


Building Resilience: Connecting the Environment, Brain Development, and Human Behavior


JoAnne Malloy, PhD, MSW
Institute on Disability
University of New Hampshire



© 2013 Institute on Disability, University of New Hampshire


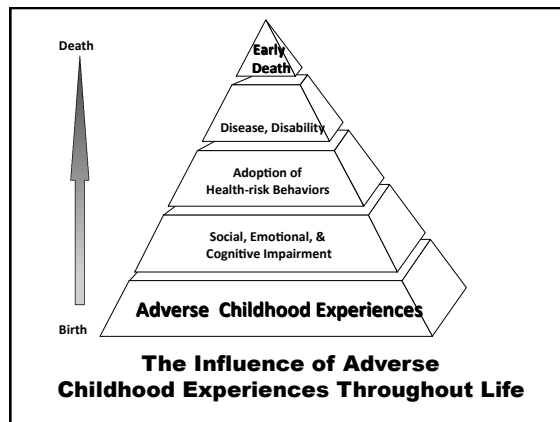
Learning Objectives

- Understand the relationship between trauma and Emotional and Behavioral Disorders
- Describe resiliency
- Describe the key features of the RENEW Model
- Understand how youth perceive resiliency through their narratives
- Describe an agenda for further research and implementation




Acknowledgements

- Doug Cheney, Professor of Special Education, University of Washington
- Lucille Eber, Director, Midwest PBIS Network
- Gail Cormier, North Carolina Families United
- NH's Departments of Health and Human Services and Education
- Kelsey Carroll, Justin Tilbe, and Anthony Haley and many more youth, families, and collaborators!

Prevalence


- 13% to 20% of children and youth have a mental health disorder, 11 % have severe functional impairment (CDC, 2010) or @ 8 million children serious enough to impair their functioning in home, school or community
- Disorders are varied: altered "thinking, mood, or behavior"
 - What does this look like? What does this mean?
- The most prevalent disorders:
 - Depression (mood)
 - Anxiety (mood)
 - Conduct and Oppositional Defiant Disorder (behavior)
- There are differences by age, race, gender, ethnicity
- 70% do not receive adequate treatment (McKay et al., 2005).



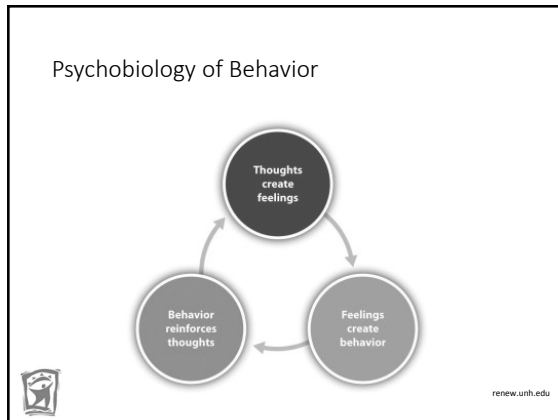
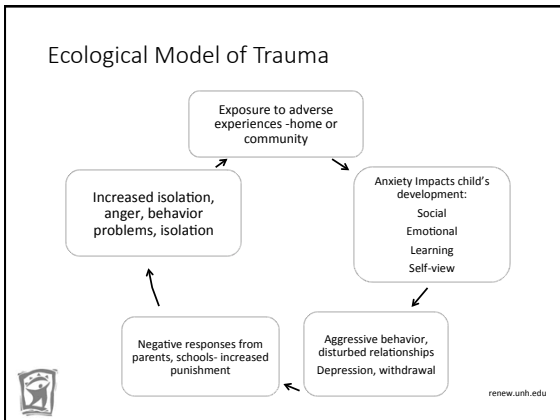
renew.unh.edu

Co-Occurring Substance Misuse and Mental Health Disorders

- 43.5% of adolescents in the U.S. report alcohol use and almost one quarter of youth report drug use (2011)- lifetime prevalence of 8%
- Substance misuse is highly correlated with mental health disorders such as:
 - Mood disorders (such as depression, Bi-polar disorder)
 - Anxiety
 - ADHD
 - Behavior problems
- Substance misuse is highly correlated with exposure to trauma, (Suarez, Belcher, Briggs, & Titus, 2011), making treatment much more complex.
- Family link: genetic or biological link to a risk of dependence



