

Working with Children and Young People with Complex Needs: Skills to Build Resilience

University of Brighton

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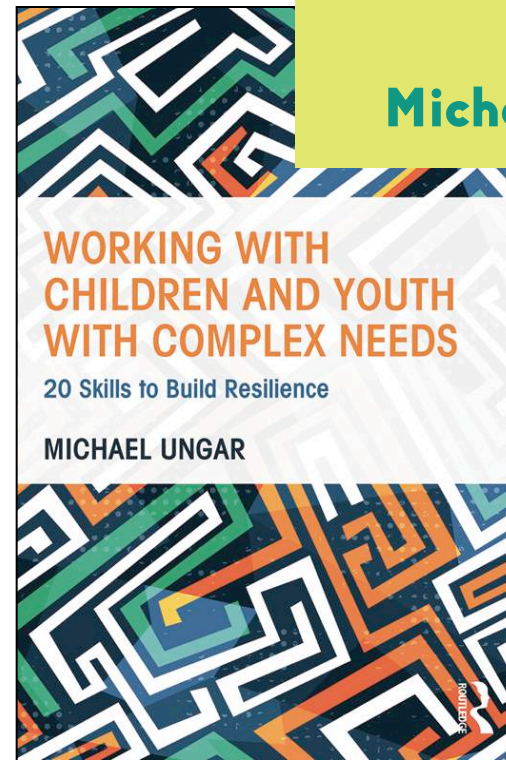
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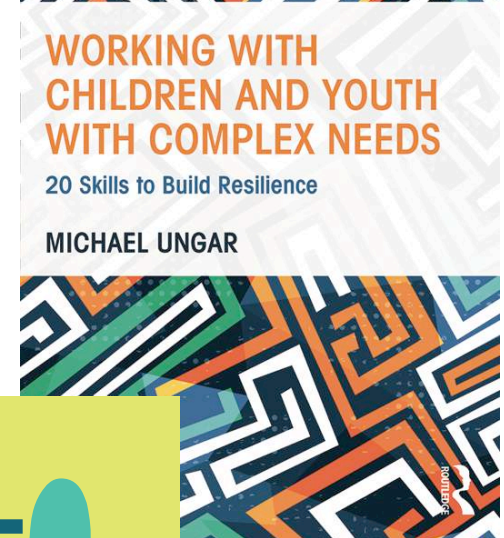
www.resilienceresearch.org





Case example

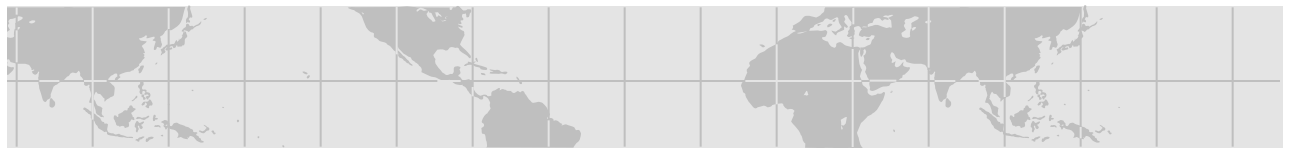
✚ Anger, or a reasonable response to racism?





Diagnostic Criteria for Resilience

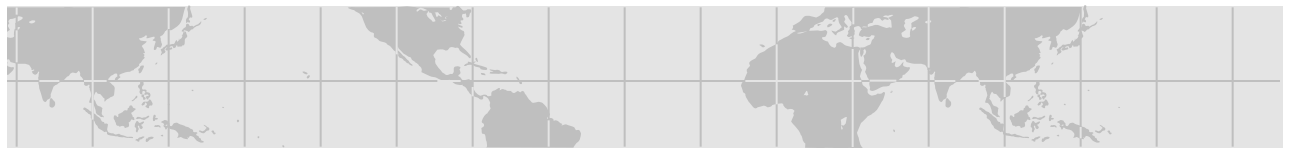
- ✚ Domain 1: Assess adversity
 - ✚ Severity
 - ✚ Chronicity
 - ✚ Ecological level
 - ✚ Attributions of causality
 - ✚ Cultural and contextual relevance



