

ResilienceCon™ 2026

Conference Program



April 12-14

***With the World Association
for Resilience Professionals
on April 15***

Welcome to ResilienceCon 2026

We are delighted to welcome you to ResilienceCon2026! Whether you are joining us for the first time or returning to ResilienceCon, your presence is what makes this community so meaningful and special.

The primary goal of ResilienceCon is to promote strengths-based approaches to overcoming violence and other forms of trauma. We approach resilience as a complex and multidimensional process, and the conference program reflects the many ways scholars, educators, policymakers, practitioners, advocates, students, and communities support people to thrive despite adversity. Across sessions, you will find a wide range of strengths-focused ideas, frameworks, methodological approaches, and interventions that highlight the creativity and commitment of this field.

At ResilienceCon, we strive to create a safe and supportive space that fosters meaningful interactions and a genuine exchange of ideas. Bringing together a community like this takes intention and participation from everyone. One of the distinctive features of ResilienceCon is the opportunity to learn from the remarkable collective expertise that each of you brings to this space. To encourage active engagement and dialogue, sessions are intentionally designed to prioritize interaction among all attendees. From keynotes to posters to breakout sessions, there is time built in for discussion and reflection. In many breakout sessions, shorter presentations are followed by interview-style conversations and Q&A segments, allowing presenters to share the deeper story behind their work and engage directly with attendees.

Our theme this year is “Resilience in Turbulent Times.” We recognize that many of us are navigating complex and uncertain times in the United States and around the world. In moments like these, gathering as a community committed to resilience feels especially powerful. We hope that ResilienceCon provides not only intellectual stimulation but also connection, a sense of belonging, encouragement, support, healing, renewed purpose, and hope.

Following the conference, an in-person World Association for Resilience Professionals (WARP) meeting, led by Co-Directors Dr. Sherry Hamby and Dr. Victoria Banyard, will take place on April 15th from 9 am to 2 pm. WARP is a joint endeavor between Life Paths Research Center and the Center for Research on Ending Violence at the Rutgers School of Social Work that brings together an international community of scholars dedicated to advancing the science of strengths and resilience. We warmly invite those who are able to stay longer to participate in this unique opportunity

Last year, we celebrated the 10th anniversary of ResilienceCon. As we move into our second decade, we are excited to build on that momentum and continue our shared journey of advancing strengths-based approaches to healing from trauma. We hope this conference sparks new ideas, fosters collaborations, and strengthens our shared commitment to advancing resilience in the different communities that we work, live, and play. Thank you for being part of our community!

Susan Yoon and Nicole Yuan, and on behalf of Sherry Hamby
ResilienceCon Co-Chairs, April 2026

Giving Thanks to Our Community

Last year, we celebrated ResilienceCon's 10th anniversary. We formed positive memories that will sustain us until our next major anniversary. Although the 11th year of ResilienceCon might not be a special celebration, each year is a unique opportunity for us to come together as a community. We continue to live in a world that involves destruction, conflict, war, discrimination, and devaluation of strengths of diverse groups and populations. ResilienceCon provides us with a safe space to strengthen our commitment to research, practice, outreach, and policy that prevent and respond to violence, trauma, and adversity with an emphasis on hope, healing, social justice, and resilience.

We have many people to thank for their contributions to ResilienceCon this year. We express a large amount of gratitude to **Dr. Sherry Hamby and Dr. Vicki Banyard**, the Co-founders of ResilienceCon, for their limitless vision, dedication, compassion, and generosity. They continue to inspire and guide us during challenging times. We are grateful that they continue to advance resilience science as co-directors of the newly renamed World Association for Resilience Professionals (WARP).

We give our deepest thanks to **Elizabeth (Liz) Taylor**, our conference director, who works tirelessly each year to ensure that all aspects of ResilienceCon run smoothly. Her tasks are numerous, and many are behind the scenes. For each attendee who has a positive experience at ResilienceCon, Liz is one of the people that you must thank.

Planning and preparing for ResilienceCon takes a large village. We want to acknowledge the contributions of our **program committee**, which 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, Yujeong Chang, Rufaro Chitiyo, Shelby Clark, Sal Corbin, Hannah C. Gilliam, Matthew Hagler, Amanda J. Hasselle, James Jurgensen, Rujeko Machinga-Asaolu, Kathryn (Katie) Maguire-Jack, Esther Malm, Fei Pei, Katie Querna, Spenser R. Radtke, Travis Ray, Chad Rose, Danielle Rousseau, Heather Storer, and Tayon Swafford**. Those individuals played an important role in reviewing scholarship awards, recruiting attendees, hosting sessions, and providing input on conference decisions.

Many other people worked hard to make this year's ResilienceCon a success. We are grateful to **Melissa Bower and the staff at the Scarritt Bennett Center**, a nonprofit devoted to social justice and "home" for ResilienceCon. We express gratitude to **Nelson Adams-Riley, Toya Hankins, Umi Hankins, Emma Headley, Lisa Johnson, Abby Kiesow, Matthew Schaublin, and Ziyu Zhao** for staffing our registration table. Thank you to Life Paths intern **Madison Reid** for preparing People Pages and nametags and other help, and to **Jules Bardi** for helping to get all the supplies to Nashville. We are grateful for everyone who arrived before the conference started to help us set up, including **Patrick Adams-Riley, Lauren Collins, Emma Headley, Abby Kiesow, Matthew Schaublin, and Ziyu Zhao**, and many **program committee members**. We are immensely appreciative of our donors, listed on the following page. Conferences are expensive. The donations help support scholarships and other costs. We are also grateful to everyone who is participating in the program and generously sharing their expertise and experiences to strengthen our own work.

As we end this letter of gratitude, we want to thank **all of you for spending time, money, and effort to join us this year.** We know that you carefully decide which conferences to participate in each year. We are grateful that you chose to attend ResilienceCon. Your strengths, passion, and energy are what make ResilienceCon special. You are ResilienceCon.

Nicole Yuan and Susan Yoon, and on behalf of Sherry Hamby
ResilienceCon Co-Chairs, April 2026

A SPECIAL THANK YOU TO OUR SPONSORS & DONORS

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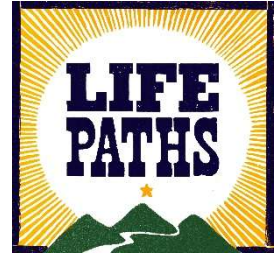
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***Congratulations to the Life Paths
Promising Scholar & Promising
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Promising Scholar Award Recipients

Zohra Asad
Grand Valley State University

Auriel Jasper-Morris
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Rajanya Nandi
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University of Michigan

Promising Advocate Award Recipient

Renaldo Wilson
Moorehouse School of Medicine

Promising Scholar & Advocate Honorable Mention Recipients:

Yinqi Chen, Erna Chiu, Scott Coble, Opeyemi Daramola, Mercy Dufe, Frances Eby, Princess Egoh, Noelle Filoteo Young, Catherine Herrera, Nina Johnson, Alexander Lipsey, Michelle Marone, Wyatt Partington, Kaelyn Rogers, Kimberly Simon, Caleb Smith, Charis Stanek, Myahkia Watson, Sree Zenith, Yang Zhan, Yuwan Zhou

Sunday, April 12th

Convening & Opening Reflection
Sunday, 1:00-1:30 pm (Central time)
Susan Yoon & Nicole Yuan will convene
Zohra Asad will offer opening reflection

Data Blitz*

Poster Data Blitz is 1:30-2:30 (Central time), Sunday April 12th, Great Hall in Laskey Building
*Full poster abstracts are in the following section

Moderated by Heather Storer & Katie Querna

Lina Abuzubaida
University of Tennessee Knoxville

Beyond PTSD: Contextualized understanding of Trauma and Hope in the Gaza Strip

William Dworz
University of Wisconsin-Madison

Exploring How Religious Coping Relates to Posttraumatic Stress and Posttraumatic Growth in Bereaved Youth

Luke McLendon
University of the South

Teachers' Resilience: A Scoping Review

Myahkia Watson
Oklahoma State University

Her Joy Came in the Morning: A Quantitative Study of Culturally Grounded Identity and Pathways to Resilience and Psychological Well-Being Among Black Women

Jessica Williard
Rutgers University

Down but not out: Centering the voices of LGBTQ+ graduate social work students in a hostile political climate

Poster Abstracts
Poster Session is 2:30-3:30, Sunday April 12,
Great Hall in Laskey Building

Beyond PTSD: Contextualized understanding of Trauma and Hope in the Gaza Strip

Lina Abuzubaida, University of Tennessee Knoxville

Palestinians in the Gaza Strip have been through a generations-long history of collective ongoing trauma. Current conceptualizations of psychological trauma neglect the meaning and context of one's experience, medicalizing individuals' reactions. Incorporated within the community psychology framework, this study calls for a broader exploration and integration of context as embodied in the Gazans' experience of prolonged political aggression. This study adopted an exploratory qualitative research approach, conducted through semi-structured interviews with key informants in psychology using purposive sampling. Fourteen mental health practitioners (nine psychologists, three psychiatrists, and one clinical social worker) were recruited and interviewed in person or through Zoom. Thematic analysis was used as the primary method for data analysis, resulting in four themes: (1) the nature of trauma in Gaza, (2) the cultural meaning of PTSD symptoms, (3) Local Expressions of trauma, and (4) lived narratives of hope. While these themes broaden the understanding of Gazans' collective suffering and survival in an unsafe world, they call for culturally sensitive approaches in diagnosis, assessment, and intervention.

Keywords: trauma, PTSD, hope, Gaza Strip, culture, socio-political context.

Domestic Violence Law in Kuwait: A Policy Analysis

Hessah Alasousi, University of Kentucky

Background and Purpose: Domestic violence is a prevalent social problem globally. In 2019, 15.3% of women reported intimate partner violence, the 3rd highest in MENA (CRS, 2020). However, domestic violence is still under-reported in Kuwait (Alshammari, 2023). In Kuwaiti culture, problems of family abuse are often dealt within the family (Kuwait enacted its first domestic violence law in 2020, being the first law to criminalize domestic violence in Kuwait. In article (5) of the law, services like creating shelters, providing mental health support, and legal and protection orders are now mandated. The purpose of this study is to examine how women's safety and the availability and accessibility of domestic violence services in Kuwait are represented across media articles and NGO reports. **Methods:** For this study, a qualitative content analysis was conducted using data from three local Kuwaiti newspapers and one NGO report that discussed domestic violence and legal protections in 2020-2025. **Results:** Results show that despite the 2020 Domestic Violence Law, significant implementation gaps persist in Kuwait. Weak enforcement, societal stigma, and family pressure continue to undermine women's sense of safety. Service availability remains limited, with only one primary government-run shelter and ongoing shortages in trained staff and resources. Accessibility

Resilience and Ethical Complexity: Social Workers' Lived Experiences Supporting People with Harmful Sexual Behaviors

Zohra Asad, Indiana University; Khadija Khaja, Indiana University; Quinn Nelson, Grand Valley State University

In the United States, over 700,000 professionals work to prevent abuse and neglect among children and families. Among them, social workers who support people with harmful sexual behaviors (PWHSB) face uniquely complex challenges due to the stigmatized nature of their clients' issues. This qualitative study explores the lived experiences of 22 MSW-level social workers across diverse settings, focusing on their emotional, ethical, and professional responses to working with PWHSB. Through in-depth interviews, themes emerged around emotional strain, moral dilemmas, institutional support, and resilience strategies. Participants reported significant psychological impacts from balancing empathy with societal judgment and navigating ethical tensions within their roles. The study highlights the importance of trauma-informed training, organizational support, and policy reform in equipping social workers more effectively for this demanding work. Findings contribute to a deeper understanding of how social workers maintain resilience while managing the emotional and ethical weight of supporting PWHSB, offering recommendations for systemic improvements in service delivery and professional well-being.

Keywords: child sexual abuse, harmful sexual behaviors, social workers, lived experiences, resilience, ethical challenges, trauma-informed care.

Understanding the Role of Intimate Partner Violence (IPV) in Shaping Child Maltreatment Outcomes: Evidence from the NCANDS Child File

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

Intimate Partner Violence (IPV) is widely recognized as a critical caregiver risk factor in child maltreatment. Children living in IPV-exposed households face elevated risks of emotional abuse, neglect, and other forms of harm. Yet how child welfare systems operationalize IPV—and whether their responses protect children or create additional trauma—remains contested. Existing research has largely examined IPV and maltreatment co-occurrence in small or clinical samples, offering limited insight into how Child Protective Services (CPS) substantiates maltreatment when IPV is present. This study uses national administrative data from the 2023 National Child Abuse and Neglect Data System (NCANDS) Child File to examine two questions: (1) how IPV affects the likelihood of maltreatment substantiation across abuse types, and (2) how caregiver and child-level risk factors—such as substance use, financial hardship, and prior victimization—influence substantiation decisions within IPV-exposed households. Logistic regression models assess the associations between IPV exposure and CPS outcomes across maltreatment types. Findings contribute to understanding how IPV is treated in CPS practice and underscore the need for trauma-informed, context-sensitive approaches that differentiate structural hardship from caregiver-caused harm.

The Veteran and Community Behavioral Health Integration System (VCBHIS): A Framework for Bridging VA and Community Mental Health Care

Opeyemi Daramola, University of Kentucky

Veterans and underserved populations continue to face major barriers to quality behavioral health care despite significant federal investment. Over 6,000 veterans die by suicide annually (U.S. Department of Veterans Affairs, 2024), and fragmentation between Veterans Affairs (VA) and community systems limits coordinated care. This paper presents the Veteran and Community Behavioral Health Integration System (VCBHIS)—a comprehensive framework designed to bridge VA and community behavioral health services through integrated, data-driven, and equity-focused strategies. VCBHIS unites seven evidence-based components: (1) proactive risk stratification extending VA's REACH VET model to community settings, (2) collaborative integrated care, (3) peer navigation, (4) trauma-informed telehealth, (5) relapse prevention monitoring, (6) cultural competence and equity accountability, and (7) cross-site learning collaboratives. Grounded in validated interventions, VCBHIS is projected to raise treatment access from 65% to 80%, reduce suicide attempts by 20–25%, and decrease behavioral health emergency visits by 25–30%. A phased five-year implementation plan provides guidance for pilot testing and national scale-up. By operationalizing cross-system coordination, VCBHIS offers a scalable approach that advances federal priorities under the Commander John Scott Hannon Act and VA's National Suicide Prevention Strategy. Future implementation research will assess effectiveness and inform broad dissemination.

Keywords: integrated behavioral health, veterans, suicide prevention, health equity.

Identifying factors associated with thriving after interpersonal trauma in a Canadian sample of adults

Ophélie Dassylva, Université du Québec à Montréal, Martine Hébert, Université du Québec à Montréal; Victoria Banyard, Rutgers University; Xiafei Wang, University of Kentucky, Stéphanie El Asmar, Université de Montréal; Sherry Hamby, The University of the South

This study integrated the Values in Action Inventory of Strengths (VIA-IS; Peterson & Seligman, 2004) with the Resilience Portfolio Model (Grych et al., 2015) to provide a comprehensive perspective on resilience following interpersonal trauma. We examined the contributions of personal strengths to three indicators of functioning: subjective well-being, post-traumatic growth, and health-related quality of life in 672 English-speaking Canadian adults. A large majority (93.2%) reported at least one form of interpersonal victimization, with peer abuse and childhood physical abuse being especially prevalent. Half of participants also reported institutional betrayal, most often involving professional contexts. Bivariate analyses revealed a gradient effect: individuals with higher numbers of strengths were more likely to thrive across outcomes. Blockwise logistic regressions showed that psychosocial strengths predicted well-being, post-traumatic growth, and quality of life beyond sociodemographic and adversity factors. Specifically, hope, sense of purpose, psychological endurance, prudence, perspective, and social support were key predictors of well-being. Zest and humility were associated with health-related quality of life, while post-traumatic growth was most strongly predicted by sense of purpose, hope, endurance, social support, and love. These findings highlight the nuanced role of strengths in resilience and call for further research to guide tailored interventions.

Religious service attendance, caregiver emotional support, and trauma symptoms among female adolescents who have been sexually abused

Roberto Diaz, Southern Methodist University; Rachel Y. Chan, Southern Methodist University; Madeline Reedy, Dallas Children's Advocacy Center

Frequent religious service attendance has consistently been associated with lower levels of problematic mental health symptoms among adolescents. Such findings have encouraged some to suggest religious service attendance as a way of improving adolescent mental health, particularly among those inclined to attend services. However, research on this topic has seldom examined female adolescents who have experienced sexual abuse, a group who may feel uncomfortable in some religious settings. Additionally, potential third variables, such as caregiver emotional support, are rarely considered in this research. In short, it is unclear if the association between religious service attendance and adolescent mental health will generalize to females who have experienced sexual abuse, or if the association will emerge after controlling for caregiver emotional support. This project addresses this gap in the literature. Adolescent females who had disclosed sexual abuse (N = 967) and a non-offending caregiver completed a measure of adolescent trauma symptoms. Adolescents also completed measures of religious service attendance and caregiver emotional support. In a multivariate multilevel modeling analysis, higher levels of religious service attendance were associated with lower levels of adolescent and caregiver reports of adolescent trauma symptoms. However, this relation no longer emerged after controlling for caregiver emotional support.

Exploring how Religious Coping relates to Posttraumatic Stress and Posttraumatic Growth in Bereaved Youth

William Dworz, University of Wisconsin-Madison; Nicollette Dwyer, University of Wisconsin-Madison; Eleya Limburg, University of Wisconsin-Madison; Kathryn H. Howell, University of Wisconsin-Madison

Religious coping, which includes religious forgiveness and spiritual discontent, can contribute to both positive and negative mental health outcomes following the death of a loved one. Research is limited on the impact of religious coping on posttraumatic stress symptoms (PTSS) and posttraumatic growth (PTG) among bereaved youth. The current study examined how positive and negative religious coping strategies were associated with PTG and PTSS while accounting for child age, child gender, and the amount of time that had elapsed since the death. Participants were 64 bereaved youth aged 8-17 years (M=12.51, SD=2.67; 55.4% girls, 47.7% white). The hierarchical regression model examining PTG was significant, $F(5, 59)=5.805, p<.001, R^2=.273$ and indicated that higher levels of both positive ($\hat{\beta}=.407, p<.001$) and negative ($\hat{\beta}=.339, p=.003$) religious coping were associated with higher PTG. Likewise, the PTSS model was significant, $F(5, 59)=3.688, p=.006, R^2=.174$, and showed that more negative religious coping ($\hat{\beta}=.405, p=.001$) and being female ($\hat{\beta}=.267, p=.025$) were associated with higher PTSS. This study highlights the nuanced link between religious coping and mental health in bereaved children. The association between negative religious coping and both positive and problematic outcomes require deeper exploration to better understand the directionality and contributing factors affecting these relationships.

Multiperpetrator Sexual Violence Prevalence and Characteristics

Frances Eby, Sam Houston State University; Anne Nickell, University of North Dakota; Jasmine Skorheim, University of North Dakota; RaeAnn Anderson, University of Missouri- Kansas City

Multiple perpetrator sexual violence is an understudied and under-researched form of sexual violence, despite recent research revealing higher than previously known prevalence rates as well as significant impacts on those who experience it. (Anderson et al., 2025, Raj et al., 2022). Multiperpetrator sexual violence constitutes any form of unwanted sexual contact involving an individual acting in a group of two or more people. In a dataset gathered between 2021 and 2024, 650 perpetrators of sexual violence were surveyed, with 132 individuals completing interviews. 290 individuals who experienced sexual violence were surveyed, with 256 individuals completing interviews. 9 perpetrators (1.4%) endorsed participating in multiple perpetrator sexual violence. Multiperpetrators were identified based on their answers to the Tactic First Short Form Perpetration or the Sexual Strategies Scale. Preliminary data analysis was conducted, finding these individuals endorsed engaging in attempted and completed oral sex, fondling, kissing, or sexually touching, completed and attempted anal sex, or attempted sexual intercourse. Multiple individuals endorsed involvement in multiperpetrator sexual violence on more than one occasion. Similar preliminary analyses will be conducted on data regarding victimization from multiperpetrator offenses.

Prosocial Behaviors as a Moderator of the Relationship Between Adverse Childhood Experiences and Internalizing and Externalizing Symptoms

Princess Egoh, University of Louisville; Kathryn Tillett, University of Louisville; Andrew Winters, University of Louisville, Camie Tomlinson; University of Louisville

Exposure to adverse childhood experiences (ACEs) is linked to increased risk for internalizing and externalizing symptoms. Examining protective factors that buffer the effects of adversity is important. The current study examined whether prosocial behaviors moderated the association between ACEs and internalizing and externalizing symptoms in a child welfare sample. We used state-level child welfare data, including children and youth who entered out-of-home care between 2016-2022 (N=6,104). We conducted moderation analyses using the PROCESS macro in SPSS. Prosocial behaviors did not moderate the association between ACEs and internalizing or externalizing symptoms for children (ages 4-10 years) or youth (ages 11-17 years). However, ACEs and prosocial behaviors were directly associated with internalizing and externalizing symptoms. Higher ACEs and higher levels of prosocial behaviors were associated with higher levels of symptoms ($p < .001$). This pattern differed for children ages 4-10, demonstrating no relationship between ACEs and externalizing symptoms ($p = .989$), and a negative relationship between prosocial behaviors and externalizing symptoms ($p < .001$). The findings did not support prosocial behaviors as a moderator. Future prospective research should consider whether prosocial behaviors may be an adaptation to adversity concurrently linked to mental health symptoms or whether prosocial behaviors provide protective benefits over time.

**A Narrative Analysis of Social Connection Among Japanese Gender-based Violence Survivors
Hyunmin Han, University of Michigan; Denise Saint Arnault, University of Michigan**

Background: Resilience is commonly conceptualized as positive adaptation to adversity, shaped by protective factors at the individual, family, and community levels. Social connection represents one key protective factor, yet survivors of gender-based violence (GBV) often face difficulties rebuilding trust and safe relationships after violence. This study explores how Japanese women survivors experience social connection as part of resilience. Methods: This qualitative study used narrative analysis to examine social connection experiences among 15 adult Japanese women who had experienced GBV. Individual interviews were conducted using the Clinical Ethnographic Narrative Interview (CENI) and analyzed thematically. Findings: Three themes emerged, reflecting social disconnection, efforts to reconnect, and satisfying social connections. Social disconnection was characterized by limited or narrow social relationships and having negative past experiences with social relationships. Efforts to reconnect involved gradual changes in mindset or behavior, starting with being open to others and making efforts for social connections. Satisfying social connections included diverse social relationships and positive experiences and feelings from them. Conclusion: Findings indicate that resilience among GBV survivors may be expressed through diverse patterns of social connection experiences. Supporting safe and meaningful social connections may be important for promoting resilience and recovery among survivors.

**Assisting Adolescents with Building Their Own “Resilience Portfolio” for Assessment and Self-Awareness
Diane Harnek Kegan, Towson University**

After attending “The Resilience Portfolio Model: An In-Depth Look” webinar I realized the use of the model for assessment and self-awareness for adolescents in individual mental health practice (Banyard et al., 2025). In order to adapt the model for use with adolescents, the statements have been turned into open-ended questions that can be answered in practice to discuss with adolescents. The questions can be used to get a broader understanding of adolescents’ experiences, strengths, and assist them with self-awareness. For the conference, the questions adapted from the “Resilience Portfolio Model” will be piloted using cognitive interviewing with older adolescents. The poster will display the questions adapted from the “Resilience Portfolio Model” for the purpose of assessment and discussion with adolescents in direct mental health practice. Example Adapted Questions:

Meaning making: How do you define yourself? What are some of your roles? When do you feel important?

Regulatory strengths: Think about the last time you faced a challenge or felt like you had a problem, what did you do? Were you able to figure it out? What happened next? Did you feel like giving up? What made you persevere? What did you learn from it?

**Parks for All: Advancing Accessibility at Saguaro National Park Through Community-Engaged Research
Stephanie Hernandez, The University of Arizona; Cam Juarez, Saguaro National Park; Martha Moore-Monroy, The University of Arizona**

The National Park Service (NPS) is committed to preserving natural and cultural resources while ensuring public lands are accessible, welcoming, and meaningful for all visitors. As visitation increases, parks must adopt resilient, community-responsive approaches that can adapt to diverse visitor needs. Academic-practice

partnerships play a critical role in this process by generating applied, actionable evidence that supports implementation and long-term sustainability. At Saguaro National Park, applied community assessment and program planning projects led by University of Arizona graduate public health students have directly contributed to strengthening sustainable park practices. Using mixed-methods approaches, including surveys, literature reviews, and sustained stakeholder engagement, students began by asking foundational public health questions related to accessibility, communication, and visitor support systems. A retrospective analysis illustrates how layered student-led research informed internal programmatic review, contributed to National Parks Foundation funding, and enabled collaboration with subject matter experts, whose lived experience provided essential on-the-ground context. Across projects, centering community knowledge strengthened institutional resilience by informing adaptive program design, improving communication practices, and increasing alignment between park services and visitor needs. Together, these efforts demonstrate how student-practice partnerships can translate community-engaged research into sustainable implementation, reinforcing inclusive and resilient public land management while advancing applied public health training.

