

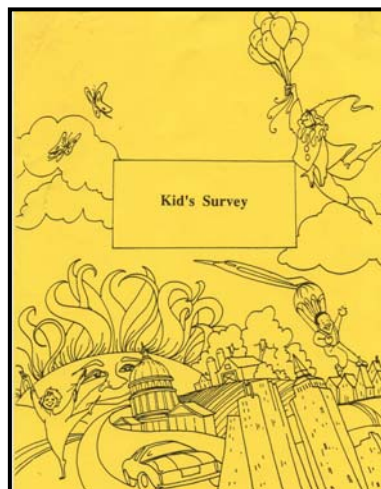
Understanding and Promoting Resilience in Homeless Families

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The beginning...



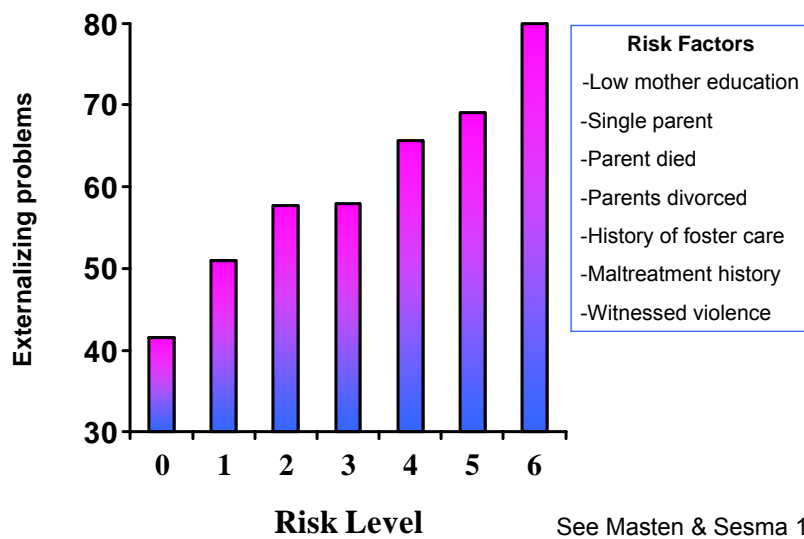
- 1988 Rachel and her Children
Community request
- 1989 First Minneapolis study
- 1990s Further studies



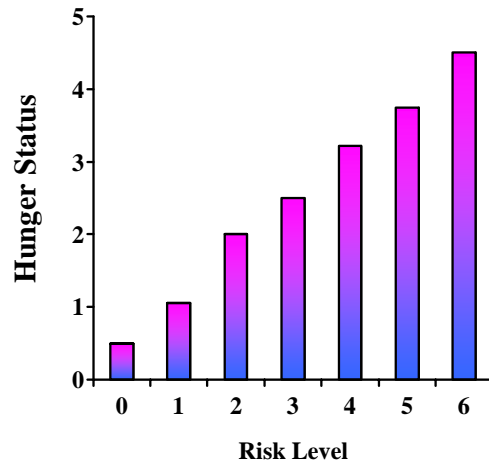
Compared to Housed Poor Families

More recent stressful life events
Children had more fears (deprivation)
More school changes and disrupted lives
Similar but more extreme levels of risk
Parents express more distress
Problems related to parental distress and cumulative risk rather than housing status

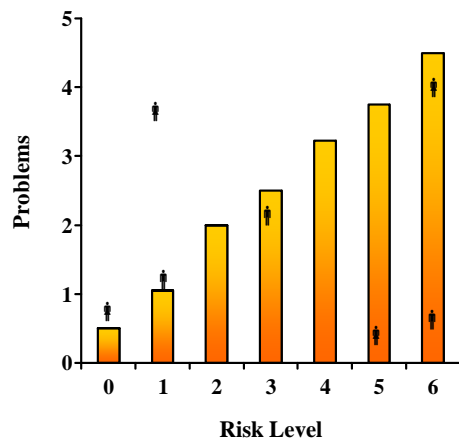
Cumulative Risk Gradients: Example from a Homeless Study



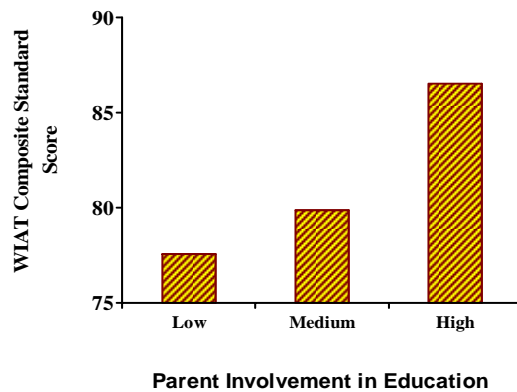
Risk Predicts Risk



On and Off a Risk Gradient



Academic Achievement In Homeless Children



Conclusions from early work

- Parents want their children to succeed
- School success important to parents, children
- Similar & different from stable poor families
- Homelessness is a marker of high risk
- Striking variations in risk
- Cumulative risk matters
- Protective factors matter
- Resilience evident, related to “usual suspects”

