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Impact of Character Development and Empowerment Program on Grit and Resilience Growth in Early and Middle Adolescents

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IMPACT OF CHARACTER DEVELOPMENT AND EMPOWERMENT PROGRAM ON
GRIT AND RESILIENCE GROWTH
IN EARLY AND MIDDLE ADOLESCENTS

By

Mimi Gamel

A Dissertation

Presented in Partial Fulfillment of the Requirements for the
Degree of
Doctor of Education
In
Leadership for Learning
Educational Leadership
In the
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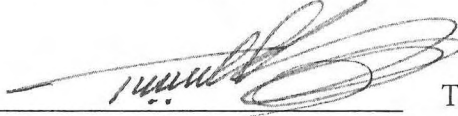
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Dedication

I dedicate this paper to my family.

To my husband, Brian, whose unconditional love, support, and understanding allowed me to dedicate endless hours to my reading, writing, and rewriting of this project.

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ABSTRACT

IMPACT OF CHARACTER DEVELOPMENT AND EMPOWERMENT PROGRAM ON GRIT AND RESILIENCE GROWTH IN EARLY AND MIDDLE ADOLESCENTS

by
Mimi Gamel
Kennesaw State University, 2014

The results from the study have shown that the *7 Mindsets: Ultimate Life Summit* program has a positive impact on the perception of students' growth in both grit and resilience. Participants' growth was shown through the use of the Grit Scale and the Resilience Scale of Children and Adolescents (RSCA) scale.

This study is purposeful and timely. It examines the non-cognitive side of education – grit and resilience development in adolescents in an era when adolescents are struggling emotionally at school and at home. The study included forty-five students between the ages of ten and eighteen from ten different countries. These students participated in the week-long *7 Mindsets: Ultimate Life Summit* Program. This program includes the teaching of seven mindsets termed by the founders and shared by the most successful and happy people in the world according to their research (Shickler & Waller, 2011).

In analyzing the quantitative data regarding grit, the study revealed a noticeable impact between the students' self-perception of grit before and after the *7 Mindsets: Ultimate Life Summit* program.

In analyzing the quantitative data regarding resilience, the study revealed a significant difference between the students' self-perception of resilience before and after the *7 Mindsets:*

Ultimate Life Summit program. One out of the three subscales, Sense of Mastery, showed a significant difference. The Sense of Relatedness subscale did not show a significant difference but did show a slight increase in scores. As expected, the Emotional Reactivity subscales showed a negative relationship as it had negatively phrased statements regarding sensitivity, recovery, and impairment.

Additionally students' responses to two open-ended questions complemented the answers to the two research questions. The student answers to the two open-ended questions revealed that the most memorable moments of the training included the service project, the talent show, and the sharing of the individual anecdotal and personal stories of adversity and success. The positive environment where new relationships and socially engaging bonds were made allowed for the participants to be more open to change. The student responses also revealed that they viewed the experience as one of life changing proportions; after the program they perceived themselves as more courageous and confident to face life struggles and adversity.

The most significant findings of this study were the participants' personal voices to the open-ended questions. The changes the adolescents saw within themselves after a week of learning about seven mindsets focused on possibilities, passions, connectivity, accountability, gratitude and giving became the foundation of a life-changing experience. Program participants have learned to take action by completing a "Life Plan" and reflecting it on their ability to create a blueprint of their future as people living with purpose.

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CHAPTER I: INTRODUCTION

General Introduction

What purpose does formal education have in the development of our young people today? Education through history has had a dual purpose. This dual purpose involves both the development of academic skills as well as the development of character; in other words, creating both smart and good citizens (Lickona, 1991). Understanding that being smart and being good are two different goals, educators should be able to delineate different student objectives in the schools' vision, mission, and learning goals. According to Lickona, a smart student is one that can achieve high scores in standardized testing, perform with excellence in content area academics, be well-read, and write articulately. A good student, on the other hand, is one who through personal character can become an agent of change in his/her family and community. For the last decade, the United States education agencies have focused on developing the smart child through Standard Based Curriculum and Standard Based Assessments (Fuller, Gesicki, Kang & Wright, 2006). In focusing on the academics they have disregarded the need to educate students on how to be "good." Character education has taken a "behind the scenes" position in public education (Lickona, 1991).

Character education in the United States is not a new idea (Lickona, 2005). In fact, in most of the civilized world, schools began with the idea of developing students to be able to create a better society. In these civilizations, education has had two great goals: to help young people become ingenious and to help them become virtuous. Since the times of Plato, societies have taught both for intellect, as well as character; decency, as well as literacy; virtue, as well as knowledge (Nettleship, 1968). They have tried to develop citizens who will use their intelligence

to benefit others as well as themselves, and additionally as citizens who will strive to build a better world.

Statement of the Problem

Adolescents today have extremely challenging lives. They face both the challenge of meeting increasingly rigorous academic coursework while at the same time being expected to score above standards in high stakes tests. Adolescents undergo all these challenges while working through the day to day struggles of being an adolescent. The physical, social, and emotional changes taking place during this period of transition for teenagers can be nerve-racking for children, parents and adults (Buhl, 2010).

Stevens (2008) explained how the 21st century has brought forth great societal adjustments in the family structure and how policy makers should be aware of the implication in educational policy. His report states that families are becoming networks of loosely connected individuals from different marriages, partnerships, and generations and are merging into a newly configured family nucleus. These changes have forced schools to reevaluate the way they teach adolescents. Compared to the previous generation, different levels of support and resources are now essential in support of education.

In regards to what once was a culture whose values and backgrounds were less diverse, public educators are now facing unparalleled challenges (Buhl, 2010). They seek ways to meet the unique social, emotional, and academic challenges of all their students. Greenwood (2011) noted that children have more access to negative influences. He also provided examples such as large amounts of misinformation from the media, increasing economic and social pressures outside of school, and growing up in environments that are less than nurturing for students in

their homes (Buhl, 2010). Lickona (2009), speaking on the negative effects of American culture, wrote:

“The disheartening signs are everywhere: the breakdown of the family; the deterioration of civility in everyday life; rampant greed at a time when one in five children is poor; an omnipresent sexual culture that fills our television and movie screens with sleaze, beckoning the young towards sexual activities at ever earlier ages; the enormous betrayal of children through sexual abuse; and the 1992 report of the National Research Council that says the United States is now the most violent of all industrialized nations” (p. 6).

The fundamental changes that have occurred in the American family and community have led to more and more children lacking the moral education that is essential for the success of a democratic society (Lickona, 2005). These changes take place during a time when adolescents are in need of virtues of patriotism, hard work, honesty, thriftiness, altruism, and courage (Lickona, 2007). Understanding that many students grow up in toxic home environments where little support is offered, teachers are called upon to offer a counterweight to the malformation elements (Buhl, 2010). Educators are asked by educational policy makers to permeate children’s lives, a responsibility that calls for a more intentional and deliberate approach to teaching (Lapsley, 2004, Nucci & Lapsley, 2008).

According to Lickona (2005) there is today a widespread, deeply disturbing sense that adolescents are changing in ways that tell much about the negative aspects of humanity. These changes are mirrored not only the violent extremes of teenage conduct but in the everyday speech and actions of our young people as well.

Research Questions

The current study was designed to examine if a character development and student empowering program have any significant impact on the perception of development of resilience

and grit of young adolescents. The following questions were formulated to guide the direction of the study:

1. How significant is the impact of a character development and empowerment program on student perception of development of grit in early and middle adolescents?
2. How significant is the impact of a character development and empowerment program on student perception of development of resilience in early and middle adolescents?

Theoretical Framework: Dr. Martin Seligman, Positive Psychology

Seligman, a professor at the University of Pennsylvania and father of Positive Psychology, developed a systemic theory about why happy people are happy and how to explore it scientifically. Seligman and his contemporaries, Diener and Csikszentmihalyi, have done multiple studies that scientifically demonstrate the effects of positive emotions on health, performance, and overall life. Seligman's conclusion is that happiness has three dimensions that people cultivate: the Pleasant Life, the Good Life, and the Meaningful Life (Seligman, 2002). According to Seligman, the Pleasant Life is only realized when a person learns to appreciate self, the natural environment, and the biological needs. He explained the fact that individuals can remain in this stage, or move on to the Good Life. The Good Life can only be achieved by discovering individual unique virtues and strengths and using them to enhance our personal lives (Csikszentmihalyi, 2008, 1994). The final stage, the Meaningful Life, is where individuals find a deep sense of fulfillment by using personal strengths and virtues for a purpose greater than self. The primary point of this theory is that it merges two views of human happiness, the individual approach and the altruistic approach. The first one emphasizes the idea that individuals must take

care of self while the second one downplays individuality and underscores sacrifice for the greater purpose.

Regarding the Good Life, Seligman notes six core virtues: wisdom and knowledge; courage; love and humanity; justice; temperance; and spirituality and transcendence (Seligman). He also clarifies the difference between talents and strengths. Seligman states that talents are usually inherent and cultivated from what already exists within an individual, while strengths are moral traits that can be developed, learned through effort (Seligman, 2002).

Even though Seligman's book *Learned Optimism: How to Change Your Mind and Your Life* was first published over 15 years ago, it remains an important resource for learning. In this book he focuses on the cognitive skills that are considered essential to well-being, finding purpose and contributing to family, community, and the world. At the same time, Seligman's positive psychology also identifies ways that an individual can unlearn those traits that hold them back from authentic happiness. Seligman realized that the most happy, satisfied and upbeat people are those who "use their signature strengths and virtues in the service of something much larger than [they] are" (Seligman, pg. 263).

Seligman described the theory of P.E.R.M.A., and believes that optimism and happiness can be taught and measured. P.E.R.M.A. stands for Positive Emotion, Engagement, Relationship, Meaning and Purpose, and Accomplishment. He believed that these components of P.E.R.M.A. can be taught through identifying and enhancing "signature strengths". Seligman also stated that raising children today focuses more on fixing what is wrong with children. Seligman's theory focuses on identifying and nurturing children's biggest strengths, what they

are best at, and helping them find a niche in which they can feel successful using individual strengths (Seligman).

Seligman has written about positive psychology and how positivism can become a preventive measure to depression. Seligman's research central objective was to identify the area of vulnerability and strength that could help adolescents modify the negative effects of adverse life circumstances.

Significance of the Study

What purpose does the education system have in the development of our young people? The answer to this question has changed many times since the early stages of American public school history; from indoctrinating citizens to competing in math and science; from competing against the Soviet Union to minimizing standards; and from using common core curriculum, where everyone is expected to learn the same content no matter where they live within the United States, to personalizing learning (Rury, 2012).

This study intended to examine the impact a character development program has on the perceived development of grit and resilience of adolescents. Researchers today identify dropping out of high school or college as a symptom of substandard cognitive ability: low grit, low perseverance, and bad planning skills (Tough, 2013). The character development and student empowerment program called the *7 Mindsets: Ultimate Life Summit* was designed to improve student personal resiliency and grit.

The study determined if there is any significant difference in perception of growth regarding grit and resilience between the pre and the post-survey results after the participants' experience of the *7 Mindsets: Ultimate Life Summit* program. These results can be used to start

conversations with educational and political leaders regarding the process and accountability systems used to evaluate the current character programs in public schools. As part of a Federal mandate, every middle school must have a character development program. How can educators make sure the character education programs that are already established in schools are effective? The long-term goal of this study is to bring awareness to educational policy and policy makers about the importance of character development and student empowerment. Adolescents have an opportunity to work at reaching their potential in an environment that recognizes that all adolescents have an individual compass within that allows them to become who they set their minds to be. Through specific programs for adolescents that focus on character and empowerment, education systems can create “good” students display both grit and resilience as a skill to handle challenges and adversity.

In a world where violence and radical teenage behavior have become the norm, should educators not attempt to go back to the basics and principles of the creation of this great nation? Emphasis on the academic rigor and the relevance and engagement in academic instruction cannot be our only focus. Educators and educational administrators “prepare these paper-perfect students for higher education undermining their ability to succeed in life” (Ginsburg, 2011, p. 62). It is only through the development of solid intentional character development and student empowerment programs during these crucial years, that the upcoming generation can have a chance to be the agents of change. This new generation can create a more positive society, a society where students can become respectful and responsible for self as well as for all the people around them. As Ginsburg said in his book, *Building Resilience in Children and Teens: Giving Kids Roots and Wings*, “happiness leads to success; the goal is not to graduate them from

college, but to raise healthy successful adults” (Ginsburg, p. 63). A child can be competent, confident, and connected, but still not be successful. It is vital to remember, “character is essential for a child to be successful” (Ginsburg, p.192).

Limitations

There are a number of limitations to this study. First, the sample size of 45 students is not large enough to make generalizations about the results. In addition, some of the participants have experienced the program more than once in prior years. Understanding that to learn a new skill or habit enough time must be allocated between stimulus and response, the seven-day experience will not be able to show the long-term change in the participants. One more limitation is the fact that neither the Grit Scale nor the Resilience Scale for Children and Adolescents has been used as a pre/post-test to examine grit and resilience growth. This limitation makes this study a pilot study and not an experimental study. The main limitation of this study is the sole reliance on self-reporting. The individual students’ results from the grit and resilience pre and post-survey will serve as the main data collection to analyze the impact of the character development and student empowering program.

Definitions of Key Terms

Adolescents (Early and Middle)

An early adolescent is a child between the ages of 11 to 13 years of age. A middle adolescent is a young adult between the ages of 14 to 18 years of age. These students usually are enrolled in middle schools and high schools. These students undergo challenging life changes specifically intellectually, physically, socio-emotionally, and in character growth.

Character Development

Character development is a term used to describe the education of children in a manner that will help them develop respect, responsibility, courage, compassion, and a sense of right and wrong. The ultimate purpose of character development is to develop “good” people who ultimately will benefit not only themselves, but also their families, communities and world.

In this study, the outcome of character education will be measured through the use of two tests. One test will measure grit, and the second test will measure resilience. Both grit and resilience are integral parts of character development (Lickona, 2005).

Grit

Grit is defined by Duckworth as a passionate commitment to a single mission and an unwavering dedication to achieve that mission (Tough, 2013, p. 74). Duckworth developed a test to measure grit called the Grit Scale where respondents self-evaluate on specific character traits. The test is composed of 12 specific statements, which the respondent answers using a five-point scale. The scale ranges from 5, “very much like me,” to 1 “not like me at all” (Tough, 2013, p.75). The test takes only 3 minutes to answer, and it is totally self-reporting. Duckworth and her colleagues tested it in the field where they were able to understand how remarkably the test predicts success. In her article in the *Psychological Science* in 2005 related to self-control versus IQ, she discovered that there are many people that are *smart gritty and dumb gritty* (Tough, 2013, p. 75).

Resilience

Resilience is the adaptive functioning despite adversity as is evidenced by competence in certain domains such as effective management of psychological processes or behavioral self-regulation (Masten, 2001, p.65). Resilience is also defined by Ginsburg (2011) as the capacity to rise above

difficult circumstances as well as having the ability to recover from setbacks. Ginsburg compares resilience to buoyancy. When pushed under water, objects tend to rebound. Ginsburg considers resilience as a mindset that through practice and modeling can be learned. For the purpose of this study, resilience is defined as the students' ability to self-redirect when faced with adversity and failure.

Resilience Subscale Profiles

- Optimism – positive attitudes about life in general
- Self-Efficacy – developing problem-solving attitudes and strategies
- Adaptability – to be personally receptive to criticism, and to learn from one's mistakes
- Trust – the degree to which others are perceived as reliable and accepting
- Support – the individual's belief that there are others to whom he or she can turn to when dealing with diversity
- Comfort – the degree to which an individual can be in the presence of others without discomfort or anxiety
- Tolerance –the individual's belief that he or she can safely express differences within a relationship
- Sensitivity –the threshold for reaction and the intensity of the reaction
- Recovery – the ability to bounce back from emotional arousal or disturbance of emotional equilibrium
- Impairment – the degree to which the youth can maintain an emotional equilibrium when aroused (Prince-Embury, 2008)

Mindsets

Mindsets are an established set of attitudes held by an individual. Dweck (2006), in her book, *Mindset: The New Psychology of Success*, states that some people believe success is dependent on innate ability (fixed mindset). Others base success on having a mindset of growth through effort. The second mindset involves hard work, learning, training and perseverance (growth mindset) (Dweck). Mindset is referred to in the study as the set of beliefs needed to accomplish anything as long as the individual exercises self-control, perseverance and grit. Middle school students may not necessarily be conscious of mindsets but mindsets can still be detected based on behavior. It is particularly manifested in individuals' reaction to failure. Fixed-mindset students stress over failure because it is a negative testimonial on their basic abilities. Individuals with a growth mindset do not fear failure as much because they understand their performance can be improved and more importantly that learning comes from failure.

7 Mindsets Program To Live Your Ultimate Life

The 7 Mindsets to Live Your Ultimate Life is a new paradigm for youth empowerment and character development created by Shickler & Waller in 2011. The *7 Mindsets* are the refinement of the critical elements that have defined success, happiness, and meaning for people for centuries. They are the common denominator and the cornerstone of any life of great meaning, joy, and success (Shickler & Waller, 2011).

The *7 Mindsets* include the following:

1. Everything is Possible – Dream big, embrace creativity, and expect great results.
2. Passion First – Pursue your authentic talents and deepest interests.

3. 100% Accountable – Explore the synergies in all relationships and learn to empower one another.
4. We Are Connected – Choose to be responsible for your own happiness and success.
5. Attitude of Gratitude- Seek the positives from every experience and be thankful for all you have.
6. Live to Give – Inspire and serve others while maximizing your potential.
7. The Time is Now- Harness the power of this moment; take purposeful action today.

The *7 Mindsets* (Shickler & Waller, 2011) book is set up by mindset and each mindset includes three sections. The first section is referred to as *The Counter Mindset*. This section explains some of the *memes* that most people have unconsciously adopted and are in direct contradiction to the *7 Mindsets*. The second section is referred to as the *Mindset in Action*. This section explains specifically what individuals need to do, step by step, to better learn the *7 Mindsets* and begin activating them in their life. The third section is referred to as the *Mindset in a Minute*. This last section presents a summary of the mindset in addition to a blueprint of the life plan individuals create as they experience the program. The *7 Mindsets* is meant to build awareness into the comprehensive and indisputable mental habits of success. With this understanding and appreciation of its potential, one becomes motivated to begin his/her meditative process of creating his/her ultimate life. According to the authors, the application of any one of the seven mindsets will have a profound and positive impact on one's life if exercised with fidelity. The application of all the mindsets in a constant and evolving manner supercharges the lives of young people as well as adults by maximizing their joy and potential (Shickler & Waller, 2011).

7 Mindsets: Ultimate Life Summit

The *7 Mindsets: Ultimate Life Summit* is a seven-day summer experience where young adolescents spend the mornings in mindset seminars and the afternoons participating in team building activities in the real world. For the past five years the *7 Mindsets: Ultimate Life Summit* had taken place in Orlando, Florida (Disney World). This year it took place in Atlanta, Georgia at the Emory University Campus on July 13 – 20, 2014. Students from across the country and from around the world were integrated with a large group and small group. Seminars were conducted by youth empowerment experts or Summit Guides, who will helped them identify their passion, discover their unique talents, and find ways to maximize their potential. This inspirational summer week was only the beginning of the ultimate goal of creating a worldwide community of empowered young people living their ultimate lives and helping their communities (Waller & Shickler, 2011).

Summary

The purpose of education has been two-fold since the times of Plato. Societies taught both for intellect as well as character, decency as well as literacy and virtue as well as knowledge (Nettleship, 1968). Fundamental changes in our society have led to a lack of moral education that, according to Lickona (2005), is essential to the success of a democratic society. Understanding that many of our students are raised in families where morals and values are not necessarily taught, our schools must take initiative to create a moral compass that is more intentional and deliberate (Nucci & Lapsley, 2008).

This study was grounded in the theoretical framework of Seligman's Positive Psychology, which is a branch of psychology that uses scientific understanding and effective intervention to help individuals achieve a satisfactory life (Seligman, 2002).

In sum, the study served as a response to Seligman's (2005) notion that positive psychology as it relates to teaching adolescents needs further study. In addition, the idea that educational institutions that create both smart and good children (Ginsburg, 2011) that are both resilient and display grit, also served as the basis of how this study was conducted.

CHAPTER II: REVIEW OF LITERATURE

Introduction

Educational leaders continuously search ways to improve the development of our young adolescents, especially in the concepts of rigor, relevance, engagement and relationships. Administrators and teachers are mindful of the importance of developing school improvement initiatives that bring about successful outcomes for students. This study focused on the impact character development and student empowerment had on young adolescents between the ages of 10 to 18 with regards to their development of grit and resilience.

Middle schools and high schools play a central role in enabling students to move through the pathway to college graduation. It is during these years that students either initiate a shift toward achievement and attainment or slide off track. Later students are then forced to be on the path of frustration, failure, and, ultimately, early exit from the only secure path to adult success, a college diploma. Efforts to keep students in the graduation path should be paired with efforts to teach children how to deal with failure, disappointment, and adversity. Students today are not allowed to fail, and when they do, they tend to sink instead of swim. Developing in them skills of resilience and grit so they can face their everyday life challenges and prepare them to make a difference in their world and communities is one way of helping our adolescents (Harris, 2010). As the nation raises the goal of college and career readiness for all students, are we preparing our adolescents to be motivated and resilient young adults? Are we getting them ready to rise above failure and adversity while remaining engrossed and determined to make decisions in the face of an unnerving future?

Education and Development of Early and Middle Adolescents

“Every life stage has its challenges, but most adults would agree that adolescence is perhaps the most difficult one to successfully navigate...yet no other age is more important than these years when youth come of age”(Brighton, 2007 p. xi).

After teaching young adolescents for over 25 years, I concur with Brighton’s thoughts regarding this stage of life between childhood and young adulthood. Our young adolescents, most of them, housed in middle schools and high schools throughout our nation, are both constantly challenged and frustrated by the difficulties encountered during this period in their lives. Working with adolescents requires one to understand their uniqueness and developmental challenges. They are neither young elementary children nor young adult students, but they stand in the middle. This specific age, between 10 to 18 years of age, is both physically awkward and full of excitement.

Piaget (1965) is among the leading psychologists whose work remains directly relevant to contemporary theories of character and moral development. In his early writing, Piaget focused specifically on the moral lives of children by studying the way children play games. Through these studies, he learned more about children's beliefs about right and wrong (Piaget, 1965). According to Piaget, all development emerges from action; that is to say, individuals construct and reconstruct their knowledge of the world as a result of interactions with the environment. Based on his observations of children's application of rules when playing, Piaget determined that morality could be considered a developmental process.

Piaget determined that children begin in a "heteronomous" stage of moral reasoning characterized by a strict adherence to rules and duties and obedience to authority. As stated by Piaget, this heteronomy results from two factors. The first factor is the young child's cognitive

structure, characterized by egocentrism. That is to say; that young children are unable to take concurrently into account their view of things with the perspective of someone else. This egocentrism leads children to scheme their thoughts and wishes onto others. This egocentrism is the reason young children are more apprehensive about the outcomes of actions rather than the intentions of the person doing the act. The second major contributor to heteronomous moral thinking in young children, according to Piaget, is their relative social relationship with adults.

Piaget viewed moral development as the result of interpersonal connections through which individuals can work out resolutions that all believe to be fair. Ironically, this autonomous view of morality as fairness is more persuasive and leads to more consistent behavior than the heteronomous positioning held by younger children.

Piaget concluded from this work that the education of young adolescents should emphasize cooperative decision-making and problem-solving, nurturing moral development by requiring students to work out common rules based on fairness. This framework is what most of the character development and student empowerment programs are based on today. These adolescents can then develop their “good” character by learning the principles of right and wrong through examining situations of controversial dilemma.

