Resiliency: What Kids Need to Thrive

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Abstract

According to Henderson and Milstein (1996), resiliency is “the capacity to spring back, rebound, successfully adapt in the face of adversity and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress inherent in today’s world.” Whether or not a child has been labeled as ‘at risk’, resilience is a key component of positive, healthy development. For over fifty years, psychologists and researchers alike have been looking for ways to increase the resiliency of a young person. Throughout this paper we explore some of their findings including the work of Minnesota’s own Search Institute. We also highlight the benefits of a comprehensive school counseling program including mentoring, a rigorous academic elective class and a school-wide environmental change.

*Keywords*: resilience, Search Institute, mentoring, school counseling, AVID, Nurtured Heart
Resiliency: What Kids Need to Thrive

Imagine 2 bowls in the same cupboard; one is made of plastic; firm, sturdy, able to withstand everyday use. The other bowl is made of fine porcelain. This bowl can hold the same amount of solid or liquid as the plastic bowl but it is much more fragile. It could easily break, chip or shatter if not handled carefully. The difference between these 2 bowls is similar to the difference between 2 children living in the same neighborhood. One child is able to handle just about any stress or strain that may come her way. She is resilient like a plastic bowl. The other child is fragile, cracking with every bump in the road. He is like a porcelain bowl. He needs reinforcement to handle life’s inherent stresses, to make it through hardships with his belief of himself and others still intact.

In an on-going effort to predict the pro-social development of young people, resiliency has recently become one of the most important determining factors. Despite gender, socioeconomic status, and ethnic background resilient youth are able to develop into productive, mentally and physically healthy adults regardless of life’s inherent stresses (Benson, Leffert, Scales, & Blyth, 1998). How does a child obtain resiliency? Are you born with it or do you have to purchase it through the latest website? What is this human characteristic which seemingly divides young people heading in a positive thriving direction from those who are not?

Definition of Resiliency

Definitions of resiliency vary as widely as there are children inhabiting the earth. Many definitions found in research simply parallel their subjects. Newman (2002) who studied the importance of mentoring abused and neglected children defined resiliency as a positive adaptive response after being subjected to personal, familial, or environmental factors so harsh that society would expect that a person’s cognitive or functional abilities to be impaired.
On the other side of the coin, authors Brooks and Goldstein (2003) define resilience as the capacity to deal successfully with the obstacles in the road that confront us while maintaining a straight and true path towards life’s goals. Thirdly, Werner and Smith, after completing a 30-year longitudinal study of the resiliency of the youth residing on the Hawaiian Island of Kauai, coined the phrase “the resilient child is one who loves well, works well, plays well, and expects well” (1992, p. 192).

**History of Resiliency**

Historically speaking, resilience is a relatively new concept. Its roots can be traced back just a mere 50 years. The first studies of resilience were reserved for those high risk populations with a particular focus on those youth demonstrating resilience or the ability to overcome the emotional, developmental, economic, and environmental challenges they faced growing up (Brooks & Goldstein, 2003). The more recent isolation of families, society’s inconsistent message, as well as the marginalization of youth has turned researchers towards the resiliency of the average young person (Benson et al., 2008).

However, despite the broader focus on the health and well being of young people, the new research was still short sighted. It tended to be problem-focused. In other words, researchers and adolescent workers were only interested in identifying and eliminating problem behaviors and developmental risks. Unfortunately this practice harmfully labeled and stigmatized youth, their families and their communities, a practice that perpetuated stereotyping and racism.

On the surface the identification of problem behavior followed by the development of programs designed to curtail such behavior was the perfect path for adolescent behavior change. The 1980’s and 90’s were flooded with teen pregnancy, as well as smoking cessation classes.
Although prevention programs seemed beneficial for adolescents, later studies of alcohol and other drug prevention programs have documented the inability of classic prevention programs to sustain behavior changes among adolescents (Horowitz & Brown, 1996).

**Protective factors.** As program sustainability eroded and priorities shifted so did the paradigm surrounding positive health and well-being in children and adolescents. This shift included a new focus on resiliency and protective factors. One important emergence was the creation of the resiliency theory. According to Krovetz (1999), a professor of educational leadership at San Jose State University, the resiliency theory is the belief in the ability of every person to overcome adversity if important protective factors are present in a person’s life. The protective factors to which Krovetz is referring come from one’s family, community, and school (1999). When these entities care deeply about a young person, have high expectations, offer support, and value that person’s participation a feeling of encouragement and overcoming adversity emerges.

The dynamic shift from a reactive identification of risk factors to a proactive building of capabilities and skills also moved our sights from youth at risk to creating positive environments for all youth. “This is how resiliency is built. It emphasizes strengthening the environment, not fixing kids” (Krovetz, 1999, p.122). Focusing on what is going well in the life of a youth is far more productive than honing in on what’s wrong.

Bernard (1993) who studied resilience for years and authored the article *Fostering Resiliency in Kids*, believes there are 3 key protective factors which must exist in a young person’s life in order to bounce back from adversity. The family, school and community must offer such factors as a caring environment, positive expectations, and opportunities for meaningful participation. Bernard (1993) goes on to state that many children possess social
competence, problem-solving skills, autonomy and a sense of purpose and future, 4 important attributes in resilient children. However without the existence of an environment that places a high value in youth, their skills may go unnoticed and therefore unappreciated.

Many developmental psychologists made similar conclusions after conducting their own research on resilience. For example, Garmezy (1985), who had been studying child competence since 1940, suggests 3 broad sets of variables that function as protective factors. When a young person has personality features such as self-esteem, family cohesion and an absence of discord, as well as the availability of support systems that encourage and reinforces the child’s coping efforts, he has a much higher chance of bouncing back after enduring stress (Garmezy, 1985).

**The Search Institute.** Search Institute is another organization that has spent the last half century researching the protective factors necessary for young people to develop into well adjusted adults. What started as a doctoral dissertation project now has become full time work for a staff of hundreds across the country. This not-for-profit, independent, nonsectarian organization’s mission is to “advance the well being of all children and adolescents” (Search Institute, 2005, para. 1). With Search Institute’s goal of having all youth grow into healthy, caring, responsible, and resilient adults, their extensive studies have become a solid foundation for other researchers.

