Welcome!

Important info for today’s session:

1. A handout of the slides is available on the event page: https://militaryfamilieslearningnetwork.org/event/34447

2. Need tech support? Email us at MilFamLN@gmail.com (write this down in case you need it later)

3. Select "All Panelists & Attendees" from the drop-down when commenting in the chat pod.

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3-Part Resilience Series

AUGUST 20, 22 & 27

RESILIENCE

individual • family • community

https://militaryfamilieslearningnetwork.org/resilience

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Nurturing Individual Resilience from a Multisystem Developmental Perspective

https://militaryfamilieslearningnetwork.org/event/34447
**Military Families Learning Network**

Connecting military family service providers and Cooperative Extension professionals to research and to each other through engaging online learning opportunities

[https://militaryfamilieslearningnetwork.org](https://militaryfamilieslearningnetwork.org)

This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Military Family Readiness Policy, U.S. Department of Defense under Award Number 2015-48770-24368.

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**Today’s Presenter**

Dr. Ann Masten

Regents Professor, Irving B. Harris Professor of Child Development, Distinguished McKnight University Professor

- conducted research with children and families who have experienced many kinds of adversity, including homelessness, war, migration, disaster, as well as poverty and family violence
- Her publications on resilience in children are among the most cited in the literature
Nurturing Resilience in Military Families: Multisystem Developmental Perspectives

Ann S. Masten
University of Minnesota Twin Cities

Overview

• A peek at the history of resilience science
• Defining resilience
• 3 key questions
• How families, schools, & communities matter
• Promoting resilience in practice
• Resilience in military families
• Takeaways

Resilience is all around us

• Individuals who
  • Overcome high-risk odds to develop well
  • Weather the storms of adversity
  • Recover from catastrophe
  • Turn their lives around
Late bloomers ~
Challenging childhood to delinquent teenager to surgeon...

Photos courtesy of Dr. Michael Maddaus

Malala Yousafzai at the White House October 2013

Mini-history of resilience science
- World War II
- Pioneers: Garmezy, Werner, Rutter
- The big shift from risk to resilience
How do children overcome adversity to succeed?

What makes a difference?

How can we promote resilience?

RESILIENCE

The capacity of a system ~ person, family, community, economy, society ~ to adapt successfully to challenges that threaten its function, survival, or positive development.

Systems

- Embedded
- Interacting
- Interdependent

A child connected to other systems from Masten 2003
From a developmental perspective...

• Resilience is always changing – it’s dynamic
• Capacity for adaptation is spread across systems
• For example –
  Child resilience depends on families and other systems

Pathways

The course of adjustment or development can be described as a pathway

Patterns of adaptive function vary over time in relation to adversity or challenges

Acute trauma or disaster

Optimal zone

Okay zone

Maladaptive zone

Time

See Masten & Cicchetti 2016
Masten & Narayan 2012
Masten & Obradović 2008
1. What are the challenges?
2. How is the person doing?
3. What fosters adaptive success?

<table>
<thead>
<tr>
<th>Threats</th>
<th>Protections</th>
<th>Adaptive success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma</td>
<td>Neurobiological</td>
<td>Developmental tasks</td>
</tr>
<tr>
<td>Neglect</td>
<td>Individual</td>
<td>Mental health</td>
</tr>
<tr>
<td>Poverty</td>
<td>Family &amp; relational</td>
<td>Physical health</td>
</tr>
<tr>
<td>War</td>
<td>Community</td>
<td>Happiness</td>
</tr>
<tr>
<td>Natural disaster</td>
<td>Cultural</td>
<td>School or job achievement</td>
</tr>
<tr>
<td>ACEs</td>
<td>Societal</td>
<td>Caregiving</td>
</tr>
</tbody>
</table>

Nonetheless, function varies within risk level.

Red dots represent high-risk individuals showing high levels of problems.
Green dots represent high-risk individuals showing resilience.
Challenges in military families

- **Shared with other families**
  - Separation and loss experiences
  - General fear
  - Residential mobility
  - School mobility
  - Inconsistent school curricula

- **Specific or special challenges**
  - Deployment to war zones
  - Re-integration from deployment and war zones
  - Fear of death from engagement in war
  - War injuries and death in the line of duty

The shortlist of resilience factors

- Close relationships
- Problem-solving skills
- Self-regulation skills
- Self-efficacy
- Motivation to succeed
- Faith, hope, optimism
- Purpose/belief life has meaning
- Effective schools
- Well-functioning communities

What does the short list mean?