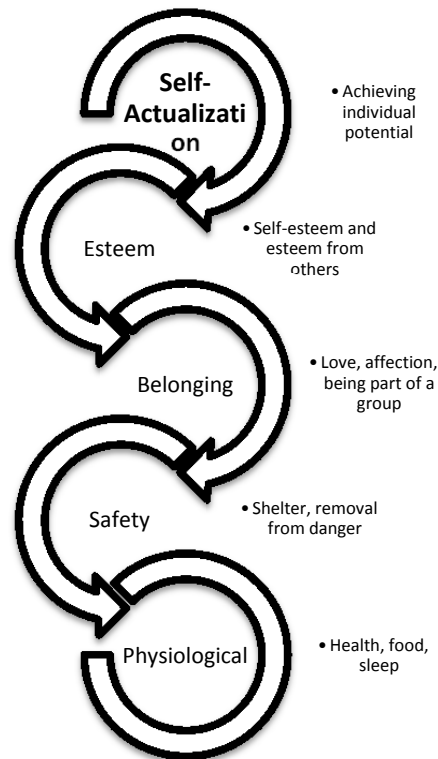
Erikson, a German-born American developmental psychologist and psychoanalyst, was known for his theory of psychosocial development in humans, yet was best known by his coined phrase “identity crisis”. He believed the main motivation for human development is social focused specifically on the internal drive to interact with others. In his book, *Childhood and Society* (1963), Erikson introduced eight psychosocial stages of development. These stages of development include: trust vs. mistrust; autonomy vs. shame and doubt; initiative vs. guilt;

industry vs. inferiority; identity vs. identity confusion; intimacy vs. isolation; generativity vs. self-absorption or stagnation; and integrity vs. despair. Each of these psychosocial stages serves as a progressive indicator of an individual's personality. In the fifth stage, identity versus identity confusion, the impact of the first four stages is brought to bear during middle school and high school (ages 11-18). According to Erikson, adolescence is a critical period for identity formation, yet our personality continues to develop throughout our lifetime. Erickson continues to exert a far-reaching influence in the field of psychology today (Power, 2008, p. 167).

Social-Cognitive Development

Maslow (1943), universally known for his Hierarchy of Needs, proposed five basic needs that are central in the development of human motivation: physiological, safety, love/belonging, esteem, and self-actualization. The theory entails lower level needs that must be met before children can advance to higher order needs. According to Maslow, the ultimate goal for individuals is to reach what he defines as self-actualization.

Figure 2.1 A Theory of Human Motivation



Adapted from “The Theory of Human Motivation” Abraham Maslow (1943).

Maslow (1993) defined self-actualization, a concept derived from humanistic psychology. Maslow’s theory defines self-actualization as an occurrence in which the controls of the person come together in a particularly efficient and intensely agreeable way. It also describes the individual as more interconnected and less divided, more open for experience, more idiosyncratic, more perfectly communicative or spontaneous, or fully operative, more creative, more amusing, more ego-transcending, more independent of his lesser needs. The first and most basic needs involve the physiological needs of things like food, water, and oxygen, followed by needs of safety, love, affection, and belongingness (Buhl,2010). Maslow (1987) further assumed

“no psychological health is possible unless this essential core of a person is fundamentally accepted, loved and respected by others and himself” (p. 196). When these basic needs are met, children can then develop the self-esteem that is conveyed by a firmly based, high level of self-respect, and respect from others (Branden, 1987). Thus, “the single holistic principle that binds together the multiplicity of human motives is the tendency for a new and higher need to emerge as the lower need fulfills itself by being sufficiently gratified” (Maslow, 1993, p. 55). This advancement towards self-actualization is a fundamental step in the maturation and development of children (Buhl, 2010).

Taking into consideration Maslow’s Hierarchy of Needs is critical when considering ways in which the school environment can offer opportunities for empowerment and character education in middle and high school students. Maslow (1993) described the environment as significant for two main reasons. First, it can satisfy the basic needs of belonging, safety, love and respect. The student can feel, “unthreatened, autonomous, interested, and spontaneous, and thus dare to choose the unknown” (p. 47). Second, it makes the choice to advance through the different levels attractive and less obtrusive by, “making the regressive choice less attractive and more costly” (p. 59). While the choice to development is eventually up to the child, creating and sustaining learning environments that teach character development that ultimately ignite progression through the levels of needs are necessary for self-actualization to transpire (Buhl, 2010).

Kohlberg identified six stages of moral reasoning grouped into three major levels: Pre-Conventional, Conventional, and Post-Conventional. Each level represented an essential shift in social orientation as well as the social-moral perspective of individuals (Crain, 1985).

Figure 2.2 Kohlberg’s Stages of Moral Development

Level	Stages	Social Orientation
Pre-Conventional	1	Obedience and punishment
	2	Individualism
Conventional	3	Good boy/Good girl
	4	Law and order
Post- Conventional	5	Social contract
	6	Respect for universal principles

Adapted from “The Philosophy of Moral Development: Moral Stages and the Idea of Justice”
Lawrence Kohlberg (1981).

The first level of moral thinking, Pre-Conventional Level, is normally found at the elementary school level. In the first stage of this level (stage 1), people act according to socially acceptable standards because they are told to do so by some power figure (e.g., teacher or parent). This obedience is forced by the threat or use of punishment. The second stage (stage 2) of this level is characterized by an understanding that right behavior stands for acting in one's own best interests.

The second level of moral thinking is largely found in society, therefore, the name Conventional. The first stage of this level (stage 3) is described by an individual’s attitude which seeks to do only what will gain the approval of others. This first stage is when a child develops concern for the approval from others and an increased interest in maintaining social order

(Power, 2008). The second stage is one concerned with abiding by the law and answering to the responsibilities of duty. Children at level two define good behavior as having good motives and interpersonal feelings such as love, trust, and concern for others that are shared by the entire community (Powers, 2008).

The third level of moral thinking, Post-Conventional Level, is one that Kohlberg felt is not reached by the majority of adults. Its first stage (stage 5) is an understanding of social mutuality and a genuine interest in the well-being of others. Children at this stage do not approve of breaking laws because they see laws as social contracts that must be honored. The last stage (stage 6) is based on respect for a universal principle and the demands of individual conscience. Kohlberg believed that the highest order of moral reasoning is that stage at which one chooses to act in a way that reflects a universal action which requires a reflective and independent examination of moral opinion (Powers, 2008).

Kohlberg (1989) believed that individuals could only progress through these stages one stage at a time. That is; they could not "jump" stages. They could only come to an understanding of a moral rationale one stage above their own. Thus, according to Kohlberg, it was important to introduce these stages through moral dilemmas for discussion that would aid the individuals see the rationality of a "higher stage" morality and encourage their growth in that direction. Kohlberg understood that the moral development could be encouraged through formal education.

Social-Emotional Development

Gilligan, an American feminist, ethicist, and psychologist, is a major critique of Kohlberg's work. In her book, *In a Different Voice: Psychological Theory and Women's Development* (1982), Gilligan suggested that Kohlberg's theories on ethical community and

ethical relationships were biased against women. This suggestion came about because only privileged white males were used in his studies. By listening to women's experiences, Gilligan presented a morality of care that could concur with the morality of justice and rights adopted by Kohlberg. In her view, the morality of caring and responsibility focuses on diplomacy, while the morality of justice and rights is based on equality.

Figure 2.3 Gilligan's Stages of the Ethic of Care

Stage	Goal
<i>Pre-Conventional</i>	<i>Goal is individual survival</i>
Transition is from selfishness - to - responsibility to others	
<i>Conventional</i>	<i>Self-sacrifice is goodness</i>
Transition is from goodness - to - truth that she is a person too	
<i>Post- Conventional</i>	<i>Principle of non-violence; do not harm others or self</i>

Adapted from "In a Different Voice: Psychological Theory and Women's Development"
Carol Gilligan (1982)

The three stages of the ethics of care include:

1. The Pre-Conventional stage where a person only cares for them in order to ensure survival. According to Gilligan (1982), this is how everyone is like children. This stage is immediately followed by a transition phase where a person's attitude is considered selfish, and the individual begins to see the connection between themselves and others.

2. The Conventional stage focuses more on responsibility, care shown to others, to the point of sometimes even ignoring self. Gilligan (1982) says this is shown in the role of mother and wife, where women put others first before self. This stage is immediately followed by a

transition phase where tension between responsibility of caring for others and caring for self are in a constant tug-of-war.

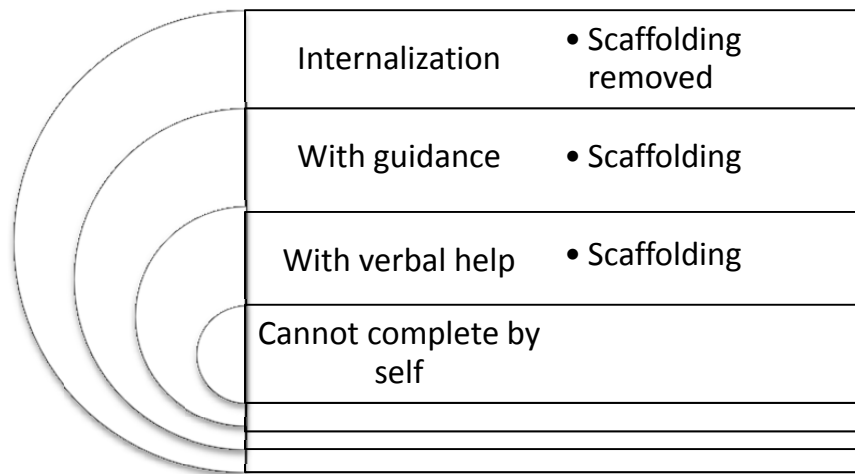
3. The Post-Conventional stage focuses on the principle of non-violence where individuals develop a sense of not harming others or self.

For Gilligan, the movement from one stage to another comes as a result of changes in one's sense of self rather than in changes in cognitive capability (Powers, 2008). Gilligan's alternative viewpoint stressed a moral framework based on nurturance and concern for others. However, her focus on only women and their connections with others makes it appear as an anti-male agenda (Sommers, 2001). Gilligan's work has contributed to an increased awareness that care is an integral component of moral reasoning.

Social-cultural theory of learning originated from the work of Vygotsky. According to Vygotsky, social interaction is at the foundation of development, while consciousness and cognition is the end with socialization and social behavior (Powers, 2008). In Vygotsky's theory, mental development such as thought, language, and reasoning process are developed through social interactions. He argued that children do not develop in isolation; rather learning takes place when the child is interacting with his/her social environment. Vygotsky believed that the responsibility of the teacher is to establish an interactive instructional environment in the classroom where the child is an active learner, and the educator uses his/her knowledge to guide learning. Vygotsky (1978) and the social development theorists believed that teaching "implies a developmental progress, an unfolding of potential through the reciprocal influence of child and social environment" (p. 184).

Social interaction is a central facet of child development (Vygotsky 1978). He stated that, “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological)” (Gould, 2012, p. 116). Learning arises through the Zone of Proximal Development (ZPD) which can be well-defined as “the distance between a student’s ability to perform a task under adult guidance and/or with peer collaboration and the student’s ability to solve the problem independently” (Vygotsky in Kozulin, 1990, p. 202). Vygotsky thought that in every learning environment, there is always a “More Knowledgeable Other” (MKO), a teacher, coach, or even peers who are capable of leading the individual towards learning.

Figure 2.4 Vygotsky’s learning and social interaction



Adapted from “Vygotsky and Pedagogy” Harry Daniels (2001).

Given Vygotsky’s view of learning and the framework of social relationships, the school environment that is empowering students through character education is imperative for student growth. Vygotsky would argue that child development cannot be studied individually, but instead should also “examine the social world in which that individual’s life has developed” (p.

176). The implications this theory has for school leaders exist in that the social environment of schools should be carefully evaluated to identify barriers to student social learning and to identify best practices that promote the effective development of children (Buhl, 2010).

The key to understanding Noddings' ethics of care is to comprehend her notion of caring and ethical caring in particular. Noddings' primary attention was on the significance of caring and the caring relationship both as an educational goal, as well as a fundamental aspect of the teaching-learning process (Powers, 2008). She believed that the practice of moral education consists of four central components: modeling, dialog, practice, and a confirmation (Powers, 2008). Noddings argued that the "carer" (one caring) must exhibit "engrossment and motivational transposition," and the person who is cared for (cared-for) must answer in some way to the caring (Noddings, 2002, p.69). Noddings' term "engrossment" refers to being sensitive about someone in order to gain a greater understanding of him or her. Engrossment is essential for caring because an individual's personal and physical state must be understood before the one-caring can determine the pertinence of any action. Engrossment does not necessitate a deep fascination on the other person. It incorporates only the attention needed to understand the situation of the other person. Engrossment could not on its own, generate caring; someone could have a deep understanding of another person, yet act in contradiction of that person's well-being. "Motivational displacement" prevents this from happening (Noddings, 2002, p.69). Motivational displacement transpires when the one-caring's behavior is essentially determined by the needs of the person for whom she is caring. On its own, motivational displacement would also be inadequate for ethical caring. For example, someone who acted primarily from a yearning to achieve something for another person, but failed to think cautiously enough about that other

person's needs (unsuccessfully engrossed in the other), would fail to care (Noddings, 2002, 2009).

Also in regards to education, caring signifies the relationship between student and teacher, not just the person who cares. According to Noddings, a caring relationship is, “connection or encounter between two human beings” (2002, p.5). The right to care must not be based on one only time decision but an enduring interest in the student’s well-being. Ultimately, for Noddings, to care and to be cared for are fundamental human needs.

Character and Moral Development

Character education is not new (Prestwich, 2004). However, the history of character education in the 20th century has gone through several platforms, falling out of favor in the 1960s through the 1980s (Prestwich). An increased interest in character education correlated with an upsurge in teen violent behavior both in and out of school and to the perception that reckless and destructive behavior is increasing (Prestwich).

Although the teaching of character education has improved through the decades since 1960s, violent crimes initiated by school children have risen. Some of these violent crimes include young adults behind deadly weapons. On January 20, 1999, in Columbine High School in Colorado, two eighteen-year-old seniors, Eric Harris and Dylan Kiebold, killed 13 students and injured 24 others. On December 14, 2012, 21old Adam Lanza killed his mother, six teachers, 20 students, and then himself at Sandy Hook Elementary School, Newtown, Connecticut. Eighteen-year-old Karl Pierson in Arapahoe High School in Centennial, Colorado, killed two students and injured one before the police shot him. Nineteen-year-old, Darion Marcus Aguilar,

in a shopping mall in Columbia, Maryland killed two people and then committed suicide. Since 2013, the US Congress has allocated \$140 million dollars to maintain the safety in schools. That same year there were 28 school shooting incidents in both schools and colleges that left students wounded or dead. These events and many more not mentioned here have forced the US Government as well as the general public to focus on the crisis in morals and values in the United States. These events have ultimately led to a resurgence of character education programs across the nation, with most states either mandating or supporting such education (Prestwich, 2004). The Character Education Partnership (CEP, 2010) reports that 18 states mandate character education. Eighteen states encourage character education; seven states support character education, but have no legislation and eight states have no legislation specifically addressing character education (Prestwich). At the heart of most programs lie core principles such as honesty, respect, self-discipline, and perseverance (Prestwich). Today, many schools are engaged in formal programs such as “Character Counts!”, “Character First! Education”, “Lessons in Character”, “Values in Education”, “Wise Skills”, “STAR Program”, “Character Education and Leadership”, and the Heartwood Institute’s “An Ethics Curriculum for Children.” According to Edgington (2007), character education has become the fastest growing school reform movement in the United States. Indisputably, an examination of the literature available shows a growing concern with the issue of character education. The World Wide Web has an incredible amount of sites devoted to the teaching of character education. The United States Department of Education’s calls for grant applications to websites and webpages with lesson plans for teachers to those designed to be accessed by parents of preschool and elementary school children (CEP, 2010).

Parental and community involvement are also common components of several programs. The Internet hosts many sites featuring character education ranging from bibliographies to web sites designed specifically for interactive use by children. Educators have an enormous responsibility to provide an effective character education curriculum, but formal training in character education is limited both by staff development as well as by pre-service training opportunities (Prestwich, 2004).

In the 1960s, the values clarification approach became more common (Edgington, 2007; Milson & Mehlig, 2002; Clouse, 2001). Values clarification is described as a process of allowing a child to clarify his values without interference from another person. Milson and Mehlig noted that it was believed that people experienced “values confusion” (p. 47). Thus, it was vital to teach people how to clarify their values without burden from outside sources. Simon (1995) of the University of Massachusetts advanced values clarification techniques (Prestwich). During the 1970s, over 40 books dealing with values clarification were printed. A practical handbook sold over 600,000 copies (Clouse, 2001). Values clarification is described by Edgington (2007) as a way of having students come to term with their values systems. Thus, the students experienced values clarification through active involvement in their learning, demonstrating that values were taught through life experience (Prestwich, 2004).

Kohlberg’s approach to character education was to present moral dilemma stories to the children, known as the moral judgment approach (Clouse, 2001). However, a prevalent, growing concern with a rebellion against authority figures in general (Clouse, 2001) and a feeling that values clarification was harmful to the whole area of character development (Milson & Mehlig, 2002) led to a redirection towards direct teaching of character education in the schools. Students

dissenting against authority as well as a general feeling that values clarification was harmful to the development of character, combined with support from the federal government, led many state governments and professional educational groups to call for more direct teaching of character education (Preswich, 2004).

Consequently, during the urgency to introduce direct instruction in character education in schools in the 1990s, schools were blamed for an overall moral decline in young people because schools were believed to have “shirked their responsibilities for character education” (Milson & Mehlig, 2002, p. 47).

During the 1990s, creation of character education programs became a movement, powered by a sense of crisis regarding the character of our young people (Leming, 2000). Lauro Cavazos (2002), President George H. Bush’s secretary of education, introduced the idea of adding values education into the schools whenever he spoke to groups. At the time, the idea was debatable because it was perceived to be imposing belief systems on children; this was the same period when bias-free textbooks were introduced in an effort not to influence young minds (Prestwich).

Character education is far more complex than teaching math or reading; it requires personal growth as well as skills development. Teachers characteristically receive almost no pre-service or in-service training in the moral aspects of their craft. Many teachers do not feel comfortable or capable in the values domain (Prestwich, 2004).

Character education is becoming an increasingly popular topic in the fields of psychology and education. Media reports of increased violent juvenile crime, teen pregnancy, and suicide have caused many to declare a moral crisis in our nation (Greenwood & Turner, 2011). While

not all of these social concerns are moral in nature, there is a growing trend towards linking the solutions to these and related social problems to the teaching of moral and social values in our public schools. However, considerations of the role schools can and should play in the moral development of youth are themselves the subject of controversy.

Lickona (2009), in *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, states that the character involves operative values. More specifically moral values of action consist of three interrelated parts: moral knowing, moral feeling, and moral behavior (Lickona). Character must be broadly conceived to encompass the cognitive, affective, and behavioral aspects of morality. Good character consists of knowing the good, desiring the good and doing the good (Lickona). According to Lickona, schools must help children understand the core values, adopt or commit to them, and then act upon them in their lives. Lickona stated, “We want students to become the kind of people who will do what’s right even when they are surrounded by a rotten moral culture. But forming that sort of character is much easier in a moral environment where being honest, decent, and caring is perceived to be the norm – what everybody simply expects of everyone else” (p. 325).

People around us can be very smart about matters of right and wrong yet choose to do wrong. Moral education that is purely intellectual fails the critical emotional side of the character, which contributes as the bridge between judgment and action. Lickona stated that the emotional side embraces at least the following qualities: conscience (the felt obligation to do what one judges to be right), self-respect, empathy, loving the good, self-control, and humility (a willingness to both recognize and correct our moral failings).

At times, most of us know what we should do, feel strongly that we should do it, yet still fail to translate moral judgment and feeling into effective moral behavior. As Lickona described, moral action, the third part of character, draws upon three additional moral qualities: competence (skills such as listening, communicating, and cooperating), will (which mobilizes our judgment and energy), and moral habit (a reliable inner disposition to respond to situations in a morally good way).

Lickona begins with a comprehensive model of character, and then moves onto a comprehensive approach to developing it. His approach communicates to schools the necessity to look at “self” through a moral lens and deliberate how practically everything that goes on in the school affects the values and character of its students. Then, it moves on to plan how to use all phases of classroom and school life as a means to deliver character development school-wide (Lickona, 2009).

If schools wish to make the most of their moral influence, make a long-lasting difference in students' character, and engage and nurture all three parts of character (knowing, feeling, and behavior), they need this type of comprehensive, holistic approach. Having a comprehensive approach embraces the question that asks whether our schools exercise, support, neglect, or contradict the school's stated values. Character education typically aims to express a school's present mission and vision statements (Buhl, 2010).

On behalf of the Character Education Partnership, Lickona (2007) took the lead in authorizing the *Eleven Principles of Character Education*. These principles became the blueprint for comprehensive character education in the United States. They have been used as criteria in

the CEP's National School of Character (NSOC) award program, which annually recognizes schools for exemplary work in character education (Powers, 2008).

Student Empowerment and Mindset Education

Growth Mindset and Neuroplasticity

Mindsets, according to Dweck (2006), are “powerful beliefs...but they are just something in your mind, and you can be changed your mindset through experiences, training, and personal effort” (p. 16). Dweck, in her 2006 book, *Mindsets: The New Psychology of Success*, talks about two distinct mindsets: the “fixed mindset” and the “growth mindset”. She stated “Mindsets are an important part of your personality, but you can change them” to create a more healthy, happy, and successful life (p.46).

The two distinctive mindsets could be considered opposites, but their effect on the individuals' life path could mean life or death, happiness or depression, or even stagnation or excitement. Mindset can be described as fixed or growth mindset. Believing that your qualities are carved in stone- the fixed mindset-creates an urgency to prove yourself over and over. Those who believe that the traits you have can be cultivated through effort, application, and experience have what Dweck considers a growth mindset. “The passion for stretching yourself and sticking to it, even when it's not going well, is the hallmark of the growth mindset. This growth mindset is what allows people to thrive during some of the most challenging times in their lives” (pg.7).

Students, both advanced and at-risk, must embrace the knowledge that their opportunity for success relies on their ability to developing a growth mindset. They need to understand that their effort and hard work can change their destiny. Learning, training, and personal effort become the most important variables in their future success.

Ricci (2013) agreed with Dweck regarding the two mindset types that influence people's lives, happiness, and success. She stated that "the growth mindset is the belief that one's intelligence can be grown or developed with persistence, effort and a focus on learning. The fixed mindset is a belief system that suggests that a person has a predetermined amount of intelligence, skills, and talents" (p. 3). For educators, believing that all children can, with effort, persistence, and motivation succeed is the heart of the growth mindset belief and the focus of education today. Neuroplasticity is the ability of the brain to change, adapt, and rewire itself through our entire life (Ricci, 2013).

"Students' cognitive skills are usually measured through intelligence quotient (IQ) tests, but these cognitive ability tests simply measure developed ability" (Ricci, 2013, p. 7). We must have a paradigm shift in our classrooms and change our focus on potential, drive, motivation, effort, and persistence instead of simply measuring how fast students master learning delivered by the teacher.