Through the years of researching and interviewing thousands of young people, Search Institute has identified 40 developmental assets (Search Institute, 2010). These developmental assets are essentially building blocks from which young people can mature into productive adult members of society. Originally created to describe the behavior and involvement of adolescents ages 12 – 18, the development assets are broken down into subgroups or categories. Twenty of
The assets fall under the category of external characteristics and the other half are considered internal building blocks.

The 20 external assets are then further divided into 4 subcategories (Search Institute, 2010) (fig 1). Support is at the top of the list referring to family support, communication, caring adult relationships outside of the family including at school and in one’s neighborhood. This section also includes parent involvement in school. Empowerment follows support as another important developmental asset. Being that this asset lies in the external factor area it is essentially referring to the adolescent’s perception of the value his community places on youth and the useful roles available to young people. The third external category is entitled boundaries and expectations (Search Institute, 2010). This one is full of boundaries and expectations monitored by family, school, and neighborhood. This category outlines that clear rules, consequences as well as modeling responsible behavior are one of the many ways to maintaining pro-social behavior.

Time is the last external asset category and perhaps the most telling. How a teen spends her out of school time is a real glimpse into her interests, values, and role models. Search Institute is essentially promoting a young person be involved in three or more hours per week in creative activities (music, theater, art) and youth programs (sports, clubs, organizations), with another hour or more involved in religious educations and a genuine interest in staying home with family versus going out “with nothing special to do” (Benson et al., 1998, p. 144).

Unlike Search Institute’s external developmental assets, their internal building blocks do not simply occur they gradually evolve as a result of accumulated experiences (Benson et al., 1998). The top of the internal asset list is educational commitment. Is the young person motivated to do well in school? Does he care about his school? Does he spend one or more
hours on homework each day and does he read for pleasure three or more hours per week?
Secondly is the concept of values. Young people with a high number of developmental assets value a caring attitude, equality/social justice, integrity, honesty, responsibility, and restraint.

The last two internal asset categories are: social competencies and positive identity. According to Welsh & Bierman (2001) social competence refers to the social, emotional, and cognitive skills and behaviors that children need for successful social adaptation. Although this definition sounds relatively simple social interaction is an elusive concept. The skills and behaviors necessary for one successful social interaction may not be satisfactory for another. Despite social interaction being multifaceted, a child's social competence depends upon a number of factors including the child's social skills, social awareness, and self-confidence (Welsh & Bierman, 2001).

The 5 sub categories of social competencies on which Search Institute focuses are planning skills, sensitivity, comfort with people of different racial backgrounds, resistance to peer pressure and one’s ability to peacefully resolve conflict (Search Institute, 2010). The young person’s self esteem (or belief in oneself) is addressed in the final category; positive identity. Four assets are considered part of positive identity. They are personal power, self-esteem, sense of purpose, and positive view of personal future.

In 1999, Search Institute literally put their developmental assets to the test. They set out to investigate the contribution of developmental assets to the prediction of thriving behavior among adolescents (Scales, Benson, Leffert, & Blyth, 2000). The thriving behaviors to which they were testing were: school success, leadership, valuing diversity, physical health, helping others, delay of gratification, and overcoming adversity.
Their research sample consisted of 6,000 youth from 6 ethnic groups in grades 6-12. As Search Institute hypothesized, “the higher the number of positive developmental factors that a young person is exposed to the more likely he or she will be to also report thriving outcomes” (Scales et al., 2000, p. 41). Of the 7 thriving behaviors 3 of them (school success, overcoming adversity, and maintaining physical health) showed the highest levels of predictability. The developmental assets accounted for 10% - 31% of the variance of the 3 items.

Not only does a high number of developmental assets correlate to thriving behavior it also contributes to less engagement in the risk behavior patterns (i.e.: alcohol, drug use, sexual behavior, violence) (Leffert, Benson, Scales, Sharma, Drake, & Blyth, 1998). Search Institutes’ creation of the 40 developmental assets has created a simple system for families, schools, and communities to follow. Thus creating an easy to way to increase youth resilience by providing opportunities and support for youth to belong and contribute value in their community and therefore in themselves.

**Adlerian Perspective on Resiliency**

As previously mentioned, Krovetz (1999) identified 3 important key protective factors that must be present in a family, school, and community in order to increase resiliency. The first protective factor is a caring environment described by Krovetz (1999) as having at least one adult who knows the child well and cares deeply about the well-being of that child. Positive expectations are the second protective factor accompanied by the purposeful support necessary to meet those expectations (Krovetz, 1999). The third protective factor is participation. “The child has responsibilities and other opportunities for meaningful involvement with others” (Krovetz, 1999, p. 122).
Alfred Adler, an Austrian-born psychiatrist who began practicing during the Freudian era, was a progressive thinker. Nearly 40 years prior to the surge of interest in resiliency, Adler proclaimed human beings as social beings that have an insatiable goal to belong, to find a place in society (Pryor, & Tollerud, 1999). According to both Adler and his close colleague and student, Dreikurs, the most compelling and common goal for children is that they be recognized and that they find a place where they belong (Dreikurs & Stoltz, 1964).

The concept of resiliency sprouting from meaningful involvement with others introduced by teachers such as Adler and Krovetz is also solidified by the Search Institutes findings. The external assets listed under the Empowerment category carry the same message; the community values youth, there are useful roles for youth in the community, and youth serve one or more hours in the community per week (Search Institute, 2010).

The family is typically the first environment where children learn about belonging. From a very early age a child is constantly testing his surroundings to figure out how to belong. “Everything he does is aimed at finding his place” (Dreikurs & Stolz, 1964, p. 14). Without the child even being consciously aware, his goal-directed behavior is looking for his significance within his community (family).

Historically, rural farm families of the 1920s had ample ways for each member to contribute and find significance in the family. “Many hands make for little work” was the mantra for many families who worked from dusk to dawn to put dinner on the table. As soon as a toddler learned to walk she had a job to do to keep the farm working. She may have been responsible for simple tasks such as collecting eggs from the chicken coop or keeping the dog’s water dish filled with clean water but, none the less, her fulfillment of these simple tasks kept the
family moving forward. She and the rest of the family members knew in their hearts that their contribution mattered. If they were not able to complete their job they would be missed.

