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The Effects of the Diversion Program on Student Resilience

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THE EFFECTS OF THE DIVERSION PROGRAM ON STUDENT
RESILIENCE

By

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A thesis submitted in partial fulfillment
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Abstract

The current study examined whether The Diversion Program is associated with an increase in student resilience. Fifty-one students 10- 18 years old participated in this study. Participants completed a resilience measure reflecting the multiple pathways and processes embedded in different contexts. A pretest-posttest design was used to evaluate the effects of the Diversion Program on students' resilience. As predicted, students' resilience increased significantly from the pretest to the posttest. Results demonstrated the promise that resilience depends more on what we receive than what we have. This study serves as a beginning point to guide future resilience research, practice, and implementation on a broader scale.

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Chapter 1

Introduction

With countless modern conveniences and all sorts of electronic devices running rampant in our culture, some may conclude that children have it easy today. But children today are inundated with challenges, trials, and weaknesses that previous generations never faced. Which might lead us to forget they can still thrive independently, despite this heavy burden. Our charge is to help prepare them to meet those challenges head-on by cultivating and encouraging their resilience at school, at home, and in the community.

In an effort to help students we might ask the question, why do some kids cruise through life seemingly unphased by trials, while others are affected? Traumatization can happen to anyone, nobody is immune. The difference in the bounce back may lie in resilience or the virtue that enables people to move through hardship and become better (Greitens, 2015).

Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world” (Bilia, 2022). A proper education sets people up to solve problems and help others. It isn’t just

about learning reading, writing, and arithmetic at school. Formal education is so much more than passing grades, tests, and homework.

For some children, school is their main source of socialization. In the United States, most of a child's time is spent in school. It is at school that extended interaction with peers is most likely to occur (Sommer, 1985). A substantial amount of time is spent at school socializing as well as learning. Characteristics such as the development of work habits and citizenship, self-expression, and participation with others in sports, arts, music, drama, and so on are developed at school (Sommer & Nagel, 1991). For this reason, school absences may concern parents, school personnel, and society in general (Sommer & Nagel, 1991).

Graduating from High school is an important and necessary condition in life (Sommer, 1985). The lack of education, including graduating from High school, has been linked to a wide range of negative outcomes including alcohol abuse, suicide, drug use, and an increased likelihood of receiving welfare (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich & Ruchkin, 2015). Students will need to create a stable desire to graduate high school, or a resiliency towards life and pass through the fearful passage that leads from

childhood to maturity (Farrington, 1980). For students to have the motivation to attend school, despite the many challenges faced in today's society, they may need multiple resources assisting them toward graduation (Sigelman & Rider, 2018).

One resource that has shown some positive benefits is the Diversion Program (DP) with the Eighth Judicial District Court. It has been shown to reduce absenteeism in Clark County and reduce the number of youth entering the formal Juvenile Justice System. The DP supports students and their families to address students' school attendance, grades, and behavior.

Purpose

The purpose of this study is to evaluate the effects of the Diversion Program on student resilience. The most common cause of emotional problems faced by children today is a lack of resilience (Matthiessen, 2019). They may not be learning how to deal with today's challenges effectively. With powerful interventions, such as the Diversion Program (or DP), to assist them, we may be able to help children strengthen their resilience, enabling them to become more prepared for the future by increasing intellectually, physically, socially, and emotionally.

There is a temptation to remove obstacles from a child's path, but when we do so we unwittingly impede our adolescents from developing the resilience they need to be strong and independent. Developing resilience cannot happen without opposition (Robbins, 2019). The hardships, the struggling, and the stretching help us develop resilience or our ability to continue in life after hardship. Children need to grow in the art of decision-making (Ehmke, 2016). We should allow them to think for themselves and begin making even the smallest of decisions early in life. For a child, this independent decision-making might be fearful. The Diversion Program helps them establish good habits early in life which may assist in the navigation of fear.

Research Question

The research question guiding this study is: *What effects does the Diversion Program have on student resilience?* It is hypothesized that higher levels of resilience will be found in students who participate in the Diversion Program. Literature suggests there may be a correlation between school intervention participation and higher levels of resilience.

Chapter 2

Literature Review

Understanding Truancy

An area of particular concern in today's educational system is student truancy. Truancy is a legal term that is generally defined as a specified number of unexcused absences from school over a designated period (Swansea, 2010). The number may differ per state. Nevada State law states a student who accumulates 3 unexcused absences is considered truant (NRS Chapters 392 and 62E). A student who has 10 unexcused absences in the school year is considered a habitual truant in need of supervision (NRS Chapters 392 and 62E). Truancy in school is of three types: non enrolment, excused absences, and unexcused absences (Sommer & Nagel, 1991). Non-Enrolment may be justified or not justified and breaks into three subsets: those who were never enrolled, the expelled, and the dropouts. An excused absence occurs when the absence is considered acceptable to authorities. It includes illness, doctor's appointments, death in the family, or family crises (Sommer & Nagel, 1991). Unexcused absences can be divided into two types, class cuts and occasional absences (Sommer, 1985).

School

Why Attendance Matters

Many students miss more than 10 percent of the school year, which adds up to more than 18 days a school year (Attendance Works, 2021). To put it in simpler terms, that is two days every month. If students don't show up for school regularly, they miss out on fundamental skills and the chance to build a habit of good attendance that will carry them into college and onto careers.

Attendance Works (2022) takes a closer look at today's high levels of truancy and how it reflects the trauma experienced by students and families due to significant economic and health challenges. Showing up for school provides students and families access to public resources.

Communities partner with schools to offer multiple resources to students and families to connect, engage and thrive in society. For students and families to have access to the many resources this requires attending in-person instruction. For example, if a family is struggling with housing or basic daily needs, a teacher or other school representative is more likely to see the signs if the student is attending in-person instruction. In this particular scenario, getting to school

every day will allow the school the chance to offer access to housing solutions rather than emphasizing the importance of attending school.

On many different levels, education is an important and necessary condition in life. Attendance Works (2021) investigates how even missing a few days here and there can impact grades, put graduation at risk, cause stress, and even impact how children learn. As previously mentioned, graduating High school is considered to be an important stage of development and transition for students entering early adulthood in the United States. One of the major concerns of educators and parents alike is the decline in student graduation (as measured by state standard graduation decline rates and the need for High School diplomas in some jobs). Attendance Works (2021) states truancy is the leading indicator that a student will drop out of high school and not graduate. When you're in school every day, you get a better education, which means increased career options and stable long-term employment.

