

Personal Resiliency



Ecological and
Environmental Factors

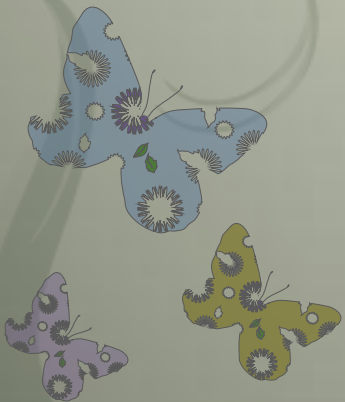
Risk Factors

Protective Factors

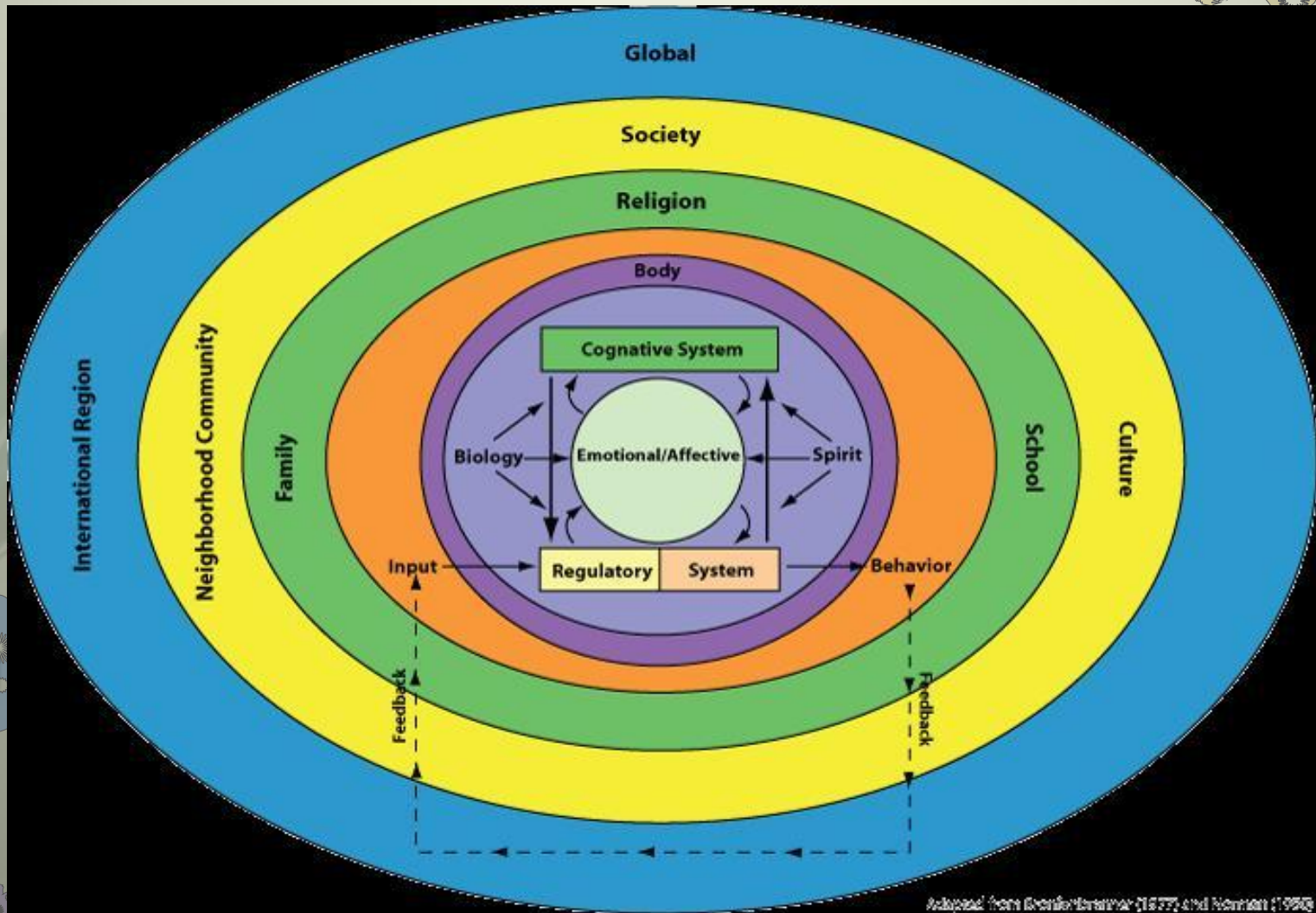


Ecological Theory of Development

- ✿ Human beings do not develop in isolation
- ✿ Constant interaction – through many environments
- ✿ Experiences cause or add to responses