Workforce Resilience in Congregate Care and Shelter Settings: The Role of Trauma-Informed Arts Programming
Jayley Janssen, Indigo Cultural Center; Ronae Matriano, Indigo Cultural Center; Matt Sandoval, Free Arts; Clarissa "Claire" Abidog (presenter), Indigo Cultural Center

Staff in the child welfare and homeless services workforce experience high emotional labor, secondary trauma, chronic understaffing, and long hours. Despite available workforce supports, like on-site counseling and peer support groups, burnout and turnover remain high. Many existing supports rely on cognitive or clinical approaches, highlighting the need for complementary approaches. The present data come from an evaluation of Free Arts, a trauma-informed arts-based program serving youth experiencing parental separation. Free Arts is provided in congregate care and shelter settings. Staff in these settings support programming by participating alongside youth and families. Staff completed post-program surveys reflecting on their experiences. Findings indicate impacts at three levels. At the personal level, staff reported reduced burnout, emotional relief, moments of joy, and renewed connection to their own creative practices. At the professional level, staff described deeper, more authentic relationships with youth and families and an expanded ability to see children beyond crisis-driven roles. At the organizational level, staff observed shifts in how sites valued expressive arts, recognizing them as central rather than supplemental to trauma-informed care. These findings suggest trauma-informed arts programming offers a sustainable and accessible pathway to support the well-being of professionals working in child welfare and homeless services.

FA Quality Improvement Approach to Revealing the Hidden Curriculum: Experiences of First-Generation Students in an Online MSW Program

Aubrey Jones, University of Kentucky; Krysten Munn, University of Kentucky; Dustin Roberson, University of Kentucky; Kayla Powell, University of Kentucky; Amanda Brown, University of Kentucky

First-generation students make up a significant portion of the student body in higher education. Existing research highlights disparities in access and outcomes for first-generation students, underscoring the need for institutional shifts. The purpose of this qualitative research study was to explore the experiences of first-generation MSW students, with particular attention to the unique challenges and support they encounter. Participants (N=22) first-generation MSW students at the University of Kentucky who self-identified via the admission application. Data were collected via an online survey of three open-ended questions. Results of the thematic analysis revealed five major themes: (1) Navigating the hidden curriculum, (2) Balancing responsibilities and financial strain, (3) Identity-based stress, imposter syndrome, and social belonging, (4) Finding community support systems, (5) Resilience, personal growth, and motivation. This study contributes to initiatives promoting equity in higher education by highlighting the unique challenges and supports of first-generation college students, providing the social work profession with evidence to develop targeted interventions, advocate for equitable opportunities, and promote the well-being of these marginalized students. These insights provide actionable guidance for social workers and educators striving to support first-generation students' academic and personal success.

"A Place to Belong": A Community-Engaged Evaluation of Holistic Support for Young Single Mothers

Aubrey Jones, University of Kentucky; Shelby Clark, University of Kentucky; Tanya Torp, Step by Step Lexington; Kelli Feller, Step by Step Lexington; Alicia Sims, Step by Step Lexington; Kristen Thiele, University of Kentucky

This evaluation examined a local non-profit whose mission is to empower and embolden young single mothers through healing, encouragement, faith, and education, and whose vision is a Lexington where young single mothers belong and positively impact their families and communities. As part of a larger program evaluation,

we conducted semi-structured interviews and focus groups to explore the effectiveness of a local non-profit dedicated to serving teen mothers. Interviews with staff and focus groups with volunteers and program participants were conducted between December 2024 and April 2025. All interview questions and focus group questions were reviewed by and developed in partnership with the organization. Seven semi-structured interviews were conducted with all staff members at the organization. Two focus groups were conducted with n = 7 volunteers and four focus groups were conducted with n = 12 program participants. We employed an inductive, reflexive thematic analysis with a constant comparative approach to analyze data (Braun & Clarke, 2006, 2021). Four themes were identified from our analysis: Holistic and Practical Support, Trust through Relational and Emotional Connection, Addressing Barriers and Structural Challenges, and Organizational Culture. Findings suggest the program strengthens resilience by meeting immediate needs while building long-term capacities for stability and growth.

Poly-Strengths as Protective Factors against Parental Risk for Adolescent Depression: Evidence from Korea's PSKC Panel

SeungHwan Jung, SungKyunKwan University; Yeeun Jo, SungKyunKwan University; WonSub Lee, SungKyunKwan University; HeeJeong Yeom, SungKyunKwan University; MiYoung Ra, SungKyunKwan University; KiHyun Kim, SungKyunKwan University

Parental risk factors undermine adolescents' mental health and can lead to maltreatment; identifying protective buffers is therefore important. From the Resilience Portfolio Model (RPM) perspective and using panel data, this study tests whether six strengths (Endurance, Impulse Control, Future orientation, Compassion, Social support seeking, Social support received) and poly-strengths buffer links between parental risk factors and adolescent depression. Secondary analysis of the Panel Study on Korean Children (PSKC) 15th wave (2022), age 14, N = 1,236. Hierarchical multiple regression in SPSS 29 entered blocks: (1) demographics, (2) parental risk factors, (3) strengths (individual or poly-strengths). Among parental risk factors, parenting stress ($p < .05$) was significantly associated with adolescent depression. After adding the strengths block, poly-strengths showed a significant protective (buffering) effect ($p < .001$) against the negative impact of parental risk factors. For individual strengths, five—excluding Endurance—showed significant protective effects ($p < .05$). The poly-strengths approach appears to be a valid protective strategy for Korean adolescents. The strengths-based RPM can contribute to research on psychopathology indicators such as depression, and demonstrates the feasibility of RPM-based analyses using secondary data.

An Island of Community and Strength: A Scoping Review on Puerto Rican Resilience

Mya Lopez, The University of the South; Sherry Hamby, The University of the South and Life Paths Research Center

Background: Individuals living in Puerto Rico face a multitude of adversities, many of which those within the Continental United States face, however they have the unique aspect of being a territory. Objective: This scoping review looks at research on the resilience of Puerto Ricans using the resilience portfolio model as a theoretical framework. Method: PubMed and PsycInfo were used to find articles containing the terms "Puerto Rico or Puerto Rican" and "resilience or resiliency or resilient or strengths or coping" resulting in 1986 articles, of which 36 were included. Results: Perhaps due to the collectivist nature of Puerto Rican society, many protective factors found related to interpersonal connections. Additionally, governmental policies regarding environmental disasters were also found to be important in several studies, pointing to factors in the environmental domain. Conclusion: Protective factors were found and by focusing on interpersonal connections and government policies that focus on environmental disasters and connecting them within the Puerto Rican community, more can feel as though they can thrive.

Puzzling Pictures: Feasibility Study of a Collage Art Trauma Reprocessing Intervention for LGBTQ+ Emerging Adults

Ray Mathew-Santhosham, The Ohio State University

Systemic barriers to healthcare for LGBTQ+ people are compounded by a lack of culturally responsive care to counter the historic pathologization of sexual and gender minority identities. In this feasibility study, an art intervention (Puzzling Pictures) was developed and tested to address the trauma reprocessing needs of the LGBTQ+ population. Using the cutting and pasting technique of collage art, participants were guided through a series of sessions wherein they identified traumatic memories and positive memories during or following trauma, and subsequently developed core beliefs to be represented in an art piece telling their personal trauma narrative. Findings show the intervention was perceived as highly satisfactory, logical, helpful, and appropriate for participants' goals. Participants indicated they experienced low levels of discomfort and anxiety

during participation. Participants' symptoms of traumatic stress were significantly reduced from the pre-test ($M=15.6$, $SD=3.44$) compared to post-test ($M=8.4$, $SD=3.05$); $t=6.22$, $p=0.002$. Trends of decreased difficulty in emotional regulation and increased coping skills were also found. Trauma narratives and core beliefs shifted from shame-based to strengths-based with an emphasis on the decentering of trauma. More research is currently underway with two additional sessions added and a diverse data pool to further determine efficacy of the Puzzling Pictures intervention.

Teachers' Resilience: A Scoping Review

Luke McLendon, University of the South; Sherry Hamby, University of the South, Life Paths Research Center

Background: Teachers at every level are subjected to a variety of adversities including burnout, secondary traumatic stress, compassion fatigue and general traumas that occur outside the workplace. Objective: This project reviews research on teacher's resilience using the resilience portfolio model as a theoretical framework. Method: We retrieved 993 articles under the search teacher* AND (resilience or resiliency or resilient or strengths) AND (trauma or abuse or adverse childhood experiences or childhood trauma or maltreatment) by using PsycInfo, Education Source and SocIndex through EBSCOHost, of which we are including 22 in this review. Results: The most significant contributors to teacher resilience are support from coworkers and administration, regulatory practices such as mindful meditation, and compassion satisfaction. Conclusion: Although the most commonly studied contributors to resilience are interpersonal connections, a variety of resources can help teachers manage and overcome adversities.

SAFE ROADS Policy and Public Opinion: A Qualitative Analysis of Community Discourse

Ally Moseley, University of Kentucky

This study examines the Safe Arterials for Everyone through Reliable Operations and Distraction-Reducing Strategies (SAFE ROADS) policy as an example of how federal transportation initiatives shape public discourse around visibility, belonging, and inclusion in shared public spaces. Announced in 2025 by the U.S. Department of Transportation and Federal Highway Administration, the SAFE ROADS initiative restricts non-standard roadway designs, including rainbow crosswalks, citing safety and distraction concerns. While the policy was not enacted in Kentucky, public debate surrounding its proposal foregrounded the role of rainbow crosswalks as both artistic expression and symbols of LGBTQ+ inclusion. Using qualitative analysis of public comments on Instagram posts from Kentucky-based news sources, this research highlights how safety-based policy rhetoric interacts with community identity, artistic visibility, and representation in everyday environments. Findings reveal support for inclusive infrastructure alongside persistent gaps in whose voices are centered in public debates. This project underscores how social policy operates not only through formal implementation but also through public conversations, resistance, and the negotiation of belonging around art embedded in shared public spaces.

Examining the Cross-Cultural Validity of a Peer Delinquency Measure Across U.S. and Indian Youth

Alexis Mowrer, Vanderbilt University; Colleen Walsh, Vanderbilt University; Drishti Sharma, Vanderbilt University; Krista Mehari, Vanderbilt University

Understanding how peer delinquency is conceptualized across cultures is important because there may be important cultural differences in how youth engage in and perceive delinquent behavior. Primary research questions for this study are (1) does a measure of peer delinquency function similarly across the US and India? and (2) is peer delinquency related to other problem behavior measures (i.e., physical aggression, relational aggression, and cyberbullying) in India and the U.S.? Survey participants were 178 New Delhi youth (aged 10 to 14) and 307 U.S. youth (aged 10 to 14). Multiple group confirmatory factor analyses (CFAs) were conducted to establish factor structure and determine measurement invariance. Convergent validity was assessed by examining the extent to which peer delinquency was related to other problem behaviors by country. The multiple group CFAs demonstrated measurement invariance across U.S. and Indian youth. Among both samples, peer delinquency was positively correlated with physical aggression. Among U.S. youth, peer delinquency was positively correlated with relational aggression and cyberbullying. These findings suggest that while peer delinquency is measured similarly across cultures, its associations with other problem behaviors may vary. These results highlight the importance of considering cultural context when examining links between peer delinquency and other problem behaviors.

The Role of Meaning of Life in the Relation between Psychological Pain and Suicidal Ideation

Mary Prochazka, Texas State University; Dea Mitaj, Texas State University; Megan L. Rogers, Texas State University

Psychological pain and hopelessness have been identified as risk factors for suicide. One's meaning of life may buffer these effects by increasing resiliency to suicide; conversely, a lack of meaning in life is associated with increased feelings of mental pain and, therefore, higher suicidality. This study aims to investigate the roles of presence and search for meaning of life on the relationship between psychological pain and suicidal ideation (SI). Participants were 247 students (73.7% women, 80.6% heterosexual, 72.5% White) with lifetime suicidal ideation, aged from 18 to 51 years ($M = 19.27$, $SD = 2.81$), who completed a series of self-report measures. Results indicated that, although the relationship between psychological pain and SI was significant, there were no significant interaction effects between psychological pain and either meaning in life subscale in predicting SI ($ps = .788$ and $.331$). This indicates that the strength of the association between psychological pain and SI did not vary as a function of meaning in life, such that presence of/search for meaning of life did not buffer this relationship. Overall, these findings shed light on the importance of further research on potential ways to ameliorate psychological pain and build resiliency when experiencing SI.

Healing, Empowerment, and Affirmation for Resilient Transgender Communities (HEART) Intervention: Community Co-Design and Feasibility Testing
Jae Puckett, Michigan State University

Transgender and nonbinary (TNB) individuals experience significant mental health disparities compared to their cisgender peers (Lefevor et al., 2019). These health disparities are driven by experiences of minority stress (i.e., unique stressors that are above and beyond the general stressors anyone may encounter; Hendricks & Testa, 2012), as well as the broader hostile sociopolitical climate that TNB people are living within. In the face of these chronic experiences of oppression, it is more important than ever to consider how to offset the impacts on mental health and wellbeing. Drawing on our recent Multidimensional Trans and Nonbinary Resilience Framework (Puckett, Kimball, et al., 2024), which provides an integration of a socioecological model with TNB centered understandings of resilience, we are conducting a community-engaged study to design and test the feasibility and acceptability of an intervention to promote resilience among TNB individuals. Working with a community advisory board of 5 TNB individuals, we have co-designed this intervention. This poster will focus on insights from our process of program development, our use of human centered design strategies, and provide preliminary findings from the pilot testing of the program. This poster will also include strengths and challenges of community-engaged resilience research.

Promoting Digital Well-Being: A Pilot Study of a Preventative School-Based Intervention
Madison Reid, Vanderbilt University; Chanda Murphy, Mindful in Memphis; Laticia Follansbee, Austin Peay State University; David Earnest, Austin Peay State University

Technology is omnipresent in adolescents' lives, with more teens reporting that they are "constantly online" despite the many negative impacts of technology use on mental health (Pew Research Center, 2023). This study explores how adolescents' are reporting their technology use and how they relate technology use to their mental health, with the goal of informing interventions that promote digital well-being. A sample of 151 high school students from a southeastern U.S. private school participated in the study. Students answered open-ended questions about their technology use and emotion regulation and coping questionnaires. Students reported an average of 5.25 hours per day of phone use and identified both positive (social connection, entertainment) and negative (addiction, procrastination, cyberbullying) aspects of technology. Greater technology use predicted lower emotion regulation ($p < .001$), whereas reducing technology use predicted improved regulation ($p = .005$). Findings from this phase directly informed the creation of a school-based intervention combining SEL and mindfulness designed to help students develop awareness and self-regulation strategies around digital engagement. Preliminary results from implementation indicate improvements in emotion regulation and social connection. Together, these findings highlight the potential for school-based interventions to promote well-being and mitigate the negative social-emotional impacts of adolescent technology use.

The Social Ecology of College Men and Sexual Violence Prevention
Jasmine Skorhein, University of North Dakota; RaeAnn Anderson, University of Missouri-Kansas City
 Sexual violence is a prevalent issue on college campuses and is influenced by the social norms surrounding sexually violent behavior. Social norms-based prevention approaches aim to change perceptions of peer support for such behavior, but their efficacy is limited. The current study examined the relationship between personal experiences of sexual violence and knowledge of peers' experiences to better inform prevention strategies. College men ($N=485$) completed an anonymous online survey assessing their own sexual violence exposure, knowledge of others' victimization and perpetration, and interpersonal relationship characteristics.

Participants were grouped based on experiences of victimization only, perpetration only, both, or neither. Nearly half (46.4%) reported sexual violence exposure: 10.5% victimization only, 6% perpetration only, and 29.9% both. Nearly half (43.9%) knew a victim and one third (32.4%) knew a perpetrator, typically friends or acquaintances. Violence-exposed groups were significantly more likely to know others with similar experiences and differed in what they shared with friends about relationships. Findings highlight that many college men are connected to sexual violence both personally and socially. Interventions should acknowledge these experiences, foster understanding, and leverage peer relationships to promote empathy, accountability, resilience, and healthier norms around sexual behavior.

Pause & Connect: Building Resilience in College Students Through Intentional Student-Led Engagement
Jessica Teter, Middle Tennessee State University; Caleb Smith, Middle Tennessee State University; Felicity Lindberg, Middle Tennessee State University

This presentation highlights Pause and Connect, a peer-led, resilience-focused intervention developed within the Department of Social Work at Middle Tennessee State University (MTSU). Resilience, defined as the capacity to adapt and recover from adversity, is enhanced by relational connection, which serves as a critical protective factor in promoting mental health and well-being. The intervention began as the result of the tragic suicide death of a student on campus and social work students' recognition of the effect of the sociopolitical climate on the general student population. Supported by the department's faculty, Pause and Connect provided a low-pressure space for all MTSU students to build resilience through intentional connection with peers and curated self-care activities. During the inaugural period, February to April 2025, six individual Pause and Connect events engaged sixty-five unique students. Anonymous surveys gathered at each session concluded the event to be useful with overwhelmingly positive results. Primary engagement drivers were the tactile activities, the calming environment, and peer support. The events' goal of building student resilience and fostering student connections was successful. This success led the department to integrate Pause and Connect into the undergraduate curriculum.

Her Joy Came in the Morning: A Quantitative Study of Culturally Grounded Identity and Pathways to Resilience and Psychological Well-Being Among Black Women

Myahkia Watson, Oklahoma State University; LaRicka Wingate, Oklahoma State University

Research shows that Black women navigating intersecting racism and sexism draw on cultural, spiritual, and collective resources to sustain resilience (Crenshaw, 2013; Liao et al., 2020; Utsey et al., 2000). Although optimism is widely recognized as a psychological resource, minimal research has examined how culturally grounded coping contributes to optimism and buffers psychological distress among Black women. The current study addresses this gap by examining how African Self-Consciousness (ASC) and Black racial identity (BRI) promote engagement in African-centered coping (ACSI), which includes spiritual and collective strategies. We also examined how these pathways relate to optimism and depression among Black women in Oklahoma. Guided by Black Feminist Thought, Liberation Psychology, and Positive Psychology, this study frames optimism as a forward-focused form of resilience that helps Black women maintain determination while navigating spaces that don't reflect them (Collins, 2022). Participants completed the African Self-Consciousness Scale (ASC), the Multidimensional Inventory of Black Identity (MIBI), the African-Centered Coping Scale (ACSI), the LOT-R for optimism, and the PHQ for depression. Proposed analyses test whether ASC and BRI predict African-centered coping, whether coping enhances optimism, and whether optimism relates to depression. Recognizing this complexity is essential for supporting Black women's well-being and guiding culturally affirming interventions.

Beyond Diagnosis: Mental Health Treatment Utilization Among Rape Survivors

Lakyn Webb, University of Arkansas for Medical Sciences; Whitney K. Norris, University of Arkansas for Medical Sciences; Rachele Wray, University of Missouri - Kansas City; RaeAnn Anderson, University of Missouri - Kansas City; Jocelyn C. Anderson, University of Arkansas for Medical Sciences

Rape survivors experience substantial, long-term health consequences, yet pathways to care are often complex and shaped by barriers beyond clinical need. Using baseline data from a longitudinal cohort study, we examined whether clinical mental health diagnoses were associated with lifetime mental health treatment utilization among women with self-reported rape histories (N=196; analytic N varied by measure due to missing data). Mental health diagnoses were assessed via structured clinical interview (DIAMOND) for major depressive disorder, posttraumatic stress disorder, substance use disorders, anorexia nervosa, bulimia nervosa, binge eating disorder, and generalized anxiety disorder. Treatment utilization was self-reported for individual/group psychotherapy, self-help/support groups, and psychiatric medication management. We conducted chi-square

tests and calculated Cramer's V to estimate association strength. Overall, diagnosis-specific differences in treatment utilization were limited. Anorexia nervosa was associated with higher psychiatric medication management utilization ($\chi^2=7.10$, $p=.0077$; Cramer's $V=.194$). Major depressive disorder showed a nonsignificant trend toward higher medication utilization ($p=.068$). No diagnoses were significantly associated with psychotherapy or support group participation. Findings suggest that diagnostic category alone may not explain patterns of mental health service use following rape and highlight the need to examine structural, cultural, and personal factors influencing engagement with care.

Gender Dynamics and Resilience in Academia: Faculty Perspectives Across Institutional Contexts
Benjamin Wilkerson, Fort Hays State University

Faculty in higher education continue to face gender-related challenges that shape their teaching, advancement, and sense of belonging - especially in traditionally male-dominated fields like criminal justice. This project examines how faculty experience gendered expectations and how they adapt and respond within different institutional environments. The first phase includes a review of current literature and an interview with a woman professor in criminal justice. Her experiences reflect both ongoing barriers and the strategies she has developed to remain engaged, effective, and professionally grounded. Building on these insights, the next phase involves collecting survey data from faculty at two universities: one rural and teaching-focused, the other urban and research-intensive. The survey includes Likert-scale and open-ended questions exploring perceptions of student evaluations, institutional support, and equity in faculty roles. It also considers how faculty across gender identities describe their ability to persist, find support, and navigate institutional pressures. Resilience serves as a guiding framework for this study, not only as individual persistence, but as a reflection of how faculty draw on relationships, institutional resources, and internal strategies to sustain their work. Findings will help inform equity-centered faculty development and policies that support well-being and inclusion across academic contexts.

Down but not out: Centering the voices of LGBTQ+ graduate social work students in a hostile political climate
Jessica Williard, Rutgers University; Samantha Luxmikanthan, Rutgers University; Taylor Scott, Rutgers University; Michael Zuch, Rutgers University

Background: The sociopolitical climate generates stress for LGBTQ+ individuals. This impact may be amplified for LGBTQ+ social workers who themselves experience discrimination while also working with marginalized populations. Our phenomenological study examined how LGBTQ+ MSW students are navigating this climate and how it influences their future social work careers. Methods: Participants ($n=10$) residing in conservative and liberal states were purposively recruited via university listservs and social media. Data were collected using a brief demographics survey and semi-structured interviews. Interviews were analyzed using Reflexive Thematic Analysis (Braun & Clarke, 2022). Results: (1) Despite the harsh sociopolitical climate, participants described a strong sense of collectivism and commitment to working with LGBTQ+ communities, citing personal experiences as motivation; (2) Participants identified push and pull factors, including the absence of institutional supports, that shaped the protective process of going "underground", literally and figuratively; (3) Participants highlighted the complex interplay of privilege and power, and how these experiences are understood at the individual level; (4) Participants explained how the sociopolitical climate spurred their civic engagement or empowered them to shift their career trajectory. Conclusion: Findings demonstrate the resilience of LGBTQ+ MSW students while also illuminating the need for curricula, policies, and supports promoting belonging.

Resistance, Reasoning and Resilience: Exploring Black Parents perspectives on Mandated Reporting in Pediatric Care

Kelechi Wright, University of Houston; Tanya Rollins, University of Houston

Much has been written regarding the disproportionality of Black families under Child Welfare (CW) surveillance and the disparities such families face once in the system. In many jurisdictions, over-reporting Black families happens primarily from mandated reporters in pediatric medicine. Yet, little is known about the phenomena empirically from the parental experience. In this session data from a qualitative study examining Black parental perspectives on mandated reporting in pediatrics will be presented. As more is understood of the harm structures have had on the Black community this study seeks to present not only the lived experiences of living under such surveillance from a parental perspective- but how fearing an institution like CW influences Black health and familial well-being. Of critical interest from the study data is how display Black Parents exhibit resistance, reasoning and resilience in the decision making to protect their children and against institutional threats.

Effect of a Positive Psychology Course on Students' Stress in Colombia

Yuwan Zhou, University of California; Lizzie Li, Virginia Tech University; Derek Novacek, University of California

College students face rising levels of stress and mental health challenges, underscoring the need for accessible well-being interventions on university campuses. This study examined whether a semester-long positive psychology course could reduce perceived stress among undergraduate students in Colombia. A total of 328 students (Mage = 21.36; 57.9% female) from a mid-size university participated. Students in the intervention group completed evidence-based activities such as gratitude journaling and mindfulness practices, while the control group completed the same surveys without engaging in course activities. Perceived stress was assessed using a single item from a subjective well-being questionnaire on a 0–10 scale (0 = no stress, 10 = extreme stress). Data were analyzed using ANCOVA with baseline stress as a covariate. After adjusting for baseline levels, the intervention group reported slightly lower post-intervention stress ($M = 5.21$) than the control group ($M = 5.78$), though this difference was not statistically significant ($p = .074$, $d = 0.26$). Baseline stress was a strong predictor of post-intervention stress ($p < .001$). These findings suggest that positive psychology education may hold potential as a low-cost, scalable method for supporting student well-being. Future studies should use validated measures and more diverse samples to better understand long-term effects.

Resilience in Reflection: Insights from Cognitive Interviews with Turkish Women Survivors of Gender-Based Violence

Zeynep Zonp, Wayne State University; Burcu Ozturk, Texas State University; Merve Inan Budak, Istanbul Medeniyet University; Burcu Ozer, Istanbul University-Cerrahpasa; Suna Uysal Yalcin, Kocaeli Health and Technology University; Denise Saint Arnault, University of Michigan

Gender-based violence (GBV) remains a pervasive global public health issue with profound implications for women's mental and physical well-being. This descriptive qualitative study explored how Turkish women with histories of GBV demonstrate resilience and meaning making throughout post-traumatic recovery. Eighteen women aged 22–65 participated in cognitive interviews that examined how they understood and interpreted items of the Self-Assessment for Trauma Recovery Tool (START) related to coping, growth, and healing. The interviews revealed that the process of reflection itself served as a space for activating resilience. Participants described confronting painful memories with self-awareness, hope, and determination rather than avoidance. They expressed emotional balance, self-efficacy, and renewed strength—signs of adaptive resilience emerging from trauma. The retrieval of past experiences was intertwined with present functioning and future aspirations, illustrating healing as a dynamic, forward-looking process. Despite emotional intensity, participants framed their reflections through growth-oriented reasoning, emphasizing endurance, faith, and agency. Rather than re-experiencing trauma, women transformed introspection into empowerment, identifying progress, control, and transformation over time. Findings highlight resilience as an evolving, culturally embedded process through which Turkish women reconstruct meaning, reclaim agency, and navigate healing after GBV, offering insights for culturally grounded, trauma-informed interventions.

