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The effect of an experiential, adventure based "anti-bullying initiative" on levels of resilience: A mixed methods study

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THE EFFECT OF AN EXPERIENTIAL, ADVENTURE BASED "ANTI-BULLYING

INITIATIVE" ON LEVELS OF RESILIENCE:

A MIXED METHODS STUDY

BY

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BS, Northland College, 1999

THESIS

Submitted to the University of New Hampshire

in Partial Fulfillment of

the Requirements for the Degree of

Master of Science

In

Kinesiology

May, 2008

UMI Number: 1454984

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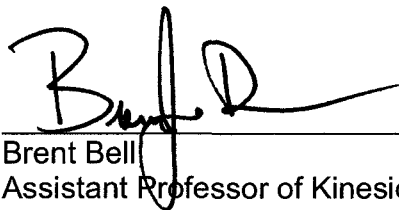
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4.24.08

Date

DEDICATION

This thesis is dedicated to all of those who have inspired me to follow my dreams. My parents and teachers instilled in me a love of nature and adventure that has endured. Jeff Liddle has consistently believed in me and helped me grow in this profession. Jayson Seaman has served as a valued friend and mentor as I took this current step in my journey. Thanks to all of you.

Above all, this thesis is dedicated to my best friend, Jess Locke. This would not have been possible without your love and support.

ACKNOWLEDGEMENTS

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ABSTRACT

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INITIATIVE" ON LEVELS OF RESILIENCE:

A MIXED METHODS STUDY

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Jesse Beightol

University of New Hampshire, May, 2008

The purpose of this study was to assess the effect of an experiential,

adventure based program on levels of resilience. Specifically, a mixed methods,

quasi-experimental design was implemented to measure the impact of an Anti-

Bullying Initiative on students self reported Goals and Aspirations, Problem

Solving, Empathy, and Self Efficacy traits. Quantitative data was gathered using

the Anti-Bullying Initiative Survey and converged with results from focus groups,

interviews, and program observations to assess both program outcomes and

processes. Results indicated that this adventure education program did affect

levels of resilience in the individual students as well as their school and home

environments. By identifying resilient outcomes and fostering a safe and

supportive environment, this program provided important tools and experiences

that appear to have helped enhance the students' internal assets. Continuity

between the program and the school contributed to further improve outcomes as

valued in the classroom setting. Providing increased levels of responsibility enabled the students to contribute to the external assets available in both school and peer settings. This "saturation" of assets may have had an impact on home and community environments, working to create more resilient situations in addition to more resilient individuals. Gender differences were noted and deserve further inquiry. The Resilience Cycle, a conceptual model of resilience enhancement, is presented; implications for practice and resilience theory are discussed; and directions for future research are identified.

CHAPTER I

INTRODUCTION

Many young people face difficult challenges, such as poverty and
violence, which place their odds of positive development at risk, even in school
settings. One prominent risk factor encountered by children today is bullying. It is
estimated that "30% of 6th to 10th graders in the United States were either a bully,
a target of bullying, or both" (Nansel et al., as cited in "Centers for Disease
Control and Prevention" [CDC], 2007, p. 2) and that 6% of students did not go to
school one or more days in the 30 days preceding a particular survey because
they felt unsafe at school or on their way to school (CDC).

If not adequately addressed, bullying has the potential to lead to negative
consequences in the lives of young people. The National Youth Violence
Prevention Resource Center [NYVPRC], summarized evidence of these findings
by stating that bullied children were "typically anxious, insecure, and cautious,
and suffer from low self-esteem...[were] socially isolated, and lack social skills"
(n.d., p.1). These deficits can lead to difficulties concentrating in the classroom,
and in some cases avoiding school all together. The report also highlighted
findings from Rigby claiming that bullied youth tend to have more cases of
depression and lower self esteem as adults. In addition to the bullying victims,
students who present bullying behavior are also at risk for negative development.
Many bullies perform poorly in school, get in trouble more often, and engage in

riskier behaviors than peers. Olweus (as cited in NYVPRC, n.d.) reported that "60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24" (p. 7).

To address issues of bullying in the past, educators have often attempted to reduce the risks that students face. With this approach, the positive development of youth is fostered through the elimination of risk factors. Unfortunately, removing all present (as well as future) risks is difficult and this approach of "risk-focused" prevention has many complications. Constantine, Benard, and Diaz (1999) explained that focusing on risks holds the potential to stigmatize individuals, families and communities when, in fact, most youth actually defy the odds and succeed despite the difficulties they face. They challenged the prevention and education fields to instead look at "how young people with multiple risk factors have successfully developed despite risk" (p. 3).

In light of increasing risk factors (both in quantity and consequence) there has been a recent shift towards focusing on students' strengths or resilience, which will enable them to effectively cope with challenges in their lives and develop into competent individuals in society. In relation to the risk of bullying, Donnon and Hammond (2007) found a significant correlation between levels of resilience and risk taking and coping behavior. In their report, they stated that a comprehensive framework for understanding resilience can lead to a strength-based model for dealing with these developmental issues. They went on to report that, "From a strength-based approach to understanding resiliency development, we demonstrate that low- and high-risk behavior patterns (e.g.

bullying, vandalism, and alcohol consumption) reflect corresponding strong and weak resiliency profiles, respectively" (p. 467). It is also important to note that students with low levels of resilience were over two times more likely to be victims of bullying than those with higher levels. Not only did higher levels of resilience reduce the chances of a student being bullied, they also corresponded with less likelihood of presenting bullying behavior. Beyond the specific issue of bullying, focusing on positive academic outcomes has become increasingly important in school settings as educators work to meet the standards set by the No Child Left Behind Act ("Building on Results," 2007). While conclusions are not definitive, some resilience researchers have found evidence correlating high levels of resilience with enhanced success in school settings (e.g. Hanson & Austin, 2003; Padron, Waxman, & Huang, 1999).

The strength-based resilience approach, which is rooted in the field of positive psychological development (e.g. Gable & Haidt, 2005; Seligman, 2002), focuses on enhancing human strengths and has gained increased attention in the field of positive youth development. While psychologists continue to refine the definition of resilience, Masten and Reed (2002) described it as "a class of phenomena characterized by patterns of positive adaptation in the context of significant adversity or risk" (p. 75). While individual psychologists debate the specifics of the definition, most agree that resilience is a strength-based approach to understanding how people experience success despite the challenges they face.

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As the resilience theory has evolved, researchers have begun to focus on which prevention strategies and strengths are most effective for enhancing resilience in individuals. While a number of models have been presented, Constantine et al. (1999) explained that many programs are attempting to promote resilience traits, or internal assets, in youth through the intentional fostering of external assets. The Resilience and Youth Development Module ([RYDM], see Appendix A) presented by Constantine and Benard (2001, p. 37) will be used as the theoretical foundation for resilience enhancement in this study. This model incorporates a process-focused intervention approach presented by Masten and Reed (2002) in which both external and internal assets are targeted in an attempt to enhance overall resilience. In the RYDM framework, it is theorized that improvements in health, social, and academic outcomes are enhanced by certain internal assets (resilience traits) which include cooperation and communication, empathy, problem solving, self-efficacy, self-awareness, and goals and aspirations. In this view, these resilience traits are developed through the presence of certain external assets in the child's environment, such as caring relationships, high expectations, and meaningful participation in school, home, community, and peer settings.

Youth development researchers are increasingly viewing the field of adventure education as a promising venue for positive psychological development and resilience enhancement (e.g. Benard & Marshall, 2001a; Ungar, Dumond, & McDonald, 2005). Adventure education experiences often work to create positive, supportive experiences that focus on individual's

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strengths rather than their weaknesses (Berman & Davis-Berman, 2005). Many

core components of an adventure education experience parallel the protective

factors important in the RYDM framework (Benard & Marshall, 2001a). Hattie,

Marsh, Neill, and Richards (1997) found that, "The establishment and fulfillment

of personal and group goals in outdoor physical activities, the group experience,

and the opportunity to experience and master stressful situations are all

important components of adventure programs," (p. 45) and that successful

programs provided immediate, intense experiences; challenging and specific

goals; quality feedback; and a mutual support group. Recent studies have also

demonstrated the importance of "rapport with the instructor" (Paisley, Sibthorp,

Furman, Schumman, & Gookin, 2008, p. 17) and contact with the natural world

(Besthorn, 2005) in producing positive benefits in adventure education

experiences. Benard and Marshall claimed that these external assets closely

matched the research on resilience and what has been found to promote

"successful development and learning" (p. 5). Analyzing the presence of these

program components is an important step in further understanding adventure

program theory and practice (Baldwin, Persing, & Magnuson, 2004).

In addition to program components, a number of outcomes claimed, and

demonstrated, to result from adventure education experiences align with the

resilience traits important for positive development (Benard & Marshall, 2001a).

Again, Hattie et al. (1997) reported that adventure education programs can lead

to gains in leadership, self-concept, academic performance, personality traits,

interpersonal skills, and adventuresomeness. A recent study (Sibthorp, Paisley,

Furman, & Gookin, 2008) demonstrated that adventure education experiences can enhance students self care, communication skills, teamwork, conflict resolution, decision making, leadership, tolerance for adversity, self-awareness, and self-confidence. Benard & Marshall stated that these "wide-ranging gains reflect the holistic-health approach of resilience-based prevention" (p. 2) and go on to draw specific parallels between the research in both adventure education and resilience fields.

The current mixed methods study examined the effect of an adventure education program on levels of resilience. Specifically, quantitative data was gathered to measure student's resilience traits using a survey based on the RYDM framework presented above. Additionally, qualitative data was collected to gain another perspective on the resilience traits as well as to gather information about which program components may have influenced levels of resilience. The two data types were then converged to gain a more complete understanding of the effect of this program on resilience.

Research Questions

The purpose of this study was to examine the effect of an experiential, adventure-based resiliency program on levels of resilience. To better understand this topic, four research questions were asked.

1. Does participation in a voluntary experiential, adventure-based resiliency program enhance student's levels of resilience as compared to a comparison group?

2. Does participation in a voluntary experiential, adventure-based resiliency program correlate with a sustained effect on student's levels of resilience (4 months post-treatment)?

3. If participation in a voluntary experiential, adventure-based resiliency program is correlated with enhanced levels of resilience, what aspects of the program may have contributed to these changes?

4. Do resilience levels vary across gender or self-reported ethnicity lines in pre-, post-, or follow-up surveys?

Justification

A number of adventure education and resilience researchers (e.g. Benard & Marshall, 2001a; Neill & Dias, 2001) have noted the growing demand for research assessing the effectiveness of adventure education on resilience enhancement as well as the applicability of the current resilience theories for diverse students and varying contexts (e.g., Ungar, 2005; Wasonga, Christman, Kilmer, 2003) as well as the influence of gender differences (Reimer, 2002; Sun & Stewart, 2007). Additionally, there is an increasing need for rigorous empirical evidence assessing adventure program outcomes as well as processes (Gass, 2007; Priest, 2001; Baldwin et al., 2004). Previous research on resilience enhancement has primarily taken place in school settings (e.g. Castro, 2005; Cowen, Wyman, Work, & Iker, 1995; Gillham et al., 2007) and has shown the programs to have mixed outcomes. Despite a large research base, limited empirical evidence exists about how resilience can actually be enhanced (Neill &

Dias, 2001). Resilience researchers are beginning to recognize adventure education as a potential venue for resilience enhancement (e.g. Benard & Marshall, 2001a; Ungar et al., 2005).

Recently, there has also been growing interest in resilience among diverse students and in varying contexts (e.g. Ungar, 2005). While most resilience researchers believe that an assets framework such as the RYDM is appropriate, there are questions about how specific populations (i.e. age, gender, ethnicity, socio-economic status) are effected by external assets and resilience traits. Sesma et al. (2003) called for more research assessing how diverse youth interpret and/or experience developmental assets. Reimer (2002) explained that "gender may be considered an aspect of individual difference that influences how events are experienced and how they affect development" (p. 37) and challenged researchers to continue asking serious questions about the role of gender in youth development. Sun and Stewart (2007) also called for researchers to consider the role of gender differences on protective factors for primary school children. The field of adventure education has a similar call for research assessing how diverse students respond to this type of programming (Orren and Werner, 2007).

Few research studies have specifically assessed the effect of adventure education experiences on resilience (Ewert and Yoshino, 2008), and those few have found conflicting results. Future researchers are challenged to look at how other intervention techniques can enhance resilience, to use different resilience measures, to replicate their studies with other students and programs, and to use

larger sample sizes (Neill and Dias, 2001; Skehill, 2001). It is also noteworthy that none of these previous studies have used a mixed methods research approach.

Traditionally, research in the field of adventure education has had many limitations. Gass (2007) cited limited power, overgeneralization, and consistently basing studies on measures of self-concept. Priest (2001) brought attention to the "disturbing lack of inquiry" (p. 309) in this field which leads to adventure programming's struggle to adequately claim its effectiveness. Researchers are also challenged to look beyond outcome measures in order to explore which aspects of adventure experiences may contribute to the reported changes (Priest, 2001; Baldwin et al., 2004; Hattie et al., 1997). A mixed methods research design will enable an accurate analysis of these outcome and process assessments as "the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone" (Creswell & Plano Clark, 2007, p. 5).

Assumptions

There are always some inherent biases when assessing the effectiveness of any program. Some of the underlying assumptions of this project included:

1. Resilience is a characteristic that can be enhanced.

2. The Resilience and Youth Development Module framework is an appropriate way to conceptualize resilience and resilience enhancement.

3. The Anti-Bullying Initiative Survey can accurately measure changes in student's resilience.

4. Participant's perceptions of changes in resilience, and corresponding survey responses, accurately represented their experiences and growth.

5. Participant's perceptions about which program components contributed to the changes are accurate.

6. Focus group and interview participants portrayed their experiences and changes honestly with an outside researcher who may be seen as "evaluating" the program.

7. Focus group participants provided an adequate representation of the treatment sample.

8. Participant responses to interview questions were adequately collected and analyzed to contribute to the project.

9. Program components adequately matched the stated definition of adventure education.

Recognizing the complexity of accurately examining resilience enhancement in youth made it important to implement a well rounded and rigorous research methodology. A mixed methods research design was used to allow for the "triangulation" of data to look at multiple sides of the research questions through a psychometrically sound survey, focus group interviews with an appropriate representation of the treatment sample, and program observation. Prior resilience research shows promise that resilience can be enhanced (e.g. Cowen et al., 1995; Stallard et al., 2005) and there is much support for the

RYDM framework as a way to conceptualize resilience in individuals (Constantine & Benard, 2001). It was a priority to ask "non-leading" questions and to clarify that this project was focused on collecting specific examples and descriptions from the program rather than assessing the program's worth. These efforts led to a research approach that warrants the above assumptions.

Limitations

While all attempts were made to conduct a robust and rigorous study, certain factors contributed to the limitations of this investigation. Participant responses were collected in a unique time and place. The information gathered for this investigation presents a snapshot of a comprehensive, long-term resilience focused program. The program, and related data collection, necessarily began before a comprehensive research design was completed. Data collection procedures were at times complicated by working with a public school system and a non-profit organization. These factors led to a number of limitations in this study:

1. Conducting a non-longitudinal study, with a relatively small sample size, in a specific school setting, assessing the effects of a unique experiential, adventure-based resiliency program makes it difficult to generalize the findings from this project to other settings or to infer lasting impacts of this program.

2. This project only focused on the experiential, adventure-based resilience program. Other programs taking place at the school, and other external

assets outside of the school setting may have also affected student's

resilience levels in both treatment and control groups.

3. Ceiling effects are a concern with any survey. Inappropriately high pre-

treatment survey responses may have masked changes that occurred as

a result of the program experience.

4. Focus group sessions could only be conducted with students who had

some level of English competence. This may have led to responses that

are not representative of the entire treatment sample.

5. Program observation was limited to one day, and only took place at the

Santa Fe Mountain Center facility. Observation of programming in the

school may have provided important additional information.

Significance

Despite limitations, this study makes a significant contribution to the fields

of youth development and adventure education. While identifying outcomes of an

adventure program aimed at enhancing resilience, this project also identified

program components and processes that may have contributed to these

outcomes. This analysis produced "The Resilience Cycle," which serves as a

conceptual framework designed to help identify and understand important

program components. Findings from this project will also prove useful for

educators searching for alternative ways to enhance resilience in their student

populations. Additionally, results from this study will help alleviate the pressure

that is mounting for programs to show evidence of resilience enhancement ("New Mexico's Behavioral Healthcare Plan," 2007).

This research also holds promise for the growing field of adventure education. Conducting a study that uses a widely accepted theoretical framework and a psychometrically sound measure will add to the rigor of inquiry previously lacking in this field. Using a mixed methods, quasi-experimental, repeated measures design added to the power of this research while qualitative findings helped to explain both outcomes and processes of change. These findings will prove useful for adventure education programmers and practitioners as they develop interventions to enhance resilience in the future.

Definition of Terms

Adventure Education - This is "...the branch of outdoor education concerned primarily with interpersonal and intrapersonal relationships. Adventure education uses adventurous activities that provide a group or an individual with compelling tasks to accomplish. These tasks often involve group problem solving (requiring decision making, judgment, cooperation, communication, and trust) and personal challenge (testing competence against mental, social, or physical risks)...By responding to seemingly insurmountable tasks, participants often learn to overcome self-imposed perceptions of their capabilities to succeed. They turn limitations into abilities, and as a result, they learn a great deal about themselves and how they relate to others" (Priest & Gass, 2005, p.17-18).

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Anti-Bullying Initiative – This is the name of the experiential, adventure-based resiliency program being implemented by the Santa Fe Mountain Center's Therapeutic Adventure Program. The goal of this initiative is to create a more positive, caring, and safe learning environment for all students at a local elementary school in Santa Fe, NM, through a variety of adventure education activities. Activities are designed to promote participants' resiliency skills, reduce bullying behavior, and create safer classroom environments. Specifically, the resilience curriculum focuses on the resilience traits of positive values, social competencies, and positive identity development. A total of 13 program sessions include ten sessions at school and three excursions to the Santa Fe Mountain Center challenge course facility.

Anti-Bullying Initiative Survey (ABI Survey) - The survey designed by Carter and Jevertson (2006) to gather quantitative data for program evaluation will be referred to as the Anti-Bullying Initiative Survey (Appendix B). This 36-item survey was the primary outcome assessment tool in this study and was administered on a voluntary basis. For this research project, data was taken from Sections A and B of the ABI Survey. Section A collected demographic information and Section B measured student's resilience. Section B is an adaptation of the Resilience and Youth Development Module (Constantine et al., 1999).

Experiential Education - "learning by doing with reflection.'...based on the belief that people learn best by direct and purposeful contact with their learning experiences...to actively practice solving problems in a hands-on setting...These

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experiences require learners to accept responsibility for their own actions and to learn from guided reflection on their experiences" (Kraft, and Quay; as cited in Priest & Gass, 2005, p. 16 -17).

External Assets – "The environmental supports and opportunities that facilitate healthy and successful development in children and youth" ("Using the Resilience and Youth Development Module," 2003, p. 5). In the RYDM framework these include caring relationships, high expectations, and meaningful participation and can be found in home, school, community, and peer settings (Constantine & Benard, 2001). These are the developmental supports and opportunities that a society can provide to help foster internal assets (Constantine et al., 1999).

Resilience (Resiliency) - "a capacity for healthy development and successful learning innate to all people…an inborn developmental wisdom that naturally motivates individuals to meet their human needs for love, belonging, respect, identity, power, mastery, challenge, and meaning…when young people experience home, school, community, and peer environments rich in the proven developmental supports and opportunities…they meet these developmental needs. In turn, youth naturally develop the individual characteristics…that define healthy development and successful learning" ("Using the Resilience and Youth Development Module," 2003, p. 3). While there are subtle differences between resilience and resiliency, these terms were used interchangeably throughout this study.

Resilience and Youth Development Module Theoretical Framework (RYDM Framework) - This is the researchers title for a model used to understand the assets necessary for "improved health, social, and academic outcomes" (Constantine & Benard, 2001). The model used for this study was developed by Constantine and Benard and served as the theoretical foundation for the development of the Resilience Assessment Module (Appendix A). For this research project, "RYDM framework" will be the generic term for this model and will be used as a means of identifying the resilience theory that incorporates external assets, resilience traits, and improved outcomes into the resilience theory by providing "process focused strategies" (Masten & Reed, 2002).

Resilience Traits (Internal Assets) - These are the tools that help individuals deal with difficulties, or "The positive developmental outcomes or personal strengths associated with healthy and successful development" ("Using the Resileince and Youth Development Module," 2003, p. 5). In the RYDM framework these traits are listed as: empathy, problem-solving, cooperation and communication skills, self-efficacy, self-awareness, and goals and aspirations (Constantine & Benard, 2001).

Risk Factors - "…any influences that increase the probability of onset, digression to a more serious state, or maintenance of a problem condition. Risk factors range from prenatal biological to broad environmental conditions that affect children…encompasses individual (both biological and dispositional characteristics) and contextual conditions that elevate the probability of negative future outcomes for children" (Kirby & Fraser, 1997, p. 10-11).

Overview

The following chapters of this thesis situate the problem, explain the research methodology, analyze the data, and discuss relevant findings. This thesis is organized in a six chapter format to more clearly explain the mixed methods results (see Creswell & Plano Clark, 2007). Chapter II presents a comprehensive review of literature which works to situate this inquiry and explain the theoretical foundations upon which it is based. Chapter III describes the research design, participants and setting, data collection procedures and protocols, and explains the data analysis. Chapter IV presents the complete analysis of the quantitative data from the ABI Survey. Chapter V presents the themes that emerged from the qualitative data. All interview, focus group, and field note transcripts are included in Appendix G and sorted by type and date. A qualitative coding summary is located in Appendix H. Finally, Chapter VI provides a summary of findings (including the convergence of quantitative and qualitative findings) and discussion of significant implications. This also includes recommendations for further inquiry into this topic.

CHAPTER II

REVIEW OF LITERATURE

With few statistics to back up their beliefs, prevention practitioners nevertheless have long seen adventure education as a way for individuals to grow healthier emotionally, socially and spiritually. And now there is substantial support to show that out-of-class experiences like Outward Bound can foster resilience and ultimately be a powerful prevention strategy for youth in danger of high-risk behavior. Indeed, adventure education, which has not received much research attention from the drug and alcohol prevention field, holds promise of providing lasting outcomes typically associated with resilience, such as self-concept, locus of control, and leadership.

<div align="right">(Benard & Marshall, 2001a)</div>

Situating the Problem

This review of literature will situate the current study in both the fields of resilience and adventure education research. As noted in Chapter I, students face many risks to their positive development, such as violence and bullying. One method for dealing with these challenges involves working to prevent the risk factors from being present in the first place (Masten & Reed, 2002). While this approach has promise, it is also quite difficult to fully remove risk factors from people's lives. There has been a growing movement to instead focus on how individuals succeed despite the presence of risk factors (Constantine et al., 1999). Masten and Reed (2002) explained that this strength-based approach can include focusing on the protective factors in a child's life, or emphasizing the

"process-focused strategies" (p. 84) that include internal and external assets; both necessary components of resilient development.

The growing field of positive psychology provides the foundation for resilience studies. A brief introduction to this outlook is important for understanding the strength-based approach to resilience. There is also growing interest in the components of positive psychological development in the fields of outdoor and adventure education (Berman & Davis-Berman, 2005; Sheard & Golby, 2006).

Resilience is the ability to effectively face hardship and deal with life's inevitable difficulties. While it is believed that we are born with a certain level of resilience, researchers are working to determine how this valuable trait develops throughout life as well as the best ways to enhance resilience, particularly in young people. Many psychologists agree that fostering certain protective factors can help lead to the resilience traits needed to effectively overcome challenges and risk factors faced by youth and adolescents (Constantine et al., 1999). There has also been recent research analyzing the effects of resilience on a variety of populations to determine if the resilience theory is equally relevant across gender, ethnicity, and socio-economic lines, as well as highlighting the important role that context plays in resilience development (e.g., Reimer, 2002; Sesma et al., 2003; Ungar, 2005a; Wasonga et al., 2003).

As research shows a correlation between resilience and school performance and school safety (e.g., "Using the Resilience and Youth Development Module," 2003; Hanson & Austin, 2003; Padron, et al., 1999), many

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schools are beginning to implement programs aimed at enhancing resilience. Research has shown varying results when examining the efficacy of these programs for resilience enhancement (e.g. Gillham et al., 2007; Paige, Kitzis, & Wolfe, 2003; Stallard et al., 2005). These results are leading researchers and educators to seek alternative methods for enhancing resilience in youth. This literature review will summarize a number of these school-based approaches as the current study will be analyzing an adventure education program that takes place both within and outside of a school setting and is aimed at enhancing outcomes directly related to success in school.

Resilience researchers (e.g. Benard & Marshall, 2001a; Ungar et al., 2005) increasingly view adventure education as a promising venue for resilience enhancement since many external assets are present in adventure education experiences (Hattie et al., 1997). Additionally, a number of resilience traits, which are seen as necessary for positive development in the face of risk, have been demonstrated to be enhanced as a result of these programs. Hattie et al. highlight the connection between resilience and hardiness, self-confidence, and self-efficacy; all self-related constructs often enhanced through outdoor education. While some research has been conducted on adventure education and resilience (Neill & Dias, 2001; Skehill, 2001; Ewert & Yoshino, 2008), definitive conclusions have not been made. Neill and Dias called for more empirical evidence related to the enhancement of resilience and replication of their research with other samples and programs.

Future investigations of resilience are reliant upon increasing our understanding of positive psychological development, resilience, and the role of adventure education in resilience enhancement. A look at current and past research efforts will situate this study in the literature of this increasingly important youth development topic.

Positive Psychological Development

In contrast to the often deficit-based field of modern psychology, positive psychology focuses on the "study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions" (Gable & Haidt, 2005, p. 104). Seligman and Csikszentmihalyi (2000) further explained that positive psychology as a science deals with positive subjective experiences, individual traits, and positive "institutions that move individuals toward better citizenship: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic" (p. 5). Aspinwall and Staudinger added the perspective of positive psychology being a "study of human strengths and positive aspects of human functioning" (2003, p. 3).

While Gable and Haidt (2005) proposed that studying joy, altruism, and healthy families is important in its own right, Seligman (2002) claimed that studies of this type will help to actualize higher human potential. This led to a call for creating a "science of human strength whose mission will be to understand and learn how to foster these virtues in young people" (Seligman & Csikszentmihalyi, 2000. p. 7).

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One of the virtues often mentioned in the field of positive psychology has been resilience (e.g. Aspinwall & Staudinger, 2003; Gable & Haidt, 2005; Masten & Reed, 2002; Peterson & Seligman, 2004; Reivich & Shatte, 2002). Psychological resilience broadly deals with the "...capacity to successfully deal with change or misfortune" (Wagnild & Young, 2004, p. 1). Reivich and Shatte (2002) considered resilience to be an essential ingredient for courage, rationality, and insight; serving as the foundation for positive emotional and psychological well-being. Despite the growing popularity of this trait, there are still arguments regarding how to best define it or, more importantly, how to foster it in individuals. Benard and Marshall (2001) challenged researchers to look into the "black box" of resilience. The next section will try to shed some light into this relatively unexplored aspect of positive psychology.

Resilience

It is not possible to prevent all of the hazards that jeopardize the lives and well being of children and youth. Therefore, we must learn how to preserve, protect, and recover good adaptation and development that has been or will be threatened by adversity and risk exposure. That is the ongoing goal of resilience studies in psychology (Masten & Reed, 2002, p. 86).

While it is important to identify the risks that youth face, it is increasingly important to identify ways to reduce these risks and help to young people cope with them. A number of studies have demonstrated the potential for resilience and resilience enhancing programs, to act as effective mechanisms for positive psychological development. This review of literature looks at the definition of resilience, an overview of resilience research to date, resilience studies with

diverse populations of students, resilience enhancing strategies, and research on

the effectiveness of resilience enhancing strategies.

Definition of Resilience

While psychologists have struggled to agree on a definition of resilience,

Masten and Reed defined it as "a class of phenomena characterized by patterns

of positive adaptation in the context of significant adversity or risk" (2002, p. 75).

Psychological resilience is differentiated from ecological and cultural resilience as

"referring to an individual's capacity to withstand stressors and not manifest

psychology dysfunction" (Neill, 2006, p. 2). Resilience was further defined by

Wagnild and Young as "the ability to successfully cope with change or

misfortune" (2004, p. 1). It is also thoroughly described as,

> A capacity for healthy development and successful learning innate to all
> people...an inborn developmental wisdom that naturally motivates individuals
> to meet their human needs for love, belonging, respect, identity, power,
> mastery, challenge, and meaning...when young people experience home,
> school, community, and peer environments rich in the proven developmental
> supports and opportunities...they meet these developmental needs. In turn,
> youth naturally develop the individual characteristics...that define healthy
> development and successful learning ("Using the Resilience and Youth
> Development Module," 2003, p. 3).

Essentially, resilience involves adapting to difficult circumstances or

succeeding despite risks or threats to development such as drug abuse,

violence, school failure, and depression (Constantine et al., 1999). Resilient

individuals can persevere and anticipate challenges because they have already

dealt with adversity. Further, they can effectively persist despite hardship and

deal with life's inevitable difficulties (Wagnild & Young, 2004). Reivich and

Shatte (2002) pointed out that, while resilience traits can be vital in the positive

development of individuals who come out of "risky" situations, they are also important for all individuals to develop as adversity and hardship can be an inevitable part of life.

In the resilience field, there seems to be almost universal agreement that there are a number of environmental and individual attributes (or protective factors) that lead to positive development, despite threats, in a variety of contexts and cultures. The SEARCH Institute developed a "Framework of Developmental Assets" which combines internal and external assets into a 40 item list (Sesma et al., 2003). Constantine et al. (1999) pointed out that many programs are attempting to promote resilience traits (internal assets) in youth through the intentional fostering of external assets. In an effort to better understand which strategies might most effectively lead to resilient outcomes, it is important to understand the meaning of both external assets and resilience traits.

External Assets – A number of risk and protective factors can be found in the student's environment. External assets are "the environmental supports and opportunities that facilitate healthy and successful development in children and youth" ("Using the Resilience and Youth Development Module," 2003, p. 5).

Though many psychologists have helped to evolve the understanding of these concepts (e.g., Benard, 1991; Frey, 1998; Masten and Reed, 2002), Constantine et al. (1999) provided a concise summary. Their analysis of resilience literature demonstrated that caring relationships, high expectations, and meaningful participation in external groups were essential elements in helping young people to meet basic human developmental needs. These

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external assets must be fostered in home-, school-, peer-, and community-based settings. Research in the field of resilience has demonstrated that the presence of these external assets help to promote the development of resilience traits (Benard, 1991).

Resilience Traits – Internal assets that help individuals effectively deal with difficulties are referred to as resilience traits. These positive developmental traits can ultimately lead to improved health, social, and academic outcomes (Constantine et al., 1999). Benard (1991) identified traits often associated with resilient children as: social competence, problem solving skills, autonomy, and a sense of purpose and future.

Again, Constantine at al. (2001) provided a summary of the resilience research with the development of the theoretical model for the Resilience and Youth Development Module (see Appendix A). This framework incorporated the internal assets of cooperation and communication skills, empathy, problem solving skills, self-efficacy, self-awareness, and goals and aspirations. These resilience traits, combined with the above external assets, provide protective factors widely seen as essential to successful development in the face of risk. This RYDM framework also serves as the theoretical model which is framing both quantitative and qualitative aspects of the current study.

Resilience in Diverse Populations and Contexts

Recent developments in the resilience field challenge researchers to consider how diverse populations (e.g., age, gender, ethnicity, socio-economic status) are affected by external assets and resilience traits and how the

resilience theory can be applied in a variety of contexts (Ungar, 2005; Ungar et al., 2007). As our country's demographics continue to diversify, it is important that we design programs and assess individuals with methods that work with a . wide variety of populations and are appropriate for a number of different settings. The growing concerns about resilience in various contexts mirrors Aspinwall and Staudinger's challenge to define "What is positive?" as there is no universal definition for successful adaptation.

In a study conducted at a Midwestern urban high school (n = 480) group differences were found in resilience and academic achievement (Wasonga et al., 2003). This study, using the WestEd Resilience Assessment Module and suggested that ethnicity, gender, and age influence the ways that resilience and academic achievement are related to protective factors.

In a separate analysis, conducted by the SEARCH Institute (Sesma et al., 2003), two key findings were revealed: 1. Developmental assets play a significant role in shaping healthy development across a variety of racial/ethnic groups and, 2. There is variance across racial/ethnic lines in terms of the relationship between assets and outcomes. While the resilience theory may be an appropriate framework for most students, it appears to affect different students in different ways.

A recent mixed methods study by Ungar et al., (2007) supported a "culturally embedded understanding of positive youth development" (p. 287) and suggested that youth from varying cultures have unique ways to navigate the

"tensions" necessary to results in resilient outcomes. This understanding may be valuable as programs work to develop culturally sensitive intervention strategies.

In relation to gender differences, Sun and Stewart (2007) identified important influences of gender and age in both internal and external assets for pre-adolescent students. Female students tended to score higher in measured protective factors, but then demonstrated a sharp decrease as they entered their middle school years. The researchers called for more research looking at the role of gender differences on protective factors for primary school students.

While inquiry into resilience with diverse students in varying contexts is quite new, it does suggest that young people from different backgrounds likely have some overall similarities when it comes to protective factors. However, there is enough preliminary evidence pointing to differences that these must be considered when assessing resilience in future studies.

Resilience Enhancing Strategies

While programs have attempted to enhance resilience in a number of settings, and with a number of populations, this review of literature will mainly focus on resilience enhancement for youth in school settings. The current research project assessed the effectiveness of a program taking place both in and out of a school setting and this background will situate the need for an effective resilience enhancing program that can be implemented in conjunction with public schools. While protective factors can be fostered in a number of settings, school-based and peer-based assets are both considered to be

important for resilience development, and are both incorporated into the program being studied.

A number of investigations have been conducted comparing current school climate and academic performance with levels of resilience as there is increasing evidence that resilience may be connected to school performance. In a longitudinal analysis assessing the relationship of school-level health risk and resilience factors to academic achievement, Hanson and Austin (2003) found that schools whose students demonstrate low levels of external and internal resilience had lower Academic Performance Index scores than other schools. The follow-up analysis showed that, in an effort to improve performance, schools should focus on lowering health risks and raising levels of external and internal assets.

Data produced from the California Healthy Kids Survey ("Using the Resilience and Youth Development Module," 2003), which summarized over 290,000 youth surveys, supported the benefits of higher levels of resilience. Students scoring higher on internal asset also reported higher levels of school connectedness. In addition, institutions with high levels of external assets and sense of safety corresponded with increased API scores. A similar summary produced by the SEARCH Institute demonstrated that "developmental assets contribute to the twin goals of promoting academic achievement and equity in achievement across student groups" (Scales & Roehlkepartain, 2003).

In a study assessing classroom climate (Padron et al., 1999) compared classroom instruction and learning environments for resilient and non-resilient

students in 4th and 5th grade classes in a primarily minority school. The students were primarily Hispanic and most received free or reduced lunch. Results indicated that resilient students perceive a more positive instructional learning environment and show higher satisfaction than non-resilient students. The non-resilient students indicated more challenges with schoolwork and spent more time with peers for social interaction. The resilient students were also on task much more than non-resilient students.

Using a "comprehensive youth developmental strengths (DS) model" (Donnon and Hammond, 2007, p. 450) researchers looked at the connection between student's resilience and the related ability to refrain from behaviors such as bullying. Using the Youth Resiliency: Assessing Developmental Strengths questionnaire (n = 2,291) with middle school students in "high-needs" urban communities, they found that students with more developmental strengths also demonstrated more positive behaviors. These findings held true despite gender or grade level. "From a strength-based approach to understanding resiliency development, we demonstrate that low- and high-risk behavior patterns (e.g. bullying, vandalism, and alcohol consumption) reflect corresponding strong and weak resiliency profiles, respectively" (p. 467). In summary, they challenged future investigations to focus on a systemic approach to youth resilience, incorporating school, home, and community assets.

In addition to the benefits resilience can offer schools, some community health organizations have called for a more systematic effort at increasing resilience. The most recent version of *New Mexico's Behavioral Health Plan for*

Children, Youth, and Their Families (2007), highlights resiliency is a main theme. In an attempt to restructure public funds for efficient and evidence based practices, they call for the support of programs aimed at recovery and the development of resilience.

Strategies for Enhancing Resilience - In response to the developing theoretical foundations for resilience, external assets, and resilience traits, researchers are now working to assess which strategies or interventions effectively develop resilience in youth. Benard (1991) highlighted the necessity of focusing on creating positive environments for development (in families, schools, and communities) that foster positive development in individuals. Fostering three protective characteristics (offering caring support, having high expectations, and allowing youth opportunities to be active participants) in family, school, and community settings may be the best way to counteract the increasing risk factors that individuals are facing. Benard (2004) went on to explain research findings demonstrating the need to meet individuals basic needs (e.g. caring, respect, challenge, etc) in order to create competent, capable, efficacious people.

In an attempt to facilitate the incorporation of resilience enhancement into schools, Brooks (2006) called for developing social competence, bonding students with a caring adult, allowing for more meaningful participation, promoting staff resilience, and creating partnerships with families and communities. Krovetz (1999) argued that resiliency is a key component of supporting youth-at-risk. He claimed that students do not feel valued in large schools, which reduces their hope for the future. To change this we must develop

schools where students are supported by adults, are supported to achieve at a high level, and feel like a part of the community.

The Resilience and Youth Development Module theoretical framework (Constantine et al., 2001; Appendix A) provides a concise summary of much of the current thought on resilience theory and can be used as a tool to conceptualize resilience enhancement. While this is not the only way to understand the resilience enhancement process, it does give us a starting point for understanding this complex topic.

Research on Resilience Enhancing Programs - While the number of resilience based, youth development programs grow, so does the demand for an effective and comprehensive assessment of resilience factors (Constantine et al., 1999). Masten and Reed challenged future researchers to "learn how we can preserve, protect, and recover good adaptation and development that has been or will be threatened by adversity and risk exposure" (2002, p. 86). Despite these efforts, there is limited empirical evidence on how resilience can actually be enhanced (Neill & Dias, 2001).

In the study of a 12-session pilot intervention focused on enhancing resilience among inner-city youth (4th-6th grade) with major life stress (*n* = 36), Cowen et al. (1995) demonstrated significant improvement among students on select teacher-rated indices as well as student ratings of perceived self-efficacy, control, and anxiety.

Another successful example was the Teen Leadership Program (Castro, 2005). This intervention aimed to promote skills related to resilience and

emotional intelligence. The 16-week program (with daily 55-minute class sessions) for 7th and 8th grade "at-risk" students utilized the Personal Responsibility Map and the Personal Responsibility Survey in a pre-post treatment survey with a control group. Data analysis revealed significant differences in goal setting, self-efficacy, achievement drive, self management, and resiliency.

A similar study evaluated the FRIENDS program, a 10 session cognitive behavioral therapy intervention. This mixed methods analysis demonstrated significantly lower rates of anxiety and improved self-esteem. In addition, the qualitative questionnaires demonstrated that the students viewed the program as enjoyable, "would recommend it to a friend…thought they learned new skills, and…had helped someone else with their new skills" (Stallard et al., 2005, p. 1016).

In addition to these studies, a number of other programs have demonstrated positive outcomes of resilience enhancement. Ardern (2006) found that alternative school models could be effective in enhancing resilience and achievement in middle school youth. While thorough evaluation was still to be completed, Paige et al. (2003) showed promising results of a RURAL Safe Schools/Healthy Schools program aimed at providing universal prevention for the school population, early interventions, and intensive services for high-need students.

While the above cases demonstrated that school based prevention programs can be effective at enhancing resilience, there are a number of studies

that failed to show significant results. The Penn Resiliency Program (PRP), a cognitive-behavioral depression prevention program, recently completed an extensive analysis of their programs (Gillham et al., 2007). The results did not show significant evidence for PRP effectiveness or specificity. While the program did show significant reduction in depressive symptoms in two of three schools, there was no intervention effect in the full sample.

The Positive Adolescent Life Skills (PALS) program, which aimed to add a cognitive-behavioral skill-building aspect to an existing resilience enhancement program, was assessed by Tuttle et al. (2006). The pre-post test, using the Problem Oriented Screening Instrument for Teenagers (POSIT) showed no significant differences between groups. Future research with larger numbers is needed.

In an attempt to examine the effect of using resilience-enhancing curricular materials, techniques, and skills, Wilde (2001) found no significant results. The author pointed out a need for more research into the process, time, subjects, and materials used if resilience enhancing strategies in education are going to be effective.

Lastly, a resiliency training program for "at-risk" elementary school students in an after-school program was assessed by Martin (2000). The goal of the study was to determine if the students would be positively affected academically and behaviorally. While the results of the treatment did not produce significant differences, the authors felt that resilience enhancement was still a viable strategy and called for further research.

Though the evidence base is relatively limited, there have been a number

of studies demonstrating the effectiveness of resilience focused programs in

enhancing resilience traits in individuals. While results are not conclusive or

extensive, these initial findings demonstrate the necessity to take a closer and

more thorough look at the effectiveness of programs aimed at resilience

enhancement. The field of adventure education appears to be a promising

venue to continue this inquiry.

Adventure Education

While the field of adventure education is rapidly growing and diversifying,

it has been difficult to develop a commonly agreed upon definition for this type of

programming. For the purposes of this study, adventure education will be defined

as:

> ...the branch of outdoor education concerned primarily with interpersonal and intrapersonal relationships. Adventure education uses adventurous activities that provide a group or an individual with compelling tasks to accomplish. These tasks often involve group problem solving...and personal challenge... By responding to seemingly insurmountable tasks, participants often learn to overcome self-imposed perceptions of their capabilities to succeed. They turn limitations into abilities, and as a result, they learn a great deal about themselves and how they relate to others (Priest & Gass, 2005, p. 17-18).

This definition is appropriate for the wide range of activities implemented

by adventure education practitioners. Whether using a challenge course for a

day-long school program, embarking on a month-long wilderness expedition, or

facilitating initiative activities in the classroom; the basic components of

relationship building, problem solving, and personal challenge are nearly

universal characteristics of adventure education experiences.

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Most scholars attribute the beginnings of modern adventure education to the Outward Bound program and its founder, Kurt Hahn. Hahn accused the educational system of his time of failing to provide students with fit bodies or introducing students to activities that will help them to discover their potential for action. He went on to call for an increased focus on character development for young sailors, causing them to "build up the seaman's virtues, vigilance, endurance, victorious patience, coolness in danger, resource and decision, concern for your brother, faith in the power of man, humility before God" (1947, p. 3). One product of this idea was the development of Outward Bound. Kurt Hahn's legacy has flourished and spread throughout the world. As of 1995, there were 48 Outward Bound schools on five continents (Hattie et al., 1997).

The scope of adventure education has grown rapidly in recent years. While these programs continue to utilize challenge in an effort to promote positive change, little conclusive evidence has been produced to verify the validity of these claims. Hattie et al. (1997) conducted a meta-analysis of the adventure education field and found that much of the research base in this field is correlational and based on anecdotal evidence. The researchers did identify 40 major outcomes in their literature analysis and categorized these into leadership, self-concept, academic, personality, interpersonal, and adventuresomeness. Hattie et al. also called for more comprehensive and rigorous research of adventure education programs to evaluate multiple outcomes as well as the relationship between program characteristics and outcomes.

In a separate analysis of adventure education programs, Goldenberg, McAvoy, and Klenosky (2005), assessed the outcomes of an Outward Bound experience. In their "means-end" analysis, they used a self-administered questionnaire designed to identify links between course components, outcomes, and personal values (n = 216). They found that physical fitness, relationships with others, self-confidence, self-reliance, appreciation, teamwork/cooperation, personal growth/challenges, and knowledge/awareness were all reported as outcomes from the experience. In the future they recommend studying the outcomes with a different population and using a follow-up study to assess longer term perceived outcomes.

While the research base on adventure education is somewhat limited, there has been a growing trend demonstrating the effectiveness of these experiences in enhancing certain "character" traits of participants. Significant increases in self-esteem, self-confidence (Hattie et al., 1997), and self-efficacy (Paxton & McAvoy, 2000; Hattie et al., 1997) are of particular note as these traits have a close connection with the "internal assets" common in the resilience literature. In addition, many of the essential components of adventure education experiences parallel recent advances in the field of positive psychology, as well as the external assets necessary for enhancing resilience (caring relationships, high expectations, and meaningful participation). These connections require further investigation.

The field of adventure programming has, unfortunately, failed to produce a unique body of knowledge necessary to make it a reputable profession, in some

people's eyes. While research has been conducted on a number of programs, Gass (2007) cited limitations due to: limited power, overgeneralization, and basing studies on self-concept measurements. Priest (2001) brought attention to the "disturbing lack of inquiry" (p. 309) in this field which leads to adventure programming being unable to claim its effectiveness. He called for more research and evaluation to demonstrate the effectiveness and enhance the credibility of this field. Additionally, there has been a call for investigation into the relationship between program components and outcomes (Priest, 2001; Hattie et al., 1997; Baldwin et al., 2004).

Adventure Education and Positive Psychological Development

Recent studies have begun to link the concepts of positive psychology and adventure education. Positive psychology offers the perspective that growth occurs when positive factors are present. Outdoor education experiences often work to create positive, supportive experiences that focus on individual's strengths rather than their weaknesses (Berman & Davis-Berman, 2005).

The field of wilderness adventure programming has produced research related to self-efficacy, which has been considered a component of positive psychological development. Paxton and McAvoy (2000) assessed the effects of a 21-day wilderness course before and after the experience as well as 6-months after the expedition. Notably, the results actually increased after the experience, demonstrating that these programs have the potential to make lasting impacts on participants.

Sheard and Golby (2006) assessed the effects of an Outdoor Adventure Education curriculum on selected components of positive psychological development. The investigation of mental toughness, dispositional optimism, self-esteem, self-efficacy, and positive and negative affectivity failed to show significant increases. Significant effects were found for measures of total hardiness. In addition, they found no significant gender differences across the psychological variables measured. Sheard and Golby challenged future researchers to investigate other psychological constructs (e.g., emotional intelligence, hope, resilience), to look at programs with more frequent activity exposure, and to increase the statistical power in their studies.

Using the Group Cohesion Evaluation Questionnaire, Glass & Benshoff (2002) reported that group cohesion developed through a one-day, low-element challenge course experience, despite race, gender, and age differences. Garst, Scheider, and Baker (2001) demonstrated the impact of outdoor adventure trips on urban adolescent's self-perception and qualitative data showed that participation in an outdoor adventure trip influenced behavior and socialization. In an assessment of the impact of participation in an adventure education (high and low ropes course) experience on in-class learning and university experience, Bobilya and Akey (2002) found that participation impacted the "Learning Community" by enhancing students connections with each other, faculty, and the university; self-learning and skill development; and developing an academic support network. Lastly, Ungar et al. (2005) produced a summary article that connected outdoor programs to risk and resilience research in at-risk youth.

Overall, they reported strong relationships between outdoor program outcomes, relationship building, and sense of spirituality and purpose.

While the research on adventure education and positive psychological development is not robust or conclusive, results do show a connection between these two fields. One aspect of positive psychology that is gaining increased attention in the field of adventure education is resilience.

Adventure Education and Resilience

Previous research demonstrating the efficacy of some adventure education experiences in fostering positive psychological development leads us to consider the effects of these experiences on participant's levels of resilience. The concept of resilience has only recently begun to make its way into the outdoor and adventure education literature. Neill (2004) explained that outdoor education type programs often have the building of psychological resilience as an underlying intention. Many core components of an adventure education experience parallel the protective factors important in the RYDM framework (Benard & Marshall, 2001). Hattie et al. (1997) found that, "The establishment and fulfillment of personal and group goals in outdoor physical activities, the group experience, and the opportunity to experience and master stressful situations are all important components of adventure programs," (p. 45) and that successful programs provided immediate, intense experiences; challenging and specific goals; quality feedback; and a mutual support group.

Adventure education experiences provide challenges that ideally leave people stronger as a result. Hattie et al. (1997) highlight the connection between

resilience and hardiness, self-confidence, and self-efficacy; all self-related constructs often enhanced through outdoor education. Many of their meta-analysis findings have a close connection with the internal assets (empathy and respect, problem solving skills, personal conviction, self-efficacy, self-awareness, optimism, and goals and achievement motivation (Constantine et al., 1999)) found to be traits individuals need to be resilient.

Neill and Dias (2001) conducted a study to determine if the development-by-challenge components of adventure education experiences can lead to enhanced psychological resilience in Outward Bound students. All 41 participants who completed the surveys (young adults) on the 22-day expedition reported increases in resilience scores (using the Resilience Scale for pre-post experience measures) and had a very large effect size from the beginning to end of the program. These changes were significantly larger than that of the control group. In this study, perceived social support appeared to be a major determining factor in resilience development.

On the other hand, Skehill's (2001) analysis of an Extended Stay Outdoor Education Program (N = 99, 71 male, 28 female adolescents) showed no significant increase in resilience or well being and no decrease in distress. This study utilized the Resilience Scale and the General Well Being Scale administered pre-experience and five weeks into the experience. This study also failed to show significant differences between male and female scores on all but one subscale. There was a significant gender difference in "problem solving coping strategies," with males using more of the strategies. Skehill went on to

present many limitations in this study. This study did not assess effects of ethnic origin or socio-economic status. All participants attended prestigious, private, single-sex schools. These limitations led her to call for further investigation into other mediating variables, the relationship between resilience and related constructs, and the stability of resilience over time.

Recently, Ewert and Yoshino (2008) conducted a study exploring the connection between resilience and short-term adventure-based expeditions. Using the Resilience Scale they found that "an expedition may have a positive effect on the levels of self-reported resilience" (p. 13) though the study had a small sample size.

The discrepancies between these studies necessitates further investigation into the connection between adventure education experiences and the potential enhancement of resilience in youth populations.

Need for Additional Adventure Education Resilience Research

The need for further research on the topic of resilience and adventure education was presented by Neill and Dias (2001; Ewert & Yoshino, 2008). Specifically, they encouraged investigation into how other intervention techniques can enhance psychological resilience as well as the transferability of the resilience gains to everyday life. While satisfied with the Resilience Scale, they recommended trying other measurement tools. Most importantly, they noted that their "study only involved young adults in long Outward Bound Australia programs, so replication in other samples and other programs is needed" (Neill & Dias, 2001, p. 6). Larger sample sizes, utilizing a number of other constructs,

and using representative samples will do more to explore the proposed role that outdoor education may provide in positive development.

Summary

As the field of positive psychology continues to grow, and more connections are drawn between levels of resilience and positive youth development, there will be continued interest in how educators and psychologists can help enhance resilience in young people. There is also growing demand to assess the effect of gender and cultural differences in relation to resilience enhancement. While a number of in-school interventions have proven promising, there is not yet a consistent model of resilience enhancement for the classroom.

The growing field of adventure education may offer another venue for resilience enhancing strategies for youth. While research relating directly to resilience and adventure education is limited, there are many studies showing the effectiveness of these adventure experiences in promoting various aspects of positive psychological development. Many of the external assets highlighted in resilience research are present in adventure experiences, and outcomes from these experiences often match the internal assets needed for resilience enhancement. Adventure education researchers have called for more robust, systematic studies about the effect of these programs on resilience and other aspects of positive psychological development.

