

# OSLOMET

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## **Resilience development in children and adolescents**

**Factors that contribute to resilience development, and how social workers can promote these: A literature review**

**Master's thesis in Social Work  
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## **Abstract**

The current thesis focused on children and adolescents who have faced traumatic experiences through childhood but managed to adapt their life around such experiences. More specifically the emphasis was to understand which factors contribute to this resiliency. Furthermore, how can social worker promote resilience developing factors through their work. The research question is the following: “What factors contribute to resilience development in children and adolescents who have experienced a traumatic childhood and how can social workers promote such factors?”. The theoretical framework contains “resiliency theory”, “self-efficacy in social cognitive theory”, “Maslow hierarchy of needs”, “strength perspective”, “user involvement”, “person in environment” and “ecological model”. Data-collecting method used in this thesis was literature review. After conducting literature review the selected five articles were further analysed in depth.

Analysing the articles resulted in different findings that were categorized between “internal factors”, “external factors” and “Importance of family support specifically maternal figure”. The most frequently mentioned internal factor was emotion regulation, along with motivation and sense of purpose. Whilst an important external factor was the presence of supportive relationships and access to creative outlets. Lastly, the importance of maternal figure was specifically highlighted through maternal warmth, being protected by a maternal figure and importance of strengthening the maternal figure. Findings indicate that impact of different factors either increased or decreased the resilience in an individual. Subsequently, based on findings from selected articles, relevant theories and social work practice get discussed. The theoretical framework showcases how they align with the factors suggested in findings, and social worker practice. Ecomap indicates that social workers can promote resilience factors on different levels. Directly with children and adolescents can this be done through practicing user involvement, and strength perspective. Person-in-environment theory focuses on internal and external factors. Additionally creative outlets can promote resiliency and can be beneficial in social worker framework. Group interventions are also

regarded to have positive impact on promoting resilience in children and adolescents.  
Finally, thesis concludes with mentioning limitation and suggestions for future research.

**Keywords:** children, adolescents, violence, resilience, adaption, social workers, protective factors

## *Acknowledgement*

Two enlightening, and challenging years come to an end through conduction of this master thesis. This journey has provided me with new perspective and valuable insights in the social work field. I explored resilience development in children and adolescents that have experienced traumatic childhood experiences. This has increased my understanding about resilience, children and adolescents, the social workers framework, and potential challenges that can occur. Despite being a complex field to explore, it was extremely interesting to conduct this research. As a newly graduated social worker, I look forward to applying acquired knowledge in practice, and leaving a positive impact on client's life through my work.

I would like to express utmost gratitude to my supervisor, Ariana Guilherme Fernandes at Oslo Metropolitan University. I'm extremely thankful for your constant support, time, guidance, valuable insights, and constructive feedback. I appreciate all our conversations; they were immensely informative and reassuring. Furthermore, they have been a source of knowledge and expertise. Your supervision has been extremely beneficial and enlightening for me and improved this journey tremendously.

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*List of abbreviations*

- PKC – Preschool Kid’s Club
- PIE – Person in Environment

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- 3.4 – Table of inclusion and exclusion criteria
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*Attachments*

- Keywords used
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## 1. Introduction

The theme of this thesis is resilience founded in children and adolescents, examining factors that enhance resilience, and how social workers can further promote these. This topic is important for a thesis in social work because childhood experiences have larger impact on an individual throughout their life. In particular, traumatizing childhood experiences can potentially have a negatively impact on individual's future. The process of socialization shows that children are heavily influenced through an early stage (Grusec, 2011). Witnessing a violent relationship between parents, important figures, and similar adversities can influence children's cognitive, behavioural, and emotional development significantly (James, 1994). This can negatively impact different aspects of their lives, such as economic and psychosocial development (Callaghan, Fellin, & Alexander, 2018). This concerns individuals work opportunities, future relationships, and mental health.

Despite a group of adolescents experiencing a similar childhood, such as siblings, the outcomes that occur be significantly different (James, 1994). Therefore, it is important to gain knowledge and understanding about which factors that impact and promote resiliency. Social workers that work with adolescents require this knowledge in order to assist in further promoting factors that can enhance resilience. Social workers are in a position and have a role that makes it possible for them to prevent possible future problems for vulnerable children and adolescents. It is possible to prevent a negative development in problems and challenges if they are addressed properly at an early stage. This can possibly work preventive for different social problems.

During a global pandemic like COVID-19, majority of children and adolescents were forced to stay at home during lockdown. With restrictions and nowhere to go due to closure of leisure activities, youth club and schools, numerous children and adolescents were stuck at home. This increased the amount of witnessing of violence at home, simultaneously limited the contact with others (Chandan, Taylor, Jones, & Nirantharakumar, 2020). This amplifies the importance and relevance of the



phenomenon in a social work perspective. Therefore, knowledge on this matter is a necessity.

The topic of this thesis is inspired by a Norwegian Pakistani politician named Abid Raja, whilst promoting his autobiography in 2021, he mentioned that he had lived with several children in child welfare housing. This happened due to childhood violence he had experienced (Hovednakk, 2021). Many of the children he lived with in child welfare housing came from similar circumstances. Several of them had an unfortunate life development. Whilst some committed suicide, other individuals became drug addicts.

Abid often pondered upon which factors made him keep going despite the challenges he faced, and how he ended up with a different life than his peers who had shared similar experiences like him. In adult life his therapist introduced him to the term “resilience”, and he associated with the term dandelion child (Raja, 2021, s. 204). Explanation behind the term “dandelion child” is that certain children, similar to dandelions, thrive in most environments. Although they experience traumas, adversity, or stress (Boyce, *Why Some Children Are Orchids and Others Are Dandelions*, 2019). Alongside this Abid stated that he understood resilience as “having a heat seeking radar in you”, an inherent ability to seek the care you have not earlier received. He experienced to have received this care from his wife (Raja, 2021, s. 204).

Children witnessing violence between family members, specifically parents, domestic violence, is not a new phenomenon (James, 1994). This can be classified as a global issue, and can occur in different households across the world, and nationwide (Ferrara, Franceschini, & Coresello, 2021). This issue is not associated with a particular class, gender, culture, or religion. Witnessing violence at a young age can affect children to a great degree, and since individuals react differently it can have different outcomes. Various individuals can potentially use drugs as a coping mechanism, whilst others can develop mental issues. On the other hand, a lot of people seemingly function as normal, and follow normal human development path, despite having witnessed violence in the family or experienced traumatic events (Alaggia & Donohue, 2017). Some even appear to

gain advantages by experiencing adversity and claim that experiencing traumatic experiences made them stronger, compassionate individuals (Alaggia & Donohue, 2017).

### 1.1 Thesis aim: tracing factors that cause resilience

The aim of the thesis is to identify and examine potential factors that determine how children and adolescents cope with witnessing a traumatic situation like domestic violence. These coping factors can contribute to resiliency in children and adolescents that have witnessed or experienced adversity and traumatic childhood experiences. This knowledge can be beneficial for social workers that can work to further promote these factors through their work with these individuals. The thesis will also highlight why these factors play an important role and connect them with relevant theories with focus on resilience from a social work perspective.

### 1.2 Research question

Consequently, the research question is:

“What factors contribute to resilience development in children and adolescents who have experienced a traumatic childhood and how can social workers promote such factors?”

The first half of the research question: “What factors contribute to resilience development in children and adolescents who have experienced a traumatic childhood” will mainly be answered by conducting a literature review. Whilst the second part “how can social workers promote factors that contribute to resilience?” will mainly get answered based on the findings of the literature review through a theoretical discussion.

### 1.3 The limitation of research question

Due to the broad nature of the research question, it requires delimitation. First, the age category, this thesis is going to primarily focus on children between 0-12 years old, and adolescents up to 19 years old. Reasoning is that this age group is easily influenced and as mentioned, their experiences lay foundation for their future. Secondly adolescents are in a transitioning phase between child and adulthood, which can be a defining moment for resilience development (Goldstein, Faulkner, & Wekerle, 2012). Second, the focus is going to

be on children that have witnessed and/ or experienced traumatic incidents through childhood. This thesis is not limited to solely domestic violence because if an individual is experiencing domestic violence, that increases the possibility of them experiencing several other difficult challenges. Co-occurrence of exposures such as, sibling abuse, bullying and exclusion, or parents involved in substance abuse etc. (McDonald, Garham-Bermann, Maternick, Ascione, & Williams, 2016).

Furthermore, refraining from limiting to one form for violence, increases the possibility to find relevant literature that focuses on resilient children. Although the thesis was initially mainly focused on consequences from domestic violence, the primary focus in the thesis is not focus on only one form for violence and trauma because the individual witnessing domestic violence, can simultaneously experience other forms for traumas. The focal point of the current thesis is what factors affect the resiliency. One of the factors still being the amount of violence they have witnessed. Fundamental focus will be on children who have experienced a traumatic childhood but are resilient despite it.

Third “social workers” can be working in different fields, such as school, child welfare services etc. Depending on the work field, social workers must follow different rules and regulations. Their opportunities to strengthen resilience factors vary, depending on their work field. Naturally, this must be delimited as well. This thesis is going to focus on social workers working in fields such as school and child services since they possibly have more opportunities compared to social workers not working directly with children and adolescents. By applying own examples, I will refer to different context where social workers work with children and adolescents that have experienced traumatic childhood experiences, this will be contextualized during discussion chapter. Lastly, the thesis will concentrate on literature review that highlights social workers working with clients as children/adolescents in western countries. Reasoning behind that is that majority of the published literature is conducted in western countries. This will be further elaborated in method chapter and is recognized as a limitation.

This thesis will employ a “literature review” as the main method for examining the research question. Literature review is a mean to gain knowledge through understanding existing literature about the field you are going to research (Mauldin & DeCarlo, 2019, s. 54). Literature review is a collection of most noteworthy produced research about a specific topic (Mauldin & DeCarlo, 2019, s. 55). Further elaboration on this is mentioned in the method chapter.

#### 1.4 Definitions of key concepts

In the following, I will present the main concepts that will be applied in the thesis, first definition will be of “traumatic childhood” and then “resilience”.

Traumatic childhood can be defined as a childhood where the child has endured traumatic events. Events that risk child’s life or bodily integrity because of their dangerous or violent nature can be defined as traumatic events (About Child Trauma). Certain traumatic events only occur few or one time such as an earthquake or tornado (Greeson, Briggs, & Layne, 2013). Whilst other traumatic events, like domestic violence or maltreatment can happen frequently through a child’s life (Greeson, Briggs, & Layne, 2013). Both types can result in long-term consequences for the children and adolescents that have been affected by these (Greeson, Briggs, & Layne, 2013). Several studies have stated correlation between poor health consequences and childhood trauma (Greeson, Briggs, & Layne, 2013). Additionally, adverse childhood experiences can also result in emotional, social, and cognitive challenges (Greeson, Briggs, & Layne, 2013). Certain traumatic events, such as witnessing intimate partner violence, can increase possibility of co-occurrence of additional form of family violence such as sibling abuse (McDonald, Garham-Bermann, Maternick, Ascione, & Williams, 2016).

Resilience can be defined as a “dynamic process encompassing positive adaption within the context of significantly adversity” (Luthar, Cicchetti, & Beck, 2000). Two deciding factors for resilience to take place is the amount of exposure an individual faced to alarming distress or serious threat. Secondly, regardless of facing hindrance on developmental process, how/ if individual can accomplish positive adaption (Luthar, Cicchetti, & Beck, 2000). Resilience can occasionally get mistaken as coping, positive

adjustment, or competence. Despite these being associated with resilience, they are different (Fergus & Zimmerman, *ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk*, 2004). Definitions like positive adaptation is implemented to describe a result of resilience. Resilience can be described as a process where individual defeats risk, this overcoming can end in consequences like positive adjustment (Fergus & Zimmerman, *ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk*, 2004). In a similar manner, competence can be defined as a strength that plays an essential element during resilience process (Fergus & Zimmerman, *ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk*, 2004). Examples on these can be individual level promotive factors. These factors increase the chance of successfully succeeding during resilience process (Fergus & Zimmerman, *ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk*, 2004). Although competence is not the only asset that determines resilience outcome. Alongside competence, external factors, ecological context can also possibly assist escape negative consequences of risk (Fergus & Zimmerman, *ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk*, 2004).

### 1.5 Outline of the master thesis

This thesis is divided into six chapters. Chapter 2 will present background and theoretical framework. Followed by chapter 3 that will introduce the selected method. The method chapter will introduce the chosen review method, and the implication this approach has. Chapter 4 will present the findings of the literature review. Findings chapter presents main factors that contribute to resilience. Thereafter chapter 5 will discuss the findings based on the theoretical framework. Discussion will answer the research question by applying the results from findings and connecting them to potential corresponding theories. Lastly chapter 6 being the conclusion.

## 2. Background and theoretical framework

In this chapter, I will present background for current thesis alongside its theoretical framework. The selected theories will be presented in addition to the criticism they have received.

