SIGNIFICANCE OF 4-H ON THE DEVELOPMENT OF YOUTH'S COPING SKILLS

by

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ABSTRACT

People who reside in rural areas face challenges accessing the health and mental care they need. The lack of mental health resources creates an imperative need for finding avenues to help support youth in these areas. Youth organizations, such as 4-H, that promote positive development support the well-being of the individuals who participate in that program. Previous research on 4-H revealed youth who enroll in the program develop life skills through their participation. The research also exposed that there may be a correlation between life skills and coping skills, however, there has been little evidence to support this claim. Therefore, this study sought to answer the following question: In what significant ways do planned 4-H experiences impact 4-H members coping skills? To gather data eight Montana 4-H members were interviewed and nine adults associated with Montana 4-H participated in a focus group at a Montana 4-H event. The data was organized and then coded by the primary researcher and one committee member. All data was coded into four categories: productive coping, non-productive coping, reference to others and other. Youth reported using productive coping skills more than any other category with 66% of total responses being coded as such. Youth also reported using non-productive skills with a 11% response rate and reference to others with a 12% response rate. The other category had a 11% response rate. Adults reporting observing productive coping skills more than any other category with 58% of the total responses coded that way. The adults reported observing non-productive skills with a 5% response rate and reference to others with a 19% response rate. The adults had 18% of their results coded as other. Overall, both youth and adults reported that 4-H members are predominately using productive coping skills, which they have learned through their involvement in the 4-H program. Positive Youth Development programs like 4-H can provide avenues for youth and adults to work together to address mental health skills that a rural community may be lacking.

CHAPTER ONE

INTRODUCTION

Background

The Centers for Disease Control and Prevention (CDC) reported 46 million Americans lived in rural areas; this was 15 % of the total United States population (Centers for Disease Control and Prevention [CDC], 2017). There has historically been a lack of programs and resources to aid those who lived in rural areas, which included financial, human development and health and wellness resources (McPherson, 2016). The category of health and wellness included mental health resources. While rural areas were not void of mental health services, the availability of these services did not compare to those that were available to individuals and communities who lived in more populated areas (McPherson, 2016). People who resided in rural areas faced challenges accessing the care they needed (Battaglia, Epstein & Weiss-Roberts, 1999). The lack of mental health services continued to be a struggle for many rural areas. In 2018, the CDC reported 61% of the areas in the United States that were lacking in mental health providers were rural or partially rural (CDC, 2018). People who lived in rural areas were noted to be at risk for developing mental health issues, based on the unavailability of related services (McPherson, 2016). These mental health care issues included significant substance dependency, mood and anxiety disorders, trauma, cognitive development, psychotic disorders, depression and suicide (Battaglia, Epstein & Weiss-Roberts, 1999). The rate of rural suicidal behavior and death by suicide were commonly higher than in

urban areas (Cukrowicz & Hirsch, 2014). Youth, especially, struggled to cope with everyday problems they encountered. This was more apparent for youth who lived in rural areas (Eacott & Frydenberg, 2009).

The lack of mental health resources created an imperative need for finding avenues to help support youth in those areas (CDC, 2017). Boyd, Briers and Herring (1992) concluded positive youth development programs, such as 4-H, assisted youth in developing positive life skills. Life skills included, but were not limited to public speaking, volunteering, discipline, responsibility and teamwork (Culen, Jordan, Maass, Place & Wilken, 2006). Although researchers (Boyd, Briers & Herring, 1992; Nazer-Bloom, 2005) have noted evidence between life skills and positive youth development, there was limited research equating life skills to coping skills.

The work of Nazer-Bloom and Frydenberg delivered framework and insight to coping skills. Nazer-Bloom (2005) defined coping skills as the mental or physical tools or strategies that helped one deal with stressors. Eacott & Frydenberg (2009) suggested coping skills aided in an overall better mental health and wellness. Further, Nazer-Bloom (2005) along with Eacott and Frydenberg (2009) concluded individuals could learn effective coping skills. If an individual doesn't know or learn how to effectively cope, maladaptive coping took place and caused more stress to the individual. According to Frydenberg and Lewis (2009) there was a significant relationship between well-being and the use of active coping skills.

