

Resilience in young people

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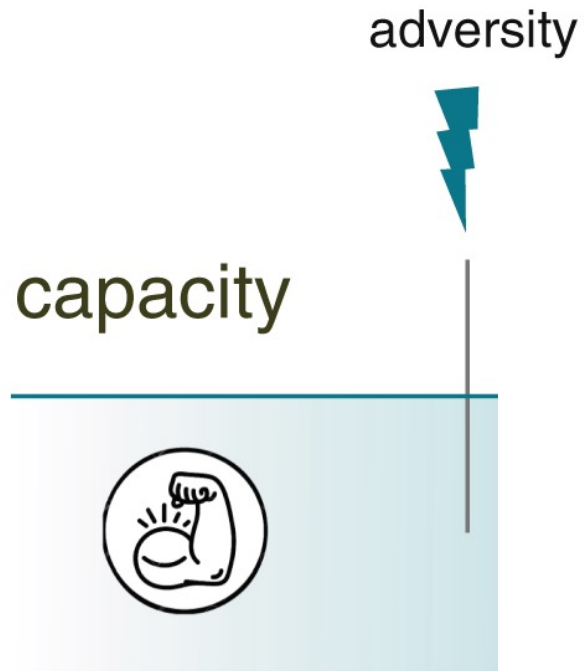
Education and Child Studies
Leiden University



