poor reading ability. Poor reading ability leads to school failure, and repeated failure lead to feelings of being a 'born loser' which in turn lead to feelings of either compensatory aggressiveness or withdrawal. Neither behavior is particularly conducive to survival in schools. When success in school is no longer seems likely, they are forced to leave" (Mahood, 1981, p. 56). Reyhner (1991) identified the following factors: Factory like schools, irrelevant curriculum, uncaring teachers, inappropriate assessment and lack of parental support.

Resiliency

Schools today face difficult challenges in assuring success for all students. The major concern for school teachers and administrators is the high number of at risk students who are chronic underachievers, behaviorally maladjusted, and potential school dropouts. Experts in the fields of psychology, sociology, and education differ in their assessment of students labeled "at risk". Some maintain that today "all youth are born at high risk" (Glen and Nelson, 1983 p 49). Dryfoos (1990) estimates, that 25% of the ten to seventeen year olds are at high risk, and an additional 25% are at moderate risk. While Moles and Lewis (1991) believe that today's teens are doing well in comparison to previous generation and that only a small percentage are at risk. There is a tendency to equate the term "at risk" or "high risk" with socio economic status, educational failure, or unstable family situations. "In the 1980s in this contry, the Damage Model seeped down from the professional to our popular culture in a big way . . . How can we escape the pessimism of the damage Model prediction? . . . we need to hear less about our susceptibility to harm and more about our ability to rebound from adversity when it comes our way." (Wolin &

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Wolin, 1993, p. 20). This led to a new interest in research, away from the 'pathology model' to the 'wellness model' Resiliency research focuses on the factors that keep people healthy and competent . . . "explore the well springs of individual strength" (Higgins, 1994, p. 2). In the longitudinal study of children of "risk" Bernard (1991) found that a "certain percentage of high risk children developed various problems, a greater percentage of the children became healthy, competent, young adults" (p. 2). A number of studies contradict or challenge the notion that poverty, stress and risk inevitably doom people. Longitudinal studies of the same group of children from infancy or preschool years through adolescence and adulthood have shown that at risk children do not necessarily end up with problems (Block & Block, 1981; Murphy & Moriarty, 1976; Werner & Smith, 1982). Several research findings also show that children developed coping skills that enabled them to do well in school in spite of chronic poverty and discrimination (Clark, 1991; Grandora, 1982; Garmezy, 1981; Werner & Smith, 1982; Winfield, 1991). Research done on the coping patterns of children exposed to severe stress such as in wars or natural disasters revealed that some of these children displayed tremendous strength and successfully adapted to life (Ayala-Canales, 1984; Fraser, 1974; Haskin, 1980; Moskovitz, 1983; Rosenblatt, 1983; Wallerstein & Kelly, 1980). Coles (1986) in the "*Moral life of children*" tells the Story of Ruby an African American child who was escorted by federal marshals to a segregated white school. Prayers helped her persevere, she prayed for the people who protested. Coles (1986) sees religious belief as a key factor in the development of resilience in many of the poor children. There is ample evidence of children who despite difficult lives grew up into healthy, successful citizens. For instance Jean Jacques Rousseau, Rudyard Kipling, Richard Nixon, Eleanor Rosevelt,

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John Muir, Loren Eisley, George Orwell all had unhappy childhood (Steele, 1986, p 291). All these individuals are survivors and achievers. Some researchers have called these individuals invulnerable (Anthony, 1974) others consider them to be stress resistant (Garmazy, Masten, & Tellegen, 1984). Werner and Smith (1982) in their longitudinal study on the Hawain island of Kauai found the individuals to be vulnerable but invincible.

The concept of invulnerability is fairly recent. Garmazy has been a key figure in developing it (Garmazy, 1974, 85; Garmazy, Masten, Nordstrom, & Ferrarese, 1979). Garmazy and Neuchterlein (1972) used the concept to describe a small group of African American children from the ghetto who had adjusted to the stress of poverty and prejudice and succeeded in school. Werner and Smith (1982) conducted a longitudinal study of 698 children born on the island of Kauai. These children were from homes of poverty, family instability, parents with little education, and health risks. Thirty percent of the sample had serious behavior and/or learning problems in school up to age 18. Yet, there were others from the same background who developed into competent individuals despite the barriers. Rutter (1985) found that children of mentally ill parents, teenage parents, children in foster care, and abused children achieved success as adults. Nearly half of them did not repeat that pattern in their own lives.

