Support for Treatment, Recovery, and Prevention through the Lens of Resilience

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What Do You See?
Now do you see what I see?

Children of Addicted Parents

- Survivors
- Alcoholics/Addicts
- Others
Objectives

1. Explore the meaning of resilience.
2. Identify a cluster of strengths, based on the research, that are characteristic of resilient individuals.
3. Differentiate between resilience and protective factors
4. Discuss the implications of resilience for treatment and prevention programs
5. Frame resilience through a life-span developmental perspective
6. Discuss strategies, activities and programs that can enhance resiliencies in children, youth, and adults.
7. Translate the concept of resilience from theory and assessment to practice and action and its implications across the Spectrum of Prevention
Presentation Agenda

Overview of Resilience
- What resilience is and isn’t
- Practical applications for treatment and prevention
- Clusters of resilience
- From damage to challenge
- The developmental progression of resilience
- Building Resilience in the Environment across the Spectrum of Prevention
- Reframing
- Measuring Resiliency Attitudes
Physical Definition

The property of returning to the original shape after being bent, compressed or stretched out of shape.
Psychological Definition

The capacity to bounce back from adversity
Resilience Defined

In the 1980’s in this country, the Damage Model seeped down from the professional to our popular culture in a big way…How can we escape the pessimism of the Damage Model prediction?…We need to hear less about our susceptibility to harm and more about our ability to rebound from adversity when it comes our way.
Resilience Defined

- Rirkin and Hoopman (1991), “Resilience can be defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress or simply to stress that is inherent in today’s world.
- Ovans (2015), Resilience was defined by most as the ability to recover from setbacks, adapt well to change, and to keep going in the face of adversity.
Either/Or

- Resilient
- Not Resilient
Resilience

Less  Average  More

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Washington D.C.
Resilience

Internal to the child

Protective Factors

External to the child
How is the concept of resilience relevant to helping kids/clients?
Resilience

Application

Talking to kids about their strengths
The Damage Model

Troubled Family → DAMAGES → Child Pathologies → SUCUMBS

- Child Pathologies
  - Adolescent Pathologies
  - Child Pathologies
  - Adult Pathologies
PATHOLOGY
The Damage Model

- Conception of the Child
  - Helpless
  - Fragile
  - Passive
  - Trapped
The Damage Model

The Helping Professional

- Understands the damage
- Allows the client to feel and express anger
- Helps the client to grieve
Damage Model Deficiencies

Client/Student

- Instills fear
- Neglects psycho-educational needs
- Induces helplessness
The Damage Model

Troubled Family

DAMAGES
CHALLENGES

Child
Pathologies
Resiliencies

SUCUMBS
REBOUNDS

Adult
Adolescent
Child
Challenge Model

Conception of the child

- Active
- Capable of choosing
- Self-protective
- Resourceful
E. James Anthony
“The Invulnerable Child”

Children of Schizophrenics
Gina O’Connell Higgins
“Resilient Adults: Overcoming a Cruel Past”

Children of Extremely Stressful Families
H. Beth Balshaw
“Living Intentionally

Children of Spouse Abusers
Emmy Werner
“Children of The Garden Isle”

Children of Troubled Families
The Resiliencies

- Insight
- Independence
- Relationships
- Initiative
- Creativity
- Humor
- Morality
Insight—The habit of asking tough questions, which pierce the denial and confusion in troubled families. In other words asking yourself tough questions, but giving honest answers. (Example—Women in treatment)

Independence—Emotional and physical distancing from a trouble family, which keeps survivors out of harm’s way.

Relationships—Developing intimate and fulfilling ties to others that provide the stability, nurturing and love that troubled families do not give.
Brief Definitions

Initiative—A push for mastery that combats the feeling of helplessness troubled families produce in their offspring.

Creativity—Representing one’s inner pain and hurtful experiences in art forms; “building a new world on the ruins of the old.” Imposing order, beauty, and purpose on the chaos of your troubling experiences and painful feelings.

Humor—The ability to minimize pain and troubles by laughing at oneself. Finding the comic in the tragic.

Morality—An informed conscience, which imbues the survivor surrounded by “badness” with a sense of his or her own “goodness.”
The Resilience of Humor
The Resilience of Relationships
Mirroring

Learning who you are by seeing your reflection in the face of another
# The Resiliencies

## Developmental Phases

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## The Resiliencies

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My Personal Strengths

1. Describe your family in ways you are comfortable sharing.

2. Identify a resilience you possess.

3. How did you use this particular strength to help you in troubled times?
   - As a child
   - As a teenager
   - As an adult

4. How did you, at times, push this strength to an extreme that it became a weakness?
Protective Functions

- Resilience turns Hardship into Strength
  - Insight---denial confusion---honesty, clarity
  - Independence---engulfment, co-dependency---Autonomy
  - Relationships---neglect, alienation---closeness---security
  - Initiative---helplessness, despair, optimism---effectiveness, mastery
Protective Functions

- Resilience turns Hardship into Strength
  - Creativity---ugliness, pain---beauty
  - Humor---deadliness---liveliness, spirit
  - Morality---badness, abuse---goodness
    - compassion
Reframing

