

This chart accompanies the second in a series of online research briefings designed specifically for frontline practitioners who work with children and families.

To get the most value from the chart, we would encourage you to look at the accompanying online research briefing on our website. The online material covers how resilience can be assessed and what processes diminish or enhance it, as well as the limits of resilience. It summarises evidence-informed approaches that can promote resilience, highlighting key considerations for practice and providing references and links to further information.

resilience chart: threats, assets and interventions

This chart is an aid and easyto-reference reminder of key features that reduce or enhance a child's resilience at different stages of development — and of types of evidence-informed interventions that practitioners can draw upon.

Resilience is most effectively promoted through multi-systemic interventions directed at the family, the community and the child. While all these domains are important, the weight of evidence suggests that building carer support

and capacity, especially in the early and middle years, is the single most important intervention for most children.

Children, the problems they face, and the solutions they require will vary widely. As well as considering the strength of the evidence base, interventions also need to be driven by what children and young people want for themselves.

References for the interventions suggested in this chart are available online.



resilience in children and young people

Threats, assets and interventions



0.5	arly years (birth — 5 years)	middle years (6 – 11 years)	adolescence (12 – 18 years)
Ce	ity years (bir tir 5 years)	illidate years to 11 years,	adotescence (12 10 years)

> threats

Processes that can both threaten and promote the development of resilience are usually located in the domains of family, the local community and environment, or within children themselves.

the big issue:	absence of consistent care, also:		parental disharmony, also:		academic disengagement, also:	
family	> Abuse/neglect. > Carers unable to adapt to child's developmental stage.	> Domestic violence.	> High-criticism/low-warmth parenting style. > Open parental conflict.	> Bereavement or loss of significant relationship. > Parental drug/alcohol misuse.	> Refugee status. > Family breakdown.	> Lack of clear boundaries for child.
community	> Poverty.	> Area low in social capital.	> Homeless/poor housing.	> Dislocation from familiar environment.	> Racism.	> Presence of delinquent sub-groups.
child	> Developmental delay.	> Challenging temperament.	> Physical illness.	> Poor school performance.	> Emotional disorders and low self-esteem.	> Poor school attendance. > Risky behaviour.

> assets

the big issue:	reliable care from parent figure, also:		stability, routine and play, also:		self-efficacy and competence, also:	
family	> 'Good enough' parenting.	> Parental harmony, or if absent, a close relationship with one parent.	> Good parent-child relationships.	 A valued social role in household, such as helping siblings or doing chores. 	> Stability at home. > Fair rules and regulations.	> Encouragement to learn new skills.
community	> Safe communities. > Parent(s) not isolated.	> Economic security.	> Friends. > Structured activities.	> Free play.	> High quality education. > Supportive emotional relationships.	 Valued social role such as a job or volunteering. Close relationship with reliable adults.
child	> Secure attachment. > Positive pre-school experience.	> Appropriate language development.	> Successful school experiences.	> Emotional self-regulation.	> Good social skills with peers and adults. > Problem-solving skills.	> Belief that own efforts can make a difference.

> interventions It is crucial that we recognise that children, the problems they face, and the solutions they require will vary widely. As well as considering the strength of the evidence base, interventions need also be driven by what children and young people want for themselves.

the big issue:	he big issue: ensuring secure attachment, also:		support from friends and family, also:		enhancing skills and social networks, also:	
family	nutrition is adequate throughout pregnancy. > Discourage maternal and	Discuss the effects of the mother's alcohol consumption. If male partner is present, discuss his participation in care. Check and help reduce maternal stressors.	In situations of marital discord, encourage attachment to one parent, the moderation of parental disharmony and ways to play a positive role in the family.	> Emphasise the importance of structured routines, with praise and sanctions being administered fairly.	Where parental separation occurs, encourage ways to maintain familiar social rituals. Encourage support by fathers for both male and female children.	> Help to build supportive long-term relationships.
community	Provision of learning materials. Emphasise the importance of high-quality pre-school day care. Discuss taking advantage of local opportunities for links	Explore the potential availability of alternative caregivers. Discuss support available for families experiencing domestic violence. Explain the benefits of social support to mothers from partners, family and external networks. Consider how adequate parental income affects secure attachment.	Seek services flexible enough to accommodate a range of cultural and community specific behaviours. Explore ways that help children vulnerable to being 'left-out' develop social networks.	 Discuss options for maintaining home-school links that can promote parental confidence and engagement. Help to resolve minor but persistent stressors as well as more major but short-lived difficulties. 	Seek out and encourage participation in programmes in schools that: encourage emotional literacy encourage peer collaboration emphasise educational achievements for vulnerable children.	 When young people are living independently, reinforce the importance of supportive social networks and registration with GP and dentist. Discuss opportunities to enter the job market, and help to consider alternative options. Encourage connections with faith communities where appropriate.
child	Talk about the benefits of breast feeding to three or preferably six months. Encourage the take-up of the MMR vaccination.	In abusive settings, consider maintaining attachment to non-abusive parent or other family member.	> Encourage and support the development of skills, opportunities for independence and mastery of tasks.	> Support the development of positive thinking, problem solving and coping.	> Suggest improving self-worth through household roles, part-time work or volunteering.	Seek out sources of advice on development of skills and competencies relevant to employment.