



WEBINAR WEDNESDAY

Building Resiliency and Protective
Factors During Challenging Times



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Building Resiliency and Protective Factors During Challenging Times



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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

Agenda

- 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

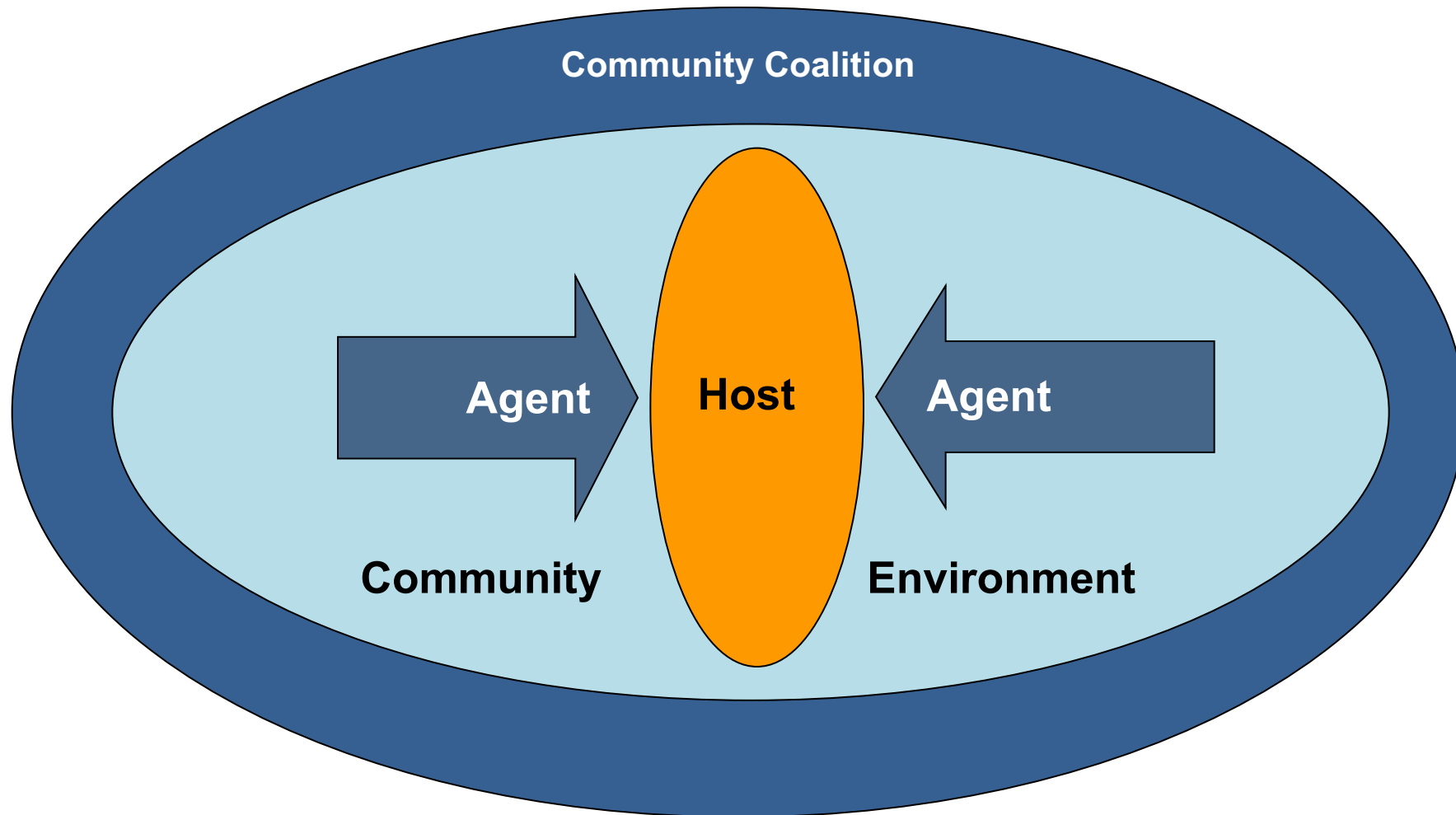
Think back to when you were young...



Protective Factors and Resiliency



Prevention = Public Health Approach



Definition



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

Definition



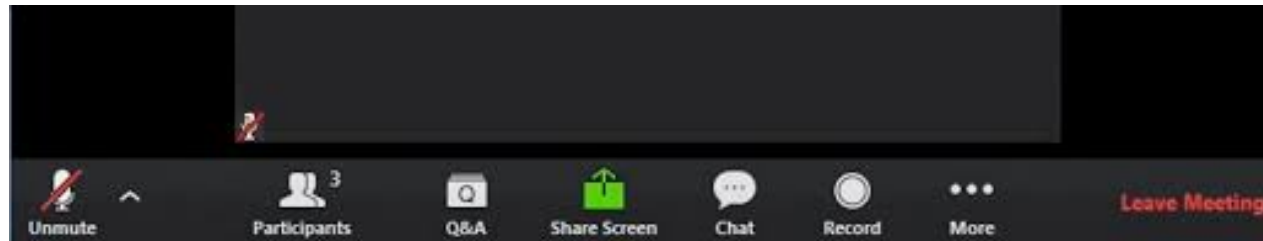
A **protective factor** can be defined as:

“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

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.



