

Support for Treatment, Recovery, and Prevention through the Lens of Resilience

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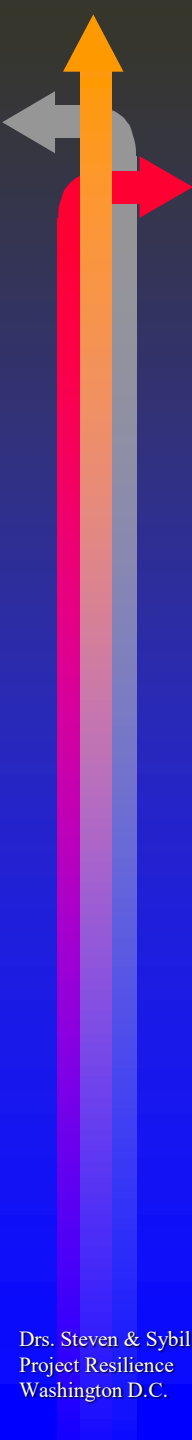
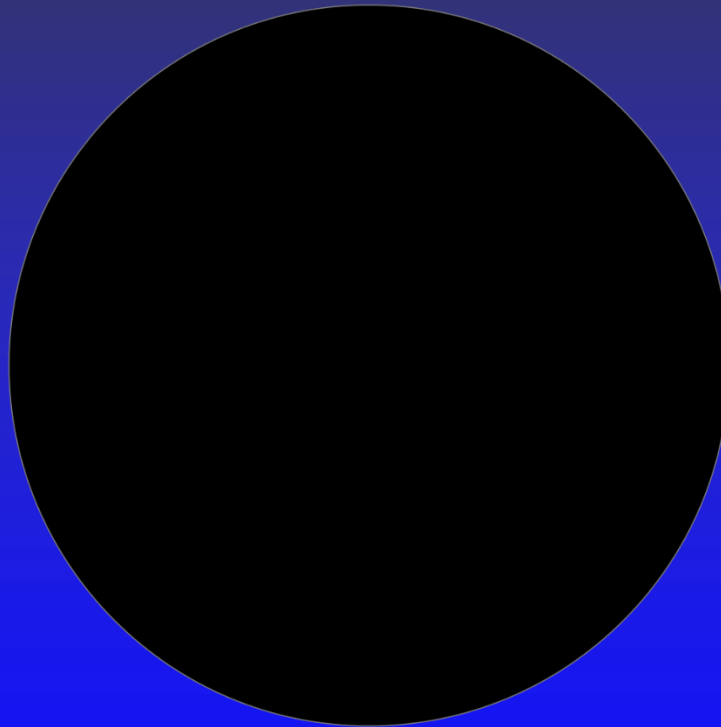
Director of the Southwest Prevention Center
The University of Oklahoma

Presented at the: *Integrating Primary and
Behavioral Health Care through the Lens of
Prevention*

November 15, 2019

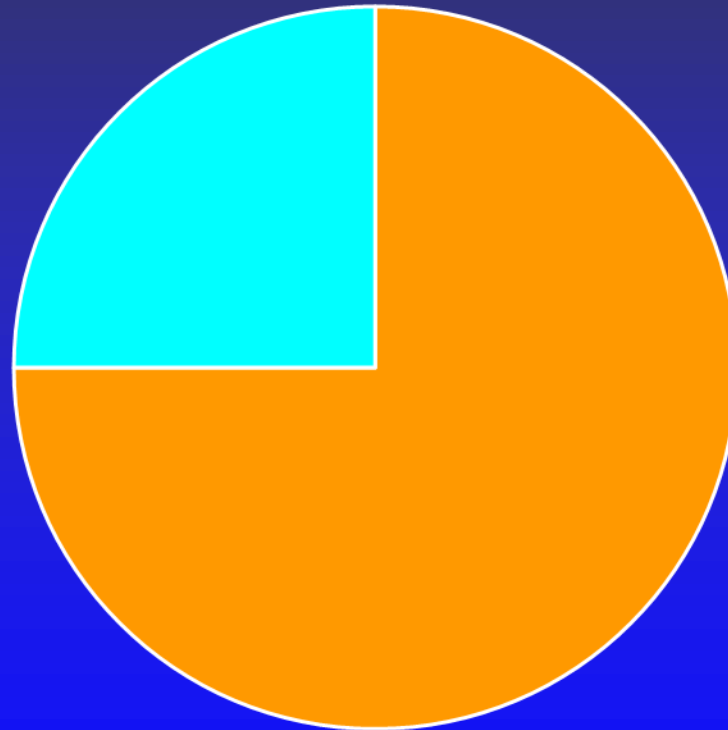


What Do You See?



Now do you see what I see?

Children of Addicted Parents



■ Survivors ■ Alcoholics/Addicts ■ ■



Objectives

1. Explore the meaning of resilience.
2. Identify a cluster of strengths, based on the research, that are characteristic of resilient individuals.
3. Differentiate between resilience and protective factors
4. Discuss the implications of resilience for treatment and prevention programs
5. Frame resilience through a life-span developmental perspective
6. Discuss strategies, activities and programs that can enhance resiliencies in children, youth, and adults.
7. Translate the concept of resilience from theory and assessment to practice and action and its implications across the Spectrum of Prevention
8. Provide information on the R.A.S., A.R.A.S., and C.R.A.S. (Resiliency Attitudes Scales developed by Dr. Belinda Biscoe and Ms. Betty Harris, 1994).



Presentation Agenda

Overview of Resilience

- What resilience is and isn't
- Practical applications for treatment and prevention
- Clusters of resilience
- From damage to challenge
- The developmental progression of resilience
- Building Resilience in the Environment across the Spectrum of Prevention
- Reframing
- Measuring Resiliency Attitudes



Physical Definition

The property of returning to
the original shape after
being bent, compressed or
stretched out of shape



Psychological Definition

The capacity to
bounce back
from adversity

Resilience Defined

In the 1980's in this country, the Damage Model seeped down from the professional to our popular culture in a big way...How can we escape the pessimism of the Damage Model prediction?...We need to hear less about our susceptibility to harm and more about our ability to rebound from adversity when it comes our way.





Resilience Defined

- Higgins (1994) “process of self-righting and growth”
- Rirkin and Hoopman (1991), “Resilience can be defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress or simply to stress that is inherent in today’s world.
- Ovans (2015), Resilience was defined by most as the ability to recover from setbacks, adapt well to change, and to keep going in the face of adversity.

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

Vulnerable



Resilient



Invulnerable



Pathologies



Resiliencies

Either/Or

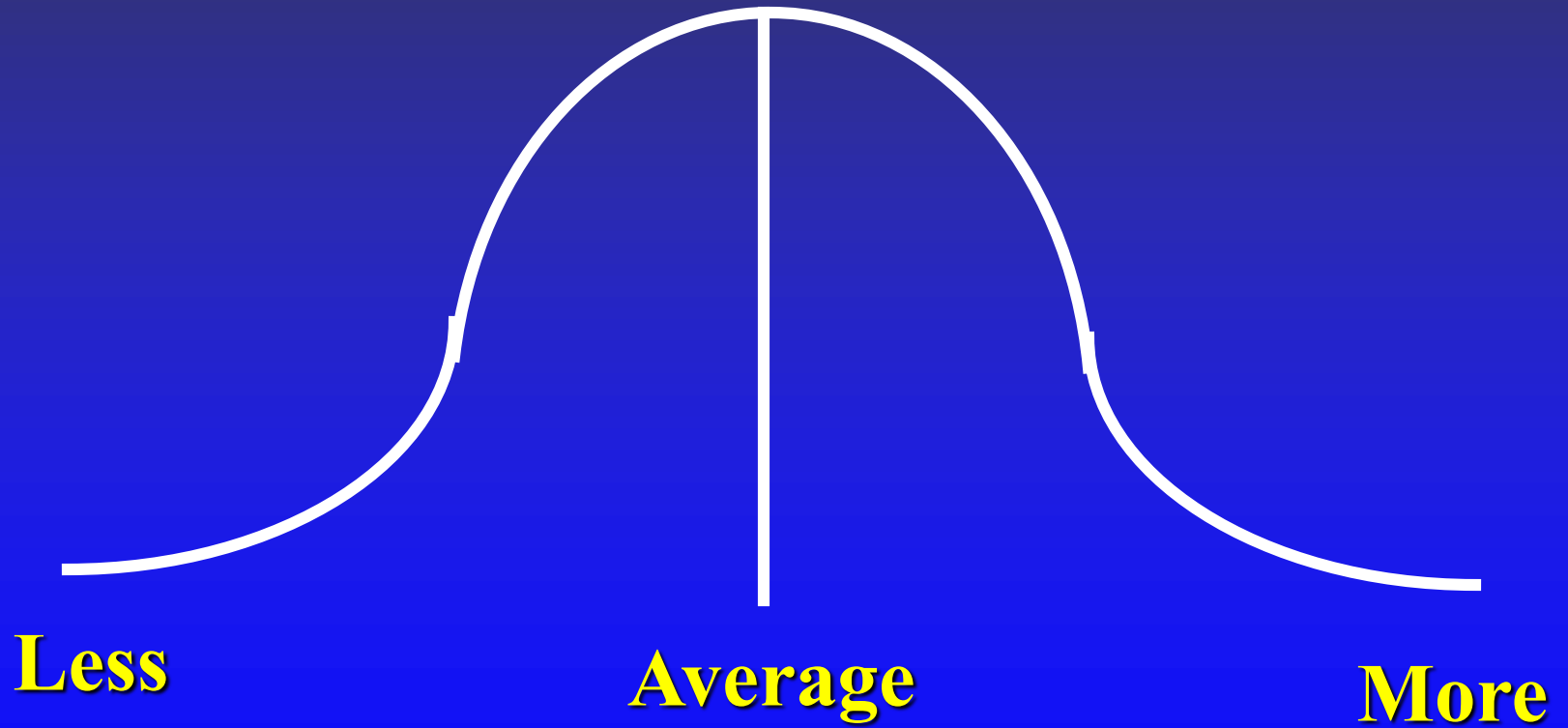
☐ Resilient



☐ Not Resilient



Resilience





□ Resilience

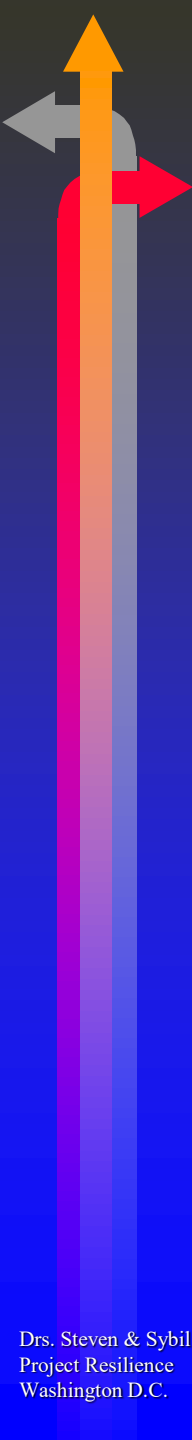


Internal to the child

□ Protective Factors



External to the child



How is the concept of *resilience* relevant to helping kids/clients?

