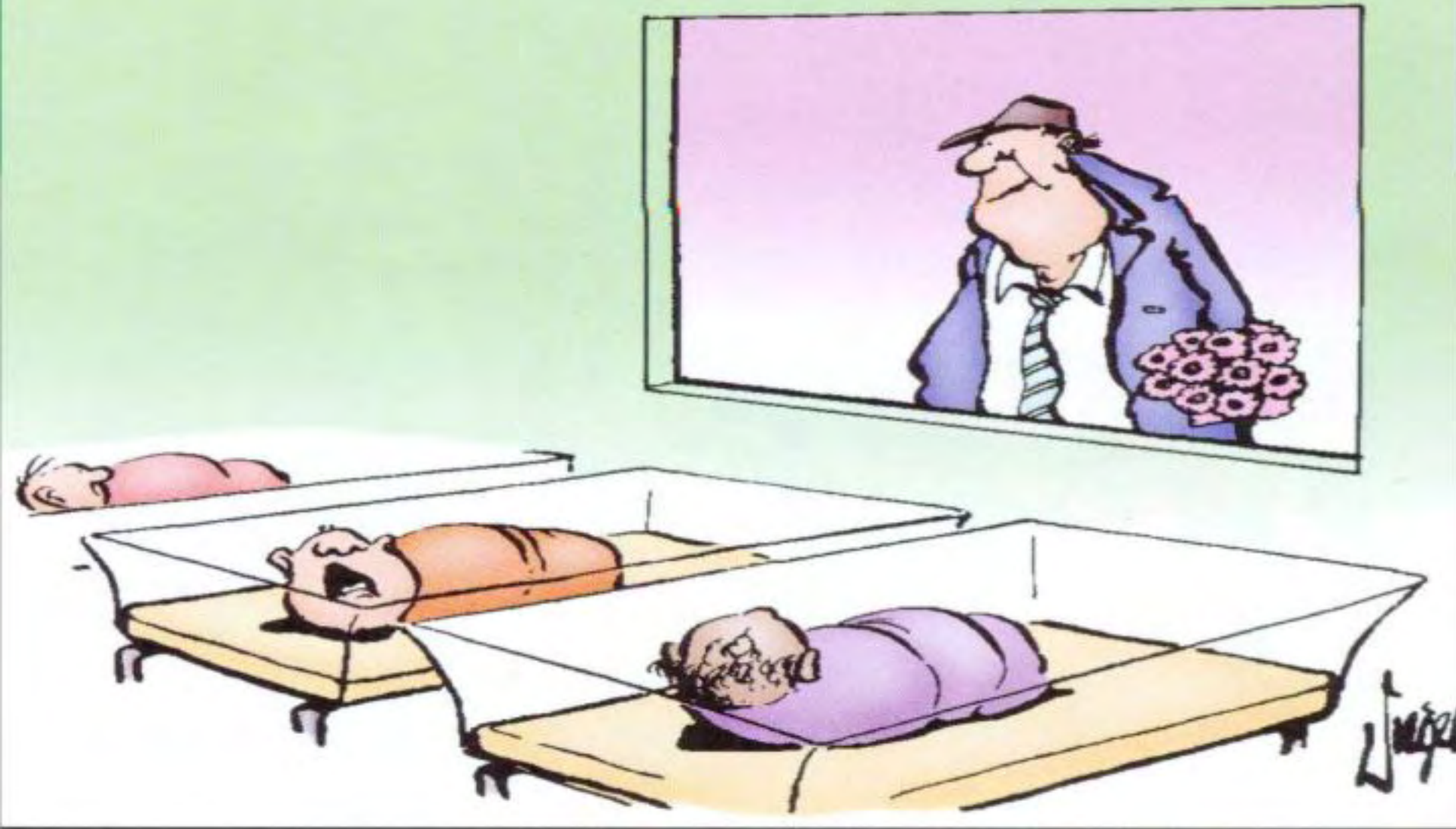




**Resiliency
Initiatives**
"Their Potential - Our Passion"

Resilience: Building the Social Capacity of Children and Youth to Thrive





“Don’t tell me I’m getting HIM.”



Linger

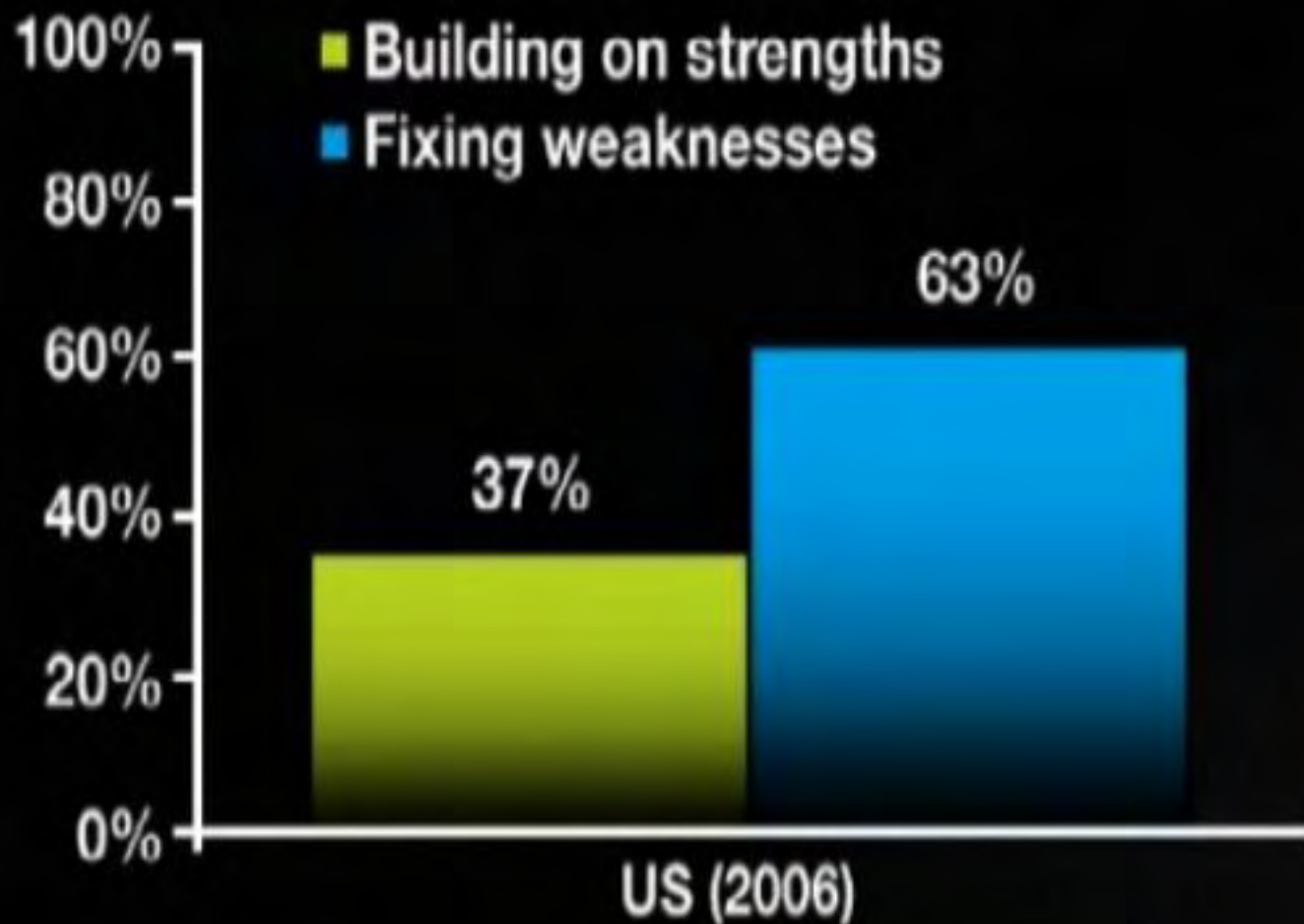
“Thanks for doing my homework last night.
Now my teacher thinks I’m retarded.”



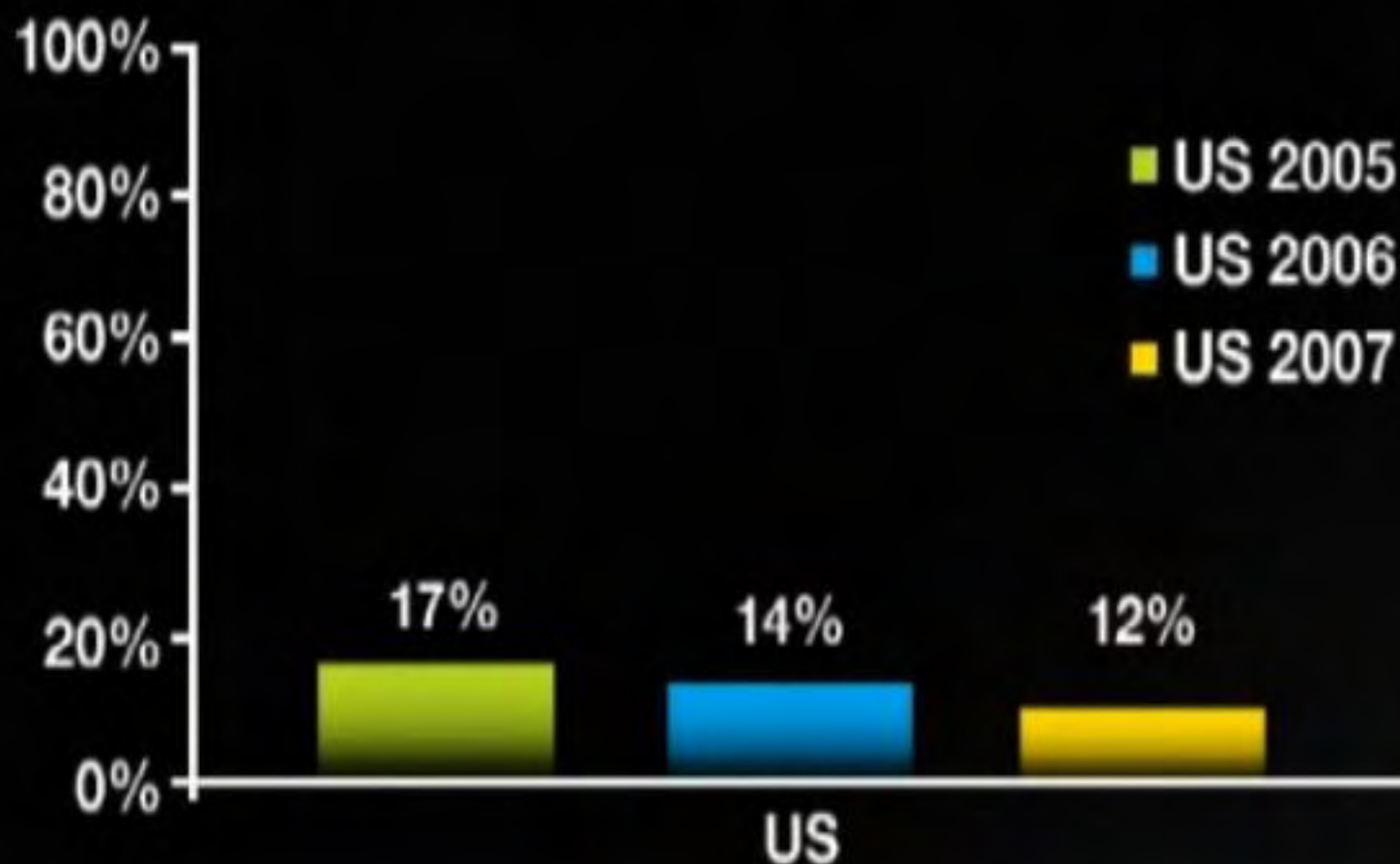
“ If we think we are fragile and broken, we will live a fragile, broken life. If we believe we are strong and wise, we will live with enthusiasm and courage. The way we name ourselves, colors the way we live. Who we are is in our own eyes. We must be careful how we name ourselves.”

Wayne Muller

Which do you think will help you be most successful?



What % of people spend most of the day playing to their strengths?



The Deficit/Risk Model

- **Historically, the social and behavioural sciences have followed a problem-focused approach to studying human and social development.**
- **This has impacted Community and educational services in that children and youth who do not meet a certain level of achievement and behaviour are coded as in need.**

Deficit Thinking

Specialty

Education

Social Work

Corrections

Behaviourism

Medicine

Psychopathology

Diagnosis

Disruptive

Dysfunctional

Delinquent

Disordered

Diseased

Disturbed

Reaction

Reprimand, suspend,
expel

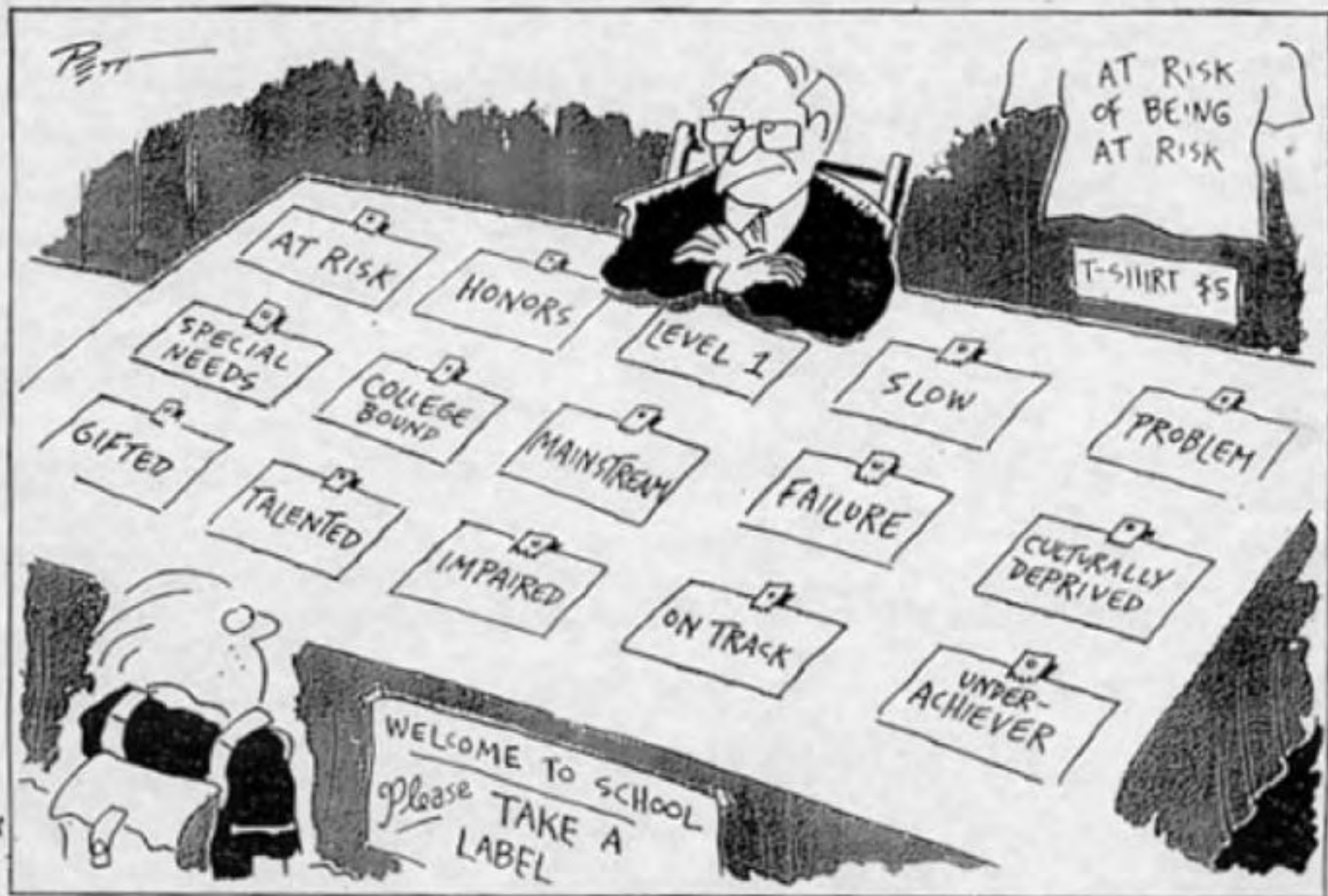
Intake, manage, discharge

Adjudicate, punish,
incarcerate

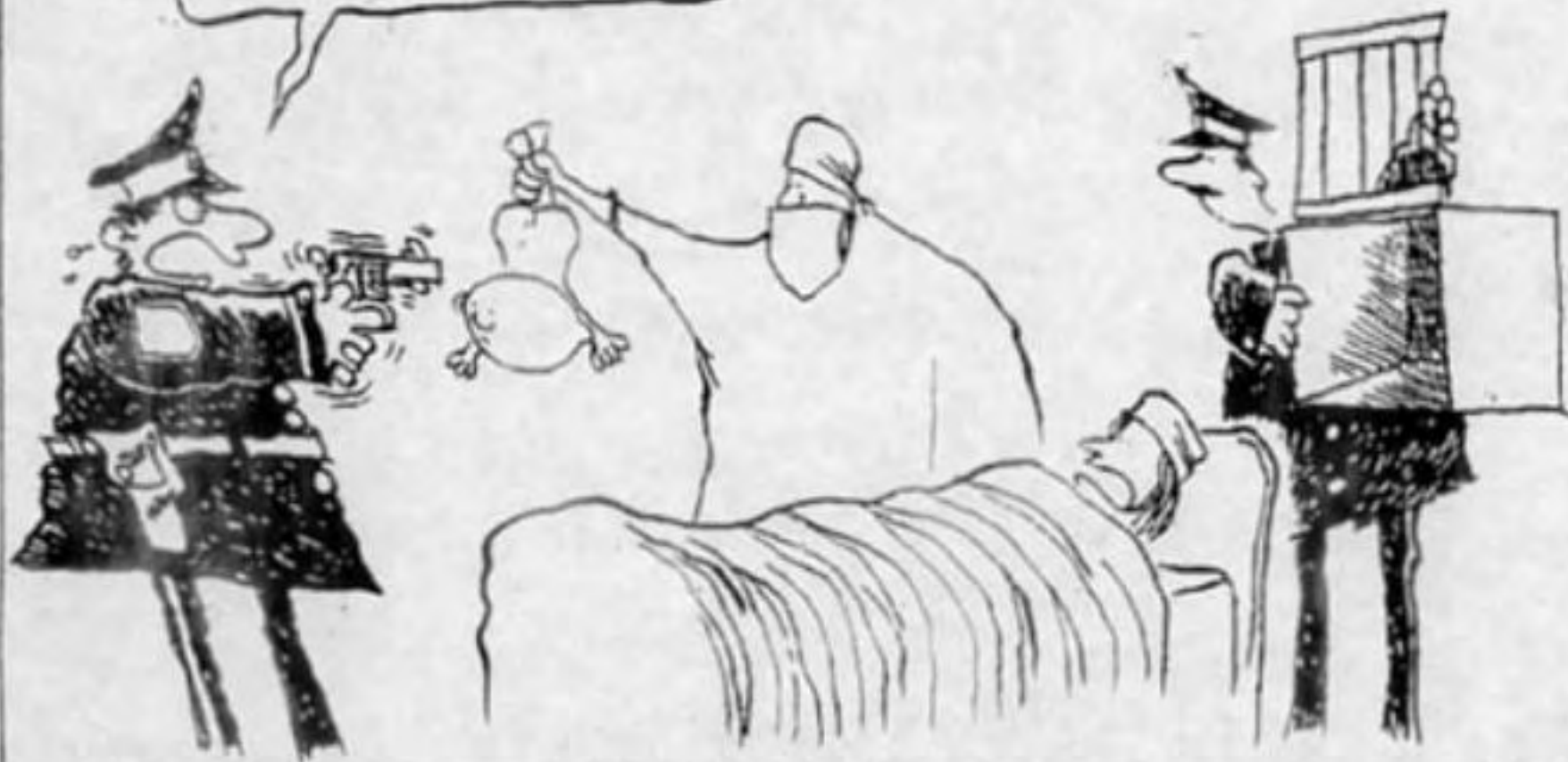
Assess, condition, time out

Diagnose, drug,
hospitalize

Test, treat, restrain



GOD KNOWS
WHAT HE'S
CAPABLE OF!!





Problem-Based Thinking

- **Focuses on understanding fixed problem patterns in students**
- **Elicits detailed descriptions of problems**
- **Student is categorized by the problems**
- **Focuses on “what’s wrong” and “what’s not working”**
- **highlights the times that a youth resists or is inconsistent in coping**
- **Negative experiences are seen as damaging the lives of youth and predict later pathology**
- **Focus of intervention as something provided by an “expert”**



Labels given to Complex Youth:

Community

Loser
Ungrateful
Brat
Dangerous
Victim
Drop-Out
Delinquent
Thief

Professionals

Conduct Disordered
Reactive Disorder
A.D.H.D.
Depressed
Suicidal
Borderline
Antisocial
Emotionally
Disturbed
Resistant
Lacking Impulse
Control

Youth

Leader
Tough
Gang member
Reliable
Faithful
Committed
Sexy
Survivor
Stud
Street Smart
Helper
Fighter

“A deficit model assumes certain knowable norms for youth/family behaviour and interaction. Whatever deviates from these norms is assumed to be defective. Interventions then focus on fixing that which is in need of repair, inadvertently reinforcing a focus on dysfunction.”

