



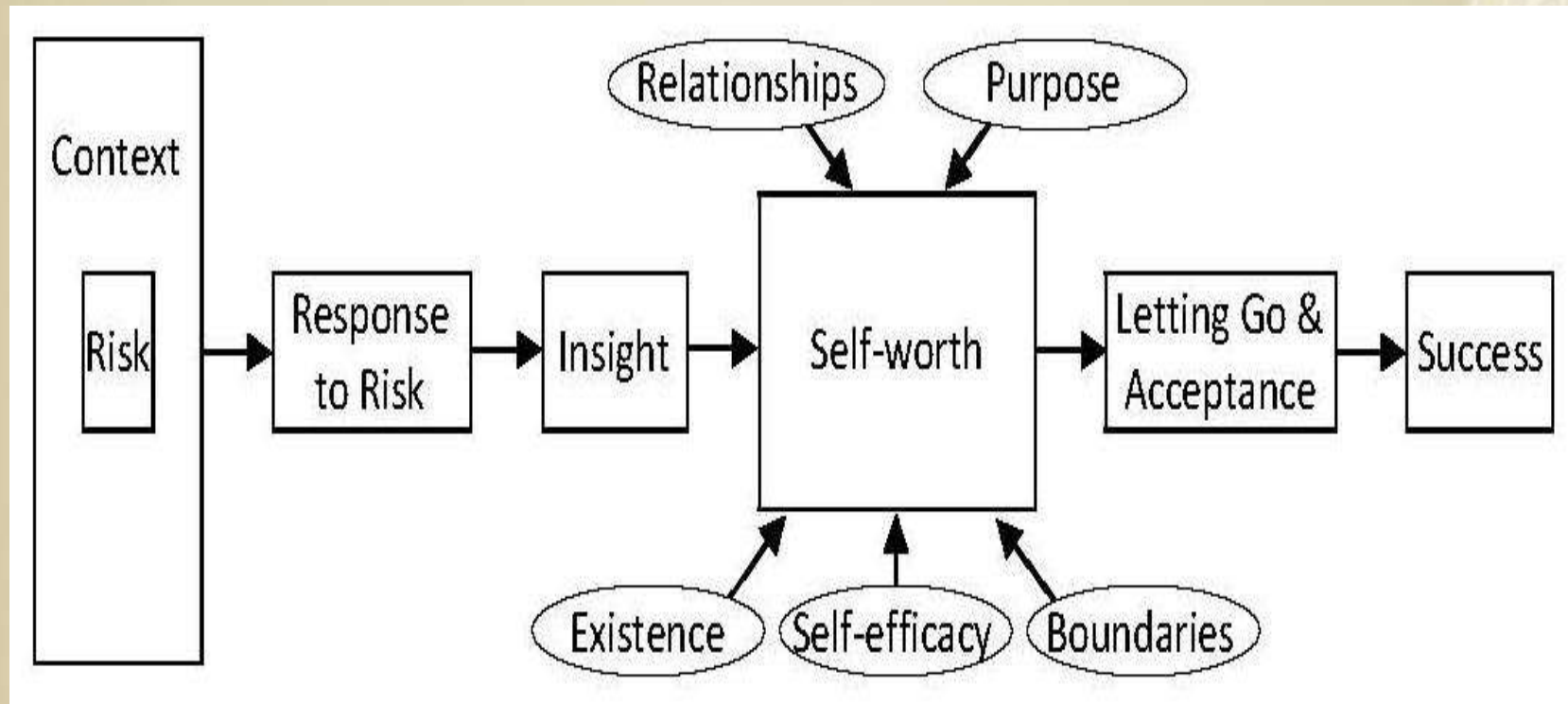
# Resilience in Adolescence

Mandie Shean

# Definition

- Masten defines resilience as “children who have good outcomes in spite of serious threats to adaptation of development” (2001, p. 228).
- Ungar defines it as “the outcome from negotiations between **individuals** and their **environments** for the **resources** to **define themselves as healthy** amidst conditions collectively viewed as adverse” (Ungar, 2004, p. 342).

# Resilience Model



# Context

- What is the context for each child/adolescent?
- How does this influence their choices?

