

Keynote Presentation

The Resilience Cascade: Supporting Children, Families, Organizations and Communities

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presented by

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Protective Factors to Promote Resilience in Infants/Toddlers

1-36 months



ATTACHMENT/RELATIONSHIPS

The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.

- Respond positively to adult attention (I)
- Act in a good mood (I)
- Respond when spoken to (I)
- Show affection for a familiar adult (I)
- Act happy (I)
- Act happy with familiar adults (I/T)
- Show pleasure when interacting with adults (I/T)
- Accept comfort from a familiar adult (I/T)
- Smile at familiar adults (I/T)
- Smile back at a familiar adult (I/T)
- Calm down with help from a familiar adult (I/T)
- Make eye contact with others (I/T)
- Seek comfort from familiar adults (I/T)
- Enjoy being cuddled (I/T)
- Enjoy interacting with others (I/T)
- Express a variety of emotions (e.g. happy, sad, mad) (T)
- Reach for a familiar adult (T)
- Make needs known to familiar adult (T)
- Act happy when praised (T)
- Make others aware of his/her needs (T)
- Show interest in his/her surroundings (T)
- Respond to his/her name (T)
- Respond to name when spoken to (T)

SELF-REGULATION

The child's ability to actively control arousal and his/her response to it.

- Handle frustration well (T)
- Accept another choice when the first choice is not available (T)
- Adjust to changes in routine (T)
- Calm him/herself (T)
- Easily follow a daily routine (T)
- Have regular sleeping patterns (T)
- Easily go from one activity to another (T)

INITIATIVE

The infant's or toddler's ability to use independent thought and action to meet his/her needs.

- Try to do new things (I)
- Imitate actions of others (I)
- Keep trying when unsuccessful (I)
- Show interest in what others are doing (I)
- Adjust his/her energy level to the type of play (I)
- Act happy when praised (I)
- Explore surroundings (I)
- Express his/her dislikes (I)
- Reach for a familiar adult (I)
- Respond to his/her name (I)
- Keep trying to obtain a toy (I)
- Act in a way that makes others show interest (I)
- Easily go from one activity to another (I)
- Seek attention when a familiar adult is with another child (I)
- Enjoy being around other children (I)
- Notice changes in surroundings (I)
- React to another child's cry (I/T)
- Show concern for other children (T)
- Try to comfort others (T)
- Play make-believe (T)
- Try to clean up after him/herself (T)
- Show preference for a particular playmate (T)
- Ask to do new things (T)
- Play with other children (T)
- Participate in group activities (T)
- Try to do things for him/herself (T)

(I) = Infant, (T) = Toddler, (I/T) Infant & Toddler

Protective Factors to Promote Resilience in Preschoolers

3 through 5 years old



ATTACHMENT/RELATIONSHIPS

The child's ability to promote and maintain mutual, positive connections with other children and significant adults.

- Show affection for familiar adults
- Seem happy or excited to see his/her parent or guardian
- Ask adults to play with or read to him/her
- Act in a way that makes adults smile or show interest in him/her
- Look forward to activities at home or school
- Trust familiar adults and believe what they say
- Appear happy when playing with others
- Show a preference for a certain adult
- Seek help from children/adults when necessary

SELF-REGULATION

The child's ability to express emotions and manage behaviors in healthy ways.

- Handle frustration well
- Control his/her anger
- Show patience
- Accept another choice when the first choice is not available
- Cooperate with others
- Share with other children
- Listen to or respect others
- Calm himself/herself down
- Play well with others

INITIATIVE

The child's ability to use independent thought and action to meet his or her needs.

- Choose to do a task that was hard for him/her
- Try different ways to solve a problem
- Try or ask to try new things or activities
- Show confidence in his/her ability
- Show an interest in learning new things
- Keep trying when unsuccessful
- Make decisions for himself/herself
- Remember important information
- Start or organize play with others



Devereux Adult Resilience Survey (DARS)

By Mary Mackrain, M.Ed.

Take time to reflect on and complete each item on the survey below. There are no right answers! Once you have finished, reflect on your strengths and then start small and plan for one or two things that you feel are important to improve. For fun and practical ideas on how to strengthen your protective factors, use the chapters of *Building Your Bounce: Simple Strategies for a Resilient You*.

