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APPENDICES

Appendix 1 Risk Conditions

Summary of Risk Conditions and Subsequent Adolescent or Adult outcomes (Doll & Lyon, 1998, Table 2)

Conditions of Risk	Adolescent/Adult Outcomes
Poverty	Increased delinquency/criminal activity
Low parent education	Lower measured intelligence
Marital discord or family dysfunction	Increased educational and learning problems
Ineffective parenting	Increased likelihood of physical and mental health problems
Child maltreatment	Increased likelihood of teenage parenthood
Poor physical health of child or parent	Increased likelihood of unemployment
Parent mental illness or incapacity	Decreased likelihood of social competence

Appendix 2 Resilience Factors on Individual, Family and Social-environmental level

Individual-level, Family level, and Social-environment level resources (Olsson et al., 2003, p. 5-6)

Individual Level	Family Level	Social- environment level
<p><i>Constitutional resilience:</i></p> <ul style="list-style-type: none"> - Positive temperament - Robust Neurobiology - Psycho physiological health - Easy Temperament - Outgoing Personality - Gender <p><i>Sociability:</i></p> <ul style="list-style-type: none"> - Responsiveness to others - Pro-social attitudes - Attachment to others - Positive behaviour <p><i>Intelligence:</i></p> <ul style="list-style-type: none"> - Academic achievement - Planning and decision making - Higher cognitive functioning - Success at school <p>Communication Skills:</p>	<p><i>Supportive Families:</i></p> <ul style="list-style-type: none"> - Parental warmth, encouragement, assistance - Cohesion and care within the family - Close relationship with a caring adult - Belief in the child - Non-blaming - Marital support - Talent or hobby valued by others - Nurturing supportive family members who are positive models - Safe and stable (organized and predictable) home environment - Family literacy - Provision of high quality child care - Secure attachments, early and ongoing. 	<p><i>Socio-economic status:</i></p> <ul style="list-style-type: none"> - Material resourced - Adequate financial resources <p><i>School experiences:</i></p> <ul style="list-style-type: none"> - Supportive peers - Positive teacher influences - Success (academic or not) - Success at school - Positive relationship with one or more teachers - Postive relationships with peers and appropriate peer models <p><i>Promoting full development:</i></p> <ul style="list-style-type: none"> - Nurturing and supportive climate school-wide and in classrooms - Conditions that foster feelings of competence, self determination and connectedness <p><i>Supportive communities:</i></p>

<ul style="list-style-type: none"> - Developed language - Advanced reading <p><i>Personal Attributes:</i></p> <ul style="list-style-type: none"> - Tolerance for negative affect. - Self-efficacy. - Self esteem. - Foundational sense of self. - Internal locus of control. - Sense of humor. - Hopefulness. - Strategies to deal with stress. - Enduring set of values. - Balanced perspective on experience. - Malleable and flexible. - Fortitude, conviction, tenacity and resolve. - Strong abilities for involvement and problem solving. - Sense of purpose and future. <p><i>Promoting full development:</i></p> <ul style="list-style-type: none"> - Pursues opportunities for personal development and empowerment. - Intrinsically motivated to pursue full development, wellbeing and a value-based life. 		<ul style="list-style-type: none"> - Believes the individual's stress - Non-punitive - Provisions and resources to assist - Belief in the values of a society - Strong economic conditions/emerging economic opportunities - Safe and stable communities - Available and accessible services - Strong bond with positive others - Appropriate expectations and standards - Opportunities to successfully participate, contribute and be recognized.
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Appendix 3 Veerkracht Vragenlijst (Resilience Questionnaire)