Why Truancy Is Seen as a Problem

In response to the question “what do you think are the biggest problems with which the public schools in this community must deal?” the third most common response was “pupils’ lack of interest

or truancy” (Elam, 1990). The good news is truancy can be significantly reduced when schools, families, and communities’ partner together to monitor, nurture, and address the hurdles that keep youth from attending school every day.

Evi Makri-Botsari (2015) found that truancy is seen as a precursor to engaging in other risky behavior. It may be an indicator of something deeper affecting the student. It often acts as a “gateway” behavior that can lead to students displaying criminal characteristics. People with better education tend to live longer and have healthier lifestyles including exercising regularly. They have a one-third lower risk of heart disease and are less likely to smoke (Mortimore, Sammons, Stoll, & Ecob, 1988). Beyond just teaching academics, school attendance can foster students’ relationship development, identity, emotional skills, and overall well- being (Mortimore, Sammons, Stoll, & Ecob, 1988).

Unfortunately, many schools and communities don’t realize the extent of the problem. The schools are paying attention to how many students show up every day and how many skip school, but not how many miss so much school that they’re at risk academically. For schools to continue to thrive and lead our next generation into the

future, the overall well-being of families, students, and school staff will need to be at the forefront of our minds.

Truancy may be seen as a problem because school attendance will not only improve one's personal life through career advancement, skill development, and employment opportunities, but it will cut the individuals' chance of unemployment in half (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich & Ruchkin, 2015). By cutting unemployment in half, it can improve society at large. Societies with higher rates of degree completion and levels of education tend to be healthier, have higher rates of economic stability, and have greater equality (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich & Ruchkin, 2015). Greater equality in a society may lead to a higher sense of unity and trust within the community (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich & Ruchkin, 2015).

The lack of education has been linked to a wide range of negative outcomes including alcohol abuse, suicide, drug use, and an increased likelihood of receiving welfare later in life (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich & Ruchkin, 2015). Those who acquire an education have higher salaries and have more

opportunities for career advancement. The lack of education may lead to a negative life cycle of poverty (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich & Ruchkin, 2015).

Truancy has been shown to impact the community. Increased school attendance has been linked to reduced rates of criminal activity. Studies have shown that students who are truant have a higher likelihood of entering the formal juvenile justice system because of missing school. Studies have proven that students who are absent from school may experience adult criminality or incarceration later in life (FindLaw, 2016). Additionally, their parents may be required to pay fines, complete community service, and/or be referred to Child Protective Services (CPS).

Truancy makes it difficult for students to connect to friends, teachers, and other staff at school. Students seem to benefit from a sense of connection to the school. Those with low levels of attachment to school are more likely to be in poorer physical health, to smoke and drink, and to participate in less physical activities (Bonny, Britto, Klostermann, Hornung, & Slap, 2000). It is at school that children learn how to properly care for their bodies. School teaches healthy eating habits and may make up for concepts missed at

home.

It is at school that extended interaction with peers is most likely to occur (Sommer, 1985). School provides an opportunity to connect with peers daily. Characteristics such as work habits, citizenship, and self-expression are developed while participating with others in sports, arts, music, drama, and so on at school (Sommer & Nagel, 1991). School offers an opportunity to develop self-regulation and problem-solving skills in a safe environment. When youth engage in school, they are more likely to be resilient and succeed in life.

It is difficult to succeed in school if a student misses too much classwork because it is hard to catch up. All of this can have a compounding effect at school and cause a student to avoid coming due to frustration. When interest is lost it results in low academic performance (Perry, 2008). Truancy has known effects on individuals and negative effects on the overall learning environment.

Causes of Truancy

Home

Several factors in a child's home can contribute to truancy. Children from lower-income families are more vulnerable to truancy when compared to higher-income families (FindLaw.com, 2016). A

parent's work environment affects the likelihood of a child attending school. For example, working multiple jobs to make ends meet or working nights may make it difficult to get a child to school early in the morning. Other problems such as divorce, physical or verbal abuse, financial instability, and frequent moves may also cause truancy (FindLaw.com, 2016).

It has been further suggested that high-quality family relationships may have a direct impact on the child's schooling. Manifestations of parental involvement may contribute to a student's sense of school belonging, suggesting that parents may also play a role in students' attachment to school (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich, Ruchkin, 2015). One study found an association between the relationship in parent involvement at school and improved mental health in children. When a parent takes a more active role in a child's education, they are more likely to succeed.

School

The state of the school may play a role in students' willingness to attend. When students feel unsafe, they may make a conscious decision not to attend. Fear of school can exhibit in the form of being bullied, racism, harassment, anxiety, and even violence

(FindLaw.com, 2016). Fear of school has dramatically increased in the past decade. Society is seeing it from an increase in anxiety after the 2020 COVID school shutdowns to the multiple school shootings in the news. More school in any other year since data collection began (National Center for Education Statistics, 2021).

Health Issues

Poor health and undiagnosed conditions cause too many absences. This includes health problems (i.e., COVID, asthma, and childhood cancer) and lack of healthcare access (Attendance Works, 2021). These key factors that are mostly outside the education system's control include multiple healthcare issues. Challenges related to poor physical and dental health are leading causes of students missing too much school (Attendance Works, 2021). Even when absences are excused, missing too much school can lead students to fall behind.

Personal

Among the reasons students avoid attending school is a lack of interest or a “will not go aversion” (Fisher, 2014). Some kids simply may lack interest or motivation. This includes issues such as trouble waking up and peer pressure to skip class. Individual motivation and ability to perform in school may be affected by symptoms associated

with anxiety and depression, such as decreased interest, lack of energy, insomnia, and diminished ability to think and concentrate (Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich, Ruchkin, 2015).

Mental Health

Today, depression and bipolar disorder affect approximately 14% of teens between the ages of thirteen and seventeen (World Health Organization, 2021). Suicide is the fourth leading cause of death among 15–19-year-olds (World Health Organization, 2021). Other behavioral disorders can also affect a child's education including Attention Deficit Hyperactivity (ADHD and ADD) and Conduct Disorder. Protecting children from adversity, promoting psychological well-being, and ensuring mental education and care availability are critical for children. For children struggling with mental health, it can affect school attendance and schoolwork. It may cause difficulty concentrating or socializing problems. Truancy is seen among students who lack confidence in their mental health (FindLaw.com, 2016). These students are likely to lack friends and skip school (Perry, 2008). This aspect is especially applicable to students who may be perceived to look, act or dress differently.

Transportation

According to a report from Upstream Public Health in Portland, Oregon, a lack of reliable transportation is a primary factor in truancy for students (Fisher, 2014). As communities have become more dependent on the family vehicle to transport children to school, barriers for low-income students began. The percentage of households with two workers and only one vehicle is increasing (Fisher, 2014). Families are living further from schools than in the past (Fisher, 2014). As a result, communities have become increasingly dependent on having a family vehicle and public transportation.