Keynote

Great Hall in Laskey Building

Sunday, 4:15 – 5:30 pm

Using Music and Community to Disrupt Systems, Cycles, and Experiences of Oppression – In Philadelphia and Beyond

Christopher Thornton, Philadelphia’s Beyond The Bars

Host: Matthew Hagler, Frances Marion University

Evening Reflection with Music

Great Hall in Laskey Building

Monday, 5:30–5:45 pm (Central time)

Christopher Thornton, Isaiah Robinson, & Tonishia Sheed

Monday, April 13th

Morning Reflection
Great Hall in Laskey Building
Monday, 8:45–9:00 am (Central time)

Matthew Schaublin

Monday 9:00 to 10:15 am

A1: Building Pathways to Resilience for Youth with a History of Child Maltreatment (Perspectives Panel): Great Hall

This perspectives symposium features four studies on resilience and positive youth development among youth with experiences of child maltreatment. Across the studies, participants represent a continuum of adversity exposure, from self-reported maltreatment (study 1) to child welfare involvement (study 2), out-of-home placement (study 3), and residential care (study 4). Collectively, the papers illuminate how protective factors, strengths, and contextual supports foster youth well-being across diverse ecological settings. The first paper identifies multi-level protective factors (parent–child relationship quality, school climate, neighborhood cohesion) that buffer the negative impact of emotional abuse on adolescent depressive symptoms. The second paper applies both a pattern-based approach (resilience portfolios) and a cumulative approach (poly-strengths index) to investigate how multiple strengths promote prosocial behavior and academic achievement following maltreatment. The third paper synthesizes two decades of evidence from Fostering Healthy Futures, an evidence-based mentoring and skill-building intervention that improves mental health and promotes long-term well-being among youth with child welfare involvement. The fourth paper examines residential treatment settings, demonstrating that placement freedoms predict better mental health outcomes, even after controlling for baseline symptom severity. Together, these studies highlight multi-level mechanisms and pathways of resilience, offering actionable insights for prevention and intervention efforts that promote thriving among youth

Childhood Emotional Abuse and Youth Depressive Symptoms: The Role of Multi-Level Ecological Protective Factors

Yujeong Chang, The Ohio State University College of Social Work

Child maltreatment is a well-established risk factor for poor mental health, with emotional abuse (EA) particularly predictive of youth depression. Yet many youths exposed to EA demonstrate resilience. Guided by the ecological-transactional framework, this study examined whether protective factors (PFs) across family, school, and neighborhood contexts attenuate the association between EA and depressive symptoms. Data came from the Future of Families and Child Wellbeing Study (N = 3,023). EA was assessed at child ages 3, 5, and 9; depressive symptoms and PFs were measured at child age 15. PFs included parent-child relationship quality, school climate, peer relationships, and neighborhood social cohesion. Hierarchical OLS regression showed EA predicted more depressive symptoms at baseline and after covariate adjustment. Adding parent-child relationship quality reduced the EA effect by 25%. Adding school climate further weakened the effect (B = 0.24, p = .044). In the fully adjusted model, EA was no longer significant. Parent-child relationship, school climate, and neighborhood cohesion were all protective of depressive symptoms. Findings highlight the additive, cross-ecological PFs that buffer youth from depression and inform multi-level interventions to promote resilience among those with EA histories.

Strengths Associated with Positive Youth Development after Child Maltreatment

Susan Yoon, The Ohio State University College of Social Work

Understanding how protective factors and strengths operate to promote positive youth development is critical for supporting youth who have experienced child maltreatment. Guided by the Resilience Portfolio Model and the poly-strengths framework, this study examined how both the configuration (i.e., strengths portfolios) and cumulative presence (i.e., number of strengths) of multi-level strengths predict prosocial behaviors and

academic achievement among youth with a history of child maltreatment. Data were drawn from the second cohort of the National Survey of Child and Adolescent Well-Being and included 371 adolescents ($M_{age} = 13.22$ years). Latent class analysis was conducted to identify distinct patterns of strengths, and Ordinary Least Squares regression analysis was used to examine the cumulative effects of poly-strengths. Results indicated that adolescents in the Balanced, multi-domain strengths group consistently demonstrated higher prosocial and academic outcomes. While the overall number of strengths predicted greater prosocial skills, it did not significantly predict academic achievement. These findings provide empirical support for resilience models that account for both the cumulative and configurational nature of strengths in youth development following maltreatment. Additionally, the findings underscore a critical need for strengths-based interventions specifically designed to broaden and build upon the strengths of youth who have experienced maltreatment.

Promoting Resilience through Positive Youth Development: Evidence from the Fostering Healthy Futures Program

Heather Taussig, University of Denver and Kempe Center, University of Colorado

Fostering Healthy Futures (FHF) is an innovative preventive intervention designed to promote resilience among youth with histories of child welfare involvement. Grounded in the positive youth development framework, FHF includes one-on-one mentoring and skill building activities tailored to youth's strengths, interests, and developmental stage. Two versions of the program have been tested through three randomized controlled trials with longitudinal follow-up: FHF-P for preteens (ages 9–11) and FHF-T for teens (ages 13–15). FHF-P combines weekly skills groups with individual mentoring over 9 months, while FHF-T provides goal-focused mentoring and monthly workshops. Studies of FHF-P and FHF-T have demonstrated reductions in mental health problems (including trauma symptoms and suicidality), substance use, delinquency, and juvenile justice involvement, along with increased permanency and most importantly, quality of life. FHF-P is listed on eight evidence-based program registries/compendia and is currently being disseminated through community-based agencies. FHF achieves high engagement and retention rates across youth diverse in race, ethnicity, gender, and living situations, highlighting its contextual sensitivity and accessibility. This presentation will share lessons learned from over two decades of FHF research and implementation, with attention to designing inclusive programs that support the resilience and long-term well-being of youth with child welfare involvement.

The Impact of Opportunities for Autonomy and Social Connection in Promoting Mental Health among Youth with Residential Care Experience

Charis Stanek, The Ohio State University College of Social Work

Scholars recommend the least restrictive placements for youth with behavioral challenges given autonomy and self-exploration promote positive youth development. Yet, little research has examined relationships between placement freedoms and mental health for youth with experience in residential treatment (RT). The present study examined associations between placement freedoms and youth mental health, while controlling for mental health problems at admission to RT. Participants ($N=64$) were parents of youth with RT experience. Parents completed surveys at enrollment on youth/family demographics and youth mental health at admission. They also completed measures six-months post-enrollment on placement freedoms and youth mental health. A hierarchical linear regression examined associations between youth/family demographics ($T1$), youth mental health at admission ($T1$), placement freedoms ($T2$), and youth mental health outcomes ($T2$). The average age at first admission to RT was 13.21 years and youth were a majority ($n=52$; 81%) White. In the final step of the model, lower family income and more placement freedoms were significantly associated with better youth mental health. Findings suggest that even after accounting for the severity of youth's mental health problems at admission, placement freedoms may promote youth mental health. Findings support policy efforts to maximize placement freedoms for youth with experience in RT.

A2: A Mixed-Methods Evaluation of Multiple Triple P Online Insights into Participation, Experience, and Outcomes (20x20 Symposium): Laskey A

This symposium presents a series of studies from the Wisconsin Triple P Online (TPOL) Evaluation, examining multiple program variants, including Standard 0–12, Teen, Baby, and Fear-Less, to understand how online, evidence-based parenting interventions support families and improve child and parent outcomes. Together, these four studies integrate qualitative, quantitative, and mixed-methods approaches to capture participants' engagement, experiences, and perceived program impact. Two qualitative papers explore parents' lived experiences with TPOL. The first investigates parents' perceptions of program structure and engagement barriers, highlighting frustration with the required module sequence and the need for flexibility in online

learning. The second focuses on perceived outcomes, revealing increased parenting confidence, improved emotional regulation, and stronger family communication. A mixed-methods study integrates qualitative insights with quantitative data, identifying patterns of change across program modules and linking engagement attitudes to measurable improvements in parenting and child behavior. The fourth paper evaluates the Fear-Less TPOL program for parents of anxious children, demonstrating reductions in child anxiety and gains in parental confidence and positive parenting practices. Collectively, these studies offer a comprehensive understanding of how digital parenting interventions operate in real-world settings. Findings underscore the importance of program flexibility, early engagement, and family-centered design in maximizing the accessibility, effectiveness.

Listen to Your Parents! A Qualitative Investigation of the Triple P Positive Parenting Program Experience

Kathryn L. Maguire-Jack, Sophie Hammond, Yinqi Chen, Lijian Zhao, Xiangying Ding, University of Michigan

Parents have participated and benefitted from online parenting programs at an increasing rate through the 21st century. Historically, much research has focused on the statistical efficacy of such programs, often leaving participants' experiences under-explored. This study uses a qualitative approach to investigate the experiences of 40 individuals involved in the Triple P Parenting Program. Semi-structured interviews were recorded over the phone and on zoom, which lasted an average of 20 minutes each. Transcripts were independently coded, then reviewed in a team of 4 research assistants. This investigation was led by two questions: (1) How did participants' respond to the program? (2) How did participants' engage with the program? Findings suggest that participants' generally approached the program with optimism. This did not appear to influence their overall experience, nor did the source where they found the program (social media, friend, etc.). The chronologically restricted module access was a common source of frustration, impacting their engagement. These preliminary findings aim to use participants' insight to honor their limited energy and increase program engagement.

Reported Outcomes of an Online Positive Parenting Program

Yinqi Chen, Sophie Hammond, Yanghyun Park, Kathryn L. Maguire-Jack, Lijian Zhao, Xiangying Ding, University of Michigan

Online parenting programs have been shown to reduce stress for parents and increase parenting competence. While the statistical efficacy of such programs has been examined, fewer studies capture first-hand accounts from participants on perceived program outcomes. This study is part of the Wisconsin Triple P Online (TPOL) evaluation and uses a qualitative approach to investigate the outcomes, as reported by participants, aiming to provide unique insight into mechanisms of change. Semi-structured interviews were conducted and recorded with 40 participants over the phone and on zoom. Transcripts were independently coded and cross-referenced for conflict in a team of 4 research assistants. Three questions dictated areas of exploration: (1) How do participants describe their experience with TPOL? (2) How did TPOL influence parents' confidence levels? (3) How has TPOL impacted family functioning? Findings suggest that participants benefitted from the program, frequently endorsing increased confidence, support, emotion regulation, and communication. Nearly all participants expressed appreciation for the information provided by the program, particularly in the asynchronous, self-paced format. These preliminary findings outline the beneficial characteristics of a parent-focused, digital intervention, using direct feedback from the users.

Understanding Participant Engagement and Outcomes in the Wisconsin Triple P Online Evaluation: A Mixed-Methods Study.

Sophie Hammond, Kathryn L. Maguire-Jack, Lijian Zhao, Xiangying Ding, Yanghyun Park, Yinqi Chen, University of Michigan

Effective parenting interventions are critical in supporting families, preventing child behavior problems, and promoting child well-being. This study is part of the Wisconsin Triple P Online (TPOL) evaluation, which examined multiple program variants (Standard 0-12, Teen, Baby, and Fear-Less) using mixed methods to understand participant engagement and outcomes. Two questions guided this study: (1) How did participants' attitudes toward the required module sequence affect their engagement and improvement? (2) How did participants' approaches to the program influence quantitative outcomes? Quantitative data was collected from over 333 participants who completed retrospective assessments. Our sample consists of 40 participants who opted-in to a virtual interview upon completion of the assessment. Preliminary findings indicated that participants who approached TPOL 0-12 with optimism demonstrated greater improvements on the strengths and difficulties questionnaire, while those entering other programs endorsed less optimism and reported less change. Overall, participants reported frustration with the rigid module sequence, which influenced program

drop-outs. Although preliminary, these findings provide feedback for the construction and engagement in online parenting programs.

Evaluating the Fear-Less Triple P Online Program: Effects of Parent Engagement and Module Completion on Child Anxiety Outcomes.

Lijian Zhao, Kathryn L. Maguire-Jack, Sophie Hammond, Xiangying Ding, University of Michigan

Anxiety is among the most common mental health conditions worldwide, yet only about one in four affected individuals receive treatment. When unaddressed in childhood, anxiety can disrupt emotional, social, and physical development, with effects that often persist into adulthood. Children of anxious parents are several times more likely to experience anxiety, as parental distress can weaken protective factors and contribute to the intergenerational transmission of stress. These patterns underscore the urgent need for scalable, family-centered interventions. This study draws on data from the statewide Wisconsin Triple P Online (TPOL) evaluation (SFY25), focusing on 63 caregivers who participated in the Fear-Less program—an adaptation for families with children aged 6–14 years experiencing anxiety. Using a retrospective pre–post design, caregivers reported on parenting practices, children’s anxiety symptoms, and parental responses to child anxiety. Weighted regression analyses accounted for sampling differences and examined changes across all measures, as well as the relationship between module completion and outcomes. Results indicated significant improvements ($p < .05$) across domains: parents reported more positive parenting, reduced child anxiety, and greater engagement in managing anxiety. Participants completing two to three modules showed the greatest gains. Overall, findings highlight the effectiveness of early engagement in online, parent-focused interventions.

A3: Resilience After Chronic Trauma (Mixed): Laskey B

Expressive Suppression as a Treatment Target to Address Complicated Grief: The Moderating Role of Youth Age

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

Bereaved youth may experience complicated grief symptoms, which are distinct from normative grief processes and can contribute to other psychosocial difficulties. Adaptive and maladaptive emotion regulation strategies may impact youth’s resilience and are often a treatment target. Notably, little is known about how the use of these strategies vary across developmental stage in the context of bereavement. The current study examined how expressive suppression (ES) and cognitive reappraisal (CR) strategies related to complicated grief, and whether that relation was moderated by age. Participants included 105 bereaved youth (50.94% female; 49.06% White; $M_{age}=12.37$, $SD=2.59$, Range: 8-17) who were recruited from a hospital-affiliated grief services center in the Midsouth, USA. The ES model was significant, $F(4, 100)=5.12$, $p<.001$, $R^2=.17$, as was the interaction between age and ES ($B=-0.56$, $p=.024$). For children younger than the average age, more ES was associated with worse complicated grief, while this relation was non-significant for older children. The CR model was significant, $F(4, 100)=4.18$, $p=.004$, $R^2=.14$, but the age by CR interaction was not. In this model, only ES was associated with complicated grief ($B=2.05$, $p=.002$). Results suggest that ES may be a more effective clinical target for bereaved youth compared to CR, especially for younger children.

Qualitative Approaches to Strength-Based Trauma-Informed Program Innovation

Sarah Parmenter, The Ohio State University; Karla Shockley McCarthy, The Ohio State University Colleges of Medicine Government Resource Center

Public health systems increasingly recognize the role of trauma in shaping health outcomes, yet policies and program designs often emphasize individual deficits rather than resilience and adaptive strategies. This concept paper introduces a strength-based framework for trauma informed system design developed through applied qualitative research conducted in partnership with public health clients. Grounded in trauma informed care and resilience theory, the framework demonstrates how qualitative inquiry can reshape how trauma is understood and addressed in public programs. Findings highlight how members actively navigate fragmented systems, draw on personal and community strengths, and respond to persistent service gaps. The paper illustrates how qualitative tools, including Rapid Directed Content Analysis (RDCA) and iterative analytic approaches, can surface these strengths while also revealing structural barriers that undermine equitable access and engagement. Rather than assessing whether individuals comply with program expectations, this framework shifts attention to how effectively systems respond to lived realities. The paper concludes with practical guidance for translating qualitative findings into actionable program and policy decisions, positioning lived experience as a critical form of evidence. Together, these insights demonstrate how research

organizations can support trauma responsive, strength focused system design without relying solely on quantitative metrics.

Mindfulness in Motion: Building Resilience Through a Prison-Based Yoga Program

Kaelyn Rogers, Upward Inertia; Jacoba Rock, Boise State University; Linsey Belisle, Boise State University; Magalli Morado, Boise State University

Despite increasing interest in yoga and mindfulness, research on their use in prisons remains limited. This study examined Upward Inertia, a nonprofit yoga program operating in Idaho's Department of Correction (IDOC). Using a randomized waitlist, pre- and post-surveys measured stress, well-being, mindfulness, mental health, and emotional regulation. Additionally, 42 participants took part in focus groups. Participation was linked to improvements across resilience portfolio domains; while not all changes reached statistical significance, positive trends and participant feedback indicated meaningful benefits. Participants reported improvements in regulatory skills as well as the growth of a holistic view of well-being and a deeper sense of personal introspection. They also described the value of the instructor's personalized and relational approach. Findings suggest the program is a valuable alternative intervention for incarcerated people, with limitations and future recommendations noted.

Coping and Resilience among Palestinian Children and Youth in East Jerusalem: A Sumud Perspective

Heba F. Zedan, Emory University

Children and youth living under political violence rely on diverse coping processes to sustain resilience. This study examines coping and resilience among Palestinian children and adolescents navigating escalating oppression in occupied East Jerusalem during the 2023–2024 Gaza war, using the framework of Continuous Traumatic Stress. A participatory design included an advisory group of seven adolescent co-researchers who contributed to study development, ethical procedures, data collection, and interpretation. In-depth interviews were conducted with 24 youth (ages 12–19) and eight adults (parents and professionals). Four interconnected themes emerged. First, survival-oriented-coping reflected constrained agency in unpredictable environments, as youth used vigilance, behavioral adjustment, and avoidance to reduce harm under constant surveillance and threat. Second, individual-coping strategies—faith-based practices, cognitive reappraisal, emotional expression, educational commitment, and future orientation—helped restore internal control and preserve dignity. Third, supportive ecosystems of family, peers, schools, and community networks provided emotional, material, and identity-affirming resources. Finally, cultural and political coping, including attachment to Al-Aqsa Mosque and resistance to dehumanization, anchored youth within collective narratives of sumud (steadfastness). Findings conceptualize resilience as an adaptive, relational process shaped by ongoing threat and highlight the need for culturally grounded, community-based interventions that strengthen protective relationships and youth agency in chronic violence contexts.

A4: Resilience Portfolio Model Studies (20x20): Laskey C

Veterans' Resilience Portfolios: Strengths that Promote Three Well-being Outcomes

Marcela Weber, Central Arkansas Veterans Healthcare System; Cady Ujvari Flanagan, The University of Mississippi; Sherry Hamby, The University of the South; Xiafei Wang, Syracuse University; Victoria Banyard, Rutgers University

Military service members/veterans have more cumulative trauma than the general population. Risk factors for negative posttraumatic outcomes have been extensively studied; however, protective factors that promote wellbeing outcomes for service members/veterans are under-recognized. To address this gap, we examined a range of strengths and their impact on subjective wellbeing (SWB), posttraumatic growth (PTG), and health-related quality of life (HRQOL). The study was framed in the Resilience Portfolio Model (RPM). Military veterans (N=396) were recruited online through the VIA Institute on Character. Logistic regression was used to examine the impact of trauma exposure, demographics and strengths on SWB, PTG, and HRQOL. Strengths explained significantly more variance in the overall model than trauma exposure and demographics. Sense of purpose was the only significant predictor across all three outcomes (OR > 1.5). Humor significantly predicted PTG and HRQOL. Forgiveness significantly predicted HRQOL. Nine other strengths also significantly and positively predicted at least one outcome at OR > 1.5. Clearly, a range of strengths across domains is the most protective and predictive of positive outcomes. Findings underscored the importance of preventive and intervention efforts to foster strengths, particularly purpose, to promote a range of healthy posttraumatic outcomes in military populations.

Self-Care Strategies of school counselors through the Resilience Portfolio Model (RPM)

Oznur Bayar, Ohio State University; Fadime Dul, Burdur Mehmet Akif Ersoy University; Buse Gul Ozer, Burdur Mehmet Akif Ersoy University; Ozge Karatas, Burdur Mehmet Akif Ersoy University

Helping professionals serving disadvantaged populations face chronic exposure to trauma through their work. School counselors in under-resourced schools in Türkiye frequently encounter at-risk children and youth experiencing forced migration, collective trauma, grief, adverse childhood experiences, psychological crises, special needs, and barriers to family-school engagement. Despite ethical imperatives for self-care among helping professionals, research examining counselors' self-care strategies remains limited. This qualitative study is the first to apply the Resilience Portfolio Model (RPM) as an organizing framework for understanding school counselors' self-care amid these challenges in Türkiye. Twenty public school counselors (K-12, 2-36 years of experience) regularly encountering these complex cases participated in semi-structured interviews exploring self-care practices. Using RPM and self-care model frameworks, our thematic analysis mapped strategies across six self-care domains—physical, cognitive-emotional, spiritual/meaning, relational, professional, and balance—to RPM's three components: self-regulation, interpersonal strengths, and meaning-making. Results revealed interconnected self-care portfolios wherein physical activity and boundary-setting supported self-regulation; family and peer consultation strengthened interpersonal resources; purpose alignment fostered meaning-making; and professional supervision bridged multiple components. Time scarcity, role overload, and cultural norms emerged as barriers to self-care; supportive networks and values alignment facilitated enactment. Findings contribute to understanding how helpers maintain resilience while serving vulnerable populations in under-resourced contexts.

Initial development of a RPM based deductive coding scheme

Nelson Adams-Riley, The University of the South; Matthew Shaublin, UT-Chattanooga; Dr. Jill T Shelton, UT-Chattanooga

Resilience refers to a dynamic, multifaceted psychological process of individual development and wellbeing attainment after traumatic experiences. The rise of frameworks such as the Resilience Portfolio Model (RPM) which emphasize the role of resources and individual strengths as mechanisms of healing have led researchers to systematically investigate assets of developing resilience (Banyard et al. 2025). While mapping three domains of strengths (self-regulatory, meaning making, and interpersonal) included in the RPM has provided assets for further investigation, there is still need to refine the analysis of assets in lived experience during healing. We propose the development of a deductive thematic coding scheme, theoretically grounded in the three domains of RPM. This presentation will outline the development of the RPM Thematic coding scheme and emphasize qualitative and mixed methodological investigations which may benefit from its use. While similar qualitative analysis has been conducted (Hamiti et al., 2024), we aim to establish a coding scheme accounting for strengths and modes of engagement with resilience processes in each domain. Evidence for the coding scheme's initial validity will be presented based on thematic content analysis of in-depth dyadic, structured interviews between youths and older individuals prompted to discuss both resilience and psychological strengths.

A Qualitative Scoping Review of the Resilience of Parents of Children with Developmental Disabilities Through the Resilience Portfolio Model

Yunzi Yu, The Ohio State University

Purpose: Raising children with developmental disabilities is highly challenging and involves difficulties across micro, mezzo, and macro levels. Much of the existing research has focused primarily on parental stress and deficits. The dominant influence of the medical model often portrays these families negatively while underestimating their strengths, coping strategies, and capacity to thrive. This study aimed to explore the resilience of parents raising children with developmental disabilities using the Resilience Portfolio Model. **Methods:** A qualitative scoping review was conducted following PRISMA ScR guidelines. PubMed and EBSCO databases were searched for peer reviewed qualitative studies published between 2020 and 2025. Articles were included if they examined parental resilience in raising children with developmental disabilities, used qualitative methods, were not focused on COVID 19, and explicitly addressed resilience in the title or abstract during screening. Instances of resilience were categorized into four domains according to the Resilience Portfolio Model. **Results:** Ten studies met the inclusion criteria. All four domains of the model, meaning making, interpersonal strengths, regulation skills, and environmental supports, were identified. Most studies described resilience as a dynamic and ongoing process. **Implications:** Findings support a strength-based foundation for research, policy and practice that recognizes and promotes parental resilience alongside challenges.

A5: Combating Loneliness Through Culturally Inclusive Group Fitness (Hot Topic Panel): Clyde & Mary Room

Nina C. Johnson, Indiana University; Amanda McKinley, Ball State University; Lindsay M. Bennett, Ball State University; Joseph Bartholomew, Ball State University

Chronic loneliness is as detrimental to a person's health as smoking two packs of cigarettes a day. Based on research, the loneliness epidemic is growing worldwide. Strong social support can help combat health issues and help an individual maintain better health levels. Strong social support can help create resilient individuals and communities. Group exercise has been shown to be a method for social support improving long term health outcomes. When individuals exercise together oxytocin is created and fosters familiarity, inclusivity, and emotional safety. Group exercise can cover all dimensions of wellness, including physical and social with benefits to occupational. Financial, environmental, and psychological factors can be barriers to accessing group fitness. Affordability costs need to be a consideration for inclusivity. Environmentally, people who live in historically Redlined communities often do not have access to reliable, consistent access to places to exercise. Group fitness in a safe setting can lead to preventative long-term care for the mind, body, and soul. Group exercise is a place to meet other people and combat loneliness but the group exercise leader and community need to be inclusive. Psychologically, developing trauma-informed spaces are an important part of inclusivity, especially to build resilience in individuals and communities.

A6: Racial Healing Response Teams: A Model Centering Relationships and Restoration within Institutional Change Models (Perspectives Panel): Fondren Hall

Efforts to be in multi-racial community inevitably result in instances of racial harm which can have lasting impact on individuals' and organizations' capacity for change. To sustain anti-racist change work in organizations, a model for addressing harm, conflict, and repair is critical. In this symposium, presenters will lead interactive sessions about Safe Horizon's approach to building a restorative community of healing and belonging and offer participants the opportunity to do some healing-centered antiracist dreaming related to their own workplaces.

