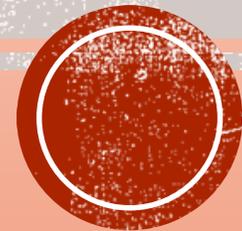


RESEARCHING RESILIENCE: HOW CAMP INCREASES 21ST CENTURY SKILLS IN YOUTH

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DEFINING RESILIENCE

- Resilience reflects a process and is demonstrated when an individual experiences chronic adversity—such as deprivation, trauma, or loss—and experiences few, if any, of the long-term negative outcomes typically associated with such adversity (Ahern, 2006; Short & Russell-Mayhew, 2009).
- Psychological characteristics (e.g., emotional stability, self-esteem, self-efficacy, confidence) and situational characteristics (e.g., social support, positive relationships, available resources) shared by resilient individuals (Ahern, 2006; Cooper, Estes, & Allen, 2004; Prince-Embury, 2006).
- Protective factors are the specific strengths that people possess that allow them to combat adversity (Short & Russell-Mayhew, 2009). Protective factors associated with resilience include an extensive array of individual characteristics and external supports.
 - Individual assets include (but are not limited to): cognitive skills, self-regulation, having a talent or feelings of accomplishment, hopefulness, independence, self-efficacy, self-worth, humor, creativity, initiative, religious faith/affiliation or spirituality (Siqueira & Diaz, 2004), optimism, and problem-solving (Short & Russell-Mayhew, 2009).
 - External factors include environmental and social factors that support positive youth development such as: healthy school environments; positive relationships with family members, peers, older adults, and community organizations; adequate food and lack of anemia; socioeconomic advantages; access to health care; and safe communities (Siqueira & Diaz, 2004).



SYNONYMOUS TERMINOLOGY

- **Hardiness**

- Describes people who thrive despite stressful circumstances. Hardiness is knowledge, skills and support that helps an individual to resist and/or transform stresses. Researchers in girls' development describe this as a hardiness zone (Brown, 2003).

- **Grit**

- Combines passion and perseverance to reach a goal (Duckworth, Peterson, Matthews & Kelly, 2007).





OUR RESILIENCE DEFINITION

Resilience is the ability to negotiate and successfully cope with risks, challenges, and/or disadvantages. This includes having feelings of confidence, self-efficacy, being able to approach challenges in a positive manner and developing positive relationships with others.



ISSUES FACING GIRLS

Girl Scouts of the USA (2013)

- Girls are facing a diverse range of issues in modern society. Issues include:
 - increased poverty rates and homelessness
 - physical violence (rape and sexual assault)
 - low self-esteem and body image,
 - bullying or aggression
 - lack of leadership opportunities, and
 - feelings of depression and suicide

Jalisa Danhof (2016)

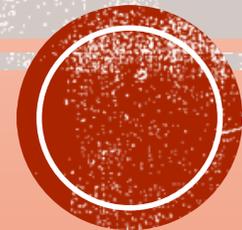
- Issues that girls at camp experience in their everyday lives include:
 - depression
 - decreased self- confidence
 - disordered eating,
 - self-harm (specifically cutting)
 - peer pressure
 - bullying (especially cyber-bullying),
 - constant stress of self-image and status among peers
 - substance use at a young age
 - sexual abuse & pressure
 - engaging in regretful sexual experiences
 - questions about sexual orientation.



ADOLESCENT GIRLS' RESILIENCE SCALE (AGRS)

Purpose of the AGRS:

1. Measure individual characteristics among adolescent girls that are most amenable to change after relatively short-term interventions
2. Has known psychometric properties (reliable and valid)
3. Can be used by different and diverse programs that support girls' development
4. Offers subscales and factor scales that can be used independently of the larger scale
5. Is free and readily available



DEVELOPMENT OF THE AGRS

- Pilot Study conducted with 2 organizations (197 girls)
 - 44-item scale, compared with the Resiliency Scale for Children and Adolescents RSCA®
- Items were reviewed and 10 items were dropped resulting in a 34-item scale to measure outcomes of girls' experiences
 - Time 2 an additional question was dropped resulting in a 33-item scale
- An additional 1072 girls participated in the study.
 - 8 organizations participated
 - 1 question dropped creating a 33-item scale
 - Dropped to a total of 711 girls (10-17 with a mean age of 12.2)