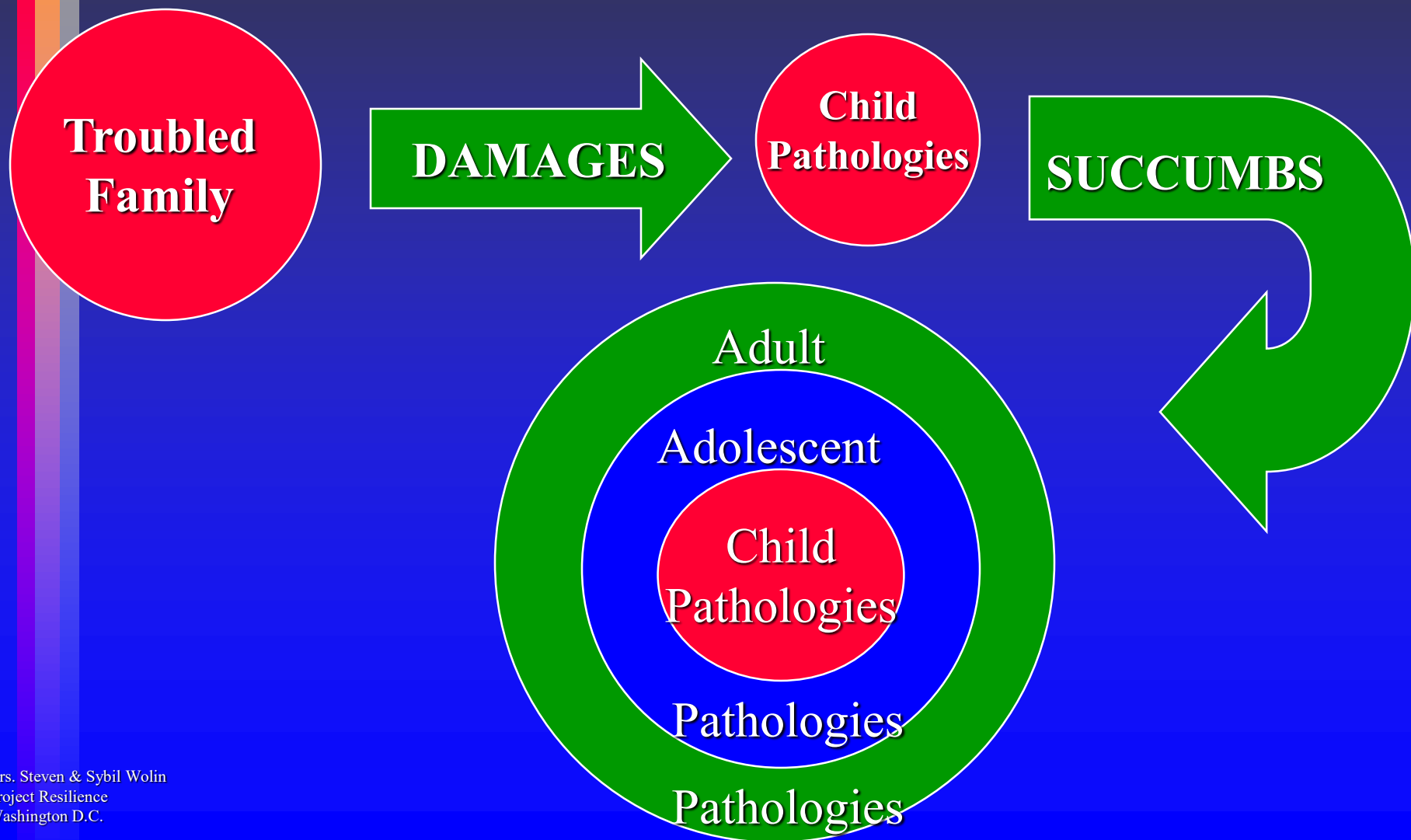


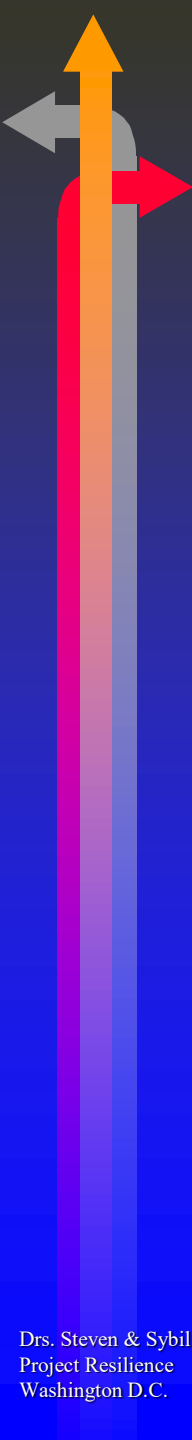
Resilience

Application

Talking to kids
about their strengths

The Damage Model







The Damage Model

□ Conception of the Child

□ Helpless

□ Fragile

□ Passive

□ Trapped



The Damage Model

The Helping Professional

- Understands the damage
- Allows the client to feel and express anger
- Helps the client to grieve