Safe Horizon's Healing-Centered Institutional Change Model

Stella Billings, Safe Horizon

Racism is violence, and it is our work to undo the barriers, harms, and disparities survivors of violence and abuse face because of it. At Safe Horizon, we work to address the harm of systemic racism on communities and families of color while we also work to uplift, celebrate, laugh, and build connections on this journey towards justice and healing. Central to these efforts is our Racial Healing Response Team (RHRT), which offers a model for staff support and accountable relationships through a range of potential responses centering respect, relationships, and community care. In this section of the symposium the presenter will share how we have cultivated our Racial Healing Response Team (RHRT) over the course of the past 4 years and discuss learnings we've gathered along the way.

Practical Strategies for Addressing Racial Harm and Fostering Healing in the Workplace

Dorcus Miller, Safe Horizon

In this Perspective the presenter will build upon the first section of the Symposium through discussion of how harm, race and power dynamics disrupt authentic transformation and a review of practical response tools for addressing racial harm and fostering healing in the workplace.

Anti-Racism Organizational Action Planning

Elizabeth Ebright, Safe Horizon

In this section of the symposium, the presenter will provide reflections on how to sustain accountable organizational community as a result of Safe Horizon's journey implementing a Racial Healing Response Team. They will also share tools for attendees to 1) reflect on their own organizations' anti-racism journey and 2) develop organizational anti-racism action plans for their workplaces.

A7: Trauma-Informed Mindfulness: Practices to Cultivate Regulation, Resilience, and Wellbeing (Workshop): Fondren Hall

Kim Simon, Yoga 4 Change, Danielle Rousseau, Boston University/Yoga 4 Change

This workshop offers an evidence-based exploration of mindfulness through a trauma-informed lens, designed to support self-awareness, emotional regulation, and holistic wellbeing. The session begins with a brief overview of how trauma and significant stress impact the brain and body, shaping patterns of reactivity and

disconnection. From that foundation, participants will engage in guided meditation, mindful breathing, gentle embodied awareness, and reflective practices that honor individual experience and promote a sense of grounding and connection. Drawing from current research in psychology and neuroscience, the session demonstrates how mindfulness can strengthen resilience by shifting habitual stress responses and fostering internal regulation. Offered in diverse contexts, including carceral settings, programming for first responders, and corporate settings, this workshop adapts to the needs of each group while maintaining fidelity to trauma-informed principles. Participants leave with a personalized mindfulness plan: an actionable guide for sustaining presence and balance beyond the session. Appropriate for both practitioners and professionals, Trauma-Informed Mindfulness offers a restorative, research-aligned experience that centers the individuals' capacity to heal, adapt, and thrive.

Monday 10:30 to 11:45 pm

B1: Strengths-based Program Evaluations (Mixed): Great Hall

"What Really Happened?" Facing Fade-Out Trends in Early Childhood & Education Interventions

"Zelle" (Elizabeth) Allyson Crawford, evolutionforward, inc.

This presentation critically examines new findings from a rigorous, long-term randomized controlled trial of the Room to Grow intervention, which provides low-income families with parenting support, referrals, and material assistance in the early years (0-3). While in-program effects were significant and positive—including increased self-reported parenting competence and reduced stress—post-program follow-up assessments at ages 3.5 and 5 showed a distinct erosion of early gains. Child outcomes such as vocabulary and executive function showed no sustained positive impacts. This mixed portrait of efficacy aligns with a humbling, emerging trend: many well-regarded, promising early childhood and education interventions in the U.S. struggle to sustain long-term effects. This "fade-out" trend necessitates a fundamental reexamination of our approach to both program design and research methodologies, beginning at our roots with community voices. Our qualitative data, which revealed a powerful narrative of family resilience in the face of systemic adversity, raises a crucial new research question: why do we see resilience in qualitative results while quantitative data is disheartening? Our next phase of research aims to bridge this gap through community-led focus groups, directly engaging parents about the meaning of these results and exploring new strengths-based approaches to intervention and evaluation in the early childhood field.

A Brief, lay-led online intervention combining expressive writing and interpersonal refusal training to promote wellbeing and reduce revictimization after childhood sexual abuse

RaeAnn Anderson, University of Missouri-Kansas City; Nili Gesser, Bar Ilan University; Victoria-Jane Welk, Johns Hopkins University; Samantha E. Holmes, College of Staten Island City University of New York

The goal of this study was to explore the efficacy of a lay-led, online, brief intervention to promote wellbeing and reduce the risk for revictimization after childhood sexual abuse.

The intervention was a 90-minute online group intervention facilitated by lay providers. The primary components of the intervention were expressive writing and an interpersonal refusal skill. One week pre- and post-intervention survey data were collected from 40 assigned-female at birth participants (ages 17-30) across $k = 10$ groups, $n = 3-7$ participants per group. A multiple methods design was used including standardized quantitative questionnaires and open-ended questions particularly focused on expressive writing. We also measured key mental health symptoms commonly linked to childhood sexual abuse (depression, substance use, dysfunctional coping, shame) and response to threat skills as an indicator of revictimization risk. Outcomes were examined through the lens of the resilience portfolio model. Quantitative findings point to the impact of the interpersonal refusal skills on shame, coping, interpersonal strengths, and reduced risk for revictimization. Qualitative findings suggest expressive writing facilitated multiple regulatory strengths, especially recovery of positive emotion.

Leaping into Resilience: Findings from Safe Horizon's Longitudinal Evaluation of Empowerment Among Parents in Shelter (LEAPS)

Madeleine Marrin, Safe Horizon

As the country's leading provider of services for victims of domestic violence, including the operation of six emergency domestic violence shelters in New York City, Safe Horizon is committed to providing a safe and nurturing place for families as they seek safety. The Longitudinal Evaluation of Empowerment Among Parents in Shelter (LEAPS) employed recurring client interviews to further our understanding of how Safe Horizon's

client-centered practice model supports empowerment and resilience among parents in emergency domestic violence shelter during and after their stay. Findings show that clients enter emergency shelter with a strong sense of safety-related empowerment and resilience as a part of their self-concept, both of which were shown to be supported or increased during their shelter stay. At the same time, clients reported feeling more comfortable expressing vulnerabilities, such as seeking parenting help, while residing in shelter. The presentation will focus on sharing findings and highlighting factors that contribute to safety-related empowerment and resilience among young parents in domestic violence shelter, such as recognizing and building upon survivors' existing strengths, creating space for vulnerability, and providing comprehensive client-centered services to address mental, emotional, physical, and material needs.

**Building Resilience by Raising Awareness of the Double Stigma of Addiction & MAT
Joseph Bartholomew, Ball State University**

Heavy alcohol consumption and opioid overdose rates continue in the United States. Medication-assisted treatment (MAT), an evidence-based treatment, combines FDA-approved medications with psychosocial interventions to provide a comprehensive approach to recovery for alcohol use disorder (AUD) and opioid use disorder (OUD). MAT is highly successful, making it a valuable tool in addressing these issues. Social constructs form around sociodemographic variables such as race, gender, disease, and, in this case, with the MAT approach to recovery. Through a mark placed upon individuals with AUD and OUD, a dichotomy is formed—an in-group who possesses power and an out-group who does not. By possessing power, often underpinned by morals, proper ideas on how to behave, the in-group determines what is correct, acceptable, and suitable. The mark placed upon individuals with AUD and OUD, combined with the mark placed upon MAT, creates a double stigma. Stigmatized attitudes toward individuals with AUD, OUD, and MAT limit MAT's use. Increasing awareness and education on addiction and understanding the combined dynamics of MAT (medication and treatment) helps individuals develop healthier coping mechanisms and build resilience, increasing their chances of achieving lasting recovery.

B2: Creating a Critical Theory, Building A Scientific Evidence Base, & Engaging in Intersectionality Praxis: Lessons From Cultural Betrayal Trauma Theory (Workshop): Laskey A

Jennifer M. Gómez, Boston University

I first proposed cultural betrayal trauma theory (CBTT) in 2012, from a basic critical curiosity: In the context of racism, I wonder if solidarity in the Black community makes within-group violence particularly harmful? And if so, I wonder if part of that harm is cultural? (Gómez, 2023). My thinking was influenced by a few lines of scholarship: 1) Jennifer J. Freyd's (1997) betrayal trauma theory, which highlighted the vulnerability of people abused by those they trusted and/or depended upon; 2) then-called ethnic minority trauma psychology, like that of Thema Bryant (Bryant-Davis, 2005), which contextualized the incidence and impact of trauma; and 3) Black feminist literature, including from bell hooks (1994) and Audre Lorde (1984), who centered Black women's experiences within intersectional oppressions and trauma. In my attempts to embark on this research as a doctoral student—and while having full support of my graduate advisor, Jennifer J. Freyd—I was perpetually given a trap by editors, reviewers, and other gatekeepers: If I theorized that internalized prejudice may be an outcome of within-group violence, known as cultural betrayal trauma, I was told that there was no data to support that supposition. However, without the theoretical framework of CBTT, there would be no reason to expect a cultural outcome following trauma. So, where to begin? In this workshop, I will walk us through the process of triangulating transdisciplinary literatures to serve as the scholarly foundation for CBTT. I then will detail the process of creating the Cultural Betrayal Multidimensional Inventory for Black American Young Adults (CBMI-BAYA; Gómez & Johnson, 2024) to empirically test CBTT using both theoretical and empirical information (e.g., Flora & Flake, 2017) through: the transdisciplinary literatures in trauma, inequality, Black feminism, disclosure, social support, and posttraumatic growth; the extant CBTT research; content expert feedback; confirmatory factor analyses; and bivariate analyses to assess face, construct, convergent, and divergent validity. Next, I will demonstrate how we engaged in intersectionality praxis through seeking approval of CBTT by ordinary people outside of academia (Gómez & Gobin, 2024). Finally, there will be time for discussion to explore the critical, scientific, cultural, and emotional challenges of creating a theory in which you are responsible to both yourself and the real people whose lived experiences inform your work.

B3: How Social Support Promotes Resilience (Perspectives): Laskey B**Resilience is social: How relationships, support, and community build strength****Rufaro A. Chitiyo, Tennessee Technological University**

In the face of setbacks and adversity, resilience has long been recognized as the secret ‘ingredient’ that enables individuals, families, and communities to adapt positively. While there is ample research on the internal attributes of resilience (like self-efficacy and coping), there is a dearth of research on the social determinants that shape resilience across the lifespan. The presenter will discuss evidence from U.S.-based research on the correlation between social health and resilience outcomes. Social health is defined as the “adequate quantity and quality of relationships in a particular context to meet an individual’s need for meaningful human connection” (Doyle & Link, 2024, p. 619). In other words, social health is when connection and community produce/breed well-being (Killam, 2023). In general, research results indicate that community engagement, strong social networks, and perceived social support consistently contribute to resilience in individuals and families. Based on these findings, social service providers and educators should embed social health indicators into resilience-enhancing initiatives and educational content as needed. In this individual perspectives presentation, the presenter will also address proposed practical strategies for doing so.

Resilience in College Students: Relationship to Social Support Networks**Helen Bateman, The University of the South**

Previous research suggests that lower levels of students' resilience in college settings are associated with problems such as lower self-esteem, a higher probability of dropping out, and increased stress levels. Contemporary resilience theory suggests that resilience is a process facilitated by a variety of factors, including social support networks. In this study, we examined the hypothesis that various social support networks, such as college faculty, staff, and peers, would be associated with higher levels of resilience in college students. We surveyed 191 undergraduate students at a liberal arts college located in a rural area in the Southeastern United States. Our findings support these hypotheses. We found that college students who reported higher levels of resilience were more likely to report feeling supported by faculty and staff in their university, with the relationship between students and faculty being the most significant. More specifically, students' resilience was associated with students' reporting faculty as being helpful to them in a variety of areas, including providing support with their present academic challenges, their future educational plans, and their personal lives. We also found that having friends in college was associated with higher levels of resilience for students.

Resilience in the Shadows: Black Women’s Lived Experiences as Informal Supporters**Auriel Jasper-Morris, The University of Akron; Dawn M. Johnson, The University of Akron; Shantoyia Jones, Xavier University of Louisiana**

Black women have long shouldered the unseen labor of supporting others through trauma, particularly intimate partner violence (IPV). This project centers the lived experiences of Black women who served as informal supporters to other Black women facing IPV, revealing the dual realities of burden and resilience within this role. Using Interpretative Phenomenological Analysis grounded in Black Feminist Thought and Intersectionality, participants described the emotional and physical toll of caregiving, including sleepless nights, anxiety, and fatigue, while also highlighting deep gratitude, faith, and a sense of purpose. Support was experienced as both privilege and strain, yet from these complex spaces emerged profound coping and self-preservation practices: prayer, therapy, boundary setting, journaling, and rest. Participants reframed depletion into self-compassion and transformed silence into voice, finding strength through spirituality, trusted networks, and cultural traditions. These narratives illustrate that resilience is not defined by invulnerability, but by the continual act of showing up with honesty, compassion, and grace. By amplifying the voices of Black women supporters, this work expands understandings of trauma and healing, showing that within acts of care, Black women embody resistance, community, and transformation. Resilience, here, is not mere survival; it is reclamation.

B4: Trauma-Informed Yoga with Yoga 4 Change (Workshop): Laskey C**Danielle Rousseau, Yoga 4 Change, Boston University; Kim Simon, Yoga 4 Change**

Join Yoga 4 Change (Y4C) for a grounding, accessible, trauma-informed yoga session designed to support nervous system regulation, embodied resilience, and holistic wellbeing. Rooted in principles of choice, safety, and empowerment, this practice invites participants to reconnect with breath and movement in ways that honor individual experiences and needs. Suitable for all bodies and abilities, the session integrates mindfulness, gentle movement, and evidence-informed approaches to healing. Come cultivate connection,

presence, and resilience as we move together in community.

B5: Resilience Among Providers (20x20): Clyde & Mary Room

A Resilience Informed Framework for Engaging Providers to Strengthen the Healthcare Safety Net

Karla Shockley McCarthy, The Ohio College of Medicine Government Resource Center; Sarah Parmenter, The Ohio Colleges of Medicine Government Resource Center

Background: Structural adversity—including poverty, system fragmentation, workforce shortages—shapes the capacity of healthcare safety net providers and the experiences of Medicaid enrolled populations. Resilience scholarship emphasizes systems' adaptation through interactions among stakeholders, organizational constraints, and policy environments. Yet efforts to understand the healthcare safety net rarely incorporate provider perspectives as core evidence. Framework: This study applies a resilience-informed systems framework integrating principles from systems resilience, learning health system design, and implementation science. The framework emphasizes contextual understanding, iterative feedback loops, and cross-provider engagement as mechanisms for strengthening system-level resilience. Methods: A statewide advisory network was established, including partners across primary care, behavioral health, dental care, pharmacy, school-based health, hospital systems, and EMS. Early implementation included relationship-building conversations, exploratory data-sharing discussions, and mixed-methods information gathering (administrative and survey data, scoping reviews, spatial assessments of availability, accessibility, and demand). Preliminary Findings: Providers expressed strong willingness to participate and identified system-level barriers, including administrative burden, care coordination gaps, workforce limitations, and geographic inequities. Organizations highlighted opportunities to strengthen data infrastructure and test innovative care models. Implications: The advisory network operationalizes provider insight as essential system data and establishes a platform for co-developing strategies that enhance responsiveness, equity, and resilience across the healthcare safety net.

Victimization and Resilience of Community Mediators

Caroline Harmon-Darrow, Rutgers University School of Social Work

Within the broader umbrella of conflict resolution and violence prevention services, community mediation centers are a mediation delivery system, specifically defined by use of volunteer mediators (30,000+ nationally). Volunteer community mediators are often motivated to serve by their own history of violence and peace, and their personal experiences in these areas have not been studied, with the exception of some work on secondary traumatic stress and burnout. A community-engaged study, nine state and local community mediation programs formed an advisory committee which designed the research questions, survey, and interview guide, with 12 mediators trained as community co-interviewers. The online survey and qualitative interviews asked: [RQ1] What are the trauma and victimization histories of community mediators? [RQ2] What strengths and resilience do community mediators bring? [RQ3] What vicarious trauma is experienced by community mediators? [RQ4] What vicarious resilience is experienced by community mediators? Data collection is nearly complete. Survey results and interview themes will be discussed, along with implications for research, practice, and policy related to community mediation and violence prevention.

The Critical Need for Educator Trainings in Trauma Informed Practices for Schools

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

Educators must be equipped to implement trauma informed practices, particularly during times of national and/or local crisis, to support both student learning and their own well-being. The COVID-19 pandemic underscored how uncertainty and stress can activate survival responses in the brain—narrowing focus, impairing planning, and making emotional regulation and decision-making difficult. When safety feels threatened and control is lost, learning is compromised. Bath's (2008) seminal research and model of three pillars of trauma-informed care (safety, connection and emotional regulation) should be embedded within school systems. These tenets can be applied in classrooms, communities, and in home settings to reduce trauma responses and foster healthier, more resilient environments. It is time to be intentional about training educators to transform school climate and pedagogy while fostering grit, determination and resilience to help students succeed in the classroom and beyond. This 20x20 presentation will explore how trauma-informed practices can transform school climate, enhance well-being, strengthen resilience, and promote success for all.

Resilience in Context: Examining Resilience Perspectives between Mentor/Mentee Pairings

Kaitlin Kirkley, University of South Carolina; Barbara Koons-Witt, University of South Carolina; Tia Andersen, University of South Carolina

This presentation explores how youth and their mentors describe what makes youth resilient. This study draws on data from a university-school partnership program that pairs trained university students with youth who have been expelled from their traditional high schools and placed in a disciplinary alternative education setting. Many of these youth have experienced trauma, instability, and systemic marginalization that has disrupted their educational and social trajectories. Despite these challenges, they continue to work toward educational and personal goals with the support of a mentoring relationship. Using in-depth, semi-structured interviews, this qualitative analysis explores how matched mentor-mentee dyads respond to parallel questions about youths' strengths and capacity for resilience. Mentors were asked to characterize their mentee's resiliency, and mentees were asked to characterize their own resiliency. The study contributes to the broader understanding of how resilience in youth is recognized and nurtured in mentoring relationships, opening the door for discussions on how youth-serving professionals can help youth recognize and be able to name their own strengths in the face of systemic challenges.

B6: Building Trust and Impact: Community-University Partnerships (Hot Topic Panel): Kreitner Room

Jen McClellan, Public Children Services Association of Ohio; Susan Yoon, The Ohio State University College of Social Work; Megan McLean, Adoption Options, Denver, CO; Heather Taussig, University of Denver and Kempe Center, University of Colorado; Dalhee Yoon, Binghamton University-State University of New York Department of Social Work; Kim Stratton, Children's Home of Wyoming Conference

This Hot Topic panel will examine how authentic and trust-based partnerships between community organizations and universities can generate meaningful impact for children, families, and communities. While research brings valuable tools and evidence, communities bring critical expertise grounded in lived experience and practice. This panel will feature three pairs of community-university partners from Ohio [Ohio START], Colorado [Fostering Health Futures], and New York [Resilience-based supportive mentoring] who have collaborated on community-engaged research projects addressing issues affecting child and family well-being. Panelists will represent both community and academic partners, offering diverse perspectives on what successful collaboration looks like in practice. The panelists will share lessons learned from co-developing projects, navigating different priorities and timelines, creating structures (e.g., team meetings), and building trust. This session seeks to generate candid conversation and actionable ideas for making collaborations more equitable, sustainable, and impactful.

B7: Conversation with Dr. Sherry Hamby on Writing a Book about Resilience for a General Audience (Workshop): Fondren Hall

Nicole Yuan, University of Arizona; Sherry Hamby, University of the South & Life Paths Research Center

On May 26, 2026, Dr. Sherry Hamby's book, *Stronger than You Think: Building Lifelong Resilience*, will be released by Penguin Random House. Ahead of the release, we will hear about Dr. Hamby's experiences writing a book on resilience for a general audience. Dr. Hamby applied decades of work to write a book aimed at helping the general public understand their trauma burden and how it has affected them. She describes new ways of thinking about healing and resilience. Dr. Hamby presents the concept, resilience portfolios, and teaches the public how to develop their own portfolio using practical advice and exercises that she provides. The 60-minute session will include two parts. During the first part, Dr. Nicole Yuan will interview Dr. Hamby about her book and the process of writing it. The interview will include questions about how the book fits Dr. Hamby's mission in promoting resilience, challenges and rewards of writing a book for a general audience, sources of inspiration, and reflections on how writing the book impacted her life. The last part of the session will be dedicated to questions and comments from attendees. Don't miss this unique opportunity to learn about Dr. Hamby's book before it is released!

Monday 1:15 to 2:30 pm

C1: Crafting Wellness: Fibercrafts as Tools for Resistance, Mental Health, Resilience, and Well-being (Perspectives Panel): Great Hall

In the US and other Westernized countries, fibercrafts have often been associated with reductive gender and ageist stereotypes; however, these fibercrafts also have historically strong ties to community building and resistance movements. In particular, there has been a reclamation of these aspects since the COVID-19 pandemic. Existing evidence supports that fibercrafts promote well-being, executive functioning, regulation, and community cohesiveness, all of which contribute to cultivating resilience on both individual and group

levels. This session aims to teach attendees about these benefits and introduce them to the practical skills of knitting so they can learn how to incorporate this into their own lives and practice. Panelists will share their personal experiences with fibercrafting, how these crafts have supported their well-being, and reflections about crafting as resilience from their own lives, both personally and in the context of patient care. By participating in this session, attendees will have a better understanding of the benefits of fibercrafts on regulation and mental health, how fibercrafts may be incorporated into clinical practice, and how fibercrafts can support community, identity, and resistance. Attendees will learn how to knit a simple craft during the session and leave with the tools and skills to complete their knitting.

Literature Review of Fibercrafting as a Tool of Wellness and Resilience

Isabella Caldwell, MD, Harvard University Health Services; Golda Sinyavskaya, MD, Massachusetts General Brigham Hospital

The first and second panelists will review the existing literature related to fibercrafts 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 fibercrafting has been beneficial for the mental health of children and adults in school, community, and clinical settings. Participants will learn about potential neuromodulatory effects of fibercrafting and the most recent research focusing on the resurgence of these activities. Attendees will learn about the research regarding how fibercrafting can potentially support the cultivation of resilience through helping individuals foster stronger community ties, learn new skills, self-regulate, build self-confidence, and learn how to tolerate distress. For example, the physical steps of fibercrafting often mimic the gestures used in co-regulation even from infancy. Additionally, this review will include current evidence that supports fibercrafting as an important self-regulation and wellness tool for medical and mental health providers.

Community Cultivation and Resistance Through Fibercrafting

Victoria Trump Redd, MD, Cambridge Health Alliance; Linda Nix, MD, Eliot Community Human Services

The third and fourth panelists will speak about how modern fibercrafters challenge stereotypes and the ways that fibercrafts have been integral to resistance movements. Many modern fibercrafting communities challenge stereotypes about who should be engaging in fibercrafting, how their projects should fit on diverse bodies, the ableism in project time constraints, and what makes a project “right” for a certain gender. Crafting circles are also often ways for marginalized people to reclaim agency, create community, and support each other. We will learn about historical examples such as anti-Nazi resistance and massive protests for disappeared family members in Peru. Contemporary examples of how communities utilize fibercrafts to resist structures of patriarchy, ableism, heteronormativity, and consumer culture will also be explored. Fibercrafts are particularly evocative because one can wear their story on their body through the item produced, sparking conversations about who crafts and what that means for us all. Fibercrafts offer both direct and indirect forms of resistance for diverse communities across the globe.

C2: Youth Resilience: Big Picture (Perspectives): Laskey A

Exploring Resilience Portfolios Among Adolescents and Young Adults: Latent Profile Analyses

Victoria Banyard, Rutgers New Brunswick; Kimberly Mitchell, University of New Hampshire Crimes Against Children Research Center; Sherry Hamby, University of the South and Life Paths Research Center

The Resilience Portfolio Model (RPM) exemplified multidimensional models of resilience that move beyond analyses of one strength at a time. The RPM promotes understanding profiles of resources and assets that build regulation, interpersonal connections, meaning making, and draw from aspects of the built and natural environments. Project Lift Up is a national online longitudinal study of adolescents and young adults (N=4891), including oversamples of participants across gender and sexual identities. A variety of strengths representing all four domains of the RPM were included in the survey. Latent Profile Analyses identified seven classes that differed from one another on well-being (mental health) and prevention (bystander action) outcomes. These classes included a despondent class (low on most strengths measured), an isolated class (low on interpersonal strengths), a seeking class (low on many strengths but high on seeking help), a supported class (high on interpersonal strengths only), an individualist class (high on meaning making but low on interpersonal strengths), a multi-faceted strengths (high on most assets), and a second resilient class that was also high on activism. These analyses show another way of understanding the variation in resilience portfolios of young people.

A Systematic Review of Conceptualizations and Operationalizations of Resilience in Emerging Adulthood Following Youth Victimization

Spenser Radtke, The University of North Carolina at Chapel Hill; Nicollette Violante, The University of North Carolina at Chapel Hill; Dee Yookong Williams, The University of Missouri; Melissa Renee Jenkins, University of Wisconsin-Madison; Allison Waters, The University of North Carolina at Chapel Hill; Cynthia Fraga Rizo, The University of North Carolina at Chapel Hill

Youth victimization is associated with numerous negative outcomes across the lifespan, however a subset of individuals demonstrate better than expected outcomes, or resilience. The three core elements of researching resilience (adversity; protective factors; outcomes) are conceptualized and operationalized in a variety of ways. Emerging adulthood, or roughly ages 18-25, is a developmental period marked by instability in a variety of life domains. Because emerging adulthood is a stage in which individuals are expected to undergo new life challenges, it would be expected that individuals who experienced youth interpersonal victimization might have an even harder time adjusting to such challenges. We need to have a better understanding of how these resilience elements are being researched in samples containing this age group. This systematic review amassed research conducted in the United States that examines resilience in emerging adulthood after youth victimization. Twenty-one articles met the specific criteria and highlighted that while researchers acknowledge resilience as a dynamic process, the core elements of resilience are often represented by singular variables that vary significantly across studies. While these studies contribute to the overall knowledge base of resilience, there is a clear need for research that considers resilience elements in comprehensive and holistic ways.

