Resilience Interventions

Resilience is the capacity to rise above difficult circumstances, the trait that allows us to exist in this less-than perfect world while moving forward with optimism and confidence even in the midst of adversity

Although resilience was initially seen as a fixed trait, it is currently considered a dynamic process that can be modified throughout life.

This perspective involves cognitive, attitudinal, and behavioral aspects that can be learned.

It Relates to Your Child's Emotions, Anxiety, Friendships, Confidence, & Community

Discover Easy Ways to Help Your Child Cope with Everyday Challenges & Move Forward Positively
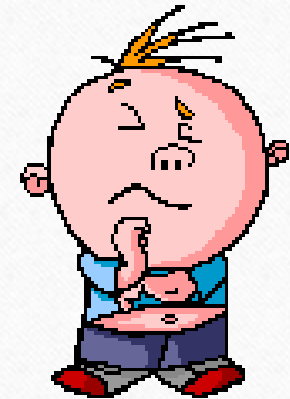
specific periods of development might be more conducive for implementing strategies that promote resilience.

childhood

adolescence

Resilience-focused interventions may involve different approaches, such as:

pharmacology
physical activities and exercises
psychotherapeutic methods.

Psychotherapeutic interventions:

psychoeducational techniques
cognitive-behavioral therapy
problem-solving therapy
mindfulness
…

Child and Adolescent Mental Health and Resilience-Focussed Interventions: A Conceptual Analysis to Inform Future Research

Resilience Programs for Children and Adolescents: A Systematic Review and Meta-Analysis

These resilience programs have been showing effectiveness in many diverse outcomes.
programs in promoting performance and **emotional well-being**, **reducing stress** and **depression**, and **promoting resilience**
improvements in resilience and **protective factors**, such as **coping skills, internalizing behaviors**, and **self-efficacy**
reduced **anxiety symptoms and psychological distress**

adolescents, **reduce internalizing problems** ,even **reduce the use of illicit substances**

The number of sessions ranged from **5 to 23**
each session ranged from **10 to 120 min**
school setting
All programs **face-to-face**, and the **cognitive-behavioral theory (CBT)**

Connor-Davidson Resilience Scale (CD-RISC)

studies performed at least three **assessments**: **before, after, and at least one follow-up**

This systematic review **aimed to address the effectiveness of resilience programs for children and adolescents.**
this is the **first systematic review** with this aim.

The subgroup analysis in the present review did not indicate changes in resilience for children, but did **for the adolescents' subgroup, indicating significant results in enhancing resilience for this population**

Child and Adolescent Mental Health and Resilience-Focussed Interventions

How Resilience Protective Factors Relate to Mental Health Problems in Children and Adolescents