Diagnostic Criteria for Resilience

✚ Domain 2: Assess resilience

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



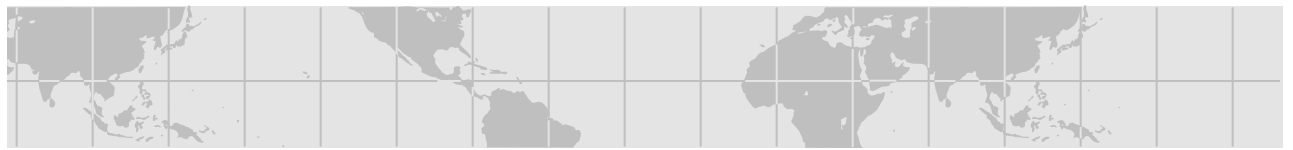
Diagnostic Criteria for Resilience

Domain 3: Multidimensional considerations

Temporal

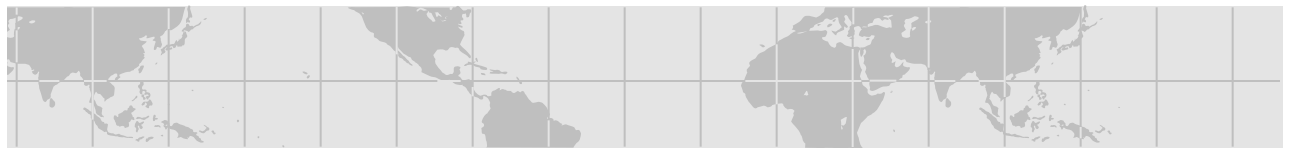
- Sociohistorical
- Developmental

Cultural



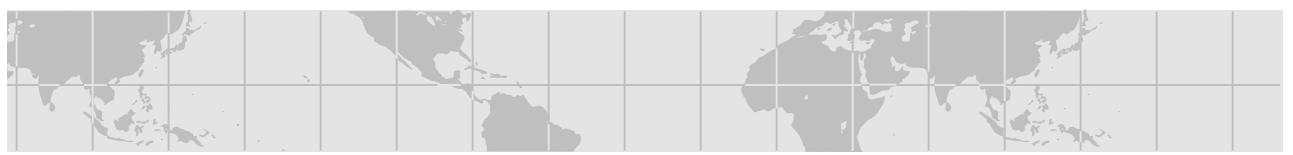
Psychological Resilience

- ✚ *In the context of exposure to significant adversity:*
- ✚ Resilience is the capacity of individuals to *navigate* their way to the resources that sustain their well being, and...
- ✚ their capacity individually and in groups to *negotiate* for these resources to be provided...
- ✚ In 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:

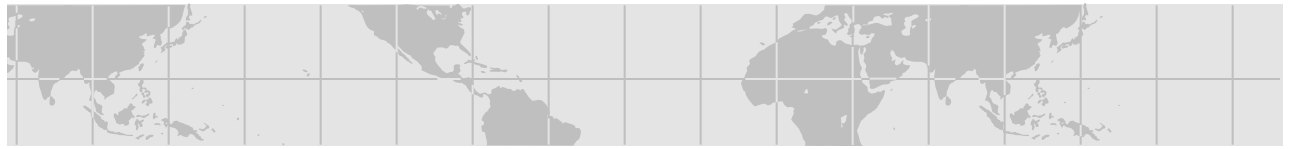
▣ "There are people in my life who expect me to _____."

✚ 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:

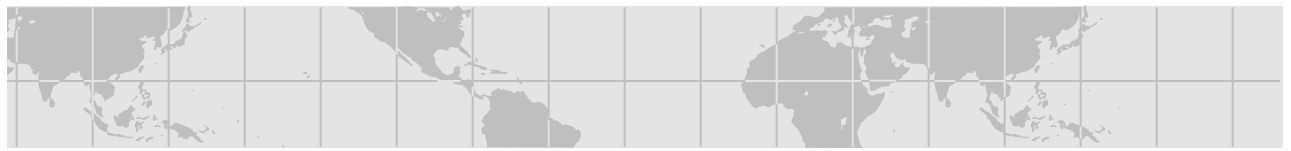
- ✚ "I feel respected for what is special about me when I'm with/at/doing _____."

✚ 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 _____."

