

# *R2 Resilience Expert Training*

## *Module 2: Introduction Protective Factors as Interlocking Systems*

**Michael Ungar, Ph.D.**

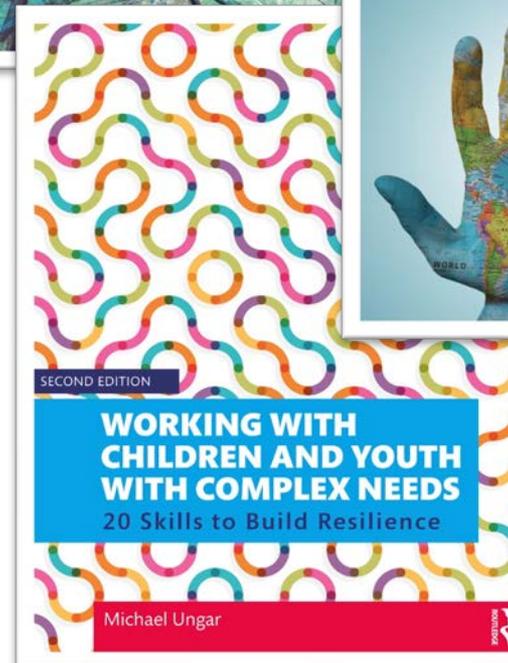
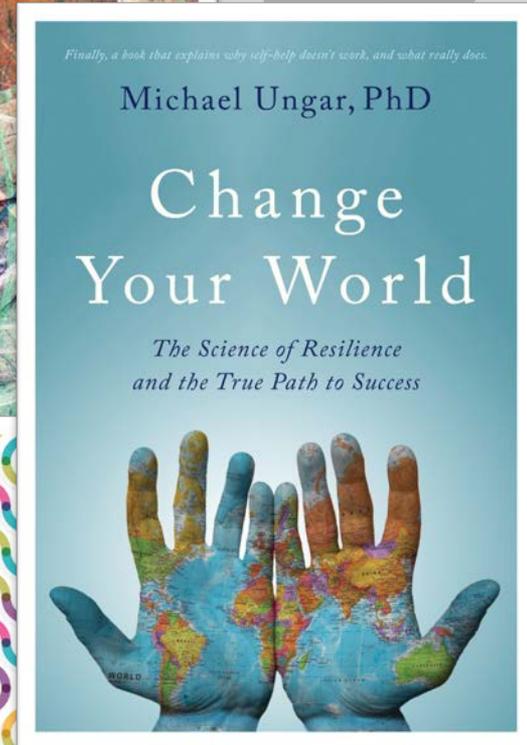
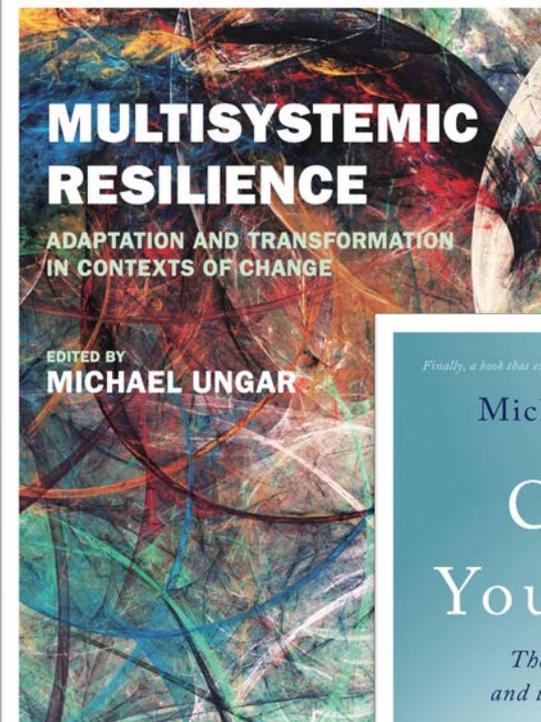
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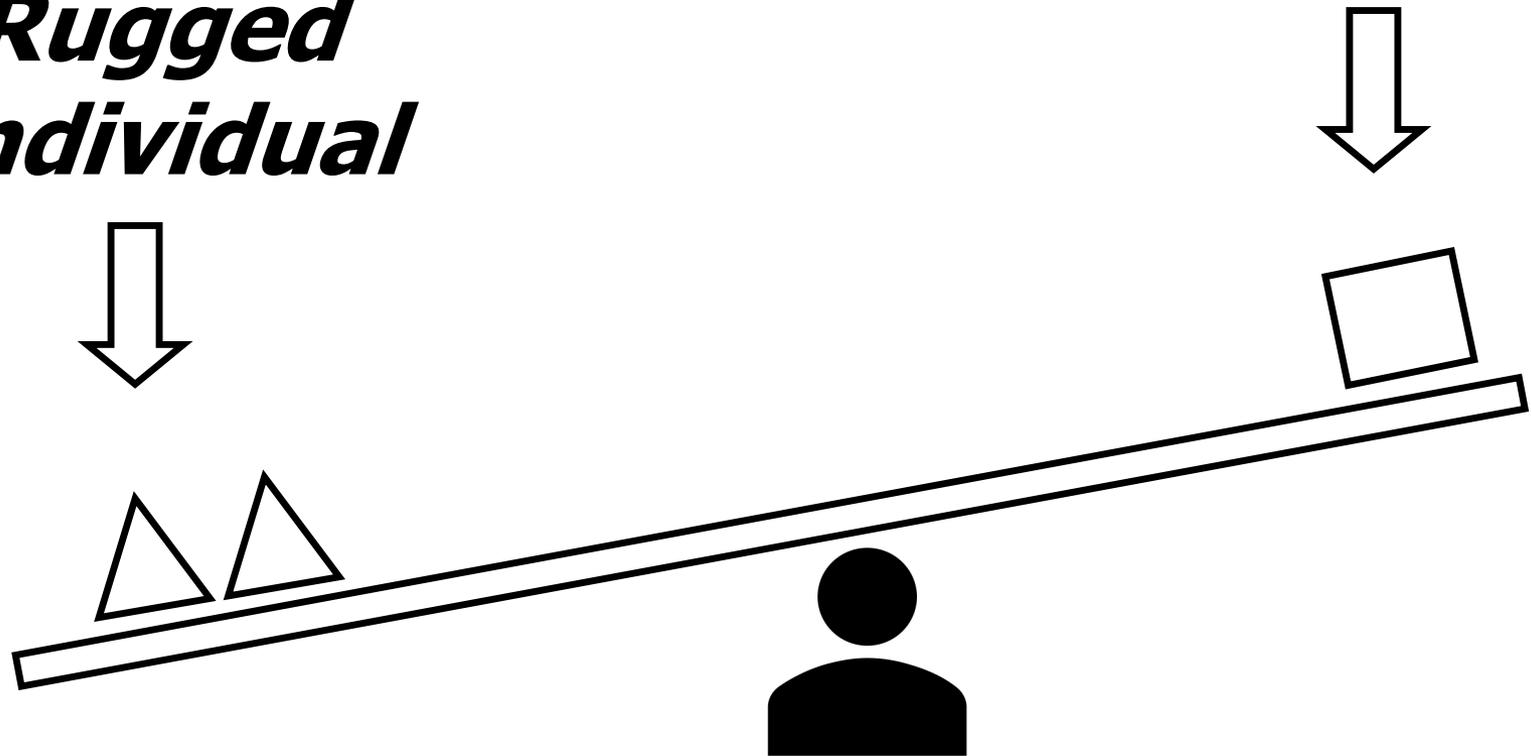
**[www.michaelungar.com](http://www.michaelungar.com)**

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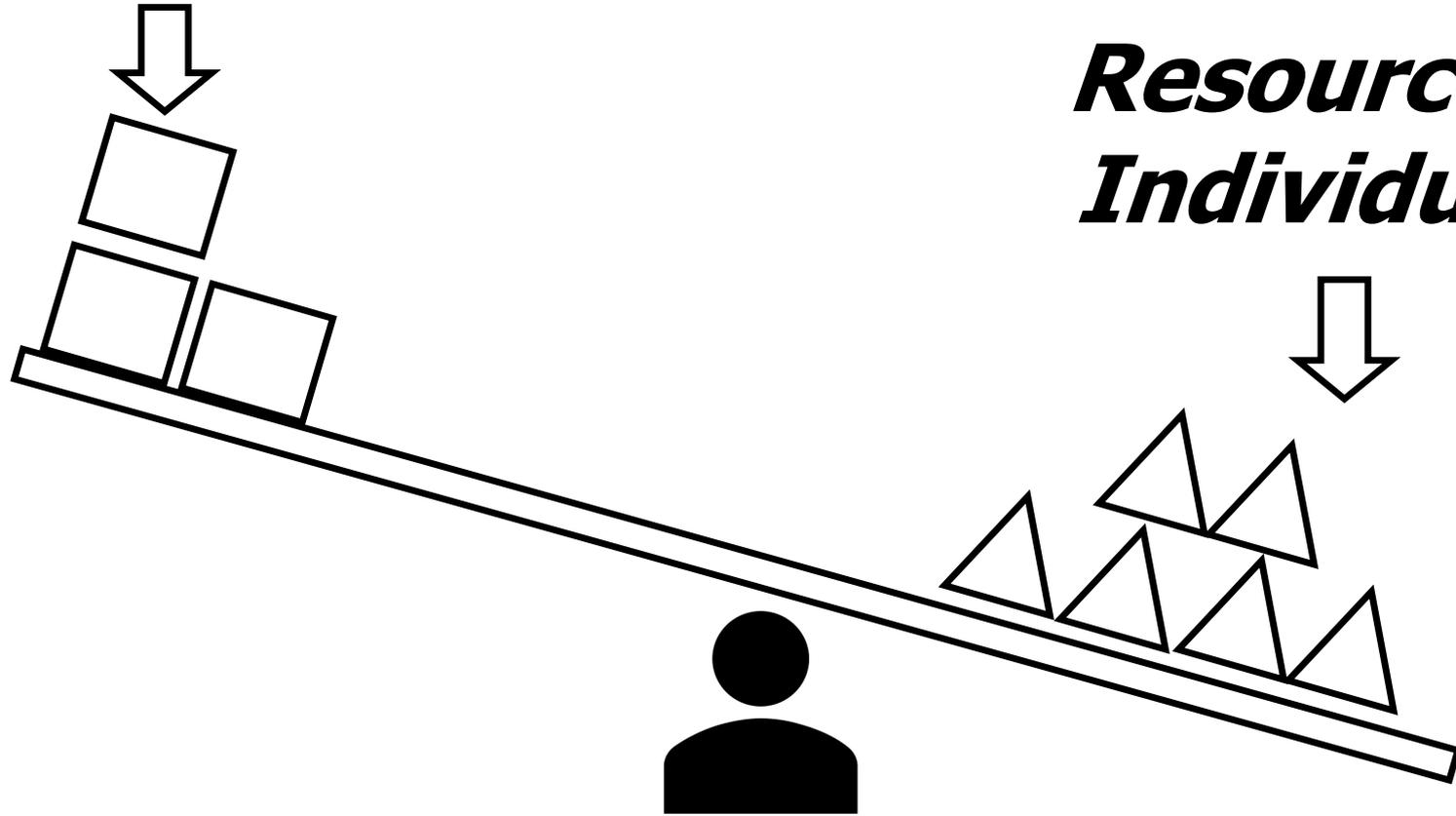
***Rugged  
Individual***

