

# *How Schools, Families and Communities Build Children's Resilience*

**Michael Ungar, Ph.D.**

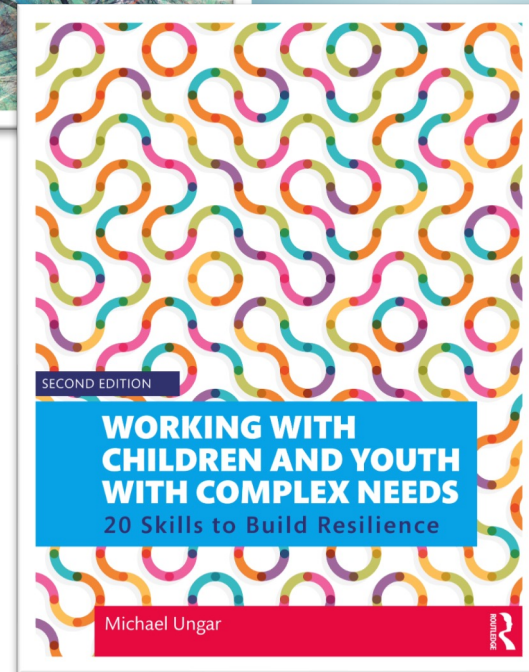
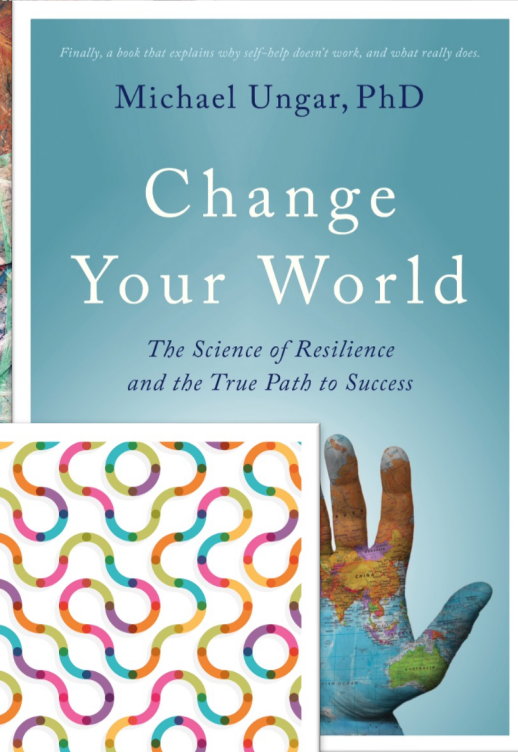
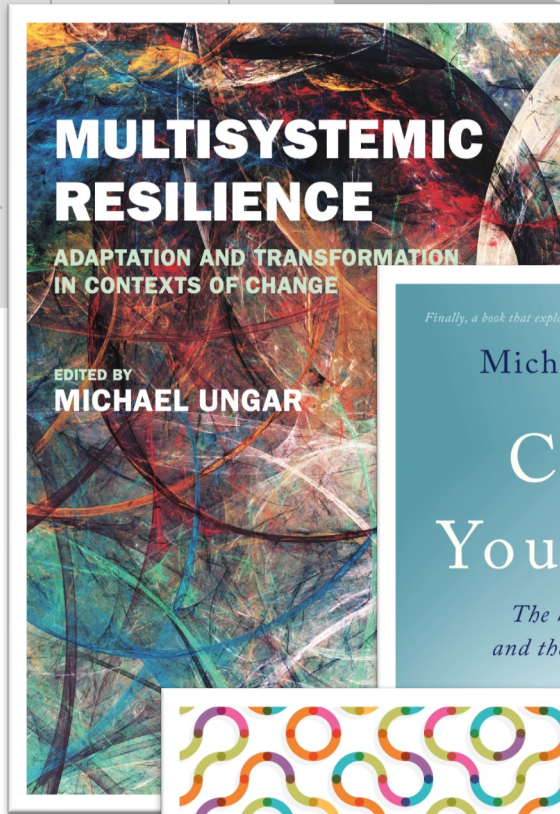
Canada Research Chair in Child, Family and  
Community Resilience

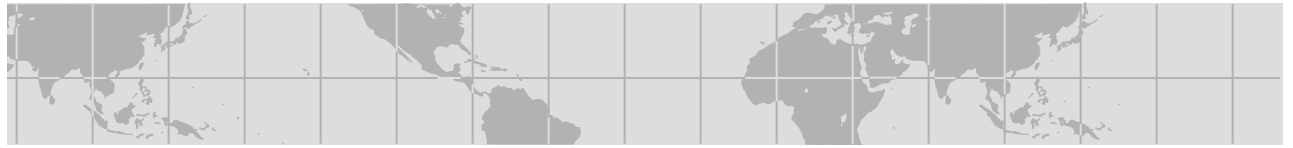
School of Social Work, Dalhousie University

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**

**@MichaelUngarPhD**











\*No conflicts of interest to declare





# *Adverse Childhood Experiences*

## ACE (Anda et al., 2006)

-  Verbal abuse
-  Physical abuse
-  Sexual abuse
-  Emotional abuse
-  Neglect
-  Witnessing IPV
-  Divorce or separation
-  A caregiver w/mental illness
-  A caregiver w/addiction
-  A caregiver who was incarcerated.