The idea of resiliency, that people can bounce back from negative life experiences, has emerged from this research. Resiliency has been defined by many researchers in many different ways. Most seem to define resilience within the context of positive individual responses to adverse circumstances, or to adapting to stressful life experiences. Rutter (1987) used the term resilience to describe the phenomenon of

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maintaining adaptive functioning in spite of serious risk hazards. Masten, Best &

Garmazy (1991) refered to resilience as "the capacity for or outcome of successful

adaptation despite challenging or threatening circumstances" (p 425). Robinson (1992)

defined resilience as the successful development of children despite stressful childhoods.

Bernard (1994) considered resilience the natural outcome of healthy human development

in which the personality and environmental influences "interact in a reciprocal,

transactional relationship" (p. 1). Higgins (1994) describes resilience as the "process of

self-righting and growth" (p. 1). Wolin & Wolin (1993) defines resilience as the

"capacity to bounce back, to withstand hardship, and to repair yourself" (p. 5). Rirkin &

Hoopman (1991) resiliency can be defined as the capacity to spring back, rebound,

successfully adapt in the face of adversity, and develop social, academic, and vocational

competencies despite exposure to severe stress. Richardson & Nixon (1990) define

resilience as "the process of coping with disruptive, stressful, or challenging life events in

a way that provides the individual with additional protective and coping skills than prior

to the disruption that results from the event (p. 34).

Resiliency researchers emphasize that resiliency is a process, and it varies over

the person's life. Individuals differ in their vulnerability and their ability to bounce back.

Some individuals have genetic tendencies that contribute to their resilience such as an

outgoing personality or physical attractiveness, or an even temperament that endears

them to people around them (Werener & Smith, 1992). Higgins (1994) claims that most

of the traits associated with resiliency can be learned. Resiliency combines the interaction

of two conditions:

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1. Risk factors: Stressful events that increase the vulnerability of individuals.
2. The presence of personal, familial, and community protective factors that counter the affect of stress. (Jessor, 1993; Masten, Best, & Garmezy, 1991; Rutter, 1987).

It is the balance between stressful events and the protective factors that contributes to an individual's resiliency. "Resilience and protective factors are the positive counterparts to both vulnerability, which denotes an individual's susceptibility to a disorder, and risk factors, which are biological or psychological hazards that increase the likelihood of a negative developmental outcome in a group of people." Werner & Smith, 1992, p. 3). Garmazy (1983) defined "protective factors" as "those attributes of persons, environments, situations, and events that appear to temper predictions of psychopathology based upon an individual's at-risk status" (p. 73). Rutter (1985) refers to 'protective factors' as "influences that modify, ameliorate, or alter a person's response to some environmental hazard that predisposes to a maladaptive response" (p. 600). Bernard (1991) defined 'protective factors' as positive action strategies that build resiliency in youth. Werner & Smith (1989) have identified three clusters of protective factors that differentiated the resilient group in their study from the high risk youth who developed serious problems in childhood and adolescence.

"These three are: 1). At least average intelligence and dispositional attributes that elicited responses from family members and strangers such as robustness, vigor, and an active sociable temperament. 2). Affectionate ties with parent substitutes such as grandparents and other siblings, which encouraged trust, autonomy, and initiation. 3). An external support system (church, youth group, school)" (p. 192).

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Resiliency is a complex phenomenon that depends not only on the child and his/her characteristics, but also the characteristics of the environment in which the child lives. The characteristics of resilient children and that of the environment have been investigated by many researchers.

Personal Attributes

A resilient person has a healthier self-concept than a non-resilient person (Werner & Smith, 1982; Garmezy, 1985; Rutter, 1987; Luther, 1991). A study of high risk children by Rutter (1984) showed that the more resilient individuals had internal locus of control, and they exercised personal control over their lives. Resilient children are friendly, conscientious, and responsible. They are cognitively superior and have higher academic success (Garmezy & Rutter, 1987; Werner & Smith, 1992). They have realistic goals, and have the ability to distance themselves from dysfunctional situations (Anthony, 1987; Hawkins, Catalano, & Miller, 1992).

Resilient children are known to have four attributes:

1. Social competence: Resilient children tend to establish positive relationships with both adults and peers. They have mild temperament and adapt well to different situations.

2. Problem solving skills: Resilient children score higher on intelligence test. Have the ability to think abstractly, and find solutions to cognitive and social problems.

3. Autonomy: Have sense of one's own identity, they are independent, resourceful, and have some control over their environment.

