

Franklin County Family and Children First Council (FC³)

Resilience Pillar

Resilience Factors

Franklin County Family & Children First Council defines resilience as the protective factors that counteract adversity. *Resilience factors develop throughout life, in good times and bad. Before an adverse event or experience, and Skills of Resilience are (built?) learned and practiced by individuals and organizations in response to an adversity.* The Skills of Resilience are like a “protection” that counteract the risks that endanger our health and well-being. They are learned, practiced, developed and taught to others throughout life in nearly every situation and are a way to immediately start building a positive response to adversity. Although initially the 5 Skills of Resilience are applied to individuals, when we remember that communities and systems are made up of individuals, we see that these skills have potential for an even greater impact.

The Five Factors of Resilience are:

- 1. Connection to Community**
- 2. Moments of Success**
- 3. Sense of Hope**
- 4. Perseverance**
- 5. Self-Regulation**

Connections to Community:

The connections we make to the wide range of people in our lives (family members, friends, teachers, coaches, mentors and neighbors) create a “Relational Web of Support” that we rely upon when we face adversity. Community may also include connections to diverse organizations, social causes, religious and cultural identity and expression, and even pride in one’s local neighborhood. The more connections, the stronger the support!

Connections to Community includes identifying the natural supports of a family; increasing relationships with schools, teachers and community programs; increasing relationships amongst peers for children and adults. Community includes a sense of belonging and identity. When an individual is connected to community there is a mutual connection, reliance and relationship.

Moments of Success:

As we experience moments of success our view of ourselves and our community becomes more positive, leading to even more moments of success. When working with individuals, families and teams, we identify small steps of progress that move toward the final goal. Treatment plans and outcome measures are designed to reflect the successes and progress of individuals and teams. Professional development plans, organizational plans

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Sense of Hope: Adversity is all around, but hope is the belief that things can and will change in the future. For staff, a sense of hope includes a connection to the mission and vision of the program, believing that the work we do is making a tangible difference in the lives of children and families. When working with clients, a sense of hope is interdependent upon connections to community and moments of success. Every instance of success provides hope for the future.

Community connections between service provider and client, teacher and student, treatment team and family are a significant source of hope for the future for all team members.

Data collection and reflection is another key to establishing a sense of hope. Identifying key metrics and reflecting on past successes give fuel for believing in future progress.

Perseverance: Adversity and its effects don't disappear right away. Perseverance is the skill we use to keep on fighting. Individuals and families oftentimes have to persevere time and time again. Our role is to point out past examples so that when faced with that "Next Challenge" they can activate the ability to keep moving forward.

For staff, working with children and families that are in high need can be very challenging and overwhelming. As an agency, we support one another and persevere together. An important part of teamwork is building our own resiliency through integrated practices, regular supports and policies that build perseverance.

Self-Regulation: Self-regulation is the "glue" that holds all the other Resilience Factors together and is the skill we have to rely upon most frequently every day. It is the ability to choose a healthy response to stress in the moment. As individuals learn and practice self-regulation they are able to respond to stress in an adaptive and appropriate way. As families learn co-regulation skills, the bonds of relationship and attachment increase. Learning, practicing and supporting self-regulation is foundational for every interaction with clients and families.

Staff members also develop appropriate self-regulation skills throughout the work environment in order to support themselves and the people they work with. Moments for self-regulation and co-regulation are part of team meetings, supervision and the office environment.