

Moving Beyond Risk to Resiliency: A Protective Factor Approach to Student Wellbeing and Academic Success

**Presented by
Tim Burns**

Educare

Latin, to draw forth the hidden wholeness

www.TimBurnsEducare.com

**“Generally presumed to be at low risk
...recent studies [on children of
affluence] have suggested problems in
several domains--notably, substance
use, anxiety, and depression—and two
sets of potential causes:
pressures to achieve and isolation
from parents.”**

Luthar, S.S,
The culture of affluence: psychological costs of material wealth
Child Dev. 2003 Nov-Dec;74(6):1581-93.

**“There is a regrettable tendency to focus
gloomily on the ills of [humankind]....
the potential for prevention surely lies in
increasing our knowledge and
understanding of the reasons why some
children are not damaged by
deprivation.”**

*Michael Rutter, M.D.
Annals Of The Academy Of Medicine Singapore (1979)
Volume: 8, Issue: 3, 324-338*

Resilire (Latin), to leap back.

The ability to bounce or spring back into shape or position; the ability to recover strength or spirits quickly; or the ability to recover in the face of hardship or trouble.

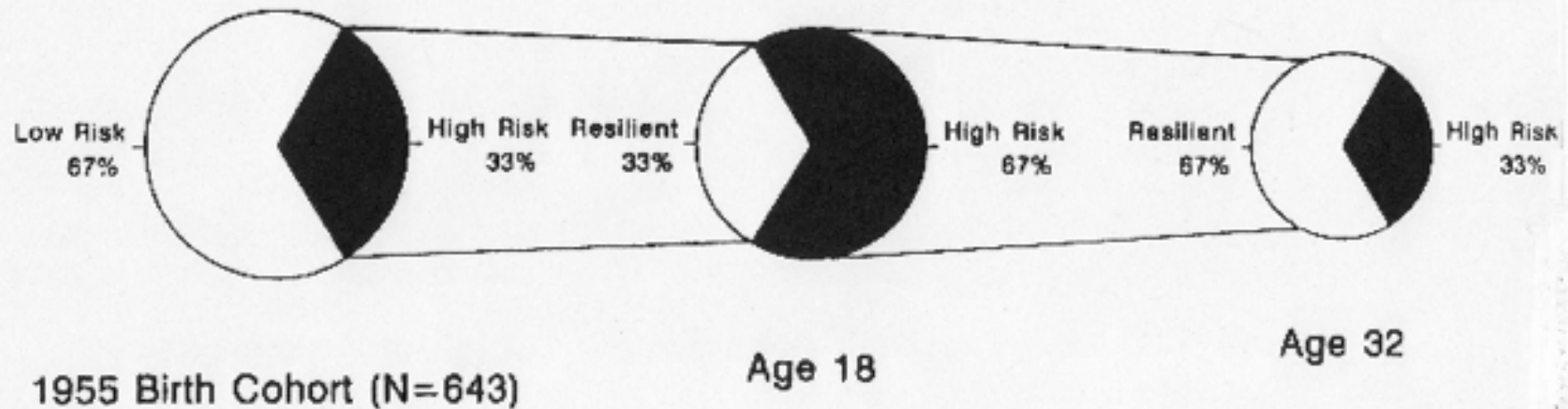
RESILIENCE

The process of adapting well in the face of adversity, trauma, tragedy, threats, or even sources of significant stress.

American Psychological Association

The Big Picture: Risk and Resiliency

The Kauai Study



Risks

- Poverty
- Parental Discord
- Parental Psychopathology
- Perinatal Stress

High Risk Behaviors

- Delinquencies
- Mental Health Problems
- Pregnancies

Success In

- Marriage
- Work
- Parenthood

Werner, E. & Smith, R. (1992).
Overcoming the odds: High risk children from birth to adulthood.
 Ithaca, NY: Cornell University Press.

PROTECTIVE FACTORS

Protective factors in the lives of young people [are those] factors that, if present, diminish the likelihood of negative health and social outcomes.

M. Resnick

Journal of the American Medical Association

Those traits, conditions, situations, and episodes that appear to alter -- or even reverse -- predictions of negative outcome and enable individuals to circumvent life stressors.

