

Ready and Resilient:

Promoting the Resilience of Children and Adults

Presented by Nefertiti B. Poyner, Ed.D.



Devereux | CENTER FOR
ADVANCED BEHAVIORAL HEALTH | RESILIENT CHILDREN

Devereux Center for Resilient Children

The mission of the Devereux Center for Resilient Children (DCRC) is to promote social and emotional development, foster resilience, and build skills for school and life success in children birth through school-age, as well as to promote the resilience of the adults who care for them.



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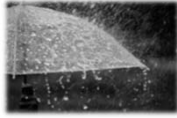
Define resilience, protective factors and risk factors.

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



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Positive

Brief increases in heart rate,
mild elevations in stress hormone levels

Tolerable

Serious, temporary stress responses,
buffered by supportive relationships

Toxic

Prolonged activation of stress response systems
in the absence of protective relationships

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Positive

Brief increases in heart rate,
mild elevations in stress hormone levels

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.

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What might **POSITIVE** stress look like for a child and/or a family?


Tolerable
Serious, temporary stress responses, buffered by supportive relationships

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

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Can you think of an example of **TOLERABLE** stress in the lives of children and families?





Toxic
Prolonged activation of stress response systems
in the absence of protective relationships

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.

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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

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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

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Micro-aggressions
can look like...

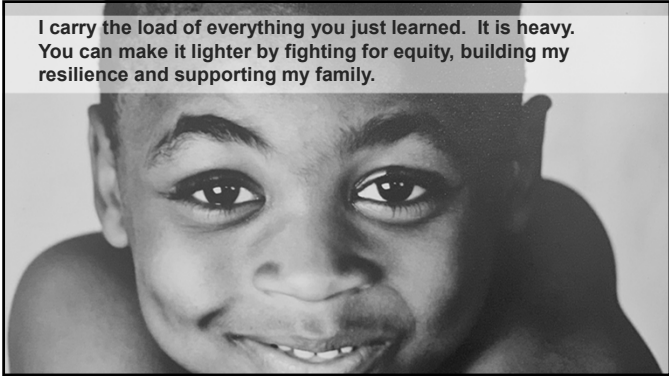
**Making assumptions that
black and brown children
are enrolled on subsidy
or scholarship and not
private pay.**

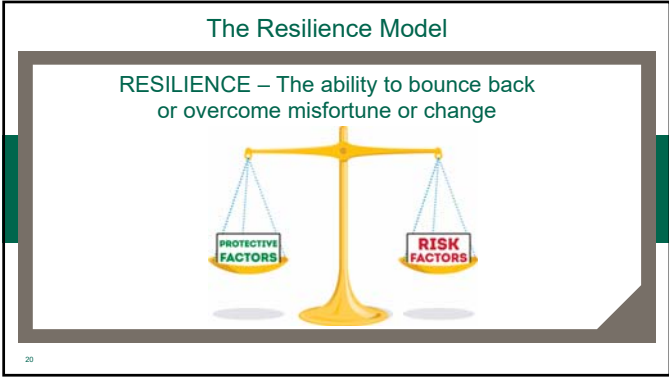
Micro-aggressions
can look like...

**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”.**







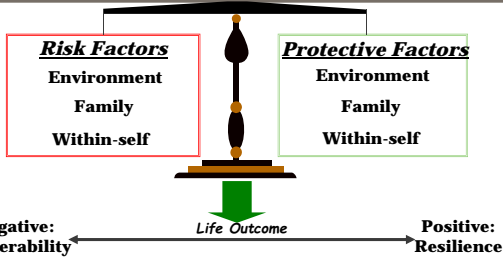
Protective Factors

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.



