

# The Future of Measuring Resilience & Well-being

Building Resilience in the Face of Emerging Threats to Child and Youth Well-being: A Virtual Workshop

Carley Riley, MD, MPP, MHS, FAAP

Cincinnati Children's Hospital Medical Center

October 20, 2022



# The Future of Measuring Resilience & Well-being

- ✓ Measure *with* youth
- ✓ Measure for outcomes
- ✓ Measure for equity
- ✓ Measure for improvement
- ✓ Measure for systems transformation

*The heads, hearts,  
and hands of many!*



# Measure *with* Youth

- Select **measures that matter to youth**
- Identify & **test measures with youth** and those whom they trust and turn to
  - Youth who are in the engaged population
  - Youth who are adversely affected by inequities
- Advance a **strengths-based, inclusive approach**

NOTHING  
ABOUT US  
WITHOUT US

# thriving children

SHARING DIVERSE PERSPECTIVES THROUGH RESEARCH, STORY, & ART

ACADEMICS  
PRACTITIONERS  
COMMUNITY, YOUTH, & INSTITUTIONAL LEADERS  
CHAMPIONS

THE WE

TO GENERATE TRANSFORMATIONAL CHANGE  
WELL-BEING



NATURE  
**THRIVING** PEOPLE & PLACES  
WITH SUPPORT FROM A ROBUST NETWORK



CARLEY RILEY  
EMBEDDING HOPE  
INTO OUR SYSTEMS

## ★ RYAN NIEMIEC CHARACTER STRENGTHS

24 ARE POSITIVE PERSONALITY TRAITS  
IDENTIFIED - CREATING A COMMON LANGUAGE

WELL BEING      ADVERSITY

LIKE CURIOSITY, FAIRNESS & TEAMWORK

WHAT'S BEST ABOUT YOU?



AMPLIFY your STRENGTHS

SPOT EXPLAIN APPRECIATE

WHAT IS YOUR PATH

www.viacharacter.org

😊 HAPPINESS STRENGTHS:  
LOVE · GRATITUDE · CURIOSITY · ZEST · HOPE

IDENTIFY A signature STRENGTH

IMAGINE A YOU WITHOUT IT

← APPRECIATE

USE IT IN A NEW WAY EACH DAY



★ SOMAVA SAHA  
CREATING THE COMMUNITY CONDITIONS FOR THRIVING

HUMAN MADE SYSTEMS CAN BE CHANGED BY HUMANS

LISTEN TO PEOPLE AFFECTED FOR SOLUTIONS

A TALE OF 2 BOYS  
PREDICTABLE OUTCOMES BY WHERE THEY LIVE



## ★ MATT LEE FLOURISHING

INTEGRATION OF SUFFERING BEING & DOING

WHO HAS LOVED YOU INTO BEING?

HUMILITY IS REQUIRED

FLOURISHING IS A SUBJECTIVE EXPERIENCE



I'M NOT GOING TO BE A BYSTANDER  
AKBAR COOK  
WE JUST LOVE ON THEM

LOVE IS INTEGRAL  
GIVING & RECEIVING



HEDONIC WELL-BEING = INFLAMMATION

## ★ YOUTH THRIVING

KOURTNIE DUGGINS · ZEE PITTMAN-CARTER · NOAH OKI · ANNIE RUTH · MEREDITH STRAYHORN · CALVIN WELLS

LUMINESCENCE  
BEING HEARD  
EXPOSURE  
FUTURE  
BALANCE

SAFE SPACES TO BE A KID

NO LABEL LANGUAGE MATTERS



COMPARISON IS THE THIEF OF JOY

SUPPORT & ENCOURAGE INTENTIONAL



## ★ USING CHARACTER STRENGTHS IN TRAUMA-INFORMED CARE

SHIFTING THE FOCUS TO WHAT IS STRONG IN BOTH PATIENT AND CAREGIVERS

PRATIMA SHANBHAG & SARAH ZAWALY



STRENGTH CARDS

self-love is so crucial

-ELEMENTZ- you deserve to walk into every room & to be overflowing

"A LETTER TO MY BLACK STUDENTS"  
BLACK MINDS ARE YOUNG, MAGNIFICENT, TRIUMPHANT. MORE THAN THE DRAMA THAT PULLS YOU BEHIND, NEGATIVE THINGS THAT TAKE UP YOUR MIND. YOUNG TRIUMPHANT MINDS - SET ON A JOURNEY OF LOVE, WISDOM, PEACE ... ZEE PITTMAN-CARTER

