Section D

A Model of Resilience
A Model of Resilience

MACRO-LEVEL
Environmental factors
- Neighborhood
- Poverty
- Discrimination
- Inequality

PROXIMAL LEVEL
Environmental factors
- Family
- Peers
- School

Individual factors

Response
Outcome

Stress

Biological factors

Involuntary response

Adaptive vs. maladaptive behavior

Temperament & cognitive factors

Voluntary response
A Model of Resilience

Stress

Adaptive vs. maladaptive behaviors/outcomes

Outcome
A Model of Resilience

MACRO-LEVEL Environmental factors

- Neighborhood
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Stress

Outcome

Adaptive vs. maladaptive behavior
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
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Adaptive vs. maladaptive behaviors/outcomes

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Family
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).
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Outcome

Adaptive vs. maladaptive behaviors/outcomes
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
- Less suicide attempts
- Later age first sex

Four Principles of Engaging Schools

1. High academic standards
2. Personalized learning
3. Relevance
4. Flexible

A Model of Resilience in Adolescence

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PROXIMAL LEVEL
Environmental factors

Outcome

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Poverty
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Inequality

Family
Peers
School

Adaptive vs. maladaptive behavior
Close pro-social 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
Cliqués and Crowds

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

- **Crowd**: reputation-based collectives

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Outcome

Adaptive vs. maladaptive behavior
Temperament

- Relatively stable, early appearing, biologically rooted individual differences in behavioral traits

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 (continued)

- Pro-social 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 pro-social adults, peers, community institutions
- Opportunities for regulatory capacity building

Thriving in the Face of Adversity

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

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