Before conducting further research, it is important to be aware of earlier perspectives on resilience. Research on factors that proceeded in adaptive outcomes despite occurrence of adversity started with schizophrenia as a primary base. In the early stages, patients with adaptive patterns were neglected whilst the focus was on increasing understanding and gaining knowledge about maladaptive functioning (Luthar, Cicchetti, & Beck, *The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work*, 2000). Around 1970s researchers discovered mild schizophrenic symptoms. Among other things, these were distinguished by patients existing history of being competent enough at social relations, and to fulfill responsibility (Luthar, Cicchetti, & Beck, *The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work*, 2000). However, at that time the schizophrenic patients with adaptive behavior were not described with resilience. Aspects of these existing social competence traits can possibly get defined as sign of moderately resiliency traits in the present age (Luthar, Cicchetti, & Beck, *The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work*, 2000).

Present legislations like The UN convention on the Rights of the child, article 12, states that children's and adolescent's opinions do matter (*Convention on the Rights of the Child text*). This implies that their opinion must be emphasized in accordance with their age and maturity level. Children and adolescents' participation, where they don't solely get listened to, but also taken seriously has been challenging for social work (Gallagher, Smith, Hardy, & Wilkinson, 2011). Social workers have to take this into consideration whilst working with children and adolescents as clients and acknowledge their experiences and emotions. In order to effectively work with children and adolescents as clients and identify resilience factors and further promote them, social workers have to listen to them and their feedback.

Earlier resilience psychological conceptualization was focused on individuals' "hardiness" or the ability to "bounce back". However, the present focus is on the adaptation ability and successful functioning despite being exposed to extend trauma and high-risk settings (Howell, Miller, Barnes , & Graham-Bermann, 2014). Furthermore, earlier focus has mainly been on personal characteristics, whereas present focus is gaining knowledge about broader psychosocial system with different influences impacting positive functioning (Howell, Miller, Barnes , & Graham-Bermann, 2014).

As mentioned in World Health Organization report (Violence against children, 2020), research by (Hills, Mercy, Amobi, & Kress, 2016) shows that globally estimation is that approximately 1 billion children between age 2-17 have in the year 2015-2016 experienced neglect or a form of violence (Hills, Mercy, Amobi, & Kress, 2016) (Violence against children, 2020). Additionally, it addresses several negative impacts violence can have on children, including impact on brain development, health risk behavior, limited opportunities and on future generations (Violence against children, 2020). This can impact future generation through social heritage. Because there is higher possibility that children and adolescents that experience violence become school dropouts, or experience other negative outcomes for instance challenges in having access to stable job. Such outcomes alongside occurrence of committing self-directed violence can impact the next generation (Violence against children, 2020).

### 2.1 Selected theories

Similar to other fields, theories hold an important status in social work practice as well. Theories coexist alongside practice and are not considered as the opposite pole. Practice is often based on theories, and theories are often an explanation of practice. In some cases, theories get developed based on practice (Healy, 2014, s. 21). Social work is not only dependent on theories from other fields like psychology, and sociology. Through the years of social work practice, social workers have also developed own theories. They have the purpose to guide social work practice (Healy, 2014, s. 21). This makes it easier to communicate and discuss different work practices, frameworks, and methods. In the following sections, the selected theories are going to be further

explained in order to apply them later in discussion chapter. There were several theories that appeared relevant, both psychological theories and theories from social works practice. Due to time and word limitations, I've restricted to theories I considered highest relevant for my research question.

#### Resiliency theory

Resiliency theory is based on individuals' ability to overcome difficulties in life such as trauma or significant stress. Central theme in this theory is to gain knowledge about "healthy development in spite of risk exposure". The theory does not dismiss irregularity or drawbacks that can occur as a result of risk exposure. However, the theory focuses more on the strengths individual possesses (Fergus & Zimmerman, ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk, 2004). A risk factor must occur in order to apply resilience theory (Fergus & Zimmerman, ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk, 2004). The theory contemplates both the transaction between a person and its environment and characteristics within a person (Gitterman & Germain, 2008). Person's characteristics evolve as a result of environmental, psychological, and biological process. These consists of intelligence, social and coping skills, self-esteem, and capability emotionally regulate experiences (Gitterman & Germain, 2008). In addition to the above-mentioned positive individual characteristics within a person, resiliency emphasizes positive social and contextual factors in the environment as well. These factors are labelled promotive factors. They operate against the risk factors, intending to assist children and adolescents in defeating the negative outcomes that are a result of traumatic experiences and adversity (Zimmerman, 2013).

A critique against the theory is that the field's use of different terminology leads to confusion. Some view resilience as a trait because "individual-level assets" like coping skill, self-efficacy and competence can be a part of resilience process. However, they do not define the entire resilience process because it is also depended by the context, risk, population, promotive factor, and outcome. This overall confusion contributes to slowing down the field's evolution (Fergus & Zimmerman, ADOLESCENT RESILIENCE: A Framework



for Understanding Healthy Development in the Face of Risk, 2004). Another critique is that resilience is determined by context and content, and that makes it difficult to determine common promotive factors that work for all contexts, outcomes, or groups. That means that one individual can be resilient whilst facing one adversity but not another. For instance, an individual might find it easier to stay resilient against negative outcomes of bullying because they have a strong support system in family and friends but might experience difficulty staying resilient against poverty consequences (Fergus & Zimmerman, ADOLESCENT RESILIENCE: A Framework for Understanding Healthy Development in the Face of Risk, 2004).

#### Self-efficacy in social cognitive theory

Self-efficacy is a term launched by Albert Bandura and operates as a component of his social cognitive theory (Hutchinson & Olstedal, 2017, s. 27). According to Bandura, behaviour is determined by “perceived self-efficacy and outcome expectancies”. Whilst outcome expectancies refer to both positive and negative consequences of behaviour act. Self-efficacy can be defined as an individual’s “belief in their ability to perform a specific action in a particular situation” (Sutton, 2015). Self-efficacy illustrates the significant effect individual’s trust in their own ability has. Additionally self-efficacy can be connected to individuals well-being (Djourova, Molina, & Santamatilde, 2019).

Self-efficacy impacts well-being through motivational, cognitive, and affective process. This results in improvement in individual’s behaviours and attitude that can further enhance and strengthen physical and mental well-being (Djourova, Molina, & Santamatilde, 2019). A critique against the theory can be the underplaying of environmental factors. The theory doesn’t include the environmental effects on behaviour (Biglan, 1987, s. 12). In the past years several improvements have been made, and programs developed that target depression, social skills, social isolation etc. This has resulted in changes that wouldn’t be possible to achieve several years back without these improvements (Biglan, 1987, s. 12). This goes on to further confirm that environmental factor impact individuals’ behaviour as well.

### Maslow's hierarchy of needs

Based on Maslow's hierarchy of needs, the fulfilment of current, relevant necessary needs decides further action plan for the individual. One of them being fulfilling of *physiological needs*, such as water, food etc. Once these are satisfied the individual has the means to be focus on other needs in pyramid. The other needs consist of; *security and safety needs* that primarily consists of financial security, wellness, and health etc. *Social needs* that contribute to belonging, love and security from friendships, family, community, religious groups, and romantic attachments. Thereafter the *esteem needs*, question like what I can accomplish become relevant. Individuals seek validation, appreciation, and respect from others. Lastly comes the *need of self-actualization* that develops personality, enhances creativity, and focuses on personal growth (Hutchinson & Oltedal, Praksisteorier i sosialt arbeid, 2017, s. 71) (Cherry, 2022). Maslow's theory has also faced several critiques, amongst them two being: First, some say that the needs individual has, do not necessarily develop in a hierarchical order. Furthermore, there is lacking evidence that support the ranking of different needs (Wahba & Bridwell, 1976). Second, theory is difficult to test, specifically the need of self-actualization (Agrawal & Sharma, 1977) (Cherry, 2022). This weakens theory's validation.

### Strength perspective

Strength perspective addresses individual's strengths and is fundamental in social work. This perspective focuses on and recognizes the client's resources, and capacities (Healy, 2014, s. 163). Additionally, it perceives clients as experts in their own life, and social worker as "a translator who helps clients see that they already possess much of what they need to proceed on their chosen path." (Healy, 2014, s. 165). Strength perspective is based on the idea that clients solve problems and conduct life changes due to their strengths and not based on their weaknesses (Healy, 2014, s. 163). Strength perspective has similarities with empowerment and solution focused approaches within social work (Healy, 2014, s. 166). Since they seek to acknowledge and further develop client's ability to help their selves and their communities. In addition to encourage a partnership that results in knowledge exchange between social worker and clients (Healy, 2014, s. 167). Furthermore, strength

perspective suggests that since human beings have a natural tendency to heal, they generally exhibit resilience when facing adverse life events (Healy, 2014, s. 168).

Sociologist Ervin Goffman significantly impacted strength perspective through his research on stigma, marginalization, and social labelling (Healy, 2014, s. 166). He highlighted that human oriented professions contributed to challenges they initially aimed to overcome (Healy, 2014, s. 166). Strength perspective has been criticized for other factors as well, one being uncertainty in defining how some behaviors and attitudes can be labeled as strengths. This leads to several issues, a factor that is considered strength for one individual can be the opposite for another (Healy, 2014, s. 180). Another issue is that how can strength behaviors be defined, especially when they are dependent on context. Therefore, it is a flaw in this perspective that there is lack of clarity how social worker settles a strength (Healy, 2014, s. 180).

#### User involvement

User involvement plays a defining role in successful social work. This starts already in the phase of defining the problem. User involvement in this phase determines the client's effort levels on the change process (Healy, 2014, s. 147). Furthermore, different social work theories for practice suggest that social worker should hold an open and curious position towards the client (Healy, 2014, s. 219). This aligns with the mindset that the client, the service user is an expert on his/her own life. Additionally, the users can be involved in problem solving process as well. Many think it should be a cooperation between user and social worker, additionally users' capacity to independently solve problems should be evolved (Healy, 2014, s. 139).

#### Psychodynamic social work theory - Person in environment

Psychodynamic theory emerged from Sigmund Freud's psychoanalysis. The theory is based on the idea of how our unconscious mind impacted our conscious mind and behaviour (Thompson & Stepney, 2018, s. 66). The psychodynamic practice is developed on two main ideas. First that our behaviour is a result of mental energy and interaction between our mind forces, also known as the psyche. Second, intra-psychic, defined as the inside workings of

minds, influence our actions and social relationships (Thompson & Stepney, 2018, s. 67). In terms of child development, psychodynamic theory highlights that our childhood relationships result in powerful experiences that shape our reactions in adult relationships (Thompson & Stepney, 2018, s. 68). This is aligned with transference perception in social work theory, where earlier life experiences, especially childhood experiences get transferred to current behaviour.

In addition to earlier experiences and relationships, psychodynamic theory highlights internal dynamism and ego's perception of the external environment. These factors define if we can live successfully, by ego being our mind's rational aspect that assists in managing our less rational part. Less rational parts are often displayed through emotions like love, hate, depression, aggression, hope etc. social workers often meet clients that are significantly impacted by these kinds of emotions (Thompson & Stepney, 2018, s. 69). This theory is aligned with social workers' approach with clients because of several aspects. This acknowledges that human beings are a combination of both positive and negative factors. Another aspect is that psychodynamic theory emphasizes the emotional and rational part of human beings. This is beneficial because both are given importance whilst helping clients (Thompson & Stepney, 2018, s. 69). Lastly, psychodynamic theory's perception of individuals being a part of relationships as a whole, aligns with social work. Social work describes this as "person in situation/person in environment" (here after PIE theory) (Thompson & Stepney, 2018, s. 69). An individual is not solely defined by their behaviour in social workers' intervention/assessment of clients. However, they are evolved by and within their relationships with community, wider family, and society they are members of. Alongside environment, a person's ego can also shape their life (Thompson & Stepney, 2018, s. 70). PIE theory claims that a person's situation is not fully comprehended, neither can it be changed without acknowledging persons' environment (Thompson & Stepney, 2018, s. 202). Social worker practice PIE framework essentially to intrapersonal and social interactions to approach client's social environment (Thompson & Stepney, 2018, s. 203).

This psychodynamic theory can be criticized for several reasons as well. Radical social work can criticize the theory for highlighting interpersonal relationships and internal psychological reactions, whilst disregarding social causes of several problems, such as poverty (Thompson & Stepney, 2018, s. 75). Furthermore, this can indicate that individual's psychological incompetence is the reasoning behind emergence of social problems. Such approach neglects deciding social factors that cause social problems to emerge (Thompson & Stepney, 2018, s. 75).

#### Ecological model – Ecomap

Bronfenbrenner's ecological model can be divided between micro, meso and macro level social work (Thompson & Stepney, 2018, s. 206). Ecomap can be used to analyse the supportive aspects that exist in client's social systems. This can be done by examining clients contacts, and relationship qualities in their micro-level networks (Thompson & Stepney, 2018, s. 207). Furthermore, on meso level, social workers can analyse client's intentions and experiences with for instance educational, welfare and health system. Lastly, on a macro level this can assist in examining challenges, resources, and opportunities on community, regional and national level as well (Thompson & Stepney, 2018, s. 207). This theory has been subjected to criticism because of clarity absence regards to core system concepts (Healy, 2014, s. 133). The definition of system constitution, and its attributes and boundaries are missing (Healy, 2014, s. 133).

