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FOR MILITARY FAMILY READINESS



Resiliency: Building a Snow Fence

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What is Thrive?



take root

ages 0-3 years



sprout

ages 3-5 years



grow

ages 5-10 years



branch out

ages 10-18 years



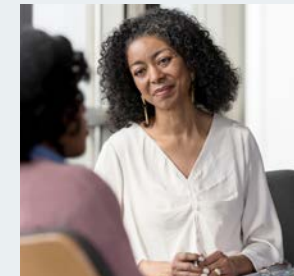
take root

home visitation



grow

safe and secure



Clearinghouse for Military Family Readiness at Penn State

<https://militaryfamilies.psu.edu>

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FOR MILITARY FAMILY READINESS

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Sound Science, Strong Families, Stronger Service

The Clearinghouse is an applied research center created to help professionals identify, implement, evaluate, and improve programs that strengthen military service members and their families.

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Clearinghouse for Military Family Readiness at Penn State

The Clearinghouse is an interdisciplinary team of research faculty and staff, and creative services professionals committed to providing outstanding support to professionals who provide programs and services to military families. We are located within the Social Science Research Institute (SSRI) at The Pennsylvania State University.

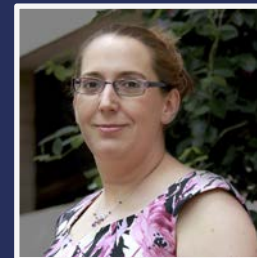
Live Chat



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Learn how to tackle real-world problems and challenges through monthly collaborative learning sessions.

Examples of session topics include:

 <p>Learn how to start collecting data.</p>	 <p>Discover how to find a training or program.</p>	 <p>Evaluate whether a training or program is effective.</p>	 <p>Request information on topics of your choice.</p>
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What topics or questions do you have that we can help with? **We want to know!**



Get real-time guidance and resources from researchers and implementation specialists at the Clearinghouse for Military Family Readiness at **no cost to you.**

Open to anyone supporting military families, attend one or all of these monthly 30- to -45 minute microlearning sessions over Teams.

Session 1:
Monday,
May 22nd
at 1500

Session 2:
Monday,
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at 1500

Session 3:
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at 1500

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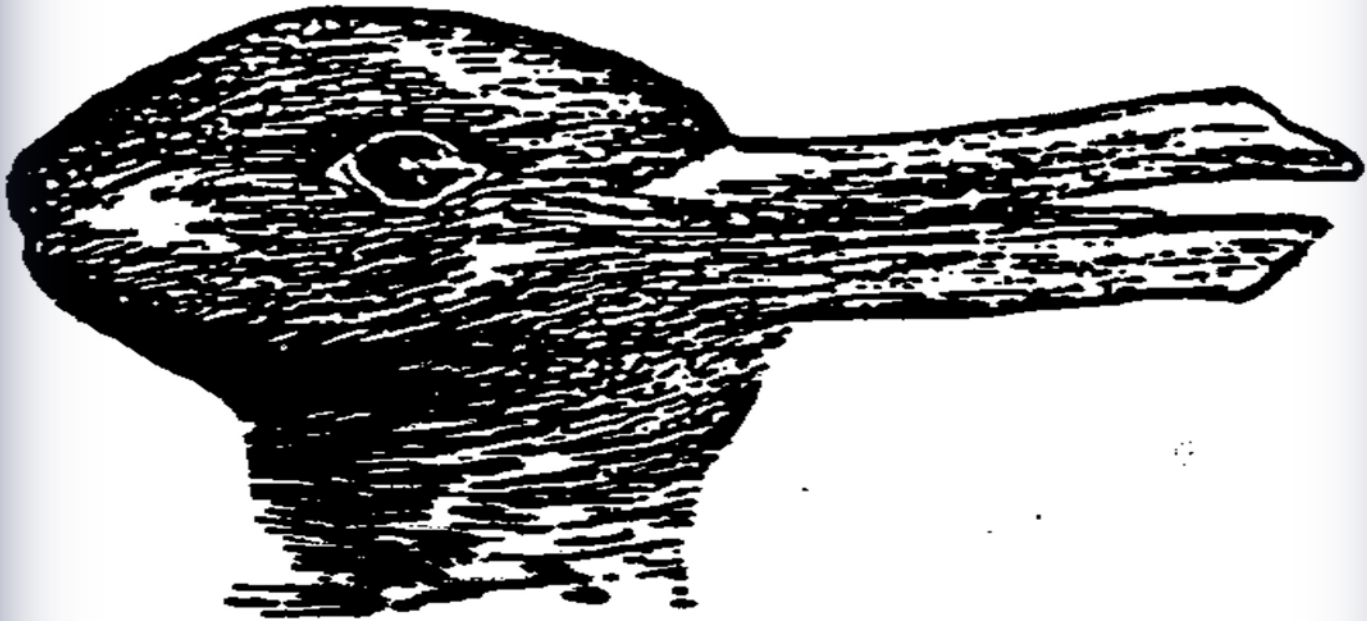
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Today's Presenter



Daniel F. Perkins, Ph.D.



What does the research say?

