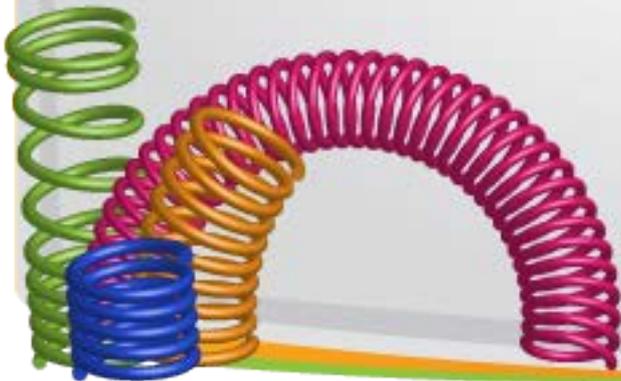


Bounce Back! Fostering Youth Resiliency through Strengths-Based Strategies

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ETR Associates

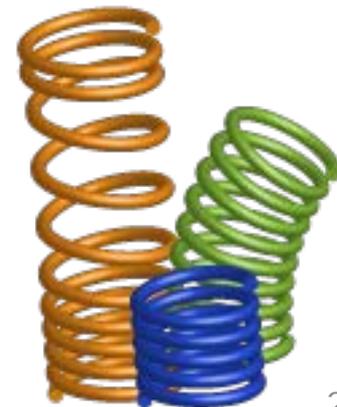
Bridging the Gaps: Eliminating Disparities in Teen Pregnancy and Sexual Health
June 4-6, 2014

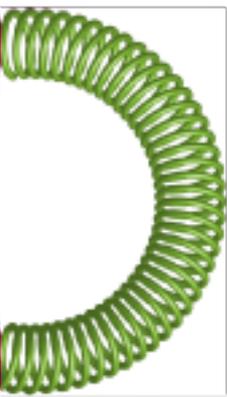




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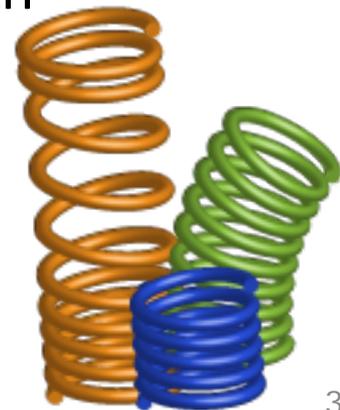




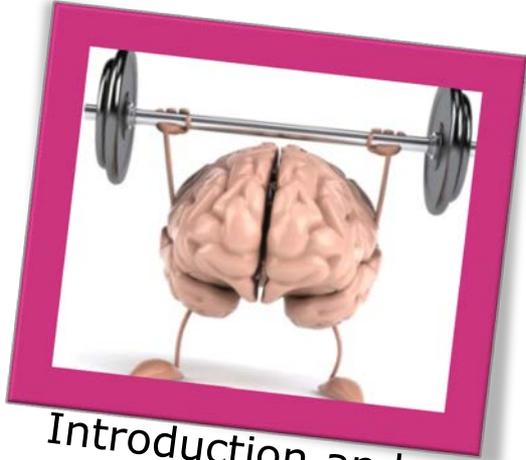
Objectives

By the end of this session, participants will be able to:

- Explain the relationship between adverse experiences and health disparities as they relate to teen pregnancy and HIV prevention;
- Identify characteristics of resilient youth and the basic resiliency-building characteristics of schools or youth programs; and
- Develop at least two strategies for fostering youth resiliency in adolescent sexual and reproductive health programs.



Our Journey



Introduction and Warm-Up



What Is Resiliency?



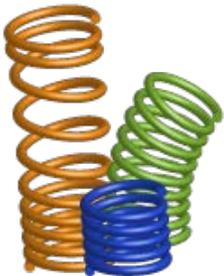
Resiliency Wheel



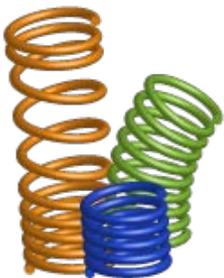
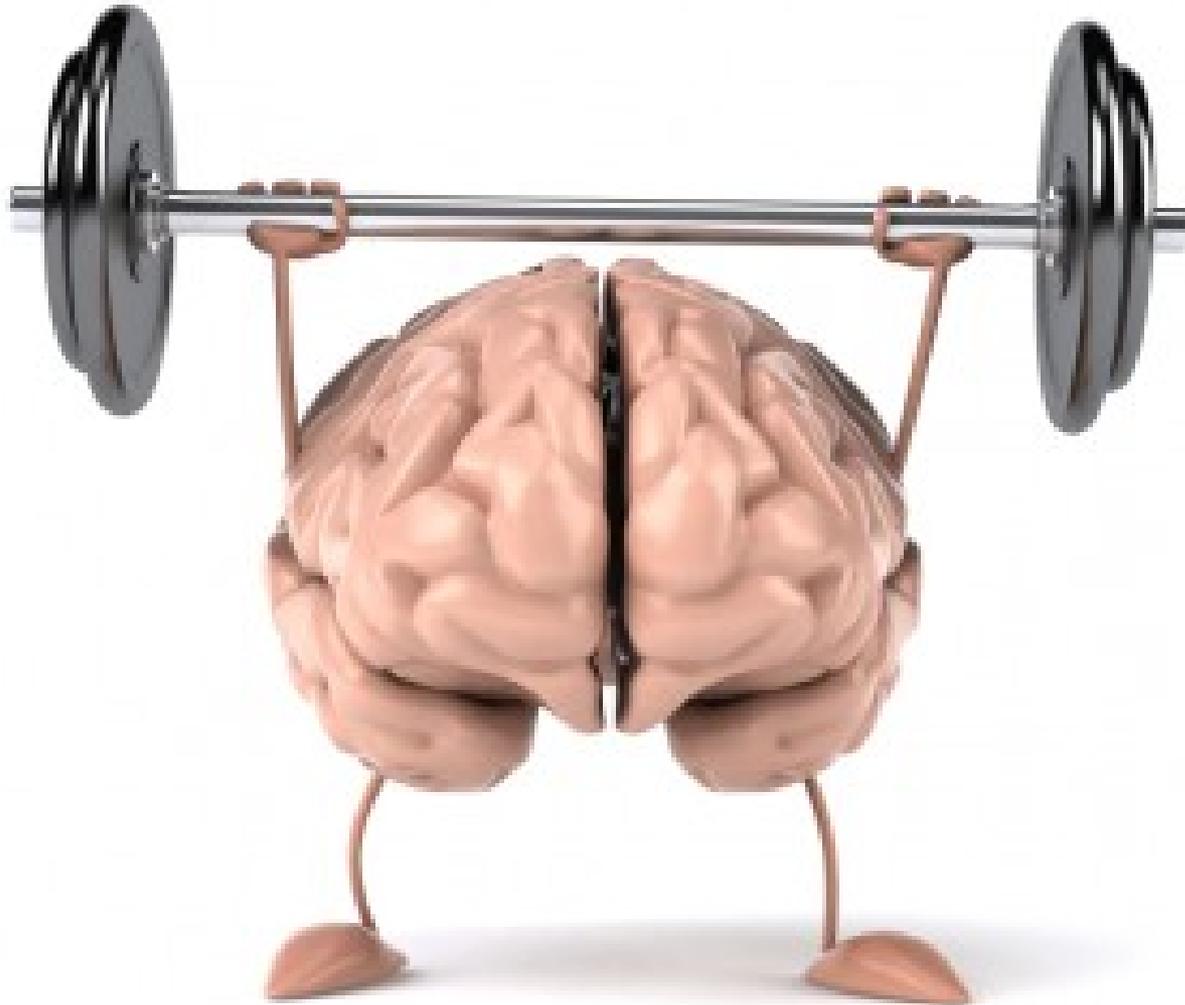
Adopt a Strengths-Based Perspective