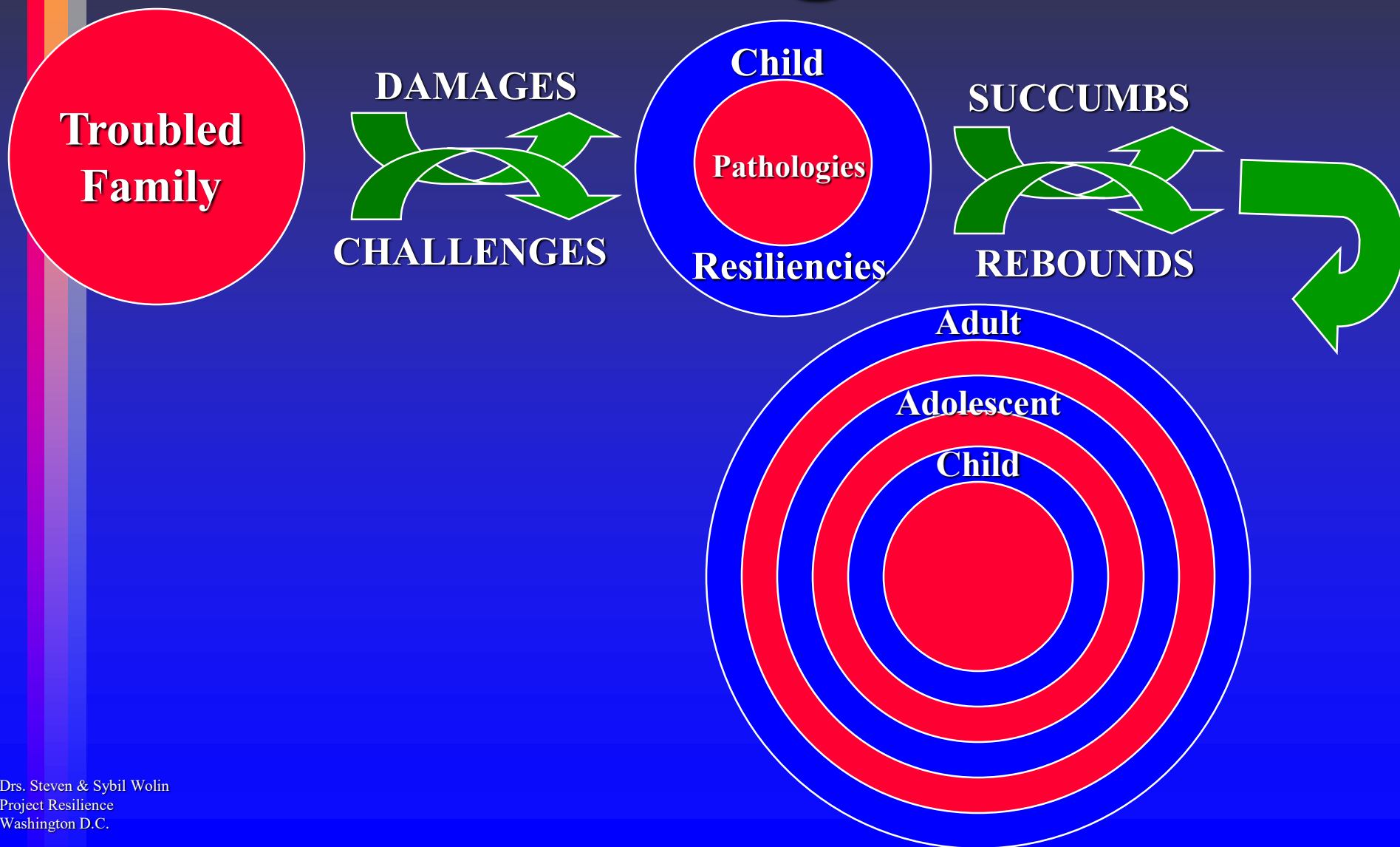


Damage Model Deficiencies

Client/Student

- ❑ Instills fear
- ❑ Neglects psycho-educational needs
- ❑ Induces helplessness

The Damage Model







Challenge Model

□ Conception of the child

□ Active

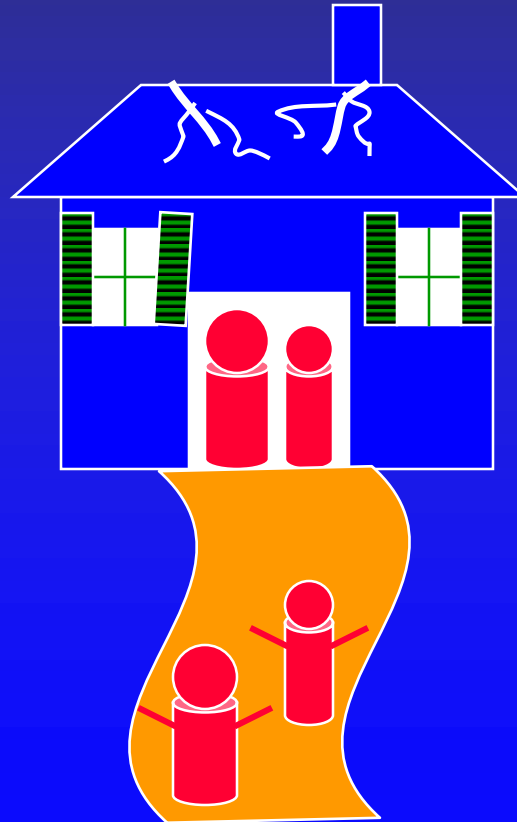
□ Capable of choosing

□ Self-protective

□ Resourceful

E. James Anthony “The Invulnerable Child”

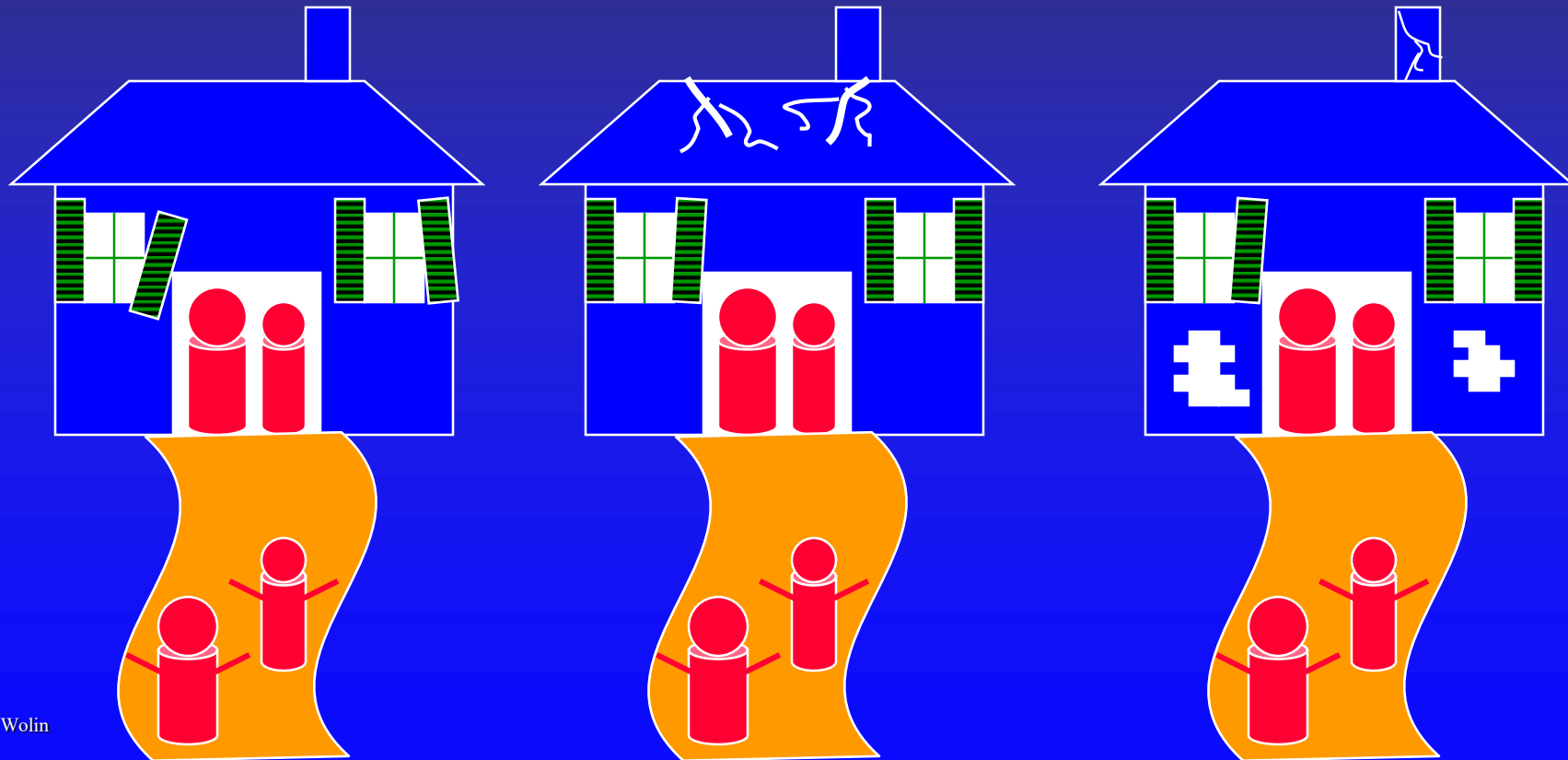
Children of Schizophrenics



Gina O'Connell Higgins

“Resilient Adults: Overcoming a Cruel Past”

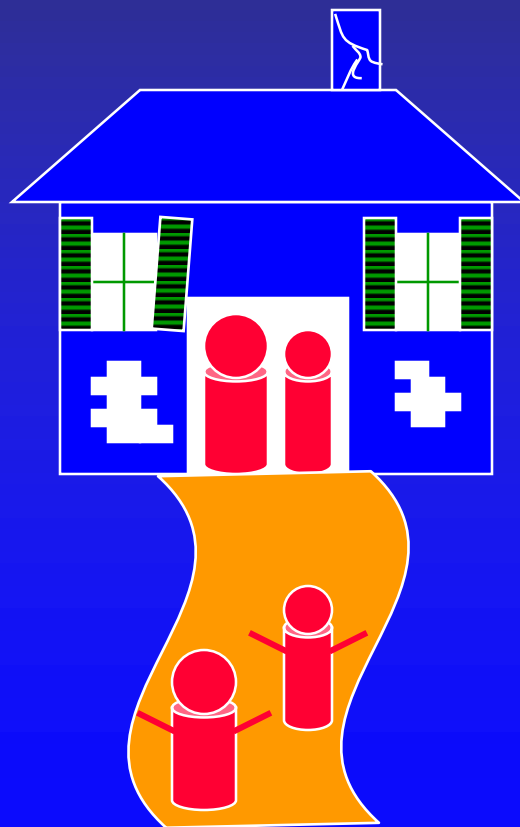
Children of Extremely Stressful Families



H. Beth Balshaw

“Living Intentionally”

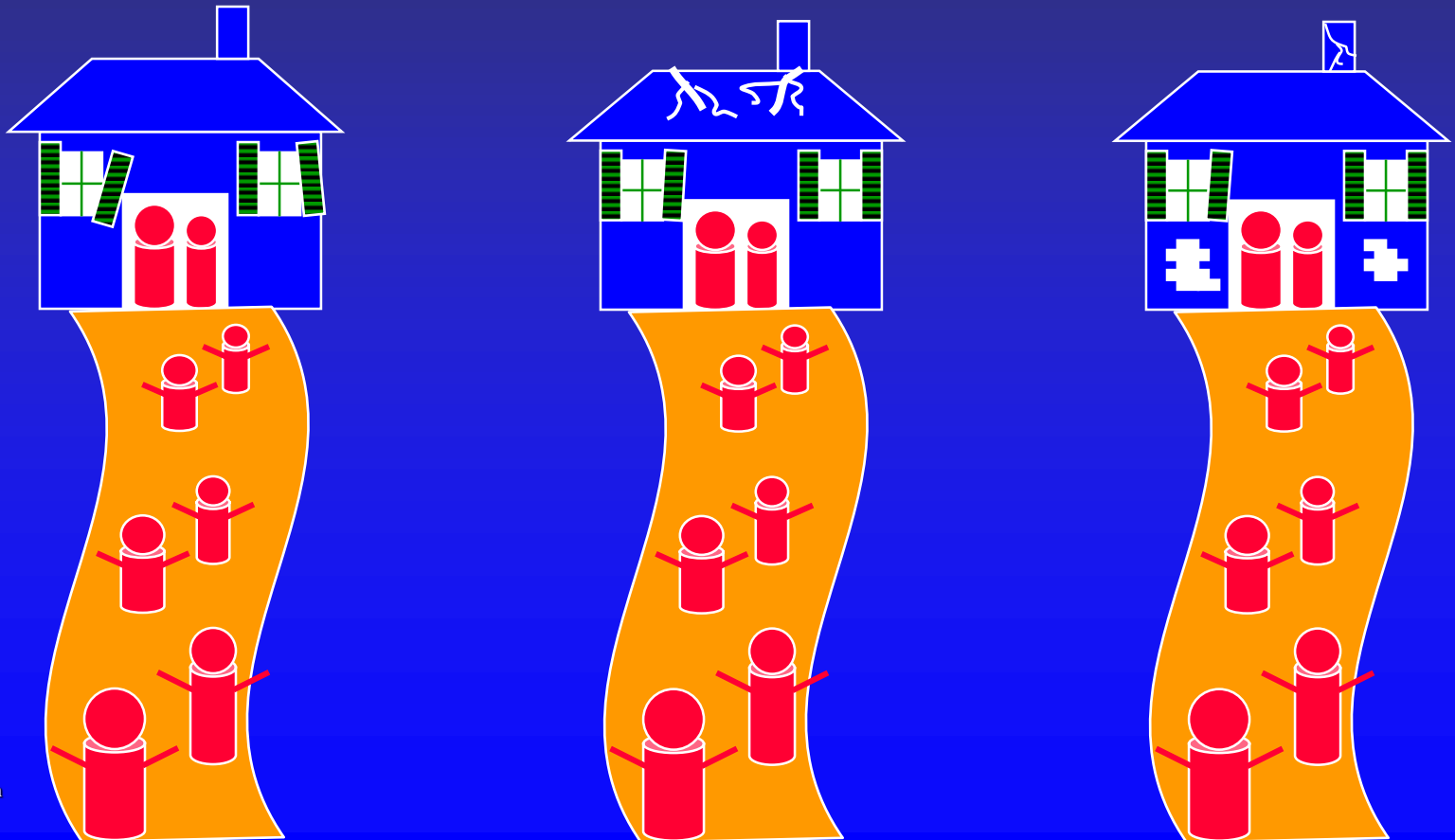
Children of Spouse Abusers



Emmy Werner

“Children of The Garden Isle”

Children of Troubled Families





The Resiliencies

☐ Insight

☐ Creativity

☐ Independence

☐ Humor

☐ Relationships

☐ Morality

☐ Initiative



Brief Definitions

Brief Definitions

Insight—The habit of asking tough questions, which pierce the denial and confusion in troubled families. In other words asking yourself tough questions, but giving honest answers. (Example—Women in treatment)

Independence—Emotional and physical distancing from a trouble family, which keeps survivors out of harm's way.

Relationships—Developing intimate and fulfilling ties to others that provide the stability, nurturing and love that troubled families do not give.



Brief Definitions

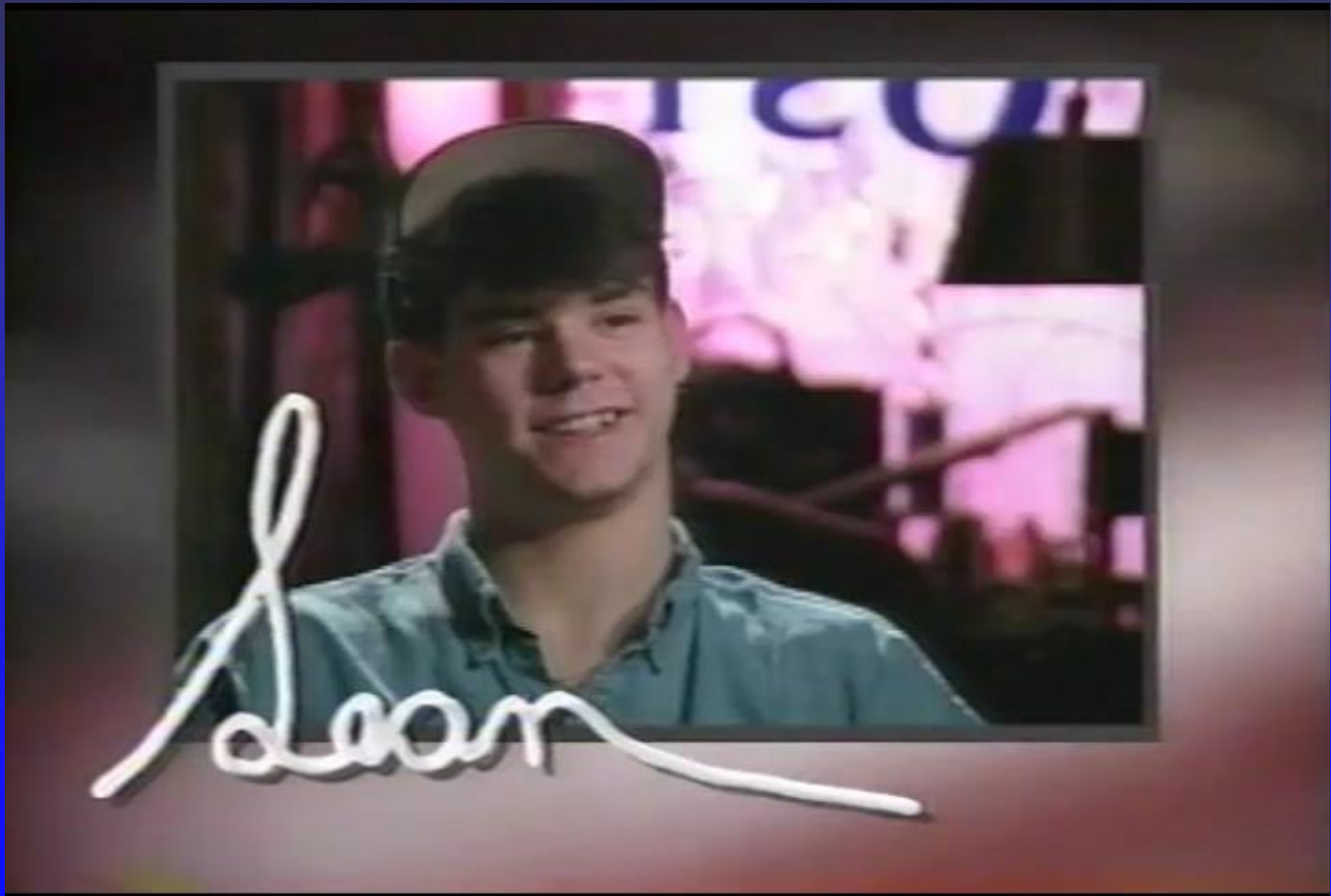
Initiative—A push for mastery that combats the feeling of helplessness troubled families produce in their offspring

Creativity—Representing one's inner pain and hurtful experiences in art forms; “building a new world on the ruins of the old.” Imposing order, beauty, and purpose on the chaos of your troubling experiences and painful feelings.