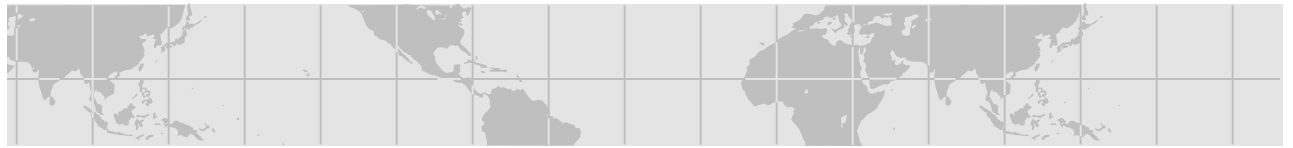


Exercise

✚ 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

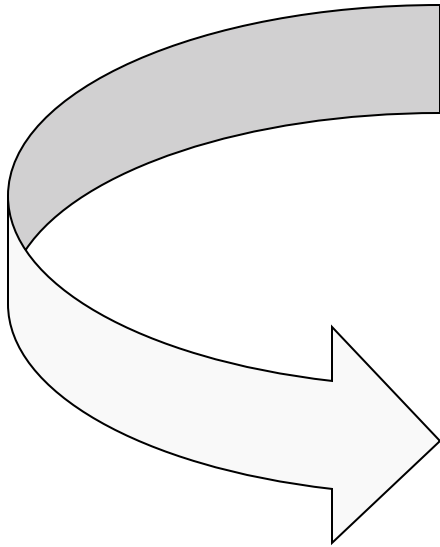


Theory of Change

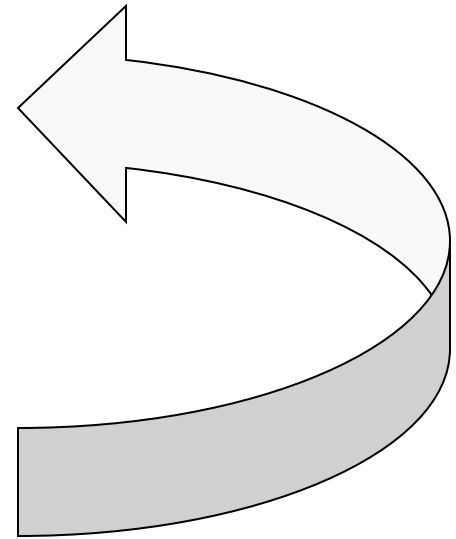
- ✿ People living in challenging contexts change when their natural supports, programs and interventions, and social policies help them:
 - ▣ Navigate effectively
 - ▣ Negotiate effectively
 - ▣ Find resources that are culturally and contextually meaningful



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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

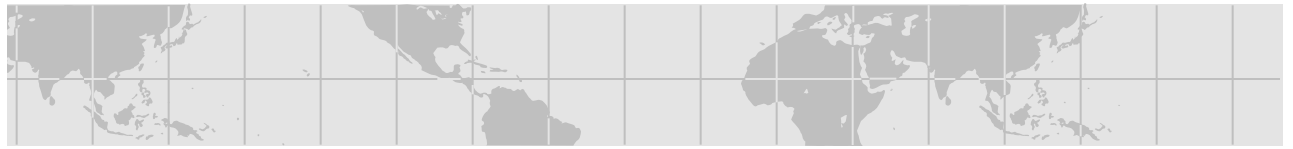
Help children access the resources that are available.



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.



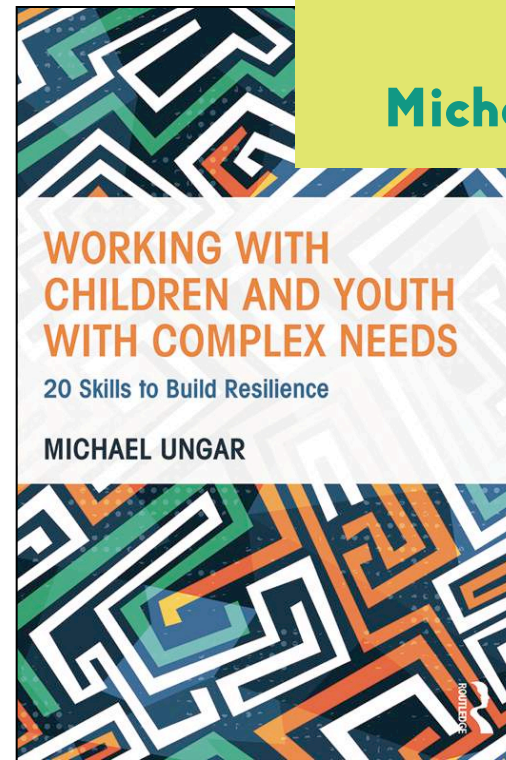
Navigation-How to help children be more resilient

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.

