

# Risk & Protective Factors – Building Resilience

## A Prevention Skills Training (PST) Workshop for Texas Prevention Training (TPT)

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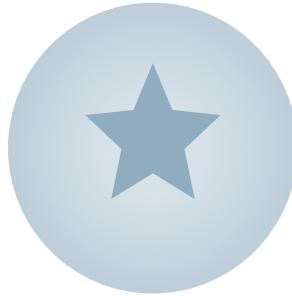
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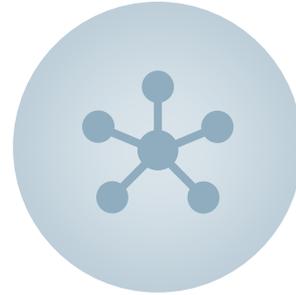
# What to Expect



Expectations



Ground Rules



Parking Lot

# Training Goals



Participants of the *Risk and Protective Factors – Building Resilience* Workshop will be able to name / explain / use:



Key Features, Multiple Contexts and Outcomes of Risk and Protective Factors Theory



The Resiliency Wheel and the 7 “C’s” of Resilience Theories



Adverse Childhood Experience Study, Experiences Considered and Findings



The Social Development Strategy



Developmental Assets Framework



Paradigm Shift of our Language

# Tipping the Scale



# Tipping the Scale



# Levels of Risk – Levels of Intervention

## Risk Factor

A characteristic at the biological, psychological, family, community or cultural level that precedes and is associated with a higher likelihood of problem outcomes

## Protective Factor

A characteristic associated with lower likelihood of problem outcomes or that reduces the negative impact of a risk factor on problem outcomes

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Risk Factors were shown to increase the likelihood of adolescent substance abuse, teenage pregnancy, school drop-out, youth violence and delinquency.

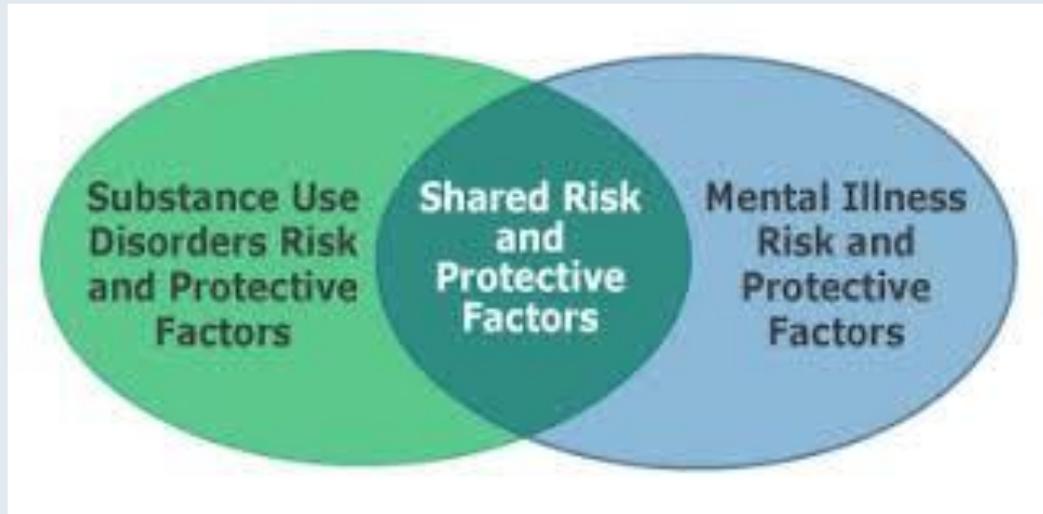
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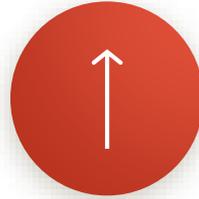
# Key Features of Risk & Protective Factors



- David **Hawkins** & Richard **Catalano** – U of W
- Risk and protective factors exist in **multiple contexts**
- Effects of risk and protective factors can be **correlated** and **cumulative**
- Some risk and protective factors have **specific effects**, but others are associated with **multiple** behavioral health problems
- Risk and protective factors **influence each other** and behavioral health problems over time



