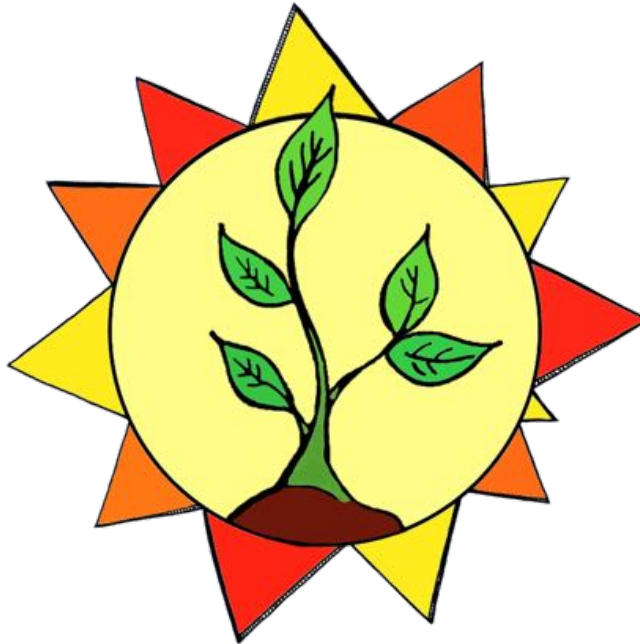
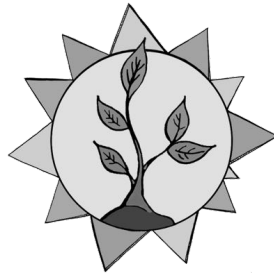


ResilienceCon 2017 Conference Program



April 17-19, 2017
Nashville, TN



ResilienceCon would like to thank the
Psychology Department at the University of the South
for their generous contributions to ResilienceCon.

SEWANEE
THE UNIVERSITY OF THE SOUTH

WELCOME!

We welcome everyone to ResilienceCon 2017! We are so happy to see the realization of this labor of love, as more than 100 of us gather here in Nashville.

We hope that this conference will work on several levels. Thanks to all of you, we are offering an outstanding program of the latest science and innovations in resilience and adversity. So, we anticipate that it will be a rich and even transformative learning experience for all of us. We also hope that we have created a space of collaboration and shared commitment to social justice, as we press forward with this challenging work. So, we are optimistic that these days will also be personally renewing for each of us. Finally, we are mindful that we are not just individuals, but also members of a unique community that is dedicated to reducing the burden of violence and promoting well-being. Especially in challenging times such as these, with increased opposition to our principles and decreased support for our funding, we need each other more than ever. So, we also have faith that strengthening connections and making new ones will be paths to community resilience in the face of challenges ahead.

In the spirit of fellowship, we wanted to share some of our philosophy. At ResilienceCon, we are striving to create an environment where you can meld your professional persona with your true self. Although we still envision a professional environment and hope people will not attend sessions in their pajamas (thanks in advance), we do hope to better integrate other aspects of our identities into our work on adversity and resilience.

All three of us are parents as well as scientists and clinical psychologists. Vicki has two teenage sons and a teenage daughter, Sherry has a teenage daughter and a teenage son, and John has a son in college and another who recently graduated. Much of our work is inspired by wanting safe and fulfilling environments for our children and other loved ones.

We also take it as a given, following the insights of the poly-victimization framework, that virtually everyone here has been exposed to adversity in some form. Based on the results of many studies around the world, it is safe to assume that a majority of us have directly experienced victimization, in the form of bullying, property crime, or even in the home. Still more of us will have witnessed violence or watched loved ones suffer from violence, and we now know the impact of these exposures is similar to the effects of direct victimization (indeed, in some ways it may be harder to see a loved one get hurt). Other forms of adversity will also eventually befall virtually everyone who survives to adulthood, including grieving the passing of loved ones. What does this have to do with resilience and ResilienceCon? Everything. One of the key goals of ResilienceCon is to break down false barriers and labels. We love Ann Masten's phrase, the "ordinary magic" of resilience. As you participate in sessions, we encourage you to think about resilience not as some extraordinary accomplishment that only the rarest and most talented will be able to achieve, but as something that you and everyone sitting with you embodies.

Many of us are here because we draw meaning from our dedication to reducing the burden of violence and promoting well-being. Many of us might even describe ourselves as social justice warriors, and more than a few will have been inspired to tackle the challenges of reducing adversity and injustice because of our own and our loved ones' experiences of trauma. How ironic then, that our programs and interventions so seldom offer to our clients and students and colleagues the same strategies that have meant so much to us. We hope that ResilienceCon will provide a space for you to think about integrating what helps you through adversity into your work with others.

Finally, we are keenly aware that there are conventions and protocols, in the “ivory tower” and elsewhere, that create obstacles to communication and collaboration. We have worked hard to minimize the hierarchies that are in place in far too many professional meetings. We have tweaked every element of the conference format except for the coffee break (all hail the coffee break!). Sherry has been attending conferences in other fields, including fiction, communications, technology, American Indian studies, and theology, and learned about many other approaches to professional interactions. We have been experimenting with different session formats for 5 years and hope that you enjoy some of these alternatives as much as we do.

We are pleased to welcome people from a range of professional roles and settings, including researchers, practitioners, advocates, educators, policy makers, and of course all of us who wear many of these hats. We firmly believe that there is unique wisdom in each of these roles and that the path to progress lies through better sharing of insights across roles and professional boundaries of all types.

We have looked forward for many months to this time together!

Sherry Hamby, Victoria Banyard, and John Grych

GIVING THANKS

We would like to say thank you to the many hands that made ResilienceCon such happy work. The Life Paths Appalachian Research Center team, our program committee, and many others worked very hard. So many colleagues who are so dedicated to social justice and promoting well-being sustain us. ResilienceCon would not be possible without their efforts.

Sherry is blessed with a truly talented and committed team at Life Paths, and this conference would not be possible without their dedication to the cause. **Alli Smith** gamely stepped into the role of Conference Administrator. It is an impressive accomplishment and she mastered numerous tasks, including some serious web skills. Although a new member of the professional community of psychologists—it's hard to believe she earned her undergraduate degree just over a year ago—she has shown a real passion for creating the highest quality experience for all attendees at ResilienceCon. **Elizabeth Taylor**, the Life Paths program manager, has also continually impressed us with her commitment and exacting standards. Her careful oversight keeps things running at Life Paths. **Zach Blount**, post-baccalaureate research fellow, also supported the conference in numerous ways, including website support. His attention to detail has been as much a boon to the conference as it has been to our research. **Annya Shalun**, post-baccalaureate research fellow, made numerous contributions, with the program book, the search for a videographer, and other tasks. She also holds the staff record for fastest assembly of a poster easel! We would also like to thank **Kimberly Williams** and **Matt Hagler**, other Life Paths alumni, who are helping with registration and cheerfully pitch in when needed.

We would like to especially acknowledge **Nicky Hamilton, MPS**, our Communication Techniques Advisor. Sherry would like to particularly thank Nicky for introducing her to Liberating Structures, a set of communications techniques that has truly transformed her understanding of what can be accomplished in the space of a single meeting.

We also extend our thanks to our **program committee**, **Dr. Jonathan Davis**, **Dr. Anjali Forber-Platt**, **Dr. Kathryn Howell**, and **Dr. Nicole Yuan**, for their assistance reviewing scholarship awards, recruiting, and moderating various sessions at the conference.

We are especially thankful for the support from the **Department of Psychology at the University of the South**. We are also grateful for our partnership with **Dr. Robert Geffner** and the **Institute on Violence, Abuse & Trauma** for providing Continuing Education credits. **Dr. Davis** contributed to the Promising Scholars fund. **Judy Wilson**, from SiteShack, is our amazing web guru. We are pleased to partner with a Sewanee artist, **Debbie Lee** at Full Circle Candles, in our scholarship fundraiser. Her natural, handmade candles are beautiful (you can also find her work on Etsy, and at some Whole Foods and Earth Fares in Tennessee). Finally, we would like to thank the staff of the **Scarritt-Bennett Center** for all their efforts. We are happy to be holding our conference at such a beautiful location and supporting another non-profit that is dedicated to social justice issues.

The entire conference team also wishes to express our appreciation to **all those who will participate in this year's conference**. We cherish these days of fellowship and hope that you enjoy them as much as we do.

Sherry Hamby, Victoria Banyard, and John Grych, ResilienceCon Co-Chairs



Congratulations to the 2017 Life Paths Promising Scholar Recipients!

Life Paths Appalachian Research Center, in conjunction with support from Dr. Jonathan Davis, is offering travel scholarships for researchers and presenters that focus on under-served or disadvantaged communities.

Lindsay Hamilton
Bowling Green State University

Katie Schultz
Washington University in St. Louis

Jessica Miller
Georgia State University

Cynthia Nicole White
University of South Carolina

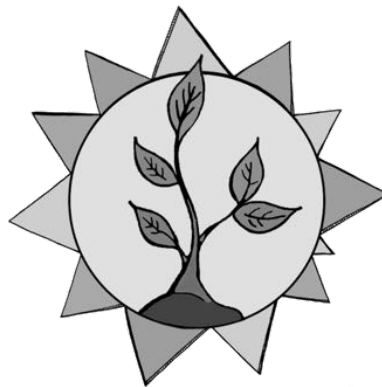
Ines Rezo
University of Zagreb

Honorable Mentions:

Annemarie Millar
Queen's University Belfast

Ivette Salinas
Our Lady of the Lake University

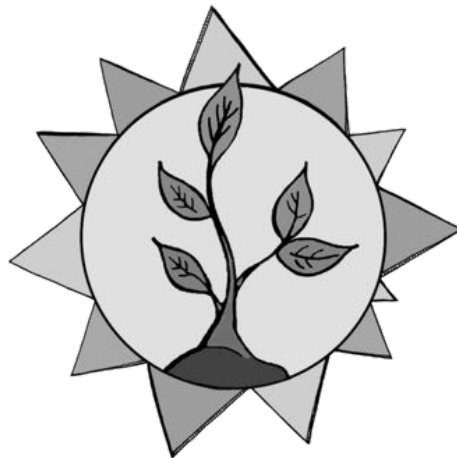
Mackenzie Wild
St. Anselm College



Monday, April 17 th , 2017	
Laskey Great Hall	
12:00-2:00	Poster Set Up
2:00- 3:00	Data Blitz with Dr. John Grych
3:00- 3:15	Break
3:15- 4:15	Poster Session
4:30-5:00	Welcome with Dr. Sherry Hamby and Dr. Anjali Forber-Pratt
5:00-6:00	<i>Keynote Conversation:</i> Dr. Dorothy Espelage “Building Protective School Communities through Social-Emotional Learning” Facilitated by Dr. Sherry Hamby
6:00-6:15	Closing with Dr. Dorothy Edwards

Tuesday, April 18 th , 2017			
	Laskey Great Hall	Laskey A	Laskey B
7:30- 8:30	Breakfast in Dining Hall		
8:45- 9:00	Opening in Laskey Great Hall with Dr. Martine Hébert		
9:00- 10:00	<i>Keynote Conversation:</i> Dr. Isaac Prilleltensky in Laskey Great Hall “Mattering: The Role of Wellness and Fairness in Building Resilience and Strengths” Facilitated by Dr. Victoria Banyard		
10:00- 10:30	Break with Coffee		
10:30- 11:45	<i>Innovative Communication Techniques I:</i> Troika & 15% Solutions A1	<i>Perspectives:</i> Understanding Children’s Contexts A2	<i>Perspectives:</i> Laughing Guide to Resilience A3
			Resilience Story Demo
11:45 - 1:00	Lunch in Dining Hall		
1:00- 2:15	<i>Current Conundrums:</i> Promoting Community-Based Participatory Research B1	<i>20x20 Symposia:</i> Resilience in Schools and on Campuses B2	<i>20x20 Symposia:</i> Resilience Among the System-Involved and Traumatized B3
2:15- 2:30	Break		
2:30- 3:45	<i>Current Conundrums:</i> Using Strengths to Rethink Prevention & Intervention C1	<i>20x20 Symposia:</i> Interventions for Resilience & Well-Being C2	<i>20x20 Symposia:</i> Children’s Protective Factors & Strengths C3
3:45- 4:00	Break		
4:00- 5:15	<i>Current Conundrum:</i> Trauma, Resilience, & Social Justice D1	<i>20x20 Symposia:</i> Family Violence, Advocacy, & Resilience D2	<i>20x20 Symposia:</i> Strengths & Resilience in Rural Appalachia D3
5:15- 5:30	Closing with Dr. Lyman Legters in Laskey Great Hall		

Wednesday, April 19 th , 2017			
	Laskey Great Hall	Laskey A	Laskey B
7:30- 8:30	Breakfast in Dining Hall		
8:45- 9:00	Opening in Laskey Great Hall with Nicky Hamilton, MPS		
9:00- 10:15	<i>Current Conundrum:</i> Out of the Ivory Tower & Into the Community E1	<i>20x20 Symposia:</i> Understanding & Building Resilient Communities E2	<i>First Pages</i> E3
10:15- 10:45	Break with Coffee		
10:45- 12:00	<i>Current Conundrums:</i> Issues & Innovations in Assessing Resilience F1	<i>Innovative Communication Techniques II:</i> Panarchy & 1-2-4-All F2	Resilience Portfolio Interview Demo F3
12:00-12:30	Closing with Dr. John Grych		
1:30-4:30	Theory Boot Camp: Post-Conference Workshop Facilitated by Dr. Sherry Hamby & Dr. Victoria Banyard (Additional registration required)		



Data Blitz* Monday 4/17/2017
Moderated by John Grych

2:00pm-3:00pm
*Full poster abstracts are in the following section

- Katherine Querna** ***Promoting Social Justice and Resilience Through Contemplative Practices in the Classroom***
Katherine Querna – University of Washington
- Cynthia Nicole White** ***Intimate Partner Violence and Sexual Assault Among Black College Women at Predominantly White Institutions (PWIs)***
Cynthia Nicole White – University of South Carolina
- Annya Shalun** ***How Much Can Being Online Hurt? Exploring the Effects of Online Victimization in Rural Appalachia***
Annya Shalun – Life Paths Appalachian Research Center
- Allison Dymnicki** ***Promoting Community Resilience to Address High Rates of Youth Violence***
Allison Dymnicki – American Institutes for Research, Mary Thorngren – American Institutes for Research, Xan Young – American Institutes for Research, Jason Katz – American Institutes for Research
- Zach Blount** ***Communicating with Children About Interpersonal Strengths***
Zach Blount – Life Paths Appalachian Research Center, Elizabeth Taylor – Life Paths Appalachian Research Center, Alli Smith – Life Paths Appalachian Research Center, Lisa Jones – University of New Hampshire, Kimberly Mitchell – University of New Hampshire, Chris Newlin – National Children’s Advocacy Center, Sherry Hamby – Life Paths Appalachian Research Center
- Crys O’Grady** ***Suicide Prevention in American Indian/Alaska Native Communities: Tribally-based Strategies for Fostering Resilience***
Crys O’Grady – National Indian Child Welfare Association, Puneet Chawla Sahota – National Indian Child Welfare Association, Sarah Kastelic – National Indian Child Welfare Association
- Alli Smith** ***Are Online Safety Practices Evidence-Based?: An Exploration of Online Victimization and Its Predictors***
Alli Smith – Life Paths Appalachian Research Center, Zach Blount – Life Paths Appalachian Research Center, Lisa Jones – University of New Hampshire, Kimberly Mitchell – University of New Hampshire, Sherry Hamby – Life Paths Appalachian Research Center
- Allison Dymnicki** ***The Development of Federal Research Agenda for Positive Youth Development***
Allison Dymnicki – American Institutes for Research, Suzanne Le Menestrel – National Academies of Science, Sarah Oberlander – US Department of Health and Human Services, Lisa Lauxman – USDA: Institute of Youth, Family & Community, Michelle Boyd – US Department of Health and Human Services, David Osher – American Institutes for Research
- McKenna Corlis** ***Examining Parental Factors as Moderators Between Maltreatment and Delinquency***
McKenna Corlis – Western Michigan University, Amy Damashek – Western Michigan University
- Kimberly Williams** ***Four Regulatory Strengths from Adolescence to Late Adulthood in Individuals from a Rural Appalachian Community***
Kimberly Williams – Life Paths Appalachian Research Center, Alli Smith – Life Paths Appalachian Research Center, Elizabeth Taylor – Life Paths Appalachian Research Center, Sherry Hamby – Life Paths Appalachian Research Center

Katelyn Blair***The Development of the Early Childhood Measure of Resilience***

Katelyn Blair – University of Wisconsin-Milwaukee, Josh Mersky – University of Wisconsin-Milwaukee

Now in its fifth decade of development, resilience has emerged as a mature construct and conceptual framework that guides research and practice across many disciplines. Yet there are surprisingly few well-validated measures of resilience, and most that do exist (e.g., Brief Resilience Scale; Child and Youth Resilience Measure; Connor-Davidson Resilience Scale; Resilience Scale for Adults) are suitable for older children or adults. There is a glaring lack of well-validated resilience measures for young children, and the available measures are often deficit-based, fail to assess a variety of domains of functioning, and span limited age ranges. To address this gap in the literature, this poster presentation will introduce a new measure of resilience for children ages 2-7. The Early Childhood Measure of Resilience (ECMR) was created using Item Response Theory and aims to measure child resilience via caregiver report. Specifically, the measure assesses the extent to which age-salient developmental tasks are met. The ECMR assesses multiple domains of functioning, uses positively-queried items, covers a broader age range than similar early childhood measures, has a short administration time (e.g., 5 minutes) and is designed for use in various research and practice contexts. Results from a pilot study in which the ECMR was administered to foster parents in order to assess foster child resilience will be presented. Specifically, the results of two Q-sort procedures and preliminary psychometric properties such as convergent and discriminate validity, results from an exploratory factor analysis, and test-re-test reliability will be reported. Future analytic plans for further development of the ECMR will be discussed, such as the assessment of person and item fit using Item Response Theory. Finally, research and practical implications will be presented.

Zach Blount***Communicating with Children About Interpersonal Strengths***

Zach Blount – Life Paths Appalachian Research Center, Elizabeth Taylor – Life Paths Appalachian Research Center, Alli Smith – Life Paths Appalachian Research Center, Lisa Jones – University of New Hampshire, Kimberly Mitchell – University of New Hampshire, Chris Newlin – National Children's Advocacy Center, Sherry Hamby – Life Paths Appalachian Research Center

Introduction: Few measures exist to determine from whom youth seek support during difficult times in their lives. Our study examines this gap in the literature by developing a survey that addresses the interpersonal relationships youth consider as important sources of support during difficult times. The objective of this study was to design survey questions that are understandable and relatable to youth in rural Appalachia. Method: Eight focus groups with 70 participants and 24 cognitive interviews with youth aged 10 – 17 or their caregivers were conducted in rural Appalachia. Focus groups discussed youth coping strategies and sources of support. Cognitive interviews were conducted to evaluate the extent to which a survey, based on information from the focus groups, was accessible to youth. Words, phrases, or concepts not easily understood were identified. Grounded theory analysis revealed patterns of important sources of support. Results: Youth look towards family and friends the most during adversity. Many youths also specifically mentioned grandparents and cousins as important members of their families. In school settings, teachers were the most common sources of support. Survey language confusing to youth included “pitched in”, “benefit of the doubt”, and “stand up for yourself”. These phrases should be exchanged with simpler terms. Furthermore, abstract concepts such as “community” were difficult to understand. Phrases such as “stuck by my side” were taken in their literal meaning, as opposed to their metaphorical intention. Discussion: Our results demonstrate that youth rely on people often removed from their immediate households as means of support. The complexities of families should be considered, and we recommend conducting a household inventory to better understand family composition. Some phrases may be understood only in the literal sense. Care should be taken to develop assessment items that can be clearly comprehended by children of wide age and reading abilities.

Zach Blount***Does Support Offline Keep You Safe Online?: Interpersonal Strengths as Protective Factors Against Online Victimization***

Zach Blount – Life Paths Appalachian Research Center, Elizabeth Taylor – Life Paths Appalachian Research Center, Matt Hagler – University of Massachusetts Boston, Kimberly Mitchell – University of New Hampshire, Lisa Jones – University of New Hampshire, Sherry Hamby – Life Paths Appalachian Research Center

Objective: Interpersonal strengths, such as family well-being and community support, are important protective factors and help individuals cope with adversity. Previous research primarily focuses on physical and psychological victimization in the “offline world,” though more recently, the literature has expanded to include cyberbullying and unwanted online interpersonal solicitations. Research is lacking on other forms of online poly-victimizations, such as money and identity theft, and intrusive online practices. The current study addresses this gap in the literature by examining the relationships between interpersonal protective factors, cyberbullying, and these understudied forms of online victimization in a rural Appalachian setting. Method: Our sample of 478 participants (57.1% female) with an average age of 36 years completed a survey about online victimization experiences, online safety practices, and resiliency. The survey was developed using focus groups and cognitive interviews. Correlations, analyses of variance, regressions, and review of qualitative data were used to examine the relationships between individuals’ interpersonal strengths (community support, school climate, teacher support, and family well-being) and their rates of online victimization. Gender and age differences were also examined. Results: Family well-being, school climate, and community support were inversely correlated with online poly-victimization and cyberbullying. Participants with high family well-being experienced significantly less online poly-victimization than those with low to moderate family well-being. Family well-being was a significant predictor of online poly-victimization, in that higher levels of family well-being predicted fewer online victimization experiences. Conclusions: Family well-being, school climate, and community support may be uniquely and strongly linked to online victimization experiences and may serve as protective factors against adverse online experiences. Interestingly, our results indicate that teacher support may not affect online victimization. Other aspects of school experience, such as a sense of belonging, may be more important than teacher-student interactions when it comes to preventing online poly-victimization.

Rufaro Chitiyo

Resilience Building In Children Who Are Victims Of Abuse/Trauma

Rufaro Chitiyo – Tennessee Technological University

For as long as families have been in existence, there have been various forms of abuse/trauma that children experienced. It can also be assumed that there will continue to be such trends. While experiencing some kind of abuse/trauma in childhood (or life in general) can be crippling to some, other individuals rise above those bad experiences and thrive as individuals, as family members and as members within communities. These are individuals who go on to live their lives without any negative evidence/signs of having experienced abuse at some point. This is known as resilience—a simple, but complex issue for professionals, scholars, educators, and families alike. Against that backdrop, what is resilience? For how long has resilience been addressed as part of solving the social ill of child abuse? What interventions currently exist to promote resilience in children at risk of abuse? Why do some children bounce back from abuse/trauma while some never recover from experiencing abuse? How can resilience be fostered in all children who are victims of abuse? Is it possible for all victims of abuse to be resilient? This poster session will explore these and a plethora of other questions at the core of the study of resilience in relation to child abuse.

McKenna Corlis

Examining Parental Factors as Moderators Between Maltreatment and Delinquency

McKenna Corlis – Western Michigan University, Amy Damashek – Western Michigan University

Research has indicated that maltreated youth are at a heightened risk for later delinquency compared to non-maltreated youth. However, it is unclear why some maltreated children engage in later delinquent behaviors while others do not. Objective: The present study examined whether proximal family variables moderated the relationship between child maltreatment and adolescent delinquency. Methods: We obtained data from the Longitudinal Studies of Child Abuse and Neglect (LONGSCAN) for 1,354 demographically diverse families and examined whether following family variables moderated the relation between child maltreatment and adolescent delinquency: parental monitoring, parent-child relationship quality, parental emotional distress (depression and everyday stressors), community and religious disengagement, poverty, and negative and positive life events. We examined four groups of children, including those who experienced: no maltreatment, childhood only maltreatment, persistent maltreatment, and adolescent only maltreatment. Results: Community and religious disengagement was the only variable that moderated the relation between maltreatment and delinquency. Family disengagement increased the risk of delinquent involvement most strongly for those in the persistent maltreatment group, followed by those in the no maltreatment group, and then those in the childhood-only maltreatment group. Significant main effects were observed for the other moderating variables. Lower levels of parental monitoring, relationship quality, and parental well-being predicted delinquent involvement. Higher levels of positive life events also predicted delinquent involvement. Child maltreatment was not a significant predictor of delinquency when models controlled for these proximal family variables. Discussion: Our results suggest that the impact of family community and religious disengagement on adolescent delinquency varies as a risk factor depending on maltreatment history. The fact that

child maltreatment was not a significant predictor of delinquency when we controlled for proximal family variables suggests that concurrent parenting factors are a more salient predictor of adolescent delinquency than is history of child maltreatment.

Karen Cummings-Lilly *Appalachian Microaggressions*

Karen Cummings-Lilly – East Tennessee State University, Shandra Forrest-Bank – University of Tennessee

The historical oppression of White Appalachian is rooted in geographic isolation and control by outside corporations. Rural central Appalachia, has long been exceptionally economically depressed and wrought with high rates of numerous social problems. (Bagi, et al., 2002). Unfortunately, the role of discrimination in causing and perpetuating these problems is frequently overlooked. Since outwardly, White Appalachians appear the same as mainstream America, their struggles are conflated with rural poverty (Algeo, 2003). The reality is that White Appalachians experience prejudice, stereotyping and discrimination like other groups (Keefe, 1986), yet their oppressed status tends to be invisible. Recent scholarship on discrimination recognizes the importance of microaggression-small insults and slights that are experienced frequently by people from minority groups (Sue, et. al., 2007). Microaggressions are often subtle and unintended in nature which makes it difficult to interpret and respond to them (Soloranzo, et al., 2000; Sue, et al., 2007). The complexity of the dynamics involved may cause more psychological distress than blatant form of discrimination (Noh et al., 2007; Sue, 2010). Microaggression may be an especially insidious mechanism in the oppression of Appalachian people, since the derogatory stereotypes are broadly accepted while their oppressed status is not even acknowledged. There is no existing published research about Appalachian microaggressions. Identifying manifestations of Appalachian microaggression is crucial toward intervening in the oppression of Appalachian people since it provides tangible evidence of marginalized status. Therefore, in the current study, we applied qualitative focus group methodology to describe microaggression among a sample of young adults living in central Appalachia. Appalachia is rich in cultural strengths, and many Appalachians express pride and demonstrate resilience and commitment to their heritage, and communities (Cattell-Gordon, 1987; Mei & Russ, 2007). Implications discussed consider how fostering ethnic identity may be critically important in promoting resilience to discrimination among White Appalachian people.

