



FAMILY RESILIENCE IN TIME OF CRISIS RESILIENCIA FAMILIAR EN TIEMPO DE CRISIS

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ABSTRACT:

Promoting resilience is recognising strength beyond vulnerability, intending to improve the quality of life of people based on the way of how they perceive and face the world. Enhancing qualities, skills and attributes is the result of the balance between risk-protective factors. The absence of resilience can cause cognitive, affective, biological, socioeconomic and cultural problems, considered as a broad multiproblematic that must be managed immediately and effectively to resolve intrapersonal and interpersonal conflicts in the environment of the social actor; but how do we achieve this? through re-education with a social learning approach, facilitating the family members to acquire new responses that encourage solving setbacks, to achieve this purpose, we will begin with the application of PAR (Participatory Action Research) whose goal is that the researcher and the participants work collectively allowing to achieve a process of teaching, learning and practice. Our proposal is based on the systemic ecological model, on a socio-family intervention program inserted in educational institutions that promotes implementing an alternative.

Keywords: Family resilience, crisis situation, social learning, systemic ecological model.

RESUMEN:

Promover la resiliencia es reconocer la fortaleza más allá de la vulnerabilidad teniendo como objetivo mejorar la calidad de vida de las personas a partir de sus propios significados de cómo perciben y afrontan el mundo. Potenciar cualidades, habilidades y atributos es el resultado del equilibrio entre factores de riesgo-protectores. La ausencia de resiliencia puede causar problemas cognitivos, afectivos, biológicos, socioeconómicos y culturales es decir es considerada como una multiproblemática amplia que se debe tratar de forma inmediata y efectiva para resolver los conflictos intrapersonales e interpersonales en el entorno del actor social; pero ¿cómo logramos esto? mediante la reeducación con un enfoque del aprendizaje social, facilitando que las familiar adquieran nuevas respuestas que propicien resolver contrariedades, para conseguir este propósito, partiremos con la aplicación de la IAP (Investigación acción participativa) que tiene como meta que el investigador y los partícipes trabajen de manera conjunta permitiendo alcanzar un proceso de enseñanza, aprendizaje y práctica. Nuestra propuesta está basada en el modelo ecológico sistémico, en un programa de intervención socio-familiar insertado en las instituciones educativas que impulse a brindar una alternativa.

Palabras Clave: Resiliencia familiar, situación de crisis, aprendizaje social, modelo ecológico sistémico.





1. INTRODUCTION

For a long time, human beings have been exposed to stressful situations, producing psychosocial discomfort, which is why it is important to generate skills, to overcome these states of conflict. According to historical data, the first research cases on resilience were applied to people who suffered from schizophrenia, people with an environment of constant stress or those who were in situations of extreme poverty, thus being a trigger for dysfunction in individuals who had experienced traumatic events at an early age (Masten, 1999). The pioneering researchers on resilience in their first scientific attempts evidenced their hypothesis of individual vulnerability affected from an early age. In addition to how people acquire their capacities from family learning and how this influences to face adversity.

2. STATE OF ART

Family resilience as a response to conflict or situations that cause discomfort in the environment of the social actor, hence the need for subsidiary groups to generate skills that will allow overcoming crises that are present in unexpectedly. For this, two determinants should be taken into account

as the risk factors, defined as "all those social, economic or biological conditions, behaviours or environments that are associated with or cause an increased susceptibility to a specific disease, poor health or injuries" (Cardozo and Dubini, 2005, p. 47). On the other hand, the protective factors refer to "influences that modify, improve or alter a person's response to some danger that predisposes to an adaptive outcome" (Rutter, 1985, as cited in Kotliarenco, 1997, p. 12). These are aspects that enable the individual to develop strategies or coping tools to overcome difficulties that can arise in their life cycle and at the same time facilitates solving problems, decision making and promoting goals of life that favour the network of primary support known as family. From the Participatory Action Research, a qualitative method was used through a bibliographic review, it seeks to determine the problems correlated with the proposal regarding family resilience and how crises affect the course of human development.

The analysis of the present investigation was carried out through the investigation of theoretical sources such as books, scientific



articles, theses and magazines to obtain a broad perspective of the problem, this research could be considered as an approach to " reality ", in the face of situations that cause individual and systemic discomfort of families.

