

A Resilience Building Journey

Promoting Resilience in Children in Child Welfare and the Adults Who Care For Them



Devereux
CENTER FOR RESILIENT CHILDREN

“Overcoming the Odds”

“Resilient youngsters....teach us that competence, confidence and caring can flourish, even under adverse circumstances...

From odds successfully overcome springs **hope** - a gift each of us can share with a child.”

(Werner and Smith, 1992)

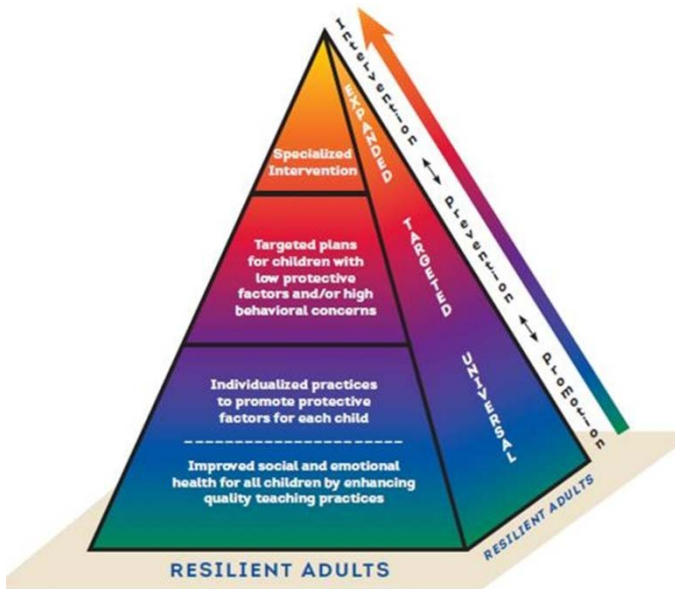


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Three-Tiered Approach



Intervention
for those with
specialized needs

Prevention
for those at risk

Promotion of health & well being
for all children

Public Health Model

Defining Resilience



The ability to recover from or adjust to misfortune or change

The ability to bounce back

“Overcoming the Odds”

Resilience: A Ray of Hope



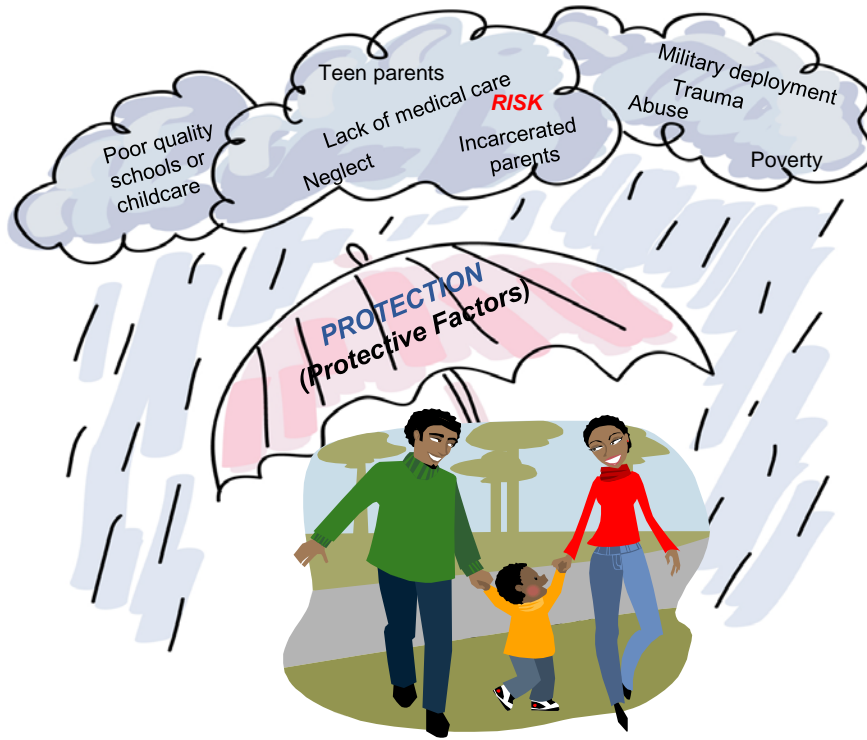
- Emmy Werner - Hawaii
- 500 plus children born at risk
- 30% at high risk
 - 2/3 had significant negative life problems
 - but 1/3 did not!
 - “lived well, loved well, played well & expected well”
- What characterized these children?

