

# **ResilienceCon™ 2025**

## **CONFERENCE PROGRAM**



**April 6-8**

***With a Resilience Portfolio  
Consortium meeting on April 9***

# Welcome to ResilienceCon 2025

## *Our 10<sup>th</sup> Anniversary!*

We are so happy you could join us for ResilienceCon 2025! **This ResilienceCon is very special because it is our 10-year anniversary.** ResilienceCon was founded by Drs. Sherry Hamby and Vicki Banyard to promote strengths-based approaches to overcoming violence and other forms of trauma. ResilienceCon emphasizes a multidimensional approach to resilience. We believe that there are many different pathways to thriving despite adversity. This work is supported by research, practice, policy, and advocacy from many disciplines.

The first ResilienceCon was held in 2015 in Sewanee, TN. The first ResilienceCon revealed its “**secret sauce**” which took advantage of the brain trust among the attendees. The secret sauce consisted of creating a unique professional space that fosters interactions and relationships, guided by humility, respect, fairness, compassion, and collaboration.

We are amazed and inspired by the changes that have occurred in ResilienceCon during the past 10 years. ResilienceCon has grown in size, focus, and reach. For our 10<sup>th</sup> anniversary, we are welcoming more than 220 attendees from 37 U.S. states or territories and 8 countries. The changes are largely due to all of you. Some of you have attended multiple ResilienceCons. Some of you started attending as students and now bring your students to the conference. You are helping to establish multiple generations of resilience scholars, educators, practitioners, advocates, and policymakers.

For first-time attendees, we are excited you have joined us! ResilienceCon includes a range of methodologies, from traditional quantitative research to phenomenological and qualitative approaches to embodied approaches, such as mindfulness and a willingness to share personal stories and break down artificial barriers between our personal and professional lives. Many of the methodologies focus on community engagement with different communities with a variety of strengths. In breakout sessions, shorter talks are followed by interview and Q&A segments. We find this helps communicate presenters’ depth of knowledge, experience, and commitment. Sessions become more engaging, useful, and inclusive. For our 10<sup>th</sup> anniversary, we have added some special sessions to the program to reflect and celebrate ResilienceCon’s past and build a vision for the future.

The day after ResilienceCon, we are hosting the Resilience Portfolio Consortium (RPC), a joint project between Life Paths Research Center and the Center for Research on Ending Violence at the Rutgers School of Social Work. The RPC is an international community working to advance the science of trauma and resilience. This year the RPC will focus on strategies to navigate current challenges in academia and beyond. We invite all of you to join the RPC and look forward to spending Wednesday with those of you who can stay.

We recognize that we currently live in challenging times in the U.S. and around the globe. We hope that coming together as a community will build resilience among all of us. Thank you for participating in ResilienceCon 2025 and sharing your wisdom, expertise, and strengths.

Nicole Yuan and Susan Yoon, and on behalf of Sherry Hamby

# Giving Thanks to Our Community

As we celebrate ResilienceCon's 10<sup>th</sup> anniversary and reflect on the remarkable moments of our gathering, we are filled with deep gratitude. ResilienceCon is more than just a conference— it is a community dedicated to prevention and responding to violence, trauma, and adversity through the power of hope, healing, and resilience. Our 10 years of promoting resilience together would not have been possible without the collective efforts and generous contributions of those who care deeply about this mission.

A special and heartfelt thank you goes to Dr. Sherry Hamby and Dr. Vicki Banyard, the Co-founders of ResilienceCon. Their vision, passion, and dedication have brought together a diverse network of researchers, practitioners, advocates, and community leaders committed to strengths-based approaches to overcoming trauma. We are grateful for their exceptional leadership and ongoing commitment to advancing resilience science, including their roles as co-directors of the Resilience Portfolio Consortium.

We would also like to extend our deepest thanks to **Elizabeth (Liz) Taylor**, our conference director, who has been with us from the very beginning. Her dedication and passion for ResilienceCon have been an invaluable gift to our community, and the story of ResilienceCon would not be complete without her contributions.

We are grateful for all the people who helped plan ResilienceCon and its anniversary celebration this year. We would like to acknowledge the contributions of our **program committee**. That includes senior advisors **Jonathan Davis, Kathryn (Katie) Howell, Susana (Susy) Mariscal, and Katie Schultz**. We are also grateful to members **Juan Lorenzo Benavides, Matt Brooks, Rufaro Chitiyo, Shelby Clark, Sal Corbin, Hannah Gilliam, Matthew Hagler, Amanda Hasselle, James Jurgensen, Kathryn (Katie) Maguire-Jack, Esther Malm, Fei Pei, Katie Querna, Spenser Radtke, Travis Ray, Chad Rose, Danielle Rousseau, Heather Storer, and Tayon Swafford** for their help reviewing scholarship awards, recruiting attendees, hosting sessions, and generously providing input for numerous other conference decisions.

Many others make ResilienceCon possible. We are thankful to **Melissa Bower & all the staff at the Scarritt Bennett Center**, a nonprofit devoted to social justice. We are grateful to **Rachel Calvosa, Emma Headley, Abby Kiesow, Hannah Morris, & Zizi Zhao** for staffing our registration table. Thanks to Life Paths intern **Madison Reid** for preparing People Pages and nametags. We appreciate everyone who helped us set up, including many program committee members, **Dylan Campbell, Kyra Chung, George Handley, & Kadence Lewis**. We thank everyone who is hosting a session or offering a reflection. We deeply appreciate our donors, listed on the following page. The funds help support scholarships and other costs.

As we close this circle of gratitude, we would like to thank **all of you for joining us this year and celebrating our 10<sup>th</sup> anniversary together**. Your shared commitment to resilience makes this community truly special. We are grateful for the journey we have taken together and look forward to the next 10 years of collective learning, growth, and impact.

Susan Yoon and Nicole Yuan, and on behalf of Sherry Hamby  
ResilienceCon Co-Chairs, April 2025

# A SPECIAL THANK YOU TO OUR SPONSORS & DONORS

## **Pathfinder**

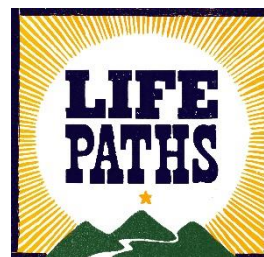
Victoria Banyard  
Sherry Hamby & Al Bardi

## **Friend**

Patricia Correia Santos  
Jennie Jester  
Hasina Mohyuddin  
Fei Pei  
Kristina Ray-Bennett  
Danielle Rousseau  
Christopher Thornton  
Sidney Turner  
Nicole Yuan



***Congratulations to the Life Paths  
Promising Scholar & Promising  
Advocate Award Recipients!***



**Promising Scholar Award Recipients**

**Clement Amponsah**  
University of Oxford

**Reagan Cole**  
Oklahoma State University

**Ines Huynh**  
University of Hong Kong

**Marlaina Maddux**  
University of Arizona

**Kristina Ray-Bennett**  
Indiana University

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**Promising Advocate Award Recipients**

**Meghna Bhat**  
Gulabi Stories:  
A South Asian Healing Initiative

**Isabella Caldwell**  
Cambridge Health Alliance  
Harvard Medical School

**Noah Gokul**  
Institute for the Development  
of Human Arts

**Lindsey Silverberg**  
Network for Victim Recovery of DC

**Promising Scholar & Advocate Honorable Mention Recipients:**

Enoch Amponsah, Yujeong Chang, Erna Chiu, Kaliyah Gardner,  
Alicia Hernandez, Kadejah Hicks, Kaitlin Kirkley, Rujeko Machinga-  
Asaolu, Sherise McKinney, Bridgette Stumpf, Kristen Theile,  
Victoria Trump Redd, Lijian Zhao

## ResilienceCon™ Schedule Overview 2025

Sunday, April 6							
<i>All times Central time</i>	Great Hall	Laskey A	Laskey B	Laskey C	Clyde & Mary	Kreitner	Fondren
<b>12:00-1:00</b>	<b>Registration Desk Opens &amp; Poster Set-Up</b>						
<b>1:00-1:15</b>	<b>Opening Reflection</b> Host: Victoria Banyard						
<b>1:15-2:30</b>	<b>Data Blitz</b> Host: Katie Schultz & Heather Storer						
<b>2:30-3:30</b>	<b>Poster Session With hors d'oeuvres</b>						
<b>3:30-3:45</b>	<b>Break</b>						
<b>3:45-4:15</b>	<b>Welcome</b> Sherry Hamby						
<b>4:15-5:30 Keynote</b>	Intersex Joy: Resilience Beyond the Operating Room Mere Byars <b>Host: Katie Schultz</b>						
<b>5:30-5:45</b>	<b>10th Anniversary Performance</b>  <b>Bill Miller</b>						

Monday, April 7							
<i>All times Central time</i>	Great Hall	Laskey A	Laskey B	Laskey C	Clyde & Mary	Kreitner	Fondren
<b>8:00-8:45 Breakfast</b>	<i>(included with registration)</i>						
<b>8:45-9:00 Morning Reflection</b>	Nina Johnson						
<b>9:00-10:15 Breakout session A</b>	A1. Person- Centered Approaches to Understanding Resilience, Risk, and Needs in the Context of Child Maltreatment  Perspectives Panel  Host: Y. Chang & O. Chang Yoon O. Chang Y. Chang	A2. Strengths- focused Approaches to Preventing Sexual Violence in Indian Country  Perspectives Panel  Host: Edwards Wheeler T. Wilson Beck Aranda-Hughes	A3. Becoming Better Professionals  Mixed  Host: Benavides Shockley- McCarthy Maddux Ray-Bennett Sullivan	A4. Youth- and Peer-Led Programming  Perspectives  Host: Rock McCormick Howell McClellan	A5. Ecological Resilience  Perspectives  Host: Littman Villodas Davis Azamian	A6. New Thinking on Interventions  Perspectives  Host: Dillman Reynolds Chitiyo Corbin	A7. Resilient Leadership: Being an Informal Leader  Workshop  Yuan Gesser
<b>10:15-10:30 Break</b>							
<b>10:30-11:45 Breakout session B</b>	B1. Finding Your Path: Diverse Careers in Resilience Research  Hot Topics Panel	B2. Mixed Methods Investigations of Community Assets and Resilience in the Arizona- Mexico Border Communities	B3. Decentering the Resilient Teacher: Exploring Interactions Between Teachers and their Social	B4. Navigating Self- Care in the Ivory Tower as Diverse Doctoral Students  Hot Topics	B5. Community Resilience  20x20  Host: O. Chang Littman Sharafutdinova	B6. Exploring Fathering Strengths and Resilience Across Diverse Populations  Perspectives	B7. Culturally Grounded Programs  Perspectives  Host: E. Mariscal

<b>Monday (continued)<sup>d</sup></b>	Host: Hagler Howell Rock Malm Hasselle Weber	Perspectives Panel  Host: Carvajal Moore-Monroy Duenas	Ecologies  Perspectives Panel  Host: Oldfield Adamson Ainsworth	Panel  Host: Swafford Johnson Commodore- Mensah Asad Kwon	Joaquin Mariscal Cohen	Panel  Host: Yoon Benavides Mengo J. Lee	McKinney Edwards Bhat
<b>11:45-12:30 Lunch 1</b>	Susie Gray Dining Hall (lunch included with registration) <b><u>GREEN TICKETS ONLY</u></b>						
<b>12:30-1:15 Lunch 2</b>	Susie Gray Dining Hall (lunch included with registration) <b><u>PURPLE TICKETS ONLY</u></b>						
<b>1:15-2:30 Breakout session C</b>	C1. Qualitative Inquiry into Resilience in Populations Connected to Child Welfare  20x20 Symposium  Host: Maguire- Jack Y. Chang O. Chang Parmenter	C2. Elements of Successful Practitioner/Re search Collaborations: A Team Strategy to Increase the Evidence Base on Trafficking Prevention  Perspectives Panel  Host: Jones Flood Matthias Martin O'Brien	C3. Parenting Contexts: Navigating Nuances and Building Resilience in Challenging Circumstances  Perspectives Panel  Host: Wang Marti-Castaner Jiang	C4. Strengths- Based Interventions For Youth  Perspectives  Host: Commodore- Mensah Fields/E. Miller Thornton Geraci	C5. Overcoming Sexual Victimization & Intimate Partner Victimization  20x20  Host: McMahon Cañaveras- Martínez Moxie Nelson	C6. Promoting Healthy Child Development  20x20  Host: Malm Napier Parker Vasquez Reyes	C7. Reflections and Conversations about ResilienceCon's 10th Anniversary  Host: Yuan Benavides Clark Corbin Davis Gilliam Hasselle Rose Storer Hamby
<b>2:30-2:45 Break</b>							
<b>2:45-4:00 Breakout session D</b>	D1. A Qualitative Exploration of Attitudes and Beliefs of Mandated	D2. Identifying Key Strengths	D3. Knitting in the Round: Therapeutic Benefits and Clinical "Purls"	D4. Strengths- based Approaches to Engaging Boys and Men in the	D5. Coping with Specific Challenges  20x20	D6. Siempre Pa' lante: An Interest Group for Spanish Speakers &	D7. Exploring the Insides of People's Lives: Healing- centered



<b>Monday</b> <i>(continued)</i>  <b>2:45-4:00</b> <b>Breakout</b> <b>session D</b>	Reporting vs. Mandated Supporting  Hot Topics Panel  Host: Clark Theile McGladrey Rogers	20x20  Host: Napier Brooks Thakur Hagler Wang	of Knitting in Practice  Perspectives Panel  Host: Caldwell Caldwell Trump Redd Nix	Prevention of Sexual And Related Forms of Violence  Hot Topics Panel  Host: Edwards Tolman S. Wilson Paiva	Host: Hasselle Khetarpal Wells Lipsey E. Amponsah	Those Who Work with Them  Workshop  Pinto-Cortez E. Mariscal	Qualitative Interviewing Approaches to Facilitate Resilience among Research Participants with Complex Trauma  Workshop  Storer Schultz Gezinski Utterback
<b>4:00-4:15</b> <b>Break</b>							
<b>4:15-5:15</b> <b>Keynote</b>	<b>Story, Meaning, Agency, and Others</b> <b>Monisha Pasupathi</b> Host: Jonathan Davis						
<b>5:15-5:30</b> <b>Evening Reflection</b>	Matt Hagler						

Tuesday, April 8							
<i>All times Central time</i>	Great Hall	Laskey A	Laskey B	Laskey C	Clyde & Mary	Kreitner	Fondren
<b>8:00-8:45 Breakfast</b>	<i>(included with registration)</i>						
<b>8:45-9:00 Morning Reflection</b>	Shelby Clark						
<b>9:00-10:15 Breakout session E</b>	<p>E1. Life Lessons in the Classroom: Building Resilience via the Kids'  Empowerment Program</p> <p>Perspectives Panel</p> <p>Host: Howell Maly Malik Treder Hammond</p>	<p>E2. Findings of an Online Program Found to Prevent Teen Dating Violence and Alcohol Use among Sexual and Gender Minority Youth</p> <p>Perspectives Panel</p> <p>Host: Edwards Wheeler Gardella Jester</p>	<p>E3. Healing Interventions</p> <p>20x20</p> <p>Host: Reid Hasselle Turner Copeland E. Mariscal</p>	<p>E4. Violence &amp; Resilience Among Vulnerable Youth</p> <p>20x20</p> <p>Host: Pei Dillman Kirkley Watson Pei</p>	<p>E5. Perspectives on Healing</p> <p>Mixed</p> <p>Host: Brooks Buchbinder Esparza Morales Newland</p>	<p>E6. Strengths that Support Functioning</p> <p>Perspectives</p> <p>Host: Banyard Klepper Rose Banyard</p>	<p>E7. Reworking Interventions</p> <p>Perspectives</p> <p>Host: Davis Ray-Bennett Gokul Gentile</p>
<b>10:15-10:45 Extended Break</b>							
<b>10:45-12:00 Breakout session F</b>  <b>Tuesday (continued)</b>	<p>F1. Strengths and Resilience- based Approaches to Preventing and Responding to Human Trafficking</p>	<p>F2. Adult Resilience</p> <p>Perspectives</p> <p>Host: Weber Rousseau O'Connor Gesser</p>	<p>F3. Improving Resilience Science</p> <p>Mixed</p> <p>Host: Esparza Hampton</p>	<p>F4. Improving Systems</p> <p>Perspectives</p> <p>Host: Chitiyo J. Lee Myrick</p>	<p>F5. Healing from Gender-Based Violence (GBV)</p> <p>Perspectives</p> <p>Host: Taylor Machinga-</p>	<p>F6. De-Escalation &amp; Conflict Transformation</p> <p>Workshop</p> <p>Corbin</p>	<p>F7. Labyrinth Walk &amp; Meditation</p> <p>Hamby</p> <p><b>MEET IN LASKEY LOBBY</b></p>

	Perspectives Panel  Host: Edwards Krushas Farrell Jones		Bender Rose	Gentile	Asaolu Raut Brachmann		
<b>12:00-1:00 Lunch</b>	Susie Gray Dining Hall <i>(included with registration)</i>						
<b>1:00-2:15 Breakout session G</b>	G1. Resilience in Homelessness Recovery  Hot Topics Panel  Host: Corbin Giraud Banks	G2. Stories of Healing Perspectives  Host: Schaublin Weber Mitcham Gesser	G3. Resilience in Education Perspectives  Host: Banyard Cusano Rock Durrant	G4. Parental Impacts on Youth Resilience Perspectives  Host: Asad Thomsen Keane Jouriles	G5. Native Flute: Explorations Workshop  B. Miller	G6. Cultivating Purpose to Build Resilient Organizations Perspectives Panel  Host: Stumpf Silverberg Sulton	G7. Enhancing Occupational Well-being through Mindfulness-Based Self-Reflection Workshop  Shockley McCarthy
<b>2:15-2:30 Break</b>							
<b>2:30-3:30 Keynote</b>	Violence Against Children & Adolescents: An Intercultural Perspective on Resilience <b>Cristián Pinto-Cortez</b> Host: Susana Mariscal						
<b>3:30-4:00 Closing Reflection</b>	Yuan, Yoon, Davis, Howell, E. Mariscal, Schultz						

Wednesday, April 9	
<i>All times Central time</i>	<b>Great Hall</b>
<b>9:00-2:00</b>	<p><b>Resilience Portfolio Consortium</b> Victoria Banyard and Sherry Hamby, Co-Directors</p> <p>This year the RPC space will use the RPM model to offer a range of activities to build community and to take care of ourselves and each other through difficult and unpredictable times. It will be space to be in community and build our own resilience, share stories about the impact of current events, create collective action and collaboration. We hope participants will share how we find ways to take our resilience work out into the world in our communities and campuses to support resilience practices. Lunch will be provided.</p>

## Sunday, April 6th

Opening Reflection  
Sunday, 1:00-1:15 pm (Central time)

Victoria Banyard

### Data Blitz

Poster Data Blitz is 1:15-2:30 (Central time), Sunday April 6<sup>th</sup>, Great Hall in Laskey Building  
Full poster abstracts are in the following section

Moderated by Katie Schultz and Heather Storer

**Brianne Beaujolais**  
Mighty Crow Media

*Ohio Health Care Professionals' Resilience During the COVID-19 Pandemic*

**Kyra Chung**  
University of the South &  
Life Paths Research Center

*A Scoping Review of Resilience Among Older Asian-American People*

**Steph Cooke**  
National University

*A Resilience-Based Framework for Clinicians Responding to Mental Health Crises*

**Olivia DiLillo**  
Rhodes College

*Centering the Voices of Black Adolescents: Acceptability, Relevance, and Proposed Adaptations to Social Emotional Learning Programs*

**B. Luke Hicks**  
The University of TN-Chattanooga

*The Interaction Between Resilience and Social Support in a Disabled Population*

**Kadence Lewis**  
Murray State University

*Mediators of Childhood Experiences and Ghanaian Adult Psychological Well-Being*

**Lauren Manley**  
Rutgers University

*Empowering Bystanders: Key Factors Facilitating Positive Outcomes Following Interventions for Workplace Mistreatment*

**Rebecca McCloskey**  
Mighty Crow Media

*Rapid Response Emergenc Addiction and Crisis Team: Building Community Resilience After Opioid Overdose*

**Sarah McMahon**  
Rutgers University

*Bystander Action to Address Sexual Harassment in Academia*

**Rajanya Nandi**  
Indiana University

*A Literature Review Measuring the Effect of Multi-type Maltreatment against Homeless and Street Children on Their Early Childhood Development*

**Selena Piercy**  
University of the South &  
Life Paths Research Center

*Resilience Among Intimate Partner Violence Survivors:  
A Scoping Review*

**Madison Reid**  
Vanderbilt University

*A Scoping Review of Resilience and Psychosocial  
Strengths in Individuals with Learning Disabilities*

**Joselyn Sarabia**  
The Ohio State University

*Reducing Firefighter Stress and Posttraumatic Stress  
Symptoms Using Mindfulness: Preliminary Results from  
a Feasibility Study*

**Charis Stanek**  
The Ohio State University

*The Protective Role of Structured Activities During High  
School on the Relationship between Child Protective  
Services Involvement and Mental Health in Young  
Adulthood*

**Cady Ujvari**  
University of Mississippi

*PTSD Symptom Severity and Satisfaction with Life:  
The Moderating Role of Social Connectedness*

**Cate Yappen**  
University of the South &  
Life Paths Research Center

*A Scoping Review of Resilience Among Survivors of  
Campus Sexual Assault*

**Poster Abstracts**  
**Poster Session is 2:30-3:30, Sunday April 6**  
**Laskey Building with Hors d'oeuvres**

**Multiple Injustices: Re-Conceptualising Resilience Policy and Environmental Injustices in Northern Ghana**  
**Clement Amponsah, University of Oxford**

As the world continues to experience severe climate change impacts over the past decade, states and international organisations are committing to ambitious projects/policies to build 'resilience' while scaling up development efforts. In Ghana, particularly in the Northern regions, resilience has become popular due to the impacts of climate change on socioeconomic livelihood, where 98 percent of the local people depend on agricultural production. However, the design and execution of the policies are grounded on technical/scientific knowledge and undermine the knowledge and adaptation strategies of local people. Based on ethnographic fieldwork conducted among Frafra farmers in the Bongo district in Northeast Ghana between August 2022 and October 2024, I posit that local communities' adaptation and mitigation strategies, embody creative acts of resilience but they are marginalised in resilience initiatives. Top-down resilience planning is largely unproductive with unintended consequences and is met with acts of community resistance. This study examines why certain resilience projects designed to reduce community vulnerabilities fail while engendering forms of environmental injustices (recognition, procedural and distribution) in Ghana's adaptation policy governance. It concludes by giving recommendations on how resilience initiatives can be (re)framed so they are inclusive/just, and leaves no one behind in the age of climate change.

**Resilience and Self-Care: The Experiences of Social Workers Providing Services to People with Harmful Sexual Behaviors**

**Zohra Asad, Indiana University, Miriam Commodore-Mensah, Indiana University, Maryam Mehboob, University of the Punjab**

This study explores the experiences of social workers who provide services to people with harmful sexual behaviors (PWSB). Working with PWSB is a complex emotional, ethical, and professional challenge. Social workers face unique stressors, including managing the stigma associated with sexual offenses, addressing clients' deep-rooted trauma, and maintaining objectivity. These professionals often manage emotional exhaustion and vicarious trauma, highlighting the implementation of effective self-care practices and resilience-building strategies. This study is grounded in a literature review and qualitative research involving 12 participants using hermeneutic phenomenology. Addressing the needs of highly stigmatized and stressed populations requires a focus on self-care, supervision, peer support, and ongoing education to protect their mental and emotional well-being. The findings suggest that social workers who actively prioritize self-care and utilize strong support systems are more likely to maintain their effectiveness in their roles and prevent burnout. This research adds to the broader conversation on resilience and self-care in various work environments, particularly in demanding social work settings. It highlights the importance of organizational support for individuals working in high-pressure situations. Understanding these dynamics can help inform the development of policies and practices to promote the well-being of social workers both personally and professionally.

**A Focus on Strengths: How Supportive Communities and Families help Children with ADHD Thrive**  
**Sheila Barnhart, University of Kentucky College of Social Work, Aubrey Jones, University of Kentucky College of Social Work, Kathryn Showalter, University of Kentucky College of Social Work**

An abundance of literature supports that children with ADHD tend to have higher rates of child maltreatment (Clayton et al., 2020), poorer academic performance (Arnold et al., 2015), and poorer relationship quality with caregivers (Weyers et al., 2019). Yet, less research applies salutogenic models to understand how environmental assets help these children thrive. To address this gap, we used public data from the 2022 National Survey of Children's Health to examine how supportive families and neighborhoods might work together to bolster child flourishing and school engagement. We selected an analytic subset of 1,946 US children with current ADHD, between 6 to 11-years-old. Path model results evidenced that supportive families and neighborhoods directly benefited child flourishing ( $B=0.074$ ,  $B=0.077$ ;  $p<0.001$ ), and this effect was bolstered by their interaction ( $B=0.047$ ,  $p<0.05$ ). Further, the beneficial relationship between supportive neighborhoods and families with school engagement was indirectly linked through child flourishing (0.08,  $p<0.001$ , CI: 0.95-1.22), and this relationship was moderated by higher levels of neighborhoods and family

support (0.009,  $p < 0.05$ ). Neighbors and families are proximal resources for children. When they are characterized by higher levels of support, they tell a different story for children with ADHD; a story of strength and resilience.

#### **Ohio Health Care Professional's Resilience During the COVID-19 Pandemic**

**Brienne Beaujolais, Mighty Crow Media, Gretchen Clark Hammond, Mighty Crow Media, Rebecca McCloskey, Mighty Crow Media, Kathleen Gallant, Mighty Crow Media, Bobby Santucci, Mighty Crow Media, Michael Kockinski, Mighty Crow Media**

Health care professionals (HCPs) historically exhibit high rates of stress and burnout, but new and magnified stressors accompanying COVID-19 exacerbated HCPs' risk of burnout. Consequently, it is important to understand sources of resilience that kept HCPs engaged in the workforce. A one-time survey administered in July and August of 2021 to HCPs from 13 Ohio licensing boards, this study examined perceptions about what made HCPs resilient during the pandemic. We analyzed a stratified random sample ( $n = 1,300$ ) of open-ended responses using team-based thematic analysis. Respondents found resiliency in a myriad of personal and professional ways. Among the 11 themes (i.e., access to information/communication, appreciation, consideration for others, external support, faith, health support, keeping perspective, people counting on me, personal outlook, pursuit of wellness/self-care, and workplace), the most popular source came from relationships with friends and family, followed by references to one's faith. Some respondents were motivated by the knowledge that, despite pandemic-related obstacles, they were being counted on to do their jobs providing quality care for their patients. Notably, those tools that promoted resilience during the pandemic aligned with what respondents had suggested as the "one thing" they would change to benefit professionals when managing burnout and stress.

#### **Nonresident Fathers' Financial Support and Child Economic Wellbeing: Implications for Child Support Policy** **Hunmin Cha, College of Social Work, The Ohio State University**

To promote the economic resilience of children living in single-mother households, nonresident father involvement has been increasingly emphasized and studied over the last few decades. However, findings on the effect of nonresident fathers' financial support on child well-being outcomes are somewhat mixed, reporting insignificant or weak associations compared to other forms of father involvement. Using data from the Future of Families Child Wellbeing Study ( $n = 647$ ), this study aimed to examine whether nonresident fathers' financial support is associated with child economic well-being among low-income and single-mother families, even after controlling for other forms of father involvement and sociodemographic factors. Results from a hierarchical multiple regression analysis showed that financial support was positively associated with child economic well-being even after controlling for other factors. Sociodemographic characters were also significant throughout all three models, indicating that children living with single mothers who are Black, less educated, or receive welfare tend to experience lower economic well-being. Implications include the importance of lenient pass-through and disregard policies and collaboration among researchers, practitioners, and policymakers to provide effective ways for enhancing nonresident fathers' ability to pay child support, ensuring the transmission of income to low-income single-mother households.

#### **Thriving Through Financial Turbulence: The Impact of COVID-19 Pandemic Stimulus on Financial Satisfaction Among Emerging Adults**

**Jeongeum Cha, The Ohio State University**

This study examines how adverse financial experiences during COVID-19 affected the financial satisfaction of emerging adults aged 18–29, with a focus on the moderating role of pandemic-related stimulus payments. Data from the 2021 National Financial Capability Study ( $N = 6,635$ ) was analyzed using hierarchical multiple linear regression. Findings revealed a significant negative association between financial distress and satisfaction ( $B = -0.496$ ,  $p < 0.001$ ). The impact was more pronounced among adults aged 24–29 ( $\beta = -0.294$ ,  $p < 0.001$ ) compared to those aged 18–23 ( $\beta = -0.258$ ,  $p < 0.001$ ), highlighting the greater financial vulnerability of older emerging adults. While stimulus payment recipients showed slight increases in financial satisfaction, these changes were not statistically significant ( $B = 0.048$ ,  $p = 0.349$ ), demonstrating the limited ability of stimulus payments to mitigate financial distress. The limited effectiveness of stimulus payments underscores the need for broader, more tailored interventions that build financial resilience in emerging adults. Resilience equips individuals to adapt to financial adversity, fostering long-term stability even in economic crises. By designing age-specific policies and resources that enhance financial coping skills, policymakers can strengthen financial resilience, enabling emerging adults to thrive despite financial turbulence.



**Adaptive and Maladaptive Responses by Fathers with Intimate Partner Violence and Substance Misuse**  
**Satvika Char, Yale University, Sarah Eisenberg, Department of Psychiatry and Behavioral Sciences, Memorial Sloan Kettering Cancer Center, Carter W. McCaskill, Yale University, Child Study Center, Carla S. Stover, Yale University, Child Study Center**

Individuals who use violence have often experienced trauma themselves. To effectively intervene with these maladaptive learned responses and ways of coping, it is important to understand unique patterns of thinking and responding to triggering social stimuli in this population. The Articulated Thoughts in Simulated Situations (ATSS) task presents participants with anger-provoking scenarios and instructs them to verbalize their thoughts simultaneously. This study aims to qualitatively explore ways in which fathers with histories of Intimate Partner Violence (IPV) and substance misuse reflexively regulate their emotions and attribute blame by examining the use of cognitive reappraisal (CR), catastrophizing, suppression, self-blame and partner-blame, across three ATSS scenarios focusing on abandonment, jealousy, and coparenting conflict. Findings suggested significant differences in responses across scenarios for all coded variables. Fathers used significantly more healthy emotion regulation, CR, in the conflict scenario involving coparenting their child compared to the other scenarios. Fathers catastrophized significantly more in the jealousy scenario and tended to attribute more blame to their partners than themselves across all scenarios. This highlights the importance of using strength-based and context driven understandings of adaptive and maladaptive responses when working with fathers with IPV, to promote family wellbeing and mitigate the intergenerational transmission of risk.

**The Long-term Impact of Child Maltreatment on Intimate Partner Violence: Results from a Nationally Representative Sample**

**Yinqi Chen, University of Michigan, Lijian Zhao, University of Michigan, School of Social Work, Kathryn Maguire-Jack, University of Michigan, School of Social Work**

Child maltreatment and adverse family environments are linked to negative outcomes in adulthood, including intimate partner violence (IPV). This study utilizes data from Wave 4 and Wave 7 of the Future of Families & Child Wellbeing Study to examine how child maltreatment, substance use, and IPV within the family at age five are associated with the likelihood of experiencing IPV at age 22. Logistic regression models were used to explore these relationships, with educational attainment considered as a potential protective factor. The findings indicate that early psychological abuse and substance use are significantly related to an increased likelihood of IPV in young adulthood, while educational attainment was found to reduce the risk of IPV. Witnessing IPV at age five did not show a significant direct effect on later IPV. This study underscores the lasting impact of early childhood adversities on IPV risk and highlight the protective role of education. The results highlight the need to explore additional pathways and interventions that may mitigate the effects of early abuse and strengthen resilience among vulnerable populations.

**Unique Strengths of Social Work Practice in Rural Communities**

**Erna Chiu, University of Michigan School of Social Work, Sarah Parmenter, The Ohio State University College of Social Work, Yujeong Chang, The Ohio State University College of Social Work, Yanghyun Park, University of Michigan School of Social Work, Olivia Varney-Chang, University of Michigan School of Social Work, Katie Maguire-Jack, University of Michigan School of Social Work**

The experiences of child welfare workers practicing in rural settings are not well understood, as research has mostly focused on practice in urban settings. Additionally, previous research has often focused on challenges faced by child welfare workers delivering services in rural communities. There is a need to better understand the unique perspectives of child welfare workers in rural areas, and to identify strengths of rural communities and how they contribute to the resilience of children and families. We aim to gain a better understanding of family and community strengths that exist in rural communities and to identify ways that these strengths could promote resilience. 28 child welfare workers practicing in rural Michigan participated in Zoom and phone interviews. Questions probed the differences between working in rural versus urban communities and the strengths and challenges associated with working in rural communities. Thematic analysis was conducted to analyze interview data with a team of coders. Preliminary results suggest that there are a variety of strengths in rural communities that can support the wellbeing of children and families, including cooperativeness between community partners and enhanced family connections. A full analysis of the unique strengths in these communities will be explored in our poster.

