

**Factor-Inwentash Faculty of Social
Work, University of Toronto**

presents

Resilience in Children and Youth: Implications for School Settings



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Michael Ungar, Ph.D.

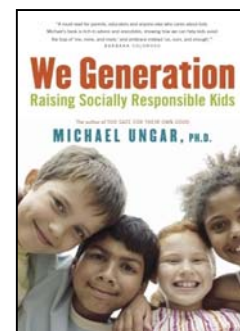
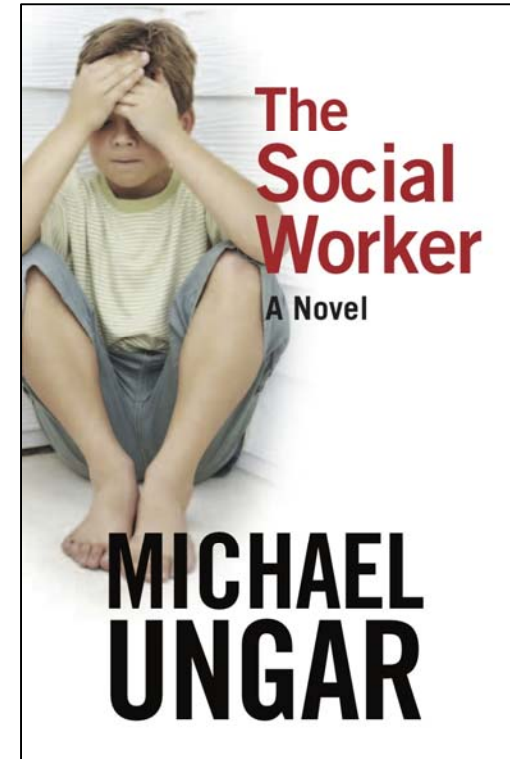
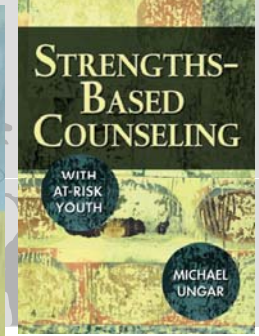
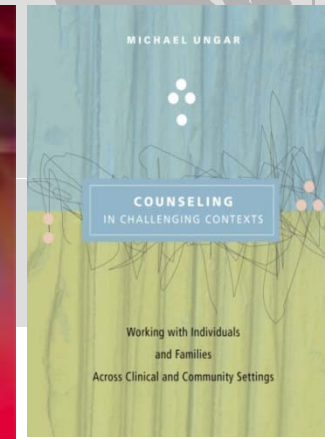
Killam Professor,

School of Social Work, Dalhousie University

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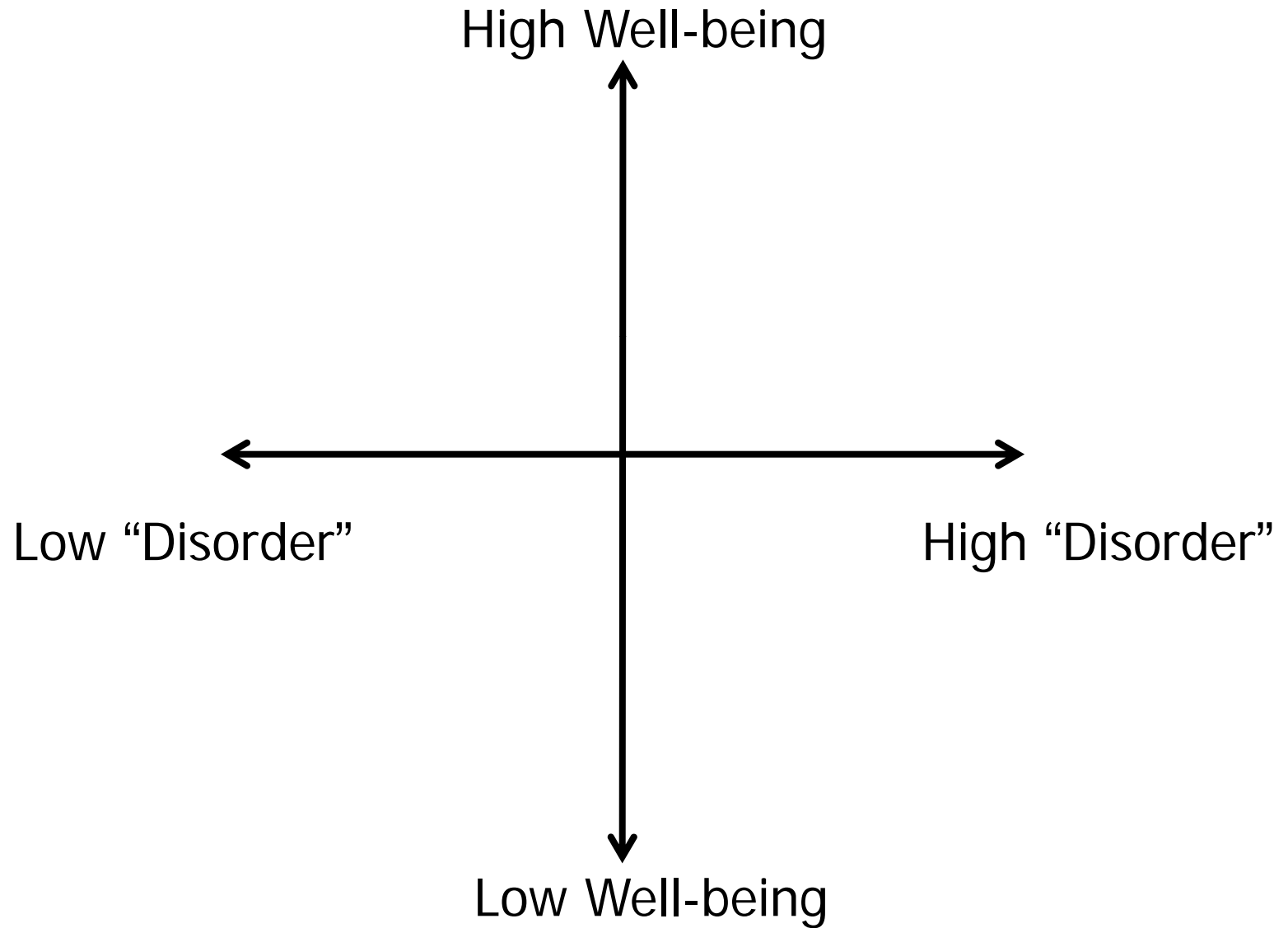
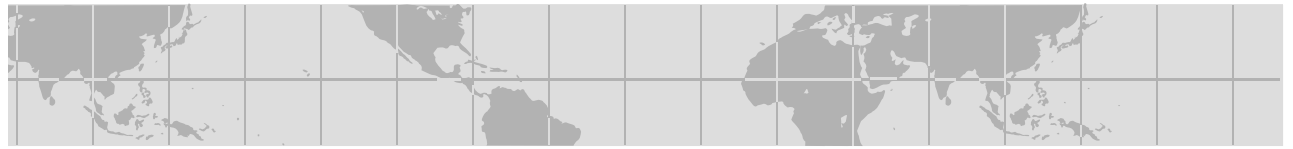
www.michaelungar.com