- More risks/more serious...
- Opportunities greater...
- Path to adulthood may differ by gender, ethnicity, and community

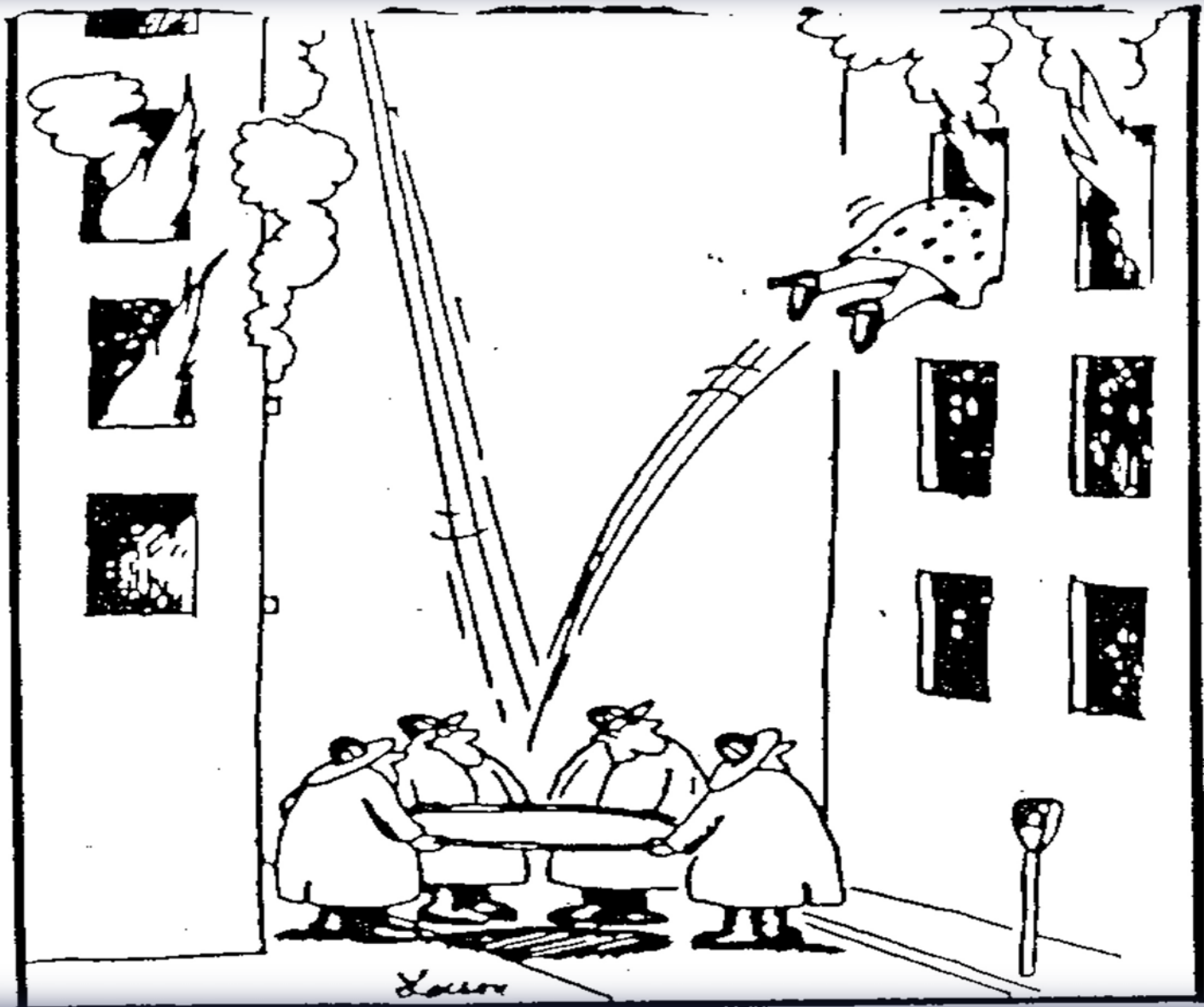


Snow fence analogy:

Strung together like slats of a snow fence, these characteristics don't stop the snow from falling or the wind from blowing (life stress still happens), but direct drifts away from roads (reduce risk) and increase valuable runoff (increase resources) in ways that enrich the lives of those they affect.

(Description by B. Silliman, 1997)





Resiliency: Central Themes

- Adversity – major life stressors
- Flexibility – “Bouncebackability”
- Over time – a process
- Health orientation - coping

