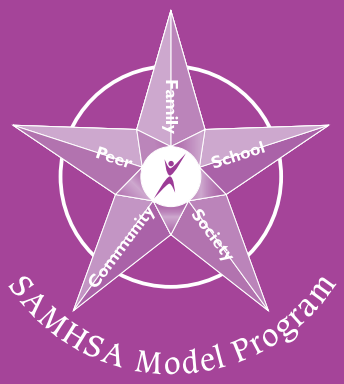
2nd Edition, September, 2009

This page intentionally left blank.

Leadership and Resiliency Program

Proven Results

- Significant reduction in school absences over previous years
- Grade point averages increased 0.8 (on a 4.0 point scale)
- Increased sense of school bonding
- Extremely high percentage of participants either become employed or pursue post-secondary education; 100% graduated



The **Leadership and Resiliency Program (LRP)** is a school- and community-based program for high school students (14 to 19 years of age) that works to enhance youths' internal strengths and resiliency, while preventing involvement in substance use and violence. Program components include:

- **Resiliency Groups** held at least weekly during the school day
- **Alternative Adventure Activities** that include ropes courses, white-water kayaking, camping, and hiking trips
- **Community Service** in which participants are active in a number of community- and school-focused projects

These alternative activities, offered after school, on weekends, and during the summer, focus on community service, altruism, learning about managed risk, social skills improvement, and conflict resolution.

INTENDED POPULATION

LRP is a year-round, comprehensive program aimed at youth ages 14 to 19, who have a combination of behavioral issues manifested in high absenteeism and high levels of disciplinary actions, low grades, substance use, and/or violence. Study participants have been from diverse cultural and ethnic backgrounds, and the program is designed for both mainstream and alternative high school populations. NREPP* has reviewed evaluations of the program with youth 5 to 18 years of age.

HOW IT WORKS

LRP requires a partnership between a high school and a substance abuse or health service agency. Schools work with agency personnel to identify program candidates and provide different types of support, as needed.

For best results, students should enter the program early in their high school career and participate until graduation. However, students may enter the program in any grade during high school. Participants attend weekly in-school resiliency groups led by a facilitator (i.e., program leader) for the duration of the program. Additional individual or small group followup discussions between the facilitator and students may be held at other times during the week.

LRP students are expected to participate at least weekly in community service activities, which take place after school or on weekends. Core activities include:

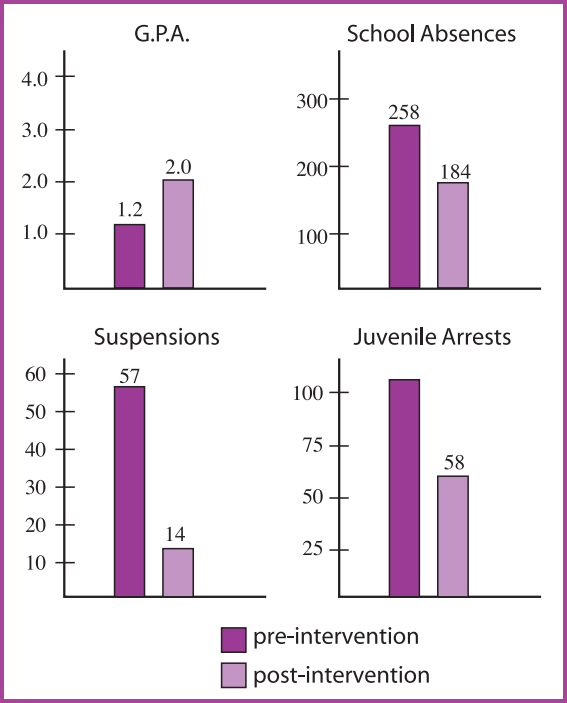
- **Animal Rehabilitation**—LRP youth volunteer at a local rescue shelter for abused and neglected animals
- **Community Beautification**—participants clean area streams and plant trees to improve the environment

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

OUTCOMES

Program participants realized:

- An increase of 0.8 in GPA (based on a 4.0 scale)
- A 60% to 70% increase in school attendance
- A 65% to 70% reduction in school behavioral incidents
- 100% graduation rates



CONTACT INFORMATION

For more information, contact:

Laura Yager, M.Ed., LPC, CPP-ATOD
Director, Prevention Services
Alcohol and Drug Services
Fairfax-Falls Church Community Services Board
3900 Jermantown Road, Suite 200
Fairfax, VA 22030
Phone: (703) 934–5476
Fax: (703) 934–8742
E-mail: laura.yager@co.fairfax.va.us
Web site: www.co.fairfax.va.us/service/csb/homepage.htm

- **Puppet Project**—participants learn skits on relevant issues, and present them to elementary school students

IMPLEMENTATION ESSENTIALS

Cooperative agreements must be set up between the school where the program will be implemented and the substance abuse treatment or health service provider, as well as with humane foundations (i.e., animal shelters), contractors for outdoor activities, volunteer groups or businesses that can provide space for summer activities, and the elementary schools where the students will deliver their puppet projects. Ongoing communication to coordinate these activities also is needed. In terms of logistics and personnel, the school should commit:

- Dedicated space within the school for group activities
- Access to school records
- A guidance counselor or similar staff member to cofacilitate in-school groups
- Transportation for participants to out-of-school activities

In order to staff the program, schools will need to hire:

- **Program Leaders** who work directly with students and are able to effectively manage a caseload of 50 youth.
- **A Program Supervisor/Manager** who will handle project management, data collection, and outcomes analysis.

Program startup can take up to 4 months. Implementation requires that youth participate in all three program components over the course of 5 months to 1 year for each of the 2 to 4 years they are in the program.

PROGRAM DEVELOPER

The Leadership and Resiliency Program was developed by Amrit Daryanani with support from Alcohol and Drug Services in collaboration with the Fairfax County Virginia Public Schools. Alcohol and Drug Services is an agency of the Fairfax County Government, offering comprehensive mental health, substance abuse, and mental retardation services.

* National Registry of Effective Programs and Practices

Program detail and citations can be obtained at http://modelprograms.samhsa.gov

SAMHSA Model Programs:
Model Prevention Programs Supporting
Academic Achievement

SAMHSA Model Programs offers a number of programs that directly address or indirectly affect risk and protective factors related to school performance. Primarily designed to prevent or reduce substance abuse, violence, and other high-risk behaviors, Model Programs also improve reading, written expression, and math skills; increase school attendance and school bonding; and reduce school failure.

In general, Model Programs demonstrate that by improving the overall social and behavioral functioning of children and youth, enhancing parental and family competence, and reducing exposure to or participation in substance use, they positively affect students' academic performance. However, some Model Programs include academic outcome measures in their research evaluations and can document specific academic achievement outcomes in participants: a persuasive testament to school administrators that implementing a Model Programs is worth the extra administrative and teacher time and expense. Model Program academic outcome measures and proven outcomes include:

1. Improved grades
2. Higher rates of next-grade promotion
3. Increased grade point average
4. Improved graduation rates
5. Improved reading, math, and writing skills
6. Improved standardized test scores
1. Increased credits earned
1. Increased child developmental levels (for very young children)

In addition to academic achievement outcomes, these programs also display other outcome measures related to school performance. These include:

7. Decreased absenteeism/improved attendance
8. Decreased high-school drop out
9. Increased parental involvement in child's school
10. Fewer out-of-school suspensions
11. Fewer in-grade retentions
12. Fewer special education referrals
13. Fewer school behavioral incidents
14. Improved social competence and play skills in very young children
15. Greater participation in after-school and learning activities

All SAMHSA Model Programs with documented academic achievement outcomes are comprehensive, and most are multicomponent, involving school and the family. Although most programs with academic achievement outcomes are designed for elementary grades, some are for preschool children and middle school youth, and one is for high school youth.

The accompanying chart, **Academic Achievement Outcomes Documented in SAMHSA Model Programs**, describes each SAMHSA Model Program that has proven academic achievement outcomes and provides information about both, specific academic achievement outcomes and other outcomes related to school performance.

This page intentionally left blank.

Academic Achievement Outcomes Documented in SAMHSA Model Programs

Program Description	Academic Achievement and Other Outcomes Related to School Performance	Other Problem Behavior Reduction
Across Ages: a school and community-based drug prevention program for youth 9 to 13 years old that seeks to strengthen the bonds between adults and youth and provide opportunities for positive community involvement. It pairs older adult mentors with young adolescents making the transition to middle school. It aims to increase knowledge of health and substance abuse and foster healthy attitudes; improve school bonding and academic performance, strengthen relationships with adults and peers, and enhance problem solving and decision making skills.	The level of mentor involvement was positively related to: 16. Improved grades 17. Increased school attendance 18. Decreased suspensions from school 19. Improved attitudes towards school	The level of mentor involvement was positively related to: 20. Decreased alcohol and tobacco use 21. Improved attitudes toward adults in general and older adults in particular
CASASTART: a community-based, school-centered program designed to keep high risk 8 to 13 year old youth free of drug and crime involvement. It is based on the assumption that while all pre-adolescents are vulnerable to experimentation with substances, those who lack effective human and social support are especially vulnerable. CASASTART seeks to build resiliency in the youth, strengthen families, and make neighborhoods safer for children and their families. It promotes collaboration among the key stakeholders in a community or neighborhood, and provides case managers to work on a daily basis with high-risk children and youth.	Compared with the control group, children who participated in the program reported significantly higher levels of: 22. Promotion to the next grade over the 3 years of the study 23. Participation in after school and learning activities	Compared to the control group, children who participated in the program were: 24. 20% less likely to use drugs in the past 30 days 25. 60% less likely to sell drugs 26. 20% less likely to commit violent acts

Academic Achievement Outcomes Documented in SAMHSA Model Programs

Program Description	Academic Achievement and other outcomes related to school performance	Problem Behavior Reductions in other areas
Child Development Project (CDP)*: a school wide improvement program that helps elementary schools become "caring communities of learners" for their students, 5 to 12 years old. Phase II consists of two modules: 1. SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight words) that develops word recognition strategies and skills 2. Making Meaning: Strategies that Build Comprehension and Character, a module that teaches eight reading comprehension strategies and integrates academic, ethical, and social development throughout *This program is currently being modified and that modification is under evaluation.	Compared to control school counterparts, students showed: 27. 24% stronger academic motivation 28. 8% higher more frequent reading of books outside of school 29. 33% greater sense of the school as a caring community 30. 12% more liking for school Upon reaching middle school, students from CDP schools showed: 31. 25% higher achievement test scores 32. An average ½ point higher grades in core academic classes 33. 18% higher educational aspirations 34. 19% less misconduct in school 35. 19% more liking for school 36. 18% greater trust in and respect for teachers	Among fifth and sixth grade students in schools that fully implemented CDP: 37. Alcohol use declined from 48% to 37% of students 38. Cigarette use declined from 25% to 17% of students 39. Marijuana use declined from 7% to 5% of students 40. Other risky behaviors declined, including carrying weapons, threats of violence, and involvement in "gang fights." Upon reaching middle school students showed: 41. 13% less delinquent behavior 42. 20% higher involvement in positive activities such as sports, clubs and youth groups
DARE To Be You: a primary prevention program for children 2 to 5 years old and their families, designed to improve parental child- management skills and parental competence and satisfaction; improve relationships between children and their families; and boost children's developmental levels.	Compared to a control group, this program increased child developmental levels and maintained them for at least 2 years.	Compared to the control group: 43. Increased parental effectiveness and satisfaction 44. Increased appropriate parental limit setting 45. Decreased parent-child blaming and harsh punishment Better child self-management and family communication reported by families

Academic Achievement Outcomes Documented in SAMHSA Model Programs

Program Description	Academic Achievement and other outcomes related to school performance	Problem Behavior Reductions in other areas

Early Risers: Skills for Success: a multicomponent program for elementary school children 6 to 10 years old who are at high risk for early development of conduct problems, including substance use. It focuses on child social skills training; family support and consultation; parent-school consultation; contingency management of aggressive, disruptive, and non-compliant child behavior; reading and math instruction; and educational enrichment activities.	46. High-risk children whose parents received 50% or more of recommended parent home visiting contact time showed higher rates of improvement on academic achievement. 47. Compared to high-risk control participants, high-risk program participants made significant improvements in academic achievement, with this effect primarily evident in gains in basic reading skills. This effect held true for boys and girls.	Relative to comparisons: 48. Significant gains in social competence, including improved social skills and social adaptability 49. Children with the most severe aggressive behavior showed significant reductions in self-regulation problems 50. Children whose parents achieved recommended levels of participation reported less parental distress and improved methods for disciplining children.
The Incredible Years Training Series: a program to promote emotional and social competence, and to prevent, reduce and treat behavioral and emotional problems in young children 2 to 8 years old. It focuses on children with high rates of aggressive behavior and provides three developmentally based curricula for parents, teachers, and children.	Two randomized control group evaluations indicated that the child training series: 51. Significantly increased children's appropriate cognitive problem-solving strategies 52. Increased children's social competence and appropriate play skills 53. Reduced conduct problems at home and school.	Two randomized control group evaluations indicated that The Incredible Years series increased children's use of prosocial conflict management strategies with peers.

Academic Achievement Outcomes Documented in SAMHSA Model Programs

Program Description	**Academic Achievement and other outcomes related to school performance**	**Problem Behavior Reductions in other areas**
Leadership and Resiliency Program: a school and community based program for high school students 14 to19 years	Program participants realized: 54. An increase of 0.8 in grade point average, based on a 4.0 scale	Increases knowledge of and negative attitudes about substance abuse and violence.

old that enhances the internal strengths and resiliency of participant youth through weekly group meetings, alternative outdoor activities, and community service.	55. 100% graduation rates 56. Extremely high percentage of participants either became employed or pursued post-secondary education 57. 60% to 70% increase in school attendance 58. 65 % to 70% reduction in school behavioral incidents 59. Increased sense of school bonding	
PATHS (Providing Alternative THinking Strategies): a comprehensive program for promoting emotional and social competencies and reducing aggression and acting-out behaviors in elementary-school-aged children (5 to 12 years old), while simultaneously enhancing the educational process in the classroom.	Cognitive testing indicates that PATHS leads to improvements in the following skills: 60. In normal and special-needs children, the ability to plan ahead to solve complex tasks with 61. Cognitive flexibility and low impulsivity with non-verbal tasks 62. Improved reading achievement for young deaf children. 63. 20% increase in students' scores on cognitive skills tests	In various studies, PATHS has shown a: 64. 32% reduction in teachers' reports of students exhibiting aggressive behavior 65. 36% increase in teachers' reports of students exhibiting self-control 66. 68% increase in students' vocabulary for expressing emotions 67. Significant improvement in students' ability to tolerate frustration 68. Significant improvement in students' ability and willingness to use effective conflict resolution strategies.

Academic Achievement Outcomes Documented in SAMHSA Model Programs

Program Description	Academic Achievement and other outcomes related to school performance	Problem Behavior Reductions in other areas
Positive Action: a comprehensive and coherent program that improves academic achievement and multiple behaviors of children and adolescents. It is intensive and extensive, with lessons at each	In studies completed in several States: 69. Academic achievement improved 12% to 65% 70. General discipline improved by	77. Violence and substance abuse reduced 26% to 56% 78. Self-concept improved up to 43% 79. 85% fewer violent

grade level (K-12) that can be reinforced all day, school-wide, after school, at home and in the community. There are kits for teachers on each grade level, for in school and after school, school-wide climate kits, counselor's kit, and family and community kits. All components can stand-alone, are useful in a variety of settings, easy to use, are completely planned and prepared, and ready for use. Effects cover multiple behaviors: decreasing substance use, violence, disruptive and other negative behaviors, and improving academic performance.	23% to 90% 71. Absenteeism decreased between 6% and 45% 72. 32% to 75% fewer absentees of 21 days or more (middle school) 73. Truancy decreased by 14% to 20% 74. Suspensions were reduced 8% to 81% 75. 37% lower high school dropout rate 76. High school graduates 28% more likely to obtain higher education Data from a study in Nevada found that, compared to the control group, students scored 16% higher on their fourth-grade achievement scores. Similarly, in Hawaii, Positive Action (PA) schools reported 52% better SAT scores. PA elementary schools in a large Florida school district reported 45% better scores on the Florida Reading Test compared to non-PA schools. The Florida study showed that results are sustained through secondary school. Middle schools containing >60% of PA "graduates" reported 18% higher proportions of students coring above average on 8th grade NRT reading and math combined. High schools with 27% to 50% of PA "graduates" reported 9% to 15% improved achievement scores on five different standardized tests.	incidents per 1000 students (Nevada study, equally in schools with high versus low minority and mobility populations) 80. 76% fewer disciplinary problems compared to non-PA Schools (Hawaii study, where effects were stronger in high-poverty schools) 81. 68% fewer violent incidents than non-PA schools (Florida study) Florida middle schools with >60% PA "graduates" reported: 82. 70% fewer incidents or substance use per 100 students 83. 70% fewer violence-related incidents per 100 students (threats, fights, battery, and weapons possession; equally good results in high-risk schools) 84. 52% less property crime (stronger effects in higher mobility schools) Florida high schools with 27% to 50% PA "graduates" reported: 1. 50% less violence 2. 30% fewer in-school suspensions

Academic Achievement Outcomes Documented in SAMHSA Model Programs

Program Description	Academic Achievement and other outcomes related to school performance	Problem Behavior Reductions in other areas
Project ACHIEVE: a school reform and school effectiveness program for use in preschool, elementary and middle schools, with students 3 to 14 years old. It works to improve school and staff	A comparison of prior-year data with the averages from 8 years of program implementation at one of the studied schools showed academic gains on the California Test of Basic Skills (CTBS), including:	

effectiveness and emphasizes increasing student performance in areas of social skills and social-emotional development; conflict resolution and self-management; achievement and academic progress; and positive school climate and safe school practices.	85. Reading CTBS: 33% of the full project cohort students scored at or above the 50th percentile compared to 29% of the partial project cohort. 86. Math CTBS: 40% of the full project cohort students scored at or above the 50th percentile compared to 36% of the partial project cohort students. 87. Language CTBS: 41% of the full project cohort students scored at or above the 50th percentile compared to 36% of the partial project cohort students. There is also longitudinal outcome data from three schools that have implemented Project ACHIEVE. In addition, this study showed that: 88. Out of school suspensions decreased 29% 89. Grade retentions decreased 47% 90. Special education referrals decreased 61% 91. Special education placements decreased 57% 92. Disciplinary referrals to the principal's office 93. School bus disciplinary referrals decreased	

Academic Achievement Outcomes Documented in SAMHSA Model Programs

Program Description	Academic Achievement and other outcomes related to school performance	Problem Behavior Reductions in other areas
Reconnecting Youth: a school-based prevention program for youth 14 to 19 years old in grades 9 through 12 who are at risk for school dropout. It uses a partnership model involving peers, school personnel, and parents to address three program goals: decreased drug involvement, increased school performance, and decreased emotional distress.	Relative to controls, high-risk youth participating in the program evidenced: 94. 18% improvement in grades in all classes 95. 7.5% increase in credits earned per semester 96. Decrease in trend of daily class absences (ditching) 97. 26% drop out rate v. a 39% dropout rate for controls	Relative to controls, high-risk youth participating in the program evidenced: 98. 54% decrease in hard drug use 99. 48% decrease in anger and aggression problems 100. 32% decrease in perceived stress 101. 23% increase in self-efficacy
SAFE Children: a community- and school-based program that helps families manage educational development and child development in communities where children are at high risk for substance abuse and other problem behaviors. It aims to build support networks among parents, develop parenting skills, give parents a better understand of schools and how they work, and ensure that children have the skills to master basic reading when they enter first grade.	Children in the program showed steeper growth in academic achievement over a 24-month period than children in the control group. By follow up at the beginning of second grade, the reading scores of children in the program were at a level approximate to the national average and " 4 months ahead" of those in the control group. At follow up, parents in the program were still maintaining involvement in their children's school life, instead of showing the typical pattern of a severe drop-off.	102. Parents used more effective parenting practices 103. Parents reported greater use of home rules and family organization strategies 104. Children's social competence increased