# *Philadelphia Ace Survey*

## **Philadelphia Expanded ACE Questions look at Community-Level Adversity**

### **Witness Violence**

How often, if ever, did you see or hear someone being beaten up, stabbed, or shot in real life?

### **Felt Discrimination**

While you were growing up...How often did you feel that you were treated badly or unfairly because of your race or ethnicity?

### **Adverse Neighborhood Experience**

Did you feel safe in your neighborhood? Did you feel people in your neighborhood looked out for each other, stood up for each other, and could be trusted?

### **Bullied**

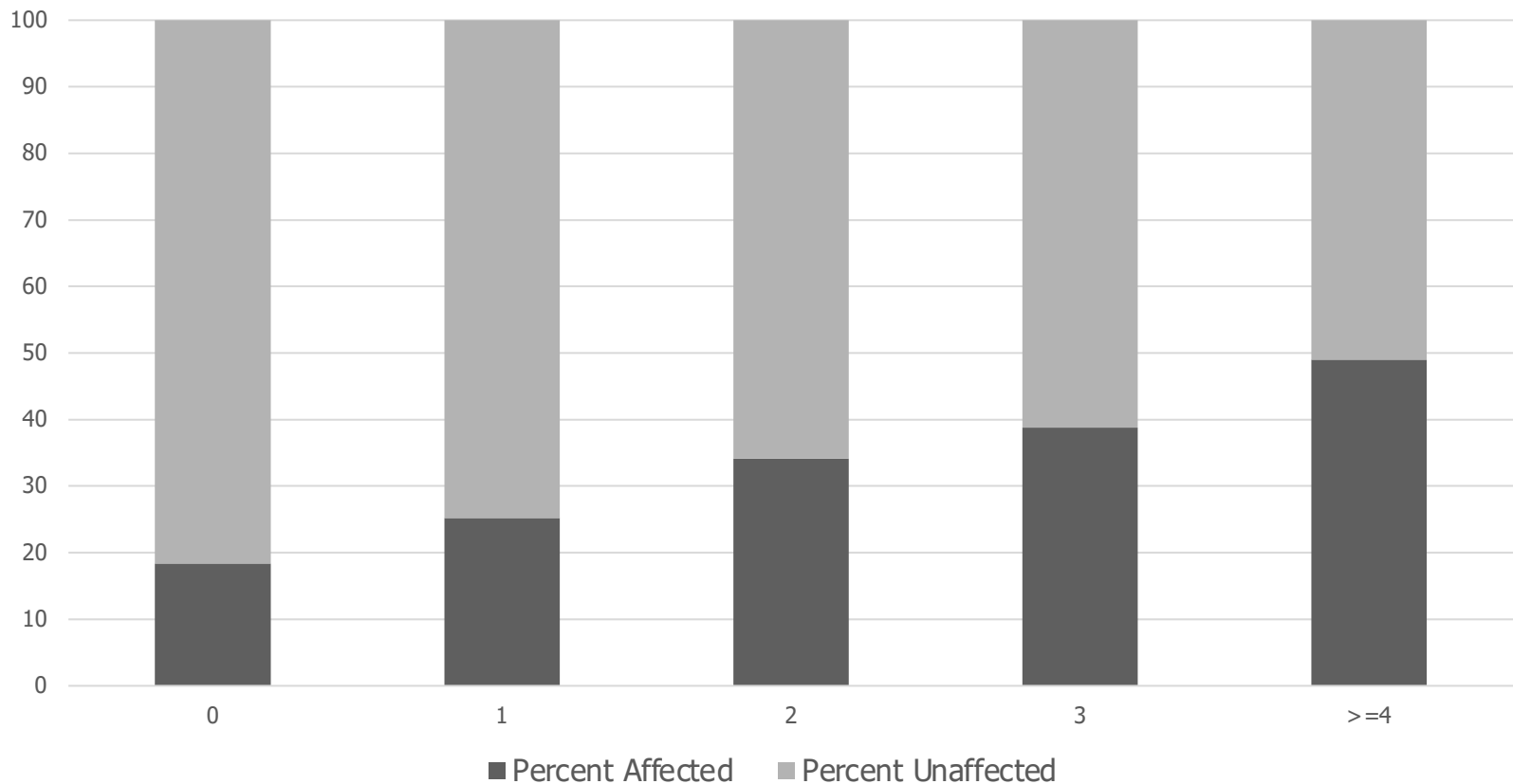
How often were you bullied by a peer or classmate?