Closure



Warm-Up



School-based settings

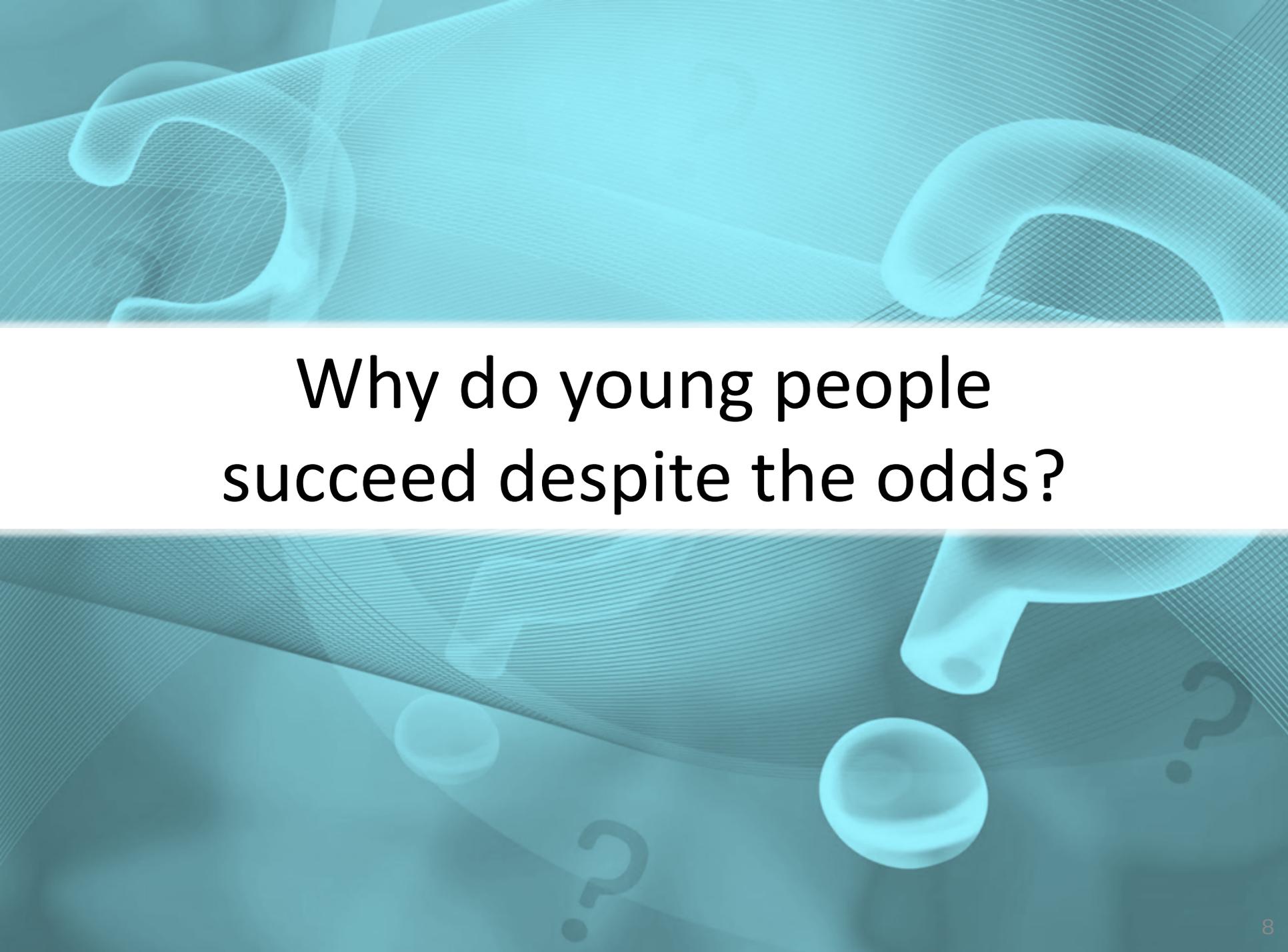
Community-based settings

Foster care, homeless or
court-involved youth

Other

The background is a vibrant orange and yellow gradient with a fine grid pattern. It features several large, stylized question marks and circular shapes, some of which are semi-transparent and overlap each other, creating a sense of depth and inquiry.

What is resiliency?