***Problems***



*When problems are few, we can rely on ourselves to solve our own problems*

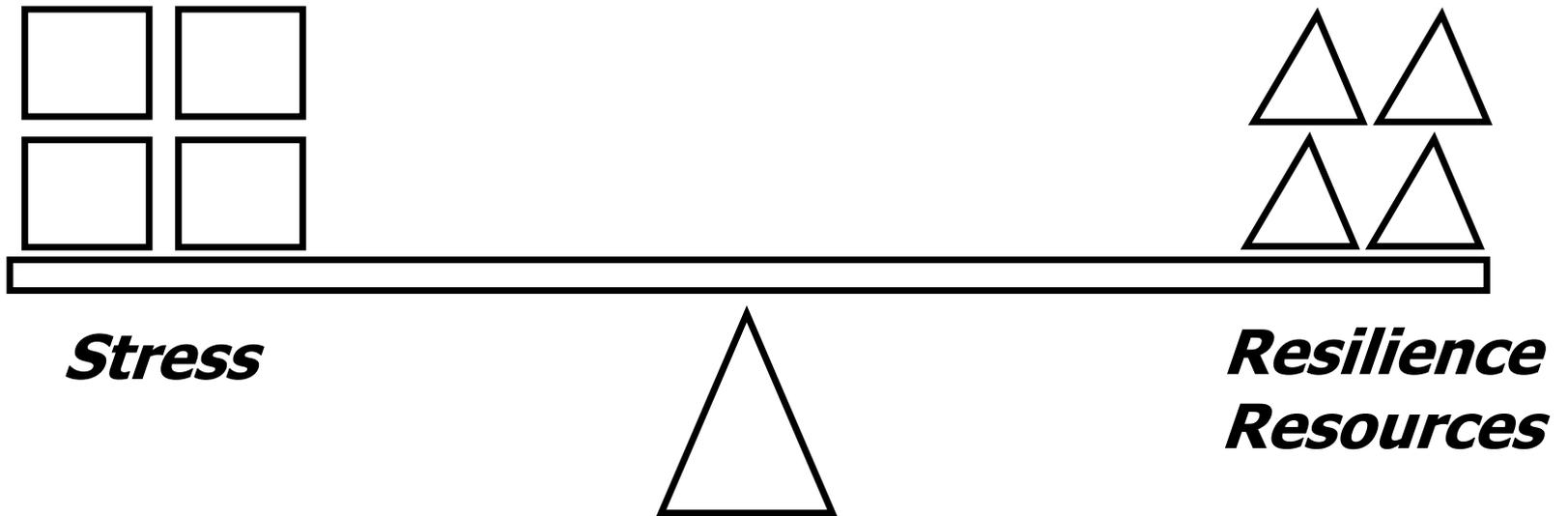
***Problems***



***Resourced  
Individual***

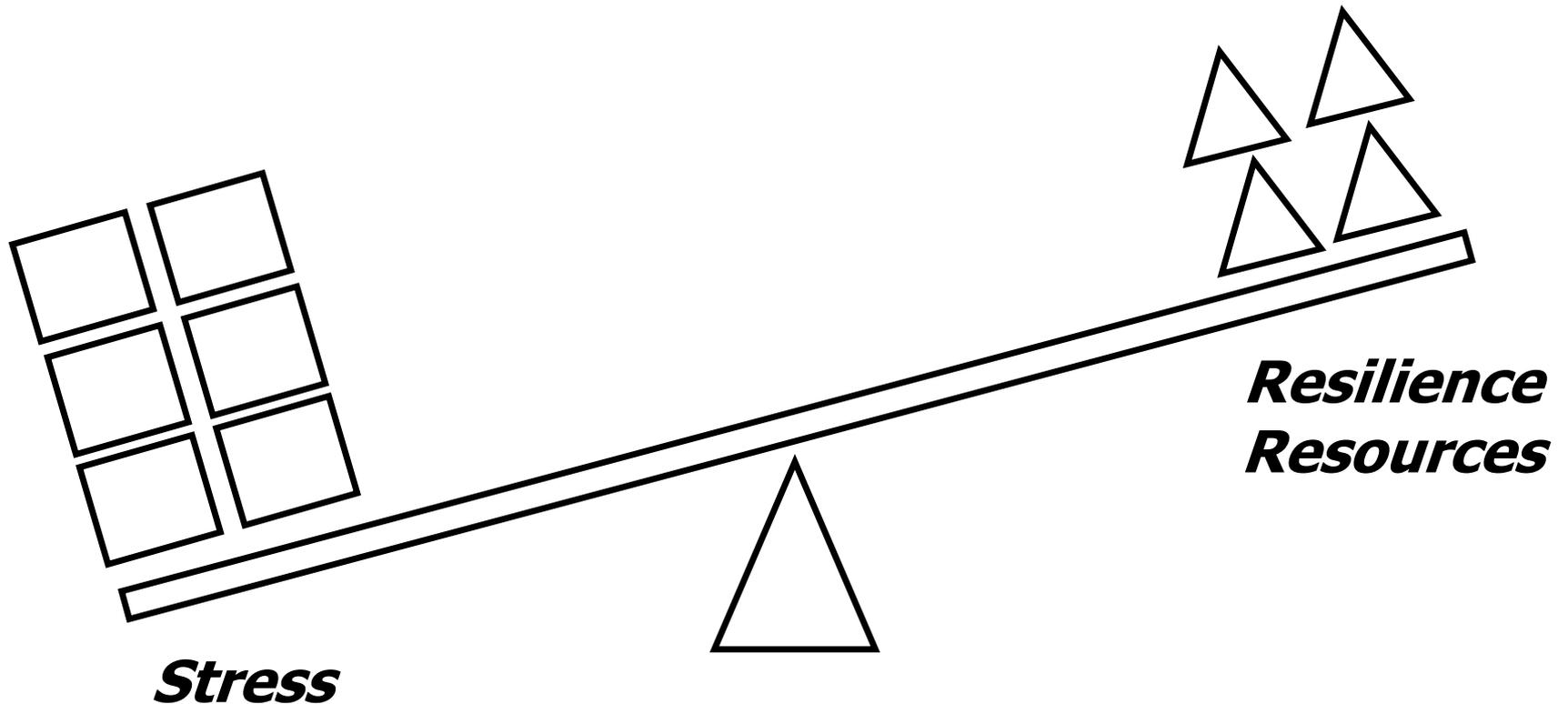
*When problems are many and complex, we need  
lots of resources to cope effectively*

# ***Normal times***



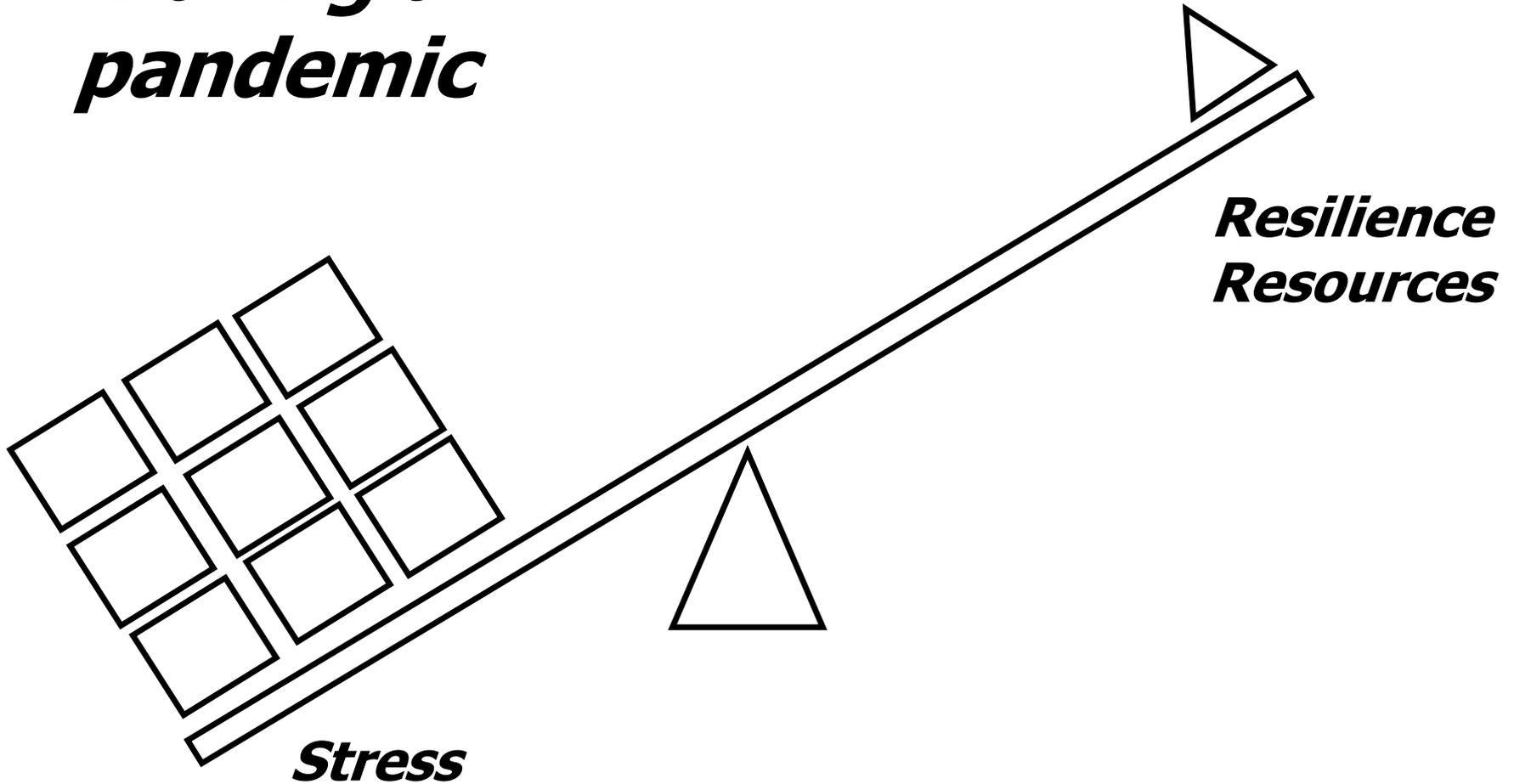
*During "normal" times we have enough resilience to cope with everyday stressors*

# ***During a crisis***



*During a "crisis" our capacity to cope is overwhelmed, but we adapt*

***During a  
pandemic***



***During a "pandemic" we have fewer resources  
and far more stressors***



## The Holmes-Rahe Life Stress Inventory

### The Social Readjustment Rating Scale

**INSTRUCTIONS:** Mark down the point value of each of these life events that has happened to you during the previous year. Total these associated points.