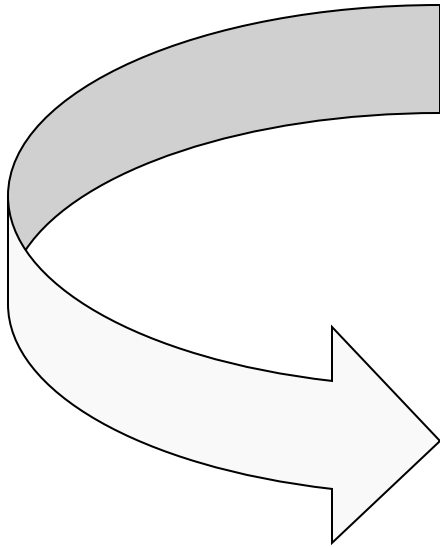


Weaving a life

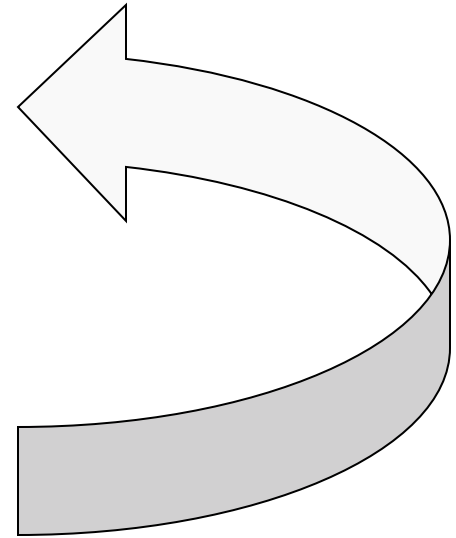




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*Help children
Negotiate*

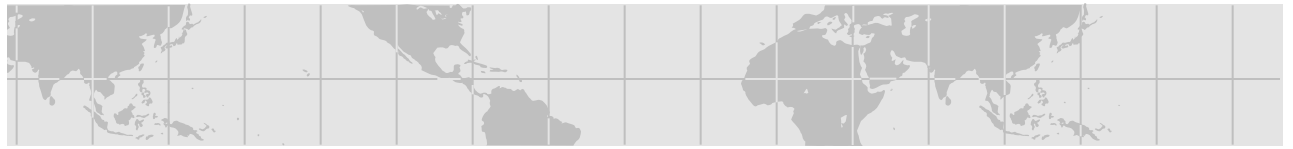




Negotiation-How to help children be more resilient

1. Context

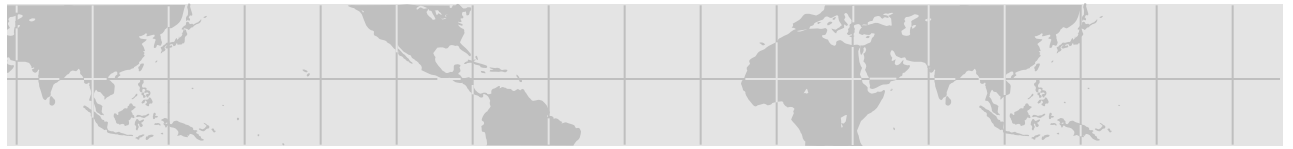
Explore the context in which problems occur, and the conditions that sustain them.



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

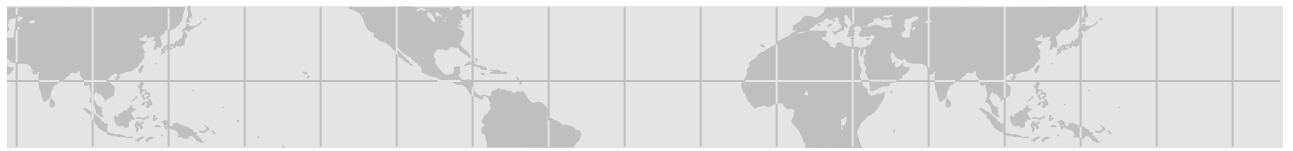
Help children be heard when they name the children and resources they need to make their lives better.



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.



Thank you!

