Petrov, Boglárka - Kovács, Edina – Ceglédi, Tímea – Bordás, Andrea – Berei, Emese Beáta - Hafičová, Hedviga – Dubayová, Tatiana

Methodology manual for the resiliency training

Erasmus+

Authors:

Boglárka Petrov
National Transit Employment Association
petrov.boglarka@gmail.com

Edina Kovács
National Transit Employment Association
kovacs.edina.12@gmail.com

Tímea Ceglédi
National Transit Employment Association
t.cegledi@gmail.com

Andrea Bordás
Partiumi Keresztény Egyetem
bordas.andrea@partium.ro

Emese Beáta Berei
Partiumi Keresztény Egyetem
bereiemese@partium.ro

Hedviga Hafičová
Prešovská univerzita v Prešove
hedviga.haficova@unipo.sk

Tatiana Dubayová
Prešovská univerzita v Prešove
tatiana.dubayova@unipo.sk

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The purpose of this publication

The project 2020-2-HU01-KA205-079023, entitled "Spotting and Strengthening Resiliency Skills from Early Childhood", aims to identify, study and collect methods to strengthen resilience even from early childhood, which can be used in a number of ways and can be applied in several fields.

One of the intellectual outputs of the project is this 40-page long methodology manual, which contains the basics of resilience research and modules of a three-day training, which will enable the ones working with children and young people to recognize signs of resilience in everyday life, strengthen this ability and become able to integrate what they have learned into their daily work.

There are no tasks in the training topic that require special qualifications, so even untrained trainers and group leaders can try them with confidence. At the same time, we encourage everyone to take the courses and trainings necessary for the performance of higher-level tasks, if they have the opportunity, so they'll be able to provide assistance to those living in their surroundings as widely and deeply as possible. These types of tasks have already been added to the good practice collection created during the project and provide additional help to the work.

The manual first describes the concept of resilience, introduces theories related to resilience research. This is followed by the theme of the training, explaining for each task why it was included in the agenda, what it develops, what to pay attention to during the implementation, etc.

What is resilience?

There are many definitions of resilience, depending on when the research was conducted and what discipline or profession the term is used in. We can meet the definition in researches related to success, self-help books and courses, employment counseling, organizational strategy planning.

The resilient person or organization is flexible, persevere, optimistic, realistic, resists, survives, plans, adapts, "bows but does not break," and reading these adjectives is not difficult to imagine an unattainable, perfect person, often with conflicting qualities. This is one of the reasons why it is easy to get lost in resilience researches, resilience studies, opinion papers, as

it has recently become a popular and sought-after skill (this will be discussed later). Also, resilience trainings often just scatch the surface of popcultural psychology and the attendee often leaves the course with a hollowed feeling.

What can be said without any prior training is that resilience is a skill that can be learned and taught and, like all skills, cannot be acquired in a few days or weeks. Resilience is developing in a particularly complex system, which system should be consciously nurtured. However, depending on what area we are working in, resilience means different things, so the concept itself needs to be clarified first.

The dictionary meaning of resilience is also twofold: on the one hand, it means the property during which a material can regain its original shape even after a given pressure or deformation; on the other hand, it means the property that a person can adapt to and recover from negative effects.[1] This duality persists even when we read researches and articles specifically on resilient people: it is often confused whether the goal of resilience is to return to one's original, supposedly harmonious basic state after overcoming a difficulty, or the goal is to manage difficulties effectively and to be able to adapt to change on a lasting basis.[2]

The focus of research can be well demarcated over time: researches that began in the 1970s focused mostly on describing, defining, and measuring the phenomenon among individuals who had coped well with the difficulties they faced and the ones who had difficulties with coping. These researches have shown from the outset that in the case of resilient individuals, there are correlations between individual characteristics, relationships, and the quality of their available resources.[3] The second wave of researches based on these discoveries in the early 2000s no longer focused on the variables that determine resilience, but on the process itself in which resilience emerges as a skill.[4] The third wave of studies that complemented these researches focused on intervention in the process and suggestions for successful interventions (e.g. education, school intervention, skills development, etc.). The latest, ongoing fourth wave examines genetic and environmental effects during personality development, so researches focus strongly on the effects and disadvantages of early childhood and adolescence during the development of resilience.[5]

There is also no agreement within the human sciences as how much resilience should be considered a personal competence (for example, in cases where a cumulatively disadvantaged

[1] https://www.merriam-webster.com/dictionary/resiliency?utm_campaign=sd&utm_medium=serp&utm_source=jsonld

[2] MASTEN, Ann S. (2019). Resilience from a developmental system's perspective. World Psychiatry, 18 (1), p. 101–102.

[3] REICH, John W. et al.: Handbook of Adult Resilience. The Guilford Press, NY, 2010. p. 214.

[4] Ib.

[5] Ib.

child who does not receive outside help eventually becomes a graduate intellectual)[6] or how continuous an interaction it is between the individual's genetics, personality and their social-economic situation and opportunities. „Some say the ecological approach is the right one, in which a system of reciprocal relationships appears in the definition. This reciprocity relates primarily to inherited biological and psychological endowments and relatively constant environmental factors. Such factors include family structure, mother tongue, social and cultural determinants, and environmental conditions. Together, they elicit an adaptive response and determine the degree and quality of resilience, that is, the effectiveness of coping with more frequent dramatic situations (Békés 2002). "[7]

In addition, resilient can be not only a person, but also an organization as well: the members of resilient organizations have harmonious and close cooperation, they function as a supportive community, there is a high level of professional cooperation, so they can effectively deal with not only external but also internal challenges.[8]

Resilience, as it is not an adequate concept, can be found in many disciplines alongside different cognate concepts. Educational science and pedagogy prefer to use it in the course of competence and competence development, it appears in psychology in the concepts of psychological immune competence (PIK) and flow, as well as in well-being researches and community organization. Exploring the causes of resilience appears in sociology (capital theory), social work (social safety net), and educational research (life-course study of gifted students). What all of them have in common is that resilience to change, the ability to cope with negative life events, is mostly examined in a complex, multivariate system in which the individual and their environment also play a role.

Disadvantages

From a methodological point of view, it is important to determine the difference between disadvantage, challenge, crisis and trauma , thus reducing the contradiction around the concept of resilience.

The following factors are taken into account when identifying and assessing an individual's socio-cultural disadvantage:

- parents' educational level
- existential security of parents (unemployment and / or lack of permanent job)
- stability of the family (broken families, single parents, orphans)

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[6] CEGLÉDI Tímea (2012):Reziliens életutak, avagy a hátrányok ellenére sikeresen kibontakozó iskolai karrier. Szociológiai Szemle, 2012/2, p. 85-110.
[7] BREDÁCS Alice: A pozitív pedagógia fejlesztési területei – a pszichológiai immunkompetencia és a reziliencia fogalmainak tükrében. http://mte.eu/wp-content/uploads/2019/12/Bred%C3%A1cs-Alice_A-pozit%C3%ADv-pedag%C3%B3gia-fejleszt%C3%A9si-ter%C3%BCletei-1.pdf p.6.
[8] Ib.

- number of dependents (does it exceed the number of supporters)
- minority ethnicity
- differences in place of residence (poor housing conditions, living in small villages or disadvantaged settlements)[9]

Those born into and raised in a disadvantaged family will not be able to return to the harmonious state assumed by some resilience approaches, as this state cannot develop in such an environment. These disadvantages are not chosen but received by the individual, and each disadvantage generates each other and even be passed on to future generations. These disadvantages manifest themselves in different elements in an individual's circumstances and life, such as:

- lack of material assets
- lack of value of learning and knowledge
- lack of knowledge, skills
- lack of successful learning
- lack of stimulus-rich environment
- lack of effectiveness of verbal-sequential-analytical thinking
- lack of constructive coping strategies[10]

These disadvantages also reinforce each other,[11] making breaking out of a disadvantage extremely difficult, if not impossible, for the individual. The talent development in the school environment, when available to them, often does not even notice children who are gifted outside the areas of verbal and / or logical intelligence, but show competence in some other field, often sports or the arts, which would help them to unfold:

"The socioculturally disadvantaged gifted children are unable to achieve satisfactory performance in school despite their advanced level of thinking, moreover they are less likely to be identified as gifted, because they are not as advanced as their peers on the fields of educational skills and analitical thinking."[12]

Talented young people with socio-cultural disadvantages do not have many opportunities to break out, they often receive little, if any, help to overcome their disadvantages. Those who do not receive help often show behavioral disorders, drop out, and develop learned helplessness, which is almost the strongest barrier to seizing and exploiting potential opportunities; in Seligman's approach, "learned helplessness is actually behavioral depression".[13]

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[9] Gyarmathy Éva: Hátrányban az előny – A szociokulturálisan hátrányos tehetségesek Magyar Tehetségsegítő Szervezetek Szövetsége, 2010, p. 9-10.
[10] Ib. p. 10.
[11] CEGLÉDI Tímea (2012):Reziliens életutak, avagy a hátrányok ellenére sikeresen kibontakozó iskolai karrier. Szociológiai Szemle, 2012/2. p. 85-110.
[12] Gyarmathy p.. 14.
[13] Ib. p. 25.

In order for talented young people with sociocultural disadvantages to be able to develop any resilience in themselves, it is necessary not only to have genetic traits, but also to lack at least one of the elements that make up sociocultural disadvantages, thus breaking the self-generating chain of adversities.

Those who live in financial difficulties, but it is important for the parents that children have a better life than they had, they are more likely to focus on children's school performance, the value of learning will be reflected in the family. For young people, further learning is hampered not only by ethnic background but also by a potential identity crisis.[14]

A school life survey of successful Roma youth found that for 72% both parents and for 15% one parent supported their further education, and only for 13% opposed or treated the issue neutrally. A significant proportion of the respondents in the research sample were also supported by their teachers or the class teacher, and only 8% were those who decided to continue their studies on their own without actual support.[15] It should be added, however, that the majority of these young people (70%) have already been talented in certain subjects (42% artistic subjects, 30% music, 12% real subjects),[16] and even in their school environment, they tended to attend classes where there were few Roma students.[17] This means further challenges for them and they often mention being twice an outcast.[18] It's also often occurs, that their parents also had the wish to learn, but didn't have the chance.[19]

The environment therefore has a crucial role to play in overcoming socio-cultural disadvantages, which really help the individual when different systems (family, public education, social care system, etc.) come together, thus creating a complex safety net that helps the possibility of an outbreak. However, we know from experience that this is almost never the case, at least one subsystem is either inaccessible to the individual or is dysfunctional, so how many and how severe disadvantages they have to deal with at one time play a crucial role in the resilience of disadvantaged young people.