Humor—The ability to minimize pain and troubles by laughing at oneself. Finding the comic in the tragic.

Morality—An informed conscience, which imbues the survivor surrounded by “badness” with a sense of his or her own “goodness.”

The Resilience of Humor



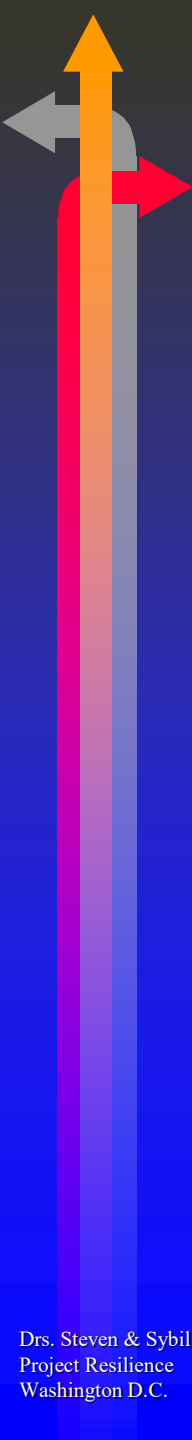
The Resilience of Relationships





Mirroring

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





The Resiliencies

Developmental Phases

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



The Resiliencies

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The Resiliencies

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My Personal Strengths

1. Describe your family in ways you are comfortable sharing.
2. Identify a resilience you possess.
3. How did you use this particular strength to help you in troubled times?
 - ☐ As a child
 - ☐ As a teenager
 - ☐ As an adult
4. How did you, at times, push this strength to an extreme that it became a weakness?



Protective Functions

- Resilience turns Hardship into Strength
 - Insight---denial confusion---honesty, clarity
 - Independence---engulfment, co-dependency---
 - Autonomy
 - Relationships---neglect, alienation—closeness—
 - security
 - Initiative---helplessness, despair, optimism---
 - effectiveness, mastery



Protective Functions

- Resilience turns Hardship into Strength
- Creativity---ugliness, pain---beauty
- Humor---deadliness---liveliness, spirit
- Morality---badness, abuse---goodness
 - compassion



Reframing

Uncovering the hidden
themes in a story



Stance of the Helping Professional

- Believe in the child or client and his/her future.
- Listen empathically.
- Slow things down.
- Be curious, not judgmental.
- Go for the details.



Uncovering Hidden Themes

- Make comparisons.
- Find the strength mixed with the pain.
- Recast the child as a major character.



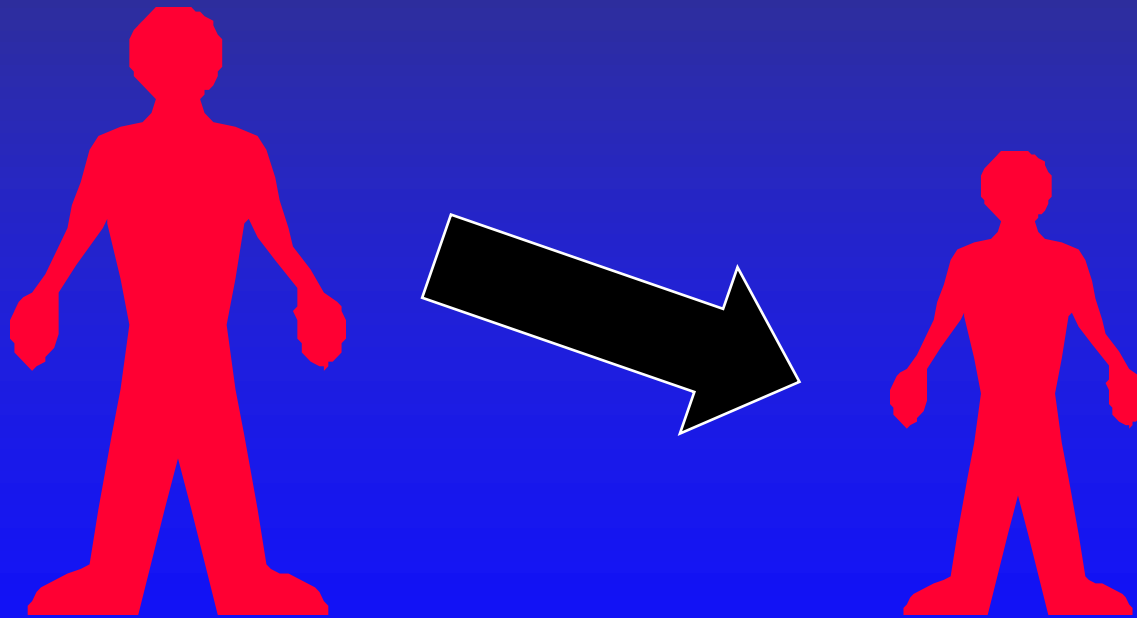
Capitalizing on the Reframe

- Acknowledge survivor's pride.
- Name the resiliency.
- Trace the development of the resiliency.
- Identify other instances of the resiliency.

Jerome Kagan

“The Nature of the Child”

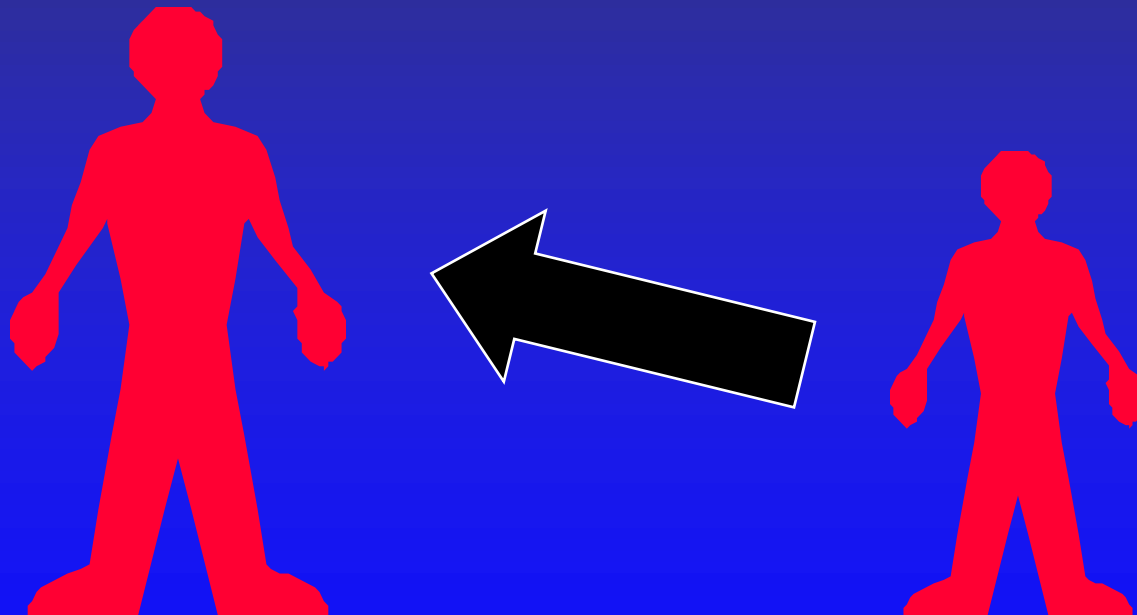
The Objective Frame



Jerome Kagan

“The Nature of the Child”