**A Scoping Review of Resilience Among Older Asian-American People**

**Kyra Chung, University of the South & Life Paths Research Center, Sherry Hamby, University of the South & Life Paths Research Center**

**Background & Objective:** Older Asian Americans often experience trauma due to cultural and societal factors, including immigration-related stress, racism, discrimination, and intergenerational trauma. This scoping review integrates research on strengths associated with resilience among older Asian Americans, using the resilience portfolio model (RPM) as a theoretical framework. **Method:** We searched PubMed and PsycINFO for articles in English that included at least one strength and one outcome regarding resilience for older Asian Americans. The search yielded 1377 articles and after eliminating articles that did not have relevant data, 15 articles were included in the review. **Results:** We organized into RPM domains: meaning-making, interpersonal, regulatory, and environmental. Adversities included immigration, racism, and social isolation. Some common strengths were mentioned, such as social support. The studies also identified factors such as having people to speak with who speak your first language, strong racial identities, adherence to cultural values, filial piety, safe spaces to discuss racism, and affordable housing were also mentioned. **Conclusions:** More attention needs to be paid to unique needs of Asian American communities for supporting resilience.

### **Poetic Inquiry Representing Social Workers' Experiences with Moral Distress**

**Shelby Clark, University of Kentucky, Natalie Pope, University of Kentucky, Taylor Dowdy-Hazlett, University of Kentucky College of Social Work**

This study utilized poetic inquiry (Prendergast, 2017) to explore social workers' experiences with moral distress, defined as "when one knows the right thing to do, but institutional constraints make it nearly impossible to pursue the right course of action" (Jameton, 1984, p. 6). While moral distress has been well-examined in medical fields, its presence in other human service settings is emerging. Poems were crafted from transcripts of interviews with 15 social workers employed across diverse contexts and roles. These poems illuminate how social workers navigate ethical tensions in their work through strengths and external supports, offering deeper insights into their experiences of moral distress.

### **Graduating as "Breaking the Cycle": Qualitative Exploration of Inequalities in Educational Attainment Among Indigenous High School Students**

**Reagan Cole, Oklahoma State University**

Indigenous high school students in the United States (U.S.) have higher dropout rates compared to their peers of other racial and ethnic groups. In seeking to address this issue, it is important to acknowledge that Indigenous youth are situated in a unique position within the U.S. education system. The arduous history between the "education" of Indigenous peoples by the U.S. government through Indian Boarding Schools coupled with the overall effects of colonization have had devastating consequences on generations of Indigenous Peoples and communities. Much of the existing research on educational inequalities examines the issue through the lens of traditional Euro-American markers for student retention (e.g., grade point average, parent education levels). More research on this topic is needed to better understand what factors shape the experiences of Indigenous students and influence their secondary educational outcomes. This study is guided by a social ecological framework of school belonging in order to identify processes that are shaping the dropout crisis among Indigenous youth at the individual, family, and institutional levels. Findings are derived from semi-structured interviews with 24 Indigenous high school students from a public Oklahoma high school and highlight the student's lived experiences and feelings related to school belonging and motivation.

### **A Resilience-Based Framework for Clinicians Responding to Mental Health Crises**

**Steph Cooke, National University, Mary Cate Komoski, East Carolina University**

This mixed-methods study investigates the role of resilience in clinical decision-making when responding to mental health crises. We administered the Perceptions of Police Scale (POPS) (Nadal & Davidoff, 2015) to mental health professionals and conducted follow-up qualitative interviews with LGBTQ+ participants to explore police bias and its influence on crisis response, such as when clients present with suicidal ideation. Given the high prevalence of suicide in the U.S., this study has significant implications for clinical training. We emphasize how a clinician's social location, the diverse identities of clients, and the current state of policing in America are interconnected variables that affect decision-making during crisis response. These findings underscore the need for a resilience-based framework in training and supervision, equipping clinicians with the skills to navigate these complexities. This proposed framework suggests the importance of building a clinician's resilience to confront and overcome the challenges associated with crisis intervention. We advocate for clinicians with various training levels to identify the internal and external resources needed to make these decisions with confidence. Attendees will gain a critical understanding of how to integrate resilience into their practice and crisis response decision-making, especially when addressing the concerns of marginalized clients.

**Life Satisfaction as a Buffer: An Examination of the Relationship Between Moral Injury, Combat Experience, and Satisfaction with Life in Veterans**

**Riley Curie, University of Mississippi, Brittany N. Hampton, University of Mississippi, Mikaela J. Raley, University of Mississippi, Stefan E. Schulenberg, University of Mississippi**

Moral Injury (MI) is common among veterans with combat experience (CE) and is often associated with mental health and quality-of-life issues. Satisfaction with life (SWL), a subjective assessment of one's quality of life overall, is one protective factor against mental health symptoms associated with MI. However, there is limited research on the interrelationships between MI, CE, and SWL specifically. The purpose of this study was to examine 1) the relationship between MI and SWL and 2) the moderational effects of SWL on CE and MI. Data were collected from 292 U.S. military combat veterans recruited via Facebook and assessed via Qualtrics. Simple linear regressions were used to examine the relationship between MI and SWL, and CE and MI. SWL was then examined as a moderator of CE and MI. Results found that MI negatively predicted SWL ( $R^2 = .03$ ,  $F(1, 288) = 7.42$ ,  $p = .007$ ). SWL also moderated the relationship between CE and MI ( $\beta = 0.03$ ,  $t(286) = 3.52$ ,  $p < .001$ ) such that as SWL increases, the negative effects of CE on MI are reduced. These findings highlight the importance of targeting SWL in MI treatment with combat veterans. Implications for research and practice are offered.

**Role of University Leadership in Promoting Positive Outcomes for Employees Who Experience Sexual Harassment**

**Julia Cusano, Rutgers University, Sarah McMahon, Rutgers University, Rachel Connor, Rutgers University, Allison Brachmann, Rutgers University, Enoch Amponsah, Rutgers University, Sara Thomas, Rutgers University**  
University leaders are in a unique position to mitigate the negative impacts of harassment through proactive prevention, transparent reporting processes, and adequate support systems that ensure a safe and supportive workplace for all employees. This study uses data from a faculty and staff campus climate survey conducted across four campuses in the United States to examine the relationship between employees' perceptions of university actions following sexual harassment, using six items from the Institutional Courage Questionnaire-Individual (ICQ-I), and their job satisfaction. Bivariate analyses revealed that employees who experienced sexual harassment and believed their university took proactive steps to prevent harassment, made reporting easy, responded adequately, did not cover up incidents, and provided sufficient support reported significantly higher job satisfaction. These findings emphasize the critical role of university leadership in fostering resilience and promoting positive outcomes for employees after harassment experiences. Effective communication, transparent responses, and robust support systems are essential for maintaining employee well-being and job satisfaction in the aftermath of sexual harassment. By prioritizing institutional courage, university leaders can create an environment that not only supports recovery but also empowers employees, fostering resilience and facilitating their long-term professional growth and success.

**Elder's Presence: The Role of Supportive Adults in Building Resilience for Native American Students**  
**Joanna DeMeyer, Oregon State University**

Research on resilience and college success has grown in recent years, but there remains a gap in understanding these dynamics within American Indian and Alaska Native (AI/AN) student populations. This study explores the role of positive childhood experiences (PCEs), specifically the impact of having a supportive figure during childhood, in fostering resilience among AI/AN college students. AI/AN students face unique challenges related to colonization, historical trauma, and systemic educational disparities, which contribute to lower college enrollment and completion rates. These challenges perpetuate cycles of poverty and affect overall well-being. Understanding factors that enhance resilience in AI/AN students is critical to improving educational outcomes. This research employed a mixed-methods approach, using surveys to assess the influence of having at least one positive, supportive individual—such as a family member, teacher, or community leader—on resiliency and academic success. Findings indicate that having a supportive figure in childhood correlates with higher resilience, emotional strength, and academic achievement. Students with such support were better able to cope with college challenges and demonstrate higher academic success. This study emphasizes the importance of fostering supportive relationships for AI/AN youth and suggests that targeted mentorship and interventions could enhance their educational experiences, promoting greater success in higher education.

**Centering the Voices of Black Adolescents: Acceptability, Relevance, and Proposed Adaptations to Social Emotional Learning Programs**

**Olivia DiLillo, Rhodes College, Anya Lensink, Rhodes College, Amanda Hasselle, Rhodes College**

Social emotional learning (SEL) is used to develop students' self-awareness, social awareness, and relationship skills. Dialectical Behavior Therapy (DBT) STEPS-A, a type of SEL adapted specifically for high school students, has demonstrated preliminary efficacy. Little research has explored the effectiveness of DBT STEPS-A for racially minoritized students. The current study aims to better understand Black students' attitudes towards SEL/DBT STEPS-A and suggest adaptations to increase efficacy/relevance of the curriculum. The data include feedback from five focus groups composed of Black high school students (Mage = 15.37; SD = 1.16; 77% female) who shared their experiences and attitudes towards SEL programs. Results highlight Black students' daily stressors, including pressure to succeed, juggling responsibilities, and interpersonal difficulties. Results also highlight factors that may affect student engagement in SEL programs, including rationale for the program, aspects of program content and structure, and group composition. In terms of DBT STEPS-A, students noted the benefits of each skills module (i.e., Mindfulness, Emotion Regulation, Interpersonal Effectiveness, Distress Tolerance), but they also questioned applicability of DBT skills to their everyday lives. Results suggest that linking the goals of DBT STEPS-A to student experiences, combined with acknowledging the complexity of using each skill, will increase student engagement.

#### **Relationship Self-Efficacy Among Transition Age Youth with Foster Care Experience**

**Kaitlin Grelle, University of Texas at San Antonio, Rebecca Weston, University of Texas at San Antonio, Megan Piel, University of Texas at San Antonio, Deaven Greenberg, University of Texas at San Antonio, Isabella Swafford, University of Texas at San Antonio, Chris Huong, University of Texas at San Antonio.**

Romantic relationship self-efficacy (RRSE) refers to an individual's belief in their ability to successfully engage in and maintain a healthy romantic relationship (Futris et al., 2017). Youth transitioning to adulthood from foster care are at increased risk of multiple adverse childhood experiences (ACEs) and placement instability throughout foster care. These experiences often lead to challenges in forming and sustaining positive interpersonal relationships (Katz et al., 2020). Additionally, transition-age youth are more likely to experience adolescent dating violence (ADV; Katz et al., 2023; Turney & Wildeman, 2017). Addressing RRSE among former foster youth is necessary to relationship outcomes. This study aimed to identify significant predictors of RRSE among youth transitioning from foster care by conducting a Classification and Regression Tree (CART) analysis. To date, 602 youth have completed surveys including questions on demographics, ADV, mental health, and RRSE. RRSE was assessed using the Relationship Self-Efficacy Scale (Lopez et al., 2007), with high relationship self-efficacy scores falling at or above the 75th percentile. Scores were used to classify responses into "Low Self-Efficacy" and "High-Self Efficacy". The top predictors of low self-efficacy included stress, ADV victimization, and gender. Implications will be discussed.

#### **Coping Flexibility: A Review of Constructs and Measures**

**George Handley, University of the South & Life Paths Research Center, Sherry Hamby, University of the South & Life Paths Research Center**

**Objective:** Coping flexibility has been a key strength for resilience that has been studied in the work of George Bonanno and others. However, to date it has not been well-integrated into other theoretical frameworks, such as the resilience portfolio model, multisystemic resilience, ecological resilience, or radical healing. The purpose of this poster is to review the concept of coping flexibility in the literature and examine how it has been measured, with the eventual goal of comparing it to other strengths known to support thriving after trauma. **Method:** A review of the literature on coping flexibility, with a focus on collecting definitions and measures. **Results:** The review is ongoing, but we have already identified several measures created by different teams. **Conclusions:** There is an urgent need for more integration of resilience work and we hope to contribute to a better understanding of how coping flexibility fits into the multidimensional realm of strengths that support resilience.

#### **Bridging Health Disparities and Promoting Health Equity for Mexican Migrant Populations through the Ventanillas de Salud-Phoenix (VDS-Phoenix)**

**Alicia Hernandez, University of Arizona Mel & Enid Zuckerman College of Public Health**

Ventanillas de Salud-Phoenix (VDS), based in the Phoenix Mexican Consulate and partnered with the University of Arizona's Zuckerman College of Public Health, bridges healthcare access gaps for the Mexican migrant population across seven Arizona counties. VDS provides free preventive care, including screenings for blood pressure, glucose, A1c, cholesterol, and triglycerides, along with personalized health information and referrals to affordable clinics. The program promotes wellness through education on nutrition, exercise, mental health, and sexual health, including HIV testing. VDS collaborates with local organizations to offer services like fatty liver testing, vaccines, and resource awareness campaigns. Our findings indicate that a substantial portion of

the population lacks access to care, likely due to ineligibility for health insurance and a lack of awareness of available resources. Between October 2021 and June 2024, VDS provided 32,984 services to the community, with 82% of the recipients being uninsured. This highlights the critical need for these services. VDS plays a crucial role in connecting individuals to resources they qualify for but may not be aware of, therefore promoting health equity within the community.

### **What Makes You Stronger: The Resilience in Black Youth Aging Out of Care**

**Kadejah Hicks, North Carolina A&T**

Black youth are overrepresented within the foster care system but underrepresented in terms of representation of positive transitional outcomes and are aging out of foster care at disproportionately high numbers. However, the notion that black youth who age out of care are unsuccessful, expected to fail due to elevated rates of risk factors, and myths or stereotypes associated with this group need to be challenged. Thus, the anticipated research focuses on the resilience among black youth who age out of care which is an example of a strengths-based view of this group as the phenomenon of resilience among black youth who age out of foster care is rarely studied compared to resilience among other groups. The goal of this research aims to understand the lived experiences which build resilience in this group as a result of foster care experience. The theoretical frameworks to be utilized in this research include Critical Race Theory to highlight the systemic racism present within the foster care system which attributes the idea that this group is not successful upon their transition into adulthood and Resilience Theory to highlight the subjectiveness of resilience as an ongoing process. Research methods include criterion sampling and in-depth interviews.

### **The Interaction Between Resilience and Social Support in a Disabled Population**

**Benjamin Hicks, University of Tennessee at Chattanooga, Matthew J. Schaublin, University of Tennessee at Chattanooga, D. Joseph Carpenter, University of Tennessee at Chattanooga, Scarlet Pardue, University of Tennessee at Chattanooga, Bailee Smith, University of Tennessee at Chattanooga, Leslie Frazier, Florida International University in Miami FL, Jill Shelton, University of Tennessee at Chattanooga**

Disabilities have largely been viewed through a deficit-based lens; however, the current study applies a strengths-based approach in lieu of an impairment model. The aim of the present study was to elucidate the relationship between resilience and social support, specifically support and strain from family and friends in relation to people with disabilities. To pursue this aim, we employed a survey which included established psychological scales assessing disability adaptation and written description sections derived from each participant. Participants identified as having a disability (N=362) and were recruited via the CloudResearch data platform and monetarily compensated for their participation. Preliminary analysis revealed moderate to strong correlations between the Connor Davidson Resilience Scale and the Walen Lachman Social Support and Strain measure. In line with our predictions, there were moderately strong positive relationships between resilience and family and friend social support in this population, respectively ( $r = 0.43$ ,  $p < .001$ , 95% CI [0.34, 0.51];  $r = 0.45$ ,  $p < .001$ , 95% CI [0.37, 0.53]). Additionally, family and friend strain exhibited significantly negative relationships with resilience, respectively ( $r = -0.32$ ,  $p < .001$ , 95% CI [-0.41, -0.22];  $r = -0.18$ ,  $p < .001$ , 95% CI [-0.28, -0.08]).

### **Protective and Promotive Factors in Migrant and Refugee Children Facing Violence: A Systematic Review**

**Ines Huynh, University of Hong Kong, Carrie K. W. Li, University of Hong Kong**

Migrant and refugee children are at risk of experiencing various forms of violence before, during, or after migration. This study systematically identifies, reviews, and synthesizes evidence on protective and promotive factors that contribute to the resilience of migrant and refugee children facing violence. Of the 3,663 articles identified, 31 quantitative or qualitative research studies met the inclusion criteria. To be included in the review, studies had to (1) have been published after 2013; (2) have been published in English; (3) include migrant or refugee children and/or adolescents aged 18 or below at the time of interview or migration; (4) mention some types of maltreatment, peer violence, or community violence faced by the children or adolescents; (5) examine the association between the hypothesized protective or promotive factors and indicators of adaptive functioning; and (6) include outcome measures that assessed adaptive functioning. Five levels of protective and promotive factors were identified: individual, family, school and peers, community, and spatial dimension, which converged to highlight the importance of regulatory, interpersonal, and meaning-making strengths for these children. Understanding and addressing these factors is crucial for promoting well-being and improving mental health outcomes in migrant and refugee children facing violence.

### **It's All Relative: Examining the Impact of Social Connectedness, Gratitude, and Mindfulness on Satisfaction**

**with Life among College Students Using Relative Weight Analysis**

**Carlisle Johnson, University of Mississippi, Braelynn Moore, University of Mississippi, Brittany Hampton, University of Mississippi, Cady Ujvari, University of Mississippi, Victoria McCutcheon, University of Mississippi, Yein Kim, University of Mississippi, Katherine Lucas, University of Mississippi, Stefan E. Schulenberg, University of Mississippi**

According to previous studies, social connectedness, gratitude, and mindfulness are factors that contribute to increased satisfaction with life (SWL) in college students. The current study furthers the knowledge and understanding of the relationship between these variables by examining the importance of each variable in relation to the others' impact on SWL. Undergraduate students (N = 409) completed a self-report survey through Qualtrics, which examined variables related to mental health post COVID-19, including the variables of interest. A simultaneous multiple regression analysis indicated, social connectedness ( $b = .16$ ,  $SE = .02$ ,  $\beta = .47$ ,  $CI: .13$  to  $.19$ ), gratitude ( $b = 1.42$ ,  $SE = .33$ ,  $\beta = .20$ ,  $CI: .77$  to  $2.06$ ), and mindfulness ( $b = .13$ ,  $SE = .07$ ,  $\beta = .08$ ,  $CI: .003$  to  $.26$ ) to be significant predictors of participants' SWL (Model:  $F(3, 405) = 88.29$ ,  $p < .001$ ;  $R^2 = .40$ ). Subsequent relative weight analysis (RWA) results revealed that social connectedness was the paramount predictor of SWL (RRW = 24.07%), followed by gratitude (RRW = 10.90%), then mindfulness (RRW = 4.53%). These findings highlight the importance of fostering supportive social environments, and cultivating individual practices of gratitude and mindfulness, to enhance college students' SWL.

**Cultivating Resilience and Connection: A Wellness Seed Grant Program**

**Hazelene G. Johnson II, Rutgers University; Peggy Swarbrick, Rutgers University,**

This poster presents an innovative initiative at a large university that launched a seed grant program aimed at fostering grassroots activities to promote resilience, wellness, and connection among staff and faculty. Funded by ScarletWell and the Center for Faculty Success, the program empowered faculty and staff to create projects aligned with the 8 Dimensions of Wellness model. Developed in response to the increasing demands of academic life, the program prioritized creativity and collaboration. Interdisciplinary teams of faculty and staff were invited to propose projects designed to strengthen connections and promote belonging across campus. Examples of funded initiatives included nature-based walks, Pilates sessions, a fitness challenge, a traveling care cart, and a virtual book study. This poster highlights the program's rationale, grounded in resilience and wellness frameworks, and outlines key components such as the application process, funding criteria, and project examples. Preliminary outcomes demonstrate the program's impact on fostering a sense of belonging, connection, and institutional support among participants, even amid the challenges of a demanding academic environment. By highlighting this initiative's success, we aim to inspire universities to prioritize wellness, resilience, and connection, fostering thriving communities.

**Perceiving Trauma as Trauma: The Role of Self-identification in Resilience among Adolescents with High ACEs Living along the U.S.-Mexico Border**

**Mary Cate Komoski, East Carolina University**

Emerging research suggests that recognizing one's trauma as "trauma" may serve as a protective factor against negative outcomes, such as PTSD. This finding is promising, as it implies that helping individuals categorize their experiences could be a simple, accessible intervention. However, little research has explored this idea within adolescent populations. The present study examines how adolescents living along the U.S.-Mexico border perceive trauma. Participants completed a 19-item Adverse Childhood Experiences (ACE) scale, with a sample average ACE score of 3.81. Participants also completed a resilience scale and responded to the question, "According to your own definition of the word 'trauma,' have you experienced trauma?" Regression analysis revealed that recognizing trauma did not predict resilience in the overall sample. However, among those with 4+ ACEs, a model with interaction between ACE scores and self-identifying as having experienced trauma was significantly predictive of resilience. This suggests that the recognition of trauma may be an important moderator in accessing resilience for adolescents with a significant history of trauma. This poster presents the implications of these findings and offers directions for future research.

**From Exclusion to Empowerment: Resilience of Korean Women Disability Activists**

**Hyejean Kwon, Indiana University School of Social Work**

This study explores how Korean women with disabilities got resilience through their activism. The research question guiding this study is: "What is the empowerment process experienced by Korean women activists with disabilities?" A general qualitative research method was used, incorporating 18 months of voluntary observation and participation within a disability rights organization. Data collection involved snowball sampling, focusing on women with disabilities who had at least three years of experience in the disability movement and

were part of a disability rights organization. Two activists from the organization, with whom rapport had been established, helped initiate the sampling process. The findings reveal the complex empowerment journey these women face, marked by overcoming systemic barriers, developing a strong sense of identity, and fostering community solidarity. Practical recommendations derived from this study include expanding support networks for women with disabilities based on principles of ownership and self-determination, enhancing gender awareness education, and creating targeted interventions for women with intersecting and minority disabilities. This research highlights the resilience of these activists and emphasizes the importance of community-building and policy-level support for their continued empowerment.

#### **Mediators of Childhood Experiences and Ghanaian Adult Psychological Well-Being**

**Kadence Lewis, Murray State University, Esther Malm, Murray State University, Mabel Oti-Boadi, University of Ghana**

Significant amounts of research exists concerning adverse childhood experiences and trauma (ACEs) and its negative consequences on adult well-being. However, there is minimal research on a concept known as positive/benevolent childhood experiences (BCEs), which are circumstances in childhood that provide safety, security, and predictability in the home. It has been shown that BCEs and ACEs have co-occurred in childhood. It is apparent that BCEs have a positive effect in one's life, can counteract negative effects of ACE exposure, and can promote resiliency. These studies have been done with samples across the western hemisphere, however, this study seeks to examine the effects of adversity and positive childhood experiences, their co-occurrences, and resultant associations with psychological well-being among a Ghanaian sample of adults. It is hypothesized that resilience and healthy coping strategies would mediate the relationships between adverse childhood experiences, positive childhood experiences and adult psychological well-being. Data was collected in 2023 from Ghanaian adults (n=300; Mage=21; Age Range=18-50). Findings from this study will better inform our understanding of BCE's, their co-occurrence with ACE's, and their impact on adult well-being. Findings will also provide strategies for informed care in the Ghanaian population.

#### **Empowering Bystanders: Key Factors Facilitating Positive Outcomes Following Interventions for Workplace Mistreatment**

**Lauren Manley, Rutgers University, Sarah McMahon, Rutgers University, Victoria Banyard, Rutgers University**

Background: Bystander intervention (BI) is increasingly applied in workplaces to address mistreatment. While workplace BI holds the potential to mitigate risk and decrease violence, little inquiry has explored factors associated with more positive outcomes. Methods: We collected online panel data from working adults who had intervened in an event of workplace mistreatment within the last year (N=269) to explore factors linked with positive situational outcomes for the bystander, victim, and transgressor. Measures included power dynamics, workplace roles, demographics, and bystander perceptions. We estimated binary logistic regression models to identify factors influencing the odds of positive outcomes. Results: Nearly all participants (97%) experienced at least one positive outcome after intervening, and over one-third (39%) did not experience any negative outcomes. While demographic and situational factors (e.g., power, position, location, bystander intent) had inconsistent effects, specific actions (e.g., seeking help, confronting transgressors, providing resources) consistently increased the odds of various positive outcomes. Conclusions: Our findings highlight the importance of specific bystander actions in fostering positive outcomes following workplace mistreatment, with proactive behaviors emerging as key predictors of success. These results underscore the need for bystander training to focus not only on encouraging intervention but also on empowering employees with actionable strategies.

#### **Book Fairs in Pediatric Care: A Path to Improved Literacy and Well-Being**

**Carter McCaskill, Yale School of Medicine, Keren N. Lebrón Ramos, Yale Child Study Center, Sarah Nichols, Yale Child Study Center, Kendall P. Buck, Yale Child Study Center, Linda Mayes, Yale Child Study Center**

Despite considerable efforts in the U.S. to improve literacy, providing children with books and motivating them to read has proven challenging. This paper investigates the multifaceted benefits of reading and the potential of book fairs in pediatric healthcare settings to enhance resilience through improved literacy and health outcomes. A total of 165 parents completed surveys assessing their children's reading frequency, enjoyment, and the perceived benefits of reading before and after the book fair. Results highlight: 1) the positive impact of increased household book availability on children's adaptive capacities, 2) the physical health and academic benefits associated with parent-child joint reading, fostering stronger family bonds and support systems, 3) the integral role of reading enjoyment in facilitating common benefits of reading, contributing to emotional well-being, and 4) the positive impact of the book fair on parent-child joint reading frequency, promoting supportive

family interactions. This study underscores the value of integrating book fairs into pediatric care settings to promote literacy, suggesting that such interventions can effectively bridge gaps in book access and support overall well-being. By fostering a love for reading and facilitating parent-child engagement, these initiatives can strengthen individual and family resilience, contributing to healthier communities.

**Rapid Response Emergency Addiction and Crisis Team: Building Community Resilience After Opioid Overdose**  
**Rebecca McCloskey, Mighty Crow Media, Isaac M. Toliver, Columbus Division of Fire, Columbus, OH, USA, Alina Sharafutdinova, Columbus Division of Fire, Columbus, OH, USA, Alexander Ulintz, Department of Emergency Medicine, The Ohio State University College of Medicine**

The Rapid Response Emergency Addiction and Crisis Team (RREACT) is a firefighter-led, multidisciplinary (firefighter/paramedic, law enforcement officer, behavioral health) mobile outreach team that provides harm reduction and education, linkage and transportation to care and wrap-around services to individuals following a nonfatal opioid overdose that resulted in a 9-1-1 response in Columbus, Franklin County, Ohio, United States. We describe RREACT, its reach and successes in supporting individuals' recovery following overdose using the reach, effectiveness, adoption, implementation and maintenance (RE-AIM) framework. From 2018 through 2022, RREACT made 22,157 outreach attempts to 11,739 unique patients, including 3,194 direct patient contacts, resulting in 799 direct transports to opioid use disorder treatment and an additional 401 warm handoffs to treatment agencies. RREACT's staffing also grew from 4 full-time equivalent staff to 15.5 and an alumni group emerged from its work. Led by individuals in recovery who had previously received RREACT services, the alumni group exemplifies strength and resilience through community events and peer support. RREACT builds community trust and fosters individuals' engagement with recovery supports using a foundation steeped in the understanding that drug addiction is intertwined with individual and community trauma and that all individuals—with the right supports—can recover.

**Bystander Action to Address Sexual Harassment in Academia**

**Sarah McMahon, Rutgers University, Julia Cusano, Rutgers University, Allison Brachmann, Rutgers University**

Bystander Intervention (BI) models offer a promising approach to prevention in workplace settings. Including the perspective of the targets of harassment is important for improving BI programs. As such, the purpose of this study was to explore faculty and staff experiences with SH, whether bystanders were present, and the nature and impact of their actions. Data for this cross-sectional study were collected from 5,227 faculty and staff at a university in the Mid-Atlantic region of the United States. Of those reporting experiencing SH in the past year, more than half indicated a witness was present. In cases where a witness was present, less than one-quarter of participants reported that the bystander took action; bystanders were more likely to take action in cases where the SH was committed by someone who did not have supervisory or influential impact over the target. Just over half of participants reporting bystanders took action indicated the intervention was helpful and none reported that it made things worse. Bystander action was positively linked to target disclosure. These findings can help guide the adaptation of initiatives that use this model for SH prevention in academic settings.

**Wisdom and Prosocial and Aggressive Behavior Among Adolescents**

**Alexis Mowrer, Vanderbilt University, Colleen Walsh, Vanderbilt University, Krista Mehari, Vanderbilt University**

The purpose of this mixed methods study was to develop a conceptualization of wisdom in adolescence and use this conceptualization to develop and test a strategy to measure wisdom in adolescence. Qualitative data for this study was collected through interviews with 18 community leaders (55.6% male, 88.9% Black, and 11.1% White) to assess perspectives on wisdom. Participants specified several themes related to wisdom including wisdom derived from experience, wisdom derived from others, problem-solving, focus on others, knowledge and understanding, nonconforming choices, and altruistic behaviors. Quantitative data was derived from a cross-sectional survey of 308 adolescent-parent dyads recruited from a Qualtrics Panel. Adolescents were 66% male, 66% White, 33% Black, and averaged 12.62 years. We administered self-reported measures of wisdom-related constructs which included Delayed Gratification, Intellectual Humility, and Behavioral Effectiveness and behavioral scales assessing Prosocial Behavior and Problem Behavior. We will conduct a second-order confirmatory factor analysis to determine whether the hypothesized indicators of wisdom actually assess a higher-order latent construct (labeled "wisdom") and to determine whether this latent construct (or the individual indicators) subsequently predicts aggressive/ prosocial behavior in youth. We hypothesize that wisdom will be significantly associated with greater prosocial behaviors and fewer aggressive behaviors among adolescents.



**A Literature Review Measuring the Effect of Multi-Type Maltreatment against Homeless and Street Children on their Early Childhood Development.**

**Rajanya Nandi, Indiana University, Md Hasan Reza, Indiana University**

This comprehensive literature review examines the effects of maltreatment of street and homeless children exposed to risky environmental situations, focusing on early childhood development (ECD). The search from EBSCO, PubMed, Taylor and Francis, ResearchGate, SAGE, CINAHL, EMBASE, and Google Scholar yielded 124 studies published between 1990 and 2023. Bronfenbrenner's ecological model was applied to understand how micro and macro systems influence the ECD of street and homeless children, revealing how they lack a stable nighttime residence, facing numerous challenges, that significantly impact their physical, cognitive, and socio-emotional development. Key findings reveal inadequate access to education, healthcare, stable housing, and social support systems resulting in multi-type maltreatment (e.g., physical abuse, psychological maltreatment, sexual abuse, neglect, exposure to domestic violence), and poly-victimization. This results in higher rates of malnutrition, infection susceptibility, traumatic brain injuries, learning difficulties, anxiety, depression, and substance use disorders, among other challenges. Thus, the impact of early life experiences becomes "biologically embedded", as long-term health consequences and altered brain structure functioning. This literature review contributes to the growing knowledge of child development in adversity, provides valuable insights for policymakers, healthcare providers, and social workers to inform evidence-based strategies for improving these vulnerable populations' outcomes.

Keywords: multi-type maltreatment, poly-victimization, ECD

**Resilience Among Intimate Partner Violence Survivors: A Scoping Review**

**Selena Piercy, University of the South & Life Paths Research Center, Sherry Hamby, University of the South & Life Paths Research Center**

Background & Objective: Intimate partner violence (IPV) is a global issue, affecting almost 1 in 2 women and more than 2 in 5 men in their lifetimes. IPV can lead to physical injuries, PTSD symptoms, lost work, and other negative outcomes. Current literature on IPV survivors tends to be deficits-based rather than focused on strengths. Therefore, more attention to healing processes is needed. The theoretical framework for this project is the resilience portfolio model which categorizes resilient strengths into four domains: 1) meaning making; 2) regulatory; 3) interpersonal; and 4) environmental. The purpose of this scoping review is to gain a better understanding of strengths that promote resilience of IPV survivors. Method: We searched for literature on resilience and IPV or domestic violence in PsycINFO and PubMed databases. Articles were limited to helpseeking adult women in North America. Results: The search process resulted in 53 articles. Some strengths that were identified include connection to a higher power, parenting, deep breathing, formal and informal social networks, and spending time outdoors. Conclusions: Future research should consider taking more strengths-based approaches when studying resilience of IPV survivors. We also need more consideration of the impact of the physical environment on survivors' wellbeing.

**A Scoping Review of Resilience and Psychosocial Strengths in Individuals with Learning Disabilities**

**Madison Reid, Vanderbilt University, Sherry Hamby, University of the South & Life Paths Research Program**

Having a learning disability heightens an individual's risk of developing mental health concerns, decreased educational attainment, and decreased workplace and academic performance. Although the negative impacts of learning disabilities are well-defined, little is known about the internal strengths and external resources that foster resilience in individuals with learning disabilities. In this scoping review, we synthesized research on resilience and learning disabilities using the Resilience Portfolio Model. We searched PubMed and PsycINFO and identified 51 articles as being eligible for inclusion. Strengths were identified across three of the four Resilience Portfolio domains. Important regulatory strengths for individuals with learning disabilities included determination, perseverance, self-efficacy, and self-advocacy. For interpersonal strengths, the most widely beneficial form of social support was a social network that understood the impacts of learning disabilities. Individuals with learning disabilities cultivated meaning by becoming mentors to others with learning disabilities and connecting to spiritual and cultural groups. No strengths were identified in the environmental domain. Overall, the existing research consists of small qualitative studies and quantitative studies with limited methodologies, including cross-sectional surveys and poor resilience measures. Despite these limitations, an overarching theme between all the identified strengths was to increase understanding of the impacts of learning disabilities.