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[14] Tóth Kinga Dóra: Magyarországi és angliai kiemelkedett cigányok identitástípusainak összehasonlító elemzése Ph.D. értekezés, Budapest, 2004, Budapesti Közgazdaságtudományi és Államigazgatási Egyetem Szociológia Ph.D. program p. 18-19.

[15] Székelyi Mária et al.: A siker fénytörései. Sík Kiadó, Bp., 2005, p. 24-25.

[16] Ib. 25.

[17] Ib. 26., also: Hafičová, Hedviga; Dubayová, Tatiana;Kovács, Edina;Ceglédi, Tímea; Kaleja, Martin (2020):Mentor and SocialSupportasFactors of Resilience and SchoolSuccess: Analyses of Life Narratives of University StudentsfromMarginalized Roma Communities.Warsaw, Poland: OśrodekWydawniczo-Poligraficzny „SIM" Hanna Bicz.

[18] Hafičová, Hedviga; Dubayová, Tatiana; Kovács, Edina; Ceglédi, Tímea; Kaleja, Martin (2020): Mentor and SocialSupportasFactors of Resilience and SchoolSuccess: Analyses of Life Narratives of University StudentsfromMarginalized Roma Communities.Warsaw, Poland: OśrodekWydawniczo-Poligraficzny „SIM" Hanna Bicz.

[19] Ceglédi Tímea & Hamvas László & Katona Csaba & Kiss Andrea & Torner Bernadett & Vas Sándor (2018): Ugródeszka lendülettel. Reziliens Wális szakkollégisták. Debrecen: Wáli István Református Cigány Szakkollégium

Challenge

In contrast to a disadvantage, challenge is ad hoc, focuses on a particular problem or problems, and in most cases non-traumatic. The feelings evoked by the challenges are greatly influenced by whether the individual has the skills, abilities, and knowledge with which to solve the problem that arises effectively, or whether these skills are non-existent or lacking.

The lack of a challenges leads to boredom, the existence of a challenge leads to tension; in the absence of the skills needed to solve the challenge, the individual becomes anxious, when these skills exist, the individual is able to dominate the situation. Challenge alone is not a negative thing; as shown in the figure below, a challenge corresponding to abilities creates a flow experience, and having adequate abilities generates a relaxed feeling, rather than lethargy (mostly because those who possess abilities find the challenges that stimulate them). Lack of abilities without proper stimuli and challenges causes apathy, while from too much challenge without proper abilities, the individual becomes anxious.

Of course, the extent of anxiety is highly personality-dependent, and the severity of the situation can be determined by the individual. Based on Holmes and Rahe's approach, everything is stressful that requires a significant degree of adaptation from the individual.[20] However, challenges require adaptation and flexibility, but not to a significant extent.

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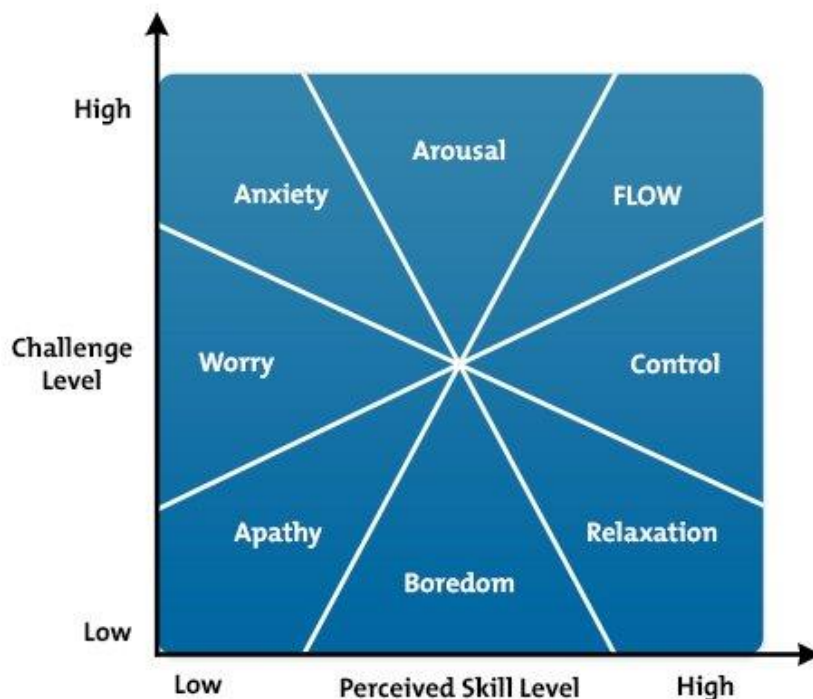
[20] See at Holmes-Rahe Stress Inventory

Figure 1: Consequences of current perception and challenge / ability ratio[21]

In terms of resilience, these are the challenges that the individual encounters almost every day; everyday resilience is the ability to cope with these challenges, which is extremely widespread in practice, does not mean outstanding talent or overcoming significant disadvantages, only the successful management of minor problems and changes that arise in everyday life, in simple terms: flexibility.

A smaller portion of the books and researches on resilience is about coping with the challenges, and in most cases it is not talked about as resilience, but as efficiency, e.g. time management, self-control, assertiveness, etc.

Crisis

Gerald Caplan says a crisis occurs, when the individual faces an unsolvable problem which makes them tense, anxious, restless, thus becomes dysfunctional for an extended period of time.[22] Caplan focused on accidental crises, ie unforeseen problems such as an accident, a death, an illness, however positive but sudden changes can also cause a crises if the individual is unprepared, such as a promotion or a bigger prize.

In addition to accidental crises, the Erikson crisis model speaks of normative, that is, age-related crises, which are natural crises that occur at each age and that everyone goes through, while unresolved crises cause various mental and behavioral problems.

Erikson's stages of psychosocial development				
	Era	Crisis	+ output	output
1.	infancy	trust / mistrust	trust, optimism	schizoid, depressed personality image
2.	in infancy	autonomy / shame , doubt	self-control, sense of compliance	coercion, excessive self-care
3.	playing time	initiative / guilt	planning and implementing independent action	guilt, hysteria, psychosomatic illnesses

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[21] https://www.mindtools.com/pages/article/flow-model.htm
[22] Priscilla Dass-Brailsford: A Practical Approach to Trauma. SAGE Publications 2007, p. 94.

4.	at school	performance / inferiority	intellectual, physical and social competence	inferiority, negative self-esteem
5.	**adolescence**	**identity / role confusion**	**a unified, independent self-image**	**identity diffusion, criminality**
6.	young adulthood	intimacy / isolation	close, lasting relationship, career commitment	social isolation, loneliness
7.	adulthood	creation / stagnation	care for family, society, future	dissatisfaction with performance so far, career change
8.	old age	integrity / despair	satisfaction with life, facing death	despair, fear of death, dissatisfaction

Figure 2: Erikson's stages of psychosocial development[23]

Adolescence has a prominent role in Erikson's model, integrating the crises of the preceding eras. It should be added, of course, that Erikson published the model in the 1950s with the respective life expectancy at the time, and today the longevity of the post-adolescence periods have changed radically. The Erikson model, of course, does not rule out the existence of other protracted age crises in each era, focusing only on the crisis most characteristic of the developmental period.

In addition to accidental and normative crises, we can also talk about timed crises, which are planned in an individual's life, yet involve a high degree of stress, such as e.g. career choice, marriage, childbirth, etc.

According to Caplan, the crisis situation can be identified with the following characteristics:

- we experience the event that caused the crisis as a threat
- we are unable to reduce or change the impact of a stressful event
- increasing fear, tension and / or confusion

[23] http://polc.ttk.pte.hu/tamop-4.1.2.b.2-13/1-2013-0014/8/meskonorbert-gyermekekmegism/32_a_pszichoszocilis_fejlds_elmlete.html

- high degree of discomfort
- after an imbalance, the state of an active crisis quickly recovers[24]

According to him, a crisis situation can be an accident, a death among loved ones, a natural disaster, illness (of one's own or a relative's), divorce or separation, loss of a job, unplanned pregnancy, financial problems.[25]

An important branch of the resilience literature is the examination of getting up from such crisis situations, returning to a supposedly more harmonious state before the crisis. From this point of view, resilience can be examined differently in different phases of crisis management , and it is also necessary to take into account which crisis has a potencial traumatizing effect on the individual.

Caplan divided the crisis into 4 major stages:

- the occurrence of the life situation or event causing the crisis
- denial
- realization
- solving experiments

The first three sections will appear in a natural way, although the timeframe varies between individuals depending on their resources and personal capabilities. In these stages we can rely on our already existing resilience, and the development of resilience is possible in the last stage, when the goal is to solve the problem, to solve the crisis. According to Erikson's theory of psychosocial development, personality develops along social experiences experienced at each stage of life, so unprocessed crises at each stage weakens the resilient response.

From the point of view of crisis processing, a significant part of the literature dealing with resilience can be applied, as most of them deal with the correct management of sudden crisis situations, or non-crisis, but stress-causing changes. This crisis management can happen on an individual, group, organizational level or among the wider environment (eg natural or mass disasters, epidemics, etc.) and for most of them the goal is to return to the pre-crisis state (especially in the case of individual resilience development), organizational, community publications and guides for the development of resilience aim to facilitate adaptation to change, to develop appropriate flexibility.

Trauma

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[24] Dass-Brailsford, p. 94.
[25] Ib.

Although the topic is rarely covered by resilience researches, it still has importance to our project, especially to why resilience cannot be mastered in a few days of training.