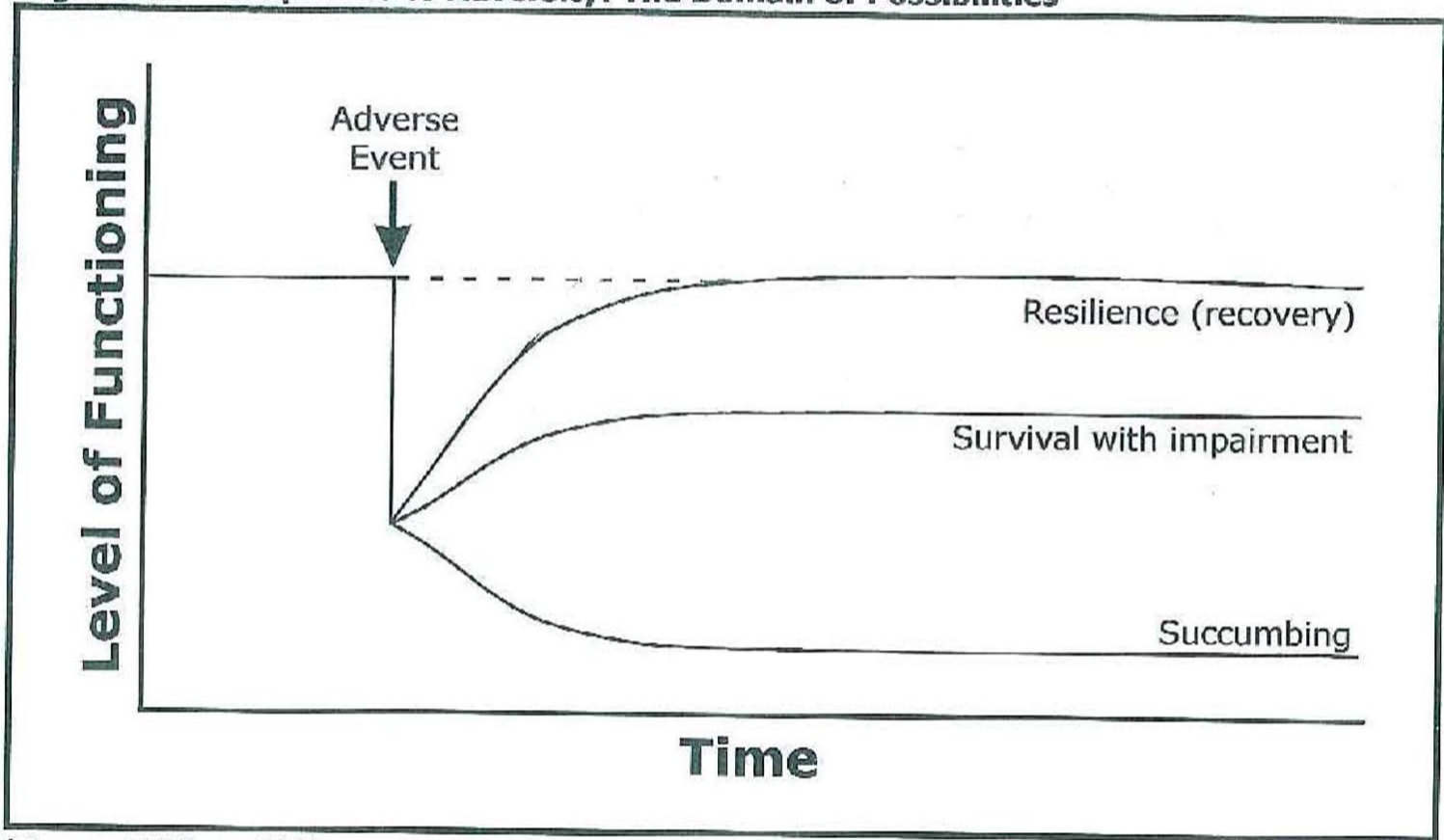




We all have
difficult times.

Response to Adversity: The Domain of Possibilities

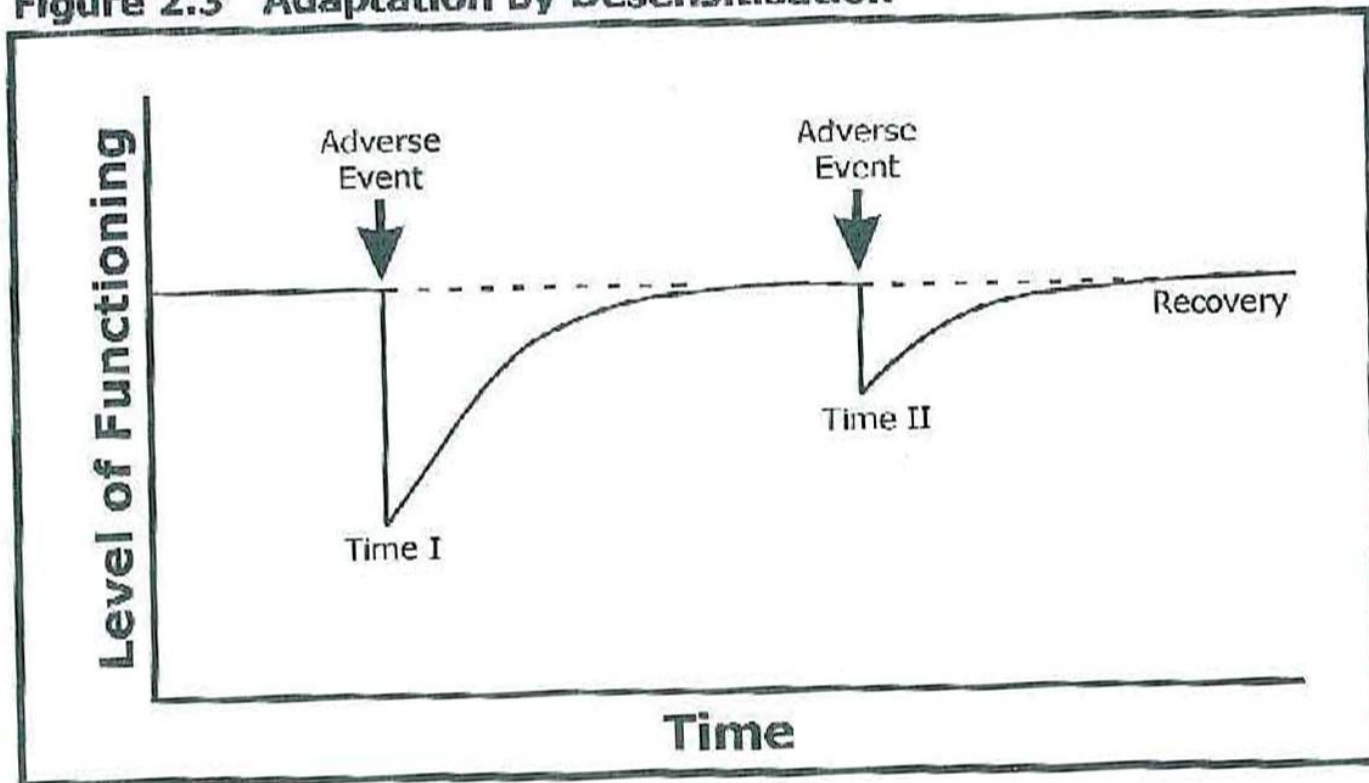
Figure 2.2 Responses to Adversity: The Domain of Possibilities