Organization	Program Location	Total Participants	Duration/Day	Program Type
Danbee	Hinsdale, MA	Time 1=103 Time 2=86	12-49	Traditional Residential
Dirt Divas	5 communities in Vermont	Time 1= 71 Time 2=71	5	Adventure Day
Rosie's Girls	Vermont, California, Rhode Island	Time 1=184 Time 2=164	15 or 30	Experiential Day
Sanborn Western	Florissant, CO	Time 1=67 Time 2=60	28	Mixed Residential
Newaygo	Newaygo, MI	Time 1=366 Time 2=174	4-28	Mixed Residential
North Shore Holiday House	Huntington, NY	Time 1=88 Time 2=74	12	Traditional Residential
Seaferer	Arapahoe, NC	Time 1=68 Time 2=68	28	Traditional Residential
Sherwood Forest	St. Louis, MO	Time 1=14 Time 2=14	26	Mixed Residential

PARTICIPANTS

- ✓ 203 Recruited
- ✓ 56 Responded interested
- ✓ 17 began study
- ✓ 8 total camps/organizations (2 non-ACA accredited)



APPROACH TO CHALLENGE

Questions

- I am courageous
- I can think of more than one way to solve a problem
- I don't give up, even when things are hard
- I deal with stress in a positive way
- I do not give up easily
- I am not afraid of making mistakes
- I am brave even when I am afraid
- I am comfortable facing life's challenges
- I stay calm in stressful situations
- I keep my cool when things don't go as planned

Definition

Represents individuals who view challenge positively; respond positively to stressful situations; feel brave and courageous; show persistence and are flexible when problem solving.



SELF-EFFICACY

Questions

- I am confident in my abilities to get things done
- I know how to get what I need.
- I live up to my potential
- I am motivated to set and accomplish goals for myself
- I make good decisions
- When I make a plan I follow through with it
- I can speak up for what I need and want
- I perform well at many things
- I am good at the things I do
- I am good at figuring things out
- I can make things happen
- I am good at solving problems

Definition

Simply defined, self-efficacy is a girls' belief that she is capable and has the ability and motivation to accomplish tasks and reach goals. Self-efficacy involves perceptions of one's own capabilities (Bandura, 2005). The AGRS assesses girls' general sense of being capable as well as aspects of what Bandura (2005, p. 308) calls "proficient performance," which reflect the degree to which girls believe themselves to possess the ability to set goals and the motivation to accomplish them.



RELATIONSHIP BUILDING

Questions

- I don't have many friends who are girls (reverse-ordered)
- I enjoy spending time with other girls
- I can easily make friends
- Girls generally do not like me (reverse-ordered)
- I tell my friend when I think they are being unfair
- Other girls are supportive of me
- I have experienced a supportive community of other girls
- I can trust other girls
- I don't have many friends who are girls (reverse-ordered)
- Girls generally do not like me (reverse-ordered)
- I get along with other girls

Definition

Girls' ability to develop and maintain friendships with other girls, an ability to get along despite differences and an ability to feel comfortable with other girls.



CONFIDENCE



Definition

Incorporates self-efficacy and approach to challenge and assesses girls' beliefs about the degree to which they are able to solve problems, cope with stress, be brave and courageous, and persist when things get hard.



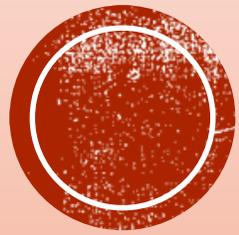
POSITIVE PEER RELATIONSHIPS



Definition

Positive Peer Relationships factor reflects the degree to which girls feel socially connected to and supported by their female peers. This factor is conceptually related to Prince-Embury's (2006) concept of the sense of relatedness, which includes facets such as trust, perceived access to support, comfort with others, and tolerance of differences. Research on girls' development states that girls' resilience is strengthened when they have positive relationships with others (Debold, Brown, Weseen, & Brookins, 2006; Jordan, 2012) and that fostering these positive relationship supports girls' resilience.