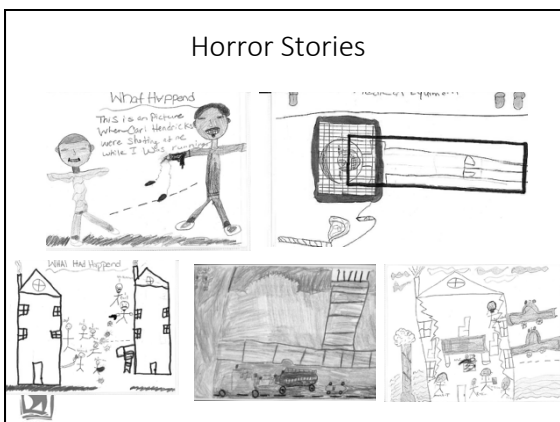
renew.unh.edu



"When environments themselves are highly disordered or pathological, children's adaptations to such settings may also be pathological, especially when compared with children's behaviors within more healthy settings. This principle underscores the likelihood that some (but not all) 'pathologic' behavioral syndromes might be best characterized as adaptive responses when the child or adolescent encounters difficult or adverse circumstances. Notably, this ability to adapt behaviorally is reflected at multiple levels, including the level of brain and nervous system structures (sometimes called neuroplasticity)."
 (U.S. Department of Health and Human Services. *Mental Health: A Report of the Surgeon General—1999*)

renew.unh.edu

- ### Range of Traumatic Events
- Trauma embedded in the fabric of daily life
 - Child abuse and maltreatment
 - Domestic violence
 - Community violence and criminal victimization
 - Medical trauma
 - Traumatic loss
 - Accidents/fires
- renew.unh.edu



Pair- When you had a challenge in your life, what got you through it?

renew.unh.edu

Resilience
 Defined as...“positive adaptation despite experiences of significant adversity or trauma”
 (Luthar, 2000)

Multiple studies showed that, despite growing up in adverse conditions, many children experienced positive developmental outcomes.
 (Garmezy, 1971, 1974, 1987; Rutter 1979; Werner & Smith, 1982. 1992, 2001).

This has led to the development of approaches and frameworks that shift the focus away from risk factors toward positive or protective factors.

2/16/17 13

Risk Factors


- Socioeconomic Disadvantage
- Childhood abuse and neglect
- Community violence
- Parental mental illness
- Poor school environments
- Low expectations for academic achievement
- Low levels of emotional or social support (Mulloy, 2015)

2/16/17 14

Protective Factors
 (Smith & Carlson, 1997)

Individual Factors:


- Coping abilities: Appraisal, selecting a strategy, implementing the strategy, and assessing the results.
- Ability to mobilize personal resources and individual protective factors-
 - Beliefs, self-efficacy-
 - Temperament
 - Physical and Mental Health-
 - Knowledge and intelligence
 - Social skills

 renew.unh.edu

Protective Factors
 (Smith & Carlson, 1997)

Family Factors:


- Attachment to at least one parent
- Capacity to provide guidance and support
- Family resiliency and resources

 renew.unh.edu

Protective Factors
 (Smith & Carlson, 1997)


External support factors:

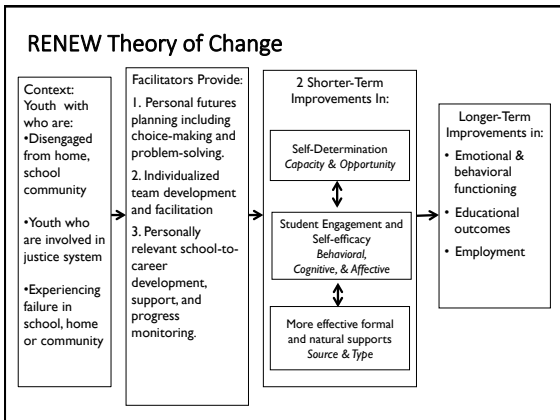
- The ability to find supportive adults outside of the family
- Teachers, school
- The important supportive resources include:
 - Esteem support
 - Problem-solving
 - Connections to resources
 - Companionship
 - Peers- healthy peer relationships

 renew.unh.edu

Children and Youth with Emotional and Behavioral Disorders

- High rates of exposure to trauma and violence
- High rates of behavior problems, school discipline
- Lack social resources and positive relationships
- High dropout rates
- High rates of juvenile justice involvement & incarceration
- Disengaged from school, support services, and treatment programs
- Disproportionate punishment - African American youth, youth with disabilities, Native youth

