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Section C

Factors That Buffer and Exacerbate Stress
Factors That Buffer and Exacerbate Stress

- Compensatory factors
- Protective factors
- Vulnerability processes
Without Stress …

- … There is no test of resilience
A Model of Resilience in Adolescence

Macro level
- Environmental factors
  - Neighborhood
  - Poverty
  - Discrimination
  - Inequality

Proximal level
- Environmental factors
- Individual factors
- Biological factors
  - Stress
    - Family
    - Peers
    - School
  - Temperament and cognitive factors

Response
- Involuntary response
- Voluntary response

Outcome
- Adaptive vs. maladaptive behaviors
A Model of Resilience in Adolescence

Stress → Adaptive vs. maladaptive behaviors → Outcome
A Model of Resilience in Adolescence

Macro level
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- Neighborhood
- Poverty
- Discrimination
- Inequality

Stress

Outcome

Adaptive vs. maladaptive behaviors
A Model of Resilience in Adolescence

Macro level
Environmental factors

Outcome

Adaptive vs. maladaptive behaviors

Stress

Neighborhood
Poverty
Discrimination
Inequality
Neighborhood Factors: Poverty

- Lower grades
- Lower educational attainment
- More school drop out
- More delinquency
- More precocious sexual activity/child bearing
How Does Poverty Impact Outcomes?

- Less social and financial capital
- More social disorganization
- Less collective efficiency
- More discrimination
- More inequality
A Model of Resilience in Adolescence

Macro level
Environmental factors

Proximal level
Environmental factors

Outcome

Stress

Neighborhood
Poverty
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Family

Adaptive vs. maladaptive behaviors
Family Factors

- Globally, family has consistently been shown to be the most protective factor in the lives of young people
Elements of Positive Parenting

- Behavioral monitoring
- Closeness and connectedness
- Emotional responsiveness
- Knowing child’s friends, their friends’ parents, their teachers
- Setting high behavioral and educational expectations
Parenting Styles

- Authoritative
- Authoritarian
- Lazier-faire
- Neglectful

Source: Baumrind. (1965).
Parenting Styles

- Authoritative
- Authoritarian
- Lazier-faire
- Neglectful

Source: Baumrind. (1965).
Dimensions of Parenting

- Connection
- Control
- Regulation

Source: Barber et al. (2005).
A Model of Resilience in Adolescence

Macro level
Environmental factors

Proximal level
Environmental factors

Outcome

Neighborhood ➔ Stress ➔ Adaptive vs. maladaptive behaviors
Poverty ➔
Discrimination ➔
Inequality ➔

Family ➔
School ➔
School Factors

- Young people who are attached to school appear to be less involved in every risk behavior
Factors That Appear to Influence School Attachment

- Having a sense of being part of the school
- Liking school
- Perceiving teachers as supportive and caring
- Having good friends in school
- Being engaged in one’s own future
- Believing discipline is fair
- Being engaged in extra-curricular activities

Behavioral Consequences of School Engagement

- Less disruptive and violent behavior
- Less weapon carrying
- Less drug use
- Less tobacco use
- Less drunkenness
- Less emotional distress
- Fewer suicide attempts
- Later age first sex

Four Principles of Engaging Schools

- High academic standards
- Personalized learning
- Relevance
- Flexible

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Neighborhood
Poverty
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Inequality

Stress

Family
Peers
School
Peers

- Peers tend to be a positive socializing force
Close Prosocial Peer Relationships Are Associated With …

- Decreased stress
- Less tobacco use, later age first sex (more religious peers)
- Less depression
- Less drug use
- Better academic performance
Influence of Peers

- Youth are more likely to conform behaviorally to the views of peers than parents
Cliques and Crowds

- **Clique**: a small group of friends who hang out together and are personally close
- **Crowd**: reputation-based collectives

Rank-Order Factors Associated with Popularity

1. Cool clothes
2. Attractive
3. Funny
4. Good in sports
5. Outgoing
6. Self-confident
7. Tough
8. Not attentive in school

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Individual factors

Outcome

Biological factors
- Adaptive vs. maladaptive behaviors
Brain Development

- Brain development occurs within the context of the environment
- Toxic environments impede normal brain development
The Process of Toxic Stress

Hypothalamus

Adrenal (cortisol +)

Stress

Pituitary (ACTH)

GRF-

Adrenal (cortisol +)

Adrenal (cortisol +)
Persistently Elevated Cortisol in Adolescence

- Decreased synaptic and dendritic density early in life
- Decrease in pubertal hormones
- Diversion of brain resources away from learning to survival (e.g., fight or flight)
- Interruption of normal neurotransmitters (e.g., serotonin)
The Neurodevelopmental Impact of Chronic Abuse

- Diminished hippocampal volume
- Impaired development of frontal lobe (executive functioning)
- Diminished emotional control
- Problems with social relations and academic performance
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Individual factors

Biological factors

Temperament and cognitive factors

Outcome
Adaptive vs. maladaptive behaviors
Temperament

- **Temperament**: relatively stable, early appearing, biologically rooted individual differences in behavioral traits (Rothbart and Bates, 1998)
Temperamental Factors Associated with Resilience

- Easy temperament
- Emotional reactivity
- Sociability
- Self-regulation
- Attention/focus
Traits Associated with Resilience

- Sound cognitive, attention, and problem-solving skills
- Effective emotional and behavior regulation
- Positive self-perceptions of efficacy and worth
- Hopefulness
- Religious faith and affiliations
- Aptitudes and characteristics valued by society (e.g., talent, attractiveness)
Traits Associated with Resilience

- Prosocial friends
- Socioeconomic advantage
- Effective school, school bonding
- Effective community
- One or more effective parents
- Connections to other competent, caring adults
Cognitive and Self-Regulatory Attributes of Resilience

- Self-regulation
- Executive function
- Emotional regulation
- Attachment to prosocial adults, peers, community institutions
- Opportunities for regulatory capacity building

(Source: Masten, A. (2004).)
Thriving in the Face of Adversity

- Flexible coping strategies
- Internal locus of control
- Intelligence
- A sense of humor
- Social responsiveness

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