(Carver, 1998, p. 246)

Adaptation by Desensitization

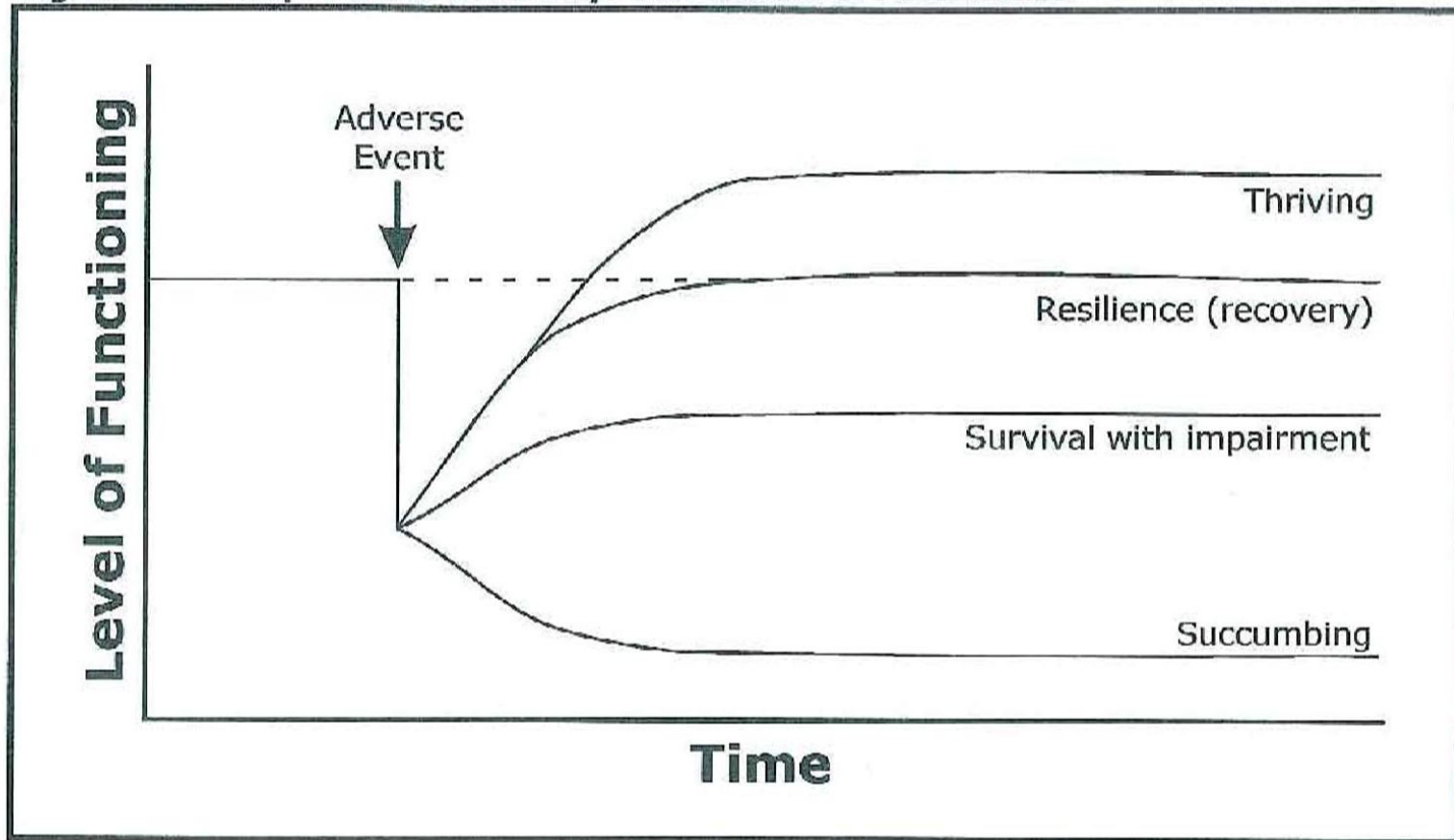
Figure 2.3 Adaptation by Desensitisation



(Adapted from Carver, 1998, p. 249)