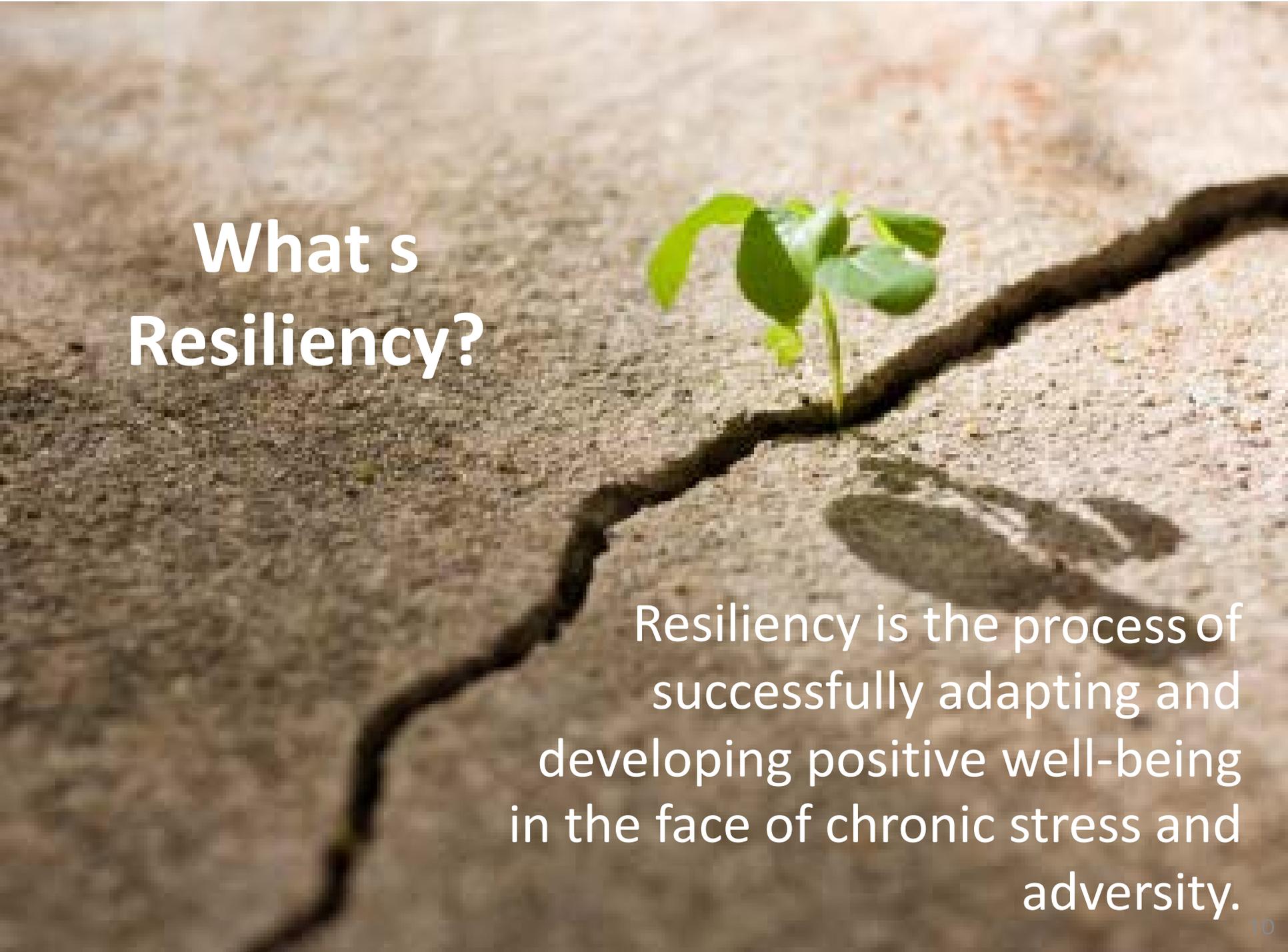


Why do young people
succeed despite the odds?



What Is Resiliency?

What is Resiliency?

A photograph of a small green seedling with several leaves growing out of a crack in a concrete sidewalk. The crack runs diagonally across the frame. To the right of the crack, a shadow of a hand is cast on the concrete, suggesting a hand has just placed the seedling. The background is a blurred concrete surface.

Resiliency is the process of successfully adapting and developing positive well-being in the face of chronic stress and adversity.

What is adversity?

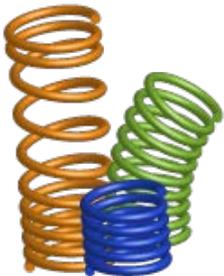


- Emotional Abuse & Neglect
- Physical Abuse & Neglect
- Sexual Abuse
- Mother Treated Violently
- Household Substance Use
- Household Mental Illness
- Family Instability
- Incarcerated Household Member