Factors for Resilience Utilised in Dray et al., 2017, Review of International Peer Review Publications [27]	Factors Identified by Masten et al., 2021, as a Short List of Many Reported in Resilience Studies [23]	Factors that Build Resilience Identified by Beyond Blue, Literature and Consultation Based, 2018 [53]	Factors Identified by Beyond Blue for Focus in Resilience Interventions Developed from Expert Consensus, Using a Delphi Process [53]
Internal protective factors 1. Cognitive competence 2. Cooperation and communication 3. Coping 4. Emotional regulation 5. Empathy 6. Empowerment 7. Goals and aspirations 8. Moral competence 9. Problem solving/decision making 10. Spirituality 11. Self-control 12. Self-efficacy 13. Self-esteem 14. Self-regulation 15. Self-awareness 16. Social and emotional competence 17. Social and emotional skills **External protective factors** 1. Community adult high expectations 2. Community caring relationships 3. Community meaningful participation 4. Community support 5. Home adult high expectations 6. Home caring relationships 7. Home meaningful participation 8. Home support 9. Peer caring relationships 10. Pro-social peers 11. School adult high expectations 12. School caring relationships 13. School meaningful participation 14. School support	Factors noted as reported in resilience studies across individual, family, school, community, and organisational levels: 1. Sensitive caregiving, close relationships, social support 2. Sense of belonging, cohesion 3. Self-regulation, family management, group, or organization leadership 4. Agency, beliefs in system efficacy, active coping 5. Problem-solving and planning 6. Hope, optimism, confidence in a better future 7. Mastery motivation, motivation to adapt 8. Purpose and a sense of meaning 9. Positive views of self, family, or group 10. Positive habits, routines, rituals, traditions, celebrations	Factors within the child 1. Genetic and biological factors 2. Positive self-esteem 3. Positive self-talk/self-compassion 4. Autonomy/independence 5. Ability to identify/articulate emotions 6. Self-regulation 7. Confidence/self-competence 8. Social skills and empathy 9. Optimism/positive attitude 10. Sense of responsibility/connection to family/community 11. Healthy thinking habits Factors within the family 1. Positive family relationships 2. Family identity/connectedness 3. Effective parenting Factors within the community and society 1. Peer connections/interactions 2. Education settings providing positive encouragement/positive relationships 3. Socially inclusive, and family/child friendly community values/beliefs 4. Socially inclusive, and family/child friendly spaces 5. Socially inclusive, and family/child friendly public policies Factors within family, community, and society 1. Opportunities for healthy risk taking 2. Opportunities for positive experiences 3. Ongoing, meaningful relationships with ≥ 1 significant supportive adult who the child can talk to (e.g., family member, teacher, community mentor)	Factors with 100% consensus 1. Family cohesion 2. Family environment 3. Peer relationships 4. Pro-social skills and empathy 5. Positive coping skills 6. Self-regulation 7. Sense of agency 8. Self-reflection 9. Problem-solving 10. Self-efficacy 91–99% consensus 1. Social connectedness 2. Extra familial support (sports/community groups) 3. Planning 4. Self-compassion 5. Sense of meaning and purpose 6. Optimism 7. Hope 8. Positive emotional experiences 9. Environmental resources 81–90% consensus 1. Sibling relationships 2. Cultural connectedness 3. Locus of control 4. Sense of coherence 5. Mindfulness 6. Perseverance 7. Mastery experiences 8. Cultural identity 71–80% consensus 1. Mentors 2. Humour 3. Physical activity 4. Talents and interests

Factors for Resilience Utilised in Dray et al., 2017

Internal protective factors

1. Cognitive competence
2. Cooperation and communication
3. Coping
4. Emotional regulation
5. Empathy
6. Empowerment
7. Goals and aspirations
8. Moral competence
9. Problem solving/decision making
10. Spirituality
11. Self-control
12. Self-efficacy
13. Self-esteem
14. Self-regulation
15. Self-awareness
16. Social and emotional competence
17. Social and emotional skills

External protective factors

1. Community adult high expectations
2. Community caring relationships
3. Community meaningful participation
4. Community support
5. Home adult high expectations
6. Home caring relationships
7. Home meaningful participation
8. Home support
9. Peer caring relationships
10. Pro-social peers
11. School adult high expectations
12. School caring relationships
13. School meaningful participation
14. School support

Factors Identified by Masten et al., 2021, as a Short List of Many Reported in Resilience Studies

Factors noted as reported in resilience studies across **individual, family, school, community, and organisational** levels:
1. Sensitive caregiving, close relationships, social support
2. Sense of belonging, cohesion
3. Self-regulation, family management, group, or organization leadership
4. Agency, beliefs in system efficacy, active coping
5. Problem-solving and planning
6. Hope, optimism, confidence in a better future
7. Mastery motivation, motivation to adapt
8. Purpose and a sense of meaning
9. Positive views of self, family, or group
10. Positive habits, routines, rituals, traditions, celebrations

Factors that Build Resilience Identified by Beyond Blue, Literature and Consultation Based, 2018

Factors within the child
1. Genetic and biological factors
2. Positive self-esteem
3. Positive self-talk/self-compassion
4. Autonomy/independence
5. Ability to identify/articulate emotions
6. Self-regulation
7. Confidence/self-competence
8. Social skills and empathy
9. Optimism/positive attitude
10. Sense of responsibility/connection to family/community
11. Healthy thinking habits

Factors within the family
1. Positive family relationships
2. Family identity/connectedness
3. Effective parenting