Trauma in a psychological sense is a response to a horrific life event. Emotional shock, emotional fluctuations, memory breaches, and in some cases physical symptoms following a traumatic life event can be considered normal, however, many people are unable to process these traumas after a long time, unable to transcend events.[26]

Such life events fundamentally change an individual's worldview and often have an irreversible effect on the individual's future.[27] Thus , one of the most important steps in the processing of events is for the individual to find meaning in the tragedy.[28] In terms of resilience, this is the most important thing that helps to process the trauma and move on, and here it is extremely important that this process can take years and in many cases requires the involvement of a specialist.

In the jungle of the different literature on resilience and self-help books and trainings, we can find our way around the problem to be addressed and the methods and approaches that help to deal with it:

Type of problem	Resilience approach	Solution / development paths
Disadvantage	overcoming disadvantages, delivering beyond expectations	reduction of sociocultural disadvantages
Challenge	stress, anxiety management	flexibility, assertiveness, self-control, etc. development
Crisis	overcoming more stressful events	adapting to changes, development of coping strategies
Trauma	processing events that significantly and negatively affect life	individual therapy, development of self-knowledge, development of coping strategies

Coping strategies

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[26] https://www.apa.org/topics/trauma
[27] Charles S. Carver – Michael F. Scheier: Személyiségpszichológia, Osiris 2006, p. 427.
[28] Ib.

We have seen before that facing different problems requires different methods, even though we can talk about some kind of resilience in each type of coping. It is also clear that resilience is not fundamentally rare, as anyone who has ever successfully tackled a challenge is fundamentally resilient. There are, of course, differences between someone e.g. who reacts flexibly to a guest who suddenly and unexpectedly pops in and between someone growing up in deep poverty to become a graduate intellectual, but basically resilience is an ordinary phenomenon, as Ann Masten says – an everyday miracle.[29]

Nevertheless, we tend to focus on successful life paths that overcome truly trying tasks, to admire them and to long for us to ever be so successful, strong; ignoring the fact that we are constantly exposed to tasks that require resilience in everyday life.

How can we still notice resilience around us? To do this, we also need to divide our analysis into two: we need to examine resilient life paths, career paths, and the methods that develop resilience.

When examining the overcoming of sociocultural disadvantages and the processing of traumas, it is worth examining the whole life path, looking at where the individual started, what were the factors that helped him, what events and circumstances hindered him from achieving the goal, and finally what he reached. We can also examine this in the case of career paths, it is true, here only tangentially examining the conditions prior to employment.

The research of Mária Székelyi, Antal Örkény and György Csepeli in 2001 analyzed the life paths of successful Romas, during which they distinguished three types of eruption models according to the scenarios of the individual's environment that emphasized the prominence:[30]

- Lucien de Rubempré
- Twist Oliver
- Julien Sorel

In the case of those of the Rubempré type , as in the protagonist of Balzac's novel Lost Illusions, society is fundamentally open, it is not the origin but the talent and the achievements that matter. For those in this type, parents (where the father is predominantly skilled) stressed that the outbreak depends on the perseverance of the individual, and society cannot be blamed for the failure.

The Oliver Twist type is the sharp opposite of this, mostly reflecting the perception of parents with a low level of education that disadvantage leaves its mark on the entire life cycle, an outbreak is virtually impossible.

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[29] MASTEN, Ann, S.: Ordinary Magic: Resilience in Development. Guilford Press 2014.
[30] Bartl Ágnes: Sikeres cigányok Esztergomban és térségében in. Asszimiláció, szegregáció, integráció. Párhuzamos értelmezések és modellek a kisebbségkutatásban, Argumentum 2011., p. 96.

The third type between the two models was named Julien Sorel by the researchers, those in this group float between two social groups, neither the environment that raises them nor those in higher social groups fully accept them, they always remain outsiders.[31]

They were also able to distinguish three models in terms of their life paths:

- "master of one's own fortune": those here did not receive any outside help to stand out, they put a lot of energy into the eruption, they always worked for their goal, they made huge sacrifices for the purpose;
- Incentive family atmosphere: Typically, low-educated parents who have experienced the disadvantages of their uneducatedness want their children to be better off. To this end, they make sacrifices for their teaching and constantly emphasize the value and importance of learning for children;
- stimulating environment: either a teacher, friends or even a prominent mentor, a role model is someone who helps an individual to break out. [32]

An interesting observation is how the parental-reinforced scenarios developed for each model:

"The pessimistic motivation I received in childhood persists into adulthood, although there is also a very strong self-made man attitude behind life path assessments in line with the Twist Oliver scenario. This type believes that without outside support, they have been able to achieve their current position through many failures, and the success can only be attributed to themselves. The scenario reminiscent of Lucien de Rubempré's life is characterized by the fact that the moderately optimistic guidance received in childhood was replaced by very strong optimism for adulthood. These respondents are also aware that in addition to the helpful external environment, their own efforts were needed to reach their current position. The childhood of those in the dual profile type was characterized by the fact that their parents were very optimistic about the future possibilities of the respondent, and compared to this, there was little talk about what the respondent himself should do to succeed. It is because of this that those of this type retained something of the optimism brought about from childhood, but their bitter experiences made them somewhat pessimistic.

Although the possibility of bias in these retrospective approaches is very high, we must see that the momentum of personal struggle is everywhere: either that this struggle was successfully fought by the respondents despite the pessimistic motivation (Twist Oliver type) or that the result of the struggle proved the success narratives received from the parents (Rubempré type), or finally even that whoever was prepared as a child for success and not for struggle was forced to live the bitter experience of the Oliver Twist scenario in his own adulthood. "[33]

[31] Ib.

[32] Ib.p. 97.

[33] Székelyi Mária – Örkény Antal – Csepeli György – Barna Ildikó: A siker fénytörései. Sík Kiadó Bp. 2005, p. 73-74.

However, resilient lifestyle types can be found not only in the case of successful Roma, but also in the methods used in career choice and career counseling. In 1995, Pál Völgyesy developed his typology of life paths based on empirical studies, which he used in career counseling. In designing the types, he took into account the values of the individual and the relationships with them, from which it is possible to deduce life management and individual solution strategies.[34]

Völgyesí distinguished nine different types of life paths in terms of career:
- the royal road
- the man who builds himself

value - preserving type

value - creating type
- impairment type
- follower of tradition
- drifting type
- thickening of negative effects
- conflict search

The lives of those on the royal road were not burdened by more serious negative life events, they were able to take advantage of their talents, their sociocultural environment was positive, supportive, and they were characterized by unbroken optimism that did not even assume failures.

Obstacles and early disadvantages play a significant role in the life of a self-building person, and conflict is common because he / she does not become aware of his / her possibilities, he / she acts instinctively . According to Völgyessy , this instinct is gradually transformed into a conscious way of life, but egocentric behavior always remains characteristic.

Those with a value-preserving lifestyle strive to preserve the multi-generational values experienced in childhood and adolescence throughout their lives. Value creators, on the other hand, measure themselves against an ideal, significantly influencing their self-esteem, whether they can present a value or performance that is also recognized by the wider environment or society. Value creators want to enrich an existing value, as opposed to starting from scratch, self-building, so it is important to define their starting points and goals for which they must choose appropriate tools (e.g., learning tool, not goal).

During the depreciating life cycle, the individual loses values for some reason, e.g. negative life event, discrimination, individual trait, and the deviant behavior that results from them further weaken the values already acquired.

Followers of tradition follow the values that have already been established, proven and considered correct during their life journey, and consider them to be their goal. This may be

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[34] https://regi.tankonyvtar.hu/hu/tartalom/tamop412A/2010-0019_Karriertervezes/ch04.html

positive, but it increases the inflexibility of the branch, following the usual patterns. However, the preservation and transmission of multi-generational traditions is also important from the point of view of family and local history.

Those who follow a drifting life are characterized by helplessness and vulnerability, they do not have a set of values on the basis of which they could make autonomous decisions, they do not have the appropriate knowledge and skills to make informed choices. The type is typically unimaginative, his life driven by the satisfaction of current needs.

During the life course that thickens the negative effects, one or more traumas occur that fundamentally affect the further course of the life path, e.g. an accident causing permanent damage that forces an individual to rethink his or her life path strategy so far takes on a life-course rehabilitative and compensatory nature. In implementing a life path strategy, the individual becomes constrained, which significantly affects success.

Finally, conflicts initiated by the individual are common in the lives of conflict-seeking people, which can be caused by internal unrest, conflict of values, lack of ability to adapt to the majority society, trauma, failure, experiences of failure, and so on. The result of a conflict-seeking life can also be positive if the conflict-seeking stems from individual genius, creativity (eg artists, inventors), but it can also stem from an individual's personality disorders (anxiety, lack of self-confidence, mental illness) or poorly chosen life goals.[35]

Almost all of the nine types are conflicting (except for the royal path) and have different attitudes toward resilience. Although the royal road is seemingly devoid of negatives, Völgyessy still sees it as a typical life path for successful people, which is also highlighted in books on resilience. In the case of the royal road, the most important thing is not that it is free from major disasters (since, for example, both successes and failures hit the individual in business), but that the absence of negative life events at a young age and also thanks to its environment, you can take advantage of its potential.

Sonnenfeld and Ward examined the career path of 450 CEOs of large companies between 1988-1992, who suffered a significant loss in their managerial careers (job loss, demotion, criminal procedure, etc.). Only 35% of CEOs returned to some management position within two years, 22% resigned and took on only advisory roles, usually in smaller companies, or became board members, and 43% permanently retired.[36]

In Völgyessy's typology, they still follow the royal path, and most of them, as we have seen, are not explicitly resilient. Researchers advise such CEOs not to chew on the past, look to the future, and see loss as an opportunity.[37]

The self-building person, the value-creating, the thickening of negative influences, and those who follow paths of conflict-seeking are perhaps the most resilient to failures, although

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[35] Ib.

[36] Jeffrey A. Sonnefeld – Andrew J. Ward: Firing Back. How Great Leaders Rebound After Career Disasters in. Resiliency. Harvard Business Press, w.y. p. 131.

