

Well-being of Adolescents in Military Families: Examining the Intersections of Resilience and Vulnerability

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The University of Georgia

Department of Human Development and Family Science



Resilience and Vulnerability Among Adolescents in Military Families: Theoretical and Research Perspectives

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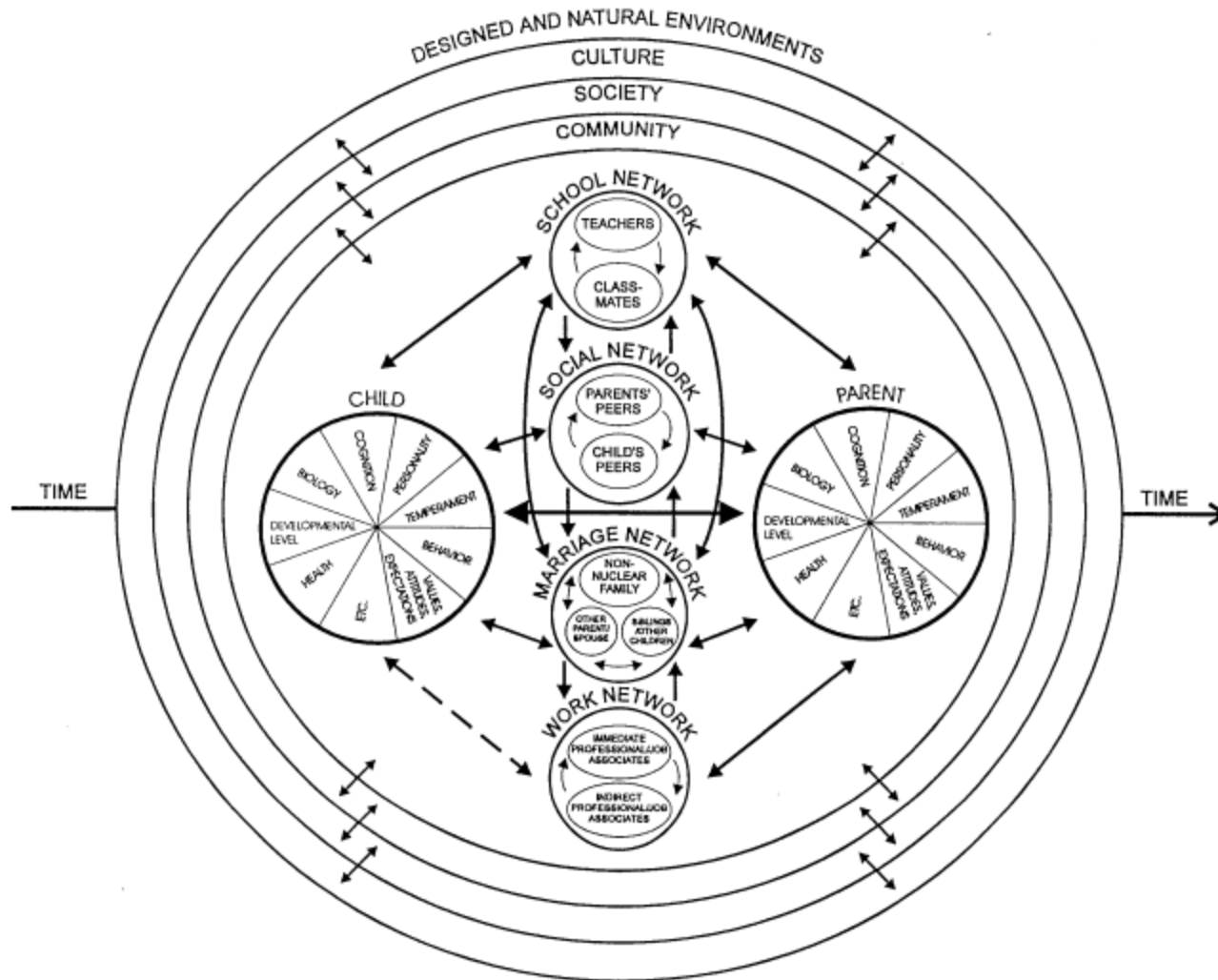
The Complexity of Intersections



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Layers and Levels of Human Development and Contexts (Lerner)



Resilience and Vulnerability

- *Resilience*

- Process of successfully overcoming adversity
- Capacity to adapt
- Return to baseline + thriving



- *Vulnerability*

- Experiences, situations, or characteristics that expose a person to additional negative experiences and results
- Risk
- Increase odds of poor results
- Internal and external elements
- Chronic and acute



Core Questions

- What should we know about vulnerability and resilience?
- How are outcomes affected by them?