According to Ricci (2013), the first step along the path of building a growth mindset culture in our schools is to begin to "build a school culture that values intellectual growth with a staff who has internalized the belief that intelligence can be cultivated" (p. 13). Ricci (2013) made an interesting observation regarding teacher age and experience. She stated that the less experienced, younger teachers tend to have a growth mindset while the more experienced, older teachers held a fixed mindset. She blamed this fact on the cyclical pendulum of education reform. The older teachers might have been educated during the "normal curve" era while the new teachers underwent teacher training during differentiation, responsive instruction and data-driven planning times.

Grit: Perseverance and Self-Control

What's the best predictor of success in a person's life, including when it comes to goals in education? "Grit," said psychologist Duckworth. What is grit? Duckworth (2007) explained that grit is a better indicator of personal success than IQ, family income and other factors. Duckworth, an assistant professor of psychology at the University of Pennsylvania, studied non-IQ competencies, including self-control and grit, which she maintained, can predict success both academically and professionally. Her research populations have included West Point cadets, National Spelling Bee finalists, novice teachers, salespeople, and students.

Tough (2013) had also written regarding grit and its connection to success. In his book, *"How children succeed: Grit, curiosity, and the hidden power of character"*, Tough (2013) defines grit as "a passionate commitment to a single mission and an unswerving dedication to achieve that mission" (p. 37). He also explored the role of failure, character development, creative thinking, and exterior support in creating happy and productive people. In his book, he uncovered research that stated that "cultivating character has a more dramatic impact on future success than anything else, IQ scores are largely irrelevant" (p. xix). In the late 1990's Heckman (2001) and his colleagues at the University of Chicago analyzed data from the General Educational Development (GED) testing program. The GED gives high school dropouts the opportunity to demonstrate proficiency in secondary-level academic skills. Heckman found that dropouts passing the GED test (whether passing with high scores or just simply passing) had no positive correlation with better life outcome compared to the dropouts who did not take the test. Intrigued by these results, Heckman (2001) looked beyond cognitive ability and turned his attention to data regarding the psychological trait of high school graduates. He determined that

what was most decisive to the success in and graduation from high school was being able to persevere at an unrewarding task, delay gratification, and follow through on a plan. Heckman eventually determined that high school dropouts who complete the GED are “wise guys”. They are just as smart as high school graduates but deficient in the character traits associated with the graduates’ positive outcomes in adulthood.

According to Tough (2013), the most dramatic determinant of a child’s later success is their character. While qualifying character, Duckworth (2007) named seven positive character traits. These seven character traits are predictors of life satisfaction and high achievement. These include – grit, self-control, zest, social intelligence (the ability to recognize interpersonal dynamics and adapt quickly to different social situations), gratitude, optimism, and curiosity (Tough, 2013).

Resilience and Optimism

Scholars describe the paradigm of resilience in a multitude of ways. Richardson and his colleagues (2002) agreed 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) defined resilience as the “process of self-righting or growth” (p. 1). Wolins (2000) described resiliency as the “capacity to bounce back, to withstand hardship, and to repairing yourself” (p. 5). Resiliency or resilience is described as an regulation to coping outcomes when faced with adversity (Luther & Cicchetti, 2000). Resiliency is also defined as a “positive adaptation which 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). Masten (2001) described resilient people as (1) people from high-risk groups who have had better results than expected; (2) good adaptations regardless of stressful (common) experiences (when resilience is extreme, resilience refers to patterns in recovery); and (3) recovery from trauma.

Regardless of differences in terminology, Masten (2001) stated that resilience must be understood as a process. Masten explained that resilience must be considered as a relationship between certain characteristics of the individual and the broader environment. He also described it as an equilibrium between stress and the ability to cope, and a forceful and developmental process that is important at life transitions.

Optimism is an individual variable that reflects the degree to which people hold universal positive hopes and beliefs for their future. Higher levels of optimism have been connected to better personal well-being in times of adversity or difficulty (i.e., resilience, self-control, and controlling for previous well-being) (Seligman, 2005). There is great indication that optimism is related to taking proactive steps to protect one's health, whereas pessimism is linked with health-damaging behaviors.

Character Education Programs for Adolescents

Specific research regarding character education, (Lickona, 2004, 2009; Levine, 2010; Luthar, 2010; Maiese, 2003), stated that a lack of character in our young people is not the cause of our societal problems. Lack of character is considered a symptom of our societal issues today. Increasing number of people believe that our society is in deep moral conflict (Lickona, 2004, 2009; Maiese, 2003). As we become more aware of this societal crisis, schools cannot remain bystanders but must become agents of change. As a result, character education keeps reinventing

and retooling itself into America's schools again and again (Lickona, 2004, 2009). A review of the literature seems to indicate at least three causes to the upsurge in interest of character education. These causes include: the decline of the family (Levine, 2008), troubling trends in character youth (Luthar, 2012), and a recovery of shared, objectively important ethical values (Lickona, 2009).

According to research, there are some functional and ideological problems with character education (Edington, 2007; Lickona, 2009). There is a lack of agreement of what constitutes effectiveness and a lack of evidence that it does what it claims. The conflict concerning what "good character" is, and the way that character education proposes to teach it (Edington, 2007; Lickona, 2009) creates a great dilemma. In addition, much like this study, research available overwhelmingly relies on subjective feedback (usually surveys) from vested participants. This fact contributes to the pervasive dilemma of confusing morality with social conformity.

Tough (2013) used current research and successful school exemplars to argue that the qualities that contribute most to success in K-12 and post-secondary education have less to do with academic performance and more to do with performance character. More specifically Tough (2013) emphasizes skills such as grit, curiosity, perseverance, conscientiousness, optimism, and self-control, and identified effective character education programs that will enhance student achievement through the improvement in grit and reliance development. In 1997, Federal legislation required character education based on 27 traits centering on citizenship, respect for others, and respect for self. This character curriculum became part of the Georgia Quality Core Curriculum (QCC) Standards required in elementary, middle schools, and high schools in the state of Georgia. In 2010, the Georgia Department of Education instituted a

comprehensive anti-bullying policy, O.C.G.A. § 20-2-751.4, calling for school boards to develop an anti-bullying policy and delivering training and professional development for school staff.

While character education became a mandate from the state in Georgia, its focus was limited to bullying prevention.

The Character Education Partnership (CEP) program, founded in 1993 in Washington D.C, is the nation's leading advocate for quality character education. CEP's mission is "to lead the nation in helping schools develop people of good character for a just and compassionate society" (CEP, 2014). In their 2014 report, *A Framework for School Success: Eleven Principles of Effective Character Education*, Lickona provided an assessment tool based on the 11 principles they see as the cornerstone of character education programs as well as a scoring rubric by which schools can evaluate their existing programs. Every year, CEP names exemplary schools and school districts (K-12) as National Schools of Character (NSOC) to serve as models for effective character education. The Eleven Principles of Effective Character Education include the following:

Principle 1: Promotes core values.

Principle 2: Defines "character" to include thinking, feeling and doing.

Principle 3: Uses a comprehensive approach.

Principle 4: Creates a caring community.

Principle 5: Provides students with opportunities for moral action.

Principle 6: Offers a meaningful and challenging academic curriculum.

Principle 7: Fosters students' self-motivation.

Principle 8: Engages staff as learning community.

Principle 9: Fosters shared leadership.

Principle 10: Engages families and community members as partners.

Principle 11: Assesses the culture and climate of the school.

(Character Education Partnership, 2014)

For schools and districts to participate in the Eleven Principles framework for school success, and become exemplary NSOC, they must complete the scoring guide provided by the CEP. They begin by completing an NSOC application form. This scoring guide is a self-assessment that must be completed by a representative group of stakeholders (faculty and staff, administrators, parents, students, and community members) to create a group score. Then each of the eleven principles is scored according to a Likert-scale from 1 (Lacking Evidence) to 4 (Exemplary) only using whole numbers. The sum of the average scores for each principle is divided by 11 to obtain an overall score while understanding that the group should be able to demonstrate evidence of its full practice.

What does research say about character education? What is missing?

Most of the character education studies published in journals focus on implementation and suggestive practices based on specific organization or ideology. Successful practices in character education at the secondary level are presented in *Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond* (Lickona, 2005). Lickona selected 24 schools that had received recognition for excellence from the CEP for exemplary school of character. He collected information about them using focus groups, classroom observations, interviews, observations of school-specific programs, and analysis of

program materials and archival data. Lickona (2005) identified six principles for developing an ethical learning community. “Smart and Good” high schools:

1. Develop shared purpose and identity.
2. Align practices with desired outcomes and relevant research.
3. Have a voice; take a stand.
4. Take personal responsibility for continuous self-development.
5. Practice collective responsibility for excellence and ethics
6. Grapple with tough issues.

Case studies have also been studied through the Character Education Partnership in search of the effect of implementing character education into school. Most of them are based in elementary school. In 2000, they showcased what they called the transformative power of effective character education, using the program called CharacterPlus at Ridgeview Middle School in St. Louis, Missouri. Five hundred 7th and 8th graders from low socio-economic families were exposed to the established program for one entire school year. Some of the effects included: decrease in behavior issues, increase in attendance, and increase in standardized test scores. In this case the focus is fixing the maladaptive behavior of students (Berkowitz and Bier, 2005).

In her book, *The Price of Privilege: How Parental Pressure and Material Advantage are Creating a Generation of Disconnected and Unhappy Kids*, Levine (2008) presented the idea that obsession with achievement among students and parents is the number one contributor to today’s high rate of emotional problems confronting our youth. She proposed that stress, exhaustion, poor coping skills, and an unhealthy reliance on others for support and direction, and a weak

sense of self are the biggest issues children face today. From her research study, there are three interesting studies that apply to character education. The first research comes from Luthar and Cicchetti (2012) who studied the pathways of maladjustment in affluent middle school children. They studied 302 middle school students from a high-income town. They found that there are two sets of potential causes to the emotional issues our affluent youth often experience: achievement pressure and isolation from adults. The second research comes from Baumeister and his team (2012) who focused on high self-esteem and its effect on better performance, interpersonal success, happiness, and healthier lifestyles. Their results did not support the view that self-esteem has any correlation with school achievement. When those variables were controlled, the impact was decreased rapidly. The third research comes from Luthar, Schoum and Brown (2006) who suggested that the overscheduling of upwardly mobile youth might be the cause of the self-documented high stress and substance use. They tested a group of suburban Eighth graders, and their involvement in different extracurricular activities analogous with their perceptions of parental attitudes toward achievement. The results indicated insignificant evidence for negative effects of high extracurricular involvement, yet very high concern was perceived regarding parent criticism and the absence of after-school supervision.

Tough (2013), in his book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, used current research and successful school exemplars to argue that the qualities that contribute most to success in school have less to do with academic performance and more to do with performance character: grit, perseverance, curiosity, consciousness, optimism, and self-control. Tough presented Mischel's (1989) experiment regarding willpower where a group of young four-year-old children were presented with a challenge of delay of

gratification. “Researchers brought each child into a small room, sat him at a desk with a bell, and offered him a treat, such as a marshmallow. The experimenter announced that she was going to leave the room, and the child could eat the marshmallow when she returned. Then she gave him a choice: If he wanted to eat the marshmallow, he needed only to ring the bell; the experimenter would return, and he could have it. But if he waited until the experimenter returned on her own, he would get two marshmallows” (Tough, 2013, pg. 62). Mischel followed these students in a longitudinal study where he found that the correlation between the children’s marshmallow wait times and their later academic success turnout to be remarkable.

The efficacy of character education programs has not been examined close enough to determine the real significance of their effectiveness. This study will help fill in the missing links in current literature.

Summary

Character education is becoming an increasingly popular topic in the fields of psychology and education. Media reports of increased violent juvenile crime, teen pregnancy, and suicide have caused many to declare a moral crisis in our nation (Greenwood & Turner, 2011). Not all of these social concerns are moral in nature. Most have complex origins. There is a growing trend towards linking the solutions to these and related social problems to the teaching of moral and social values in our public schools. However, considerations of the role schools can and should play in the moral development of youth are themselves the subject of controversy. All too often the debate on this topic is reduced to posturing reflecting personal views rather than informed opinion. Fortunately, systematic research and scholarship on moral development has been going on for most of this century.

“Character is destiny,” wrote the ancient Greek philosopher Heraclitus (Lickona, 2004). As we confront the roots of our deepest societal problems, whether, in our personal relationships or public institutions, questions of character emerge largely. As we open our schools to a new generation, we must stop and learn about the mistakes made in the turbulent generation we are leaving behind. Educating for character is a moral imperative if we care about the future of our society as a whole as well as our children; we must focus on creating an intelligent but also moral generation.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study was to explore the impact the *7 Mindsets: Ultimate Life* character education and student empowerment program had on the perception of grit and resilience in young adolescents. The character education program, *7 Mindsets: Ultimate Life* program has been implemented in a variety of settings and with a wide spectrum of ages and nationalities.

The *7 Mindsets* program and its components can take place once a week, once a month, or as many other configurations in individual schools. For the past five years, the *7 Mindsets: Ultimate Life Summit* program has been delivered in a week long “summer camp” format for students from around the world.

Research Questions

The current study was designed to answer the following questions:

Research Question #1

How significant is the impact of a character development and empowerment program on student perception of development of grit in early and middle adolescents?

Research Question #2

How significant is the impact of a character development and empowerment program on student perception of development of resilience in early and middle adolescents?

Research Design

The design of this pilot study is a mixed methodology, quantitative in nature supplemented by two open-ended questions to solicit qualitative data. The researcher collected data through the use of two independent pre and post surveys given to all 45 students one week apart. Through the individual administration of these surveys to a small group of participants, the researcher will be able to explain the actual impact of the program on the individual participants. The study was designed to determine if there is a significant difference between students' perception of grit and resilience before and after the students' exposure to the *7 Mindsets: Ultimate Life Summit* program.

The two- open-ended questions were placed at the end of the post-survey to ask students directly regarding their feeling of mindset change. Mixed research method is an extremely popular method in research. It is an efficient way to ask people's opinion through different perspectives (Creswell, 2009). This method is especially true of subjective data, which focuses on feelings and thoughts. The surveys were anonymous and confidential. The surveys were administered to the students by their Summit Guides, adults leading the small groups, who by the end of the week should have developed a close working relationship with the participants. To analyze the data t-tests and One-way ANOVA tests will be analyzed through the SPSS program to qualify the impact of the program (Cronk, 2010).

Participants

Participants from the *7 Mindsets: Ultimate Life Summit (7 Mindsets: ULS) 2014* came from seven different USA states and ten different countries. They traveled from all parts of the world: from China to Nigeria, as well as from the Caribbean Islands to UK and Germany. Their

ages range between 10 to 18 years old and are presently enrolled either in middle schools or high schools. Almost 500 students have been exposed to the *7 Mindsets* through the *7 Mindsets: Ultimate Life Summit* for the past five years. This year, 45 students experienced the character education student empowerment program – *7 Mindsets: Ultimate Life Summit*.

The *7 Mindsets*' core team makes marketing presentations around the world to attract students into coming to the annual event. The presentations are made in front of educators and community leaders interested in making a difference in their schools and communities. These educators and community leaders then encourage teachers and constituents to participate in the *Ultimate Life Summit's Ultimate Life University (ULU)* annual event for adults. These adults are the key recruiters for student participation. The program has an attached tuition, and most of the participating students come in with a partial or full scholarship from a non-profit company, Magic Wand Foundation. The Magic Wand Foundation is a non-profit organization that empowers young people to find happiness, live their dreams, and develop a passion for making a positive impact on the world. The Magic Wand Foundation uses the *7 Mindsets to Live Your Ultimate Life* methodology as a foundation for their ULS; this seven-day experience held each summer, this year at Emory University in Atlanta, Georgia (Shickler & Waller, 2011).

The *7 Mindsets: Ultimate Life Summit* 2014 took place July 13 through July 19th. The students participating included: three students from China; six students from Nigeria; two students from Colombia, two students from Dominican Republic; two students from Trinidad-Tobago; one student each from Brazil, England, Mexico, and Venezuela. Also in attendance were 26 students from all over the United States including Connecticut, Colorado, Georgia, Florida, North Dakota, and Texas.

Procedure

Research questions were developed regarding the impact character education and student empowerment had on student resilience and grit. Published studies, research, and other related literature was reviewed. After a review of available survey instruments on character and personality traits, the Grit Scale and the Resilience Scale for Children and Adolescents (RSCA) were chosen as the appropriate assessment instruments for collecting data.

The data for the study was gathered through the use of the pre and post-Grit Scale (Duckworth, 2007) and pre and post Resiliency Scale for Children and Adolescents (Prince-Embury, 2008). The pre-survey was administered by the researcher and assistants during registration before the beginning of the program and before any activity took place. At the end of the program, on the last day, students participated in graduation and dinner exercises as a culminating activity to their week long experience. The Summit Guides just prior to the graduation and dinner event administered the post-survey. Once the surveys were returned to the researcher, the data was analyzed using the Statistical Package for the Social Sciences (SPSS) program to formulate the answers to the research questions. All qualitative data was analyzed through examination of themes and patterns of participants' responses.

Instrumentation

Two independent instruments were used to measure the impact the *7 Mindsets: ULS* has on grit and resilience. The impact on grit was measured through the Grit-Scale (Appendix H) developed by Duckworth from the University of Pennsylvania and Quinn from the University of Texas in Austin in 2009. The impact on resilience was measured by the Resilience Scales for Children and Adolescents (Appendix I) developed by Prince-Embury. Prince-Embury is a

former professor of psychology at the University of Pennsylvania and is the Director of the Resilience Institute of Allenhurst, New Jersey.

12-Item Grit-Scale (Duckworth, 2003, 2007, 2009)

Duckworth and Peterson (2007) examined two traits that predict success in life: grit (mental toughness; persistence, and passion for long-term goals) and self-control. We will be using the 12-Item Grit Scale, which includes a brief self-report focused on perseverance and passion for long-term goals. In 2009, Duckworth and Quinn, through the Department of Psychology at the University of Pennsylvania, wrote a report titled, *Development and Validation of the 12-item Grit Scale (Grit-Scale)*, where they were able to measure trait level of perseverance and passion for long-term goals. In this report, they presented evidence for the Grit-Scale's internal consistency, test-retest stability, consensual validity, and predictive validity (Duckworth and Peterson, 2007).

In the Grit-Scale, the students respond to 12 items understanding that there is no wrong answer. They answer each question on a scale of five statements from “very much like me” to “not like me at all”. The 12 questions include:

1. I have overcome setbacks to conquer an important challenge.
2. New ideas and projects sometimes distract me from previous ones.*
3. My interests, change from year to year.
4. Setbacks don't discourage me.
5. I have been obsessed with certain idea or project for a short time but later lost interest.
6. I am a hard worker.*
7. I often set a goal but later chose to pursue a different one.

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.
9. I finish whatever I begin.
10. I have achieved a goal that took years of work.
11. I become interested in new pursuits every month.
12. I am diligent.*

*Understanding that the focus of the study is grit and not self-control, three out of the twelve statements were taken out from the records.

The pre and post Grit-Scale were administered before and after the character education student empowerment program. Then, the pre- and post-scores were compared to see if there is any significant difference in the students' perception of grit development.

Resilience Scales for Children and Adolescents (Prince-Embury, 2008)

Prince-Embury in 2008 authored the Resilience Scales for Children and Adolescents (RSCA). It is a standardized instrument that contains three subscales and ten components. Each component has 20 to 24 items each. The *Resilience Scales for Children and Adolescents* is made of three brief self-report measures designed to measure areas of perceived strengths and vulnerability related to psychological resilience. The subscales were designed to identify and measure core personal qualities of resiliency in youth aged nine years to 19 years old. The children and youth are asked to respond to statements about themselves by marking on a 5-point scale.

The first subscale is the Sense of Mastery Scale measures optimism, self-efficacy, and adaptability, which measures how children can interact with and enjoy cause-and-effect

relationships in their environment. This subscale has three components. The first component is *Optimism* that measures positive attitude about the world and life in general. The second component is *Self-efficacy*, which measures one's approach to obstacles or problems. The third component is *Adaptability*, which measures the individuals' ability to be personally receptive to criticism and to learn from one's mistakes.

The second subscale is the Sense of Relatedness Scale, which measures how children can feel securely connected to individuals in a social context. This subscale has four components. The first component is the *Trust*, which measures the degree to which an individual perceives others as reliable and accepting. It also measures the degree to which an individual can be authentic in these relationships. The second component is *Support*, which measures the individual's belief that there are others to whom he or she can turn to when dealing with adversity. The third component is *Comfort*, which measures the degree to which an individual can be in the presence of others without discomfort or anxiety. The fourth component is *Tolerance*, which measures the individual's belief that he or she can safely express differences within a relationship.

The third subscale is the Emotional Reactivity, measures the extent to which the children experience them as maintaining an even keel when emotionally upset. This scale has three components. The first component is *Sensitivity*, which measures the child's reaction to situations where strong emotions disrupt their equilibrium. The second component is *Recovery*, which measures how quickly a child can bounce back from an emotional upset. The third component is *Impairment*, which measures the degree to which a child can maintain an emotional equilibrium when upset.

In regards to the RSCA, the first two subscales, Sense of Mastery and Sense of Relatedness, should show a high scoring as reflection of positive external impact. In the third scale, Emotional Reactivity, since the statements are written in a negative manner, a low scoring in scale should indicate a reflection of positive external impact.

Validity and Reliability of the Grit and Resilience Instruments

For the Grit Scale, in a 2009 article in the *Journal of Personality Assessment*, Duckworth shared his investigation to validate this efficient measure of grit. Duckworth had five different studies that help further validate this data measurement tool. In the first study, she studied adults 25 years old and older trying to determine if grit grows with age (Duckworth et al. 2007). In the second study, a confirmatory factor analysis to test the two-factor structure of the Grit Scale in an internet sample of adults, compared the relationship between the Grit Scale and the Big Five Personality dimensions, and examined predictive validity for career changes and educational attainment. In the third study consensual validity was established, while, in the fourth study, the one-year test-retest stability of the Grit Scale was measured in a sample of adolescents. Finally, in the fourth and fifth studies, the predictive validity of the Grit Scale was measured in two novel samples with West Point cadets and National Spelling Bee finalists. Among adolescents, the Grit Scale longitudinally predicted achievement, in addition, to perseverance and passion for long-term goals. In her article in the *Journal of Personality and Social Psychology* (2007), Duckworth explained that collectively her findings suggest that the achievement of difficult goals entails not only talent but also the sustained and focused application of talent over time.

For the Resilience Scales for Children and Adolescents, validity correlations for the internal structure indicate that global scales are significantly related to each other, but not to the

extent that they could be considered the same standard. Also, the Resilience Scales for Children and Adolescents included a standard sample of 200 children between the ages of 15 and 18 years. A Cronbach's alpha coefficient ranged from .93 to .95 for the total sample, and males and females indicated a good internal consistency. The standard error of measurement ranged from .90 to 2.45 for the total sample of all subscales indicating good reliability. The test-retest reliability, computed on a sub-sample- of 65 adolescents, was "good" to "excellent" ranging from .70 to .92 for males and females on all sub-scales.

Alignment of 7 Mindsets Program, Grit and Resilience

The Grit Scale and the Resilience Scale and subscales were used to examine the perception of the impact in students' resilience and grit involving the *7 Mindsets: Ultimate Life Summit* program. These scales address the programs' specific mindsets in action within the statements provided in the surveys. A matrix (Appendix A) was created to present the alignment between the contents of the 7 Mindsets program and what the program intended to teach and the Grit and Resilience Scale for Children and Adolescents survey items intend to score.

