

# Chulapol Thanomsing

## ALTE 615 Unit 3

### Threaded Discussion

#### **a. What do you see as the merits of a resilience approaches. What might be the drawbacks?**

According to these approaches, everyone has innate resilience and those children may change. From the reading, I found many merits of resilience in each approach, so I will give four examples that I think should be the significant merits:

1. The emphasis shifts from a focus on adversity in students' lives to a focus on the possibilities. Because these resilience approaches believe that everyone has innate resilience that is the ability to successfully adapt to adversity, those children may change if we recognize the source of their own resilience.

2. These approaches try to help student both of their resilience and their academic. The alternative schools don't just help guide at risk students to the right track but the alternative schools must give those students the necessary academic for their future.

3. The resilience approaches build social competencies as well as academic skills. The teachers teach at-risk youth to recognize behaviors that are causing them the trouble and show the appropriate responses to them and resources that could help them better avoid problems.

4. The resilience approaches increase students' opportunities and students' sense of mastery in their lives. The schools try to find the way to develop every youth interests and strengths in term of life long learning.

The drawbacks I would like to focus on two major barriers that are worth mention.

1. The first barrier is the ability of the teachers and the administrators to recognize the source of those student own resilience. Because the resilience of each student is different, so some students show the resilience, but some students do not.

2. The second barrier is the ability of the teachers and the administrators to create the nurturing climate and school environment as being like family and home for promoting caring relationships.

#### **b. What differences and similarities were you able to discriminate in the way that the articles approached the topic of resilience?**

The difference may be the process that each approach emphasizes on the development of the students' resilience in the difference environments. Some approaches do not describe detail what we should do to help at risk students except explaining resilience factors. In the other hand, the similarity may be in the way that views the factors relating to student's successes by shifting the emphasis from a focus on adversity in students' lives to a focus on the possibilities.

**c. How does the resilience approach compare to the at-risk approach?**

Risk Approach: emphasizes conditions or situations that are empirically related to particular outcomes (Reddy et al., 2001)

Resilience Approach: emphasizes a characteristic that allows a person to make appropriate behavioral choices in the presence of multiple risk factors (Finley, 1994)

**d. Which approach do you view as more effective? Do you see possibilities for the use of both approaches?**

Each approach has the effective because I believe the student's exposure may vary from school to school, school to community, school to family and community to family, depending on the different social environment. In my opinion, I believe the "ERIC Clearinghouse on Urban Education New York NY" is more effective. This approach has the staff developing combine with the student caring. This approach believes the staff or teacher should reflect personally on their beliefs about resilience. The staff could discuss the research on resilience, including the studies of successful school.