

EXPERIMENTATION, EXPLORATION, RISK AND RESILIENCE

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Objectives:



Understand the concepts of exploratory behaviours, risk behaviours, resilience and protective factors in the context of bio-psychosocial development.



Enhance the attitudes and skills needed to deal effectively with young people who engage in exploratory/ risk behaviours



Apply resilience theory to effective strategies of primary and secondary prevention for individual patients

1) Understand The Concepts Of Exploratory Behaviours, Risk Behaviours, Resilience And Protective Factors In The Context Of Bio-psychosocial Development.

Discussion.....

Discuss what you think are the differences between:



Risk taking behaviours



Exploratory behaviours



Experimental behaviours

As they apply to young people.....

Risk Taking

Risk factors and risk behaviours are two distinct aspects of the general concept of 'risk'

Behaviours depicted as risky are often ill-defined, socially and culturally dependent and may not inherently present risks for one's health.

For instance, although unprotected sex can potentially lead to the transmission of sexually transmitted infections, sexual activity in general cannot be considered a risk-taking behaviour per se, any more than say, driving a car.

Which Comes First – The Behaviour or the Risk?

Substance misuse among adolescent dropouts is more a consequence than a cause of unemployment

Exploring and Experimenting

We all learn, though out our lives, by exploring and experimenting. It is the single commonest way of learning.

Some of what we do when we explore and experiment will carry increased risks.

Discussion.....

Discuss the statements.....



‘In countries where the consumption of legal and illegal substances is widespread and accepted, moderate use over a person’s lifetime is not indicative of any substantial risk’ and



‘The concept of risk-taking should be reserved for situations in which adolescents engage in misuse (i.e., repeated binge drinking or frequent/daily use of cannabis)’

Exploration and experimentation are part of the individual's need to discover new sensations and conditions and learn from them so as to perform the actions being experimented with in the safest possible way.

Important fact to take into account

Recent 'brain imaging' techniques indicate that the adolescent brain under goes extensive 'rewiring' (to quite a degree based on 'experience) till the age of 25.

2. Enhance The Attitudes And Skills Needed To Deal Effectively With Young People Who Engage In Exploratory/ Risk Behaviours

We need to understand that there are aspects of adolescent behaviour that constitute the only possible outcome in some extreme situations.

For individuals who live in poverty, behaviours that are usually considered deviant may represent the only possible solution for survival e.g. stealing, sex etc.

The New Way of Thinking

Instead of labelling behaviours as risky, attempt to understand the role, the meaning, the motives, and the potential consequences of these behaviours for each teenager.

Resilience

There is therefore a need to focus on *protective* factors and more broadly on adolescents' *competencies* and the support they get from their surroundings.

There is therefore a growing interest in the concept of 'resilience' which reflects a young person's capacity to master difficult situations.

It includes important perceptive variables such as moral/religious beliefs or family and social connectedness

3. Apply Resilience Theory To Effective Strategies Of Primary And Secondary Prevention For Individual Patients

Resilience

‘A process which refers to the presence of a threat to a person and evidence of positive adaptation of the adolescent despite adversity’

Resilience :

Why do certain adolescents develop a meaning full and productive life in the face of such adversities as:

- dysfunctional family
- war, forced migration
- poverty
- chronic condition

Resilience :