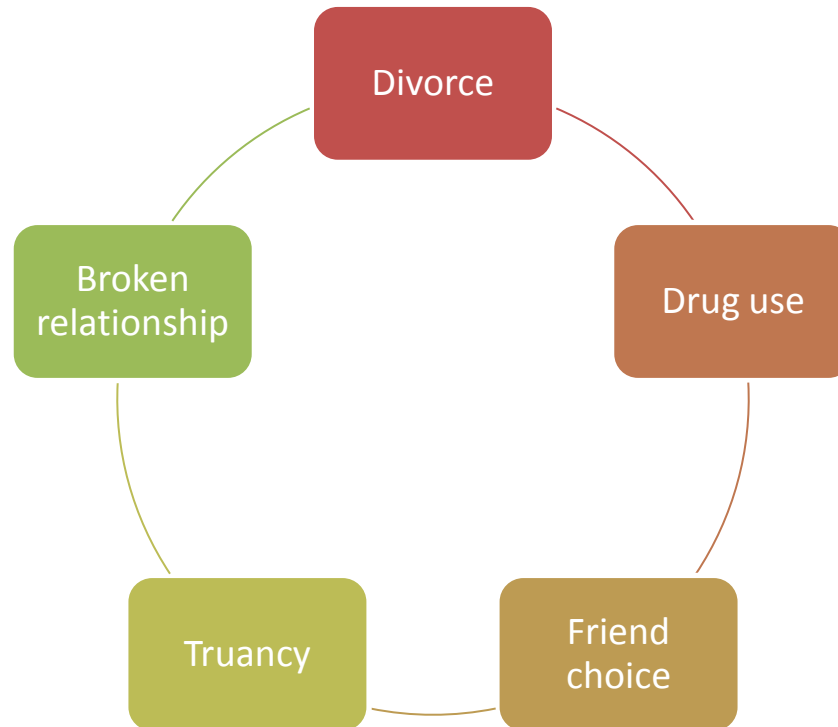


# Risk

- What is risk?
- Impact rather than label
- Primary and secondary risks

# Risk – Practical Application

- Which risk really matters? Map this out and discuss it with the child/adolescent



# Response to Risk

- Emotion and problem focused coping (e.g., Stroebe and Schut)

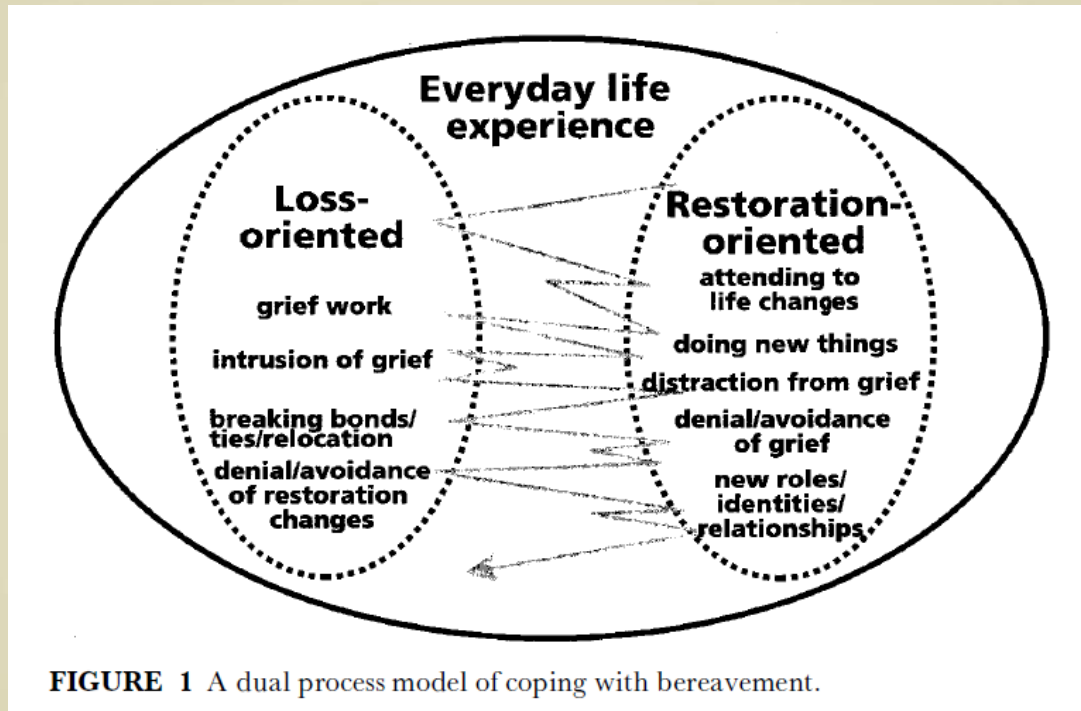


FIGURE 1 A dual process model of coping with bereavement.