The Subjective Frame





Survivor's Pride

A sense that you
have been tested and that
you have prevailed



Survivor's Pride

Goal

To form a bond



Survivor's Pride

Goal

To motivate
positive change

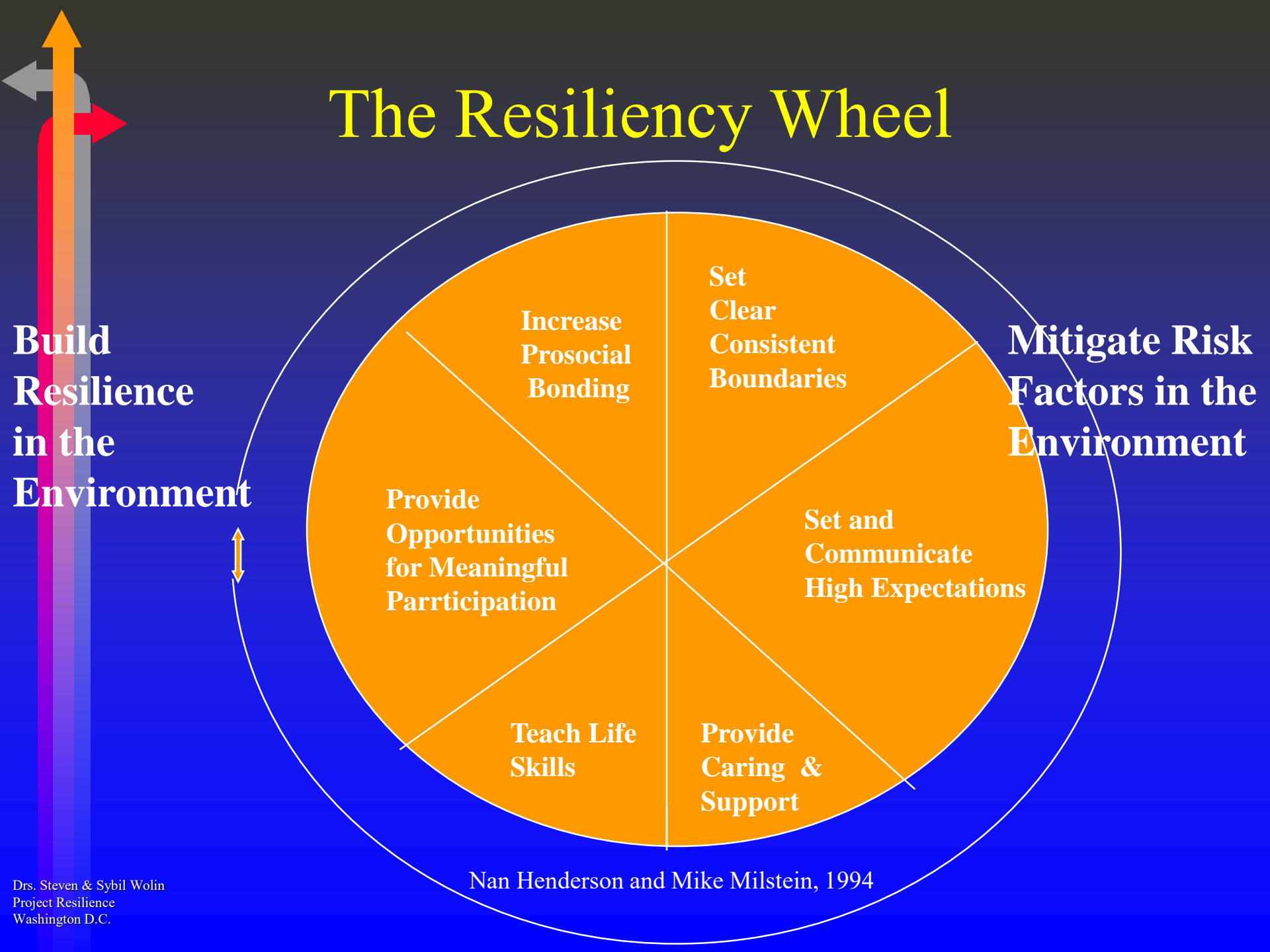


Survivor's Pride

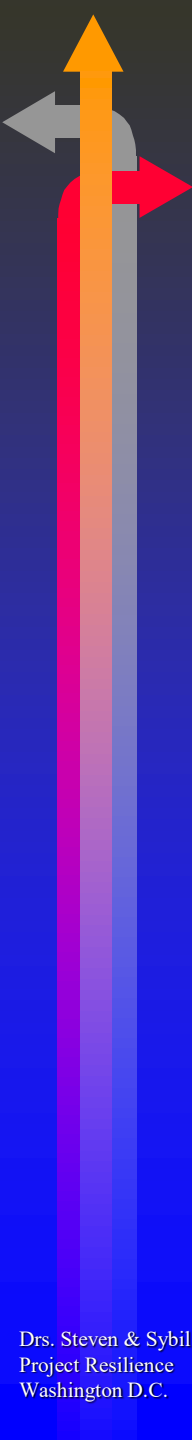
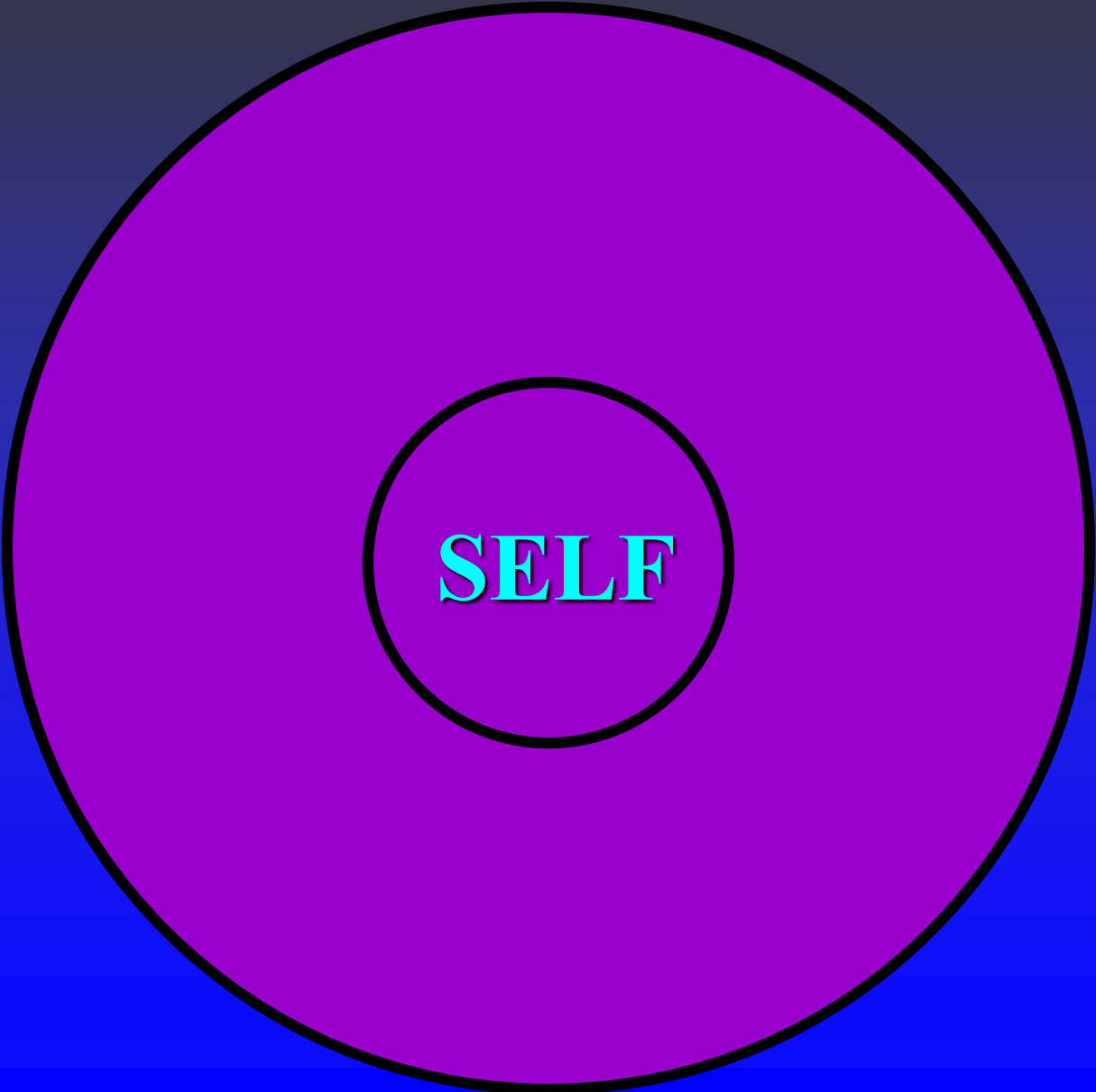
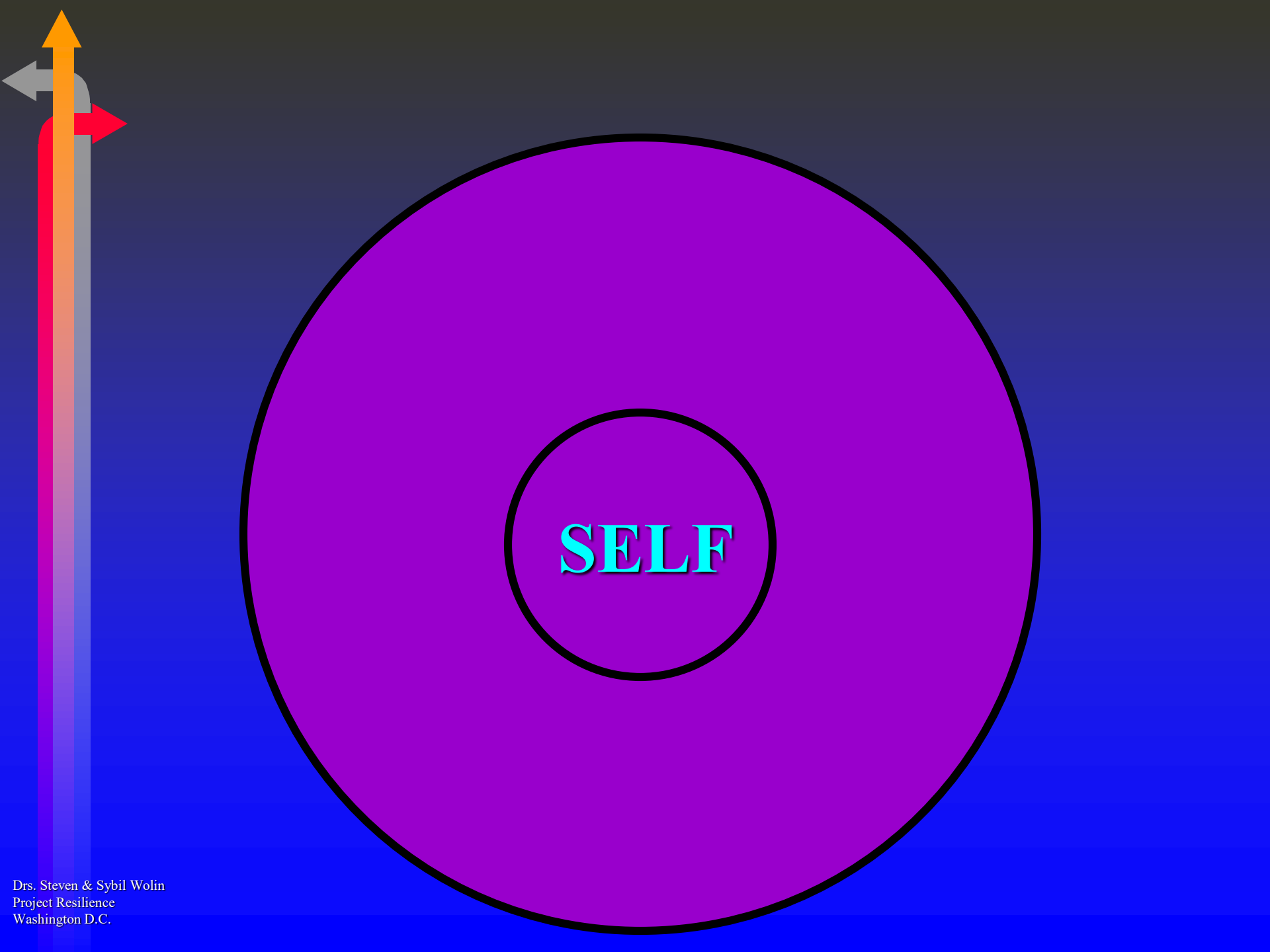
Goal