While there is a growing base of research on resilience enhancing strategies in the classroom, and an increased interest in the effect of adventure

education on resilience, there has yet to be an analysis of an experiential, adventure-based resilience program that is conducted both in and out of the school setting. Utilizing effective components from both in-class and out-of-class experiences may prove to be an effective means of enhancing resilience in youth.

Current Study

The current mixed methods study examined the effect of an adventure education program on levels of resilience. Specifically, quantitative data was gathered to measure student's resilience traits using a survey based on the RYDM framework presented above. Additionally, qualitative data was collected to gain another perspective on the resilience traits as well as to gather information about which program components may have influenced levels of resilience. The two data types were then converged to gain a more complete understanding of the effect of this program on resilience.

Hypotheses

1. Does participation in a voluntary experiential, adventure-based resiliency program enhance student's levels of resilience as compared to a control group?

Hypothesis 1 - *Participation in the program will correlate with significantly enhanced measured levels of resilience in the treatment group compared to the control group.*

2. Does participation in a voluntary experiential, adventure-based resiliency program correlate with a sustained effect on student's levels of resilience (4-months post-treatment)?

Hypothesis 2 - *There will be a significant long-term effect on the measured levels of resilience in the treatment group as measured 4-months post-treatment. There will be no significant long-term effect for the control group.*

3. If participation in a voluntary experiential, adventure-based resiliency program is correlated with enhanced levels of resilience, what aspects of the program may have contributed to these changes?

Hypothesis 3 – *Based on the RYDM framework and resilience theory, it is hypothesized that the supportive, positive, and healthy atmosphere developed during the Anti-Bullying Initiative sessions will help to foster the necessary external assets needed for resilient outcomes. This will be highlighted by strong connections between the staff and students as well as engaging activities that encourage the students to participate. These problem solving activities, if adequately framed, implemented, and processed, will contribute to the development of internal assets and improved outcomes.*

4. Do resilience levels vary across gender or self-reported ethnicity lines in pre-, post-, or follow-up surveys?

Hypothesis 4 - *There will not be significant differences in measured levels of resilience based on gender or self-reported ethnicity. While previous research*

has found differences based on these traits, it is hypothesized that the

consistent, positive and engaging nature of the program will have similar effects

with students of all backgrounds.

CHAPTER III

RESEARCH METHODOLOGY

Overview

The objective of this study was to examine the effect of an experiential, adventure-based program on levels of resilience. The focus was on student's self-reported resilience levels as well as which components of the program may have contributed to the reported changes. The chosen case for this study was the Anti-Bullying Initiative conducted by the Santa Fe Mountain Center's Therapeutic Adventure Program. The activities in this initiative were designed to promote participants' resiliency skills, reduce bullying behavior, and create safer classroom environments. This program was implemented with fifth grade students in a public elementary school in Santa Fe, NM.

This study utilized a quasi-experimental, mixed methods approach including a pre-, post-, and follow-up survey of a treatment group (n = 81) and a control group (n = 102), using the Anti-Bullying Initiative Survey (Carter & Jevertson, 2006, see Appendix B). In addition to the quantitative survey, student focus groups, semi-structured interviews with treatment group teachers, program facilitators, and a principal, and a one-day program observation were conducted with the aim of gathering data that would further explain the student's responses on the quantitative survey and add insight into which program components may have contributed to the reported changes.

Methodology

This study utilized a quasi-experimental, mixed methods research design. Specifically, it used a modified "Triangulation Design: Convergence Model" (Creswell & Plano Clark, 2007, p. 64-65) which was informed by the Resilience and Youth Development Module Theoretical Framework (Appendix A). Quantitative data was collected from both treatment and comparison schools at three stages (pre-, post-, and follow-up) to measure changes on specific resilience subscales as well as the Average Resilience scores. Near the administration of the follow-up survey, qualitative data was collected from select students and teachers from the treatment school, as well as from program facilitators and through program observation. This data was collected to gain a different perspective on the questions asked on the resilience survey.

Figure 1: *Modified triangulation design: Convergence model.* This model represents the research methodology used in this study. It is adapted from Creswell and Plano Clark (2007, p. 63).
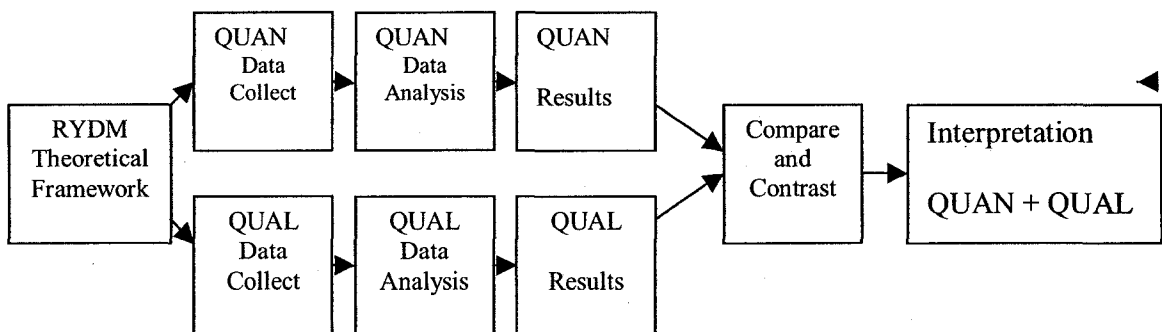
Specifically, if individuals reported that they experienced or observed changes on the resilience questions asked in the ABI Survey, they were asked to give examples and explain how the Anti-Bullying Initiative may have contributed to these changes. Quantitative and qualitative data was analyzed separately and results were compared and contrasted (Creswell & Plano Clark, 2007).

Setting

This research project was designed and implemented in collaboration with the Santa Fe Mountain Center (SFMC). The mission statement of the SFMC includes promoting personal discovery and social change through creative learning experiences. These voluntary activities are designed for youth, families, and groups and are conducted in a variety of environments. The SFMC has served New Mexico for over 27 years through a variety of youth programs, including the Therapeutic Adventure Program (for at-risk youth), the Emergence Program (for Native American populations), and Climbing Up, Climbing Out (an adventure empowerment program for LBGTQ youth and their straight allies). The SFMC also conducts adult and private programs for a variety of populations.

The focus of this study was the Anti-Bullying Initiative (ABI) being conducted through the SFMC Therapeutic Adventure Program (TAP). The TAP is a voluntary, positive youth development program working with treatment centers, schools, Juvenile Justice, Protective Services, Tribal Courts, and Tribal Social Services. The SFMC TAP activities are also open to other private programs serving higher-risk youth. The TAP aims to provide dynamic therapeutic learning experiences that incorporate elements of adventure,

challenge, and interpersonal processing/reflection coupled with life skills curriculum. These experiences have traditionally included cooperative games, problem solving initiatives, challenge courses, rock climbing, backpacking, and rafting. These activities are often sequenced through a number of therapeutic sessions, leading to overnight therapeutic camps or wilderness experiences.

While each program conducted by the TAP is different, there is a common thread of the "SFMC Experiential, Adventure-Based Resiliency Model" (Appendix C). This model works to combine adventure activities with "experiential life skills curriculum" and best practices in the fields of resiliency and positive youth development to help increase student's resilience.

The SFMC Therapeutic Adventure Program has recently implemented an Anti-Bullying Initiative (ABI). The goal of this initiative was to create a more positive, caring, and safe learning environment for all students at a local elementary school in Santa Fe, NM. The activities were designed to promote participants' resiliency skills, reduce bullying behavior, and create safer classroom environments. The following specific outcomes were sought:

1. Classrooms are safer and more productive learning environments.

2. Students possess skills and strategies to deal with being the target of bullying behavior.

3. Students possess skills, strategies, and confidence to intervene appropriately in bullying situations.

In an attempt to effectively assist young people in creating a more caring and compassionate classroom, the anti-bullying curriculum incorporated

experiential education approaches. This curriculum focused on the internal assets of positive values, social competencies, and positive identity development as core components.

The Anti-Bullying Initiative provided a total of 13 program sessions for each of the classrooms in the treatment group. Ten of these sessions were two hours in length and delivered either in the school classroom or outside on the school playground. These sessions included team building and problem solving activities, role plays, and instruction on all aspects of the bullying problem. Activities included games such as Paranoia, Group Juggle, and Pipeline. Three sessions consisted of a full-day excursion to the SFMC facilities. In addition to the school based activities, these sessions included low and high ropes course elements such as Comfort Zone Circles, the Climbing Tower, and the Tension Traverse. The SFMC off-site activities were scheduled as every third session. All sessions were spread throughout the school year, averaging about two per month. Specific goals of the program sessions included:

1. To practice positive social skills: cooperating, listening, communication, & following rules.
2. To practice conflict resolution and dealing with frustration in a positive manner.
3. To show respect for and take care of one another.
4. To create a space to talk openly and honestly about the bullying problem.
5. To have fun together in class.

Participants

The population for this study included 5th grade students from a Santa Fe, NM public school district. The treatment group originally consisted of the entire 5th grade level at the treatment school (5 classes, 81 students). The number of treatment group students that finished all three surveys decreased to 52 (male = 26, female = 25). The comparison group consisted of students from three separate elementary schools in the Santa Fe area. The original number of students in the comparison group was 102. The number of students that completed all three surveys decreased to 54 (male = 29, female = 25). These students were chosen as a comparison due to similarities in percentage of students on the "Free Lunch Program" (100%); high population of Hispanic students; high number of recent immigrants; high level of Spanish only, or limited English speaking parents; and the fact that all schools are organized with 6th grade as the top level. It is also noteworthy that none of the schools in this study made adequate yearly progress by "No Child Left Behind" standards for the previous school year ("Great Schools," 2007).

This age group was deliberately chosen for the Anti-Bullying Initiative because 5th and 6th grade presents an important transition time for young people. While most students are still using concrete operations in their cognitive processing ("Funderstanding," 2001) and pre-conventional morality (Crain, 1985), they are on the brink of transitioning to higher stages of development. These students were also about to enter a middle school setting with increased independence and responsibility. With the number of risks present in middle

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school settings, it is important to help students develop the internal assets that will increase their odds of success. In addition, this program specifically targeted 5th graders that would still attend the same school during their 6th grade year. Participation in the ABI program was not only intended to build these students resilience skills, it was also designed to help these students to enter a new role as a peer mentor in their 6th grade school year.

All of these factors make this an appropriate population for this study. Focusing on 5th grade students allowed me to gather data (pre-, post-, and follow-up) before most students begin to make the transitions to higher levels of development. Additionally, this study made a point of conducting the follow-up survey and focus group sessions before the students in the treatment group entered the 6th grade component of the ABI.

Focus group sessions were conducted with twelve students from the treatment school. Each sixth grade teacher chose three students to serve as classroom representatives for these sessions. Selection criteria included: participation in the ABI program the previous year, adequate English competency, a mix of male and female students, students who would be talkative with an unfamiliar adult, and students that represented a cross section of the student population. While individual interviews may have produced more authentic and reliable data, focus groups were chosen for a number of reasons. Scheduling twelve individual interviews would have been nearly impossible, the students may have been less likely to talk with a stranger in a one-on-one setting, and I hoped that having a variety of perspectives in the same room would

add to the breadth of the responses. It is possible that the focus group sessions limited the variety of responses that I was able to collect as the students were likely influenced by the responses of their peers. This was a deliberate decision with the intention of gathering as much qualitative data as I could in a limited amount of time.

In addition, three teachers in the treatment school were interviewed on a voluntary basis. These teachers participated in the Anti-Bullying Initiative during the previous school year. The interviewed teachers were currently teaching 5th or 6th grade at the treatment school and were still involved in the next stage of the Anti-Bullying Initiative.

An interview was also conducted with one principal from the treatment school. While this principal is not directly involved in the ABI programming, she had seen the effects of this program on the students and the school as a whole.

Lastly, interviews were conducted with two of the Anti-Bullying Initiative facilitators. These staff coordinated the ABI program and helped to facilitate all of the fifth grade ABI sessions. One of these facilitators was supervising the ABI programming for the upcoming school year.

Protocols

Anti-Bullying Initiative Survey

The Anti-Bullying Initiative Survey (Carter & Jevertson, 2006; Appendix B) was the primary outcome assessment tool in this study and was administered on a voluntary basis. This 36-question survey collected relevant demographic

information, contained eight questions focused on resilience, nine aimed at perception of school climate, six questions targeting bullying beliefs, and six targeting bullying behaviors. Demographic questions were fill-in or check-box format while the remaining items were designed in a Likert-scale format with four to five options, depending on the particular section. This research project specifically assessed responses from Section A (demographic information) and Section B (resilience) of the ABI Survey.

The ABI Survey was created by Carter, an evaluation consultant, and Jevertson specifically for the SFMC ABI program. The resilience section was adapted from the Resilience Assessment Module (Constantine & Benard, 2001). This module serves as an optional addition to the California Healthy Kids Survey and measures 11 external assets and 6 internal assets. Analyses of the early versions of this module included internal-consistency/reliability on each scale; exploratory factor analyses and reliability analyses; and further exploratory and confirmatory factor analyses. Finally, additional confirmatory factor analyses and logistical regression were completed. An early field test sample of a diverse population demonstrated a median coefficient alpha between .69 and .77 (Constantine et al, 1999).

While the original Resilience Assessment Module was developed for students in 7th, 9th, and 11th grades, Constantine and Benard (2001) developed a module appropriate for students in 5th grade. Unlike the surveys for middle and high school students, this assessment tool consisted of only one module and looked at health-related behavior, attitude, perceived-norms, and a subset of

resilience items taken from the secondary school version. Resilience items were chosen on their applicability to the younger students and ease of comprehension. Two items were utilized for each construct rather than three. Field tests showed the need to simplify and shorten the survey. Significant changes included: reducing the number of items, rephrasing questions, changing response options, simplifying wording, changing the timeframe in the questions, and adding helpful emphasis (Constantine & Benard, 2001). Early reliability analyses found low coefficient alpha levels for the elementary version (.29-.65). Kiku Annon (personal communication, January, 2008) revealed that researchers have not yet been able to obtain true psychometric measures for the newest elementary version with a large enough sample. He did state that adjusting the items for understandability did increase the alphas from the previously tested upper grade items. An upcoming round of surveys will provide psychometric measures in the coming school year.

A summary of fifth grade Elementary CHKS aggregate scores for 2004-2006 was compiled using data from 218,791 surveys ("Technical Report: 5th Grade," 2007). Student responses range from 1 (Not at all true) to 4 (Very much true). For each scale, points were averaged and results are then reported as "High" (% of students with average item response above 3), "Moderate" (% of students with average item response of at least 2 and no more than 3), and "Low" (% of students with average item responses below 2). These percentages will serve as a comparison for the data collected with the Anti-Bullying Initiative Survey.

The modified resilience assessment used in the ABI program consists of four subscales, and a total of eight questions. Again, students rated their responses on a Likert-type scale. Sample items include:

- I feel bad when someone gets their feelings hurt.

- I know where to go for help with a problem.

These items represent resilience questions found in both the secondary and elementary school versions of the Resilience Assessment Module. Two items related to Goals and Aspirations (a = .76), two are related to Problem Solving (a = .80), two are directed at Empathy (a = .78), and two are directed at Self Efficacy (a = .81). The last two items also have the potential to demonstrate Problem Solving (a = .80) or Meaningful Participation: In the Home (a = .75). All coefficient alphas are based on 7th grade student surveys (n = 18,920), (Constantine & Benard, 2001).

Focus Groups, Interviews, and Program Observation

This study was conducted with a mixed methods research design to gain another perspective on the survey responses and a rich description about how specific activities in this adventure-based program may have led to the reported changes in resilience. Specifically, interviews were conducted with students, teachers, and program facilitators to see if they noticed any changes in resilience. This information was assessed to determine if verbal responses were congruent with survey responses. Since it was not possible to adequately analyze student survey responses before the focus group and interview

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sessions, qualitative data collection was designed to gather more information on each resilience subscale included in the ABI Survey.

The mixed methods approach also allowed for a more thorough understanding of the program components and processes that were correlated with the reported changes. If the students, teachers, and facilitators did experience or recognize changes in resilience, they were asked to provide examples of how the Anti-Bullying Initiative may have contributed to these changes. Specifically, they were asked to identify which specific adventure activities may have led to the described changes and what external assets might have been present in this program. While conducting the qualitative data collection two central questions were driving the process: 1. What role does an adventure education experience play in resilience enhancement, and 2. Which aspects of resilience seem to be most affected by adventure education?

One method of qualitative data collection included voluntary focus groups with students from the treatment school. These sessions aimed to gain a deeper understanding of participants' responses to the resilience survey and their experiences in the ABI program (Appendix D). Sample questions included:

- Tell me about the Anti-Bullying Initiative. What activities did you do and what kinds of things did you talk about?

- Do you think the ABI did anything to help you learn how to deal with problems? Can you give me examples of how ABI helped you do this? If so, talk about these examples.

- Do you think the ABI did anything to help you try and learn to understand how other people feel? Can you give me examples of how ABI helped you do this? If so, talk about these examples.

Voluntary semi-structured interviews were conducted with a group of three teachers from the treatment school. These interviews were conducted in the presence of a SFMC staff (Appendix D). Additionally, a one-on-one, semi-structured interview was conducted with one of the treatment school's principals. Lastly, semi-structured, one-on-one interviews were conducted with two SFMC staff that coordinated the ABI programming (Appendix D). These interviews attempted to gain further explanation of the resilience data. Sample questions include:

- How long have you been teaching 5th/6th grade and what is your experience with experiential/adventure programming?
- Do you have any specific examples of any noticeable effects of the ABI in your classroom or on individual students?
- In your view, how did the experiential/adventure activities affect these internal assets (if they did)? What specific activities/people/processes were most important? What specific examples of change did you see in students?

Lastly, one day of ABI programming was observed at the Santa Fe Mountain Center facility. The purpose of this observation was to gain a better sense of how the program was designed, how the curriculum was presented, and to specifically look for which external assets were present that could be leading

to enhanced internal assets. Particular attention was paid to examples of caring

relationships with adults, high expectations from adults, and meaningful

participation. In addition, special note was made of any activities, discussions,

interactions related to Goals and Aspirations, Problem Solving, Empathy, and

Self Efficacy.

Procedures

Consent

This project was originally developed as an evaluation of the Anti-Bullying

Initiative. Parents from the treatment schools completed a four page registration

packet explaining all aspects of the Anti-Bullying Initiative. If treatment school

students failed to return a completed registration packet, they were not allowed to

participate in the ABI activities or complete the surveys. "Passive" consent forms

were sent home with students in the comparison group to inform

parents/guardians about the surveys that would be administered in the school.

Comparison school parents were invited to sign and return the consent forms if

they did not want students to be involved in the evaluation. Assent information

was written on the front of the surveys and explained by the test administrator at

each survey session.

For the second phase of this study, another "passive" consent form was

sent to parents/guardians of both treatment and comparison groups explaining

that data previously gathered for evaluation purposes would now be used for

research purposes. The "passive" consent form (Appendix E) was sent to

treatment school parents after the follow-up survey is completed. Parents were given two weeks to return the form if they do not want survey data to be used for research purposes. In addition, treatment school parents were required to complete another four page registration packet for their child to participate in the ABI programming for the coming school year. A similar "passive" consent form (Appendix E) was sent to parents from the comparison schools two weeks before their children complete the follow-up survey. Students returning signed forms were excused from taking the follow-up survey and their previous surveys were removed from the data set. All consent forms were available in both English and Spanish.

An "active" consent form (Appendix E) was developed for focus group participation. This form was sent home with the 13 students selected by treatment school teachers. Parents/guardians were asked to sign and return the form in order for their student to participate in the focus group. Again, English and Spanish versions of this form were available. Teachers were available to speak with parents and explain the purpose of the focus groups if parents had questions or concerns. Assent information (Appendix E) was delivered to all students who participated in the focus group sessions. An informed consent form (Appendix E) was also completed by all teachers, principals, and SFMC staff that participated in semi-structured interviews.

In addition to the above methods, permission to extend the original evaluation project to a more comprehensive research design, to administer follow-up surveys, to conduct focus group sessions and interviews, and to audio

record focus group and interview sessions was obtained from school principals in the form of a signed letter (Appendix E). All of these procedures were also approved by the New Mexico Office of Student Wellness before implementation. All protocols received approval from the University of New Hampshire Institutional Review Board before research began (Appendix F).

Anti-Bullying Initiative Survey

The pre-treatment ABI Survey was conducted in November, 2006. The baseline survey was administered by the ABI project director for both treatment ($n = 81$) and comparison ($n = 102$) groups before treatment began. The survey was available in both English and Spanish versions. Instructions for survey administration were provided to ensure consistency of delivery. An interactive activity was facilitated to ensure that students understood how to appropriately answer each survey item. Each survey question was read to the students one-by-one and students were given a chance to ask questions. While the project director was present at all administrations, a Spanish speaking teacher or staff from the Santa Fe Mountain Center was also present to explain instructions and questions in Spanish. Surveys are administered in the classroom and took approximately 30 minutes to complete.

The post-treatment ABI Survey was conducted in May, 2007, and was administered identically to the pre-treatment survey. This post-treatment survey was intended to measure any changes on resilience subscales that occurred during the *ABI* programming. The follow-up ABI Survey was conducted in September, 2007 for the treatment schools ($n = 52$). Difficulties with "passive

consent forms" led to a delay in the administration of the follow-up survey for the comparison schools ($n = 54$). This administration was further complicated by the fact that comparison group students were dispersed into classrooms with other students that did not take the survey last year. This follow-up survey aimed to measure lasting impacts of the treatment. It was administered identically to the previous two surveys and occurred before the 6th grade component of the ABI began.

Focus Groups, Interviews, and Program Observation

Ethics - In all data collection situations I presented myself as a graduate student researcher from New Hampshire who was there to learn about the Anti-Bullying Initiative, to learn more about their responses to the ABI Survey, and to gather information that will help make the Anti-Bullying Initiative better in the future. In order to develop a relationship with the school, teachers, and students I attended the parent's question and answer session at the school, helped with the administration of the follow-up surveys for all classrooms, and met with each teacher before starting data collection. At each survey administration I introduced myself to the students, described my reasons for being there, and gave them a chance to ask questions. At first I tried to remain an objective, nearly silent observer of the process, reducing my impact on the students. At the end of one session a student raised his hand and asked, "How come that guy never talks?" It became clear to me that I would have an impact on these students no matter what. From this point forward I tried to loosen up and become more "present" when interacting with the students. I also tried to put

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myself on the same plane as the participants. I dressed appropriately for a school setting, joked with the focus group participants, dealt with the constraints on teacher's schedules, and had a semi-formal interview with the school principal in her office. Showing concern for the needs of the participants, being organized, dressing appropriately, and having a laid-back, positive attitude allowed me to build rapport with all participants.

While I helped the Santa Fe Mountain Center staff administer surveys, I made it clear that I was not a Mountain Center employee. I anticipated that participants and school personnel would see me as a "program evaluator" and try to convince me of the merits of the ABI Initiative. To counter this I made it clear that I was not there to prove the effectiveness of the program, but was more interested in the effects of the adventure education components on student's resilience. I explained that gathering examples of how the adventure components may or may not have led to these changes will help the program to improve in the future.

Focus group sessions and interviews took place in the school where students and staff seemed comfortable. I made it clear that all responses would be kept confidential (except in mandatory reporting cases) and that participants would be given pseudonyms in the research report. Also, all participants were invited to review their responses or to ask that any contributions be omitted if they desired. Before the program observation began I told all participants and facilitators that I was simply there to observe the activities, see how the Mountain Center teaches students about bullying, and take notes for my project. I was not

observing individual students in this setting. Throughout the day I continually moved between groups, watching activities, listening to group discussions, and taking field notes.

Focus Groups - After consent forms were collected, the focus groups were conducted with two groups of 6 students. Focus groups sessions were conducted by asking pre-determined questions based on the resilience items from the ABI Survey and the students experience in the ABI program. All responses were audio recorded. A Spanish-speaking staff from the Santa Fe Mountain Center was present during the focus groups to ensure that students understood the questions, that I understood the responses, and that the students felt comfortable talking to a relatively unfamiliar "researcher." All participants were given pseudonyms to protect anonymity. Each focus group session lasted approximately 45 minutes and occurred in the school one or two days after the follow-up ABI Survey was completed, in September 2007.

Teacher and Staff Interviews - All adults interviews were tape recorded and field notes were taken. Interviewees were asked if they saw any changes in the measured levels of student resilience and, if so, what specific examples demonstrated these changes. The only selection criteria was that teachers participated in the Anti-Bullying Initiative the previous year. Each participating adult was given a pseudonym to protect anonymity and all responses remained confidential. Semi-structured interviews were based off a list of pre-determined questions. Teachers were interviewed in a group of three due to scheduling difficulties, and the interview lasted one hour. The ABI project director was a

silent observer during the teacher interview. The principal and SFMC program facilitator interviews were one-on-one and lasted between one and one and a half hours.

Program Observation - During the program observation I acted as a passive observer. Consent was not obtained for specific participant observation; rather, the focus was to gather more information about how the program was implemented. More specifically, focus was placed on the role of experiential/adventure based activities and their connection to the theoretical framework presented in the RYDM framework. What components of the experiential, adventure strategies make this type of experience different from other methods? Did any of these components seem to be effective in enhancing resilience? Field notes were taken by the lead researcher and focused on the sequencing of the day, framing and debriefing of individual activities, facilitator interactions with the group, and other external assets presented throughout the program.

Data Analysis

Quantitative

All quantitative data analysis used the Statistical Package for Social Sciences 15 statistics program. Survey results were first compiled into treatment and control groups and then matched using student initials and birthdates. As some of the identifying demographic responses were illegible or entered incorrectly, three out of four responses were necessary to consider the match

viable. If only two responses matched, the survey was not included in the data set. Next, ethnicity was coded numerically and an additional category, multiple ethnicities, was added for students that responded to more than one option. . Since the ethnicity response cells were so small, they were collapsed into two options, Hispanic/Latino and Other.

Due to the realities of working with a public school over time, the sample size dropped from 183 students at the pre-test, to 160 students that completed both the pre-test and post-test. This number continued to decline as only 106 students completed all three surveys (treatment $n = 52$, comparison $n = 54$). An independent samples t-test revealed that there was not a significant difference between Average Resilience or subscale scores for the students that completed only two or all three of the surveys. For ease of statistical procedures, only the data using the subjects that completed all three survey administrations was used. Survey answers were entered into the spreadsheet with a score of one being the highest and four being the lowest. The Resilience Assessment Module (Constantine & Benard, 2001) scores the responses the opposite way, with four being to highest. For consistency, all survey responses were transformed to follow this format.

Once the data sets were completely organized and cleaned, missing responses were handled. As long as a survey was not missing multiple responses, SPSS was used to replace missing variables with the mean for the variable in that particular group (treatment = 12 missing items, comparison = 3 missing items). After replacing the missing variables, the mean of the various

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items was calculated to determine the subscale scores (Goals and Aspirations, Problem Solving, Empathy, Self Efficacy). The items were then averaged to determine the total Average Resilience Score for each survey administration. Then, the percentage of students that scored high, medium, and low for each subscale at each administration was calculated to allow comparisons with the aggregate data.

After the initial data screening and organizing, the data sets were combined for comparisons. Initial analysis began by assessing a wide variety of descriptive statistics. It became evident that most of the distributions were abnormal and negatively skewed. This finding suggested that there may be a ceiling effect with this survey as a majority of the students scored quite high on the items, even at the pre-test. Preliminary comparisons revealed that many of the tests violated Levene's Test for the Equality of Error Variances and various other assumptions necessary for the use of parametric tests (Pallant, 2007). Because of this, non-parametric tests were used for most of the statistical procedures.

A reliability analysis (Chronbach's alpha) was used to assess the internal consistency of the measures. After this, a series of non-parametric procedures were used to compare Average Resilience and subscale scores between groups, over time, and by gender. This series involved repeated measures ANOVA's to compare means and provide a plot of the mean scores over time. This was followed by a Mann-Whitney U test to compare scores between groups and a Friedman Test to assess significant changes over time. Significant findings in

the Friedman Test were followed by a post-hoc Wilconox Signed Rank Test to further explore changes over time. This series was repeated to assess differences in each group based on gender as well as differences for each gender depending on the group they were involved with. All procedures followed the guidelines presented by Pallant (2007).

Qualitative

Concurrently, analysis began on the qualitative data. Tape recordings and field notes were transcribed verbatim by the lead researcher. Data was then coded using NVIVO software. Coding first followed a broad-brush approach, working to identify examples of internal and external assets present in the participant responses. All coding was accompanied by memo writing to capture emerging concepts from the data and to organize the data in my on terms. Identifying examples of these assets added explanation to the student's survey and interview responses within the framework of the RYDM model. The main components of the Resilience and Youth Development Module framework and the Anti-Bullying Initiative Survey (Goals and Aspirations, Problem Solving, Empathy, Self-Efficacy, Caring Relationships, High Expectations, and Meaningful Participation) were held loosely as "sensitizing concepts," providing some guidance for the coding process. In addition, other emerging themes were coded as appropriate.

After broad-brush coding was completed, the data was analyzed for other themes as well as "exemplary cases" and "counter cases." Significant trends in participant responses, specific activities that appear to have facilitated changes

in resilience, or any poignant examples speaking to the main research questions were coded.

Once the coding process was complete, I read through the memos and started to organize the main themes and topics into a coherent format (see Appendix H). This first closely followed the RYDM framework and I kept all other themes together in a separate category. As I continued to work with the themes and incorporate specific examples into the written account, I continued to identify common topics throughout much of the data. I decided to let these consistent themes move to the forefront of the analysis, moving the examples that were specifically aligned with certain aspects of the RYDM model to the side. This allowed me to conceptualize the process of resilience enhancement in "The Resilience Cycle" and use the examples related to the RYDM model for a richer description of the quantitative data.

Qualitative results were then sent to the facilitators at the Santa Fe Mountain Center Program to check for the trustworthiness of the observations and interviews. These staff members were invited to read the results, review the ideas, and clarify the meaning of their interview responses.

Convergence

After separate analysis, the quantitative and qualitative results were converged. This process enabled me to compare the main findings from each data set and to determine if results from the surveys and interviews were consistent. This also added rich description to the survey responses.

Additionally, the qualitative data further explained some of the quantitative

findings, most importantly allowing for analysis of the processes that may have

contributed to the reported outcomes.

CHAPTER IV

QUANTITATIVE RESULTS

The purpose of this chapter was to report the quantitative results from the Anti-Bullying Initiative Survey which measured levels of resilience over three time periods. The results are presented first with descriptive statistics and second with differences in average and subscale scores by group and gender as well as changes over time for both treatment and comparison groups and by gender.

Descriptive Statistics

The 106 students that completed all three administrations of the ABI Survey consisted of 55 males and 50 females (one non-respondent). More male students (51.9%) completed the surveys than female (47.6%). The treatment group (n = 52) included 26 males (50%) and 25 females (48.1%) (one non-respondent). The comparison group (n = 54) included 29 males (53.7%) and 25 females (46.3%).

Table 1. *Number of male and female participants in the study.*

Group	Male	Female
ABI Survey Complete	55 (51.9%)	50 (47.6%)
Treatment	26 (50%)	25 (48.1%)
Comparison	29 (53.7%)	25 (46.3%)

The survey sample consisted of 56 Hispanic/Latino students (52.8%), 9 White/Non-Hispanic students (8.5%), 2 Native American/American Indian (1.9%), 1 Asian American (.94%), 7 Other (6.6%) and 30 students reporting multiple ethnicities (28.3%) (one non-respondent). The treatment group consisted of 37 Hispanic/Latino (71.2%), 1 Native American/American Indian (1.9%), 3 Other (5.8%), and 11 Multiple (21.2%). The comparison group consisted of 19 Hispanic/Latino (35.2%), 9 White/Non-Hispanic (16.7%), 1 Native American/ American Indian (1.9%), 1 Asian American (1.9%), 4 Other (7.4%), and 19 Multiple (35.2%) (one non-respondent).

Table 2. *Number of students by self reported ethnicity.*

Ethnicity	Treatment	Comparison
Hispanic/ Latino	37 (71.2%)	19 (35.2%)
White/ Non-Hispanic	0 (0%)	9 (16.7%)
Native American/ American Indian	1 (1.9%)	1 (1.9%)
Asian American	0 (0%)	1 (1.9%)
Other	3 (5.8%)	4 (7.4%)
Multiple	11 (21.2%)	19 (35.2%)
Collapsed Cells		
Hispanic/ Latino	37 (71.2%)	19 (35.2%)
Other	15 (28.8%)	34 (63%)

Due to the small cell sizes of the various ethnicities, the data was collapsed into Hispanic/Latino and Other. In the complete sample there were 56

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Hispanic/Latino students (52.8%) and 47 Other (44.3%). The treatment group

consisted of 37 Hispanic/ Latino (71.2%) and 15 Other (28.8%). The comparison

group consisted of 19 Hispanic/ Latino (35.2%) and 34 Other (63%).

Reliability Analysis

A Cronbach alpha reliability analysis was conducted with the survey

responses. Reliability statistics and inter-item correlations are presented in Table

3. These statistics show that the coefficient alpha for the Average Resilience

score was .611.

Table 3. *Reliability analysis and inter-item correlations*

Subscale	Cronbach's Alpha	Inter-item Correlation
Average Resilience	.611	-------
Goals and Aspirations	.299	.180
Problem Solving	.488	.335
Empathy	.579	.408
Self Efficacy	.294	.187

Coefficient alphas were also calculated for the subscales in this survey

and were compared to reliability statistics from both elementary (2000) and high

school (1999) surveys (Constantine & Benard, 2001). The Goals and Aspirations

subscale (a = .299, inter-item correlation = .18) was lower than the elementary (a

= .43) and high school data (a = .71). Problem Solving (a = .488, correlation =

.335) was higher than elementary (a = .47) and lower than high school (a = .72).

Empathy (a = .579, correlation = .408) was lower than both elementary and high

school alphas (a = .65; a = .73). Self Efficacy (a = .294, correlation = .187) was lower than high school alphas (a = .70) and this subscale was not used for elementary surveys.

Comparison of Average Resilience and Subscale Scores

Exploring the results for the Average Resilience and subscale scores demonstrated that most of the distributions were abnormal and negatively skewed. This seems to be the result of a ceiling effect in this particular survey. Most of the students scored themselves on the upper end of the Likert-scale while only a few scored on the lower end and were outliers in the data set. Because of these abnormal distributions, non-parametric statistical procedures were used to compare groups.

A series of repeated measures ANOVA's were conducted to provide mean scores and visual representations of the changes in mean scores over time. This procedure was not used to compare mean scores as most of the subscales violated Levene's Test of Equality of Error Variances. Instead, Mann-Whitney U Tests were used to compare groups, Friedman's Tests were conducted to assess changes over time, and Wilconox Signed Rank Tests were used as a post-hoc substitute for paired-samples t-tests.

The results are presented in the following order: Average Resilience Score, Goals and Aspirations, Problem Solving, Empathy, and Self Efficacy. Each subheading includes a comparison of the overall score by group (treatment vs. comparison), a comparison of gender differences within each group (i.e. male vs. female scores in the treatment group), and an assessment of the effect of the

group on gender scores (i.e. female scores in the treatment group vs. female scores in the comparison group).

All relevant results are reported under each subscale. Statistically significant results are accompanied by a graph showing the changes in mean scores or relevant comparisons. Findings are summarized at the conclusion of this chapter.

Comparisons of Average Resilience Scores

The Average Resilience scores for both groups were recorded and the means and standard deviations are presented below in Table 4. The lowest Average Resilience score was the comparison group at the pre-test (M = 3.38, SD = .363) and the highest was the treatment group at the 4-month follow-up (M = 3.52, SD = .369). The means for the treatment group continued to increase at each survey administration. The means for the comparison group increased from pre-test to post-test, but then decreased from post-test to the 4-month follow-up.

Average Resilience Scores by Group

A Mann-Whitney U test revealed no significant difference in the Average Resilience scores between treatment (n = 52) and comparison (n = 54) groups at the pre-test (treatment Md = 3.5; comparison Md = 3.38) U = 1258, z = -.929, p = .353; post-test (treatment Md = 3.5; comparison Md = 3.63) U = 1399.5, z = -.029, p = .977; or follow-up (treatment Md = 3.58; comparison Md= 3.38) U = 1181.5, z = -1.414, p = .157.

The results of the Friedman Test indicated that there was no significant difference in Average Resilience scores across the three time points for either treatment (X squared $(2, n = 52) = 1.18$, $p = .555$); or comparison groups (X squared $(2, n=54) = 5.28$, $p = .071$).

Table 4. *Means and standard deviations of average resilience scores.*

Average	Time	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	1	52	3.42	(.416)	54	3.38	(.363)
Post-test	2	52	3.49	(.336)	54	3.48	(.347)
4-month follow	3	52	3.52	(.369)	54	3.42	(.379)

Average Resilience Scores by Gender

The Average Resilience scores for both groups were divided by gender and the means and standard deviations are presented below in Table 5.

Treatment Group Average Resilience Scores by Gender – A Mann-Whitney U test revealed no significant difference in the average resilience scores between males ($n = 26$) and females ($n = 25$) in the treatment group ($n = 52$) at pre-test (male $Md = 3.5$; female $Md = 3.5$) $U = 318.5$, $z = -.123$, $p = .902$; or post-test (male $Md = 3.44$; female $Md = 3.63$) $U = 267.5$, $z = -1.089$, $p = .276$. There was a significant difference between males and females at the follow-up survey (male $Md = 3.38$; female $Md = 3.75$) $U = 182.5$, $z = -2.699$, $p = .007$, with a medium effect size ($r = .38$). This showed that treatment group females had a significantly higher Average Resilience scores than treatment group males 4-months after the experience.

The results of the Friedman Test indicated that there were no significant changes in Average Resilience scores across the three time points for the males (X squared (2, n = 26) = 1.095, p = .578) or females (X squared (2, n = 25) =5.630, p = .060), in the treatment group.

Table 5. *Means and standard deviations of average resilience scores by gender.*

Average	Gender	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	Male	26	3.39	(.489)	29	3.37	(.392)
	Female	25	3.44	(.335)	25	3.40	(.332)
Post-test	Male	26	3.42	(.362)	29	3.43	(.439)
	Female	25	3.54	(.308)	25	3.53	(.273)
4-month follow	Male	26	3.37	(.403)	29	3.37	(.465)
	Female	25	3.67	(.271)	25	3.48	(.241)

Comparison Group Average Resilience Scores by Gender – A Mann-Whitney U test revealed no significant differences in the Average Resilience scores between males (n = 29) and females (n = 25) in the comparison group (n = 54) at pre-test (male Md = 3.38; female Md = 3.38) U = 358.5, z = -.070, p = .944; post-test (male Md = 3.63; female Md = 3.63) U = 336, z = -.464, p = .643; or follow-up (male Md = 3.38; female Md = 3.38) U = 326, z = -.639, p =.523.

The results of the Friedman Test indicated that there was no significant difference in Average Resilience scores across the three time points for the males (X squared (2, n = 29) = 1.235, p = .539) or females (X squared (2, n = 25) = 5.744, p = .057), in the comparison group.

Figure 2: *Treatment group average resilience scores by gender.*
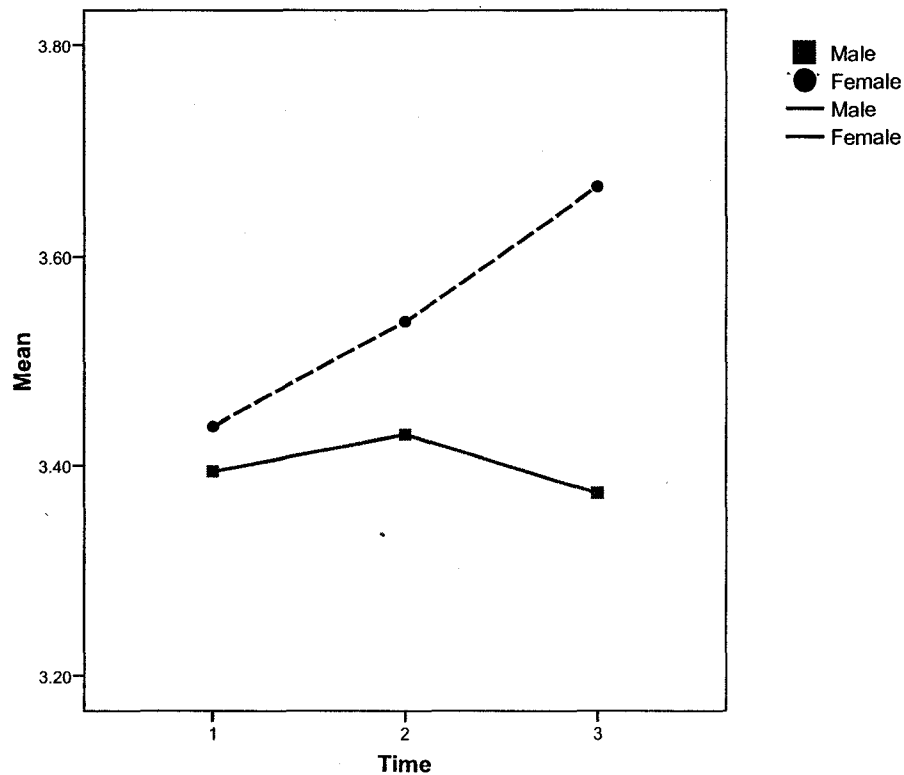
Average Resilience Score: Gender by Group

Male Average Resilience by Group - A Mann-Whitney *U* test revealed no significant difference in the Average Resilience scores between males in the treatment group (*n* = 26) and comparison group (*n* = 29) at pre-test (treatment *Md* = 3.5; comparison *Md* = 3.38) *U* = 344.5, *z* = -.552, *p* =.581; post-test (treatment *Md* = 3.44; comparison *Md* = 3.63) *U* = 360.5, *z* = -.279, *p* = .780; or follow-up (treatment *Md* = 3.38; comparison *Md* = 3.38) *U* = 366, *z* = -.186, *p* =.852.

<u>Female Average Resilience by Group</u> - A Mann-Whitney U test revealed

no significant difference in the Average Resilience scores between females in the

treatment group (n = 25) and comparison group (n = 25) at pre-test (treatment

Md = 3.5; comparison Md = 3.38) U = 344.5, z = -.552, p =.581; post-test

(treatment Md = 3.63; comparison Md = 3.63) U = 360.5, z = -.279, p = .780; or

follow-up (treatment Md = 3.75; comparison Md = 3.38) U = 366, z = -.186, p

=.852.

Comparisons of Goals and Aspirations Scores

The Goals and Aspirations scores for both groups were recorded and the

means and standard deviations are presented in Table 6. The lowest Goals and

Aspirations score was the treatment group at the pre-test (M = 3.49, SD = .659)

and the highest was the treatment group at the 4-month follow-up (M = 3.79, SD

= .402). The means for the treatment group continued to increase at each survey

administration. The means for the comparison group increased from pre-test to

post-test, but then decreased from post-test to the 4-month follow-up.

Table 6. *Means and standard deviations of goals and aspirations scores.*

Goals	Time	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	1	52	3.49	(.659)	54	3.56	(.572)
Post-test	2	52	3.56	(.683)	54	3.69	(.427)
4-month follow	3	52	3.79	(.402)	54	3.60	(.536)

Goals and Aspirations by Group

A Mann-Whitney U test revealed no significant difference in the Goals and Aspirations scores between treatment ($n = 52$) and comparison ($n = 54$) groups at pre-test (treatment $Md = 3.5$; comparison $Md = 3.5$) $U = 1374.5$, $z = -.201$, $p = .841$; post-test (treatment $Md = 4.0$; comparison $Md = 4.0$) $U = 1316$, $z = -.201$, $p = .537$; or follow-up (treatment $Md = 4.0$; comparison $Md = 4.0$) $U = 1139.5$, $z = -1.921$, $p = .055$.

The results of the Friedman Test indicated that there was no significant difference in Goals and Aspirations scores across the three time points for the comparison group (X squared $(2, n = 54) = 2.361$, $p = .307$). There was a significant difference in Goals and Aspirations scores across the three time points for the treatment group (X squared $(2, n = 52) = 6.943$, $p = .031$). Inspection of the median values for the treatment group showed an increase from pre-test ($Md = 3.5$) to post-test ($Md = 4.0$). The median score at the follow-up was also $Md = 4.0$. The mean scores increased from pre-test ($M = 3.5$, $SD = .657$) to post-test ($M = 3.56$, $SD = .676$) and continued to increase at the follow-up ($M = 3.79$, $SD = .400$).

A Wilconox Signed Rank Test revealed a statistically significant increase in the Goals and Aspirations score for the treatment group from pre-test to follow-up, $z = -2.581$, $p = .010$, with a small to medium effect size ($r = .25$). There was also a significant increase from post-test to follow-up, $z = -2.163$, $p = .031$, with a small to medium effect size ($r = .21$).

Figure 3: *Goals and aspirations scores by group.*
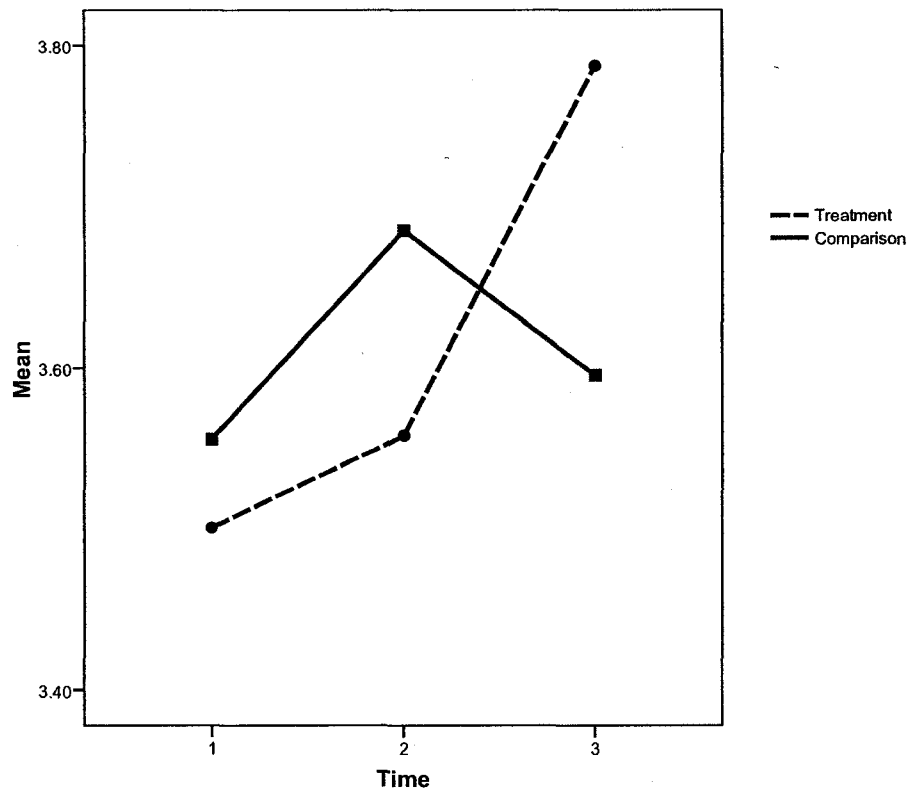
Goals and Aspirations Scores by Gender
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The Goals and Aspirations scores for both groups were divided by gender and the means and standard deviations are presented in Table 7.

Treatment Group Goals and Aspirations by Gender - A Mann-Whitney U test revealed no significant difference in the Goals and Aspirations scores between genders in the treatment group (n = 52) at pre-test (male Md = 3.75; female Md = 3.5) U = 315, z = -.202, p =.840; post-test (male Md = 3.75; female Md = 4.0) U = 313.5, z = -.239, p = .811; or follow-up (male Md = 4.0; female Md = 4.0) U = 257.5, z = -1.589, p =.112.

Table 7. *Means and standard deviations of goals and aspirations scores by gender.*

Goals	Gender	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	Male	26	3.5	(.663)	29	3.65	(.484)
	Female	25	3.48	(.669)	25	3.44	(.651)
Post-test	Male	26	3.63	(.414)	29	3.69	(.364)
	Female	25	3.48	(.884)	25	3.68	(.498)
4-month follow	Male	26	3.69	(.510)	29	3.59	(.542)
	Female	25	3.90	(.204)	25	3.60	(.540)

The results of the Friedman Test indicated that there was no significant difference in Goals and Aspirations scores across the three time points for the males in the treatment group (X squared $(2, n = 26) = 1.839, p = .399$). There was a significant difference in Goals and Aspirations scores across the three time points for females, X squared $(2, n = 25) = 7.483, p = .024$. Inspection of the median values showed an increase from pre-test ($Md = 3.5$) to post-test ($Md = 4.0$). The median score at the follow up was also $Md = 4.0$. The mean score remained unchanged from pre-test ($M = 3.48, SD = .669$) to post-test ($M = 3.48, SD = .884$) and then increased at the follow-up ($M = 3.90, SD = .204$).

A Wilconox Signed Rank Test revealed a statistically significant increase in the Goals and Aspirations score for females from pre-test to follow-up, $z = -2.627, p = .009$, with a medium effect size ($r = .37$). There was also a statistically significant increase from post-test to follow-up, $z = -2.385, p = .017$, with a medium effect size ($r = .34$).

Figure 4: *Treatment group goals and aspirations by gender.*
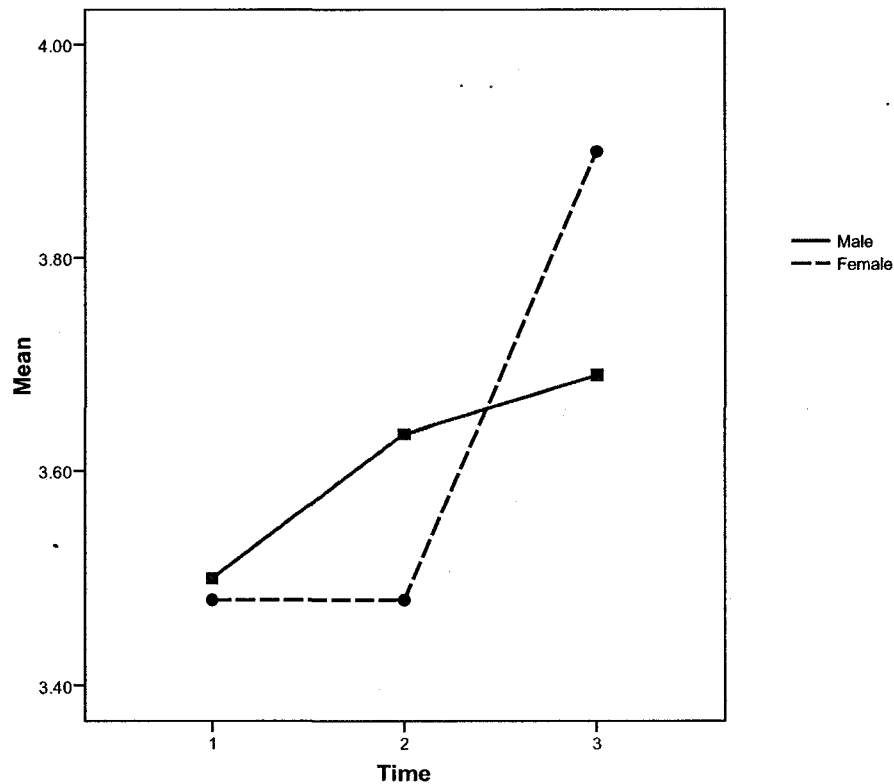
Comparison Group Goals and Aspirations by Gender – A Mann-Whitney U

test revealed no significant difference in the Goals and Aspirations scores

between genders in the comparison group (n = 54) at pre-test (male Md = 4.0;

female Md = 3.5) U = 301.5, z = -1.144, p =.253; post-test (male Md = 4.0;

female Md = 4.0) U = 339, z = -.458, p = .647; or follow-up (male Md = 4.0;

female Md = 4.0) U = 361, z = -.029, p =.977.