The first mindset "*Everything is Possible: Dream big, embrace creativity, and expect great results*" provide specific activating components that involve both resiliency and grit. This mindset in action include: 1) taking a look inside yourself before looking outside, 2) challenging current thinking, 3) engaging your imagination, 4) putting your imagination into action, 5) dreaming big: expecting great success, happiness, and meaning, 6) avoid worrying about the how, and 7) become wary of dream snatchers. The Grit Scale addresses this specific mindset in the statement/question: # 1 (I have overcome setbacks to conquer an important challenge) and # 9 (I finish whatever I begin). In regards to the RSCA scale, the Sense of Mastery subscale and its

components of *Optimism* and Sense of Relatedness subscale and its component of *Adaptability* subscales relates to this mindset in regards to topics such as: fairness, control, happiness, and optimism.

The second mindset: “*Passion First: Pursue your authentic talents and deepest interests*” also addresses specific aspects of resilience and grit. This mindset in action include: (1) playing to your strengths, (2) pursuing your passions, (3) connecting your uniqueness with the world around you, (4) building your authentic dreams, (5) leaning into your passions, and (6) embrace your genius. The Grit Scale addresses this specific mindset in the statement/questions: #3 (My interests change from year to year), #8 (I have difficulty maintaining my focus on projects that take more than a few months to complete) and #11 (I become interested in new pursuits every few months). In regards to the RSCA scale, the Sense of Mastery subscale, specifically, its component of *Self-Efficacy* relates to this second mindset by focusing on themes of : doing things well, making good decisions, adjusting when plans change, never giving up on what is important to you, and finding multiple ways to solve a problem.

The third mindset: “*We Are Connected: Explore the synergies in all relationships and learn to empower others*” addresses topics of (1) creating a sense of connectedness, (2) choosing empowering relationships, (3) relishing competition, (4) celebrating diversity, (5) building your “Dream Team”, (6) always seeking synergies, and (7) seeking to serve first. In regards to the RSCA scale, the Sense of Relatedness subscale and its components of *Support* and *Comfort* and the Emotional Reactivity subscale and its component of *Impairment* relates to this mindset by focusing on: the awareness that there are people, family and friends, in life that they can depend on in times of adversity.

The fourth mindset: “*100% Accountable: Choose to be responsible for your own happiness and success*” addresses topics of (1) reconciling with the past, (2) overcoming fears, (3) removing limiting beliefs, (4) accepting ownership of your results, (5) changing what you control., and (6) becoming truly free to make decisions about your choices while understanding that the positive or negative consequences are in direct correlation to your personal decisions. The Grit Scale addresses this specific mindset in the statement/questions: # 4 (Setbacks don’t discourage me), #5 (I have been obsessed with a certain idea or project for a short time, but later lost it), and # 10 (I have achieved a goal that took years of work), which simply means careful and persistent work over time. In regards to the RSCA scale, the Sense of Mastery subscale and its component *Adaptability* relates to this mindset by focusing on: learning from mistakes, asking for help when needed and allowing others to help when an issue appears to be greater than something they can individually work on.

The fifth mindset: “*Attitude of Gratitude: Seek the positives from every experience and be thankful for all you have*” addresses topics such as: (1) focusing on the positives, (2) journaling your gratitude, (3) diffusing the negatives, (4) thanking it forward, and (5) seeing both sides of the coin. This mindset is reflected in the RSCA scale; specifically in the Sense of Relatedness subscale specifically its component of *Trust* and *Tolerance*. The component of *Trust* and *Tolerance* relates to this mindset by focusing on: appreciating people for who they are, trusting and forgiving others, as well as accepting self and others for who they are.

The sixth mindset, “*Live to Give: Inspire and serve others while maximizing your potential*” speaks to topics such as: (1) sharing your unique genius, (2) giving before you get, (3) seeking ways to serve, and (4) aligning with your passion. This mindset is reflected in the RSCA

Emotional Reactivity subscale specially its component of *Sensitivity*, which focuses not only on the tendency to become upset about things that are done to you, are said about you, or related to you, but also an awareness and understanding of the feelings of other people.

The seventh mindset, “*The Time is NOW: Harness the power of this moment and take purposeful action today*” addresses the topics of: (1) enjoying now and simply embracing the moment, (2) understanding that everything you do matters, (3) getting in the zone, and (4) becoming a continuous learner. The Grit Scale addresses this specific mindset in the statement/questions: #7 (I often set a goal, but later choose to pursue a different one). In this case, because the statement/question is phrased in a negative form, the data should show a negative relationship. Setting goals and sticking with it until it is accomplished, is the goal of the program.

This framework of the detailed Grit Scale and RSCA scales and subscales items and the expectations of the character development and student empowerment program, as described show a positive connection between what the *7 Mindsets: Ultimate Life Summit* program intended to accomplish and what the scales attempted to score.

Administration of Instruments

The Resilience Scales for Children and Adolescents were administered as a pre and a post test. The purpose was to measure the impact of the *7 Mindsets: Ultimate Life Summit* program on their perceived resilience growth. The administration of the instrument does not take more than 5 minutes per scale and does not require any training. The administrator must have established an environment that is safe and orderly before administering the test, and should explain to them how the test results will be used. The three RSCA subscale combination may take approximately

15 minutes, even though time can be adjusted to meet the needs of the students (SEC, 504, reading below standards, etc.) completing the inventory.

The Grit Scale is a 12 item instrument with very simple directions: “Please respond to the following 12 items. Be honest-there are no right or wrong answers.” It is deceptively simple, only takes a few minutes to fill out. This scale was administered as a pre-test and a post-test to the students seven days apart. The purpose was to compare and contrast the impact of the 7 Mindsets: Ultimate Life Summit program on the students’ ability to increase grit and perseverance for long term goals and self-control.

Data Analysis

To answer RQ #1 regarding the impact of a character education and student empowerment program has on the perception and development of grit, a t-test was used to analyze the 12-item Grit Scale survey. In the Grit Scale, the students responded to twelve items understanding that there was no wrong answer. The students answered each question on a scale from one to five statements from “very much like me” to “not like me at all.” The twelve questions include:

1. I have overcome setbacks to conquer an important challenge.
2. New ideas and projects sometimes distract me from previous ones.
3. My interests, change from year to year.
4. Setbacks don’t discourage me.
5. I have been obsessed with certain idea or project for a short time but later lost interest.
6. I am a hard worker.
7. I often set a goal but later chose to pursue a different one.
8. I have difficulty maintaining my focus on projects that take more than a few months to complete.
9. I finish whatever I begin.

10. I have achieved a goal that took years of work.

11. I become interested in new pursuits every month.

12. I am diligent.

When scoring the Grit Scale, there are specific points corresponding to each of the questions. For questions 1, 4, 6, 9, 10 and 12 the following points were assigned:

5 = Very much like me

4 = Mostly like me

3 = Somewhat like me

2 = Not much like me

1 = Not like me at all

And for questions 2, 3, 5, 7, 8 and 11 the following points were assigned:

1 = Very much like me

2 = Mostly like me

3 = Somewhat like me

4 = Not much like me

5 = Not like me at all

All the points were added up and divided by 12. The maximum score on this scale is 5

(extremely gritty), and the lowest scale on this scale is 1 (not at all gritty).

To answer RQ #2 regarding the impact of character education on the development of resilience, the Resilience Scales for Children and Adolescents (RSCA) was used. The RSCA has subscales each with 20 to 24 items: 1) Sense of Mastery (measures optimism, self-efficacy, and adaptability), 2) Sense of Relatedness Scale (measures trust, support, comfort, and tolerance), and 3) Emotional Reactive Scale (measures sensitivity, recovery, and impairment). The RSCA can be administered individually or in a group. For the purpose of this study, the group of students took the survey individually in a group session. The RSCA scales are self-reported scales. Items are scored with paper-and-pencil by choosing one of the five responses from “0”

(Never) to “4” (Almost Always). The RSCA is written at a 3rd-grade reading level, so the focus is more on the question/answer than on the child’s ability to read. The raw score for each of the global scales was obtained by summing up all items scored for each scale. Raw scores were transformed to standardized T-scores using computed means and standard deviations for normative groups (by age and sex). The T-scores allow profiling across scales.

The researcher used paired t-tests to analyze the data collected. A paired t-test measures whether means from within the groups vary over two test conditions. A paired t-test was used to compare the students’ resilience scores from the beginning and the end of the program.

To triangulate the findings of the quantitative approach, qualitative data were collected by posing two open-ended questions (Appendix G) directly to the research participants. The questions were directed toward how the participants felt and planned to do after the *7 Mindsets* program training. The responses of the participants were carefully examined by observing themes and patterns that could emerge.

Limitations

There are a number of limitations to this study. First, the sample size of 45 students was not large enough to make generalizations about the results. In addition, some of the participants have experience the program more than once in prior years. Understanding that to learn a new skill or habit truly enough time has to be allocated between stimulus and response, the 7 day experience will not be able to show the long-term change in the participants. One more limitation was that neither the Grit Scale nor the Resilience Scale for Children and Adolescents Scale has been used as a pre/post-test to examine grit and resilience growth. This limitation makes this study a pilot study and not an experimental study. The main limitation of this study was the sole

reliance on self-reporting. The individual students' pre and post-survey results from grit and resilience served as the main data collection to analyze the impact of the character development and student empowering program.

Summary

In this chapter, information regarding the methodology used in this study was discussed. The researcher studied the impact the character development and student empowerment program, *7 Mindsets: Ultimate Life Summit* had on the perceived development of grit and resilience in early and middle adolescents. The *7 Mindsets: Ultimate Life Summit* is a 7 day experience for adolescents who came from different parts of the world to change their mindset with the hopes to develop a growth mentality regarding their future. The registered students took pre and post-surveys regarding their level of grit and resilience in the beginning and the end of the seven-day experience. The survey data were analyzed using pair t-tests to examine if there was a significant difference between their pre and post-survey scores focused on their perception of grit and resilience growth. The students' responses to the open-ended questions were analyzed by observing possible themes and patterns that emerged.

CHAPTER IV: DATA REPORT AND ANALYSIS

Introduction

The purpose of this study was to determine if the *7 Mindsets: ULS* program has any impact on adolescents' non-cognitive skills of grit and resilience before and after their exposure to the program. Adolescents' grit was measured by the Grit Scale and resiliency was measured by the Resiliency Scale for Children and Adolescents (RSCA) Survey. The population for this study consisted of 45 participants between the ages of ten and 18 from 10 different countries. Paired t-tests were calculated for both grit and resilience using the pre and post scores as attained by the study participants (N=45). The means of these surveys were compared using the paired-samples t-test. Descriptive statistics was calculated for age, sex, grade level, country of residence and origin, parental education level, and the number of years of exposure to the 7 Mindsets curriculum.

Research Questions

This chapter presents the detailed findings and discussion of the analysis of data as guided by the following research questions:

1. How significant is the impact of a character development and empowerment program on the student perception of development of grit in early and middle adolescents?
2. How significant is the impact of a character development and empowerment program on the student perception of development of resilience in early and middle adolescents?

Study Participants

The population for this study included 19 male and 26 female students between the ages of 10 and 14 currently enrolled in grades 5 through 12 (see Table 1). Parental consent forms

(Appendix C) were sent to every parent in addition to a brief information letter regarding the 7 *Mindsets* program through electronic mail. This initial mailing was returned through electronic mail acknowledging the purpose of the surveys and the intention of the study. The participants' home base included ten different countries: England, Trinidad-Tobago, Venezuela, Brazil, England, Nigeria, China, Colombia, Dominican Republic, and the United States. Survey packets containing the pre-test instrument of the Grit and RSCA surveys and demographics information sheet were provided to each participant before any of the planned activities took place. Survey packets containing the post-test instrument of the Grit and RSCA surveys and a two open-ended question sheet were provided to each participant before the end of the week-long planned activities took place.

Demographic data, through a data cover sheet, (Appendix F) revealed 19 middle school students and 26 high school students (see Table 1). Nineteen students were enrolled in grades 5 through 8 while 26 students were enrolled in grades 9 through 12 (see Table 1). Parental educational background was also analyzed (see Table 2). Out of the 45 students, all but 12 students have mothers who have achieved a college degree or higher. In regards to the educational background of the students' fathers, all but 11 have achieved a college degree, or higher (see Table 2).

Table 1
Descriptive Statistics for Participants Categories: Sex, age, and grade level

		Frequency	Valid Percent
Sex	Male	19	42
	Female	26	58
Age	10	3	5.9
	11	1	2.0
	12	4	7.8
	13	5	9.8
	14	6	11.8
	15	11	21.6
	16	6	11.8
	17	6	11.8
	18	3	5.9
Grade Level	5	2	4.4
	6	1	2.2
	7	3	6.7
	8	7	15.6
	9	5	11.1
	10	8	17.8
	11	15	33.3
	12	4	8.9

Table 2
Descriptive Statistics for Participants Categories: Parent Educational Background

Categories	Mother's		Father's	
	Frequency	Valid Percent	Frequency	Valid Percent
Elementary	0	0	1	2.2
High School	12	26.7	10	22.2
College	17	37.8	17	37.8
Post Graduate	16	35.6	17	37.8

In terms of country of residency, there were two of the students were from the Dominican Republic, six of the students were from Nigeria, 26 of the students were from the United States

of America, one student from Brazil, England, Venezuela and Mexico, two students from Colombia, three students from China, and two students from Trinidad-Tobago (see Table 3).

Table 3
Descriptive Statistics for Participants Categories: Country of Residence

Country	Frequency	Valid Percent
Dominican Republic	2	4.5
Nigeria	6	13.6
United States	26	56.8
Brazil	1	2.3
England	1	2.3
Colombia	2	4.5
China	3	6.8
Venezuela	1	2.3
Trinidad-Tobago	2	4.5
Mexico	1	2.3

Quantitative Findings

Paired sample t-tests were administered to examine if there were any significant differences between the pre and the post scores from both the GRIT and RSCA surveys. Results of the analysis showed that a significant difference existed in the pre and the post scores on the GRIT scale as well as independent sections of the RSCA subscales.

Grit Survey (Grit-S)

A paired sample t-test was calculated to compare the mean pre-survey score to the mean post-survey scores of the research participants (see Table 4).

Table 4

Descriptive Statistics: Grit Scale pre- and post- survey scores

	Mean	N	Std. Deviation
Grit-S Post-Survey	3.724	45	.328
Grit-S Pre-Survey	3.129	45	.473

The mean of the pre-survey for the Grit Survey was 3.1289 (sd = .47290), and the mean on the post-survey was 3.724 (sd = .3276). A statistically high significant difference from the Grit Scale pre and post surveys was found ($t(44) = 13.746, p < .05$) (see Table 5).

Table 5

Paired Samples T-Test: Comparing Grit Scale pre- and post- survey scores

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Grit-S Post-test- Grit-S- Pre-test	.596	.291	.043	13.746	44	.000

Resilient Scale for Children and Adolescents (RSCA)

A paired sample t-test was calculated to compare the mean pre-survey score to the mean post-survey scores of the research participants (see Table 6).

Table 6
Descriptive Statistics: Resiliency pre- and post- survey scores (Sense of Mastery)

	Mean	N	Std. Deviation
MAS Total Post Survey	63.22	44	11.219
MAS Total Pre-Survey	58.13	44	7.844
Optimism (post)	22.16	44	4.011
Optimism (pre)	20.09	44	3.611
Self-Efficacy (post)	30.93	44	5.742
Self-Efficacy (pre)	29.13	44	4.104
Adaptability (post)	10.13	44	2.841
Adaptability (pre)	8.91	44	2.304

The statistics showed a slight increase in the student perception specifically on the Optimism, Self-Efficacy and Adaptability subscales, as well as the overall percentage on the Sense of Mastery Scale. The mean of the pre-survey for the Sense of Mastery Scale was 58.13 (sd = 7.844), and the mean on the post Sense of Mastery Scale was 63.22 (sd = 11.219). A significant difference between the pre- and the post- survey scores from the Sense of Mastery Scale was found ($t(44) = 2.636, p < .05$) (see Table 7).

Table 7
Paired Samples T-Test: Comparing RSCA pre- and post- survey scores (Sense of Mastery)

	Paired Differences				
	Mean	Std. Deviation	t	df	Sig. (2-tailed)
MAS Total Post – MAS Total Pre	5.089	12.952	2.636	44	.012
Optimism	2.067	4.821	2.875	44	.006
Self-Efficacy	1.800	6.472	1.866	44	.009
Adaptability	1.22	3.509	2.337	44	.024

A paired sample t-test was calculated to compare the individual pre-survey mean and the post-survey mean scores for each of the subscales in the Sense of Mastery Scale (MAS). The mean of the pre-survey scores of the Optimism subscale was 20.09 (sd = 3.611), and the mean of

the post-survey scores was 22.16 (sd = 4.011). A significant difference from pre to post survey Optimism scores was found ($t(44) = 2.875, p < .05$). The mean of the pre-survey scores of the Self-Efficacy subscale was 29.13 (sd = 4.104), and the mean of the post-survey scores was 30.93 (sd = 5.742). A significant difference from the Self-Efficacy pre to post subscale scores was found ($t(44) = 1.866, p < .05$). The mean of the pre-survey scores of the Adaptability subscale was 8.91 (sd = 2.304), and the mean of the post-survey scores was 10.13 (sd = 2.841). A significant difference from pre to post Adaptability subscale scores was found ($t(44) = 2.337, p < .05$) (see Table 7).

The mean of the pre-survey for the Sense of Mastery Scale was 58.13 (sd + 7.844), and the mean of the post-survey Sense of Mastery Scale was 63.22 (sd + 11.219). A significant difference from the Sense of Mastery Scale was found ($t(44) = 2.636, p < .05$) (see Table 7).

A paired sample t-test was calculated to compare the individual pre-survey mean and the post-survey mean scores for each of the subscales in the Sense of Relatedness Scale (REL). The mean of the pre survey scores of the Trust subscale was 18.51 (sd = 4.732), and the mean of the post-survey scores was 19.02 (sd = 5.137). No significant difference from pre to post-survey Trust scores was found ($t(44) = .749, p > .05$). The mean of the pre-survey scores of the Support subscale was 18.60 (sd = 4.550), and the mean of the post-survey scores was 19.24 (sd = 4.146). No significant difference from the Support pre to post subscale scores was found ($t(44) = .989, p > .05$). The mean of the pre-survey scores of the Comfort subscale was 11.51 (sd = 2.881), and the mean of the post-survey scores was 12.47 (sd = 3.152). A significant difference from pre to post Comfort subscale scores was found ($t(44) = 2.142, p < .05$). The mean of the pre-survey scores of the Tolerance subscale was 20.60 (sd = 5.172), and the mean of the post-survey scores

was 20.87 (sd = 4.897). No significant difference from pre to post Tolerance subscale scores was found ($t(44) = .357, p < .05$) (see Tables 8 and 9).

The mean of the pre-survey for the Sense of Relatedness Scale was 69.22 (sd = 14.144), and the mean on the post Sense of Relatedness Scale was 71.60 (sd = 14.418). No significant difference between the pre- and the post- survey overall scores from Sense of Relatedness Scale was found ($t(44) = 1.180, p < .05$) (see Table 8 and 9).

Table 8
Descriptive Statistics: Resiliency pre- and post-survey scores (Sense of Relatedness)

	Mean	N	Std. Deviation
REL Total Post-Survey	71.60	44	14.418
REL Total Pre-Survey	69.22	44	14.144
Trust (post)	19.02	44	5.137
Trust (pre)	18.51	44	4.732
Support (post)	19.24	44	4.146
Support (pre)	18.60	44	4.550
Comfort (post)	12.47	44	3.152
Comfort (pre)	11.51	44	2.881
Tolerance (post)	20.87	44	4.897
Tolerance (pre)	20.60	44	5.172

Table 9
Paired Samples T-Test: Comparing RSCA pre- and post- survey scores (Sense of Relatedness)

	Paired Differences				
	Mean	Std. Deviation	t	df	Sig.(2-tailed)
REL Total Post – REL Total Pre	2.378	13.515	1.180	44	.244
Trust	.511	4.576	.749	44	.458
Support	.644	4.370	.989	44	.328
Comfort	.956	2.992	2.142	44	.038
Tolerance	.267	5.006	.357	44	.723

The mean of the pre-survey for the Emotional Reactivity Scale (REA) was 22.69 (sd = 12.290), and the mean on the post-survey Emotional Reactivity Scale was 23.22 (sd = 11.820). No significant difference from the overall Emotional Reactivity Scale was found ($t(44) = -.344$, $p < .05$) (see Tables 10).

Table 10
Descriptive Statistics: Resiliency pre- and post- survey scores (Emotional Reactivity)

	Mean	N	Std. Deviation	Std. Error Mean
REA Total Post Test	23.22	44	11.820	1.762
REA Total Pre-Test	22.69	44	12.290	1.832

A paired sample t-test was calculated to compare the individual pre-survey mean and the post-survey mean scores for each of the subscales in the Emotional Reactivity Scale (REA) (see Table 11). The mean of the pre-survey scores of the Sensitivity subscale was 7.49 (sd = 4.352), and the mean of the post-survey scores was 7.91 (sd = 3.661). No significant difference from pre to post survey Sensitivity scores was found ($t(44) = -.709$, $p > .05$). The mean of the pre-survey scores of the Recovery subscale was 3.24 (sd = 2.978), and the mean of the post-survey scores

was 3.89 (sd = 22.870). No significant difference from the Recovery pre to post-subscale scores was found ($t(44) = -1.322, p > .05$). The mean of the pre-survey scores of the Impairment subscale was 11.56 (sd = 7.235), and the mean of the post-survey scores was 11.96 (sd = 7.029). No significant difference from pre to post Impairment subscale scores was found ($t(44) = -.444, p > .05$) (see Table 11 and 12). The negative relationship in the Emotional Reactivity Scale of the Resilience Scale for Children and Adolescent (RSCA) survey presents a favorable improvement as the survey items were phrased in a negative manner.

Table 11
Descriptive Statistics: Comparing RSCA pre- and post- survey scores (Emotional Reactivity)

	Mean	Std. Deviation	Std. Error Mean
Sensitivity (post)	7.91	3.661	.546
Sensitivity (pre)	7.49	4.352	.649
Recovery (post)	3.89	2.978	.428
Recovery (pre)	3.24	2.870	.444
Impairment (post)	11.96	7.029	1.079
Impairment (pre)	11.56	7.235	1.048

Table 12

Paired Samples T-Test: Comparing RSCA pre- and post- survey scores (Emotional Reactivity)

	Mean	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)
REA Total Post-Survey	-.533	10.398	1.550	-.344	44	.732
REA Total Pre-Survey						
Sensitivity	-.422	3.997	.596	-.709	44	.482
Recovery	-.644	3.269	.487	-1.322	44	.193
Impairment	.400	6.047	.901	-.444	44	.659

Table 13
 One-Way ANOVA - Grit mean differences by participants' demographic grouping

			One-Way ANOVA				
			Sum of Squares	df	Mean of Squares	F	Sig.
Age	Pre-test	Between Groups	2.498	8	.312	1.531	.181
		Within Groups	7.342	36	.204		
		Total	9.840	44			
	Post-test	Between Groups	.545	8	.068	.587	.782
		Within Groups	4.178	36	.116		
		Total	4.723	44			
Grade	Pre-test	Between Groups	2.306	7	.329	1.618	.161
		Within Groups	7.534	37	.204		
		Total	9.840	44			
	Post-test	Between Groups	.804	7	.115	1.085	.393
		Within Groups	3.919	37	.106		
		Total	4.723	44			
Mother's Education	Pre-test	Between Groups	.100	2	.050	.216	.807
		Within Groups	9.740	42	.232		
		Total	9.840	44			
	Post-test	Between Groups	.040	2	.020	.180	.836
		Within Groups	4.683	42	.112		
		Total	4.723	44			
Father's Education	Pre-test	Between Groups	.222	3	.074	.316	.814
		Within Groups	9.618	41	.235		
		Total	9.840	44			
	Post-test	Between Groups	.041	3	.014	.120	.948
		Within Groups	4.682	41	.114		
		Total	4.723	44			
Country of Origin	Pre-test	Between Groups	1.427	9	.159	.641	.754
		Within Groups	8.408	34	.247		
		Total	9.835	43			
	Post-test	Between Groups	.596	9	.066	.546	.831
		Within Groups	4.127	34	.121		
		Total	4.723	43			
Years of Participation	Pre-test	Between Groups	.748	3	.312	1.531	.181
		Within Groups	9.092	41	.204		
		Total	9.840	44			
	Post-test	Between Groups	.061	8	.068	.587	.782
		Within Groups	4.662	36	.116		
		Total	4.723	44			

A One-Way ANOVA test (Table 13) was conducted to compare the mean scores of participants who took the Grit scale following five different criteria: age, grade level, mother's educational background, father's educational background, country of origin and years of participation in the program. Results indicate that there was no significant difference in the grit means scores of the participants among the groupings of: age ($F(8,36) = .587, p > .05$), grade level ($F(7,37) = 1.085$), mother's education level ($F(2,42) = .180, p > .05$), father's education level ($F(3,41) = .120, p > .05$), country of origin ($F(9,34) = .546, p > .05$) and number of years participating ($F(8,36) = .587, p > .05$) in the 7 Mindsets program.