Interventions

Every student comes into the classroom with their own experiences and needs. Interventions are designed to support students' individual needs by choosing strategies that help them succeed. Intervention plans work best when they are relationship-informed as well as data-informed, building on what we know about the student and deciding how best to support them (Attendance Works, 2021). Students need connection and support now more than ever. A good intervention plan is creative and customized to the student's particular needs without limits. Science on student

resilience suggests a good framework for intervention may include some of the following basic components:

- A mission for positive goal setting.
- Reduce or manage behavioral risks.
- Measures that include promotive and protective factors as well as positive support for evaluating success.
- Resources to mitigate risk, boost assets in children, and reduce barriers to a child's overall health and development.
- Multi-factor and multi-level alignment to create synergy for change.
- Nurture, create and restore fundamental adaptive systems that generate capacity for resilience in life.
- Optimize change by maximizing strategic timing.

AttendanceWorks.org recommends a three-tiered approach that starts with foundational support for the whole school. These foundational supports are divided into three tiers. Tier I is prevention-oriented support. This involves strategies that are aimed at encouraging better attendance for all students and at preventing absenteeism before it affects advancement. Tier II is more personalized outreach. Tier II strategies are designed to address

barriers to attendance for students at higher risk for truancy. These students and families should receive higher personalized attention as part of the engagement strategy. Tier III provides intensive support to students missing the most school, often involving not just school, but other resources outside of school such as healthcare, housing, and social services, and typically requiring case management customized to individual student's challenges. The following is only one example of the interventions available in each tier.

Tier I

Tier I interventions are prevention-oriented supports usually facilitated by a teacher or teacher's aide. They include universal support such as personalized communication to families when students are absent and regular monitoring of attendance data. It could also entail the teacher establishing predictable daily and weekly routines for the student. Or clear, concise, and consistent communication about schedules and expectations. It may be as simple as how a student takes a break or does an errand or a job at school. Each Tier will most likely support positive reinforcement with recognition of improved behaviors.

Tier II

Tier II support is considered an early intervention, an initiative to avoid Tier III support. It may be provided by multiple members of a school team. They will collect data to activate targeted supports including an individual plan developed with families and students. It may include student-tailored physical and mental health supports and prioritized expanded learning. Tier II stands out from Tier I support because it includes mentoring and home visits with students and families.

Tier III

Tier III is an intensive intervention. It includes intensive outreach to locate students and families and assess the situation. It usually involves care from a specialized individual such as a social worker or trained behaviorist. A student receiving Tier III care may need intensive coordinated care. The care will be coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness, and juvenile justice as the last resort.

The goal of Tier III care is not punitive but tailored specifically to the individual's needs. It differs from the previous two tiers because it goes outside the school for care solutions and resources utilizing licensed staff. The Truancy Diversion Program offered by the Clark

County Courts is a Tier III intervention.

The Truancy Diversion Program

The Truancy Diversion Program (DP) is a program offered by the Eighth Judicial District Court to reduce absenteeism in Clark County to reduce the number of youth entering the formal Juvenile Justice System. The TDP supports students and their families to address students' school attendance, behavior, and grades. A Family Advocate and a volunteer Judge meet with the student weekly to address the hurdles that keep the student from attending school regularly.

It costs roughly \$3800 a year for a school to participate in the program. The cost includes weekly campus visits from a volunteer Judge and a Family Advocate. It also includes other activities from weekly parent phone calls to community outreach activities, to name a few.

The Family Advocate is responsible for communicating with the family. This may include intensive outreach to locate students and families and evaluate their needs, such as housing, food, or clothing. During the outreach, the actual name of the program may be limited to facilitate a positive environment. Family Advocates have found that families respond negatively to the word, truancy. It may be

associated with punitive circumstances, exactly what the Truancy Diversion Program is trying to avoid. To establish a positive relationship conducive to building positive student-centered goals Family Advocates avoid using the word, “Truancy” despite the name of the program.

Instead, they identify themselves as Family Advocates charged with aiding in their child's school attendance.

Fostering Academic Resilience in Students with School Interventions

Masten and Barnes (2018) discuss that there has been a significant body of research dedicated to exploring school-based interventions and how they enhance the resilience of students.

Increasing evidence shows that more intervention options may need to be available for all students, not just those struggling economically, academically, or behaviorally.

Depending on what a child is experiencing emotionally, mentally, or at home, an increased number of students today may benefit from extra support.

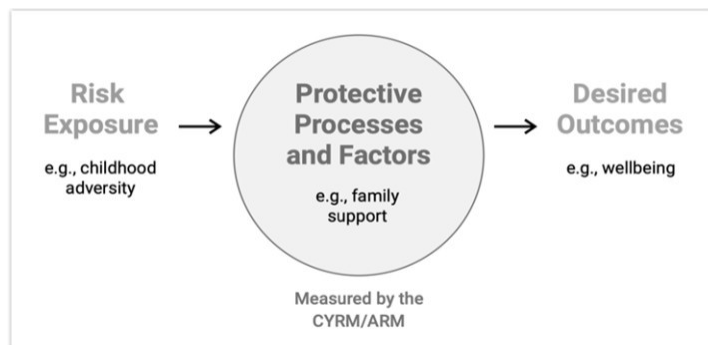
The most common cause of emotional problems faced by children today is a lack of resilience (Matthiessen, 2019). Children just aren't learning how to deal with today's challenges effectively.

Dr. Michael Ungar (2011) suggests resilience is best understood as follows:

“In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways.”

Resilience is a combination of processes that include individual, relational, and contextual components and is formed by the relationship between an individual and their environment (Ungar, 2011). See Figure 1 for a visual representation.

Figure 1: Social-Ecological Framework of Resilience



It is this relationship of sets of actions that mediate the effects of stressors and lead to the achievement of positive results. According to Twenge (2017), kids are growing up less rebellious, more tolerant, less happy, and completely unprepared for adulthood. Lower resilience among today's children may be an unintended consequence resulting from such factors as:

- Too much time on digital devices and not enough time exercising or enjoying physical activity (Azzollini, 2017).
- Overexposure to virtual or pretend worlds, causing distorted self-images, anxiety, depression, and lower self-worth (Ehmke, 2016).
- Impatience in a world of instant gratification and answers at Google speed (Robbins, 2019).
- Too much protection from rough seas. "Smooth seas do not make skillful sailors" (African proverb).
- Innumerable options distract us; fake news and half-truths confuse us; and a lifetime of ease (Robbins, 2019).
- Too much digital face time and insufficient face-to-face

time result in underdeveloped interpersonal skills
(Ehmke, 2016).