The results of the Friedman Test indicated that there was no significant

difference in Goals and Aspirations scores across the three time points for males

(X squared (2, n = 29) = .031, p = .984) or females (X squared (2, n = 25) = 4.59, p = .101.

Goals and Aspirations: Gender by Group

Male Goals and Aspirations by Group - A Mann-Whitney U test revealed no significant difference in the Goals and Aspirations scores between males in the treatment group (n = 26) and comparison group (n = 29) at pre-test (treatment Md = 3.75; comparison Md = 4.0) U = 342.5, z = -.635, p =.525; post-test (treatment Md = 3.75; comparison Md = 4.0) U = 354.5, z = -.416, p = .678; or follow-up (treatment Md = 4.0; comparison Md = 4.0) U = 345, z = -.606, p =.545.

Female Goals and Aspirations by Group - A Mann-Whitney U test revealed no significant difference in the Goals and Aspirations scores between females in the treatment group (n = 25) and comparison group (n=25) at pre-test (treatment Md = 3.5; comparison Md = 3.5) U = 299.5, z = -.268, p =.789; or post-test (treatment Md = 4.0; comparison Md = 4.0) U = 292, z = -.457, p = .647. There was a significant difference between genders at the follow-up (treatment Md = 4.0; comparison Md = 4.0) U = 345, z = -.606, p =.545. Means show that females in the treatment group had a higher Goals and Aspirations score (M = 3.9, SD = .204) compared to those in the comparison group (M = 3.6, SD = .54) four months after the treatment.

Figure 5: *Female goals and aspirations scores by group.*
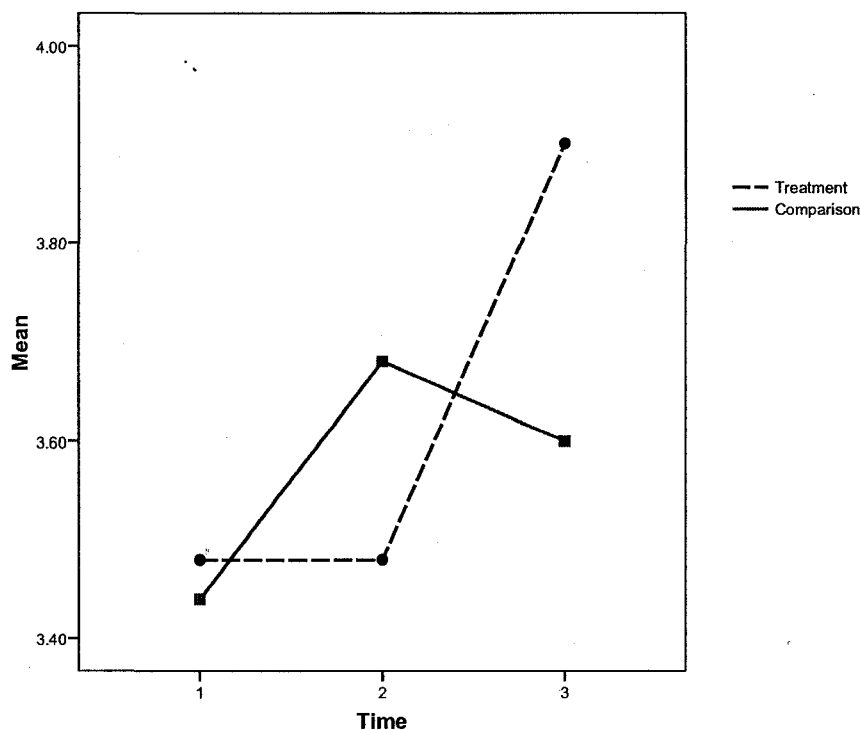
Comparisons of Problem Solving Scores

The Problem Solving scores for both groups were recorded and the

means and standard deviations are presented below in Table 8. The lowest

mean score was the comparison group at the pre-test ($M = 3.20$, $SD = .648$) and

the highest was the comparison group at the 4-month follow-up ($M = 3.42$, $SD =$

.379). The means for both groups increased at each survey administration.

Problem Solving by Group

A Mann-Whitney U test revealed no significant difference in the Problem

Solving scores between treatment ($n = 52$) and comparison ($n = 54$) groups at

pre-test (treatment $Md = 3.5$; comparison $Md = 3.5$) $U = 1330$, $z = -.482$, $p = .629$;

post-test (treatment Md = 3.5; comparison Md = 3.5) U = 1391, z = -.086, p = .932; or follow-up (treatment Md = 3.5; comparison Md = 3.5) U = 1390, z = -.092, p = .927.

The results of the Friedman Test indicated that there was no significant difference in Problem Solving scores across the three time points for the treatment group (X squared (2, n = 52) = .506, p = .776; or the comparison group (X squared (2, n = 54) = 1.333, p = .513).

Table 8. *Means and standard deviations of problem solving scores.*

Problem Solve	Time	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	1	52	3.25	(.661)	54	3.20	(.648)
Post-test	2	52	3.31	(.533)	54	3.31	(.639)
4-month follow	3	52	3.33	(.615)	54	3.42	(.379)

Problem Solving by Gender

The Problem Solving scores for both groups divided by gender and the means and standard deviations are presented in Table 9.

Treatment Group Problem Solving by Gender - A Mann-Whitney U test revealed no significant difference in the Problem Solving scores between males (n = 26) and females (n = 25) in the treatment group (n = 52) at pre-test (male Md = 3.5; female Md = 3.5) U = 321, z = -.078, p =.938; post-test (male Md = 3.40; female Md = 3.5) U = 235.5, z = -1.784, p = .074; or follow-up (male Md = 3.16; female Md = 3.5) U = 232.5, z = -1.800, p=.072.

Table 9. *Means and standard deviations of problem solving scores by gender.*

Problem Solve	Gender	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	Male	26	3.27	(.620)	29	3.10	(.686)
	Female	25	3.22	(.723)	25	3.32	(.593)
Post-test	Male	26	3.17	(.613)	29	3.19	(.700)
	Female	25	3.46	(.406)	25	3.38	(.526)
4-month follow	Male	26	3.18	(.659)	29	3.24	(.763)
	Female	25	3.48	(.549)	25	3.40	(.456)

The results of the Friedman Test indicated that there was no significant difference in Problem Solving scores across the three time points for the males (X squared $(2, n = 26) = .700$, $p = .705$) or females (X squared $(2, n = 25) = 1.887$, $p = .389$), in the treatment group.

Comparison Group Problem Solving by Gender - A Mann-Whitney U test revealed no significant difference in the Problem Solving scores between males ($n = 29$) and females ($n = 25$) in the comparison group ($n = 54$) at pre-test (male $Md = 3.0$; female $Md = 3.5$) $U = 300.5$, $z = -1.11$, $p = .267$; post-test (male $Md = 3.5$; female $Md = 3.5$) $U = 315.5$, $z = -.846$, $p = .398$; or follow-up (male $Md = 3.5$; female $Md = 3.5$) $U = 343.5$, $z = -.344$, $p = .731$.

The results of the Friedman Test indicated that there was no significant difference in Problem Solving scores across the three time points for the males (X squared $(2, n = 29) = 1.178$, $p = .555$) or females (X squared $(2, n = 25) = .338$, $p = .845$), in the comparison group.

Problem Solving: Gender by Group

Male Problem Solving by Group - A Mann-Whitney U test revealed no significant difference in the Problem Solving scores between males in the treatment group (n = 26) and comparison group (n = 29) at pre-test (treatment Md = 3.5; comparison Md = 3.0) U = 322, z = -.956, p =.339; post-test (treatment Md = 3.4; comparison Md = 3.5) U = 357.5, z = -.341, p = .733; or follow-up (treatment Md = 3.16; comparison Md = 3.5) U = 340.5, z = -.630, p =.529.

Female Problem Solving by Group - A Mann-Whitney U test revealed no significant difference in the Problem Solving scores between females in the treatment group (n = 25) and comparison group (n = 25) at pre-test (treatment Md = 3.5; comparison Md = 3.5) U = 295.5, z = -.341, p =.733; post-test (treatment Md = 3.5; comparison Md = 3.5) U = 293, z = -.399, p = .690; or follow-up (treatment Md = 3.5; comparison Md = 3.5) U = 268, z = -.934, p =.350.

Comparisons of Empathy Scores

The overall Empathy scores for both groups were recorded and the means and standard deviations are presented below in Table 10. The lowest average score is the comparison group at the pre-test (M = 3.15, SD = .750) and the highest was the treatment group at the pre-test (M = 3.38, SD = .715). The means for the treatment group decreased at each survey administration. The means for the comparison group increased from pre-test to post-test, but then decreased from post-test to the 4-month follow-up.

Empathy by Group

A Mann-Whitney U test revealed no significant difference in the Empathy scores between treatment (n = 52) and comparison (n = 54) groups at pre-test . (treatment Md = 3.5; comparison Md = 3.5) U = 1129.5, z = -1.79, p = .073; post-test (treatment Md = 3.5; comparison Md = 3.5) U = 1335.5, z = -.448, p = .654; or follow-up (treatment Md = 3.5; comparison Md = 3.25) U = 1234.5, z = -1.101, p = .271.

The results of the Friedman Test indicated that there was no significant difference in Empathy scores across the three time points for the treatment group (X squared (2, n = 52) = .089, p = .957; or the comparison group (X squared (2, n=54) = 1.573, p = .456).

Table 10. *Means and standard deviations of empathy scores.*

Empathy	Time	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	1	52	3.38	(.715)	54	3.15	(.750)
Post-test	2	52	3.33	(.657)	54	3.25	(.744)
4-month follow	3	52	3.31	(.722)	54	3.17	(.740)

Empathy by Gender

The Empathy scores for both groups were divided by gender and the means and standard deviations are presented in Table 11.

Treatment Group Empathy by Gender - A Mann-Whitney U test revealed no significant difference in the Empathy scores between males (n = 26) and females (n = 25) in the treatment group (n = 52) at pre-test (male Md = 3.5;

female *Md* = 3.5) *U* = 287.5, *z* = -.742, *p* = .458; post-test (male *Md* = 3.0; female

Md = 3.5) *U* = 274.5, *z* = -.987, *p* = .323; or follow-up (male *Md* = 3.25; female

Md = 3.5) *U* = 231.5, *z* = -1.815, *p* = .070.

The results of the Friedman Test indicated that there was no significant

difference in Empathy scores across the three time points for the males (*X*

squared (2, *n* = 26) = 1.525, *p* = .466) or females (*X squared* (2, *n* = 25) = .560, *p*

= .756), in the treatment group.

Table 11. *Means and standard deviations of empathy scores by gender.*

Empathy	Gender	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	Male	26	3.29	(.802)	29	3.00	(.866)
	Female	25	3.47	(.631)	25	3.32	(.557)
Post-test	Male	26	3.21	(.724)	29	3.14	(.895)
	Female	25	3.43	(.574)	25	3.38	(.506)
4-month follow	Male	26	3.09	(.808)	29	3.03	(.865)
	Female	25	3.51	(.560)	25	3.32	(.538)

Comparison Group Empathy by Gender - A Mann-Whitney *U* test revealed

no significant difference in the Empathy scores between males (*n* = 29) and

females (*n* = 25) in the comparison group (*n* = 54) at pre-test (male *Md* = 3.0;

female *Md* = 3.5) *U* = 299, *z* = -1.130, *p* = .258; post-test (male *Md* = 3.5; female

Md = 3.5) *U* = 333.5, *z* = -.531, *p* = .595; or follow-up (male *Md* = 3.0; female *Md*

= 3.5) *U* = 302, *z* = -1.078, *p* = .281.

The results of the Friedman Test indicated that there was no significant difference in Empathy scores across the three time points for the males (X squared (2, n = 29) = 2.545, p = .280) or females (X squared (2, n = 25) = .031, p = .985), in the comparison group.

Empathy: Gender by Group

Male Empathy by Group - A Mann-Whitney U test revealed no significant difference in the Empathy scores between males in the treatment group (n = 26) and comparison group (n = 29) at pre-test (treatment Md = 3.5; comparison Md = 3.5) U = 298.5, z = -1.358, p =.175; post-test (treatment Md = 3.0; comparison Md = 3.5) U = 376.5, z = -.009, p = .993; or follow-up (treatment Md = 3.25; comparison Md = 3.0) U = 364.5, z = -.215, p = .829.

Female Empathy by Group - A Mann-Whitney U test revealed no significant difference in the Empathy scores between females in the treatment group (n = 25) and comparison group (n = 25) at pre-test (treatment Md = 3.5; comparison Md = 3.5) U = 228, z = -1.101, p = .271; or post-test (treatment Md = 3.5; comparison Md = 3.5) U = 287, z = -.515, p = .607; or follow-up (treatment Md = 3.5; comparison Md = 3.5) U = 244, z = -1.381, p = .167.

Comparisons of Self Efficacy Scores

The Self Efficacy scores for both groups were recorded and the means and standard deviations are presented below in Table 12. The lowest Self Efficacy score is the treatment group at the pre-test (M = 3.56, SD = .492) and the highest was the treatment group at the post-test (M = 3.75, SD = .388). The

means for the treatment group increased from pre-test to post-test, and then decreased from post-test to follow-up. The means for the comparison group increased from pre-test to post-test, but then decreased from post-test to the 4-month follow-up.

Table 12. *Means and standard deviations of self efficacy scores.*

Self Efficacy	Time	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	1	52	3.56	(.492)	54	3.61	(.408)
Post-test	2	52	3.75	(.388)	54	3.69	(.415)
4-month follow	3	52	3.66	(.392)	54	3.61	(.502)

Self Efficacy by Group

A Mann-Whitney U test revealed no significant difference in the Self Efficacy scores between treatment ($n = 52$) and comparison ($n = 54$) groups at pre-test (treatment $Md = 3.5$; comparison $Md = 3.5$) $U = 1360.5$, $z = -.298$, $p = .766$; post-test (treatment $Md = 4.0$; comparison $Md = 4.0$) $U = 1297$, $z = -.759$, $p = .448$; or follow-up (treatment $Md = 3.75$; comparison $Md = 3.75$) $U = 1379$, $z = -.173$, $p = .863$.

The results of the Friedman Test indicated that there was no significant difference in Self Efficacy scores across the three time points for the comparison group (X squared (2, $n = 54$) = 2.268, $p = .322$). There was a significant difference in the treatment group (X squared (2, $n = 52$) = 6.125, $p = .047$. Inspection of the median values showed an increase in the treatment group Self

Efficacy from pre-test (*Md* = 3.5) to post-test (*Md* = 4.0). The score then

decreased at the follow-up (*Md* = 3.75). Mean scores followed the same trend.

A Wilconox Signed Rank Test revealed a statistically significant increase

in the Self Efficacy score for the treatment group from pre-test to post-test, *z* = -

2.669, *p* = .008, with a small to medium effect size (*r* = .26).

Figure 6: *Self efficacy scores by group.*
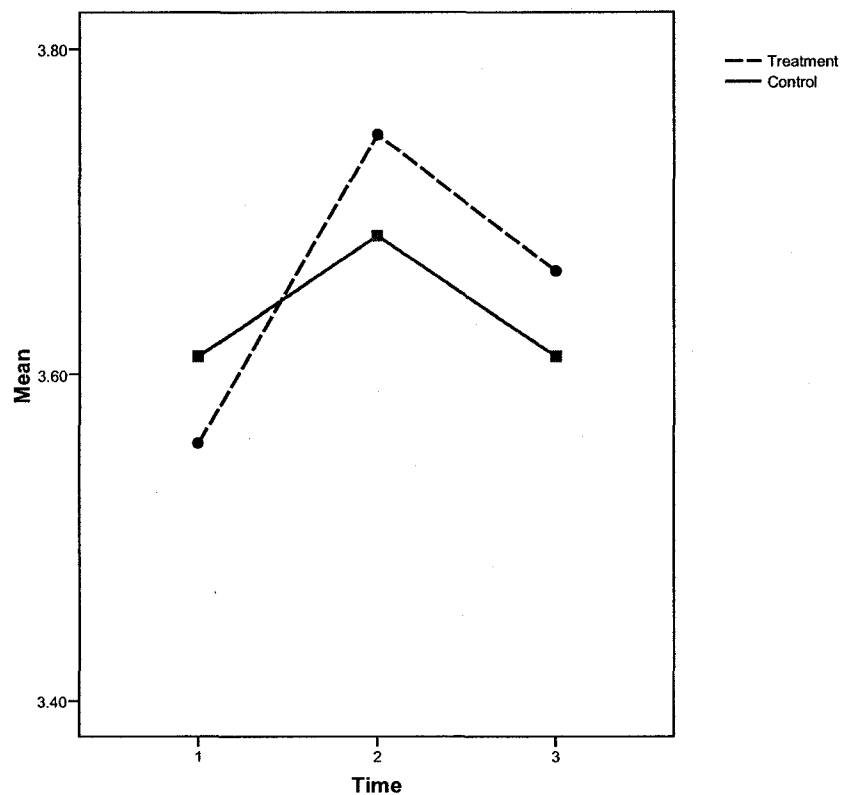
Self Efficacy by Gender

Treatment Group Self Efficacy by Gender - A Mann-Whitney *U* test

revealed no significant difference in the Self Efficacy scores between males (*n* =

26) and females (n = 25) in the treatment group (n = 52) at pre-test (male Md = 3.5; female Md = 3.5) U = 320, z = -.101, p = .920; or post-test (male Md = 4.0; female Md = 4.0) U = 319.5, z = -.117, p = .907. There was a significant difference at the follow-up (male Md = 3.5; female Md = 4.0) U = 218.5, z = -2.195, p = .028, with a medium effect size (r = .31). A look at the median and mean scores (males Md = 3.5, M = 3.54, SD = .422; female Md = 4.0, M = 3.78, SD = .325) suggests that females scored higher than males in Self Efficacy at the follow-up.

Table 13. *Means and standard deviations of self efficacy scores by gender.*

Self Efficacy	Gender	Treatment			Comparison		
		N	M	(SD)	N	M	(SD)
Pre-test	Male	26	3.52	(.556)	29	3.71	(.366)
	Female	25	3.58	(.425)	25	3.50	(.433)
Post-test	Male	26	3.71	(.491)	29	3.69	(.388)
	Female	25	3.78	(.253)	25	3.68	(.454)
4-month follow	Male	26	3.54	(.422)	29	3.62	(.456)
	Female	25	3.78	(.325)	25	3.60	(.559)

The results of the Friedman Test indicated that there was no significant difference in Self Efficacy scores across the three time points for the males (X squared (2, n = 26) = 3.66, p = .160). There was a significant change for females (X squared (2, n = 25) = 6.54, p = .038), in the treatment group. A look at the means and medians show in increase in the female Self Efficacy score from pre-test (Md = 3.5, M = 3.58, SD = .425) to post-test (Md = 4.0, M = 3.78, SD = .253).

This score stayed consistent at the follow-up survey (*Md* = 4.0, *M* = 3.78, *SD* = .325).

A Wilconox Signed Rank Test revealed a statistically significant increase in the Self Efficacy score for females in the treatment group from pre-test to post-test, z = -2.236, p = .025, with a small to medium effect size (r = .32).

Figure 7: *Treatment group self efficacy by gender.*
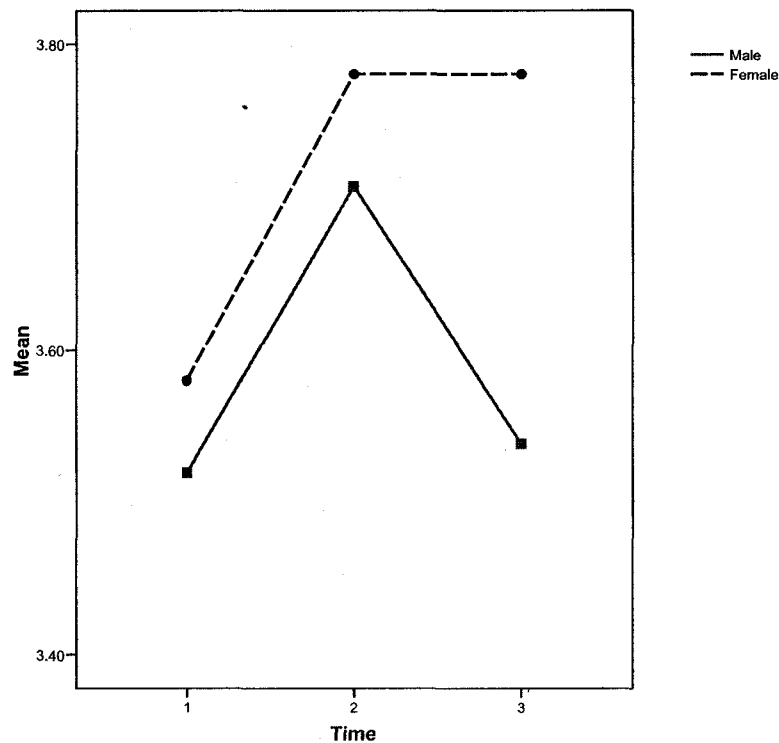
Comparison Group Self Efficacy by Gender - A Mann-Whitney *U* test revealed no significant difference in the Self Efficacy scores between males (*n* = 29) and females (*n* = 25) in the comparison group (*n* = 54) at post-test (male *Md*

= 4.0; female Md = 3.4) U = 358.5, z = -.077, p = .938; or follow-up (male Md =

3.5; female Md = 4.0) U = 353.5, z = -.171, p =.865. There was a significant

difference between males and females at the pre-test (male Md = 4.0; female Md

= 3.5) U = 253.5, z = -2.093, p = .036. A look at the median and mean scores

(male Md= 4.0, M = 3.71, SD = .366; female Md = 3.5, M = 3.5, SD = .433)

suggests that males in the comparison group scored higher than females at the

pre-test.

The results of the Friedman Test indicated that there was no significant

difference in Self Efficacy scores across the three time points for the males (X

$squared$ (2, n = 29) = .507, p = .776) or females (X $squared$ (2, n = 25) = 5.808, p

= .055), in the comparison group.

Self-Efficacy: Gender by Group

Male Self Efficacy by Group - A Mann-Whitney U test revealed no

significant difference in the Self Efficacy scores between males in the treatment

group (n = 26) and comparison group (n = 29) at pre-test (treatment Md = 3.5;

comparison Md = 4.0) U = 314, z = -1.160, p = .246; post-test (treatment Md =

4.0; comparison Md = 4.0) U = 355, z = -.411, p = .681; or follow-up (treatment

Md = 3.5; comparison Md = 3.5) U = 326.5, z = -.914, p = .361.

Female Self-Efficacy by Group - A Mann-Whitney U test revealed no

significant difference in the Self Efficacy scores between females in the treatment

group (n = 25) and comparison group (n = 25) at pre-test (treatment Md = 3.5;

comparison Md = 3.5) U = 279, z = -.709, p = .478; or post-test (treatment Md =

4.0; comparison *Md* = 4.0) *U* = 289, *z* = -.520, *p* = .603; or follow-up (treatment

Md = 4.0; comparison *Md* = 4.0) *U* = 266, *z* = -1.023, *p* =.306.

Summary of Significant Findings

Significant increases in resilience were found for the treatment group in both the Goals and Aspirations (from pre-treatment to post-treatment as well as from pre-treatment to follow-up) with a small to medium effect size, and the Self Efficacy subscales (pre-treatment to post-treatment with a small to medium effect size). While it appears that other differences may have been present, the non-parametric tests failed to show any other significant changes.

In addition to these changes over time when comparing the treatment and comparison groups, there were significant differences in resilience scores by gender. Treatment group females had higher Average Resilience scores than males (at the follow-up survey). This is the result of the significant increases that females experienced in both Goals and Aspirations and Self Efficacy scales. When looking at subscales, it was revealed that treatment group females had significant increases in Goals and Aspirations scores (from pre-treatment to post-treatment and from pre-treatment to follow-up with medium effect sizes), while treatment group males did not have significant increases. In addition, treatment group females had significantly higher Goals and Aspirations scores than comparison group females (at follow-up). When looking at Self Efficacy, the data demonstrated that treatment group females had a significant increase (from pre-treatment to post-treatment) with a medium effect size, and scored significantly

higher than treatment group males (at the follow-up survey). It is also important to note that this increase was maintained at four months post-treatment. Lastly, the comparison group males scored significantly higher than control group females in Self Efficacy (at pre-treatment), but not at any other time.

CHAPTER V

QUALITATIVE RESULTS

The purpose of the qualitative methods and data described in this chapter was to assess the effect of an experiential, adventure based anti-bullying initiative on levels of resilience from perspectives different than the quantitative paradigm. To accomplish this task, qualitative data was examined to triangulate data with the quantitative survey, adding further insights into which program components may have contributed to the reported changes. This analysis greatly deepened the understanding of the connection between this particular adventure education program and resilience.

The analysis of the qualitative data was guided by the Resilience and Youth Development (RYDM) theoretical framework (Constantine & Benard, 2001), as well as other emerging themes that presented themselves through transcripts and field notes. These data demonstrated that this particular program (in varying degrees) seemed to have contributed to the enhancement of participants' resilience skills in this public school setting. With a constant emphasis on safety (e.g., high expectations, caring relationships) and a focus on improved outcomes, the facilitators introduced tools (e.g., the Five Finger Contract, Comfort Zones, HAHASO) and provided students with opportunities to practice with these tools. These elements reached levels of significance through

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intentionally designed, engaging, and novel activities (e.g., role plays, problem

solving games, various ropes course elements) followed by critical

periods of reflection. Structured in this manner, experiencing success in these

activities appeared to enhance the development of internal resiliency assets

(especially Empathy and Self Efficacy).

The development of these internal assets served as a foundation to target

improved outcomes in the participant's lives. The activities were connected to the

student's school and home lives by consistently incorporating bullying language

and concepts both during the ABI program and in the classroom. In addition,

students and teachers held each other accountable to mutually agreed upon high

expectations represented by the Five Finger Contract. This consistency and

continuity, combined with the increased Self Efficacy gained from having success

using these tools in an experiential setting, helped the students to develop the

courage and skills needed to stand up for themselves and their peers in bullying

situations. This transfer of lessons appears to have led to improved social

outcomes highly valued in the school setting.

These improved outcomes also enabled the facilitators and teachers to

give students the added responsibility of serving as mentors and role models for

each other and the rest of the school. This increased participation occurred both

during the program activities and in the classroom environment. Not only did the

program aim to enhance resilience in participating students, it attempted to

develop a stronger school environment by placing these students in leadership

roles. This led to an increase in the protective factors available for the rest of the

students. In addition, the program and school aimed to have an impact on the student's lives outside of the school setting. This emphasis helped to reorient the perspectives of some of the students by saturating their external assets in the school and peer settings and working to influence the external assets and community norms that the students faced when not in school.

The analysis of this data led to a number of emerging themes. Rather than simply listing a summary of the student responses, this chapter focused on the concepts that seemed to hold the most constant responses for a large majority of participants throughout the program. These were organized into a conceptual model to describe what appeared to be a more holistic approach to resilience enhancement.

Emerging Themes

External Assets

While analyzing the data, many examples of external assets were identified. The Santa Fe Mountain Center facilitators and teachers provided positive support for students, participating students developed strong, supportive relationships with each other, and challenging activities and high expectations led to many examples of meaningful participation. Rather than offering examples from each of these categories, two main themes related to external assets will be targeted: safety and the unique and consistent definition of resilience.

Physical and Emotional Safety – Safety proved to be an important topic throughout this program. This concept first arose at the parent's question and

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answer night when the safety of the Santa Fe Mountain Center program came up in nearly every classroom. These questions drew immediate responses from the facilitators with assurances that all of the activities were quite safe. After this I began to clue into many other situations where safety was raised as a concern or priority.

It was clear that the staff and facilitators felt that the students needed to feel safe emotionally and physically to be able to face the risks inherent in this type of program. A student explained to me how feeling safe allowed him to both succeed on the Courage Pole and gain confidence for dealing with bullying situations in the future.

> Jesse: Why did you feel safe doing that? Did you feel safe doing that?
> Student: Yeah, cause I had a harness on. And it was fun and I was a little scared at the same time.
> Jesse: Yeah. So, if it was me up there I might be like "No way am I jumping off of this thing." Like why did you jump off?
> Student: Because I felt like I was safe and that like if I was doing that, and someone was bullying me, I'd be safe and just walk away and tell the teacher (Focus Group 9/14/07).

Not only did the students have the need to feel safe, they were also given the responsibility of helping their peers feel safe. This could be seen when the students took the role of belayers on the high challenge course events. When a student was climbing the rock wall, working their way to the top of the Dangling Duo, or standing on top of the Courage Pole, they were tied to a rope that was held by their peers, serving as their safety net in case they were to fall. As one SFMC staff member explained to the students, belaying is a "very serious commitment to support the climber." In order to work correctly, the students need to be "trusting as a climber and trustworthy as a belayer" (Field Notes, 9/18/07).

This was further explained by a student who enjoyed participating in the field trips because "we get to have the responsibility of having that person's life in our hands. If you let go zoom...splat!" (Focus Group, 9/14/07). While this was stated in a joking way, it was clear that she recognized the level of responsibility that she had in keeping her peers safe when they depended on her.

The Principal also explained that emotional safety was essential for students to take the risks necessary to succeed in this program and build the courage to face other challenges in the future. One teacher explained the importance of focusing on emotional safety with these students,

> If you don't have a safe classroom, kids can't learn. And some kids come feeling safer than others because of their life experiences and I think it equalizes the playing field when kids are given similar skills and tools. I think that's just so essential for kids to feel safe. This is, for some kids, the only place they feel safe. So, anything that we can do to keep that happening, to grow that is just essential (Teacher Interview, 9/13/07).

These feelings of emotional safety seemed directly related to the caring relationships between both adults and students as well as between peers. When the students were asked about their connections with the Santa Fe Mountain Center facilitators, they often mentioned that the staff members were humorous and helpful. One student explained how Andy (a lead facilitator) influenced student's that were struggling emotionally. "I got along with [Andy] really good because he wasn't ever like in a grumpy mood. He was always energetic and if someone was sad he'd always pump them up and make them energetic too; just like a contagious thing with him" (Focus Group, 9/14/07). Another stated, "I got along with both of [the facilitators] because if I was feeling bad they'd come and help me to be better" (Focus Group, 9/13/07). This was also noted in the field

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observations when the Santa Fe Mountain Center staff would consistently offer positive encouragement and give students an opportunity to voice their opinions.

It was also noteworthy to observe how much the students were supported during the events at the challenge course. During one activity, the "Nitro Crossing" (where the whole group had to get across an imaginary river by swinging from a rope) I observed one overweight girl struggling. After repeated attempts she appeared ready to give up and forfeit her turn. While the facilitator was willing to give her a free pass to the other side of the river, the group did not want her to give up. As the group yelled, "Come on Brenda, you can do it," she took one more swing and made it across the "river." With a big smile she yelled to another girl, "It's fun, hey?" (Field Notes, 9/18/07). These types of activities were usually followed by a "props circle." This was an opportunity for students to publicly acknowledge the positive behaviors of their peers.

This supportive and caring atmosphere seemed to be a vital component of the emotional safety in this program. This support and care created the foundation for many of the activities and lessons that came during the rest of the initiative and was maintained throughout the sessions.

Unique and Consistent Definition of Resilience – Another topic that arose was related to the definition of resilience. While I went into this project looking at resilience through the lens of the RYDM framework, I discovered that the teachers and the School Principal viewed these students as already being resilient since they have survived, and many thrived, in their home environments. However, while they may be resilient in one respect, the teachers felt that many

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were resilient in a way that was not compatible with the values of the school. The skills necessary for survival in an underserved community of Santa Fe may be different than the unique resilience traits needed for success in a public school setting. Part of the intention of this program was to help students develop the assets and outcomes that would help them to succeed within the value system and behavioral norms established in the classroom. It was important that the Santa Fe Mountain Center and school were consistent about the intended outcomes and perceptions of what resilient outcomes looked like in this setting. For many students, this may have been a different value system than they lived with at home. As the Principal explained,

> Just on the whole issue of resilience, our children are already there, but for the wrong reasons...They've already learned to cope with their hot meal being here at school and not at home. They've learned to cope with anger. They've learned to cope with some of the things that are already too tough...so resilience, unfortunately for the wrong reasons. We want to help them be resilient so that they don't just learn to cope, they learn to change that, "I don't need to be putting up with that, I don't need to get to that direction. I need to head in another direction." So, now you talked about social competence, what is social competence to them? It's modeled for them but it's the wrong stuff (Principal Interview, 9/12/07).

The classroom teachers agreed with this assessment. When describing the students, one reported, "They are incredibly resilient, but not necessarily in ways we want them to be...as a healthy human in the world. They need those skills now, to survive their environment, but to go out into the world...we don't necessarily want them to re-create those skills" (Teacher Interview, 9/13/07).

One Santa Fe Mountain Center facilitator explained, "I think our program is sort of counter cultural to a bunch of these [values]...I think I might be telling them solutions that might be different than what their dad's telling them, or what

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their older brother's telling them" (Facilitator Interview, 10/1/07). While the Principal explained that "we can't build competence for what's going on at home," (Principal Interview, 9/12/07) she did emphasize that they were putting effort into informing the parents about what is happening at the school. Describing her conversations at parents night, she explained, "We want [the parents] to be aware of what's acceptable and what isn't. So, we want them to know the culture [that] their children are living with here, six, seven hours a day. So, building the social competence is being consistent with whatever they're doing here at school" (Principal Interview, 9/12/07).

Varying perceptions of resilience are important to recognize when assessing a program aimed at resilience enhancement. The way resilience is defined could play a large role in how program activities are designed and changes evaluated. In the Anti-Bullying Initiative, it was important to note that the school and the adventure program were consistent in their definition of resilient outcomes and that they recognized the challenge and importance of transferring these lessons to the home environment. This consistency fostered the development of strong external assets in both the program and school settings, enabling the ABI to further develop the protective factors in other areas of the student's lives. The school and the adventure program also took a consistent strength-based approach by honoring the resilience traits the students already possessed, and worked with these students to develop outcomes more appropriate for the classroom.

Experience and Reflection

After the external assets were established, two main topics served to help further facilitate the development of internal assets. These included the introduction of tools (e.g., Five Finger Contract, Comfort Zones, HAHASO) for students to use and experiencing success in a variety of engaging activities. These tools helped the students remember the expectations of the program, deal with bullying situations, and better identify appropriate levels of personal challenge. Once established, these tools were implemented in a variety of repeated experiential activities (e.g., role plays, problem solving tasks, high ropes elements), further reinforced by the critical use of directed reflection. Success with these challenges appeared to have helped facilitate the enhancement of some internal assets.

Tools and Common Language – It was extremely evident that there were a few key tools or common concepts that continually emerged throughout most of the interviews and observations. The Five Finger Contract, Comfort Zones, and HAHASO were repeatedly mentioned as tools or part of a "common language" that helped the students to remember the primary components of the program as they experienced problem solving activities and challenge events.

The Five Finger Contract was the most consistent topic mentioned by students, teachers, facilitators, and the Principal. Establishing and reinforcing this tool helped to communicate the behavioral ground rules for the program, frame and debrief each activity, enable students to hold themselves and their peers

accountable, and enhance the transfer of lessons to settings outside of the program.

This tool was used by the Santa Fe Mountain Center to help set ground rules for behaviors and interactions throughout the program. A Santa Fe Mountain Center facilitator explained,

> We would show them a hand and each finger represented something. So the thumb represented support, the pointer finger was taking responsibility for yourself, the middle finger was being respectful to yourself and others, the ring finger was a commitment, what kind of commitment do you have? And also the pinky finger which meant safety (Facilitator Interview, 9/11/07).

Every activity that took place at the Santa Fe Mountain Center began by circling the group and reviewing the Five Finger Contract. The group would either list off all five categories or the facilitator would highlight the fingers that would be important to remember in that particular activity. For example, one observed activity was framed by stating that the Nitro Crossing involved two of the five fingers, the thumb (support) and the pointer finger (responsibility). The facilitator reminded the students that support meant being supportive with your words and with your body, and that responsibility in this activity meant being responsible for yourself and being honest (Field Notes, 9/18/07).

The Five Finger Contract was also used as a way to wrap up the activities. One facilitator explained that he would ask the students,

> 'Okay, so how did you, what are some ways that you saw that you, yourself, or someone within your classroom followed the Five Finger agreements? How did you keep yourself safe, or how did you take care of someone else, or how did you support someone else? Or praise someone for what they did? Or support them and what they did...stepping outside their own comfort zones?' (Facilitator Interview, 9/11/07).

One student explained that they incorporated the Five Fingers into all Mountain Center activities. "We always had to use the...five fingers...to help each other, motivate them, don't bring them down, put 'em up, and just do your best to work with other people and not be mean to them" (Focus Group, 9/14/07).

Another frequently mentioned concept was Comfort Zones. Having the common language of comfort, stretch, and panic zones proved useful to students on a number of occasions. On a personal level, it allowed them to gain self-awareness about their appropriate level of challenge. Where they might have normally quit as soon as they are pushed outside of their Comfort Zone, they could now see that it was okay to go beyond their perceived limits as long as they avoided the panic zone. In dealing with peers, the Comfort Zone model allowed students to have more empathy for others. Pushing a peer to succeed was viewed as helpful, as long as you didn't push them too far. During the program activities, the students and adults both worked to help students accomplish more than they might have done on their own by using the language of the Comfort Zone model.

Using Comfort Zone's as a guide, one staff member told the students, "You want to get a little way out of your comfort zone, but you don't want to get to your panic zone" (Focus Group, 9/14/07). This placed responsibility on the students to gauge and choose their level of challenge. While the staff and students pushed the participant to reach beyond their limits, there was also an expectation to recognize and accommodate their Comfort Zone. One student explained, "they teach us that, even if we don't go through the whole thing, if we

get scared, to just go enough where we know we're out of our Comfort

Zone...where we say 'Okay, well that's good enough for me'" (Focus Group,

9/14/07). Another student explained that this dynamic helped them learn how to

reach their goals. "They would tell you...'Go for it,' like 'Don't ever give up,' and if,

like, you don't make it, you can keep trying and you'll make it" (Focus Group,

9/14/07). When asked how the program helped them with this, they stated,

"Mostly it was at the Santa Fe Mountain Center because...we were learning to go

for our limits, but never out of our Comfort Zone" (Focus Group, 9/14/07). One

female student explained this encouragement while reflecting on her participation

in a high ropes course element.

> They also teach you to, especially on the high events, that when you say "Oh,
> I don't want...I give up," that they also ask you down low, "Are you sure? Do
> you want to try another step?" And they, a lot of times, they get you to take
> another step and then you end up going all the way. So, a lot of times they
> ask you, and they make sure because they want you to try to do the best you
> can, and they want to make sure, and they want to let you think about it so
> you can maybe, that just for a second you got a little scared, but once you
> took that extra step you got more comfortable and you made it all the way to
> the top (Focus Group, 9/14/07).

It appeared that the emphasis on Comfort Zones had a direct impact on

the student's internal asset of empathy. When a student was supporting a peer in

a high element, or belaying them on the climbing tower, they could use the idea

of Comfort Zones to understand how the other student was feeling.

While not mentioned as often, HAHASO was another tool that the

students were encouraged to use in a variety of bullying situations. H (help), A

(assert yourself), H (humor), A (avoid), S (self-talk), O (own it) served as an

acronym that was easy to remember so students could use it no matter what role

they are playing in a bullying situation. This tool mainly came up when discussing

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the role play scenarios that the Santa Fe Mountain Center facilitated. One student explained, "Sometimes we did like little acts, like when someone was bullying...then someone came and...talked about the Five Fingers, or HAHASO" (Focus Group, 9/14/07). Another student explained, "the [Santa Fe] Mountain Center helped me by like the HAHASO and the bystanders and all that...because before that I was... afraid to stand up to a bully and...stand up for myself, and after that I got more, kind of standing up for myself and using all that" (Focus Group, 9/14/07).

Successful Experiences in a Variety of Activities – The Santa Fe Mountain Center bases their programming on an "experiential, adventure based" model. Three of the primary activities in this program included role plays, problem solving activities, and high ropes course elements. A deliberate progression was established to introduce students to certain lessons, give them a chance to experiment with and revisit those lessons, reflect on their experiences, and gradually build up to bigger and more significant challenges.

These activities were designed to keep students engaged and excited while they practiced working with the lessons of the program. One teacher reported that, "They loved to be physical and active and they love games." She felt that "if you can integrate learning with a game of course you're going to be successful" (Teacher Interview, 9/13/07).

Another teacher explained that it was important for her students to practice with these lessons in order to make their actions more intentional. "I think one of the big focuses is to try to get the kids to start thinking about their

feelings...in real life situations. These kids typically don't, are not really thinking

about how they're feeling. They're responding to their feelings, but there's no

thought behind it" (Teacher interview, 9/13/07).

Another critical aspect that proved fundamental to this program was the

inclusion of novel situations for these students. Participating in activities with the

Santa Fe Mountain Center allowed for experiences that were different from what

is common in a typical classroom setting. One teacher explained,

> [The Santa Fe Mountain Center] provides that unpredictable experience of
> understanding that you're in a new realm and realizing that everybody else is
> in a new realm, and you have the opportunity to be different than you were in
> this other environment. And so we notice it, I think kids that weren't
> comfortable taking challenges, took challenges there, whereas they may not
> in math class, or they may not in science or whatever (Teacher Interview,
> 9/13/07).

Besides presenting a change of pace from the classroom, the Principal

described how novel this program was for this type of student. "Our children don't

have these experiences. Many come from poverty level beyond belief and won't

experience these ever in their life, unless they experience them at school"

(Principal Interview, 9/12/07). She went on to stress the importance of these

being positive experiences, "Truly the word experience is a positive

experience...it's controlled experience, of course...But, doggoneit, it's positive.

Many times these kiddos do not face positiveness in their lives" (Principal

Interview, 9/12/07). The emphasis on having positive experience was echoed by

a SFMC facilitator,

> I only give them activities where they're going to have success at. They might
> struggle a while, but I'm not going to give it to them if they're not going to
> have success...when the mountain center comes there's going to be some
> challenges...I say something like this, "I'm only going to give you something

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that I know you can do, so keep trying, keep going" (Facilitator Interview, 9/11/07).

As the Principal explained, success in this setting can lead a child to say,

"Boy, if I can do that, I can do pretty much anything." And then these other students say, "You know what? I didn't know anything about this child, but now I know they can do that." So that's pretty awesome. They get to shine in ways that you don't always get to shine with the pencil and paper either (Principal Interview, 9/12/07).

One teacher shared an example that demonstrated the power of this novel experience. This scenario showed one way that this program may have contributed to enhanced Self Efficacy and courage in some of the students.

He's severely dyslexic and he's at maybe a first or second grade level and has given up in a lot of ways at school...is just kind of getting by and has a lot of kind of funky social behaviors and when he climbed the ladder...[he] scurried up that ladder like he was climbing that two stepper over there, hauled across that cable and jumped down, it must have taken him maybe ten seconds to do the whole thing. He was like a pro, and he was the star for days and days and days at school when he came back because of his performance there, and he's never a star at school! He is not a star here, he doesn't feel like a star, he feels like a failure. And to be able to excel and be the star of the group there for that day was just unbelievable for him. I'd never seen him smile so much. And his mom came in and talked to me about it. It was amazing. He'll remember that the rest of his life (Teacher Interview, 9/13/07).

Another student explained how participation in a high ropes course activity helped him to increase his level of Self Efficacy. In explaining his success during an activity, he mentioned both the active use of the Comfort Zone model and the connection to the school environment.

Student: Like, one thing we did was the Courage Pole. [It taught us] Like not to be afraid to stand up to somebody who's bullying you and tell them that "I don't like it."
Jesse: So, how did the Courage Pole teach you that?
Student: By not being afraid of others.
Jesse: So, what did you have to do?
Student: I had to climb up a pole and jump off it and try to touch a rope.
Jesse: So, how did that teach you to not be afraid of others?

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Student: Like, once you do that, you step a little out of your comfort zone which teaches you, like how to not be afraid of other kids and not to like back away and tell the teacher, at least to me (Focus Group, 9/14/07).

The activities of this program were deliberately designed to be cooperative, not competitive. Participation in this cooperative and interactive program broke down barriers and challenged students to interact with unfamiliar peers. One student explained that, "they'd put you in groups sometimes...with someone that you don't really know. Like a girl would be with a boy or both genders together...I had to be with this kid...he doesn't really play with anyone. At recess he'll be by himself, and so, I had to be with him and we like had to lock arms and do this 'Capture the Flag'" (Focus Group, 9/14/07). Through this experience the student reported that, "I learned that you could...look at them and they're all alone and all sad or something, then you can just go over there and go 'Come on, let's go play'" (Focus Group, 9/14/07). This was noteworthy since the involvement in the cooperative games sparked an interest for this student to take responsibility for a peer and contribute to helping that student feel better in other situations, demonstrating one way that this program helped students with the internal asset of Empathy.

Internal Assets

The quantitative survey was specifically directed at the internal assets of the RYDM framework. This led to focused group and interview questions that were crafted from these survey items. While these topics did not necessarily surface as the primary themes in the qualitative analysis, they are important to discuss as they add description to the survey responses.

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Goals and Aspirations – While no significant differences were found between the treatment and control groups when analyzing the Goals and Aspirations survey responses, the treatment group did demonstrate a significant increase from pre-test to follow-up and from post-test to follow-up. This is noteworthy as the treatment group increased their Goals and Aspirations during the program, and then continued to increase during the 4-month time period after the program.

The significant increases in this subscale surprised me as I did not identify this as a strong theme in the qualitative data. As I began to ask the students about their goals for the future, I observed that, while most had some aspirations, they were not specific or necessarily related to their time at the Santa Fe Mountain Center. One of the program facilitators explained that these students were still far from figuring out what they are going to do after high school. "I would say that being 18 is pretty far away for eleven year olds" (Facilitator Interview, 10/1/08). Evidence suggested that the program was more focused on enabling the students to have experiences with success than actually mapping out their futures.

Despite the overall lack of emphasis on formal goal setting, some of the students did mention that they had plans for the future, and some students directly attributed their aspirations to lessons learned with the Santa Fe Mountain Center. This especially caught my attention since a few of these students were interested in pursuing careers in the helping professions. One student explained, "One of my goals is to go to college and become a doctor...because, like, the

Santa Fe Mountain Center taught us...to help people out" (Focus Group, 9/14/07). Another stated, "My goal was to go to college and be a nurse because the Santa Fe Mountain Center taught me to help people" (Focus Group, 9/14/07). When I asked how the Santa Fe Mountain Center taught her that she wanted to help people, she said, "To be like, have more responsibility and be more friendly to the other person" (Focus Group, 9/14/07).

Self Efficacy – Preliminary tests found no significant differences between the treatment and control group when assessing Self Efficacy. However, further analysis revealed that the treatment group had a significant increase in Self Efficacy between the pre-test and the post-test.

The increase in Self Efficacy demonstrated in the quantitative findings matched what was observed in the qualitative data. Most students reported feeling more confident in dealing with bullying situations. This enhanced Self Efficacy related to bullying seemed to be a result of having gained more tools to adequately deal with these situations. One student explained, "Before they came...I saw people getting bullied but I didn't do anything, like I just walked away. Cause I thought like if I tried to do something they would start bullying me. So I didn't do anything...[when] they told me about all this stuff, like the HAHASO and all that, um, I started helping those people out" (Focus Group, 9/14/07).

The positive encouragement present in the program challenged students to persevere when they might normally give up. Talking about her experience on a high element, one student reported, "They gave you the option of going down, but they also said 'Are you sure you want to try another step' and then when you

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did you realized you thought different, like you didn't want to go down yet, and you ended up going up to the top" (Focus Group, 9/14/07).

Problem Solving – No significant statistical differences or changes were found when analyzing the Problem Solving subscale either between groups or over time. The qualitative data revealed a strong theme in the student's responses related to learning how to ask for help and confront problems through the role plays. Acting out skits related to bullying gave students a chance to learn about new tools to help them deal with their problems while also giving them an opportunity to practice with these new tools.

Besides just giving the students tools to help them solve their problems, this program appeared to have helped students build their confidence for effectively facing challenges. One boy claimed "I learned how to not be afraid of people, like to go ask them something…," (Focus Group, 9/14/07) as a way to resolve an issue with an individual. Another stated, "they also taught us to um, like to stand up for yourself. And not be like, or for other people, like if you saw somebody like getting bullied…not be a bystander, and to not be afraid for like them to tease you or call you names or something" (Focus Group, 9/14/07). This enhanced confidence seemed to help these students both deal with the problem directly and have the confidence to ask for help.

One student did explain how the activities helped them develop more abstract problem solving strategies: "they tried to just have you deal with the problem every time, especially in groups…they don't tell us exactly how to do it, because they want us to work together as a team to try to figure it out" (Focus

Group, 9/14/07). She went on to explain how this problem solving relates to real life, "And...like in everyday life...you're not always going to be able to get the answer right away, you've got to try to work together, or by yourself to try and find it out" (Focus Group, 9/14/07).

Empathy - No significant differences or changes were found when analyzing the Empathy subscale between groups or over time. While it was difficult to assess if these students truly had the capacity to internalize other students feelings, qualitative data did show that many of these students gained both an increased understanding about how other people feel and a sense of action to help peers that are struggling emotionally. When the students were asked how they felt when someone around them got their feelings hurt, most responded that they felt quite bad. One student explained, "A lot of times I feel bad because I put myself in that person's shoes and I think about, well, what if someone called me that or did that to me, how would I feel? And a lot of times I wouldn't feel the best" (Focus Group, 9/14/07). Another student expressed that they felt angry when someone is feeling hurt and they can't do much to stop it. "I feel kind of like, um mad because, like they're getting their feelings hurt but you can't do anything about it besides telling the teacher" (Focus Group, 9/14/07). While telling the teacher is one way to help solve the problem, it may not be a satisfying solution for a student that is empathizing with the peer that is being bullied.

When asked how the time at the Santa Fe Mountain Center may have contributed to the students developing Empathy, most mentioned the role plays

and talking about feelings. One student reported, "here at school we do a lot of talking about like our feelings and stuff, and then…they do a little skit on what we should do in a situation and we play games that…teach us how to deal with different things and that build our confidence and things like that" (Focus Group, 9/14/07).