- **Fundamental human adaptive systems are important for resilience under many different circumstances**
  - These can be studied at multiple levels of analysis

- **Adaptive capacity extends beyond the person into other systems**
  - Families
  - Community systems
  - Ecological systems
Child skills matter

• EXAMPLE Executive function skills (EF)
  ▫ Neurocognitive processes that we use to direct attention, thoughts, or actions to achieve goals
  ▫ Self-control

• Important for school success
  ▫ pay attention, listen to teacher
  ▫ control emotions and impulses
  ▫ wait turn, sit on the circle
  ▫ follow instructions
  ▫ switch activities

EF skills predict school success

![Graph showing EF Z-scores](image)

Doing well: 0.46
Maladaptive: -0.33
Obradović 2010
Masten et al 2012
Kalstabakken 2016

Families & parenting matter

• Moderating stress
• Biological influences
• Nurturing body, mind and spirit
• Emotional security
• Economic security
• Safety monitoring
• Scaffolding learning and self-regulation skills
• Facilitating achievement in developmental tasks
• Brokering of resources (social capital)
• Transmitting cultural capital
Parenting quality moderates risk in homeless families

See Herbers et al 2011, 2014

Roles of military families

- As in other potentially high stress families
  - Sustaining attachment bonds
  - Maintaining routines & monitoring
  - Managing stress & maintaining a positive outlook
  - Maintaining emotional security
  - Maintaining effective communication
  - Supporting each other
  - Obtaining support beyond the family as needed
  - Engaging in school or community activities

Parallel Protective Factors

<table>
<thead>
<tr>
<th>Individual Resilience</th>
<th>Family Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurturing, sensitive caregiving</td>
<td>Nurturing care of vulnerable members</td>
</tr>
<tr>
<td>Attachment, security, belonging</td>
<td>Family cohesion, sense of belonging</td>
</tr>
<tr>
<td>Skilled parent management, discipline</td>
<td>Maintaining family boundaries, rules</td>
</tr>
<tr>
<td>Agency, motivation to adapt</td>
<td>Active coping, mastery</td>
</tr>
<tr>
<td>Problem-solving, planning</td>
<td>Collaborative problems solving</td>
</tr>
<tr>
<td>Self-regulation, emotion regulation</td>
<td>Co-regulation, family balance</td>
</tr>
<tr>
<td>Hope, faith, optimism</td>
<td>Hope, faith, optimism</td>
</tr>
<tr>
<td>Meaning making, life has meaning</td>
<td>Coherence, family meaning making</td>
</tr>
<tr>
<td>Positive views of the self or identity</td>
<td>Positive views of family/family identity</td>
</tr>
<tr>
<td>Routines and rituals</td>
<td>Family routines and rituals</td>
</tr>
</tbody>
</table>
Teachers & schools matter

- Relationships with competent, caring adults
- Basic needs (nutrition, health care)
- Rules and routines
- Security and stability
- Nurture human and social capital
- Opportunities for building self-efficacy
- Opportunities for prosocial friendships
- After war/disaster...a symbol of return to normal life
- Build capacity for children & societies in multiple ways

See Masten 2018 “Schools Nurture Resilience...”

Communities matter

- Supports for families
- Supports for education
- Parks, libraries, recreation
- Health care
- Emergency services and disaster preparedness
- NGO + government services
- Policies, laws that support children & their families
- Traditions and rituals for overcoming stress
- Support for cultural practices and celebrations

Community-Level Parallels?