 renew.unh.edu 15



Goals and Principles of RENEW

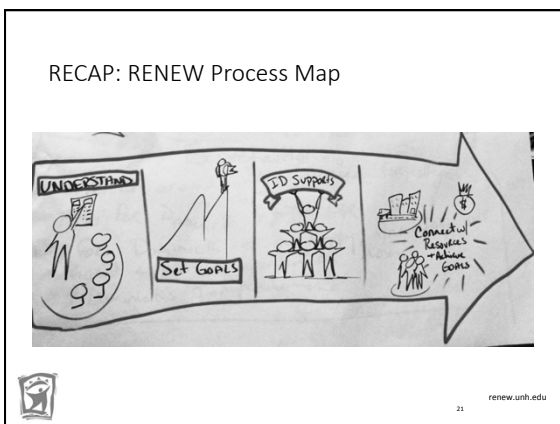
RENEW GOALS

- ✓ High School Completion
- ✓ Employment
- ✓ Postsecondary Education
- ✓ Community Inclusion

RENEW PRINCIPLES

- ✓ Self-Determination
- ✓ Unconditional Care
- ✓ Strengths-Based Supports
- ✓ Building Family, Natural and Community Supports
- ✓ Individualized School-to-Career Planning

20



My Preferences

What Works:

- Positive connection with teachers
- Having time to study during the school day
- Learning interesting facts & seeing the evidence
- Daily reminders
- Having directions explained in a non-demanding way

What doesn't work:

- Unreasonable teachers
- Homework
- The requirement of school

WORKS	Doesn't WORK
Like all teachers	Teachers who throw my stuff out
Having a study	Teachers who throw me out of class for no reason
Learning interesting facts & seeing the evidence	Having chair pulled out from me
Daily reminders	Homework
Having directions explained in a quiet, non-demanding way	School - only do it because it is required

renew.unh.edu

Dream

Helped me put my aspirations on paper so they are more believable and visual

SHS Diploma A car
 College EMT
 Shelter A Pug

renew.unh.edu

My Fears & Challenges

Obstacles
 Helped me realize what his getting in the way of succeeding:

- Time
- Tardies
- Unmet Basic Needs
- Sleep Deprived
- Unemployed
- Depressed
- Unsure of Living Situation

Time - doesn't slow down
 Always a deadline
 SHS tardies
 Sleep deprived
 Not working

renew.unh.edu

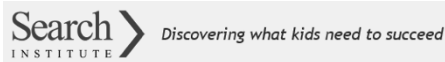
40 Developmental Assets – Search Institute

External Assets

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

Internal Assets

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



Qualitative versus Quantitative Research

- Quantitative: Numerical results, typically looking at correlation or causation
- Qualitative: Looking to explore a concept, trend or more deeply explore a concept. Often use to characterize social processes, meaning making in context, and culture.

Research Questions?

1. How do at-risk youth perceive their prospects and efficacy as they reflect on their participation in the RENEW intervention?
2. Under what circumstances do the youth say their prospects and supports are improved in the context of reflecting on their participation in the RENEW intervention?



RENEW

Rehabilitation for Empowerment, Natural Supports, Education, & Work

Resilience in children and youth: A review (2012)

Zolkoski, S., M. & Bullock, L. M.

- Children who succeed in spite of adversity have been identified as resilient
- They possess certain strengths while benefitting from protective factors that help them overcome adverse conditions
- Resilience is inhibited by risk factors and promoted by protective factors
- Resilience theory is focused on strengths vs. deficits and focuses on understanding healthy development and good outcomes
- Role of an influential person in a youth's life is so significant
- Interventions need to focus on developing assets and resources for those exposed to risk --- **RENEW!**



Hollie Teaches us About Adversity



Protective Factors that were missing

Individual Factors:

- Coping abilities: Appraisal, selecting a strategy, implementing the strategy, and assessing the results.
- Ability to mobilize personal resources and individual protective factors:
 - Beliefs, self-efficacy
 - Temperament
 - Physical and Mental Health
 - Knowledge and intelligence
 - Social skills

Family Factors:

- Attachment to at least one parent
- Capacity to provide guidance and support
- Family resiliency and resources

External support factors:


- The ability to find supportive adults outside of the family
- Teachers, school
- The important supportive resources include:
 - Esteem support
 - Problem-solving
 - Connections to resources
 - Companionship
 - Peers- healthy peer relationships



Hollie


Developmental Assets

- Support
- Empowerment
- Boundaries & Expectations
- Constructive Use of Time
- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



renew.unh.edu
31


Hollie Teaches us about how the visual mapping process gave her insight....