# Insights from Risk & Protective Factor Theory

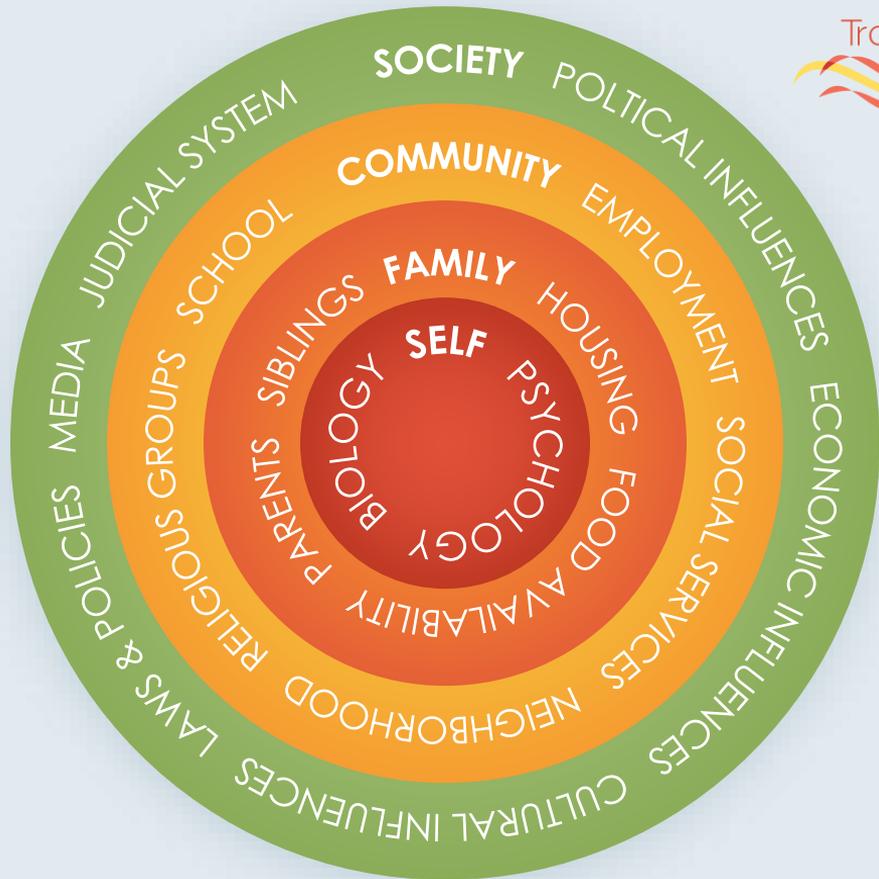


The **more risk factors** present, the more likely it is that the individual will begin to use drugs



By **reducing risk factors** and **increasing protective factors**, the individual becomes less vulnerable to substance abuse and other problem behaviors

# Risk & Protective Factors Exist in Multiple Contexts



# Individual Risk Factors



- Early initiation of problem behavior including ATOD use
- Favorable attitudes toward alcohol, tobacco and other drugs; Low perceived risk
- Early & persistent anti-social behavior, such as aggressive behavior
- Alienation, isolation and lack of social bonding
- Academic failure

**Source: *Risk and Resilience 101*, National Center for Mental Health Promotion and Youth Violence Prevention**

# Peer Risk Factors



- Times of transition
- Friends who use
- Friends with problem behaviors

*“Association with drug-abusing peers is often the most immediate risk for exposing adolescents to drug abuse and delinquent behavior.”*

# Family Risk Factors



- Family history of smoking, abuse of alcohol and other drugs
- Family management problems
- Family conflict
- Lack of attachment by nurturing parents
- Favorable parental attitudes and involvement in ATOD use

# School Risk Factors



- Harsh or arbitrary student management practices
- Availability of tobacco, alcohol or other drugs on school premises
- Delinquent peer culture
- Ineffective administrative leadership
- Little emotional and social support of students
- Violence in schools

# Community Risk Factors



- Availability of ATOD
- Laws and norms favorable toward ATOD use
- Transitions and mobility
- Low neighborhood attachment and community disorganization
- Poverty