Youth organizations that promote positive development support the well-being of the individuals in the program (Alberts, Chase, Christiansen, Lerner, Naudeau & Lerner,

2006). 4-H, a national youth development program, taught youth by using the essential elements, a positive youth development framework (United States Department of Agriculture 4-H National Headquarters [USDA 4-H], 2011). The essential elements were divided into four different categories: belonging, mastery, independence and generosity (Jones & Meyer, 2015). The essential elements were critical to ensure that positive youth development had an opportunity to take place (USDA 4-H, 2011). The Five C's provided another positive youth development framework used in 4-H programs focused on the youth's strengths, rather than their weaknesses. The Five C's were "competence, confidence, character, caring and connection" (Arnold & Silliman, 2017, p.8). According to Bowers, Boyd, Geldhof, Lerner, Lerner, Mueller, Napolitano and Schmid (2013), when all Five of the C's were present, individuals developed the 6th C, contribution. Bowers, et al. (2013) revealed evidence the Five C's were beneficial in developing youth in a healthy and positive way.

In 2007, Boleman and McCormick introduced a new theory to implement into 4-H and positive youth development programs. The Positive Psychology Theory (PST) was initially developed by Martin Seligman and changed the focus of work in psychology. In 2000, Csikszentmihalyi and Seligman stated, "the aim of positive psychology is to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities" (p.5). From positive psychology, Seligman developed a new theoretical framework called the PERMA theory "positive emotions, engagement, positive relationships, meaning and accomplishment" (Adler, Kern, Waters & White, 2015, p.262).

For the 15% of Americans who lived in rural areas (CDC, 2017) there had been a lack of services, which included mental health services (McPherson, 2016). Specifically, youth who lived in rural areas needed more support to allow them to overcome the absence of services in their communities. It was concluded that positive youth development programs, such as 4-H provided life skills that assisted youth throughout their life (Boyd, Briers, & Herring, 1992). While there was limited evidence that interconnected life skills and coping skills, it has been established that the use of coping skills benefited youth and allowed them to establish an overall well-being (Frydenberg & Lewis 2009), which was also the aim of positive youth development programs such as 4-H (Bowers et al., 2013). The 4-H program assisted youth in the creation of well-being through the use of the essential element and Five C's frameworks (USDA 4-H, 2011; Bowers et al., 2013). Furthermore, the PERMA theory that was introduced to 4-H by Boleman and McCormick conveyed that program needed to focus on the development of positive qualities (Csikszentmihalyi & Seligman, 2000).

Statement of the Problem

4-H was a prevalent youth development program in Montana. The 2017 population of Montana was 1,050,493 (United States Department of Agriculture [USDA], 2018). Of the population 680,900 residents, or 65% lived in rural areas of the state. Research on 4-H as an organization (Anderson, Bruce, Flowers & Jones, 2015) revealed youth who enrolled in the program developed life skills through their participation in: educational projects, club meetings and local, regional, state and national events. Boyd,

Briers & Herring (1992) noted life skills and coping skill share a correlation. To date, there had been little supporting evidence for the claim. Thus, the question addressed in this study was:

In what significant ways do planned 4-H experiences impact 4-H members coping skills?

In order to answer this question, the following specific objectives were developed:

1. What coping skills were gained by senior 4-H members through 4-H experiences?
2. How did youth feel about their 4-H experiences as they happened? As they reflect on the post experiences, did they feel differently?
3. How did parents/guardians of youth see coping skills developing in the 4-H members?

Definition of Terms

For the purpose and context of this research, the following terms were used:

Coping Skills: The cognitive and behavioral strategies that help reduce physical and emotional stressors (Nazer-Bloom, 2005).

4-H Experience: Any experience within a 4-H based activity, positive or negative, that can lead to the 4-H members learning something (Dworkin & Larson, 2007).

4-H Member: Any youth actively enrolled in a 4-H program.

Positive Youth Development: A development method applied within youth programs (Bowers et al., 2011) that build desired characteristics in the participants of the said program (Gillham, Reivich & Shatte, 2002).