Resilience

Masten and Barnes (2018) found that extensive literature has accumulated since resilience science on children first emerged around 1970. Psychology, psychiatry, and education have aimed to promote healthy development among children threatened by adverse childhood experiences. Over the past two decades, the definition of resilience has shifted. One of the most important implications of this shift is the idea that the development of resilience is not circumscribed within the body and mind of that child. It is the idea that child resilience capacity depends on their connection to other people and systems outside themselves through relationships and other processes. This was found when research discovered individuals who shared similar risk profiles exhibited different levels of resilience. Controversially, their findings suggested that the severity of exposure either to one extremely traumatic event or in the sense of cumulative risk makes a difference. At the same time, this study also showed variation among individuals at similar levels of risk. These results motivated ongoing research for answers to the question of what makes a difference.

Masten and Barnes (2018) established a “shortlist” of fundamental adaptive systems that account for a capacity for adapting to challenges or establishing resilience. They are paraphrased below (the individual characteristics are first, followed by the family’s role in parentheses):

- Caring family, sensitive caregiving (nurturing family members)
- Close relationships, emotional security, belonging (family cohesion, belonging)
- Skilled parenting (skilled family management)
- Agency, motivation to adapt (active coping, mastery)
- Problem-solving skills, planning, executive function skills (collaborative problem-solving, family flexibility)
- Self-regulation skills, emotion regulation (co-regulation, balancing family needs)
- Self-efficacy, positive view of the self or identity (positive views of family and family identity)
- Hope, faith, optimism (hope, faith, optimism,

positive family outlook)

- Meaning-making, the belief life has meaning
(coherence, family purpose, collective meaning-making)
- Routines and rituals (family routines and rituals, family role organization)
- Engagement in a well-functioning school
- Connections with well-functioning communities

These characteristics are important in establishing resilience but are not the only characteristics found important. Ugnar (2019) in *Change Your World: The Science of Resilience and the True Path to Success* found that at least 12 resources recur in resilient lives around the world. The 12 that stood out to him were:

- Structure
- Consequences
- Intimate and sustaining relationships
- Lots of other relationships
- A powerful identity
- A sense of control
- Rights and responsibilities
- Safety and support

- Positive thinking
- Physical well-being
- Financial well-being

It is important to clarify that not all forms of stress are “bad” for children. Masten and Barnes (2018) went on to document that just as a healthy immune system requires experience and adaptation for optimal health, so does the development of adaptive skills. Some exposure to adversity can have beneficial effects. For example, the preschool years are a period of development of behavior, social and neural systems for school readiness. Late childhood has also been implicated as the transition years. A time for older children, who may have gotten off track to turn their lives around in a more positive direction. An opportunity for rapid growth or finding their way back to success. Observations in the resilience of children who turned their lives in a more positive direction may be explained by this period of rapid growth.

Summary

This literature review serves to provide a premise for continuing the Diversion Program and even the justification to provide the intervention in every school in Clark County School

District. While there has been a lot of attention dedicated to research surrounding truancy, research on interventions designed to support student resilience is sparse. Students may be truant because of their lack of resilience.

Schools aren't causing the problem; they are simply revealing it (Twenge, 2017). On average, students today are maturing with lower levels of resilience compared to previous generations. The early research that has been conducted on truancy has established a need for students to attend school on a regular basis to gain the academic and social skills needed to succeed later in life. As previously mentioned, many schools and communities don't realize the extent of the problem.

Attending school regularly is essential to students gaining the academic and social skills they need to succeed. Reducing absenteeism is a simple, cost-effective, but often overlooked strategy for improving education. Starting as early as kindergarten, truancy (missing 10 percent of the academic year) can leave third graders unable to read and sixth graders struggling with assignments, and high school students not on track to graduate.

Truancy is especially problematic among students living in poverty who are most likely to have low attendance over multiple years and least likely to have access to the resources necessary to make up for missed days in the classroom. Many of these researchers studying truancy have overanalyzed the cause and effects of truancy with little regard for a sustainable solution.

So, why does all this matter? Because the lack of resilience is one of the leading reasons that many schools across the United States are experiencing a high dropout rate (Robbins, 2019). As discussed earlier, students need to create a stable desire to graduate high school, or a resiliency towards life and pass through the fearful passage that leads from childhood to adulthood (Farrington, 1980).

Teaching children how to face, work through, and conquer their challenges helps them think for themselves, reason through problems, and recognize and understand themselves. Myers-Briggs Type Indicator (or MBTI), a popular personality test, says, “the more we know ourselves, the better equipped we are to prioritize activities and situations that serve our well-being”. Ugnar (2019) states, rugged individuals are supposed to create all these resources for themselves. Ugnar finds no evidence that they can. On the other hand, resourceful

individuals find what they need in their environment. They find unusual support and resources around them and choose to create a successful story.

There is a risk in honoring the agency of children and leaving them to find what they need in their environment. Our only hope as a society is to teach them correct principles and allow them to utilize the use of their agency. We should allow them to think for themselves and begin making even the smallest of decisions. Sandra Bullock in the 1998 blockbuster, *Hope Floats* laughingly said, “Childhood is what you spend the rest of your life trying to overcome...beginnings are scary, endings are usually sad, but it’s the middle that counts the most”. Let’s find hope in working together to strengthen our children, let’s make sure their middle counts.

The DP strives to make “the middle” count for each student. It helps them to set goals and assists them in achieving those goals. It offers an avenue for individuals to have support and resources. It may even teach individuals how to use the resources provided in their environment.

Current analyses conducted by Clark County Courts indicate that the DP is effective in improving attendance, grades, and behavior. This analysis involves collecting data quarterly. The data compare

attendance and grades from the beginning of the program to the end.

Many of the students show improvement. We hope that the DP may have the same efficacy on student resilience as well.

Chapter 3

Methodology

The purpose of this study was to evaluate the effects of the Clark County DP on resilience in Elementary, Middle, and High school students. The DP has been implemented in Clark County School District (CCSD) for the past seven years. It was hypothesized that higher levels of resilience will be associated with students who complete the DP. The following section outlines the chosen research methodology for this study. First, the experimental design and participants are described, followed by the survey instruments, and lastly, the procedure.

Experimental Design

A pretest-posttest design was used to evaluate the effects of the Clark County DP on students' resilience. Students scheduled to enroll, or graduated from the CCSD's DP were offered the opportunity to participate in this study.

Participants

This study was conducted at 5 public schools located in the Clark County School District in Southern Nevada. According to Clark County School District's website, as of 2020, the school district served over

320,000 students, making it the fifth largest district in the United States.

