DISRUPTIONS ALONG THE EDUCATIONAL PIPELINE: A Mixed Methods Study

Resilience Among Latin@ Middle School Students

by

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A dissertation submitted to the Faculty of Claremont Graduate University and San Diego State University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy in the Graduate Faculty of Education

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APPROVAL OF THE REVIEW COMMITTEE

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of Ryan S. Santos as fulfilling the scope and quality requirements for meriting the degree of Doctor of Philosophy in the Graduate Faculty of Education.

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Abstract

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2013

The persistent Latin@ educational achievement and attainment gap has long been documented and studied. However, a small and significant number of resilient Latin@ students manage to navigate and negotiate their way through the educational pipeline despite being historically underserved by the United States (Yozzo & Solórzano, 2006). Understanding how Latin@ students are able to thrive in spite of, rather than because of, the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served.

The study examined Latin@ adolescents’ perspectives on resilience. The main research question asked: What are Latin@ adolescents’ perspectives on resiliency and what do they identify for schools to facilitate resilience among middle school students? To address the main research question, the study examined three types of questions, divided into phases, namely: quantitative, qualitative, and mixed methods.

A sequential explanatory mixed methods design was used, incorporating a three-phase approach: first quantitative data were collected and analyzed on 222 sixth- to eighth-grade Latin@ students at a predominately low-income middle school located in Southern California; secondly, qualitative approaches were used to bring voice to the findings from the quantitative
results; and thirdly, a mixed methods phase was used to examine the concordance and discordance of phases one and two.

The study used survey instruments and school database information to assess the relationship among constructs related to resilience and academic performance. The qualitative data, namely semi-structured focus groups, case studies (involving family *pláticas*), educator interviews, and researcher journal reflections, explored resilience among a subset of students from the same research site.

The salient findings of the study suggest the following:

1. Quantitative trends: High in Individual, Relational, and Communal/Contextual Resilience as well as significant differences when comparing students’ grade levels
2. Qualitative trend: Categories that foster and inhibit resilience emerged in context of study’s themes of Individual Resilience, Relational Resilience, and Communal/Contextual Resilience
3. Mixed methods: Points of Concordance and Discordance were evident when comparing findings from quantitative and qualitative phases of study.

The study offers insights and understanding regarding the complexities faced by Latin@ youth as they successfully maneuver through the U.S. educational pipeline. The study also contributes to the body of research focused on the roles schools can play in facilitating resilience and understanding how Latin@ youth are able to thrive in spite of, rather than because of, the existing educational pipeline.
Dedication

It is with a heart full of love, respect, and gratitude that I dedicate my work to my grandfather, Quirino Gomez Sotto. Thank you for modeling what it means to be present in relationship with others and feeding my young spirit when I needed it most. For the countless rides on the back of your rusted brown bike, for the timeless fishing trips along the Oceanside pier, for the early morning breakfasts of pan de sal dipped in cafecito, and for all that you’ve given to our pamiliya - both seen and unseen, I thank you...
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Chapter 1: Introduction to the Study

Statement of the Problem

“Our country was built on and continues to thrive on its diversity, and there is no doubt
that the future of the United States is inextricably tied to the future of the Hispanic
community.”

- President Barak Obama, State of the Union Address, White House Report 2011

As our world becomes increasingly complex, diverse, and interconnected, by in large the
U.S. educational system remains frozen in the Industrial Age (Litow & Schwartz, 2011).
Entranced by the conveyor belt mentality of the past, schools are frequently guided by one-size
fits all policies, leaving little wiggle room for educators to appropriately respond to and serve
increasingly diverse student populations (Alexander, 2012). Among a wide array of culturally
and linguistically diverse student populations, Latin@s continue to be underserved by the U.S.
educational system (Dolan, 2009; Yozzo & Solórzano, 2006).

The Latin@ population (defined by the United States Census Bureau as identifying as
Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or South American) is the second
largest racial group in the United States. Growing faster than any other group, the U.S. Census
Bureau (2010) reported “more than half of the growth in the total U.S. population between 2000
and 2010 was because of an increase in the Hispanic population.” Currently the largest
ethnically diverse group in the U.S., the Latin@ population increased from 35.3 million to 50.5
million during this 10-year span. The U.S. Census Bureau (2008) reported that Latin@s
compose the second largest group of students enrolled in schools, second only to White non-
Hispanics. The U.S. Census Bureau (2004) also projected that by the year 2050, the Latin@
population will increase to an estimated 103 million, constituting 25% of the entire U.S.
population and surpassing the proportions of all other racially and ethnically diverse groups. Consequently, the dramatic growth in the Latin@ population has resulted in increased numbers of Latin@ students in schools. More specifically, Latin@ students “now constitute one fifth (20.5%) of all school aged children in the U.S., and nearly one third (32.1%) of the entire Latino population is currently enrolled in the U.S. school system” (Dolan, 2009, p. 1). Furthermore, the rise of school enrollment among Latin@s is not confined to any particular region in the U.S (Dolan, 2009).

Despite the significant increase of the Latin@ student population, a sizeable gap in academic success between low-income Latin@ and White middle-class students persists in the United States (Ainsworth-Darnell & Downey, 1998; Dolan, 2009). With socioeconomic factors often at the center of this disparity, the racial “achievement gap” in education (Jenks & Phillips, 1998; Noguera & Wing, 2006) continues to be an area of focus and concern within the field. In fact, the persistent gap in academic success between low-income Latin@ students and their counterparts is considered to be a national crisis (National Governors’ Association, 2005). This gap has impending effects on the socioeconomic livelihood of Latin@ students, namely high levels of dropout, lack of employable skills after graduating, and higher rates of unemployment (Gandara, Larson, Rumberger & Mehan, 1998). Moreover, U.S. commitment to close the achievement gap for its fastest growing population will directly impact on the country’s ability to thrive and be a world leader in education (Maxwell, 2012).

The Latin@ achievement gap, however, begins during earlier stages in the U.S. schooling process (Colombia University, 2005). Upon analyzing results from the National Assessment of Educational Progress (NAEP), commonly referred to as “the nation’s report card,” researchers from Colombia University (2005) found that “by the end 4th grade, Latino, African-American,
and low-income students are already two years behind other students; by 8th grade, three years behind; and by 12th grade, four years behind” (p. x). In their report analyzing NAEP scores of 9-, 13-, and 17-year-old students, Rampey, Dion, and Donahue (2009) explain that there was no substantial or significant closing of the achievement gap between Latin@ adolescents and their White counterparts. Rampey, Dion, and Donahue (2009) explained “when compared to 1975, gaps in 2008 narrowed by 13 points at age 9 and 15 points at age 17. The Hispanic-White score gap for 13-year-old students did not change significantly in 2008 compared to 1975” (p. 16). Findings with regards to average mathematics scores for White and Latin@ adolescents were consistent with research regarding the long-standing achievement gap (Rampey, Dion, & Donahue, 2009). Furthermore, researchers explain that even in spite of policies, like No Child Left Behind (2002), specifically created to narrow the achievement gap, “the gap in academic achievement that we see today is actually worse than it was 15 years ago” (Thernstrom & Thernstrom, 2003, p.1). While important in describing the achievement gap among Latin@s and their peers, data solely focused on standardized test scores and assessments provide a myopic understanding of why the gap exists in the first place (Romney, 2003). In their book, Creating the Opportunity to Learn, Boykin and Noguera (2011) write the following:

It is widely documented that the gap is multidimensional. Achievement and attainment gaps are revealed through a host of schooling indexes including grade point averages; performance on district, state, and national achievement tests; enrollment in rigorous courses; and differential placements in special education and gifted and talented education programs; as well as across behavioral indicators such as drop out, suspension, and referral rates. (p. 12)
The authors also contend that it is a mistake to over simplify the reasons for the persistent achievement gap by looking at factors like poverty, family background, and culture in isolation of one another (Boykin & Noguera, 2011).

Despite these overwhelming odds, an undeniable majority of Latin@ students and their families believe that education is critical for future success (Lopez & Livingston, 2009). Contrary to the popular misconception that Latin@ families do not value education (Vega, 2012), Lopez and Livingston (2009) report that 98% of Latin@s think education is an “important issue,” while 51% of Latin@s think that education is an “extremely important” issue.

Additionally, whereas 74% of the general public report that obtaining a college degree is important for getting ahead in life, 89% of Latin@s report the same (Lopez, 2009). Studies also indicate that parents possess the greatest impact on adolescents’ aspirations (Soto, 1989). In research examining the impact of families upon adolescents’ educational and career aspirations, Clayton (1993) found that Latin@ parents carried the most influence over their children when compared to other ethnic groups. However, despite the high aspirations and high expectations set by Latin@ families, Latin@s continue to be underrepresented among the number of students who actually graduate from the U.S. college system (Fry, 2002; U.S. Department of Education, 2011).

Rather than focusing on the unequal levels of educational achievement and attainment of low-income Latin@ and African-American students, researchers argue that it is equally important to challenge the conditions that contribute to this inequity in the first place (Boykin & Noguera, 2011). Bringing our attention to more fundamental issues regarding educational and social opportunities, Boykin and Noguera (2011) also argue that the achievement gap is a consequence of lack of opportunities for low-income Latin@s and African-American students to
fully access a free and public education. With regards to inequitable educational opportunities, Barton and Coley (2009) explain that curriculum rigor, the role of teachers, class size, resources, parent involvement, and environmental conditions such as poverty, school safety, and nutrition served as factors that positively and negatively influence student achievement. Similarly, a report by the California Department of Education (2008) explained that inadequate curriculum, instructional strategies and expectations, unqualified teachers, as well as poor relationships among students, staff, and community hindered academic achievement. Reports examining social inequities indicate that the poverty rate for Latin@s was 25% in 2010 (Motel & Patten, 2012) with more Latin@ children living in poverty than any other ethnic group (Lopez & Velazco, 2011). Furthermore, whereas 16% of the overall U.S. population does not have health insurance, nearly twice as many Latin@s (31%) lack access to health insurance (Motel & Patten, 2012). These findings name but a few of the educational and social opportunity gaps experienced by low-income Latin@ students.

Given the undeniable achievement and opportunity gaps experienced by low-income Latin@s, researchers argue that the educational system functions like a faulty pipeline (Yozzo & Solórzano, 2006). Rather than ensuring that all students successfully transition between the various educational linkages, the educational pipeline has consistently lost Latin@ students along the way (Yozzo & Solórzano, 2006). In a policy brief regarding the Chican@ educational pipeline specifically, Yozzo & Solórzano report the following:

Out of 100 Chicana and Chicano students who start at the elementary level, 54 of them drop out (or are pushed out) of high school and 46 continue to graduate. Of the 46 who graduate from high school, about 26 continue on towards some form of postsecondary education. Of those 26, approximately 17 enroll community colleges and 9 enroll at four-
year institutions. Of those 17 in community colleges, only 1 will transfer to a four-year institution. Of the 9 Chicana/os attending a four-year college and 1 community college transfer student, 8 will graduate with a baccalaureate degree. Finally, 2 Chicana/o students will continue on to earn a graduate or professional school degree and less than 1 will receive a doctorate. (p. x)

They continue:

In contrast, of every 100 White elementary school students, 84 graduate high school, 26 graduate with a baccalaureate, and 10 earn a professional or graduate degree. (Yozzo & Solórzano, 2006, p. x)

Clearly, the U.S. has failed to equally and equitably educate all children along the educational pipeline (Yozzo & Solórzano, 2006). In fact, researchers from the Children’s Defense Fund have documented how low-income Latino and African-American males are funneled into alternative pipelines, namely the juvenile justice and adult penal systems (Children’s Defense Fund, 2009).

In a report entitled, “America’s Cradle to Prison Pipeline Report,” researchers from the Children’s Defense Fund (2009) report that among all boys born in 2001, African-American boys have a one in three chance of going into prison in their lifetime, while Latino boys have a one in six chance of going to prison. With poverty as the strongest factor in the cradle to prison pipeline, researchers explain: “one in three Latino babies and three in seven Black babies are born into poverty” (Children’s Defense Fund, 2009). In addition to poverty, inadequate access to health care, gaps in early childhood development, disparate educational opportunities, intolerable abuse and neglect, unmet emotional and mental problems, rampant substance abuse, and overburdened, ineffective juvenile justice systems are forces contributing to the
overrepresentation of Black and Latino males in the U.S. prison system (Children’s Defense Fund, 2009). Still, despite the power and inertia of the “cradle to prison pipeline” and current U.S. educational pipeline, there continues to be evidence of disruptions to these funneling systems.

A recent report from the Pew Hispanic Research Center (2011) indicates that college enrollment of Latin@s between ages 18 to 24 increased by 24% from 2009 to 2010. The increase in college enrollment of young Latin@s was the largest among all other ethnic groups and pushed the number of Latin@s enrolled in two- and four-year colleges ahead of Blacks for the first time (Fry, 2011). Despite the overall increase in the number of Latin@s enrolled in college, Fry (2011) explains that Latin@s continue to be underrepresented (31.9%) in colleges when compared to Asians (62.2%), Whites (43.3%), and Blacks (38%).

The report conducted by the Pew Hispanic Research Center (2011) also revealed that 72% of Latin@s aged 18 to 24 graduated from high school in 2010, whereas only 59% of Latin@s completed high school in 2000. Still, Fry (2002) concluded “that a large number of Latinos finish their secondary schooling and try to extend their education but fail to earn a degree” (p. v). A recent report by the U.S. Department of Education (2011) indicated that Latin@s admitted into college were less likely to complete college (The Condition of Education, 2011). More specifically, in 2010 researchers reported that among all 24 to 29 year olds, only 14% of Latin@s had attained a bachelors or higher, whereas 19% of African-Americans, 39% of Whites, and 53% of Asians reported the same (The Condition of Education, 2011). On many accounts, these statistics are abysmal at best. Clearly, the attainment of college degrees is not only important for the Latin@ community itself, but is integral to security and prosperity of the nation as a whole (White House Report, 2011).
The Need for Disruptions to the Educational Pipeline

“Insanity: Doing the same thing over and over again and expecting different results.”

-Albert Einstein

The opening paragraph of *A Nation a Risk* (1983) remains relevant nearly 30 years after its publication as we consider the Latin@ educational achievement and attainment gap as well as the need to change the educational pipeline:

Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility.

(National Commission on Excellence in Education, 1983, p. x)

Moreover, as indicated by the Program for International Student Assessment (PISA), an assessment that measures what 15 year olds have learned - both in and outside the classroom – and how to apply it to the real world, U.S. students ranked 7th when comparing average reading literacy scores, 18th when comparing mathematic literacy, and 13th when comparing science literacy with other participating countries (Fleischman & Xie, 2010). In addition, Boykin and Noguera (2011) write:

Closing the achievement and attainment gap is a laudable goal for us as a society. However, whatever methods we use should not aim merely to catch up Black and Latino students to the level of their White counterparts. We must also raise the achievement of all students so we can close the gaps between the performance of U.S. students and their counterparts from around the world – but also simultaneously raise levels at a steeper rate for certain students of color. (p. 5-6)
As eloquently stated by these researchers, finding and fixing the leakages along the education pipeline is not enough.

Evidence of small disruptions to the educational pipeline can be traced to the existence of schools committed to creating more equitable and prosperous educational and life trajectories for low-income students and their families (Education Trust, 2002). In the report, *Dispelling the Myth Revisited: Preliminary Findings from a Nationwide Analysis of “High Flying” Schools*, Jerald (2001) identified 1,320 high-performing, high-poverty-and-high minority schools. These schools were identified as “high flying” if they met the following criteria:

1. Student reading and/or math performance is in the top third among all schools in the state and at the same grade-level (e.g. elementary);
2. The percentage of low-income students is at least 50% AND ranks in the top third among schools in the state at the same grade-level; and
3. The percentage of African-American and Latino students is at least 50% AND ranks in the top third among schools in the state at the same grade level. (p. 2)

While this analysis is limited to the testing programs used in identifying *high flying* schools and the fact that tests vary significantly from state to state, it still offers hope that low-income Latin@ and African-American students can disrupt the U.S. educational pipeline if given the right academic supports (Jerald, 2001). These *high flying* schools provide insight into the ways in which schools play a significant role in fostering resilience among students (Krovetz, 1999).

In the meantime, as schools continue to unconsciously conform to the Industrial ideals of the past (Alexander, 2012) and while the U.S. continues to adopt educational reform that only strengthens linkages along the educational pipeline (Thernstrom & Thernstrom, 2002), educational research must continue to examine and document how to create these disruptions for all students, not just
Latin@ students. Understanding how Latin@ students are able to thrive in spite of, rather than because of, the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served.

**Conceptual Framework for the Study**

“We are here to awaken from the illusion from our separateness.”

- Thich Nhat Hahn

“I encourage students to reject the notion that they must choose between experiences. They must believe that they can inhabit comfortably two different worlds, but they must make each space one of comfort. They must creatively invent ways to cross borders.”

- bell hooks

“We are both hurt and healed in relationship.”

- Denny Ollerman

This study seeks to examine and understand how to create more equitable and more just schools through documenting and examining the experiences of resilient Latin@ youth who disrupt the educational pipeline. Grounded in the belief that the future of Latin@ students and their families is deeply connected to the future of our country, this study intends to contribute to the body of knowledge that acknowledges our interconnectedness. Rooted in the belief that successful schools validate and empower the students they are intended to serve, the study also aims to highlight how educational transformation can occur when educators validate and honor the various experiences that students bring into the classroom. This study calls upon resiliency theory (Rutter, 1997; Ungar, 2005), relational-cultural theory (Miller, 1976; Miller & Stiver,
Resiliency Theory

As resilience theory and research emerged, scholars tended to regard and label individuals who transcended their adverse circumstances as “hardy,” “invulnerable,” or “invincible” (Werner & Smith, 1982). Such labels implied that these individuals were in possession of a rare and remarkable set of qualities that enabled them to rebound from whatever adversity came their way – almost as if these fortunate individuals possessed a sort of magical force field that protected them from all harm. Increasingly, however, researchers have arrived at the consensus that resilience is not some remarkable, innate quality but rather a developmental process that incorporates the normative self-righting tendencies of individuals (Masten, 2001).

In fact, Garmezy (1993) cautioned against the use of the term invulnerable because it implies that people are incapable of being wounded or injured. Masten (2001) referred to the resilience process as “ordinary magic,” simply because a majority of individuals who undergo serious adversity “remarkably” manage to achieve normative developmental outcomes. Research in resiliency concludes that each person has an innate capacity for resiliency, a self-righting tendency that operates best when people have resiliency-building conditions in their lives (Benard, 1995). Resilience is grounded in the belief that all humans possess an inborn developmental wisdom, and resilience theory seeks to better contextualize how teachers can tap into this wisdom (Benard, 1995). In her book, Fostering Resiliency in Children, Bonnie Benard (1995) claimed that “we are all born with an innate capacity for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose” (p. 17). Researchers increasingly view resilience not as a fixed attribute but as
an alterable set of processes that can be fostered and cultivated (Masten, 2001; Pardon, Waxman, & Huang, 1999). Researchers emphasize the interactive processes – between the individual and environment and between risk and protective factors – as the crucial underpinnings of developing resilience. This study specifically employs Ungar’s (2005) definition to frame the research. Ungar (2005) defines resilience as the following set of attributes:

1. The capacity of individuals to navigate their way to resources and maintain well-being;
2. The capacity of individuals’ physical and social ecologies to provide those resources; and
3. The capacity of individuals, their families and communities to negotiate in culturally meaningful ways for those resources to be shared. (p. 3)

While this study focuses on the individual and the interactions among her or his immediate surroundings, Bronfenbrenner’s (1979) ecological systems theory will provide an understanding of how larger ecological systems influence an individual’s development.

Ecological Systems Theory

Ecological systems theory, articulated by Bronfenbrenner (1989), Garabino (1995), and Garmezy (1991), functions as a way to examine the interplay between individuals and their environments and the resulting impact upon the individual’s development. According to Bronfenbrenner (1979), an adolescent’s world consists of five systems of interactions that include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner, 2004).

Bronfenbrenner (1979) explains the microsystem is an immediate system that the adolescent lives in; it includes the day-to-day interactions between the adolescent and other
individuals and organizations. Systems that affect adolescents include family functioning, peer relationships, school environments, and the community and its resources (Gorman-Smith & Tolan, 2003). The adolescent intimately knows the various components of the microsystem. The next level, the mesosystem, describes how the various parts of an adolescent’s microsystem interact with one another. While this level does not include the adolescent, the quality of interactions among the adolescents’ microsystem also affects her or him directly. The exosystem relates to the larger context in which the adolescent lives in. This system includes extended family networks, neighbors, mass media, social welfare, and legal services. While the adolescent may not directly interact with some of these institutions, she or he is very much impacted by them. The largest and outer most system is the macrosystem. The macrosystem relates to the overarching attitudes, ideologies, values, laws, and customs of the adolescents’ world. With the individual at the center, Bronfenbrenner (1979) explains that the interactions of these systems become increasingly complex over time. While interactions among these systems influence the individual’s development, the individual also influences her or his surroundings. The individual is not seen as a passive nor empty vessel to be filled (Freire, 1970). Bronfenbrenner (1979) argues that the positive interactions within an adolescent’s systems – both internal and external – will result in successful development. Bronfenbrenner (1979) explains the following:

Interconnections can be decisive for development as events taking place within a given setting. A child’s ability to learn to read in primary grades may depend no less on how he is taught than on the existence and nature of the ties between home and school. (p. 3)

Ecological systems theory is also grounded in the belief that nothing is static. Serving as a base for the model, the chronosystem takes life events and transitions and sociohistorical conditions into account when understanding healthy human development. Whereas ecological systems
articulates the role of interactions among the individual and her or his larger systems, this study uses relational-cultural theory as a contributing framework for understanding the quality of communication across these systems.

**Relational-Cultural Theory (RCT)**

The notion that people grow in relationship and connection with others is central to relational-cultural theory (Miller, 1976). In response and in opposition to pejorative psychological theories that overvalued power over others, competition, and hyper-individuation, Miller (1976) sought to develop a theory that offered an alternative view of women’s psychological development. Relational-cultural theory is grounded in the notion that healthy development occurs by *being in* and *action in* rather than *having or possessing* relationships and connections throughout the life span (Walker & Rosen, 2004, p. 6). Miller (1986) claims that growth-enhancing relationships create the following conditions:

1. A sense for zest,
2. Clarity about oneself, the other, and the relationship,
3. A sense of personal worth,
4. The capacity to be productive and creative,
5. The desire for more connection which is characterized by mutual empathy and mutual empowerment.

Mutual empathy as described by Walker (2002) is a two-way process in which one person listens and is responsive to another, making her feel like she matters which in turn helps her be more effective and achieve. Conversely, where one person responds with invalidation and humiliation the other may experience feelings of self-blame, fear, shame, and believing that she is defective, which can result in possible isolation and disempowerment and disconnect in the relationship.
Miller and Stiver (1997) assert that mutual empowerment springs from mutual empathy and acknowledges differences in power dynamics. Furthermore, mutual empowerment occurs through the conscious efforts of being empowered and empowering while in relationship with others (Miller & Stiver, 1997). The use of relational-cultural theory can be especially helpful in exploring the resilience of Latin@ adolescents. With regards to adolescents specifically, relational-cultural therapy can serve as a useful framework to contextualize the life task that adolescents face as they negotiate the need for connection and individuation (Ruiz, 2005). Relational-cultural theory is also relevant in studies with Latin@ communities in that both are oriented towards collectivism and interdependence (Ruiz, 2005).

The conceptual framework guiding this study provides a lens for which resilience is facilitated within various contexts of Latin@ youths’ lives. Figure 1.1 represents how these three theories work together to frame this research study. As illustrated in this figure, the conceptual framework of this study explores the extent to which dimensions of Latin@ middle school students’ Individual, Relational, and Communal/Contextual contexts align with one another. Points of alignments refer to the ways in which two of these contexts are affirming of one another (e.g. Individual and Relational, Relational and Communal/Contextual, and Communal/Contextual and Individual). The optimal resilience zone refers to the extent to which these three contexts align with one another, creating the ideal conditions for facilitating resilience because these contexts are affirming of one another.
Figure 1.1. Adapted from Resilience Theory (Rutter, 1997; & Ungar, 2005) & Relational-Cultural Theory (Miller, 1976; Miller & Stiver, 1997; & Walker, 2002).
Purpose of the Study

The persistent Latin@ educational achievement and attainment gap has long been documented and studied. However, a small and significant number of resilient Latin@ students manage to navigate and negotiate their way through the educational pipeline despite being historically underserved by the United States (Yozzo & Solórzano, 2006). Understanding how Latin@ students are able to thrive in spite of, rather than because of, the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served.

A sequential explanatory mixed methods design was used, consisting of collecting quantitative data of participants in the first phase of the study. Also, qualitative data were used to bring voice to the findings from the quantitative results. In this study, survey instruments and school database information were used to assess the relationship among constructs related to resilience and academic performance at a middle school located in Southern California. The qualitative data, namely semi-structured focus groups, case study (involving family pláticas), educator interviews, and researcher journal reflections explored resilience among a subset of students from the same research site. This study defined pláticas as intimate conversations that facilitate self-discovery in relationship to oneself and while in relationship with others (Ayala, Herrera, Jimenez, & Lara, 2006; De La Torre in Chavez-Arteaga, 2012, p. 35). The reason for using both quantitative and qualitative data was to converge the two forms of data to bring greater insight than would be obtained by either qualitative or quantitative data separately. Additionally, a paucity of mixed methods resilience research persists, especially within school settings.
Thus, the purpose of this study sought to examine Latin@ adolescents’ perspectives on resilience. The study also examined concordance and discordance between qualitative and quantitative findings and to suggest ways that schools can facilitate resilience among Latin@ middle school students.

**Research Questions**

The central research question of the study asked the following: What are Latin@ adolescents’ perspectives on resiliency and what do they identify for schools to facilitate resilience among middle school students? To address the main research question, the study examined three types of questions, divided into phases, namely: quantitative, qualitative, and mixed methods. Questions guiding each phase of the study are listed below.

**Phase I: Quantitative Research Questions**

1. What are Latin@ middle school students self-reported levels of resilience?
2. What is the relationship between students’ self-reported levels of resilience and levels of academic performance?
3. What is the relationship among students’ self-reported levels of Individual Resilience, Relational Resilience, Communal/Contextual Resilience, and academic performance?
4. Is there a significant difference in levels of self-reported resilience as a function of gender or grade level?
5. Is there a significant difference in levels of self-reported levels of Individual Resilience, Relational Resilience, Communal/Contextual Resilience, and academic performance as a function of gender and grade level?
6. What is the association between students’ self-reported levels of resilience when correlated to teachers’ assessment of students’ level of resilience?
7. Based on data collected during the quantitative portion of the study, which variables best predict students’ levels of resilience and academic performance?

**Phase II: Qualitative Research Questions**

1. Based on two purposefully selected focus groups by grade or sex (female/male):
   a. How do Latin@ middle school students define adversity?
   b. What keeps Latin@ students engaged in schools during times of adversity?
   c. How do resilient Latin@ middle students define, understand, and access resilience?
   d. How do students’ senses of Individual, Relational, and Communal/Contextual factors influence resilience?
   e. According to Latin@ students, what conditions enhance their levels of resilience?
   f. How can schools enhance Latin@ students’ level of resilience?

2. Based on four purposefully selected case studies (high-resilience/high-academic performance; low-resilience/high-academic performance; high-resilience/low-academic performance; low-resilience/low-academic performance):
   a. How do Latin@ middle school students and their families define adversity?
   b. According to Latin@ students and their families, what keeps students engaged in schools during times of adversity?
   c. How do resilient Latin@ middle students and their families define, understand, and access resilience?
   d. According to Latin@ students and their families, how do Individual, Relational, and Communal/Contextual factors influence resilience?
e. According to Latin@ students and their families, what conditions enhance Latin@ students’ levels of resilience?

f. How can schools enhance Latin@ students’ level of resilience?

3. Based on Open-Ended Survey Questions:
   a. How do Latin@ students define adversity?
   b. What do Latin@ students do to feel better during times of adversity?

4. Based on semi-structured interviews with educators at research site:
   a. How do educators define resilience?
   b. How can educators enhance levels of resilience among Latin@ students?
   c. How can resilience be fostered individually and/or systemically within the school setting?

5. Based on researcher’s field notes and journal:
   a. How is resilience evident in between the words being shared by students and staff at the research site?
   b. To what extent do academically resilient students experience harmony/tension among their Individual, Relational, and Communal/Contextual contexts?

**Phase III: Mixed Methods Research Questions**

1. What results emerge when comparing the exploratory qualitative data about Latin@ middle school students’ level of resilience with outcome of quantitative data measured on a validated resilience instrument, namely the Child and Youth Resilience Measure-28 (CYRM-28)?

2. What evidence of concordance and discordance emerge between Latin@ students’ self-reports of academic resilience when comparing both quantitative and qualitative
data? And how does this relate to the current body of research regarding resilience in schools?

3. Based on analysis of mixed methods data how can schools better situate themselves to foster academic resilience in Latin@ middle school students?

4. Based on analysis of these data, what are the implications for future research?

**Limitations of the Study**

The findings from the study are limited to the study sample from which data were gathered. Data were drawn from sixth, seventh, and eighth graders from one research site. The results from this study are limited to geography and make it difficult to ascertain transferability to the larger Latin@ population or to all middle schools (Creswell, 2002).

The research process and design used for the study, however, suggest a framework for understanding, exploring, and fostering resilience in other school settings.

Another limitation to the study is that data gathered includes a limited amount of variables. However, in selecting a limited number of variables the researcher sought to obtain data that are reflective of the richness and depth of Latin@ resilience.

In addition to the limited scope of data, data collection and analysis occurred during a specified timeframe. Limitations related to time mean that data collected during this study will provide a snapshot of how resilience was examined and understood at a selected school site.

As the survey is a self-response questionnaire the researcher assumed that students’ candidness and authenticity as well as their personal view/perceptions may have been impacted by the researcher’s presence.

The researcher bias may serve as a limitation to the study. As a school counselor at the participating research site, the researcher has been influenced by the values and attitudes of the
research site and students and families who attend; every effort was made by the researcher to monitor his personal bias and feelings towards the participants in this study.

Lastly, to ensure for objectivity during the quantitative portion of the study, survey data gathered were coded to eliminate any identifying information. To avoid bias during the qualitative portions of the study, procedures to verify trustworthiness and authenticity were employed. More detailed explanation of how objectivity and avoiding researcher bias is provided in the methodology section of this study.

**Significance of the Study**

Data collected may offer insight and understanding regarding the complexities faced by Latin@ youth as they successfully maneuver through the U.S. educational pipeline. Findings from the study may also reveal an alternative means of ensuring equitable and equal educational outcomes for Latin@ students and their counterparts. Furthermore, the study is significant in its contribution to the body of research focused on the roles that schools can play in facilitating resilience (Krovetz, 1999). Understanding how Latin@ students are able to thrive in spite of, rather than because of, the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served. Ungar (2008) urges that future research in the field of resilience should seek to document and analyze resilience through the lens of resilient individuals. He writes the following:

> The better documented youth’s own constructions of resilience, the more likely it will be that those intervening identify specific aspects of resilience most relevant to health outcomes as defined by a particular population. (p. 234)

The study also provides a design to further explore how schools can facilitate resilience in culturally meaningful and relevant ways. Data gathered may inform a model for fostering
resilience that is inclusive of Latin@ youths’ experiences. Lastly, this study contributes to the lacking body of mixed methods resilience research, specifically conducted in schools. Much of the literature urges that future research should utilize a mixed methods design so as to further corroborate findings across quantitative and qualitative findings in area of resilience (Ungar, 2005). Through the use of surveys, focus groups, case study (involving family pláticas), semi-structured interviews with educators and administrators, and researcher’s journal reflections, this study was designed to deepen our understanding of resilience among Latin@ middle school students.

