



# 2010 Children's Behavioral Health Conference

Reclaiming Lives...Claiming Futures

Oklahoma Department of Mental Health

Substance Abuse Services

April 28-30, 2010

# Resiliency Despite Risk

Belinda Biscoe, Ph.D.,

Assistant Vice President

Outreach, College of Continuing Education

The University of Oklahoma

Division of Public and Community Services

Director

Educational Training, Evaluation, Assessment and  
Measurement Dept.

and

Mid Continent Comprehensive Center



**Vulnerable**



**Resilient**



**Invulnerable**



-  **Pathologies**
-  **Resiliencies**

# Either/Or

← Resilient



← Not Resilient



# Resilience



← Resilience

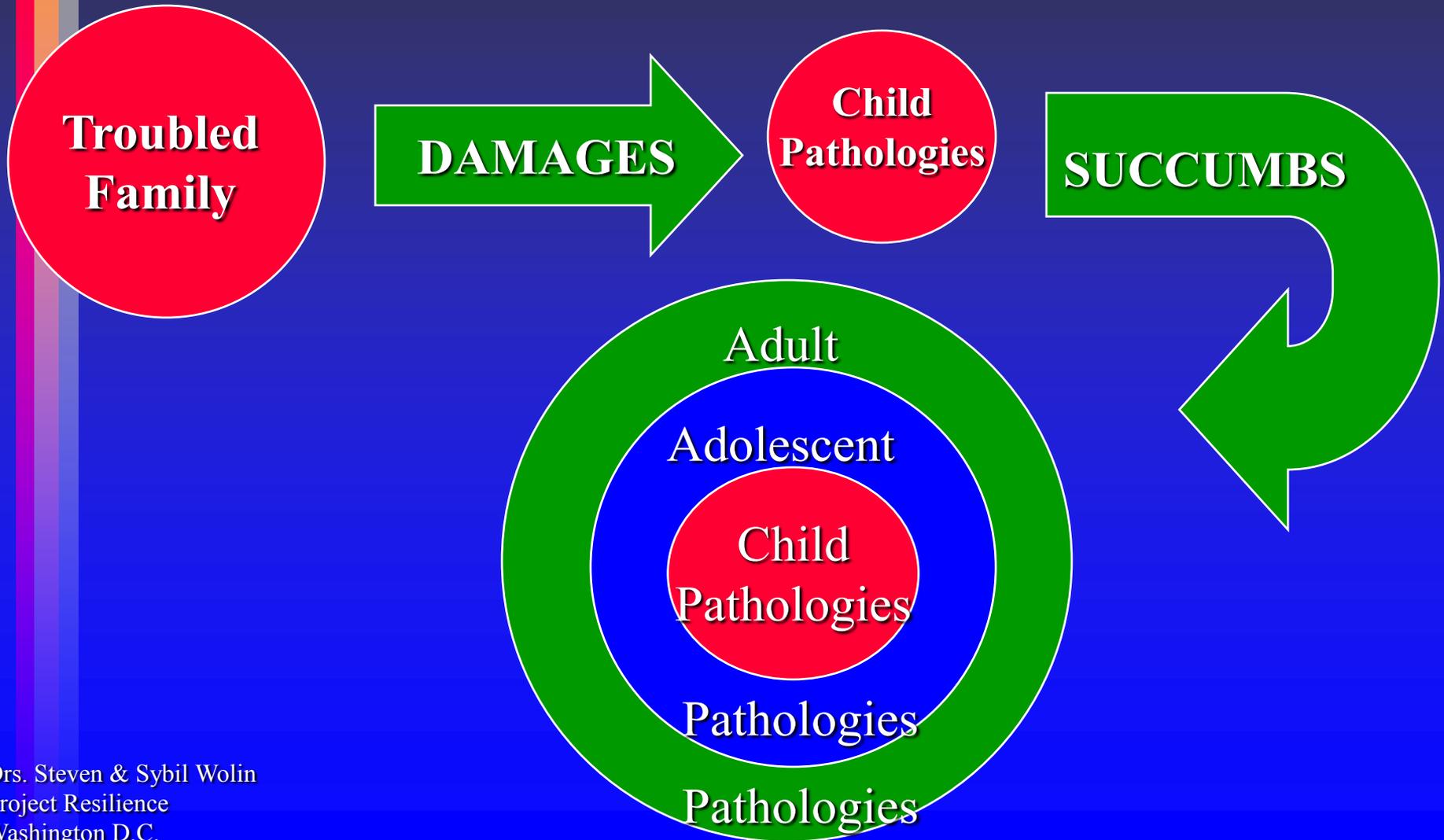
← Protective Factors



Internal to the child

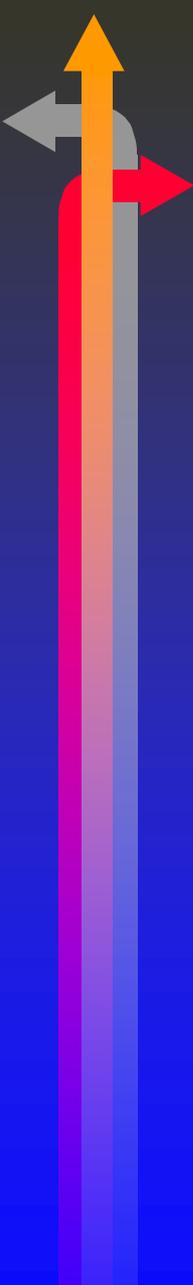
External to the child

# The Damage Model





**PATHOLOGY**



# The Damage Model

← **Conception of the  
Child**

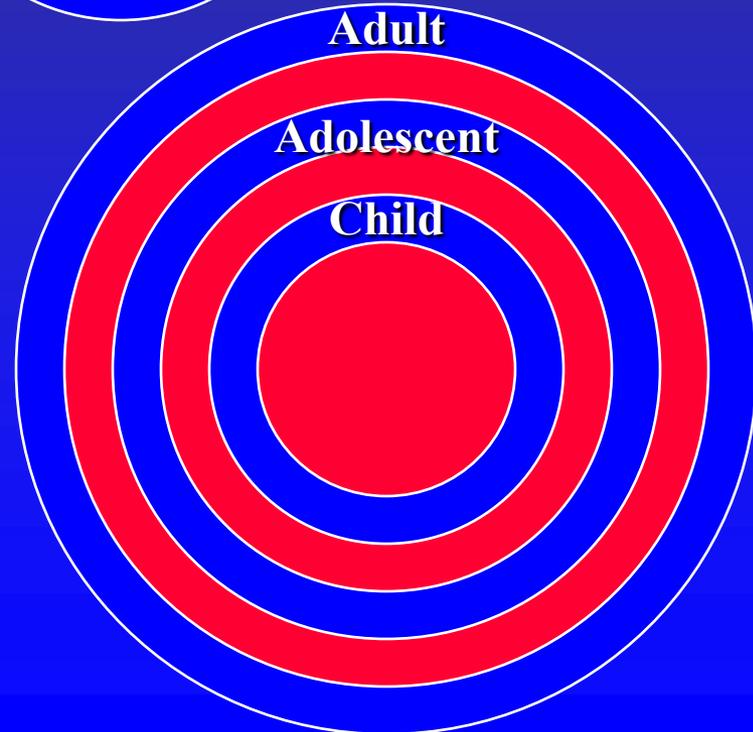
← **Helpless**

← **Fragile**

← **Passive**

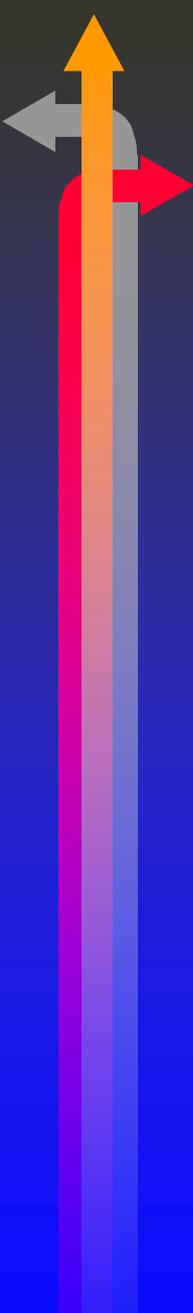
← **Trapped**

# The Damage Model





Drs. Steven & Sybil Wolin  
Project Resilience  
Washington D.C.