Urie Bronfenbrenner's Systems Model of Human Behavior

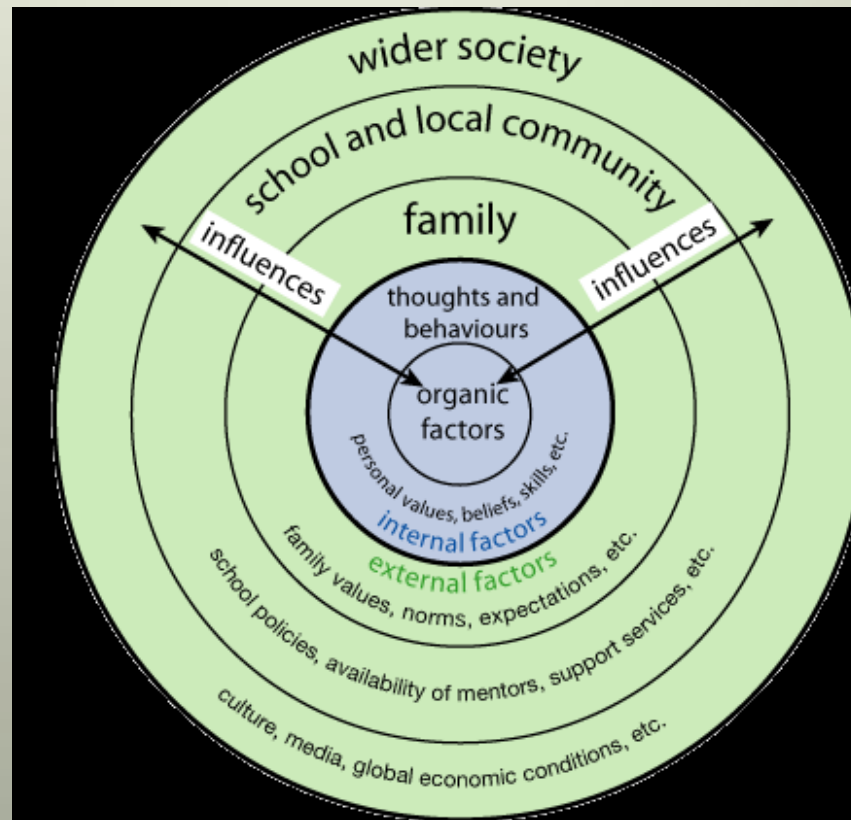


Ecological Approach

- ✿ Fundamental attribution error
 - ✿ Overestimate internal importance
 - ✿ Underestimate environmental factors
- ✿ Ecological perspective suggests resiliency is:
 - ✿ Not an attribute of single individual
 - ✿ Attribute of communities, schools, families



As the diagram illustrates, resiliency is a function of a network of bi-directional influences which embrace the individual's inner world of thoughts and feelings, his or her family, school and the immediate neighborhood, and ultimately the wider world, where factors such as national mental health policies, global economic climate, terrorism, and the media come into play.



Environmental factors & resiliency



- ✱ RISK factors: Ecological factors that impact development (increased probability of poor outcome)
- ✱ PROTECTIVE factors: Ecological factors that impact development (increased probability of good outcome)

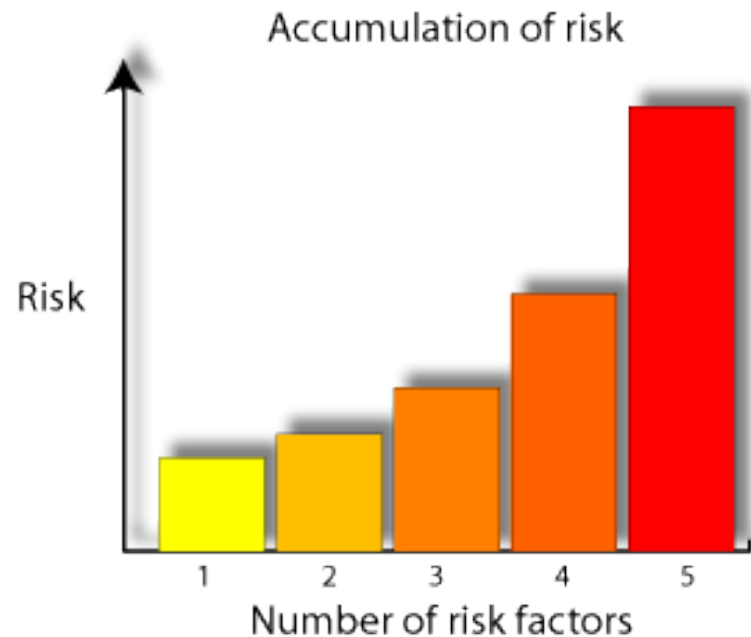


Cumulative effect

The greater the number of adversities, the greater the risk for dysfunction

The existence of each additional risk factor translates as an increasingly more powerful deterrent to resilience.