Resilience

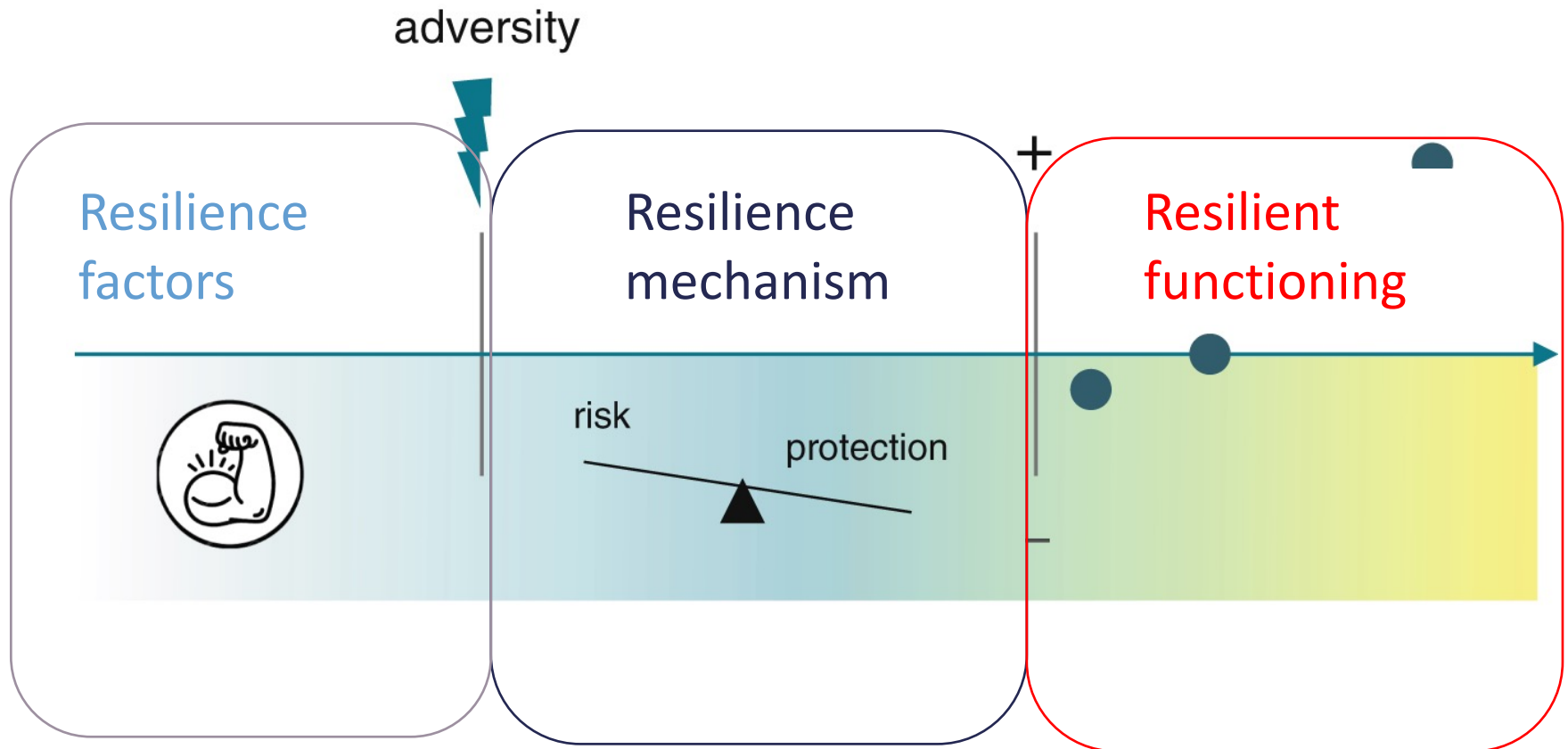


Resilience framework



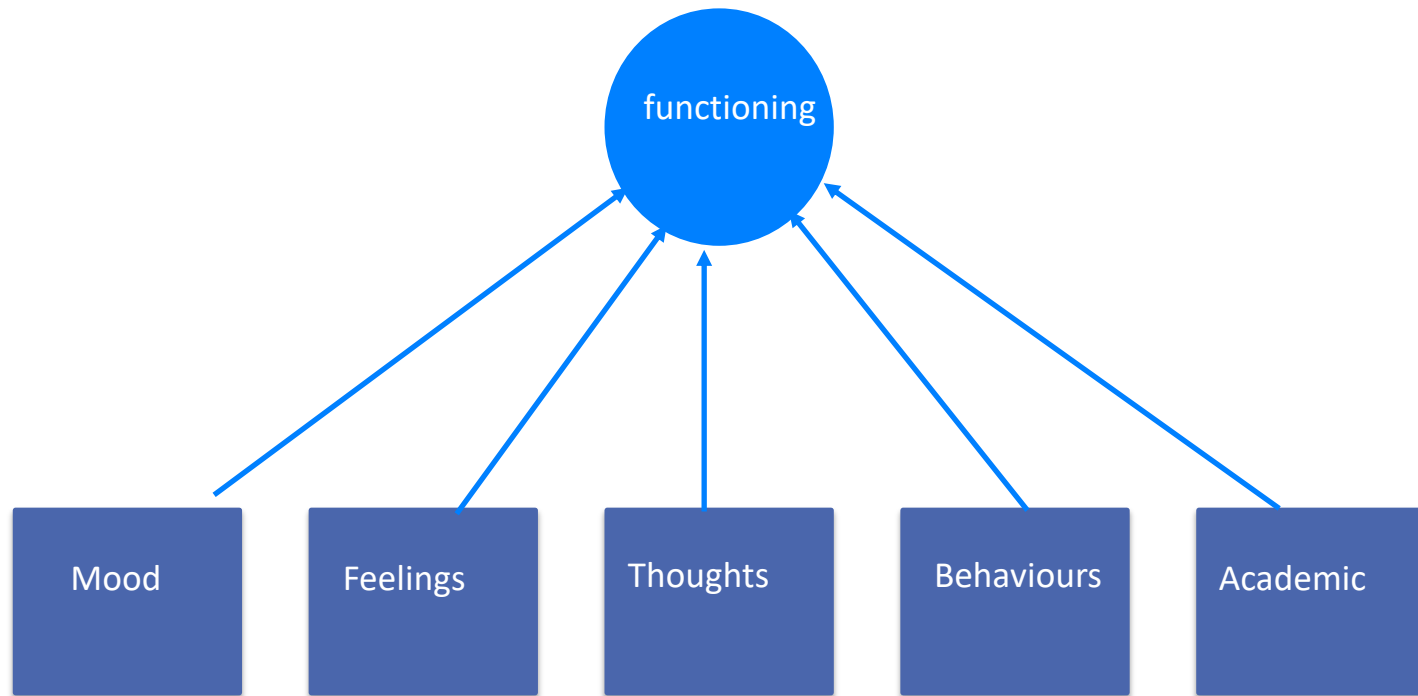
Adapted from Choi et al., 2019

Resilience: *dynamic process of adaptation to stress*