**Context of the Study and Participants**

The selection of a research site reflective of the larger Latin@ middle school population was an important consideration for this study. In efforts to increase the accuracy of the study’s generalization, a school site representative of the majority of schools in Southern California was selected. The school site for the study is one of over 40 schools within a district in Southern California. Located just seven miles from the US-Mexico International border, it is home to a diverse student population: 90% children of color, 85% Latino/a, 80% of students qualify for free or reduced lunch, and 65% English Language Learners. Over the course of one school year, nearly 20% of students transfer in or out of the school.

At the time of the study, over 1,100 students attended this kindergarten through eighth-grade school with over 300 attending its middle school program. Recruitment for the study began once approval was obtained from both Institutional Review Boards from San Diego State University and Claremont Graduate University. Among those attending the middle school program, 222 Latin@ students participated in the quantitative phase of the study after obtaining both consent and assent from families and students respectively. After obtain consent and/or
assent, 17 students participated in the two different focus groups, four families participated in family pláticas, and four educators participated in semi-structured interviews in the qualitative phase of the study.

**Operational Definitions**

**California English Language Development Test (CELDT):** The CELDT is a state-mandated test that is administered to all English Language Learners. The purpose of the CELDT is to monitor the English Language acquisition of students whose home language is not English. The CELDT is given once a year to all students in grades K-12 who have indicated that they are English Language Learners on a home language survey. The CELDT assesses the listening and speaking skills for students in kindergarten through second grade. Beginning in third grade through twelfth grade, the CELDT incorporates assessments of reading and writing skills in English.

**California Standards Test (CST):** Individual students’ reading and mathematics scores were taken from the California Standardized Test (CST). The CST is a summative assessment used to determine student’s level of grade level proficiency. Scaled scores on students’ CST scores were used in this study.

**Communal/Contextual Resilience:** Refers to the dimensions of resilience related to communal or contextual factors (e.g. cultural/ethnic identification, spiritual identification, access to education and learning resources, and affiliation with religious organization).

**Individual Resilience:** Is in reference to dimensions of resilience associated with aspects of the person her/himself (e.g. having goals and aspirations, sense of humor, sense of duty/purpose, self-awareness).
**Latin@:** Refers to both Latino and Latina individuals in a manner that does not give preference to one gender of another by listing the “a” and “o” at the same time. Latin@ also refers to individuals of Latin American or Spanish-speaking descent. The majority of Latin@ individuals represented in this study is of Mexican descent.

**Measure of Academic Progress (MAPS):** The Northwest Evaluation Association, a non-profit organization focused on improving student achievement, developed Measures of Academic Progress (MAPS). MAPS is a “state-aligned computerized adaptive assessment program” that identifies students’ current level of academic proficiency and targets specific areas for teachers to support for each student. This program is implemented at the school site and is one of many formative assessments used school-wide. Students take the MAPS three times a year. Students receive scores on reading, mathematics, and language scores.

**Middle School Students:** Refers to students attending grades 6 through 8. The majority of schools serving Latin@ students within the area of the study group categorize students in middle school according to these grades.

**Protective Factors:** Refer to conditions or attributes that facilitated resilience in youths’ lives.

**Relational Resilience:** Is in reference to dimensions of resilience associated with the relationships that youth have with other individuals in her/his life (e.g. quality of parenting meeting youth’s needs, social competence, meaningful relationships with peer and educators, and peer acceptance).

**Resiliency:** The definition of resilience grounding this study comes from Michael Ungar (2005). Ungar (2005) defines resilience as the following:

1. The capacity of individuals to navigate their way to resources and maintain well-being;
2. The capacity of individuals’ physical and social ecologies to provide those resources; and

3. The capacity of individuals, their families and communities to negotiate in culturally meaningful ways for those resources to be shared. (p. 3)

Resiliency Quadrants: Dr. Kevin Riley, current principal at Mueller Charter School, developed the Resiliency Quadrants. Designed to address the impacts of poverty, crime, family stressors, high mobility, low parental education, drugs, alcohol, violence, and low community expectations, the Resiliency Quadrants serve as a mechanism for school staff to implement interventions at the individual and systematic, school-wide levels. Functioning under the premise that schools with his levels of both poverty and English Language Learners perform lower than affluent schools, children in poverty are exposed to more risk factors, risk factors impact academic growth and achievement, and schools that reduce or eliminate risk factors can remove barriers to learning, the Resiliency Quadrants aims to do the following:

1. Reach and monitor all students
2. Identify specific risk factors impacting learning
3. Identify the degree to which these risk factors are impacting learning
4. Create programs and interventions in direct response to student needs
5. Link students and families to appropriate resources
6. Close the achievement gap
7. Nurture the growth and development of resilient children.

Risk Factors: Is in reference to attributes or conditions that inhibit resilience in youths’ lives.
**Urban Schools:** Refers to schools situated in urban settings serving student populations with relatively high proportions of students of color, poverty, number of students learning English as their second language, and geographic/residential mobility.

**Organization of the Study**

The purpose of this study was to examine Latin@ adolescents’ perspectives on resilience through the eyes of students, families, and the educators who serve them. The dissertation is divided into six chapters. Chapter 2 contextualizes resilience research while paying close attention to implications within the school setting and working with Latin@ students. This chapter concludes with a summary of the literature review and implications for further resilience research. Chapter 3 outlines the methodology for this study. In addition to describing the research design for this study, this chapter includes a discussion of the selection of study participants, data collection and analysis processes, issues related to reliability and validity, and discussion of trustworthiness and credibility. Chapter 4 of this study includes the presentation of findings during the quantitative phase of the study. Results from the qualitative phase are summarized in Chapter 5. Chapter 5 concludes with a discussion of findings across both quantitative and qualitative phases of the study. Chapter 6 summarizes the finding of the study in regard to the study’s main research question, provides propositions regarding ways to enhance Latin@ middle school students’ resilience, and ends with an explanation of this study’s limitations and implications for future research.
Chapter 2: Literature Review

The literature review describes the construct of resilience and provides a context for how it can be studied further in school settings. More specifically, the review of literature begins with an overview of how resilience has been defined over time. Next, a discussion of resilience as an innate trait as opposed to a dynamic process is presented. The subsequent section describes resilience research within school settings, with particular attention to resilience research conducted within urban schools. Finally, the literature review concludes with a summary of the literature review and areas of needed research.

Resilience Defined

Nearly 50 years of research in resiliency has brought forth various perspectives and voices (Dugan & Coles, 1989; Glantz & Johnson, 1999; Joseph, 1994; Taylor & Wang, 2000; Thomsen, 2002; Unger, 2005). Despite the vast body of research on resilience, there is little agreement on a single definition of resilience among scholars. In fact, scholars define the construct of resilience in a multitude of ways (Carle & Chassin, 2004).

Richardson, Neiger, Jensen, & Kumpfer (1990) contended that resiliency is “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). Similarly, Higgins (1994) described resiliency as the “process of self-righting or growth” (p. 1), while Wolins (1993) defined resiliency as the “capacity to bounce back, to withstand hardship, and to repair yourself” (p. 5).

Resiliency, or resilience, is commonly explained and studied in the context of a two-dimensional construct concerning the exposure of adversity and the positive adjustment outcomes of that adversity (Luther & Cicchetti, 2000). While the construct of resilience is examined
across various studies and scholarly articles, there is little consensus as to how researchers define adversity, let alone what defines positive adjustment outcomes. Resiliency is also defined as a “positive adaptation…is considered in a demonstration of manifested behavior on social competence or success at meeting any particular tasks at a specific life stage” (Luthar & Cicchetti, 2000, p. 110). With respect to the school setting, scholars often use school achievement or results from state testing as a measure of positive adjustment outcomes (Jew, Green, & Kroger, 1999). Masten (1994) contended that resilience refers to (a) people form high-risk groups who have had better outcomes than expected; (b) good adaptations despite stressful (common) experiences (when resilience is extreme, resilience refers to patterns in recovery); and (c) recovery from trauma. Garmezy (1993) asserted that the study of resilience has focused on answering two major questions: (1) What are the characteristics – risk factors – of children, families, and environments that predispose children to maladjustment following exposure to adversity? (2) What are the characteristics of protective factors that shield them from such major adjustment?

Werner and Smith (1992) explained how resilience has come to describe a person having a good track record of positive adaptation in the face of stress or disruptive change. Their longitudinal studies found that a high percentage of children from an “at risk” background needing intervention still became healthy, competent adults (Werner & Smith, 1992). Werner and Smith (1992) purported that a resilient child is one “who loves well, works well, plays well, and expects well” (p. 192). A more thorough explanation of Werner and Smith’s work will be offered in a subsequent section of the literature review.

Despite differences in terminology, Masten (1994) asserted that resilience must be understood as a process. Masten (1994) explained that resilience must be viewed as interplay
between certain characteristics of the individual and the broader environment, a balance between stress and the ability to cope, and a dynamic and developmental process that is important at life transitions. Debate as to whether or not resilience is an innate quality or dynamic process is evident in the literature. The subsequent section provides a context for how this inquiry has been approached in resiliency research.

Resilience: An Innate Quality or Dynamic Process?

During early waves of resilience research, researchers tended to regard and label individuals who transcended their adverse circumstances as “hardy,” “invulnerable,” or “invincible” (Werner & Smith, 1982). Such labels implied that these individuals were in possession of a rare and remarkable set of qualities that enabled them to rebound from whatever adversity came their way – almost as if these fortunate individuals possessed a sort of magical force field that protected them from all harm. Increasingly, however, researchers have arrived at the consensus that resilience is not some remarkable, innate quality but rather a developmental process that incorporates the normative self-righting tendencies of individuals (Masten, 2001). In fact, Garmezy (1993) cautioned against the use of the term invulnerable because it implies that people are incapable of being wounded or injured. Masten (2001) referred to the resilience process as “ordinary magic,” simply because a majority of individuals who undergo serious adversity “remarkably” manage to achieve normative developmental outcomes. Research in resiliency concludes that each person has an innate capacity for resiliency, a self-righting tendency that operates best when people have resiliency-building conditions in their lives (Benard, 1995). It is grounded in the belief that all humans possess an inborn developmental wisdom, and resilience theory seeks to better contextualize how teachers can to tap into this
wisdom (Benard, 1995). In her book, *Fostering Resiliency in Children*, Bonnie Benard (1995) claimed the following:

> We are all born with an innate capacity for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. (p. 17)

Researchers increasingly view resilience not as a fixed attribute but as an alterable set of processes that can be fostered and cultivated (Masten, 2001; Pardon, Waxman, & Huang, 1999). Researchers emphasize the interactive processes – between the individual and environment and between risk and protective factors – as the crucial underpinnings of developing resilience. Subsequently, ecological systems theory, articulated by Bronfenbrenner (1989), Garabino (1995), and Garmezy (1991), functioned as a way to examine the interplay between individuals and their environments and the resulting impact upon the individual’s development.

Garmezy’s (1991) triadic model of resilience provided a widely accepted ecological framework for understanding the resilience process. Multiple scholars use this framework to study resilience (Gordon & Song, 1994; Morales & Trotman, 2004; Werner & Smith, 1982). The triadic model described the dynamic interactions among risk and protective factors on three levels (individual, family, and environmental). The model also emphasized that resilience is a process that empowers individuals to shape their environment and to be shaped by it in turn. Similarly, Cicchetti and Lynch’s (1993) interactive ecological-transactional model of development highlighted how certain contexts (e.g. culture, neighborhood, family) interact with each other over time to shape development and adaptation. These ecological models highlight the intersection of varying influences upon one’s development and how risk and protective factors can interact to enhance or inhibit a person’s resilience.
Implicit in the concept of resilience as a dynamic process is the understanding that resilience can grow or decline over time depending on the interactions taking place between an individual and their environment and between risk and protective factors in an individual’s life (Borman & Rachuba, 2001; Werner & Smith, 1992). Therefore, an individual may be resilient at certain times - and not at others - depending upon the circumstances and relative strength of protective factors compared to risk factors at the given moment (Winfield, 1991). Interestingly, the term resilience was adopted in lieu of earlier terms because it more accurately conveyed the dynamic process (Wolin & Wolin, 1993). Masten (1994) contributed the idea that resilience is a pattern over time, characterized by good eventual adaptation despite risk, acute stressors, or chronic adversities. Pushing scholars to look beyond the individual level of resilience, Seccomb (2002) asserted the following:

the widely held view of resilience as an individual disposition, family trait, or community phenomenon is insufficient…resiliency cannot be understood or improved in significant ways by merely focusing on these individual-level factors. Instead careful attention must be paid to structural deficiencies in our society and to social policies that families need in order to become stronger, more competent, and better functioning in adverse situations.

(p. 385)

The definition of resilience grounding this study comes from Michael Ungar (2005). Ungar (2005) defines resilience as the following traits:

1. The capacity of individuals to navigate their way to resources and maintain well-being;

2. The capacity of individuals’ physical and social ecologies to provide those resources; and
3. The capacity of individuals, their families and communities to negotiate in culturally meaningful ways for those resources to be shared. (p. 3)

The subsequent section of the literature review examines resilience research relevant to the school setting.

**Resilience in Schools**

Schools continue to function as one of the most powerful spaces to capitalize on the resilience of students (Rutter, 1979). Research on resiliency in schools points to the fact that, despite barriers to learning, “at-risk” students still demonstrated levels of success (Luther & Seigel, 1991; Masten, Best, & Garmezy, 1990; Padrón, Waxman, Brown, & Powers, 2000). Similarly, Krovetz (1999) explained that “RT [Resiliency Theory] is based on defining protective factors within the family, school, and community that exist for the successful child or adolescent – the resilient child or adolescent – that are missing from the family, school, and community of the child or adolescent who later receives the intervention” (p. 7). In the book, *Resiliency in Schools* (1996), Henderson and Milstein voiced, “a call to action to focus on, understand, and enhance the development of resiliency is arising not only from social scientists but also from educators who are beginning to understand the need for schools to be resiliency-fostering institutions for all who work and learn in them” (p. 2).

**Resilience in Urban Schools**

Although theory suggests that resilience can be fostered through relationships, cultivating a community with high expectations, and opportunities for participation in schools, there continues to be a paucity of studies examining resiliency within the school setting. Of these existing studies, the vast majority of research examining resilience in schools has focused on comparing resilient and non-resilient students (Reyes & Jason, 1993).
In a pilot study exploring factors that distinguished academic success and failure of Latino high school students attending a low-income, inner-city school, Reyes and Jason (1993) compared 24 educationally resilient 10th-grade students with 24 non-educationally resilient 10th-grade peers. Using ninth-grade attendance rates and academic achievement as distinguishing factors, Reyes and Jason (1993) found that educationally resilient students significantly reported more satisfaction with their school sites when compared to their peers. Additionally, interviews with these students also revealed that educationally resilient students were less likely to report that they were approached to join a gang. Lastly, researchers did not find a difference between these two groups when comparing socioeconomic status, parent-student involvement, or parent supervision.

In a subsequent study comparing 133 resilient and 81 non-resilient Mexican-American high school students, Gonzalez and Padilla (1997) found that resilient students reported significantly higher perceptions of family and peer support, teacher feedback, positive connections to school, value placed on school, and peer belonging. Using academic grades as an indicator for academic resilience, researchers found that the sole significant predictor of educational resilience was a student’s sense of belonging in school.

While studying a cohort of 10th-grade Mexican-American students, Alva (1991) studied factors contributing to academic resilience among students with similar socioeconomic backgrounds. Similar to previous studies cited, Alva found that academically resilient students were more likely to report a greater connection to schools via networks with teachers and peers alike. Moreover, this study demonstrated that academically resilient students generally reported a more positive view of their intellectual abilities and expressed a greater sense of responsibility for their academic future. More specifically, resilient students were more likely to “(a) feel
encouraged and prepared to go to college, (b) enjoy coming to school and being involved in high school activities, (c) experience fewer conflicts and intergroup relations with other students, and (d) experience fewer family conflicts and difficulties” (Alva, 1991, p. 31). Alva deemed that students who fit these criteria were *academically invulnerable*.

In a study comparing motivational levels of 60 resilient and 60 non-resilient middle school Latino students across five middle schools within a culturally diverse school district, Waxman, Huang, and Padrón (1997) found that there was no significant difference when comparing whether a student spoke English prior to starting school. Utilizing a stratified research design, researchers found that 67% of non-resilient students spoke a different language than English prior to attending school, while 76% of their more resilient peers also reported speaking a language other than English prior to schooling. Results did however reveal significant differences between these groups when comparing retention rates between both groups. Researchers found that 53% of non-resilient students reported being retained in the same grade while 13% of resilient students reported being retained in the same grade. Resilient students spent significantly more time on additional reading, more time completing mathematics homework, and were less likely to report absenteeism or tardiness when compared with their counterparts. Lastly, Waxman et al. (1997) reported “multivariate analysis and univariate post hoc tests revealed that resilient students had significantly higher perceptions of Involvement, Satisfaction, Academic Self-Concept, and Achievement Motivation than non resilient students” (p. 47). In addition, Waxman et al. (1997) explained that “discriminate function analysis revealed that the variables of Academic Aspirations, Involvement, and Academic Self-Concept, Expectations for High School Graduation, Not Being Held Back in School, and Satisfaction were related most highly to the overall discriminate function” (p. 47).
Padrón, Waxman, Brown, and Powers (2002) asserted that “some English language learners (ELLs) do well in school despite coming from school and home environments that present many obstacles for learning” (p. 1). Padrón et al. (2002) explained that research conducted from an educational resilience context allows researchers to focus on the predictors for academic success, rather than on academic failure, for English language learners. Furthermore, Padrón, Waxman, Brown, and Powers (2000) stated that when research focuses on the resilience of English language learners it “enables us to specifically identify those ‘alterable’ factors that distinguish successful from less successful students” (p. 1). The body of research that focuses on resilience in English language learners not only asks us to challenge deficit model perspectives, but it also asserts that students can achieve academic success if educators focus on factors that they can change. Building up their research, Padrón et al. (2002) employed one of the few experimental studies focusing on resilience in school settings. In 2002, Padrón et al. designed, implemented, and tested the Pedagogy for Improving Resiliency Program (PIRP), a program created to embolden resilience for English language learners. Set in an urban elementary school, results from this year-long study of six fourth- and fifth-grade classrooms revealed that students in treatment classrooms expressed more positive classroom learning environments and held significantly higher gains in reading assessments. Data also demonstrated classroom teachers who received the PIRP intervention provided more explanations to students, allocated more time for student responses, and encouraged student success.

In one of the most recent studies of resilience in schools Kanevsky, Corke, and Frangkiser (2007) examined the impact of museum-based intervention designed to promote the resilience of third- and fourth-grade students at an inner-city school. Over the course of two
years, researchers compared the academic resilience and personal development of students participating in the study with those who did not. Kanevsky et al. (2007) found the following: SITP [School in the Park] reinforces and supplements school-based instruction with specialized learning opportunities uniquely available in the museums and zoos at San Diego’s Balboa Park…where core curriculum is embedded in art, science, and cultural setting provided by Balboa Park. SITP is not a series of field trips but rather an extension of the students’ learning environment where they actively engage in grade-appropriate curricula taught by experts. (p. 453-454)

While participation groups reported higher levels of academic resilience, both participants and nonparticipants reported similar levels of character, self-efficacy, and attitudes towards school. This was particularly interesting for researchers because academic literature and aspects of psychosocial aspects of resilience are often directly associated with one another in the body of research. The only differences evident between both groups occurred when examining students’ reported academic self-concepts.

Esquivel, Doll, and Oades-Sese (2011) reminded us that effective schools according to research in resilience “minimize the risk and adversity to their students to the maximum degree possible, maximize protective factors available to their students through whatever means, and take whatever means and steps necessary to intervene early and boldly when students show early evidence of social or emotional disturbances or disorders” (p. 650). While the previously mentioned studies offer insight into how resilience can be facilitated within school settings, Doll and her colleagues (2011) claimed that “resilience perspectives should not be overgeneralized to schools…because risk and resilience wax and wane over time and daily decisions about students’ needs for support must be flexible and responsive to these changes” (p. 652). The significance of
resilience models for school practice, however, is due principally to the construct of protective factors. Esquivel and Doll (2011) stated the following:

Schools that fail at providing high-quality educational opportunities to underprivileged youth contribute to the adversity experienced by their students. Alternatively, many schools are sites of high-quality opportunities to interact with positive adult models and supportive peers, and school routines and practices can foster essential student abilities to maintain effective relationships, establish and work towards ambitions personal goals, self-regulate personal activities and behaviors, and manage emotions. (p. 650)

**Summary of Literature Review**

As indicated in the literature review, continued research in resilience is dependent on time, context, and the individual being studied. While resilience researchers using quantitative methods attempt to control and predict the phenomenon of resilience, much can be lost in the pursuit of quantity. Kanevsky (2012) shared, “large sample sizes will strengthen quantitative designs. However, case studies and other qualitative methods can provide deeper insights into the complex dynamics of student relationships with others and their schools and life experiences” (p. 470). In fact, in his review of the qualitative contributions of resilience research, Ungar (2006) claimed that, “qualitative research addresses two specific shortcomings noted by resilience researchers: arbitrariness in the selection of outcome variables and the challenges accounting for the sociocultural context in which resilience occurs” (p. 85). Additionally, Ungar (2006) argued that qualitative methods are especially relevant to resilience research. This is because of the following:

Qualitative methods are well suited to the discovery of unnamed processes; they study the phenomenon in very specific contexts, their trustworthiness strengthened by the
thickness of the description of that context; they elicit and add power to minority ‘voices’ which account for unique localized definitions of positive outcomes; they promote tolerance for these localized constructions by avoiding generalization in favor of transferability; and they require the researchers to account for the bias inherent in the social location. (p. 86)

As articulated in the review of literature, resiliency lies in the eye of the beholder. The various layers and contexts in which resilience is studied are filtered through the lens of the researcher. The attempts to predict and control for resilience are complicated because every individual’s process is unique. The research suggests that the field of resilience can be expanded if told through the voices researchers deem resilient. Along this line, Ungar (2008) explained the following:

Avoiding bias in how resilience is understood and interventions are designed to promote it, researchers and interveners will need to be more participatory and culturally embedded to capture the nuances of culture and context. The better documented youth’s own constructions of resilience, the more likely it will be that those intervening identify specific aspects of resilience most relevant to health outcomes as defined by a particular population. (p. 234)

As evident in the body of resilience research, there is a long-standing practice of using quantitative and qualitative research methods; however, these methods are commonly implemented independently and in isolation of one another. Perhaps the use of mixed methods design can reconcile the methodological challenges when selecting either qualitative or quantitative research methods. As indicated by Creswell & Clark (2011), “the intent in using this design is to bring together the differing strengths and nonoverlapping weaknesses of
quantitative (large samples, size, trends, generalization) with those of qualitative methods (small sample, details, in depth)” (p. 77). The field of resilience research, specifically within the school settings, can be furthered through the use of a mixed methods design that contextualizes students’ experiences through the combination of both numbers and voices. There are long-standing bodies of research using quantitative and qualitative research methods; however, these methods are oftentimes implemented independently and in isolation of one another. The next chapter of the dissertation outlines the methodology implemented during this study. More specifically, research design, study participants, data collection and analysis, and ethical considerations are discussed.
Chapter 3: Methodology

This chapter provides an overview of the research methodology used in this study. It includes descriptions of the study design, approach, research participants, quantitative phase, qualitative phase, mixed methods phase, research permission and ethical considerations, researcher’s resources and skills, and summary.

Study Design

Although the research literature is rich concerning resilience, data concerning how resilience is constructed by Latin@ middle-school-aged youth themselves is lacking. The purpose of this study is to examine Latin@ adolescents’ perspectives on resilience. Using a three-phase approach, a sequential explanatory mixed methods design was used. It is a type of design in which quantitative survey and database information are collected and analyzed in the first phase. In the second phase, qualitative focus group interviews, case studies (involving family pláticas), educator interviews, and research journal field notes and journal reflection bring voice to the findings from the quantitative results. In the third phase of the study, survey instruments and database information are used to assess the relationship among constructs related to resilience and academic performance at a charter school located in Southern California.

Approach

During the first phase of this study, quantitative data using a survey and school database were used to obtain an overview of the research questions. More specifically, this included psychometric tests describing students’ self-reported levels of resilience, bivariate correlations to assess the relationship between students’ self-reported levels of resilience and academic performance, and regression analyses to assess the magnitude of various predictors of levels of resilience. Data from the first phase of this study were utilized to purposefully select students for
the second phase of the study. While the variables selected for the first phase of the study are limited to those identified in the study, an advantage to this phase of the study is that large amounts of data can be collected to assess significant differences and predictors.

During the second phase of this study, qualitative methodology was used through semi-structured focus groups, case studies (involving family *pláticas*), educator interviews, and research journal field notes and journal reflections. The purpose of the focus group was to provide middle school students the opportunity to convey their personal perspectives so that a fuller understanding of factors involved with fostering resilience could be made. Case studies were constructed to serve as an opportunity for Latin@ families and their students to also reflect upon factors that promote resilience within their homes, school, and community. The purpose of educator semi-structured interviews was to gain a better understanding of what these educators deem important when enhancing resilience within a school setting. Lastly, research field notes and journal were used to document the researcher’s process while conducting the study. The overall benefit in conducting a qualitative phase, however, is that a deeper understanding and more holistic picture of the study can be obtained (Ary, Jacobs, Razavieh, & Sorensen, 2006).

The reason for using both quantitative and qualitative data is to converge the two forms of data to bring greater insight than would be obtained by either qualitative or quantitative data separately. Both the quantitative and qualitative phases of this study are important for answering the research questions. Also, the strengths and weaknesses of each approach complement one another and allow the researcher the opportunity to triangulate data that is different yet complementary (Morse, 1991, p. 157). The benefits in using this mixed methods approach during the third phase of this study are for the researcher to obtain qualitative data to provide a fuller understanding of the quantitative results. The limitations to using this approach are that
two distinct phases are required to conduct this research, and quantitative data may not result in significant findings, and the overall feasibility of resources to commit to two different kinds of data collection and analysis is a challenge. Table 3.1 outlines how the design of the study corresponds with obtaining data to answer the research questions at these distinct phases in the study.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Procedure</th>
<th>Product</th>
</tr>
</thead>
</table>
| 1. Quantitative Data Collection | - Simple Descriptive Survey (n~300)  
- Analysis of transcripts through school database | - Numeric data from surveys, CST scores, and MAPS scores |
| 2. Quantitative Data Analysis | - Data Screening  
- t-tests  
- Chi-square tests  
- Regression analysis  
- Chronbach’s alpha | - Descriptive statistics  
- Significant differences  
- Predictors of resilience and academic achievement  
- Reliability of instrument |
| 3. Case selection | - Purposeful sampling (n=24, 8 sixth grade, 8 seventh grade, 8 eighth grade)  
- Purposeful sampling of 4 case studies  
- Convenience sampling of 4-6 educator interviews | - Students for each of the 2 focus groups (by sex)  
- Students for 4 case studies  
- Educators for 4-6 interviews |
| 4. Qualitative Data Collection | - Approach students for recruitment for focus groups and case study  
- Focus group interviews (roughly 90 minutes each)  
- Case study (Family pláticas roughly 60 minutes)  
- Approach staff for recruitment of educator interview | - Focus group transcripts  
- Case study transcripts  
- Educator interview transcripts |
| 5. Qualitative Data Analysis | - Coding and analysis for themes  
- Within and between group similarities and differences | - Visual model of codes and themes  
- Cross-thematic matrix |
| 6. Integration of Quantitative | - Triangulation of results | - Discussion  
- Implications |
Study Participants

The target population that will be studied is current sixth-, seventh-, and eighth-grade Latin@ students attending a middle school located in Southern California. The experimentally accessible population will be middle school students attending a historically underserved community of low socioeconomic status. This school site was selected because of its predominately Latin@ population (89%), with over half socio-economically disadvantaged (72%) and English Language Learners (60%). The school site is representative of many southern California middle schools that are predominately composed of Latin@ students who come from mainly lower socioeconomic backgrounds. Additionally, this research site was a well known location for the researcher to conduct this study; it is a school that he has served as school counselor for the last 12 years. His experience at this research site assisted in providing him access to participants during their physical education classes, finding data from the site’s student database, and ensuring a high response rate from students. The study will provide the school site with data in its mission of ongoing transformation in preparing youth access to opportunity.

Phase I: Quantitative Phase

Sample

The type of sample for the survey portion of the study was obtained by using non-probabilistic (non-random) sample of convenience. This type of sample is used because the population will consist of individuals who are representative of the population, but also who are easily available for the study as they are from one district with a high number of Latin@ students (Mertens, 2005). In order to obtain statistically significant results the sample should be large enough to allow roughly 100 observations (Mertens, 2005). For this study, the researcher surveyed 222 of 319 sixth-, seventh-, and eighth-grade students. By administering the survey to...
all students who consented, the researcher was able to ensure that he obtained data from over 200 students. Having over 200 participants increased the variability of data, which will give statistics greater sensitivity (Mertens, 2005).

**Quantitative Data Collection**

A simple descriptive approach was used to answer the first research question set forth for this study. This question is the following one: What are Latin@ middle school students’ self-reported levels of resilience? A simple descriptive approach entailed the collection of data through a survey and databases about one group of students at one point in time (Mertens, 2005). The use of a survey allowed the researcher to easily and quickly obtain information about a large group of students in a non-threatening way (Mertens, 2005). Participants were recruited from their physical education classes during the winter semester of 2012. Descriptions of the study and parental consent forms were distributed to students to bring home and complete at the beginning of the week. Due to the large number of Latin@ families with children attending the school, consent forms were provided in English and Spanish and checked for congruency and meaning. Physical education teachers collected parental consent forms for over two weeks. After approximately two weeks, the researcher administered surveys to students who turned in completed parental consent forms. Prior to administering the survey, the researcher passed out and reviewed the student assent forms. The researcher administered the survey to only those students who decided to participate in the survey. Students who did not turn in the parental consent form and/or decided to not participate in the study worked on a quiet activity while the survey was administered. Students were informed that their answers would be kept confidential, that there were no correct or incorrect answers, and that they could choose to not participate at any time during the study. If students did not understand what a word meant, then the researcher
was able to help clarify with the help of a bilingual teacher. After administering the survey, the researcher thanked the students for their time and informed students that some of them would be contacted for a follow-up focus group. As students have their STUDENT ID number and predetermined STUDY ID number on these surveys, the researcher took the completed surveys and used STUDENT ID numbers to obtain student CST scores and MAPS scores from the school’s database. This information was written on the back of the survey. Student data were entered into SPSS, and the researcher then cut out the area on the survey that matched the STUDENT ID number to the STUDY ID and locked this information into a file cabinet at the research site. This information was accessed at a later time to recruit students for the second phase of the study.

**Instrumentation: Child Youth Resilience Measure-28 (CYRM-28)**

In order to answer the research questions, the researcher collected data through the Children and Youth Resilience Measure (CYRM-28) and school database. The primary instrument through which data were gathered was the CYRM-28 survey (See Appendix J). The benefit of using a survey is that it gathers information from students in a quick and easy format that will minimize the impact of the study on students. It also allows the researcher to obtain a rich amount of data that he can examine to make connections from a large pool of students to determine relationships and predictors related to resilience. The CYRM-28 was developed in response for “a need for a more inclusive understanding of resilience across cultures and contexts” (Liebenberg, Ungar, & Van de Vijver, 2012, p. 220). An international team of researchers and practitioners involved with the International Research Project developed content validity for the CYRM. This group of experts spanned 14 diverse communities within 11 different countries on 5 different continents. The CYRM-28 consists of 28 Likert-type items
assessing different variables related to resilience. Broken down into three subscales, the CYRM-28 assess: (1) Individual factors – personal skills, social skills, and peer support ($\alpha = .803$), (2) Relational – both physical and psychological among caregivers and peers ($\alpha = .833$), and (3) Communal/Contextual factors contributing to an individual’s sense of belonging – components related to spirituality, culture, and education ($\alpha = .794$). Specific variables and their location on the survey are summarized in Table 3.4. In a validation study, Ungar (2011) administered the CYRM-28 to two groups of youth ($n_1 = 497; n_2 = 410$) in Canada allowing for factor analysis. The scale was subjected to multiple analysis including factor analysis, test-retest, and Chronbach alpha calculations and was found to have strong validity and reliability. Although the CYRM has demonstrated high reliability and validity in other studies (Montoya, Restrepo, & Duque, 2011), the researcher will still determine the reliability of the measure by performing internal consistency measurements through the use of Chronbach’s alpha formula.

