

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 easy-to-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

early years (birth – 5 years)	middle years (6 – 11 years)	adolescence (12 – 18 years)
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> **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	<ul style="list-style-type: none"> > Abuse/neglect. > Carers unable to adapt to child's developmental stage. 	<ul style="list-style-type: none"> > High-criticism/low-warmth parenting style. > Open parental conflict. 	<ul style="list-style-type: none"> > Refugee status. > Family breakdown.
community	<ul style="list-style-type: none"> > Poverty. 	<ul style="list-style-type: none"> > Homeless/poor housing. 	<ul style="list-style-type: none"> > Racism.
child	<ul style="list-style-type: none"> > Developmental delay. 	<ul style="list-style-type: none"> > Physical illness. 	<ul style="list-style-type: none"> > Emotional disorders and low self-esteem.

> **assets**

the big issue:	reliable care from parent figure, also:	stability, routine and play, also:	self-efficacy and competence, also:
family	<ul style="list-style-type: none"> > 'Good enough' parenting. 	<ul style="list-style-type: none"> > Good parent-child relationships. 	<ul style="list-style-type: none"> > Stability at home.
community	<ul style="list-style-type: none"> > Safe communities. 	<ul style="list-style-type: none"> > Friends. 	<ul style="list-style-type: none"> > High quality education.
child	<ul style="list-style-type: none"> > Secure attachment. 	<ul style="list-style-type: none"> > Successful school experiences. 	<ul style="list-style-type: none"> > Good social skills with peers and adults.

> **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:	ensuring secure attachment, also:	support from friends and family, also:	enhancing skills and social networks, also:
family	<ul style="list-style-type: none"> > Check that the mother's nutrition is adequate throughout pregnancy. 	<ul style="list-style-type: none"> > 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. 	<ul style="list-style-type: none"> > Where parental separation occurs, encourage ways to maintain familiar social rituals.
community	<ul style="list-style-type: none"> > Emphasise the need for safe play areas in the home and in the community and the provision of learning materials. 	<ul style="list-style-type: none"> > Seek services flexible enough to accommodate a range of cultural and community specific behaviours. 	<ul style="list-style-type: none"> > Seek out and encourage participation in programmes in schools that:
child	<ul style="list-style-type: none"> > Talk about the benefits of breast feeding to three or preferably six months. 	<ul style="list-style-type: none"> > Encourage and support the development of skills, opportunities for independence and mastery of tasks. 	<ul style="list-style-type: none"> > Suggest improving self-worth through household roles, part-time work or volunteering.