fanning the LIGHT into an ENDURING FLAME - DONNA MAYERSON

from WHAT'S WRONG to WHAT'S STRONG - NEAL MAYERSON

THE LAUNCH OF THE MAYERSON CHILD WELLBEING INITIATIVE · A FISHER CENTER FOR CHILD HEALTH EQUITY EVENT



# thriving children

SHARING DIVERSE PERSPECTIVES THROUGH RESEARCH, STORY, & ART

ACADEMICS  
PRACTITIONERS  
COMMUNITY, YOUTH, & INSTITUTIONAL LEADERS  
CHAMPIONS



TO GENERATE TRANSFORMATIONAL CHANGE  
**WELL-BEING**



NATURE  
**THRIVING** PEOPLE & PLACES  
WITH SUPPORT FROM A ROBUST NETWORK



CARLEY RILEY  
**EMBEDDING HOPE INTO OUR SYSTEMS**

RYAN NIEMIEC  
**CHARACTER STRENGTHS**

**24** ARE POSITIVE PERSONALITY TRAITS IDENTIFIED - CREATING A COMMON LANGUAGE  
LIKE CURIOSITY, FAIRNESS &

MATT LEE  
**FLOURISHING**

INTEGRATION OF SUFFERING  
A FLAVORFUL BEING & DOING

HUMILITY IS REQUIRED

FLOURISHING IS A SUBJECTIVE EXPERIENCE

I'M NOT GOING TO BE A BYSTANDER  
**AKBAR COOK**  
WE JUST LOVE ON THEM



WHAT'S BEST ABOUT YOU?

**AMPLIFY** your **STRENGTHS**  
TO CORRECT A WEAKNESS

SPOT EXPL APPREC

WHAT IS YOUR  
www.viacharac

**HAPPINESS STRENGTHS:**  
LOVE · GRATITUDE · CURIOSITY · ZEST · HOPE

IDENTIFY A signature STRENGTH  
USE IT IN A NEW WAY EA



ANNIE RUTH ART

**USING CHARACTER IN TRAUMA-INFO**  
SHIFTING THE FOCUS TO IN BOTH PATIENT AND CAREGIVERS

**"A LETTER TO MY BLACK STUDENTS"**  
BLACK MINDS ARE YOUNG. MAGNIFICENT, TRIUMPHANT. MORE THAN THE DRAMA THAT PULLS YOU BEHIND, NEGATIVE THINGS THAT TAKE UP YOUR MIND.  
YOUNG TRIUMPHANT MINDS - SET ON A JOURNEY OF LOVE, WISDOM, PEACE ... ZEE PITTMAN-CARTER

**LOVE IS INTEGRAL**  
GIVING & RECEIVING



HEDONIC WELL-BEING = INFLAMATION

**YOUTH THRIVING**

RTNIE DUGGINS · PITTMAN-CARTER · H OKI · ANNIE RUTH · EDITH STRAYHORN · VIN WELLS

LUMINESCENCE  
BEING HEARD  
EXPOSURE  
FUTURE  
BALANCE

SAFE SPACES TO BE A KID

**SUPPORT & ENCOURAGE**  
INTENTIONAL



seeyourwords.com



fanning the LIGHT into an ENDURING FLAME - DONNA MAYERSON from WHAT'S WRONG to WHAT'S STRONG - NEAL MAYERSON

THE LAUNCH OF THE MAYERSON CHILD WELLBEING INITIATIVE · A FISHER CENTER FOR CHILD HEALTH EQUITY EVENT

self-love is so crucial - ELEMENTZ - you deserve to walk into every room & to be overflowing

COMPARISON IS THE THIEF OF JOY

# Measure for Outcomes

- Track measures of youth resilience and well-being
- Go beyond process measures only
- Include person-reported (subjective) measures
- Incorporate observed (objective) measures

I know this will seem a bit *crazy*, but if you want to know something about me, the best person to ask, is *me*.

