

## **Resiliency in Children and Families:**

### **An Annotated Bibliography for Social Work Courses**

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Krovetz (1998) writes about resiliency theory, which defines the protective factors in families, schools, and communities that exist in the lives of successful children and youth and compares these protective factors with what is missing from the lives of children and youth who are troubled. Bernard (1997) describes four common attributes of resilient children:

- • social competence
- • problem-solving skills
- • autonomy
- • sense of purpose and future

Resiliency theory proposes that most people have some of each of these attributes, but that whether these attributes are strong enough to help individuals cope with adversity in their lives depends on protective factors in families, schools, and communities.

This annotated bibliography is a review of the current literature on resiliency. It features books, articles and links to websites related to resiliency. There are practical ideas, approaches to developing resilient communities and schools, and theoretical foundations and innovative approaches to using Resiliency theory.

#### **Books on Resiliency**

Benson, P. (1997). All kids are our kids: What communities must do to raise caring and responsible children and adolescents. Jossey-Bass, Inc. San Francisco, CA.

In this book, Benson presents 40 building blocks of human development, which enhance the health and well being of children and adolescents. The book is divided into two parts after an introduction. Part I focuses on defining the concept of developmental assets, based on studies in 460 urban, suburban, and rural communities. The primary goal being to shift language from problem deficits and risks to a vocabulary of what is needed to promote.

Part II explores what an asset-building culture and asset-building communities look like. In addition, strategy and technique for growing healthy, asset-promoting communities is provided. This book is targeted to all that seek to bring about positive change for the sake of children and adolescents in our society.

Fraser, M. (Ed) (1997). Risk and resilience in childhood: An ecological perspective. NASW Press: Washington, D.C.

This book builds on an ecological and multisystems perspective by introducing and reviewing risk and protective factors for various problems and disorders in childhood. After an introduction, the first few chapters explore the concepts of risk, protection, and resilience, measuring and comparing risk and protective factors, and risk

factors for both child maltreatment and recovery. The next four chapters address attention-deficit hyperactivity disorder, academic achievement, and truancy and school dropout and alcohol and drug abuse.

The final chapters focus on risk factors for delinquency and conduct disorder, AIDS and sexually transmitted infections, adolescent pregnancy, and childhood depression. Finally, there is discussion of creating means for children to participate fully in community activities and the central concepts of risk and resilience revisited.

Glantz, M. & Johnson, J. (Eds.) (1999). Resilience and development: Positive life adaptations. Kluwer Academic/Plenum Publishers: New York.

This volume presents a review of research on resilience and the diverse perspectives and opinions common of the scientists and practitioners who have been concerned with resilience. It is divided into four parts, with part I focusing on the concept of resilience, a review of definitions and models of resilience along with the construct of resilience being revisited. There is also a chapter devoted to drug use and resilience and a chapter analyzing and reconceptualizing resilience.

Part II discusses the measurement of resilience focusing on conceptual and measurement issues in studying resilience. Part III discusses the application of resilience with topics that include the resilience framework, resilience intervention for prevention and applications of resilience.

The volume ends with a reflection of resilience in the past and an outlook for the next generation of research. This book is an insightful guide to understanding the nature of resilience and building on that knowledge. This volume is a resource in resilience both in research and in interventions.

Henderson, N., Benard, B. & Sharp-Light, N. (Eds.) (1999) Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families and communities. Resiliency In Action, Inc. U. S. A.

This book contains information needed to move your family, your school, your community and children and youth from risk to resiliency. It is divided into six parts, with part I covering the foundations of resiliency and the resiliency paradigm. Part II is a discussion of resiliency and schools with chapters focusing on resiliency curriculum program evaluation, educational and policy reform along with resiliency building approaches.

The chapters in part III focus on communities including social services using resiliency and protective factors inventories. Two cases studies are described involving schools and communities. Part IV covers mentoring, support, and peer programs with part V discussing youth development including asset development.

Part VI turns the focus on resiliency and families with topics like promoting resilience in families, fostering resilience in children and youth and selecting resiliency-focused parent curriculum. This book is filled with interviews, research and book reviews with an insightful balance of theory and practice.