4. Sense of Future: Resilient children plan, have high aspirations, persistence, confidence, and believe their efforts will bring success. (Bernard, 1993; Wang, Haertel, & Walberg, 1997).

Environmental Attributes

The community, family, and school have impact on a child's resiliency. Opportunities to participate in activities, sports, community functions and involvement in community projects and even care of younger siblings helps to improve self image and self worth, and builds resilience (McMillan & Reed, 1994; Werner, 1984). Studies show that school environment has a definite impact on resiliency. It fosters resiliency by placing reasonably high standards on students, giving them responsibilities, and enforcing fair and consistent discipline (Wang, Haertel, Walberg, 1997). Resilient children like school, they find support in school, they bond with people, they work cooperatively, and their self esteem is high (Bernard, 1991; Pines, 1984; Werner, 1984). Research evidence demonstrates that a nurturing school climate has the ability to curb risk factors .Opportunity to participation in school activities, caring support, and positive expectations can protect high risk children from adversity (Bernard, 1994; Gabarino, et al., 1992). Research shows that schools are critical environments for individuals to develop the capacity to bounce back from adversity. All children can become more resilient if they are taught skills, encouraged to succeed and are rewarded with praise (Garmazy,1991).

Demographic Questionnaire

Code Number: _____

Name of School: _____

Date: _____

Sex: Male: _____   Female: _____

Date of Birth: _____

Where do you live: (Circle the place)

Oglala   Pine Ridge

Grade Level at School:
- 6th _____
- 7th _____
- 8th _____

Race and Degree of Native American Blood (Check one)
- _____ Native American (Full Blood)
- _____ Native American (Over ½, but less than full blood)
- _____ Native American (Over ¼ but less than half)
- _____ Native American (1/4 or less)
- _____ White
- _____ Other

How many times have been retained?
- _____ Never
- _____ Once
- _____ Twice

How many times have you changed schools?

_____

Language normally spoken at home:

- _____ English
- _____ Lakota
- _____ Other _____ (Please specify)

What is your father's occupation (job)?   _____

What is your mother's occupation (job)?   _____

How much schooling did your father have (please circle)

Primary   Year 7   Year 8   HS   College   Don't know

How much schooling does your mother have? (please circle)

Primary   Year 7   Year 8   HS   College   Don't know

Who do you live with? (please circle one)

Mother/Father   Mother only   Father only   Relative

How many brother do you have? (please circle one)

0   1   2   3   4   5   6   7   8   9   _____

How many sisters do you have? (please circle one)

0   1   2   3   4   5   6   7   8   9   _____

Are all you siblings in school?   _____

How many graduated from Junior High School?   _____

How many graduated from High School?   _____

How many graduated from College?   _____

How many of your brothers and sisters are employed?   _____

What is your career goal (work choice)?   _____

What do you think of the school you are now attending?   _____

What do you like about your school?   _____

What don't you like about your school?   _____

Do you like living on the Reservation?   _____

What do you like about the Reservation?   _____

Would you like to live in the City?   _____

How interested are you in school work?   _____

How important is it to achieve in school?   _____

Do you use computers for all subjects at school? _____

Does using computers help you learn better? _____

Do you like to compete, (do better than others) in school? _____
Do you like to compete in sports? _____

Do you set goals and try to achieve them? _____

Is it important to be accepted by peers (class mates)? _____

Are you influenced by peers? _____

APPENDIX D

RESILIENCY QUESTIONNAIRE

Resiliency Questionnaire

Code number: _____

Read each question carefully and then rate the degree to which you agree or disagree with the statement. Please answer all of the questions.

	Strongly Disagree			Strongly Agree	
It's helpful to people to forget the bad things In life and focus on the good.	1	2	3	4	5
Teachers can sometimes be real helpful in getting me through rough times.	1	2	3	4	5
If I can, I will read all about things so that I am prepared for anything.	1	2	3	4	5
I am a lovable person.	1	2	3	4	5
Being an adult is better than being a child.	1	2	3	4	5
Parents who do bad things to their children can also do very good things for their children.	1	2	3	4	5
Protecting younger brothers and sisters is one of the best things in the world.	1	2	3	4	5
I try to learn as much about new situations as possible before it happens.	1	2	3	4	5
Sometimes one needs to take risks to make things better.	1	2	3	4	5
Whenever I am feeling nervous or uptight, I try to concentrate on something else.	1	2	3	4	5