# Challenge Model

← **Conception of the child**

← Active

← Capable of choosing

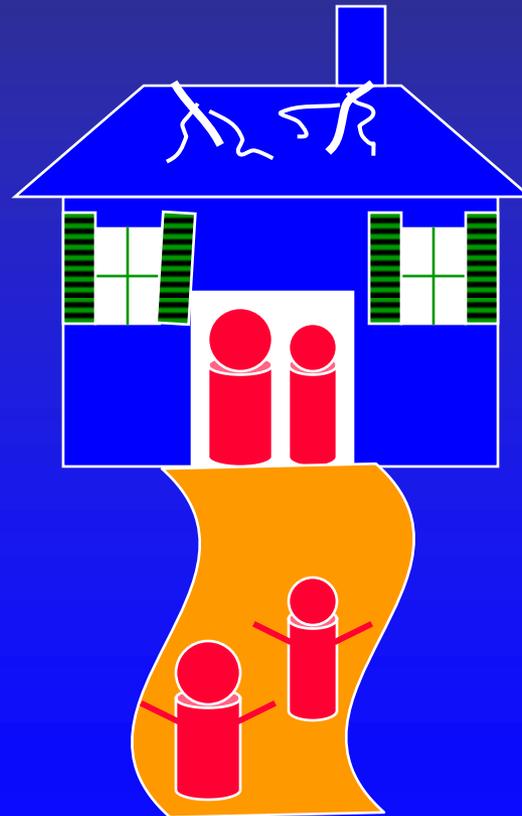
← Self-protective

← Resourceful

# E. James Anthony

## “The Invulnerable Child”

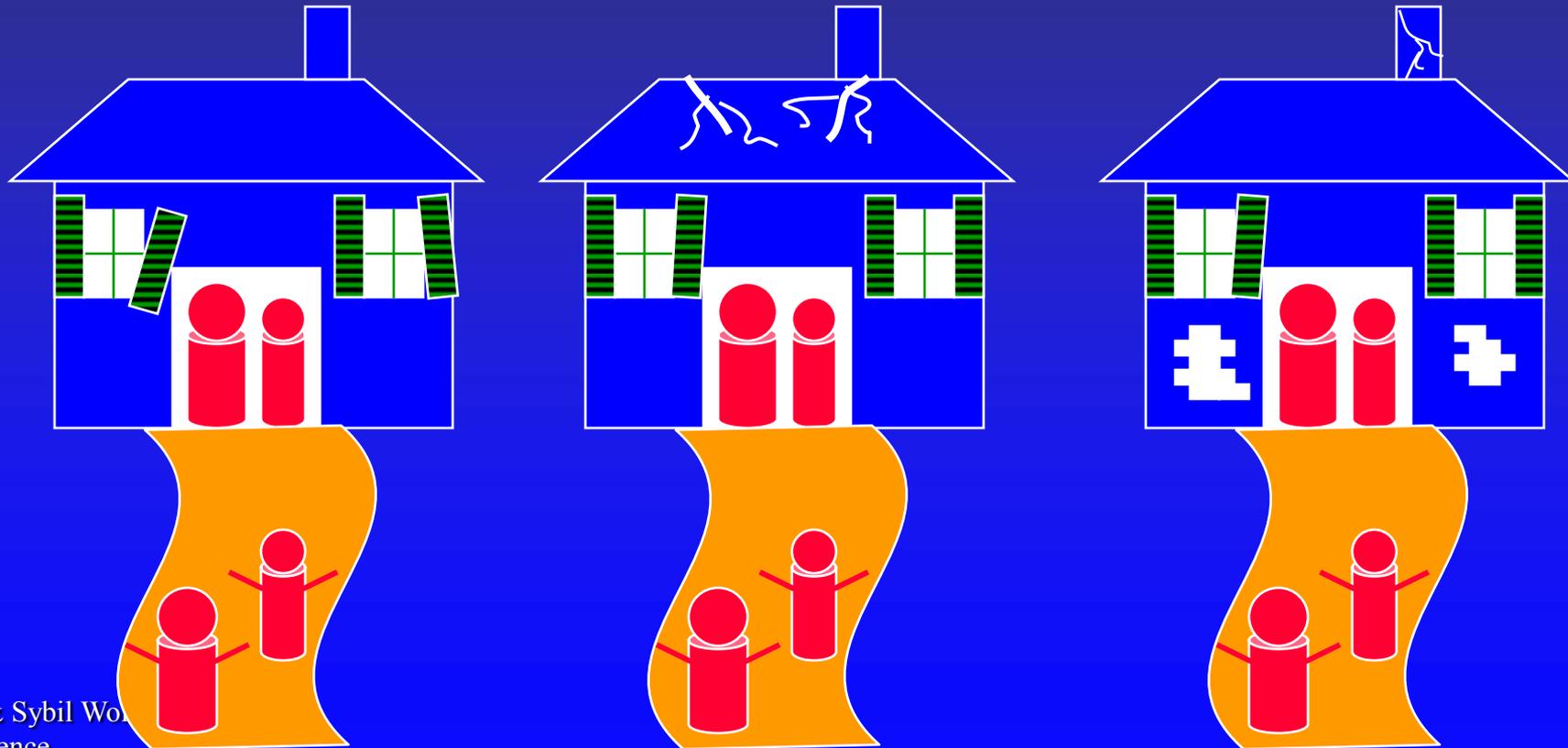
### Children of Schizophrenics



# Gina O'Connell Higgins

## “Resilient Adults: Overcoming a Cruel Past”

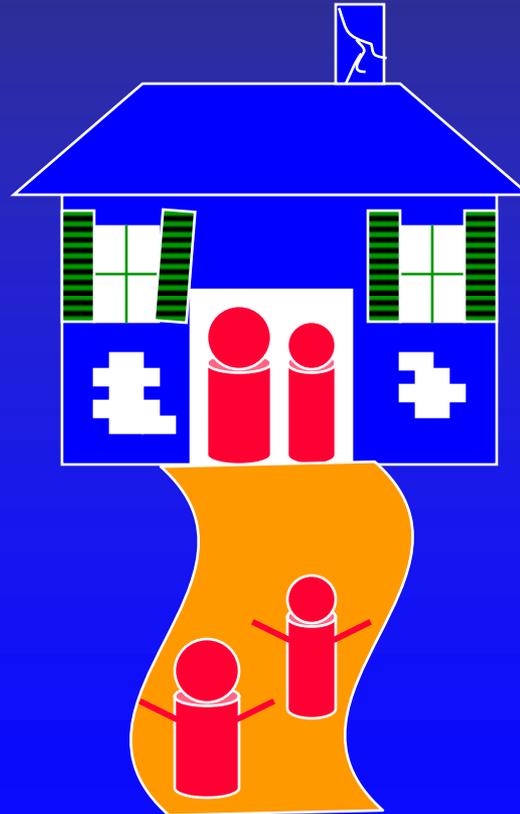
### Children of Extremely Stressful Families