It serves all of Clark County, Nevada, including the cities of Las Vegas, Henderson, North Las Vegas, and Boulder City; as well as Laughlin, Blue Diamond, Logandale, Bunkerville, Goodsprings, Indian Springs, Mount Charleston, Moapa, Searchlight, and Sandy Valley. The district is divided into three regions and operates over 365 schools. The district has limited involvement with charter schools, and with the exception of providing some bus service, does not have any involvement with the private schools in the county. For the purpose of this study, participants will only be sampled from Las Vegas, Henderson, and North Las Vegas public schools. This sample area was randomly assigned to me as a participating Family Advocate with Clark County Courts. The sample consisted of students currently enrolled in the described district.

Fifty-one students participated in this study. Twenty-six children were in the pretest group and 25 were in the posttest group. Fifty-seven percent were female and 43% were males. Sixty-one percent of the participants were Caucasian; 25.5% were Hispanic; 9.8% were African American; 1.9% were Asian; and 1.9% were Pacific Islanders.

Participants ranged in age from 10-18 years-old ($M=13.96$) and were in

grades 4th-12th. When grouped by grade, 29% of the children were in Elementary school, 20% were in Middle school, and 51% were High school students.

Survey Instruments

Child and Youth Resiliency Measure (CYRM)

To measure the independent variable of resilience, the Child and Youth Resiliency Measure (CYRM) was used (Appendix A). The CYRM-5 point, 17- item measure is a measure of resilience that reflects the multiple pathways and processes embedded in different contexts that require our attention and understanding when considering resilience as it appears in student development. The measure has three sub-scales (a) personal, (b) relational, and (c) contextual factors implicated in resilience processes. The CYRM seeks to provide a more inclusive understanding of the processes of resilience that differ across cultures and contexts, accounting for the heterogeneity of culture and experiences of students.

Participants were asked 17 questions divided among the three sub- scales. An example of a question within the personal domain is, “I know how to behave/act in different situations (such as school, home, and church)?”. An example of an item within the relational

domain is, “Do you talk to your family about how you feel (for example when you are hurt or feeling scared)?”, and an example of an item within the contextual factor, “Is doing well in school important to you?”. Participants answer each question by selecting *not at all (1)*, *a little (2)*, *somewhat (3)*, *quite a bit (4)*, or *a lot (5)*. The CYRM pictorial scale was offered to all participants to aid in responding. See Appendix F. **Demographic Data**

Demographic data, including gender/sex, race/ethnicity, year in school, grades, and socioeconomic background, was also collected. This data was obtained from student program files.

Intervention

The Diversion Program (DP) is a program offered by the Eighth Judicial District Court to reduce absenteeism in Clark County in an effort to reduce the number of youth entering the formal Juvenile Justice System. The DP supports students and their families to address students’ school attendance, grades, and behavior.

During the DP the student meets with a Family Advocate once a week for 8-12 weeks. The Family Advocate meets one-on-one with students on their school campus. The student is identified by the school to address the student's attendance record, grades, and/or

behavioral issues. These characteristics are identified by participating CCSD schools. School administration refers the students to participate in the program.

The purpose of the weekly meetings is to offer emotional support, evaluate the previous week's goals, and set new goals. Before the first meeting, the Family Advocate holds a conference with the school administration to discuss the issues surrounding each student. The Family Advocate utilizes the administration's concerns to guide the weekly meetings. Once all goals are met, the student is “graduated” from the program and is no longer seen.

Each meeting with the student lasts 5-10 minutes. The student is removed from normal classroom discussions for as little amount of time as possible. During the weekly meetings, the Family Advocate assists students to focus on achieving the goals established by the school's administration, such as, issues associated with attendance, homework completion, or appropriate behavior (appropriate behavior is characterized by CCSD’s policies and regulations).

Upon a student achieving a goal, the Family Advocate provides positive reinforcement. Positive reinforcement may be established in words, such as, “I am so proud of you. Your teacher

told me the amount of homework you are completing has improved.” or “since I met you last week you have attended every day of school. Good job!” Students are also given the opportunity to pick a prize out of the treasure box.

During the interaction at each meeting the Family Advocate may discover basic needs of housing, food, or clothing aren’t being met. If basic needs aren’t being met, family resource centers, shelters, youth services, and/or social service information or referrals are provided. The main job of the Family Advocate is to uncover shortcomings that may be holding a student back from attending school, achieving passing grades, and/or behaving appropriately. Ultimately, striving to increase students’ and families’ overall benefits from school attendance.

Some of the student benefits of the program may include increased school attendance, improved grades, class participation, learning to make and keep goals, support for students including food and clothes, tutoring and counseling for students, incentives, and connection with the school community.

Some of the family benefits of the program may include assistance with the student’s success, strengthening of the family unit,

parenting classes, transportation, other family assistance, or referrals for the family as needed. Referrals for families may include health care, vaccines, community programs, community support services, and counseling referrals.

Some of the school benefits of the program may include increased student attendance, increased student grades, positive student attitudes, improved school and community connections, and improved compulsory attendance.

Procedure

Parent Permission

Once a youth was assigned to the Diversion Program, the parents were contacted regarding participation in this study. An initial email (Appendix B) was sent to the parents inviting their child (or children) to participate in the study and explaining the purpose of the study. If no response was received by email, a phone call was made to the parents inviting their child (children) to participate in the study. At that time, the purpose of the study was explained. Each parent of youth agreeing to participate in the study was then asked to complete the Parent Permission Form (Appendix C) for their child to participate in this study. The form outlined the study including the purpose of the

study, participant selection, procedures, benefits of participation, risks of participation, cost/compensation, contact information, voluntary participation, confidentiality, and participant consent. Parents then signed and dated the form.

Assent to Participate in Research

Before participating in the research study, students of parents who gave permission for their child to participate in this study were given the Child or Youth Assent Form, depending on their age. The UNLV Division of Research states students between 7-12 years of age will receive the Child Assent to Participate form (Appendix D) and students between 13-17 years of age will receive the Youth Assent to Participate form (Appendix E). These forms describe the rights of the child/youth in the study including agreeing to the study, how the study may make them feel, the right to ask questions at any time, and the right to refuse the study at any time without retribution. The students then signed and dated the form.

Data Collection

Because of time challenges, two groups of students participated in this study; the “pretest group” were students who qualified to participate in the DP, but had not yet participated, the “posttest” group

were students who recently completed participation in the DP. All students were individually administered the CYRM in an empty classroom at their school. The measure took approximately 5-10 minutes to complete. Each of the 17 questions (Appendix A) were read aloud to each student.