Jonathan Davis *Resilience, Poly-victimization and Social Context in Undergraduate Students*

Jonathan Davis – Samford University

Using the Resilience Portfolio Model as a conceptual framework, this study examines poly-victimization and poly-strengths in three waves of students from 2012-2015 (total N~650), with data collection continuing into Spring 2017. Poly-victimization was indexed by a standard measure of Adverse Childhood Experiences (ACEs), reported history of young adult victimization, and current measure of victimization (range = 0-8; M=1.6; SD=1.9; N=138 with complete data). A poly-strengths index was explored using reports of routine activities and perceptions of campus climate. Thriving was explored using two thresholds: above-average mental health and above-average reported willingness to intervene as a bystander. Initial findings support the usefulness of the poly-victimization construct. Poly-victimization was strongly associated with mental health ($r = -.435, p < .001$). Additional analyses are continuing, and future areas for exploration contributions include the role of social context / community, as mental health was negatively correlated with knowing someone else who had experienced victimization ($r = -.209, p < .001$). In addition, the data may allow exploration of the associations between poly-victimization, poly-strengths, familiarity with perpetrator(s) and self-disclosed history of perpetration for some respondents.

Allison Dymnicki *The Development of Federal Research Agenda for Positive Youth Development*

Allison Dymnicki – American Institutes for Research, Suzanne Le Menestrel – National Academies of Science, Sarah Oberlander – US Department of Health and Human Services, Lisa Lauxman – USDA: Institute of Youth, Family & Community, Michelle Boyd – US Department of Health and Human Services, David Osher – American Institutes for Research

Research indicates that only focusing on reducing problems such as substance abuse, teenage pregnancy, and school failure narrows the vision that society should have for its young people. Policy-makers, practitioners, and scholars who study adolescent development and work with young people have increasingly endorsed the belief that being problem free is not necessarily being fully prepared (Gootman & Eccles, 2002; Pittman 1991; Pittman, Irby, Tolman, Yohalem, & Ferber, 2003; Pittman & Wright, 1991). Consequently, a broader, more holistic view of helping youth to realize their full potential is gaining support and credibility in the world of policy and practice (Bowers, et al., 2015). Researchers in the field suggest that promoting positive youth development (PYD) does not necessarily

eliminate risk and problems, thus they emphasize both promoting PYD and reducing risk taking simultaneously (Lerner, et al., 2012). We describe an effective multi-year consensus building process that representatives from 16 federal agencies used to develop a PYD product and research agenda. This involved conducting an extensive literature search to summarize and compile recent work in PYD, convening a two-day in-person working meeting, and soliciting input from federal staff through a series of survey. As a result of this work, the representatives identified and refined three research domains—conceptual issues related to PYD, data sources and indicators, and program implementation and effectiveness—and key research questions for future research. We share lessons learned from our experience to emphasize the importance of organizational systems change efforts and interagency collaborations. A major contribution of this effort is to provide federal perspective on specific areas for future research in PYD and to describe future implications for PYD policy and interagency collaborations.

Allison Dymnicki

Promoting Community Resilience to Address High Rates of Youth Violence

Allison Dymnicki – American Institutes for Research, Mary Thorngren – American Institutes for Research, Xan Young – American Institutes for Research, Jason Katz – American Institutes for Research

Local health departments (LHDs) across the country are starting to look at how to address youth violence through a resiliency and prevention-orientated approach, however, they need support to succeed. The Youth Violence Prevention Training and Technical Assistance (YVP TTA) Initiative, a 5-year cooperative agreement between the Centers for Disease Control and Prevention and American Institutes for Research (AIR) provides training and technical assistance (TTA) with a prevention and promotion orientation to 12 selected LHDs and their partners in high-risk communities with the goal to reduce youth violence. AIR is building the capacities of LHDs to develop and enhance community coalitions, develop and revise existing comprehensive youth violence prevention plans, identify and implement strategies based on the best available evidence, integrate youth violence prevention efforts in the community, and use communication strategies to change community norms. Sites started at very different stages of readiness and the TTA being provided is developmentally appropriate and individualized. The goal is to promote aspects of well-being, health, and other resilient outcomes while simultaneously reducing high rates of violence in these communities. Expected outcomes associated with TTA delivery include (a) increased infrastructure and support to promote youth violence as a public health concern, and (b) in select communities, improvements in level of risk factors and protective factors associated with youth violence and youth violence indicators. The evaluation of this effort involves a mixed-methods approach that includes annual surveys and focus groups and analysis of risk and protective factor and youth violence data associated with the strategies being implemented. We discuss short-term outcomes that have been observed half-way throughout the initiative and observed differences based on community's initial levels of readiness.

Katie Edwards

Helping Behaviors to Prevent Sexual and Partner Violence: Incidence and Correlates in Four New England Communities

Katie Edwards – University of New Hampshire, Victoria Banyard – University of New Hampshire, Andrew Rizzo – University of New Hampshire

Increasingly, prevention specialists are recognizing the critical role that bystanders can play in preventing sexual and partner violence. Although there is an increasing body of research examining bystander behavior in situations of sexual and partner violence, most of this research has focused on college students. We know much less about the extent to which other age groups, namely high school students and community adults, engage in positive bystander behaviors to prevention sexual and partner violence. The purpose of the current study is to examine this gap in the literature. More specifically, we sought to document the extent to which high school students and adults engage in positive bystander action to prevention sexual and partner violence and the individual, relational, and community-level correlates of these behaviors. Participants were 2,196 high school students and 1,569 adults from four communities in New Hampshire; youth completed surveys at school and surveys from adults were obtained by mail. Measures assessed demographics, bystander behaviors (including opportunity), collective efficacy, and injunctive and descriptive helping norms. In addition to descriptive statistics to describe the extent to which youth and adults engage in positive bystander behaviors to prevent sexual and partner violence, a series of regression analyses will be conducted to determine the correlates of bystander behaviors. Implications for future research and bystander-focused sexual and partner violence prevention initiatives will be discussed.

Katie Edwards

Development of Community Helping Norms Instruments: Preliminary Psychometrics and Utility for Violence Prevention Evaluation Research

Katie Edwards – University of New Hampshire, Victoria Banyard – University of New Hampshire, Andrew Rizzo – University of New Hampshire

To date, the vast majority of theoretical and empirical scholarship on risk and protective factors for partner and sexual violence have focused on individual-level factors (e.g., personal attitudes, alcohol use), as opposed to factors at outer realms of the social ecological model, such as peer group and community norms. Moreover, most of the research to date has focused on risk factors, as opposed to protective factors, such as community norms that promote helping in situations of partner and sexual violence. More specifically, descriptive norms are beliefs about what people actually do, how much an individual thinks others in her/his community will step in to help in a risky situation or how much a person thinks peers support using violence to solve problems. Injunctive norms are prescriptions about what others “should” do in a community. To date measures of descriptive and injunctive norms for community helping behaviors do not exist. Thus, the purpose of the current study is to describe and psychometrically evaluate recently developed measures that assess descriptive and injunctive norms for helping behaviors in situations of partner and sexual violence. Participants were 2,196 high school students and 1,569 adults from four communities in New Hampshire; youth completed surveys at school and surveys from adults were obtained by mail. Results from multi-group exploratory and confirmatory factor analyses as well as internal consistencies will be presented. Furthermore, the utility for these measures for basic and applied research on helping norms and partner and sexual violence will be discussed.

Jessica Elm ***High (But Not As High As Expected) Prevalence of Suicide Attempt Among American Indian and Alaska Native Sexual Minority Two-Spirits***
Jessica Elm – University of Washington

As distinct populations, American Indians and Alaska Natives (AIAN), and sexual minorities are at high risk for suicidal behaviors. AIANs consistently end their lives at a higher rate than other racial groups (Curtin et al., 2016) and in some regions the youth suicide attempt rate is as high as 22% (Browsky, et al. 1999). Sexual minorities are 2.5 times more likely to report lifetime attempt compared to heterosexuals with some subpopulations attempting at rates as high as 40% (Roy & Janal, 2006). One explanation for high risk, in addition to chronic discrimination and marginalization, is that LGBs experience child maltreatment at disproportionate rates (McLaughlin, Hatzenbuehler, Xuan, & Conron, 2012). Despite high vulnerability, almost no suicide behavior research has been conducted with the two-spirit population. A researcher might reasonably expect that two-spirits attempt suicide at an exponential rate given their multiple oppressed status and high rates of child maltreatment (Yuan et al, 2015). Recent analysis revealed that a sample of AIAN two-spirits was victimized as children at exorbitant rates (sexual abuse > 65%; physical abuse > 65%; emotional abuse >70%). Among this same sample, 31% reported attempting suicide within their lifetime (22% of males; 42% of females). As researchers, we tend to interpret such results with a tone of gloom and despair. However, we should also remember that this type of framing can be harmful to communities and collective identity. An additional framing of these maltreatment and self-harm data could be, “rates are high but not as high as expected”. Researchers must find ways to reframe findings so that resilience, protective factors, and buffering agents are considered as explanations, explored in future research, and inform public narratives.

Ania Evans ***Exposure to Intimate Partner Violence: An Integration of Resilience and Intersectionality Frameworks***
Ania Evans – Auburn University, Megan Haselschwerdt – Auburn University

Exposure to interparental intimate partner violence (EIPV) is associated with a variety of maladaptive outcomes across childhood and adolescence (hereafter referred to as youth) in a multitude of domains. There is well documented variability in the association between EIPV and maladaptive outcomes, such that a substantial proportion of exposed youth fare quite well despite this adversity. The EIPV literature to date, however, tends to focus on the elevated risk for maladaptive outcomes, often neglecting the experiences of youth who show signs of resilience over time. Like women who experience IPV in adult relationships, exposed youth engage in a variety of protective and coping strategies; an emphasis on these strategies could help shift the literature from a deficit-based approach towards a strengths-based approach. How IPV-exposed youth engage with various protective and coping strategies likely varies depending on their salient identities (e.g., gender, race/ethnicity, social class, and sexual orientation). According to the theory of intersectionality, we must understand the ways in which these identities intersect, as their intersection creates advantages (i.e., privileges) and disadvantages (e.g., racism, sexism) that might also impact IPV-exposed youth’s strategy use. The proposed presentation will contribute to the EIPV literature by emphasizing the importance of integrating resilience frameworks with intersectionality when examining exposed youth’s protective and coping strategies. Specifically, we will briefly summarize the EIPV literature, define each theoretical framework independently in light of EIPV exposure and protective strategy use, and will conclude with

concrete suggestions for integrating the two frameworks to better understand resilience processes among EIPV-exposed youth. Recommendations for future research will emphasize how this theoretical integration can examine protective and coping strategy use in the context of EIPV exposure, while also addressing historical oppressions and injustices.

Lindsey Forton

What Groups Do Matters: Empowering Parents Through Knowledge of Child Development

Lindsey Forton – Parents as Teachers, Sarah Huisman – Fontbonne University, Amy De La Hunt – Parents as Teachers

Because what parents do in response to stressors in their children's lives is more important than the stressors themselves, Parents as Teachers places a premium on delivering research-based information that fosters parental resilience. In 2016, we launched a study to explore the use of ongoing groups to deliver parenting and child development information. What You Do Matters is a six-week series that increases families' knowledge of the domains of development, facilitates meaningful parent-child interaction, and supports engagement in the wider community context in which the series is offered. The continuing evaluation of the series is being used to determine several outcomes related to the impact What You Do Matters, one of which is how the series supports the Strengthening Families Protective Factor of knowledge of parenting and child development. The evaluation took place over several implementation sites in Oklahoma City - in health departments, schools, and community organizations - and was facilitated in both Spanish and English. Both qualitative and quantitative data were gathered through formal surveys and interviews with participants across the sites and compiled by an evaluation team. Early results from the evaluation demonstrate that parenting efficacy, and therefore the protective factor of knowledge of parenting and child development, is positively impacted by participation in What You Do Matters. The evaluation will continue and seeks to strengthen results as it is expanded to several other sites in a different state.

Miya Gentry

Mechanisms of Resilience: Identifying Self-Attitudes Associated with Self-Compassion Following Childhood Maltreatment

Miya Gentry – San Francisco State, Eunhyung Ryoo – San Francisco State, Melissa Hagan – San Francisco State

Elevated self-compassion, or one's ability to direct kindness inwards towards oneself despite past or present suffering (Neff, 2016), has been identified as a potential protective factor in regards to transdiagnostic trauma-related symptoms (Zeller et al., 2004). Research suggests that interpersonal trauma, such as childhood maltreatment, can have a significant negative impact on identity development (Tanka et al., 2011), especially self-worth (Flynn, Cicchetti, & Rogosch, 2014). Understanding the mechanisms by which trauma may impact later use of self-compassion, such as via self-attitudes (e.g., self-worth, self-esteem) may yield targets for resilience-focused intervention. The current study examined the association between exposure to childhood maltreatment and self-compassion in young adulthood and tested the hypothesis that this association would be mediated by self-worth and self-esteem. Young adults (N = 222; Mean age = 22.8; 32% Latino, 28% Asian American, 22% White; 78% Female) completed validated measures of exposure to childhood maltreatment (e.g., physical and sexual abuse, emotional abuse and neglect, and physical neglect), self-compassion, global self-worth, and self-esteem. A multiple mediation model was tested in Mplus with bootstrapped standard errors, which is robust to non-normality. Self-esteem and self-worth served as the mediators of the hypothesized negative association between child maltreatment and self-compassion. Hypotheses were partially supported. There was a significant negative association between child maltreatment and self-compassion ($p = .02$). Although child maltreatment also predicted lower self-worth ($p < .0001$) and self-esteem ($p = .03$), only lower self-worth partially mediated the association between maltreatment and self-compassion (95% CI $-.007, -.001$, $p = .008$). These findings highlight the critical role played by global self-worth in the use of self-compassion in young adulthood following exposure to childhood maltreatment.

Angela Guinn

Utilizing Child Welfare Data to Compare an Evidence-Based Child Maltreatment Program to Services As Usual

Angela Guinn – Centers for Disease Control and Prevention, John Lutzker – Georgia State University, Betty Lai – Georgia State University, Brian Barger – Georgia State University

The burden of child maltreatment (CM) is substantial, highlighting the need to identify effective prevention programs. SafeCare® is an evidence-based behavioral skills training program that has been shown to reduce CM among families with a history of, or risk factors for, maltreatment. SafeCare addresses parent and child interactions, basic parenting routines, home safety, and child health in order to reduce and prevent CM. This presentation will cover

findings from a secondary-data analysis of Oklahoma's statewide SafeCare implementation on the likelihood of out-of-home placement for at-risk families identified by child protective services (CPS). The original study was a cluster-randomized design that evaluated SafeCare versus services as usual at the agency/region level that included 2,175 families within two urban and four rural CPS administrative regions in Oklahoma. In this analysis, Cox proportional-hazards regression models were used to estimate the relative risk for out-of-home placements. There was no difference in the likelihood of out-of-home placement after intervention for families randomized to SafeCare compared to services as usual. These findings suggest that an extended service duration or multiple service exposures may be necessary for reducing recidivism in out-of-home placements, particularly among high-risk families and families repeatedly in contact with CPS. More research is needed for behavioral skills training programs like SafeCare that target high-risk populations as the chronicity with which these populations come into contact with CPS likely play a role in predicting outcomes, yet programs that focus on enhancing parenting skills to promote healthy child development remain a key strategy in preventing CM. CDC's Child Abuse and Neglect technical package highlights this strategy as well as other strategies that influence all levels of the social ecology focusing on modifying policies, practices, and societal norms to create safe, stable, nurturing relationships and environments for all children.

Lindsay Hamilton

Post-traumatic Growth and Resilience in Palestinian Youth: A Latent Profile Analysis

Lindsay Hamilton – Bowling Green State University, Eric Dubow – Bowling Green State University

Youth who are growing up during the Israeli-Palestinian conflict are at an increased risk for mental health problems, such as post-traumatic stress symptoms (PTS). Despite these risks, two positive but conceptually distinct outcomes are possible following trauma exposure: Resilience and post-traumatic growth (PTG). While resilience encompasses positive adaptation and low psychological distress despite exposure, PTG tends to bring forth at least moderate psychological distress in response to the traumatic event. With PTG, individuals construct a new life narrative through finding new life possibilities, gaining personal strength, spiritual change, relating to others, or developing a better appreciation for life (Tedeschi & Calhoun, 2004). Despite the conceptual differences between resilience and PTG, few studies have compared these constructs empirically, which is the goal of the current study. Participants will be drawn from the Palestinian-Israeli Exposure to Violence (PEV) Study (Boxer et al., 2013; Dubow, Boxer, et al., 2012), which examined children from three cohorts (ages 8, 11, and 14) across four time points. The present analyses will focus on a subset of 400 Palestinian youth who have data collected at all four waves of the study. Using Latent Profile Analysis, I plan to examine whether we can identify subgroups of youth based on their levels of violence exposure, PTS, and PTG. I expect to identify four groups: a resilient group (high trauma-exposure, low PTS, low PTG), a PTG group (high exposure, moderate-high PTS, high PTG), a stress-affected group (high trauma exposure, high PTS, low PTG), and a low exposure group (low exposure, low PTS, and low PTG). Given that I find distinct classes, I will examine whether variables across several domains discriminate among these groups, such as individual factors (e.g., gender, age, self-esteem, coping), family factors (e.g., parenting, parent mental health), and extra-familial factors (e.g., social support).

Amanda Hasselle

Resilience and Posttraumatic Stress: A Latent Profile Analysis of Coping Responses to Self-Selected Lifetime Most Traumatic Event

Amanda Hasselle – University of Memphis, Laura Schwartz – University of Memphis, Kathryn Howell – University of Memphis

Patterns of coping responses to traumatic events are poorly understood because studies typically examine coping strategies individually, as distinct mechanistic variables. The current study explores how empirically-derived patterns of coping responses differentially influence young adults' posttraumatic stress symptoms (PTSS) and resilience. Participants aged 18-24 (N=438; Mage=19.67; SD=1.65; 79% female) were recruited from a Southeast university and completed electronically-administered self-report measures. Most participants identified as White (49.8%) or Black (39.5%). The Childhood Traumatic Events Scale assessed lifetime exposure to violence, traumatic sexual experiences, extreme injury/illness, and death of a loved one. The Coping Strategies Inventory-Short Form assessed coping responses to participants' self-selected most traumatic event; responses were organized into four engagement subscales (Problem Solving, Cognitive Restructuring, Express Emotions, Seeking Social Contact) and four disengagement subscales (Problem Avoidance, Wishful Thinking, Self-Criticism, Social Withdrawal). The PTSD Checklist-Civilian 5 evaluated PTSS, while the Connor-Davidson Resilience Scale assessed resilience. The eight coping subscales were included in a Latent Profile Analysis. A four-class model emerged as the best fit: High overall coping (HCOPE, n=153, 35.0%), High engagement coping (HENG, 115, 26.2%), High disengagement coping (HDIS, n=75, 17.1%), and Low overall coping (LCOPE, n=95, 21.8%). The mean resilience score in the HENG group (M=106.98) was significantly higher than all other groups, $p < .001$. The HCOPE group's mean resilience score

(M=94.86) was significantly higher than the LCOPE group (M=88.05, $p<.01$) and the HDIS group (M=84.86, $p<.001$). The mean PTSS scores in the HENG group (M=28.74) and the LCOPE group (29.36) were significantly lower than the PTSS scores in the HCOPE group (M=50.40, $p<.001$) and HDIS group (M=49.47, $p<.001$). Based on these findings, researchers and clinicians should promote engagement coping responses while discouraging disengagement coping responses, as this pattern of coping is associated with higher levels of subsequent resilience accompanied by lower levels of subsequent posttraumatic stress.

Martine Hébert

Resilience and Posttraumatic Stress: A Latent Profile Analysis of Coping Responses to Self-Selected Lifetime Most Traumatic Event

Martine Hébert – Université de Québec à Montréal, Marie-Ève Daspe – Université de Québec à Montréal, Mireille Cyr – Université de Montréal

Objective: Prior studies have documented the potential role of maternal support in promoting recovery of adult survivors following sexual abuse. However, few studies have distinguished the maternal and paternal role and the mechanism by which quality of the parent-child relationship might sustain more positive adaptation in child victims. **The purpose of this study was to examine coping strategies as mediators of the link between the father-child relationship and positive adaptation following child sexual abuse.** **Method:** A sample of 505 children (399 girls and 116 boys) ages 6-12 years completed measures evaluating perceived attachment security to mother and father (Kerns Security Scale; Kerns, Klepac, & Cole, 1996), as well as coping strategies related to the sexual abuse experienced (Self-Reported Coping Scale; Causey & Dubow, 1992). Outcomes evaluated were post-traumatic stress symptoms (CITES-II; Wolfe, 2002) and self-esteem (Harter, 1985). **Results:** Results indicated that, in girls, both attachment security to the mother and to the father predicts lower PTSD symptoms and higher self-esteem through a lesser use of avoidant coping. Avoidance coping was also found to mediate the link between maternal attachment security and outcomes in boys. In addition, security in the relationship with the same-sex parent was found to be associated with approach coping, which in turn was associated with children's outcomes. **Conclusion:** Findings highlight the importance of involving both parents in interventions for sexually abused children as mothers and fathers appear to play different, yet complementary roles in sustaining recovery and promoting resilience in this vulnerable population.

Sonia Jain

What Works? Longitudinal Study of Family, Peer and Neighborhood Protective Factors on Building Resilience Among Youth Exposed to Violence

Sonia Jain – DNA Global, LLC, Alison Cohen – University of California Berkeley

Practitioners and researchers across fields for decades have focused on preventing violence exposure and related risks, using primarily a deficit-focused approach that has been largely ineffective. It is imperative to find and implement solutions across sectors that work. In the last decade, growing strength-based approaches are starting to demonstrate the power of developmental assets for positive youth development. However, few have examined the lives of high-risk youth exposed to violence who demonstrate resilience (that is, positive adjustment despite risk), and few have examined how developmental assets may shape resilient trajectories into adulthood for youth exposed to violence. What are these resources and relationships that high-risk youth can leverage to tip the balance from vulnerability in favor of resilience? We used generalized estimating equations to examine multilevel longitudinal data from 1,114 youth of ages 11–16 from the Project on Human Development in Chicago Neighborhoods. Behavioral adaptation was a dynamic process that varied over time and by level of violence exposure. In the short term, being a victim was associated with increased aggression and delinquency. In the long term though, both victims and witnesses to violence had higher odds of behavioral adaptation. Baseline family support and family boundaries, friend support, neighborhood support, and collective efficacy had positive main effects for all youth. Additionally, having family support, positive peers, and meaningful opportunities for participation modified the effect of exposure to violence and increased odds of behavioral adaptation over time. Policies, systems, and programs across sectors should focus on building caring relationships/supports with family members and friends, positive peers, and meaningful opportunities especially for witnesses and victims of violence, to promote behavioral resilience and related outcomes into adulthood for high-risk youth.

Ericka Kimball

Exploring the Parenting Needs of Fathers Who Were Exposed to Domestic Violence in Childhood

Ericka Kimball – Portland State University, Logan Schwartz – Portland State University, Chelsea Carter – Portland State University

Over the last ten years there has been a significant effort to promote and support responsible fatherhood through federally funded programs and grants. Many funding and program opportunities, however, focus on the economic

benefits of father involvement (Bronte-Tinkew, Burkhauser, & Metz, 2012). Few focus on fathers as emotional caregivers and the unique needs to promote positive involvement and reduce risks for family violence. The 2013 Child Maltreatment Report states men were responsible for higher percentages of perpetration of child physical abuse (50%), child psychological maltreatment (61%), and child sexual abuse (88%) than female perpetrators. While only a small percentage of men who have been exposed to domestic violence as children go on to be violent with their partners or children, they are at an increased risk for perpetration of violence (Roberts, Gilman, Fitzmaurice, Decker, & Koenen, 2010). This poster will present preliminary results of qualitative interviews conducted with 30 fathers who identify as being exposed to domestic violence in childhood (10 child welfare and 20 general population) and are actively parenting a child under the age of 5. A thematic analysis was conducted to identify patterns and themes in the influence of exposure to domestic violence in childhood on parenting practices. The poster will highlight the preliminary findings to better understand the way exposure to domestic violence in childhood influences parenting among these fathers. This will include new information about the unique experiences and needs of these fathers, which has not been studied in the past. The final results of this study will be inform the development and pilot testing of intervention and prevention programs directed towards fathers who were exposed to domestic violence in childhood.