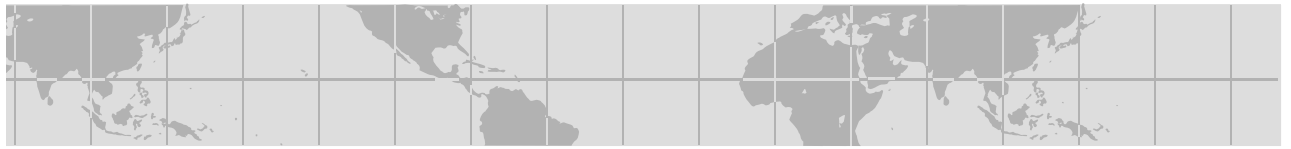
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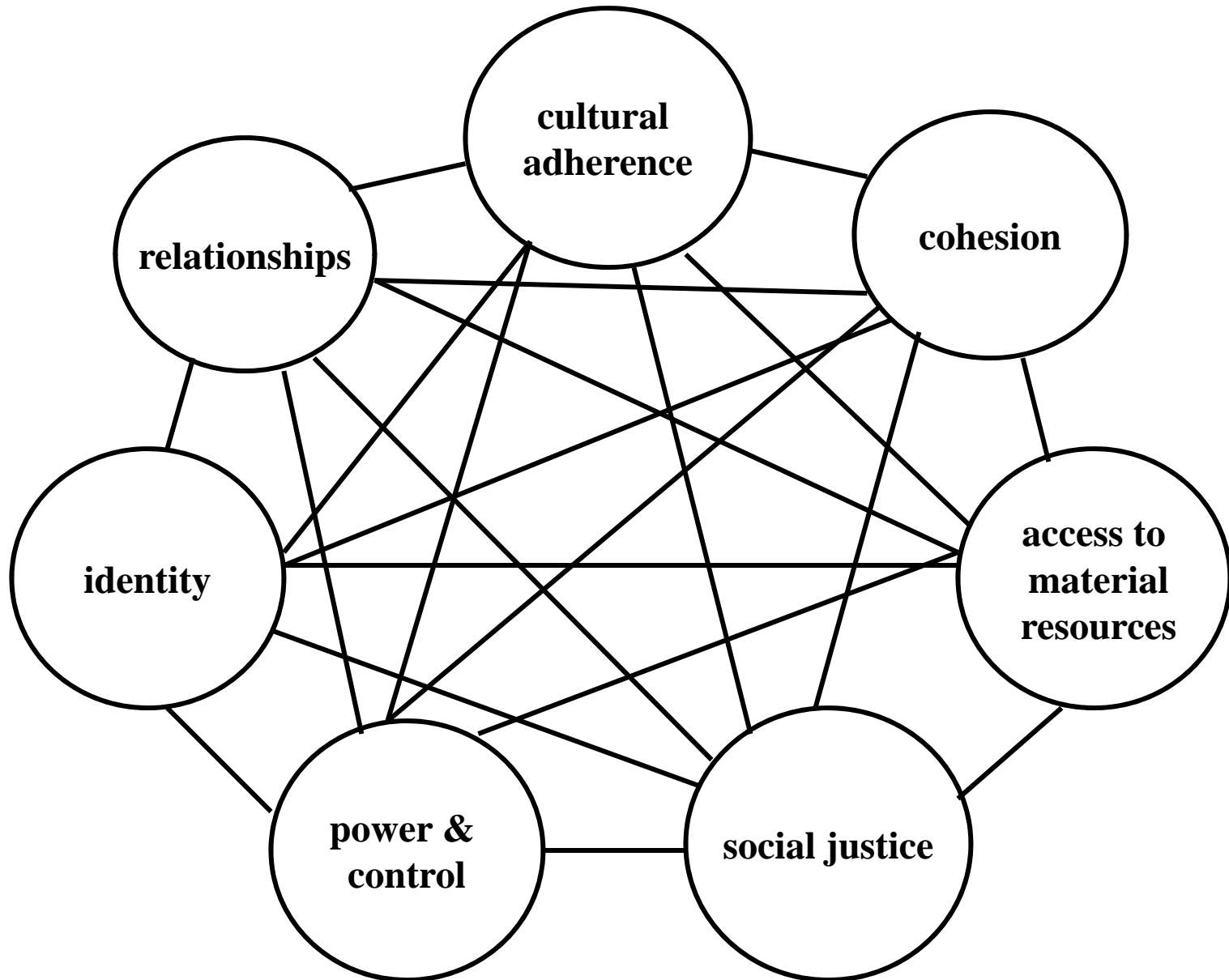