Survey

- Personal and family demographics
- Military characteristics (e.g., parental rank)
- Program Involvement
- Social Networks
 - Social provisions
 - Relationship quality: peers, family, and community
- Adolescent Well-being
 - Academic functioning and school enjoyment
 - Emotional well-being
 - Problem-solving and coping strategies
 - Personal efficacy



Survey Screenshot: Child Anxiety



Your Worries

Your progress: 3 of 43




These questions ask how much you worry. Please click the circle that best fits how you felt **over the past two weeks**.

	Not Like Me	A Little Like Me	A Lot Like Me
I worry about others not liking me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am nervous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about being as good as other kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about things working out for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People tell me I worry too much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about how well I do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about things that happened in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUE



Survey Screenshot: Child Self-Efficacy

U.S. Army Child, Youth
& School Services

About You

Your progress: 4 of 43

This section asks how you feel about yourself and your abilities **over the past two weeks**.

	Not Like Me	A Little Like Me	A Lot Like Me
How true do you feel these statements are about you personally?			
If something looks too complicated, I will not even bother to try it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoid trying to learn new things when they look too difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When trying something new, I soon give up if I am not at first successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I make plans, I am certain I can make them work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I can't do a job the first time, I keep trying until I can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have something unpleasant to do, I stick to it until I finish it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I decide to do something, I go right to work on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failure just makes me try harder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I set important goals for myself, I rarely achieve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not seem to be capable of dealing with most problems that come up in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When unexpected problems occur, I don't handle them very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel insecure (not sure) about my ability to do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUE



Take a Quick Break

Customize your survey's appearance by dragging and dropping shapes to create your own banner or press CONTINUE to proceed to the next question.

Seconds Remaining: 71

Block...

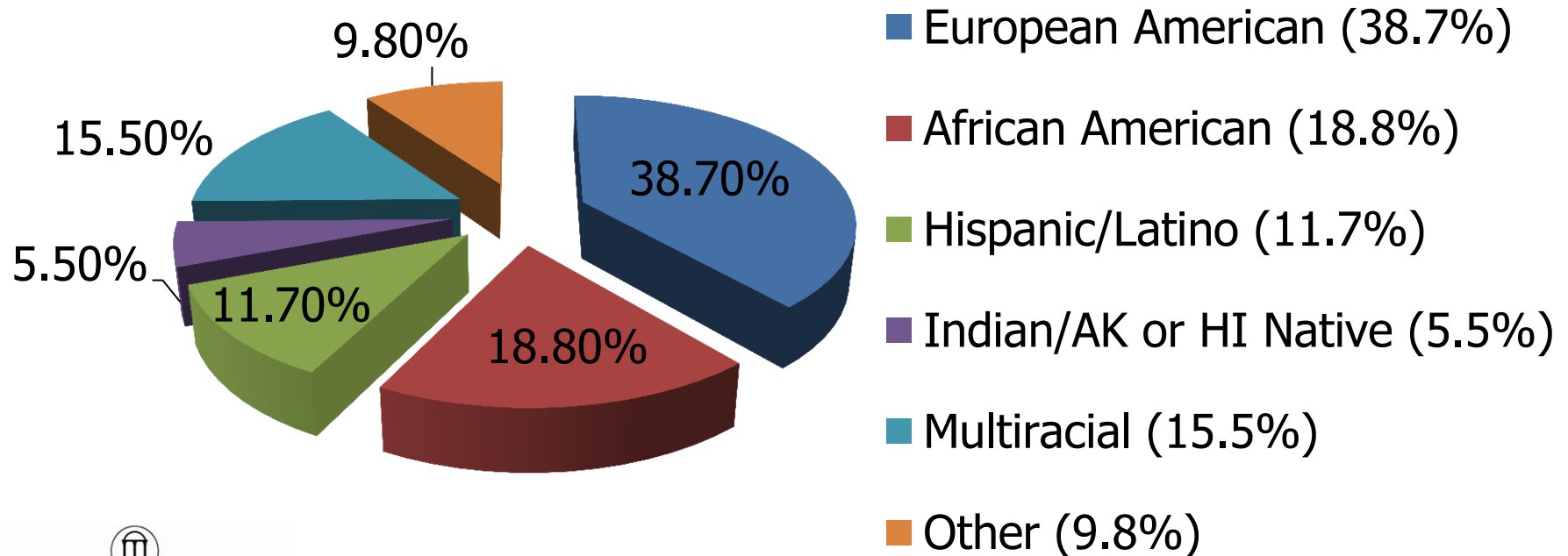
Drag and drop the available shapes to create your own banner.
Press continue when you are finished.