Today busy families make little room or time for the littlest members to help. For instance, a 2 year old girl runs into the kitchen were her mom is busy making dinner for the family. “It smells good mom, can I help?” “No thanks honey, I got it covered and I wouldn’t want you to get burned by the hot stove. Run along and play and I will call you for dinner.” Unfortunately, the little girl’s mom thinks she is doing herself and her daughter a favor. She knows she will get dinner on the table faster if she prepares it herself and she really believes her daughter would rather be playing than help in the kitchen. According to Adler, the little girl would rather be contributing to the family than playing.

Little does the mother know but she has discouraged her daughter from contributing to the family meal and therefore diminished her sense of belonging. In Dreikurs’ and Stolz’s book, *Children: The Challenge* (1964) they write “encouragement is more important than any other aspect of child-raising”. He goes on to state; “each child needs continuous encouragement just as a plant needs water” (Dreikurs & Stolz, 1964, p. 36).

Encouragement is defined as: that which serves to incite, support, promote, or advance. (Webster Dictionary, 2011). Although Adler and Dreikurs did not specifically use the term resilience in their works, they did proclaim encouragement as being one of the most important elements of raising kids. Since encouragement is a type of support, we find the Adlerian concept of encouragement weaved throughout the work of Krovetz and the Search Institute. The second of the 3 protective factors listed by Krovetz (1999) is the importance of providing purposeful support to help young people reach the high expectations set before them.
Adler believes encouragement starts in infancy and is delivered primarily by parents and caregivers. It starts by parents allowing their children to experience important aspects of life. For instance, giving a child the opportunity to play by themselves and become self sufficient is a key to a resilient foundation. Setting aside part of the day for self development is an important way to encourage a small child. By making this commitment the parent is saying to their child “I believe in you. You are capable of playing by yourself. You do not need us to take care of you every minute of the day.”

Dreikurs and Stolz go on to say “children need room in which to grow and test their ability…” (1964, p. 37). However, so many parents of small children believe it is their responsibility to keep their children safe from harm at all times. They hover over them at home as well as on the playground, not letting them experience the speed of the slide or the thrill of climbing a tree.

It is essential that children experience the bumps and bruises that are a part of life. A parent who hovers over their child like a helicopter is essentially stealing precious opportunities to develop self confidence. “A bruised knee will mend, bruised courage may last a lifetime” (Dreikurs & Stolz, 1964, p. 42). Following the research and beliefs developed by Adler, Dreikurs and Stolz elaborated by stating, “Encouragement is so important that a lack of it can be a considered the basic cause for misbehavior.” (Dreikurs & Stolz, 1964, p. 36).

Three of the 40 developmental assets specifically mention support and encouragement in their description. Developmental asset #1, family support – “family life provides high levels of love and support”, developmental asset #3, other adult relationships – “young person receives support from three or more nonparent adults”, and developmental asset #16, high expectations – “both parent(s) and teachers encourage the young person to do well” (Benson et al., 1998, p.
Many of the other 37 developmental assets touch on the importance of encouragement as it relates to involvement in extracurricular activities. For example, asset #8, youth as resources – “young people are given useful roles in the community”, asset #17, creative activities – “young person spends three or more hours per week in lessons or practice in music, theater, or other arts” (Benson et al., 1998, p. 144).

**Resiliency Stumbling Blocks**

In a perfect world children would be raised by 2 highly effective, engaged, empathic, and loving parents. They would live in a fully functioning home within a community full of caring adults and other children that model socially appropriate behavior at all times. This lovely neighborhood would place a high value on youth and would create opportunities for contribution at all age levels. The children would attend schools that eagerly and readily meet the developmental, social and learning needs of all students. Their curriculum would be rigorous and their adult to student relationships solid. Every member of this perfect world would be free to express themselves in unique and appropriate ways rewarded for inner confidence.

However, despite our desire for it, the world we now live in is not perfect. Our fears, privatization and disengagement create a less than desirable place for young and old alike. Parents are pulled in many different directions to the point of exhaustion. Kids and adolescents are wrapped up in a social network, texting, or watching TV. In fact a typical adolescent boy spends 44 hours a week in front of a screen (TV, video games, and cell phones) and a half hour with their father. (Border & Obsatz, 2008). As if that wasn’t bad enough 34% of marriages end in divorce (CDC, 2009) leaving children to be raised short-handedly.

Despite the negative statistics, the family unit is still where the education of socialization begins. According to Scales & Gibbons (1996) socialization occurs principally, of course, within
nuclear families and, especially for youth of color, also within their extended families. Perhaps now more than ever families need communal and societal support to raise resilient children. The old adage “it takes a village to raise a child” is clearly not to be taken lightly.

According to Benson et al. (1998) family capacity is strengthened when partnerships of mutual support and trust unite around shared goals, family, school, youth organizations, neighborhoods, and other socializing agents. The “goal of society should be to provide families with the support – including places, time, stability, status, recognition, beliefs, customs, and actions – that will enable them to establish the relationships and the environment necessary for healthy child development” (Bronfenbrenner & Neville, 1994, p.18). When neighborhoods and communities speak a common language they provide additional or compensatory nurturance to youth, specific expectations and norms for youth behavior, opportunities for young people to feel valued and valuable, and vehicles to occupy their time with high-yield leisure activities (Clark, 1988).

The importance of consistency is well documented. Price, Cioci, Penner, and Trautlein (1993) stated that healthy development requires youth to be supported and surrounded by positive “webs of influence”. Just as there is no beginning or end to a solid web so too is the interlacing of family, community and school influence. The connection is seamless. Parents are involved with schools, schools work hand in hand with community resources and communities provide willing support and resources that strengthen families.

“The better those connections, the tighter the webs of influence and the harder it is for youth to fall through the cracks” (Benson et al., 1998, p. 141). Scales (1996) also noted:
There is evidence that when young people see all these sectors of their lives delivering the same messages about expected behavior and providing the supports to act on these expectations, then behavior in fact becomes healthier and their risks decrease (p. 226).

The developmental asset research conducted by Search Institute found the importance of communities valuing youth in enhancing protective factors. In Figure 1, external assets 7, 8, and 9 spell out youth perceiving a sense of value in the community, seizing the opportunity to serve in the community once a week in a useful role. However, often youth are marginalized and denied access to useful roles (Hess, Petersen & Mortimer, 1994; Nightengale & Wolverton, 1993). Some adults want to keep youth in holding tanks (Coleman, 1994) until they are capable of taking on adult responsibility. Others blame adolescent problem behaviors on the lack of useful roles (Erikson, 1968).