Limitations

Limitations for this study were:

1. For continuity of programming experiences and access to 4-H members and parents/guardians, the study was limited to the state of Montana.
2. There was a limited population of 4-H members in the state who meet the pre-determined conditions of the study (senior 4-H members ages 14-18, enrolled in the program during the current 4-H year and during the previous 5 years).
3. Due to the geographic size of the state, there was limited access to all Montana 4-H members who met the requirements for the sample population.
4. The in-depth interviews were conducted at Montana 4-H Congress; not all eligible 4-H members attended this event.

Assumptions

The assumptions of this study were:

1. Participants responded honestly about their 4-H experiences and development of coping skills.
2. The data collection tools were an effective tool in measuring the development of coping skills.
3. 4-H youth recognize they gained knowledge and skills from both positive and negative experiences through the program.
4. Adults recognize that youth gained knowledge and skills from both positive and negative experiences through the program.

Significance of Study

Implications

1. A better understanding of coping skills development and application has the potential to impact strategic planning and programmatic components for the youth involved as well as the adult volunteer and Extension professionals working with those youth participants.
2. Examination of the youth development efforts identified by respondents as being most beneficial toward building coping skills and promoting positive mental health has implications for assisting Extension professionals and volunteers to better tailor experiences for not only rural youth, but other youth, even beyond the 4-H organization.
3. Asking youth participants and parents/guardians to reflect on 4-H experiences past the emotion of the experience has potential for gaining insight towards developing post experience debriefing strategies for adult volunteers and Extension professionals, especially when the experience was initially perceived as negative or challenging.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The literature review for this study focused on six concepts significant and directly related to this study. These concepts included: rural sociology of mental health, coping skills, positive youth development, the Five C's and the essential elements and the PERMA theory.

Rural Sociology of Mental Health

Americans who have lived in rural areas have struggled to obtain suitable healthcare, including access to mental health services. Some of the impediments included "insufficient access to multidisciplinary clinicians, crisis services, mental health and general medical clinics, hospitals and innovative medicines and therapies" (Battaglia, Epstein, & Roberts, 1999, p.497). For the 15% of Americans who lived in rural areas it meant facing large differences in health care access which included mental health care more than their urban counterparts (CDC, 2017). Further, children who lived with mental, behavioral or developmental disorders (MBDD) in rural America were not always getting the care they needed. According to the CDC (2018) children ages two to eight, 18.6 % who lived in a rural area were diagnosed with MBDD, compared to 15.2% for children who lived in urban areas. In recognition of this disparity, the CDC recommended that families identify additional support in their home and community. Such support included

programs that supported the caregiver of the child, as well as provided the child with more opportunities to learn, play and be social (CDC, 2017). Opportunities for youth to build and develop social and emotional skills provided a better base for overall well-being (Eacott & Frydenberg, 2009). McPherson (2016) suggested it was important to incorporate preventative measures for youth related to mental health. He stated that "addressing individual, cultural and environmental factors that affect mental health in an effort to not just treat mental illnesses and provide triage, but to also prevent mental illnesses" (p. 3).

The rate of suicide must also be examined in the study of rural mental health. Cukrowicz and Hirsch (2014) stated, "death by suicide, as well as suicidal behavior, including ideation and attempts, often occurs at greater rates in rural then urban areas" (p.65). Battaglia, Epstein, & Roberts (1999) suggested a higher rate of rural suicides may be due to lack of resources in rural areas. Additionally, these researchers revealed rural suicide rates were related to geographic isolation, agricultural factors, sociocultural influences, psychological factors, physical issues and the environment. In conducting research on youth who lived in rural America Cukrowicz & Hirsch (2014) found that when youth felt supported by their family and community, they were more likely to ask for help when faced with suicide ideation.