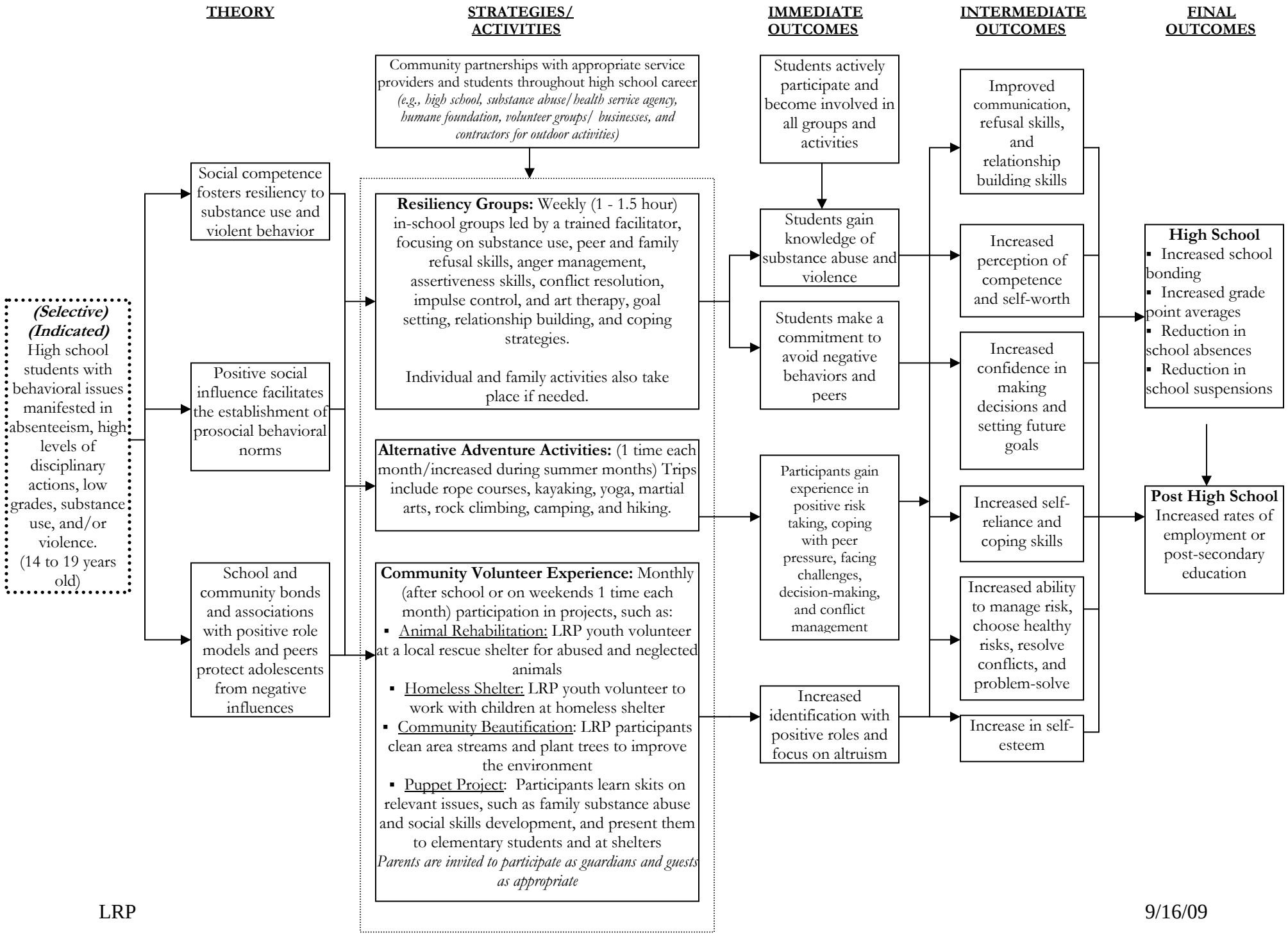
This page intentionally left blank.

The Leadership and Resiliency Program©™

Fidelity

This page intentionally left blank.

Leadership and Resiliency Program©™ (LRP)



This page intentionally left blank.

LEADERSHIP AND RESILIENCY PROGRAM©™ DOSAGE GUIDE

Program Component	Frequency	Months Per Year	Dosage total
In-School Resiliency Groups	4x month (weekly)	9	36
Community Volunteer Experiences/ Service Learning Opportunities	1x month	12	12
Alternative/ Adventure Activities	1x month	12	12
3 Total Components	**6 interventions per month**	**Programming All Year**	**60 Activities/ Sessions per year**

Fidelity Checklist

Planning

- school(s) have been identified and contacted
- relationships with schools, community volunteer programs and adventure activity organizations have been developed
- transportation to all activities available and in place
- risk management policies and procedures developed
- permission/release forms for youth participation in program and each activity developed
- evaluation and data collection plan developed and understood by all staff
- plan for regular reporting to stakeholders and showcasing accomplishments developed

Staff

- masters level in human services preferred; should at least be experienced in working with at-risk youth in groups
- clinical supervision for staff arranged
- all staff implementing program have implementation manual
- all staff have attended implementation training
- staff clearly understand their roles and responsibilities
- staff understand program policies and risk management procedure

Program Participants

- high school aged students
- voluntary participants in the program
- considered at-risk for problem behavior, not currently in need of treatment or more intensive interventions
- understand the program and agree to participate in all components, when possible

Schools

- school liaison identified
- school staff who will co-lead groups identified
- agree to have resiliency groups meet during the school day
- program staff has a place to do paperwork and meet with youth individually
- group space is identified
- access arranged to data for evaluation: grades, attendance records, and behavioral incidents records
- method in place for school staff to refer youth to program
- method in place for youth/family referrals to other programs when necessary

In general

- when starting something new, do it as it has been described
- there will ALWAYS be issues about fidelity
- adding to is not a problem; TAKING AWAY is a problem
- communicate with us when there are questions or when you ponder making adaptations

The Leadership and Resiliency Program©™

Resiliency

This page intentionally left blank.

HOW RESILIENT ARE YOU?*

Developed by Al Siebert, Ph.D., Director of The Resiliency Center

Rate yourself from 1 to 5 on the following: (1 = very little, 5 = very strong)

____Very resilient. Adapt quickly. Good at bouncing back from difficulties.

____Optimistic, see difficulties as temporary, expect to overcome them and have things to turn out well.

____In a crisis I calm myself and focus on taking useful actions.

____Good at solving problems logically.

____Can think up creative solutions to challenges. Trust intuition.

____Feel self-confident, enjoy healthy self-esteem, and have an attitude of professionalism about work.

____Curious, ask questions, want to know how things work, experiment.

____Playful, find the humor, laugh at self, chuckle.

____Constantly learn from experience and from the experiences of others.

____Very flexible. Feel comfortable with inner complexity (trusting and cautious, unselfish and selfish, optimistic and pessimistic, etc.)

____Anticipate problems to avoid them and expect the unexpected.

____Able to tolerate ambiguity and uncertainty about situations.

____Good listener. Good empathy skills. "Read" people well. Can adapt to various personality styles. Non-judgmental (even with difficult people).

____Able to recover emotionally from losses and setbacks. Can express feelings to others, let go of anger, overcome discouragement, and ask for help.

____Very durable, keep on going during tough times. Independent spirit.

____Have been made stronger and better by difficult experiences.

____Have converted misfortune into good fortune, found an unexpected benefit.

____Total

Scoring:	
	75 or higher - very resilient!
	65 - 75 better than most
	55-65 slow, but adequate
	45-55 you're strugging
	45 or under - seek help!

* Adapted from *The Survivor Personality* by Al Siebert, Ph.D. An explanation of the items can be found at www.resiliencycenter.com and www.Discovery/health.com

© Copyright 2001, Al Siebert, Ph.D.

This page intentionally left blank.

Resilience for Kids and Teens:

A Guide for Parents and Teachers

We tend to idealize childhood as a carefree time, but youth alone offers no shield against the emotional hurts and traumas many children face. Children can be asked to deal with problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. Add to that the uncertainties that are part of growing up, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience.

The good news is that resilience skills can be learned.

Building resilience — the ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress — can help our children manage stress and feelings of anxiety and uncertainty. However, being resilient does not mean that children won't experience difficulty or distress. Emotional pain and sadness are common when we have suffered major trauma or personal loss, or even when we hear of someone else's loss or trauma.

We all can develop resilience, and we can help our children develop it as well. It involves behaviors, thoughts and actions that can be learned over time. Following are tips to building resilience.

10 Tips for Building Resilience in Children and Teens

1 Make connections

Teach your child how to make friends, including the skill of empathy, or feeling another's pain. Encourage your child to be a friend in order to get friends. Build a strong family network to support your child through his or her inevitable disappointments and hurts. At school, watch to make sure that one child is not being isolated. Connecting with people provides social support and strengthens resilience. Some find comfort in connecting with a higher power, whether through organized religion or privately and you may wish to introduce your child to your own traditions of worship.

2 Help your child by having him or her help others

Children who may feel helpless can be empowered by helping others. Engage your child in age-appropriate volunteer work, or ask for assistance yourself with some task that he or she can master. At school, brainstorm with children about ways they can help others.

3 Maintain a daily routine

Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Encourage your child to develop his or her own routines.

4 Take a break.

While it is important to stick to routines, endlessly worrying can be counter-productive. Teach your child how to focus on something besides what's worrying him. Be aware of what your child is exposed to that can be troubling, whether it be news, the Internet, or overheard conversations, and make sure your child takes a break from those things if they trouble her. Although schools are being held accountable for performance on standardized tests, build in unstructured time during the school day to allow children to be creative.

5 Teach your child self-care

Make yourself a good example, and teach your child the importance of making time to eat properly, exercise and rest. Make sure your child has time to have fun, and make sure that your child hasn't scheduled every moment of his or her life with no "down time" to relax. Caring for oneself and even having fun will help your child stay balanced and better deal with stressful times.

6 Move toward your goals.

Teach your child to set reasonable goals and then to move toward them one step at a time. Moving toward that goal – even if it's a tiny step – and receiving praise for doing so will focus your child on what he or she has accomplished rather than on what hasn't been accomplished, and can help build the resilience to move forward in the face of challenges. At school, break down large assignments into small, achievable goals for younger children, and for older children, acknowledge accomplishments on the way to larger goals.

7 Nurture a positive self-view

Help your child remember ways that he or she has successfully handled hardships in the past and then help him understand that these past challenges help him build the strength to handle future challenges. Help your child learn to trust himself to solve problems and make appropriate decisions. Teach your child to see the humor in life, and the ability to laugh at one's self. At school, help children see how their individual accomplishments contribute to the wellbeing of the class as a whole.

8 Keep things in perspective and maintain a hopeful outlook

Even when your child is facing very painful events, help him look at the situation in a broader context and keep a long-term perspective. Although your child may be too young to consider a long-term look on his own, help him or her see that there is a future beyond the current situation and that the future can be good. An optimistic and positive outlook enables your child to see the good things in life and can keep going even in the hardest times. In school, use history to show that life moves on after bad events.

9 Look for opportunities for self-discovery

Tough times are often the times when children learn the most about themselves. Help your child take a look at how whatever he is facing can teach him "what he is made of." At school, consider leading discussions of what each student has learned after facing down a tough situation.

10 Accept that change is part of living

Change often can be scary for children and teens. Help your child see that change is part of life and new goals can replace goals that have become unattainable. In school, point out how students have changed as they moved up in grade levels and discuss how that change has had an impact on the students.

Adapting the 10 Tips for Your Child's Age

Resilience and Pre-School Children

Very young children will only recently have mastered the skills of walking and talking, and they may not be able to express their anxieties and fears. Although you may think they are too young to understand what is happening, even very young children can absorb frightening events from the news or from conversations they overhear.

Watch your children for signs of fear and anxiety they may not be able to put into words. Have your children become extra clingy, needing more hugs and kisses than usual? Have your children started wetting the bed or sucking their thumb after you thought they had outgrown that behavior? They may be feeling the pressure of what is going on in the world around them. Use play to help your children express their fears and encourage them to use art or pretend games to express what they may not be able to put into words.

Use your family like a security blanket for your children: wrap them up in family closeness and make sure your children have lots of family time. During times of stress and change, spend more time with your children playing games, reading to them, or just holding them close..

Young children especially crave routine and rituals. If bedtime is the time you read stories to your children, make sure you keep that time for stories. Your child may be less able to handle change when he or she is going through a particularly rough time.

Resilience and Elementary School Children

Elementary school children may be starting to bump into the cliques and teasing that can occur as children begin to establish the "social order" of their schools. As they start to study subjects about the world outside of their homes, they look to teachers as well as to parents to make them feel safe and to help sort it all out.

Make sure your child has a place he or she feels safe, whether that is home or school (ideally, both would feel safe).

Talk to your children. When they have questions, answer them honestly but simply and with reassurance that includes black-and-white statements that leave no room for doubt, such as "I will always take care of you." Don't discount their fears when they bring them to you.

When there is a situation outside of the home that is frightening, limit the amount of news your children watch or listen to. You don't need to hide what's happening in the world from your children, but neither do they have to be exposed to constant stories that fuel their fears.

Realize that extra stresses may heighten normal daily stresses. Your children might normally be able to handle a failed test or teasing, but be understanding that they may respond with anger or bad behavior to stress that normally wouldn't rattle them. Reassure them that you just expect them to do their best.

Resilience and Middle School Children

Even without larger traumas, middle school can be an especially difficult time for many children as they struggle to meet extra academic demands and avoid new social pitfalls. They look to teachers and friends as well as to parents to make them feel safe.

Reinforce empathy and help your child keep perspective. When your child is a victim of the shifting social alliances that form in middle school, help him or her understand that other children may be feeling just as lonely and confused, and help her see beyond the current situation — alliances that shift one way may shift back again the next week in middle school.

Talk with your child about your own feelings during times of extraordinary stress such as the death of a loved one. Your children probably are old enough to appreciate some gray areas in your own feelings, but you should leave no room for doubt when you talk about how you will do whatever it takes to keep them safe. If your family does not have a plan in place for emergencies, make one and share it with your child so he knows that there are decisive actions he can take in an emergency.

Enlist your children's help, whether it's a chore or an opinion about a family activity. Include your children in any volunteer activity you do. Make sure your children know how their actions contribute to the entire family's well-being. If your children know that they have roles to play, and that they can help, they will feel more in control and more confident.

Resilience and High Schoolers

Although your teens may tower over you, they still are very young and can keenly feel the fear and uncertainty of both the normal stresses of being a teen, as well as events in the world around them. Emotions may be volatile and close the surface during the teen years and finding the best way to connect to your teen can be difficult.

Talk with your teens whenever you can, even if it seems they don't want to talk to you. Sometimes the best time to talk may be when you are in the car together; sometimes it may be when you are doing chores together, allowing your teens to focus on something else while they talk. When your teens have questions, answer them honestly but with reassurance. Ask them their opinion about what is happening and listen to their answers.

Make your home a safe place emotionally for your teens. In high school, taunting and bullying can intensify — home should be a haven, especially as your teen encounters more freedoms and choices and looks to home to be a constant in his or her life. Your children may prefer to be with their friends rather than spend time with you, but be ready to provide lots of family time for them when they need it and set aside family time that includes their friends.

When stressful things are happening in the world at large, encourage your teen to take "news breaks," whether he or she is getting that news from the television, magazines or newspapers, or the Internet. Use the news as a catalyst for discussion. Teens may act like they feel immortal, but at bottom they still want to know that they will be all right and honest discussions of your fears and expectations can help your high schooler learn to express his own fears. If your teen struggles with words, encourage him or her to use journaling or art to express emotions.

Many teens are already feeling extreme highs and lows because of hormonal levels in their bodies; added stress or trauma can make these shifts seem more extreme. Be understanding but firm when teens respond to stress with angry or sullen behavior. Reassure them that you just expect them to do their best.

The Journey of Resilience

Developing resilience is a personal journey and you should use your knowledge of your own children to guide them on their journey. An approach to building resilience that works for you or your child might not work for someone else. If your child seems stuck or overwhelmed and unable to use the tips listed above, you may want to consider talking to someone who can help, such as a psychologist or other mental health professional. Turning to someone for guidance may help your child strengthen resilience and persevere during times of stress or trauma. Information contained in this brochure should not be used as a substitute for professional health and mental health care or consultation. Individuals who believe they may need or benefit from care should consult a psychologist or other licensed health/mental health professional.

The American Psychological Association Practice Directorate gratefully acknowledges the following contributors to this publication:

Mary K. Alvord, Ph.D., Director, Group Therapy Center at Alvord, Baker, and Associates, LLC, Silver Spring, MD

Robin Gurwitch, Ph.D., University of Oklahoma Health Sciences Center
Jana Martin, Ph.D. (credit)

Ronald S. Palomares, Ph.D., Assistant Executive Director, Practice, American Psychological Assocation

---

The American Psychological Association (APA), located in Washington, D.C., is the largest scientific and professional organization representing psychology in the United States. Its membership includes more than 150,000 researchers, educators, clinicians, consultants, and students. APA works to advance psychology as a science and profession and as a means of promoting health and human welfare.

For additional copies of this brochure, call 1-800-964-2000

Copyright ©2003 American Psychological Association. All Rights Reserved.

This page intentionally left blank.

Leadership and Resiliency Program©™
Resiliency Areas and Traits

Key Resiliency Areas Addressed:

- Goal-setting
- Healthy Relationships with adults and peers
- Coping Strategies

A Catalog of Traits Addressed in LRP

- Adoption of a Care giving Role (NOT Caretaking!!)
- Short and Long-Term Objective and Goal Setting
- Objective and Goal Orientation
- Future Oriented Perspective
- Ability to Delay Gratification
- Optimism
- Humor
- Internalized Norm of High Expectation
- Experience and reinforcement of Self Efficacy
- Positive Relationships with Adults and Peers
- Ability to Genuinely Accept One's Own Circumstances
- Internal Locus of Control
- Effective Management of Risk Taking
- Empathy
- Emotional competence
- School & Community bonding
- Healthy boundaries
- Peer Refusal Skills
- Self awareness/ sense of self/ ability to heal internally
- Spirituality
- Responsibility/ accountability
- Ability to explore/ clarify values
- Creativity
- Ability to take leadership roles

RELATIONSHIPS (PEERS & ADULTS)

Social skills
Conflict resolution*
Healthy boundaries*
Empathy – active listening skills
Emotional expression
Communication*
Commitment in (intimate) relationships
Responsibility
Respect, trust
Safety
Peer refusal skills
Giving & receiving appropriate feedback
Mutuality
Emotional regulation

GOAL SETTING

Personal inventory
Flexibility
Control – what is in your control vs. what is not
Long term vs. short term planning
Values clarification
Troubleshooting/ predicting obstacles
Decision making
Rewards & consequences
Creativity
Problem identification
Awareness if resources

COPING STRATEGIES

Emotional intelligence/ regulation
Identification of emotions, incl. trigger points/ options other than violence
Awareness of internal process
Relaxation training
Stress management
Self soothing techniques – masks, journaling, meditation, mandalas, etc.
Developing insight
Spirituality

The Leadership and Resiliency Program©™

Mask Making

This page intentionally left blank.

Mask Making

This page intentionally left blank.

PHOTOS BY BRIAN KIRK

the ART & SCIENCE of Mask Making

Students study the adaptive traits of natural specimens and how masks are used as a component of culture

Brian Kirk and Margaret Jefferies

Examples of masks created by students. The above mask incorporates imitation peacock feathers, starfish protrusions, jellyfish tentacles, a bird beak, and ivy for concealment—all attributes to help the "mask creature" traverse the fictional island of Gorff. The other masks incorporate replica sparrow wings and amphibian eyes (top, left) and zebra stripes and shrimp eyes (top, right).

Art, particularly observational drawing, plays an important role in science. Scientific illustrators combine science content knowledge, observation skills, and artistic ability. For example, through their drawings, artist naturalists such as John James Audubon and Roger Tory Peterson documented species of birds and other fauna and flora. For students, creating representational artwork helps develop observation skills and an appreciation of the diverse ways organisms have adapted to life on Earth.

In this article, we describe an interdisciplinary project that combines techniques and design elements of the visual arts with hands-on scientific exploration. For the project, students create masks (see pictures on opposite page) that exhibit attributes of animals observed at the Smithsonian Institution's Naturalist Center in Leesburg, Virginia. In the process, students develop an understanding of different animal species and learn how masks have been and are currently being used in different cultures. The unit typically takes at least eight class periods, which combine artwork with science content lessons, plus the two and a half hour field trip to the Naturalist Center for observations and research.