**Reliability**

Prior to the administration of the Child Youth Resilience Measure 28 (CYRM-28) to middle school students for this study, the survey was given to a group of over 35 Latin@ students to assess its stability over time. During the first administration of the CYRM-28, 40 middle school students took the survey. Two weeks later, the same groups of students were invited to retake the survey. As seen in Table 3.2, the CYRM-28 demonstrated strong test-retest reliability ($r = .83$), therefore illustrating evidence of its consistency over time.
Table 3.2

*Test-Retest Reliability of CYRM-28*

<table>
<thead>
<tr>
<th></th>
<th>Second Administration (n=35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Administration (n=40)</td>
<td>r = .83</td>
</tr>
</tbody>
</table>

After assessing its stability over time, the CYRM-28 was then administered to over 200 middle school Latin@ students. The reliability of the survey administered to students was measured using separate Chronbach’s alpha reliability tests for all subscales of the Child Youth Resilience Measure including: (1) Individual Resilience, (2) Relational Resilience, and (3) Communal/Contextual Resilience. In addition, Chronbach’s alpha reliability tests were run for the CYRM-28 as a whole. Table 3.3 shows Chronbach’s alpha scores for the subscales for the CYRM-28 and for the instrument in its entirety. As seen in Table 4.3, all subscales and overall measure were shown to be reliable with Chronbach’s alpha scores greater than .70, with exception of the Relational Resilience subscale ($\alpha = .33$). However, upon further analysis of the Relational Resilience subscale, it was determined that this particular subscale would demonstrate higher levels of reliability ($\alpha = .66$) if item #4 on the CYRM-28 (“I know how to behave in different social situations”) were taken off the measure.
Table 3.3

* Chronbach’s Alpha Reliability Analysis for Valid Cases of Instrument Subscales

<table>
<thead>
<tr>
<th>Instrument Subscale</th>
<th>Items</th>
<th>Valid Cases</th>
<th>$\alpha$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Resilience</td>
<td>8</td>
<td>213</td>
<td>.71</td>
</tr>
<tr>
<td>Relational Resilience</td>
<td>6</td>
<td>208</td>
<td>.66*</td>
</tr>
<tr>
<td>Communal/Contextual Resilience</td>
<td>14</td>
<td>204</td>
<td>.85</td>
</tr>
<tr>
<td>Child Youth Resilience Measure 28</td>
<td>28</td>
<td>198</td>
<td>.92</td>
</tr>
</tbody>
</table>

Note * Adjusted Chronbach’s Alpha for Relational Resilience Subscale if Item #4 removed from reliability analysis

Lastly, because this study examined data including students’ CST scores and MAPS scores, such data were collected through the school site’s database.
### Table 3.4

**Variables Used in CYRM-28**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Survey Item (Item Number)</th>
<th>Dimension of Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of birth</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Sex</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Individuals living in home</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Length of time living with these individuals</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Description of who participants considers to be her/his family</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Racial/Ethnic Background</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Positive mentor/role model</td>
<td>“I have people I look up to” (#1)</td>
<td>Relational</td>
</tr>
<tr>
<td>Balance between independence and dependence on others</td>
<td>“I cooperate with people around me” (#2)</td>
<td>Individual</td>
</tr>
<tr>
<td>Access to school and education, information, learning resources</td>
<td>“Getting an education is important to me” (#3)</td>
<td>Communal/Contextual</td>
</tr>
<tr>
<td>Social competence</td>
<td>“I know how to behave in different social situations” (#4)</td>
<td>Relational</td>
</tr>
<tr>
<td>Quality of parenting meets child needs: Family is emotionally expressive and monitor child appropriately</td>
<td>“My parent(s)/caregiver(s) watch me closely (#5)</td>
<td>Relational</td>
</tr>
<tr>
<td>Safety and security of needs</td>
<td>“My parent(s)/caregiver(s) know a lot about me (#6)</td>
<td></td>
</tr>
<tr>
<td>Having goals and aspirations</td>
<td>“I try to finish what I start” (#8)</td>
<td>Individual</td>
</tr>
<tr>
<td>Affiliation with religious organization</td>
<td>“Spiritual beliefs are a source of strength for me” (#9)</td>
<td>Communal/Contextual</td>
</tr>
<tr>
<td>Cultural/spiritual identification</td>
<td>“I am proud of my ethnic background” (#10)</td>
<td>Communal/Contextual</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>“People think I’m fun to be with” (#11)</td>
<td>Individual</td>
</tr>
<tr>
<td>Quality of parenting meets child needs: Family is emotionally expressive and monitor child appropriately</td>
<td>“I talk to my family/caregiver(s) about how I feel” (#12)</td>
<td>Relational</td>
</tr>
<tr>
<td>Appropriate use of or abstinence from substances like drugs and alcohol</td>
<td>“I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)” (#13)</td>
<td>Individual</td>
</tr>
<tr>
<td>Meaningful relationships, social support, peer group acceptance</td>
<td>“I feel supported by my friends” (#14)</td>
<td>Relational</td>
</tr>
<tr>
<td>Role government plays in providing child’s sense of safety</td>
<td>“I know where to go in my community to get help” (#15)</td>
<td>Communal/Contextual</td>
</tr>
<tr>
<td>Access to school and education, information, learning resources</td>
<td>“I feel I belong at school” (#16)</td>
<td>Communal/Contextual</td>
</tr>
<tr>
<td>Perceived social support</td>
<td>“My family stands by me during difficult times” (#17)</td>
<td>Individual</td>
</tr>
<tr>
<td>Perceived social equity</td>
<td>“My friends stand by me during difficult times” (#18)</td>
<td></td>
</tr>
<tr>
<td>Meaningful rites of passage</td>
<td>“I am treated fairly in my community” (#19)</td>
<td></td>
</tr>
<tr>
<td>Self-awareness, insight</td>
<td>“I have opportunities to show others that I am becoming an adult and can act responsibly” (#20)</td>
<td></td>
</tr>
<tr>
<td>Affiliation with religious organization</td>
<td>“I am aware of my own strengths” (#21)</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>“I participate in organized religious activities” (#22)</td>
<td></td>
</tr>
<tr>
<td>Sense of duty/purpose</td>
<td>“I think it is important to serve my community” (#23)</td>
<td>Individual</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Safety and security needs are met</td>
<td>“I feel safe when I am with my family/caregiver(s)” (#24)</td>
<td>Communal</td>
</tr>
<tr>
<td>Opportunities for age appropriate work</td>
<td>“I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)” (#25)</td>
<td>Contextual</td>
</tr>
<tr>
<td>Cultural/spiritual identification</td>
<td>“I enjoy my family’s/caregiver’s traditions” (#26)</td>
<td>Communal/Contextual</td>
</tr>
<tr>
<td>Cultural/spiritual identification</td>
<td>“I enjoy my community’s traditions” (#27)</td>
<td>Contextual</td>
</tr>
<tr>
<td>Cultural/spiritual identification</td>
<td>“I am proud to be (Ethnicity: ________).” (#28)</td>
<td>Communal/Contextual</td>
</tr>
</tbody>
</table>

**Quantitative Data Analysis**

Once data were collected, the researcher conducted statistical procedures using Statistical Program for Social Sciences (SPSS). The researcher inputted all data collected and began by performing descriptive analysis to find general trends (means, standard deviations, variances of responses). Conducting descriptive analysis allowed the researcher to assess the instruments’ reliability and validity and determine if data were normally distributed. Table 3.5 describes how each research question was answered using SPSS procedures.
### Table 3.5

**Quantitative Research Question Matrix**

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Variable</th>
<th>Statistical Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are Latin@ middle school students self-reported levels of resilience?</td>
<td>• Total scores from CYRM-28</td>
<td>• Descriptive Statistics</td>
</tr>
<tr>
<td>2. What is the relationship between students’ self-reported levels of resilience and levels of academic performance?</td>
<td>• Total scores from CYRM-28 • CST scores • MAPS scores</td>
<td>• Bivariate Correlation</td>
</tr>
<tr>
<td>3. What is the relationship among students’ self-reported levels of Individual Resilience, Relational Resilience, Communal/Contextual Resilience, and academic performance?</td>
<td>• Individual Resilience subscale from CYRM-28 • Relational Resilience subscale from CYRM-28 • Communal/Contextual Resilience Subscale from CYRM-28 • CST scores • MAPS scores</td>
<td>• Bivariate Correlation</td>
</tr>
<tr>
<td>4. Is there a significant difference in levels of self-reported resilience as a function of gender or grade level?</td>
<td>• Total scores from CYRM-28 • Sex of participant • Grade of participant</td>
<td>• ANOVA</td>
</tr>
<tr>
<td>5. Is there a significant difference in levels of self-reported levels of Individual Resilience, Relational Resilience, Communal/Contextual Resilience, and academic performance as a function of gender and grade level?</td>
<td>• Individual Resilience subscale from CYRM-28 • Relational Resilience subscale from CYRM-28 • Communal/Contextual Resilience Subscale from CYRM-28 • Sex of participant • Grade of participant</td>
<td>• ANOVA</td>
</tr>
<tr>
<td>6. What is the association between students’ self-reported levels of resilience when compared to teachers’ assessment of students’ level of resilience?</td>
<td>• Total scores from CYRM-28 • Resiliency Quadrant Designation</td>
<td>• Bivariate Correlation</td>
</tr>
<tr>
<td>7. What variables best predict students’ levels of resilience and academic performance?</td>
<td>• Each item from the CYRM-28 • Total Subscales from CYRM-28 • CST &amp; MAPS scores • Site-based Questions</td>
<td>• Multiple regression</td>
</tr>
</tbody>
</table>
Reliability and Validity

Establishing both reliability and validity for the survey is critical for quality research. Huck (2008) explains, “The basic idea of reliability is summed up by the word consistency” (p. 75). Ascertainning that the same group of individuals’ performance remains consistent across repeated measures on a specific characteristic is critical. In efforts to ensure reliability, the research selected a measure that has demonstrated high reliability in previous studies. The researcher also determined the reliability of the measure by performing internal consistency measurements through the use of Chronbach’s alpha formula.

Validity describes how accurately an instrument measures what it intends to (Huck, 2008). While the CYRM-28 has demonstrated high levels of construct validity in previous studies, it was important to reestablish validity within the context of this present study because validity does not necessarily transfer across different contexts (Light, Singer, & Willett, 1990). Using variables cited in resilience research and having student and colleagues proofread the instrument was done to obtain content validity.

Phase II: Qualitative Phase

For the second phase, participants were purposefully selected to provide data related to the research questions of this study (Creswell & Plano Clark, 2011). Students were selected to participate in semi-structured focus groups based on high levels of self-reported resilience on the CYRM-28 and high academic performance (based on CST results and MAPS scores). There were a total of two focus groups, each by grade level and with equal representation of males and females in each group. The goal was to have anywhere between six to eight students in each focus group. The number of students in these focus groups was small enough so that each individual student’s voice was heard, yet still large enough to generate common themes through
the various students’ perspectives. For the case study section of the study, four students were chosen to participate. Participants for the case study were selected from the pool of students based on responses during the focus group interviews or selected based on their responses on the survey portion of the study. Four families were selected to participate in the semi-structured family interviews. The purpose in conducting case studies in addition to focus groups was to further corroborate findings from previous stages of the research process. Additionally, the case studies provided the researcher the opportunity to more fully explore the complexities of resilience among Latin@ youth using in-depth and contextual data that would not be obtained via surveys or focus groups. Additionally, four educators were selected to participate in the semi-structured educator interviews. The purpose of including educator interviews in this study was to enhance the understanding of Latin@ middle school resilience from an ecological perspective.

**Interview Protocols**

Questions during the focus groups, case studies (involving family *pláticas*), and educator interviews consisted of 10 questions based on resilience research and aligned with the CYRM-28. The interview questions were modified so that questions were appropriate for each qualitative method. More specifically, selected questions sought to understand how students, parents, and educators define conditions necessary for resilience, describe resilient individuals, define adversity, identify factors that promote resilience, and describe the ways in which parents and educators can facilitate resilience.

**Qualitative Data Collection**

For the focus group part of the study, the researcher first approached students who demonstrated the specific characteristics for the focus groups, then explained the logistics of the focus groups, and finally asked them if they would like to participate. For those who chose to
participate, the researcher ensured that the focus group would occur during a lunchtime that fit their schedule. The students who participated in the focus group were provided a comfortable environment by the researcher, and the six to eight participants sat in a circle of desks. The focus group began by helping students feel safe and explaining confidentiality. The researcher asked questions and allowed students to respond. One stated ground rule was for the researcher to not make a student respond, and students would only have to give their input if they were comfortable doing so. When the researcher felt that he had representative answers to the question he then moved onto the next question. Overall the researcher stated the following to the students in the focus groups:

It will be a fairly open conversation, so I will ask you to speak freely, but if you get too far off topic or if one student begins to monopolize the conversation I will politely ask to move on to the next question. At the end of each focus group I will ask you if you have anything else to add and explain that you can write it down if you had some ideas that you were not able to express within the focus group.

For the case study, the researcher approached students who demonstrated specific characteristics, explained the logistics of this part of the study and then asked if they would like to participate. For those who chose to participate, the researcher contacted their parents/guardians and obtained consent from them as well (See Appendix C). Case study family pláticas occurred after school during a time that worked best for the family. These interviews took place at a family’s home, community setting, or at the school site. The researcher showed the family members and the student the audio recorder and explained that he would audiotape the conversation as well as take notes. The researcher asked questions and allowed family members time to respond. The researcher made it clear that he would not make them respond, and he
would only have them give their input if they were comfortable doing so. The researcher stated the following intentions:

When I feel that we have representative answer to the question we will then move onto the next question. It will be a fairly open conversation, so I will ask the students and their parents/guardians to speak freely, but if you get too far off topic or if one person begins to monopolize the conversation I will politely ask to move on to the next question. At the end of each interview I will ask students and their parents/guardians if they have anything else to add and explain that you can write it down if you had some ideas that you were not able to express within the case study interview.

Educators were recruited during a staff meeting where the primary investigator reviewed the consent form and answered any questions that they had at the time (See Appendix I). Educators who have worked at the research site for over three years were considered to be eligible for the study.

Each portion of the qualitative phase of this study was audio recorded, and the researcher also took notes. Audio recording assisted the researcher in obtaining all appropriate information and accurately transferring all of the participants’ voices for transcription. Students, parents, and educators were given informed consent regarding the recording of each qualitative session (See Appendices A to I).

**Qualitative Data Analysis**

Data from focus groups, case study family *pláticas*, and educators’ interviews were transcribed into word processing files. Once transcribed into these files, data analysis began by generating a list of themes and codes to provide evidence reflective of broader perspectives (Mertens, 2005). Themes developed were compared to the existing body of resilience research.
Lastly, themes developed during the focus groups, case studies (family *pláticas*), and educator interviews were used to further explore concordance or discordance from the quantitative phase of this study.

**Credibility and Reliability**

Establishing both credibility and reliability is crucial when conducting research that employs qualitative methods. Establishing credibility was necessary to demonstrate internal validity with correspondence between the participants’ perspective and how the researcher portrays their viewpoints (Mertens, 2005). In efforts to establish credibility the researcher used prolonged and substantial engagement, progressive subjectivity, member checks, and triangulation (Mertens, 2005). During focus groups, case study family *pláticas*, and educator interviews, the researcher generally obtained their perspectives during 60- to 90-minute sessions. During these sessions, the researcher summarized and clarified statements to ensure that he was accurately capturing the participants’ voices. He also sought information that went counter to expected trends to assure that data recorded were representative of participants’ voices. Throughout the research process, the researcher also kept a journal of his thoughts, feelings, and reactions so as to better expose, acknowledge, and monitor his personal views and biases. The researcher reviewed his personal journal with a committee member to mitigate the impacts of his personal experiences and biases on the data. Additionally, member checks at each qualitative phase were conducted to establish credibility. For member checks, the researcher summarized or paraphrased what participants’ shared over the course of the session and at the end of each session. The researcher also decided to contact the selected participants after each session to clarify that he portrayed the participants’ voice in a way that was credible and reliable. Lastly, data collected from the focus groups, case study family *pláticas*, educator interviews, and researcher
journal were triangulated to assess consistency. The researcher presented a detailed and in-depth description of the location, context, culture, and time of the study in an effort for other researchers to determine the degree of transferability between the proposed study and other target populations (Mertens, 2005).

**Phase III: Mixed Methods Phase**

Data from both quantitative and qualitative phases were systematically combined to explore points of concordance and discordance. In an explanatory mixed methods design, the data analysis of the initial quantitative phase of the study connects into the data collection of the follow up qualitative phase. During the interpretation phase, the analysis was used to address the mixed methods question about whether or how the qualitative data helped support the quantitative findings. Points of concordance referred to the ways in which quantitative and qualitative data affirm one another, whereas points of discordance referred to distinctions between quantitative and qualitative findings.

**Research Permission and Potential Ethical Issues**

Prior to conducting the research study, the researcher submitted Institutional Review Board (IRB) protocols to both CGU and SDSU and complied with selected school district policies regarding research at the proposed school site. The researcher obtained permission to perform the research study from both school district officials and administrators at the school site. Parents, students, and educators also received and completed consent and/or assent forms describing the voluntary status of this study and outlining guaranteed rights that they have as participants. Confidentiality of the participants was maintained through the use of STUDY ID codes for the questionnaires. Confidentiality for participants during the qualitative sections of this study was maintained by collecting themes that emerged from the qualitative data.
Furthermore, pseudonyms for the school and district were used for this study. Data collected during the quantitative and qualitative sections of this study were kept in a locked file cabinet and/or password protected computer. As per FERPA, these documents will be destroyed three years after the study was concluded. Findings from the study were presented during the researcher’s dissertation defense and to the school site administrators.

**Researcher’s Resources and Skills**

During the first phase of this study, the primary researcher collected quantitative survey data and information from the site’s database. As one of the counselors at the research site, his 12 years of experience working at the site assisted him in building rapport and gaining trust among students and their parents. His relationships with students and families were also helpful in obtaining a significant number of participants for the quantitative portion of the study. The researcher received support from, and coordinated with, the physical education teacher to determine a time to present the study to all middle school students. During this time, the researcher covered information about the study and handed out parental consent forms. Approximately two weeks later, the researcher returned to administer the survey to those participants who had parental consent and signed student assent forms. The researcher possessed prior experience administering other instruments to students for research conducted by the school district and school site. Additionally, the researcher served as a teaching assistant for Dr. Rafaela Santa Cruz for TE 646 (Seminar in Educational Measurement) and ED 801 (Advanced Educational Statistics).

During the second phase of the study, the researcher selected students, families, and educators to participate and facilitated focus groups, family pláticas, and semi-structured interviews, respectively. Because the researcher had previously conducted focus groups with
middle school students at the selected site it was helpful in terms of gaining trust from students and having a context for the population from this research site. Additionally, because the researcher had developed rapport with many of the participating students, they were more likely to be candid in their responses during the focus groups and case study family pláticas. As the researcher has worked over 12 years at the school site, he had also developed rapport with parents and educators, and he facilitated by building trust with parents during the case study family pláticas specifically. As an educator working at the school site, it was important for the researcher to be aware of how issues related to power differential could negatively influence candid answers to research questions with students and parents. A pilot study utilizing the plática method was conducted in 2012 and proved to obtain informative and honest responses from students and families. Still, the researcher had to continually be aware that a power differential did in fact exist; therefore, it was critical that participants understood that the researcher’s role during this study was one as a researcher, not school counselor, and that information shared would be kept confidential. Lastly, it was important for the researcher to consciously remain in his role as the researcher and listen as objectively as possible to students, families, and staff alike.

**Summary**

The purpose of this study is to explore and better understand Latin@ adolescents’ resilience through the eyes of Latin@ youth, their families, and the educators who serve them. This chapter began with an explanation of the explanatory mixed methods research design used to explore this research question. Next, it described the data collection process, instrumentation, and analysis during both quantitative and qualitative phases of the study, and it concluded with a discussion of ethical considerations related to the study. The proceeding two chapters detail
findings during both quantitative and qualitative phases of this study. Chapter 4 specifically addresses findings relevant to the initial quantitative phase of the study, while Chapter 5 presents qualitative voices of students, parents, and educators. The last chapter addresses overall findings to the main research question, implications, and conclusions.
Chapter 4: Quantitative Findings & Discussion

This study examines and documents Latin@ adolescents’ perspectives on resilience. More specifically, the study seeks to explore how Individual, Relational, and Communal/Contextual Resilience are understood by Latin@ middle school students, their families, and the educators who serve them. These dimensions of resilience were included in this study to provide a holistic perspective regarding Latin@ resilience. An explanatory mixed methods research design was employed for this study in order to obtain greater insight into Latin@ adolescents by combing both quantitative and qualitative data. Additionally, a paucity of mixed methods research within school settings and focused on the Latin@ middle school experience persists within the body of resilience research, so this study addresses an overlooked area.

The first phase of this study began with the collection of student survey data (n=222) from a middle school site in Southern California, which is situated less than seven miles from the United States/Mexico border. In this chapter, quantitative survey results from the first phase of this study are presented. More specifically, this chapter begins with descriptive data analysis, continues by answering seven research questions by way of bivariate correlation, ANOVA, and multiple regression analysis, and ends with a discussion of these findings in context of previous research.

**Description of Participants**

All sixth-, seventh-, and eighth-grade Latin@ students attending a middle school in Southern California were recruited for the quantitative portion of this study. Of all 408 Latin@ students attending this site, 222 (54%) students assented and were given parent/guardian consent to complete the survey for this study (see Appendix A). Of these 222 students, 36% were male.
and 64% were female. Students’ ages ranged from 10 to 15, and 36.9% were sixth graders, 29.3% were seventh graders, and 33.8 were eighth graders. Data also revealed that 23% of students lived with less than two other family members in their home, 56.3% lived with three to five other family members, and 18.9% lived with over five other family members in their homes. Of all 222 participants, 34.7% are English Language Learners, 28.8% are Reclassified Fluid English Proficient, 13.1% are Initially Fluid English Proficient, and 23.4% are English Only speakers. When looking at how students self-identified for ethnic background, data revealed that 78.9% identified as Mexican, South American, and/or Central American, while 22.1% self-reported as being of mixed Latin@ heritage (i.e. Mexican-American and African-American or Mexican and White). Students’ quadrant levels were also used as a category in this study. Throughout the school year teachers place students into one of four quadrants: Quadrant 4 (designation for students who are “at” or “above” grade level as demonstrated by classroom assessments or standardized testing), Quadrant 3 (designation for students who are “showing progress” or “approaching” grade level and in need of more intensive classroom-based interventions), Quadrant 2 (designation for students who are showing “little” to “no” progress and who have an identifiable root cause for the lack of academic growth, e.g. family stressors, absenteeism, behavior, etc.), and Quadrant 1 (this last designation is for students who are in life-crisis, e.g. recent death of parent, homelessness, etc.). Students’ quadrant levels were previously assigned by teachers and obtained using the school site’s database. Results show that the majority of participating students were designated into Quadrant 3 (31.1%) and Quadrants 4 (54.1%). Lastly, the vast majority of students participating in the study (85.6%) were identified as receiving free or reduced lunch. These demographics were representative of the participating research site and similar to surrounding middle schools who serve Latin@ students and their
families. The characteristics of the participants during the quantitative phase of the study are summarized in Table 4.1.
Table 4.1

Characteristics of Survey Participants as Frequency and Percentage

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>142</td>
<td>64</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>11</td>
<td>76</td>
<td>34.2</td>
</tr>
<tr>
<td>12</td>
<td>67</td>
<td>30.2</td>
</tr>
<tr>
<td>13</td>
<td>70</td>
<td>31.5</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>2.3</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth</td>
<td>82</td>
<td>36.9</td>
</tr>
<tr>
<td>Seventh</td>
<td>65</td>
<td>29.3</td>
</tr>
<tr>
<td>Eighth</td>
<td>75</td>
<td>33.8</td>
</tr>
<tr>
<td>Number of Family Members in Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 2</td>
<td>53</td>
<td>23.9</td>
</tr>
<tr>
<td>Between 3 and 5</td>
<td>125</td>
<td>56.3</td>
</tr>
<tr>
<td>More than 5</td>
<td>42</td>
<td>18.9</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>.01</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learner</td>
<td>77</td>
<td>34.7</td>
</tr>
<tr>
<td>Reclassified Fluid English Proficient</td>
<td>64</td>
<td>28.8</td>
</tr>
<tr>
<td>Initially Fluent English Proficient</td>
<td>29</td>
<td>13.1</td>
</tr>
<tr>
<td>English Only</td>
<td>52</td>
<td>23.4</td>
</tr>
<tr>
<td>Latin@ Ethnic Background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican, South American, Central</td>
<td>174</td>
<td>78.9</td>
</tr>
<tr>
<td>American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin@ and Other Ethnic Background</td>
<td>48</td>
<td>21.1</td>
</tr>
<tr>
<td>Quadrant Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 <em>In profound life crisis</em></td>
<td>8</td>
<td>3.6</td>
</tr>
<tr>
<td>2 Little to no progress</td>
<td>22</td>
<td>9.9</td>
</tr>
<tr>
<td>3 Approaching grade level</td>
<td>69</td>
<td>31.1</td>
</tr>
<tr>
<td>4 At or above grade level</td>
<td>118</td>
<td>54.1</td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td>2.3</td>
</tr>
<tr>
<td>Free/ Reduced Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>190</td>
<td>85.6</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>14.4</td>
</tr>
</tbody>
</table>


Analysis of Research Question #1

The first research question guiding the quantitative phase of the study examined the following: “What are Latin@ middle school students’ self-reported levels of resilience?” In order to assess this question, individual items, subscales, and total scores from the CYRM-28 were calculated. Frequencies, means, medians, modes, and standard deviations for all three subscales and total scores for the CYRM-28 are shown in Table 4.2, while these same scores for each item on the CYRM-28 are reflected in Table 4.3.

Preliminary results show that Latin@ middle school students self-reported high levels of resilience on the CYRM-28. The average total score on the CYRM-28 was 117.89 (SD = 15.55) out of a possible high score of 140 and low score of 28, with a median score of 121 and mode of 126. Upon examining each subscale for the measure, results show the average score for the Individual Resilience mean of 33.36 (SD = 4.47) out of a possible high score of 40 and low score of eight, with a median score of 34 and mode of 36. Descriptive analysis of the Relational Resilience Subscale indicate that out of a possible high score of 30 and low score of six, the average score for Latin@ middle school students was 25.06 (SD = 6.35) with a median score of 25 and mode of 28. With regards to the Communal/Contextual Resilience Subscale, the average score for all students was 59.12 (SD = 8.12) out of possible high score of 70 and low score of 14, with the median score of 60 and mode of 66. While the CYRM-28 manual does not provide specific cut off point in determining levels of resilience, these data indicate that Latin@ middle school youth self-report relatively high levels of Individual, Relational, and Communal Contextual Resilience.
Table 4.2

*Frequencies, Means, Median, Mode, and Standard Deviations for Subscales and Overall Total Score CYRM-28*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>M</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Resilience Subscale</td>
<td>213</td>
<td>33.36</td>
<td>34</td>
<td>36</td>
<td>4.47</td>
</tr>
<tr>
<td>Relational Resilience Subscale</td>
<td>208</td>
<td>25.06</td>
<td>25</td>
<td>28</td>
<td>6.35</td>
</tr>
<tr>
<td>Communal/Contextual Resilience Subscale</td>
<td>187</td>
<td>59.12</td>
<td>60</td>
<td>66</td>
<td>8.12</td>
</tr>
<tr>
<td>CYRM – 28 Total Score</td>
<td>170</td>
<td>117.89</td>
<td>121</td>
<td>126</td>
<td>15.55</td>
</tr>
</tbody>
</table>

A descriptive analysis of each item on the CYRM-28 indicated that Latin@ students self-reported highest when answering the following five items (listed from highest to lowest average scores): (1) Getting an education is important to me, (2) I am proud of be (student wrote in their self-reported nationality), (3) I feel safe when I am with my family/caregiver(s), (4) My parent(s)/caregiver(s) watch me closely, and (5) If I am hungry, there is enough to eat. Upon preliminary analysis of each item on the measure, results demonstrated that Latin@ students self-reported lowest on the following items (listed from lowest to highest average scores): (a) I talk to my family/caregiver(s) about how I feel, (b) I know where to go in my community to get help, (c) I participate in religious activities, (d) Spiritual beliefs are a source of strength for me, and (e) I cooperate with people around me. It is important to note that when examining the average scores for each individual item in the CYRM-28, all items possessed negative skews. This indicates that a greater number of students’ scores are higher than the mean for each item. Further discussion and implications of these findings will be presented in Chapter 5.
Table 4.3

*Frequencies, Means, Median, Mode, and Standard Deviations for Items on CYRM-28*

<table>
<thead>
<tr>
<th>Survey Item (Number on Survey)</th>
<th>N</th>
<th>M</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have people I look up to (#1)</td>
<td>222</td>
<td>4.15</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>I cooperate with people around me (#2)</td>
<td>222</td>
<td>3.97</td>
<td>4</td>
<td>4</td>
<td>.90</td>
</tr>
<tr>
<td>Getting an education is important to me (#3)</td>
<td>220</td>
<td>4.78</td>
<td>5</td>
<td>5</td>
<td>.60</td>
</tr>
<tr>
<td>I know how to behave in different social situations (#4)</td>
<td>218</td>
<td>4.62</td>
<td>4</td>
<td>4</td>
<td>.83</td>
</tr>
<tr>
<td>My parent(s)/caregiver(s) watch me closely (#5)</td>
<td>220</td>
<td>4.48</td>
<td>5</td>
<td>5</td>
<td>.86</td>
</tr>
<tr>
<td>My parent(s)/caregiver(s) know a lot about me (#6)</td>
<td>220</td>
<td>4.44</td>
<td>5</td>
<td>5</td>
<td>.92</td>
</tr>
<tr>
<td>If I am hungry, there is enough to eat (#7)</td>
<td>218</td>
<td>4.48</td>
<td>5</td>
<td>5</td>
<td>.91</td>
</tr>
<tr>
<td>I try to finish what I start (#8)</td>
<td>220</td>
<td>4.07</td>
<td>4</td>
<td>4</td>
<td>.79</td>
</tr>
<tr>
<td>Spiritual beliefs are a source of strength for me (#9)</td>
<td>213</td>
<td>3.85</td>
<td>4</td>
<td>5</td>
<td>1.22</td>
</tr>
<tr>
<td>I am proud of my ethnic background (#10)</td>
<td>219</td>
<td>4.42</td>
<td>5</td>
<td>5</td>
<td>.96</td>
</tr>
<tr>
<td>People think I’m fun to be with (#11)</td>
<td>220</td>
<td>4.24</td>
<td>4</td>
<td>5</td>
<td>.88</td>
</tr>
<tr>
<td>I talk to my family/caregiver(s) about how I feel (#12)</td>
<td>216</td>
<td>3.13</td>
<td>3</td>
<td>5</td>
<td>1.49</td>
</tr>
<tr>
<td>I am able to solve problems without harming myself or others (for example by using drugs and/or being violent) (#13)</td>
<td>220</td>
<td>4.29</td>
<td>5</td>
<td>5</td>
<td>1.13</td>
</tr>
<tr>
<td>I feel supported by my friends (#14)</td>
<td>222</td>
<td>4.55</td>
<td>4</td>
<td>5</td>
<td>.98</td>
</tr>
<tr>
<td>I know where to go in my community to get help (#15)</td>
<td>222</td>
<td>3.42</td>
<td>4</td>
<td>5</td>
<td>1.48</td>
</tr>
<tr>
<td>I feel I belong at school (#16)</td>
<td>220</td>
<td>4.10</td>
<td>4</td>
<td>5</td>
<td>1.10</td>
</tr>
<tr>
<td>My family stands by me during difficult times (#17)</td>
<td>220</td>
<td>4.22</td>
<td>5</td>
<td>5</td>
<td>1.05</td>
</tr>
<tr>
<td>My friends stand by me during difficult times (#18)</td>
<td>220</td>
<td>4.11</td>
<td>4</td>
<td>5</td>
<td>1.09</td>
</tr>
<tr>
<td>I am treated fairly in my community (#19)</td>
<td>216</td>
<td>4.11</td>
<td>4</td>
<td>5</td>
<td>.95</td>
</tr>
<tr>
<td>I have opportunities to show others that I am becoming an adult and can act responsibly (#20)</td>
<td>217</td>
<td>4.09</td>
<td>4</td>
<td>5</td>
<td>1.01</td>
</tr>
<tr>
<td>I am aware of my own strengths (#21)</td>
<td>222</td>
<td>4.06</td>
<td>4</td>
<td>5</td>
<td>1.07</td>
</tr>
<tr>
<td>I participate in organized religious activities (#22)</td>
<td>220</td>
<td>3.45</td>
<td>4</td>
<td>5</td>
<td>1.35</td>
</tr>
<tr>
<td>I think it is important to serve my community (#23)</td>
<td>217</td>
<td>4.29</td>
<td>5</td>
<td>5</td>
<td>.94</td>
</tr>
<tr>
<td>I feel safe when I am with my family/caregiver(s) (#24)</td>
<td>215</td>
<td>4.67</td>
<td>5</td>
<td>5</td>
<td>.76</td>
</tr>
<tr>
<td>I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others) (#25)</td>
<td>221</td>
<td>4.35</td>
<td>5</td>
<td>5</td>
<td>.87</td>
</tr>
<tr>
<td>I enjoy my family’s/caregiver’s traditions (#26)</td>
<td>217</td>
<td>4.35</td>
<td>5</td>
<td>5</td>
<td>.87</td>
</tr>
<tr>
<td>I enjoy my community’s traditions (#27)</td>
<td>217</td>
<td>4.02</td>
<td>4</td>
<td>5</td>
<td>1.04</td>
</tr>
<tr>
<td>I am proud to be (Ethnicity: ____________) (#28)</td>
<td>219</td>
<td>4.74</td>
<td>5</td>
<td>5</td>
<td>.68</td>
</tr>
</tbody>
</table>
Analysis of Research Question #2

The second research question of the quantitative phase for this study sought to examine the following question: “What is the relationship between Latin@ students’ self-reported levels of resilience on the CYRM-28 and levels of academic performance?” In order to answer this question, the following items were correlated with one another: (1) Latin@ students’ self-reported total scores on the CYRM-28, (2) CST Language Arts Proficiency Levels, (3) CST Language Arts Scaled Scores, (4) CST Mathematics Proficiency Levels, (5) CST Mathematics Scaled Scores, (6) MAPS Reading Scores, (7) MAPS Language Scores, and (8) MAPS Mathematics Scores.