Coping Skills

Coping was defined as "a set of cognitive and affective responses used by an individual to deal with problems encountered in everyday life" (Frydenberg & Lewis,

2009, p.745). Coping was the individuals attempt to "restore the balance or remove the turbulence for the individual" (Frydenberg & Lewis, 2012, p.1). Coping, a convoluted process based on a variety of elements that changed, included the individual, the environment and the stressor the individual faced. Coping was considered vital to the human process (Furham, McNaughton-Cassill, & Straud, 2015). It was important to note that coping included both successful and non-successful ways to deal with stress (Frydenberg, 2014). Coping skills included mental or physical tools or strategies that helped one deal with stressors (Nazer-Bloom, 2005). Coping skills or strategies have been divided into three different styles: productive coping, non-productive coping and reference to others (Eacott & Frydenberg, 2009). Productive coping "encompasses problem solving while attempting to remain physically active and socially connected" (Frydenberg & Lewis, 2012, p.1) and included seven skills: "focus on solving the problem, physical recreation, seek relaxing diversions, invest in close friends, seek to belong, work hard and achieve, and focus on the positive" (Bugalski, Cotta, Frydenberg, Lewis, Luscombe-Smith, McCarthy & Poole, 2004, p.121). Non-productive coping "indicates the use of avoidance strategies generally associated with an inability to cope with stressors" (Frydenberg & Lewis, 2012, p.1) and included seven skills: "worry, wishful thinking, not cope, ignore the problem, tension reduction, keep to self and self-blame" (Bugalski et al., 2004, p.121). Reference to others was described as turning to others for help and support. Others could be peers, professionals or spiritual beings and included fours skills: "seek social support, seek spiritual support, seek professional help and social action" (Bugalski et al., 2004, p.121).

Stress was defined as “the body’s reaction to outside pressures manifested by mental and physical arousal, increased blood pressure, and muscle tension which can fatigue body systems to the point of malfunction and disease” (Dusek, Everly & Girdano, 2013, p. 409). Stress was a part of life (Nazer-Bloom, 2005). Stress came in the form of stressors. Stressors were “any condition or event that causes a stress response. Stressors can be physical, emotional, intellectual, social, economic or spiritual. A stressor may be real or imagined; however, the response to the stressor is always real” (Dusek, Everly & Girdano, 2013, p. 1). Researchers found that stress could begin in life as early as in utero (Nazer-Bloom, 2005). Therefore, it was significant to a person’s overall health and well-being to develop a coping system that aided in positive stress management (Dusek, Everly & Girdano, 2013). Nazer-Bloom (2005) stated a coping system involved learned skills to help an individual cope more efficiently with stress.

Children and adolescents have faced stress in a variety of ways. Youth have faced stressors within their family and peer relationships, death of loved ones, academic burdens and social pressures (Bugalski et al., 2004). Although coping strategies varied by age due to neurological development in youth, (Frydenberg, 2014) children at a young age, needed to learn coping skills to better their mental health for the future (Deans, Frydenberg, & Liang, 2017). If youth used non-productive coping skills, they were at risk to develop or contribute to existing psychosocial problems that included “poor academic performance, conduct problems, anxiety, depression, suicide, eating disorders and violence” (Bugalski et al., 2004, p.118). Eacott and Frydenberg (2009) suggested that, there were signs that youth ages 14-16, struggled with coping in healthy ways compared

to other ages. During the mid-teen period, youth faced many changes with social interactions as well as physical and cognitive changes. These changes compounded stress and pressure for youth. Also, during this time, youth tended to participate in higher risk activities or developed risky behaviors. Nazer-Bloom (2005) revealed that when youth selected higher risk activities, their level of stress rose.

A study conducted in rural Australia with grade ten students provided evidence that a coping skills program, taught within the school setting to the entire population of grade 10, enhanced the coping skills of students who were at high risk for depression and reduced the student's use of non-productive coping skills (Eacott & Frydenberg, 2009). Another study conducted by Erica Frydenberg and Ramon Lewis (2009) with students in grades seven, eight and nine in Melbourne, Australia, provided evidence that students who had an increased level of stress and therefore, were at risk for decreased well-being, needed help to identify and apply productive coping skills. Programs that taught coping skills should educate youth about the implications of using non-productive coping skills and should provide them with productive coping strategies to reduce the use of negative strategies, which provided youth with a better sense of well-being (Frydenberg & Lewis, 2009).

Positive Youth Development

"Positive youth development (PYD) programs focused on building or promoting positive qualities in children and focus on children's development in a social context, including family, school and/or community" (Gillham, Reivich & Shatte, 2002, p.3).