Table 14
Independent sample t-test - Grit scores comparison by sex grouping

		Independent Sample t-test						
		N	Mean	Std. Deviation	t-test for Equality of Means			
					T	df	Sig. (2-tailed)	Mean Difference
Pre-test	Male	19	3.099	.411	-.353	43	.726	-.050
	Female	26	3.150	.520		42	.716	
Post-test	Male	19	3.66	.307	-.980	43	.333	-.105
	Female	26	3.765	.347		41	.325	

An independent sample t-test (Table 14) was calculated comparing the mean score of participants who identified themselves as males to the mean score of participants that identified themselves as female. No significant difference was found ($t(43) = 3.66, p > .05$). The mean of the males ($m = 3.66, sd = .307$) was not significantly different from the mean of the females ($m = 3.765, sd = .347$).

Table 15

One-Way ANOVA - Comparison of Resilience Sense of Mastery Sub-scale (MAS) Pre and Post scores by participants' demographic groupings

			One-Way ANOVA				
			Sum of Squares	df	Mean Square	F	Sig.
Age	MAS Pre-test	Between Groups	227.280	8	28.410	.412	.906
		Within Groups	2479.920	36	68.887		
		Total	2707.200	44			
	MAS Post-test	Between Groups	333.041	8	41.630	1.066	.408
		Within Groups	1405.936	36	39.054		
		Total	1738.978	44			
Grade	MAS Pre-test	Between Groups	882.601	7	126.086	2.557	.030
		Within Groups	1824.599	37	49.313		
		Total	2707.200	44			
	MAS Post-test	Between Groups	565.237	7	80.748	2.545	.030
		Within Groups	1173.740	37	31.723		
		Total	1738.978	44			
Mother's Education	MAS Pre-test	Between Groups	244.533	2	122.267	2.065	.135
		Within Groups	2462.667	42	58.635		
		Total	2707.200	44			
	MAS Post-test	Between Groups	91.943	2	45.972	1.172	.320
		Within Groups	1647.034	42	39.215		
		Total	1738.978	44			
Father's Education	MAS Pre-test	Between Groups	109.759	3	36.586	.578	.633
		Within Groups	2597.0441	41	63.352		
		Total	2707.200	44			
	MAS Post-test	Between Groups	130.195	3	43.398	1.106	.358
		Within Groups	1608.782	41	39.239		
		Total					

		Total	1738.978	44			
Country of Origin	MAS Pre-test	Between Groups	1255.917	9	139.546	3.382	.005
		Within Groups	1403.060	34	41.266		
		Total	2658.977	43			
	MAS Post-test	Between Groups	694.243	9	77.138	2.511	.025
		Within Groups	1044.393	34	30.717		
		Total	1738.636	43			
Years of Participation	MAS Pre-test	Between Groups	273.102	3	91.034	1.533	.220
		Within Groups	2434.098	41	59.368		
		Total	2707.200	44			
	MAS Post-test	Between Groups	296.909	3	98.970	2.814	.051
		Within Groups	1442.069	41	35.172		
		Total	1738.978	44			

A One-Way ANOVA test (Table 15) was conducted to compare the mean scores of participants who took the RSCA resilience survey's Sense of Mastery subscale following five different criteria: age, grade level, mother's educational background, father's educational background, country of origin and years of participation in the program. A significant difference was found in two of the five criteria: grade level ($F(7,37) = 2.545, p < .05$) and country of origin ($F(9,34) = 2.511, p < .05$). No significant difference was found regarding: age ($F(8,36) = 1.066, p > .05$); mother's education ($F(2,42) = 39.215, p > .05$); father's education ($F(3,41) = 39.239, p > .05$); or years of participation in the program ($F(3,41) = 35.172, p > .05$).

Table 16
 One-Way ANOVA - Comparison of Resilience Sense of Relatedness Subscale (REL) Pre and Post scores by participants' demographic groupings.

			One-Way ANOVA				
			Sum of Squares	df	Mean Square	F	Sig.
Age	REL Pre-test	Between Groups	2857.361	8	357.170	2.163	.050
		Within Groups	5944.417	41	165.123		
		Total	8801.778	44			
	REL Post-test	Between Groups	2857.361	8	357.170	2.163	.055
		Within Groups	5944.361	3	165.123		
		Total	8801.778	44			
Grade	REL Pre-test	Between Groups	1707.887	7	243.984	1.273	.290
		Within Groups	7093.890	37	191.727		
		Total	8801.778	44			
	REL Post-test	Between Groups	1028.619	7	146.946	1.167	.345
		Within Groups	4657.958	37	125.891		
		Total	6586.578	44			
Mother's Education	REL Pre-test	Between Groups	769.115	2	348.557	2.011	.147
		Within Groups	8032.663	42	191.254		
		Total	8801.778	44			
	REL Post-test	Between Groups	753.165	2	376.582	3.206	.051
		Within Groups	4933.413	42	117.462		
		Total	5686.578	44			
Father's Education	REL Pre-test	Between Groups	844.807	3	281.602	1.451	.242
		Within Groups	7956.971	41	194.072		
		Total	8801.778	44			
	REL Post-test	Between Groups	669.448	3	223.149	1.824	.158
		Within Groups	5017.129	41	122.369		

		Total	5686.578	44			
Country of Origin	REL Pre-test	Between Groups	1507.285	9	167.476	.783	.634
		Within Groups	7276.260	34	214.008		
		Total	8783.545	43			
	REL Post-test	Between Groups	1027.210	9	114.134	.863	.566
		Within Groups	4496.427	34	132.248		
		Total	5523.636	43			
Years of Participation	REL Pre-test	Between Groups	733.998	3	244.666	1.243	.306
		Within Groups	8067.779	41	196.775		
		Total	8801.778	44			
	REL Post-test	Between Groups	198.024	3	66.008	.493	.689
		Within Groups	5488.554	41	133.867		
		Total	5686.578	44			

A One-Way ANOVA test (Table 16) was conducted to compare the mean scores of participants who took the RSCA resilience survey's Sense of Relatedness subscale following five different criteria: age, grade level, mother's educational background, father's educational background, country of origin and years of participation in the program. No significant difference was found regarding: age ($F(8,3) = 2.163, p > .05$); grade ($F(7,37) = 1.167, p > .05$); mother's education ($F(2,42) = 3.206, p > .05$); father's education ($F(3,41) = 1.824, p > .05$); country of origin ($F(9,34) = .863, p > .05$), or years of participation in the program ($F(3,41) = .493, p > .05$).

Table 17
 One-Way ANOVA - Comparison of Resilience Emotional Reactivity Subscale (REA) Pre and Post scores by participants' demographic grouping.

			One-Way ANOVA				
			Sum of Squares	df	Mean Square	F	Sig.
Age	REA Pre-test	Between Groups	1095.641	8	136.955	.976	.470
		Within Groups	5052.136	36	140.337		
		Total	6147.778	44			
	REA Post-test	Between Groups	1438.778	8	179.847	1.243	.303
		Within Groups	5206.867	36	144.635		
		Total	6645.644	44			
Grade	REA Pre-test	Between Groups	760.249	7	108.607	.746	.635
		Within Groups	5387.529	37	145.609		
		Total	6147.778	44			
	REA Post-test	Between Groups	744.530	7	106.361	.667	.698
		Within Groups	5901.530	37	159.490		
		Total	6645.644	44			
Mother's Education	REA Pre-test	Between Groups	239.891	2	119.945	.853	.434
		Within Groups	5907.887	42	140.664		
		Total	6147.778	44			
	REA Post-test	Between Groups	492.055	2	246.027	1.679	.199
		Within Groups	6153.589	42	146.514		
		Total	6645.644	44			
Father's Education	REA Pre-test	Between Groups	245.966	3	81.989	.570	.638
		Within Groups	5901.812	41	143.947		
		Total	6147.778	44			
	REA Post-test	Between Groups	241.950	3	80.650	.516	.673
		Within Groups	6403.694	41	156.188		
		Total	6645.644	44			

		Groups Total	664.644	44			
Country of Origin	REA Pre-test	Between Groups	2181.701	9	242.411	2.078	.060
		Within Groups	3966.027	34	116.648		
		Total	6147.727	43			
	REA Post- test	Between Groups	2106.659	9	234.073	1.754	.115
		Within Groups	4538.500	34	133.485		
		Total	6645.159	43			
Years of Participation	REA Pre-test	Between Groups	889.429	3	299.810	2.139	.110
		Within Groups	5746.216	41	140.152		
		Total	6645.644	44			
	REA Post- test	Between Groups	889.429	3	299.810	2.139	.110
		Within Groups	5746.216	41	140.152		
		Total	6645.644	44			

A One-Way ANOVA test (Table 17) was conducted to compare the mean scores of participants who took the RSCA resilience survey's Emotional Reactivity subscale following five different criteria: age, grade level, mother's educational background, father's educational background, country of origin and years of participation in the program. No significant difference was found regarding: age ($F(8,36) = 1.243, p > .05$); grade ($F(7,37) = .667, p > .05$); mother's education ($F(2,42) = 1.679, p > .05$); father's education ($F(3,41) = .516, p > .05$); country of origin ($F(9,34) = 1.754, p > .05$), or years of participation in the program ($F(3,41) = 2.139, p > .05$).

Table 18

Number of participants scoring low, medium and high in the pre-test and post-test on the Grit Scale as per the scoring criterion

	Grit Scale Score Criteria			Percent of change of the total population moving to High
	Low	Average	High	
	1 – 1.6	1.7 – 3.4	3.5 - 5	
Pre-test (number of students and percent)	0	34 (75%)	11(25%)	62% change
Post-test (number of students and percent)	0	6 (13%)	39 (87%)	

A scoring criterion was developed to analyze the level of grit competency (Table 18) of the students. The number of students at each level of grit competency was then compared with the other levels, and the percent of change of the total population scoring at the “high” level of competency was formulated. At the “high” level, the number of students already at that criterion (3.5-5.0) at the start of the program was eleven (11), which was subtracted by the number of students reaching the “high” level at the end of the program (39). The difference of these two numbers (28) was then divided by the total number of the sample population (45). Using this formula (post-pre/ total population) the percentage of change of the total population was gathered (62%). This 62 percent shows the percent of change of total population now scoring at the “high” level. Twenty-eight of these students moved from “average” to “high” after the seven day 7 *Mindsets* training. The excelling population increased by 2.5 times the number of students.

Table 19
 Number of participants scoring low, medium and high in the pre-test and post-test on the Resilience Scale for Children and Adolescents (RSCA) Sense of Mastery Subscale as per the scoring criterion

	Resilience								
	Low			Average			High		
	Number of Participants			Number of Participants			Number of Participants		
	Pre-test	Post-test		Pre-test	Post-test		Pre-test	Post-test	
MAS									
Optimism	1-11	0	0	11.1-23	38(85%)	10(22%)	23.1-35	7(18%)	35(78%)
Self-Efficacy	1-16	0	0	16.1-33	38(85%)	15(33%)	33.1-35	7(18%)	30(67%)
Adaptability	1-5	5(11%)	0	5.1-10	30(67%)	1(2%)	10.1-15	10(22%)	44(98%)

A scoring criterion was developed to analyze the level of resilience competency (Table 19) in the three subscales, specifically the ten components. The number of students at each level of resilience competency was then compared with the other levels, and the percent of change of the total population scoring at the “high” level of competency was formulated.

There were three different criterion levels for each of the three components according to the number of questions in the Sense of Mastery Subscale of the RSCA.

For *Optimism*, in the Sense of Mastery subscale of the RSCA, the three criterion levels included low (1-11), medium (11.1-23) and high (23.1-35). At the “high” level, the numbers of students already at that criterion (23.1-35) at the start of the program were seven which was subtracted by the number of students reaching the “high” level at the end of the program or a total of 35. The difference of these two numbers was then divided by the total number of the

sample population (45). Using this formula (post-pre/ total population) the percentage of change of the total population in the “high” criterion was gathered (62%).

For *Self-Efficacy*, in the Sense of Mastery subscale of the RSCA, the three criterion levels included low (1-16), medium (16.1-23) and high (33.1-35). At the “high” level, the numbers of students already at that criterion (33.1-35) at the start of the program were seven which was subtracted by the number of students reaching the “high” level at the end of the program or a total of 30. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “high” criterion was fifty-one percent.

For *Adaptability*, in the Sense of Mastery subscale of the RSCA, the three criterion levels included low (1-5), medium (16.1-23) and high (5.1-10). At the “high” level, the numbers of students already at that criterion (10.1-15) at the start of the program were ten which was subtracted by the number of students reaching the “high” level at the end of the program which was 44. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “high” criterion was seventy-five percent.

Table 20

Number of participants scoring low, medium and high in the pre-test and post-test on the Resilience Scale for Children and Adolescents (RSCA) Sense of Relatedness Subscale as per the scoring criterion

	Resilience								
	Low			Average			High		
	Number of Participants			Number of Participants			Number of Participants		
	Pre-test	Post-test		Pre-test	Post-test		Pre-test	Post-test	
REL									
Trust	1-11	4(8%)	0	11.1-25	37(82%)	8(17%)	25.1-35	4(8%)	37(82%)
Support	1-10	4(8%)	0	10.1-20	21(46%)	7(18%)	20.1-30	20(45%)	38(85%)
Comfort	1-7	4(8%)	0	7.1-14	32(71%)	13(29%)	14.1-20	9(21%)	32(71%)
Tolerance	1-11	1(2%)	0	11.1-23	32(71%)	7(18%)	23.1-35	12(24%)	38(85%)

There were three different criterion levels for each of the four components (Table 20) in the Sense of Relatedness Scale in the RSCA according to the specific number of questions.

For *Trust*, in the Sense of Relatedness subscale of the RSCA, the three criterion levels included low (1-11), medium (11.1-25) and high (25.1-35). At the “high” level, the numbers of students already at that criterion (25.1-35) at the start of the program were four which was subtracted by the number of students reaching the “high” level at the end of the program which was 37. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “high” criterion was seventy-three percent

For *Support*, in the Sense of Relatedness subscale of the RSCA, the three criterion levels included low (1-10), medium (10.1-20) and high (20.1-30). At the “high” level, the numbers of students already at that criterion (20.1-30) at the start of the program were twenty which was

subtracted by the number of students reaching the “high” level at the end of the program which was 38. The difference of these two numbers was then divided by the total number of sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of total population in the “high” criterion was forty percent.

For *Comfort*, in the Sense of Relatedness subscale of the RSCA, the three criterion levels included low (1-7), medium (7.1-14) and high (14.1-20). At the “high” level, the numbers of students already at that criterion (14.1-20) at the start of the program were nine which was subtracted by the number of students reaching the “high” level at the end of the program which was 32. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “high” criterion was fifty-one percent.

For *Tolerance*, in the Sense of Relatedness subscale of the RSCA, the three criterion levels included low (1-11), medium (11.1-23) and high (23.1-35). At the “high” level, the numbers of students already at that criterion (23.1-35) at the start of the program were twelve which was subtracted by the number of students reaching the “high” level at the end of the program which was 38. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “high” criterion was fifty-seven percent.

Table 21

Number of participants scoring low, medium and high in the pre-test and post-test on the Resilience Scale for Children and Adolescents (RSCA) Emotional Reactivity Subscale as per the scoring criterion

	Resilience												
	Low				Average				High				
	Number of Participants		Number of Participants		Number of Participants		Number of Participants		Number of Participants		Number of Participants		
	Pre	Post		Pre	Post	Pre	Post	Pre	Post	Pre	Post		
REA													
Sensitivity	1-10	36 (80%)	30 (67%)	10.1-20	9 (20%)	14 (31%)	20.1-30	0	1				
Recovery	1-7	42 (93%)	44 (98%)	7.1-14	5 (11%)	1 (2%)	14.1-20	0	0				
Impairment	1-16	35 (78%)	32 (71%)	16.1-33	10 (22%)	13 (29%)	33.1-35	0	0				

There were three different criterion levels for each of the three components (Table 21) in the Emotional Reactivity Scale in the RSCA according to the specific number of questions.

For *Sensitivity*, in the Emotional Reactivity subscale of the RSCA, the three criterion levels included low (1-10), medium (11.1-20) and high (20.1-30). At the “low” level, the numbers of students already at that criterion (1-10) at the start of the program were 36 which were subtracted by the number of students reaching the “low” level at the end of the program which was 30. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “low” criterion was represented by a thirteen percent increase.

For *Recovery*, in the Emotional Reactivity subscale of the RSCA, the three criterion levels included low (1-7), medium (7.1-14) and high (14.1-20). At the “low” level, the numbers of students already at that criterion (1-10) at the start of the program were 42 which were subtracted by the number of students reaching the “low” level at the end of the program which was 44. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “low” criterion was represented by a four percent decrease.

For *Impairment*, in the Emotional Reactivity subscale of the RSCA, the three criterion levels included low (1-16), medium (16.1-33) and high (33.1-35). At the “low” level, the numbers of students already at that criterion (1-16) at the start of the program were 35 which were subtracted by the number of students reaching the “low” level at the end of the program which was 32. The difference of these two numbers was then divided by the total number of the sample population which was 45. Using this formula (post-pre/ total population) the percentage of change of the total population in the “low” criterion was represented by a six percent decrease.

Qualitative Findings

To strengthen the quantitative data, the researcher added two open-ended questions to the post survey event. This qualitative part of the study serves as a means to answer the research questions from a more personal perspective. Analyzing this qualitative data is an attempt to interpret the personal impact the program had in the adolescents’ perception of both their grit and resiliency growth.

Question One

Tell about one thing or event that you experienced this week that impressed you the most, and why?

The student responses found in Question One revealed that the students perceived the 7 *Mindsets: ULS* program to address each of the mindsets distinctively through videos, activities and relationship building. Data also revealed that the students most memorable moments included: the service project, talent show, the individual anecdotal and personal stories of adversity and success, as well as the positive environment where new relationships and socially engaging bonds were made.

The themes related to this question's answers include adaptability, tolerance of differences, and the opportunity to interact with and enjoy relationships with others. While in their small groups, students were able to consider the opinion of others as well as safely share their thoughts in an effort to create a personal shift from dependency to autonomy.

Memorable Experience

Li.17.7.1: The day "Live to Give". This one makes me know that we should be grateful (for) what we have and be helpful to others.

Janie.17.3.1: I thought the service project, and that whole thing was really cool. I wish we had something like this in Austin. I would love to volunteer for them and am glad we could help them out for a little while. I thought it was also really cool that most of our people were working hard when the others slacked off. Even if not everyone in our group worked their hardest, our (team) had a good attitude. I am thankful for and appreciate the ones who did.

Jessie.17.7.1: The experience thing is that I know we should be grateful to all things we achieve or will achieve because this can help me grow up. This program has taught me how to be a person who will be thankful from the heart.

Cynthia.12.2.1: I know that I have change (d) my life...before I didn't like to be happy... I kept (a) lone. But since I came here I feel so happy. Yesterday was the Talent Show...I love to sing,

but I couldn't. (First) I wrote my name, but canceled it because I was shy and everything. My friend told me that I could sing...and so I did.

Tessa.14.3.1: It was the morning seminar on Monday for Everything is Possible. It was very inspiring and a great introduction to the 7 Mindsets.

Selenia.15.3.1: I lived all the program and people, but one thing I really enjoyed was meeting all the new people and learning from their stories, passions, etc.

Gaby.16.3.1: The thing I experienced the most this week was when we went to the Coca-Cola Factory...because it reminded me that everything is possible...that DREAMS REALLY can come true if you put action with your words.

Tiffany.14.7.1: When J. Ross (one of the speakers) showed us the picture of her fat past...impressed me the most. Actually, it encouraged me. I want to lose weight, and sometimes I am not (sure) if I am going to make it. Her story gave me the courage and belief to give it a try and keep on going.

Alamin.14.2.1: I experienced the talent show...and I was impressed because I found out that we have special people in this world...and very soon going to become even greater people...and it was mind-blowing.

Miguel.15.3.2: The unity between the students that I've never seen.

Shania.15.3.2: The thing that I experienced...that benefited and impressed me the most was the time I was able to spend with J Ross Parelli (one of the speakers). She really helped and motivated me with the right skills and tools to follow my dreams and her footsteps.

Magda.16.3.2: The one thing that impressed me the most was the service project we did. It encouraged me to want to volunteer in places that need me.

Mayra.15.3.3: I think the talent show impressed me the most because I got to see how others have talents that are often not shown because they are shy or because we never meet.

Victor.17.3.2: What really impressed me was the quick bonding that the alumni had. A few of us have seen each other before, but to see that a few of us have not and then came together to share deep thoughts with each other...shows the connection and maturity in all of us.

Merrick.17.3.3: One person can change your world forever.

Sebastian.17.6.3: The relationship between alumni and new students.

Noah.16.3.2: Just meeting a lot of new people that I will definitely keep in contact with.

Paulina.18.3.4: I loved going to do the service project because I have lived in Atlanta for 12 years, and I had never seen poverty in my own town. I had an eye-opening experience at City of Refuge. I am now more aware of my community.

Erick.13.3.2: We are connected because I liked seeing everyone connect and really get to know everyone.

Alice.15.4.1: We are connected. You can see the world with different eyes.

Jair.14.3.1: What impressed me the most was the diversity we have here. It impressed me because I'm not usually around people from so many parts of the world.

Kimberly.13.3.1: I think what impressed me the most was the immediate change I saw in myself in the first couple of days. Already, the seminars have affected me. I'm more confident, and it's already easier for me to make friends.

Akpuveso.12.2.1: When I came here the event that surprised me the most was the talent show. There were a lot of talented people. Who would have known...?

Delaney.18.3.1: One thing that impressed me the most was the people here attending ULS. They are all so nice and sweet. They genuinely care about me.

Destiny.13.2.1: The meetings with Scott were very impressive... because he gave speeches that made me think back on my life... and what I want to do with it and how I am going to achieve it.

Cesar.12.1.1: "Live to Give" was a good experience because we helped people that really need help. I also like "Everything is Possible" because it taught me I can do anything I put my mind and hard work on it.

Question Two

Tell about one change in your life that you plan to focus on after the 7 Mindsets: ULS is completed, and why?

The student responses found in Question Two revealed the students view the experience as one of life changing proportions where they perceived themselves as more courageous and confident to face life struggles and adversity.

