

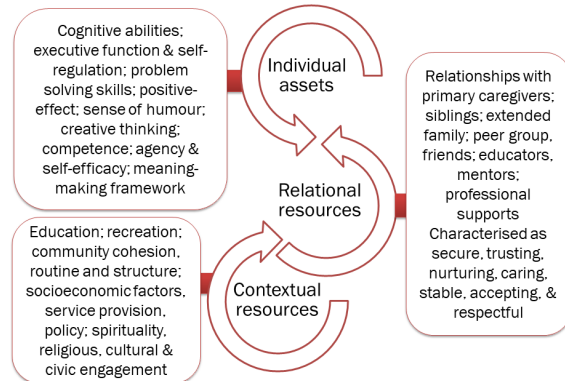


UNDERSTANDING & SUPPORTING YOUTH RESILIENCE

Resilience components:

Broad resilience elements include individual assets, relational resources and contextual resources. Individual assets are linked to internal protective factors; relational & contextual resources are found in micro, exo & macro contexts. To be effective, components of all 3 resilience elements need to align with one another and work together as an interactive process to move children and youth confronted by non-normative risks and adversity from a place of deleterious outcomes to better than expected or good outcomes.

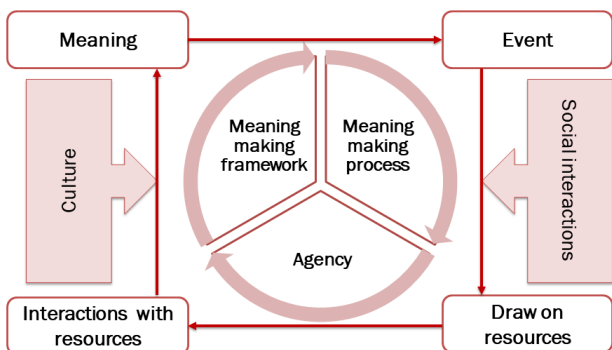
CONSENSUAL RESILIENCE ELEMENTS



Interactive Process:

The 3 resilience elements (individual assets, relational resources & contextual resources) feed into a cyclical process, where the children and youth are supported through engagement with the social environment. Resources in the environment facilitate the development of individual assets. Also, interactions with the environment shape personal perceptions of ability to manage, understanding of challenges & the resources needed to deal with challenges. Experiences faced earlier in life impact not only the life skills used at that point in time, but also how stressors are managed later in life. Relationships & social feedback in how individuals understand challenges and best ways in which to manage these challenges is central to supporting good outcomes.

AGENCY & MEANING-MAKING AS CENTRAL TO INTERACTIVE RESILIENCE



Implications for Service Provision:

Resilience theory suggests that service provision which engages formal and informal resilience promoting resources stands to make effective resources available to children & youth and help children and youth understand how these resources can be helpful in managing challenges. By "meeting" young people "where they are at", service providers are able to see the world and a person's experiences as their young clients see the world and understand their experiences. They are then better able to respond in meaningful ways that better situate relevant resources around

clients. Through dialogue, youth can engage in a plan co-created with the service provider. The experiences individual youth have through this process serve to gradually restructure meaning-making frameworks. This approach to service provision also calls for collaboration between service providers and community engagement, underpinned by appropriate policy and resource allocation.

IMPLICATIONS FOR SERVICES

