

An Analysis of the Use of Strengths Perspective Theory to Promote Adolescents' Resilience—From Social Work Perspective

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Abstract: *The purpose of this paper is to explore what problems adolescents encounter in their studies and lives, and to discuss how to use the Strengths Perspective Theory to promote the level of adolescents' resilience in social work practice. The Strengths Perspective Theory emphasizes focusing on people's inner strengths and advantageous resources, and helps adolescents to be able to make positive and rational choices and ways of dealing with adversity by tapping and utilizing their potentials. The article firstly introduces the basic concepts and practical principles of the Strengths Perspective Theory, then analyzes the adversities faced by contemporary adolescents and their impacts, and at the same time, analyzes the role played by social workers in enhancing the level of adolescents' resilience, and finally describes how social workers can apply the Strengths Perspective Theory to enhance adolescents' resilience from the perspective of professional social workers.*

Keywords: *Strengths Perspective; Resilience; Social Work; Adolescents*

1. Introduction

Adolescence is a key stage in the growth and development of an individual, and an important period of time for facing various challenges and adversities. With the rapid development of society, adolescents are faced with multiple challenges, such as learning pressure, interpersonal relationships, family conflicts, physical development, psychological maturity, and social role changes, thus easily leading to problems such as weak psychological endurance, poor emotional management, and insufficient social competence. At the same time, adolescents live in a complex and changing social environment and are influenced by multiple factors such as family, school, peers, and the media, which may promote or hinder their growth and development. Therefore, how to enhance adolescents' resilience and help them better cope with adversity has become an urgent issue in the field of social work. In this paper, we will explore how professional social workers can promote the development of adolescents' resilience from the perspective of Strengths Perspective Theory.

2. Overview of relevant theories

Strengths perspective theory is a social work theory that emphasizes a focus on a person's inner strengths and advantageous resources. It advocates that in the process of helping people, social workers should focus on the strengths and resources of the caseworker and his or her environment, rather than only on his or her problem and pathology. This theory is based on the following core perspectives: first, the belief that every individual has the potential and ability to change his or her own life; second, the importance of the dignity and value of individuals and the belief that they should be treated with respect. Furthermore, the emphasis on the individual's own strengths and resources for problem solving, including resilience, etc. Finally, the belief that the important resources for change derive from the caseworker's own strengths and not from external interventions. By tapping into and utilizing these strengths resources. The Strengths Perspective Theory plays an important guiding role in helping adolescents enhance their self-confidence and problem-solving abilities^[1]. At the same time, like Strengths Perspective Theory, Resilience Theory also plays an important role in the growth and development of adolescents. Resilience is a psychological and social trait that deeply embodies human resilience and adaptability^[2]. Resilience is a psychological and social trait that deeply embodies human resilience and adaptability. It is not only an immediate response of an individual in the face of life's adversities, but also the result of a combination

of his or her inner potential, personal resources, psychological resilience, and external social support networks. Resilience enables individuals not to be easily crushed when they encounter setbacks, pressure or even trauma, but to mobilize their own positive forces, including positive thinking patterns, effective emotion management, problem-solving ability, and the ability to seek and utilize social support, in order to cope with and overcome the current difficulties. In social work practice, resilience is regarded as a valuable resource that is key to helping individuals recover, grow and achieve self-transcendence from difficult situations^[3]. Through the use of professional knowledge and skills, social workers establish a trusting relationship with individuals and gain a deeper understanding of their life background, challenges and needs, so as to assist them in identifying and strengthening their own resilience. This includes helping individuals to establish a correct self-concept and cultivate an optimistic mindset; teaching emotional regulation and stress management skills to enhance psychological resilience; stimulating individuals' potential and creativity, and encouraging them to take the initiative to seek solutions to their problems; and at the same time, emphasizing the importance of constructing and strengthening a social support network to ensure that individuals can obtain help and support from their families, friends, and the community, etc., when they need it. At the same time, it also emphasizes the importance of building and strengthening social support networks to ensure that individuals can obtain help and support from family, friends, community and other sources when needed.

3. Adversity faced by contemporary Chinese adolescents

3.1 Academic pressure and competition

In a highly competitive educational environment, Chinese students have long been in a highly competitive educational system, whether it is the middle school examination, college entrance examination or daily study life, are full of fierce competition, thus causing the academic burden of adolescents is too heavy, the students need to face the heavy burden of schoolwork, long hours of study lead to sleep deprivation, physical and mental exhaustion. At the same time, adolescents are faced with excessive expectations and pressure. The high expectations of families and society for adolescents put them under great psychological pressure, and they are worried that they will not be able to achieve their expected goals.

