



# Conceptualizations of resilience: Adolescent coping during COVID-19

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## Background:

Survey was conducted during the 2020-2021 school year at a public high school. Students were asked about their top 3 challenges during the pandemic, and about how they have shown resilience during the pandemic.

## Method:

### Participant Pool:

- N = 2,303 public high school students
- 50% female, 48% male, 2% nonbinary/transgender
- 51% White, 19% Black, 18% Latino, 6% Asian

### Coding Procedure:

- 3 student raters collaborated on coding scheme
- Coding of all responses conducted during 2021-2022 school year
- Interrater agreement level: 97%

## Findings:

Students identified the following actions, strategies, and traits as most aligned with their personal resilience during the pandemic:

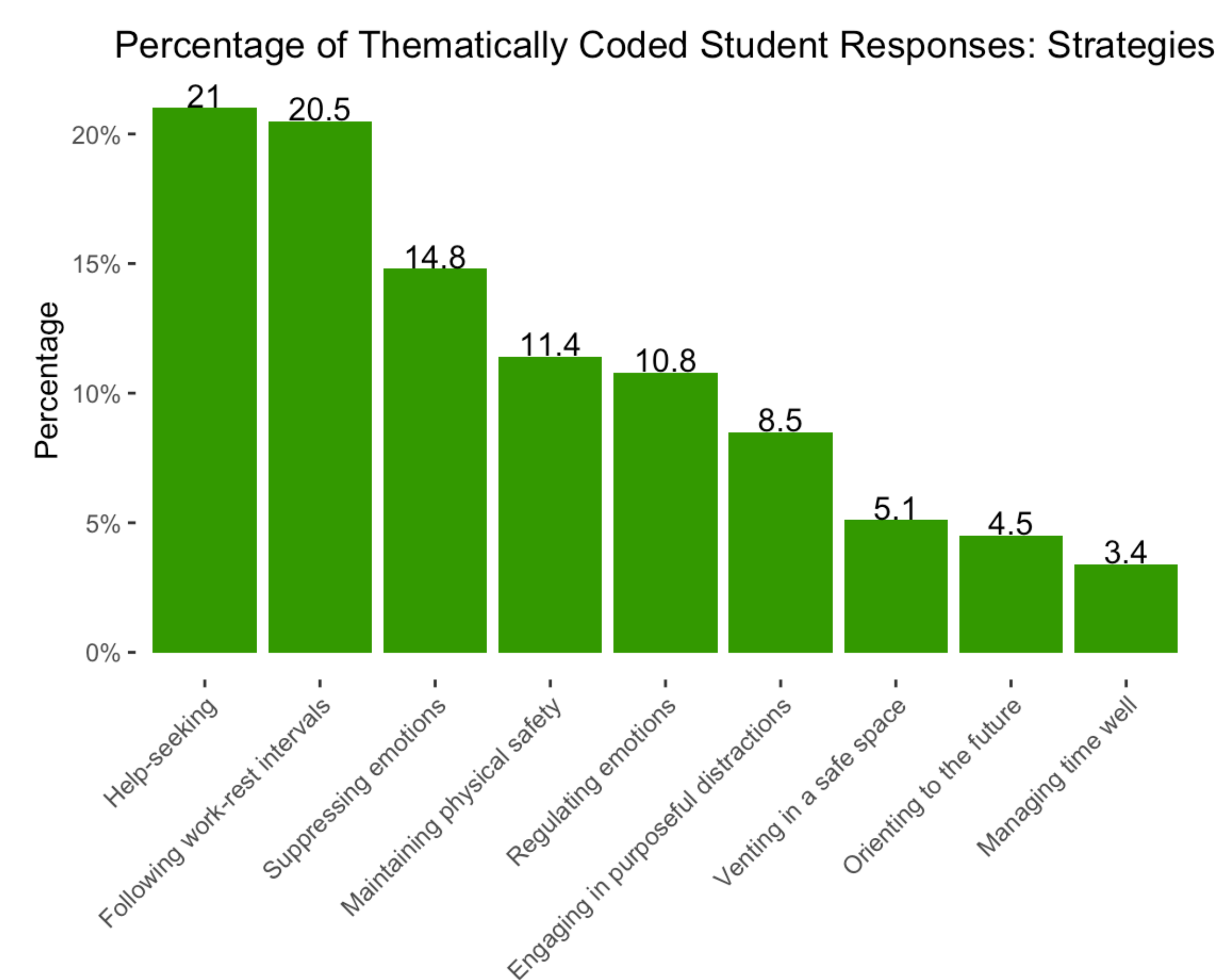
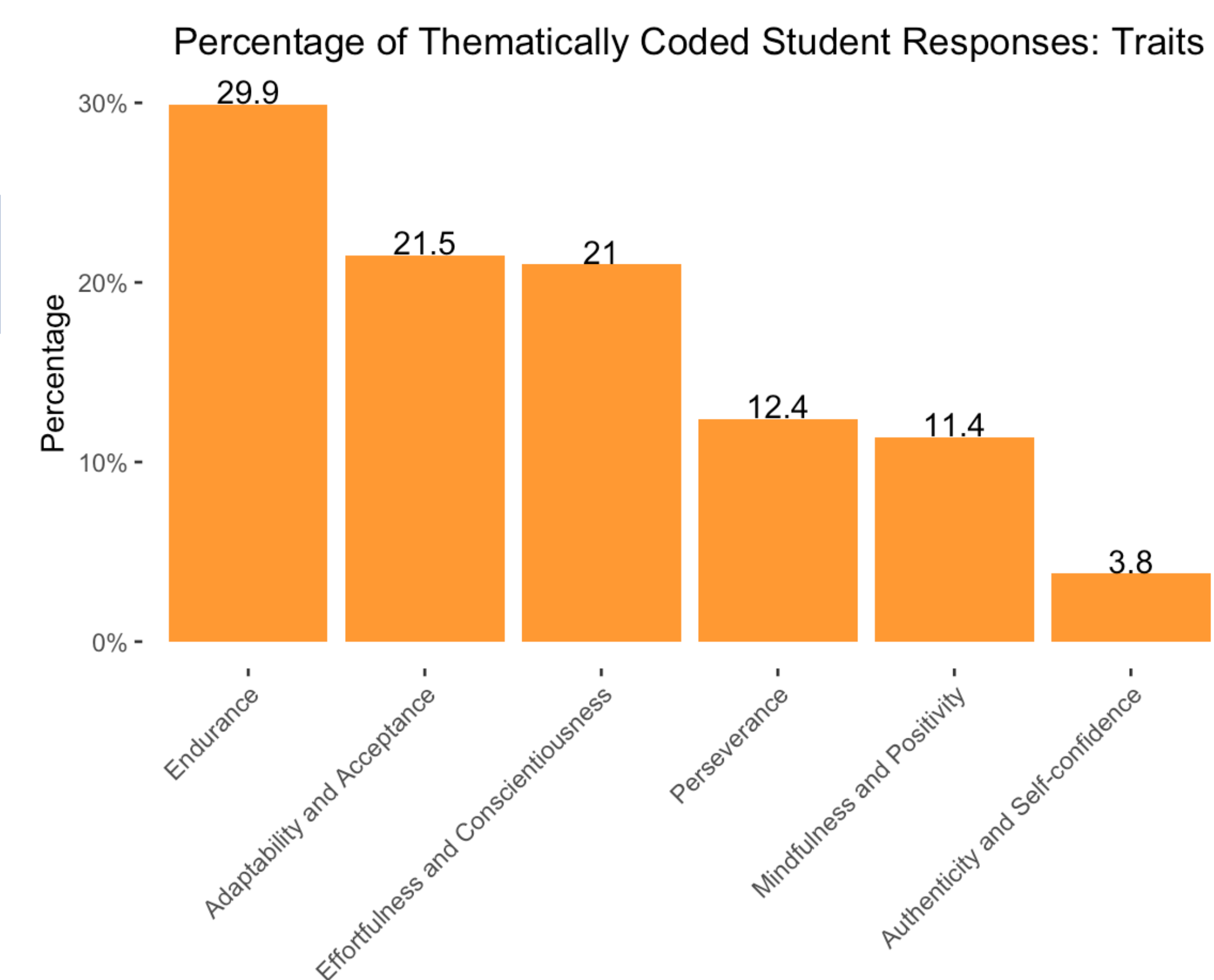
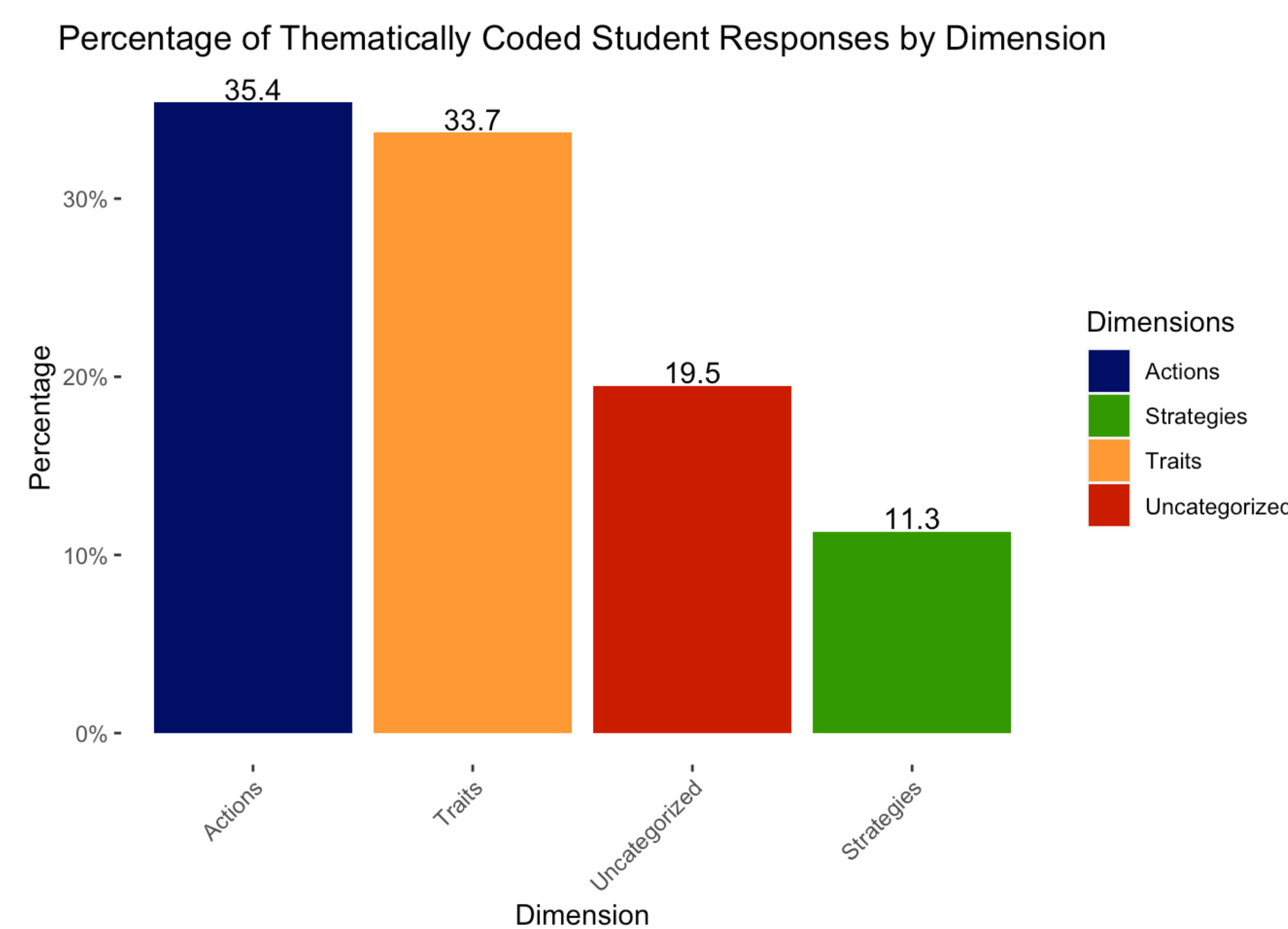
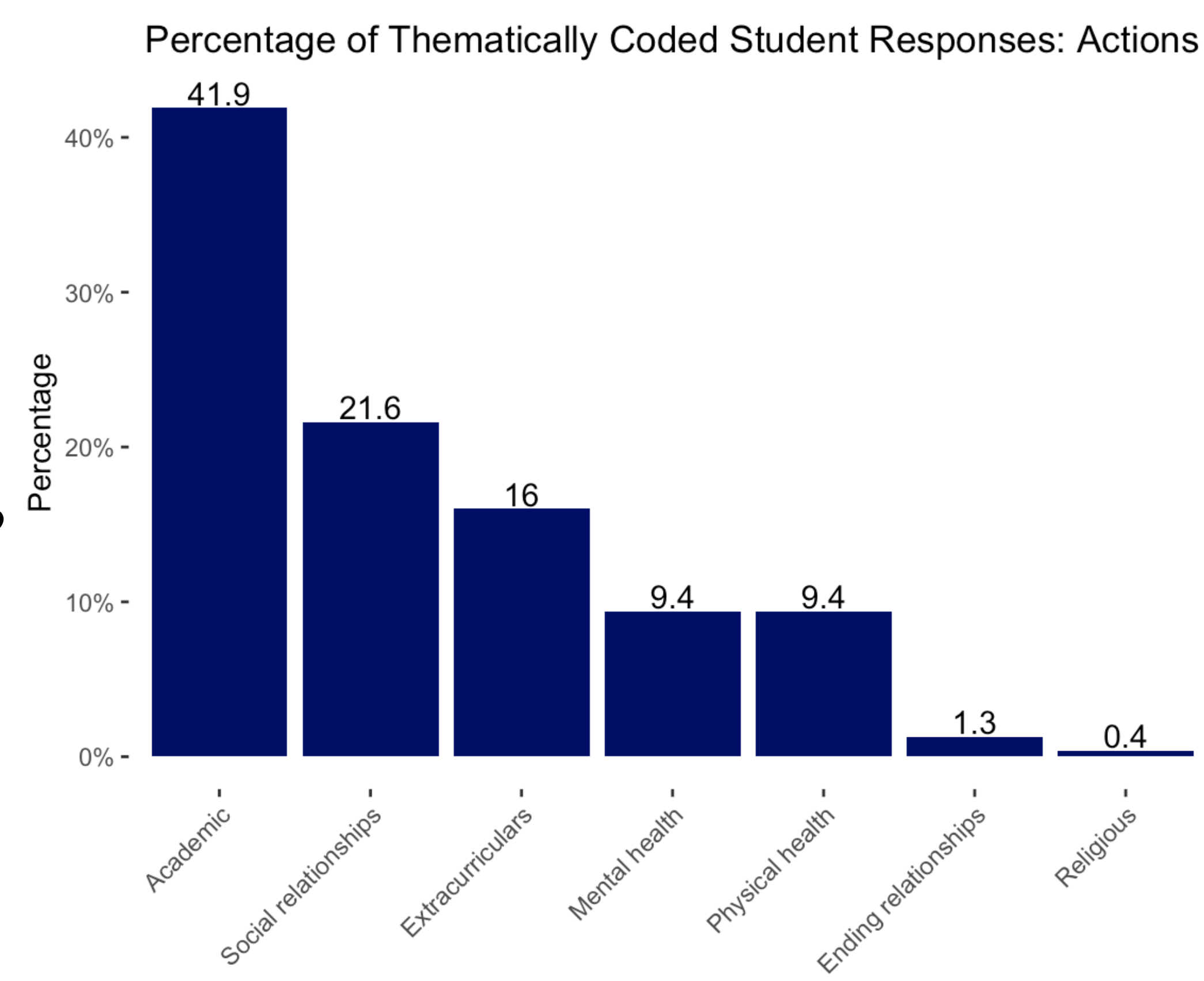
- academic activities, social relationships, and extracurriculars
- help-seeking and work-rest intervals
- endurance, adaptability, and effortfulness