➤ **Resilience**

Resistance against destruction and the ability to protect one's identity under pressure, therefore promoting resilience is recognizing strength beyond vulnerability, to improve people's quality of life starting from the way of how they perceive and face the world, in other words, this can be understood as: The ability of the human being to face adversities in life, overcome them and be positively transformed by them, as a stimulus for their bio-psycho-social and spiritual development.

Characteristics

- Protective factors: Strong capacity for decision, growing faith, strong family ties, success, healthy lifestyle, positive group norms and economic stability.
- Internal resilient attributes: Control of emotions and sense of humour, sense of purpose and future, autonomy, Sense of humour, high self-esteem, empathy,

affection, ability to understand circumstances, prosociality, ability to solve problems.

- External factors: Social and family environment conditions, assurance of unconditional affection, acceptance of a meaningful human being, informal support networks, community, work, group of friends and others.

- Development of resilience capacity: Understanding the suffering of the other, knowing that we are unique and unrepeatable human beings with potentialities and goodness of life, will allow us to put love into action and TRANSFORM REALITIES. Forge positive life behaviour despite challenging circumstances.

➤ **Family**

It is considered as the natural group of diverse members that make up a functional structure that over time have established interaction guidelines, conducts and behaviours, illustrating the norms of reciprocal communication that the individual must implement in society. Besides, the family is the space where the individual is capable of growing through the



development of essential tasks, which in the long term will generate individualisation in their functions, but at the same time provides a feeling of belonging (Minuchin, 1979).

According to Oliva, E. and Villa, V. (2014) the family is an open natural system of human beings in different states of physical and mental maturation, in which individuals are related by consanguineous or affinity ties, gathered in one area determined with cultural and geographic patterns in common that allow satisfying basic physical and psychological needs of all members.

Types of family

According to Fernández, T. and Ponce, L. (2013) in society there is a fairly varied family typology, but from a general perspective the following types are distinguished: Nuclear. - Made up of father, mother and children. Extensive. - Made up of the previously described members and close blood relatives such as grandparents, cousins, etc. Expanded. - Made up of members of the nuclear family and individuals with ties of affinity but not consanguineous, such as friends or neighbours. Single-parent. - Made up of a single parent (father or mother) and

their children. Homoparental. - Made up of parents of the same sex and their offspring. Reconstructed. - Families newly formed with different individuals and their offspring or that of their partner after separation or divorce. De facto union. - Family systems with non-marital conjugal ties, with or without descendants. Polygamist. - Made up of a man and several women. Polyandrous. - Made up of a woman and several men.

Family Functions

According to one of the traditional definitions, according to González (2008), it states that the following functions must be accomplished in the family nucleus:

1. Satisfy the affective needs of its members.
2. Satisfy physical or subsistence needs.
3. Establish positive patterns of interpersonal relationships.
4. Allow the individual development of each of its members.
5. Promote the socialisation process.
6. Stimulate learning and creativity of its members.
7. Promote a system of values and ideologies. (p. 9)ç

While a contemporary conceptual conception by Martín, M. and Tamayo, M. (2013), determines that the following



functions are generated in the family context:

- Biological function. - Includes the procreation and care of children, family and emotional stability of the members.
- Economic function. - Understand the activities that allow obtaining a family budget to satisfy material needs, care and family health.
- Cultural-spiritual function. - Implies cultural learning, recreation and the formation of certain spiritual conditions.
- Educational function. - Includes teaching speech, communication patterns and developing cognitive processes for learning skills.

According to Iglesias, EB (2006) The family and society are a fundamental part to generate resilience, according to the form of upbringing and support that they provide, that said, raising the family can also produce negative aspects in children or their members.

According to Masten (1999), he proposes to take into consideration those traits of a person to allow himself to advance and adapt to situations of intense stress, he would also be called the father of the

concept of human survival given that the difficulties that are faced are managed to be defeated so that the same subject can regain his state of calm and tranquillity thanks to the search for solutions or coupling to situations. The resilience in the state of mental health is one issue quite important to apply in the family, the author Iglesias, EB (2006) explains that resilience is a state that involves a confrontation with the adversities that people show as an immediate response, for their well-being. The recovery of a mental balance of the person is thanks to the ability to maintain adaptive behaviours of stressful situations generated from the family or social bond.