Protective Factors

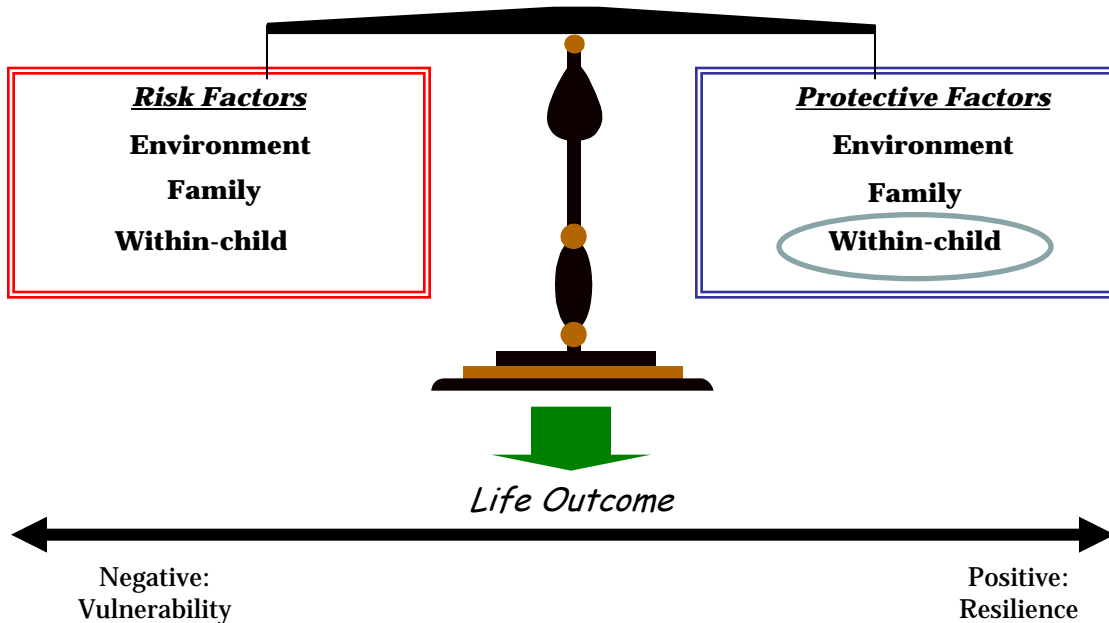
“Characteristics, events or processes that decrease the impact of a risk factor and the likelihood of an adverse outcome.” (Kazdin, 1997)

Things that help guard children from unsafe or unhealthy influences

Help us overcome risk factors



Resilience Model



Strengthening Families Protective Factor Framework

Strengthening Families is a framework developed by the Center for the Study of Social Policy to prevent child abuse and neglect.

This approach helps child welfare systems, early education and other programs work with parents to build the following protective factors:

- **Parental resilience**
- **Social connections**
- **Concrete support in times of need**
- **Knowledge of parenting and child development**
- **Social and emotional competence of children**

Research shows that infants, toddlers and young children need these 3 within-child protective factors...

Initiative
Attachment/Relationships
Self-regulation



Initiative

The child's ability to use independent thought and action to meet his or her needs.



- Show concern for other children
- Play make-believe
- Try to clean up after herself/himself
- Ask to do new things
- Try to do things for herself/himself
- Keep trying when unsuccessful
- Ask other children to play
- Try or ask to try new things
- Focus his/her attention on a task or activity
- Say positive things about the future

Attachment/Relationships

The mutual, strong, long-lasting relationship between a child and significant adults such as parents, family members and teachers.