The themes related to this question's answers include optimism, self-efficacy, perceived access to support, and comfort with others. In regards to optimism, the students' attitude towards life, specifically in regards to their future plans became more positive. In regards to their perceived access to support, the student's receptivity to support increased creating a higher capacity for trust. In regards to comfort with others, the students were able to make positive connections with others, which, hopefully, will allow them to achieve their future goals.

Plan for the Future

Li.17.7.1: Be more courageous and have my life plan to know what I should do.

Janie.17.3.1: Finding my passion. I feel like I do things that I like and that I am blessed with (talent), but I'm not really passionate about anything. So I want to learn what my passion is so I can follow it.

Jessie.17.7.1: There are still many people (that) need help in the world. Although I cannot help all of them, I will still try my best to help people that really need help around my life...not only in China but also in other parts of the world. I will be a real kind and helpful person.

Cynthia.12.2.1: My songs, ...they are going to change. My life, even with my songs will make people smile and laugh.

Tessa.14.3.1: I plan to complete things through no matter how long it takes...and believe I can do it. I always put everything off, so this I can change.

Selenia.15.3.1: I will focus on "Everything is Possible", because there are many things we want to do... and are hard... but they seem impossible... but they aren't and if we want to do something...we could do it.

Gaby.16.3.1: One of the changes that I will make in my life is to live with an attitude of gratitude because now I can really be grateful for what I have...after everyone spoke and shared about the challenging lives, they have.

Tiffany.14.7.1: I've decided to focus on the things that I would do for free. Before, my parents always told me to choose job carefully and then always have some negative comments on the job I would love to take. Like, "you need to be really talented if you want to do well in this job", but they support me though. This always made me doubt myself. So, I learned about "everything is possible" and "passion first" in the ULS, I decided to listen to my inside and do what I want to do.

Alamin.14.2.1: The 7 Mindsets changed my life by helping me look at life at another point of view...and well, a better point of view...and made me know that there is I/people can't do.

Miguel.15.3.2: Representing what the 7 Mindsets stand for and following my passion.

Shania.15.3.2: One change in my life that I plan to focus on after ULS is that I will work towards my dreams every day to get where I want to be. I realize how important it is to start when I'm young, so I don't waste any time.

Magda.16.3.2: One thing that changed my life is that now I want to help the world more, but also I need to accept help as well.

Mayra.15.3.3: I plan to start getting fit because I feel like it will not only help me in a physical way, but also mental way...because it will make me a better person...because, I would have learned to grow confidence and use the 7 Mindsets in a positive way.

Victor.17.3.2: One change I plan to make in my life will be to take action sooner on ideas and plans, because when you take action...things happen.

Merrick.17.3.3: Love, because it is the thing that you have to work on for a long time.

Sebastian.17.6.3: I discovered new talents, and I am ready to put my new talent to work.

Noah.16.3.2: I'm going to try and live the 7 mindsets more...and think about them when I'm feeling negative or not in a positive mood.

Paulina.18.3.4: I'm going to focus on being more grateful because I realize (what) I have is better than others, and I complain a lot. I need to live life to the fullest.

Erick.13.3.2: I will soon try to start charity and move to a bigger way to help the world little by little.

Alice.15.4.1: I'm more confident now...I know I can do anything.

Jair.14.3.1: I plan to pursue my PASSION FIRST, so that I don't end up with a boring job that doesn't pay well.

Kimberly.13.3.1: I plan to focus on my passion even more than ever. I will live to give and volunteer my time to those who need a helping hand. I plan to take action and maybe write for a difference because the time is now. I will (pray, and) thanks for what I am grateful ...for everything I have...and I will not let anyone tell me that it is unlikely for me to do so...because I believe, everything is possible.

Akpuveso.12.2.1: The one life changing experience is the one that Scott (one of the speakers) preached about passion first...I have seen my passion, and it is engineering...I will follow it.

Delaney.18.3.1: ULS recharged my passion for saving animals and helped me to know what my next step will be.

Destiny.13.2.1: I want to focus on being hardworking, grateful, and creative... because without any of these... my dreams will remain dreams and not reality.

Cesar.12.1.1: Now I know that I can be anything I want to be as long as I work hard.

Summary

The intention of this study was to investigate the significant difference between the pre and post-survey scores regarding the student perception of grit and resilience before and after the *7 Mindsets: ULS* Program.

The quantitative inquiry examined the differences between the pre and post survey Scale and subscale scores for the Grit Scale and the Resilience Scale for Children and Adolescents. Paired t-test results and One-way ANOVA tests through the SPSS program were reported in order to determine the nature of the significant difference between them. The tests showed a significant difference in pre-test and post-test regarding the grit and the RSCA's Sense of Mastery Subscale. It also showed a degree of change in the RSCA's Sense of Relatedness and Emotional Reactivity Subscales.

The analysis of qualitative data examined the real voices of the participants. Specifically, their most impressive thing or event, as well as the one change in their life they planned to focus on after the program. The results of the qualitative data showed the students' impact specifically regarding optimism, self-efficacy, adaptability, trust, support, comfort with others and tolerance of differences.

Chapter 5 will present the discussions, implications, conclusions, and recommendations for educators and researchers in furthering the research. The qualitative data will be incorporated into the discussion.

CHAPTER V: SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

This chapter will look at the results of the findings in Chapter 4. There will be a summary of the research, discussion of the findings, additional findings, implications, further studies, and conclusions. The purpose of this study was to examine the impact the *7 Mindsets: Ultimate Life Summit* had in the participants' perception of grit and resilience.

Research Questions and Answers

The study included 45 students between the ages of 10 to 18 from ten different countries. These students participated in the week-long *7 Mindsets: Ultimate Life Summit* program. This program includes the teaching of the seven mindsets, initiated by the founders and shared by the most successful people in the world (Shickler & Waller, 2011).

The results of quantitative data analysis showed a significant difference in the Grit Survey's overall student perception of grit before and after the 7-mindsets training. Significant difference in student resilience scores also existed between the pre-training and post-training scores of one of the three overall subscales of the Resilience Scale of Children and Adolescents (RSCA).

Research Question #1

How significant is the impact of a character development and empowerment program on student perception of development of grit in early and middle adolescents? In analyzing the quantitative data regarding grit, the study revealed a highly significant difference between the

students' self-perception of grit before program application compared to the students' self-perception of grit after the program application.

Students' responses to the two open-ended questions also complement the answers to the two research questions. The student answers revealed that the most memorable moments of the training included the service project, talent show, the individual anecdotal and personal stories of adversity and success, as well as the positive environment where new relationships and socially engaging bonds were made. The student responses also revealed that they viewed the experience as one of life changing proportions where they perceived themselves as more courageous and confident to face life struggles and adversity.

Research Question #2

How significant is the impact of a character development and empowerment program on student perception of development of resilience in early and middle adolescents? In analyzing the quantitative data regarding the Resiliency Scale for Children and Adolescents, the study revealed a significant difference between the students' self-perception of resilience before compared to the students' self-perception of resilience after the *7 Mindsets: Ultimate Life Summit* program in five out of the ten of the components: *Optimism, Self-efficacy, Adaptability, Comfort, and Tolerance*. The *Trust* and *Support* components did not show a significant difference but did show a slight increase in scores. Three components showed a negative relationship, which was expected as it had negatively phrase statements regarding *Sensitivity, Recovery, and Impairment*.

Discussion

Educational leaders continuously search for ways to improve the development of our young adolescents, especially in the notions of rigor, relevance and relationship. Administrators and teachers are mindful of the importance of developing school improvement initiatives that bring about successful outcomes for students. This study focuses on the impact *7 Mindsets: Ultimate Life Summit*, a character development and student empowerment has on young adolescents between the ages of 10 to 18 in their development of grit and resilience.

The findings of this study have generated some important points for educational administrators and education policy makers to consider. Some of the points discussed include the following: (1) young adolescent development should focus on social cognitive, social-emotional and social moral and not only academic advancement; (2) growth mindset and neuroplasticity should be emphasized, consequently moving away from a fix mindset of permanent ideals of both academic and personal growth; (3) perseverance and grit as good indicators of personal success; and (4) resilience and optimism as two of the positive adaptations needed when coping with adversity and life constant struggles.

First, social cognitive, social-emotional, and socio-moral development is fundamental to a strong adolescent development process. The work of Maslow (1987) and Kohlberg (1981) remind us that self-actualization and socio-cognitive development can only be developed through the creation and sustainment of positive learning environments where moral dilemmas can be presented and discussed. The *7 Mindsets: ULS*, through the delivery and engagement of the fifth mindset *Attitude of Gratitude*, created an environment where the participants could focus on the positives, diffuse the negatives and develop trusting relationships. While the data from the

RSCA's Sense of Relatedness Scales' *Trust* components showed a slight increase, the *Tolerance* components showed a significant difference in the pre and post scores. The participants' appreciation and acceptance of self and others for who they are was developed through active engagement of sharing personal stories of personal strength and individual commitment to self-improvement.

In regards to the social-emotional development, Gilligan's (1982) morality of care and post-conventional stages of moral development were visible in the teaching of the sixth mindsets: *Live to Give*. Vygotsky's (1978) view of the need for social interaction and Zone of Proximal Development and internalization were addressed in the third mindset: *We are Connected*. The focus of the fourth mindset included creating connectedness by choosing empowering relationships while celebrating diversity and seeking synergies with others. The findings of the study showed a slight increase in the RSCA's Sense of Relatedness scores specifically in the *Support* and *Comfort* components. It also showed a negative relationship in the Emotional Reactivity Scale's *Impairment* component informing the possibility of development of a perceived sense of connectedness and support when presented with stressful situations. Also, Noddings' (2002) concepts of caring development and caring relationships have a close relationship to the sixth mindset: *Live to Give*. The RSCA data specifically from the Emotional Reactivity Scale's *Sensitivity* components showed slight increases in the participants specifically in topics such as aligning with your passion and seeking to give and serve others.

Growth and neuroplasticity are also an important part of personality development that can create a healthy, happy, and successful life. Dweck's (2006) account of fixed versus growth mindsets and neuroplasticity regarding Ricci's (2013) indication of the importance of creating

cultures indicated that intelligence and reasoning can be cultivated. The first day of the program and first mindset: *Everything is Possible* is centered on the premise that participants must believe that they are in charge of their destiny. They are encouraged to look within before looking outside to others' expectations. The focus of this first mindset also involves dreaming big while expecting greatness and not necessarily worrying about the how. The findings from the Grit Scale show a statistically high significant difference between the pre scores and the post scores regarding the participants' perception of the development of perseverance and self-control. Participants perceived themselves to be more capable of overcoming setbacks to conquer obstacles as well as perceiving themselves as more capable of finishing what they begin.

According to the social-moral development of adolescents, Lickona's (1997, 2004, 2005, 2007, 2009) operative values of action and moral knowing-feeling-and behavior, are eminent in the seventh and last mindset. This seventh mindset, *The Time is Now*, addresses the ideas of embracing the moment, understanding your purpose and becoming a continuous learner. The Grit Scale data also showed a high statistically significant difference in regards to this mindset.

Third, the statistical data analysis revealed that a significant difference existed between the students' level of perception of their development of perseverance and grit before and after the implementation of the *7 Mindsets: Ultimate Life Summit* program. This revelation emphasizes the fact that grit can be taught and can be an indicator of personal success as described by Tough (2012). This finding could possibly be explained by the students' heightened understanding that they can develop skills that will allow them to achieve long-term goals as well as, through hard work and perseverance, become who they believe they can be.

Fourth, in regards to resilience, the statistical data from the first two scales of the RSCA revealed a slight increase in the student perception specifically on the matters of optimism, self-efficacy, adaptability and tolerance, while no difference was found in terms of their perceived level of support and comfort. In regards to the RSCA's third scale, even though there was no significant difference between the pre and the post scores, a negative relationship was found. The third RSCA subscale, focused on student reactivity, more specifically sensitivity, recovery and impairment, showed a favorable improvement in the participants' ability to handle adversity and hardships. The items in the survey were phrased in a negative manner. Therefore, the expectation of a negative relationship was expected. Students perceived themselves as being less reactive to things gone wrong, as well as more apt to dealing with difficulty and destitution overtime. Seligman's (1998, 2002, 2006, 2007, 2011) view that optimism can be learned and happy successful people can flourish in life, were taught in the first two days through the first two mindsets: *Everything is Possible* and *Passion First*. The idea that these non-cognitive skills can be taught and developed over time is one of the cornerstones ideals of the 7 Mindsets: ULS program. Masten's (1994) notion that resilience needs to be understood as a process and must focus on a balance between stress and the ability to cope is one of the main ideas of the 7 *Mindsets: ULS* program.

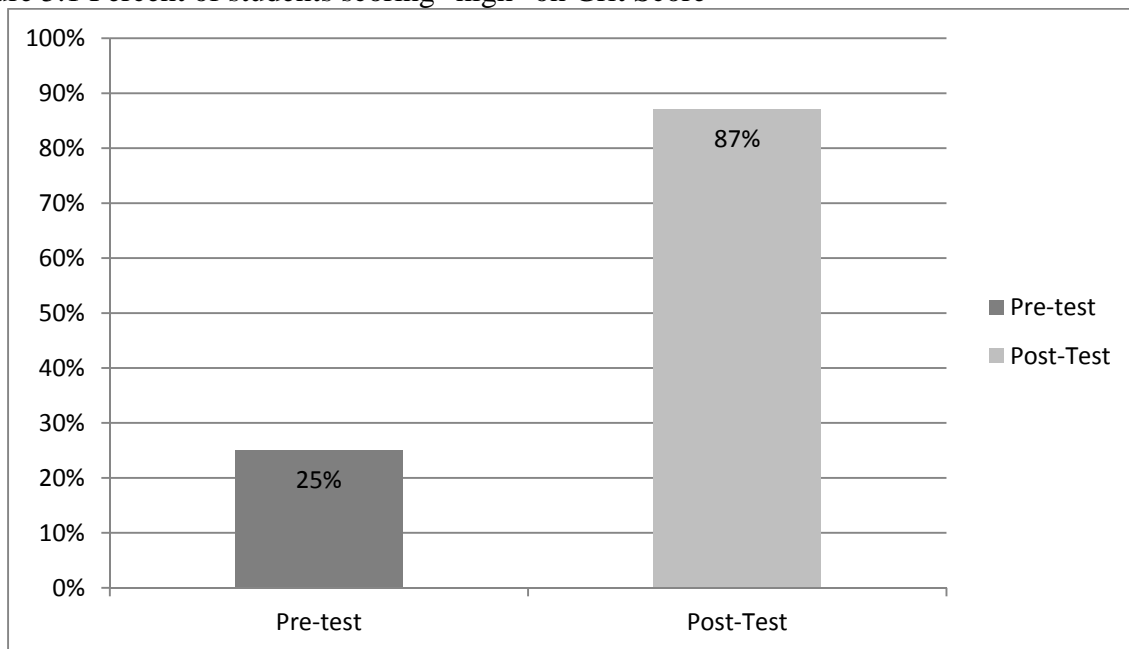
With this in mind the program does not stop at the end of seven days, but its continual support through social media (www.7mindsets.com , www.facebook.com/7mindsets, www.tweeter.com) empowerment, inspiration, and personal connections (www.7mindsetsmasterclass.com , www.7mindsetsacademy.com , www.7mindsetsatwork.com , www.7mindsetsspeakers.com , www.7mindsetsuniversity.com) allow for the process to continue

over time. These available resources are not a requirement for the participants, but serve as an option for continuous growth.

Additional Findings

Scoring criteria were developed to analyze the level of grit competency of the students. Students' scores were categorized as low if scoring between 1 and 1.6, average if scoring between 1.7 and 3.4, and high if scoring between 3.5 and 5 points. The analysis of the number of students scoring "high" on the pre-test, which established a baseline, showed that 25% of the students started the program already displaying "high" levels of grit. The analysis of the number of students scoring "high" on the post-test at the end of the program showed 87% of the students moving into this category, which showed 2.5 times the number of students achieving "high" on the Grit test (Figure 5).

Figure 5.1 Percent of students scoring "high" on Grit Score



An independent scoring criterion were developed to analyze the level of resilience competency of the students on each of the components within the three subscales (Sense of Mastery, Sense of Relatedness and Emotional Reactivity) of the Resiliency Scale for Children and Adolescents (RSCA).

The RSCA scale's Sense of Mastery subscales which focuses on the opportunities to interact with and enjoy cause and effect relationships with the environment (Prince-Embury, 2007), has three components: *Optimism*, *Self-Efficacy*, and *Adaptability*. Each of the components involves a different scoring criterion as each includes a different quantity of items.

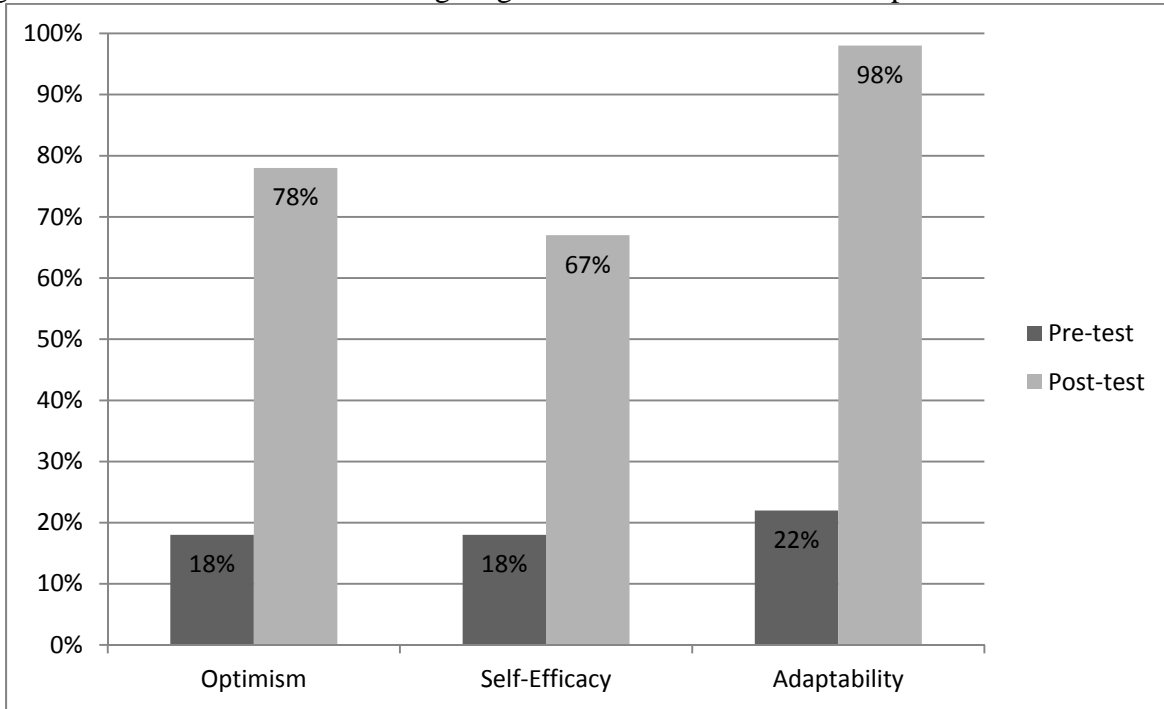
For the *Optimism* component, which focuses on the positive attitude about life in general and about the individual's life in the present and in the future (Prince-Embury), students' scores were categorized as "low" if scoring between 1 and 11, "average" if scoring between 11.1 and 23, and "high" if scoring between 23.1 and 35 points. The analysis of the number of students scoring "high" on the pre-test, which established a baseline, showed that 18% of the students started the program already displaying "high" levels of resilience. The analysis of the number of students scoring "high" on the post-test at the end of the program showed 78% of the students moving into this category, which showed 62% increase in the number of students achieving "high" on the *Optimism* component of the RSCA test (Figure 6).

For the *Self-Efficacy* component, which focuses on one's approach to obstacles and problems which is a good predictor of success (Prince-Embury), students' scores were categorized as "low" if scoring between 1 and 16, "average" if scoring between 16.1 and 38, and "high" if scoring between 33.1 and 35 points. The analysis of the number of students scoring "high" on the pre-test, which established a baseline, showed that 18% of the students started the

program already displaying “high” levels of resilience. The analysis of the number of students scoring “high” on the post-test at the end of the program showed 67% of the students moving into this category, which showed 51% increase in the number of students achieving “high” on the *Self-Efficacy* component of the RSCA test (Figure 6).

For the *Adaptability* component, which focuses on the ability to consider different opinions in problem solving (Prince-Embury), students’ scores were categorized as “low” if scoring between 1 and 5, “average” if scoring between 5.1 and 10, and “high” if scoring between 10.1 and 15 points. The analysis of the number of students scoring “high” on the pre-test, which established a baseline, showed that 22% of the students started the program already displaying “high” levels of resilience. The analysis of the number of students scoring “high” on the post-test at the end of the program showed 98% of the students moving into this category, which showed 75% increase in the number of students achieving “high” on the *Adaptability* component of the RSCA test (Figure 6).

Figure 5.2 Percent of students scoring "high" on the MAS Subscale components of the RSCA



A scoring criterion was developed to analyze the level of resilience competency of the students on the Resiliency Scale for Children and Adolescents (RSCA) scale's Sense of Relatedness subscales' four components: *Trust*, *Support*, *Comfort*, and *Tolerance*. The Sense of Relatedness focuses on the capacity to be in a relationship and feeling securely connected to individuals in a social context (Prince-Embury, 2007).

For the *Trust* component, which focuses on cognition and expectations about the trustworthiness of others (Prince-Embury), students' scores were categorized as "low" if scoring between 1 and 11, "average" if scoring between 11.1 and 25, and "high" if scoring between 25.1 and 35 points. The analysis of the number of students scoring "high" on the pre-test, which established a baseline, showed that 8% of the students started the program already displaying

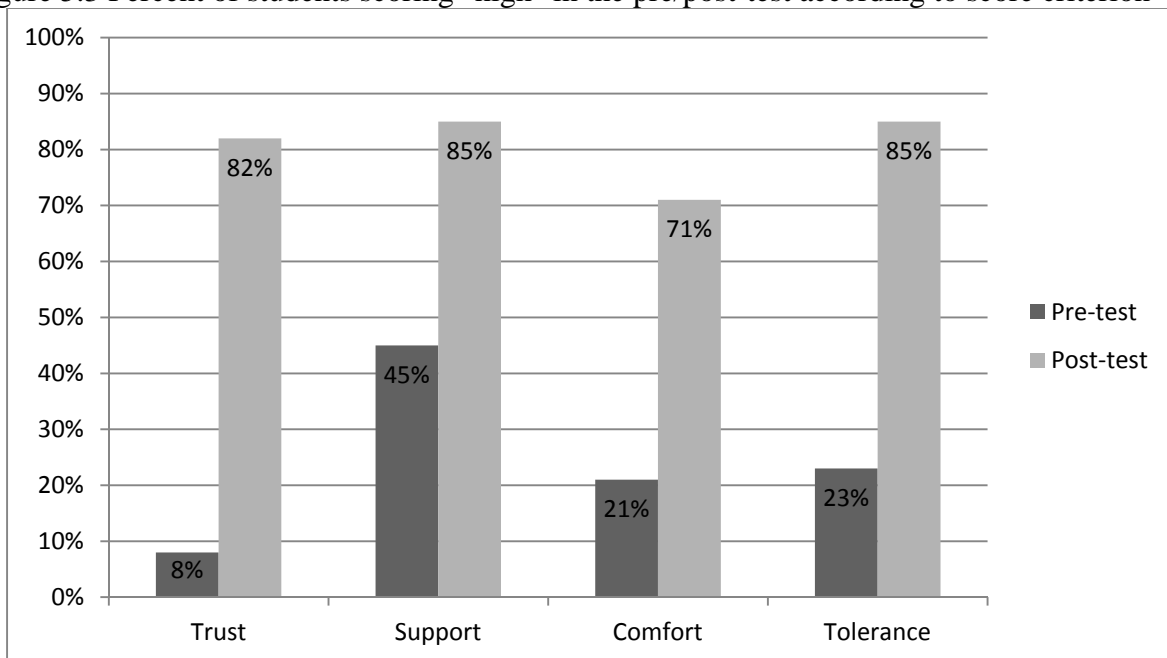
“high” levels of resilience. The analysis of the number of students scoring “high” on the post-test at the end of the program showed 82% of the students moving into this category, which showed 73% increase in the number of students achieving “high” on the *Trust* component of the RSCA test (Figure 7).