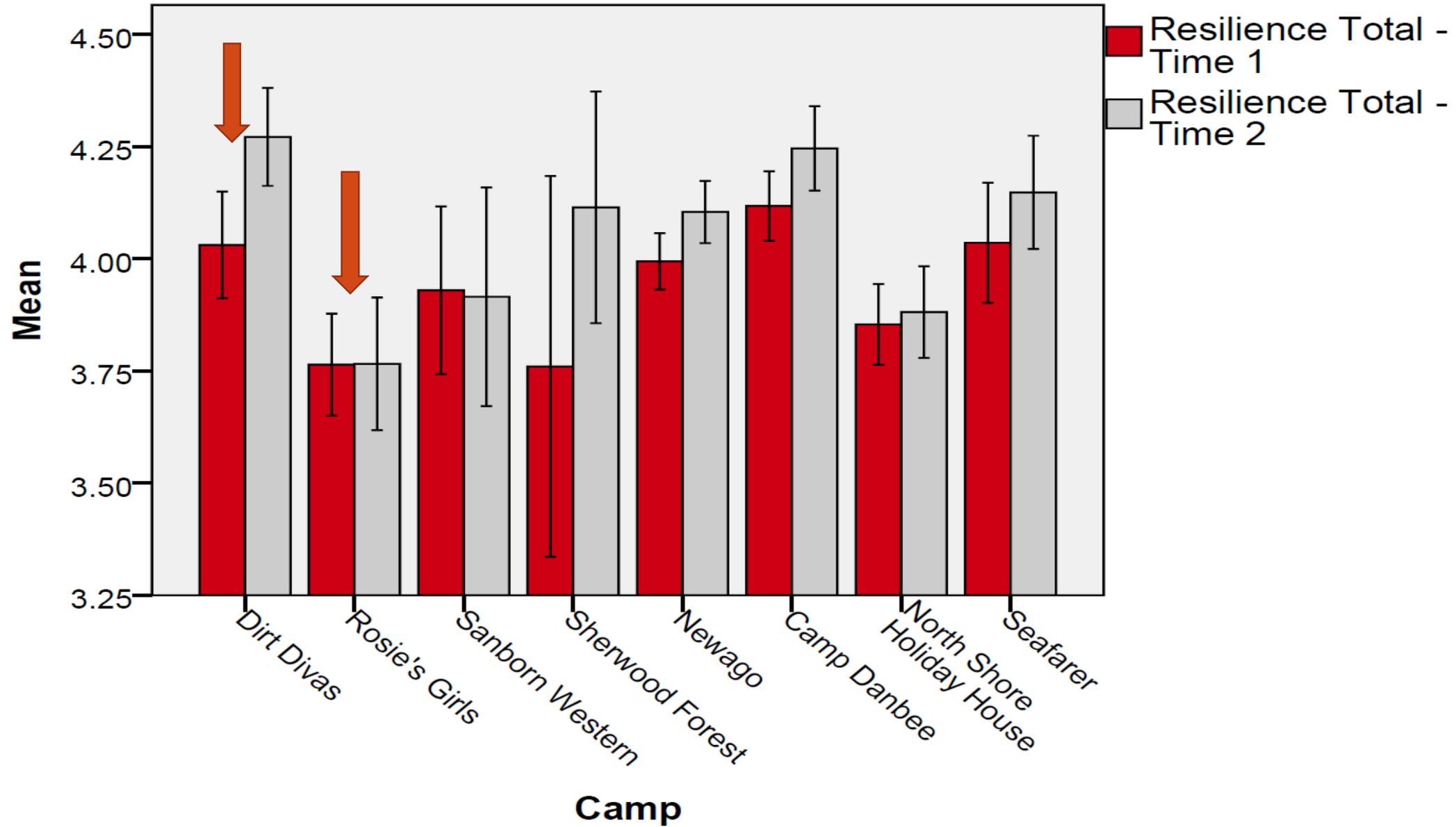
RESULTS

Study was twofold:

1. Creation of the AGRS
2. **Analyze outcomes of girls' participation**



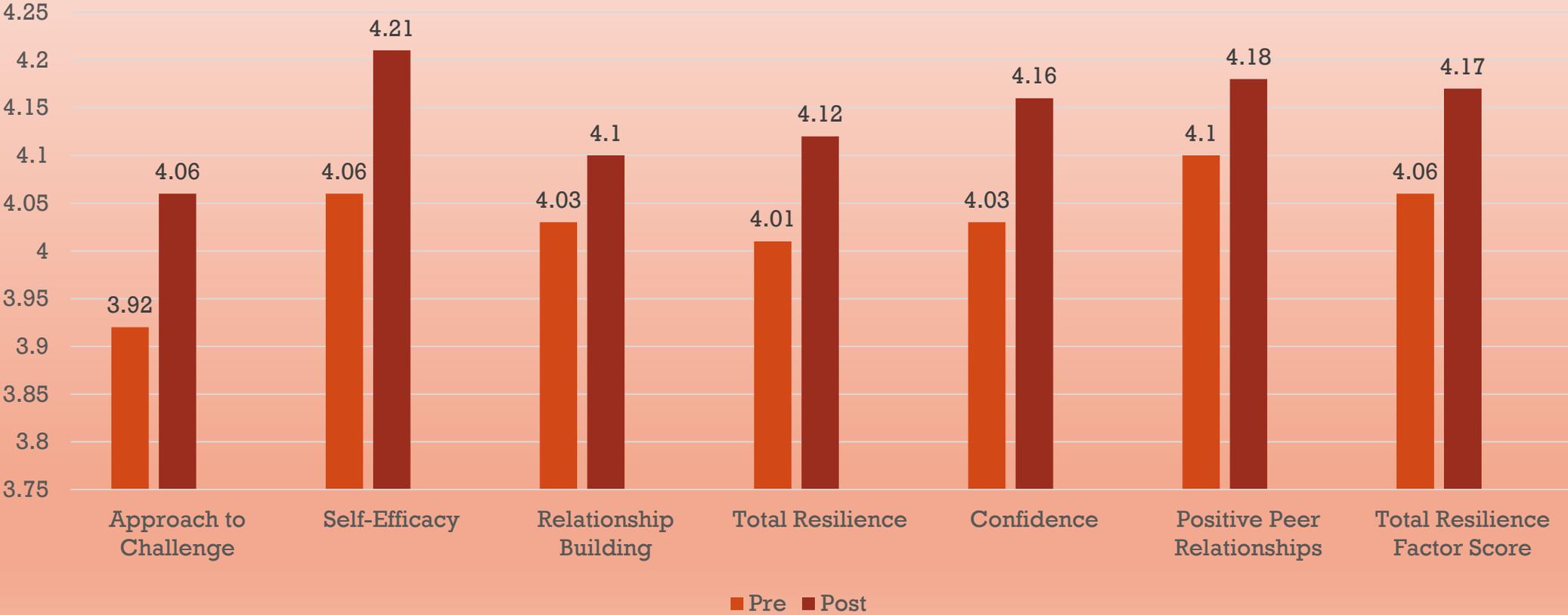
Change in Total Resilience Over Time



OVERALL CAMP RESULTS



NEWAYGO DATA RESULTS (2014)



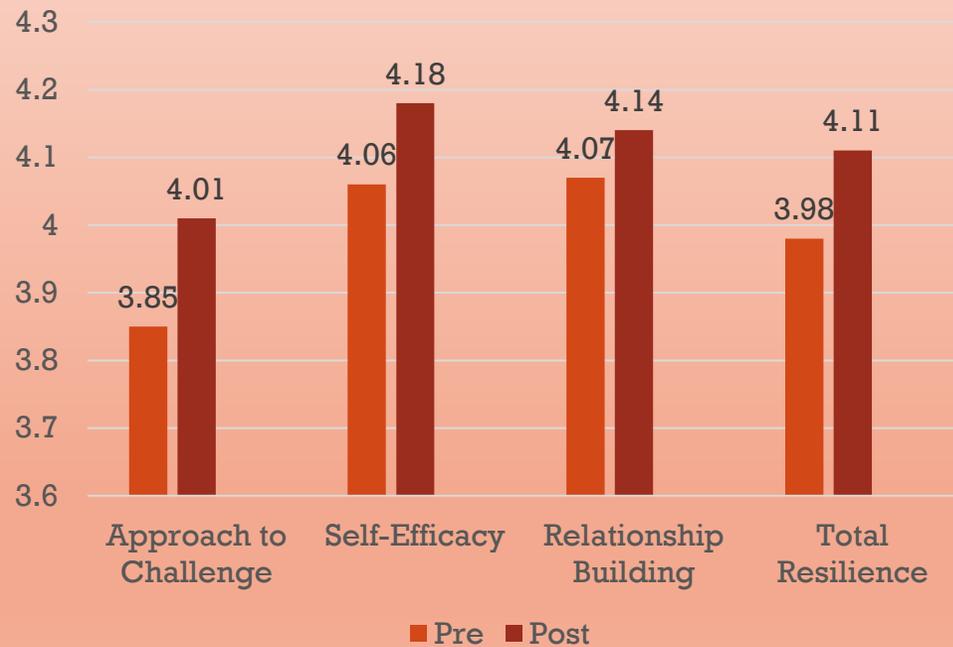
NEWAYGO RESULTS SIMPLIFIED

Subscale/Factor Score	Percentage Increase	Size of Increase
Approach to Challenge	40%	Medium
Self-Efficacy	39%	Medium
Relationship Building	32%	Small
Total Resilience Score	40%	Medium
Confidence	38%	Medium
Positive Peer Relationships	34%	Small
Total Resilience Score	38%	Medium



