WEBINAR WEDNESDAY

Building Resiliency and Protective Factors During Challenging Times
Building Resiliency and Protective Factors During Challenging Times
Purpose of this Webinar

1. Describe the importance of building protective factors to coalition and community members
2. Provide resources to families and providers on ways to build resiliency and protective factors during COVID-19… and beyond
3. Proactively address protective factors throughout the SPF
4. Identify and share additional resources
I. Introduction
II. Overview of Protective Factors and Resilience
III. Building Protection and Resilience During COVID-19 … and beyond
IV. Resources
V. Questions and Answers

Please review the resource listed provided.
COVID-19

The COVID-19 global pandemic has brought about some unique challenges for coalitions and communities.

GET BACK TO THE BASICS

• Planning and reflection is important for coalitions
• Dedicate time balancing planning and implementation
• Identify ways to “intentionally” build protection and resilience into our work
Expectations

Take a moment to consider what you expect to learn from this webinar

…and how you’ll share this information with your coalitions and communities
Protective Factors and Resiliency

Think back to when you were young...
Protective Factors and Resiliency
Prevention = Public Health Approach
Resilience can be defined as:
“The process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems, or workplace and financial stressors. ... That's the role of resilience”

American Psychological Association
A **protective factor** can be defined as:

“a characteristic at the biological, psychological, family, or community (including peers and culture) level that is associated with a lower likelihood of problem outcomes or that reduces the negative impact of a risk factor on problem outcomes.”

www.youth.gov
If your coalition or organization provides **information** or **examples** on *building protection or resiliency* – provide a link in the chat box so others can see your work.
Protective Factors and Resiliency

Protective Factors

Developmental Assets

Resilience

Social Development Strategy

cadca.org
Protective Factors Examples

School, Neighborhood and Community Environment
• Presence of mentors and support for development of skills and interests
• Opportunities for engagement within school and community
• Positive norms
• Clear expectations for behavior
• Physical and psychological safety

Source: Risk and Protective Factors – Youth.gov
https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth
Protective Factors Examples

Family Environment
- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Clear expectations for behavior and values

Source: Risk and Protective Factors – Youth.gov
https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth
Protective Factors Examples

Individual / Peer Environment
- Positive physical development
- Academic achievement/intellectual development
- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture

Source: Risk and Protective Factors – Youth.gov
https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth
# Developmental Assets Framework – Search Institute


### Developmental Assets for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

## Support
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
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
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
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.
### Developmental Assets Framework – Search Institute


<table>
<thead>
<tr>
<th>Commitment to Learning</th>
<th>Positive Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Achievement Motivation — Young person is motivated to do well in school.</td>
<td>26. Caring — Young person places high value on helping other people.</td>
</tr>
<tr>
<td>22. School Engagement — Young person is actively engaged in learning.</td>
<td>27. Equality and social justice — Young person places high value on promoting equality and reducing hunger and poverty.</td>
</tr>
<tr>
<td>23. Homework — Young person reports doing at least one hour of homework every school day.</td>
<td>28. Integrity — Young person acts on convictions and stands up for her or his beliefs.</td>
</tr>
<tr>
<td>24. Bonding to school — Young person cares about her or his school.</td>
<td>29. Honesty — Young person “tells the truth even when it is not easy.”</td>
</tr>
<tr>
<td>25. Reading for Pleasure — Young person reads for pleasure three or more hours per week.</td>
<td>30. Responsibility — Young person accepts and takes personal responsibility.</td>
</tr>
</tbody>
</table>

### Internal Assets

#### Social Competencies

| 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

| 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. |
Resilience

Building resiliency entails providing experiences that:

• foster a **consistent relationship** with at least one safe, caring, reliable and competent adult who promotes high expectations and encourages self-improvement

• provide **opportunities** for productive decision-making and constructive engagement in their family, community, school and other social institutions

• **encourage** adolescent voice, choice and personal responsibility

• **promote the development** of self-regulation, self-reflection, self-confidence, self-compassion and character

Sources: [https://www.afsa.org/enhancing-resilience](https://www.afsa.org/enhancing-resilience)  
Social Development Strategy

Protective Factors:
• Healthy Beliefs and clear standards
• Bonding:
  - Opportunities
  - Skills
  - Recognition
• Individual Characteristics

Source: Communities That Care
Protective Factors and Resiliency

Think back to when you were young...
Build Protection Across Domains

- Community
- Family
- School
- Individual / Peer
Build Protection Developmentally

- Infancy
- Childhood
- Adolescence
- Maturity
Protective Factors and Resiliency

For everybody!
Why Now?