****The presence of one risk enhances the effect of the second one, producing heightened vulnerability**



Environmental = context

- ✱ Risk factors carry contextual effects
- ✱ Factors carry large number of contextual effects resulting in domino effect as they accumulate



Risk/Protective model

- ✿ Balancing act
 - ✧ Protective factor
mitigates negative effects
of risk factor
 - ✧ Rarely a one-to-one correspondence
- ✿ Risk factors predictive of negative outcomes for about 20% - 49% of a given high-risk population
- ✿ Protective factors predict positive outcomes from 50%-80% of high-risk population



TYPES

- ✿ Within (INTRINSIC) factors:
include dispositional
attributes such as
temperament, cognitive
ability, autonomy
- ✿ Environmental (EXTRINSIC)
factors: include familial
characteristics, parental
consistency



Risk Factors

- **Organic / genetic factors**
- **Exposure to social and economic disadvantage**

Risk factors, cont.

- **Exposure to a dysfunctional child-rearing environment**
- **Exposure to family conflict and marital dysfunction**

Risk factors, cont.

- **Exposure to parental mental health or adjustment problems**
- **Peer factors**
- **Traumatic life events**



Protective factors: FAMILY

- **Parental attachment and bonding**
- **High, clear expectations and consistent boundaries**

Protective factors: FAMILY

- **Participation in family traditions, decisions, and responsibilities**
- **misc: being raised in a small family; larger age gaps between siblings; affection from members of extended family; spending significant time together**



Protective factors: SCHOOL

- **supportive, caring teachers**
- **high academic standards and expectations**

Protective factors: SCHOOL

- **health-promoting policies and school ethos**
- **opportunities for involvement**
- **stable, positive peer relationships**



Protective factors: COMMUNITY

- **supportive and safe community**
- **strong bonds with local community**



Protective factors: GENERAL

- **presence of a stable adult figure**
- **good support network**
- **having a hobby or a creative talent**

...Continuum...

- Socioeconomic status (poverty – wealth)
- Esteem (low – high)
- Home environment (chaotic – stable)
- Parents (abusive – nurturing)
- Peers (deviant – supportive)
- Problems (poor coping – thinking logically)
- Adults (criminal – successful)
- Expectations (none – high)
- Future goals (void – positive aspirations)
- Locus of control (external – internal)
- Change (frightened – flexible)

Variable	Direct / Indirect Intrinsic/Extrinsic	Effect(s)	Outcome	Thinking / BELIEF
----------	--	-----------	---------	-------------------

LOW BIRTH WEIGHT

Direct - Intrinsic

Compromised brain structure; limits intellectual functioning

Interferes with development of competent coping strategies

Variable	Direct / Indirect Intrinsic/Extrinsic	Effect(s)	Outcome	Thinking / BELIEF
----------	--	-----------	---------	-------------------

POVERTY

Direct - Extrinsic

Malnutrition; poor physical health

Compromised development

Variable	Direct / Indirect Intrinsic/Extrinsic	Effect(s)	Outcome	Thinking / BELIEF
----------	--	-----------	---------	-------------------

POVERTY

Indirect

Extrinsic

Parents struggle, depression, less nurturing and more authoritarian

Disturbed parent-child relationship; low parental involvement; child fend for himself w/out protection and care required for healthy development; socioemotional, behavior problems; struggle academically

“I’m not important.” (low self-esteem; helpless, hopeless)

Variable	Direct / Indirect Intrinsic/Extrinsic	Effect(s)	Outcome	Thinking / BELIEF
Low birth weight	Direct Intrinsic	Compromised brain structure; limits intellectual functioning	Interferes with competent coping strategies	
Poverty	Direct Extrinsic	Malnutrition; poor physical health	Compromised development	
Poverty	Indirect Extrinsic	Parents struggle, depression, less nurturing and more authoritarian	Disturbed parent-child relationship; low parental involvement; child fend for himself w/out protection and care required for healthy development; socioemotional, behavior problems; struggle academically	"I'm not important." (low self-esteem; helpless, hopeless)

Variable	Direct / Indirect Intrinsic/Extrinsic	Effect(s)	Outcome	Thinking / BELIEF
----------	--	-----------	---------	-------------------

MARITAL DISCORD

Direct

Extrinsic

Parents physically and emotionally absent

Child does not receive attention, caring, and supervision required; delinquencies

“It’s my fault.” guilt/shame, low sense of control or power

Variable	Direct / Indirect Intrinsic/Extrinsic	Effect(s)	Outcome	Thinking / BELIEF
Marital discord	Direct Extrinsic	Parents physically and emotionally absent	Child does not receive attention, caring, and supervision required; delinquencies	"It's my fault." (guilt/shame, low sense of control



ASSIGNMENT 2

Resilience Lifeline

- Create a lifeline identifying critical incidents in your life (crises/challenges/traumas/tragedies and/or opportunities).
- List any risk factors you might associate with these incidents.
- Add the protective factors that you believe helped you through.
- You can use words, images, or symbols to illustrate the incidents and/or your adaptation to these events.