Resilience – Definition

* Resilience has been defined as the maintenance of healthy ⁄ successful functioning or adaptation within the context of a significant adversity or threat.
* Resilience concerns the ability to ‘bounce back’. It involves doing well against the odds, coping, and recovering (Rutter, 1985; Stein, 2005). Masten et al(1990) define resilience as “the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances”. As a concept it appears to be cross-culturally recognised (Hunter, 2001).
* Discussions of resilience are typically framed with reference to risk, vulnerability and protective factors. It is the complex interplay of these factors over time that determines children’s outcomes. The following definitions of these factors have been offered by Newman (2004) in a review of what works in building resilience:

* Risk: any factor or combination of factors that increases the chance of an undesirable outcome affecting a person.
* Vulnerability: a feature that renders a person more susceptible to a threat.

* Protective factors: the circumstances that moderate the effects of risk.
* Resilience: positive adaptation in the face of severe adversities.
* Masten et al ( 1990) identified three types of resilience in children
* Children who do not succumb to adversities, despite their high-risk status, for example babies of low birth-weight.

* Children who develop coping strategies in situations of chronic stress, for example the children of drug-using or alcoholic parents.
* Children who have suffered extreme trauma, for example through disasters, sudden loss of a close relative, or abuse, and who have recovered and prospered.
* Resilient children, therefore, are those who resist adversity, manage to cope with uncertainly and are able to recover successfully from trauma

(Newman, 2004).

* **Summary of factors associated with resilience during school years (Daniel and Wassell 2002)**

*Individual factors associated with resilience*

• Female

• Sense of competence and self-efficacy

• Internal locus of control

• Empathy with others

• Problem-solving skills

• Communication skills

• Sociable

• Independent

• Reflective, not impulsive

• Ability to concentrate on schoolwork

• Autonomy (girls)

• Emotional expressiveness (boys)

• Sense of humour

• Hobbies

• Willingness and capacity to plan

*Family factors associated with resilience*

• Close bond with at least one person

• Nurturance and trust

• Lack of separations

• Lack of parental mental health or addiction problems

• Required helpfulness

• Encouragement for autonomy (girls)

• Encouragement for expression of feelings (boys)

• Close grandparents

• Sibling attachment

• Four or fewer children

• Sufficient financial and material resources

*Wider community factors associated with resilience*

* Neighbour and other non-kin support
* Positive adult role models
* Peer contact

• Good school experiences

**Summary of factors associated with resilience during adolescent**

**years**

*Individual factors associated with resilience*

• Male

• Responsibility

• Empathy with others

• Internal locus of control

• Social maturity

• Positive self-concept

• Achievement orientation

• Gentleness, nurturance

• Social perceptiveness

• Preference for structure

• A set of values

• Intelligence

• Willingness and capacity to plan

*Family factors associated with resilience*

• A close bond with at least one person

• Nurturance and trust

• Lack of separations

• Lack of parental mental health or addiction problems

• Required helpfulness

• Encouragement of autonomy (girls)

• Encouragement of expression of feelings (boys)

• Close grandparents

• Family harmony

• Sibling attachment

• Four or fewer children

• Sufficient financial and material resources

*Wider community factors associated with resilience*

* Neighbour and other non-kin support

• Peer contact

• Good school experiences

* Positive adult role models
* Exposure to domestic abuse can have lasting effects on children and adolescents. Not all young people are affected in the same way, some children are resilient, able to heal and go on to thrive. Various risk and protective factors within the child, family and community can impact the ways in which children and young people process and understand the exposure to abuse .( Edelson 2004)

**Protective Factors within the family and community that help promote victim resilience**

* Strong cultural identity
* Access to health care
* Stable housing
* Economic stability–ability to earn a livable wage
* Social support–connections to family and friends
* Affiliation with a supportive religious or faith community
* Helpful links

<https://www.place2be.org.uk/our-story/childrens-mental-health-week/?gclid=CJfN1qGv4c0CFQUq0wodAvUN6g>

<http://promising.futureswithoutviolence.org/what-do-kids-need/supporting-parenting/protective-factors-resiliency/>

<http://www.gov.scot/resource/doc/234221/0064112.pdf>