Factors within the community and society
1. Peer connections/interactions
2. Education settings providing positive encouragement/positive relationships
3. Socially inclusive, and family/child friendly community values/beliefs
4. Socially inclusive, and family/child friendly spaces
5. Socially inclusive, and family/child friendly public policies

Factors within family, community, and society
1. Opportunities for healthy risk taking
2. Opportunities for positive experiences
3. Ongoing, meaningful relationships with ≥1 significant supportive adult who the child can talk to (e.g., family member, teacher, community mentor)

Factors Identified by Beyond Blue for Focus in Resilience Interventions Developed from Expert Consensus, Using a Delphi Process

Factors with 100% consensus
1. Family cohesion
2. Family environment
3. Peer relationships
4. Pro-social skills and empathy
5. Positive coping skills
6. Self-regulation
7. Sense of agency
8. Self-reflection
9. Problem-solving
10. Self-efficacy

91–99% consensus
1. Social connectedness
2. Extra familial support (sports/community groups)
3. Planning
4. Self-compassion
5. Sense of meaning and purpose
6. Optimism
7. Hope
8. Positive emotional experiences
9. Environmental

81–90% consensus
1. Sibling relationships
2. Cultural connectedness
3. Locus of control
4. Sense of coherence
5. Mindfulness
6. Perseverance
7. Mastery experiences
8. Cultural identity

71–80% consensus
1. Mentors
2. Humour
3. Physical activity
4. Talents and interests

Evidence Contributed by Systematic Reviews Examining Associations between Mental Health Problems and Protective Factors:

Table 2. Systematic reviews examining associations between mental health problems and protective factors.

Review/Mental Health Outcome	Type and Age Range of Included Studies/Analysis	Individual Level Factors	Family Level Factors	School or Peer Level Factors	Community or Neighbourhood Level Factors
Stirling et al., 2015 [61] Depression	18 cross-sectional and 3 cohort studies, children and adolescents (4 to 18 years); meta-analysis, protective factor	1. Community connectedness [N]			
Gariepy et al., 2016 [62] Depression	18 cross-sectional and 13 cohort studies, children and adolescents (8 to 20 years); meta-analysis, protective factors				1. Low social support **
Cairns et al., 2014 [60] Depression	69 prospective cohort studies, adolescents (12 to 18 years); meta-analysis, evidence for risk and protective factors summarised into sound, emerging, minimal or insufficient (indicated by subscript of [1,2] or [3] respectively)	1. Positive coping strategies **,[1] 2. Negative coping strategies **,[1] 3. Alcohol use (frequency) **,[1] 4. Alcohol use (quantity) **,[1] 5. Cannabis use **,[1] 6. Dieting **,[1] 7. Healthy dieting ** 8. Other illicit drug use **,[1] 9. Polydrug use **,[1] 10. Sleep **,[1] 11. Tobacco Use **,[1] 12. Weight **,[1] 13. Physical activity **,[2] 14. Media use **,[2] 15. Private religious observance [3] 16. Positive emotion regulation strategies [3] 17. Negative emotion regulation strategies [3] 18. Early sex [3]	1. Pelf-disclosure to parents **,[2] 2. Early moving out [3]	1. Relationships with positive peers **,[2] 2. Extra-curricular activities[N,3] 3. Sport **,[2] 4. Dating during adolescence **,[2]	1. Public religious observance [3] 2. Part-time employment [3]

