成長萬花筒-社會生態系統視角下的青少年情緒韌性初探

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Background - Mental Health Status of Hong Kong Youth

In recent years, government sectors, universities, and non-governmental organizations underscored the significance of focusing on student mental health concerns, for example…

- CUHK (2023) surveyed 6082 children and adolescents aged 6 to 17 between 2019 and 2023
  - 24.4% experienced **at least one mental health issue** over the last 12 month
  - One in 10 children and adolescents surveyed had clinically **significant sleep problems**

- The Hong Kong Federation of Youth Groups (2023) surveyed 5504 secondary school student
  - 52.3% scored 16 or above in CES-D, which indicates symptoms of **depressive** mood
  - 41.8% showed a **high level of stress**

- EDB (2024) reported **31 student cases of suspected suicide** in 2023 Jan – Nov
  - more than **doubled** compared with 14 cases in 2018
  - 3 parent complaints related to **academic pressure** (in the academic year of 2020/21 to 2022/23)

Background - Mental Health Status of Youth

In fact, youth mental health is a worldwide concern,

Let's see what the World Health Organization (WHO) say…

- Globally, **one in seven** 10-19-year-olds experiences a mental disorder, accounting for 13% of the global burden of disease in this age group.
- **Depression, anxiety and behavioural disorders** are among the leading causes of illness and disability among adolescents.
- **Suicide** is the fourth leading cause of death among 15-29 year-olds.

(World Health Organization, 2021)

Background - Mental Health Status of Hong Kong Youth

- Post-COVID-19 era

- Social and self-alienation

- Consequences of self-alienation: lack of support, social isolation, loneliness, negative emotions

- New initiatives in improving resilience and reduce self-alienation: A social-ecological perspective of emotional resilience

Background – Resilience of Hong Kong Youth

The OECD Report (2018) revealed that Hong Kong students ranked 42nd over 49 districts in social and emotional resilience.

For other OECD countries and regions
- academic resilience and social and emotional resilience are mutually reinforcing and positively correlated.

For Hong Kong students
- ranked high in academic resilience, but not in social and emotional resilience (OECD, 2018).

Academic resilience	Social and emotional resilience
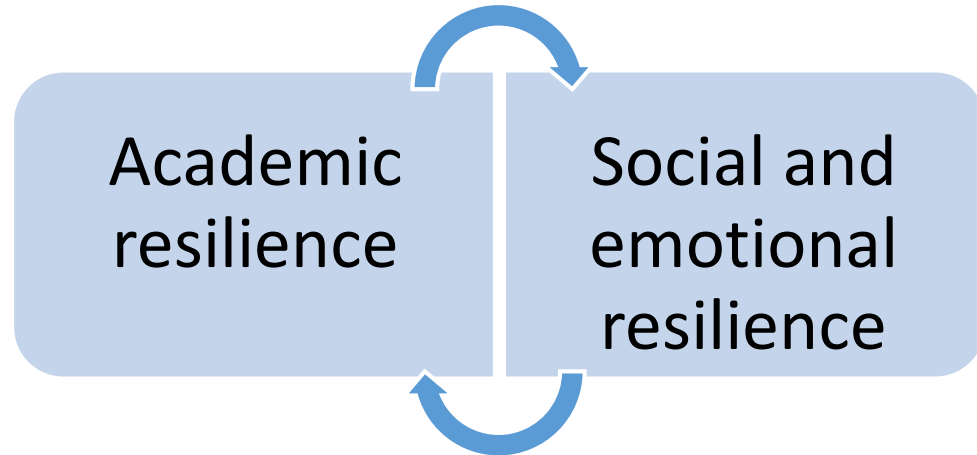
Origins of resilience research

One of the first researchers to investigate resilience was Emmy E. Werner, a child psychologist from the University of California. Werner had been studying a group of high risk children born in 1955 in Kauai, Hawaii, and was tracking their progress since that time.

She found that about one-third of the children at high risk grew up to be adults who "loved well, worked well, played well, and expected well".

Researchers found this group had several characteristics in common as children:
- They had been active and sociable infants.
- They had at least one positive role model who supported their development of trust, autonomy and initiative.
- They had at least one skill that gave them a sense of pride and acceptance within their peer group.

What is resilience?