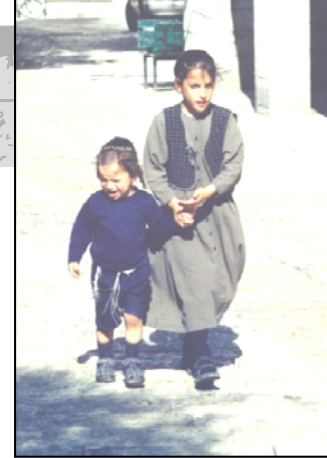


What influences positive development?

- A 'strength/asset' in one context acts differently than in another
 - 'Strengths/assets' and 'resilience factors/processes' are both the same and different
 - Resilience related factors/processes requires the experience of significant adversity or exposure to risk
 - Example: The engagement paradox

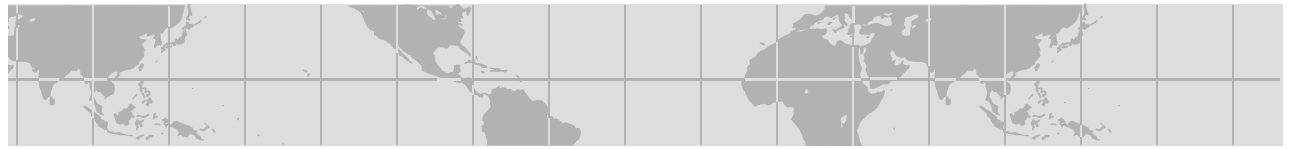
Seven “Tensions” to be Resolved





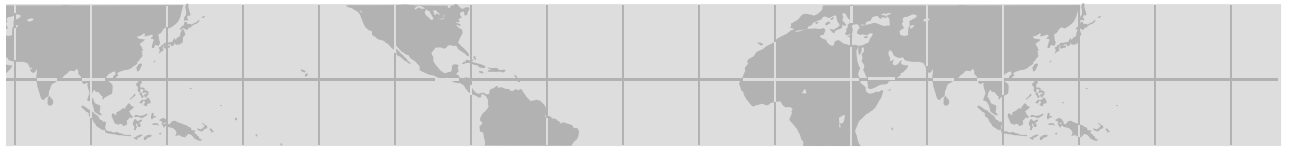
Resilience is...

- In the context of exposure to significant adversity, resilience is both the capacity of individuals to *navigate* their way to the psychological, social, cultural, and physical resources that sustain their well being, and their capacity individually and collectively to *negotiate* for these resources to be provided and experienced in culturally meaningful ways.



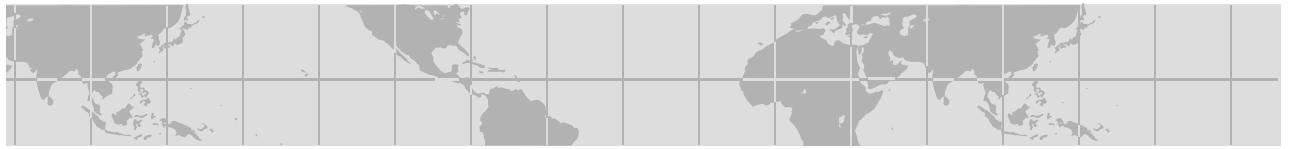
Exercise (Part 1)