**The Child and Youth Resilience Measure (CYRM) - 28**

	not at All	A Little	Some-what	Quite a Bit	A Lot
1. I have people I look up to	1	2	3	4	5
2. I cooperate with people around me	1	2	3	4	5
3. Getting an education is important to me	1	2	3	4	5
4. I know how to behave in different social situations	1	2	3	4	5
5. My parent(s)/caregiver(s) watch me closely	1	2	3	4	5
6. My parent(s)/caregiver(s) know a lot about me	1	2	3	4	5
7. If I am hungry, there is enough to eat	1	2	3	4	5
8. I try to finish what I start	1	2	3	4	5
9. Spiritual beliefs are a source of strength for me	1	2	3	4	5
10. I am proud of my ethnic background	1	2	3	4	5
11. People think that I am fun to be with	1	2	3	4	5
12. I talk to my family/caregiver(s) about how I feel	1	2	3	4	5
13. I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)	1	2	3	4	5
14. I feel supported by my friends	1	2	3	4	5
15. I know where to go in my community to get help	1	2	3	4	5
16. I feel I belong at my school	1	2	3	4	5
17. My family stands by me during difficult times	1	2	3	4	5
18. My friends stand by me during difficult times	1	2	3	4	5
19. I am treated fairly in my community	1	2	3	4	5
20. I have opportunities to show others that I am becoming an adult and can act responsibly	1	2	3	4	5
21. I am aware of my own strengths	1	2	3	4	5
22. I participate in organized religious activities	1	2	3	4	5
23. I think it is important to help out in my community	1	2	3	4	5
24. I feel safe when I am with my family/caregiver(s)	1	2	3	4	5
25. I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)	1	2	3	4	5
26. I enjoy my family's/caregiver's cultural and family traditions	1	2	3	4	5
27. I enjoy my community's traditions	1	2	3	4	5
28. I am proud to be (Nationality: _____)?	1	2	3	4	5

**Citation:** Resilience Research Centre (2009). *The Child and Youth Resilience Measure-28*. Halifax, NS: Resilience Research Centre, Dalhousie University. Retrieved [date], from <http://www.resilienceproject.org>.

Bethell C, Jones J, Gombojav N, Linkenbach J, Sege R. Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels. *JAMA Pediatr.* 2019;173(11):e193007. doi:10.1001/jamapediatrics.2019.3007

Brief Resilience Scale (BRS)

Please respond to each item by marking one box per row		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
BRS 1	I tend to bounce back quickly after hard times	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 2	I have a hard time making it through stressful events.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
BRS 3	It does not take me long to recover from a stressful event.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 4	It is hard for me to snap back when something bad happens.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
BRS 5	I usually come through difficult times with little trouble.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
BRS 6	I tend to take a long time to get over set-backs in my life.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

**Scoring:** Add the responses varying from 1-5 for all six items giving a range from 6-30. Divide the total sum by the total number of questions answered.

**My score:** \_\_\_\_\_ item average / 6

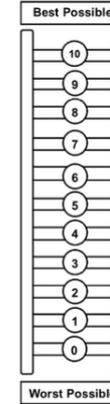
Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine, 15*(3), 194-200.

Two additional scales to explore:

- Post-Traumatic Growth Index – Child Revised (PTGI-CR)  
Kilmer, R.P., Gil-Rivas, V., Tedeschi, R.G., Cann, A., Calhoun, L.G., Buchanan, T. and Taku, K. (2009), Use of the revised Posttraumatic Growth Inventory for Children. *J. Traum. Stress, 22*: 248-253. <https://doi.org/10.1002/its.20410>
- The Chinese Positive Youth Development Scale (CPYDS)  
[https://www.youthpower.org/sites/default/files/YouthPower/resources/Toolkit\\_AnnexF.pdf](https://www.youthpower.org/sites/default/files/YouthPower/resources/Toolkit_AnnexF.pdf)

## Well-being Assessment (Youth) - 100 Million Healthier Lives

For the first 11 questions, select the answer that best applies to you. There are no right or wrong answers.



1. Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the **best possible life for you** and the bottom of the ladder represents the **worst possible life for you**. Indicate on which step of the ladder you feel you personally stand right now.

0 1 2 3 4 5 6 7 8 9 10

2. On which step do you think you will stand about five years from now?

0 1 2 3 4 5 6 7 8 9 10

3. If something interests me, I try to learn more about it.

Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
----------------	----------------	----------------------------	-------------------	-------------------

4. My life will make a difference in the world.

Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
----------------	----------------	----------------------------	-------------------	-------------------

5. I feel I am an important part of my community.

Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
----------------	----------------	----------------------------	-------------------	-------------------

6. I like coming up with new ways to solve problems.

Exactly Like Me	A Lot Like Me	Somewhat Like Me	A Little Like Me	Not At All Like Me
-----------------	---------------	------------------	------------------	--------------------