Jessica Miller

Community Resilience Among Iraqi Refugees

Jessica Miller – Georgia State University, Wing Yi Chan – Georgia State University

Recent literature has demonstrated the significance of resilience for refugee populations through factors such as personality characteristics (Chung, Hong, & Newbold; 2013), social support (Sossou, Craig, Ogren, & Schnak, 2008), religion (Thomas, Roberts, Luitel, Upadhaya, & Tol, 2011), and gratitude (Fernando, 2012). However, much of this work has focused on individual resilience, while community resilience in refugee populations remains largely unexplored (Siriwardhana et al., 2014). Because refugee populations have often faced adversity at a collective level, it is important to consider how they have collectively adapted to this shared adversity. Thus, the present study investigated community resilience in the Iraqi refugee population using a qualitative methodology. Six focus groups are in the process of being conducted, with six to ten participants in each group. Two of the six groups have already been completed. The following general topics of inquiry are included in the focus group guide: 1) short-term and long-term goals, 2) challenges and successes of life in the United States, 3) resilience strategies used in daily life, and 4) refugees' perception of their community's adaptation. Discussions are conducted in Arabic using a trained interpreter; audio-recordings are then transcribed in Arabic and translated into English. Thematic text analysis (Kuckartz, 2014) is in progress for the two completed focus groups. Data are being coded with a combination of deductive and inductive themes, an approach which allows researchers to both draw on existing components of community resilience and expand upon them by identifying components specific to the Iraqi refugee context. Results will be presented at the conference, including a description of emerging themes and the relationships among them. Findings from the present study will provide a deeper understanding of how community resilience contributes to the successful adaptation of Iraqi refugees.

Elizabeth Moschella

Posttraumatic Growth as a Mediator of Self-Blame and Outcomes of Well-Being in the Context of Interpersonal Violence

Elizabeth Moschella – University of New Hampshire, Sidney Bennett – University of New Hampshire, Victoria Banyard – University of New Hampshire

Sexual assault and intimate partner violence occur at alarming rates in the United States. Prior research indicated that victims of traumatic events frequently experienced both positive and negative changes as part of their recovery process. The present study aimed to further existing research by examining the relationship between self-blame, posttraumatic growth, and health outcomes when controlling for posttraumatic stress and time since victimization. The current study analyzed 352 women who had experienced at least one incident of sexual violence or intimate partner violence. Posttraumatic stress was positively related to both self-blame and posttraumatic growth. Time since victimization was negatively related to posttraumatic stress and self-blame, but was not related to posttraumatic growth. Further, we found that posttraumatic growth partially mediated the relationship between self-blame and health outcomes (i.e., happiness, depression). These findings suggest that posttraumatic growth only somewhat minimizes the impact of self-blame on health outcomes. Implications for future research and practice are discussed.

Crys O'Grady

Suicide Prevention in American Indian/Alaska Native Communities: Tribally-based Strategies for Fostering Resilience

Crys O'Grady – National Indian Child Welfare Association, Puneet Chawla Sahota – National Indian Child Welfare Association, Sarah Kastelic – National Indian Child Welfare Association

This presentation will discuss results from a qualitative national study on approaches used by tribal communities to prevent suicide through fostering resilience of American Indian and Alaska Native (AI/AN) youth. Suicide is a major public health concern in American Indian and Alaska Native communities, especially among adolescents and young adults. Factors that contribute to the high prevalence of suicide in AI/AN communities include: mental illness, substance abuse, feelings of hopelessness or isolation, impulsive behavior, and a family history of violence, substance abuse, or mental illness. Individual tribes and AI/AN communities increasingly use their own culturally-based approaches to prevent suicide through fostering resilience. A national environmental scan was conducted in this study through a literature review, including gray literature, followed by qualitative collaborative interviews with subject matter experts working in suicide prevention throughout Indian Country. All subject matter experts reviewed the sections of the paper in which they were quoted, provided feedback, and gave permission to be named. The aims of this project were to: (1) review community-based and culturally-based strategies tribal communities use in suicide prevention, and; (2) provide practice and policy recommendations for other tribes looking to start their own suicide prevention programs. Common strategies recommended to foster resilience in other tribal programs included: investing in culturally-based and strengths-based approaches; collaborating with neighboring tribes, states, and counties for collecting data and developing services; building community-wide suicide prevention plans involving multiple agencies (schools, tribal health departments, fire department, police, tribal government, spiritual/religious leaders, cultural education programs, etc.); investing in and developing positive activities and centers for youth to build resilience; considering the cultural adaptation of mainstream suicide prevention programs; including spiritual and cultural components in suicide prevention programs; and fostering resilience in behavioral health care providers. Specific examples from individual tribal programs for each of these recommendations will be presented.

Ariana Postlethwait

The Impact of Service Learning and Groups Dynamics on Learning Outcomes: Group Projects in Social Work Education

Ariana Postlethwait – Middle Tennessee State University, Sarah Pilgrim – University of Missouri-Kansas City

Group projects are a natural pedagogical fit for social work education, as professional social work practice occurs in groups. Many social work students prefer courses that include active work in small groups, particularly when classroom activities are integrated and relevant to real world encounters (Carpenter-Aeby, & Aeby, 2013; Moulding, 2010; Williams, Brown, & Etherington, 2012). Service-learning projects provide students with opportunities to apply course content to real world situations and develop projects that will benefit clients, agencies, and their communities. Researchers utilized a survey to assess student experiences with service learning and group work. The survey, with open and close-ended items, was completed by 261 students over the course of several semesters from 2011 to 2015. The majority of students (94%) were undergraduates. Eighty-five percent attended Southeastern universities. Projects were conducted in the following social work courses: research (67%), practice (21%), and cultural diversity (12%). Quantitative analyses were used to examine responses to individual survey items and relationships between variables. Qualitative analyses were conducted by using several rounds of open and focused coding to identify themes and patterns in the data. Overall, students reported positive experiences with the service learning project and group work. Students felt they had created a credible piece of work for their respective agencies and a service learning approach increased student motivation and engagement. Although students reported improved communication skills and believed that their group work prepared them for the real world, 25% felt that the work was not divided equally. Qualitative analyses supported these findings. Students also identified areas where they could have improved their work and discussed challenging group dynamics. Student findings have significant implications across disciplines for improving student experiences with group projects, infusing service learning into the course curriculum, increasing community engagement among students, and future research in this area.

Katherine Querna

Promoting Social Justice and Resilience Through Contemplative Practices in the Classroom

Katherine Querna – University of Washington

The use of contemplative practices is increasing in Social Work and allied professions. These practices have historical roots in spiritual traditions, most prominently in Buddhist philosophy, psychology and practice. In recent decades, concepts and practices from these traditions have been adapted and combined with western psychological

insights to create new therapeutic approaches for individual physical, emotional and behavioral problems. Less attention has been paid to the relevance of these practices to professional development such as engagement with diversity and difference and commitment to social justice – two of the nine professional competencies for the social work field articulated by the Council on Social Work Education. Some observers critique the current “mindfulness movement” for lack of attention to social justice, a focus on individual benefits and failure to reach oppressed communities. As social work educators take on this challenge we need to build the knowledge base about why and how to integrate contemplative practices into curricula to best support resilience in our students and in the communities in which they work. A handful of scholars are beginning to articulate how the historic foundation of these practices in personal liberation, transformation and compassion are linked to contemporary social justice concerns. Researchers are also identifying the links between contemplative practices and personal resilience, as well as the knowledge, values and skills required for culturally competent and socially just social work practice, including critical self-awareness, unbiased and nonjudgmental presence, emotion regulation, psychological flexibility, empathy and intra- and inter-personal resonance. A small but growing body of literature has addressed the integration of contemplative practices into social-justice and anti-oppression pedagogies in Social Work education. The field still lacks, however, a clear conceptualization of how personal contemplative practices support both social workers and social work commitments to engagement with diversity and advancement of economic and social justice.

Ines Rezo

Adolescents' Wellbeing in Face of Economic Hardship: Are Parents Still Important?

Ines Rezo – University of Zagreb

From the 1990's the Republic of Croatia crossed the way of socialist economy and war to a free-market economy and protecting women and children rights. Unfortunately, the growth of economy and prosperity after the war was not straight-forward, but interrupted with financial crisis in 2008 that Croatia has still not fully recovered from. The unemployment rate has increased compared to the period before, especially in the east and central Croatia, and a large number of parents are exposed to high levels of stress and material insecurity. According to Conger's Family stress model (1994), economic hardship is strongly linked to inadequate parental practices and to the adolescents' outcomes in whole. In that model, authors emphasize parental perception of economic status, whereby we are interested in children's perception. We were interested to see how financial and parental characteristics predict adolescents' well-being. The research was conducted in 2016 on a two-part disproportionately stratified cluster sample of 944 first grade high school students from six counties of central Croatia. In this paper we used the following measures: measures of socio-economic characteristics (gender, perception of family financial status, perception of the housing condition), parental monitoring (Silverberg i Small, 1991) and parents' psychological aggression (Ajduković, Sušac i Rajhvajn Bulat, 2016), adolescents' well-being (Rees, Goswami i Bradshaw, 2010). Multiple regression model was used to determine the effects of socio-economic characteristics, parental monitoring and parents' psychological aggression on Croatian adolescents' well-being. Model explained 33,7% of criterion, socio-economic characteristics explaining 22,3%, and parental control and parents' psychological aggression explaining 11,4% of adolescents' well-being. Findings indicate that context variables were more important predictors of adolescents' well-being. The implications of findings underline importance of studying social context variables of children's environment regarding the adolescents' well-being and encouraging social policies to focus on interaction between children and social context.

Rebecca Rodriguez

Intergenerational Transmission of Violence: Parent-child Profiles and Dating Violence in Latino Adolescents

Rebecca Rodriguez – Casa de Esperanza: National Latin@ Network, Kevin Swartout – Georgia State University

Intimate partner violence (IPV) is a critical public health problem that has a broad range of negative consequences on not only the individuals in the relationship but also on their children. Although Latino adolescents experience dating violence at a higher rate than White adolescents, little research has investigated the risk and protective factors associated with this group. Witnessing domestic violence has been associated to an increased risk in experiencing dating violence as adolescents. The pattern of IPV exposed youth to later experience violent relationships has been described as the intergenerational transmission of violence (ITV). Although youth exposed to IPV are at an increased risk for experiencing and perpetrating violence in their own relationships, not all do. This study uses a resilience framework to investigate parent-child relationship quality as predicting dating violence perpetration and victimization experiences. In addition, intersectionality added to our understanding the role of gender and culture in ITV. A subsample of 330 Latino mother-child dyads was analyzed from the Welfare, Children, and Families (WCF) study, a longitudinal study of low income families in three US cities. For the current study, risk and protective factors were selected at baseline, when youth were 10-14 years old, to predict adolescent violence

perpetration and victimization experiences at adolescence, seven years later. Latent class analyses followed by a distal outcome analyses were used to identify distinct mother-child profiles that were related to adolescent dating violence. Distinct classes emerged that indicated unique combinations of risk and resilience. Two of these classes predicted differential associations with adolescent dating violence perpetration and victimization. Findings suggest that holistic family based approach to dating violence and adult domestic violence may be most effective for Latino adolescents and their IPV exposed mothers.

Ivette Salinas

More than Language: Closing the Gap when Working with Spanish Speaking Populations

Ivette Salinas – Our Lady of the Lake University

This poster presentation is situated on the topic of linguistic diversity as a cultural construct for informing mental health practices. It will highlight the gaps in research and counselor training pertaining to the delivery of therapeutic services for Spanish-speaking populations among the Latina/o community. Despite the cultural and linguistic diversity that exists in the United States, bilingualism and multiculturalism have been neglected if not almost completely ignored in the field of psychotherapy (Burck 2004). Spanish-speaking clients tend to underutilize existing services because they are unfamiliar with the overall function and role of the mental health system. Even more disturbing is their contention that Latino/a clients often receive less attention and inappropriate care because of the insensitivity and lack of understanding on the part of mental health professionals. Indeed, it could be suggested that the type and quality of services may be contributing to underutilization and early termination (Padilla, Ruiz, and Alvarez, 1989). A review of the literature suggests that within the last decade more attention has been given to treatment and prevention issues with Latinos/as. Although much of this research is in response to assertions that traditional approaches have been largely ineffective, little attention has been given to linguistic factors in the design of culturally relevant treatment plans. Another obstacle to the referral of Spanish-speaking clients to a language-compatible resource is the shortage of bilingual providers of psychological services. Additionally, many bilingual professionals already working in the field report that they did not receive adequate training to provide bilingual services (Biever et al., 2002). Furthermore, the demand for psychologists who are trained to deliver services to Spanish-speaking Latino/a clients will continue to increase. These demographic changes have created a struggle to meet the service needs of Spanish-dominant Latinos/as, both second generation and new immigrants (Armas, 2002).

Lauren Schaefer

The Relationship between Religious Coping and Resilience among Young Adults Exposed to Childhood Trauma

Lauren Schaefer – University of Memphis, Kathryn Howell – University of Memphis,
Laura Schwartz – University of Memphis, Candice Crossnine – University of Memphis

Religious coping strategies are commonly used to contend with the effects of trauma exposure. Religiosity has been associated with both adaptive (i.e., reduced suicide rates and improved mental health) and maladaptive (i.e., reduced self-esteem, higher rates of posttraumatic stress and depression) outcomes in survivors of childhood trauma. A possible mechanism by which these conflicting outcomes can be understood is through positive and negative religious coping. The present study examined the association between positive (i.e., looking to God for support and guidance; forgiveness; seeking religious support) and negative (i.e., feeling abandoned by God; anger towards God) religious coping strategies and resilience in young adults who experienced childhood trauma. Participants included 161 college students from a university in the Southeast, aged 18-24 (M_{age}=19.96, SD=1.86), who were predominantly Caucasian (49.4%) and female (85.8%). All participants were exposed to a traumatic event during childhood (i.e., physical violence and/or sexual trauma before age 18). A hierarchical multiple regression analysis was conducted to evaluate the unique contributions of circumstances surrounding childhood traumatic experiences (i.e., violence frequency, violence perception, confiding in others, and youngest age at first trauma), optimism, social support, and religious coping on resilience. The final regression model was significant, $F(9, 152)=19.43$, $p<.001$, Adj. $R^2=53.5\%$, and indicated that after accounting for circumstances surrounding the childhood traumatic experiences, optimism, and both friend and family support; higher resilience scores were associated with more positive religious coping ($\beta = .218$, $p<.001$). Negative religious coping was not significantly associated with resilience ($\beta = -.048$, $p=.426$). These results may explain the variation in previous research findings examining the role of religiosity following trauma. Specifically, global conceptualizations of religious coping may not accurately capture the protective role of this factor. Study findings support the need for future researchers to assess the differential effects of positive and negative religious coping, rather than broadband religiosity.

Annya Shalun

How Much Can Being Online Hurt? Exploring the Effects of Online Victimization in Rural Appalachia

Annya Shalun – Life Paths Appalachian Research Center, Zach Blount – Life Paths Appalachian Research Center, Lisa Jones – University of New Hampshire, Kimberly Mitchell – University of New Hampshire, Sherry Hamby – Life Paths Appalachian Research Center

Objective: Previous research by the Pew Research Center (2013) shows that at least 40% of online users have experienced some type of online victimization or unwanted interpersonal solicitations. However, Little attention has been directed toward how rural populations experience online victimizations. This study explores the range of online victimizations, including online-theft and cyberbullying, and how these experiences affect participants in rural Appalachia. Method: Our sample included 478 individuals (57.1% female), with an average age of 36 years old (ages ranged from 12-75), who participated in a survey that asked about internet use and online victimization. Participants received a \$25 Walmart gift card as compensation for their time. Results: We explored the differences between trauma symptoms and 14 online victimizations. Those who reported experiencing cyberbullying reported higher trauma symptoms than those who had not been cyberbullied. Additionally, those who reported the occurrence of cyber-theft reported higher trauma symptoms than those who did not experience cyber-theft. When comparing the categories of online victimization, cyberbullying was reported overall as more traumatic than cyber-theft. Among cyberbullying victimization types, having someone tell lies or spread rumors about them online was the most upsetting with 67.2% of respondents ($n = 61$) saying that they were 'very upset' compared to 87.2% of the total participants who had not experienced rumor spreading. Conclusion: Extant research focused on internet use and online victimization does not address the experiences of the typically understudied and underserved populations of rural areas. Our study takes a more encompassing approach by exploring the variety of online victimizations in rural Appalachia with special consideration to the effects cyberbullying and cyber-theft. Our findings offer insight to where online safety strategies should be targeted, based on both prevalence and how affected participants were by the victimization.

Alli Smith

Are Online Safety Practices Evidence-Based?: An Exploration of Online Victimization and Its Predictors

Alli Smith – Life Paths Appalachian Research Center, Zach Blount – Life Paths Appalachian Research Center, Lisa Jones – University of New Hampshire, Kimberly Mitchell – University of New Hampshire, Sherry Hamby – Life Paths Appalachian Research Center

Purpose: Cyberbullying has increasingly become a subject of study; however, research on other types of online victimization, particularly information theft or monetary loss, is relatively scarce. Furthermore, few studies examine the efficacy of safety practices thought to reduce the risk of digital victimization. The objective of this study is to examine a range of online victimization experiences and safety practices protecting against online victimization in a large, rural Appalachian sample. Method: Participants ($N=478$) were between the ages of 12 and 75 ($M= 36$ years). Participants were 57.1% female and predominantly White/European American (84.75%), which is reflective of the surrounding area's demographics. Participants completed a survey on digital victimization and online safety practices, which was developed through a series of focus groups and cognitive interviews. Results were analyzed using correlation and regression analyses. Results: Multiple safety practices were used more often by frequent technology users, but only one safety practice was correlated with a lower occurrence of online victimization: never using debit cards online. Never using debit cards online was significantly predictive of lower online victimization rates, but still only accounted for minimal variance in victimization. Participants who reported more difficulty in determining whether something was a scam were more likely to report online victimization; difficulty in recognizing a scam was fairly stable across the lifespan (and was not significantly correlated with age). Conclusions: Currently accepted online safety practices lack evidence in their ability to protect from online victimization. These findings suggest that online safety practices should strive to reflect actual victimization experiences, especially in consideration of the proliferation of "big data" and corporate-based information theft. Furthermore, our data challenges the stereotype of Baby Boomers and Gen Xers as inept technology users. Further research is needed on protective factors and practices against online victimization to influence education and policy.

Lyudmyla Tsykalova ***Experience of Family Violence and Dating Violence among Rural Teens: Subjective Well-Being as a Protective Factor***

Lyudmyla Tsykalova – Clemson University, Natallia Sianko – Clemson University, Jmi McDonell – Clemson University

The study investigated how recognition of family violence by different family members impacts adolescents' likelihood of becoming a victim or perpetrator of teen dating violence; and it tested the protective role of subjective well-being for adolescents exposed to violence. A sample of adolescents in grades 6 through 12 (n = 514) and their caregivers (n = 429) completed a survey. Teens' and caregivers reports of exposure to household violence were used in a negative binomial regression to predict teen dating violence perpetration and victimization. Results indicated that family violence was associated with an increase in dating violence victimization and perpetration, while subjective well-being was associated with a decrease in both aspects of dating violence. Implications for research and practice are discussed.

Cynthia Nicole White ***Intimate Partner Violence and Sexual Assault Among Black College Women at Predominantly White Institutions (PWIs)***

Cynthia Nicole White – University of South Carolina

Studies have found that between one fifth to one fourth of college women are sexually victimized over their college years (i.e. Cantor et al., 2015; Fisher et al., 2000). Some researchers have found that physical violence occurs in 20-37% of college relationships (Shorey et al., 2008; Bell & Naugle, 2007). Despite the growing research on college populations, there is a dearth of studies on minority populations, particularly Black students. The majority of the literature on Black women and their experience with sexual assault and intimate partner violence (IPV) has been based on community samples. The few studies done with college populations have been conducted at Historically Black Colleges and Universities (HBCUs), which have a different environment than predominantly White institutions (PWIs). Researchers have found a relationship between drinking alcohol and sexual assault and IPV (e.g. Fisher et al., 2000), but victims' alcohol usage is rarely compared by race. Help-seeking, i.e., pursuing formal and informal resources for support, may be able to alleviate some of the adverse effects of sexual assault and IPV. These adverse outcomes can include depression, a decline in academic performance, and increased alcohol use. No prior studies were found examining the help-seeking behaviors of victimized Black college women at PWIs. The current study seeks to examine the differences between: 1) the prevalence of IPV and sexual violence for Black and White female students; 2) the adverse effects of victimization including depression, negative academic outcomes, and binge drinking; and 3) racial differences in help-seeking following victimization. The sample size for the study is 446 Black and 4,386 White female students from three large PWIs in the United States.

Kimberly Williams ***Four Regulatory Strengths from Adolescence to Late Adulthood in Individuals from a Rural Appalachian Community***

Kimberly Williams – The University of the South, Alli Smith – Life Paths Appalachian Research Center, Elizabeth Taylor – Life Paths Appalachian Research Center, Sherry Hamby – Life Paths Appalachian Research Center

Purpose: Individuals' ability to self-regulate is a factor that can influence mental health outcomes following adversity throughout an individual's life. Previous studies have shown that self-regulatory abilities change over time and vary according to gender. The purpose of this study was to evaluate differences in four self-regulatory mechanisms across the lifespan and between genders. The four regulatory strengths investigated included recovery of positive affect, impulse control, self-reliance, and endurance. Methods: Participants (n=478) were recruited from rural Appalachian communities and completed a survey with questions regarding how they recover positive affect following adversity, their self-reliance, impulse control, and endurance. Participants were predominately female (57.5%) and the average age of participants was 36.4 years (std. dev. 17.6 years). Results and Discussion: All four regulatory strengths increased with age. Few gender differences were found. Prevention and intervention could focus on earlier attainment of regulatory skills.

Keynote Conversation
Moderated by Sherry Hamby

Monday 4/17/2017

5:00pm-6:00pm

Building Protective School Communities through Social-Emotional Learning
Dorothy Espelage – University of Florida

Increasingly, schools are being charged with the task of creating safe spaces for youth, teachers, staff, and families. Social-emotional learning (SEL) approaches promote protective factors that can deter violence and encourage all school members to work toward caring and inclusive communities. For the first 15 minutes of this keynote session, Professor Espelage will present promising SEL approaches to violence prevention that adults and youth can use every day in classrooms and other settings. These strategies and skills will be situated within a discussion of how the larger school environment can support youth and adults in a constant school improvement process. The presentation will be followed by an interview with Professor Espelage. Topics will include how Professor Espelage became convinced of the value of social-emotional learning for youth, and ways that researchers, teachers, and providers can incorporate the tools of SEL into their own work and help promote well-being in all children.

Keynote Conversation
Moderated by Victoria Banyard

Tuesday 4/18/2017

9:00am-10:00am

Mattering: The Role of Wellness & Fairness in Building Resilience & Strengths
Isaac Prilleltensky– University of Miami

Mattering is about feeling valued and adding value. This concept refers to the phenomenological experience that one matters, that one is important, and that one's life has meaning. There are two essential components to the experience of mattering: feeling valued and adding value. There are three sources to the experience of feeling valued: self, relationships, and community. These three sources also act as recipients of the value we want to add to life. In other words, we derive value from, and add value to, self, relationships, and community. There are two kinds of value that we derive from, and add to, these three pillars of mattering: wellness and fairness. We derive wellness from self, relationships and community, and we add value by contributing to wellness in self, relationships and community. The same can be said for fairness. We feel valued by experiencing fairness in self, relationships, and community, and we add value by promoting fairness in these three pillars of mattering as well. Feeling valued and adding value are essential to build strengths and resilience in life. The presentation will be followed by an interview with Dr. Prilleltensky. Topics will include Dr. Prilleltensky's path to a focus on mattering, lessons learned in his work, and ways that all of us can promote feeling valued and adding value, whether this be in our own lives, in our work, or in our communities.

Session A1 Tuesday 4/18/2017

10:30am-11:45am

Innovative Communication Techniques I

Nicky Hamilton

Troika & 15% Solutions

Nicky Hamilton –The University of the South

If you are working with a community on longstanding problems, how do you help communities identify asset-based solutions? How do you engage and empower your audience? How do you unleash and engage everyone in the decision-making process? How do you accomplish your goals with groups of any size? Have you been to meetings where one person talks all the time? Where the discussion never seems to move towards actions or solutions? It doesn't have to be that way. Whether you are a researcher, provider, teacher, or policy-maker, everyone can benefit from strong communication skills. These workshops will teach insights from the Communications field, relying on a group of techniques called Liberating Structures. This session will teach Troika and 15% Solutions. Troika is a technique for quick round-robin "consultations," in which individuals ask for help and get advice immediately from two others. 15% Solutions is an effort to discover and focus on what each person has the freedom and resources to do now. Unique elements of this workshop include using your own projects and current challenges as working examples. Please come with a challenge, question, or issue you are facing in your work. This is a chance to hear innovative solutions from your peers, and experience cross-pollination across allied fields! (Note: Descriptions of techniques adapted from Liberating Structures website, <http://www.liberatingstructures.com/lis/>, where details are freely available.)

Perspectives: Understanding Children's Contexts

Moderated by Anjali Forber-Pratt

Helen Bateman

Psychological Sense of Community and Its Role in Increasing Resilience

Helen V. Bateman – The University of the South

Community-building processes in school and classroom settings are increasingly being identified as having a significant impact on students' attitudes about school and learning, students' social skills, and students' social behavior (Bateman, 1998). An increasing number of researchers are identifying bonding to social environments, such as schools, that provide norms opposing high-risk behaviors and enable the acquisition of skills to live according to these norms, as a factor instrumental in increasing students' resiliency. In our previous research we have examined students' psychological sense of community in the classroom and in the school (Bateman, 2000) and its relationship to students' academic goals, academic achievement, self-esteem, and social skills. Meece, Blumenfeld, and Hoyle (1988) suggest that strong concerns about one's evaluation of adequacy and ability can prevent students from seeking challenging cognitive and problem-solving activities in the classroom. Instead, students will increase their use of effort-minimizing strategies in order to protect feelings of self-worth, and to avoid implications of low ability in case of bad performance. Bateman, Newbrough, Goldman, and Bransford (1999) hypothesized that classrooms in which students have a strong sense of community provide students with frequent opportunities to engage in challenging cognitive and problem-solving activities while at the same time providing a supportive environment in which all students are not "afraid" of taking chances. Our findings supported our hypothesis. In addition, we found that psychological sense of community in the classroom was positively correlated with students' self-esteem, social skills, prosocial behavior, and academic achievement. Our goal in our present research is to examine the role that Psychological Sense of Community in College plays in contributing to students' resilience, well-being, and academic performance in a four-year longitudinal study.