Table 2. *Cont.*

| Review/Mental Health Outcome	Type and Age Range of Included Studies/Analysis	Individual Level Factors	Family Level Factors	School or Peer Level Factors	Community or Neighbourhood Level Factors
Brumley and Jaffee, 2016 [63] Externalising problems	60 longitudinal studies, children and adolescents (year range not provided). Narratively summarised quantitative association analysis results of included studies, protective factors	1. Self-esteem/self-confidence 2. Self-regulation 3. Interpersonal callousness * 4. Ability to refuse engaging in antisocial behaviour * 5. Involvement in prosocial activities 6. Attitudes toward delinquency * 7. Intelligence * 8. Academic achievement 9. Academic aspirations for higher education * 10. Sustained attention * 11. Delayed verbal memory * 12. Delayed visual memory * 13. Attention problems * 14. Difficult temperament/surgency * 15. Easy temperament/ effortful control * 16. Shyness * 17. Depression *	1. Family management * 2. Family functioning * 3. Family cohesiveness 4. Parental stress * 5. Parent-child relationship quality 6. Attachment/closeness to parent 7. Perceived acceptance by parent 8. Positive parenting (global measure) 9. Parental warmth 10. Parental sensitivity 11. Parental empathy 12. Parental monitoring 13. Parental responsiveness 14. Parental involvement 15. Parental supportiveness 16. Parental overprotection * 17. Parent disapproval of antisocial behaviour 18. Maternal socialisation of coping 19. Maternal self-esteem 20. Grandmother involvement	1. Delinquent peer affiliations * 2. Relationships with prosocial peers * 3. Ability to get along with peers * 4. Well-liked by peers * 5. School protective factors 6. School attach-ment/connectedness * 7. Attitudes towards school * 8. School commitment	1. Social cohesion 2. Collective efficacy 3. Housing quality * 4. Community crime 5. Perceived availability and exposure to marijuana *

Table 2. *Cont.*

Review/Mental Health Outcome	Type and Age Range of Included Studies/Analysis	Individual Level Factors	Family Level Factors	School or Peer Level Factors	Community or Neighbourhood Level Factors
Fritz et al., 2018 [28] Psychopathology	22 cohort studies, adolescents and young adults (13–24 years).Narrative described moderating or mediating resilience factors of included studies	1. Cognitive function (high: cognitive reappraisal, mental flexibility; low: rumination) 2. Emotion regulation (high: distress tolerance; low: alcohol coping expectancy, aggression, expressive suppression) 3. Social interaction/attachment (low: insecure attachment, disconnection/rejection, other-directedness) 4. Personality/self-concept (high: self-esteem high self-efficacy; low: ego over-control, ego under-control)	1. Family support (high: family cohesion, positive family climate, immediate family support, extended family support) 2. Parental support (high: positive parenting, parental involvement)		1. Social support

[N] Factors for which meta-analysis indicated no significant association with mental health outcome; ** factors identified as related to mental health outcomes using meta-analysis; * factors for which some evidence of association with mental health outcomes was noted using narrative summary of included study results. [1,2,3] For the meta-analysis performed by Cairns et al., 2014 [60], evidence for risk and protective factors was summarised into sound, emerging, minimal or insufficient and is indicated by subscript of [1,2] or [3] respectively.

Building resilience

A Parent's Guide to

Building Resilience

IN CHILDREN AND TEENS
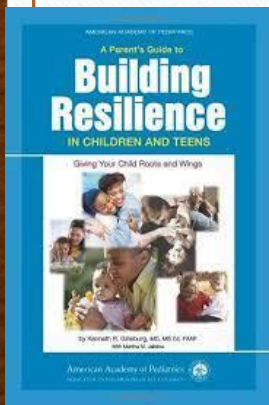
✪ **To be strong**, children **need unconditional love**, **absolute security**, and a **deep connection to at least one adult**.

✪ Sometimes the best thing parents can do to help children learn is **get out of their way**.

✪ **Children live up or down to adults' expectations of them.**

✪ **Listening to children attentively** is more **important** than any words parents can say.

✪ Nothing parents say is as important as **what children see them doing on a daily basis**.

✪ Children can only take positive steps when they have the **confidence** to do so.

✪ If children are to develop the strength to overcome challenges, they need to know that they can **control what happens to them.**

The 7 C's of Resilience

- **C**onfidence
- **C**ompetence
- **C**onnection
- **C**haracter
- **C**ontribution
- **C**oping
- **C**ontrol

Resilience isn't a simple, one-part entity. What are the ingredients of resilience?
I believe there are 7 integral, interrelated components, which I call the 7 Crucial Cs—
competence, confidence, connection, character, contribution, coping, and control.

Competence

✪ Do I help my child **focus on his strengths** and build on them?

✪ Do I **notice what he does right or well, or do I focus on his mistakes**?

✪ When I need to point out a mistake, am I clear and focused, or do I communicate that I believe he always messes up?