[37] Ib. p. 134-135.

they are also more exposed to failure . Those who are able to overcome obstacles in many cases create a socially recognized value or achieve a position. It should be added, however, that even without acknowledging the wider environment, anyone who reacts flexibly to some serious or serial negative life event is considered resilient, and even if he does not achieve high status or put a high value on the table, he already shows a high degree of resilience. that it does not crash permanently under load.

Against them, those who are impaired, followers of tradition, and drifting are mostly inflexible or vulnerable to challenges, reacting poorly to them, experiencing a threat to which they then respond with anxiety, repression, or even aggression.

Ordinary resilience

But what about those whose childhood was not burdened with severely negative life events, who have not been severely traumatized so far, but they face more or less annoyances every day, sudden tasks, upset agenda?

In their case, as mentioned in the incidental crises and challenges, the main goal is to return to the former, harmonious state. For them, resilience is not a lifelong overcoming of disadvantages, but the flexibility to cope more easily with bumps in the workplace, family, and relationships.

In the definition of the American Psychological Society (APA) , resilience is not only about overcoming disadvantages, overcoming challenges, but also about opportunities for personal development.[38] This, of course, does not mean that resilient people are never nervous or have any difficulties, nor that resilience is a trait that some people have and others do not. "On the contrary, resilience consists of patterns of behavior, thoughts, and actions that anyone can master and develop."[39]

APA recommends a 4 + 1 method for improving resilience:
  - networking
  - taking care of ourselves
  - finding goals
  - healthy thinking
  - asking for help

When it comes to building relationships, it's important to nurture relationships that are truly deep, empathetic, and understanding with people we can discuss our problems with, dare to ask them for help and take their advice, and people who care about us honestly. Superficial

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[38] https://www.apa.org/topics/resilience
[39] Ib.

or one-sided relationships that only serve certain goals (e.g., business partnerships) do not protect against failure, nor do they help process mental trauma.

It is just as important to belong to a group of like-minded people, be they voluntary organizations, religious groups or hobby groups, the point is to have a company that reduces the possibility of isolation during an ordeal , gives a purpose to our lives and an activity that provides pleasure .

Taking care of ourselves also sounds simple, but in our everyday life it is often difficult to accomplish. The APA recommends taking care of our physical well-being (sport, a balanced diet, adequate and restful sleep), the incorporation of mindfulness practices into everyday life (journaling, yoga, thanksgiving, etc.) and to avoid negative coping strategies such as alcohol, substance use, and other dependencies.

All three methods play a role in reducing stress. Sport and a balanced diet do not eliminate the stressful situation, but it helps to treat the symptoms caused by stress, to think clearly, and thus to help solve the problem. Diary, meditation, etc. focus also on reducing stress, instead of springing over negative thoughts, it helps to find the positives in the situation, helps to resolve feelings of hopelessness.

And although alcohol and drugs can also dissolve these negative emotions, they do not help or even hinder the solution of the problem, so they are not effective coping strategies, and they directly reduce resilience.

The third important method is to find individual goals. It is optimal to set goals on several levels, but keep in mind that individual goals are equally important to community goals. It helps to set individual goals by helping others, either through coordinated volunteer activities or occasionally. It strengthens resilience when one can rely on others and feel the need. A proactive approach to problems, breaking down big goals or tasks into smaller tasks, and turning problems into self-knowledge opportunities also helps to develop resilient coping strategies.

The fourth method is to develop healthy thinking. This does not mean that one should always focus only on the positives, on the contrary: perspective thinking (the failure of the present does not define the whole future, the recognition and filtering out of irrational thoughts) means the acceptance of change as a natural corollary of life. Part of healthy thinking is to look to the future with optimism (but realism), that is, we do not give up goals just because the distant future is unpredictable and uncertain; or we learn from past experiences, but we do not consider it to be predeterminating (e.g., past failures should not be filtered to the point where it will not succeed next, but what were the factors that helped and hindered the achievement of the goal).

As a last resort, APA staff advise not to be afraid to ask for help. Resilience does not focus on everyone having to deal with problems on their own, but on perceiving when help is needed and not being afraid to ask for it - whether it's a professional or an acquaintance. "It's

important to remember that we're not alone. While we can't control every part of our lives, we can grow by focusing on the aspects we can tackle with the support of our loved ones and trusted experts. "[40]

Those who have come across popular self-help books may also be familiar with the above tips. Moreover, they have probably heard these in simplistic terms, like staying positive, concentrating on good things, going for a run, doing yoga, "attracting" positive things and everything will get better. And while the simplification of pop culture positive psychology into positive thinking is indeed objectionable, for reasons of length, we do not address this criticism here.[41]

At the same time, trainings and exercises that strengthen resilience really use the tools of positive psychology. Positive psychology is a young field in itself, a concept introduced by Martin Seligman in 1998, initiating a paradigm shift in the field of psychology; instead of focusing on mental illness, deficits, he focused on strengths, well-being, and positives.

Seligman and Peterson therefore identified 24 strengths and virtues that[42] can be found in the individual and help to orientate, which traits they can rely on in their daily lives or even in their career choices and what are the areas that need to be improved.

The 24 strengths were classified into six major groups: wisdom and knowledge, courage, humanity, justice, moderation, and excellence . The category of wisdom and knowledge included creativity, curiosity, openness, love of learning, and forward thinking. Courage meant boldness, perseverance, honesty, and vitality ; love, kindness, social intelligence were classified as humanity, and civic qualities, equal treatment, and leadership skills were classified as justice.

Forgiveness and grace, humility and modesty, restraint and self-control were classified as belonging to perseverance . Finally, elements of excellence included the ability to appreciate beauty and excellence , gratitude, hope, humor, and spirituality.

Wisdom and knowledge	Creativity	Originality, ingenuity
	Curiosity	Interest, search for novelties, openness to experience
	Openness	Judgment, critical thinking
	Love of learning	-

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[40] Ib.

[41] At the same time, we recommend Barbara Ehrenreich's book Bright-sided to anyone who is curious about the effects of exaggerated positive thinking, bearing in mind that it is not the same as the methods of positive psychology.

[42] Christopher Peterson – Martin E.P. Seligman: CharacterStrengths and Virtues. A Handbook and Classification. Oxford University Press, 2004.

	Perspective thinking	Wisdom
Courage	Boldness	Valor
	Endurance	Perseverance, diligence
	Honesty	Credibility, honesty
	Vitality	Momentum, enthusiasm, vitality, energy
Humanity	Love	-
	Kindness	Generosity, care, attention, compassion, altruistic love
	Social intelligence	Emotional intelligence, self-knowledge (PI)
Justice	Nationality	Social obligations, loyalty, teamwork
	Equal treatment	-
	Leadership skills	-
Endurance	Forgiveness and grace	-
	Humility and modesty	-
	Restraint	-
	Self-control	Self - regulation
Excellence	Appreciation of beauty and excellence	Admiration, amazement, rapture
	Gratitude	-
	Hope	Optimism, future-orientation
	Humor	Playfulness
	Spirituality	Religiosity, faith, purpose

Figure 2: Typology of Peterson and Seligman's character strengths and virtues

These qualities were later regrouped by others for other purposes, and Peterson and Seligman originally only typified the personal values that affirm, affirm someone's life. Referring to this typology, we can come across intelligence tests that do not measure IQ, all strength-based tests that measure, for example, the role in the workplace community are based on this approach, and resilience-promoting tools also similarly highlight strengths that they help to overcome stress, to overcome problems.

Peterson also conducted a validated test of 96 questions to assess character strengths, based on the fact that all character strengths are found in each person, only in a different order; the test weights and ranks these strengths according to their strength. The VIA-IS (Values in

Action - Inventory of Strengths) test is currently available for free, and although the detailed evaluation is already paid, each filler will receive a small explanation of the ranking.[43]

The development of children's resilience is influenced by the resilience of school and teachers in the same way (Templeton, Shafi, & Pritchard, 2020; Middleton, 2020)

Without the development of the resilience of the teacher / youth worker, it is inconceivable that he will be successful in developing the resilience of the children entrusted to him.

Of course, the development of resilience requires the development of emotional and social competencies, the development of positive traits, and the development of cognitive skills, as their beneficial effects have been shown in several studies (Templeton, Shafi, & Pritchard, 2020; M Inmaculada, 2020). However, in addition to teaching skills, abilities and explicit curriculum, there is another way: to develop a culture of resilience throughout the school, ie to promote the creation and development of support networks, motivate and enable collaboration at all levels, build relationships with parents and wider community organizations. (Erdei, 2014-2015; Gillham et al. 2013, cited in Shafi 2020; Middleton & Millican, 2020). In this way, not only the individual but also the resilience of the school can be developed, which then has repercussions on the other actors in the system. Not to mention that if the school is concerned with developing resilience, it will have a long-term impact on the lives of children who, as adults, pass on this approach through their social relationships (Shafi, 2020).

Middleton and Millican (2020) identify three different perspectives for schools looking to contribute to the development of student resilience. On the one hand, the school as a system can promote the formation of resilience if the risk and protective factors are in balance in the school. On the other hand, the application of pedagogical ideas that develop resilience has a beneficial effect: pedagogical concepts based on constructivism, exploratory, experiential learning, experiential, person-centered pedagogies, the application of play in the learning process. Third, children's resilience can be developed through programs that focus not only on academic achievement but also on transversal competencies, and give the teacher the opportunity to explore interactions that promote his or her own resilience so that he or she can then apply the knowledge gained to students. In the case of program-based developments, however, it is very important to adapt the programs to the given context and educational environment (Templeton, Shafi, & Pritchard, 2020). Without this, success is almost unthinkable.

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[43] https://www.viacharacter.org/character-strengths-via

Measuring resilience

How can resilience be measured?