- The process and outcome of successfully adapting to difficult or challenging life experiences
  - especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands (American Psychological Association, 2024)

- Allows people to bounce back to normative functioning after exposing to stressors.
  - several types of resilience, such as
    - ❖ physical,
    - ❖ psychological,
    - ❖ emotional,
    - ❖ and general health resilience (Seong et al., 2022).

- Effect of resilience
  - effectively prevents the development of mental health problems and physical problems (Rutter, 1985; Yi, Vitaliano et al., 2008).
  - help to foster individual's growth
    - ❖ such as school transition, changing jobs, or forming different relationships (Deveson, 2003; Edward, 2005; Ungar et al., 2017).

Wave 4

- **Wave four,** arising from advances in methodology, developmental theory, and knowledge, was characterized by more dynamic, systems-oriented approaches.

- This wave generated a focus on interactions of genes with experience and individuals with their contexts, as well as integration of knowledge across disciplines and levels of analysis.

- Throughout these waves, the definition of resilience has also transformed from a ==static trait== to a ==dynamic process==, emphasizing adaptability, growth, and the potential for system-wide change.

- This evolution has led to a more integrative understanding of the resilience that combines insights from various disciplines and levels of analysis, aiming to address comprehensive threats and ==promote overall well-being in the face of adversity.==