✪ Am I helping to **build the educational, social, and stress-reduction skills** necessary to make him competent in the real world?

✪ Do I communicate in a way that empowers my child to **make his own decisions**, or do I undermine his sense of competence by lecturing him or giving him information in ways he can't grasp?

✪ Do I let him **make safe mistakes** so he has the opportunity to right himself, or do I try to protect him from every trip and fall?

✪ As I try to protect him, does **my interference mistakenly send the message, "I don't think you can handle this"**?

✪ If I **have more than one child**, do I recognize the competencies of each **without comparisons** to siblings?

Confidence

✪ Do I see the **best in my child** so that he can see the best in himself?

✪ Do I clearly express that I expect the **best qualities** (not achievements, but **personal qualities such as fairness, integrity, persistence, and kindness**) in him?

✪ **Do I help him recognize what he has done right or well**?

✪ Do I treat him as an incapable child or as a **youngster who is learning to navigate his world**?

✪ Do I **praise him often enough**? Do I **praise him honestly about specific achievements**, or do I give such diffuse praise that it doesn't seem authentic?

✪ Do I **encourage him to strive just a little bit further** because I believe he can succeed? Do I hold realistically high expectations?

✪ Do I unintentionally push him to take on more than he can realistically handle, causing him to stumble and **lose confidence**?

✪ Do **I avoid instilling shame in my child?**

Connection

✿ Do we build a **sense of physical safety and emotional security** within our home?

✿ Does my child know that I am **absolutely crazy in love** with him?

✿ Do I allow my child to have and **express all types of emotions**, or do I **suppress unpleasant feelings**?

✿ Do we have a television and entertainment center in every room, or do we **create a common space where our family shares time together?**

✿ Do I encourage my child **to take pride in the various ethnic, religious, or cultural groups** to which we belong?

Character

✪ Do I help my child **understand how his behaviors affect other people in good and bad** ways?

✪ Am I helping my child **recognize himself as a caring person**?

✪ Do I allow him **to clarify his own values**?

✪ Do I allow him to consider **right versus wrong** and **look beyond immediate satisfaction or selfish needs**?

✪ Do I **value him so clearly** that I **model the importance of caring for others**?

✪ Do I **demonstrate the importance of community**?

✪ Do I help him **develop a sense of spirituality**?

Contribution

✪ Do I **communicate to my child** (at appropriate age levels, of course) that many people in the world do **not have as much human contact, money, freedom, and security as they need**?

✪ Do I teach the **important value of serving others**? Do I **model generosity** with my time and money?

✪ Do I make clear to my child that I **believe he can improve the world**?

✪ Do I create opportunities for **each child to contribute in some specific way**?

✪ Do I search my child's circle for other adults who might serve as **role models** who **contribute to their communities and the world**?

Coping

✪ Do I **model positive coping strategies** on a consistent basis?

✪ Do I guide my child to **develop positive, effective coping strategies**?

✪ Do I believe that telling him to "**just stop" the negative behaviors** will do any good?

✪ Do I recognize that for many young people, risk behaviors are attempts to alleviate the stress and pain in their lives?

✪ Do I model **tackling problems step by step**, or do I just react emotionally when I'm overwhelmed?

✪ Do I model the importance of caring for our bodies through **exercise, good nutrition, and adequate sleep**? Do I model **relaxation techniques**?

✪ Do I **create a family environment in which talking, listening, and sharing is safe, comfortable, and productive**?

Control

✪ Do I help my child understand that **life's events are not purely random** and that most things happen as a direct result of someone's actions and choices?

✪ **On the other hand, do I help my child understand that he isn't responsible for many of the bad circumstances in his life (such as parents' separation or divorce)?**

✪ Do I help him **think about the future**, but take it one step at a time?

✪ Do I help him recognize **even his small successes** so he can experience the knowledge that he can succeed?