- Show affection for familiar adults
- Smile at familiar adults
- Seek comfort from familiar adults
- Reach for familiar adult
- Act happy or excited when parent/ guardian returns
- Trust familiar adults and believe what they say
- Seek help from children/adults when necessary

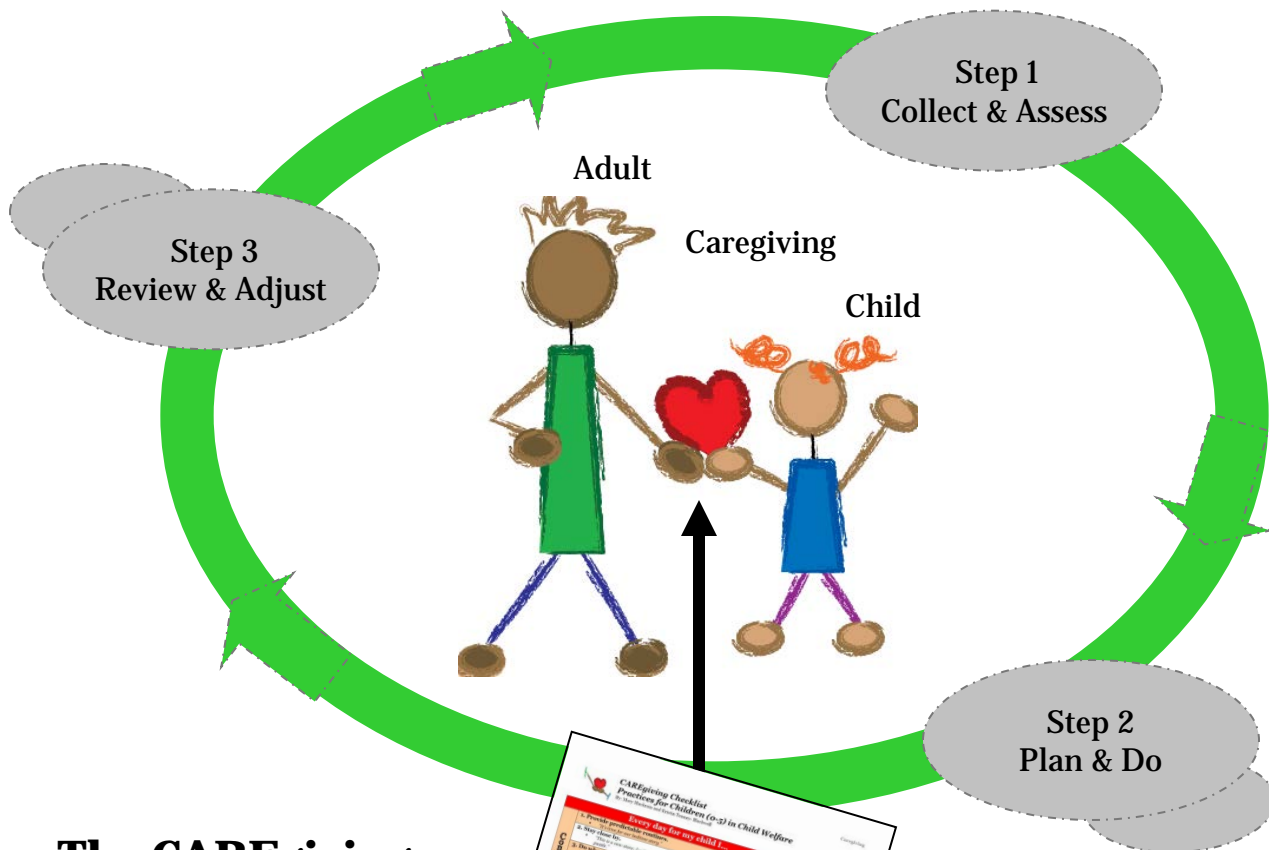
Self-Regulation

The child's ability to experience a range of feelings and express them using words and actions that society considers appropriate