Webinar
Wednesday

Protective Factors and Resiliency



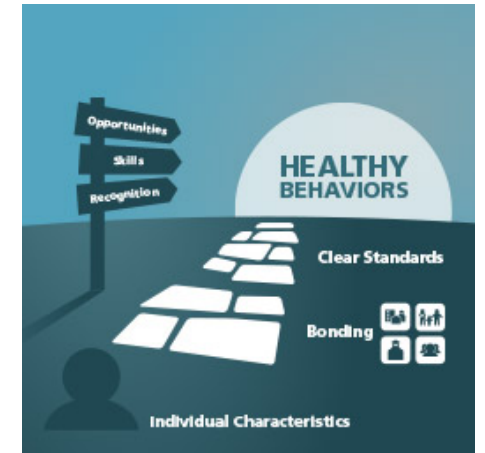
Protective
Factors



Developmental
Assets



Resilience



Social
Development
Strategy
cadca.org 13

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>

40 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.

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.



THE POWER OF
DEVELOPMENTAL ASSETS

40 Developmental Assets® for Adolescents (ages 12-18)

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THE POWER OF
DEVELOPMENTAL ASSETS

Internal Assets	Commitment to Learning	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	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.
	Social Competencies	31. Restraint —Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		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.
	Positive Identity	36. Peaceful conflict resolution —Young person seeks to resolve conflict nonviolently.
		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

Social Development Strategy

Protective Factors:

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



Source: Communities That Care

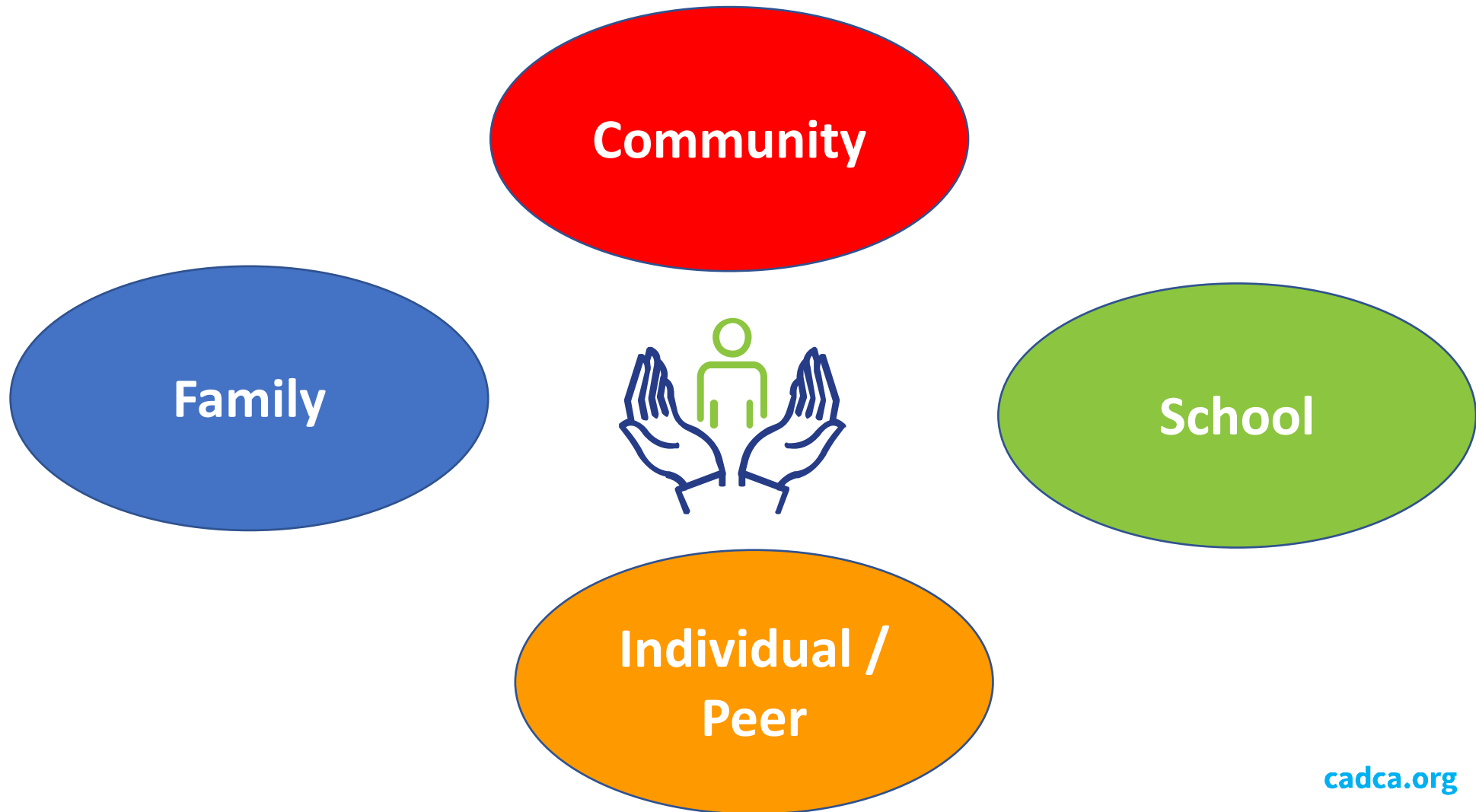
<https://www.communitiesthatcare.org.au/how-it-works/social-development-strategy>