(Madsen, 1999)

Unicef Report - 2007

1) Canada is considered second in the world for academic performance by students

2) But is ranked in the bottom third of industrialized countries for social development

(health and safety, family/peer support, subjective well-being)





Estimated Costs of High School Non-Completion in Canada

	Estimated cost per dropout		Aggregated total in Canada	
	Annual	Lifetime	Annual	Lifetime
Tangible Costs				
Health (private ^a)	\$8,098	\$211,471 ^b	\$23.8 billion	\$623 billion ^b
Social Assistance (public)	\$4,230		\$969 million	
Crime (public)	\$224		\$350 million	
Labour and Employment				
Earning loss (private)	\$3,491	\$104,222 ^c	\$10.3 billion	\$307 billion ^c
Tax revenue loss (public)	\$226	\$6,882	\$378 million	\$11.5 billion
Revenue loss in employment insurance premium (public)	\$68	\$2,063	\$201 million	\$6.1 billion
Employment insurance cost (public)	\$2,767		\$1.1 billion	

(Canadian Council on Learning – Dec, 2008)

Doing What It takes to Survive



Given their current level and response to stress (change), people always use their best problem-solving strategies to get their needs met, even if these strategies are dysfunctional. (Brendtro)

Pain-Based Behaviour (Brendtro)

- **Painful emotions** – include inner states such as fear, anger, sadness, disgust, hopelessness, helplessness, guilt, hatred, and shame.
- **Painful thinking** – may include distressing thought processes such as worry, anxiety, distrust, pessimism, blame, vengefulness, denial, and unconstructive rationalization
- **Pain-based behaviour** - puts painful emotions and thinking into action as an attempt to escape from pain

Effective Change – Start Where it Counts

Feeling



Thought

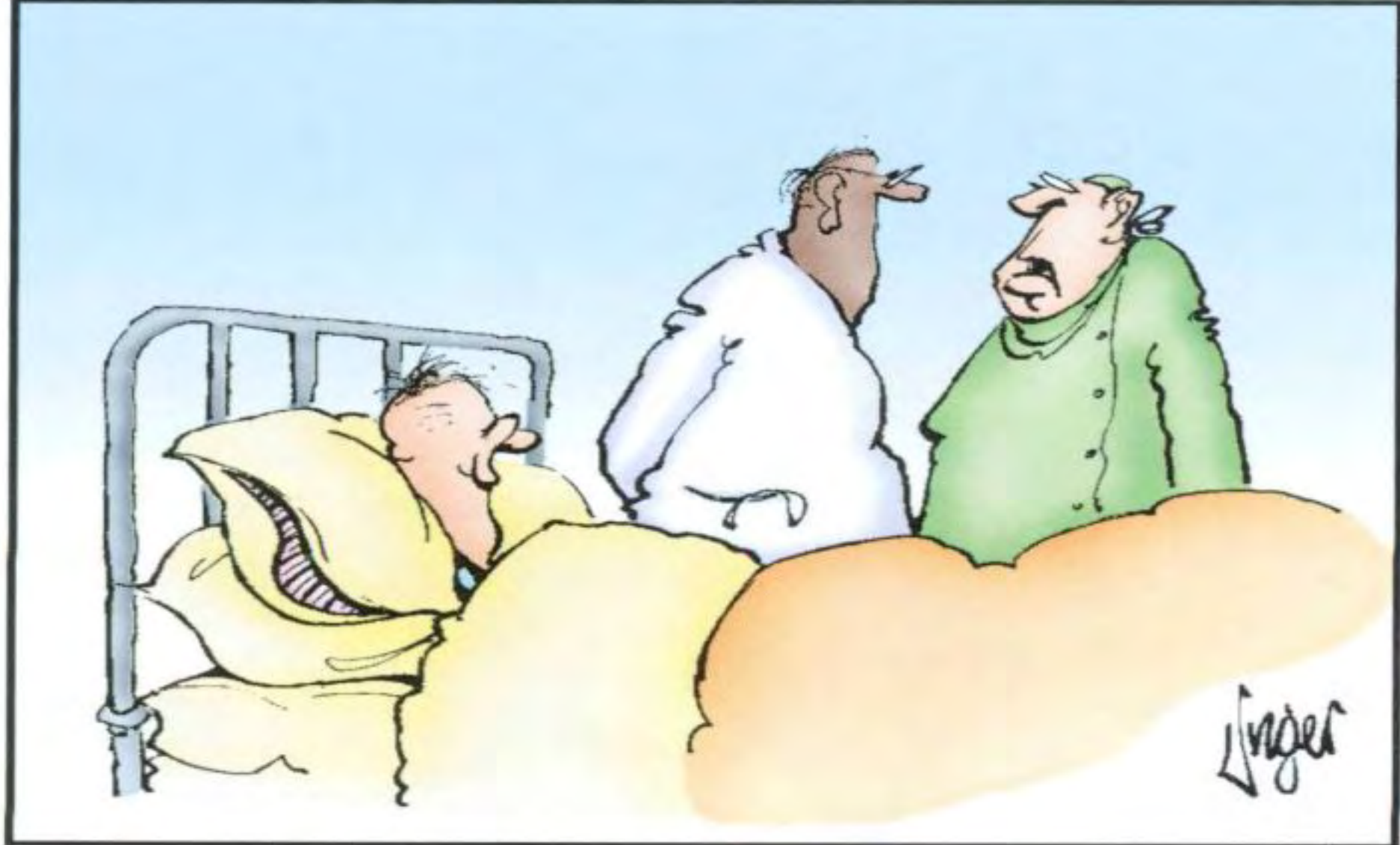


Behaviour

“In our haste to change a youth’s behaviour, we often overlook how their current behaviours make sense to them. Try as we might as adults or professionals to guide them, they will not heed our word’s of advice or intervention until they are confident we understand they are already doing the best they can with what they have.”



“I’m sure you’ll agree, we don’t want an epidemic.”



“How’s he feeling? I badly need a pair of kidneys.”



**Albert Einstein defined
“insanity” as doing the
same thing over and
over, but expecting
different results.**



“Tomorrow I’m having you adopted.”

A More Wholistic Approach

Focus on what is ***strong*** in youth and not what is ***wrong*** with them

Focus on youth ***as resources*** and less on them as absorbing resources

Focus on ***what youth would like for themselves*** (their preferences, hopes, and intentions) – not what we think they need

Focus on ***what is important*** and less on what we think is urgent

To see all individuals as “at promise” rather than “at risk” is a fundamental shift that means facilitating rather than fixing, pointing to health rather than dysfunction, turning away from limiting labels and diagnosis to wholeness and well-being.

Nine Dot Puzzle

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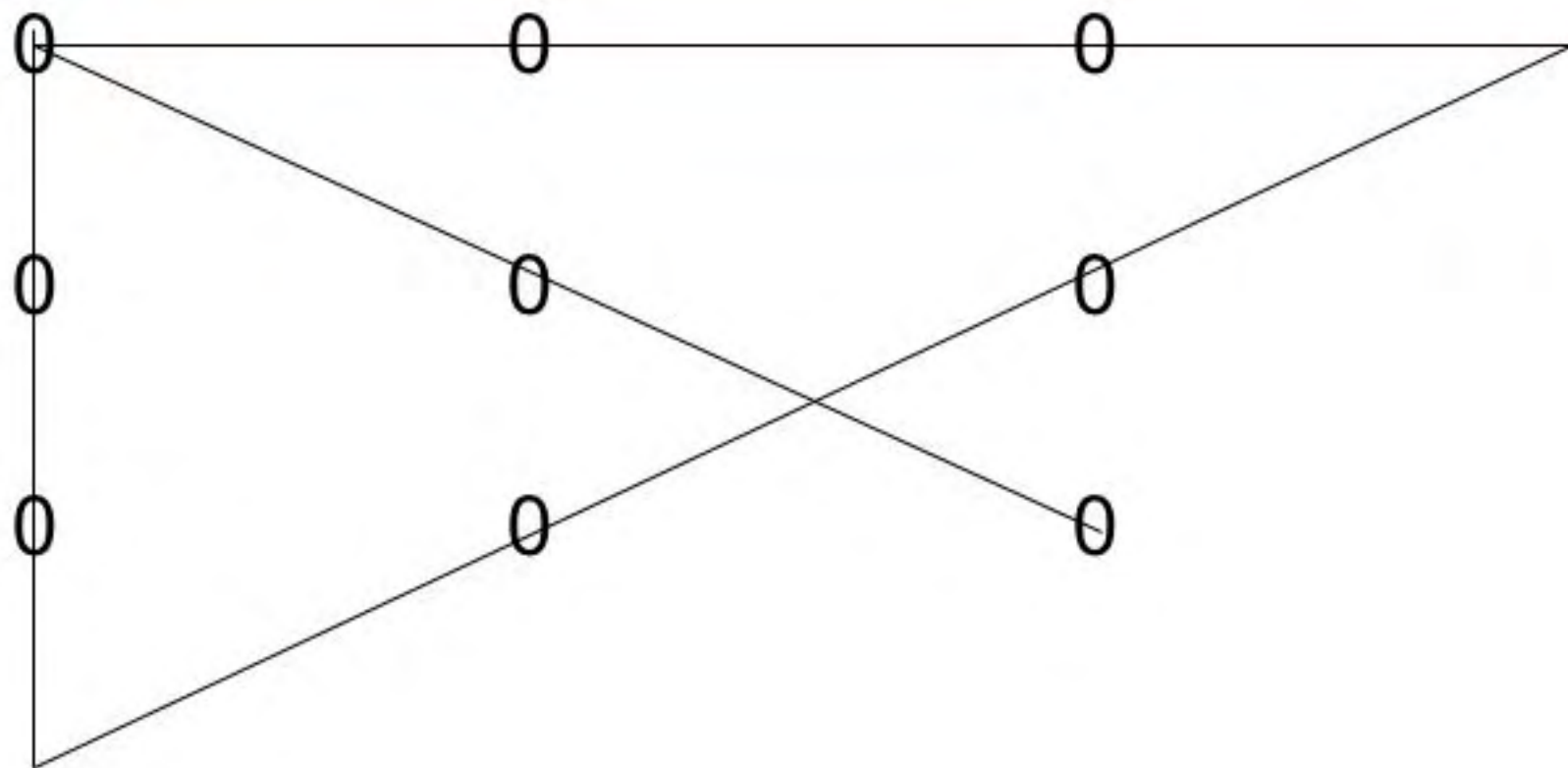
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Nine Dot Puzzle





Evidence for a Strength-Based Approach

- **Research suggests that fifty (50) to seventy (70) percent of children growing up in families with mentally ill, drug/alcohol addicted, abusive, or criminally involved parents or in poverty-stricken families do overcome these risk factors to live functional, socially contributing lives (Benard, 1995)**
- **Evidence that many children who might have received a diagnostic label do, in fact, 'grow out' of their problems without professional help. (Cohen, 1993)**
- **There is also evidence that a predominant focus on deficits and highlighting problems can actually lead to poor outcomes (Miller et al., 1997)**



Requirement for a Paradigm change

- **Shifting one's paradigm requires personal change - requires hard work**
- **New information does not change paradigms**
- **Changing paradigms requires nothing less than a change in a person's heart and mind**
- **Strength-based practice is a personal lifestyle**



Strength-Based Assumptions

- **Youth can change** – they have the resources to alter their life circumstances and resolve problems
- **Youth change when their ready**- change always occurs within a system of perceptions and relationships
- **We are more likely to help youth change** - when we focus on what is strong in them and not what is wrong with them
- **Change does not occur** - based on special powers from professionals



- **We are more likely to help youth change**
 - when our conversations focus on their passions, hopes, and desires
- **Change happens** - when a youth uses their inherent strengths and resources
- **Change happens** - when youth are supported by relationships that take your innate goodness as a given
- **Change happens** - when you create a plan that is participatory and inspires the hope necessary for action



“Sorry about your window, I’m practicing
for the Olympics.”



Strength-Based Assumptions

- 1) An absolute belief that every person has potential and it is their unique strengths and capabilities that will determine their path of success**
- 2) What we focus on becomes one's reality – focus on strengths, not labels**
- 3) The language we use creates our reality**
- 4) Belief that change is inevitable – all individuals have the urge to succeed, to explore the world around them and to make themselves useful to others and their communities.**

Strength-Based Assumptions

- 5) Positive change occurs in the context of authentic relationships
- people need to know someone cares**

- 6) Person's perspective of reality is primary (their story)–need to
value and start with what is important to the person**

- 7) People embrace change when they are invited to start with what
is right with them - start with and build upon successes**

- 8) Capacity building is a process and a goal – a life journey**

- 9) It is important to value differences and the need to collaborate –
effective change is a collaborative, inclusive and participatory
process – “it takes a village to raise a child”.**

The Resilient Child/Youth

**“... an ability to
spring back and
adapt to life’s
challenges**

**... an attitude of
hope and optimism.”**



“F’ means ‘fantastic.’”



Resiliency Defined

Resiliency is the capability of individuals, families, groups and communities to understand and creatively draw upon their internal and external strengths, resulting in effective coping with challenges and significant adversity in ways that promote health, wellness and an increased ability to respond constructively to future adversity.



Resilience is not static or one particular thing

“What we call resilience is turning out to be an interactive and systemic phenomenon, the product of complex relationships of inner and outer helps throughout a person’s life span”.

(Greens & Conrad)

I am, I have, I can....

I Am

(Internal Characteristics/Strengths)

+

I Have

(External Strengths/Relationships & Connections)

=

I Can

(Resiliency, Capacity for Success)

Edith Grothberg, International Resilience Research Project (IRR)



I AM – Internal Factors

Intrinsic Strengths



INTERNAL PROTECTIVE FACTORS

- **Gives of self in service of others and/or a cause**
- **Uses life skills - good decision making, assertiveness, impulse control, and adaptability**
- **Sociability - ability to be a friend and form positive relationships**
- **Sense of humour**
- **Internal locus of control**



- **Autonomy and inter-dependence**
- **Positive view of self and personal future**
- **Capacity for and connection to learning**
- **Self-motivation and flexibility**
- **Personal competence – feels they are good at something**

I HAVE – External Factors

(Family, School, Peers, Community)





External Protective Factors

(Family, School, Peers, Community)

- Promotes close bonds
- Values and encourages learning
- Uses high-warmth, low-criticism style of interaction
- Sets and enforces clear boundaries (rules, norms, and laws)
- Encourages supportive relationships with many caring others
- Promotes sharing of responsibilities, service to others – required helpfulness

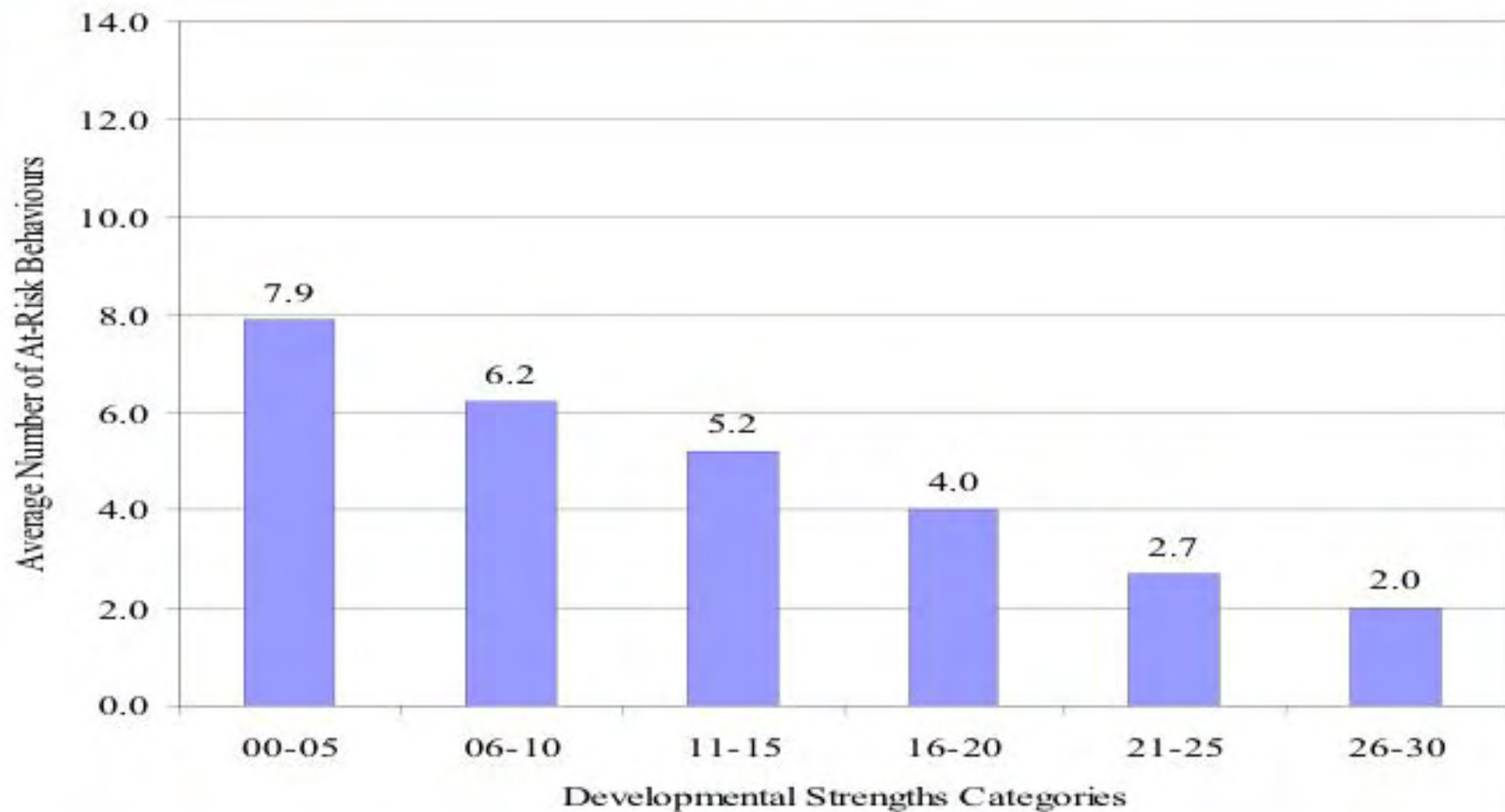


- **Provides access to resources for meeting basic needs of housing, employment/schooling, health care, and recreation**
- **Expresses high and realistic expectations for success**
- **Encourages pro-social development of values and life skills**
- **Provides leadership, decision making, and other opportunities for meaningful participation**
- **Appreciates and affirms the unique talents of person**



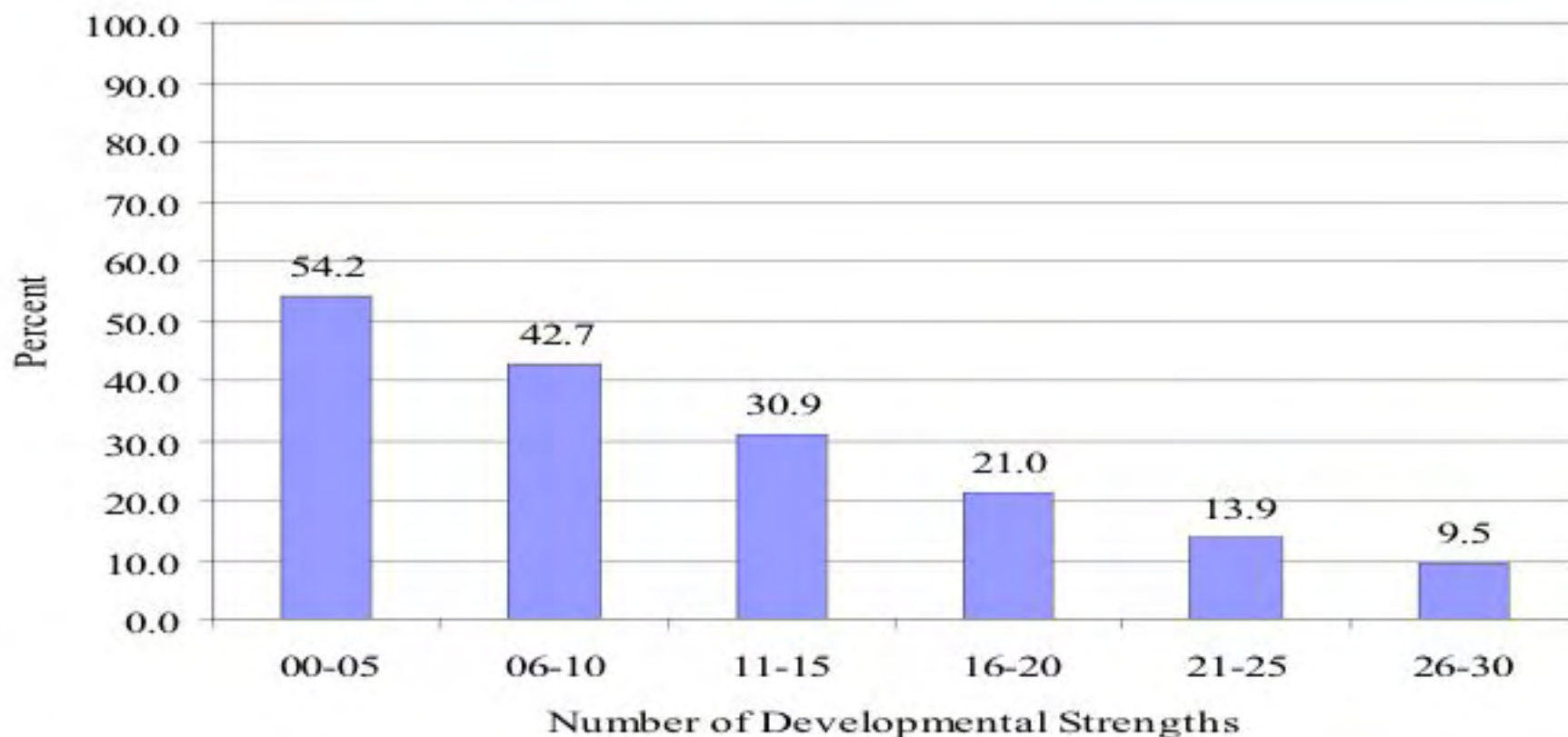
Resiliency And Risk

N = 60,000



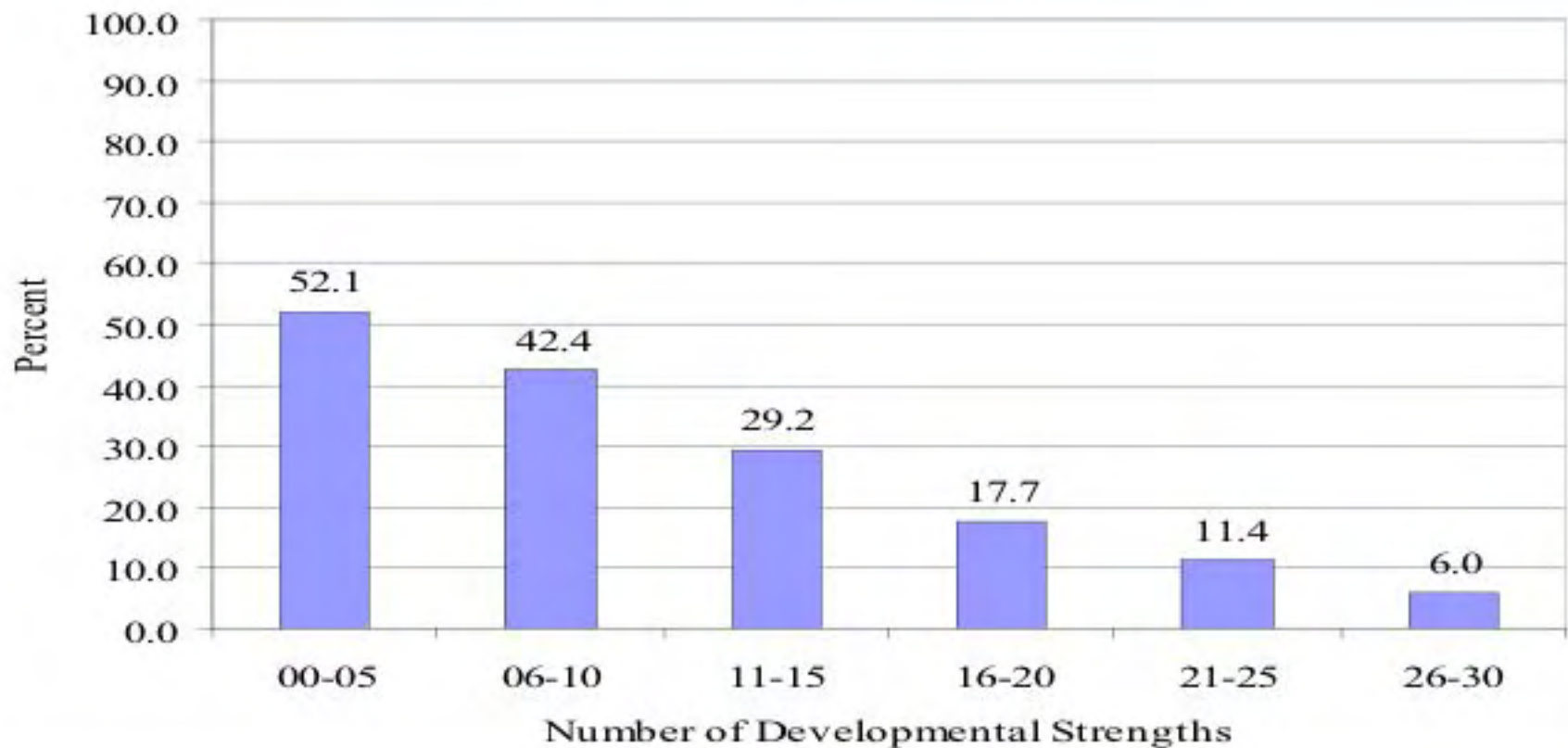
Resiliency and Alcohol Use

Tobacco Products (During Last Month)



