

## 2014-2015 Faculty of Education HSS Seed Grant Competition

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**Project Title: Creating a Model of Cognitive Resilience in At-Risk Children**

**Project Abstract:**

The term *resilience* refers to the presence of positive outcomes despite exposure to variables that negatively impact one's functioning (Masten, 2001). If applied to children, a child is considered resilient when he or she achieves a positive developmental outcome seemingly *in spite of* his or her experience of adversity (i.e., poverty, homelessness, brain injury, illness). A child's cognitive skills are commonly understood to be assets that promote his or her resilience but have not been examined, to date, as indicators of that resilience. I suggest that the term *cognitive resilience* be used to conceptualize a child's positive cognitive outcomes despite their experiences of adversity. The purpose of the proposed project is to develop a theoretical model, based on current existing literature, representing the many and potentially cumulative variables that influence the cognitive development of children. This will serve as a model of cognitive resilience in at-risk children.