Protective Factors and Resiliency

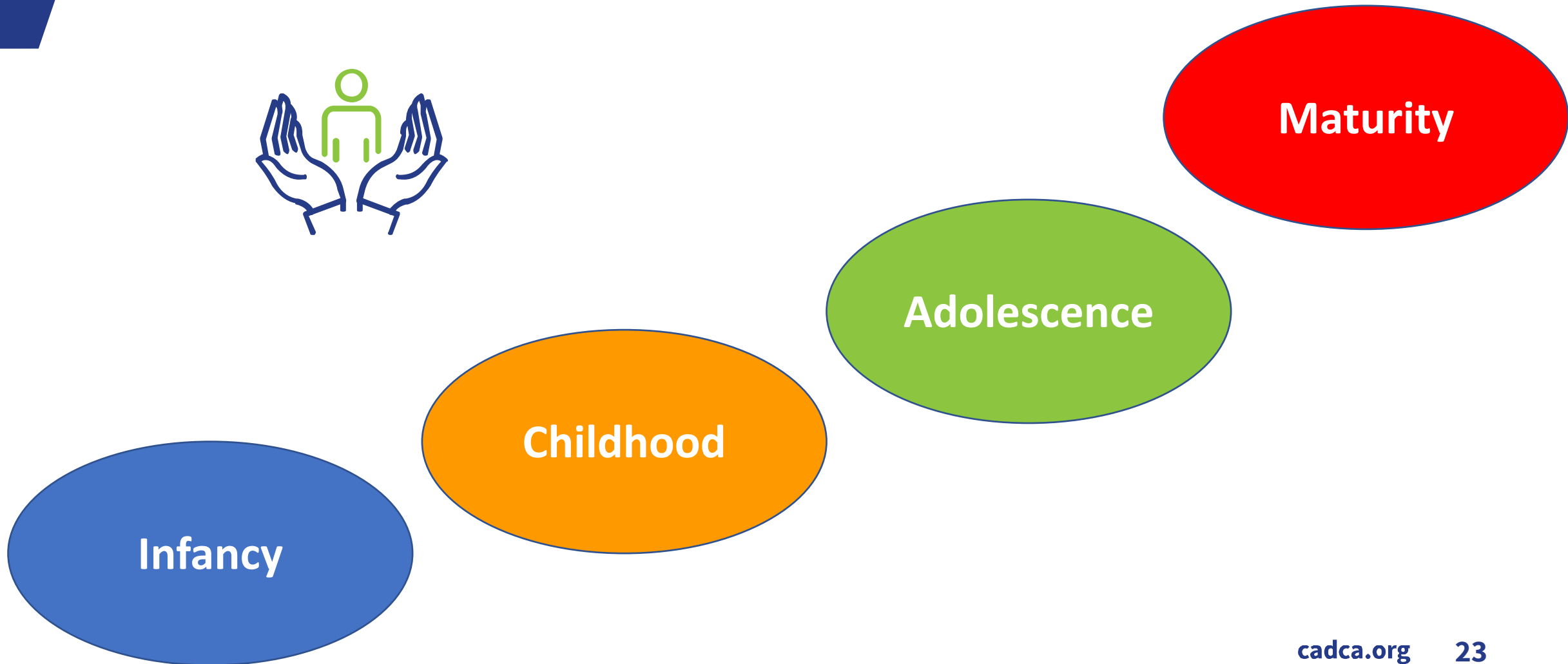
Think back to when you were young...



Build Protection Across Domains



Build Protection Developmentally

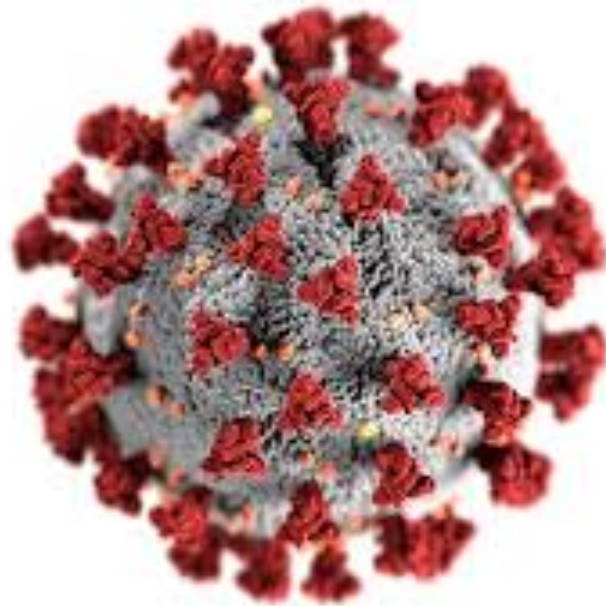


Protective Factors and Resiliency

For everybody!