### **Lived in Foster Care**

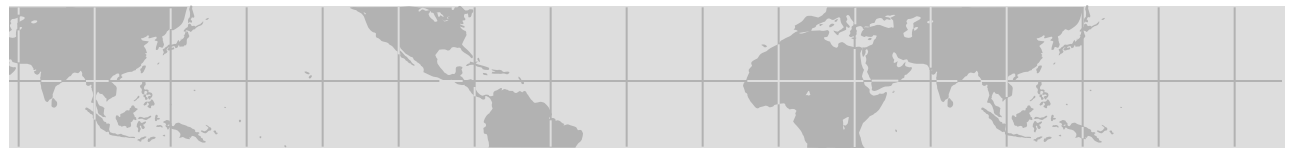
Were you ever in foster care?



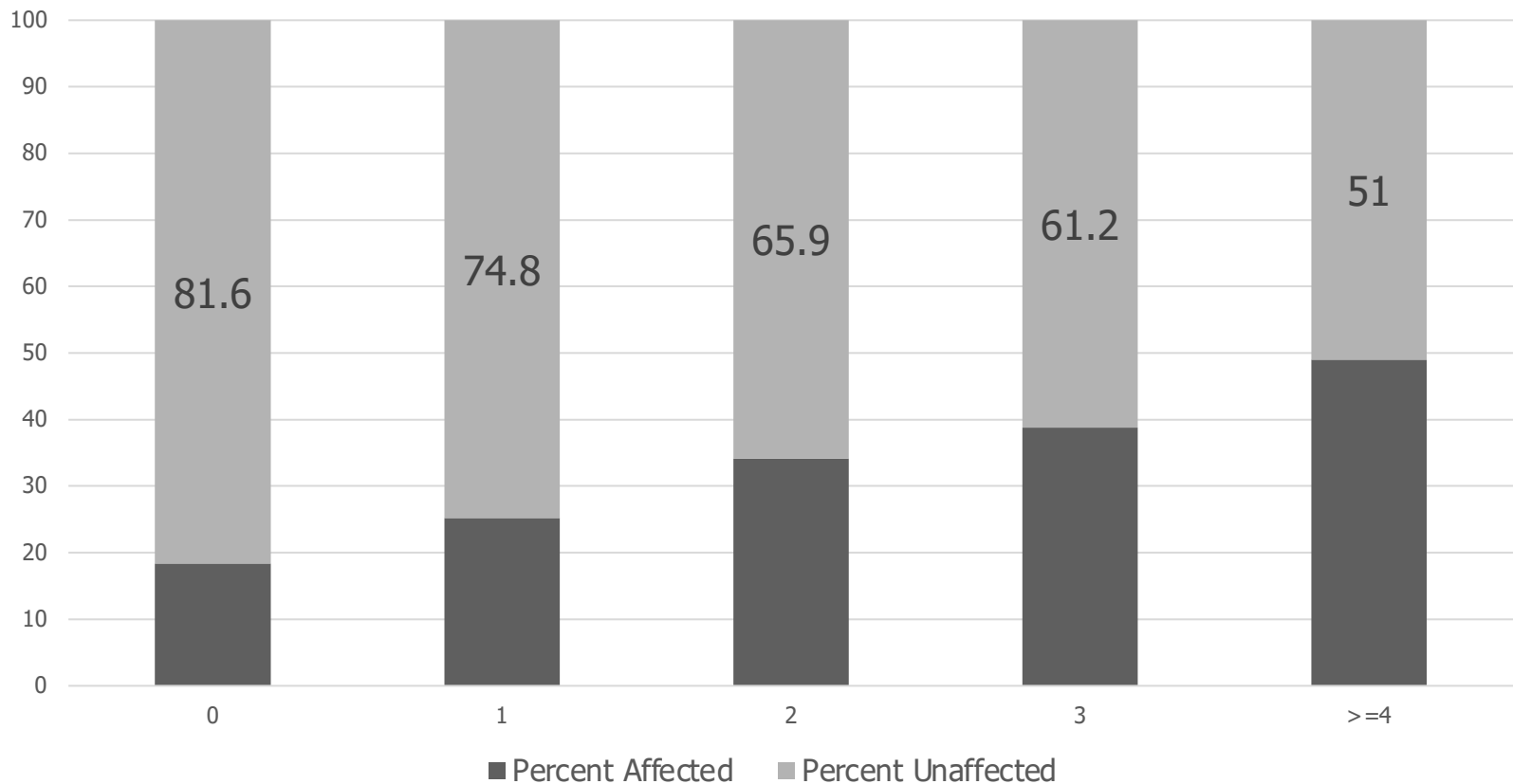
## *Percent Prevalence of Depressed Affect vs ACE Score*



Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., ... Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256, 174–186.



## *Percent Non-Prevalence of Depressed Affect vs ACE Score*



Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., ... Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256, 174–186.