# H. Beth Balshaw

## “Living Intentionally”

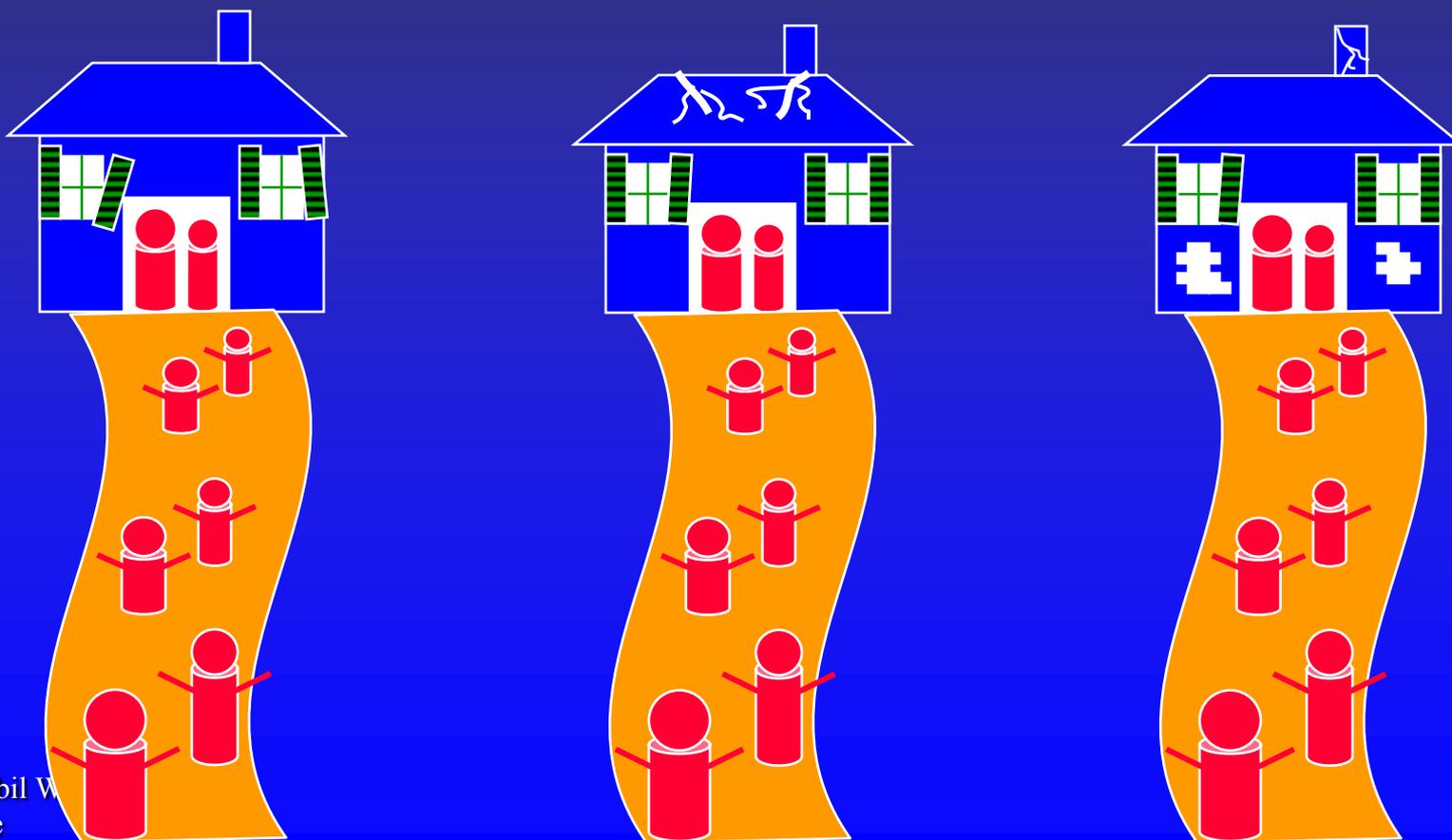
### Children of Spouse Abusers

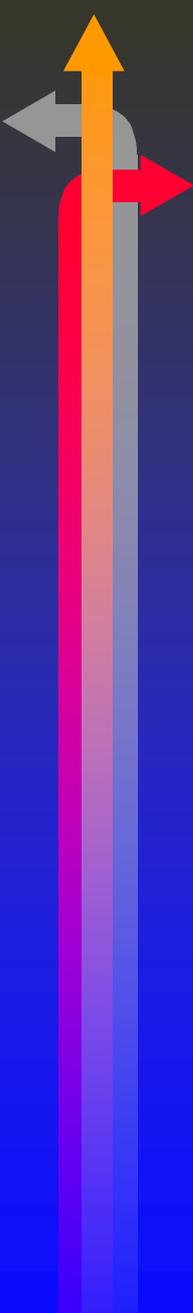


# Emmy Werner

## “Children of The Garden Isle”

### Children of Troubled Families





# The Resiliencies

← Insight

← Creativity

← Independence

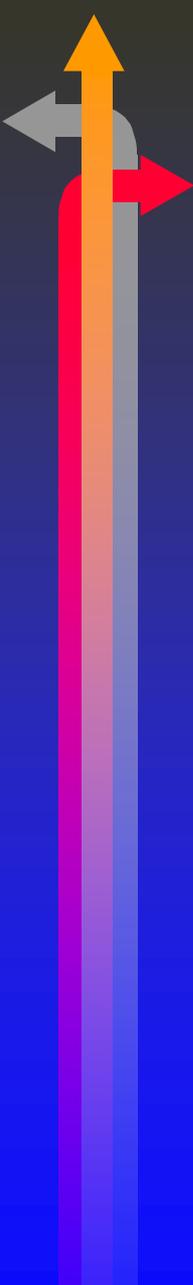
← Humor

e

← Morality

← Relationships

← Initiative

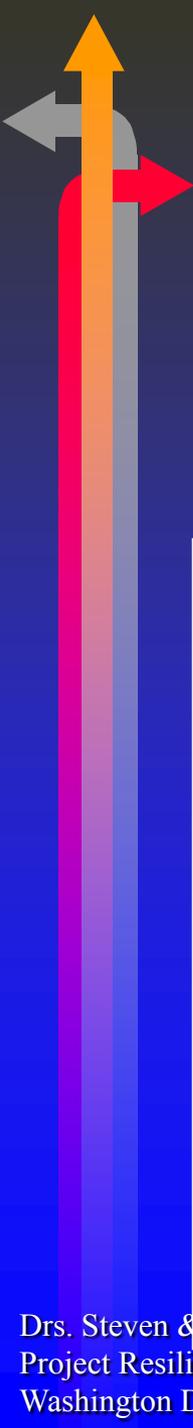


# Mirroring

Learning who you are by  
seeing your reflection  
in the face of another

# The Resiliencies

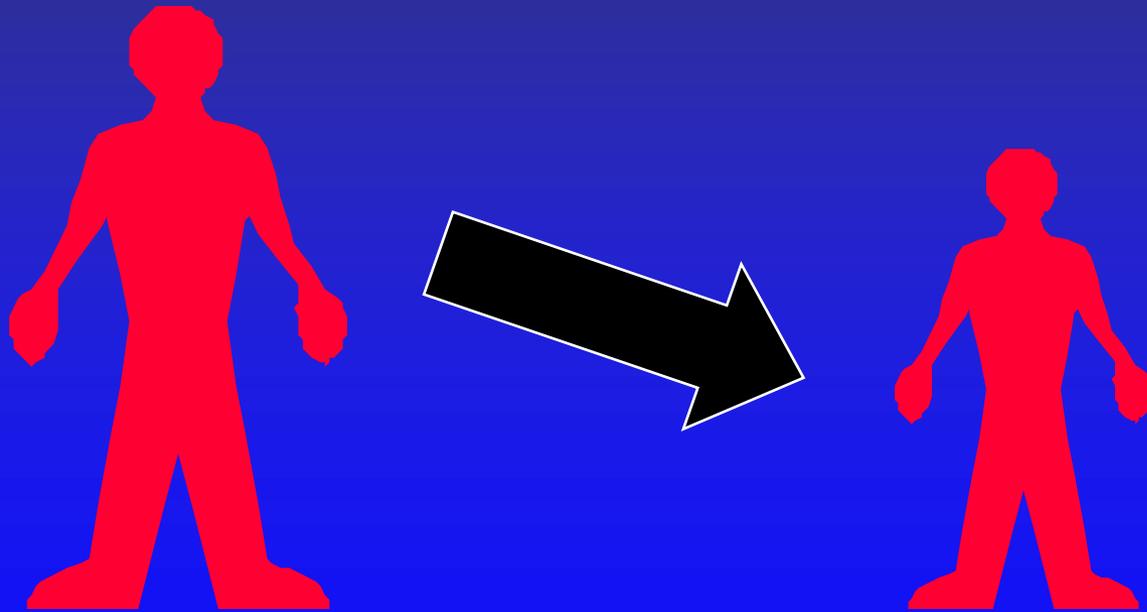
## Developmental Phases



	Child	Adolescent	Adult
<b>Insight</b>	Sensing	Knowing	Understanding
<b>Independence</b>	Straying	Disengaging	Separating