Starting in the classroom

The transformational mask unit begins in the art room where students observe photographs of masks from around the world and masks created by students in previous years. Classroom discussion focuses on the uses and history of masks, materials used to construct masks, and why animals are used as themes. In traditional cultures, the animal mask is a transformational object that enables the wearer to ceremonially become an animal by adopting its characteristics, which can include stealth, cunning, agility, flight, and intelligence. Masks are worn in hopes of acquiring information, conquering enemies, and predicting the future. Commonly, animals and various animal characteristics are used by many cultures in imagery. An example is the Pacific Northwest Native American totem pole, which may contain carved images of bears, ravens, or killer whales.

It is important for students to consider the mask as a component of a culture, not just as an art object. We use graphic organizers throughout the discussion to organize information about a culture's ceremonies and religion, technology and natural resources available to make the mask, symbolism and cultural styles, and the social or economic status of the person wearing the mask.

After the review on masks is complete, students read a handout that describes the transformational mask activity. Students learn from the handout that they will design a "mask creature" that incorporates animal attributes that will allow it to traverse a fictional island "Gorff" that has a variety of geological features and conditions (Figure 1). (Later in the activity, students write a story about how their creature's attributes help it to get across the island.)

The idea is that the mask creature can transform into different animals at various points during its trek across the island. For example, to get across the island, the mask at one point will need to cross the "Magna Chasm." For this, students might want to incorporate on their mask characteristics of some sort of animal that flies. At another point on the island, the mask creature must cross a large lake; therefore, students might include on their mask attributes of an animal that can submerge itself in water for a long period of time. In order for the mask creature to be able to traverse the island, students will need to select animals with specific adaptive requirements, such as weight, size, saltwater survival, and flight. The next step in the activity is a trip to the Naturalist Center, where students observe animals and decide which ones to include on their masks.

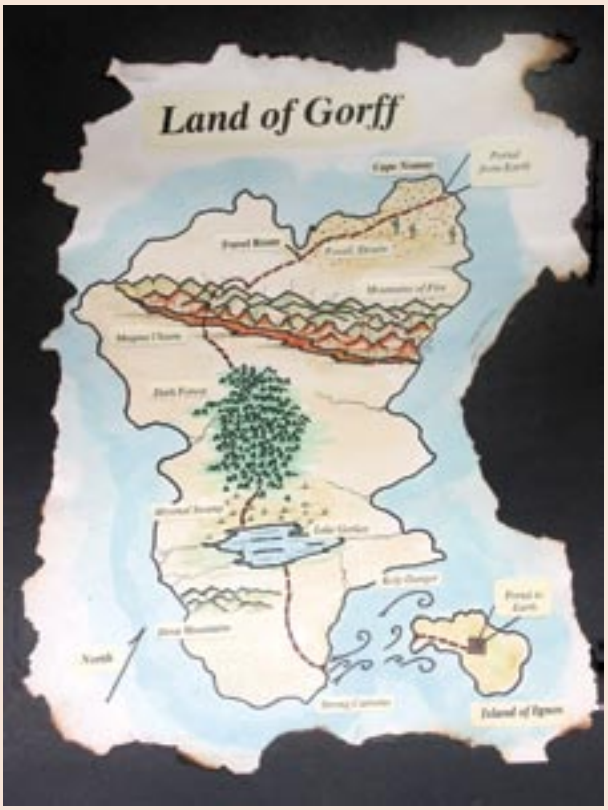
A trip to the museum

The Naturalist Center is a unique museum with an open collection, which allows visitors to handle more than 36,000 natural objects. The field trip itinerary requires students to select five animals from different sections of the facility. Once students have chosen the animals they want to include on their masks, they focus on drawing the animals' specialized features. The goal is for students to learn everything they can about their chosen animals while at the center.

Students must closely observe the animals they have chosen and make detailed sketches, which will help them construct their masks once back in the classroom. Students choose an insect (for flying or climbing); a bird (for crossing land obstacles by flight); a mammal (for its land and climbing mobility and strength); a saltwater invertebrate (for its ability to survive in saltwater and carried by ocean currents); and a fish, reptile, or am-

FIGURE 1

Fictional island of Gorff.



This student mask includes imitation butterfly wings for ears, a hawksbill turtle beak, wattles of a cassowary, and a center spider eye.

phibian (for swimming across wetlands or other bodies of water) to feature on their mask. Students must look carefully and draw specific characteristics to better understand what makes each animal unique. As students progress, they apply art class skills to scientific observing and thinking processes.

Using pencils and sketchbooks, students obtain as much information as the two-hour session allows. Students learn (with the help of a reference collection at the center) additional information about an animal, including its scientific name (genus and species), environmental requirements, food preferences, and methods of ambulation or flight. More animal research on classification and behaviors can later be obtained at the school library or from the internet.

Aesthetic elements such as form, color, texture, and pattern are noted on student drawings while at the center. Initial drawing materials can range from colored pencils to more sophisticated art materials, such as tempera, acrylic, or watercolor paint. Students draw five different observational sketches at the museum and then later (back in the art room) produce a precursor mask drawing, which is a combination of the five drawings from the museum. Students return to the classroom to create a life-sized working drawing of an animal head combining additional features of the remaining animals into a harmonious, balanced mask.

Back in the art room

Creation of the mask form is approached in several ways. The art teacher demonstrates sculpture techniques to the class using papier-mâché, cardboard, poultry wire, and plastic gauze to cast the face as students begin creating their chosen animal head. Actual examples and slides of past student work are again shown. The art teacher demonstrates additional techniques for creating and attaching animal features, such as crab claws, butterfly antennae, reptilian scales, nocturnal eyes, fur, wings, and mouthparts. Student work must combine good scientific information and artistic technique into a harmonious and imaginative mask.

Student work must combine good scientific information and artistic technique into a harmonious and imaginative mask.

Craftsmanship is important: The engineered masks must hold together for display at several public art events. After the main face form is created, students use house paint to provide a foundation coat. Next, the mask is carefully painted with acrylic paint using students' original life-sized drawing as a guide. A variety of materials such as artificial fur, coat hangers, beads, and fabric can be added to the masks to create texture, color contrast, and various shapes and forms. Imagination and creativity are the main ingredients, not expensive materials. Making subtle adjustments in the eyes and mouth can make expressive emotional states, from anger to complacency to contentment. The goal is to make an expressive, decorative, and unified mask.

Writing a survival story

As mentioned earlier in this article, a final component of the transformational mask project includes writing a story about the mask creature's adventure on the imaginary island. Students name and describe their animal's adaptations that allow it to successfully face challenges of survival while traversing the island. Traversing the island is complicated by the presence of predators, difficult topography, and challenging environmental conditions. Animal research—via the museum resources, school library, and internet—provides the necessary information about ambulation, sustenance, and environmental requirements for the story.

Taking another look

Students eagerly display their wonderful creations in various venues, including the school, community art exhibits, and the Naturalist Center. Before the artwork leaves the classroom however, students are asked to respond to a series of questions that summarize the art and science experience.

Artistic considerations

Teachers evaluate and access students' experience at the Naturalist Center and their completed masks with a formal written assessment and teacher interview. Formal artistic properties such as unity; repetition; contrast; balance; and use of color, texture, and form are considered. Technical aspects such as craftsmanship, paint application, and the use of special tools and a variety of materials are examined. Each mask must include realistic adaptive features, such as feathers, antennae, wings, ears, and protective coloration. Finally, assessment includes deciding whether the student was effective in conveying expressive properties that show feeling in the mask and may create a mood or elicit a psychological reaction in the viewer.

Science considerations

Scientific information is obtained from preliminary sketches and the final life-sized drawing. Realistic patterns, skin coverings and coloration, and specific animal adaptations should be displayed on the final mask showing a depth of exploration gathered from the specimens at the Naturalist Center. The adventure story provides an investigation of the animals' environment and habits. Students obtain classification information on each animal they study, from kingdom to species. Students learn about scientific observation and drawing, animal adaptations, classification, binomial nomenclature, and each animal's environment and habits.

Questions

Students then respond to additional self-evaluation questions:

- Write about your experience in creating the mask. What did you learn about animal adaptations?
- If your mask were preserved for 1,000 years, what would your mask tell about the place and time period in which it was made? What do the materials and their technology reveal about our civilization?
- Does your mask communicate feelings or emotions? Are these signs of emotion conveyed in the form, patterns, or textures (individually or in combinations of these)?
- What did you learn about the specific animals you selected? What adaptations make these animals successful?
- How did the project change your view of biodiversity on this planet? Why is there so much diversity of life on Earth?
- How might you use the Naturalist Center for research in art and science projects in the future?

Connecting art, science, and culture

The production of a unique mask is the product of an inquiry investigation that enriches a high school student's sense of appreciation for the natural world. At the museum, students value the quiet setting and marvel at the beauty of the natural objects on permanent display. Studying and sketching an organism directs each artist to look at minute adaptive details, which in the living world could mean the difference between life and death.

Students develop their artistic skills just as sculptors in many parts of the world have done in order to produce symbolic cultural masks. Writing a story solidifies the scientific content knowledge gained while solving the adaptation problem. We are fortunate that we can take our students to a local natural science center. Teachers who do not live near a similar facility could take their students to any nature center or take them on a "live" field experience at a zoo or park in the community. This trip helps students see the importance of connections between art, science, and culture. ■

The authors are both former Teacher Naturalists at the Smithsonian Institution National Museum of Natural History Naturalist Center. Brian Kirk (bkirk@loudoun.k12.va.us) *is the fine arts department chair and art teacher at Stone Bridge High School, 43100 Hay Road, Ashburn, VA 20147; and Margaret Jefferies* (mjefferi@loudoun.k12.va.us) *is a science teacher at Freedom High School, 25450 Riding Center Drive, South Riding, VA 20152.*

References for further reading

Barlowe, D., and S. Barlowe. 1987. *Illustrating nature: How to paint and draw plants and animals.* New York: Portland House.

Bateman, R. 1995. *An artist in nature.* New York: Random House.

Brommer, G. 1997. *Discovering art history.* Worchester, MA: Davis Publications.

Crane, V., H. Nicholson, M. Chen, and S. Bitgood. 1994. *Informal science learning: What the research says about television, science museums and community-based projects.* Dedham, MA: Research Communications.

DeBoer, G. 1991. *A history of ideas in science education: Implications for practice.* New York: Teachers College Press.

Efthim, R. 1988. A touchable museum that teaches. *The Science Teacher* 55(1): 40–43.

Erickson, M., and E. Katter. 1994. *Artery artistic literacy game.* Tuscon, AZ: CRIZMAC Education.

Hodges, E., ed. 2003. *The guild handbook of scientific illustration.* 2nd ed. Hoboken, NJ: John Wiley and Sons.

Knight, C. 1947. *Animal drawing: Anatomy and action for artists.* New York: Dover Publications.

Leslie, C.W. 1980. *Nature drawing: A tool for learning.* Upper Saddle River, NJ: Prentice Hall.

Lowery, L. 1990. *The scientific thinking processes.* Berkeley, CA: University of California at Berkeley.

Van Ravenswaay, C. 1984. *Drawn from nature: The botanical art of Joseph Prestele and his sons.* Washington, DC: Smithsonian Institution.

Name _____ Date _____

Mask Concept Sheet

The type of Mask your Mask is going to be:

_____ Ritual – Designed for a SPECIFIC EVENT/ CELEBRATION
(i.e. A Rain Dance, a Festival celebrating the Harvest, a Graduation, a Marriage, getting a job, etc.)

_____Character – Is a PERSON/ PERSONA OTHER THAN YOURSELF
(i.e. Barney, a Superhero, Godzilla, a Greek God like Apollo or Athena, etc.)

_____ Personal – Represents YOURSELF AS YOU ARE (i.e. you as a worker (your job), your interests, your horoscope, etc.)

_____ Transformation – Represents a CHANGE IN YOURSELF
(i.e. making a career decision, moving, an attitude shift, graduation, etc.)

MASK REFLECTION

_____	_____	_____
NAME	SCHOOL	DATE

Your mask show what you look like on the surface. Go deeper now and think about the person you are beneath the surface:

- Two things that make me unique:

- Two things I have in common with all other humans:

- Two things I once was but am no longer:

- Two things I will be, but am not yet:

- One thing I need to say to myself but never have:

5/10/00

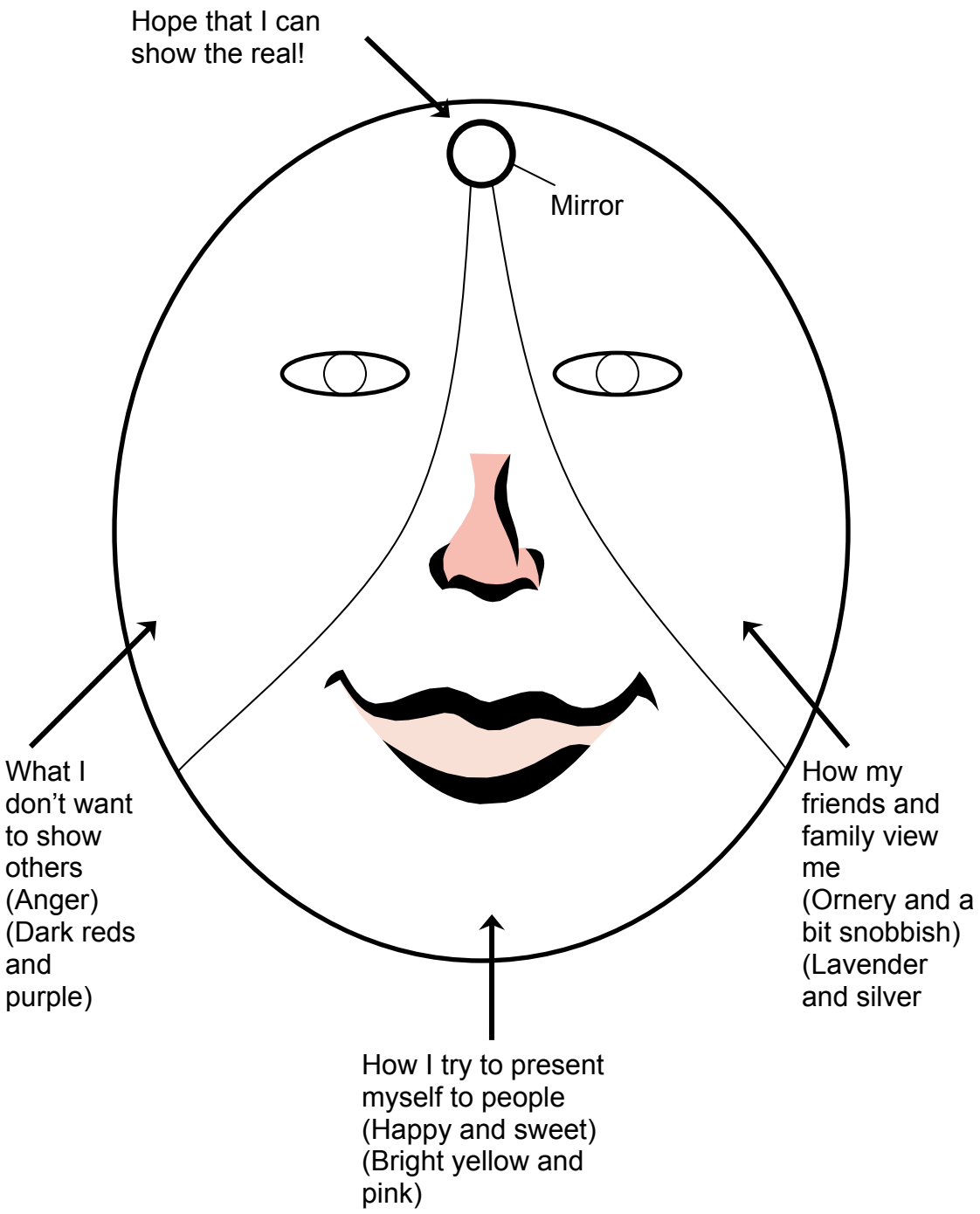
THE FEELINGS BEHIND THE MASK

The day I painted my face I was fairly depressed. I felt like a fake. I had realized that I barely ever show how I truly feel, unless I am extremely close with the person I am with. I always seem to put on a "front", like if I'm sad I'll act extremely hyper or if I'm mad I'll act perky and preppy.

I decided to reflect that on my mask. I divided it in to three different sections and made them all show a different aspect of my feelings and how people view me. One part I made for *How I Truly Feel but Barely Ever Show*, another was for my *"FRONT"* and the last I made for *How I Feel Some of My Close Friends See Me*.

I put depressing colors in the how I truly feel section, happy, perky colors in my "front" section and fairly snobbish and ornery colors in the one about my friends viewing me. I looked at it and decided it was too plain so I put a gem on it but it didn't look or feel right so I took the gem off and instead put a little round mirror on. I decided it would show how I want to be able to show my true feelings to other but also how I want to be happy and bright.

So now you know why my mask looks a bit odd. Maybe you can relate to why I made it like that. If that's so then I think you'll really like mask making and painting. It made me feel better; maybe it will do the same for you.


Hope that I can show the real!
Mirror
What I don't want to show others (Anger) (Dark reds and purple)
How my friends and family view me (Ornery and a bit snobbish) (Lavender and silver
How I try to present myself to people (Happy and sweet) (Bright yellow and pink)

Mask Making

Group Activities
Mask Making

In this activity, program participants make plaster masks on each other's faces, decorate them, and discuss the finished product in group. It is always important to discuss the issue of physical touch prior to the start of mask making, as this activity includes prolonged physical contact between participants.

Leadership and Resiliency Program©™ staff can suggest various themes in discussing masks, including:
identity; how participants perceive themselves as compared to how other's perceive them; and fantasies that individuals have about themselves or their future. Two masks per person are often made to facilitate discussions of contrasts: anger and peace; the self that we show to the world and the self inside; and happy vs. painful feelings. For upper class groups, masks made in previous years can be compared with masks made in the current year, with ensuing discussions focused on growth and self evaluation over time. "Where you were compared to where you are" is a good theme.

Timeframe: Mask-making can take four to six weeks, depending on the size of the group and the number of masks being made. It is helpful to schedule mask making during weeks that are unlikely to be interrupted by school schedules, especially testing.

Supplies Needed (assuming you are doing masks for four groups of eight each)**:**

- One large role of plaster bandaging. (once used for making casts for broken bones – available at pharmaceutical supply stores) cut into strips of three widths; one inch, one half inch and one eighth inch. This can be messy, and needs to be done in advance. Students can assist with this process, and it can be done the week prior to making the actual masks. Staff can prepare strips in advance, but this can be a time consuming process. It is helpful to send for students during lunch times and prepare together.
- Plastic bowls
- Large plastic garbage bags (one per person)
- Large plastic sheets to cover floor
- Headbands, ponytail holders, hair clips or shower caps (To protect hair and keep it out of the way of the mask)
- Four or five large jars of cold cream (NOT MOISTURIZER OR VASELINE-QUESTION YOUTH AS TO SKIN SENSITIVITY ISSUES)
- Three or four boxes of soft tissues
- Ten to twelve small mirrors
- Four or five containers of liquid face soap
- Five to ten face towels
- Lots of craft paint in assorted colors
- Assorted craft items such as feathers, small mirrors and beads

<u>PREPARATION</u>: Provisioning the Plaster Strips

The following instructions are based on using large rolls of plaster bandaging such as that manufactured by Johnson & Johnson. Each roll is 6" wide and 5 yards long and is marked "Fast Setting" (5-8 minutes). The Johnson & Johnson reference number is Item #7376. It is usually sold in a box of 1 dozen rolls and is available at medical suppliers. One roll will make approximately 5 masks. Another brand is Duracast and the product number is #13065. Be sure the material is plastered gauze, not a fiber glass product.

For each mask, cut the strips into sets as follows:

Set Number	Size	Number of strips
1	7" x 1 ¼"	8
2	6" x ¾"	6
3	5" x 1 ¼"	6
4	5" x ¾"	4
5	3" x 1 ¼"	18

= If the 5 sets of strips are stacked "one on top of the other" (#1 being on the bottom and #5 on the top), the entire batch can be carefully picked up and inserted in a long letter mailing type envelope until it is time to lay the material out for mask making. So that if ten masks are made, there would be ten envelopes, each containing the needed strips.