Krovetz, M. (1999). Fostering resiliency: Expecting all students to use their minds and hearts well. Corwin Press: Thousand Oaks, CA.

This book presents a family resilience framework for therapeutic and preventive efforts with couple and families. This strengths-based approach enables therapists and others to draw out abilities and potential in every family. This book begins with a description of the "Resiliency Stuff" and presents a model for becoming a resilient school community. The author presents reasons for school community to foster resiliency for its students and staff.

The protective factors - caring, high expectations and participation are discussed. The author's goal is to improve the quality of life and learning for all members of school community. The primary purpose of this book is to help school leaders understand and apply Resiliency Theory as a guide in redesigning school communities to become resilient.

McCubbin, H., Thompson, E., Thompson, A., & Futrell, J. (1999). The dynamics of resilient families. Sage Publications: Thousand Oaks, CA.

This is the fourth volume in the Resiliency in Families Series. It is devoted to qualitative research. Several chapters focus in the resilient adaptation and creation of meaning for families facing health-related crises. There is also a focus on families' adjustments to unexpected life events and changes. The health crises discussed include older parents with gay children; diabetes, stress, AIDS, and divorce are among the issues. A unique aspect of this volume is that the researcher did not set out to study family resiliency. This volume presents innovative and adaptive process adopted by individuals and families to cope with family adversity.

McCubbin, H., Thompson, E., Thompson, A., & Fromer, J. (1998). Resiliency in Native American and immigrant families. Sage Publications: Thousand Oaks, CA.

This is the first volume in a unique two-volume collection devoted to issues facing racial and ethnic minority families. This book is divided into three parts. Part I covers theoretical issues and issues related to multiple ethnic groups. Part II focuses on the issues of resiliency in range of life situations facing families of Native American descent. The authors offer an interpretation of Native American world views, which sheds a light on the tension between Native and Anglo perspectives on family, cultural values, and social service delivery.

Part III looks at the resilient factors specific to racial and ethnic immigrant families. This part is divided into two sections: Asian Americans and Latino/Hispanic Americans. This volume is a great contribution to social science literature on racial and ethnic minority families.

McCubbin, H., Thompson, E., Thompson, A., & Futrell, J. (1998). Resiliency in African-American families. Sage Publications: Thousand Oaks, CA.

This is the second volume in a unique two-volume collection devoted to issues facing racial and ethnic minority families. This book is divided into two parts. Part I focuses on families and communities. It addresses the issues related to the context in which the family unit lives. The effects of community and cultural resources on the family's resilient adaptation to stressful events. In this part, the authors explore the realities of urban and community life for African American families.

Part II covers family relationships and focuses on issues of resiliency within the context of the family. These chapters discuss issues including marital relations and parent-child relations along with adolescent pregnancy and parenthood. This volume employs a resiliency perspective in research on African-American families and an appreciation of the unique strengths and capabilities of these families.

Reyes, P., Scribner, J. D. & Scribner, A. P. (1999). Lessons from high performing Hispanic schools: Creating learning communities. Teachers College Press; New York.

This book provides accounts of the plight and demise of the Hispanic Student. This research comes from the South Texas Institute for Education Research and Development, a collaboration of the Texas Education Agency, Region One Educational Service Center and Region One School Districts. It provides research and an optimistic picture of high-performing Hispanic schools. This volume outlines collaborative governance and leadership, building relationships with parents and the surrounding community. Essentially, this book provides a framework for creating successful learning communities, including classroom practices to motivate minority children and recommendations of practices for principals to foster academic excellence.

Reynolds, A. J., Walberg, A. J., and Wassberg, R. P. (Eds.) (1999). Promoting positive outcomes: Issues in children's and families lives. CWLA Press, Washington, D. C.

This book is a volume of the University of Illinois at Chicago Series in Children and Youth. It is focused on solutions to the problems facing children and youth, with special consideration to education and child development program, policies and practice. This book features three sections, with part I being an introduction and overview. Part II examines child and youth development including articles covering developmental theory, building relationships, school-family partnership, preventing drug abuse, and promoting excellence and literacy. Part III concludes the volume with an integration of research, programs, and policies. This volume is an interdisciplinary. This book provides a description of conditions and interventions that enhance the prospects of children and youth from early childhood to the beginning of adulthood.