**Predicting Resilience Among Treatment-Referred Children and Youth with a History of Trauma: An Exploration of Risk and Protective Factors**

**Bibhuti Sar, University of Louisville, Prabathi Gunathilake, Kent School of Social Work and Family Science**

This study examines predictors of resilience among maltreated, refugee, and military children referred for trauma-focused mental health services. Using data from 199 youth-caregiver dyads collected through the Center for Promotion of Recovery and Resilience (CPRR) program, the study analyzes youth demographic factors, trauma symptoms, behavioral and emotional functioning, and strengths and challenges. Initial analyses reveal significant differences between youth and caregiver perspectives on youth resilience, with youth reporting lower resilience scores ( $M = 30.54$ ) compared to their caregivers ( $M = 31.21$ ). A hierarchical multiple regression analysis demonstrates that personal strengths account for 35.4% of the variance in resilience beyond demographic factors and symptoms. The final model explains 56.4% of the variance in youth resilience, with the Strength Index emerging as the strongest predictor ( $\beta = .791, p < .001$ ). While internalizing problems initially predicted lower resilience, this relationship became non-significant when accounting for personal strengths, suggesting that strengths may buffer against psychological difficulties. This research provides insights into resilience pathways among clinical populations and highlights the importance of strengths-based approaches in trauma treatment, particularly considering the differing perspectives between youth and their caregivers.

**Reducing Firefighter Stress and Posttraumatic Stress Symptoms Using Mindfulness: Preliminary Results from a Feasibility Study**

**Joselyn Sarabia, The Ohio State University, Elinam Dellor, The Ohio State University, Bridget Freisthler, University of Tennessee, Knoxville**

Firefighters are at risk of experiencing adverse mental health outcomes related to occupational factors, including trauma exposure. Emerging research suggests that mindfulness-based practices may reduce stress and posttraumatic stress (PTS) in this population. This study tests the use of a nine-week Mindfulness-Based Stress Reduction (MBSR) program to reduce stress and PTS symptoms among firefighters ( $N = 9$ ) from one department. The MBSR program consisted of at-home stress monitoring and breathing exercises, as well as weekly group sessions involving education, guided meditations, and facilitated discussions with a focus on enhancing the firefighters' acceptance and awareness of their inner experience to promote resilience in the face of occupational stressors. The MBSR program demonstrated good feasibility, as indicated by a 75.3% group attendance rate and 100% participant retention. Pre-post analyses revealed increased mindfulness and reduced stress and PTS, although non-statistically significant. Of clinical importance, participants' mean PTS score at pre-test met criterion for posttraumatic stress disorder treatment referral; however, participants' mean PTS score no longer met this criterion at the end of the MBSR program. Future research should expand this feasibility study to test the MBSR program's effectiveness with a quasi-experimental design, using larger, more diverse samples across multiple fire departments.

**The Protective Role of Structured Activities During High School on the Relationship between Child Protective Services Involvement and Mental Health in Young Adulthood**

**Charis Stanek, The Ohio State University, Yujeong Chang, The Ohio State University College of Social Work, Olivia D. Chang, University of Michigan School of Social Work, Susan Yoon The Ohio State University College of Social Work**

Youth with child protective services (CPS) involvement often report poor mental health given experiences of maltreatment; additionally, CPS involvement can negatively impact youth socioemotional development. Structured activities, such as sports and creative arts programs, have been shown to be associated with positive youth development as well as subsequent positive developmental outcomes in young adulthood among the general population. This study aimed to examine the potential protective role of structured high school activities among youth with prior CPS involvement on their internalizing symptoms in young adulthood. Data were derived from the Future of Families and Child Wellbeing Study. Participants ( $N = 1,883$ ,  $\text{Mage} = 22.29$ ), completed a sociodemographic questionnaire, the Child Behavior Checklist, and the Extracurricular Involvement Inventory. Moderation analysis was used to examine an interaction effect of extracurricular involvement on the association between CPS involvement and young adult internalizing symptoms, while accounting for past abuse. CPS involvement was significantly associated with greater internalizing behaviors. There was also a significant moderating effect such that greater extracurricular involvement weakened the positive association between CPS involvement and young adult internalizing symptoms. Findings suggest the importance of further exploring the socioemotional benefits of extracurricular spaces for this population.

**Impact of Peer and Family Violence on Youth Suicidality: Thwarted Belongingness and Presence of a Caring Adult as Potential Moderators**

**Sayaka Takeuchi, Vanderbilt University, Colleen S. Walsh, Vanderbilt University, Krista R. Mehari, Vanderbilt University**

Suicidality has steadily increased for US high school aged youth since 2013. As such, identifying factors affecting one's risk for suicide is necessary. This study examined the direct association of having a friend or family member who was injured or died due to violence or suicide on youth suicidality, and the moderating relation of thwarted belongingness and the presence of a caring adult. Participants included 1105 youth (ages 14-21, 45% male, 45.3% White, 40% Black) in the Southern U.S. Friend or family member injury or death significantly predicted greater youth suicidality. Thwarted belongingness was positively associated and the presence of a caring adult was negatively associated with suicidality. These findings are consistent with Interpersonal Theory of Suicide and its meta analysis result, such that thwarted belongingness is one of the significant correlates of passive suicidal ideation. However, neither thwarted belongingness nor a caring adult moderated the relation between friend or family injury or death and suicidality. Future research should examine other factors that may mitigate against the impact of exposure to friends' or family members' violent injury or death to reduce possible suicide and violence contagion effects.

**From Awareness to Action: Transformative Immersion Educational Experience in Social Justice**

**Kristen Theile, University of Kentucky, Shelby Clark LCSW, PhD, University of Kentucky**

Immersion educational trips, (IET; e.g., study abroad trips) in higher education, offer opportunities to teach students about culture, social injustices, human rights, and advocacy. However, ethical concerns arise from varying execution and curriculum. Utilizing a case study design, this presentation explores approaches to IET that centers marginalized voices seeking asylum. The case study provides lessons learned regarding pre-trip training, cultural immersion, and post-trip advocacy. Additionally, the case study identifies steps for empowering communities to guide student learning. [Add one sentence here with implications—suggestion: The findings suggest that ethical IET practices can deepen student understanding and teach non-violence while respecting and supporting marginalized communities.

**PTSD Symptom Severity and Satisfaction with Life: The Moderating Role of Social Connectedness**

**Cady Ujvari, University of Mississippi, Yein Kim, University of Mississippi, Mikaela Raley, Tampa VA, Stefan E. Schulenberg, University of Mississippi**

Combat veterans are at great risk to experience symptoms of posttraumatic stress (PTS) and associated adversities that negatively influence satisfaction with life (SWL). Protective factors including social connectedness (SC) are associated with lower PTS symptom severity, and higher SWL. While the associations between SC and PTS, and SC and SWL are well documented, it is essential to understand the interrelationships of these variables including how SC influences the relationship between PTS and SWL with combat veterans, thus far neglected in this literature. This study examined whether SC moderates the link between PTS symptom severity and SWL in veterans (N = 288) recruited through Facebook and assessed through Qualtrics. In a two-step regression analysis, PTS and SC were entered first, followed by an interaction term between PTS and SC. The interaction explained a statistically significant increase of variance in SWL,  $\Delta R^2 = .028$ ,  $F(1, 284) = 13.192$   $p < .001$ , indicating that SC moderates the relationship between PTS and SWL. These findings suggest that higher SC lessens the negative impact of PTS on SWL, highlighting its protective role with combat veterans. Enhancing SC is promising as a key intervention strategy in mitigating the negative impact of PTS symptom severity on SWL.

**Profiles of Resilience in Low-Income Pregnant Women Exposed to Adversity**

**Victoria Ward, University of Notre Dame, Abigail Arntz, University of Notre Dame, Dirichi James-Osondu, University of Notre Dame, Laura Miller-Graff, University of Notre Dame**

Intimate partner violence (IPV) has a myriad of harmful impacts on women, particularly during and after pregnancy. IPV in pregnancy is associated with low birth weight, preterm birth, and mental health problems. Resilience is conceptualized in multiple ways, but consistent across theoretical models is its multidimensional nature (Grych et al., 2015; Miller-Graff, 2022). This study used the Resilience Research Center Adult Resilience Measure, Center for Epidemiological Studies Depression Scale, and Posttraumatic Stress Disorder Checklist to examine latent profiles of resilience in N=101 low-income, pregnant women (Mage=26.26, SD=5.68; M<sub>gestation</sub>=17 weeks, SD=5.67). Four classes were identified through Latent Profile Analysis: High Psychopathology/Low Multisystem Promotive and Protective Factors (C1, n=8), Low Multisystem Promotive and Protective Factors (C2, n=19), Low Psychopathology/Moderate Multisystem Promotive and Protective

Factors (C3, n=59), and High and Clinically significant Psychopathology/Moderate Multisystem Promotive and Protective Factors(C4, n=15). C1 reported significantly higher scores on the Adverse Childhood Experience Questionnaire than C2 ( $p<.05$ ) and C3 ( $p<.001$ ). There was no difference in IPV subtype or infant temperament across classes. The emergence of diverse classes suggests a need for person-centered interventions. Future research should focus on assessing current interventions' efficacies by class.

#### **A Scoping Review of Resilience Among Survivors of Campus Sexual Assault**

**Cate Yappen, University of the South & Life Paths Research Center, Sherry Hamby, University of the South & Life Paths Research Center**

**Background & Objective:** At least one in five women experience sexual assault on campus, often associating with negative impacts on their wellbeing and education. Although many survivors overcome these incidents, much literature focuses on risk factors or negative consequences rather than exploring protective factors for recovery. This scoping review synthesizes strengths associated with resilience among women who have experienced campus sexual assault, using the resilience portfolio model (RPM) as a conceptual framework. **Method:** We searched PubMed and several EBSCO databases, searching for articles that included at least one strength and one outcome for survivors of campus sexual assault. **Results:** The search identified 18 articles that were organized into RPM domains: meaning making, interpersonal, regulatory, and environmental. Some strengths associated with better outcomes for survivors included involvement in advocacy, hope, and agency over one's life. Some studies highlighted the importance of confidentiality among support staff on campuses, as well as effective campus resources for survivors. **Conclusions:** Implementation of successful campus policies and resources would provide survivors with accessible outlets for healing. More research is needed on this topic to promote discussion of shifting perceptions of campus sexual assault survivors from deficits-based to strengths-based.

#### **Associations Between Firearm Education Sources and Storage Practices: A Strengths-Based Analysis of Safety Outcomes**

**Haosheng Yu, Vanderbilt University, Colleen S. Walsh, Vanderbilt University, Krista R. Mehari, Vanderbilt University**

This study examines whether various sources of firearm education are related to firearm storage practices, focusing on secure versus accessible storage methods. Data were derived from a larger project assessing risk and protective factors for firearm behavior in a nationally representative sample of 550 U.S. adult firearm owners (50% male; 65% White American; 16% Latino/Hispanic; 13% Black American). Descriptive analyses showed that 38.2% of participants used secure storage (e.g., lockboxes), while 21.5% opted for accessible locations (e.g., bedrooms, vehicles). Male owners were 2.28 times more likely than females to store firearms accessibly ( $p < 0.001$ ). Logistic regression revealed that firearm owners who reported self-taught firearm education were 4.06 times more likely to store firearms accessibly compared to those with formal training ( $p < .001$ ). Education from family and friends similarly increased the likelihood of accessible storage by 4.56 times ( $p < .001$ ). These findings suggest informal and self-directed education may lead to riskier (less secure) storage practices. Improving the quality and accessibility of formal firearm education, with a focus on secure storage and addressing misconceptions among self-taught learners, could reduce the prevalence of accessible firearm storage, enhancing overall safety.

#### **Early Child Maltreatment and Young Adult Socioeconomic Outcomes**

**Lijian Zhao, Yinqi Chen, Kathryn Maguire-Jack, University of Michigan**

Childhood maltreatment is a critical social issue with profound, long-lasting consequences. This study examined the association between early childhood maltreatment and young adult socioeconomic status (SES) outcomes at age 22, focusing on education, employment, and income. Using data from the Future of Families and Child Wellbeing Study (FFCWS), we conducted logistic and linear regressions to assess the impact of physical abuse, psychological abuse, and neglect at age 3 on young adult's SES at age 22. Logistic and linear regression was used to estimate the relationships. Models controlled for mother's education and income at age 3, as well as young adult mental health, substance use, race/ethnicity, and other factors. Results indicated that early psychological abuse was associated with young adult's SES, specifically it was related to lower educational attainment at age 22. These findings highlight the importance of early intervention to mitigate the long-term educational effects of psychological abuse. This study suggests that supporting resilience in affected children through targeted interventions and policies is crucial for breaking the cycle of disadvantage. Further research is needed to explore how psychological abuse impacts SES and how resilience can be fostered to improve long-term outcomes.

**Break 3:30-3:45**

**Welcome**

Includes recognizing scholarship recipients

**3:45-4:15**

Sherry Hamby, Susan Yoon, and Nicole Yuan

**Keynote**

Great Hall in Laskey Building

Sunday, 4:15 – 5:30 pm

***Intersex Joy: Resilience Beyond the Operating Room***

**Meredith Byars**

***Host: Katie Schultz, University of Michigan***

Meredith “Mx” Byars (they/them/theirs) is a dedicated advocate and speaker for intersex and queer liberation, with a decade of experience championing these causes and a lifetime of lived experience. Formerly librarian at Magic City Acceptance Academy in Alabama, which is the first public school in the United States to have “LGBTQ-affirming” in the mission statement. Byars has also produced shows like “Tomboy” and “Oops! All Kings” in Birmingham, AL, which are among the few drag shows in the U.S. designed specifically to prioritize kings and nonbinary performers. They are currently a substance use counselor.

**Special Event**

Great Hall in Laskey Building

Sunday, 5:30–6:30 pm

***10<sup>th</sup> Anniversary Performance***

**Bill Birdsong Miller, multi-Grammy winning artist**

Drawing from his own life experiences as well as centuries of tradition, Miller is an artist of considerable depth. Miller has won six Native American Music Awards, including a 2007 Lifetime Achievement honor. He’s earned three Grammy Awards, among them “Spirit Wind North,” which was named Best Native American Album at the 2010 ceremony. Some of the top names in the music community have sought out Miller as a collaborator, among them Michael Martin Murphey, Nanci Griffith and John Carter Cash, and he’s toured extensively, sharing the bill with a diverse slate of acts such as Tori Amos, Eddie Vedder and Arlo Guthrie. Well known for his beautiful performances on the flute, Miller was chosen to play flute on “Colors of the Wind” from Disney’s *Pocahontas*.

## Monday, April 7th

### Morning Reflection

Great Hall in Laskey Building

Monday, 8:45–9:00 am (Central time)

Nina Johnson

Monday 9:00 to 10:15 am (all times U.S. Central time)

### **A1: Person-Centered Approaches to Understanding Resilience, Risk, and Needs in the Context of Child Maltreatment (Perspectives Panel): Great Hall**

This symposium highlights person-centered approaches to examining resilience, risk, and needs within the context of child maltreatment. By leveraging person-centered methodologies such as Latent Class Analysis (LCA) and Latent Profile Analysis (LPA), the presentations demonstrate how identifying distinct subgroups can inform understanding of resilience, risk, and well-being. The first presentation examines profiles of service needs among caregivers involved in the child welfare system, identifying four unique profiles of changing need and their association with maltreatment risks over time. Findings emphasize the importance of understanding the complexity of caregiver experiences and the critical role of child welfare service provision in addressing risks. The second presentation applies the Resilience Portfolio Model to examine how personal assets and external resources promote resilience in adolescents involved in the child welfare system. Findings underscore the importance of fostering robust social support systems and encouraging positive engagement with school and peers to enhance resilience and educational success among youth in child welfare. The third presentation examines the heterogeneity of multi-level protective factor profiles among maltreated youth and highlights their implications for resilience and well-being. Findings emphasize the importance of tailoring interventions to strengthen protective factors across ecological domains, with schools playing a crucial role in fostering resilience among maltreated youth. Together, these studies feature the utility of person-centered methodologies in understanding the diverse experiences and strengths of children and families within the context of child maltreatment.

#### **Strength Profiles and Academic Achievement in Adolescents Involved in the Child Welfare System Susan Yoon, The Ohio State University**

The Resilience Portfolio Model posits that personal assets and external resources promote resilience in the face of adversity. Adolescents in the child welfare system, despite significant challenges associated with maltreatment and trauma, may leverage these strengths to achieve positive outcomes. This study aimed to examine the relationship between strengths profiles and school achievement among adolescents (ages 11–18) in the child welfare system. Using data from the National Survey of Child and Adolescent Well-Being, we conducted a Latent Profile Analysis on a sample of 1,054 adolescents, examining indicators such as school engagement, peer relationships, social support, religion, parental monitoring, future expectations, youth activities, caregiver-child closeness, and neighborhood safety. We identified four profiles of strengths: High multi-domain strengths (60.5%); High caregiver-child closeness (24.1%); 3) Low school/peer-related strengths (4.9%); 4) Low social support (10.5%). Adolescents in the 'overall low strengths' group exhibited lower school achievement (e.g., letter-word identification, applied problem-solving) than other groups. Conversely, those in the 'high multi-domain strengths' group achieved greater applied problem-solving scores than those in the 'Low school/peer-related strengths' group. These findings highlight the importance of fostering strong social support systems and positive engagement with school and peers to enhance educational outcomes for youth with child welfare involvement.

#### **Profiling Changes in the Needs of Parents with Child Welfare Involvement: What Do They Tell Us About Risk for Maltreatment?**

**Olivia D. Chang, University of Michigan**

The present study examined profiles of service needs among caregivers with child welfare involvement.

Participants were 611 caregivers of children 12 to 36 months old at baseline from the second National Survey of Child and Adolescent Well-Being. Latent class analysis was used to profile unique characteristics of and changes in parents' needs across a 18-month period. Four classes of parent needs were identified with differential risks for maltreatment. Compared to parents with "No Needs" (26%), parents with "Stable Multi-Type" needs (24%) and "Parenting Only" need (24%) were both significantly more likely to engage in psychological aggression, physical abuse, and neglect. Parents with "Changing Needs" (27%) were significantly more likely to engage in psychological aggression. Involvement with child welfare services represents a critical opportunity to offer support to families, especially among those with multiple chronic needs, needing parenting skills, and those with needs that are unstable over time.

### **Patterns of Protective Factors Following Childhood Maltreatment and Youth Developmental Outcomes** **Yujeong Chang, The Ohio State University**

The Ecological-Transactional Model emphasizes the interplay between individual, family, school, and neighborhood contexts in shaping developmental outcomes following adversity. Maltreated youth, despite the challenges they face, may exhibit resilience through the availability of multi-level protective factors. This study examined patterns of protective factors and their association with positive functioning, social skills, and depressive symptoms among maltreated youth. Using data from the Fragile Families and Child Wellbeing Study, we conducted a Latent Class Analysis on a sample of 1,821 maltreated youth, examining indicators of protective factors across family, school, and neighborhood contexts. Three profiles emerged: (1) Overall high levels of protective factors (63.5%), (2) Low school- and neighborhood-level protective factors (32.7%), and (3) High school-level but low family-level protective factors (3.8%). Youth in the 'low school- and neighborhood-level protective factors' group exhibited lower social skills and positive functioning compared to other groups. Meanwhile, youth in the 'overall high protective factors' group demonstrated the most favorable outcomes. Findings underscore the complementary roles of family, school, and neighborhood supports in promoting resilience among maltreated youth, with particular importance placed on school-based interventions for those lack support in external systems. Tailored, multi-level approaches are crucial for fostering resilience and well-being in this population.

### **A2: Strengths-focused Approaches to Preventing Sexual Violence in Indian Country (Perspectives Panel):** **Laskey A**

Research suggests that sexual violence is a crisis in Indian Country. To date, we know little about how to prevent sexual violence in Indian Country. The purpose of this panel is to provide results from a series of studies on a Lakota reservation that shares geography with South Dakota and Nebraska focused on sexual violence prevention among youth using strengths-focused approaches. Papers demonstrate that strengths-focused, culturally-grounded, empowerment-based, and gender transformative approaches hold promise in preventing sexual violence in Indian Country. Implications for future research, practice, and training will be discussed with audience input.

### **Impact of a Child Sexual Abuse Prevention Program with Elementary School Children on a Rural Reservation** **Lorey A. Wheeler<sup>1</sup>, Katie M. Edwards<sup>5</sup>, Vivian Aranda-Hughes<sup>3</sup>, Amanda Prokasky<sup>1</sup>, Stephanie Lim<sup>1</sup>, J. Gayle Beck<sup>2,5</sup>, Gabby Miller<sup>1</sup>, Thalia Wilson<sup>5</sup>, Michael Nti Ababio<sup>1</sup>, Skyler Hopfauf<sup>5</sup>, Ramona Herrington<sup>5</sup>, Precious Trujillo<sup>5</sup>, Bridget Diamond-Welch<sup>4</sup>** **University of Nebraska-Lincoln<sup>1</sup>, University of Memphis<sup>2</sup>, Michigan State University<sup>3</sup>, University of South Dakota<sup>4</sup>, University of Michigan<sup>5</sup>**

Although Indigenous children in the U.S. experience high rates of child sexual abuse (CSA), little is known about prevention of CSA among this population. The purpose of the current study was to evaluate a promising CSA prevention program, IMpower, through an open pilot trial among 3rd – 5th grade elementary school children on a rural reservation in the Northern Great Plains. IMpower is a school-based sexual violence prevention program that utilizes age-appropriate games and activities to empower children to understand, resist, and seek help for CSA. Participants were 149 children (72 boys, 64 girls; 58.4% Lakota) ranging in age from 8 to 12. In this single group repeated measures study, children completed surveys (i.e., CSA knowledge; empowerment including safety, self-love, and future orientation; cultural pride) before and one month after participating in IMpower. Results from t-tests showed that children had increased feelings of safety ( $d_z = .24$ ) and overall knowledge of child sexual abuse ( $d_z = .28$ ), including how to resist an attacker. Additional subgroup analyses will explore potential gender differences in program outcomes. These findings provide support for the promising impact of IMpower on positive outcomes that may support resilience and lead to reductions in CSA

among Indigenous youth.

#### **Evaluation of an Empowerment Self-Defense Program: Prevention of Sexual Violence among Mostly Indigenous Middle School Youth on a Rural Reservation**

**Thalia Wilson<sup>1</sup>, Katie Edwards<sup>1</sup>, Lorey Wheeler<sup>2</sup>, Stephanie Lim<sup>2</sup>, Amanda Prokasky<sup>2</sup>, J. Gayle Beck<sup>1,3</sup>, Vivian Aranda-Hughes<sup>4</sup>, Michael Nti Ababio<sup>2</sup>, Gabby Miller<sup>2</sup>, Skyler Hopfauf<sup>1</sup>, Ramona Herrington<sup>1</sup>, Precious Trujillo<sup>1</sup>, & Bridget Diamond-Welch<sup>5</sup>.**

**University of Michigan<sup>1</sup>, University of Nebraska-Lincoln<sup>2</sup>, University of Memphis<sup>3</sup>, Michigan State University<sup>4</sup>, University of South Dakota<sup>5</sup>**

Indigenous girls experience alarmingly high rates of sexual violence (SV). To date we know little about how to prevent SV among Indigenous girls. In the only known study to evaluate the prevention of SV among adolescent girls, IMpower, an empowerment self-defense (ESD) program, was found to be effective. In the current open pilot trial, we examined the effects of the IMpower-ESD program on middle school youth. The study took place in a tribal community and assessed both intermediary outcomes (e.g., self-defense knowledge) and hypothesized secondary outcomes (e.g., educational and career success). Participants were 69 middle school youth (91.3% girls; 82.6% Indigenous; 55.1% Indigenous only, 27.5% multiracial) ranging in age from 10 to 14 years old. Youth completed surveys before and approximately three weeks after participating in IMpower. Results showed that confidence in resisting an attacker and knowledge of effective self-defense skills increased. Additionally, emotional awareness and commitment to education and career success increased. These findings replicate previous findings and shed light on additional outcomes that IMpower may or may not impact. Future research on IMpower as a tool to prevent sexual violence and move the needle on other outcomes is warranted.

#### **Intermediary Outcomes of a Program to Prevent the Use of Sexual Violence and Promote Positive Youth Development among Indigenous Middle School Boys**

**J. Gayle Beck<sup>1,2</sup>, Lorey Wheeler<sup>3</sup>, Amanda Prokasky<sup>3</sup>, Stephanie Lim<sup>3</sup>, Thalia Wilson<sup>1</sup>, Gabby Miller<sup>3</sup>, Michael Nti Ababio<sup>3</sup>, Vivian Aranda-Hughes<sup>4</sup>, Ramona Herrington<sup>1</sup>, Precious Trujillo<sup>1</sup>, Skyler Hopfauf<sup>1</sup>, Bridget Diamond-Welch<sup>5</sup>, and Katie M. Edwards<sup>1</sup>**

**University of Michigan<sup>1</sup>, University of Memphis<sup>2</sup>, University of Nebraska-Lincoln<sup>3</sup>, Michigan State University<sup>4</sup>, University of South Dakota<sup>5</sup>**

Despite studies documenting the epidemic of sexual violence (SV) among Indigenous populations, particularly children and youth, little research has examined the prevention of SV. The purpose of the current study was to examine changes in intermediary outcomes (e.g., gender equitable attitudes, rape myths) associated with participation in a program (i.e., Sources of Strength [SOS]) intended to prevent SV and promote positive youth development (PYD) among Lakota middle school boys residing on a rural reservation in the Northern Great Plains. SOS teaches boys to understand and manage violence in peaceful ways, including an emphasis on cultural values and resisting peer pressure. Participants were 56 middle school Lakota boys who completed a pre-test, participated in SOS over a six-week period, and completed a post-test several weeks following the last SOS session. Results found reductions in rape myths and some domains of conformity to masculine norms and increases in gender equitable attitudes. There were no changes in recognizing the importance of sexual consent, which may be due to the fact that SOS emphasizes abstinence until adulthood. This initial study documents that SOS holds promise as a program to prevent the use of SV and promote PYD among Lakota middle school boys.

#### **Elementary, Middle, and High School Youth Perceptions of a Culturally Tailored Sexual Violence Prevention Program**

**Vivian Aranda-Hughes<sup>1</sup>, Katie Edwards<sup>2</sup>, J. Gayle Beck<sup>2</sup>, Laura Wolter<sup>2</sup>, Stephanie Lim<sup>3</sup>, Thalia Wilson<sup>2</sup>, Gabby Miller<sup>3</sup>, Ramona Herrington<sup>2</sup>, Precious Trujillo<sup>1</sup>, Skyler Hopfauf<sup>1</sup>, Bridget Diamond-Welch<sup>3</sup>**

**University of Michigan<sup>1</sup>, University of Nebraska-Lincoln<sup>2</sup>, University of Memphis<sup>3</sup>, Michigan State University<sup>4</sup>, University of South Dakota<sup>5</sup>**

Sexual violence is a pervasive social issue that disproportionately affects Indigenous communities. Despite efforts to address the issue, high rates of sexual violence persist among Indigenous populations. Further, there is little research on how to prevent sexual violence among Indigenous populations. Accordingly, researchers culturally adapted and implemented IMpower, a six-session sexual violence prevention program, on a large, rural Native American Reservation in the Northern Great Plains. This study examined Indigenous youths' perceptions of participating in IMpower programming after each session to better understand what aspects of the program are most effective. The study relied on anonymous, qualitative survey data collected in the fall of



2024 from 3rd to 12th grade school-aged children and youth. After each session participants were asked about their perceptions of that particular session (e.g., likes, dislikes, what they learned, how they will use what they learned). This type of data has significant relevance because it can help to identify how and why programming may be impactful in reducing sexual violence. Thematic analysis was used to examine youth's perceptions of each class over the six sessions. Results revealed that youth reported positive experiences, including a sense of empowerment and self-confidence. Implications will be discussed.

### **A3: Becoming Better Professionals (Mixed formats): Laskey B**

#### **Belonging Without Othering: Promoting a Culture of Inclusivity through Bystander/Allyship Training Karla Shockley McCarthy, Ohio Colleges of Medicine Government Resource Center; Felicia Tolliver, Director, Diversity, Equity and Inclusion, The Ohio State University College of Medicine**

Implicit biases in the clinical learning environment can manifest as microaggressions, negatively impacting patients and the healthcare team. Bystander/allyship training successfully addressed these issues, benefiting physicians and patients. We evaluated the effectiveness of the bystander allyship program in the hospital setting to promoting belonging without othering behavioral change. Specifically, we examined how likely residents are to implement behavioral changes in their practice. A retrospective pre-post survey was conducted following skills-building sessions in 2022 and 2023, with a 100% return rate from 577 participants. Residents reported their use of upstander skills in past encounters and their plans for future practice. A Wilcoxon signed rank test with continuity correction ( $V = 25195$ ,  $p < 0.01$ ) indicated a significant difference between previous and expected data, with a large effect size (0.57, CI: 0.52-0.61). Results show that individuals plan to implement upstander interventions in their practice. The positive impact on trainees' capacity to be allies during mistreatment incidents is evident. A Picker-Gold Grant was obtained to further develop and disseminate this training through case studies, an interactive mobile app, and wearable hang tags for physicians, fellows, and interns. We will present the implementation and initial results of this medical education intervention.

#### **Community Engagement to Promote the Health of Indigenous Women: Lessons Learned from a Study to Prevent Alcohol-Exposed Pregnancies**

**Marlaina Maddux, University of Arizona; Nicole Yuan, University of Arizona; Veronica Boone, Tucson Indian Center; Sheryl Nelson, University of Arizona**

Background: Prevention of alcohol-exposed pregnancies (AEPs) among Indigenous women is a public health concern. Evidence-based programs, such as CDC's CHOICES, have been adapted for Indigenous communities. This presentation describes the lessons learned from implementing CHOICES with Indigenous women living in an urban area. Lessons Learned: The academic-community team encountered several challenges. First, a needs assessment resulted in the community's request for multiple and diverse prevention strategies. In response, the team conducted community forums to obtain feedback on setting priorities. Second, staff from a Native organization assisted recruitment, but Indigenous women did not enroll in the program. In response, the team moved the project to a university setting. Third, the team conducted recruitment with Indigenous faculty, staff, students, and campus offices, but only one Indigenous woman enrolled in the program. In response, the team shifted the program back to the community setting and prepared to conduct listening sessions with Indigenous women to identify barriers and facilitators for program implementation. Conclusion: Despite utilizing several community-engagement strategies, the team was unable to successfully recruit Indigenous women for an AEPs prevention program. Engagement of multiple stakeholder groups is critical for implementing health promotion programs, especially those that address sensitive and stigmatizing topics.

#### **Strengthening Resilience in School Mental Health Social Workers: Indiana/MHSP Learning Circle Strategies Kristina Ray-Bennett, Indiana University; Barb Pierce, Indiana University; Karen Blessinger, Indiana University; Kyle Walke, Indiana University; Jacob Ressler, Indiana University**

Resilience is a cornerstone for effective mental health interventions in school-based settings. The Mental Health Service Professionals (MHSP) program offers insight into resilience-building strategies enhancing student outcomes, equipping future social workers with critical skills, and addressing systemic challenges. Key components of IU/MHSP are learning circles. Evaluations highlight strong confidence of trainees in applying resilience strategies ( $M=3.89/4.0$ ). Key sessions included Brain-Based Techniques, Emotional Regulation, and De-escalation. High engagement and practical application resulted in fostering resilience among trainees and empowered them to manage challenging professional roles. Despite the success of 9 out of 11 students seeking employment in high need LEAs, demonstrating resilience and desire to serve high need areas, two did experience secondary trauma and sought employment in different social work fields. Findings underscore the

need for expanded professional development in trauma-sensitive resilience-building practices and advanced therapeutic techniques. District-wide implementation of resilience strategies revealed gaps in fidelity and resource availability, highlighting areas for systemic improvement. Participants emphasized the importance of resilience training in preparing for careers that prioritize student well-being and equity. This presentation explores the IU/MHSP approach to promoting resilience, impact on student outcomes and career preparation, and the systemic challenges that must be addressed to ensure fidelity and equity.

#### **Working through Suffering: Accompaniment to Reimagine Support for Social Workers and Unaccompanied Immigrant Youth**

**Mary Florence Sullivan, Graduate School of Social Work and Social Research of Bryn Mawr College**

Centuries of violence, corrupt oligarchic rule, civil war, and continued economic and political support of oppressive regimes by the United States have created a tenuous situation throughout Central America, worsened by increasingly frequent climate disasters. These factors have contributed to an unprecedented number of unaccompanied children migrating to the United States, many of whom are apprehended at the Mexico border. Upon release from US federal custody, unaccompanied children depend on community social and legal services, whose resources vary greatly depending on availability and geographic location. Social workers are instrumental in supporting unaccompanied youth, some of the most vulnerable children; but they do this work in a context of scarce resources, political polarization, and considerable concerns related to violations of children's health and human rights. This context contributes to isolation, moral distress, and burnout among workers, ultimately adversely affecting child wellbeing. In the work presented here, I explore how social workers can move towards healing burnout by reconnecting to the liberatory roots of the profession. I draw on the notion of accompaniment from liberation psychology and theology, exploring how associated principles and collaborative practices can guide our work and advocacy, meaningfully nurturing our own care, post-traumatic growth, and professional resiliency.

