In small groups:
Work in groups 4-5.
Ask one group member to identify a neglected child and describe the child or young person, and their circumstance, to the group.

Part 1
Use the resilience matrix to plot the range of factors the child is experiencing in relation to the two dimensions:

1. All the factors that provide strengths in the environment, such as the child getting on well at school, should be placed from the centre along the protective environment axis. Likewise, all the factors in the environment that are causing adversity, such as lack of money or neighbourhood dangers, should be placed from the centre along the adversity axis.

2. The same process can be repeated for factors for the child that are likely to promote resilience and those that are making the child vulnerable, especially the impact of unmet needs.

Part 2
Look at the diagram representing the 6 domains of resilience where there is scope to promote factors associated with it. These can be considered in an ecological framework – that is there may be factors that can be promoted at the level of the child, the family and the wider environment.

Use the grid to develop an intervention plan aimed at nurturing the resilience of the child discussed in Part 1.

Continued ↓
Resilience Matrix

**Protective Factors**
Factors that act as a buffer to the negative effects of adverse experiences.

**Vulnerability**
Characteristics that heighten vulnerability to the impact of adverse factors.

**Resilience**
A phenomenon or process reflecting relatively positive adaptation despite experiences of adversity or trauma. (Luthar, 2005)

**Adversity**
Life events and circumstances that may combine to threaten or challenge healthy development.

Use the resilience matrix to plot the range of factors the child is experiencing in relation to the two dimensions.
Domains of Resilience

- Social competencies
- Secure base
- Positive values
- Education
- Talents and interests
- Friendships

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### E29 Promoting Resilience

<table>
<thead>
<tr>
<th>Resilience Domain</th>
<th>What are the child's protective factors?</th>
<th>What are the risks factors of significant harm for the child?</th>
<th>What can be done to maximise the protective factors?</th>
<th>What can be done to minimise the risk factors?</th>
<th>What areas of resilience, at any ecological level, will we target now and how will we do this?</th>
<th>Who will be responsible for this?</th>
<th>How and when will we measure progress?</th>
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<tbody>
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<td>Secure Base</td>
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