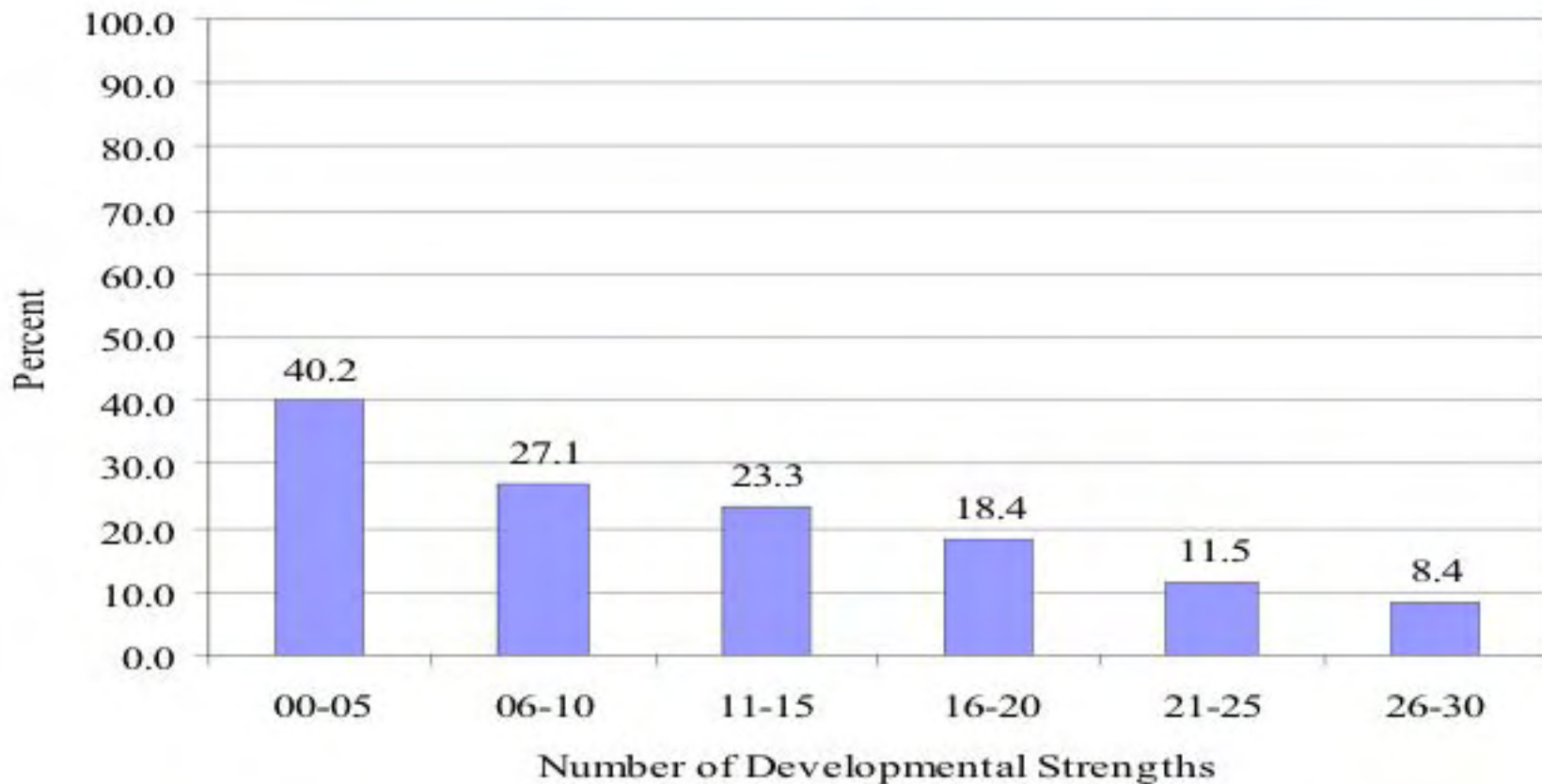
Resiliency and Marijuana Use

Used Marijuana (In the Past Month)



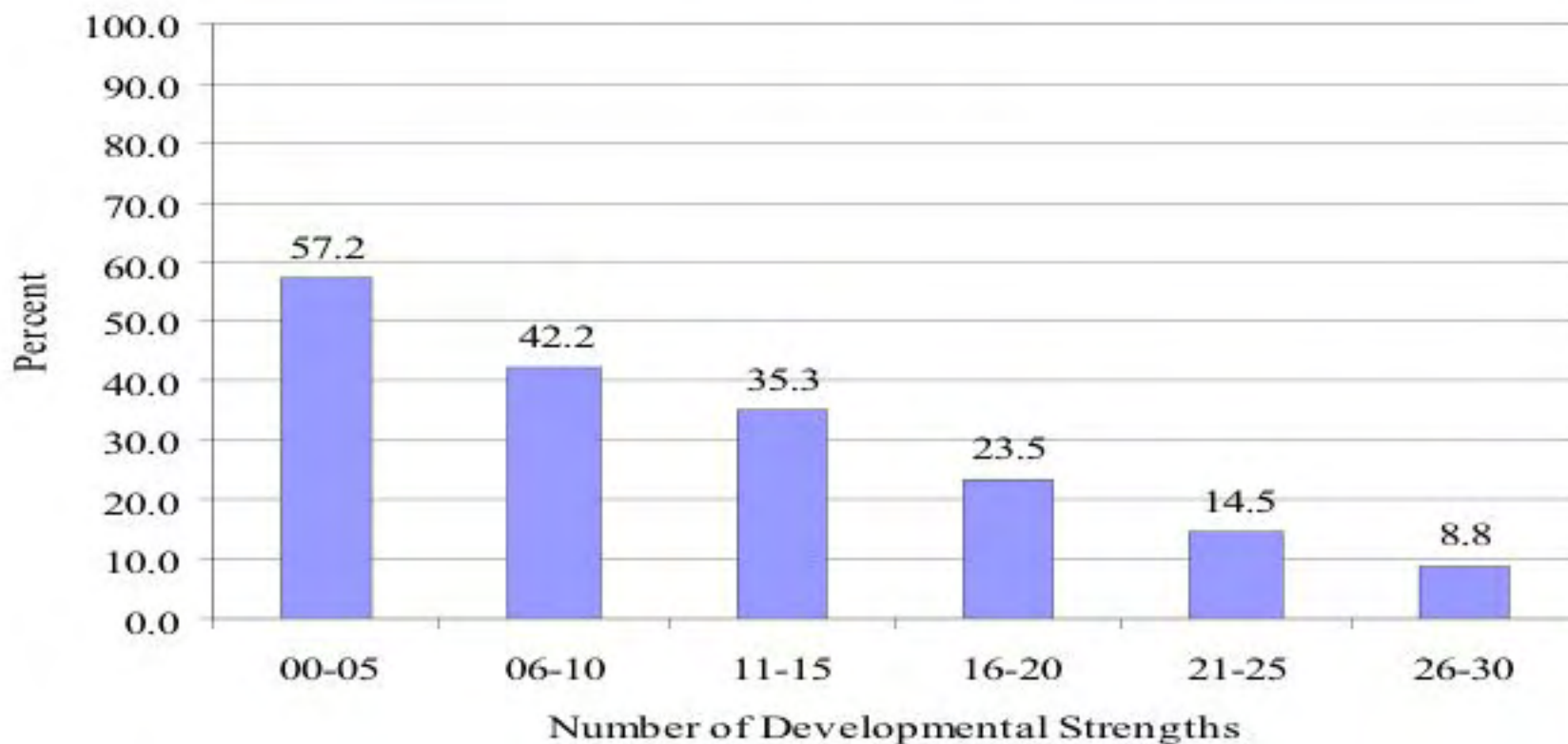
Resiliency and Gambling

Gambled or Played the Lottery (During the Last Month)

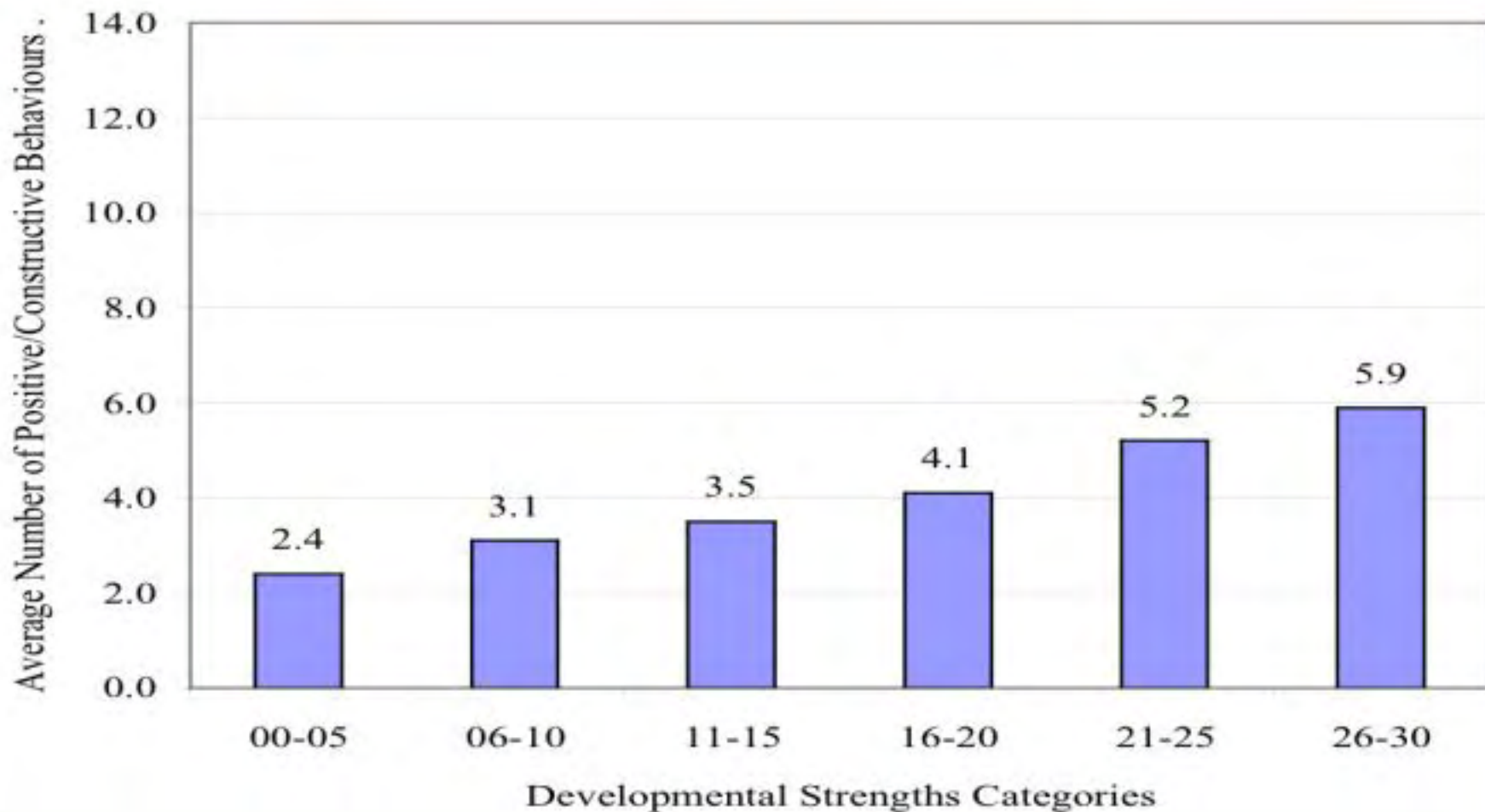


Resiliency and Destructive Behaviour

Defaced or Damaged Property Just for Fun
(At Least Once in Last Year)



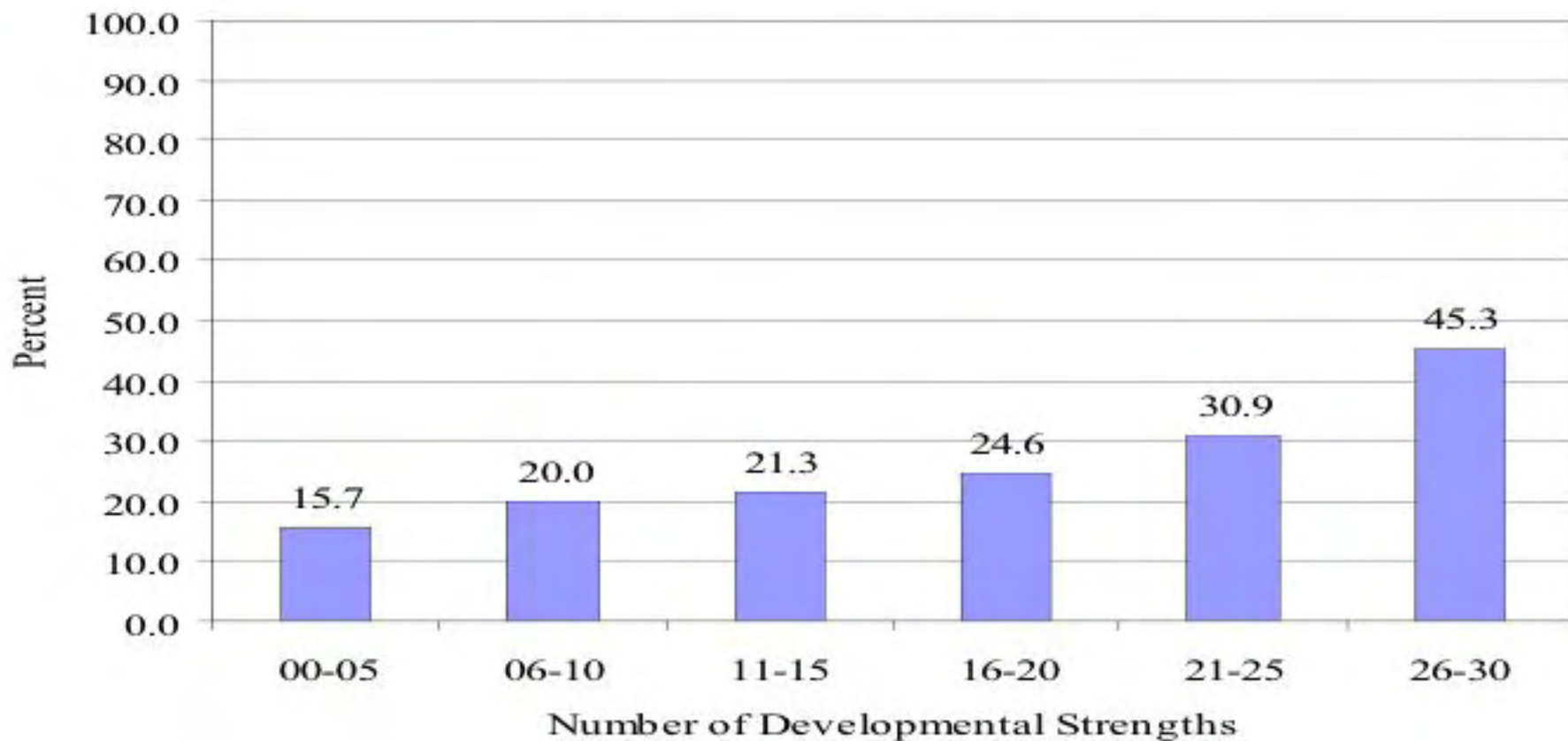
Resiliency and Pro-Social N = 60,000





Resiliency and Volunteerism

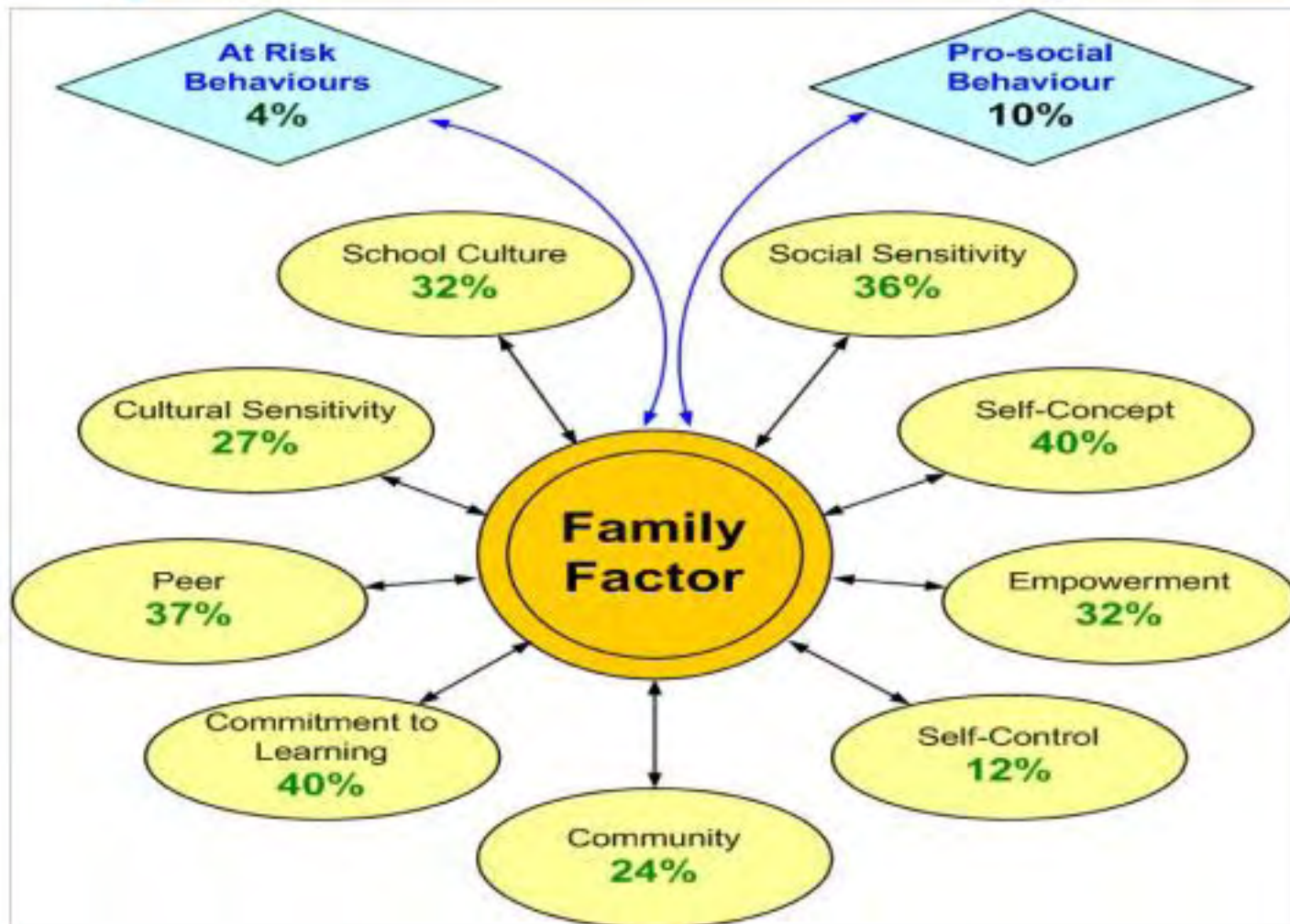
Volunteers in the Community (At Least Once a Week)





“Sure you were good at history.
You were there for most of it.”