Whatever the reason, the infrastructure and belief system of communities and neighborhoods need to improve in order to foster empowerment and high expectations for our youth. Benson et al. (1998) make the following suggestion for instituting change:

Ultimately, rebuilding and strengthening the developmental infrastructure in a community is not a program run by professionals. It is a movement of people and systems that arises from and continually recreates a community-wide sense of common purpose and creates a normative culture in which all residents are expected by virtue of their membership in the community to promote the positive development of children and adolescents (p. 152).

School counselors are in a prime position for reforming a school community in much the same way.

**School Counseling Implications**

Resiliency in Comprehensive School Counseling
Through the means of individual planning, group facilitation, and classroom guidance, school counselors have a perfect opportunity to establish a caring, supportive relationship with students as a protective factor and a developmental asset. However, as we have previously stated, “it takes a village to raise a child”. School counselors cannot spend either the quantity or the quality of time it takes to build the resilience needed. According to the American School Counseling Association (ASCA), the best way to reach the entire student body is through a comprehensive school counseling program. The school counseling program helps all students achieve success in school and develop into contributing members of our society (ASCA, 2005).

In fact to show the dramatic contrast between the number of student contact hours a school counselor would have over a 6 year span with one student versus the number of contact hours possible with a school counseling program in place, a school counselor from Idaho made a grand calculation (fig 3) (Rippy, 2000). Counselor Rippy determined that one school counselor working individually with a student would have approximately 4.3 hours of contact with one student over a 6 year period while a counselor working within a school counseling program would yield 37 contact hours per student. This significant statistic could also be used to determine hours spent on increasing resiliency. With a comprehensive school counseling program in place every student in that school could receive up to 37 hours of resiliency building activities.

In 2001, in an attempt to increase the professional effectiveness and accountability of school counselors, ASCA developed a National Model for School Counseling (ASCA, 2005). This model now used throughout the country is comprised of 4 systems. The primary system is the foundation, the building blocks of an effective comprehensive school counseling program.
The second system is appropriately named the delivery system. It entails how the school counseling program is implemented.

The delivery system is closely followed by the management systems. This system addresses the “when, why, and on what authority the school counseling program will be implemented” (ASCA, 2005, p. 22). Lastly, the accountability system answers the main question: “How are students different as a result of the program?” (ASCA, 2005, p. 22).

According to ASCA (2005), the delivery system is made up of the 4 pathways to evoke student change. A school counselor can empower change through guidance curriculum, individual student planning, responsive services and systems support. Working with a student as a part of a classroom, a member of a group, individually, as well as consulting with school faculty, parents and the greater community all increase a young person’s resiliency.

“Classroom guidance is an effective and efficient way of abiding by the law of parsimony and allows for a large number of students to benefit from prevention and intervention strategies” (Stone & Dahir, 2006, p. 72). Classroom guidance lessons bloom out of Minnesota K-12 Academic Standards and ASCA’s National Standards for students. Just like academic standards ASCA’s National Standards are a used as a measuring tool to determine if students are achieving their greatest potential in 3 main areas of domain. Those areas are: academic, career and personal/social.

Various learning styles and delivery techniques make the list of classroom guidance possibilities endless. Many guidance lessons teach students some of the developmental assets Search Institute determined as important for resiliency. Authors Quaglia & Fox (2003) created an interactive classroom guidance lesson entitled Straw Houses (2003). The premise of the activity is to give a group of students a pre-determined amount of time (3 minutes) to create a
plan for building a solid house out of straws. The group will then have 15 minutes to create the structure followed by 20 seconds for other classmates to “blow” the house down. Not only is this a creative and fun activity for working on ASCA National Standard A: A2.1; Applying time-management and task-management skills (ASCA, 2005) this activity also touches on developmental asset #32; Planning and decision making (Search Institute, 2010).

Group counseling can also help students to acquire the skills, attitudes, and knowledge that are associated with healthy youth development (Glassi & Akos, 2004). A group focused on any number of protective factors such as; increasing social skills, relationship building, conflict resolution or academic improvement increases resiliency in its members. Even the student/school counselor relationship itself is an asset and therefore increases resiliency.

“Young person receives support from three or more nonparent adults” (Benson et al., 1998, p. 144) is the developmental asset strengthened when a school counselor establishes a strong working relationship with a student. They may be working together individually or as a part of a small group. They may be discussing any of the 3 domain areas the outcome is the same; support from a nonparent adult.

When working individually with a student who appears to be at-risk, it is important to assess for risk factors and provide vital information on positive interventions (Rak & Patterson, 1996). One way to assess for risk is by administering a questionnaire. Rak and Patterson (1996) developed a 25-item resiliency questionnaire (fig. 2) highlighting several important key components they found to determine a student’s ability to handle stress or be resilient. Those components are temperament, family environment and interactions, support outside the family, self-understanding, self-esteem, previous history of stress response, and influences on the child.
that promote optimism and a positive attitude about service to others and the community. Information gathered from the questionnaire can then be used to determine future services.

As we already know and researchers have confirmed, the school counselor holds an important position in the school community as a consultant as well as an educator of teachers, parents, and the greater community (Rak & Patterson, 1996). The authors solidified that consultation with teachers is an essential responsibility of the counselor and can enhance the development of resilience in young people. “Some teachers do not understand the magnitude of influence they have in the lives of their students”. “Each staff member has the potential to become a role model and mentor in the eyes of the children” (Rak & Patterson, 1996, p. 372).

By consulting with teachers, school counselors can educate and re-frame student behavior and help a solid relationship ensue. A solid relationship with a teacher (non-parent adult) is mentioned twice in the 40 developmental assets (asset 3 & 14). “Teachers encouraging the young person to do well” (Benson et al., 1998, p. 144) is also an important asset just as Alfred Adler stated its importance over 60 years ago.