7. If I set goals, I take action to reach them.

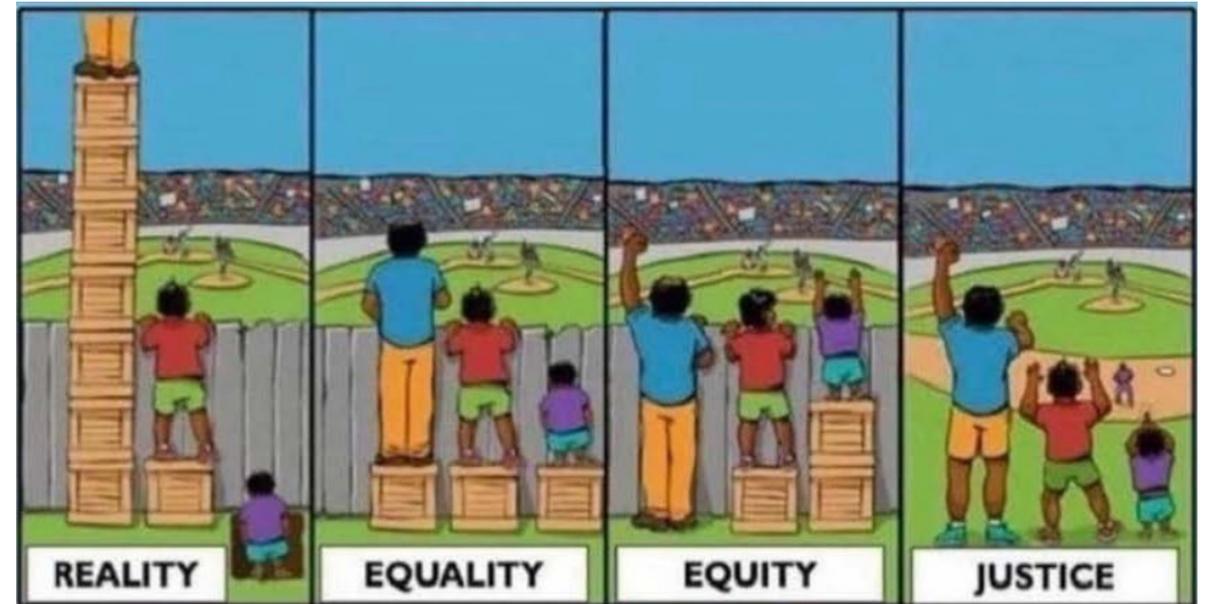
Exactly Like Me	A Lot Like Me	Somewhat Like Me	A Little Like Me	Not At All Like Me
-----------------	---------------	------------------	------------------	--------------------

8. Setbacks don't discourage me.

Exactly Like Me	A Lot Like Me	Somewhat Like Me	A Little Like Me	Not At All Like Me
-----------------	---------------	------------------	------------------	--------------------

# Measure for Equity

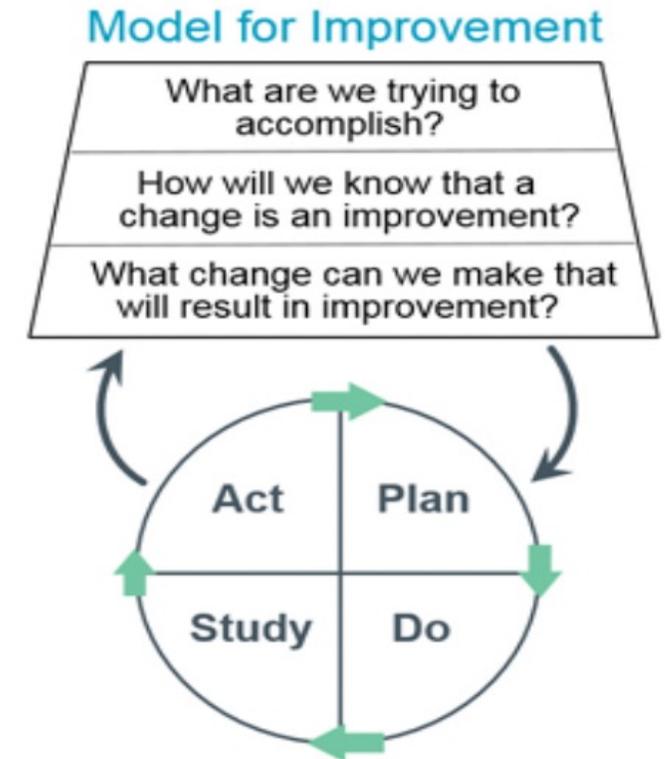
- Choose measures that are relevant and meaningful to the **youth who are adversely affected by inequities**
- Elevate **equity as a primary outcome**, embed equity in the measurement
- Measure **inequities in outcomes** by sociodemographic characteristics
- Measure the **structural, programmatic, or policy factors** that create and sustain equity gaps