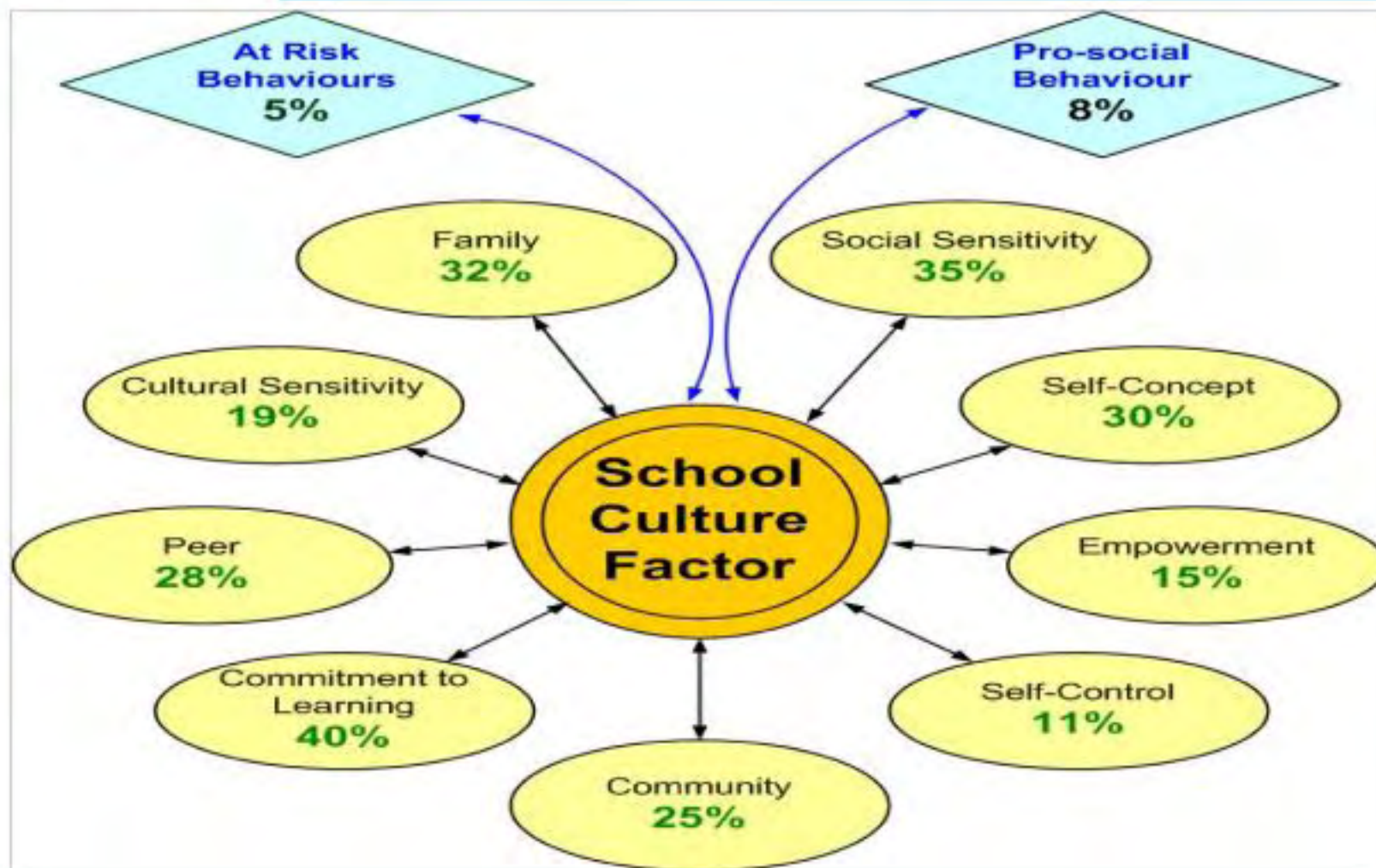
Family Factor





“I’m not worried about earning a living – I want to teach.”

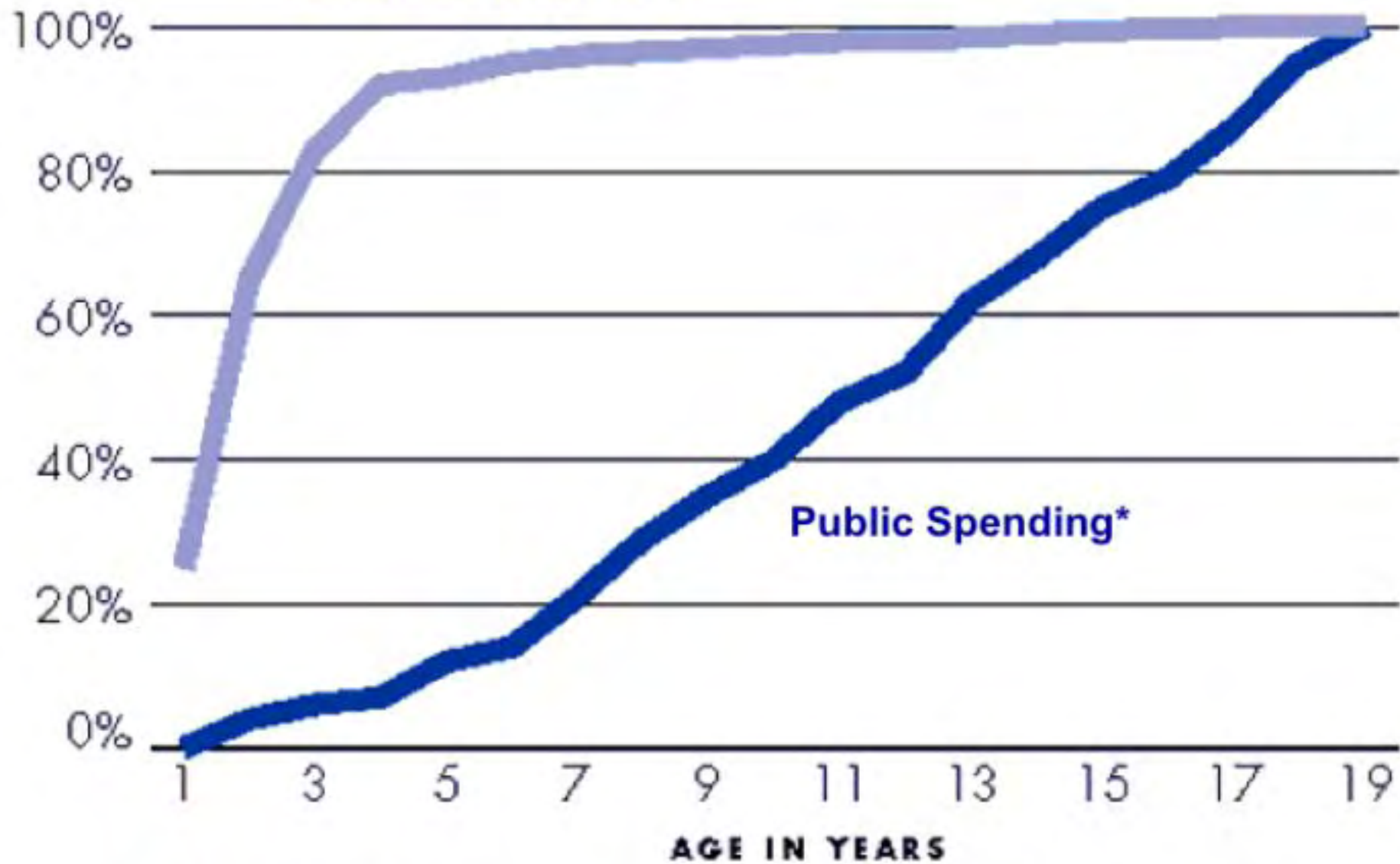
School Culture Factor



RESILIENCE

Implications for Child and Youth Development

Brain Development



*Portion of total public investment in children being spent during indicated year in children's lives; RAND Corporation

5 cm



Newborn



6 Year Old

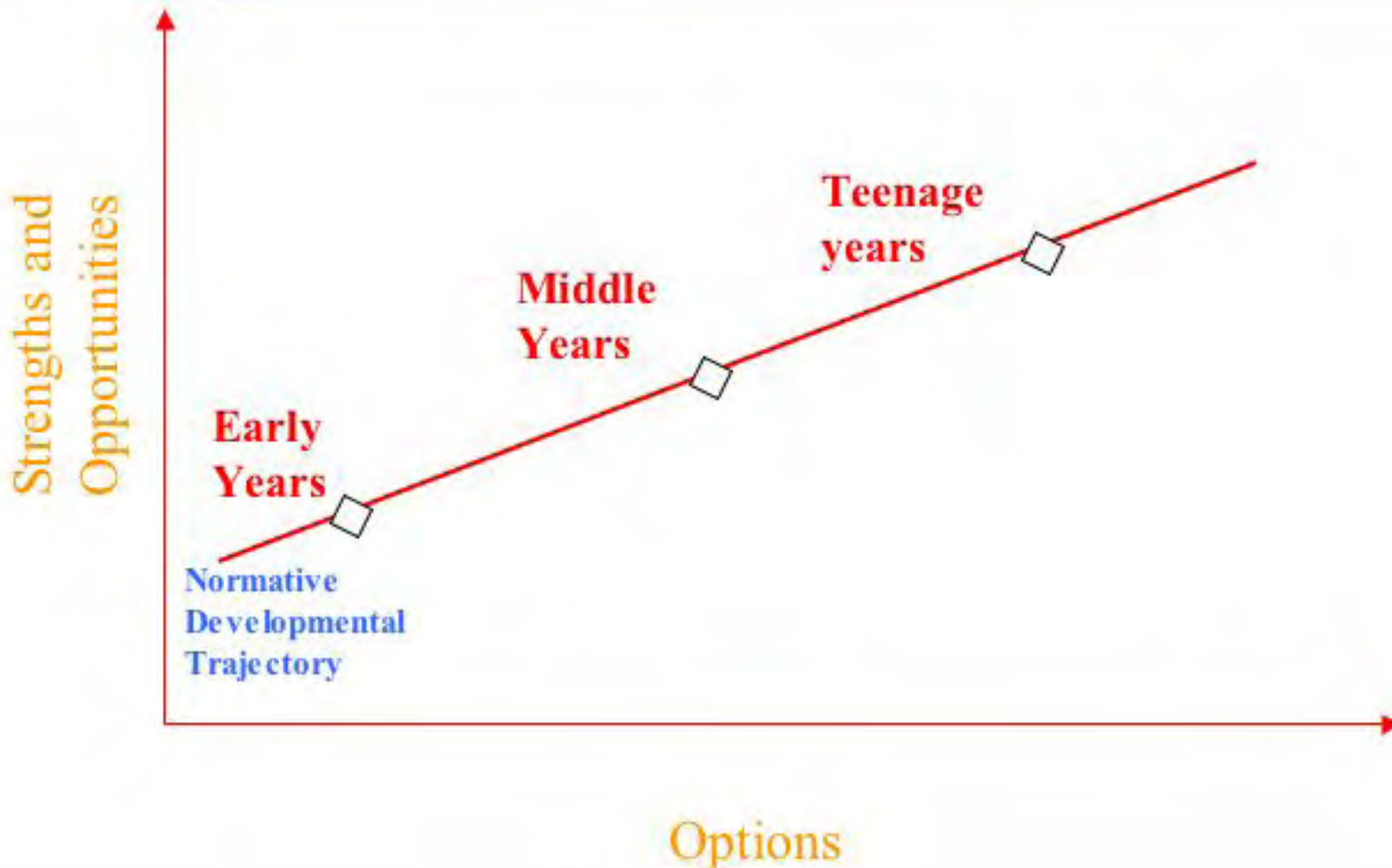


Shonkoff & Phillips, 2000

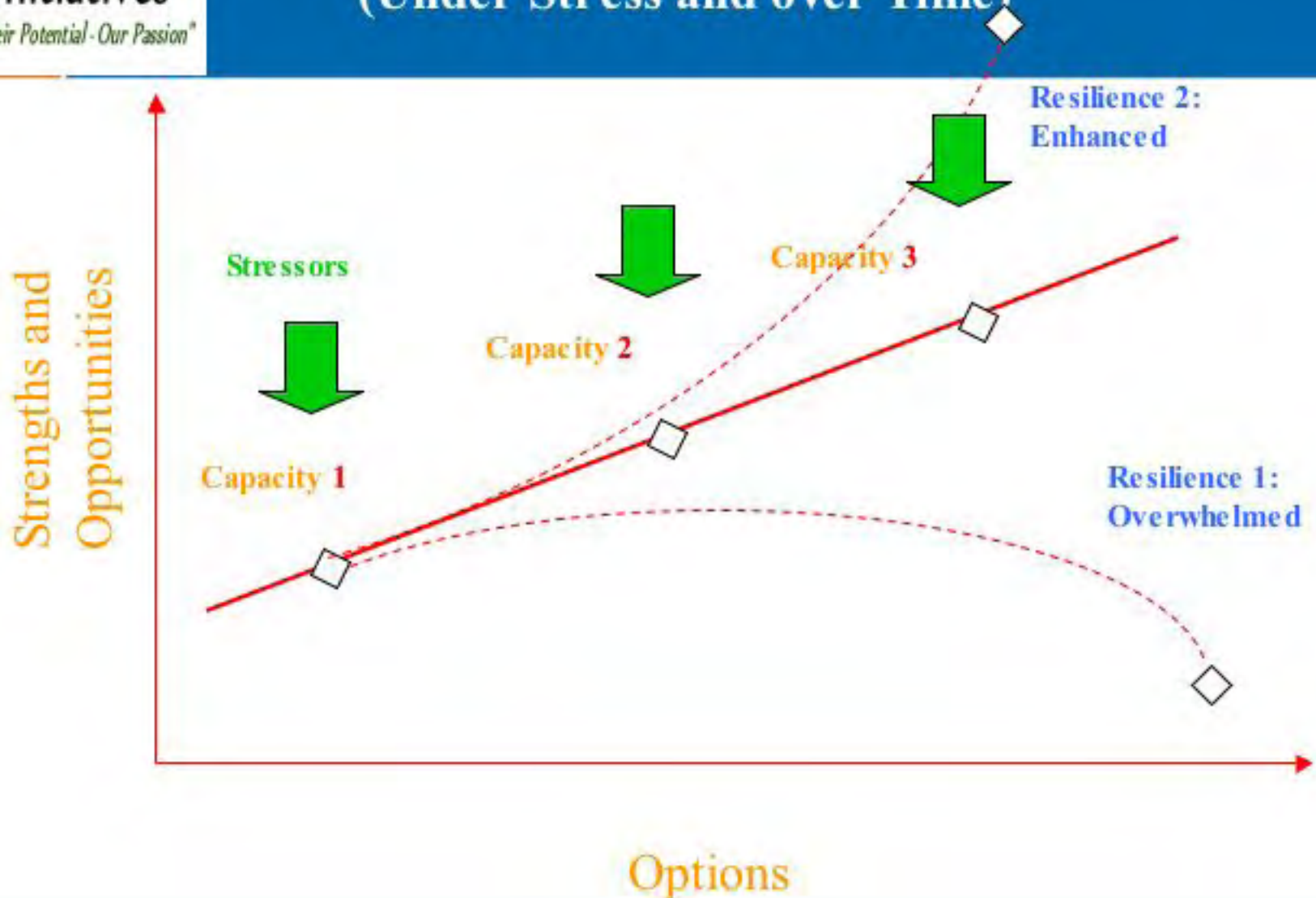
“From the moment of conception to the finality of death, intimate and caring relationships are the fundamental mediators of successful human development.

Those that are created in the earliest years... constitute a basic structure within which all meaningful development unfolds.”

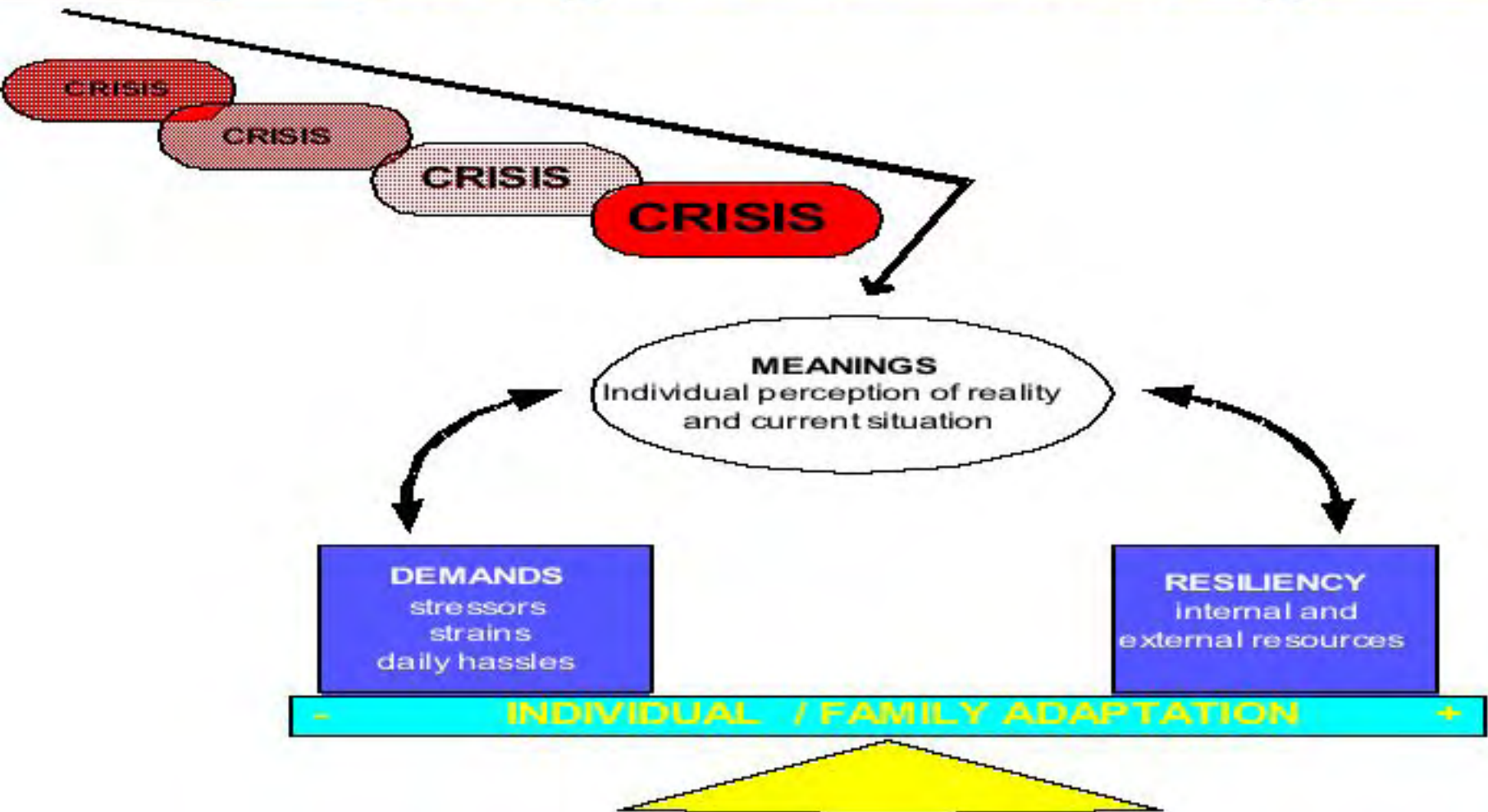
Patterns of Resilience (Normative Development)



Patterns of Resilience (Under Stress and over Time)