Response to Adversity: The Domain of Possibilities

Figure 2.2 Responses to Adversity: The Domain of Possibilities



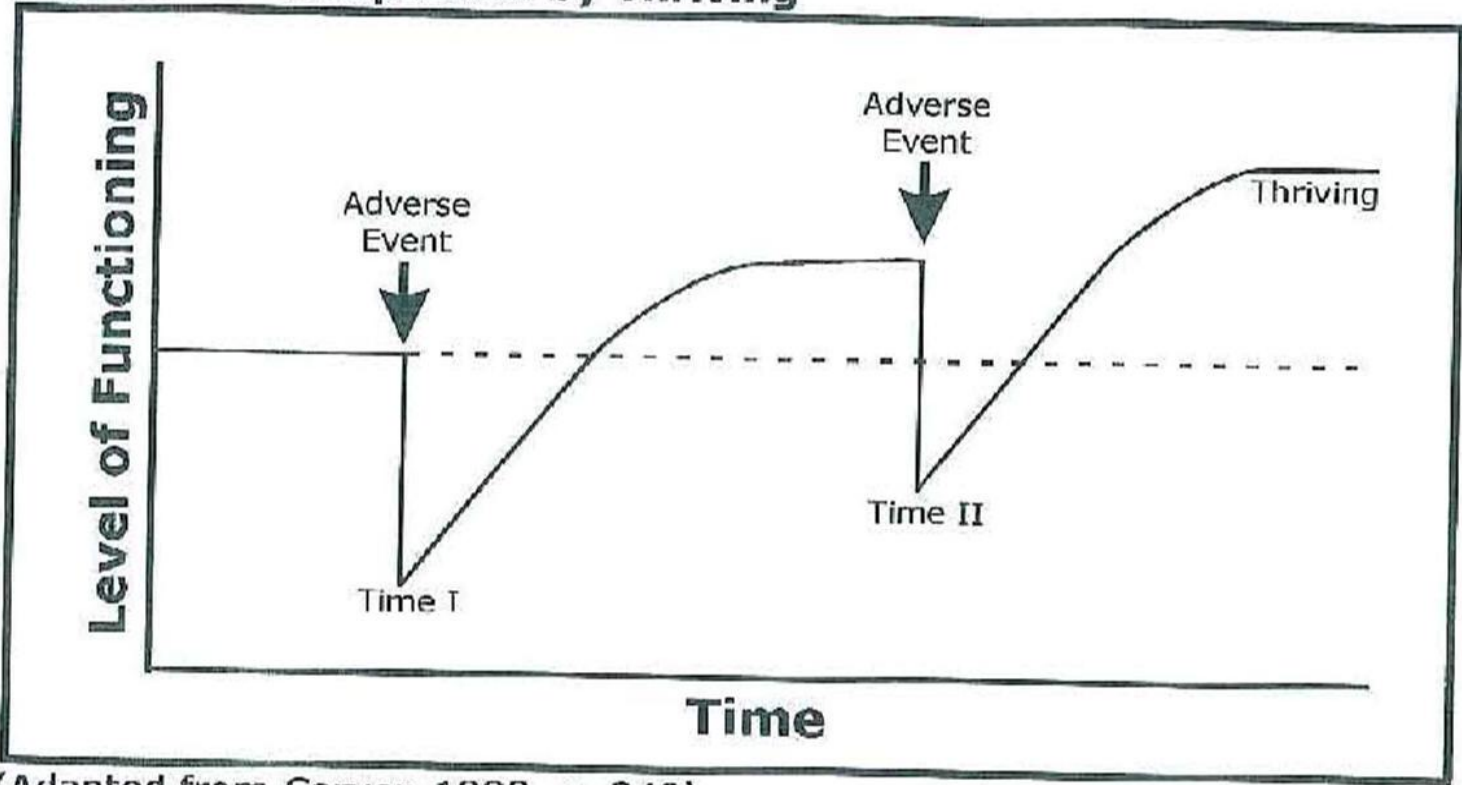
(Carver, 1998, p. 246)

Thriving

“Thriving refers to the acquisition of new skills and knowledge (learning about themselves, learning new coping skills, etc.), of new confidence or a sense of mastery, and enhanced interpersonal relationships.” (VanBreda, 2001, p. 36)

Adaptation by Thriving

Figure 2.5 Adaptation by Thriving



(Adapted from Carver, 1998, p. 249)

In this process, the functioning of the individual is enhanced by adversity.

Thriving

- Key processes that enable families/individuals to cope more effectively and emerge hardier from crises or persistent stressors, whether from within or from outside the family. (Walsh, 1996, p.263)
- “...events that shake the foundation of one’s life, calling into question one’s sense of purpose, meaning or identity. These events are at the extreme because they are the ones that provide the greatest opportunity for a heroic response.” (p. 430)

Coping, Resiliency, & Thriving

- **Coping** is the thoughts and actions that an individual does intending to reduce the effects of stress.
- **Thriving** is one who copes and is resilient, and by doing so, emerges as stronger and more confident.
- **Resiliency** is “[t]he capacity for healthy development and successful learning in spite of challenges.”



Resilience is the ability to...

...not only survive but thrive!



In order to remain strong, we must stretch ourselves and spring forward!

Resilience

A certain amount of opposition
is a help, not a hindrance.



*A kite rises against the
wind, not with it.*

--Unknown

Studies of individuals and families in difficult situations (abusive families, poverty, medical crises, etc.) provide evidence for two additional characteristics:



Individual Assets: Developing talents, personality traits, and self reliance to persevere to physical and mental “wellness.”



Community Support: Cultivating a protective environment in which families actively contribute to the physical and emotional survival, safety, and self-esteem of children and adults; and minimizing risks which jeopardize healthy development.

Building and Individual's Capacity



Experiences provide individuals with learning opportunities and can increase their ability to thrive.

Relationships provide support and safety that enable individuals to weather the storm and even take risks.