School counselors also frequently consult with parents on academic, behavioral, or personal matters. During the consultation process school counselors can help parents better understand their child and build stronger and more meaningful relationships. “Family, especially parents, exert the most significant influence on the development of an individual” (Helgestad, 2009, p.119). Parents need to know that children prosper in an environment where they are loved and where there are clear expectations for responsible behavior (Smith, 1991). This statement also mimics developmental asset # 11, clear rules and consequences are set by family (fig. 1). Packaged training programs like Systematic Training for Effective Parenting
(Dinkmeyer & McKay, 1989) or *Parenting with Love and Logic* (G. Ray, personal communication, January 24, 2011) can be used as a formal or an informal training tool.

School counselors are also in a perfect position to work with community agencies to increase youth resiliency. Through collaboration and consultation, school counselors can develop a network of outreach, advocacy, and support for young people. One way is by ensuring that programs such as Big Brothers/Big Sisters, YMCA, and the Scouts supplement the mentoring provided by parents. Another way for school counselors to impact community agencies is by educating them on the importance of valuing youth. Teach them important Search Institute findings such as “youth who feel a valuable part of their neighborhood and greater community have a greater sense of resiliency” (Scales et al., 2000, p. 40).

**Programs Which Promote Resiliency**

Although resiliency researchers Bernard and Sharp-Light (2007) believed that fostering resilience is a process and not a program, asset building programs as a key component of a comprehensive guidance curriculum, provide vital options and outlets for students. Since the school counseling program is managed by the school counselor with the support of the entire school staff and select community members, the programming options are endless. For the purpose of this project, three potential programs that could be incorporated into a comprehensive school counseling program will be highlighted.

These three programs specifically cover a wide spectrum of services and delivery formats. The first program, mentoring, is typically established on a one to one basis. Program number two, AVID, has a classroom or group format and the last option is a school-wide system change program. All three contain elements essential for building resilience.
Mentoring. Mentoring is defined as “a relationship between an experienced person and a less experienced person for the purpose of helping the one with less experience” (Richard, 2011, para. 1). Historically, mentoring has been used as a career development technique. Recently school-based mentoring programs have gained popularity. Herrera et al. (2007) hypothesized that the recent increase is likely in response to several factors.

First of all schools have become increasing more accountable for student academic performance at the same time financially pressured to do more with less. Volunteer mentors can provide beneficial student support without “breaking the bank”. Secondly, school-based mentoring programs are relatively easy to facilitate. Teacher referrals and well-trained school counselors make the student identification and program coordination fairly simple. Thirdly, grass-root initiatives and not-for-profit organizations focused on mentoring have recently spread across the nation.

School-based mentoring programs usually revolve around behavioral or academic support for students. The mentor/mentee relationship is the most important part or, according to Rhodes (2002), the “tool for change” of the program. Being involved in a positive mentoring program fulfills at least 2 of the 40 developmental assets. “Parent(s) and other adults model positive, responsible behavior” as well as “Young person receives support from three or more nonparent adults” are solid reasons to be involved in a mentoring program (Benson et al., 1998, p. 144).

Theory-based best practices should be followed in order to produce the greatest outcome. In fact, programs that do not adhere to the majority of the designated best practices, found their mentor relationship having a negative or harmful influence on the vulnerable youth (DuBois,
Holloway, Valentine, & Cooper, 2002). For example, a mentor who is not committed to mentoring on a consistent basis may leave their mentee feeling alone and abandoned.

Although there is limited information on the specific benefits of mentoring involvement, DuBois et al. (2002) developed a list of 11 best practice features. Some are self-explanatory and others need a little expansion. First at the beginning of the program coordination process, all potential mentors must be screened. They must complete an interview with the program coordinator and a criminal background check. Once it has been established that this individual is a law abiding citizen, the mentor must commit to the program frequency and program length. Randolph and Johnson (2008) who studied 8 school-based mentoring programs found that 6 out of the 8 programs required their mentors to commit to weekly contact during at least one school year.

Once the mentor has fully committed to the program a mentee match can be solidified. For instance, one elementary school principal matches mentors and mentees based on common interests, personalities and needs of the child (Herald Times Reporter, 2011). For example, a science-minded mentor might be matched with students who are interested in the subject of science. In the same way, a male mentee might be matched with a male mentor particularly if the mentee is lacking a positive male role model in his life.

Best practices also involve a comprehensive mentor training. School counselors could create their own training or hire an organization such as Search Institute or Big Brothers/Big Sisters to customize one. Most programs follow a framework in which structured activities between mentors and mentees are predetermined and related to the specific goals of the program (Randolph & Johnson, 2008). For instance, the goals of the Healthy Kids Mentoring Program (King, Vidourek, Davis, & McClellan, 2002) are to promote self-esteem and positive school,
peer, and family connections among its participants. Each week mentors engage in structured activities supporting the following components; relationship building, self-esteem enhancement, goal setting, and academic assistance. The first week the pair may interview each other to establish a base-line rapport for the first 20 minutes, followed by 20 minutes of homework support. The following weeks the initial activity will change but the time spent on homework support remains the same.

Supervision, monitoring, and support are also essential elements of a successful school-based mentoring program. This is followed by either formal or informal parent involvement. Once the program has been running consistently schools should start to see results. According to the National Mentoring Partnership (2010) students who meet regularly with mentors are 52% less likely to skip school, 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking.

“Mentors can help youth develop a positive self image; the introduction of warmth, nurturance, empathy, stability, and a sense of belonging forms the building blocks that promote resiliency” (Day, 2006, p. 197). School counselors can empower students at their school by implementing a mentoring program. Whether the program is offered contractually or directly by the counselor the act of matching a young person with another caring adult adds developmental assets and resiliency. Social worker Day who has been blessed by several key mentors throughout life says it plain and simple, “mentoring develops resilience in youth” (2006, p. 196)

AVID. “The greatest predictor of postsecondary educational attainment is participation in an effective academic high school curriculum” (Watt, Huerta, & Lozano, 2007, p.188).

Although existing preparatory programs offer a variety of services, those that have the potential to increase the number of underrepresented students who enroll and succeed in college are those
that offer high-quality instruction, special services such as tutoring, or a redesigned curriculum that better suits the students’ needs (Gandara & Bail, 2001). In a study completed by the University of Texas Pan American, they found that 10th grade students from the Rio Grande Valley of Texas who were involved in the AVID program scored significantly better in academic preparation for college than the control group. (Watt et al., 2007)

AVID, which stands for Advancement Via Individual Determination, is a college preparatory program that was established in 1980 in one English teacher’s classroom as a means to serve underrepresented students in a newly desegregated suburban high school (Mehan, Villanueva, Hubbard, & Lintz, 1996). Of the 30 students who began AVID in 1980, 28 went on the college. To assist this group of students in rigorous courses, a social and academic support elective class called AVID was created with the premise that students can succeed in the most rigorous curriculum, such as advanced placement classes, with appropriate support.