✪ Do I help him understand that **no one can control all circumstances**, but everyone can shift the odds by choosing positive or protective behaviors?

tips

1. Don't accommodate every need.
Try not to be too overprotective. It inhibits problem solving and mastery and can create anxiety.
2. Avoid eliminating all risk.
The key is to allow age-appropriate freedom and risks and teach your kids essential skills to help them learn their limits.
3. Teach them to problem solve.
Normalize your child's nervousness, and help them figure out how to navigate problems by brainstorming strategies.
4. Teach your kids concrete skills.
Focus on the specific skills they'll need to learn in order to handle specific situations.
5. Avoid "why" questions.
"Why" questions aren't helpful in promoting problem solving. Ask "how" questions instead.

6. Don't provide all the answers.
Rather than providing your kids with every answer, start using the phrase "I don't know, how do we figure this out?" Using this phrase helps kids learn to tolerate uncertainty and think about ways to deal with potential challenges.

7. Avoid talking in catastrophic terms.
Pay attention to what you say to your kids and around them. Anxious parents, in particular, tend to use all or nothing and catastrophic conversation.

8. Let your kids make mistakes.
Letting kids mess up is tough and painful for parents, but it helps kids learn how to fix slip-ups and make better decisions next time.

9. Help them manage their emotions.
Emotional management is key in resilience. Teach your kids that all emotions are OK. Also, teach them that after feeling their feelings, they need to think through what they're doing next and how they are going to act on their emotions.

10. Model resiliency.
Kids also learn from observing their parents' behavior. Try to be calm and consistent. When you do make a mistake, admit it. "I really messed up. I'm sorry I handled that poorly." Let's talk about a different way to handle that in the future.

1. Make connections
Teach your child how to make friends, including the skill of empathy, or feeling another's pain.

2.Help your child by having him or her help others
Engage your child in age-appropriate volunteer work, or ask for assistance yourself with some task that he or she can master.

3.Maintain a daily routine
Sticking to a routine can be comforting to children. Encourage your child to develop his or her own routines.

4.Take a break
While it is important to stick to routines, endlessly worrying can be counter-productive. Teach your child how to focus on something besides what's worrying him.

5.Teach your child self-care
Make yourself a good example, and teach your child the importance of making time to eat properly, exercise, and rest. Make sure your child has time to have fun, and make sure that your child hasn't scheduled every moment of his or her life with no "down time" to relax.

6. Move toward your goals
Teach your child to set reasonable goals and then to move toward them one step at a time.

7. Nurture a positive self-view
Help your child remember ways that he or she has successfully handled hardships in the past. Help your child learn to trust himself to solve problems and make appropriate decisions. Teach your child to see the humor in life, and the ability to laugh at one's self.

8. Keep things in perspective and maintain a hopeful outlook
Even when your child is facing very painful events, help him look at the situation in a broader context and keep a long-term perspective. Help him or her see that there is a future beyond the current situation and that the future can be good.

9. Look for opportunities for self-discovery
Help your child take a look at how whatever he is facing can teach him about his qualities.

10. Accept that change is part of living
Change often can be scary for children and teens. Help your child see that change is part of life and new goals can replace goals that have become unattainable.

1. Model positive self-talk
2. Let your child know when he is invading someone's personal space
3. Help your child be aware of being a good leader (being proactive, communicating effectively, maintaining self-control, being a good role-model, being a team-player, and giving compliments)
4. Acknowledge positive communication skills
5. Teach steps in maintaining good conversation (eye contact, body language, smile, normal volume, listen, stay on topic, ask questions, respect personal space, and stay positive)
6. Teach good sportsmanship skills for winning and losing
7. Teach optimistic thinking (problems are temporary and specific and taking responsibility for behavior and not blaming others)
8. Teach problem solving skills (define the problem, stay calm, brainstorm, agree on a solution, and evaluate solution)
9. Model stress management
10. Help your child understand assertiveness
11. Model empathy

Resilient vs. Non-Resilient Child

Resilient Child
Capable of coping with change
Adapts to challenges
Recovers more easily after misfortune
Resourceful
Happy
Successful
Well-liked
Increased confidence
Goal-oriented
Demonstrates self-control
Positive attitude

Non-Resilient Child
Rigid, inflexible, or passive reaction to change
Academic difficulties
Feels powerless
Less likely to set, reach, and attain goals
Loss of confidence
Difficulty connecting to peers
Higher risk of developing anxiety or depression
Lower self-esteem
Physical health problems