Before the students begin to work, LRP staff should lay the strips out on the worktable in a sequence so that set 1 is farthest from the mask maker and set 5 is closest to mask maker. This makes it easy to refer to which set of strips you are working with at each step of the process. Take care that the nearby bowl of water is a safe distance from the strips so that the plaster doesn't get wet until each strip is used.

The fastest way to cut the strips is to use a paper cutter that has been dedicated to this project so that it is not dulled for paper work. Cut sheets from the plaster rolls that are a workable size. It is possible to cut a stack of up to six sheets into strips at one time.
One plan is the following:

- For groups #2 and #5, make the sheets approximately 10" long by 6" wide. In group #2, cut six sheets at once into ¾" strips (makes 15-16 strips each sheet) In group #5, cut six sheets at once into 1¼" strips (makes 9 strips 6" x 1¼" each sheet. Then cut those 6" x 1¼" strips in half; cut up to 12 strips at once. This will be a total of 18 strips 3" x 1¼" per sheet).

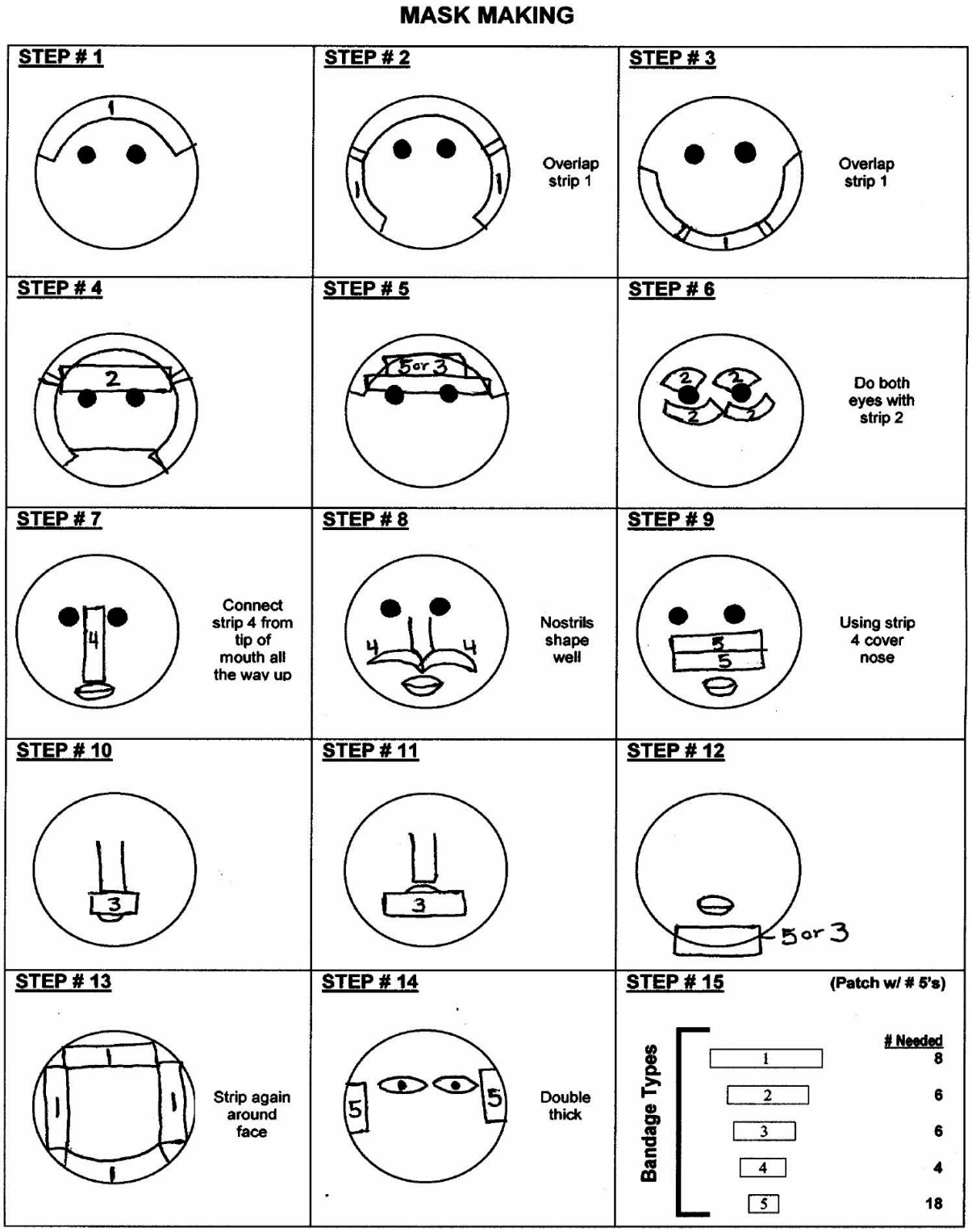
- For group #1, make the sheets 7" long x 6" wide. Then cut six sheets at once by first trimming the "squiggly" edge off one end. Then cut into 7" x 1 ¼" strips (makes 4 strips each sheet)

- For group #3, make the sheets 5” long by 6” wide. Then cut six sheets at once by first trimming the “squiggly” edge off one end. Then cut into 5” x 1 ¼” strips (makes 4 strips each sheet).
- For group #4, make the sheets 5” long by 6” wide. Then cut six sheets at once by first trimming the “squiggly” edge off one end. Then cut into 5” x ¾” strips (makes 8 per sheet).

MASK MAKING

- Have pre-cut plaster strips in envelopes ready, as described above. Expect to use one envelope per mask.
- Place protective plastic down on the floor over the entire area you will be using. Have one plastic bowl filled with water, one large plastic bag and one chair (or designated sitting space on the floor) for each participant.
- Individuals having masks made on their faces need to cover themselves with a plastic bag (used in cape fashion, or over the head with a hole cut in the top) and get in a comfortable sitting position.
- They need to pull their hair back (shower caps work well) and cover their faces with a very thick layer of cold cream or, depending on the group, the mask maker can apply the cold cream (This is important when removing the mask. If not enough cold cream is used, the skin can be pulled).
- Individuals making the mask should begin making the mask using the illustration that follows as a guide.
- All strips are briefly submerged in the water and run through the fingers ONCE to remove excess water. Strips are placed around the perimeter of the face, creating a frame of the mask, followed by the forehead, eyes, nose, lips, and so on. THE EYES ARE NEVER COVERED BY PLASTER. Covering the mouth is an option for participants.
- Participants having masks made may not speak during the process as it will ruin the lines of the mask.
- After the face is completely covered with plaster strips, mask makers need to place one-inch strips back over the original parameters. This helps to strengthen the mask and makes it easier to remove from the face.
- Check carefully to see that all spaces are filled in, and apply additional strips to areas that appear weak. Wait three to five three minutes, and have the individuals with the masks on their faces gently wiggle their facial muscles. When the masks feel loose they can then be gently removed from the face. Participants can then wash their faces and write their names on the inside of their mask.

Here is an illustrated look at the mask-making process:



Mask making usually takes up an entire group session, so participants who make the masks will have the opportunity of having masks made on their faces during the next group time. One or two follow-up sessions are needed to paint and decorate the masks. Group participants then discuss the masks for one or two weekly sessions, depending on discussion themes and the number of participants.

LRP staff will discover many creative group themes through participating in this activity. Note: This activity is especially effective when staff members create masks and fully participate in discussions!!!!

The photo below is an example of a completed mask (before paint or decoration):

MASK PROVISIONING II (10 Masks)

For 10 masks (***Pattern)*** **Set 1: 7” x 6”…4 strips per sheet** **20 sheets; 80 strips**	***For 10 masks*** (***Bulk)*** **Set 1: 20 sheets (7” x 6”)** **Each sheet: 4 strips (7” x 1 ¼” each)**
For 10 masks (***Pattern)*** **Set 2: 10” x 6”…15 strips per sheet** **4 sheets; 60 strips**	***For 10 masks*** (***Bulk)*** **Set 2: 4 sheets (10” x 6”)** **Each sheet: 15 strips, (6” x ¾” each)**
For 10 masks (***Pattern)*** **Set 3: 5” x 6”…4 strips per sheet** **15 sheets; 60 strips**	***For 10 masks*** (***Bulk)*** **Set 3: 15 sheets (5” x 6”)** **Each sheet: 4 strips (5” x 1 ¼” each)**
For 10 masks (***Pattern)*** **Set 4: 5” x 6”…8 strips per sheet** **5 sheets; 40 strips**	***For 10 masks*** (***Bulk)*** **Set 4: 5 sheets (5” x 6”)** **Each sheet: 6 strips (5” x ¾” each)**
For 10 masks (***Pattern)*** **Set 5: 10” x 6”… 18 strips per sheet** **10 sheets; 180 strips**	***For 10 masks*** (***Bulk)*** **Set 5: 10 sheets (10” x 6”)** **Each sheet: 9 strips (6” x 1 ¼” each, then 18 strips 3” x 1 ¼”)**

MASK PROVISIONING II (25 Masks)

For 25 masks (***Pattern)*** **Set 1: 7” x 6”…4 strips per sheet** **50 sheets; 200 strips**	***For 25 masks*** (***Bulk)*** **Set 1: 50 sheets (7” x 6”)** **Each sheet: 4 strips (7” x 1 ¼” each)**
For 25 masks (***Pattern)*** **Set 2: 10” x 6”…15 strips per sheet** **10 sheets; 150 strips**	***For 25 masks*** (***Bulk)*** **Set 2: 10 sheets (10” x 6”)** **Each sheet: 15 strips, (6” x ¾” each)**
For 25 masks (***Pattern)*** **Set 3: 5” x 6”…4 strips per sheet** **38 sheets; 150 strips**	***For 25 masks*** (***Bulk)*** **Set 3: 38 sheets (5” x 6”)** **Each sheet: 4 strips (5” x 1 ¼” each)**
For 25 masks (***Pattern)*** **Set 4: 5” x 6”…8 strips per sheet** **13 sheets; 100 strips**	***For 25 masks*** (***Bulk)*** **Set 4: 13 sheets (5” x 6”)** **Each sheet: 6 strips (5” x ¾” each)**

For 25 masks (***Pattern)*** **Set 5: 10” x 6”… 18 strips per sheet** **25 sheets; 450 strips**	***For 25 masks*** (***Bulk)*** **Set 5: 25 sheets (10” x 6”)** **Each sheet: 9 strips (6” x 1 ¼” each, then 18 strips 3” x 1 ¼”)**

This page intentionally left blank.

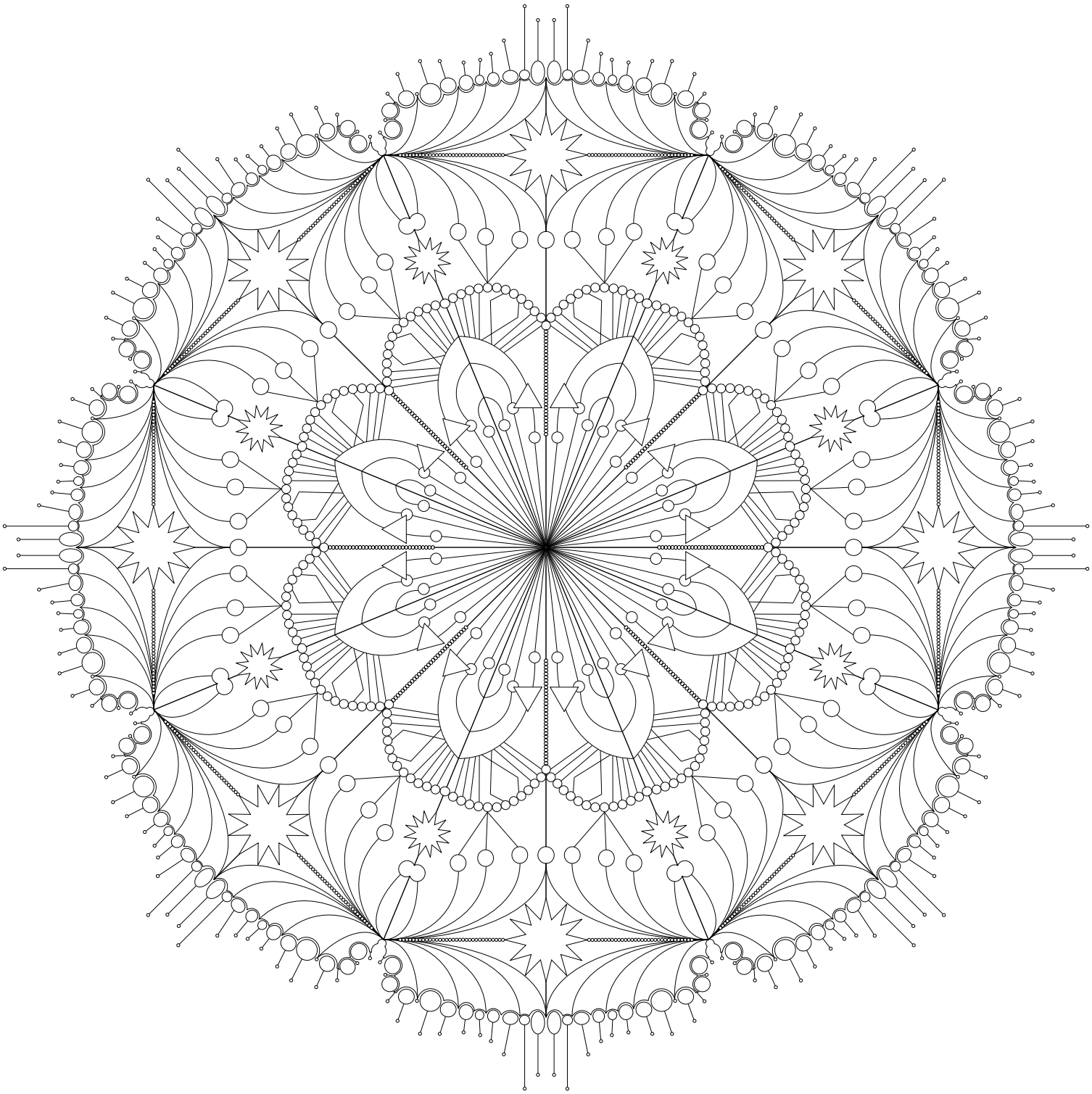
The Leadership and Resiliency Program©™

Mandalas

This page intentionally left blank.

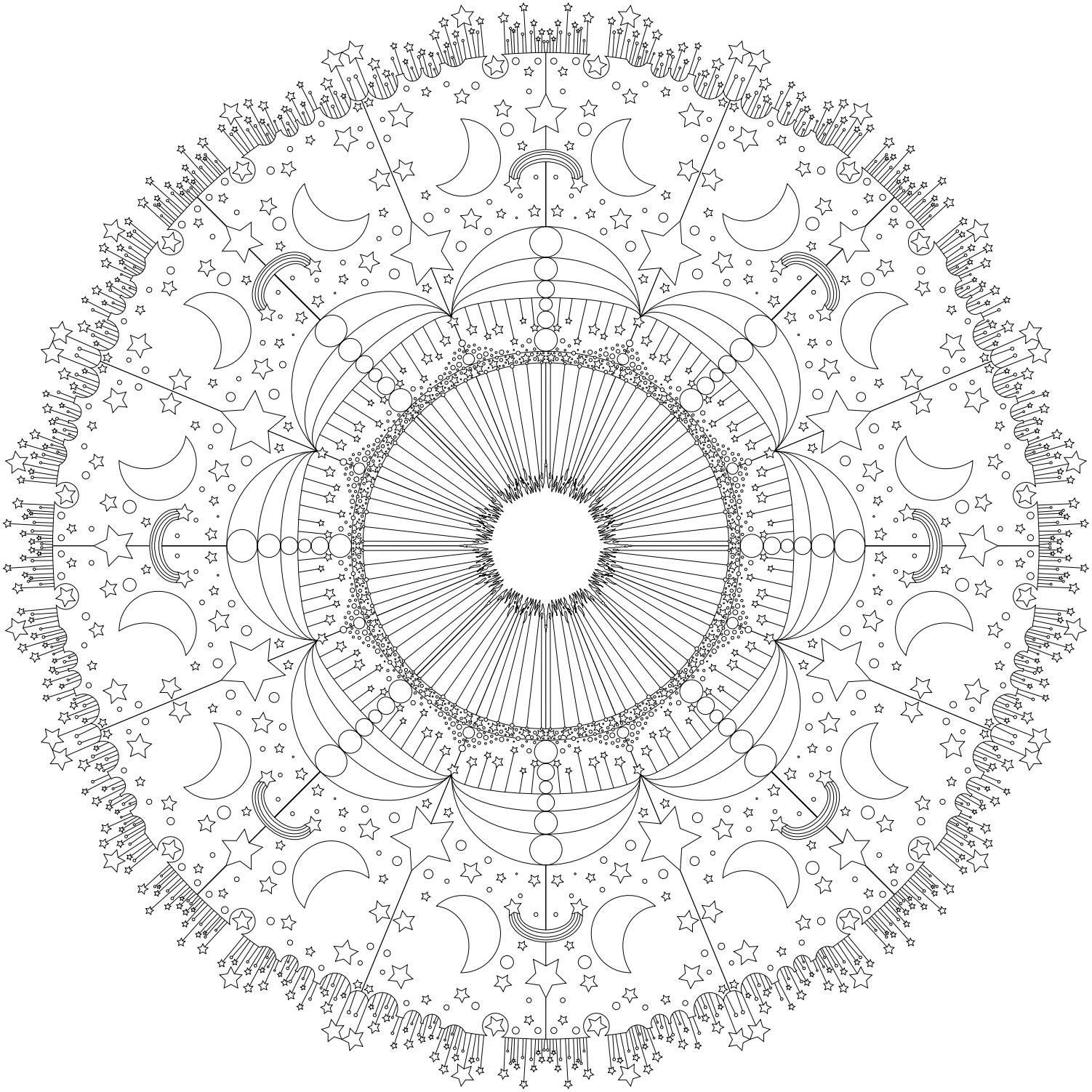
Mandalas

This page intentionally left blank.



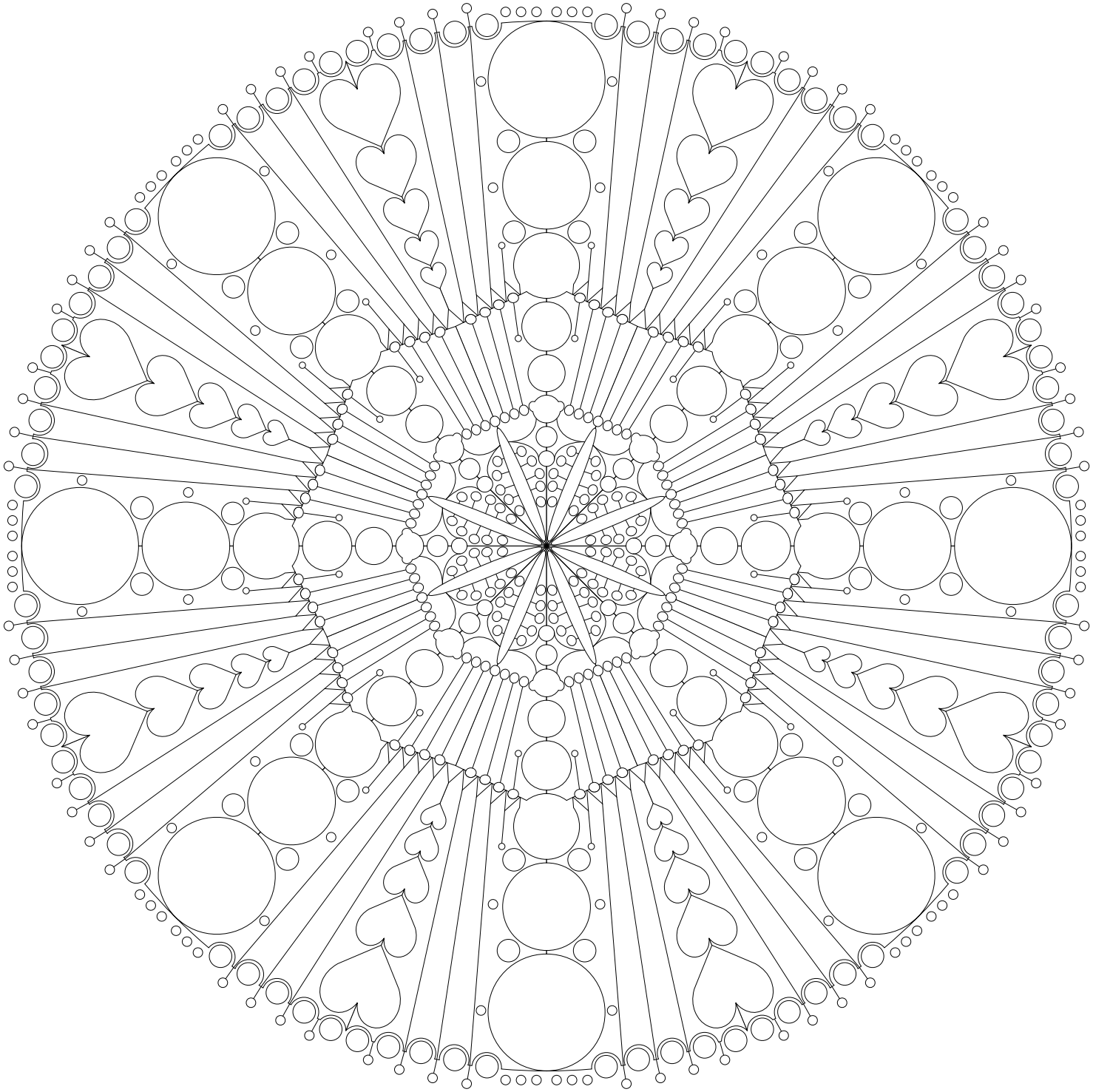
www.ColoringCastle.com

This page intentionally left blank.