Another way that students practiced recognizing the feelings of peers is through the Comfort Zone model. During the climbing activity, I observed that students were acting as mentors for a climber on the wall. This involved supporting a peer as they climbed to reach their goal. If the climber was struggling, the mentor would cheer them on and try to figure out how they could help the climber. This involved helping to get the students out of their comfort zone, but not pushing them to a zone of panic (Field Notes, 9/18/07).

Beyond simply recognizing how others feel, students reported that this focus on Empathy had taught them how to be nicer to each other. When I asked the students what they meant by "helping each other" one student explained, "if they had a problem you could talk to them and see what was wrong" (Focus Group, 9/14/07). Another stated, "sometimes, like, if someone was…being mean, like teased…I would like go over there, like if they were upset I would like go over there and like um tell them…'Are you okay?'" (Focus Group, 9/14/07). Other students mentioned that they would now take action to include peers that seemed left out. "What I learned is, if someone's like by themselves at recess or anywhere when you're playing something, tell them to come in. Don't just let

them be there all alone, not doing anything. Invite them over and be nice to them" (Focus Group, 9/14/07).

Overall, students appeared to be more empathic toward their peers and also began taking the action needed to help others feel better. This seemed to be driven by talking about feelings, working with the Comfort Zone model, and always being supportive of one another.

Transfer of Lessons

Beyond promoting a safe environment and offering the tools and experiences necessary to build internal assets, this program connected the lessons with real life situations that these students may encounter in the classroom or at home. Consistent messages between the Santa Fe Mountain Center facilitators and the teachers helped to transfer these lessons to the school setting. Practicing these skills with a focus on bullying situations helped students build the courage necessary to hold each other accountable and have improved outcomes. These lessons were also connected to their home lives by discussing the responsibilities they have in their communities.

Consistency and Continuity – While it may be important to enhance internal assets for their own sake, the School Principal explained that her goals were more related to the harsh reality that these students were going to face in Middle School.

> The number one outcome, first and foremost, would be our 6th graders right now moving on [and knowing]…that middle school is tough. I would not want to be a middle schooler or high schooler right now because it is so fierce. But, have we helped them and equipped them with some tools to not just cope, but to strategize how to get through some of it? (Principal Interview, 9/12/07).

Throughout program observation and interviews, I noticed that the facilitators and teachers stayed consistent with the use of tools and language during each activity. Consistently referring the Five Finger Contract, Comfort Zones, and HAHASO showed the students that these were valuable concepts to understand and use.

With these language prompts and tools in place, it was also important that the facilitators and teachers were consistent throughout the program. Having the same Santa Fe Mountain Center staff during each session appeared to help build a solid rapport with the students. This was also apparent with the teachers consistently participating in the program activities and holding students accountable to the language of the Five Finger Contract.

In addition to consistency within the program, I observed continuity between the program and the classroom. The entire sixth grade class decided to adopt the Five Finger Contract as a set of behavioral guidelines and there were reports of students using this language in the Physical Education classroom. One teacher explained how she would try to maintain the lessons from the Mountain Center. "I could say, 'Hey, wait a minute. When we saw this happen at the Santa Fe Mountain Center, how did we respond? Think of your options. What are some of the other options that you have?'" (Teacher Interview, 9/13/07). While one teacher reported that the students did not use the language as often after a summer away from the program, she hoped that the "recharge," or return to the Mountain Center, would help the students to do so again (Field Notes, 9/18/07).

The Principal saw that this Five Finger Contract could be a useful tool for the students to use both in the classroom and at home. She found it important that the students have a "common language around the Five Finger Rules...They understand the vocabulary. They understand what it looks like and what it feels like" (Principal Interview, 9/12/07). Taking this common language, the student could "really be more equipped with being able to say to somebody, 'You're being a bully,' or 'That's bully behavior.'" (Principal Interview, 9/12/07).

I also discovered that consistent reference to how these lessons could be used in real situations made these prompts and tools more applicable to the student's lives. Incorporating language about bullying, talking about situations the students were struggling with in school, and practicing with the tools in pretend "bullying" situations seemed to provide students the courage to confront real problems they will face in the future.

One student explained how they learned about bullying through these role plays.

> Student: And, um, some people didn't know what bullying was. They thought that bullying was kicking somebody or, wanting like killing them, but bullying also can be, also can mean like teasing somebody and calling them names.
> Jesse: How did they teach you that?
> Student: Um, you just do skits like...we do skits, and um, they taught us that, um, not only like, yeah, that bullying is also saying words to them, like teasing and calling them names (Focus Group, 9/14/07).

These skits also served as a means to expose students to how others felt during a bullying situation. This helped them develop empathy for the bully, bystander, and victim.

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While the role plays appeared to be an effective way for students to learn about and practice different roles in bullying situations, one teacher thought that these experiences could have been more realistic.

I think we have to be more authentic in that bullying. And that maybe the kids need to write more narratives about what a bullying situation really is and describe that bully, and we need to bring that bully back to light because I think sometimes it just doesn't feel as authentic as it could be. And so the kids don't take it as seriously (Teacher Interview, 9/13/07).

Another goal of the program was to help the students take the responsibility for holding themselves and their peers accountable to high expectations. A Santa Fe Mountain Center facilitator explained, "Like, if somebody's, I don't know, calling somebody a name or pushing somebody, they'll say 'Hey, remember the five?' and then that'll stop it. It's like they intervene on themselves, which is exactly what we're looking for" (Facilitator Interview, 9/11/07). The high expectations of this particular program were also working to establish high expectations for the students when adults weren't around. The facilitator explained that it's, "'What are you going to do when a teacher's not around?' that matters. So, if that's what they're doing, like on the bus when nobody's looking, that's what we're looking for, so they're holding each other accountable," (Facilitator Interview, 9/11/07).

The aims of this transfer went beyond the classroom setting. The teachers also hoped that these lessons would be able to transfer to the home environment. One teacher explained,

I'm hoping that...we're not only doing this in the classroom for these students, but it will get modeled back at home. That it will have sort of this exponential growth effect with siblings or parents. And I don't know that you can retrain parents, I don't necessarily feel like it can have that kind of impact, but it can

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certainly, definitely be a positive influence on the home (Teacher Interview, 9/13/07).

In an attempt to help foster this transfer, the school held a Parents' night where the Santa Fe Mountain Center staff made themselves available to answer questions about what occurred during the program. This was done in an attempt to explain the "social competencies" that were appropriate at school. As the Principal explained, it was important for the parents to know what was expected of the students while they are in the classroom. This also had the potential to influence the levels of external assets available to the students in their home and community environments.

In an attempt to motivate the students to take action in their communities, the Santa Fe Mountain Center emphasized how the students play an important role and have responsibilities in their communities even though they are young. In an attempt to influence the home environments, one facilitator challenged the students to take action.

> One of the things that I was stressed with...the students is that your community is as a school, but it's also outside the school. Your community is your neighborhood, your community is your families...the hospitals, the stores that are around you, your neighbors...I try to get them to understand that they live in different communities within a larger community. And...I believe the goal of the Anti-Bullying project was to have them understand that, and to see that...they have responsibilities, and they also can take ownership of that to feel proud of being a member of a community of [their] school, or a community member in Santa Fe... You know, although they're fifth graders they are going to be, they are leaders now within their community and in the future as well. And then also that, as leaders, people will look up to you (Facilitator Interview, 9/11/07).

Courage to Implement Tools in a Variety of Situations - When asking the students about their Goals and Aspirations, the topic of courage repeatedly arose. One student talked about this in relation to not being afraid to take on a

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challenge and reach for his goals. "The Mountain Center helped us with trying to go for our goals, even if we don't make it, at least we tried. And we can try again..." (Focus Group, 9/14/07). Developing the confidence to take a risk seemed to be an important asset for this student. Another student explained a similar lesson,

> They taught me a lot about having courage, like not to be afraid to go and do something in life and to not give up. Like if you don't get it the first time, keep trying and in the end you'll be able to persevere through it and make it, like...I think everyday life, they try to teach you... like if you have to go for a job or something, have the courage, don't say like, "Oh, that's impossible, there's no way I'm going to be able to, um get it." They teach you to have the courage to do it, and if you don't get it, keep trying and sooner or later you will (Focus Group, 9/14/07).

The topic of courage also emerged when some students talked about standing up for themselves. One girl stated, "they taught us like, if your friends don't want to do it, like if they want to be...not smart or something...to stand up for yourself and say like... 'It's my own life, I want to be, I want to have a future'" (Focus Group, 9/14/07). Another student shared, "they also taught us...to stand up for yourself. And not be like, or for other people, like if you saw somebody like getting bullied...not be a bystander, and to not be afraid for like them to tease you or call you names or something" (Focus Group, 9/14/07). For this student, the courage was not just about taking care of herself, but it also included the courage necessary to stand up for other people that are being bullied, and not just acting as a bystander in the situation.

This increased courage to confront bullying situations mirrored some of the improved outcomes that this initiative was designed to enhance (e.g. practice positive social skills, conflict resolution, respect and care for one another, talk

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openly and honestly about the bullying problem). Unfortunately, it was difficult for teachers to sometimes recognize this positive development since they work with the same students every day. When asked about improved outcomes, one teacher mentioned that the changes weren't as dramatic as she would have liked, but that she was able to notice the little things. It was also difficult for her to see if the students were currently using the common language as much now that they were in the sixth grade, and she thought that the program could do more to infuse this language into the classroom. In addition, there were new teachers and students at the school who were struggling to integrate this language. Another explained that, "Retraining takes time. They've been being the way they are for ten years, and then for nine months we introduce them to very different ways of being. And I think as they practice that, and they feel more confident with that, they'll use it more" (Teacher Interview, 9/13/07).

While it is difficult to know what was transferred, one facilitator added insight from what he had seen:

I can hear the students talk about the 'Well this is what ...I use this with my brother. I use this with my dad. I use this at my soccer game. I use this wherever. I use this with my uncle who picks on me...' That's just like, oh, this is good stuff that I know that you're using...that's what we're trying to give them. We're trying to give them skills to use when adults aren't around (Facilitator Interview, 9/11/07)

Continuation

While the RYDM theoretical framework included improved outcomes, it did not adequately address a situation where the students actually contribute to the external assets that are available both for themselves and the rest of the students at the school. Through the common vision of resilience enhancement

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held by the Santa Fe Mountain Center and the school, these students were given the opportunity to help enhance the external assets that might strengthen their school community and build resilience in other students both during and after the program. As the program, school, and peer settings became increasingly "saturated' with protective factors, there is a possibility that the external assets in the community and home settings were also affected. This type of multi-faceted enhancement of external assets has the potential to significantly increase the likelihood that students will reach and maintain resilient outcomes in the future.

Increased Responsibility – One direct, experiential technique this program used to help increase the student's level of responsibility was having them serve as belayers and mentors during the activities. This created a dynamic where students were benefiting from as well as providing safe and supportive environment to foster resilient outcomes. It appeared that this mutual support may have helped to further develop caring peer relationships as well as giving the students meaningful roles in the activities.

As these students progressed from participation in the fifth grade component of this program, they took on the added responsibility of being role models for the rest of the students at the school. While some did this informally, 16 students took the official role of mentors. These students will meet with the Santa Fe Mountain Center staff to discuss ideas that they have to best incorporate the lessons they learned during the Anti-Bullying Initiative into the rest of the school. The Santa Fe Mountain Center did not have a formal curriculum for this component. By design, they hoped that having the students

design this curriculum themselves (with appropriate guidance), would provide an increased level of self-ownership.

Field observations at the Santa Fe Mountain Center demonstrated that the staff framed each activity in the first 6th grade experience in a way that provided students with the necessary practice to be mentors for each other. This increased level of responsibility was introduced experientially by having each student serve as a mentor for other students while at the challenge course facility. This included such roles as speaking with a climber about their goals for the upcoming challenge and coaching them as they moved up the wall. In doing this, the staff engaged students in establishing the qualities needed to be an effective mentor. When asked what kind of person would make a good mentor at the end of the day, students responded with: "smart, caring, doing things for people, helping people, person others look up to, respectful, don't call names so they don't hurt feelings, using HAHASO, and good role models" (Field Notes, 9/18/07). This interaction helped to engage students in defining the high expectations for their community and for their enhanced role at the school.

Enhancing External Assets in the Activities and at School - The increased level of responsibility provided to these students allowed them to contribute to the external assets that others experienced both during the activities and at School. As students developed more Empathy and took on meaningful roles in the ABI program (e.g., belaying their peers), they were able to contribute to the safe environment that allowed others to take risks that would normally be too far outside of their comfort zones. This interaction worked to enhance both external

and internal assets, potentially contributing to greater improved outcomes and more resilient students.

As the Santa Fe Mountain Center staff prepared the students to take on mentorship roles, the conversation turned to how they can take the lessons learned in this program and implement them in the school. One student explained the impact these lessons might have on the other students:

> I think it will make [the school] a safer place because the Mountain Center is teaching older kids, and the older kids are a lot of times the ones that are doing this stuff, because the other kids don't know yet, a lot of times. And then the older kids, they learn about this stuff and how to do it and they kind of show the little kids not to do it and they pass it down. From there on it passes it down each generation (Focus Group, 9/14/07).

I found it notable that this student saw the meaningful role that they play in teaching the younger kids about the lessons he learned at the ABI program. A Santa Fe Mountain Center facilitator further explained the intention of giving these students this enhanced role and incorporating mentoring into this program.

> The sixth graders are pretty influential at school, on the playground or in the hallway, or with their brothers and sisters or whatever...because of status of being a sixth grader... they have the power, and hopefully the responsibility of teaching and showing and demonstrating the rest of the school. So, I told the sixth graders that, um, I think they're all mentors just by being sixth graders. The official sixth grade mentors, they're the ones that are really more excited about it, interested in teaching it, find it really valuable, and really want to invest a lot of time and energy into it. Not just on the day to day, but have special projects. So, they're sort of the more official representatives of "This is how we should act" (Facilitator Interview, 9/11/07).

Beyond focusing on successes and internal assets, this program presented students with the added responsibility of creating and maintaining a healthy community. In this sense, it took a "process focused intervention" approach (Masten & Reed, 2002) to achieve this objective. The students not only

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benefited from the experience, they also implemented these skills and contributed to the protective factors available for other students at the school. It was further hoped that this would also have an impact on the home and community settings.

Varying Outcomes

The relatively homogenous survey sample made it impractical to compare students based on self-reported ethnicity. However, both qualitative and quantitative data revealed interesting results when comparing resilience scores based on gender. Treatment group females had higher Average Resilience scores than males at the follow-up survey, the treatment group females possessed significant increases in Goals and Aspirations scores from pre-treatment to post-treatment and from pre-treatment to follow-up, and the treatment group females had significantly higher Goals and Aspirations scores than control group females at the follow-up. In addition, the treatment group females possessed a significant increase in Self Efficacy (from pre-treatment to post-treatment) and scored significantly higher than treatment group males (at the follow-up survey); and control group males scored significantly higher than control group females (at pre-treatment).

These gender differences were also found in the qualitative data. One teacher explained,

> The first thing I noticed that was pretty remarkable for me was the degree in which the girls would actually excel at some of these activities out at the Mountain Center in comparison to some of the boys. They tend to not be so much concerned about the risk taking as some of the boys would be, and they would just go, just jump right in, put themselves full into it...and it was amazing, it was kind of amazing to me to watch how some girls just climbed

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up the walls like spiders...with no thought, really about the risk taking involved (Teacher Interview, 9/13/07).

Another explained that the females would also get out of their comfort zones more readily than many of the boys. "They didn't quit the same either. They get to a place, a fear place, and their peers would cheer them on, and they'd keep going. Whereas, like, I noticed with many of the boys, once they get to that fear place they were back down on the ground. And the girls would keep on with it" (Teacher Interview, 9/13/07). One male teacher explained that this may have something to do with a combination of gender and ethnicity. After explaining his personal experience living and working in Latino communities, he explained, "There is this concept of machismo that exists in the male part of the culture. And one of the aspects of that is that failure is looked down upon, and because of that it's better not to attempt than to actually fail. You're seen in a high regard as long as you don't fail" (Teacher Interview, 9/13/07). Another stated that these dynamics might change as the students start to mature and their social dynamics continue to evolve.

Summary

The qualitative analysis demonstrated that this particular experiential, adventure based program did have an effect on student's levels of resilience, but this effect could vary based on gender differences. Data could be sorted into the categories of the RYDM theoretical framework, but this did not adequately explain the effect of this program on student's resilience. Once safe and consistent external assets were established, the program introduced students to

a number of tools that could help them to adequately deal with bullying situations. These tools were repeatedly practiced and refined through engaging, adventure based activities and reflection which appeared to help students develop internal assets. Building from these internal assets, the program consistently incorporated bullying language and concepts in the activities and the classroom, helping students to develop the courage to confront real issues and demonstrate resilient outcomes. These improved outcomes served as a basis for increasing the responsibility the students held during the activities and in the school, working to enhance the external assets available for other students.

CHAPTER VI

DISCUSSION

Overview

This study was designed to explore the effect of an experiential, adventure based Anti-Bullying Initiative on levels of resilience. The findings, implications, and recommendations are outlined in the following sections: (1) Summary of findings, (2) Implications for practice, (3) Implications for resilience theory and research, (4) Limitations, (5) Recommendations for future research, and (6) Conclusion.

Summary of Findings

This summary of research findings followed the mixed method Triangulation Design: Convergence Model explained by Creswell and Plano Clark (2007). This involved interpreting the results by comparing and contrasting the quantitative and qualitative data. This convergence was guided by the research hypotheses.

Since the quantitative analysis demonstrated limited significant results, and the qualitative data was collected at the same time as the 4-month follow-up survey, the findings that relate to the first two hypotheses have been combined into one summary.

Hypothesis 1

Participation in the program will correlate with significantly enhanced levels of resilience in the treatment group compared to the comparison group.

Hypothesis 2

There will be a significant long-term effect on the measured levels of resilience in the treatment group as measured 4-months post-treatment. There will be no significant long-term effect for the comparison group.

The first two hypotheses were partially accepted. A series of non-parametric tests demonstrated significant increases in resilience subscales for the treatment group in both the Goals and Aspirations (from pre-treatment to post-treatment as well as pre-treatment to follow-up), and the Self Efficacy subscales (pre-treatment to post-treatment). The Average Resilience score and the other resilience subscales (Empathy and Problem Solving) were not significantly different between groups or within either group over time. This lack of significance could be the result of many factors. Besides numerous limitations associated with this particular survey instrument, it is possible that: (a) students in both the treatment and comparison groups developed at a similar rate in these areas, (b) students possessed an inaccurate self perception related to these assets, or (c) that the program did not adequately address the areas of Empathy or Problem Solving.

After analyzing the qualitative data, it appeared likely that the quantitative results did not provide a complete representation of the development of internal assets in these students. Qualitative findings presented a more complete

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description of the internal assets in the treatment group and suggested that this program worked mainly to enhance Empathy and Self Efficacy, as well as contributing to some aspects of the participant's Goals and Aspirations and Problem Solving traits.

The qualitative and quantitative data was converged to create a more thorough understanding of the possible effects of this program on participant's internal assets. A significant increase in Goals and Aspirations is supported by previous resilience research (Castro, 2005) in which participation in the Teen Leadership Program led to significant increases in both goal setting and self-efficacy. These increases could be attributed to a number of factors. Observations revealed that while the Anti-Bullying Initiative did not necessarily help participants develop a clear path for the distant future, these students did set and achieve a wide variety of short term goals. Success in these minor challenges may have helped students to further develop this skill in other areas of their life. Also, the emphasis on "helping each other out" and becoming a responsible member of the community may have encouraged some students to set more goals for themselves or aspire to different outcomes. It is also possible that exposure to positive role models helped to enhance this trait.

It is important to note that the Goals and Aspirations subscale had the greatest increase after the program was completed. While the treatment group students appeared to have experienced increases in this trait during the program, the follow-up effect was most significant. While it is possible that this long-term change is related to developmental changes in the students, such as a transition

between concrete operational and formal operational stages of cognitive development (Huitt & Hummel, 2003), this change was not present in the comparison group. This suggested that the ABI may have had a significant and enduring impact on this internal asset. It is also possible that there was an incubation effect (Kaplan & Davidson, 1988) on Goals and Aspirations. Setting aside the lessons of the program over the summer may have enabled the students to have increased outcomes four-months after the program.

Significant increases in Self Efficacy were less surprising as this change was supported by the convergence of the quantitative and qualitative results. Interviews and focus groups revealed that students gained more confidence throughout the program as they experienced success when confronting a number of unique challenges. This increased efficacy was not only related to the program activities, but was also present when talking about confronting challenges at school or dealing with bullying situations. This trait increased from the pre-test to the post-test in the treatment group, and was maintained at the four-month follow up. This suggested that participation in this program was correlated with an enhanced sense of Self Efficacy and that this increase was lasting. While the comparison group's scores were not significantly different from those of the treatment group at any point, there was never a significant change in the comparison group's Self Efficacy over time. This increase in Self Efficacy, and the lasting nature of the change, is supported by previous research looking at the short and long term gains associated with other adventure education programs

(Hattie et al., 1997; Paxton & McAvoy, 2000) as well as other resilience based interventions (e.g. Castro, 2005; Cowen et al., 1995).

While there were no significant changes in the resilience subscales of Empathy and Problem Solving, qualitative data did suggest that participation in this program may have helped to enhance these internal assets. There were many examples of students talking about their feelings, using the language of the Comfort Zone model, and explaining how they wanted to "help others out." The Santa Fe Mountain Center emphasized the development of Empathy by explaining that it is an important social skill that "develops interpersonal and systemic skills as well as promoting a sense of capability" (Santa Fe Mountain Center, p. 24) and is demonstrated through active listening, appropriate touching or hugging, using an appropriate tone of voice, and figuring out the appropriate response for a situation. While it appeared that this program had a role in this asset, it is possible that the comparison school had a similar effect on their students or that there was little room for the students to improve on the items presented in the ABI Survey.

There were also no significant changes in Problem Solving Scores, though both the treatment and comparison scores increased slightly over time. Qualitative data confirmed these findings. While it appeared that students did learn new resources and strategies for dealing with bullying situations, they did not attribute their increases in Problem Solving assets directly to the Santa Fe Mountain Center. Though the Anti-Bullying Initiative did incorporate Problem Solving as an underlying component in most of their activities, these experiences

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did not seem to change the student's perceptions of their own Problem Solving abilities. It is possible that many of the Problem Solving assets were attributed to factors outside of this program, such as other lessons learned in the classroom or at home.

Since the quantitative data had many limitations (e.g., instrumentation, ceiling effect, abnormal distributions, a low correlation coefficient) it is not possible to make strong claims based on these findings. For this reason, it is also helpful to compare the ABI Survey data with aggregate scores (see Table 14) from the California Healthy Kids Survey (Technical Report: 5th Grade, 2007).

Table 14: *Survey results compared to aggregate data.*

	Treatment	Control	Aggregate Score
Average			
High	94.2	90.9	65
Medium	5.8	9.1	33
Low	0	0	2
Goals and Aspirations			
High	94.2	92.7	83
Medium	5.8	7.27	17
Low	0	0	1
Problem Solving			
High	80.8	83.6	38
Medium	19.2	12.7	55
Low	0	3.6	7
Empathy			
High	75	70.9	44
Medium	21.2	23.6	50
Low	3.8	5.5	6
Self Efficacy			
High	98.1	92.7	NA
Medium	1.9	7.27	NA
Low	0	0	NA

While this data does not show significant changes, it does represent how the students in both the treatment and control groups scored compared to similar students in a different setting. It is obvious that the students in the current research project scored dramatically higher on all aspects of the survey than the students in the aggregate group. This could be attributed to a wide variety of social factors. It is also interesting to compare pre-treatment, post-treatment, and follow-up scores for both the treatment and comparison group in contrast to the aggregate data (Appendix I).

Hypothesis 3

Based on the RYDM framework and resilience theory, it is hypothesized that the supportive, positive, and healthy atmosphere developed during the Anti-Bullying Initiative sessions will help to foster the necessary external assets needed for resilient outcomes. This will be highlighted by strong connections between the staff and students as well as engaging activities that encourage the students to participate. These problem solving activities, if adequately framed, implemented, and processed, will contribute to the development of internal assets and improved outcomes.

Besides providing a more complete picture of the quantitative results, the qualitative data helped to further highlight the processes involved in this program that may have contributed to changes in resilience levels. The qualitative analysis revealed that the components of external assets, internal assets, and improved outcomes were all present throughout this program. In addition to these foundational aspects of the RYDM framework, other important themes emerged.

These have added more description to the processes that were taking place in this adventure education experience.

Definition of Resilience – One significant emerging theme was the recognition by both the Santa Fe Mountain Center and the elementary school that there are varying perceptions of resilience and that these students were already "resilient" in their home environments. In this situation, the Principal and the teachers explained that while the students were resilient, they may not be resilient in a way that was appropriate for the school setting. In order for this program to enhance resilience, it was necessary to recognize the context that the students were coming from and returning to; while at the same time building a solid and consistent school environment with clear expectations and community norms.

The importance of defining contextually appropriate resilience outcomes is supported by the broader field of resilience research. Ungar (2005) explained that resilience researchers need to place their work in the context of the world that the students are living. Embry (2004) stated that it is important to define the community norms in a program because they set the standards for which resilient behavior is measured. Any attempt to enhance, or measure resilience, must take into account the benchmarks for success within that particular context. In setting the standards for the classroom, the teachers and facilitators were defining successful adaptation. It was also important that the teachers and facilitators recognized that what was working for the students in the classroom may not work in their home environments. While this may be a deficit when considering "a

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more ecological interpretation of resilience" (Ungar et al., 2007, p. 288), it is important to note that the school attempted to inform the parents about the social competencies expected in the classroom and have an indirect impact on the external assets at home. This attempt is consistent with Donnon and Hammond's (2007) call for more systemic approach to youth resilience.

This unique definition of resilience, and the discrepancy between what is appropriate at school and what is acceptable at home, raises an interesting dilemma. Improved outcomes, and the associated internal assets, are viewed and measured through the standards in which adults expect the youth to act in a certain context. This differs from character education which emphasizes basic human values and moral responsibility. While it may be important to develop the resilience traits appropriate for the school setting, it may also be detrimental to lose the skills necessary for survival in other settings. This topic is worth further consideration as programs and schools work to establish resilient benchmarks that are applicable for young people in a variety of contexts.

Focus on Support and Success – In addition to the recognition of resilience in various contexts, this program placed a strong emphasis on a supportive atmosphere and successful experiences. While resilience is often viewed as successful adaptation in the face of significant risks, this does not mean that resilience enhancing programs need to create more risk in order for students to build their resilience. The role of this resilience enhancing program was to minimize the impact of these risks by creating a safe and supportive environment with an intentional focus on providing external assets, enabling

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students to gather new tools and skills that would help them to be successful when they face significant risks in the future. Positive and caring relationships were important for students to find success in this program. This is supported by previous research (Bobilya & Akey, 2002; Masten & Reed, 2002; Neill & Dias, 2001; Paisley et al., 2008). The emphasis on success is also supported by previous research demonstrating that young people need experiences with success and mastery for positive development (Hattie et al., 1997; Masten & Reed, 2002; Santa, 2006).

It did appear that some level of perceived risk and challenge was effective for engaging the students in the problem solving activities and providing mastery experiences. These opportunities gave the students a chance to practice with their newly acquired tools and have fun in a challenging, supportive environment without being pushed into their panic zones. Students were given a chance to "use their competence to risk and resolve the uncertainty of the outcome" (Priest & Gass, 2005, p. 19) with the intention of developing their interpersonal and intrapersonal skills for use in other settings.

The chance to experience success in novel situations outside of the classroom may have also increased the student's drive to reach improved outcomes. Children that struggle in traditional settings often look for acceptance in other venues. As Gooden explained, "Youth are motivated to seek affirmation outside normal social behaviors because of threats to self from failure to achieve in those socially acceptable domains" (as cited in Ungar, 2001, p. 139). The unique and novel atmosphere of the Santa Fe Mountain Center activities may

have increased some student's access to the outcomes valued by the program and the classroom.

Positive cyclical nature of the program – Another emerging theme was the positive cyclical nature of this program. Not only did it aim to enhance the internal assets and improved outcomes of the participating students, it established structures that allowed for increased responsibility in the activities and at the school. For example, acting as belayers gave students a chance to not only benefit from the safe environment, but to also contribute to the safety and support that their peers experienced during the high challenge course events. This had the potential to contribute to peer-based external assets. Serving as mentors, teaching other students about the Five Finger Contract, and using the common language in the classroom may have helped to enhance the external assets, making the school a stronger community. This is in contrast to the linear nature of the RYDM framework, and the Santa Fe Mountain Center's "Experiential Adventure-Based Resiliency Model" which may not adequately explain all of the components or processes of this program. This cyclical nature suggested that the Anti-Bullying Initiative was a "process-focused" intervention (Masten & Reed, 2002), effecting both the external and internal assets of the students. The Resilience Cycle has been developed as an attempt to further describe the cyclical nature of this program.

The Resilience Cycle

The Resilience Cycle (Figure 7) provides a starting point to further understand the effect of this adventure education experience on resilience by

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adding emerging themes to the RYDM framework. It is important to note that once the essential elements were introduced they continued to be present and reinforced throughout the remainder of the cycle. For example, the tools and common language were not only present in the "Experience and Reflection" stage. They also arose when conversations turned to how the lessons would be used to enhance the external assets at the school and how the students could use the lessons gained from this program in other settings. This cycle has the potential to be refined and disseminated, increasing the reach of this program and its effect on the home and community settings.

Figure 8. *The resilience cycle.*
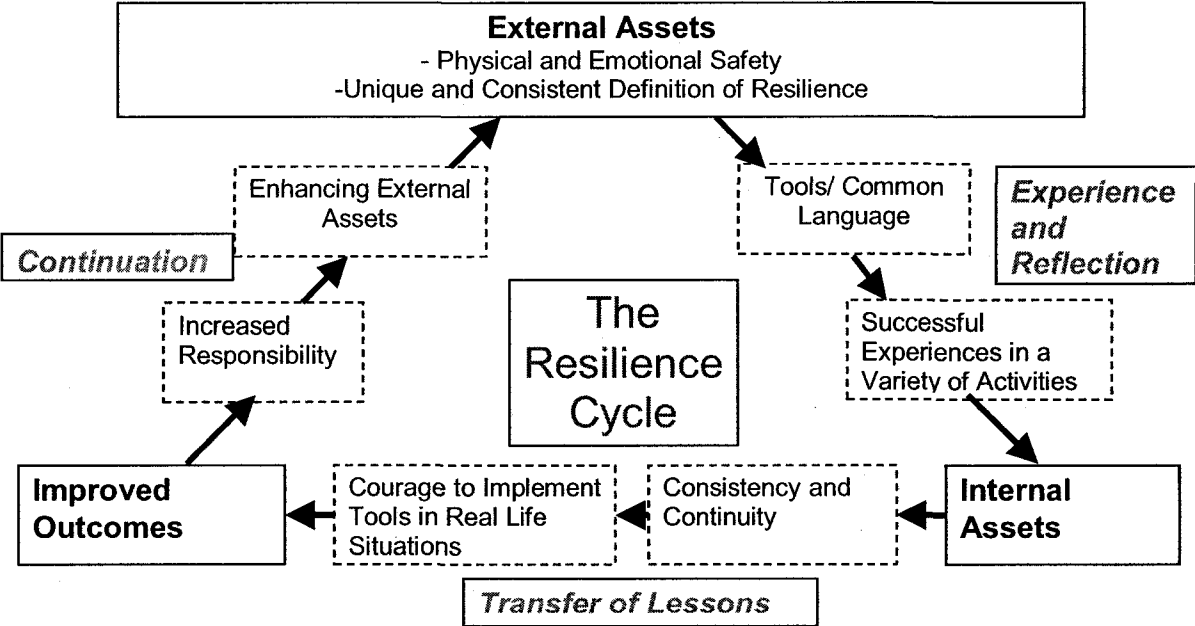
External Asset Saturation – The cyclical nature of this program

demonstrated that the program not only presented the students with an

increased level of external assets (e.g., caring adult relationships, high

expectations, meaningful participation), it worked closely with the school to

ensure that these important protective factors were present in the classroom.

Combined with the curriculum and activities of the program, these external

assets helped to increase the protective factors available in peer interactions.

This continuous cycle reinforced and built on these assets until the program,

school, and peer assets were further "saturated" with protective factors that

helped to enhance internal assets and resilient outcomes. This "saturation" may

have enabled the ABI program to further affect the external assets available to

the students in their home and community environments by "leaking" excess

protective factors to those settings. However, rather than being a passive

process, this "leaking" was intentional and started by informing the parents about

the social competencies that were acceptable in the classroom and the

community norms that their children were held accountable to on a daily basis.

In addition, conversations about how the students could use the lessons from this

program when dealing with bullying situations outside of the classroom appear to

have led to more resilient outcomes at home. As some of the students stated, "I

use this with my brother. I use this with my dad. I use this at my soccer game. I

use this wherever. I use this with my uncle who picks on me" (Facilitator

Interview, 9/11/07).

This saturation of external assets, and the holistic approach to resilience enhancement, is supported by the Ecological Systems Theory (Broffenbrenner, 1989). Rather than simply looking at the impact of the program on individual students, it is important to consider the numerous outside factors that also affect development (assessing both microsystems and macrosystems). Determining how these systems impact resilience enhancement, as well as what role adventure education can play in influencing these systems, may further enhance the effectiveness of adventure programming. The Ecological Systems Theory may help future researchers to investigate the discrepancy between school appropriate and street appropriate outcomes as well as how programs and schools can work to bridge these gaps.

Summary – The convergence of quantitative and qualitative data showed that there were a number of program components and processes that appeared to combine to create a cycle of resilience enhancement. The Resilience Cycle demonstrates one conceptual model that helps to explain the classroom norms fostered and reinforced in the ABI program. When effective, this Resilience Cycle may work to enhance resilient outcomes by building students' internal assets as well as fostering high levels of external assets that "saturate" peer, home, and community environments.

Hypothesis 4

There will not be significant differences in measured levels of resilience based on gender or self-reported ethnicity. While previous research has found differences based on these traits, it is hypothesized that the consistent, positive

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and engaging nature of the program will have similar effects with students of all backgrounds.

While the assessment of the differences based on gender and self-reported ethnicity were not the main focus of this investigation, significant findings require some discussion. Female students in the treatment group demonstrated significant gains in the Average Resilience Score as well as Goals and Aspirations and Self Efficacy. The male students did not experience similar gains and there were no significant gains in the comparison group for either gender. These results were consistent with the qualitative data and suggested that this may be a fruitful area for future research. While male and female students may be exposed to the same program components and activities, it appears that their participation levels and outcomes may differ. This is an intriguing finding which deserves further analysis and investigation.

In an attempt to understand what led to the discrepancy in the results, it is helpful to look at other research findings in the resilience field. Sun and Stewart (2007) found that female students reported higher levels of "communication, empathy, help-seeking, and goals" (p. 1). These results were attributed to stronger connections with peers, parents, teachers and adults as well as a sense of autonomy. The researchers went on to report an interaction between gender and age, suggesting that as females progressed to middle school, their external and internal assets dropped sharply. This suggests that females participating in the Anti-Bullying Initiative may have had a stronger perception of social support

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than males, and that this perception may change dramatically in the coming years.

These findings also align with and support recent work around gender identity development and its role in resilience (Reimer, 2002). Reimer reported that gender "may be considered an aspect of individual difference that influences how events are experienced and how they affect development" (p. 37) and that the impact of gender differences increases as children enter middle school. The "gender prescriptions" that students adopt influence the lenses through which they see and interact with the world. Identifying and understanding gender influences on academic performance, achievement motivation, school attachment, and psychosocial healthy may help to enhance the effectiveness of youth development programming.

These two studies support the notion that pre-adolescent girls may experience more protective factors in a variety of settings and report higher levels of internal assets. However, the results from the Anti-Bullying Initiative did not demonstrate a significant gender difference in the control group. This suggests that the female students in the treatment group may have interacted with the program components differently than the boys, leading to different outcomes. As Reimer suggested, young males may be less able to handle emotions in more interpersonal contexts and "may need more time, distance, or structure to share these emotions" (p. 44). It is possible that the methods used for sharing emotions and talking about feelings may not have been as effective

with the male participants. This is just one example of how male and female students may have interacted with the program components differently.

While the gender differences found in the current study align with previous findings in the resilience field, it is also possible that ethnicity may have had a mediating influence on results. Most students in this study were Hispanic, and many were the children of first generation Mexican immigrant families. Qualitative data suggested that the interaction between gender and ethnicity may have led to some of the differences found in the levels of internal assets. As one teacher reported, many of the male students were influenced by machismo in the Latino culture, possibly affecting their participation in this program and their reported internal assets.

This idea is also supported by previous research. In a study looking at cultural orientation, Umana-Taylor and Updegraff (2006) found that higher levels of involvement in the Latino culture may serve as a protective factor for Latino boys. On the other hand, Latina girls seemed to benefit more from strong ties with their families and less from a strong cultural orientation. This suggests that there may be a unique intersection between gender and ethnicity with these students, contributing to the discrepancies in reported levels of internal assets. Latino boys may find more benefit in demonstrating emotional invulnerability and bravery than sharing their feelings or asking for help.

This concept is further supported by recent findings looking at the connections between drug use and gender, gender identity, ethnicity, and acculturation among Mexican American middle school students (Kulis, Marsiglia,

& Hurdle, 2003). Building from the concepts of "machismo" and "marianismo," the researchers found that gender identification and levels of acculturation had the most influence on resilient outcomes. Dividing gender identification into aggressive masculinity, assertive masculinity, affective femininity, and submissive femininity allowed the researchers to explore beyond the limits of traditional gender roles. Findings suggested that identification with affective or submissive femininity (whether the students were male or female) served as a stronger protective factor against drug use, and that the effect was even stronger for students that were more acculturated. This adds another component to the intersection between gender and ethnicity. The level of student acculturation may play a mediating effect on resilient outcomes.

Lastly, it is worth considering the role of identity development when assessing these results. While identity development has had limited attention in the resilience field, it may prove fruitful in future studies. As students work to develop their identities, they are often influenced by a variety of cultural norms (e.g., school, home, community, street life). Flores-Gonzalez (2002) shed light on this concept while explaining identity development in Latino students. The elementary school years are an important time for these students to develop their school or street identities. While this may not be a struggle unique to Latino students, it does reflect the differences found when comparing the improved outcomes valued in the classroom and the resilience traits that the students use at home. It is possible that the tensions between school kid and street kid identities played a role in the outcomes of this program. Some students may

already find more success in adopting a street kid identity, making it difficult for them to also demonstrate the improved outcomes valued in school. This identity development may also interact with the students' gender and age. It is possible that the female students have developed more of a school kid identity, potentially contributing to the higher levels of participation and significant increases in internal assets found in this study.

While definitive conclusions cannot be made, there are a number of potential contributing factors to the differences in internal assets based on gender. Whether directly related to how male and female students interacted with the program components, the influence of the participants ages, their ethnicity, level of acculturation, identity development, or a complex interaction of any number of these factors; more research is needed. These findings add support to the growing emphasis on considering cultural differences as well as context when attempting to enhance resilience (Ungar, 2005) as well as how diverse students interpret developmental assets (Sesma et al., 2003) and experience adventure programming (Orren & Werner, 2007).

Implications for Practice

This study provided insight into the effect of an experiential, adventure based program on levels of resilience. As the field of adventure education continues to grow, and faces increasing demands to justify its practices with empirical evidence, the results of this study will prove useful to programs attempting to enhance resilience. The results suggested that participation in the

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Anti-Bullying Initiative was effective in developing certain aspects of resilience and that this process can be further explained using The Resilience Cycle as a conceptual model. Utilizing this tool may help to more effectively target certain aspects of resilience and lead to longer lasting effects. The use of this concept may help programs choose more effective methods and aid in the dissemination of effective practices.

The findings from this study suggested that a program aimed at resilience enhancement should first work to define the "improved outcomes" that are important for both the program and the students, as resilient outcomes depend on a clear understanding of these expectations. This could include conducting a preliminary resilience assessment to identify the assets that need the most improvement. A consistent emphasis on these outcomes should drive the selection of program components and show the participants what success looks like in that setting. These programs should also consider the context and culture from which the students are coming and to which they are returning. Once this framework is identified, it is important to establish the external assets that will help to facilitate the development of internal assets in the students. In this program, safety was the broad asset which included caring relationships and high expectations.

While the presence of external assets is important, they might not be enough to enhance internal assets on their own. Results showed that it is also important to decide which activities will best address the internal assets and improved outcomes being targeted. Deliberately selecting activities that align with

the intended outcomes may help to increase the effectiveness of any program. In the Anti-Bullying Initiative, presenting the students with simple tools and a common language, and offering intentionally designed, challenging experiences focused on success, were both important to help these students develop their internal assets.

While developing internal assets may be important in their own right, they will not, on their own, lead to improved outcomes. Many adventure education experiences are single, one time experiences with little follow up. This makes it difficult for students to transfer lessons to real life situations. The ABI program was able to accomplish this transfer through consistency and continuity, using bullying language in their activities, and helping the students build the courage to succeed in other settings.

This program also demonstrated the importance of connecting the adventure experience back to the school or home setting. Giving students increased levels of responsibility to contribute to the assets available in the program activities, as well as providing opportunities for them to implement these lessons in other environments, seemed to be an effective way of enhancing resilience. Not only does this work to enhance the external assets available in the school setting, it also has an impact on the levels of external assets in the peer group and may "leak" into the home and community environments. For increased effectiveness, adventure programs should continue to build the bridges between the challenge experience and the rest of the student's life.

Lastly, it is important to consider how male and female students may respond differently to adventure programming experiences and the resilience framework. In this study, the female students demonstrated significant gains in three areas of resilience while the males did not demonstrate any significant changes. These findings were supported by the qualitative data. Further analysis suggested important differences between pre-adolescent male and female students and the role that ethnicity, age, and identity development may play in the development of improved outcomes. These topics must be considered when facilitators and teachers design programs aimed at resilience enhancement.

Implications for Resilience Theory and Research

This project has many implications for the field of adventure education and resilience research. It has answered a call for increased levels of research looking at adventure program outcomes, processes, and theory (e.g., Baldwin et al., 2004; Gass, 2007; Hattie et al., 1997; Priest, 2001). While the RYDM theoretical framework did accurately represent the main components of this resilience enhancing program, it did not adequately explain all of the processes in this intervention. Specifically, there were a number of intermediate stages and concepts that did not fit into the linear framework. The Resilience Cycle is a contribution to both the adventure education and resilience fields and can serve as the groundwork theory for a more holistic approach to resilience enhancement.

In addition, the identification of common tools or language present throughout many aspects of this program supported the notion that there may be mediating variables that help to explain "participants' interactions and learning processes" (Seaman, 2007, p. 8). The use of the Five Finger Contract and Comfort Zone model continued to be present during the project and appeared to be important components of resilience enhancement in all program activities. This contract served as a "unifying concept" (Embry, 2004, p. 587) that created a shift in the community norms during the program and in the classroom. The consistent use of these tools supports the notion of "baking in" (Seaman, p. 13) concepts into the participants experience to help facilitate their learning.

The use of a mixed methods research design also has implications for both fields. This relatively new type of inquiry holds much promise to provide both empirical evidence and rich description. As Ungar pointed out, "Although debate continues, it appears that multiple-method designs, or at the very least the aggregate findings from studies within diverse research paradigms, both qualitative and quantitative, will provide the most comprehensive picture of resilience" (2005, p. xxx). The mixed methods approach used in this study provided an example of how a Triangulation Design: Convergence Model can be implemented in the field.

While a thorough assessment of resilience based on gender or ethnic differences is beyond the scope of this study, the findings do contribute to this growing dialogue. Significant differences in male and female scores suggested that there may be important discrepancies in the way that different genders

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experience adventure activities and resilience. In addition, this project added

information to the inquiry about resilience across cultures and contexts as the

ABI program confronted varying definitions of resilience in the school and home

environments. In addition, this program worked with a unique and growing

demographic, first generation Mexican-American immigrants.

Limitations

There were several limitations and threats to this research study.

1. There was a significant limitation on the quantitative results due to the chosen survey instrument and the limited number of items per subscale. This led to abnormal distributions and low correlation coefficients. While non-parametric tests allowed for the identification of some significant results, it is not possible to place confidence in these findings.

2. Conducting a non-longitudinal study, with a relatively small sample size, in a specific school setting, assessing the effects of a unique experiential, adventure-based resiliency model makes it difficult to generalize the findings from this project to other settings or to infer lasting impacts of this program.

3. This project only focused on the experiential, adventure-based resilience program. Other programs taking place at the school, and other external assets outside of the school setting may have also affected student's resilience in both treatment and control groups.

4. Ceiling effects are a concern with any survey. Inappropriately high pre-treatment survey responses may have masked changes that occurred as a result of the program experience.

5. Focus group sessions could only be conducted with students who had some level of English competence. This may have led to responses that are not representative of the entire treatment sample. Also, qualitative data was only collected at the treatment school, limiting my understanding of the experiences of the comparison group students.

6. Program observation was limited to one day, and only took place at the Santa Fe Mountain Center facility. Observation of programming in the school may have provided important additional information.

Recommendations for Future Research

Two additional concepts arose through the data analysis and deserve attention in future investigations: essential elements of evidence-based practice and "tipping points." While it was not possible to make definitive conclusions on these topics, they may prove useful for both resilience research and practice.

Essential Elements of Evidence-Based Practice

It was found that many of the emerging themes and their related program components paralleled the "evidence-based kernels" described by Embry (2004). Rather than trying to completely describe the workings of a complex program, or attempting to fully replicate a prevention program in multiple settings, Embry suggested that "the best practices aimed at preventing...community problems

are composed of evidence-based kernels, which act on core principles of prevention (risk and protective factors)" (p. 575).

Analysis of the qualitative data revealed a number of key program elements that aligned with proven evidence-based practices in the prevention field. Identifying the key evidence-based elements of the ABI program enabled the verification of parallel structures to determine how the components of this program were linked with improved outcomes in other fields. In this analysis, ABI program components were matched with 12 of the 51 evidence-based kernels described by Embry & Biglan (2007). These 12 key elements are summarized in Table 15. While the presence of these elements does not guarantee that they will produce the same results with this population in this setting, it is informative to examine the potential outcomes of these kernels. Each will be briefly described and outside evidence of the behaviors they have been shown to effect will be highlighted.

One consistent element in this program was verbal praise. There were many instances when adults and students would encourage each other during activities as well as offer positive feedback when the activity was completed. Verbal praise has been connected to cooperation, social competence, academic engagement, and reduced disruptive or aggressive behavior (Leblanc, Ricciardi, & Luiselli; Marchant & Young; Matheson & Shriver; as cited in Embry & Biglan, 2007). There were many similar instances of positive greetings and interactions between adults and students, as well as between peers. This has been linked to

Table 15: *Essential elements of evidence-based practice.* This data provides a snapshot of key elements of the Anti-Bullying Initiative that are aligned with the evidence-based kernels presented by Embry and Biglan (2007).

Kernel Example	Description	Behaviors Affected	Evidence
Verbal Praise	Person or group receives spoken (or signed) recognition for engagement in target acts, which may be descriptive or simple acknowledgements	Cooperation, social competence, academic engagement/ achievement, positive parent-child interactions, positive marital relations, better sales; reduced disruptive or aggressive behavior; reduced DSM-IV symptoms	Leblanc, Ricciardi, & Luiselli, 2005; Marchant & Young, 2001; Matheson & Shriver, 2005
Peer-to-peer tutoring	Dyad or triad take turns asking questions, give praise or points and corrective feedback	Improved academics, reduced ADHD/ conduct problems, long term effects on school engagement decreased special educ needs.	DuPaul et al., 1998; Fantuzzo & Ginsgurg-Block, 1998
Low emotion or "private" reprimands	Corrective feedback given without biological cues of threat or intense emotion; short rather than long reprimands are typically of more effective ones	Reduces inattention, disruptions, aggression; reduces emotional responding by adults, including attention to negative behavior	Harris et al., 2003; Scholer et al., 2006
Non-verbal transition cues	Combinations of visual, kinesthetic and/or auditory cues that single shifting attention or task in patterned way, coupled with praise or occasional rewards.	Reduces dawdling, increases time on task or engaged learning; gives more time for instruction	Abbott et al., 1998; Embry et al., 1996
Meaningful Roles (jobs)	Providing responsible roles to all children in the classroom, school	Increases prosocial behaviors, instructional time, and achievement and provides positive adult and peer reinforcement& recognition	Kahne & Bailey, 1999; Rutter, 1983
Cooperative, structured play	Planned activities during children playtime and involve rules, turn taking, social competencies, and cooperation with or without "soft competition."	Decreases aggression/increases social competence; affects BMI, seems to reduce ADHD symptoms and increase academics after; reduces social rejection in M.S.	Leff, Costigan, & Power, 2004; Mikami, Boucher, & Humphreys, 2005

Self-monitoring	Coding target behavior with a relational frame, which is often charted or graphed for public or semi-public display, occasioning verbal praise from others	Reductions in alcohol, tobacco use; reductions in illness symptoms from diabetes; increased school achievement; changes in other social competencies or health behaviors; reductions in ADHD, Tourettes and other DSM-IV disorder; improvement in brain injured persons	Agran et al., 2005; Clarke et al., 2001; Petscher & Bailey, 2006
Adjectival noun for belonging to status group	Verbal phrase "I am/we ____" is paired with status, belonging, protection or safety	Increased rule governed behavior; increases behavior associated with the named group; decreases aggression within group; may affect physical health	Choenarom, Williams, & Hagerty, 2005; Mishima, 2003
Public commitment	Individuals sign or pledge self to collective behavior	Voting, contributing money, recycling,	Burgess et al., 2000; Chen & Komorita, 1994; Wang & Katzev, 1990
"US" and "THEM" role framing	Individuals or groups are divided into two groups, with differences highlighted framed around clothing, adornment, language, social position, etc.	Increase aggression and violence by each group toward each other	Roos, 2005; Sherif, 1958, 1968, 1970; Sherif, Hogg, & Abrams, 2001; Sherif et al., 1955
Pleasant greeting with or without positive physical touch	Friendly physical and verbal gestures, on a frequent basis.	Affects donations; social status an perceptions of safety or harm; affects behavior streams of aggression, hostility or politeness	Howard, 1990; Schloss et al., 1984
Aerobic play or behavior	Daily or many times per week child or adult engage running or similar aerobic solitary activities, game, or food gathering behavior	Reduces ADHD symptoms, reduces depression; reduces stress hormones; may increase cognitive function; decreases PTSD	Antunes et al., 2005; Berlin et al., 2006; Marin & Menza, 2005

perceptions of safety and social status (Howard; Schloss et al.; as cited in Embry & Biglan, 2007).

The specific activities of the ABI program aligned with many evidence-based elements. Active games and warm up activities highlight the importance of aerobic play and behavior. This has been associated with reduced symptoms of ADHD, depression and stress as well as increased cognitive functioning (Antunes et al.; Berlin et al.; Marin & Menza; as cited in Embry & Biglan, 2007). The cooperative nature of the games has also been shown to decrease aggression, increase social competence, reduce ADHD symptoms and increase academic performance (Leff, Costigan, & Power; Makimi, Boucher, & Humphreys; as cited in Embry & Biglan, 2007). This cooperation further reduced competition and the resultant "us vs. them" mindset. This helps to prevent aggression and violence between groups (Roos; Sherif, Hogg, & Abrams; as cited in Embry & Biglan, 2007). Beginning each activity by gathering in a circle and reviewing the components of the Five Finger Contract provided non-verbal clues that activities were shifting and behavioral changes were necessary. These types of clues have been shown to reduce dawdling and increase time on task (Embry et al.; as cited in Embry & Biglan, 2007).

