

Resilience

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Resilience

- **ADJECTIVE:**
- Marked by the ability to recover readily, as from misfortune.
- Capable of returning to an original shape or position, as after having been compressed.
- Capable of withstanding stress without injury:
- elastic, flexible, flexile, springy, supple.



Resilience

- The International Resilience Project, which collected data from 30 countries, described resilience as

' a universal capacity which allows a person, group or community to prevent, minimize or overcome the damaging effects of adversity'.



Resilience

- *Resilient children are better equipped to resist stress and adversity, cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes.*

Newman & Blackburn



Resilient answers

Psychological Questions

- Traditional models of service delivery
- Psychology of Individual Differences
- Trait theories
- Resiliency
- Prediction
- New ways of multi-agency working
- General laws of human development
- Psychological factors associated with change
- Prevention



Examples of Longitudinal and Contextual Research

- McKissack (1969)
 - School leaving relates to peak age of crime
- Buchanan (1999)
 - half of children with difficult behaviour at one point had grown out of it four years later
- Farrington (1986)
 - 55% became conviction-free in 16 years



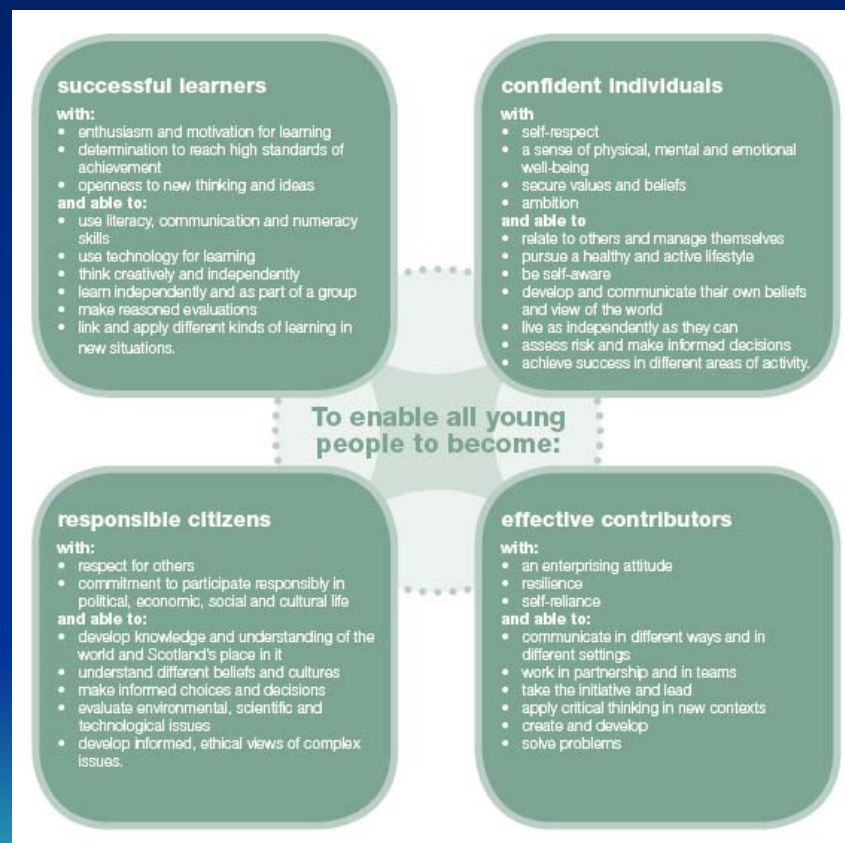
Individual Resiliency

- What every child needs (Masten, 2001)
 - E.g. Michael Rutter's work
 - Success in challenging activities
 - Positive peer group activities
 - Inclusion in mainstream culture/ activities
 - Experiences of various acceptable gender roles
(*M:F ratio 10:1 for childhood-onset delinquency,
1.5:1 for adolescence-onset delinquency.*)
 - Positive cognitive processing of negative experiences



Curriculum for Excellence

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors



Additional Support (resilience approaches)

Effective health programmes:

- Occur early in the problem cycle and preferably early in age.
- Involve familiar people
- Incorporate several interventions (e.g. to both parents and child; focusing on health, education and parent training).
- Delivered by staff who are appropriately trained, supervised and supported
- Monitored through appropriate, explicit governance arrangements