AVID targets students from the academic middle – those who earn Bs, Cs, and Ds and who show the willingness and potential to succeed in more rigorous courses. AVID recruiters also consider whether students are members of underserved groups. Most AVID students are underrepresented minorities who are often economically disadvantaged, first generation college-goers. In 2006, nineteen percent of AVID students were African American and 49% were Hispanic (AVID Center, 2006).

The official AVID program is made up of 11 essential components. These items include “student selection; voluntary program participation; the AVID elective class; rigorous coursework; instruction focused on writing, reading, collaboration and inquiry; data collection; budgeting for resources; and an interdisciplinary site team” (Watt, Johnston, Huerta, Mendiola, Alkan, 2008, p. 19). The most important part of the program is the AVID site team. Their
responsibilities include coordinating student eligibility, college preparation curriculum, tutoring, professional development, fund raising, and parental involvement.

Selected students are exposed to college level classes and are academically supported with an AVID curriculum and academic assistance provided by the AVID elective class. Other AVID activities are developed to increase student and parent involvement in the college preparation process (Swanson, 2000; Watt et al., 2007).

AVID’s approach to college preparation involves placing students in an advanced curriculum that will ensure that they graduate with the requirements for entrance into a four-year college. AVID also provides students with exposure to an academic environment similar to what is found in college classrooms. College entry skills and academic survival skills including study, organization, time management, critical reading skills, and standardized college entrance exam preparation are areas targeted by the AVID teacher and tutors in the AVID elective class.

The significance of AVID in schools has been documented in students conducted within the California school system. Students enrolled in AVID on a continuous basis demonstrated a greater propensity towards attempting and completing college-level course, thereby producing a larger number of AVID students enrolling in colleges or universities than AVID dropouts or students with no AVID background (Slavin & Calderon, 2001). As of the 2009-2010 school year there were over 4,500 AVID schools in 47 states and 16 countries serving nearly 400,000 students (AVID Center, 2011).

Although school counselors would not typically teach an AVID class, they may take on the responsibility of site coordinator or liaison to the program. Regardless of the role of the school counselor, offering a program such as AVID in a school is a solid way to promote individual resiliency. According to Masten (2010) from the University of Minnesota Child
Psychology *Project Competence*, the two most important resilience factors for children and youth are effective parents, closely followed by connections to other competent and caring adults. AVID is set up in a way that resembles a caring family. Students involved in AVID focus groups from California and Texas reported that being in AVID was like having a second family, or in some cases, AVID was their family. In fact one of the high school students surveyed reported, “they weren’t just teachers to us they were more like family” (Watt et al., 2008, p. 28).

AVID students surveyed found that the program went above and beyond encouragement and support. The students felt personally accepted and secure with their AVID teachers (Watt et al., 2008). One student went on to describe her experience as an AVID student

My sophomore year, I started struggling a lot and my AVID teachers noticed that my grades had been dropping. It was because my grandmother had passed away, my aunt had passed away, and I had just given up. They both set me aside and they talked to me. I was giving up on everything. I didn’t want to deal with my classes and they both pushed me (Watt et al., 2008, p. 24).

The AVID program is a solid addition to any comprehensive school counseling program. It contains many of the building blocks of resiliency previously mentioned in this document including all three of the protective factors established by Krovetz (1999) as essential to overcoming adversity. A caring environment, positive expectations and meaningful involvement are what make AVID so effective. As we know many of the “academic middle” students that are recruited into AVID would have slipped through the high school cracks without the structure, encouragement, commitment and caring that happens within the AVID elective class.
The Nurtured Heart Approach. As wonderful as mentoring programs and AVID classes are their limited access only allows a handful of select students to reap the benefits. Wouldn’t it be great if there was a way to increase the resiliency of all the students in a school? Therapist/School Counselor, Duncan-Lewis found a way and turned Skagit Discovery Center into a resiliency growth center. Located in Sedro-Woolley, Washington, Skagit Discovery Center is a school for children with special needs.

Most of the students attending Skagit have behavioral challenges and some also have a mental health diagnosis. The 25 – 35 K-12th grade students come from 14 different school districts in 4 counties. All of their roads to Skagit were littered with challenging behavior and failure at other schools. These challenging children had landed at their last stop before hospitalization or group care.

In 2003 when Duncan-Lewis began as a school counselor at Skagit, the students as well as the faculty were experiencing a state of chaos. Duncan-Lewis remembers the school hallways looking like a scene out of the 1940s movie Bedlam (Grove, Glasser, & Block, 2007). Students flailing their bodies, raising their voices and shouting obscenities much like a chaotic mental institution. The classrooms were not operating much smoother. Despite the teachers’ best efforts students were constantly looking for a way out. Duncan-Lewis thought “there must be a greater wisdom out there.” (Grove et al., 2007, p. 2).

Over 2,000 miles south in Tucson, Arizona, Tolson Elementary School principal Figueroa had the same thought. At the time Skagit was struggling, Tolson Elementary was too. They had the highest rate of suspensions among more than 60 schools in the district (Grove et al., 2007). Eighty-one percent of the 500 students qualified for free and reduced lunch. Figueroa knew she had to do something to turn around the teacher burnout, classroom problems, academic
failure, as well as mental health and medication referrals in the school. Both Duncan-Lewis and Figueroa made a conscious decision to implement the Nurtured Heart Approach school-wide.

The Nurtured Heart Approach is a three-legged approach to building resilience and inner wealth in students. This formula created by Howard Glasser is designed to send positive and uplifting messages to every student with focused intensity (Grove et al., 2007). Just as the researchers at Search Institute found valuing youth an extremely essential component of resilience, Glasser too realized the importance of building “inner wealth” and expecting greatness out of young people.