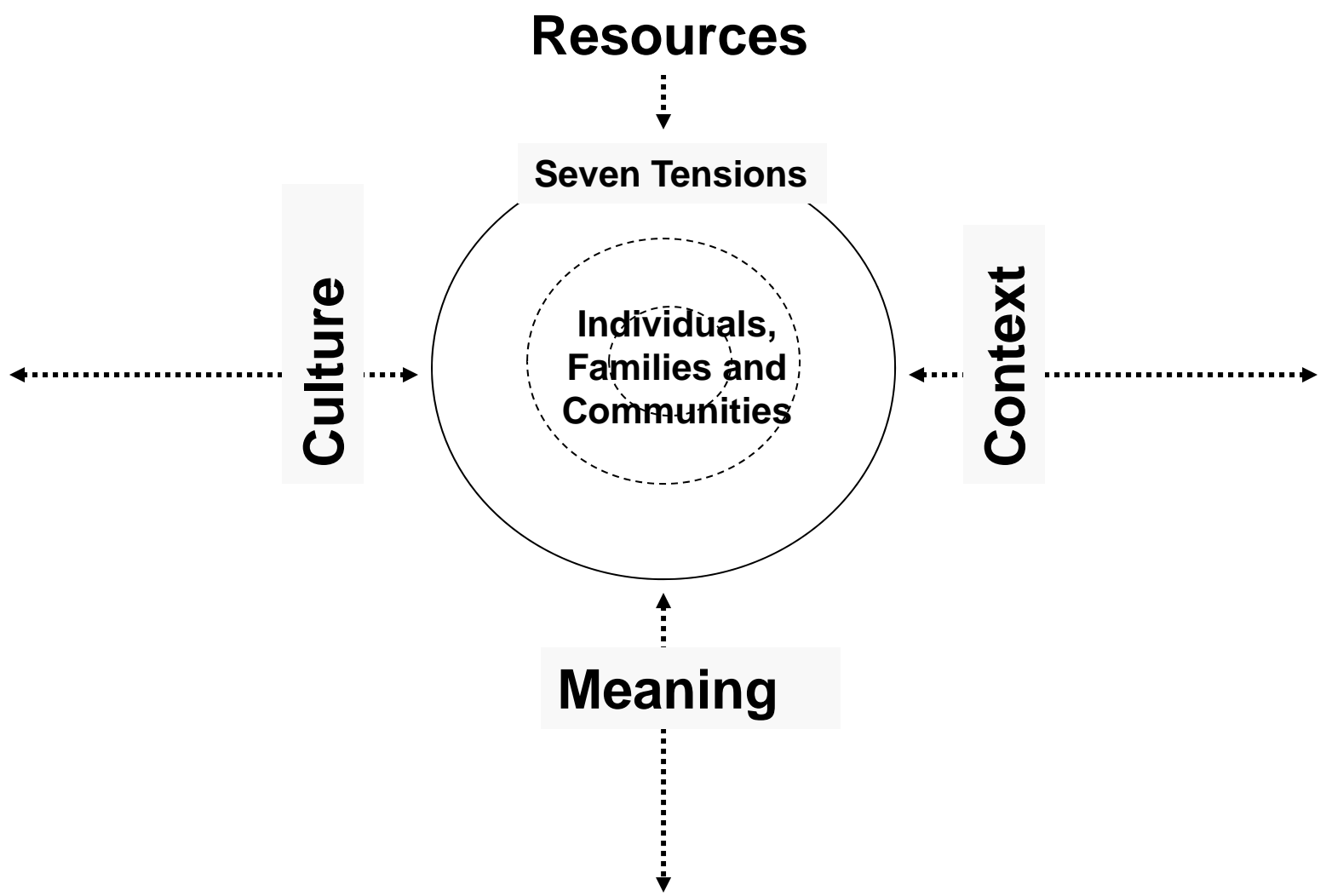
- Think about a complicated case you have worked on
- Do an interview with an individual or family where you hold the assumption that solutions will:
 - Center on individuals
 - Be very simple
 - Reflect social norms
 - Ignore cultural differences

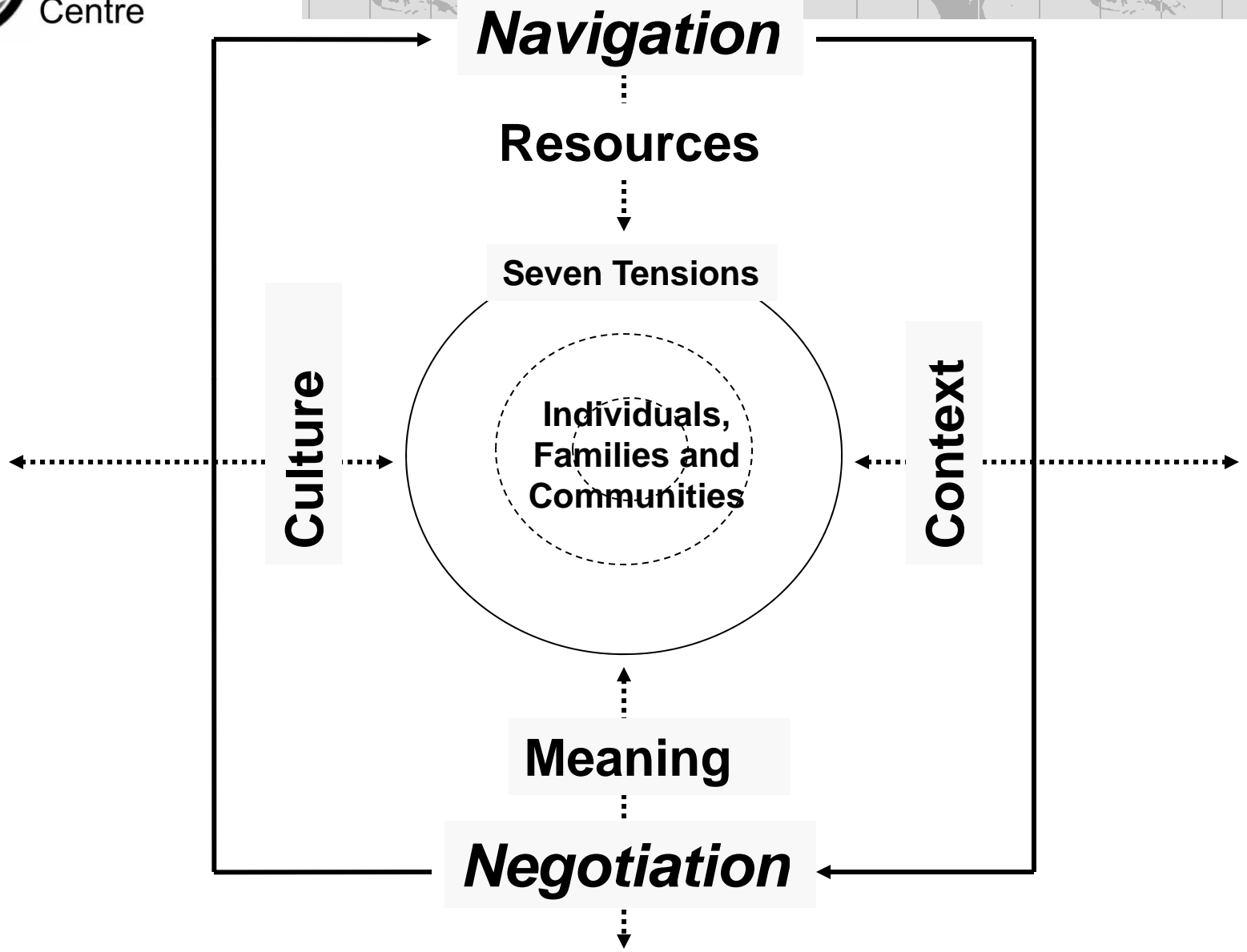


Exercise (Part 2)