- ==The development of the contextual specificity of resilience has been established.==
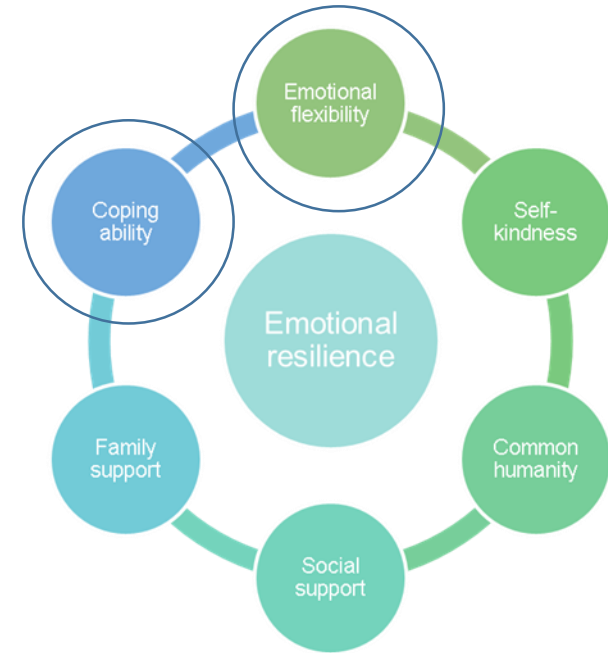
The new socio-ecological emotion resilience perspective
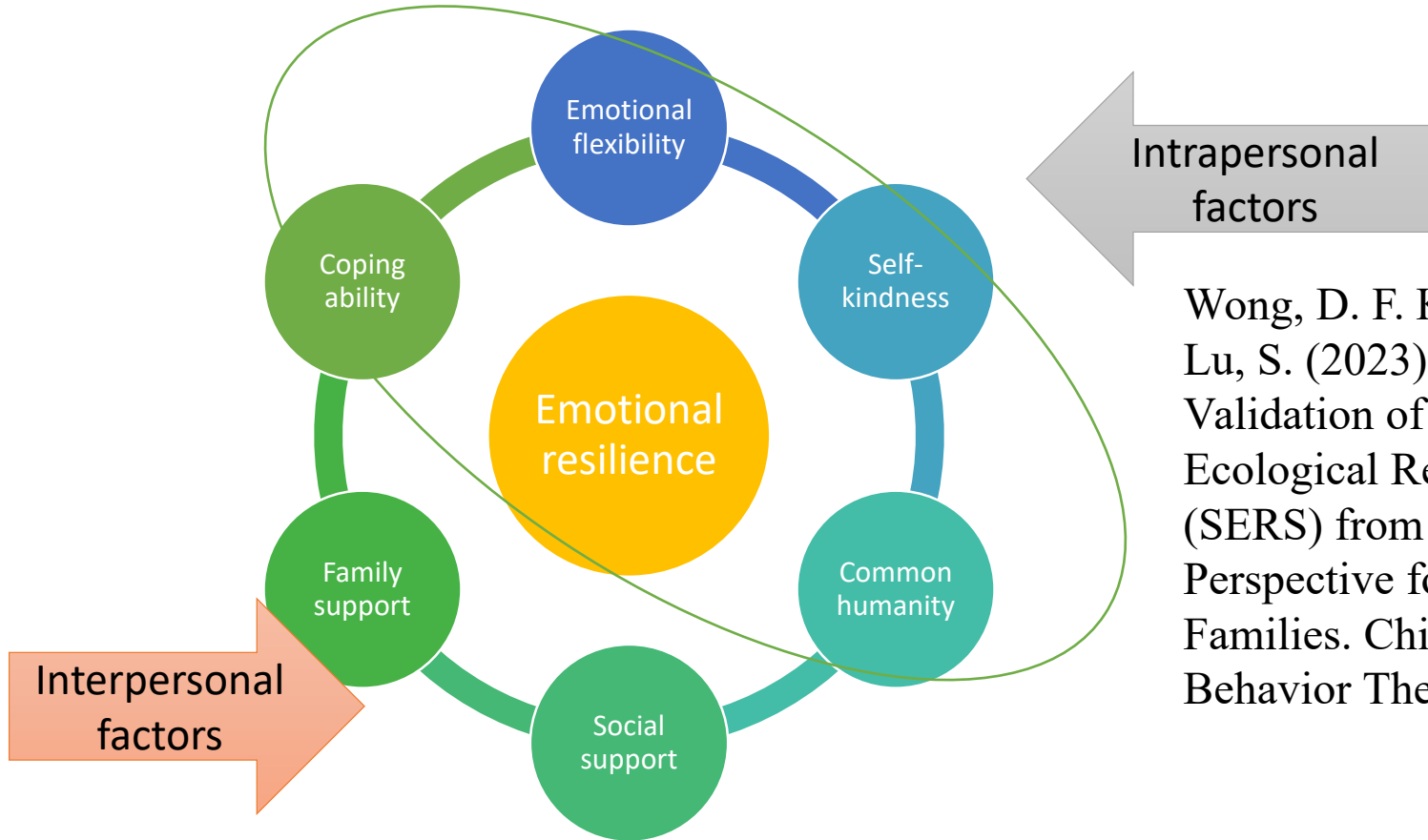
Wong, D. F. K., Chan, H. W., & Lu, S. (2023). Development and Validation of the Social Ecological Resilience Scale (SERS) from a Systems Perspective for Hong Kong Families. Child & Family Behavior Therapy, 1-25.
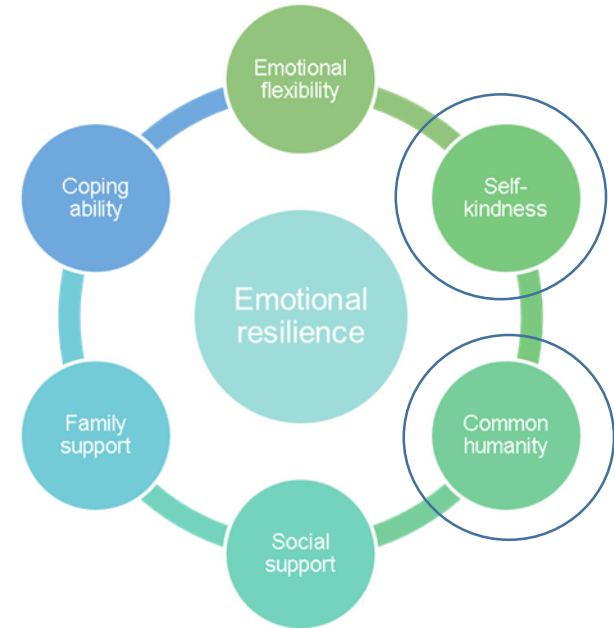
The new socio-ecological emotion resilience perspective

- Emotional flexibility:
  - the ability to bounce back from negative emotions during undesirable circumstances.

- Coping ability :
  - the process through which an individual handles stresses, challenges, and threatening demands (Lazarus & Folkman, 1984). This is consistent with previous literature that how a person copes and reacts to adversity constitutes the critical component in a resilience model (Leipold & Greve, 2009).