As indicated in Table 4.4, the CYRM-28 was significantly correlated with the proficiency level (\( r = -.19 \)) and scaled scores (\( r = -.23 \)) for the Language Arts sections of the California State Test and the reading portion of the Measure of Academic Progress Score (\( r = -.17 \)). No significant associations were found when comparing students’ self-reported levels of resilience on the CYRM-28 and all other levels of academic performance. Discussion and implications of these findings will be examined in Chapter 5.
Table 4.4

Correlation Matrix of Total Valid Scores for CYRM-28, CST, and MAPS Scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>CYRM 28</th>
<th>CSTLA-PL</th>
<th>CSTLA-SS</th>
<th>CSTM-PL</th>
<th>CSTM-SS</th>
<th>MAPS R</th>
<th>MAPS L</th>
<th>MAPS M</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYRM 28</td>
<td>170</td>
<td>-</td>
<td>-.19*</td>
<td>-.23**</td>
<td>-.02</td>
<td>-.01</td>
<td>-.17*</td>
<td>-.04</td>
<td>-.12</td>
</tr>
<tr>
<td>CSTLA-PL</td>
<td>169</td>
<td>-.19*</td>
<td>-</td>
<td>.90**</td>
<td>.53**</td>
<td>.54**</td>
<td>.25**</td>
<td>.14*</td>
<td>.40**</td>
</tr>
<tr>
<td>CSTLA-SS</td>
<td>164</td>
<td>-.23**</td>
<td>.90**</td>
<td>-</td>
<td>.56**</td>
<td>.57**</td>
<td>.26**</td>
<td>.13</td>
<td>.58**</td>
</tr>
<tr>
<td>CSTM-PL</td>
<td>168</td>
<td>-.02</td>
<td>.53**</td>
<td>.56**</td>
<td>-</td>
<td>.88**</td>
<td>.40</td>
<td>.03</td>
<td>.39**</td>
</tr>
<tr>
<td>CSTM-SS</td>
<td>164</td>
<td>-.01</td>
<td>.54**</td>
<td>.57**</td>
<td>.88**</td>
<td>-</td>
<td>-.07</td>
<td>-.03</td>
<td>.45**</td>
</tr>
<tr>
<td>MAPS R</td>
<td>170</td>
<td>-.17*</td>
<td>.25**</td>
<td>.26**</td>
<td>.40</td>
<td>-.07</td>
<td>-</td>
<td>.70**</td>
<td>.59**</td>
</tr>
<tr>
<td>MAPS L</td>
<td>170</td>
<td>-.04</td>
<td>.14*</td>
<td>.13</td>
<td>.03</td>
<td>-.03</td>
<td>.70**</td>
<td>-</td>
<td>.20**</td>
</tr>
<tr>
<td>MAPS M</td>
<td>164</td>
<td>-.12</td>
<td>.40**</td>
<td>.58**</td>
<td>.39**</td>
<td>.45**</td>
<td>.59**</td>
<td>.20**</td>
<td>-</td>
</tr>
</tbody>
</table>

Note. CYRM28= Child Youth Resilience Measure 28, CSTLA-PL= California Standards Test Language Arts Proficiency Level, CSTLA-SS= California Standards Test Language Arts Scaled Score, CSTM-PL= California Standards Test Math Proficiency Level, CSTM-SS= California Standards Test Math Scaled Score, MAPS R= Measure of Academic Progress Score Reading, MAPS L= Measure of Academic Progress Score Language, MAPS M= Measure of Academic Progress Score Math. * p < .05, ** p < .01.
Analysis of Research Question #3

The third research question of the quantitative phase of this study asks the following: “What is the relationship among Latin@ students’ self-reported levels of Individual Resilience, Relational Resilience, and Communal/Contextual Resilience with their levels or academic performance?” In order to answer this question, total scores from these subscales were correlated with academic variables utilized for this study. Similar to earlier findings in the previous research question, statistically significant relationships were found between students’ CST Language Arts scaled scores and proficiency levels and self-reported levels of Relational Resilience and Communal/Contextual Resilience.

No significant relationships were found when comparing students’ self-reported levels of Individual Resilience and academic performance. Table 4.5 provides Pearson correlation scores among students’ self-reported levels of Individual, Relational, and Communal/Contextual Resilience with levels of academic performance. Further discussion and implications will be discussed in Chapter 5.
Table 4.5

*Pearson Correlation Scores of CYRM-28 Subscales with Academic Performance*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Individual Resilience Subscale</th>
<th>N</th>
<th>Relational Resilience Subscale</th>
<th>N</th>
<th>Communal/Contextual Resilience Subscale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTLA-PL</td>
<td>210</td>
<td>-.06</td>
<td>205</td>
<td>-.18**</td>
<td>186</td>
<td>-.20**</td>
</tr>
<tr>
<td>CSTLA-SS</td>
<td>201</td>
<td>-.08</td>
<td>198</td>
<td>-.22**</td>
<td>181</td>
<td>-.24**</td>
</tr>
<tr>
<td>CSTM-PL</td>
<td>209</td>
<td>.07</td>
<td>204</td>
<td>.06</td>
<td>185</td>
<td>-.08</td>
</tr>
<tr>
<td>CSTM-SS</td>
<td>201</td>
<td>.07</td>
<td>198</td>
<td>.00</td>
<td>181</td>
<td>-.07</td>
</tr>
<tr>
<td>MAPS-R</td>
<td>213</td>
<td>-.13</td>
<td>208</td>
<td>-.15*</td>
<td>187</td>
<td>-.16*</td>
</tr>
<tr>
<td>MAPS-L</td>
<td>213</td>
<td>.03</td>
<td>208</td>
<td>-.06</td>
<td>187</td>
<td>-.07</td>
</tr>
<tr>
<td>MAPS-M</td>
<td>207</td>
<td>-.04</td>
<td>202</td>
<td>-.16*</td>
<td>181</td>
<td>-.14</td>
</tr>
</tbody>
</table>

*Note.* CSTLA-PL= California Standards Test Language Arts Proficiency Level, CSTLA-SS= California Standards Test Language Arts Scaled Score, CSTM-PL= California Standards Test Math Proficiency Level, CSTM-SS= California Standards Test Math Scaled Score, MAPSR= Measure of Academic Progress Score Reading, MAPSL= Measure of Academic Progress Score Language, MAPSM= Measure of Academic Progress Score Math. * p < .05, ** p < .01.
Analysis of Research Questions #4 & #5

The fourth and fifth research questions of the quantitative phase of the study sought to understand any significant differences with the Latin@ middle school students surveyed for this study. More specifically, these next research questions asked the following: “Are there any significant differences in levels of self-reported resilience as a function of students’ sex or grade level?” and “Is there a significant difference in self-reported levels of Individual Resilience, Relational Resilience, and/or Communal Contextual Resilience as a function of students’ sex or grade level?” In order to answer this question, ANOVAs were run to examine any mean differences on the CYRM-28 when looking at students’ sex or grade level. As indicated in Table 4.6, statistically significant differences on the Individual Resilience subscale were evident based on gender (Sig of F = 5.51, p = .02), with Latina students scoring higher (M = 33.90) than Latino students (M = 32.42). While Latina students also reported higher scores on the other two subscales and reported higher scores on the CYRM-28, statistically significant differences when comparing these means were not evident.
Table 4.6

One-Way ANOVA Results for CYRM-28 Comparing Latino and Latina Students

<table>
<thead>
<tr>
<th></th>
<th>Latino Students</th>
<th>Latina Students</th>
<th>Sig F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Resilience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>77</td>
<td>136</td>
<td>5.51</td>
<td>.02*</td>
</tr>
<tr>
<td>M</td>
<td>32.42</td>
<td>33.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>4.71</td>
<td>4.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relational Resilience</td>
<td></td>
<td></td>
<td>2.22</td>
<td>.14</td>
</tr>
<tr>
<td>N</td>
<td>75</td>
<td>133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>24.19</td>
<td>25.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>3.83</td>
<td>7.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communal/Contextual Resilience</td>
<td></td>
<td></td>
<td>.56</td>
<td>.46</td>
</tr>
<tr>
<td>N</td>
<td>66</td>
<td>121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>58.52</td>
<td>59.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>7.98</td>
<td>8.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Scores for CYRM-28</td>
<td>61</td>
<td>109</td>
<td>1.53</td>
<td>.22</td>
</tr>
<tr>
<td>N</td>
<td>115.92</td>
<td>118.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>15.54</td>
<td>15.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. * p < .05.

When analyzing mean differences on the CYRM-28 total scores and subscales, results revealed statistically significant mean differences when considering students’ grade level. While average scores on the Individual Resilience, Relational Resilience, Communal/Contextual Resilience Subscales and CYRM-28 decreased as students moved up in grade level, statistically significant differences were found between sixth- and eighth-grade students. More specifically, one-way ANOVAs demonstrated that sixth-grade students scored higher than eighth-grade students on the Individual Resilience Subscale (Sig of F = 5.5, p = .05), Relational Resilience Subscale (Sig of F = 6.62, p = .02), Communal/Contextual Resilience Subscale (Sig of F = 3.56, p = .03), and total scores on the CYRM-28 (Sig of F = 4.53, p = .01). Mean differences for each subscale and total scores on the CYRM-28 for each grade level are represented in Table 4.7. Discussion and implications for these findings will be discussed in Chapter 5.
Table 4.7

One-Way ANOVA Results for CYRM-28 Comparing Students by Grade Level

<table>
<thead>
<tr>
<th></th>
<th>Sixth-Grade Students</th>
<th>Seventh-Grade Students</th>
<th>Eighth-Grade Students</th>
<th>Sig F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>IR</td>
<td>80</td>
<td>34.40</td>
<td>4.30</td>
<td>61</td>
<td>33.53</td>
</tr>
<tr>
<td>RR</td>
<td>75</td>
<td>26.92</td>
<td>8.92</td>
<td>63</td>
<td>24.78</td>
</tr>
<tr>
<td>CCR</td>
<td>71</td>
<td>61.08</td>
<td>7.48</td>
<td>53</td>
<td>58.32</td>
</tr>
<tr>
<td>TS</td>
<td>65</td>
<td>122.22</td>
<td>14.43</td>
<td>49</td>
<td>116.41</td>
</tr>
</tbody>
</table>

Analysis of Research Question #6

The sixth research question of the quantitative phase of this study asked the following: “What is the association between Latin@ students’ self-reported levels of resilience when compared to teachers’ assessments of students’ level of resilience?” To answer this question, participants were assessed by conducting bivariate correlations between students’ Individual Resilience Subscale Scores, Relational Resilience Subscale Scores, Communal/Contextual Resilience subscale scores, total scores from the CYRM-28 and teacher resiliency quadrant designation. Teacher resiliency quadrant designations were collected during the time of the study with quadrant four as the highest level of academic proficiency that can be assigned to a student and quadrant one being the lowest level of academic proficiency. As indicated in Table 4.8, no significant relationships were found between Latin@ students’ self-reported levels of resilience on the CYRM-28 and teachers’ assessments of students’ level of resilience. Further discussion and implications of these findings will be discussed in Chapter 5.

Table 4.8

Bivariate Correlations among CYRM-28 Total Scores/Subscales and Teacher Resiliency

Quadrant Designations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Teacher Resiliency Quadrant Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYRM-28 Total Score</td>
<td>170</td>
<td>-.09</td>
</tr>
<tr>
<td>Individual Resilience</td>
<td>170</td>
<td>-.02</td>
</tr>
<tr>
<td>Relational Resilience</td>
<td>170</td>
<td>-.11</td>
</tr>
<tr>
<td>Communal/Contextual Resilience</td>
<td>170</td>
<td>-.08</td>
</tr>
</tbody>
</table>

*Note.* Bivariate correlation scores were not statistically significant.
Analysis of Research Question #7

The last research question of the quantitative phase of this study asked the following: “What variables best predict students’ levels of resilience and academic performance?” To ascertain this question, forward multiple regressions were run to examine which variable best predicted Latin@ students’ self-reported levels of resilience. A total of 13 predictors were used in this analysis: 10 site-based questions as described in Table 4.9, amount of time student has lived in home, number of people living in home, and teacher quadrant designation.

Table 4.9

<table>
<thead>
<tr>
<th>Site Based Questions</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In general, I consider myself a happy person.</td>
<td>222</td>
<td>4.00</td>
<td>.91</td>
<td>-.70</td>
<td>.09</td>
</tr>
<tr>
<td>2. When others are having a hard time, I usually do something to help them.</td>
<td>220</td>
<td>3.93</td>
<td>.98</td>
<td>-.53</td>
<td>-.65</td>
</tr>
<tr>
<td>3. When things are going well in my life, it is usually because of choices that I made.</td>
<td>220</td>
<td>3.84</td>
<td>1.03</td>
<td>-.69</td>
<td>.11</td>
</tr>
<tr>
<td>4. I can work with someone who has different opinions as mine.</td>
<td>221</td>
<td>3.59</td>
<td>1.08</td>
<td>-.45</td>
<td>-.49</td>
</tr>
<tr>
<td>5. There is purpose to my life.</td>
<td>220</td>
<td>4.23</td>
<td>1.12</td>
<td>-1.33</td>
<td>.67</td>
</tr>
<tr>
<td>6. The choices that I make have an impact on people around me.</td>
<td>218</td>
<td>3.60</td>
<td>1.08</td>
<td>-.51</td>
<td>-.43</td>
</tr>
<tr>
<td>7. I am confident that I can turn any bad situation into a good one.</td>
<td>221</td>
<td>3.37</td>
<td>1.14</td>
<td>-.20</td>
<td>-.74</td>
</tr>
<tr>
<td>8. When something upsets me, I try to keep my emotions in balance.</td>
<td>220</td>
<td>3.62</td>
<td>1.22</td>
<td>-.48</td>
<td>-.82</td>
</tr>
<tr>
<td>9. I am aware of my thoughts and feelings in the moment.</td>
<td>220</td>
<td>3.86</td>
<td>1.10</td>
<td>-.77</td>
<td>-.02</td>
</tr>
<tr>
<td>10. I can bounce back when times are tough.</td>
<td>220</td>
<td>3.64</td>
<td>1.18</td>
<td>-.51</td>
<td>-.63</td>
</tr>
</tbody>
</table>

Results yielded eight statistically significant predictors (Sig. of F = 29.30, p = .00) in the prediction of Latin@ middle school students’ levels of resilience on the CYRM-28. The
multiple correlation between Latin@ students’ self-reported levels on the CYRM-28 and the set of predictors is $R = .80$. These eight predictors account for 64% of the variance in the dependent variable. Table 4.10 includes beta, t-values, and significance of significant predictors in Latin@ students’ self-reported levels of resilience. Table 4.10 also lists statistically significant predictors of Latin@ students’ self-reported levels of resilience in order from strongest to weakest. As indicated through multiple regression analysis, the following predictors were observed as being significant as it related to students’ reported levels of resilience: (1) Students’ sense of purpose, (2) Awareness of students’ decisions having an impact on their own lives, (3) Levels of confidence in turning a bad situation around, (4) Whether a student considered her/himself a happy person, (5) The number of years students reported living with their family, (6) Whether a student reported being able to bounce back during difficult time, (7) Students’ sense of being able to work with another person who has a different opinion than their own, and (8) Students’ level of awareness of their own thoughts and feelings in the moment. Further discussion of these findings will be addressed in Chapter 5.

Table 4.10

**Beta, T-values and P-values of Significant Predictors**

<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is purpose to my life.</td>
<td>.26</td>
<td>3.92</td>
<td>.00</td>
</tr>
<tr>
<td>When things are going well in my life, it is usually because of choices that I made.</td>
<td>.21</td>
<td>3.55</td>
<td>.00</td>
</tr>
<tr>
<td>I am confident that I can turn any bad situation into a good one.</td>
<td>.19</td>
<td>2.90</td>
<td>.00</td>
</tr>
<tr>
<td>In general, I consider myself a happy person.</td>
<td>.19</td>
<td>2.78</td>
<td>.01</td>
</tr>
<tr>
<td>Number of years student has lived with their family.</td>
<td>.16</td>
<td>2.78</td>
<td>.01</td>
</tr>
<tr>
<td>I can bounce back when times are tough.</td>
<td>.16</td>
<td>2.67</td>
<td>.01</td>
</tr>
<tr>
<td>I can work with someone who has different opinions than mine.</td>
<td>.15</td>
<td>2.78</td>
<td>.01</td>
</tr>
<tr>
<td>I am aware of my thoughts and feelings in the moment.</td>
<td>.13</td>
<td>2.27</td>
<td>.01</td>
</tr>
</tbody>
</table>
Summary

Below is a brief summary of findings pertinent to the quantitative research questions of the first phase of the study:

1. The vast majority of Latin@ students participating in this study reported high levels of resilience based on the Child Youth Resilience Measure-28. Overall, students’ had an average score of 117.89 (SD = 15.55) out of possible high score of 140 and possible low score of 28. Similar high levels of resilience were reported on the Individual, Relational, and Communal/Contextual subscales. More specifically, results indicated the average score for the Individual Resilience mean of 33.36 (SD = 4.47) out of a possible high score of 40 and low score of 8, with a median score of 34 and mode of 36, a 25.06 (SD = 6.35) average on the Relational Resilience Subscale (possible high score of 30 and low score of 6), and an average score of 59.12 (SD = 8.12) out of possible high score of 70 and low score of 14 on the Communal/Contextual Resilience Subscale.

2. Additionally, a review of each item on the CYRM-28 indicated that Latin@ students self-reported highest when answering the following five items (listed from highest to lowest average scores): (1) Getting an education is important to me, (2) I am proud of being a (student wrote in their self-reported nationality), (3) I feel safe when I am with my family/caregiver(s), (4) My parent(s)/caregiver(s) watch me closely, and (5) If I am hungry, there is enough to eat. It is important to note that when examining the average scores for each individual item in the CYRM-28, all items possessed negative skews. Negative skews indicate that more of the individual student responses on the CYRM-28 were higher than the mean.
3. Upon examining the relationship between students’ self-reported levels of resilience on the CYRM-28 and academic performance, findings indicated that the CYRM-28 was significantly correlated with the proficiency level ($r = -.19$) and scaled scores ($r = -.23$) for the Language Arts sections of the California State Test and the reading portion of the Measure of Academic Progress Score ($r = -.17$). However, no significant associations were reported when comparing students’ self-reported levels of resilience on the CYRM-28 and all other levels of academic performance in CST Math and MAPS Language and Math scores.

4. Similar findings were evident when examining the association of Relational Resilience and Communal/Contextual Resilience and academic performance. As indicated in Table 4.7, statistically significant relationships were found between students’ CST Language Arts scaled scores and proficiency levels and self-reported levels of Relational Resilience and Communal/Contextual Resilience. No significant relationship was found when comparing students’ self-reported levels of Individual Resilience and academic performance.

5. Across the board, Latina students reported higher scores on the CYRM-28 when compared to their male counterparts. However, the only statistically significant differences were evident on the Individual Resilience subscale (Sig of $F = 5.51$, $p = .02$), with Latina students scoring higher ($M = 33.90$) than Latino students ($M = 32.42$). An analysis comparing Latina and Latino students’ mean scores from individual items on the Individual Resilience subscale revealed that Latina students also reported statistically significantly higher scores when responding to the following statements: (a) I cooperate with people around me (Sig of $F = 8.93$, $p = .00$), (b) People think I’m fun to be with (Sig
of F = 7.42, p = .01), (c) I am able to solve problems without harming myself or others (Sig of F = 6.44, p = .01), (d) My friends stand by me during difficult times (Sig of F = 9.11, p = .00), (e) I am aware of my own strengths (Sig of F = 4.41, p = .04), and (f) I think it is important to serve my community (Sig of F = 4.45, p = .04).

6. Grade level also proved to be significant when comparing students’ average scores on the CYRM-28. In particular, one-way ANOVAs demonstrated that sixth-grade students scored higher than eighth-grade students on the Individual Resilience Subscale (Sig of F = 5.5, p = .05), Relational Resilience Subscale (Sig of F = 6.62, p = .02), Communal/Contextual Resilience Subscale (Sig of F = 3.56, p = .03), and total scores on the CYRM-28 (Sig of F = 4.53, p = .01). Mean differences for each subscale and total scores on the CYRM-28 for each grade level are represented in Table 4.9.

7. Results also indicated that there was no evidence of a significant relationship between students’ own assessment of resilience on the CYRM-28 and teachers’ assessments of Latin@ students’ levels of resilience based on their teacher quadrant designation.

8. Lastly, regression analysis indicated that the following factors proved to be significant when predicting Latin@ students’ scores on the CYRM-28: (a) Students’ sense of purpose, (b) Awareness of students’ decisions having an impact on their own lives, (c) Levels of confidence in turning a bad situation around, (d) Whether a student considered her/himself a happy person, (e) The number of years students reported living with their family, (f) Whether a student reported being able to bounce back during difficult time, (g) Students’ sense of being able to work with another person who has a different opinion than their own, and (h) Students’ awareness of their own thoughts and feelings in the moment.
The following chapter includes significant findings during the qualitative phase of the study. More specifically, detailed findings from student focus groups, family *pláticas*, and educator interviews related to the question, “What conditions or factors contribute to or inhibit Latin@ middle school students’ levels of resilience,” are presented. Chapter 5 also includes the third phase of the study consisting of an analysis and discussion of findings across both quantitative and qualitative phases of the study.
Chapter 5: Qualitative Findings and Discussion

The previous chapter summarized quantitative findings regarding Latin@ middle school students’ self-reported levels of resilience. In this chapter, qualitative findings during the second phase of the study are presented. To address the central research question framing the study, the second phase of the study collected qualitative data from students, families, and educators on “What conditions or factors contribute to or inhibit Latin@ middle school students’ levels of resilience?” Four sources of qualitative data were obtained to more fully understand this question: (1) Latin@ students’ responses on two open-ended items on the CYRM-28 assessing risk and protective factors, (2) Two student focus group discussions, (3) Four pláticas with Latin@ families, and (4) Four interviews of educators who work with participating Latin@ youth. The rationale for selecting these data was to incorporate the voices and perspectives of as many stakeholders working with Latin@ middle school students as possible. The subsequent two chapters address the research questions of this study in context of students’, families’, and educators’ voices.

This chapter opens with a description of participants during the qualitative phase of the study and presentation of findings from the open-ended items on the CYRM-28. Next, findings during the student focus groups, family pláticas, and educators are summarized. Data across these aforementioned qualitative methods are organized by the study’s themes of Individual, Relational, and Communal/Resilience. In particular, factors that inhibit or enhance Individual, Relational, and Communal/Contextual Resilience are presented using the voices of students, families, and educators.
By incorporating and infusing the voices and perspectives of Latin@ middle school students, their families and/or caretakers, and the educator who serves them, the researcher presents a holistic perspective of Latin@ middle school resilience.

This chapter also presents the third phase of the study with the integration of both quantitative and qualitative findings of this study. The combination of both quantitative and qualitative data was used to explore concordance and discordance pertaining to Latin@ middle school resilience.

**Demographics of Participants**

A total of 222 Latin@ middle school students participated in the survey portion of this study. Two open-ended questions were designed to determine students’ own assessment of factors inhibiting or enhancing the resilience of these 222 students. From these 222 participants, a total of 15 students participated in follow-up small focus group discussions. One focus group consisted of seven sixth-grade students (four female and three male) and the second focus group was comprised of eight eighth-grade students (four female and four male). Students participating in the focus group discussions consisted of high resilience and high academic performing Latin@ students. Selection for these focus groups was based on scores from the CYRM-28 and academic performance on CST and MAPS assessments. Separation of these focus groups by grade level was based on findings from the quantitative phase of this study. Earlier findings during this study revealed statistically significant differences in self-reported levels of resilience between sixth- and eighth-students with younger students reporting higher scores on the CYRM-28.

To delve deeper into the trends of the quantitative data, student focus groups and family pláticas were conducted to obtain a holistic perspective on Latin@ resilience. Purposeful
sampling was used for the selection of these families. More specifically, Latin@ families representative of the larger sample population and reflective of diversity within the Latin@ community were invited to participate in this study. Lastly, interviews with four educators were conducted at the research site. Educators working with Latin@ middle school students for a minimum of five years were invited to participate in the study. Of these four educators, two are middle school teachers, one is a school counselor, and one is a site administrator. Table 5.1 includes demographic information pertaining to all participants during the qualitative phase of the study.
Table 5.1

Demographics of Participants during Qualitative Research Phase

<table>
<thead>
<tr>
<th>Qualitative Method</th>
<th>Participant(s)</th>
<th>Age</th>
<th>Sex</th>
<th>Ethnicity</th>
<th>Years at Research Site</th>
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<tbody>
<tr>
<td>Open-Ended Responses</td>
<td>222 Middle School Students</td>
<td>10-15</td>
<td>M/F</td>
<td>Latin@</td>
<td>Since Kinder – 1 Year</td>
</tr>
<tr>
<td>Student Focus Groups (FG)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FG6-1</td>
<td>11</td>
<td>M</td>
<td>Mexican-American</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FG6-2</td>
<td>11</td>
<td>F</td>
<td>Mexican-American</td>
<td>Since 1st Grade</td>
<td></td>
</tr>
<tr>
<td>FG6-3</td>
<td>11</td>
<td>M</td>
<td>Cuban-Mexican</td>
<td>Since 4th Grade</td>
<td></td>
</tr>
<tr>
<td>FG6-4</td>
<td>10</td>
<td>M</td>
<td>Mexican-American</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FG6-5</td>
<td>12</td>
<td>F</td>
<td>Mexican</td>
<td>Since 2nd Grade</td>
<td></td>
</tr>
<tr>
<td>FG6-6</td>
<td>11</td>
<td>F</td>
<td>Mex./African-Am.</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FG6-7</td>
<td>12</td>
<td>F</td>
<td>Mexican</td>
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</tr>
<tr>
<td>FG8-1</td>
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<td>F</td>
<td>Mexican/White</td>
<td>Since 7th Grade</td>
<td></td>
</tr>
<tr>
<td>FG8-2</td>
<td>14</td>
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<td>Mexican-American</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FG8-3</td>
<td>14</td>
<td>M</td>
<td>Mexican</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FG8-4</td>
<td>13</td>
<td>M</td>
<td>Mex./African-Am</td>
<td>Since 4th Grade</td>
<td></td>
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<tr>
<td>FG8-5</td>
<td>14</td>
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<td>FG8-6</td>
<td>13</td>
<td>M</td>
<td>Mexican</td>
<td>Since 2nd Grade</td>
<td></td>
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<tr>
<td>FG8-7</td>
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<tr>
<td>FG8-8</td>
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<td>Since 1st Grade</td>
<td></td>
</tr>
<tr>
<td>Family Pláticas (FP)</td>
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<td></td>
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<tr>
<td>FP1-Mom</td>
<td>37</td>
<td>F</td>
<td>Mexican-American</td>
<td>Since Kindergarten</td>
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</tr>
<tr>
<td>FP1-Dad</td>
<td>37</td>
<td>M</td>
<td>Mexican-American</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FP1-8</td>
<td>13</td>
<td>M</td>
<td>Mexican-American</td>
<td>Since Kindergarten</td>
<td></td>
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<tr>
<td>FP2-Aunt/Caregiver</td>
<td>36</td>
<td>F</td>
<td>Latina</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FP2-8</td>
<td>13</td>
<td>F</td>
<td>Latina</td>
<td>Since Kindergarten</td>
<td></td>
</tr>
<tr>
<td>FP3-Mom</td>
<td>38</td>
<td>F</td>
<td>Mexican-American</td>
<td>Since 2nd Grade</td>
<td></td>
</tr>
<tr>
<td>FP3-7</td>
<td>12</td>
<td>F</td>
<td>Mexican-American</td>
<td>Since 2nd Grade</td>
<td></td>
</tr>
<tr>
<td>FP4-Mom</td>
<td>36</td>
<td>F</td>
<td>Latina</td>
<td>Since 4th Grade</td>
<td></td>
</tr>
<tr>
<td>FP4-8</td>
<td>12</td>
<td>M</td>
<td>Mex./African-Am.</td>
<td>Since 4th Grade</td>
<td></td>
</tr>
<tr>
<td>Educator Interviews</td>
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<td></td>
<td></td>
<td></td>
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<td>Eighth Grade Teacher</td>
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<td>M</td>
<td>Chicano</td>
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<td>Seventh Grade Teacher</td>
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<td>Mexican-American</td>
<td>8 years</td>
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<tr>
<td>Site Administrator</td>
<td>60</td>
<td>M</td>
<td>White</td>
<td>13 years</td>
<td></td>
</tr>
</tbody>
</table>
Latin@ Students’ Voices: Open-Ended Responses on CYRM-28

During the first phase of the study, 222 students were given two open-ended questions to answer on the CYRM-28. These questions were designed to provide students an opportunity to briefly describe risk and protective factors present in their lives, in their own words. In order to qualitatively assess for risk factors in Latin@ students’ lives, students were asked, “What is a difficult or tough time for you?” An additional question, “What do you do to feel better during these difficult or tough times,” was posed to students in efforts to assess protective factors that were significant for students.

