

Workshop 1: Resilience: a framework for positive protective practice with children.

The concept of resilience is generating increasing interest as a framework guide intervention with children who have experienced adversity or who are identified as vulnerable to poor developmental outcomes. Research into the factors associated with better outcomes than might be expected in the context of adversity has offered hopeful messages that can be drawn upon in practice with children. In this workshop definitions of resilience will be provided as well as an overview of the key research evidence about the factors associated with resilience. A framework for the assessment and planning of intervention with children who are experiencing adversity will be set out. Findings from recently completed research about the ways in which practitioners have operationalised the concept in their practice with children in the UK and in Australia will be presented. Participants will have the opportunity to discuss and explore the ways in which the concept can be drawn upon in practice with children, families and communities.

Intended outcomes

By the end of the workshop participants will:

- have an overview of the concept of resilience and the factors that have been shown to associated with resilience
- be familiar with a framework for assessment and planning based around the concept of resilience that offers practice guidance for children in their early years, in school years and in adolescence
- have had the opportunity to consider the application of the concept of resilience to their own practice context.

Selected relevant publications

Daniel, B.; Vincent, S.; Farrall, E. & Arney, F. (2009) *How is the concept of resilience operationalised in practice with vulnerable children?* Report to the British Academy

Daniel, B.; Wassell, S. and Gilligan, R.(1999) *Child Development for Child Care and Protection Workers.*, London: Jessica Kingsley

Daniel, B. and Wassell, S. (2002) *Assessing and Promoting Resilience in Vulnerable Children I-III (Early Years, School Years, Adolescence)* London: Jessica Kingsley