„Resilience as a protective factor includes personality treats that help successful adaptation to adverse circumstances, reduce negative effects of stress and make adaptive coping with change. Resilience also indicates the ability to return to normal functioning after excessive stress on individual coping methods (Ahern et al., 2006; Norris et al., 2008).)"[44]

„It has been hypothesized that resilience is associated with more positive outcomes and fewer PTSD symptoms for general physical and mental condition. Although the relationship between trauma and psychological distress is very complex, resilience has been strongly associated with positive outcomes related to mental balance (e.g., less anger), fewer PTSD symptoms, and overall better health."[45]

When measuring individual resilience, we may encounter the above approach, which examines resilience for PTSD (i.e., evaluates response to trauma) and also one that evaluates the positive or negative effects of life events on an individual's life. Because these effects are difficult to standardize, there are only a few validated tests that can be encountered in a sufficient number of cases in resilience research. Of course, there are some that are either not validated or can only be used under specific conditions (see https://www.hsph.harvard.edu/health-happiness/repository-of-resilience-measures/), but there are also those that they lack any validation and only serve to deepen self-knowledge.

Better known measurements and tests

 CD-RISC 10: Connor and Davidson's 25 and, in abbreviated form, 10-question questionnaire that measures coping with stress. The 10-item version asks the following questions:

For each statement, please indicate the extent to which you have been characterized by that statement in the past month.

Possible answers: 0 - Not true at all; 1 - Rarely true; 2 - Sometimes true; 3 - Often true; 4 - Almost always true.

1. I am able to adapt when changes occur.

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[44] http://ap.elte.hu/wp-content/uploads/2015/07/AP_2015_1_Jarai_etal.pdf 129. o.

[45] Ib. p.130.

2. I can deal with whatever comes my way.
3. I try to see the humorous side of things when I am faced with problems.
4. Having to cope with stress can make me stronger.
5. I tend to bounce back after illness, injury or other hardships.
6. I believe I can achieve my goals, even if there are obstacles.
7. Under pressure, I stay focused and think clearly.
8. I am not easily discouraged by failure.
9. I think of myself as a strong person when dealing with life's challenges and difficulties.
10. I am able to handle unpleasant or painful feelings like sadness, fear, and anger.[46]

ACE and BCE

It measures the adverse and beneficial effects suffered in childhood. It operates with basic disadvantages, it does not take into account e.g. the abuse experienced in the community, the destructive effects of prejudice based on gender, ethnicity, or sexual orientation, yet has a good chance of predicting problems in later life.

He examines negative life events primarily in the home environment, asking about neglected and / or abusive parents, sexual abuse, poverty, feelings of loneliness, substance use, and a criminal history. Based on the research of the 10-item questionnaire, it can be stated that individuals with more than 4 points are more likely to become parents as juveniles, the chances of chronic and mental illness, substance use and entering abusive relationships increase, and their life chances narrow.[47]

These disadvantages from home can be offset by friends, cohesive family members, a sense of belonging to the community, a good mentor or teacher who can be role models for the individual during childhood, so each positive effect in the ACE / BCE test score is -1 point in the test.

Reduced Life Event Scale (RLES)

In 2016, Hüse et al. published their research on the relationships between negative life events and unhealthy behaviors among young people. They evaluated the risk of experiencing a negative life event for a young person according to a points system, and the total scores

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[46] Járai et al. validated Hungarian version, http://ap.elte.hu/wp-content/uploads/2015/07/AP_2015_1_Jarai_etal.pdf

[47] https://acestoohigh.com/got-your-ace-score/

were divided into three categories (low, medium, high risk group). The life events examined are:

Our family suffered a serious financial loss	45 points
One of my parents or foster parents lost their job	46 points
There were rough quarrels between my parents	47 points
Breaking up with a boyfriend / girlfriend	53 points
Serious Illness (you or a member of the family)	57 points
One of my parents or foster parents was regularly intoxicated	75 points
Attempted suicide in my immediate environment (family, circle of friends) within the last 3 years	76 points
My parents divorced	90 points
Regularly beaten, abused by my parents or foster parents	90 points
Attempted suicide ending with death in my immediate environment (family, circle of friends)	90 points
I had an abortion (or my partner had one)	100 points

My father or mother died	100 points

Source: Hüse Lajos – Huszti Éva – Takács Péter: A gyermekvédelem peremén. Negatív életesemények hatása a kamaszok és fiatalok egészségkárosító magatartására. in Metszetek, Vol.5. No. 4. (2016) p. 107-108.

RSA

The Resilience Scale for Adults measures protective factors in 5 major categories (personal competencies, social competencies, family cohesion, community support, organization) with a total of 43 items. The questions are the following:

	Personal Competence
1	I believe in my own abilities
2	Believing in myself helps me to overcome difficult times
3	I know that I succeed if I carry on
4	I know how to reach my goals
5	No matter what happens I always find a solution

6	I am comfortable together with other persons

7	My future feels promising

8	I know that I can solve my personal problems

9	I am pleased with myself

10	I have realistic plans for the future

11	I completely trust my judgments and decisions

12	At hard times I know that better times will come

Social competence

1	I am good at getting in touch with new people

2	I easily establish new friendships

3	It is easy for me to think of good conversational topics

4	I easily adjust to new social milieus

5	It is easy for me to make other people laugh

6	I enjoy being with other people

7	I know how to start a conversation

8	I easily laugh

9	It is important for me to be flexible in social circumstances

10	I experience good relations with both women and men

Family coherence

1	There are strong bonds in my family

2	I enjoy being with my family

3	In our family we are loyal towards each other

4	In my family we enjoy finding common activities

5	Even at difficult times my family keeps a positive outlook on the future

6	In my family we have a common understanding of what's important in life

7	There are few conflicts in my family

Social support

1	I have some close friends/family members who really care about me

2	I have some friends/family members who back me up

3	I always have someone who can help me when needed

| 4 | I have some close friends/family members who are good at encouraging me |

| 5 | I am quickly notified if some family members get into a crisis |

| 6 | I can discuss personal matters with friends/family members |

| 7 | I have some close friends/family members who value my abilities |

| 8 | I regularly keep in touch with my family |

| 9 | There are strong bonds between my friends |

Personal structure

| 1 | Rules and regular routines make my daily life easier |

| 2 | I keep up my daily routines even at difficult times |

| 3 | I prefer to plan my actions |

4	I work best when I reach for a goal

5	I am good at organizing my time

Source: A Critical Review of Scales Used in Resilience Research[48][5]

Donders-test

Unlike the tests presented so far, the resilience test created by Paul Donders has not been validated and does not appear in research, it only serves to allow those interested to determine for themselves, in the home environment, which areas are the ones that help them in their daily lives and which are the ones that need to be strengthened.

Donders approaches the issue as a coach and organizational developer, so his categories also focus on individual and social competencies. It distinguishes seven main categories:

• reconciliation with the past, emotional stability

• realistic optimism

• problem-solving skills

• harnessing our unique capabilities

• self-discipline and a healthy lifestyle

• awareness and passion

• healthy relationships

For each measurement method, it is important to look at what the test presupposes about resilience and what the purpose of the test is (survey, development, exploration, etc.). Tests

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[48] Isyaku Salisu & Norashida Hashim: A Critical Review of Scales Used in Resilience Research Journal of Business and Management Volume 19, Issue 4. Ver. III., p. 27.

can help uncover deeper causes, but be sure to seek expert help to process any negative life events and reinforce weaker factors.

In the following, we present a training topic, with the help of which we can get acquainted with not only theoretical but also practical tasks, the concept of resilience and its application methods, and integrate it into our everyday lives and into our work with children and young people.

Training programme

One of our goals in the present project was to compile a training programme primarily for youth professionals that can be used by those who are new to the concept of resilience and those who already have a basic understanding of the topic.

It is important to emphasize that the training does not teach resilience, nor can it be learned in a few days. The aim of the tasks is to get to know the different aspects and areas of resilience with the help of practical tasks, which can be integrated into other occupations independently.

The training itself is 3 days long, and depending on the group, it can be held continuously or even once a week. It is important for the training leader to have previous experience in this field, for the less experienced we recommend double leadership where one half of the pair is more experienced. The ideal group size is 10, but not more than 15 people; most of the tasks are performed in small groups of 3-4 people. The training does not require any special materials, only paper, pen, flipchart paper, sometimes a laptop and internet access, only some of the tasks require additional creative tools.

The first day is mostly about the transfer of theoretical knowledge and the processing of what was said, the second day gradually introduces the participants to the exercises that strengthen resilience, self-knowledge tasks, and the third day deals with human stories and relaxation techniques.

It is important that the participants are seated in a circle during the arrangement of the room, the group sometimes breaks down into small groups, and then they discuss their experiences in a large circle again, so the chairs and tables have to be easily movable, and there has to be enough space for the small groups to retreat to. During the third day, we will arrange the room for watching movies and relaxations.

Time	Content	Tools
Day 1		
8.00-8.15	Greetings, introductions	-
8.15 – 8.25	Presentation of the project and publications	project description, publications
8.25-8.30	Expectations and exclusion factors	post-it, pen
8.30 – 8.55	What is resilience?	post-it, pen
8.55-9.15	Energy barrel	flipchart, post-it, pen
9.15-9.35	What we need to be resilient?	
9.35-9.45	Break	
9.45-10.45	Introducing resilience framework	framework table, post-it, pen

10.45 -11.25	Resilience test 1.	test, pen
11.25 -11.40	Summaryzing resilience so far	
11.40 -12.40	Lunch break	
12.40 -13.20	Resilience test 2.	test, pen
13.20 -13.50	Theory	
13.50 -14.05	Break	
14.05 -15.00	Resilience factors	flipchart, post-it, pen
15.00 -15.15	Movement game – e.g. Run if you...	
15.15 -15.45	Closing game or talk	paper, pen
15.45 -16.00	Closing the day	

	Day 2	
8.00-8.05	Opening game (Happiness, for me is)	
8.05-8.50	Positive thinking vs crisis	flipchart
8.50-9.30	Forms of intelligence	spreadsheet
9.30-9.45	Break	
9.45-10.00	Self-appreciation	
10.00-10.15	Short film 1.	laptop, projector
10.15-10.40	Processing the film	
10.40-11.40	Changing perspective	paper, pen
11.40-12.40	Lunch break	
12.40-13.25	Family tree	paper, pen

13.25 -14.25	Mirror, mirror on the wall	paper, pen, coloring pencils
14.25 -14.40	Break	
14.40 -15.00	Fruit test	test, pen
15.00 -15.45	Life stages and crisises	spreadsheet
15.45 -16.00	Closing the day	
Day 3		
8.00- 8.05	Opening (How do I feel today?)	
8.05- 9.05	A chance to start anew	case description
9.05- 9.15	Break	
9.15- 9.35	Short film 2.	laptop, projector
9.35- 9.45	Processing the film	

9.45-10.35	The story of our life	paper, scissor, pen, coloring pencil, felt-tip pen, magazines
10.35-10.50	Break	
10.50-11.10	Short film 3.	laptop, projector
11.10-11.40	Processing the film	
11.40-12.40	Lunch break	
12.40-12.55	Short film 4.	laptop, projector
12.55-13.10	Processing the film	
13.10-13.30	Selective focus	post-it, pen
13.30-13.40	Summary	flipchart
13.40-13.55	Break	

13.55 -14.55	Relaxation techniques	exercise descriptions
14.55 -15.15	Showing emotions	silouette, coloring pencil
15.15 -15.30	Naming emotions	wheel of emotions, faces, emotional thermometer
15.30 -16.00	Closing, evaluation	post-it, pen

Description of tasks

Day 1

Greetings, introduction

Both the leader of the session and the participants introduce themselves to each other, telling who came from where, why they are interested in the topic of the session. The session leader then describes the purpose, structure, and framework of the sessions.