#### **A4: Youth- and Peer-Led Programming (Perspectives): Laskey C**

**The Nashville Youth Design Team: Building Youth Resilience through Youth-Led Participatory Urban Design**  
**Megan McCormick, Vanderbilt University; Nada Shaltaf, Civic Design Center; Addison Harper, Civic Design Center; Mateo Pop Cuz, Civic Design Center; Mehriya Hashemi, Civic Design Center; Luc Coleman, Civic Design Center; Willa Sands, Civic Design Center**

Beginning in July 2020 through a university-community partnership with the Civic Design Center, the Nashville Youth Design Team is a participatory design collective of 18 high school interns engaged in research and design to address the question: What do Nashville's young people need to be healthy and well? Our team has now had over 30 team members, developed tactical urbanism installations that have informed improvements to road and pedestrian safety as well as youth-centered spaces across Nashville, served as the primary youth researchers in a city-wide community-based research effort, and cultivated a space for sustained youth leadership. We - members of the Nashville Youth Design Team - will present on our innovative model that includes a year-long cycle of community research, design, and action guided by the principles of Youth Participatory Action Research (YPAR) and urban design. We will share our experiences as members of the team and talk about our projects from the past two years, including Dream City (Anderson et al., 2024) conducted in the spring and summer of 2023 and our most recent work on teen-focused park spaces. We will conclude by discussing our insights on the resilience of Nashville's young people in processes of community change.

#### **Architects of Their Own Wellbeing: A Qualitative Exploration of Children's Perspectives on Designing Resilience-Promoting Interventions**

**Kathryn Howell, University of Wisconsin-Madison; Kari N. Thomsen, The University of Memphis; Krystal Abbott, Northeastern University; Mia Chambers, The University of Memphis; Idia B. Thurston, Northeastern University**

Interventions that promote resilience have garnered substantial attention in recent years, with researchers and clinicians alike investing resources in developing programs to enhance children's wellbeing. Rarely, however, are children's voices included in the intervention design. This study qualitatively explored children's ideas for creating an intervention to promote their success. Participants included 16 children exposed to maternal SAVA (Substance Abuse, Violence, AIDS/HIV) syndemics. Children were aged 9-16 years ( $M=12.06$ ,  $SD=2.56$ ); most self-identified as girls (68.8%) and as Black (81.3%). Children were interviewed individually using open-ended questions which were transcribed and coded by a team using ATLAS.ti. Children shared factors that would encourage their participation in an intervention, such as involving family members and peers, providing tangible incentives and childcare, and incorporating engaging activities and technology. Children also voiced

barriers to participation, including financial costs, lack of parental support or transportation, safety concerns, and poor relationship with program leaders. In terms of program content, children emphasized the value of having activities tailored to specific ages and genders, involving community service/civic engagement, creating space to share cultural knowledge and backgrounds, offering academic support, and preparing them for the future. Findings illustrate the creative and unique ways children envision services to enhance their resilience.

### **Building Resilience: The Power of Peer Support in Promoting Parental Sobriety**

**Jen McClellan, Public Children Services Association of Ohio (PCSAO)**

Parental substance use is associated with an increased risk for child maltreatment. The rise of parental substance use in Ohio led the state to implement START (sobriety, treatment, and recovery teams), an evidence-based model incorporating lived experience through peer support services imbedded within child welfare. Researchers have studied the benefits of peer support in community settings but have not explored potential impacts among child protection populations. The purpose of this study was to examine the relationship between the timeliness and quantity of Ohio START peer support services and the length of parental sobriety at case closure. Data for this study were collected from an existing Ohio START data set (N = 337). Data analysis featured multiple linear regression. The findings showed no statistically significant relationship existed ( $p = .890$ ) between the length of time to the initial peer support service and the number of months of parental sobriety. However, the months of parental sobriety at case closure increased by .037 for every additional contact with the peer recovery specialist ( $p < .001$ ,  $\beta = .037$ ). The finding suggest the unique expertise of peer supporters could help families achieve better outcomes than traditional child welfare workers alone.

### **A5: Ecological Resilience (Perspectives): Clyde & Mary**

**Does Access to Neighborhood Amenities Affect Mental Health? Examining Their Impact on Symptom Severity Among Older Youth in Low-Income Households**

**Melissa Villodas, George Mason University; Ngozi V. Enelamah, Department of Social Work, University of New Hampshire, Durham, NH; Andrea Cole, School of Pharmacy and Health Sciences, Fairleigh Dickinson University, Florham Park, NJ; Andrew Foell, Jane Addams College of Social Work, University of Illinois Chicago, Chicago, IL; Alexandria B. Forté, School of Social Work, University of Connecticut, Hartford, CT; Chrisann Newransky, School of Social Work, Adelphi University, Garden City, NY; Mansoo Yu, School of Social Work, Department of Public Health, University of Missouri, Columbia, MO**

Stressors within neighborhoods, like community violence and discrimination, along with adverse childhood experiences (ACEs) contribute to mental health (MH) challenges. While neighborhood support and safety are vital for youth, limited research examines whether amenities like parks, libraries, sidewalks, and recreation centers offer supplementary support in reducing MH severity. This study investigates how neighborhood amenities influence MH severity among low-income youth aged 14-17, focusing on racial and ethnic differences. Methods: Ordinal logistic regressions were conducted using data from the 2021 National Survey of Children's Health, involving youth from families earning 0-199% of the federal poverty level (N=3,258). Results: Sidewalks were associated with higher anxiety severity for Black and Hispanic youth, while parks were linked to lower odds of anxiety severity among Black youth. Multiracial/other youth showed increased odds of depression severity with recreation centers and White youth showed higher odds with sidewalks. Community-based ACEs and poorer maternal mental health worsened mental health severity for each group. Conclusions: The relationship between neighborhood amenities and MH varies by race and ethnicity. Future research should explore these cross-cultural dynamics. Future research and policy initiatives should also consider how leveraging and improving community amenities may support MH across race and ethnicity in lower-income communities.

### **Family Resilience or Resilience in Families?**

**Jonathan Davis, Samford University; Imani Johnson, LCSW, LCAS, North Carolina Agricultural and Technical State University; Carmen Monico, Ph.D., MSW, North Carolina Agricultural and Technical State University; Viktor Burlaka, LCSW, Ph.D., University of North Carolina at Greensboro**

The Resilience Portfolio Consortium gathering in 2023 prompted a valuable discussion on the intersection of close relationships and resilience science. Over the past year, a Family Resilience Scoping Review group met regularly and this session provides an overview of their progress to date. They learned important lessons about clarifying the unit of analysis (family or individual), discerning between contrasting definitions of resilience relevant to the different levels, and opportunities to critically examine those definitions that are

different from other recent scoping reviews. They will present the initial results of a review of the literature that yielded an interesting diversity of articles pointing to relational factors that could increase resilience. The presentation also will provide attendees with opportunities to reflect on their own operational definitions of resilience and to deepen theoretical understanding of how relational factors connect individual resilience to resilience of larger systems.

### **Prefigurative Responses to Climate Change**

**Shayda Azamian, Vanderbilt University**

What is the role of prefigurative practices in advancing climate justice? Sharing affinity with constructive social change theory, liberation theology, and freedom dreaming, prefigurative politics is a social change approach focused on creating change in the 'here and now.' In other words, constructing alternative ways of being and relating from the bottom up that are coherent with the social transformations desired. Awareness of the importance of this alignment between the means and ends of social change has increased in recent decades, with much radical thought acknowledging how the people we develop into on the path to social change directly influences the quality of the social changes we seek to affect. From a critical community psychology perspective, this presentation will discuss key themes from recent academic and applied work on prefigurative responses to the climate crisis. The potential for translating specific insights and practices to other projects and areas of work will be considered, with particular focus on praxes that uphold the interconnectedness between and necessity of both personal/micro level transformation and social structural level transformation.

### **A6: New Thinking on Interventions (Perspectives): Kreitner**

#### **Printmaking and Resiliency**

**Alyssa Reynolds, Boise State University; Jill AnnieMargaret, Boise State University**

This presentation will describe how the Resilience Cooperative workshops strategically create connectivity and community through the art of printmaking and within the context of contemporary neuroscience. Since our initial founding we have offered several workshops to varied groups including child welfare workers, students, faculty and staff at Boise State University. Participants learn Community Resilience Model (CRM)® wellness skills aimed to re-set and stabilize the nervous system. The Cooperative bridges the campus to individuals who work for the Idaho Department of Health and Welfare. Workshop participants are introduced to the wonder, community and creative potential of printmaking while learning the biology of stress reactions on the nervous system and inner resilience to bring it back into balance. Students interning for the cooperative grow their emotional intelligence and gain real world experience by helping to plan, organize and assist participants, while learning the value of service and generosity.

Project Team

Jill AnnieMargaret, M.F.A. Professor, Art, Design and Visual Studies

Alyssa Reynolds, L.C.S.W., M.S.W. Clinical Associate Professor

Former student interns

Anna Sewell, Undergraduate Intern, Visual Art Major, 1.5 years

Audrey Wipper, Undergraduate Intern, Illustration Major, 2 years

Brie Schettle, MFA, Graduate Assistant, 1.5 years

Daryl Robbins

Kira Applebach

#### **Enhancing College Students' Wellbeing with Strength-Based Approaches**

**Rufaro Chitiyo, Tennessee Technological University**

This presentation will highlight the importance of utilizing strength-based approaches in fostering college students' wellbeing. Strength-based approaches have gained increasing attention in higher education to promote student wellbeing and success (Lopez & Louis, 2009; Schreiner, 2010; Seligman & Csikszentmihalyi, 2000). The presenter will synthesize the current literature on strength-based strategies for enhancing college student wellbeing and discuss how such interventions and assessments are being implemented across various domains of student life, including academic advising, residential life, curriculum design, and student support services. Key findings from existing literature indicate that strength-based approaches can positively impact overall wellbeing, academic performance, and student retention (Hodges & Clifton, 2004; Seligman et al., 2009). According to Taten and Lorenz (2024), strength-based interventions can reduce first year to second year attrition rates by up to 25%. Strength-based practices are also proven to build students' self-efficacy, intrinsic motivation, and coping skills (Lopez & Louis, 2009). While the evidence base is promising, there is

need for more longitudinal studies and standardized implementation frameworks focusing on this topic. Overall, this scoping review provides a comprehensive overview of strength-based strategies in higher education and their potential to foster student wellbeing and success.

### **Intergenerational Trauma: Breaking The Cycle**

#### **Sal Corbin, Behavioral Health System of Baltimore**

When ancestors or older relatives go through a very distressing or oppressive event, their emotional and behavioral reactions could ripple through the generations of their family. This is called intergenerational trauma. It has also been called generational trauma, historical trauma, or multigenerational trauma. It may stem from personal trauma, such as child or domestic abuse, or from trauma that a specific cultural, racial, or ethnic group endured. It's been tied to major events like wars, slavery, the Holocaust, and colonial violence against Native Americans. It might even result from natural disasters like a flood, earthquake, or pandemic. Healing from traumatic experiences, including systemic oppression, acknowledges that all harm happens in the context of relationships and therefore so must the healing. This requires developing trauma responsive practices that support having courageous conversations about harm that has been experienced. This presentation is an informational space, providing opportunity for input and resources for support.

#### **A7: Resilient Leadership: Being an Informal Leader (Workshop): Fondren Hall (2<sup>nd</sup> floor meeting room)**

##### **Nicole Yuan, University of Arizona; Nili Gesser, Drexel University**

The purpose of this interactive leadership workshop is to improve understanding of informal leadership and promote the development informal leadership skills among ResilienceCon attendees. Informal leadership occurs when people do not have an official title or position, but others perceive them as leaders due to their experiences, behavior, and knowledge. This workshop will be divided into three parts. Part 1 will include an overview of informal leadership in different settings (i.e., with collaborators, students, and community partners) and the impact of informal leadership on groups and outcomes. Part 2 will consist of interactive activities. Potential activities may include: 1) case study roleplay where informal leadership is required, 2) reflection in writing of participants' leadership traits and what happened when they utilized them, 3) swap strengths with a partner to build informal leadership in teams, and 4) peer support for recent leadership challenges. Part 3 will focus on the toll of informal leadership on mental health and job satisfaction. The facilitators and attendees will collaboratively develop a list of strategies to prevent burnout and promote the resilience and wellbeing of informal leaders.

The workshop is open to students and individuals at all career stages from diverse work settings (i.e., academia, organizations, government).

**Monday 10:30 to 11:45 pm**

#### **B1: Finding Your Path: Diverse Careers in Resilience Research (Hot Topics Panel): Great Hall**

**Matthew Hagler, Francis Marion University; Kathryn Howell, University of Wisconsin - Madison; Jacoba Rock, Boise State University; Esther Malm, Murray State University; Amanda Hasselle, Rhodes College; Marcela Weber, Central Arkansas Veterans Healthcare System & University of Arkansas for Medical Sciences**

In this session, a diverse panel of resilience scholars (many of whom also identify as practitioners and/or advocates) will share perspectives and narratives on their professional journeys. The goal of the session is to provide students and others interested in career development with an overview of their options and opportunities. Panelists will discuss their paths to their current roles, day-to-day activities, perceived pros and cons of their positions and settings, and advice for those interested in pursuing similar roles. They will also reflect upon their identities, as well as systemic privilege, oppression, and intersectionality, and how these factors have impacted their experiences. Panelists represent a variety disciplines (psychology, social work, marriage, family therapy), career stages (early to late career), and professional roles/settings (research intensive university, teaching-intensive regional university, academic medical center, liberal arts college, governmental and non-profit research, clinical private practice).

#### **B2: Mixed Methods Investigations of Community Assets and Resilience in the Arizona-Mexico Border Communities (Perspectives Panel): Laskey A**

Mexican-origin adults, like many migrant populations throughout the Global North, have notable population-level mental and physical health advantages as compared to overall trends in their host nations. Those living in

proximity to the US-Mexico—despite facing economically instability, barriers to health care, and enforcement profiling—report social and local strengths and assets we contend contribute to resilience as reflected in persons, social groups and communities. The proposed Perspective Symposia will report from three different lead authors/presenters that present qualitative and quantitative findings from community-based participatory research studies. The first will present the use of art-based qualitative methods as part of a project led by a community-based organization funded by NIH to address structural barriers to mental health care and stigma in Southeast Arizona rural and border communities. The second will present measurement findings of an individual-level resilience instrument developed in Mexico and now being adapted in a Southwest Arizona border community study. The third presentation reports on a recently completed University-community organization partnership led mixed methods study in a Southwest Arizona border community that adapted the sociocultural resilience model in that community to understand and explore social-ecological stress, risk and health resilience in Mexican-origin adults.

### **Arts-Based Methods Elevating the Voices of Historically Marginalized Communities**

**Martha Moore-Monroy, University of Arizona**

Proyecto Juntos is a community-led project focusing on the critical need to address mental health inequities and improve access to culturally and linguistically responsive mental/behavioral health (MBH) services in four rural predominantly Latino communities in Arizona. These communities experience disproportionate levels of unemployment, poverty, social vulnerability, isolation, lack of providers, and a high percentage of uninsured residents. An assessment was conducted to identify the systemic drivers of these MBH inequities, utilizing both traditional qualitative (focus groups, listening sessions) and innovative arts-based methods (Digital Stories and River of Life (ROL). Digital Stories and ROL are asset-based approaches utilizing an equity lens grounded in community leadership and expertise. ROL is an inclusive activity that breaks down barriers (e.g., linguistic, SES) to participation. Participants work in groups drawing symbols representing their goals, assets and barriers impacting access to MBH care. Digital stories are impactful videos created by community members about their lived experiences. These stories provide a profound understanding of the impact of the MBH inequities. Community members authored bilingual digital stories on community assets and barriers to MBH care. The stories were shared at community advisory board listening sessions, addressing stigma and stimulating deep reflection, creating a safe inclusive space for sharing.

### **Psychometric Properties of the “Inventario de Resiliencia” in an Adult Mexican Origin Population Living in the Southwest United States**

**Karina Duenas, University of Arizona**

Latino/as in the US face disadvantages related to the environment in which they live, contributing to poor health outcomes. Latino/as also demonstrate protective factors that may buffer the effects of a high stress burden. Resilience instruments can often lack cultural specificity a critical component to understand social mechanisms that may contribute to health. This study assesses the psychometric properties of the Inventario de Resiliencia (IRES), a Spanish-language resilience instrument. The study utilized data from a community-based-participatory-research study in S.Yuma, Arizona (N=282). Resilience, psychosocial and stress related constructs were measured over one year. A confirmatory factor analysis was performed to confirm the latent structure of resilience. A confirmatory factor analytic model was used to test for the invariance of factor covariance, mean, and residual variance structures across time. Chronbach's Alpha, and correlation analysis were used to assess construct validity, and reliability. Findings demonstrated that IRES has excellent internal consistency, the structure of the original scale fit well with the data, and IRES exhibited strong invariance across time. Test-retest reliability, construct validity was established by convergent and discriminant validity. This study establishes and supports the use of the IRES as a reliable and valid tool for measuring resilience in U.S. Latino/a populations.

### **La Vida en la Frontera, a Prospective Study Exploring Stress and Health Resiliencies in a US-Mexico Border Community**

**Scott Carvajal, University of Arizona**

This presentation focuses on recent longitudinal findings (baseline N = 282 and wave II completion of 87% of participants) and provides an overview of the La Vida en la Frontera/Life on the Border. La Vida was a 4-year project examining stress and resiliency completed in December of 2024 with a team trained in psychology (quantitative, social, and biological), anthropology, social work, public health, medicine, and most importantly, community-health workers. This participatory research project was an effort of the University of Arizona and Campesinos Sin Fronteras (Farmworkers Without Borders), an organization founded by community health

workers in Southwest Arizona. Quantitative measures included culturally centered stress and resilience measures as well as biological markers of stress and health. Qualitative findings included those from ethnographic-informed interviewers prior to the conduction of longitudinal study (N = 30) as well as open end survey responses integrated at the final wave of the cohort data collection to be analyzed. Findings (nearly all conducted in Spanish with from Mexican-origin adults) included that proximity to border promotes social ties and identity, and that social networks and cooperative values may contribute to resiliency for persons and the community. Perspectives on resiliency from this study will also be discussed.

**B3: Decentering the Resilient Teacher: Exploring Interactions Between Teachers and their Social Ecologies (Perspectives Panel): Laskey B**

With a growing teacher supply crisis, and widespread concerns about the mental health and wellbeing of in-service teachers both within the UK and internationally, there is a need to further understand the concept of resilience in teachers. Within this symposium, we present insights from our ESRC-funded project, 'Decentering the resilient teacher' which set out to promote teacher resilience. This study adopted a mixed-methods approach combining data from a large-scale quantitative survey distributed to teachers across England by project partners, the National Education Union and the charity Education Support, alongside interviews and focus groups within 8 case study schools. The project aimed to identify the most salient factors that predict teacher resilience outcomes (wellbeing, burnout and job satisfaction), acknowledging how these factors interact and operate across different ecological systems, and how interventions to improve teacher resilience can be implemented within schools.

**Exploring The Predictors Of Teacher Resilience Outcomes: Assessing The Relative Contribution Of Individual And Contextual Factors**

**Jeremy Oldfield, Manchester Metropolitan University**

Teachers within England are at particular risk of poorer resilience outcomes such as lower wellbeing, job satisfaction and increased burnout. These factors have been associated with the current teacher retention and recruitment crisis. To improve the situation for individual teachers and schools, further understanding is required about what factors predict these outcomes. Recent research supports a social-ecological approach to teacher resilience, acknowledging the contribution of contextual as well as individual factors in promoting resilience outcomes. The present study therefore highlighted the most important predictors of three salient teacher resilience outcomes: wellbeing, job satisfaction and burnout. 2943 teachers within England completed an online survey to assess the relative importance of several individual and contextual factors on these outcomes. The results indicated that contextual factors explained more of the variance in job satisfaction and burnout than individual factors, with the inverse being true for wellbeing. Workload and conflict between beliefs and practice were the most important predictors of job satisfaction and burnout, whereas self-esteem and self-care were the most important for wellbeing. These findings help advance knowledge in the area of teacher resilience and could be important for informing the design of effective interventions.

**Exploring The Interactions Between Individual And Context Factors In Promoting Teacher Resilience Outcomes**  
**Carrie Adamson, Manchester Metropolitan University**

In this paper we investigate how individual and contextual factors important in building teacher resilience outcomes (reducing burnout and increasing job satisfaction) interact with one another and do not operate independently. These findings are based on a mixed-methods study with a large-scale quantitative survey of 2943 English teachers combined with 102 interviews and focus groups within 8 case study schools. The focus group data were used to create models of how factors that promote teacher resilience outcomes operate. These interaction models were then tested using path analysis. Results indicated that support from management and support from colleagues affects teacher resilience outcomes (burnout and job satisfaction) indirectly being mediated by workload, self-esteem, school culture and conflict between beliefs and practice. Indirect effects on resilience-related outcomes therefore operate within and between ecological levels reflecting teachers' qualitative reports. Support from management and other colleagues seem to be particularly important levers for change which should be addressed in interventions initiatives.

**Developing Place-Based Data-Driven Interventions To Improve Teacher Resilience And Retention**  
**Steph Ainsworth, Manchester Metropolitan University**

Alongside the growing teacher supply crisis, there are widespread concerns about the mental health and wellbeing of in-service teachers. In this paper, we will explore the process of developing place-based

interventions to improve teacher resilience and retention. A mixed-methods approach was used to investigate the factors that teachers reported to be most important in relation to teacher resilience. Results from a resilience survey completed by teachers in England (n=2878), were used to inform a process of 'ecology mapping' in 8 case study schools (n=102). Data from 'mapping' interviews was then used to co-produce interventions within each school. This paper will report on the methodological opportunities and challenges of adopting a participatory place-based approach to teacher resilience. It will explore insights gained in relation to the distribution of potential levers for change across the social-ecological systems which teachers work within and the related implications for policy and practice.

#### **Finding The Balance: The Effects Of Parental Communication On Teacher Resilience Outcomes**

**Carrie Adamson, Manchester Metropolitan University**

In this paper we present findings from our study that acknowledges how parent-teacher interactions are a key factor influencing teacher resilience. Data for this research consists of focus group interviews with 102 teachers from 8 case study schools (5 primary and 3 secondary), which were collected as part of a larger, mixed methods study about factors affecting teacher resilience. This qualitative data was thematically analysed, with key themes around: a teacher's authority being questioned; teachers being 'on call' and teacher's being carers being identified as influences affecting their resilience. Challenging interactions with parents can cause stress for teachers for a variety of reasons, although affecting teachers in different ways. The advances in technology have changed not only the methods of communication but also the problems that parents and teachers are faced with. Recommendations to enhance teacher resilience by addressing individual, school and wider policy strategies to mitigate the challenges of negative parental interactions are offered.

#### **B4: Navigating Self-Care in the Ivory Tower as Diverse Doctoral Students (Hot Topics Panel): Laskey C**

**Tayon Swafford, Marian University; Nina C. Johnson, Indiana University School of Social Work; Miriam Commodore-Mensah, Indiana University School of Social Work; Zohra Asad, Indiana University School of Social Work; Hyejean Kwon, Indiana University School of Social Work**

Colleges and universities in the United States have a propensity for prioritizing "the grind" over growth, as the pressure to curate, present, and publish have eclipsed peace. While members of the community may argue it is best not to succumb to the pressure, doctoral students who want a career in higher education may be unable to avoid experiencing this pressure. In this panel, we will discuss how to navigate self-care as diverse doctoral students. We will discuss the importance of self-care and how it is connected to self-preservation. We will talk about the difficulties of navigating multiple systems while serving in various roles as students at the doctoral level. These systems include political environments at the campus, state, and world levels. It is important for us to convey that by practicing self-care, we are giving another doctoral student permission to practice self-care even when it may feel scary or difficult to do so because of the demands of the degree. We will talk about the small and large ways we each engage in self-care practices while simultaneously meeting the expectations of our careers.

#### **B5: Community Resilience (20x20): Clyde & Mary**

**Collective Care Practices For Fostering Community Resilience In Higher Education Spaces**

**Danielle Littman, University of Utah**

Teaching and learning in higher education are as complex as ever, especially amidst rampant attacks on diversity, equity, and inclusion (DEI) programs and content. At present, 10 U.S. states have passed legislation which limits training, education, and hiring related to anti-racism and DEI at institutions of higher education. As such legislation does not erase the needs of faculty, staff, and students who hold marginalized and oppressed identities and teach equity-centered content, higher education community members have found collective care practices to foster community resilience in higher education spaces. Inspired by the resilience of faculty, staff, and students in these trying times, this 20x20 presentation will share examples of collective care and community resilience amidst anti-DEI legislation. The presenter will begin sharing about the legislative context of her state, Utah, and impacts thus far on higher education. She will share a case example of a learning community for faculty she has facilitated focused on applying principles of mutual aid (ways for people to help one another in the absence of adequate support from traditional institutions) in the classroom and community spaces. The presentation will end with key learnings about the need for collective care for sustaining resilience in present-day higher education.



**Empowering Recovery: How RREACT Alumni Shaped Community Resilience and Program Innovation**

**Alina Sharafutdinova, Village Venture LLC/ RREACT, City of Columbus; Isaac Toliver, RREACT Program Director; Amy Zimmerman, RREACT Case Manager**

The RREACT Alumni Program has become a vital component in shaping RREACT's approach to ongoing recovery support and community reintegration for individuals recovering from substance use disorder (SUD). Over the past five years, the Alumni Program has organized over 40 sober social events, bringing together more than 1,000 individuals in recovery and their families. These events, which include networking, volunteering, and educational sessions, have fostered connections and reduced the stigma associated with addiction. The program has been instrumental in building trust between the RREACT team and the recovery community. Insights from alumni have helped RREACT identify key areas of need and expand its services. Through a combination of peer support, social activities, and targeted interventions, the RREACT Alumni Program has not only empowered individuals in recovery but also created a sustainable model of community engagement that strengthens resilience and promotes lasting recovery outcomes. The presentation will explore key takeaways from the Alumni Program, including the value of shared learning, the importance of reducing stigma, and how alumni contributions have influenced RREACT's strategic direction.

**Signs of Resilience: A Semiotic Analysis of Cultural Strengths in Disney's Encanto**

**Joaquin Mariscal, Indiana University Indianapolis**

Disney's Encanto portrays Colombian and Latine culture while exploring themes of family dynamics and intergenerational trauma and resilience. This presentation examines how the film communicates the rich cultural narrative using semiotics—the study of signs and symbols—to decode visual motifs, musical lyrics, and narrative elements. Through a framework that combines Roland Barthes' semiotics with intergenerational trauma research and Latine culture, the analysis highlights symbols like yellow butterflies, representing transformation and hope, or the Madrigal family's clothing, embodying expectations and identities. Key songs serve as emotional storytelling tools, allowing exploration and healing from a three-generation experience. Through its symbols, music, and storytelling, Encanto demonstrates how media can serve as a powerful catalyst for understanding cultural identity, acknowledging intergenerational trauma, and fostering healing and resilience, as the audience can find the courage to explore their own experiences, increase their understanding of their ancestors' trauma and related impact on their own rearing and current life. Stories like Encanto encourage us to suspend disbelief and reimagine resilience—not as the absence of struggle but as the ongoing process of growth and healing. By exploring these rich signs and symbols, I will invite you to translate the film's messages into your own experiences, culture, and worldview.

**LIFT – Leadership Initiative for Transformation**

**Aya Cohen, Mt. Hope Family Center; Alisa Hathaway, Mt. Hope Family Center – Director, Projects STRONGER, Sustaining Change, and ANGEL**

LIFT (Leadership Initiative for Transformation) aims to empower leadership and resilience within marginalized groups by providing comprehensive support and opportunities for growth. It targets diverse groups, including low-income areas, survivors of abuse, refugees, and other marginalized communities, to enhance leadership from within. Key components include mentorship programs, leadership training workshops, and other supports for local leaders. A hybrid support network offers mental health services, advisory committees, and community engagement through both digital platforms and in-person centers. LIFT also focuses on accessibility, ensuring resources are available online and in person, with outreach to underserved populations. Grounded in a strengths-based approach, the initiative integrates international and cross-cultural research on resilience. We aim to influence policy by promoting resilience through educational programs, mental health support, and positive community engagement. It supports professionals and diverse workforces through strengths-based prevention and intervention strategies, including social-emotional learning, mindfulness, and trauma-informed care. By addressing systemic issues and fostering a positive community culture, LIFT seeks to build sustainable resilience and well-being for marginalized communities. Expected outcomes include stronger community networks, increased individual empowerment, and sustainable improvements in mental health and community resilience.

**B6: Exploring Fathering Strengths and Resilience Across Diverse Populations (Perspectives Panel): Kreitner**

Fathers are essential to child development and well-being, yet their strengths and resilience are often underrepresented in research. The proposed symposium features four studies that utilize diverse methodological approaches and data sources to explore fathers' involvement, strengths, and resilience across a range of diverse populations and contexts, including non-resident Black fathers in Ohio (study 1), immigrant and refugee fathers in Ohio (study 2), Latino fathers from lower resourced communities in multiple states across the U.S. (study 3), and a nationally representative sample of fathers raising children impacted by the U.S. child welfare system (study 4).

The first study uses a qualitative approach to explore the benefit of a father-centric dialogic reading intervention—DREAM (Daddy REAdS with Me)—in strengthening the relationships between non-residential Black fathers and their young children. Preliminary results suggest increased emotional connections between fathers and children, underscoring the potential of father-centric programs, such as DREAM, to foster resilience in father-child relationships. The second study focuses on fathering strengths among African immigrant and refugee fathers who navigate cultural tensions in the U.S. The findings emphasize the critical role of fathers in preserving cultural values and protecting their children from violence. The third study examines patterns of father involvement among Latino fathers with low income, revealing that many of these fathers are highly involved despite facing economic and societal challenges.

Finally, the fourth study focuses on non-offending, primary caregiving fathers of children impacted by the U.S. child welfare system. The study results suggest that paternal warmth is associated with positive socioemotional outcomes for children, calling for father-inclusive services to support positive fathering practices in child welfare contexts. Together, these studies contribute to a broader understanding of the diverse roles fathers play in their children's lives and the strengths and resilience fathers demonstrate despite challenging circumstances, offering key insights for developing interventions and policies that support positive father involvement and child wellbeing.

**Daddy Reads With Me Project, a Pilot Father-centric Dialogic Reading Intervention**

**Juan Lorenzo Benavides, Susan Yoon, Joyce Y. Lee, Yujeong Chang, & Taylor Napier, The Ohio State University College of Social Work**

This qualitative pilot study examines how DREAM (Daddy REAdS with Me)—a father-centric dialogic reading (DR) intervention—can strengthen relationships between non-residential Black fathers and their children. The study involved six fathers in an eight-week DR program. Fathers participated in weekly in-person group sessions with the DREAM mentor to learn DR techniques and applied DR strategies by reading with their children at weekly virtual reading sessions. Methods included training fathers in specific DR reading strategies such as Prompt, Evaluate, Expand, Repeat (PEER) and Completion, Recall, Open-ended, Wh- questions, Distancing (CROWD) to enhance interactive reading sessions. Data were collected through post-program interviews, observation notes, and reading session logs, then analyzed using thematic analysis. Results revealed increased paternal patience, improved child literacy and enthusiasm for reading, and challenges related to technology and scheduling. Fathers reported deeper emotional connections with their children and noted significant improvements in reading abilities, aligning with existing research on dialogic reading's benefits (Mol et al., 2008). Despite technological barriers, virtual platforms enable meaningful paternal involvement and support children's literacy development. Our findings suggest that dialogic reading can be a powerful tool for building resilience in father-child relationships among non-residential fathers.

**Parental Resilience Among African Immigrants and Refugees in the US**

**Juan Lorenzo Benavides, Yeliani Flores, Cecilia Mengo (presenter), Shambika Raut, Nafisa Jamale, & Jhuma Acharya; The Ohio State University College of Social Work**

This study explores the role of parental resilience among African immigrants and refugee communities in the U.S., focusing on the intersection of culture, masculinity, and fatherhood. Through thematic analysis of 13 semi-structured in-depth interviews, participants discussed the critical role of fathers in guiding their children, preserving cultural values, and shielding them from community violence. Participants noted that fathers in their community often faced tension between traditional disciplinary practices—such as communal correction—and Western norms, where these actions are frequently misinterpreted as violence. Additionally, masculinity was closely tied to the role of fathers as providers, with many participants expressing struggles related to socioeconomic barriers and discrimination, which impacted their sense of identity. The study draws on Ecological Systems Theory to examine how fathers navigate these challenges within their immediate family and the broader societal context. Findings highlight the need for culturally sensitive, community-centered

interventions that support immigrant and refugee fathers in navigating traditional values with the expectations of Western society, contributing to resilience and violence prevention.

**Parenting Strengths and Resilience among Latino Fathers with Low Income**

**Jingyi Wang, Susan Yoon (presenter), Yujeong Chang, The Ohio State University College of Social Work**

Father involvement in parenting can promote children's positive development. Despite the growing literature on father involvement, little is known about father involvement among Latino fathers. This study sought to examine father involvement patterns and their predictors among unmarried Latino fathers with low income. Latent Profile Analysis was conducted on a sample of 830 Latino fathers of toddlers in the Building Strong Families program. Three father involvement profiles were identified: high involvement (61.81%), high accessibility and financial support, but less engagement (26.63%), and non-resident, but engaged (11.57%). Fathers' older age, lower parental aggravation, and higher coparenting relationship quality predicted membership in the high involvement profile. It is noteworthy that the high involvement profile was the largest profile in this population who likely faces multiple challenges, such as financial strains, (co)parenting stress, and structural racism and inequities. Overall, study results indicate that many unmarried Latino fathers are highly involved in parenting, highlighting their parenting strengths, fathering commitment, and resilience in the context of economic disadvantage. At the same time, our findings suggest the need for additional support for younger fathers and fathers experiencing parental aggravation and point coparenting relationships as an important source of support for father involvement among Latino fathers.