Uncovering the hidden themes in a story
Stance of the Helping Professional

- Believe in the child or client and his/her future.
- Listen empathically.
- Slow things down.
- Be curious, not judgmental.
- Go for the details.
Uncovering Hidden Themes

- Make comparisons.
- Find the strength mixed with the pain.
- Recast the child as a major character.
Capitalizing on the Reframe

- Acknowledge survivor’s pride.
- Name the resiliency.
- Trace the development of the resiliency.
- Identify other instances of the resiliency.
Jerome Kagan
“The Nature of the Child”

The Objective Frame
Jerome Kagan
“The Nature of the Child”

The Subjective Frame
Survivor’s Pride

A sense that you

have been tested and that

you have prevailed
Survivor’s Pride

Goal

To form a bond
Survivor’s Pride

Goal

To motivate positive change
Survivor’s Pride

Goal

To change the image of oneself from damaged goods to one who prevails
The Resiliency Wheel

Build Resilience in the Environment

- Increase Prosocial Bonding
- Set Clear Consistent Boundaries
- Provide Opportunities for Meaningful Participation
- Set and Communicate High Expectations
- Teach Life Skills
- Provide Caring & Support

Mitigate Risk Factors in the Environment

Nan Henderson and Mike Milstein, 1994
The Resiliency Mandala

SELF

- Insight
- Morality
- Creativity
- Humor
- Initiative
- Independence
- Relationship
Family Troubles

SELF

Family Troubles
SELF

Alienation

Neglect

Abuse

Denial

Helplessness

Co-Dependency
Social Conditions

- Alienation
- Neglect
- Abuse
- Denial
- Helplessness
- Co-Dependency

Life Events

Family History

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SELF

Alienation
Neglect
Co-Dependency

Media
Violence

School Community
Culture

Racism

Death

Poverty

Illness

Abuse
Helplessness

Denial

Divorce

History of Alcoholism

Poverty

School Community

Culture

Racism

Death

Illness

Abuse
Helplessness

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History of Alcoholism

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School Community

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Illness

Abuse
Helplessness

Denial

Divorce

History of Alcoholism
Challenge Model

- The Helping Professional

- Addresses the damage

- Identifies unrecognized resilience

- Taps survivor’s pride
Damage Model Deficiencies

- The Helping Professional
  - Limits
  - Weakens
  - Discourages
  - Blinds
OVERVIEW OF THE RESILIENCY ATTITUDES SCALE (R.A.S.)

- Development of the R.A.S.
- Administration of the R.A.S.
- Scoring the R.A.S.
- Interpretation of the R.A.S.
- Preliminary Data
- Applicability to Various Populations
VERSIONS OF THE INSTRUMENTS

- Children’s Resiliency Attitudes Scale (C.R.A.S.)
- Adolescent Resiliency Attitudes Scale (A.R.A.S.)
- Resiliency Attitudes Scale (R.A.S.)

Biscoe and Harris, 1994, Eagle Ridge Institute, Oklahoma City, OK
ADMINISTRATION OF THE RESILIENCY SCALES

These resiliency instruments are designed to be administered in self report format. They are written at a very elementary reading level. The scale should be administered in a quiet and private environment free of distractions. The person administering the assessment should read the R.A.S. instructions aloud to the client and verify understanding.

Biscoe and Harris, 1994, Eagle Ridge Institute, Oklahoma City, OK
Scoring The R.A.S.

- Likert Scale
- Reverse Coding
- Strength Index Score: Standardized Score
- Higher Strength Index Score Higher Resilience

Biscoe and Harris, 1994, Eagle Ridge Institute, Oklahoma City, OK
Women in Residential Substance Abuse Treatment: Changes in Resiliency Over Time

Biscoe and Harris, 1994, Eagle Ridge Institute, Oklahoma City, OK
Changes in Resiliency Skills for Women in Residential Substance Abuse Treatment

Resiliency Skills

Biscoe and Harris, 1994, Eagle Ridge Institute, Oklahoma City, OK
Skills Group Means for Attendees 2019

GROUP MEANS, November 2019

Resiliency Skills Scales

- Flexibility: 78
- Persistence: 84
- Serving: 84
- Judging: 78
- Humor: 80
- Creating: 81
- Creativity: 79
- Generating: 80
- Problem: 79
- Attaching: 80
- Recruiting: 78
- Distancing: 77
- Separating: 83
- Understanding: 76
- Knowing: 83
- Sensing: 68
- Total: 77

Resiliency Strength Index

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Applicability to Various Populations
The Spectrum of Prevention

- Influencing Policy and Legislation
- Changing Organizational Practices
- Fostering Coalitions and Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge and Skills

* Shared at Wednesday Morning Plenary
Affirming Who We Are

- Create Dyads
- Choose one person as A and the other as B
- Begin to identify affirmations you would like to have heard as a child—
- Ask all who are A to close their eyes
- Share affirmations around the room
- Ask all who are B to close their eyes
- Share affirmations around the room
Affirming Who We Are
CONCLUSIONS

• Prevention, Educational and Therapeutic Implications

• Cross-Cultural Significance

• Importance of balanced approaches that address “damage and challenge”, but that also acknowledge strengths
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