



Project AWARE: A Spotlight on the 'R'

Advancing AWAreness & Resilience in Education



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- **The concept of ‘resilience’**
 - Historical & contemporary understandings
- **Organizing action around a resilience framework**

Resilience: What is it?

The processes of, capacity for, or pathways and patterns of positive adaptation during or following significant threats or disturbances.

Resilience: Going back to the source

Originated in the 1950s in the cultural context of the post-depression, post-war era

Collective conscience was interested in the role that adversity plays on development



Early Questions

What are the predictors of bad outcomes?
(Risk Factors)

What is similar about people who
overcome the predictors of bad outcomes?
(Protective Factors)

Individual Protective Factors: The start of the story



Protective Factors in the Environment

- No prolonged separations from a primary caregiver
- Having an enriched relationship with at least one familial adult
- Emotional support outside of family: peers, teachers, religious and cultural groups
- Participation in enrichment activities

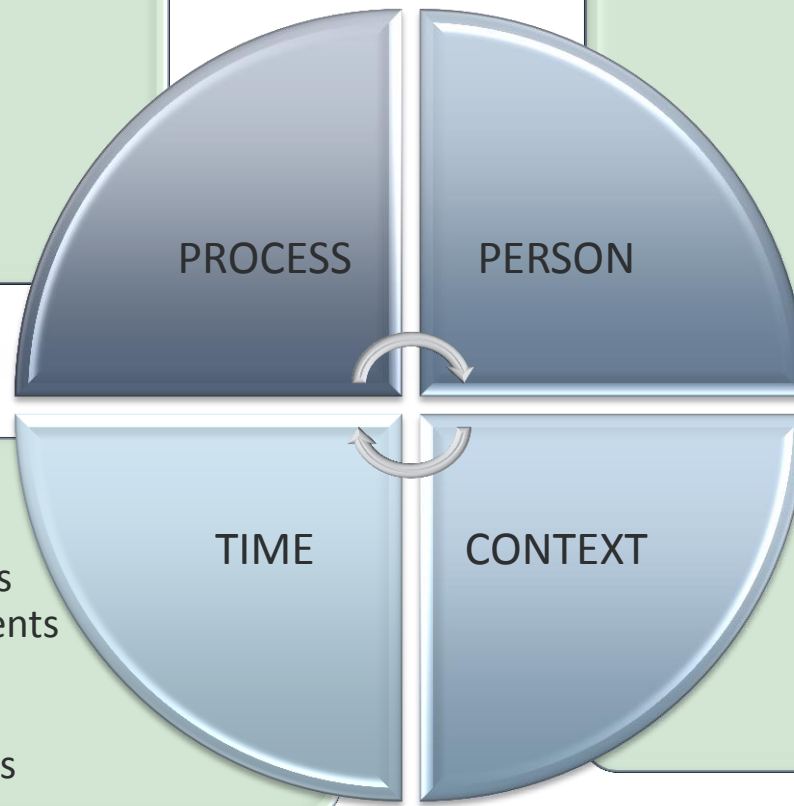
Questions of Increasing Complexity

What are the defining characteristics of the **interactions** between a human and his environment that result in resilient outcomes?

A Deeper Dive

- Development is a joint function of the context and the developing person over time

- The Person is inseparable from his development. She influences her own development over time.



- Age and cohort effects related to adverse events in historical context; Normative and non-normative experiences