I feel like there is hope for the future.	1	2	3	4	5
My younger brothers and sisters depend on me a lot of the time.	1	2	3	4	5
If one of my parents developed a serious illness, I would try to learn as much as possible because knowing a lot would help me deal with things better.	1	2	3	4	5
Life is good	1	2	3	4	5
Good decisions often involve some risk of bad things happening.	1	2	3	4	5
People who do one bad thing may do many good things.	1	2	3	4	5
When I think of something bad that happened time, it really wasn't as awful as it seemed at the time.	1	2	3	4	5
Sometimes I take risks that I shouldn't	1	2	3	4	5
Parents may be good providers even though they hurt their children.	1	2	3	4	5
I try not to concentrate on bad feelings too much.	1	2	3	4	5
I get a lot of pleasure out of giving to others.	1	2	3	4	5
No matter what happens in my life I know that I will make it.	1	2	3	4	5
Someday I will be able to use what I have learned in my life to help others.	1	2	3	4	5
I may not be able to control all the things that happened to me in my life, but I control how they will affect me.	1	2	3	4	5
Some people cannot make it because of their childhood.	1	2	3	4	5
Sometimes it is best to accept bad things because you cannot change them even if you try.	1	2	3	4	5
I know God loves me.	1	2	3	4	5
In ten years things will be much better for me.	1	2	3	4	5
If I do not know something, I ask because having a lot of information helps me deal with life better.	1	2	3	4	5

I ca usually tell when there is going to be a family fight.	1	2	3	4	5
For the most part my life is o.k.	1	2	3	4	5
I make a lot of decisions for my family.	1	2	3	4	5
Someday I'll be able to make my dream come true.	1	2	3	4	5
I once knew someone who helped me a lot , but I do not see them anymore.	1	2	3	4	5
If something bad happened, I would talk to my friends about it.	1	2	3	4	5
One of the most important things in life is giving to others.	1	2	3	4	5
I am happy with my life.	1	2	3	4	5
I can control my feelings most of the time.	1	2	3	4	5
I can often do things to prevent a family fight.	1	2	3	4	5
Someday I will have a husband/wife who will love me very much and forever.	1	2	3	4	5
Some children think their parents are mean to them but when they grow up, they realize that their parents have problems too.	1	2	3	4	5
If something bad happened I would talk to my friends about it.	1	2	3	4	5
When I grow up, I'll be able to do the things I want.	1	2	3	4	5
Most of the risks that I take are worth it.	1	2	3	4	5
I like helping others who cannot help themselves.	1	2	3	4	5
I can stop myself from feeling uptight and out of control.	1	2	3	4	5
Some things that were bad at the time turned out to be good.	1	2	3	4	5
Sometimes it is best to take a risk regardless of the consequences.	1	2	3	4	5
Most of the time I take care of my younger brothers and sisters.	1	2	3	4	5
I respond quickly to dangerous situations.	1	2	3	4	5
I am as loveable as anyone else.	1	2	3	4	5
I have a good attitude about life.	1	2	3	4	5
I can be loved by my teacher, coach, or someone else than my family.	1	2	3	4	5

I look forward to the future.	1	2	3	4	5
My parents depend on me for a lot of things.	1	2	3	4	5
Sometimes good things come out of bad situations.	1	2	3	4	5
I have adult friends whom I can count on most of the time.	1	2	3	4	5
I can usually recognize when a situation might be dangerous.	1	2	3	4	5
If I needed to call someone to talk to, I would call my friend.	1	2	3	4	5
I do not like feeling out of control,	1	2	3	4	5

Teacher Questionnaire

Date: _____

School _____

1. Total number of required school days for 2001-2002:
_____

2. Total number of actual work days _____

3. Total number of students pulled out of class for various activities: _____

4. Do students make up the work missed? _____

5. Does Principal visit classroom for observation? _____

6. Do you have a copy of the school manual? _____

7. What problems exist to keep your school from being effective?

a. _____

b. _____

c._____

d._____

e. _____

8. Please provide comments on the plans of your school to be more effective.

a._____

b. _____

c_____

d. _____

e. _____

Please answer the following questions:

1. What problems do you perceive effecting the education on the Reservation.?

_____
_____
_____
_____

2. What is your perception of the student's level of interest in academics?

_____
_____
_____
_____

3. What is your perception of the parents level of interest in their child's progress?

_____
_____
_____
_____

4. What recommendations would you make for training teachers to work on the Reservation schools?

_____
_____
_____
_____

5. Does the school place a strong emphasis on technology?

_____
_____

6. Do students have computers in your classroom?

_____
_____