Socio-Economic Status

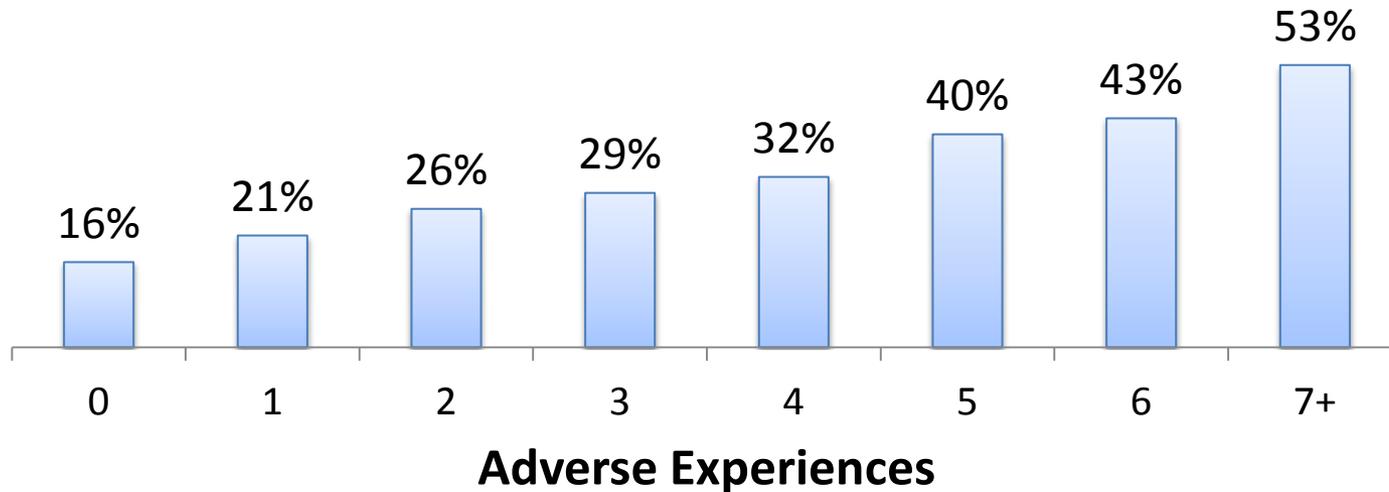
Multiple
Adverse
Experiences

Health Outcomes



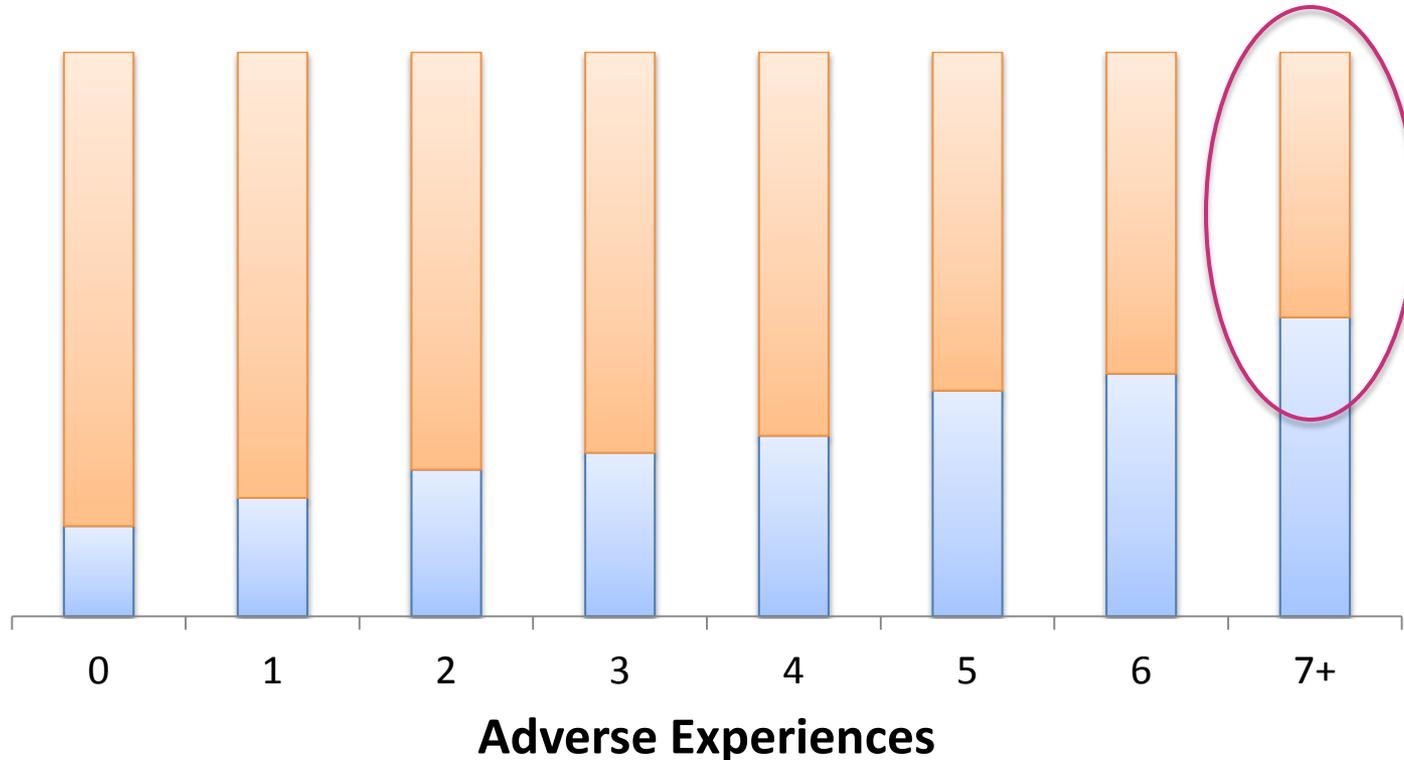


As adverse childhood experiences increase, teen pregnancy rises...





As adverse childhood experiences increase, teen pregnancy rises...

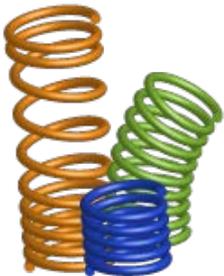
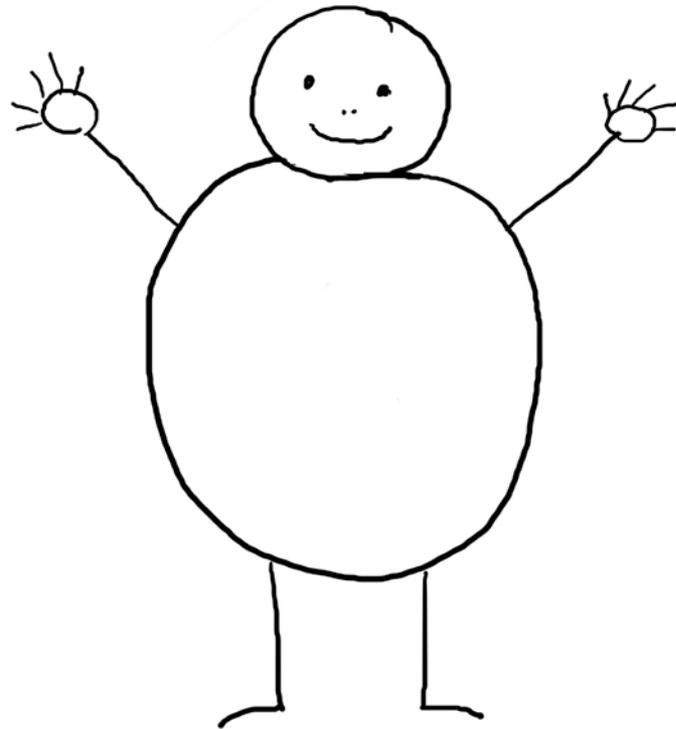


...but almost half of youth with the most adversity are resilient.