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

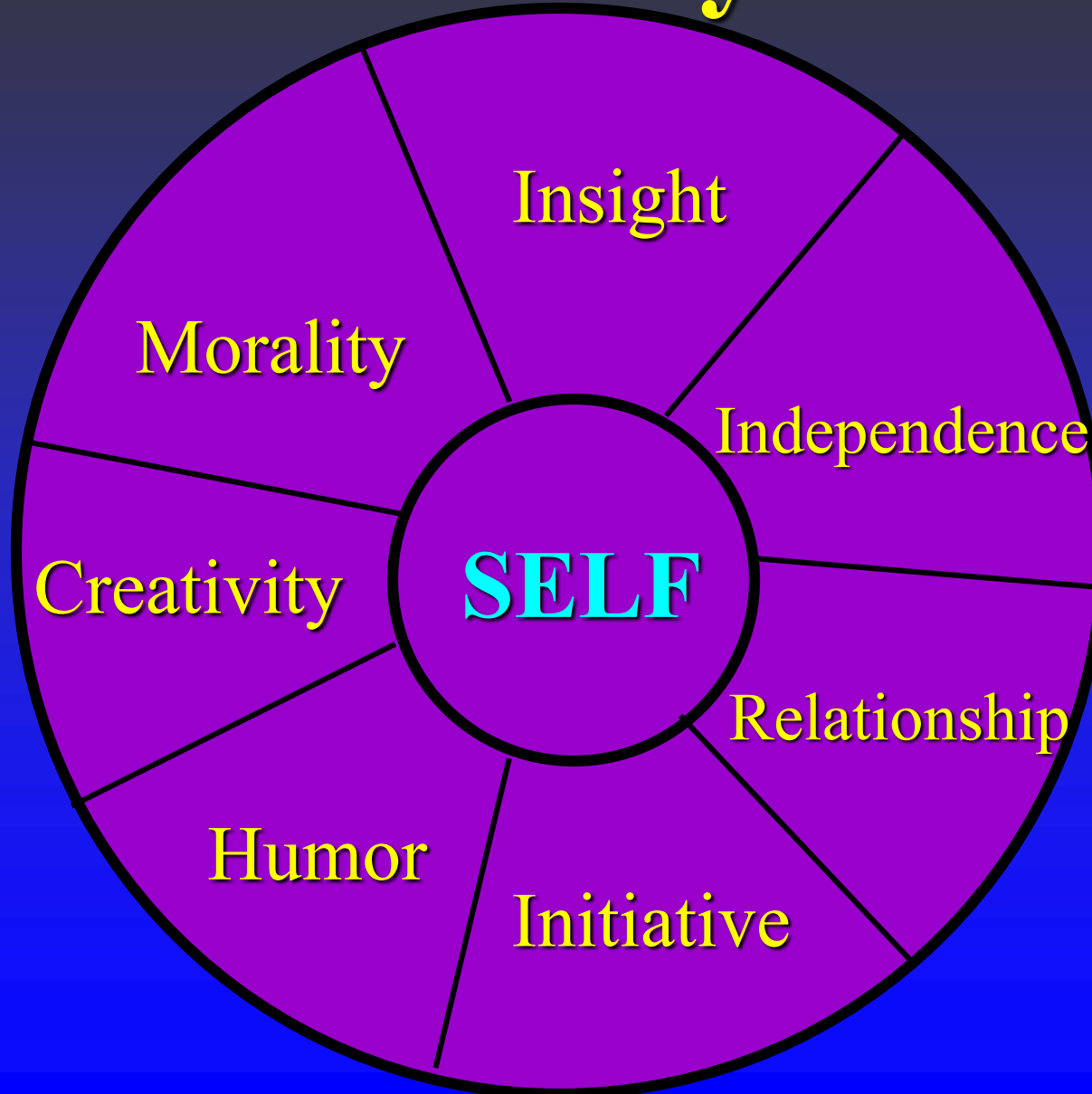
The Resiliency Wheel



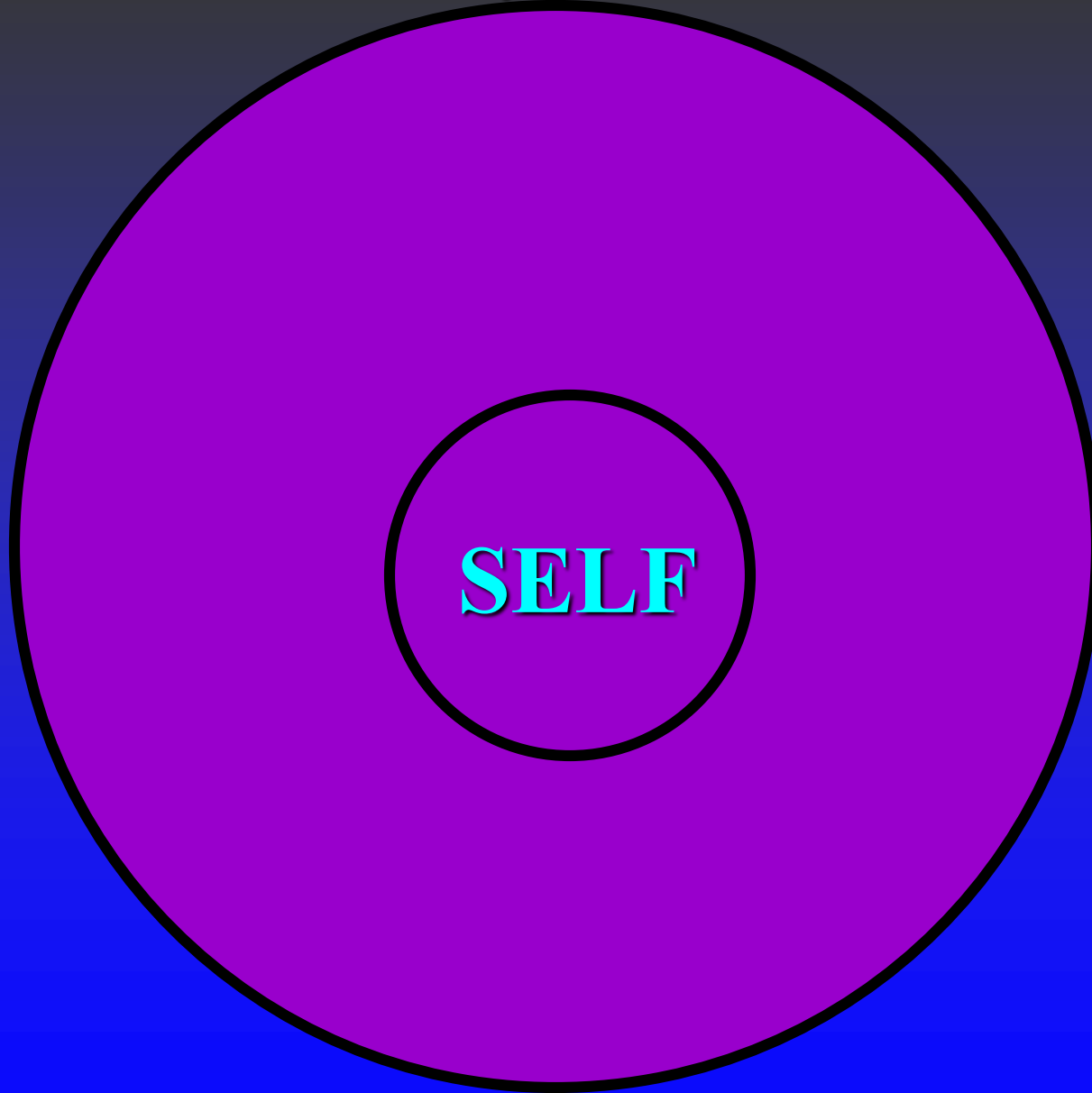
Nan Henderson and Mike Milstein, 1994



The Resiliency Mandala

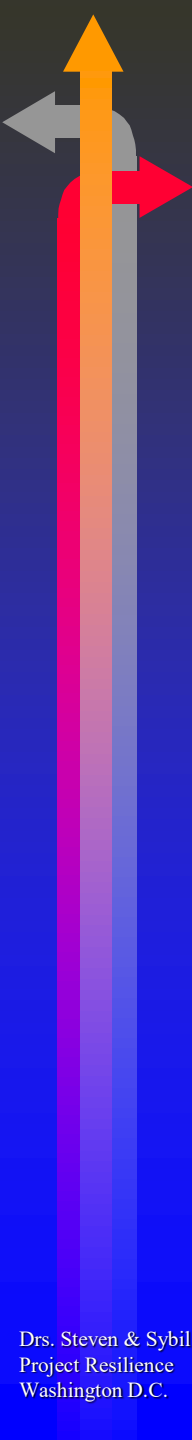


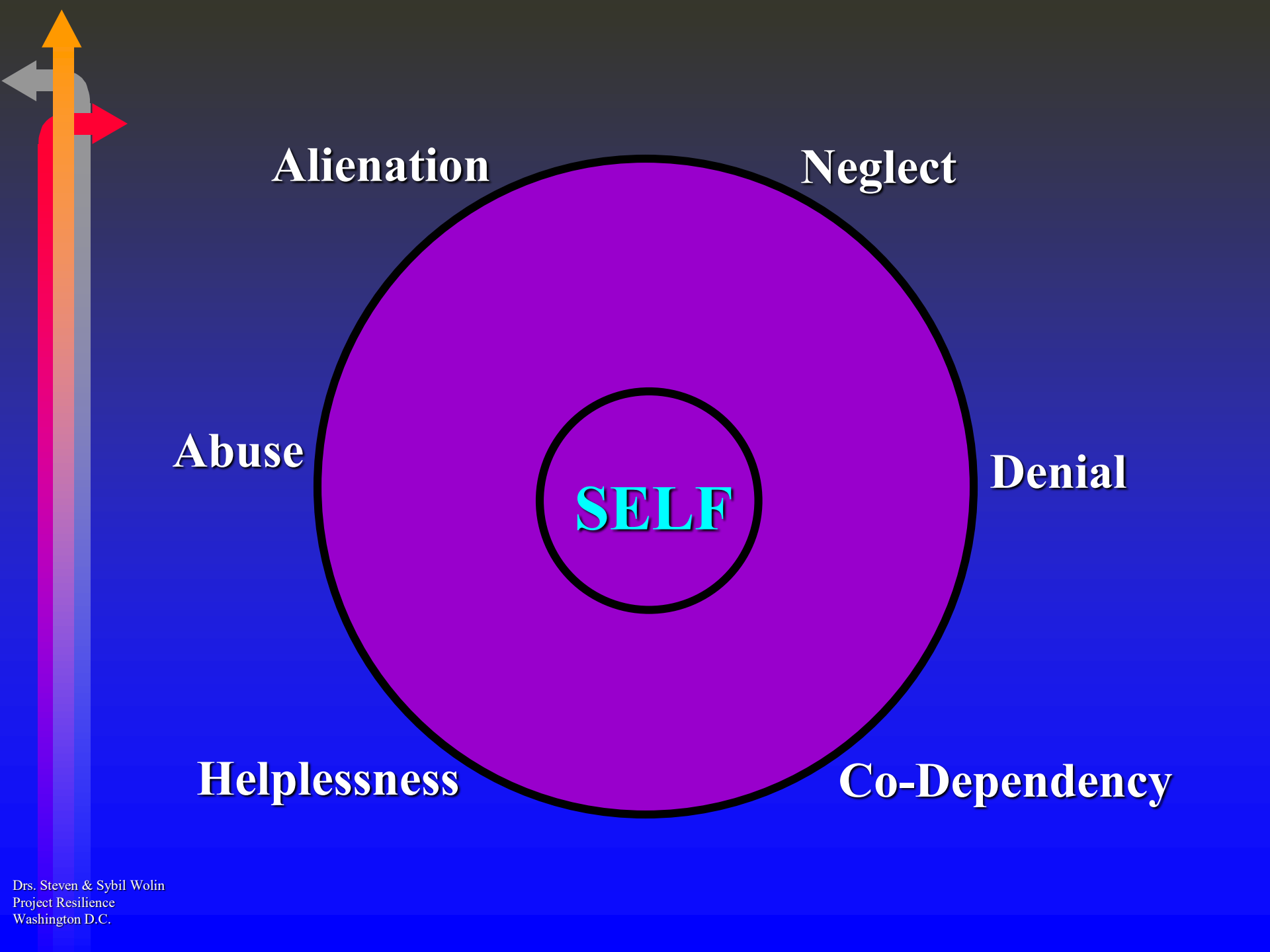
Family Troubles



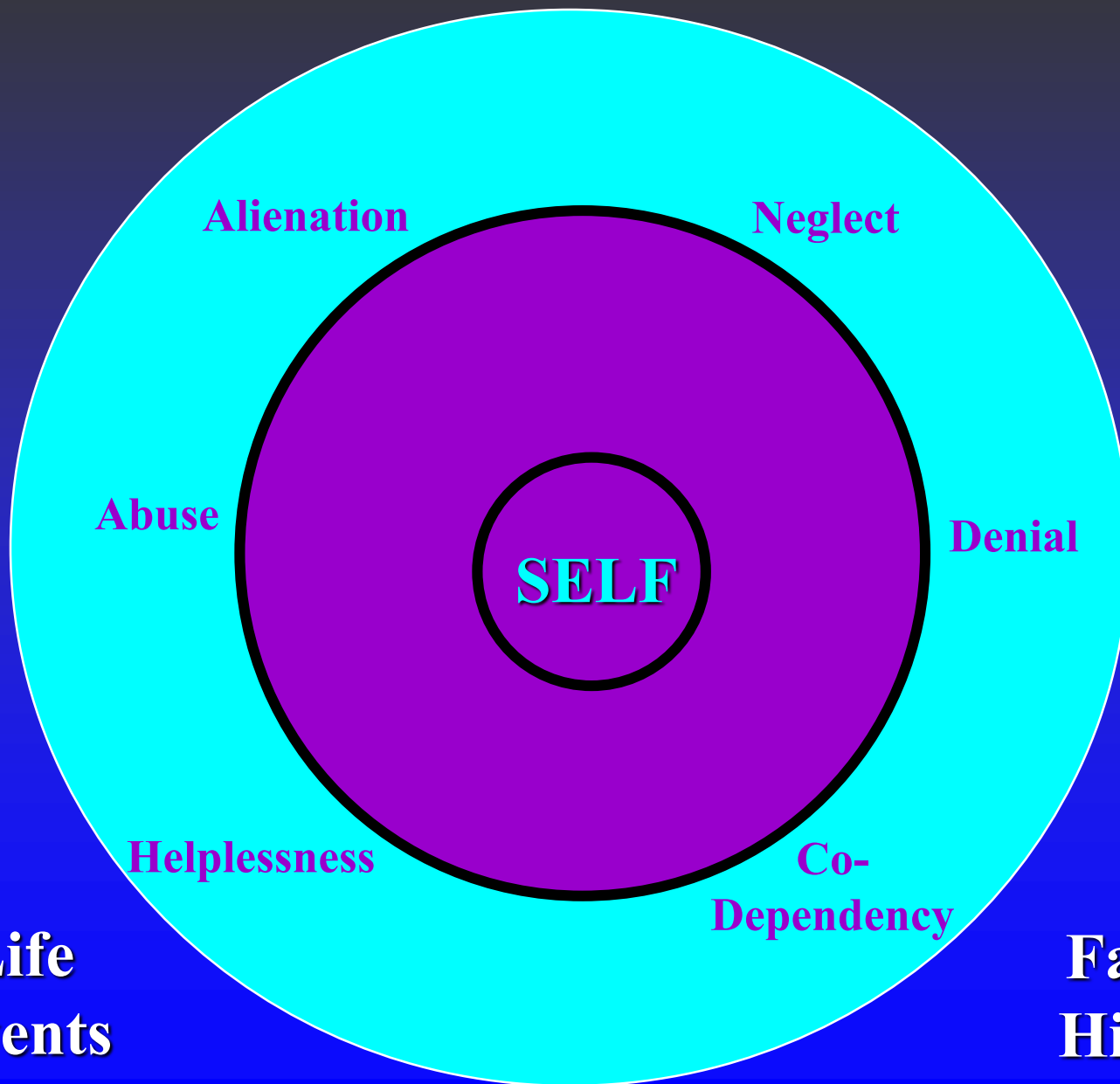
SELF

Family Troubles



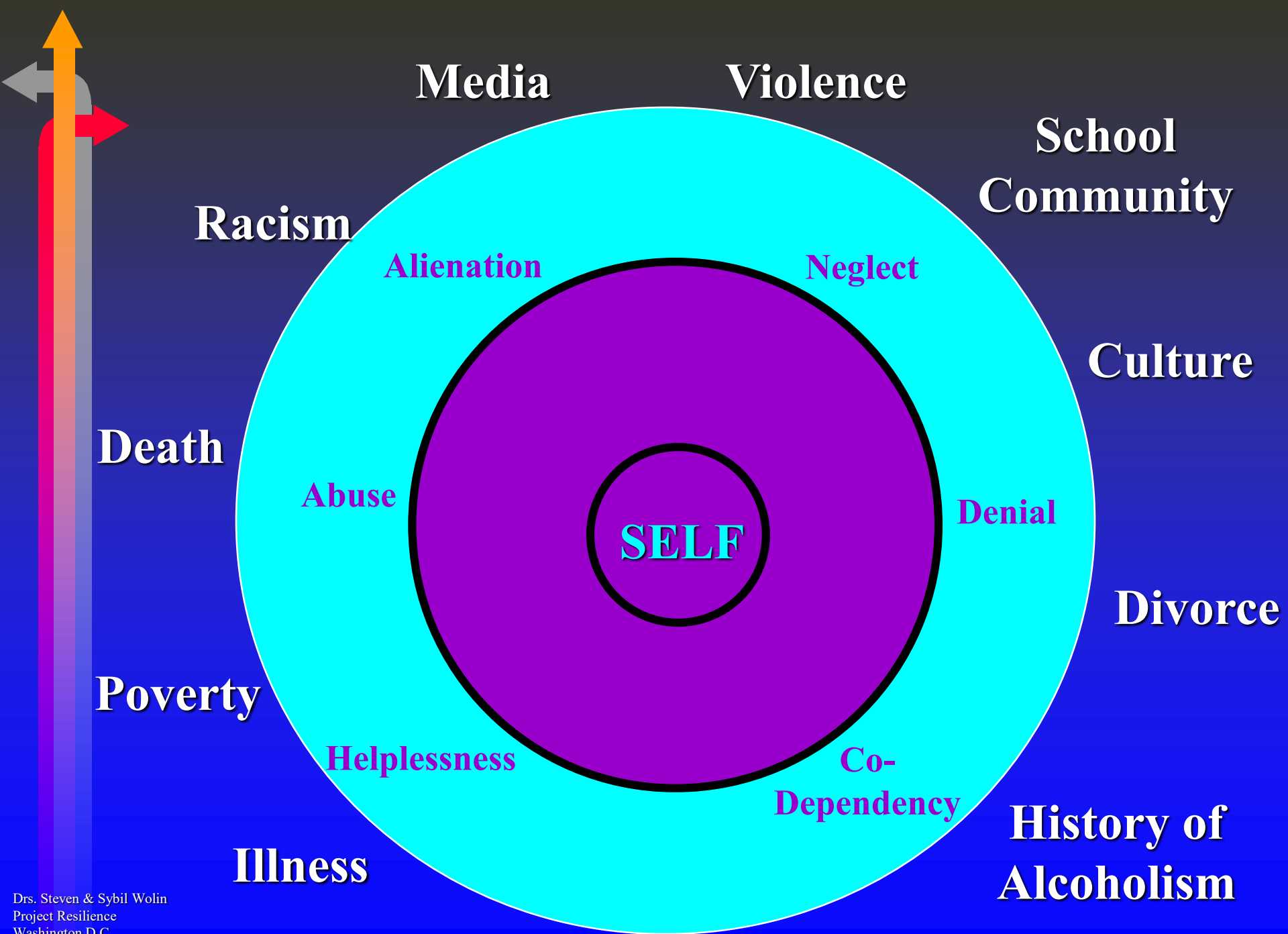


Social Conditions



**Life
Events**

**Family
History**





Challenge Model

□ The Helping Professional

- Addresses the damage

- Identifies unrecognized
resilience

- Taps survivor's pride



Damage Model Deficiencies

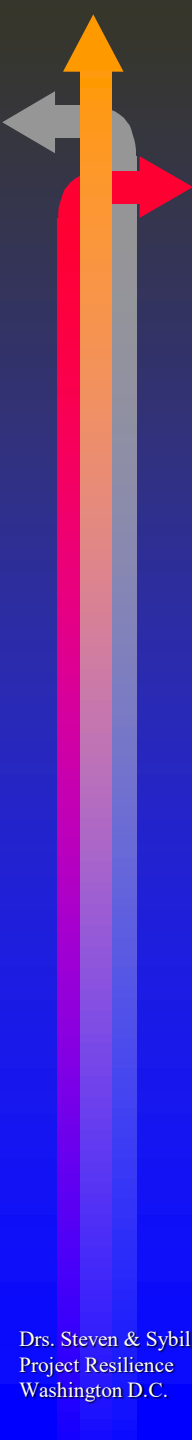