Items	Almost Always	Sometimes	Not Yet
Relationships			
1. I have good friends who support me.			
2. I have a mentor or someone who shows me the way.			
3. I provide support to others.			
4. I am empathetic to others.			
5. I trust my close friends.			
Internal Beliefs			
1. My role as a caregiver is important.			
2. I have personal strengths.			
3. I am creative.			
4. I have strong beliefs.			
5. I am hopeful about the future.			
6. I am lovable.			
Initiative			
1. I communicate effectively with those around me.			
2. I try many different ways to solve a problem.			
3. I have a hobby that I engage in.			
4. I seek out new knowledge.			
5. I am open to new ideas.			
6. I laugh often.			
7. I am able to say no.			
8. I can ask for help.			
Self-Control			
1. I express my emotions.			
2. I set limits for myself.			
3. I am flexible.			
4. I can calm myself down.			

Devereux Resilient Leadership Survey (DERLS)

By Rachel Wagner, MSW, & Nefertiti Poyner, Ed.D.

This survey was created to support leaders as they reflect on how to promote the capacity for resilience in staff. Take time to reflect and complete each item on the survey below. There are no right answers! Once you have finished, reflect on your strengths and then start small and plan for one or two things that you feel are important to improve. For more information about resilient leadership and the DERLS, visit our website at centerforresilientchildren.org, and go to *Adults → Resilient Leadership*.

Items	Almost Always	Sometimes	Not Yet
Relationships			
1. I cultivate supportive teamwork.			
2. I challenge staff to do their best.			
3. I work side-by-side with staff as needed.			
4. I encourage staff to show empathy to others.			
5. I foster trust with staff.			
Internal Beliefs			
1. I delegate to encourage staff ownership.			
2. I nurture staff strengths.			
3. I encourage staff creativity.			
4. I demonstrate that I value staff diversity.			
5. I create a common vision and mission with staff.			
6. I model and encourage positivity and optimism.			
Initiative			
1. I model and teach effective communication.			
2. I encourage collaborative problem-solving with staff.			
3. I praise and celebrate staff contributions.			
4. I support staff development and learning.			
5. I am open to new ideas from staff.			
6. I enjoy staff and share positive moments.			
7. I strive for manageable workloads for staff.			
8. I encourage staff to ask for help.			
Self-Control			
1. I validate the feelings of staff.			
2. I establish clear and fair expectations of staff.			
3. I encourage staff to be flexible.			
4. I share healthy coping strategies with staff.			

Devereux Center for Resilient Children (DCRC)

Our mission is to promote social and emotional development, foster resilience, and build skills for school and life success in all children from birth through school-age, as well as to promote the resilience of the adults who care for them.

We consistently strive to successfully...

- Provide strength-based assessments and strategy guidelines for families, teachers and other adults involved in the lives of children to promote their healthy social and emotional development and resilience
- Provide professional development to help families and professionals use our resources most effectively
- Conduct research and advocate on behalf of children, families and child-serving professionals



Resilient Children

Children's overall happiness and success in life depends on the social and emotional foundation that is built during the earliest years. The Devereux Early Childhood Assessment (DECA) Program promotes resilience and reduces challenging behaviors using nationally standardized, reliable and valid assessment tools to measure children's social and emotional strengths and needs. Assessment results are tied to research-based strategies that teachers and parents can use to promote protective factors.

Resilient Families

Your Journey Together (YJT) is DCRC's resource to promote resilient families. The goal of YJT is to provide parents and guardians with the knowledge and skills that help family members better cope with life's challenges to reach their full potential. YJT shows parents how to use ordinary, everyday routines, activities and interactions as resilience-building opportunities.

Resilient Adults

The critical connection between children's resilience and the health and wellness of the adults in children's lives cannot be underestimated. Adults need to stay focused on their own health in order to optimize the overall healthy development of young children. The Devereux Adult Resilience Survey (DARS) and accompanying book of strategies, *Building Your Bounce: Simple Strategies for a Resilient You*, support the well-being of ALL adults working with young children.

Resilient Programs

Resilient children need resilient caregivers and resilient caregivers need resilient supervisors. DCRC's newest resource to support resilient leaders is the Devereux Resilient Leadership Survey (DERLS).

Organized around four key protective factors - Relationships, Internal Beliefs, Initiative, and Self-Control - this tool can provide wonderful insight for leaders around areas of strength and growth opportunities in their current role.

Interested in joining our emailing list? Simply text the letters "DCRC" to 22828.