The Resilience Portfolios of Arab Adolescents in Israel

Shireen Sokar, The University of the South

Background: Children and adolescents exposed to violent events and adverse childhood experiences are at heightened risk for compromised mental and physical health. Despite such adversities, many individuals demonstrate resilience in the aftermath of trauma. Understanding the dynamic processes of mobilizing psychosocial strengths and external resources is essential for promoting youth well-being and adaptive functioning. Study Context: Since October 7, 2023, both Arab and Jewish children have been profoundly affected by the ongoing regional conflict, which has included missile attacks from Gaza, Lebanon, Yemen, and Iran. These attacks have deliberately targeted civilian communities, resulting in injuries, fatalities, and the displacement of thousands of Israeli citizens from their homes. Objectives: This study applies the Resilience Portfolio Model to identify which strengths and resources help children overcome such adversities. Method: A cross-sectional survey using self-administered questionnaires was conducted with a convenience sample of approximately 500 Arab adolescents in Israel (ages 13–18). Preliminary Analysis and Expected Contribution: Data analysis is currently underway. The findings are expected to contribute to a better understanding of resilience processes among minority youth living in contexts of chronic political conflict, and to inform culturally sensitive interventions that strengthen protective resources and promote positive development.

C3: Queer Resilience (Perspectives): Laskey B

“Ever Arising”: Excavating Black Gay Fathers’ Resilience Experiences

Tayon Swafford, Marian University

Resilience has been framed as the ability to withstand and recover from life’s difficult situations without significant, long-term consequences. While such framing provides an operable baseline, it neither portrays nor conveys what resilience looks, sounds, and/or feels like for U.S. Black gay fathers attempting to navigate intersecting and interlocking racial, sexual, and parenting identities. This is a gap that this researcher addressed by interviewing 21 U.S. Black gay fathers from October to December 2024 to excavate how they have reconciled these identities amidst systemic racism, homophobia, discrimination, and oppression. During this presentation, session participants will be introduced to one of the study’s findings: The Development of Indefatigable Resilience. This will occur in three ways: First, session participants will glean how indefatigable resilience manifested from the study’s data. Second, session participants will learn the conditions necessary for indefatigable resilience to become a reality for the study’s participants. Third, session participants will discover how indefatigable resilience helped the study’s participants survive and create meaning across all spheres of social life. By proceeding in this manner, session participants will be prepared to begin reframing resilience in ways that are more tailored to and mindful of U.S. Black gay fathers’ experiences.

Staying within: How Korean queer Christians navigate belonging in church communities

Hyejean Kwon, Indiana University School of Social Work

In South Korea, Protestant churches hold significant social influence yet remain largely exclusionary toward LGBTQ+ individuals. Despite this, some queer Christians continue to participate in church life, maintaining relationships and a sense of community within spaces that often reject them. This study explores how such experiences of staying are formed and given meaning. Using Constructivist Grounded Theory, six participants were selected from a larger qualitative study of seventeen queer Christians who remained connected to Protestant communities. Through in-depth interviews and iterative analysis, five interrelated processes were identified: managing silence as care and self-protection, maintaining ambivalent belonging within familiar yet exclusionary spaces, reconstructing faith through personal reflection, seeking connection in informal peer or online networks, and envisioning inclusive change from within. Participants' decisions to remain were shaped not by conviction or expectation of acceptance but by emotional familiarity, relational attachment, and the social role of church as a communal anchor. These findings suggest that staying within exclusionary faith spaces reflects not defiance or hope for reform, but an enduring attachment to community, familiarity, and connection that persists even amid exclusion.

Resilience Strengths and Well-Being in Transgender and Gender Diverse Adults

Wyatt Partington, Cleveland State University; Amanda Ahn, Cleveland State University; Elizabeth Gony, Cleveland State University

Introduction: Transgender and gender diverse (TGD) individuals demonstrate resiliency in various ways. The resilience portfolio model (RPM) is a comprehensive framework that organizes protective factors that promote adaptive functioning. Given their potential to improve well-being, this study examined the associations between these protective factors and well-being in TGD adults. Procedure: Participants were 300 TGD adults ranging from 18-73 years old. Participants completed an online survey containing measures on emotion regulation, coping skills, gratitude, compassion, generosity, forgiveness, meaning-making, nature experiences, social support, gender congruence, mental well-being, and life satisfaction. Results: Emotion regulation predicted greater gender congruence ($\beta = .17$), mental well-being ($\beta = .32$), and life satisfaction ($\beta = .37$). Gratitude also predicted greater mental well-being ($\beta = .24$) and life satisfaction ($\beta = .33$). Meaning-making ($\beta = .18$) and social support from family ($\beta = .10$) and romantic partners ($\beta = .40$) also contributed to greater life satisfaction. Conclusion: The findings of this study suggest resilience strengths are positively associated with well-being in TGD adults. Emotion regulation and gratitude emerged as key contributors, suggesting practical targets for interventions. Future research should identify the mechanisms by which resilience factors promote the well-being of TGD adults.

Trans and Nonbinary People's Experiences of Resilience: Multifaceted Experiences of Survival and Thriving
Mihael MacBeth, Michigan State University; Jae A. Puckett, Michigan State University; Kalei Glozier, Michigan State University; Debra A. Hope, University of Nebraska-Lincoln; Richard MocarSKI, Northern Illinois University; L. Zachary DuBois, University of Oregon

This qualitative study elaborates on the diverse forms of resilience experienced among transgender and nonbinary (TNB) people living in the U.S. Participants included 158 TNB people from Oregon, Michigan, Nebraska, and Tennessee as part of a larger longitudinal study on the impacts of sociopolitical contexts on health and resilience. In this analysis, we specifically examined data from in-person, semi-structured interviews conducted at baseline of the longitudinal study. We drew on the Multidimensional TNB Resilience Framework to conduct a deductive content analysis and used this framework to assess the prevalence of a range of resilience categories as well as of traditional or generic definitions of resilience as simply the ability to "bounce back" from challenges. While many (82.6%) participants' experiences reflected the generic definition of resilience, most (92.7%) of these participants also reported forms of resilience specific to TNB people. For example, beyond experiences that aligned with our predetermined codes, 16.1% of participants described survival as a TNB person as a form of resilience. Participants' descriptions of their resilience were diverse, manifesting across a variety of socioecological levels. These findings highlight TNB people's diverse experiences of resilience have implications for future research in these areas.

C4: After The Crisis: Envisioning What's Next for Science and Academia (Workshop): Laskey C
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Sherry Hamby, University of the South & Life Paths Research Center

These days, you often hear people talk about wishing things were back to the way they were before NIH, CDC, and the NSF were gutted. While that would obviously be better than what we have now, there were many problems with the previous system. Also, we know from history that a return to the previous order is simply

unlikely to happen. Philosophers such as Ernst Bloch called such envisioning “dreaming ahead” (Vorwärts-Träumen) and it has become an important aspect of many liberatory movements.

What would be better in academia? I think we always need to start with ourselves. What would make your scholarly life better? We want to develop beyond “more money” and beyond what would serve your university’s or other institutions’ interests. Although universities are not officially pro-trauma, they are not truly anti-trauma either, in the sense that working towards lowering the global burden of trauma is simply not a central priority of most universities.

This workshop will offer an opportunity for some personal envisioning and sharing and thinking about how we can be a voice for a stronger future for science and anti-trauma work.

C5: Improving Advocacy (Perspectives): Clyde & Mary Room

Self-Advocacy: They’re Listening But Are They Hearing You?

Sal Corbin, DC Peace Team

The issue with mission sharing is not what we're saying, it's how we're saying it. It's not what we're doing, but how we're showing up. In this information based and interactive session, learn different perspectives on advocacy that begins with self-awareness and ends with outcome. Learn how to manage your inner voice to maximize effective impact in your support work.

Learning Objectives:

- Define effective communication
- Develop self-awareness
- Explore passion & delivery

Promoting Mental Wellness and Meaningful Learning in Trauma Sensitive Environments

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

For learning to be maximized, students have a strong need to feel seen, valued, heard, and respected in their authentic selves (Hammond, 2014; Quinn, 2017). When youth feel empowered, know what to expect, and have choice in their circumstances, they are more likely to thrive. Educators must also consider the barriers that trauma and mental health challenges may present in the classroom, ensuring that these are reflected in instructional design and practice. Shifting from default interactions to purposeful, intentional engagement can foster meaningful change. This interactive presentation will share research-based strategies and an original, presenter-developed framework for creating trauma-sensitive environments—safe and respectful spaces that supports students’ well-being, ability to feel safe in relationship with others, opportunity to regulate their emotions and behaviors, and ultimately to succeed academically. Participants will explore how concepts such as grit, growth mindset, and resilience intersect with trauma and mental wellness, challenging traditional assumptions and promoting more equitable, healing-centered practices. The session will conclude with a curated list of practical resources and a trauma-informed checklist to support educators in nurturing resilience, wellbeing, and belonging among all learners.

Deepening social workers’ knowledge of symptoms experienced from survivors of complex trauma

Lindsay Bennett, Ball State University; Rachel Hampton, Ball State University

There continues to be a need in clinical social work practice and education to advance social workers’ understandings of Complex Post-Traumatic Stress Disorder (C-PTSD). Within existing literature, few studies use a qualitative approach to gain deeper understanding of how C-PTSD symptom presentation may vary, and the impact of these symptoms in daily life. This presentation uses data to highlight the experiences of symptoms resulting from complex trauma in 12 individuals. Themes of this study include affect regulation, physical symptoms, self-concept, interpersonal relationships, systemic influence and injustice, and contextual triggers.

C6: Crisis in Wellness: Culturally Specific Approaches to Healing Black Women (Hot Topic Panel): Kreitner Room

Umi (Shelia) Hankins, Black Sage Collective; Lisa H. Johnson, Deep Breaths and Heal; Lauren Collins, Lauren H. Collins Wellness, a nonprofit organization; Toya Hankins, Self Mastery Healing Arts Institute – Non-Profit
Black women are suffering from historical, generational and the current impact of trauma experienced by them and their ancestors over their life course and yet they have survived. However, their survival has not been without consequences. The chronic stress from navigating social and systemic conditions contributes to physiological wear and tear increasing the risk for:

Hypertension, heart disease, and diabetes; Higher rates of adverse maternal and infant health outcomes, that are independent of socioeconomic status; Elevated rates of depression, anxiety, and PTSD symptoms; and Maladaptive coping behaviors, such as emotional eating, physical inactivity, and substance use. Thus, these social determinants of health function as the structural mechanisms through which historical and current trauma are embedded in the daily lives and bodies of Black women, transforming societal inequities into individual health consequences. During this HOT TOPIC discussion participants will learn about a range of culturally specific healing modalities for Black women that emphasize holistic, community-based, and anti-oppressive approaches to address historical social and systemic trauma.

C7: Retreating Back to Self: A Moment of Rest (Workshop): Fondren Hall

Nina Johnson, Indiana State University

Research shows that self-care can be separated into personal and professional settings and action plans. In this workshop we will explore how to care for ourselves within our professional identities and duties. Separately, individuals will reflect on their self-care needs that relate to their personal hobbies, interests, and goals. We will come together as a community to practice intentional breathwork, meditation, and body scanning techniques. Individually, participants will take time to craft their own personal and professional self-care microaffirmations to honor their full selves. In this workshop, we will have conversations about the importance of retreating back to yourself when your body, mind, or soul signals you to do so. This workshop is meant to be a brave space for participants to talk about their needs while also engaging in silence, rest, and community healing.

Monday 2:45 to 4:00pm

D1: Creating Strengths-Based Systems (Perspectives): Great Hall

Ethos of Care in Youth Organizations: Cultivating Collective Healing and Resilience through Counterspaces
Maritza Vasquez Reyes, Georgia State University; Caitlin Elsaesser, University of Connecticut (UConn) School of Social Work

Structural violence underpins the challenges faced by youth and youth workers in disinvested neighborhoods, where poverty, racism, and neglect intersect. Justice-oriented community organizations play a vital role in addressing these harms by serving as counterspaces that resist oppression and nurture resilience among Black and Brown youth. Counterspaces are a specific type of setting, in which deliberate efforts are made to prevent the replication of societal oppression within that space. While transformative relationships, identity work, and resistance are core to the counterspace model, this study introduces collective care as a novel and vital process. Across separate focus groups (7 in total), both youth and staff consistently pointed to collective care as a defining feature of their CBYO—describing it as mutual care rooted in shared responsibility for one another’s well-being. When care is embedded throughout—from programming to staff culture—organizations meet immediate needs while fostering long-term resistance and community healing. This study’s findings highlight collective care not just as a backdrop, but as a vital resource for cultivating resistance and resilience in the face of ongoing trauma and structural violence that shaped their daily realities—and for negotiating change.

From Discipline to Development: Building Resilience Through School-Wide Behavior Intervention Classes

Meredith Pettigrew, Franklin Special District

Over the past two school years, I designed and implemented school-wide behavior intervention classes as a proactive alternative to traditional disciplinary practices. Rather than responding to behavior through removal or punishment, these classes emphasized building flexibility, emotional regulation, self-awareness, problem-solving, and relational skills within a structured and supportive environment. Grounded in trauma-informed and resilience-based principles, the model reframed behavior as communication and prioritized adaptive skill development over compliance. This presentation will describe how the intervention classes were structured, how students were identified and supported, and how collaboration with staff strengthened implementation across the school setting. Participants will explore how intentionally teaching flexibility — the ability to adapt to expectations, tolerate uncertainty, and recover from challenges — supports student regulation and reduces reactive discipline. A school-wide approach to behavior intervention is shown to increase engagement, predictability, and a more positive school climate. Practical examples, lessons learned, and implementation considerations will be shared to support replication in diverse educational contexts. Attendees will leave with a clear framework for shifting from discipline-based responses to developmentally supportive systems that

promote flexibility, resilience, dignity, and access to learning for all students.

Addressing physician sexual misconduct through institutionally courageous medical boards

Madeline Bruce, Webster University

The vast majority of physicians lead honorable careers: serving their patients, educating new doctors, and ensuring the ethical practice of medicine. However, the harmful actions of a few can cause damage to the image of a field as a whole. Physician sexual misconduct (PSM) is one such event that is not just potentially traumatic to the patient-survivor, but can erode the overall public's trust in medicine. This damage is amplified based on how medical boards respond to PSM reports. In fact, some medical board actions have been described as institutional betrayal, when an institution fails to prevent or respond appropriately to trauma occurring within its ranks. The theoretical antidote to betrayal is courage. Courage, in this context, refers to an institution upholding moral and ethical standards to show care and protection for its dependents, regardless of risk or cost. This perspectives talk will define what constitutes PSM, summarize current trends in medical board responses, and link some of these actions to institutional betrayal. Then, the speaker will outline a timeline of a PSM event, highlighting trauma-informed and institutionally courageous actions medical boards can take to prevent and/or respond to these events.

D2: Music to Create, Build & Heal: Explorations (Workshop): Laskey A

Christopher Thornton, Isaiah Robinson, & Tonishia Sheed, Beyond the Bars

For beginners and all interested

Join Christopher Thornton (they/them), Co-Executive Director, Isaiah Robinson, program facilitator, and Tonishia Sheed from Philadelphia's Beyond The Bars, an organization that uses music as a means to disrupt cycles of violence, Christopher is a student, steward and educator within the Afro-Mexican music and community known as Son Jarocho, a community based in the resilience, community healing and creating capacities of African and Indigenous peoples in the Sotavento region of Mexico. In this hands-on workshop, you will get the opportunity to hear more about the music-making that Christopher, Isaiah, and Tonishia engage in and have a chance to make music with them.

D3: Environmental Supports for Resilience (20x20): Laskey B

Community-level Resources that Promote Resilience: A Scoping Review of Studies Using National Data

Matthew Hagler, Francis Marion University; Sherry Hamby, University of the South and Life Paths Research Center; Yanfeng Xu, University of South Carolina; Julia Stavola, Boston University; Karla Shockley McCarthy, The Ohio State University; Danielle Rousseau, Boston University; Victoria Banyard, Rutgers University

Aims: To conduct a scoping review examining strengths measured at the community level associated with resilient psychosocial and health outcomes among studies using national data. **Method:** We conducted a systematic search of PsycINFO and PubMed, screening 1943 distinct search results to identify 27 studies that examined area-level/community predictors of resilience using national data. We extracted data using a structured coding scheme applied by independent coding pairs. **Results:** Results consistently showed that areas with concentrated socioeconomic disadvantage and resource deprivation had poorer physical and mental health outcomes. Findings regarding strength-oriented features of the social environment (e.g., social cohesion) and built environment (e.g., infrastructure) were mixed and confounded. Access to green spaces, sunlight, and warmer climates was associated with more resilient outcomes. **Conclusion:** More research is needed on community-level strengths and resilience, especially in non-Western contexts. Longitudinal designs and more sophisticated measurement would allow for more precise conclusions.

Small Is All: Belonging, Relational Practice, and Resilience in Community Spaces

Sarah McCall, University of Kansas Libraries; Amber Ovsak, University of Kansas Libraries

Resilience research consistently emphasizes belonging as a critical protective factor, fostered through supportive relationships, meaningful roles, and environments that recognize and nurture strengths. Yet within many institutional and organizational settings, the labor of building these relational supports remains difficult to document and is often undervalued within dominant assessment frameworks. In this 20x20 presentation, we examine how small, relational practices within an educational community space function as protective factors that support wellbeing and resilience. Grounded in care ethics, emergent strategy, and critical perspectives on assessment, we draw on qualitative indicators such as relational continuity, return engagement, and informal connection that signal resilience processes often missed by traditional measures. Rather than treating relational work as supplemental or incidental, we argue that it is foundational to how

resilience is cultivated and sustained. Using a strengths-based, justice-oriented lens, this session invites participants to reconsider how resilience is recognized and valued across institutional and community contexts. While rooted in an academic educational setting, the insights shared are intentionally transferable, offering practitioners across education, social work, and community-based fields concrete ways to notice, name, and support resilience through everyday relational practice.

Challenges in Improving Environments to Support Resilience

Renaldo Wilson, Morehouse School of Medicine

Southwest Atlanta exemplifies the persistent environmental challenges that undermine community resilience, particularly in Equitable Target Areas (ETAs) where high poverty and minority populations intersect with dangerous infrastructure. Despite comprehensive planning frameworks like Vision Zero and Complete Streets policies, residents face dangerous roadways characterized by high speeds, multiple lanes, inadequate lighting, and minimal pedestrian infrastructure. While 22% of the Atlanta region's residents live in ETAs, these communities bear a disproportionate 42% of pedestrian crashes and 37% of bicycle crashes, a stark manifestation of structural inequity. Critical gaps persist in maintenance programs for shared-use paths and sidewalks, routine safety audits, and data collection on active transportation usage. Historical underinvestment has left communities with well-worn dirt paths instead of sidewalks, poorly marked crossings, and transit stations lacking direct pedestrian access. This session will engage academics, advocates, and activists in examining how systemic design failures perpetuate health disparities and limit community resilience. Participants will explore evidence-based PSE strategies, including Complete Streets retrofits, traffic calming measures, and equity-centered planning processes, while critically analyzing barriers to implementation. Through case studies from Southwest Atlanta's landscape, attendees will identify actionable approaches for transforming infrastructure to support vulnerable populations and advance environmental justice.

D4: Adolescent & Young Adult Resilience (20x20): Laskey C

How Adverse Childhood Experiences and Resilience Portfolio influence Adolescent early sexual initiation: A Latent Class Analysis

Xiafei Wang, University of Kentucky; Linghua Jiang, University of Colorado Boulder; Xinbo Li, University of Kentucky; Sara A. Vasilenko, Syracuse University

Understanding how trauma and protective factors interact to shape adolescent sexual behavior has public health implications. Using data from the Future of Families and Child Wellbeing Study (N = 4,898), we conducted a latent class analysis (LCA) of adverse childhood experiences (ACEs) and protective factors informed by the Resilience Portfolio model (e.g., executive function, self-control, parent-child relationship, school connectedness, neighborhood collective efficacy). A six-class model based on model fit statistics showed distinct profiles with varying risks of early sexual initiation (before age 15). The highest-risk class (risk = 0.30) showed multiple adversities and few protective factors, while the lowest-risk class (risk = 0.08) had low ACEs and strong protection across domains. Intermediate groups varied by combinations of adversity and resilience (risks = 0.15–0.27). Specifically, the class featured by child abuse, material hardship, IPV, with good parent-child relationship, self-control showed lower risk (0.15) than the class featured by Child abuse, parental dysfunction, material hardship with self-control, school connectedness, and executive function, suggesting the absence of a strong parent-child relationship and greater parental dysfunction may override protective factors. These findings underscore the importance of examining trauma-resilience dynamics and developing trauma-informed interventions that strengthen the resilience portfolio to support healthy adolescent sexual development.

Generative AI for Resilience of Young Adults: A Rapid Scoping Review of Emerging Interventions and Critical Gaps

Oznur Bayar, The Ohio State University; Sezan Sezgin, Burdur Mehmet Akif Ersoy University

Objective: This rapid scoping review examines how generative AI tools are being used to promote resilience and well-being in young adults and maps the types of interventions currently being developed.
Methods: Following PRISMA-ScR guidelines, we searched Web of Science (2022-present) for studies on university student young adults, generative AI, digital interventions, and resilience outcomes. Grey literature was included to capture emerging innovations. We initially reached 97 sources. Results: Seven studies (n=672 participants) from five countries met inclusion criteria, including four randomized control trials and three quasi-experimental/feasibility studies. Interventions consisted primarily of cognitive behavior therapy-based chatbots (n=5), with most operating autonomously without human support. All seven studies measured negative

outcomes (depression, anxiety, loneliness, stress), while only three assessed positive resilience constructs (self-efficacy, agency, well-being). Six of seven studies showed significant improvements with small to large effect sizes ($d=0.45-0.71$). Implications: Although evidence remains limited without proof of long-term effectiveness, these results show the promising effectiveness of AI-based autonomous interventions for young adult mental health. However, they reflect mental health science's typical developmental trajectory of establishing deficit-based clinical efficacy before expanding to resilience enhancement. Future research should integrate strengths-based frameworks and examine how AI fosters resilience beyond symptom relief.

Evaluating Native Spirit: A culturally-grounded after-school program for American Indian adolescents
Fatima Verrijt, Arizona State University; Amanda Hunter, Arizona State University

American Indian and Alaska Native communities are beginning to offer culturally-based programs to address health disparities including depression, anxiety, and substance misuse. Native Spirit (NS) is one program that serves as an example of a culturally- and community-based program to create our own evidence for promoting wellbeing. The NS program has 13 interchangeable sessions, is based on local cultural values and practices, and each session is facilitated by a different cultural knowledge holder. This mixed-methods evaluation implemented a convergent parallel design with surveys at three timepoints ($N = 18$) and participant interviews ($N = 11$) to assess the impact of NS on awareness of connectedness, self-esteem, resilience, and substance use. A one-sided test revealed a significant increase in resilience scores over time, $\beta = 0.16$, $p = 0.047$. Convergent interview themes confirmed strengthened resilience through connectedness to culture, community, and self. Participants also identified aspects of cultural engagement (e.g., intergenerational support and time commitment) that attenuate substance use initiation. Since 2015, NS has built practice-based evidence of positive (statistically significant increases in cultural identity and resilience scores) for AIAN youth engagement in cultural practices and highlights the potential of the program to effect change in AIAN youth and their communities.

Strategies for Building Resilience: A 5-Year Pilot College Course
Sona Alvarez-Robinson, Georgia Institute of Technology

In 2019, Dr. Alvarez-Robinson created and proposed a 5-week, 1-credit "minimester" course for undergraduate and graduate students as part of an experimental initiative. The origins of the course were based on her professional experiences managing change and her own personal journey with trauma. The first cohort launched in spring 2020 (the final class day was March 12 – right before the COVID shut down). For the next 5 years, 198 students in 18 cohorts completed the course. In that time, students navigated the pandemic, financial uncertainty, and social fragmentation. This past summer, Dr. Alvarez-Robinson and a psychology doctoral student analyzed the insights and key learnings from the 5 years of student submissions between January 2020 and April 2025. In the fall of 2025, the course was restructured into a full-semester, 3-credit course in the school of psychology. The key learnings from the previous 5 years were integrated into the expanded course with additional content added to dive deeper into brain/body recovery and post-traumatic growth. This 20x20 session will highlight lessons learned and insights for providing resilience programming to college-age students.