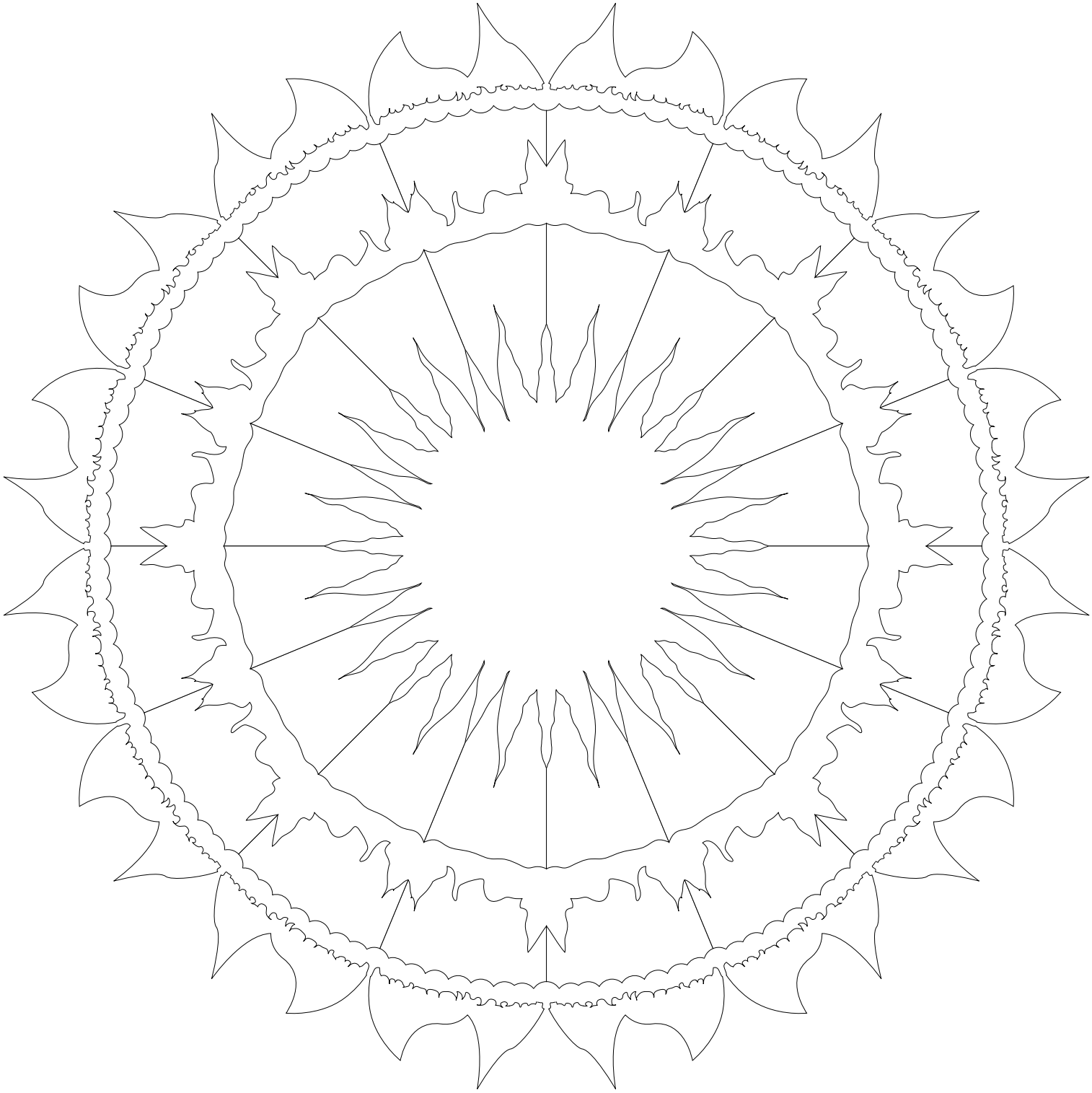
www.ColoringCastle.com

This page intentionally left blank.



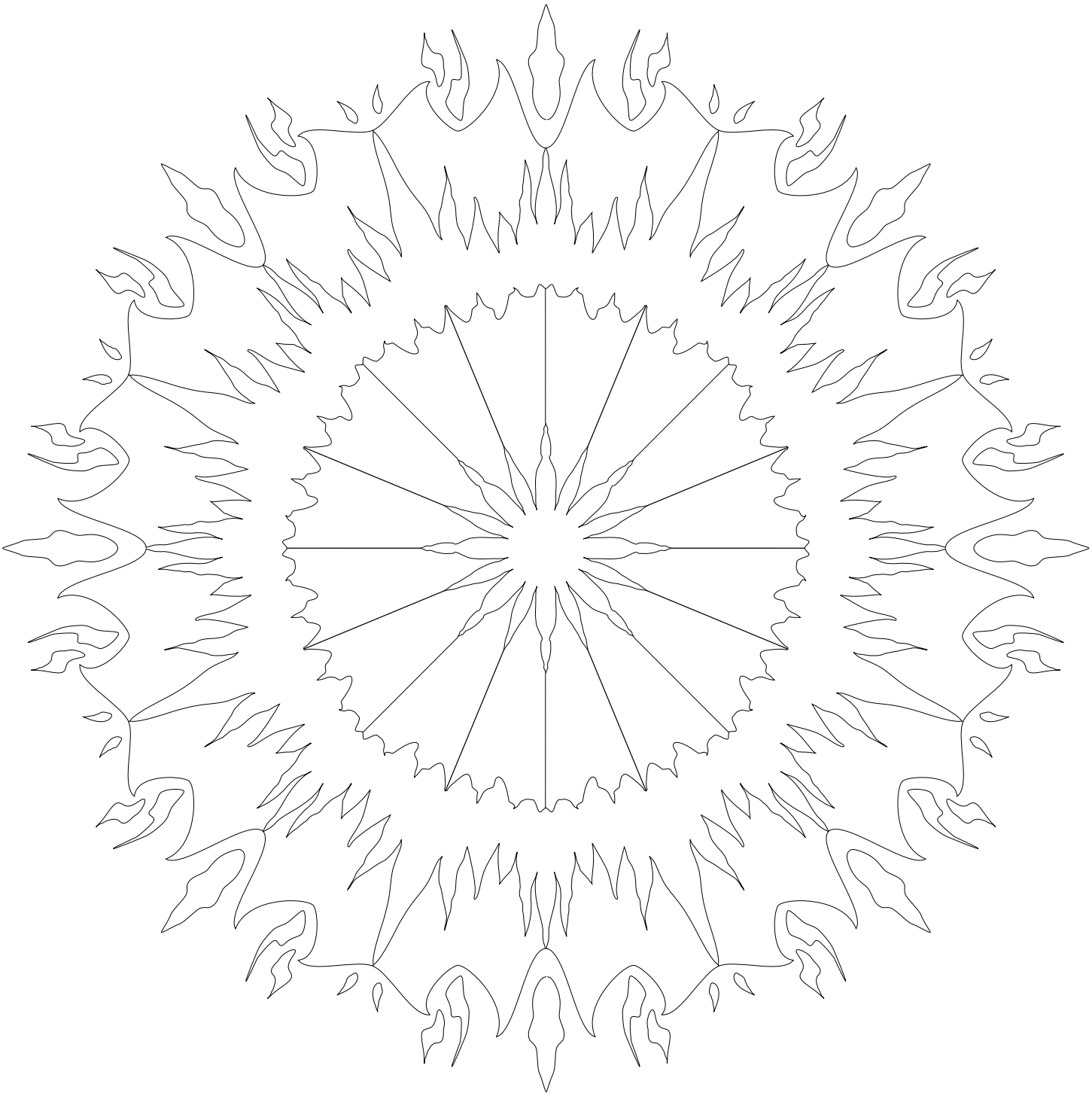
www.ColoringCastle.com

This page intentionally left blank.



www.ColoringCastle.com

This page intentionally left blank.



www.ColoringCastle.com

This page intentionally left blank.

Meeting the Mandala

By Claire Goodwin

Mandala is Sanskrit for whole world or healing circle. It is a representation of the universe and everything in it. Khyil-khor is the Tibetan word for mandala and means “center of the Universe in which a fully awakened being abides.” Circles suggest wholeness, unity, the womb, completion and eternity.

In Tibet, the process of creating a mandala is as important as the finished product. It takes years of preparation and training to gain the skill and knowledge required to paint. Even when one is able to begin, meditation for three days must occur before brush can be put to canvas. So much for instant gratification!

There are many types of mandalas in Tibet, such as “transmutation of demonic forces” and “cosmic fortress” (Arguelles, Mandala). The first type is recognized by its sinister images of fire, dragons and warriors. The overall impression is one of dynamic energy. In contrast, the “cosmic fortress” creates a visual safe place, filled with gods, goddesses, lotus and angelic beings. They are there to protect and bless us as we tune into that center within ourselves.

Sand mandalas are another type developed by Tibetan monks. Intricate patterns reflect many levels of understanding. The design is ritually prepared over a period of days, then blown away to represent the impermanence of life. The sand, which has been blessed throughout the process, is seen to benefit the land and rivers it comes in contact with. Tibetans believe that a sand mandala contains the knowledge to achieve enlightenment in this lifetime.

There is also a tradition of healing circles in the west. Powerful symbolism is seen in Native American sand paintings, medicine wheels and shields. Medicine wheels represent the universe, change, life, death, birth and learning. The great circle is the lodge of our bodies, our minds and our hearts. Although there are many parallels to the Tibetan mandala, Native Americans never used the word mandala to describe their sacred circles.

In Europe, Hermetic mandalas, though usually linear, may also be circular. Alchemy, the Kabbalah, geometry and numerology play an important part of their design and creation. In his book The Western Mandala, Adam McClean writes “(Mandalas)…can be seen to be keys that unlock the mysteries of our soul’s architecture. If we choose to use them in this way, they can lead us deep into the mysteries of our inner world.”

The architecture of Gothic cathedrals shows another way towards illumination. The stained glass rose windows were built during times of plague and war. Like mandalas, they were meant to be a symbol of the enlightenment of the human spirit. Sitting in the earthly darkness, contemplating the light pouring through the inspired designs prompts a powerful experience.

Our culture is familiar with mandalas primarily because of the work of Carl Jung who became interested in them when studying Eastern religion. Jung saw the circular images his clients experienced as “movement towards psychological

growth, expressing the idea of a safe refuge, inner reconciliation and wholeness." For Jung, mandalas are "vessels" into which we project our psyche. It is then returned to us as a way of restoration. He recognized that archetypes from many cultures were seen in this spontaneous expression of the unconscious. Circles are universally associated with meditation, healing and prayer.

My own interest in mandalas developed out of an art class assignment at Worchester State College in 1979. Carl Jung and mandalas were mentioned in relation to our project of circular/geometric paintings. From manhole covers to ceiling tiles, suddenly I was seeing mandalas everywhere. I even saw them take form in salads, quiches and pies! Looking at my daughters' kaleidoscope became a favorite pastime. I was hooked!

To further my knowledge, I arranged an independent study on mandalas. Seeking information for my paper, I contacted Michael Brown who had given a workshop at Omega Institute. He wrote back, "The only way to truly understand a mandala is to draw them." Happily, I took his advice. Another part of the assignment was to paint a series of mandalas. It was Christmas time and I decided to make them as gifts. Instinctively, I put the person's picture beside the canvas and meditated a while (although I must admit my meditation time was considerably shorter than the three days required for the Tibetans!). When painting, I listened to their favorite style of music. The results were amazing and the idea of personal mandala portraits was born.

There are many ways to connect with mandalas. Each culture has developed specific methods and added meaning to the process. There is no absolute correct way. We must each find our own path to the center. As the Tibetan monk Lobsang Samtern states: "Each individual person who sees and meets the mandala has a different experience." May your encounters with mandalas be filled with deep understanding and peace.

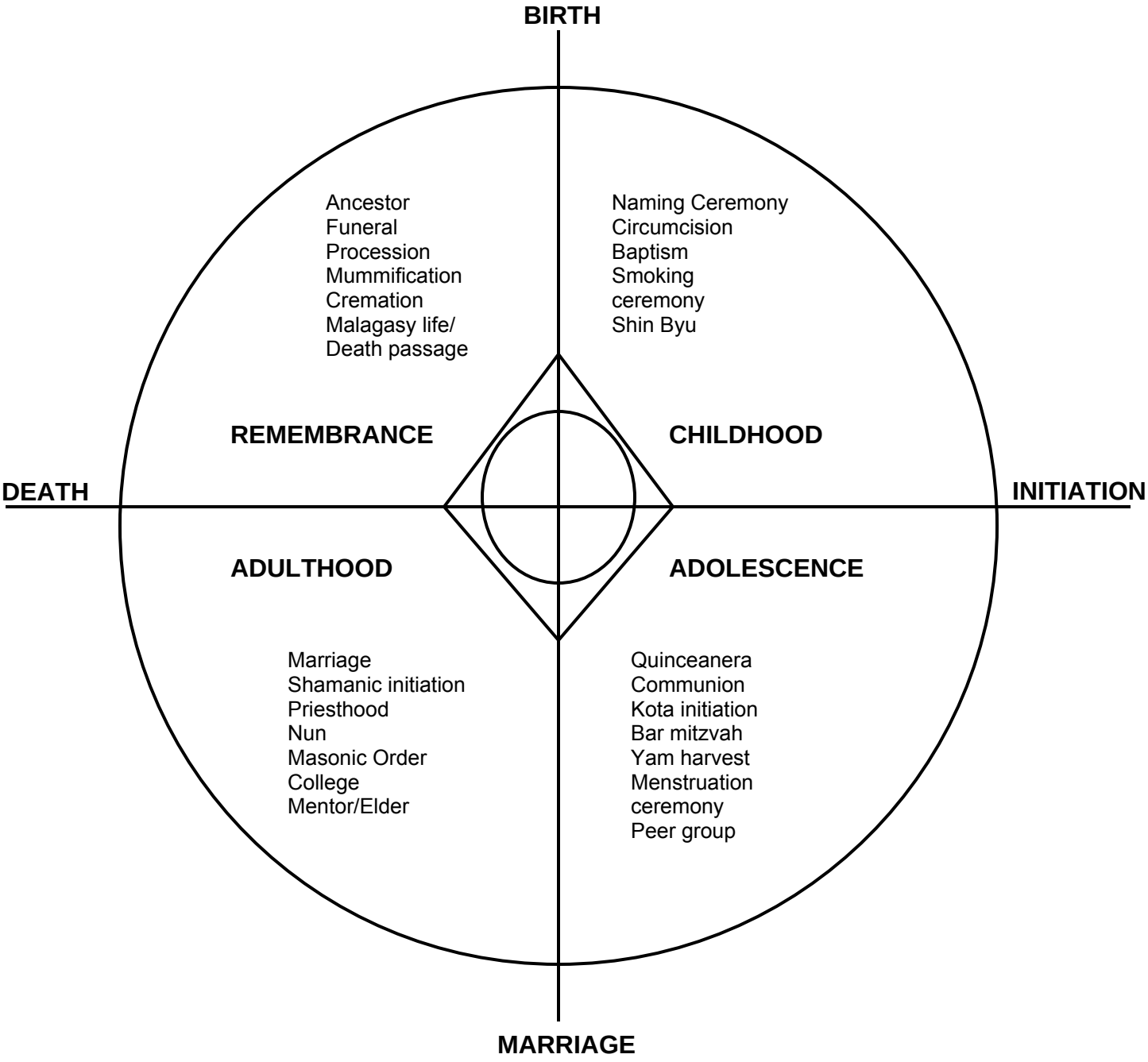
SUGGESTED READINGS:

- Mandala by Jose and Miriam Arguelles. Shambhala Publications, Inc., 1972
- Mystery of Mandalas by Heita Copony. Theosophical Publishing House, 1989
- Mandala Symbolism by Carl G. Jung. Translated by R.F.C. Hull, Bollingen Series, Princeton University Press, 1959.

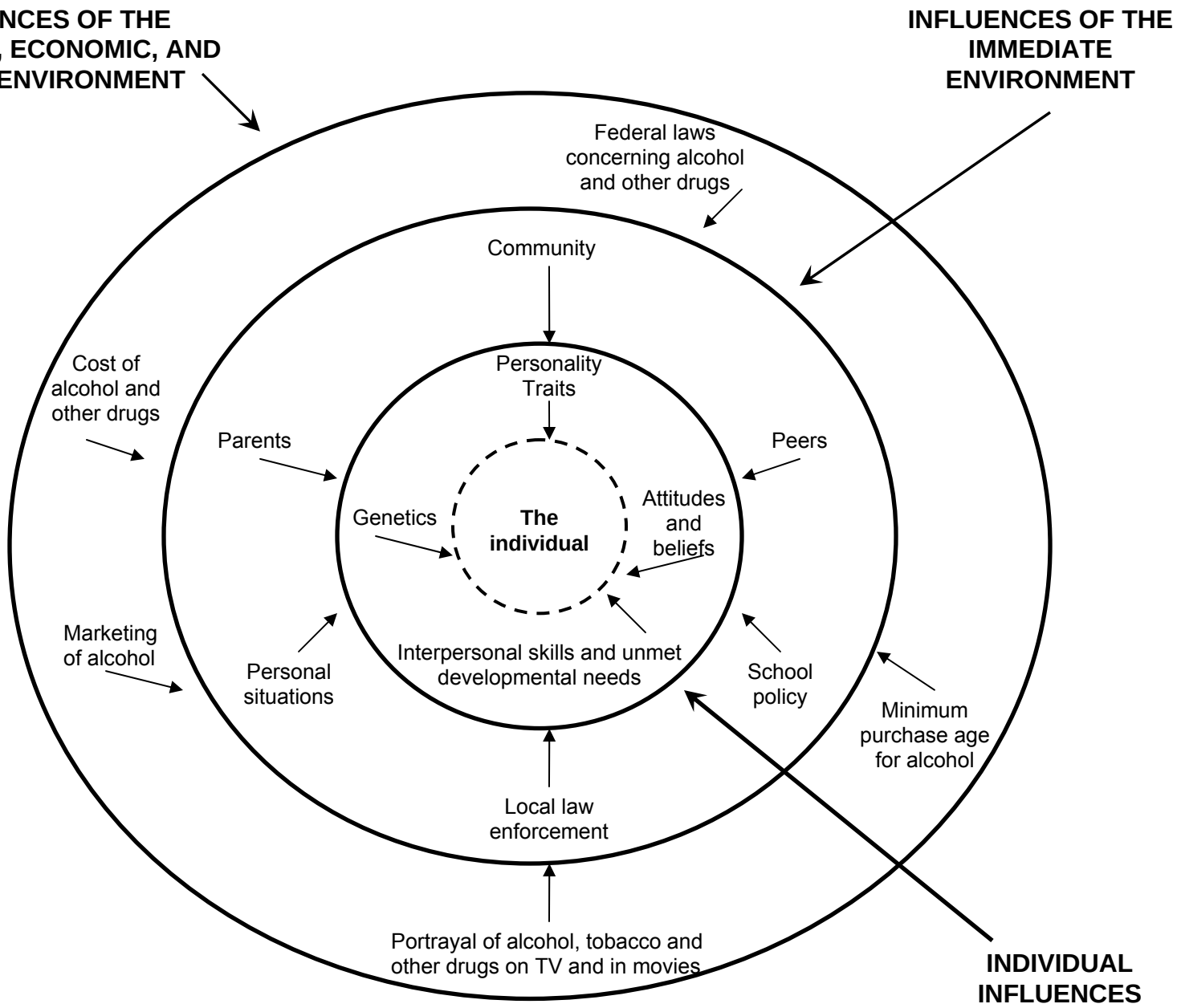
Copyright © 1993 by B. Clare Goodwin. All rights reserved.