LIFE EVENT	MEAN VALUE
1. Death of spouse	100
2. Divorce	73
3. Marital Separation from mate	65
4. Detention in jail or other institution	63
5. Death of a close family member	63
6. Major personal injury or illness	53
7. Marriage	50
8. Being fired at work	47
9. Marital reconciliation with mate	45
10. Retirement from work	45
11. Major change in the health or behavior of a family member	44
12. Pregnancy	40
13. Sexual Difficulties	39
14. Gaining a new family member (i.e. ... birth, adoption, older adult moving in, etc.)	39
15. Major business readjustment	39
16. Major change in financial state (i.e. ... a lot worse or better off than usual)	38
17. Death of a close friend	37
18. Changing to a different line of work	36
19. Major change in the number of arguments w/spouse (i.e. ... either a lot more or a lot less than usual regarding child rearing, personal habits, etc.)	35
20. Taking on a mortgage (for home, business, etc. ...)	31
21. Foreclosure on a mortgage or loan	30
22. Major change in responsibilities at work (i.e. promotion, demotion, etc.)	29

23. Son or daughter leaving home (marriage, attending college, joined mil.)	29
24. In-law troubles	29
25. Outstanding personal achievement	28
26. Spouse beginning or ceasing work outside the home	26
27. Beginning or ceasing formal schooling	26
28. Major change in living condition (new home, remodeling, deterioration of neighborhood or home etc.)	25
29. Revision of personal habits (dress manners, associations, quitting smoking)	24
30. Troubles with the boss	23
31. Major changes in working hours or conditions	20
32. Changes in residence	20
33. Changing to a new school	20
34. Major change in usual type and/or amount of recreation	19
35. Major change in church activity (i.e. ... a lot more or less than usual)	19
36. Major change in social activities (clubs, movies, visiting, etc.)	18
37. Taking on a loan (car, tv, freezer, etc.)	17
38. Major change in sleeping habits (a lot more or a lot less than usual)	16
39. Major change in number of family get-togethers ("")	15
40. Major change in eating habits (a lot more or less food intake, or very different meal hours or surroundings)	15
41. Vacation	13
42. Major holidays	12
43. Minor violations of the law (traffic tickets, jaywalking, disturbing the peace, etc.)	11

Now, add up all the points you have to find your score

**TOTAL**

Reference: Holmes, T. H., Rahe, R. H. (1967). The Social Readjustment Rating Scale. *Journal of Psychosomatic Research*, 11, 213-218. Inventory retrieved from <https://www.stress.org/wp-content/uploads/2019/04/stress-inventory-1.pdf>



**Add up the score for all the events that you have experienced in the past year...**

Question	Score
1. Death of a spouse	100
2. Divorce	73
3. Marital Separation from mate	65
4. Detention in jail or another institution	63
5. Death of a close family member	63
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*Now, add up all the points you have  
to find your score*

**Total:** \_\_\_\_\_

- 150 points or less means a relatively low amount of life change and a low susceptibility to stress-induced health breakdown.
- 150-300 points implies about a 50% chance of a major health breakdown in the next 2 years.
- 300 points or more raises the odds to about 80%, according to the Holmes-Rahe statistical prediction model.



## *Exercise: The problem with all stress inventories*

- ✚ What was your experience of answering these questions?
- ✚ What questions were missing?



# *R2 Resilience Program*

*<https://resilienceresearch.org/r2/>*

- ✚ Building Rugged Qualities
- ✚ Building Resources



# *R2 Resilience Expert Training*

## *Session 2.1 The Rugged Qualities of Individuals*

**Michael Ungar, Ph.D.**

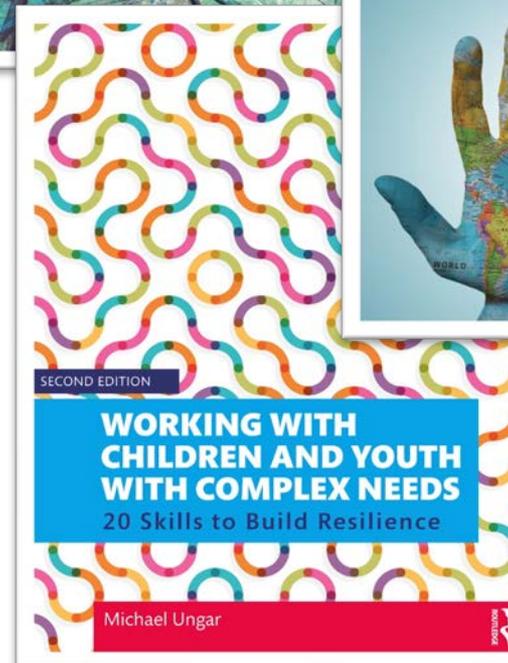
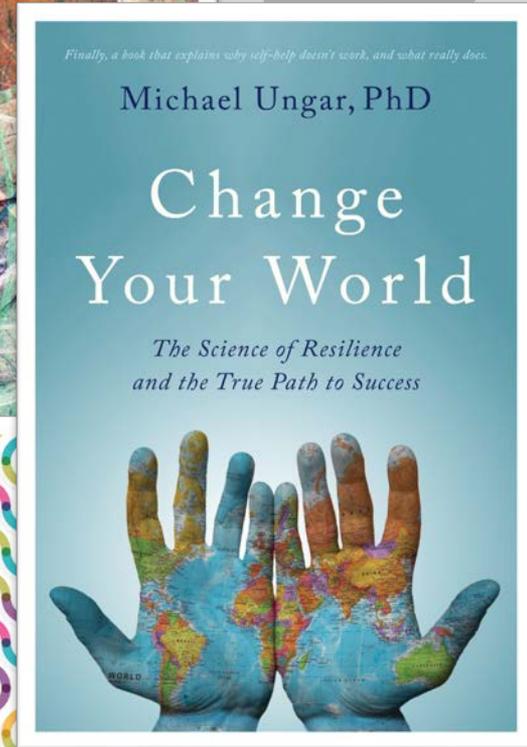
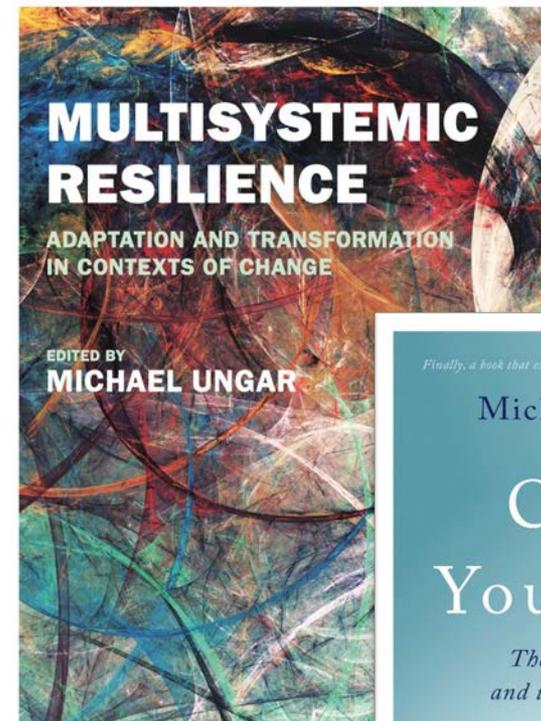
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# *Rugged Resilience Measure (RRM)*

- ✦ Please complete the RRM
- ✦ What do your answers tell you about your ability to cope with unusual amounts of stress?



## *Is this resilience?*

“You can’t stop the waves but  
you can learn to surf”

*--John Kabat-Zinn*

*But...it’s easier to learn to surf if  
you have a surfboard, a coach, and  
a lifeguard*





# Gratitude



# *Exercise: How grateful are you?*

🌟 GQ-6 (McCullough et al., 2002): Using a 7 point point scale from "1 = strongly disagree" to "7 = strongly agree", answer the following questions (\*Items 3 and 6 are reverse-scored):

- ❑ \_\_\_\_1. I have so much in life to be thankful for.
- ❑ \_\_\_\_2. If I had to list everything that I felt grateful for, it would be a very long list.
- ❑ \_\_\_\_3. When I look at the world, I don't see much to be grateful for.\*
- ❑ \_\_\_\_4. I am grateful to a wide variety of people.
- ❑ \_\_\_\_5. As I get older I find myself more able to appreciate the people, events, and situations that have been part of my life history.
- ❑ \_\_\_\_6. Long amounts of time can go by before I feel grateful to something or someone.\*