<b>Relationships</b>	Connecting	Recruiting	Attaching
<b>Initiative</b>	Exploring	Working	Generating
<b>Creativity</b>	Playing	Shaping	Composing
<b>Humor</b>			Laughing
<b>Morality</b>	Judging	Valuing	Serving

# Jerome Kagan “The Nature of the Child”

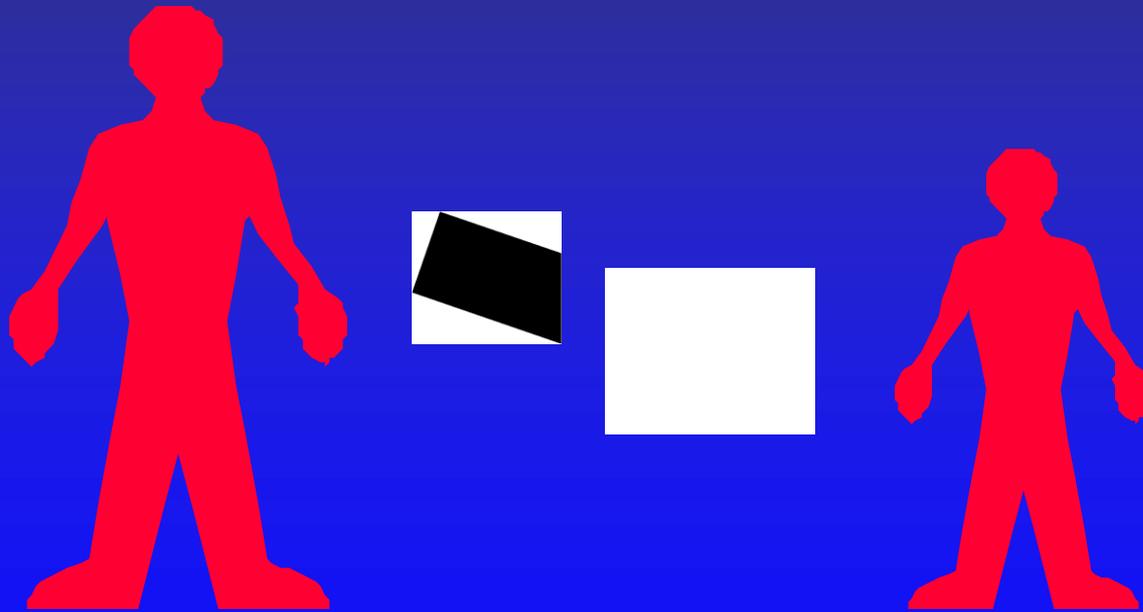
## The Objective Frame

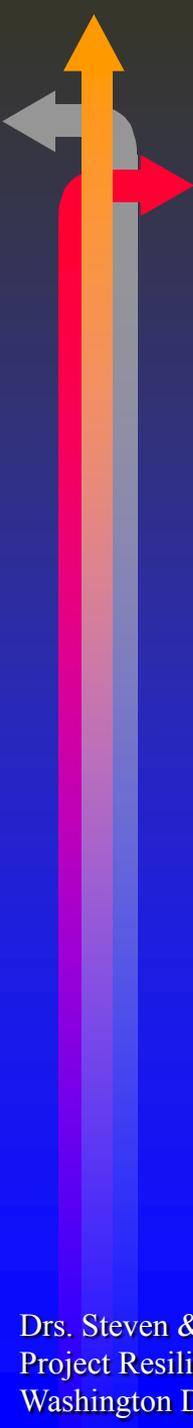


# Jerome Kagan

## “The Nature of the Child”

### The Subjective Frame



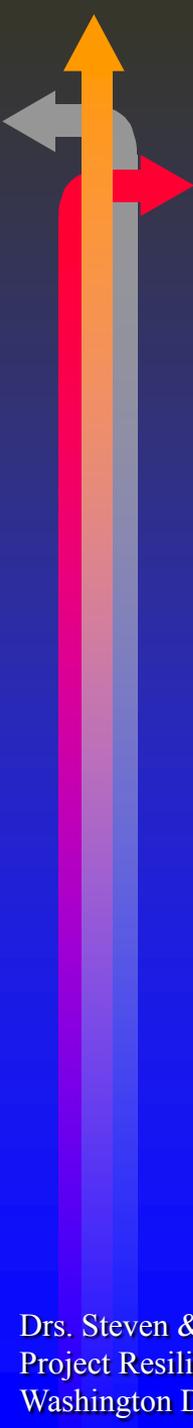
A vertical bar on the left side of the slide, featuring a color gradient from purple at the bottom to yellow at the top. It has three arrows: a grey arrow pointing left at the top, a red arrow pointing right at the top, and a yellow arrow pointing up at the top.