The new socio-ecological emotion resilience perspective

- Self-kindness :
  - being kind and understanding toward ourselves when we suffer, fail, or feel inadequate, rather than ignoring our pain or flagellating ourselves with self-criticism.

- Common humanity:
  - a sense of common humanity helps parents recognize that failure and suffering are universally experienced, encouraging them to accept the limitations without judgment and diminishing any sense of inferiority when compared to others.

The new socio-ecological emotion resilience perspective

- Family support:
  - tangible and intangible support from family members plays a crucial role in developing emotional resilience when considering factors contributing to resilience.
  - said to be of greater importance for Chinese families.

- Social support:
  - defined as "the support accessible to an individual through social ties to other individuals, groups, and the community" (Lin et al., 1979, p. 109).
  - Informal social support from family members and friends can create a "central helping system" for a person to access support to deal with life difficulties (Canavan & Dolan, 2000).
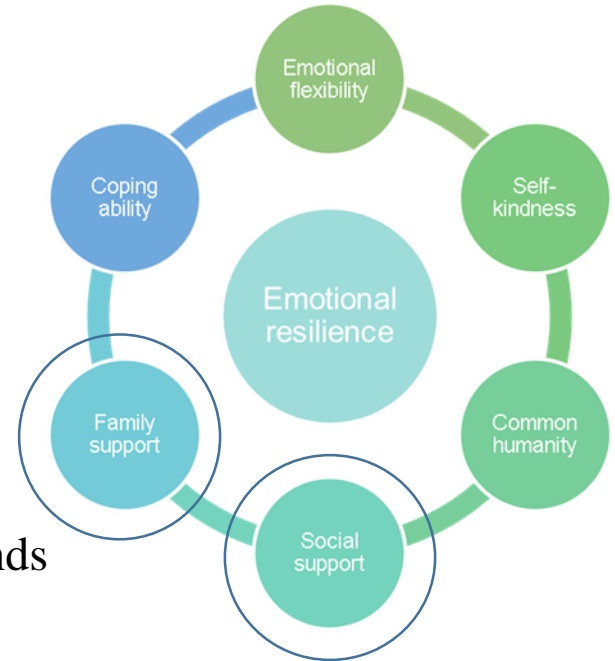
What do you think are the most important factors that may determine students' wellbeing?

Intrapersonal/individual-level factors or interpersonal/environmental factors?

A survey of emotion resilience in Hong Kong

- No. of participants: 859 students
- They were invited to fill in pre-test questionnaire included the Emotional Resilience Scale (Youth Version) and other scales which were used to validate the scale and assess the effectiveness of the program.

Questionnaires	Reliability
Social-ecological emotional resilience scale	0.92
Depression, anxiety and stress scale	0.94
Brief Resilience Scale	0.46

Demographic information of survey subjects

Demographic Information

	n	%
Gender		
Male	404	47.5
Female	430	50.5
Age		
11	156	18.3
12	596	70.0
13	61	7.2
14	16	1.9
15	3	.4
16	1	.1

Note. N = 851, Participants were on average 11.94 years old (*SD* = .62).

Results - Correlation

Correlations

	1	2	3	4	5	6	7	8
1. Coping	-							
2. Self-kindness	.460**	-						
3. Humanity	.475**	.465**	-					
4. Family Support	.470**	.501**	.432**	-				
5. Social Support	.260**	.266**	.254**	.364**	-			
6. DASS	-.287**	-.302**	-.217**	-.383**	-.262**	-		
7. EF	.280**	.236**	.214**	.340**	.131**	-.564**	-	
8. Resilience	.417**	.317**	.307**	.346**	.1787**	-.507**	.528**	-

**. Correlation is significant at the 0.01 level (2-tailed).

Results - Regression

DV= DASS

Variable	Model 1		Model 2		Model 3		Model 4	
	β	p	β	p	β	p	β	p
Gender	-.029	.414	.058	.047*	.031	.279	.038	.182
Age	.056	.111	.004	.894	.002	.955	-.002	.953
Coping			-.099	.004**	-.048	.169	-.045	.193
Self-kindness			-.131	<.001***	-.075	.031*	-.106	.002**
Humanity			-.015	.655	.022	.515	.038	.252
EF			-.507	<.001***	-.473	<.001**	-.474	<.001***
Family Support					-.146	<.001**	-.135	<.001***
Social Support					-.126	<.001**	-.129	<.001***
Coping x Family Support							.057	.134
Coping x Social Support							-.029	.457
Self-kindness x Family Support							-.016	.676
Self-kindness x Social Support							.043	.221
Humanity x Family Support							-.036	.321
Humanity x Social Support							.039	.278
EF x Family Support							.161	<.001***
EF x Social Support							-.016	.605
$R2$	.004		.357		.390		.420	
F for change in R^2	.004		.353		.033		.029	