All participating students’ responses for each question were entered into Wordle, an online program that creates word clouds. A word cloud is a visual representation of words that gives greater prominence to words that are used more frequently within any given text. Figure 5.1 presents a word cloud representative of students’ responses to the question, “What is a difficult or tough time for you?” A total of 187 students (84.2% of participating youth) opted to answer this question. Among these responses, the highest percentage of students’ responses (17%) was in reference to having lost a family member (e.g., “A tough time for me was when my grandma passed away,” “When my abuelo [grandfather] died,” or “It was hard for me when my aunt passed away”). The next highest of students’ responses (14%) were in reference to conflict among family members (e.g., “When my parents fight with one another,” “Fighting between my family stresses me out,” or “I don’t like it when my mom and dad argue”). Figure 5.2 shows a second word cloud inclusive of students’ answers to the question, “What do you do to feel better during these difficult or tough times?” Among all 222 students, 184 (82.9%) students answered this question. Among these responses, the highest percentage of students’ responses (35%) referenced having a safe space to talk about the difficult time that they were going through (e.g.,

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“I talk with my friends and family,” “Sometimes I talk to my teacher because she understands me and I feel safe with her,” “Crying with my parents helps me and I’m able to figure things out after that,” or “I can always count on my friends because they have my back”). The next highest percentage of students (30%) referenced music and its protective qualities (e.g., “Listening to music changes my mood and helps me feel better,” “I always listen to music to feel better,” or “I listen to music so I don’t feel alone especially when I can relate to the song”). Figures 5.1 and 5.2 were presented to Latin@ students, families, and the educators who served them as a platform to discuss factors inhibiting or enhancing the resilience of students. Additionally, these figures served as a way to offer a visual representation of Latin@ students’ voices with regards to significant factors inhibiting and enhancing their own resilience.
Figure 5.1. Word Cloud Representing Risk Factors According to Latin@ Middle School Students
Figure 5.2. Word Cloud Representing Protective Factors According to Latin@ Middle School Students
Factors Inhibiting and/or Enhancing Latin@ Student Resilience

The transcripts from two student focus group discussions, four family *pláticas*, and four educators’ interviews resulted in an extensive amount of data. An analysis for themes and categories related to factors inhibiting or enhancing Latin@ middle school students’ resilience resulted in three themes corresponding to Individual, Relational, and Communal/Contextual Resilience. Each theme yielded separate categories and codes represented in Table 5.2. These emergent categories and themes were used to answer the question, “According to students, families, and educators, what conditions or factors contribute to or inhibit Latin@ middle school students’ levels of resilience?” The following section begins with a summary of significant findings related to the theme of Individual Resilience with four emerging categories, Relational Resilience with seven identified categories, and Communal/Contextual Resilience with seven identified categories.
Table 5.2

*Themes, Categories, and Key Terms Used for Qualitative Analysis*

<table>
<thead>
<tr>
<th>Themes</th>
<th>Categories</th>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indivudual Resilience</td>
<td>Sense of Purpose/Duty</td>
<td>Helping others, ASB, Sports, Take care of others</td>
</tr>
<tr>
<td></td>
<td>Optimism</td>
<td>Positive, Hopeful</td>
</tr>
<tr>
<td></td>
<td>Navigating/Negotiating Resources</td>
<td>Find support, Access, Get help, Information, Guide</td>
</tr>
<tr>
<td></td>
<td>Confronting Conflict, Challenges, and Change</td>
<td>Problems, Talk, Listen, Acknowledge</td>
</tr>
<tr>
<td>Relational Resilience</td>
<td>Grief and Loss Familia</td>
<td>Dies, Passed Away, Miss, Loss</td>
</tr>
<tr>
<td></td>
<td>Quality of parenting meeting child needs</td>
<td>Academic support and monitoring, Dialogue, Being Present, Balance, Parent self-care</td>
</tr>
<tr>
<td></td>
<td>Cross-generational Connection</td>
<td>Past, <em>Abuelo/a</em>, Did for Me</td>
</tr>
<tr>
<td></td>
<td>Quality of relationship with Educators</td>
<td>Accessible, Home-School Communication, Addressing mistrust, Knowing Whole-child, Beyond traditional roles, Solution oriented</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>Teasing, Names, Snitch</td>
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<tr>
<td>Communal/Contextual Resilience</td>
<td>Academic Stressors</td>
<td>Try Hard, Grades, Technology</td>
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<td></td>
<td>Poverty</td>
<td>Jobs, Unemployment, Bills</td>
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<tr>
<td></td>
<td>Border Issues</td>
<td>Immigration, La Linea, Papers, Raid</td>
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<tr>
<td></td>
<td>Ethnic Identity</td>
<td>Culture, Mexican, Proud, Roots</td>
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<tr>
<td></td>
<td>Music</td>
<td>Lift moods, Feels better</td>
</tr>
<tr>
<td></td>
<td>Safe Spaces</td>
<td>Healing, Open to share, Feeling safe</td>
</tr>
<tr>
<td></td>
<td>Spirituality</td>
<td>Prayer, Scripture, God, Sign, Cross Over</td>
</tr>
</tbody>
</table>
Individual Resilience

“Si no te quitas esta piedrita del zapato, nunca vas a poder caminar bien - If you don’t take a little rock out of your shoe, you’ll never be able to walk well.”

- Female Student during Focus Group Discussions on Confronting Challenges in Life

**Sense of duty/purpose.** Across student focus groups, family *pláticas*, and educator interviews the category of students’ sense of duty or purpose emerged as a factor that enhanced Latin@ students’ levels of resilience. During focus group discussions, various students articulated the value of purpose when going through a difficult time. A female student shared, “When things are going on at home, it helps that I have ASB.” Later in the conversation she explained, “Being a leader on campus helps me feel important and that what I think matters.” A classmate in the same focus group contributed, “I think that having, feeling like you are doing something to make a change makes us feel good.” This student referenced a school project called Project Oneness in which students conduct a community-service activity focused on creating positive change in the surrounding community. Feelings of duty or purpose were also evident within students’ home lives. A sixth-grade student explained, “I help my mom with my little brother and sisters.” She continued, “Even though I might not always do good at school, my mom tells me how helpful I am when I take care of them.” Whereas students reported more concrete examples of a sense of duty or purpose, adults referenced purpose in context of it as a life process. For example, an educator explained:

I think also some key pieces to resiliency or key pieces for kids to be happy and healthy. I think they need to struggle with their purpose. What that means is some kids aren’t sure of and it’s nobody’s fault sometimes. Sometimes it’s just their journey that they’re going
to find it later. For some kids, I feel like it’s very clear on what they’re good at and in my case I think of my daughter and last night at our bonfire. We had a girl who sung incredible, and I felt so disappointed in myself that I had no idea that she was such a good singer until last night when we spent half of the year not knowing this.

Another educator articulated what occurs when students are not provided the opportunity to experience sense of duty or purpose within the school setting:

I think when kids know what they’re good at and have an opportunity to use that every day at school or in their community, I feel there’s a sense of knowing who they are and feeling happy about it. The thing that’s tough is when that kid’s role is not accepted by society or is not pushed in school. For an example, when we think about the arts, if a school doesn’t really bring in the arts, art specifically, visual or any kind of arts, a kid may feel detached. As a result, they may feel like, “Why do I even come to school? It’s boring. There’s nothing for me here.”

**Optimism.** Another category that emerged throughout qualitative analysis of factors impacting students’ levels of resilience is optimism. Optimism is communicated both in terms of qualities that students possess and a sentiment that is expressed to students by way of adults in their lives. An educator explains, “When I think of resilient kids, I think they are very optimistic. And because they’re hopeful, I think they can put things into perspective, too.”

These words from educators are reflected in the experiences of students. A sixth-grade student simply explains, “Every time I have a tough time my dad tell me to just think positive…it works.” A site administrator reflected on the role that optimism played in maintaining high expectations for Latin@ middle school students. He explained:
We kind of have a sense over time of who seems to maintain those expectations for those kids, for their students, which teachers, who’s optimistic, who’s positive, who really comes every day like they really believe in their kids and they’re excited to be here, who communicates that to them. You know, some teachers really jump to mind, and the opposite is true, and if you were to compare what makes this teacher really optimistic and why do kids feel such a sense of promise in that room versus this teacher over here, those would probably be some of the characteristics. They’re positive, they’re optimistic, they’re helpful. They know there’s a pathway for that kid, and that’s why they never give up on them, and that’s why they never give up searching for new strategies, new inspiration.

**Navigating and Negotiating Resources.** The extent to which students and families are able to navigate and negotiate resources for support served as a resiliency-enhancing factor. While this category did not emerge during student focus group discussions, the ability to navigate and negotiate support during difficult times was very evident during family pláticas and educator interviews. A parent raising her niece shared, “I think like my niece has been successful in school because there’s been a lot of support at the school and we’ve been fortunate to take advantage of the support from you all.” Upon reflecting on the forms of support her family received over the years this parents recalled:

I remember she worked with Mr. X to help her with her shyness. She did that with him, and it actually helped her a lot. She loved. She loved it a lot. There is also … yeah, when the boys received the bikes, that was awesome. That turned their day, they were excited. Ms. X, she’s always signing us up for the holiday food drive. Mr. X signed us
up for the shoes at Pay Less. All of that was so awesome and my kids loved it. They do.

There’s so much help from everywhere and I really appreciate it. Yeah, they do a lot.

Later in this conversation, this parent explained, “I’ve gotten to know where to get support for my kids, but I’m not sure if everyone knows how much you guys help families.” A different parent serving as a representative on the research site’s Parent Council spoke on the importance of knowing where to go for support. She shared the following:

There’s going to be less [struggle] and if they need the resources they’ll know where can I find this. Where’s the resources that I can find this? Where can I get the help I need for this struggle? They would know where to go, how to get there.

When asked if knowing how to get help was an important part in helping students during tough times, this parent continued:

How to get help, oh yeah that’s a biggie because there’s people that don’t know where to get and where to start. Sometimes you think just speaking to a colleague and they’ll say, oh you know what I know something here to … sometimes people don’t even know how to do that….Knowing where and how to get help in my life has helped me a lot and it’s something that I want my kids to know how to do.

An educator who worked in the community for over seven years and who also grew up in the same community expressed this same sentiment:

I grew up in Chula Vista so I feel like I’m a part of this community as well, and I feel, like looking at our kids, one of the things that helps them do well is knowing how to access support whether it be through friends, through family members, through teachers. I think just having those relationships with people and knowing when they’re having difficult times people that they can go through to kind of help them through that process
is really, really important. Because I think during those difficult times if they are able to talk to people who were through it or whatever they might need to kind of get back on their feet and kind of go through it, I think those are the things that are most important for them.

Interviews with families and educators also revealed that is there are important issues to be aware of when considering how Latin@ families and middle school students navigate and negotiate resources. The site’s school counselor eloquently explains:

I feel like in the middle school, our kids, unless they’ve already kind of gone through the process of coming to talk to somebody like a counselor or sometimes they’re hesitant to say anything about it, and I think what ends up happening is they end up confiding in their friends because it’s more natural, that’s who you end up talking to is your friends about it.

She continues:

Then, there’s also another piece too, like family issues sometimes just culturally too they need to be maintained within the family, so you don’t necessarily talk about it to school people or individuals at the school. I find that the kids that I end up talking to about those types of tensions are kids that maybe already have a relationship with me and know that they are able to come and talk to me about those things and I’m not going to judge them and I’m not going to go run and tell everyone. It’s the other kids that may be necessarily [sic] don’t know that there’s that support there that they can talk about it, that I think they might end up either sharing it with their friends or if they don’t have a close type of group of friends end up keeping it to themselves but I do see it a lot of that.
Educators also touched on the importance of building relationships with Latin@ students and parents when supporting them during the process of accessing resources. An educator shared the following:

Particularly in our community and a lot of Latino communities, I just feel like there’s a big stigma attached to asking for help, awareness about what might be going on or the impacts of certain things. I think that’s why I feel like those relationships are key because if a family has a relationship with you you’re able to give them information without them feeling like you’re passing judgment on them or something’s going to happen as a result.

In addition to being mindful of these considerations, educators and parents explained that families and students might be more hesitant when navigating and negotiating resources due to a lack of mistrust. The site’s school counselor offered this example:

I’ve had parents, mothers, in here [Counseling Center] that have been victims of domestic violence. If they don’t have a relationship with me, if I tell them what the impacts of that might be on their child, they might be defensive, they’re going through it themselves, they might not be able to hear that information and make those changes in their own life. If I have a relationship with them, I feel like they’re more likely to come in and check in with me and talk to me about things so that I can kind of guide them through and give them the information that I know that might be able to help them so that they can help their children. I think that’s huge, and I think for many of our families too there might be a mistrust of the system.

**Confronting Conflict, Challenges, and Change.** The next category that emerged is the ability to confront conflict and/or change. An eighth-grade male student shared the advice that has helped him get through tough times: “My mom, she would say it when I was a kid but she
still says it now. Before she would say, ‘No mas porque estas en problemas debes de corer,’ in his own words he translated this to the rest of the group, “Just because there’s a big problem doesn’t mean that you have to stop or run away from it.” Student during the focus group discussions continually referenced the importance of confronting issues that bothered them and the benefit it had when they endured adversity. A female student used an analogy of having a small rock in your shoe; she shared this with the group:

   My dad always tells me when I sit down he always tells me that if I have a tough time, he always tells me to go to him. Then once I wasn’t doing good in school and he’s like, “Si no te quitas esta piedrita del zapato, nunca vas a poder caminar bien,” if you don’t take a little rock out of your shoe, you’ll never be able to walk well.

Families participating in the study echoed the importance of children being able to talk about issues going on in their lives. A mother raising her nephew, nieces, and own children explained, “Sometimes all my kids need to do is just say what’s going on. A lot of times that’s all they need.” An educator at the research site reinforced the value of acknowledging the difficulties that occur in life. She explained:

   I think acknowledgment first and then providing them the space later to figure out what happened for them. Because even for us, as adults, I think when we go through our challenges in our own personal lives sometimes we need to talk about it, if it doesn’t happen at home we’re not able to process what happened, it’s very difficult to jump back into the task at hand that we have to do for that particular day, and kids are no different.

The following section of this analysis explores significant factors that inhibit and enhance Relational Resilience.
Relational Resilience

“Mom: We have our hope.

Dad: And most importantly, we wake up and we're all here every morning.”

- Excerpt from a family plática with parents of an eighth-grade student on Familia

Grief and loss. A significant category that emerged during the student focus group discussion was with regards to the issue of grief and loss. During the sixth-grade focus group, four of the seven students discussed the loss of a close family member within the past two years. Among the eighth-grade students in the focus group, three students shared that they recently lost a close family member. All of these family members were grandparents with exception of a student whose mother passed away a year and a half ago. Upon reflecting on the passing of her grandmother, a sixth-grade female student shared, “When a family member dies or passes away and everybody comes together and everybody’s crying. That’s when pretty much almost everybody comes together and they start feeling really sad because that person isn’t there anymore,” she continued, “Even though it’s been a long time since my abuelo passed away, I still miss him a lot.” A peer in the same focus group reflected on the impact of the recent loss of his grandfather who lived in his home since he was two years old:

When my grandpa died, my grandma, she didn’t feel good. She didn’t want to eat for like three days and she kept crying and she couldn’t stop thinking of that. They’d been together for, I think, 30-something years…It made me sad to see my grandma like that. I just wished that my grandpa didn’t die.

Analysis of transcripts from the second focus group of eighth-grade students also revealed that grief and loss served as a significant category pertaining to factors impacting on students’
resilience. A male student eloquently explained, “When my abuelo passed away I felt like I lost him and my dad.” Immediately after this statement, a female peer responded, “Huh, I don’t get it, what do you mean?” to which he responded, “I guess cause my dad really misses him, and he’s sad a lot, he doesn’t do the same things with me and my sisters.” A fellow eighth-grade student attempting to empathize with her peer shared:

Yeah, the same thing happened to my mom. When my grandma passed, my mom got really sad. She even lost her job because she did not want to go to work and she was depressed for a long time, but it’ll get better though.

The only student to have lost a parent had these words to share as it related to her loss:

I don’t think anyone understands what it’s like to lose your mom unless you’ve gone through it like me. Even though I have my dad, it’s not the same without your mom. I really miss her a lot.

Families who participated in the pláticas also shared the impacts of grief and loss in their lives. A mother shared:

My grandfather just passed away. It would be the kids’ great grandfather. They have never lost anybody and I’m very close to my grandma, to my grandpa. That was probably really, really, really hard for the kids, really hard because--well, yeah. They’ve been with him since they were small babies. It’s really hard to go through that. Because some of them, my goodness, it was horrible. I mean they wouldn’t sleep.

When asked what she deemed helpful for the children and the family during this difficult time, this mother simply shared, “I assured them that it was going to be okay and that it’s a part of life…the kids worked with the counselors here at the school and that helped too.” Among the four families participating in the pláticas, one family recently lost their second-grade daughter
nine months ago to cancer. This mother expressed her feelings of frustration when feeling like others expected her to quickly bounce back from the loss of her child:

> It never goes away. People expect them to move on and sometimes they're rude or they just disappear from their lives because they don't understand.

**Familia.** Another Relational Resilience factor that emerged from the qualitative portion of this study was the notion of *familia* or *family*. When reflecting upon what gave them strength during difficult times a couple shared the following:

*Dad:* Each other. Myself being laid off for some time now, over a year, year and a half, there are stressful moments financially. I get sick of seeing her mug half the time.

*Mom:* That's why I spend so much time at the school. He's like you might as well live there.

*Dad:* You might as well get a job there. It's tough but in the end just leaning on each other and letting each other know I got your back, we'll get through, we'll find a way. It's humbling. A lot of times it's very humbling to, like hey Dad, do you think you can help me out this month on this bill? It's very humbling. In the end, regardless of the situation and scenario, we know we have each other. We have extended families who are very supportive.

*Mom:* We have our hope.

*Dad:* And most importantly, we wake up and we're all here every morning.

The mother raising her nephew, nieces, and own children also spoke of *familia*. She explained the following:

> To me, family it gives me strength, it’s everything. It means everything because, well, I have three brothers and two sisters so I came from a big family. My parents, they
divorced. It meant a lot to me to try to do the things for my kids that I didn’t have from my mother because she was really not a part of my life 16 and on. My choices with my kids are so different, like they mean the world to me. Me doing and being able to have them around me is joyful. I love it. I love the experience that I have with them.

Another family member identified 

familia

as her source of strength. She explained, “It’s the most important part of life, right? I think that’s one of the main things we’re here for, to make our own families, and they should be like the first priority for us.” A single mother raising four children eloquently spoke on the value of 

familia

and how thinking about her children gave her strength during times of adversity:

I gave birth to them. I carried them, I nurtured them and the fact they come from me…they’re part of me. That is life. That’s what family means. They’re part of me, yeah. They have that connection to me, and I’m responsible if anything should happen to them. I don’t know, it’s hard to explain or something. It’s just that they come from me, they come from me.

**Quality of parenting meets child’s needs.** Spread throughout student focus groups, family pláticas, and educator interviews, the category of quality of parenting meeting a child’s needs emerged. One aspect that both sixth- and eighth-grade focus groups referenced was the way in which parents or caretakers provided academic support or monitoring for children.

*Academic support and monitoring.* A sixth-grade student recalled his transition to the United States from Cuba:

Four years ago or three years ago when it was my first year in the United States and I didn’t know any English, my step-dad every night after he came back from work he
always took out a book for me and read with me 30 minutes and read with my sister 30 minutes so we could understand English better.

During the eighth-grade focus group students talked about how parents were supportive by “Helping them with their homework” or “Supporting them when they don’t understand a problem [with regards to homework]”. With regards to academic monitoring students also had this dialogue:

Female Student #1: Their kid coming to school and they’re like oh so how’s my kid doing?

Female Student #2: Just supporting them.

Female Student #1: Knowing when their projects are due. Helping them with their projects; things like that.

*place for child-parent dialogue.* Students also discussed the importance of being able to talk to their family members when they experienced difficult times. A sixth-grade male student explained, “They give me a small speech when I’m going through tough time in my life and stuff…and remind me to be strong, never give up in school.” Upon reflecting on her parenting skills and what has been successful during tough times, a mother shared this bit of advice:

They need just to hear that no matter what they do or if they don’t accomplish something that I'm still there no matter what, no matter if they fail as long as they try. Just as long as they have that assurance from me and my husband that we’re there for them, it would be okay. I think that makes them feel good.

Another mother participating in the family *pláticas* also touched on the importance of children having a place to talk about poor choices that they’ve made. She shared the following:
You know I think that no matter what, talking to you [sic] kids about what they did wrong is best. Sometime [sic] my kids think I talk too much, [parent laughs], like X tells me, “Mom, why can’t you just be like other parents, just whip me and get it over with? Why do we have to talk all the time?"

**Being Present.** Parents and students also spoke on the value of being present in the lives of their children as a factor that enhances resilience. An eighth-grade student had this to say about his mother: “She has six kids and she’s a single mom and she still takes us to basketball practice, she never misses one of our games. She’s always like, ‘How was your day?’ and stuff.” He concluded his reflection on his mother by saying, “No matter how busy she is, she makes time for us.” A classmate in the same focus group also talked about the value of being present in the lives of middle school students. He also spoke about his mother:

She has eight kids. Four of them are already grown up but she still has time to visit them or talk to them. She always makes time for them. She makes sure she calls them even though they live on their own and makes time for us.

A student female under the care of her aunt had this to say about the value of making time for family:

My tia [aunt] is amazing. She’s the only one who has actually stayed long enough when my mom and dad left. She still has time for everybody even though we have seven different kids in the house.

**Finding a Balance.** The participating parents and caretakers of this study also acknowledged the importance of being present in the lives of their children. One parent explained how this is the most difficult part of parenting:
Oh, my goodness. Probably, there's not enough one-at-one time with all of them, because there are so many of them that they do want that one-at-one time and I can't give it to them all the time. Even her being 14, she strives for that a lot too. “Mom, you don’t do this with me.” I can't. I mean there are so many of you guys and it's really hard. If I could have more one-at-one time with them, I would. Today I’m spending my day for her. Tomorrow is going to be day two. That’s extra time--can I come with you? She was able to spend a little bit more time with me and it means more to her and to me, but it makes her feel better.

Another parent talked about the challenges of being present at all of her children’s extracurricular activities. She shared the following:

I mean even if I'm 15 minutes late, I'm still there like with the boys’ kickball. I was getting her then I was going back and oh, my gosh. Try to make their games. They were like, “You’re always late.” I go, “Guys, I'm always late, but I'm 15 minutes late. It's not a big deal. I'm still here.” I can't be everywhere at once and I try to explain that to them. If I can't make your game one day, I'm sorry, I'll make theirs. Something with school, if I can't get it, I'm like I just try to do it evenly. It doesn’t always work out that way, but I try.

After affirming that the importance of showing up at her children’s activities, this mother continued:

It means a lot to them. Even if the game is over within 10 minutes, still I was there. I was still there and it still makes them happy because they’ll look for me, and like, “Oh, you were there. How long were you here?” It doesn’t matter. I was here.
A pair of busy parents offered this perspective when it came to finding a balance in context of parenting:

Time management and patience. With sports, we split. I do the girls, he does the boys. We’re gone from ten in the morning to nine, ten at night and that’s because we’ve got softball, we’ve got two football games, we’ve got another football game over here. In all of that in just a Saturday I have to make sure I have...I do most of the work for those days from packing everybody, making sure everybody has all their stuff just because I’m the stay at home mom but if you don’t have your stuff in the garage, I’m sorry but I’m not cleaning it and I’m not responsible for it the next day. Everybody has to do their part better yet.

Self-Care of Parents. In addition to reporting the limitations and challenges of time as it related to parenting, parents also shared ways that they took moments to take care of themselves. The parent raising seven children explained one hour a day of Zumba helps her keep balanced while taking care of her family. Her introduction to Zumba occurred when her niece nominated her for a Mother’s Day award, which she won. She explained the following:

My niece had wrote a story one year, maybe two years ago. The Mother’s Day essay, and she actually won. They were having this little fiesta on Third Avenue on Mother’s Day. We went and I was presented with a gift bag and personal kinds of gifts. It was awesome. The letter that she wrote was amazing. It was so amazing. It was touching but it was great. One of the certificates that was in there was this place called Lotus Fitness Center. It had Zumba and I was like “hmm.” I was trying to lose weight. At that time I was like, oh my goodness. I picked up the phone, got a machine and said, “Okay, I’ll call later.” I didn’t call for maybe a week or so. I did finally call and now it’s going
to be two years since I’ve been going. It’s like my sanctuary. My one-hour a day, nine to 10 I put everything else on pause. I have to do it. It just makes me feel better.

**Cross-Generational Connection.** Across student focus groups, family *pláticas*, and educator interviews, participants referenced the source of strength that originated from relationships and responsibilities to each generation. Within focus group discussions, students spoke of relationships across generations as motivating factors. A female student shared:

> Sometimes when I get bad grades or make bad choices dad gets disappointed. I’m disappointed because he’s been working so hard to get me to where I am right now. He went through a lot of stuff. And I want to make him and myself proud.

A parent explains how remembering her relationship with her mother encourages her during difficult times:

> My mom was a single mother. See what she went through to provide and do for us, there are no words that can explain what she did and where she did it and how she did it but she did it and it was done. Thinking about how she was a mother to me makes me want to be that for my own kids.

An eighth-grade student spoke about the stories and lessons that were passed down from generation to generation. This student explained the following:

> Like all these memories they have from when they were little, when they show those to me and then they tell me like how they compare me to them. It helped me like--their past with my past, well, what’s happening with me. It helps me like it shows me what they did and how they passed through it. It helps me.
The aunt who is currently taking care of her nephew, nieces, and own children spoke of how her own experiences of growing up without her mother help her relate to her middle school aged niece. She said:

I understand where she’s coming from. I think it’s just the whole fact that - I mean she has me and she has her uncle but I think it’s the whole growing up she didn’t have her mother. She always has this little - I know, this little hole missing, but I always tell her, “Don’t worry. I know where you’re coming from.” I tell her, “I can experience what you’ve experienced. I get it. Same thing I went through with my mother honey, you went through with yours.” I’m glad that I can relate to her on that in that issue. She’s able to talk to me about it.

A mother raising bi-racial children explained the importance that previous generations played with regards to developing a strong sense of ethnic identity. She shared, “I remind them that previous generations fought for us to be where we are at now. Things are not perfect, but I think it helps them when they have a hard time [on being bi-racial].” In addition to student and family voices, educators also articulated the value of cross generation connections. An educator added:

When I think about resilience and storms in life, roots go to the stories of your family, the stories of your ancestors, where you come from, what we’ve been through in life, too, and the responsibilities that we have as a result of the sacrifices that our families went through. I think about that, that it’s not just one life being led or lived, but it’s a life that is a result of other people. I look at it as like a responsibility, so I think your ancestry is huge.

He continued:
We have a responsibility and accountability to ourselves and our families and the past
generations and the future generations to continue to push through.

**Quality of Relationships with Educators.** The following section summarizes
behaviors/actions that enhanced Relational Resilience for Latin@ youth.

*Being accessible.* Students in both focus group discussion reported that having a teacher
who was easily available was important. A sixth-grade male student shared, “Every time we
didn’t understand the question, we just told her and she would spend her time helping us so we
could do better because she wanted us to get good grades.” Students in the older focus group
explained, “I think we’re lucky here at MCLA because our teachers are always there for us.” A
female student added, “We can come before school, text them, Facebook them, or message them
on Edmodo.” Parents also articulated the value of having teachers who were accessible. One
parent explains, “Being able to contact Mr. X made all the difference for me. I like that I can
email him and he gets back to me right away.

*Home-School Communication.* Along similar lines, the importance of home-school
communication emerged when analyzing transcripts across interviews. This was especially the
case when examining family pláticas. A mother explained:

Communication is really important. Just let them know what their expectations are,
what’s accepted, what’s not accepted, what will be tolerated, what the consequences are.
Just all that. Talking to them, understanding. Again, communication as a whole.

During a different family plática, a mother added:

Just let the parent know; Monday, everything was good this day, little initial on the
bottom. Tuesday, missed this assignment, was disruptive. That way if they don't have
the time to sit down, do an email at the end of the day, they can sit down and do a little
log of how the kid did. That way the kids know that we're on top of this. I think that goes a long way.

A father reflects on the importance of communication from the home end. He explains how he has observed the communication that his wife has established with staff members:

She has that communication with all their teachers. She has communication with yourself and the counselors and then the principals and all that type of stuff.

Communication from school staff would be key. I don't know that everybody and I'm sure not everybody is blessed to have that communication with as many people as we do, but if we didn't, I would say that that would be the biggest thing. Communicating with a parent, if assignments aren't in, which they have this new program Edmodo.

The parent who recently lost her child to cancer articulated the importance of constant, continual communication or contact with parents is important, especially for families who’ve recently experienced a devastating loss. She shared the following:

I feel like Mrs. X is more constant than other teachers. Every time she sees me, she says, “Hello,” and she asks about the other girls like Jenny, for example, and how she's doing and she still talks to Natalie. She’s always wanting to know how we’re all doing.

*On Addressing Mistrust.* Establishing trust with families and students who may mistrust the educational system may serve as a necessary condition when promoting Relational Resilience. The veteran school counselor explained:

That’s one of our challenges I think as educators. It’s kind of moving past the mistrust that we’re here to provide support and information, but that’s only going to happen if there is a relationship and there is trust. Otherwise, you’re just a part of that system and if they’ve had experiences whether it be through bad educational experiences or CPS or
whatever that might be, they’re not likely to access it so therefore you’re not going to be able to impact that child in that family. That to me is really, really important. It’s really becoming more just than an outsider, you know, a counselor or an educator that doesn’t have a relationship with those individuals but to really be somebody that they feel like they can confide in and then ask for help if they need it.

_Knowing the Whole Child._ Parents and educators both spoke of the value of teachers knowing students’ needs beyond the walls of the classroom setting. Perhaps the most poignant example comes from the parent who spoke about the role that her daughter’s teacher played in knowing her daughter’s needs while going through chemotherapy. She explained:

Like she knew how to look at how she was and if there were kids sick. They would let me know so she wouldn’t have to be here, and I could just take her so she wouldn’t catch anything because of her low counts for immune system. She knew how to deal with her because of her shyness, too.

_Beyond Traditional Roles._ Parents, in particular, talked about the support that educators provided that went beyond their traditional roles. In particular, one parent shared the following:

Their support like whatever I needed they were there like bringing the girls to the hospital, to the ceremony. One time she was there for - when she was discharged, so she took her time to just take the girls and then bring us back home and she waited for us, like they needed whatever work and like she wasn't supposed to be here because of her health. The school let Ms. X take some of her time here to just go teach her over there. When she had Ms. X come over to the house, she enjoyed doing it and she was doing the work. She wasn't just like if she wanted to do or anything. She felt comfortable. She knew that teacher and she was really working on school stuff.
A Solution-Oriented Teacher. Parents also referenced the importance of having a teacher who was solution-oriented. During one family plática, a mother described a teacher who she admired:

I see her strive for kids. I see where she wants them, what she sees for their future. She has a vision and she doesn’t accept “no” and “I cannot” or “it’s too hard.” That’s not acceptable. There’s a way of finding out how it’s going to work for you. Not the same strategy works for everybody and if it doesn’t work for that student then let me find this other strategy that will for this. Let me help you out. How is this going to work for you? She’s always regardless whether they’re in her class or not anymore, still looking for them and still seeing how they’re doing and where they’re going. They can still come to her and say what is it? How can I help you? Can you help me do this? Sure.