## Research Question:

In what ways did students operationalize resilience during the pandemic school closures as shared through self-report questionnaires?

## Primary Finding:

Students shared actions and traits that they believed demonstrated resilience with the highest frequency, which were mostly related to academics and endurance.



Student responses, unless Uncategorized, can be coded in multiple dimensions.

## Significance:

- Strategies were mentioned with the lowest frequency, and some strategies were maladaptive in the longer term.
- Many students were simply unsure if they were resilient during the pandemic, or were unable to explain how they were resilient.
- Future interventions might incorporate specific strategies that are linked to traits.
- Endurance aligned with withstanding adversity without distress, and Perseverance aligned with bouncing back from adversity-related distress (Anderson & Priebe, 2021).

## Thematic Codes:

**Actions:** general domains in which students might take action

- Ending Certain Relationships: "I got rid of toxic people in my life even though it was hard"
- Religious: "I definitely prayed a lot"

**Strategies:** specific and intentional strategies that students might use

- Regulating Emotions: "taking the time to calm myself down and get my work done when I was super stressed"

**Traits:** general characteristics that students feel they have displayed

- Adaptability / Acceptance: "started to take control of my own life again after completely losing it"

**Uncategorized:** unclear or vague responses

- Did not (w/reasoning): "None I literally went to the mental hospital"
- Agree (but non-specific): "a lot of ways"