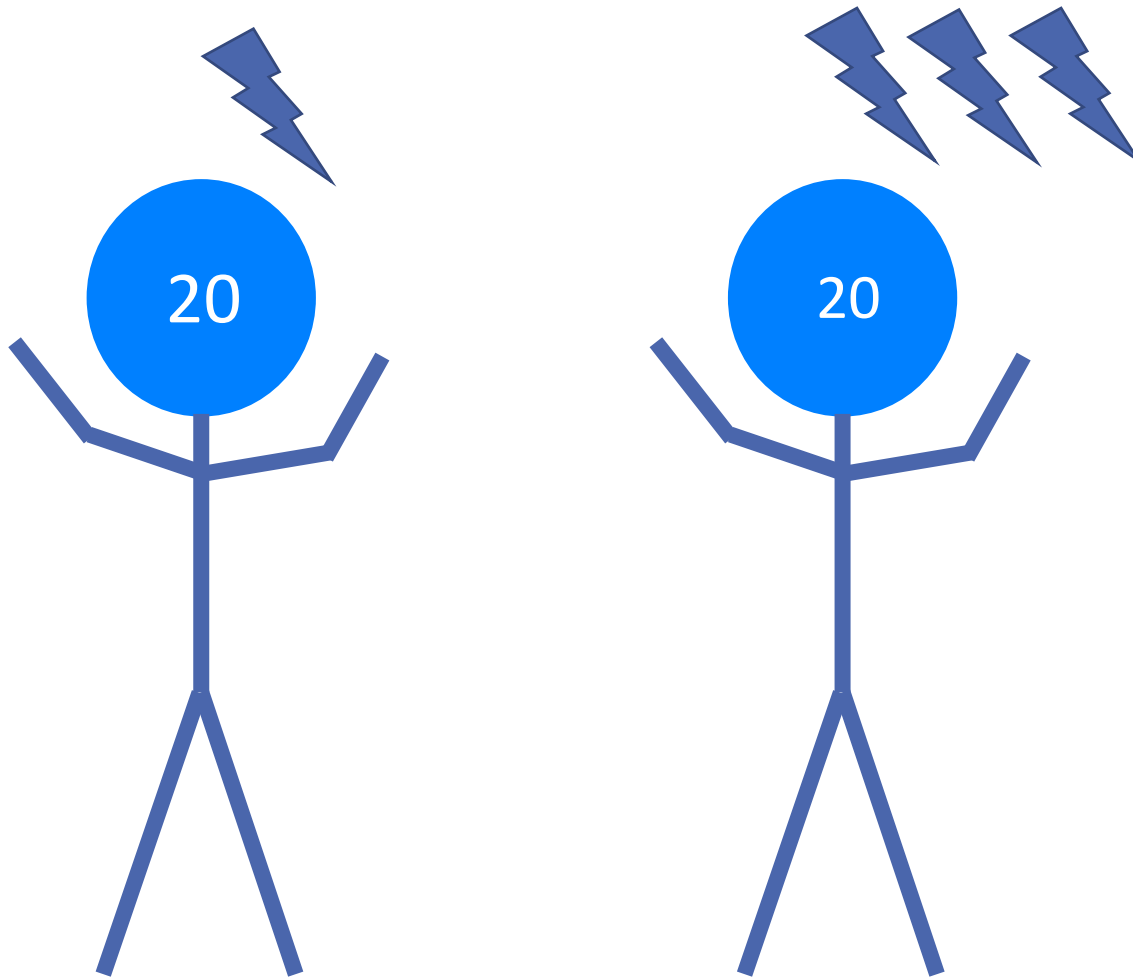
Kalisch...van Harmelen... et al., 2017 Nat Human Behaviour
Kalisch...& van Harmelen 2019 Perspectives on Psychological Science