renew.unh.edu
32

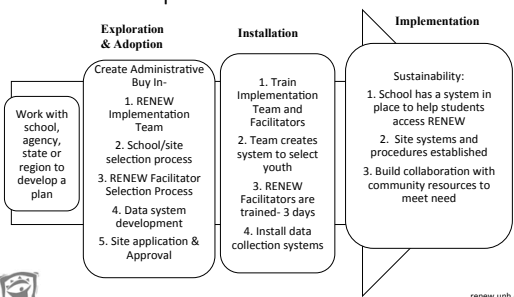
Developmental Assets and RENEW

- Family Support –
- Positive Family Communication –
- Caring School Climate –
- Adult Role Models
- Achievement Motivation –
- Bonding to school –
- Caring
- Resistance Skills –
- Self-Esteem –
- Personal Power



renew.unh.edu
33

Institute on Disability: RENEW Implementation Model



Exploration & Adoption

- Work with school, agency, state or region to develop a plan
- Create Administrative Buy In:
 1. RENEW Implementation Team
 2. School/site selection process
 3. RENEW Facilitator Selection Process
 4. Data system development
 5. Site application & Approval


Installation

1. Train Implementation Team and Facilitators
2. Team creates system to select youth
3. RENEW Facilitators are trained- 3 days
4. Install data collection systems

Implementation

Sustainability:

1. School has a system in place to help students access RENEW
2. Site systems and procedures established
3. Build collaboration with community resources to meet need



renew.unh.edu

Research

Project	Target Population	Main Findings	Studies
RENEW Research and Demonstration Project U.S. Department of Education (95-98)	Youth, ages 15-21, with Severe Emotional Disturbance (SED)	<ul style="list-style-type: none"> • High School Completion • Employment 	Bullis, & Cheney, 1999; Cheney, Malloy, & Hagner, 1998; Cheney et al., 1998; Hagner, Cheney, & Malloy, 1999; Malloy, Cheney, & Cormier, 1998.
Community Youth re-entry Project U.S. Department of Education (99-02)	Youth with disabilities, ages 15-21, in juvenile detention or placement facilities	<ul style="list-style-type: none"> • Community re-entry • Employment • High school completion 	Hagner, Malloy, Mazzone, & Cormier, 2008
APEX I PBIS Dropout Prevention Project- U. S. Department of Education (02-06)	2 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> • High school completion • Employment • Improved behavioral and community functioning 	Malloy, Sundar, Hagner, Pierias, & Viet, 2010; Bohanon, Eber, Flannery, Malloy, & Fenning, 2007; Bohanon, Fenning, Borgmeier, Flannery, & Malloy, 2008
APEX II PBIS Dropout Prevention Project- U. S. Department of Education (06-09)	10 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> • High school completion • Employment • Improved behavioral and community functioning 	Malloy, & Hawkins, (Eds.), 2010; Malloy, 2011.
APEX III PBIS Dropout prevention project- NH Department of Education (09-present)	7 NH high schools with high dropout rates among students with disabilities; RENEW to 72 students with disabilities	<ul style="list-style-type: none"> • High school completion • Employment • Improved behavioral and community functioning 	Malloy, Suter, & Haber, 2014; Malloy, Haber, LaPorte, & Burgess, 2015
RENEW I & II Capacity Building Projects- Foundation funded (09-present)	6 community mental health centers- RENEW to 180 youth with EBD, ages 15-19	<ul style="list-style-type: none"> • Stable housing • Academic progress • Social supports • Employment 	Malloy & Haber, 2013



who cares about *Kelsey*?

Kelsey Carroll lived with homelessness, self-mutilation, sexual abuse and ADHD. She was a likely high school dropout — until she encountered an education revolution that's about empowering, not overpowering, teens with emotional and behavioral disabilities.

DVD • Trailer • Mini-Films • Host a Screening

www.whocaresaboutkelsey.com



renew.unh.edu

Web Resources

- Training videos, peer-reviewed journal articles, Powerpoint presentations, information about training and consultation: www.renew.unh.edu
- Please like our RENEW Facebook page and encourage youth to visit: <https://www.facebook.com/IOD.RENEW>
- Follow us on Twitter: https://twitter.com/RENEW_IOD
- To inquire about RENEW: iod.renew@unh.edu



renew.unh.edu
37

Thank You!

JoAnne Malloy
Institute on Disability
University of New Hampshire
Joanne.malloy@unh.edu
<http://renew.unh.edu>



renew.unh.edu
38

40 Developmental Assets[®]

Search InstituteSM has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
External Assets	Support <ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment <ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations <ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time <ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
		Positive Values <ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies <ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
		Positive Identity <ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future.

This page may be reproduced for educational, noncommercial uses only.