The CYRM-ARM manual suggests administering the test privately to ensure truthfulness. Participants were offered the CYRM pictorial scale to aid in responding (Appendix F). The smiley face illustration is a five-item Likert scale used to assist students in answering the questions.

Chapter 4

Results

Data Coding

To code the CYRM-R data, the five Likert scale smiley faces (Appendix F) for each item were given the numerical value of 1-5 associated with the face on the measure. The “least unhappy” face was recorded as one point and the “very very happiest” face was recorded as five points. Faces between the two extremes were recorded as two, three, or four points. Items within the measure were summed to gain a total score of the student's resilience. The “total score” ranged from 17 to 85, with higher scores indicative of characteristics associated with stronger resilience; lower scores are indicative of less resilience.

Data Analysis

Individual and total CYRM scores were entered into the Statistical Package for the Social Sciences (SPSS) for analysis. Independent sample t-tests were then conducted to analyze individual item and total score differences on the CYRM between the pretest and posttest groups. The results indicated a significant difference in the pretest group scores compared to the posttest group scores ($M_{pre} = 69.08$, $SD_{pre} = 9.002$; $M_{post} = 74.68$, $SD_{post} = 8.204$),

$t(49) = -2.32, p < .05$. Students rated their overall resiliency as significantly higher after attending the DP.

To evaluate whether program effectiveness varied across the individual items, independent t -tests were conducted between the pre and posttest groups on each of the 17 CYRM items. Three of these items yielded significant results. These results are displayed in Table 1.

Table 1. Mean Scores on Child & Youth Resilience Measure Statements

CYRM Statements	Pretest Group	Posttest Group	t
1. I get along with people around me	3.58 (.95)	4.12 (.78)	-2.32
2. Getting an education is important to me	4.31 (.88)	4.36 (.95)	-.20
3. I know how to behave/act in different situations (such as school, home, and church)	4.23 (.77)	4.44 (.96)	-.86
4. My parent(s)/caregiver(s) really look out for me	4.69 (.62)	4.84 (.47)	-.96
5. My parent(s)/caregiver(s) know a lot about me (for example, who my friends are, what I like to do)	4.08 (1.02)	4.40 (1.08)	-1.10
6. If I am hungry, there is enough to eat	4.42 (.99)	4.76 (.60)	-1.47
7. People like to spend time with me	3.65 (.745)	4.04 (.89)	-1.68
8. I talk to my family/caregiver (s) about how I feel (for example when I am hurt or sad)	3.58 (1.07)	3.44 (1.36)	.40

9. I feel supported by my friends	3.85 (.88)	4.60 (.58)	-3.60
10. I feel that I belong/belonged at my school	3.46 (.95)	4.12 (1.01)	-2.40 *
11. My family/caregiver(s) care about me when times are hard (for example if I am sick or have done something wrong)	4.23 (.95)	4.72 (.61)	-2.17 *
12. My friends care about me when times are hard (for example if I am sick or have done something wrong)	3.65 (1.02)	4.56 (.71)	-3.6*
13. I am treated fairly in my community	3.81 (.94)	4.24 (.92)	-1.66
14. I have chances to show others that I am growing up and can do things by myself	4.23 (.82)	4.24 (.66)	-.04
15. I feel safe when I am with my friends/caregiver(s)	4.54 (.71)	4.84 (.47)	-1.79
16. I have chances to learn things that will be useful when I am older (like cooking, working, and helping others)	4.15 (1.08)	4.52 (.91)	-1.30
17. I like the way my family/caregiver(s) celebrates things (like holidays or learning about my culture)	4.62 (.75)	4.44 (.96)	.73

Note. Standard deviations appear in parentheses.

** $p \leq .05$.*

Chapter 5

Discussion

This study aimed to evaluate the effects of the DP on student resilience. As predicted, students who participated in the DP showed higher levels of resilience than students who had not participated in the program. Previous research notes the existence of the lack of student resilience and the potential benefits of school intervention programs (Unger, 2019). Our findings support the notion that school intervention programs have the potential to enhance student resilience.

The literature also suggests that supportive teachers, caring families, effective communities and government, and nurturing environments are very often the difference between individual success and failure (Ungar, 2019). The results of the present study also tend to support this literature. For example, items 10 (I feel that I belong/belonged at my school.), 11 (My family/caregiver and friends care about me when times are hard), and 12 (My friends care about me when times are hard.) also revealed significant differences between students who participated in DP and those who did not. This would make sense with the student spending more time at school,

therefore interacting with peers and teachers regularly. Worth noting is the outlier, question 8 (I talk to my family/caregiver(s) about how I feel (for example when I am hurt or sad). Surprisingly, the pretest mean score of question 8 was one of the lowest of the 17 questions. For the posttest mean score to drop may cause speculation. Future studies may assess the child's perception and understanding of the question.

Consistently, the DP has fostered individual success. As seen in improved attendance and grades documented with quarterly reports by the DP. This further adds to the literature by suggesting a program, such as this, can add to student resilience. Dr. Michael Ungar (2019) states, "It is easier to change your environment than it is to change yourself".

Limitations

Although we were not able to conduct a dependent sample t-test, we remedied this by using students for both the pretest and posttest who qualified for the DP with similar characteristics. While we did get around this shortcoming, it may have inevitably led to some sample bias. Future research exploring differences in the same student may build a stronger design.

Likewise, there is a need to evaluate a larger population. Our participation included 51 students. This may have resulted in sampling bias. Also, a larger geographical community may facilitate communication setbacks. However, the location of families was not the only limitation. It may simply solve the shortage of parents responding to phone calls or emails in the community. Therefore, facilitating conversations with more families for approval. It appears that lower- income families are at a disadvantage regarding communication options. Future research may benefit in evaluating other options besides phone or email for contacting families for permission. Unconventional and innovative communication resources may be beneficial.

As with any research, there is a possibility of refusal to participate. Of interest, only three students refused participation after parent permission was established. All three students displayed characteristics of apprehension. A minimum of one parent refused participation. In fact, every parent I personally interacted with provided permission.

Establishing contact was limited. Perhaps one parent refused due to misinformation. Common reasons for refusal to participate in the DP

include misunderstanding the program goals, lack of strategies for coping with stress, and fear. This was apparent when a disgruntled parent who initially declined to participate changed her mind after reviewing the facts with an advocate. Future research may want to explore data on refusal and provide future participation opportunities after strategies for coping with stress have been delivered.

Directions for Future Research

Given the need to fortify our students against the woes of their generation, clearly expanding resilience programs is an effective way to target potential resilience behaviors in students and the environment. Consistent with previous research is the notion that, as human beings, we have internal resources to help us thrive in the most emotionally and physically damaging situations. However, those internal resources are seldom of much use unless we are also given the external resources needed to succeed (Ugnar, 2019).