**Parental Warmth of Fathers Raising Children in the U.S. Child Welfare System: Associations with Children's Socioemotional Development**

**Joyce Y. Lee, Susan Yoon, Yujeong Chang, Hunmin Cha, Angelise Radney, & Amy Xu; The Ohio State University College of Social Work**

Fathers involved in the child welfare system are often examined through a deficit lens. However, some fathers are non-offenders of child maltreatment and primarily responsible for rearing children with child welfare system involvement. Guided by attachment theory, this study uses a sample of non-offending, primary caregiving fathers (N=192) from the National Survey of Child and Adolescent Wellbeing-Second Cohort to assess paternal warmth as a positive dimension of fathering and examine its link to children's socioemotional development. Results from a multivariable regression model showed that greater paternal warmth was associated with lower levels of child externalizing symptoms and higher levels of child social competence. Despite biological fathers making up 69% of the sample, paternal warmth did not differ by father types. Results suggest that non-offending, primary caregiving fathers engage in positive fathering in the form of paternal warmth, which is associated with beneficial socioemotional outcomes for their children. No differences in paternal warmth by father types suggest the equally important role non-biological father figures play in their children's lives. To promote healthy child development within the context of the child welfare system, policymakers and practitioners need to support positive fathering by engaging fathers and providing father-inclusive child welfare services.

**B7: Culturally Grounded Programs (Perspectives): Fondren Hall (2<sup>nd</sup> floor meeting room)**

**Exploring Implementation of Culturally Honoring Services Among Michigan Tribal Advocacy Programs**

**Sherise McKinney, University of Michigan; Katie Schultz, University of Michigan, School of Social Work**

This study set out to explore factors that support tribal advocacy programs in implementing culturally honoring services with Native American survivors of violence, and learn from how they navigate challenges. While previous research has established the importance of culturally relevant services for Indigenous peoples, relatively few studies have examined how such programs are actually implemented with survivors of violence, and what can be learned from practitioners' approaches. In partnership with a statewide tribal domestic violence and sexual assault coalition, we conducted semi-structured interviews with 19 individuals working in 10 federally recognized tribes in Michigan. Most participants were Native American, and many served tribes of which they were also members. Findings suggest practitioners' conceptualization and implementation of 'culturally honoring services' integrates traditional tribal practices with trauma informed service system approaches that prioritize genuine partnership with clients, and respect clients' agency in how and when cultural practices are implemented. This flexible, holistic approach informs the array of cultural practices service providers implement, and shapes how they creatively navigate challenges. These findings can inform how practitioners conceive of their collaborations with Indigenous communities in uplifting tribal resources, emphasizing cultural strengths, and promoting resilience among Native American survivors of violence.

**A Systematic Review Of Family Violence Prevention Among Indigenous Populations: A Call To Center Prevention Work In Strengths, Culture, And Dignity**

**Katie Edwards, University of Nebraska Lincoln; Ramona Herrington, University of Nebraska Lincoln; Katie Schultz, University of Michigan; Arielle Deutsch, Avera Health; Joseph Gardella, University of Nebraska Lincoln**

The purpose of this paper is to conduct a systematic literature review focused on prevention (inclusive of primary, secondary, and tertiary) initiatives for family violence among Indigenous populations in the U.S. and Canada. Following PRISMA guidelines, the authors of this systematic review identified, critically reviewed, and synthesized findings from nine studies through searches of research databases on family violence prevention among Indigenous populations. Despite the limited research to date evaluating family violence prevention among Indigenous populations, findings from the review highlight that skills-based, strengths-focused, culturally grounded programs targeting families, caregivers, and children have utility in the prevention of family violence among Indigenous populations. There is also some evidence that programs even with minimal cultural adaptations but that include staff cultural competency training may be beneficial in reducing family violence among Indigenous populations. Further, the resilience portfolio model and dignity literatures have great promise for the future of preventing family violence among Indigenous populations. These literatures point to the importance of a focus on strengths, culture, and intrinsic value of all people in family violence prevention work in addition to highlighting the importance of early intervention strategies to interrupt intergenerational processes contributing to high rates of family violence among Indigenous populations.

**The Gulabi Stories Initiative: Power of Storytelling in Redefining and Reclaiming Individual and Collective Healing within the South Asian Diaspora**

**Meghna Bhat, Founder/ Storyteller, Gulabi Stories: A South Asian Healing Initiative**

What does healing look like for each of us? How can storytelling play a role in fostering community care? How can we bring art and storytelling to reclaim what resilience means in our lives? In this talk, Meghna Bhat (she/her), will help explore and unpack what decolonized, non-capitalist, and anti-oppressive healing and care look like in our communities, whether it's survivorship from state violence, gender violence, or just navigating our identities to daily lived experiences. Drawing from her own lived experiences with gender violence, trauma, health, and immigrant identities, Dr. Bhat will provide an overview of this multidisciplinary healing project grounded in oral and written storytelling. Using stories and examples, she will shed light on how her new project Gulabi Stories was born, which centers on the stories and voices of South Asian diaspora communities. Lastly, important themes from the project and additional resources about storytelling and healing will be presented.

**Monday 1:15 to 2:30 pm**

**C1: Qualitative Inquiry into Resilience in Populations Connected to Child Welfare (20x20 Symposium): Great Hall**

This symposium features qualitative analysis of interviews conducted with individuals connected to the child welfare system to understand resilience and coping among these various groups. The first presentation focuses on how key stakeholders—caseworkers, primary parents, kinship providers, foster parents, and young adults aged out of care—define well-being and the barriers they encounter and revealed distinct insights into the conceptualization of well-being. The second presentation relies on interviews with young adults who experienced maltreatment and out-of-home care during youth and sought to examine how relationships play a role in the resilient development of youth within child welfare contexts to examine relational pathways to well-being among 26 former foster youth with maltreatment history. The third presentation focuses on interviews conducted with rural child welfare workers and identifies challenges and barriers—e.g., placement shortages, limited services and funding, geographical challenges, and staff shortages—in rural child welfare practice. Additionally, we identified specific needs in rural communities, such as transportation support and services related to domestic violence and substance use. The final presentation relies on the same data set but focuses on worker burnout and coping strategies among rural child welfare workers.

**Perspectives of Well-Being in Child Welfare: Insights from Key Stakeholder Groups**

**Yujeong Chang, The Ohio State University**

Child welfare systems have evolved from focusing solely on child protection to ensuring their overall well-being, yet stakeholder perspectives on well-being remain underexplored. This study examines how key stakeholders—

caseworkers, primary parents, kinship providers, foster parents, and young adults aged out of care—define well-being and the barriers they encounter. Using an exploratory qualitative approach, focus groups were conducted across the five stakeholder groups, and thematic analysis revealed distinct insights into the conceptualization of well-being. Caseworkers emphasized the significance of meeting basic needs and establishing social connections but identified fragmented services as major obstacles. Primary parents underscored the importance of stability in care, expressing dissatisfaction regarding limited involvement with their children and systemic challenges. Foster parents prioritized children's safety and emotional needs, noting the necessity for a secure, family-like environment and access to services. Kinship caregivers highlighted the emotional needs while identifying financial and systemic support as major barriers. Young adults valued education and family belonging but perceived a lack of autonomy over their well-being within the system. Findings suggest that child welfare policies should address these distinct challenges to enhance the well-being and resilience of those involved in the system.

### **Former Foster Youth Perspectives On The Impact Of Relational Instability On Self-Narratives Following Maltreatment**

**Olivia D. Chang, University of Michigan**

While it is well-known that youth in the child welfare system face multiple health risks and inequities, little is known about how young adults with a history of child welfare involvement experience resilient functioning and positive psychological well-being. A critical question that remains to be answered is how relationships play a role in the resilient development of youth within child welfare contexts, wherein typical sources of relatedness, belonging, and being connected to others – a fundamental human need – are systematically challenged by experiences of home removal, restricted contact with biological family members, and instability in living arrangements thereafter. This study aimed to address this gap by employing a narrative inquiry qualitative approach to examine relational pathways to well-being among 26 former foster youth with maltreatment history. Results suggest several narrative themes related to unstable relationships while in care: isolation, cultural estrangement, select reliance on others, and acceptance of lack of control. Findings clarify the volatile relational contexts in which child welfare-involved youth are tasked with cultivating a sense of relatedness, and provide insight into how such relational instability may undergird health inequities for maltreated youth in foster care, that extend well into adulthood.

### **A Qualitative Study of the Characteristics of Rural Child Welfare Practice**

**Kathryn Maguire-Jack, University of Michigan**

Child welfare practice encompasses a variety of challenges across all settings. However, child welfare in rural areas presents distinct characteristics that differentiate it from urban contexts and are often less understood. To address such gap, the present study aimed to examine the unique factors influencing rural child welfare practice. We conducted semi-structured interviews with 28 rural child welfare workers in Michigan and employed thematic analysis to identify, organize, and present patterns revealed in the qualitative interview data. Research team members independently coded the interview data and subsequently reached a consensus on the themes and codes through group discussions. This study identified challenges and barriers—e.g., placement shortages, limited services and funding, geographical challenges, and staff shortages—in rural child welfare practice. Additionally, we identified specific needs in rural communities, such as transportation support and services related to domestic violence and substance use. This study highlights the importance of considering and addressing these unique contextual factors in shaping rural child welfare practice and policy. Further research is warranted to explore how the rural characteristics impact the effectiveness of child welfare services for children and families, ultimately guiding the development of targeted prevention and intervention services that address their unique needs.

### **Navigating Burnout and Resilience: Rural Child Welfare Workers' Experiences and Coping Strategies**

**Sarah Parmenter, The Ohio State University**

Burnout among child welfare workers is a critical issue, particularly in rural areas where resources are limited, and caseloads are high. Research has shown that burnout among the child welfare workforce can significantly impact the quality of services provided to children and families. This study aimed to explore the experiences of burnout among a population of rural child welfare caseworkers as well as their reported coping strategies. We also sought to better understand how these workers sustain enthusiasm for their work and build occupational resilience. We conducted in-depth interviews with 28 rural child welfare caseworkers. Thematic analysis was conducted. Rural child welfare workers show significant commitment to their work in rural areas and often go above and beyond their typical duties to best serve the families in their community. While most workers report

periods of burnout during their tenure in child welfare, they report remaining in their positions utilizing a variety of coping skills to overcome burnout. Common coping skills included taking time away from work to be with family, spending time in nature, physical activity, and formal mental health supports. Workers credited strong supervisor relationships and peer support as essential workplace supports to overcome burnout.

**C2: Elements of Successful Practitioner/Research Collaborations: A Team Strategy to Increase the Evidence Base on Trafficking Prevention (Perspectives Panel): Laskey A**

This symposium will provide attendees with multi-disciplinary perspectives on using evidence and research to improve violence prevention education. The presenting team is currently working together with funding from the Centers for Disease Control to conduct a randomized controlled trial evaluation of the Not a Number trafficking prevention program. However, the underlying strategy of building an evidence-supported program, incorporating that program into communities in a state-wide initiative, and building a research plan that combines rigorous outcome evaluation with community-based participatory research (CBPR) has been years in development. The developers of the Not a Number program, Love146, will present their perspectives on incorporating research into their program development and adaptations. Staff from the Minnesota Department of Health (MDH) will discuss their approach to building prevention education into their statewide Safe Harbor program. The University of Minnesota team members will present on the approach the team is using to combine CBPR with rigorous outcome evaluation in Minnesota. Finally, University of New Hampshire researchers will discuss the development of their collaboration with Love 146 and their approach to measuring program impact. Team members will discuss their different perspectives on what has supported this work and where challenges lie.

**Iterative Evolution Of The Not A Number Curriculum: A Decade Of Growth In Human Trafficking Prevention For Youth**

**Aria Flood, Love146**

In 2014, Love146 developed the Not a Number human trafficking prevention curriculum for youth ages 12-18. Over the past decade, Love146 has taken an iterative approach to reimagining, revamping, and ultimately improving the curriculum as it is delivered to youth. Love146 commits to updating the Not a Number curriculum every three years to address new learns and trends in the movement, input from facilitators implementing with youth in their communities, and from the evaluation of our data. Of note, major additions and changes from the first version have included an expanded conversation around labor trafficking, a deeper understanding of online exploitation, and improved activities that highlight the vulnerabilities that youth may be experiencing and how those intersect with this type of victimization. Each version also includes smaller changes that focus on the nuances of the experience of our facilitators when working with youth—whether that be instructions for an activity, the need for more inclusive case studies, or emerging issues in the movement. In the last few years, Love146 has partnered extensively with our research partners to further evaluate our measurement tools (pre/post tests) and determine if the test metrics are directly aligned with learning objectives in the program.

**Using Love 146's Not A Number Curriculum To Enhance Statewide Human Trafficking Prevention Programs For Youth**

**Cynthia Matthias, Prevention Programs Unit, Injury and Violence Prevention Section, MDH**

Staff from the Minnesota Department of Health (MDH) will describe how community-based programs have used the Love 146 Not a Number curriculum to build awareness and skills for youth. This involvement includes support from the state's Safe Harbor response focused on serving the needs of sexually exploited youth to build trainer and facilitator capacity among program grantees. MDH's role in this practitioner/research collaborative includes identification and engagement with grantee and subject matter experts for participation in the project as well as providing input to the core planning and advisory board activities. In addition, MDH staff will explain how their statewide response to the sexual exploitation of youth is built upon a public health model, which includes significant partnerships with research entities to develop and use data to set policy and programmatic goals. Participation in supporting the randomized control trial measuring implementation of the Not a Number curriculum provides yet another valuable opportunity to inform current and future Safe Harbor activities.

**The Use Of CBPR With Survey Design To Assure Real-World Grounding**

**Lauren Martin, University of Minnesota, School of Nursing**

Researchers from the University of Minnesota will describe how we used the principles and practices of community-based participatory research to engage an 18-member research advisory board (RAB) in survey design, including a logic model. The study is a randomized control trial of Not a Number (NAN), a trafficking prevention curriculum, implementation in Minnesota. RAB members were specifically recruited to embody a wide array of perspectives from across Minnesota, including survivors of trafficking, non-profit and government service providers from all regions of the state, experts in NAN facilitation in Minnesota, and racial and gender diversity. The survey is part of a broad mixed-methods approach. It will collect quantitative data from youth participants in the evaluation study (intervention and control groups) to collect pre/post and follow-up data on focal program outcomes related to help-seeking. We will describe our process of engaging RAB members and highlight the important new knowledge we gained that shaped our measurement approach. The RAB helped us hone in on specific survey item categories, reduce stigma or harm from questions, and ensure alignment with curriculum and community priorities.

### **Building A Collaborative Measurement Model In Preparation For Program Evaluation**

**Jennifer E. O'Brien, Prevention Programs Unit, Injury and Violence Prevention Section, MDH**

Researchers from the University of New Hampshire's Crimes Against Children Research Center (CCRC) will provide details on how the collaboration between Love146, MDH, the University of Minnesota and the project's Research Advisory Board (consisting of service providers, experts with lived experience, and advocates). helped to shape an approach to measuring prevention program impact. Prior pilot work conducted by Love146 and the CCRC provided valuable initial information on program outcomes and potential areas of measurement. Using this information, paired with extant theory and Love146's Not a Number logic model, an initial draft of a measurement model was created. Iterative feedback from collaborators help refine this draft with the goal of capturing holistic program impact. Trafficking and commercial sexual exploitation is a difficult and entrenched form of victimization, with complex social causes. Accordingly, collaborator feedback ensured the resultant measurement model acknowledged and defined specific social issues that may influence youth's program engagement and the achievement of proximal and distal outcomes. Defining the role of youth prevention education and identifying strategies for capturing the impact of program participation for youth has required thoughtful input from team members with different areas of expertise.

### **C3: Parenting Contexts: Navigating Nuances and Building Resilience in Challenging Circumstances (Perspectives Panel): Laskey B**

This panel delves into the complex interplay of socioeconomic factors, cultural influences, and personal experiences that shape parenting practices and impact children's resilience. By examining the diverse challenges faced by parents on the ground including socioeconomic poverty, multicultural contexts, and veteran status, we aim to contribute to a deeper understanding of the practical factors that foster intergenerational resilience. This session will present new qualitative research and data analysis regarding parents from different backgrounds, exploring subtopics such as:

The socioeconomic determinants of parenting: Investigating the impact of poverty and service systems on maternal well-being and child development.

The intergenerational transmission of trauma: Exploring how nuances of adverse childhood experiences (ACEs) profiles influence parental satisfaction and stress.

Cultural nuances in parenting. Examining the unique challenges faced by veteran parents and the impact of their pre-military and military experiences on their children.

Together, this symposium offers a multifaceted exploration of parenting in challenging contexts. By highlighting cultural diversity, intergenerational trauma, and veteran experiences, we aim to equip parents with tools to raise resilient and thriving children.

### **Navigating the Safety Net: Resilience and Resourcefulness Among Mothers in Poverty**

**Maria Marti-Castaner , Tonya Pavlenko , Ruby Engel, Karen Sanchez , Allyson E Crawford, Jeanne Brooks-Gunn, Christopher Wimer, evolutionforward**

This study examined the multifaceted challenges faced by low-income mothers as they navigate public and private assistance programs during pregnancy and the first ten months postpartum. Using qualitative data from in-depth interviews with Black and Latinx mothers in New York City participating in the Room to Grow program, the study explored their strategies for meeting familial needs and fostering resilience despite navigating complex service delivery systems and stringent eligibility requirements. Using thematic analysis to code and analyze all interviews, we found mothers living in poverty faced interconnected challenges, including

restricted access to healthcare, inadequate housing, and insufficient childcare resources. Despite the existence of various safety net programs, significant gaps in coverage and implementation challenges persisted, leaving many mothers without adequate support. However, informal social networks, including family and community ties, played a critical role in helping mothers mitigate the adverse effects of poverty and systemic barriers. Caseworkers who were adaptive and responsive to the unique circumstances of mothers could be instrumental in helping mothers navigate complex service systems and plan for long-term stability. Our work identified critical policy gaps but underscored the importance of perseverance, resilience, and community support in addressing the needs of low-income families in urban settings.

### **The Impact of Patterns of Parental Adverse Childhood Experiences and Parenting Satisfaction and Parenting Stress**

**Linghua Jiang, Sara A. Vasilenko, Xiafei Wang, Syracuse University**

There was a dose-response relationship between parental adverse childhood experiences (ACEs) and parenting stress (Lange et al., 2019). However, no study has examined the association between different combinations ACEs and parenting satisfaction and parenting stress. Using data from the National Longitudinal Study of Adolescent to Adult Health (Add Health; N = 2,578, 60.4% female), this study identified a six-class model: (1) Low ACEs, (2) Parental Alcohol Use and Divorce, (3) Abuse and Neglect, (4) Parental Alcohol Use, Divorce, and Violence (5) Violence, and (6) Parental Incarceration. Compared to the low ACEs class, being in any ACEs class was associated with lower levels of parenting satisfaction, with no significant differences observed across ACEs classes. Regarding parenting stress, being in any ACEs class was marginally significantly linked to higher levels of parenting stress. Paired comparison revealed significant differences between being in the Violence class and both the Abuse and Neglect class, and the Parental Alcohol Use, Divorce, and Violence class. These findings suggest that prevention and intervention programs should target specific groups of parents exposed to different combinations of ACEs and address various aspects of parenting. Enhancing parenting satisfaction and reducing parenting stress can help mitigate intergenerational trauma.

### **Harsh Parenting Among Veterans: Parents' Military-Related PTSD, Mentalization, And Pre-Military Trauma**

**Xiafei Wang, Syracuse University**

Veteran parents experiencing posttraumatic stress disorder (PTSD) may resort to harsh parenting. Informed by mentalization theory, as well as trauma-sensitive and posttraumatic growth perspectives, we aim to explore the associations between veteran parents' military-related PTSD, mentalization, harsh parenting, and prior trauma before military service. Data were collected from an online research panel of 509 veteran parents with children under 10. We employed Structural Equation Models to test indirect and moderating effects. We identified an indirect effect of parental pre-mentalization from military PTSD to harsh parenting [corporal punishment:  $b = 0.35$ ,  $p < 0.001$ ; psychological aggression:  $b = 0.14$ ,  $p < 0.001$ ]. Multi-group analysis on four parent groups highlighted differences in these associations, particularly between parents with only pre-military physical trauma and those without any physical and psychological trauma. The military-related PTSD effects on psychological aggression, corporal punishment, and pre-mentalization were all significantly higher for parents without pre-military physical and psychological trauma, showing the potential posttraumatic growth for veteran parents experiencing pre-military trauma. Modifying parents' interpretation of their child's mental states can potentially counteract the effects of veterans' military PTSD on harsh parenting. Family-based programs should be created considering veteran parents' pre-military trauma histories.

### **C4: Strengths-Based Interventions for Youth (Perspectives): Laskey C**

**Team: Changing Minds: Integrating Mental Health Response Into An Athletic-Coach Delivered Violence Prevention Program**

**Alana Fields, University of Pittsburgh; Elizabeth Miller, University of Pittsburgh**

Young men, especially youth of color, face multiple barriers to receiving mental health care and support. Team: Changing Minds (T:CM) involves a brief training for adults to become "mental health responders." T:CM has been integrated into Coaching Boys Into Men, an athletic coach-delivered gender-based violence prevention program. Evaluation assesses the effectiveness of this training in increasing confidence and competence among coaches when addressing mental health with their athletes. Young people don't always need traditional, professional intervention and would benefit in the long term from a wider range of supports. Four major themes arose: (1) Trust is an important factor for young people to feel supported by adults; (2) Many existing mental health supports feel inadequate and even re-traumatizing, particularly for LGBTQI and BIPOC youth; (3) Adults' negative responses to youth mental challenges often feel linked to adults' trauma and



biases; and (4) Rigid, traditional gender norms are a common barrier for young people, particularly boys, to receiving and promoting mental health support. This input was pivotal in the development of T:CM Responder Ready training.

**Youth, Music, And Community; Promoting Resilience Through Student-Driven, Community Music Programming**  
**Christopher Thornton, Beyond The Bars; Isaiah Robinson, Beyond The Bars; Matthew Kerr, Beyond The Bars; Stephanie Garcia, Children's Hospital of Philadelphia; Hillary Kapa, Children's Hospital of Philadelphia**

Beyond The Bars is a 501(c)3 student driven and community based music and resource connection program that is dedicated to interrupting cycles. In this presentation delivered by both a youth participant-turned-adult practitioner and instructor as well as a founding instructor and director of the Beyond The Bars music program staff will share information gleaned from 10 years of collective experience using music as a vehicle to build both community and resilience among young people in various settings throughout Philadelphia. Working with young people in a variety of settings, including shelters for unhoused youth, jails and juvenile justice facilities as well as within community based programs and sites BTB has developed a robust framework for fostering resilience and connection among young people who have experienced often overlapping adverse experiences. Drawing from organizational, personal experience, as well as in-depth qualitative study and analysis of BTB practices, programs and youth experience completed in close partnership with the Children's Hospital of Philadelphia, BTB staff will share key information, findings and programmatic features which we believe to be highly instructive, intriguing and useful for organizations, researchers and practitioners who work to foster and develop resilience among young people in a multitude of contemporary settings.

**Growing Youth Purpose and Compassionate Action through Jane Goodall's Roots & Shoots in Africa: Program Experiences and Participatory Interventions**

**Caitlyn Geraci, University of Mississippi; Zeina Ramadan, University of Mississippi; Hope Kirabo, University of Mississippi; Laura R. Johnson, University of Mississippi**

Background: Positive Youth Development (PYD) has been identified as a key strategy for achieving the United Nations Sustainable Development Goals which aims to build resilience of youth and communities. We report initial results of a multi-year study of Root & Shoots (R&S), a PYD program of the Jane Goodall Institute. Research questions: (1) How does involvement with R&S activities impact PYD? (2) What strengths of PYD are identified as important among African youth? (3) To what extent do participatory activities (photovoice, community mapping) contribute to PYD? Methods: Participants included R&S club members ages 12 - 18 (N = 2,301) from diverse environmental and cultural contexts within Democratic Republic of Congo, Republic of Congo, Tanzania, and Uganda. Participants completed measures in English, French, or Swahili assessing program experiences, PYD, civic action, sense of purpose, compassion, and gratitude, and provided qualitative data. Main findings: Hierarchical regressions examined the relationships between program experiences and youth outcomes. Qualitative data was analyzed using categories from Lerner's 5 C's of PYD (Connection, Caring, Character, Competence, Confidence; Lerner et al., 2005). Open-ended and photographic data from participatory interventions further illustrate culturally and contextually relevant perspectives across countries.

**C5: Overcoming Sexual Victimization & Intimate Partner Victimization (20x20): Clyde & Mary**

**The Role of the MeToo Route in Improving Survivors' Health**

**Paula Cañaveras-Martínez, University of Barcelona; Ana Burgués, University of Granada; Mar Joanpere, University of Barcelona**

Gender-based violence (GBV) severely impacts survivors' mental and physical health, causing stress, anxiety, and chronic pain. Retaliation against those who support GBV victims compounds the harm by isolating both survivors and their allies, disrupting support networks, and forcing them to relive trauma. This deepens the damage, perpetuates silence, and complicates recovery. The "MeToo Route," conducted across 13 Spanish universities in 2022, empowered survivors and allies by fostering solidarity through discussions and informal gatherings. These safe spaces allowed participants to share experiences and learn about support leading to emotional relief and improved well-being. Survivors reported that support networks reduced isolation and alleviated health issues. Institutional backing and public commitments from universities were also highlighted as key to the initiative's success. Follow-up responses collected two weeks and two years after the events underscored the long-term impact. Survivors experienced reduced stress, greater empowerment, and increased motivation to address GBV. The initiative showcased how solidarity networks can drive systemic change in university policies while mitigating health impacts. The "MeToo Route" not only promoted healing but

also acted as preventive measures, fostering safer university environments. They highlight the transformative power of collective action in combating GBV and supporting survivors.

#### **Sexual Pleasure And Resilience: Current Connections And Gaps**

**Jessamyn Moxie, UNC Charlotte; Steph Cooke, National University; Casey Mesaeh; Elsa Boehm; Grace E. Schroeder, UNC Charlotte; Natalie Andrasko, Columbia University; Daniel Dickie, UNC Charlotte**

In shifting from deficit- and pain-based sexuality research to focus on more positive outcomes, both pleasure and resilience are important aspects of sexual health. Identifying the current literature on the relationships between sexual pleasure and resilience may point to the existing directionality of the relationships and opportunities for intervention. We conducted a scoping review of the relationships between sexual pleasure and resilience in scholarly literature. Using Covidence software, we screened 17,014 articles with a final sample of 227 articles. We identified varying definitions and operationalizations of the two concepts. Resilience was operationalized at the individual and interpersonal socio-ecological levels, with a minority of articles at the community level. The relationships included 1) resilience affecting sexual pleasure as the outcome; 2) sexual pleasure affecting resilience; 3) sexual pleasure and resilience both affecting a common outcome; and 4) sexual pleasure as the resilience mechanism. Our findings point to a need for standardization of definitions and measures (especially in measuring sexual pleasure), as well as research investigating the role of sexual pleasure as resilience or influencing resilience. We highlight the implications for clinical practice and theory.

#### **The Impact of Veganism on Women, Intimate Partner Violence Survivor's Healing and Resilience**

**Abbie Nelson, Southeast Missouri State University**

Intimate partner violence (IPV) is recognized as a public health crisis that has dire consequences to the body, mind, and spirit of survivors. The holistic impact of IPV supports the need for interventions that aid in healing and promote resilience on individual and communal levels. A qualitative phenomenological research design was utilized to explore the potential healing and empowerment benefits of a vegan lifestyle for fifteen vegan, women survivors of IPV. Data was collected via unstructured, in-depth interviews. Themes were identified related to the impact of veganism on individual and collective healing. Individual healing was described occurring at the levels of body, mind, and spirit. Collective healing and resilience were found through greater connection with themselves and others while engaging in a vegan lifestyle. As their critical consciousness increased around animal cruelty and environmental justice related to veganism, survivor's awareness of their own oppression rose. Resiliency increased as survivors chose a lifestyle to reduce animal suffering as well as their own. These findings have implications for clinicians working with vegan and non-vegan survivors. Practitioners are encouraged to acknowledge the holistic impact of abuse and support holistic modalities and lifestyles to support healing and resilience.

#### **C6: Promoting Healthy Child Development (20x20): Kreitner**

##### **Start Them Young: Parental Perspectives on Racial Socialization Conversations and Social Emotional Development in Preschoolers**

**Taylor Napier, The Ohio State University; Susan Yoon, The Ohio State University; Charis Stanek, The Ohio State University; Alvalyn Dixon-Gardner, Boston Children's Hospital; Additti Munshi, The Ohio State University; Angelise Radney, The Ohio State University**

Ethnic-racial socialization practices are linked with improved social-emotional functioning among school-aged children and adolescents. However, there is a dearth of research exploring these practices with preschoolers. This qualitative study explored parents' perspectives on the importance of initiating ethnic-racial socialization conversations and the impact on children's emotional expression and ability to connect with others. Participants were 16 parents (56% White; 81% female) with a child, aged 3-5 years old (62.5% Black or Biracial; 56% Male). Parents completed one-on-one in-depth interviews. Thematic content analysis was conducted using NVivo. Most parents believed these conversations were important as they wanted to shape their child's view of ethnic-racial issues. Common themes included teaching children about our shared humanity, treating others fairly, increasing children's understanding of their own or others' cultural backgrounds, and promoting advocacy. Parents hoped these conversations would encourage their children to be more accepting and respectful of others, build diverse friendships, and enhance their self-confidence. Results suggest that parents view developmentally appropriate conversations about race and ethnicity as formative to their preschool children's views of themselves and their understanding of other cultures.

Subsequently, parents shared that these perceptions of oneself and others will influence children's future behavior (e.g., addressing discrimination, making friends).

#### **Working Together: Cross-System Collaboration for Primary Strengths-Based Prevention**

**Vanessa Parker, Indiana University; E. Susana Mariscal, Indiana University School of Social Work; Bryan Victor, Wayne State University School of Social Work; Miriam Commodore-Mensah, Indiana University School of Social Work**

Cross-system collaboration is essential to address community needs effectively. Strengthening Indiana Families (SIF), a primary child maltreatment prevention program, involved over 200 local and statewide partners in the development, implementation, evaluation, and sustainability of the project. The Collaboration Assessment Tool (CAT) was used annually for five years to evaluate collaboration, with scores of 4 to 5 indicating strength, 3 to 3.99 borderline, and below 3 areas of concern. Focus groups and interviews provided additional insights into facilitators and barriers to collaboration. The average CAT scores improved from 3.78 to 4.07 by year five, demonstrating strong collaboration. By year four, partners rated all collaboration factors as strong. Collaborative process scores saw the largest increase, rising from 3.55 to 4.24. Partners' perceptions of current and future success increased significantly—by 189% and 135%, respectively, over five years. Focus groups emphasized that collaboration is critical for prevention, highlighting the importance of a multi-layered team structure and a shared vision to foster collaboration at local and state levels. This collaborative approach reframed child wellbeing within a public health model, emphasizing primary prevention and shared responsibility. SIF's success demonstrates the value of cross-system partnerships in creating comprehensive, tailored, and sustainable solutions for child maltreatment prevention.

#### **Cultivating Resilience: Walking with Youth of Color Affected by Structural Violence**

**Maritza Vasquez Reyes, Georgia State University**

Using a holistic, community-focused approach, this work explores strategies to foster resistance and healing among marginalized youth affected by violence. It aims to create inclusive support systems that validate their voices and enhance resilience. Ultimately, it aligns with broader conversations on social justice, diversity, and equity in social work. Four focus groups with street outreach workers (N=21) were conducted to gather their perceptions on their role in modeling resistance skills and fostering youth agency and wellbeing (N=21). Participants had an average age of 40 and were majority male (62%) and Black (62%). A Sort and Sift, Think and Shift qualitative data approach was used to analyze collected data. The study was part of a larger CDC funded participatory research project stemming from an eight-year university-community partnership. Findings suggest that 1) by creating safe spaces and strong mutual bonds, street outreach workers help marginalized youth challenge oppressive conditions and thrive; 2) by using their own experiences and knowledge, youth workers transmit cognitive/behavioral strategies of resistance and care needed to navigate oppressive contexts; and 3) by engaging in social action with the youth, street outreach workers help the youth learn resistance skills and enhance their sense of agency. Through these interventions, youth workers helped cultivate resistance and promoted their wellbeing.

#### **C7: Reflections & Conversations about ResilienceCon 10<sup>th</sup> Anniversary: Fondren Hall (2<sup>nd</sup> floor meeting room)**

**Nicole Yuan, University of Arizona; Heather Storer, University of Louisville; Hannah Gilliam, University of Memphis; Amanda Hasselle, Rhodes College; Shelby Clark, University of Kentucky; Sal Corbin, Behavioral Health System of Baltimore; Lorenzo Benavides, Ohio State University; Jonathan Davis, Samford University; Chad Rose, University of Missouri; and Sherry Hamby, University of the South & Life Paths Research Center**

In honor of the 10th anniversary of ResilienceCon, the purpose of this interactive discussion is to reflect on the past, present, and future of strengths-based resilience research and scholarship with conference co-founder Dr. Sherry Hamby. Throughout the life of ResilienceCon, the science of resilience has continued to evolve and develop increased conceptual clarity and refinement. While deficit-based approaches to victimization and adversity still abound in the social and health sciences, ResilienceCon has created an intellectual and philosophical space to unpack the theoretical dimensions of resilience, prevention, and healthy adaptation. This session will be divided into two primary sections. First, through a facilitated conversation, Dr. Hamby will reflect on how concepts of resilience have continued to shift and deepen and to forecast future directions of the field. The second part of the session will involve soliciting participant and program committee feedback and reflections on their experiences with ResilienceCon and strategies to stay committed to strengths-based scholarship in the face of competing priorities. We will conclude with a discussion on the future of the field and the need to continue to center resilience-focused approaches to victimization, post-traumatic growth, and

primary prevention. Regardless of how long people have attended ResilienceCon or been in their substantive areas of study, all attendees are encouraged to attend this dynamic, inspiring, and hopeful conversation with Dr. Hamby.

