

# The Resilience Ball

## A Framework for Promoting Resilience

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Resilience is...

**positive adaptation in the context of risk or adversity**

Masten, 2014

... the ability to thrive, mature and continue to move forward with confidence whatever the prevailing circumstances.

**[It] allows you to recognise when you need to slow down, or say no.**

Resilience also gives you the determination to keep going with something important when you are tempted to give up.

Jeni Hooper, 2012

**Resilience is about how you recharge, not how you endure.**

Achor and Gielan, 2016



... a common phenomenon that results in most cases from the operation of basic human adaptational systems. If those systems are protected and in good working order, development is robust even in the face of severe adversity: if these major systems are impaired, antecedent or consequent to adversity, then the risk for developmental problems is much greater, particularly if the environmental hazards are prolonged.

Masten, 2001

**an ordinary magic**

Masten, 2001/2014

## Promoting Resilience

The Resilience Ball groups the factors noted in research to contribute to, or be predictive of, resilience into four key areas:



### Mastery

'I have an impact on my world.'



### Bonding

'I am connected to the world.'



### Meaning

'I have purpose in my world.'



### Skills

'I can cope with the ups and downs of my world.'

These group headings are not intended to be exhaustive, but aim to provide an easy to use reflection and planning framework.

## Don't forget the basics...

Outside of these areas, Hart and Heaver (2013) helpfully remind us of the value of addressing the 'basics', such as getting enough sleep, eating healthily and well, getting enough exercise, being housed adequately and feeling safe. It is harder to feel resilient when one's basic needs are consistently unmet.



### Bonding

'Bonding' covers the foundational human need for relationship. It signifies both social and family relationships, which have been shown by research to be crucial assets for resilience (Rutter, 2013). Indeed, Masten (2014) observes, **'The central significance of close relationships for resilience has been noted in virtually every review on resilience in development over the past half-century'** (p. 150). Furthermore, relationships are essential for both physical and mental health (King, 2016). Bonding implies a closeness and quality of relationship encapsulated within the psychological theories of attachment and sense of belonging.



### Mastery

'Mastery' relates to having a sense of agency over the things within our control. This is linked to things like emotional literacy, learning, achievement and success; both with regard to feeling good about what we do ourselves, as well as receiving recognition from others (Masten, 2014). This is within activities which inspire us and which we enjoy.



## Meaning

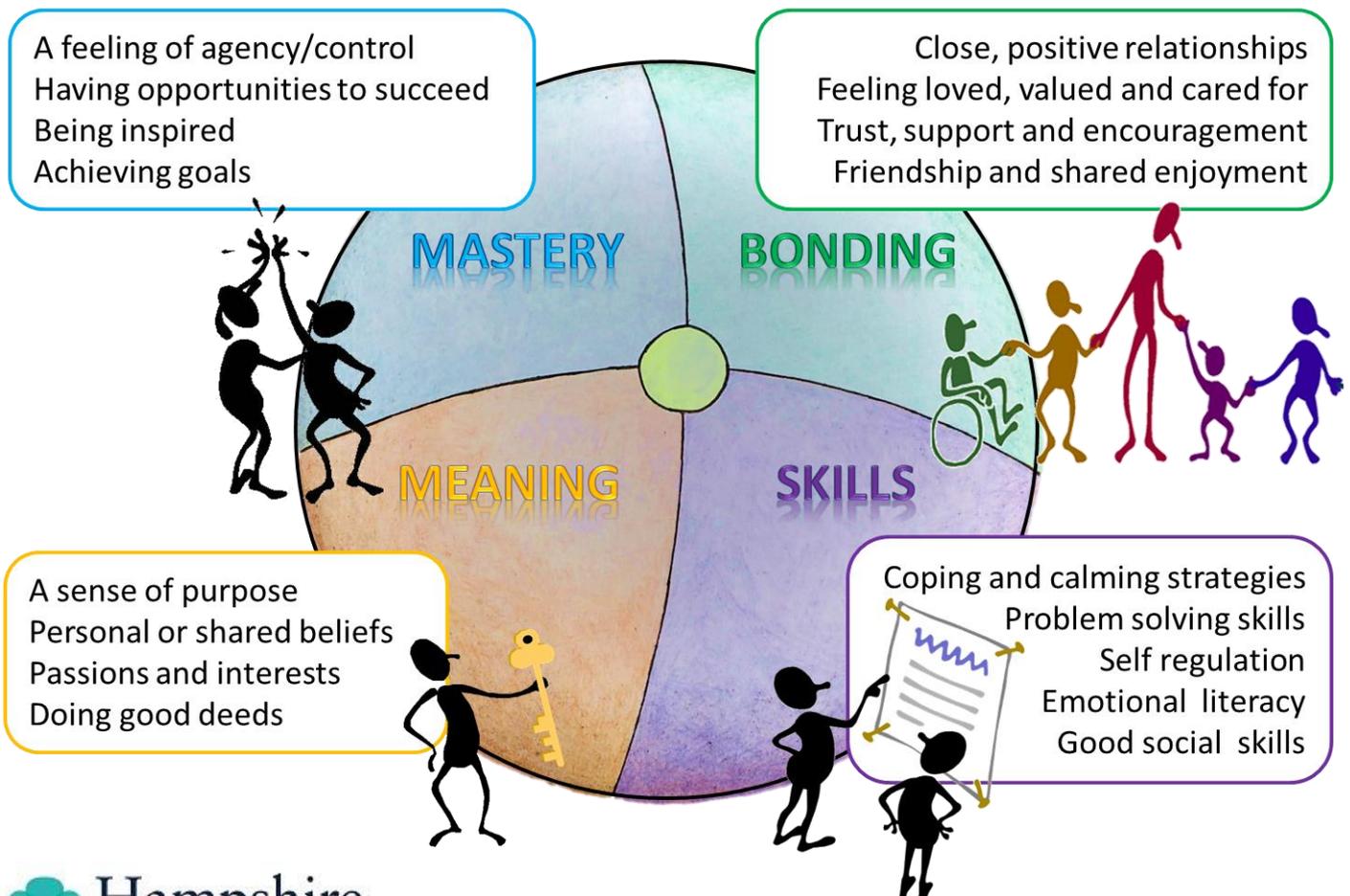
'Human capacity for meaning making in the midst of suffering or seemingly overwhelming adversity suggests that systems of belief, personal or shared, may be important for resilience' (Masten, 2014, p. 164). Consistent reference to meaning as a contributor to resilience can be found in the literature. This meaning may vary from individual to individual. It might be related to a personal belief or value system or to one which is shared within a religion, community or culture.