When the Nurtured Heart Approach is implemented school-wide, students’ worries, fears and attention seeking needs dissipate. Teachers begin teaching again in safe, respectful, character building environments. According to the book, The Inner Wealth Initiative (Grove et al., 2007), the natural outcome becomes greater academic achievement. Therefore integrating the Nurtured Heart approach increases the entire subcategory of internal assets entitled Commitment to Learning (fig. 1) (Search Institute, 2010).

The basic premise of the Nurtured Heart Approach is that “an adult is, for all intents and purposes, the ultimate toy” (Grove et al., 2007, p. 6). The authors believe that children would much prefer to watch their parents and teachers get excited than play the latest videogame. A typical toy has numerous features that express excitement, improvement and success. Adults have virtually an unlimited number of movements, expressions, moods and emotions. There are practically limitless ways parents and teachers can respond, connect, and demonstrate closeness and animation (Grove et al., 2007).

In an average household or classroom, a tremendous amount of adult energy and expression is displayed when kids are misbehaving. When this happens, the bells and whistles of
the toy (adult) are sounding off at an alarming rate giving the young person lots of attention. In a
typical household or classroom, the opposite takes place when students are behaving
appropriately and being kind, gentle and peaceful with one another. The supervising adults tend
to ignore their behavior, stay quiet, and try not to disturb the peace. Grove et al., (2007) stated
that children need adult presence and energy and the more they can get out of them the better.
The quickest and most reliable way for young people to get this out of their favorite toys is by
creating conflict, chaos and disruption.

In essence, the Nurtured Heart Approach is quite simple. It is a process of removing the
energy and focus from children when they are not doing what adults want them to do and
heaping on the approval, recognition and praise when things are going well. Just as Krovetz
(1999) outlined, resiliency is built by strengthening the environment to which students, learn,
live and play. As author and parent coach Feigal would say, every time a child acts
appropriately you want to “download a positive message into your child’s mind and heart”
(2007, p. 19). “Not just any successes, but successes that resonate at deeper than-ordinary levels
of the human condition” (Grove et al., 2007, p. 9).

The first leg of the three-legged approach is to relentlessly reflect ongoing successes back
to the student (Grove et al., 2007). This goes above and beyond praise for a job well done. This
is where the teacher and everyone in the school begins to build inner wealth in each and every
one of its students. “Resolve to purposefully create and nurture successes and positivity;
relentlessly and strategically draw students into new and renewed patterns of success” (Grove et
al., 2007, p. 34). Search Institute also alluded to patterns of success in the support category of
external assets. Receiving support and encouragement from school, family, and neighborhood
increases the number of developmental assets from which a young person can draw (fig 1) (Search Institute, 2010).

Although the Nurtured Heart Approach builds inner wealth in all children, it was originally created for those youth who exhibited challenging behavior. For that reason, reflecting success back to a tough student can be tough job. Grove et al., (2007) recommend creating a situation where the student is basically hijacked into success. For instance, let’s say you have a student in your class who more often than not does the opposite of what you ask the class to do. You hijack his success by walking over to him, hand him a chalkboard eraser and say “here, hold this for a second”. When he does what you asked him to do you thank him and tell him exactly what you liked about his help. You saying something like “you did a great job doing just as I asked…it shows respect and consideration” (Grove et al., 2007, p. 54).

Reflecting students behavior back to them as specifically as possible is essential for success. Using words that reflect classroom values is a great way to build inner wealth throughout the day. Using words such as responsibility, peace, patience and respect are explicit and thus convey to the child success and esteem and that he is worthy of your time (Grove et al., 2007). “You can say ‘good job’ or ‘thank you’ with all the emotion in the world, but the child isn’t going to know exactly what you mean unless you are specific” (Grove et al., 2007, p. 43). Having high self-esteem is also reported by the Search Institute to be important in building resilience. Developmental asset #38 states “young person reports having a high self-esteem” (Benson et al., 1998, p. 144).

The second step of the Nurtured Heart Approach is strictly enforcing classroom rules. First of all, the rules need to be written and posted in the classroom. However, both Feigal (2007) and Grove et al.(2007) suggest resisting the urge to write the class rules in vague positive
language such as “play nice” or “have good manners.” Instead they recommend the rules start with “no”, as in “no interrupting” or “no gum chewing in class.” Clear rules are then followed by clear consequences for breaking them. Teachers can decide the consequences that will be the most effective for their class. Once again the Nurtured Heart approach parallels the research the Search Institute put in the 40 developmental assets. The external asset subcategory boundaries and expectations lists the importance of school, family, and neighborhood having clear rules and consequences (Benson et al., 1998, p. 144).

The most important part of creating consequences that work is combining them with the foundation of positivity and success (Grove et al., 2007). “Once we stop energizing problems, children recognize that doing what’s right is an option that reaps much greater response to acting out or causing problems” (Grove et al., 2007, p. 34).

The Nurtured Heart Approaches’ third step is to consistently demonstrate that students cannot extract negative relationship and energy from the teacher. Initially, students may resist the positives statements being downloaded into their hearts. Remember, challenging children have had lots of lectures over negative behavior up to this point. Be patient, it may take them a little time to get used to hearing all the good stuff.

A few weeks after school counselor Duncan-Lewis implemented the Nurtured Heart Approach at Skagit Discovery Center the school (and the students) were functioning a lot better. The biggest change was the silence in the school halls. “The kids were not seeking us out for that ‘attention-drink-of-water’ they had so fervently sought…before” (Grove et al., 2007, p. 3). In fact the school counselor wondered what she was going to do with herself now that all the kids were getting their needs met by their classroom teachers.
Skagit staff also analyzed the data of 7 of their most challenging students. After one year of Nurtured Heart social curriculum established in their school, the number of incident reports went from 518 down to 94, an 82 percent improvement (Grove et al., 2007). Principal Figueroa also experienced positive results at Tolson Elementary School after implementing the Nurtured Heart Approach. As of 2007, Tolson reported having only one student suspended, no bullying, no referrals for ADHD evaluations (Grove et al., 2007). Special education utilization went from 15% of all students to 1.2%, representing a significant savings of human and fiscal resources. Standardized test scores also changed for the better (Glasser, Bowdidge, & Bravo, 2007).