The introduction of the Five Finger Contract challenged the staff and students to make a pubic commitment to the community norms present in the program. These types of commitments have been linked to later participation in such prosocial behaviors as voting, contributing money, and recycling (Burgess et al.; Chen & Komorita; as cited in Embry & Biglan, 2007). This tool, and the

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associated commitment to abide by these behaviors, led to increased levels of self monitoring, where the students used the Five Fingers to hold themselves and their peers accountable to high expectations. This type of practice has been linked to reduction in drug and alcohol use, increased school achievement, changes in social competencies, and reduced levels of ADHD (Agran et al.; Clark et al.; Petscher & Bailey; as cited in Embry & Biglan, 2007). Holding one another accountable with the Five Finger Contract allowed students to do so in a "low emotion" manner which has been shown to result in reduced inattention, disruption, aggression, and emotional responding by adults (Harris et al.; Scholer et al.; as cited in Embry & Biglan, 2007).

The essential element of meaningful roles arose in a variety of situations. Students served as belayers and mentors during the activities, official mentors at school, and were encouraged to take additional responsibility in their home environments. Evidence has shown that this focus can increase prosocial behaviors, achievement, and levels of adult and peer reinforcement (Kahne & Bailey; Rutter; as cited in Embry, 2004). When the students began to see themselves as capable and responsible community members, they began to identify with belonging to a status group. This has been proven to increase rule governed behavior, increase behavior associated with the named group, and decrease aggression within the group (Choenarom, Williams, & Hagerty; Mishima; as cited in Embry & Biglan, 2007). One group that many of the students identified with was being a role model and mentor at the school. Throughout the program activities, and upon their return to the school, these students had many

opportunities to serve as mentors. While being a mentor is slightly different than being a tutor, peer-to-peer tutoring situations have been proven to improve academic outcomes, reduce ADHD and conduct problems, and increase school engagement (DuPaul et al.; Fantuzzo & Ginsburg-Block; as cited in Embry & Biglan, 2007).

Again, the presence of these essential elements of evidence-based practice does not guarantee that the students will exhibit the same outcomes as those found in the cited studies. However, identifying these components may help to better understand the aspects of this program that may have contributed to the observed results. For example, increases in social competence may be most directly attributed to the presence of verbal praise; decreased aggression may be best associated with identification with a status group.

Tipping the Scales

One way that this program and the "saturation" phenomenon may have contributed to the development of resilient outcomes was by "tipping the scales" that balanced risk and protective factors for these students. The concept of a "tipping point" was first presented by Tittle and Rowe (as cited in Goldney, 1998) who proposed that "there is a background base rate of a phenomenon resulting from many factors, and that, once breached, this threshold allows for a dramatic increase in the phenomenon" (p. 136). This theory has been made popular by Gladwell (as cited in Wood, 2006) who explained that a "tipping point" is "that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire" (p. 423). Wood went on to explain that once a "tipping

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point" occurs, it sets into place a positive feedback loop that continually amplifies the impact of the change.

This concept can be useful when assessing the changes and processes associated with the Anti-Bullying Initiative. The Santa Fe Mountain Center and the School attempted to present a relevant message in a manner that was effective for the students, with the specific aim of improving resilient outcomes that were appropriate for the classroom setting. The positive cyclical nature of the program produced a "saturation effect" that "leaked" into the peer, home, and community settings, continually establishing a more receptive environment. The aim of this cycle was to "tip the scales" towards resilience by enhancing students' internal assets, minimizing the risk factors the students faced, and influencing the external assets available to the students in multiple areas of their lives. Once the scales were "tipped," a positive feedback loop helped to further develop and maintain the resilient balance.

Building on the "tipping point theory," Figure 9 represents a resilient balance between internal assets and risk factors, with external assets serving as a fulcrum. A resilient student (or group of students) can be seen as having "heavier" internal assets than the risk factors that they face. However, the appropriate balance is influenced by the placement of the fulcrum, or the presence of external assets in school, peer, home, and community settings.

Using this metaphor, an individual student and their community are resilient when the student has an adequate amount of internal assets to "outweigh" the risks that they face, and the external assets are substantial

enough to situate the fulcrum in a way that makes it unlikely to face a "non-resilient tipping point." Shifting the external assets through "saturation," may help to prevent future problems when the students are placed in settings with fewer social supports (such as middle school) that may readjust the scale in a way that gives risk factors a greater advantage.

Figure 9: *A resilient balance.*
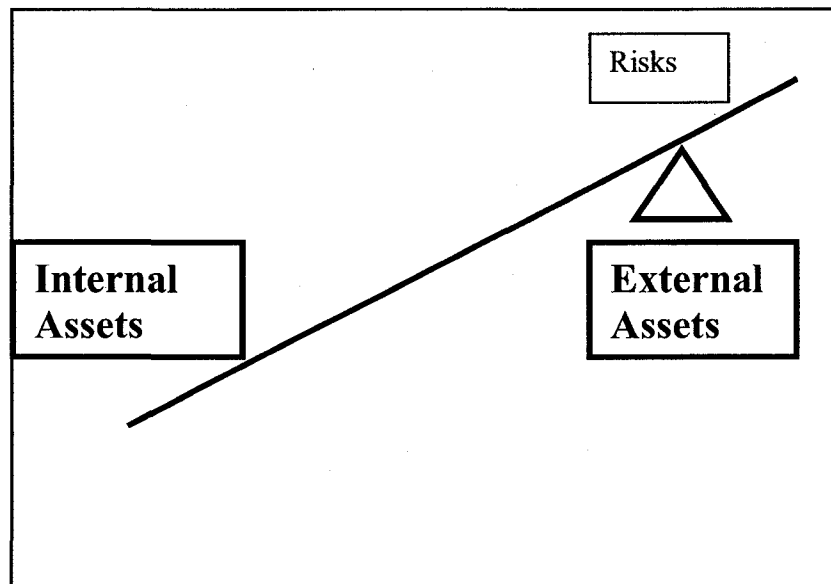
The concepts of evidence-based kernels and "tipping points" are both speculative and exploratory. While these topics require more investigation, the incorporation of essential elements of evidence-based practice and "tipping points" may prove useful to the field of resilience enhancement and research. Identifying the aspects of a student's situation that require the most attention (e.g. internal assets or external assets), and deliberately choosing the key

elements and activities that have been proven to be effective in previous studies, may work to simplify and streamline attempts at resilience enhancement. Ideas surrounding the "saturation effect" of external assets and "tipping the scales" to promote more resilient outcomes also provide a way to better understand the processes involved in resilience enhancement for both individuals and their communities.

Future Research Directions

Additional research studies or program evaluations should be conducted assessing the role of adventure education experiences on levels of resilience. Specific recommendations include:

1. Conducting a similar study using a different measurement tool, or work to develop a reliable and valid resilience survey. While a variation of the Resilience Assessment Module does hold promise, low reliability scores, a ceiling effect, and abnormal distributions made it difficult to place much faith in the quantitative results. Other studies have found success using the Resilience Scale and the Youth Resiliency: Assessing Developmental Strengths questionnaire.

2. Using other mixed methods research designs. While the Triangulation Design: Convergence Model was effective, there are a number of other mixed methods research designs that could work to assess the effect of an adventure program on resilience.

3. It would be fruitful to further explore the differences in outcomes based on gender, ethnicity, and their interaction. The growing interest in culture and

context in the resilience field, and in cultural diversity in adventure education makes this an important area of inquiry.

4. A future study is needed to assess how changes in levels of resilience correlate with improved outcomes (e.g. academic performance, violence and bullying).

5. Future research should look at other areas of resilience. While assessing Goals and Aspirations, Problem Solving, Empathy, and Self Efficacy was valuable, there are many other internal assets and protective factors that may also be worth exploring (e.g. connection to community, cooperation and communication).

6. Future research could assess the appropriateness of The Resilience Cycle in as a model of resilience enhancement as well as incorporating the concepts of "evidence-based kernels" and "resilient tipping points."

Conclusion

The results of this study suggest that the Santa Fe Mountain Center Anti-Bullying Initiative did have an effect of select areas of resilience enhancement. Participation in this adventure education program led to increased Goals and Aspirations and Self Efficacy traits. In addition, qualitative findings suggest that Empathy may also be enhanced. While not definitive, these results support the conclusion that this program may create the conditions necessary to help build resilience in this student population. A close look at program components suggests that this initiative worked with the school to implement a process-

focused intervention strategy to: identify the appropriate resilience outcomes, enhance the external assets available to the students, provide positive experiences aimed at increasing internal assets through a variety of activities, and to foster the transfer of these lessons to the classroom by increasing students levels of responsibility and using consistent tools, language, and concepts. These components and processes can be conceptualized with The Resilience Cycle. This process appears to both directly and indirectly enhance the protective factors available to the students, working to promote long-term resilient outcomes.

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APPENDICES

APPENDIX A

RYDM THEORETICAL FRAMEWORK

RESILIENCE AND YOUTH DEVELOPMENT MODULE THEORETICAL FRAMEWORK

Theoretical Model for the Healthy Kids Resilience Module (v3.0)

EXTERNAL ASSETS

School
- Caring Adult Relationships
- High Expectations
- Meaningful Participation

Home
- Caring Adult Relationships
- High Expectations
- Meaningful Participation

Community
- Caring Adult Relationships
- High Expectations
- Meaningful Participation

Peers
- Caring Relationships
- High Expectations

INTERNAL ASSETS
- Cooperation & Communication
- Empathy
- Problem solving
- Self-efficacy
- Self-awareness
- Goals & Aspirations

Improved Health, Social, and Academic Outcomes

from: Constantine, N.A. and Benard, B. (2001). California Healthy Kids Survey Resilience Assessment Module: Technical Report. Berkeley, CA: Public Health Institute.

APPENDIX B

ABI SURVEY

ANTI-BULLYING INITIATIVE SURVEY

Santa Fe MOUNTAIN CENTER

DEMOGRAPHICS

A1. What <u>month</u> were you born? _____

A2. What <u>day</u> were you born?   _____

A3. What <u>year</u> were you born?   _____

A4. How do you describe your <u>gender</u>? (for example, male, female, etc) _____

A5. What is the First letter of your <u>FIRST</u> name? _____

A6. What is the First letter of your <u>LAST</u> name?   _____

A7.   What is your race or culture or ethnicity? You can mark more than one box.

☐ Hispanic/Latino

☐ White Non-Hispanic

☐ Native American/American Indian

☐ African American or Black

☐ Asian American

☐ Other

RESILIENCE SCALE: INTERNAL ASSETS (FROM WESTED RESILIENCE MODULE)

		True	Sort of true	Not very true	Not true at all
B1	I have goals and plans for the future. **GOALS & ASPIRATIONS**	④	③	②	①
B2	I plan to go to college or some other school after high school. **GOALS & ASPIRATIONS**	④	③	②	①
B3	I know where to go for help with a problem. **PROBLEM-SOLVING**	④	③	②	①
B4	I try to work out problems by talking or writing about them. **PROBLEM-SOLVING**	④	③	②	①
B5	I feel bad when someone gets their feelings hurt. **EMPATHY**	④	③	②	①
B6	I try to understand how other people feel. **EMPATHY**	④	③	②	①
B7	I try to do my best. **SELF-EFFICACY (COULD ALSO BE PROBLEM-SOLVING)**	④	③	②	①
B8	I help at home. **SELF-EFFICACY (COULD ALSO BE EXTERNAL ASSETS: HOME)**	④	③	②	①

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APPENDIX C

SFMC RESILIENCY MODEL

SFMC EXPERIENTIAL, ADVENTURE-BASED RESILIENCY MODEL

Santa Fe Mountain Center's Experiential Adventure-Based Resiliency Model

Santa Fe Mountain Center programs promote and increase the development of resiliency outcomes in youth, adults and community through culturally appropriate applications of the components outlined below:

Research and Evaluation

Adventure & community mobilization activities e.g. civic engagement, team building, etc.

Participants' increased Resiliency includes:

- Feelings of self-efficacy
- Improved social skills
- Enhanced positive identity development
- Healthier ties to community & family
- Increased positive personal values
- Improved problem solving skills
- Improved understanding of consequences

Experiential Life Skills curriculum:
Anger management
Problem solving
Leadership
Conflict resolution
Decision making
Multiculturalism
Social skills

Resiliency & positive youth / adult development best practices

Effective Management and Supervision

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APPENDIX D

FOCUS GROUP AND INTERVIEW QUESTIONS

FOCUS GROUP QUESTIONS

Refresher
1. Tell me about the Anti-Bullying Initiative. What activities did you do and what kinds of things did you talk about?

2. What is the biggest thing you learned in the ABI sessions at school?
   What is the biggest thing you learned in the ABI sessions at the Mountain Center?

Resilience Specific
Positive Values (Goals and Aspirations)
3. What are some of the goals and plans you have for the future? Do you think the ABI did anything to help you learn how to figure these out? If so, talk about these examples.

Social Competence (Problem Solving)
4. Do you think the ABI did anything to help you learn how to deal with problems? Can you give me examples of how ABI helped you do this? If so, talk about these examples.

Social Competence (Empathy)
5. Do you think the ABI did anything to help you try and learn to understand how other people feel? Can you give me examples of how ABI helped you do this? If so, talk about these examples.

Positive Identity Development (Self Efficacy)
6. On a scale of 1-10 (1 means you don't try at all and 10 means you try with all of your might) how hard do you try when you have a challenge or a job? Can you give me examples of how ABI helped you learn how to try hard? If so, talk about these examples.

Future
*How will you use what you learned from the mountain center in school this year?

School
*Do you think the ABI helped to make this school a safer place to be? If so, what did you learn from the mountain center that will help make your school safer?
**Tell me about the people that work at Santa Fe Mountain Center.

TEACHER INTERVIEW QUESTIONS

1. How long have you been teaching 5th/6th grade and what is your experience with experiential/adventure programming?

2. Tell me about the Anti-Bullying Initiative. Specifically:
   - What did you see as the main goals?
   - What role did the "experiential, adventure-based" activities play in the program? Was this an important component compared to a strictly classroom based program?

3. Do you have any specific examples of any noticeable effects of the ABI in your classroom or on individual students?

4. I am most interested in how experiential/ adventure activities might enhance resilience (or the ability to effectively deal with difficulties). It seems that these students are resilient in a number of ways. We are focusing specifically on the internal assets of:

-Increasing Social Competence
-Enhancing Positive Identity Development
-Developing Positive Personal Values

These are being measured with specific questions in the survey.

   - In your view, how did the experiential/adventure activities affect these internal assets (if they did)? What specific activities/people/processes were most important? What specific examples of change did you see in students?

   - Which components of resilience seem to be most affected by the experiential/adventure experience? Any specific examples? Do you think any other aspects of resilience are affected by these experiences?

5. Lasting impacts
   - Do you think that the lessons learned in ABI will have a lasting impact on the students? If so, how did the adventure experience affect this long term impact?

6. Gender/ Culture differences?

   - Did the lessons learned in this program vary across gender, race/culture/ethnicity lines? Explain

SFMC FACILITATOR INTERVIEW QUESTIONS

1. Do you think the ABI did anything to help students figure out goals and plans for the future? Thoughts about further schooling? If so, talk about these examples.

2. Do you think the ABI did anything to help students learn how to deal with problems? Can you give me examples of how ABI helped do this? If so, talk about these examples.

3. Do you think the ABI did anything to help students try and learn to understand how other people feel? Can you give me examples of how ABI helped do this? If so, talk about these examples.

4. Do you think the ABI made a difference in how hard students try at tasks or how much they help out at home? If so, talk about these examples.

5. Do you think the experiential/ adventure nature of this program had a significant effect on student's positive values, positive identity development, or social competence? If so, what specific activities/ people/ processes seemed to be the most important? Any specific examples?

6. Which resilience assets seemed to be affected the most by the adventure experiences; Positive values, positive identity development, or social competence? Examples?

7. Did the lessons learned in this program vary across gender, race/culture/ethnicity lines? Explain

8. What is the main purpose of the 6th grade ABI curriculum?

9. Do you think this follow-up program will have an effect on student's positive values, positive identity development, or social competence? If so, how?

APPENDIX E

CONSENT FORMS

TREATMENT SCHOOL PASSIVE CONSENT

Anti-Bullying Initiative
Sponsored by
The Santa Fe Mountain Center and
Agua Fria Elementary School
Survey Data Use Consent Form

Santa Fe
MOUNTAIN
CENTER

The overall program goal of the Anti-Bullying Initiative is to create a more positive, caring, and safe learning environment for all students at an identified elementary school. All activities are designed to promote participants' resiliency skills, reduce bullying behaviors, and create safer classroom environments.

The Santa Fe Mountain Center, Agua Fria Elementary School, and the University of New Hampshire are asking for your help in a research project. Your child has participated in the "Anti-Bullying Initiative" for the past year and has taken three anonymous surveys during this time. We are asking for your permission to use these survey results for a new research study.

TITLE OF RESEARCH STUDY
The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience. This study is being conducted by Jesse Beightol, a graduate student in Outdoor Education at the University of New Hampshire.

WHAT IS THE PURPOSE OF THIS STUDY?
The purpose of this study is to assess the short and long term effects of the "Anti-Bullying Initiative" on students measured levels of resilience (or the ability to effectively deal with tough situations).

WHAT DOES YOUR CHILDS PARTICIPATION IN THIS STUDY INVOLVE?
Your child does not have to do anything extra to participate in this study. He/she has already taken the surveys that were given by the Santa Fe Mountain Center. We simply ask that you allow us to use these answers in a research study.

The purpose of the survey was to help us develop programs for healthy child development and safe and caring schools. This survey asks students about their behaviors and things they may think about related resilience and to bullying at school, such as feelings about themselves, their attitudes towards bullying, and how safe they feel in their class and their school. You can look at the survey to see the exact questions. **This program and survey has been approved by the Santa Fe Public Schools Office of Student Wellness.** A copy of the survey is available at the school's office and at the Office of Student Wellness if you would like to review it.

This research project will only focus on the survey questions related to resilience and demographics. This information will help us to determine if participation in the "Anti-Bullying Initiative" led to increased levels of resilience.

The survey was administered to students during the third week of school, and only took about 20 minutes to complete. Each student was free to take or not take the survey. Students could also

decide to not finish the survey. Students had the option of working quietly at their desks instead of taking the survey if they wanted to. Students did not write their names on the survey and we took steps to make sure the survey is confidential. Students were only asked for their initials and birth date so that we can match the surveys they took this fall with those completed during the previous school year. After entering the data into the lead researcher's computer and the Santa Fe Mountain Center's computer system, surveys and all identifying information will be stored in locked filing cabinets at the Santa Fe Mountain Center for future program evaluation.

WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?
These surveys and the use of the data for research purposes presents little risk for your child. The steps described above will prevent anyone from knowing which survey was handed in by any individual student. After taking the survey, the students may want to talk to someone about their behaviors or concerns. Students can talk to their teacher or counselor at the school. You may also call Jenn Jevertson, the Anti-Bullying Program Manager, at the Santa Fe Mountain Center, (505-983-6158 x13).

IF YOU HAVE QUESTIONS ABOUT THIS RESEARCH STUDY
If you have any questions pertaining to the research, you can contact the lead researcher, Jesse Beightol (603-862-1577) to discuss them. If you have questions about your child's rights as a research participant, you can contact Julie Simpson in the UNH Office of Sponsored Research, 603-862-2003 or Julie.simpson@unh.edu to discuss them. You may also call Jenn Jevertson, the Anti-Bullying Program Manager, at the Santa Fe Mountain Center, (505-983-6158 x13).

If you **DO NOT** give permission for this data to be used for research purposes, there will be no penalty for your child. Your child will not lose any services from the school or anyone else for not taking part in this research.

If you give permission for the use of survey answers for the research project, you can sign and return this form, or just keep the letter for your own information. If this form is not returned, we will assume that you give your permission for the survey answers to be used.

If you DO NOT give permission the use of survey answers for the research project, you must sign and return this form to your child's teacher by October 31st, 2007.

Thank you for helping to keep our children and schools healthy.

_____ **I DO give permission for the Anti-Bullying Initiative survey data to be used for the research project.**

_____ **I DO NOT give permission for the Anti-Bullying Initiative survey data to be used for the research project.**

Parent/Guardian Signature:_____ **Date:**_____

Parent/Guardian Name (Printed):_____

Your Child's Name (Printed):_____

COMPARISON SCHOOL PASSIVE CONSENT

Anti-Bullying Initiative
Sponsored by
The Santa Fe Mountain Center and
XYZ Elementary School
Survey and Data Use Consent Form

Santa Fe
MOUNTAIN
CENTER

The Santa Fe Mountain Center, XYZ Elementary School, and the University of New Hampshire ask that you give permission for your child to complete the follow-up "Anti-Bullying Initiative" surveys. In addition, they ask that you give permission to use data from this survey, as well as data from your child's two previous "Anti-Bullying Surveys," for a new research study.

TITLE OF RESEARCH STUDY
The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience. This study is being conducted by Jesse Beightol, a graduate student in Outdoor Education at the University of New Hampshire.

WHAT IS THE PURPOSE OF THIS STUDY?
The purpose of this study is to assess the short and long term effects of the "Anti-Bullying Initiative" on students measured levels of resilience (or the ability to effectively deal with tough situations).

WHAT DOES YOUR CHILD'S PARTICIPATION IN THIS STUDY INVOLVE?
At this point, the only additional involvement includes completing the follow-up "Anti-Bullying Initiative" surveys. This survey asks students about their behaviors and things they may think about related resilience and to bullying at school, such as feelings about themselves, their attitudes towards bullying, how safe they feel in their class and their school.

The purpose of the survey is to help us develop programs for healthy child development and safe and caring schools. You can look at the survey to see the exact questions. This information will also help your school understand what kinds of programs are needed to support healthy and safe schools and students. **This program and survey has been approved by the Santa Fe Public Schools Office of Student Wellness.** A copy of the survey is at the Office of Student Wellness if you would like to review it. This research project will only focus on the survey questions related to demographics and resilience.

The survey will be administered to students at school. Each student will be free to take or not take the survey. Students may also decide to not finish the survey. Students may work quietly at their desks instead of taking the survey if they want to. Students will not write their names on the survey and we will take steps to make sure the survey is confidential. Students will only be asked for their initials and birth date so that we can match the surveys they are taking now with those completed during the previous school year.

The survey takes about twenty minutes to finish. Once completed, each student will put the survey in an envelope with the rest of the surveys from the class. The person administering the survey will seal the envelope. After entering the data into the researcher's computer, and the

Santa Fe Mountain Center's computer system, surveys and all identifying information will be stored in locked filing cabinets at the Santa Fe Mountain Center for future program evaluation.

WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?
The survey has little risk for your child. The steps described above will prevent anyone from knowing which survey was handed in by any individual student. After taking the survey, the students may want to talk to someone about their behaviors or concerns. Students can talk to their teacher or counselor at the school. You or our child may also talk to the Anti-Bullying Program Manager, Jenn Jevertson, at the Santa Fe Mountain Center, (505-983-6158 X13). **The Santa Fe Mountain Center will provide a pizza lunch to students as a way of saying thank you for helping them with this project.**

IF YOU HAVE QUESTIONS ABOUT THIS RESEARCH STUDY
If you have any questions pertaining to the research, you can contact the lead researcher, Jesse Beightol (603-862-1577) to discuss them. If you have questions about your child's rights as a research participant, you can contact Julie Simpson in the UNH Office of Sponsored Research, 603-862-2003 or Julie.simpson@unh.edu to discuss them. You may also call Jenn Jevertson, the Anti-Bullying Program Manager, at the Santa Fe Mountain Center, (505-983-6158 x13).

If you **do not** give permission for your child to take the follow up survey or allow for all data to be used for research purposes, there will be no penalty for your child. If you do give your permission, your child can still decide to answer all of the questions, some of the questions, or none of the questions on the day of the survey. Your child will not lose any services from the school or anyone else for not taking the survey.

If you give permission for your child to take the Anti-Bullying Initiative survey, and for us to use the survey answers for research purposes, you can sign and return this form, or just keep the letter for your own information. If this form is not returned, we will assume that you give your permission for your child to take our survey and for us to use the data for the research project.

If you DO NOT give permission for this survey or the use of survey answers for the research project, you must sign and return this form to your child's teacher by September XX, 2007.

Thank you for helping to keep our children and schools healthy.

_____ **I DO give permission for my child to take the Anti-Bullying Initiative survey and for the data to be used for the research project.**

_____ **I DO NOT give permission for my child to take the Anti-Bullying Initiative survey and/or for the data to be used for the research project.**

Parent/Guardian Signature:_____ **Date:**_____

Parent/Guardian Name (Printed):_____

Your Child's Name (Printed):_____

ACTIVE CONSENT FOR FOCUS GROUP PARTICIPATION

The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience.
Research Project Consent Form
Focus Groups

Agua Fria Elementary School and the Santa Fe Mountain Center have been working together to implement the "Anti-Bullying Initiative," in your child's school. We thank you for your support in helping us to develop programs for healthy child development and safe and caring schools. We are now taking this project one step further and need you and your child's help.

WHAT IS THE PURPOSE OF THIS STUDY?
The purpose of this study is to assess the short and long term effects of the "Anti-Bullying Initiative" on students measured levels of resilience.

WHAT DOES YOUR CHILDS PARTICIPATION IN THIS STUDY INVOLVE?
We thank you for allowing your child to participate in our "Anti-Bullying Initiative" surveys. This has provided valuable data for our research. We now are seeking permission to ask your child questions about his/her experiences in the program. These questions will be asked by the lead researcher to groups of 5-6 students. There will be a copy of the questions in the school office for you to look at. These "focus groups" will take place in school and will last a maximum of 30 minutes. The conversations will be audio taped and responses will be kept confidential. Only students who volunteer information considered a "mandatory reporting" case (as stated in New Mexico Statutes, Article 4; 32A-4-3 "Duty to Report Child Abuse and Neglect") will be reported to the school guidance counselor/teacher.

WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?
This "focus group" session has little risk for your child. Questions will be similar to those asked in the survey, interviews will be held in a group format, and students will remain anonymous. Pseudonyms will be used when reporting participant's responses in the research report. While we ask that students do not share each others responses outside of the "focus group," we can not guarantee this. All collected data will be locked in the lead researcher's filing cabinet. Participation is completely voluntary and students can choose to end their involvement in the "focus group" at any point. Students, and parents/ guardians, can review student responses and ask that information be omitted at any point. The information gathered in this "focus group" will be shared with the Santa Fe Mountain Center for internal program evaluation purposes. After the "focus group," the students may want to talk to someone about their behaviors or concerns. Students can talk to their teacher or counselor at the school. You or our child may also talk to the Anti-Bullying Project Director, **Jenn Jevertson**, at the Santa Fe Mountain Center, (505-983-6158 X13).

WHAT ARE THE BENEFITS OF PARTICIPATING IN THIS STUDY?
The immediate benefit of this study will be developing a better sense of the long-term benefits of the ABI program. In addition, focus group participants will be given an opportunity to reflect on some of the activities from the previous year that were aimed at resilience development. It is also an explicit aim of this study to contribute to the global knowledge on resilience enhancement. This will lead to a better understanding of if and how we can effectively enhance youth resilience through such a program.

TAKING PART IN THESE "FOCUS GROUPS" IS VOLUNTARY
If you **do not** give permission for your child to participate in the "focus group," there will be no penalty for your child. If you do give your permission, your child can still decide to answer all of the questions, some of the questions, or none of the questions on the day of the "focus group." Your child will not lose any services from the school or anyone else for not participating. Taking part in this "focus group" will not cost you or your child anything, and there will be no compensation given to you or your child.

IF YOU HAVE QUESTIONS ABOUT THIS RESEARCH STUDY
If you have any questions pertaining to the research, you can contact the lead researcher, **Jesse Beightol** (603-862-1577) to discuss them. If you have questions about your child's rights as a research participant, you can contact **Julie Simpson** in the UNH Office of Sponsored Research, (603-862-2003) or Julie.simpson@unh.edu to discuss them.

Thank you for helping to keep our children and schools healthy.
Please Return the Signed Section of this form by September 7, 2007

The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience.
Research Project Consent Form
Focus Groups

_____ I **AGREE** to let my child participate in the Resilience "Focus Group"

_____ I **DO NOT AGREE** to let my child participate in the Resilience "Focus Group"

Today's date:_____

Parent/Guardian Signature:_____

Parent/Guardian name (printed):_____

Your child's name (printed):_____
    Please return this signed sheet to your child's school by SEPTEMBER 7, 2007

ASSENT INFORMATION FOR FOCUS GROUP PARTICIPATION

The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience.
Research Project Assent Form
Focus Group Assent

As you know, XYZ Elementary School and the Santa Fe Mountain Center have been working together on the "Anti-Bullying Initiative," in your school. Thank you for participating and taking the surveys.

As the researcher, I just have a few questions for you about one section of the survey. This will help me to understand what you really think about your answers. When I ask a question I will give you all a chance to respond while I record your answers and take some notes. I will ask about eight of the survey questions and how the "Anti-Bullying Initiative" affected you and your answers on the survey. This should take about 30 minutes.

Also, I ask that you do not discuss each others answers outside of this meeting. Your answers will be used for a research paper and to help make the Anti-Bullying Initiative better. Please keep what is said in this room and I will do the same. However, there are some things that I have to tell other adults, like if I hear about a threat to your safety or the safety of others.

Being in this "focus group" is voluntary. If you do not want to be here, just let me know and you can go back to class. You do not have to answer all of the questions. You can just sit silently if you do not want to answer some of the questions. Does anyone feel like they do not want to participate?

Are there any questions before we get started?

ACTIVE CONSENT FOR TEACHER INTERVIEWS

The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience.
Research Project Consent Form
Teacher Interviews

As you know, the XYZ Elementary School and the Santa Fe Mountain Center have been working together to implement the "Anti-Bullying Initiative." We thank you for your support in helping us to develop programs for healthy child development and safe and caring schools. We are now taking this project one step further and need your help.

WHAT IS THE PURPOSE OF THIS STUDY?
The purpose of this study is to assess the short and long term effects of the "Anti-Bullying Initiative" on students measured levels of resilience. This study is being conducted by Jesse Beightol, a Masters Student at the University of New Hampshire.

WHAT DOES YOUR PARTICIPATION IN THIS STUDY INVOLVE?
In addition to the survey responses we have collected, we are collecting qualitative data to better understand the impact of the ABI on resilience scores. We are conducting "focus group" sessions with some students and one-on-one or group interviews with some of the participating teachers. We are asking for volunteer teachers for these interviews. Questions will be directly related to the resilience survey that the students took, and responses will be audio recorded. Interview sessions should take approximately 30 minutes.

WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?
Participation in these interviews presents little risk to you as a participant. Questions will be similar to those asked in the survey, and you will remain anonymous. Pseudonyms will be used when reporting your responses in the research report. All collected data will be locked in the lead researcher's filing cabinet. Participation is completely voluntary and you can choose to end your involvement in the interview at any point. You have the right to review your responses and ask that information be omitted at any point. Data from these interviews will be shared with the Santa Fe Mountain Center for internal program evaluation purposes.

WHAT ARE THE BENEFITS OF PARTICIPATING IN THIS STUDY?
The immediate benefit of this study will be developing a better sense of the long-term benefits of the ABI program. In addition, focus group participants will be given an opportunity to reflect on some of the activities from the previous year that were aimed at resilience development. It is also an explicit aim of this study to contribute to the global knowledge on resilience enhancement. This will lead to a better understanding of if and how we can effectively enhance youth resilience through such a program.

TAKING PART IN THIS INTERVIEW IS VOLUNTARY
If you choose not to participate in this interview, there will be no negative consequences. If you do choose to participate, you can still decide to answer all of the questions, some of the questions, or none of the questions on the day of the interview. Participation will not cost you anything, and there is no compensation for your involvement.

IF YOU HAVE QUESTIONS ABOUT THIS RESEARCH STUDY
If you have any questions pertaining to the research, you can contact the lead researcher, **Jesse Beightol** (603-862-1577) to discuss them. If you have questions about your rights as a research participant, you can contact **Julie Simpson** in the UNH Office of Sponsored Research, (603-862-2003) or Julie.simpson@unh.edu to discuss them. You may also talk to the Anti-Bullying Project Director, **Jenn Jevertson,** at the Santa Fe Mountain Center, (505-983-6158 X13).

If you choose to volunteer for this study, please sign below and return to Jesse Beightol or Jenn Jevertson. Signing this sheet demonstrates that you have read the above information and have asked any necessary questions.

I, _____ CONSENT/AGREE to participate in this research study.

_____   _____
Signature of Subject   Date

PRINCIPAL PERMISSION

The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience.
Research Project Consent Form
Principal Permission

This document serves as a request to extend the evaluation of the "Anti-Bullying Initiative" program to a longitudinal, qualitative and quantitative research study. The purpose of this study is to assess the short and long term effects of the "Anti-Bullying Initiative" on students measured levels of resilience. This study is being conducted by Jesse Beightol, a Masters Student at the University of New Hampshire.

In extending this project to a research methodology, we are asking permission to conduct a number of enhanced measures. In the "control" school, this would simply involve the administration of the "Anti-Bullying Initiative" survey one additional time (September 2007) for the students that participated in ABI last year, and granting permission to utilize data collected for last years evaluation efforts in our research data set.

For the "treatment" school, we are asking permission for the above topics, as well as to conduct audio recorded "focus groups" and interviews on the school property. Focus groups would consist of 4-6 students who participated in the ABI and interviews would be conducted with 2 volunteer teachers who took part in the initiative. We would follow all appropriate school protocols in these sessions.

Attached you will find the summary of this project that was written for the University of New Hampshire Institutional Review Board. It should answer all pertinent questions related to the research design.

IF YOU HAVE QUESTIONS ABOUT THIS RESEARCH STUDY
If you have any questions pertaining to the research, you can contact the lead researcher, **Jesse Beightol** (603-862-1577) to discuss them. You may also talk to the Anti-Bullying Project Director, **Jenn Jevertson**, at the Santa Fe Mountain Center, (505-983-6158 X13).

Sincerely,

Jesse Beightol
University of New Hampshire
Graduate Student
Kinesiology; Outdoor Education

The Effect of an Experiential, Adventure-Based "Anti-Bullying Initiative" on Measured Levels of Resilience.

Research Project Consent Form
Principal Permission

I,_____, serving as the Principal for

_____ Elementary School agree to allow my school to participate in this

resilience research project as outlined in this document.

Signature:_____

Date:_____

School Name:_____

APPENDIX F

IRB APPROVAL

INSTITUTIONAL REVIEW BOARD SUMMARY

1. INTRODUCTION

It is becoming increasingly important for young people to develop coping mechanisms, or resiliency traits that allow them to succeed despite their risk factors. Research in the resilience field shows that many programs are attempting to promote resilience traits in youth (internal assets) through the intentional fostering of protective factors (external assets) (Constantine et al, 1999) and have demonstrated the effectiveness of resilience-based programs in enhancing resilience traits (or related internal assets) in individuals (Resnick, et al., 1997; Castro, 2005; Gilham & Reivich, 2007; Neill & Dias, 2001, Stollard, et al., 2005).

While some research has been conducted on the enhancement of resilience through adventure education experiences (Neill & Dias, 2001; Skehill, 2001) definitive conclusions have not been made. There is a call for further research on how adventure education techniques can enhance psychological resilience (Neill & Dias, 2001).

2. SPECIFIC AIMS

Research questions:

1. Does participation in a voluntary "experiential, adventure-based resiliency" program significantly enhance students measured levels of resilience as compared to a non-treatment group?
2. Is there a long term effect on measured levels of resilience as a result of participation in a voluntary "experiential, adventure-based resiliency" program?
3. Are there differences in measured levels of resilience across gender or self-reported race/culture/ethnicity lines in pre-, post-, or follow-up surveys?
4. To gain a deeper understanding of student and teacher responses to resilience questions through qualitative analysis.

3. RESEARCH PROTOCOL

a. *Setting:* This research will be conducted in conjunction with the Santa Fe Mountain Center's Therapeutic Adventure Program (TAP). TAP is currently implementing a year-long "Anti-Bullying Initiative" (ABI) in 5th grade classrooms. School A has agreed to serve as the treatment group (n=80). Three separate schools have agreed to serve as a "comparison" population (School B: n=66; School C: n=21; School D: n=13). Total "comparison" n=100. Participating students have similar demographics.

The anti-bullying curriculum incorporates experiential education approaches to create an action-based, holistic approach. The ABI provides a total of 13 program sessions for each of the classroom groups in the treatment cohort. Ten of these sessions are two hours in length and delivered in the school gymnasium. Three sessions consist of a full day excursion to one of the SFMC facilities. Surveys, focus groups, and interviews will take place at the school.

b. *Investigator Experience*: This will be Jesse Beightol's first official research endeavor and serve as his masters thesis for Kinesiology- Outdoor Education. Jesse has worked in the field of adventure education for over 7 years, has a B.S. in Outdoor Education from Northland College, and has completed two small-scale qualitative studies for graduate coursework on a similar topic. Michael Gass, PhD, will serve as faculty advisor to this resilience project. Dr. Gass has attached a letter explaining his involvement (Section F).

c. *Protocols*: This project (and the associated data) is divided into two parts: existing and prospective data. I hope to utilize the existing data (which has been collected for evaluation purposes) as well as follow-up data (still to be collected) to help answer my research questions.

Part 1: The ABI began in the fall of 2006 and pre-treatment data has already been collected (September, 2006) using the "Anti-Bullying Initiative Survey." The first phase of the "Anti-Bullying Initiative" will be completed in April, 2007, with post-treatment surveys administered in May, 2007. All surveys have been administered by the ABI project director with the assistance of a Spanish speaking co-worker to help explain the survey to students with low English proficiency.

Part 2: Before students enter the next phase of the ABI (in the upcoming school year), an identical "ABI Survey" will be administered to gather longer-range data on measured items. In addition, focus groups will be conducted with treatment group students, on a voluntary basis, to obtain more descriptive data about the resilience measures. The lead researcher will conduct the focus group sessions with the assistance of a Spanish speaking staff member from the SFMC. Focus group sessions will be tape recorded and field notes will be taken. Lastly, semi-structured interviews will be conducted with a number of teachers from the treatment group, on a voluntary basis, to gain another perspective on the data. These interviews will be tape recorded and field notes will be taken. Responses will be confidential and participants in the focus groups and interviews will be given pseudonyms. After interviews, tapes will be transcribed onto the lead researcher's personal computer and back-up disks of the audio recordings will be locked in the lead researcher's filing cabinet. Written transcriptions (with pseudonyms) will be shared with the Santa Fe Mountain Center for internal program evaluation purposes.

d. *Describe procedures for obtaining consent*:
All consent forms sent to parents, and assent information presented to students, will be delivered in English and Spanish due to the predominant Hispanic population in the Santa Fe area and the schools involved in the study.

Part 1: This project was originally developed as an evaluation of the ABI program. "Passive" consent forms were sent home with students to inform parents/guardians about the activities and surveys. Parents were invited to sign and return consent forms if they did not want students to be involved in the evaluation. Assent information was written on the front of the surveys and explained by the test administrator.

Part 2: For the second phase of this study, permission will first be granted from the New Mexico Office of Student Wellness for all proposed research activities. Next, another "passive" consent form will be sent to parents of both treatment and comparison groups explaining that data previously gathered for evaluation purposes will now be used for research purposes. They will be invited to sign and return the form by a pre-determined date if they do not wish their student to partake. Students returning signed forms will be excused from taking the follow-up survey and their previous survey scores will be removed from the data set.

An "active" consent form has been developed for focus group participation. This form will be sent to all treatment group parents/guardians and must be signed and returned by a pre-determined date in order for their student to participate in the focus group. This form will be sent with the mandatory registration packet parents must complete for students to participate in the ABI. Of eligible participants, the researcher will choose a representative sample for focus group conversations (balanced genders and race/culture/ethnicity). Assent information will be delivered to all students who choose to participate in focus group sessions. An informed consent form will also be completed by teachers that wish to participate in semi-structured interviews.

Lastly, permission to extend the original evaluation project to a more comprehensive research design, to administer follow-up surveys, to conduct focus group sessions and interviews, and to audio record interview sessions, will be obtained from school principals in the form of a signed letter.

4. DATA
Quantitative: All quantitative data analysis will use the SPSS 15 statistics program. This will include descriptive statistics, reliability analysis, Repeated Measures ANOVA, and Chi-square analysis. Surveys are anonymous with students only providing basic demographic information and all data will be stored in the lead researcher's locked filing cabinet and on the lead researcher's personal computer. Survey data will be shared with the Santa Fe Mountain Center for internal program evaluation purposes.

Qualitative: Focus group and interview recordings and field notes will be transcribed verbatim by the researcher and coded using the NVIVO software system. Coding will attempt to find dominant themes related to questions asked. Participants will be given pseudonyms and all data will be stored exclusively on researcher's personal computer and on a back-up disk locked in the researcher's filing cabinet. Focus group and interview data will be shared with the Santa Fe Mountain Center for internal program evaluation purposes.

5. RISKS
This study presents minimal risks to participants. It will be made clear that all answers will remain anonymous and that participation is voluntary. Focus group and semi-structured interviews will be focused on thoughts related to resilience measures and not on participants personal experiences related to school bullying. There is a risk that students participating in the "focus groups" will not maintain confidentiality, and we will try to address this in the assent information. Students or teachers who volunteer

information considered to be a "mandatory reporting" case (as stated in New Mexico Statutes, Article 4; 32A-4-3 "Duty to Report Child Abuse and Neglect") will be redirected and pertinent information will be reported to the school guidance counselor/teacher. All risks will be clearly explained in consent forms.

6. <u>BENEFITS</u>: The immediate benefit of this study will be developing a better sense of the long-term benefits of the ABI program. In addition, focus group participants will be given an opportunity to reflect on some of the activities from the previous year that were aimed at resilience development. It is also an explicit aim of this study to contribute to the global knowledge on resilience enhancement. This will lead to a better understanding of if and how we can effectively enhance youth resilience through such a program.

University *of* New Hampshire

Research Conduct and Compliance Services, Office of Sponsored Research
Service Building, 51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

21-Jun-2007

Beightol, Jesse
Kinesiology, NH Hall
128 Main Street
Durham, NH 03824

IRB #: 4003
Study: The Effect of an Experiential, Adventure-Based, "Anti-Bullying Initiative" on
Measured Levels of Resilience
Approval Date: 05-Jun-2007

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has
reviewed and approved the protocol for your study with the following comments:
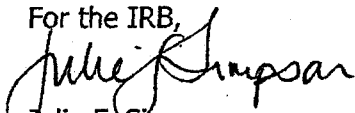
*In response to the first contingency, the researcher changed the first occurrence of "the
resilience survey" in the parental consent form for focus groups to "his/her experiences in
the program" but not the second (in the following sentence). The IRB suggests changing
this occurrence too.*

**Approval is granted to conduct your study as described in your protocol for one
year from the approval date above.** At the end of the approval period you will be asked
to submit a report with regard to the involvement of human subjects in this study. If your
study is still active, you may request an extension of IRB approval.

Researchers who conduct studies involving human subjects have responsibilities as outlined
in the attached document, *Responsibilities of Directors of Research Studies Involving
Human Subjects*. (This document is also available at
http://www.unh.edu/osr/compliance/irb.html.) Please read this document carefully before
commencing your work involving human subjects.

If you have questions or concerns about your study or this approval, please feel free to
contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in
all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,

Julie F. Simpson
Manager

cc: File
    Gass, Michael

University *of* New Hampshire

Research Conduct and Compliance Services, Office of Sponsored Research
Service Building, 51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

26-Sep-2007

Beightol, Jesse
Kinesiology, NH Hall
128 Main Street
Durham, NH 03824

IRB #: 4003
Study: The Effect of an Experiential, Adventure-Based, "Anti-Bullying Initiative" on Measured
    Levels of Resilience
Approval Expiration Date: 05-Jun-2008
Modification Approval Date: 24-Sep-2007
Modification: Change in data collection procedures and consent
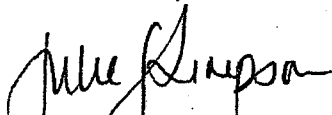
The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved your modification to this study, as indicated above. Further changes in your study must be submitted to the IRB for review and approval prior to implementation.

Approval for this protocol expires on the date indicated above. At the end of the approval period you will be asked to submit a report with regard to the involvement of human subjects in this study. If your study is still active, you may request an extension of IRB approval.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the document, *Responsibilities of Directors of Research Studies Involving Human Subjects.* This document is available at http://www.unh.edu/osr/compliance/irb.html or from me.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,

Julie F. Simpson
Manager

cc: File
    Gass, Michael

APPENDIX G

FOCUS GROUP AND INTERVIEW TRANSCRIPTS

SANTA FE MOUNTAIN CENTER FACILITATOR INTERVIEWS

Interview with Santa Fe Mountain Center Facilitator #1
9/11/08

J: So, could you just tell me your name, for my own purposes, and what your role is at the Santa Fe Mountain Center.

T: Um, I am a project coordinator in general. And for this particular program I was also a coordinator. And, George and I were both the coordinators, so I worked with George on one program day, where we sort of alternated who was lead, and then I worked two other programs with other staff where I was the lead. So I worked three of the 5 program days.

J: So, you co-taught one of the classrooms, essentially, and you took two of the classrooms later in the week, and he took a different two?

T: Exactly. Um, and, I was one of the, so, for the one that George and I worked, and for the other two, as a coordinator, that meant that I planned everything, pretty much, based on previous years experiences and what was currently going on in the classroom. And, I worked all of the days, pretty much. And the staff that was with me rotated a little bit. So I coordinated and I pretty much worked all of them.
(Okay). So I was around the most for, there were other folks around a lot, but I was around pretty much the most for some of the classes I would say.

J: So the classes see you as the main Santa Fe connection.

T: Yeah, yeah, one of the people.

J: Great. What do you say would be the main goals of the ABI program?

T: Alright. The goals that I see it helping out with; we are reducing, um, like, we're reducing bullying but really we are building community. And by building community, what we are doing basically has to do with, um, quite a range of skill sets, from conflict resolution to voicing your own opinion, to listening, to sharing, to cooperating, leadership, there's quite a range of different skill sets that we're trying to build. The basic idea is when folks, they're working on that skill set and they're cooperating with each other and there's some sort of an adventure, some sort of a challenge, maybe a role play, that, by doing or having that shared experience, um, they will develop empathy to some extent for sure, and just having the shared experience of working on a challenge that the side effect, kind of, will be that bullying will be less likely to happen within that particular classroom and the skills they demonstrate in the classroom will also come out, more importantly, where there's not an adult around, so that's recess, back at home. So, what we're doing is trying to give the students some skills so they can use, not just with their classroom, but in each students individual community. And that's different for each kid, so so it's quite widespread. So it's more like "I'm going to work with this group of kids in this, I'm going to focus on this particular classroom and then that's going to effect, to some extent the whole school, but it's also going to affect their home life and whatever other extra-curricular activities they're involved in. Um, and hopefully that will keep um, developing through their elementary years, but also keep developing throughout their life really.

J: And then is part of it that the 5th graders enter 6th grade and then take on a different role?

T: Yeah, so um, this year we are also working with the 6th graders. What role exactly the 6th graders will have is still under development. But there will be a group of 6th grade mentors that will be more involved than the other 6th graders that we had last year. There's a few of them, I'm not sure if there's going to be 16-18, somewhere around there, that we are going to work with

throughout the year um to make sure that what, the learning's that they had, and the experiences that they had from fifth grade will continue on. And as sixth graders you'll be on the top of the school able to make a positive influence on the rest of the school just because they're the oldest ones.

J: Cool. So why anti-bullying in Santa Fe? Do you know why they chose to do that program? Is Santa Fe in particular a spot that they think they need it, or do you think it's just a nationwide thing?

T: Oh, I got you. Um, I think originally, _____ could explain it more. Originally I believe, um, teachers from schools started contacting the Mountain Center and _____ sort of developed the program in response to teacher's requests, I believe. She could tell you better than I could. Um, so the some of the beliefs that we have in the Anti-Bullying curriculum are based on nationwide things. This is how you stop bullying, is to develop a caring positive community. That is sort of the nationwide thing, so we're going to do that. And _____ developed the program, and it's been enhanced each year, and made a little bit better each year, um, so I'd say that the, you know, the bullying or lack of a cooperative, caring community is probably nation wide, for sure.

J: And what is the, what are the schools in Santa Fe like? When you were working at Agua Fria, what are your students?

T: I can answer to the extent; the teachers could tell you much better that I could. From what I know Santa Fe and New Mexico in general, its education, I think it was rated 48th or something like that. Which means the teachers are doing the best they can, of course. I've seen a lot of teachers who are amazing, um, but the students are really at risk, coming from some backgrounds with environmental and social factors um that make going to school more difficult, and learning more difficult and um, can make the bullying situation more intense for sure.

J: And would you say they're mainly, what race, what are…

T: There's, there's quite a range. Folks, they're usually like, here in New Mexico, I've noticed, unlike other places, folks fill out race, how they're going to fill it out varies a little bit. It's going, like Mexican pride is really important. Folks often mention that they're Spanish. And I've only heard that in New Mexico. People aren't going to, I mean some will say they're Hispanic, but I wouldn't say that's the most popular word. Some folks will throw out Chicano, some will throw out Latino. So there is a range, but in my experience, and in the places I've lived, um, the Spanish pride that is here is sort of unique. And there's um definitely from what I understand and have seen, tensions between families that have lived here a while, maybe they've came from Mexico maybe a hundred years ago or so, maybe three hundred years ago, having tensions with folks that came from Mexico five years ago. Um, so definitely a lot of folks that fall into broad category Hispanic but that needs to be broken down into what that really means.

J: So broad category Hispanic would be 90-90% of the students? I can find these numbers I'm just trying to get a sense.

T: Okay, sure sure. At Agua Fria Elementary I'd go with, I'd be curious to find out what you find out after taking my random guess here, um, I will say 80% 85…somewhere.

J: Do most of them speak English?

T: Most folks, um, just about all folks I've encountered speak some English, and what's wonderful is there is a lot of folks that are bilingual. Um, so, and there's a few folks that are recently learning English, for sure, but definitely a lot of folks, even if they don't say they're bilingual, there's a lot of folks that know both English and Spanish. And then there's also, importantly to know, there's a set population from different of the pueblos that are around, that's a pretty important part of the…or folks that might be from Central America, so that's definitely important.

And then folks, Caucasian and definitely mixed, and that can be problematic for sure. Multi cultural and multi racial and how being a blend of things is problematic for a student's experience.

J: Yeah, it will be neat to get into the school. I'm going tonight to see......

J: So, you've got public schools, you've got some bullying issues, and you've got, and they have a need to try to deal with that. You've got the demographics of your student population, whatever that ends up being, you know. Why do adventure/ experiential stuff? Why do that? Why not just sit in a classroom and talk about it?