Romo, H. R. (1999). Reaching out: Best practices for educating Mexican-origin children and youth. A. E. L., Inc.; Charleston West Virginia. Clearinghouse on Rural Education and Small Schools.

This book addresses the question of how effectively schools are serving the needs of Mexican origin and other ethnic minority students. The book begins with a description of the Mexican American student population. Cultural perspectives on learning are addressed along with creating bridges to success concerning language and literacy. A chapter is devoted to gender issues in Mexican American schooling and a chapter focusing on creating family-school partnerships. The book concludes with a discussion of political, social and pedagogical issues influencing early childhood education and public schools.

Walsh, F. (1998). Strengthening family resilience. Guilford Press: New York.

This book presents a family resilience framework that has been developed from a strengths-based orientation and is grounded in systems theory, drawing from research on well-functioning families. This book is divided into three parts. Part I lays the foundation for the family resilience approach and discusses how families have been changing in a rapidly changing world.

Part II covers research knowledge and practice perspectives involved in effective family functioning and resilience including practice principles and guidelines. Part III presents the application of a family resilience approach to varied crises and stress. This book is a useful map of concepts, practice principles and applications that can be used by professionals at all levels of practice.

Werner, E. & Smith, R. (1992). Overcoming the odds: High risk children from birth to adulthood. Cornell University Press: Ithaca.

This book presents the long-term consequences of stressful life events in childhood or adolescence in later life. This is a report of the Kauai Longitudinal Study which began in the mid 1950s and followed the cohort into the mid 1980s. This study examines the interplay between protective factors in the individual, the immediate family and the social context, which contributes to resiliency in childhood, adolescence, and recovery in young adulthood.

Case histories and vignettes illustrate the balance between vulnerability and resiliency, which characterized the lives of many individuals in the study. The authors spend time looking at the later lives of teenage mothers, at delinquents with and without records of adult crime and men and women who had serious mental health problems. This study is at the foundation of resiliency and resiliency theory.

### **Articles on Resiliency**

Benard, B. (1997). "Turning it around for all youth: from risk to resilience." ERIC/CUE Digest, Number 126. ERIC Clearinghouse on Urban Education, New York, NY.

This article describes how educators and schools can foster resiliency in all youth. The article begins with a discussion of positive beliefs about students and a belief that all

individuals have the power to change. The author presents protective factors that buffer risk and enable positive development including caring relationships, positive and high expectations and opportunities to participate and contribute. Strategies for building resilience are discussed; school level approaches, school-community collaborations and classroom approaches.

Benard, B. (1997). "Drawing forth resilience in all our youth." Reclaiming Children and Youth, 6 (1), 29-32.

In this article, the author outlines the paradigm of resilience and suggests how these concepts can serve as a guide in creating powerful interventions and foster positive development for all youth. The author provides a description of three characteristics that support growth and development, caring relationships, high expectations and positive beliefs and opportunities for participation. The article concludes with examining the challenges of the youth development approach.

Bickart, T. & Wolin, S. (1997). "Practicing resilience in the elementary classroom." Principal, 77 (2), 21-24.

This article discusses classroom strategies that provide children opportunities to develop and practice behaviors associated with resilience. Experienced teachers have used the practices to promote social and academic competence that encourage children to be active learners. This article is a practical summary to help foster resilience in the classroom.

Buckley M. Thorngren, J. & Kleist, D. (1997). "Family Resiliency: A neglected construct." The Family Journal: Counseling and Therapy for Couples and Families, 5 (3) 241-246.

This article explores resiliency in families and provides a perspective for family counselors to interact with clients in more proactive ways. This article provides a review and refinement of the constructs of resiliency and factors that promote resiliency. Resiliency is examined in adults, adolescents, and children and in families, including a discussion of the marital relationship, healthy families and multicultural families. Implications for family counseling are presented.

Garnezy, N. (1991). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. American Behavioral Scientist, 34 (4) 416-430.