School counselors are in a perfect position to become Nurtured Heart experts and spearhead the new methodology in their school (Grove et al., 2007). As the implementation progresses the school counselors’ role goes from pulling the challenging student out of class, which usually makes the situation worse, (Grove et al., 2007) to working in the classroom coaching the teacher and ultimately moving the entire class forward. The Nurtured Heart social curriculum becomes fully integrated in the comprehensive school counseling program and the students as well as the faculty feel full of inner wealth.

Conclusion

Resiliency is a relatively simple concept: elusive maybe, but simple. The research does not support the notion of an elaborate, complex and drawn out definitions of resiliency, followed by even longer explanations of how resiliency is developed and used. The formalization of research like Search Institute’s 40 developmental assets make it really easy to read and understand. Search Institute took earlier notions of the resilience theory and protective factors to the next level and tied it up with a pretty bow. Effective programs such as a solid mentoring
program, AVID and the Nurtured Heart approach build resiliency in young people simply by their programmatic characteristics.

Although there appears to be a connection between mentoring, AVID, Nurtured Heart and the increase of resiliency in young people, research has not demonstrated this. The current research is lacking a solid pathway with which to deliver the positive message to schools, families, and the community. The loopholes and stumbling blocks are clearly defined but a way to change is not. Effective future research would include how national, state, and local leaders can establish youth-centered and youth-valued school districts and communities. Then the “you are special and you are valued” message can begin to start at the top and trickle down. Until that time, school counselors, youth workers and effective parents will continue to encourage young people to excel.

Ultimately, resiliency research provides a mandate for social change (Benard, 1993). Whether you are inspired by the psychological philosophy of Alfred Adler, the research completed by Search Institute, or the life-changing environment offered by the Nurtured Heart approach, the message is essentially the same. People, both young and old, thrive with the connection, encouragement and support of others as well as a place to belong and contribute.

The question then becomes how do we weave youth into the social fabric of an inconsistent world? How do we get families, neighborhoods, communities, and schools to deliver an encouraging message to our young people? That message being, you are special and you are valued!

As school counselors we are called to be the resiliency experts. We are called to take the resiliency research and deliver the message starting in the schools with which we work and branch out to families, neighborhoods, and the greater community. We are called to role model,
teach, support, and demand positive relationships with youth. Ex-gang member Tito sums up most insightfully the message of resiliency research: "Kids can walk around trouble, if there is some place to walk to and someone to walk with" (McLaughlin et al., 1994, p. 27).
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Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

**External Assets:**

**Support**
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

**Empowerment**
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

**Boundaries & Expectations**
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person’s whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people’s behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person’s best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

**Constructive Use of Time**
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. Religious community—Young person spends one or more hours per week in activities in a religious institution.
20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets:

Commitment to Learning
21. Achievement Motivation—Young person is motivated to do well in school.
22. School Engagement—Young person is actively engaged in learning.
23. Homework—Young person reports doing at least one hour of homework every school day.
24. Bonding to school—Young person cares about her or his school.
25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.

Positive Values
26. Caring—Young person places high value on helping other people.
27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity—Young person acts on convictions and stands up for her or his beliefs.
29. Honesty—Young person “tells the truth even when it is not easy.”
30. Responsibility—Young person accepts and takes personal responsibility.
31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies
32. Planning and decision making—Young person knows how to plan ahead and make choices.
33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.
34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.
36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

Positive Identity
37. Personal power—Young person feels he or she has control over “things that happen to me.”
38. Self-esteem—Young person reports having a high self-esteem.
39. Sense of purpose—Young person reports that “my life has a purpose.”
40. Positive view of personal future—Young person is optimistic about her or his personal future.

Figure 2

**A Resiliency Questionnaire**

1. What is your position in the family?
   

2. Do you have any memories or recollections about what your mother or father said about you as a young baby? Or anyone else?

3. Did anyone ever tell you about how well you ate and slept as a baby?

4. Do members of your family and friends usually seem happy to see you and to spend time with you?

5. Do you feel like you are a helpful person to others? Does anyone in your family expect you to be helpful?

6. Do you consider yourself a happy and hopeful (optimistic) person even when life becomes difficult?

7. Tell me about some times when you overcame problems or stresses in your life. How do you feel about them now?

8. Do you think of yourself as awake and alert most of the time? Do others see you that way also?

9. Do you like to try new life experiences?

10. Tell me about some plans and goals you have for yourself over the next year. 3 years. 5 years.
11. When you are in a stressful, pressure-filled situation do you feel confident that you’ll work it out or do you feel depressed and hopeless?

12. What was the age of your mother when you were born? Your father?

13. How many children are in your family? How many years are there between children in your family?

14. What do you remember, if anything, about how you were cared for when you were little by mom and others?

15. When you were growing up were there rules and expectations in your home? What were some?

16. Did any of your brothers or sisters help raise you? What do you remember about this?

17. When you felt upset or in trouble, to whom in your family did you turn for help? Whom outside your family?

18. From whom did you learn about the values and beliefs of your family?

19. Do you feel it is your responsibility to help others? Help your community?

20. Do you feel that you understand yourself?


22. What skills do you rely on to cope when you are under stress?

23. Tell me about a time when you were helpful to others.

24. Do you see yourself as a confident person? Even when stressed?

25. What are your feelings about this interview with me?

### Idaho Statistics

Figures recorded by DebAnn Rippy, *The Tool Kit for School Counselors*

<table>
<thead>
<tr>
<th>Position</th>
<th>Program</th>
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<tr>
<td>• 160 days/year</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; → 10 hrs in classroom</td>
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<tr>
<td>• 340 minutes/day</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; → 15 hrs in classroom &amp; career center</td>
</tr>
<tr>
<td>• 54,000 minutes/year</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; → 4.5 hrs in classroom &amp; career center</td>
</tr>
<tr>
<td>• For 1300 students=</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; → 4.5 hrs in classroom &amp; career center</td>
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<tr>
<td></td>
<td>11&lt;sup&gt;th&lt;/sup&gt; → 1.5 hrs in individual conferences &amp; career center</td>
</tr>
<tr>
<td></td>
<td>12&lt;sup&gt;th&lt;/sup&gt; → 1.5 hrs in individual conferences &amp; career center</td>
</tr>
</tbody>
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**Counselor Contact =**

4.3 hrs/student in 6 yrs

**Program Contact =**

37 hrs/student in 6 yrs

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