PYD was a developmental science that intended to understand, clarify, implement and ensure positive changes in an individual throughout their life (Bowers et al., 2011). Researchers concluded that all youth have strengths and when those strengths were paired with resources, PYD took place (Alberts et al., 2006). Gillham, Reivich and Shatte (2002) stated, "The growing field of positive youth development demonstrates that a range of societal problems may be prevented by interventions that focus on developing children's strengths and competencies in a social context" (p.8). PYD organizations had similar goals that aided youth in learning and practicing skills that prepared them to be successful adults (Culen, Jordan, Maass, Place & Wilken, 2006). PYD is the base of the 4-H program today (Culen, Jordan, Maass, Place & Wilken, 2006).

Five C's and Essential Elements

Across the nation and the world, 4-H has made impacts on the lives of youth. A study conducted by researchers at Tufts University revealed 4-H has a positive impact on youth (Duncan, Fuhrman, Johnson & Ryles, 2016). According to a 2011 report for the USDA "4-H promotes positive youth development by giving youth opportunities to get involved and develop to their full potential" (p.1). The 4-H program implemented two frameworks that aid in PYD: the Five C's and the essential elements (Bowers, et al., 2011).

When the theory of the Five C's was implemented in programs such as 4-H, positive development of youth took place (Arnold, Ashton, Meinhold & Skubinna, 2007). The Five C's model proposed the youth development programs that incorporated

"meaningful leadership opportunities, positive and sustained relationships and activities that build critical life skills lead to five key developmental outcomes: caring, character, connection, confidence and competence" (Arnold & Silliman, 2017, p.8). When the Five C's were present, the sixth C of contribution (to self, family, community and civil society) became evident (Alberts et al., 2006). When youth programs focused on the development of the Five C's plus contribution, youth had a significantly stronger tendency to become successful and contributing members of society (Bowers et al., 2011).

The essential elements framework for PYD was proposed to 4-H by Cathann Kress, a former national 4-H program leader (Arnold & Silliman, 2017). The essential elements aided youth in preparation for their future and focused on social, physical, and emotional well-being that were imperative for positive youth development to take place (USDA, 2011). The four main element concepts were belonging, mastery, independence and generosity (Arnold & Silliman, 2017). Each of the four concepts linked with the elements. In total, there were eight individual elements. Under belonging the elements included: positive relationship with a caring adult, an inclusive environment and a safe environment. Under mastery the elements included: engagement in learning and opportunity for mastery. In the independence concept the elements included: opportunity to see oneself as an active participant in the future and the opportunity for self-determination. The elements within the generosity concept were the opportunity to value and practice service for others (Jones & Meyer, 2015). Even though the essential

elements have been branded by 4-H, it has been suggested they are applicable for all youth development programs (Arnold & Silliman, 2017).

Table 1. *Four Key Concepts of the Essential Elements with their linking elements (Jones & Meyer, 2015).*

BELONGING Positive Relationship with a Caring Adult An Inclusive Environment A Safe Environment	**MASTERY** Engagement in Learning Opportunity for Mastery
INDEPENDENCE Opportunity to see oneself as an Active Participant in the Future Opportunity for Self-Determination	**GENEROSITY** Opportunity to Value and Practice Service for Others

PERMA Theory

Psychologist Martin Seligman developed the idea and concept of positive psychology (Boleman & McCormick, 2007). Seligman's original work that introduced positive psychology was *Authentic Happiness* and was based on the choice's individuals made for themselves (Seligman, 2011). Three pillars framed this area of psychology. The first pillar was that all people have "unique talents, abilities and assets" (Boleman & McCormick, 2007, p.1). This pillar acknowledged that all people had talents, abilities and assets that could be evaluated and improved upon. If an individual built upon their talents, abilities and assets they were better prepared to deal with stressful situations they encountered. The second pillar was the "broaden-and-build principle" (Boleman & McCormick, 2007, p.2) which focused on the understanding that being and thinking positively helped people be more creative and flexible in life. The third pillar supported the belief that positive feelings were able to repair the negative physical consequences of

negative feelings. This pillar underscored that when a person experienced something positive, those positive feelings reduced the effects of negative feelings (Boleman & McCormick, 2007). Seligman continued to work on his theory of positive psychology; and found that his original ideas needed to be further developed. Initially, Seligman reported the theme of positive psychology was happiness and the standard for measuring happiness was life satisfaction. In 2011, he updated the theory to note "the topic positive psychology is well-being, and the gold standard for measuring well-being is flourishing, and that the goal of positive psychology is to increase flourishing" (Seligman, 2011, p.13). Flourishing was defined as "a dynamic optimal state of psychosocial functioning that arises from functioning well across multiple psychosocial domains" (Butler & Kern, 2016, p.2).