Anjali Forber-Pratt

Gang-Involved Youth in Schools & Disability

Anjali Forber-Pratt – Vanderbilt University, Lisa De La Rue – University of San Francisco

The purpose of this perspectives presentation is to present what is known about positive supports for gang-involved youth in schools and to build on this foundation to articulate what we hope to learn about the intersection of disability and gang-involved youth in schools. Unfortunately, the intersection of gang-involved youth and disability is understudied, which led to the comparison of extant research more broadly on juvenile justice and disability. The limited available research related to gangs and disability highlights the silver-lining of being alive, despite said acquired disability (Juetter & Berger, 2008), though these are often adults. The traditional reaction to gangs in schools has been harsh and disciplinary. This is despite research showing that punitive responses are ineffective and have a disparate impact on students of color. There is a growing recognition that schools should strive to be less punitive in their responses to violence, and should move towards supportive interventions. Though, it also requires a critical examination of the protective factors that youth with disabilities may have. Research in this area is virtually nonexistent in relation to school-aged youth, yet we know that people with disabilities are also overrepresented among those arrested and incarcerated (Vallas, 2016). Further, half the people killed by police have some kind of disability (Ruderman Foundation, 2016). Students with disabilities are more than twice as likely to be punished with out-of-school-suspension than students without disabilities (U.S. Dept. of Education, 2014). People with disabilities are also overrepresented among those arrested and incarcerated, though further research is needed to understand this intersection of race and disability for youth. To truly move toward comprehensive strategies that can support gang-involved youth with disabilities, we must examine how disability interacts with other identities including race, class, and gender, the latter of which have been frequently addressed within the gang literature.

Mackenzie Wild

Proximal and Distal Effects of Childhood Abuse and Low Income: Data from Midlife in the United States (MIDUS)

Mackenzie Wild – Saint Anselm College

Significant research exists on both the cycles of poverty and abuse and how each of these have the potential to shape elements of a person's adult identity, but little work has been done to investigate any links between these variables. The present studies (n of 1255 for each) sought to investigate these relationships in a sample of middle-

aged adults, utilizing data from the Midlife in the United States (MIDUS). For the first study, these variables included adult personality (extraversion, agency, neuroticism, agreeableness, conscientiousness, openness), childhood parental abuse (emotional, physical, severe physical, sexual) via a questionnaire created by the MIDUS team, and assayed urinary cortisol. For both studies, correlation coefficients informed regression analyses. The first study revealed that paternal emotional/physical abuse and extraversion had significant effects on each other, and that sexual abuse and agreeableness had significant effects on each other. No significant relationships were found with cortisol, which was attributed to only baseline data being available as opposed to reactionary. Implications of findings on abuse type are considered, but a more reliable questionnaire was later made accessible and a possible third variable was identified: parental income. The second study included the same personality variables, parental childhood abuse (emotional, physical, sexual) via the Childhood Trauma Questionnaire (CTQ), and SES of participants' parents. Regressions revealed that each parents' SES had a significant effect on agency, agreeableness, and openness; reported childhood sexual abuse had a significant effect on agreeableness; mother's SES had a significant effect on neuroticism; and father's SES had a significant effect on reported childhood emotional and physical abuse. These findings suggest an interplay between SES, abuse history, and how each of these can shape fundamental elements of adult identity. Possible explanations and further research in the areas of physiological evidence, abuser motive, and protective factors are explored and encouraged.

Wendi Siebold

Mobilizing Actionists for Prevention: Community Methods

Victoria Banyard – University of New Hampshire, Wendi Siebold – Strategic Prevention Solutions, Katie Edwards – University of New Hampshire

Two key themes in recent violence prevention efforts include a greater focus on community-level change and engagement of active bystanders (who we call actionists) to step in proactively to end acts across the continuum of sexual and relationship violence. To date, we know more about actionists on college campuses and in high schools than in general communities. This perspectives session will describe research methods used in several projects to try to better understand actionists in community settings. In particular, we will discuss insights that gained from concept mapping as compared to surveys and will describe how concept mapping builds an understanding of how citizen's think about violence prevention in their communities. At the center of the presentation will be a description of lessons learned from concept maps created in four different rural New England communities.

Session A3 Tuesday 4/18/2017 10:30am-11:00am

Perspectives: The Laughing Guide to Resilience & Well-Being

Isaac Prilleltensky

Perspectives: The Laughing Guide to Resilience & Well-Being

Isaac Prilleltensky – University of Miami

Humor can generate positive emotions, which, in turn, can facilitate learning. In this talk, Isaac will share humorous stories from his new book, *The Laughing Guide to Well-Being: Using Humor and Science to Become Happier and Healthier*. The book is based on the motto "smarter through laughter." Using a combination of self-deprecation and satire, Isaac will demonstrate how humor can open doors for self-exploration and social critique at the same time. The stories revolve around six areas of well-being: Interpersonal, Community, Occupational, Physical, Psychological, and Economic (I COPPE). Following 20 minutes of humor readings, Isaac will hold a conversation with the audience about the role of creativity and humor in fostering well-being and resilience in the face of adversity.

Resilience Story Demo

11:00am-11:45am

Sherry Hamby

Resilience Story Demo

Sherry Hamby and the Life Paths Appalachian Research Center Team

Drawing from a range of teaching traditions, including the work of Jerome Berryman and the Montessori tradition, *Resilience Stories* illustrate key protective factors from the Resilience Portfolio Model. Resilience Stories can be told to young children (pre-K through primary grades). They can also be shared or taught with older children, who can either then share them with younger children or use them as models to develop their own. Resilience Stories use simple fabrics and wooden cutouts to illustrate the story, and listeners are periodically invited to think about the characters' thoughts and feelings. Resilience Stories are a new endeavor and we will be offering a live story demonstration in this half session.

Session B1 Tuesday 4/18/2017 1:00pm-2:15pm***Current Conundrums: Promoting Community-Based Participatory Research*****Moderated by Nicole Yuan**

Nicole Yuan
Katie Goforth
Kathryn Howell
Laura Miller-Graff
Katherine Querna
Katie Schultz
Rachel Wamser-Nanney

The Conundrum of Promoting Community-Based Participatory Research on Violence, Trauma, and Resilience While Facing Barriers to Achieving Success

Nicole Yuan – University of Arizona, Katie Goforth – Mountain Valley Health Connection, Kathryn Howell – University of Memphis, Laura Miller-Graff – University of Notre Dame, Katherine Querna – University of Washington, Katie Schultz – Washington University in St. Louis, Rachel Wamser-Nanney – University of Missouri St. Louis

Many advocate for the use of community-based participatory research (CBPR) because of its ability to strengthen academic-community partnerships, enhance community engagement, and produce tangible benefits to community members. Applications of CBPR have been abundant in public health and nursing and are becoming more prevalent in fields such as psychology. In response to growing interest, there are multitudes of CBPR trainings, textbooks, online tools, and research articles, including those that describe lessons learned. Despite advances, barriers to conducting CBPR persist, increasing the risk of missed opportunities. This moderated session will include seven speakers who will address the “current conundrum” of having experience and passion to promote CBPR in the study of violence, trauma and resilience, while facing challenges that may limit the success of partnerships and projects. The panel will include a doctoral student, postdoctoral fellow, early and mid-career faculty, and a community program director from universities and organizations across the country. Thus, it will offer diverse perspectives on how conundrums influence CBPR efforts across varying roles. The speakers will also share experiences working with diverse populations, including African-Americans, American Indians, Latina immigrants, Muslims, and Palestinians. The panel will answer questions submitted from the panelists, moderator, and attendees. Topics for discussion will include: how to initiate, maintain, and sustain academic-community research partnerships; how to balance the interests of the researchers and communities; how to ensure that benefits are obtained by all partners; how to reduce burdens related to research; how to maintain high ethical standards; how to resolve conflicts in priorities, interests, and timelines; how to manage politics and other contextual factors; how to fund CBPR projects; how to publish outcomes; and how to disseminate findings using non-traditional outlets. The session will conclude with recommendations for advancing applications of CBPR in the areas of violence, trauma, and resilience.

Session B2 Tuesday 4/18/2017 1:00pm-2:15pm***20x20 Symposia: Resilience in Schools & on Campuses*****Moderated by Anya Shalun**

Sarah McMahon

You've Completed Your Campus Climate Survey: Now What?

Sarah McMahon – Rutgers University

The administration of campus climate surveys has been identified as a best practice by a number of entities including the White House Task Force to Prevent Campus Sexual Assault and the Department of Justice's Office on Violence Against Women. Although carefully collecting the data is critical, the most meaningful part of a campus climate assessment how it is used. The development of an “action plan” is a critical step in the campus climate process that allows the data to guide a series of steps to improve the institution's prevention of and response to sexual violence. Including an action plan broadens the purpose and utility of campus climate surveys beyond compliance to not only identify gaps in mandates, but to help schools identify strengths and gaps particular to each unique university and to develop a tailored, meaningful response. In its optimal form, campus climate assessments can be used as a way to demonstrate the university's leadership in addressing the gaps and to invite and engage the

campus community in the process of developing and implementing solutions- and not just quick Band-Aid solutions, but those that are sustainable over time. Ideally, action planning begins even prior to collecting campus climate data and is a collaborative process among researchers, administrators, practitioners, and students. This presentation will offer a model for developing an action plan based on the experience of a team that administered campus climate surveys on three different campuses of a large public university and guided by principles of a community-based participatory action framework. Lessons learned, challenges faced, and key themes of the process will be shared.

Kala Chakradhar

Resilience and the Multigenerational Academic Work Environment

Kala Chakradhar – Murray State University, Kelly Kleinhans – Murray State University, Paula Waddill – Murray State University

The academic work environment in higher education has transformed and evolved, not only with respect to the goals pursued and the means to accomplish these goals, but also with respect to its demographic composition. Four generational cohorts namely Traditionalists, Leading and Trailing Edge Boomers, Generations X and Y constitute the workforce today with some unique dispositions defining their work ethic and adaptation to the work environment. The prevalent changes in the higher education work environment driven by market forces and technological demands, propelled the need for not only new skill sets from individual faculty but also an adaptation to differing work styles due to generational differences. The evolving dynamic necessitated an examination of the resilience of this pluralistic workforce. This empirical research study of academic personnel (n=484) in a stratified sample of universities in the United States investigated what is it that contributes to resilience across the generational cohorts when working in the environs of an academic workplace. The Copenhagen Psychosocial Questionnaire II and the Resilience Quotient Tool were used to assess the perceptions of the work environment and adaptation respectively. Separate stepwise multiple regression analyses on each generational group revealed different sets of environmental variables significantly contributing to total resilience in each generational group. The results of this study demonstrate similarities and differences in resilient dispositions of these four generations that the higher education institution should capitalize on, not only to enhance productivity but also to ensure employee satisfaction and wellbeing.

Amber McDonald

Let's Connect – Creating Trauma Sensitive School Communities

Amber McDonald –University of Denver, Marcela Torres – University of Colorado

Let's Connect (LC) was developed to help adults identify and respond to children's emotional needs in a way that builds supportive relationships and promotes resilience for trauma-exposed youth. LC is grounded in developmental and clinical research (Center on the Developing Child, 2015; Masten, 2001) highlighting the critical role of secure and stable caregiving in supporting healthy child development and mitigating the effects of trauma. LC builds adults' social and emotional learning (SEL) capacities, teaches adults specific steps for responding to emotional arousal in a way that promotes children's SEL and sense of safety, and teaches adults behaviorally-specific, trauma-informed emotion communication skills. LC includes specific focus on adult emotional self-awareness and self-care with the recognition that resilience building for children begins with strengthening the competencies of the adults who care for them (Center on the Developing Child, 2016). LC was recently adapted (LC-S) and integrated in two elementary schools in a western state. School faculty and staff received the LC-S curriculum and individual coaching on using LC-S strategies during student-teacher interactions. Pre- and post-test data assessing the level of trauma-sensitivity of the school [culture] and teacher self-assessments of social emotional teaching practices were collected. Teachers indicated that LC-S was effective in increasing adult understanding of the manifestations of trauma in the classroom, trauma-sensitive responding to concerning behaviors and effective use of trauma-informed techniques. Our 20x20 presentation will overview the core components of LC-S and demonstrate how LC-S extends beyond existing SEL programs by targeting skill development for teachers, staff, and administrators, in addition to students. We will highlight the importance of this innovative initiative as a promising practice for resilience building.

Elizabeth Torres

Building Skills and Resiliency: Teachers and Students Perspective of Fourth R

Elizabeth Torres –UTMB Health, Yu Lu – UTMB Health, Jeff Temple – UTMB Health

Although teen dating violence (TDV) is a recognized public health problem, it is largely preventable. One efficacious program, the Fourth R, integrates the promotion of healthy relationship skills and prevention of TDV into existing school curricula. This universal program is designed to reduce adolescent risk behaviors through teaching students about (un)healthy relationships and building communication and problem-solving skills while incorporating resilience. For the current study, we gathered feedback from participating Fourth R teachers and students from 10 ethnically diverse schools. Qualitative data was collected from 20 teacher interviews and 14 student focus groups. Semi-structured teacher interviews (ranging from 7:07 to 31:59 in length) were used to elicit discussion about

teacher experiences and the impact of the program on youth resiliency. Student focus groups (ranging from 7:53 to 20:16 in length) varied in size (2 to 7 students per group), and focused on student experiences with Fourth R and how it translated outside of the classroom. Teachers reflected that skills taught in Fourth R were relevant to students and, after implementing the curriculum, teachers reported noticeable positive changes in student's behavior (e.g., students can "better express themselves," "apply resilience in their current life situations"). A theme echoed throughout all interviews was that teachers were confident that they can "make a difference in the lives of their students" using Fourth R. From the students' perspective, many reported being able to "make better decisions" for themselves and becoming "confident in identifying trusted adults when seeking help." Students also expressed that they can better communicate to others when they encounter relationship problems and apply the skills to "help their friends in need."

In sum, both teachers and students have been receptive to the Fourth R curriculum and reflected an overall confidence in positive skill building and practicing resiliency.

Loretta Brady

Gaming Resilience: How Game Design Offers Social Emotional and Critical Thinking Skills in Youth Development

Loretta Brady- Saint Anselm College

Positive youth development has long touted the role of engaged learning and community connection for at-risk youth. Benefits of these approaches include access to protective factors (school connection, adult mentors) as well as reduction of risk factors (antisocial peer groups, substance use). Indeed, as positive youth development literature proliferates, consensus about desired skills and resources that should result from such efforts indicate emotion regulation, problem solving, and improved self confidence in judgement and competence are emerging as ideal outcomes that influence not only later academic achievement but also can predict persistence in other goal setting arenas (Eccles & Gootman, 2002; Zolkoski & Bullock, 2012; Jacklien, 2016). If the goals of adolescence are to develop an identity and a sense of purpose, and if reaching these goals distinguishes successful, stable, and prosocial youth development from those without these experiences, then resilience promotion interventions must identify ways for youth to explore identity and develop a sense of purpose while building capacities for skills and relationships associated with resilience (emotion regulation, pro social relationship connections) Hromek, R., & Roffey, S. (2009); Vikaros, L., & Degand, D. (2010); Boskic, N. (2011); Gilliam, M., Orzalli., Heathcock, Sutherland, Jagoda, Menendez, & Ojengbede, 2012. In this 20x20 I propose means and commons factors that support the notion that game design activities and game collaboration through gaming play can represent authentic, collaborative, relevant, and dynamic processes that can allow youth to explore identities while honing self-regulation skills and deepening a sense of purpose. A review of youth focused game design programs will be shared and suggestions for ways to incorporate game design into resilience research and intervention models will be explored. Discussion of methodological implications of game design with youth, including process, procedures, ethics, and applications will be introduced.

Session B3 Tuesday 4/18/2017 1:00pm-2:15pm

20x20 Symposia: Resilience Among the System-Involved and Traumatized

Moderated by Zach Blount

Stephanie Kennedy

Mothering as a Key Facet of Resilience for Incarcerated Women

Stephanie Kennedy – University of Connecticut, Annelise Mennicke – University of North Carolina at Charlotte

We know that the more than two hundred thousand currently incarcerated women differ from their male counterparts in their offending behavior, service needs, and motivations for change. However, the majority of prevention, intervention, and reentry strategies are based on our understanding of incarcerated men and fail to emphasize incarcerated women's resilience and strengths. This project analyzes the voices of 113 incarcerated women in response to the question: How can we better help women like you? These narratives can augment the promising gender-responsive and trauma-informed programs which have begun to disrupt the male-centric approach to women's corrections. The complexities of mothering were a prominent theme in the data. Prior to their incarceration, women engaged in a variety of (legal and illegal) behaviors to care for their children. Likewise, they identified being unable to access community-based domestic violence shelters and drug treatment with their children. During custody, women stressed the profound need to create/expand opportunities for them to interact regularly with their children. They spoke about how their children's health and well-being motivated and sustained them through the change process. Finally, women expressed anxiety about reentry, as few resources for women and

their children exist. In many ways, the dominant narrative is that incarcerated women - and especially incarcerated mothers - are selfish, that they made reckless decisions to endanger their children, ultimately depriving them of a mother. However, we found that incarcerated women heavily prioritized their children's safety and shelter, even when that meant remaining with a violent partner, foregoing drug treatment, engaging in survival-type crime, or "taking charges" to keep a teenaged child out of the system. We suggest reframing incarcerated women's behavior as a function of survival under extremely challenging circumstances and we propose that mothering be incorporated into program development as a key facet of incarcerated women's resilience.

Karen Kalergis

Using a New Evidence-Informed Toolkit to Create a Vicarious Trauma-Informed Organization

Karen Kalergis – Northeastern University, Beth Molnar – Northeastern University

Professionals who work with survivors of violence and other adversities are increasingly aware of the need to use a trauma-informed approach with those they serve. Being truly trauma-informed also means being vicarious trauma-informed, recognizing that exposure to clients' trauma is an occupational challenge. A vicarious trauma-informed organization is one that recognizes that workers may be negatively affected by exposure to clients' trauma. Such organizations embrace their duty to ensure the workplace enhances overall organizational health, maximizes the delivery of high quality services and sustains staff in the process. This workshop introduces the Vicarious Trauma Toolkit (VTT), a project funded by the federal Office for Victims of Crime to provide organizations with evidence-informed resources as they strive to become vicarious trauma-informed. In developing the VTT, the Project Team at Northeastern University drew on research to address vicarious trauma through both a prevention and an intervention lens. The session highlights the toolkit's Vicarious Trauma Organizational Readiness Guide (VT-ORG) and the research behind the five core components of healthy organizations on which it is based. Participants will learn how to use the VT-ORG to assess their organization's current capacity to address vicarious trauma and prevent or mitigate the negative consequences of trauma exposure, and how to navigate the toolkit to find evidence-informed resources in it that can address gaps. As the VTT was developed by researchers and practitioners in a think tank environment, ResilienceCon is a perfect venue to introduce this collaborative product bringing research to practice.

Ariana Postlethwait

Formerly Incarcerated Women and Successful Community Reentry

Ariana Postlethwait – Middle Tennessee State University

The purpose of this research project was to identify factors supporting formerly incarcerated women to successfully reenter the community in Rutherford County, Tennessee. The odds are greatly stacked against formerly incarcerated women in terms of successful reentry to society after release. Incarcerated women have a greater prevalence of a variety of mental health problems than incarcerated men and the general population (Lynch et al., 2014). A majority of women enter jail having already experienced multiple adversities such as childhood physical and sexual abuse, parental substance abuse, parental incarceration, sexual assault, partner violence, and witnessing violence (Lynch, DeHart, Belknap, & Green, 2012). Additionally, upon leaving incarceration, women are faced with a myriad of obstacles that can greatly impede their ability to move forward such as obtaining secure employment and housing while simultaneously paying court- and crime-related fees, seeking to regain custody of their children, and dealing with mental health or substance abuse issues. Methodology: This research project used a qualitative research approach, in-depth interviews. The four study participants were women served by a local reentry program, Doors of Hope, 2 to 3 years post-incarceration. Successful reentry was defined by remaining out of jail since release, maintaining sobriety, financial stability (managing money, paying off fees/fines, living on a budget), permanent living situation, and reuniting with children. Interviews were transcribed and analyzed using open coding to identify recurring themes. A consultant was utilized to validate findings and study participants reviewed findings for accuracy. Findings: When describing factors that supported their successful reentry, all women mentioned something related to faith, instrumental support, supportive relationships, shifts in thinking and behavior, and challenges. Challenges took a variety of shapes including debt after incarceration, maintaining sobriety, child custody, family relationships, and employment. Post-traumatic growth appears to play a role. Study limitations and program recommendations are also discussed.

Kelly Cromer

Potential Protective Factors in Post-Secondary Educational Attainment Among Youth Exiting Foster Care

Kelly Cromer – International University, Miguel Villodas – Florida International University, Loreen Magarino – Florida International University

Each year over 20,000 youth in the United States age out of foster care (National Data Archive on Child Abuse & Neglect, 2016). A majority of youth in foster care express a desire to pursue post-secondary education (84%; Courtney et al., 2004). Yet only 20% of youth who age out of foster care enroll in college versus 60% of their peers in the general population (Wolanin, 2005). Only 8% of youth who age out of foster care obtain a post-secondary degree compared to 46% of their peers (Courtney et al., 2011). Little is known about the protective factors that might promote academic resilience among this special population of high-risk youth. The present study was conducted to identify potential protective factors that facilitate post-secondary educational attainment among a sample of youth who have aged out of foster care ($n = 78$). An exploratory, mixed methods research design was used to collect both quantitative and qualitative data using strengths-based interviews with youth. The integrated findings form a clear, detailed view of self-identified protective factors that contribute to post-secondary education decision-making for youth aging out of foster care. The protective factors most commonly reported by youth in this study included a desire to reach their career goals, to gain independence, to improve their economic well-being, and to provide better lives for their children. These findings hold important implications for prevention and intervention strategies to promote positive academic outcomes for youth aging out of foster care. Identifying potential protective factors that promote positive post-secondary educational attainment can be utilized to promote the achievement of individual educational goals among youth who are aging out of foster care. Achieving these goals will help eliminate current educational disparities for youth who age out of foster care in the United States.

Julie Maheux

Trauma-Specific Mentalization in Adults Who Experienced Childhood Sexual Abuse

Julie Maheux – Université du Québec à Trois-Rivières, Delphine Collin-Vézina – McGill University, Sebastien Hetu – Virginia Tech

Childhood sexual abuse (CSA) is related to long term negative effects on physical and psychological health of adult survivors. One of the variables suggested as important in the resilience capacity of CSA survivors is the way they understand traumatic contexts and relationships, which is related to their mentalization capacities. Trauma-specific mentalization is the capacity to understand mental states underlying interpersonal relations and behaviors related to the context of trauma. Studies have shown that trauma-specific mentalization plays a role in how CSA survivors adjust to parenthood and in the intergenerational transmission of attachment. Mentalization could also play a central function in CSA victims' adaptation and their psychological well-being—good mentalization abilities could protect against the development of psychological distress in traumatic contexts. This study is aimed at measuring and describing the mentalizing capacities of 30 adult CSA survivors using an interview discussing their disclosure experiences. The verbatim transcripts from these interviews were coded using the Trauma-Specific Reflective Functioning Scale, which was developed to measure trauma-specific mentalization. Forty percent of the sample presented mentalizing failures in relation to discussions of trauma, 33 % had low mentalizing abilities and 28 % had good mentalizing abilities. Specific examples of mentalizing manifestations were identified. In our sample, an important proportion of adult CSA survivors presented mentalization difficulties when talking about trauma. However, the significant proportion of good mentalizing abilities suggests that several survivors are able to mentalize and make sense of this experience. Developing and improving trauma-specific mentalization could represent a therapeutic target in CSA treatment and intervention. These results will help researchers and clinicians better understand the mechanisms through which survivors respond and adapt to trauma.

Laura Schwartz

The Effect of Recent and Past Losses on Resilience, Depression and Grief Symptomatology

Laura Schwartz – University of Memphis, Kathryn Howell – University of Memphis, Lacy Jamison – University of Memphis

There are varieties of ways that individuals respond to death and these grief reactions are highly personalized. There are also opportunities for individuals to overcome maladaptive responses and display resilience following a loss. To date, there is limited investigation of how the timing of a loss can affect these reactions. The current study divided 540 bereaved emerging adults ($M_{age}=19.6$ years, 57% White, 77% Female) into three groups: those who experienced a loss in the past year (recent group; $n = 64$), a loss more than one year ago (past group; $n = 334$), and those who experienced both a past and recent loss (both group; $n = 143$). No differences between the groups were found on type of loss, relationship to the deceased, or cumulative adversities. Significant group differences were found for cumulative loss, with those in the both group experiencing more total losses ($M = 4.73$; $F(2, 531) = 382.17$) than the recent ($M = 2.82$; $p < .001$) and past ($M = 1.50$; $p < .001$) groups. While controlling for cumulative losses, differences between the groups on grief symptomatology were found, with the both group displaying more grief symptomatology ($M = 22.70$; $F(2, 531) = 13.52$) than the past group ($M = 18.62$; $p < .001$), but not significantly different grief symptomatology than the recent loss group ($M = 20.54$; $p = .15$). No group differences were found on resilience and depression. Findings underscore the value of considering both past and recent losses

when investigating death as a risk factor for poor functioning. Examining loss through this lens highlights the importance of designing interventions that target grief symptomatology, more so than other forms of psychopathology, when working with individuals who have experienced the death of a loved one.