For the *Support* component, which focuses on the perceived access to support (Prince-Embury), students’ scores were categorized as “low” if scoring between 1 and 10, “average” if scoring between 10.1 and 20, and “high” if scoring between 20.1 and 35 points. The analysis of the number of students scoring “high” on the pre-test, which established a baseline, showed that 45% of the students started the program already displaying “high” levels of resilience. The analysis of the number of students scoring “high” on the post-test at the end of the program showed 85% of the students moving into this category, which showed 40% increase in the number of students achieving “high” on the *Support* component of the RSCA test (Figure 7).

For the *Comfort* component, which focuses on one’s experience in the presence of others resulting from past experiences with others (Prince-Embury), students’ scores were categorized as “low” if scoring between 1 and 7, “average” if scoring between 7.1 and 14, and “high” if scoring between 14.1 and 20 points. The analysis of the number of students scoring “high” on the pre-test, which established a baseline, showed that 21% of the students started the program already displaying “high” levels of resilience. The analysis of the number of students scoring “high” on the post-test at the end of the program showed 71% of the students moving into this category, which showed 51% increase in the number of students achieving “high” on the *Comfort* component of the RSCA test (Figure 7).

For the *Tolerance* component, which focuses on the balancing of dependency and striving for autonomy; the ability to have one’s own thoughts; and the the ability to express differences within a relationship (Prince-Embury), students’ scores were categorized as “low” if scoring between 1 and 11, “average” if scoring between 11.1 and 23, and “high” if scoring between 23.1 and 35 points. The analysis of the number of students scoring “high” on the pre-test, which established a baseline, showed that 23% of the students started the program already displaying “high” levels of resilience. The analysis of the number of students scoring “high” on the post-test at the end of the program showed 85% of the students moving into this category, which showed 57% increase in the number of students achieving “high” on the Comfort component of the RSCA test (Figure 7).

Figure 5.3 Percent of students scoring "high" in the pre/post-test according to score criterion



A scoring criterion was developed to analyze the level of resilience competency of the students on the Resiliency Scale for Children and Adolescents (RSCA) scale’s Emotional

Reactivity subscales' three components: *Sensitivity*, *Recovery*, and *Impairment*. Each of the components involves a different scoring criterion as each includes a different quantity of items. The Emotional Reactivity subscale's items focus on pre-existing vulnerability, arousal, or threshold to tolerance to stimulus prior to the occurrence of adverse events or circumstances (Prince-Embury, 2007). Therefore, for this specific subscale the "low" scores were analyzed. The pre and post "low" scores showed a decrease as the program attempts to create students that can recover from adversity as well as be able to maintain an emotional equilibrium when provoked.

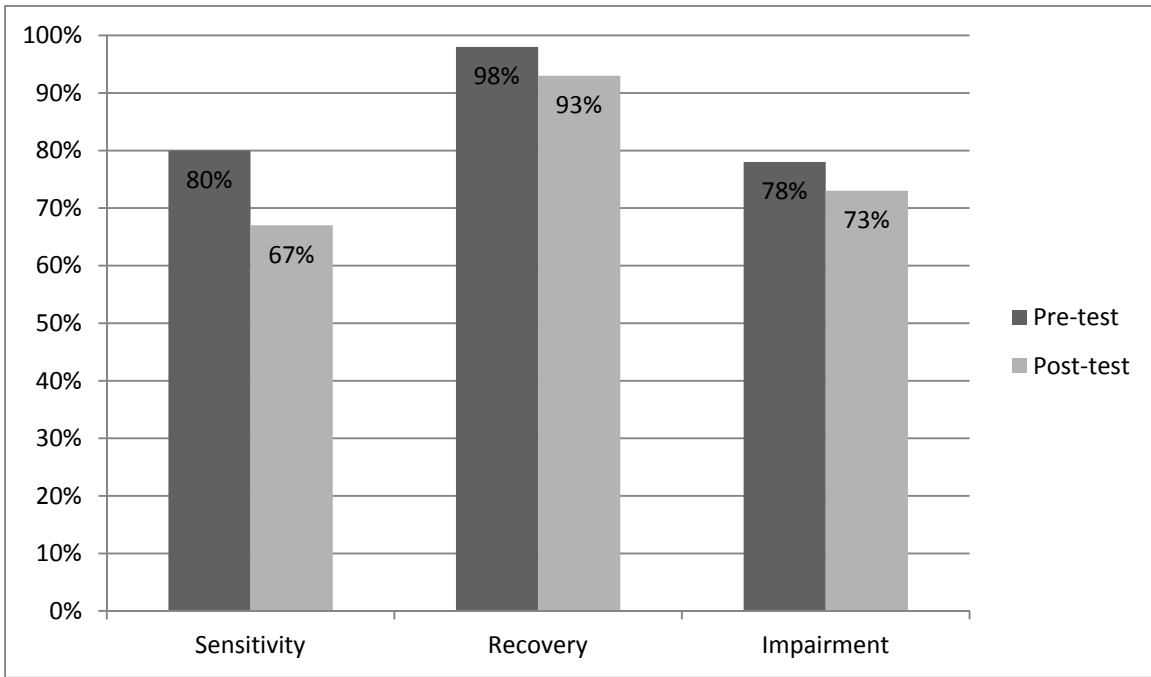
For the *Sensitivity* component, which compares the reactivity of the individuals in different situations (Prince-Embury), students' scores were categorized as "low" if scoring between 1 and 10, "average" if scoring between 10.1 and 20, and "high" if scoring between 20.1 and 30 points. The analysis of the number of students scoring "low" on the pre-test, which established a baseline, showed that 80% of the students started the program already displaying "low" levels of resilience. The analysis of the number of students scoring "low" on the post-test at the end of the program showed 67% of the students moving into this category, which showed 13% decrease in the number of students achieving "low" on the *Sensitivity* component of the RSCA test (Figure 6).

For the *Recovery* component, which focuses on how soon and how well an individual returns to normal functioning after a strong emotional reaction as well as the capacity for rapid recovery (Prince-Embury), students' scores were categorized as "low" if scoring between 1 and 7, "average" if scoring between 7.1 and 14, and "low" if scoring between 14.1 and 20 points. The analysis of the number of students scoring "low" on the pre-test, which established a baseline, showed that 98% of the students started the program already displaying "low" levels of

resilience. The analysis of the number of students scoring “low” on the post-test at the end of the program showed 93% of the students moving into this category, which showed 4% decrease in the number of students achieving “low” on the *Recovery* component of the RSCA test (Figure 6).

For the *Impairment* component, which focuses on the degree to which individuals are able to maintain an emotional equilibrium when provoked, (Prince-Embury), students’ scores were categorized as “low” if scoring between 1 and 5, “average” if scoring between 5.1 and 10, and “high” if scoring between 10.1 and 15 points. The analysis of the number of students scoring “high” on the pre-test, which established a baseline, showed that 78% of the students started the program already displaying “low” levels of resilience. The analysis of the number of students scoring “low” on the post-test at the end of the program showed 71% of the students moving into this category, which showed 6% decrease in the number of students achieving “low” on the *Impairment* component of the RSCA test (Figure 6).

Figure 5.4 Percent of students scoring "low" on the Emotional Reactivity Subscale according to the score criterion



A qualitative piece was added to the post-survey instrument, which included two open-ended questions, with the intent to interpret the personal impact the program had in the adolescents' perception for both their grit and resilience growth. While the quantitative data can show the individual and groups' growth, the students' ability to express verbally their progress was important. Therefore, two open-ended questions were integrated into the study.

The first question was related to the participant's most memorable experience that week. The week-long program presented one or two mindsets a day. According to the data, there were two specific activities they considered memorable. On the fifth day of the program, and as part of the *Live to Give* mindset, the participants participated in a service project at the City of Refuge in Atlanta Georgia. The City of Refuge is a non-profit organization dedicated to community development efforts focusing on services such as food, clothing, shelter, job training, housing,

healthcare and education for the neediest of people. The participants spent the afternoon helping the individuals from the City of Refuge with their self-sufficient outdoor garden and grounds. Many of the *7 Mindsets: Ultimate Life Summit* participants viewed this activity as the most memorable experience of the week. The activity encouraged them to volunteer more in their communities, or even developed a greater awareness of their community. A second activity which made the top two memorable activities of the week, according to the data, was the Talent Show. The idea of the Talent Show was presented to the students prior to arrival to the Summit with the intent to allow them to bring with them, from home, any pertinent instrument, and/or costumes needed for the show. Many of the students took this event to heart. For this specific Talent Show, there were singers, a pianist and cello player, a magician, and cultural dances by students from China and USA, to name a few. According to the data, this event brought the participants a sense of unity and surprise about how other people in the world are so much talented. In addition to these two activities, the participants also shared the fact that the program helped them become more inspired, more connected, and more motivated to reach their dreams. It also made them feel more grateful for what they had as they were able to see an immediate change within, as well as helping them see the world with different points of view.

The second question was related to the one change in their life they plan to focus on after the *7 Mindsets: Ultimate Life Summit* experience. The data showed very interesting results. Some students mentioned specific changes such as completing things no matter how long it takes as well as working toward their dreams every day to achieve what they want. A large majority of the students focused on finding and pursued their passion that is one of the goals of the program. The open-ended questions revealed the real voices of the participants. This part of

the data created a more solid stand on what the 7 Mindsets attempt to achieve and the end product of the program.

Implications

The focus of this study was to investigate the impact a character education and empowerment program had on student perception and development of grit and resilience. The quantitative data explored whether the *7 Mindsets: Ultimate Life Summit* program made a positive or negative difference in the participants' persistence over time as well as bouncing back from adversity and negative situations. The data showed a highly significant relationship between the participants' perception of grit development before and after the program. In regards to the development of resilience, the data showed a slight increase in some of its components. While there was a definite impact in the perception of optimism, self-efficacy, adaptability, and comfort, only a slight increase in the perception of trust, support, and tolerance was identified. The most impressive change was seen in the components of sensitivity, recovery and impairment. These last three components showed a negative relationship. This negative relationship does not mean a negative impact, but it means that the students have learned that in times of adversity and fear they are not alone. They have understood the importance of adaptation to the environment, as well as the need to find others with similar dreams to work together.

From the real voices of the participants, the qualitative data gathered some common excitement and expectations from the participants. The participants all agreed that the week-long program allowed experiencing activities that made them reflect and react towards themselves, others and the world at large in a more positive manner.

Even though different activities and workshops were presented throughout the week, the way information was shared as well as the development of a trustful and safe environment allowed students to become ready for change. Much planning goes on behind the well-planned week long program. Understanding adolescent needs, wants, and behaviors make these life-changing experiences real to the participants.

Recommendations

Since the 1990's, character education has taken a new direction to create good character in the midst of turmoil. The US Department of Education allowed the individual states to decide what type of character education program would be best for their demographics. For example, in Georgia character education has been a mandate since 1997. Title 20, Chapter 2, Article 6 of the Official Code of Georgia amended with 20-2-145 stated that character education is required in every school in the state base of 27 traits. These traits center around citizenship, respect for others, and respect to self. This character curriculum became part of the Georgia Quality Core Curriculum Standards required in every elementary, middle, and high school. The Character Education Partnership (CEP) was launched in 1993 as a national coalition with the goal of placing character education at the top of the education agenda in the United States. Our youth today are still facing many societal issues. Issues such as the change of the family structure, hostile moral environments, and a decrease in civic responsibility. It would be a hard task to come up with a specific set of morals and values to teach our children since schools have become much more inclusive. Teaching them through a growth mindset and empowerment skills could make a difference in the composition of our youth in years to come.

For school administrators, in elementary, middle, and high school, this means that character development and empowerment programs must be intentional in nature. Character education continues to be an increasingly popular topic in the fields of psychology and education. A number of media reports of increased violent juvenile crime, teen pregnancy, and suicide continue to take many of our young people. All these social concerns are not moral in nature. If the consequences to these and related social problems can be lightened with the teachings of growth mindsets that develop both grit and resilience in our public schools, should not our focus be more on these non-cognitive development? Considerations of the role schools can and should play in the moral development of youth are themselves the subject of controversy. This study has proved that both grit and resilience can be learned. Understanding that it is a process and not an event, the teaching and learning of these growth mindsets should be a yearlong process in schools starting in Kindergarten through 12th grade and beyond.

For education policy makers who have backed the character education mandate in the public schools, should not these character education programs be more intentional and accountable? We spend endless hours teaching, as well as endless hours assessing students when it comes to academic areas such as mathematics, reading, and science. Why not spend that same amount of energy and time teaching and assessing character development in public schools?

Further Studies

The *7 Mindsets: Ultimate Life Summit* has been teaching and empowering students for the past few years. In addition, the *7 Mindsets: Ultimate Life Summit*, as a program, has been taught and is presently taught in a number of public and private schools in the United States. The program is being utilized in the US states of Georgia, North Dakota and Texas. It is also being

taught in a number of countries in Europe, Africa, and the Caribbean since 2011 (Shickler and Waller, 2011).

The *7 Mindsets* revolution, in a larger scale, should have its own assessment instrument tool to gage its implementation effectiveness as well as its impact on the participants. The development of a *7 Mindsets Scale*, specific to the program, focused on the seven mindsets taught, as well as its impact on the individual participants could bring more insight into the effectiveness of the program and its impact on participants. Valuation specific to the program is essential. This type of valuation could be used to guide the development of individual students. It could also be used to monitor the quality of the program; inform future students and parents, and provide evidence of accountability for all stakeholders.

To study the individual long-term change in the participants, a longitudinal study could generate data that describe the change process within the adolescents over time. Looking into individual participant's mindset changes over time would support the short term impact the program has and compare it to the long term development of the skills learned. Personal development and improvement is a personal process. Ultimately, it is up to the individual to define and execute this change within them. It is only through practicing the learned new skills in an already known environment, like home or school that truly creates a complete experience.

Conclusions

This study is purposeful and timely as it sought to examine the non-cognitive side of education – grit and resilience development in adolescents. As stated in Chapter One, adolescents today, between the ages of 10 and 18, have extremely challenging lives. They are faced with both the challenge of meeting increasingly rigorous academic coursework while at the

same time expected to score above standards in high stakes tests. They have to deal with all this stress while working through the day to day struggles of being an adolescent. The physical, social, and emotional changes taking place during this period of transition for teenagers can be nerve-racking for children, parents, and adults. The non-cognitive skills of grit and resilience in adolescents were explored with a pre and a post survey in order to understand the level of improvement statistically. Based on the findings of this study, recommendations were made for school administrators and education policy makers who will help guide professional practice. This change in professional practice and training will support the teaching of non-cognitive skills such as grit and resilience in elementary, middle, and high schools.

The findings of this study should add new dimensions to the education research on character development. It should serve as an impetus for school practitioners to retreat from character education practices that are not enhancing or advancing the socio-cognitive, socio-emotional, and socio-moral development of all our students.

The most significant finding of this study was shown by the participants' personal voices in the open-ended questions. The changes the adolescents saw within themselves after a week of learning about 7 *Mindsets* focused on possibilities, passions, connectivity, accountability, gratitude and giving. Program participants have learned to take action by completing a life plan and reflecting it on their ability to create a blueprint of their future as people living with purpose.

This study should serve as a contribution to educational research that will help enrich the lives of adolescents that could ultimately enhance their influence to their families, communities, and the world at large. This study has shed light on the importance of developing non-cognitive skills such as grit and resilience rather than just academia in the public schools. In sum, the

results of this pilot study should provide a framework for educators to implement best practices that will lead to students' character development that could ultimately develop not only smart, but also good citizens.

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APPENDICES

Appendix A - Matrix Aligning 7 Mindsets framework alignment to the itemized Grit Scale and the Resiliency Scale for Children and Adolescents scales and subscales

	7 Mindsets: Ultimate Life Summit	Mindsets in Action	Grit Scale	Resilience Scale and Subscales
1	<p>Everything is Possible: Dream big, embrace creativity, and expect great results.</p> <p>(Dweck, 2006) (Ricci, 2013)</p>	<p>Look inside before you look outside. Challenge current thinking. Engage your imagination. Put your imagination into action. Dream big: expect great success, happiness, and meaning. Don't worry about the how. Be wary of dream snatchers.</p>	<p>Item #1 I have overcome setbacks to conquer an important challenge.</p> <p>Item #9 I finish whatever I begin.</p>	<p>Sense of Mastery: Optimism</p> <p>Sense of Relatedness: Adaptability</p>
2	<p>Passion First: Pursue your authentic talents and deepest interests.</p> <p>(Lickona, 2005, 2004)</p>	<p>Play to your strengths. Pursue your passions. Connect your uniqueness with the world around you. Build your authentic dreams. Lean into your passions. Embrace your genius.</p>	<p>Item #3 I have difficulty maintaining my focus on projects that take more than a few months to complete.</p> <p>Item #8 My interests, change from year to year.</p> <p>Item #11 I become interested in new pursuits every few months.</p>	<p>Sense of Mastery: Self-Efficacy</p>

3	<p>We Are Connected: Explore the synergies in all relationships and learn to empower others.</p> <p>(Vygotsky, 1978)</p>	<p>Create a sense of connectedness. Choose empowering relationships. Relish competition. Celebrate diversity. Build your Dream Team. Always seek synergies. Seek to serve first.</p>		<p>Sense of Relatedness: Support and Comfort</p> <p>Emotional Reactivity: Impairment</p>
4	<p>100% Accountable: Choose to be responsible for your own happiness and success.</p> <p>(Dweck, 2006)</p>	<p>Reconcile with the past. Overcome fears. Remove limiting beliefs. Accept ownership of your results. Change what you control. Become truly free.</p>	<p>. Item #4 I have achieved a goal that took years of work.</p> <p>Item #5 Setbacks don't discourage me.</p> <p>Item #10 I have been obsessed with a certain idea or project for a short time, but later lost it.</p>	<p>Sense of Mastery: Adaptability</p>
5	<p>Attitude of Gratitude: Seek the positives from every experience and be thankful for all you have.</p> <p>(Maslow, 1987) (Kohlberg, 1981)</p>	<p>Focus on the positives. Journal your gratitude. Diffuse the negatives. Thank it forward. See both sides of the coin. Become an inverse paranoid.</p>		<p>Sense of Relatedness: Trust and Tolerance</p>
6	<p>Live to Give: Inspire and serve others while maximizing your potential.</p>	<p>Share your unique genius. Give before you get.</p>		<p>Emotional Reactivity:</p>

	(Gilligan, 1982) (Noddings, 2002)	Seek ways to serve. Align with your passion.		Sensitivity
7	The Time is NOW: Harness the power of this moment and take purposeful action today. (Lickona, 2004, 2005)	Enjoy now: simply embrace the moment. Understand that everything you do matters. Get in the zone. Be a continuous learner.	Item #12 I often set a goal but later choose to pursue a different one.	

Appendix B – IRB Approval from KSU

From: <zieglerirb@kennesaw.edu>

Date: April 29, 2014 at 8:48:48 PM EDT

To: <mimigamel@comcast.net>

Cc: <zieglerirb@kennesaw.edu>, <tchan@kennesaw.edu>

Subject: Study 14-391: Impact of Character Development and Student Empowerment Program on the Perception of Grit and Resilience Growth in Early and Middle Adolescents

4/29/2014

Mimi Gamel, Student
KSU Department of Educational Leadership

Re: Your application dated 4/10/2014, Study #14-391: Impact of Character Development and Student Empowerment Program on the Perception of Grit and Resilience Growth in Early and Middle Adolescents

Dear Ms. Gamel:

Your application has been reviewed by IRB members. Your study is eligible for expedited review under the FDA and DHHS (OHRP) designation of category 7 - Individual or group characteristics or behavior.

This is to confirm that your application has been approved. The protocol approved is completion of surveys. The consent procedure described is in effect. In reviewing your consent procedure for this study, your inclusion of the following special classes of subjects was taken into account: students, minors.

You are granted permission to conduct your study as described in your application effective immediately. The IRB calls your attention to the following obligations as Principal Investigator of this study.

1. The study is subject to continuing review on or before 4/29/2015. At least two weeks prior to that time, go to http://www.kennesaw.edu/irb/forms/progress_report.html to submit a progress report. Progress reports not received in a timely manner will result in expiration and closure of the study.
2. Any proposed changes to the approved study must be reported and approved prior to implementation. This is accomplished through submission of a progress report along with revised consent forms and survey instruments.

3. All records relating to conducted research, including signed consent documents, must be retained for at least three years following completion of the research. You are responsible for ensuring that all records are accessible for inspection by authorized representatives as needed. Should you leave or end your professional relationship with KSU for any reason, you are responsible for providing the IRB with information regarding the housing of research records and who will maintain control over the records during this period.

4. Unanticipated problems or adverse events relating to the research must be reported promptly to the IRB. See <http://www.kennesaw.edu/irb/reporting-unanticipated-problems.html> for definitions and reporting guidance.

5. A final progress report should be provided to the IRB at the closure of the study.

Contact the IRB at irb@kennesaw.edu or at (678) 797-2268 if you have any questions or require further information.

Sincerely,

Christine Ziegler, Ph.D.
KSU Institutional Review Board Chair

cc: tchan@kennesaw.edu

PARENTAL CONSENT FORM

Title of Research Study: IMPACT OF CHARACTER DEVELOPMENT AND EMPOWERMENT PROGRAM ON THE PERCEPTION OF DEVELOPMENT OF RESILIENCE AND GRIT IN EARLY AND MIDDLE ADOLESCENTS

Researcher's Contact Information: Mimi Gamel; 770-752-9416; gamel@fultonschools.org
mimigamel@comcast.net

Your child is being invited to take part in a research study conducted by the Bagwell School of Education-Educational Leadership Department of Kennesaw State University. Before you decide to allow your child to participate in this study, you should read this form and ask questions if you do not understand.

Description of Project:

The current study is designed to examine if the Ultimate Life Summit: 7 Mindsets character development and student empowerment program has a significant impact on the perception of development of adolescents of their cognitive skills: resilience and grit. The following questions are formulated to guide the direction of the study:

1. How significant is the impact of a character education program on the development of grit in middle school students?
2. How significant is the impact of a character education program on the development of resilience in middle school students?

Explanation of Procedures:

Students are participating in the week-long Ultimate Life Summit: 7 Mindsets character development and student empowerment program at Emory University in Atlanta, Georgia. The researcher and program director will provide all the participants a pre and post survey regarding grit and resilience to measure effectiveness of the program. The researcher is going to utilize the results of these pre and post surveys to identify the impact of the program on both resilience and grit.

Some of the language specific to the study include:

Grit

Grit is defined by Angela Duckworth as a passionate commitment to a single mission and an unwavering dedication to achieve that mission (Tough, 2013, p. 74). Duckworth developed a test to measure grit called the Grit Scale where respondents self-evaluate on specific character traits. The test is composed of 12 specific statements, which the respondent answers using a five-point scale ranging from 5, “very much like me”, to 1 “not like me at all” (Tough, 2013, p.75).

