

Resiliency Assessment

Summary of Results

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STUDENT B

Grade 8 - TM University

New School Demo

Sep-15-2023



Dear Parent,

Student B 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.

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

The following are the results of Student B's assessment. Please pay particular notice to any box in the May Need Assistance 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 May Need Assistance 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



PARTICULAR INDICATOR SCORES

Student's scores within each resiliency/risk indicator

RESILIENCE INDICATOR	CURRENT CATEGORY	PREVIOUS CATEGORY
Global Satisfaction	Slight Concern	
Grit	Satisfactory	
Hope	Satisfactory	
Leadership	May Need Assistance	
Personal Standards	Satisfactory	
Positive School Experiences	Satisfactory	
Resiliency	Satisfactory	

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

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.

SLIGHT CONCERN

Some strengths but poor functioning in key domains.

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

MAY NEED ASSISTANCE

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 May Need Assistance or Slight 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 parents through next steps. These videos are updated regularly.

SUGGESTIONS FOR IMPROVING MAY NEED ASSISTANCE OR SLIGHT CONCERN SCORES

LEADERSHIP

- 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.

GLOBAL SATISFACTION

- For every self- or other-criticism leveled by your child, they are to generate three positive thoughts about themselves or the situation.
- Regular exercise. Research shows that at least 45 minutes of cardiovascular activity per day enhances health and life satisfaction.
- Have your child participate in ongoing activities with other youth. These activities would be led by an adult that are group focused and directed to a specific goal (e.g., completing a project, learning a new skill, etc.). Specific examples would be Boys/Girl Scouts, martial arts, community arts activities, or events sponsored by your local library/churches.