N. Garmezy

Pioneering resiliency researcher

COMMON FACTORS IN YOUTH RESILIENCY

Beardslee, W. and Podorefsky, D.
“Resilient Adolescents Whose Parents Have Serious Affective
and Other Psychiatric Disorders.”
American J. of Psychiatry, 145 (1), Jan '88, 63-69.

DAMAGE MODEL

Conception of Child:

**Helpless
Fragile
Passive
Trapped**

Steve and Sybil Wolin: *The Resilient Self*

CHALLENGE MODEL

Conception of Child:

Resourceful

Self-Protective

Active

Capable of Choosing

Steve and Sybil Wolin: *The Resilient Self*

THE SEVEN RESILIENCIES

- **Insight**
- **Independence**
- **Relationships**
- **Initiative**
- **Creativity**
- **Humor**
- **Morality**

Steve and Sybil Wolin: *The Resilient Self*

MAJOR MESSAGES FROM THE RESILIENCY RESEARCH

- All people are, by nature, resilient**
- Most “at risk” youths do succeed.**
- Facilitating resilience is more about orientation than it is about intervention.**
- It’s how we do what we do that counts.**

RISK-REDUCTION RESEARCH

The Common Roots of Risk Behavior



Hawkins, D., and Catalano, R. "Risk and Protective Factors in Adolescence and Early Childhood," *Amer. Psych. Assn. Bulletin*, Vol. 112, No. 1, pp. 64-105, 1992.

RISK-REDUCTION RESEARCH

The Common Roots of Risk Behaviors

To reduce risk factors in the lives of young persons:

- **INCREASE PRO-SOCIAL BONDING**
- **EMPHASIZE LEARNING LIFE-SKILLS**
- **ESTABLISH AND MAINTAIN CLEAR,
CONSISTENT BOUNDARIES**

Hawkins, D., and Catalano, R. "Risk and Protective Factors in Adolescence and Early Childhood," *Amer. Psych. Assn. Bulletin*, Vol. 112, No. 1, pp. 64-105, 1992.

RESILIENCY-BUILDING RESEARCH

PROFILE OF THE RESILIENT CHILD

- Social Competence
- Problem-Solving Skills
- Autonomy
- Sense of Meaning and Purpose

Source: Benard, *Fostering Resiliency in Kids*, 1991

RESILIENCY-BUILDING RESEARCH

PROTECTIVE FACTORS WITHIN THE SCHOOL

CARING AND SUPPORT

- Relationship with Teachers
- Relationships with Friends/Peers
- Families and School Cooperation to
Form a Protective Web
- Staff Sees Itself as Care-Providers

Source: Benard, *Fostering Resiliency in Kids*, 1991

RESILIENCY-BUILDING RESEARCH

PROTECTIVE FACTORS WITHIN THE SCHOOL

HIGH, POSITIVE AND REALISTIC EXPECTATIONS

- Success Expected for All Students
 - Little or No Labeling
 - Little or No Ability-Group Tracking
 - Emphasis on Positive Self-Esteem
- Policies/Procedures Are Clear, Communicated, and Fairly and Consistently Enforced

Source: Benard, *Fostering Resiliency in Kids*, 1991

RESILIENCY-BUILDING RESEARCH

PROTECTIVE FACTORS WITHIN THE SCHOOL

OPPORTUNITIES FOR PARTICIPATION & INVOLVEMENT

_ Cooperative Learning

Opportunities to Respond and Contribute

Responsibility Given for Decision Making,

Planning and Helping Others

Emphasis on Engagement (versus Alienation)

Peer to Peer Programs Utilized

Source: Benard, *Fostering Resiliency in Kids*, 199

RESILIENCY-BUILDING RESEARCH

Fostering Resiliency Using “Strategies of Reciprocity”

- Peer Helping
- Cooperative Learning
 - Mentoring
- Service Learning

THE SIGNIFICANT SIX

From the Risk-Reduction Research:

1. Pro-social Bonding
2. Clear and Consistent Boundaries
3. Life Skills

From the Resiliency-Building Research:

4. Caring and Support
5. High Expectations
6. Meaningful Participation

*Benard, B. "Fostering Resiliency in Kids: Protective Factors in the Family, School and Community."
Portland, OR: Western Regional Center for Drug-free Schools and Communities, 1991.*