- Now do an interview with an individual or family where you hold the assumption that solutions will be:
 - De-centered
 - Complex
 - Atypical
 - Culturally relevant

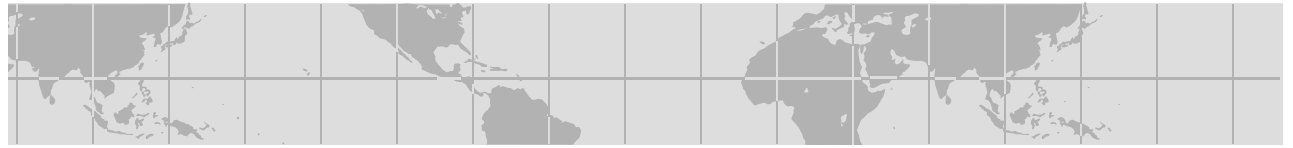








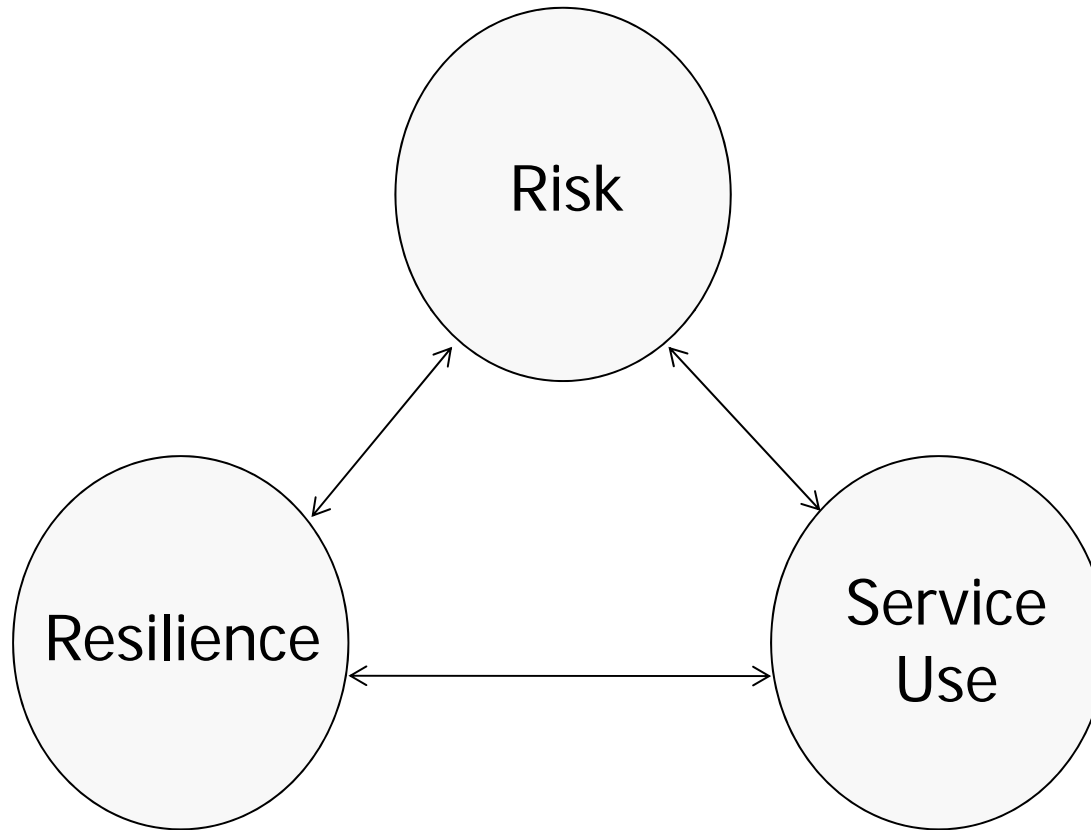
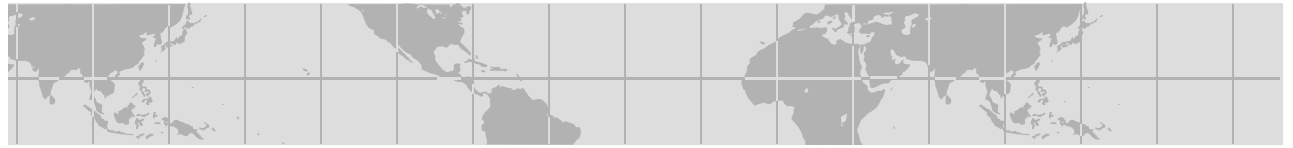
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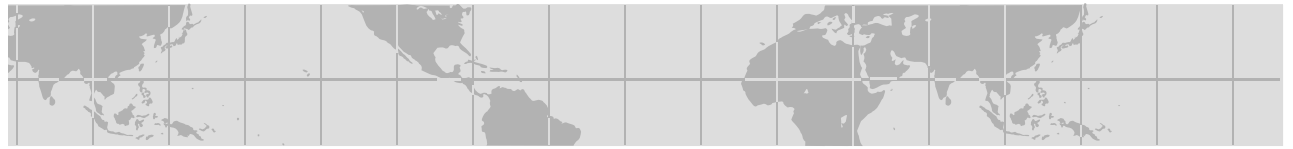