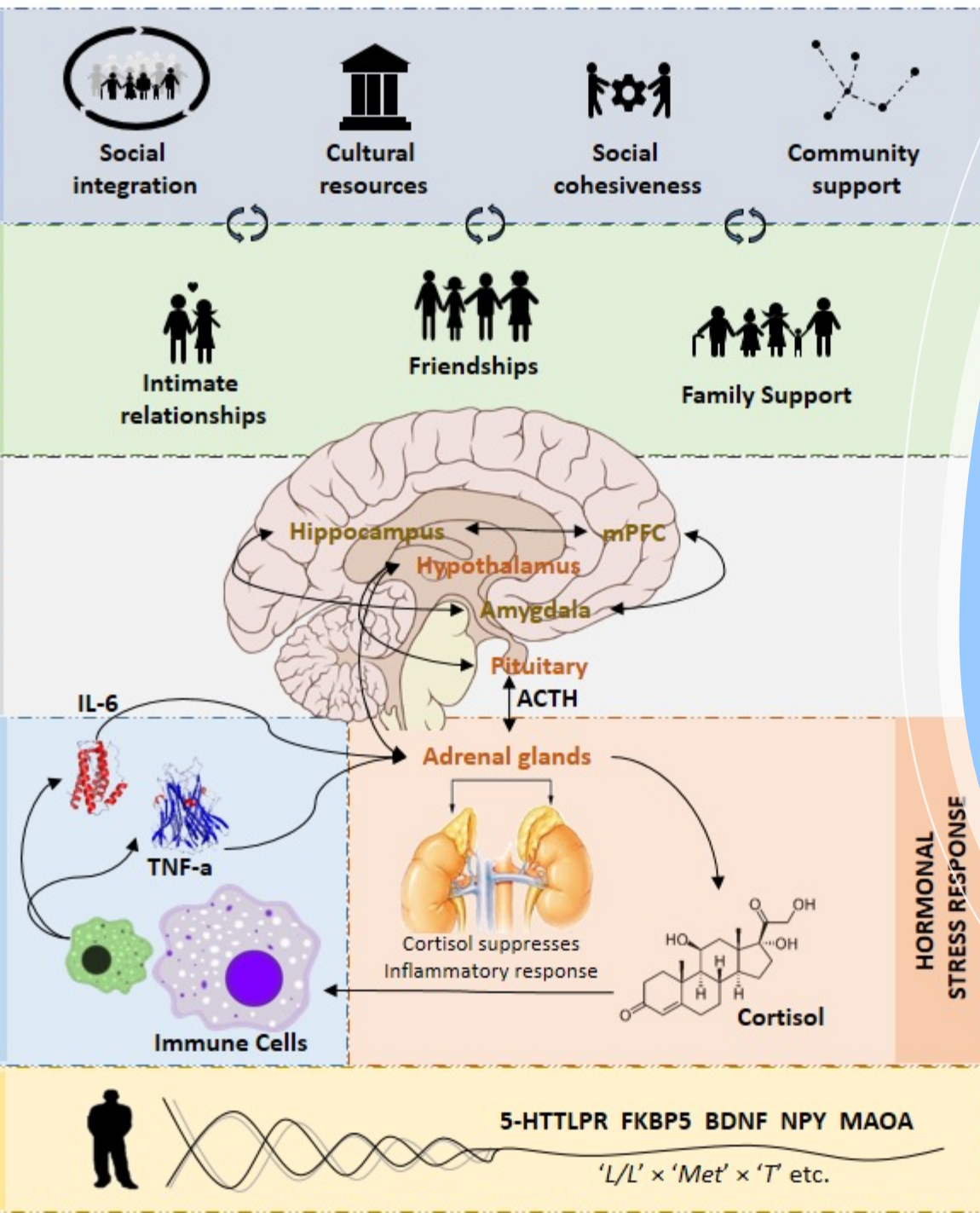
Better mental health across domains



**Masten, 2007, 2015; Masten & Garmezy, 1985.
Van Harmelen et al., 2017 Psychological Medicine**

Better than others with similar experiences





Resilient
functioning is aided
by resilience factors

Ioannidis, Askelund, Kievit &
van Harmelen, 2020 BMC
Medicine

Resilience



Take aways



There is no gene for resilience



Resilience relies on many factors, both inside and outside the person



Resilience fluctuates

Resilience in schools

Minimizing risk

Bullying

Reducing hazards at school such as bullying

Abuse

Identifying those in hazardous home environments

Additional Risks