Note: *p < .05. **p < .01 ***p<.001.

Results – The strengthening effect of family support on emotional flexibility
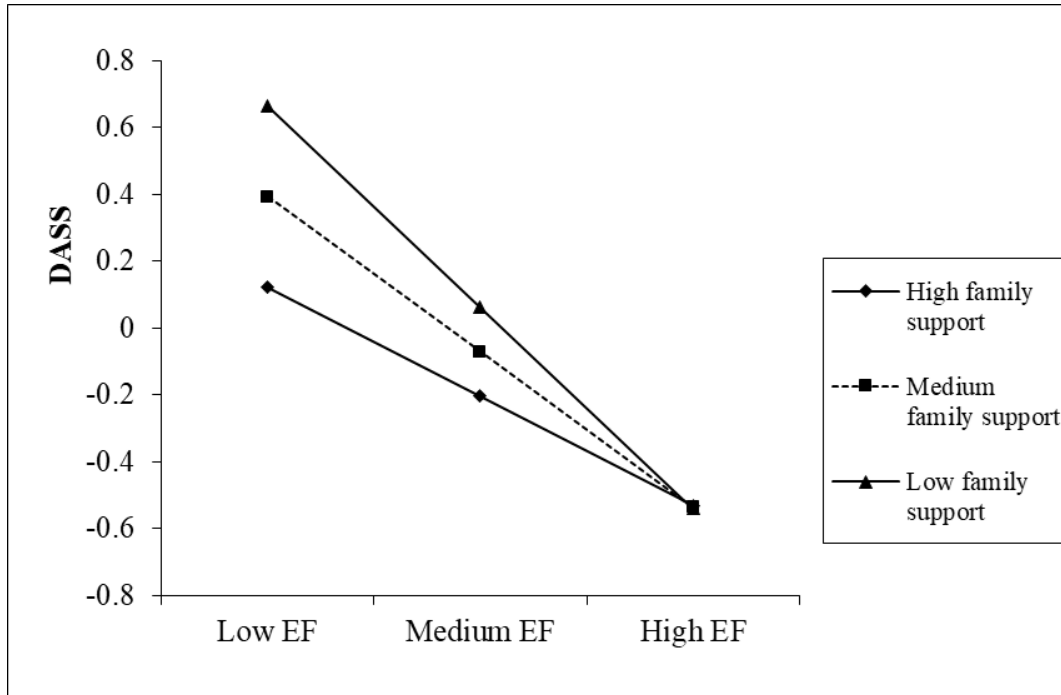
The negative influence of emotion flexibility on negative mental health indicators are strengthened by increasing levels of family support.

Results - Regression

DV= Resilience

| Variable	Model 1		Model 2		Model 3		Model 4	
	β	p	β	p	β	p	β	p
Gender	.084	.016*	-.004	.900	.001	.975	-.007	.798
Age	-.030	.393	.019	.488	.020	.476	.013	.640
Coping			.230	<.001***	.221	<.001***	.227	<.001***
Self-kindness			.078	.019*	.068	.049*	.080	.023*
Humanity			.074	.027*	.068	.046*	.054	.113
EF			.431	<.001***	.425	<.001**	.427	<.001***
Family Support					.024	.505	.014	.705
Social Support					.022	.470	.013	.693
Coping x Family Support							.025	.519
Coping x Social Support							-.080	.045*
Self-kindness x Family Support							.027	.467
Self-kindness x Social Support							.028	.429
Humanity x Family Support							.012	.739
Humanity x Social Support							-.049	.178
EF x Family Support							-.090	.008**
EF x Social Support							.110	<.001***
$R2$	.008		.374		.375		390	
F for change in R^2	.008		.367		.001		.015	

Note: *p < .05. **p < .01 ***p<.001.