- Handle frustration well
- Adjust to changes in routine
- Calm herself/himself
- Easily follow a daily routine
- Share with other children
- Calm self down when upset
- Listen to or respect others
- Accept another choice when first choice is unavailable

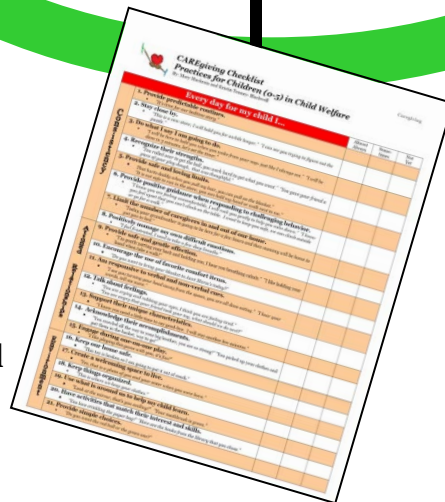
“Your Journey Together”

YJT is a strength-based curriculum for parents in the child welfare system to build resilience in their children and themselves



The CAREgiving Checklist...

- Research Informed
- Created for parents involved in child welfare
- Helps us focus on specific aspects of the caregiving environment and practices
- Helps parents reflect on how they can create their child’s setting in ways that will strengthen protective factors and build resilience.



C →



Consistency

Being consistent means you do some things the same way every day with your child.

A →



Attuned Relationships

Having an attuned relationship with your child means you are in sync with their wants and needs.

R →

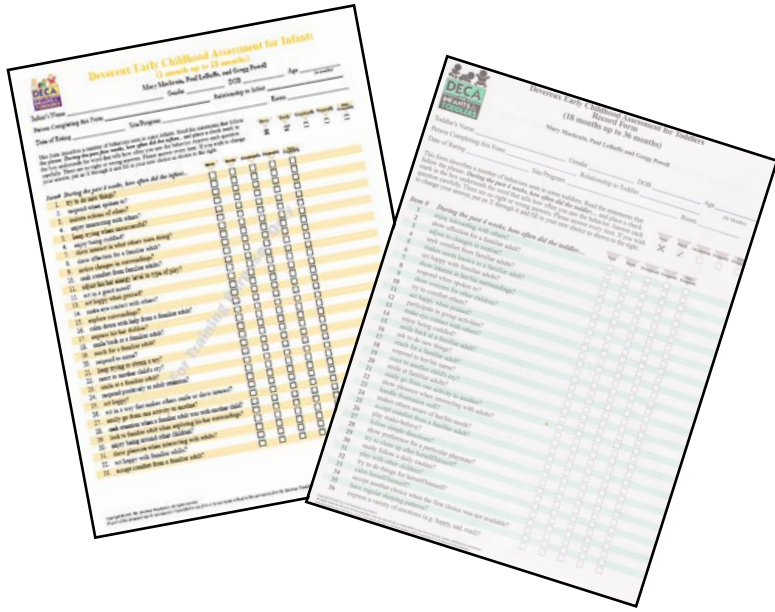


Environment

The environment includes having a safe, healthy and loving home setting both outside and in.

E →

The Devereux Early Childhood Assessment



The DECA I/T/P2 are strength-based instruments for assessing protective factors in children 4 weeks of age through 5 years.

They are standardized, norm-referenced and reliable instruments.

For more info about our assessments, visit our website at www.CenterForResilientChildren.org

Devereux Early Childhood Assessment for Preschoolers Second Edition (DECA-P2)

(for children ages 3 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

Child's Name: _____ Gender: _____ Date of Birth: _____
 Program/Site: _____ Classroom/Group: _____ Age: _____
 Person Completing this Form: _____ Relationship to Child: _____ Date of Rating: _____

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: **During the past 4 weeks, how often did the child...** and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an **X** through it and fill in your new choice as shown to the right. Please do not skip any items.

