

Adaptation and Resilience in Young People from Vulnerable Educational and Social Contexts

Corina COSTACHE COLAREZA ¹, Ruxandra-Victoria PARASCHIV ¹,
Mihaela RUS ^{2,3}, Mihaela Carmen BĂICEANU ²

¹ Titu Maiorescu University of Bucharest, Romania

² Ovidius University of Constanta, Romania

³ Institute of Psychology and Philosophy of the Romanian Academy, Romania

Abstract

This paper explores the processes of adaptation and resilience among children and adolescents facing educational and social vulnerability. By integrating perspectives from special education psychology, experimental psychology, and educational psychology, the study examines how individuals develop coping mechanisms in response to instability, trauma, or structural disadvantage. The analysis focuses on both internal resources (such as emotional regulation, motivation, and neurocognitive adaptability) and external supports (including nurturing relationships, inclusive environments, and evidence-based interventions). Employing a mixed-methods approach, the research combines case studies, psychometric assessments, and participatory observation conducted in both educational and community contexts. The findings underscore the transformative role of safe and engaging learning environments, the necessity of professional development for educators, and the value of interprofessional collaboration. They also point to the effectiveness of resilience-building programs tailored to diverse developmental needs. In addition, the paper highlights the impact of systemic inequalities and emphasizes the role of socio-emotional learning in promoting long-term psychological well-being. Ultimately, the study advocates for holistic, cross-sectoral strategies that strengthen the adaptive capacities of vulnerable youth through early identification, individualized support plans, and emotionally responsive pedagogical practices. These results offer a solid foundation for improving both policy and practice within educational and psychosocial service systems.

Keywords: coping strategies; emotional development; inclusion; neurocognitive mechanisms; psychosocial support