# Survivor's Pride

**A sense that you**

**have been tested and that**

**you have prevailed**

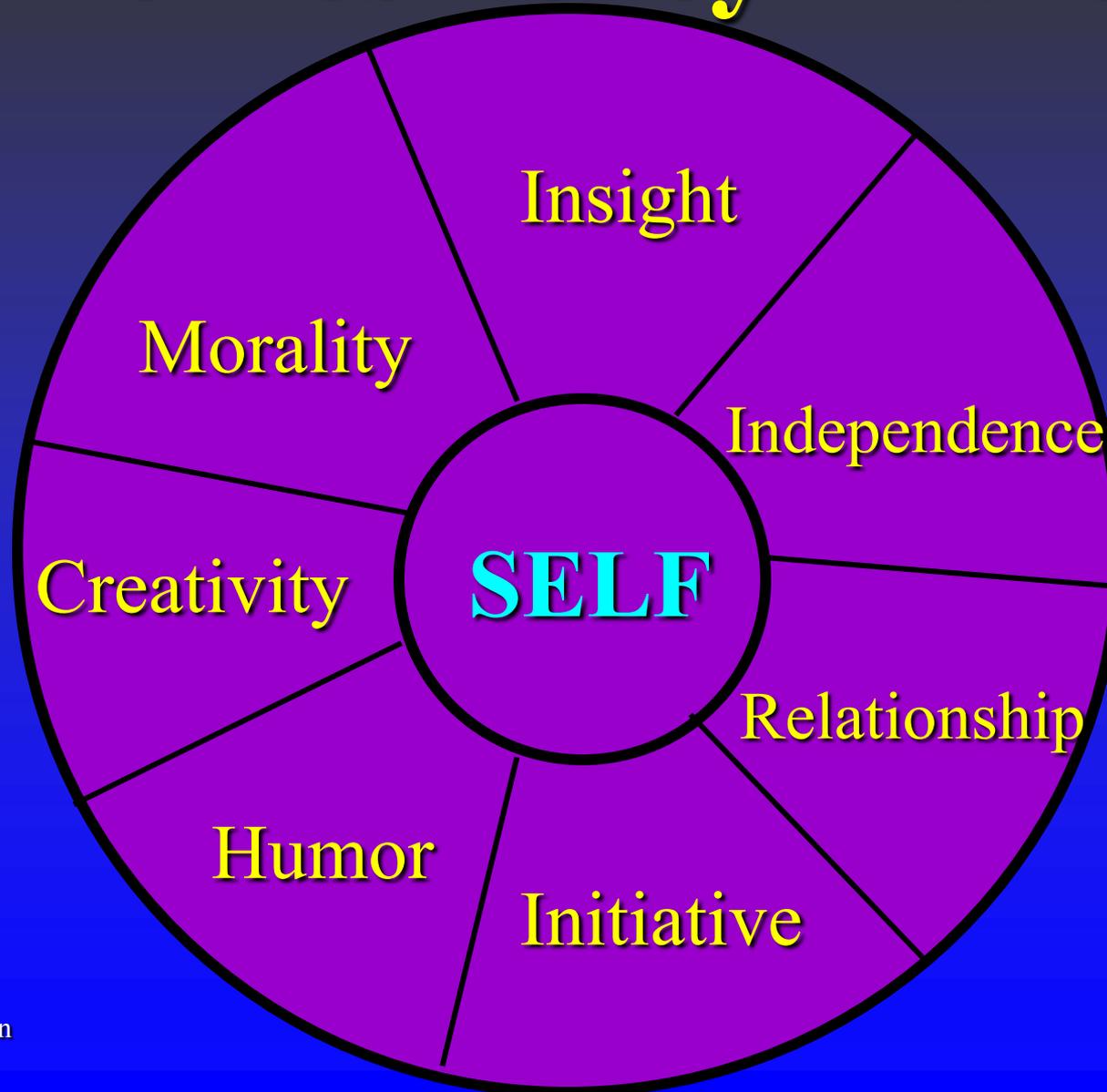
A vertical bar on the left side of the slide, featuring a color gradient from blue at the bottom to orange at the top. It has three arrows: a grey arrow pointing left at the top, a red arrow pointing right at the top, and a white arrow pointing up at the top.