□ The Helping Professional

□ Limits

□ Weakens

□ Discourages

□ Blinds



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.)

Biscoe and Harris, 1994,
Eagle Ridge Institute,
Oklahoma City, OK



ADMINISTRATION OF THE RESILIENCY SCALES

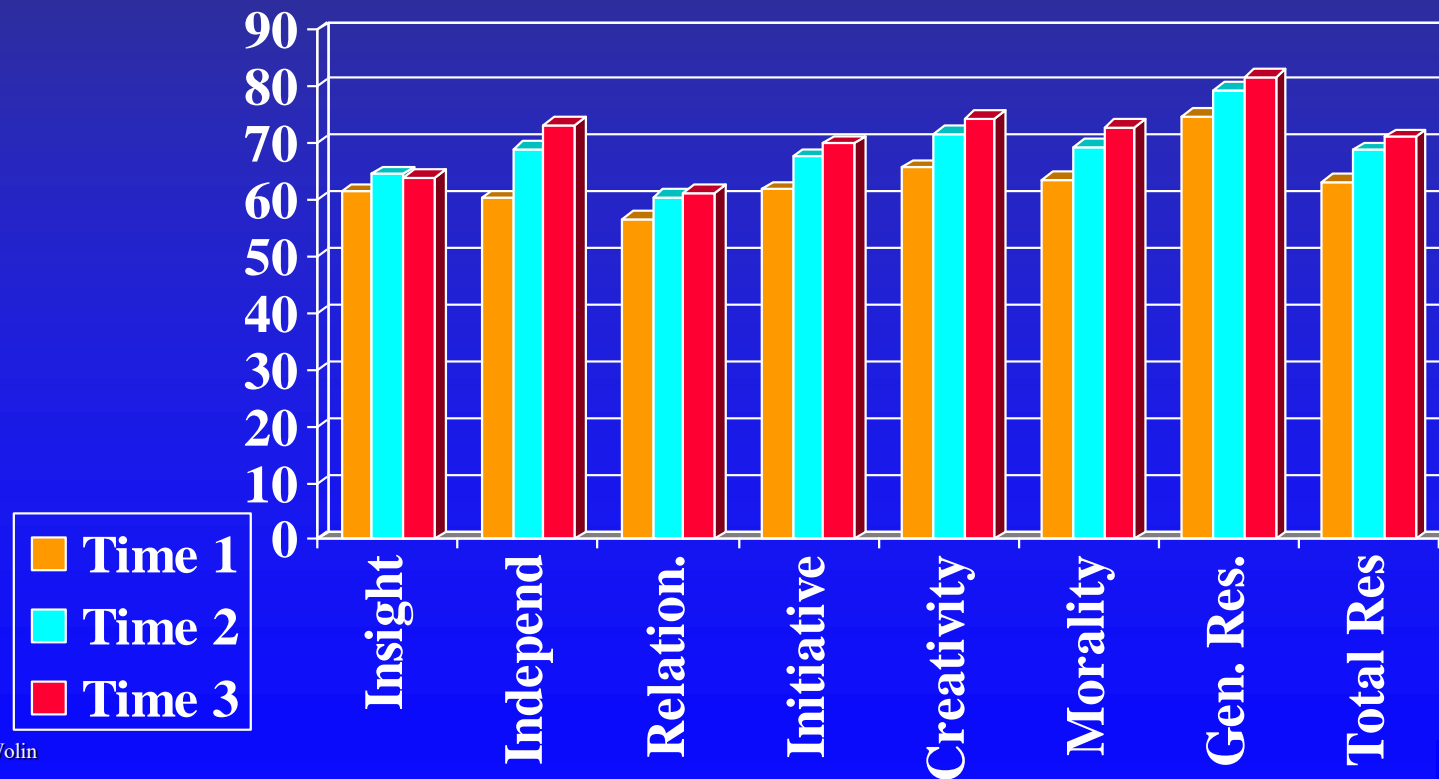
These resiliency instruments are designed to be administered in self report format. They are written at a very elementary reading level. The scale should be administered in a quiet and private environment free of distractions. The person administering the assessment should read the R.A.S. instructions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



Scoring The R.A.S.