Clare Goodwin is a humanistic astrologer, therapist, tarot reader, and artist living and working by a beaver pond in Belchertown, MA. Her Mandala website is considered one of the definitive sites about the subject of mandalas on the web today. For those wanting further study, Clare offers "Making Meaning with the Mandala Correspondence Course". She also teaches in the Professional Counselor Training Program and is an affiliated therapist at the Synthesis Center in Amherst, MA. She does intuitive counseling in person or by phone. Contact her at 413-323-0083 or clare@abgoodwin.com.

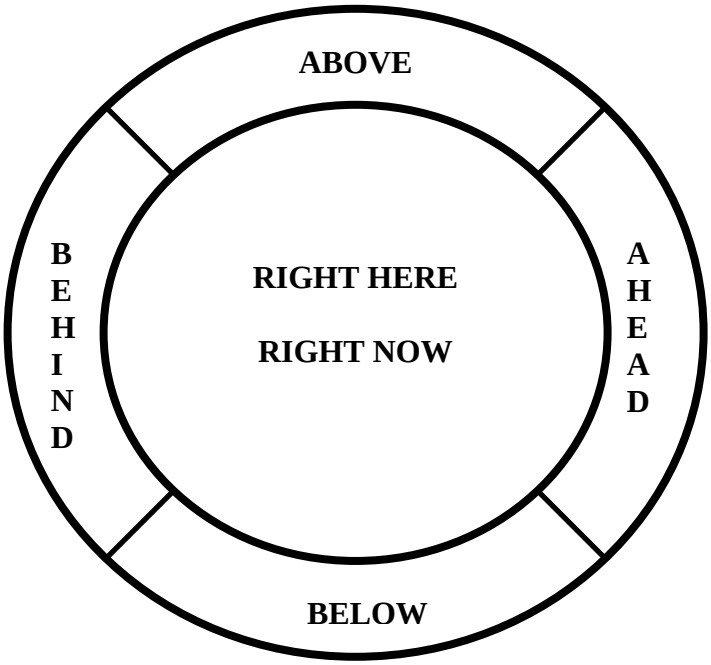
LIFE CYCLE



THE CIRCLE OF LIFE: Rituals from the Human Family Album.
Cohen Publishers, Inc.
Copyright 1994 by Milton H. Kwofi Roman.


INFLUENCES OF THE CULTURAL, ECONOMIC, AND SOCIAL ENVIRONMENT
INFLUENCES OF THE IMMEDIATE ENVIRONMENT
Federal laws concerning alcohol and other drugs
Community
Personality Traits
Cost of alcohol and other drugs
Parents
Peers
Genetics
The individual
Attitudes and beliefs
Marketing of alcohol
Personal situations
Interpersonal skills and unmet developmental needs
School policy
Minimum purchase age for alcohol
Local law enforcement
Portrayal of alcohol, tobacco and other drugs on TV and in movies
INDIVIDUAL INFLUENCES

MANDALA



Above-Below

Above: spiritually-the action of mind/spirit
Below: material world- your life in the world here

Behind-Ahead

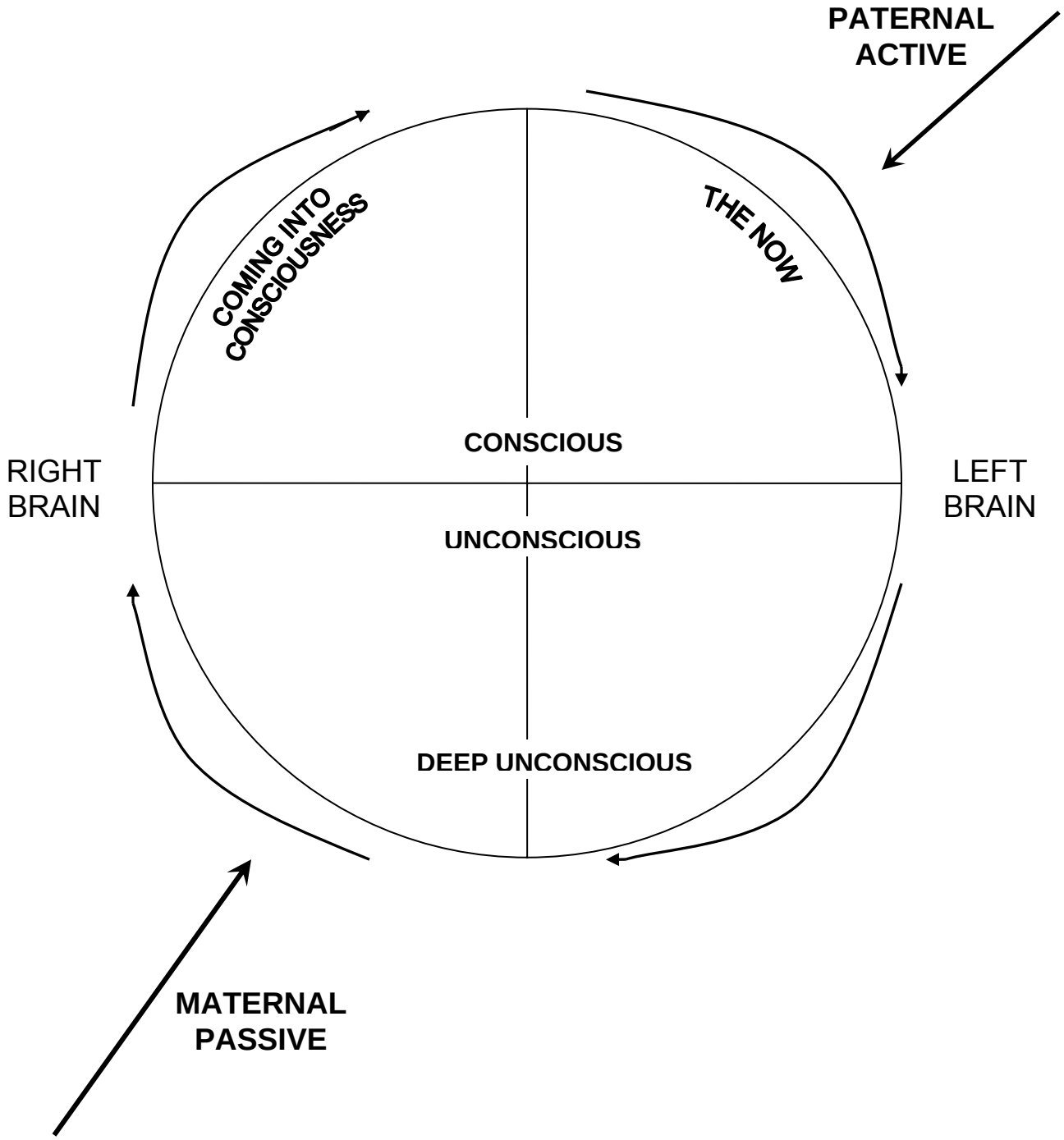
Behind: what has happened before
Ahead: where we are likely to go if we continue this path

* It is important to recognize that we are NEVER at the "mercy" of our past, nor are we a "victim" of what's happening around us. There is no such thing as "fate" compelling us to an undesirable future. We take a look ahead to see where we light likely go IF we continue this path….the CHOICE IS OURS—whether to go that way or become proactive in changing our course!

Right Here, Right Now

This is the symbol of "me" as I appear at the moment.

FLOW WITHIN A MANDALA



Child, Adolescent, and Adult Phases of the Resiliencies

Definition

For each of the seven resiliencies we have described three developmental phases: child, adolescent, and adult. In children, resiliencies appear as unformed, non-goal oriented, intuitively motivated behavior. In adolescents, these behaviors sharpen and become deliberate. In adults, they broaden and deepen, becoming an enduring part of the self. For instance, insight begins with **sensing** in childhood, becomes **knowing** in adolescence, and matures into **understanding** in adulthood.

We have shown the developmental phases on concentric circles in the resiliency mandala.

Reading the Resiliency Mandala

Each circle of the diagram represents a stage of development. At the center of the circle is the self. The ring closest to the center holds the name of the childhood phases of all the resiliencies. Moving outward, the next ring holds the adolescent stages, and the one after that, the adult stages. The outermost ring, gives the general, overall name of each resiliency.

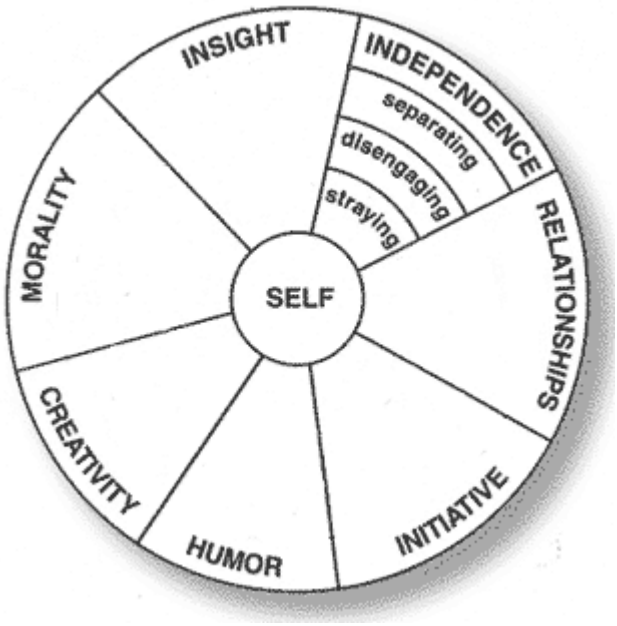
Reading the diagram ring by ring will give you an understanding of the general concept of resilience at each stage of development.

Reading the wedges will give you an understanding of the development of the individual resiliencies over time. Each wedge represents one resiliency. It names the overall resiliency on the outermost arc then moves inward through the adult, adolescent, and childhood stages. For instance, insight takes the form of **understanding** in adulthood, **knowing** in adolescence, and **sensing** in childhood.

Reading the Mandala Wedge by Wedge

Insight - asking tough questions. In children insight takes form in **sensing** - a pre-verbal intuition that something is wrong in the world. In adolescents, insight sharpens into **knowing** - a systematic, well articulated awareness of the problem. In adults, insight matures into **understanding** - empathy, comprehension of the self and others, and a

tolerance for complexity and ambiguity.



Independence - emotional and physical distancing from the sources of trouble in one's life. Independence begins in children with **straying** - wandering away when trouble is in the air. In adolescents, independence grows into emotional **disengagement** - detaching from troublesome situations and standing up for oneself. In adults, independence takes form in **separating** - taking control over the power of one's pain.

Relationships - making fulfilling connections to others. Relationships begin in children with **contacting** - making fleeting ties with others who are emotionally available. In adolescents, relationships sharpen into **recruiting** - the deliberate attempt to engage with adults and peers who are helpful and supportive. In adults, relationships mature into **attaching** - mutually gratifying personal ties that are characterized by a balance of give and take.

Initiative - taking charge of problems. In children, initiative takes form in **exploring** - trial and error experiments in the physical world. In adolescents, initiative becomes **working** - problem solving and other goal-directed behavior in a wide range of activities. In adults, initiative matures into **generating** - a zest for projects and for tackling challenging situations.

Creativity - using the imagination. Creativity and humor are related resiliencies. Both are safe harbors of the imagination, refuges where experiences can be rearranged to one's own liking. Both begin in children with **playing** - using the imagination to make a world that conforms to one's own wishes. In adolescents both mature into **shaping** - using art and comedy to give aesthetic form to one's innermost feelings and thoughts. In adults, creativity matures into **composing** - serious artistic endeavors, and humor becomes **laughing** - the capacity to make something out of nothing, to minimize pain with a joke.

Humor - finding the comic in the tragic. An offshoot of creativity, humor also begins with **playing**, grows into **shaping**, and matures into **laughing** - the capactiy to see the absurdity in one's own pains and troubles.

Morality - acting on the basis of an informed conscience. In children, morality is seen in **judging** - the capacity to make good-bad distinctions. In adolescents, morality sharpens into **valuing** - principled behavior and decision making. In adults, morality flowers into **serving** - a sense of obligation to contribute to the well-being of others.

More Info

... on ordering the resiliency mandala diagram in poster size for use with staff, youth, and clients.
... Youth can learn about each of the resiliencies on our Survivor's Pride video, and you can apply the seven resiliency framework to your work with teens by using *The Struggle to be Strong: True Stories by Teens about Overcoming Tough Times*, and *A Leader's Guide to the Struggle to be Strong: How to Foster Resilience in Teens*.
... You can listen to excerpts from the independence and humor sections.

Our Other Core Concepts

Resilience as Behavior | Resilience as Struggle | Survivor's Pride | Resilience as Paradox | Vocabulary of Strengths | Phases of Strengths | Challenge Model | Reframing | Talking About Strengths

Copyright (c) 1999 Project Resilience. All rights reserved.
Use of this site is subject to Terms of Service.

The Leadership and Resiliency Program©™

Puppet Performance

This page intentionally left blank.

Puppet Performance

This page intentionally left blank.

PUPPET PERSONALITIES

It is essential to recognize that each of the nine (or ten; Harry) puppets has his/her own distinct personality and unique traits. These traits may include posture, gesture and even the manner in which he/she enters and exists. Although it is necessary for each character to achieve a “uniqueness” about his/her voice, we have found the gestures and distinct rhythm I speaking and movement best portrays the personality of the respective puppet. Too often, we have viewed student puppeteers disguising or creating the voice of the puppet to the extent that it cannot be understood by the audience. Please stress to your outreach students the power of illustrating personality through creative moments and mannerisms, rather than the voice alone.

Please refer to the following descriptions below as you begin working with your puppeteers. It is our intent to provide you a profile of each character to maximize the effectiveness of this prevention programming. Although you may alter the scripts in order to personalize the information to present to your audience, we do ask that you maintain the content of each lesson as well as the following personalities for each puppet. Should you desire to create additional scripts and lessons, please contact our office as this is a copy written program. Permission is often granted upon the Mercer County Behavioral Health Commission, Inc. reviewing request.

ARNOLD: Arnold is a farmer and the proud owner of Applebee’s Pond. This full body puppet is used as the narrator as he introduces and concludes each lesson. Arnold is to remain seated in front of the stage, and/or curtain, to ensure that the audience is attentive. Mr. Applebee models active listening to the audience by nodding in agreement to comments made by the other creatures present in the script. Arnold’s nonverbal behavior is powerful and motivates the elementary child to focus on the day’s lesson from beginning to end. It is the responsibility of Arnold to captivate his audience with his opening and closing remarks! We have found that Arnold’s lines are most conductive to personalizing the lesson for the target audience, should you choose to do so.

TAD POLE: “Tad” is the youngest creature on the pond who learns that he needs to ask several questions in order to get the facts before making a decision. Tad Pole is again portrayed as the “baby” who has much to learn. His small, quiet, shy voice creates an opportunity for the primary children to bond with him. Tad also demonstrates that he can easily be intimidated, although he is learning to be confident in the fine, young creature he is becoming.

BUDDY BEAVER: This mature pond creature has numerous special qualities. Most noteworthy would be Buddy's ability to make sound decisions. Buddy is also known for his diligent work ethic. This Beaver's pace is slow, but he meets terrific results. His slow speaking rhythm and "preciseness" allows the content of his lines to be heard, understood and internalized by the elementary audience.

CLAYTON CRAB: Clayton is yes, a *crab,* who experiences numerous obstacles. One of Clayton's biggest problems is his low self-esteem. This low self concept is demonstrated through Clayton's flat affect. His monotone expression clearly shows the audience that he is uncomfortable with looking different from the other pond creatures. At times, Clayton Crab hedges on being an instigator as he is trying to find an identity.

HANDY GANDER: Handy is our terrific fix-it goose. He and Buddy Beaver often work on projects together and compliment one another well. Handy's "haphazardness" sometimes causes great concern. This pond creature's personality is exhibited by the nervous mannerisms he expresses, often through stuttering and stammering through his lines.

DAISY DUCK: Miss Daisy is our fun loving duck who is a loyal friend to all of the pond creatures. Daisy sees the good in all and communicates these abundant compliments with her sweet, soft spoken, kind words. Daisy's movements illustrate that she is an active listener and a sincere friend, desiring to be close and personal with whom she comes in contact.

FREDDIE FISH: Our flashy Freddie makes his presence known through his bright, colorful scales swimming about the pond. Freddie has been known to make some poor choices in order to "fit in" with the others. This fish presents himself as the coolest of the creatures. His confident, cocky attitude, at times, presents him with some problems.

MERRY MERMAID: Oh, the pond gossiper!! Merry's loud and obnoxious voice is heard by all on Applebee's pond! This busy body is into everyone's business and spreads any and all news throughout the pond. Merry desires to have fun 100% of the time, sometimes at other expense. This mermaid's bold personality becomes very apparent as she whips her tail and flips her hair, all to make her presence known.

BULL FROG: "Bull" is our oldest and wisest of the pond creatures. This puppet demonstrates his wisdom through his stately voice and humble gestures. The elementary children begin to anticipate Bull's contribution to the day's lesson as the trust his words and his advice. It is Bull's responsibility to emphasize key components and skills taught throughout the script. Bull Frog recaps main concepts and he speaks clearly, slowly and precisely.

***Please refer to the introductory script for future explanation of character profiles.*

ARNOLD Well howdy boys and Girls! Let me ask you a question. How many of you have ever felt like you were the **only** person who had a problem? Raise your hands now! Look at that! Look how many people have their hands up! What does that tell you? That's right! It tells you that you're not alone! You see, almost everyone has a problem at one time or another. The important thing is to learn from our problems when they happen. Let's see who is here to share with us today!!

ENTER Tad ***Clayton at the edge of the stage listening***

TAD Clayton Crab is sooo ugly! I think he is the ugliest creature in the pond. Those legs on the top of his head look so silly! I don't think he will ever fit in with the rest of us! And his eyes are so small! Why I don't believe I've ever seen any creatures with eyes that are so tiny and ugly!!

Exit Tad

CLAYTON I don't know why everyone still picks on me so much. Maybe it's because I have these funny looking things coming out of my head.

HANDY Well, I don't know. I never really noticed them looking too funny, but then I don't notice a lot of things. I'll tell you what Clay, if they really bother you, maybe I could use my saw and saw them off!

DAISY Hi Handy and Clay! What are you fellas doing?

HANDY Oh, Clay here needs some help.

DAISY What kind of help do you need, Clay?

CLAYTON Well, I'm sick and tired of everyone making fun of me! I thought if I changed how I looked, then everyone would like me!

DAISY I don't understand. How is Handy going to change the way you look?

HANDY That's simple enough. I'm going to saw off his legs!

ENTER TAD EXIT Hey, that sounds like a good idea! It will be a BIG improvement!

DAISY ***(shouting)*** STOP! Wait a minute!

Enter BUDDY

BUDDY Daisy, I heard you hollering! What's the matter?

DAISY Clayton has a problem with everyone picking on him, so he thought if he changed his appearance everyone would stop giving him a rough time! And Handy thought he would help by sawing off Clay's legs.

BUDDY Is that true Clay?

CLAYTON Yes! I'm tired of everyone making fun of me!!

BUDDY Just a minute Clay. You said everyone makes fun of you, but that's not true!

CLAYTON Yes it is!

DAISY Buddy is right Clay! **We** don't make fun of you, so not **everyone** makes fun of you! You know that we are your friends!

CLAYTON Well, **mostly** everyone does.

BUDDY But everyone gets picked on at some time or another.

DAISY Yes, Clay and the people making fun of you really aren't your friends. And besides that, you can't change them.

