

# Resiliency Survey

## Summary of Results

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### DEMO ` STUDENT

Grade 7 - SC School

SC DEMO

Sep-10-2020



Dear Parent,

Demo ` Student recently completed a comprehensive assessment tool that measured social, behavioral, and psychological strengths known to contribute to positive school and learning experiences. In addition, the assessment may have included measures that examined levels of distress and risk behaviors. This report provides the results of the assessment and compares these results against the last time they took it (if available).

While this report provides meaningful information regarding your child's overall behavioral health and well-being, it is not to be seen as a diagnostic tool or as a guide for treatment. Should the following information highlight important concerns, please contact your school and/or appropriate community agency.

### WHAT IS THE PURPOSE OF THIS ASSESSMENT?

Students who possess key strengths and who lack significant distress display optimal academic, interpersonal, and psychological functioning - both now and later as adults. Unfortunately, this is not the case for many students. Youth who do not possess strengths and/or who report high distress are more likely to experience poor academic, interpersonal and social outcomes. These outcomes include (a) dropping out of school, (b) expressing high psychological distress (including thoughts of self-harm), and (c) reporting high interpersonal distress, which may include experiencing peer victimization and ostracism. Without intervention, many of these students will continue to display poor functioning as adults.

### WHAT THE ASSESSMENT TOOL MEASURES

Below are the measured indicators and the indications of their respective high scores.

#### RESILIENCY INDICATORS

Resilience indicators measure the prevalence of factors that can contribute to the functioning of health.

<b>Grit</b>	Greater tenacity to reach a goal
<b>Hope</b>	Higher levels of motivation and behaviors aimed at achieving objectives
<b>Leadership</b>	Greater confidence to influence others
<b>Resiliency</b>	More external resources to overcome adversity
<b>Global Satisfaction</b>	Higher levels of positive life outlook
<b>Positive School Experiences</b>	More favorable attitudes to teachers and school experiences
<b>Personal Standards</b>	Higher expectations of personal abilities

#### RISK INDICATORS

Risk indicators measure the prevalence of factors that may contribute to distress.

<b>Anxiety</b>	Symptoms such as frequent worrying or excessive concerns
<b>Depression</b>	Feelings of sadness and loss of hope, including thoughts of self-harm
<b>Ostracism</b>	Higher levels of perceived isolation from or by others
<b>Self Criticism</b>	Self Criticism

#### SUPPLEMENTAL INDICATORS

Supplemental indicators measure additional potential problem areas.

<b>Drug / Alcohol</b>	Distress around drug/alcohol use
<b>School Violence</b>	Tendency to use violence or aggression to resolve problems in schools

The following are the results of Demo ` Student's assessment. Please pay particular notice to any box in the At Risk range. Clicking on these indicator(s) will access brief videos that can help parents understand ways to improve resiliency indicators that are low, and risk indicators that are high. Additional suggestions to address At Risk indicators are found below this table. None of these resources are meant to replace services that can be provided by appropriate school resources or mental health professionals.

### CURRENT TOTAL FUNCTION SCORE (TFS)

Reflects overall behavioral health and well-being



### INTERPRETING CATEGORIES

The TFS and indicator scores are placed within specific behavioral health levels. Each level is tied to specific educational and behavioral outcomes. A description of each level and its implications are below

### PARTICULAR INDICATOR SCORES

Demo `s scores within each resiliency/risk indicator

RESILIENCE INDICATOR	CURRENT CATEGORY
Global Satisfaction	Satisfactory
Grit	Moderate Concern
Hope	At Risk
Leadership	Satisfactory
Personal Standards	Optimal
Positive School Experiences	Optimal
Resiliency	Satisfactory

RISK INDICATOR	CURRENT CATEGORY
Anxiety	No concern
Bullying Others	No concern
Depression	No concern
Getting Bullied	No concern
Ostracism	Satisfactory
Self Criticism	Optimal

### SUPPLEMENTAL SCREENER SCORE

Demo `s scores across supplemental screeners. Supplemental screeners are not included in the Total Function Score (TFS).

SUPPLEMENTAL INDICATORS	CURRENT CATEGORY
Trauma	No concern
Drug / Alcohol	No concern
School Violence	No concern

#### OPTIMAL

Strengths across **all domains** with no distress.

**Minimal specific attention likely.** *Capable of fully attending to academic life goals.*

#### SATISFACTORY

Strengths across many domains with little distress.

**Not likely to require specific attention**  
*Functioning well but not necessarily excelling.*

#### MODERATE CONCERN

Some strengths but **poor functioning** in key domains.

**May require some attention.** *Likely some impact on life and school functioning.*

#### AT RISK

Few or no strengths and **high distress**

**Will require attention and support.** *Functioning likely to be affected even if not discernible.*

### FOR MORE INFORMATION

Should the child score in the At Risk or Moderate Concern range on any of the indicators, brief videos are available at <http://www.terracedmetrics.org/parents> and type code **TMparents**. Each video is linked with a specific indicator and are designed to guide educators through next steps. These videos are updated regularly.

# SUGGESTIONS FOR IMPROVING AT RISK AND MODERATE CONCERN SCORES

## GRIT

- Have your child pursue a hobby or activity that they can call their own. This would be a new activity entirely of the child's choosing.
- Praise your child for their perseverance. That is, rather than praise the outcome, praise and acknowledge their efforts.
- Make sure your child has the time to practice and develop their sense of purpose, which often comes from learning from their mistakes and failures.

## HOPE

- Help your child establish meaningful and attainable goals. For example, rather than "get good grades", help them to design specific steps that lead to this ultimate goal. Make sure the goal is age appropriate and fits with your child's life experiences.
- Create incentives that can be given whenever they achieve one of the steps to the larger goal.
- Help your child mentally research scripts for what he/she would do should they find their way blocked.
- Help your child remember when they successfully achieved a goal, particularly when they are in a jam.