

RESILIENCY

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- What are your expectations?
- Why are you here today?
- What do you want to take away from today?



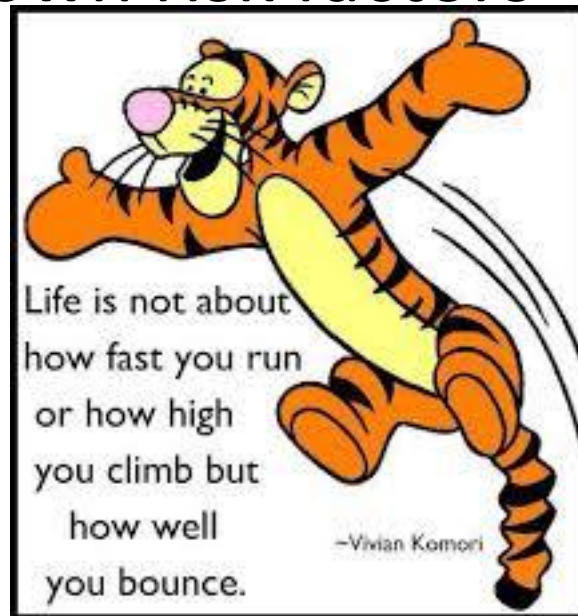
RESILIENCE





Aims

- Why do some young people 'make it' when others don't?
- How to foster resiliency
- Identify your own risk factors



Some risk factors

- Chronic poverty
- Single parent
- Poor parenting skills
- Large family
- Poor schooling
- Bad results
- Bad neighbourhoods
- Negative peer influence
- Minority status
- Low birth weight
- Drug and/or alcohol use
- Poor social skills



Potential outcomes for at risk youth

- Teenage pregnancy
- Drugs
- Criminal or anti social behaviour
- Marriage that ends in divorce or is unhealthy
- Low socioeconomic status
- Shorter life span
- Lower IQ
- Mental health difficulties

A quandry

- About 2/3 of high risk children experience one or more negative life outcome
- But, that means that 1/3 beat the odds.



Protective factors: Family

- Warmth
- Cohesion/family as a group
- Presence of a caring adult
- Absence of stress and conflict
- Authoritative/ emotion coaching parenting style



Protective factors: :Peers

- Positive peer influence
- Role in group of children (popular, average, neglected, rejected, controversial)
- Mentor (one person who is a positive role model and base of support)



Protective factors: Genetic

- Personality characteristics
- Self control, happiness, assertiveness, stress tolerance)
- Intelligence
- Pre-natal care and early environment
- Nature/nurture



Protective factors: Personal

- Hope (future sense of self)
- Self confidence and independence
- Social skills (responsibility, empathy, cooperation, assertiveness, interpersonal skills)
- Impulse control and restrain
- Stress tolerance
- Problem solving
- Self esteem.





School

- High expectations of student achievement
- Emphasis on basic skills
- Orderly environment
- Regular evaluation of students' progress with clear feedback
- Social support (from tutors, pastoral team etc.)
- Ample use of praise of good effort
- Smaller school and classroom size
- Homework assigned regularly
- Firm but not severe discipline
- Widespread opportunities to take responsibility
- Higher proportion of teacher time
- Active involvement in the learning process
- E.g. MTGS



Promoting resiliency

- Hobbies and interests
- Social skills
- Life decision making and problem solving skills
- Mentoring and making connections
- Internet support
- Reading



She was
UNSTOPPABLE,
not because she did not have
FAILURES OR DOUBTS

»»» *but* «««

because she continued on
DESPITE THEM.