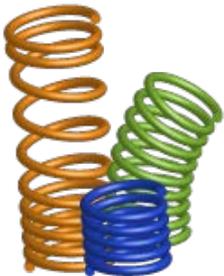
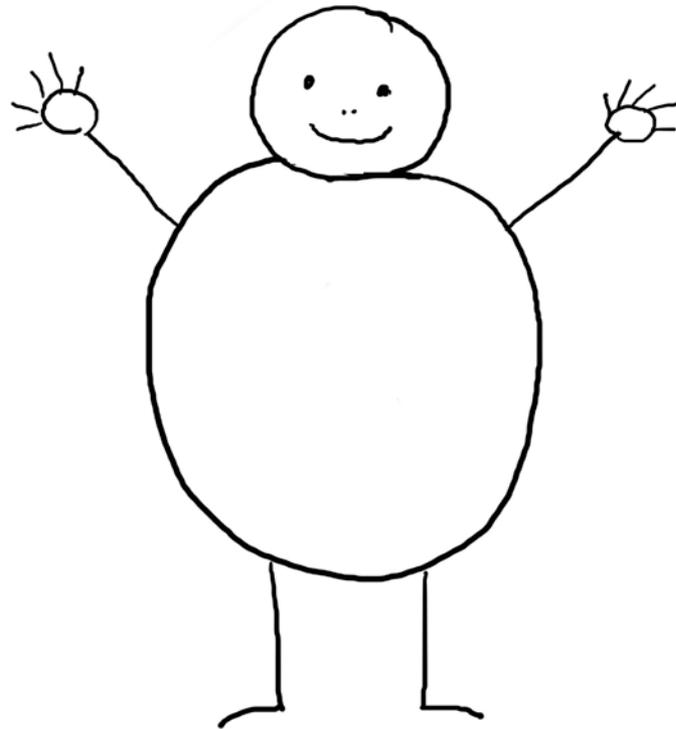
Resiliency Activity

Draw a stick figure... like this →



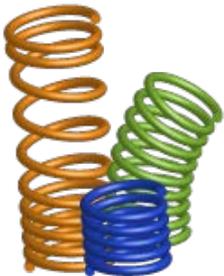
Resiliency Activity

Think about a youth in your life who has experienced adversity.



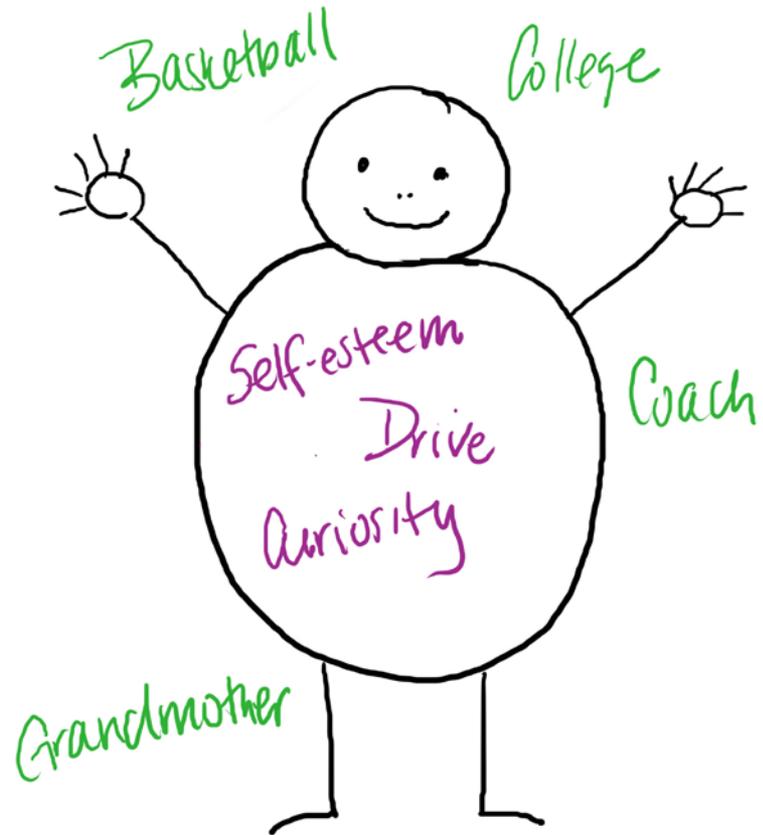
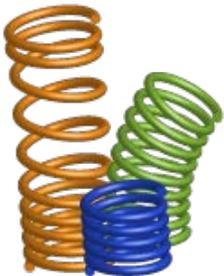
Resiliency Activity

- Write down:
 - **On the inside:** the characteristics that make them resilient



Resiliency Activity

- Write down:
 - **On the inside:** the characteristics that make them resilient
 - **Around the outside:** relationships and environmental factors that support resiliency

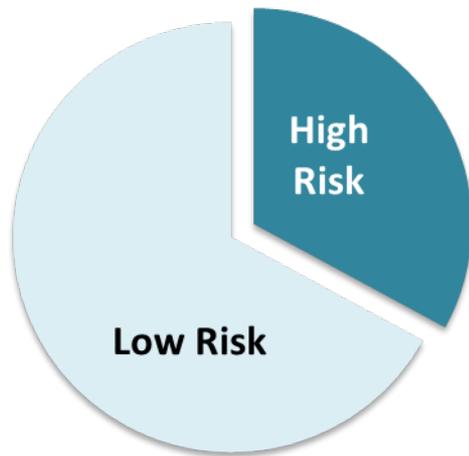




Resiliency Study Findings

A Longitudinal Look at Risk and Resilience:
Werner & Smith (1982, 1992, 2001)