The DP works one-on-one with students to develop, teach, and hone those internal and external resources. The Family Advocates are constantly adjusting and reevaluating the student's needs and utilizing community and school resources to meet those needs. Future research needs to evaluate the possibility that school

interventions might increase student resilience, not simply improve attendance, grades, or test scores.

Although we were not able to conduct a cost-benefit analysis of the DP, in our experience, it is difficult for students to attend resilience- increasing programs off-school campus. Especially for families who may already be struggling with unique home dynamics. Future research is clearly needed to evaluate the simplest way to prepare students to cope with the escalating challenges they will face at school, at home, and in the community.

At the other end of the spectrum, are families who are thriving, but the student is still grasping for coping skills. The DP model works with both ends of the spectrum. Future research is necessary to identify how best to meet the needs of this unique generation. One where there isn't a one-size fits all solution. That is, tailor the program to the student's needs.

Moreover, the DP provides services that assist students and families navigate to the resources necessary for success, whether that's a consistent relationship, making use of the health and social services available, or setting goals towards coping strategies to use when faced with adversity. Future research should understand whether

an investment in services could be a better way to nurture resilience.

Practical Implications

Finally, research on student resilience education is an avenue that has been neglected. A number of studies have highlighted the desperate need to increase resilience in our youth today. Data cannot rule out the possibility that students' resilience would have increased over time even without participation in the DP. However, several studies agree with certainty that resilience depends more on what we receive than what we have. Dr. Michael Ungar (2019) states, "These resources, more than individual talent or positive attitude, accounted for the difference between youths who did well and those who slid into drug addiction, truancy, and high-risk sexual activity".

It is even possible that we should take into consideration offering the DP to more kids. Allowing all kids, regardless of grades, attendance, or behavior, the opportunity to take advantage of the help that is offered. If we shape the right environment for a troubled student, the student may change for the better. Moreover, put in front of a student the necessary quality help, and they will take advantage of it. Dr. Michael Ungar (2019) said we should, "Provide the right service, from the right people, in the right way."

In conclusion, a world that provides the right mix of resources can motivate students to not overlook the opportunities that are within their reach. Rugged individuals have previously been known for creating resources for themselves. No evidence supports that they can (Ugnar, 2019). Resourced individuals can find what they need in their environments. As one-fourth grader in our study stated, “I want to come to school now, I look forward to our weekly meetings.” Our findings add to the evidence base supporting school interventions, namely The Diversion Program, as a viable method of maximizing student resilience.

Appendix A



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Child & Youth Resilience Measure-Revised (CYRM-R)

CYRM-R					
To what extent do the following statements apply to you? There are no right or wrong answers.					
	Not at all [1]	A little [2]	Somewhat [3]	Quite a bit [4]	A lot [5]
1 I get along with people around me	1	2	3	4	5
2 Getting an education is important to me	1	2	3	4	5
3 I know how to behave/act in different situations (such as school, home and church)	1	2	3	4	5
4 My parent(s)/caregiver(s) really look out for me	1	2	3	4	5
5 My parent(s)/caregiver(s) know a lot about me (for example, who my friends are, what I like to do)	1	2	3	4	5
6 If I am hungry, there is enough to eat	1	2	3	4	5
7 People like to spend time with me	1	2	3	4	5
8 I talk to my family/caregiver(s) about how I feel (for example when I am hurt or sad)	1	2	3	4	5
9 I feel supported by my friends	1	2	3	4	5
10 I feel that I belong/belonged at my school	1	2	3	4	5
11 My family/caregiver(s) care about me when times are hard (for example if I am sick or have done something wrong)	1	2	3	4	5
12 My friends care about me when times are hard (for example if I am sick or have done something wrong)	1	2	3	4	5
13 I am treated fairly in my community	1	2	3	4	5
14 I have chances to show others that I am growing up and can do things by myself	1	2	3	4	5
15 I feel safe when I am with my family/caregiver(s)	1	2	3	4	5
16 I have chances to learn things that will be useful when I am older (like cooking, working, and helping others)	1	2	3	4	5
17 I like the way my family/caregiver(s) celebrates things (like holidays or learning about my culture)	1	2	3	4	5

For administration instructions and scoring, please refer to the accompanying manual.

When using the measure, please cite the following:

Jefferies, P., McGarrigle, L., & Ungar, M. (2018). The CYRM-R: a Rasch-validated revision of the Child and Youth Resilience Measure. *Journal of Evidence-Informed Social Work*, 1-24. <https://doi.org/10.1080/23761407.2018.1548403>

Appendix B

Email Invitation and/or Letter Invitation

From:

merrim3@unlv.nevada.edu

To: Parent

Dear (student parent's Name),

I hope this email finds you well! I am writing to kindly request your participation in a research study that I am conducting within the Educational Psychology Master's program here at UNLV. My study is specifically examining students' resilience before and after participating in the TD Program offered by the school your child (children) is attending.

Speaking from both my experience participating in the program and my awareness of an increased need for resilience since the COVID-19 pandemic – many of us have felt a lot of uncertainty about the future. It is my hope that through research, we can identify ways that we can best serve the next generation of students in making the transition from childhood to adulthood and the many challenges they face.

If you would be interested in participating, you would simply need to reply to this email, and I will email the information on the program and parent permission forms. Participation is completely voluntary, and you may withdraw from the study at any time. The study is completely anonymous, no record of your name or your child will be recorded for the study. A copy of the questions has been attached to the email for your information along with parent permission and assent to participate in research forms.

The questions are designed to help us better understand how the students cope with daily life and what role the people around them play in dealing with daily challenges. There are no right or wrong answers. Thank you for your time and participation!

Best,

Mandi Merrill

Appendix C

UNLV

PARENT PERMISSION FORM

Department of Educational Psychology & Higher Education

**TITLE OF STUDY: The Effect of the Truancy Diversion
Program on Youth Resilience**

INVESTIGATOR(S): Dr. Rebecca Nathanson & Mandi Merrill

CONTACT PHONE NUMBER: (801) 673-4259

Purpose of the Study

Your child is invited to participate in a research study. The purpose of this study is to look at how youth resilience is affected by the Truancy Diversion Program. Specifically, we want to see whether participating in the Truancy Diversion Program helps enhance this ability to cope or resilience in life.

Participants

Your child is being asked to participate in the study because they are participating in the Truancy Diversion Program at School.