Engagement in opportunities enable individuals to develop skills for themselves and employ those skills in the real world - gain a sense of usefulness.

**He who does not cultivate his field
will die of hunger.**

African Proverb



Discussion Break

Take a few minutes to think back over your growing up and identify the *characteristics* of environmental supports and opportunities (protective factors) that helped you to develop your personal strengths.

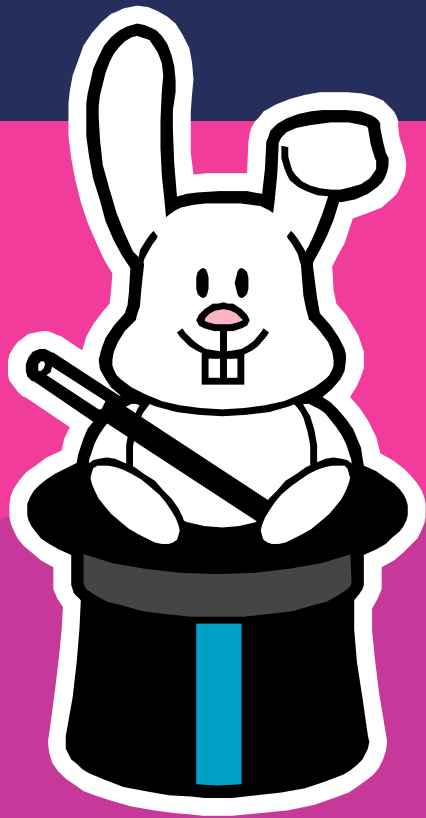


*Image adapted from Thrive: Harmful Behaviors: Recognize. Respond. Repair.

Resiliency Characteristics

- Certain personal and contextual characteristics of families, schools, and communities are associated with the development of protective factors.
- Displayed in individuals who are coping with and overcoming stress
- Based on hundreds of research studies of individuals and families in difficult situations (abusive families, poverty, medical crises, etc.)





“Ordinary Magic”

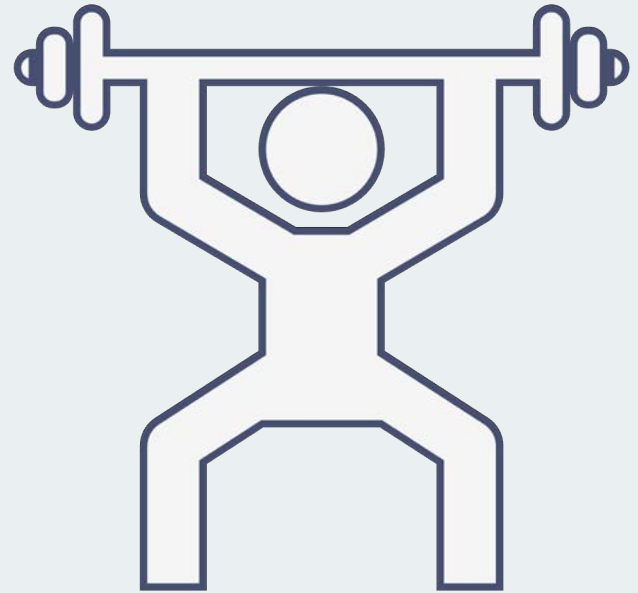
“What began as a quest to understand the extraordinary has revealed the power of the ordinary. Resilience does not come from rare and special qualities, but from the everyday magic of the ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships, and in their communities.”

- Ann Masten, 2001

Resiliency Characteristics

Committed

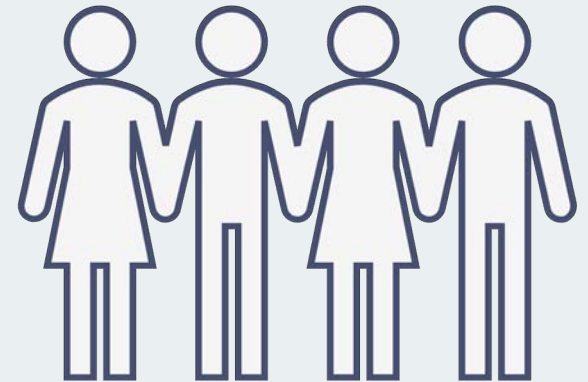
- Have some goals that give them a **sense of hope and purpose**
- Individual has identified a purpose in life (including goals) and is committed to it.
- “People have not found meaning in their lives, so they’re running all the time looking for it.”
(*Tuesdays with Morrie*, p. 136)



Resiliency Characteristics

Connectedness

- Support from an adult (family, teachers, neighbors), peers, and the community resulting in a **sense of belonging**.
- Can turn to parents and/or other positive adults for advice and help
- Willingness to seek help for problems





“Invest in the human family. Invest in people. Build a little community of those you love and who love you.”

“In the beginning of life, when we are infants, we need others to survive, right? And at the end of life, when you get [old and disabled] like me, you need others to survive, right?”

His voice dropped to a whisper. “But here’s the secret: in between, we need others as well.”

*(Morrie talking to Mitch in Alбом's book (1997), *Tuesdays with Morrie*, p. 157)*

You can steal [food] from the trash cans when you be hungry.



