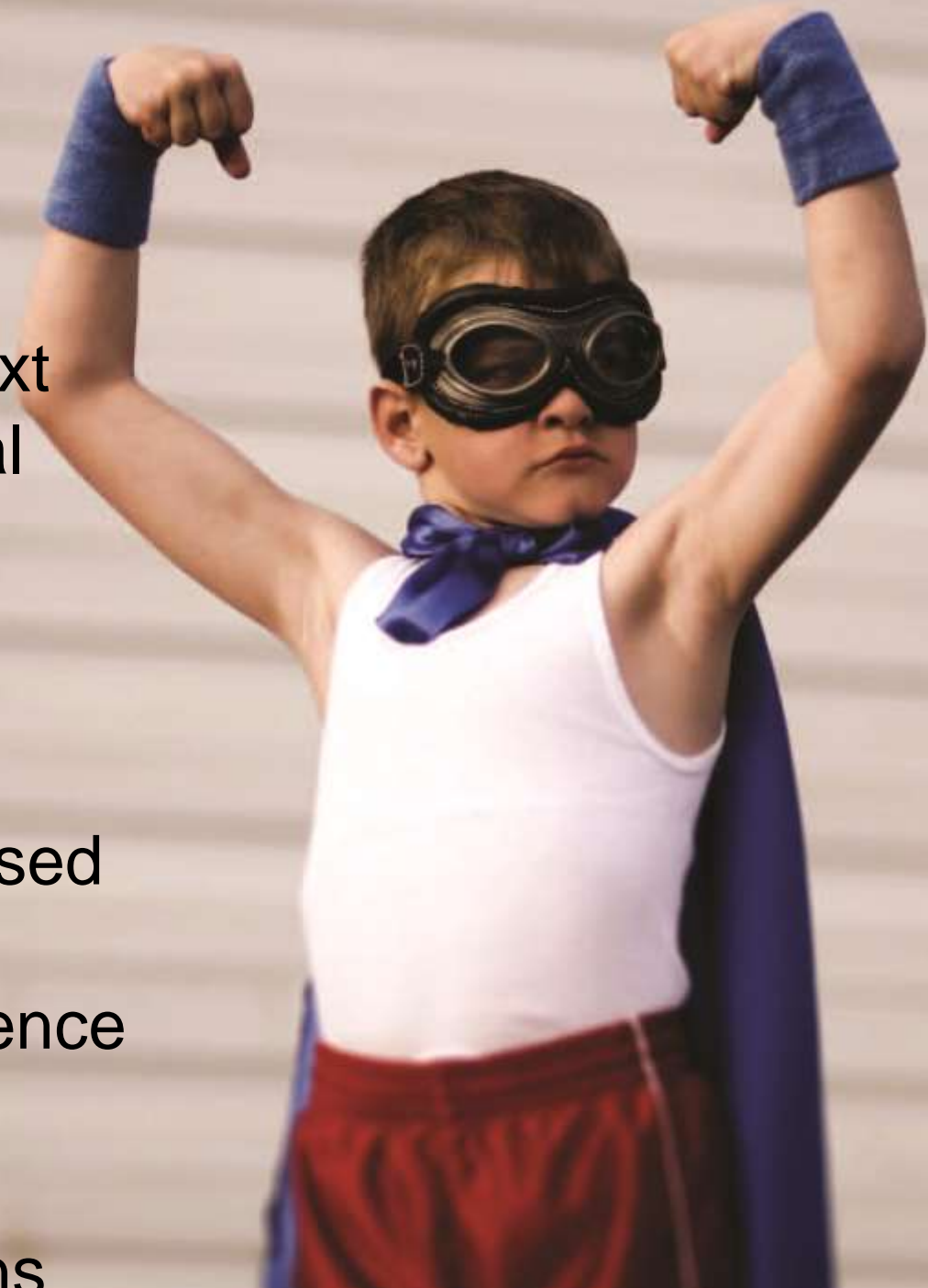
What might you want to develop more?