Bullying. Lastly, the category of bullying arose upon analysis of both student focus groups discussions. In particular, bullying was referenced as a factor inhibiting Relational Resilience. During each focus group, students openly discussed how they’ve both observed and been victims of bullying. A male student in the sixth-grade focus groups began by describing an incident of bullying that he witnessed:

Male Student: There’s a kid in Mr. X’s class, since he’s chubby everybody starts calling him names and then once, everybody started calling him names because he had only like three milks. Everybody started calling him names that had to do with milk and all that. Then last year, the kid, he was in the same class as X and he always used to make fun of him and he always took his stuff away.

Facilitator: How do you think that’s impacted that student?
Male Student: He felt bad. Every time he did that to him he just ignored him and he just sat down. Every time at lunch recess, I see him alone reading a book.

Facilitator: What’s that like for you to see him?

Male Student: I feel sorry and sad for him because he’s supposed, at recess he’s supposed to have fun and not just sit at the table.

Immediately after reporting how seeing bullying impacted him, a female peer chimed by stating, “That makes me sad. I used to be bullied last year at my other school. And I hated coming to school because nobody did anything about it.” Students in the eighth-grade focus groups also reported bullying as a factor impacting students at the middle school level. They insightfully explained that kids bully other kids “because they want other kids to feel the same way that they do.” When asked why bullying is an issue at the site, both sixth and eighth graders reported that students may be reluctant to report bullying for fear of being called a “snitch” and explained “sometimes when the bully knows that you’ve told on him, it just gets worse.” The following section of this chapter explores Communal/Contextual Resilience factors impacting on Latin@ middle school students’ resilience.
Communal/Contextual Resilience

“People [students] might be focused more on what’s going on in their house than what’s going on in the school. I think teachers don’t always remember that.”

– Eighth-grade male student on safe spaces for students

“Music relaxes you like it--it’s like a therapy in some way, but your own kind of therapy. You choose what you want to listen to and you choose the vibe of it, how fast it goes and how slow it goes. It’s just depending on your mood like it’s always there for you when you need it. Something you can always remember.”

– Eighth-grade female student on music

Academic Stressors. The students within each focus group also referenced various academic stressors. In fact, during the eighth-grade focus group students were quick to explain the stress they felt related to academic demands and the challenges of managing their time. A female student explained, “Sometimes they [students] don’t put the effort in and when it’s two weeks before the semester ends, you’re like oh my god I need to turn this in, I need to turn this in and you get all stressed.” Students in both focus groups also referenced the academic stressors they felt related to performing well for their family. One student explained, “You think that your parents are going to be mad at you if you bring home a D or an F. You’re trying really hard and then you still don’t get the good grade and you’re stressed out.” Students in both focus groups also explained that a middle school grading system brought about stressors as well. A male student in the eighth grade focus group said, “If you miss one thing, your whole grade suffers…if you do one thing wrong for grades, then it kind of messes up your big grade. I think we should
have lots of different ways to show if we know something.” A distinction between sixth- and eighth-grade students was eighth graders having to conduct more group-based assignments. The pressures related to coordinating schedules after school was a significant concern for all eighth graders. One male student explained, “We have to do all these projects where we work in groups and a lot of times we have to work together after school. It’s hard for us to find time to work on these projects because I have to help my mom take care of my brothers and sisters.” Immediately following his comment a female peer jumped in to say, “Yeah! I don’t like having to do those projects after school. Me and my cousin have to help take care of things at home, and I just don’t have time to meet for all those projects.” Another distinction between sixth- and eighth-grade students with regards to academic stress had to do with eighth-grade students’ access to the internet after school hours. Students reported that while each student possessed a laptop, not all students had access to Wi-Fi at their homes. An eighth-grade female student explained, “Don’t get me wrong, I love having a laptop! But not everybody has access to internet at home.” She continued, “Like my friend, X, she has to ask her neighbors to use their Wi-Fi so she can do her homework or post it on Edmodo – it’s not fair cause [sic] not all kids have internet access.” As indicated by students, it is important to be mindful of how to successfully integrate technology with families who may not have the resources to fully take advantage of it. During a family plática, a parent with the financial resources to have internet access talked about his uneasiness with the school’s adoption of Edmodo, a website that allows students, teachers, and families to communicate online. According to this parent, Edmodo is used to report students’ progress on assignments, projects, behavior, and grading. While appreciating the accessibility that it provides parents, he expressed the following concerns:
I don't have as much control over checking and make [sic] sure everything is right or that everything is there. We can check on Edmodo and say you got 5 out of 10. Why? We can't see the actual form and say this is how it is. This is why you got 5 out of 10. The work isn’t being sent home, so I can be like, “Okay this is why your project, this is why you only got 50% or this is why you got 80% or good job, look at what you did here and this is why you got 100%,” so that they can see where it is that they need help should I say or where they can.

**Poverty.** Another significant category that emerged from both student focus group discussions was related to poverty and its impacts on middle school students’ lives. Throughout each focus group students opened up and discussed the impacts of poverty in their lives. For example, a female student in the eighth grade spoke about the challenges faced by her single mother: “I worry about my mom a lot. She has to work two jobs, has a hard time paying the bills. She can’t always buy us things we want because the money she makes goes to rent and food.” When asked how this impacts her, this student replied, “I don’t know, she works so hard every day and always comes home so tired. I just wish she didn’t have to work so much.” After sharing her experience, a fellow classmate sympathized by saying, “People [students] might be focused more on what’s going on in their house than what’s going on in the school. I think teachers don’t always remember that.” When asked to tell the group more about his comment, this male student continued by saying, “Sometimes we don’t care about what the teacher’s saying ’cause we are thinking about things at home.” Students in the sixth-grade focus group reported similar impacts of poverty in their home lives. A male student spoke about the effects of poverty in a home where multiple family members are living under the same roof. More
specifically, he discussed how poverty impacted the relationship between his mother and his uncle:

My tio [uncle] has been living with us for two years now. My mom’s been having to give him loans that he can’t pay back. They’re brother and sister so she does it for him and he’s had to sell some of his things to pay the bills. He’s been stealing our stuff to pay for his bills.

The parent serving on the research site’s Parent Council had this to say with regards to the impact of poverty on families:

I know right now just having a lot of friends in this community, knowing a lot of parents just from the school and from everywhere else but you don’t have parent council, getting to know a lot more parents. Right now a lot of struggle is jobs, which becomes an economic problem for everybody. People are having to live three families in a home just to make it work because people can’t have jobs, can’t find them, can’t...myself right now, everything and anything I’ve applied have been over qualified or under qualified. It’s like okay, where do I fit in? I think that right there brings a lot of what am I feeding my kids today, they need shoes; I can’t provide it for them. They’re going on a field trip; they can’t go because I can’t pay for it.

Border Issues. Another relevant category impacting middle school students’ resilience is the U.S./Mexico International Border and its impact on participants. In particular, students and educators spoke about the ways in which border issues have affected their daily lives. A male student in the sixth-grade focus group shared, “Sometimes it takes us three hours to cross the border. But me and my sister just sleep in the car when we cross…I’ll do my homework on the way to school if I didn’t do it at my tia’s.” An eighth-grade female student spoke about the
recent deportation of her mom. She courageously shared, “It’s hard being away from my mom. Seeing her on the weekends is not the same like having her home.” Eighth-grade students at the research site have the opportunity to participate in a week-long overnight field trip to visit different college campuses in the Los Angeles area. An eighth-grade female student talked about the fear that her family felt around letting her older brother to attend because he was not documented. This student contributed, “I remember mom did not want to let my brother to go to LA College week…She was afraid that they would check if he was a citizen at that border check.” Educators also spoke of the impacts that the border had on Latin@ families. One shared the following:

In my class and [the school] later this year, we dealt more with issues of fear around papers and raids. I had a student who…her mom was taken away, and that stuff is tough on families and even ones that haven’t experienced them. They have someone in their family that was in this situation, and that concept of fear on your mind is tough.

The following dialogue ensued with an interview with a different educator at the research site. During the conversation the educator reflected on the impact that home issues have on students’ ability to focus in class. As the dialogue unfolded, he became more aware of how deeply the impact of border issues may have affected one of his students.

Educator: I can picture right now two students from today. We had conferences with them. There are problems happening in the home. It was just like they were out of it sitting there.

Interviewer: Zoned out.

Educator: Zoned out.

Interviewer: What do you think they’re thinking about?
Educator: At the moment, I’m not thinking about it because I’m trying to talk to the other groups of kids.

Interviewer: You just have that picture in your head.

Educator: Yeah. Right now at the end of the day, yeah, that’s what kind you think about, you know, what’s going on. Is it something that we just finished talking about a week and a half ago? Is there something new? With one of our students, there’s something new.

Interviewer: Can you say more about what you mean by something new?

Educator: Yeah, mom last week was picked up by immigration. She was already struggling because three years before her sister had passed away, and that took a huge toll on her.

The educator went on to share that since the deportation of the student’s mother she is currently under the care of her 25-year old sister and now shares a home with seven other people. The educator added, “I know she misses her mom because she talks about missing her every day.”

**Ethnic identity.** Throughout family pláticas and educator interviews, participants spoke of the protective qualities that ethnic identity provided youth. This is the case for the mother raising bi-cultural Latin@ children. She began by saying, “Since they were young, I wanted them to know about Cesar Chavez and Jackie Robinson so that they know the struggles they faced.” When asked why this was important for her to communicate to her children she explained the following:

Unfortunately there still is a lot of racism, and I know that my children might get teased for being Black, or Mexican, or cause they’re both, Black and Mexican…I want them to grow up being proud of who they are…I want them to know where they come from.
A different family member spoke of the value that developing a strong ethnic identity had on her child:

   No doubt, we are proud of being Mexican. When I went to X high school and was the only Mexican, it was tough. Fortunately my mom taught us to be proud of who we are and I think that helped me…I hope that it will help my son too.

An educator eloquently had this to contribute with regards to ethnic identity as a resilience-enhancing factor:

   Identity is really something like your roots, when storms come, a tree is going to be blown down if it doesn’t have roots, but ones that are dug deep into the ground are ones that will stay.

**Music.** The category of music also emerged as a significant factor that enhanced middle school students’ resilience. Throughout both student focus groups, multiple students spoke about the healing qualities of music. An eighth-grade student reflected on the ways in which music helped her during difficult times in her life. She shared the following:

   Whenever I’m down or I just can’t think, I always go to music because when you actually listen to the song like when you’re sad or something and need something. Whenever I listen to it and need something, sometimes I can relate to what the person is saying even though sometimes people that are seeing it don’t relate to it. It’s a way for me to get calm. I tune everything out that’s loud or something.

Similarly, a sixth-grade male student said, “When you feel sad and you just put on one song and it cheers you up. The mood totally lifts up.” A fellow sixth-grade student had this to say when thinking about her moments of feeling angry with family stressors, “When we’re frustrated and you hear music, then it takes away your frustration.” A male student simply added, “Because
when you’re in a problem, you listen to it and you get relief or something.” When reflecting on
the loss of her sister and recent deportation of her mother, a student in the eighth-grade focus
group discussion shared, “I start thinking about all this stuff and then I just start crying, and I
listen to music and it’s a relief that it’s something that makes me feel a little better.”
Immediately after sharing the value of music in her life, a peer chimed in, “When you hear music
you feel like you’re not alone.” Also describing the healing qualities of music, a student under
the care of her aunt had this to say about music:

Music relaxes you like it--it’s like a therapy in some way, but your own kind of therapy.
You choose what you want to listen to and you choose the vibe of it, how fast it goes and
how slow it goes. It’s just depending on your mood like it’s always there for you when
you need it. Something you can always remember.

Educators also discussed the healing qualities of music in the lives of students. An educator
discusses the tensions of allowing students to listen to music within the classroom setting:

I don't have a problem with kids listening to music. I feel sometimes as a teacher I'm not
going to say, demand I need your ears 100% of the time. No. The bottom line is this is
what we’re working on. If you can listen to your music, cool. Some kids struggle with
that, but I know that it can help them get through some things. I know it can help.

The site’s school counselor also spoke about the healing qualities of music in the lives of
children:

It’s unfortunate because I don’t think that we put enough emphasis on music and arts and
those types of things in school. I mean even reflect back on what helps me. I mean, I even
try to play music here in the counseling center to uplift. It has impact on kids, I think for
some kids sometimes it gets them out of their emotional state, and it might be something
that makes them feel better in that moment. It’s a strategy for coping. It’s a strategy for releasing emotions. I also think it might even be an escape for them sometimes too. It might provide an escape from whatever it is that’s going on for them at that time. Yes, that’s something that I wish we could incorporate more into the school day because I think it speaks to kids of all ages.

A different educator added these words with regards to the value of music:

It may look like you’re doing something in isolation, but I think when you’re listening to music you’re very much connected to sort of the – you know, whatever your cultural – whatever has you connected to the planet in some way. I mean, it’s your music, and so why doesn’t that play a more prominent role in what we do? I mean, I’m always talking about how we use a lot of music in what we do, you know, like every time they come in for an assembly there’s music, everything we do is driven by music. When we’re out here there’s music, in all of our events there’s music. So we keep infusing it, but the classroom seems so quiet sometimes to me. And I’ve often asked, why can’t they listen to music when they take the CST? And I’ve heard different responses, I think it might be illegal, but it’s like, why? You know, I mean, the architect that’s working right now at her desk making a drawing is probably listening to her headphones. You know, most people at work listen to music while they’re working. Why can’t kids?

**Safe Spaces.** Across student focus group discussions, family *pláticas,* and educator interviews, the importance of having a safe space to discuss the challenges in youth’s lives emerged as a significant category. A female student in the eighth-grade focus group discussed the safety she felt when confiding in educators at the site: “I like that you can be open with them; they’ll trust you and they won’t tell anybody. If you want them to keep your secret they will, and
they won’t tell anybody unless they need to do it.” A classmate contributed, “Kids should feel welcome and safe and just not all scared to tell what’s on their mind; just let them…You can say whatever you want; go ahead and speak your mind about what’s bothering you.” Students also discussed the importance of allowing students the space to come and seek support on their own terms. A male student reported, “I think what they should do is just give you time; don’t force them to try and talk to you because it’s not going to work.” A female student provided this example:

Because sometimes when I was back at my other school they’ll be like, “What’s wrong, what’s wrong, what’s wrong?” and they would force you to tell them. I never actually told them because I didn’t want to. I just feel like I could trust them but they would be like, “Oh you tell me because I’m your teacher,” I’m like I know but not like I feel open to you.

Additionally, parents also articulated the importance of having a safe space for their children in schools. A mother offered her advice:

They [youth] should feel like they’re in a safe place or they can count on the help of their teachers, because I know that sometimes there’s … I’m not saying here or anywhere else, but there might be kids that don’t feel safe at home but they feel more comfortable at school. I think that would be one of the main things to make them feel like they’re not having a good time at home or whatever. At least they’re having somewhere they can count on like with their teachers because … I remember like sometimes X, I can’t remember what years, but she would say that she would tell the teachers something and they would just ignore it. I’m like, ”Well, just go to the counselors. They’ll listen to you.”
The teacher might not listen to you because they have so many kids. It didn’t make me feel good about that.

Upon reflecting on her experiences working with Latin@ youth, the school counselor also articulated the value of providing a safe space for students in the site’s counseling center:

What I have felt like has been really helpful and what kids have accessed here through our work and our counseling center is being able to have a space to talk about it and not necessarily to leave it behind but to be able to talk it through with somebody, to be heard. Then when they’re feeling like they’ve released some of those emotions or what they’re going through, when they’re ready to say I’m ready to go back to class or I want to rejoin my class, or something really powerful about giving kids control in that way, I think.

Because a lot of times they don’t feel like they have control over what’s happening in their lives, so the least we could do is, you know, offer them that space and then ask them when they’re ready to go back into what they need to do.

While this eighth-grade teacher was aware of the importance of creating safe spaces for youth, he also described the challenge of doing so during a time of high stakes standardized testing. He explained the following:

It makes me think about how much of my responsibility as an educator and a teacher is to continuously think about healing students because if you can't reach them, you can't teach them. I know that unfortunately, the school day doesn’t provide... I don't think provides or the amount of standards that a teacher needs to push forward and then the expectations right now. We're dealing with the testing, high stakes standardized testing, which means that I have expectations.
Yet even though this educator expressed feeling the pressures of testing, he acknowledged the value that comes when giving students a safe place to tell their stories. He spoke of a student who is dealing with separation of her mother and father due to neglect issues:

I think a lot about X, you know, and when she shares things, it’s crazy, and I know she wants to share them, too, but she’s still learning about what that is and the responsibility behind it, but when I’ve seen her share her story, I’ve seen her smile a little bit more. I’ve seen her grow a little more. I’ve seen her just sit up a little bit, so there’s power into that story and sharing it.

**Spirituality.** Across all qualitative methods, participants in the study cited spirituality as a source of support during difficult times. During focus group discussion, students simply explained, “Praying helps me get through hard times,” and “We prayed a lot as a family when my abuelo died,” or “When I pray at night it helps me get rid of my worries.” Adults participating in the study offered more complex explanations as to how spirituality helps families and students during difficult times. An educator working at the site said the following:

I think the spiritual component could be a really good thing for kids. I’ve seen a lot of our kids that, from an outside perspective, you would say they’re going through so much but then they talk about how it’s a routine for them to go to church, or with grandma and grandpa, kids that cite scriptures or talk about the Bible. For me, I think that if we can even draw from that, I think that helps our kids with the sense of like, who they are, they’re connection to other people and then, if it’s relevant, connection to God.

A single parent raising four children discussed the importance of spirituality in context of advice she’d like for her children to always remember: “God knows why you’re in that particular place and He knows what He holds in front of you. You have to have faith that He has something set
for you.” During an in-depth family plática, the mother who lost her daughter to cancer spoke about the role of spirituality in her own healing process. More specifically, she referenced times when her daughter visited her after she passed:

Some parents get different signs, not just one type of sign but like different kinds, like the butterflies like just being there. The other one’s dragonflies. One time we went to visit her at the cemetery, and there was like before you get to her spot, there was like a flower arrangement on the floor for somebody else and there was a pothole they have been using like the sprinklers. There was this dragonfly on the water, so my husband picked it up and it was still alive. Then I was looking at others because they were around the flowers, so I went like this and it was following and landed on my hand. He put the other one next to me and I told him to take a picture. He took too long and they flew away. Then I’m like, “Oh, you took too long,” and then one of them came back and it landed on my face, then he took a picture of that. That to me was a sign.

She also spoke of different times when she felt her daughter’s presence:

Around July, I think, I went to a friend’s house for a few days, and the day we were coming back, I just looked up at the sky and it wasn’t like too late, but the sun was probably around that, like that high, and there was no clouds or anything. I looked up straight up and you could see like some rainbows, but they were not your regular rainbows like you see in front of you like that. It was more like stain up in the sky. I’m like, “Look at that,” and I’ve never seen them like that. To me, that was a sign, but I also felt like one time I smelled some fresh roses like a scent. When I looked everywhere there were no flowers, and I was inside our room, too. I think those are signs.
The mother also spoke of an instance of her daughter’s spirit visiting a friend she had made who also had cancer. The following dialogue ensued:

Parent: I texted Ms. X [educator at the site] later on, and I told her that I think that day or the day after, I called X’s mom and she said, “Well, she’s been here three times,” and I was like, “Oh.” That day I talked to her, she said that she did talk to him, and she told him he would be okay. She would help him.

Interviewer: She’d help him …?

Parent: Crossover, so he knows. X didn’t know but he knows he’s going to die, and he’s okay with that. She was sharing more stuff like he cried when she told him that X passed away, and then like recently because he’s getting uncomfortable like he’s in pain, he says, “Oh, I miss my friend X. I miss her rubbing my head.” She’s like, “Oh, that’s okay. I can rub your head.” He’s like, “No, but it’s not the same.” I’m like, “Oh, I didn’t know like where that connected,” because they only saw each other for a few weeks up there and not every day.

When asked how she made sense and meaning of her daughter visiting her friend who was fighting cancer, the mother responded:

First, from the moment we knew, after you accept what’s going to happen, I would see it differently like maybe she was here for a reason, that we were just borrowing her, and like she has other missions after that whatever she came to do here that we’ll find out someday, but she has missions up there [heaven], too. I guess one of her missions is to help other kids do that like when they’re passing on especially if she knew them.
Words to Latin@ Youth: On Being Resilient

At the end of family pláticas and educator interviews, participants were asked this final question, “If you could plant any words of advice into your child or student’s mind to help them during difficult times, what would you say? What would you want them to always remember?”

Here are their words, uninterrupted.

_Educator voices._

“Well, that you keep fighting, and you don’t quit, you never quit.”

“That they [youth] have strength and it’s going to get better. I think just that reassurance that they’re going to be able to get through it. So many times I think adults and kids sometimes look at their life circumstances and it’s just as overwhelming. It feels like it’s the end of the world that things aren’t going to get better. What I’ve seen and what I’ve learned in my own life and just even with working with kids is that they might be feeling a certain way in that particular moment and it’s okay to be one with those feelings and to experience it because it’s hard, but that tomorrow they might feel a little bit better, or that later that day they’re going to feel a little bit better. That it doesn’t necessarily always have to be like that and that they do have that strength within themselves to make it through the day. I think those are the--when kids kind of experience that within themselves, that’s when they’re usually able to be most resilient, when they start to realize that because if they don’t and they start to feel like they’re victims and that life is just happening to them. If they don’t have any feeling of control, I think that’s when we start to see some of our kids have a really, really difficult time, and it can be challenging
for them. Even when they’re really little I think, and even when they get older I think just knowing like it’s okay, you’re going to get through this, it’s going to get better.

“What I would say is don’t allow this even to be something that you will regret when you’re older. If you can ever think of an event that’s regretful for you, then you know you didn’t make the right decision.”

“They have a purpose, they have a journey, they have a reason that I’m not going to tell them what it is. It’s bigger than anything else we know and it’s not about … I think about that consistently, about purpose is huge in our tough times we have to remember that we are sacred. We’re sacred and we’re here for a reason.”

*Family voices.*

“Look around and see what you have.”

“I would just say be patient and believe in your family and everything will come out okay. Again, that’s what we do. That’s how we look at things. Believe in each other, it will be okay.”

“I would just tell them that I love them and to never give up. Just try their hardest, that it will all work out. That's what I would tell them.”
“If they have something, they want to like say or something’s bothering, they can always tell me. They don’t have to keep it to themselves because it’s better to just let it out than to hold it in because I don’t think you have the same outcome. If you share it, then you let it out. If you keep it, it’s different. It’s harder on you if you have something heavy on you. I think I would just tell them that if something’s bothering, it’s better to say it out instead of keep it.”

“First of all there’s always somebody that’s worse off than you are. You always have to consider that there’s always somebody worse off than you and somebody better off than you, and there’s a reason why you’re in that particular place. God knows why you’re in that particular place and He knows what holds in front of you. You have to have faith that he has something set for you.”

**Mixed-Methods Analysis**

The purpose of this study was to explore and examine Latin@ students’ resilience as understood by students, parents, and educators. A sequential explanatory mixed methods design was used. In this research design, quantitative data were collected and analyzed in the first phase. Then grounded theory brought voice to the findings from the quantitative results. Findings during the qualitative portion of this study revealed points of concordance and discordance when compared to quantitative findings from the Child Youth Resilience Measure -28. This next section summarizes key similarities and distinctions when comparing quantitative and qualitative data.
Points of Concordance

The points of concordance within this study refer to instances where both quantitative and qualitative data affirm one another. Table 5.3 summarizes key points of concordance evident during the quantitative and qualitative phases. As shown in Table 5.3, a key point of concordance was evident when looking at the category of Sense of Purpose/Duty under the study’s theme of Individual Resilience. Second, when looking at the theme of Relational Resilience, a key point of concordance was found when looking at the quality of relationships with parents/caregivers. Lastly, when considering the theme of Communal/Contextual Resilience, the categories of music (as a protective factor), ethnic identity, spirituality, and safe spaces were found to be important when comparing quantitative and qualitative data.
## Key Points of Concordance: Comparing Quantitative and Qualitative Data

<table>
<thead>
<tr>
<th>Points of Concordance</th>
<th>Summary of Relevant Data during Quantitative Phase</th>
<th>Summary of Relevant Data during Qualitative Phase</th>
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<tbody>
<tr>
<td>Sense of Purpose/Duty (IR)</td>
<td>• Sense of purpose to students’ lives was found to be a significant predictor in Latin@ students’ resilience on CYRM-28. &lt;br&gt;• 82.5% of Students responded “Quite a bit” or “A lot” when asked “I think it’s important to serve my community.”</td>
<td>• Across student focus groups, family pláticas, and educator interviews, participants spoke of the formal and informal ways that students’ sense of purpose/duty supported them during times of adversity.</td>
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<td>Quality of Relationships(s) with Adult(s) (RR)</td>
<td>• While not a significant predictor in Latin@ students’ level of resilience on the CYRM-28, 87.3% of students responded “Quite a bit” or “A lot” to the statement “My parent(s)/caregivers watch me closely, and 83.7% selected “Quite a bit” or “A lot” to the statement “My parent(s)/caregiver(s) know a lot about me.”</td>
<td>• Within the theme of Relational Resilience, the category of family and quality of parenting. In particular, academic support and monitoring, providing a place for child-parent dialogue, striking a balance of in context parenting demands, and parental self-care were found as positive influences on child-family relationships.</td>
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<tr>
<td>Music As A Protective Factor (CC)</td>
<td>• When asked, “What helps you during difficult or tough times,” 30% of all students referenced music as a protective factor during difficult times.</td>
<td>• Overwhelming data across all 4 qualitative methods supported the protective quality that music possessed in the lives of youth during tough times.</td>
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<tr>
<td>Ethnic Identity (CC)</td>
<td>• 81.3% of participating students selected “Quite a bit” or “A lot” to the statement “I am proud of my ethnic background.”</td>
<td>• Parents and educators referenced the value of developing a strong sense of ethnic identity in context of enduring adversity.</td>
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<td>Spirituality (CC)</td>
<td>• When considering how this statement, “Spiritual beliefs are a source of strength for me” best described them, 63.9% of students reported “Quite a bit” or “A lot.”</td>
<td>• Qualitative data from the voices of youth, parents, and educators highlighted how a connection to a spiritual source supported families and youth during times of loss, change, and separation.</td>
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<tr>
<td>Safe Spaces (CC)</td>
<td>• When asked, “What helps you during difficult or tough times?” 35% of all students referenced having a safe space to talk as a source of support.</td>
<td>• Students, parents, and educators alike articulated the importance of having a safe, non-judgmental space to discuss the difficulties they experience in life.</td>
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*Note. IR = Individual Resilience, RR = Relational Resilience, CC = Communal Contextual Resilience*

A more detailed discussion of these points of concordance will be presented during the subsequent chapter.
Points of Discordance

This next section of the study summarizes points of discordance when comparing findings from quantitative and qualitative phases of the study. Points of discordance refer to the ways in which significant findings from the survey portion of this study contrast with findings from student focus group discussions, family *pláticas*, educator interviews and vice versa.

Below is a brief summary of key points of discordance:

1. Results from the student surveys indicated significant differences when comparing Latina and Latino students’ self-reported levels of Individual Resilience on the CYRM-28; however data from focus groups could not affirm this finding. This may be due to the fact that student focus group discussions were comprised of high-resilient, high-academic performing Latin@ students or perhaps to the ways in which students are socialized according to gender. Further exploration of the reasons for differences between Latina and Latino students’ responses on the CYRM-28 is recommended.

2. One-way ANOVAs revealed statistically significant differences when comparing middle school students’ grade level with sixth-grade students. These differences were found comparing students’ total scores on the CYRM-28 as well as self-reported levels of Individual Resilience, Relational Resilience, and Communal/Contextual Resilience. Across all of these measures, sixth-grade students reported higher average scores when compared to eighth-grade students. In efforts to more fully explore these differences, focus groups were organized by grade levels. Data from student focus groups revealed that eighth-grade students possessed a more mature understanding of the Individual, Relational, and Communal/Contextual factors that inhibited resilience. For example, eighth-grade students spoke about the impacts of poverty on a deeper and oftentimes
more mature level. While statistically significant differences found during the quantitative phase of this study may be related to students’ maturity level or students’ desire for more independence from adults, it is important to continue exploring why these grade-level differences exist.

3. When answering the question, “What variable best predicts students’ levels of resilience on the CYRM-28?” several significant predictors were found; these predictors included: (a) Students’ sense of purpose, (b) Awareness of students’ decisions having an impact on their own lives, (c) Levels of confidence in turning a bad situation around, (d) Whether a student considered her/himself a happy person, (e) The number of years students reported living with their family, (f) Whether a student reported being able to bounce back during difficult time, (g) Students’ sense of being able to work with another person who has a different opinion than their own, and (h) Students’ level of awareness of their own thoughts and feelings in the moment. Among all of these significant predictors, only one predictor emerged as students’ sense of purpose. The remaining seven predictors during the quantitative phase of the study may have been identified during the student focus groups, family pláticas, or educator interviews, but not across all three qualitative methods. Suggestions on ways to further explore these predictors in future resilience research will be presented in the next chapter.

4. Conversely, across student focus groups, family pláticas, and educator interviews, significant factors impacting Latin@ students’ resilience emerged from transcript analysis. Under the study’s theme of Individual Resilience, the optimism, navigating and negotiating resources, and confronting conflict, challenges, and change arose as important factors that facilitated resilience for students. With regards to the theme of
Relational Resilience, *familia*, quality of relationships with educators, and cross-generational connection served as factors supporting students during times of adversity while grief and loss and bullying emerged as factors inhibiting students’ resilience.

When considering Communal/Contextual Resilience, academic stressors, border issues, and poverty served as points of discordance discovered during the qualitative portion of this study. Discussion on ways to further explain these findings is presented in the last chapter of the study.

**Summary**

Key findings across the second and third phases of the study involving student focus groups, family *pláticas*, and educator interviews were presented in this chapter. These included how Sense of Purpose/Duty, Optimism, Navigating/Negotiating Resources, and Confronting Conflict, Challenges, and Change promoted dimensions of Individual Resilience. Additionally, *Familia*, Quality of Parenting, Quality of Teacher Relationships, and Cross-generational connection served as factors enhancing Relational Resilience. Finally, Ethnic Identity, Music, Safe Spaces, and Spirituality arose as factors promoting Communal/Contextual Resilience.

Across student focus group discussions, family *pláticas*, and educator interviews, issues related to grief and loss, bullying, academic stressors, poverty, and border issues arose as key factors impeding students’ resilience. A summary of mixed-methods findings followed qualitative analysis of this study’s findings. An overview of points of concordance and discordance across quantitative and qualitative phases of the study was presented.

The final chapter of this study presents overall findings pertinent to the main research question, propositions describing conditions necessary for enhancing Latin@ middle school
resilience, a discussion of this study’s limitations, and recommendations for further resilience research.
Chapter 6: Overall Findings, Propositions, Limitations of Study, and Recommendations

The purpose of this study was to examine and document Latin@ middle school student resilience. In particular, this study was designed to explore Individual, Relational, and Communal/Contextual resilience through the perspectives of middle school students, families, and educators. Findings of this study and supporting literature demonstrated that certain factors inhibit and/or enhance Latin@ middle school students’ levels of resilience. Understanding how Latin@ students are able to thrive in spite of, rather than because of, the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served. Grounded in the belief that the future of Latin@ students and their families is deeply connected to the future of our country, this study intended to contribute to the body of knowledge that addresses and acknowledge our inherent interconnectedness as a people. Additionally, data collected offered insight and understanding regarding the complexities faced by Latin@ youth as they successfully maneuver through the U.S. educational pipeline. This final chapter opens with the overall findings of the study and presents propositions describing conditions necessary for facilitating Latin@ middle school student resilience as articulated through the voices of youth, families, and educators. Finally, this chapter concludes with discussion related to this study’s limitations and offers suggestions for future research.