1. If I have to make a difficult decision then I talk to someone at home who can give me advice.
2. If I have had an argument at home, I don't do anything for the rest of the day.
3. If I want to do something that my friends think is stupid, then I will do what I want anyway.
4. If I cannot solve a task at school at once then I quit.
5. If someone tells me something I do not understand then I ask them what they mean.
6. If I feel bad about problems at home then I go and talk to someone about it.
7. If I've had a rotten day at school then I will go and do something I enjoy in the evening.
8. If I really want something and my parents won't pay for it then I work really hard until I have enough money for it.
9. I am really unpleasant to my family, if I have had an argument with my friend.
10. If I feel unhappy about problems at school then there is always someone at school who will help me.
11. If I'm feeling melancholy, I continue to feel like this for days.
12. If my friends want to do something I don't, then I search for someone in the group that also doesn't.
13. If I have to make a difficult decision then I tend to wait too long so that the opportunity to make the decision is lost.
14. If I have had a quarrel at home then I talk to a friend about it.
15. If I get a lot of bad marks for a subject then I stop learning that subject.
16. If a teacher is angry with me then I will try to concentrate more on my schoolwork.
17. I stop going to school if there are problems at home.
18. If I really want something and my parents won't pay then I'll argue with my parents.
19. If I am not feeling well, then I go and do something I like.
20. If I have to make a difficult decision then I will consider all the options and choose the best one.
21. If my friends want me to do something that I would rather not do, I will go along with their plan anyway.
22. If I cannot solve a task at school at once then I try a different way.
23. I try to help make the best of things when there are problems at home.
24. If I'm feeling anxious about problems at school then I won't go the next day.
25. I have had difficult experiences in the past which I have reacted well to.
26. I apologise when my parents are angry with me and they are right.
27. If someone tells me something I do not understand, then I pretend to understand.
28. If a teacher is angry with me then I get angry myself and the situation worsens.
29. If I have an argument with my friend then I will try any way I can to sort things out.
30. If I get a lot of poor marks for a particular subject I will find someone who can help me with my homework for that subject.
31. If I'm feeling anxious about problems at school then I'm really unpleasant to the teachers.

32. If my friends want to do something I know will cause problems then I won't participate.
33. I still keep going even if things are against me.

Appendix 4 Topic List Open-Ended Interviews

Introduction:

In this study we want to find out what students *think* about their school, how they *feel* in school, what their **school and their school-day look like** and how they deal with things that they *experience as difficult or challenging*. I want to look over your shoulder/through your eyes/ to your school as if I am invisible. I will not ask a lot, I would like you to tell me yourself. I am interested in *your* story. *Your story* is what counts in this interview, more than the story of your teacher or the story of other students.

This interview will be completely **anonymous**. Know one will know your name. You can let me know at any time if you wish **to pause, continue** or **end** the interview. I will write things down as I am listening to you. If it is okay with you, I will record this interview on tape. If I have written the whole interview down you will have the opportunity to see if I have understood you correctly and If my words represent yours.

Interviewer asks what the participant thinks about in relation to the *word/idea “school”*.

Interviewer clarifies that she wants to know what is *important* in the school, what helps to deal with difficult circumstances and to keep going.

Ask First about Positive things (Many), then about things that are not so positive.

Ask the participant about his/her *experiences* with difficult circumstances. Then ask “how did you deal with them?”

Topic list (if needed):

What helps you when you are not feeling well?... And the school? Is there something in the school that can help? What makes you strong? What keeps you motivated and going?

What do you do if you really have a problem or if you experience something as really difficult? (Focus on the school).

When you speak about thing that you experience as difficult, then how is that related to the school? ...

What could the school do to make things easier for you or to help you cope?

Summarize

Ask for approval to contact the participant again if needed for validity or extra questions.

Appendix 5 Example letter for Parental Consent

Utrecht, *date* 2004.

Concerns: Research

Contactperson: *(Name of student-coordinator of the school)

Dear sir, madam,

As you may have noticed, for the last few years the VMBO has had negative publicity in the media. The voices of teachers in the VMBO, the students and their parents are often much more positive. Many of the students, also at the ****name of the school****, develop successfully and graduate to start working or continue to study.

Therefore, the ****name of het school**** is happy to participate in a study that focuses on the strenghts and successful development of students in the VMBO. For this study, all students from the third year will be invited to fill out two questionnaires. Additional interviews will be plannend with some of the students.

Who carry out the study?

The study is carried out by pedagogues from the Hogeschool Utrecht. The researcher is Ms. M. Enthoven. She is guided and supervised by Professor Van der Wolf and Professor Bouwer. If you have any questions about the study you can contact Ms. Enthoven via ****emailaddress****.

Privacy

The data will be completely confidential. The interviews will be processed anonymously. In the research report no names of the participants of the study will be mentioned.

The results

The researchresults are important for the improvement of the quality of schools. The results could be used for interventions and for improvement of studentcare.

The quality of the study is dependent on the willingness of schools, students and parents to participate in the study. Therefore we hope your child will be allowed, able and willing to participate. If you have any objections to your child participating in the study, then you are free and invited to inform the studentcoordinator (*name of studentcoordinator*) at *telephonenumber and/or emailaddress* before *date*.

Thank you sincerely for your cooperation,

Kind regards,

M. Enthoven/*Name student coordinator/*Name principal of the school (as the specific school wishes).