T: From what I know, if your objective is forming a caring, cooperative community with all the skill sets I mentioned before, um, from what I know of schools currently is the students have a lot of energy, which is wonderful. But the energy can make learning harder, I'd say. So, it seems to me that students in general are sitting still for a pretty long time as it is. And the natural energy that an 11 year old has isn't being tapped into as much as it could. Um, so a student, and especially kids, you know, they play. Um, so play therapy for elementary school kids is especially effective because that's what they naturally do is play. So, similarly with students playing games doesn't seem like, at first, this is about learning. It's not the traditional dynamic "I'm the teacher; I'm going to tell you stuff. You're going to go read and you're going to work in a small group to learn this concept." It's "We're going to play some games and these games and these activities are going to have, they're going to be a real experience but they're also going to simulate, to . some extent, a situation where learning can happen." And by making it active naturally engages everybody. Um, students are real excited, the National Dance Institute is really popular with all the kids in part because it's active, and they get to dance and move around. Um similarly, I think, when we come to the school kids are off the wall, so excited to see us, to some extent I think because they get to be active in the games. And it seems to me that they're, I know with all the requirements that the school and teachers have to make, they can't give the kids more recess or more exercise or whatever, but to me it's like, I wonder how much more effective our program, I wonder how much more all the subjects they're trying to cover, I wonder how much more a student would learn if the day started out with "We're going to exercise for an hour." You know what I mean? And then, or with breaks with more exercise, I think that would help... that's just my thought on things.

J: And then you've got, you're doing experiential stuff. You're out, you're active, you're incorporating some type of curriculum in there. (Yes). And is that based off of some sort of national curriculum, or is that stuff you make up as you go?

T: The curriculum we're using is in part based on, I would say it's mostly based on the experiential activities that we have, based on the curriculums that we have at the mountain center. Um, and the activities that we have here, and the wonderful things about them is that we have been able to depending on the population and what our goals are, and other times I've used them to treat, to teach sex ed, and other times I've used them as an Anti-Bullying curriculum. So, the experiential activities themselves are highly transformative into whatever we want to make them. But just due to the nature of the activities having some sort of adventure, or risk or challenge built into the activity, buys in the student, or the adult, for that matter, and then you can use it for whatever goal you have.

J: Right. Interesting. So it's really a tool for engagement. Like "Alright, I'm here." And then you can use it as a tool to go other places. (Right). What's the difference between the session in the classroom, that you've experienced, and the session let's say, even out in the field, when it was nice enough to go outside, and the sessions here?

T: Oh, okay. Um, the I'd say, taking the students out of the school is quite helpful. Bringing them here I think a student acts similar yet different. In a two hour session a student knows what's going on. They've been schooled and they have five or six years of experience of "This is how you act in school and this is how a school is run. And this is the norms and this is the culture. Um,

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and this is what authority means, and this is what a student means." Whereas, when student's come here, they're on a field trip and all the school rules apply, yet, this is much different. From simple things like, "My name is Tim. My name's not Mr. something." Or "I'm going to talk to students this way. I'm a facilitator not a teacher." All these subtleties that are much different. Plus, only having two hours at the school changes things as well. So students, they may have been in school learning about whatever topic up until that point and then we interrupt it, and then change "We're going to do another whole curriculum about Mountain Center stuff" and then they go back to there school life. Whereas here, there here all day and it's really focused on "This is what today is all about and here, because we don't have to use portable things, the risk factor is higher. It's just as safe, I should say the perceived risk factor is higher. I think emotional risks seem more intense here. The physical risks seem more intense here." I would say they're really not but because they seem that way it's more powerful here. Similarly, when we take the students outside at the school, um, at first there is just a little while where they're so excited to be outside that they're attention may be lost a little while. Um, that just being, having this is a real adventure activity changes things for sure. This isn't just a simulation. We are really going to move our bodies in this way that is unlike anything that you're going to do in school.

J: Are you saying that even active, like going out in the field makes it an adventure for them?

T: Yeah, definitely. Um, the, like if I was to try to do, um ,like a Lava Crossing activity inside, how I think the students are going to react to that inside is going to be a little different, and has it's pros and cons, um if I was to do that activity outside. Um, just because it's outside and it's in a new environment. I may say the exact same things, just, we're outside so it's going to, yeah…

J: Interesting. I haven't taken a whole look, _____ gave me the book "Bulletproofing Your Schools" as like a baseline curriculum that she worked out of…I'm wondering, as you're coordinating the sessions and saying, this week you have a session in the classroom, or in the school, or whatever it is, next week you've got that same group coming to the high element type stuff. Would there be a difference in the type of curriculum you try to get into those sessions?

T: Oh, I see. So we're doing a progression, and you're right, I didn't mention that earlier. We're using, she um originally used that book and then she refers me to look at certain um subtopics of that book that I should look at. Maybe it's passive assertive and aggressive an whatnot, so some subtopic that's related, um, I can, whatever the subtopic is, I'm not sure if this is what you're asking, but we'll see. Um, whatever particular focus we have, usually I can make work for a particular high event. Is that what you're looking for?

J: Well, yeah, and I think I'm just wondering, I don't know the answer. Are there things you're trying to get across in the curriculum that you can't do unless you come here? Or are there things that you do here that you can't do in the classroom?

T: Okay, I understand. Okay, um, yes, what I can't do in the classroom is give a experience where someone has a real fear of heights an experience where they will be supported and challenged and looked after by the students and by the staff. I can't make that happen in a classroom. I can't provide opportunities, and it doesn't just have to be about heights or of some sort of activity that they haven't done yet. And that's also crucial. So, I could even play, a lot of kids often ask, "Hey can we play football?" or something, where they want to do something that they're familiar with. And the reason it's really important not to do that is to have everyone on the same level. This is a new experience for everyone all the way around and we're going on this team journey thing which nobody's ever done, so we're all at the same level, um , and the inherent nature of these activities is built that, for this to work smoothly and safely is for everyone to be super involved all the time. And the nature, the activity's built to be not competitive. So, the…adventure factor here is much higher than I could do in a gymnasium, well I guess if I set up a ropes course in a gym, which sometimes people do, um, in a typical gymnasium, or outside on the playground, or in a classroom, I can create here situations that are perceived, experienced as much more intense an I believe that, to some extent, that's one of the core beliefs of the

adventure process is that the more intense the experience is, and the more the other person gets to choose the level of how much they want to push themselves, how much they want to be involved, that the higher the emotional risk is, the higher the emotional state is, without being like in the panic zone, that more learning is going to actually happen. You need to be in some sort of aroused state. You need to have those emotions going, and that's not going to happen as much in a classroom. It's going to happen when a teacher calls on you and you're like "Oh my gosh" and you get, you're emotionally like "Oh, it's my turn, shoot." It's not going to be the same as taking this kind of risk.

J: Right. So, that, and I'm just making this up as I go, and there's not right answer. That's telling me about the benefits of this. Things that you can really accomplish here. You can get the emotion up, you can really have full on meaningful participation, all these things. What would you say would be things that you can do in that classroom setting, I'm not talking like rows of desks and a chalkboard necessarily, yeah, but in the school or on the playground that maybe doesn't get accomplished here.

T: Oh. Um, so there are advantages, like there are sometimes when students are, especially not so much here, but at the school where students are sort of too excited, too interested in just being outside that their focus is gone, "oh yeah we're outside!" The activity I'm about to do isn't going to work and I would sometimes use to my advantage the "Oh, I'm an adult. I'm the authority. You're more likely to listen to me if I sort of act like a teacher inside." You understand the culture better. If I work with what you, the student, I'm going to say you, is more used to um, but that can, I'd say, I think there's also, it's probably helpful um I would guess that because the school environment is where they are 5 days a week, um to some extent practicing the role plays in the real environment at the school, because it's going to be more similar "this what happens in the classroom." And like a kid pushed me in the line and I'll simulate this is the line. If that, this is my guess, I don't know if there's evidence of this, that the role plays and those transfers because it's done in their real environment, it's more likely going to be able to be recreated, demonstrated later because we practiced it in the real environment. It's not "Oh, that's the Mountain Center. We'll just leave there and (forget it all) yeah.

J: That would be a great thing to look into. And maybe some of that will come up, we'll see. You know, like, what, maybe there was a change in this area, what activity did you attribute that to? Was it a conversation in the classroom or was it the high elements? I think you covered some of this, but I'm interested, like you've been sort of involved with the program for a few years, and you've worked with students, different student groups, what would you say are some of the outcomes of the ABI program?

T: Yeah, um, most of the outcomes that are most powerful for me come from hearing the students; it's a bunch of second hand information, or from hearing from the teachers, that's the most powerful stuff. I don't think you're asking me to summarize those. You're asking what have I personally

J: Yeah, what have you seen?

T: Um, so I kind of see, what I see

J: Because you've been with the same classrooms from the beginning of the year to the end of the year, pretty much.

T: Yeah, yeah.

J: And you're going to be with that class, the sixth graders again in mixed, different classrooms again this year, right?

T: Right. Um, so, what I can see personally, going back week after week after week is, it blows my mind how much information the students learn on a given day, like moth, science, whatever, Mountain Center Stuff. Given information, hours and hours of facts, figures and then learning's, but they're retention of a particular experience that they had with us is crazy. And this happens for this program. This happens for all the programs I worked. Three years later or what have you, a kid will remember the one time they came here and they'll be able to tell me exactly the activities they did and what and how it was set up. And what, I would guess they probably, a bunch of the stuff that they did in science class that year, they might not be able to remember, cause it's so unique. Um, so it's and we constantly, week after week we build on our curriculum and we review a lot of the learning, and then at the end we have like a game show "Jeopardy" kind of thing that really summarizes a bunch of things and it was amazing to see that, the retention, even though that, I think we went there I think eight times, I'm not sure, um spread out that all the information throughout the year, in that Jeopardy game, they were able to demonstrate, recreate, and state. They didn't study for it or whatever. Here it is! My experience with school is, I could be an expert at it for the test, yeah, two weeks later I could, I didn't remember what was going on. Um, so, they seem to be really able to remember it. Um, what that means, and then this is where the important, the second hand stories come in, I can hear the students talk about the "Well this is what I, I use this with my brother. I use this with my dad. I use this at my soccer game. I use this wherever. I use this with my uncle who picks on me, I use...," you know. That's just like, oh, this is good stuff that I know that you're using. I, that's what we're trying to give them. We're trying to give them skills to use when adults aren't around. Well, here's the problem is that I'm the adult around. So what I see when I'm around, I don't see that as important, you know what I mean? (Right) So I see, like I can see "Oh wow, in these games" well, here's the thing is that I didn't see them as fourth graders. So I didn't see what they were, how they treated each other as fourth graders, so I can't really compare, but I can tell like, "Woah." I can compare them to the comparison groups that came here, and when the comparison groups came here just for a one day thing, I could be like "Wow, these students act with each other much, much differently than the students that I had for eight months. Yep, they're calling each other names, they're picking on each other, they're excluding, they're including only here, they got this..." And that doesn't, those small things that happen with the, like the comparison group, weren't' happening with the groups that constantly I was around. Like "Oh, here's another activity. Watch, they're still nice to each other, they include each other. Look how they can talk about the emotions, they can resolve this conflict." In the comparison group I was like "Wow." That was wonderful for us as staff, I think, for me to be able to work with the comparison groups. It was wonderful and yet hard to be like "Oh, you didn't have our eight month program and I can tell and I can tell that you're feelings are hurt, and you're disappointed, and you're angry. And yeah, you didn't have eight months of our programming."

J: And when did they come? Like in May?

T: Yeah.

J: so, end of the year. Wow. I didn't know. That's great to be able to see that.

T: Yeah. Big difference. And like more of the second hand information of, when we went this past week, did _____ already tell you this, we went to, the teachers said "this year is the most caring group I've ever experienced on the first day of school, like this is bizarre how good (the 6th graders?) Yeah, how good these students are to each other. This is highly unusual" and they think that it might have been attributed to, I mean nobody knows for sure, they are attributing it in part to our program.

J: Wow.

T: It's like "Whoa that must mean it's like..." So, I think the most thing I can think of is when I had a comparison group come here, that's when I can tell, "Whoa, if these groups are similar, and to some extent they are I'm sure, um, wow, our program really did make a big difference."

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J: Interesting. So, I've got just one more topic for you before we should probably call it, um, and give me a chance to go crunch some numbers. But one of the things, like there's so much to ABI, like there's so many different aspects of it. And what I'm looking at more specifically is kid's resilience. A lot of times people here call it resiliency, and in the literature in New Mexico I found that (oh, it's different)...I call it resilience. Essentially the ability to deal with hardship and keep moving forward. Or, if that's in life settings, or in a bullying setting, or something like that. Santa Fe looks at developing positive values as a key aspect of being a resilient person, positive values, um, building social competence, and positive identity development. And I can get into some specifics later about some things I've seen, but in general, like, why do you think, how do you think ABI addresses resilience?

T: We, in focusing on those three in particular?

J: That's how Santa Fe defines it. Based around those three.

T: Right, but you want those three and more?

J: Yeah. If any of those sticks out to you right now, or one of them more than another, or

T: These three I could elaborate on for probably a while. Um,

J: And those are broken up in the survey into goals and aspirations, problem solving, empathy, self-efficacy. We don't need to get too specific because the survey I think will sort down what we really want to focus on. But, just keeping these in mind, like, I know the ABI curriculum probably talks about Passive Aggressive, Aggressive, Passive type stuff, all that (yeah). But how do you think ABI has anything to do with resilience?

T: Oh, I got you, okay. So, let's focus on, okay, if resilience levels are broken into components of problem solving, empathy, developing self esteem, yeah. I'll be general, but then later, if you wanted, bring out a sheet for like every two hour session and say like "Here's how we, here's empathy, here was..." like for every two hours I can point those out. Like "Here was self-efficacy." So, I'll just give a few examples, what the heck? Is that what you're looking for?

J: Sure. Let's get some of those examples of what you did and then also, like, beyond, after that maybe, like if you saw anything, like when you were working with the kids. I'm sort of talking myself in circles here, but one, like what do you do to address resilience and two, like how did that play out. And you might not have seen any of that, and it might not have even changes. How do you try to address that in this program?

T: Okay, hmm, it's interesting because I think it's more how don't we do it because it happens constantly, you know what I mean? So, they first show up, like I can tell you how all those are happening in the first 20 minutes, and then it just continues through there. That's how much it's constantly happening. It's ridiculous how much it's always happening.

J: So, what are some examples...?

T: Alright, here we go. Sure, alright. So, to begin with, we typically start off reviewing some of the values we have for our caring community. Okay, um, and the very first day we talk about community and what's important to you and so forth. And so basically we get it summarized into that we call our five finger agreement as "these are the values that we have as individuals and as a community" and the students are excited about it and they have those values. When they first show up we review "these are the values of our community." And these are the things that we are going to focus on throughout our two hours together and throughout the school year really. Not just when we're here, but I think the whole 5th grade, I think, maybe the 6th grade, adopted that

these 5 values are so important that we're going to have it for the whole grade, like we think it's so good.

J: So they took it directly out of your program and implemented it for everything?

T: School wide, yeah. (37:05) Um, so beginning with, so we review those and by reviewing those we have the students be able to, um it's not just tell me what they are, like this one finger is safety, we say "Let's give an example." So, they can identify, and throughout the day they can identify how they themselves demonstrated safety and then we have them give complements to each other throughout the day where they share, this is how so and so was safe, and this is...so they can identify and share out, um, each of those values. So, they develop the values and then one of the skills is being able to verbalize, to recite them, and then they also hold themselves and each other accountable to them. They'll talk to each other and say "Remember the five agreements?" Like, if somebody's, I don't know, calling somebody a name or pushing somebody, they'll say "Hey, remember the five?" and then that'll stop it, it's like they intervene on themselves, which is exactly what we're looking for because it's "What are you going to do when a teacher's not around?" that matters. So, if that's what they're doing, like on the bus when nobody's looking, that's what we're looking for, so they're holding each other accountable. Um, and then, even, very very early on we have discussions regarding bullying and, you know, I'll just go on empathy for a second. We'll talk about why do, this is probably originally part of the curriculum that _____ had, but what I do with it might be a little bit different than how it's set up in the book, um, so I'll have various discussion on um, "How have you been bullied?" And then later, which is even more impressive is "How have you bullied?" I think, and then sharing that out, and then why do you think, I mean empathizing with the bully, "Why do you think the bullying person is bullying?" and then empathizing with the targeted person "Okay, what do you think is going on for the targeted person right now?" So, there's empathy left and right. And then the bystander, the third component. "What's going on for the bystander right now?" Empathize with their perspective. So, the empathy is happening when we're just going over those, the three roles of target, bystander, and the bullying person. So, I'm not sure...

J: This is great. I think you're rolling along with some specific examples of what they're trying to measure. That's great. I mean, problem solving seems to come out in a lot of the different activities.

T: Yeah, for sure. Every, I'm going to go with everything that's not a role play, and even a role play is, that they have to figure out, okay, what's my role going to be, what person can you be, and hey, let's figure it out. But then definitely all of our experiential activities, they all have a component of problem solving. "Here's the goal, here's the mission and here's the rules. Whatcha going to do?" And then they all take turns, you know, we teach them how to take turns, how to listen, how to compromise, okay, which plan are you going to try out first? So, problem solving's definitely worked on every day, pretty much, and then even every activity, for sure. Which one do you want me to elaborate on?
J: Essentially, it's just cool to see how this stuff is embedded in the curriculum.

T: Yeah, yeah. And I think it's also important to say it's not just problem solving on "How are we going, we're playing Wolf Pack and how are we going to get everybody to be tagged," but it's also problem solving on "Okay, so let's say that you're getting picked on, who are your resources?" So it's also problem solving on real life situations. And then having the kids help each other on that. Like if they're not able to identify "I can go talk to this person" and then also like "Why didn't you talk, what inhibits you? And what would make you more likely to talk?" And so, it seems to me to be covering all aspects of it. So it's not just like learning how to be experts at ropes course activities, right. Which is something that also happens, like "Here's how you do a ropes course challenge. First you stop, and you share and you understand and you clarify," and there's like a whole process to becoming an expert on a ropes course. Um, much more importantly is "How do you solve your own problems, in your own life regarding the bullying situations?"

J: So building that transference.

T: Yeah.

J: This might not have an answer, it probably won't have an answer, but I'm wondering, experiential/adventure based activities that we talked about, we've got lots of great examples from in the classroom, in the field, out here on the challenge course. Would you rank any of them as being the more effective, the most effective, totally equal in helping kids develop their resilience?

T: Oh, I see, um, yeah, there's um, I have a list of those, um. I, at the end of the year, last year, I went through all the activities we actually did and I said "These are probably the ones we should do next year." And I decided which ones we should do next year in terms of effectiveness. But effectiveness really means, boils down to, um, I think you could say effective and incorporating resiliency, not just, that's yeah, and I can show you how we decide that. We would do that every week actually. So, which makes each, and here's another thing. I think the, the students that we had on day 3, I'm guessing got a better program, so I'm curious to see what you find out, because day 1 "here's what we're going to do" and we do it, "hmm, here's the lessons we learned and well, it's important for us to try to give a similar program because it's being studied, but I'm, it's also really important for me to give the students the best program I can give them. And I just learned some lessons. Like, I shouldn't do balloon trolleys with this group. I'm going to do this activity instead." And then, so, by the time I get to the last group I am an expert at…"Here's the activities. I'm going to change this activity, I'm going to drop that one all together, I'm going to modify this one this way." So, by the time the third class has it, and I've rehearsed it now three of four times, so I'm really good at presenting it. I've tweaked it so it works for a fifth grade, fifth graders in this particular setting. Um, so, yeah, I'd be curious to see what you find out.

J: Yeah, it would be good to find out, looking at the data right now, which classes went Mondays, which went…that would be good.

T: Yeah. So, later, if you want, I can elaborate on, and I can tell you for each activity why, this is why I think this one enhances this and I dropped this one because of this, and so on.

J: Oh, cool. That would be great.

T: So, I think this year. This year I would think, because of all the lessons we had last year. To some extent I would think that this year would be more effective. Cause it's like this is the 6th time we've tried this particular…or whatever.

J: That's the, that's the goal at least. Keep getting better.

Interview with Santa Fe Mountain Center Facilitator #2
9/11/08

J: Hi there. Can you tell me your name?

G: My name is _____.

J: And how long have you worked with the Santa Fe Mountain Center?

G: I've worked with the Santa Fe Mountain Center since _____.

J: Alright. And what's your role here?

G: My role is, I am the program coordinator for the Emergence Program which is a program that serves the Native American communities of New Mexico. I also do a project under the Emergence program, we have another project called Project Venture, and that's working in Escondido, NM at ... Elementary School, working with the 6th graders there, doing experiential education with them. And I'm also a, last year I, last school year I was a co-coordinator for the Anti-Bullying Initiative.

J: Alright. And what did that involve for you?

G: A lot of it was working with another co-worker, putting together the program, the program days, coordinating with the teachers as to what activities were going to be done for the day, roles for each staff that fell under us, uh, what their roles were going to be, what our roles were going to be, who was going to facilitate, who was going to run a certain activity or initiative. And then when we came to the Mountain Center making sure there was appropriate staff, enough staff to work on the program, on the field trips.

J: Good. So you worked the whole last school year (right). And are you, what are you going to do this year?

G: Uh, my my role has been reduced because I have an added responsibility of Project Venture, so right now I am not going to be a coordinator of the Anti-Bullying Initiative, I am going to be one of the, just a staff person who's going to be on the program. I'm going to be working more, mostly with the classrooms, with the students who speak Spanish.

J: Cool. What do you think are the main goals and objectives of the ABI program?

G: I believe that the biggest goal is developing community within the school. But, one of the things that I was stressed with, with the students is that your community is as a school, but it's also outside the school. Your community is your neighborhood, your community is your families, your neighbors, you know the hospitals, the stores that are around you, your neighbors, that is also a community, so you have, besides your whole community of Santa Fe, you also fall within smaller communities of Agua Fria Elementary School, your neighborhood, wherever that, you know the south side of Santa Fe, whatever that includes, so there are different things, so I, and I try to get them to understand that they live in different communities within a larger community. And my goals, I believe the goal of the Anti-Bullying project was to have them understand that, and to see that, and that they have responsibilities, and they also can take ownership of that to feel proud of being a member of a community of Agua Fria Elementary school, or a community member in Santa Fe, in Santa Fe, NM, so to take pride in that and what good, what kind of good roles they can take within that and how they can make changes, even as a child. You know, although they're fifth graders they are going to be, they are leaders now within their community and in the future as well. And then also that, as leaders, people will look up to you, yeah, so. And

being positive role models because, in the following year, as, when they complete the Anti-Bullying Project then they will be mentors to students in the 5th grade.

J: So, maybe typical Santa Fe School, typical Santa Fe elementary school 5th graders, whatever, what is there in school community look like?

G: Um, to me it seems like there's a lot of the Hispanic population. Um, and there's also a lot of Mexican immigrant population that are coming in. So, when I say Hispanic and Mexican, they're not the same. There are people who have been here for, a Hispanic population who have been here for generations, you know, hundreds of years, and so, of Spanish descent, and also of Native American descent as well. You can't exclude that because it's a smaller population, the Native American Population, but it still exists, and there's also now, within recent years, there's a lot of the Mexican imm... a lot of Mexican immigrants are moving into Santa Fe. And they are becoming a large part of this community. And you can see that in a lot of the business, smaller businesses that are opening up. They are catered to them or they are actually opening up the businesses themselves. So, you're looking at first generation Mexican immigrants and children who are first generation, their parents were born in Mexico or even Central America, who are coming here and are becoming a big part of the community here. And, in addition to that, some of them may just speak Spanish, they may be bi-lingual, maybe their English isn't as good, but they still can understand, you know, in some sense, you may have to speak, say it to them a couple of times in different ways, and then also maybe repeat it in Spanish for them as well. But they can usually do both, not extremely well in English, but they can do that. And there are some who just are probably fluent in English and in Spanish.

J: So, who decided there was a need for an anti0bullying initiative? Like where does that come from? You know, are the schools different than anywhere else or, is there some tension or...

G: As far as the school, we did, e tried to implement it last year, I forgot how many ears the program's been in place, but last year we did try to implement it in another school and it fell through, uh, we had to sign, we had a Memorandum of Agreement signed with another school and it fell through because of the low test scores, because of the No Child Left Behind act that, you know a lot of the schools are not meeting the requirements of that, and so they did not have time, because I think a lot of the schools now are teaching to, for students to past those tests. And so, if they are not meeting those scores then a lot more time has to be spent on that. And I think a lot of the schools that we approached was pretty low, so they had to pull out because of that. But we had late notice of that, so, what we implemented at Agua Fria Elementary School, it was the same demographics, it's just that we had to start later, because the notice that we got was pretty late, so we had to, we scrambled around. ____ _____, who's the program manager for that was able to get it through Agua Fria Elementary School and they were more than, the principal was so accepting and ready to receive those kinds of services from us, so yeah, it's a similar demographics. Which is again, is in a community that is not uh, well maybe middle class to below middle class, as far as that, and it' on the southern part of Santa Fe, NM, where we find a lot of Mexican Immigrant population, or Central American Population.

J: So, the demographics hanging pretty quick with the Mexican influence?

G: Yeah, exactly.

J: What would you say, I know it just started last year, you've been here for a year, what would you say have been some of the outcomes you've seen, if any?

G: Um, I think is that we work with five 5th grade classes and one of the, one of the things we would stress is that, you know, the things that we were teaching with them, we're also teaching with other 5th grade classes within their school. So that they know that a lot of the things we were teaching them is very similar and that they can, those are things that they have in common. Besides being fifth graders at Agua Fria Elementary School, there's a lot of things that, like we

taught them similar games so that there are things that they learned in that. One of them is, probably the most important one was the five finger agreement. We would show them a hand and each finger represented something. So the thumb represented support, the pointer finger was taking responsibility for yourself, the middle finger was being respectful to yourself and others, the ring finger was a commitment, what kind of commitment do you have? Um, a lot of them, it's funny because a lot of them remember that as kind of a ring finger and you know, marriage. And we'll go okay, what does marriage mean? "Oh, commitment." And then we kind of built up on top of that as like making a commitment, you know, to yourself, doing your homework, being, taking care of each other, you know, so those kind of things. A commitment to your school, you know, what kind of things does that mean? And also the pinky finger which meant safety. Is that because the pinky finger is the smallest finger and is probably the most fragile one, it that, you know, is care and concern for yourself, physically, mentally, and emotionally, and also care and concern for your neighbor, your classmates, you know. Your friends, your family. Those kinds of things. And that's to use, not to use words that are harmful. And when we do events and play games, to take into consideration everybody's emotional safety. Physical safety, running around, being careful not to run into each other, drinking plenty of water, those kinds of things. So, I think that was the biggest kinds of things we really focused on in the Anti- Bullying.

J: So that was a theme, carried out through all the sessions.

G: Yes. That was the thing, we started out at the beginning of the school year, and at the same time when the program ended, that is the one thing we would always cover, and review it. And then when we would do an activity, and initiative or a high event here at the Mountain Center, "Okay, so how did you, what are some ways that you saw that you yourself, or someone within your classroom followed the five finger agreements? You know, how did you keep yourself safe, or how did you take care of someone else, or how did you support someone else? Or praise someone for what they did, or support them? And what they did, and stepping outside their own comfort zones?" and things like that.

J: Well great. Um, let's see, so, you've got some outcomes that you've seen. And Santa Fe Mountain Center chooses to do that through what it calls an "Experiential, adventure-based resiliency model." Or even, beyond the resilience, an "Experiential, Adventure Based Anti-Bullying Program." What's the deal? Like, what, why experiential, adventure based vs. sitting in a classroom talking?

G: Okay. Because, everybody, I think as more research is done, everybody has their different ways of learning. For some people that's great stuff, sitting in a classroom, listening to your teacher talk, writing on the blackboard/ chalkboard, reading it in a book. That works for them. But there are others who need more, they need more visual or hands on, they need to actually experience that themselves rather than I can't, they may not be able to relate to something that's written in the book. And they need to get out and actually experiment with that, and participate in that, to run around and to see, to put what you see on paper into actual action. So, what does it mean to, what does it mean, going back to the five finger agreement, your little pinky. What does it mean when I say safety? Oh, I could tell you, I could go on with a list of things, oh, I need to be respectful of someone else. Okay, but what does that mean? Cause sometimes kids may, may start to use the words because it's the, it's the, it's the word of the day, or, it's the choice word. It's like respect, but what does that mean? What does teamwork mean? To actually it into practice, to see it happening. Okay, safety means that when I'm running around, playing Bean Bag Tag or Asteroids, you know, that's one of the games that we play, when I'm throwing these Koch Balls I don't have to throw it as hard as I want to throw it, or as I feel compelled to throw it as hard as I can to tag another person. It's that I'm going to be respectful, I'm not going to hit below the waist. I'm not going to hit in the face. Is that put into actual practice, safety. That's what safety actually means. Because I don't have to throw it as hard as I want to at my fellow student. Or that, when I'm thirsty I will drink water. I'm taking that as like "Yeah, I'm in the sun too, I'm getting thirsty. What does that mean? You know, why is my body thirsty? Explain to me why that happens. Because I'm already low on water." Uh, putting on sun block, because my skin

is going to, I may look, I may feel okay, but, you know, in the sun I'm okay, I want to get dark, or I'm already dark, or whatever, those kinds of funny things. But, there's a meaning of like, taking care of your own body. And also safety means is emotional safety, mental safety. Not just physical safety, is, I'm going to be respectful of someone else. If someone falls down I'm not going to laugh at them, like, I'm going to say both putting that into practice, like "Can I help you up?" or "I'm sorry. You know, that was an accident. I didn't mean to. I wasn't watching." Being aware of those things. Being aware of your surroundings, and being aware of people who are around you as well, and not just myself, but people who are around you. So, taking those things, and supporting each other, those kinds of things. What is does it mean to support? "Oh, it means to say good things about them." Okay, but when? When can you do that? When I'm sitting in a class its like "Well" they might not be able to think of an example. But when they're on the playground a lot more people can relate to that. Being outside and relating to that is like, when I'm doing an activity is that if someone's on the climbing tower, you know it's like "You're supporting them by being on b belay." You know, that is how you're supporting them." That is one way of supporting them, is that they're in, in a sense, their life is literally in your hands, because you're holding the rope for them, and they can, that is something concrete that they can see, is that this rope is running in between my hands, and that rope is connected to their harness which is going to the pulley, which is what I'm holding. If I let it go they will fall. You know, again, that's safety and that's support as well. That's part of the two things of the five finger agreement is that "wow, I can see that. I can see that happening." So I think providing the visuals, something concrete that they can see. Like "Oh, okay. So, I'm giving support and I'm taking into consideration this person's safety. I'm going to cheer them on. That's another way that I can do that for them." I said "You're doing great" or "You're looking good!" or jut showing them "Okay, try the hand hold to your left," you know. And a lot of things, a lot of the kids who spoke Spanish or were bilingual, a lot of the things, one of the ways that they support each other is that they all caught on to, is they will say something like "Ci ceprera" it's like "Yes, you can." They would all chant that really loud, and sometimes it got to the point where "Okay, you have to lower your voice because now we can't hear the instructor, the person who's facilitating." But they get excited about that because they actually say "Okay, this is a way I can support someone." Yeah, so putting that into practice.

J: So, explain to me the difference between, because you had, what, ten sessions in the school...

G: I can't remember the number, but I think it was a little more than that. I can't remember the exact number.

J: And some of them were out of school.

G: So, when we were at Agua Fria Elementary school, we would, we would, in the winter; we had a pretty hard winter, in comparison to others. So, we had a lot of snow, so when the weather was good we'd go out to the playground and do our activities outside. But, when it was really cold and there was a lot of snow, we had to do activities inside a classroom. Which we moved the desks to the side and we worked with all classes, and we did games in there. Those were big classrooms, but the kids really wanted to go outside. You know, that's what they wanted to do, and we were like "We want to, but it's really cold. And there's a lot of snow outside." That's, that's just evidence that you know, they want to be outside, they don't want to be in a classroom the whole time...

J: Even if it's not a traditional classroom? The desks are moved and...

G: Exactly, yeah, yeah. And so that, even that was better for them than just sitting at a desk learning. That was much, that was better for them. They'd rather be outside, of course, they said that, you know "We want to be outside." It was fun. When they see us in the hallway, when they see us walking to a classroom, some of them would say "Are you coming to us? Are you going to be working with us today? When's the next time you're coming back?" It's that getting up and moving around. Exercising, in a sense that's a type of exercise for them. We would sit and have discussions, we would debrief every activity, just about every activity we did with them, but that

was just as important as the actual activity. But for them, what they really, what they really caught on to was learning through physical activity.

J: So the sessions you did at the school, or on the playground, what was the focus of those as opposed to the ones where you would come to the
Santa Fe Mountain Center?

G: Okay; so, uh, the things, we did similar things at the Mountain Center and at the school. But when they would come to the Santa Fe Mountain Center, this is where we would have our challenge courses. So we would do, maybe in the mornings, when they would come to the Mountain Center, we would do energizers, the same thing at the school, we would start off with an energizer. Get them running around. You know, they've been sitting in their classroom, or it's early morning and a lot of kids were just kind of dragging along, you know, it's not like they drink coffee like the rest of us for caffeine, so they needed something to get them going. So we would do that at the Mountain Center and at the school. We would do a little initiative or we would do a game to where we, you know, games to run around as an energizer and also where they would play and also debrief, okay, so how did you take care of each other in this game, even though it was an energizer or just an activity. It was like how did you take care of each other, or how were you respectful of each other? So we would do things at both sites, but when we came to the Mountain Center, it was the added bonus for them, is doing some climbing or doing a high event. That was fun for them, and also being out, away from school. That was like "Oh wow, this is great. This is a field trip. That's kind of the basic thing for them is that it's kind of like a reward and it's kind of getting out of school. I'm sure there's some other, they look forward to other things, and being also with the staff, we have a great staff. You know, seeing the staff who didn't always come to the school, but they would see them here, and they would ask for them. So that was something great to see as well. Um, so then being here at the Mountain Center site, they got to do things like rock climbing, the climbing tower, they did an event such as "Team High." And each of those events, they do still work with each other. They do still support each other. It's not on the ground and it's higher up, so that's kind of like an added rush for them. But again, it goes back to putting into practice some of the things we say, it's a visual, concrete, it's like "I'm climbing on the climbing tower. On Team High I'm supporting someone and I'm having fun doing it." Being supportive to your classmate doesn't always…it can be fun. Helping someone else can be fun. It's not always necessarily a chore, you know?....It's actually having fun with them. Learning is not always learning out of a textbook is what I tell people. You know the children especially is "You're going to be learning. It may not be the learning that you're used to, like in a classroom reading out of a book, or one of us standing in front of you talking to you. We're actually…learning is fun. Some people think that reading is fun, and that's great. That is one of the many different ways to learn. But this is another way that we offer. And so they maybe come to see that, to experience that, and to enjoy that. So, a high event like Team High or Dangling Duo is, Dangling Duo is like a giant ladder that they, there's two participants on the event at once. They get to know to climb this ladder; they can't do it on their own. They have to help each other and the people on belay are also helping. So a participant, even though their not on the event, they're also helping them out as a belayer.

J: One last thing. Did you see different outcomes from like the things you did at the school, the days that you had at the school vs. the days you had out here? It almost seems to me like there's a progression, that you need to learn some things at the school before you can come on the high elements. Like specifically I start thinking about resilience, wondering if the kids are working on that as a progression, or is there like different times to learn different things in this program?

G: Um, I think there's an actual progression. Like I said, when we talked about the five finger agreements there's a progression, you know? We're not going to put you on a high event if we don't think that you're going to take it, you're not going to be safe, you know? If we don't think you can belay, then we're not going to put you onto the high event. So, we did activities at the school, and we went over, we stressed, "Okay, we're going to go to the Mountain Center on such and such a day and these are the activities we're going to be doing." And I think we, as a staff,

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must do an assessment about whether or not they are really taking into consideration, for example, someone else's safety. And not just physical safety, although that is probably one of the most important things, emotional safety is just as important. And teaching those skills, how to be respectful of someone else, if they don't want to play a game or they don't run as fast, or they don't avoid the tag, or things like that. Those are things, you kind of, they kind of learn as, they're actually learning those things in those games. Yet we call them games because they are games. They're learning those things before they come to the Mountain Center, so I do believe there is an actual progression. Those are really important things, like physical and emotional safety, on some of these high events. If someone is afraid of heights, you're not going to laugh at them. But you do, the staff does an assessment in the activities that you do at school, it's like "Okay, I think they're ready for, I think they're capable of that and they're ready for that."

Follow-up Interview with Santa Fe Mountain Center Facilitator #1
10/1/08

J: Getting back to what we were talking about before, about how the ABI might enhance resilience in these kids, um, some of the specific questions I have are related to some of the questions they took on the survey. So the main ones, well I'll just start with, do you think the Anti Bullying Initiative, and trying to separate last year from this year, as much as we can, but do you think the Anti-Bullying Initiative from last year did anything to help students figure out their goals or plans for the future? And specifically like thoughts about schooling and things like that too. And if so, if you have any examples, thoughts you have on those.

T: Sure, I'm not sure what the physical ( ) would say, um, I would say that being 18 is pretty far away for eleven year olds, um, and, I would guess that perhaps by having folks have experiences where they can do things that they didn't think they could do that's different than what happens in school. Where in school you can say "Oh, I didn't think I could do long division. Oh, I can do it." But I think, um, with our program, it's more like, "Oh, I can make these changes in my life" or "I can accomplish this with my fear of heights, huh, maybe I can do things I didn't think were possible." Will that translate into having an exact, foreseeable plan post 18? I don't know if it got that specific. I don't recall students saying those kinds of things. It's possible they did, I don't recall those exactly, um, but more like "Maybe I can do some things that I can't." And I would guess that most of the students come from families that didn't finish high school, with Santa Fe having at least 50% drop out rate in high school, um, so even accomplishing high school is a great thing. There is another program called AVID that we're doing, and it's all for 7th, 8th, and 9th graders, that's a different program. Um,

J: Do you think, in relation to what you're talking about with these students saying "Wow, I can do that" or "I can do something I didn't think I was able to do before" do you have any examples of that?

T: Um, yeah, there's definitely lots of students, that happens probably, um, somewhat dramatically, you know, on the high events like "I'm not climbing that. Oh, I can climb stuff, what do you know?" It also happens with, not as dramatically with, a different kind of drama and just as importantly, um, kids telling me success stories about "Yeah my uncle really picks on me and I don't do much about it" to a few months later" Hey I used this stuff with my uncle that picked on me and it worked." That sort of thing. Or other kids that pick on them, that sort of thing.

J: So, you've seen like a transfer of the lessons?

T: Yeah, yeah. The first, one of the first, maybe session number 3, they give a bunch of personal stories/examples of "Here's how recently I have experienced or seen bullying and here's what I wish maybe somebody could have done for me" like "Here's what a passive bystander, how they could have been active." So we sort of like reframe it so it's not just the story telling, but it's here's what could have happened, which I think is important. Um, and then months later they'll say something like, "Oh yeah, that one guy that was picking on me, I did this, and this is how it worked out for me. It worked…" and they'll tell me specific stories about that. (Interesting). I'd say it's more on the bullying stuff than plans and, I guess plans for the future could be something nearby.

J: What's interesting is its sort of rolling into the second questions, which is a big part of their survey, is do you think the Initiative did anything to help them learn how to deal with their problems?

T: Oh, yeah, definitely. Can I say anything different, the answer I just gave I would pretty much just repeat myself. I'm trying to think if I can add anything.

J: Well, so a question I have is, since I wasn't really there for the school programs, or the high elements, what is it about the Anti Bullying Initiative that helped them learn ho to deal with their problems? Like, what was set up, or what did they go through to help them do that?

T: Um, each week, pretty much every week there is some sort of focus, which has somewhat of a curriculum or lesson to it, if you will. Um,. so, one lesson, or actually we do a couple days, where here are six ways that a target can respond to a bullying situation and here's a bunch of ways that a bystander can respond. Then we do role plays left and right, um where we don't let them be the bully, but where they practice "This is what I would say, this is what I could say, this is how I would say it" and then I use examples that they come up with. Like I give them examples of what I think is going on and then I have them create. "Oh this is an exact one that I've gone through" or "this is a common one for me" and then, for like, and then they do skits in front of the whole class and then, with an adult in their small group, they design the skit, so like write the play basically, and the chances are they do it pretty close to something real that's been going on for them. So I think a lot of the, like teaching them a lesson and then having them like comprehend the lesson and then being able to summarize the lesson, and then, more importantly I think is the experiential piece of, "okay, let's act out this stuff." "Let's do skits to show what you would do."

J: Right, interesting. And then...you also do like group initiative type games...It seems like a lot of initiative type games sort of present the students with some type of problem.

T: Right for sure. So, there's a bunch of problem solving games. And through doing them again and again, they sort of learn a pattern, like "Okay, we've got to ask some clarifying questions about it. Okay, we're going to negotiate with each other which solution we're going to try out. Okay, maybe we'll stop halfway, is this the solution we want to do? Okay, yes, let's keep going." Or we reflect on "Okay, identify how each person in the group contributed to the success." So then, I think by reflecting on it, saying "Oh, this person did this, and this person saw that," that they're able to do that again. Um, and sometimes there's leaps, I try to make happen for sure. There's a few problems that, if you change a perspective, that the change in perspective is what's able to be solved, or the change of perspective is pretty important. So the other one is "So let's talk about this activity. What are the changeable things in this activity, and what are unchangeable?" So, they'll talk about, "Oh, can we change the rules?" "No the rules are the same, but what else can you change?" So, they'll find out, "Oh, this is the changeable part." So, I transfer that to, "okay, however fast you are, however smart you are, that's sort of changeable, but not totally. But, what can you change?" "Oh, I can study harder." "If somebody's picking on you, what can you change?" "I can change what I do in the situation." "Alright, great. So, how can you change it?" "Well I can get a teacher, or I can walk away, or I can make a joke about it," or whatever.

J: It sounds like there's group problem solving going on and there's also individual problem solving where they're like "Okay, if I have a problem what am I going to do?"

T: Yeah, so we talk a bunch about the...the games that we're doing are really a vehicle to get them to talk about, "Okay, in your real life, how are you going to solve this real problem in your life?" not "How are you going to make this ball go through this tube?" or whatever.

J: Alright, rolling along. Do you think the initiative did anything to help them to learn how to understand how other people feel? Sort of that empathy side of things.

T: Yeah, um, definitely. So, when we first introduced the three players in the bullying situation; the target, the bystander, of course active and passive, the bullying, the bystander, and the target, like we brainstormed, like what do you, we empathized with all three players. "What's going on with someone who's bullying? Why do you think a person would bully? What's going on with them? When you've been a bullying person what was going on for you? What had just happened to you? What were you thinking about? What was your motivation?" So, okay, and then we talk about that for a while. Um, then, alright, so we talk about a bystander. Why does a bystander just

stand by? Why don't they do anything? What's going on for them, do you think? What's going on for you when you see something that you want to do something about, but you just watch? And then think, what's going on for the target when they're being picked on? What are they feeling? So, we talk about that a bunch, for sure. And some students immediately have more answers than others, but they all get to hear. Yeah, okay, this is what's going on for them. And we do that quite a few times actually. We cover the target, the bystander, and the bullying person. And I think by doing it a couple of times helps them out, and by acting out the, not the bullying person, they act out the people, and then, so I think that helps them a bunch.

J: Yeah, and one thing, I was able to observe the 6th grade follow up program, and I, I think what you said was awesome. That makes a lot of sense to me. And it seemed, that day at least, that like, like when they were climbing, there was a climber that had a mentor. And like that mentor was really giving them coaching advice and helping them out, and when that person was stuck, like the whole belay team tried to encourage them. And to me, like on a ropes course experience, that seemed like a good chance for them to also try to see where other people are coming from and how they're feeling. I don't know if you've seen other examples of that in like some of those activities too?

T: Oh, I see. One scene that came up today for the 5th graders that is a theme that came up last year is "Okay, this is a new activity. You've never done it before. You're probably going to make mistakes. That's fine, keep going." So, that's kind of a theme. And I think that relates to problem solving as well. You get stuck you don't give up. You say "Alright, well." Or you try your best and it doesn't turn out the way you want. That's pretty important to me.

J: I definitely saw, at the ropes course, like you're saying today they're trying things they've never tried before, and that brings up emotion. I imagine, when the group's down on the ground and they're looking up at someone on the, what is that, the Courage Pole? There's got to be a lot of emotions happening at that moment (for sure.) So, I imagine that's a time when they can see like a teacher or there friend up there freaking out. I wonder, like, how does a class deal with that when someone's up there...

T: Yeah, I see. Well, yeah. There's a number of important things going on with the high events that I think is pretty important, that doesn't; happen in the classroom as much really. And that is what does, how does a group respond when someboby's scared? I think, lots of kids don't want to do stuff cause they get scared then they'll get teased, so they don't even want to try. So it's pretty important we focus on the thumb, the support one of, alright, when somebody's nervous, when somebody's trying something new, what are we going to do? You know? We're going to push them, we're going to encourage them, but we're going to respect if they make a boundary of "No, I'm going to come down." Great, and we're just going to cheer for them real loud. Um, and I don't know how much that happens, like, when somebody's doing something scary, like in class like "Oh, I've never done this type of art project before, I'm kind of nervous about it." I don't think there's a bunch of, there's probably encouragement from the teacher but I don't know if the other kids are like "Yeah, try it out." Um, doing a science thing like "Okay, here I go" I don't think a bunch of kinds are like "Okay, so you don't understand, just try it!" So, to have an atmosphere where it's really supportive I think is pretty unusual. I think most sports are super competitive, so you don't cheer each other on, unless they're on your same team. And then, as you get older and older they're more focused on how many points you got. So, I think the cooperation is pretty essential too. You're not competing against each other, maybe you're competing against the clock or some imaginary number, that also seems pretty important to me, that they have a bunch of activities where it's about cooperation and how we're doing as a group.

J: Um, so, just keep rolling on. Do you think the initiative made any difference in, um, how hard students try at tasks or how much they help out at home? You know, like especially 5th graders, 6th graders might try real hard at things, or they might just be like, "I don't really want to do anything." Do you think this setting made any difference in that?

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T: Sure, um…at home I don't know. I'm not sure…well, try more things, which is pretty important when somebody is picking on them, they'll try new things there, of "Okay, I'm going to try this way of dealing with it that might solve the problem." In terms of home, or what was the other one?
J: Well, just in general, like tasks or problems they might have in school, you know, just the amount that they try at things.

T: Oh, I got you. Well, I think once they're in an atmosphere with our program of "Try your best, and if you make mistakes, it's new to you, so keep going." I think that starts to build up some self-confidence, I would guess. Of "Oh, okay. In this group its okay if I don't get it right the first time." Or "I don't know, I'm just going to try this." And, some teachers in particular really emphasize, "Yeah, try your best. Mistakes are a part of learning. That's a pretty important part of learning, to have mistakes." Um, so I think that helps them out, and then having those experiences where they, most…I only give them activities where they're going to have success at. They might struggle a while, but I'm not going to give it to them if they're not going to have success. So, pretty much, II think they learn, though they may not talk about it like I'm talking about tit here, that, when the mountain center comes there's going to be some challenges. Everything they're going to do, they're going to do every so often, when they're struggling with something I say something like this "I'm only going to give you something that I know you can do, so keep trying, keep going." And so, I think, if they associate the program with "Oh, this is all about us succeeding left and right, and we're going to talk about how we're succeeding." Cause you know, a lot of the kids aren't doing so well in the classes. So they're probably having a bunch of experiences of "Oh, I can't succeed at this, so I'm no good." So, they like personalize it. So with us, it's pretty much guaranteed that with any problem, they're going to figure it out. It's going to happen.

J: This might sound like a critical question, I don't want it to be a critical question, but I'm just trying to sort out how much transfers to life, you know? And like, I can see the benefit of knowing that, as a student, knowing I'm going to succeed at a mountain center program. Then I can see that going one of two ways back in the classroom. One of having this increased sense of self-efficacy, where it's like "I can do this, I did something similar to this." Or just getting really bummed out that like "I'm not going to ever succeed at math. I'm only going to succeed at things that are set up for my success." And I wonder if that's come up at all or if you feel that the students have really transferred the sort of efficacy of dealing with those challenges. And that might be a question for a further conversation down the road.

T: I see what you're saying. I see what you're going for. There are sometimes when a particular objective in an activity, they overestimate their goal, like maybe I'll have them create their goal, or they, what more likely happens is they run out of time, and they aren't able to get the goal exactly. So, I'll talk about how it was successful though the goal was not exactly, like, here's how, here's some successes that happened even though this particular goal wasn't met…With older groups I see a bunch of value in perceived failure or real failure and what that means and what to do with it, um, with these fifth graders…I'm not as likely to go down that path. Could it be valuable, yeah perhaps so, cause it's definitely valuable for the older crowd. They try something and fail and I'm like "Great. How do you deal with failure?" and we have fantastic conversations. What does failure really mean? So, it's a good thought for perhaps doing that some with these guys this year I suppose.

J: Yeah, I don't know. Honestly it might be best to continue with the way you've got it set up, to continue to focus on success, you know. A lot of kids have had a lot of failure already.

T: Yeah. And I don't think, because they're struggling so much, I don't think they have the faith that oh, they're going to be able to do it. Like, they really think, this isn't possible. But I might encourage them saying, "It's possible, you can do it, keep going." But it sure doesn't feel like it. Whereas, I think your saying, like if the kid knows "Oh, everything we're going to do we're going to succeed at, so it's really not so bad" they really don't get into that relaxed space of…they don't have that faith of…

J: Yeah, I don't know. It's interesting, like, I wonder how that might play into what the sixth graders are dealing with know of "Hey, you're in 6th grade. Now you've had some challenges and how are we going to deal with this fighting?"

J: One question I have is, do you think, lessons in this program, it seems like there's a lot of them, related to what we were talking about, do you think that varied at all across like gender, like male/female, or like race/cultural/ethnic lines, like, not that, it wasn't that diverse of a group, you know, a lot of Hispanic kids, but specifically, do you think the lessons that they learned were different depending on if they were a boy or a girl or from a different culture?

T: Oh, I see. Yeah, what's going to apply to a particular individual varies a little bit. The boys, when talking about bullying are going to talk about more physical stuff, and they're going to understand it that way, cause that's what's going on, and if I only, and I started to make that mistake today. If I only talk about that, um, then the girls are going to be like, "Oh, we don't do this, what are you talking about?" And then I mention gossip and the girls are like "Oh" they totally get it, like "Oh, alright." So year, that seems to be one difference, or gossip vs physical stuff. I would say, for the cultural piece, some cultures, some families even emphasize "If somebody is bothering you, you hit them. That's how you solve problem. Fighting is a good solution. You don't let somebody talk about your mom. You hit them." So there's a bit of, what are cultural, like, what cultures emphasize like "No, you need to physically fight." Various studies I read on what cultures, what, in terms of socio-economic class, what are appropriate, acceptable ways to deal with problems. SO I think our program is sort of counter cultural to a bunch of these. "Well, fighting's one way to go, but, hitting somebody is one way." But, I think I might be telling them solutions that might be different than what their dad's telling them, or what their older brother's telling them, but

J: So, do you think in the culture you're working with, those families are sort of typically dealing with problems that way?