Reducing further deprivation such as discrimination or low expectations



How schools promote resilience

Basic needs

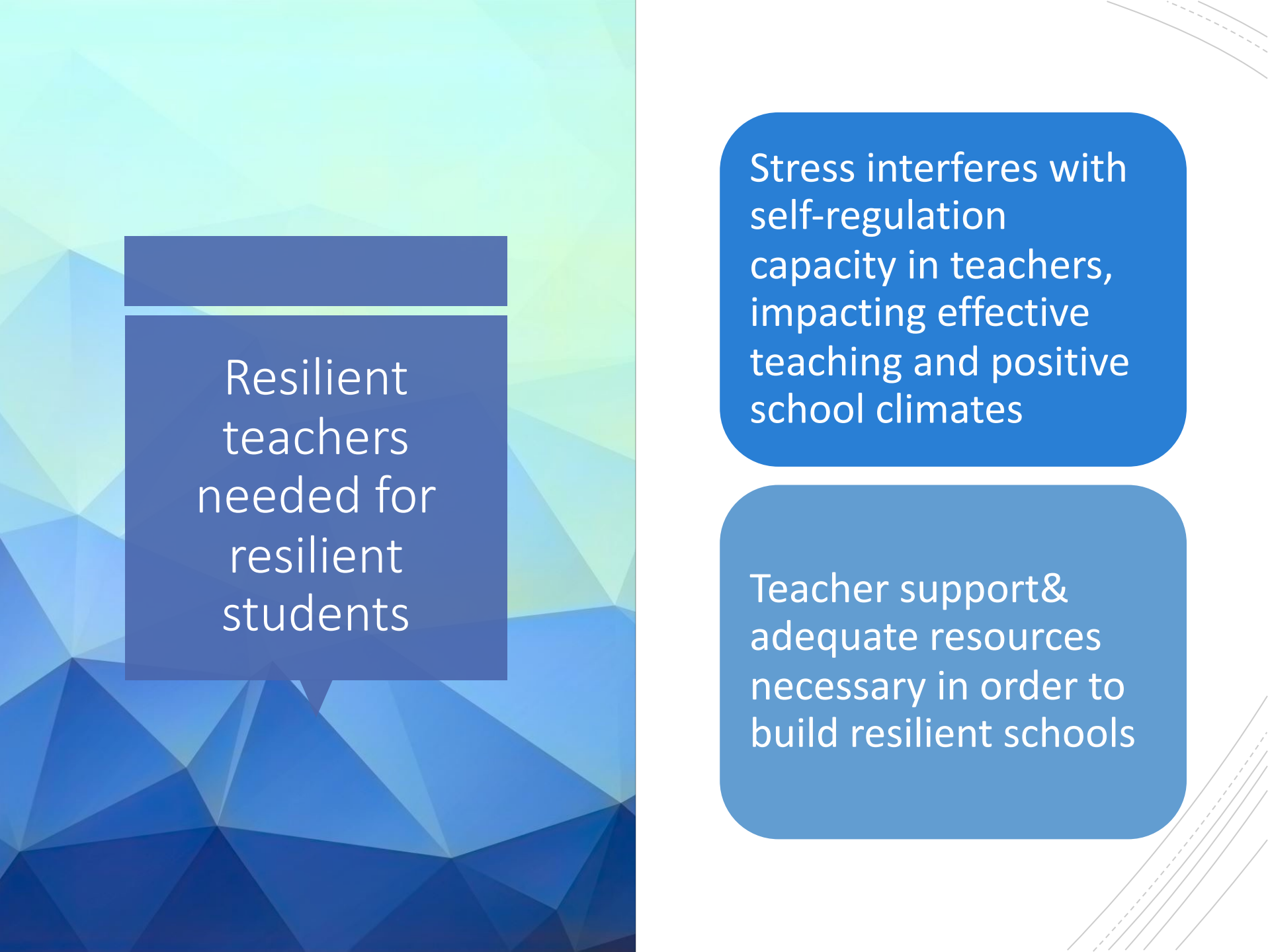
Relationships with
supportive adults
and peers

Cognitive skill
development

Improving Self-
regulation of
emotions and
impulses

Improving
motivation and
self-efficacy

Generate
opportunities for
nurturing talents or
skills



Resilient
teachers
needed for
resilient
students

Stress interferes with
self-regulation
capacity in teachers,
impacting effective
teaching and positive
school climates

Teacher support &
adequate resources
necessary in order to
build resilient schools



Thank you