# *Adverse Childhood Experiences vs. Benevolent Childhood Experiences and Developmental Assets*

## 🌀 ACE (Anda et al., 2006)

- ❑ Verbal abuse
- ❑ Physical abuse
- ❑ Sexual abuse
- ❑ Emotional abuse
- ❑ Neglect
- ❑ Witnessing IPV
- ❑ Divorce or separation
- ❑ A caregiver w/mental illness
- ❑ A caregiver w/addiction
- ❑ A caregiver who was incarcerated.

## 🌀 BCE (Narayan et al., 2017)

- ❑ Felt safe with a caregiver
- ❑ One good friend
- ❑ Beliefs that gave comfort
- ❑ Liked school
- ❑ A teacher who cared
- ❑ Good neighbors
- ❑ Adult who gave support (other than caregiver)
- ❑ Opportunities for good times
- ❑ Comfortable with self
- ❑ Home routines



## *Is this resilience?*

“You can’t stop the waves but  
you can learn to surf”

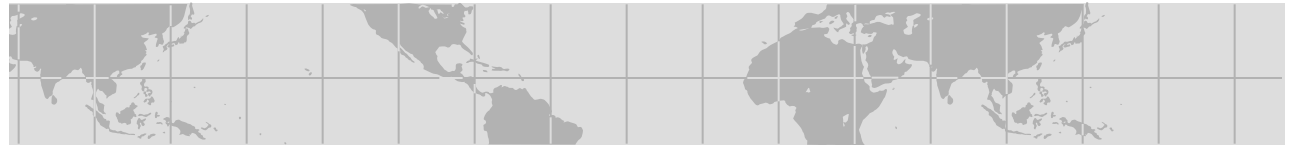
*--John Kabat-Zinn*

*But...it’s easier to learn to surf if  
you have a surfboard, a coach, and  
a lifeguard*



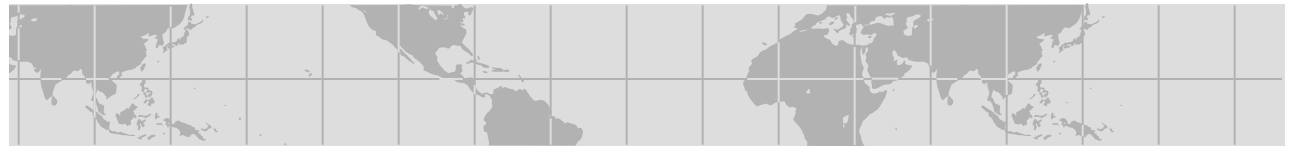
Ungar, M. (2019). Designing resilience research: Using multiple methods to investigate risk exposure, promotive and protective factors and processes, and contextually relevant outcomes. *Child Abuse & Neglect*. Doi: <https://doi.org/10.1016/j.chiabu.2019.104098> (open access)





