

Resilience and the family (web 3)

[Psychology](#)



**ASSIGN
BUSTER**

Resilience and the Family The specific research examines a number of family resilience factors. McCabe (1999, p. 137) examined 64 African American 6th graders. The research specifically correlates a number of factors to a number of behavioral patterns. In this way the study implemented regression analysis to determine specific resilience factors. Black (2008, p. 33) indicated that, " Family resilience is the successful coping of family members under adversity that enables them to flourish with warmth, support, and cohesion." The specific resilience factor then is parental behavior. Parental behavior emerged as a resilience factor in a number of ways. In these regards, it's indicated that parental warmth limits children's shyness and anxious behavior. Additionally, kin support was linked negatively to shyness and anxious behavior. This resilience factor is recognized as a resilience factor rather than a resource factor, as it could potentially be implemented in all family environments. In this way it is not a limited entity. The specific adversities discussed in the article are social skills deficits, acting out, and shy or anxious behavior. It seems fairly clear that other adversities could be applied to this resilience factor. The nature of family warmth and support is highly important in terms of mental and emotional health. Still, there are potential limitations to this. The study itself was restricted to interviewing children and mothers. In this way it's not understood the full impact of this resilience factor on overcoming adversity. Additionally, there is the potential that further investigation would reveal mitigating circumstances.

References

Black, K. (2008). A Conceptual Review of Family Resilience Factors. *Journal of Family*

<https://assignbuster.com/resilience-and-the-family-web-3/>

Nursing February. vol. 14 no. 1 33-55

McCabe, K. et al (1999). Family Protective Factors Among Urban African American

Youth. Journal of Clinical Child Psychology. Vol. 28, 2. 137-150.