What is the role of a coalition?
Protection and Resiliency during COVID-19

Support and Resources for Parents and Caregivers

http://www.parentslead.org/COVID-19
Protection and Resiliency during COVID-19

Support and Resources for Youth & Families

http://www.parentslead.org/COVID-19

https://www.impactnorwood.org/
Protection and Resiliency during COVID-19

Opportunities for Youth Involvement

https://sacada.org/covid-19-resources-for-kids/
Protection and Resiliency during COVID-19

Updated Research and Information


https://www.alcohol.org/resources/coronavirus-and-alcoholism/
Substance Use Prevention during COVID-19
Promoting Partner Resources and Events

Upcoming Partner Events

MONDAY, APRIL 27
Mindful Monday
Mindful Monday for Community Service Providers and Health Care Workers

TUESDAY, APRIL 28
Virtual FoodSmart Classes
Coalition Partner
The University of Delaware Cooperative Extension, EFNEP

WEDNESDAY, APRIL 29
Get Experience in Mindfulness
Coalition Partner
Looking for a sense of calm in your new routine? Join University of Delaware

THURSDAY, APRIL 30
CAMP Rahoboth LGBTQ+ Youth C
Coalition Partner

Addressing Coronavirus
On behalf of Sussex County Health Coalition’s Board of Directors, Executive Director and Staff, we wanted to share our plans regarding the growing concerns with regard to the Coronavirus, and the recent State of Emergency issued by our Governor on March 12th. One key point we look from Governor Carney’s emergency declaration was his recommendation to cancel non-essential public gatherings of 100 people or more, to prevent community spread of the coronavirus.

As a Health Coalition, our first priority is always the safety and health of our partners and our community. Our leadership team has been closely monitoring the Centers for Disease Control and Prevention (CDC) and World Health Organization statements regarding the coronavirus (COVID-19).

> VIEW COALITION PLANS & RECOMMENDATIONS
> VIEW UPCOMING MEETINGS/EVENTS CHANGES
> CLICK TO DOWNLOAD PRINTABLE FLYERS - PDF

Drug Free Sussex Initiative Mini Grants - Apply Now
Event must include Prescription Drug Prevention and Opioid, Drug & Alcohol Prevention Awareness including vaping information targeted for ages 12 to 25 years old. Developmental Asset information should be utilized when appropriate and if your organization does not have materials then can be requested from SCHC. For large projects serving over 100 the cost of materials will need to be factored into the proposal.

> CLICK HERE TO APPLY ONLINE

https://www.sussexcoalition.org/
Chat Box Resources

If your coalition or organization provides information or examples on building protection or resiliency – provide a link in the chat box so others can see your work.
Protective Factors and Resilience

Webinar Wednesday
Community Resource Assessment

In a resource assessment, coalitions identify those resources that can be directed toward solving the specific problems identified as top community concerns.

The Resource Assessment is conducted at the same time as the Needs Assessment.
**Resource Assessment**

**Resources include:**

- **Protective Factors** and Developmental Assets that create a healthy environment and support healthy decision making.

- Existing facilities, programs, organizations, initiatives, coalitions, advocates that support youth and families.

- Prevention infrastructure including the health department, school system, resource centers, data systems, laws and policies, funding streams.
Logic Model

- Data, Measure, Source, Date
- Data, Measure, Source Date

Problem Statement

- Data, Measure, Source, Date
- Data, Measure, Source Date

Root Cause

- Data, Measure, Source Date
- Data, Measure, Source, Date

Local Condition

- Data, Measure, Source Date
- Data, Measure, Source, Date

But Why? (Root Cause)

- Data, Measure, Source Date
- Data, Measure, Source, Date

But Why Here? (Local Conditions)

- Data, Measure, Source Date
- Data, Measure, Source, Date
Logic Model

Problem Statement

But Why? (Root Cause)

Favorable Parental Attitudes

Parents drink at High School Football Games

Parents host Graduation parties with alcohol

Limited # of community organizations offer youth programs

Opportunities for Involvement in the Community

Limited transportation to afterschool programs

But Why Here? (Local Conditions)

Underage Drinking

Opportunity for Involvement in the Community

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But Why? (Root Cause)

But Why Here? (Local Conditions)
Problem Statement

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But Why? (Root Cause)

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Comprehensive Strategies

1. Provide information
2. Build Skills
3. Provide Support
4. Change Access / Barriers
5. Change Consequences / Incentives
6. Change Physical Design
7. Modify / New Policies

But Why Here? (Local Conditions)
Coalition Capacity Building

Elements of Capacity Building:

• Building Coalition Membership
• Organizing the Coalition
• Enhancing Leadership
• Fostering Cultural Competence in Coalition Work
Take a moment to brainstorm how you might engage your coalition to build protective factors and resilience by:

• Supporting Parents and Caregivers & Youth
• Promoting Community Partners’ Programs & Resources
• Sharing information and resources
• Building protective factors and resilience in your coalitions’ SPF process and products

Learn effective substance use and misuse prevention strategies

Almost 100 sophisticated training sessions and workshops

Opening Plenary Keynote Speaker
Elinore F. McCance-Katz, M.D., Ph.D.
Assistant Secretary of the Substance Abuse and Mental Health Services Administration (SAMHSA)

CADCA.org/MYTI2020
CADCA’s Annual Survey is a leading source of information on community-level substance misuse prevention.

Your participation helps:

• Determine coalition development needs
• Prepare relevant briefs and webinars
• Identify successful coalition strategies
• Develop collaborative projects between coalitions, CADCA, and our partners
• Inform community-level prevention research

*Complete the survey by May 27 for a chance to win a $100 Visa gift card.*

Email survey@cadca.org to receive a survey link

More info available on cadca.org/annual-survey
Coalition Development Support

The Coalition Development Support Team:
- Cassandra Robledo, *Manager, Coalition Development*
- Moneeb Khokhar, *Coalition Develop Support Associate*

**Email:** Training@cadca.org
**Phone:** 1-800-54-CADCA ext: 240
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