Presentation of the project and publications

The leader of the session presents the intellectual outputs created during the project (methodology and handbook of best practices) and how they relate to the tasks of the participants.

Expectations and exclusion factors

Participants are given 4-4 post-it notes and pens on which to write what they expect from the session and what things they don't want at all (e.g., I don't want to have tasks in which they touch my hair). The sticky notes are put on a flipchart or a larger wall surface, which is kept in a visible place throughout the sessions.

Energy barrel

The facilitator draws a large barrel on a flipchart. Participants are given post-it notes and pens, writing down what are the things that charge them with energy and what are the things that drain their energies. The notes are put to the right (+) and left (-) sides of the barrel.

After affixing the sticky notes, the facilitator initiates a discussion about the proportion of things that make up and take down energies in the participants'lives, what they can do to stay energetic, whether there was a specific case they wanted to share with the group, and so on.

What do we need to be resilient?

The facilitator asks participants what they think resilience means and what it takes to be resilient. Record the spoken responses on a flipchart while keeping the energy sheet visible. After gathering the ideas, the facilitator asks the participants what they think are the ones that are said in the energy barrel task that can make the individual resilient. After discussing the answers, they explains what resilience is (in a sociological and psychological sense) and in short what approaches exist.

Introduction of resilience framework

The facilitator distributes the Resilience Framework sheet to participants. They discuss together what the main categories and flipcharts are, what they think can be done by the individual, the parent, the school and their own institution to strengthen the resilience of young people. The sheet can be acessed here: https://www.boingboing.org.uk/wp-content/uploads/2017/04/Interactive_Resilience_Framework.pdf

Resilience test 1.

The facilitator distributes the Donders factor-based resilience test to participants. After completing and evaluating, he asks the following questions:

What is the significance of the test, what does it measure, how relevant do they think it is to themselves?

Do you think children can be tested by something similar? Can these factors be measured in children and young people?

Summary

Participants summarize what has been said so far.

Resilience test 2.

At this stage, the facilitator assigns two tests, first the ACE test. The results of the test are also discussed here, and then the facilitator distributes the RLES test among the participants. After completing the test, they initiate a conversation about what they think about these tests, why a factor-based test is important and where it can be applied, and why a test that classifies life events is important and where it can be applied.

Theoretical part

Based on the tests, the facilitator talks about how and by whom these tests can be applied more effectively, how these factors can be recognized among children and young people and what can be done in such situations. After the presentation, it asks participants how they think disadvantages can be turned into benefits and how this relates to resilience.

Description of factors

The facilitator describes the resilience factors (Donders' is more advantageous in this aspect, but other, e.g., APA, classifications can be used) and the methods by which each factor can be developed. It is recommended to use a flipchart for a clearer knowledge transfer.

Motion game

Towards the end of the day, it is worth introducing a short movement game to keep the participants refreshed, e.g. the game called Run, if you… The facilitator asks participants to stand up and form a circle and if a sentence is said that is true of them, they should run over to another location (not adjacent). The last to sit down remains in the middle of the circle, and they start the new sentence. It can also be used as an introductory game at the beginning of the session (eg run if you have blue eyes), here at the end of the day it is recommended to use sentences related to the topic of the session (eg run who has already overcome an obstacle, run who has already failed in something, etc.).

It's worth continuing the game until the company recovers a bit and can get to the final tasks more energetically.

Closing game or talking

At the end of the day, the last task is worth concluding with case discussions. The facilitator tells a simpler case where he or she was resilient and asks participants to share a story with the group as well. The facilitator should be careful not to focus on traumas, deep wounds, but to talk about simple, everyday successes. If participants are reluctant to share such stories, they can also talk about whether they know someone in their environment, their workplace, who they consider resilient. In the case of a personal story, it is also worth using positive reinforcements, and to encourage the narrators.

Closing the day

At the end of the day, participants evaluate the day, what they have learned, how they felt, and so on.

Day 2

Opening round (Happiness for me is)

The facilitator asks the participants what comes to mind when they have to think of something that fills them with joy or energy. The sentence should begin with, "Happiness for me is…". Once the answers are rounded up, the facilitator moves on to the next task.

Positive thinking vs crisis

The facilitator asks participants to quickly repeat in groups of 3-4 people what they know about resilience based on what was said so far, and then asks what the difference may be between resilient thinking and positive thinking (if any). They collect the answers on a flipchart. They then explain how to talk about resilience in different crisis situations, what the difference is between challenge, disadvantage, trauma and crisis, and how to deal with them in a resilient way.

Forms of intelligence

The facilitator assigns to the groups the 8 Smarts table, on the basis of which the participants, based on their own self-classification, determine what their strengths are. The facilitator then initiates a conversation about the different intelligences, what are the ones the present society finds useful or redundant, and how each type can best find its place.

Self-appreciation

The facilitator distributes a note to participants (still in small groups) on which they can write headlines. He asks the question: what was the case that helped you be resilient? After collecting the answers, it initiates a conversation about how it helped their self-esteem, what skills they developed, how it shaped their later lives, whether they were able to use the experience, and so on. He then continues the conversation linked to success (what successes are you proud of?). Here, participants can share any story they remember with pride.

Short film 1.

The facilitator will play Nick Vujicik's TEDx presentation. If you watch it on youtube, there are captions, but you may need to interpret it on the fly, it depends on the group. After watching the short film, the facilitator says a few sentences about the presenter and asks the

participants to gather what has been said about resilience, what they can utilize from the film, and so on.

Changing perspective

The facilitator distributes paper and pen to participants and asks them to describe a case where they were frustrated, upset or angry with someone. After telling the cases, he asks them to think now that the person they felt angry with has done his best. How would participants react in this case? Would their attitude change? What happens when we are compassionate? What happens if we are unaccepting? Discuss the answers in groups of 3-4 people.

Family tree

The facilitator asks participants to draw a family tree, but only with people that they personally remember or are part of the family legends (so it's almost as if they know them). What positive family story could they share with the group (talking about a group of 3-4 people)? Do you know what their parents and grandparents were like when they were young? Do the participants resemble them? (Do not focus on family traumas, as this can also tear up wounds that we cannot treat here.) Is there a family member who is seen as a role model?

Mirror, mirror

The facilitator asks participants to make two mirror images of themselves (this can be written or drawn). One should be the way the community sees them (in their own opinion) and the other is the one that represents their truest self. After the reflections are done, the facilitator initiates a conversation about how others see them, how they would characterize themselves, what is the difference between the two? What is the basis of self-image, what can distort the self-image? (e.g. social media, media, prejudices, etc.) The task is also worth doing in a small group.

Fruit test

The facilitator distributes the fruit test sheet to the participants, the answers and the characteristics and strengths of each group are processed together.

Life stages and crisises

The facilitator introduces Erikson's life stages and the crises in each stage, while initiating a conversation about how these crisises manifest in the everyday life. It can be a personal story, but also a case discussion.

Closing the day

At the end of the day, participants evaluate the day, what they have learned, how they felt, and so on.

Day 3

Opening circle (Today I feel like…)

The facilitator asks the participants how they feel, what they could compare to this. The sentence should begin with, "Today I feel like…". Once the answers are rounded up, the facilitator moves on to the next task.

A chance to start anew

The facilitator distributes Timi's case description to the participants, who again sit in small groups and read it to them. After the reading, they discuss what kind of adverse and beneficialcircumstances, events they encountered in the story, where they could have intervened, what could have been done (if they could have been), and so on. In the case of a non-Hungarian-speaking group, any similar case studies can be examined (neglected family, single parent, co-dependence, substance use and rehabilitation appear in this story).

Short film 2.

The facilitator broadcasts Ercsi's tale to the participants. (Any similar story can be used, the point is perseverance, overcoming obstacles.) After the screening, they work together to see

what they saw in the film, what was that resonated with them, what resilience characterizes Ercsi, and so on.

The story of our lives

The facilitator distributes creative tools to the group and asks them to make a collage or depict e.g. the story of their lives on a rail (it also depends on the group, location, and time available, which one we choose). They depict the defining events of their lives, where they came from, what they consider important during their life path (it is possible to depict what they wanted, but it did not happen, but instead their life took some other direction).

Short film 3.

The facilitator projects the ferryman's story to the participants (similar to Ercsi, any other similar story can be used here). After the screening, what is seen is processed, and the facilitator initiates a discussion about the importance of mentoring, peer support, and the role of the group as a resource of stability.

Short film 4.

The facilitator will screen Lucy Hone's TEDx presentation for the participants. Here, too, an interpreter may be needed, depending on the group. After the screening, the group processes what they have seen and heard, and collects the advice that the presenter offers on resilience.

Selective focus

Based on the short film, participants are given post-it notes on which they write down the three things they are grateful for at the moment, what are the things that work well in their lives. Be careful to avoid toxic positivity, portraying good things in a negative tone (e.g. I have no reason to complain, Judy has it much worse; at least I have a roof over my head, etc. instead: I am grateful for what I have, I am grateful for my home).