# *Psychological Resilience is...*

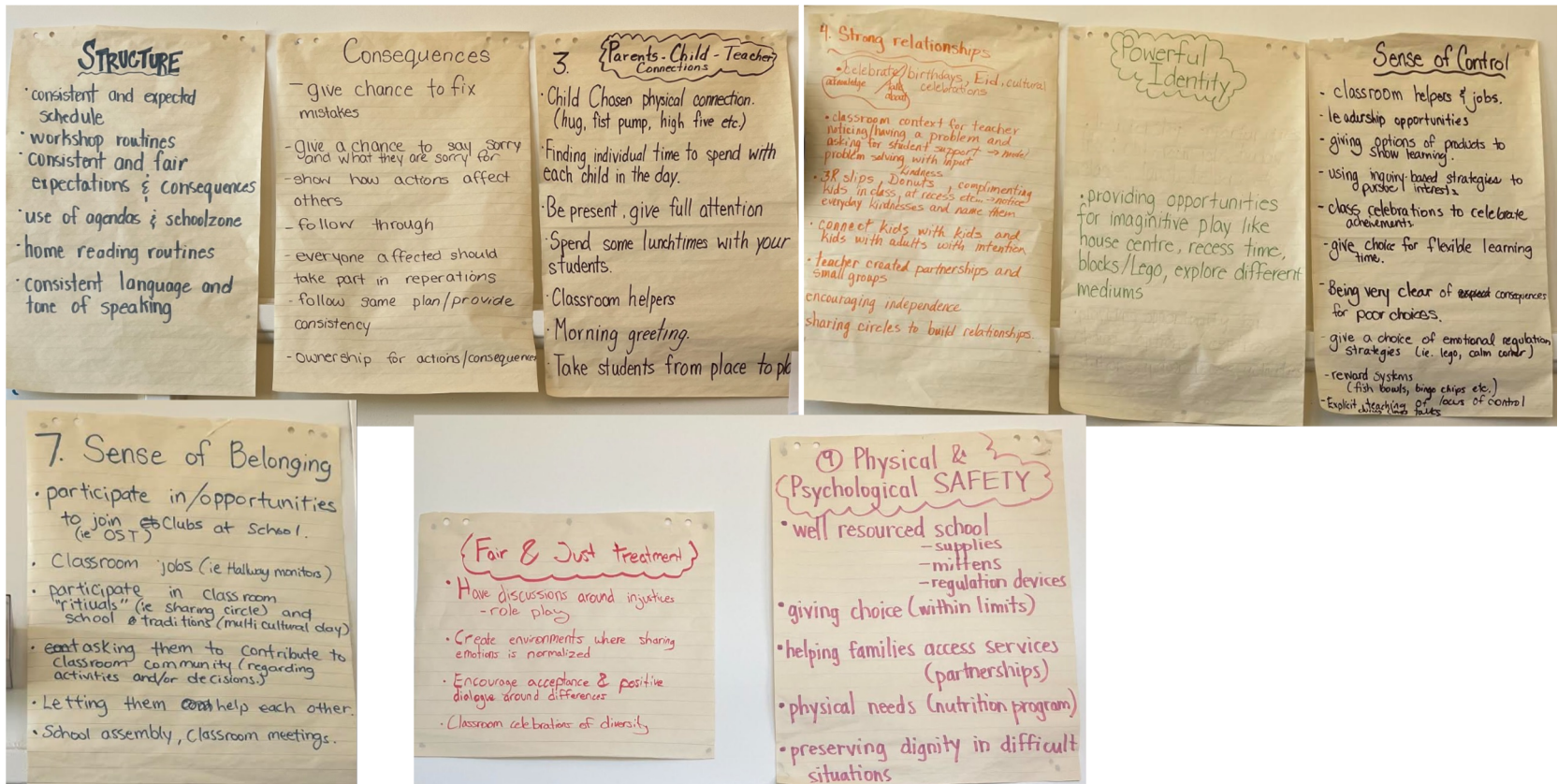
- ✿ In the context of exposure to significant adversity
- ✿ resilience is the capacity of individuals and groups to *navigate* their way to the psychological, social, cultural, and physical resources that sustain wellbeing, and...
- ✿ their capacity individually and in groups to *negotiate* for these resources to be provided...
- ✿ in culturally 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