**Webinar
Wednesday**

Protective Factors and Resiliency

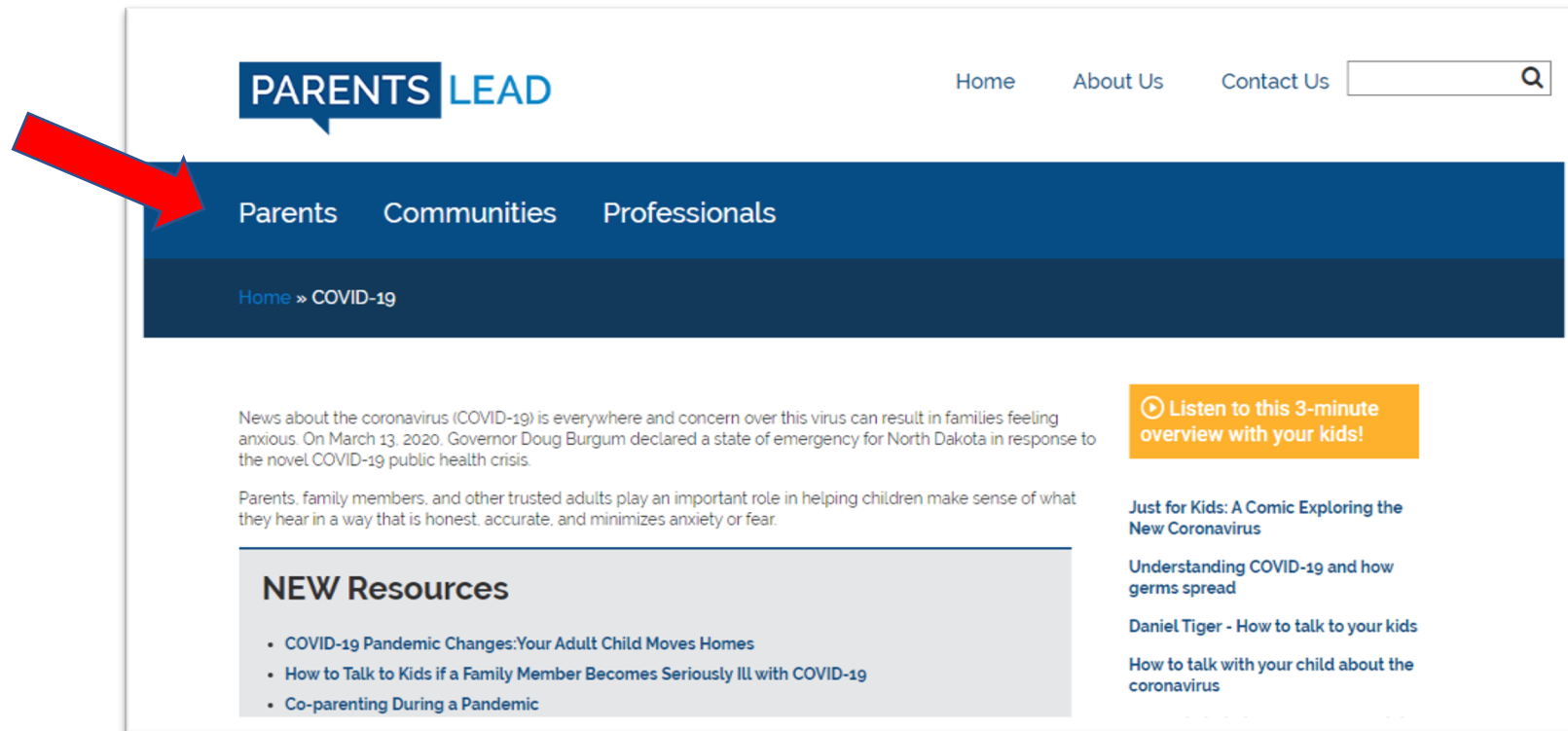


Why Now?

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

PARENTS LEAD.ORG



Supporting those missing milestones


BECAUSE OF THE COVID-19 PANDEMIC

For those in their senior year at the collegiate and high school levels, this is a special time. For high school students, prom and graduation can be defining moments of their generation. Because of the COVID-19 pandemic, seniors may be feeling sad, disappointed and even angry that their spring is not going to look as they had planned.

The tips below will help in the conversations you have with young adults.

GRIEVING	SELF-CARE
<ul style="list-style-type: none">✓ Encouraging young adults to grieve the loss is critical and an important step. Young adults may want to jump ahead to either "fix the problem" or "be over it already" but by grieving, it will make it possible for them to transition into the next step.✓ Grief can be a tough process because there's no answer or quick-fix cure. While there are the five stages of grief, most people don't go through them in the same way or even in the same order.✓ Three considerations while talking with young adults experiencing disappointment:<ul style="list-style-type: none">• Resist pushing away feelings. Instead take the time to feel them.• Recognize that grief is more like a roller coaster than a Ferris wheel; there will be good days and bad days and in between-days.• Be compassionate and don't succumb to the pressure to "get over it already."	<ul style="list-style-type: none">✓ "What psychologists know is that when we are under chronically difficult conditions, it's very helpful to divide the problem into two categories: things I can do something about, and then things I can do nothing about," says Dr. Darnour.✓ You can't avoid disappointment and you can't run from loss but what you can do is decide how you're going to react to the loss and that is everything.✓ Something that can help young adults while grieving the loss is to encourage them to distract themselves with activities that they enjoy:<ul style="list-style-type: none">• Take breaks from watching, reading, or listening to news stories.• Take care of your body. Exercise, meditate, breathe!• Make time to relax. Think about the activities you enjoy and do them as often as you can.• Connect with others. Talking to people, while practicing social distancing, and keeping a positive outlook can be beneficial to you as well as the other person.