### **3.Method:**

The current chapter will present the method used for the thesis and the reasoning behind the choice. Furthermore, reflect on advantages and disadvantages the method has, and present inclusion and exclusion criteria and search strategy and process.

#### 3.1 Review type for this thesis

I have considered different methods to answer the research question. More specifically, contemplation took place between systematic literature review and literature review since they both seem equipped. However, taking into consideration the nature of the research question, given time and resources to write the thesis, it was decided to conduct a literature review. In the following, this choice is explained thoroughly.

A systematic literature review can be defined as a way of «evaluating and interpreting available research relevant to a particular research question, topic area, or phenomenon of interest by using a trustworthy, rigorous, and auditable methodology» (Holgado, Marcos, & Peñalvo, 2020). Relevant data are collected and compared through analyzation of different existing related literature to see if there are any factors that are repetitive. Conducting research like this can not only form a base to gather knowledge, but also furthermore identify new research opportunities (Holgado, Marcos, & Peñalvo, 2020).

Systematic literature review can require months to years to conduct, average timeframe being eighteen months. Furthermore, its often conducted by several number of authors (Kysh, 2021). Due to lack of time and resources, it would be insurmountable to conduct systematic literature review just by one individual within the given timeframe of this thesis. Therefore, it was decided to rather conduct literature review as a method for this thesis. The reason why it is more beneficial will be justified further below.

Literature review can be defined as a complete summarization of issues, approaches, ideas, and research findings that earlier have been produced and published on a certain topic (Kiteley & Stogdon, 2014, s. 9). A good literature review is considered a requirement for good research, because researcher is incapable to produce solid research without having knowledge about the field's literature (Boote & Beile, 2005, s. 3) (Mauldin & DeCarlo, 2019, s. 54). This review method assists in "summarizing and synthesizing" of the conventional knowledge, while acknowledging "gaps in the knowledge base" (Mauldin & DeCarlo, 2019, s. 54).

Literature review is beneficial for collecting knowledge about the chosen topic. It is necessary to gather existing knowledge and develop understanding to realize which issues are uncovered and missing in existing knowledge. The gaps that still require recognition can be further researched. At the same time, if conducted properly, it helps increase credibility towards the reader. Current thesis helps to uncover how this phenomenon is talked about and understood in social work. Literature review is also beneficial because earlier research can increase researchers knowledge and be applied to further improve current research. Literature review on this level aims to be transparent and well documented, in such way that others can conduct the same search, using same search words and limitations, and manage to get same results. After emphasizing key findings in existing literature, it will also be used to further explore why something is working successfully. This is an important step to achieve different understandings, in addition to establish better practices based on research evidence. It also clarifies areas with a potential need for further research (Kiteley & Stogdon, 2014, s. 10).

### 3.2 Preunderstanding:

Scientific theoretical questions regarding research can be summarized through the term's ontology and epistemology (Jenssen, Kjørstad, Seim, & Tufte, 2020, s. 12). Ontology is a theory about what exists, and nature of being. Whilst epistemology is a theory about knowledge, how we can collect and develop knowledge and under which circumstances is that possible (Jenssen, Kjørstad, Seim, & Tufte, 2020, s. 12).

Different research paradigms have different perspectives on ontology and epistemology. Current thesis has social constructionistic approach. Social constructionism implies that our understanding of the world, concepts, and categories we apply are determined by our historical and cultural background, additionally where and when we live in world (Burr, 2019). Social constructionism further states that knowledge is resulted by daily interaction amongst people (Burr, 2019). Therefore, language and social interaction are focal points within social constructionism (Burr, 2019). Knowledge, it perceived as something that individuals can produce and enact together. Knowledge is not something individual either has or doesn't, nor is it either incorrect or correct (Burr, 2019).

When applied this approach to the current thesis, my understanding of resilience in children is determined by my background as a social worker in a western country. Although this does not imply that my knowledge is more correct than a social worker in a non-western country. Aside from my social worker perception, my knowledge and understanding are also influenced by the time and place I am living in. I live in a society where children development is given importance, hence resiliency is a relevant concept. According to social constructionistic approach, knowledge about resiliency contributing factors is a result of individuals interacting with each other. Knowledge gets further developed by combining existing knowledge in social work with researching on resiliency in children.

Furthermore, a social constructionistic research concentrates on the construction and nature of knowledge (Mike Allen, 2017). This addresses the question if reality is conveyed accurately through observation about the world (Mike Allen, 2017). Social constructionism can be associated with relativism idea, which is founded on conception that human beings must encounter social processes in order to experience and understand reality (Mike Allen, 2017). Analysing how different factors can promote resiliency in a child or adolescent is an example of that.

Gadamer implies that all our understanding is constructed by or based on a preunderstanding that we are not aware of. This phenomenon is also known as prejudice. We make sense of something based of a preunderstanding we already have.



This preunderstanding is constructed by social, cultural, and /or historical factors. This is a requirement to understand at all (Jenssen, Kjørstad, Seim, & Tufte, 2020, s. 169). By using Gadamer's understanding in current thesis, researcher aims to reflect over own pre-understanding. Our preunderstanding is a result of our upbringing, experiences, and our professional background. As previously mentioned, reasoning behind researchers own interest in this topic occurred after observing people and being fascinated by how same challenges and terms result in different ways. I found it interesting how individuals react completely different to traumatic experiences and adversities. When facing similar traumatic experiences, some seemingly adapt fine, whereas others struggle getting through. As a social worker, I believe that we can have significant impact at our clients through sufficient social work practice. This aligns with basic principles of social work, that is to contribute to making life better and easier for the clients.

Moreover, our preunderstanding can change after gaining practical and theoretical knowledge. For instance, after reading additional literature, my preunderstanding might change according to the findings or become aligned with validated theories. In addition, we have implicit knowledge, which is difficult to articulate through words, verbalize or write. Its rather classified as practical knowledge that stems from our experiences, training, and exercise.

For instance, based on my preunderstanding my initial assumption is that it is going to be moderately easy to find existing knowledge on "children witnessing violence". However moderately more difficult to find information on what makes these children resilient. And even less research on how social workers can promote these factors, that make children resilient. Additionally, as a social worker, I had earlier gained knowledge about existence of different theories that could be of relevance. Furthermore, I reflected upon different social worker frameworks that could be of significance. Through my earlier assignments, I gained positive feedback on connecting findings with theories. Hence why in early phases of conducting the research, I forethought to connect findings with familiar social worker framework and relevant theories.

To a certain extent, I have ensured trustworthiness of the thesis by being transparent with my preunderstanding. Trustworthiness is further ensured by transparency through data collecting, and the credibility of the collected data. Additionally, in the process after collecting data in terms of analysis if its transferability is secured. The current thesis has aspired to become a trustworthy study, that fulfils the requirements of unbiased results as an outcome of the presented transparently formulated method and framework.

### 3.3 Methodological limitations:

The disadvantage of using literature review instead of other methods could potentially be not gathering findings that are clearly and directly related to my study or having to work with general findings (Mauldin & DeCarlo, 2019, s. 57). For instance, if the chosen method was interview, one could gather more specific information and knowledge by interviewing social workers and finding about their experiences regards to chosen issue. While a critique against that would be that the gathered information would be based on their own views/experiences and be too specific. Another error that can occur in literature review is having to devote insufficient time to searching of literature (Mauldin & DeCarlo, 2019, s. 57). Moreover, is excessively using quotations from sources (Mauldin & DeCarlo, 2019, s. 57).

Literature reviews can require different methods, for instance “manual searching by hand using paper-based journals. Boolean operators, using special Boolean terms to alter the scope of the search” (Kiteley & Stogdon, 2014, s. 14). This thesis is going to imply electronic database searching by employing different ways of searching fields and records (Kiteley & Stogdon, 2014, s. 14). Moreover, apply method of keyword searches by testing with multiple word combinations. Last, using exclusion and inclusion criteria, that we are going to see later (Kiteley & Stogdon, 2014, s. 14). The searches are going to be transparently conducted on databases on Academic Ultimate Search.

After gathering data, the thesis will imply different data extraction methods with the purpose of extracting relevant data findings from the chosen studies (Kiteley & Stogdon, 2014, s. 15). Subsequently these findings can be compared to find similarities and differences (Kiteley & Stogdon, 2014, s. 15). Accomplishing this requires identification of relevant data (Kiteley & Stogdon, 2014, s. 15).

### 3.4 Inclusion and exclusion criteria

It is necessary to develop and include clear inclusion and exclusion criteria to ensure high quality research (Connelly , 2020). Inclusion criteria determine the subject elements that will be included in the study (Connelly , 2020). A typical example of this can be seen in last inclusion criteria with clarification on which age group is included in the research. Exclusion criteria establish characteristic hinder studies from being included (Connelly , 2020).

Inclusion criteria	Exclusion criteria
Written in either English or Norwegian language	Written in other languages besides English and Norwegian
The document contains information about which method is followed	Articles that contain quantitative studies
A publication that is not outdated, published in last 10 years.	A publication published more than 10 years prior.
If the articles lack keyword resilience, it must contain synonyms (Like adaptation/ coping).	Articles about other trauma types then form for violence.
Empirical research/articles and theoretical articles.	Practical articles.
Review includes a transparent framework, and evidence material.	Review lacks transparent evidence material and framework.
Must be peer reviewed.	Not peer reviewed.
Study/research is about age group between 0-19 years. (Children, and/or adolescents)	Studies/research about elder age group then 19-year-olds.

The reasoning behind the first criteria is that English and Norwegian are the two languages that can provide me access to understandable and relevant findings/ data. Norwegian data material can additionally put the findings in Norwegian context. The disadvantage of excluding other languages is that findings are mainly going to consist of western context. Therefore, the thesis won't include resilience in other parts of the world which is a limitation. The third criteria are determined to access and use the most up-to-date knowledge in the field. The drawback with that would be that good studies that are older would get overlooked. It was considered most convenient with a criterion of 10 years back in time to increase searches.

Second, sixth and seventh criteria are significant when selecting scientifically peer-reviewed articles. The exclusion of other type of data has both its advantages and disadvantages. Advantage being securing and implementing valid and trustworthy data whilst analysing, this will result in findings. It is therefore crucial that data is correct since it has significant impact. Another advantage is ruling out unreliability, invalid literature with inaccuracies, errors, and inconsistency (Kiteley & Stogdon, 2014, s. 8). The disadvantage could be, yet again, disregarding other good studies entirely because they don't fulfil the criteria. Despite the fact that these studies can accommodate with essential context, and present further knowledge on current neglected issues in academic literature (Kiteley & Stogdon, 2014, s. 8).

The fourth criteria seek acknowledgment of the use of synonyms. The purpose is to include the literature that is relevant and addresses the theme by using similar terminology. Advantage is to prevent overlooking of relevant material, based on lack of using the same terms. This will be further addressed later in "search strategy and process".

The fifth criteria is to differentiate between the multiple journal types, and which that are going to be used. Inclusion criteria include empirical and theoretical articles and exclude practical articles which are articles that describe "how things are done" in practice (Wallace & Wray, 2016, s. 20). One type is not necessarily better than the other, they all

provide different purposes (Mauldin & DeCarlo, 2019, s. 16). Empirical articles are useful in reporting quantitative and qualitative data analysis results (Mauldin & DeCarlo, 2019, s. 16). Benefit of theoretical articles is increased knowledge about, and (social) theory behind the topic, and assist understanding the results behind empirical studies. Drawback being they don't follow a set structure, rather the format author finds convenient (Mauldin & DeCarlo, 2019, s. 16). The reasoning behind exclusion of practical articles is that they normally are supposed to "inform practitioners of a discipline on current issues". Since they are based on a single individual's opinion on a topic, they are unexpected to achieve the intended purpose (Mauldin & DeCarlo, 2019, s. 16).

### 3.5 Search strategy and process

Databases used were Academic Search Ultimate and ORIA. ORIA was used to search literature that required access as a student at Oslo Met. An international database like Academic Search Ultimate was utilized because of access to high amount of social science literature from multiple sources. (SOC index)

The first search was conducted on 04.01.21 on the database "Academic Search Ultimate" with the consultation of a librarian from Oslo Metropolitan University (Oslo Met). This was useful because the librarians have knowledge and expertise about databases and development of beneficial keywords. Different combination of keywords was used to view the capacity of the search result. The result of this is attached and titled "first search".

### 3.6 Terms and synonyms:

Violence is a vague term; it can be categorized in different categories. This thesis will focus on violence that children witness in their home, and primary focus on domestic violence. After conducting my first search, I realized that a lot of articles focus on similar topic without using the term "Resilience". They choose to use for instance adaption, or coping. Therefore, the articles I may use later may rather contain the terms "coping" or "adaption" instead of resilience. Further relevant keywords are presented below (used keywords).