Goal: To Learn How To Navigate Life Challenges



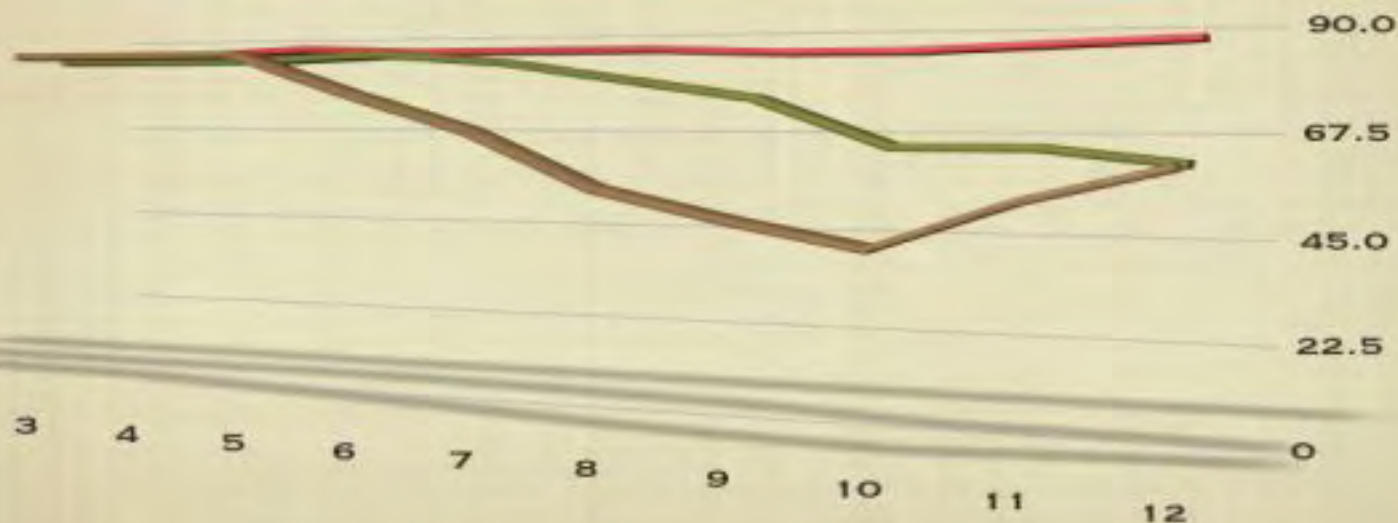
RESILIENCE

Implications for Prevention and Interventions

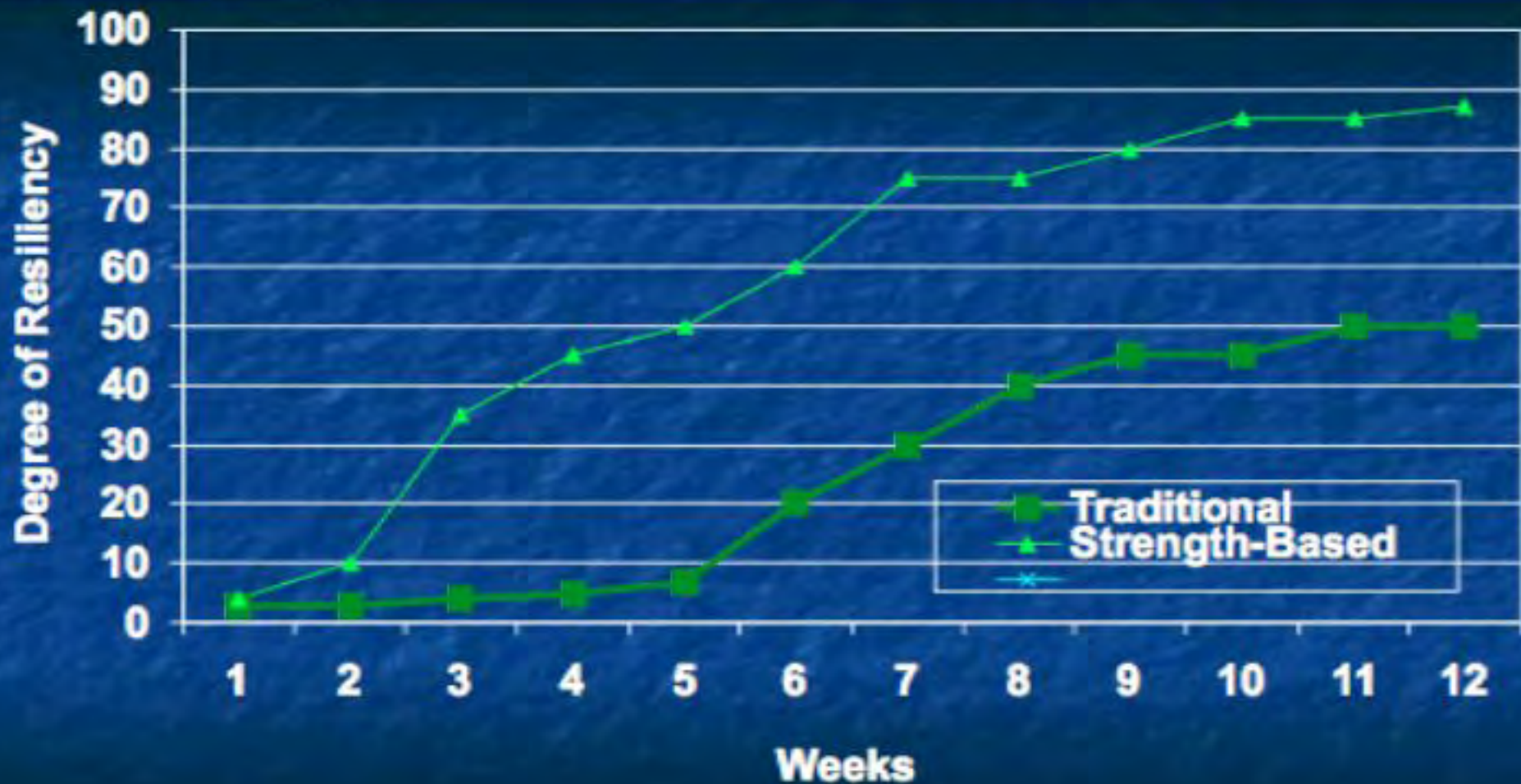
Role of Relationships in Resiliency

COMPLEX SCHOOL CHILDREN/YOUTH

— EXTRINSIC — INTRINSIC — RESILIENT



GROUP HOME COMPARISON



Traditional Model of Collaboration

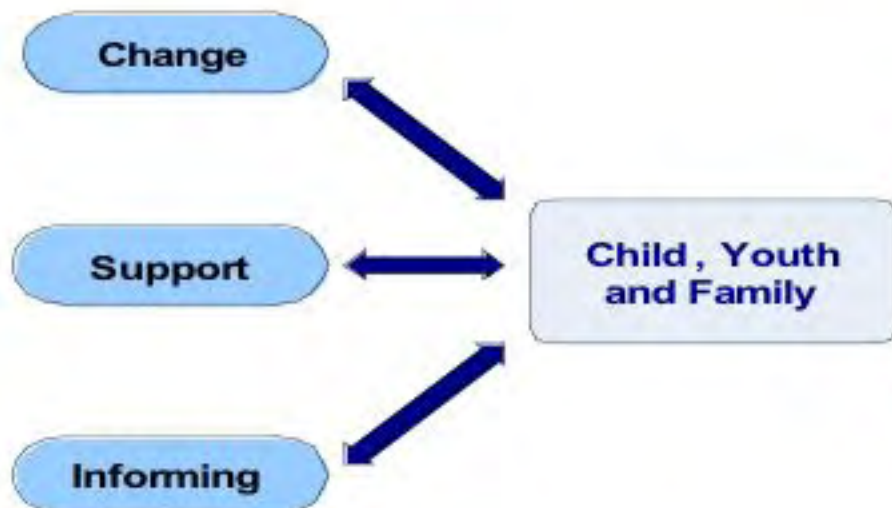


Characteristics of Collaboration

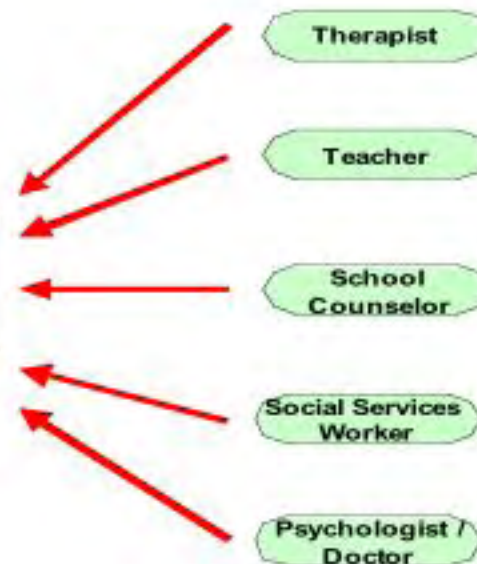
- Professional driven
- Silo oriented

Relational Model of Collaborative Intervention

Intervention Roles



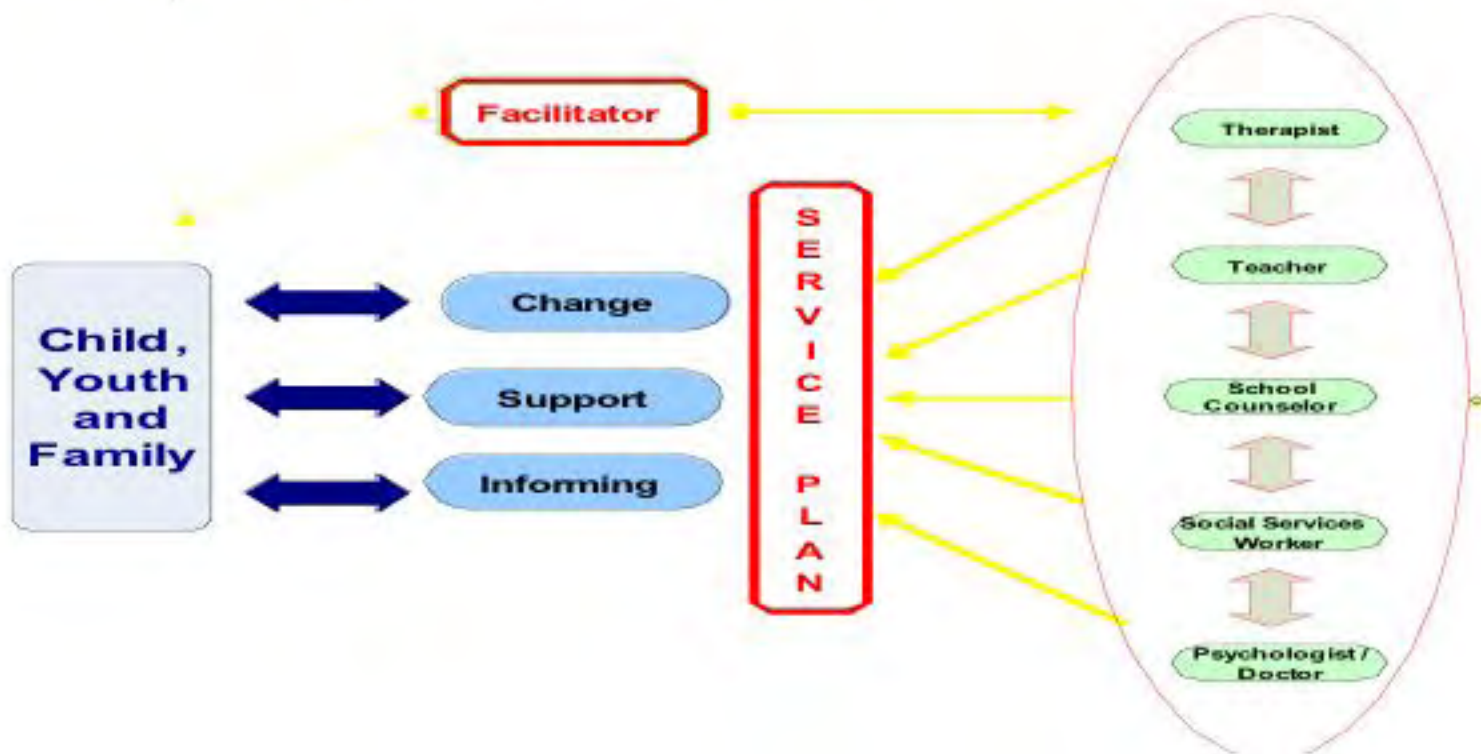
Professional Roles



Characteristics of Roles

Relational Model of Collaborative Intervention

Participant Role Intervention Roles Professional Roles





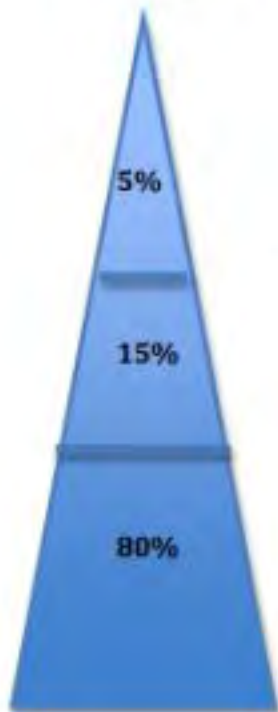
Resiliency Initiatives

"Their Potential - Our Passion"

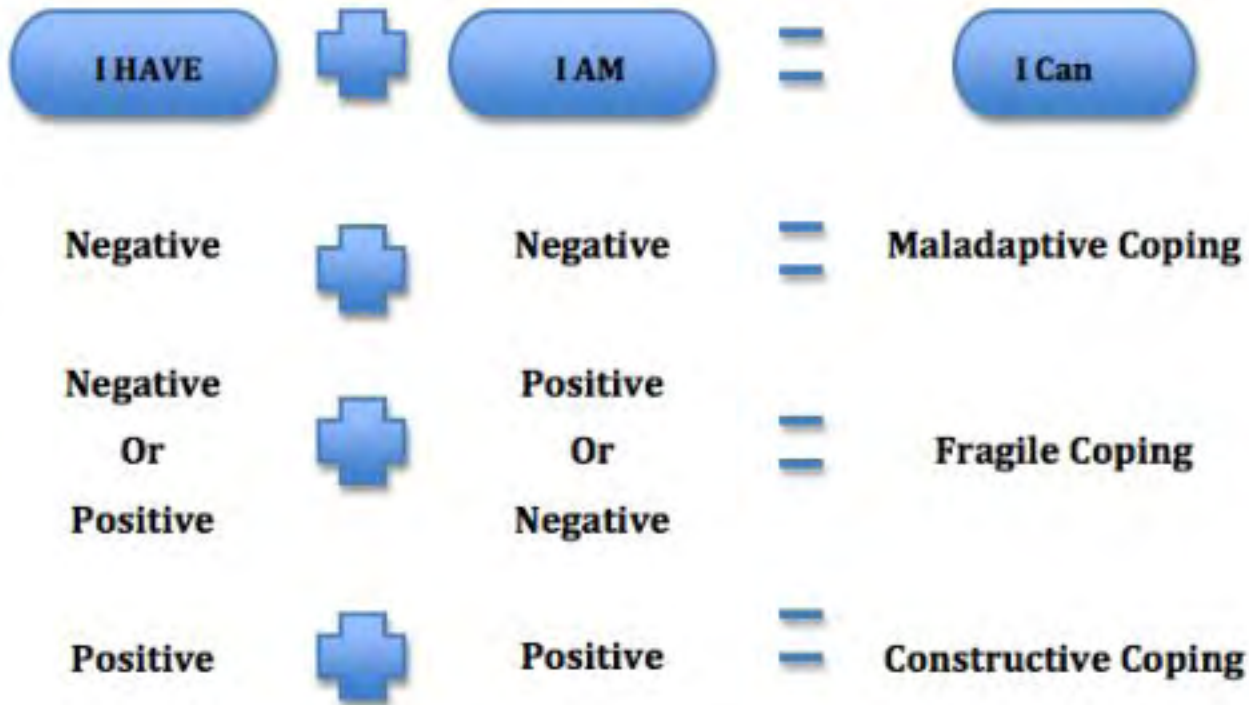


A Transactional Model of Internal-External Resilience

Client Capacity



CHALLENGES
AND
STRESSORS



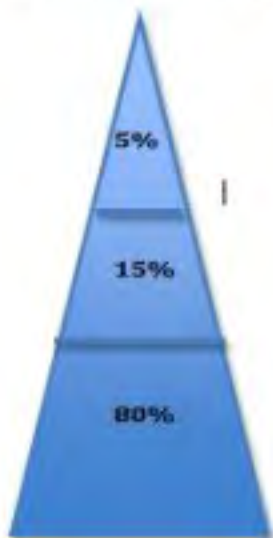


**Resiliency
Initiatives**
"Their Potential - Our Passion"



A Strength-Based Framework For Building Resilience

Youth Capacity



CHALLENGES
AND
STRESSORS



External Resiliency Factors



Internal Resiliency Factors



Core Competencies

- Social Connectedness
- Managing Ambiguity
- Adaptability
- Agency and Responsibility
- Moral Directedness
- Strength-Based Aptitude

Strength-Based Strategies

- Constructive Reframing
- Mentoring/Facilitating Relationships
- Active-Participatory Coping
- Purposeful Experiencing Learning
- Meaningful and Success Oriented

I am, I have, I can...

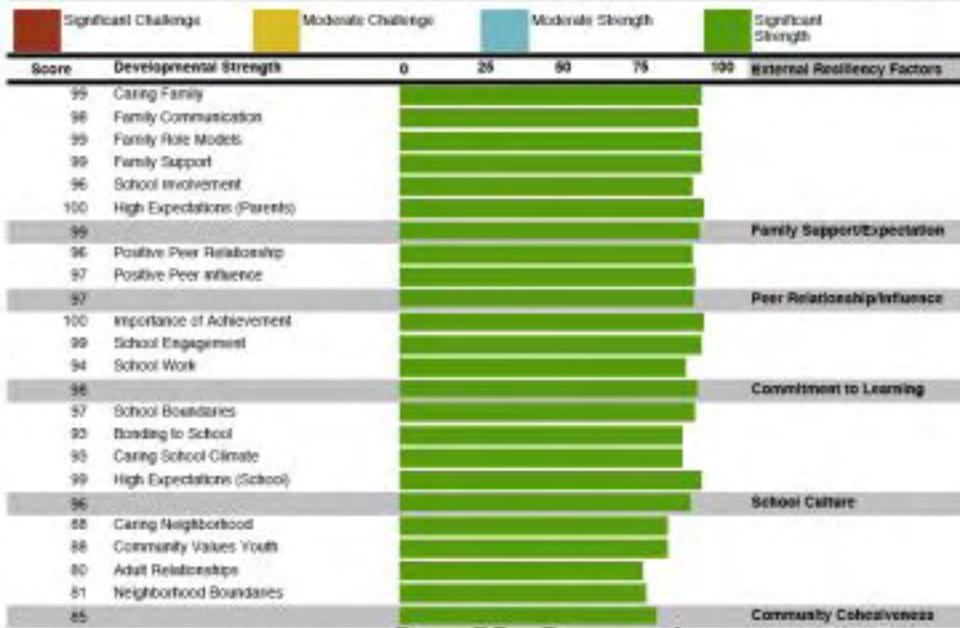


Adapted from Edith Grotberg, International Resilience Research Project (IRR)

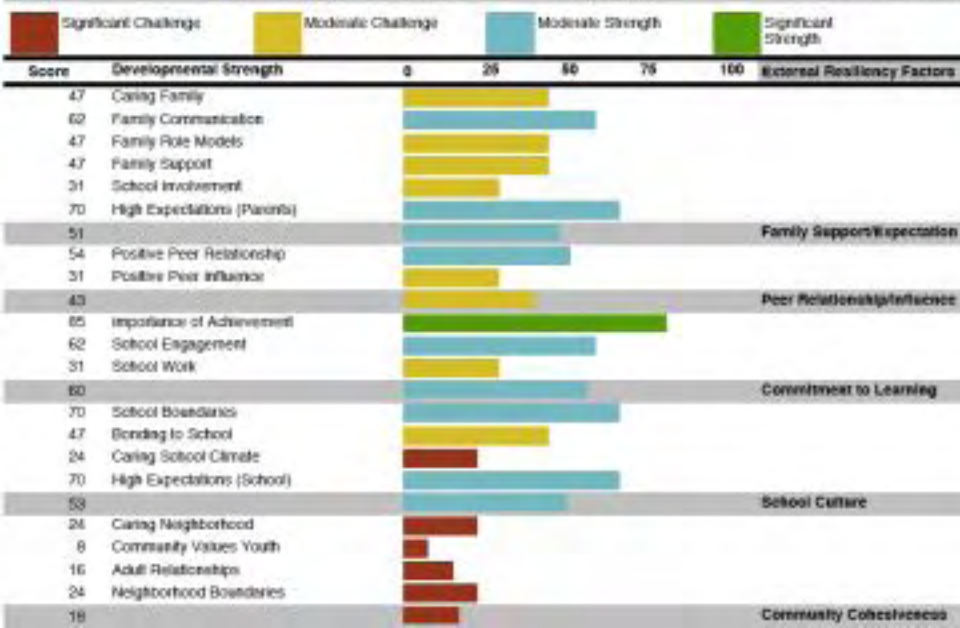
Core Competencies

- 1) A Strength-Based Aptitude**
- 2) Emotional Competence**
- 3) Social Connectedness**
- 4) Moral Directedness**
- 5) Adaptability**
- 6) Managing Ambiguity**
- 7) Agency and Responsibility**

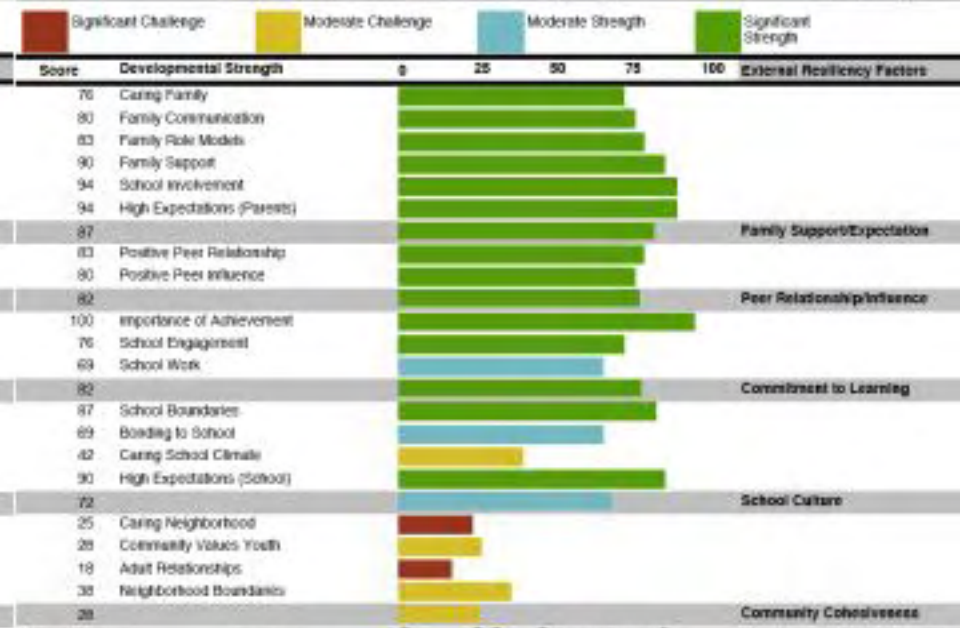
Organization: The Way In **Date of Report:** Aug 24, 2009 3:42 PM
Questionnaire Type: Youth Resiliency Questionnaire (SV) - A) PRE **Questionnaires Start Date:** Jun 1, 2009
of Questionnaires: 165 **Questionnaires End Date:** Aug 24, 2009
Select: Selected Clients (26 - 31 Strengths) **Report Type:** Identified Strengths