Seligman's updated theoretical framework, was named the PERMA theory based on the acronym created by the five elements: "positive emotions (P), engagement (E), positive relationships (R), meaning (M) and accomplishment (A)" (Seligman, 2011, p16-20). Each of the elements met the requirements set forth by Seligman to be an element. The three requirements were: "1. it contributes to well-being, 2. many people pursue it for its own sake, not merely to get any of the other elements, 3. It is defined and measured independently of the other elements (exclusivity)" (Seligman, 2011, p. 16).

The first element in the PERMA theory was positive emotion. Seligman referred to this element as the pleasant life (2011). Emotions could be positive or negative, individuals could experience both positive and negative emotions at the same time (Butler & Kern, 2016). It has been stated that positive emotions and good feelings were

what influenced many individuals' decisions. Individuals chose to partake in activities that made them feel good. Positive emotions provided optimism and gave individuals hope for the future; positive emotions could also positively impact work performance, relationships and physical health (Ágota Kun, Balogh, & Krasz, 2016).

Engagement was the second element in the theory. This element was based on the state of flow (Seligman, 2011). Flow was defined as "an extreme level of psychological engagement that involves intense concentration, absorption and focus" (Butler & Kern, 2016, p.3). When an individual partook in recreation, hobbies or work they truly enjoyed and cared about they entered the state of flow and became totally immersed in the present moment (Ágota Kun, Balogh, & Krasz, 2016).

The next element was positive relationships. Seligman (2011) chose relationships as an element of well-being based on his thought that "other people are the best antidote to the downs of life and the single most reliable up" (p.20). Connections with others were essential to life (Butler & Kern, 2016) and met the need of an individual's desire for both physical and emotional connections with others (Ágota Kun, Balogh, & Krasz, 2016). Positive relationships with others increased well-being by a reduced depression rate, physical health and healthy behaviors and lowered mortality risk (Butler & Kern, 2016).

Meaning, the fourth element, was "belonging to and serving something that you believe is bigger than the self" (Seligman, 2011, p.17). Meaning offered individuals a chance to feel that their life was valuable, meaningful and that they mattered (Butler & Kern, 2016). When individuals used their strengths for others and accomplished goals that were significant, they received a sense of purpose (Ágota Kun, Balogh, & Krasz,

2016). According to Butler & Kern (2016), individuals who had a sense of meaning were associated with decreased mortality risk and increased physical health and life satisfaction.

The last element was accomplishment. Accomplishment was living a "productive and meaningful life" (Ágota Kun, Balogh, & Krasz, 2016, p.57). Individuals whom embodied this element extended effort towards goal achievement, mastered skills and had self-efficacy (Butler & Kern, 2016). Seligman (2011) believed that individuals often sought-after accomplishment, even though it did not bring any additional positive emotions, meaning or positive relationships to their life. In order for a person to achieve well-being, they must had felt a sense of accomplishment or achievement as they looked retrospectively on their life (Ágota Kun, Balogh, & Krasz, 2016).

Each of the five elements contributed to an individual's well-being. Well-being was defined as "a combination of feeling good as well as actually having meaning, good relationships and accomplishment" (Seligman, 2011, p.25). Butler and Kern (2016) reported evidence that showed well-being along with "life satisfaction, optimism, happiness and other positive constructs" (p.1) decreased divorce rates, improved educational and work-related achievement, enhanced personal relationships and improved physical health. If an individual chose to pursue these elements, they would have an overall better well-being (Seligman, 2011).