Usual Suspects The Short List for Resilience

Ordinary (good enough) parents and caregivers
Other connections to competent caring adults
Problem-solving skills
Self-regulation skills
Positive self-perceptions, self-efficacy
Beliefs that life has meaning, hopefulness
Spirituality, faith, religious affiliations
Attributes valued by society, self
Socioeconomic advantages
Community safety and collective efficacy
Connections to prosocial competent peers
Connections to effective schools, organizations

Processes underlying resilience

Attachment relationships with competent adults
Learning and problem-solving
Self-regulation of emotion, attention, behavior
- Executive function processes
Mastery motivation and persistence
Social regulation of family, friends, organizations
Similar processes embedded in religion, culture

Fast forward to new research

The big picture

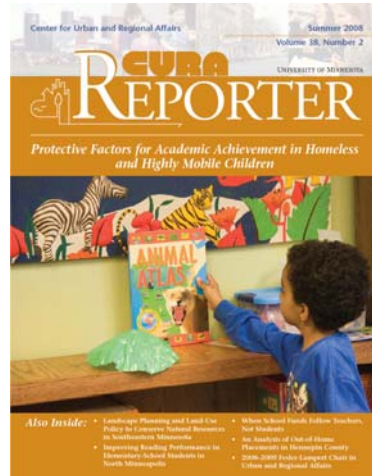
District-level data and beyond

The detailed picture

Studies of children and families

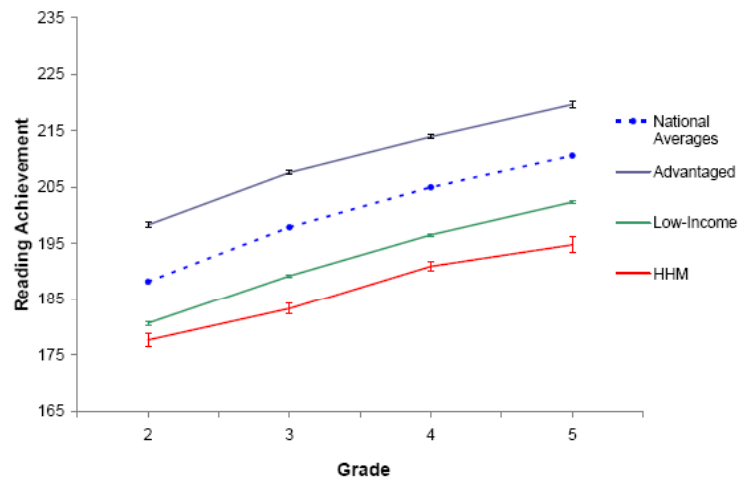
Protective processes for intervention

See CURA Reporter article
Summer 2008 cover story

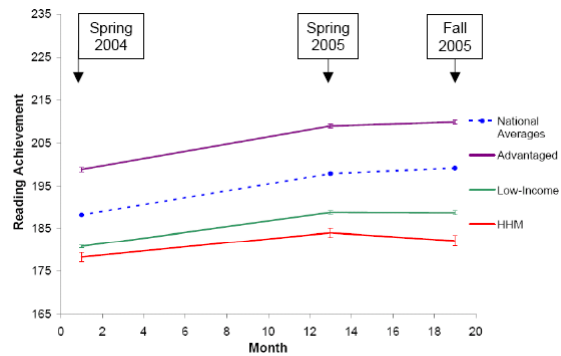


<http://www.cura.umn.edu/reporter/abstract.php>

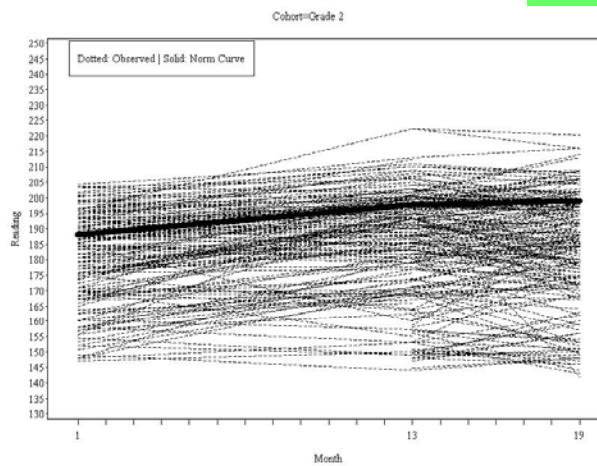
MPS District Data



A Closer look at 2nd graders



Individual achievement



School Success in Motion

Executive function
Parenting
Stress reactivity
Motivation

Executive Function Skills

Self control
Directing attention
Inhibiting impulses
Following rules
Flexibly switching rules
Evaluating alternatives
Decision-making

Early Findings

Good school adjustment predicted by

- Parenting quality
- Executive function skills (unique)
- General cognitive skills

Executive function skills related to

- Parenting
- Better general cognitive skills
- Lower cortisol (biological stress marker)
- Lower socio-demographic risk

Future Directions

Current NSF study and beyond

Integrated data systems

EF Training experiments

Parenting Through Change

Implications for action

Stability in schooling, housing, curriculum
Adapting programs to greatly varying needs
Early detection for early intervention
Boosting resources and access to resources
Strength-based models
Targeting protective processes
Evaluating interventions
Coordinating systems
Informing stakeholders



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