# Optimism





# **Nutrition, Sleep and Physical Activity**



# *R2 Resilience Expert Training*

## *Session 2.2*

# *The Resources We Need for Resilience*

**Michael Ungar, Ph.D.**

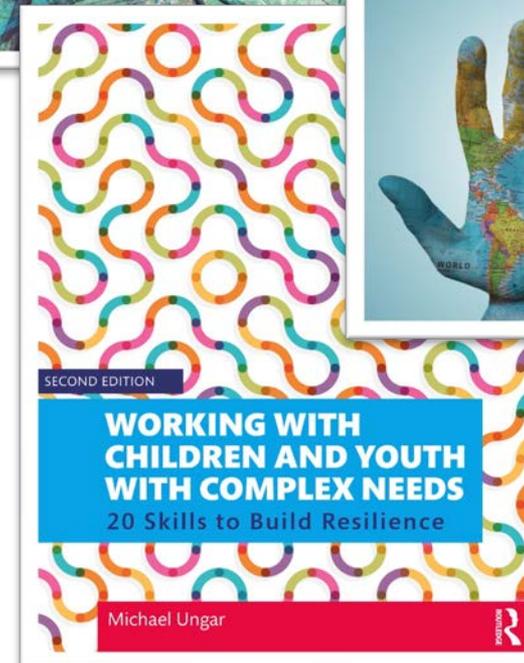
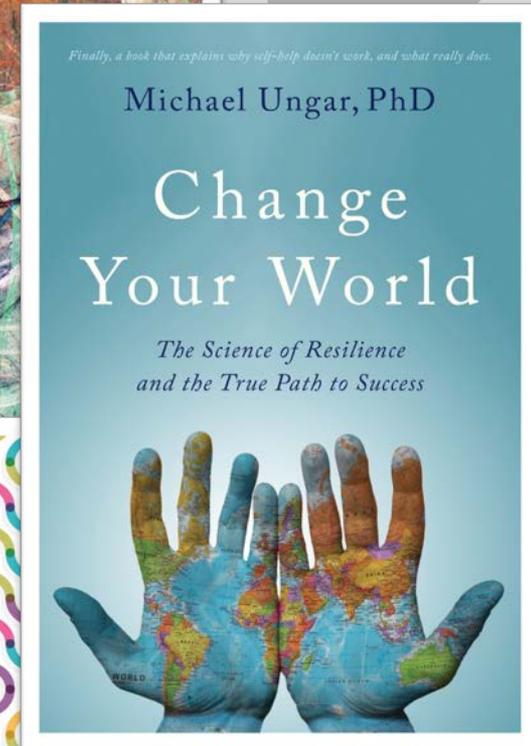
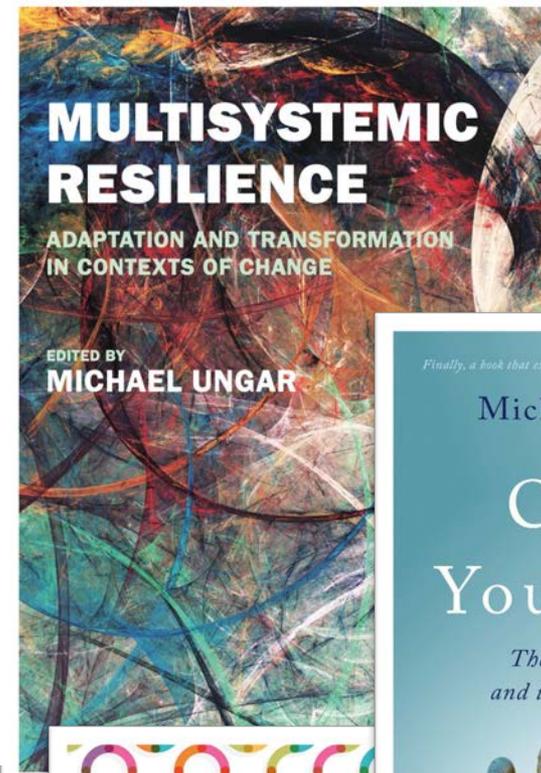
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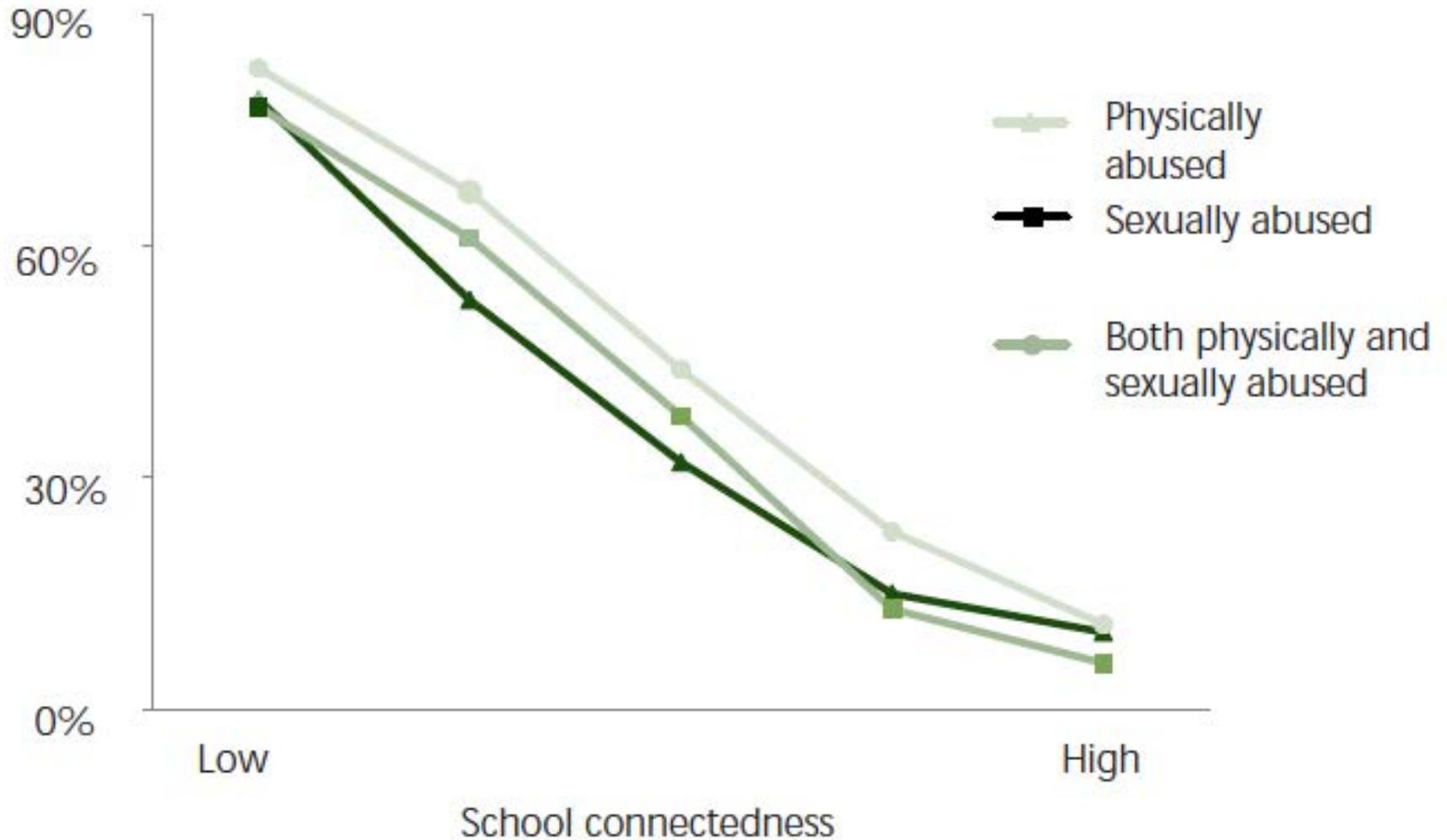
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## Suicidal ideation and school connectedness among abused students



# *The Child and Youth Resilience Measure (CYRM-R)*

*(<http://cyrm.resilienceresearch.org/>)*

## Three factors:

### Individual

- I cooperate with people around me
- I have opportunities to show others that I am becoming an adult and can act responsibly

Jefferies, P. J., McGarrigle, L. & Ungar, M. (2018). The CYRM-R: A Rasch-validated revision of the Child and Youth Resilience Measure. *Journal of Evidence-Informed Social Work*. Doi: 10.1080/23761407.2018.1548403

# *The Child and Youth Resilience Measure (CYRM)*

## • Three factors:

### • Relational

- My parent(s)/caregiver(s) know a lot about me
- I enjoy my family's/caregiver's cultural and family traditions

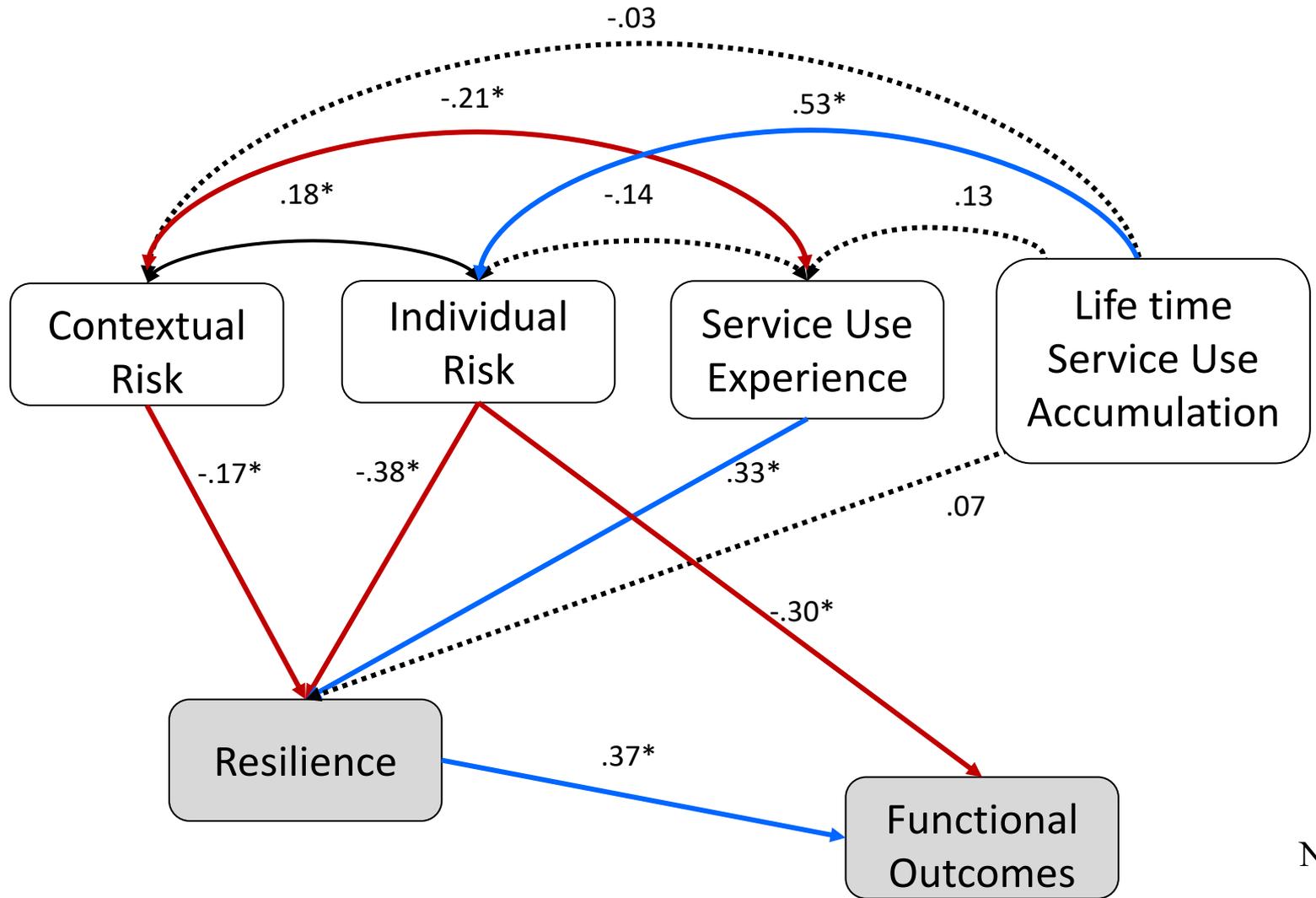
### • Contextual

- Getting an education is important to me
- I am treated fairly in my community

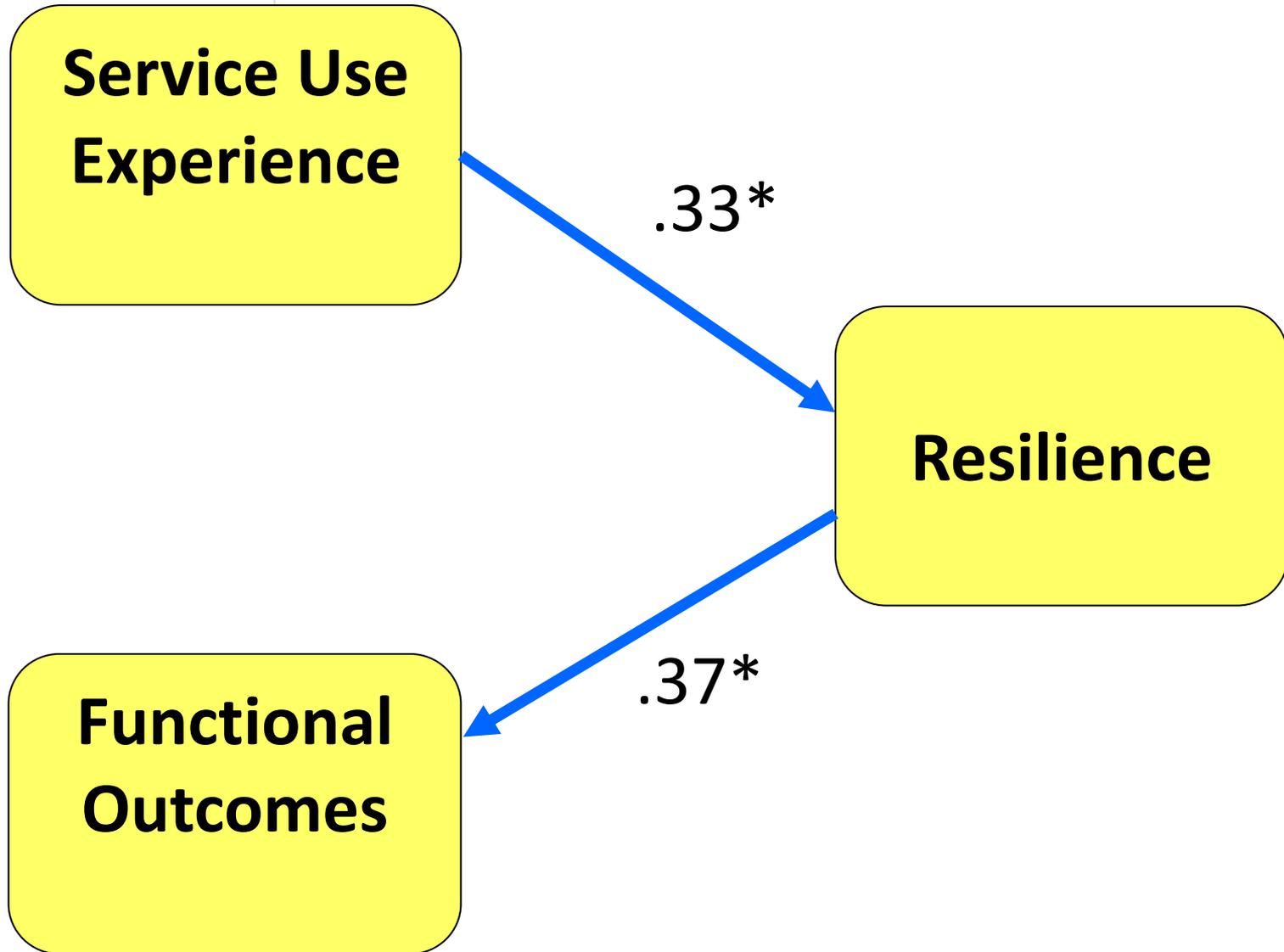


## *Exercise: The CYRM*

- ✦ Thinking about a young person you work with, or are concerned about, complete the CYRM
- ✦ What do your answers tell you about you're the young person's ability to cope with unusual amounts of stress?