COMPARING RESULTS

Overall Camp Results

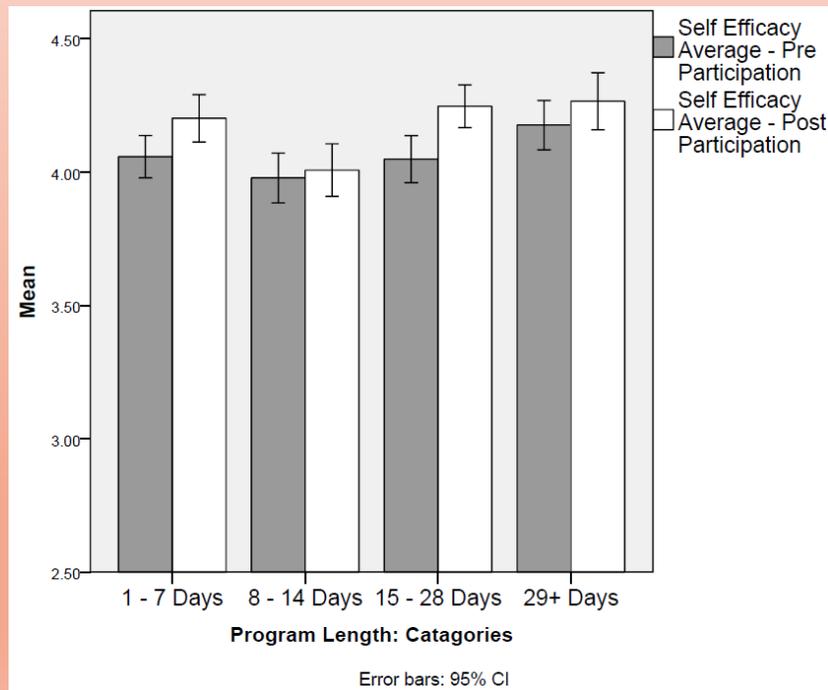


Newaygo Results

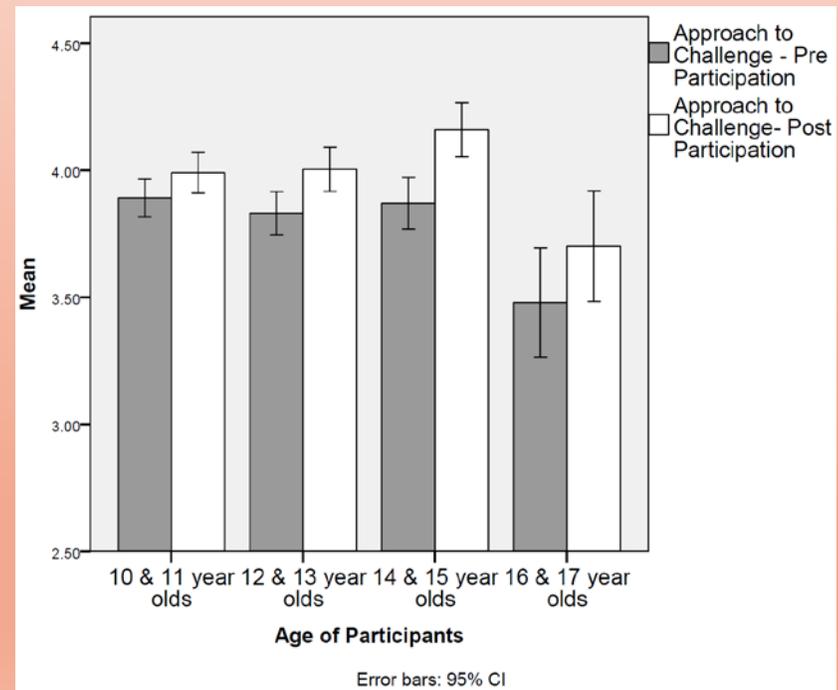


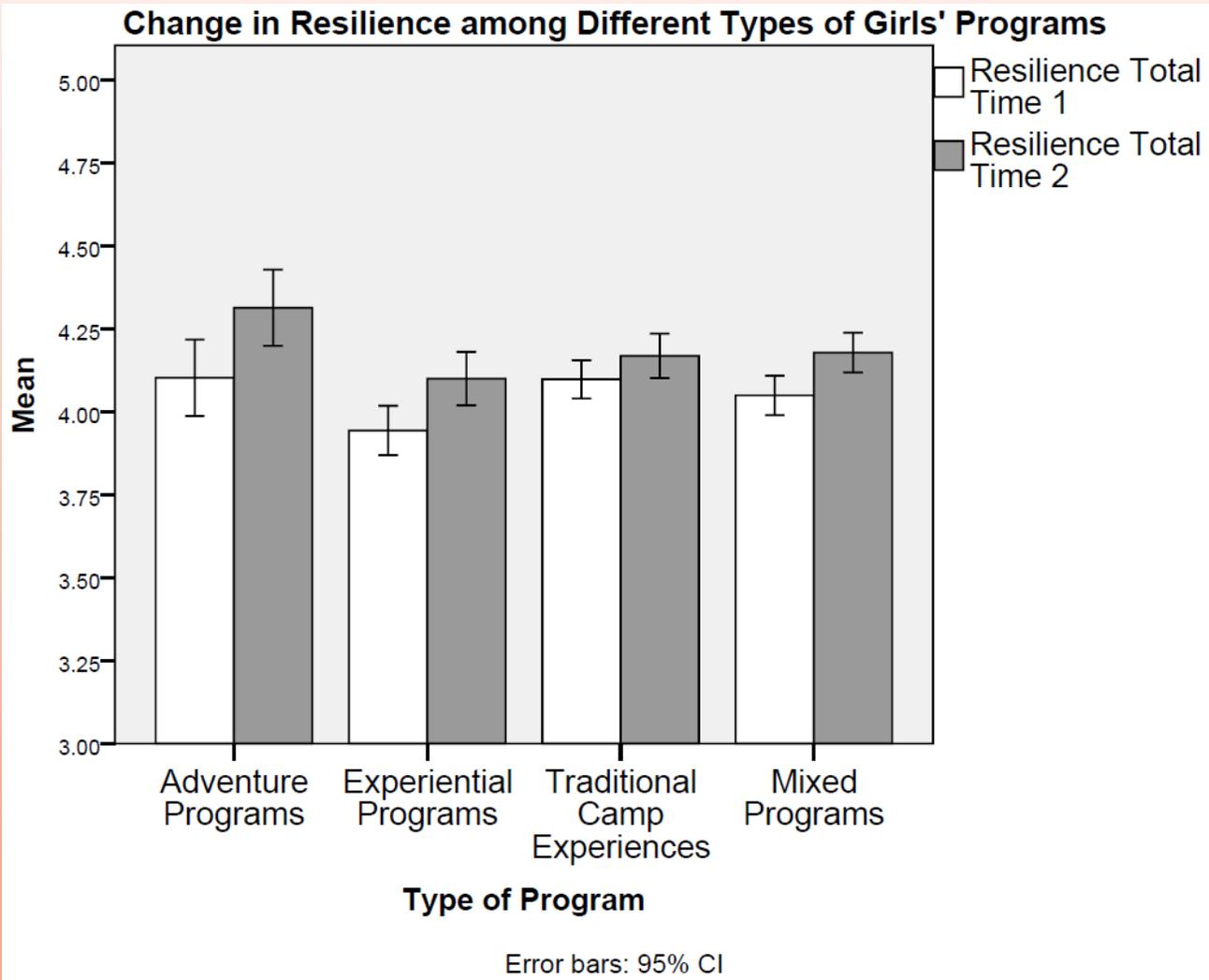
OTHER VARIABLES (AGE & LENGTH)

Self-Efficacy



Approach to Challenge





COMPARING TYPES OF PROGRAMS

- ✓ Small, yet significant increases in overall resilience were observed across all program types.
- ✓ Greatest increase was in adventure programs.
- ✓ Smallest increase was in traditional camp programs.
- ✓ Modest increase in mixed programs.



CAMP NEWAYGO'S PROGRAM



Intentional Strategies To Build Resilience

- Wilderness Tripping Program – a progression
- Outdoor Cooking
- Survival Skills
- Safe & Managed Risks
- Camper Choice (Not Parent Choice)
- Leader-In-Training Program



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