

## **Fostering Resilience in Children**

Counseling 448

Interventions and Advocacy for Children

### **Resilience**

Qualities that foster a process of successful adaptation and transformation despite risk and adversity.

Innate capacity to develop social competence, problem solving skills, a critical consciousness, autonomy, and a sense of purpose

### **Social Competence**

Responsiveness; also the ability to elicit positive responses from others;

Flexibility; also to move between different cultures;

Empathy;

Communication skills; and

A sense of humor

### **Problem Solving**

The ability to plan;

To be resourceful in seeking help from others;

To think critically, creatively, and reflectively

### **Critical Consciousness**

A reflective awareness of the structures of oppression (it from an alcoholic parent, an insensitive school, or a racist society);

Creating strategies to overcome the oppression; i.e., "Your present situation is not your permanent situation."

### **Autonomy**

A sense of ones own identity; An ability to act independently;

An ability to exert control over one's environment, i.e., a sense of mastery, internal locus of control; and self-efficacy

### **A Sense of Purpose**

A sense of purpose and a belief in a bright future:

Goal direction,

Educational aspirations,

Achievement motivation,

Persistence,

Hopefulness,

Optimism, and

Spiritual connectedness

### **Three Major Protective Factors**

Caring Relationships: A caring teacher who is also a confidant and a positive model for personal identification

High Expectations: A belief in self and the future to foster self-esteem, *self-efficacy*, autonomy, and optimism

Opportunities for Participation: Opportunities for meaningful involvement

### **Risk versus Resiliency Factors**

Risk Factors rebelliousness low self-esteem shyness anti-social behavior feeling helpless academic failure lack of connectedness lack of positive role models lack of future goals

### **Resiliency Factors**

self control

high self esteem

communication skills

team member skills

decision making skills

altruism

academic success

positive contributions to school/community

positive role models

goal setting

### **Resiliency From a Developmental Perspective**

Resilient Infants:

alert

responsive to people and objects gain attention from caregivers easily soothed

### **Resiliency from a Developmental Perspective**

Resilient Preschoolers:

Self confident

Independent

Highly involved in play

Advanced in locomotion, communication, and self-help skills

Tolerant of frustration and anxiety

Able to take risks and seek assistance

Socially mature; relates to others well

### **Resiliency from a Developmental Perspective**

Resilient School-age Children:

Good students

Enjoy classmates and teachers

Have a wide range of coping skills

Enjoy humor

Develop meaningful relationships

### **Resiliency from a Developmental Perspective**

Resilient Adolescents:

Well-functioning

Energetic

Future-oriented

Achievement-oriented

Responsible caring

Positive self-concept

Internal locus of control

Belief in self-help

**"She's depressed." "That kid's got an attention deficit disorder." "He's got aids."**

Strong images are associated with diagnostic labels, and people act upon these images as useful generalizations or harmful stereotypes.

### **Developmental Assets**

The "capital" children and youth need to grow up healthy, caring and responsible.

Developmental Assets are External and Internal

### **Developmental Assets**

External Assets:

Support

Empowerment

Boundaries and Expectations

Constructive Use of Time

### **Developmental Assets**

Internal Assets:

Commitment to Learning

Positive Values

Social Competencies

Positive Identity

**External Developmental Assets**

Support

Family Support  
Positive Family Communication  
Other Adult Relationships  
Caring Neighborhood  
Caring School Climate  
Parent Involvement in Schooling

**External Developmental Assets**

Empowerment

Community Values Youth as Resources  
Service to Others  
Safety

**External Developmental Assets**

Boundaries and Expectations

Family Boundaries  
School Boundaries  
Neighborhood Boundaries  
Adult Role Models  
Positive Peer Influence  
High Expectations

**External Developmental Assets**

Constructive Use of Time

Creative Activities  
Youth Programs  
Religious Community  
Time at Home

**Internal Developmental Assets**

Commitment to Learning

Achievement Motivation  
School Engagement  
Homework  
Bonding to School  
Reading for Pleasure

**Internal Developmental Assets**

**Internal Developmental Assets**

Positive Values

Caring  
Equality and Social Justice  
Integrity  
Honesty  
Responsibility  
Restraint

**Internal Developmental Assets**

Social Competencies

Planning and Decision Making  
Interpersonal Competence  
Cultural Competence  
Resistance Skills  
Peaceful Conflict Resolution

**Internal Developmental Assets**

Positive Identity

Personal Power

Self-Esteem

Sense of Purpose

Positive View of Personal Future

**Social Competence**

Self Esteem

Assertiveness Skills

Decision-Making Skills

Friend-Making Skills

Planning Skills

Positive View of Personal Future