Define resilience, protective factors and risk factors.
Defining the Term Risk Factors

• “Biological or psychosocial hazards that increase the likelihood of a negative developmental outcome in a group of people.” (Emmy Werner, 1992)
• Danger or adversity
• Unsafe or unhealthy circumstances

Positive stress response is a normal and essential part of healthy development.
Characterized by brief increases in heart rate and mild elevations in hormone levels.
What might POSITIVE stress look like for a child and/or a family?

Activates the body’s alert systems to a greater degree as a result of more severe, longer-lasting difficulties.

Can you think of an example of TOLERABLE stress in the lives of children and families?
This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment.
As a field, we have all been focused on trauma. Let’s ensure race is a part of the conversation.

Racialized trauma is simply traumatization that results from experiencing racism in any of its many forms. This does not have to be one major isolated event, but rather it can result from an accumulation of experiences like daily subtle acts of discrimination or micro-aggressions.

Lawrence and Keleher, 2004

Micro-aggressions are the kinds of remarks, questions, or actions that are painful because they have to do with a person’s membership in a group that’s discriminated against or subject to stereotypes. And a key part of what makes them so disconcerting is that they happen casually, frequently, and often without any harm intended, in everyday life.

Lawrence and Keleher, 2004
Micro-aggressions can look like…

Making assumptions that black and brown children are enrolled on subsidy or scholarship and not private pay.

Micro-aggressions can look like…

Failing to learn to pronounce the names of students and/or parents/family members.

Micro-aggressions can look like…

Using terms such as, "I don’t see color".
I carry the load of everything you just learned. It is heavy. You can make it lighter by fighting for equity, building my resilience and supporting my family.

The Resilience Model

RESILIENCE – The ability to bounce back or overcome misfortune or change

It is important to focus on the Protective Factors – Strengths
Protective factors are conditions or attributes in individuals, families, communities, or the larger society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families.

A Resilience Model

Risk Factors
- Environment
- Family
- Within-self

Protective Factors
- Environment
- Family
- Within-self

Negative: Vulnerability
Positive: Resilience

"RESILIENCE. IT’S WHEN YOU DECIDE TO GIVE UP ON GIVING IN."
— Jody Christmas
Explain behaviors related to building protective factors in children.

A Resilience Model

Risk Factors
Environment
Family
Within-self

Protective Factors
Environment
Family
Within-self

Negative: Vulnerability
Life Outcome
Positive: Resilience

Protective Factors
What Needs to Get Packed into the Suitcase?

Initiative
The child’s ability to use independent thought and action to meet his or her needs.

Building the Initiative of Infants and Toddlers
A few examples:
• Show concern for other children
• Try to comfort others
• Play make-believe
• Try to clean up after herself/himself
Building the Initiative of Preschoolers

A few examples:

• Choose to do a task that was hard for him/her
• Try different ways to solve a problem
• Try or ask to try new things or activities
• Show confidence in his/her ability

Self-Regulation

Toddler – The child’s ability to actively control arousal and his or her response to it

Preschooler – The child’s ability to respond to many different emotions using words and actions that are appropriate for the different situations he/she encounters.

Building the Self-Regulation of Infants and Toddlers

A few examples:

• Handle frustration well
• Accept another choice when the first choice was not available
• Adjust to changes in routine
• Calm herself/himself
Building the Self-Regulation of Preschoolers

A few examples:

- Handle frustration well
- Control his/her anger
- Show patience
- Accept another choice when his/her first choice is not available

Attachment/Relationships

The child’s ability to promote and maintain mutual, positive connections with other children and significant adults.

Building the Attachment/Relationships of Infants and Toddlers

A few examples:

- Accept comfort from a familiar adult
- Act happy when praised
- Make eye contact with others
- Make others aware of her/his needs
Building the Attachment/Relationships of Preschoolers

A few examples:

- Show affection for familiar adults
- Seem happy or excited to see his/her parent or guardian
- Ask adults to play with or read to him/her
- Act in a way that makes adults smile or show interest in him/her

The phone call, the silence and the red shirt.

Think of resilience as an art.
Behaviors related to supporting children’s resilience are…
Teachable, Observable, and Measurable

Explain behavior related to building protective factors in adults.
Protective Factors Matter!

Protective Factors

Protective Factors Matter!

Protective Factors Matter!
Your children will follow your example, not your advice.

MAKE THIS DAY GREAT!

Thank you!

www.centerforresilientchildren.org