Building Resilience Across Cultures and Contexts

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Suicidal ideation and school connectedness among abused students

2008 British Columbia Adolescent Health Survey
**Diagnostic Criteria for Resilience**

- **Domain 1**: Assess adversity
  - Severity
  - Chronicity
  - Ecological level
  - Attributions of causality
  - Cultural and contextual relevance
Diagnostic Criteria for Resilience

Domain 2: Assess resilience

In low and medium risk contexts, assess individual qualities—temperament, personality, cognitions

In low and high risk contexts, assess

- Availability of resources
- Accessibility of resources
- Strategic use of resources
- Positive reinforcement of coping strategies
- Adaptive capacity of the environment
Diagnostic Criteria for Resilience

Domain 3: Multidimensional considerations

- Temporal
  - Sociohistorical
  - Developmental

- Cultural
Seven Resilience Resources

1. Cultural adherence
2. Cohesion
3. Access to material resources
4. Social justice
5. Power & control
6. Identity
7. Relationships
Exercise: Assessing my resources for resilience:

- **Relationships:**
  
  “I can reach out to my ___________ to get help when I need it.”

- **Identity:**
  
  “I feel respected for what is special about me when I’m with ____________.”

- **Power and control:**
  
  “In my ____________ I get to participate in making decisions that affect my ____________.”
Fair treatment (social justice):

“When I’m with others at my ______________ I feel treated fairly.”

Access to resources:

“I am well-cared for by __________.”

Belonging, spirituality (sense of cohesion):

“At my ______________ people miss me when I’m not there.”

Sense of culture

“There are places such as ______________ where I can celebrate my culture and beliefs.”
Exercise

The Child and Youth Resilience Measure

For a copy of the CYRM (at no charge), please write to the Resilience Research Centre and make your request:

rrc@dal.ca
A Social Ecological Approach to Intervention to Build Resilience

- Navigation
- Resources
  - Individuals, Families, and Communities
  - Resources
- Context
- Culture
- Meaning
- Negotiation

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Theory of Change

People living in challenging contexts change when their natural supports, programs and interventions, and social policies help them:

- Navigate effectively
- Negotiate effectively
- Find resources that are culturally and contextually meaningful
Navigation - How to help children be more resilient

1. Available
Help children identify the internal and external resources that are available.
Navigation - How to help children be more resilient

2. Accessible
Help children access the resources that are available.
3. Barriers
Discuss barriers to change that children experience, and which resources are most likely to address which barriers.
Navigation-How to help children be more resilient

4. Complex
Explore solutions that are as complex as the problems they address.
Navigation—How to help children be more resilient

5. Advocacy
Advocate with, or on behalf of, members of your community, or show children and their caregivers how to advocate independently to make resources more available and accessible.
Help children

Negotiate
Negotiation-How to help children be more resilient

1. Context
Explore the context in which problems occur, and the conditions that sustain them.
Negotiation-How to help children be more resilient

2. Responsibility
Discuss who has responsibility to change patterns of coping that are causing problems.
Negotiation—How to help children be more resilient

3. Voice
Help children be heard when they name the children and resources they need to make their lives better.
4. New Names

When appropriate, offer different names for problems and explore what these new descriptions mean for efforts to solve these problems.
Negotiation—How to help children be more resilient

5. Possibilities

As new solutions get put into practice, ask children to evaluate whether they are experiencing possibilities for change that are more numerous than before.
Thank you!