<https://www.bu.edu/diversity/resource-toolkit/inequity-equality-equity-and-justice/>

# Measure for Improvement

- Select measures to **drive insight & action** for improvement
- Enable **rapid learning for improvement** by collecting data frequently and displaying data over time to
- Start with a **small set of measures that matter** to youth
- Optimize use of data by integrating collection and tracking into **usual workflows** as best as possible
- Use **visual displays of data over time** to enable real-time learning and motivate improvement

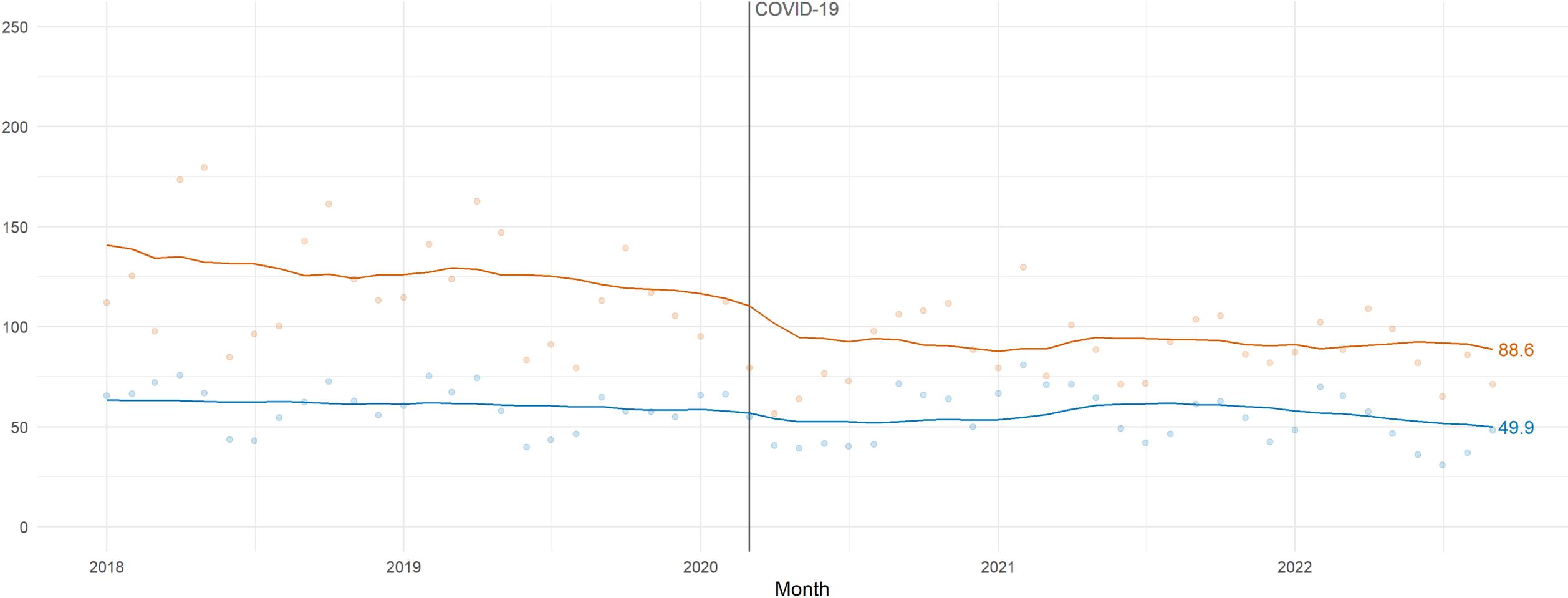


Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. The Improvement Guide: A Practical Approach to Enhancing Organizational Performance (2nd edition). San Francisco: Jossey-Bass Publishers; 2009.

# Mental health admissions per 100,000 population under 20 from SW Ohio, 12 month moving average

Patients identifying as only Black or African American and All other patients

Desired direction ↓



Admission defined as Inpatient or Observation stay based on encounter type. Mental health admissions defined by primary diagnosis and/or department associated with admission. Monthly admissions adjusted to 30 day month. County of residence defined as county of geocoded address. Southwestern Ohio includes the following counties: Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, and Warren.