Service Design



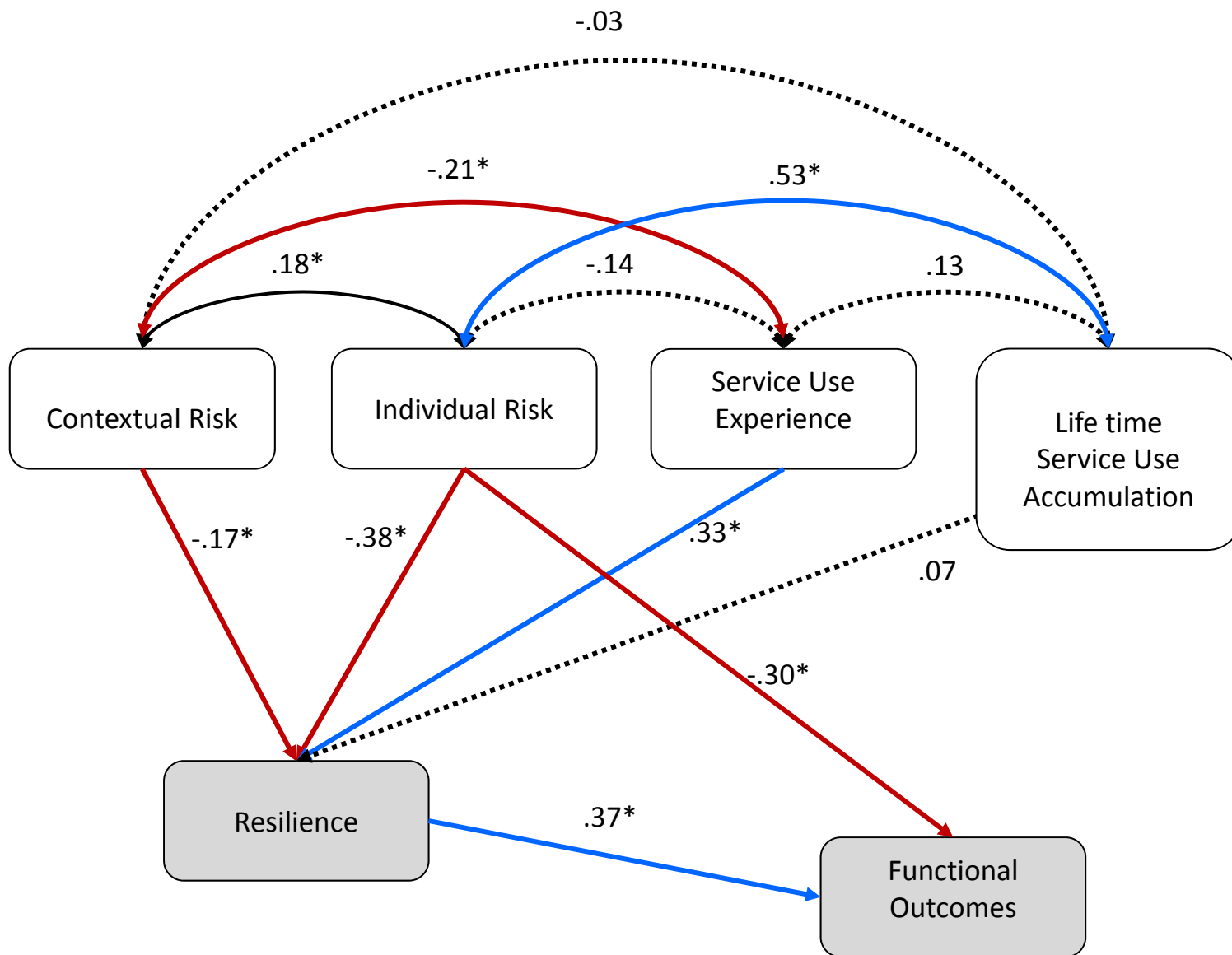
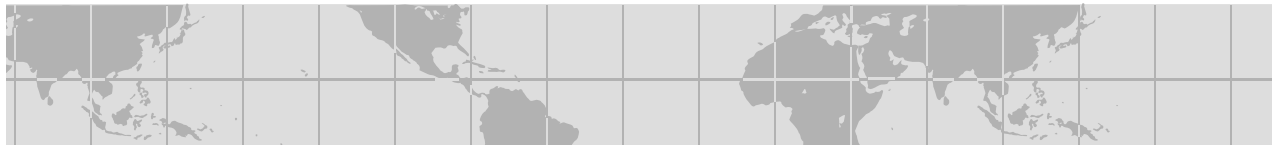
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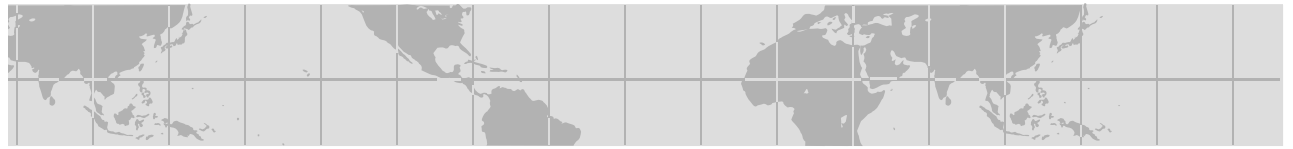




Sample (Phase 1: NCPC)