This article discusses the role that poverty plays in the maldevelopment of our nation's children. This article provides a description of disadvantaged children and presents discontinuities in disadvantaged families. The author reports that half of the children living under conditions of disadvantage do not repeat the pattern in their own adult lives. A review of studies identifies the protective factors of resiliency. The article concludes that the identification and study of protective factors was a relatively new development at the time.

Henderson, N. (1998). "Make resiliency happen." The Education Digest, 63 15-18.

This article outlines six themes that schools, families, and communities can use to foster resiliency. The article begins with a summary of results from resiliency studies, specifically longitudinal studies. The resiliency attitude and protective factors are discussed. Finally, reviews of the six themes are presented including increase bonding, clear and consistent boundaries, life skills, caring and support, high expectations and meaningful participation.

Krovetz, M. (1999). "Fostering resiliency." Thrust for Educational Leadership, 28 (5), 28-31.

This article describes the passionate belief of "Fostering Resiliency." Krovetz presents resiliency theory research, from common attributes of resilient children and the protective factors needed with in family, community and school. The author concludes this article with a discussion of resilient communities; children's peer groups and thoughts in fostering resilience.

Masten, A., Best, K. & Garmezy, N. (1990). "Resilience and development: Contributions from the study of children who overcame adversity." Development and Psychopathology, 2 425-444.

This article reviews the research on resilience in order to outline its importance and potential for understanding normal development. Three concepts of resilience are reviewed: 1) good outcomes in high-risk children, 2) competence in children under stress, and 3) recovery from trauma. This article concludes that the focus of studies of resilience will need to focus on processes that facilitate adaptation.

Noonan, C. (1999). "Brief interventions foster student resiliency." The Education Digest, 64 (8), 36-39.

This article discussed the "active ingredients" of brief interventions that are effective for working towards student resiliency. Eight strategies of brief therapy are identified that are related to "protective factors" from resiliency research. The protective factors are caring and support, prosocial bonding, opportunities for meaningful participation, high expectations, clear and consistent boundaries and life-skills training. The brief interventions are described with its connection to these protective factors. This article presents one more example of the connection between resiliency research and findings in other fields.

Richardson, G & Nixon, C. (1997). "A curriculum for resiliency." Principal, 77 (2), 26-28.

This article presents a resiliency-training program that addresses the pitfalls of violence, drugs, and crime and at the same time becoming a happy, productive citizen. The pilot program of Resilient Youth reports increases in self-esteem, better decision making and confidence. The article provides a brief description of the 33-module curriculum to establish trust and facilitate the process of building resiliency. The curriculum is designed to be flexible and responsive to unique needs and available resources.

Robertson, L., Harding, M., Morrison, G. (1998). "A comparison of risk and resilience indicators among Latino/a students: differences between students identified as at-risk, learning disabled, speech impaired and not at-risk." Education and treatment of Children, 21 (3), 333-353.

This study compares students at risk for failure because of disability with non-risk students. The researchers used measures of student self-perceptions and teacher behavioral and academic perceptions with risk and resiliency concepts being the focus of comparison. The group of at-risk students was rated by teachers as having behavioral and academic difficulties and rated themselves as having elevated social self-concept despite low levels of social support. Implications for using constructs for the early identification of behavior problems are also presented.

Sagor, R. (1996). "Building resiliency in students." Educational Leadership, 54, 38-43.

This article examines the question why some youths overcome insurmountable odds during childhood to become productive and happy adults. Research on the concepts of CBUPO (the feelings of competence, belonging, usefulness, potency and optimism is summarized. Sagor discusses what schools can do in developing a CBUPO inventory and the role of data and assessment in building resiliency for all students. In concluding the article, the author offers several suggestions on implementing resilience-building interventions.

Vasquez, G. (2000). "Resiliency: Juvenile offenders recognize their strengths to change their lives." Corrections Today, 62 (3) 106-110.

This article describes what the Ohio Department of Rehabilitation and Correction (DRC) is doing to move juveniles from the "at-risk" column to the "with potential" column. The article offers a review of resiliency research and provides a description of the Wolins strength-based model of innate resilience. A description of the Ohio's DRC is given including program development, characteristics of good instructors, program structure, setting and content along with evaluation. The article describes the resiliency concept and its adaptability to other environments, especially in working with juvenile offenders.