Procedures

If you allow your child to volunteer to participate in this study, your child will be asked to do the following: Before beginning his/her Truancy Diversion Program, they will answer a questionnaire known as the *Child and Youth Resiliency Measure (CYRM)*, a 17-item measure that asks your child to rate how 17 statements apply to them, there are no right or wrong answers (i.e. I am treated fairly in my community, I feel that I belong at school). They will then participate in the Truancy

Diversion Program, where they will work on goals that include strengthening resilience attributes. After participating in the Truancy Diversion Program, they will retake the *Child and Youth Resilience Measure*.

Benefits of Participation

There may be direct benefits to your child as a participant in this study. Your child may notice positive changes in their responses on the CYRM posttest as compared to their responses on the CYRM pretest. This may enable your child to feel more resilient, or more positive when faced with challenges. For example, when some children have faced challenges, they have expressed, “I can do it!”

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. Your child may feel anxious when answering some questions, but this anxiety is typically seen in individuals filling out questionnaires or taking tests. Your child does not have to be nervous though because these are not tests and there are no right or wrong answers. Other minimal risks may include potential privacy and confidentiality risk associated with collecting data. All precautions will be utilized to prevent confidentiality risks including removing identifying information from all data, coding data appropriately, and storing information for secured privacy. In addition, even after removing all identifying information, the data will not be used or distributed for future research studies.

Cost /Compensation

There is not a financial cost for you to participate in this study. The study will be conducted during your child’s normally scheduled Truancy Diversion meeting each week. These weekly meetings are held at your child’s school and are only 5 minutes long. You or your child will not be compensated for your time.

Contact Information

If you or your child have any questions or concerns about the study, you may contact Mandi Merrill at (801) 673-4259. For questions regarding the rights of research subjects, any complaints, or comments regarding the manner in which the study is being conducted you may contact the **UNLV Office of Research Integrity – Human Subjects at 702-895- 2794, toll free at 888-581-2794, or**

via email at IRB@unlv.edu.

Voluntary Participation

Your child's participation in this study is voluntary. Your child may refuse to participate in this study or in any part of this study. Your child may withdraw at any time without prejudice to your relations with the Truancy Diversion Program or the university. You or your child is encouraged to ask questions about this study at the beginning or any time during the research study.

Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link your child to this study. All records will be stored in a locked facility at UNLV for 7 years after completion of the study. After the storage time the information gathered will be destroyed.

Participant Consent:

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

Signature of Parent
(print)

Child's Name (Please

Parent Name (Please Print)

Date

Appendix D



CHILD ASSENT TO PARTICIPATE IN RESEARCH

The Effects of The Diversion Program on Resilience

1. My name is _____
2. We are asking you to take part in a research study because we are trying to learn more about how children feel and deal with normal challenges in daily life.
3. If you agree to be in this study, you will answer some questions before participating in the Truancy Diversion Program. These questions will ask how you feel about friends, school, community, and your life. After participating in the Truancy Diversion Program, you will again answer the same questions about how you feel about friends, school, community, and your life.
4. If you are in this study, you may feel like you feel when you take a test at school. You do not have to be nervous though because these are not tests and there are no right or wrong answers.
5. By answering these questions, we can see whether participating in the Truancy Diversion Program can help you better handle hard times in the future or make you feel better about yourself.
6. We will ask your parent(s) if it is okay for you to be in the study. Even if your parents say “yes”, you do not have to be in this study.
7. If you don’t want to be in this study, you don’t have to be. Remember, being in this study is up to you and no one will be upset if you don’t want to or even if you change your mind later and want

to stop.

8. You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can ask me next time. If I have not answered your questions or you do not feel comfortable talking to me about your question, you or your parent can call the UNLV Office of Research Integrity – Human Subjects at 702-895- 2794 or toll-free at 888-581-2794.
9. Signing your name at the bottom means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

Print your name

Date

Sign your name

Appendix E



YOUTH ASSENT TO PARTICIPATE IN RESEARCH

The Effects of The Diversion Program on Resilience

1. My name is _____
2. We are asking you to take part in a research study because we are trying to learn more about how children feel and deal with normal challenges in daily life.
3. If you agree to be in this study, you will answer some questions before participating in the Diversion Program. These questions will ask how you feel about friends, school, community, and your life. After participating in the Diversion Program, you will again answer the same questions about how you feel about friends, school, community, and your life.
4. If you are in this study, you may feel like you feel when you take a test at school. You do not have to be nervous though because these are not tests and there are no right or wrong answers.
5. By answering these questions, we can see whether participating in the Diversion Program can help you better handle hard times in the future or make you feel better about yourself.
6. Please talk this over with your parents before you decide whether or not to participate. We will also ask your parents to give their permission for you to take part in this study. But even if your parents say “yes” you can still decide not to do this.
7. If you don’t want to be in this study, you don’t have to be.

Remember, being in this study is up to you and no one will be upset if you don't want to or even if you change your mind later and want to stop.

8. You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can ask me next time. Please feel free to call me at any time. If I have not answered your questions or you do not feel comfortable talking to me about your question, you or your parent can call the UNLV Office of Research Integrity – Human Subjects at 702-895-2794 or toll-free at 888-581- 2794.
9. Signing your name at the bottom means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

Print your name

Date

Sign your name

Appendix F

CYRM PICTORIAL SCALE TO AID IN RESPONDING

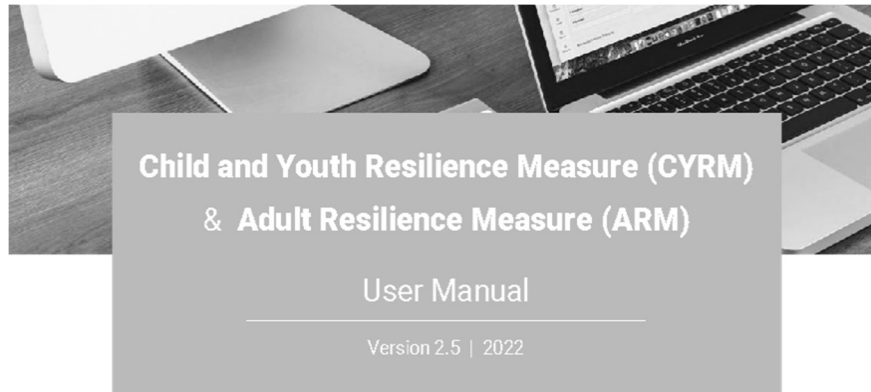
Smiley Faces



Not at all [1]	A little [2]	Somewhat [3]	Quite a bit [4]	A lot [5]
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Appendix G

Child and Youth Resilience Measure & Adult Resilience Measure User Manual



www.cyrm.resilienceresearch.org

Note. Full user manual delivered upon request.

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