D5: Insights into Adult Resilience (20x20): Clyde & Mary Room

Resilience in Reflection: Insights from Cognitive Interviews with Turkish Women Survivors of Gender-Based Violence

Zeynep Zonp, Wayne State University; Burcu Ozturk, Texas State University; Merve Inan Budak, Istanbul Medeniyet University; Burcu Ozer, Istanbul University-Cerrahpasa; Suna Uysal Yalcin, Kocaeli Health and Technology University; Denise Saint Arnault, University of Michigan

Gender-based violence (GBV) remains a pervasive global public health issue with profound implications for women's mental and physical well-being. This descriptive qualitative study explored how Turkish women with histories of GBV demonstrate resilience and meaning-making throughout post-traumatic recovery. Eighteen women aged 22–65 participated in cognitive interviews that examined how they understood and interpreted items of the Self-Assessment for Trauma Recovery Tool (START) related to coping, growth, and healing. The interviews revealed that the process of reflection itself served as a space for activating resilience. Participants described confronting painful memories with self-awareness, hope, and determination rather than avoidance. They expressed emotional balance, self-efficacy, and renewed strength—signs of adaptive resilience emerging from trauma. The retrieval of past experiences was intertwined with present functioning and future aspirations, illustrating healing as a dynamic, forward-looking process. Despite emotional intensity, participants framed

their reflections through growth-oriented reasoning, emphasizing endurance, faith, and agency. Rather than re-experiencing trauma, women transformed introspection into empowerment, identifying progress, control, and transformation over time. Findings highlight resilience as an evolving, culturally embedded process through which Turkish women reconstruct meaning, reclaim agency, and navigate healing after GBV, offering insights for culturally grounded, trauma-informed interventions.

Emotion Regulation and Psychopathology in Transgender and Cisgender Adults Pre- and Post-Pandemic
Wyatt Partington, Cleveland State University; Ilyya Yaroslavsky, Cleveland State University

Introduction: The COVID-19 pandemic has had particularly adverse impacts on the mental health of transgender and gender diverse (TGD) people. Emotion regulation (ER) is a resilience factor that may buffer these effects. This study examined differences in psychopathology between cisgender and TGD adults and tested whether the relationship between ER and mental health changed from pre- to post-pandemic. Procedure: A total of 266 adults (131 cisgender, 135 TGD; aged 18–67) completed an online cross-sectional survey assessing adaptive and maladaptive ER, depressive symptoms, and social anxiety, with data collected pre- and post-pandemic. Results: Compared to cisgender adults, TGD adults had higher depression ($p < .01$) and anxiety ($p < .01$), as well as greater use of adaptive and maladaptive ER ($ps < .01$). Adaptive ER interacted with time and group, indicating it became less protective for cisgender adults post-pandemic, while TGD adults remained relatively stable. Conclusion: Despite heightened depression and anxiety, TGD adults continued to engage in adaptive emotion regulation, suggesting resilience amidst pandemic-related stressors. These findings may reflect flexible ER strategies developed in response to chronic, stigma-related stressors. Future research should examine how such ER processes can inform interventions that strengthen resilience and well-being in TGD communities.

SUD Initiation and Engagement: Examining Ways to Advance the “Immovable” HEDIS Measure
Elizabeth (Liz) Taylor, Oakland University, Life Paths Research Center

In recent years, the frequency of substance use disorder diagnoses (SUDs) has steadily risen, with approximately 17.3% of individuals in the U.S. 12 years of age or older in 2022. Moreover, individuals with SUDs are at increased risk of overdose, injury, soft tissue infections, and mortality. Evidence-based treatment for SUD includes both psychosocial support and, for opioid and alcohol use disorders, medication. However, despite these statistics, less than 20% of individuals with SUD receive specialty care. The Initiation & Engagement (IET) is a SUD metric, part of the Healthcare Effectiveness Data and Information Set (HEDIS), tracking follow-up visits after a new SUD diagnosis. IET-14 Initiation: one follow-up visit after a new diagnosis; IET-34 Engagement: an additional two follow-up visits. Ongoing efforts are centered on improving the most challenging aspect of the measure, IET-34. For several years, a metro-Detroit Prepaid Inpatient Health Program (PIHP) has hovered at 10% compliance for the measure, while maintaining 40% for IET-14. Current intervention efforts include behavioral interventions, such as following up with persons served after missed appointments or providers engaging Peer Recovery Coaches for attempted outreach, and analytical analyses to examine potential patterns in claims data. Despite our efforts and determination, rates continue to remain frustratingly low. Future directions will be discussed as well as pitfalls of the measure itself.

D6: From Perfect to Possible: Overcoming Perfectionism as a Pathway to Resilience (Workshop): Kreitner Room

Nili Gesser, Department of Criminology, Bar Ilan University, Israel, nili.gesser@biu.ac.il; Nicole Yuan, Department of Public Health, The University of Arizona, USA, nyuan@arizona.edu

Perfectionism is often celebrated as a sign of dedication and excellence, yet research increasingly shows that it can undermine well-being, creativity, and authentic connection. Defined by setting unrealistically high standards for oneself and others, and by the persistent belief that others expect performance at the highest level, perfectionism can contribute to achievement but also lead to stress, burnout, and self-criticism. This interactive workshop will challenge the widespread myth that perfectionism is a key ingredient for success and satisfaction. Instead, it will invite participants to reframe imperfection as a source of growth, uniqueness, and resilience. Through guided reflection, cognitive-behavioral exercises, and group discussion, attendees will explore the origins of perfectionism, its benefits and burdens, and practical strategies to resist its grip. Emphasis will be placed on building flexibility, self-compassion, and adaptive coping, all of which are valuable skills for thriving in personal, professional, and community settings. Participants will leave the workshop with tools and insights to help them begin or continue the process of letting go of perfectionism and fostering resilience across life domains. This workshop welcomes participants from all backgrounds, recognizing that

perfectionism, as well as the freedom found in releasing it, affects all of us.

D7: Resilience Portfolios: Updates on the Latest Findings & Future Directions (Workshop): Fondren Hall

This workshop with Sherry Hamby & Vicki Banyard will give people the opportunity to hear up-to-the-minute updates on where progress is on resilience portfolios research. The workshop will primarily emphasize where we are with strengths and measures. What strengths have performed the best in the 16 (and counting) studies we have done so far? What are the newest strengths that have made it into the top group (out of more than 60 different psychosocial strengths we have tested)? What new measures are we feeling excited about? What is the current version of the measures for our favorite constructs? (We have been continuing to refine these and will share the most up-to-date packet.) We make our measures freely available to use (with appropriate citation, of course)—so come find something that will enhance your next study or clinical assessment!

Keynote

Great Hall in Laskey Building

Monday, 4:15 – 5:30 pm

The Future of Violence Prevention: Doing the Work in Challenging Times

Thomas R. Simon

Host: Katie Maguire-Jack, University of Michigan

Evening Reflection

Great Hall in Laskey Building

Monday, 5:15–5:30 pm (Central time)

Marci Weber

Tuesday, April 14th

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

Shireen Sokar

Tuesday 9:00 to 10:15 am

E1: Resilience and Recovery in Child Welfare: Qualitative Insights from Foster Youth and Systems-Involved Individuals (Perspectives Panel): Great Hall

This symposium presents a series of qualitative studies examining resilience, well-being, and systemic reform through the lived experiences of individuals connected to the child welfare system. Drawing on in-depth interviews with former foster youth and aged-out young adults, these studies explore both personal and structural factors that shape outcomes for children and youth affected by maltreatment and out-of-home care. The first presentation draws on interviews with young adults formerly in care to explore how different types of social support facilitate relational healing. It highlights the dynamic and agentic ways in which youth leverage relationships to rebuild trust and promote resilience. The second presentation centers the voices of former foster youth in identifying systemic challenges and proposing meaningful reforms. Participants emphasized the importance of youth voice in placement decisions, maintaining familiar environments, and addressing resource gaps in rural communities. The third presentation investigates how youth with maltreatment histories engage in meaning-making and trauma integration during emerging adulthood. Findings reveal how reframing past adversity and developing a coherent life narrative support long-term psychological resilience and growth. Collectively, these studies underscore the importance of authentic support, youth agency, and structural change in fostering resilience and promoting well-being among systems-involved youth.

Relational Healing Through Social Support: Young Adults' Reflections on Out-of-Home Care
Yujeong Chang, The Ohio State University College of Social Work

Child maltreatment can profoundly disrupt the ability to form and maintain supportive relationships, yet connections encountered during out-of-home care may also promote healing. Guided by Helgeson's social support model, this qualitative study explored how young adults with experiences of out-of-home placements recognized and used different types of social support and how they actively reshaped relationships over time. Twenty-three young adults participated in semi-structured Zoom interviews. Using thematic analysis, we explored how participants understood and leveraged different kinds of support and experienced relational healing. Findings revealed that relational healing was a dynamic process shaped by the support participants received and their agency. Emotional support emerged through authentic, caring relationships with caseworkers, peers, and foster families. Instrumental support included tangible help with food and living conditions, while informational support involved guidance in navigating systems and developing life skills. Structural support reflected the importance of maintaining diverse networks, particularly when youth could stay connected to familiar communities. Many described gradually building trust and reconnecting with significant figures in adulthood. These findings demonstrate that resilience is fostered not only through stable, long-term relationships but also through the quality, authenticity, and youth agency in connections that may be temporary yet deeply supportive.

Reimagining Child Welfare: Former Foster Youth Recommendations for Child Welfare Reform
Erna Chiu, University of Michigan School of Social Work

Every year, hundreds of thousands of youth enter the child welfare system and out-of-home placements. Research has indicated that these youth are at higher risk for negative outcomes, including mental health symptoms and poor educational and vocational outcomes. Despite policies that aim to support this population, there are still many areas where the child welfare system falls short of its goals of promoting safety, supportive relationships, and overall positive outcomes. This study aimed to address the need for system reform and our

lack of knowledge of the lived experiences of foster youth, using a strengths-based perspective. Young adults who experienced child maltreatment and out-of-home placements provided their reflections on ways to reform the child welfare system. A variety of recommendations emerged from our study, including the need for increasing youth voice in foster care decision-making and maintaining the child's previous environment as much as possible. Some recommendations were tied to specific placement types, while others applied to the child welfare system in general. These insights highlight the lived experiences of foster youth and identify pathways for policy and practice reforms that strengthen resilience and improve experiences and outcomes for foster youth.

Evidence of Meaning-Making and Integration of Trauma as a Source of Resilience in Emerging Adulthood Among Former Foster Youth

Olivia D. Chang, University of Michigan School of Social Work

While it is well-documented that youth involved in the child welfare system face disproportionate risks to their overall well-being, there remains limited understanding of how these individuals experience positive psychological outcomes and life satisfaction in adulthood. Decades of research have highlighted the significant challenges faced by these individuals, including barriers to forming and maintaining nurturing relationships, achieving academic success, and navigating mental health problems. However, less is known about how individuals with a history of child welfare involvement develop resilience and engage in positive psychological processes that support growth and fulfillment in emerging adulthood. This study aimed to address this critical gap by using thematic analysis to explore how young adults with child welfare backgrounds cultivate psychological resilience and achieve a sense of well-being later in life. Findings reveal several prominent themes, including meaning-making from past adversity, acceptance and integration of past experiences, and reframing hardships as sources of strength and motivation. These themes illustrate the capacity of and pathways by which individuals not only cope with early life trauma but also to flourish as adults.

E2: Yoga for Conscious Empowerment (Workshop): Laskey A

Kaelyn Rogers, Upward Inertia, kaelyn@upwardinertia.com

This trauma responsible workshop will use a combination of gentle breathwork, guided meditation, and all levels movement, to help students regulate their nervous system, find a sense of peace and calmness, and reintegrate into their bodies. This workshop will be open to individuals of all ages and background.

E3: Resilience Through the Lens of Gender (Perspectives): Laskey B

Good Intentions, Missed Assessments: Reimagining Post Traumatic Growth as a Standard of Care in Intimate Partner Violence Services

Rujeko Machinga-Asaolu, Boise State University; Kathryn Showalter, University of Kentucky; Laneshia Conner, University of Kentucky

This study examined social service providers' (SSPs) understanding and assessment practices of posttraumatic growth (PTG) in their work with women survivors of intimate partner violence (IPV) in the U.S. PTG, defined as positive psychological growth, has been increasingly recognized as a complementary lens to traditional trauma-informed frameworks. However, little is known about how frontline practitioners conceptualize and assess for PTG in real-world service delivery. Quantitative methods were used to assess both knowledge and assessment behaviors among SSPs. The final sample consisted of N=99 SSPs from 27 U.S. states. Descriptive statistics, independent t-tests, and ANOVA were conducted to examine PTG knowledge across demographic and professional characteristics, and descriptive analyses highlighted the SSPs' intention for and actual PTG assessment practices. Most SSPs were familiar with PTG and could recognize its common indicators; however, observable gaps emerged in their understanding of PTG's relational and spiritual domains. Although SSPs expressed strong intentions to assess PTG among IPV survivors, these intentions were not consistently translated into current PTG assessment practice. These findings reveal a critical disconnect between SSP PTG awareness and assessment practices. To bridge this gap, PTG-informed training must move beyond theoretical exposure to include concrete assessment tools and integration into agency protocols.

A World Free from Violence: Global Strategies for Building Economic Security for Survivors

Pamela Guerra, FreeForm; Julia Uyttewaal, FreeForm, Director of Research and Evaluation; Fayzan Gowani, FreeForm, Research Manager

Intimate partner violence (IPV) is a global epidemic, affecting nearly one in three women worldwide. A common but often overlooked dimension of IPV is economic abuse, where a harm-doer controls a survivor's ability to

acquire, use, and maintain economic resources. Alongside economic abuse, survivors also face structural barriers to economic security, making it even harder to access safety or take steps toward healing. This session will explore the findings of FreeFrom's ambitious international research project, conducted in partnership with 22 survivor-led organizations in 19 different countries, that documents how IPV survivors are subjected to economic abuse and identifies innovative solutions for survivors' economic security. Our findings confirm a powerful truth: when we address economic abuse and survivors' economic security, we forge a path toward ending IPV and toward survivor thriving. We will share our Global Framework for Survivor Thriving, which highlights 7 best practices and 6 innovative program types that our analysis identified as building blocks to survivor thriving around the globe. Participants will walk away with a practical model and fresh ideas for successful, holistic programming that builds resiliency, economic freedom, and collective power for survivors in diverse global contexts.

Changes in labeling rape over time among 200 young women

RaeAnn Anderson, University of Missouri-Kansas City; Steven Chesnut, University of Missouri-Kansas City

Most young women who experience rape do not label their experience as rape (60%). There is a large literature examining how rape labeling is related to health, including how rape acknowledgment reduces revictimization. However, we are unaware of any published research that examines how rape labeling may change over time. Yet theory and practical experience suggest that rape labeling, even for the same incident, would in fact vary as people cope and make meaning of their experiences. The purpose of this study was to examine how rape labeling for the same incident varies over the course of three years in a nationally representative sample of 200 women who experienced rape. Participants were surveyed every six months regarding their labeling and of a focal incident selected at baseline. At baseline participants were roughly equivalent in terms of using the rape label (52.5%) vs. not (47.5%). Over the study period, 68% of the no-rape label group were consistent in their initial label (32.5% of the sample). In the yes-rape group, 50% of participants were consistent in their initial label (26.3% of the sample). Reversals of acknowledging rape (yes to no: 26.2%) were more common than conversions (no to yes: 12.5%).

E4: How Broader Forces Impact Resilience (Perspectives): Laskey C

Examining the Impact of Housing Instability, Pathways to Resilience, and the Peril of Overlooking Structural Risk

Ashley Prowell, The University of Maryland

Housing that is affordable, high-quality, and stable is fundamental for supporting families' health and well-being. However, adversities across multiple systems can threaten access to this standard of housing, ranging from income and employment to institutionalized racism and discrimination. For example, Blacks and African Americans are especially affected by intergenerational inequality and discriminatory practices and policies, which in turn, perpetuate their specific vulnerability to housing instability. While these historical and structural inequities have shaped patterns of housing instability, they also highlight the importance of understanding how marginalized individuals, families, and communities fair, both in enduring the snowballing and intersecting effects of systemic disparities and in adapting to ongoing vulnerabilities. For this reason, the current study looks to a group of nine, self-identified, African American participants from low-income backgrounds who among other challenges, identified housing instability as a key factor in their childhood adversity. Participants provided much insight into intersecting and cumulative adversity themes linked to housing instability, described mechanisms for positive adaptation, and underscored a shared, cultural narrative related to how they framed their overall resilience within this study's context. Within a structural context, this study broadens our understandings on how to provide marginalized and vulnerable groups legitimate pathways to resilience.

Rural Community Strengths: Protective Neighborhood Factors Associations with Parenting Practices and Children's Mental Health

Logan Rios, University of Notre Dame; S. Alexandra Burt, Michigan State University; Kelly Klump, Michigan State University; Elizabeth A. Shewark, University of Notre Dame

Youth in rural communities experience disproportionately high rates of depression and anxiety, often exacerbated by structural challenges (e.g., geographic isolation, limited specialty care). Yet, focusing only on risk overlooks existing strengths. Notably, rural communities report increased social cohesion, and rural parents rely on informal support systems (e.g., family, neighbors) when formal systems are inaccessible. Positive parenting behaviors, which promote well-being in children, are enhanced by community features that buffer stress. Using a rural subsample of 235 families from the Twin Study of Behavioral and Emotional

Development in Children (TBED-C), we will use Structural Equation Modeling to examine indirect effects of community strengths on child well-being through parenting. Strengths will be identified using parent and neighbor reports on the Neighborhood Matters Questionnaire. Parenting is assessed using parent- and child-reports (Parental Environment Questionnaire, Expressions of Affection), and observational ratings (PARCHISY). Child well-being is measured using the Child Behavior Checklist and the Semistructured Clinical Interview for Children and Adolescents. Preliminary results found that social cohesion predicted increased parental involvement and decreased parent-child conflict, while conflict was associated with increased internalizing behaviors. By focusing on community strengths, this study moves beyond deficit-oriented perspectives to highlight how rural communities support families.

**Community Engagement in Health Research for Health Equity & Social Justice: Models & Approaches
Strengthening Community Resilience**

Carmen Monico, North Carolina Agricultural and Technical State University; Mercy Y. Dufe (Presenting Author), North Carolina Agricultural and Technical State University & University of North Carolina Greensboro

Health disparities among disadvantaged populations in society are a form of structural violence. This study examined institutionalized inequalities and unequal distribution of resources, power and opportunities within healthcare institutions. Health disparities tend to normalize harmful practices, producing a system impact adverse to these communities when seeking healthcare. For instance, discriminatory attitudes within health institutions can lead to fear and discrimination among patients, and their refusal to seek help. Continued training to increase understanding of the critical issues minoritized patients face can help in addressing those discriminatory attitudes, and create safe and judgment-free spaces for these communities to engage in research. The study examined selected evidence-based and data-driven models of community resilience for violence prevention and healthcare. It identified community engagement frameworks and approaches used in healthcare delivery, and case studies to exemplify how to advance community engagement in healthcare research. The presentation will argue that community-engaged research can contribute to building community resilience while addressing prevalent health disparities, and thus, structural violence. It will discuss the role of community in the Resilience Portfolio Model, and explore how relevant research could utilize data on health disparities to develop interventions aimed at strengthening community resilience.

“When we’re talking about suicide...it’s never about colonization”: Practicing reflexivity in a virtual school staff training for decolonial suicide prevention

Guiyung Zhong, University of Michigan Institute for Social Research

Alaska Native (AN) communities experience the highest rates of youth suicide in the United States, an inequity inextricably linked to colonization. Colonization is tied to both structural violence (the forcible displacement, dispossession, and assimilation of Indigenous peoples) and epistemic violence (the erasure of Indigenous knowledge systems and community structures). This presentation examines how inviting critical reflexivity shaped a virtual suicide prevention training for predominantly non-Native school staff working with AN students. The training, PC CARES (Promoting Community Conversations About Research to End Suicide) at School, was implemented with three school districts in remote Alaska through a series of Learning Circles (LCs) held throughout school year. The intervention integrated “anti-racist shifts,” pedagogical practices designed to prompt critical self-reflection and challenge white dominant cultural norms. Drawing from lived experience and community-based participatory principles, the PC CARES facilitation team, a diverse group of both AN and non-Native facilitators, co-created learning environments with participants, making efforts to disrupt colonial epistemologies by embedding one “anti-racist shift” into each LC as an opportunity to exercise reflexivity. This talk discusses how participants demonstrated reflexivity around local suicide prevention and indicated motivation for community care, collective action, and decolonial health promotion, laying the groundwork for culturally-responsive suicide prevention.

E5: Resilience in Traumatized Children (20x20): Clyde & Mary Room

Social Determinants and Poly-victimization among Street-Connected Children in South Asia: A Scoping Review
Rajanya Nandi, Indiana University Indianapolis

Street-connected children in South Asia face intersecting forms of poly-victimization—physical, sexual, and emotional abuse—deeply rooted in the social determinants of health (SDOH). This scoping review synthesized 27 studies across India, Bangladesh, and Nepal to examine how poverty, housing instability, educational exclusion, healthcare inaccessibility, and political violence shape developmental harm. Guided by Arksey and O’Malley’s framework and PRISMA-ScR standards, findings reveal that SDOH function as structural amplifiers

of risk, embedding vulnerability biologically through malnutrition, chronic stress, and untreated illness, and socially through exclusion from protective systems. Poverty and nutritional deprivation were most consistently linked to stunting and exploitation, while unsafe housing and political instability heightened exposure to violence and trauma. Educational and healthcare barriers perpetuated cycles of neglect and invisibility. Gendered vulnerabilities further compounded harm among girls. This synthesis re-frames poly-victimization not as isolated abuse, but as a structural outcome of inequity, calling for trauma-informed, developmentally sensitive, and equity-driven interventions. Integrating ecological and biological perspectives, the review advances a multi-level framework for resilience that addresses both immediate harms and the systemic determinants sustaining vulnerability.

Keywords: Street-connected children; Poly-victimization; Social determinants of health; Structural violence; Resilience; South Asia; Trauma-informed care; Health equity.

Strengthening executive functions in children with complex trauma: An innovative and promising way to foster resilience

Alexandra Matte-Landry, Université Laval

How can we support the development and well-being of children with complex trauma, resulting from repeated or prolonged exposure to adversity? One approach is to strengthen executive functions (EFs), a key protective factor that supports children's resilience. This talk will focus on why and how EFs—interrelated cognitive skills that help regulate thoughts, emotions, and actions to achieve a goal or solve a problem—are a powerful lever for resilience. We will then discuss currently available interventions to strengthen EFs of children with complex trauma and their limitations. Indeed, most interventions were not specifically designed or evaluated in children with complex trauma, do not address their multiple and complex needs, show small effect sizes, and have limited impact in the long term or on other skills. To address this gap, this talk will present the results of a scoping review and collaborative work with practitioner in practice settings to structure scientific and professional knowledge into a model of intervention that aims to address the limitation of currently available intervention. This trauma-informed model of intervention relies on the power of play, arts and sports to support EFs and thus resilience in children with complex trauma.

Intersectional and Mediating Effects of Cardiovascular Disease among Young Adults with Childhood Trauma History

Vanessa Parker, Indiana University; Tyler Jean, Indiana University; Rajanya Nandi, Indiana University

This literature review examines the current literature base regarding the relationship between childhood abuse and cardiovascular health among young adults. PsycINFO, PubMed, SocialWork Abstracts, and SocINDEX were searched utilizing terms for childhood trauma/ abuse, cardiovascular disease, and young adults. Childhood trauma in this review is defined as exposure to violence, physical abuse, sexual abuse, or neglect prior to age 18. The search yielded 487 articles, of which 19 articles met all inclusion criteria. Key findings indicate a relationship between childhood trauma and cardiovascular disease and associated risk, with several intersectional and mediating factors. These factors included sociodemographic information (e.g., age, gender, race, socioeconomic status [SES]), and household factors such as caregiver warmth. More specifically, study findings include that SES, financial stress, and cumulative disadvantage mediate the relationship between childhood trauma and cardiovascular risk in young adulthood. Further, racial and gender disparities were evident, particularly among minoritized groups such as Black and female-identified Americans, highlighting the compounded impacts of race, gender, and SES on health outcomes. This has implications for social work policy and practice as providers work with these young patients and their families to promote lifelong health through trauma-informed and equity-driven approaches.

Unseen Wounds, Unheard Strengths: A Scoping Review of Emotional Neglect Conceptualization, Measurement, and Resilience Pathways in the United States

Sree Rekha Zenith, Case Western Reserve University

Emotional neglect is a pervasive yet poorly defined form of childhood adversity in the United States, with profound long-term consequences for mental and social well-being. Research remains hampered by conceptual ambiguity, a reliance on retrospective measures, and a critical gap in understanding resilience processes, particularly within minority and socioeconomically vulnerable communities. Guided by Arksey and O'Malley's framework, this scoping review systematically maps U.S. studies to analyze how emotional neglect is defined, conceptualized, and measured. It specifically investigates the protective factors and pathways to resilient outcomes that have been identified. This review identifies a predominant use of retrospective self-reports and a significant lack of research exploring how cultural norms and community connectedness may

buffer the effects of neglect in marginalized populations. By integrating an ecological resilience lens, we reframe emotional neglect not as a static deficit, but as an experience mediated by dynamic systems that can foster coping and growth. The findings will provide a foundational framework for developing culturally sensitive, strengths-based interventions and policies, and will highlight the urgent need for longitudinal research to capture the development of resilience over time.

Keywords: emotional neglect, resilience, childhood adversity, protective factors, minority health, scoping review, United States.

E6: Advancing Intersectional Feminist Human Rights Framework: A Pathway to Just and Sustainable Systems in Child Welfare and Social Work (Hot Topic Panel): Kreitner Room

Shantice Wright, Wright Holistic Realms LLC; Colleen Beach, Monmouth University; Natalie Moore-Bembry, Rutgers University; Gina Sharpe, Rutgers University

This proposal aims to transform social work systems, including education, child welfare, policy reform, and community advocacy, by integrating intersectional feminist human rights, holistic health, and racial justice frameworks. By focusing on holistic wellness, equitable engagement, and intergenerational mentorship, it addresses systemic challenges like racial disparities, secondary trauma, compassion fatigue, and burnout. The session promotes equitable futures for vulnerable populations through research, education, advocacy, and innovation, fostering an environment of shared learning and mutual support. Attendees will be empowered to contribute to equitable outcomes in their communities, inspiring both current and prospective practitioners with a commitment to equity, inclusion, and innovation.