Resilience

Resilience is defined as the adaptive functioning despite adversity as is evidenced by competence in certain domains such as effective management of psychological processes or behavioral self-regulation” (Masten, 2001, p.65). Resilience is also defined by Ginsburg (2011), as the capacity to rise above difficult circumstances as well as having the ability to recover from setbacks. Ginsburg compares resilience to buoyancy. When pushed under water, objects tend to rebound. Ginsburg (2011) considers resilience as a mindset that can be learned through practice and modeling. Resilience can be measured through an instrument called the Connor-Davidson Resilience Scale (CD-RISC).

Time Required:

The 12-Item Grit Survey takes 5 to 10 minutes to complete. The Resilience Scale for Children and Adolescents, because it has three parts each with 20 to 25 questions, should take between 10 to 12 minutes. The results from the surveys will be shared with the parents upon request.

Risks or Discomforts:

There are no potential risks to the students. As a result from this research study.

Benefits:

The benefits to participants include the exposure to a character education and student empowerment program called Ultimate Life Summit: 7 Mindsets program that is meant to empower students to develop a growth mindset where they believe everything is possible as long as they find their passion and their circle of influence. The Ultimate Life Summit: 7 Mindsets program also improves the development of resilience and grit in students, which is the focus of this study.

The benefits to humankind in general include the possible mindset shift that personality traits such as resilience and grit can be developed through a growth mindset program that focuses in developing self and ultimately serving others.

Confidentiality:

The results of this participation will be anonymous and confidential. Students’ names and identity will be protected as the study will be using alias names for the account with no attached identifiable data.

Inclusion Criteria for Participation:

The students participating in this study are between the ages of 10 and 18. Students’ names and identity will be protected as the study will be using alias names for students with no attached identifiable data.

Consent to Participate

Only return this form if you do not wish your child to participate in the research project described above.

I give my consent for my child, _____
to participate in the research project described above. I understand that this participation is voluntary and that I may withdraw my consent at any time without penalty. I also understand that my child may withdraw his/her assent at any time without penalty.

I do not give my consent for my child,
_____, to participate in the research
project described above.

Signature of Parent or Authorized Representative, Date

Signature of Investigator, Date

PLEASE SIGN BOTH COPIES OF THIS FORM, KEEP ONE AND RETURN THE OTHER TO THE INVESTIGATOR

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Address questions or problems regarding these activities to the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, #0112, Kennesaw, GA 30144-5591, (678) 797-2268.

Appendix D – Correspondence

Good afternoon Dr. Seligman,

My name is Mimi Gamel, and I am currently working on my Doctoral Degree at Kennesaw State University in Kennesaw, Georgia. At this time, I am involved in studying the perceived development of resilience and grit of early and middle adolescents and how this development can be related to a character education/student empowerment program called: 7 Mindsets to Live Your Ultimate Life.

In a world, where violence and radical teenage behavior have become the norm, I believe we must attempt to go back to the basics and principles of developing students that are both scholarly smart as well as strong in non-cognitive skills. Emphasis on the academic rigor and the relevance in academic instruction cannot be our only focus. Educators and educational administrators prepare these “paper-perfect” students for higher education undermining their ability to succeed in life. I believe it is only through the development of solid intentional character development and student empowerment programs during these crucial years, between 10 and 18 years of age, which focus on both the book wise and people wise, that the upcoming generation can have a chance to be the agents of change in creating a more positive society; a society where students can become respectful and responsible for themselves as well as for all the people around them.

The current study was designed to examine if a character development and student empowering program has any significant impact on the perception of development of resilience and grit of young adolescents.

The following questions are formulated to guide the direction of the study:

1. How significant is the impact of a character development and empowerment program on the perception of development of resilience in early and middle adolescents?
2. How significant is the impact of a character development and empowerment program on the perception of development of grit in early and middle adolescents?

I am hoping to use your Positive Psychology as my theoretical framework, which I am very interested in learning more about. I have read your books, and I believe that your ideas about learned helplessness, optimism, and authentic happiness fit my study's basic ideas.

The participants come from 7 different USA states and 15 different countries. They will be traveling from all parts of the world; from China to Nigeria, as well as from the Caribbean Islands to UK and Germany. Their ages range between 10 and 18 years of age and are presently enrolled either in middle school or high school. Some of these students are going to be learning about the 7 Mindsets for the first time. Some others would have come through this training 2, 3, and 4 times. Almost 500 students have been exposed to the 7 Mindsets through the Ultimate Life Summit for the past 5 years. This year, their 6th summer summit, 90 students between the ages of

10 and 18 will be experiencing the character education student empowerment program – 7 Mindsets.

The 7 Mindsets' core team makes marketing presentations around the world to attract students into coming to the annual event. The presentations are made in front of educators and community leaders interested in making a difference in their schools and communities. These educators and community leaders then encourage teachers and constituents to participate in the Ultimate Life Summit's Ultimate Life University (UL University) annual event for adults. These adults are the key recruiters for student participation. The program has an attached tuition, and most of the participating students come in with a partial or full scholarship from a non-profit company, Magic Wand Foundation. The Magic Wand Foundation is a non-profit organization that empowers young people to find happiness, live their dreams, and develop a passion for making a positive impact on the world. The Magic Wand Foundation uses the 7 Mindsets to Live Your Ultimate Life methodology as a foundation for their UL Summit: this 7-day experience held each summer, this year at Emory University in Atlanta Georgia.

The 2014 UL Summit will take place July 13 through July 19th. The students participating include: 3 students from China; 15 students from Nigeria; 2 students from Brazil; 2 students from Trinidad-Tobago; 1 student each from United Kingdom, Dominican Republic, Mexico, and Germany, and South Africa. Also in attendance will be approximately 60 students from all over the United States including Connecticut, Colorado, Georgia, Florida, North Dakota, and Texas.

Research questions were developed regarding the impact character education has on student grit, resilience and behavior. Published studies, research, and other related literature were reviewed. After a review of available survey instruments, the Grit-S and the Resilience Scale for Children and Adolescents were chosen as the appropriate assessment instruments for collecting data.

The data will be gathered through the use of the pre and post 8-Item Grit Scale (Duckworth, 2007) and pre and post Resiliency Scale for Children and Adolescents (Prince-Embury, 2008) related to resilience. The 7 Mindsets: Ultimate Life Summit is a 7-day program. The pre-survey will be administered by the researcher and her assistants during registration before the beginning of the program and before any activity has taken place. At the end of the program, students participate in graduation and dinner exercises as a culminating activity to their week long experience. The post-survey will be administered by the Summit Guides just prior to the graduation and dinner event. Once the surveys are returned, the data will be analyzed using the Statistical Package for the Social Sciences (SPSS) program to formulate the answers to the research questions.

This study is descriptive in nature. Selection of the descriptive design was based on the premise that in this study there is no opportunity to be objective due to the fact that most of the information related to resilience and grit is totally dependent on subjective perceptions of the participants.

I will be sending correspondence to both Dr. Angela Duckworth as well as Dr. Sandra Prince-Embury regarding their permission for me to use their surveys instruments for my study. I have the utmost respect for you and all the work you have done regarding positive psychology as well as all your efforts in guiding people to live happy lives. I know you are very busy, but if you do have some time, could you please give me feedback on my study. My goal is to be a contributor to the systemic change our young people need in developing the non-cognitive skills of resilience and grit.

Thank you for your time, support, and continued care about humanity as a whole.

Sincerely,
Mimi Gamel

Appendix D - Correspondence to the Co-Founder of the 7 Mindsets Program

Good afternoon Jeff,

Thank you for agreeing to meet with me today regarding the 7 Mindsets. Also thank you for the great lunch and conversation.

There were two different topics we spoke about today, even though they are totally interconnected: 7 Mindsets at AMMS 2014-2015 and the 7 Mindsets / ULS Research Dissertation for KSU.

	7 Mindsets/ULS Research Dissertation for KSU
Title	IMPACT OF CHARACTER DEVELOPMENT AND EMPOWERMENT PROGRAM ON THE STUDENT PERCEPTION OF GRIT AND RESILIENCE GROWTH IN EARLY AND MIDDLE ADOLESCENTS
Research Questions	The current study was designed to examine if a character development and student empowering program has any significant impact on the development of resilience and grit of young adolescents. The following questions are formulated to guide the direction of the study: 1. How significant is the impact of a character development and empowerment program on the perception in the development of resilience in young adolescents? 2. How significant is the impact of a character development and empowerment program on the perception in the development of grit in young adolescents?
Participants	Name; Country of origin, age, sex, grade level and previous exposure to 7 Mindsets
Research	The design of this study is quantitative in nature. The researcher will

Design	<p>collect data through the self-reporting of two independent pre and post surveys given to all students before and after the exposure to the 7 Mindsets program through the Ultimate Life Summit. Surveys are an extremely popular method in research as well as an efficient way to obtain information about people. This is especially true of subjective data, which focuses on feelings and thoughts. The surveys will be anonymous and confidential. The surveys will be administered to the students by their student leader who by the end of the week should have had developed a relationship with the students.</p>
Data Collection	<p>Research questions were developed regarding the impact character education has on student grit, resilience and behavior. Published studies, research, and other related literature were reviewed. After a review of available survey instruments, the Grit-S and the Resilience Scale for Children and Adolescents were chosen as the appropriate assessment instruments for collecting data.</p> <p>The data is being gathered through the use of the pre and post 8-Item Grit Scale (Duckworth, 2007) and pre and post Resiliency Scale for Children and Adolescents (Prince-Embury, 2008) related to resilience. Once the surveys are returned to the researcher, the data will be analyzed using the Statistical Package for the Social Sciences (SPSS) program to formulate the answers to the research questions.</p> <p>This study is descriptive in nature. Selection of the descriptive design was based on the premise that in this study there is no opportunity to be objective due to the fact that most of the information related to resilience and grit is totally</p>

	<p>dependent on subjective perceptions of the participants. The researcher will present findings of young adolescents' perception of their resilience and grit development before and after being exposed to a specific character education called the 7 Mindsets through the Ultimate Life Summit. The Ultimate Life Summit is a 6-day intense program focused on students between the ages of 10 and 18.</p>
--	--

Appendix F – Survey Cover Sheet

Student's Name _____ Student ID# _____

Sex: Male

Female

Age: _____

Country of Residence: _____

Grade Level: _____

Check one:

First time ULS participant ----

Second time ULS Participant--

Third time ULS participant ----



Check one:

Mother's highest education level:

Elementary ---

High School---

College Degree---

Post-Graduate---

Do not know---

Check one:

Father's highest education level:

Elementary ---

High School---

College Degree---

Post-Graduate---

Do not know---



Appendix G – Qualitative Data Open-ended Questions

Name _____

Please share your thoughts.

Tell about the one thing or event that you **experienced** this week that impressed you the most, and why?

Tell about one **change in your life** that you plan to focus on after the Ultimate Life Summit is completed, and why?



Appendix H – 12 Item Grit Scale – Duckworth, 2007

12- Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 12 items. Be honest – there are no right or wrong answers!

1. I have overcome setbacks to conquer an important challenge.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

3. My interests change from year to year.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

4. Setbacks don't discourage me.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

6. I am a hard worker.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

7. I often set a goal but later choose to pursue a different one.*
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
9. I finish whatever I begin.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
10. I have achieved a goal that took years of work.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
11. I become interested in new pursuits every few months.*
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
12. I am diligent.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

Scoring:

1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:
 - 5 = Very much like me
 - 4 = Mostly like me
 - 3 = Somewhat like me
 - 2 = Not much like me
 - 1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points:
 - 1 = Very much like me
 - 2 = Mostly like me
 - 3 = Somewhat like me
 - 4 = Not much like me
 - 5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 9*, 1087-1101.

Appendix I – Resilience Scale for Children and Adolescents – Prince-Embury 2008

RESILIENCY Scales

FOR CHILDREN & ADOLESCENTS™

A Profile of Personal Strengths

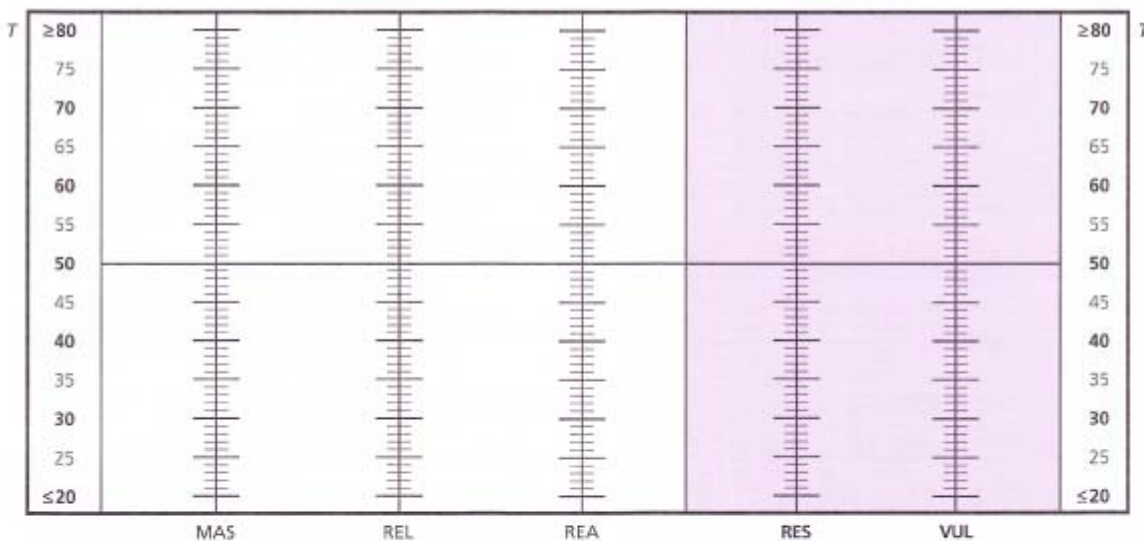
Combination Booklet

Detach this page before administration.

Name: _____ Sex: Male Female
 Date: _____ Age: _____ Grade: _____
 Referral Question: _____
 Academic Status: _____ Disability Status: _____ Classification Status: _____
 Placement Status: _____ Diagnostic Status: _____

Resiliency Profile

Index Scores



$\text{RES Raw Score} = (\text{MAS } T + \text{REL } T) / 2$ <p>For RES T scores, see Table C.1.</p>	$\text{VUL} = \text{REA } T - \text{RES } T$ <p>For VUL T scores, see Table D.1.</p>
--	--

PEARSON

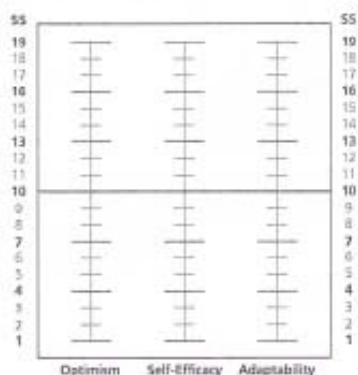
To reorder, call 1-800-211-8378

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17 A B C D E

Product Number: 0154234648

MAS Subscale Profile

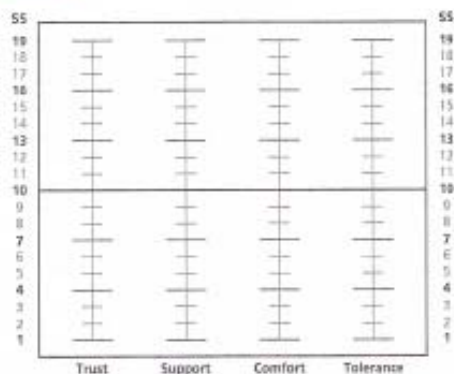


Sense of Mastery Subscale Scoring

Optimism	Self-Efficacy	Adaptability
1	5	15
2	6	16
3	7	17
4	8	
18	9	
19	10	
20	11	
	12	
	13	
	14	
Total	Total	Total
55	55	55

For scaled scores, see Table A.2.

REL Subscale Profile

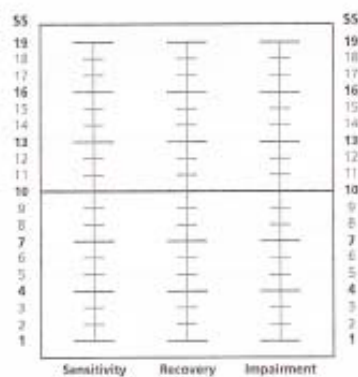


Sense of Relatedness Subscale Scoring

Trust	Support	Comfort	Tolerance
6	5	1	11
7	18	2	12
8	19	3	13
9	20	4	14
10	21		15
23	22		16
24			17
Total	Total	Total	Total
55	55	55	55

For scaled scores, see Table A.3.

REA Subscale Profile



Emotional Reactivity Subscale Scoring

Sensitivity	Recovery	Impairment
1	10	7
2	11	8
3	12	9
4	13	14
5		15
6		16
		17
		18
		19
		20
Total	Total	Total
55	55	55

For scaled scores, see Table A.4.

MAS

Here is a list of things that happen to people and that people think, feel, or do. Read each sentence carefully, and circle the one answer (Never, Rarely, Sometimes, Often, or Almost Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3	4
1. Life is fair.	Never	Rarely	Sometimes	Often	Almost Always
2. I can make good things happen.	Never	Rarely	Sometimes	Often	Almost Always
3. I can get the things I need.	Never	Rarely	Sometimes	Often	Almost Always
4. I can control what happens to me.	Never	Rarely	Sometimes	Often	Almost Always
5. I do things well.	Never	Rarely	Sometimes	Often	Almost Always
6. I am good at fixing things.	Never	Rarely	Sometimes	Often	Almost Always
7. I am good at figuring things out.	Never	Rarely	Sometimes	Often	Almost Always
8. I make good decisions.	Never	Rarely	Sometimes	Often	Almost Always
9. I can adjust when plans change.	Never	Rarely	Sometimes	Often	Almost Always
10. I can get past problems in my way.	Never	Rarely	Sometimes	Often	Almost Always
11. If I have a problem, I can solve it.	Never	Rarely	Sometimes	Often	Almost Always
12. If I try hard, it makes a difference.	Never	Rarely	Sometimes	Often	Almost Always
13. If at first I don't succeed, I will keep on trying.	Never	Rarely	Sometimes	Often	Almost Always
14. I can think of more than one way to solve a problem.	Never	Rarely	Sometimes	Often	Almost Always
15. I can learn from my mistakes.	Never	Rarely	Sometimes	Often	Almost Always
16. I can ask for help when I need to.	Never	Rarely	Sometimes	Often	Almost Always
17. I can let others help me when I need to.	Never	Rarely	Sometimes	Often	Almost Always
18. Good things will happen to me.	Never	Rarely	Sometimes	Often	Almost Always
19. My life will be happy.	Never	Rarely	Sometimes	Often	Almost Always
20. No matter what happens, things will be all right.	Never	Rarely	Sometimes	Often	Almost Always

For T scores, see Table A.1.

TS

RS

REL

Here is a list of things that happen to people and that people think, feel, or do. Read each sentence carefully, and circle the *one* answer (Never, Rarely, Sometimes, Often, or Almost Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3	4
1. I can meet new people easily.	Never	Rarely	Sometimes	Often	Almost Always
2. I can make friends easily.	Never	Rarely	Sometimes	Often	Almost Always
3. People like me.	Never	Rarely	Sometimes	Often	Almost Always
4. I feel calm with people.	Never	Rarely	Sometimes	Often	Almost Always
5. I have a good friend.	Never	Rarely	Sometimes	Often	Almost Always
6. I like people.	Never	Rarely	Sometimes	Often	Almost Always
7. I spend time with my friends.	Never	Rarely	Sometimes	Often	Almost Always
8. Other people treat me well.	Never	Rarely	Sometimes	Often	Almost Always
9. I can trust others.	Never	Rarely	Sometimes	Often	Almost Always
10. I can let others see my real feelings.	Never	Rarely	Sometimes	Often	Almost Always
11. I can calmly tell others that I don't agree with them.	Never	Rarely	Sometimes	Often	Almost Always
12. I can make up with friends after a fight.	Never	Rarely	Sometimes	Often	Almost Always
13. I can forgive my parent(s) if they upset me.	Never	Rarely	Sometimes	Often	Almost Always
14. If people let me down, I can forgive them.	Never	Rarely	Sometimes	Often	Almost Always
15. I can depend on people to treat me fairly.	Never	Rarely	Sometimes	Often	Almost Always
16. I can depend on those closest to me to do the right thing.	Never	Rarely	Sometimes	Often	Almost Always
17. I can calmly tell a friend if he or she does something that hurts me.	Never	Rarely	Sometimes	Often	Almost Always
18. If something bad happens, I can ask my friends for help.	Never	Rarely	Sometimes	Often	Almost Always
19. If something bad happens, I can ask my parent(s) for help.	Never	Rarely	Sometimes	Often	Almost Always
20. There are people who will help me if something bad happens.	Never	Rarely	Sometimes	Often	Almost Always
21. If I get upset or angry, there is someone I can talk to.	Never	Rarely	Sometimes	Often	Almost Always
22. There are people who love and care about me.	Never	Rarely	Sometimes	Often	Almost Always
23. People know who I really am.	Never	Rarely	Sometimes	Often	Almost Always
24. People accept me for who I really am.	Never	Rarely	Sometimes	Often	Almost Always

For T scores, see Table A.1.

TS

RS

REA

Here is a list of things that happen to people and that people think, feel, or do. Read each sentence carefully, and circle the *one* answer (Never, Rarely, Sometimes, Often, or Almost Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3	4
1. It is easy for me to get upset.	Never	Rarely	Sometimes	Often	Almost Always
2. People say that I am easy to upset.	Never	Rarely	Sometimes	Often	Almost Always
3. I strike back when someone upsets me.	Never	Rarely	Sometimes	Often	Almost Always
4. I get very upset when things don't go my way.	Never	Rarely	Sometimes	Often	Almost Always
5. I get very upset when people don't like me.	Never	Rarely	Sometimes	Often	Almost Always
6. I can get so upset that I can't stand how I feel.	Never	Rarely	Sometimes	Often	Almost Always
7. I get so upset that I lose control.	Never	Rarely	Sometimes	Often	Almost Always
8. When I get upset, I don't think clearly.	Never	Rarely	Sometimes	Often	Almost Always
9. When I get upset, I react without thinking.	Never	Rarely	Sometimes	Often	Almost Always
10. When I get upset, I stay upset for about one hour.	Never	Rarely	Sometimes	Often	Almost Always
11. When I get upset, I stay upset for several hours.	Never	Rarely	Sometimes	Often	Almost Always
12. When I get upset, I stay upset for the whole day.	Never	Rarely	Sometimes	Often	Almost Always
13. When I get upset, I stay upset for several days.	Never	Rarely	Sometimes	Often	Almost Always
14. When I am upset, I make mistakes.	Never	Rarely	Sometimes	Often	Almost Always
15. When I am upset, I do the wrong thing.	Never	Rarely	Sometimes	Often	Almost Always
16. When I am upset, I get into trouble.	Never	Rarely	Sometimes	Often	Almost Always
17. When I am upset, I do things that I later feel bad about.	Never	Rarely	Sometimes	Often	Almost Always
18. When I am upset, I hurt myself.	Never	Rarely	Sometimes	Often	Almost Always
19. When I am upset, I hurt someone.	Never	Rarely	Sometimes	Often	Almost Always
20. When I am upset, I get mixed-up.	Never	Rarely	Sometimes	Often	Almost Always

For T scores, see Table A.1.

TS

RS