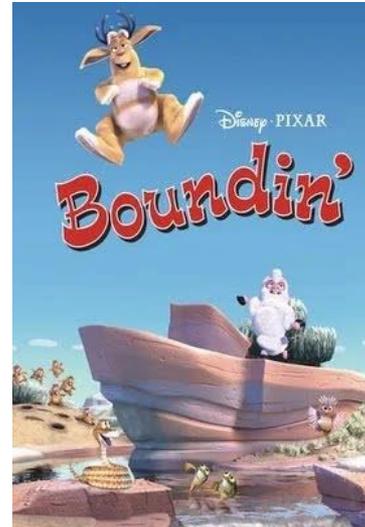
**Resilient:** (*adjective*) able to withstand or recover quickly from difficult conditions

# Resiliency

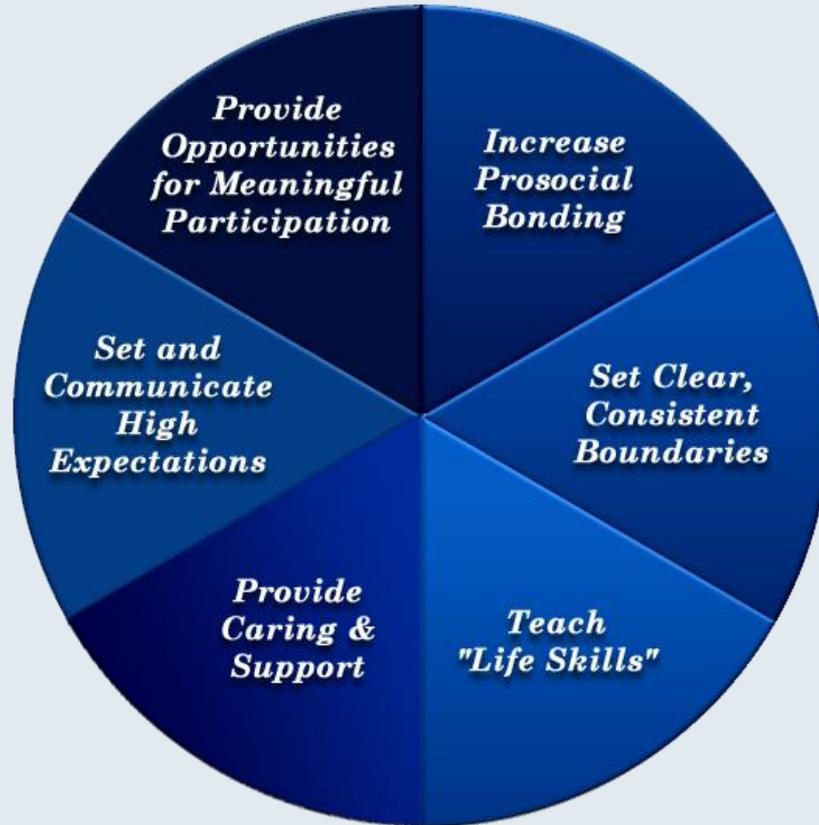
1. How do you define resiliency?
2. How can we help build resiliency in the children, youth and families with which we work?

# Resilience Videos

Resiliency



# ***The Resiliency Wheel***



# 1. Competence

*Describes the feeling of knowing that you can handle a situation effectively*



- Helping children focus on individual strengths
- Focusing any identified mistakes on specific incidents
- Empowering children to make decisions

## 2. Confidence



*A child's belief in their own abilities derived from competence*

- Focusing on the best in each child so that he or she can see that as well
- Clearly expressing the best qualities
- Recognizing when he or she has done well
- Praising honestly about specific achievements
- Not pushing the child to take on more than he or she can realistically handle

### 3. Connection

*Developing close ties to family and community creates a solid sense of security that helps to lead to strong values and prevents alternative destructive paths to love and attention*



- Building a sense of physical safety and emotional security
- Allowing the expression of all emotions
- Fostering healthy relationships that will reinforce positive messages

## 4. Character



*Children need to develop a solid set of morals and values to determine right from wrong and to demonstrate a caring attitude toward others.*

- Demonstrating how behaviors affect others
- Helping your child recognize themselves as a caring person
- Demonstrating the importance of community
- Avoiding racist or hateful statements or stereotypes

## 5. Contribution



*Children need to realize that the world is a better place because they are in it*

- Communicating to children that many people in the world do not have what they need
- Stressing the importance of serving others by modeling generosity
- Creating opportunities for each child to contribute in some specific way