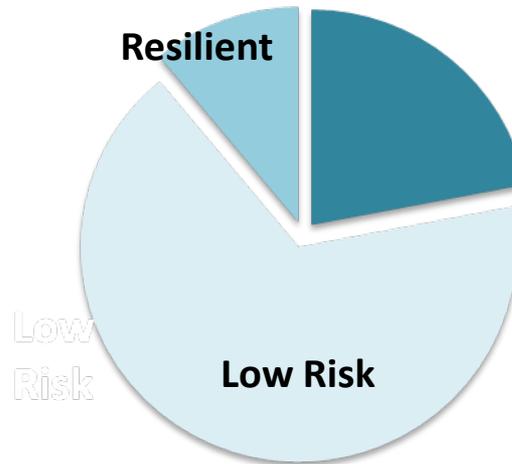
1/3 at High Risk
4 or more risk factors



Birth Cohort

N=698

Of those at High Risk
1/3 were resilient



Age 18

N=614

Of those at High Risk
5/6 were resilient



Age 32 & 40

N=505 & 489



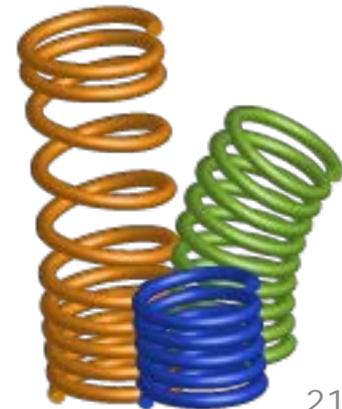
Individual and Environmental Factors

INDIVIDUAL TRAITS

- Social competence
- Problem-solving skills
- Autonomy
- Sense of purpose, belief in a bright future

ENVIRONMENTAL TRAITS

- Caring relationships
- High expectations
- Opportunities for participation

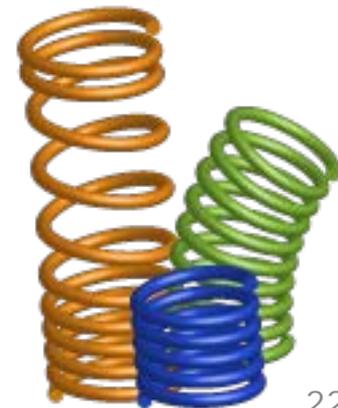


(Dotterweich, n.d.)



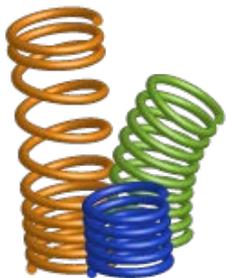
Seven Themes of Successful Coping and Resilience

- Personal anchors
- Cognitive competence
- Success
- Active coping
- Positive temperament
- Social climate
- Additional support





How Children Succeed by Paul Tough

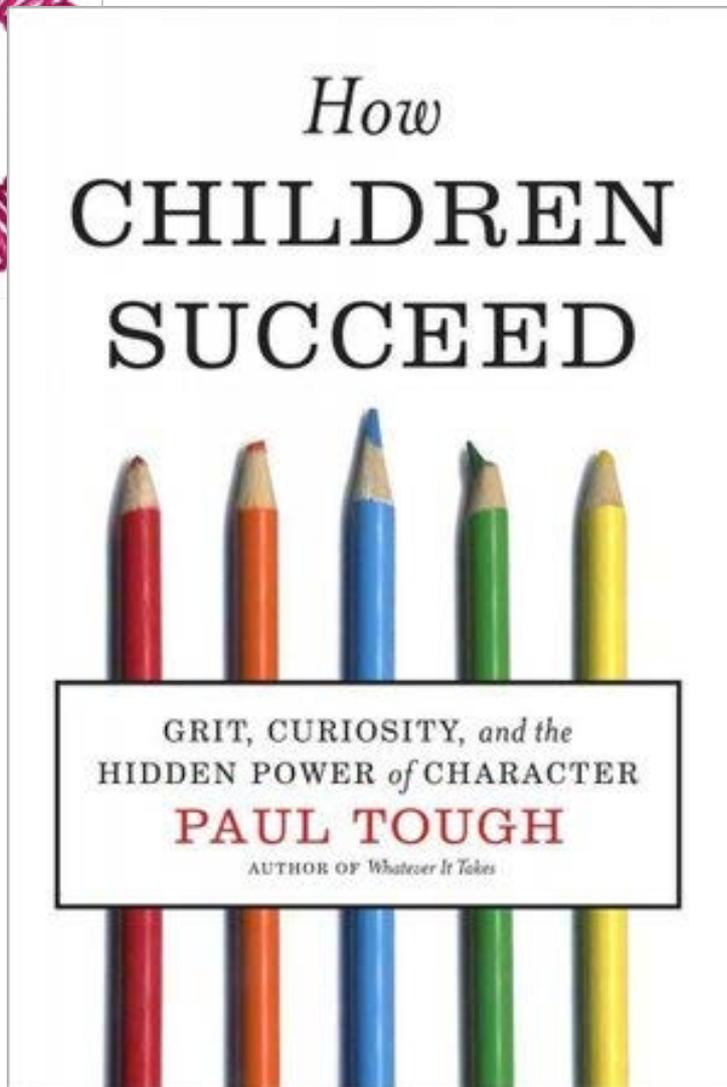


A young boy with brown hair is shown in profile, sitting at a desk. He is resting his head on his right hand, with his fingers covering his eyes. He appears to be stressed or tired. The background is a blurred classroom setting with a wooden desk and a white wall.

Chronic stress
impedes learning.

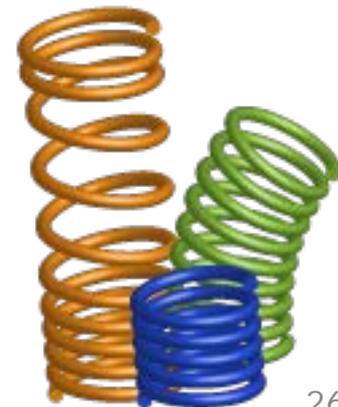


Children with secure attachment to a caring adult do better.