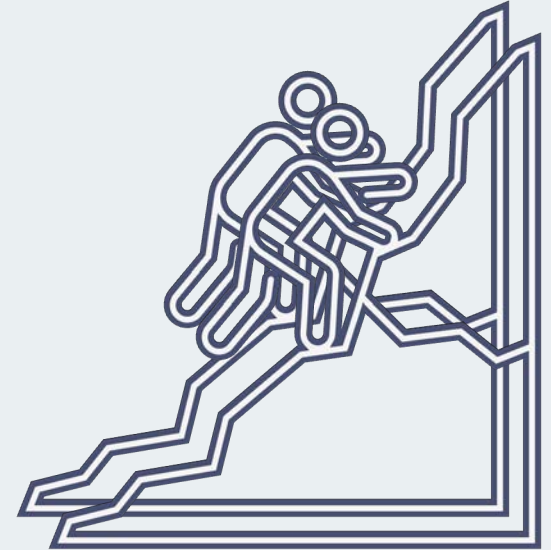
***You can't steal no hug.
Someone has to give it.***

-Saleed (A Camden County Youth)

Resiliency Characteristics

High Expectations

- High expectations from teachers breed success in school.
- High expectations from youth workers was found to increase youths' committment to the goals of the program.



Self-confidence

- Youth has found something they are good at.
- They develop a **sense of mastery**.



**“Great people are those who
make others feel that they,
too, can become great.”**

Mark Twain

Resiliency Characteristics

Communication

- Youth have learned how to talk about their feelings.
- Be clear about needs and wants.
- Positive self talk - Focus on affirmation of oneself and others.
- **ACTION** - Empathetic listening results in better communication.





**“The reason why we have two ears
and one mouth is that we may
listen the more and talk the less.”**

(Zeno of Citium)

Resiliency Characteristics

Engagement

- Contribute to something beyond themselves whether it is family, neighbors, and/or the community.
- Acts of required helpfulness
- These contributions result in a **sense of usefulness/generosity.**



*“Satisfaction lies in the effort not the attainment.
Full effort is full victory.”
(Gandhi)*

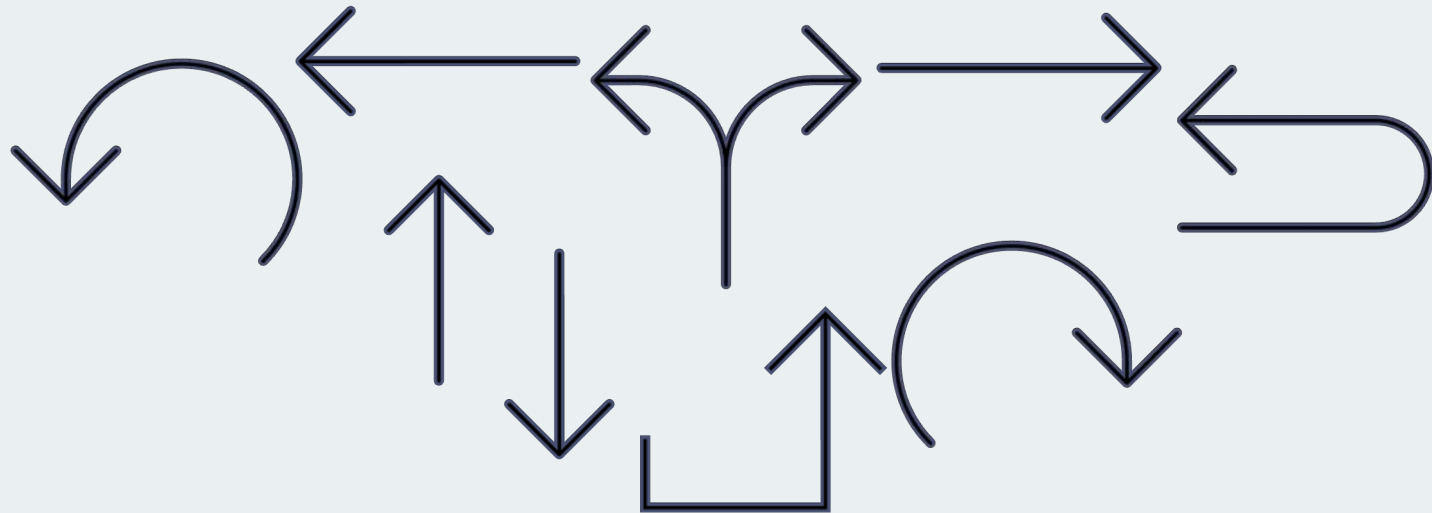


“Among the most powerful means of enriching young lives is to enlist their energies in improving their own great communities.”

Resiliency Characteristics

Adaptability

- Expects and anticipates change.
- Accepts what can't be changed.
- Lives with uncertainty.
- Builds off of successful undertakings.
- Learns from “failures” through reflection.



Resiliency Characteristics

Spirituality

- Believes in a higher power - **sense of security** that one is not alone.
- Acts on a value system beyond self-interest.
- Beliefs and value systems provide direction.
- Belief in a higher power affects a sense of purpose and divine support in everyday and difficult events.





“We are involved in trillions of little acts to just keep going. So we don’t get into the habit of standing back and looking at our lives and saying, Is this all, Is this what I want, Is something missing? You need someone to probe you in that direction. It just won’t happen automatically.”



(Morrie talking to Mitch from Albus’s book (1997),
Tuesdays with Morrie, p. 65)

Resiliency Characteristics

Structured Time

- Have some daily routines for consistency and predictability.
- Hobbies were found to bring youth solace in times of trouble.
- Involvement in youth programs



Community Support

Cultivating a protective environment in which youth **actively contribute** to the physical and emotional survival, safety, and self-esteem of children and adults; and minimizing risks which jeopardize healthy development.





