

Resiliency Grid Version 2
What youth and families report they need to be resilient

Resiliency Components	Child/Youth	Family
Validation	<ul style="list-style-type: none"> • Feeling & being valued and important; • Belonging; “I’m OK” 	<ul style="list-style-type: none"> • Validating adequacy; • Appreciation of family’s situation
Basic Needs, Safety, & Services	<ul style="list-style-type: none"> • Emotional and physical safety; • Written safety plan; • Available and responsive support; • Help with basic needs 	<ul style="list-style-type: none"> • Emotional and physical safety; • Written safety plan; • Available and responsive support; • Help with basic needs
Sanctuary	<ul style="list-style-type: none"> • Internal & external safe places & people; • Respite; • Calming place 	<ul style="list-style-type: none"> • Respite; • Support; • Rejuvenation
Supportive Connections	<ul style="list-style-type: none"> • Supportive & nurturing family; • Strong cultural identity & ethnic pride; • Faith connection; • Positive peers 	<ul style="list-style-type: none"> • Strong cultural identity & ethnic pride; Faith connection; • Supportive & nurturing family/extended family; • Advocate/public relations/ ambassador for youth
Hope & Optimism	<ul style="list-style-type: none"> • Empowered & self-determined life; • Encouragement; self-esteem; • Confidence; I believe in me & that I can; • “I have a future” 	<ul style="list-style-type: none"> • Survival as hope; • Little victories • Time as an ally; • Knowing my child has a life and a future;
Contribution & Participation	<ul style="list-style-type: none"> • Active & meaningful involvement; • Service orientation; • Opportunities to lead & give back; • Participation in regular community activities, functions; • Helping others (peer to peer) 	<ul style="list-style-type: none"> • Tangible supports (transportation; child care); • Flexible rules and acceptance: parent as knowledgeable/expert; • Helping others (family to family); voice and choice
Self Wisdom	<ul style="list-style-type: none"> • Emotional proficiency; • Self-regulation & control; • Self-awareness; • Good decision making; • Emotional mastery; • Self-efficacy; • Self knowledge 	<ul style="list-style-type: none"> • Knowing when to “hold them” and “when to fold them”; • Balance; • Practical fitting; • Expert on youth and family

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What youth and families report they need to be resilient (Continued)

Resiliency Components	Child/Youth	Family
Competencies	<ul style="list-style-type: none"> • Training/education (social skills; skills); • Awareness, knowledge; • Appreciation and awareness of talents, strengths; (feel good about self); • Opportunities for expression 	<ul style="list-style-type: none"> • Social outlet/ social circle/ social network; • Training/education (skills; awareness; knowledge); • Coping; managing
Justice	<ul style="list-style-type: none"> • Advocacy voice in the system; • Youth & family driven (equity in accessing services); • Knowing rights • Accommodations for our disabilities 	<ul style="list-style-type: none"> • Knowing our rights: ADA; IDEA
Expectations and accommodations that maximize success	<ul style="list-style-type: none"> • Individualized expectations; • Uniqueness embraced; • Individualized; reasonable; • Voice/choice/ wants 	<ul style="list-style-type: none"> • Voice/choice/wants; • Quality supports that assist us in maximizing functioning; • “Making it” versus “thriving”; • Reasonable & realistic expectations for parents/parenting youth with SED
Courage	<ul style="list-style-type: none"> • Support when I voice my opinion; • Self-Confidence: Strong will • Wisdom • Faith: believe in something & belief in myself; • Meditation, sanctuary, • Family, friends, teachers’ support 	<ul style="list-style-type: none"> • Supporting me in standing up for my child and my family; • Having others stand with me; • Standing up for others; • Having confidence in what I already know
Sense of Meaning and Joy	<ul style="list-style-type: none"> • Having fun; • Life purpose; • Sense of humor; • Time to play; • Laugh and enjoy yourself; • Special interests: music; videogames, friends, internet, family; pets/animals; food; cell phones 	<ul style="list-style-type: none"> • My son will have a meaningful life - <i>not if but when</i> • To find joy in simple things and little victories; • Finding the lighter side of things; • Appreciating the differences in my child; • Opportunities to play with my child; • Schedule or plan activities to give us something to look forward to; • Celebrating successes and milestones; • Seeing them build on their strengths and recognizing their strengths and contributions