WHAT DO YOUR RESULTS	
1	Curious, ask questions, want to know how things work, experiment.
2	Constantly learn from your experience and the experience of others.
3	Need and expect to have things work well for yourself and others.
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5	Play with new developments, find the humour in things, laugh at self, chuckle.
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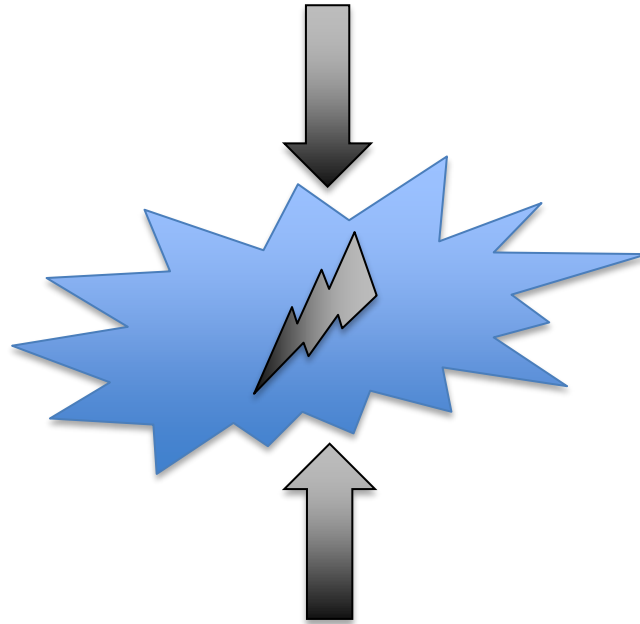
SUGGEST TO YOU?	
9	Develop better self-esteem and confidence every year.
10	Listen well. Read others, including difficult people, with empathy.
11	Think up creative solutions to challenges, invent ways to solve problems, trust intuition & hunches.
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Resilience is...

- Better than expected outcomes – in a context of adversity-two crucial ingredients!
- Bouncing back/up
- Asset or strength focused
- Compensatory experience – mitigating
- Positive chain reactions



Experience of adversity
(chronic and/or acute)



Better well-being than might be expected
(in all or some domains)

- Data suggest that only about 1/3 of an 'at risk' child population experience negative long term outcomes; up to 2/3 appear to survive without serious developmental harm (Newman and Blackburn 2002)
- **70-20-10 rule:** 70% will cope well with challenges in adverse family, school and community contexts; 20% require more than just good homes, schools or community resources and need structural support + MH interventions; 10% of these need longer term support/little short term outcomes (Ungar 2014)

Resilience factors – waves

- **Individual attributes:** e.g. good looks, good nature, intelligence
- **Family relationships:** e.g. good parenting, good relationships with brothers and sisters
- **Social and community factors:** e.g. good schooling, decent friends, meaningful hobbies
- **Processes and mechanisms**

Not too many surprises there

- intelligence
- good looks
- good education
- ability to problem solve
- decent standard of living
- love and sense of belonging
- having had great parenting

Processes and mechanisms

- Things that happen or resources we put in place that improve the odds for a child
- Ways of thinking and acting that help a child to do better than we might have expected
- Positive chain reactions we foster

Maybe not so obvious

- Opportunities to contribute
- One good adult role model, preferably over time
- Sense of purpose
- Realising or setting up a talent/healthy interest
- Sense of self efficacy
- Reflective self-functioning
- A life story that makes sense

- Clubs and hobbies
- Summer camps – tipping points
- Belonging to something good (families, peers)
- Getting kids to do good for others, volunteering
- Holistic interventions that don't just tackle issue/s
- Having mentors who stick with kids over time
- Continuity of practitioner
- Reframing experiences
- Problem solving skills

Working with the whole lot!

