

The aim of the project is to diagnose the resilience resources of socially unadapted youth as well as to analyse the relation between components being a part of the psychosocial resilience of juveniles and the characteristic properties of individuals (the styles and strategies of dealing with difficult situations, the level of needs) and the impact of socialisation environments on the same (support and threats of the family, school or peer environment). The comparative (control) group will consist of middle-school youth (with the presupposition that the youth does not break legal and moral principles, does not show behavioural and emotional disorders) For the study purposes, the term of resilience resources of the youth is defined as the properties of an individual or a group enabling to avoid stress, or when this is impossible, to deal with the pressure generated by stress. One may claim that these factors precondition the method of combating pressure. They consist in all components which enable to effectively eliminate stress-generating factors. The resources are related an ability (resilience) which helps in withstanding various stressful situations and failures. This is the capability of the human being to adapt and combat threats and adversities. They can include such individual properties as: biological and psychological traits (cognitive traits – knowledge, intellectual ability; personal traits – sense of identity; social and cultural traits).

It was assumed that the youth characterised by high level of resilience resources (high level of resilience itself, the sense of coherence and effectiveness, the sense of mental flexibility and strength) will be specific of a skill of positive resolving of difficult situations and adaptive strategies of coping. Juveniles will be able to avoid harmful effects of stress, adapt and restore balance in their lives. The higher the level of resilience resources, the bigger the ability of modulating the self-control level depending on the possibilities and needs of a given situation. This may facilitate processes of emotional adjustment, including adjustment of positive emotions which are used by people showing a high level of resources, as the active factor leading to more beneficial functioning in view of difficult situations. Positive emotions help such people isolate from negative experiences and restore balance. The effect of isolation from negative experiences (the so-called “bounce-back) through stimulating resilience assets, carries important implications in the context of functioning of individuals. People with low level of resilience resources will be characterised by the opposite image. Additionally, such formulation of the hypothesis is accompanied by the conviction that the defective process of socialisation is one of the key reasons for developing assets at a low level. In the course of socialisation, an individual acquires and learns the defective and socially unaccepted skills, values, behavioral examples, standards and already at the beginning of their life path, the individuals experience a difficult life situation. These presuppositions have been based on research conducted from the perspective of the resilience concept and assumptions of A. Antonovsky. The research will enable to develop model recommendations to take action supporting growth of resilience resources of the youth and will constitute the basis for formulating practical guidelines for people involved in prophylactic and resocialisation work.

The significance of the problem which I intend to undertake may thus be brought down to two basic components: problem diagnostics covering the cognition of resources of socially unadapted youth and determining the relations between the selected resilience components and the characteristic traits of an individual, as well as the individual's family, school and peer situation towards projecting activities at selected levels of social functioning of the youth – taking into account the resources and weak points of individuals, as well as opportunities and threats occurring in the environment – which may either facilitate or block the efficiency of the adopted strategy. The project's outcome will consist in developing recommendations to undertake actions supporting strong points, opportunities and possibilities of an individual, their environment as well as compensating for the weak points and threats of the identified research area. The research project will be an example of interdisciplinary approach to exploring resources of socially unadapted youth. In the research I will recognise the subjective perspective of self-portrayal of the youth, admitted to juvenile probation centres, youth centres for social therapy and youth educational centres. The research will result in formulating recommendations and proposals of practical activities enabling to increase the effectiveness of prophylactic and resocialisation actions (pedagogical aspect).

I have assumed that the undertaken research will be of quantitative character: descriptive and explanatory, supported with components of qualitative analysis. My research process related to separating particular components of resilience resources and their analysis from the perspective of contemporary educational, psychological, criminological and sociological concepts. The following step of scientific cognition relates to explaining the relations between selected components of resources, the individual traits and environmental preconditions (family, school, peers). The starting point in the analysis of resilience resources discussed herein is adopting research assumptions taking into account the diversity of socialisation impacts to which people of young age are subjected. Adoption of such a research perspective directly results from the theoretical and methodological trend which has become more evident in the recent years, and which causes a departure from one-dimensional models of description and analyses of phenomena in favour of a system approach. It takes into account multidimensionality of social space and the psychological situation of an individual. It aims at integration of arrangements of various concepts and theories describing the development of resources of a given individual and the conditional factors, assuming that for proper development of one's identity it is important to take into account the personal preconditions, primary (family) socialisation and secondary socialisation – influenced by school experiences, and the specifically important socialisation among peers at the period of adolescence.

When justifying the fact of undertaking the research subject, I would like to note that the notions relating to the preconditions of the lack of social adaptation constitute a frequent problem of research and scientific works in Poland, however an analysis of this issue in the context of resources of the unadapted youth, seems to be fragmented in this field. Authors which undertake research relating to youth showing symptoms of demoralisation and committing crimes, focus on the reasons of lack of adaptation of young people or the significance of various problems occurring in their lives. Nevertheless, I am convinced that in order for the preventive actions to be effective, an analysis is currently necessary to inspect the functioning of unadapted youth from the perspective of their strong points and the resources which they possess. In my opinion, there is a high requirement of diagnosing the resilience resources of the youth because they may be the reflection point which would support development of integrated identity and accepting one's functioning in the environment.

In view of the above, an important aspect in resocialisation and prophylactic work is the focus on advantages of the individual. It may be claimed that the first stage of the diagnosis is to identify and establish an exhaustive classification of the strengths, values and advantages of a human being. When adopting the positive model in educational work, I have drawn attention to persistent self-development, to the fact that a human being should be able to live their life to the fullest and use their potentials in constructive social functioning. This is an alternative approach to the classically understood diagnosis in resocialisation where its

subject lies in the level of lack of adaptation of an individual. The diagnosis of resilience resources and explanation of the relations between the strong points of unadapted youth and the support factors, the extent of needs as well as the strategies and styles of coping with difficult situations, may be a contribution to developing new strategies of resocialisation work taking into account the strong points of an individual (individual resources) and one's portrayal in the society (social support).

The final stage features a development of the model of prophylactic and resocialisation activities supporting the resilience resources of the youth. A response to the problems, including a theoretical and empirical analysis, will be the basis for formulating the model of social action, based on good practices including the following: activation of individuals and social groups, activation of care providing facilities as well as educational and resocialisation facilities, activation of the local environment and solutions in relation to the social policy.