3.2 Interpersonal Relationships and Socialization Challenges

In a society that emphasizes a culture of propriety, adolescents need to deal with interpersonal relationships with teachers and classmates in school, and these relationships may be complicated by factors such as competition and misunderstanding. However, adolescents often devote too much attention and energy to improving their academic performance, resulting in a lack of social skills. Some adolescents may lack the necessary social skills, leading to difficulties or isolation in interpersonal interactions.

3.3 Scientific and technological development and the influence of the Internet

In today's increasingly developed Internet, adolescents are prone to over-reliance on the Internet and electronic devices, which may lead to the phenomenon of Internet dependence, which may lead to the emergence of problems such as academic distractions and social barriers. At the same time, the self-discipline of teenagers is weak, and the Internet is prone to develop into a place of online bullying, and the phenomenon of bullying in cyberspace has a serious impact on the mental health of teenagers.

3.4 Career choice and future planning

When facing the society, adolescents are prone to encounter the problem of confused career choices. Adolescents are often confused and perplexed when facing career choices and do not know how to choose a suitable career path for themselves. At the same time, young people are uncertain about their future planning. The streaming system of today's education system makes some young people feel uncertain and worried about the future, and they show confusion and uncertainty at the crossroads of life, which puts them in a difficult situation.

3.5 Family and social environment

Different adolescents come from different family environments, and the high expectations and strict requirements of their families may bring them additional pressure, as well as being in today's fast-changing social environments, which require adolescents to have stronger adaptive and creative abilities, thus making it impossible for adolescents to successfully explore their own strengths under the double pressure of the pressure and social environments.

4. The Role of Social Workers in Enhancing Resilience in Adolescents

4.1 Service Provider

Social workers, as service providers, are first responsible for designing and implementing a series of activities and programs aimed at enhancing the resilience of adolescents. These activities may include emotion management courses, interpersonal training, guidance on goal setting and achievement, etc., aiming to help adolescents acquire skills to cope with difficulties and challenges. By organizing these activities, social workers provide a platform for the youth to learn and grow.

4.2 Guider

During the service process, social workers play the role of a facilitator, guiding young people to actively participate in activities and encouraging them to express their thoughts and feelings. Through group discussion, role-playing, case analysis and other methods, social workers guide the youth to explore issues in depth, stimulate their thinking, help them understand the positive aspects of adversity, and thus cultivate an optimistic attitude.

4.3 Supporter

Social workers give emotional care and support to adolescents to help them better cope with difficulties and challenges in life. They listen to adolescents, understand their confusion and provide necessary psychological support and comfort. At the same time, social workers encourage mutual help and support among adolescents to create a warm and inclusive environment for growth.

4.4 Estimator

Social workers also play the role of evaluators in the process of enhancing adolescents' resilience. Especially, school social workers are social work professionals who work in educational settings and whose primary tasks include assessing the psychological and social needs of students, providing crisis intervention, and promoting the overall well-being of students^[4]. They record the service process, regularly assess the changes in the resilience level of adolescents, and timely adjust the service program according to the assessment results. Through scientific assessment methods, social workers can ensure the effectiveness and relevance of the service activities and continuously optimize the service plan to achieve the best results.

4.5 Enablers

Social workers are committed to tapping the potential of adolescent and promoting their self-growth and transformation. Through case management and crisis intervention, they help young people recognize their strengths and weaknesses and formulate personalized growth plans. At the same time, social workers also encourage young people to actively participate in social practice and volunteer activities, so as to cultivate their sense of responsibility and mission and stimulate their intrinsic motivation.

4.6 Policy advocate

Social workers also play the role of policy advocates in enhancing the resilience of adolescents. They understand the social environment in which adolescents grow up and its impact on resilience, and actively appeal to the government and all sectors of society to pay attention to adolescent mental health and resilience enhancement. Through policy advocacy and resource integration, social workers strive to create a more conducive environment for adolescents to grow up in, and to promote comprehensive

support from families, schools, communities and society.

5. How Social Workers Can Use a Strengths-Based Perspective to Assess Adolescent Resilience

The resilience of adolescents is closely related to their personal growth experiences, and the utilization of the strengths perspective to explore and assess the resilience of the caseworker's growth experiences is the core step in implementing effective help^[5]. Interviewing, as an important means of collecting basic information about the caseworker, has always played an important role in the casework process. So, how to skillfully use the perspective of strengths to assess the resilience of the caseworker in the interview practice?