Item#	Never	Rarely	Occasionally	Frequently	Very Frequently
1. act in a way that made adults smile or show interest in him/her?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. control his/her anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. seem sad or unemotional at a happy occasion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. show confidence in his/her abilities (for instance, say "I can do it!")?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. have a temper tantrum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. keep trying when unsuccessful (show persistence)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. seem uninterested in other children or adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. use obscene gestures or offensive language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. try different ways to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. seem happy or excited to see his/her parent or guardian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. destroy or damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. try or ask to try new things or activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. start or organize play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ask adults to play with or read to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. share with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. fight with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. become upset or cry easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. show an interest in learning new things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. listen to adults and believe what they say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. play independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. play cooperatively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. play imaginatively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. play with toys and materials in a way that shows imagination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. play with toys and materials in a way that shows creativity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. play with toys and materials in a way that shows problem-solving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. play with toys and materials in a way that shows social skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. play with toys and materials in a way that shows communication skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. play with toys and materials in a way that shows self-regulation skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. play with toys and materials in a way that shows emotional regulation skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. play with toys and materials in a way that shows social-emotional skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. play with toys and materials in a way that shows cognitive skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. play with toys and materials in a way that shows language skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. play with toys and materials in a way that shows fine motor skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. play with toys and materials in a way that shows gross motor skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. play with toys and materials in a way that shows self-concept skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. play with toys and materials in a way that shows self-esteem skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. play with toys and materials in a way that shows self-efficacy skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. play with toys and materials in a way that shows self-regulation skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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100. play with toys and materials in a way that shows self-concept skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Devereux Adult Resilience Survey

AN INTRODUCTION

Thank you for your interest in the Devereux Adult Resilience Survey.

Authored by Mary Mackrain, the Devereux Adult Resilience Survey (DARS) is a 23-item reflective checklist that provides adults with information about their personal strengths. The information can be used to help individuals build on their strengths, such as creativity and setting limits, so that they can better cope with adversity and the stresses of daily life.

Statistical analysis shows that the DARS is an excellent tool for providing adults with an opportunity to gain valuable insights, particularly in these four areas:

Relationships: The mutual, long-lasting back-and-forth bond we have with another person in our lives.

Internal Beliefs: The feelings and thoughts we have about ourselves and our lives, and how effective we think we are at taking action in life.

Initiative: The ability to make positive choices and decisions and act upon them.

Self-Control: The ability to experience a range of feelings, and express them using the words and actions society considers appropriate.

The purpose of the DARS is not to compare individual's scores to the population, but to give adults the opportunity to become aware of personal strengths and areas of need. Upon completion of the DARS, individuals are encouraged to use the *Building Your Bounce: Simple Strategies for a Resilient You Adult Journal*. This journal provides suggested strategies for strengthening adults' protective factors shown to support resilience.

It takes a fair amount of reflection and practice to change any negative thoughts we might have and to integrate new behaviors that are good for us. You are worth it. Even if you are already a strong, happy person you will want to continue building yourself up to maintain or increase your level of well-being.

Best wishes on your personal journey.

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Devereux Adult Resilience Survey
DARS
 By: Mary Mackrain

Relationships		Almost Always	Some-times	Not Yet
1.	I have good friends that support me.			
2.	I have a mentor or someone that shows me the way.			
3.	I provide support to others.			
4.	I am empathetic to others.			
5.	I trust my close friends.			

Internal Beliefs		Almost Always	Some-times	Not Yet
1.	My role as a caregiver is important.			
2.	I have personal strengths.			
3.	I am creative.			
4.	I have strong beliefs.			
5.	I am hopeful about the future.			
6.	I am lovable.			

Initiative		Almost Always	Some-times	Not Yet
1.	I communicate effectively with those around me.			
2.	I try many different ways to solve a problem.			
3.	I have a hobby that I engage in.			
4.	I seek out new knowledge.			
5.	I am open to new ideas.			
6.	I laugh often.			
7.	I am able to say "No."			
8.	I can ask for help.			

Self-Control		Almost Always	Some-times	Not Yet
1.	I express my emotions.			
2.	I set limits for myself.			
3.	I am flexible.			
4.	I can calm myself down.			