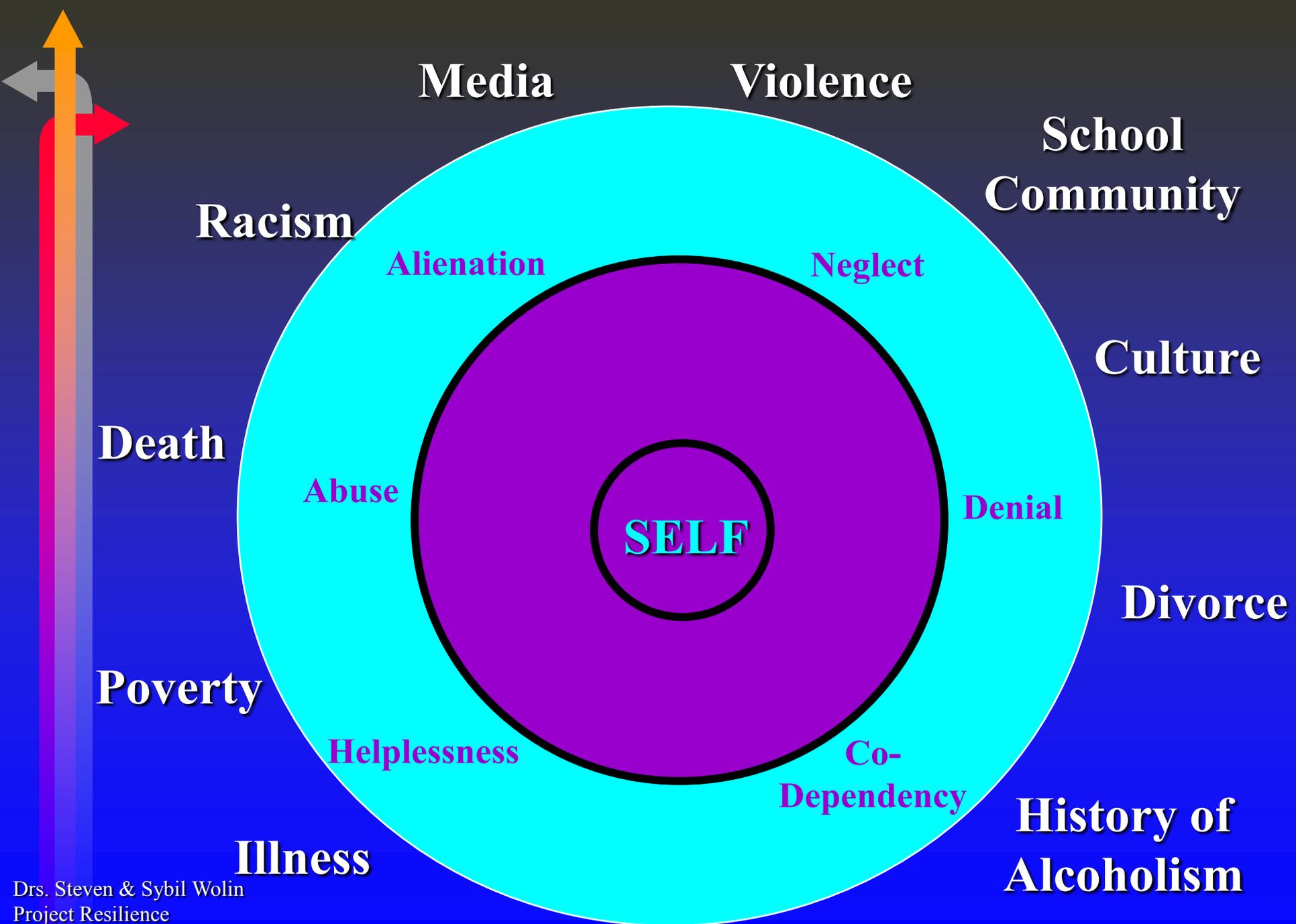
# Survivor's Pride

## Goal

**To change the image of  
oneself from damaged  
goods to one who prevails**

# The Resiliency Mandala





**Media**

**Violence**

**School  
Community**

**Racism**

**Alienation**

**Neglect**

**Culture**

**Death**

**Abuse**

**Denial**

**Divorce**

**SELF**

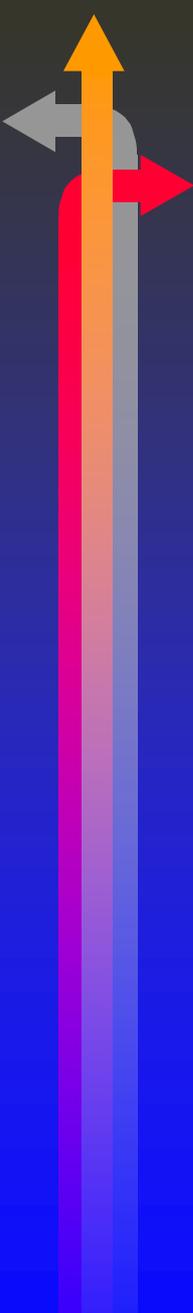
**Poverty**

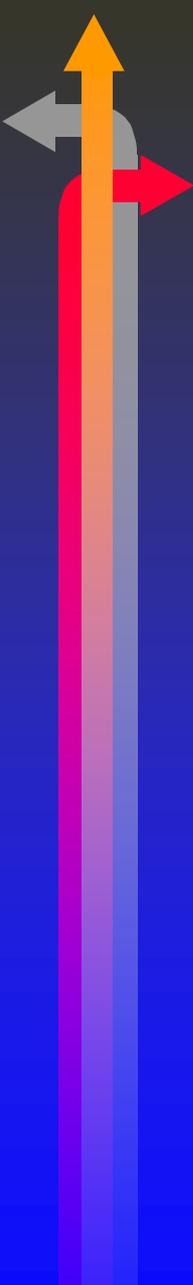
**Helplessness**

**Co-  
Dependency**

**History of  
Alcoholism**

**Illness**





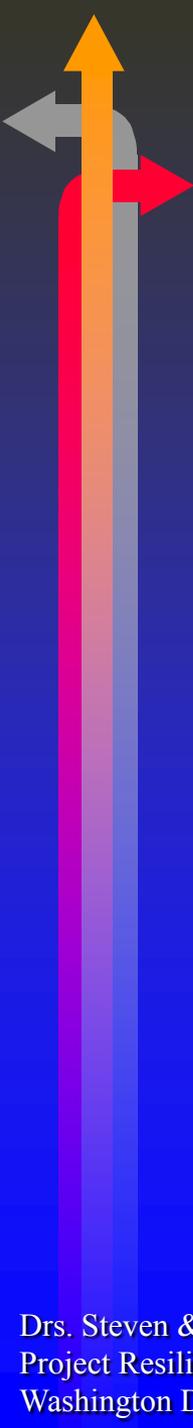
# Challenge Model

← **The Helping Professional**

← **Addresses the damage**

← **Identifies unrecognized  
resilience**

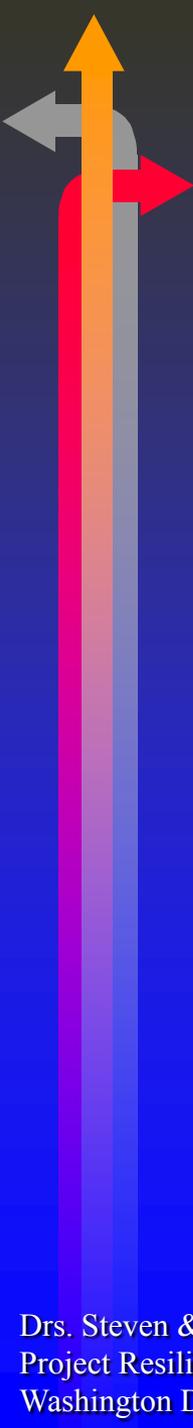
← **Taps survivor's pride**

A vertical bar on the left side of the slide, transitioning from blue at the bottom to orange at the top. It features a white arrow pointing up at the top, a white arrow pointing left at the top, and a red arrow pointing right at the top.