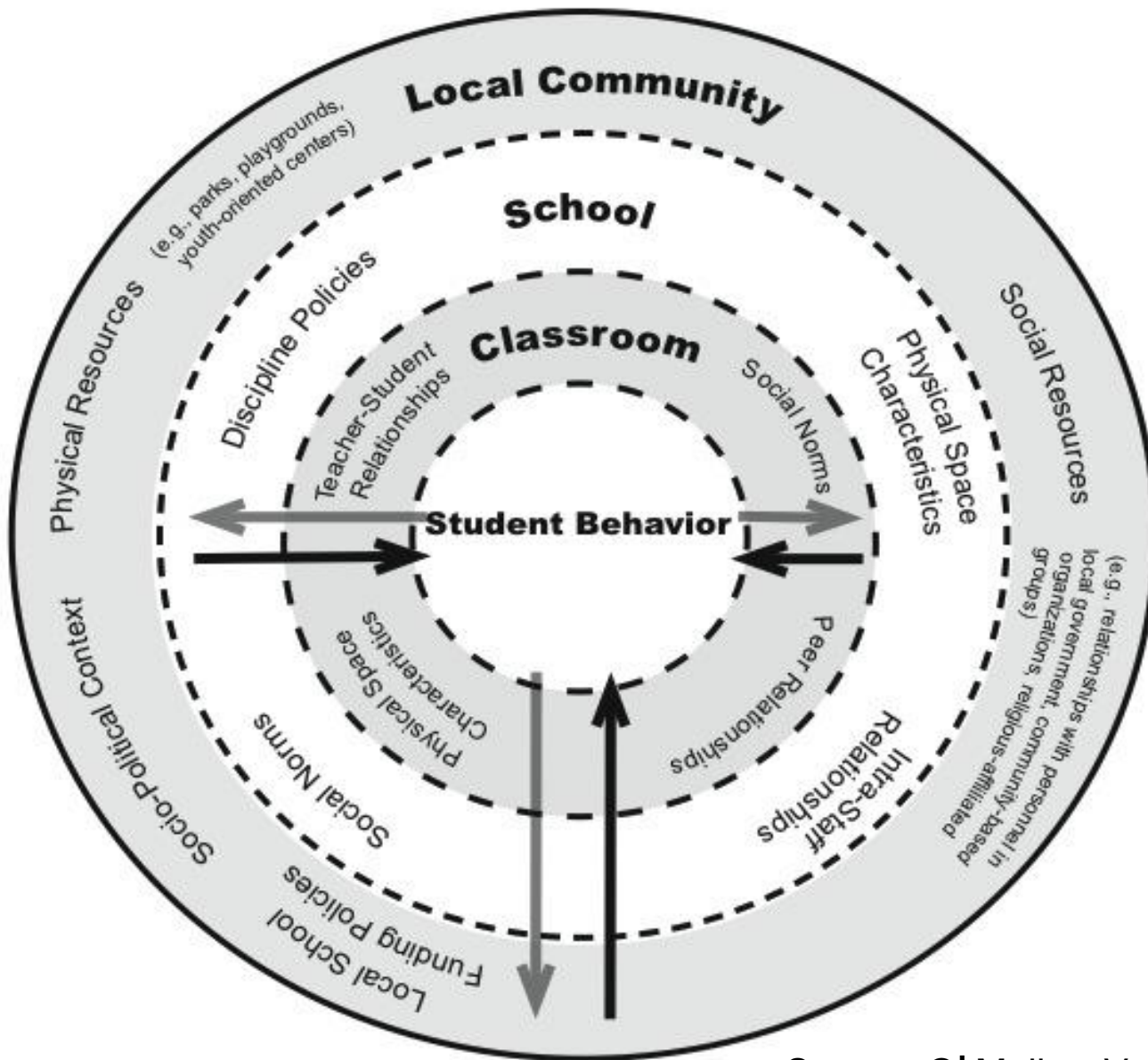
- An individual human exists in a multi-layered ecosystem

Young people **actively shape** the nature of their social contexts.

Young people have personal qualities that **invite or discourage** reactions from the environment that can disrupt or foster processes of psychological growth.

Young people **seek out** different contexts.

A young person's **subjective experience** of the environment impacts his/her development.