**Monday 2:45 to 4:00pm**

**D1: A Qualitative Exploration of Attitudes and Beliefs of Mandated Reporting vs. Mandated Supporting (Hot Topics Panel): Great Hall**

**Kristen Theile, University of Kentucky; Shelby Clark, University of Kentucky, College of Social Work; Margaret McGladrey, University of Kentucky College of Public Health, Department of Health Management and Policy; Courtney Rogers, University of Kentucky, College of Social Work**

**Elizabeth Riley, University of Kentucky College of Public Health Department of Health Management and Policy; & Stefanie Kinzie, University of Kentucky, College of Social Work are co-authors of the work being presented.**

Evidence demonstrates that child abuse and neglect reports create fear and harm the families they aim to help (McTavish et al., 2019). Some advocate for community support approaches in place of mandating child abuse and neglect reports to child welfare systems (Ware, 2023). However, clear definitions or best practices for these approaches are lacking. During this hot topics presentation, will focus on three aims: 1. Define mandated reporting and mandated/community support; 2. Examine the implications of both approaches for addressing child abuse and neglect; 3. Advocate for reimagining practices and policies that promote the well-being of children, families, and communities.

**D2: Identifying Key Strengths (20x20): Laskey A**

**Psychosocial Strengths Associated with Higher Functioning after Interpersonal Adversity in the United Kingdom and Ireland**

**Matt Brooks, Manchester Metropolitan University; Victoria Banyard, Rutgers University; Xiafei Wang, Syracuse University; Sherry Hamby, University of the South & Life Paths Research Center**

Over the past two decades, positive psychology research has identified various correlates of resilience. Although a range of strengths has been studied, there is a need to determine which specific strengths best support healing following interpersonal adversity. Most resilience research has been conducted in the United States, highlighting the need to expand these efforts to other cultural contexts. This study explored the role of psychosocial strengths and their contribution to better functioning among adults in the United Kingdom and Ireland who experienced interpersonal adversity. The research integrated strengths from the Values in Action (VIA) framework and the Resilience Portfolio Model (RPM) to identify those most associated with subjective wellbeing, posttraumatic growth, and health-related quality of life. The sample were 1,440 adults who completed an online survey assessing 24 VIA strengths, five psychosocial strengths (eco-connections, mindfulness, psychological endurance, sense of purpose, social support), adversities (interpersonal victimisation, institutional betrayal), and current functioning. Strengths accounted for more variance in outcomes (10-44%) than adversities or demographics (2-8%). Hope and zest were positively linked to all three outcomes, while other strengths showed mixed effects. The findings emphasise the need to globalise resilience work, and the importance of targeting specific strengths to promote better functioning.

**Exploring Psychosocial Protective Factors Fostering Resilience in Poly-victimized Adolescents**

**Antara Thakur, University of Mumbai; Solomon Renati, University of Mumbai**

The daily crime record has far-reaching consequences for both individuals and society. The National Survey on Children's Exposure to Violence states that over one-third (38.7%) of children experience two or more direct victimizations in their past year. Studies from low-middle-income countries indicate that the prevalence of poly-victimization among adolescents ranged from 0.3% to 74.7%. This study explores the role of psychosocial protective factors in building resilience among poly-victimized adolescents. The psychosocial contexts play an important role in India which is predominantly a collectivistic society. Using a cross-sectional survey design and stratified sampling this study recruited adolescents (13 to 17 years) from Mumbai's educational institutions. From the total sample of 1055, about 819 adolescents were found exposed to poly-victimization. The study measures include Juvenile Victimization Questionnaire, Child, and Youth Resilience Measure, Communities that Care (CTC) youth survey. Analysis using logistic regression indicate, opportunities for prosocial involvement in community (OR=1.04\*, CI:1.0-1.08), rewards for prosocial involvement in community (OR=1.25\*, CI:1.16-1.36), family opportunities for prosocial involvement (OR=1.20\*, CI:1.04-1.37), school opportunities for prosocial involvement (OR=1.11\*, CI:0.83-1.57) have a significant positive association with resilience in poly-

victimized adolescents. Examining psychosocial protective factors significantly enhances our understanding of the role resilience plays and helps design suitable intervention strategies.

### **Promoting Resilience among First-Generation College Students: The Role of Help-seeking Attitudes and Social Support**

**Matthew Hagler, Francis Marion University**

First-generation college students face a range of barriers to their success and well-being. Yet, most research among this population is deficit-focused, with relatively less known about psychosocial strengths and processes of resilience. This presentation will draw from mixed methods analyses identifying strengths promoting first-gen students' social and academic well-being during their first year. First-year, first-generation college students at a mid-sized, public university in New England completing quantitative surveys at the beginning and end of their first year (N=176). A subsample (N=25) completed in-depth qualitative interviews. Longitudinal regression analyses revealed that support from parents promoted first-gen students' academic and social adjustment, and that older siblings can play a compensatory function when parent support is low. Nonparent adult mentors were also important. Long-standing mentors promoted improved self-efficacy, while newly acquired, on-campus mentors promoted a sense of belonging in college. Students' positive attitudes towards help-seeking were also associated with several aspects of well-being. Thematic analysis of qualitative interviews revealed that first-gen students were highly strategic about help-seeking decisions. They carefully weighed perceived costs and benefits while evaluating potential helpers' accessibility, approachability, ability to provide needed resources.

### **Understanding the Nuances of Posttraumatic Symptoms and Growth: Psychosocial Strengths and Well-Being among Trauma-Affected Populations**

**Xiafei Wang, Syracuse University; Lixia Zhang, University of Louisville; Victoria Banyard, Rutgers University; Sherry Hamby, University of the South & Life Paths Research Center**

Background: Individuals experiencing trauma may show both posttraumatic symptoms (PTS) and posttraumatic growth (PTG). Understanding their interplay is crucial as they can coexist and significantly influence an individual's strengths and well-being. This study builds upon Hamby et al. (2022) and aims to replicate findings. Methods: Survey data were collected from 445 participants aged 12 to 75, who had experienced at least one traumatic event and resided in the southern Appalachian region of the U.S. Participants were categorized into four distinct groups: Resilient (low PTS, high PTG, 25.7%), Prevailed (high PTS, high PTG, 19%), Detached (low PTS, low PTG, 23.9%), and Distressed (high PTS, low PTG, 31.4%). Results: Using analyses of covariance, we examined differences across groups in psychosocial strengths and well-being. The Resilient group displayed the highest levels, but the Distressed group exhibited the lowest. Notably, the Prevailed group scored higher in positive emotion regulation, endurance, religious meaning-making, and received greater support from community and teachers compared to the Detached group, suggesting high levels of PTG may provide significant benefits, even in the presence of high PTS. Conclusions: This study replicates most findings from Hamby et al. (2022) and underscores the importance of fostering PTG within trauma-affected populations.

### **D3: Knitting in the Round: Therapeutic Benefits and Clinical “Purls” of Knitting in Practice (Perspectives Panel): Laskey B**

Knitting is a fibercraft that typically uses two needles and yarn to create a mesh fabric. Historically, knitting was associated with reductive gender and ageist stereotypes; however, since the COVID-19 pandemic, there has been a diverse reclamation of this craft. Existing evidence supports that knitting promotes well-being, mental health, self-esteem, improved executive functioning, and behavioral regulation. There is limited literature related to the benefits of knitting, specifically for mental health clinicians, yet it may be a beneficial wellness tool for these providers due to its positive impact on mental health and beyond.

By participating in this session, attendees will have a better understanding of the current literature related to knitting and its benefits on emotional regulation, mental health, and community identity. They will be familiar with how knitting can also be helpful for their own mental health wellbeing. Attendees will leave with the tools and skills to be able to practice knitting at home after engaging in reading a pattern and knitting a coaster during the session.

### **Knitting as a Therapeutic Practice Literature Review**

**Isabella K. Caldwell, Cambridge Health Alliance | Harvard Medical School**

The first panelist will review the existing literature related to knitting and its various benefits on well-being, mental health, self-esteem, improved executive functioning, and behavioral regulation. Through the lens of child and adolescent psychiatry, attendees will have the opportunity to learn how knitting has been beneficial for the mental health of children and adults in school, community, and clinical settings. Additionally, this review will include current evidence that supports knitting as an important self-regulation and wellness tool for medical and mental health providers.

#### **Knitting as Stereotypes and Diverse Reclamation Literature Review**

**Victoria Trump Redd, Cambridge Health Alliance | Harvard Medical School**

The second panelist will review the literature regarding knitting stereotypes, and the ways that modern knitters challenge these and create community. “Knitting” often conjures the image of an elderly, white, grandmother, who knits for others and is relegated to the sidelines. The recent resurgence of knitting has opened doors to challenge these stereotypes and broaden the space, as fibercrafters wrestle with and subvert ageism, sexism, ableism, classism, fatphobia, and gender-norms within knitting. The knitting community collectively challenges stereotypes about who should be knitting, how their projects should fit on diverse bodies, the ableism in project time constraints, and what makes a project “right” for a certain gender. In many communities, crafting and knitting circles have been ways for marginalized people to come together and reclaim agency in a space that is viewed as non-threatening by the majority. Knitting and other fibercrafts are particularly evocative because one can wear their story on their body through the item produced, sparking conversations about who knits and what that means for us all. In this session, participants will learn about ways in which diverse knitters are challenging stereotypes and subverting the knitting archetypes as they reclaim and remake this practice for self and community.

#### **Knitting as a Therapeutic Practice Literature Review**

**Linda M. Nix, Cambridge Health Alliance | Harvard Medical School**

The third panelist will describe several examples of therapeutic fibercraft interventions while introducing several other fibercrafts, including crocheting, weaving, and embroidery. She will then transition into didactic instruction into the nuts and bolts of knitting, while audience members receive their individual knitting supplies, including knitting needles, yarn, a tapestry needle, and printed pattern to make a simple coaster. Basic stitches, including the knit stitch and casting on and off, will be taught as a group, with time reserved for individual consultation while audience members work on their coasters.

#### **D4: Strengths-based Approaches to Engaging Boys and Men in the Prevention of Sexual and Related Forms of Violence (Hot Topics Panel): Laskey C**

**Katie Edwards, University of Nebraska Lincoln; Elizabeth Miller, University of Pittsburgh School of Medicine; Richard Tolman, University of Michigan, School of Social Work; Steven Wilson, University of Nebraska-Lincoln / Peaceful Means; Lee Paiva, IMpower United**

There is growing recognition that engaging boys and men in the prevention of sexual and related forms of violence (SRV) is a critical component of comprehensive prevention efforts to combat gender-based violence. Although there have been an increasing number of efforts to engage boys and men in SRV prevention efforts, evidence of their effectiveness is mixed and there are many questions and controversies that remain. The purpose of this hot topics panel is to unpack what is known, what is unknown, and next steps in the field regarding strengths-based approaches to engaging boys and men in the prevention of SRV. We will focus on both global and efforts in the U.S. Additional topics of discussion for engaging boys and men will include perspectives on: best practices and ingredients of effective approaches; the role of strengths and resilience; engaging boys and men of color; the role of culture and intersectional and anti-oppressive frameworks; what impacts should be measured and how; participatory approaches; and avoiding reifying the gender binary. Panelists include academics (doing rigorous research in this area) and practitioners (doing boots on the ground work).

#### **D5: Coping with Specific Challenges (20x20): Clyde & Mary**

**Refugee Perspectives on Employment and Mental Health: A phenomenological qualitative exploration**

**Rupa Khetarpal, Rutgers University**

Background: The Refugee Act of 1980 created ‘The Federal Refugee Resettlement Program’ to provide for the effective resettlement of refugees and to assist them to achieve economic self-sufficiency as quickly as possible after arrival in the United States (Dept. Health & Human Services (HHS), 2020). Refugees experience

multiple adversities that cause significant psychological distress in the migration and resettlement process (Hou et al., 2020). In the process where they are immediately enrolled in employment programs, their mental health status stemming from their migration histories is overlooked and left unaddressed. **Methods:** This phenomenological study interviewed 21 refugees from Afghanistan, Cuba, and Ukraine, resettling in New Jersey. The study aimed to explore refugee perspectives on migration, mental health, and employment and explore employment as a protective factor that facilitates coping for refugees, thereby mitigating the negative impacts of forced migration. **Findings:** The emergent themes include refugees' making meaning of employment while promoting integration, voices of hope, and, most importantly, refugees' engagement with employment as a resilience-promoting factor in their lives, helping them cope with the migration stressors. **Implications:** The findings significantly inform policy and program development for refugees and can help improve mental health and employment outcomes and ultimately positively affect wellbeing.

### **Situational Characteristics And Helping Behaviors Of Youth Who Know Someone They Think Might Have An Eating Disorder: A National Study**

**Melissa Wells, University of New Hampshire; Kimberly J. Mitchell, Crimes Against Children Research Center University of New Hampshire; Deirdre Colburn, Crimes Against Children Research Center University of New Hampshire; Michele L. Ybarra, Center for Innovative Public Health Research; Victoria Banyard, Rutgers University**

This session will explore how often young people report knowing someone struggling with an eating disorder, details about their relationship, and dynamics of helping. Using baseline data from a longitudinal national survey of youth and young adults (aged 13-22 years) designed to understand bystander behaviors for self-directed violence (n=4,981), we examined 588 unique situations where participants had knowledge of someone who they thought had an eating disorder. Results indicate that 68% of participants knew at least one person who they thought had an eating disorder, with higher rates among participants with their own history of eating concerns, females, sexual minority, and gender minority youth. Behaviors associated with elevated odds of perceived helping included regulatory resilience traits such as validating feelings (45%), interpersonal assets such as sharing how they overcame their own struggles (21%), meaning making responses such as telling the person that they were important to others (29%), and risk reduction steps such as helping in a specific situation that caused their struggles with eating (15%). Bystander prevention models would benefit from a focus on recognition of stigma, discomfort in discussing eating disorders, and tangible ways to offer support to friends seeking help.

### **Building Resilience: Investigating Family and Community Factors Mitigating Discrimination-Related ACEs in Single-Parent Households**

**Alexander Lipsey, Indiana University; Kristina Ray-Bennett, Indiana University**

Adverse Childhood Experiences (ACEs), particularly those related to discrimination, have significant long-term impacts on health, including mental health disorders and chronic diseases. Individuals raised by single parents often face increased exposure to adverse experiences, leading to heightened health disparities. To address these disparities, our study, grounded in the resilience portfolio model, multisystemic resilience theory, and ecological resilience models, investigates how multiple resilience factors at individual, family, and community levels influence resilience among young adults from single-parent and two-parent households. Recognizing the diversity within broad categories like "Hispanic," we address subtle cultural differences impacting resilience and consider how these variations affect family dynamics and support. We conducted a secondary data analysis of the 2021–2022 National Survey of Children's Health to identify and compare factors that constitute family and community resiliency—such as cultural sensitivity and protective factors—and how these build resiliency profiles. We hypothesize that family dynamics, ACE scores, and community resilience significantly influence individual resilience, with family and community factors moderating the relationship between discrimination-related ACEs and resilience outcomes. By identifying these predictors, we aim to contribute to the development of evidence-based, targeted interventions that foster resilience and address health disparities among discriminated-against populations.

### **Dual Role Of Culture In Interracial Dating And Marriage In The United States**

**Enoch Amponsah, Rutgers University**

Interracial dating and marriage have been identified as a conduit for fostering inclusivity and diversity. Research suggests that education and culture are key regulating factors that could motivate or discourage interracial dating and marriage. We explored the challenges and opportunities of interracial dating and marriages among African international graduate students in the United States using a resilience-focused

approach. Sixteen students were recruited through purposive and snowball sampling in graduate schools in the United States. Interviews were conducted using a semi-structured interview guide. Thematic narrative analysis revealed child identity, marital traditions, and acceptance by family members as the key inhibitors of interracial marriages. In contrast, socioeconomic benefit was identified as a key motivating factor. While cultural issues on physical child discipline were inhibitors, participants perceived the opportunity to learn about other cultures as a strong motivating factor. Therefore, culture must be perceived through that dual lens such that the positives can be strengthened to override the inhibitors of interracial relationships.

**D6: Siempre pa' lante: An Interest Group for Spanish Speakers and Those Who Work With Them (Workshop): Kreitner**

**Cristián Pinto-Cortez, Universidad de Tarapacá; and E. Susana Mariscal, Indiana University**

If you speak Spanish and/or work with Spanish-speaking communities, this interactive session is for you! Join us as we connect, reflect, exchange insights, and learn from one another in a welcoming and collaborative space. Together, we will explore the richness of diverse traditions, values, and communication styles that shape Spanish-speaking communities across the U.S. and globally. Through engaging discussions and activities, we will identify cultural strengths, resources, and community assets that foster resilience, collective well-being, and meaningful connections. While Spanish-speaking communities face growing challenges, including systemic barriers, language access, discrimination, and shifting social and political landscapes, we will focus on solutions and strengths—leveraging community knowledge, relationship-centered approaches, and shared strategies to navigate these realities. This session is an opportunity to build networks, share resources, and collaborate on culturally responsive solutions that promote equity, empowerment, and positive change. Whether you are a native Spanish speaker or work with Spanish-speaking individuals, you will leave feeling energized, connected, and equipped with new perspectives to strengthen your work and impact.

**D7: Exploring the Insides of People's Lives: Healing-Centered Qualitative Interviewing Approaches to Facilitate Resilience Among Research Participants with Complex Trauma (Workshop): Fondren Hall (2<sup>nd</sup> floor meeting room)**

**Heather L. Storer, University of Louisville Kent School of Social Work & Family Science; Katie Schultz, University of Michigan, School of Social Work; Lindsay Gezinski, University of Utah School of Social Work; Liz Utterback, University of Louisville, Kent School of Social Work**

Qualitative research affords opportunities for excavating the rich contours of people's lives, including lived experiences of intimate partner violence (IPV). While not clinicians or advocates, qualitative researchers often find themselves in the precarious borderlands between these competing roles. Using the resilience portfolio model and principles of trauma-responsive care as theoretical scaffolding, this workshop will describe strengths-based and healing-centered, data collection approaches for nurturing research participants' resilience. Attention will also be paid to fortifying the researchers' well-being and maintaining boundaries. While there has been attention in qualitative methodology to the importance of designing rigorous interview guides, confronting power dynamics, ethical mandates of reporting adverse events, and general guidance on conducting interviews on "sensitive" topics, participants are often invisible or framed in deficit-based ways. Building on considerable experience as social work researchers and former social service staff, presenters will provide examples of the "eloquent chaos" they may encounter during data collection. To promote participant resilience, we will discuss strengths-based strategies for challenging victim blaming, affirming decision-making, honoring resilience, and bearing witness to personal stories. Building on the iterative and flexible nature of qualitative research, we will share strategies for designing and adapting interview guides in response to unexpected disclosures and to avoid retraumatization.



## **Keynote**

**Great Hall in Laskey Building**

**Monday, 4:15 – 5:15 pm**

### ***Story, Meaning, Agency, and Others***

**Monisha Pasupathi, University of Utah**

***Host: Jonathan Davis, Samford University***

As Dr. Pasupathi tells it, “I was born in Pennsylvania, and grew up mostly in Ohio, where I did my undergraduate studies in Psychology and English Literature at Case Western Reserve University. I then went on to a PhD in Psychology at Stanford University, and from there to a post-doctoral fellowship at the Max Planck Institute for Human Development, in Berlin, Germany. In 1999, I arrived in Utah as a faculty member in the Psychology department, fell in love with the mountains, and stayed put! My scholarly expertise is in adolescent and young adult identity development. Much of my work has explored how telling stories shapes our memories, emotions, and selves across the lifespan – and the impact listeners have on those stories. I put some of this work into application in my role as the Dean of the Honors College at the University of Utah.”

Dr. Pasupathi’s talk will show us how deep dives into telling stories can offer insights into resilience that surveys alone never can.

## **Evening Reflection**

**Great Hall in Laskey Building**

**Monday, 5:15–5:30 pm (Central time)**

**Matthew Hagler**

## Tuesday, April 8<sup>th</sup>

**Morning Reflection**  
**Great Hall in Laskey Building**  
**Monday, 8:45-9:00 am (Central time)**  
**Shelby Clark**

**Tuesday 9:00 to 10:15 am**

### **E1: Life Lessons in the Classroom: Building Resilience Via the Kids' Empowerment Program (Perspectives Panel): Great Hall**

All around America, kids are struggling with their mental health. However, many get stuck on months-long waiting lists for services that require high levels of parental involvement, outside-of-school time commitment, and often, significant financial resources. To address these issues, Dr. Sandra Graham-Bermann developed the Kids' Empowerment Program: a psycho-social education curriculum designed for use in the classroom setting with children aged 6–12. With a trained group leader, a workbook, and 1 hour of instructional time over 12 weeks, this program has been found to produce clinically significant reductions in anxiety, depression, and traumatic stress symptoms in children. Presenters in this panel, who are experienced group leaders, discuss the findings of a 2-year pilot of this program which took place in 14 classrooms at 4 different schools in the post-pandemic classroom. Specifically, they focus upon associations between program engagement and parent and child-rated happiness, somatic symptoms of depression and anxiety, hyperactivity, and parent-child conflict.

#### **Breathe In, Breathe Out: The Impact Of Stress-Reduction Skills On Somatic Symptoms Of Depression And Anxiety In Children**

**Shifa Malik, Ellie Maly, Sandra Graham-Bermann, University of Michigan Department of Psychology**

Purpose The worrying effect of COVID-19 on the increased reports of somatic symptoms (SS) of depression and anxiety in children has called for solutions to address the needs of this vulnerable population. SS are often not used as an evaluative tool in school-based mental health programs, prompting this study to evaluate stress-reduction lessons as a mechanism to reduce SS. Method 114 parent and child dyads were recruited from southeastern Michigan schools. Children ranged from 6 to 10 years old. A subscale from the Revised Children's Anxiety and Depression Scale and 2 items from the Strengths and Difficulties Questionnaire were used to produce an SS scale, with a reliability of ( $\alpha$ ) .722. Results Preliminary analyses indicate a correlation between change in parent-reported SS and practice of stress-reduction techniques, such as yoga, deep breathing, and progressive muscle relaxation. At T1, children in the intervention group reported an average of 7.13 SS and 6.93 at T2. Conclusion Study findings indicate the positive impact of teaching stress-reduction skills on reducing SS in elementary-age children with a low-resource program. Moving forward, mental health programs should be evaluated with a standardized measure of SS for children ages 6 to 10.

#### **It's About More Than Sitting Still! Reducing Hyperactivity Through The Kids' Empowerment Program**

**Victoria Treder, Ellie Maly, Sandra Graham-Bermann, University of Michigan Department of Psychology**

Hyperactivity is a prevalent concern that has both behavioral and academic ramifications for children. Through this study, we sought to see if interventions used in the Kids' Empowerment Program (KEP) were associated with a reduction in hyperactivity. We also explore a model predicting variance in hyperactive symptoms, including demographic factors, program attendance, and program practice, as contributing factors. Method Participants were children aged 6-10 ( $M = 8.20$ ,  $SD = 1.04$ ) from elementary schools in Southeast Michigan ( $n = 114$ , 45.8% males, 71.2% white). These standardized measures were assessed before and after participation in the KEP with 12 weeks in between. Program participants were asked to rate their children on the Strengths and Difficulties Questionnaire (SDQ). Results Participation in the KEP was associated with significantly reduced hyperactivity relative to controls using parent and child-reported hyperactivity. Conclusion This has important implications for future development of school-based interventions to target hyperactivity in

children.

**Happiness Hack? The Role Of The Kids' Empowerment Program In Increasing Child Happiness Through Adaptive Coping**

**Sophie Hammond, Ellie Maly, Sandra Graham-Bermann, University of Michigan Department of Psychology**

Purpose Being happy doesn't just feel good: a growing body of evidence speaks to its importance in wellbeing. Adaptive coping skills are shown to significantly correlate with happiness. This study analyzes the associations between a psychosocial education program, adaptive coping skills and practice on child reported happiness. The KEP program teaches adaptive coping skills in sessions 3 and 4 via interventions including breathing exercises, progressive muscle relaxation, and countering cognitive distortions. Method 114 parent-child dyads recruited from schools in Southeast Michigan participated in a wellbeing program in their classroom. Both child interviews, conducted by trained research assistants, and parent surveys completed via Qualtrics, were gathered at two time points. With nearly an even split in child gender, ages ranged from 6.17 to 10.00 years ( $M = 8.20$ ,  $SD = 1.04$ ). Results Preliminary analyses indicate that the children enrolled in the social emotional learning program reported increased adaptive coping and increased self-reported happiness. Further, it was practicing these skills that made a difference. Conclusion The findings from this study highlight the critical role of adaptive coping skills in fostering children's happiness. Further, results highlight the capacity of interventions including psychosocial education programs and skill-building practice to influence children's happiness.

**Treasured Traits: A Mixed-Methods Analysis Of Parental Perceptions And Child Mental Health**

**Ellie Maly, Sandra Graham-Bermann, University of Michigan Department of Psychology**

Purpose: Parent-child relationships are at best, warm and supportive, and at worst, detrimental to a child's mental health. At the end of a survey about their child's mental health, parents were asked a short, open-ended question: What is the best thing about your child? Method: 114 parent-child dyads recruited from public schools in southeast Michigan completed structured interviews to measure changes in the child's mental health symptoms, and parent's perception of the child's mental health symptoms and the parent-child relationship. A thematic analysis led to the development of 7 key themes: child interactions with others, child's personality, child's work ethic, child's mild temperament, child's appearance, child relationship to parent, and negative qualities about the child. Using mixed methods, these themes were correlated with parent-child closeness, and internalizing and externalizing symptoms. Results: Analyses revealed that parents who reported that the best thing about their child is how they interact with others were more likely to report higher levels of perceived closeness to their child, and less likely to report their child has externalizing symptoms. Conclusion: This question provided further insight into the parent-child relationship, including what traits and behaviors are most valued by parents.

**E2: Findings of an Online Program Found to Prevent Teen Dating Violence and Alcohol Use among Sexual and Gender Minority Youth (Perspectives Panel): Laskey A**

In a recent pilot RCT of an affirming online, group-based program for sexual and gender minority youth (SGMY), results showed that the program (PRYSHM; Promoting Resilient Youth with Strong Hearts and Minds) reduced teen dating violence and alcohol use. In this symposium, we present supplemental findings on the PRYSHM program including (1) predictors of program attendance; (2) process evaluation data; and (3) therapeutic impacts of PRYSHM on outcomes among SGM survivors of TDV. These collective findings provide further support for the promise of PRYSHM as an efficacious prevention and intervention program and highlight the need for strategies to enhance engagement especially among SGMY engaging in high risk behaviors.

**Predictors of Attendance in a Strengths-focused, Affirming Online Prevention Program for Sexual and Gender Minority Youth**

**Lorey Wheeler[1], Weiman Xu[1], Katie Edwards[2], Heather Littleton[3], Joseph Gardella[2]**

**University of Nebraska-Lincoln[1], University of Michigan[2], University of Colorado-Colorado Springs[3]**

Little is known about factors that predict attendance in strengths-focused prevention programming among sexual and gender minority adolescents (SGM). An understanding of these factors may help create initiatives to reduce program attendance barriers that could promote resilience and reduce health disparities among SGM. Using data from the Promoting Resilient Youth with Strong Hearts and Mind (PRYSHM) Program treatment condition, participants were 204 SGM (38% White non-Latinx, 79% assigned female at birth, 45% cisgender). Baseline measures were used to predict program attendance (total number of sessions and any attendance).

Results showed that high levels of perpetration ( $\beta = -.01$ ,  $p = .009$ ), victimization ( $\beta = -.08$ ,  $p < .001$ ), drinking intentions ( $\beta = -.07$ ,  $p = .012$ ), drug use ( $\beta = -.19$ ,  $p = .016$ ), sexual risk behavior ( $\beta = -.04$ ,  $p = .012$ ), and perceived dating violence norms ( $\beta = -.01$ ,  $p < .001$ ) related to lower attendance. Positive predictors included racial/ethnic pride ( $\beta = .08$ ,  $p = .028$ ), alcohol bystander intentions ( $\beta = .14$ ,  $p = .016$ ), and alcohol refusal self-efficacy ( $\beta = .02$ ,  $p = .001$ ). Findings point to the need for targeted strategies for retaining youth reporting high levels of risk behavior and experiences of victimization.

#### **Process-Evaluation for Assessing Implementation of an Online Program for Sexual and Gender Minority Youth to Prevent Alcohol Use and Teen Dating Violence**

Joseph Gardella[1], Katie M. Edwards[1], Alexander Farquhar-Leicester[2], Emily Camp[2], Maeve Allen[2], Heather Littleton[3], Molly Higgins[3], Paige Hesse[2], Caroline Spitz[2], Sarah Ashworth[2], Joshua Girard[2], Seungju Kim[2], Lorey A. Wheeler[2], and Skyler Hopfauf[3]

University of Michigan[1], University of Nebraska-Lincoln[2], University of Colorado-Colorado Springs[3]

This study examined the implementation of a pilot randomized controlled trial of the Promoting Resilient Youth with Strong Hearts and Minds (PRYSHM) Program. PRYSHM is a synchronous online nine-session group program for sexual and gender minority adolescents (SGMY) who are dating. The program was designed to reduce minority stressors, build LGBTQ+ sense of community, reduce alcohol use, and reduce dating violence. Participants ( $n = 304$ ) were SGMY aged 15 to 18 recruited almost entirely through social media from across the U.S. Two-thirds of these youth were randomized to into a treatment condition and the remaining youth were randomized into a waitlist control condition. We used post-session and immediate post-intervention survey data and structured interviews to gather participants' perceptions of program safety, appropriateness, acceptability, feasibility, and delivery fidelity. We analyzed survey data with basic descriptives and used open coding for both written open-ended responses and interview transcriptions. Overall, results demonstrate that the intervention was safe, perceived as relevant, highly acceptable, feasible, and delivered with consistent fidelity. SGMY also reflected on factors (e.g., hope for the future, connecting with other SGM youth and adult SGM facilitators, building emotion regulation skills) as drivers of program change. Implications are discussed.

#### **A Program To Prevent Alcohol Use And Dating Violence Reduces Also Has Therapeutic Effects Among In LGBTQ+ Youth Victims**

Jennie Jester[1], Lorey Wheeler[2], Rayni Thomas[2], Katie M. Edwards[1], Joseph Gardella[1], Heather Littleton[3], University of Michigan[1]

University of Nebraska-Lincoln[2], University of Colorado Colorado Springs [3]

The purpose of the exploratory study was to examine if a live-facilitated, group-based, online program that was found prevent teen dating violence (TDV) and alcohol use (AU) among sexual and gender minority youth (SGMY) has a therapeutic effect for SGMY victims of TDV. The program (PRYSHM; Promoting Resilient Youth with Strong Hearts and Minds) includes programming components to promote positive identity development, healthy emotion regulation skills, and LGBTQ+ sense of community in addition to more targeted TDV and AU prevention strategies. As such, in this exploratory retrospective study, we examined whether for SGMY victimized after the PRYSHM program, there were therapeutic benefits for SGMY beyond preventing TDV. Participants were 77 SGMY who reported TDV at the 3-month follow-up survey. We found that, after controlling for demographic variables (i.e., TDV frequency and baseline values of the outcomes), those in the treatment group showed small effect sizes in the expected direction for increased hope for the future ( $ES = 0.20$ ,  $p = 0.024$ ), less drinking to cope ( $ES = -0.16$ ,  $p = .098$ ), and lower levels of depression ( $ES = -0.16$ ,  $p = .13$ ) at the 3-month follow-up. For alcohol use, there was essentially no change ( $ES = -0.032$ ,  $p = .74$ ).

#### **E3: Healing Interventions (20x20): Laskey B**

##### **Effectiveness of Dialectical Behavior Therapy Skills Groups as a Universal School-Based Social Emotional Learning Program for Adolescents: A Systematic Review and Meta-Analysis**

AJ Hasselle, Rhodes College; Emily Srisarajivakul, The University of Memphis; Anissa Garza, The University of Memphis; Kari Thomsen, The University of Memphis; Rachel Stobbe, University of Massachusetts at Boston; Rory Pfund, The University of Memphis

This meta-analysis synthesizes literature examining the effect of school-based dialectical behavior (DBT) skills interventions on adolescents' psychosocial functioning. Two databases were searched to identify single-arm or controlled trials. A random-effects meta-analysis was conducted to measure the effect of school-based DBT skills interventions. Twenty-seven studies ( $k=10$  single-arm;  $k=17$  controlled) representing 4,228 participants were identified. Results from single-arm trials suggested that DBT skills significantly improved positive

psychosocial functioning at post-treatment ( $g=0.32$ , 95% CI=0.14, 0.49, 95% [PI]=-0.37, 1.01) and follow-up ( $g=0.61$ , 95% CI=0.10, 1.13, 95% [PI]=-0.81, 2.03). DBT skills significantly reduced negative psychosocial functioning at post-treatment ( $g=-0.16$ , 95% CI=-0.28, -0.03, 95% [PI]=-0.86, 0.54) and follow-up ( $g=-0.21$ , 95% CI=-0.40, -0.02, 95% [PI]=-1.07, 0.65). Results from controlled trials demonstrated that DBT skills significantly improved positive psychosocial functioning at post-treatment ( $g=0.25$ , 95% CI=0.00, 0.50, 95% [PI]=-0.49, 0.98) relative to controls, with no significant between-group differences at follow-up. DBT skills significantly reduced negative psychosocial functioning at follow-up, relative to controls ( $g=-0.19$ , 95% CI=-0.36, -0.02, 95% [PI]=-0.63, 0.24), with no significant between-group post-treatment differences. Analyses revealed high risk of bias within primary studies and substantial heterogeneity in effect sizes. DBT skills represent a promising school-based intervention for improving adolescents' psychosocial functioning, but programs are not reliably efficacious.