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A Resilience Model



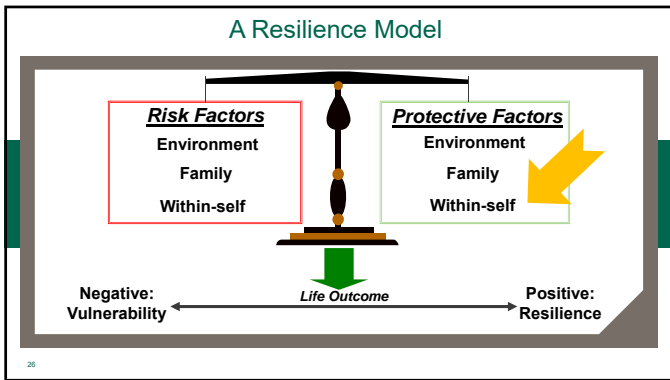
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“RESILIENCE.
IT'S WHEN YOU DECIDE
TO GIVE UP
ON GIVING IN.”

- TODD CARMICHAEL

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Explain behaviors related to building protective factors in children.





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.



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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

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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

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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.

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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

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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

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Attachment/Relationships

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



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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

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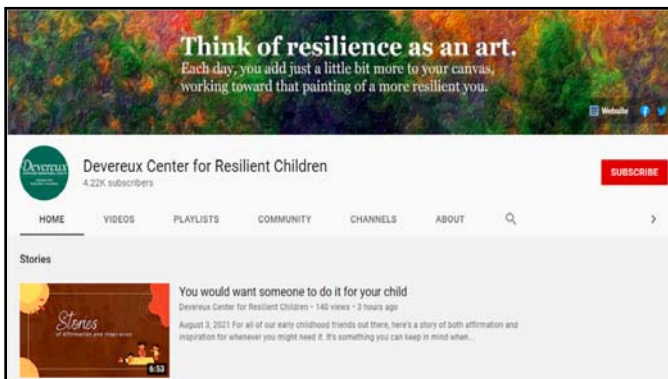
Building the Attachment/Relationships of Preschoolers

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

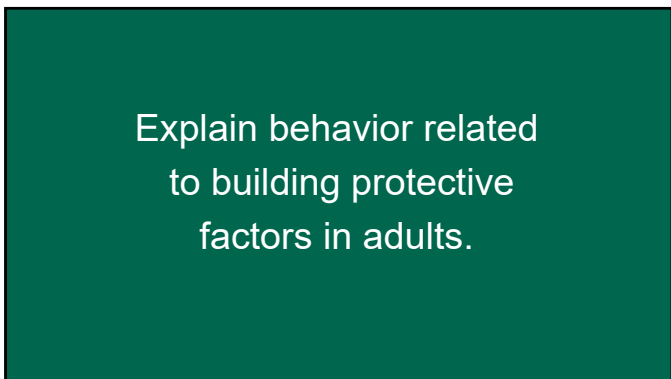
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Devereux Adult Resilience Survey (DARS)
By Mary Madigan, PhD

The survey was created to support adults in their efforts to promote their capacity for resilience in Devereux. The items included in this survey were selected based on their predictive power. There are no right or wrong answers. The survey is designed to help you understand your own resilience and how you can strengthen your protective factors, with the support of Devereux from Devereux College of Health Professions.

Item	Always	Sometimes	Not at All
1. I have good friends who support me.			
2. I have someone to confide in when I'm down on my day.			
3. I provide support to others.			
4. I am confident in myself.			
5. I am able to relax.			
6. I have a strong belief in myself.			
7. I have personal strength.			
8. I am confident.			
9. I have strong beliefs.			
10. I am confident about my future.			
11. I am confident.			
12. I communicate effectively with those around me.			
13. I try new different ways to solve a problem.			
14. I have a hobby that engages in.			
15. I am not over-extended.			
16. I am able to relax.			
17. I laugh often.			
18. I am able to relax.			
19. I am able to relax.			
20. I am able to relax.			
21. I respect my emotions.			
22. I am confident.			
23. I am confident.			
24. I am confident.			

Protective Factors Matter!





Thank you!

www.centerforresilientchildren.org

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