## 6. Coping

*Learning to cope effectively with stress will help the child be better prepared to overcome life's challenges*



- Modeling positive coping strategies on a consistent basis
- Guiding the child to develop positive and effective coping strategies
- Understanding that many risky behaviors are attempts to alleviate the stress and pain in kids' daily lives

## 7. Control



*Children who realize that they can control the outcomes of their decisions are more likely to realize that they have the ability to bounce back*

- Helping the child to understand that life's events are not purely random and that most things that happen are the result of another individual's choices and actions
- Learning that discipline is about teaching, not punishing or controlling

***In an atmosphere of trust  
and respect, the human spirit  
is free to grow. Strengths  
are brought forth and the basic  
goodness of all individuals is  
abundantly evident.***

***Schoolwide Approaches for Fostering Resiliency***  
**Nan Henderson, et. al.**

# The Adverse Childhood Experiences (ACE) Study

ACEs are stressful or traumatic experiences in childhood (prior to age 18).



**TED Talk –  
Dr. Nadine Burke-Harris  
*“How Childhood Trauma Affects  
Health Across a Lifetime”***

# Experiences Considered

The ACE score is the number of categories that apply to the child (1-10):

- Family Dysfunction
- Abuse of Child
- Neglect

- 1 Mentally ill, depressed, or suicidal person in home
- 2 Drug addicted or alcoholic family member
- 3 Parental discord (divorce, separation, abandonment)
- 4 Witnessing domestic violence against either parent
- 5 Incarceration of any family member
- 6 Physical abuse
- 7 Sexual abuse
- 8 Emotional Abuse
- 9 Physical neglect
- 10 Emotional neglect



**Adverse childhood experiences  
are the single greatest  
unaddressed public health  
threat facing our nation today.**

**Dr. Robert Block**

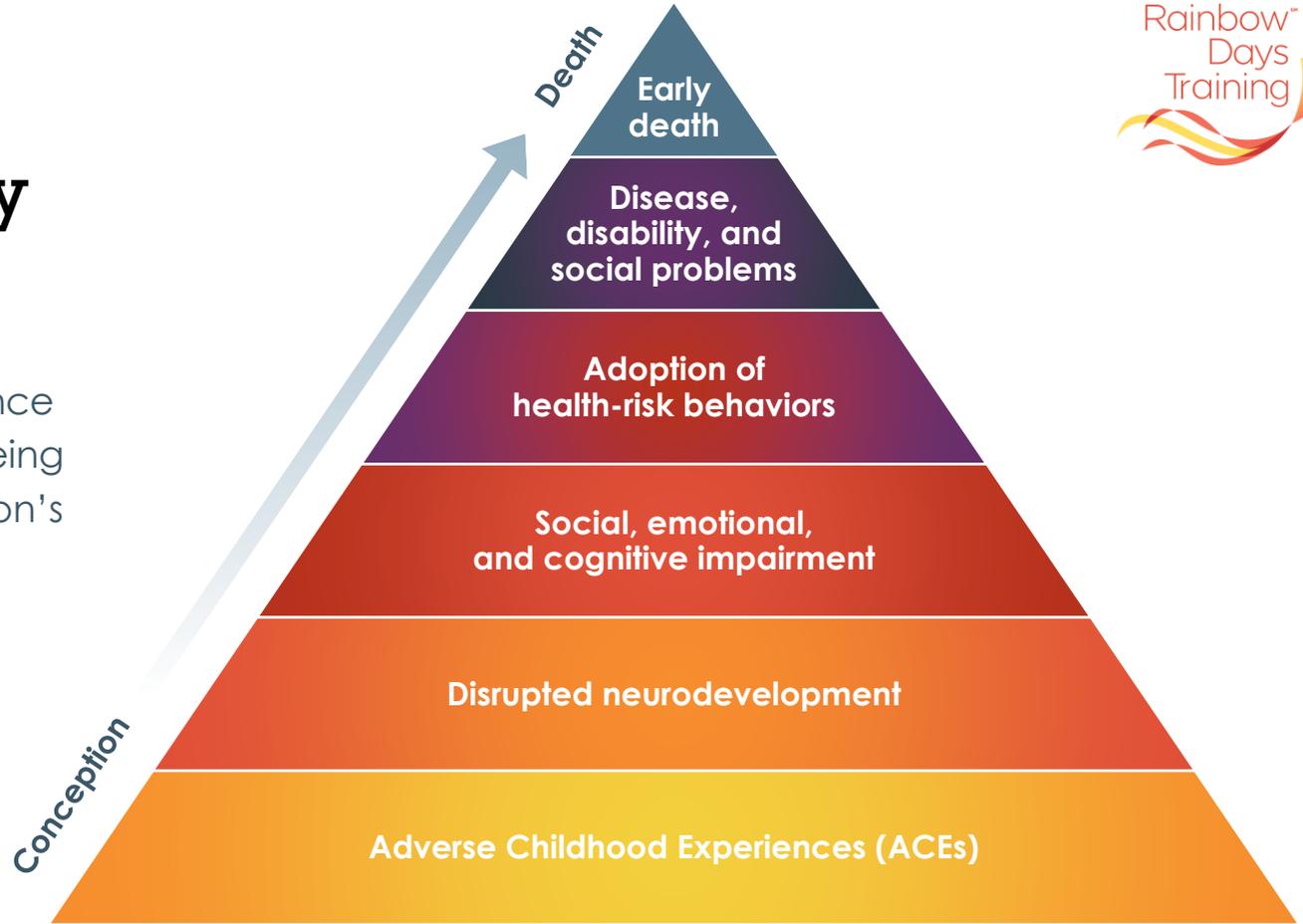
Former President of the American Academy of Pediatrics