Summary

Participants will summarize how resilience can be developed, what methods are available, what they remember from the past few days.

Relaxation techniques

The facilitator asks participants to lie or sit down comfortably. If there is enough space, we can also use pillows, yoga mattresses to lie on, put our heads on the table in a school environment, and so on. The facilitator, from head to toe, slowly asks participants to relax their body parts in a reassuring voice (described in the appendix) and then reads the Strange Trip task in the same voice. It is important that nothing disturbs the group during the task, that the phones are muted in advance, that they do not interfere with stimming, talking, and so on.

After completing the task, participants process what they have experienced and, if they wish, can share what treasures they have encountered throughout the story.

Showing emotions

The facilitator draws a human silhouette on a flipchart and asks participants to color, working in small groups, where they usually feel their emotions and what color they pair them with. Eg anger, anxiety, nervousness, happiness, excitement, etc. The facilitator then asks the question of how they usually resolve negative feelings, what happens in their bodies when these emotions occur. How does the relaxation exercise learned in the previous exercise help you to relax?

Naming emotions

The facilitator distributes three sheets to the participants, which they can also use when working with young people. One shows faces on which they can identify different emotions. On the other is a thermometer on which mainly younger children can show how strongly they are feeling that particular emotion. The third is the wheel of emotions, which can be used to effectively teach young people about the more nuanced emotions and how to express them, and what basic emotions the more complex emotions feed on.

Closing, evaluation

Participants will evaluate the three-day session, what they bring with them, how they felt, and so on.

Notes

The training was designed so that the implementation and management of the tasks did not require a special professional qualification (eg drama teacher, drama psychologist), but it is recommended that the session leader have some group leader experience and qualifications. It is advantageous to go with dual leadership, where one leader already has more experience.

The tasks can be tried separately, even individually, in a home environment, the theoretical part helps to acquire the background knowledge.

Attachments

The chance to start again

http://www.csagyi.hu/images/stories/kiadvanyok/ugaloirat/CsaGyI_2003_2.pdf   19-22. page, Judit Szécsi's case study

Nick Vujicik

https://www.youtube.com/watch?v=6P2nPI6CTlc&ab_channel=TEDxTalks

Ercsi

https://www.youtube.com/watch?v=us5Rh3EcM4M&ab_channel=H%C3%ADdembereks orozat

Ferryman

https://www.youtube.com/watch?v=utw5lbL7HJM&ab_channel=H%C3%ADdembereksor
ozat

Lucy Hone

https://www.youtube.com/watch?v=NWH8N-BvhAw&ab_channel=TEDxTalks

Donders test

Check the appropriate box depending on the particular statement

1 = rarely true

2 = sometimes true

3 = often true

4 = almost always true of you.

	1	2	3	4
1. I am aware of my past and have come to terms with it.				
2. I know and use my skills on a daily basis.				

3. I know how much I mean to others.				
4. I trust that ultimately everything will turn out well.				
5. I know and accept my personal life story.				
6. I approach challenges step by step.				
7. Gratitude plays an important role in my life.				
8. I am able to control my emotions even in tense situations.				
9. I play sports 2-3 times a week.				
10. I consciously try to develop my abilities.				
11. I am very confident.				
12. I am a good audience and I like good conversations.				
13. I easily gain the trust of others.				
14. I analyze the negative possibilities in order to respond to the new challenges with alternative solutions.				

15. I handle losses well, I am able to let go of things.				
16. I manage money with discipline.				
17. I have clear goals for my life and my personal development.				
18. I set realistic goals that fit well with my plans for the future.				
19. I don't worry much about the future.				
20. I sleep well and wake up rested.				
21. I belong to a community whose members support each other.				
22. I like to belong to a team and I feel I'm in a place where I need to be.				
23. I have a good weight and it never fluctuates more than 3 kg.				
24. I do not avoid unpleasant opinions / views / confrontations.				
25. I always take risk into account when planning so that I can prepare for them.				
26. I love lasting relationships and nurture them carefully.				

27. I see clearly what I can give to the world and I am constantly striving to achieve it.				
28. I can communicate my skills well to others.				
29. Most of the time, I know exactly what I want.				
30. I do not back down from conflicts, but try to find a constructive solution to them.				
31. I combine well and put my abilities to serve meaningful goals.				
32. I am more optimistic than most of my acquaintances.				
33. I am able to control my thoughts and even apply them effectively.				
34. I know what kind of work environment motivates me the most, and I make the most of my abilities and talents in it.				
35. I use my optimistic views to inspire others as well.				

Evaluation of the resilience test

By filling out the tables below, you can find out what level you are at in terms of each resilience factor, that is, you will get a clearer picture of your strengths and weaknesses in resilience.

1. Reconciliation with the past, emotional stability

Statement	Score
1	
5	
8	
15	
24	

2. Realistic optimism

Statement	Score
4	
7	
19	
32	

35	

3. Problem solving ability	
Statement	Score
6	
14	
18	
25	
29	

4. Harnessing our unique capabilities	
Statement	Score
2	
10	
28	
31	

34	

5. Self-discipline and a healthy lifestyle

Statement	Score
9	
16	
20	
23	
33	

6. Awareness and passion

Statement	Score
3	
11	
13	
17	

27	

7. Healthy relationships	
Statement	Score
12	
21	
22	
26	
30	

Source: Donders, Paul Ch .: Resilience. Harmat Publishing House, Budapest, 2019. p. 159-163.

ACE test

Prior to your 18th birthday:

1.   Did a parent or other adult in the household often or very often… Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?

No___If Yes, enter 1 __

2.   Did a parent or other adult in the household often or very often… Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?

No___If Yes, enter 1 __

3.   Did an adult or person at least 5 years older than you ever… Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?

No___If Yes, enter 1 __

4.   Did you often or very often feel that … No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?

No___If Yes, enter 1 __

5.   Did you often or very often feel that … You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

No___If Yes, enter 1 __

6.   Were your parents ever separated or divorced?

No___If Yes, enter 1 __

7.   Was your mother or stepmother:

Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?

No___If Yes, enter 1 __

8.   Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?

No___If Yes, enter 1 __

9.   Was a household member depressed or mentally ill, or did a household member attempt suicide?   No___If Yes, enter 1 __

10. Did a household member go to prison?

No___If Yes, enter 1 __

Now add up your "Yes" answers: _ This is your ACE Score

Source: https://acestoohigh.com/got-your-ace-score/

RLES test

Our family suffered a serious financial loss	45 points
One of my parents or foster parents lost their job	46 points
There were rough quarrels between my parents	47 points
Breaking up with a boyfriend / girlfriend	53 points
Serious Illness (you or a member of the family)	57 points
One of my parents or foster parents was regularly intoxicated	75 points
Attempted suicide in my immediate environment (family, circle of friends) within the last 3 years	76 points
My parents divorced	90 points

Regularly beaten, abused by my parents or foster parents	90 points
Attempted suicide ending with death in my immediate environment (family, circle of friends)	90 points
I had an abortion (or my partner had one)	100 points
My father or mother died	100 points
Sum:	

Evaluation:

0–150	low risk	The events you experienced may have worn you out then, but in the long run you will likely not have more serious problems and health problems. If, however, you feel that an event still hurts a lot - you often think about it, you are sad about it, or you sleep badly - then you should consult a professional to help process your negative experiences.

|		
150-300	medium risk	A lot of bad things have happened to you in your life so far, which not only hurt a lot when it happened, but certainly has long time effects. The probability of developing stress-related illnesses in your case is around 50%, so we recommend that you pay special attention to yourself and, if necessary, consult a specialist, ask for help.
above 300	high risk	You have experienced a lot of bad things in the past, which can unfortunately cause you additional problems. The probability of developing stress-related illnesses in your case is very high, around 80%, so we recommend that you contact a specialist immediately for help!

Source: Hüse Lajos – Huszti Éva – Takács Péter: A gyermekvédelem peremén. Metszetek, vol. 5. no. 4. 2016 p. 107-108.
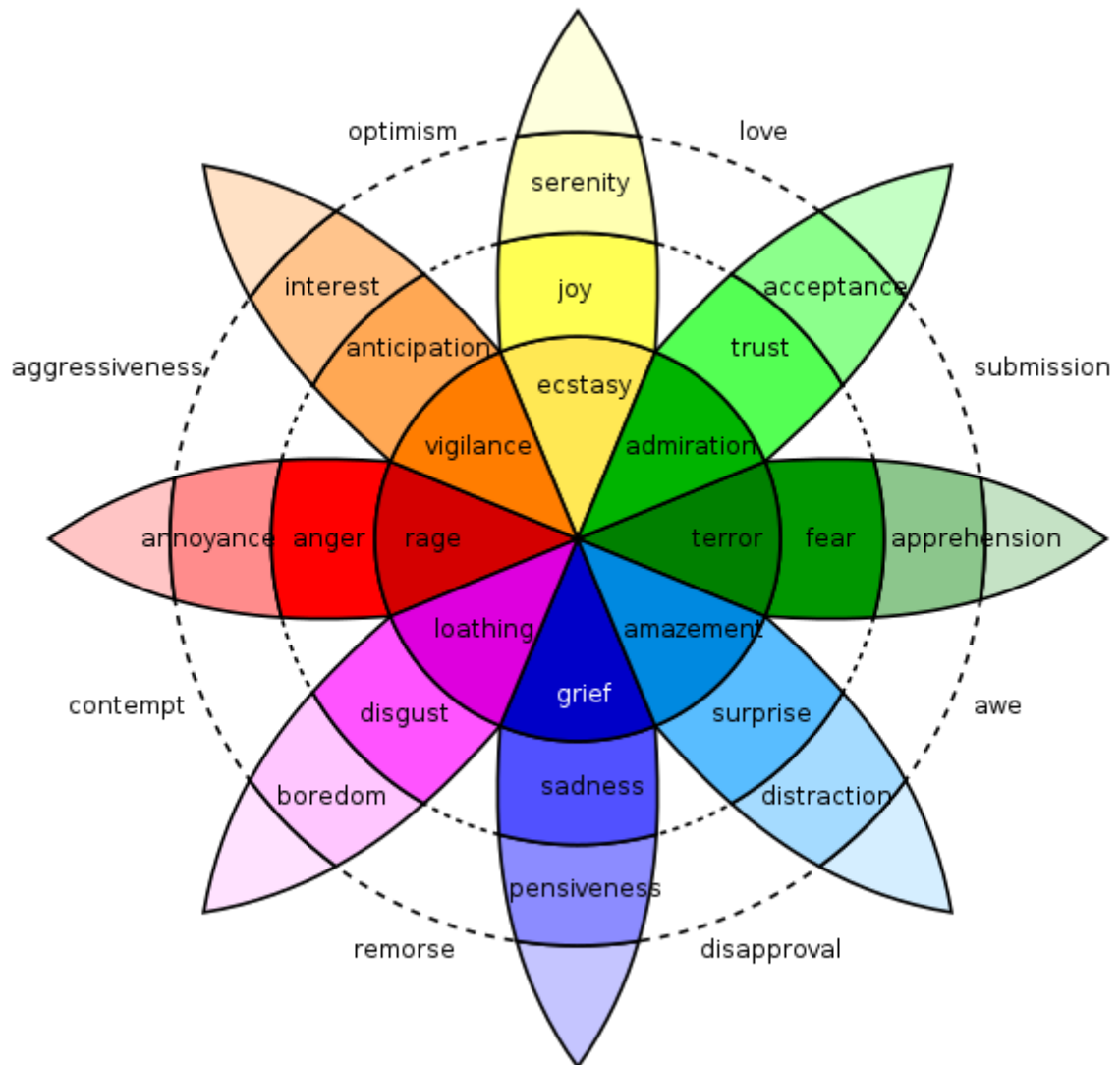
Naming emotions