## *Practical Application*

- Allow time for both emotion and problem focused coping

# Insight

- Discrepancy between they are and where they could be
- Gathered through personal reflection, other people's behaviour, or people telling them

## *Practical Application*

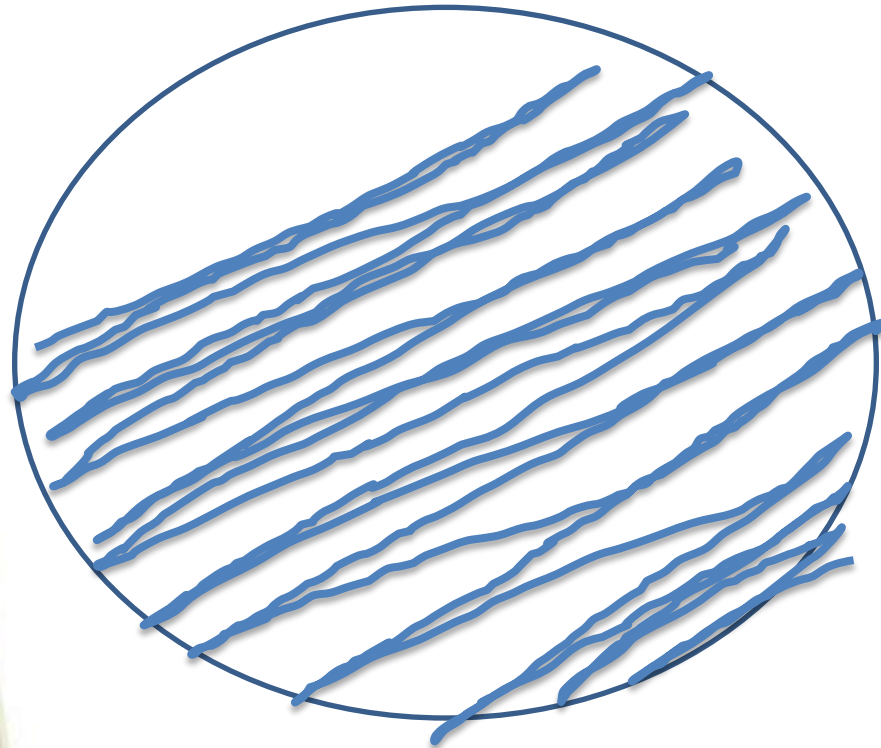
- Create the discrepancy – the difference between the present and the possible



# Practical Application – giving insight

Anger outbursts

Poor academic  
standard



Suspension

Fighting

Drug use

What makes up their worth currently?  
What's left?



# Self-worth

- Susan Harter, a prominent researcher in self-esteem, defines self-esteem as “the extent to which the adolescent likes oneself as a person, is happy the way one is leading one’s life, and is generally happy with the way one is. Thus it constitutes one’s worth as a person, rather than a domain specific competence or adequacy” (1986, p. 3).
- *“I decided I’m worth more than this” and “I’ve always got this voice in my head saying ‘you’re better than this’ ‘you’re better than this’, it’s always there. And I know that I’m better than that.”*

# Sources of Worth

- Boundaries
- Self-efficacy
- Relationships
- Existence
- Purpose/Helping



# Boundaries

- Authoritative, Permissive, Authoritarian
- Amanda recounted her experience in a poorly controlled school environment:

*I was so not used to an environment like that. I'm not used to be so...free...and I didn't like it. I did not like it...I wanted boundaries cos then otherwise I just wouldn't be able to control myself. I didn't like the really big freeness I was getting there, I liked the boundaries...I need a controlled environment where I can learn.*

# Relationships

- Respect and trust
- Acceptance
- Seeing them as an individual
- Encouragement
- Affection
- Empathy
- Support (instrumental and emotional)



# Purpose

- Helping others in the present and the future
- Does it create change or is it the fruit of positive change?
- Karen said: *Yeah I'd like to be able to well leave the world having changed something. I want to impact I don't know, people's lives, you know change something for the better*
- Joshua said: *A lot of people say that I'm a good listener. If people have problems, I'm good at listening to people and I have good advice often to help them through that...when you start, I don't know, then you get meaning and purpose and then I guess you are more valuable, you find yourself more valuable, more useful to the world or to society or your family.*

# Self-efficacy

- Self-efficacy is the “beliefs in one’s capabilities to organise and execute the courses of action required to produce given attainment” (Bandura, 1997, p. 3).
- Gained from mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states, and it can influence depression, functioning and resilience (Bandura, 1994, 1997).
- Kath said she felt better when she was: *Doing well at things, like if you see that you’ve done well at something then you feel better about yourself.*

# Existence

- Birth, god, being alive
- Romans chapter 5, verse 7: We can understand someone dying for a person worth dying for, and we can understand how someone good and noble could inspire us to selfless sacrifice. But God put his love on the line for us by offering his Son in sacrificial death while we were of no use whatever to him (Peterson, 1995, p. 370)
- Amanda said, *“Well I know that I’m worthy of anything because I was made for one. Yeah. If you’re born you’re obviously like worthy of something you know.”*

# Letting Go/Acceptance

- Risk
- Friendships
- Identity



## *Practical Application*

- Give them the opportunity to change
- Give them the opportunity to move on and grieve



# Success

- What does it mean to you?
- Literature/Research – lack of psychopathology and competence
- Current research – happiness, positive change, and achievement