# The Nine Things All Children Need to be Resilient





# *Exercise: Assessing an individual child's resilience resources:*

## ✿ Structure:

- ▣ "There are people in my life who expect me to \_\_\_\_\_."

## ✿ Consequences:

- ▣ "When I don't meet expectations, I know that \_\_\_\_\_ will happen."

## ✿ 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):

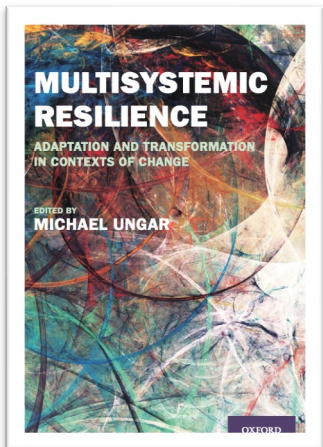
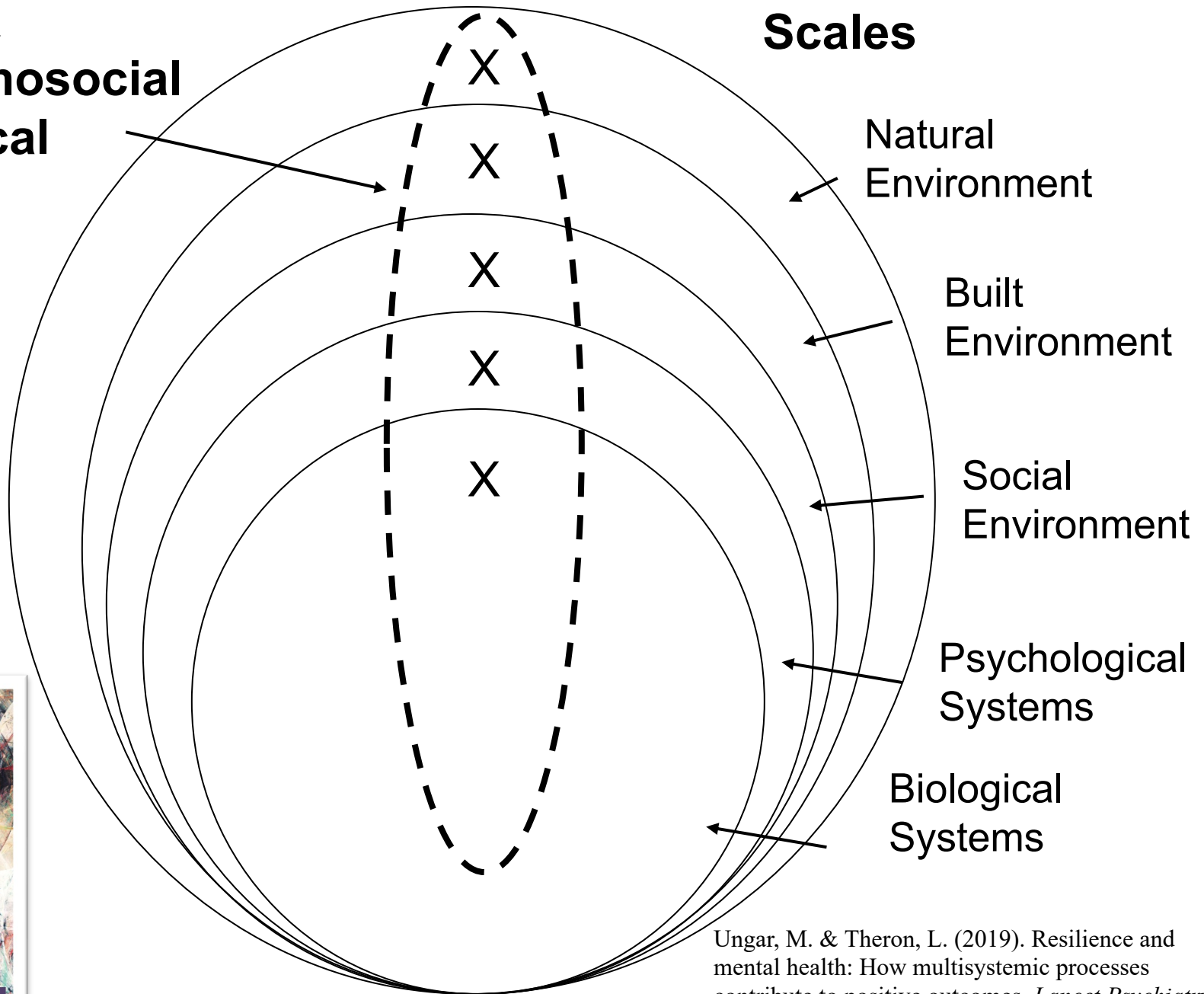
- ☐ “When I’m with others at my \_\_\_\_\_ I feel treated fairly.”
- ☐ “When I’m with \_\_\_\_\_ I am responsible for myself/others.”