<table>
<thead>
<tr>
<th>Individual</th>
<th>Community</th>
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</thead>
<tbody>
<tr>
<td>Nurturing, sensitive caregiving</td>
<td>Care of vulnerable members</td>
</tr>
<tr>
<td>Attachment, security, belonging</td>
<td>Community pride, belonging</td>
</tr>
<tr>
<td>Skilled parent management, discipline</td>
<td>Skilled governance, effective services</td>
</tr>
<tr>
<td>Agency, motivation to adapt</td>
<td>Active coping, mastery</td>
</tr>
<tr>
<td>Problem-solving, planning</td>
<td>Collaborative problem solving</td>
</tr>
<tr>
<td>Self-regulation, emotion regulation</td>
<td>Well-regulated community</td>
</tr>
<tr>
<td>Hope, faith, optimism</td>
<td>Hope and optimism about community</td>
</tr>
<tr>
<td>Meaning making, life has meaning</td>
<td>Community coherence, meaning</td>
</tr>
<tr>
<td>Positive views of the self or identity</td>
<td>Positive views of community</td>
</tr>
<tr>
<td>Routines &amp; rituals</td>
<td>Community routines &amp; celebrations</td>
</tr>
</tbody>
</table>
Protective systems at other levels

- Within the individual (neurobiological)
  - Immune system
  - Arousal regulation systems
  - Stress regulation systems

- In religion and cultural systems
  - Meaning-making systems of belief
  - Rules and rituals for living
  - Attachments to spiritual figures
  - Arousal regulation through meditation, prayer, mindfulness
  - Cultural practices that provide support

Military assets & protective factors

- Occupational advantages
  - Respected career
  - Health care and other benefits

- Military child advantages
  - Opportunities for new experiences
  - Multicultural exposures

- Military culture
  - Duty and service values
  - Growing appreciation of multisystem resilience

Specific program examples

- Military Child Education Coalition
- Interstate Compact on Educational Opportunity
- Military commitment to quality child care
- Research on what works
  - ADAPT (Gewirtz et al 2018) for example
- Employment counseling for spouses
- Sesame Workshop and Zero to Three program:
  - Coming Together Around Veteran Families
Resilience science has transformed practice in many fields

- Clinical psychology
- Psychiatry
- School psychology
- Counseling
- Social work
- Family social science
- Pediatrics

**Shifting the focus**
- Positive outcomes
- Strength-based
- Promotive & protective processes
- Building capacity at multiple levels

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**Resilience Framework for Action**

<table>
<thead>
<tr>
<th>Mission</th>
<th>Frame positive goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models</td>
<td>Include positive influences</td>
</tr>
<tr>
<td>Measures</td>
<td>Assess assets &amp; positive goals</td>
</tr>
<tr>
<td>Methods</td>
<td>Prevent - promote - protect</td>
</tr>
<tr>
<td>Multiple</td>
<td>Multiple levels &amp; disciplines</td>
</tr>
</tbody>
</table>

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**Methods**

Basic strategies for positive change

**Risk-focused**
- Prevent-reduce risk, adversity, trauma exposure

**Asset-focused**
- Boost resources or access to resources

**Process-focused**
- Restore, mobilize, harness power of “ordinary magic”
Examples of Risk-focused strategies

- Prenatal care to prevent premature birth
- Reduce stress of pregnant women
- Screen and treat depression in mothers
- Reduce child maltreatment
- Avoid multiple foster care placements
- Reduce family violence
- Reduce school and neighborhood violence
- Clean up toxins
- Dig up landmines
- Prevent homelessness

Think about examples based on your experience with military families

Examples of asset-focused strategies

- Food, water, shelter, medical care, dental care
- Educate parents, teachers, and traditional "first responders"
- Add financial resources
- Provide books or a tutor
- Quality childcare & early education programs
- Build schools, playgrounds, libraries
- Build or restore community services
- Stabilize housing, schooling, case managers
- Scholarships from early childhood to adulthood

Mobilize resilience systems

Engage the powerful drivers of resilience

- Foster secure attachment relationships
- Promote bonds with competent/caring adults
- Support healthy family life and function
- Protect and nurture brain development
- Facilitate school bonding and engagement
- Foster friendships with prosocial peers
- Integrate systems of care
- Provide opportunities to succeed, develop talents...
- Support cultural traditions that provide children and families with adaptive tools and relationships
Diverse roles for those in practice supporting resilience

- Set positive goals for clients, agencies, and health care systems
- Assess positive influences & pathways
- Measure & monitor the positive as well as problems
- Mitigate risk & vulnerability
- Foster resilience in prevention & treatment
- Mobilize protective systems for clients, communities
- Fostering family resilience