Wang, M., Haertel, G. & Walberg, H. (1997). "Fostering resilience: What do we know." Principal, 77 (2), 18-20.

This article provides a brief synopsis of resilience studies. The authors discuss the essential competencies of resilient children, including social, and intellectual competence, planning and resourcefulness. The article also provides answers for the questions of what educators can do. What families can do? And what communities can do?

Wong, M. (1997). "How risky is 'at-risk'? Building the cords of resiliency." American Secondary Education, 25 1-7.

This article focuses on at-risk youth particularly those of ethnic minority heritage. A review of resiliency studies is provided. Five educational resiliency factors were identified for inner city youth. Those factors include being imaginers of their own destiny, having a tough cookie attitude, the ability to play the school game, engagement in renewal and caring relationships. The article concludes with a discussion of implications for educators.

### **Resiliency Links**

<http://resilnet.uiuc.edu>

ResilienceNet provides the single, most comprehensive worldwide source of current, reviewed information about human resilience. ResilienceNet provides comprehensive bibliographies of the resilience literature; links to websites about resilience full text publications and tips on promoting resilience. This site is for researchers, professionals, parents and other adults and children and youth.

[www.youthwork.com/advocacyprevresil.html](http://www.youthwork.com/advocacyprevresil.html)

Youthwork Links and ideas connect to many different resources on the internet. This site contains ideas of activities you can use with youth. Click on Advocacy and Prevention under the links to get to more resiliency links. Youthwork Links and Ideas is presented as a service to youthworkers and youth.

<http://www.tribes.com>

Information on transforming your school environment to a positive learning community, preventing school violence, and internalizing character education values within your students. The mission of Tribes is to assure the healthy development of every child so that each has the knowledge, competency and resilience to be successful in a rapidly changing world.

<http://www.nnfr.org>

The National Network for Family Resiliency has been incorporated within the new Children, Youth and Families Education and Research Network (CYFERNet). CYFERNet features extensive information in the areas of Child, Youth, Parent and

Family, Community, and Evaluation. The Parent and Family section contains information related to resiliency. CYFERNet also has continued two public listservers: PAREduc is designed for anyone wanting to discuss how to teach, work with, interact with and support parents. FAMNet is an issues-based email group for professionals who work with children and their families."

<http://www.ryar.org>

Recognizing Youth As Resources empowers youth to positively affect their communities through early and comprehensive civic involvement. Promoting a healthy way to view, respect, and support the capabilities of youth in our rapidly changing world. Click on Resiliency Links for information on resilience.

<http://www.search-institute.org>

The Search Institute website focuses on the 40 Assets that all young people need. Information the developmental assets how create an asset-rich community, tools, and resources for asset building, along with connecting with other asset builders.

<http://www.nydic.org>

The National Youth Development Information Center. This site contains youth development, youth development programs, youth developmental needs, inputs, resources, youth development critical tasks, competencies, or assets and youth outcomes.

<http://www.tucsonresiliency.org>

The Tucson Resiliency Initiative (TRI) is committed to nurturing the resiliency in every Tucson youth for the betterment of the entire community. This site contains strategies for building resilient youth, best practices, and success stories from schools in the Tucson community that have adopted TRI strategies for resiliency building. There are opportunities to share ideas and questions about TRI and how you can help build resiliency in your community and links to schools and other resiliency websites

<http://www.thrivenet.com>

This is a resource for learning about resilience, thriving, and how to gain strength from adversity. It contains a resiliency quiz, action plan guidelines for developing survivor resiliency, links to other websites, and current lists of articles and books about resiliency.

[www.resiliency.com](http://www.resiliency.com)

Resiliency in Action is dedicated to the exciting, hopeful, and very real concept of resiliency. Their purpose is to spread the news of resiliency through sharing research and facilitating the practical application and evaluation of the resiliency paradigm. Resiliency training program, information on books and pamphlets, sample articles, and links to useful websites.

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