Ungar, M., Liebenberg, L., Armstrong, M., Dudding, P., & van de Vijver, F. J. R. (2012). Patterns of service use, individual and contextual risk factors, and resilience among adolescents using multiple psychosocial services. *Child Abuse & Neglect*, 37(2-3), 150-159





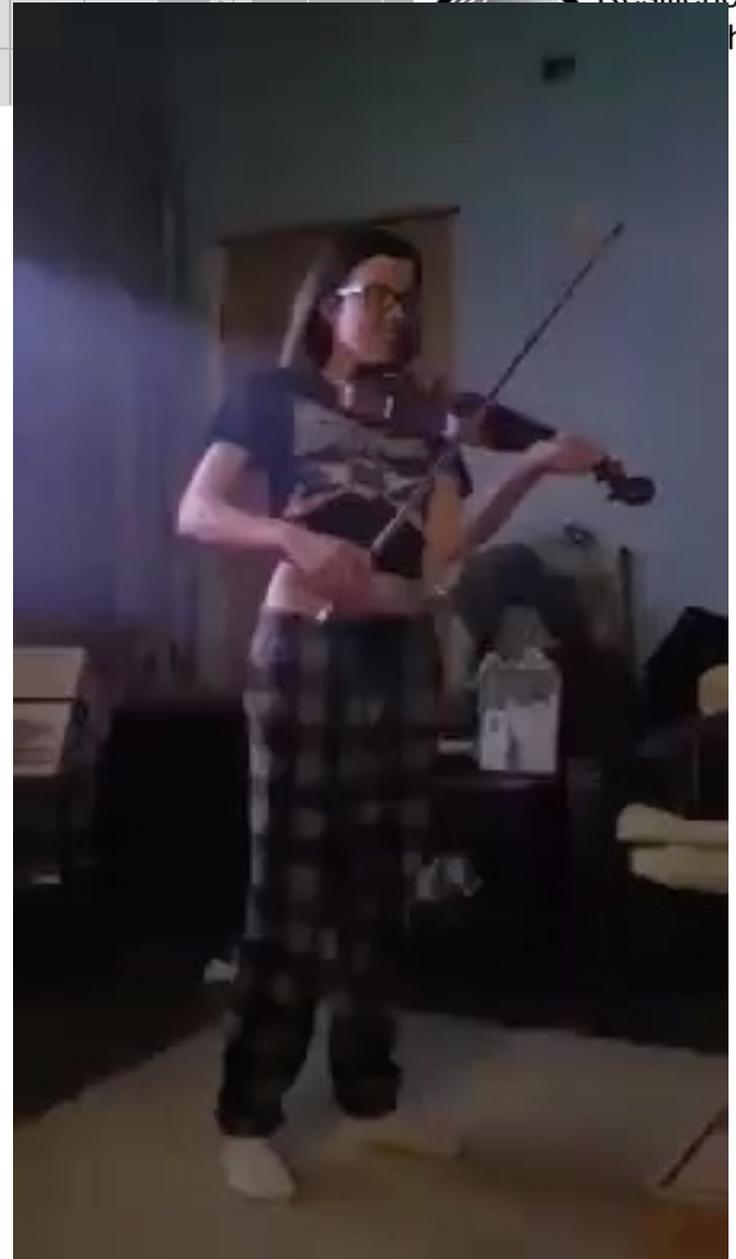


**Theme 1:  
Structure  
and  
Routine**



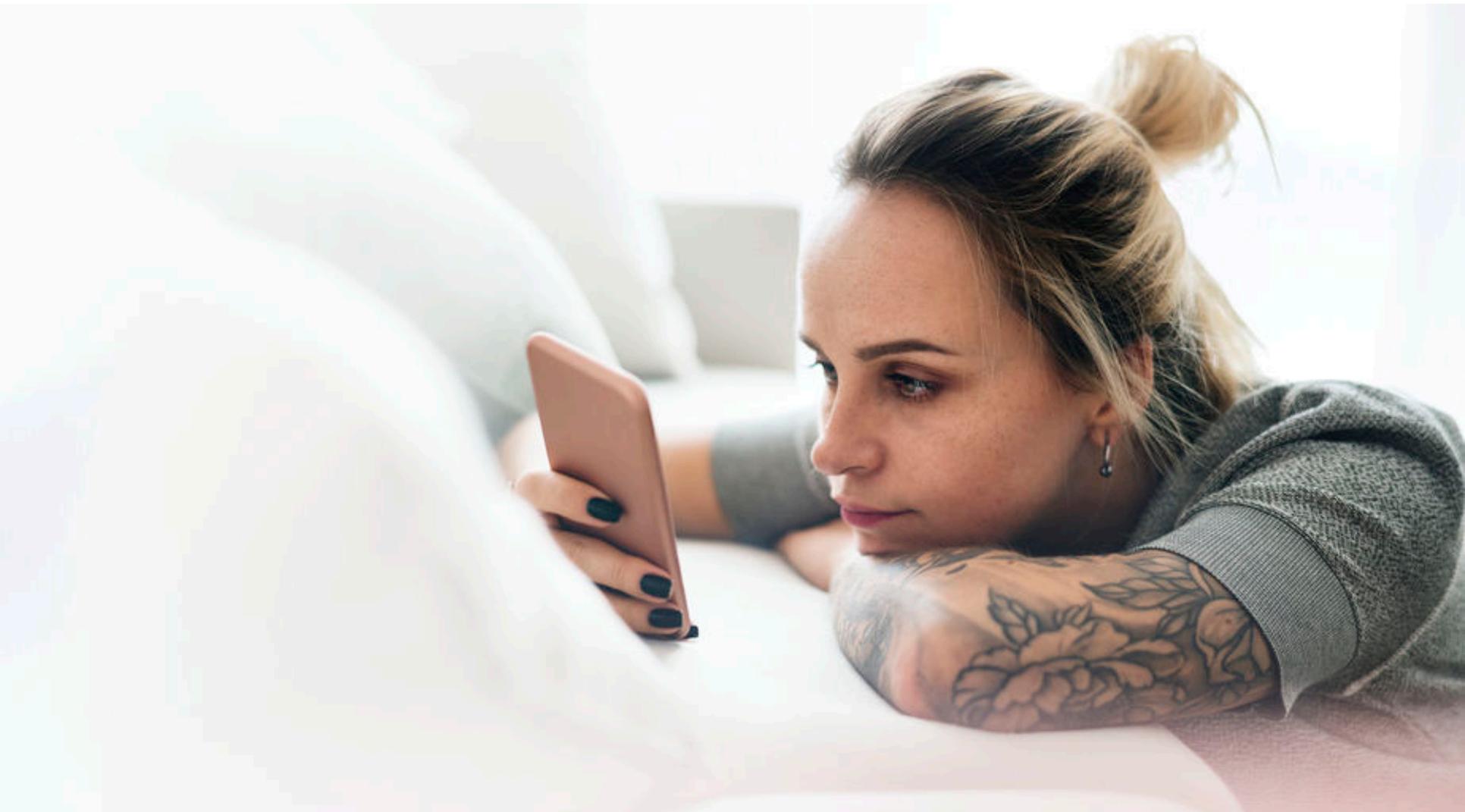
## Theme 2: Powerful Identity

17-year-old Emily Tuck,  
Performing in the Nova Scotia  