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



IMPACT NORWOOD

SUBSTANCE USE PREVENTION COALITION

Teens, Tweens and Quarantines!

"Teens, Tweens, & Quarantines" is a presentation for parents focusing on the impact of COVID-19 on our children. Join Impact Norwood and speaker Jon Mattleman on April 30th for this free, virtual event!

[Learn more!](#)

<https://www.impactnorwood.org/>

Protection and Resiliency during COVID-19

Opportunities for Youth Involvement



San Antonio Council on Alcohol & Drug Awareness

Home About Services **COVID-19 Resources** News

COVID-19 Resources for Kids

Color Pages For Kids

Print the Complete Alphabet Coloring Book Here
A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z

Youth Prevention Specialists present "Milo & the Tough Decision"



Youth Prevention Specialist present "How To Avoid Peer Pressure: Above the Influence"



Youth Prevention Specialists present "Ways to Stay Mentally Active During COVID-19"



8. Protective Factors - At Home Activities

Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence – Harvard University Center on the Developing Child
<https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>

Department of Education National Center for Education Statistics: [Kids' Zone](#)

Department of Energy: [Games and Activities](#); [Virtual Field Trips to National Energy Labs](#)

Environmental Protection Agency: [Games, Quizzes, and Videos about the Environment](#)

The Library of Congress: [Presentations and Activities to Help Students Learn about History](#)

NASA: [Interactive Lessons about Space, Earth, Solar System and Universe](#); [Lessons from Astronauts about Living in Space](#); [STEM Activities for Students of All Ages](#)

The Kennedy Center: [Lunch Doodles with Mo Willems](#); [Tour the Kennedy Center with The Pigeon](#)

The Smithsonian: [Free Smithsonian STEM Games and Simulations](#); [Meet the Animals of the National Zoo](#); [3D Exhibits and Virtual Tours](#); [Smithsonian Magazine Ten Museums You Can Virtually Visit](#); [The Museum of Natural History Virtual Tour](#); [Digital Smithsonian American Art Museum](#); [Distance Learning Resources](#)

NOAA: [Use Real-Time Ocean Data to Explore the Environment](#)

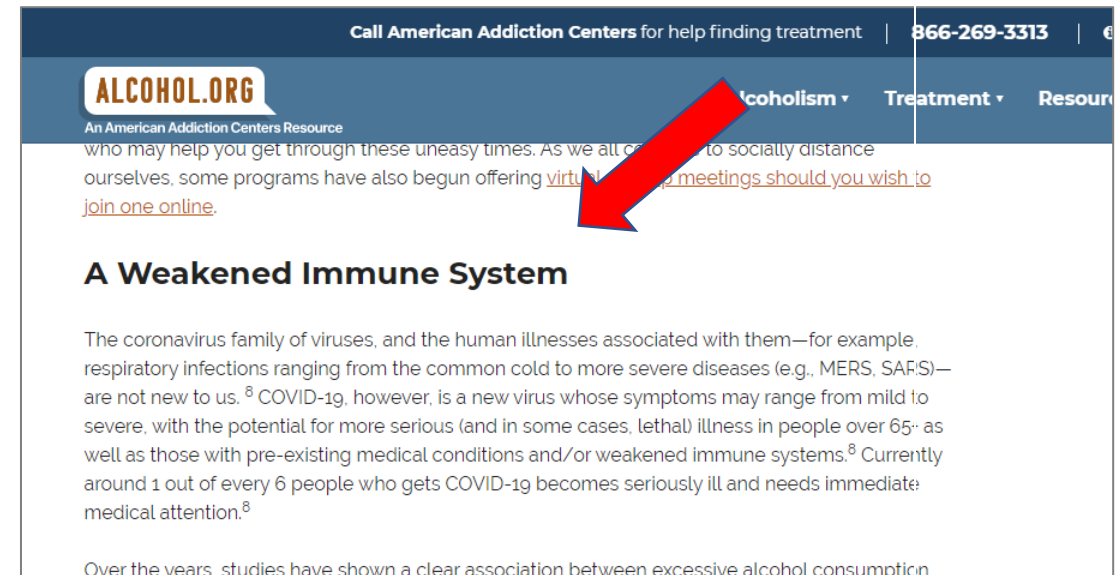
USGS: [Learn from Home About Physical science, Geography and Maps](#)

USA Today: <https://www.usatoday.com/story/life/health-wellness/2020/03/16/coronavirus-quarantine-100-things-do-while-trapped-inside/5054632002/>

<https://sacada.org/covid-19-resources-for-kids/>

Protection and Resiliency during COVID-19

Updated Research and Information

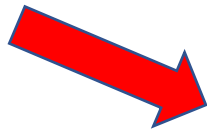


<https://www.healthline.com/health-news/resisting-using-pot-alcohol-to-ease-stress-during-the-covid-19-outbreak>