Diverse roles for those in practice supporting resilience – continued

- Integrating systems of care
- Educating parents, teachers, pediatricians & other first responders
- Training professionals in resilience- and trauma-informed care
- Advising policy-makers & philanthropists
- Humanitarian and peace-building activities
- System reform to promote equity, justice, health & well-being of children

Examples

- **Reduce risk and stress**
  - Timing moves to mitigate stress for children
  - Stabilize housing and schooling
  - Reduce hunger and food insecurity
  - Crisis nurseries and childcare

- **Increase resources**
  - Increase salaries or benefits
  - Improve access to quality childcare
  - Facilitate college applications for military students
  - Support tutoring, jobs, and summer programs for military youth

- **Promote protective processes**
  - Create a culture of support for military families
  - Parent education and resources
  - Executive function skills in children and parents
  - Teacher-child relationships
Example

- Anticipating military family stressors in order to support effective parenting during the entire process of deployment (before, during, after)
  - Develop specific strategies
    - For diverse parents
    - For deployed parents and parents on the home front
    - With children of different ages and special needs

Interventions that work typically ...

- Are developmentally informed
- Culturally appropriate
- Ecologically and developmentally strategic
- Take advantage of existing strengths
- Mobilize the power of basic human adaptation systems
- Promote competence or health as they reduce risk or problems

Integrate & Collaborate

- Resilience depends on multiple systems
- Effective programs often target multiple systems
- Adversity or risk often comes in cumulative forms that may require multiple intervention strategies
- No one person or sector has the capacity to understand/intervene in complex adaptive systems
- Collaborative intervention benefits from collaborative training experiences
Military Family Readiness System

- Recognizing importance of military families
- Dynamic & responsive (complex adaptive system)
- Multiple components
  - Health care
  - Childcare
  - Education for children
  - Education for parents
  - Family management skills (from budgets to stress)
  - Recreational opportunities
- Challenges of coordination
- Potential to be a national model of family support

Consensus study
Report July, 2019

Free to download

Looking ahead

- Emerging neurobiology of resilience
  - Interplay of genes, biological systems, and experience
  - Programming and reprogramming of adaptive systems
  - Biological embedding of stress, good parenting, culture
  - Protecting brain development
  - Need research on intergenerational effects of military service
- Aligning systems to foster resilience
  - Linking families, healthcare, schools, peers, community
  - Aligning state and national policies with child resilience
  - Military Family Readiness System
- Cultural traditions and practices that promote resilience
  - Military cultural traditions and practices that promote resilience
- Committee on the Well-Being of Military Families
  - Implementation
- Addressing the global climate crisis
Enduring take-home messages

- Resilience is all around us
- Ordinary human adaptive systems are powerful
- Resilience can be nurtured and promoted
- There are many paths of resilience
- Resilience in children, youth, and families depends on resilience of other systems
- Resilience of our military, present and future, depends on the resilience and coordination of multiple systems

Invitation to a MOOC on Coursera.org
Resilience in Children Exposed to Trauma, Disaster and War: Global Perspectives

Acknowledgments
- U.S. Army
  - for a global, interesting, & challenging childhood
  - for sparking my interests in risk and resilience
- Resilience mentors
  - Norman Garmezy, Michael Rutter, Emmy Werner
- Developmental mentors
  - Dante Cicchetti, Irving Gottesman, Arnold Sameroff, Alan Sroufe
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- U of M student collaborators
- Community partners
- Primary funders
  - NICHD, NIMH, NSF, IES
  - William T. Grant Foundation
  - U of Minnesota & the Center for Urban and Regional Affairs

Special thanks to all families who have helped over the years!
Case Story – Meet Stephanie

Video for Session

Case Story Q & A

1. What are the challenges facing this family?
   - for the children
   - for each parent

2. What are key assets & resources available?
   - to the child
   - to the family or parents
   - at a broader systems level

3. What are key strategies to help the family?
   - by reducing risks or stress
   - by boosting resources
   - by mobilizing major drivers of resilience

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1.5 Clock Hours for Certified Case Managers

Evaluation/post-test:
https://vce.a1.qualtrics.com/jfe/form/SV_eScqE2JoxX8t7u8

For questions regarding CEUs, email us at: aharris@umn.edu

August 20
11 AM ET – 12:30 PM ET
August 22
11 AM ET – 12:30 PM ET
August 27
11 AM ET – 12:30 PM ET

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