## ☉ Safety and Support:

- ☐ “I am well-cared for by \_\_\_\_\_.”
- ☐ “I feel safe when I’m with/at \_\_\_\_\_.”

# Complex Biopsychosocial -ecological System

## Scales

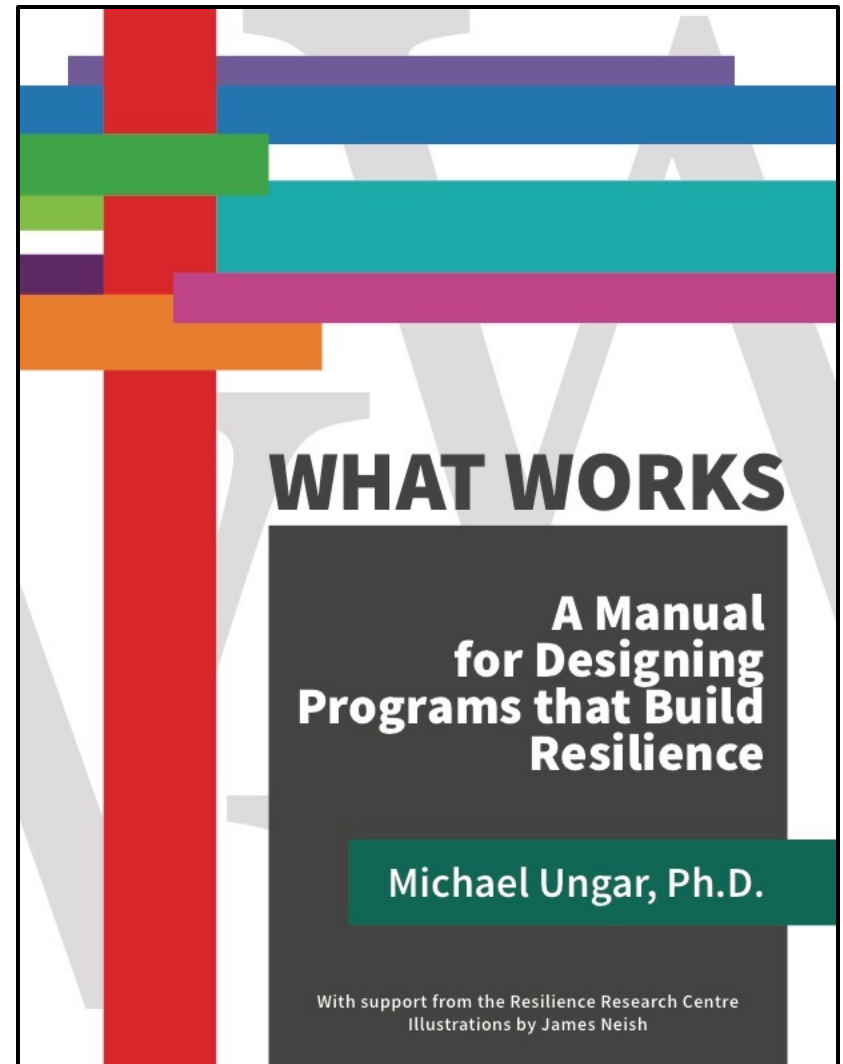


Ungar, M. & Theron, L. (2019). Resilience and mental health: How multisystemic processes contribute to positive outcomes. *Lancet Psychiatry*.