CLAYTON I know you're right, so that's why Handy is going to change **me**.

HANDY You know, Clay, I bet even if you do change your looks, they would probably find something else about you to pick on.

ENTER TAD EXIT You walk really slow Clayton Crab! And you walk crooked!

BUDDY That's right Handy, there are some things that you just can't change, like the way Clay's legs come out of his head, or the fact that he has so many of them.

DAISY But there are some things that you can change.

CLAYTON Like what?

DAISY Well, if someone made fun of you because your face was dirty, that's something you could change! You could wash it!

HANDY That reminds me of the time I got teased for always giving the wrong answers to questions in class. Well, I wasn't dumb, I just didn't like to do my homework and so I wasn't learning as much as everyone else! And I always had the wrong answers or pretended that I didn't hear the question when the teacher asked.

DAISY Was that something you could change?

HANDY Yes, it was. As a matter of fact, I told Bull Frog about my problem and he helped me understand that I needed to do my homework, and when I did, I knew the answers to the questions.

ENTER
TAD Yeah, I couldn't call him "Slow Brain" anymore
EXIT

Enter Bull Frog

BULL Hey everybody! Handy, when you knew the answers to the questions I remember everybody saying how smart you were!

BUDDY It sounds like they stopped making fun of you, Handy!

HANDY That's right, everyone started telling me how smart I was.

BULL It's important to know when we have a problem that we can work at to change. But you know there are two kinds of problems. The kind we can change and the kind we can't.

DAISY I remember a time when I had a problem that I couldn't change.

CLAYTON When was that Daisy?

DAISY When Merry called me "Big Bill". I couldn't make her stop teasing me, and then she told everyone in school that I walked funny. Then Tad called me 'Doofus Duck'.

ENTER
TAD Doofus Duck! Doofus Duck!
EXIT

BULL How did that make you feel Daisy?

DAISY It really hurt my feelings! And then I asked them to stop and they just called me more names.

BULL Is that when you decided that it was a problem that you couldn't change?
DAISY Yes! Because there was no way I could stop her from talking about me!

BULL I remember talking to you about this, Daisy. You know, it's important to talk with someone that you can trust when you have a problem. It's a good way of taking care of yourself. We call it **coping.**

CLAYTON **Coping.** That sounds pretty neat.

BULL That's right, Clayton! And part of coping is learning when you can do something about a problem and when you can't.

BUDDY Does Merry and Tad still tease you, Daisy?

DAISY Not so much anymore. I told them that when they tease me it hurts my feelings, and then I ignored them and stopped worrying about what they called me. Bull helped me learn that what is important is that I learn to like myself!

BULL That's right Daisy! You are important for who you are inside!

HANDY Well, I guess this means that I can't fix Clayton, can I?

BUDDY At least not the way you had in mind! I know you meant to be helpful, but could you really imagine sawing off his legs?

CLAYTON It really wasn't a smart idea, was it? I guess it isn't worth it to change the way you look for someone else.

DAISY No, but the important thing to learn is that it really isn't your problem! And to understand that you can't fix something that isn't your problem.

BULL How do you feel now, Clay?

CLAYTON Well, I guess I can't change what I am, but I can choose to spend time with friends who accept me for me.

BUDDY That's right, Clay, and those creatures who don't accept you are missing out on knowing a special crab.

DAISY That's right, Clay, you do look different and that can't change, but your attitude or how you **think** can change. And you can become the kind and understanding crab that you want to be! And I'm glad that I'm your friend!

HANDY I guess that goes for all of us. We can be kind and understanding, or mean and hurtful. We really can choose how we want to act.

BUDDY That's right, Handy.

BULL You got it, Handy! Bye, now!

DAISY Well, Handy, if you are ready to leave Clayton's legs the way they are, why don't we all go to the pond for a swim!

BUDDY ***All laughing*** Sounds great! Let's see who cha get to the pond first!

TAD Where is everybody? I guess I don't have any friends. I guess I've been really mean to the other creatures. I wonder if I can change? Boys and girls, do you think I can change? Should I stop teasing the other creatures?

ARNOLD Well boys and girls, our friends Clay and Tad have learned some very important things here today! Tad learned that teasing isn't a good thing. And Clay learned that he is a special creature just for who he is inside. He learned that sometimes you can't change other people, but you can change how you think about yourself!
I hope you will remember this, boys and girls!

This page intentionally left blank.

The Leadership and Resiliency Program©™

Service Learning

This page intentionally left blank.

Service Learning

This page intentionally left blank.

ED459404 2001-10-00 Animal-Assisted Therapy in Counseling and School Settings. ERIC/CASS Digest.

ERIC Development Team

www.eric.ed.gov

Table of Contents

If you're viewing this document online, you can click any of the topics below to link directly to that section.

Animal-Assisted Therapy in Counseling and School Settings. ERIC/CASS Digest..... 1
ANIMAL-ASSISTED THERAPY..... 2
RATIONALE FOR ANIMAL-ASSISTED THERAPY AND ACTIVITY.. 2
ANIMAL-ASSISTED COUNSELING..... 3
ANIMALS IN THE CLASSROOM..... 6
CONCLUSION..... 7

ERIC Identifier: ED459404
Publication Date: 2001-10-00
Author: Chandler, Cynthia
Source: ERIC Clearinghouse on Counseling and Student Services Greensboro NC.

Animal-Assisted Therapy in Counseling and School Settings. ERIC/CASS Digest.

THIS DIGEST WAS CREATED BY ERIC, THE EDUCATIONAL RESOURCES INFORMATION CENTER. FOR MORE INFORMATION ABOUT ERIC, CONTACT ACCESS ERIC 1-800-LET-ERIC

INTRODUCTION

Recent research and experience has demonstrated that the use of dogs as "co-therapists" may be of assistance to counselors in counseling with withdrawn and non-communicative counselees. The use of animal-assisted therapy (AAT) and animal-assisted activity (AAA) may be another useful tool which could be offered in counselor education programs and in school counseling programs.

ANIMAL-ASSISTED THERAPY

The integration of animal-assisted therapy into clinical psychology was first credited in 1962 to the child psychologist, Boris Levinson, with his paper published in Mental Hygiene, "The dog as a 'co therapist'." Levinson discovered he could make significant progress with a disturbed child when Levinson's dog, Jingles, attended therapy sessions. He went on to find that many children who were withdrawn and uncommunicative would interact positively with the dog (Levinson, 1969).
Animal-assisted therapy has a long, but undocumented history, and it has only been in the last half of the twentieth century that research and professional response has been conducted on the use of animals in therapy.
Animal-assisted therapy (AAT) and its related modality, animal-assisted activity (AAA), are both experiencing a rise in popularity and are now being applied in many counseling and school settings across the United States. Cindy Ehlers of Eugene, Oregon took her Husky dog, Bear, to visit with students and others traumatized by the 1998 shootings at Thurston High School in Springfield, Oregon and the violence in 1999 at Columbine High School in Littleton, Colorado. Tracy Roberts brings her two Australian Shepherd dogs, Lucy and Dottie, to school to act as teacher's aides in the fourth and fifth grade classes at the Canterbury Episcopal School in DeSoto, Texas. Lucy and Dottie are reported to be a comfort to the kids and a welcome relief from the stress of school. Dena Carselowey and her Labrador Retriever, Buggs, are "co-therapists" at Minneha Core Knowledge Magnet Elementary School in Wichita, Kansas. Each of these dogs provides unconditional acceptance the moment the student enters the classroom or the counselor's office. Often the students will come to see the dog and stay to talk to the counselor while they pet and play with the dogs. When animals are used with the school counselor, the students often use the dog as an excuse to go see the counselor. These animals enable the counselor to interact with many more students than would normally be the case.

RATIONALE FOR ANIMAL-ASSISTED THERAPY AND ACTIVITY

The presence of an animal has been found to lower anxiety and motivate participation in therapy (Fine, 2000). The animal's warm and playful presence can be comforting. AAT is not a style of therapy like Cognitive-Behavioral or Rational-Emotive therapy, however a therapist can incorporate the animal into whatever professional style of therapy the therapist already enacts. AAT sessions can be integrated into individual or group

therapy and with a very wide range of age groups and persons with varying ability. There are many different types of therapy animals. The most common are dogs, cats, and horses. Farm animals can be therapeutic as well as smaller or less common types of animals, such as, rabbits, birds, fish, hamsters, and even llamas. Each of these animals has specific skills and abilities to contribute to the therapeutic process.

Mental health and educational professionals who engage in AAT should demonstrate knowledge and skill in the following areas: 1) social skill development and obedience training for the pet, 2) therapy or activity skill training for the pet and handler, 3) establishing and maintaining a positive relationship with counseling and educational facility staff, 4) assessing the appropriateness of AAT with a particular client or student, 5) the basics of zoonoses (transmittable diseases) and risk management, 6) establishing and applying counseling or educational goals and interventions, and 7) assessing therapeutic or educational progress.

For the therapy dog, obedience training is a must, most preferably in a group format. A therapy animal must be well behaved and respond to the handler's commands. A fearful, aggressive, or unresponsive animal is definitely not suitable for this profession.

ANIMAL-ASSISTED COUNSELING

Animal-assisted therapy can be beneficial to the counseling process (Gammonley, et al., 2000). The presence of the animal can facilitate a trust-building bond between the therapist and client. The animal relieves some tension and anxiety of therapy and interacting with the animal is entertaining and fun. Talking to the animal while the therapist listens is easier than talking to the therapist for the more difficult issues. Also, animals often help clients focus on an issue as they interact with the animal. The animal may help the client get in touch with feelings. Sharing these feelings with or about the animal can initiate the emotional sharing process with the therapist. For the client, the animal is seen as a friend and ally, thus presenting a safe atmosphere for sharing. The animal offers nurturance through a presentation of unconditional acceptance and interaction. The experience of a client interacting with an animal can provide knowledge about boundaries and limit setting by observing and imitating the therapist-animal interactions.
Common mental health treatment goals in AAT are to:

* improve socialization and communication;

* reduce isolation, boredom and loneliness;

* brighten affect and mood, lessen depression, and/ or provide pleasure and affection;

* improve memory and recall;

* address grieving and loss issues;

* improve self-esteem, be presented with opportunities to succeed and feel important, and improve feelings of self worth;

* improve reality;

* improve cooperation and problem-solving ability;

* improve concentration and attention, and increase engagement;

* decrease manipulative behaviors;

* improve expression of feelings;

* reduce general anxiety;

* reduce abusive behavior;

* Improve an ability to trust; and

* learn appropriate touch (Gammonley, et al., 2000).

Common mental health treatment interventions in AAT that assist in meeting the goals listed above may include to:

* practice teaching the animal something new;

* engage in play with the animal and other types of appropriate interactions;

* learn about and practice care, grooming and feeding of the animal;

* learn other information about the animal (breed, history, etc.)

* reminisce about the animal or past animals;

* remember and repeat information about the animal to others;

* take the animal for a supervised walk;

* receive and give appropriate affection and acceptance with the animal;

* discuss how animals may feel in certain situations;

* learn gentle ways to handle animals;

* follow a sequence of instructions with the animal;

* observe and discuss the animal's response to human behavior;

* interpret animal behavior as it happens; and

* generalize animal behavior to human circumstances.

ANIMALS IN THE CLASSROOM

There can be many benefits to integrating AAT and AAA into the classroom in school settings. Goals for students in school classrooms using AAT and AAA include:

* gaining knowledge about animals;

* learning humane animal care;

* motor and physical skill development through human-animal interactions;

* animal training;

* practicing discipline;

incorporating an attitude of kindness and compassion;

* learning about nurturance;

* practicing loyalty and responsibility;

* experiencing human-animal bonding;

* learning responsible pet ownership; and

* learning AAT and AAA training and activities (Delta, 1999).

Animal-assisted therapy may be used to curb violence in the schools. Animals in the classroom have empirically been proven to enhance humane attitudes toward animals and these more humane attitudes persisted in a one year follow up (Ascione & Weber, 1999). This same study showed a generalization from humane attitudes toward animals to human-directed empathy. Thus, emotional connections made with animals can transfer to more empathic attitudes towards other persons.

CONCLUSION

Animal-assisted therapy and activity are useful modalities that can be easily incorporated into the counseling and school setting. Animals in counseling sessions and the classroom facilitate an atmosphere of trust, nurturance, and relationship building. Animals actually help a person to focus on a task because of an interest in interacting with the pet. The therapy animal is a nonjudgemental companion in the process of learning and development.
Basic training for AAT and AAA is available through some colleges and universities. Also, the national organization, Delta Society, offers a one-day workshop by trained instructors located across the nation (Delta, 2000).

—

Title: Animal-Assisted Therapy in Counseling and School Settings. ERIC/CASS Digest.
Document Type: Information Analyses---ERIC Information Analysis Products (IAPs) (071); Information Analyses---ERIC Digests (Selected) in Full Text (073);
Available From: ERIC Counseling and Student Services Clearinghouse, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171. Tel: 336-334-4114; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; Web site: http://ericcass.uncg.edu; e-mail: ericcass@uncg.edu.
Descriptors: Counseling Techniques, Counseling Theories, Elementary School Students, Elementary Secondary Education, Emotional Response, Interpersonal Communication, Pets, School Counseling, Secondary School Students, Therapy, Trust (Psychology)
Identifiers: Cats, Dogs, ERIC Digests, Pet Therapy
###

—

[Return to ERIC Digest Search Page]

- **Population served**

  Youth in this program are considered at-risk youth or have experienced some problem areas in their school or home lives. Screening potential group members in imperative, including assessing youth for group readiness and appropriateness. School personnel can be extremely helpful in identifying youth capacity in this area and many schools have teams that can help identify program candidates. It is particularly important to identify extreme problem behaviors in regard to group placement- Potential participants should be able to engage in group activities since as this is key to the LRP model. In order to fully implement the LRP model, program participants should be able to be active in all aspects of the program.

- **LRP Staff**

  Extensive experience and training in work with adolescents, particularly those identified as "at-risk" as well as a significant working knowledge of substance use and mental health issues is imperative for those serving as resiliency staff. Along these lines, it is important for the staff to understand the limitations of LRP in addressing certain substance use and mental health issues, and to refer or link participants with appropriate resources when necessary. Staff should also be willing to work a flexible work schedule, be prepared to participate in alternative activities, and believe in "strength-based" service delivery approaches.

- **Relationship with Host School**

  The establishment of a positive working relationship with host school and their staff is essential. Host schools should agree with and support the LRP design. In an ideal setting, schools should provide a designated work space, access to the school records and dedicate collaborating staff to assist in the co-facilitation of process groups. It is extremely beneficial if the host school is amenable to school-day field trips for specified alternative activities. This program has been demonstrated to work well both the mainstream and alternative high school settings.

- **Transportation**

  Designated and reliable transportation is essential to implementation of volunteer service and alternative activities. Vehicles should be large enough to accommodate groups of up to 15 participants/staff and be able to travel to vendors in more remote locations (e.g., kayaking, camping, rope courses)

- **Relationships with Vendors**

  It is beneficial to contract with vendors who have a strong appreciation for LRP philosophy, understanding of the youth served, as well as employees with significant experience. It is helpful to conceptualize vendors as "partners" in the implementation of alternative activities.

- **Consent Forms**

  It is important to address the issue of client confidentiality in respect to the co-facilitation partnership with the school counselors, social workers, etc. Utilizing a Release of Information Form is helpful in addressing this issue.

- **Risk Management**

  Risk is a concern in any prevention program implemented, It is imperative that all organizations involved in the implementation of LRP carefully assess areas of potential risk and have clear understanding around the organization's policies, procedures and risk management limitations. For example, not all organizations may be able to engage in some activities such as work with large animals or water-based activities. These issues and concerns should be clearly discussed and defined prior to implementation.

- **Data Collection and Evaluation**

  Organizational commitment for following data collection and evaluation procedures is important to document implementation with fidelity and to demonstrate program outcomes. Access to school archival records is important and pre- and post-testing protocols must be considered a key program element. Staff should have an understanding of this as well. For example, obtaining matched pairs of pre- and post-tests with proper coding will provide thorough, solid program measures. Without them, the time spent collecting data will be wasted. Assuring an overall understanding of the evaluation process is important at the initiation of programming. Evaluation cannot be an afterthought!!

SAMPLE CONSIDERATIONS:
LRP Adventure/ Alternative Activity Partners/Contractors

Background on LRP

- Nationally recognized substance abuse prevention program, for specific information, go to: http://modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=35
- Serves high school youth, ages 14-young adult.
- Participants come from diverse, multicultural backgrounds and are from both alternative and mainstream high school; most are considered at risk for substance abuse problems or mental health concerns and many have experienced some difficulties in school performance or attendance.
- The program is school-based with most adventure/alternative activities taking place in after-school hours or weekends (note: some programming may be scheduled during the school day on occasion)
- Program focus is to reinforce participants' strengths and resiliency.
- Activities focus on positive risk-taking through various activities and transferring these experiences into daily life.

Activities

Examples (but not limited to these) of activities: Kayaking, canoeing, ropes course, hiking, horseback riding, martial arts, fitness, rock climbing, cross-country skiing, fishing, windsurfing, sailing.

We are seeking Partners…

- Who can provide adventure activities including a site, equipment, and trained/qualified staff who are experienced working with challenging groups and serving at-risk youth.
- Who will work collaboratively with Leadership and Resiliency Program©™ staff to build a connection between the activity and the overall program goals related to managed risk, problem-solving, setting healthy boundaries, leadership development, positive peer interactions, success in new endeavors and self efficacy. Prefer organization staff to have a therapeutic recreation or other clinical background and experience in group process, facilitated discussion, and experience dealing with resistance.
- With a ratio of staff to participants appropriate to the activity that ensures safety and that demonstrates thorough risk management.

- That can offer activities from a few hours to a full day and/or with a potential overnight camping as part of the activity.

Logistics Information Needed

- Proximity to our school sites.
- Cancellation and Reschedule Policies- Seeking built-in flexibility and prefer a 72 hour cancellation policy without penalty.
- Billing- Clear point of contact. Willingness to follow agreed-upon billing cycle with provision of accounting/transactions on a regular basis. Prefer written bill at time of event.
- Fees-Cost. Prefer to know a minimum number of participants per activity. Prefer a per person fee verses a per event fee.
- Scheduling- Need flexible start and stop time (within reason) for activities due to school and/or transportation requirements.

Parent/Guardian Consent Form
Leadership and Resiliency Program©™

This form is for parents and guardians of youth who have been invited to participate in the Fairfax County Leadership and Resiliency Program©™ as part of their school experience. This program operates out of the Guidance Department at your son or daughter's school, and is designed to identify and build upon existing internal strengths, provide leadership training and provide intensive programming to address various behaviors, including alcohol and substance abuse and violence prevention programming. This program is primarily based in the school and has after school and occasional weekend activities as well. Summer programming includes the opportunity for youth to volunteer in a variety of community-based programs and outdoor-adventure activities. In the school, students are part of groups that meet once a week during regular school hours. Students are expected to make up work from classes that are missed. These are excused absences through the Guidance Department.

This program is carefully measured and evaluated. Grade point averages, attendance records and school disciplinary records are monitored and analyzed over the duration of students' participation. Before and after surveys are also used. Individual information collected is strictly confidential. Only information on the collective outcomes of the entire program is made public.

You are encouraged to call program staff with questions at any time. You will be kept informed of all special activities and events taking place through programming.

Parent/Guardian Consent: I give consent for my youth to participate in the Leadership and Resiliency Program©™ and to attend weekly groups as part of the school day. I understand that I am encouraged to contact program staff at any time regarding questions that I may have regarding this program.

Additionally, I agree to allow photographs and/or video images to be taken for the purpose of creating education displays concerning the Leadership and Resiliency Program©™, and agree for images of my youth to be displayed in connection with their participation in the program

Name of Parent/Guardian (Please Print)_____

Date_____ Parent/Guardian Signature_____

Home phone_____ Work Phone_____

Printed Name of Youth _____

This page intentionally left blank.

Budgeting Estimates for Replication
Leadership and Resiliency Program©™

Economic conditions, such as cost-of-living scales, vary from community to community. This makes it difficult to provide clear dollar amounts for each program component. Below is a guide for organizations considering replication to that they can anticipate some of the expenses. It is meant only as a guidance tool with the amounts listed dependent on variables that are unique to each community.