T: Yeah, and like how that relates, for the boys in particular, like what does it mean to be a boy? What does a boy do in this situation? What does it mean, what would a man do? Man up. You know, it's those things. It's all about this is what a man does. Or, with emotional stuff too, like, um men, you, part of manning up is you're tough. You don't show that you're hurt, you just hit them. You don't tell them that it hurts your emotions, that's weak. You're tough, you know. So we're like getting the boys to talk about their emotions. That's pretty new to them, I think.

J: One thing one of the teachers mentioned to me, and didn't elaborate too much, was the concept of some of the Hispanic boys, or his experience in that culture is that it's better to not try than it is to try and fail. I don't know if you ran across that at all?

T: Um, I'd be curious to hear him elaborate on what the reason is. Um, in general I see that with whatever age, that you lose face if you try and fail, yeah, you just don't try cause you'll lose face. If that's what he's getting at.

J: So, you see that with a bunch of different cultures?

T: Yeah, I see, I perceive that I'm seeing it and I sometimes talk to kids, but if that's what's going on for kids a lot of times he's not going to say "Yeas Tim, that's correct." I'm like "I'm pretty sure that you're self conscious about your weight, or whatever, that you might get nervous." There's certain kids where I'm like, this kid has been known to do some pretty intense stuff that might endanger himself, or that he's used to, which is the difference, or things to impress people like, but this is new to him and he's not interested in showing that he's nervous, so he's not going to, so I think that's why they're not doing it. I think that happens, I think I see that more when they're older. There are a few kids that, most of these kids do stuff. There's a few that won't participate in the high events, and usually those folks are heavier, or it's not real clear, like I can't see it or

whatever, my guess is that maybe the heavier, or maybe I'm guessing wrong, maybe it's not because they're heavy, but that's my guess. Usually they're willing to try it. When they get older, I see, why would this person not do it? They're really physically fit, they're not really scared of a whole bunch of stuff yet, but they're not doing it. What's going on here? And I didn't work, I worked one of the bi-lingual classes. I didn't work, the person where you were coming from, where there were a bunch more boys, I didn't work with that class, so I couldn't tell you exactly.

J: So, now you're doing the 6th grade follow-up program, like you're sort of in charge of that. What would you say is the main purpose of that 6th grade curriculum?

T: Um, the, the 6th graders are pretty influential at school, on the playground or in the hallway, or with their brothers and sisters or whatever, just because they're, because of status of being a 6th grader. Um, so being pretty influential, they have the power, and hopefully the responsibility of teaching and showing and demonstrating the rest of the school. So, I told the 6th graders that, um, I think they're all mentors just by being 6th graders. The official 6th grade mentors, they're the ones that are really more excited about it, interested in teaching it, find it really valuable, and really want to invent a lot of time and energy into it. Not just on the day to day, but have special projects. So, they're sort of the more official representatives of "This is how we should act."

J: Great. And sort of lastly, well maybe two things, one, have you seen, well, from the lessons that you saw the students learn last year, and now you've worked with the 6th graders a little bit this year, what, if anything, would you say have been the main things that have carried over...

T: Oh, what did the 6th graders carry over from last year? So far I've only seen half of them, I'll see the other half on Thursday. So the half that I saw, and I didn't hear what happened in the little groups, but from what I know anyway, um, the things I know from the half that carried over, it was amazing how much things carried over. Um...oh, lots of things. Um, I saw, in pretty much every activity, the five agreements being followed. I can tell the difference cause at the end of last year I saw, I didn't tell you this before, I saw fifth graders that hadn't had our program, I was like "Hm, we just taught them the 5 agreements, but they aren't really following them that closely." Or today, I was like, "Yep, today's day one. They're not real familiar with the five agreements or what respect means and here's a bunch of examples." So, when the fifth graders came, I'm sorry, when the 6th graders came and you were there, um, they were able to, like, um, they were used to how to resolve conflict about who gets to go first. That's a big trouble maker for 11 year olds. "Who get's to go first?" Everyone wants to go first. And they remembered "The mountain center has these ways of figuring out who gets to go first, it's not really a problem." I saw that happening, how to negotiate who gets to go first and be fine with it. Let's see...I saw them really demonstrating how to be supportive, in terms of vocally on the climbing tower, in terms of really giving focus holding on to the rope. I'll just give an example for each one...um, let's see, helping each other put on their harnesses, I remember that. In the games, even though the sixth grade classes were now mixed up, like we played "Happy Clam," the classes I don't know, they won't initially help each other out. They'll sort of just not want to get frozen, but they won't go rescue the other frozen clams, so like, they're really looking out for their community. So, like when we played "Happy Clam" it was, even though they don't really know each other that well, they had to play with those particular kids, and because they had to play it so much last year, they were real interested in unfreezing anybody, not just their friends. "Oh you're frozen? I'll help you." Great. "And then anybody can unfreeze me." Perfect. And then today we had koodies happening, like nobody wanted to touch each other. Like, wow, I heard that's what happens on day one is, people, like boys and girls are like, "Oh, we can't touch, oh, boys can't touch each other and so on, and then, with these kids, like the sixth graders are like "Yeah, whatever, we can help each other. And I can hold your hand if it's going to be helpful," and that kind of thing. And "I don't care if you're a boy or a girl, it doesn't matter, I'm going to help you." Um, they just have to experience that. Um, my guess is that the sports games are gender segregated. I'm not sure if that is true....They could really notice, and were observant in terms of like the props thing. The sixth graders could really elaborate on and be able to state it with an I statement of "I saw this person do this" and they could say thank you. They could receive a compliment and they could

give a compliment directly. And while playing games they could observe it. They could not only be really good at the game, they could notice "oh, this guy over here did this and that was fantastic because he got out but he was responsible. And this guy fell down but 5 people wanted to make sure he was okay. And those things don't always happen with kids that haven't had the program yet....Oh, I think there was a point at which, I don't remember the story now, there was some sort of misbehavior that happened, and I didn't know this particular student that well, he was in a different class I didn't work with, but so I just went directly up to "Alright, which finger isn't this following and what can you do to solve it?" And he was like "Oh yeah, that is cooperation and that is responsibility. And here is what I, I'm sorry and," and then he owned up to it, so they could identify what the problem was, even though I didn't know the kid that well. They also, that time they remembered HAHASO, even though they hadn't heard it in 5 months probably. Um, they remembered that acronym for what to do, um, if you're a target and what would be helpful, so I'll give that example, what else? It seemed to me that 5 months hadn't passed. I was really impressed with how much they retained. When I got that, last year when we played the final Jeopardy game, um, that they knew the answers to all of the questions, even some of them that answers you had to demonstrate and do a skit, and they were like "No problem." They knew that information real well, even though some of it maybe we hadn't talked about in four months. So, like a good question would be to ask a teacher like, does this amount of retention surprise you? Is this normal? What do you think about this? Like to me they are really retaining a lot, but probably a teacher could answer that better than I could.

J: Do you think, and this is just sort of a random thing, with sort of the issues, the fighting issues that are happening now in the sixth grade, do you think there are any key components of last years curriculum that would be really helpful for these kids right now? Or that maybe they forgot, or it just didn't sink in, or, things that you're hoping to revisit with them?

T: Well, today went in there and it's good that, the eight that were there, 6 I knew real well, one I sort of knew, one was a new student. But I think they associated me with the Anti Bullying Program and they associated, I don't know if they would have responded the way they did today if I was somebody else, is what I am saying. If I didn't have that rapport, and if they hadn't had all the successes, even if when they're having a hard time...some of those kids I've seen on all kinds of states, when they're angry, frustrated, scared, sad, blah, blah, blah...and they've been around me in those states and then they still had success. So, they were all basically in trouble, and here was Tim, and Nicole, and Laura. So, I think they were more willing to listen to what I had to say and do some of the reflection exercises that I asked them to do for tomorrow because of the program from last year. The things that I expected them today, before we went outside and played a game, they had been basically forbidden to go out for recess because a bunch of the acts, fights were happening at recess, I said, "Okay, the five agreements still apply," and then we reviewed all five. I said, "We're about to go outside and play this shuttle race game, all of these five things need to happen or we are going to come inside. And I am mentioning this because I know that previously you guys have been going to recess and everyone fights. And we can't have any fights." And they were like "Sure, we can do this." And we went outside. They were quite good to each other in terms of following the five agreements. They cheered each other on even though folks in that group, some of them really don't like each other. Um, and to me it was really quite successful having that outside time, and we're going to do another activity tomorrow in which it is even more necessary for them to depend on each other to have success.

J: What do you think maybe they forgot that would be helpful now?

T: I don't think it's in terms of forgetting, and I don't...questions that I don't know the answer to that I think are really important is, are the precipitating events going on in the classroom and or at home? Is a certain family, are mom and dad fighting right now and your just, your symptomatic behavior is just an example of fighting at home? Is a relative drinking now and it really bothers you and you don't know what to do so you're more likely to fight and have a lower frustration tolerance? So, a lots of times I see kids as um, barometers, they can be barometers of what's happening at home. Their behavior tells me, or what's going on in society, or whatever. So I don't

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know if there's precipitating events at home or not, that's one thought. Um, and it didn't seem to me, from like the stories I heard about what was going on, that it was really bullying stuff going on. It wasn't like I was hanging out like "These are ht eight kids that are bullying these four kids." It wasn't like that. It was more like, these kids are fighting each other. And our program definitely talked about conflict resolution and to some extent how to get along with people you don't like, but that wasn't like, the focus, that wasn't really the focus of, okay, so what are you going to do when the power is equal which is much different than in a bullying situation where the power is unequal, which is kind of like one of the definitions. Um, when the power is equal, they're going to fight, so to me they weren't not following the program exactly. They weren't like picking on one kid that was just purely a target. They were like "You're an equal power person. I'm going to fight you and you're going to fight me."

J: That's great information.

T: Yeah, that's my guess. I don't think they…today, when I talked about, "Okay, what are some alternatives that you guys have?" They were able to list off all the solutions that they came up with from before last year. "Oh I can walk away, I can go get a teacher, I can do this instead…" Being able to list it off and being able to do it are different, and being able to list it off and being able to do it in a bullying situation or in a non-bullying situation are also different (yeah, for sure).

TEACHER AND PRINCIPAL INTERVIEWS

Principal Interview
9/12/07

P: And the other schools, for some reason, didn't hook up with ___, so they called ___ with United Way and he called me to see if we would be interested and I said, you know, this is a hands-on anti-bullying program. Instead of "Just say not to drugs" or "just say no to gangs" or whatever, this was more of a hands-on, so we said "Let's give it a shot." I proposed it to our teachers and said "You decide if you want to implement this" because you have to have buy in, and they totally had buy in, so that's how we inherited this program.

J: So, why anti-bullying program in general? Why do schools need that?

P: Because it's happening. It's, and I think our students need to know that bullying is from a snicker to actually kicking or hitting someone, or harassing or following someone, so the ranges of bulling are pretty wide, but our student's familiarity with everything is not. They didn't realize that, oh, teasing somebody with a little smirk is a form of bullying. And, um, on that end. And then the victims need to feel like they can speak up and say something without feeling that they're going to get injured.

J: Did you all have a non-experiential program in place before?

P: Well, we have, but they're not non experiential. They're just definitely not as deep as what this program is. And its district run, so it's almost like we have to kind of do it. But they have given us permission to use this as that curriculum, so they don't have to double the curriculum.

J: so, you said when you found out it could be an experiential, adventure based thing, you were interested.

P: Oh, very!

J: And what made you interested in that?

P: Experiential, our children don't have these experiences. Many come from poverty level beyond belief and won't experience these ever in their life, unless they experience them at school. So, that's pretty much us opening up the community to come into our school as well as us going out to you guys out at the Mountain Center itself. So, bringing the community into the school, that's what we feel this program does, yeah.

J: What outcomes have you seen, if any, so far? Cause it's only been a year.

P: Okay, common language around the five finger rules, you have to forgive me, the kids know them better then I do, but they all understand what that all means. They understand the vocabulary. They understand what it looks like and what it feels like, the bullying and so on. And I think, if anything else, the best part of all this is addressing student needs. A student can really be more equipped with being able to say to somebody, you're being a bully, or that's bully behavior. So, kind of untying them a little bit. Freeing them from being the victim all the time. So, enabling them, empowering them, and giving them tools. Life skills, let's talk life skills for a little bit. This is life.

J: So, there's like the curriculum itself, which you could maybe teach in a classroom, and then there's the, well, everything's experiential in a way, but the specific activities, Santa Fe comes in and they do stuff here, and they do stuff at the Mountain Center...

P: And children, in fact we already got a lot of the field trips set up, all the way through January and what not...

J: Excellent. So what do you think it is about that adventure, about jumping off of this pole, or about doing a program in the classroom where they're problems solving? What activities do you think are most impactful in these outcomes and how are they?

P: Okay, anything where they can see they're not the only ones who are experiencing this, that's one, teamwork, knowing "I'm stronger when I ask for help. I'm stronger when I go help somebody else." Um, one of the things I read somewhere along the way was the bystander is the biggest problem and can be the biggest solution in any of this situation. And the bystander, by just bystanding and not doing anything is saying "Yes bully. Go ahead and keep doing your business." And the second thing about that would be, if you continue to allow it to happen, and you in a way are also being the bully.

J: One of the main things I'm looking at is what is it about adventure/experiential education that makes it unique.

P: Well, and not everybody's forced to do this sort of thing, but "Boy, if I can do that, I can do pretty much anything." And then these other students say, "You know what, I didn't know anything about this child, but now I know they can do that." So that's pretty awesome. They get to shine in ways that you don't always get to shine with the pencil and paper either. So, that to me is a big difference with experiential learning, yeah.

J: So, specific to a couple of...so three, getting a little more into resilience itself, which is one of the, I mean there's a lot of goals of this program; trying to prevent bullying, trying to empower kids to deal with bullying behavior; specifically Santa Fe is really interested in developing positive values in the students, increasing social competence, which, in the survey itself is related to problem solving and empathy, and then positive identity development. And that's just sort of the way they break the three down, and it's based on the SEARCH Institutes 40 developmental assets. So, the bid three that they're looking at is positive values, social competence, and positive identity development. And I'm wondering, and these might not have specific examples or anything like that, but from your experience here on the periphery of this program, in what ways do you think this Anti-Bullying Initiative is helping to develop positive values in the students.

P: Okay. Just on the whole issue of resilience, are children are already there, but for the wrong reasons. Incarceration has calloused them, and so, you know, there here to take them away or whatever, and the kids learn how to deal with somebody being incarcerated. So, they've already learned to cope with that. They've already learned to cope with their hot meal being here at school and not at home. They've learned to cope with anger. They've learned to cope with some of the things that are already too tough; you and I haven't gone through an inch of what they've gone through in their seven years of being alive, and in my 50 years of being alive. And so resilience, unfortunately for the wrong reasons. We want to help them be resilient so that they don't just learn to cope, they learn to change that "I don't need to be putting up with that, I don't need to get to that direction. I need to head in another direction." So, now you talked about social competence, what is social competence to them? It's modeled for them but it's the wrong stuff.

J: Interesting.

P: What you guys are doing is saying "This is what is competence, and this is how we behave as a society. That's not what we're supposed to be doing." So if you read Ruby, I think she, that to me...because, we need to not change the culture, we need to help them understand there are different rules.

J: Yeah. How does that play out with your students? Because I worked at a high school, called Eagle Rock School in Estes Park, CO for kids who have been kicked out of any other school and,

working with them we sort of had to work with that paradigm. They are very tough kids, they survived,

P: And that's resilience, but for something else.

J: Living in that world, which is an important world, and now you're here, and you're resilient, and we do things a little differently here. And, so that's kind of a heard gap to bridge for a lot of them. I don't know how that is here. Do they see this as a safe spot?

P: In high school I'm not sure, but here...Oh, they see this as a safe spot. And they also see this as "You know what, when I'm at school this is what you do." And, for instance, last night we had our back to school night and we go through, with our parents, we go through the expectations. We go through what you're going to see here. This is our discipline, these are our discipline referrals, these are some things you might see. And, so we want you to be aware of what's acceptable and what isn't. Or, and we use the word a lot, what's appropriate and what's not appropriate. And we go through the dress code, we go through the rules. So, we want them to know the culture of what their children are living with here, six, seven hours a day. So, building the social competence is being consistent with whatever they're doing here at school and maintaining "the law"

J: So, they're developing competence for this society.

P: Yes, because we can't build competence for what's going on at home. We can certainly help families, we have a family resource center here that brings families in, works with families all the way from teeny, tiny babies, learn how to be a parent from the very beginning. So, that's how you build also the positive identity, or the positive values. Because, maybe some don't have that because they've never experienced it before.

J: Interesting. It just brings up all these interesting thoughts about developing competence here and how to deal with bullies here, and do those same tools still work back home or not.

P: We hope so.

J: Being able to stand up to a bully here, you might get supported by the rest of the community here. Yeah, holistic...

P: Very holistic. What Ms. ... said earlier, "It takes a whole village to raise a child." I know it's so cliché or silly, but you know what, it is. And here at school, we look at it all and say "If you see somebody misbehaving, I don't care if that child's in your room, it doesn't matter. Everybody here is your student. And every job under the roof is my job." And everybody instills in themselves that we're all here to serve kids. And so, the modeling that we have to do also ties in with social competence.

J: Yeah, as a role model.

P: we all have to talk the talk and follow all of that.

J: A lot of the resilience research these days is from Bonnie Benard and Kathy Marshall. Bonnie Benard especially is doing a lot of stuff out in California. It really focuses on positive caring relationships with adults. Having high expectations put onto the students by adults, and meaningful participation, so that the students feel that they have really meaningful participation. At a lot of schools, students feel that there's high expectations of them, but not necessarily caring relationships as much, not necessarily meaningful participation. And that's been showing a lot of like, well, they're not getting that, so maybe their not as resilient. What's interesting here, cause it seems like the kids are resilient, like you're saying, and maybe you're trying to shift their

paradigm of what is social competence, you know, and what are positive values, what is positive identity…

J: Well, so we sort of left off at differentiating between community based resilience traits, school based resilience traits…I'm wondering, with the school based ones we were talking about, we've sort of covered this already, but, now that we've split those two, have you noticed changes in the classroom? Have your heard teachers talking about if there's been any changes in these school based competencies over the past year.

P: I think the school based activity that we really value and keep pushing are the "Character Counts." Something like that. Now, what works at any sight is consistency. And if they see it from pre-K, which we have 4 year olds on campus, pre-K through sixth grade. If you see sort of the same language and the same thing running through, it doesn't matter if it's school based, or experiential based or whatever it is, it's so long as it's consistently run. It helps out, if at a district, because our families are so mobile, that if they go from one school to another they're going to hear the same things running through. So, things like Second Chance, they're still expected to do that kind of thing, and so, our teachers don't feel that it's unsuccessful, but like I said, if you don't practice anything, it's not going to be good for anyone. So, the school based, I think are getting better. It's not just "Just say no to drugs." Remember that campaign? And it was like "Well, okay, say that, but give me some strategies of how do I really guard myself when they're on my back to really try this. So, the schools are really looking more at consistency and more real life situations.

J: So, the Santa Fe Mountain Center, coming in focusing on these school-based competencies, what do you think is like the one or two main goals they have in helping you get these competencies going?

P: The teamwork issue, maybe, or maybe even better, building self. That's what I think they really work on, is building self and self-competence and building you as a person, and empowering you to make some better judgment calls and choices, I think. And knowing you don't do it alone. That to me…

J: Working as a team and…

P: Yes, that you don't do any of this alone.

J: Do you, and I'm certainly not looking for an answer of like Santa Fe's working or it's not, this is very objective. What I'm sort of trying to figure out is, is adventure necessary?

P: That's a very good question.

J: What role does standing on that pole play in developing self, versus having kids play a game in this…

P: It's something about building community and getting outside of your community and finding out how the world works out there. But also coming into the school. Cause, like, I could be book smart and I could have it all down, but once I get out there and experience life, I could just flunk. Just not do it quite right. So, equipping them with the social tools, like here's social competence, equipping them with that so that they can take the book work outside, um, I feel that this group does allow them the outside to come into their lives a little bit. Or a lot of bit. But, still not knowing enough about the program, I think Jen's right, I need to get out there to kind of see on a regular basis, but they're very consistent with visiting our children and our children going out there. That to me is the key as well, is the consistency of the delivery of the program.

J: It's interesting, walking around campus and having the kids yell out "Hey _____, how are you doing?"

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P: You know, I saw you this morning and I thought, should I walk over to that man and say "Excuse me sir, do you have permission to be taking notes on what's going on here?" But I noticed that and I figure, you know what, he's probably just kind of watching things around. Then we get introduced and I was thinking, Oh, so he's probably taking notes on, and then I realized.... The other thing too, that keeps catching my eye about them is its youth driven. And you know, kids are truly working together. So, you know, the outcomes are still safe, and making your decisions are always risky, but when you know that no one is going to be standing there laughing at you, that it's safe. And that's probably some of what our kids base failure on. They see it too often. So they are afraid to take the step, because guess what is going to happen. "I'll fail again." But with this, there is that positive lesson and knowing somebody will always be there.

J: It's been interesting talking to, at parent's night last night and then seeing the kids ask questions today as well, so many of the questions are based around safety. I believe that is a key component, making sure this is a safe experience. If you feel safe, then you're willing to take those risks.

P: True, that's true. And if you know you're not going to get shot down, that's the safety. So, the experiential end of things. Truly the word experience is a positive experience, and so, that to me, and, it's controlled experience, or course. But, doggoneit, it's positive. Many times these kiddos do not face positiveness in their lives.

J: They see a lot of experiences, but not necessarily positive.

P: And then we're going back to about Ruby's laws, or rules, I think she calls them rules, um, sure, they're very experienced. But, it's our job to help them see there are rules in a lower income, and then a middle income, and then the higher income. Somebody asked the question once, I don't know what it was, but doing a study, Could somebody from upper level, higher level, living in just horrible wealth survive the streets in horrible poverty? And would they have the tools that these people have developed to survive? And I'm not sure, that comes from something that I read. And our kids, most of them that have lived in poverty, more then likely would be able to move up, rather the other way of coming down, would you be able to live if you were up here and suddenly got stuck down below? Would you be able to live now?

J: Yeah. I don't know if you know this as being a principal here, something I'm trying to figure out in the outdoor education world, often times I have jobs working with kids from the situations you are talking about, and I'm from a middle class white background and am trying to figure out how can I appropriately bridge that gap, and I'll never be able to really know where they are coming from. How do we, as educators, and a lot of people at Santa Fe Mountain Center, that work there, are trained in cultural, like all kinds of cultural diversity and still have not come from that spot. So, I don't know if you ran into that...

P: I'm middle class, grew up in Santa Fe, grew up on the west side, which is now, that's a rough part of town, kind of thing. Father was a teacher, mother was a secretary for the public schools, so we weren't very wealthy, worked hard, of anything that I learned from them, and learned now, but especially now, is be a good, active listener, and be watchful about what you say. You know, being carefully about "You know, you want an education because you don't want to have to work the jobs your parents are working." I heard that, and we all have to stop and say, education is the key to success period, don't bring anything else in. Being a good watcher, you know, observer, and just knowing I can't get on kids when there's misbehavior. I have to pull them in and say "What's going on? What happened?" and then sort of interview and then mediate, but you know, sometimes we get to these, these are the worst violations. You do not want to jump all over them. And you need to just be a listener and find out. And then, there's that good old word of being compassionate. I can be compassionate, I don't have to agree with what you just did, and I will still give you consequences, but you need to be compassionate. So I think people in our field are probably a lot of those things. And if your not, you will soon leave the profession, or they will kick you out. Bu that's the part I love the most, is being able to really connect with the families and

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have them really respect me because I feel I'm a good listener. But that means more to me than any title that there is.

J: I have one more question for you. I don't know how long you plan to be at this school, but assuming you are here for 5 years and this initiative just started, like the Santa Fe connection and the Anti-Bullying Initiative, 5 years form now, 6 years from now, a lot of the students will have seen this, or they will know what happens when you're in 5th grade, and then when your in 6th grade and how that infiltrates into the school. What would be your ideal outcome of having this connection?

P: The number one outcome, first and foremost, would be our 6th graders right now moving on to that, that middle school is tough. I would not want to be a middle schooler or high schooler right now because it is so fierce. But, have we helped them and equipped them with some tools to not just cope, but to strategize how to get through some of it, that would be first and foremost. And of course, like our kiddos look forward to 4th grade because that's NDI. That's when the dance institute hits and I get to be a dancer. So it's that excitement that we hope they're moving into. That would be second. That they would be as excited about Mountain Center as they are about NDI. I'm going to do that next year. So that would be another thing too.

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T: ...resilience, when you come from some of the situations they're coming from. So, I think that would be important to look at, what kinds of resilience skills do they have? What do they bring and what do they go away with? And how have they changed? They are incredibly resilient, but not necessarily in ways we want them to be, you know what I mean, as a healthy human, in the world. They need those skills now, to survive their environment, but to go out into the world, we don't necessarily want them to re-create those skills, to survive.

J: Interestingly, those skills have helped them survive where they came from.

T: Absolutely.

T: They tend to be more reactive than proactive skills, so...I mean, that's something that's horribly...learned out of necessity, and not something that they necessarily want to have to do, or have a choice over.

Jen: There's a fascinating study that was done by Bonnie Benard, I think it was in Hawaii, where she actually did this study. It was a 30 year longitudinal study, so a long study. The SEARCH Institute, that's where all the research comes out of, and that's what Jesse's talking about, external and internal assets, they call it the 40 Developmental Assets. They narrow down all these assets to a total of 40, approximately split in half in terms of internal and external, and that's what the Mountain center, when we kind of redone our philosophy, redone the language of our philosophy, we've come up with the internal assets of positive values, positive self-identity, and social competency. So, that's fascinating reading.

T: Are you able to cross reference those with the ones they've discovered? Are they becoming, are they emerging as universal assets?

J: There are, and there's been a lot of work on it recently. In California they make every elementary school kid take a survey very similar to the top eight, and last year I think they had, they just put out there recent data and they had 200,000 students having taken that survey in the past few years. So they are really coming up with a more universal plan, and then, ideally, coming up with ways to help enhance resilience, and that's where the question is. What's the most effective way to help enhance it? And you bring up a very good point, enhance it in which direction? So, I work at a high school in Estes Park, CO for kids who have been kicked out of every school possible, and that's a big thing. We don't necessarily, we're not asking them to get rid of all those tools that will help them survive at home, but help develop a new tool set to...

T: I think one thing the program does, or at least last year it did, is it emphasizes how to deal with bullies. There's a lot of self-esteem building, but when we talk about it, we talk about how they deal with bullies. We don't really focus on how to not become a bully as much, and that's, I mean, I think it comes out inherently in our discussions with the groups, but I see that that's really a problem. I think overall kids have a greater sense of maybe how to get help or support but they really don't know if they're becoming a bully and how to shift that. And this ties into the resiliency thing because I believe that kids do that out of survival and as a coping mechanism and they transfer it. So again, I have to try to help them sort of mirror back to them, what is that. And I think when we did, um role plays last year, some of that was beneficial. The adults would often do the bully roles so the kids didn't mimic that. But I think we have to be more authentic in that bullying. And that maybe the kids need to write more narratives about what a bullying situation really is and describe that bully, and we need to bring that bully back to light because I think sometimes it just doesn't feel as authentic as it could be. And so the kids don't take it as

seriously. But, you know, I think there's so many different ways, and we talk a lot about sort of verbal bullying, you know, posturing just with words, and that's huge, I think at this site, do you guys agree? (Absolutely). I mean physical; it's easy to spot kind of thing. But verbal, it's very discrete, and these kids are very smart and manipulative, and I think that's something that I think we should kind of target this year. And maybe our sixth graders could, you know, work on that in the mentoring realm.

T: And I think real life situations. I know last year we were trying not to hurt feelings or be offensive, or use words that were too harsh, but I already have a new student being bullied because she's very developed, very physically developed, and she's being harassed already by a group of girls making fun of her body. And, um that's just real. Nobody's making fun of somebody's shoes. They're making fun of, you know, the language that you speak, or your culture, or where your mom's from or your physical body...they get harsh quick. And I think we have to make sure that our role playing doesn't revictimize children, but that it's really relevant to their lives. Let's not do kid gloves, cause they don't do kid gloves out there.

J: I just want to throw one thing out before we get too deep into this, just because I have to. So you know, you won't be identified in any of this. We use pseudonyms and essentially I'll say you're an adult, and not a kid, you know. Just trying to get a different perspective. Just want to make sure that's there for you. And this might be published in various forms, but you are welcome to listen to the tape, you are welcome to erase whatever you said that you don't want to have put out there, look at the transcripts before they're published, anything you want. So, what I'm aiming to do here, if you need to leave at any point feel free, I'm trying to make this like 20 minutes, like 4:00 be done. So that might involve me directing it a little bit. So, what I'm interested in knowing, first of all, is you all went through this program, what do you see as the main goals of the Anti-Bullying Initiative? Like why do you have them in your classroom?

T: I think one of the big focuses is to try to get the kids to start thinking about their feelings, um, in real life situations. These kids typically don't, are not really thinking about how they're feeling. They're responding to their feelings, but there's no thought behind it. And I think that's one of the big goals, that's my opinion.

J: Getting them to be intentional about they're actions.

T: That's a good word. And the question was why are we doing it in our classrooms?

J: Yeah, why even have the ABI in your school? Or in your class?

T: I just think it's, I mean I think I would personally do something around this realm in a much more minimized manner. Obviously I don't have the ability to have the expeditional ropes courses and things like that, but for me, having that time to process and giving kids an opportunity to speak their feelings, which is very foreign to most of them, and using, just starting out using "I statements" is really challenging and new. I think it's really a critical part of their development. And I see it through generations, that those of us who have gotten there tend to communicate a little bit better, and so I'm hoping that that's a skill that also, we're not only doing this in the classroom for these students, but it will get modeled back at home. That it will have sort of this exponential growth effect with siblings or parents. And I don't know that you can retrain parents, I don't necessarily feel like it can have that kind of impact, but it can certainly, definitely be a positive influence on the home. So for me I think it's a class building. I think you class becomes closer, and that's really important for the cohesiveness of your group and it allows you to solve problems better in your classroom, like when they're all on the same page. And they have a similar language. You know, we've developed a similar, a common language and everybody knows it, and can use it and relate to it.

T: I'd say ditto to both of those and also if you don't have a safe classroom, kids can't learn. And some kids come feeling safer than others because of their life experiences and I think it equalizes

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the playing field when kids are given similar skills and tools. I think that's just so essential for kids to feel safe. This is, for some kids, the only place they feel safe. So, anything that we can do to keep that happening, to grow that is just essential.

T: And to help them share the responsibility for each other. I think that plays a crucial role too, in what Lisa is saying here.

J: What outcomes did you all see last year, if any? You know, the first year of the program, you've been teaching for a while...

T: I don't think they were as dramatic as we would have liked them to be. They were there, I mean, you notice little things. Kids would start, in the classroom, kids would start saying, "Hey, wait a minute, you're pointing fingers," you know, that kind of thing. It was interesting to see, in the new year, the evolution of how they start thinking about how to respond to each other.

T: Retraining takes time. They've been being the way they are for ten years, and then for 9 months we introduce them to very different ways of being. And I think as they practice that, and they feel more confident with that, they'll use it more. What I saw my kids doing is having that common language, um, I could say, "Hey, wait a minute. When we saw this happen at the Mountain Center, how did we respond? Think of your options. What are some of the other options that you have?" And, um, I saw like one, I remember one girl saying "Before Mountain Center I used to be really mean to other girls and now I really think about being kind." And just those little basic things. You know, I think it wasn't like huge and momentous, because its everyday interactions we're trying to effect. And so I don't think it's necessarily always really obvious, but when you hear things like that, that's when you realize there's been an impact. Cause kids don't really reflect like that.

T: Yeah, I also think because we're with them, like you said, on a daily basis, it's sort of like watching a child grow. You don't notice that. But if you're the grandma and you haven't seen them for a while you would go "Holy guacamole, look at how they've changes" and so I think if you saw teachers that worked with them the year before us, and then saw them this year, that might be an interesting element to to say, do you see changes in this child. Or even a parent interview. Have you seen a difference? Where I saw it was anytime we came into a situation where there was a competition, one of the rules is you know, don't point the finger, don't blame somebody else because there are three pointing back at you. It came up all the time in our PE class, they would say "Hey, remember the five fingers, you're blaming somebody." And they would kind of help each other and call each other out on it. And so that seems to me that that was a very relevant rule for their lives, that they do that often. And I do think kids point the finger. They like fairness, fairness is huge to them. So when things aren't fair they're the first to kind of wave the flag and say "Hey, this isn't right." So that was a rule to help them create fairness and sort of have everybody on the same playing field, but at the same time they could say, they had a way to go about it in a respectful manner to cal somebody out on it. SO, that was, I thought, and maybe you guys agree, that was a consistent one that they used and grew into using in a fashion that...

T: Yeah, I think that, for the most part, most of them were used to scapegoating before this, and again it comes back to taking responsibility for yourself and your actions. And being responsible for the group as well. Instead of that one going out, they're conscious of the three coming back.

J: It seems like that 5 finger thing really made an impact, from a lot of people I've talked to.

T: Absolutely, very effective, very effective.

J: I've got a question for you all. Why not just do all this stuff in the classroom? (Well, we're supposed to) Why not have Jen come in, why not have the mountain center come in and talk

about it here, like what's the difference of having the adventure component of going to, well, sometimes in the classroom, sometimes outside, sometimes at the Mountain Center.

T: Because there's not a high wire in my room where kids are coaxing me up there that will scare the hell out of me. (laughing).

T: I think when you're involved in a total body way, you know. You've got both sides of your brain, you know, sparking and you physically remember things more, I do anyway. There's multiple intelligences, every child learns differently, but when my physical body is involved in something, I'm much more likely to remember the experience, and I think that happens a lot with kids too.

T: Yeah, it takes them out of that familiar environment and opens up a whole new world for the kids, to allow them to...

T: And it also provides that unpredictable experience of understanding that you're in a new realm and realizing that everybody else is in a new realm, and you have the opportunity to be different than you were in this other environment. And so we notice it, I think kids that weren't comfortable taking challenges, took challenges there, whereas they may not in math class, or they may not in science or whatever, but we talk a lot about your comfort zone and trying to step outside of that, push it a little bit. And I watched one student, who happens to be, I'll be a little bit harsh, she's grotesquely overweight, and um, it's been something she's been with since she was a little toddler, and she would not do any of the activities. One trip she totally missed, the other trip she refused to do anything, and on the third trip she tried one of the hardest high ropes courses, and tried it, you know. I was just floored because she got to a level of realizing that, okay, it's new, but at the same time I'm willing to take this risk because I feel safe. I mean, that's what I saw. She wasn't going to be as successful as maybe others, but for her, getting a certain level was great. So, it's just huge that these kids, they wouldn't do it necessarily here, it took this other environment, you know, for her to feel comfortable and safe to take the challenge.

J: I've heard people mention safety a lot. When I was at parent's night a lot of the parents would ask "Is it safe?" or you all would mention that it's really safe. What made that safe for her?

T: I think more emotionally, not physically. I think in the beginning it probably was physical. I think she really thought, 'I'm afraid of heights, I'm petrified I'm going to fall" or whatever. But I think it was all emotional, that physically she didn't think she was capable of getting off the ground and being supported, and yet people kept saying "Come on Stephanie, we're with you." And the whole group, it was this sort of positive mob rule of saying, "Here you go." It really brought her ego into herself whereas before she kind of let it go wherever, you know, whoever told her whatever. And this was really positive.

T: It's a different kind of dynamic that occurs out there, that support system that's in effect out there that doesn't occur when you're kids trying to answer what's 3X9. I mean, kids aren't going, "You know you can do that, you can answer that question." It's a lot different when you're being challenged to take that risk but you're getting that kind of support as well. And so it's a completely different animal than being in the classroom, math or science, or...

T: Right. And for us it shouldn't be. That's something for us to look at as teachers, is that we need to reevaluate and say "Okay, we need to make it more supportive. But the difference, also, I think is that you can do this little incremental part at the mountain center, it's also very temporary, it's not associated with school in the sense of grading or long term...there's a freedom there to take the risk, because it ends at a certain point, you know what I mean. Whereas in class if you mess up, the kids, not necessarily the environment is conducive to this, but the kids think, "Oh gosh, I'm going to live with this for the rest of my life. I didn't know my sevens, so now I'm going to be the kid that doesn't know their sevens." And they go into that cycle. Whereas there, I don't think they have time to process that and go into a cycle. They try an event then it's

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over and done with. They remember the Mountain Center and for a couple of year's they'll talk about it, but nobody's going "You didn't go on that event" you know. They're not sort of, I don't know, I think they let go of it because they're so in the present except for if they make mistakes, and then they don't like it.

J: What's the difference between, uh, the Mountain Center time and when you're here in the classroom doing group activities where the Santa Fe Mountain Center people are still running it? Like, what was that dynamic like? You're not up on a high wire, you're not jumping. What were they learning in those sessions?

T: Well, I think they were, they were more engaged at the Mountain Center because it was new, it was exciting, it was special, um and they weren't in their same old environment that they're in 180 days a year. I think it was all day and they get to have this all day shared experience together. Um, I think there were a lot of similarities, the support, the conversation, the cooperation, the expectation of safety. All those things were there, but it was so incredibly special for them to go out and have that experience. I think they were just much more on. Although they're very on when you guys are here too, but that's just pretty incredible, what most kids have never done.

J: It takes it to another level?

T: Absolutely.

T: Yeah, I think they were jazzed about it, they always wanted to know, ironically one of my students said to me "It's Wednesday, is the Mountain Center coming?" This kid can't remember his math book and he's like "It's Wednesday..." They get really excited, they get jazzed. They love to be physical and active and they love games, and things like that. So, if you can integrate learning with a game of course you're going to be successful. But I totally agree with what Lisa says, it's just so, it's such a novelty to get to go out to the Mountain Center. I mean it is for me and I've done a lot of this kind of stuff before, I love it. And so it's really neat to see them just, they understand it's special too. They also understand when the Mountain Center comes it's special. But, there's a different level, I think again there's a familiar environment here so some of them can kind of do some of the same behaviors, or attitudes that they would normally have in this environment. When they go there it's a little bit different and so that extracts some of the negative behaviors. They don't necessarily carry over there. And plus some of them are scared to death to do some of those activities, so they are really pushing themselves to try something new. Whereas here you're playing a game, it's tag, you know. And maybe you didn't win but boy; you're not feeling like you're challenged. I mean, on that level.

J: Interesting. Your story about that girl brought me to the three areas of resilience that these folks are trying to enhance, you know. Positive Identity Development, there's probably a huge thing there. Like, "I can do this," for the first time ever. And like increasing social competence and developing positive personal values. I hear that stuff coming out as well and I am wondering if there are any more examples like that one that come into your heads about times where like your classroom really had a breakthrough or like a certain kid seemed to get something out of a certain activity.

T: I had a kid who was known for not going to events. And on the last one he did ultimately go, I don't know that he participated very much, but he just wanted to see what it was all about. And the kids knew that he never goes on field trips, for a particular number of reasons. But he did finally go and I don't know if it had anything to do with what the kids were saying about the Mountain Center, you know, within their little subcultures out in the playground...I don't know if that had any influence over it or not, but I suspect it might have.

T: I definitely have a good one. (Student) he's severely dyslexic and he's at maybe a first or second grade level and has given up in a lot of ways at school. Is just kind of getting by and has a lot of kind of funky social behaviors and when he climbed the ladder and then his partner didn't

get up onto the high wire, but (student) scurried up that ladder like he was climbing that two stepper over there, hauled across that cable and jumped down, it must have taken him maybe ten seconds to do the whole thing. He was like a pro, and he was the star for days and days and days at school when he came back because of his performance there, and he's never a star at school. He is not a star here, he doesn't feel like a star, he feels like a failure. And to be able to excel and be the star of the group there for that day was just unbelievable for him. I never seen him smile so much. And his mom came in and talked to me about it. It was amazing. He'll remember that the rest of his life.

T: And I have one more. A student of mine who is sort of, basically just sort of kept making bad choices for herself throughout the year and would constantly get in trouble with adults and came from another school last year. She was transitioning to a new environment and just didn't get along well with most kids. It was sort of constant and I was like what are we going to do for this kid? And what happened was when the Mountain Center would come and we would do these games, I saw this child be the most insightful person in the room when we processed what was going on in the games and what needed to change in order for us to play it fairly or safely or whatever. And I don't know if any other student admired that or respected that in him, but what I saw is he saw people listening to him and he saw four or five adults in the room listening to him. I think that was huge for him because, from that time at the beginning he's always been able to walk up to me and say "ay I talk to you for a moment?" and we step outside my room and we talk about, we debrief, whatever the situation is, and he's able to do that. So I think that was really powerful for him in that environment. And again, like I said, it doesn't necessarily translate so much to his interactions with kids, but knowing that he can go to adults and feel trusted and heard. Cause I think often times one of the things at home is they're not given the time of day to work through something, or talk about it, or even give their side of the story. They hear one side and the parents decide you should be punished for this or whatever so I think that's really important so, that you do have the debriefings and you can process it, and you also stop when a game isn't going well and you say "How can we redirect?" Those moments are really incredible for our students.

T: One more thing that's important is sports are so big in this culture and really big here, but I saw a lot of kids who don't necessarily excel at sports excel physically with the Mountain Center, especially at the Mountain Center. And that was so important for them. Because we make such a big deal about throwing a ball through a hoop or over a line or whatever and for them to be able to excel physically at something that wasn't that, and to be a superstar, it's just so good for your self development and self-esteem.

J: Just a couple more questions to wrap it up, um, one thing, it's sort of heading that direction I'm also looking at is, is there a difference between boys and girls, is there a difference between Hispanics, whites, blacks, and how they respond to these types of experiences? How this type of experience effects their resilience? You know, maybe a kid who doesn't succeed in sports comes to an experience like this and really blossoms, I don't know if you have any insights on that, like boys responded better than girls or, most of the kids are Hispanic, so there's not a ton of diversity in that, that I've been able to look at yet, but, I don't know if you have any thoughts on it.

T: The first thing I noticed that was pretty remarkable for me was the degree in which the girls would actually excel at some of these activities out at the Mountain Center in comparison to some of the boys. They tend to mot be so much concerned about the risk taking as some of the boys would be, and they would just go, just jump right in, put themselves full into it (Like the high stuff and the low stuff?) Yeah, and it was amazing, it was kind of amazing to me to watch how some girls just climbed up the walls like spiders...(absolutely, I agree) with no thought, really about the risk taking involved.

T: They didn't quit the same either. They get to a place, a fear place, and their peers would cheer them on, and they'd keep going. Whereas like I noticed with many of the boys, once they get to that fear place they were back down on the ground. And the girls would keep on with it. (25:06)

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T: I would agree with that too. I don't think I could identify a difference in race, but I could definitely see it in physical size. I had a couple very large boys and one was extremely athletic in general and yet struggled with all of the events. I mean, amazing how it seemed like, not coordinated, but his big sports were things on the ground, he didn't have to jump, you know, was big enough for whatever, talented enough, agile enough that he didn't have to move too quickly, or whatever he does there, and just had a really hard time with any of the high events.

T: I had one of those that excels at sports, one of the best athletes out there, and maybe went 2-3 feet up the courage pole, and that was all he wanted. He was done and he reached his challenge place, but that was all he was doing. It was kind of an eye opener for all of us, because we expected him to kind of excel at that too.

T: I think it gets rid of some stereotypes that we have of, you know, we come anticipating somebody to do something and I realize that some of my students that have a big ego, like the one I was just speaking about, really cannot work in a group because he just always knows all the answers, he just knows it before anyone else and doesn't want to, is not compassionate, does not want to help anybody else understand his thinking. So he just blows everybody away. The only reason he wants other people in the room is to compete with him. So this was, unfortunately, bringing him down a notch. I mean, it really kind of made him have to, you know, kind of readjust because he had always excelled. And that is really interesting too. Even though it seems like a negative, I don't necessarily think it's a negative for the child. I think it's a really positive lesson. Um, because whether they're being praised constantly at home or whatever there scenario is, they are unable to work with other kids because that ego is in the way.

J: So, a social competence issue?

T: Right.

T: There's a...I'm really hesitant to bring this up...but, having been involved in living in proximity to Hispanic communities most of my life, there is this concepts of machismo that exists in the male part of the culture. And one of the aspects of that is that failure is looked down upon, and because of that it's better not to attempt than to actually fail. You're seen in a high regard as long as you don't fail. That seems to be...I don't know if any of that was in play with any of these young boys, I don't know at what age that actually starts to have an influence.

J: That's important to look at as we move forward.

T: Whenever we come back from an adventure at the Mountain Center or we just do a free write after they come here, and ask some of the kids to reflect on their experiences.

T: The one thing (teacher) said about the question about trying, there is one on there that says "If you give up are you weak" is that a question? That might be an interesting one to look at. Was it a boy responding to that question and how they responded. You could isolate that one and see...It would be interesting to see responses of females and males, especially when they're sixth graders because it's a time when the sixth grade girls start to become a little more physical, you know, they don't want to be as prominent.

T: And being that it's school, you know, they've heard a lot of this stuff, now that they mentally know what we want to hear, and then there are real emotional thoughts, so we don't know which one you're necessarily getting, cause they're old enough to know what we want to hear. But also they're honest and that really counts. Maybe they know enough to be honest.

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FOCUS GROUP TRANSCRIPTS

Focus Group #1
9/14/07

Jesse: Alright, so as I ask these questions anyone can feel free to talk at anytime, but like I said, let's just have one person talk at a time and be respectful of them, um and just understand that I'm going to try to go pretty quickly because there's a few questions I need to cover, um, so if you don't feel like you get a chance to really say everything you wanted to say, um, that's because we have a bunch of different questions. But I really want to hear what you have to say. So, I'll go through the questions and if we have extra time at the end you can speak more. So, if I cut you off before you're done, just know that it's because we have other things to do, not because I don't want to hear what you have to say. Alright? So, first of all, we can just go around the circle with this...I want you to tell me about the Anti-Bullying Program. Tell me about the whole Santa Fe Bullying program. What activities did you do, specifically, and what kinds of things did you talk about? Anyone can start.

Student: Um, the activities we did was like games where we all had to participate. Games where we all had to help each other, there was no negative talking...we always had to use the four fingers...and um...five fingers I mean...um (laugh)...to help each other, motivate them, don't bring them down, put 'em up, and just do your best to work with other people and not be mean to them.

Jesse: Okay. And what kinds of games did you do?

Student: We played like, um, when we'd go to Tesuque we'd go play games where we'd have to like...be on belay and...which is like when you hold the rope when someone else is climbing and they wanted to come off or something. Or we'd play like, over here at the school, Captains Calling...Alphes Tag (?)...we'd just play some fun stuff to help us not bully anymore.

Jesse: Cool. What else did you all do or talk about? Anything else, besides what he said?

Student: Um, some of the games, um, it was like you had to...like, um...you had to work as a team and, um...you would like work with people you wouldn't usually work with because like you, like you weren't like good friends with them or something. You'd try to like be nice to them and do everything you can.

Jesse: Great. Anything else? So, maybe I'll ask another question. What kinds of things did you do when the people from the mountain center came to your school? Like, what kinds of activities did you do here?

Student: We played different games and we talked about how to help each other.

Jesse: What do you mean by "help each other?"

Student: By, um, if they had a problem you could talk to them and see what was wrong.

Jesse: Okay

Student: Um, we played a game, we played some games that were...like, um, what was it... "Bob the Chicken" was it??

Student: "Bob the Weasel."

Student: Where you have to say like, "Please" and "Thank you" and you have to like pass it to the next person...and sometimes it would get confusing and you have to like pay attention and like, not say like "MOVE," and push them out of the way. You have to just focus and um...what was I going to say...I forgot...um...when someone would throw it to you, you say "Thank you," and then if you want to throw it to someone else you say, "Here you go," so they could know, and they say "Okay, thank you," and you keep on going on.

Jesse: Okay. Cool.

Student: Um, some games that we played at the end of the year was, like Jeopardy. Um...you, there was like all the categories of the Five Fingers, HaHaSo, Anti-Bullying stuff, and you had to pick a category of what you wanted and you work with a group and you got a stuffed animal and whatever the stuffed animal was, that's what your team was called. And it was like a teamworking game.

Jesse: Alright. What kinds of things did you all do when you went on the field trips?...And you can just go ahead and speak.

Student: Um, we, when we went on the field trips we did like, um, like climb on the, like do ladders and like, and we would like, um, there was like this rope one, I forgot what it was called. But, we would have to pick someone and use like, like go across the wire and do like, sort of high events, and, yeah

Jesse: Cool. So I'm going to ask a question that I want everyone to answer, okay? There's two parts. One is what is the biggest thing you learned when the people from the Santa Fe Mountain Center came to your school? So what's the biggest thing you learned then, and then what's the biggest thing you learned on your field trips? And I'm going to have everyone answer...if you feel comfortable answering.

Student: Um...what we learned on the field trips was, um, to work together and, umm, what was the first one?

Jesse: What did you learn when Tim or George came here?

Student: We learned, um, to play new games that help us...

Jesse: That help you what?

Student: That help, umm, not bullying.

Jesse: Okay.

Student: Um, what I learned is, if someone's like by themselves at recess or anywhere when you're playing something, tell them to come in. Don't just let them be there all alone, not doing anything. Invite them over and be nice to them.

Jesse: Did you learn that from the time at school or on the field trips?

Student: Both.

Jesse: Okay, cool.

Student: Um, when the Santa Fe Mountain Center came here we, we worked as teams. As, um like, if someone, they'd put you in groups sometimes, or the teacher would put you in groups with someone that you don't really know. Like a girl would be with a boy or both genders together, and um, so ...and so, um, I had to be with this kid named Marcos, and his, and he, um, he

doesn't really play with anyone at recess he'll be by himself, and so, I had to be with him and we like had to lock arms and do this "Capture the Flag" and you had like a handkerchief hanging down from your...your pocket...and that time you had to put your back hand in your pants and you had to, if someone grabbed your handkerchief than you had to....(keeps explaining the game)...

Jesse: And, so, what did you learn from that?

Student: I learned that you could, you could, no matter how much you try to learn some...no matter how much someone is alone, and you have more friends than anyone, and just hanging out with them, you look at them and they're all alone and all sad or something, then you can just go over there and go "Come on, let's go play." Or, and that time, cause everyone, I don't know if anyone thinks that he's a, he's like...some people, I think that they think that he's just kind of weird sometimes. Like, because he'll be like playing alone, like Power Rangers or something. And, um, sometimes people will be like, "Uhh, look at him," and it's like gossip, and the Mountain Center told us gossip is wrong. You cannot, you can't gossip.

Jesse: It's sort of bullying?

Student: Yeah

Jesse: Thanks. Anything else people learned?

Student: When they came over, we learned like different types of bullying, well I did. And, um, lots of bullying, and if you see anybody being bullied, just go to a teacher, or like someone who can help, like and adult, and tell them. And when we went over there, like to Tesuque, um, they taught us like different games. And just like she said, like you usually don't work with people you don't, and yeah, so, that's what I learned.