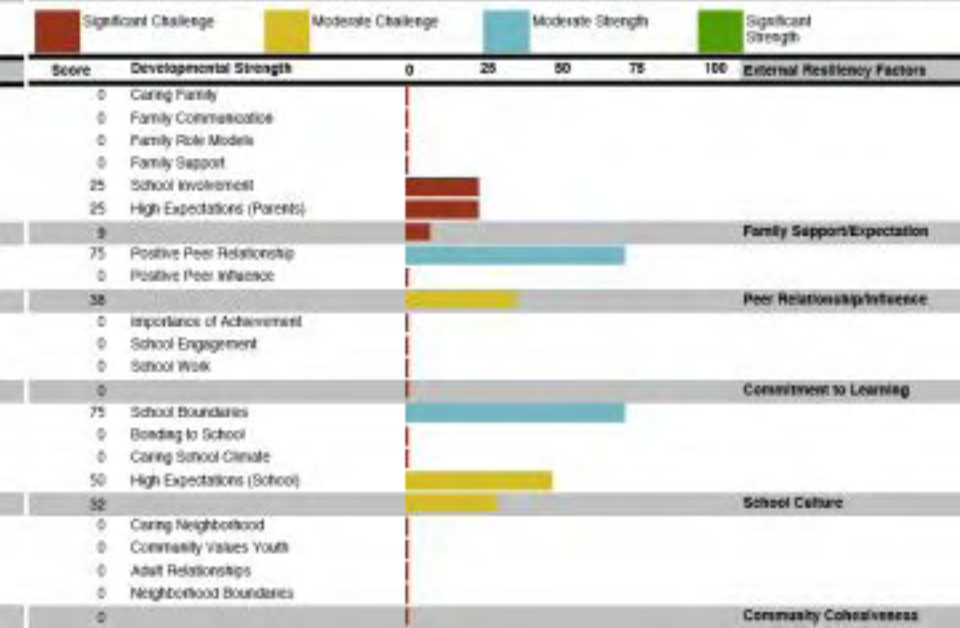
Organization: The Way In **Date of Report:** Aug 24, 2009 3:44 PM
Questionnaire Type: Youth Resiliency Questionnaire (SV) - A) PRE **Questionnaires Start Date:** Jun 1, 2009
of Questionnaires: 13 **Questionnaires End Date:** Aug 24, 2009
Select: Selected Clients (11 - 20 Strengths) **Report Type:** Identified Strengths

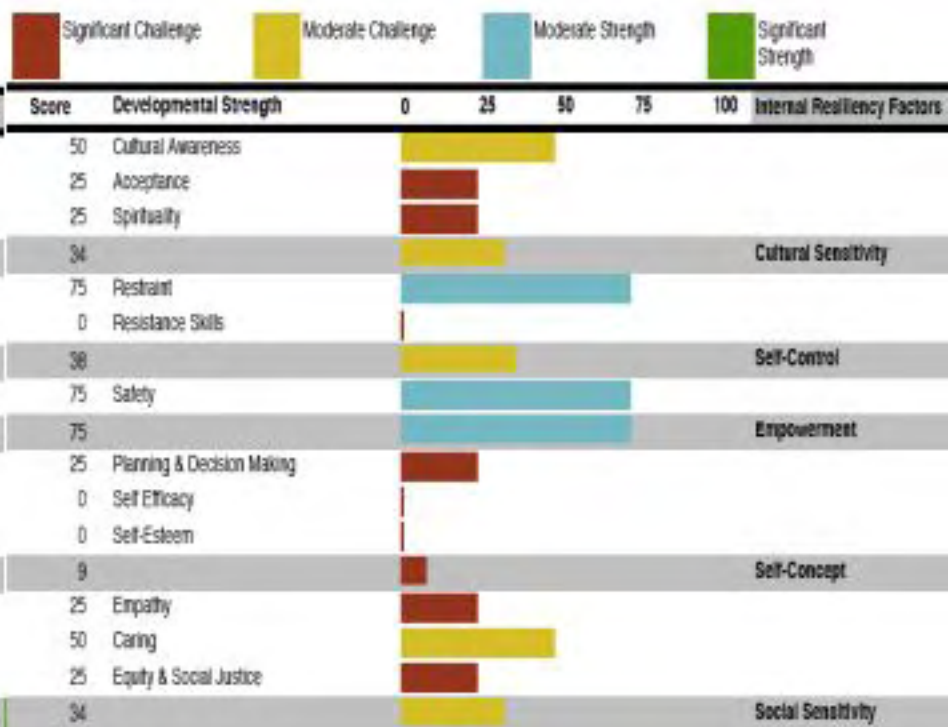


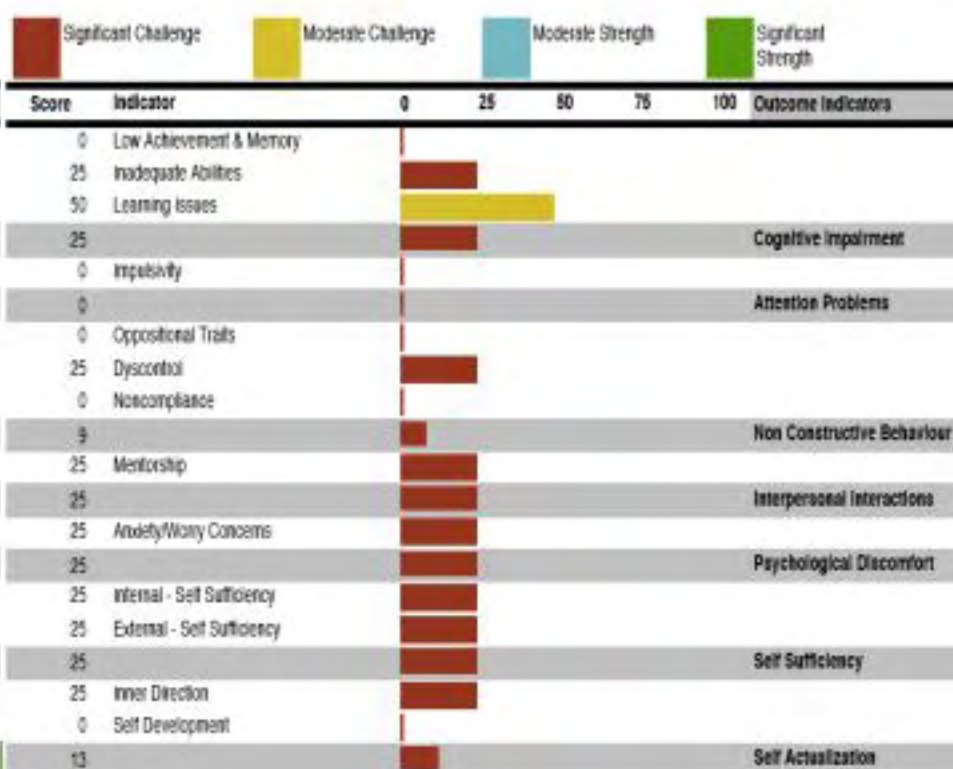
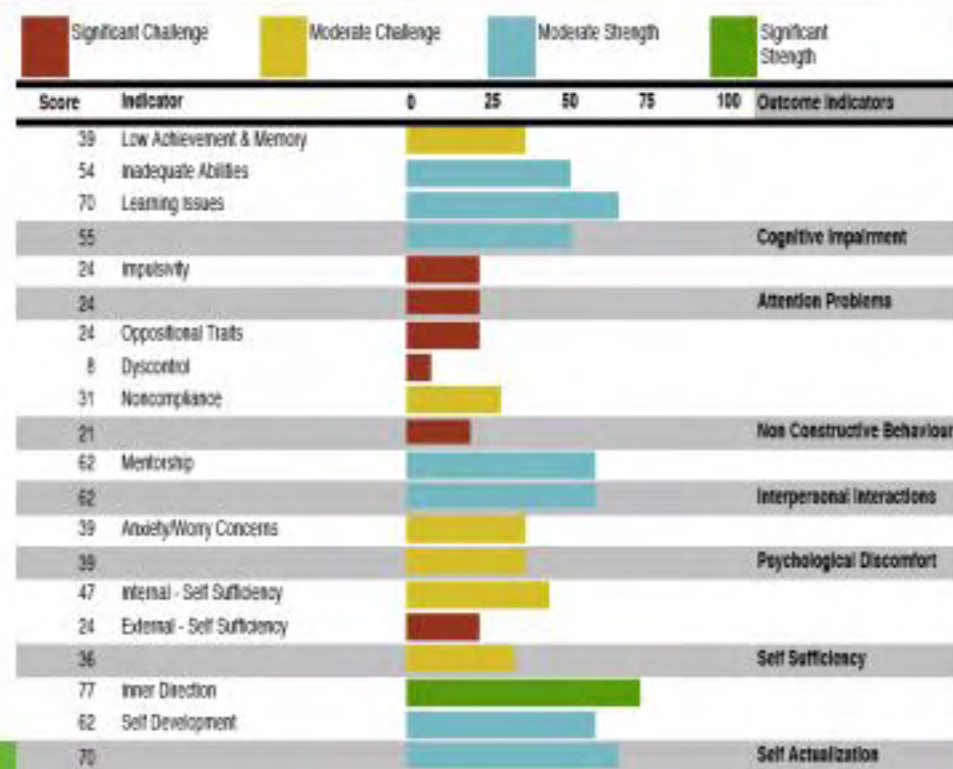
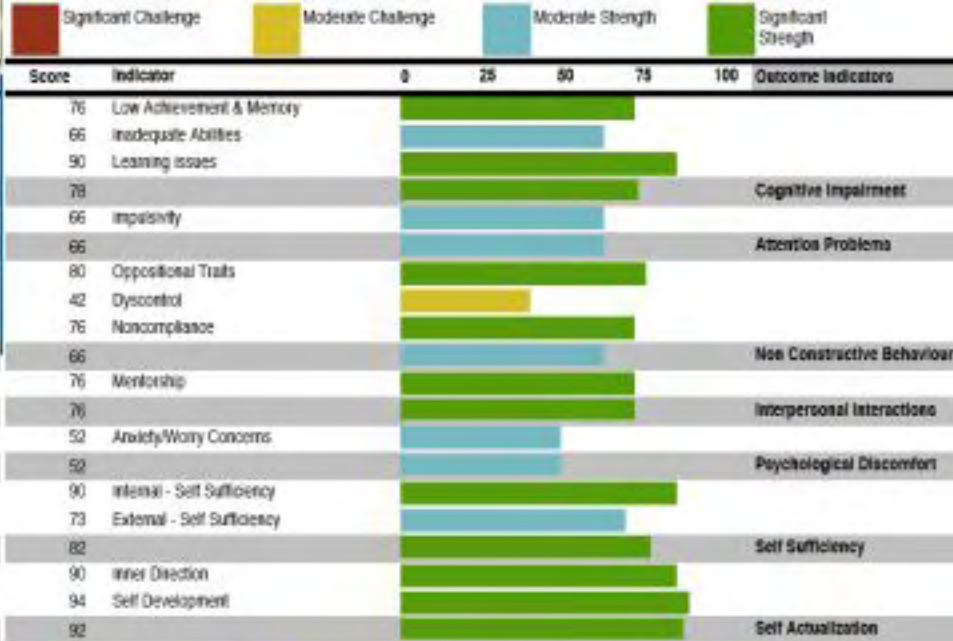
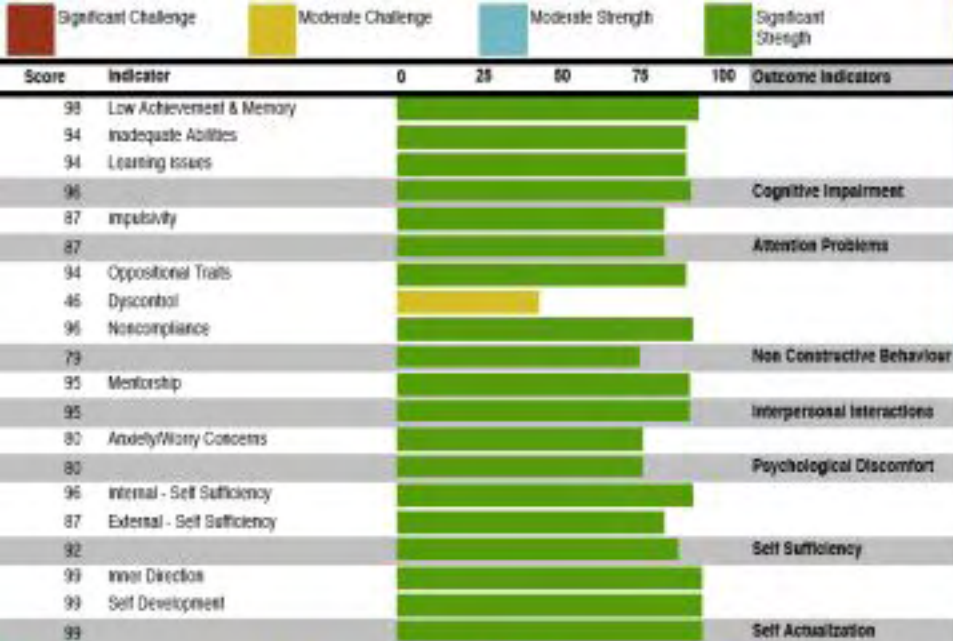
Organization: The Way In **Date of Report:** Aug 24, 2009 3:43 PM
Questionnaire Type: Youth Resiliency Questionnaire (SV) - A) PRE **Questionnaires Start Date:** Jun 1, 2009
of Questionnaires: 29 **Questionnaires End Date:** Aug 24, 2009
Select: Selected Clients (21 - 25 Strengths) **Report Type:** Identified Strengths



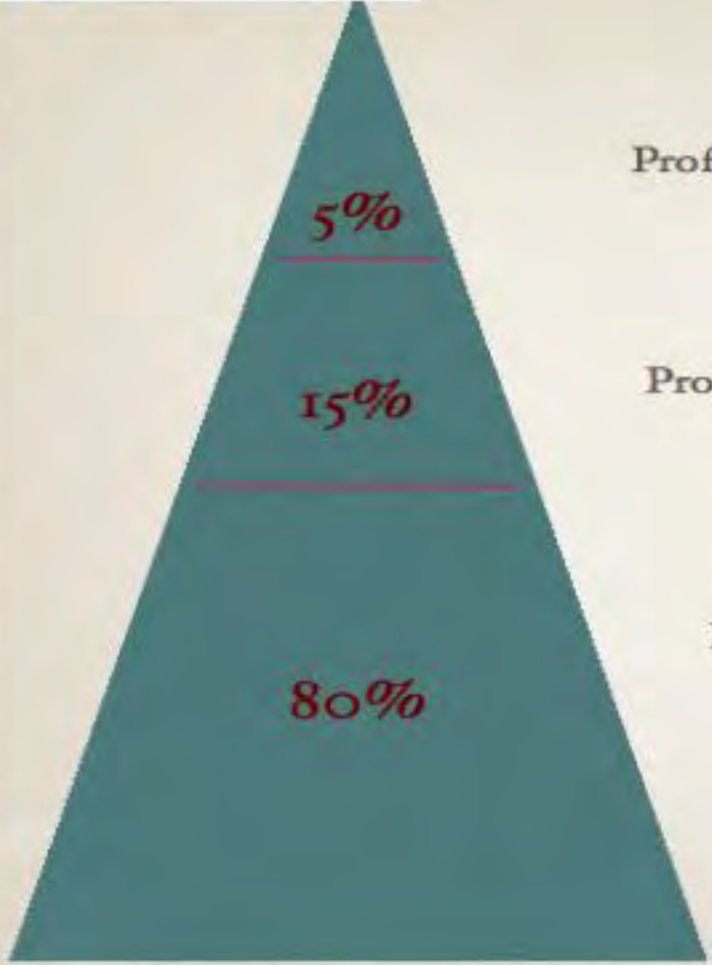
Organization: The Way In **Date of Report:** Aug 24, 2009 3:45 PM
Questionnaire Type: Youth Resiliency Questionnaire (SV) - A) PRE **Questionnaires Start Date:** Jun 1, 2009
of Questionnaires: 4 **Questionnaires End Date:** Aug 24, 2009
Select: Selected Clients (30 - 10 Strengths) **Report Type:** Identified Strengths







Degree of Resilience



Impoverished Profile:

Profile presents with 0 to 10 developmental strengths

Vulnerable Profile:

Profile presents with 11 to 20 developmental strengths

Resilient Profile:

Profile presents with 21 to 31 developmental strengths

Differential Interventions



5%

Strategic Intervention:

Collaborative-based intervention - intense, comprehensive interagency and family focused that requires sustained help

15%

Formal Intervention:

Purposeful academic and emotional support to help students facing challenges and stressors

80%

Informal Intervention:

Promotion of broad based academic, social, & emotional programs and relationship building leading to positive youth development for all students

RESILIENCE

Importance of Relationships and Mentoring



Critical Components of Positive Change

An analysis of 40 years of research found the best predictor of successful change are two factors:

- 1) engagement in meaningful relationship**
- 2) engagement in meaningful activities**

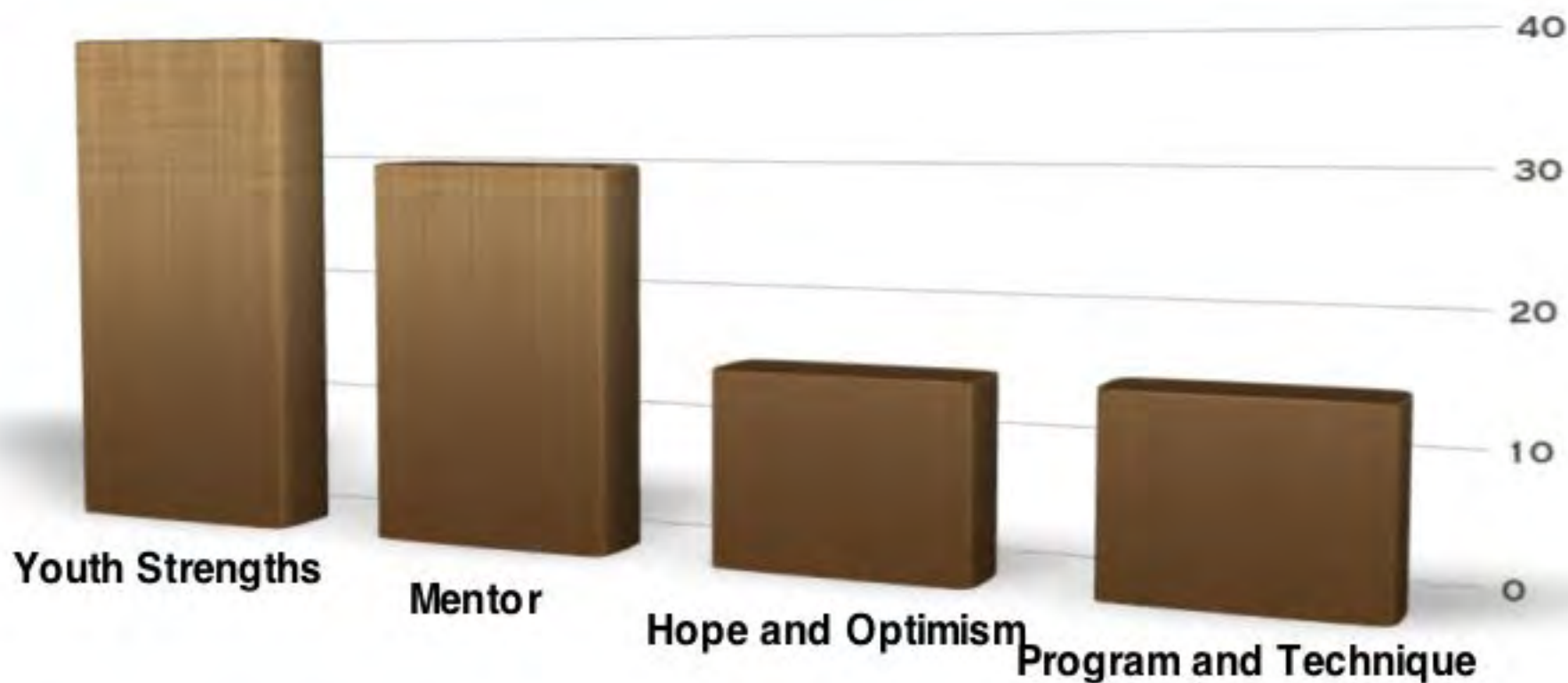
83% of change involves these two factors

17% is a result of technique

(Miller & Duncan, 1997)



The Four Common Factors of Positive Change (Lambert, 1992)





Statistical Support for Mentoring Change

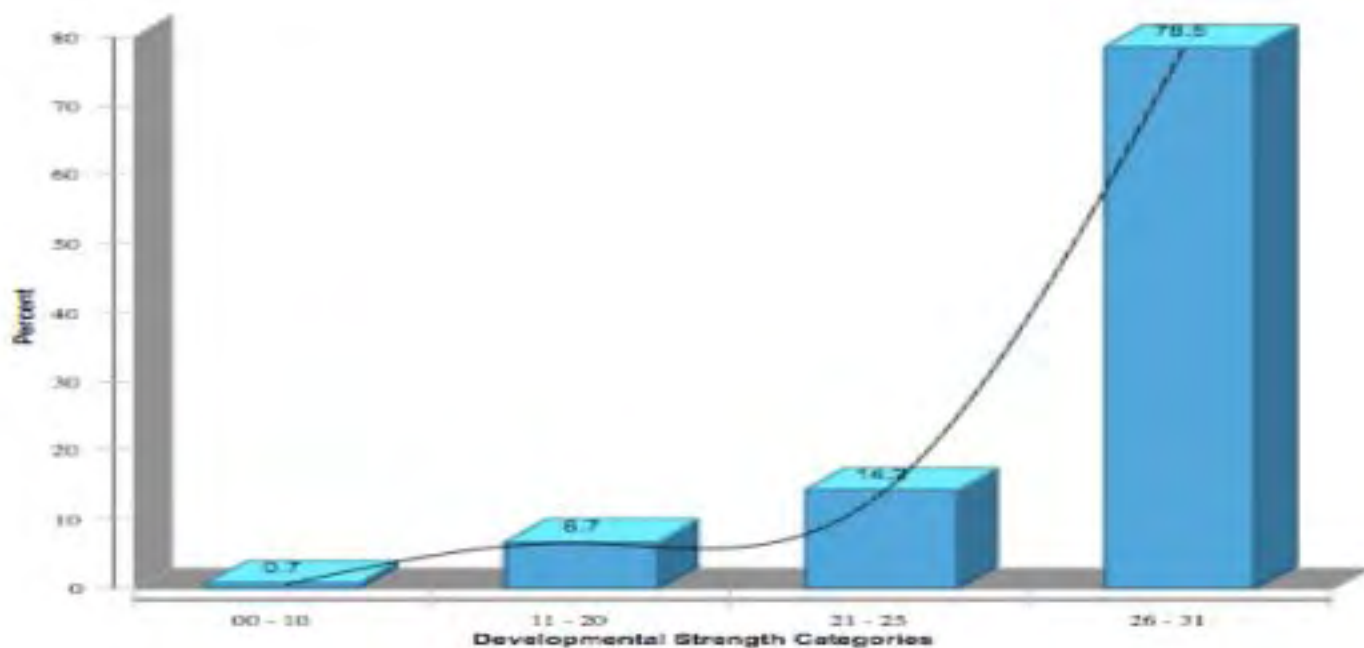
Making an difference: An impact study of Big Brother/Big Sisters (1995)