Session C1 Tuesday 4/18/2017 2:30pm-3:45pm

Current Conundrums: Keep Moving: Using Strengths to Rethink Prevention & Intervention

Moderated by Sherry Hamby

We have challenged senior scholars to question the status quo and envision the next era of prevention and intervention programs for adversities, using strengths and well-being as key guiding frameworks.

Emily Rothman

Yes We Can!: How Violence Preventionists Can Own Our Shortcomings, Learn From Mistakes, Draw Inspiration From What Works Elsewhere, And Move On To Better Success

Emily Rothman – Boston University

During this session, the presenter will draw upon non-violence-related fields where behavior change has been achieved (such as teen pregnancy prevention) to explore possible reasons why better progress has been made in some other fields. The presenter will then lead a discussion about how the fields of resilience-promotion and violence prevention might forge new pathways towards the achievement of goals by using “lessons learned.”

Lyman Legters

Safety, Permanency, Accountability, Punishment...Yes! But, Are We Helping Our Children Become Well?

Lyman Legters – Casey Family Foundation

Much has been learned in the past decade about the lasting harm on our children from trauma, and from experiences within the systems tasked with serving our most vulnerable populations. We understand so much more about adolescent development, early brain development, adverse childhood experiences, learning styles and abilities, health and healing, and so on. Yet our systems are still driven by practices, policies and outcomes that focus on short-term circumstances and goals...all important, but short-sighted when we consider the lives we are impacting. This conversation will propose a notion of well-being as the frame and new narrative for serving our most vulnerable populations. Narrow and uncoordinated approaches have not demonstrated improved outcomes for our country's most vulnerable children, families and communities. Creating a collective framework focused on helping young people become well can have lasting, and potentially transformative, impacts on creating a healthy, productive and equitable society.

Dorothy Edwards

It Is More Important That It Work Than That We Be Right: New Lenses for Violence Prevention

Dorothy Edwards – Green Dot, Etc.

Prevention whether focused on bystanders or community mobilization has too often solely focused on risk reduction. This presentation will discuss some examples of new and innovative power-based personal violence strategies that focus on prosocial action, and that promote protective factors across forms of violence.

Jeanette Hussemann

Rethinking Elder Mistreatment

Jeanette Hussemann – Urban Institute

The past few decades have shown a marked increase in acknowledgement of and responses to elder mistreatment. In contrast, this presentation will focus on preventative responses to elder mistreatment. We will discuss approaches to designing theory-based, proactive programs to address elder mistreatment. This presentation will build off current NIJ-funded work with community partners, the Area Agency on Aging in Maricopa County, AZ.

Victoria Banyard

Prevention 2.0

Victoria Banyard – University of New Hampshire, Sherry Hamby – Life Paths
Appalachian Research Center & Appalachian Center for Resilience Research, John Grych – Marquette University

In spite of innovations in violence prevention strategies and growth in evaluation research, most prevention efforts continue to be based on models of change that are cognitive, focus mainly on individuals, and posit mechanisms related to attitude and knowledge change. Resilience science helps us see other potential mechanisms for our work and, by extension, other potential prevention strategies.

Session C2 Tuesday 4/18/2017 2:30pm-3:45pm

20x20 Symposia: Interventions for Resilience & Well-Being

Moderated by Elizabeth Taylor

Vickie Harden

Web-based E-therapy and Motivation for Change Among Rural Appalachians with Substance Use and Co-occurring Disorders

Vickie Harden – Volunteer Behavioral Health Care System

E-therapy is a novel approach to addressing the complex conditions of substance use disorders and mental illness. As part of the continuum of web-based recovery support services, the My Recovery program initiated an e-therapy component. This program was designed to address behavioral health access issues in rural Tennessee, specifically the Upper Cumberland region of Central Appalachia. The target population for this study was adults residing in the Upper Cumberland region of Tennessee who participated in e-therapy to address substance use disorders and co-occurring mental illness. This program evaluation utilized a qualitative inquiry approach to delve into the experiences of individuals in treatment for substance use disorders and co-occurring mental illness. Through an analysis of transcripts of e-therapy sessions, the evaluation addressed the key research question: How is motivation for change described and experienced among people who are in recovery from addiction and co-occurring disorders when using a web-based intervention?

Twenty-one individuals participated in the My Recovery e-therapy program. A total of 88 transcripts were analyzed using the theoretical framework of motivational interviewing and the trans-theoretical model of behavior change. The experiences of the participants defined the struggles of recovery, and the daily vigilance to stay sober while dealing with mental health issues. This study illuminated these struggles and the strengths they draw on through the lens of motivational for change.

Matthew Hagler

Natural Mentoring Relationships: Unequally Distributed Mechanisms of Resilience

Matthew Hagler – University of Massachusetts Boston, Elizabeth Raposa – College of William & Mary, Jean Rhodes – University of Massachusetts Boston

Natural mentoring relationships between youth and nonparent adults arise organically from existing social connections. Compared to relationships formed within formal mentoring organizations, natural mentoring relationships tend to be more prevalent and longer-lasting. Research suggests that having a natural mentor during adolescence is associated with higher educational and occupational achievement, well-being, and resilience. This presentation will examine evidence from a longitudinal, nationally representative sample (N=9,652) demonstrating that over a quarter of youth reported not having natural mentors, and that natural mentoring relationships were unevenly distributed by social class. Youth from low socioeconomic backgrounds were less likely to report having natural mentors, particularly those who possessed the social capital to facilitate youth's upward social mobility, such as teachers and community leaders. This mentoring gap represents a way in which privilege and disadvantage are perpetuated and class divisions are maintained. Thus, there is a need for innovative mentoring research that investigates the conditions under which disadvantaged youth acquire and maintain natural mentoring relationships. One much-needed paradigm shift views youth as active agents and co-constructors of their own relationships, rather than passive recipients of mentoring. This presentation will also review recent longitudinal evidence showing that youth who possessed a threshold of social ability responded to adverse life events by recruiting additional social support from a natural mentor. This finding suggests that natural mentorship might be an underlying mechanism of resilience and posttraumatic growth and can inform interventions aiming to harness the power of natural mentorship while promoting equity in access.

Danielle Rousseau

Using Embodied Self-Care Practices to Promote Resilience in Trauma Survivors and Practitioners

Danielle Rousseau – Boston University

Yoga and mindfulness are longstanding practices promoting health and well-being. With the adoption of these practices as adjunctive therapies in a western model, research has begun to demonstrate the benefits of integrating embodied mindfulness practices into trauma response. Embodied approaches can be beneficial, not only to survivors of violence and trauma, but to trauma practitioners as a means of self-care promoting resilience and combating vicarious trauma. Vicarious trauma occurs after experiencing secondary trauma exposure. Symptoms are similar to those of PTSD, including the potential for hypervigilance, guilt, sleeplessness, illness, avoidance, and social withdrawal. Traumatic experiences are embodied, meaning we hold the impacts of trauma in our physical bodies, having a direct influence on health and wellbeing. If unrecognized and unaddressed, exposure to trauma can lead to burnout and impact wellness. This presentation will discuss the benefit of embodied practices for promoting resilience in the wake of trauma, specifically addressing the utilization of self-care for trauma practitioners as a means of combating vicarious trauma and promoting resilience. This presentation will share perspective on embodied self-care approaches for promoting the aspects of resilience inherent in posttraumatic growth. It will report outcomes of a trauma-informed integrative mindfulness approach for survivors of trauma (incarcerated individuals, sexual trauma survivors, veterans, international trauma). The presentation will also discuss the theoretical benefit of embodied practices for trauma practitioners, presenting some preliminary data on self-care utilization. It is believed that integrative mindfulness can be beneficial in a strengths-based approach to addressing trauma and promoting resilience. Further, training a new generation of scholars and practitioners requires innovative approaches to trauma-informed care. With a focus on cultural competency and conscious relationship, embodied self-care can be a tool bridging both survivors and practitioners in the promotion of wellbeing and fostering the potential for posttraumatic growth.

Nura Elmagbari

Empowering the Muslim Girl

Nura Elmagbari – Daughters of Eve

Coming from a very conservative Muslim family, I was never allowed to become part of the greater American society. I was taught that girls should be seen, albeit in a limited fashion, and not heard. As I grew older, and learned more about my own religion, I realized that the majority of the restrictions placed upon me came from centuries old, male-dominated views that took religious text out of context in order to control women, which in turn, created an environment of inferiority, low self-esteem, and despair. As I forced my way into the "real world" I realized that I was not the only one. This prompted me to begin working with girls and young women, in order to give them the skills and knowledge to work around their specific emotional issues and vulnerabilities. Hence, in 2010 I created an organization, called Daughters of Eve, dedicated to empowering Muslim girls through education, community service, and volunteerism so that they can become actively engaged members of American society all while maintaining and being proud of their American Muslim identities. I did this through the use of diverse activities for youth, by youth. In addition, I helped open channels of communication and build bridges of trust between these girls and their parents. I firmly hold that when you believe in a child, give them the power to make their own decisions and support them thorough their journeys, they will reach within themselves and use their internal resources to reach their full potential. My experiences here in Portland, Oregon have been delightful, and I take a lot of pride in the success of this project and hope to see this model replicated throughout communities in America.

Dianne Maroney

The Imagine Project: Facilitating Healing of Stress and Trauma Using a Standardized Expressive Writing Tool

Dianne Maroney – The Imagine Project

At least half of all children under the age of 17 have experienced one or more traumatic experiences. Unresolved trauma in children causes difficulty concentrating, fears, aggression, lack of self-confidence, and school problems. As adults, unresolved trauma can have a profound impact on emotional and physical health. Research has shown the beneficial effects of writing about stressful or traumatic events. Outcomes for children, adolescents, and adults after an expressive writing exercise have measured increased GPA, decreased dropout rates, self-reported positive emotional health outcomes, physiologic changes such as positive cortisol shifts, and improved outcomes for health conditions. Such outcomes have rivaled the power of drug studies. The author's observation of both child and adult patients indicate greater improvement when this standardized expressive writing program is used. The structure that emerged was drawn from both empirical cases and from the great body of literature on expressive writing (EW) as a therapy. This standardized method has been applied to approximately 3500 students and adults. It is a process that can be replicated in a variety of settings where children and adults who have experienced trauma or significant stress reside. In schools, it can be used as part of a writing curriculum, social science or psychology class, and/or a group process.

Annemarie Millar

"We Are Trained to Look At Things Differently": Emotional Intelligence and the Relevance for Police Officers

Annemarie Millar – Queens University Belfast

Aim: This research represents a first look at emotional intelligence (EI) (Goleman, 1998) and how EI may mediate police-child interactions at incidents of domestic abuse (DA). **Background:** It is now widely accepted that very few children and young people (CYP) living with DA remain unaffected the effects of which may be carried into adulthood (Richardson-Foster et al., 2012, Radford, 2011. Kitzmann et al., 2003, Wolfe et al., 2003, Holt et al., 2008, Levendosky et al., 2002). The first professional many child victims of DA often come into contact with are members of the police. This represents a key moment to enhance the welfare and safety of many CYP (Richardson-Foster et al., 2012). The cultural context in which policing is delivered in one part of the U.K Northern Ireland (N.I.) represents a unique aspect of this study. **Methods:** 20 semi-structured interviews with police officers and 15 with CYP were carried out. A major consideration for this research was the development of a research philosophy that explicitly privileges the voice of the child and a children's rights based approach (UNCRC, 1989) **Analysis:** Analysis sought to explore police officers and CYP responses that were illustrative of Goleman's constructs of EI **Findings:** CYP reported significant differences in empathy a key tenet of EI, which significantly impacted CYP especially younger children's perceptions of the police as a helping profession and feelings of safety and visibility at incidents of DA. This study found evidence of important differences in the level officers reported and made use of emotional knowledge and understanding in response to CYP at incidents of DA. **Recommendations:** EI appears to offer an important contribution to the overall efficacy of officers at incidents of DA involving CYP. This offers challenges for officers and organizational perceptions, which view these soft skills as ancillary to policing.

Session C3 Tuesday 4/18/2017 2:30pm-3:45pm

20x20 Symposia: Children's Protective Factors & Strengths

Moderated by Kathryn Howell

Kathryn Howell

The Relationship Between Childhood Adversity and Prenatal Depression: The Mediating Role of Resilience

Kathryn Howell – University of Memphis, Laura Miller-Graff – University of Notre Dame, Lauren Schaefer – University of Memphis, Katie Scrafford – University of Notre Dame

Exposure to adverse childhood experiences (ACEs) disrupts neural development and socioemotional capacities that negatively affect functioning across the lifespan. To date, there is a gap in our understanding of how a history of ACEs may affect women's mental health during pregnancy, as well as a dearth of information on factors that may promote women's positive mental health following exposure to childhood adversity. Guided by the social-ecological model of resilience, this study examined the mediating role of individual, relational, and contextual resilience in the relationship between ACEs and depression in pregnant women. Participants included 101 pregnant women who were recruited from a Women, Infant, and Children (WIC) Food and Nutrition Service program in the Midwest. On average, women were 26 years old (Range:18-40; SD=5.67) and 17 weeks pregnant (SD=10.16). Women completed self-report measures of adverse childhood experiences, current symptoms of depression, and multilevel (individual, relational, and contextual) resilience. Three mediation models were conducted using the SPSS PROCESS macro to examine the indirect effects of resilience (individual, relational, contextual) on the relationship between ACEs and prenatal depression. The model including relational resilience as a mediator was significant, $R^2=.25$, $F(2, 91)=10.42$, $p<.001$. ACEs had a direct effect on relational resilience, $B=-1.15$, $SE=.19$, $p<.001$ and relational resilience had a direct effect on depression, $B=-.90$, $SE=.21$, $p<.001$. There was a significant indirect effect of ACEs on depression through relational resilience, $B=1.04$, boot $SE=.28$ [95% CI=.58, 1.68]. The models examining individual and contextual resilience were not significant. Results show the promotive role of relational qualities, such as women's sense of security and belongingness in close relationships. Accordingly, researchers and clinicians working with pregnant women should thoroughly assess the availability and quality of social supports in these women's lives, as improving healthy relationships could be a target for strengths-focused interventions following childhood adversity.

Laura Miller-Graff

Promoting Factors of Mother's Social Ecologies Indirectly Predict Children's Adjustment

Laura Miller-Graff – University of Notre Dame, Kathryn Howell – University of Memphis, Caroline Scheid – University of Notre Dame

Both social ecological and intergenerational models of risk and resilience have important implications for understanding child health and wellbeing in the aftermath of trauma, and both models have garnered substantial empirical support. While these two models are highly compatible and readily unified from a theoretical perspective, empirical evaluations of social ecological theory have rarely incorporated intergenerational processes that extend to other systems beyond the parent-child relationship. The current study uses an integrative approach to examine an intergenerational application of the social ecological model. That is, this study will evaluate the indirect influence of risk and promotive factors in mothers' social ecologies, including history of victimization, family satisfaction and neighborhood quality on children's later adjustment problems (at age 4) via maternal depression. Child and caregiver data were drawn from the Consortium of Longitudinal Studies in Child Abuse and Neglect, a 5-site study taking place in diverse geographic locations across the United States. Across sites, samples included children who either had a documented history of maltreatment and/or were identified as "high risk" for child maltreatment. Mother-child dyads who participated in both the child age 1 visit and the child age 4 visit were included in the current study (n=217). Results indicated that maternal victimization, maternal family satisfaction and maternal report of neighborhood quality indirectly affected later child adjustment via maternal depression, with lower levels of victimization, higher levels of family satisfaction and higher levels of neighborhood quality predicting lower maternal depression when children were one year of age, which in turn predicted lower child adjustment problems at age four. Integrating factors of the multiple social ecologies inhabited by both mothers and children is an important new research direction for resilience research, which to date has focused overwhelmingly on factors within the child's own social ecology to the neglect of intergenerational social-ecological processes.

John Coffey

Does Childhood Happiness Matter? How and Why It Promotes Resiliency

John Coffey – The University of the South

Although a primary goal of parents around the world is for their children to be happy, research examining the role of happiness in development has been limited. Adult literature has found that happiness leads to prosocial skills, relationships, resiliency, and success, even though these associations are often expected to work in the other direction. In this presentation, I will highlight how and when childhood positive emotions can be protective and predictive of future well-being. I will explore the evolutionary adaptive role of positive emotions using the broaden-and-build theory from a developmental perspective. That is to say, positive emotions broaden thought processes, encourage exploration, and allow for learning as a way to build lasting protective resources. Using several different longitudinal studies (2-30 years long), I will highlight how frequent positive emotions during different points in childhood (e.g., infancy, middle childhood) can be protective because they allow children to build resources to help them to better cope with life's inevitable adversities. Specifically, positive emotions are predictive of prosocial and developmental assets central to resiliency and even adult success such as academic achievement (after controlling for parent education and socio-economic status). Further, frequent positive emotions protect against physical and mental health concerns such as depression, even when considering negative emotions. Finally, I will highlight the value is in the frequency - not the intensity - of positive emotions. Thus, parents and others working with children do not need to strive for peak emotional experiences (e.g., best day ever by going to Disneyland) when basic day-to-day interactions can be the foundation to building resiliency in children and families.

Esther Malm

Family and School Effects on Post Traumatic Stress Among Adolescents Facing Peer Victimization and Community Violence Exposure

Esther Malm – Georgia State University, Gabriel Kuperminc – Georgia State University, Christopher Henrich – Georgia State University

The effects of peer victimization and community violence exposure can have long-term detrimental effects on youth. Post-traumatic stress is a common mental health outcome of both risk factors. This study sought to examine the effects of peer victimization and community violence exposure on Post Traumatic Stress among 350 middle and high school students (Grades 7-10; 54% Girls; 26% Hispanic/Latino; 53% White/Caucasian; and 56% economically disadvantaged), who were followed for up to three years. Drawing on resilience theory, five family and school protective factors were examined (family connectedness, teacher support, friend support, parent monitoring, and school climate). It was hypothesized that the five protective factors would be associated with lower post-traumatic stress, and would also buffer against the effects of peer victimization and community violence exposure on post-

traumatic stress. Linear growth models were run in Mplus v7.3, where interactions were examined simultaneously, controlling for demographic and cohort effects. Models estimated the effects of peer victimization, community violence exposure, and the putative protective factors on intercept (concurrent) and linear slope of post-traumatic stress over time. Significant interactions between peer victimization and all five protective factors were detected predicting the intercept of post-traumatic stress, although the valence of the interactions was the opposite of what was hypothesized. The putative protective factors were only associated with lower post-traumatic stress at low levels of peer victimization, while unrelated to post-traumatic stress at high levels of peer victimization. Perceived teacher support, family connectedness and parent monitoring were associated with greater declines in post-traumatic stress levels of peer victimization overtime, suggesting a resilience process. Contrary to expectation, higher levels of perceived teacher support and school climate appeared to heighten the effect of community violence exposure on increased post-traumatic stress over time. Practical Implications, limitations and future studies will be proposed during the presentation.

Lynne Harris

The Hidden Epidemic of Multigenerational Sexual Abuse and Trauma in Rural Communities: Resilience Among Survivors and Treatment Implications
Lynne Harris – Lynne H. Harris, LPC

This presentation offers an observed phenomenon of multigenerational sexual abuse and trauma among patients in an outpatient mental health clinic in rural Southeast Georgia. Case studies will be presented to highlight the diagnostic and social breadth of the issue. Statistics from national databases and studies regarding populations with similar socioeconomic and geographic features will be considered and compared to anecdotal evidence. First hand experience of effective treatment methods for trauma and dissociative disorders in this setting, will be presented. We will also look at which Federal and state programs are currently underway that address factors affecting poor outcomes, such as lack of access to treatment and inadequate diagnosis of trauma. We will collaboratively consider the implications for the community and nationally of not stopping this pervasive pattern of unchecked, under-recognized abuse of (primarily) female children in our society. Observations will be shared about the positive ripple effect of healing trauma and dissociative symptoms among even a few people in a small community.

Session D1 Tuesday 4/18/2017 4:00pm-5:15pm

Current Conundrums: Trauma, Resilience, & Social Justice
Moderated by Laura Norton-Cruz

Laura Norton-Cruz
Lisa Wade
Kanwarpal Dhaliwal
Wendi Siebold

A Conversation on Conceptualizing, Measuring, and Undertaking Trauma-Informed and Equity Driven Work

Laura Norton-Cruz – Alaska Children’s Trust, Lisa Wade – Nay’dini’aa Na’ Kayax (Chickaloon Village Traditional Council), Kanwarpal Dhaliwal – RYSE Center, Wendi Siebold – Strategic Prevention Solutions

This panel and Q&A session will explore the intersection of social justice and trauma and resilience work. The Adverse Childhood Experiences (ACE) study provides a scientifically-validated legitimacy of ancestral knowledge of many indigenous cultures around the world, and what those working with young people see and experience regularly. Many young people live in a context of chronic and ongoing trauma and violence that includes not only families, but implicit and explicit systems of oppression against people from marginalized communities and identities. The work of the community-based and statewide organizations represented on this panel is to attend to the traumas within young people’s lives and families while understanding the context, the historical and ongoing systemic traumas not measured by the ACE Study, that contribute toxic stress to some, and confer privilege to others. Likewise, it is to recognize the creative and diverse forms of resilience that arise from marginalized communities, and to push back against a one-size-fits-all approach to resilience-building. This work can be difficult and controversial. The panelists will grapple with questions such as how to conceptualize and measure trauma or toxic stress—to broaden the scope without losing the trauma and child-development-informed focus. They will discuss what trauma-informed care/system change look like if it is also informed by social justice, and what are the consequences for marginalized peoples if it isn’t. They will also address questions of how to do this work – how to carefully introduce concepts of trauma and resilience to as broad an audience as possible, including to those who might bristle at the concept of social justice, while being true to this broader and more intersectional understanding; how to do coalition-building

work that attends to equity in every step of the process, and assures that a diversity of voices at the table guiding decisions and policies.

Session D2 Tuesday 4/18/2017 4:00pm-5:15pm

20x20 Symposia: Family Violence, Advocacy, & Resilience

Moderated by Jonathan Davis

Casey Keene

Adult Children Exposed to Domestic Violence (ACE-DV): Changing the Conversation

Casey Keene – National Resource Center on Domestic Violence

A project of the National Resource Center on Domestic Violence, the Adult Children Exposed to Domestic Violence (ACE-DV) Leadership Forum was established to amplify the voices and experiences of ACE-DV to enhance our work to end domestic violence. This project is looking to shift the paradigm from deficit to growth – supporting the development of trauma-informed, culturally responsive, asset-based policies and practices that enhance resilience capacity in those who experience childhood trauma. Guided by a Steering Committee of 12 advocates and change-makers in the movement to end gender based violence who identify as having experienced domestic violence in childhood, the project is rooted in 6 core beliefs: 1. Children exposed to domestic violence can heal and thrive. 2. Each of us should be allowed and encouraged to name our own experience. 3. There is a difference between loving an abusive person and condoning their behavior. 4. Violence is learned and reinforced by societal norms, yet accountability and commitment to change can create a new path. 5. Our non-abusive parent was faced with limited and complex choices. 6. Our unique experiences bring added value to the movement. The ACE-DV Leadership Forum is a collection of living examples of healing and resilience – individuals whose stories reveal a variety of protective factors leading to positive outcomes across the lifespan. We believe that we can foster healthier individuals, families, and communities when we look to the strengths, skills, and assets we gain by incorporating our experiences of trauma into our whole selves. This presentation will highlight the work of this innovative new project, which harnesses the power of survivors' voices to impact the way we understand and respond to childhood trauma.

Kathleen Hlavaty

Understanding Exposure to Domestic Violence and Peer Relationships Within a Developmental Context

Kathleen Hlavaty – Auburn University, Megan Haselschwerdt – Auburn University

Peer relationships are an important context for development during adolescence. Yet, our understanding of the peer relationships of adolescents exposed to domestic violence (DV) is limited, as the current literature focuses largely on negative peer experiences (e.g., bullying). Peer relationships can promote positive development across a variety of domains during adolescence, particularly in the context of adversity. However, peer relationships' potentially protective role is absent from the current DV exposure literature. Within the presentation, I will identify ways in which developmental research can be integrated into the current DV exposure literature to address these gaps. For example, considering the variety of ways adolescents engage with peers (e.g., social media, extracurricular activities) may enable us to identify mechanisms through which peer relationships serve as a potential protective factor. To provide empirical support for integrating the developmental and DV-exposure literatures, the presentation will feature findings from the first phase of the Young Adults Live and Learn (Y'ALL) Project (N = 25), a retrospective qualitative study that sought to examine the diversity of experiences that fall within DV exposure. DV-exposed young adults reported experiencing both positive (e.g., close friendships) and negative (e.g., bullying) peer experiences during high school. Participants (n = 14) described how they engaged with peers to cope with DV both on an ongoing basis to seek emotional support (e.g., disclosing), to compartmentalize their home and school life (e.g., partaking in extracurricular activities), as well as during actual physical violence as a means of protecting themselves (e.g., leaving to stay at a friend's house). These findings suggest that by incorporating a developmental framework that emphasizes peer relationships into the DV exposure literature, researchers can begin identifying pathways through which peers can protect against maladaptive outcomes associated with DV exposure.

Alli Smith

How Poly-Victimization Can Enhance Our Understanding of Elder Abuse and Mistreatment

Alli Smith – Life Paths Appalachian Research Center, Elizabeth Taylor – Life Paths Appalachian Research Center, Sherry Hamby – Life Paths Appalachian Research Center

This 20x20 assesses the current state of knowledge about elder abuse and mistreatment, focusing on the lack of incorporation of all forms of elder victimization and the benefits of a poly-victimization framework. This review also includes existing knowledge on risk factors and calls for a greater focus on protective factors and a greater inclusion on family and community factors. Future research, prevention and intervention would benefit from considering the true burden of elder victimization and a greater implementation of strengths-based approaches into programs.