First, social workers should craft a series of interview questions aimed at identifying the caseworker's strengths, with a particular focus on energizing the caseworker's own narrative of resilience. In doing so, we should avoid over-indulging the caseworker in a narrative of problematic history that could lead to an over-exhaustion of energy. This is because for some caseworkers, the content of the story may carry a degree of exaggeration as they detail a series of problems and painful struggles that have plagued their lives. They will recount in exhaustive detail every detail of the events associated with the problem, every injury, and the grueling efforts to resolve it. Those caseworkers who have consulted a psychiatrist several times may even be able to recount in detail the history of counseling, the doctor's diagnosis, and information about the intervention. Their physical and emotional energy may be consumed by these stories of sorrow and suffering. In such cases, if the social worker's actions and plans continue to be based on further exploration and refinement of these issues, what little energy the caseworker has left may quickly be sucked into a vortex of confusion and hopelessness. What the caseworker needs most at this point, therefore, is a way out of the ordeal, rather than continuing to dwell on the issues. The deeper you get into the details of the caseworker's situation, the easier it is to realize the strengths he or she has. Although the answers may not be exhaustive, they provide the social worker with insights into the uniqueness, gifts, talents, accomplishments, and aspirations of the caseworker, enabling the development of a more targeted and individualized service plan. With the strengths perspective, the focus is not on exhaustively exploring the causes of the problem, but rather on considering how the client's strengths can be utilized to achieve a proximate goal^[6]. In effect, the social worker is helping the client to think, visualize, and create a new way of living beyond the problem.

Second, the social worker should also prepare a vocabulary set of strengths (making sure to use language that the caseworker understands) in order to give positive feedback on the caseworker's abilities and accomplishments and to help him or her discover what is positive in his or her life, especially if the caseworker strenuously denies his or her strengths. Social workers must have a rich set of vocabulary and language ready at the outset. Often, people tend to be lazy about acknowledging the abilities, capital, and resources they possess, and these traits and competencies that exemplify their strengths may have been buried in years of self-doubt and condemnation by others, or gradually worn away under diagnostic labels. Sometimes, the failure to find the root cause of strengths may simply be due to a lack of appropriate verbalization. Therefore, motivating caseworkers to tell stories of struggles and successes in their daily lives can be a very useful strategy, such as guiding them to remember what they have done, how they survived, what they need, and what they want to avoid. In the process of telling, the caseworkers must recognize the strengths they possess, release them, and observe how they have functioned in their past and present lives, and thus feel their presence deeply. The social worker, on the other hand, is there to give evidence and support. By identifying and appreciating the aspirations, skills, resilience, resourcefulness, and potential in the caseworker that are conducive to his or her growth, we will be able to see a refreshed picture of the caseworker.

The last point to emphasize is the importance of the principle of the individual's life environment in the assessment of adolescents by social workers using a strengths-based perspective, that is, the social worker needs to help the client to mobilize and utilize as much as possible the resources of his/her external environment in order to create a life for himself/herself that is different from the present one. Each individual, while possessing the potential for self-correction and self-healing during his or her life cycle, does not live in a vacuum, but can only realize this potential if the environment in which he or she lives provides opportunities and support, protective and creative elements. Therefore, in assessing the skills and strengths of individuals, it is important to relate them to the needs and expectations of the external environment, and in particular to the needs and expectations of other residents or groups in the community.

For some time now, social work has set itself the goal of working to protect the interests of the

defeated and the poor, with the expectation of building a human home that is habitable for all. The human home that is most closely related to individual growth is the community in which we live, and so we take a community perspective to capitalize on and build on individual strengths. In this way, it seems that our first step may be to assess the strengths of the community, to establish connections between residents and residents, and between residents and organizations, institutions, and groups in the community, and to break down the isolation of the constituent elements of the community from each other. This requires community-based, ecologically minded consideration in the development of service programs, and a collaborative philosophy that ties individuals to their communities.

In fact, it is a "win-win" concept to place the release of one's energy in the context of community development. Thus, while contributing to the community, an individual will also receive feedback from the community's resources, such as spiritual pleasure, educational and employment opportunities, skill development, economic income, and so on. It can thus be seen that individuals and communities are interdependent, and successful personal service plans are always formulated in the context of the community.