<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
27 Apr @ 5:00PM EDT | Zoom
● Coalition Partner
Mindful Monday for Community Service Providers and Health Care Workers

TUESDAY, APRIL 28




Virtual Food\$mart Classes
28 Apr @ 3:00PM EDT | Zoom\$mart
● Coalition Partner
The University of Delaware Cooperative Extension EFNEP (Expanded Food and Nutrition Education Program)

WEDNESDAY, APRIL 29



Get Experience in Mindfulness
29 Apr @ 12:00PM EDT | Zoom Meeting
● Coalition Partner
Looking for a sense of calm in your new routine? Join University of Delaware

THURSDAY, APRIL 30



CAMP Rehoboth LGBTQ+ Youth C
30 Apr @ 7:00PM EDT | Zoom Meeting
● 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 took 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). [READ MORE](#)

- > [VIEW COALITION PLANS & RECOMMENDATIONS](#)
- > [VIEW UPCOMING MEETINGS/EVENTS CHANGES](#)
- > [CLICK TO DOWNLOAD PRINTABLE FLYERS - PDF](#)



Drug Free Sussex Initiative Mini Grants - Apply Now

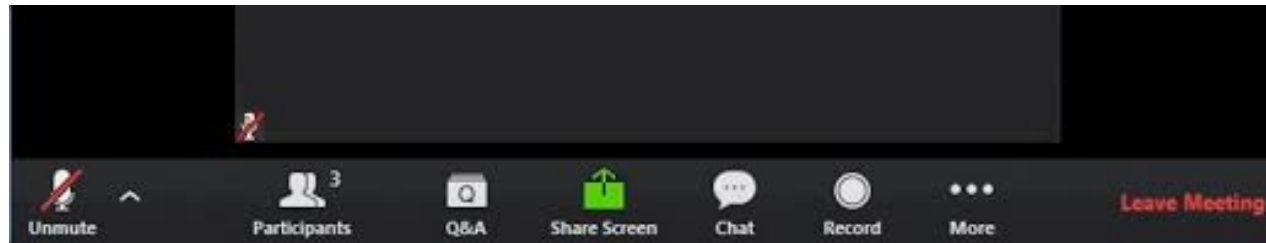
Event must include Prescription Drug Prevention and Opioid, Drug & Alcohol Prevention Awareness including vaping information targeted for ages 12 to 25 years old. Developmental Asset information should be utilized when appropriate and if your organization does not have materials then can be requested 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.



**Webinar
Wednesday**

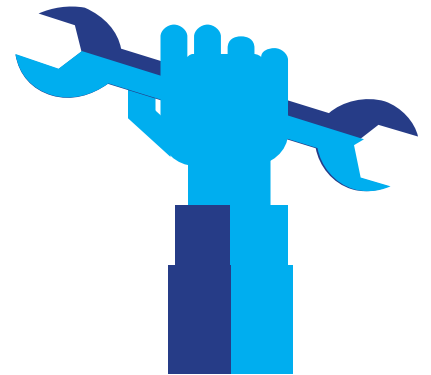
Protective Factors and Resilience



Community Resource Assessment

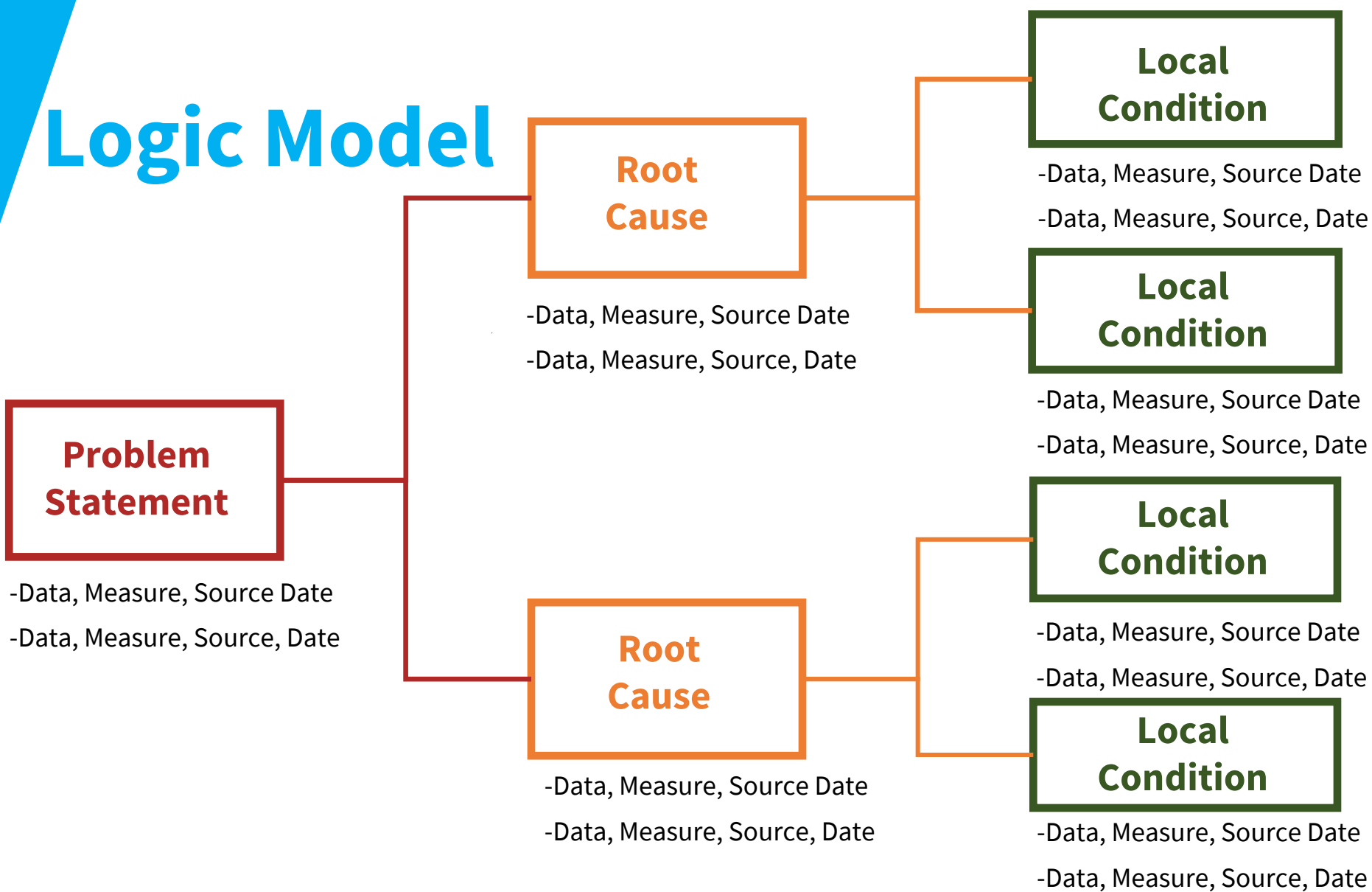
In a resource assessment, coalitions identify those resources that can be directed toward solving the specific problems identified as top community concerns.

