2017 Summary of findings
A “newly identified at-risk group”


Youth at high-achieving schools; mostly well educated, white-collar professional families

“At-risk” – rates of serious distress higher than national norms

Domains of elevated distress can vary by community, public/ private

- Northeast: Substance use, serious rule-breaking
- Northwest: Significant self-injury, depression/ anxiety, family problems
- Private school (all boys): low substance use, high depression...

Luthar & Becker (2002). Privileged but pressured. *Child Development*
On cigarettes and alcohol, especially drunk, higher than norms
Girls > boys on alcohol
(Note: survey completed just after break)
Clinically Significant Symptoms "Much Above Average" (T>70)

Internalizing ~ 5 times norms; mostly Anxious-Depressed
Few elevations in externalizing; overall better than day schools
Boys somewhat higher on serious Anxious-depressed and Somatic Problems. Also on Rule-breaking.
Conclusions regarding adjustment patterns

• Substance use (esp. cigarettes & drunk)
  • 2 times higher than norms – any use, in past year
  • Girls > boys on drunk

• Serious internalizing symptoms 2-5 times norms
  • But consistently lower than day schools
  • Pronounced – Anxious-depressed and Somatic
  • Higher among boys
 Relationship with parents

Mothers and fathers

Acknowledging other family configurations - (e.g. grandparents, same-sex parents).

Questions phrased as “mother or parent 1”, “father or parent 2”
Communication with parents – as good as, or better than day schools
Relationships with Parents: Trust

Trust in parents – as good as, or better than day schools
Relationships with Parents: Alienation

Alienation from parents – lower than or similar to day schools
Correlations: Parent-child relationships vis-a-vis adjustment….

Female

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<th>Extern</th>
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<th>Dis Eat</th>
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| Dad Criticism | .30   | .32    | .08  | .30     | -.13    | -.25      | -.07      

..symptoms and positive attributes

Significant associations highlighted

Strong links for alienation with both Intern. & Extern. Symptoms

“Bad is stronger than good”

Boys: Attachment dimensions - links with Intrinsic goals
Parents differ in how seriously they react when they discover types of rule-breaking behaviors among their teenage children. Reactions can range from simply talking about the incident or giving warnings for the future, to revoking privileges that are very important to the person. For each of the following items, please indicate how serious the consequences from your parents would be, if they found out you’d done the behavior in question.

**Rudeness**
*Were rude to an adult relative (e.g., an aunt)?*
*Were openly disrespectful to a teacher?*

**Bullying**
*Ridiculed another student in front of many others?*
*Used racist terms for another student?*

**Delinquency**
*Stole another student’s belongings (e.g., a jacket)?*
*Damaged or destroyed public property (e.g., by breaking furniture, spraying graffiti)?*

**Cheating**
*Plagiarized paragraphs from the internet for a term paper?*
*Had another student write a paper you submitted as your own?*

**Academic indolence**
*Played truant from school on the day of an important exam?*
*Blew off an assignment that counted for most of your grade for a major subject in school?*

**Drugs**
*Got drunk?*
*Went to a party where no adults were present, without permission?*
Unlike past research, Cont-Dugs low links with CAM (substance use, -.14)

But linked with prosocial, intrinsic

Cont-Bully, -Cheat linked with CAM

Cont-Rude, -Bully, -Delinq linked with all positive outcomes

Bottom line:
Parents’ anticipated repercussions do matter – especially for high positive behaviors and low substance use
School dimensions

Diverse aspects of school climate examined, with the goal of disentangling those most strongly associated with outcomes

Focus on those **modifiable** - which should be prioritized in interventions?

Some showed few links, e.g., AP courses, extracurricular activities

<table>
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<tr>
<th>SCHOOL</th>
<th>Description</th>
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<tbody>
<tr>
<td>School Emotional Engagement</td>
<td>I care about the school I go to</td>
</tr>
<tr>
<td>Confiding in adults (help-seeking)</td>
<td>If you felt troubled about a personal or family problem, how likely is it that you’d confide in an adult at school.</td>
</tr>
<tr>
<td>Respectful School Climate</td>
<td>When students break rules, they are treated fairly.</td>
</tr>
<tr>
<td>Caring Adult/Teacher</td>
<td>At school, there is a teacher or some other adult who will miss me when I’m absent.</td>
</tr>
<tr>
<td>Parent &amp; Community Involvement</td>
<td>Adults in my community know what goes on inside schools.</td>
</tr>
<tr>
<td>School Leadership</td>
<td>In my school, students are given a chance to help make decisions.</td>
</tr>
<tr>
<td>Peer Climate &amp; Bullying</td>
<td>When students see another student being picked on, they try to stop it.</td>
</tr>
<tr>
<td>School Diversity</td>
<td>My teachers call on students of different races, ethnicities, cultures, and backgrounds.</td>
</tr>
<tr>
<td>Teacher Academic Support</td>
<td>My teachers help me catch up if I am behind.</td>
</tr>
<tr>
<td>Alienation from Teachers</td>
<td>(S)he has ignored me or made me feel excluded</td>
</tr>
<tr>
<td>Adults’ Achievement Expectations</td>
<td>These adults would be disappointed in me if… I did not get into a prestigious college or university</td>
</tr>
<tr>
<td>Sleep</td>
<td>On a regular school night, at what time do you usually go to sleep?</td>
</tr>
<tr>
<td>AP/IB courses</td>
<td>How many college level courses (AP / IB) are you taking during your junior year of high school?</td>
</tr>
<tr>
<td>Extracurricular Time Use</td>
<td>How many hours per week, on average, have you spent participating in each type of activity?</td>
</tr>
</tbody>
</table>
Students’ ratings on school climate (percentages)

School climate: Caring adult

School climate: Intolerance of bullying

School climate: Respectful

Teacher Alienation
Links stronger for victimization, sexual harassment than support..

…“bad is stronger than good”
Multipronged, collaborative efforts to intervene

Guided by research evidence, work with Parents groups; concerns re excessive focus on achievements Schools, e.g., teacher as mentors Peer groups
Messages for parents: Five themes

Good, open communication –
“I tell my mother about my problems and troubles”

Avoid what may be seen as criticism (especially girls) –
“I never feel like I can meet my mother’s expectations”

Be vigilant for distress among youth
• Check in frequently, sincerely – even when brushed off

Appropriate, consistent limit-setting: Anticipated repercussions for
- Substance use, rudeness, bullying, rule-breaking, cheating
- Linked with low substance use and high prosocial behaviors

Be a good role model
- Family values on kindness, decency, integrity
- Particularly important in hyper-competitive subcultures
Parents’ own well-being

In “fostering resilience”, best to prioritize potent, malleable influences

• Single most potent: Well-being of caregiver

• Being a “good enough parent” is hard work

Resilience rests, fundamentally, on relationships

• “I feel seen & loved for the person I am, at my core”

• True for children – and for those who tend them
Groups for Physician mothers at Mayo Clinic, AZ

- Physicians high risk for burnout, women, mothers, still more
- Weekly sessions for 3 months, freed time by Mayo admin

Authentic Connections: 3 prongs
- In groups; with friends, colleagues; professionals, if needed
- Zero dropouts, significant gains vs. controls across outcomes
- Current: Military moms; clinical psychology doctoral students
- Future: Nurses, divorced moms; dads

- Teachers – at high risk for burnout
ROLE / CONTRIBUTIONS OF ADULTS AT SCHOOL

Potent in fostering resilience
• Teens are often reluctant to seek “professional help”

• Often seek out others – advisor, counselor, coach, teacher
• Adults to whom teens are naturally drawn
Confiding in adults at school (percentages)

Tend the caregivers