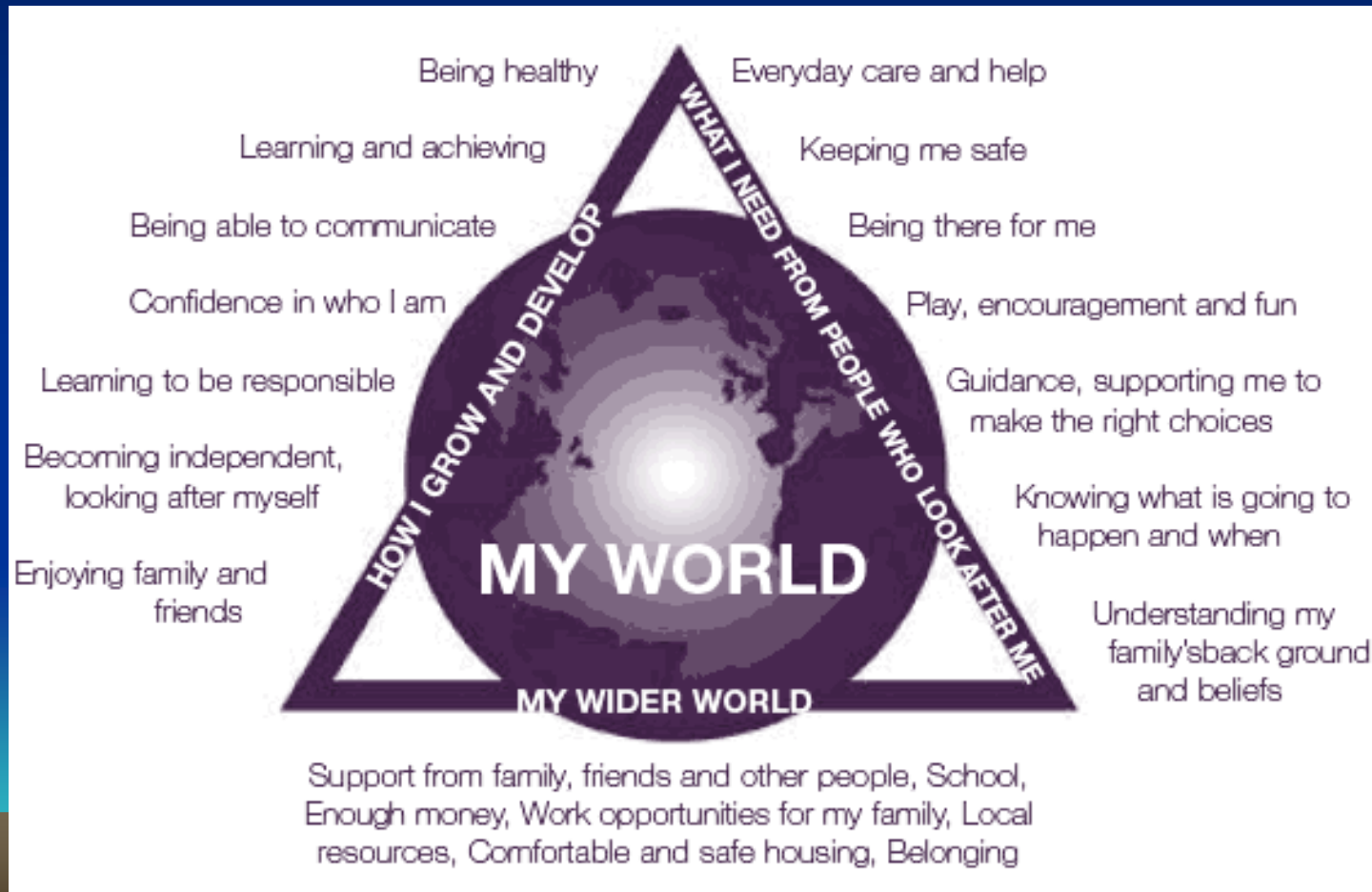
SNAP report

Getting Our Priorities Right

- Standard assessment in 'Interagency working with children and families affected by substance misuse'.
- This asks 'Is the child at risk and in need of protection?'
- Child's developmental profile.
- Family support network and support systems.
- Perception held by parent/carer of the situation.



Key Conclusions of the IAF



Resilience – preparation for better outcomes

- Models of prevention
 - Social Influence models
 - Social Context and Competence models
- Child's response and capability are crucial
- Qualities which allow a resilient young person to say
 - I have
 - I can
 - I am

(Grotberg 1997)



The Framework of Assessment and Intervention for Resilience

Plan

Learn

Try



The Scottish
Government

SOUTH
LANARKSHIRE
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Education Resources
Psychological Services