Start-up:

License:	$150
Training:	$3000 (up to 15 individuals) & cost of travel to your site
	Call for a quote (16 individuals and up)
	$20 per person for training materials
Puppets:	$2000 (about)
Books:	$200 - $300 (for reference)
Other supplies:	$300 - $500 (body band, parachute, etc.)

Annual Expenses:

Salary and benefits for staff: One full-time person can serve approximately 50 participants per year. For the first year, you may want to scale back and propose launching one group total or one group per school semester. This will allow for careful planning and attention to developing the many relationships related to LRP.

Considerations- Is there project management, administrative or clinical support? If not, you will need to budget for this. Figure the same amount of time your organization dedicates to other programming.

Group Supplies: about $100/group of 8 -10 participants per year

Snacks and Incentives: $300 – 400/group per year

Adventure Activities: what does it cost in your area for activities such as kayaking, rock climbing, ropes courses, camping, fishing, etc? In our area, we budget $500 – 700/year per group. A group should be participating in approximately one adventure activity/month.

Community Volunteer Activities: although paying to do volunteer work seems a little strange, we have found that paying for some supplies or to help the organization pay someone to supervise/lead the activities can enhance collaborative relationships. What may be required in your community?

Transportation: to get participants to activities. In the long run, it is more cost-effective to acquire your own organizational transportation than renting vehicles. There are many factors that go into this budget piece. The main thing is to plan for transportation—the program will not be effective without it.

Program Evaluation: many programs use a third party evaluator. This is usually not a full-time position, but contracted with a university or private individual. The time commitment needed for an evaluator depends upon the level of expertise of staff. At present, our staff collects data and complete data entry. Our external evaluator completes a data analysis report for us every year which allows for program improvement and produces program outcomes. If the organization is new to this approach, it may be advisable to locate an evaluator who will participate with the organization as a learning process to build internal capacity and skill. Over time, the need and cost associated will be reduced as staff take on more responsibility for program evaluation tasks.

The Leadership and Resiliency Program©™

Evaluation Tools

This page intentionally left blank.

LRP Reporting Month: _____ School:_____ Staff:_____

GOALS	Healthy Relationships	Goal Setting	Coping Strategies	Use and Attitudes
SKILLS	1. Empathy 2. I-messages 3. Communication 4. Body Language 5. Peer support 6. Adult support 7. Peer refusal skill 8. Conflict resolution 9. Respecting others	1. Decision making 2. Flexibility 3. Self-efficacy 4. Persistence 5. Overcoming obstacles 6. Short-term planning 7. Long-term planning 8. Recognizing strengths 9. Values	1. Anger management 2. Stress management 3. Delay gratification 4. Self-soothing 5. Self-esteem 6. Honesty 7. Creativity 8. Awareness/insight 9. Spirituality	1. Alcohol 2. Tobacco 3. Other Drugs 4. Violence

Adventure Activity Date: _____ **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Community Service Activity Date: _____ **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Co-facilitator Attended:** Yes / No **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Co-facilitator Attended:** Yes / No **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Co-facilitator Attended:** Yes / No **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Co-facilitator Attended:** Yes / No **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Co-facilitator Attended:** Yes / No **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

LRP©™ 2009-2010

This page intentionally left blank.

Leadership and Resiliency Program©™
Assessment Survey Question Sources

New Pre-/Post-Test

Question Number	Construct	Resiliency Factor	Source
9-16	Violence	Outcome	National Institute of Justice
17-18	Fighting	Outcome	Small & Rodgers, 1995
19-33	ATOD Use	Outcome	CSAP
34-44	Attitudes about ATOD	Outcome	CSAP
45-19	Perceived risk of ATOD	Outcome	CSAP

Leadership and Resiliency Program©™
Assessment Survey Question Sources

New Retrospective Instrument

Question Number	Construct	Resiliency Factor	Source
1-3	Empathy	Healthy Relationships	ARS
4-5	Communication	Healthy Relationships	Huebner, 2003
6-7	Support	Healthy Relationships	Small & Rodgers, 1995
8-12	Goal Setting	Goal Setting	CSAP
13-16	Decision Making	Goal Setting	CSAP
17-21	Identifying Strengths	Coping/Goal Setting	ARS
22-27	Peer Pressure	Healthy Relationships	Brown, Clausen & Eicher, 1986
28-31	Impulsivity	Coping	CSAP
32-34	Belief in the Moral Order	Coping/Healthy Relationships	CSAP
35-39	Self Concept	Coping/Healthy Relationships	GREAT
40	Coping	Coping	McCubbin et al, 1996
41-43	Stress Management	Coping/Healthy Relationships	CSAP
44-47	Self-Efficacy	Coping	Fetsch, 1996
48-49	Educational Aspirations	Coping	NLSY
50-52	Self-Efficacy	Coping	Fetsch, 1996

Leadership and Resiliency Program©™ Instrument

1. How old are you?
   1 =Under 14 2=14 3=15 4=16 5=17 6=18 7=Over 18

2. In what grade are you?
   1=7th 2=8th 3=9th 4=10th 5=11th 6=12th

3. How would you describe yourself?
   1= White 2= African American 3= Hispanic 4= Asian 5= Native American
   6= Mixed/biracial 7= Other

4. Who do you live with most of the time?
   1= Mother and Father (biological or adoptive) 2= Mother only 3= Father only
   4= Half the time with Mom, half the time with Dad 5= Mother and Stepfather
   6= Father and Stepmother 7= With parent and non-relative (for example, Mom and her boyfriend) 8= With a relative (Grandparents, Aunts, Uncles, sister)
   9= Alone or with friends

5. Are you parents either divorced or separated?
   1= Yes 2= No 3= Currently going through divorce or separation
   4= They were never married

6. Does your mother (or other adult female you live with) work?
   1= I don't live with my mother or other female adult
   2= Employed full time (32 hours pre week or more) 3= Employed part time (less than 32 hours per week) 4=Homemaker/not working outside the home
   5= Unemployed but looking for work 6= Full time student 7= Retired or disabled

7. Does your father (or other adult male you live with) work?
   1= I don't live with my mother or other female adult
   2= Employed full time (32 hours pre week or more) 3= Employed part time (less than 32 hours per week) 4=Homemaker/not working outside the home
   5= Unemployed but looking for work 6= Full time student 7= Retired or disabled

8. What are the average grades you usually get in your courses at school?
   1= Mostly A's 2= About ½ A's and ½ B's 3= Mostly B's
   4= About ½ B's and ½ C's 5= Mostly C's 6= About ½ C's and ½ D's
   7= Mostly D's 8= Mostly below D

9. When I get into a fight it's my own fault.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

10. I am confident in my ability to stay out of fights.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

11. If you want to, you can always find a way to keep from fighting.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

12. If someone is called a bad name, I would ignore them or walk away.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

13. I don't need to fight because there are other ways to deal with anger.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

14. It's okay to hit someone who hit you first.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

15. Sometimes it is necessary to fight with people who are rude or annoying.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

16. If I'm challenged, I am going to fight.
   1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

17. During the past 12 months, how many times were you in a physical fight?
   1= 0 times 2= 1 time 3= 2-3 times 4= 4-5 times 5= 6-7 times
   6= 8-9 times 7=10-11 times 8= 12 or more times

18. How many times have you started a fight with another teenager in the past 12 months?
   1= 0 times 2= 1 time 3= 2-3 times 4= 4-5 times 5= 6-7 times
   6= 8-9 times 7=10-11 times 8= 12 or more times

19. Have you ever smoked cigarettes?
   1= Never 2= Once or twice 3= Occasionally 4=Regularly in the past
   5= Regularly now

20. If you have smoked, how old were you the first time you smoked a cigarette, even one or two puffs?
1= I have never smoked a cigarette in my life 2= 8 years old or younger
3= 9-10 years old 4= 11 or 12 years old 5= 13 or 14 years old
6= 15 or 16 years old 7= 17 or 18 years old

21. Have you ever taken or used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco)?
1= Never 2= Once or twice 3= Occasionally 4=Regularly in the past
5= Regularly now

22. Have you ever had more than just a few sips of beer, wine, wine coolers, or liquor to drink?
1= No 2= Yes

23. On how many occasions in your lifetime have you had alcoholic beverages to drink (more than just a few sips)?
1= 0 occasions 2= 1-2 occasions 3= 3-5 occasions 4= 6-9 occasions
5= 10-19 occasions 6= 20-39 occasions 7= 40 or more occasions

24. On how many occasions in your lifetime (if any) have you ever been drunk or high from drinking alcoholic beverages?
1= 0 occasions 2= 1-2 occasions 3= 3-5 occasions 4= 6-9 occasions
5= 10-19 occasions 6= 20-39 occasions 7= 40 or more occasions

25. How old were you the first time you drank an alcoholic beverage? (Do not include sips from another persons drink)
1= I have never had a drink of alcohol in my life 2= 8 years old or younger
3= 9-10 years old 4= 11 or 12 years old 5= 13 or 14 years old
6= 15 or 16 years old 7= 17 or 18 years old

26. How many occasions in your lifetime (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)?
1= 0 occasions 2= 1-2 occasions 3= 3-5 occasions 4= 6-9 occasions
5= 10-19 occasions 6= 20-39 occasions 7= 40 or more occasions

27. How old were you the first time you used marijuana or hashish?
1= I have never used marijuana or hashish in my life 2= 8 years old or younger
3= 9-10 years old 4= 11 or 12 years old 5= 13 or 14 years old
6= 15 or 16 years old 7= 17 or 18 years old

28. On how many occasions in your lifetime (if any) have you sniffed glue, or breathed the contents of aerosol spray cans, or inhaled any other gases or sprays in order to get high?
1= 0 occasions 2= 1-2 occasions 3= 3-5 occasions 4= 6-9 occasions
5= 10-19 occasions 6= 20-39 occasions 7= 40 or more occasions

29. How old were you the first time you used any inhalant for kicks or to get high?
1= I have never used inhalants to get high in my life 2= 8 years old or younger
3= 9-10 years old 4= 11 or 12 years old 5= 13 or 14 years old
6= 15 or 16 years old 7= 17 or 18 years old

Amphetamines are sometimes called: uppers, ups, speed, bennies, dexies, pep pills, diet pills, meth or crystal meth. They include the following drugs: Benzedrine, Dexedrine, Methedrine, Ritalin, Preludin, Dexamyl, and Methamphetamine.

30. On how many occasions (if any) in your lifetime have you taken amphetamines on your own?
1= 0 occasions 2= 1-2 occasions 3= 3-5 occasions 4= 6-9 occasions
5= 10-19 occasions 6= 20-39 occasions 7= 40 or more occasions

31. On how many occasions (if any) in your lifetime have you used “crack” (cocaine in chunk or rock form)?
1= 0 occasions 2= 1-2 occasions 3= 3-5 occasions 4= 6-9 occasions
5= 10-19 occasions 6= 20-39 occasions 7= 40 or more occasions

32. On how many occasions (if any) in your lifetime have you taken cocaine in any other form (like cocaine powder)?
1= 0 occasions 2= 1-2 occasions 3= 3-5 occasions 4= 6-9 occasions
5= 10-19 occasions 6= 20-39 occasions 7= 40 or more occasions

33. How old were you the first time you used cocaine, in any form?
1= I have never used cocaine in any form in my life 2= 8 years old or younger
3= 9-10 years old 4= 11 or 12 years old 5= 13 or 14 years old
6= 15 or 16 years old 7= 17 or 18 years old

34. How wrong do you think it is for someone your age to drink beer, wine or hard liquor (for example, vodka whiskey or gin) regularly?
1= Very wrong 2= Wrong 3= A little bit wrong 4= Not wrong at all

35. How wrong do think it is for someone your age to smoke cigarettes?
1= Very wrong 2= Wrong 3= A little bit wrong 4= Not wrong at all

36. How wrong do you think it is for someone your age to smoke marijuana?
1= Very wrong 2= Wrong 3= A little bit wrong 4= Not wrong at all

37. How wrong do you think it is for someone your age to use LSD, cocaine, amphetamines, or another illegal drug?
1= Very wrong 2= Wrong 3= A little bit wrong 4= Not wrong at all

38. I have made a final decision to stay away from marijuana.
1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

39. I have decided that I will smoke cigarettes.
1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

40. If I had the chance and knew that I would not get caught, I would get drunk.
1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

41. I plan to get drunk sometime in the next year.
1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

42. I have made a promise to myself that I will not drink alcohol.
1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

43. I have told at least one person that I do not intend to smoke cigarettes.
1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

44. It is clear to my friends that I am committed to live a drug-free life.
1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4=Strongly agree

45. How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs a day?
1= No risk 2= Slight risk 3=Moderate risk 4= Great risk

46. How much do you think people risk harming themselves (physically or in other ways) if they try marijuana once or twice?
1= No risk 2= Slight risk 3=Moderate risk 4= Great risk

47. How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana regularly?
1= No risk 2= Slight risk 3=Moderate risk 4= Great risk

48. How much do you think people risk harming themselves (physically or in other ways) if they take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?
1= No risk 2= Slight risk 3=Moderate risk 4= Great risk

49. How much do you think people risk harming themselves (physically or in other ways) if they try cocaine occasionally?
1= No risk 2= Slight risk 3=Moderate risk 4= Great risk

LEADERSHIP AND RESILENCY PROGRAM©™
YEAR END EVALUATION

SECTION 1: **As a result of my participation in the Leadership and Resiliency program©™**	**Back at the beginning of the school year**	**Now… At the end of the school year**
Read each statement and circle the response that best describes how you feel.	**Circle one number for each statement**	**Circle one number for each statement**
1. I regularly take care of a family member or pet.	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always
2. Doing something for other makes me feel good.	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always
3. Doing something for someone else is a waste of time.	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always
4. I use “I messages” to express my feeling to others.	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always	
5. I am aware of the messages my body language is sending to others.	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always	1=Never 2=Rarely 3=Sometimes 4= Frequently 5= Always
6. I have at least one good friend I can count on.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree
7. I have at least on adult who is not my parent that I can count on	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree
8. How often do you set goals to achieve?	1= I usually don’t set goals 2= I sometimes set goals 3= I usually set goals 4= I always set goals	

As a result of my participation in the Leadership and Resiliency Program©™	Back at the beginning of the school year	Now… At the end of the school year
9. When I set a goal, I think about what I need to do to achieve that goal	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
10. How often do you work on the goals you have set for yourself?	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
11. Once I set a goal, I don't give up until I achieve it.	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
12. I think about what I would like to be when I become an adult.	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
13. How often do you think about your options before you make a decision.	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
14. How often do you stop to think about how your decisions may affect others' feelings?	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
15. How often do you stop to think about all the things that may happen as a result of your decisions?	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
16. I make good decisions.	1= Never 2= Sometimes, but not often 3= Often 4= all the time	1= Never 2= Sometimes, but not often 3= Often 4= all the time
17. I can describe at least one personal strength I have.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree
18. I can easily learn to do new things.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree
19. I have a skill that I am good at.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree

As a result of my participation in the Leadership and Resiliency Program©™	Back at the beginning of the school year	Now… At the end of the school year
20. I don't believe I have any personal strengths.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree
21. There are things about me that would make me a good role model.	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree	1= Strongly disagree 2= Somewhat disagree 3= Somewhat agree 4= Strongly agree

The following are some situations you might find yourself in with your close friends. What would you really do in each situation?

22. Some of your close friends want you to have party this weekend because your parents won't be home. If your parents found out, you would be in big trouble, but your friends want you to have the party any way. Would you have the party?	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not
23. You're out shopping with some of your close friends and they decide to take some clothing without paying for it. You don't think it is a good idea, but they say you should take one too. Would you take the clothing without paying for it?	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not

As a result of my participation in the Leadership and Resiliency Program©™	Back at the beginning of the school year	Now… At the end of the school year
24. You and your close friends find a sheet with the answers to a test you're having tomorrow. They decide to study from it, but you don't think it is a good idea. Would you study from the sheet with your friends?	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not
25. You and some of your close friends find a car with the keys in the door, and they decide to take it for a ride. You don't think it is a good idea but they tell you to hop in or they'll leave you. Would you go in the car with your friends?	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not
26. Some of your close friends have some beer and they want you to drink it with them. You don't think it is a good idea, but they say you probably won't get caught. Would you drink the beer with your friends?	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not
27. You and a couple of your best friends meet up at the school one day after supper. No one is around and your friends decide that you should all write on the walls of the school. You don't think it is a good idea but your friends tell you to do it anyway. Would you write on the wall with your friends?	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not	1= Definitely would 2= Probably would 3= Probably would not 4= Definitely would not

As a result of my participation in the Leadership and Resiliency Program©™	Back at the beginning of the school year	Now… At the end of the school year
28. It is important to think before you act.	1=NO! 2=no 3=yes 4=YES!	1=NO! 2=no 3=yes 4=YES!
29. Do you have to have everything right away?	1=NO! 2=no 3=yes 4=YES!	1=NO! 2=no 3=yes 4=YES!
30. I often do things without thinking about what will happen.	1=NO! 2=no 3=yes 4=YES!	1=NO! 2=no 3=yes 4=YES!
31. Do you often switch from activity to activity rather than sticking to one thing at a time?	1=NO! 2=no 3=yes 4=YES!	1=NO! 2=no 3=yes 4=YES!
32. I think it is okay to take something without asking if you can get away with it.	1=NO! 2=no 3=yes 4=YES!	1=NO! 2=no 3=yes 4=YES!
33. I think sometimes it's okay to cheat at school	1=NO! 2=no 3=yes 4=YES!	1=NO! 2=no 3=yes 4=YES!
34. It is important to be honest with your parents, even if they become upset with you or you get punished.	1=NO! 2=no 3=yes 4=YES!	1=NO! 2=no 3=yes 4=YES!
35. I am a useful person to have around.	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always
36. I feel that I am important, at least as much as others.	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always
37. As a person, I do a good job most days.	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always
38. I feel good about myself.	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always

As a result of my participation in the Leadership and Resiliency Program©™	Back at the beginning of the school year	Now… At the end of the school year
39. When I do a job, I do it well.	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always	1= Almost never 2= Not too often 3= About half the time 4= Often 5=Almost always
40. When you face difficulties or fell tense, what do you do most often?	1=Try to be funny and make light of it all 2=Get angry and yell at people and swear. 3=Go to a movie, shop, work on a hobby, sleep or watch TV 4=Try to see the good in a difficult situation. 5=Talk to my friends 6=Get professional counseling either at school or in the community. 7=Smoke, drink, or use drugs not prescribed by a doctor. 8=Go to church/synagogue/mosque 9=Talk to my parents	1=Try to be funny and make light of it all 2=Get angry and yell at people and swear. 3=Go to a movie, shop, work on a hobby, sleep or watch TV 4=Try to see the good in a difficult situation. 5=Talk to my friends 6=Get professional counseling either at school or in the community. 7=Smoke, drink, or use drugs not prescribed by a doctor. 8=Go to church/synagogue/mosque 9=Talk to my parents

Describe how much you agree or disagree with each of the following statements.

41. Stressful situations are difficult for me to deal with.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
42. I know how to relax when I feel too much pressure.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
43. I know what to do to handle a stressful situation	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
44. I believe there is really no way I can solve some of the problems I have.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot

As a result of my participation in the Leadership and Resiliency Program©™	Back at the beginning of the school year	Now… At the end of the school year
45. Sometimes I feel that I am being pushed around in life.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
46. I have little control over the things that happen to me.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
47. I can do just about anything I really set my mind to.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
48. Looking ahead, what would you <u>like to do</u> about school?	1=Quit school as soon as possible 2=Finish high school 3=Get some college or other training 4=Enter the military 5=Finish college 6=Take further training after college	1=Quit school as soon as possible 2=Finish high school 3=Get some college or other training 4=Enter the military 5=Finish college 6=Take further training after college
49. What do you think will happen about school? Will you:	1=Quit school as soon as possible 2=Finish high school 3=Get some college or other training 4=Enter the military 5=Finish college 6=Take further training after college	1=Quit school as soon as possible 2=Finish high school 3=Get some college or other training 4=Enter the military 5=Finish college 6=Take further training after college
50. I often feel helpless in dealing with the problems of life.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
51. I believe that what happens to me in the future depends mostly on me.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot
52. I believe there is little I can do to change many of the important things in my life.	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot	1= Strongly agree 2=Agree a little 3=Disagree a little 4=Disagree a lot