COVID-19 Kitchen Party



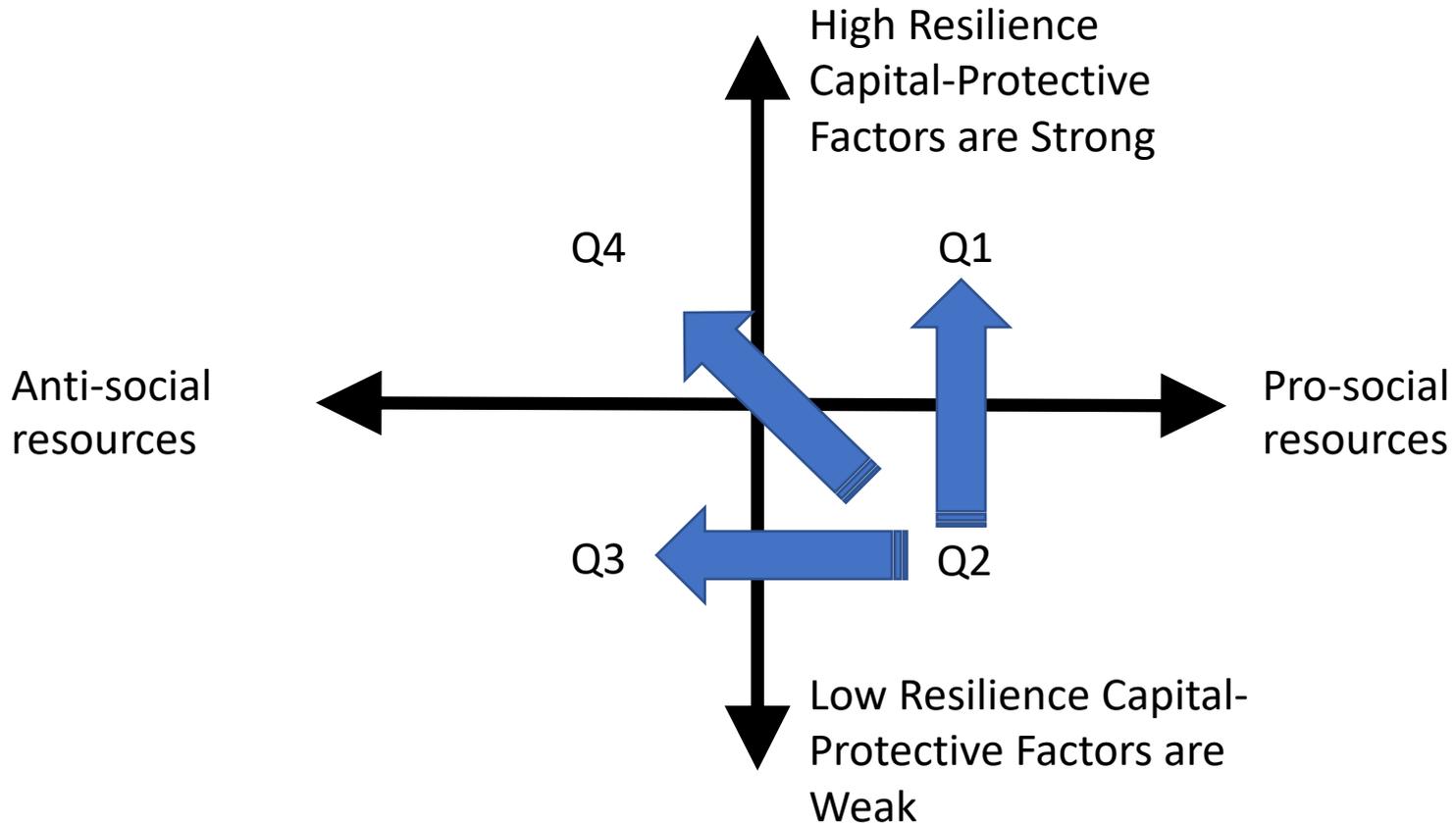


## **Theme 3: Supportive Relationships**



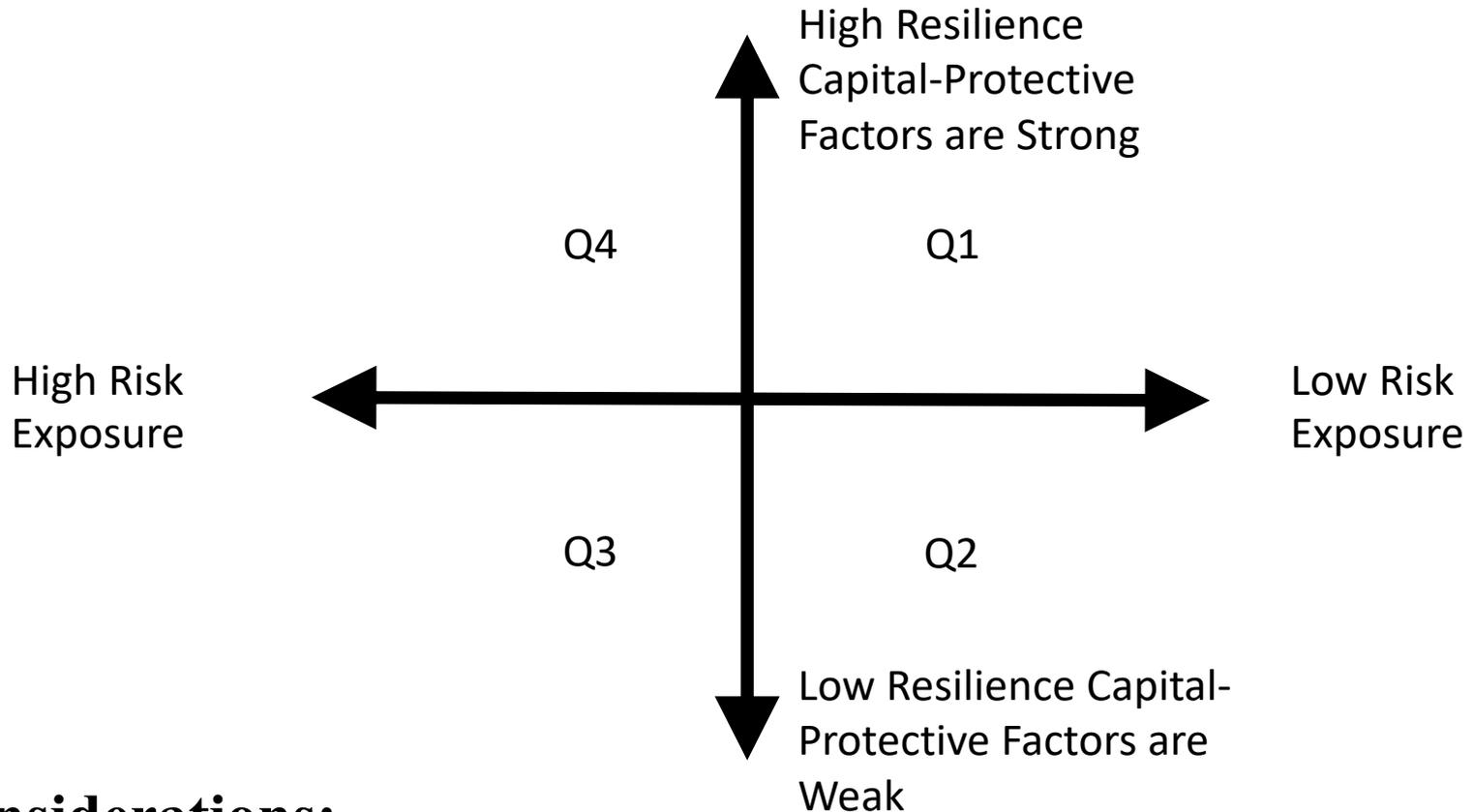
## **Theme 4: Sense of Control**

# Transactional Risk Economy: Prosocial and Antisocial Resilience Trajectories\*



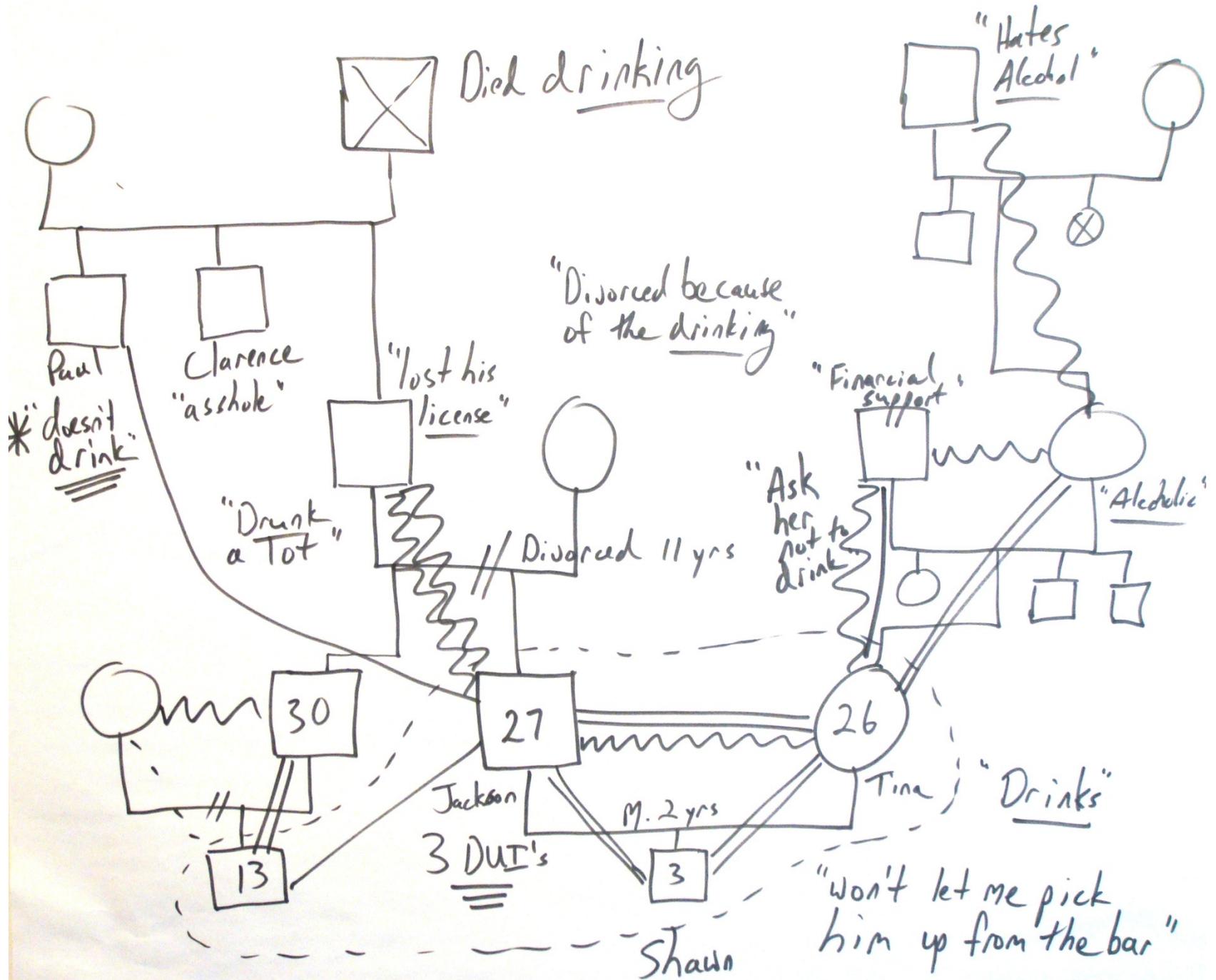
Developed in partnership with Dr. Michele Grossman, Deakin University

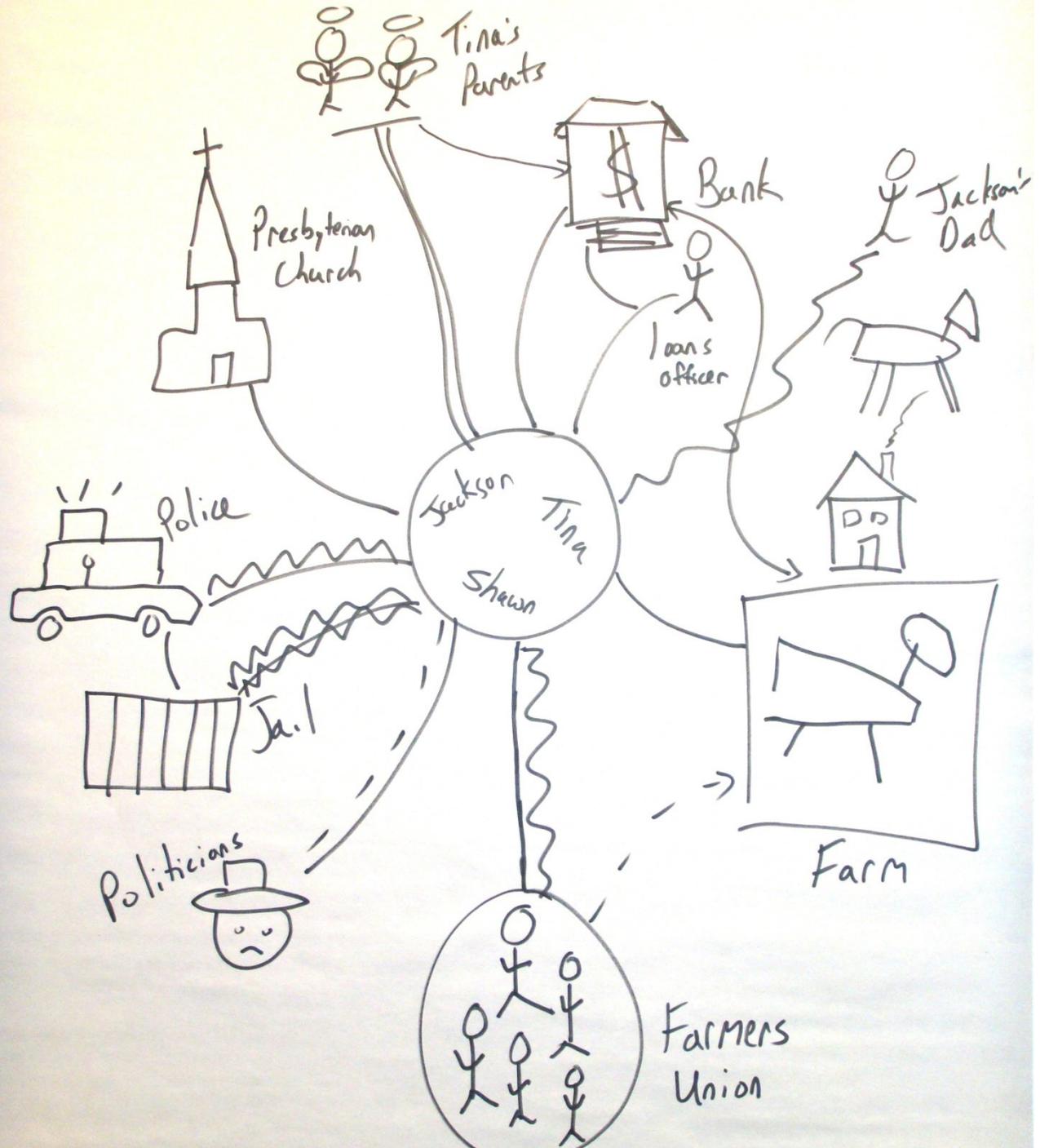
# Four Approaches to Matching People's Needs to their Resilience-enabling Resources