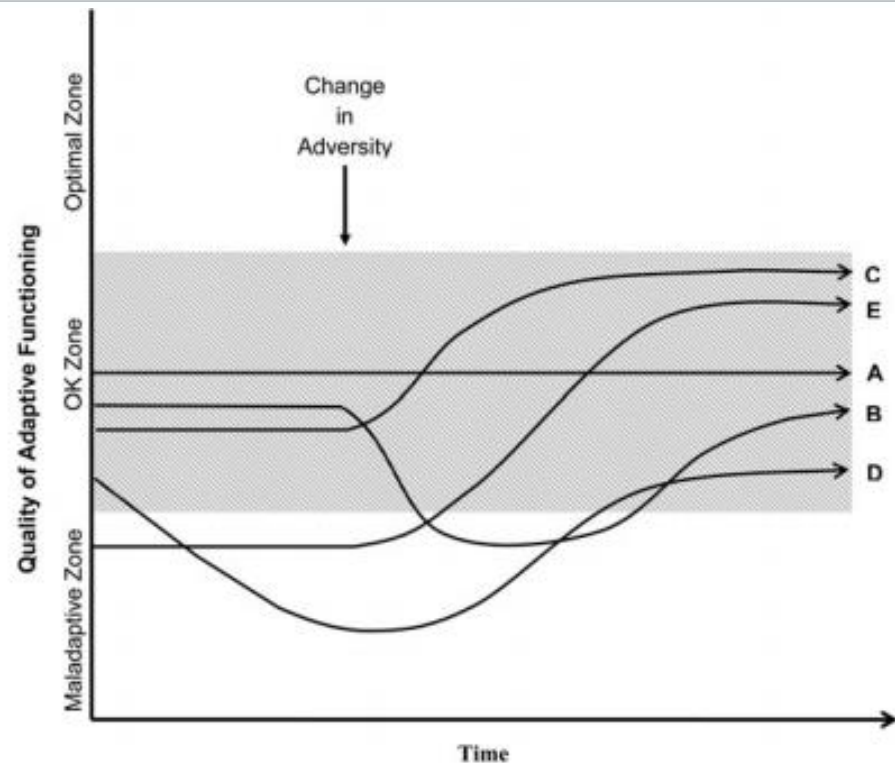
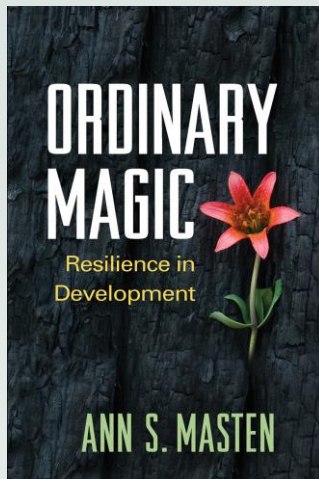


Source: O' Malley, Voight, & Izu, 2013

Contemporary Contributions

Mapping individual trajectories over time, taking into account internal biological development and multileveled, complex environments.