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



- **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

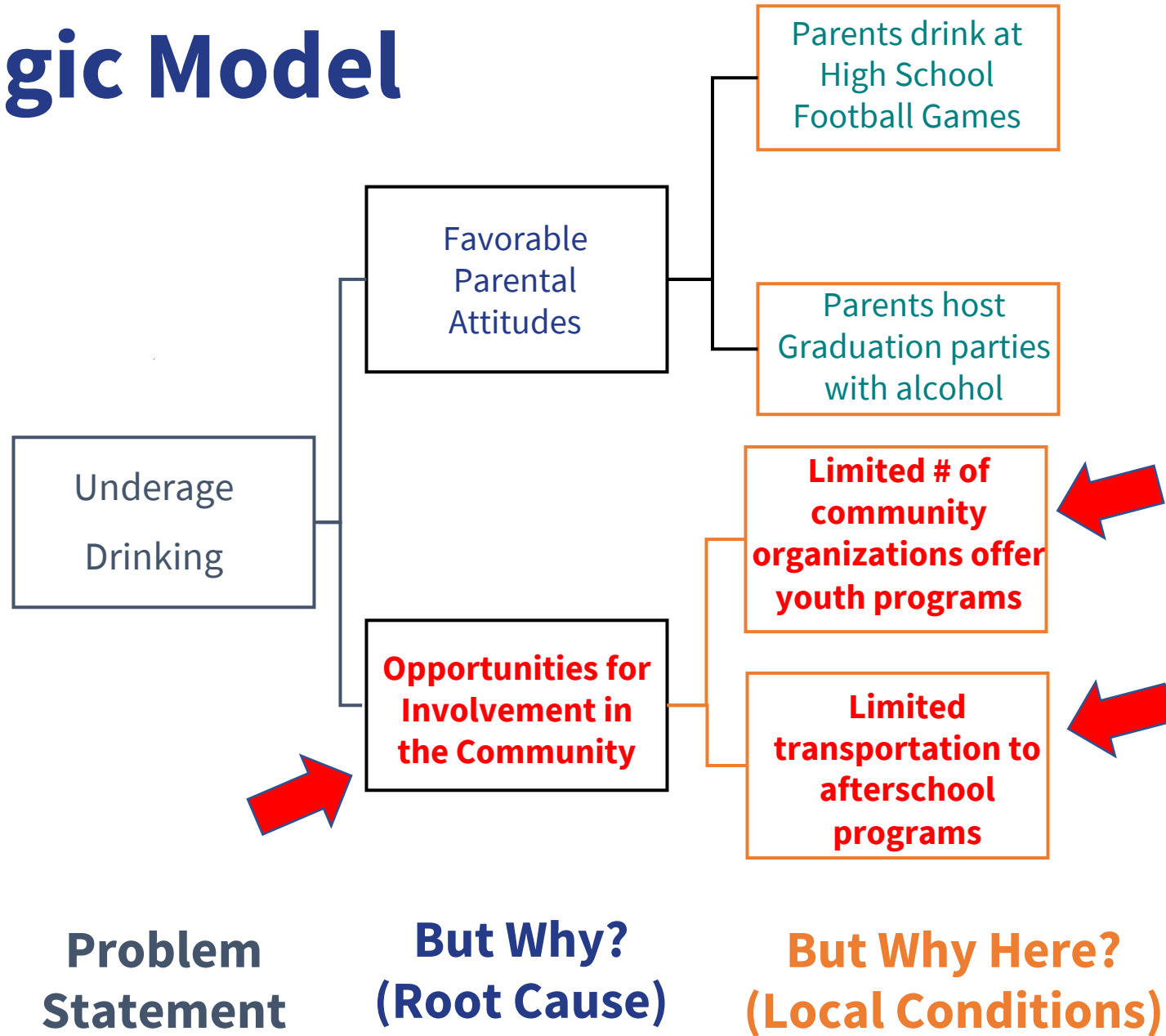


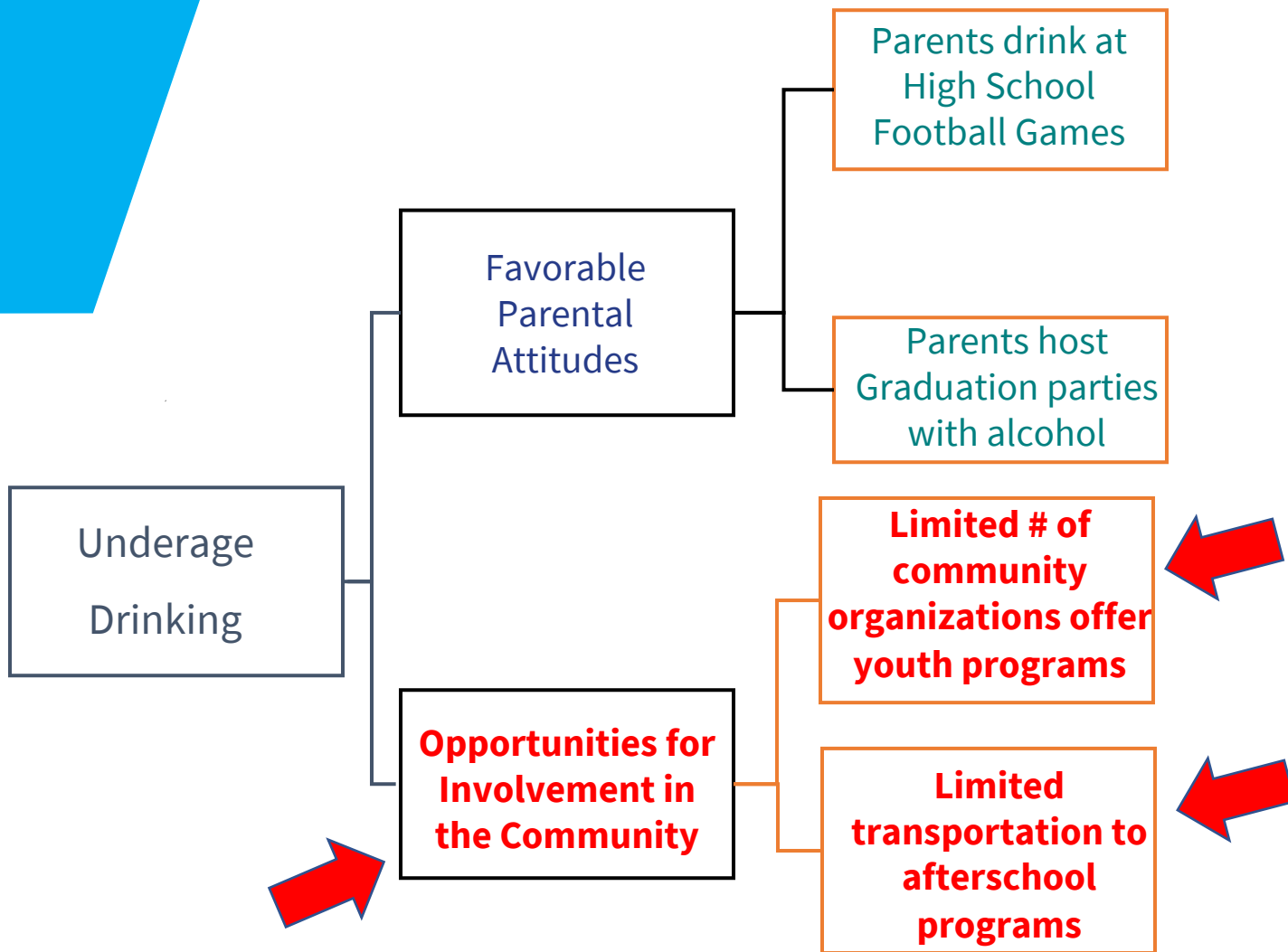
**Problem
Statement**

**But Why?
(Root Cause)**

**But Why Here?
(Local Conditions)**

Logic Model





**Problem
Statement**

**But Why?
(Root Cause)**

**But Why Here?
(Local Conditions)**

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

Coalition Capacity Building

Elements of Capacity Building:

- Building Coalition Membership
- Organizing the Coalition
- Enhancing Leadership
- Fostering Cultural Competence in Coalition Work



Summary

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

19TH ANNUAL MID-YEAR TRAINING INSTITUTE



July 26–30, 2020

Gaylord Opryland | Nashville, TN

#CADCAMidYear

Join us in supporting **Prevention. Progress. Possibilities.**

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



Annual Survey of Coalitions

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

Stay Connected!



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