Rationale for the panel:

The proposed panel brings together a diverse panel of experts. Colleen Beach, MSW, LSW, Specialist Professor at Monmouth University, is committed to intergenerational mentorship within classroom and geriatric social work settings, offering valuable insights into integrating mentorship with holistic health and social work practices. Gina L. Sharpe, MSW, LCSW and Natalie Moore-Bembry, ED.D., MSW, MAED, LCSW, are both college administrators and educators at Rutgers University. Their combined expertise demonstrates their dedication to student success, cultural humility, and cultural awareness, prioritizing inclusive educational environments. Shantice Wright, MSW, MPA, and Doctoral Candidate at Monmouth University, who is devoted to healing social work practitioners using intersectional feminist, social work, human rights, and holistic health approaches. Together, these professionals form a cohesive team that emphasizes self-care, mutual support, and equity, using their combined expertise in trauma-informed care, supportive workplace strategies, and addressing systemic inequities to create a dynamic platform for exploring innovative solutions to challenges in social work practice and education. The conversation circle will explore how intersectional feminism can be integrated into various social work systems to advance ethical, sustainable, and equitable practices.

Panel Structure:

Presentation One (10 minutes): Delivered by Colleen Beach, MSW, LSW and Shantice Wright, MSW, MPA. This presentation will introduce intersectional feminist theory and provide insights into how intergenerational mentorship can integrate holistic health and social work into education and practice.

Presentation Two (10 minutes): Delivered by Gina L. Sharpe, MSW, LCSW and Natalie Moore-Bembry, ED.D., MSW, MAED, LCSW. This presentation will discuss strategies for fostering inclusive educational environments that promote equity and justice.

Discussion (70 minutes): Shantice Wright will facilitate the remainder of the session, where participants will have a chance to engage in real-time dialogue with all panelists. The conversation will be guided by the following questions, posed by the facilitator to both the presenters and participants:

- What challenges exist in applying intersectional feminist frameworks in social work, and how can they be overcome?
- How can social work education prepare students to tackle systemic inequities?
- How can organizations promote trauma-informed care while also addressing systemic inequities faced by both practitioners and service users?
- What role does policy advocacy play in transforming organizational systems, and how can social work administrators include marginalized voices in policy reform?
- How can we measure the impact of intergenerational mentorship in social work?
- How can social workers balance their professional roles and self-care?

Tuesday 10:45 to 12:00 pm

F1: Centering Community in Healing Centered Approaches to Alcohol-Involved Sexual Violence (20x20 Symposium): Great Hall

Alcohol-involved sexual violence (SV) is prevalent on college campuses and negatively impacts students' health. Alcohol-involved SV disproportionately impacts students with disabilities and diverse gender identities and both populations experience greater barriers to accessing the resources and support needed to thrive after exposure to SV. Our study, "Reducing Alcohol Involved Sexual violence in higher Education" (RAISE), collaborates with college health and counseling center (CHC) providers to bring healing-centered approaches to SV prevention and response to their campuses. This parent study has funded multiple projects that elicit feedback from and support diverse perspectives, ensuring these voices are reflected throughout the research process. These projects include working with (1) student survivors through having accessible university websites on SV resources, (2) alcohol and SV prevention staff, (3) students with disabilities, (4) students involved in research collaboratives, and (5) students and community members that identify as transgender or gender diverse (TGD). This panel will explore the ways in which the RAISE research team engages and uplifts diverse populations by highlighting individual and community resiliency efforts through a multi-pronged approach of website assessments for accessibility, interviews, student support meetings, collaborative design sessions, and integration of joy practices and community building within research collaboratives.

Website assessment: How accessible, comprehensible, and inclusive are resources for sexual violence and alcohol on US college campuses?

Kayla Ortiz, MPH, CHES, University of Pittsburgh School of Medicine Department of Pediatrics

More than half of incidents involving SV on college campuses include the use of alcohol by victims and/or perpetrators. Students may turn to their college website to find support and resources after surviving SV. Alcohol-involved SV is often underreported due to many factors including complex reporting processes that either don't allow or limit survivors to take control of the situation. From the student perspective, we navigated through 36 campus websites searching for SV and alcohol prevention information and resources to assess and evaluate their accessibility, comprehensibility, and inclusivity. Educational content, services, and support related to SV and alcohol use varied widely among campuses. However, many strengths emerged including providing students with a list of confidential vs. nonconfidential resources with a corresponding description. Some schools created additional resources specific to diverse populations. Website assessments may help to increase awareness and optimize the information, resources, and services on college websites for students seeking information related to SV and alcohol use and connect survivors with resources. We encourage campuses to conduct regular website assessments to improve information sharing and to strengthen cross-sector collaborations to more effectively support students' receipt of resources, services, and information.

Collaborations with cross departmental staff, students, and community partners facilitate alcohol and sexual violence prevention education on college campuses

Reg Fatcher, MSW, University of Pittsburgh School of Medicine Department of Pediatrics

To assess how U.S. college campuses address alcohol, sexual violence (SV), and alcohol-involved sexual violence (AISV) in their programming and resource allocation, we conducted virtual semi-structured interviews with 29 staff with alcohol and SV prevention responsibilities across 18 diverse RAISE participating campuses. We found that alcohol and SV education were largely siloed from each other, and that alcohol and SV prevention and intervention efforts often relied on informal working relationships initiatives led by outside organizations. This stems from a lack of funding and institutional support for formal positions to engage in this work, relying instead on the dedication of staff members to build and maintain collaborations. Despite reports of burnout, educators displayed resiliency in their methods to continue offering prevention and intervention through multiple collaborations. Schools that consistently address AISV had high levels of interdepartmental communication, collaborations with community partners external to their university, and student involvement, especially with student affinity groups that have higher risk characteristics for experiencing violence. These various forms of collaboration enabled educators to meet their programming goals, hold more events, and ultimately reach a larger number of students to provide education on alcohol, AISV, and SV prevention and intervention.

Co-Creating Healing-Centered, Inclusive, and Accessible Prevention Practices with College Students with Disabilities

Kayla Ortiz, MPH, CHES, University of Pittsburgh School of Medicine Department of Pediatrics

We convened a virtual collaborative of students with disabilities (SWD) (n=22) to co-create inclusive, healing-centered practices to address sexual violence (SV) and alcohol misuse on college campuses. This project (1) focused on a population of young adults who, despite having increased rates of both heavy drinking and SV, are often overlooked in research in these areas; and (2) centered the perspectives and insights of those with lived experience to recommend relevant and effective prevention and support programs. Through a series of accessible human-centered design (HCD) sessions, the community collaborative generated 29 ideas for inclusive prevention practices addressing the needs of SWD on college campuses. We conducted a cluster analysis with collaborative members to organize the co-created ideas into themes: (1) accessibility of campus infrastructure and services; (2) accessible and inclusive campus outreach and education; (3) harm reduction approaches to prevention and support; and (4) community-based and peer-led programming. These co-created ideas will be compiled in a community-partnered report on inclusive, healing-centered campus prevention practices that are tailored for SWD to reduce heavy drinking and violence exposure.

**Building Connections Through Joy; Centering Humanity of Survivors in Collaborative Prevention Spaces
Mac Ciernicki-Mela, BS, University of Pittsburgh School of Medicine Department of Pediatrics**

Collaborating with community members with lived experience in research requires an intentional approach that prioritizes trust, safety, and inclusivity, and allows space for connection and building resilience through joy practices. To meet the needs of the college SWD in our community collaborative, our team employed accessible and flexible practices to maximize inclusion of SWD in a virtual, interactive space. We encouraged ongoing feedback series which allowed us to iterate on our approach throughout the sessions and better foster trust with collaborative members. Beyond creating space for students to share in decision making, we also offered time for collaborative members to learn about each other, their passions, and build connections. In every session, our collaborative members engaged in some form of "joy practice" which often occurred organically, not originally planned by our team. Space for practicing joy was a key component in fostering connection and a sense of safety, especially in the context of topics like sexual violence, heavy drinking, and alcohol-involved sexual violence.

Centering Trans Resilience and Joy in Gender Affirming Care Provider Training at College Health and Counseling Centers

Reg Futcher, MSW, University of Pittsburgh, School of Social Work

Centering gender Affirming Resources through Education (CARE) is a provider training on gender affirming care at RAISE college health and counseling centers (CHC). We co-designed the training with a collaborative of trans and gender diverse students (TGDS), CHC providers, and community practitioners. Employing human centered design techniques, we built a training that centers TGD students' voices through storytelling that focuses on the strength and resiliency of the TGD community despite histories of marginalization and discrimination. Student stories focus on correcting harmful narratives about TGD experiences by uplifting topics such as gender euphoria, trans joy, community connection, and campus support. These stories are embedded in an e-learning training which includes traditional psychoeducation on gender affirming care basics, histories of harm in medical systems, and supporting students around experiences of sexual violence and/or substance use. We also engage provider skill labs to encourage reflection and practice. We are currently conducting a feasibility trial of the intervention with 100 providers across 11 CHCs randomized to receive CARE. This talk will discuss our process for engaging community in co-design and building narrative storytelling as well as preliminary feasibility and acceptability data.

F3: Deep Dives Into Youth Resilience (Perspectives): Laskey B

**Utilization of Life History Calendar with Emerging Adults to Identify Protective Factors in Childhood
Spenser Radtke, The University of North Carolina at Chapel Hill; Nicollette Violante, The University of North Carolina at Chapel Hill; Cynthia Fraga Rizo, The University of North Carolina at Chapel Hill**

The process of resilience is complex, and new protective factors that buffer the effects of youth victimization on long-term outcomes are consistently being utilized in research. This exploratory mixed method study utilized the Life History Calendar (LHC) method with 21 racial and/or ethnic minority emerging adults who experienced youth victimization to identify subjective protective factors in their childhoods. Qualitative data from interview transcripts were analyzed to characterize participants' protective factors according to their types, based on the Resilience Portfolio Model strengths and assets, and mechanisms of protection. Quantitative data from the LHCs described participants' subjective impact ratings of their protective factors. Results demonstrated that

participants perceived their protective factors as multi-faceted strengths (e.g., one protective factor might be both a regulatory strength and an interpersonal strength), often functioning as protective in multiple ways. With such purposefully subjective data collection, it is challenging to assert what types of protective factors are considered most impactful. However, utilizing person-centered approaches such as LHCs can inform future research efforts that use more standardized methods or measurement tools to more widely assess for protective factors across contexts of individuals' lives.

Surfacing contextual complexity: The potential of qualitative research methodologies in understanding the lived experience of Teen Dating Violence

Heather Storer, University of Louisville; Liz Utterback, University of Kentucky; Lindsay Gezinski, University of Utah, School of Social Work; Lesley M. Harris, University of Louisville, Kent School of Social Work & Family Science; Katie Schultz, University of Michigan, School of Social Work

Background: There have been increased calls to utilize qualitative research in the study of Teen Dating Violence (TDV) because of its potential to construct context-rich and nuanced accounts (Testa et al., 2011), particularly for underrepresented minoritized youth. The purpose of this presentation is to explore the distinct contributions qualitative methodologies can make in advancing TDV research, through a scoping review of authors' specific rationales for using qualitative methods. Methods: Established scoping review protocols were followed (Arksey & O'Malley, 2025). The sample included 18 unique TDV qualitative articles. Inclusion criteria included: qualitative research involving human subjects, published from 2010-2025; and ample discussion of methodological decision-making. Results & Discussion: The beneficial characteristics of qualitative methodologies included: 1.) Producing in-depth, contextualized, and nuanced understandings; 2.) Providing an insider/emic perspective on lived experiences; and 3.) Purposive samples with diverse research participants. These general hallmarks of qualitative methodologies intersect to develop three substantive themes. These themes include: informing the development of TDV programming, bridging the limitations associated with quantitative methods, and having the capacity to bolster youth resilience. These findings point towards the promise of qualitative research and its potential to reflect the resilience of TDV survivors.

“Having a baby is a blessing from God”: The role of faith in fostering resilience for pregnant adolescents in El Salvador

Victoria Trump Redd, Cambridge Health Alliance, Harvard Medical School

El Salvador has a national goal to eliminate adolescent pregnancy by 2027. This goal has been implemented through various measures, including mandatory involvement of the National Council for Early Infancy, Childhood, and Adolescence (CONAPINA), incarceration for adults who engage in sexual activity with minors, and inter-agency collaboration. While rates of adolescent pregnancy have fallen from approximately 30% to 20% over the past decade, these gains have not been equally distributed throughout the country. We gather data from interviews with 30 pregnant adolescents living with their caregivers, and from interviews, focus groups, and participant observation with 8 adolescent mothers who were removed from their homes due to abuse and their 4 caregivers (“tías”) living at a residential home, both in San Salvador. Throughout this sample, God and faith were frequently mentioned as cornerstones of the adolescents' ability to assimilate their pregnancy, accept their babies, manage fears about their babies' futures, overcome histories of trauma, learn how to mother, cultivate community, and focus on achieving their own life goals even when interrupted by pregnancy. This framing contributed powerfully to their resilience, and also could make it difficult for the adolescents to express ambivalence or complex emotions in regards to their early motherhood.

Resilience in Motion: Participant-Centered Evaluation of Restorative Justice with Justice-Impacted Youth
Jacquelynn Duron, University of Kentucky; Nicole McKenna, University of Kentucky

Restorative and transformative justice (RTJ) initiatives are increasingly recognized not only as alternatives to formal system responses, but as contexts where resilience is actively cultivated among justice-impacted youth. Yet, conventional evaluation approaches often fail to capture the dynamic, relational, and context-dependent processes through which resilience emerges. This presentation draws on a multi-site study of RTJ hubs to examine how resilience-informed, participant-centered methodological adaptations can better align research with lived experience. Originally designed as a four-wave longitudinal study, the evaluation shifted in response to implementation realities and youth engagement needs. The revised approach integrated a single-point survey with participatory and narrative methods, including photovoice, culture circles, and youth case narratives. These methods illuminated key resilience processes—such as trust-building, identity development, relational repair, and responsiveness to individual needs—that are often obscured in traditional outcome-focused designs. Additionally, a community-informed power analysis mapped the structural and relational

conditions shaping youths' access to resilience-supporting resources. Findings highlight resilience as a multisystemic, co-constructed process embedded in relationships and community contexts. Implications underscore the importance of flexible, justice-aligned research designs for advancing strengths-based evaluation of interventions serving youth exposed to adversity.

F4: Resilience Among Health Care Providers (Perspectives): Laskey C

Supporting Home Visitor Wellbeing through Individualized, Strengths-Based Professional Coaching

Katherine Wu, Children's Hospital of Philadelphia; Stephanie M. Garcia, PolicyLab, Children's Hospital of Philadelphia; Diya Nag, PolicyLab, Children's Hospital of Philadelphia; Carmen Caraballo, Health Federation of Philadelphia; Leslie Lieberman, Health Federation of Philadelphia; Meredith Matone, PolicyLab, Children's Hospital of Philadelphia

Maternal and early childhood home visiting programs holistically support family wellbeing, school readiness, parent-child relationships, and resource connection. Therefore, retention of a high quality and skilled workforce is essential. Given the emotionally demanding work, home visitors (HVs) face high rates of burnout, secondary traumatic stress, and turnover. Coaching is a promising but underexplored professional development strategy that may support home visitors in their practice and wellbeing. This presentation will share the design, implementation, and early evaluation findings of a strengths-based, individualized professional coaching pilot program for Philadelphia HVs (14 HVs enrolled to date; anticipated enrollment=30). HVs can receive up to 6 months or 12 sessions of coaching with a trained coach. To date, coaches have delivered 93 coaching sessions, completing a median 6 sessions (range 4-12) per HV. Preliminary findings from coaching session documentation and qualitative interviews with HVs highlight the role of coaching in supporting HV emotional wellbeing, self-confidence, and professional growth through relationship-building, goal setting, reflection, and feedback. Home visiting is a key part of the prevention landscape. Early findings from this pilot program provide practical insights into the feasibility and impact of individualized coaching tailored to support this workforce across home visiting models.

Toward a Culturally Sensitive Understanding and Practice of Resilience: A Call to Action in Elevating the Voices of Foreign-born African Health Workers in the United States

Mercy Dufe, North Carolina Agricultural & Technical State University; Carmen Monico, North Carolina Agricultural & Technical State University

The nature of work in the healthcare field has sparked significant interest in the concept of resilience, both organizationally and nationally, leading to studies and efforts to strengthen the science and practice of resilience. To this effect, several resilience programs, ranging from micro to macro-level strategies, are being implemented to facilitate resilience and enhance healthcare worker wellbeing. In their efforts to enable resilience, healthcare management must approach them in ways that respect the culture and insights of all healthcare workers. Foreign-born African healthcare professionals, despite facing unique stressors such as the lack of recognition of their credentials, limited local market experience, workplace discrimination, and limited social networks, are increasingly working in this field compared to their native-born counterparts. The American Immigration Council (2018) reported that 30 percent of African foreign-born, compared to 13 percent of native-born individuals, were employed in healthcare. However, there is limited research on their resilience, making it challenging for organizations to understand and support their resilience practices. This study suggests that resilience among foreign-born African health workers emanates from cultural coping mechanisms and social support beyond their organizations. This paper is a call to action for understanding their resilience practices with implications for practice and policy.

Health-Service Psychology Graduate Students, Resilience, and Program Needs Assessment

Noelle Filoteo Young, New Mexico State University; Sarah L. Ramos, New Mexico State University

Resilience is often utilized in conversations regarding graduate school and, more broadly, student life (e.g., Malandraki, 2022; Mesmer et al., 2024). Mental health providers also undergo high levels of stress and burnout, leading to the need for self-care strategies and developing higher levels of resilience (e.g., Litam et al., 2021). However, limited research has focused on health-service psychology (HSP) graduate students who often face the demands of academic stressors and pressure to produce scholarly work, while also tending to concerns that arise in their numerous practica, such as compassion fatigue, boundary-setting, and emotional stress. Because of the highly competitive nature of HSP programs, students often develop a "grind mentality" and put pressure on themselves to excel. How does resilience develop in a high-stress environment like this, and how can programs better help support the development of this resilience for HSP students, and what are

the best steps moving forward? We are currently seeking IRB approval for this study and plan to conduct focus groups and semi-structured interviews. Analyzing the data using a grounded theory approach, we hope to gain more clarity on HSP student experiences and the resilience that grows in this environment.

“They’re a population that is overlooked and forgotten”: Exploring the Experiences of Trauma-Informed Yoga Providers Who Work in Carceral Settings

Dragana Derlic, Georgia Southern University; Danielle Rousseau, Metropolitan College, Boston University

A paucity of literature exists on people who teach yoga to vulnerable and underserved populations within the criminal legal system. Only one study has specifically examined this group of service providers, and thus their individual stories have been largely unexplored. The recent shift to trauma-informed practices and trauma-informed providers has further revealed the gap in research on program providers in carceral settings. The current study addresses this issue by analyzing data from 10 in-depth interviews conducted with trauma-informed yoga providers working for the Yoga 4 Change organization. The findings suggest that trauma-informed yoga providers had unique experiences that drew them to the practice of yoga and to teaching yoga within the carceral setting. We explore their experiences and provide direction for future research and policy.

F5: Resilience for Social Workers (Perspectives): Clyde & Mary Room

Social Work Students Navigating a Shared War-Related Traumatic Reality

Shireen Sokar, University of the South; Aviva Zrihan Weitzman, Tel Hai Academic College; Iris Mano Binyamini, Tel Hai Academic College

A shared traumatic reality refers to contexts in which individuals experience trauma both personally and professionally while supporting others exposed to the same events. Research on coping resources in such contexts has primarily focused on professionals. The present study examines social work students and explores the roles of social support, sense of coherence (SOC), and meaning in field practice in the association between war-related experiences and psychological distress. A cross-sectional survey was conducted in northern Israel during the ongoing Israel–Gaza war among 149 undergraduate social work students ($M = 28.71$, $SD = 5.47$; age range = 20–54; 85.2% female), including both traditional students and individuals transitioning into social work as a second career. Results indicated a strong positive association between war-related experiences and psychological distress. SOC moderated this association, such that higher SOC attenuated the link between exposure and distress, while meaning in field practice partially mediated this relationship. These findings underscore the importance of resource-oriented approaches in social work education and field training and highlight the need for institutional and supervisory support to protect students’ well-being and sustain professional learning in contexts of prolonged collective adversity.

Building Workforce Resilience: Lessons from Philadelphia’s Child Welfare System Trauma-Informed Transformation

Leslie Lieberman, Health Federation of Philadelphia; Karen Johnson, Social Current; Kelly Martin, Social Current; Maria Frontera, Health Federation of Philadelphia; Laura Line, Bowling Business Strategies

For over a decade, trauma-informed approaches have shaped organizational change, helping systems respond more effectively to adversity. Yet today’s challenges—funding uncertainty, social unrest, economic and workforce strains—require innovative, strengths-based strategies that anticipate the evolving needs of both staff and communities. This presentation shares insights from Philadelphia’s Department of Human Services (DHS), which is partnering with the Health Federation of Philadelphia and Social Current on a four-year initiative to become a trauma-informed and anti-racist system. A central component of this work, the Workforce Well-being and Resilience Training, models a “staff-first” approach that strengthens compassion resilience, psychological safety, and connectedness within the child welfare workforce. Drawing from real-world implementation, this perspective shares how focusing on workforce well-being can catalyze individual and organizational resilience as part of a deeper culture transformation. Attendees will learn how DHS is reframing accountability with compassion, addressing fear-based responses, and supporting staff who experience secondary trauma. Through this lens, the Philadelphia experience illustrates how trauma-informed practices can foster healing, adaptability, and thriving for professionals and the children and families they serve.

From Crisis to Calling: Rebuilding a Life Through Resilience and Recovery

Scott Coble, Middle Tennessee State University / St. Louis University

This presentation explores the complex intersections of trauma, identity, and resilience through the lived experience of a former fundamentalist minister turned social work scholar and recovery advocate. After years

in religious leadership and later as a corporate executive, I faced profound personal loss, addiction, intimate partner violence (IPV), and incarceration-related consequences that dismantled every structure of my former life. Yet, through recovery, education, and community connection, those same experiences became the foundation for transformation. Today, as a doctoral student, educator, and therapist, my research and work center on empowerment mentorship and developing inclusive recovery models for BIPOC and LGBTQ individuals, and first-generation college students. This narrative presentation integrates personal experience with social work research to examine the role of belonging, self-efficacy, and meaning-making in sustained recovery. It invites participants to consider resilience not as a single turning point but as a lifelong practice of rebuilding, reframing, and re-engaging with the world. The session aims to inspire dialogue about how personal histories—especially those shaped by stigma, faith, and marginalization—can inform both scholarship and social change.

F6: Interventions for Resilience (Perspectives): Kreitner Room

A Pilot Study Investigating the Effectiveness of Dialectical Behavior Therapy Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) among a Racially Diverse Student Population

Amanda (AJ) Hasselle, Rhodes College; Kaitlyn R. Sowers, Rhodes College; Hannah C. Gilliam, University of Memphis; Kari Thomsen, University of Memphis

Dialectical Behavior Therapy Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) is a manualized social emotional learning (SEL) program. Preliminary evidence suggests that DBT STEPS-A can positively impact students' psychosocial functioning. However, evidence has been mixed, and few studies have investigated the effects of this program among racially diverse students. The current study explores the effects of DBT STEPS-A on coping and emotion regulation strategies among a racially diverse group of high school students (N=85; 47.4% Black; 34.6% White, 7.7% Hispanic/Latino). Paired samples t-tests evaluated changes in students' coping and emotion regulation skills from pre-intervention to post-intervention. There was a significant increase in students' use of DBT skills (e.g., problem solving, self-soothing, assertiveness) to cope with stressful life events from pre-intervention (M=1.63, SD=.37) to post-intervention (M=1.75, SD=.44; $t=-2.07$, $p=.021$, $g=-.25$). There were no significant pre-post differences in students' use of dysfunctional coping strategies or emotion regulation difficulties. Findings suggest that DBT STEPS-A may increase the use of adaptive coping strategies among racially diverse students, but modifications to the curriculum or its delivery may be necessary to reduce maladaptive coping strategies and emotion regulation difficulties. Given that this was a pilot study, these findings should be interpreted tentatively.

Understanding and Supporting Youth Resilience in the Juvenile Justice System: Professional Perspectives from Indiana

Miriam Commodore Mensah, Westfield State University

This presentation explores how professionals working with youth in the juvenile justice system (JJS) understand and support resilience. Using a constructivist approach and guided by the Resilience Portfolio Model, this qualitative study draws on in-depth interviews with 15 juvenile justice professionals in Indiana, including social workers, probation officers, lawyers, and youth advocates. Participants shared their perceptions of resilience in justice-involved youth, described strategies for fostering resilience, and offered recommendations for improving resilience-enhancing services within the system. Findings reveal that professionals view resilience as a dynamic, relational process shaped by individual strengths, supportive relationships, and systemic barriers. Their strategies reflect the Resilience Portfolio Model's core domains: meaning making, regulatory strength, and interpersonal resources. Participants emphasized the importance of culturally responsive services, cross-system collaboration, and sustained investment in community-based supports.