Almost **half** of children in the U.S. have experienced one or more adverse childhood experiences that are likely to affect their physical and mental health as adults.

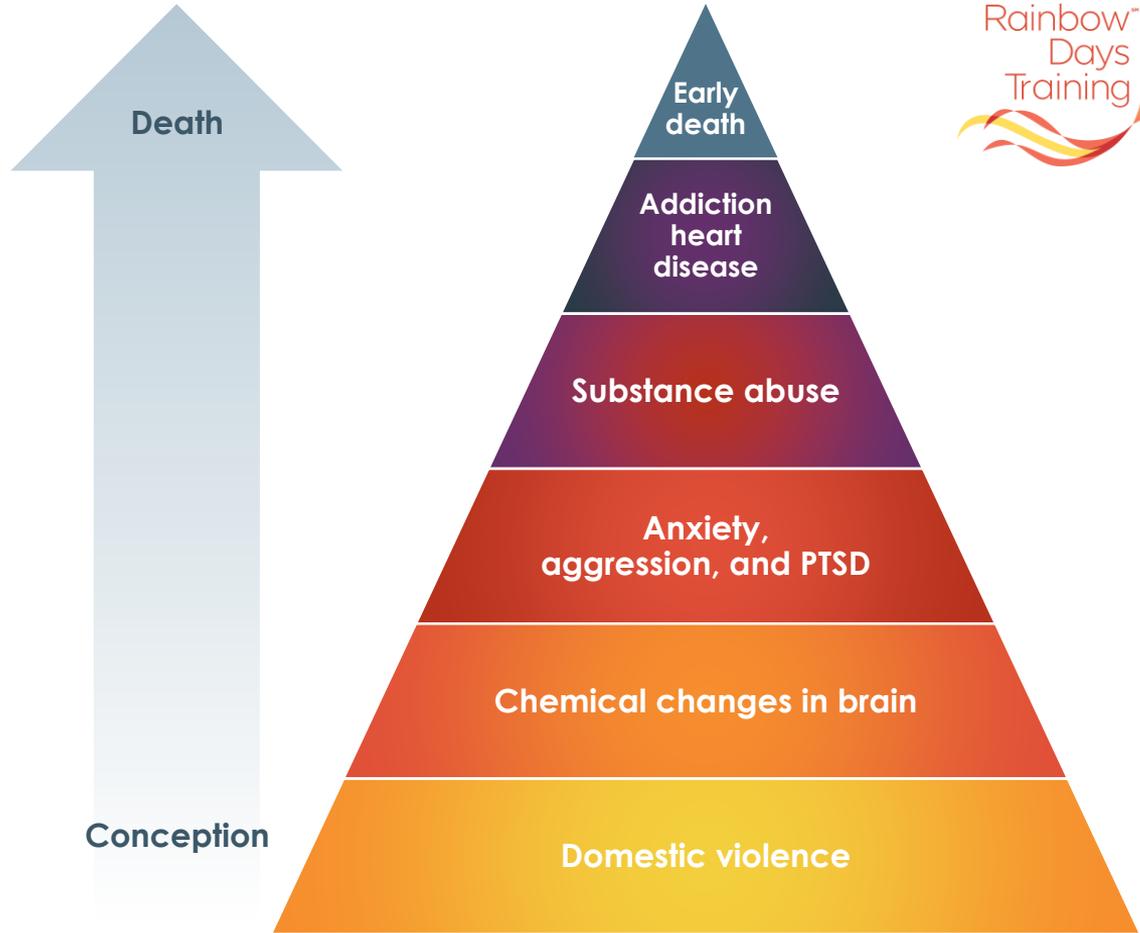
# ACE Study

To the right are mechanisms by which ACEs influence health and well-being throughout a person's lifespan.



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To the right are mechanisms by which ACEs influence health and well-being throughout a person's lifespan.



# Major Findings About ACEs

They are common

**2/3 of people** have at least one, 27% have at least 3, and 5% have 6 or more

Categories correlate

**87% of people** that have one have others as well

Accumulation matters

**Higher ACE score** leads to higher population risk

They are the most powerful determinant of health

**Areas affected include** mental, physical, behavioral, productivity, and social skills

# Potential Lifelong Impact of ACEs

Alcohol/drug addiction	Asthma	COPD	Depression/anxiety
Liver disease	Lowered educational attainment	Lung cancer	Obesity
Diabetes	Multiple divorces	High-risk sexual activity	Domestic violence