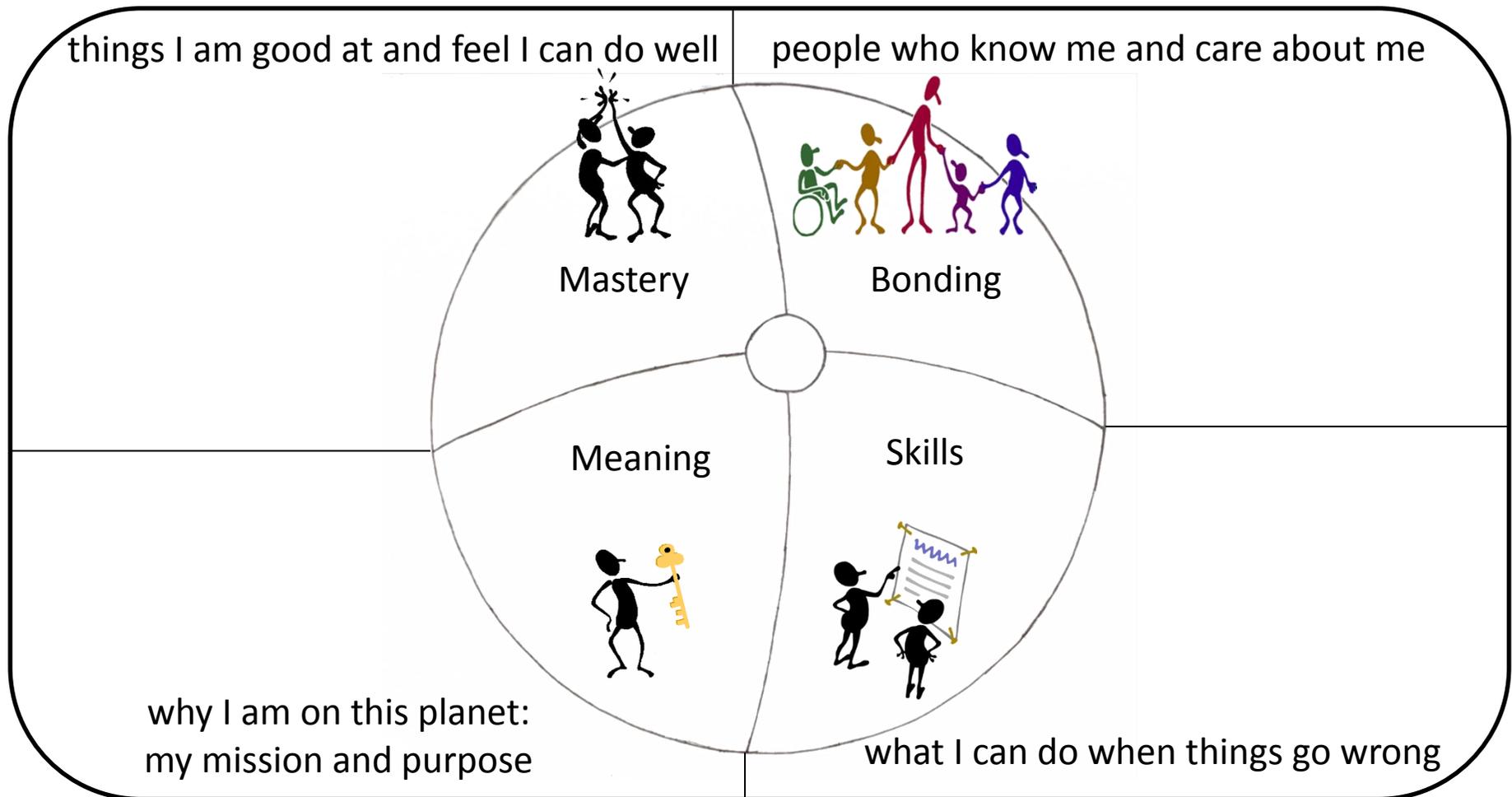
## Skills

Research has shown that the skills of planning and self-reflection, awareness and regulation are key features of resilient individuals (Rutter, 2013). These skills may be developed through appropriate and experiential teaching. In order to develop skills for resilience, activities need to include responsibility, autonomy and opportunities to make and learn from mistakes (ibid.). Knowledge can also promote resilience, for example, through the sharing of what has helped others (Masten, 2014). There are very many programmes which may be applied to the development of social and emotional skills, as well as ways in which these skills may be promoted on a daily basis, at home, in school or in the workplace.

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The basics...

sleep

food

shelter

exercise

safety

## References

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