Development of a Resilience Training Program for Helping Professional Students

Yvonne Creighton, Middle Tennessee State University; Kate Whittenbury, Manchester Metropolitan University; Melissa Palicka, Middle Tennessee State University

Mounting evidence highlights the psychosocial impact of working in helping professions, leading to high rates of burnout and staff shortages, particularly in nursing. A key, often overlooked, stressor is exposure to secondary, or vicarious, trauma. In response to the need for upstream prevention, an international, multidisciplinary team developed the Preparing for Practice Program, a free, self-paced digital resource for trainee helping professionals. The Preparing for Practice Program offers a comprehensive, six-module exploration of the consequences of working with people in distress, specifically addressing risk and protective factors related to secondary traumatic stress (STS). A core feature is the integration of the Resilience Portfolio

Model (RPM), which guides students to identify personal, strengths-based assets and develop a personalized self-care action plan. The program has been integrated into undergraduate nursing, psychology, and teacher education curricula across institutions in the United States and the United Kingdom. We are conducting a longitudinal quasi-experimental study to evaluate the program's efficacy. The study uses pre- and post-intervention assessments and six-month follow-ups to measure the program's impact on knowledge attainment, self-efficacy, emotional regulation, perceived stress, and overall resilience. This presentation will detail the program's development, content, and the ongoing, robust evaluation protocol.

Bystander Intervention For Mental Health Situations

Sal Corbin, DC Peace Team

An active bystander training teaches effective skills for assessing, de-escalating, and diffusing a problematic situation, such as intimidation, harassment, abuse, physical violence, etc. This session focuses on situations when a mental health challenge appears to be present and how to assess possible responses. An active bystander is someone who not only witnesses a situation, but takes steps to speak up or step in to keep a situation from escalating or to disrupt a problematic situation.

Tuesday 1:00 to 2:15 pm

G1: System-Involved Youth Show Resilience (Perspectives): Great Hall

Navigating Confinement: Resilience Among Justice-Involved Youth

Additti Munshi, The Ohio State University

The punitive turn in the Indian juvenile justice system has been well documented. Studies show that even though the term punishment is absent from policy language, its presence is palpable in everyday implementation. This makes it crucial to examine how children navigate and negotiate punitive interventions within systems meant to protect and rehabilitate them. This study uses institutional ethnography to explore the everyday life of a correctional facility for boys. It draws on six months of ethnographic fieldwork and 14 in-depth interviews with youth currently residing in the facility in Uttar Pradesh, India. The research focuses on how institutional routines, rules, and interactions shape the experiences, identities, and coping strategies of system-involved children. Using the Resilience Portfolio Model, the study maps how these youth draw on personal strengths, peer relationships, and limited institutional support to maintain well-being and a sense of self amid highly regulated environments. The findings offer insight into how children exercise agency and build resilience within punitive and resource-constrained systems, highlighting the dissonance between policy ideals of care and the lived realities of confinement.

Employment and resilience in youth placed in out-of-home care: A scoping review on risk and protective factors

Alexandra Matte-Landry, Université Laval; Stéphanie Chouinard-Thivierge, Université de Montréal; Vanessa Fournier, Centre de recherche universitaire sur les jeunes et les familles; Annika Gaudreault, Université Laval

Employment is a key domain of early adulthood that may play a pivotal role in hindering or bolstering resilience when youth placed in out-of-home care (OOHC) transition out of the system. Guided by the bioecological model, the aim of this scoping review was to examine and synthesize factors associated with employment outcomes in youth in OOHC. The scoping review was conducted using the Population (adolescents and young adults aged 15-34 years old), Concept (employment), Context (OOHC in the setting of Child Welfare Services) method. The search yielded 1,282 references. A total of 28 references were retained, and data were extracted. We identified 25 factors involved in the employment outcomes of youth in OOHC: 15 risk factors, 1 protective factor, and 9 factors with mixed effects – suggesting they may act as either risk or protective factors depending on the context. Factors were grouped into the onto- (e.g., sex), micro- (e.g., parental model), meso- (e.g., work experience), exo- (social support), macro- (e.g., stigma) and chronosystems (e.g., early parenthood), highlighting a multilevel influence. This presentation will discuss how addressing employment outcomes – by reducing risk factors and more importantly promoting protective factors – could support resilience in youth transitioning out of care.

Giving Back While Moving Forward: Stories of Remarkable Resilience Among Former Youth-in-Care

Brianna Jackson, University of Wisconsin-Madison

This presentation explores the “Remarkable Resilience” demonstrated by emerging adults who have aged out of foster care in Canada. Drawing upon qualitative findings from a convergent mixed-methods study, thematic analysis revealed how participants transformed experiences of structural violence and trauma into sources of

strength. Despite cumulative adversity, participants described “becoming warriors” through reflection, self-advocacy, and meaning-making. Many channeled their lived experiences into purposeful action—mentoring peers, volunteering, pursuing helping professions, and engaging in policy or community advocacy. These altruistic endeavors fostered empowerment, belonging, and hope, reinforcing resilience as both a personal and collective process. Advocacy and service to others were not merely acts of generosity but integral mechanisms of adaptation that promoted flourishing amid systemic inequity. Findings underscore the importance of recognizing advocacy and altruism as key dimensions of resilience, offering implications for trauma- and violence-informed interventions that build on lived experience and promote reciprocal healing. By centering the voices of youth who have transitioned from care, this work reframes resilience as resistance, relational strength, and transformative leadership toward systemic change.

Criminology Meets Creativity: Innovative Approaches to Justice and Healing

Alison Marganski, Le Moyne College

This presentation centers on resilience in action through academic-community collaborations involving innovative approaches to justice and healing. Specifically, it focuses on the use of art, music, sports, animal, nature, and other non-traditional therapies/interventions in helping at-risk populations who often face multiple, overlapping traumas. A semester-long collaboration between a Le Moyne College Criminology class and the Rising Phoenix Sports Program (a youth development program for girls and gender-expansive youth, emphasizing resilience, leadership, and social-emotional well-being) at Hillbrook Juvenile Detention Center will be highlighted to showcase how students and community partners can come together to meet the needs of system-impacted youth through multiple approaches (e.g., donation drives, fundraisers, community outreach, workshop development, etc.). Drawing on theory, research, and community partner feedback, this presentation highlights lessons learned from integrating academic work with community-based interventions. Particular attention is given to the unique challenges facing justice-involved girls, including victimization, trauma, and systemic inequities, and the ways in which programming can mitigate risk and foster resilience. The collaboration illustrates how community-engaged pedagogy can advance resilience-based approaches within juvenile justice contexts. Implications for practitioners, researchers, and educators seeking to reduce recidivism and promote resilience through innovative, trauma-informed strategies are discussed.

G2: Coping with Major Adversities (Perspectives): Laskey A

“You Can’t Fix Ignorance Without Experience”: Exploring Perceptions of Housing-Insecure Individuals Impacted by Extreme Weather Events

MB (Marybeth) Mitcham, George Mason University

Housing insecurity and homelessness in the United States reached record levels in 2024, with unhoused individuals enduring higher exposure to extreme weather and pollution, and people of color and older adults disproportionately affected. To explore the impact of extreme weather changes on vulnerable, housing-insecure populations in the Metro-DC region, a transdisciplinary team collaborated on a research project with two non-profit organizations that provide support to homeless and housing-insecure individuals. During the peak heat of the 2025 summer, using a community participatory-based research design, the community partner non-profit staff and volunteers participated in focus groups, and clients/guests participated in interviews, answering questions around the central research question of how extreme weather events impacted the holistic health of housing-insecure and homeless individuals. The findings highlighted the resilience of these individuals, whose stories (directly from them and second-hand through non-profit staff and volunteer observations) illustrate the adaptability to adverse conditions and continuing negative public perception. Despite acknowledgment of negative impacts of extreme weather events on the holistic health of housing-insecure individuals, interviewees also indicated that they continued to hope that people would be more willing to understand the myriad factors influencing homelessness, ultimately resulting in changed policies and greater housing and health support.

Stronger Together: Survivor-Led Peer Support as a Pathway to Healing After Gun Violence

Stephanie Stone, Everytown for Gun Safety Support Fund

Survivors of gun violence face enduring grief, trauma, and isolation that often extend long after the immediate crisis. Everytown SurvivorsConnect is a national, survivor-led peer support program designed to foster resilience and collective healing through trauma-informed, healing-centered group spaces. Grounded in shared lived experience, the program offers structured, compassionate peer connection that complements professional services and strengthens community responses to violence. This Perspectives presentation will

highlight the Everytown SurvivorsConnect support group model, including long-standing virtual groups for bereaved parents, survivors of gun suicide loss, wounded survivors, and individuals impacted by gun violence, as well as a newly launched eight-week series, Caring for Ourselves in a Chaotic World. This new series emphasizes grounding, practical self-care, boundary-setting, and rebuilding personal capacity without requiring participants to retell traumatic experiences. Drawing on real-world examples and lessons learned from supporting survivors nationwide, the session demonstrates how survivor leadership, peer facilitation, and collaboration between survivors and victim service professionals reduce isolation, promote resilience, and sustain recovery. Reflecting ResilienceCon’s strengths-based and social justice focus, the presentation underscores that healing after violence is both personal and collective and that communities are stronger when survivors heal together.

Resilience Of The Unhoused Through Job First

Jean-Michel Giraud, Friendship Place

Job First focuses on housing people regardless of their barriers, and harm reduction meets them where they are and supports employment. In this workshop, we put forth an organizational skills-based perspective that often involves unorthodox methods to assist individuals in their day-to-day living. Testimonies from our program participants are shared, and promotion of community wide service delivery is offered to engage our consumers and collaborate with potential employers. We will share our experiences working with people experiencing homelessness from our employment assistance program, AimHire.

G3: Supporting the Supporters: Perspectives on Integrating Trauma Informed Practices into Child-Serving Mental Health Positions (Hot Topic Panel): Laskey B

Across the social services field, there is a need to support client-facing staff who manage high caseloads, unpredictable hours, vicarious trauma, and low pay. This is important to strengthen well-being and resilience, retain talent in the field, and support client work. In-depth interviews were conducted with Clinical Forensic Specialists working at Safe Horizon’s five NYC-based Child Advocacy Centers (CACs) to understand their experiences and gather recommendations to improve their roles. Preliminary analyses revealed the importance of, and opportunities to strengthen, trauma-informed elements of the position itself, such as safety, peer support, and creating a predictable environment. While trauma informed care is widely recognized as critical to promoting the resilience of survivors, how can we extend this approach to the professionals charged with providing this care every day? Panelists in this hot topic discussion hold a variety of positions at Safe Horizon CACs and will provide their perspectives on the strengths, challenges, and possibilities of making our work environment more trauma informed for staff.

Integrating trauma informed practices into child-serving mental health positions: Perspectives from leadership
Arisly Rodriguez, Safe Horizon Queens Child Advocacy Center

Integrating trauma informed practices into child-serving mental health positions: Perspectives from clinicians
Katherine Torres, Safe Horizon Brooklyn Child Advocacy Center

Integrating trauma informed practices into child-serving mental health positions: Perspectives from program staff
Maoly Naranjo, Bronx Child Advocacy Center

Integrating trauma informed practices into child-serving mental health positions: Research project findings
Kaiya John, Safe Horizon Research and Evaluation

G4: Mind & Body Programs for Resilience (Perspectives): Laskey C

Bridging Systems and Communities: Trauma-Informed Yoga as a Pathway to Collective Resilience
Danielle Rousseau, Boston University / Yoga 4 Change; Kim Simon, Yoga 4 Change

Yoga 4 Change (Y4C) is a Florida-based nonprofit that fosters healing, connection, and resilience through evidence-based, trauma-informed yoga and mindfulness programs. Originally serving veterans, incarcerated individuals, youth, and those navigating behavioral health challenges, Y4C expanded its reach through free community classes designed to promote accessibility and belonging. Our most visible example—a weekly outdoor class under a Jacksonville bridge—has grown to over 100 participants each week, transforming a public space into a hub of collective resilience. This presentation offers a strength-based perspective on how

trauma-informed yoga can bridge systems and communities, creating continuity of care and fostering reintegration. Mixed method evaluation findings will be shared. Quantitative data examine impacts on mood, stress, and pain, while qualitative analysis explores how community-based programming promotes resilience through shared environment, interpersonal connection, and embodied practices. Analyses are grounded in the Resilience Portfolio Model, highlighting distinct domains of resilience and addressing regulatory, interpersonal, meaning making, environmental, and embodied impacts. Results demonstrate that accessible, community-based programming not only improves individual wellbeing but also cultivates shared spaces of healing. These findings underscore the potential of movement-based, trauma-informed interventions to transform public spaces into living expressions of resilience.

Cultivating Calm and Connection: Integrating Yoga, Art, and Mindfulness for Community Resilience

Michelle Marone, Voice Up

This presentation explores the transformative role of yoga, art, music, meditation, and mindfulness in fostering resilience within schools and communities. As students and educators navigate increasing levels of stress, anxiety, and social disconnection, these holistic practices offer accessible, evidence-based tools for emotional regulation, self-awareness, and community connection. By integrating movement, creative expression, and mindful reflection, participants learn to cultivate calm, focus, and compassion skills that extend beyond the classroom into daily life. Drawing on research in neuroscience, trauma-informed education, and social-emotional learning, this presentation highlights how embodied and creative practices strengthen the nervous system's capacity to recover from adversity and enhance overall well-being. Case studies from school and community programs will demonstrate practical applications, measurable outcomes, and strategies for inclusivity and sustainability. Attendees will gain insight into how yoga, art, and mindfulness initiatives can be adapted across age groups and cultural contexts to create safe, supportive environments where individuals thrive. Ultimately, this session invites educators, community leaders, and wellness practitioners to reimagine resilience not as mere endurance, but as a dynamic, creative process of healing, connection, and growth.

Mindfulness Meditation Training Enhances Resilience and Reduces Stress: A Program Evaluation with Nursing Students

Cady Flanagan, University of Mississippi; Kimberly Stickley, University of Arkansas for Medical Sciences; G. Andrew James, University of Arkansas for Medical Sciences; Michael Anders, University of Arkansas of Medical Sciences; Feliciano B. Yu, University of Arkansas for Medical Sciences; Marcela C. Weber, Central Arkansas Veterans Healthcare System

Purpose: To evaluate the impact of a mindfulness meditation training (MMT) on nursing students' stress, resilience, and mindfulness over time. Design: Program evaluation using a within-subjects repeated measures design. Setting: A Bachelor of Science in Nursing (BSN) program at [university redacted]. Participants: Nursing students in their junior year (N=97); response rates: Wave 1=73%, Wave 2=49%, Wave 3=54%, Wave 4=63%. Intervention: MMT was integrated into students' core curriculum and delivered via small group video calls by certified instructors. Method: Surveys were collected across four waves over eight months. Outcomes included resilience (CD-RISC-10), mindfulness (FFMQ) and perceived stress (PSS-10). Repeated measures ANOVAs were used to assess the effects of MMT participation over time. Results: Resilience significantly increased ($F(3)=4.749$, $p=.004$, $\eta^2=.133$) and stress significantly decreased ($F(3)=5.699$, $p<.001$, $\eta^2=.155$) over time. Overall mindfulness did not change significantly, but MMT participation was associated with increased Description ($F(2)=3.690$, $p=.037$) and Nonreactivity ($F(2)=3.274$, $p=.051$) mindfulness facets. Conclusion: MMT may enhance nursing students' level of resilience and reduce stress, particularly through improved emotion regulation. Limitations: No control group, attrition across waves, and a small sample size which limited between-group comparisons.

Trauma-Informed Arts-Based Healing for Youth Experiencing Parental Separation or Homelessness in the U.S.

Jayley Janssen, Indigo Cultural Center; Ronae Matriano, Indigo Cultural Center; Clarissa "Claire" Abidog (presenter), Indigo Cultural Center

The arts have been highlighted as a mechanism to understand and heal trauma. However, the procedures and activities in traditional arts-based programming may feel unsafe or inaccessible to youth who experience trauma. Thus, a trauma-informed (TI) arts-based approach is needed. This presentation utilizes mixed-methods to explore the ways in which TI arts-based programming, Free Arts of Arizona, can promote resilience and healing among youth (n=214) experiencing parental separation due to abuse, neglect, homelessness, or unaccompanied migration. Emerging data from Free Art's program evaluation provides evidence of its transformation and healing effects. Quantitative data from youth pre-program and post-program surveys

demonstrate that through the establishment of safety and connection, youth experience statistically significant increases in key outcomes of self-expression, skill-building, self-efficacy, and, ultimately, resilience across time (panel model in Mplus). This presentation will emphasize that arts-based programming in a trauma-informed frame can catalyze improvements in youths' resilience to buffer against adversity. We highlight that these impressive outcomes from low-dosage programming represent a promising and scalable approach for supporting healing among youth, especially those who face parental separations due to abuse, neglect, homelessness, or unaccompanied migration.

G5: Family Resilience (Perspectives): Mary & Clyde Room

Highlighting and Enhancing Recovery Capital of Mothers with Substance Use Disorder through Attachment-Based Therapy with Their Children

Katherine Wu, Children's Hospital of Philadelphia; Katherine Kellom, PolicyLab, Children's Hospital of Philadelphia; Anyun Chatterjee, PolicyLab, Children's Hospital of Philadelphia; Douglas Strane, PolicyLab, Children's Hospital of Philadelphia; Meredith Matone, PolicyLab, Children's Hospital of Philadelphia

Families impacted by substance use disorder (SUD) face significant challenges. Few services support parents and children together. The Young Child and Parent Program (YCPP) implements a 9-month dyadic, attachment-based therapy model for mothers in recovery (pregnant or parenting young children). To understand implementation experiences, particularly in the context of mothers' recovery journeys, we analyzed interviews from 12 mothers, 4 therapists, and 4 SUD program staff along with therapist summaries about therapy engagement and foci for 48 mothers. Three themes emerged from analysis, framed using the Recovery Capital Model. First, mothers' existing internal and external resources (recovery capital) supported engagement. Mothers articulated specific motivations, including improving parenting skills and overcoming trauma. Second, complex barriers (negative capital) affected engagement and recovery, including social and mental health needs. Third, YCPP enhanced mothers' recovery capital through key program features: strong therapist-client relationships, shared sessions with children, case management support, and collaboration with SUD treatment programs. Mothers highlighted improvements in their self-confidence, parenting, and relationships with their children through YCPP participation. Mothers bring unique motivations and capital for recovery and engagement in programs like YCPP. Although not a SUD-focused therapy, YCPP highlighted those motivations and resources, then enhanced mothers' recovery capital and supported their journeys.

Growing With Their Children: How Parental Strengths Evolve From Toddlerhood to School Entry

Olivia D. Chang, University of Michigan

This study examined patterns of parental strengths and their development as children transition from toddlerhood (age 3) to formal schooling (age 5), a critical developmental period often studied in children but less so in parents. Using data from 4,523 low-income mothers in the Future of Families and Child Well-being Study, the study aimed to: (1) identify profiles of parental strengths; (2) assess stability and change in these profiles over time; and (3) examine the role of personal control in predicting initial profile membership and transitions. Parental strengths were assessed across psychological (low depression/anxiety), behavioral (child stimulation, low physical aggression), and social (co-parent support, trust) domains using six indicator variables. Latent class analysis revealed four distinct profiles at both ages: "Multi-Type Strengths," "Limited Co-Parental Support," "Limited Behavioral Responsiveness," and "Limited Psychological Well-Being." Latent transition analysis showed the "Multi-Type Strengths" profile was most stable, while "Limited Psychological Well-Being" was least stable. Higher personal control predicted membership in more adaptive profiles and positive transitions over time. Findings highlight the dynamic nature of parenting strengths and underscore the importance of promoting personal control to support low-income parents through key developmental transitions. These insights inform interventions aimed at strengthening parenting during early childhood.

Equipping Trauma Competent Resource Caregivers

Catelyn Smeyne, Trauma Free World/University of Cincinnati

Resource caregivers fill a challenging, yet critical role of providing care to children and youth impacted by the child welfare system. Though training is mandated, minimal research has identified important focal points for programs that will better equip caregivers and maximize the wellbeing of children, youth, and families in the system. This presentation explores the perspectives, experiences, and needs of a nationwide sample of foster, kinship, and adoptive caregivers in the United States and offers tangible strategies to support caregiver knowledge and confidence implementing trauma-informed care. Additionally, this presentation will provide an overview of Trauma Free World's Advanced Trauma Competent Caregiving (TCC) curriculum designed

specifically for resource caregivers with this information in mind. Advanced TCC was developed by a team of child development experts and resource caregivers and centered on guidelines provided by the National Child Traumatic Stress Network and the Substance Abuse and Mental Health Services Administration. Together, this presentation will provide practitioners with critical knowledge and skills to improve trauma-informed supports for resource caregivers, and it will encourage researchers towards meaningful new questions to drive improved trauma-informed caregiving and resilience among children, youth, and families impacted by the child welfare system.

G6: Walking the Labyrinth (Outdoor Workshop): Kreitner Room

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).

Keynote

Great Hall in Laskey Building

Tuesday, 2:30 – 3:30 pm

Healing Through Societal Transformation: From Cultural Betrayal Trauma To Institutional Courage & Dreamstorming

Jennifer M. Gómez, Boston University

Host: Rujeko Machinga-Asaolu, Boise State University

Closing Reflections

Great Hall in Laskey Building

Tuesday, 3:30–4:00 pm (Central time)

Nicole Yuan, Susan Yoon, and Danielle Rousseau.

Wednesday, April 15th
World Association for Resilience Professionals
9:00 am to 2:00 pm, Great Hall, Laskey Building

Wednesday is the spring meeting of the World Association for Resilience Professionals (WARP). There was an opportunity to sign up for the WARP meeting when you register (additional \$15 charge).

WARP is an international community of more than 150 scholars and policymakers. We work together to advance the science of resilience and psychosocial strengths, with the aim of informing prevention, intervention, and reducing the global burden of trauma and its consequences. WARP 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 WARP 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 WARP 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. WARP is designed to provide opportunities for scholars seeking mentoring, training, and professional community for their work on preventing and overcoming trauma. You can join WARP for free at:

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

The creation of WARP 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 WARP to help scholars move the field forward faster.

This year the WARP space will use the RPM model to consolidate ideas and learning from previous days at the conference and 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 portfolios, share stories about the impact of current events, create collective action and collaboration. We hope to envision a way forward for our work that is more than just hoping that things go back to the way they were but that we use these disruptive times to create something even better.

Lunch will be provided on site.



EVERYTOWN SURVIVOR NETWORK

<https://everytownsupportfund.org/everytown-survivor-network/>

The ResilienceCon Approach to Resilience

ResilienceCon was created in 2015 to provide an opportunity for researchers, practitioners, and students to share information about strengths-based approaches to overcoming trauma.

Like many contemporary resilience scientists, we take a multidimensional approach to resilience. We define resilience as the *process* of overcoming trauma—not a static trait or personality characteristic. We also recognize that the process of overcoming trauma generally involves many assets and resources. This includes individual characteristics and skills. In some work, resilience is loosely equivalent to emotional toughness or “grit” (types of *regulatory strengths*). Sometimes emotional toughness or perseverance helps. However, sometimes we need to recognize our vulnerability and ask for help. Other individual skills help people overcome trauma too—like good social skills to facilitate accessing social support. No one-size-fits-all characteristic will work on every trauma, every time. People need a *portfolio* of strengths to navigate traumas as they occur.

Further, few people heal alone. Almost everyone reaches out for help in the process of overcoming trauma. Most often, people reach out to family and close friends, but other elements of the *social ecology* are important too. *Interpersonal strengths* include everything from good quality trauma-specific services, like domestic violence shelters or rape crisis hotlines, to general community resources, like access to good health care. Our social ecology also includes things like libraries, cultural events, and strong schools. These resources help people put together good lives after trauma. System-level considerations—including social justice—are important for overcoming trauma.

In our own work, we have found that *meaning making* is perhaps the most important strength for overcoming trauma. This involves connecting to something larger than oneself. This can include a mission, such as the one we all share—to reduce the global burden of trauma. It can include commitment to a role such as a parent or teacher, or adherence to a code such as “First, do no harm” or “*Semper fidelis*” (always faithful). Religion and spirituality can also be important sources of meaning. These are part of our resilience portfolios too.

Recently, we expanded the resilience portfolio to include the *physical environment* as well as the social environment. We learned in a scoping review of community-level resources (headed by Vicki Banyard and including Danielle Rousseau, Karla Shockley McCarthy, Julia Stavola, Yanfeng Xu, and Sherry Hamby) that positive features of the physical environment are more consistently associated with good outcomes than social features. Social relationships can be tricky and complex. Trees are almost always a good thing. Access to green or blue (water) spaces is associated with better health and wellbeing, and so are features of the built environment like walkability.

If you’ve ever wondered why there are presentations on such a wide range of topics at ResilienceCon, this is why! You don’t have to use a measure called “resilience” to further our understanding of what helps people thrive after trauma. We love getting submissions on all kinds of positive assets and resources. We are also firmly of the opinion that there are still many under-appreciated strengths out there, especially ones that are important to communities that have been historically oppressed and/or understudied.

It is always a great joy to see all the ways that people have found to bring strengths to this work. We thank you for your contributions in shifting the field to a science of healing and overcoming.

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. We 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.

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 on 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 **World Association for Resilience Professionals** is a global group of more than 150 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 300 words) email stating your interest to 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.

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SHERRY HAMBY, PhD



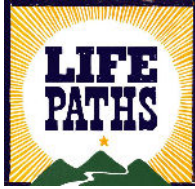
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The Life Paths Research Center is a research institute devoted to learning about the ways that people develop psychosocial strengths that help them prevent and overcome adversity, especially in Appalachia and other marginalized communities.

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

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