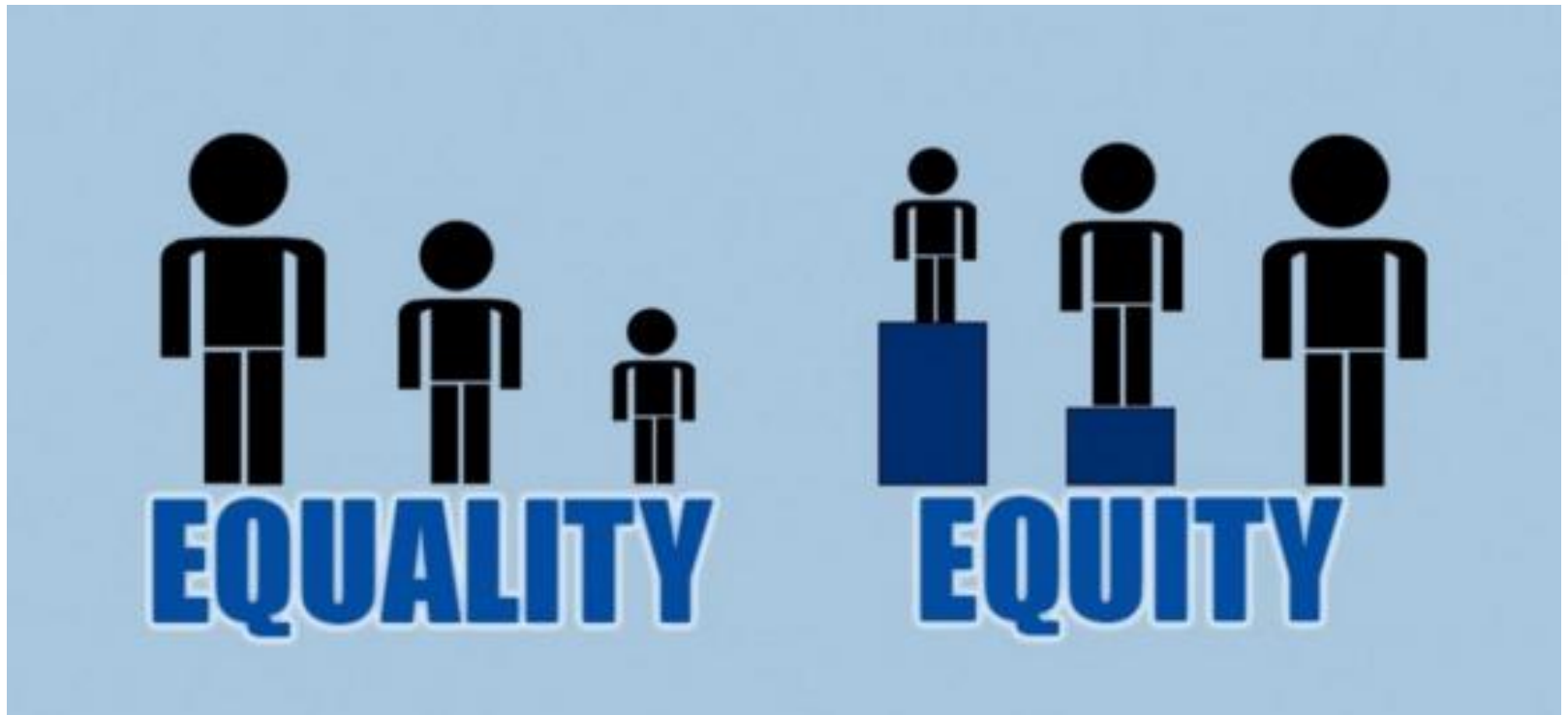
Resilience- Contemporary Contributions



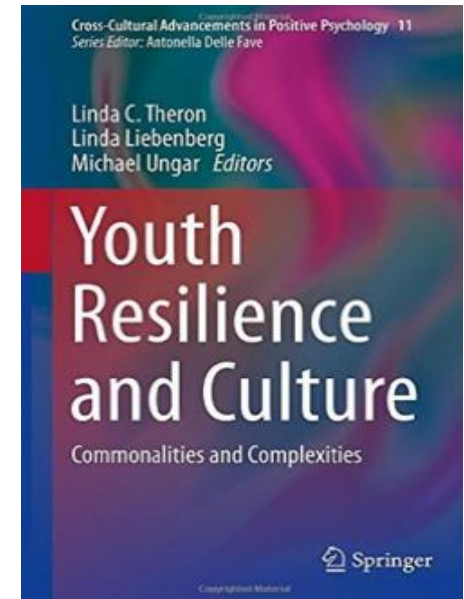
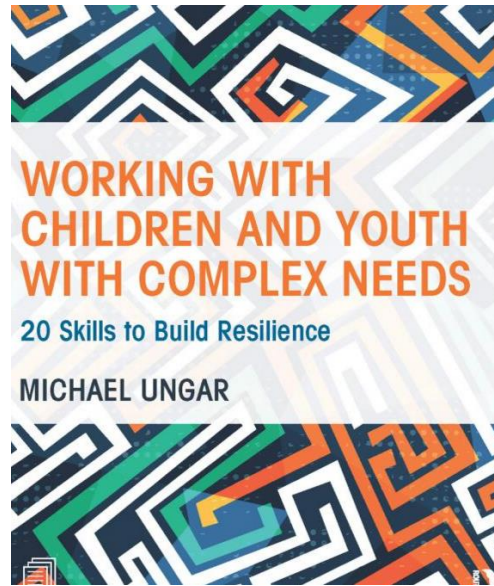
KEY IDEAS

- Cascade effects
- Cumulative risk
- Individual pathways to resilience

Protective V. Promotive Factors



Contemporary Contributions: Michael Ungar



KEY IDEAS:

- Decentrality
- Complexity
- Atypicality
- Cultural Relativity

(Ungar, 2011)

Bottom Line..

Resilience is not a simple calculation of risk factors v. protective factors

The definition of a resilient outcome is socially and culturally bound

Individuals have the capacity to shape their own environments to improve opportunities for resilient outcomes

There are many pathways to resilient life outcomes

Bottom Line..

Resilience concepts
are fundamental to
all aspects of school
life.

Framing your work
in terms of
resilience is not
passé.

Move to Action: Consider Principles Before Programs

- **Focus on connections**
 - Help adults connect with youth
 - Help families and communities connect with youth
 - Help peers connect
- **Focus on helping children and youth grow developmentally-appropriate skills**
 - In all domains of functioning (cognitive, social, emotional, behavioral)
 - For effectively navigating their environments
- **Reduce experiences that undermine perceived caring**
 - Promote opportunities for belonging



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Thank you!