- Children and youth with mentors (as opposed to those without)
 - **46%** less engagement in substance use
 - **70%** less difference for African American
 - **33%** less reduction in violent behaviour
 - **50%** less reduction in school truancy
 - significant improvement in school performance and interactions with parents



Students with Mentors

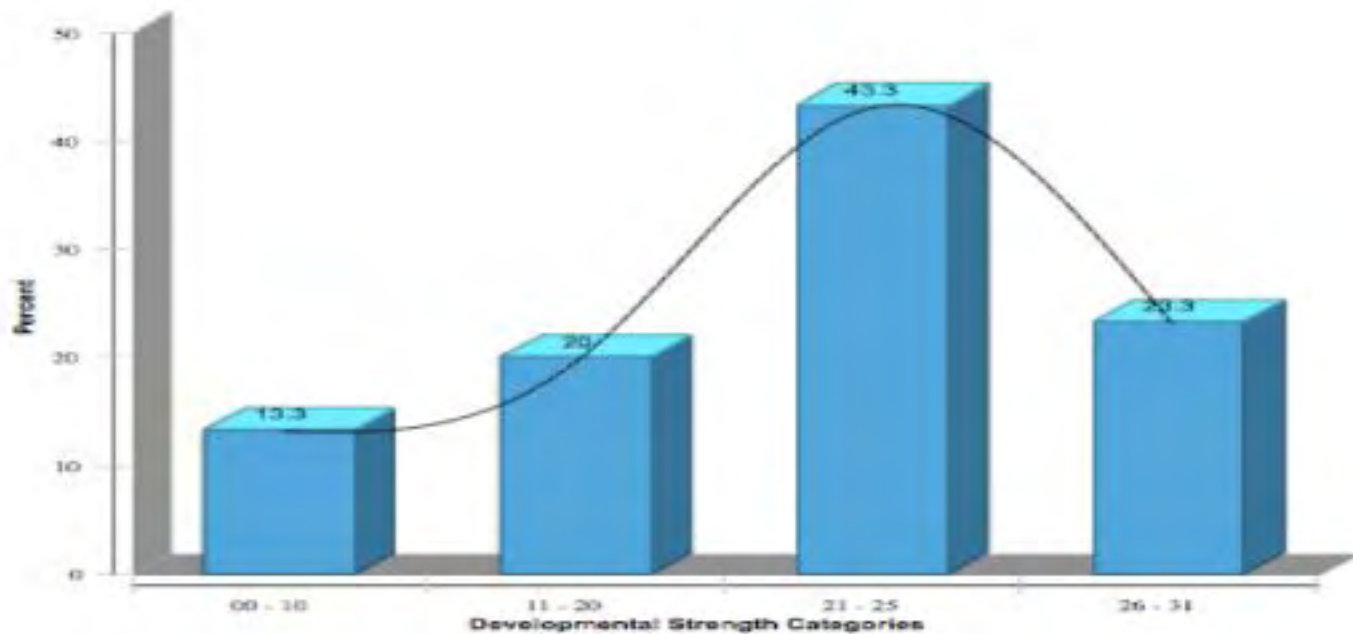
Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	3	3	0.7	0.7
11 - 20	31	34	6.7	7.4
21 - 25	66	100	14.2	21.6
26 - 31	364	464	78.5	100.1
Total	464		100.1	





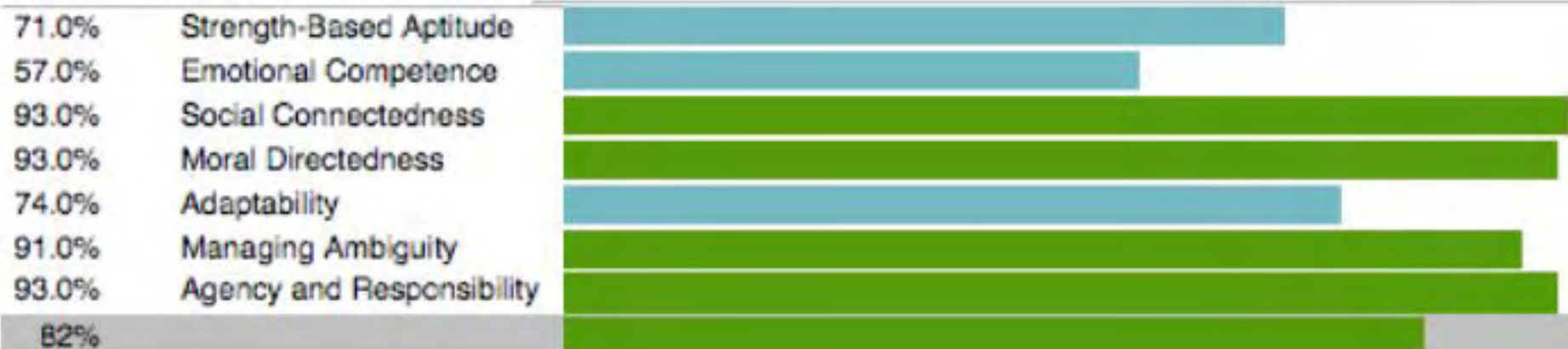
Students without a Mentor

Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	4	4	13.3	13.3
11 - 20	6	10	20.0	33.3
21 - 25	13	23	43.3	76.6
26 - 31	7	30	23.3	99.9
Total	30		99.9	



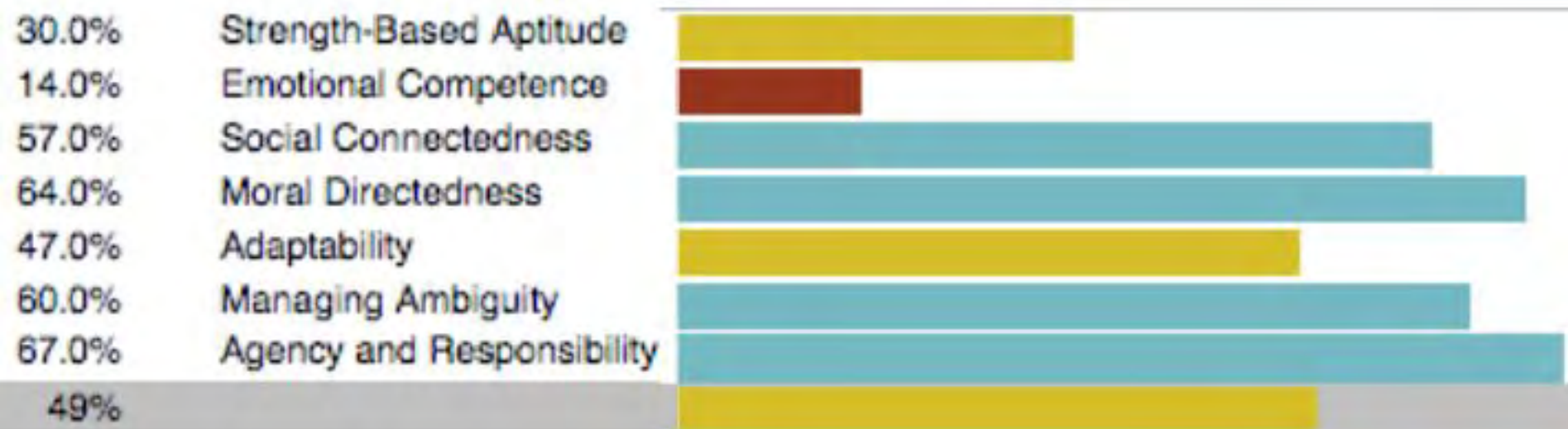


Core Competencies of Mentored





Core Competencies of Un-mentored





Students with Mentors:

- 41% more reported Strength-Based Aptitude**
 - 43% more reported Emotional Competency**
 - 36% more reported Social Connectedness**
 - 29% more reported Moral Directedness**
 - 27% more reported Adaptability**
 - 31% more reported Managing Ambiguity**
 - 26% more reported Agency and Responsibility**
- ...As a Strength!**

Role of Significant Adult Relationships

In a Resiliency Demonstration Project in Edmonton:

- **50% increase in presenting as resilient when students report being connected to a school staff or significant adult at school or community**

In a school board in Western Canada:

- **100% correlation between students dropping out of school in grade 10 to not having an established caring relationship with a school staff**



“Stacking the Deck” Against Risk

- **The idea is to collaboratively work to create an “ecology” around children and youth that makes it increasingly difficult for certain high risk problems to survive.**
- **This includes a focus both on intrinsic (internal perception of themselves) and extrinsic (external relationships influencing and impacting the youth) factors of resiliency.**



HKPR Resiliency Data Results

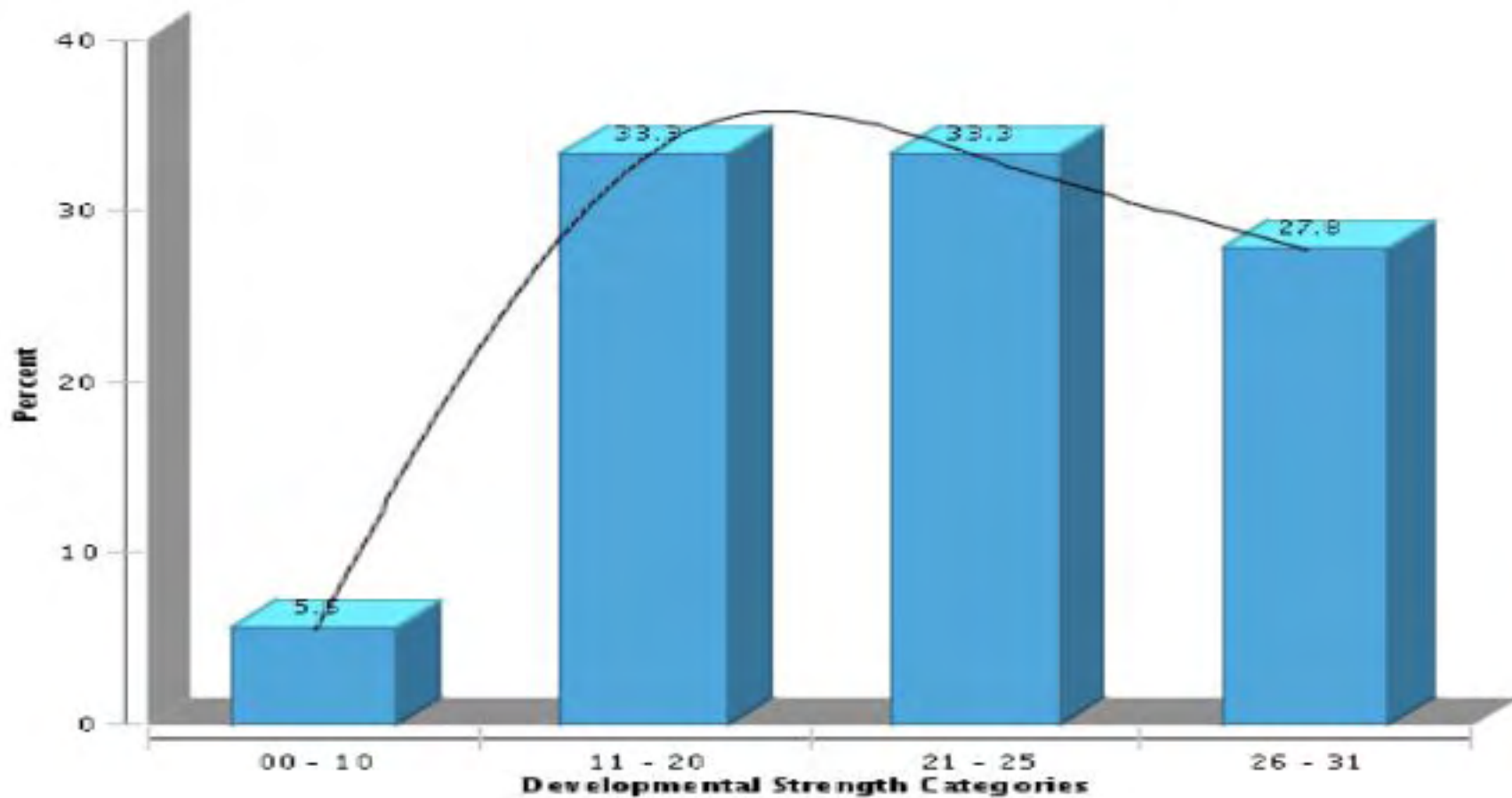
What is your gender?	Answer	Value	Count	n=36.0 %
	FEMALE	2	20	56.0%
	MALE	1	16	44.0%

How old are you today?	Answer	Value	Count	n=36.0 %
	16	4	14	39.0%
	17	5	10	28.0%
	15	3	9	25.0%
	19 or older	7	2	6.0%
	14	2	1	3.0%

Where do you live?	Answer	Value	Count	n=36.0 %
	Northumberland	3	15	42.0%
	City of Kawartha Lakes	2	14	39.0%
	Haliburton	1	7	19.0%

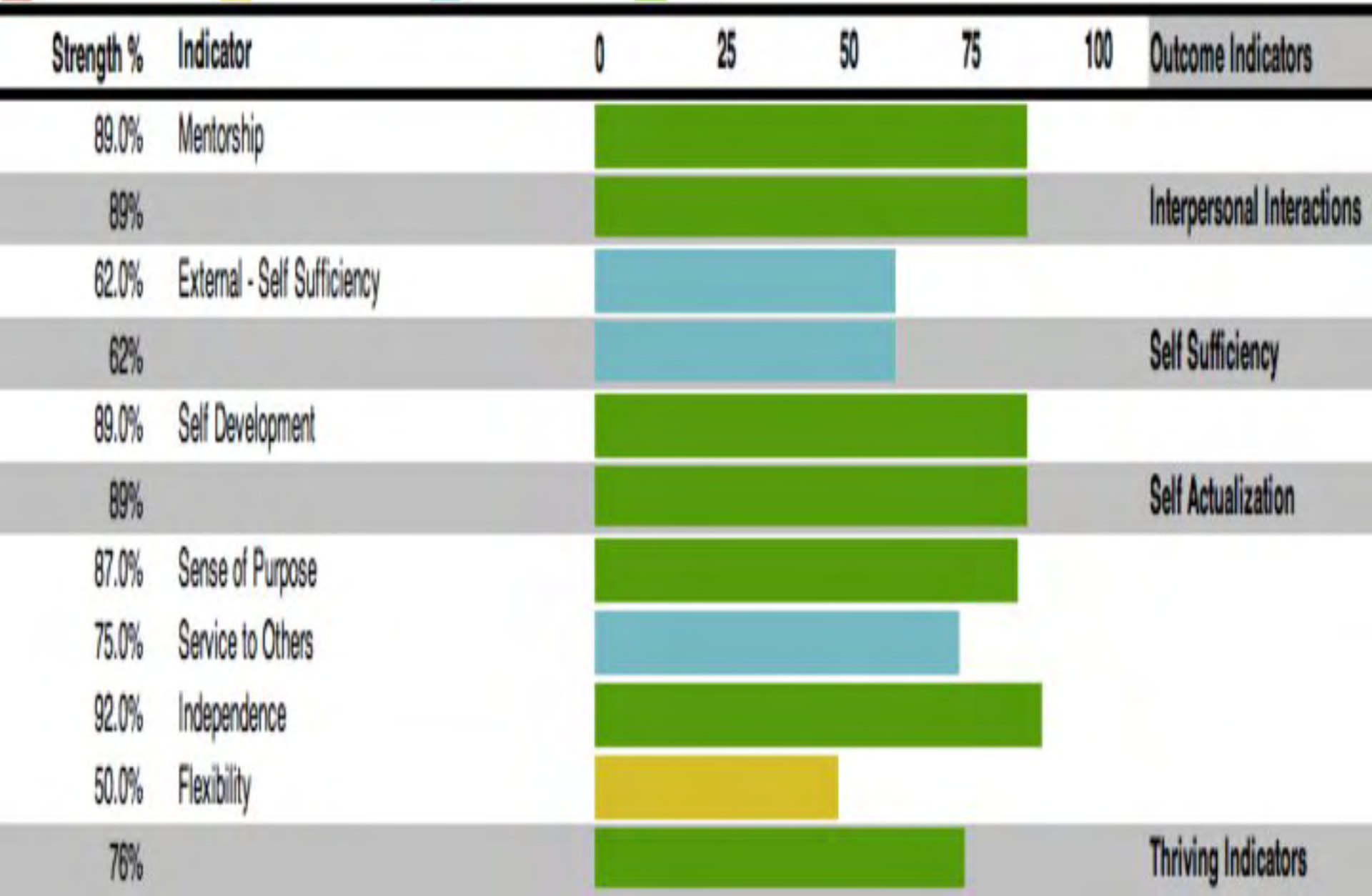
How much do you know about factors that contribute to resiliency?	Answer	Value	Count	n=36.0 %
	Little	4	10	28.0%
	Some	3	10	28.0%
	None at all	5	8	22.0%
	Much	2	7	19.0%
	Very Much	1	1	3.0%

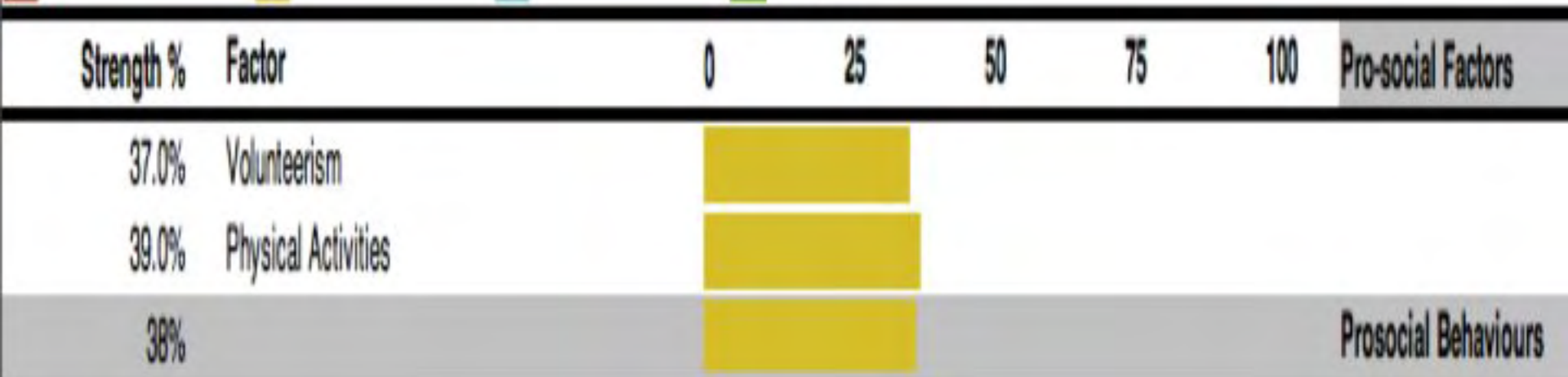
Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	2	2	5.6	5.6
11 - 20	12	14	33.3	38.9
21 - 25	12	26	33.3	72.2
26 - 31	10	36	27.8	100.0
Total	36		100.0	