### **Day and Overnight Retreats for Healing Trauma: A Preliminary Evaluation**

**Sidney Turner, Resilient Retreat; Elizabeth Moschella-Smith, Resilient Retreat**

Trauma resulting from violent experiences (e.g., adverse childhood experiences) and professional experiences (e.g., witnessing death as a helping professional) impact most community members at some point in their lives. Although crisis centers offer services to address the immediate needs of trauma survivors (e.g., shelter, short-term counseling), relatively few programs address the long-term mental and physical impacts of trauma. Since their opening five years ago, Resilient Retreat offers a wide range of free, innovative healing interventions, including trauma-informed yoga and meditation, neurofeedback, support groups, art and drama therapies, and nature-guided therapy, that support the recovery of trauma survivors by addressing the impact of trauma, in one location. This presentation reports pre- and posttest data from Resilient Retreat participants who completed day (N=432) and overnight programs (N=70). Data from 2024 is currently being analyzed and results will be updated accordingly. Participants ranged from 19-81 years of age ( $M=47.39$ ,  $SD=13.34$ ) and the majority identified as women (N=329, 88.9%), White (N=324, 87.8%), and heterosexual (N=302, 82.7%). Preliminary evaluation findings show significant improvements in a series of negative (e.g., depression, PTSD) and positive outcomes (e.g., meaning and purpose, happiness, financial and material stability, emotional regulation). Implications for future research and practice will be discussed.

### **Healing and Resilience Through Trauma-Informed Somatic Practices for Survivors of Human Trafficking in Uganda**

**Meagan Copeland, University of Alabama; Catherine Carlson, University of Alabama, Department of Social Work; Sophie Namy, Healing and Resilience After Trauma (HaRT), Co-Director; Sylvia Namakula, Healing and Resilience After Trauma (HaRT), Country Director**

As neurological trauma research advances, there is a growing recognition of the need for integrated approaches to alleviate trauma symptoms and support healing in areas like self-identity, bodily connection, trust, and faith. Contemplative practices such as yoga and meditation show significant promise in promoting these aspects by enabling bodily control and resilience through intentional movement. Healing and Resilience after Trauma (HaRT) developed Move with HaRT, a 12-week mind-body intervention specifically for survivors of human trafficking, who often experience unique, complex trauma compounded by socioeconomic and structural challenges. Led by trained paraprofessionals, the program incorporates breathwork, yoga, guided meditation, and discussion to create a safe, empowering environment. A pilot evaluation of the program was carried out with survivors of human trafficking in Uganda in 2020. In-depth qualitative interviews with participants ( $n=9$ ) revealed positive changes across physical, emotional, and social dimensions, with many noting enhanced bodily control, emotional resilience, and social connection. Findings suggest that Move with HaRT is a scalable, cost-effective model for trauma recovery, showing that trauma-informed somatic practices within supportive environments can foster holistic healing and resilience in individuals with complex trauma histories.

### **Piloting a manualized arts-based trauma intervention: A Window Between Worlds' impact on healing and resilience**

**E. Susana Mariscal, Indiana University; Bryan Victor, Wayne State University School of Social Work; Vanessa Parker, Indiana University School of Social Work; Miriam Commodore-Mensah, Indiana University School of Social Work; Sophie Lang, Phillips Academy; Tessa Duncan, Indiana University School of Social Work**

Art-based interventions show potential for trauma recovery, yet few standardized, evidence-based protocols exist. This pilot study evaluated a manualized 10-session adaptation of A Window Between Worlds (AWBW), a promising arts-based program for trauma survivors. AWWB's approach creates a "Window of Time"—a safe,

non-judgmental space for authentic expression and healing through art. Grounded in trauma-informed principles, AWBW views art as a catalyst to healing through traumatic experiences. 25 adults and 13 children completed AWBW to fidelity and pre- and post-intervention assessments. We assessed trauma symptoms among adults and children and strengths and difficulties among children. Results showed a significant reduction in trauma symptoms between baseline and follow-up for adult participants (Cohen's  $d=.59$ ,  $p=.004$ )—but not for children; a significant increase in children's strengths (Cohen's  $d=-2.48$ ,  $p<.001$ ), and a marginal reduction in children's behavioral problems (Cohen's  $d=.46$ ,  $p=.06$ ). Our findings suggest that structured arts-based interventions may provide an effective pathway for healing and expression, aligning with growing evidence for creative approaches to building resilience. This study adds to the limited empirical research on manualized arts-based trauma interventions and lays the groundwork for larger-scale evaluation. Future research should include a comparison group and incorporate longer-term follow-up assessments to evaluate symptom reduction sustainability.

#### **E4: Violence & Resilience Among Vulnerable Youth (20x20): Laskey C**

##### **No Bad Children: Reframing Attachment with Strengths-Based Insights into Delinquency, Family Dynamics, and Maltreatment**

**Holden Dillman, University of Kentucky; Rebecca Bosetti, University of Kentucky College of Social Work**

We investigated the relationship between maltreatment, family dynamics, and attachment styles among incarcerated youth, focusing on how positive family emotional dynamics mitigate delinquent behavior. Drawing from attachment theory, we examined how maltreatment, such as abuse and neglect, relates to youth attachment styles and delinquency risk. A sample of 136 incarcerated youth aged 12-20 from various residential facilities in a Midwestern state participated in a cross-sectional survey measuring maltreatment and attachment styles. Results from a one-way ANOVA revealed a significant relationship between positive family emotional dynamics and attachment, especially for secure and anxious attachment styles. This suggests that even in a high-risk population, supportive family environments foster resilience and healthier attachment. Implications for practice emphasize the importance of trauma-informed, attachment-based interventions addressing both the psychological and social needs of youth in the juvenile justice system. Such interventions could reduce recidivism and support positive development. This study contributes to the growing literature advocating for strengths-based approaches to youth delinquency, underscoring the critical role of family dynamics in fostering resilience among justice-involved youth. Further research should explore long-term interventions that strengthen family bonds and support youth post-incarceration.

##### **Descriptive Analysis of ACEs, Positive Childhood Experiences, and Victimization Among Youth in Alternative Schools: A Resilience Perspective**

**Kaitlin Kirkley, University of South Carolina; Juleigh Bencsick, University of South Carolina; Tia Andersen, University of South Carolina**

This presentation offers a descriptive analysis of Adverse Childhood Experiences (ACEs) and victimization among youth aged 11-17 who have been expelled and are now attending a disciplinary alternative school. Through in-depth interviews, the study explores the adversities these youth have faced, while also investigating the role of protective factors, including Positive Childhood Experiences (PCEs), in shaping their resilience. By examining both negative and positive influences in their lives, this analysis contributes to a deeper understanding of how PCEs can foster resilience in young people who have encountered trauma and significant challenges. This descriptive analysis contributes to the broader understanding of resilience in youth, especially those in alternative disciplinary settings, offering a basis for more effective support systems.

##### **"I'm Laughing, But It Isn't Funny": A Qualitative Exploration of Racial Teasing as a Form of Resilience in Black Youth**

**Myahkia Watson, The University of Memphis; Alexandria Golden, The University of Memphis**

Racial teasing has been found to have a detrimental effect on Black youth when perpetrated by White peers, leading to heightened psychological and emotional distress. In contrast, limited research found that Black adolescents have used racial teasing among Black peers as a coping mechanism against discrimination as a form of resilience. Additionally, nuances in Black youth's use of racial teasing as a protective factor remains underexplored. The current study addresses this gap by qualitatively exploring factors that influence perceptions of racial teasing as a coping mechanism among Black youth and their peers. Twelve focus groups were conducted with 46 Black youth aged 14 to 21. Findings revealed that for some Black youth, engaging in racial teasing serves as a coping mechanism to reclaim agency, deflect negative emotions, and create a

shared sense of identity among their peers. However, it does not eliminate the emotional pain or the broader social burden of feeling responsible for educating their White peers. This duality highlights the complexity of their experiences; humor serves as a protective factor while also acknowledging the unique pain of discrimination. Recognizing this is vital for building resilience in Black youth by reinforcing protective strategies and supporting them through emotional challenges.

### **Exploring the Association between Gun Violence Exposure and Youth Offending Behaviors**

**Fei Pei, Syracuse University**

This study aimed to answer two key research questions: (1) Does gun violence within the vicinity of 500 or 1,000 meters from schools correlate with delinquent behaviors among adolescents at the age of 15? (2) After adjusting for various covariates at multiple levels, does gun violence occurring within 500 or 1,000 meters of residences relate to delinquent behaviors among adolescents at age 15? The study utilized data from the Future of Families and Child Wellbeing Study, which followed participants through six waves (N=3595). The path analysis was conducted in Mplus 8 (Muthén & Muthén, 2017) using full information maximum likelihood to handle missing data. More incidents within 1,000m of the home but fewer incidents within 500m of the home were associated with more delinquent behaviors. No association was found for school-centered gun violence variables. Findings between gun violence incidents within 1,000m and 500m of home addresses suggest a need for future research to explore the significance of specific locations of such incidents and their respective impacts. The study's findings provide valuable empirical evidence from a community psychology standpoint, informing interventions aimed at addressing the traumatic effects of gun violence on adolescents.

### **E5: Perspectives on Healing (Mixed formats): Clyde & Mary**

#### **The Resiliency Narrative of Soldiers Lacking a Family Support in Israel**

**Eli Buchbinder, University of Haifa; Sharon Field Ladell, Medical Wadi - A Health Center in the Wadi Ara Region Israel**

The aim of the presentation is to describe how Israeli at-risk youth lack family support, construct resiliency from their military service. This qualitative study is based on 15 interviews with Israeli males aged 21 to 28, who had been removed from home by court order when under the age of 12, due to family violence, neglect and at-risk behaviors. At the time of the study, they were all working and supporting themselves. Three major themes emerged from the interviews: First theme: Strengths out of ongoing struggle to survive, reflects the interviewees' strengths based on awareness of their painful reality - the inability to rely on their parents and the environment, second theme: The military service as a struggle to transform their life narratives reflects the army service as a turning point in the interviewees' life narratives. A transition from a longstanding position of personal and familial distresses and dominance by others, to a position of active consciousness agents. Third theme: Military service as a projection of positive future, reflects a sense of future-oriented life as self-agents developed from army experiences. The discussion unites the themes based on the existential concept of creating meaning.

#### **Longitudinal Differences in Adaptive Behavior in Various Demographics of Children with ASD**

**Vic Esparza Morales, Vanderbilt University Medical Center; Rachael A. Muscatello, Vanderbilt University Medical Center; Blythe A. Corbett, Vanderbilt University Medical Center**

Adaptive Behavior, operationalized as the ability to function independently in one's environment, is considered a key phenotype in the diagnosis of Autism Spectrum Disorder (ASD) (Farmer et al., 2018). Individuals with ASD often show deficits in adaptive behavioral skills, even when cognitive skills remain at average levels (Schalock et al., 2019). This indicates a deeper need for understanding the development of Adaptive Behavioral skills on children with ASD. Our longitudinal study examined a sample of children and adolescents, both neurotypical and ASD. Along with various tests whose findings have been previously made available in publications (Corbett et al., 2022, Schwartzman et al., 2023, Schwartzman et al., 2022), this study asked the participants' parents to complete the Adaptive Behavior Assessment System (ABAS-3), a measure which examines adaptive skills across the lifespan (Harrison & Oakland, 2015). Participants' parents completed the ABAS-3 on four different occasions. We examined the results of the ABAS-3 to determine whether there existed significant differences within our sample of children with ASD, analyzing factors such as IQ, demographics, and sex assigned at birth.

#### **Integrating Strengths and Resiliency into Trauma-Focused Cognitive Behavioral Therapy and Other Therapies**

**Lori Newland, Mt. Hope Family Center**

Actively incorporating assessment, education and reflection on resiliency offers a strength-based approach to

enhance the delivery of therapies such as Cognitive Behavioral Therapies and other models for individual clients, as well as families. By including resiliency factors during initial assessments, therapist can approach collaborative work with a better understanding of clients and their intrapersonal and interpersonal promotive and protective factors, which are the foundational building blocks and tools for working toward client goals and healing. Such assessment can illuminate gaps, clarifying areas where growth can be nurtured, and resources can be developed. Within the course of therapy, as a component or as consistent reflection anchor used systematically throughout therapy, actively supporting clients in inventorying strengths and their utilization when navigating stressors and challenges, enhances reflective capacity for effective problem-solving, reenforces positive coping strategies, and enriches self-esteem. This “Perspectives” talk will offer practical strategies and tools for incorporating a resiliency perspective in existing therapy models with inventory guides, psychoeducation and reflection regarding client attributes, perspectives and responses that support resiliency.

#### **E6: Strengths that Support Functioning (Perspectives): Kreitner**

##### **Interpersonal Protective Factors and Psychological Distress Symptoms Among Black Transgender Women: A Multiple Linear Regression Analysis**

**Meredith Klepper, Johns Hopkins School of Nursing; Chakra Budhathoki, Johns Hopkins School of Nursing; Athena DF Sherman, co-senior author, Nell Hodgson Woodruff School of Nursing, Emory University; Kelly Bower, co-senior author, Johns Hopkins School of Nursing**

Purpose: Protective factors across the life course can have profound effects on health, including mental health symptoms. However, there is little known about the way protective factors may function for Black transgender women, a historically marginalized and understudied group. The purpose of this analysis was to determine statistically significant associations among multiple interpersonal protective factors and current symptoms of psychological distress among Black transgender women. Methods: Survey data was collected from 151 Black transgender women ages 18-67 (mean=35.9 +/-11) who were recruited from 2021-2024. Analyses included six linear regression models testing associations of interpersonal protective factors (i.e., perceived family acceptance, Positive Childhood Experiences (PCEs), and current family-level social support with outcome variables of current symptoms of psychological distress (i.e., symptoms of depression and post-traumatic stress disorder (PTSD)). Results: Perceived family acceptance, PCEs, and current family-level social support were all found to be negatively associated with symptoms of depression ( $p=0.002$ ;  $p<0.001$ ;  $p<0.001$ , respectively) and PTSD ( $p<0.001$ ;  $p=0.017$ ;  $p<0.001$ , respectively) and were statistically significant. Discussion: In this analysis, interpersonal protective factors were associated with fewer mental health symptoms among Black transgender women, who have been largely ignored in protective factor research. Future research can expand understanding of protective factors for this group.

##### **The Role of Resilience on Bullying Involvement**

**Chad Rose, University of Missouri; Wendy Cornell, University of Missouri; Shannon Locke, University of Missouri; Tiffany Crawford, University of Missouri; Nate Brinkley, University of Missouri; D'Anna Hasik, University of Missouri; Portia Branch; Austin Jackson, University of Missouri**

Bullying remains a central concern for schools, educators, parents, and youth. Involvement in bullying influences all of life's domains, including psychosocial, psychosomatic, behavioral, social, and academic outcomes. Therefore, a greater understanding of constructs associated with decreases in bullying is warranted. The current study examined the predictive nature of resilience, both personal and caregiver, on factors associated with bullying involvement, including bullying perpetration, victimization, and physical aggression. Overall, the sample included 971 youth (49% female, 51% male) from two rural middle schools with a race/ethnicity distribution of 83.2% White, 10.3% African American, 5% Latinx, and 1.4% other. Linear regression results suggested that increased personal resilience was predictive of decreased victimization ( $b = -.12$ ,  $p < .01$ ), physical aggression ( $b = -.14$ ,  $p < .01$ ), and cybervictimization ( $b = -.12$ ,  $p < .01$ ). Similarly, family and caregiver resilience was predictive of decreased victimization ( $b = -.15$ ,  $p < .01$ ), bullying perpetration ( $b = -.17$ ,  $p < .01$ ), and cybervictimization ( $b = -.09$ ,  $p < .05$ ). Results suggest that a stronger sense of personal and caregiver, or family, resilience was predictive of decreased involvement in bullying.

##### **Strengths Among Young People Exposed to Others' Trauma in their Social Networks**

**Victoria Banyard, Rutgers University; Kimberly Mitchell, University of New Hampshire; Kaliyah Gardner, Rutgers New Brunswick; Michele Ybarra, Center for Innovative Public Health Research**

While strengths-based prevention efforts are gaining traction for violence prevention, the array of strategies youth use to build resilience are still understudied. This presentation will discuss Project Lift Up, a longitudinal



mixed-methods study of adolescents and young adults 13-25 years of age who are exposed to people in their social networks who are engaging in self-directed violence. Nearly 2,970 participants, including an oversample of sexual and gender minority youth, took part in the 6-month follow-up survey where data about self-care strategies, activism participation, mentoring experiences, and mental health outcomes were collected. Importantly, 59% of participants reported having a mentor and a majority also reported engaging in some form of social action at least once or twice in the past year. We will discuss activism and mentoring as key strengths for young people and explore the moderating role of these strengths in links between self-directed violence exposure and mental health outcomes.

**E7: Reworking Interventions (Perspectives): Fondren Hall (2<sup>nd</sup> floor meeting room)**

**From Digital Dissociation to Resilience: Multidimensional Strengths-Based Approaches to Building Resilience in Children Through Mindfulness and Appraisal-By Content (ABC) Theoretical Framework**

**Kristina Ray-Bennett, Indiana University**

Regarding technological dissociation among children through excessive online gaming and smartphone use, there is a critical need to address the underlying traumas driving this behavior. This presentation explores a multidimensional, trauma and strengths-based approach to building resilience, grounded in the appraisal-by-content theoretical framework and applied educational neuroscience principles. As a LCSW, RYT-200, and fourth-year PhD student focusing on building empathy from a social neuroscience perspective, I integrate academic insights with clinical practice. In my clinical work, I employ a combination of mindfulness practices, visual body awareness, breathing techniques, gratitude journaling, and neuroscience education. This approach engages multiple strengths, including emotion regulation, sense of purpose, interpersonal connections, and family/ community resilience. By collaborating closely with schools and parents, especially non-traditional families, we create a supportive ecosystem fostering open communication and strengthen familial bonds, which is effective with virtual students in Indiana's online schools at heightened risk of technological dissociation. Through a clinical lens, this presentation identifies malleable strengths contributing to positive outcomes, offering insights into factors that can be targeted in interventions. Aligned with the goals of advancing the practice of healing through multidimensional resilience in underserved communities, I will also provide access to a free mindfulness workbook for clinicians.

**Working with Those in Crisis: Preserving Agency to Build Resilience**

**Noah Gokul, Institute for the Development of Human Arts**

Research shows that preserving an individual's agency during moments of crisis can foster empowerment and resilience, transforming these challenging experiences into opportunities for growth. This presentation will explore how reframing crisis as a pivotal opportunity to practice personal agency – rather than merely a problem to “fix” – can enhance care outcomes. We will critique common clinical practices that often disempower those experiencing mental health challenges, advocating instead for a human-centered approach. Drawing from lived experience-led movements such as peer support, the session will emphasize essential “being with” skills, including active listening, empathy, and nonjudgmental presence. These skills enable professionals to cultivate safe, trusting environments that honor each person's autonomy and dignity. Additionally, we will critically examine the concept of “anosognosia,” which suggests that individuals with mental health diagnoses lack insight into their condition. By unpacking the implications of this framework on empowerment and resilience, we will propose a paradigm shift that centers the inherent expertise of individuals, encouraging them to make informed choices about their care. Ultimately, this session will demonstrate how centering agency and resilience not only improves individual outcomes but also holds the potential to transform broader mental health systems.

**During Times of Struggle: Strengths-based Approaches for the Classroom**

**Amber Gentile, Gwynedd Mercy University; Colleen Lelli, Ursinus College**

Strengths-based approaches for learners have been used by many educators intuitively in the classroom for quite some time. It is imperative that we move beyond intuition and purposefully utilize research-based strategies to support those who may be struggling in the classroom. A strengths-based approach is a learner centered approach that helps teachers to empower students in identifying and applying skills based on their individual needs. This session will provide educators with a plethora of approaches that can be used in the classroom to support students who may be in crises, facing a trauma or some type of struggle. Hands-on trauma informed practices will be shared for use in creating trauma sensitive environments and supporting overall mental wellness for both teachers and students. The terms grit, growth mindset and resilience will be

examined as related to trauma and mental wellness. Specifically, children's literature and SEL strategies will be used to support educators as an avenue for discussion of these difficult topics. Lastly, participants will be provided with a list of resources and a trauma informed checklist which can be used to support the mental wellness of youth.

**Tuesday 10:45 to 12:00 pm**

**F1: Strengths and Resilience-Based Approaches to Preventing and Responding to Human Trafficking (Perspectives Panel): Great Hall**

A growing body of literature documents the high rates and deleterious outcomes of human trafficking. We know little about how to effectively prevent and respond to human trafficking using strengths-based approaches. The purpose of this symposium is to share new research and lessons learned from studies focusing on the prevention and response to human trafficking. Papers include: (1) co-creating knowledge in the prevention of youth sex trafficking, specifically challenges, successes, and lessons learned; (2) exploring consequences of sex trafficking victimization among individuals with and without disabilities; (3) building resilience in health and wellness for survivors of sex trafficking.; and (4) findings from an evaluability assessment of a survivor care program. Implications for practice/policy and future research using strengths-focused approaches will be discussed.

**Co-Creating Knowledge in the Prevention of Youth Sex Trafficking: Challenges, Successes, and Lessons Learned**

**Rochelle Dalla, Katie M. Edwards, Jennifer Stalder, Stacie Nessa, Stephanie Olson, Aleesa Nutting, Aubrey Pascal, Lorey A. Wheeler, Jamy Rentschler, University of Nebraska-Lincoln (Edwards, University of Michigan)**

Community based participatory action research (CBPAR) provides a framework for addressing health disparities through community member-researcher-other stakeholder partnerships in the research process. CBPAR emphasizes the value of diverse expertise to maximize positive, transformative, and sustainable community outcomes. Yet, few have used CBPAR to examine the commercial sexual exploitation of children (CSEC), despite its value in mitigating this public health concern. Thus, the goal of this presentation is to describe challenges, successes and lessons learned in the application of CBPAR in the evaluation of a high-school based curriculum to prevent CSEC. The objectives include: 1) identify critical challenges as well as successes in applying CBPAR to sex trafficking prevention; and 2) delineate lessons learned in the application of CBPAR to prevent sex trafficking among a diverse population of high school youth. The perspectives of four entities will be discussed: the research team involved in collecting and analyzing the data, the community organization who created the curriculum that is being evaluated by the research team; our public-school partners who are allowing the curriculum to be delivered and the collection of data from their youth; and the CDC who are funding the project.

**Exploring Consequences of Sex Trafficking Victimization among Individuals with and without Disabilities  
Amber Krushas and Teresa Kulig, University of Nevada-Las Vegas**

Persons with disabilities have historically been neglected in victimization research despite their recognition as a vulnerable population. As such, little is known about the consequences sex trafficking victims with disabilities may face as a result of the harms they endured. To expand knowledge in this important area, the current study used data from a national survey administered to adults in the general population. Out of the total sample, 204 individuals indicated they experienced sex trafficking victimization using behaviorally specific questions and the federal legal definition—approximately half of these respondents indicated they have a disability. Individuals who experienced sex trafficking were then asked about direct consequences following these experiences in five domains: (1) physical, (2) emotional/psychological, (3) social, (4) work/school, and (5) financial issues. Results demonstrated that compared to trafficking victims without disabilities, victims with disabilities were more likely to experience issues in each domain and to experience these issues for longer periods of time. Nevertheless, trafficking victimization predicted serious issues for all victims regardless of their disability status. Given that sex trafficking victimization resulted in substantial harm across every domain for all victims, it will be important for future work to inform best practices for responding to these consequences.

### **Building Resilience In Health And Wellness For Survivors Of Sex Trafficking**

**Amy Farrell, Carlos Cuevas, Alisa Lincoln, Amelia Wagner, Northeastern University**

Minor sex trafficking survivors have numerous psychological and physical health concerns that exacerbate their vulnerability for exploitation. Sex trafficking victimization itself is associated with serious psychological and physical health consequences including post-traumatic stress disorder, depression, and anxiety, sexually transmitted infections, unwanted pregnancy, and substance use disorders, among other physical health consequences. In the aftermath of sex trafficking, survivors also can experience problems obtaining medical and mental health care, all of which can undermine their physical and psychological health in the short- and long-term. Previous negative experiences with healthcare providers and systems also may reduce the likelihood that sex trafficking survivors will seek help addressing health and wellness concerns. Utilizing data from over 500 young people who have experienced commercial sexual exploitation or who are at high risk for experiencing exploitation supplemented with in-depth interviews with 33 adults who experienced sex trafficking victimization as a minor, we examine the health care needs of sex trafficking survivors and explore the types of support that would help empower individuals to navigate health systems to receive the types of healthcare access and services that they desire and need.

### **Supporting Youth Survivors of Commercial Sexual Exploitation (CSE): Findings from an Evaluability Assessment of the Love146 Survivor Care Program**

**Lisa M. Jones, Jennifer E. O'Brien, University of Nevada-Las Vegas**

This presentation will review findings from an evaluability assessment of the Love146 Survivor Care Program, which supports youth victims of commercial sexual exploitation (CSE) in Connecticut. The program has two components: Rapid Response services to all youth referred to Love146 and intensive Long-Term Services (LTS) provided to a subset of youth. The evaluability assessment aimed to document program implementation, identify challenges, and develop tools for future rigorous evaluation. Five years of client data were analyzed to document program processes (N=455). Findings revealed that while enrolled youth had significant trauma histories, their ability to engage in and complete long-term services was not determined by the level or type of adversity in their backgrounds. Qualitative interviews with staff emphasized the importance of trustworthiness, persistence, and trauma-informed care. Self-report data collection from youth themselves were designed and piloted to ensure ethical recruitment and maintain participant safety. The evaluability assessment is currently guiding an ongoing rigorous evaluation to measure the program's effectiveness, with the goal of advancing an evidence base in specialized interventions for youth victims of CSE.

### **F2: Adult Resilience (Perspectives): Laskey A**

#### **Carceral Resilience: Identifying Correlates of Posttraumatic Growth for People Who Are Incarcerated**

**Danielle Rousseau, Boston University**

To date, much of the research in criminology and criminal justice maintains a focus on risk factors and the prediction of risk. Far less attention is given to exploring the potential determinants of resilience among those who are justice impacted. Trauma histories are common for people who are incarcerated and the carceral environment itself can induce trauma. Among this population resilience is possible and likely critical for successful reintegration and quality of life after incarceration. This study explores the connection between strength-based factors and carceral resilience as rooted in the resilience portfolio model (Hamby et al., 2018). The sample includes over 300 incarcerated men and women housed in three carceral settings (a pretrial detention facility, medium security correctional facility, and a pre-release treatment facility) in northeast Florida. Through multivariate analyses, we explore the connection between psychosocial strengths and resilience for people who are incarcerated. Understanding posttraumatic growth in carceral settings can inform successful reentry and reintegration, as well as support prevention strategies and alternatives to incarceration.

#### **The Impact of the Resilience Portfolio on Mental Negative Health Outcomes Among College Students: Interactions with Intimate Partner**

**Julia O'Connor, University of Utah; Lindsay Gezinski, University of Utah; Rachel Voth Schrag, University of Texas at Arlington**

Purpose: This study investigates college students' Resilience Portfolios, namely regulatory, interpersonal, meaning-making, and poly-strengths as protective factors for negative mental health outcomes (suicidal ideation, psychological distress, and loneliness). We also examine the interaction effects of these protective factors for the association of intimate partner violence (IPV) on these outcomes. Method: A national sample of college students who completed the National College Health Assessment III Fall 2019 panel was used for

moderation analyses and regression models with interaction terms while controlling for demographic variables. Results: Regulatory, interpersonal, and meaning-making strengths, as well as a measure of these strengths together (poly-strengths), were all associated with fewer negative mental health outcomes. Experiences of IPV were also associated with worse mental health outcomes. However, these strengths largely did not moderate the association between IPV and negative mental health outcomes, indicating that they do not protect IPV survivors from negative mental health outcomes. Conclusion: This study points to the importance of regulatory, interpersonal, meaning-making, and poly-strengths in their protective effect on negative mental health outcomes. However, these strengths do not moderate the association of IPV on negative mental health outcomes, indicating more research is needed on protective factors for IPV.

### **“I gotta do what I need for me to grow”: Resilience of Women Exiting Street Prostitution**

**Nili Gesser, Drexel University**

Research on women in street prostitution has traditionally focused on their risk factors and challenges, such as marginalized background, criminal record, and substance use. Even research on women recovering from street prostitution has indicated their need for holistic support, with few studies looking at the facilitators of exiting prostitution. The current study continues to fill this gap by focusing on elements of resilience in women's lives. I conducted in-depth interviews with 29 women formerly involved in street prostitution and substance use in the Philadelphia area. Women were in recovery from substance use and street prostitution between 2.5 months to 19 years. Most of them were from marginalized backgrounds and had a criminal record, as well as a history of homelessness. Findings demonstrate that all three elements of the resilience portfolio model—regulatory, meaning making, and interpersonal strengths—manifest in women's lives and assist in their recovery. These include planning and adhering to their recovery goal; getting social support from other women with similar lived experience; and finding meaning to their recovery journey through helping other people (generativity). The study shows that even among an underprivilege population, different strengths should be emphasized by service providers to assist women in their recovery.

### **F3: Improving Resilience Science (Mixed formats): Laskey B**

#### **Comparing Veteran and Clinician Perspectives of Veterans' Protective Factors for Successful Treatment in Trauma-Focused Evidence-Based Psychotherapies**

**Brittany Hampton, Central Arkansas Veterans Healthcare System; Marcela C. Weber, South Central MIRECC, Central Arkansas Veterans Healthcare System; Ashlyn M. Jendro, South Central MIRECC, Central Arkansas Veterans Healthcare System; Karen L. Drummond, South Central MIRECC, Central Arkansas Veterans Healthcare System; Ellen P. Fischer, South Central MIRECC, Central Arkansas Veterans Healthcare System; Trenton M. Haltom, South Central MIRECC, DeBakey VA Medical Center; Jeffrey M. Pyne, South Central MIRECC, Central Arkansas Veterans Healthcare System**

**BACKGROUND:** Half of veterans receiving trauma-focused evidence-based psychotherapies (TF-EBPs) drop out before recovering. Compared to risk factors for TF-EBP dropout, protective factors for TF-EBP engagement are understudied. **OBJECTIVE:** To explore and compare veterans' and clinicians' perspectives on veterans' protective factors and how they contribute to TF-EBP engagement. **METHOD:** Veteran participants had a PTSD diagnosis at intake and had completed  $\geq 2$  TF-EBP sessions with the dyad clinician. Dyads ( $n=15$ ) were interviewed separately about the veteran's protective factors and how they were used in treatment, specifically: external supports (e.g., spousal social support), coping skills (e.g., deep breathing), inner strengths (e.g., determination), and values (e.g., spirituality). **RESULTS:** Clinician interview analysis is ongoing. Thus far, veterans and clinicians noted social support more than any other protective factor. However, sometimes dyads described ineffective relationships worsening TF-EBP engagement and wellbeing. Sometimes, veterans were more receptive to therapy practice (e.g., mindfulness exercises, exposure) when it was linked to their values. Protective factors were at least somewhat discussed amongst ALL dyads in therapy, yet they were underutilized in treatment. **CONCLUSIONS:** Protective factors should be harnessed as active TF-EBP components. Veterans' values and inner strengths should be better incorporated into TF-EBP delivery, especially when veterans' relationships are unhealthy.

#### **Key Lessons Regarding Compensation In Participatory Research With Communities At The Margins**

**Kimberly Bender, University of Denver; Danielle Littman, University of Utah, School of Social Work; Tara Milligan, University of Denver, Graduate School of Social Work; Rebecca Berry, Affirming Ground Project**

Conventional research often pays participants hourly, by gift card, to provide information to researchers.

Participatory action research (PAR), in contrast, considers those who participate to be partners in the project,

share power, and contribute to design, data collection, analysis, and action. Our PAR team met weekly with an advisory group of youth with lived experience of homelessness at a community-based organization supporting unhoused youth for the past 2 years to understand how we center lived expertise in organizations; we included a sub-inquiry: What are barriers and strategies for paying people with lived expertise equitably to participate in research and action? Systematic notes were taken at weekly meetings and, using content analysis, our team documented challenges in: how young people were paid, when young people were paid (how to be flexible in honoring contributions); and in establishing a rate of pay that felt equal and fair. Useful strategies included: paying cash as the most flexible form of payment; and considering stipends rather than adhering to strict hourly pay. Our learnings have implications for PAR funders, PAR teams, and university systems supporting PAR projects that aim to fairly compensate individuals with lived expertise to be equal contributors to research.