Success does not depend primarily on cognitive skills, but rather on:

- Persistence
- Self-control
- Curiosity
- Conscientiousness
- Grit
- Self-confidence



THINK



PAIR

SHARE



Ah-ha!



The major implication from resiliency research is that if we hope to create socially competent people who have a sense of their own identity and efficacy, who are able to make decisions, set goals, and believe in their future, then meeting their basic human needs for caring, connectedness, respect, challenge, power and meaning must be the primary focus of any prevention, education and youth development effort.



(Henderson, 2007)

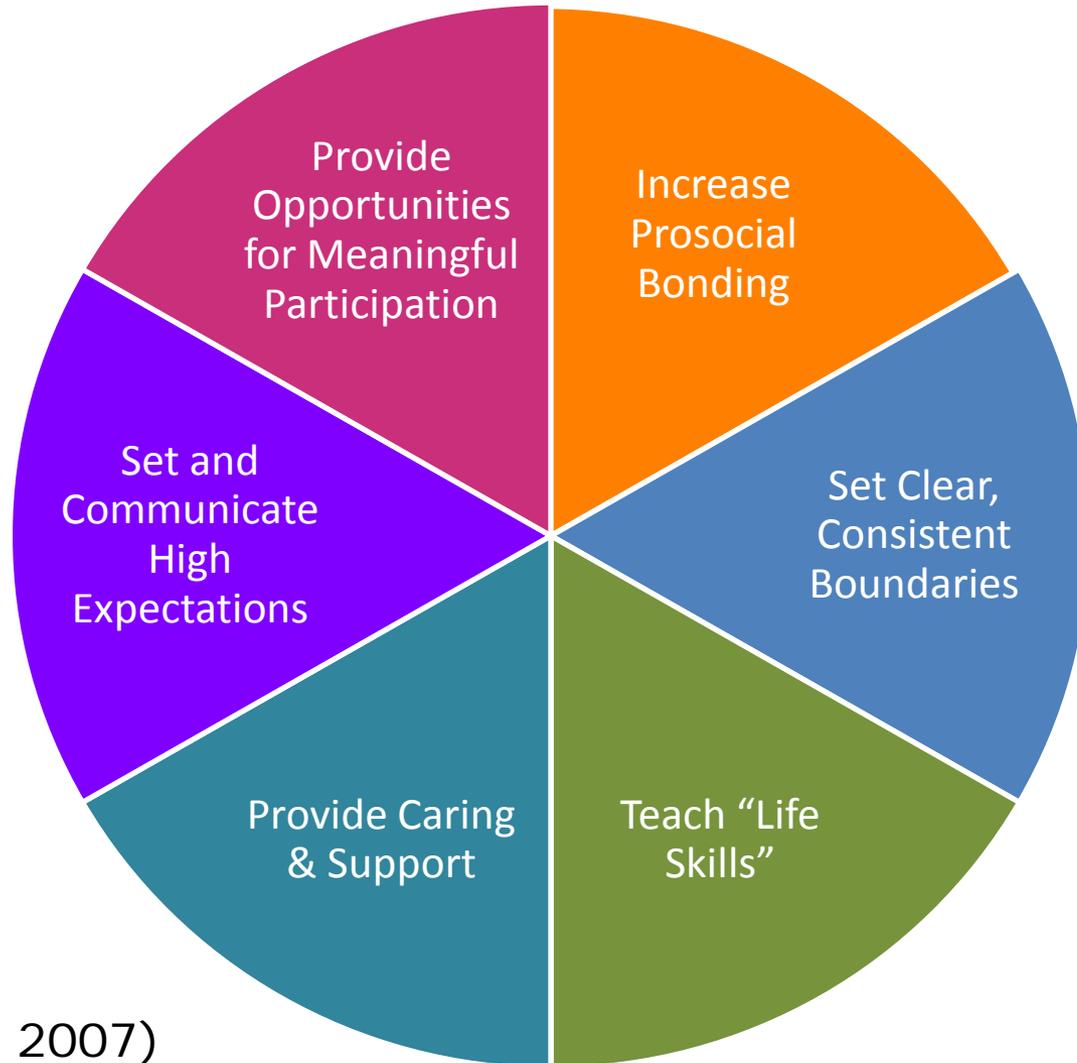


Strategies to Foster Resiliency

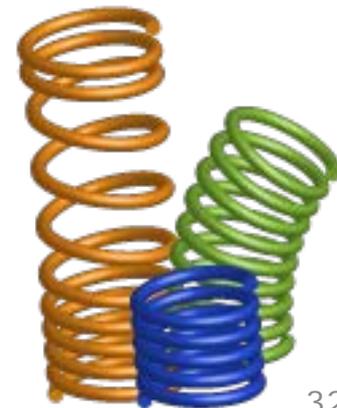
A large, weathered wooden wagon wheel is leaning against a wall made of stacked, reddish-brown stone. The wheel has a dark metal hub with a central hole and several spokes radiating outwards. The stone wall is composed of irregular, layered stones. In the foreground, there is some dry grass and dirt. A semi-transparent white banner is overlaid across the middle of the image, containing the text "The Resiliency Wheel".

The Resiliency Wheel

The Resiliency Wheel



(Henderson, 2007)



Homework

Resiliency Wheel

Assessment





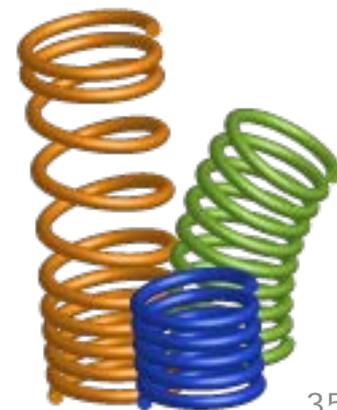
Adopt a Strengths-Based Perspective

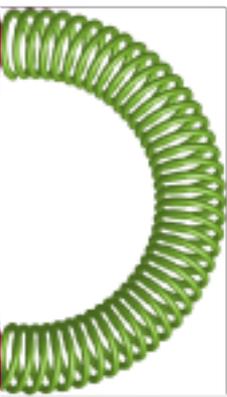


What Is a Strengths-Based Approach?