### 3.7 Used keywords:

First keyword was “Child” and its synonyms “Children”, “Adolescents”, “teenagers”, “youth”, “young people”. The second keyword was “resilience”, and synonyms: “coping” “adapting”. Third keyword was “promote”. Fourth keyword being “social worker” and “Social work”. Fifth keyword is “violence”, “domestic violence”. Sixth keyword is “factors”, “cause”, “influence”.

During the search “Boolean operators” were utilized with the intention to regulate the search range (Kiteley & Stogdon, 2014, s. 14). The common combination word that was applied was “AND”. AND is applied when one wants search result to contain two words or phrases (Database Search Strategies, 2022). For instance, “children” AND “Resilience”. This was used to limit the search by combining different terms.

### 3.8 Conducted search and results:

Several searches were conducted, on multiple dates, consisting of different search term, resulting in different amounts of results. The different searches allowed different challenges to occur as well. Firstly, there was lack of literature on the chosen thesis topic. It was particularly difficult to find literature that consisted of all different aspects I was searching for. The literature regarding children and violence was mainly focused on effects of experiencing or witnessing violence, rather than potential resilience factors, or social worker involvement.

Secondly, it was more challenging than anticipated how difficult it’s going to be to conduct transparent and systematic searches. Digital inconveniences like searches disappearing due to time limit or getting different results on same searches made it slightly challenging to be transparent in the first searches. This happened even though I was logged into their system. Luckily saving the searches made it easier to return the same search. Another problem that occurred because of digital inconvenience was the site error, that resulted in list of all the articles would disappear after I read through page 2 (this resulted in me reading around 100 abstract articles). The site stated those were all the articles although I tried to conduct the search again. This means the number of results changed whilst I was reading the abstracts.

Third, Academic Search Ultimate contains different databases such as “SocIndex” and “MEDLINE”. Since the search was not only restricted to database “SocINDEX” result contained articles from other data bases like “MEDLINE” as well. To broaden the search, selected databases were: “Academic Search Ultimate” “CINAHL” “CINAHL with Full Text” “EBSCOhost” “Education Source” “ERIC” “MEDLINE” “SocINDEX” “Teacher Reference Center”. This resulted in articles that had completely different focus and take on similar topic.

The searches have been conducted on academic search ultimate, on 12.02.22, 21.02.22, 31.03.2022. The number of results on 12.02.22 was 128. After reading titles and abstracts of every article in the search result, around 20 articles were considered more relevant in light of the research question. Thereafter these 20 articles were read in-depth, before selecting between 3-10 articles that were designated to analyze later. After reading thoroughly, 5 articles were selected to further analyze, and refer to in the following chapters of the thesis.

On 21.02.22, the number of result was 6. Out of these articles, 2 were deemed relevant. However, when I read them in depth, the first research was more oriented on families dealing with other different challenges than children dealing with domestic violence. In addition to not focusing on children and adolescents but rather focusing on family as a whole. Second article that came across as relevant was “Promoting Resilience and Agency in Children and Young People Who Have Experienced Domestic Violence and Abuse: the “MPOWER” Intervention”. This resulted in of the selected articles to use in this thesis.

After conducting these searches, the was conducted a new search on 31.03.2022, where search parameters were expanded by adjusting the number of years back in time. Reasoning behind this was to make certain that thesis has enough relevant literature. The new search includes articles not only 5 years back in time but also up to 10 years. Instead of 2016-2021, the search was from 2011-2015. However, this did not result in additional relevant hits.

Other articles were not relevant due to their focus on other type of difficulties and challenges that can occur, such as poverty, or harmful effect adverse childhood can

have or focused on children that have witnessed other forms of violence (sexual violence, community violence, war and terrorism) , or young refugees (Szlyk, Cardoso, Lane, & Evans, 2020). Majority of articles focused on differences between the youth/adolescents; hence their focus was on difference between gender or ethnicity.

Various articles were excluded because they focused on different age group, for instance focusing on resilience found in adult women (Gunnarsdóttir, Jesper, Hensing, & Källström, 2021). Numerous articles focused on potential health risks as a result of witnessing violence as a child, these articles were usually from database called "MEDLINE". Majority of articles didn't include factors that could be connected to either social work or resilience, and therefore weren't relevant.



Conducted search	Academic Search Ultimate
12.02.2022	<p>Search terms: "violence" AND (children or adolescents or youth or child or teenager) AND (resilience or resiliency or resilient) AND "social work"</p> <p>Limiters: peer reviewed and published between year 2016-2021</p> <p>Result: 128</p>
21.02.2022	<p>search terms: «children or adolescents or youth or child or teenager» AND «resilience in children» AND «domestic violence and children» AND «social work or social workers or social work practice or social services or human services or welfare services»</p> <p>Limiters: peer reviewed and published between January 2016 to December 2021.</p> <p>Result: 6.</p>
31.03.2022	<p>Search terms: "violence" AND (children or adolescents or youth or child or teenager) AND (resilience or resiliency or resilient) AND "social work"</p> <p>Limiters: peer reviewed and published between year 2011-2015</p> <p>Result: 44</p>
31.03.2022	<p>search terms: «children or adolescents or youth or child or teenager» AND «resilience in children» AND «domestic violence and children» AND «social work or social workers or social work practice or social services or human services or welfare services»</p> <p>Limiters: peer reviewed and published between January 2011 to December 2015.</p> <p>Result: 4 (all of them came in last search also)</p>
	<p>Relevant articles: 29</p> <p>Chosen articles: 5</p>

#### 4. Presentation of findings:

In this chapter I will start by presenting the selected articles, thereafter table that displays my structure of the findings (findings table). After this the findings will be further explained in depth by presentation of findings.

First article is titled "The relationship among internal resilience, smoking, alcohol use, and depression symptoms in emerging adults transitioning out of child welfare". The article starts by highlighting possible negative outcomes of child maltreatment. The applied method was a self-report from ninety-three emerging adults between the age 18-25. The participants were in a process of moving out from child welfare. The self-report included measures of child maltreatment, depression symptoms, internal and external resilience, and alcohol and tobacco use.

Results imply a positive correlation between internal resilience and community and religion involvement, furthermore with caregivers monitoring. On the other hand, results show a negative correlation between resiliency and nicotine and smoking dependence. Additionally, there was a negative correlation between depression symptoms and resiliency as well. External resilience indicators contain progress of personal relationship with friends and partners, alongside striving to full employment and educational opportunities. Whilst internal resilience indicators can be increased amount of self-esteem and decreased depression indicators. Article concludes with limitations and suggestions for future research. For instance, incorporating long-term methods and record constructs gradually, with purpose of examining certain relationships between resilience, child maltreatment and emergence of depression symptoms, tobacco and alcohol use and problems (Goldstein, Faulkner, & Wekerle, 2012).

Second article is called "Trauma and Recovery: Factors Contributing to Resiliency of Survivors of Sibling Abuse". This study was based on "purposive sampling and in-depth interview with participants over the age of 21 who were victims of sibling abuse during childhood and through adolescence." Article states that sibling abuse is the most common type of family violence and seeks to further address this during the article. Article contains a broad

theoretical framework with resiliency theory, psychodynamic theory, trauma theory etc. the data was gathered through semi structured interviews. The findings suggest that childhood resilience is positively impacted by supportive relationships. Whilst therapy in childhood made the victims perceive as if they were the problem. Furthermore, it was discussed if certain defence mechanisms can fall into categories of both risk and resilience, or a factor that initially is resilience in childhood develops to be a risk factor (Meyers, 2016).

Third selected article is "Take these broken wings and learn to fly: Applying Resilience Concepts to practice with children and youth exposed to intimate partner violence". The method used in this was a qualitative synopsis of a developing knowledge base. A socioecological framework summarized different peer-reviewed articles. Article referred to child exposure as an area for increasing concern in child welfare. Thereafter emphasizing resilience process as dependent of protective factors.

Article then divides socioecological resilience factors children exposed to intimate partner violence in three different categories. First, intrapersonal factors that referred to positive correlations among resilience and certain intrapersonal characteristics, such as emotion regulation. Second, interpersonal factors focused on secure attachments and trusting relationships with adults as significant for increased resilience. In addition to enhancing the value of paternal warmth and maternal sensitivity. Third contextual and cultural factors concentrate on characteristics found in individuals' environment. For instance, community, and socio-political conditions. Then the article analyses resilience concept in the light of strength-based approach. Starting with protective factors and resilience. Within a resilience-based approach, highlighting and acknowledging protective factors is a necessary aspect of cooperating with children and adolescents that have been exposed to intimate partner violence. This section further mentions that with regards to cultural factors, bi culturalism is discovered to be a protective factor that enhances resilience process as well.

Article subsequently introduces recovery and adaptations as a segment of resilience process, states that resilience can both include "early positive adaption and/or later recovery".

Resilience is the outcome of this positive adaptation to adversities. This includes a negotiation between internal and external resources so that one can steer through adversity. This paragraph highlights also the positive outcomes experiencing adversity can have on an individual. Alongside post adversity growth in terms of for instance learning new problem-solving skills, it states also that clients often mention how adversities resulted in them being increasingly independent, compassionate, and strong. Lastly, by the help of two case illustrations, article applies resilience concept to social work practice. First case focuses on applying strength-based approach to highlight protective factors that can promote resilience process. Second case showcases working with client to gain positive adaptation with outcome being resilience fostering process (Alaggia & Donohue, 2017).

Fourth article is titled "Promoting resilience in Children Exposed to Intimate Partner violence through a developmentally informed intervention: a case study". This article is based on a case study observing the treatment Alexis received. Alexis is a 6-year-old African American who got treatment after exposure to IPV. Study follows her through the course of 10-session group intervention. Similar to other selected articles, current article starts by highlighting consequences of intimate partner violence as well. Thereafter articles explore resilience history, and different interventions for children that have been exposed to intimate partner violence.

Article further presents a case introduction about 6-year-old African American Alexis that participated in a Preschool Kid's Club (hereafter PKC) and has a group treatment approach. Additionally, it incorporates elements theorized to improve children's resilient functioning. This involves "social skills training, identifying feelings, conflict resolution, enhancement of coping skills, empowerment, and relaxation training". Then highlighted Alexis's mother's complaints, and history Alexis had with witnessing psychological and physical violence. Thereafter assessment presented the findings and analysis of semi structured interview with Alexis and her mother answered. The findings here suggested that Alexis young age resulted in her being incapable of coping with adversity, in addition to uncomfortableness to seek support.

On the other hand, Alexis was assisted because of several personal and environmental protective factors. For instance, supportive relationships with mother and her family. In addition to her engaging personality. This resulted in an effective intervention, and betterment of Alexis's relationship with other participants in group and group attendance. Article further addresses the necessity of being aware and observant as someone working with these clients. This case portrayed the factors behind successful functioning as a combination of vulnerability and strength. Lastly article presents further recommendations to students and clinicians (Howell, Miller, Barnes , & Graham-Bermann, 2014).

Fifth article is titled "Promoting resilience and Agency in children and young people who have experienced domestic violence and abuse: The MPOWER". The MPOWER programme is a recourse-oriented intervention that has the purpose to support young people and children that have been impacted by abuse and domestic violence.

The article starts off with mentioning the negative side effects of domestic violence and abuse that endure on children and young people living with it. Despite the negative side effects, this group lacks access to the needed mental health interventions. The reasoning behind this is absence of clear evidence base for which interventions work effectively. According to the article, the restricted existing evidence implies that group-based interventions of ideal quality can impact resiliency and wellbeing in children and adolescents after domestic abuse and violence. The group intervention can have different focal points, for instance emotional literacy, and prevention of involvement in future abuse and violence. Furthermore, few interventions concentrate on processing actual violence that has endured.

This article analyses MPOWER, a strength based and systematic group programme. By exploring connections, the social networks have on children and adolescents, this programme has relational focus. Its build on 5 key principles. Starting with "making sense of violence and coping" where one recognizes the resiliencies with purpose of gaining knowledge on children's reactions to violence. Second principle is that "violence happens in a physical and relational world", this leads to individuals developing a different understanding of violence. Third principal addresses "coping, resistance and resilience as

creative experiences”, by enhancing creative outlets to explore individual’s emotions and experiences. Fourth principle is a resource focused approach that emphasizes how facilitators can’t deaminize/limit clients based on their challenges. Focus should rather be on client’s skills, and resources. Lastly “an emotion focused and relational approach” implies that which emotional coping responses worked successfully, and which didn’t, can be revealed after facilitator and clients explores past emotions, and responses. This article systemically explores resilience or strengths by exploring whether relationships further challenge or strengthen children’s wellbeing. Article views resilience as embedded in relational functioning and family. Furthermore, embedded in children and adolescent’s experiences, rather than their individual features (Callaghan, Fellin, & Alexander, 2018).