Source: Pixabay

Emotional thermometer
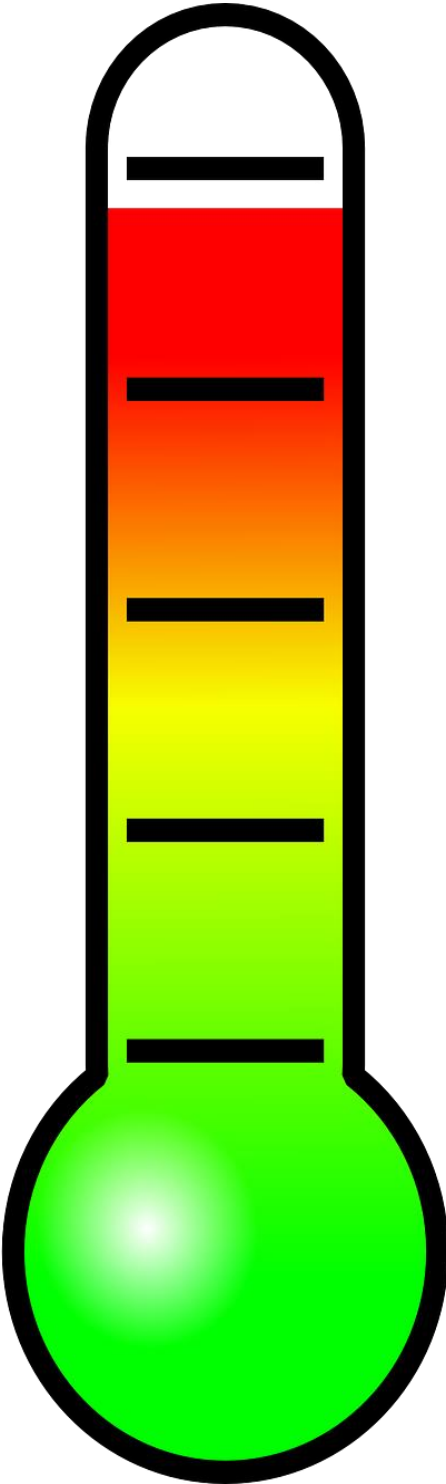
Source: Pixabay

Wheel of emotions

Strange trip

Genre: combined problem solution.

Indications:

- Perform a guided fantasy exercise to relieve anxiety.

- Exploring feelings and desires about ourselves and others under facilitated conditions.

- Increasing group cohesion.

Conditions:

- Group of 8 to 16 people.

- A room where participants can lie back comfortably on the floor without disturbing each other (in the end, the exercise can be done sitting in comfortable armchairs).

Transaction:

Everyone lies down on the floor and is comfortably located. (If there is any relaxation technique in the group program, it is recommended that you do this exercise after relaxation.) The group leader announces that he or she is inviting them to travel together, with everyone closing their eyes. Everyone should listen to the words of the group leader and experience themselves in situations and events. He tells you that from time to time he will ask questions that everyone will quietly answer for themselves as honestly as possible.

The group leader then says the following text slowly, quietly and softly:

I invite you to a trip down to the river and up to the mountains. The road will be beautiful and adventurous, full of surprises and dangers.You can decide, whether you wish to go on this trip or not.
If you think you'd rather not go, who could convince you to go? How? (Here and after every question, the trainer should wait 10-15 seconds for the group to gather their thoughts.)
If you'd go happily, imagine that someone from the group hesitates or turns down the invitation. How would you convince them to go with you?
Who is the one you'd want to be around the most during this trip?
We arrive to the river where the boats are ready for us. In every boat, there is a raftsman. We board the boats and start to sail. There's a soft breeze in the air, the sun warms our faces and our thoughts are running wild.
What are you thinking of?
The boats are getting faster. The river starts to get narrower and wilder. You enjoy the speed but you're also a little bit scared. The boat starts to swing and you can see a rocky section in the distance where the river is getting

even more wild. The boats might get through it, but it would be safer to go to the shore and continue the journey on foot, with the boats on your shoulders. This way, you can avoid the dangerous section of the water.

What should you do now? Should you go to the shore or continue rafting?

Do you feel any fear?

Do you have a groupmate who'd like to convince the group to stay on the river? Would you like to persuade the others to do the same? How?

Everyone stays in the boats. The rocky part is scary, the boats are turning and shaking in the water, the boatmen lost all control over them. The minutes feel like hours. Then suddenly, the river gets to a wider, quieter part. You

survived the danger. The group then gets to the shore on the left side of the river, and continues on foot to the wooded mountains.

How do you feel now?

You are walking in a deep canyon in the forest. As you continue, the sunlight gets weaker, but there's no other way, you have to go on this dark path.

What do you feel? Are you scared of something? What is it?

Suddenly, you see a light in the distance. At the end of the canyon, a 3 meter high stone wall blocks your way. You can't see through, only the towers of a castle behind it. The light comes from the castle. You walk to the door.

You see no bell, only a heavy knocker on the heavy oak door. You knock. The door opens and a cloaked, hooded figure appears behind it. You can't tell if it's a man or a woman.

Who could it be? What's in this castle?

The cloaked figure tells you that this castle guards the greatest treasures of humankind. You can visit the castle to see it and the treasures but you have to leave a treasure of your own in exchange.

What treasure would you leave at the door?

And your groupmates?

Everyone gives something to the figure and you enter the castle. You can see the treasure, and go for a walk in the huge park.

What do you feel, walking in the park? What is the castle like from the inside? What treasures do you see?

Then you go back through the canyon. The door closes behind you, and soon, you can't even see the light emanating from the building. You rush through the forest, quickly and without a pause. When you get back to the boats, it

is night already. There's a full moon and the night is warm and quiet. You start a campfire and have some dinner. Around the fire, you all think about the day behind you.

What do you remember? What did this journey mean to you?

Fruit test

Test: Are you a grape? An orange? A banana? Or a melon?

Which marker suits you? Rate it from 1 to 4 (least suitable 1, most suitable 4) in each row.

Column 1		Column 2		Column 3		Column 4	
envisions		researches		accomplishes		analyzes	
accomodates		inquires		organizes		evaluates	
searches for correlations		creates		focuses		reasons	
personal		experience seeker		practical		theoretical	
flexible		resourceful		precise		methodical	
team player		independent		serving		brainstorms	
cooperating		competitive		perfectionist		thinker	
empathetic		takes risks		diligent		intellectuel	
social		problemsolver		planner		reader	
teams up		creates		memorizes		thinks about	

spontaneous		changes things		waits for guidance		examines	
communicates		discovers		looks around		dissects	
takes care		challenges		makes you to excersise		examines	
feels		experiments		acts		thinks	
Sum:							

Evaluation: Mark the highest score. If it's in column 1, you're a grape, if you're in column 2, it's orange, if you're in column 3, it's a banana, if you're in column 4, it's melon.

Grape

Strengths	Works or studies best when
accomodating, empathetic, flexible, creative, cooperative	can do it in a team, can mix tasks with fun, can communicate, doesn't have to compete
Challenges	**Has to strengthen**
if an exact answer is needed, when has to multitask, organizing, implementation	focusing on details, not being haste, not being emotional when has to make decisions

Orange

Strengths	Works or studies best when
experimenting, independence, curiosity, new perspectives, creating new opportunities, being open to change	can try things and fail freely, can create material products, can compete, can work by own rules
Challenges	**Has to strengthen**
staying within the time-frame, following frontal lectures, having only a few options	delegating better, accepting ideas by others, prioritizing

Banana

Strengths	Works or studies best when
planning, gathering information, organizing, following lead	in an organized environment, the requests are clear, can trust the others to do their jobs, the circumstances are stable
Challenges	**Has to strengthen**
recognizing and understanding emotions, solving problems, challenges	expressing and communicating emotions, listening to others, being less stiff

Melon

Strengths	Works or studies best when

validating and discussing different points of view, searching for solution, examining opportunities, good critical sense	has all the requested materials, can be independent, intellectuality is acknowledged, can be traditional
Challenges	**Has to strengthen**
working in a group, being criticized, diplomatic convincing	accepting less than perfect solutions, being attentive with others, considering others' feelings and experiences

Source: Covey, S. (2011). The 7 habits of highly effective teens. Hungarian edition of Simon and Schuster in the care of Harmat.

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