Session D3

Tuesday 4/18/2017

4:00pm-5:15pm

20x20 Symposia: Strengths & Resilience in Rural Appalachia

Moderated by Nicole Yuan

The Importance of Interpersonal Strengths, Attachment, Self-Regulatory Skills, Meaning Making in Promoting Resilience Among Individuals Living in Rural Appalachia

This session will consist of six 20x20 presentations based on studies that analyzed quantitative and qualitative data collected by the Life Paths Project. The Life Paths Project was a large community-based investigation of resilience and character development among more than 2,000 residents of rural Tennessee, ages 12-45. Participants were recruited using a range of strategies, including local community events, word-of-mouth, flyers, newspaper and radio ads, and direct mail. 2,565 participants completed surveys that were administered using laptops and tablets at multiple locations in the community. A subset of 202 participants also completed qualitative interviews to examine major aspects of individual life stories, including critical moments, life challenges, and coping strategies. The first study presented in this panel will provide an overview of deficits and strengths and resources that are used to compensate for such deficits during late adolescence and emerging adulthood. The subsequent presentations will focus on one of three domains of the Resilience Portfolio Model. Study 2 will examine interpersonal strengths and describe their association with key resilience outcomes. Study 3 will examine self-regulation and explore associations between different types of regulatory strengths (e.g., emotional awareness, endurance) and health outcomes. Study 4 will examine meaning making and its importance in recovering from adversity and achieving well-being in life. The last two studies will further explore the nature of interpersonal strengths and meaning making. Study 5 will examine how parental attachment changes across the lifespan. Study 6 will examine the positive behaviors, personal strengths, and values among a subsample of young women. Together, the presenters will utilize the 20x20 presentation format to provide an in-depth understanding of strengths and resilience among individuals living in rural Appalachia. The last presentation will highlight shared themes and recommendations for promoting the health and well-being among this unique population across all six studies.

Elizabeth Taylor

Parental Attachment: When It's Good For You and When It's Not

Elizabeth Taylor – Life Paths Appalachian Research Center, Sherry Hamby – Life Paths Appalachian Research Center, John Grych – Marquette University, Victoria Banyard – University of New Hampshire

Attachment to parental figures, romantic partners, and friends is important when considering interpersonal strengths and what makes an individual resilient. During adolescence and young adulthood, individuals display attachment behaviors to their parents or caregivers, such as seeking their parental figure when upset or threatened. As a child ages, how does that attachment style change? Using the Life Paths Project data, we investigated maternal and paternal attachment across the life span, ranging in ages from 12 to 45 years and older. Overall, maternal attachment was higher during early adolescence and early adulthood, but steadily declined during their late 20's and throughout the rest of the lifespan. Paternal attachment displayed similar age patterns as maternal attachment, in that, individuals reported higher paternal attachment in early adolescence, but declined in their early 20's and continued to decline over time. This decline was unexpected. During the in-depth interviews, many participants reported a desire to make their parents proud or to take care of them later in life, yet the results showed that individuals were not as attached to their parents as they aged. As parents age, adult children may be asked to take care of their parents and thus, the roles of the child and parent are reversed. Oftentimes, when those changes and emotional demands are overwhelming, caregiver burden may develop. However, the reversal of roles does not necessarily mean that adult children are not attached to their parents as they age. Findings from the mixed methods study will be used to explore these developmental complexities.

Sherry Hamby

Meaning Making: An Essential Foundation of Resilience

Sherry Hamby – Life Paths Appalachian Research Center

Meaning making is perhaps one of the most neglected constructs in psychology, but few people recover from adversity or achieve well-being in life without a sense of purpose and a sense of connection to forces larger than oneself. Meaning making is one of the three key domains of the Resilience Portfolio Model. For many people, meaning is derived from religious or spiritual beliefs, although there are many other paths to achieving meaning. However, it is perhaps this association with religion that has hampered the psychological study of meaning. Most psychological and other human services are appropriately secular. People with any religious belief—or no religious belief at all—should have equal access to mental health and other services. Certainly, help-seekers should not have other people's religious beliefs imposed on them. Unfortunately, these good intentions have also made it unlikely, in many settings, for help-seekers to get asked about meaning and what motivates and inspires them to keep going when times are tough. In addition to religion and spirituality, meaning can come from devotion to a cause (such as the cause of reducing the burden of violence to which many of us dedicate ourselves), commitment to a person or a role, such as parent or teacher, or a belief in a better future. Data from mixed methods, including interviews, focus groups, and surveys, will be used to illuminate the nature and importance of meaning making.

John Grych

Second That Emotion: The Importance of Regulatory Skills for Promoting Resilience

John Grych – Marquette University

The Resilience Portfolio Model describes three areas of intrapersonal strengths that are proposed to foster resilience and well-being. This presentation will focus on one of these domains: Self-regulation. Self-regulation is a multifaceted process that involves emotional, cognitive, behavioral, and physiological components. Regulatory strengths help to sustain and support goal-driven behavior both in the immediate situation and over longer periods of time, and include qualities such as emotional awareness, endurance, and optimism. This presentation will report findings from a large community study of the Portfolio Model that address associations between different types of regulatory strengths (e.g., emotional awareness, endurance) and health outcomes. Theoretical models indicate that poor self-regulation increases the risk of interpersonal aggression, and strategies for enhancing aspects of self-regulation can play an important role in efforts to prevent violence in diverse contexts.

Victoria Banyard

The Power of Positive People: Interpersonal Strengths in Resilience Portfolios

Victoria Banyard – University of New Hampshire

Resilience science holds promising insights for improving violence response and prevention. The Resilience Portfolio Model describes key foundational assets of this work. This presentation will focus on one of these three: interpersonal strengths. Based on a large community study of the Portfolio Model, dimensions of interpersonal strengths will be described and their association with key resilience outcomes will be explored. Interpersonal strengths include measures of social support from friends and family, perceptions of community support, compassion, generativity, forgiveness, and helping behaviors. Several of these dimensions were important for understanding positive physical and mental health outcomes following adversity. They are an important locus for violence response efforts to enhance well-being following trauma rather than just reducing distress. Interpersonal strengths hold promise for violence prevention efforts as well including model high school programs that build compassion and interpersonal skills among teachers to promote well-being among students exposed to violence and mobilizing helpful bystanders.

Matthew Hagler

Overcoming the “Storm of Adolescence:” Insights from a Mixed-Methods Study of Strengths and Resilience Role of Psychopathology in the Transmission of Family Violence

Matthew Hagler – University of Massachusetts Boston, Sherry Hamby – Life Paths Appalachian Research Center, Victoria Banyard – University of New Hampshire, John Grych – Marquette University

In 1904, G. Stanley Hall famously identified adolescence as a period of “storm and stress.” This risk- and deficit-focused narrative has dominated research and theory of adolescent development over the last century. Cross-sectional age trends in the Life Paths sample highlighted marked deficits during adolescence by several metrics of regulatory ability (e.g., emotional regulation and awareness, psychological endurance, anger management), meaning-making, and mental health and spiritual well-being. However, the Life Paths data also highlighted important strengths and resources that compensated for adolescents' deficits while promoting resilience and growth during

late adolescence and emerging adulthood. In particular, interpersonal support, including parental attachment and social support from friends and nonparent adults remained high throughout adolescence and served important protective or compensatory functions. Further, qualitative data from Life Paths' semi-structured narrative interviews suggested potential mechanisms underlying the protective and resilience-promoting role of interpersonal support. Several quotations revealed the importance of support from caring family members, friends, family members, and religious leaders in helping adolescents cope with adversity and cultivate regulatory ability and meaning. Consistent with quantitative findings highlighting considerable gains in regulation, meaning, and well-being during late adolescence and emerging adulthood, interview participants also discussed new sources of strength that helped to facilitate and consolidate growth, such as finding meaningful employment, romantic partnership, and parenthood. Practical, theoretical, and methodological implications will be discussed, including the importance of promoting interpersonal connectedness throughout adolescence, taking a holistic, strengths-based view of adolescent development, and utilizing mixed methods research to identify age trends and underlying mechanisms.

Nicole Yuan

Family, Friends, and Faith: The Impact of Relationships and Religious Beliefs on Resilience among Women

Nicole Yuan – University of Arizona, Alexis Kopkowski – University of Arizona, Sherry Hamby – Life Paths Appalachian Research Center

Resilience research often focuses on individual traits, with little recognition of social, cultural, and political contexts. Perspectives of people who live in disadvantaged conditions are rarely documented. This study examined positive behaviors, personal strengths, and values among young women living in rural Appalachia. We analyzed a subset of the qualitative interview data from the Life Paths Project. Fifty-two women, ages 19-30, were interviewed about a life event in which they did something good, important values, and positive characteristics. Transcripts were coded and analyzed using Atlas.ti software. Common positive behaviors included going to church and other religious activities and helping others who experienced difficult life situations. Participants reported having values related to honesty, respect, and commitment to family, friends, and God. Most personal strengths were relationship-oriented, such as being a good mother. The findings supported the Resilience Portfolio Model by showing that resilience was created by an ongoing process of interacting with others and finding meaning in life experiences. Positive behaviors, values, and strengths were tied to relationships with other people and religious beliefs. Helping those who faced adversity promoted participants' resilience. Recommendations for building resilience focus on not only receiving social support, but also giving it to those in need.

Session E1 Wednesday 4/19/2017

9:00am-10:15am

Current Conundrums: Out of the Ivory Tower and Into the Community

Moderated by Elizabeth Taylor

Ariana Postlethwait

Out of the Ivory Tower and Into the Community

Carmelita Dotson

Sarah Pilgrim

Ariana Postlethwait – Middle Tennessee State University, Carmelita Dotson – Middle Tennessee State University, Sarah Pilgrim – University of Missouri-Kansas City

This panel will highlight the efforts of six social work faculty across four universities to move learning out of an academic setting into the community. All six faculty accomplished this by utilizing a service-learning approach. This panel is unique in that three of the six faculty began conducting service learning projects while at the same institution and are now integrating service learning into their respective university settings in a variety of ways. Service learning and community engagement are a natural fit for many disciplines. Service learning projects provide students with an opportunity to apply course content to real world situations (Harder, 2010) by developing projects that will benefit clients, agencies, and communities. Service learning is used across a variety of disciplines including social work (Hostetter, Sullenberger, & Wood, 2013), nursing (Murray, 2013) and business (Payne, Campbell, Bal, & Piercy, 2011). Working in a group within a service learning context provides a multitude of benefits including greater student interest, motivation, and engagement; improved communication skills; real-life application of course content; and skills acquisition (Murray, 2013; Payne et al., 2011; Postlethwait, 2012). Drawing from their experiences collaborating with community based agencies, presenters will describe (1) how to implement student-led community based research projects, (2) how to build partnerships with diverse stakeholders/agency settings, (3)

benefits and challenges of student-led research within community-based agencies, (4) how to use projects to support agency change, and (5) future directions in service learning and community engagement. Resources materials will be available for review and will be sent to participants upon request, after the conference.

Session E2 Wednesday 4/19/2017

9:00am-10:15am

20x20 Symposia: Understanding & Building Resilient Communities

Moderated by Alli Smith

Lisa Vaughn

Building Resilience through Social Support: An Intervention with Latino Immigrants

Lisa Vaughn – Cincinnati Children's Hospital Medical Center / University of Cincinnati
Farrah Jacquez – University of Cincinnati

Accessing affordable, high quality healthcare is a challenge for the population of almost 9 million undocumented Latino immigrants living in the United States, who are not eligible for Affordable Care Act benefits or most other insurance coverage. In order to eliminate health inequities experienced by Latino immigrants, research that engages community members is necessary to ensure that health promotion efforts are culturally and contextually appropriate for the populations they are designed to serve. We have worked for four years conducting Community-Based Participatory Research (CBPR) with a team of Latino immigrant co-researchers to identify and prioritize health needs and to develop, implement, and evaluate a community-partnered health intervention. Based on our initial needs assessment, stress and social support were identified as the most pressing issue for local Latino immigrants. Using a CBPR model, we developed a three-session stress and coping intervention program focused on active listening and goal setting. Latino immigrant co-researchers implemented the intervention with 113 other Latino immigrants (81% undocumented, 79% female, 76% less than high school diploma, 81% living in poverty, average age = 37). Participants completed pre- and post- intervention measures of current stress levels, social support, and confidence and skills to manage stress. As expected, the amount of stress experienced by participants did not significantly change, but emotional support, $t(111)=2.44$, $p=.016$, informational support, $t(110)=3.02$, $p=.003$, and ability to manage stress, $t(110)=5.97$, $p=.000$ all significantly improved following the intervention. Our community-partnered stress intervention project significantly improved perceived support and stress management skills among Latino immigrants. In a healthcare environment that struggles to provide high quality, culturally appropriate healthcare to the growing population of Latino immigrants throughout the country, a model that benefits from the lived experience of Latino immigrants themselves is a feasible, cost-effective way to deliver interventions that build resilience through social support.

Teresa Richardson

Marie Gill

Hoi Chung

Leigh Ann Breckenridge

Betsy Moore

Building a Culture of Health in an Urban Community

Teresa Richardson – Loewenberg College of Nursing, University of Memphis,
Marie Gill – Loewenberg College of Nursing, Hoi Chung – Loewenberg
College of Nursing, Leigh Ann Breckenridge – Loewenberg College of
Nursing, Betsy Moore – Loewenberg College of Nursing

Loewenberg College of Nursing (LCN) is "Building a culture of health for urban children and families" through two initiatives. First, we have developed a conceptual model which influences our practice as we inform, teach and empower students with tools to create safe, caring and healthy environments. Our curricular integration of Toxic Stress, Adverse Childhood Experiences (ACE) and Trauma Informed Care has national nurse leader interest because we are the first in the nation in this work. LCON students and graduates promote wellness by engaging and empowering ACE families through ACE training workshops, and nurse-led coaching and mentoring outreach for caregivers and families of ACE children and adults who live with toxic stress. Second, we have the Shelby County Schools (SCS) enthusiastic support as we educate them and the families of children with asthma about daily Asthma management by using National Asthma Education and Prevention Program standards (NAEPP) for asthmatic children. As we "Build a Culture of Health" our integration of Toxic Stress, ACE and Trauma Informed Care and the work with SCS will focus on prevention, protection, and health promotion. Pediatric asthma is one of the most widespread chronic illnesses in children leading to hospitalization and possible death if healthcare providers do not respond quickly and appropriately (CDC, 2014). In addition, pediatric asthma can increase missed school days and

working days as well as financial burden. In 2015, Memphis was identified as the most challenging city living with asthma. Compared to the ratio of school nurse to each school at 1:1 with Shelby County School, one school nurse subcontracted from Well Child is responsible for 5 different schools in Memphis city schools. When children spend almost 6-8 hours in schools, school based asthma prevention and management are essential to prevent problematic asthma attacks.

Kimberly Lopez

Trust the Process: Community-Led Assessment

Kimberly Lopez – Baylor College of Medicine

Community assessment including identifying barriers and facilitators is crucial to the process of mitigating adverse experiences and promoting resilience. However, often times the community is left out of assessment process. The inquiry process can be more community-placed than community-based. It's imperative that community not only be given a place at the table but also acknowledged for the specific and relevant expertise they bring to the assessment process. This session will describe assessment methodologies that place primacy on the participation and leadership of community. This is a paradigm shift from traditional community assessment approaches. But if the goal is to not only identify the gaps, barriers, and facilitators surrounding specific issues in a community, but to develop sustainable solutions by community for community then it is imperative that the community is allowed to lead and inform the assessment process. The role of mixed methods and lessons learned from community-based assessments methodologies will be discussed. Resources for community-based research and scholarship will be shared with participants.

Melissa DeJonckheere

Illustrating the Contextual Protective Factors in Three Low-Income Communities

Melissa DeJonckheere – University of Michigan College of Medicine, Lisa Vaughn – Cincinnati Children's Hospital Medical Center / University of Cincinnati College of Medicine

Chronic, uncontrollable exposure to social and environmental stressors has been associated with negative health and well-being outcomes, including high blood pressure, cardiovascular reactivity and disease, psychological distress, passive coping strategies development of mental health problems later in life, poor academic achievement, and lower relational competence. Chronic and uncontrollable stress disproportionately impacts at-risk youth, including low-income, minority and immigrant populations. However, most research focuses on the broader experiences of these youth rather than contextual and community factors that influence chronic stress. The purpose of this study was to address gaps in the literature by (1) understanding the cultural and contextual differences and (2) consider factors of resilience, rather than risk, in low-income populations in Cincinnati. Three communities were recruited to participate in the study: rural White Appalachian, urban Black, and urban Latino adolescents. Through a narrative and participatory approach, 18 adolescents participated in a narrative interview and 8 adolescents subsequently engaged in participatory analysis and creation of a visual narrative. The results reveal that although all three groups experienced many chronic stressors (e.g., neighborhood characteristics including violence and drug use, conflict in relationships, academic stress), their experiences with risk and protective factors were very different in each community. The results indicate a need for tailored interventions rather than one-size-fits-all approaches to reducing chronic stress and supporting adolescents. Implications for future research and recommendations for strategies to bolster protective factors in each community are discussed.

Omar Reda

The Muslim Family Bonding Project

Omar Reda – Providence Health Systems

The Muslim Family Bonding Project is a very important and timely healing initiative created and launched by Dr. Omar Reda, the founder of the Oregon Muslim Medical Association (OMMA), that aims to educate, support and empower Muslim youth and their families through interactive presentations, group discussions, brain-storming sessions, and clinical services, and to also help local communities build psychosocial infra-structures like online resources, assistance hotlines and community empowerment centers.

Session E3 Wednesday 4/19/2017

9:00am-10:15pm

First Pages

Sherry Hamby

First Pages

Sherry Hamby – Life Paths Appalachian Research Center

First Pages is a format adapted from fiction conferences. All ResilienceCon attendees are welcome to bring 2 anonymous printed copies of either the title and abstract from a paper you are working on, or the Specific Aims page from a grant you are working on, up to 250 words (ish). Dr. Jonathan Davis will read the pages aloud and then Drs. Banyard, Grych, or Hamby will provide constructive comments, drawing on experiences as editors, grant reviewers, and authors. The goal is to help authors shape their arguments and increase interest in reading further. It's remarkable to a) hear someone else read your work aloud, b) hear several people's ideas back-to-back (which is analogous to what an editor or grant reviewer does), and c) see people process and comment on your work in the moment. A colleague has also described it as a "poetry reading/peer review mash-up for social science nerds," which about sums it up too! Anyone is welcome to attend the session, whether you have submitted something or not. Although we are envisioning that most submissions will be for scientific papers or grant applications (nonprofits writing service grants are welcome to participate), we are open to more clinically-oriented submissions, such as blogs for parents or clients or other materials.

Session F1 Wednesday 4/19/2017

10:45am-12:00pm

Current Conundrums: Issues & Innovations in Assessing Resilience

Victoria Banyard
John Grych
Lea Hegge
Kevin Swartout

Will We Know It When We See It? Issues and Innovations in Assessing Resilience

Victoria Banyard – University of New Hampshire, John Grych – Marquette University,
Lea Hegge – Green Dot, Etc., Kevin Swartout – Georgia State University

This current conundrums session will explore issues in measurement of resilience related to violence prevention. A panel of practitioners and researchers will present new ideas and solutions to challenges presented by the desire to measure resilience as something more than the inverse of risk. 1) *Resilience is all around us: Environmental scans for assessing community wellness* is the first topic. One innovation in the violence field has been environmental scans of communities. Work like that by Furr-Holden has pioneered ways to examine how aspects of the physical environment serve as markers and significant risk factors for violence and delinquency. Can community environments also provide more protective cues? We present the development of an environmental measure that aims to assess indicators of community connection. 2) *What Does Resilience Look Like: Challenges in Measuring a Complex Construct*. The second panelist will discuss how the concept of resilience can be summarized fairly simply as healthy functioning following exposure to adversity. However, the measurement of resilience is much more complex and presents an array of methodological challenges. This presentation will describe some of these challenges and identify potential solutions for efficiently and reliably assessing this multifaceted construct. 3) *Boosting Protective Factors Proactive Behaviors and Peer Support for Healthy Peer Environments* is the title of work by the third panelist. From a program perspective our objectives are focused on building protective factors and boosting proactive actionable behaviors that contribute to a safe healthy and supportive peer environment for students and community members. We are interested in learning more about how to measure these positive behaviors and environmental factors as opposed to a reduction in risk factors or negative behaviors. 4) *Peer Network Structure and Violence Prevention* will be discussed by the fourth panelist. It has been well-understood for some time that peers directly influence one another. Recent research extends this literature by demonstrating that the structure of peer networks plays an additional role in determining perceptions and behaviors of individual network members.

Session F2 Wednesday 4/19/2017

10:45am-12:00pm

Innovative Communications Techniques II

Nicky Hamilton

Panarchy & 1-2-4-All

Nicky Hamilton – The University of the South

"If a living system is suffering from ill health, the remedy is to connect it with more of itself." (Francisco Varela). This second session on communication techniques will use the technique called Panarchy to focus on identifying small ideas and changes that can spread to higher system levels. Participants will become more alert to small changes that can help spread ideas up to other system levels; they learn how shifts at larger or lower system levels may release resources to assist them at another level. These goals can be applied to ResilienceCon and to thinking about ways of spreading strengths-based approaches to other professionals and other settings. We will integrate Panarchy with 1-2-4-All, which is a method for including everyone in a group, regardless of how large the group is. This technique helps generate more and better ideas. You can tap the know-how and imagination that is distributed widely in places not known in advance. Open, generative conversation unfolds. The technique also helps people sift and prioritize ideas quickly. Most importantly, participants own the ideas, so follow-up and implementation is simplified. We invite you to learn how to foster big changes by inviting people to make small structural changes in how they work together. You will be surprised to learn how much more change you can create with existing resources. (Note: Descriptions of techniques adapted from Liberating Structures website, <http://www.liberatingstructures.com/lis/>, where details are freely available.)

Session F3 Wednesday 4/19/2017

10:45am-12:00pm

Resilience Portfolio Interview Demo

Sherry Hamby

Resilience Portfolio Interview Demo

Sherry Hamby – Life Paths Appalachian Research Center

The Resilience Portfolio Interview (RPI) is a semi-structured interview, designed to help providers and advocates of all types include strengths and resources in assessment in a range of clinical and practice settings. The topic areas are based on the Resilience Portfolios research program (learn more at <http://lifepathsresearch.org>). This is an ongoing project to identify the most important strengths for coping with adversity. The questions focus on the most promising strengths from this research as of March, 2017, focusing on the broad domains of meaning making, self-regulation, and interpersonal strengths. The interview is divided into two sections: Part 1, Stories about Coping and Support and Part 2, A Portfolio of Strengths. The goal of the interview is to elicit stories. If you just ask people directly about their strengths or values, they are likely to offer laundry lists such as "honesty, hard work" or "commitment to faith and family," which, while true, are not particularly informative. The interview includes some of our more successful prompts in eliciting richer stories that provide more insights into the resources and coping strategies people can apply to recovering from adversity. This session will provide some basic instruction in the use of the RPI and a demonstration in its use.

Post-Conference Workshop Wednesday 4/19/2017

1:30pm-4:30pm

Theory Boot Camp

Sherry Hamby & Victoria Banyard

Statistics camps have long been popular, but advanced help for developing theories and applying conceptual frameworks has been lacking. Theory Boot Camp will provide concrete information and assistance to researchers, program evaluators, and others who want to conduct stronger science and improve their scientific writing.

Theory Boot Camp will cover highlights of the following topics:

- 1) The difference between direct and indirect mechanisms, and the difference between conceptual mechanisms and direct and indirect statistical effects (sadly, largely unrelated despite the similar terminology).
- 2) The difference between a mechanism and a risk or protective factor.
- 3) The difference between additive, buffering, & inoculation models of resilience, both conceptually and statistically.
- 4) The difference between theoretical mediation (where something really should be in the causal chain) and moderation. Also, how to avoid the pitfalls of creating statistical models that do not map onto conceptual mechanisms (because statistics programs will allow you to arrange your models in almost any configuration, regardless of whether it makes theoretical sense or not).
- 5) The difficulty between identifying a theoretical framework and firmly linking the theoretical framework to the variables and statistical analyses in the study. Ideally, the theoretical framework should lead to the variables, measures and analyses. General references to "social learning theory" are often not particularly helpful guides as to what should (or should not) be studied. Although theoretical frameworks need not be restrictive, they should be informative.

ResilienceCon Co-Chairs



Sherry Hamby
Sherry.Hamby@gmail.com

Sherry Hamby, Ph.D. is Director of the Life Paths Appalachian Research Center (LPARC) and Co-Chair of ResilienceCon. She is also Research Professor of Psychology at the University of the South and founding editor of the APA journal *Psychology of Violence*. A licensed clinical psychologist, Dr. Hamby has worked for more than 20 years on the problem of violence, including front-line crisis intervention and treatment, involvement in grassroots organizations, and research leading to the publication of more than 150 articles and books. She is best known for her work on improving measures of violence, resilience, & poly-victimization. She has served on several national research advisory boards, including the Board of Scientific Counselors for the National Center for Injury Prevention and Control at the CDC, and her work has been recognized with awards from the National Register of Health Service Psychologists, the American Professional Society on Abuse of Children, and other organizations. Her work has appeared in the *New York Times* and several other media outlets. Dr. Hamby's recent work focuses on the "ordinary magic" of resilience that is attainable even after significant adversity.