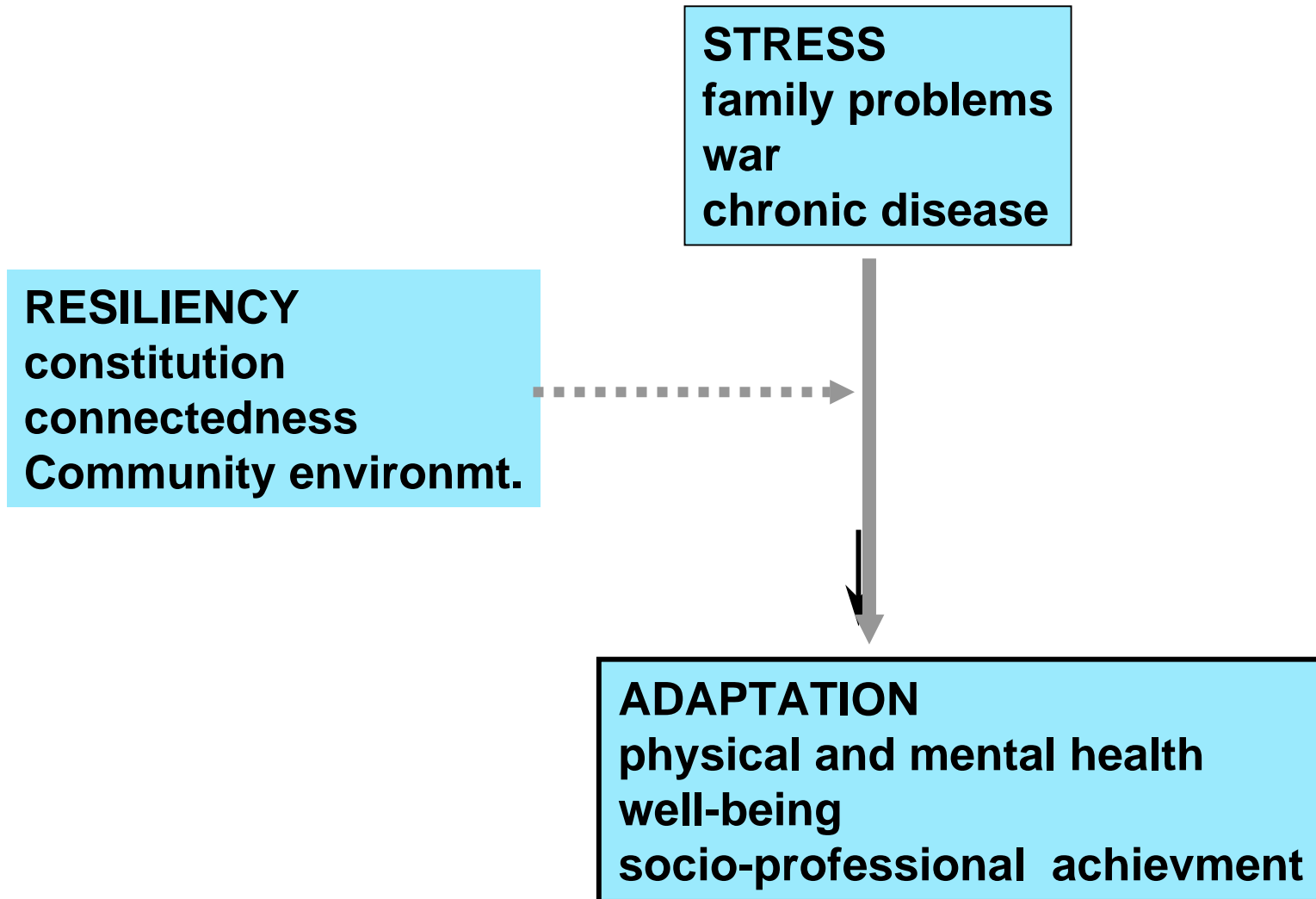


individual and constitutional factors



familly, social and environmental factors

Pathways



Constitutional Factors




- ✓ Capacity in raising the adults' interest
- ✓ Effective and flexible adaptation strategies
- ✓ Social maturity, responsibility capacity
- ✓ High self-esteem, autonomy
- ✓ External locus of control

Environmental Factors

- ✓ **A stable relationship over time with a reference adult**
- ✓ The family is providing opportunities for taking responsibilities
- ✓ Stress on moral/religious values
- ✓ Strong network of peers / friends
- ✓ Good school climate and appropriate pedagogic approaches

Factors Associated With A Good Adaptation Among Adolescents

Self-administered questionnaire, 1683 CD 12 to 10 y adolescents

-  good self-image, high self-esteem
-  Family connectedness
-  Quality of relationships with peers

Discussion.....

Discuss as to what factors you think made you resilient or not resilient in your own personal development.....

THANK YOU.....