Articles:	The relationship among internal resilience, smoking, alcohol use, and depression symptoms in emerging adults transitioning out of child welfare	Trauma and Recovery: Factors Contributing to Resiliency of Survivors of Sibling Abuse	Take these broken wings and learn to fly: Applying Resilience Concepts to practice with children and youth exposed to intimate partner violence	Promoting resilience in Children Exposed to Intimate Partner violence through a developmentally informed intervention: a case study	Promoting resilience and Agency in children and young people who have experienced domestic violence and abuse: The MPOWER
Internal factors	Depression symptoms, tobacco & alcohol use, stress vulnerability	Temperament, stress modification, detach emotionally from abuse/abuse	Easy temperament, socially competent, academically successfully, emotionally regulated, positive	Emotion regulation, prosocial skill development	Not given significant importance to individual characteristics, intervention focuses on building positive self-identity etc.
External factors	Religious and community involvement  Caregiver monitoring	Supportive relationships, creative outlets  Therapy(adulthood)  Trusting relationships, peer, and community support	One secure attachment, access to one safe adult	Build and strengthen positive gender images and association	Resilience located in experiences and stories
Importance of family support specifically maternal figure	Not focused on in this article	Family support	Maternal warmth, protective mother, educated mother with stable employment	Family a primary social outlet  importance of strengthening mothers	Rooted in family and relational functioning, family belief systems  Helping mothers

Findings table

The selected articles introduced their findings in different codes and themes. Whereas some articles focused on difference between interpersonal, intrapersonal, contextual, and cultural factors. Other articles viewed resiliency as something that changed over time and divided the factors based on the age groups. On the other hand, some articles persisted there was a difference between existing protective factors and resilience. The articles had different perspectives on resiliency, some perceived the actual experiences as more significant whilst others focused on individuals' traits within and the significance it has on resiliency. Another interesting difference was how the same factor can either be considered as resilience or risk factor. This chapter is going to present the different findings more in depth. The findings are coded into three parts, each part will refer to how different articles highlighted the factors. First part being "Internal factors", second part is labeled "external factors", and lastly "Importance of family support specifically maternal figure".

#### 4.1 Internal factors:

Internal factors illustrate certain preexisting factors within an individual, and personality traits that have significant impact on resilience. According to (Alaggia & Donohue, 2017) individuals' intrapersonal factors can consist of self-confidence, greater self-worth, and their ability to regulate emotion (Alaggia & Donohue, 2017). Furthermore, the authors state other intrapersonal factors contain individuals' motivation, good orientation, academic success, sense of purpose, belief in gender equality and optimistic outlook. In addition, children and adolescents being resourceful, socially competent also impacts resiliency development (Alaggia & Donohue, 2017). Positive correlation is to be found between existence of the abovementioned factors and resiliency.

The intrapersonal factors are aligned with findings in a study by (Goldstein, Faulkner, & Wekerle, 2012). The authors state that stress coping mechanism can help resilience (Goldstein, Faulkner, & Wekerle, 2012). Other articles have highlighted emotions as well, such as temperament, and empathy. "Temperament" is also mentioned alongside factors like "Family support, trusting relationships, peer and community support" that modify stress and can contribute to resiliency according to (Meyers, 2016). Furthermore, (Howell, Miller, Barnes, & Graham-Bermann, 2014) highlights individual characteristics as personal strength,



prosocial skills, secure attachment, and appreciation of life as well (Howell, Miller, Barnes , & Graham-Bermann, 2014).

For preschool children, emotion regulation and prosocial skill developments are considered important factors for obtaining resilience (Howell, Miller, Barnes , & Graham-Bermann, 2014). During developmental preschool years, children begin to develop meaningful social relationships, successfully negotiate interpersonal problems, and regulate emotional reactions. This reflects individual adaptive qualities and gives insight into children's ability to interact with other important systems like family, preschool etc. (Howell, Miller, Barnes , & Graham-Bermann, 2014). Hence it is essential to support children in appropriate emotional expression, safety planning, and building self-esteem according to (Callaghan, Fellin, & Alexander, 2018).

Other less common factors that were mentioned by (Alaggia & Donohue, 2017) were: easy temperament, emotionally regulated and self-controlled, humor, agreeableness, and emotional intelligence (Alaggia & Donohue, 2017). Several of these factors can be connected to earlier findings (Callaghan, Fellin, & Alexander, 2018), (Howell, Miller, Barnes , & Graham-Bermann, 2014), especially those related to emotions (Howell, Miller, Barnes , & Graham-Bermann, 2014).

Tobacco and alcohol use is perceived as a defining factor as well, (Goldstein, Faulkner, & Wekerle, 2012) states a correlation between resilience and tobacco and alcohol use. Restricted use or no use of tobacco and alcohol can contribute to strengthening resilience. Contradictory, increased or uncontrolled use of alcohol and tobacco can have negative impact on resilience development according to article (Goldstein, Faulkner, & Wekerle, 2012). Similarly, increased depression symptoms can have a decreasing effect on resiliency, whilst absent of depression symptoms can help increase resiliency (Goldstein, Faulkner, & Wekerle, 2012).

Furthermore, according to (Goldstein, Faulkner, & Wekerle, 2012) and (Alaggia & Donohue, 2017) involvement in religion and community and connection to spirituality can have positive impact on resilience as well. It makes individual a part of a community and assists

them to make sense of life purpose. These articles further highlight that children and adolescents commitment to breaking violence cycle can impact resilience positively as well (Goldstein, Faulkner, & Wekerle, 2012) (Alaggia & Donohue, 2017).

(Meyers, 2016) states that a factor like, defence mechanism, can be labelled as protective factor in childhood. Later in life, in adulthood the same factor can be considered as a risk factor. That raises the question what and how does a factor gets defined as risk or resiliency (Meyers, 2016).

#### 4.2 External factors:

These are factors that can also be environmental and are factors outside of an individual, often found in the situation around person. (Meyers, 2016) indicates that childhood resilience relies on supportive relationships (Meyers, 2016). At least one supportive relationship, with a person who made them feel important and expressed positive emotions like respect, and affection is the most significant single survival factor (Meyers, 2016). As mentioned earlier, presence of positive trustful relationships, and support from family, peer and community support has a positive effect on resiliency because it can modify stress (Meyers, 2016).

Another external factor according to (Meyers, 2016) is creative outlets that individuals can engage in. An example can be of a creative outlet can be music, playing drums or participating in theatre. This results in emotional release, sense of meaningfulness or relief from home environment for children and adolescents (Meyers, 2016). Moreover, (Alaggia & Donohue, 2017) states that having access and engaging in extracurricular activities can have positive impact on individual's resiliency development (Alaggia & Donohue, 2017). The MPOWER intervention highlights the significance of creative experiences through their strategy to observe resilience, coping and resilience as creative experiences (Callaghan, Fellin, & Alexander, 2018). Techniques like drawing, drama, music, storytelling, and dance are used to inspect incorporated relationships and emotions (Callaghan, Fellin, & Alexander, 2018).

(Alaggia & Donohue, 2017) mentions environmental factors such as contextual and cultural factors. These contain children's environment, such as socio-political conditions, neighbourhood, community, culture. These environmental factors can have a direct impact on resource availability and supports (Alaggia & Donohue, 2017).

(Howell, Miller, Barnes , & Graham-Bermann, 2014) states at factors like the family, strengthening mother, and building and further strengthening positive gender images has a positive effect on children building resilience. (Howell, Miller, Barnes , & Graham-Bermann, 2014) states that PKC sessions included "safety planning" "what to do instead of fighting" "things kids are afraid of and fears about fighting" (Howell, Miller, Barnes , & Graham-Bermann, 2014). Similarly, (Callaghan, Fellin, & Alexander, 2018) highlights family as well. Authors suggest that resilience is rooted in family and relational functioning. Resilience is linked to family belief system, ways of organizing, and other relational patterns and patterns of communication and problem solving within the children/adolescent's relational network (Callaghan, Fellin, & Alexander, 2018). Furthermore, article implies that instead of individual characteristics, resilience can be found in experiences and stories. This view contradicts from a traditional psychological formulation of resilience that focuses on individual characteristics. Moreover, (Callaghan, Fellin, & Alexander, 2018) implies that resilience is developed by children and adolescents capability to create a resilient self-perception in corresponding the violent dynamics (Callaghan, Fellin, & Alexander, 2018).

(Callaghan, Fellin, & Alexander, 2018) conducted an interview with participants who have experienced domestic violence and abuse. The interview result portrayed the following factors as essential; maintaining caring relationships, using space and material environment to keep themselves and others safe, through the ways they found to manage complex emotion, by maintaining sense of own creativity and playfulness (Callaghan, Fellin, & Alexander, 2018). This summarizes findings from different articles (Meyers, 2016), (Alaggia & Donohue, 2017), (Howell, Miller, Barnes , & Graham-Bermann, 2014) as well, they align with these.

Another external factor that also can be classified as an internal factor is according to (Callaghan, Fellin, & Alexander, 2018, s. 522) a sense of safety and trust development in individuals. Intervention aims to further “explore, share, develop coping strategies, build positive self-identity and envisage positive potential future challenge myths about domestic violence foster caring relationships and social support and deal with endings and loss” (Callaghan, Fellin, & Alexander, 2018, s. 522). Furthermore, the article highlighted 3 themes based on the interview results. First, “Working together: building trust and sharing common experiences” stated how participants perceived group intervention as valuable experience. Furthermore they found it easier to share own experiences due to similar history like other participants. Participant implied they desired such sense of belonging and community in other contexts as well.

Second, “Disclosures, creativity and working with emotions” implies that trusting environment and safe space resulted in participants made it easier for participants to express themselves. Additionally, applying humor and other creative methods like drawing and dancing, had successful effect. This implies that creative outlets don’t only have direct positive effect on resiliency, but also indirectly, for instance by making it easier for clients to unravel emotions and experiences. Furthermore, this led to participant increasing own confidence. Third, “Roots and branches working with relationships” contained specific activities with purpose to target family experiences, such as family drawings. The findings suggested that relationship could both be source of strength or challenge (Callaghan, Fellin, & Alexander, 2018).

#### 4.3 Importance of family support specifically maternal figure:

Findings above have already stated importance of social relationships. Several articles (Alaggia & Donohue, 2017), (Howell, Miller, Barnes , & Graham-Bermann, 2014), have furthermore specifically highlighted the significance of family support and maternal figure on children and adolescents. Another focal point that repeatedly got mentioned was strengthening the mother individually (Howell, Miller, Barnes , & Graham-Bermann, 2014). Additionally, the betterment of relationship between a mother and child is also important for resilience development (Callaghan, Fellin, & Alexander, 2018).

(Alaggia & Donohue, 2017) states that interpersonal factors that can promote resiliency are safe, close, and secure relationships with at least one adult. This is normally a maternal relationship. Article focuses on children being protected by the victimized parent. Alongside highlighting paternal warmth, maternal mental health, maternal attunement, good parenting skills, and low mental trauma in such relationships (Alaggia & Donohue, 2017). This is required to focus on strengthening attachment relationships and supporting attachment repair to promote resilience (Alaggia & Donohue, 2017).

(Alaggia & Donohue, 2017) claimed that environmental resources like affordable education, secure employment, and access to affordable day-care can contribute to mothers achieving education and secure full-time employment (Alaggia & Donohue, 2017). (Howell, Miller, Barnes, & Graham-Bermann, 2014) highlights strengthening mothers as well (Howell, Miller, Barnes, & Graham-Bermann, 2014). (Callaghan, Fellin, & Alexander, 2018) states that European countries most practiced group-based interventions are mother child based and programs concentrate on rebuilding mother-child relationship.

Furthermore, helping mother and children understand the impact of domestic abuse is important (Callaghan, Fellin, & Alexander, 2018). This leads to the victims distancing themselves from the trauma, detaching emotionally from the abuse, in addition to shifting blame as stated in (Meyers, 2016). By addressing adulthood resiliency, article states that therapist promotes resiliency by helping client develop capacity to make decisions, engage in other relationships, and detached emotionally from abusive sibling (Meyers, 2016). Article mentions further the importance of helping survivor to distance themselves (Meyers, 2016).

#### 4.4 Summary of findings:

The findings have mentioned various factors, although there somehow exists a connection and association between several factors. The first theme is internal factor that suggest that all individuals have strengths within them. Furthermore, individuals have existence of the different mentioned factors within, although they might exist in various degree. Some of the most important factors were emotion regulation, this might indicate the importance this has

on an individual. Individuals, human beings most, experience different emotions. Clients in our profession can often have negative emotions build up, such as frustration, sadness, depression, and anger. Unless as individual, you can't regulate such emotions within, or any emotions for that matter, life gets difficult to handle. To illustrate, if a client act-upon the intense anger they have within, this can lead to destructive behaviour where they potentially can hurt themselves or others around.

Contradictorily, regulation of such emotion can lead to discover better ways to handle and process emotions, such as, by improving communication skills. Therefore, emotion regulation has been given importance in resilience development. This makes it easier for individual to work with social worker and develop social relationships. This results in difference positive outcomes, for example fulfilment of social needs, a sense of community etc. Factors like motivation and stress- regulation are also mentioned, and these have an association with emotion. Stress coping mechanism has positive impact on resilience development in the similar manner as emotion regulation.