Vicki Banyard
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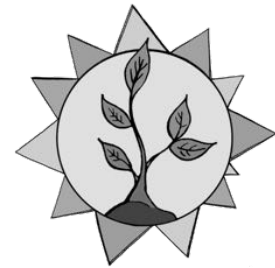
Victoria Banyard, Ph.D. is Co-Chair of ResilienceCon and co-investigator on the first Resilience Portfolios project. She is also a Professor in the Department of Psychology at the University of New Hampshire. Dr. Banyard is best known for her work on bystander approaches to violence prevention, including developing the *Bringing in the Bystander* program. She also has a longstanding interest in resilience among trauma survivors and others experiencing overwhelming stressors. She has served as an advisor to the Office for Violence Against Women at the U.S. Department of Justice, among other agencies. She has received grant funding from the Centers for Disease Control, the National Institute of Justice, and other organizations. She is author or co-author of more than 100 scholarly publications, including *Toward the Next Generation of Bystander Prevention of Sexual and Relationship Violence: Action Coils to Engage Communities* (Springer, 2015).



John Grych
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John Grych, Ph.D. is Co-Chair of ResilienceCon and co-investigator on the first Resilience Portfolios project. He is also Professor and Chair of the Department of Psychology at Marquette University. Dr. Grych is best known for his work on the cognitive-contextual model of children exposed to interparental conflict. He has served as Associate Editor for *Psychology of Violence* and as reviewer for numerous Federal grant panels. He has received funding from the National Institutes of Health, the John Templeton Foundation, and other agencies. He is author or co-author of more than 60 scholarly publications, including *The Web of Violence: Exploring Connections Among Different Forms of Violence and Abuse* (with Sherry Hamby, Springer, 2013).

ResilienceCon Team



Zach Blount
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Zach Blount is a Post-Baccalaureate Research Fellow at the Life Paths Appalachian Research Center, and a graduate of Davidson College, where he obtained his B.S. in Psychology with a minor in South Asian Studies. While at Davidson, Zach worked at Broughton Hospital, as a Research Assistant in Davidson's Cognitive Psychology Lab, and as a Neuropsychological Tester in Davidson's Cognitive Aging Lab. Zach's research at Life Paths includes investigating the prevalence and impacts of violence prevention and intervention programs for boys and men of color. He believes that by attempting to understand personal narratives and experiences, researchers can positively change how psychologists conceptualize and treat those who have experienced trauma and adversity. Zach plans to pursue a Ph.D. in Clinical Psychology in the fall of 2018.



Annya Shalun
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Annya Shalun is a Post-baccalaureate Research Assistant at Life Paths Appalachian Research Center. Although she graduated in 2016 with an Environment and Sustainability degree from the University of the South (Sewanee, TN), she has enjoyed conducting research through a psychological lens. She enjoys qualitative methods and community outreach. This work has given her the opportunity to study different elements of personal resilience in rural Appalachia, such as exploring protective factors for boys and men of color and developing the concept of "relational accountability" as a source of internal motivation for adolescents. Annya has enjoyed researching community resilience through a psychological, as well as an ecological perspective, and hopes to pursue a career in Environmental Sustainability and Community Development.



Alli Smith
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Alli Smith is the Assistant Project Manager at the Life Paths Appalachian Research Center. Alli recently graduated magna cum laude with honors in Psychology and a minor in Women's and Gender Studies from the University of the South. Alli previously interned with Thistle Farms, a non-profit that serves women who have survived addiction, prostitution, and trafficking, as well as the Yale Child Study Center, conducting research on longitudinal predictors of functioning in children with ASD. At Life Paths, Alli assists with projects on resilience, strengths, and victimization in rural Appalachia. This fall, Alli will attend the University of Kansas' doctoral program in Women's, Gender, and Sexuality Studies, where she hopes to integrate her interests in social justice, resilience, and feminism.



Elizabeth Taylor
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Elizabeth Taylor has been the Project Manager for the Life Paths Appalachian Research Center (LPARC) and Appalachian Center for Resilience Research (ACRR) for the past 3 years. She is also a Visiting Instructor of Psychology at the University of South. Elizabeth received her Bachelor of Arts in Psychology and Master of Science in Experimental Psychology from Augusta University. Her research has focused on a wide range of questions including the impact of narrative writing, patterns of meaning making, intimate partner violence and the role of bystanders, concussed service members and the role of traumatic brain injuries, and third-party perceptions of same-sex and cross-sex relationships. She has several peer-reviewed publications featured in journals such as *Psychology of Violence* and *Psychological Trauma*.



Kimberly Williams

Kimberly is an undergraduate senior at the University of the South majoring in Biology with a psychology minor. She is interested in the genetic and epigenetic factors that may contribute to the development of mental disorders, as well as the many factors (ranging from social, developmental, and biological) that cause individuals to commit acts of violence. Last summer, Kimberly presented a poster at the Botany 2016 conference in Savannah, GA. She is a peer-reviewer for the undergraduate neuroscience journal *IMPULSE* and is currently working with Dr. Sherry Hamby at LifePaths research center to gain experience conducting psychology research. After graduation from Sewanee, she plans to continue her education at the graduate level for a career in neuroscience or forensic psychology.

ResilienceCon Program Committee



Nicky Hamilton

Nicky Hamilton, M.P.S. is the **Communication Techniques Advisor** for ResilienceCon. She is also the Senior Associate Director of Civic Engagement at the University of the South, Sewanee, TN. Ms. Hamilton is best known for her community development work in rural Appalachia, Arkansas, and South Africa, and her professional efforts focus on being a grassroots change agent. She directs the University of the South's AmeriCorps VISTA program, a collaboration with the South Cumberland Community Fund (SCCF). She also directs the Capacity Building Initiative for the SCCF. Her work has included a collaboration with the Desmond Tutu Peace Centre in South Africa and the establishment of a new educational nonprofit in Arkansas. Ms. Hamilton was trained in Liberating Structures, a group of innovative communication facilitation techniques, at the Clinton School of Public Service and facilitates Liberating Structures workshops, in addition to her work with ResilienceCon. She currently serves on the Governor's Rural Task Force Community Development and Leadership Committee for the State of Tennessee.



Jonathan Davis

Jonathan Davis is a native of Huntsville, Alabama. He graduated from the Georgia Institute of Technology in 1992. After two and a half years working in Russia, he pursued graduate education at Abilene Christian University and Purdue University, concentrated in marriage and family therapy. Jonathan also received training in Medical Family Therapy in Rochester, New York before coming to Samford University in 2002. He has published articles in several journals and is an accomplished presenter. From 2012-2016, he directed a Department of Justice grant for five institutions in the Birmingham area to address campus violence.

Anjali J. Forber-Pratt



Anjali J. Forber-Pratt, Ph.D. is Assistant Professor at the Department of Human & Organizational Development at Vanderbilt University. She is also a member of Vanderbilt's Kennedy Center for Research on Human Development. Her research agenda adopts a social-ecological framework and looks at issues surrounding identity, equity and empowerment for individuals who are different in some way, with a large focus on disability. The American Association of People with Disabilities (AAPD) has recognized her leadership abilities by awarding her the prestigious 2013 Paul G. Hearne Leadership Award, given to emerging leaders within the national disability community. Dr. Forber-Pratt has appeared in many national media, including: NPR, Sesame Street, and The New York Times. She was honored by The White House as a Champion of Change in 2013 and had an opportunity to participate in a roundtable discussion with President Obama about disability policy issues.

**Kathryn H. Howell**

Kathryn H. Howell, Ph.D., is an Assistant Professor in the Department of Psychology at the University of Memphis. She received her PhD from the University of Michigan Clinical Psychology program and completed a postdoctoral fellowship in the clinical child and adolescent track of the University of Michigan Department of Psychiatry postdoctoral training program. Dr. Howell's research centers on young children exposed to potentially traumatic events, such as family violence and parental loss. She examines pathways to risk and resilience in these children. She is also a licensed psychologist with health service provider designation in the state of Tennessee.

**Nicole Yuan**

Nicole Yuan is an Associate Professor of Public Health at the University of Arizona. She has a doctoral degree in clinical psychology and a Master degree in public health (MPH). She received an NIH career development award focused on interpersonal violence and substance use among American Indian tribes. Other funded projects addressed sexual violence prevention, environmental health, and integrative health among indigenous and underserved populations. Her current research interests are interpersonal violence, resilience, tobacco cessation, and community engagement in health promotion. Nicole teaches MPH students and mentors students at all levels. She maintains an active psychology license in Arizona.

ResilienceCon Attendees



Katelyn Blair

Katelyn Blair is a doctoral candidate at the University of Wisconsin-Milwaukee. She is also a research assistant and clinical practitioner at the Institute for Child and Family Well-Being. Her research and practice interests include the treatment of early childhood trauma and the facilitation of child resilience via evidence-based interventions such as Parent-Child Interaction Therapy and Trauma-Focused Cognitive Behavioral Therapy.



Leigh Ann Breckenridge

Dr. Leigh Ann Breckenridge is an Associate Clinical Professor at the Loewenberg College of Nursing. She has experience in pediatric and obstetric/women's health nursing. Dr. Breckenridge's areas of interest are: breastfeeding, childhood obesity, Asperger's syndrome and Adverse Childhood Experiences. She is actively involved in curriculum integration of ACEs at Loewenberg College of Nursing. Asthma education for teachers, school administration and parents in Shelby Schools is another area of involvement.



Loretta Brady

Loretta L.C. Brady, Ph.D. is a Professor of Psychology at Saint Anselm College in Manchester, New Hampshire and is the President of BDS Insight, a consulting firm helping organizations build equity and resilience. She is a columnist for NHBR and regularly provides commentary on issues of risk and resilience. Her Fulbright fellowship in Cyprus led to significant social service and treatment improvements in 2013. Her recent work has examined issues of equity in STEM community initiatives.



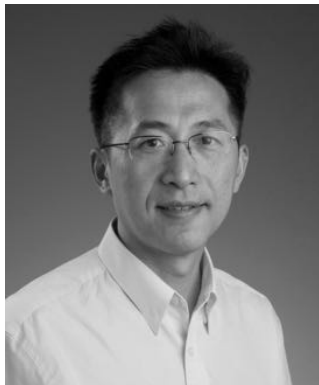
Kala Chakradhar

Dr. Kala Chakradhar is an associate professor in Social Work in the Department of Community Leadership and Human Services, Murray State University, Murray, KY. Her primary teaching areas include research, substance abuse, health care and mental health, gerontology and international social work. She advises “Active Minds” a campus organization advocating for mental health awareness and is actively involved with various local nonprofit agencies. She has also had teaching and practice experience in India.



Rufaro A. Chitiyo

Rufaro A. Chitiyo is a 2014 Tennessee Technological University Ph. D. graduate in Exceptional Learning. She specialized in Young Children and Families. Rufaro is interested in research focusing on various issues in families with young children. Of particular interest are child abuse, child neglect, family-based violence, and substance abuse in families with young children. She also loves exploring Adverse Childhood Experiences and resilience. She is especially fascinated by why some children who have experienced maltreatment develop resilience and others do not. Rufaro Chitiyo is currently an instructor of child development, middle childhood/adolescent development, and family violence across the lifespan in the School of Human Ecology at Tennessee Technological University.



Hoi Sing Chung

Dr. Chung is an Assistant Professor at the Loewenberg College of Nursing. With his extensive research background in pharmacology, He had a few patents and some peer reviewed publications. His clinical experience includes intensive care nursing, research nurses, pulmonary and trauma nursing, as well as nursing education. Dr. Chung's program of research focuses on risk factors and clinical outcomes associated with pediatric asthma in collaboration with LeBonheur Children's Hospital and Shelby County Schools. He has recently worked on their individual roles of clients, family caregivers, hospital clinicians, outpatient clinics, and communities including school nurses and/or the designated school staff.



John K. Coffey

John K. Coffey, PhD, MSW, is an Assistant Professor at the University of the South. John's research focuses on understanding and promoting well-being from childhood and adolescence into adulthood by merging theories from developmental and positive psychology. Much of this work involves emotions, motivation and relationships. He also applies well-being research and interventions to help families, schools, and organizations seeking to promote healthy development.



McKenna Corlis

After obtaining my B.S. in Psychology from Pacific Lutheran University in 2012, I began a doctoral program in Clinical Psychology at Western Michigan University (WMU). As a graduate student, I have enjoyed teaching multiple psychology classes at both WMU and a local community college. Additionally, I have served as a collaborator on numerous research projects, focusing primarily on child maltreatment and injury prevention; my dissertation specifically will explore the effects of technology on parent-child interactions. Now a fourth year in my program, I eagerly anticipate applying to clinical internships next year and hope to eventually secure a faculty position post-graduation.



Kelly Cromer

Kelly Cromer is a doctoral student at Florida International University in Miami, Florida under the direct mentorship of Drs. Stacy Frazier and Miguel Villodas. Her research focuses on the development of complex trauma and the dissemination and implementation of evidence-based services among youth at-risk for victimization in community settings. She will soon embark upon a dissertation project in which she will partner with community paraprofessionals to bring trauma-informed, evidence-based services to adolescents who reside in economically vulnerable neighborhoods.



Karen Cummings-Lilly

I am currently an assistant professor at East Tennessee State University. My background includes teaching social work at the bachelor's and master's level in southern West Virginia. I have extensive experience providing psychotherapy, supervision and administration in behavioral health programs. My research interests include behavioral health, microaggressions and Appalachia.



Carmelita Dotson

Carmelia Dotson, ABD, M.S.S.W., LAPSW, is a Lecturer in the Department of Social Work at Middle Tennessee State University and teaches undergraduate courses. She received her Bachelor of Science in Sociology (1986) from Tennessee State University and Master of Science in Social Work from the University of Tennessee (1989). Professor Dotson has over 20 years of practice experience in organizational development and management, child welfare, adoption and families. She is currently a doctoral candidate at Tennessee State University in the College of Education, Department of Educational Leadership.



Melissa DeJonckheere

Dr. DeJonckheere is a Research Fellow with the Michigan Mixed Methods Research & Scholarship Program. She recently completed her PhD in Educational Studies at the University of Cincinnati, where she worked on qualitative and mixed methods projects in both the education and health fields. Her primary interest is use of CBPR and mixed methods approaches to investigate health disparities in childhood and adolescence, including chronic stress.



Kanwarpal Dhaliwal

Kanwarpal Dhaliwal is a co-founder of RYSE and currently serves as the Director of Community Health and Integrative Practice. Her work spans various fields including community organizing, youth development and leadership, intergroup relations, supportive housing, harm reduction, immigrant rights, and LGBTQQ organizing and advocacy. Above all, she works in service to shifting the conditions and culture of inequity, violence, and dehumanization of people of color and to contribute to a legacy of liberation and justice. Kanwarpal holds a Masters in Public Health from San Francisco State University, where she currently serves as adjunct faculty.



Allison Dymnicki

Allison Dymnicki, Senior Researcher at the American Institutes for Research, has extensive expertise in positive youth development and violence prevention. Her work has advanced our understanding of how programs facilitate social, emotional, and physical development and she is deeply committed to creating safe and supportive schools and communities where young people can thrive. She has developed social-emotional learning, school climate, and readiness assessments and led systematic reviews, expert panels, and consensus building approaches to advance the research in these areas. Dr. Dymnicki obtained her master's degree and doctorate in community psychology and prevention research from University of Illinois at Chicago.



Dorothy Edwards

Dr. Dorothy J. Edwards, author of the Green Dot Violence Prevention Strategy, holds a Ph.D. in Counseling Psychology from Texas Woman's University. Prior to her current position, serving as the Executive Director of Green Dot, etc., a center dedicated to effective intervention and prevention of power-based personal violence, Dr. Edwards served for five years as the founding Director of the University of Kentucky Violence Intervention and Prevention Center. With a specialty in primary prevention, she provides training and consultation in the areas of power-based personal violence, peer influence and education, organizational capacity building, program implementation, strategic planning and community mobilization. Dr. Edwards is currently working with government entities, state coalitions, military, non-profits, community organizations, high schools and colleges from around the globe.



Katie M. Edwards

Katie M. Edwards, Ph.D. is an assistant professor of psychology and women's studies and faculty affiliate of Prevention Innovations Research Center and the Carsey School of Public Policy at the University of New Hampshire (UNH). Dr. Edwards joined the UNH faculty in 2011 after completing her clinical internship at the Vanderbilt University-Department of Veteran's Affairs Consortium in Nashville, Tennessee. She earned her Ph.D. in clinical psychology and graduate certificate in women's studies from Ohio University. Dr. Edwards' interdisciplinary program of research focuses broadly on better understanding the causes and consequences of interpersonal violence, primarily intimate partner violence (IPV) and sexual assault (SA) among adolescents and emerging adults. Specific areas of current research focus on risk and protective factors for IPV and SA perpetration and victimization and factors that facilitate or hinder bystander action in situations of IPV and SA; disclosure, leaving, and recovery processes among survivors of IPV and SA; and individuals' reactions to participating in IPV and SA research. Dr. Edwards uses this research data to develop, implement, and evaluate IPV and SA prevention, intervention, and policy efforts. To date, Dr. Edwards has published over 60 peer-reviewed journal articles (half of which are co-authored with students) and has received nearly 5 million dollars in federal funding to support her research. Dr. Edwards deeply values community partnerships, strong researcher and practitioner collaborations, and student engagement in all phases of the research. To learn more about her work, please visit: <http://unh.edu/ivrl>.



Jessica Elm

Jessica Elm, MSW is a citizen of Oneida Nation, a descendant of the Stockbridge-Munsee Band of the Mohicans, and a PhD candidate at the School of Social Work, University of Washington. Ms. Elm is currently working on two manuscript. The first is on child abuse and suicide risk among American Indian and Alaska Native LGBTQ/Two-spirits. The other is on prevalence of childhood stressors among Midwest American Indian adults with type two diabetes. Her other research interests include: (1) sociopolitical and bio-behavioral determinants of American Indian health inequities; (2) adverse childhood experiences, cumulative stress, mental health, substance use, and chronic disease trajectories among American Indians; (3) Federal American Indian and Alaska Native health, child, and family policy; and (4) multidimensional resilience, healing, and post-traumatic growth. Jessica's career goal following doctoral degree completion is to engage in research with tribal communities so they can most effectively target challenges and promote tribally defined wellness through policy and intervention.



Nura Elmagbari

Nura is married and is the mother of three amazing young ladies. She currently wears many hats including middle school science and health teacher, business owner, author and domestic diva. In addition, Nura currently serves on several boards as well as running her own non-profit organization which works to help empower Muslim girls to become positive, effective and successful members of society. Academically, Nura has a master's degree in Neuropharmacology with an emphasis in opioid pharmacology and hopes to one day receive her PhD in Neuro-Education. In her free time (all three minutes of it) Nura enjoys gardening, reading, writing, DIY projects, Home Depot and (as her husband calls them) her Sci-Fi freak shows.



Dorothy L. Espelage

Dorothy L. Espelage, Ph.D., is Professor of Psychology at the University of Florida. She is the recipient of the APA Lifetime Achievement Award in Prevention Science and the 2016 APA Award for Distinguished Contributions to Research in Public Policy, and is a Fellow of APS, APA, and AERA. Dr. Espelage is best known for influential work on bullying and numerous randomized control trials of violence prevention programs, leading to more than 175 publications. Her work is particularly notable for her focus on translating empirical findings into prevention and intervention programming. This work has been funded by the CDC, the U.S. Department of Justice, and numerous other agencies. She has served as an advisor to the White House, members of Congress, and the Department of Health and Human Services on bullying and bully prevention. Her quest to end bullying, homophobic teasing and other forms of peer violence has led her to strengths-based approaches, including SEL and programs such as Sources of Strength, which emphasize positive peer norms, generosity, and other strengths. Dr. Espelage has appeared on many television news and talk shows, including The Today Show; CNN; CBS Evening News; The Oprah Winfrey Show, Anderson, Anderson 360 and has been quoted many times in the national print press, including Time Magazine, USA Today, People, Boston Globe, and the Wall Street Journal.



Shandra Forrest-Bank

Shandra Forrest-Bank (PhD 2012, MSW 1996, University of Denver) is an Assistant Professor at the University of Tennessee, College of Social Work. Her research interests stem from extensive practice as an LCSW therapist and administrator of adult and adolescent substance abuse treatment programs. Her primary substantive area is the transition to adulthood for vulnerable youth. She uses both quantitative and qualitative research methods in applying principles of risk and resilience and positive youth development to advance knowledge aimed at understanding the etiology and prevention of behavioral health problems. Dr. Forrest-Bank is particularly interested in understanding, measuring, preventing, and treating the effects of perceived racial discrimination in the form of microaggression.



Lindsey Forton

Lindsey Forton, LMSW has served as the Family Engagement Specialist at Parents as Teachers National Center since September of 2016. Her work includes developing strategies and tools to support family engagement efforts both at the National Center and for those who serve families in the field. Previously, Lindsey has 5 years of experience working in education related social work, both as an education advocate and as a school-based mental health provider. Lindsey received her undergraduate degree from Central Michigan University and her Masters in Social Work from Washington University in St Louis.



Miya Gentry

Miya Gentry is a graduate from San Francisco State University with a BA in Psychology and a minor in Religious Studies. She is currently the Study Coordinator for the Stress Trauma and Resilience Lab working for Dr. Melissa Hagan at San Francisco State, and additionally a TALK Line Counselor for the San Francisco Child Abuse Prevention Center. She is currently completing post baccalaureate work in order to pursue a Ph.D. in Clinical Psychology. Her focus is in clinical practice, but research interests include the effects of childhood maltreatment throughout the developmental lifespan in regards to self identity and later development of psychopathology.



Katie Goforth

Katie Goforth, Ed. S. is the Program Director of Project AWARE and Mountain Valley Health Connection and is a part of the Volunteer Behavioral Health Care System. Katie lives in Grundy County, Tennessee, and has a lifelong connection to the area. After retiring from a career in k-12 education, she served as director of the South Cumberland Health Network, a collaborative of health care providers and community organizations committed to improving health outcomes for people of the region. Katie works with Volunteer Behavioral Health as program director for Mountain Valley Health Connection telehealth program and Project AWARE Youth Mental Health First Aid. In her free time, she enjoys hiking the South Cumberland Plateau.



Marie Gill

Dr. Gill is an Assistant Professor at the Loewenberg College of Nursing. She has experience in cardiovascular nursing, patient education, and nursing education. Dr. Gill's program of research focuses on health literacy interventions to promote sobriety in Drug Court Diversion Program clients. She has worked with counselors and treatment providers in the Shelby County Drug Court Program to identify clients at risk for dropping out of the program. Recently, Dr. Gill expanded her program of research to include a collaborative work to integrate Adverse Childhood Experiences (ACEs) across undergraduate and graduate nursing curriculum.



Angie Guinn

Angie is currently an ORISE Research Fellow in the Division of Violence Prevention within the Centers for Disease Control and Prevention. Much of her work examines the risk and protective factors for child maltreatment and associated health outcomes across the lifespan to identify and improve evidence-based interventions and population health. Angie serves as a team member on the Adverse Childhood Experiences (ACE) study team highlighting the public health burden of child maltreatment to key stakeholders and community members with diverse priorities, backgrounds, and knowledge in efforts to raise awareness, support surveillance activities, and to utilize data to inform prevention efforts.



Matthew Hagler

Matthew Hagler is a second-year Ph.D. student in clinical psychology at the University of Massachusetts Boston, where he works with Dr. Jean Rhodes in the Center for Evidence-Based Mentoring. His research focuses on the antecedents, processes, and outcomes of naturally occurring relationships between youth and nonparent adult mentors. Matt is also a therapist at UMass Boston's Counseling Center and on the Student Editorial Board of the Journal of Community Psychology. Previously, Matt graduated from the University of the South (C'13), completed a Fulbright fellowship in Turkey, and worked as Project Manager at the Life Paths Appalachian Research Center.



Lindsay Hamilton

Lindsay is a 2nd year graduate student studying clinical psychology at Bowling Green State University working with Dr. Eric Dubow. Prior to her time at BGSU, she graduated from University of Michigan and spent two years working with adult and child survivors of trauma. Her current research interests involve resilience and post-traumatic growth in youth.



Vickie L. Harden

Vickie Harden is a Senior Vice President of Clinical Services for Volunteer Behavioral Health Care System. She writes grants, and maintains oversight of approximately 40 grant programs and contracts providing an array of services for consumer across the VBHCS service area. Dr. Harden conducts national, state and regional training on a variety of topics including co-occurring disorders and health-related issues among people with behavioral health conditions. She is involved in state and agency policy development and implementation and is participates in several statewide coalitions. She has over 25 years of experience serving in a variety of roles related to mental health and addictions prevention and treatment. Dr. Harden is an adjunct professor at Middle Tennessee State University (MTSU). She has a Ph.D. in human performance with a specialization in health education from MTSU and an MSW from the University of Tennessee.



Lynne Harris

Lynne Harris is a licensed mental health counselor who has worked in the healthcare field for over 20 years. She currently maintains private practices in both Georgia and Florida and participates in the National Health Services Corps for underserved areas. Licensed since 2008, Lynne recently moved to the South from the Washington DC metro area where she was Adjunct Faculty at George Washington University and in private practice. She specializes in the treatment of complex trauma and dissociation. In addition to her clinical work, Lynne has a Masters in Public Health from Columbia University in New York and is involved in advocacy work with the Dolores Barr Weaver Policy Center in Jacksonville, FL.



Amanda Harrist

Amanda Harrist is a Professor in the Department of Human Development and Family Science, focusing on child development. She received her B.A. from the University of Texas and her Ph.D. at University of Tennessee in 1991. She joined the OSU HDFS faculty in 1998, where she teaches graduate and undergraduate classes in child development, resilience, parenting, and research methods. Dr. Harrist research centers on the development of children's social competence as it relates to family and peer groups. She is interested in risk and resilience of young school-age children and has pursued this most recently as Principle Investigator for the Families and Schools for Health Project, a study of the psychosocial factors in child obesity that has followed almost 1200 rural children from 1st through 12th grade.