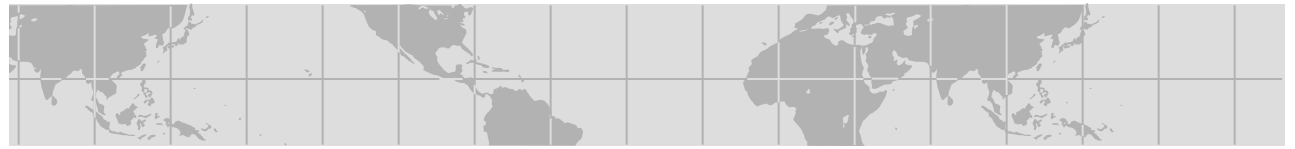


# *Video*

 Gulval School







**PH = Physical Health (SF-15)**

**I1 = CYRM individual subscale – personal strength**

**I2 = CYRM individual subscale – peer support**

**I3 = CYRM individual subscale – social skills**

**CG1 = CYRM caregiver subscale – physical support**

**CG2 = CYRM caregiver subscale – psychological support**

**C1 = CYRM Context subscale – Spirituality/Religion**

**C2 = CYRM Context subscale – Education**

**C3 = CYRM Context subscale – Culture**

**Engage = Engagement at work or at school (if person is not working at school)**

**Neigh = Perception of Neighborhood Scale**

**Cort = Hair cortisol**

**Depr = Depression**

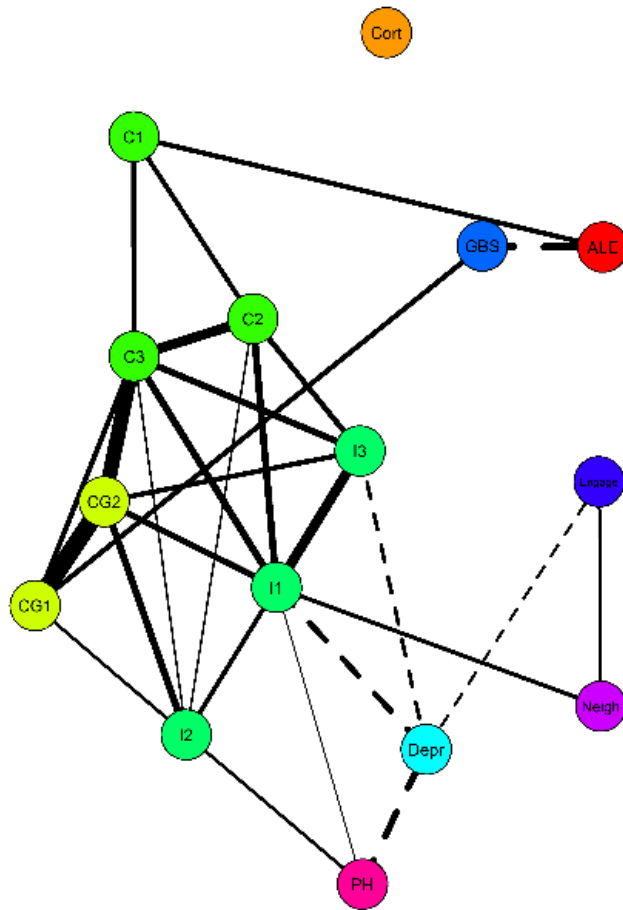
**ALE = Active Living Environment**

**GBS = Percentage of Green and Blue Space within a 1000m radius around a person's living area**

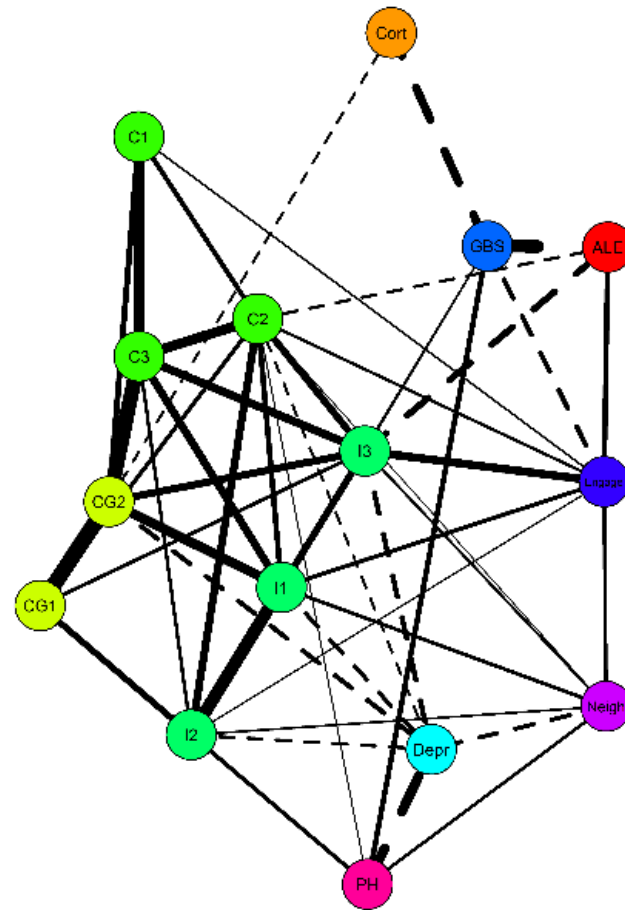


# Network Analysis 2018 (T1)

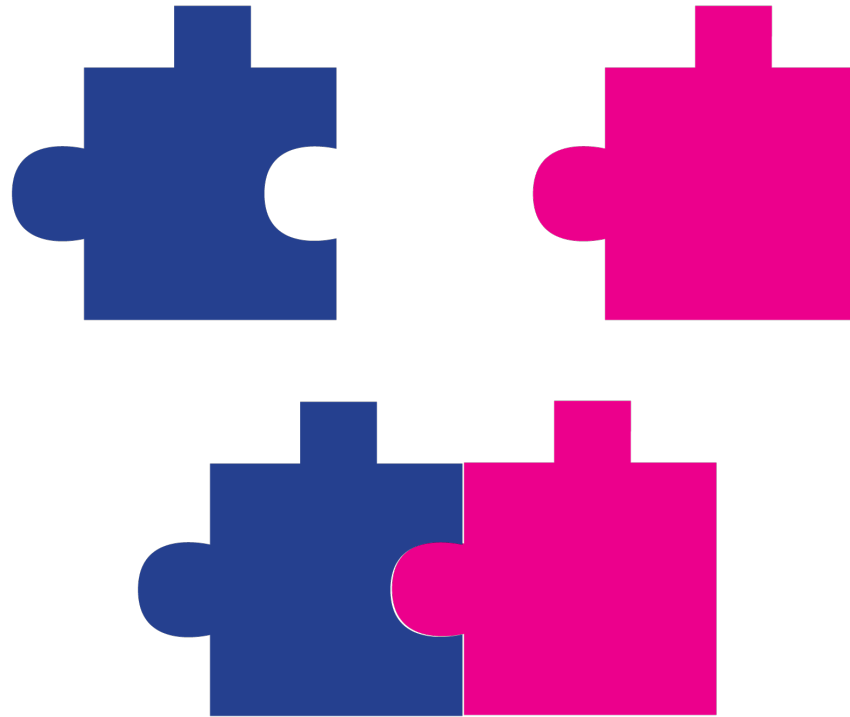
Non-resilient



Resilient



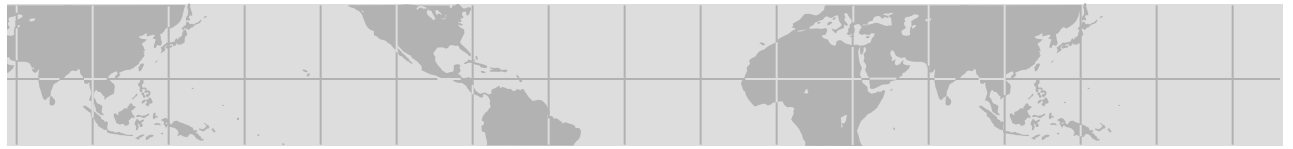
It's all about finding the right fit...between  
resources and opportunities



A Rigid Approach to Resilience



Resilience  
Research  
Centre



An Agile Approach to Resilience



# *Exercise: Service Use Satisfaction Questionnaire*

- ✚ Thinking about an educational service you have provided, answer the following questions *from the perspective of the child/family receiving the service:*



1. Overall, I am satisfied with the services I received
2. I helped choose my services
3. I had a say in how this service was delivered to me and could ask for what I wanted
4. I received services that were right for me



5. I could get the service when I needed it
6. This was the service I needed
7. Staff respected my religious and spiritual beliefs
8. Staff spoke in a way that I understood
9. Staff were sensitive to my cultural and ethnic background



# *R2 Resilience Program*

*<https://resilienceresearch.org/r2/>*

- ✚ Building Rugged Qualities
- ✚ Building Resources





*Thank you!*

**Michael Ungar, Ph.D.**

Canada Research Chair in Child, Family and  
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School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

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