Another theme was external factors, where an emerging factor was supportive relationship. Having a trusting, supportive relationship can assist in regulating emotions like fear and anger as well. Furthermore, they can impact the understanding client develops on factors like use of tobacco and alcohol, optimism, or outlook on gender equality. On the other hand, relationships could also be the reason behind challenge or conflict.

Factors like creative outlet can also enhance client's self-worth, confidence, and make them feel as if they can accomplish something on their own. In addition, it secures playfulness and individuals creativity. Another benefit this has is also increasing self-confidence etc., and often this can lead to sense of belonging with others in the same creative activity such as dancers. At the same time, access to such outlets is also depended by environmental factors, available resources and if the community grants access to such activities.

Third category was labelled importance of family support specifically maternal figure. Supportive relationships can be associated with this theme as well. The findings suggest that good parental skills, the amount of trauma parents have experienced, the strength maternal figure has, are impactful factors for resilience development. Specifically for young children. Therefore, articles suggest how we can further strengthen maternal role, for instance make it easier for them to gain education and secure a full-time job.

## 5. Discussion:

Current chapter will discuss the mentioned findings in depth with the aim of responding to the overall research question. Findings have already suggested several factors that can have a significant effect on resilience development. The discussion chapter will furthermore discuss how these findings can be aligned with different social work approaches, and the theoretical framework. I will provide own constructed examples to illustrate how social workers can promote these factors in professional in a given context.

### 5.1 Supportive relationships

As (Meyers, 2016), and (Alaggia & Donohue, 2017) state, an important figure that cares for and nourishes the individual, has a significant value for adaption. (Meyers, 2016) highlights the importance of a supportive relationship, this is considered especially essential in development of childhood resilience (Meyers, 2016). Moreover, (Meyers, 2016) declared existence of minimum one individual who provides with complete positive regard and makes client feel significant as “most important single survival factor” to have. Social worker can also take upon this role, within professional boundaries and limitations. Whether this role is consumed by a social worker or any other adult in children’s and adolescents’ life, it is important to be aware and reflective over such role and how influential it can be. Additionally, awareness and reflection over the authority and power the role might have, is necessary because it can also get misused. If a child or adolescent is in a vulnerable state, the possibility increases for adults to take advantage of child’s state, or people in authority to exploit their power.

A supportive relationship can also have a positive impact on other resilience contributing factors, for instance shaping positive gender role assumptions and promoting gender equality. Furthermore, a supportive relationship can contribute to clients distancing themselves from abuser/violent situation. Belief in gender equality is also one of many factors that are beneficial for resilience development according to (Alaggia & Donohue, 2017). For instance, 12-year-old Ava has a supportive relationship in form of a teacher. Ava’s teacher makes it easier for her to attend school, motivates her to come to school despite occurring problems at home. The teacher listens to Ava and has understanding if Ava isn’t able to



finish her homework because of lack of involved supportive parents. There is an increased possibility that Ava values this teacher opinion, especially if they need guidance or seek to be influenced. At this point, if the teacher positively influences the child or adolescent by breaking myths they have like “women are supposed to endure violence from men”. This gives the client new insight; they learn that certain destructive behaviours or adversities are not normal despite witnessing it for several years. Moreover, that they didn’t deserve to endure those traumatic experiences. (Meyers, 2016) emphasizes the significance of children and adolescents distancing themselves from the adversities has. Teacher can assist Ava to resist taking the blame, and not think that it was her fault that violence or other adversity occurred at home.

In situations where it’s possible, this safe relationship with an adult can also be with a parental figure, or a family member. (Alaggia & Donohue, 2017) mentions that positive parenting skills decrease level of material trauma. Besides the purpose of monitoring by caregivers, there are several other benefits of having them. Based on Maslow’s hierarchy of needs, there are different levels of needs that require accomplishment so that individual can seek further in life. Parental figures are not only required to satisfy basic needs of young clients such as physiological needs of providing food. Parental figures can also provide sense of security that satisfies need of security and safety needs. More importantly, they can be a source of love and understanding that can satisfy social need and assist clients reach for next need levels so that they can achieve their full potential. Therefore, according to (Alaggia & Donohue, 2017), it is essential to focus on strengthening attachment relationship and support attachment repair, in order to promote resilience. Good parenting skills are also mentioned as a contributing factor for resilience. Existence of these factors is determined by parents and their means and recourses to provide parental warmth, good parenting skills and upbringing. Social workers can help parents in satisfying children’s needs by facilitating with relevant knowledge and methods that can improve their ability to provide these factors.

In addition to parental warmth, the maternal sensitivity is specifically highlighted by (Alaggia & Donohue, 2017). Alongside existence of these factors and presence of protective mothers, it is also highly important according to (Howell, Miller, Barnes , & Graham-Bermann, 2014) to strengthen mothers. Affordable education and fulltime employment, with help of inexpensive day-care facilities can help mothers live independently and result in strengthening them (Alaggia & Donohue, 2017). This can also contribute to strengthening positive gender images and associations from the standpoint of children and adolescents. According to (Howell, Miller, Barnes , & Graham-Bermann, 2014) this has positive attributes for resilience development for resilience in children and adolescents. As pointed out in the resiliency theory that concentrates on individual's strengths, if the maternal figure role and personality is strengthen, it can promote resiliency for the children and adolescents as well.

Focus on abovementioned factors corresponds with social work approach "person in environment". This approach is known in social work due to the importance it gave to the person in their social environment (Healy, 2014, s. 67). PIE theory provides balance between social change orientation and personal according to social works founders Mary Richmond (Healy, 2014, s. 117). Furthermore, this way of understanding a problem, by focusing on environment and the person contributes to a better understanding of both the environment around the person and the actual person. If there is a positive change in relationships around the client, then the client is going to be directly or indirectly positively influenced by that as well. Strengthening the mother can promote positive outlook, motivate and other positive factors in the children and adolescents. Ultimately increasing in such protective factors results in increased resiliency.

To illustrate, Amy's mother became pregnant at a young age and wasn't able to finish her education. Amy has witnessed domestic violence between her parent's whole childhood, additionally Amy's mom was a housewife that was financially depended on her dad. After Amy's parents got separated, her mother decided to finish her education and started working part-time. Seeing her mother working towards a goal and life quality betterment despite facing difficulties contributed resilience in Amy as well.

This results in changing the perception and myths Amy had of gender roles. On a macro level, resilience development of Amy and her mother is depended on different factors. For instance, comprehend if there is a possibility for Amy's mother to work close to home, study from home, in such a way that she fulfils Amy's needs as well.

This approach can be associated with the ecological model as well, social workers are required to work on different levels and fields in order to make changes and add clients' issues and needs on public agenda. They can see different strengths and concerns, action, and methods on different system level. This happens through cooperation between social workers on different levels. For instance, if a social worker on micro level realizes the necessary need of extra curriculum activities and creative outlets for youth that has experienced trauma, and how it can promote resilience is highlighted, and several social workers convey this then perhaps on a macro social work level the youth services can improve.

Additionally, whichever problem social workers raise awareness for and add to agenda, moreover how social problems are seen in public define how politician address them. The importance and attention they get defines the level of resources from the state as well (Hutchinson & Oltedal, *Praksisteorier i sosialt arbeid*, 2017, s. 22). Definition of problems that are considered social problems can change gradually. A problem that previously was considered a non-issue or personal and private problem, can overtime be defined as a social problem that state can interfere in. Therefore, if children and adolescents experiencing violence and its short- and long-term consequences are properly understood, they can highlight the attention and resources this problem needs to get solved. On a macro level the communities could prioritize on creating facilities such as youth clubs, swimming pool. Various sports clubs' libraries in the local environment/communities, so that the children "can seek refuge" there (Cabiati, Raineri, & Folgheraiter, 2020). This can be associated with preventive social work. After considering and applying measures that can cover urgent needs, social workers can work together with clients to address experienced problems and

challenges at macro level in context (Hutchinson & Oltedal, *Praksisteorier i sosialt arbeid*, 2017, s. 126). In order to create space for preventive work, social worker alongside immediate supervisor have to analyse the thoughts and opinions clients have about work with preventive measures (Hutchinson & Oltedal, *Praksisteorier i sosialt arbeid*, 2017, s. 127). It is necessary to acknowledge that social workers mandate and recourses determine how they can promote resilience factors in children and adolescents. Increased access to resources that social workers can use and apply to prevent, can lead to improved contribution to resilience in children and adolescents that have experienced traumatic experiences like violence and adversity.

Coming back to Amy's example, social worker can explore if there are any affordable extra curriculum activities nearby that Amy can join. There are several other approaches social workers can consider in a situation like this. Besides helping Amy and her mother with the above-mentioned factors, they can also do social skills training with Amy or her mother if necessary. If the clients consent then social worker can have intervention at school to inform teachers of their situation and see if there is any need for extra help academically or socially for Amy, or policy intervention that can provide further resources if the community is lacking these.

### 5.2 Creative outlets

Creative outlets can fill the purpose of belonging and competence according to (Meyers, 2016). Correspondingly (Alaggia & Donohue, 2017) mentions that individual's access to and engagement in extracurricular activities can have a positive effect on resilience. This aligns with Maslow's hierarchy of needs, where activities can fill the social need that leads to belonging. In addition to fulfilling the esteem needs where individual realizes what they are able to accomplish and gets validation and appreciation from others (Hutchinson & Oltedal, *Praksisteorier i sosialt arbeid*, 2017, s. 71) (Cherry, 2022). Eventually satisfy last need on Maslow's hierarchy which is self-actualization that contributes to personality and personal growth development alongside increasing creativity (Hutchinson & Oltedal, *Praksisteorier i sosialt arbeid*, 2017, s. 71) (Cherry, 2022).

Creative outlets can also be associated with emotion regulation. As mentioned by (Callaghan, Fellin, & Alexander, 2018), a child in MPOWER program stated that creative activities assisted her to express emotions like anger in a secure and controlled manner (Callaghan, Fellin, & Alexander, 2018). This allowed the child to achieve a perspective and insight she lacked earlier. Child acknowledging her strengths as something she can control resulted in her being decreasingly violent and increasingly calm (Callaghan, Fellin, & Alexander, 2018).

Furthermore, creative outlets can also be beneficial for social worker in terms of exploring clients' experiences. Social workers can work with clients to explore emotions and earlier experiences through creative adaptations like drawing, drama, and dance (Callaghan, Fellin, & Alexander, 2018). Compared to having difficult conversations on their own, creative experience can allow clients to talk about difficult emotions in a "light-hearted" manner. For instance, Adam, a 10-year-old client is sitting with the social worker. He does not feel comfortable discussing that his parents often fight. Social worker suggests that they both can draw one situation that makes them happy and one situation that makes them sad. Adam draws two adults slamming doors and shouting at each other on one side. On the other hand, he draws playing football with his friends as something that makes him happy. This approach can give social worker more information about the client's experiences and possible resilience factors without the client being uncomfortable.

Instead of individual characterise, (Callaghan, Fellin, & Alexander, 2018) views resilience as situated through individuals own stories and experiences. (Callaghan, Fellin, & Alexander, 2018) indicate resilience as family oriented, and influenced by relational functioning, family's belief system, communication patterns, and problem-solving approaches (Callaghan, Fellin, & Alexander, 2018). This can be accurate to an extent, considering children practice what they observe. For instance, if the family lacks healthy communication patterns can this lead to several negative consequences. First, the individual doesn't learn how to communicate with others during a potential argument. Second, it can lead to challenges for communication between social worker and client about clients' experiences and feelings. Additionally, understanding resilience as found in stories and experiences aligns with

(Meyers, 2016) that mentions that resiliency theory's focal point is to find purpose and meaning in own experience, and that this leads to resilience (Meyers, 2016). This can be so that an individual realizes and makes sense of what they have been through, and how they can recover from that.

### 5.3 Factors within

Other findings have advocated that resilience is a result of individual own self. Findings suggest a correlation between emotion- and stress regulation and resilience. If an individual is unable to regulate negative emotions as anger, or sadness about the adversities they have experienced, it can be even more challenging to shift focus to own strengths and gain a positive outlook on life and future.

Individuals that emotion regulate can gain personal strength, better understanding of their experiences and emotions and increase the feeling of being in control. Social worker or safe adults can also support children in appropriate emotional expression according to (Callaghan, Fellin, & Alexander, 2018). As reported by (Callaghan, Fellin, & Alexander, 2018) one of key principles in their intervention is "an emotion focused and relational approach". This approach concentrated to gain knowledge about client's emotions, how they were experienced earlier, how they felt in certain context. Additionally social workers can through cooperating with clients, seek to gain knowledge about how clients respond emotionally to violence or other adversities that may occur. What did clients do with emotions and if they perceived their strategies as successful. Experiment of emotional coping reactions can lead to further adaption, refining and transformation of them (Callaghan, Fellin, & Alexander, 2018). This approach is aligned with user involvement, where social worker seeks to increase their understanding and further acknowledges children and adolescent's experiences, emotions, and opinions.