Anger management problems	Skeletal fractures	Suicide attempts	Work problems

# The impact of ACEs, trauma, and toxic stress often last a lifetime, but they don't have to

- Healing can and does occur
- Cycles can be and are broken
- Safe, stable, nurturing relationships are healing

FROM RISK

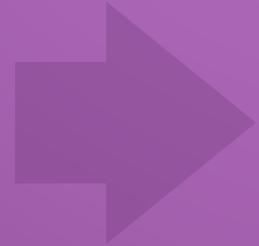


TO PROMISE

**Kids can walk around trouble, if there is  
someplace to walk to, and someone to walk with.**

*Milbrey W. McLaughlin, Urban Sanctuaries*

# The Social Development Theory



Communities That Care,  
J. David Hawkins and Richard F. Catalano  
SAMHSA

# The Goal...Healthy Behaviors

For all children and youth

Start with...

## Healthy Beliefs and Clear Standards

...in families, schools, communities and peer groups

Build...

## Bonding

\*Attachment

\*Commitment

...to families, schools, communities and peer groups

By providing...  
**Opportunities**

By providing...  
**Skills**

By providing...  
**Recognition**

...in families, schools, communities and peer groups

And by nurturing...

## Individual Characteristics

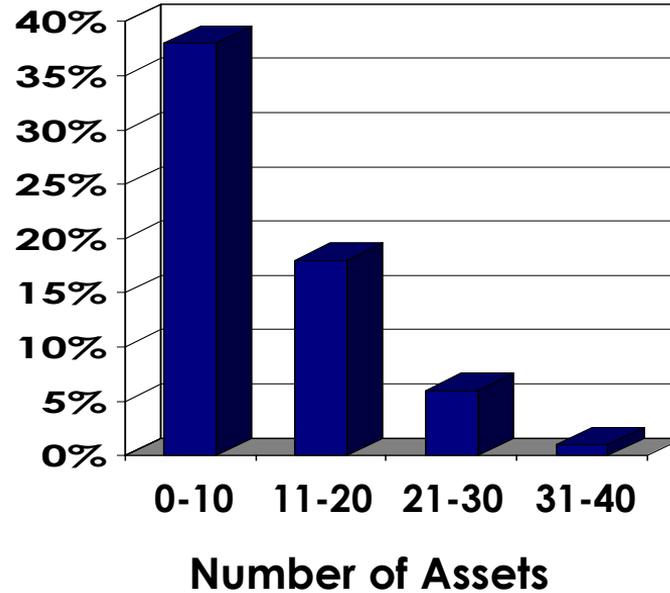
**TED Talk –  
Rita Pierson  
“*Every Child Needs a  
Champion*”**