Overall Findings of the Study Research Question

The main research question of the study asked: What are Latin@ adolescents’ perspectives on resiliency and what do they identify for schools to facilitate resilience among middle school students?

The first phase of the study sought to obtain a general perspective regarding Latin@ middle school students’ self-reported levels of resilience. Quantitative results indicate that
Latin@ middle school students report high levels of overall resilience based on the Child and Youth Resilience Measure-28. Participating youth also reported high levels on the CYRM-28 subscales (Individual, Relational, and Communal/Contextual Resilience). A more detailed review of each item from the CYRM-28 indicates that Latin@ middle school youth self-reported the highest when answering: (1) Getting an education is important to me, (2) I am proud of my (student self-reported nationality), and (3) I feel safe when I am with my family/caregiver(s). Results from the quantitative phase of this study also found that the CYRM-28 was significantly associated with the CST Language Arts Proficiency Levels ($r = -.19$), CST Mathematics Proficiency Levels ($r = -.23$), and MAPS Reading Scores ($r = -.17$); however, total scores from the CYRM-28 were not significantly associated with all other academic measures. When examining significant differences based on sex, results indicated that Latina students reported higher levels across the board when compared to their male counterparts, but statistically significant differences were only found on the Individual Resilience subscale. Additionally, when examining differences among Latin@ students’ grade levels, findings indicated that students in sixth grade scored significantly higher than those in eighth grade when comparing total scores in the CYRM-28 and all subscales. Upon examination of students’ self-reported levels on the CYRM-28 and teachers’ assessments of these students’ resilience, no significant differences were found. Lastly, regression analysis found the following factors to be significant in predicting Latin@ middle school students’ scores on the CYRM-28: (1) Students’ sense of purpose, (2) Awareness of students’ decisions having an impact on their own lives, (3) Levels of confidence in turning a bad situation around, (4) Whether a student considered her/himself a happy person, (5) The number of years students reported living with their family, (6) Whether a student reported being able to bounce back during difficult time, (7) Students’ sense of being
able to work with another person who has a different opinion than their own, and (8) Students’ awareness of their own thoughts and feelings in the moment. The subsequent phase of the study sought to explore central research questions through the voices of students, families, and educators.

During the second phase of the study, an analysis of two student focus groups, four family *pláticas*, and four educator interviews resulted in three themes corresponding to Individual Resilience, Relational Resilience, and Communal Contextual Resilience. With regards to the theme of Individual Resilience, the categories of Sense of purpose, Optimism, Navigating and negotiating Resources, and Confronting conflict, challenges, and change were identified as resilience-enhancing factors. When exploring the theme of Relational Resilience, the categories of *Familia*, Quality of parenting meeting the child’s needs, Cross-generational connection, and Quality of relationships with educators were identified as resilience-enhancing factors while both Grief and Loss and Bullying were identified as factors inhibiting resilience. Lastly, with regards to the theme of Communal/Contextual Resilience, Ethnic identity, Music, Safe spaces, and Spirituality served as resilience enhancing factors, while Academic stressors, Poverty, and Border issues served as factors negatively impacting on the resilience of Latin@ middle school students.

The third phase of this study involved the integration of findings from the first and second phases of the study. An analysis of data across quantitative and qualitative phases revealed six key points of concordance. These points of concordance specifically related to factors that facilitated resilience, namely: (1) A Strong Sense of Purpose/Duty, (2) Quality of Relationship(s) with Adult(s), (3) Music as a Protective Factor, (4) Strong sense of Ethnic Identity, (5), Strong sense of Spirituality, and (6) Access to Safe Space.
12 Propositions for Facilitating Resilience for Middle School Latin@ Youth

The purpose of this study was to understand and explore Latin@ middle school students’, Latin@ families’, and educators serving Latin@ youths’ perspectives on resilience. Based on findings from this study, the following section suggests the 12 propositions as ways for school personnel to facilitate resilience for Latin@ adolescents:

1. **School personnel must take time to become aware of the circumstances impacting on students’ lives to promote Individual Resilience.** As the Latin@ population continues to grow and change over time, so will the Latin@ community’s needs. This is particularly the case when considering the needs of Latin@ adolescents. This study offered the researcher a unique opportunity to take an in-depth assessment of conditions both impeding and enhancing resilience at his work site. As articulated through the experiences of educators through interviews and the researcher’s own reflections, this study provided a deeper understanding of the day-to-day experiences of Latin@ youth and their families. Unique to this study location, educators discussed the value of conducting home visits to students’ homes at the beginning of the year. These initial home visits provided educators with a rare opportunity to both build rapport with families and become more aware of the needs of their students and families. In order to better serve Latin@ youth and help facilitate resilience within the community, researchers and educators alike must begin by taking the time to become aware of the circumstances impacting their students’ lives.

2. **Nurturing and quality relationships with parents and educators facilitate personal healing and promote the development of Relational Resilience.** This study revealed the importance of having positive relationships with parents and educators alike. During the quantitative phase of the study, students discussed the value of having someone to listen to
them during difficult times. Findings from this phase were reinforced during the qualitative portion of the study. In particular, the extent to which the quality of relationships with parents and educators met students’ needs promoted resilience for youth. Students and adults alike spoke of the value that healthy, positive, and consistent relationships had during times of adversity.

3. **Acknowledging student presence and voice through difficult times in their lives promotes Relational Resilience.** Another condition necessary for building resilience for Latin@ middle school students is acknowledgment. As articulated by students and parents alike, healing occurred when students felt visible, when they felt that they were seen. Students in particular spoke about the need to be seen and heard when going through difficult times. With regards to the home environment, students explained that small sips of acknowledgement were enough from their families. Similarly, when discussing relationships with educators students explained that they wanted to know that educators acknowledged what was going on in their lives. As simply articulated by one student, “People [students] might be focused more on what’s going on in their house than what’s going on in the school. I think teachers don’t always remember that.” Quite often, students discussed how feeling acknowledged was all that was necessary while experiencing tough times.

4. **Creating formal and informal safe spaces that are non-judgmental, open, and accessible promotes Communal/Contextual Resilience.** Across both quantitative and qualitative data, participants conveyed the value of safe spaces. Within context of this study, safe spaces refer to formal and informal locations where students and families were able to talk about challenging life circumstances. In particular, safe spaces were described as welcoming, safe, non-judgmental, accepting, open, and always accessible. Both formal and informal, these
safe spaces offered solace for students and parents alike. In order to enhance Latin@ middle school resilience, schools must begin by identifying such safe spaces and explore ways to create and/or open pathways for such environments.

5. Counterintuitive forces that focus on the mechanisms of learning rather than the holistic development of the students produce negative conditions in developing Individual Resilience. Within context of this study, both students and educators articulated the ways in which high stakes testing impeded Latin@ resilience. In particular, heavy emphasis on testing took time, energy, and attention away from addressing students’ personal-social needs. As shared by various educators in this study, the pressure felt by educators to raise test scores prevented them from spending time with students and acknowledging difficult life circumstances they were enduring at the time.

6. Understanding socio-political and cultural conditions impacting on the lives of students requires school personnel to be culturally conscious educators in order to build Communal/Contextual Resilience. In contrast to the first condition for developing Latin@ resilience, Beginning with Awareness, this sixth condition speaks to the value of developing educators who are culturally-conscious of the conditions impacting on Latin@ middle school students. Culturally-conscious educators are those who are aware of oppressive institutional policies and practices and the impact that these have on lives of students and families. As discovered during the qualitative phase of the study, border issues have greatly impacted the lives of participating students and families. Culturally conscious educators are also aware of their own biases and how these values might affect the ways they engage in relationship with those who are different than her/himself. Within context of this study and its understanding
of factors necessary for building resilience, culturally-conscious educators were deemed significant by students and parents alike.

7. Developing representative thinking that leads to students/educators learning from one another will develop students who are both multicultural and mindful of their own thoughts and emotions and promote Individual Resilience. Developing students who could work with people with differing viewpoints and who were mindful of their own thoughts and emotions could serve as a means towards enhancing Latin@ student resilience. Data analysis during the quantitative phase of the study revealed that students who felt that they were able to work with people who had different opinions than their own and who were aware of their thoughts and feelings in the moment were significant predictors on the Child Youth Resilience Measure-28. Additionally, students selected for the focus group discussions expressed the value of being aware of issues going on in their lives and the importance of being able to express this to someone they trusted. The researcher also noted that students who participated in the focus groups demonstrated an ability to both empathize and respectfully disagree with their peers. The researcher also noted that students were very aware of their own thoughts and feelings while simultaneously engaging with their peers during the focus group process. Exploring ways to develop students who are both multiculturally aware and mindful of their own thoughts and emotions may also serve as an important condition in promoting resilience. A female student participating in an eighth-grade focus group shared, “I think that if I made a school I’d have times where different groups would meet and then would talk everyday about their feelings and will open up to teachers and probably that would get things off their mind when they go to other classes in the morning.”
8. **Creating formal and informal ways for students to experience sense of purpose and duty will facilitate the development of Individual Resilience.** Study findings across all data points toward the protective qualities of Latin@ students’ sense of purpose/duty. A sense of purpose/duty was found to be the most significant predictor of students’ self-reported resilience on the CYRM-28. Similarly, students, families, and educators discussed the formal and informal ways that a sense of purpose/duty assisted students during tough life circumstances. More specifically, formalized ways refer to opportunities in which students could participate in organized, structured, and institutionalized activities (i.e. leadership, sports, and community service). Informal ways for students to feel a sense of purpose/duty refer to more fluid, less-structured, perhaps family-oriented activities (i.e. supervising of younger siblings, supporting younger siblings with homework, supporting with family with specific roles within the home environment). It may be important to consider the ways in which informal ways of feeling a sense of purpose/duty can be acknowledged within formal settings.

9. **Music being part of a student’s social and emotional environment can facilitate healing powers, protective qualities, and enhance strong relationships between learning and healthy development and promote Communal/Contextual Resilience.** Perhaps one of the most significant findings from this study is the protective qualities that music possesses in the lives of Latin@ youth and their families. While unable to speak specifically on how to implement or infuse music into the learning environments, this study provides considerable data describing the healing qualities that music has in the lives of Latin@ youth. It may be important to explore the relationship that music has on the healthy development of adolescents and its impact on student resilience within the school setting. An educator
reflected on the ways in which music might be of value in working with adolescents specifically:

They [youth] really like that music. What is it called, dubstep? Dubstep is not so much lyric-based, but it’s shifts of music so it goes in different … it has a lot of different changes in its patterns. As an adult, I trip on this and into it, but I'm wondering why is it … teenagers are the ones who really listen to dubstep mostly. What is it in the shifts that’s soothing to them? Dubstep goes back and forth in a song and which is a trip because that’s adolescence, right? That’s adolescence. Adolescence is in between. It’s all over the place. I agree and I feel like schools have a responsibility to utilize music.

Further exploration of the types of music that promote resilience for Latin@ students may also be worthwhile. While participants within this study cited a range of music anywhere from pop, to rancheros, to hip hop, an understanding of why individuals select a specific genre of music to help them feel better during difficult times might offer further insight into the protective qualities of music.

10. **Developing a culturally responsive school and home environment that supports a strong student ethnic identity are necessary conditions for promoting Individual, Relational, and Communal/Contextual Resilience.** Confirming previous studies, data from both quantitative and qualitative portions of this study points to the development of a strong ethnic identity as a necessary condition for promoting resilience for Latin@ middle school students. A majority of students (81.3%) participating in this study responded “Quite a bit” or “A lot” when asked if they were proud of their ethnic identity. Parents and educators also cited the positive effects that ethnic identity possessed when going through times of adversity. As articulated earlier by an educator, “[Ethnic] identity is really something like your roots, when
the storm comes, a tress is going to be blown down if it doesn’t have roots, but ones that are
dug deep into the ground are ones that will stay.” Continued research and development of
educational practices promoting a strong sense of ethnic identity may serve as a vital
condition in facilitating resilience in Latin@ youth.

11. **Recognizing the value of struggle in their parents’ and grandparents’ lives while**
    **providing support and encouragement enables students to acquire a deep sense of the**
    **value of Relational Resilience.** Throughout the student focus groups, family *pláticas*, and
educator interviews, participants discussed the role that struggle possessed in making it
through difficult times. In particular, participants’ awareness of the struggles that their
parents or grandparents endured functioned as a motivating factor when times were difficult.
A student shared, “Seeing my mom work two jobs makes me want do my best in school.”
She continued, “When times get hard for me at school, I just think of what my mom does for
us.” A mother was quick to identify her own mother as a source of strength during times of
adversity, and she recalled, “Sometime I just think of my mother when I think I have it tough.
I couldn’t even imagine how I’d raise 10 kids on my own. I think I’d pull all my hairs out.”
With regards to the value of struggle as a condition for building resilience, parents often
reflected on their past experiences during childhood as a source of strength during adversity.
Again a parent shared, “I think my struggles in life, what I’ve been through. Some of them
have been major. Some of them have been very minor. I think that’s one of the big...my
childhood and how I grew up, where I grew up is what has made me what I am today.” An
educator working offered this in context of the value of struggle:

    When things are going really hard for us in life as young people, we have to remember
    that it will allow us to grow. I was telling the kids today or this past week, I said, “You
have a lot of work this week,” and I said,” But on Friday, when it's all done,” I said, “I want you to have a great feeling about how I worked super hard and I'm ready to just chill and enjoy my break.” It's like being super hot and taking a drink of cold water, ice water. It's delicious. There's nothing that could beat that feeling right there of being super thirsty and taking a drink of water.

12. Creating culturally responsive school practices and curriculum that values equity as a basic human need is a necessary condition for promoting Communal/Contextual Resilience. Last and certainly not least, equity must be accepted as a basic human need in order to enhance Latin@ middle school student resilience. While defining equity can be an extremely complex and subjective process, all people have a need to feel that they live in a fair world. As articulated through the voices of youth, families, and educators, factors related to poverty and border issues greatly impact on the lives of Latin@ families. If we are to see equitable outcomes for Latin@ youth, it is important for educators, schools, and policy makers to understand, accept, and embrace how the future of Latin@s is tied intricately to the future of our country.

Research Study Limitations

While this study explored factors that inhibited and/or enhanced the resilience of Latin@ middle school students, it is important to discuss limitations related to this study. In particular, limitations related to the study’s research design, collection techniques, and sample population are noted.

Research Design

In order to understand and explore Latin@ middle school resilience, this study employed an explanatory mixed-methods design. While this research design called upon various forms of
data, namely student surveys, student focus groups, family *pláticas*, and educator interviews, the use of multiple sources of data might also serve as limitation for the current study. More specifically, because students participating in the study completed the survey prior to the focus group discussions, students’ responses during the focus groups may have been influenced by what they believed the researcher was expecting based on the survey’s contents. In efforts to control for this limitation, student focus groups were conducted three weeks after student surveys were administered. This was done in order to space out the time between the administration of the survey and the facilitation of the student focus group discussion so that items on the survey were less likely to influence students’ responses during the subsequent focus groups. Additionally, a semi-structured focus group format allowed for students to identify factors not identified in the survey. As described in the previous chapter, significant findings during the qualitative phase of the study emerged. Because these factors were not measured during the previous quantitative phase of the study, it makes it difficult to support these data using quantitative methods. In the current study, however, findings across the various voices of students, families, and educators were used to establish the reliability and credibility of findings during the qualitative phase. Lastly, the collection of qualitative data during family *pláticas* and educator interviews served as a way to further triangulate significant findings articulated by participating students.

Another limitation with regards to the research design of this study was that the researcher utilized a limited amount of predictors during the quantitative phase of the study. As indicated earlier, important themes emerged during the qualitative phase of the study that were not mentioned during the previous quantitative phase. More specifically, factors related to grief and loss, immigration, and bullying were not measured during the first phase of this study yet
proved to be significant factors inhibiting students’ resilience across all qualitative methods. It is important to note that because the CYRM-28 was designed to assess resilience across various cultures, it may not measure specific factors relevant to Latin@ youth. Therefore, continued development and use of resilience measures that are more culturally tailored to Latin@ middle school students’ life experiences is recommended. Lastly, an analysis of Latin@ students’ self-reported levels of resilience serves as a snapshot of students’ lives in the present moment. As articulated by resilience research, levels of students’ resilience wax and wane over time and depending on context. Nevertheless, these data served as a useful tool in identifying ways to support participating Latin@ middle school students according to Latin@ youth, their families, and educators who serve them.

**Collection Techniques**

An additional limitation was related to the collection techniques used for the current study. While the Child Youth Resilience Measure-28 possessed both reliability and validity across different cultures and during previous studies, this was the first time that the measure was administered to Latin@ youth living in Southern California. In order to control for this, test-retest reliability and internal reliability tests on the CYRM-28 were conducted. Additionally, site-based questions were included when exploring predictors for Latin@ students’ scores on the CYRM-28. While these questions were found to be consistent over time, further reliability and validity test should be conducted. Still, additional use of the CYRM-28 with Latin@ youth would be recommended. Another limitation related to collection techniques is the fact the researcher conducting this study served as a counselor at the research site. This serves as a limitation with regards to collection techniques because participants may have not responded as authentically or candidly. The researcher attempted to control for this by explaining that he was
conducting the study as a researcher and not a counselor during the various phases of the study. This distinction was explained throughout the various consent forms, at the beginning of student surveys, student focus groups, family *pláticas*, and educator interviews. In efforts to address this limitation, the researcher also explained that participants’ responses would be kept both confidential and anonymous. The researcher also began each phase of data collection by explaining to participants that there were no “right or wrong” answers to the questions posed during the study.

**Sample Population**

In addition to collection techniques, the current study’s limitations include the sample population of this study and the transferability of its findings to the larger Latin@ population. Findings and results may not be transferable beyond the context of this study because sampling occurred at a single research site. Additionally, participating students, families, and educators were selected from a district that served a predominately working-class Latin@ population. While findings from this study may not relate to Latin@ students who come from more affluent communities, live in different part of the United States, or who live in communities where they may be the minority, results from this study may be useful for the vast majority of Latin@s who live in similar communities. The last limitation related to the sample population is with regards to the challenge of obtaining both parent consent and student assent for this study. Because students recruited for this study were minors, both parent consent and student assent were required for the survey and student focus group portions of this study. Despite obtaining 222 parent consents and respective student assents for these phases of the studies, a number of students who did not return parent consent forms were not able take the survey portion or participate in the student focus groups. Nevertheless, the aforementioned students along with
those who elected to not participate are part of the Latin@ community and were not represented in this study. Despite the aforementioned limitations, the findings from this study contribute to the factors inhibiting and enhancing Latin@ middle school students’ resilience utilizing a mixed-methods approach.

**Recommendations for Future Research**

This study contributes to the body of knowledge dedicated to documenting and exploring Latin@ resilience. In particular, this study employed a mixed-methods approach to explore how Individual, Relational, and Communal/Contextual resilience was understood by middle school students, their families, and the educators who serve them. While the study offered insight into the lives of Latin@ youth, the scope of this study is limited to both context and time. A longitudinal study employing the same research design may confirm or disaffirm findings from this study. Additionally, future studies examining Latin@ youth resilience should include larger numbers of participants to strengthen quantitative findings. This study was limited to the single research site where surveys, student focus groups, family *pláticas*, and educator interviews occurred. Future studies comparing Latin@ middle school students from different school, cities, states, or regions within the United States may offer insights into how to continue fostering resilience within school settings. While key points of concordance were found across both quantitative and qualitative phases of the study, it would be worthwhile to revisit key findings during the qualitative phase of the study. For example, optimism, relationships with educators, and cross-generational connection were key factors in promoting resilience in youth. Future studies might revisit these factors and assess their impact on Latin@ students’ resilience using a quantitative lens. The current study explored the relationship of resilience and academic performance using summative and formative assessments during the implementation of No Child
Left Behind. Future resilience research might explore this relationship as the country transitions into the Common Core State Standards when students will be expected think both critically and creatively, work collaboratively, and communicate effectively. Exploring the construct of resilience within students and schools might be worthwhile as the educational pendulum shifts from assessing students’ levels of proficiency reading and math towards preparing students for college and career readiness. Additionally, continued research exploring the intersection of race, ethnicity, class, gender, immigration status, and adolescent development would contribute to our understanding of how to better serve Latin@ middle school students. *Plática (conversation or dialogue)* is part and parcel to Latino culture (Chavez-Arteaga, 2012). This study defined *pláticas* as intimate conversations that facilitate self-discovery in relationship to oneself and while in relationship with others (Ayala, Herrera, Jimenez, & Lara, 2006; De La Torre in Chavez-Arteaga, 2012, p. 35). The further use of *pláticas* in the construct of resiliency as a qualitative methodology could provide deeper insights into the perceptions’ of participants and contribute in the role of gaining authentic trust with the participants in future studies. Lastly, the study offers 12 propositions that contribute to Individual, Relational, and Communal/Contextual Resilience for middle school Latin@ youth. Each of the 12 propositions offers direction for further research.

**Final Reflections**

The study sought to offer insights and understanding regarding the complexities faced by Latin@ youth as they successfully maneuver through the U.S. educational pipeline. In particular, the study sought to contribute to the body of research focused on the roles schools can play in facilitating resilience and understanding how Latin@ youth are able to thrive in spite of, rather than because of, the existing educational pipeline. Grounded in the voices and
perspectives of Latin@ youth, their families, and the educators serving them, results from this study suggest the importance for school personnel to fully understand factors both inhibiting and enhancing resilience. More specifically, this study suggested that Latin@ students’ sense of purpose/duty, quality of relationship(s) with adult(s), strong sense of ethnic identity, strong sense of spiritual identity, use of music as protective factor, and access to safe spaces facilitated resilience among participating youth. While this study is limited to a specific time and context, the researcher hopes that the research design of this study serves as a research model for exploring resilience that honors the perspectives and voices of its participants.
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APPENDIX A: PARENT CONSENT FOR STUDENT SURVEY

San Diego State University (SDSU) and Claremont Graduate University (CGU)
Parent Informed Consent Form for Student Survey on
Student Resilience and Academic Performance
Mueller Charter School

Your son/daughter is being asked to participate in a research study, which will be used for the Ph.D. dissertation of Ryan Santos. Before you give consent for him or her to volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what your son/daughter will be asked to do.

Investigator

My name is Ryan Santos and I will be conducting this study for my dissertation along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

Purpose of the Study

I am conducting this study to better understand students’ resilience and its relationship to academic achievement at the middle school level. Resiliency is the ability to bounce back during difficult times.

Description of the Study

Your son or daughter will be asked to complete a survey during his/her physical education class. This survey will contain questions pertaining to your son/daughter, attitudes about themselves, their relationships with friends and family, their relationship to school, and the larger community. The survey will take roughly 20 minutes. After the survey I will be obtaining your son/daughter’s grades and test scores from the database at your son/daughter’s school. This information is needed only to link students’ academic performance with their survey responses.

Students who choose not to participate will continue with the activities scheduled for the day.

Risks or Discomforts

Because of the personal nature of the questions asked, you son or daughter may feel some discomfort. If he/she feels this way, he/she may simply choose to not answer certain questions or choose to stop participating at any time.

Benefits of the Study

The study may benefit middle school students, especially those at your son/daughter’s school by providing a better understanding of resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase both student resilience and student academic performance. Your son/daughter may find it rewarding to have a chance to reflect on his or her schooling.
cannot guarantee, however, that your son/daughter will receive any benefits from participation in this study.

**Confidentiality**

All research materials will be kept confidential to the extent allowed by law and will only be used for research purposes and to give a group summary of finding to your son/daughter’s school. Your son/daughter’s personal responses will not be linked to his/her name or be reported in a manner that allows for his/her identification. Student ID numbers will be used to gather grades and test scores data, but will then be detached from the rest of the survey. During the research process all records will be stored in a locked drawer, and computer records will on password-protected computer to maintain security. When the research is over, all paper and electronic files will be maintained for three years and then destroyed.

There are times, however, when confidentiality cannot be maintained. For example, if participants share information subject to mandatory reporting, such as suspicion of child abuse or harm to oneself or others, the researcher will need to report this information to a school administrator.

**Incentives to Participate/Costs**

Students will not be paid to participate in this study and there are no costs with this research.

**Voluntary Participation**

Participation in this study is voluntary. You and your son/daughter’s choice of whether or not to participate will not influence you or your child’s future relations with me, SDSU, CGU, or Mueller Charter School. Furthermore, you and your son/daughter’s choice of whether or not to participate will not impact your child’s grades. If you decide to allow your child to participate, you are free to withdraw your consent and stop your child’s participation at any time without penalty or loss of benefits to which you were allowed.

**Questions About the Study**

If you have any questions about the research, please ask by contacting me, Ryan Santos, at ryanstottosantos@gmail.com or at (619) 422-6192 or Dr. Philip Dreyer (Faculty Advisor for this study) at philip.dreyer@cgu.edu or (909) 607-1239.

An institutional review board (IRB) is a committee that has been formally designated to approve, monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: irb@mail.sdsu.edu) or an IRB representative at CGU (phone: 909-607-9406; email: irb@cgu.edu). These review boards are responsible for ensuring the protection of research participants.

Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.
Please check each box to indicate you consent for the following:

☐ I give permission for my son/daughter to take part in the research study.

☐ I give permission for Ryan Santos, primary investigator, to obtain my son/daughter’s academic records from the school’s database.

Name of Student Participant

________________________________________

Signature of Parent/Guardian of Participant  Date

________________________________________

Signature of Investigator  Date
Formulario de Consentimiento Informado para la Encuesta de Estudiantes Resiliencia y Rendimiento Académico Estudiantil
Mueller Charter School

A su hijo/a se le pide participar en un estudio de investigación, el cual será utilizado para el doctorado de Ryan Santos. Antes de dar su consentimiento para que su hijo/a sera voluntario, es importante que lea la siguiente información y haga las preguntas necesarias para asegurarse de que entienda lo que a su hijo / hija se le pide que haga.

Investigador

Mi nombre es Ryan Santos y yo llevaré a cabo este estudio para mi tesis, con la supervisión del Dr. Alberto Ochoa (Profesor de SDSU) y el Dr. Philip Dreyer (Profesor de CGU).

Propósito del estudio

Estoy realizando este estudio para tener mayor enendimiento de la resiliencia de los alumnos y su relación con el rendimiento académico en la escuela intermedia. Resiliencia es la capacidad de adaptarse durante tiempos difíciles.

Descripción del estudio

Su hijo o hija va a cumplir una encuesta durante su clase de educación física. Esta encuesta contiene preguntas sobre su hijo / hija, las actitudes acerca de sí mismos, sus relaciones con amigos y familiares, su relación con la escuela y la comunidad en general. La encuesta le tomará aproximadamente 20 minutos. Después de la encuesta que será la obtención de su hijo / hija ’s calificaciones y resultados de exámenes de la base de datos a su hijo / hija escuela s. Esta información es necesaria sólo para vincular el desempeño académico de los estudiantes con las respuestas de sus encuestas.

Los estudiantes que decidan no participar, continuarán con la actividad del día.
Riesgos o molestias
Debido a la carácter personal de las preguntas formuladas, su hijo o hija puede sentir incomodidad. Si él / ella se siente de esta manera, él / ella puede simplemente optar por no responder a ciertas preguntas o elegir dejar de participar en cualquier momento.

Beneficios del estudio
Este estudio puede beneficiar a los estudiantes de escuela intermedia, especialmente a los estudiantes de la escuela de su hijo/a, proporcionando un mejor entendimiento de la resiliencia y la relación entre la resiliencia y el rendimiento académico. Se espera que esta información ayude a otras escuelas crear programas e intervenciones que aumentan la resiliencia estudiantil y el rendimiento académico de los estudiantes. Puede resultar que su hijo/a se siente gratificado/a tener la oportunidad de reflexionar sobre su experencias academica. Al mismo tiempo, no puedo garantizar que su hijo/a reciba beneficios por participar en este estudio.

Confidencialidad
Todos los materiales de la investigación se mantendrá confidencial en la medida permitida por la ley y sólo será utilizada en esta investigación y para dar un resumen a la escuela de su hijo/a. Las respuestas personales de su hijo/a no estarán conectadas con su nombre y no podrán ser reportadas en una manera que se pueda identificar su hijo/a. La confidencialidad se hará mediante el uso de seudónimos para los nombres de los participantes, el nombre de la escuela, y el distrito y la búsqueda de generalizaciones dentro de las experiencias. Durante el proceso de investigación todos los archivos permaneceran en un cajón cerrado, y archivos de computadora serán protegidos por contraseña para mantener la seguridad. Cuando la investigación haya terminado, todos los papeles y los archivos electrónicos se mantendrán durante tres años y luego se destruyen.

Si su hijo / hija decide participar en las entrevistas, las entrevistas se grabarán por audio. Las respuestas serán confidenciales y sólo se utilizarán en esta investigación para dar un resumen general sobre las experiencias de los estudiantes. Si su hijo/a cumple con los criterios para participar, pero no quiere ser audio grabado por audio, entonces su hijo / hija no se les pedirá que participen en la entrevista.

Hay veces, sin embargo, cuando la confidencialidad no puede ser mantenido. Por ejemplo, si los participantes comparten información sujeta a notificación obligatoria, tal como sospecha de abuso o daño a sí mismo oa otros, el investigador tendrá que reportar esta información a un administrador de la escuela.

Incentivos para participar / Costos
No se les paga para participar en este estudio y no hay costos con esta investigación.

Participación Voluntaria
La participación en este estudio es voluntaria. La elección de usted y su hijo / hija no participar no le influyen relaciones futuras de su hijo conmigo, SDSU, CGU, o la Escuela Mueller. Además, la elección de usted y su hijo / hija no participar no afectará las calificaciones del niño. Si usted decide permitir que su hijo participa, usted es libre de retirar su consentimiento y dejar.
de participar de su hijo en cualquier momento sin sanción o pérdida de beneficios a los que se les permitió.

**Preguntas sobre el estudio**

Si usted tiene alguna pregunta acerca de la investigación, por favor pónganse en contacto conmigo, Ryan Santos, a ryansottosantos@gmail.com o al (619) 422-6192 o Dr. Philip Dreyer a philip.dreyer@cgu.edu o al (909) 607-1239.

Una junta de revisión institucional (IRB) es un comité que ha sido designado oficialmente para aprobar, dar seguimiento y revisión de la investigación con seres humanos, con el objetivo de proteger los derechos y el bienestar de los sujetos de investigación. Si usted tiene preguntas sobre sus derechos como sujeto humano y como participante, puede comunicarse con una Junta de Revisión Institucional (IRB) representante de la División de Asuntos de Investigación en SDSU (teléfono: 619-594-6622, correo electrónico: irb@mail.sdsu.edu) o un representante en el IRB CGU (teléfono: 909-607-9406, correo electrónico: irb@cgu.edu). Estas juntas de revisión son responsables de garantizar la protección de los participantes en la investigación.

Su firma indica que ha leído la información contenida en este documento y que ha tenido la oportunidad de hacer preguntas sobre el estudio. Asimismo, indica que usted está de acuerdo para permitir que su hijo participe en el estudio y se les ha dicho que se puede cambiar de opinión y retirar su consentimiento en cualquier momento. Se le ha dado una copia de este formulario de consentimiento. Se les ha dicho que al firmar el formulario de consentimiento usted no renuncia a ninguno de sus derechos legales.

**Por favor marque cada casilla para indicar que el consentimiento para lo siguiente:**

- [ ] Doy permiso para que mi hijo / hija a participar en el estudio de investigación.
- [ ] Doy permiso para que Ryan Santos, investigador principal, obtenga los registros académicas de mi hijo / hija de la base de datos de la escuela.