Intrapersonal factors like self-confidence, motivation, sense of purpose can also be associated with the self-efficacy in social cognitive theory where individuals' behaviour is decided by belief in their own ability. For instance, if Amy has the purpose of gaining academic success by completing her education. Her self-confidence allows her to trust that

she is capable of completing her education. This results in Amy being motivated and her behaviour consisting of attending classes, studying at home etc. Their behaviour will be aligned with a student's behaviour that seeks to accomplish. Even on challenging days, Amy can reflect and gain orientation about her needs and priorities in order to succeed. This can result in successfully resilience outcome. Ultimately when Amy completes her education, not only does she gain academic success, but also enhances her self-confidence, self-worth, and can gain optimistic outlook on future. In a similar manner if a client trusts their ability to overcome traumatic childhood, and adapt, they will develop a more optimistic outlook and refrain from destructive behaviour such as substance abuse as a way of escape. This can ultimately promote resiliency.

#### 5.4 Regarding the violent experience

Another resilience contributing factor that has been mentioned by (Alaggia & Donohue, 2017) is individuals' commitment to breaking the violence cycle. This can also align with self-efficacy in social cognitive theory. If individual is determined by committing to breaking the violence cycle, their self-efficacy and behaviour will align with this determination. Alongside adapting to adversity and trauma they have experienced; clients can adapt behaviour that is aligned with their devotion to refrain from violent behaviour. This will result in increased resiliency. This is a positive mindset because some individuals can unconsciously repeat same or similar behaviour that they experienced because that's the response they witnessed and learned others do. If they work towards decreasing such behaviour then this becomes a purpose of life as well, which can further be another factor that promotes resiliency.

Distancing themselves from the violence situation mentally and physically can have a significant impact in promoting resilience in children and adolescents. According to (Meyers, 2016), this allows clients to refuse internal messages of blame. Moreover, this contributes to increased sense of control for the clients and can nurture their emotion regulation as well (Meyers, 2016). Distancing from violence is aligned with the approach therapist apply to promote resilience in abuse survivors. (Meyers, 2016) explains that whilst working with survivors of sibling abuse, therapists help the survivors to detach emotionally from the abusive sibling. However, in some situations, this can lead to negative consequences, for

instance when the situation requires the individual to cut ties because of negative relationship. Explanation behind this is that cutting of ties can be a source of pain and vulnerability. This can have increased trauma association because of feeling loss (Meyers, 2016).

#### 5.5 Religion and spiritual involvement

Furthermore, involvement in religion community and spirituality can possibly assist the clients to distance themselves from the traumatic situation. Despite social work being a secular profession, there exists a long traditional tie between religious organizations and social work (Healy, 2014, s. 101). Even today there are several situations where religious and spiritual issues occur (Healy, 2014, s. 101). For instance, when a client has to cut out an important relationship. Or a client that has experienced or witnessed violence, or abuse can experience feeling of shame or guilt. When a client experienced traumatic experiences, they can also experience anger or negative feeling towards God or religion (Healy, 2014, s. 101). For instance, thinking “Why did this happen to me?”. Nevertheless, (Healy, 2014, s. 101) suggests that clients can despite a traumatic experience, or because of their negative experience, also feel a closer connection to religion and spirituality. For instance, if a client seeks comfort in spirituality or religion in terms of higher purpose of life. Alternatively, some clients may experience that religious or spiritual practices like meditation can also have an encouraging effect on resilience. Therefore, there is a possibility that religion/spirituality can be a subject for social workers whilst working with clients. This requires a safe environment to have these conversations, and comprehension the spiritual and religious needs of clients. According to some, attending this holistic care is as important as emotional and material needs of clients (Healy, 2014, s. 102).

As stated by (Goldstein, Faulkner, & Wekerle, 2012), resilience can evolve and change gradually, through different phases in life (Goldstein, Faulkner, & Wekerle, 2012). A critical developmental stage is classified as emerging adulthood. It is often in this phase individuals are concerned with different existential questions like religion. Moreover, they are in a phase where it is normal to experiment tobacco and alcohol use. Internal resilience can be increased based on positive association with factors like community and religion



involvement, and caregiver monitoring. (Meyers, 2016) also acknowledges the fact that trusting relationships and peer and community support decreases stress and contributes to resiliency (Meyers, 2016). Caregivers, significant valued adult, or client's peers can also have directly impact on the client through factors like involvement in religion and community. (Alaggia & Donohue, 2017) refers to sense of purpose being a key for resilience, and this can be one of several ways that can be achieved. If the individual has surroundings that are involved or that make it possible to get involved in such, then that increases the possibility for the individual client as well. On the other hand, internal resilience is negatively associated with smoking. Social worker in a professional therapeutic relationship can have a valuable insight and can possibly lead client away from smoking and tobacco use. Similarly, existence of increasing depression symptoms decreases resiliency and oppositely absence of depression symptoms increases resiliency. If there are several depression symptoms existing, then social worker can work interdisciplinary and seek help from psychologist or therapist to provide ideal service to the client.

Findings suggest that involvement in religion community and spirituality can contribute to increased resilience. This can be associated with Maslow's hierarchy of needs, in terms of satisfying the social needs that are a result of being a part of a community or religious group (Hutchinson & Oltedal, *Praksisteorier i sosialt arbeid*, 2017, s. 71) (Cherry, 2022). This doesn't only fulfill the requirement of being a part of a community, and lead to belonging, but also provides a sense of purpose in life. For instance, if by being a part of religious/ spiritual community client can develop connections that can either help them in life in form of employment or maybe the religious community can organize creative outlets/ activities clients can engage in. These communities can further provide care and support for the client or provide a safe adult or supportive relationship that's highlighted in findings as a resilience contributor.

Social worker should be conscious about practices and beliefs, in addition to being comfortable during these talks with clients. Social workers can't directly promote one specific religion and are obligated to cater to client despite which religion they are a part of. Although social worker can strive to ensure that client has a gradual involvement in different communities. Reasoning is to prevent that individual gets taken advantage of by another person or motives, due to their vulnerability. This exploitation can for instance be economical, social, or criminal.

However, this focus on religion and community involvement isn't relevant enough concern unless the children or adolescents has expressed or communicated the interest in religious or spirituality (Healy, 2014, s. 104). If a client has a negative association with religion/spirituality because of their experiences or doesn't associate own self with religion/spirituality, then social worker must consider and prioritize other resilience promoting factors. Another challenge this can lead to is if clients think that social worker have prejudices towards them based on religion they have. Or if social worker truthfully stereotypes the client based on their spirituality or religion. This can have a negative impact on social worker and client's professional relationship and their work.

Another point that was made during articles was what can determine if a factor is working as a risk or resilience. (Meyers, 2016) applies defence mechanism as an example of being a resiliency factor during childhood and developing on to being risk factor in adulthood. The same approach can be applied to other factors for instance emotion regulation. Over regulating emotions can be negative and tiring long term. According to (Sahi, 2019) this happens normally with individuals like the user group of this thesis, individuals who have "to regulate emotions when the emotion stressor is a perpetual stressor" for instance abuse. This is a challenge that can occur whilst promoting resilience factors in children and adolescents, because it is unclear how the factor can impact them long-term in the future. At the same time, it aligns with the idea that resilience is determined by different factors and can change gradually.

### 5.6 Framework for practice

Findings in literature review have suggested that social worker can directly impact the different factors that can promote resilience. Social worker can be a supportive relationship that has a significant effect, this leads to implementation of several other factors as well. However, this section will primarily focus on social work framework and practice. This contains establishing an ideal professional relationship between social worker and client, alongside effective intervention method known as group intervention and its advantages. Alongside this the possible challenges that can occur will also be mentioned.

As mentioned earlier, social work practice is a result of different theories. Social work has developed own framework in order to easier increase understanding and knowledge about fields practice and decreases confusion. Within social work there are certain frameworks for practice that can promote resilience factors in the children. Whilst conducting the literature review, it came to light that several factors could be associated with social worker's practice. This suggests that social workers are in an ideal situation where they have the possibility to accomplish successful changes in children and adolescent's lives.

### 5.7 Initial stages

Starting with an initial stage in social work practice, a defining moment is if the social worker meets the client where the client is. This does not imply just physically appearing where the client is but also meeting them mentally at the stage they are in at life. This can be crucial defining moment that lays the foundation for a good relationship between client and social worker. For instance, 17-year-old Jim recently encountered a social worker that works in child welfare because of bullying he has experienced earlier and parents constantly fighting. If social worker at this stage suggests "finding a new hobby" as only assisting method, without acknowledging or even exploring Jim's emotions and situation, then social worker is not meeting Jim "where he is". This insinuates that the way client views and defines his problem is vital to "concentrating their efforts on the change process" (Healy, 2014, s. 147). There is a bigger possibility that the client starts engaging in an activity, such as creative outlet if it's aligned with his view on the creative outlet. For instance, if client views creative outlet as something positive, productive or enjoyable then client will look forward to it and attend regularly. Alternatively, if client thinks that some activity is forced on him from "an

external source like a social worker” then client might try to escape it. It might have an opposite effect than contributing resiliency as resulted in the first example.

The way social worker intervenes a case and views the challenge lays the foundation for and decides on the solutions the social worker searches for (Callaghan, Fellin, & Alexander, 2018). This means to have a positive attitude in meeting with client, and optimistic outlook increases chances for seeing and promoting client’s resourcefulness and strengths (Healy, 2014, s. 169). In the example mentioned above, perhaps social worker intervened the case without acknowledging Jim’s challenges, perhaps with a mindset that Jim is overreacting, or that he just requires something to keep him busy. Instead of being attentive and seeking to gain information about Jim as person and challenges and strengths he has, and the resources and challenges his environment has. Second-mentioned approach that acknowledges Jim as a person in addition to the situation around him can lead to finding solutions that are effective and more aligned with Jim’s needs and strengths.

Early identification of child victims is also important in order to conduct an early intervention and decrease negative outcomes. Additionally social workers can prioritize early intervention with aiming prevention of risk escalation of harm towards the children and adolescents (Healy, 2014, s. 200). During intervention decision making, social workers must first and foremost prioritize the children’s safety and ensuring their interest. However social workers have to take into consideration relevant institutional and structural factors as well (Healy, 2014, s. 27).

There should be a focus on trustful and functional relationship between social worker and client. It is necessary to explore clients social, economic, individual, and family background, gaining this knowledge requires good cooperation between the social worker and the client (Hutchinson & Oltedal, *Praksisteorier i sosialt arbeid*, 2017, s. 18). This provides further insight into client’s situation. Specifically, how the child experienced the violence, how effected the child is, what the clients resilience factors might be, what can possibly help the child to build resilience and how to reinforce this. During these conversation, social workers can also gain insight if the client has experienced other challenges or similar adversities earlier and explore what contributed to resilience in facing on those challenges (Healy, 2014,

s. 79). Moreover, if it is possible to apply the same factors or promote these further or find similar factors. On the other hand, which factors did not work successfully in facing those challenges. This can be associated with the user involvement perspective, where client is viewed as an expert in his own life, the one individual that can inform with beneficial knowledge and share earlier experiences. A good professional relationship between client and social worker is a deciding factor in how effective and successful the intervention is.

#### 5.8 Strength Perspective as Social Work Practice

Strength perspective aligns with user involvement and application of strength perspective can lead to effective and good teamwork between client and social worker. When clients feel acknowledged by social worker, they can easier inform social workers about factors that they consider as resilient themselves. Additionally, the children and adolescents can share feedback and recommend changes in order to obtain a successful resiliency. Social worker is bound to form a teamwork with client because strength perspective implies that clients have more knowledge about their own situation. Strength perspective highlights client's resources, self-determination, and respect. Furthermore, gives importance to optimism, creativity, and hope (Healy, 2014, s. 162). This perspective is based on concept that clients create change in their lives or solve problems, due to their strengths not weakness (Healy, 2014, s. 163).

Goffmans research on social labelling etc. influenced strengths perspective and suggested that social workers can contribute to the issues they initially aim to overcome (Healy, 2014, s. 167). For instance, labelling and imposing stigma impacts the children and adolescents' self-understanding negatively. An example can be of 14-year-old Tom that gets diagnosed by ADHD, this leads to Tom thinking there is something wrong with him, it can negatively affect his self-esteem. Furthermore, ADHD labeling results in Tom being outcasted/excluded by his peers. This can lead to additional difficulties for Tom in addition to ADHD challenges.

Social workers must recognize the power language hold, and be sensitive in their use of it, especially the way we talk about “clients perceived capacities and deficits.” (Healy, 2014, s. 167). For instance, a social worker meets Tom at school because he needs extra following up. It is not beneficial for the social worker and Toms professional relationship if social worker makes assumptions about Tom and his challenges solely based on his ADHD diagnose.