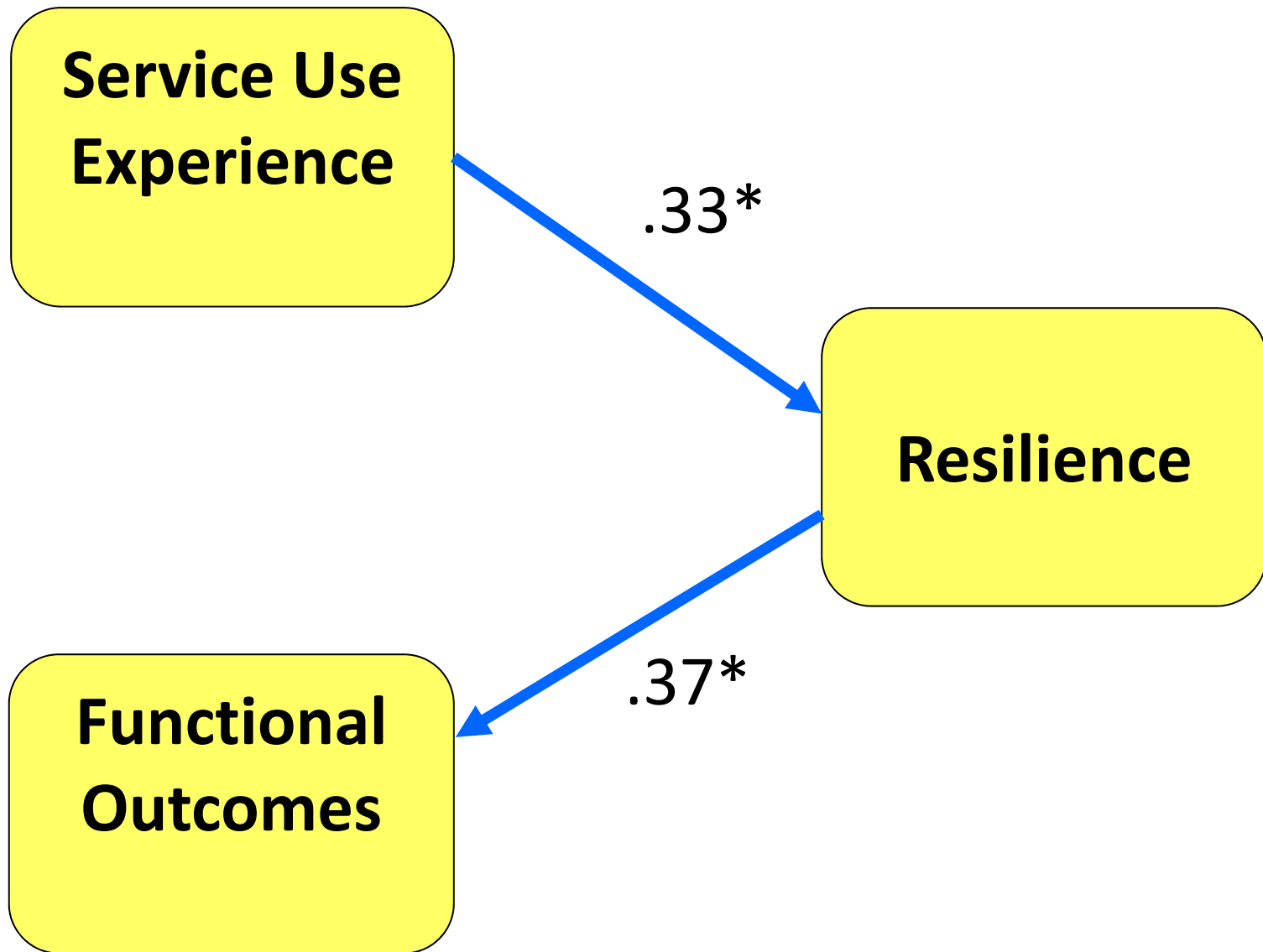
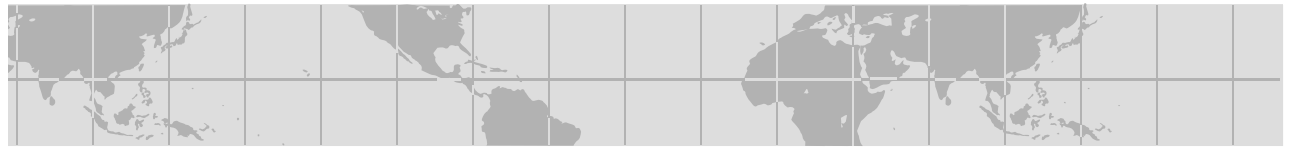
- ④ 622 multiple service using youth
- ④ 276 Girls (44.4%) and 346 Boys (55.6%)
- ④ Atlantic Canada
- ④ 16.68 (SD= 2.30)
- ④ 116 interviews
- ④ Service provider file reviews on 49 youth





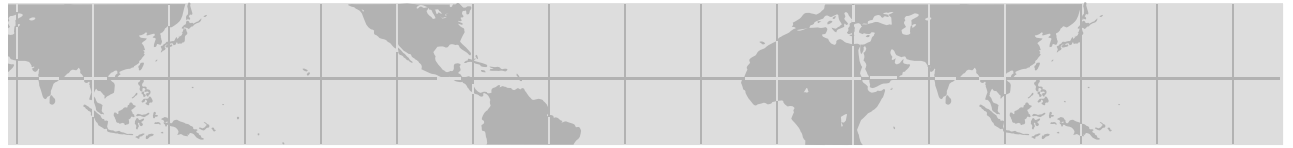
What we've learned

- The children who receive the most treatment are those who show the most individual problems
- Children from more disadvantaged contexts do not receive more services
- Children from more disadvantaged contexts are less satisfied with the services they do receive