Emerging from the field of social work, it is a set of ideas, assumptions and techniques:

- People are active participants in the helping process (empowerment).
- All people have strengths, often untapped or unrecognized.
- Strengths foster motivation for growth.
- Strengths are internal and environmental.

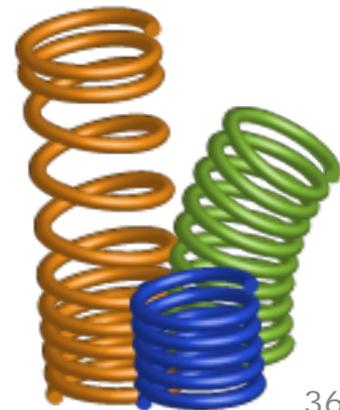




Using a Strengths-Based Approach

- You believe youth have strengths (attitude).
- You identify personal strengths (look beyond the problems).
- You teach youth that they have strengths (name them, show youth how their strengths are being used, suggest how they can use these strengths in the future).
- You give it time—you persist.

(Dotterweich, n.d.)



<http://youtu.be/kwfXyKOzHeg>

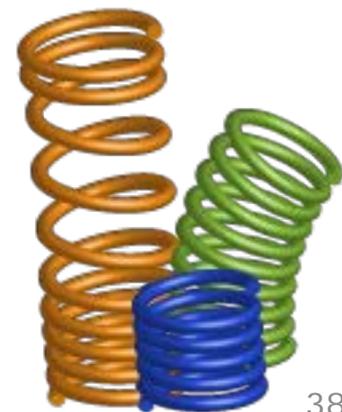


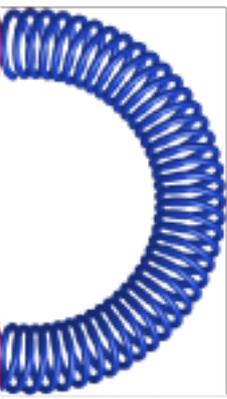
(Movie Still from *The Blind Side*)



Roleplay

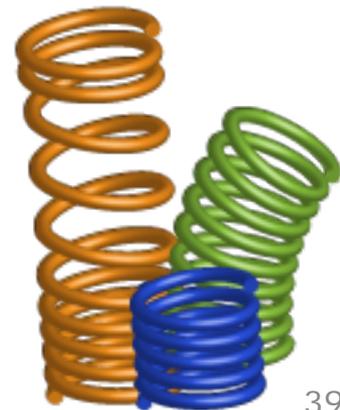
- Find a partner.
- One person plays the role of the 15 or 16 year old he/she used to be.
- Other person plays the role of a youth worker.
- Take 3 minutes to have a brief conversation.
- Youth workers find out the specific strengths of the adolescent in front of you.
- Adolescents shed all your adult behaviors!





Reflection

- What strengths did you identify?
- What kinds of questions did you ask?
- What other strategies did you use?



Any
Questions





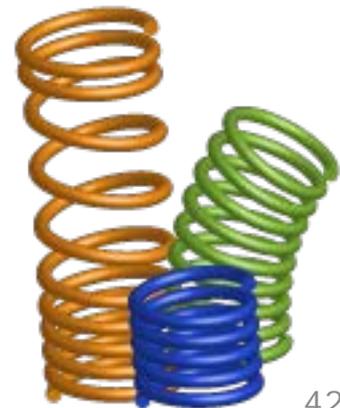
Closure

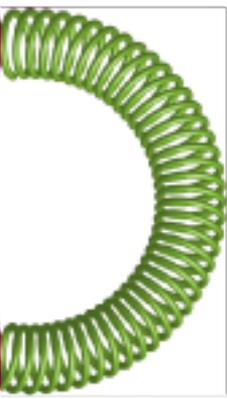




Take-Home Messages

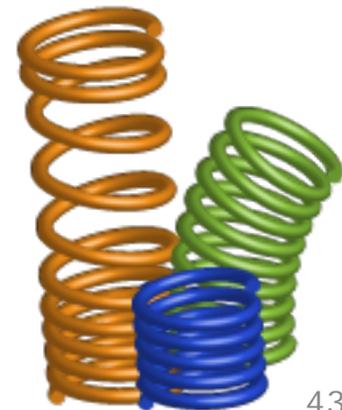
- All young people have the capacity to be resilient.
- Surround youth with elements of the resiliency wheel.
- Adopt a strengths-based perspective.
- Give it time!





What? So What? Now What?

- What? – Write down one thing you learned.
- So what? – Write down why it was important or critical to your work.
- Now what? – Write down one step you will take to transfer the learning to your workplace.





Resources

Dotterweich, J. (n.d). Positive Youth Development Resource Manual.

http://ecommons.cornell.edu/bitstream/1813/21946/2/PYD_ResourceManual.pdf

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Luthar, S., Chiccheti, D., and Becker, P. (2000). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *Child Development*, 71(3): 543-562.

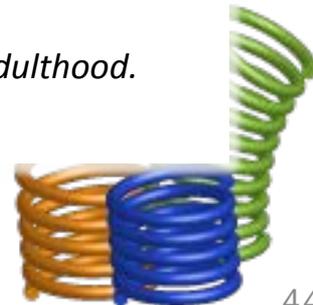
Meichenbaum, D. (n.d). Understanding Resilience in Children and Adults: Implications for Prevention and Interventions. <http://www.melissainstitute.org>

Saleebey, D. (1992). *The Strengths Perspective in Social Work Practice*. White Plains, NY: Longman.

Tough, P. (2012). *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*.

Werner, E., and Smith, R. (1982). *Vulnerable but Invincible. A Longitudinal Study of Resilient Children and Youth*. New York: McGraw-Hill.

Werner, E., and Smith, R. (1992). *Overcoming the Odds – High Risk Children from Birth to Adulthood*. Ithaca, NY: Cornell University Press.





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