Strength perspective can correspond with resilience, because strength perspective extracts from empirical research regarding psychological resilience (Healy, 2014, s. 167). According to supporter of strength-based practice in social work, Michael Dennis Saleebey, future capacities of adolescents and children are not strongly determined by their experienced adverse life events (Healy, 2014, s. 167). Saleebey further states that in most cases, children and adolescents don’t reproduce the problems they were exposed to in adulthood (Healy, 2014, s. 167). In fact, research on resilience implies that difficult life events can prove to be beneficial for some people, for instance they get more compassionate. However, this is more accurate for adults who have experienced adversity. For instance, a natural disaster, or life-threatening illness (Healy, 2014, s. 167). (Healy, 2014, s. 180) further states that reports suggest children and individuals that belong to a lower socioeconomic class may possibly experience it most challenging to profit from post-adversity changes in life.

### 5.9 Group intervention

Another way social workers can approach clients is through a group intervention, as mentioned by (Callaghan, Fellin, & Alexander, 2018). Group work is an approach has the purpose of working constructively and consists of individuals that have remarkable connections with each other, for instance when they share related problems (Thompson & Stepney, 2018, s. 13). Group work is based on ideas of solidarity, mutuality and providing sense of belong and voice for the individuals (Thompson & Stepney, 2018, s. 192). According to (Callaghan, Fellin, & Alexander, 2018), clients in the group experienced solidarity and that they were able to share comfortably. The clients didn’t feel outcasted or different from others because the participants shared a common history with each other (Callaghan, Fellin, & Alexander, 2018). This leads to not only clients feeling they are being understood, but also experiencing they are not alone (Callaghan, Fellin, & Alexander, 2018). Furthermore, clients

stated that group environment leads to testing and increasing their self-confidence, in addition their ability to trust other (Callaghan, Fellin, & Alexander, 2018).

#### 5.10 Potential challenges

Sensitivity in social workers use of language is necessary and associated with strength perspective where person gets separated from the problem. For instance, ideal way to describe a client might be survivor of traumatic childhood so that you can convey respect to their resilience. Strength perspective also has a primarily focus on assets, reasoning being that strengths are what social workers can and are supposed to build on and promote, instead of deficits. Therefore, deficits shouldn't be the focus. Rather making most out of assets such as resources from social network and their personal capacities'. By highlighting existing strengths instead of overlooking them, this promotes positive change. This doesn't mean that we insensitively neglect their problems (Healy, 2014, s. 169). This is aligned with one of key principle in intervention at MPOWER that implied "A resource focused approach". This can be defined as facilitator, social worker in our case, primarily enhances and emphasizes client's skills, capacities, and resources instead of client's mental experiences or symptoms or limiting them to being injured or unfortunate ill-fated individual (Callaghan, Fellin, & Alexander, 2018).

In addition, there should be ensure that social workers are not exposed to burnouts or threats and other negative consequences so that their work quality doesn't get affected (Cabiati, Raineri, & Folgheraiter, 2020). This is not only challenging due to external challenges as mentioned above. But also due to multiple roles social worker must balance between. Such as the balance between empathic approach and protective role. That means showing too much empathy can put you in a difficult situation where it might convey as if you as a social worker are "endorsing the continuation of harmful situations and behaviors" (Healy, 2014, s. 74). It can be an additional challenge whilst also trying to build a good relationship with client. Whilst establishing a relationship in initial phase, social worker must be clear about their role. Furthermore, both parts should recognize their respective knowledge bases are different. On one hand social workers have professional knowledge and skills, whilst the users have their experiential knowledge to bring to the therapeutic

encounter. This also defines the effectiveness and quality in the ongoing phase of working towards the same goal and ending phase (Healy, 2014, s. 124).

This can be connected to the user perspective within social work practice where social worker focuses on the perspective, and opinions clients have regarding their situation, help and intervention they need and require. For instance, social worker and 16-year-old Jamie are having their second meeting to discuss further plan for Jamie. Social worker takes over the meeting and doesn't grant Jamie the chance to respond or share her opinion. Social worker decides what Jamie needs to do in order to positively adapt to the earlier occurred challenging experiences. Social worker thinks she has more knowledge and completely disregards Jamie's opinion. This results in Jamie not having any influence on the further plan but rather being ordered. Jamie disagrees with social workers approach and future plan for activities. Jamie finds it challenging to follow social workers plan and doesn't think it will be beneficial but doesn't get the chance to express this. Jamie feels like she is being disregarded, this further impacts her professional relationship with social worker negatively. Ultimately this results in Jamie not attending meetings and discontinuing the planned intervention.

#### 5.11 Closing arguments:

Resiliency theory as reported by (Meyers, 2016) defines resilience as a result of both "person attributes and complex person-in- environment transactions". (Meyers, 2016) further states that these personal skills are progressed from environmental, biological, and psychological process. This implies that personal skills can get modified and developed from external factors as well. For example, mentioned skills can be worked on and further developed, so that these factors can increase positive effect on resilience. Social worker can assist clients in developing these factors based on clients need.

Presence of protective factors within an individual, and supportive surroundings and relationship makes it easier to overcome adversity and successfully go through a resilience process. Social worker can assist with help, knowledge and provide necessary resources to an extent. There must also be motivation and desire to succeed from individuals' perspective. Internal motivation, alongside increasing self-worth, self-confidence and having



trust in own self and strength orientation makes it easier to conduct resilience process despite challenges. If an individual's surroundings make it easier for them to experience resiliency, and it aligns with individuals' internal factors and motivation, then there is an increased possibility for the outcome successful resilience.

The different theories align with findings and can contribute to resiliency. Resiliency theory and strength perspective in social work have several similarities. Both theories focus on strength inside an individual. Self-efficacy in social cognitive theory is focused on individuals trust in own capabilities as determining factor for their behaviour. This can be connected to the first theories and individual's strengths as well. On the other side, Maslow's hierarchy of needs doesn't only focus on person and its strengths but also involves environment around the person.

#### 5.12 Limitations and advantage of current study:

The current thesis contained both advantages and limitations. As mentioned earlier, the lack of research done on this topic in non-western countries was evident in literature review. Further research should therefore accommodate social work practices in non-western countries in addition to different aspect of western countries as well. Due to practical limitations the current thesis had to face in terms of time, words, and resources it was challenging to conduct in-depth research.

Current research topic does however add to the literature by not only specifying which factors promote resilience but also connecting them to social workers work framework. This thesis has added to analyzation of different resilience factors and intervention methods and how these can be associated with each other. In addition to connecting them with theoretical framework that's known to social workers. Another advantage is that it adds increased meaning to earlier research by assisting in filling gaps in previous analyses and presents knowledge on reasoning behind phenomena (George, 2021).

Although like other methods, this method had own set of benefits and downsides. To extract relevant articles, peer-reviewed articles about resilience were searched for on the database Academic search ultimate. This search was conducted by implementing the keywords resilience, children, adolescents, social work, violence. Additionally, certain references in relevant articles that seemed interesting were read in depth to ensure capturing of possible relevant literature. Search process led to selection of five different articles that were significantly relevant with thesis theme and research question.

## 6. Conclusion

Current thesis aimed at highlighting different factors that contribute to and further enhance resilience in children and adolescents that have experienced traumatic childhood.

Furthermore, to gain knowledge on how social workers can promote these factors through their work field. After considering different methods, literature review was selected as a suitable method to address these questions. However, literature review had its limitations, such as, possibly being unable to collect findings that are distinctly associated with my research. Despite limitations, literature review collected existing knowledge in order to increase understanding on different approaches, challenges, and ideas regarding resilience development in children and adolescents. Conducting a literature review developed different inclusion and exclusion criteria that qualified chosen articles, for instance that selected articles must be peer reviewed. Search process consisted of several searches by applying relevant keywords and limiters on the database Academic Search Ultimate. This process resulted in the selection of five articles that were aligned with the inclusion criteria's and relevant for this thesis.

The findings suggest that different type of factors can contribute to increased resiliency. I categorized the findings in three categories. First, the factors individual has within, such as emotion regulation and high levels of self-worth and confidence. Second, the contributing factors that exist in environment around the individual, like presence of a supportive relationships. Lastly the factors that were associated with maternal figure. Particularly maternal strength, alongside good parenting skills, parental warmth were frequently mentioned in findings. The findings highlighted importance of being dedicated to break the violence cycle and maintaining distance from the violence. In some cases, this included cutting relationship ties that were a source to traumatic experiences, which could lead to additional pain and trauma. Involvement in communities, and spiritual and religious involvement are suggested to have a positive impact on resilience. These factors satisfy the need for belonging and provides individuals with a purpose in life. On the contrary existence of depression symptoms and excessive use of tobacco and alcohol were classified as a hindrance resiliency development.

Resiliency theory and strength perspective focused on different strengths the individuals have. Whilst self-efficacy states that individuals trust in own capabilities define their outcomes and well-being. Moreover, social work methods like strength perspective, PIE and user-involvement illustrate how social workers can promote different resilience factors.

Through connecting findings to social work practice, theoretical frameworks, intervention methods, and possible challenges, discussion shows that the findings are relevant and applicable for social work field. Additionally, I referred to own constructed examples to illustrate how social worker can promote resilience in different social work context. Group intervention with participants that shared similar history led to creating safe space for clients where they could express emotions and experiences without feeling different then their peers. Findings from group interventions suggested that creative outlets like drawing made it easier to discuss difficult topic in a light-hearted manner. Social workers are required to create trustful professional relationships with client, where clients opinions get acknowledged in order to gain knowledge. This knowledge is not solely about existing challenges, but also about resources and strengths connected to the client, that can assist further resiliency development.

To increase understanding regarding results and its implications, further research could address difference between genders. This can be in terms of difference they have faced in challenges and resilience factors whilst experiencing the same trauma. Furthermore, one can limit their research on a specific type of trauma incident. Future research can also compare differences in socio-economical classes regarding resilience development because literature suggested increased challenges for lower socio-economic classes. Additionally, it would be useful to directly conduct interviews with both clients and social workers regarding their direct perspective on which social work method worked successfully and opposite. Overall, there is lacking research on interventions and their effectiveness. Alongside knowledge about their long-term impacts.

Through analysing different resilience contributing factors, this thesis demonstrates the importance resilience has for development in children and adolescents. Existence of different resilience factors were explained throughout this thesis, they exist both within the individual and in individual's environment. Social workers can contribute to promoting them in several ways. However, in order to work effectively a solid foundation of good professional relationship between social worker and client is required. Working towards building a trustful relationship with the client, in addition to practicing user involvement and strength perspective can develop a strong professional relationship. Methods like creative outlets and group intervention can work effectively in an effort to promote resiliency in children and adolescents. Associating resilience developing factors with a social work framework and own constructed examples illustrates how relevant this is in social work context. However, different challenges can occur whilst promoting resiliency. For instance, reflection over own role, prejudices, social labelling, and stigma. In addition to, challenges around definition of strengths, or if a resilience factor work can develop to be destructively for individual in adulthood. This emphasizes the need for knowledge on this topic for social workers, and significant relevance of resilience development in children and adolescents in social work.

Attachments:

	Keyword 1	Keyword 2	Keyword 3	Keyword 4	Keywords 5	Keyword 6
Norwegian Keywords	Barn Unge	resilience	fremme	sosialarbeidere	vold	faktorer
English keywords	Child children Adolescents teenagers Youth “Young people”	Resilience Coping Adapting	promote	Social worker Social work	Violence Domestic violence	Factors Cause influence

*Keywords used*

#	Query	Results
S10	S3 AND S6 AND S7	521
S9	S3 AND S6 AND S7	528
S8	S3 AND S6 AND S7	2,242
S7	TI ( resilien* or strength* or coping or hardiness or adapt* ) OR AB ( resilien* or strength* or coping or hardiness or adapt* ) OR KW ( resilien* or strength* or coping or hardiness or adapt* )	108,825
S6	S4 OR S5	99,374
S5	TI ( violent or violenc* ) OR AB ( violent or violenc* ) OR KW ( violent or violenc* )	94,525
S4	(DE "VIOLENCE") OR (DE "DOMESTIC violence")	30,839
S3	S1 OR S2	358,747
S2	TI ( child* OR adolescent* OR youth* OR "young people" OR teenager* ) OR AB ( child* OR adolescent* OR youth* OR "young people" OR teenager* ) OR KW ( child* OR adolescent* OR youth* OR "young people" OR teenager* )	356,459
S1	((DE "CHILDREN") OR (DE "TEENAGERS")) OR (DE "YOUTH")	

*First search*

## Database

<input type="checkbox"/> Name	Hit Count
<input type="checkbox"/> All Databases	
<input checked="" type="checkbox"/> Academic Search Ultimate	41
<input type="checkbox"/> SocINDEX	41
<input type="checkbox"/> Education Source	24
<input type="checkbox"/> MEDLINE	11
<input type="checkbox"/> CINAHL	5
<input type="checkbox"/> CINAHL with Full Text	5
<input type="checkbox"/> Teacher Reference Center	1

*Different databases in academic search ultimate*



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