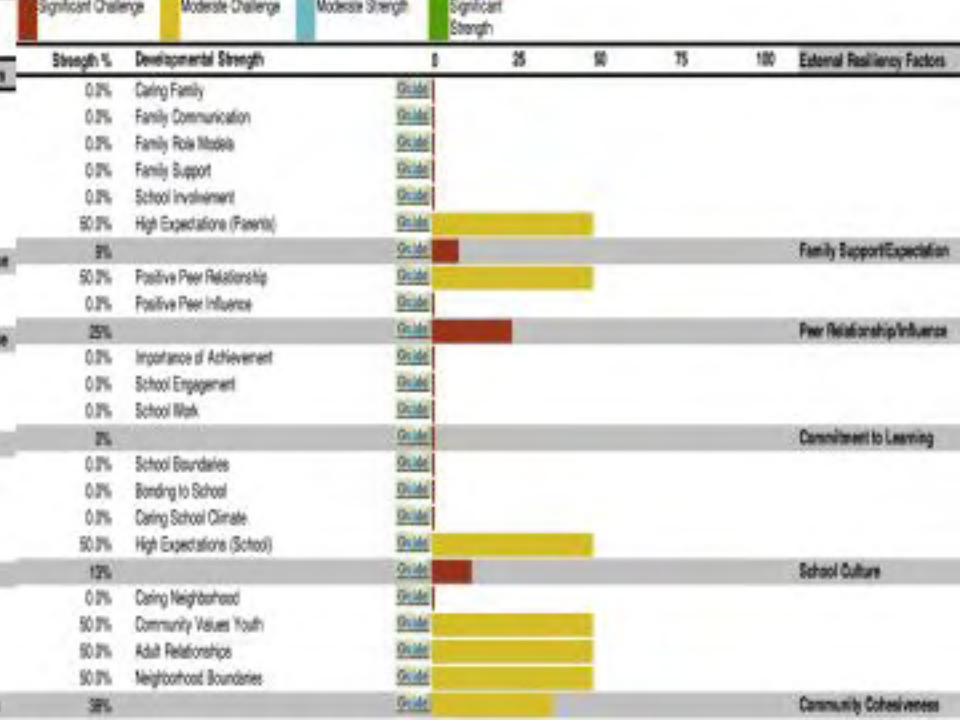




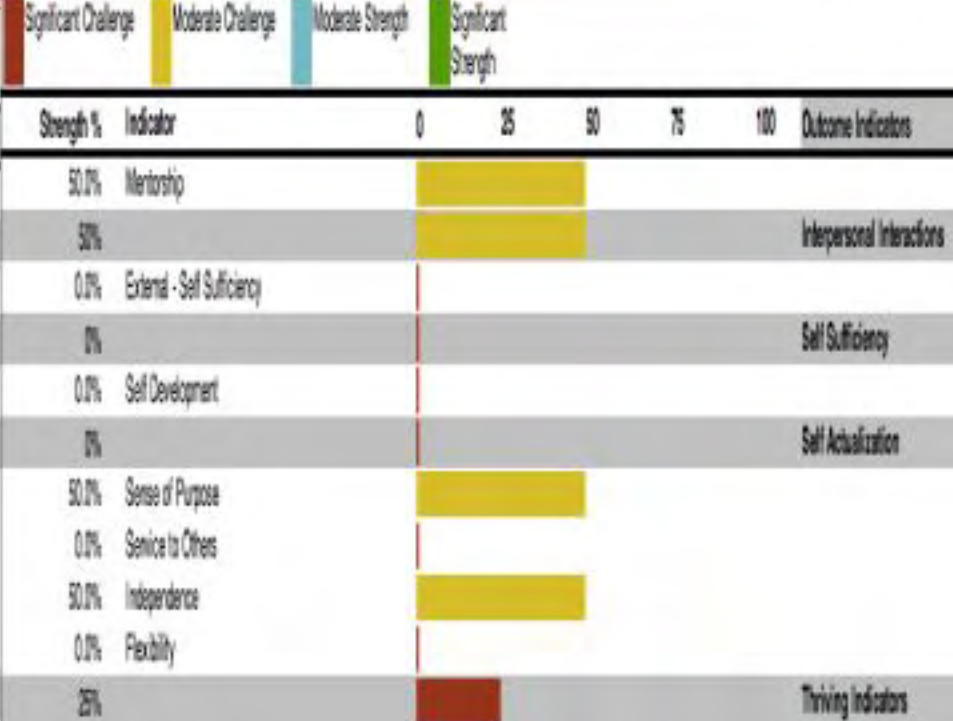
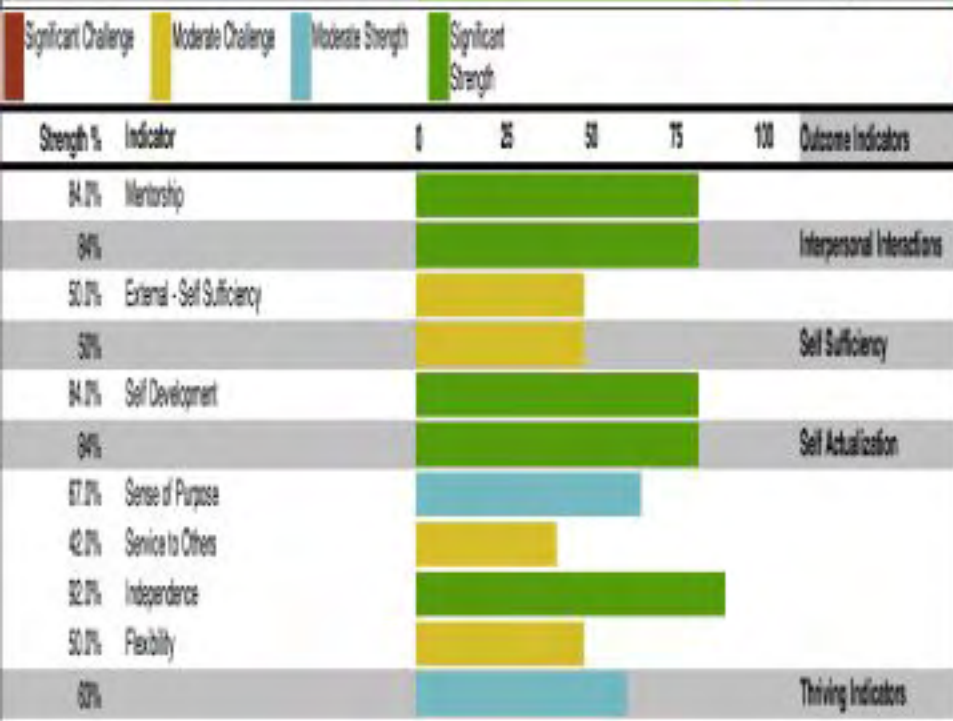


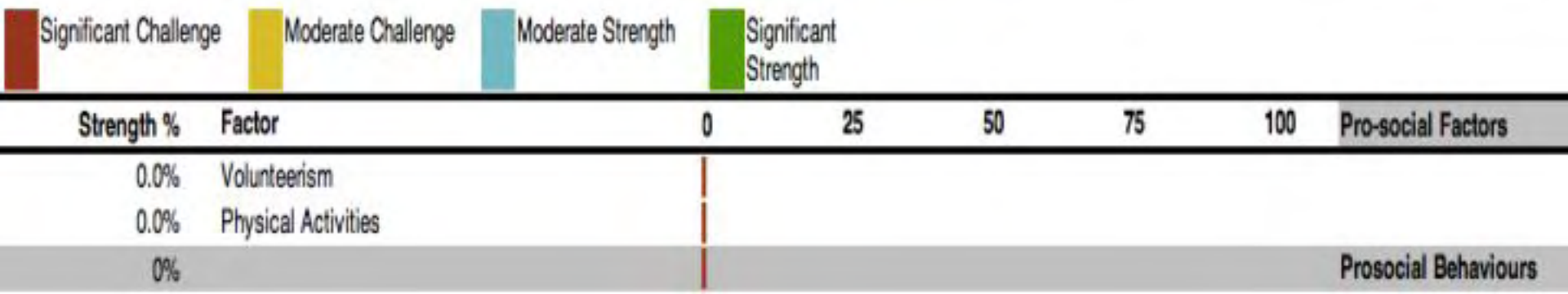








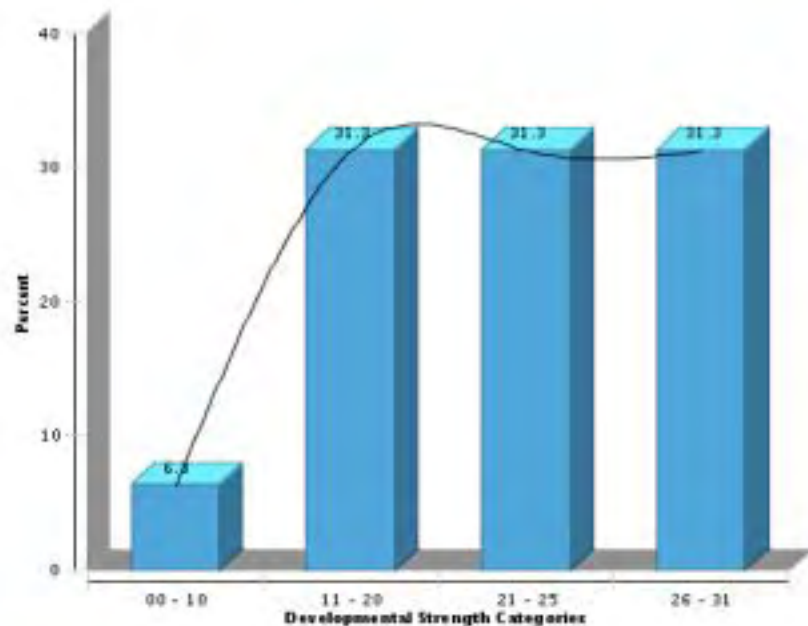




Strengths Comparison

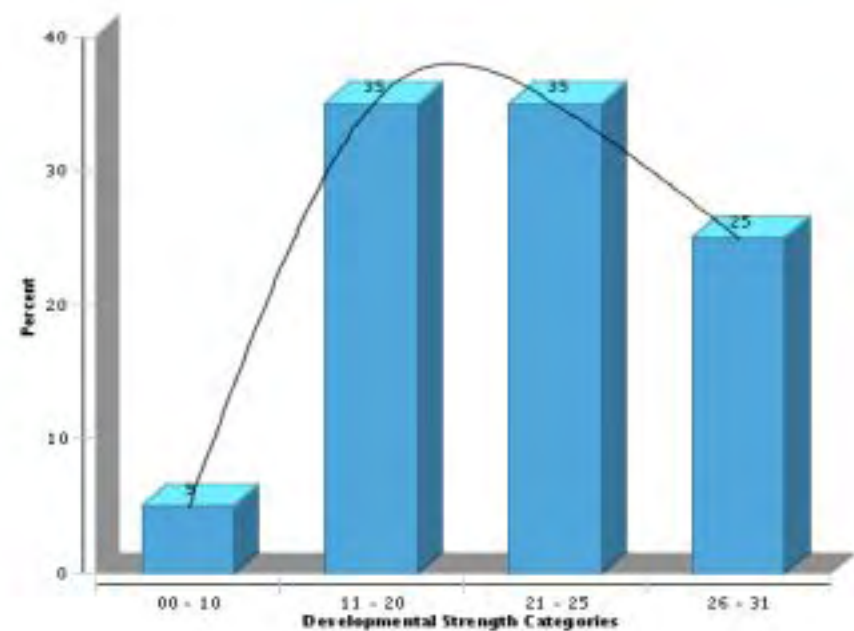
BOYS

Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	1	1	6.3	6.3
11 - 20	5	6	31.3	37.6
21 - 25	5	11	31.3	68.9
26 - 31	5	16	31.3	100.2
Total	16		100.2	



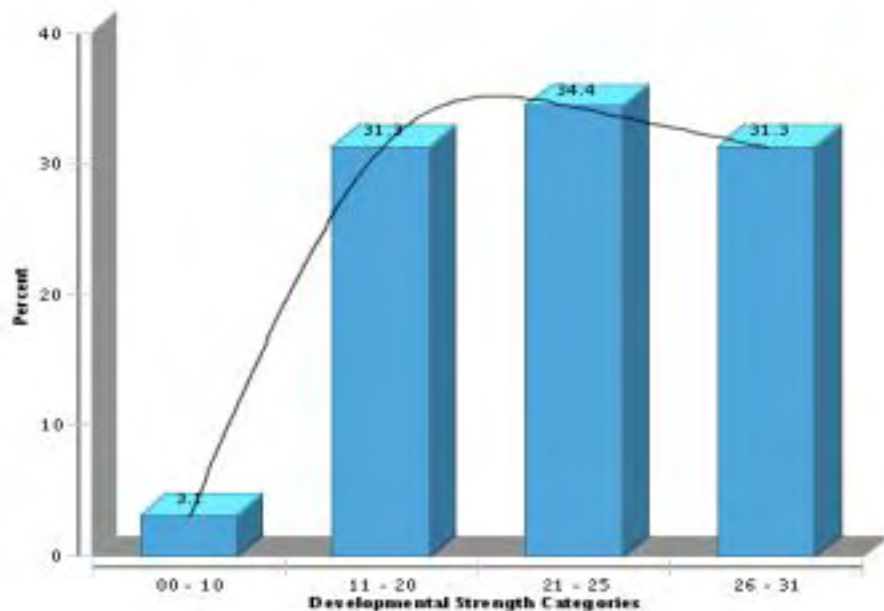
GIRLS

Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	1	1	5.0	5.0
11 - 20	7	8	35.0	40.0
21 - 25	7	15	35.0	75.0
26 - 31	5	20	25.0	100.0
Total	20		100.0	



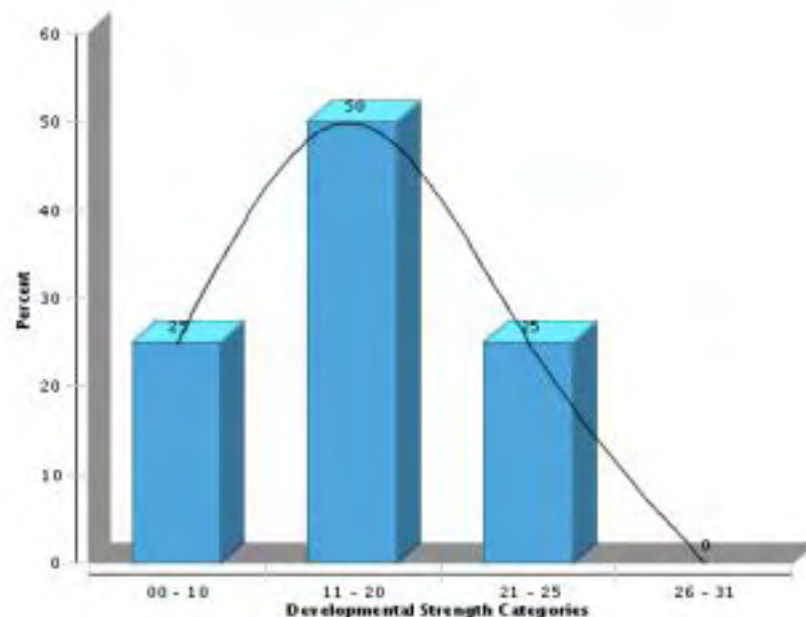
Have a Mentor

Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	1	1	3.1	3.1
11 - 20	10	11	31.3	34.4
21 - 25	11	22	34.4	68.8
26 - 31	10	32	31.3	100.1
Total	32		100.1	



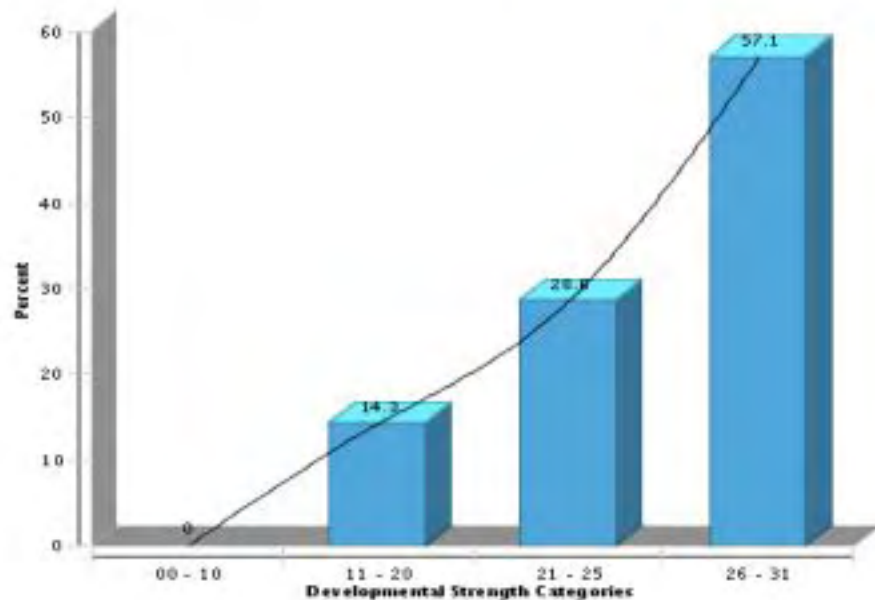
Do Not Have A Mentor

Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	1	1	25.0	25.0
11 - 20	2	3	50.0	75.0
21 - 25	1	4	25.0	100.0
26 - 31	0	4	0.0	100.0
Total	4		100.0	



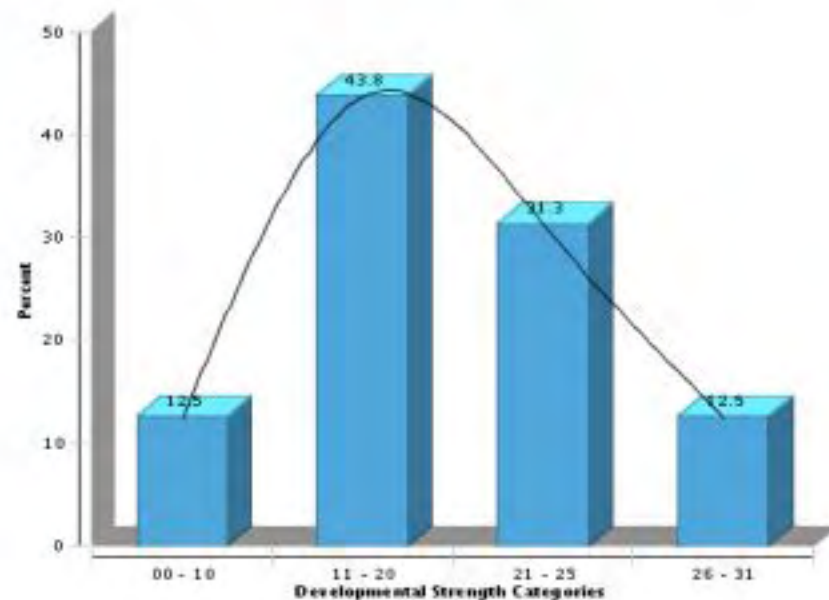
Have Vol. and Phys.

Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	0	0	0.0	0.0
11 - 20	1	1	14.3	14.3
21 - 25	2	3	28.6	42.9
26 - 31	4	7	57.1	100.0
Total	7		100.0	



Do Not Have Vol/Phys.

Number of Developmental Strengths	Frequency	Cumulative Frequency	Percent	Cumulative Percent
00 - 10	2	2	12.5	12.5
11 - 20	7	9	43.8	56.3
21 - 25	5	14	31.3	87.6
26 - 31	2	16	12.5	100.1
Total	16		100.1	



Resilience and Strength- Based Concepts – Implications for Practice

Implications For Practice

1. A focus on **language** – “Language is not innocent” (Anderson, 1996)
2. A focus on **story** – Stories of self guide how people act, think, feel, and make sense of their past and present lives
3. A focus on **strengths, abilities, and resources** – a firm and committed belief that all people of all ages, and all families possess ability, competence, and other special qualities regardless of their life experience or current situation

4. A focus on **collaboration** – acknowledging that people have a view of their current situation, its potential solutions and ideas about how the change process should unfold
5. A focus on **relationship** – walking with as opposed to dictating



Strength-Based Assumptions

- 1) An absolute belief that every youth has potential and it is their unique strengths and capabilities that will determine their path of success**
- 2) What we focus on becomes a youth's reality – focus on strengths, not labels**
- 3) The language we use creates a youth's reality**
- 4) Belief that change is inevitable – all youth have the urge to succeed, to explore the world around them and to make themselves useful to others and their communities.**



- 5) Positive change occurs in the context of authentic relationships - youth need to know someone cares**
- 6) A youth's perspective of reality is primary (their story) – value and start with what is important to them**
- 7) Youth embrace change when they are invited to start with what is right with them - start with and build upon successes**
- 8) Social capacity building is a process and a goal – a life journey**



Engagement

- **Connect** – convey belief of optimism and potential for change
- **Establish Trust** – through invitations that nurture secure feelings of acceptance and belonging
- **Determine Readiness** for change
- **Build Relationships** – change, support, and informing relationship
- **Listen to The Whole Story** – wait, listen, and learn
- **Determine** - current abilities and past experiential templates



Building Capacity

(Nan Henderson)

- **Care and Support** - Unconditional positive regard - where relationship building occurs
- **High Expectations** – Making sure that students know that we believe they can be successful as well as providing resources for them to do
- **Start With Small Successes and opportunities to participate** – give opportunities to demonstrate their competence and willingness to contribute in meaningful ways - gradually build confidence and help rewriting of stories

- **Pro-social bonding** - includes increasing positive connections between students and their peers as well as between students and adults in their environments
- **Clear Boundaries** - include policies and rules that students understand and govern their behaviour - need to be fair and consistent with the student's input
- **Life skills** - include decision making, conflict resolution, stress management etc. - need to prepare students to navigate and negotiate life.

Adding Resources in a Strength-Based Manner

Youth's Strengths and Capabilities are Complemented as Necessary by Resources in Natural Networks



If Necessary

Commonly Used Community Resources are Added



Only If Necessary

Special Resources are Mobilized



We should ask:

- **Do my messages convey and teach respect?**
- **Am I fostering realistic expectations?**
- **Am I helping the person to problem solve?**
- **Am I teaching empathy and compassion?**
- **Am I promoting self-discipline and control?**
- **Am I setting limits in ways that permit learning as oppose to resentment?**
- **Am I validating what the person says?**
- **Does the person know that I value their input?**
- **Does the person know how special they are?**
- **Does the person know that mistakes are part of the process of learning?**
- **Am I comfortable in acknowledging my own mistakes?**



Mindset of a Resilient child/Youth

- **Feel special and appreciated**
- **Have learned to set realistic goals and expectations for themselves**
- **Rely on productive coping strategies that are growth-fostering rather than self-defeating**
- **View obstacles as challenges to confront – not avoid**
- **Are aware of their weaknesses and vulnerabilities, but build on strengths**
- **Strong self-esteem and sense of competence**
- **Have effective interpersonal skills and can seek out assistance and nurturance**
- **Know what they can and cannot control in their lives**



“What we want to achieve in our work with those at risk is to find and strengthen the positive and healthy elements, no matter how deeply they are hidden. We enthusiastically believe in the existence of those elements even in the seemingly worst of our adolescents”.

Karl Wilker



THE CHALLENGE

HELP YOUTH SURVIVE?

OUTCOME FOCUSED - Continue to concentrate our energy on changing their behavior and world around the youth

OR

HELP THEM THRIVE?

PROCESS FOCUSED - Nurturing their capacity to navigate challenging situations and meet their needs in constructive ways

“If we want to change the situation, we first have to change ourselves.”

Stephen Covey