- Research with the most vulnerable children shows very clearly that they heal best when we shape their environments to meet their needs (Jaffee, Caspi, Moffitt, Polo-Tomas, & Taylor, 2007; Prilleltensky, 2012)
- Developing the protective factors associated with child development in adverse contexts
- Requires an ‘inequalities imagination’
- Multi-faceted strategies



Basics - this potion conjures up the basic necessities needed for life

Belonging - this potion is about ways to help a child make good relationships with family and friends

Coping - the remedies in this potion help children get by in everyday life

Learning - includes school education as well as ways of helping with their life skills, talents and interests

Core self - the spells here work very deeply to help shape a child's character



RESILIENT THERAPY: ORDINARY MAGIC

Angie Hart &/Derek Blincow©

- Magic sometimes the smallest move can make the most surprising difference
- Making resilient moves

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk

	BASICS	BELONGING	LEARNING	COPING	CORE SELF	
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope	
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP		Being brave
		Being safe	Tap into good influences		Solving problems	Support the child/YP to understand other people's feelings
	Access & transport	Keep relationships going	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself	
		The more healthy relationships the better		Fostering their interests		
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself	
	Exercise and fresh air	Responsibilities & obligations		Remember tomorrow is another day		Lean on others when necessary
		Enough sleep	Focus on good times and places		Have a laugh	
	Play & leisure	Make sense of where child/YP has come from	Highlight achievements	Develop life skills		There are tried and tested treatments for specific problems, use them
		Predict a good experience of someone or something new			Make friends and mix with other children/YPs	
	NOBLE TRUTHS					
		ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

Basics

- Being safe
- Good enough housing
- Enough money
- Exercise and fresh air
- Healthy diet
- Enough sleep
- Access and transport
- etc





Belonging

- Make friends
- Good influences
- Place in the world
- Keep relationships going
- Focus on good times
- Responsibilities
- Predict good experiences
- Find somewhere to belong
- etc

Learning



- Hard wired to learn
- Highlight achievements
- Get organised
- Life skills
- View to the future
- Mentors
- etc