# Measure for Systems Transformation

- Adopt a **holistic measurement strategy** that supports “whole person, whole system, whole community” insight, action, and improvement
    - ✓ Outcome measures of youth resilience & well-being
    - ✓ Intermediate outcome & process measures
    - ✓ Balancing measures
  - Select & track an **ecosystem of measures** organized for a shared mental model and theory of action
  - Advance a **relentless focus on the systems and structures** that influence resilience & well-being
- **Outcome Measures:** Measures that describe the education and well-being goals that are the focus of an initiative. How does the system impact the values of students, their educational success and well-being? What are impacts on other stakeholders such as educators, families, or the community?
  - **Process Measures:** Are the parts/steps in the system performing as planned? Are we on track in our efforts to improve the system?
  - **Balancing Measures (looking at a system from different directions/dimensions):** Are changes designed to improve one part of the system causing new problems in other parts of the system? For example, are students’ academic outcomes improving but their family financial security or teacher well-being are decreasing?

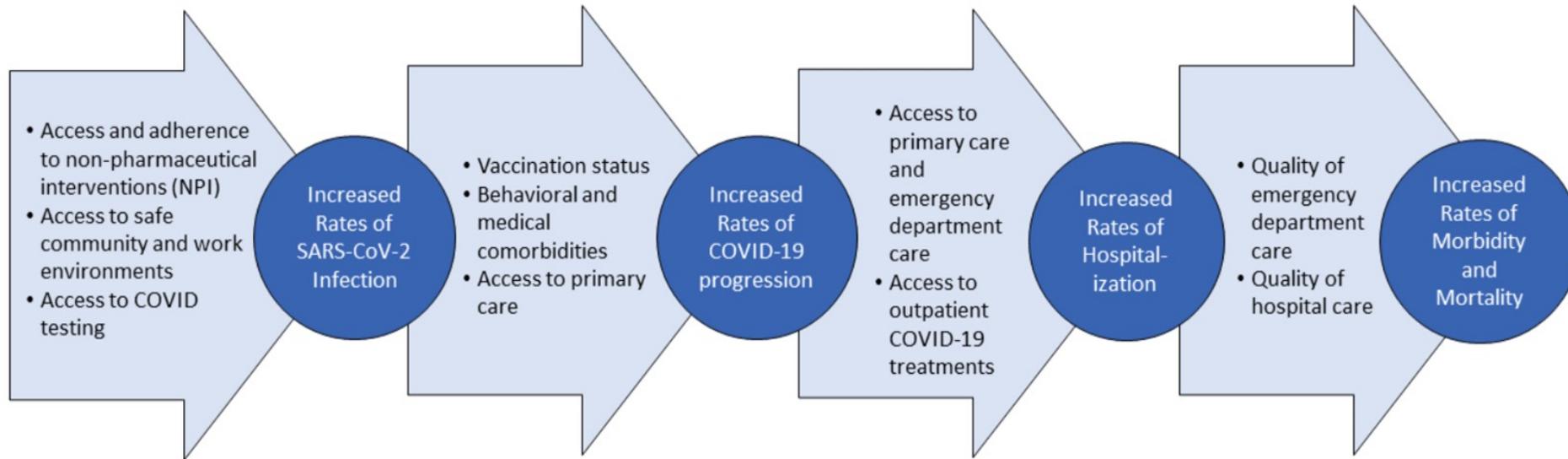
McPherson ME, Duong T, Payne CK, Riley CL, Taylor J. *Building an Equitable System for Postsecondary Education Transition and Success*. Boston: Institute for Healthcare Improvement; 2021. (Available at [www.ihl.org](http://www.ihl.org))





# Ecosystem of Measures | Cascade of Outcomes

## Structural Racism and Increased Black COVID-19 Hospitalization



**Structural Factors**

- Racial wealth gap
- Mass incarceration
- Limited workers rights
- Immigration status
- Educational inequities
- Intersectional discrimination (sexism, transphobia, homophobia)

**Environmental Factors**

- Segregated housing
- Multigenerational housing
- Congregate housing
- Essential worker status
- Food deserts

**Proximal Factors**

- Inadequate health insurance
- Healthcare segregation
- Anti-Blackness in health care institutions
- Weathering effects of racism
- Inadequate collection and monitoring of race data

Source: NYC Health, "Racial Inequities in COVID-19 Hospitalizations During the Omicron Wave in NYC" March 2,2022

Carley Riley

[Carley.Riley@cchmc.org](mailto:Carley.Riley@cchmc.org)

 @Carley\_Riley

Measure the change  
you wish to see in the world.

Gandhi (*modified*)