#### **Friendship Development: Influence of Social Media and Electronic Communication**

**Chad Rose, University of Missouri; Madison Imler, University of Missouri; Araba Amissah, University of Missouri; Soeun Hong, University of Missouri; Sophie Froese, University of Missouri; Austin Jackson, University of Missouri; Portia Branch, University of Missouri**

Friendship is viewed as an essential part of life and human development (Fiori et al., 2020; Rose et al., 2024). The development of friendship is often grounded in the concept of homophily, which is the tendency of individuals to socialize with others who share similar interests (Campigotto et al., 2022; van der Meer & Tolsma, 2014). While friendships are generally cultivated in physical space (i.e., socializing in person), the advances in technology provide an avenue for individuals, including youth, to cultivate social relationships in virtual spaces (Rose et al., 2024). This study explored the factor structure of a novel Online Friendship Scale (Rose et al., in preparation) and the frequency with which 1,068 middle and 444 high school youth from a Midwestern state affirmed they have “developed meaningful friendships online” and their “friends online are just as important as their friends in person”. Overall, the factor structure for the five-item Online Friendship Scale (Rose et al., in preparation) was strong for both middle and high school youth. Additionally, a majority of youth in middle and high school reported they have developed friends in online spaces, and these friends are just as meaningful as their friends in physical space.

#### **F4: Improving Systems (Perspectives): Laskey C**

##### **Identifying Child Welfare System Processes Associated With Parental And Child Health Outcomes**

**Joyce Lee, The Ohio State University; Cecilia Mengo, College of Social Work, The Ohio State University; Michael B. Frisby, College of Education & Human Development, Georgia State University; Hunmin Cha, College of Social Work, The Ohio State University; Susan Yoon, College of Social Work, The Ohio State University**

Research indicates that child welfare system-level factors (e.g., poor service access and caseworkers' interactions with families) contribute to racial disparities in parental and child health. However, the specific processes affecting Black families remain unclear. Using data from the National Survey of Child and Adolescent Wellbeing-Second Cohort (n=5,307 parents; n=1,054 youth), this study takes a Quantitative Critical Theory (QuantCrit) approach to 1) identify processes underlying the associations between system-level factors within the child welfare system (CWS) and parental and child health outcomes; and 2) interrogate disparate CWS-to-family health associations by using race as a moderator. Results from random intercept cross-lagged panel modeling (RI-CLPM) suggest that caseworker-parent contact at Wave1 (W1) was associated with fewer unmet child welfare service referrals at Wave2 (W2). Child general health at W1 was associated with less caseworker-parent contact at W2. Multigroup RI-CLPM models suggest that while White parents' mental health predicted improved child general health, Black parents' mental health predicted both improved child general health and reduced unmet service referrals. Overall results underscore both disparate systems-level functioning between Black and White families in addition to the importance of parental mental health in reducing unmet referrals and supporting the general health of Black children.

#### **All the Feels: Prioritizing Emotional Culture for Resilient Organizations**

**Amie Myrick, New Phase Counseling & Consulting, LLC**

This presentation explores the pivotal role of emotional culture in fostering resilience within trauma-informed organizations. By synthesizing case studies of teams from multiple, diverse sectors, this session will discuss how prioritizing emotional culture can significantly enhance organizational effectiveness, particularly in settings working with trauma-impacted populations. Participants will gain insights from organizations who implemented strategies aimed at building desired emotional culture and reducing undesired emotional culture, such as the Emotional Culture Deck. The talk will highlight lessons learned from these experiences, focusing on what

worked, what didn't, and the implications for replicating success across different contexts. Additionally, this presentation will discuss how these findings can inspire future research and practical applications in trauma-informed methodologies. By the end of this session, participants will understand the transformative role of identified emotional culture in a variety of settings and be equipped with insights to apply these concepts in their own work.

### **Moving Beyond Trauma: Supporting Educators and Students during Times Of Crisis**

**Amber Gentile, Gwynedd Mercy University; Colleen Lelli, Ursinus College**

The presenters intend to expand upon their 2020-2021 study that identified the barriers experienced by educators during the COVID-19 Pandemic. The COVID-19 Educator Impact Survey developed by the researchers focused on educators' perceptions of the impact of COVID-19 on instructional practices, emotional health, and student learning. The seminal Adverse Childhood Experiences study and the resulting follow up studies provided much information about the effect's trauma can have on an individual. But still, educators continue to express concern over the outcomes they are experiencing in the classroom as a result of the pandemic. In light of the fact there continues to be societal mass traumas (i.e. natural disasters, war and its consequences, migration, etc.) educators can be overwhelmed; therefore, we would like to complete a follow up study to identify how educators are currently addressing these concerns and what supports they need in order to garner the improvements sought. We will present highlights from the original study and share ideas for the future study while seeking feedback regarding next steps in finding ways to support educators in this pivotal work.

### **F5: Healing from Gender-Based Violence (GBV) (Perspectives): Clyde & Mary**

#### **Pathways to Healing: Exploring Post-Traumatic Growth Among IPV Survivors**

**Rujeko Machinga-Asaolu, University of Kentucky; Kathryn Showalter, University of Kentucky**

Intimate partner violence (IPV) is a traumatic experience that is universally present across the globe. Undeniably, there are expected adverse outcomes. However, it is also conceivable that IPV survivors might see, feel, and experience a hopeful, positive future after their IPV experience. Notably experienced by some IPV survivors is post-traumatic growth (PTG). PTG is a type of positive psychological change that occurs following the struggle with a traumatic experience. As more studies on PTG among IPV survivors continue to rise, there must be a better understanding of the process. This systematic review consolidated findings from existing literature following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses protocol. The guiding research questions were: 1) What areas of PTG do IPV survivors most experience positive psychological growth? 2) What factors are associated with PTG among IPV survivors? A total of 22 studies met the criteria and were included. Spiritual growth and new possibilities domains were experienced the most by adult IPV survivors. Targeted interventions aiding the process toward PTG for IPV survivors were also identified, including some that are considered 'maladaptive' coping strategies. These study findings increase knowledge of strength-based approaches promoting healing for adult IPV survivors.

### **Resilience among Immigrant Women of Color Who Experience Partner Violence: Service Providers' Perspectives**

**Shambika Raut, The Ohio State University; Yeliani Flores, The Ohio State University; Cecilia Mengo, The Ohio State University; Tiara Kinsey-Dadzie, The Ohio State University**

Resilience is a significant determinant of well-being among immigrant women of color (IWOC) who experience intimate partner violence (IPV). Resilience encompasses characteristics such as optimism, self-esteem, help-seeking behaviors, and engagement with service providers. Resilience is seen as a distinctive trait of IWOC, many of whom have encountered poverty, violence, displacement, torture, and intimidation in both pre-and post-migration contexts. Using a socio-ecological approach, this study explores how service providers perceive and foster resilience in IWOC within the post-migration context. Semi-structured, in-depth interviews were conducted with domestic violence service providers (N=19) from a Midwestern state. The findings reveal that despite facing significant challenges, IPV survivors demonstrate remarkable inner strength and resilience in overcoming their adversities. The study also emphasizes the critical role of service providers, social support networks, and the justice system in reinforcing resilience among victims and survivors of IPV. These findings are significant as resilience is vital for IWOC experiencing IPV to heal, thrive, and live a life free from violence. Understanding the policies, services, and programs that support and enhance resilience among IWOCs is essential to improving access to and utilization of services.

**A Strengths-Based Investigation Of University Employees' Reasons For Not Reporting Sexual Harassment: A Latent Class Analysis**

**Allison Brachmann, Rutgers University; Julia Cusano, Rutgers University; Sarah McMahon, Rutgers University**

The decision to formally report sexual harassment (SH) is not a momentary choice, but a unique process of navigating systems for every survivor. Research focused on survivors' perspectives and agency in their reporting decisions could improve institutional responses to foster resilience after SH. The current study uses a multi-campus institution's employee climate survey data to investigate heterogeneity among SH survivors' reasons for formally reporting. A latent class analysis revealed two classes of SH non-reporters: 69% belong to a class dubbed minimizers, who primarily said it was not serious enough, or to a lesser extent, said they ignored, avoided, or confronted the harasser. 31% belong to a class dubbed power- and retaliation-conscious, whose main reasons for not reporting included fear of professional consequences, a hostile boss, retaliation from the transgressor, or because the person involved held a more powerful position. These findings suggest that although most survivors minimize their experience of SH, many survivors acknowledge its severity, but do not feel safe from retaliation due to power dynamics in the workplace. These findings emphasize the importance of fostering workplaces that ensure the safety of employees who report SH, even from those in powerful positions, to promote resilience and healing after SH.

**F6: De-Escalation & Conflict Transformation (Workshop): Kreitner**

**Sal Corbin, Behavioral Health System of Baltimore**

It is inevitable that you will be around others (family, work, romance, govt.) with whom you have fundamental disagreements. Very little is accomplished in the world if this is not true. This fun and challenging workshop helps establish the platform for building and maintaining healthy relationships. Learn techniques that give people a chance to speak and be heard, understand each other in a transformative way, and support others in developing their own solutions to meet everyone's needs.

1. Understand the psychological realities of managing and transforming conflict.
2. Identify the types of conflict management styles.
3. Recognize your own strengths and weaknesses in conflict management.
4. Learn how to SHIFT and utilize different conflict styles when communicating with others to produce better outcomes (transformation).
5. Creating a space that aligns and honors our differences.

**F7: Labyrinth Walk & Meditation (Workshop): MEET IN LASKEY LOBBY**

**Sherry Hamby, University of the South & Life Paths Research Center**

This will be an experiential workshop that offers a brief introduction to mindfulness as well as a chance to experience mindfulness. It will include an introduction to labyrinths as meditation tools and includes a visit to the labyrinth on the Scarritt Bennett campus (involves a short walk to the labyrinth and back).

**Tuesday 1:00 to 2:15 pm**

**G1: Resilience in Homelessness Recovery (Hot Topics Panel): Great Hall**

**Sal Corbin, Behavioral Health System of Baltimore; Jean-Michel Giraud, Friendship Place; Alan Banks, Friendship Place**

Adults experiencing homelessness face multiple stressors on a daily basis and often deal with barriers such as mental illness, addiction, and previous incarceration. Program participants often come with a history of mistrust from prior service relationships. How participants respond and adapt to these barriers can affect their overall health and quality of life. Friendship Place embraces a person-centered harm reduction model in housing to facilitate participant recovery and stability. This requires a reframing of perceived barriers, particularly during housing applications and job interviews. Presenters will share best practices to create partnerships, identify service providers, and other service needs from our program participants and staff. We offer trust as the foundation of building relationships to promote and maintain stability. Here, resilience is seen as a dialogue between participant and provider which encourages community engagement of the issue.

**G2: Stories of Healing (Perspectives): Laskey A**

**“Little Wins Along The Way”: Veterans’ And Clinicians’ Perspectives On Wellbeing Outcomes Of PTSD Care**  
**Marcela Weber, Central Arkansas Veterans Healthcare System; Brittany N. Hampton, Central Arkansas Veterans Healthcare System; Ashlyn M. Jendro, Central Arkansas Veterans Healthcare System; Karen L. Drummond, Central Arkansas Veterans Healthcare System; Jeffrey M. Pyne, Central Arkansas Veterans Healthcare System; Ellen P. Fischer, Central Arkansas Veterans Healthcare System; Trenton M. Haltom, DeBakey VA Medical Center**

Military veterans with posttraumatic stress disorder (PTSD) and healthcare leaders agree that the purpose of PTSD care is not just symptom reduction, but improved wellbeing. Even so, wellbeing outcomes (e.g., quality of life) are rarely assessed in routine PTSD care for United States (US) veterans. This qualitative study explored and compared veterans’ and clinicians’ perspectives on wellbeing outcomes in PTSD care. Veteran-clinician dyads (n=15) were recruited from a southern US Veterans Affairs (VA) Medical Center. Veterans had a PTSD diagnosis at intake and had completed ≥ 2 PTSD psychotherapy sessions with the dyad clinician. Individual interviews covered outcomes monitored in the PTSD care episode, how these outcomes aligned with veterans’ therapy goals, and other outcomes questionnaire preferences. Veterans generally preferred patient-reported outcomes questionnaires about wellbeing (versus PTSD symptoms). One said wellbeing measures show “little wins along the way” that symptom measures do not. Some clinicians were enthusiastic about wellbeing outcomes assessment, and specific wellbeing measures. Other clinicians said tailoring outcomes measures to specific veterans was too time-consuming. There is room to improve wellbeing outcomes assessment in VA PTSD care. There is a need to develop tools that aid clinicians in efficiently assessing and attending to veterans’ wellbeing during PTSD care.

**I Never Knew: Stories of Resilience Discovered During Dementia**

**MB (Marybeth) Mitcham, George Mason University**

Although elders with dementia may not be able to easily recall recent events, past events may come to life in their unfiltered dialogue. As part of one ethnographic study to collect stories of resilience among rural women, the previously untold stories of elders diagnosed with dementia uncovered resilience from women survivors of violence and abuse. In some instances, living in a rural region prohibited community notice of the abuse. In others, the women’s poverty, racial, religious, or ethnic minority status prevented other community members from intervening when abuse was suspected. In all cases in this study, the survivors exhibited remarkable resilience in surviving the initial abuse and in spending the rest of their lives advocating for the protection of other women - all while still keeping their stories of abuse secret from their family members and friends. These stories, previously unknown by the elders’ children, but validated after the stories were shared, illustrate the hidden strengths of these elders, and suggest that there may be yet-untold, similar stories of generational resilience – untold stories that may encourage exploration into hearing the stories of elders with dementia, whose wisdom and knowledge may otherwise be overlooked.

**Large And Small Gains And Failures: Women’s Exiting Trajectories In And Out Of Street Prostitution And Substance Use**

**Nili Gesser, Drexel University**

Scholars generally agree that exiting street prostitution is a complex process. Unfortunately, women are rarely successful on their first exit attempt. While studies on entering prostitution abound, not much is known about their trajectories of exit and return to prostitution. This study addressed this gap by interviewing 29 women formerly engaged in street prostitution and substance abuse about their experiences of relapse and return to prostitution. In-depth, semi-structured interviews with participants lasted between 65 and 170 minutes and were analyzed thematically using Atlas.TI software. Results indicated that exiting both prostitution and substance use was critical to women’s recovery. The women further described two different types of relapses with vastly different consequences – a short lapse in their recovery which contrasted with a long return to the life of drugs and prostitution on the streets. Lastly, the interviews clearly demonstrate that previous failed attempts at recovery were still beneficial for the women and play a role in their successful recovery path. In conclusion, it is important to respect every attempt to exit, and to offer services in the early stages of relapse to avoid an extended relapse with more severe consequences. Implications for exiting programs and for service providers are discussed.



**G3: Resilience in Education (Perspectives): Laskey B****Building Resilience: An Action-Oriented Model for Faculty and Staff Campus Climate Assessment**

**Julia Cusano, Rutgers University; Sarah McMahon, Rutgers University; Rachel Connor, Rutgers University; Laura Johnson, Temple University**

Sexual harassment is a pervasive issue at institutions of higher education (IHE) that creates hostile environments, impedes professional advancement, and reinforces power imbalances. To address this, campus climate surveys are vital for establishing baseline data, identifying strengths, and creating action plans to bridge gaps in support. However, most campus climate sexual misconduct surveys thus far have been conducted with students, and few IHE have conducted sexual misconduct surveys for faculty and staff. This study presents a conceptual model for a comprehensive, action-oriented campus climate assessment process for faculty and staff. The conceptual model, adapted from a student campus climate assessment framework, aims to foster collaboration by involving affected communities, organizational representatives, and researchers in every stage of the research process, with the ultimate goal of improving well-being through action. In this model, the community contributes to the research agenda, dissemination, and utilization of results to educate and improve campus communities. The presentation will highlight best practices for conducting faculty and staff campus climate assessments, including strategies for building institutional capacity and translating findings into actionable steps to promote overall well-being and resiliency among faculty and staff who have experienced sexual harassment.

**Being the Change: Centering Resilience in a Trauma-Informed Community of Practice for Higher Education Faculty and Staff**

**Jacoba Rock, Boise State University; Alyssa Reynolds, Boise State University School of Social Work**

We have been through a lot, individually and collectively. The impact of a pandemic, social unrest, change fatigue, and chronic stress and uncertainty pervades our lives, and those of our students and colleagues. Consequently, trauma-informed approaches to education and leadership have been of interest in recent years, though related strategies are often perceived as more 'to-do's' in our already busy schedules. This presentation will describe an ongoing trauma-informed community of practice that educates and supports faculty and staff members to utilize simple trauma-informed practices in both classroom and workplace spaces. This community is offered through the BUILD (Boise State Uniting for Inclusive Leadership Development) Program, and combines knowledge, strategies, and resources from both the Community Resilience Model (CRM) and trauma-informed care principles developed by the Substance Abuse and Mental Health Services Administration (SAMHSA). Through eight structured sessions, participants learn and practice methods of creating brave spaces, honoring voices and choices, and using self- and community- care mechanisms, including tracking, grounding, and mutual aid. Participants are offered specific tools, encouraged to practice between meetings, and invited to share back about successes and challenges. Presenters will offer participant feedback and guidance for those interested in implementing trauma-informed spaces at their institutions.

**Building Bridges: Supporting Service Providers in Teaching Parents about Sexual and Gender Diversity**

**Joan Durrant, Positive Discipline in Everyday Life; Jean Tinling, Positive Discipline in Everyday Life**

Positive Discipline in Everyday Parenting (PDEP) demonstrably strengthens parents' developmental knowledge, empathy, self-regulation and problem-solving skills and reduces physical and emotional punishment of children. It is delivered by trained facilitators in 40 countries. Recognizing the prevalence of violence, adversity and trauma in parents' and children's lives, we recently enhanced PDEP with trauma-and-violence-informed (TVI) practice. In planning this revision, we included a focus on adversities experienced by many sexual- and/or gender-diverse children within and beyond their homes. As a result, TVI-PDEP includes information on the development of body literacy/autonomy, sexual orientation, and gender identity/expression. The revised program emphasizes the importance of these issues to children's selfhood, identity, mental health, and resilience. However, some program facilitators have resisted delivering this information. Rather than removing it, we set out to build facilitators' knowledge and confidence. Last fall, we conducted a survey to understand facilitators' resistance and held a two-day consultation with 10 sexual/gender diverse individuals from various faith communities. We are now creating a program to support facilitators in delivering this information. We will describe the resistance we have encountered, our survey findings and consultation results, and our approach to strengthening the capacity of program facilitators to deliver this information knowledgeably and confidently.

**G4: Parental Impacts on Youth Resilience (Perspectives): Laskey C**

**Emotion Regulation, Parent-Child Communication, and the Therapeutic Alliance as Potential Therapy Targets**

#### **for Bereaved Youth**

**Kari Thomsen, The University of Memphis; Kathryn H. Howell, University of Wisconsin-Madison**

Childhood bereavement is associated with myriad psychosocial consequences; however, therapeutic services can be an effective resource in promoting resilience in youth following the death of a loved one. Common factors often targeted in therapy include bolstering emotion regulation strategies, enhancing parent-child relationship factors, and strengthening the connection between the therapist and the child client. The current study explored which factors (i.e., cognitive reappraisal emotion regulation strategies, parent-child communication, therapeutic alliance) were more strongly linked to resilience in a sample of recently bereaved youth seeking therapeutic services. Participants included 64 bereaved youth (53.13% female; 46.88% White; Mage=12.35, SD=2.73) who were recruited from a hospital-affiliated grief services center in the Midsouth, United States. Hierarchical linear regression modeling was utilized to examine associations among cognitive reappraisal (Block 1), parent-child communication (Block 2), and the therapeutic alliance (Block 3) with resilience. The final block, including all independent variables, was significant ( $F(3, 60)=6.385, p<.001, R^2=.24$ ) and indicated that better parent-child communication ( $\beta=.312, p=.010$ ) and a stronger therapeutic alliance ( $\beta=.312, p=.008$ ) were associated with higher resilience in youth; cognitive reappraisal strategies were not significantly related to resilience. Findings suggest that relational factors, rather than individual-level skills, may be a beneficial intervention target for bereaved youth.

#### **Enhancing Resilience and Self-Esteem in Children of Incarcerated Parents: A Pathway Through Interventions, Support Systems, and Mentoring Programs.**

**Odetta Keane, New York University**

The trauma experienced by children with incarcerated parents can have a profound impact on their emotional and psychological well-being, often leading to diminished self-esteem and resilience. This research paper aims to explore effective strategies for bolstering resilience and self-worth among these vulnerable children through targeted interventions, robust support systems, and comprehensive mentoring programs. We begin by examining the unique challenges faced by children of incarcerated parents, including the stigma, social isolation, and emotional distress that can arise from such a life-altering circumstance. Understanding these challenges is crucial in appreciating the need for tailored approaches to foster resilience and self-esteem. Next, we delve into evidence-based interventions that have demonstrated promise in promoting emotional resilience, such as therapeutic programs, skill-building workshops, and community engagement activities designed to empower children and help them navigate their circumstances. Furthermore, the paper highlights the vital role of support systems, including family, schools, and community organizations, in providing the emotional and social support necessary for children to thrive despite their hardships. This paper aims to provide a comprehensive understanding of the strategies and interventions that can effectively enhance resilience and self-esteem in children of incarcerated parents by integrating insights from psychological research, community-based programs, and real-life success.

#### **Caregiver emotional support, optimism, and trauma symptoms among adolescents waiting for treatment after disclosing sexual abuse**

**Ernest Jouriles, Southern Methodist University; Melissa Sitton, Southern Methodist University; Rachel Chan, Southern Methodist University; Madeline Reedy, Dallas Children's Advocacy Center; Renee McDonald, Southern Methodist University**

Adolescent survivors of sexual abuse are at increased risk for experiencing significant trauma symptoms. Yet even without formal intervention, many survivors show quick and dramatic reductions in their initial trauma symptoms. Presently, little is known about the factors that contribute to this reduction, but theories highlight the potential importance of a caring relationship with a non-offending caregiver and optimism about the future. The current study examined how caregiver emotional support and adolescent optimism predicted changes in trauma symptoms among youth on a waitlist for treatment after experiencing sexual abuse. Adolescents who had disclosed sexual abuse ( $N = 223$ ; 92.8% female; 52.9% Hispanic/Latine) completed measures of trauma symptoms, caregiver emotional support, and optimism at a screening assessment (Time 1) and trauma symptoms when treatment commenced (Time 2), which was on average 46 days afterward. Trauma symptoms declined between Time 1 and Time 2. In a regression model that included both optimism and caregiver emotional support, and that controlled for Time 1 trauma symptoms, optimism, but not support, predicted trauma symptoms at Time 2. Efforts to better understand youth optimism in relation to sexual abuse, and optimism's potential as an intervention target, may be valuable directions for future research.

**G5: Cultivating Purpose to Build Resilient Organizations (Perspectives Panel): Clyde & Mary**

This presentation will dive into the concept of Ikigai (a Japanese word meaning "reason to live") and will identify work experiences that can impede connection to our purpose. Attendees will explore how meaning-making and resiliency can be useful strategies for seeking and living a purposeful work life. We will discuss evidence-based approaches to build resiliency within organizations. Participants will leave with an Action Plan that includes key steps toward building purpose and resiliency within our teams.

**Cultivating Purpose to Build Resilient Organizations**

**Bridgette Stumpf, NVRDC**

This workshop will dive into the concept of Ikigai (a Japanese word meaning "reason to live") and will identify work experiences that can impede connection to our purpose. Attendees will explore how meaning-making and resiliency can be useful strategies for seeking and living a purposeful work life.

**Cultivating Purpose to Build Resilient Teams**

**Lindsey Silverberg, NVRDC**

Lindsey will discuss evidence-based approaches to build resiliency within organizations through teams. Participants will leave with an Action Plan that includes key steps toward building purpose and resiliency within our teams.

**Cultivating Purpose to Build Resilient Cultures & Communities**

**Patrice Amandla Sulton, DC Justice Lab**

Patrice will discuss best practices in leading trauma-responsive organizations. Participants will learn about how purpose-driven leadership through board service can support community-wide caretaking and resiliency strategies.

**G6: Native Flute: Explorations (Workshop): Kreitner**

**Bill Miller, Grammy-winning performing artist**

For beginners and all interested

Whether painting a picture with his carefully chosen words or wielding a brush to place colors on canvas, Bill Birdsong Miller always creates from a vibrant emotional palette. Drawing from his own life experiences as well as centuries of tradition, Miller is an artist of considerable depth. A three-time Grammy winning singer/songwriter as well as an acclaimed speaker and gifted painter, Miller has a restless creative spirit mingled with a well-grounded perspective and a heartfelt integrity that infuse his work with both substance and unique style. Miller has always had a gift for taking life's most poignant moments and infusing them into his art and others have warmly embraced his efforts. As a result, his list of accolades is lengthy and impressive. He has won six Native American Music Awards, including a 2007 Lifetime Achievement honor. He's earned three Grammy Awards, among them "Spirit Wind North," which was named Best Native American Album at the 2010 ceremony. Some of the top names in the music community have sought out Miller as a collaborator, among them Michael Martin Murphey, Nanci Griffith and John Carter Cash, and he's toured extensively, sharing the bill with a diverse slate of acts such as Tori Amos, Eddie Vedder and Arlo Guthrie. Well known for his beautiful performances on the flute, Miller was chosen to play flute on "Colors of the Wind" from Disney's Pocahontas. More than the highlights on his professional resume, it's his life experience that best defines Bill Miller. A member of the Mohican tribe, he grew up in Wisconsin on the Stockbridge-Munsee Reservation in a home that combined the cultures of his Native American father with his mother's German ancestry into a unique melting pot. Taking his own personal observations and experiences and creating art that is universal in its ability to strike people in the heart—that has long been Bill Miller's gift. Whether the medium is painting, music or the spoken word, Miller is a communicator. It's his heritage and his future, intimately intertwined, and rarely has someone used that gift more passionately or effectively than this Native son.

**G7: Enhancing Occupational Well-being through Mindfulness-Based Self-Reflection (Workshop): Fondren Hall (2<sup>nd</sup> floor meeting room)**

**Karla Shockley McCarthy, Ohio Colleges of Medicine Government Resource Center**

Healthcare and helping professionals frequently experience burnout, compassion fatigue, and occupational (di)stress, impacting their health, well-being, and occupational resilience. Research highlights the opportunity to address these challenges through mindfulness-based interventions, which show efficacy and effectiveness

in promoting occupational well-being (Beer et al., 2024; Hente et al., 2020; Scheepers et al., 2020; Strauss et al., 2021). Moreover, evidence supports the relationship between personal and professional identities and value alignment with occupational well-being (Lammers et al., 2013; Veage et al., 2014). This emphasizes the importance of incorporating evidence-based practices into self-reflective approaches that augment professionals' sense of identity and connection to their work. Ultimately, such integration contributes to the enhancement of occupational well-being.

**Purpose:** This interactive presentation aims to bridge research and practice by demonstrating the application of brief mindfulness-based cognitive therapy (MBCT) inspired values and identity self-reflective activities to connect participants to their identity through examination of their values, positionality, and greatness.

**Method:** Participants engage in identity self-reflection including value, positionality, and greatness exercises. These brief MBCT-informed techniques guide them in exploring their identity and its connection to their profession. The greatness exercise results in crafting a visual representation of greatness.

## **Keynote**

**Great Hall in Laskey Building**

**Tuesday, 2:30 – 3:30 pm**

### ***Violence Against Children and Adolescents: An Intercultural Perspective on Resilience***

**Cristián Pinto-Cortez, Universidad de Tarapacá**

***Host: Susana E. Mariscal, Indiana University***

Cristián Pinto-Cortez, PhD, is a professor and head of the School of Psychology and Philosophy at the Universidad de Tarapacá in Arica, Chile. He has published numerous scientific articles in peer-reviewed journals on topics such as interpersonal violence, polyvictimization of children and adolescents, and their consequences. His research interests also encompass attachment and resilience studies. Dr. Pinto-Cortez holds a PhD in Psychology from the Universidad Complutense de Madrid in Spain. He also has training as a child and adolescent psychotherapist specializing in trauma studies and systemic family therapy from Universidad de Chile. With twenty years of experience as a clinical psychologist, he has worked with victims of maltreatment and child sexual abuse in various centers in Chile and Spain. He completed postdoctoral studies and served as a visiting professor at the University of Barcelona. He has also been a visiting scholar at the Colegio Oficial de Psicólogos de Madrid, The New School, New York University, and John Jay College of Criminal Justice (CUNY).

## **Closing Reflections**

**Great Hall in Laskey Building**

**Tuesday, 3:30–4:00 pm (Central time)**

**Susan Yoon, Nicole Yuan, Jonathan Davis, Kathryn Howell, Susana Mariscal, & Katie Schultz**

**Wednesday, April 9<sup>th</sup>**  
**Resilience Portfolio Consortium**  
**9:00 am to 2:00 pm, Great Hall, Laskey Building**

Wednesday is the spring meeting of the Resilience Portfolio Consortium (RPC). There was an opportunity to sign up for the RPC meeting when you registered (no extra charge).

The RPC is an international community of more than 200 scholars and policymakers from more than 20 countries. The RPC advocates a portfolio approach to resilience and prevention. The portfolio approach emphasizes the importance of harnessing assets and resources across all levels of the social and physical ecology, focusing on the domains of meaning making, regulatory, and interpersonal strengths. A key goal of the RPC is to discourage research that treats resilience as a personality trait or studies only one strength at a time. Few traumas require just one asset or resource to solve, different circumstances call for different assets and resources, and few people overcome trauma without help from others.

Our work emphasizes the use of multiple methods, promotes scholarly collaboration and mentoring, and engages practitioners and communities. A primary focus of the RPC is developing a global and coordinated approach to identifying key psychosocial strengths (especially understudied or underappreciated strengths) in a broad range of cultural and geographic settings. The RPC is designed to provide opportunities for scholars seeking mentoring, training, and professional community for their work on preventing and overcoming trauma. You can join the RPC for free at:

<https://www.lifepathsresearch.org/lifepaths-community/>

The creation of the RPC was inspired by the promise of strengths-based approaches—and also by the challenges in shifting to strengths, as seen by the persistence of deficits-based and even victim-blaming approaches to trauma. We recognize the obstacles in keeping up with new work and pushing against longstanding scientific conventions and created the RPC to help scholars move the field forward faster.

**This year the RPC space will use the RPM model to offer a range of activities to build community and to take care of ourselves and each other through difficult and unpredictable times. It will be space to be in community and build our own resilience, share stories about the impact of current events, create collective action and collaboration. We will discuss ways to create mutual aid and support each other in these uncertain times. Lunch will be provided.**

## Stay Connected to the ResilienceCon and Life Paths Community Year-Round!

Life Paths Research Center hosts several opportunities for professionals and students who are interested in strengths-based approaches to resilience, prevention, and social justice.

**Our free listserv, ResComm** (for Resilience Community) provides up-to-date info for the community of resilience professionals. With over 900 members, ResComm is a space to share info about research and webinars on resilience, social justice, programs, or related topics from a variety of organizations. You can also ask questions, look for collaborators or research participants, post jobs, or make announcements that might be of interest.

If you have a Google account, search for ResComm on your Google Groups page. If you do not have a Google account, send an email with “Subscribe ResComm” to [lifepaths@lifepathsresearch.org](mailto:lifepaths@lifepathsresearch.org).

We also host a **free listserv on the psychology of women and gender, POWR-L**, that was started by people involved with the Association for Women in Psychology. Follow the above directions, looking for POWR-L in Google Groups or put “subscribe powr-l” in an email to us.

Our **online mindful writing group** meets twice a week, Monday afternoons (2 to 4 Central) and Thursday mornings (9 to 11 Central). The group offers a chance for you to schedule some time for writing, as well as a chance to enjoy fellowship with other scholars and to take a few minutes to practice mindfulness in community. The schedule is announced each month on ResComm. We welcome first-timers as well as regulars.

The **Resilience Portfolio Consortium** is a global group of more than 200 scholars who are working on multidimensional, portfolio approaches to resilience (see description under Wednesday’s meeting). It is free to join at <https://www.lifepathsresearch.org/lifepaths-community/>. We hold both in person and online meetings that offer training, support, and opportunities such as special issues in journals.

If you are interested in becoming an **affiliate of Life Paths Research Center**, we offer opportunities to become Research Scientists (for academics and scholars), Resilience Advocates (for practitioners), or Research Fellows (for graduate students). This is largely an honorific but can show your professional connections to other resilience professionals and provide a primary or secondary institutional affiliation. If you are interested, send your cv and a brief (less than 200 words) email stating your interest to [lifepaths@lifepathsresearch.org](mailto:lifepaths@lifepathsresearch.org). If accepted, we will also need a biosketch and headshot for our website.

You can see current affiliates here: <https://www.lifepathsresearch.org/life-paths-research-team/>.

We sometimes offer additional opportunities, including writing retreats, in-person workshops, online webinars, and other activities. The best way to stay up to date on these is to join ResComm.

Feel free to share any of these with colleagues who could not attend ResCon.

ResilienceCon™ is a trademark of the Life Paths Research Center.



The Life Paths Research Center is a research institute devoted to learning about the ways that people develop psychosocial strengths that help them prevent and overcome adversity, especially in Appalachia and other marginalized communities.

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

### **Life Paths Research Center**

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[lifepathsresearch.org](http://lifepathsresearch.org)

[resiliencecon.org](http://resiliencecon.org)

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