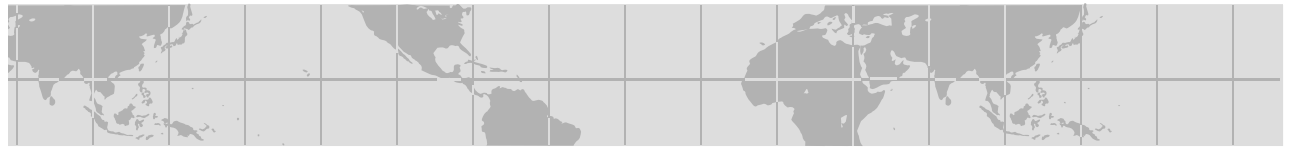




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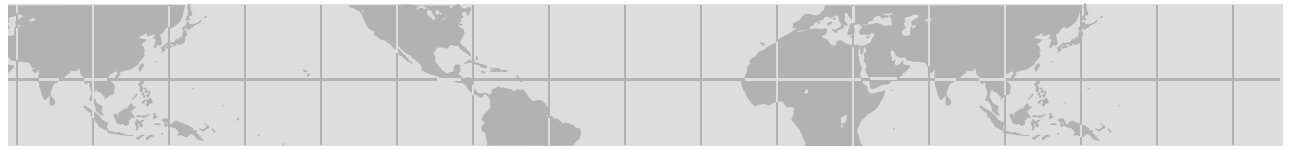


Better to Substitute than Suppress



Six Principles of Service Design

1. Be **multi-level**, ecologically complex in their delivery
2. Be **coordinated**, challenging the barriers created by service silos
3. Emphasize **continuity** over time, in both the seamless delivery of multiple services and the engagement of staff with the individuals they serve

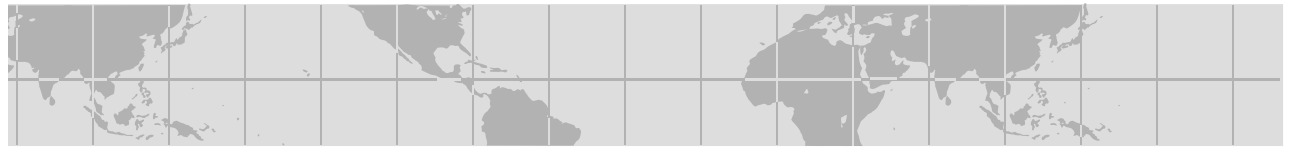


Six Principles (cont.)

4. Be **negotiated**, with services matched to people's cultures and contexts
5. Be designed along a **continuum** from least to most intrusive
6. Be **effective**, whether that effectiveness is demonstrated based on practice based evidence or rigorous evaluation of manualized interventions

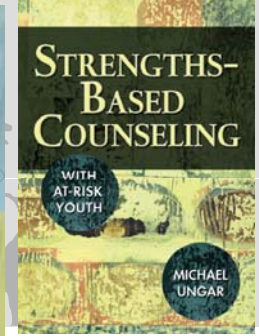
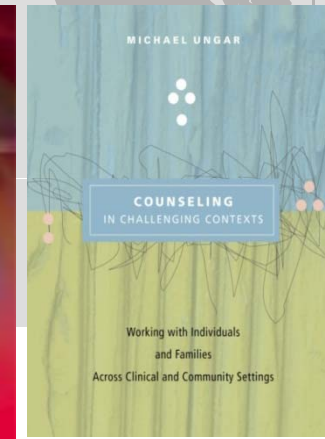


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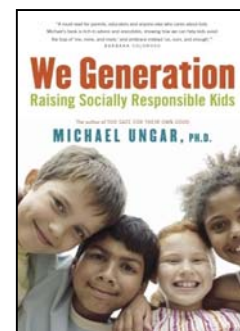
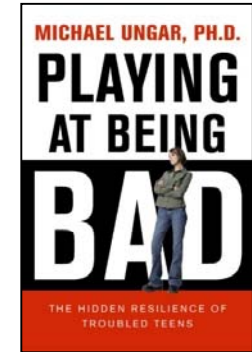
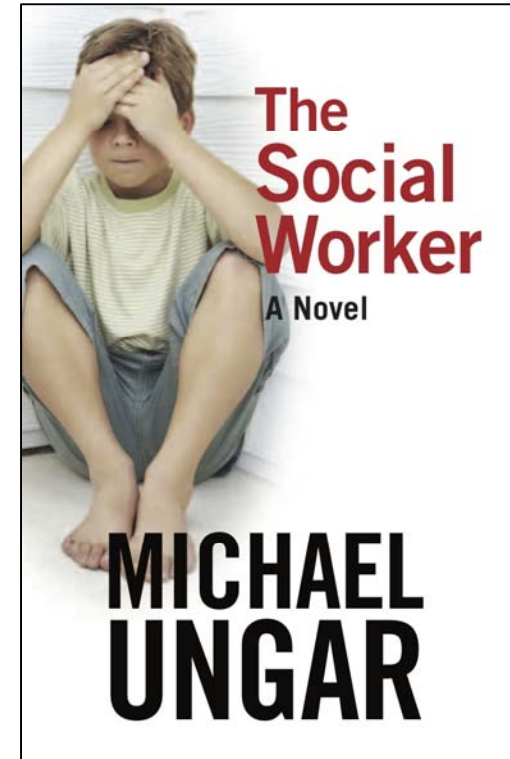


Creating Contexts for Resilience: Communities and Schools

Thank You!



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