Adler, Kern, Waters & White (2015) stated that schools should also focus on well-being and should use a positive education approach, "positive education introduces and normalizes self-inquiry and self-management of one's mental health from a young

age, which may lead to long-term benefits as youth move into adulthood" (p.262). The team conducted a study with male Australian students aged 13 to 18 and used the PERMA model that measured the student's well-being through positive education. The research team found in this exploratory study that use of the PERMA model through positive education was applicable and promoted well-being in students (Adler et al., 2015). Boleman and McCormick (2007) suggested that use of positive psychology in Extension programs such as 4-H could help enhance an individual's ability to live a content and satisfied life.

Development of coping skills is one-way youth could build resilience. When youth were resilient, they were overall less stressed, had better performance in school and their psychosocial development was appropriate for their age. Researchers have concluded that 15 to 40% of Australian adolescents could benefit from education that focused both on academics and coping skills to build resiliency in the youth (Bugalski et al., 2004). In the 1990's more focus was put on PYD programs, this focus was brought on by more of an interest in strengths of youth, the plasticity of development in humans and the idea of building resilience in youth (Bowers et al., 2011). PYD programs not only focused on building resilient youth but the programs aided youth in the development of additional life skills that allowed them to manage daily life and prepared them for the future (Boyd, Briers & Herring, 1992). Established PYD programs such as 4-H had frameworks that guided education and development processes, the two frameworks that rose to the top over the years were the essential elements and the Five C's. When both frameworks were utilized in PYD programs youth developed in positive ways that

reduced at risk behavior (Arnold & Silliman, 2017) and provided youth with an overall better well-being (USDA, 2011). A common goal shared between PYD programs and the positive psychology movement was "the promotion of strengths and competencies" (Gillham, Reivich & Shatte, 2002, p.7) in all humans including youth. Furthermore, the PERMA theory, rooted in positive psychology was designed to increase positive outcomes in life and the ability to align with schools and other youth programs to increase well-being in youth (Adler, Kern, Waters & White, 2015). The 4-H program strived to provide learning opportunities that focused on the social, physical and emotional well-being of youth and provided youth with positive experiences in life (USDA, 2011).

With the disparity of suitable healthcare, which included mental health care (Battaglia, Epstein, & Roberts, 1999) and a higher rate of suicide in rural areas (Cukrowicz & Hirsch, 2014) there has been a call for preventative measures which provided youth with opportunities to learn, play and be social, as well as gain support from their community (CDC, 2017; Cukrowicz & Hirsch, 2014). One preventative measure was the intentional education of coping skills for youth (Frydenberg & Lewis, 2009). Coping systems have been noted as vital tools which aid in a person's overall health and well-being (Dusek, Everly & Girdano, 2013). PYD programs such as 4-H focused on positive changes for youth (Gillham, Reivich & Shatte, 2002) through the use of frameworks such as the Five C's and Essential Elements that paid attention to the well-being of youth (USDA, 2011). Martin Seligman's concept of positive psychology was developed into the PERMA theory (Seligman, 2011). This theory has similar concepts to

those of PYD programs such as positive relationships, the ability to be engaged in daily life, the capability to set and achieve goals, all which aided a person in the development of an overall well-being (Seligman, 2011). This qualitative study focused on youth who were enrolled in the Montana 4-H program and sought to find in what ways 4-H effected the development of coping skill or lack thereof. The definition of coping provided by Erica Frydenberg was used as a theoretical framework using a grounded theory approach.

CHAPTER THREE

METHODOLOGY AND RESEARCH DESIGN

4-H was a prevalent youth development program in Montana. The 2017 population of Montana was 1,050,493 (United States Department of Agriculture [USDA], 2018). Of the population 680,900 residents, or 65% lived in rural areas of the state. Research on 4-H as an organization (Anderson, Bruce, Flowers & Jones, 2015) revealed youth who enrolled in the program developed life skills through their participation in: educational projects, club meetings and local, regional, state and national events. Boyd, Briers & Herring (1992) noted life skills and coping skill share a correlation. To date, there had been little supporting evidence for the claim. Thus, the question addressed in this study was:

In what significant ways do planned 4-H experiences impact 4-H members coping skills?

In order to answer this question, the following specific objectives were developed:

1. What coping skills were gained by senior 4-H members through 4-H experiences?
2. How did youth feel about their 4-H experiences as they happened? As they reflect on the post experiences, did they feel differently?
3. How did parents/guardians of youth see coping skills developing in the 4-H members?