Change the context of how people live and you change everything.

Resiliency Characteristics

Positive Attitude

- Optimistic Bias
- Search out the positive from challenges they face.
- Add **humor** to ordinary events.

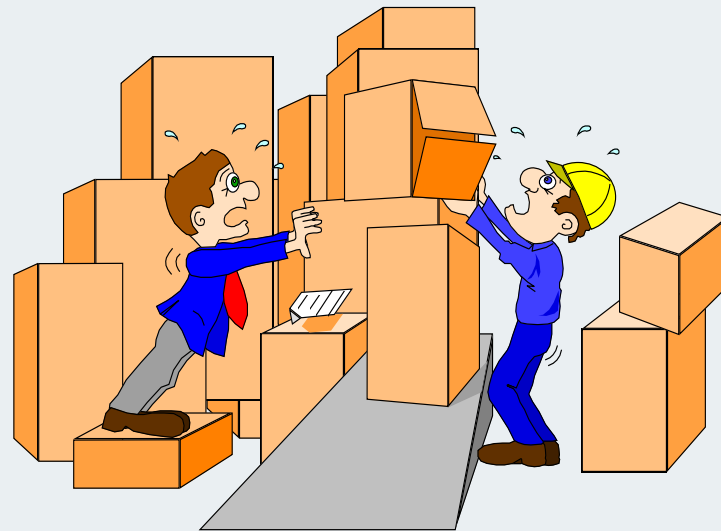


“No pessimist ever discovered the secrets of the stars, or sailed to an uncharted land, or opened a new heaven to the human spirit.”

-Helen Keller

Pile-up Effects

- The more protective characteristics, the more likely an individual will be able to cope and be resilient.
- The more risks, the more likely an individual is going to fail.



Five Cs of PYD

- **C**ompetence in academic, social, emotional, and vocational areas
- **C**onfidence in whom one is becoming (identity)
- **C**onnection to self and others
- **C**haracter that comes from positive values, integrity, and a strong sense of morals
- **C**aring and compassion

Sixth C: Contribution

- By **C**ontributing to their families, neighborhoods, and communities, youth are afforded practical opportunities to make use of the other five Cs.
- *Community youth development* is defined as purposely creating environments that provide constructive, affirmative, and encouraging relationships that are sustained over time with adults and peers, while concurrently providing an array of opportunities that enable youth to build their competencies and become engaged as partners in their own development as well as the development of their communities.

“While youth development happens everywhere and not just in programs, youth development programs are perhaps the most deliberate efforts to stimulate development.”

(Blyth, 2000)

Resiliency: Building a Snow Fence

Q & A



No-Cost, Online Parenting Modules

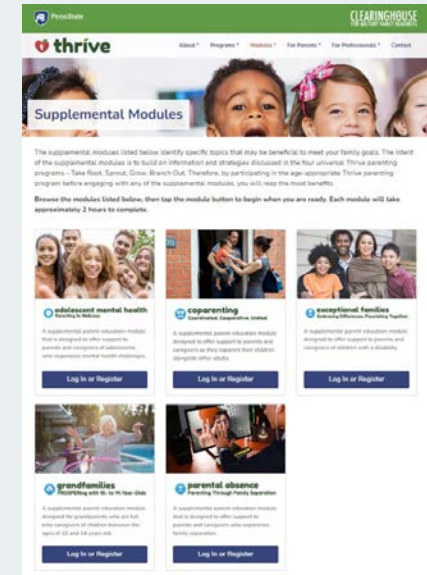


Our Newest Supplemental Module is on Harmful Behaviors!



In this module, you will learn how to do the following:

-  Guide your child as they navigate social situations and make mistakes.
-  Examine how your family system may contribute to or discourage bullying and other harmful behaviors.
-  Model and talk with your child about appropriate ways to interact with others and handle conflicts.
-  Encourage your child to disclose important information through open communication and active listening.
-  Recognize bullying behaviors, and intervene when your child is a target.
-  Respond, make repairs, and determine appropriate consequences when your child is the aggressor of harmful behaviors.
-  Provide support to your child when they are a bystander to harmful behaviors.
-  Identify what to look for in school and community-based supports and anti-bullying programs.



<https://thrive.psu.edu>



Resiliency Promoting Resources

Parent Resources

Breathe to Thrive
Mindful Strategies for You and Your Child

Download

Cooking to Thrive
Healthy Eating and Recipes

Download

Moving to Thrive
Physical Activity and Playtime Guide

Download

All Ages

Positive Parenting in Everyday Moments

Promoting Healthy Behaviors in Families

<https://thrive.psu.edu>



No-Cost, Online Resources for You

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We Value Your Response!

<https://bit.ly/psuthriveresiliency>

Continuing Education Credits



The Clearinghouse for Military Family Readiness at Penn State is approved by the American Psychological Association to sponsor one hour of continuing education for participation in today's training.

- Attendance has been tracked.
- Certificates of completion will be sent to those who indicated a desire to receive credits at registration.
- For more information, contact Kristi Brawley: kkb18@psu.edu.

One Hour of Credit



Promoting the Mental Health of Military Parents to Prevent Child Maltreatment



July 11, 2023
12 p.m. EST

Presenter:
Keith R. Aronson, Ph.D.

<https://bit.ly/register4thrivesession2>



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Thank You



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