Results – The strengthening effect of social support on emotional flexibility
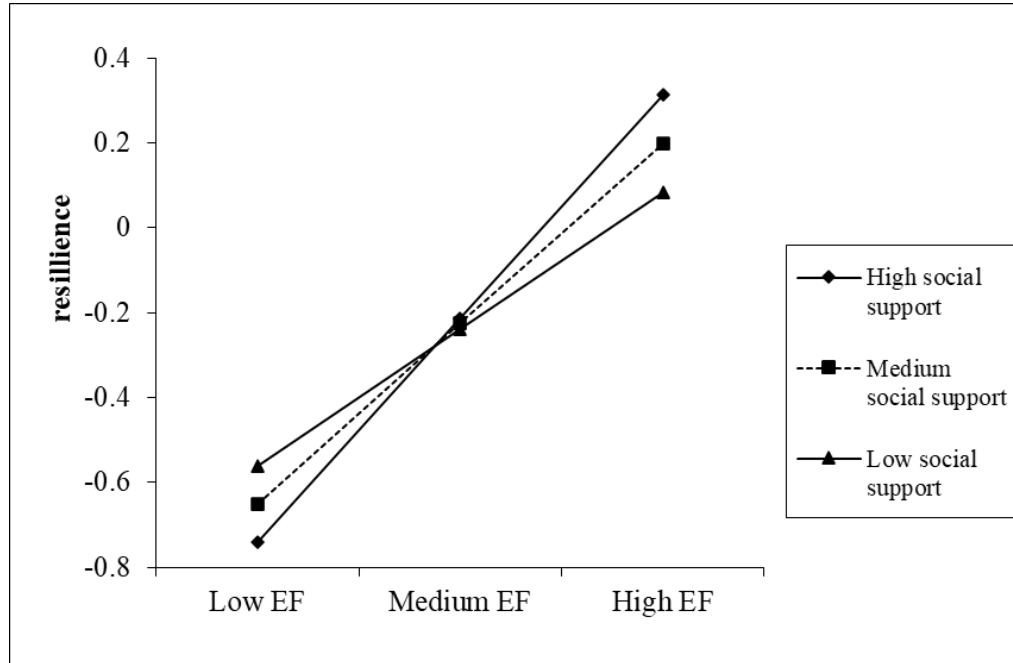
The protective effect of emotional flexibility on resilience was strengthened by more social support received by adolescents.
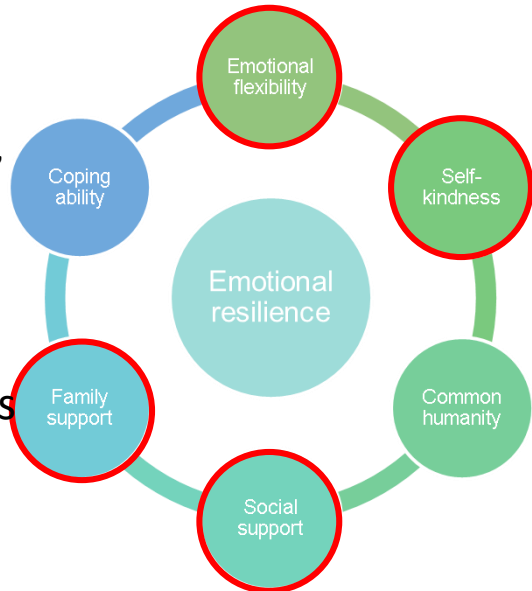