**Nombre del Participante Estudiante**

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<th>Firma del padre / tutor del participante</th>
<th>Fecha</th>
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<th>Firma del Investigador</th>
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APPENDIX C: PARENT CONSENT FOR STUDENT FOCUS GROUP

San Diego State University (SDSU) and Claremont Graduate University (CGU)
Parent Informed Consent Form for Student Focus Group on
Student Resilience and Academic Performance
Mueller Charter School

Your son/daughter is being asked to participate in a research study, which will be used for the Ph.D. dissertation of Ryan Santos. Before you give consent for him or her to volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what your son/daughter will be asked to do.

Investigator

My name is Ryan Santos and I will be conducting this study for my dissertation along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

Purpose of the Study

I am conducting this study to better understand students’ resilience and its relationship to academic achievement at the middle school level. Resiliency is the ability to bounce back during difficult times.

Description of the Study

Your son/daughter may be selected to participate in a small focus group (consisting of 6-8 students) to better understand resilience and the relationship between student resilience and academic performance. The focus groups will require an additional 90 minutes. If your son/daughter is chosen to participate in the focus group interview he/she can choose whether or not to participate. I will contact him/her in one of his/her classes, during which time I will further explain the focus group interviews, have him/her sign an additional assent form, and check his/her availability. Students who choose to participate will do so during a 90-minute block of physical education and lunch. Because this will take place during lunch I will be providing a pizza lunch. Additionally, there will be a 10-minute break for students for students to go and get school lunch if they prefer.

Risks or Discomforts

Because of the personal nature of the questions asked, your son or daughter may feel some discomfort. If he/she feels this way, he/she may simply choose to not answer certain questions or choose to stop participating at any time.

Benefits of the Study

The study may benefit middle school students, especially those at your son/daughter’s school by providing a better understanding of resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase both student resilience and student academic performance. Your son/daughter may find it rewarding to have a chance to reflect on his or her schooling. I
cannot guarantee, however, that your son/daughter will receive any benefits from participation in this study.

Confidentiality

All research materials will be kept confidential to the extent of allowed by law and will only be used for research purposes and to give a group summary of finding to your son/daughter’s school. Your son/daughter’s personal responses will not be linked to his/her name or be reported in a manner that allows for his/her identification. Confidentiality will be done by using pseudonyms for names of participants, the name of your child’s school and district and looking for generalizations within the experiences. During the research process all records will be stored in a locked drawer, and computer records will on password-protected computer to maintain security. When the research is over, all paper and electronic files will be maintained for three years and then destroyed.

If your son/daughter chooses to participate in the focus group, the interviews will be audio recorded. The responses will be kept confidential and will only be used for research purposes to generalize student experiences. If your son/daughter meets the criteria to participate, but do not want to be audio recorded then your son/daughter will not be asked to participate in the focus group. Because of the nature of group interviews, I cannot guarantee confidentiality, but I will stress to all participants to not share what is discussed outside of the group.

There are times, however, when confidentiality cannot be maintained. For example, if participants share information subject to mandatory reporting, such as suspicion of child abuse or harm to oneself or others, the researcher will need to report this information to a school administrator.

Incentives to Participate/Costs

Students will not be paid to participate in this study and there are no costs with this research.

Voluntary Participation

Participation in this study is voluntary. You and your son/daughter’s choice of whether or not to participate will not influence you or your child’s future relations with me, SDSU, CGU, or Mueller Charter School. Furthermore, you and your son/daughter’s choice of whether or not to participate will not your child’s grades. If you decide to allow your child to participate, you are free to withdraw your consent and stop your child’s participation at any time without penalty or loss of benefits to which you were allowed.

Questions About the Study

If you have any questions about the research, please ask by contacting me, Ryan Santos, at ryan.sottosantos@gmail.com or at (619) 422-6192 or Dr. Philip Dreyer at philip.dreyer@CGU.edu or at (909) 607-1239.

An institutional review board (IRB) is a committee that has been formally designated to approve, monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: irb@mail.sdsu.edu) or an IRB
representative at CGU (phone: 909-607-9406; email: irb@cgu.edu). These review boards are responsible for ensuring the protection of research participants.

Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

Please check each box to indicate your consent for the following:

☐ I give permission for my son/daughter to take part in the research study.

☐ I give permission for my son/daughter to be audio recorded in a focus group interview.

Name of Student Participant

________________________________________  ________________
Signature of Parent/Guardian of Participant         Date

________________________________________  ________________
Signature of Investigator                      Date
APPENDIX D: SPANISH PARENT CONSENT FOR STUDENT FOCUS GROUP

San Diego State University (SDSU) y Claremont Graduate University (CGU)
Padres Formulario de Consentimiento Informado
Para entrevistas estudiantil Centrarse en Estudiante Resistencia y Rendimiento Académico
Mueller Charter School

Su hijo / a se le pide participar en un estudio de investigación, el cual será utilizado para el doctorado disertación de Ryan Santos. Antes de dar su consentimiento para él o ella para ser voluntario, es importante que lea la siguiente información y hacer tantas preguntas como sea necesario para asegurarse de que entiende lo que su hijo / hija se le pide que haga.

Investigador

Mi nombre es Ryan Santos y yo llevará a cabo este estudio para mi tesis, junto con la supervisión del Dr. Alberto Ochoa (Profesor de SDSU) y el Dr. Philip Dreyer (Profesor de CGU).

Propósito del estudio

Estoy realizando este estudio para comprender mejor capacidad de recuperación de los alumnos y su relación con el rendimiento académico en la escuela media. Resiliencia es la capacidad de adaptarse durante tiempos difíciles.

Descripción del estudio

Su hijo / hija puede ser seleccionado para participar en una entrevista para entender mejor capacidad de recuperación y la relación entre la resistencia y el rendimiento académico estudiantil. Las entrevistas se requiere un adicional de 30 minutos. Si su hijo / a es elegido para participar en la entrevista que él / ella puede elegir si desea o no participar. Me comunicaré con él / ella en una de sus clases de su /, tiempo durante el cual explicaré más adelante las entrevistas , que él / ella firme un formulario de consentimiento adicional, y comprobar su / su disponibilidad. Los estudiantes que decidan participar lo harán durante un bloque de 90 minutos de la educación física y el almuerzo. Debido a que esta se llevará a cabo durante el almuerzo voy a ofrecer un almuerzo de pizza. Además, habrá un descanso de diez minutos para que los estudiantes los estudiantes para ir a buscar el almuerzo escolar si así lo prefieren.

Riesgos o molestias

Debido a la naturaleza personal de las preguntas formuladas, hijo o hija puede sentir algo de incomodidad. Si él / ella se siente de esta manera, él / ella puede simplemente optar por no responder a ciertas preguntas o elegir dejar de participar en cualquier momento.

Beneficios del estudio

El estudio puede beneficiar a los estudiantes de escuela intermedia, especialmente los de su hijo / hija escuela 's, proporcionando un mejor entendimiento de la resiliencia y la relación entre la resistencia y el rendimiento académico. Se espera que esta información ayude a otros programas de diseño de escuelas e intervenciones que aumentan tanto la resistencia estudiantil y el rendimiento académico de los estudiantes. Eres un hijo / hija puede resultar gratificante tener la oportunidad de reflexionar sobre su escolarización. No puedo garantizar, no obstante, que su hijo / hija va a recibir los beneficios de la participación en este estudio.
Confidencialidad

Todos los materiales de la investigación se mantendrá confidencial en la medida permitida por la ley de y sólo será utilizada con fines de investigación y para dar un resumen del grupo de encontrar a su hijo / hija escuela 's. Eres un hijo / hija s respuestas personales no estarán vinculados a su / nombre o se notifique de manera que permita su / su identificación. La confidencialidad se hará mediante el uso de seudónimos para los nombres de los participantes, el nombre de la escuela de su hijo y el distrito y la búsqueda de generalizaciones dentro de las experiencias. Durante el proceso de investigación todos los registros se almacenan en un cajón cerrado, y registros de computadora será protegida por contraseña en ordenador para mantener la seguridad. Cuando la investigación haya terminado, todos los papeles y los archivos electrónicos se mantendrá durante tres años y luego se destruyen.

Si su hijo / hija decide participar en las entrevistas, las entrevistas en audio grabado. Las respuestas serán confidenciales y sólo se utilizarán con fines de investigación de generalizar experiencias de los estudiantes. Si su hijo / a cumple con los criterios para participar, pero no quiero ser audio grabado, entonces su hijo / hija no se les pedirá que participen en la entrevista.

Hay veces, sin embargo, cuando la confidencialidad no puede ser mantenido. Por ejemplo, si los participantes comparten información sujeta a notificación obligatoria, tal como sospecha de abuso o daño a sí mismo o a otros, el investigador tendrá que reportar esta información a un administrador de la escuela.

Incentivos para participar / Costes

No se les paga para participar en este estudio y no hay costos con esta investigación.

Participación Voluntaria

La participación en este estudio es voluntaria. Usted y su hijo / hija elección @ s de si desea o no participar no le influyen o relaciones futuras de su hijo conmigo, SDSU, CGU, o Escuela Mueller Carta. Además, usted y su hijo / hija s elección de si desea o no participar no te calificaciones del niño. Si usted decide permitir que su hijo a participar, usted es libre de retirar su consentimiento y dejar de participar de su hijo en cualquier momento sin sanción o pérdida de beneficios a los que se les permitió.

Preguntas sobre el estudio

Si usted tiene alguna pregunta acerca de la investigación, por favor pregunte por ponerse en contacto conmigo, Ryan Santos, a ryanrotsotsantos@gmail.com o al (619) 422-6192 o Dr. Philip Dreyer a philip.dreyer@cgu.edu o al (909) 607-1239.

Una junta de revisión institucional (IRB) es un comité que ha sido designado oficialmente para aprobar, dar seguimiento y revisión de la investigación con seres humanos, con el objetivo de proteger los derechos y el bienestar de los sujetos de investigación. Si usted tiene preguntas sobre sus derechos como sujeto humano y el participante, puede comunicarse con una Junta de Revisión Institucional (IRB) representante de la División de Asuntos de Investigación en SDSU (teléfono: 619-594-6622, correo electrónico: irb@mail.sdsu. edu) o un representante en el IRB CGU (teléfono: 909-607-9406, correo electrónico: irb@cgu.edu). Estas juntas de revisión son responsables de garantizar la protección de los participantes en la investigación.

Su firma indica que ha leído la información contenida en este documento y que han tenido la oportunidad de hacer preguntas sobre el estudio. Asimismo, indica que usted
está de acuerdo para permitir que su hijo participe en el estudio y se les ha dicho que se puede cambiar de opinión y retirar su consentimiento en cualquier momento. Se le ha dado una copia de este formulario de consentimiento. Se les ha dicho que al firmar el formulario de consentimiento usted no renuncia a ninguno de sus derechos legales.

Por favor marque cada casilla para indicar su consentimiento para lo siguiente:

- [ ] Me doy permiso para que mi hijo / hija a participar en el estudio de investigación.
- [ ] Me doy permiso para que mi hijo / hija sea audio grabado en una entrevista estudiantil.

__________________________
Nombre del Participante Estudiante

__________________________  ____________
Firma del padre / tutor del participante     Fecha

__________________________  ____________
Firma del Investigador     Fecha
APPENDIX E: PARENT CONSENT FOR FAMILY PLÁTICA

San Diego State University (SDSU) and Claremont Graduate University (CGU)
Parent Informed Consent Form for Family Interview on
Student Resilience and Academic Performance
Mueller Charter School

You are being asked to participate in a research study, which will be used for the Ph.D. dissertation of Ryan Santos. Before you give your consent to volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

Investigator

My name is Ryan Santos and I will be conducting this study for my dissertation along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

Purpose of the Study

I am conducting this study to better understand students’ resilience and its relationship to academic achievement at the middle school level. Resiliency is the ability to bounce back during difficult times.

Description of the Study

If you agree to participate in this study, you will participate in a family interview. The interview will take place after school during a date and time that works best for you and your family. The interview will involve questions about your background, yourself and your child’s relationships with friends and family, your relationship to school, and to the bigger community. Interview may last between 45-60 minutes. If you are chosen to participate in the family interview, you can choose whether or not to participate.

Risks or Discomforts

While participating in the interview, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room. During the interview, I will stress that you and your child do not share what is talked about outside of the group, but I cannot say for certain that all comments will maintain confidential.

Benefits of the Study

The study may benefit middle school students, especially those at your son/daughter’s school by providing a better understanding of resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase both student resilience and student academic performance. You son/daughter may find it rewarding to have a chance to reflect on your experiences with your child’s schooling. I cannot guarantee, however, that you will receive any benefits from participation in this study.
**Confidentiality**

All research materials will be kept confidential to the extent allowed by law and will only be used for research purposes and to give a group summary of finding to your school. Your personal responses will not be linked to your name or be reported in a manner that allows for your identification. This will be done by using pseudonyms for participants’ names and name of school and looking for generalizations within the experiences. These interviews will be audio recorded. The responses will be kept confidential and will be used for research purposes to generalize student experiences. If you decide to participate in the family interview, but do not want to be audio-recorded then you will not be asked to participate in this part of the study. Because of the nature of the family group interview, I cannot guarantee confidentiality, but I will stress that everyone in your family not share what is discussed outside of the group. During the research process the audio files will be stored in a password-protected computer to maintain security. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

There are times, however, when confidentiality cannot be maintained. For example, if participants share information subject to mandatory reporting, such as suspicion of child abuse or harm to oneself or others, the researcher will need to report this information to a school administrator.

**Incentives to Participate/Costs**

Students will not be paid to participate in this study and there are no costs with this research.

**Voluntary Participation**

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence you or your child’s future relations with me, SDSU, CGU, or Mueller Charter School. Furthermore, you and your son/daughter’s choice of whether or not to participate will not affect your child’s grades. If you decide to allow your child to participate, you are free to withdraw your consent and stop your child’s participation at any time without penalty or loss of benefits to which you were allowed.

**Questions About the Study**

If you have any questions about the research, please ask by contacting me, Ryan Santos, at ryansottosantos@gmail.com or at (619) 422-6192 or Dr. Philip Dreyer at philip.dreyer@cgu.edu or at (909) 607-1239.

An institutional review board (IRB) is a committee that has been formally designated to approve, monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: irb@mail.sdsu.edu) or an IRB representative at CGU (phone: 909-607-9406; email: irb@cgu.edu). These review boards are responsible for ensuring the protection of research participants.
Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

Please check the box to indicate your consent for the following:

☐ Yes, I want to be in this research study.

☐ I give permission to be audio recorded in the follow up family interview.

Your signature ___________________________ Date __________

Write your name here (please print)

Signature of Investigator ______________________ Date __________
APPENDIX F: STUDENT ASSENT FOR SURVEY

San Diego State University (SDSU) and Claremont Graduate University (CGU)
Student Assent Form for Survey on
Student Resilience and Academic Performance
Mueller Charter School

You are being asked to participate in a research study. Before you agree to be a volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

Investigator

My name is Ryan Santos and I am a student at SDSU and CGU. As a student, I will be conducting this dissertation research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU). I am asking you to participate in this research study because you are a middle school student.

Purpose of the Study

In this study, I am trying to learn more about middle school students’ resilience and academic achievement. Resilience is the ability to bounce back or adapt during difficult times.

Description of the Study

If you decide to participate, you will be asked to fill out a survey that will have questions about your background, attitudes about yourself, your relationships with friends and family, your relationship to school, and to the community. All of this should take about 20 minutes. After the survey I will be collecting your grades and test scores from the database at your school through the use of your STUDENT ID number.

If you choose to not participate, you will continue with your regular activity for the day.

Risks & Benefits

While taking this survey, you may feel uncomfortable answering questions about yourself. You do not have to answer any questions you do not want to. You may stop at any time by not filling in the rest of the survey and letting me know.

I hope that information from this study will help schools find ways to increase student resilience and student academic performance. You may find it rewarding to have a chance to think back on your experiences in school. I cannot promise, however, that you will have any benefits from participation in this study.

Confidentiality

All information will be kept strictly confidential to the extent allowed by law. In other words, if you share that someone is hurting you or hurting someone else, or if you are going to harm yourself, I will need to tell the school principal to make sure that you are safe. Your name will not be revealed in any connection with this study, in public or in print.
**Voluntary Participation**

I have already asked your parents if it is okay for me to ask you to take part in this study, but participation in this study is voluntary. This means that even though your parents said I could ask you, you still get to decide if you want to be in this research study. You can also talk with your parents/guardians or teachers before deciding whether or not to participate. No one will be upset if you do not want to participate, or if you change your mind later and want to stop. You can also skip any of the questions that you do not want to answer.

You can ask me questions now or whenever you wish. If you want to, you may call me at (619) 422-6192 or email me at ryansottosantos@gmail.com.

This study and its procedures have been approved by the SDSU and CGU Institutional Review Boards. These review boards are responsible for ensuring the protection of research participants.

Please circle YES or NO next to each statement to tell us what you want to do:

I want to participate in this study

Please sign your name below if you want to be part of my study. I will give both you and your parents/guardians a copy of this form after you have signed it.

Your signature __________________________ Date __________

Write your name here (please print) __________________________

Signature of Researcher __________________________ Date __________
APPENDIX G: STUDENT ASSENT FOR FOCUS GROUP

San Diego State University (SDSU) and Claremont Graduate University (CGU)
Student Assent Form for Focus Groups on
Student Resilience and Academic Performance
Mueller Charter School

You are being asked to participate in a research study. Before you agree to be a volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

Investigator

My name is Ryan Santos and I am a student at SDSU and CGU. As a student, I will be conducting this dissertation research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU). I am asking you to participate in this research study because you are a middle school student.

Purpose of the Study

In this study, I am trying to learn more about middle school students’ resilience and academic achievement. Resilience is the ability to bounce back or adapt during difficult times.

Description of the Study

If you agree to participate in this study, you will be a part of a small focus group interview. The focus group will take place during the 90-minute block of physical education (P.E.) and lunch. I will plan the focus group to fit with you and your classmates’ schedule. You will be in a classroom with 6 to 8 of your peers. The group will involve questions about your background, yourself and your relationships with friends and family, your relationship to school, and to the community. Because this will take place during lunch I will provide a pizza lunch. Additionally, there will be a 10-minute break for students to go and get school lunch or your own lunch from home if you prefer.

Risks & Benefits

While participating in the focus group, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room and returning to class. During the focus groups, I will stress to you and your classmates to not share what is talked about outside of the group, but I cannot guarantee that all students’ comments will maintain confidential.

I hope that information from this study will help schools find ways to increase student resilience and student academic performance. You may find it rewarding to have a chance to think back on your experiences in school. I cannot promise, however, that you will have any benefits from participation in this study.

Confidentiality
All information will be kept strictly confidential to the extent allowed by law. In other words, if you share that someone is hurting you or hurting someone else, or if you are going to harm yourself, I will need to tell the school principal to make sure that you are safe. Your name will not be revealed in any connection with this study, in public or in print.

**Voluntary Participation**

I have already asked you parents if it is okay for me to ask you to take part in this study, but participation in this study is voluntary. This means that even though your parents said I could ask you, you still get to decide if you want to be in this research study. You can also talk with your parents/guardians or teachers before deciding whether or not to participate. No one will be upset if you do not want to participate, or if you change your mind later and want to stop. You can also skip any of the questions that you do not want to answer.

You can ask me questions now or whenever you wish. If you want to, you may call me at (619) 422-6192 or email me at ryansottosantos@gmail.com.

This study and its procedures have been approved by the SDSU and CGU Institutional Review Boards. These review boards are responsible for ensuring the protection of research participants.

Please circle YES or NO next to each statement to tell us what you want to do:

- I want to participate in this study
  - YES or NO
- It is okay to be audio recording during the interview
  - YES or NO

Please sign your name below if you want to be part of my study. I will give both you and your parents/guardians a copy of this form after you have signed it.

__________________________  _____________
Your signature              Date

__________________________
Write your name here (please print)

__________________________  _____________
Signature of Researcher     Date
APPENDIX H: STUDENT ASSENT FOR FAMILY PLÁTICA

San Diego State University (SDSU) and Claremont Graduate University (CGU)
Student Assent Form for Family Interview on
Student Resilience and Academic Performance
Mueller Charter School

You are being asked to participate in a research study. Before you agree to be a volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

Investigator

My name is Ryan Santos and I am a student at SDSU and CGU. As a student, I will be conducting this dissertation research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU). I am asking you to participate in this research study because you are a middle school student.

Purpose of the Study

In this study, I am trying to learn more about middle school students’ resilience and academic achievement. Resilience is the ability to bounce back or adapt during difficult times.

Description of the Study

If you agree to participate in this study, you will be a part of a family interview. The interview will take place after school during a date and time that works best for you and your family. The interview will involve questions about your background, yourself and your relationships with friends and family, your relationship to school, and to the bigger community. If you are chosen to participate in the family interview, you can choose whether or not to participate.

Risks & Benefits

While participating in the interview, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may stop participation at any time by not answering questions or leaving the room. During your family interview, I will stress to you and your parents/guardians to not share what is talked about outside of the group, but I cannot guarantee that all comments will maintain confidential.

I hope that information from this study will help schools find ways to increase student resilience and student academic performance. You may find it rewarding to have a chance to think back on your experiences in school. I cannot promise, however, that you will have any benefits from participation in this study.

Confidentiality

All information will be kept strictly confidential to the extent allowed by law. In other words, if you share that someone is hurting you or hurting someone else, or if you are going to harm yourself, I will need to tell the school principal to make sure that you are safe. Your name will not be revealed in any connection with this study, in public or in print.
**Voluntary Participation**

I have already asked your parents if it is okay for me to ask you to take part in this study, but participation in this study is voluntary. This means that even though your parents said I could ask you, you still get to decide if you want to be in this research study. You can also talk with your parents/guardians or teachers before deciding whether or not to participate. No one will be upset if you do not want to participate, or if you change your mind later and want to stop. You can also skip any of the questions that you do not want to answer.

You can ask me questions now or whenever you wish. If you want to, you may call me at (619) 422-6192 or email me at ryan.sottosantos@gmail.com.

This study and its procedures have been approved by the SDSU and CGU Institutional Review Boards. These review boards are responsible for ensuring the protection of research participants.

**Please circle YES or NO next to each statement to tell us what you want to do:**

I want to participate in this study

It is okay have my parents/guardians there during the interview

It is okay to be audio recording during the interview

**Please sign your name below if you want to be part of my study. I will give both you and your parents/guardians a copy of this form after you have signed it.**

<table>
<thead>
<tr>
<th>Your signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Write your name here (please print)

Signature of Researcher

Date
APPENDIX I: EDUCATOR CONSENT FORM

San Diego State University (SDSU) and Claremont Graduate University (CGU)
Educator Consent Form for Interview on
Student Resilience and Academic Performance
Mueller Charter School

You are being asked to participate in a research study, which will be used for the Ph.D. dissertation of Ryan Santos. Before you give your consent to volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what is being expected of you.

Investigator

My name is Ryan Santos and I will be conducting this research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

Purpose of the Study

I am conducting this study to better understand middle school students’ resilience and its relationship to academic achievement. Resiliency is the ability to bounce back during difficult times.

Description of the Study

If you agree to participate in this study, you will participate in a semi-structured interview. The interview will take place after school during a date and time that works best for you. The interview will involve questions about your understanding of Latin@ student resilience. More specifically, what factors enhance or inhibit Latin@ students levels of resilience. The interview will last anywhere between 45-60 minutes. If you are chosen to participate in the interview, you can choose whether or not to participate.

Risks or Discomforts

While participating in the interview, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room.

Benefits of the Study

The study may benefit middle school students, especially those at your school by providing a better understanding of the resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase student resilience and student academic performance. You may find it rewarding to have a chance to reflect on your professional experiences at the school site. I cannot guarantee, however, that you will receive any benefits from participation in this study.

Confidentiality

All research materials will be kept confidential to the extent allowed by law and will only be used for research purposes and to give a group summary of finding to your school. Your personal
responses will not be linked to your name or be reported in a manner that allows for your identification. This will be done by using pseudonyms for students, staff, name of school and looking for generalizations within the experiences. These interviews will be audio recorded. The responses will be kept confidential and will be used for research purposes to generalize student experiences. If you decide to participate in the interview, but do not want to be audio-recorded then you will not be asked to be part of the study. During the research process the audio files will be stored in a password-protected computer to maintain security. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

There are times, however, when confidentiality cannot be maintained. For example, if participants share information subject to mandatory reporting, such as suspicion of child abuse or harm to oneself or others, the researcher will need to report this information to a school administrator.

**Incentives to Participate/Costs**

Participants will not be paid to participate in this study and there are no costs with this research.

**Voluntary Participation**

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with SDSU, CGU, Mueller Charter School, or me.

**Questions About the Study**

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at (619) 422-6192 or email me at ryansottosantos@gmail.com or Dr. Philip Dreyer at philip.dreyer@cgu.edu or at (909) 607-1239.

An institutional review board (IRB) is a committee that has been formally designated to monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: irb@mail.sdsu.edu) or an IRB representative at CGU (phone: 909-607-9406; email: irb@cgu.edu). These review boards are responsible for ensuring the protection of research participants and have approved this study its procedures.

You signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.
Please check each one of the boxes to indicate your consent for the following:

☐ Yes, I want to be in this research study.

☐ I give permission to be audio recorded in the interview.

______________________________  __________________________
Your signature                        Date

______________________________  __________________________
Write your name here (please print)  Date

______________________________  __________________________
Signature of Investigator            Date
Child and Youth Resilience Measure (CYRM) – 28

DIRECTIONS

Listed below are a number of questions about you, your family, your community, and your relationships with people. These questions are designed to better understand how you cope with daily life and what role the people play in how you deal with daily challenges.

Please complete the questions in Section One.

For each question in Section Two and Three, please circle the number to right that describes you best. There are no right or wrong answers.

SECTION ONE

What is your date of birth? ________________________________

What grade are you in? ________________________________

What is your sex? ________________________________

Who do you live with? ________________________________

How long have you lived with these people? ________________________________

Please describe who you consider to be your family (For example, 1 or 2 biological parents, siblings, friends on the street, a foster family, an adopted family, etc.)

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
People are often described as belonging to a particular racial group. To which of the following do you belong? (Mark or check the one(s) that best describe you).

- Latino/a or Latino/a-American (Mexican, South American, Central American)
- Black (African-American, African descent)
- White or European
- Filipino/a
- Native American
- Asian/Asian-American
- Other (please specify): ____________________________
- Mixed Race (please list all groups that apply): ____________________________

People are often described as belonging to a particular ethnic or cultural group(s). (For example, Mexican, Chinese, Jamaican, German, Italian, Irish, etc.) To which ethnic or cultural groups do you see yourself belonging? Please list as many as you want.

SECTION TWO

<table>
<thead>
<tr>
<th>SITE SPECIFIC QUESTIONS</th>
<th>Not at All</th>
<th>A Little</th>
<th>Some-What</th>
<th>Quite a Bit</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, I consider myself a happy person.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When others are having a hard time, I usually do something to help them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When things are going well in my life, it is usually because of the choices I made.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can work with someone who has different opinions as mine.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>There is purpose to my life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The choices I make have an impact on the people around me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am confident that I turn any bad situation into a good one.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When something upsets me, I try to keep my emotions in balance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am aware of my thoughts and feelings in the moment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can bounce back when times are tough.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
SECTION THREE

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>A Little</th>
<th>Some-What</th>
<th>Quite a Bit</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have people I look up to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I cooperate with people around me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Getting an education is important to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I know how to behave in different social situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. My parent(s)/caregiver(s) watch me closely.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. My parent(s)/caregiver(s) know a lot about me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. If I am hungry, there is enough to eat.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I try to finish what I start.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Spiritual beliefs are a source of strength for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I am proud of my ethnic background.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. People think that I am fun to be with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I talk to my family/caregiver(s) about how I feel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I am able to solve problems without harming myself or others (for example by using drugs and/or being violent.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I feel supported by my friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I know where to go in my community to get help.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I feel I belong at my school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. My family stands by me during difficult times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. My friends stand by me during difficult times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I am treated fairly in my community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. I have opportunities to show others that I am becoming an adult and can act responsibly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. I am aware of my own strengths.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. I participate in religious activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. I think it is important to serve my community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. I feel safe when I am with my family/caregiver(s).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. I have opportunities to develop skills that will be useful later in my life (like job skills and skills to care for others).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. I enjoy my family’s/caregiver’s traditions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. I enjoy my community’s traditions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. I am proud to be (Nationality: ____________)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

What is a tough or difficult time for you? ____________________________________________
____________________________________________________________________________________

During these tough or difficult times, what do you do to feel better? __________________________
____________________________________________________________________________________
____________________________________________________________________________________

**THANK YOU FOR COMPLETING THIS SURVEY!**
APPENDIX K: FOCUS GROUP PROTOCOL

FOCUS GROUP QUESTIONS
Semi-Structured Interview Questions

Before conducting focus group interviews, the primary investigator/researcher will confirm that students selected for the focus group have completed and turned in both assent and consent forms. The primary investigator will also review the assent form with the students at the beginning of the focus groups to ensure that students fully understand what it means for them to assent to participating in the study. The researcher will also cover confidentiality and time frame related to the study.

What do I need to know to grow up well here?

How do you describe people who grow up well here despite the many problems they face?

What does it mean to you, your family, your community, when things bad things happen?

What kinds of things are most challenging for you growing up here?

What do you do when you face difficulties in your life?

What does being healthy mean to you and others in your families and community?

What do you do, and others do, to keep healthy, mentally, physically, emotionally, and spiritually?

When times are tough/difficult for you, what helps you stay engaged in your schoolwork?

How do or how can your parent(s)/caregiver(s) provide support to you during difficult times?

How do or how can teachers and other staff member here at your school provide you with support when you face difficulties in your life?

Is there anything else that you’d like to add or share?

If you have some ideas that you were not able to express or share during our focus group, please feel free to write it down and hand into me. Thank you for your time.
APPENDIX L: CASE STUDY PROTOCOL

CASE STUDY – GUIDING QUESTIONS FOR FAMILY PLÁTICA

Semi-Structured Interview Questions

Before conducting case study interviews, the primary investigator/researcher will confirm that students selected for the case study have completed and turned in both assent and consent forms. At the beginning of the interview, the primary investigator will also review the assent form with the students and their families to ensure that students and their parent(s)/caregiver(s) fully understand what it means for them to assent or consent to participating in the study.

What do I need to know to grow up well here?

How do you describe people who grow up well here despite the many problems they face?

What does it mean to you, as a family, when bad things happen?

What kinds of things are most challenging for middle school children growing up here?

What do you do as a family when you face difficulties in your life?

What does being healthy mean to you as a family?

What do you do, as a family, to keep healthy, mentally, physically, emotionally, and spiritually?

When times are tough/difficult for you, what helps you stay engaged in your schoolwork?

How do you as a family find support during difficult times?

How do or how can teachers and other staff members here at your school provide support to you and your family during difficulties in your life?

Is there anything else that you’d like to add or share?

If you have some ideas that you were not able to express or share during our focus group, please feel free to write it down and hand into me. Thank you for your time.
APPENDIX M: EDUCATOR INTERVIEW PROTOCOL

CASE STUDY - INTERVIEW QUESTIONS FOR EDUCATORS

Semi-Structured Interview Questions

Before conducting educator interviews, the primary investigator/researcher will confirm that students selected for the educators have consent forms. At the beginning of the interview, the primary investigator will also review the consent form with the educator to ensure that he/she fully understand what it means for them to consent to participating in the study.

What do I need to know to grow up well in this community?

How do you describe students who grow up well here despite the many problems they face?

What kinds of things are most challenging for middle school children growing up here?

What do your students do when they face difficulties in their lives?

What are the ways that students and their families maintain health?

What do your students and families do to keep healthy, mentally, physically, emotionally, and spiritually?

When times are tough/difficult for your students, what do you do to help keep them engaged in the learning process?

How do you support students and their families during difficult times?

How do or how can you and other staff members provide support to your students and their families during difficulties in their life?

Is there anything else that you’d like to add or share?

If you have some ideas that you were not able to express or share during our focus group, please feel free to write it down and hand into me. Thank you for your time.