# Developmental Assets Framework – 40 *Developmental Assets*

- 1989 – Search Institute began conducting research
- Identified 40 factors (or assets) associated with positive youth development
- When the asset is present, there is a greater probability of a successful developmental outcome regardless of young person's risk status

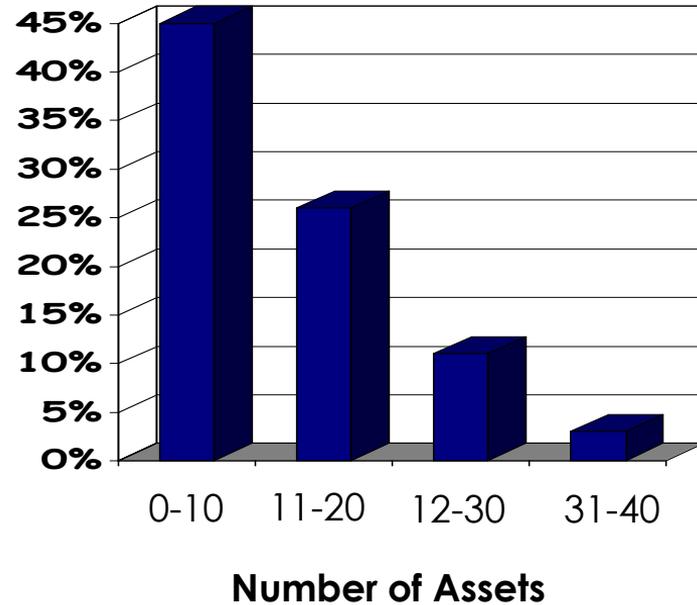
# The Power of Assets to Protect

## Illicit Drug Use



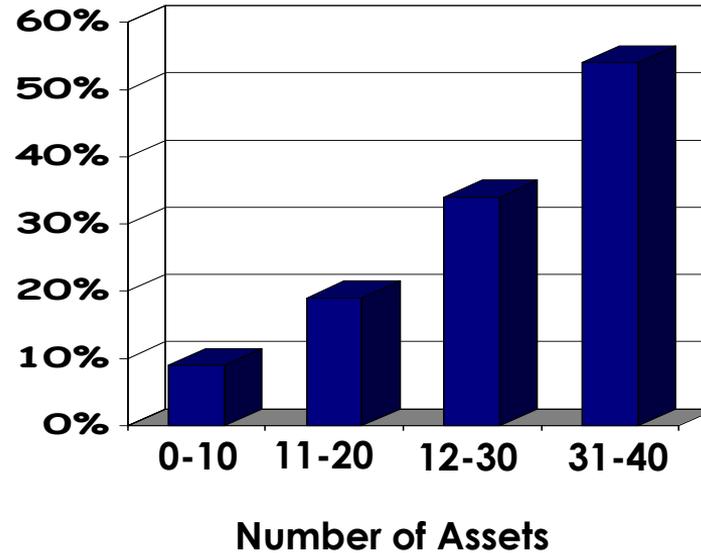
# The Power of Assets to Protect

**Problem Alcohol Use**



# The Power of Assets to Protect

*Succeeds in School*



# External Assets

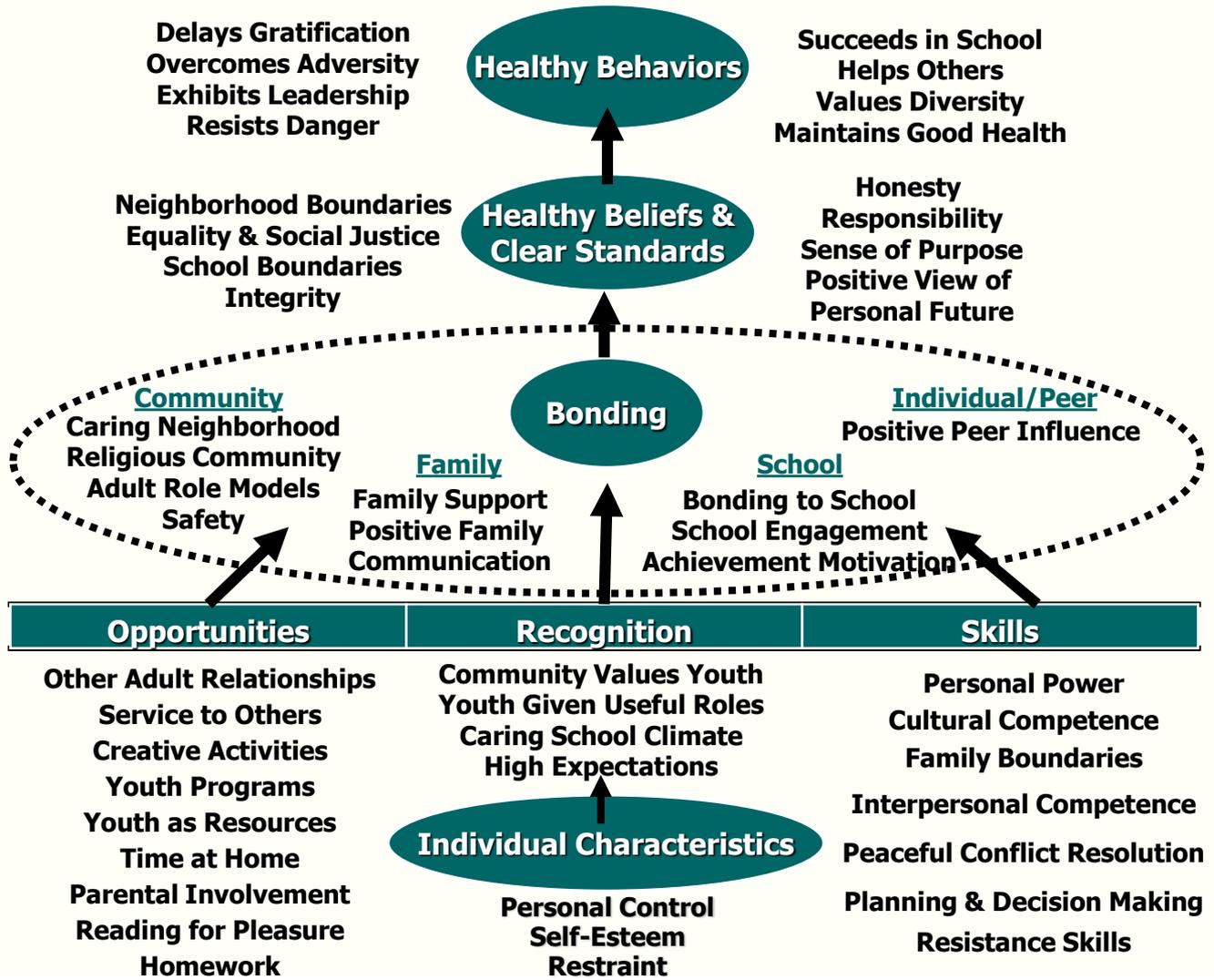


- Support
- Empowerment
- Boundaries & Expectations
- Constructive Use of Time

# Internal Assets



- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



# The Challenge Facing Us



- Ideal - All youth would experience at least 31 of the 40 Assets
- Reality - Only 8% of today's youth experience this level

# The Challenge Facing Us



The average 6<sup>th</sup> – 12<sup>th</sup> grade student in the U.S. experiences 18.6 of the 40 assets

▼ **What are your agencies/communities doing that increases protective factors, builds resiliency and assets for the populations you serve?**

A small, light blue upward-pointing triangle is positioned below the question text.

# Changing Our Language

From the **Damage Model** to the **Challenge Model**

Don't ask:

**What is wrong with you?**

Listen to their story:

**What happened to you?**

Don't ask:

**What's wrong?**

Bounce forward:

**What's strong?**

*Defining Resiliency, SAMHSA*

# **Gainesville State School Football Story**

## ***A Game of Hope***

“

An important goal of prevention, then, is to change the balance between risk and protective factors so that protective factors outweigh risk factors.

Preventing Drug Use Among Children & Adolescents:  
A Research-Based Guide

”



“

To the world you may be one person,  
but to one person you may be the world.

”



# Q&A

**Additional Questions?**

**Comments?**

**Next Steps?**

**Evaluation/Certificate**

# Thank you for attending!

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For further Training information:  
[www.rainbowdaystraining.org](http://www.rainbowdaystraining.org)

## **Questions?**

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