Results - The functions of support may vary for adolescents who have different levels of coping and emotional flexibility
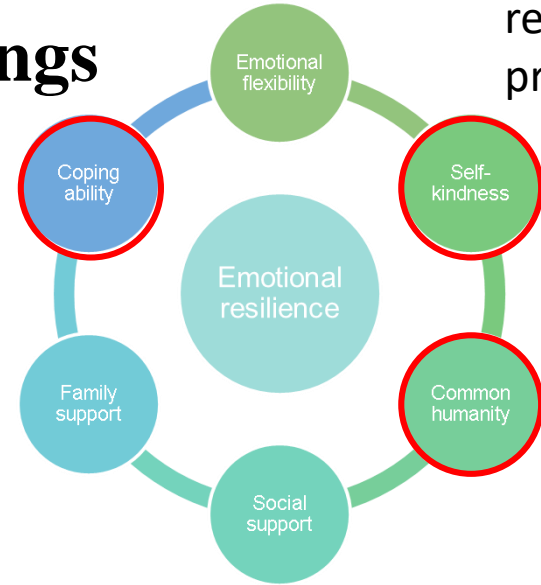
Summary of findings
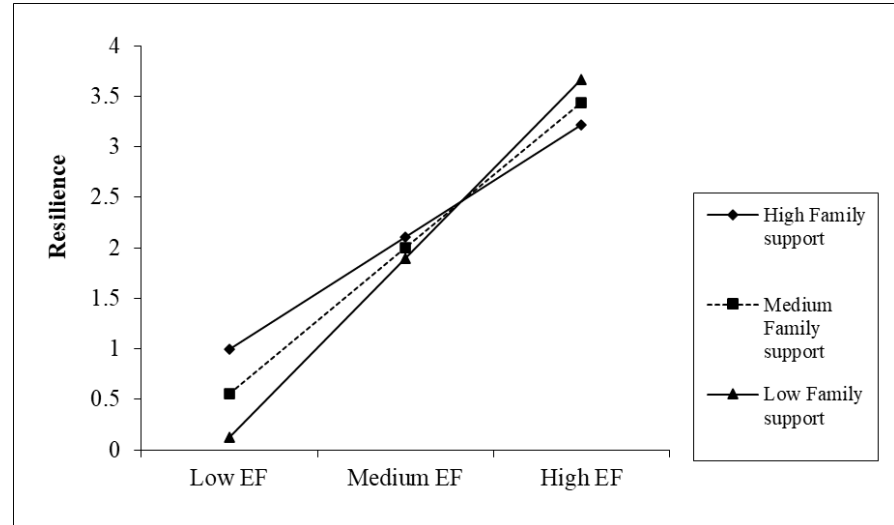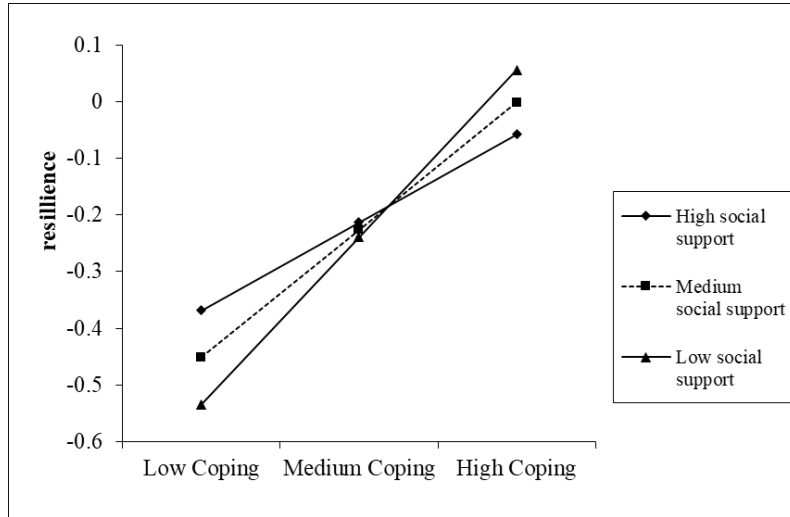
overall resilience process