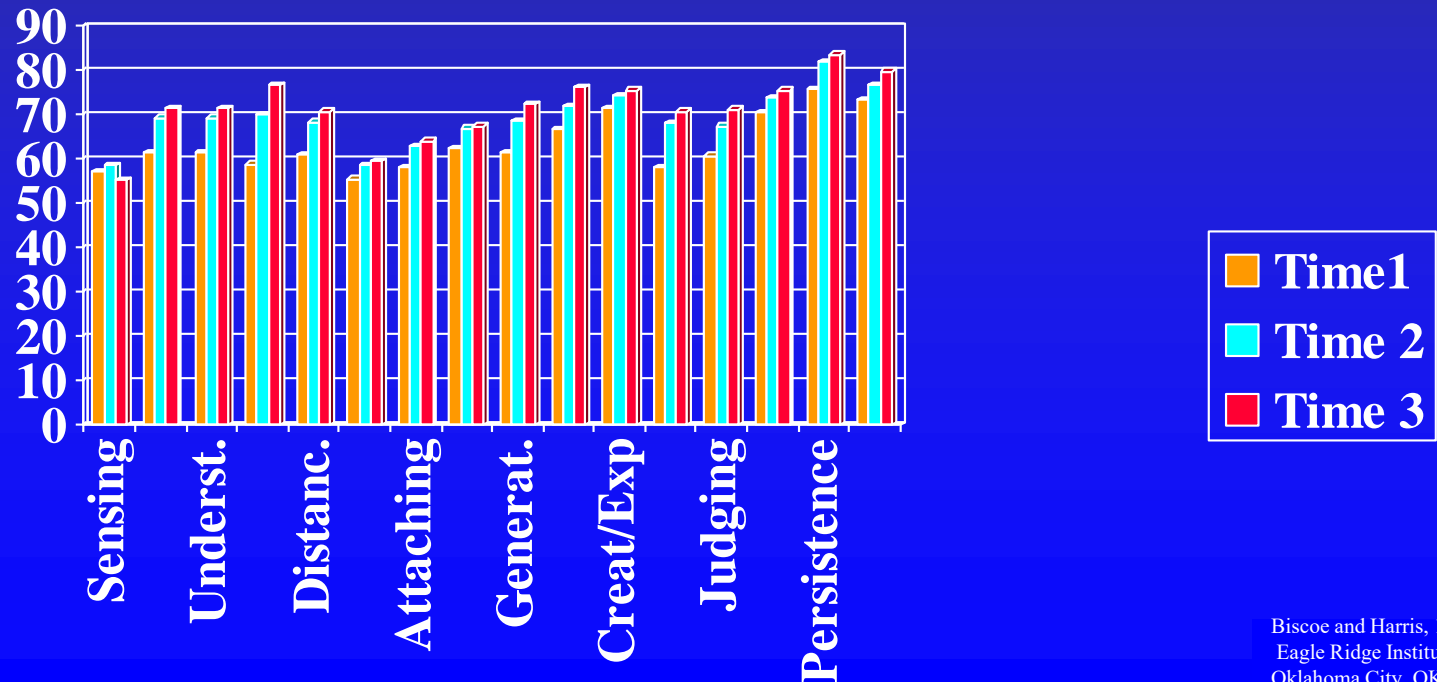
- Likert Scale
- Reverse Coding
- Strength Index Score: Standardized Score
- Higher Strength Index Score Higher Resilience

Women in Residential Substance Abuse Treatment: Changes in Resiliency Over Time



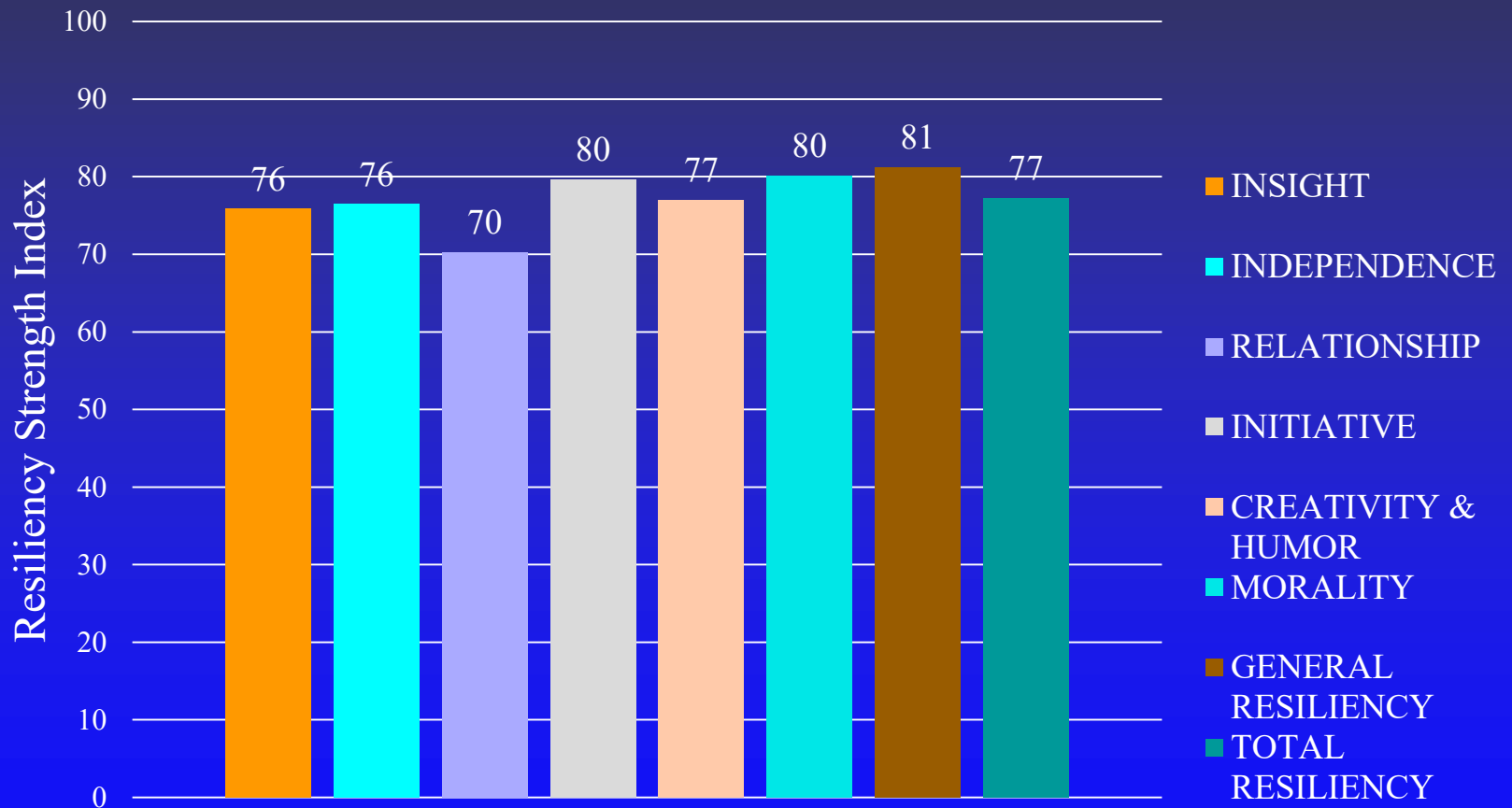
Changes in Resiliency Skills for Women in Residential Substance Abuse Treatment

Resiliency Skills



Means of Participating Attendees 2019

Resiliency Attitudes Scale

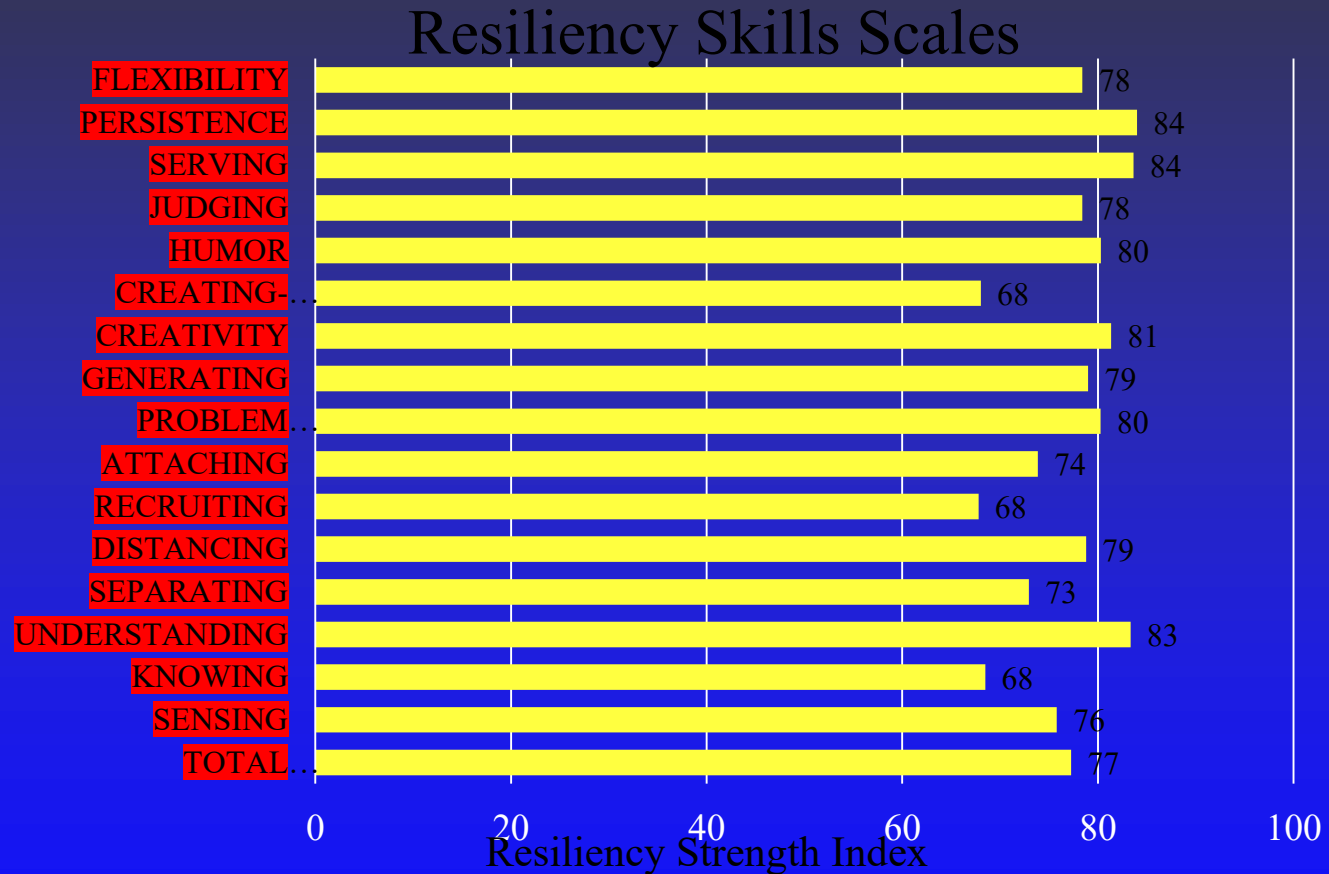


GROUP MEANS, November 2019

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Skills Group Means for Attendees 2019

GROUP MEANS, November 2019



RAS copyright
1004 Dated

Applicability to Various Populations





The Spectrum of Prevention

- Influencing Policy and Legislation
- Changing Organizational Practices
- Fostering Coalitions and Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge and Skills

* Shared at Wednesday Morning Plenary



Affirming Who We Are

- Create Dyads
- Choose one person as A and the other as B
- Begin to identify affirmations you would like to have heard as a child—
- Ask all who are A to close their eyes
- Share affirmations around the room
- Ask all who are B to close their eyes
- Share affirmations around the room

Affirming Who We Are





CONCLUSIONS

- **Prevention, Educational and Therapeutic Implications**
- **Cross-Cultural Significance**
- **Importance of balanced approaches that address “damage and challenge”, but that also acknowledge strengths**



Contact Information

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Questions and Answers