Bandura & Walters (1974) indicates that the person, the environment and behaviour are elements that are in permanent interaction and that learning occurs in a reciprocal way between these three elements. Besides, it mentions that human behaviour is not only the product of a stimulus or a reflection that can be positive or negative but that at the same time the observation and imitation of any behaviour help the individual to decide whether to behave in that way or not. (Yanza, 2017, p. 18).



Masten & Obradovic (2006) "This new paradigm explains that in recent years arose one renewed way of looking at the resilience, and not as a personal protective armour, but as a relational and eco-systemic gear that allows finding opportunities where stagnation or deterioration could be present".

3. MATERIALS AND METHODS

➤ Crisis intervention model

Juan Jesús Viscarret (2007), divided into four phases the crisis intervention model:

- a) First impact phase: Also called the impact phase, in this phase the crisis is triggered where the individual enters a stage of confusion and anxiety, in response to this the individual reacts to traditional skills to solve problems, that is to say, these are the skills that each person has in the face of a crisis.
- b) Second phase: Emergency skills: This refers to emerging skills where a quick and effective solution is sought.
- c) Third phase of the crisis: In this phase psychological first aid skills are triggered, where the important thing is emotional relief.

Also, at this stage, the anxiety and tension of the individual grow strongly leading to take strong decisions to solve the problem, such as the intake of alcohol, drugs and even suicide.

- d) Fourth final phase: where the person may or may not be emotionally stable, it all depends on the person.

➤ Systemic Model

In search of generating a comprehensive intervention of Social Work, a model based on systems theory was designed. Basically, the model emphasizes the principle that individuals, in order to achieve their goals and cope with their problems, need the support of immediate social systems of its surroundings.

According to Viscarret (2007), there are three types of basic systems:

- Resource systems, informal or natural: family, friends, neighbours, co-workers.
- Formal systems: organizations to which one belongs as a member, such as community groups, unions, political parties, neighbourhood associations, etc.



- Social systems such as schools, hospitals, etc. (Viscarret, 2007, p. 274)

In this context, Hernández (1991) expresses the need to contemplate the individual's means of development at the time of the case study, since this strategy ensures full knowledge of the reality experienced by the user. In addition, he alludes that this method is especially for the discipline of Social Work because social events and processes cannot be treated in isolation, but rather from the point of view of interaction.

➤ **Systemic - Ecological Model**

The ecological model starts from ecological theory, which studies "the relationships between organisms and environments. It tries to know how the species are capable of maintaining themselves using their environment, developing and progressing in it according to their own needs" (Viscarret, 2007, p. 287). When due to deterioration or imbalances of one or more of the systems of the individual's context, everything that works within them usually has a negative effect since all the systems are interrelated; and everything that affects one has consequences on the rest. According to Fernández (2008), the systemic-ecological

model has a global and comprehensive characterization regarding family structures and relationships due to the presence of various levels of action and observation. Bronfenbrenner (1987) points out the following typology of systems:

- **Microsystem:** Contemplates the personal relationships of the individual, which have an impact on their immediate environment.
- **Mesosystem:** Covers the connections between the previously consolidated microsystems.
- **Ecosystem:** Includes certain environments in which the individual does not have direct participation, but is affected by the decisions made in them.
- **Macrosystem:** Considered the most general development framework, including cultural and ideological guidelines.

The echo systemic model raises the approach of the individual in his imaginary, where it is possible to show the multiple connections, organizations and contexts in which he operates, in order to visualize a broader spectrum and develop an



intervention plan that addresses the issues necessary (Fernández, 2008).

This approach integrally takes the human being to enhance their skills and abilities. The acquisition of these aspects does not

only occur within the home but as the author Bronfenbrenner (1987) states, how the person perceives, learns, and interrelates is through the environment that surrounds him and how he relates to it.

Table 1. Phases of investigation.