## Considerations:

1. Motivation to change
2. Availability of resources





# *R2 Resilience Expert Training*

## *Session 2.3*

# *Differential Impact*

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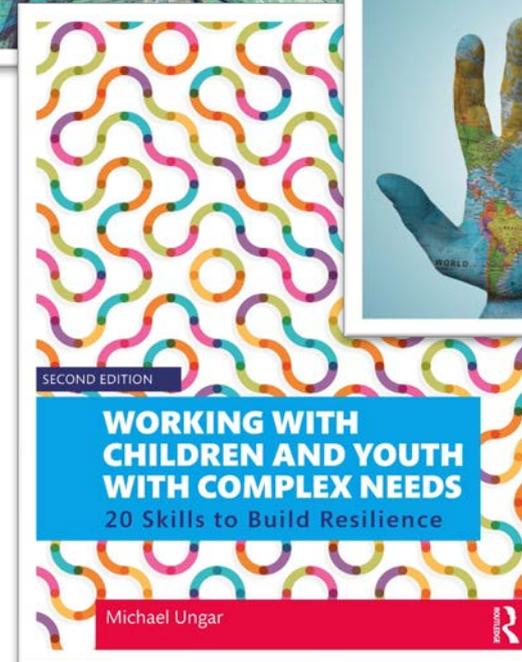
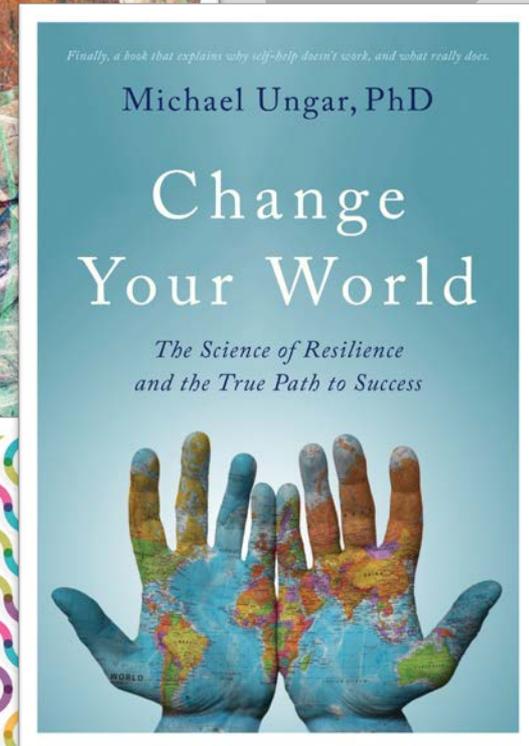
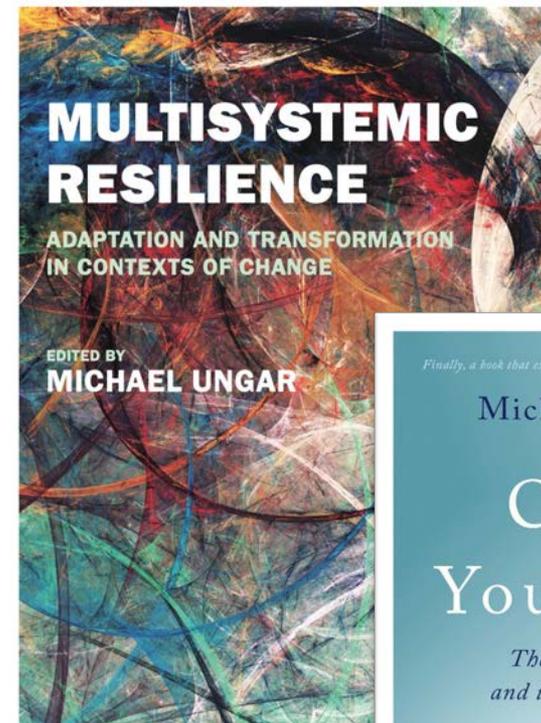
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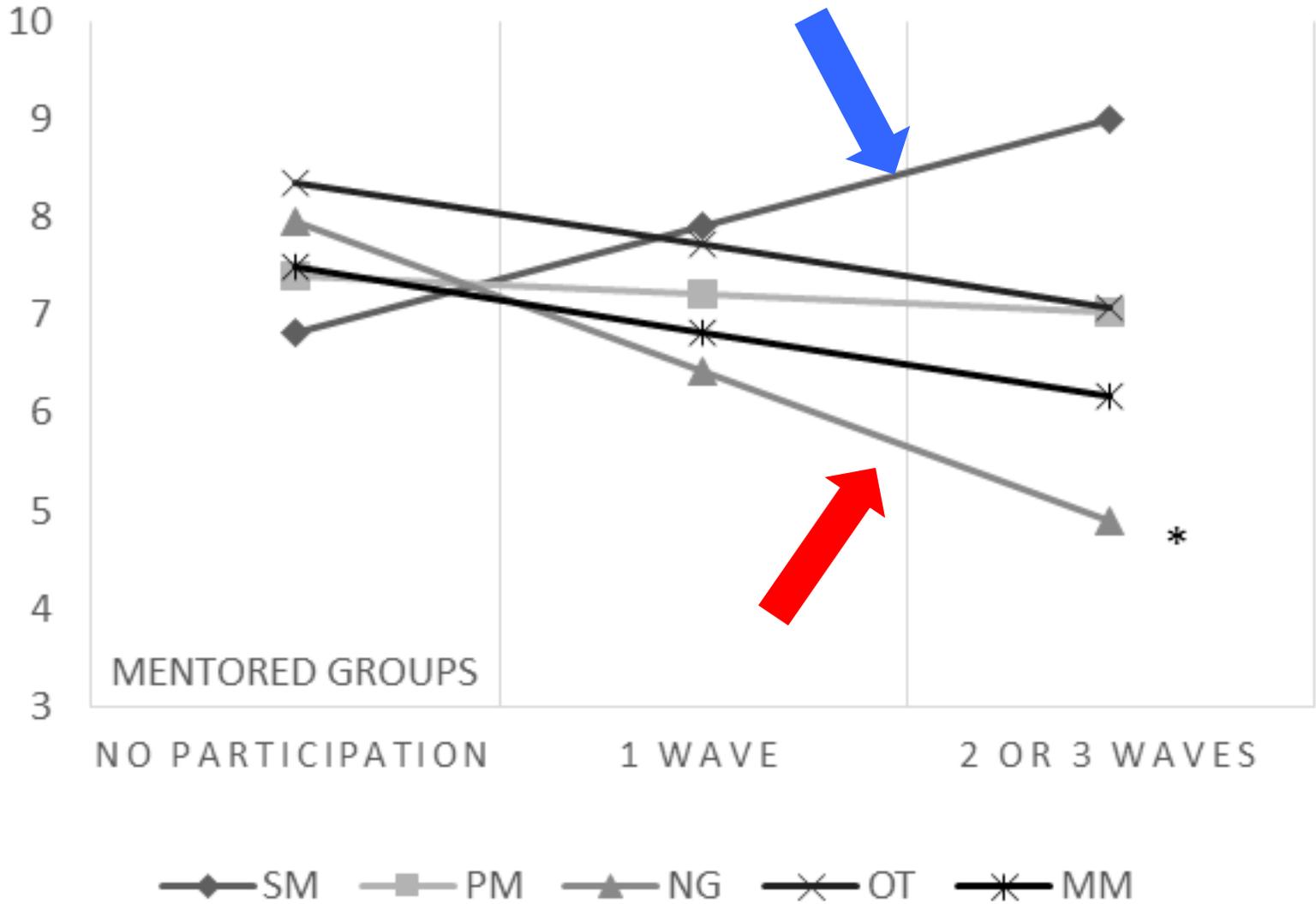
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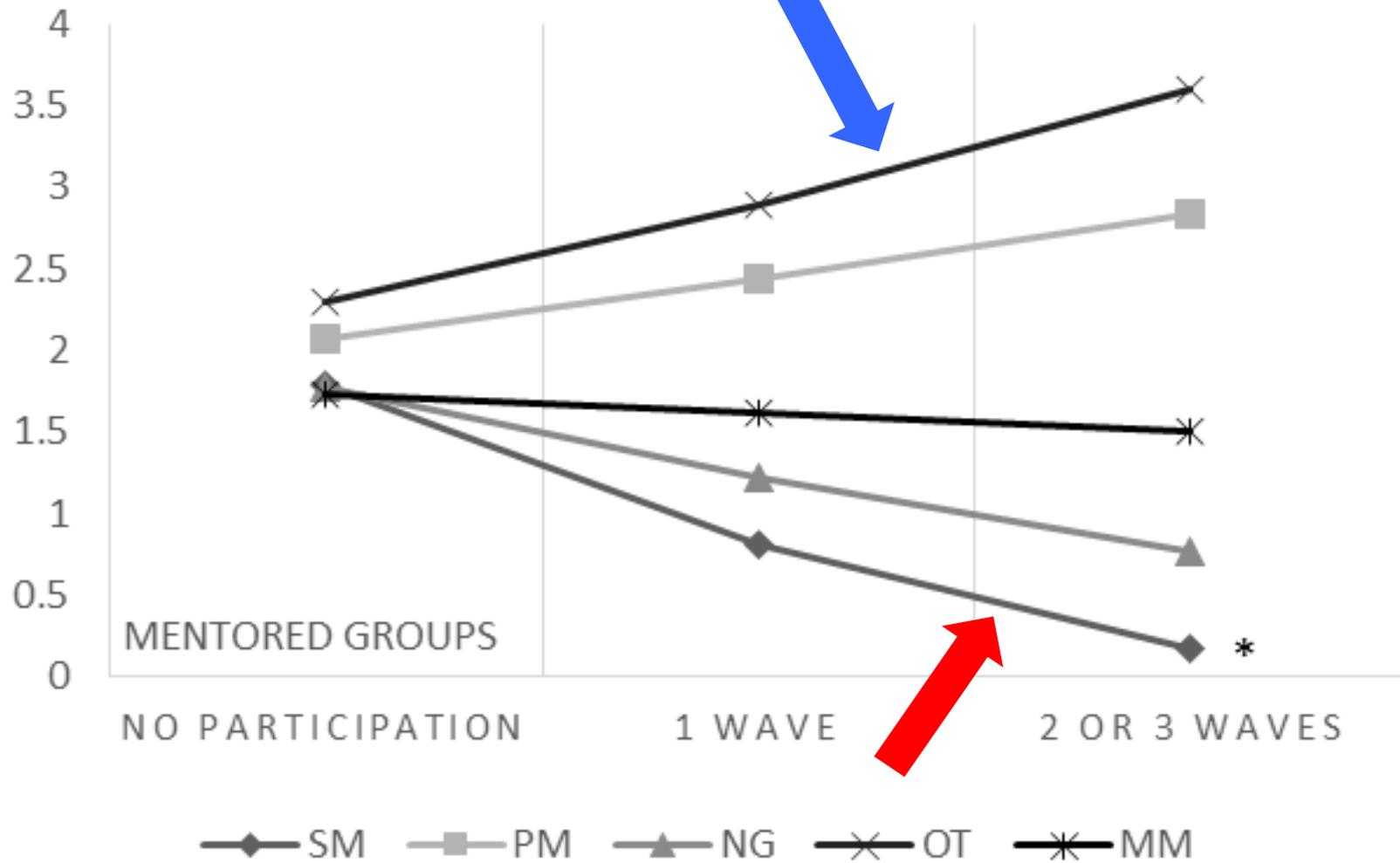