# OVERVIEW OF THE RESILIENCY ATTITUDES SCALE (R.A.S.)

- ← Development of the R.A.S.
- ← Administration of the R.A.S.
- ← Scoring the R.A.S.
- ← Interpretation of the R.A.S.
- ← Preliminary Data
- ← Applicability to Various Populations

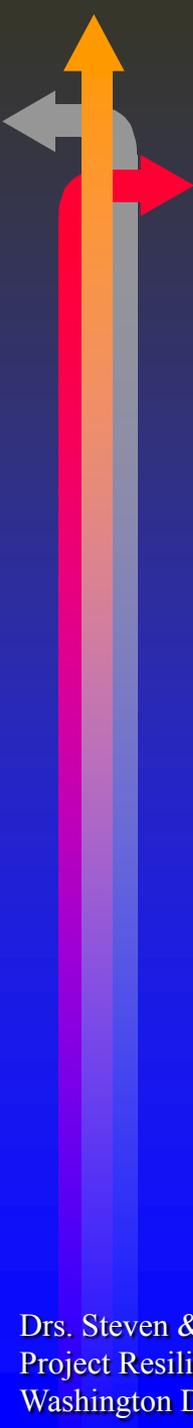
# VERSIONS OF THE INSTRUMENTS



← Children's Resiliency Attitudes Scale  
(C.R.A.S.)

← Adolescent Resiliency Attitudes Scale  
← (A.R.A.S.)

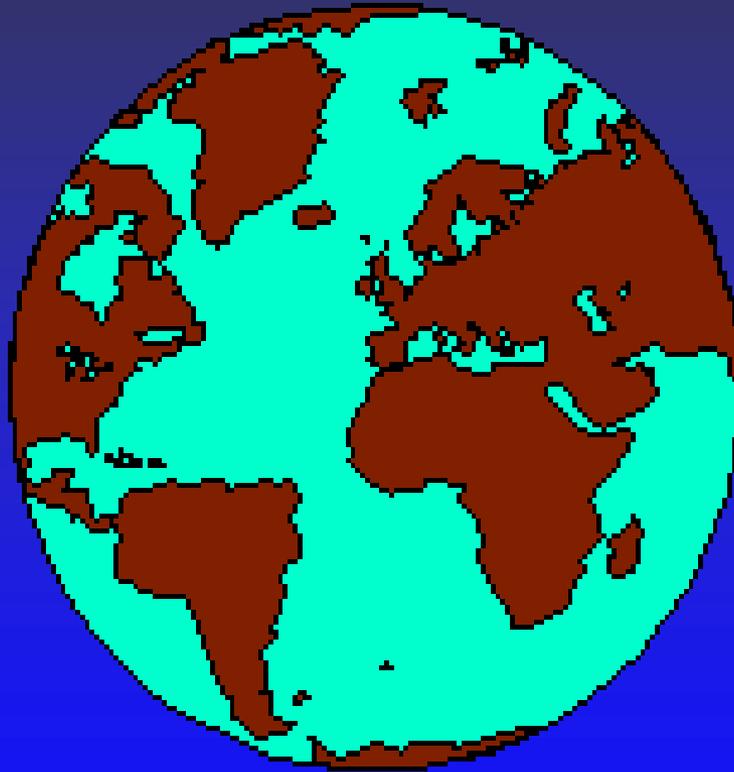
← Resiliency Attitudes Scale  
(R.A.S.)



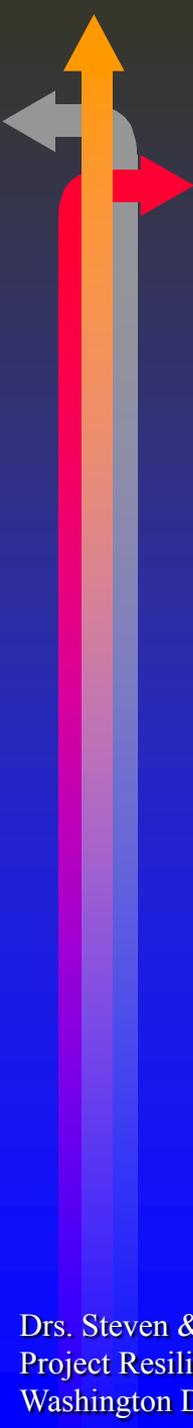
# ADMINISTRATION OF THE RESILIENCY SCALES

These resiliency instruments are designed to be administered in self report format. They are written at a very elementary reading level. The scale should be administered in a quiet and private environment free of distractions. The person administering the assessment should read the R.A.S. instructions aloud to the client and verify understanding.

# Applicability to Various Populations

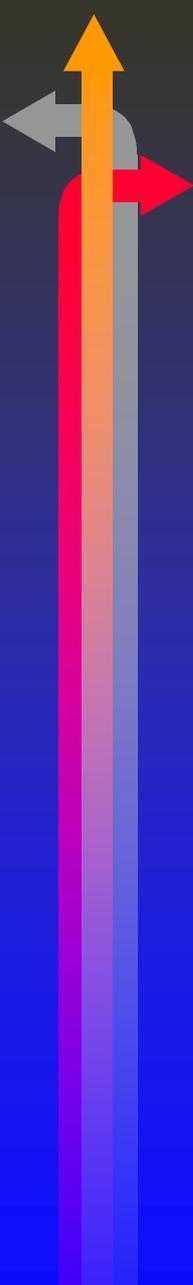


Dr. Wolin  
Pr  
W



# NEXT STEPS

- **Revise existing items based on item analyses.**
- **Continue conducting confirmatory factor analyses to tease out the scales that seem to capture in the most cogent way this construct of resiliency attitudes.**
- **Continue collecting data to norm these instruments with various populations. (This includes addressing its feasibility cross-culturally).**



# RESILIENCE WEB SITE

[http://www. dataguru@dataguru.org](http://www.dataguru@dataguru.org)

Email: [bbiscoe123@ou.edu](mailto:bbiscoe123@ou.edu)

[Bpbiscoe@ou.edu](mailto:Bpbiscoe@ou.edu)

405-325-1711