1. Self-kindness, emotion flexibility, family support and social support are important resilience factors for students' negative mental health outcomes.

for students' negative mental health outcomes

2. Coping, self-kindness, and emotion flexibility are significant resilience factors for secondary one students, especially in the context of overall resilience process.

Summary of findings

3. The interactions of intra- and interpersonal factors are significant contributors for improving negative mental health.
   Family support could strengthen the protective effect of emotional flexibility.

4. The interaction between intra- and interpersonal factors are more influential for positive outcomes than pure interpersonal factors.
   Social support strenghened the protective effect of emotional flexibility for achieving resilience outcomes. While, social support and family support may be more important and influential for students who demonstrated inadequate coping and emotion flexibility capabilities.

Practical implication

1. **Fostering Autonomy and Resilience**:
   Rather than adopting a controlling approach, educators and support systems should value and appreciate the autonomy of students. This involves trusting their coping abilities and emotion flexibility.

2. **Enhancing Communication and Dialogue**:
   Open and supportive communication channels between students, educators, and support services should be established.
   This can create an environment where students feel comfortable expressing their concerns and accessing the resources they need.

3. **Targeted Skill-Building**:
   Implementing training programs to enhance both intra- and interpersonal protective factors can be beneficial for students.
   This may include developing skills in emotion regulation, problem-solving, and building strong social support networks.

Practical implication

4. Tailored Support:
For students who demonstrate inadequate coping capabilities or emotion flexibility, providing extra support, coaching, and resources can be crucial.
This may involve individualized interventions, counseling, or referrals to specialized mental health services to address their specific needs.

5. Collaboration and Whole-School Approach:
Addressing the mental health needs of students requires a collaborative effort among educators, support staff, parents, and the wider school community.
Adopting a whole-school approach, where mental health initiatives are integrated into the school's policies, curriculum, and culture, can create a more supportive and nurturing environment for students.

Practical examples

1. Raise emotional awareness and emotion granularity

- Use visualization or story books or craft activities to help students to be aware of their different emotions.

- Can focus on several specific primary emotions: anger, anxiety, sad, happiness, fear, shame, guilt

- Enhance the understanding of the functions of emotions

Practical examples

2. Instill effective emotion regulation skills

- ABC skills in Dialectical behaviour therapy
  - Accumulating positive emotions
  - Building mastery
  - Coping ahead

Practical examples

3. Five steps in Cognitive Behavioural Therapy (CBT)

- 注意身體警告
- 常喚停
- 轉移注意力
- 常反問
- 人生金句

參見黃富強教授編著《認知治療小組輔導工作手冊-抑鬱症篇》

Practical examples - Enhance self-compassion

4. Encouragement:

- Do not focus on achievements, or comparison to others!
- Examples:
  - " I am so proud of how hard you are working"
  - "You are more than a test grade, or goal scored"
  - "you are such a kind sibling/friend/daughter, etc."

5. Help your kids with their own practice:

- A great way to teach self-compassion to the kids is by encouraging them to take a moment to pause after disappointment.
  - help to pause the automatic negative thought process
  - allows you to prompt them to think about how they would respond to or support a close friend who was experiencing the same disappointment.

Practical examples - Enhance self-compassion

- Self-compassion mindfulness exercises regularly and routinely integrated to curriculum.

- Encourage dialectic thinking to prevent very definite sentences and to increase alternative interpretations of the negative events or stressors.

1. Move to "both–and" thinking and away from "either–or" thinking. Avoid extreme words, such as "always," "never," and "you make me." Be descriptive.

2. Practice looking at all sides of a situation and all points of view. Be generous and dig deep. Find the kernel of truth in every side by asking, "What is being left out?"

3. Use "I feel . . . " statements, instead of "You are . . . ", "You should . . . ", or "That's just the way it is" statements.

Practical examples - Enhance Support

- Telling children and young people that ==you are available to listen== is crucial.

- Try to ==take some time each day== to listen to your child without interruptions or judgements.

- Try ==not to have your phone on you==.

  - Use open communication with young people.

  - Choose your words carefully. It's also important children don't feel blamed, as this will affect their self-esteem.

  - Think about your use of open and closed questions. Open questions are those that allow an open-ended answer, for example 'Tell me about how you found the trip … .' Closed questions, such as 'Did you like that?', will often only get a 'yes' or 'no' answer.

Practical examples - Enhance Support

- Peer tutoring or cross-aged tutoring
  - can promote feelings of responsibility and compassion, as well as mastery and a sense of belonging for both the helper and the helped (Topping, 2005).

- Social and emotional curricula
  - aim to encourage teamwork and provide competencies across listening, empathy, conflict management and group problem solving.

- Teachers can model empathy, respect and teamwork in their interactions with colleagues, students and families.

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Practical examples - Support teachers

- Self-compassion mindfulness exercises for teachers

- Teachers' emotional status are critical to respond to students' psychological and emotional needs.

- Remember to take care of yourselves!

https://www.youtube.com/watch?v=-fJcPYvnfto

More ideas?
What else can we do to promote self-compassion, emotional flexibility, coping, social and family support?

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