# DEPRESSIVE SYMPTOMS



Delinquency scores, depressive symptoms, and traumatic symptoms by the number of waves of reported participation in organized activities and the CPS maltreatment record at baseline. SM: Sexual maltreatment only; PM: Physical maltreatment only; NG: Neglect only; OT: Other type of maltreatment; MM: Multiple types of maltreatment. Kwak, Y. (2018). *Child Abuse & Neglect*.

# DELINQUENCY



# *R2 Resilience Expert Training*

## *Session 2.4*

# *The R2 Resilience Program: A Resilience-enabling curriculum*

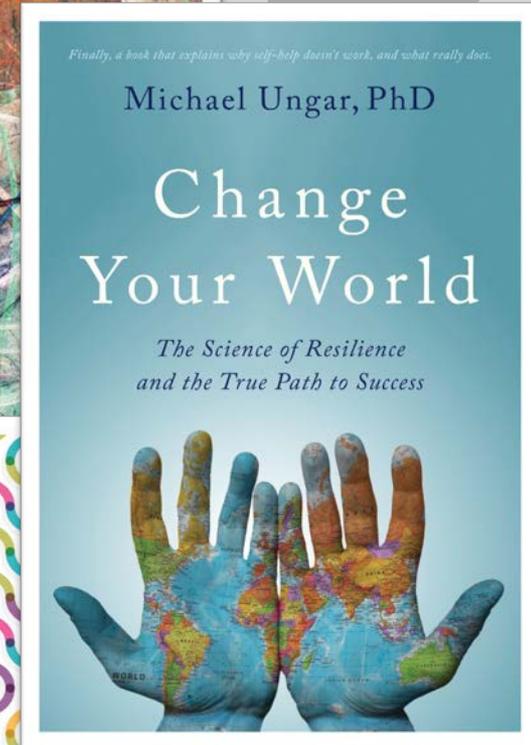
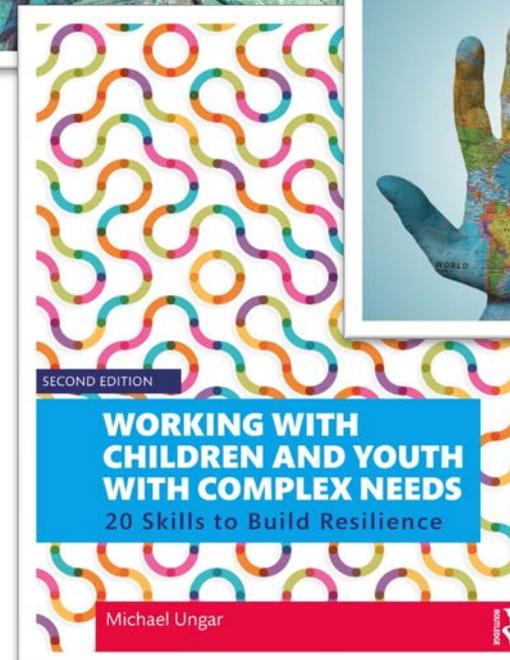
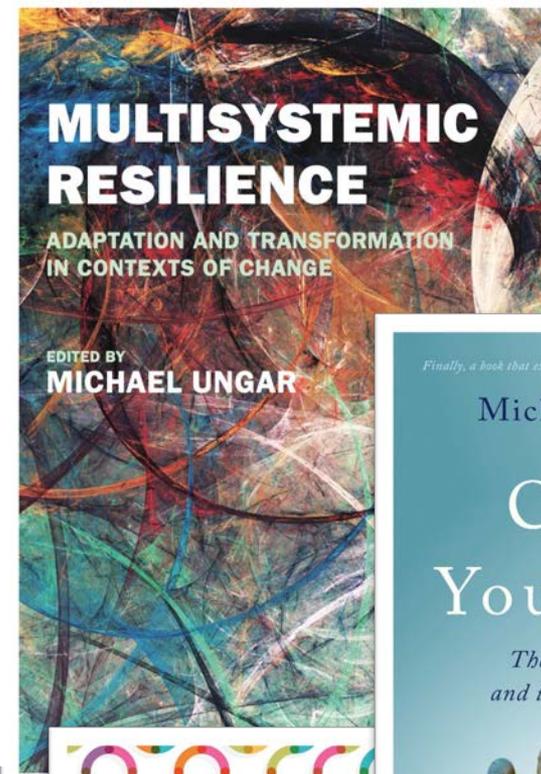
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# *The R2 Resilience<sup>©</sup> Program*

- ✦ Application of resilience theory to practice
- ✦ Builds on 52 well-studied resilience factors (evidence-informed)
- ✦ Contextualized for different settings
- ✦ Balanced approach: emphasizes both ruggedness and resources

# *Shannex Maplestone: R2 Resilience Program for Staff*

Shannex™



## Rugged Qualities

- Motivation & perseverance
- Optimism & hope
- Self-efficacy
- Decision-making
- Cooperation & help seeking

## Resources

- Access to mental and physical health care
- Meaningful employment
- Opportunities to use one's talents
- Education & training
- A supportive peer group





# *Sample R2 Resilience Training* *Module*

*Resource:  
Opportunities to Use One's  
Talents*





# *Opportunities to use our talents need...*



**Time** to learn  
new skills



**Chance** to  
take on new  
challenges



**Change** in our  
responsibilities

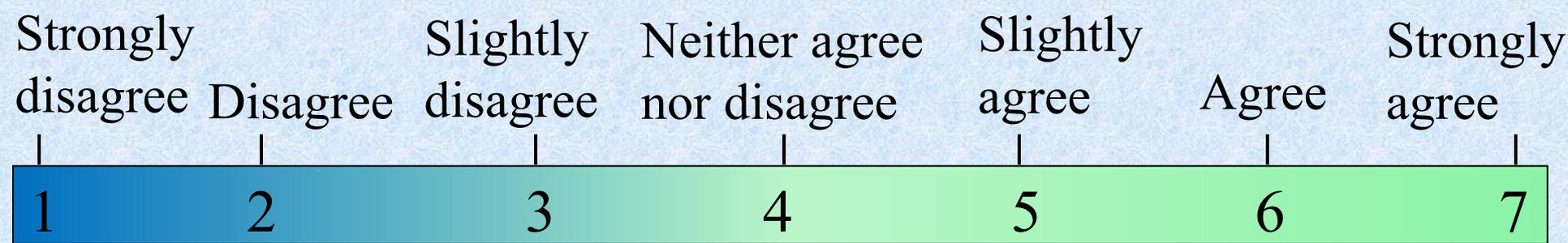
# Sometimes opportunities are provided to us, other times we have to find them

Participating in meaningful leisure activities is one way to recognize, grow, and use our strengths and talents (even if we don't use them in the workplace)



# *How well do I know my strengths?*

- Think about each statement, and choose a number between 1 (strongly disagree) and 7 (strongly agree)
- Write down your score for each statement so that you can keep track of your answers



1. I know my strengths.
2. Other people see my strengths.
3. I don't have to think hard about what my strengths are.
4. I know what I do best.
5. I know the things I am good at doing.
6. I know when I am at my best.

Strongly  
disagree

Disagree

Slightly  
disagree

Neither agree  
nor disagree

Slightly  
agree

Agree

Strongly  
agree

1

2

3

4

5

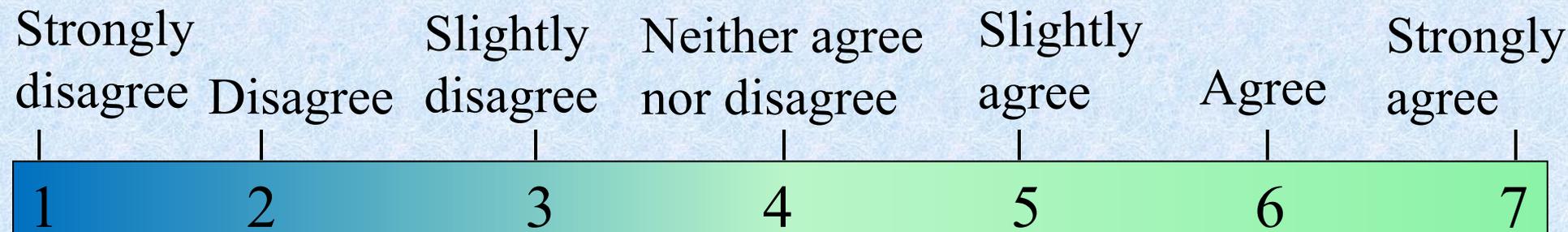
6

7

*How well do I know my strengths?*

**Score: \_\_\_/42**

**Higher Score =  
Greater Awareness of Strengths**



Sam struggles to find ways to develop his strengths and talents at work. Although Sam loves his job, he needs more opportunities to show what he can do and needs to receive more recognition for the contributions he already makes.

***How can Sam's employer, supervisor and colleagues help Sam make better use of his strengths on the job?***



# *Exercise: Part 1*

## *Superheroes*



Who is your favourite superhero?

What talents/skills do they use that make them exceptional at what they do?

How does their role as superhero bring out the best in them?

Big  
Group

# *Exercise: Part 2*

## *Are you a superhero?*

What are your superhero qualities and where do you get to use them?

Have you ever had an opportunity to show your superhero qualities at Shannex Maplestone? (Tell a story)



# *Strengths, talents and resilience*

When we use our strengths and talents, we are more likely to...

- reach our **highest potential** and feel **fulfilled**,
- feel **confident** and have **higher self-esteem**,
- cope better with stress, and **be more resilient** when facing challenges