Phase	Objective	Activities	Means	Responsible	Weather
Initial Phase	Use the intervention models to build the program	<ul style="list-style-type: none"> • Bibliographic review on issues related to resilience. • Analyse the intervention models that allow to potentiate skills and abilities to face situations that cause instability in the family. • Propose an intervention based on the systemic model, crisis care, ecological. 	<ul style="list-style-type: none"> • Technological equipments. • Internet. 	Researchers of the present proposal.	1 month
Development Phase	Address the key points to work on family resilience.	Execute a series of workshops based on Self-esteem, Introspection, Independence, Ability to relate, Initiative, Humor, Creativity, Morality, Ability for critical thinking. (Melillo, 2002)	<ul style="list-style-type: none"> • Technological equipments. • Internet. 	Researchers of the present proposal.	1 month
Final Phase	Build workshops that improve family resources	<ul style="list-style-type: none"> • Creation of a program that addresses a series of workshops that addresses each point that is exposed in the development phase. • Carry out a pilot plan with the title school of family resilience. • Work in a multidisciplinary way with DECE. • Identify cases that present risks and make use of social work tools to provide intervention and follow-up. • Evaluate the impact of the workshops carried out to implement improvements. 	<ul style="list-style-type: none"> • Technological equipments. • Internet. • Support network contacts. 	<ul style="list-style-type: none"> • Researchers of the present proposal. • Technical Team of the educational Unit DECE (I Department of Student Counseling) 	6 months.



4. RESULTS

The purpose of this proposal is to develop an educational program for family resilience, where those involved strengthen or acquire new skills. The expected results are focused on mitigating risk factors, when they are not properly solved cause dysfunctionality and even mental disorders that hinder to individuals to continue with their activities, being the trigger for the affected people to cause a systemic imbalance to people within their family context. Moreover, the need arises because several events currently appear that evidence the regenerative resilience (skills or incomplete coping mechanisms) as the only response to adversity, thus it is essential to emphasise social learning in environments educational-family which are two environments that are interrelated and could facilitate holistic learning for teachers, parents and students for the improvement of interpersonal relationships such as affective bonds.

5. DISCUSSION

"The family resilience approach suggests that there are protective factors whose definition points to the "shield" function that certain variables fulfill on family

functioning to keep it healthy and competent under stress conditions: for example, family celebrations, shared time or family routines and traditions. These factors act by mitigating or even neutralizing the impact of risk factors on the family's evolutionary trajectory" (Kalil, 2003).

Family resilience is a key aspect to overcome adversity that occurs in the life cycle, and the changes that occur when families lack skills or strategies to face counterproductive problems in the family dynamics that are known as risk factors causing vulnerability and stress being aspects that exceed family resources, the same that generate a multiproblematic (abuse, poverty, breaking of family ties, addictions, and emotional affectations such as depression, stress among others) causing the stagnation or progressive deterioration of the organization, and mental health, therefore, the need to generate family resources focused on the reorganization of meanings and behaviors to recover homeostasis in functionality, consequently the need to create educational programs in the various areas that the person interacts with and are aimed at balancing the mental health of social actors, reducing the risks or



consequences left by adverse situations, this being an obstacle to human development.

6. CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

- The family is the main support network when an unexpected situation occurs that causes imbalance, which is why intra-family resources to respond to adverse conditions is fundamental.
- The subsidiary group that does not have skills or abilities to solve problems that destabilise its functionality may have long-term impacts in their mental health, thus the need for people to acquire these skills to transform risk factors to protective factors, which can prevent or cushion such painful circumstances in the adaptation in the family.
- Learning not focused solely on the acquisition of technical knowledge, but with a holistic approach where all those involved are beneficiaries, educational practices must constantly link society to mitigate problems that cause dysfunction in times of crisis.
- The adversities that people suffer in their life cycle or in the environment due

to dangers that arise can cause this homeostasis to be lost and ultimately generate various problems as professionals linked to education, what strategies are we developing for the post (later) events that require mental health care.

Recommendations:

- In addition to working on the enhancement of capacities or abilities in a general way, it is necessary to intervene in the study of individualised cases to give adequate and effective forecast in situations of vulnerability where the social actor is.
- The multiplicity of family problems in the educational community must be identified in order to work specifically on the situations, but this does not mean giving less importance to other scenarios, but through professional help, working individually when an alteration is detected concerning the educational-family context.
- For the intervention of the program to be meaningful, after its execution, there must be an impact evaluation to



strengthen aspects of the themes developed.

- Follow up with those involved to understand how these programs have improved their quality of life and also detect weaknesses in them, this will guarantee that the accomplishment of the objectives.

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