Jesse: Cool. Do you guys have anything to say? What you learned?

Student: When they came over, um, I learned like the five fingers, like, like what different types of bullies like (student) said. Um, like there's like, like, um...physical and verbal.

Jesse: Can you tell me more about the five fingers? I don't know about those.

Student: Um, like this one is support...um...

Student: Um, that one's...uh, good job...yeah, support.

Student: Support. Responsibility, Respect, Commitment, and Fragile.

Jesse: Um, okay, and why is that important to you?

Student: Cause it taught us a lot like...for fragile, we learned that everybody can be fragile, like...and sometimes, like if somebody get's hurt...

Jesse: Alright, cool thanks.

Student: When I learned, when they came over, that, I learned the HAHASO.

Jesse: Uh-huh.

Student: Yeah. And the H is...

Other student: Help

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Student: Help. A is (Avoid) Avoid. H is humor, the other A is...(Assert yourself) Assert yourself, uh, and the S is Self Talk, and then the O is own it.

Jesse: Okay. How are you going to use HAHASO this year?

Student: To help us, to help us in bullying...to help other people.

Jesse: Okay. How will it help people?

Student: By...when they're bullying we could tell them about the HAHASO.

Jesse: Okay. Thanks. I have a couple questions now related to the survey that you took, um, and I'll just go through the first question and give people a chance to talk about it. We'll probably do that for about five minutes and then go to the next one. So the first one is, What are some of the goals and plans that you have for the future, and then, as you think about that also think about, do you think that the Mountain Center did anything to help you learn how to figure these out? And if it did, what did it do? Does that make sense? So, what are some goals and plans for the future, did the Mountain Center help you figure those out? And if it did, how did it help you figure those out?

Student: Um, my accomplishments that I want to accomplish for the future is go to college and work for NASA. And, like build other stuff and examine like the stars and all that.

Jesse: So did the Anti-Bullying program at the Mountain Center help you figure out your goals and plans or did you have those figured out already?

Student: I had those figured out for a long time.

Jesse: Okay, great. How about you?

Student: Um, I want to go to high school and then go to college. And for my first job after college I want to be like a writer, um, and I want to be a bookstore owner at the same time. And so, after that job I want to either be like an artist by myself or, like selling it secretly, or whatever, like on internet...and um, like, I want to be a doctor, maybe, or a nurse, and um, and I want to...If the Mountain Center is still alive I want to, I want to work there because it's fun.

Jesse: Oh, cool. So did the program last year help you figure out any of your goals, or make you think about goals at all?

Student: The mountain center, to work there.

Jesse: Well, did the whole...yeah, it made you want to work there?

Student: Yeah.

Jesse: Alright, cool.

Student: When I, I had my goal was to go to college and be a nurse because the Mountain Center taught me to help people.

Jesse: Huh. What about the Mountain Center taught you how...that you want to help people?

Student: To be like, have more responsibility and be more friendly to the other person.

Jesse: Alright. Did anything in specific, like any specific activity teach you that?

Student: Umm, like the one where we had to be on that rope and get across to our partners.

Jesse: At the, on the field trip? Thanks.

Student: Umm, one of my goals is to go to college and become a doctor and um I want to become that because like the Mountain Center taught us, just like she said, to help people out and, um, yeah, and um…

Jesse: What's an example of when you had to help someone out last year?

Student: Like some of the games, like um like with teamwork kind of, like to help someone to get across something, to support them and everything.

Jesse: And was that like, like the whole class supporting them or like one person had to support them, how did…

Student: Some, like yeah, like um the whole class would support them, and like, you still, like the first one got across and that person would have to support the whole class, but…

Jesse: Okay. Cool. Do you guys have anything? Any goals for the future?

Student: I want to go to college and I want to work at being a cop, maybe.

Jesse: Alright. Did the program last year do anything for your goals, or…

Student: No, I had them already.

Jesse: Cool. Thanks. Well, I'll go to the next question, alright. It's a little different. Do you think that Mountain Canter, the Bullying program, helped you learn how to deal with problems?

Students: Yes.

Jesse: And what specific things helped you learn how to deal with problems? What did you learn, and like, what activities helped you learn that?

Student: Sometimes we did like little acts, like when someone was bullying, like just an act when someone was bullying another person, then someone came and like, like talked about the five fingers, or HAHASO.

Jesse: So you do like a skit, or a little…that's great.

Student: Um, the mountain center helped me to like get better at bullying because, like I was always like a bystander…and like, I like helped people out, like sometimes like when they came in and started working with us, I started helping people out and everything, and not just standing there, not doing anything.

Jesse: So you learned to not just stand on the side, but to actually go do something.

Student: Yeah.

Student: Sometimes they helped us…

Jesse: Do you want to think more?

Student: Yeah.

Jesse: Okay. Do you have something?

Student: Um, I learned how to not be afraid of people, like to go ask them something...

Jesse: Before you were afraid to go talk to them about problems?

Student: Yeah.

Jesse: So now what do you do?

Student: I just go ask them about something that I want to ask them about.

Jesse: How did the mountain center help you do that?

Student: By giving me skills for that

Jesse: Okay.

Student: Um, the mountain center helped me by like the HAHASO and the bystanders and all that, the different types, and Five Fingers because before that I was like afraid to stand up to a bully and um, like stand up for myself, and after that I got more, kind of standing up for myself and using all that.

Jesse: What kind of problems did you all have to figure out last year, during the classes?

Student: Before the mountain center came I had some bullies, outside and inside school. And after when the mountain center came they taught us how to like not, jut like back away and...you could back away instead of like them saying saying "Uh, I hate those shoes," and saying like, "Oh, me too, I don't like them. My mom just bought them for me." Or you could say, or if they say something really mean to you or like a bad word, you say "Oh, whatever," and just walk away. Or you could just not say anything at all, ignore them.

Jesse: Cool, any other thoughts?

Student: Um, before they came, the mountain center, um, like I saw people getting bullied but I didn't do anything, like I just walked away. Cause I thought like if I tried to do something they would start bullying me. SO I didn't do anything. But, and then when they came and they told me about all this stuff, like the HAHASO and all that, um, I started helping those people out, that got bullied.

Jesse: Great.

Student: Before the mountain center came, a lot of people would tease me that I was too ugly, that I was like that, and about, after the mountain center came, I got more, and I didn't care what they said, I just respected myself.

Jesse: Why, why did you change?

Student: Because I, um a lot of people just say that because they think that they're really strong and going to be feared and all that.

Jesse: So they're sort of bullies?

Student: Yeah.

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Jesse: They're not really telling you the truth? Cool. Do you think the mountain center did anything to try to make you understand how other people feel? You know, like sometimes, like I don't really know how you all feel right now. Or maybe like I'm in class and I'm like, "What's that persons deal?" You know, but to actually try to figure out how someone feels. Did the mountain center help you with that and how?

Student: Yes, um, because um, sometimes I'll be like, before they came, before the mountain center came I used to be mean to my sister sometimes. I used to be really mean, like say like Shut-up or something. And once they said that, once they said that foul language is like not okay, not tolerated, then I tell her, I say "Can you please be quiet." And then if she says no then I'll just go tell my mom, or sometimes I'll just like go on with it, and sometimes she'll be the continuer and they helped me not to be continuing the fight, just to walk away and go have some help, or sometimes I'll, sometimes some people...bully some kids like, just like, "Oh well, whatever, stop it." And I'll say "Shut Up" and they'll get all sad and they'll walk away and, like, I'll think about it and like, "I should not have done that," and I'll go over there and say "I'm sorry, I didn't mean to do that, I just got over tempered.

Jesse: Right. Any other examples of how the mountain center helped you understand how other people feel?

Student: Um, sometimes, like, if someone was, um, like being mean, like teased, um, I would like go over there, like if they were upset I would like go over there and like um tell them, like talk to them tell them like "Are you okay?" and all that. And the mountain center taught me that.

Jesse: How did it teach you that?

Student: Like, just to understand their feelings and to try to help them out whenever they're upset or anything.

Jesse: Okay, I've got one more question for everyone before we go. And I need you to think about this in your head. On a scale of 1-10, one means you don't try hard at all, and ten means you try as hard as you possibly can when you have a job or task or a challenge. Think about it in your head and then hold up with your fingers, how hard you try when you have a job to do. From 1-10. Ten means you try hard all the time, one means "I don't really try hard at all." How hard do you try? And it can be any number. Close your eyes and then put your number up, so we don't cheat. Close your eyes and put your number up with your fingers. Does everyone got their numbers up? Okay, so now you can open your eyes and tell everyone else what your number is. What's yours?

Student: Ten

Jesse: You try ten. Seven, Nine, nine, ten, nine. Real quickly, did the mountain center teach you anything about trying hard on tasks?

Students: Yes.

Jesse: And if it did, what are some examples that maybe taught you about effort and trying hard? Some specific examples, like things that really taught you that.

Student: Um, things that taught me that is like the games we played, because some of them where you had to do a lot of effort, it was just, you had to rely on the other person on your team. It was the whole team, and if someone else was goofing off or not paying attention than like, no one was paying attention it was like a team effort. And since then I've been trying my best.

Jesse: Okay, anything else? So, hard do you try? (10) Did the mountain center teach you anything about trying hard?

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Student: Yeah

Jesse: What did it teach you and how?

Student: They like taught me, like (another student) said, like to do, don't rely on the other person, like like to do on the team and like you have to work all together and, yeah...

Jesse: Okay.

Student: Like Joanna said, to maybe do what you feel is right to do, not to do what other people tell you to do.

Student: I try to work my best, but sometimes I'll be lazy and go up to the...and sometimes I'll receive a nine and sometimes I'll just be lazy and be like "Oh well, whatever, it doesn't matter, and sometimes I'll go into the groups that aren't so good and I'll find friends that aren't so good either and then...my sisters will tell me "You have to find better friends." And so I'll find better friends, like Brianna, she's a really good friend.

Jesse: So, we're just about out of time. But I'm wondering if anyone else has any thoughts on things that you learned at the mountain center or specific activities that really stick out to you as being highlights. What was your favorite part about the things you did with the Mountain Center last year?

Student: I liked going on the field trips.

Jesse: Why?

Student: Because, while they're teaching you how to respect people they let you have fun.

Student: Um, I liked the field trips mostly because we get to go on the wires and the like electrical, are those electrical? (phone poles) Yeah, we have to walk on a skinny wire and some people made it and our teacher made it too. And we get to have the responsibility of having that person's life in our hands. If you let go zoom, splat.

Jesse: Yeah, that's a big deal. How about you?

Student: I like to go on the field trips because we played games and they help us, when we play the games, they help us learn how not to be bullied.

Student: My favorite part was the field trips because, like (student) said, you could have fun and they could also teach you, just like do like important stuff, like not get bullied or anything and it was just fun, on the wires and everything.

Student: I liked everything, especially the field trips because, like they were saying, you get to go on the high events and um the person's life was in your hands and if you let them go, boom. (laughter)

Jesse: It's a big responsibility.

Jesse: Okay, one more, last one to close up. Who had Tim as their leader, main person? Who had George?

Student: I had both of them.

Jesse: You had both at times? Alright, just tell me, really quickly, how well you got along with Tim and George.

Student: I got along really well with them. Sometimes when I needed help, they helped me with something.

Jesse: Great. We'll just go around the circle.

Student: I got along with Tim really good because he wasn't ever like in a grumpy mood. He was always energetic and if someone was sad he'd always pump them up and make them energetic too, just like a contagious thing with him.

Jesse: Yeah. So, he cared about you?

Student: Yeah.

Student: I got along with both of them because if I was feeling bad they'd come and help me to be better.

Student: I got along with both of them because they help us when we were like, we didn't want to do stuff they said, they made us do the stuff and then we'd feel much better.

Student: If you didn't want to play a game they'll like crack a joke, or try to support you to try to, um, play that game. And so they're really funny and they're really nice.

Jesse: Cool.

Student: I got along with both of them, especially Tim, because I didn't, the other guy wasn't with us that much. But Tim was always like funny. He would make jokes and everything, if we were down or something. And he would cheer us up if like we were sad about something.

Jesse: Wrapping up.

Focus Group #2
9.14.07

Jesse: So, the first question I have, and when I ask this question anyone can respond, we'll just talk one at a time. .If we want to go around the circle that would be great. But not everyone has to speak. I want to know a little bit about the Anti-Bullying Program, and everything you did with the mountain center. You did things in your classroom, you did things out in the field, and you did things on your field trips. I want to know what activities you did, what kinds of activities did you do when the mountain center people came and what kinds of things did you talk about? And anyone can go first.

Student: Um, at the mountain center, um, we like acted out like types of bullying and we like talked it out and tried to fix the problem like, um, have them fix it, stuff like that.

Jesse: How did you act it out, what did that mean? Like someone pretending they were a bully type thing, or...

Student: Uh-huh, and then we just, like someone would be like a teacher or adult and go get them and stuff like that.

Jesse: Great, thanks. What other stuff did you do?

Student: Like, one thing we did was the Courage Pole. Like not to be afraid to stand up to somebody who's bullying you and tell them that "I don't like it."

Jesse: So, how did the Courage Pole teach you that?

Student: By not being afraid of others.

Jesse: So, what did you have to do?

Student: I had to climb up a pole and jump off it and try to touch a rope.

Jesse: So, how did that teach you to not be afraid of others?

Student: Like, once you do that, you step a little out of your comfort zone which teaches you, like how to not be afraid of other kids and not to like back away and tell the teacher, at least to me.

J: Okay. That sounds pretty crazy, jumping ff a telephone pole. Why did you feel safe doing that? Did you feel safe doing that?

S: Yeah, cause I had a harness on. And it was fun and I was a little scared at the same time.

J: Yeah. So, if it was me up there I might be like "No way am I jumping off of this thing." Like why did you jump off?

S: Because I felt like I was safe and that like if I was doing that, and someone was bullying me, I'd be safe and just walk away and tell the teacher.

J: How about you? What kinds of activities and stuff did you do, either on the field trips or at school?

S: Uh, here at school we do a lot of talking about like our feelings and stuff, and then like he said, they do a little skits on what we should do in a situation and we play games that would...that teach us how to deal with different things and that build our confidence and things like that.

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J: And then, on the field trips?

S: On the field trips we do more high events, which each we do a different one. Usually we do only one each time, and their each for, they show us how to um, get out of our comfort zone and they teach us that, even if we don't go through the whole thing, if we get scared, to just go enough where we know we're out of our comfort zone and just go far enough where we say "Okay, well that's good enough for me."

J: Okay, so you choose the level that you want to do? (Yeah) Okay, thanks.

S: We do the, I think it was called the Giant Ladder. And, it was, um, about teamwork and you have to work together because it was like really high and, and the ladders were like really far apart. So you had to work together in pushing, um, pushing them up and then going all the way up. And then you had to go down. It was like a giant ladder.

Jesse: So, what about teamwork? What did you learn about teamwork in that one?

S: That, um, to work together. Like, um, like helping.

J: Could you have done it without teamwork?

S: No.

J: Why?

S: Cause, um, someone has to push you from the top, and you have to push them up, and then the two people that are already on the other step, they push you up.

J: Do you use teamwork in other...so, at the Mountain Center you learned about teamwork on that ladder. Do you use that any other time in school last year?

S: Yeah. In, um, school we used it in, as in like, um, we played this game, and it's called "Trivia." And, um, everybody had to like, you had to think about it, and um, everybody got an answer and then you had to say it, so yeah.

J: Okay. Cool. What else did you all do?

S: We did something, I don't remember what it was called. But you had to climb like a ladder and then you would have to climb beneath like, there were like staples, like giant staples, and then you had to get on the rope, on the rope, and you had to walk with your partner...well, if you wanted to do it, like, you could, your partner was with you and then, like, you walked like, you walked on the rope and then you had to get in the middle, and then both of you guys, like, you guys would like meet in the middle and then you had to touch a pole...and then, like that, the teamwork was that like one of them could have waited for them and sometimes somebody wouldn't climb, like all the way because they were scared, and well, everybody just...even though they didn't climb it, like all the way, they just like cheered them...

J: Cool. So a lot of support from everyone else?

S: Yeah.

J: Was there like, was there ever anyone like, were there any put downs? Or was everyone cheering on?

Students: Everybody

J: Cool. Does that happen a lot? Like in school and sports and stuff?

S: Yeah, cause, um...like now I'm in basketball and sometimes like, when I don't run so much, or like, I don't make a basket, or somebody else doesn't, we still cheer for each other.

J: Cool, great.

S: When the Mountain Center came to the school, um, they gave us examples. We had a team, we needed to do like a little play, an example to the others...what bullying is to all of us, and we all did em.

J: Cool. So you did them in front of the whole class?

S: Yeah.

S: Another thing is that the Mountain Center, when they come, whether they come here at school or we go over there, they teach us how to, in any event, to always work together with teamwork, even if you're not up there doing the event with them, by cheering them on, and, um...even when we're here at school, they teach us just, in different games, like when someone's up there and there can be a...they teach us how to, um, cheer them on and try to get them to push it to like there limit, where they don't want to go anywhere, like any more, like where, cause if you know that they can go farther and they know it too, it's just that they're a little scared, they help, the Mountain Center teaches us how to give them the support to get to the top.

J: How do you think that lesson about supporting each other or pushing each other, how do you think you might use that in school this year, if you will. You might not, but what do you think?

S: I, um, whether you're doing anything, I think that they want us to learn, that even throughout our life, is whenever we're doing anything in life, they want us to know that support each other in what we're doing.

J: Cool.

S: And, um, some people didn't know what bullying was. They thought that bullying was kicking somebody or, wanting like killing them, but bullying also can be, also can mean like teasing somebody and calling them names.

J: How did they teach you that?

S: Um, you just do skits like (you do skits) yeah, we do skits, and um, they taught us that, um, not only like, yeah, that bullying is also saying words to them, like teasing and calling them names.

J: So, I got a question that is going to involve everyone. You have to close your eyes. Alright? And, what I want you to do is think about when you have like a homework assignment or a job, or like something you have to do at home for your family, how hard do you work? How much energy do you put into it? And one is like, it's going to be a number. So one means you don't work at all, like, when someone tells you to do something, you don't do it. You go sit down and watch TV. And ten means, like, you work as hard as you possibly can. And like, you won't stop until the job is done. So, I'm going to have you close your eyes. And like, with your fingers, put up how hard you work, between one and ten. It could be six, it could be seven, it could be one...whatever. Just put your numbers up with your eyes closed....Alright. And now, what I want you to do is open your eyes, and if you feel comfortable, tell everyone else what your number is.

S: 10

J: You were a ten? Okay.

S: I work an eight because I usually try to do 100% on something, and do it until I get done, but every now and then I'll sometimes get lazy and not give 100% or I'll forget it, but I try most of the time to do a ten.

J: Cool.

S: Maybe a 9. Because sometimes when, like when we have to go somewhere and it's an emergency I have to bring my work there...

J: You got other things to do?

S: Yeah.

S: 9, because sometimes I like get lazy or something (uh-huh) and um I just want to do something else...

J: Take a break.

J: So, I got a question. You'll have to think about this one maybe a little but, do you think what you did with the mountain center taught you anything about working hard when you have a job or a challenge? Like not giving up. So, if you think it did, what are some examples of how it taught you that?

S: In the rope, when we hold the rope and we had to walk on the cables getting over and if we get it we win, but, they taught us that, um, our goals were to try to get the cable.

J: And what did that teach you about working hard?

S: To go to your limits.

J: Okay, what happens if you didn't?

S: We still did, we still tried.

S: They still pushed you to do more, but they didn't want to like push you out of your comfort zone.

J: So, push you to try your best but not...

S: but not to where you feel uncomfortable.

S: They also teach you to, especially on the high events, that when you say "Oh, I don't want...I give up," that they also ask you down low, "Are you sure? Do you want to try another step?" And they, a lot of times they get you to take another step and then you end up going all the way. So, a lot of times they ask you, and they make sure because they want you to try to do the best you can, and they want to make sure, and they want to let you think about it so you can maybe, that just for a second you got a little scared but once you took that extra step you got more comfortable and you made it all the way to the top.

J: So, your saying, like you felt that they encouraged you, they didn't like push you to do this?

S: They gave you the option of going down, but they also said "Are you sure you want to try another step" and then when you did you realized you thought different, like you didn't want to go down yet, and you ended up going up to the top.

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J: Cool

S: Sometimes, you would like try your best, because they would like cheer you on and say like "Come on, you can do it, I know you can." And like sometimes they would·have done it but sometimes they wouldn't.

J: Any other thoughts on trying hard? Alright, I got another question for you, alright? Do you think that the Mountain Center programs did anything to help you try to understand how other people feel? You know? Sometimes it's hard to know how other people feel. Did anything at the Mountain Center help you understand how other people feel? And, if it did, what are some examples?

S: Uh, also, they teach you like, especially when they do the skits, that when they'll have a lot of times just adults go up and they'll give like a skit on someone bullying them and they don't...and they'll just give... sometimes and just so someone bullying and what happens to them, like they'll show someone bullying them and then they'll show how the person really feels and so they try and show you not to bully because it shows you, um, how that person feels and then they also tell you that, if you wouldn't like to be bullied in any way, why would you bully other people because they feel the same way about it.

J: Sure

S: Um, in the mountain center, that was like, um, like a committee and like, other people feel, like the pinky because that's, um, fragile (that's part of the 5 finger thing?) (Yeah) um, and you treat other people like you want to be treated.

J: You learned that through like the 5 finger thing... and through the skits? Or like what activities taught you that?

S: Um, the 5 finger agreement.

J: Did any activities besides talking about the 5 fingers help you understand the 5 fingers?

S: Um, no.

J: Great, thanks.

S: Um, sometimes we would like, we would all sit on like these logs of wood, and then like we would ask if we have somebody here that probably like is in another country or past away or something, would you wish that they were here to like help you solve your problems, like help you solve getting bullied if you were bullied.

J: Um, cool. How do you all feel about when someone else has their feelings hurt?

S: I feel bad because when we were at lunch 2 days ago, there was a pre-schooler who had really big eyes and the was like this all the time, and kids at my table would, um, they'd tell him to look over here and he would go like this and then they would start laughing at him. And I just, I felt really bad.

J: Yeah.

S: It feels bad just cause when they're your friends cause you treat them good but other people don't then it's hard for us, like friends.

J: Yeah, definitely.

S: A lot of time I feel bad because I put myself in that person's shoes and I think about, well, what if someone called me that or did that to me, how would I feel? (Yeah) And a lot of times I wouldn't feel the best.

S: Um, I feel kind of like, um mad because, like they're getting their feelings hurt but you can't do anything about it besides telling the teacher or else, like you'll be bullying them too...Yeah, you feel kind of mad cause like um, you can't do anything about it besides tell the teacher and they'll still be teasing, and some people don't really care about blue slips and detention and they'll still be teasing those other people.

S: Sometimes people are like, I would feel bad because there's other people that are like overweight and the other people make fun of them...

J: Yeah, that feels bad. So, did anyone get there feelings hurt last year during the Mountain Center stuff? And, how did you all learn to not hurt people's feelings, if you did?

S: By keeping, like, by keeping it inside of you. Not like saying it out loud.

J: So, what do you mean? Do you mean, like if you have something to say to someone, just not say it?

S: Just like keep your words to yourself and not say it.

J: Okay.

S: Yeah, like (student) said, if you don't have nothing good to say then don't say it at all.

J: I'm going to move away from feelings here, alright. I've got a different question for you. DO you think the mountain center did anything to help you learn how to deal with problems? And that might be a bully problem, it might be just a group problem, like all of you have a task to do. Did the mountain center help you learn how to deal with problems? And if it did, what are some examples of how it taught you that?

S: Uh, they tried to just have you deal with the problem every time, especially in groups. Like when we, even when we stay here at school, or when we go over there, they don't like, in the high events, especially they don't tell, or any of the ones, they don't tell us exactly how to do it, because they want us to work together as a team to try to figure it out. And, I think it's more, like in everyday life, that you're not always going to be able to get the answer right away, you've got to try to work together, or by yourself to try and find it out.

J: Alright. What was one activity, or one problem that you all had to figure out that was really hard? But you ended up doing it.

S: The, I think it's called the giant's ladder, the one, and um...That one was I thought the hardest one because people didn't know at all, because the ladders are really far apart, or at least like over 4 feet apart, I guess, and so, even if you're tall, they move so there's no way you can get up there by yourself, even if you have a lot of upper body strength. So, um, we had to find out by ourselves how to work together as a team when you're on there, how to give each other boosts and stuff, and how to pick each other up to get all the way to the top. Even though no one did, we still learned, even if you only got up the first or the second one it was still hard because you had to be able to work as a team and be able to hold the other person up, while it's moving, so we still all got through it because we started finding out how to work as a team.

J: What other ways did the mountain center help you learn how to deal with problems? Any other examples?

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S: Like, acting them out, and figuring out how to, how to...fix them.

J: So, acting them out like doing skits? Or, what do you mean?

S: Like, the other people, like if you have a problem you tell it to the people and then they acted it out and the people say stuff like how to fix it.

S: Um, they taught us, like, um, to not um, to like talk about it with them and that you don't always solve problems with fists and...so they taught us to solve the problem with words, not with hitting...

J: Not with hitting people?

S: Yeah.

J: Alright, I've got a question that's totally different from the questions we've been talking about. Who had Tim as one of their teachers from the Mountain Center? Who had George? You had both? Can you tell me a little bit about what it was like having Tim and George come here? Like, what was your relationship like with Tim or George?

S: Tim, he was like really funny, he would like express himself. He would like help us and he would like, yeah, he was. He was just like there to help us and if you needed something, he would like come right away.

J: So, you would say a pretty good relationship?

S: Yeah.

J: Do you think he cared?

S: Yeah, he cared.

J: How about you, we'll just go around the circle. How was your relationship with Tim or George?

S: Um, George was really funny and he like helped us with a lot of stuff, and he worked with us, um, like, um he just like instead of like saying um "Do you want to come down?" he said "Just one more step", and like that.

J: He would encourage you?

S: Yeah.

J: Do you have any thoughts on Tim or George?

S: Um, George and Tim, they always give us a lot of support, of us and the whole class. And they teached us a lot of stuff...

J: A lot of support.

S: Yeah.

J: You had a good relationship with them?

S: Umhm

S: Um, George would never be like, if you did something wrong, like "No you did it wrong, do it again." He would be like "That's okay, you can try it again if you want." And if they didn't want to he would say "Okay." And they can just sit down and like have, like when we were climbing the staples, if somebody didn't want to go up he said "You have to" he wouldn't say it like that, he'd just say um "Would you like to go up more, or would you like to come down?" And if they wanted to come down they just jumped off and we'd bring them down with the ropes.

J: Okay. Do you have any thoughts?

S: Yeah. Um, Tim, he's a real outgoing guy. He's like one of those people that when you're around him you can't ever be sad, cause they're real cheerful and he's also real supportive and he talks a lot about his feelings too, so he makes you feel better, like when we talk about our feelings…if he can talk about them, so can we. And he never, like they said, they never make you come down or anything. They always ask you, and they try to push you and ask if you want to go that extra step, or, if you do something wrong they say "Oh well, that's alright" and "You can try it again and see if you can get it" Like to see if you can get it a little better. Yeah, he's like. He's just basically like an outgoing guy. You can't ever be sad.

J: He's a funny guy?

S: Yeah.

S: Tim was like really helpful with us because um, when we were up in the high events he never freaked out, like he never told us like, um to go higher. He never pushed us out of our comfort zone. So, um he told us, like, he encouraged us into doing more, like to get more out of us. And he told us, like if you want to go higher or if you want to take another step forward, or something, he would be supportive to us.

J: Cool. Now one more round for people. Alright, you all are hanging in there, you're doing great, it's almost lunchtime. So, we'll just do one more round of questions. And this might. You might have an answer to this, you might not. If you don't, that's okay. Do you think the Mountain Center helped you develop your goals and plans for the future? And if it did, what helped you figure out your plans for the future?

S: I'm not afraid to go, like if you're afraid that you won't, that you wouldn't make it or you'd do bad, um, the Mountain Center helped us with trying to go for our goals, even if we don't make it, at least we tried. And we can try again, or like I'm going to try to win a scholarship to go to a college and try to learn how to do business and real estate.

J: So it helped you figure out that you can at least try, and even if you don't make it, that's okay. Cool. How about you?

S: I experienced that they teach you a lot, like they taught me a lot about having courage, like not to be afraid to go and do something in life and to not give up, like if you don't get it the first time, keep trying and in the end you'll be able to persevere through it and make it, like…I think everyday life, they try to teach you by, if you, um, like if you have to go for a job or something, have the courage, don't say like "Oh, that's impossible, there's no way I'm going to be able to, um get it." They teach you to have the courage to do it, and if you don't get it, keep trying and sooner or later you will.

J: Uh huh. And anything in particular that taught you that, or just in general everything?
S: Uh, in general everything, cause they teach it, they try to teach it every time.

J: Okay.

S: Um, they would help you reach goals. They would tell you that, um, "Go for it," like "Don't ever give up," and if, like, you don't make it, you can keep trying and you'll make it, um, and...

J: Do you think you learned that more on the stuff you did at school or up at the Mountain Center, on the field trips?

S: Mostly it was at the Mountain Center because we talked a lot and...we were learning to go for our limits, but never out of our comfort zone.

S: Um, they taught us like, if your friends don't want to do it, like if they want to be like, um, not smart or something, that to let them, like for you to stand up for yourself and say like "I, like, it's my own life, I want to be, I want to have a future" or something, like if your friends didn't want to, like to step out of it.

J: And so do it for yourself?

S: Yeah.

J: Cool. Any other thoughts? Okay, if anyone has an answer to this question, because we only have a couple more minutes, I would love to hear it. So, think about what you learned last year, and you just told me a ton of stuff, and how you learned it. How, think about like the biggest thing that you learned, last year, through the Mountain Center stuff, and how do you think you'll use that in school this year?

S: Um, to not be afraid...of other people that try to bother you or bully you. To stand up for yourself or for your friends.

J: Do you think you'll use that this year? (Yes)

S: Um, to have courage and not be afraid to tell the teacher. Cause maybe if they say that you, you're a good little girl and you go tell the teacher and to just ignore them and try to be like, keep yourself safe from other kids that don't act so nice, like bullies.

S: Uh, I learned that, the biggest things that I learned are, were courage and to never give up by never in school this year, never to give up and if the teacher gives you a task or something and you can't get it, keep trying and keep going at it, and courage that if something like, if your like president or something or anything, don't be afraid to jump out there and go for it because if you don't have the courage to do it, if you don't jump out there and try it there's no way that you're going to get it.

S: Um, they also taught us to um, like to stand up for yourself. And not be like, or for other people, like if you saw somebody like getting bullied, um, to like not be a bystander, and to not be afraid for like them to tease you or call you names or something.

S: Like to go over your limits and reach your goals. Um, like if you have a really, really, really hard assignment and you can't get it, um, like, um, call somebody or keep trying until you get it, um...

J: Call somebody like ask for help, you mean?

S: Yeah.

J: Do you think, all these lessons that you learned, that you just told me about, could you have just, like stayed in your classroom and learned all of these lessons? Or, was it super important that you did the group games and went out to the Mountain Center? And, if you think it was

important that you went out and did the games and went to the mountain center, why was that so important? Why was that different than just learning it in classrooms?

S: It's like, if you're, like we already know all those things, but like, they helped us understand them, like we knew that they were wrong, but they helped us understand like why they were wrong, or, yeah, they helped us understand, like if you sat in your classroom and...we knew what teamwork was but like we didn't practice it or we didn't like actually know the definition of teamwork.

J: So, you would try it out? (yeah) How about you? Why not just sit in the classroom?

S: Uh, I think it's very important to go out there and do it because in the classroom they're just going to tell you what to do, but when you go to the Mountain Center, whether you're here or over there, they actually give you like a scene or something, they give you a situation on what to do, because a lot of things in life, you can't just learn it with someone telling you what to do, you actually have to do it yourself so you know.

S: Like, if we didn't go to the Mountain Center, um, we wouldn't be able to learn how to help each other and reach the goals and not, and help them get a little, not too much, but a little out of their comfort zone so they could learn more and have fun.

J: So, do you get out of your comfort zone in the classroom, or?

S: You can, but like it wouldn't be the same, like if you did the high events at the Mountain Center, cause in the classroom you would only play games that will teach you like...um, helping each other. But what you learn more by helping each other in doing the high events.

S: They gave us good advice for the future, to reach our goals and to, um, do better stuff when we grow up.

J: Could you have learned that in the classroom? Or, was it important that you went outside and did stuff?

S: It was important going outside, over there at the Mountain Center.

S: It was good to go to the Mountain Center because we were learning when we were having fun and...and, like, we didn't like get bored, like just talking, we were having fun...

J: So having fun is a big part of it, being out there and like "I want to do this."

J: One last question, I know I said that five times already, but we do have two extra minutes. Alright, this is an important one because I didn't get to ask the other group. So, what you learned last year, you know, and maybe you've seen this last year, or now that you're sixth graders you'll get to see this. Do you think what you learned last year is going to help make the school a safer place with less bullying? And why do you think so? What's going to make it a safer place, if you believe that?

S: I think it will make it a safer place because the Mountain Center is teaching older kids, and the older kids are a lot of times the ones that are doing this stuff, because the other kids don't know yet, a lot of times. And then the older kids, they learn about this stuff and how to do it and they kind of show the little kids not to do it and they pass it down. From there on it passes it down each generation.

J: Cool, great, so everyone learns?

S: Yeah. You usually see other kids do it, then you start to do it… that once, like I saw a kid last year, he was starting to do like the bullying, then he came to the Mountain Center and then he stopped. And then he helped other kids, like I saw him help a first grader, trying to reach their goals and help them with their work, and then the kindergartener, the first grader was all happy and…

J: And I think young kids want to do what the old kids are doing too, so it adds up (Yeah)

S: I think it will make it a better place because like maybe if the bigger kids, like they're setting an example for the little kids. Maybe they like were bullying and when they go to the Mountain Center they changed, so they stopped bullying, well some of them. Maybe the little kids learn not to bully and stuff.

S: Um, it will make the school like a better place because like…they're just little kids and they look up to us.

J: So do you think there are still bullies in sixth grade? Or just fewer of them, or what? There are still some, but not as many as there were?

S: Um, there's some kids that, , just because they're in sixth grade they think they're the oldest and they can tell other kids what to do and to do it to them, and now that most, almost all of the sixth graders have done the Mountain Center, they, they don't do that and the little kids learn from them.

S: Yeah, they want to do what the older kids do, and that's how it passes on, is by the older, watching the older kids do it, they say "Oh, I want to do what the older kids do." And then when they grow up, they're doing that too. They're teaching the next generation of the kids.

S: Like, if I'm jumping off my bed, because I have a bunk bed and I'm jumping off it every morning, and my little brother sleeps on the bottom, and I jump off every morning, off the bed, and sometimes he get's up there and tries to do it. And once he fell and hurt his hand.

J: Yeah, you all are, you're mentors for the rest of the school.

FIELD NOTES

Transcribed Field Notes
9/18/07

Lens to view the day:
Focus on what external assets are present that could be leading to enhanced internal assets. Assuming resilience is enhanced, what is causing this to happen?

Specifically look for examples of:
- Caring Relationships with Adults
- High Expectations from Adults
- Meaningful Participation

Focus on the role of experiential/adventure based strategies in contrast to the traditional "Bullyproofing" curriculum. What components of the experiential, adventure strategies make this type of experience different from other methods? Any of these seem to be effective in enhancing resilience? What happens in a program?

Make special note of any activities, discussions, interactions related to:
- Positive Values (Goals and Aspirations: plans for the future, college or other school after high school)
- Social Competence (Problem Solving: knowing where to go for help with a problem, how to work problems out) (Empathy: feeling bad when someone gets hurt, trying to understand how other people feel)
- Positive Identity Development (Self-efficacy: problem solving, doing my best), (meaningful participation, helping at home)

Any connections between last year's resilience lessons and this year's program?

What activities took place and how did students participate?

Differences in general participation between genders and races.

Notes From the Day

Students arrive at 9am
Immediately split into classroom groups
One facilitator says "We all want to be fair, right?" in relation to something some kids were talking about.

I stick with _____'s group throughout most of the day. He is the main contact for the ABI and most of these kids knew him. Also, he is developing the ABI curriculum for the upcoming year. He has ____ class. She also participated in last year's program and is now a 6th grade teacher.

Tim's group plays a finger game that produces a lot of laughing. The facilitator makes it clear that playing this game is optional.

_____ get's the group into a circle. He asks them to squat down then goes on to say that they are welcome to squat or stand. Tells the group we will go through names, review the 5-finger contract, and "Then we'll get into Happy Clam." Students cheer when they find out that they will be playing happy clam.

Group does a quick run through names.

_____ reviews the 5-finger contract. She does this by asking students to explain what each finger means.

-One student is hurt from a fall he took before the activities started. (Get's first aid attention. Later says he cannot participate in the rock climbing because of this injury.)

-Review of the 5-finger brought examples from students interpersonal relationships, the mountain center, and personal care.

-_____ mentions that it is important to use these skills at the Mt Center and in the classroom.

_____ says "Who wants to have fun? We're going to have fun using the 5-fingers playing "Happy Clam."

Let's the students from last year explain the rules of the game for the other students (some weren't part of the program last year.)

-_____ gives everyone a chance to ask questions

Group plays game and gets in a circle to talk about it at the end of each round. Facilitator tells them that they will play multiple rounds to get better at the game. Students get a chance to give props to other students at the end of each round. The concept of "props" was revisited as a way to give a public appreciation for something positive that someone else did. Connected to "raising the roof" gesture-Facilitators connected the props that people were giving to the 5-finger contract.

-Props were given for topics such as: trying their hardest, following the rules, not giving up, helping other people before helping themselves

-The group claps and cheers each time a prop is given.

-The classroom teacher and MC facilitators are full participants in activities and props circles

-Props given to_____for participating (from his teacher). _____says that this is the most he has ever participated (autistic child)

Mentor discussion with class

_____ leads this discussion with her group

-Three basic questions: 1. What are mentors?

2. What are some of things about good mentors that make them good mentors? Examples from students

3. In what ways are you mentors?

"Today we are going to be on the climbing tower." _____ explains that they will be belaying each other.

"Focus on how we can be mentors to each other on the climbing tower." Examples from students

"How about if somebody's scared? How can we be a mentor for them?" Tells them to keep thinking about that

"You are going to be a mentor on the ground when the person is climbing."

-examples of mentors in students life

Students realize that this is the last field trip to the mountain center and seem disappointed. Start asking about the peer mentoring program. Some students ask if they can come again next year.

_____ group is then split in two for a couple of separate activities (Nitro Crossing and another group game)

_____ runs the Nitro Crossing. If a student get's stuck in the peanut butter, two other students need to go out and rescue them.

Facilitators get respect from the students- full attention before talking to them

-After explaining directions _____ asks "Who can tell me the whole thing back in English, then in Spanish?"

-_____ offers many points of safety before letting the activity begin.
"What else can we do to take care of each other?"
–Ideas from students, _____speaking in English with some Spanish thrown in

ROCK CLIMBNG
_____ works at getting harnesses on all students
"Remember, before you climb we will need to check your harness and make sure you're safe."
_____ has students check each others harnesses
Lots of positive encouragement from climbing instructor. "You guys have done a really good job of communicating and listening." Emphasizes the importance of listening to stay safe.

Asks the students why they are doing this activity.
Students say to build courage.

_____ says that they need to be real supportive, "practicing that mentoring that ___was talking about."
"This is really safe." Talking about the safety mechanisms of the activity.
_____tells the students they "can climb as high or as short as they want to." There is no pressure.
-Before starting, _____asks the students to summarize the concept of Challenge by Choice. They are not able to do it so Justin reviews the concept.

"You want to get a little way out of your comfort zone, but you don't want to get to your panic zone." Continues with other safety information.

"Do you think you guys can trust each other today? You guys have known each other for a while."

Explains that when the students are climbing they will have a mentor on the ground. The mentor is to give the climber direction and support.

_____ says they will explain belaying and thanks the students for being active listeners.

_____explains belaying and how it works. Gets the students to divide into three groups that line up at each rope. Teacher tries to get____to participate by talking to him one-on-one, away from the group.
Belaying described as a "Very serious commitment to support the climber." Says that you need to be "trusting as a climber and trustworthy as a belayer."

Gives the students some belay introduction and says, "You are in belay school and you need to graduate in 6 minutes."
Using students knowledge from last year to go through safety briefing
"_____ said something very important"
_____ changes climbers command to "Can I trust you?" instead of "On Belay?"

____wrapping up a leg slapping activity. The purpose was to pair up with someone, grab hands and see who could slap their leg the most. Ended up bringing lots of competition_____said that groups often start to figure out the cooperation, but this group didn't. Jen challenged the group that she could double their score and proceeded to do so by cooperating with her partner. "Did we have to compete against each other? Did we win by working together? Tell me in Spanish what the idea behind that was." "If we work together we both win and nobody loses. It is a win-win situation."

ROCK CLIMB

Students get together with a partner and they share their goals with each other. (related to the climb)

-_____ asks students who is most nervous. He asks them not to go first or last, but somewhere in the middle.

-Teacher still working to engage ____. Says he doesn't want to participate because he is scared.

-One heavy weight student (who did not want to challenge herself on any element last year) told the teacher that she wanted to try the climbing wall today.

-_____ is running Nitro Crossing with his group (George directly connects the support given to the student's definition of the role of a mentor)

ROCK CLIMBING
3 people climbing at a time
-lots of yelling and cheering from the whole group

-one kid had to stop climbing part way up. Came down with a bloody nose and had to get first aid. Mentions a headache from an earlier fall "Happy Clam" and that he fell and hit his back on the climbing wall. Taken away from the group for personal attention

All students belaying, adding lots of positive and encouraging words.

-When a student wants to come down _____ tells the belayers to not let them down, but has students take a rest. Tells the climbers that they just need a break. They would usually keep climbing after this.

-One girl, who is feeling really nervous, is paired up with another nervous girl.

"You don't have to climb if you don't want to." Asks students to serve as mentors for other students.

Teacher finally got ____ to act as a belayer.

Students continue to give each other climbing advice and positive support

____ says to ____ "I am very proud of you. Do you feel nervous?" ____ says yes. Nicole has ____ set a goal for how high she would climb. ____ proceeds to climb, making it to her goal.

After _____ asks "You reached your goal! Are you proud of yourself?"

-Group support from behind and individual support up close.
-Students starting to lose focus after about 1 hour of climbing
-Teacher climbs and has a student act as her mentor. Tells the student her goal and asks the student for her recommendations when she is climbing up the wall.

-Doing these activities is never mandatory, but strongly encouraged
-the students that are belaying keep good focus

Tim manages some students who are no longer engaged in climbing. Challenges them to do a three person push-up. He offers tips and encouragement and refers to himself as the "mentor" for the activity

CHAT with _____
-thinks the program could do more to infuse the language into the classrooms
- students haven't been using the language as much up to this point this year, but she noticed how quickly they started using it again today (safety, 5-finger, etc)
-thinks that the students might use the language in class more now that there was a "re-charge"
-some students and teachers new to this program and the language- some teachers not yet sure how to integrate it

-talks about the autistic child and how much more involved he is now, feels really safe physically and emotionally, trusts this group
-overweight girl tried things she did not try last year
-students were excited to participate this year, all registration forms were returned in the first couple days.

AFTER LUNCH MEETING
Teacher runs a wrap-up of the climbing event
"Why is the rock wall more difficult than the Happy Clam game?"
-students mention the need to be more mentally present
-use of the entire body
-once you reach your goal you don't want to fall down
-Students give props to their mentor for their role in helping them in the climbing experience

Props to mentor:
       -tried hard
       -to the people holding me up
-facilitators work hard to get students to give props directly to each other rather than in the 3rd person.
       -for helping people communicate when they need help
       -for getting me out of my comfort zone
-Students aren't listening really well. _____ has students redefine what respect means right now (practicing social competencies)
-effective mentoring included figuring out how someone else was doing and acting accordingly
-props leading to positive self identity?

Classroom teacher splits _____ group in two
-walking outside _____ is in a conversation with students. He says he doesn't like "Win/Lose" because he would rather focus on having fun.

Setting up Nitro Crossing_____ relates it to 2 aspects of the 5 finger contract
-Support: is being supportive with words and with your body
-Responsibility: being responsible for yourself (personal accountability) Asks the students to keep track of themselves on this activity (keep track of yourself/ referee self/ be honest)

_____ offers a tool to get across the gap without swinging (Mountain Center Mojo)

During the activity one student wanted to swing again. Said that he didn't make it across. The rest of the group didn't think he should go again and said that he had swung across fine. He get's frustrated and calls them a "Bunch of Sissies." Immediately the classroom teacher called a timeout. Talked to the group about personal accountability and letting that student make his own choices. Then called that student on name calling and how that is not acceptable (he is new to the school and has not been through ABI). Student relates the situation directly to the 5-finger agreement

-Heavier girls struggle with the activity. _____ offers to give them the "loop trick" to help them succeed. Some failed many times, but they never ended up quitting.

"Come on _____, you can do it."
After a heavy girl gets across, she says to another heavy girl "It's fun, hey."

After succeeding in the first round _____advances the group to round 2. This should add some more problem solving. Students say that it is too easy. After all students succeed they ask for a bigger challenge. Many disappointed when Tim tells them that they ran out of time.

T_____ asks "Which fingers is this activity a part of again?"

_____ and _____ participating fully in the activity

WRAP-UP
_____ is running the conversation
"You are mentors. As older kids at the school, how can you be a mentor?"
One student mentions being a role model – _____ asks for clarification
"What else can you do to be a mentor?"
-Encourage Good behavior
-students want to know more about the mentor program

"What kind of person would make a good mentor?" (One student names another student)
-smart, caring, doing things for people, helping people, person others look up to, respectful, don't call names so they don't hurt feelings, use HAHASO, good role models
Nicole tells students to keep these things in mind when they are choosing mentors

-talk about how the process will work
-Teacher asks students who would be interested in being a mentor because they don't want to pick people who don't want to do it. (90% of students raise hands)
-shows their interest in participating, passing on the ABI values, self-confidence
-A chance for students to verbalize what their positive values are and to decide who best embodies these values

-Peer Mentor program, students will decide what they do (meaningful participation)

Students throw out ideas about what the mentor program might do
-teach younger classes
-mentor ideas related to bullying, providing a service to the school
-lots of positive reinforcement for positive answers (no negative answers came out. I wonder how they would have been addressed)
-students using language and examples from last year's program
-most students think their behaviors related to bullying changed since last year

PROGRAM DESIGN (notes from staff wrap-up)
-Happy Clam worked well- enjoyable
-Cool to see how much they remembered from 5-finger and HAHASO
        -cool to hear them talk about last year
-Idea for the mentor program came from Jen. Integrating it into today's program came from Tim
-Good program progression –defining mentoring, feedback/what it looks like, wrap-up
-debrief cut short (5-finger and mentor intro)
What worked best for goals of day?
-Rock wall (specific mentoring roles) – caring and safety were bigger priorities than getting to the top
-Nitro: Brought out student leaders naturally. Some took a big step into this role
-students saw leadership skills in their peers (See a peer as a mentor)

-set up as a great meaningful participation by the end of the day students already could identify what a good mentor looks like

-having students present the activities and rules really helped the students to be engaged throughout the day.

APPENDIX H

CODING SUMMARY

QUALITATIVE CODING SUMMARY

Open Coding	Organized Categories	Themes	Final Organization

Caring Peer Relationships
Caring relationships with adults
challenge adventure
comfort zone
common tools
communication
 	
community building
competence
confidence
connection to community
consistency
definition of mentor
Different views of Resilience
empathy
empowerment
 	
Five Fingers
Fun
 	
Gender Differences
Goals and Aspirations
Hands on experiential
Helping Each other
High Expectations
Ideas for program improvement
improved outcomes
Individual Differences
Meaningful participation
Need for program
	External Assets
	-Caring Relationships
	  -Adult
	  -Peer
	-High Expectations
	-Meaningful Participation
	-Protective Factors in other areas
	
	Internal Assets
	-Competence
	  -Social Competence
	-Empathy
	-Goals and Aspirations
	-Problem Solving
	  -Communication
	  -Teamwork
	-Respect
	-Responsibility
	-Self Efficacy
	  -Confidence
	  -Positive Identity
	  -Self Awareness
	  -Self Esteem
	  -Self Respect
	
	Improved Outcomes
	-Definition of a Mentor
		RYDM Framework
		Internal Assets
		-Goals & Aspirations
		-Problem Solving
		
		-Empathy
		-Self Efficacy
		
		External Assets
		-Caring Relationships
		  -Adults
		  -Peers
		-High Expectations
		-Meaningful Participation
		  -Necessity of Primary Experiences
		  -Novel Situations
		  -Diversity of Experiences
		
		Improved Outcomes
		-Varying Perceptions of Resilience
		-Improved Outcomes
		
		Other Emergent Themes
		Holistic Nature of Program
		-Focus on Community
		-Consistency and Continuity
			Introduction
			
			Emerging Themes
			-External Assets
			  -Safety
			  -Definition of Resilience
			- Development
			  -Tools
			  -Experience
			-Internal Assets
			-Transfer
			  -Continuity
			  -Courage
			-Continuation
			  -Responsibility
			  -Enhanced Assets
			-Varying Outcomes
			
			Summary

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novelty
positive identity
Problem Solving
program background
protective factors in the school
Race Differences
Research Process
Respect
responsibility
retention

role modeling
Role Playing
safety
school support
self awareness
self esteem
Self Respect
Self-Efficacy
social competence
Specific Activities
specific lessons

student population
Teamwork

-Different Views of Resilience
  -Population Specific
-Improved Outcomes
-Individual Differences
-Retention of Lessons

Unclassifiable
-Foundational Components
  -Building Community
  -Hands-on Experiential
  -Adventure and

Challenge
  -Comfort Zone
  -Empowerment
  -Fun
  -Novelty
  -Role Modeling
  -Role Playing
  -Safety
-Holistic Nature of Program
  -Connection to Community
  -Consistency
-Ideas for Program

Improvement
-Program Background
-Specific Activities
-Specific Lessons
-Tools
  -Common Tools
  -Five Finger Contract

Safety
Courage and Perseverance
Teamwork
Mediating Tools and Concepts
  -Five Finger Contract
  -Comfort Zones
  -HAHASO

APPENDIX I

COMPARISONS WITH AGGREGATE SCORES

TREATMENT GROUP COMPARED TO AGGREGATE SCORES

	Pre	Post	Follow	Aggregate
Average Resilience				
High	86.5	94.2	94.2	65
Medium	13.5	5.8	5.8	33
Low	0	0	0	2
Goals and Aspirations				
High	82.7	92.3	94.2	83
Medium	13.5	3.8	5.8	17
Low	3.8	3.8	0	1
Problem Solving				
High	78.8	90.4	80.8	38
Medium	17.3	7.7	19.2	55
Low	3.8	1.9	0	7
Empathy				
High	78.8	82.7	75	44
Medium	19.2	17.3	21.2	50
Low	1.9	0	3.8	6
Self Efficacy				
High	92.3	98.1	98.1	NA
Medium	7.7	1.9	1.9	NA
Low	0	0	0	NA