CONTINUE



Demographics ($N = 1,036$)

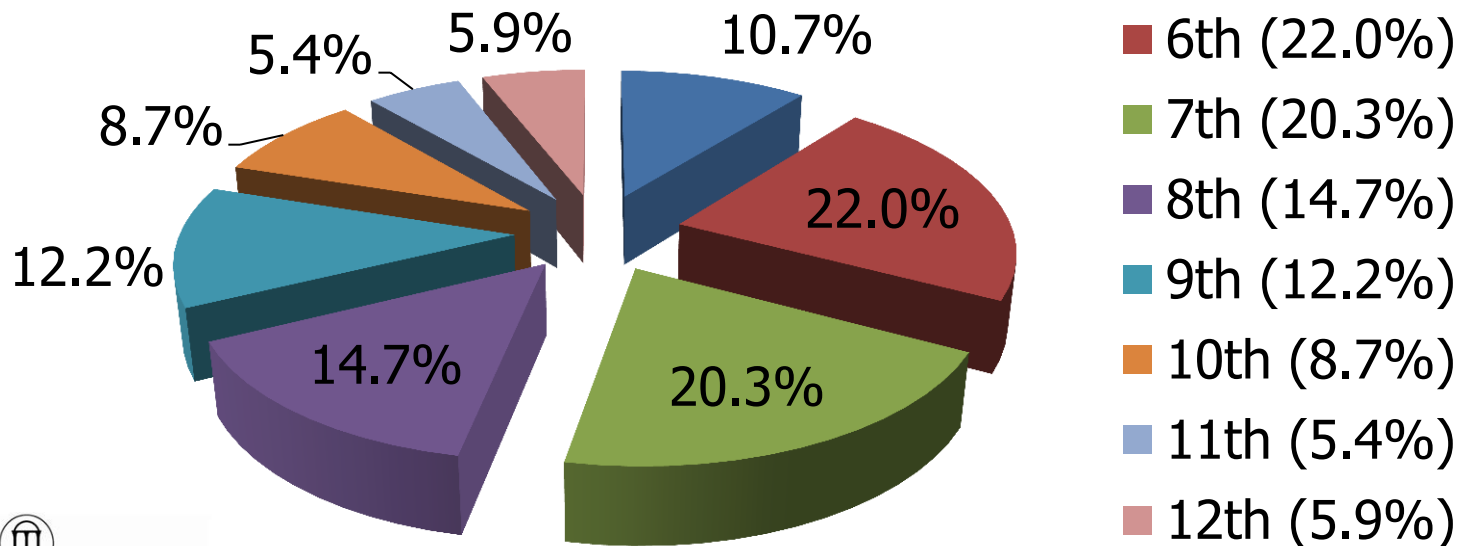
- 50.3% female participants
- Racially diverse sample



Age

- Mean age: 13.39 years
 - 72.4% were 11 to 14 years old
 - 27.6% were 15 to 18 years old

- Grade



School Background

- School Type
 - Public school off post (62.5%)
 - Public school on post (16.9%)
 - Department of Defense school (11.6%)
 - Home school (5.9%)
 - Private school off post (3.1%)
- School Transitions in Past 5 years
 - 64.3% changed schools 2+ times
 - Average of 2.4 transitions in the past 5 years



Family Environment

- Family Structure (who they live with)
 - Both their mother & father (67.3%)
 - Single parent (10.9%)
 - Stepfamily (17.3%)
 - Another relative (1.1%)
 - Other type of family structure (3.4%)
- 95.7% had a sibling



Military Context

- Parental Rank
 - 72.4% Enlisted
 - 27.6% Officer
- 8.1% - More than one parent in the military
- 18% - Parent currently deployed to a combat zone