Megan Haselschwerdt

Megan Haselschwerdt is an Assistant Professor in Human Development and Family Studies at Auburn University. Starting August 2017, she will be an Assistant Professor in Child and Family Studies at University of Tennessee-Knoxville. She is predominately a qualitative and mixed methods researcher, focusing on the experiences of young adults exposed to interparental domestic violence, as well as affluent women who have experienced violence by a current or former partner. Her program of research seeks to better understand the complexity of experiences that fall underneath the broad categories of domestic violence and intimate partner violence, with the goal of moving our field forward in a methodologically sound and survivor-responsive manner. Megan and her research team's work has been published in peer reviewed journals, including *Psychology of Violence*; *Journal of Interpersonal Violence*; *Trauma, Violence & Abuse*; *Journal of Marriage and Family*; and, *Journal of Family Theory and Review*. Please consider following her research team, Family Violence Across the Lifespan, on Facebook.



Amanda Hasselle

Amanda Hasselle is a graduate student in the Clinical Psychology doctoral program at the University of Memphis, focusing on Child & Family Studies. Her research interests include risk and resilience factors following childhood adversity, with the goal of understanding the interplay of factors that comprise pathways to adaptive and maladaptive functioning. Amanda is currently researching the effects of childhood bereavement and developing and evaluating an empowerment intervention for pregnant women who have recently experienced IPV. She is also examining coping typologies and their association with posttraumatic stress and resilience. She hopes to continue exploring modifiable factors that enhance adaptive functioning.



Martine Hébert

Martine Hébert is the Canada Research Chair in Interpersonal Traumas and Resilience. Her research explores the diversity of profiles in sexual abuse survivors as well as personal and familial factors influencing outcomes. She also conducts evaluative studies of sexual abuse prevention and intervention programs in collaboration with partnership from different settings. Her current research documents pathways to resilience in children and teenagers who experienced sexual victimization using a person-oriented approach.



Lea Hegge

Lea Hegge is Vice President of Programs and a Senior Trainer at Green Dot, Etcetera. She holds a Master's degree in Public Health from the University of Kentucky. She has served as a violence prevention educator and domestic violence/sexual assault advocate in Montana and a program evaluator for local and statewide violence prevention initiatives in Kentucky, Idaho, and Alaska. She is knowledgeable about issues relating to health behavior and has extensive experience in community development, comprehensive prevention strategies, prevention capacity building, and empowerment evaluation.



Kathleen Hlavaty

Kathleen Hlavaty is a doctoral candidate at Auburn University in the Department of Human Development and Family Studies (HDFS). She completed her B.A. in Honors Psychology at the University of Michigan and M.S. in Clinical Psychology at Eastern Michigan University. Her research uses a strengths-based approach to examine how relationships can facilitate positive development across the transition to young adulthood. Currently, she is the project coordinator of the Young Adults Live and Learn (Y'ALL) Project, a mixed-methods study examining the experiences of young adults exposed to domestic violence in their families of origin, under the direction of Dr. Megan Haselschwerdt.



Joy Hoffman

Dr. Hoffman is a Clinical Associate Professor at the Loewenberg College of Nursing. She has a DNP in Public Health Nursing. Dr. Hoffman has worked as a public health nurse in a shelter for homeless women and children/ victims of domestic violence, a local health department and a state health department. She currently teaches Community Health Nursing in a BSN program.



Jeanette Hussemann

Dr. Jeanette Hussemann, Ph.D. is a Senior Research Associate at the Justice Policy Center and will serve as Principal Investigator of this study. Dr. Hussemann's research portfolio includes evaluations of indigent defense and victim experiences in systems of justice. She is the PI for the NIJ-funded Elder Abuse Prevention Demonstration Project: Planning Phase project, and the Bureau of Justice Statistics (BJS)-funded Survey of Public Defenders: A Design Study project. She also serves as co-PI for the NIJ-funded Perceptions of Justice among Human Trafficking Survivors project, and the Bureau of Justice Administration (BJA)-funded Social Worker Sentencing Project. Dr. Hussemann holds a Ph.D. in Sociology from the University of Minnesota. Prior to joining Urban, she managed the Youth Development Study, a multi-generational survey of life-course transition, and served as the Assistant Director to a community-based social service agency in Chicago that provided services to older individuals with mental health and developmental disabilities. Her research has been published in respected, peer-reviewed journals including Public Opinion Quarterly, Social Psychology Quarterly, Ohio State Journal of Criminal Law, Women & Criminal Justice, and the British Journal of Sociology.



Sonia Jain

Dr. Jain is a social development epidemiologist with 20 years of multidisciplinary experience in applied and academic research and evaluations with a strong commitment to promoting data use for policy, practice and systems change. She has worked extensively across sectors and believes in the power of developmental assets and resilience among our highest risk, most vulnerable populations, including youth of color. Her research for the last 10 years has focused on examining resilience longitudinally among children exposed to community violence into young adulthood. She recently founded DNA Global, LLC, an emerging research and evaluation firm (based in Oakland, CA) for systems, organizations and communities to achieve justice, equity, health and positive outcomes. She's currently engaged in several innovative initiatives on human trafficking, restorative justice, women's rights, school climate, and criminal justice reform. Jain has coauthored numerous reports, presentations, and publications on resilience among youth exposed to violence, systems change and mental health. Dr. Jain received her Doctorate in Social Determinants of Resilience from Harvard School of Public Health in 2007 and Master's in Epidemiology from UCLA in 1998.



Karen Irene Kalergis

Karen Irene Kalergis, President of Mani Partners Strategic Communications, has 22 years' experience in victim services where her subject matter expertise focuses on vicarious trauma and resiliency. She had key roles in two grants funded by the Office for Victims of Crime to bring new tools to the field. At UT-Austin, she was Project Director for the Resiliency Project, a model for child abuse organizations to use to build resiliency in their workers. She is Product Coordinator for the Vicarious Trauma Toolkit at Northeastern University, a web-based repository for first responder and victim assistance agencies to become vicarious trauma-informed.



Casey Keene

Casey has served in various roles at NRCDV since 2001, where she provides programmatic leadership to the technical assistance, training and resource development initiatives of the Programs and Prevention Team. Casey manages key NRCDV initiatives including VAWnet and PreventIPV. Specializing in issues related to children's exposure to domestic violence, Casey co-leads the Adult Children Exposed to Domestic Violence (ACE-DV) Leadership Forum and provides national level technical assistance and training on childhood trauma and resilience. Casey has been active in the movement to end domestic violence for more than 15 years.



Ericka Kimball

Ericka Kimball, MSW, PhD, is an Assistant Professor at Portland State University in Oregon. Her current research projects are focused on exploring fatherhood for men who were exposed to domestic violence in childhood and examining policy and practice responses to domestic violence to inform and improve societal response. In addition to conducting research, she is a co-founder of the Adults who Experience Domestic Violence in Childhood Leadership forum.



Lyman Legters

Lyman Legters has more than 30 years of experience as a human services professional. Lyman is currently the Senior Director at Casey Family Programs. Since 2002 he has served in various capacities at Casey Family Programs, all focused on improving the lives of children in, or impacted by, foster care. Lyman is currently the foundation's Strategic Consultant to the states of Michigan and South Carolina. Prior to this role he had the privilege of serving for 4 years at the US Department of Justice as a Senior Fellow, on loan from Casey Family Programs, where he worked on a number of systems reform efforts related to vulnerable populations. Lyman is a member of the Youth Transition Funders Group where he helped develop and write Investing to Improve the Well-Being of Vulnerable Youth and Young Adults. Lyman is a husband, father and grandfather...and has devoted his life to helping vulnerable children become well.



Kimberly Kay Lopez

Kimberly Kay Lopez, DrPH, is an Assistant Professor at Baylor College of Medicine-Section of Public Health Pediatrics. Dr. Lopez's research interests include the traumatic effects of poverty and other Adverse Childhood Experiences (ACE) on children, families, and communities. As Director of the Center for the Study of Adversity, Resilience and Education, Dr. Lopez leads community-based research and community education and engagement strategies to mitigate adversities and foster resiliency at the child, family, and community level. Areas of focus include: intentional and unintentional childhood injury, interpersonal violence, postpartum depression, food insecurity, and healthcare needs of foster children.



Julie Maheux

Julie Maheux is an assistant professor at *Université du Québec à Trois-Rivières*, in Quebec, Canada. She earned a PhD in clinical psychology in 2014 and specialized in working with children, adolescents and adults who experienced interpersonal traumas, childhood sexual abuse and neglect. She also specializes in the development of personality disorders and have been trained in the transference-focused psychotherapy approach. Another branch of her research program investigates psychotherapy processes, as well as therapist's supervision and training. She teaches classes about supervision and consultation, ethics, and she supervises clinical internships. She recently completed a postdoctoral research fellowship at McGill University in Montreal and also worked as a clinical coordinator at the Virginia Tech Carilion Research Institute.



Esther Malm

Dr. Esther Malm is a post-doctoral associate in the Department of Psychology at Georgia State University. Her research interests include understanding the roles parents and families play in promoting, maintaining or protecting children from involvement in maladaptive and high risk behaviors. Her research goals include the promotion of family inclusive programs in child centered interventions. Currently, she is investigating developmental pathways through which parent functioning, parenting, stress and support factors influence peer victimization, bullying and bystander behaviors in children. She has experience in quantitative and longitudinal research and is a reviewer for journals in her field and other professional organizations.



Sarah McMahon

Sarah McMahon, Ph.D. is an Associate Professor at the Rutgers University School of Social Work and also serves as the Associate Director for the School's Center on Violence Against Women and Children. Her research focuses on violence against women, with an emphasis on using ecological frameworks to examine prevention and social change. Most recently, she has tested campus climate assessment tools to help colleges and universities address campus sexual violence and dating violence.



Annemarie Millar

I am a psychology graduate from Queen's University Belfast. My academic interests focus broadly on developmental psychology and developmental disorders. I have a specific research interest in Attachment Theory and Emotional Intelligence. I am currently writing up my Ph.D. thesis at Queen's, exploring the police response to children and young people at incidents of domestic abuse. I have learned from this the power and importance of human connection. I hope to develop my career in the area of clinical psychology.



Jessica Miller

Jessica Miller is a second year graduate student in the clinical-community psychology doctoral program at Georgia State University. Her research is broadly in the area of refugee mental health, an interest which began through an undergraduate honors thesis at Houghton College investigating depression among Bhutanese refugees. More specifically, her research examines how to build upon refugees' existing strengths to promote well-being at both individual and community levels. Her master's thesis, currently being completed under the advisement of Dr. Wing Yi Chan, investigates the impact of community resilience on Iraqi refugee adaptation.



Laura Miller-Graff

Laura Miller-Graff, PhD is an Assistant Professor of Psychology and Peace Studies at the University of Notre Dame. Her research seeks to understand how various ecological systems interact to promote or inhibit healthful development following violence exposure. Miller-Graff's research also seeks to develop and evaluate interventions that are clinically relevant, culturally appropriate, and highly sustainable for at-risk communities. Her recent work can be found in *Peace and Conflict*, *Journal of Traumatic Stress*, and *Developmental Review*. She also recently co-edited a special issue of *Psychology of Violence* with Dr. Kathryn Howell, titled "Interventions for Violence" (2016).



Hasina Mohyuddin

Hasina is a PhD candidate in the Community Research and Action (CRA) program at Vanderbilt University. Prior to joining the program, she received a BA in Economics from Yale University, and an MBA from Vanderbilt University. Her dissertation research explores religious identity development for Muslim American youth in the context of widespread negative stereotypes and Islamophobia. Other research projects include mixed-methods study of interfaith organizations, ethnographic study of classroom discussion, and qualitative study of women's activism. Currently, Hasina is serving as the Study Coordinator for Dr. Nixon on two grants: one evaluating HIV/AIDS education for the Southeast AETC, and the other evaluating the implementation of environmental strategies used by community coalitions for the TN Dept. of Mental Health. She is also an active member of the Nashville Muslim community.



Betsy Moore

Professor Betsy Moore is a Clinical Assistant Professor at the Loewenberg College of Nursing. Her background is Pediatric Intensive Care, and she has experience in nursing management. Previous research has focused on the use of simulation and shared governance in ECMO management. She holds certifications in pediatric critical care and in nursing leadership and management. Betsy spends time volunteering with the Refugee Empowerment Program, mentoring refugee youth. She is currently working on a Pediatric Asthma Management program in collaboration with The Urban Child Institute (TUCI) and the Shelby County School district in Memphis, TN.



Elizabeth A. Moschella

Elizabeth A. Moschella is currently a graduate student in the Psychology Department at the University of New Hampshire. She is a member of the Violence Response and Resilience Lab, working under the supervision of Dr. Victoria Banyard. Her current research focuses on outcomes of bystander intervention in response to risk for sexual assault. She is also interested in researching resiliency and growth after sexual assault victimization and revictimization.



Laura Norton-Cruz

Laura Norton-Cruz, LMSW is Program Director of the Alaska Resilience Initiative, a statewide collective impact project addressing child, intergenerational, and systemic trauma. Laura spent the previous 5+ years in the Alaska Tribal Health System working on domestic and sexual violence (DV/SV), maternal child health, child trauma, and health equity. She has also worked as a victim advocate, prenatal tobacco cessation counselor, breastfeeding instructor, and bilingual (Spanish-English) schoolteacher. She has been involved for years as a volunteer with the Advancing Native Dialogues on Racial Equity project in Alaska and is the mother of a 3-year-old and an infant.



Crys O'Grady

Crys O'Grady, JD, is the research manager at NICWA. Crys earned her B.A. in sociology from Stanford University, and her juris doctor from the University of Washington School of Law. While at Stanford, Crys conducted quantitative research on the demographics of youth in congregate care facilities, and she worked as a research assistant in the Mood and Anxiety Lab. During law school, Crys clerked for the National Center for Youth Law (NCYL), Center for Children and Youth Justice, and the United States District Court for the Northern District of Alabama. At NCYL, Crys worked on the FosterEd team.



Sarah Pilgrim

Dr. Sarah Pilgrim received a bachelor's degree in social work from Washburn University in 2002, a master's degree in social welfare from the University of Kansas in 2005, and a PhD in social welfare from the University of Kansas in 2012. Following confirmation of her PhD, I worked as Assistant Clinical Faculty at the University of South Carolina from 2012-2013. Starting in 2013, I accepted the position of Assistant Professor at Kansas State University in the Social Work Program, where I taught until 2016. I recently was provided the opportunity to serve as an Assistant Professor at the University of Missouri Kansas City (UMKC). At UMKC in the School of Social Work I hope to continue working in the field of sexual health and decision making with adolescents residing in foster care. In addition I will focus attention on growing relationships between the School and the greater Kansas City community.



Ariana Postlethwait

Ariana Postlethwait, MSW, PhD, is an Associate Professor at the Middle Tennessee State University Department of Social Work. Since coming to MTSU in 2012, Dr. Postlethwait has been able to combine her passions for teaching research, conducting community-based research, and using service learning. Dr. Postlethwait's community-based research projects have taught students how to analyze and present information in a way that is accessible and useful for local social service agencies. Dr. Postlethwait continues to publish and present nationally, although her heart remains where her research is—in the community.



Isaac Prilleltensky

Isaac Prilleltensky is Dean of the School of Education and Human Development at the University of Miami, the inaugural Erwin and Barbara Mautner Chair in Community Well-Being, and the Vice Provost for Institutional Culture. His interests are in the promotion of well-being in individuals, organizations, and communities; and in the integration of wellness and fairness. He has received several awards for his scholarly work and humor writing.



Katherine (Katie) Querna

Katie earned her MSSW from Columbia University in 2008 and moved to Seattle to work in HIV/AIDS. She was recently a research fellow through the National Institutes of Health Institute of Translational Health Sciences (ITHS), and a member of institutional policy boards related to gender/sexuality related health and well-being disparities. Katie's research focuses on expanding conceptions of gender/sexuality with the aim of improving health via practice and policy interventions to promote pro-social behavior. She has taught in higher education and community settings for over 14 years. Katie also teaches adaptive yoga, and loves to dance, ski, and ride her bike.



Omar Reda

Dr. Omar Reda is a board-certified psychiatrist working for the Providence Health Systems, he lives with his wife and three daughters in Portland, Oregon. Dr. Reda graduated from Benghazi Medical School, obtained a Masters certificate in global mental health from Harvard Program in Refugee Trauma, and finished a residency in psychiatry from the University of Tennessee. Dr. Reda is the founder and director of Libya Al-Shefa and Syria Al-Shefa projects for psycho-social healing, recovery, rehabilitation and reconciliation. He had served as the psychosocial advisor for a number of international NGOs, as a WHO trainer and as Libya's deputy mental health lead. Dr. Reda also chairs the USA section of the Federation for Arab Psychiatrists, and the Oregon Muslim Medical Association (OMMA), and has recently launched the Muslim Family Bonding and the Muslim Community Empowerment Projects.



Ines Rezo

Ines Rezo is the research assistant on the project FEHAP, researching relations between family economic hardship, psycho-social problems and educational outcomes of adolescents in times of economic crisis. She is currently in the Postgraduate Doctoral Study of Psychology, at the University of Zagreb. Ines actively involved in volunteering with abused and neglected children and adolescents since she was an undergraduate and enjoys in combining clinical and research practice.



Teresa Richardson

Dr. Teresa Richardson is a Clinical Professor at the Loewenberg College of Nursing, directing the Executive Leadership Master of Nursing program. Dr. Richardson practiced for over thirty years as a pediatric nurse and pediatric administrator. As Co-PI of a grant from the Urban Child Institute, Dr. Teresa Richardson works with the Loewenberg team to initiate the inaugural work of integrating Toxic Stress, Adverse Childhood Experiences, Trauma Informed Care and Resilience into the curriculum; and, in collaboration with Shelby County Schools in Memphis, to develop education and support programs for children living with asthma.



Rebecca Rodriguez

Rebecca Rodriguez, Ph.D. is a community psychologist and manager of research and evaluation at the National Latin@ Network for Healthy Families and Communities. Rebecca's research interests broadly focus on culturally specific and community-centered approaches to prevent family violence in Latin@ families. Her research has examined marital and dating violence by investigating family dynamics (e.g. gender roles, parenting), U.S. immigration policies, and by working directly with Latin@ youth witnesses and survivors of violence in conducting participatory action research on topics they find important to their communities. Her evaluation work includes participatory and culturally responsive evaluation practices. As a child of Mexican migrant farm laborers, she is also passionate about social justice for migrant and seasonal laborers.



Emily F. Rothman

Emily F. Rothman is an Associate Professor at the Boston University School of Public Health with secondary appointments at the Boston University School of Medicine in Pediatrics and Emergency Medicine. She is also a visiting scientist at the Harvard Injury Control Research Center. Dr. Rothman's primary areas of research expertise are adolescent dating abuse, sexual and intimate partner violence prevention, pornography, and human trafficking. She is also a certified batterer intervention counselor.



Danielle Rousseau

Danielle Rousseau is an Assistant Professor at Boston University. She is a licensed therapist and certified yoga teacher. Dr. Rousseau's professional focus has been in trauma services and gender advocacy. She is a social justice researcher and practitioner. For more than a decade, Dr. Rousseau has worked in the field of forensic mental health as a therapist in correctional facilities as well as in the community doing crisis response and victim advocacy. Her research, teaching and practice focus on the areas of justice, trauma, gender, mental health, and mindfulness. She is an advocate of integrative, holistic approaches that support embodied self-care.



Tammy Russell

Tammy Russell graduated from Mary Washington University with a bachelor's degree in social and political justice with an emphasis in political science. She started her career as a paralegal and worked her way through college while working full-time and raising a family. She has more than twenty years experience in a variety of human service roles having served as an Ombudsman and institutional counselor at a medium security male penitentiary. She also spent ten years as an adult probation officer. She has worked with child support enforcement and currently works with families, children and adults who have trauma and violence histories. Her career has been spent working with people in rural communities of the Southern United States where resources are often scarce but resilience is prevalent.



Ivette Salinas

I am a second year counseling psychology doctoral student at Our Lady of the Lake University (OLLU) located in San Antonio, TX. In addition, I provide bilingual counseling services at the Community Counseling Center associated with OLLU. I am also a member of the psychological services for Spanish speaking populations (PSSSP) program, a certification for psychology graduate students who are conversationally proficient in Spanish, in order to provide high quality services to the growing number of clients who prefer to receive services in Spanish.



Lauren Schaefer

Lauren Schaefer, M.A., is a doctoral student in the Clinical Psychology program at the University of Memphis. Lauren earned her Bachelor of Arts and Master of Arts degrees in Psychology from UNC Wilmington. Lauren serves as a research coordinator for the Resilience Emerging Amidst Childhood Hardships (REACH) Lab. Under the guidance of the lab director, Dr. Kathryn Howell, the REACH lab examines pathways to risk and resilience among children who have been exposed to potentially traumatic experiences. Lauren's research interests include further understanding how risk and protective factors affect functioning and resilience in the context of childhood adversities.



Katie Schultz

Katie Schultz recently completed the PhD Program in Social Welfare at the University of Washington and has over ten years of experience working with the University's Indigenous Wellness Research Institute. She is currently a postdoctoral fellow with the Center for Mental Health Services Research at Washington University in St. Louis. An enrolled citizen of the Choctaw Nation of Oklahoma, Katie's research focuses on the health and well-being of American Indian and Alaska Native women. Using community-based participatory research, she examines intersections of IPV and substance misuse; cultural factors as protective buffers against adverse health outcomes; and tribally-based health promotion and intervention. She is also interested in the development of innovative conceptual and methodological approaches to research in rural and tribal communities.



Kevin Swartout

Dr. Kevin Swartout is an Assistant Professor of Psychology and Public Health at Georgia State University in Atlanta, GA. His primary research focus is social correlates of violence and victimization; he has received early-career awards from both the International Society for Research on Aggression, the Southeastern Psychological Association, and Georgia State University.



Elizabeth Torres

Elizabeth Torres, MPH, CHES is a Senior Clinical Research Coordinator in the Department of Obstetrics and Gynecology at the University of Texas Medical Branch in Galveston. She is the lead coordinator on various healthy relationship projects with an interest in understanding adolescent risky behaviors and protective factors. Elizabeth also has previous public health experience in health promotion, as she served as the Galveston County Coordinator for the federally funded Transforming Texas grant focusing on reducing chronic disease through active living, healthy eating, and tobacco-free living in the community.



Lyudmyla Tsykalova

Lyudmyla Tsykalova undertook multi-disciplinary studies that include BA and MA in International Economics (2003, KROK University, Ukraine), MA in Cooperation for Development (2010, University of Palermo, Italy), MA in Cultural Heritage (2013, University of Palermo, Italy). She is currently enrolled in the PhD program for International Family and Community Studies at Clemson. Lyudmyla has an over ten years of international experience in the humanitarian field working. She created an international organization “Speranza” that worked with Ukrainian orphans and assisted international adoptions. Lyudmyla worked with the UN in Israel and Palestine on heritage and food security; she monitored social projects for the European Union in Eastern Europe and Russia.



Lisa Vaughn

Lisa M. Vaughn, Ph.D. is Professor of Pediatrics at University of Cincinnati College of Medicine/Cincinnati Children’s Hospital Medical Center with a joint appointment in the Educational Studies Community-Based Action Research Concentration at the University of Cincinnati College of Education, Criminal Justice, and Human Services. She is formally trained as a social psychologist. Dr. Vaughn has specific training and a significant publication history in community-based participatory research, community engagement, qualitative research methodologies, and culturally relevant health care with a focus on understanding health disparities and promoting health equity specifically with minority and immigrant families and vulnerable youth.



Rachel Wamser-Nanney

Dr. Rachel Wamser-Nanney is an Assistant Professor in the department of Psychological Sciences at the University of Missouri-St. Louis. She obtained her PhD at the University of Missouri-St. Louis and completed her postdoctoral fellowship at the University of Michigan. Her clinical and research interests are specific to traumatic stress and include understanding outcomes following traumatic events and loss experiences, complex trauma, gun violence, and trauma-focused intervention research.



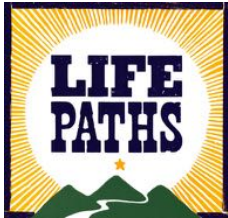
(Cynthia) Nicole White

Nicole White is a second year PhD student studying Clinical-Community Psychology at The University of South Carolina. She received her Bachelor’s degree from Duke University where she studied Psychology and Global Health. After graduating, Nicole completed a fellowship through the Duke Chapel, where she interned at a community mental health and substance abuse crisis facility. Her research interests broadly include trauma and mental health among ethnic minorities. Under the mentorship of Dr. Suzanne Swan, Nicole is working on projects related to intimate partner violence among ethnic minority women on college campuses and the phenomena of drugging/drink spiking among college students.

**Mackenzie Wild**

Mackenzie Wild, B. A., is a 2016 graduate of Saint Anselm College in Manchester, NH. Mackenzie currently works in community mental health in Providence, RI on an NIH grant seeking to decrease psychiatric hospitalizations with a symptom-tracking tablet device. Ms. Wild also works as a Recovery Support Specialist on the Crisis Stabilization Unit of Butler Hospital. After receiving awards and recognition for her passionate pursuits in mental health reform and trauma-informed growth, Mackenzie hopes to further these goals with a Clinical Psychology degree program in the near future. Here at ResilienceCon, Ms. Wild looks forward to sharing her “Perspectives” research on trauma resilience through personality development while having the privilege of meeting strong, like-minded people.

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Dr. Sherry Hamby is the Director of the Life Paths Appalachian Research Center

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