6. Social Workers Use Strengths Perspective Theory to Enhance Adolescents' Resilience Levels

Strengths perspective theory is a very important research theory in the social work profession, especially for researching and analyzing the problems of adolescents plays an important role in theoretical guidance, therefore, social workers use strengths perspective theory to find out the strengths of adolescents, it is a positive, dynamic and focus on individual potential excavation process^[7]. Strengths perspective theory emphasizes focusing on people's inner strengths and advantageous resources rather than only focusing on problem and pathology, which provides social workers with a brand new working concept and methodological framework. First, social workers need to establish a trusting relationship with adolescents. This is the foundation for discovering adolescents' strengths. By actively listening to, accepting and understanding adolescents' stories and experiences, social workers can make adolescents feel respected and understood, and thus be willing to share more information about themselves. The establishment of such a trusting relationship helps social workers to gain a more comprehensive understanding of adolescents' inner world, thus enabling them to form a good relationship with their service recipients. Secondly, on the basis of establishing a trusting relationship, social workers need to conduct a comprehensive assessment of the adolescents in order to find out their potential strengths. Through a comprehensive and detailed assessment of adolescents, different aspects of adolescents' strengths such as cognitive ability, emotional ability, resilience, motivation and action ability, and interpersonal skills can be explored. Furthermore, on the basis of a comprehensive assessment, social workers need to explore and strengthen the strengths of adolescents. Social workers can make use of casework counseling, that is, through one-to-one counseling, to help adolescents re-examine themselves and discover their strengths and potentials. Social workers can guide adolescents to engage in self-reflection and encourage them to recognize their unique value.

It can also make use of group activities, that is, by organizing group activities to enable adolescents to display their talents and strengths in a group. Through interaction with other youths, they can show their strengths more confidently and learn new skills and methods from others. At the same time, social workers can use community participation, that is, social workers encourage adolescents to actively participate in community activities so that they can discover and utilize their strengths in a wider social environment. Community participation not only helps young people enhance their sense of self-identity, but also strengthens their sense of social responsibility.

In addition to this, social workers can flexibly adopt the form of interview when dealing with different service recipients. In particular, the use of interviewing methods to enhance the resilience of adolescents is a process that is both systematic and meticulous. In this process, social workers should focus on the following aspects:

First of all, it is crucial to make good preparation before the interview. Defining the objectives of the interview is fundamental. Social workers need to have a clear understanding of the purpose of the interview, that is, to explore in depth the current situation of resilience of adolescents, the difficulties they face, as well as their needs and expectations. This will help design more targeted and effective interview questions and activity programs. At the same time, it is also crucial to design an interview outline, which should be detailed according to the interview objectives and contain open-ended questions to guide adolescents to express their thoughts and feelings freely. In addition, some closed questions should be prepared to obtain specific and clear information. Establishing a relationship of trust should

also not be neglected. Before the interview, social workers need to make efforts to establish a relationship of trust with adolescents, which can be realized by showing a friendly attitude, listening patiently and giving positive feedback. Only when adolescents feel respected and understood will they be more willing to share their true thoughts and feelings.

Secondly, in the interview process, social workers should focus on the use of skills. Listening is the foundation. They should listen to the adolescents with full attention, not interrupting them, but giving positive feedback and encouragement, so that they can feel valued and concerned. Guiding in-depth communication is also crucial. When adolescents express their thoughts and feelings, social workers can guide them to have in-depth communication by asking questions, such as how they cope with difficult situations, what successes or failures they have experienced, etc., which can help to have a more comprehensive understanding of the adolescents' resilience status. At the same time, it is also important to observe non-verbal messages. In addition to verbal messages, social workers should also pay attention to the non-verbal messages of adolescents, such as facial expressions, body language, etc., which often reflect the real emotions and attitudes of adolescents.

Once again, post-interview analysis and intervention are also key aspects. Social workers need to analyze the interviews through a series of steps such as organizing the interview records, analyzing the resilience factors, formulating the intervention plan, implementing the intervention activities, and evaluating and giving feedback. This will not only provide an in-depth understanding of the adolescents' resilience situation, but also provide targeted guidance for the subsequent intervention activities.

Finally, social workers should provide continuous follow-up and support. When adolescents encounter new dilemmas or challenges, social workers should provide timely support and assistance, which may include psychological counseling, resource linkage, information provision and other aspects of support. Through continuous follow-up and support, they can help adolescents better cope with the difficulties and challenges in their lives and promote their healthy growth and development.

7. Conclusion

This paper provides an in-depth discussion on how to promote adolescents' resilience by utilizing the Strengths Perspective Theory. The Strengths Perspective Theory emphasizes the importance of tapping and utilizing adolescents' intrinsic potential and advantageous resources to cope with challenges in a positive and rational way when faced with multiple adversities, such as academic pressure, interpersonal relationships, scientific and technological development, and career choices. Social workers play a key role in this process, helping adolescents to build up self-confidence, cultivate optimism, and enhance emotional management and problem-solving abilities through professional intervention and guidance. This paper not only theoretically analyzes the adversities faced by adolescents and their impacts, but also proposes specific strategies at the practical level, providing strong support for the enhancement of adolescents' resilience. Through this perspective, we are more convinced that adolescents have a strong power to overcome difficulties, and that they can realize healthy growth and all-round development if they are guided and stimulated.

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