IMPLICATIONS

In the past mental health workers focused their attention on mental illness and family disorganisation rather than on mental health and positive family growth. Vulnerable children who live in unstable family circumstances have been their main concern. Because all the attention had been on pathology, invulnerable children have been over looked. Research indicates that attention should be paid to invulnerable children so that they can be helped to benefit as much possible for their strength (Robinson & Fields 1983). Thus the findings of the present study carry some important educational implications in planning and implementing some of the intervention programme.

(1) After observing the positive environmental aspects of the invulnerable children (involving the parents in particular) in creating and maintaining healthy psychological climate, this study strongly advocates the extensive programme of parental education in this field like recognising the child's strength or capabilities and accordingly expect from them. This will boost the child to flourish where as a mismatch can leave the child nailed to future. Secondly persistence should be taught to children especially to incompetent children to become successful adults. Thirdly, optimistic view regulate one's outlook to better quality of life. Hence, parents and other family members inject such way of thinking in their children. Finally, it has been seen in several studies that a series of small challenges may protect the child against larger crisis of life. So, parents must must provide the child enough freedom and responsibilities not only to grow but succeed and gain confidence to face the next bigger
challenge. This may be fulfilled by conducting highly influencing programmes through mass media and particularly the television.

(2) The disadvantaged children (invulnerable and vulnerable) should be trained in the field of positive personality aspect like constructing coping skills. There are already researchers proving the trainability of individuals in these personality dimension (Kobasa 1984). Such training programmes can be incorporated into the curriculum of schools, which will not only impart practical education to the children but also create some enjoyable opportunity to have a diversion from the tiring and monotonous school routine.

(3) Protection of invulnerable children, according to Antony give rise to a pseudo invulnerability and a false sense of security. Invulnerable children can validate their invulnerability, if they are permitted to cope with situations that offer them chance to work out solutions rather than to camouflage their problems or hide from reality which creates a false sense of security.

(4) Alternatives help children develop responsibility for making decisions about their lives, which give them a sense of power. Because invulnerable children develop a sense of autonomy early in life, they can make decisions (within reasonable limits) and handle experiences that validate their powers. Invulnerable children can benefit from guidance in making such decisions but not from pat answers.
Research also has identified extreme but realistic confidence as a characteristic of invulnerable children. The most important way that the school or the social workers can help these children feel confident is to support the children as people and have confidence in them regardless of whether they are successful. That is the teacher/social workers should provide unconditional support for what they produce or achieve; the "I know you can do it" attitude then the "I like what you did" attitude encourages these children to prosper.

As a result each day they do things that confirm their ability to create the results they want in their films.

Invulnerable children will make use of every avenue and resource available to foster their skills and talents (Robinson and Fields 1983). Thus moral support or encouragement for such achievement as good grades or artistic endeavours are important as are opportunities to help others, which can satisfy their need to reach out. Because, of these children can be a source of strength to others. Involvement with such organisations as the N.S.S, volunteers, scouts, guide and N.C.C which enable these children to use the talents they have acquired in the home to work in the community contacts with other professional willing to contribute to the child's development can be invaluable. Financial assistance such as scholarship or Govt. loans would be of great benifit. The best resource of invulnerable children can be adults who make sure that these children get a chance to develop their skills and talents to the maximum.
Humour has been very frequently found to be used as an effective coping strategy as it diffuses tension and stress. The skills involved in creating and understanding humour, also involves other acts of cognitive and creative abilities. It further functions as a mental exercise and prepare our mind to deal flexible with cognitive task. Hence, humour and laughter should be given due consideration and promoted to protect and invigorate the self especially with the invulnerable childrer constantly meeting the odds in all sphere of life.