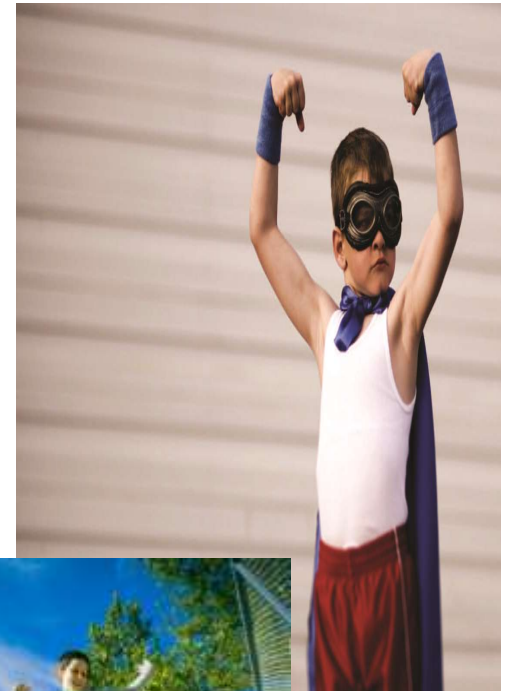
Coping

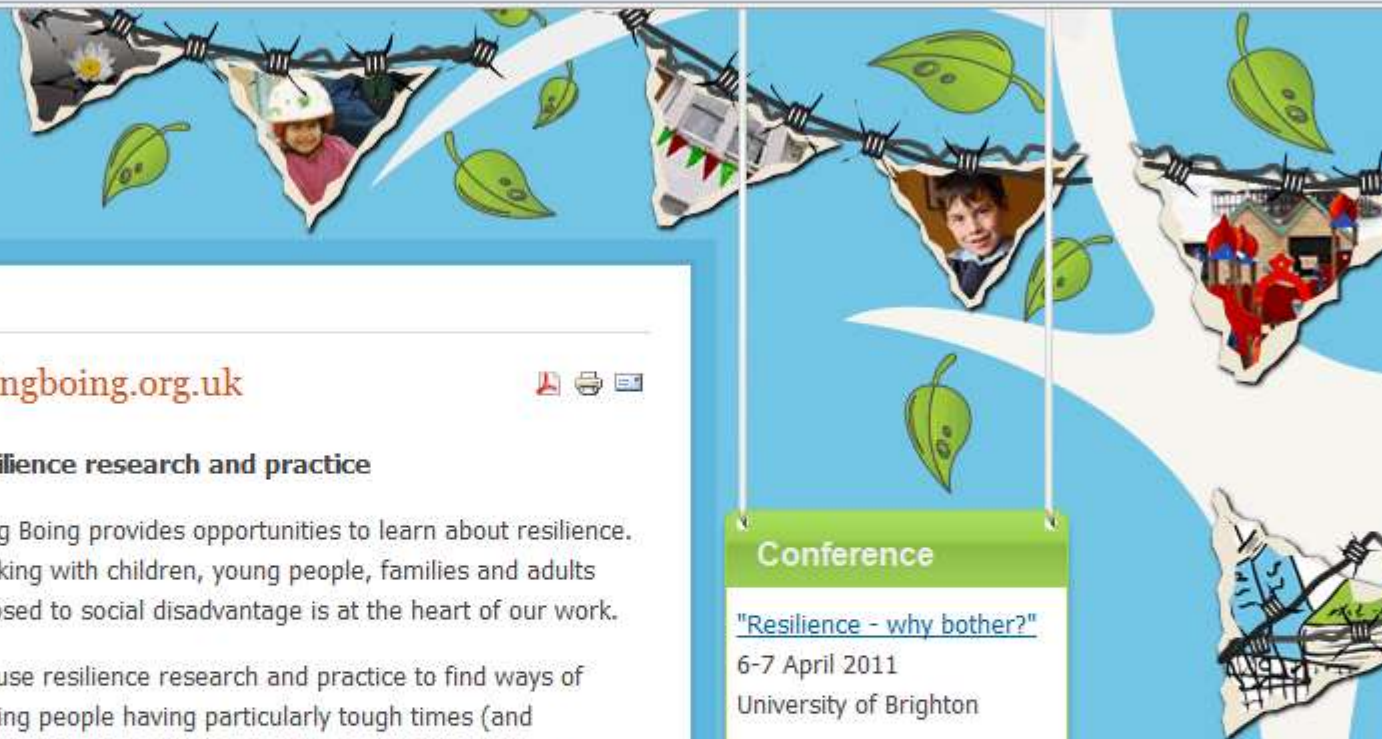
- Solving problems
- Calming down
- Being brave
- Understanding boundaries
- Fostering interests
- Having a laugh
- etc



Core Self

- Instil sense of hope
- Use tried and tested treatments
- Understand others feelings
- Help child to know themselves
- Foster talents
- etc



[Home](#)[What is resilience?](#)[Resilience research](#)[Resilience in practice](#)[Training & events](#)[Resilience Conference](#)[Getting hold of our stuff](#)[Who are we?](#)[Links](#)

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Resilience research and practice

Boing Boing provides opportunities to learn about resilience. Working with children, young people, families and adults exposed to social disadvantage is at the heart of our work.

We use resilience research and practice to find ways of helping people having particularly tough times (and ourselves) because it is a source of very useful knowledge about how individuals overcome such times.

While there are loads of academic articles and books on resilience, not enough tell us how to go about using this knowledge to help children, young people and adults to bounce up against the odds.

That's why we have been developing approaches, like [Resilient Therapy \(RT\)](#), for anyone to use.

We work with a mixed bag of people – academics, parents

Conference

["Resilience - why bother?"](#)

6-7 April 2011

University of Brighton

Resilience Forum

[Hope and Resilience](#)

Tuesday 5 July 2011

10.00 am - 12.30 pm

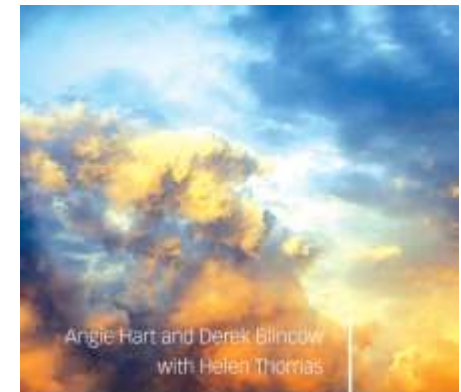
Checkland Building A500

University of Brighton

One day workshops:

- All welcome - free monthly resilience forums

www.boingboing.org.uk
C.L.Stubbs@brighton.ac.uk



Resilient Therapy

Working with Children and Families