Research Design

Measurement of coping skills developed from engagement in the 4-H program was a complex process due to numerous variables that effected the development of

coping skills in youth. When youth engaged in the 4-H program, they naturally developed life skills (Boyd, Briers & Herring, 1922) and this study sought to find what influence 4-H had on the development of natural coping skills or lack thereof. Therefore, the study was best suited for a qualitative study. Qualitative studies have been used to comprehend "a given research problem or topic from the perspective of the local population it involves" (Guest, Mack, MacQueen, Namey & Woodsong, 2005, p.1). Qualitative studies have provided testimony from a set population based on their experiences which proved as a benefit to investigate the development of coping skills in 4-H youth (Guest et al., 2005).

This study used Grounded Theory methodology which allowed for the theory to develop from the data and information collected through the research procedures (Harris, 2014). The use of this methodology allowed the theory to be developed and was "grounded in data systematically gathered and analyzed" (Saladana, 2011, p.6). Grounded Theory was applicable to areas of research where research had not yet been conducted or where there were major lapses in research (Harris, 2014). The Grounded Theory approach was selected for this study due to the lack of evidence which supported that 4-H developed coping skills for youth.

The theoretical framework for this study was the PERMA theory from Dr. Martin Seligman and the operational definition was Erica Frydenberg's definition of coping, which included three different categories: productive, non-productive and reference to others and the 18 individual skills listed under the three categories. This framework provided direction for the coding of the data.

Variables

Variables of this study included: age of the 4-H member, county of residence, extent of rurality, level of engagement in the program and the presence or absence of a relationship with a caring adult. The age of the 4-H member was addressed through the sampling process. The county of residence was noted during the interview process. For this study the extent of rurality was a variable, however, Montana as a state had a rural population rate of 65%, therefore the state is considered mainly rural (USDA, 2018). The level of engagement was addressed by asking specific questions during both the youth and adult interviews that provided data to determine engagement in the program. The relationship with a caring adult or absence of the same was addressed by specific questions during the youth interviews.

Subject Selection

Population

The population of this study were Montana 4-H members and adults who attended Montana 4-H Pre-Congress and Montana 4-H Congress in July of 2019. The youth population frame was 4-H members that were 14 to 18 years old and who had been enrolled in an active 4-H program. The members were also enrolled in an active 4-H program for five years. The adult population frame was enrolled 4-H volunteer leaders in an active 4-H program or Montana Extension staff over the age of 18. Youth and adult participants who fit within the population frame parameters voluntarily agreed to

participate in the study by returning signed assent and consent forms before attending the 4-H event.

Sampling Procedure

Due to a large population size a sample of the population was selected for this study (Guest, Mack, MacQueen, Namey & Woodsong, 2005). The sampling procedure that best fit this study was a convenience sampling procedure (Sedgwick, 2013). Convenience sampling allowed for parameters of a sample to set and permitted accessibility to those who met the parameters. Youth participants were ages 14 to 18 as they were most likely to be able to clearly communicate about their 4-H experiences in detail and their perception of the development of their coping skills. It was also important to have youth that had been enrolled in the 4-H program for a substantial period of time to evaluate many years of development, thus the requirement for current enrollment and enrollment of five years was included. Youth who met the requirements and were interested in the study were asked to participate.

Adult participants were over the age of 18 and currently enrolled as a volunteer leader in a Montana 4-H program or employed as Montana State University Extension staff that had a 4-H appointment. The adults were enrolled as volunteers of the 4-H program or employed for five years or more to provide a substantial period of time to observe the development of coping skills in youth. The adult's relationship with the youth was either that of a parent, 4-H leader or Extension Agent. A parent, leader or Extension Agent would have ample opportunity to interact with the youth and observe their

development of coping skills. An adult who showed interest and met the requirements were asked to participate.

Methods and Procedures

Procedures

Recruitment of participants was done electronically. After the registration deadline for Montana Pre Congress and Montana 4-H Congress, email addresses were provided to the primary investigator for all youth and adults who registered. The Montana 4-H Center for Youth Development director granted permission and access to the email addresses. A recruitment email that detailed the research project was sent to all registrants. The email also included the adult consent form and the youth assent and consent form in a pdf format. The youth and adults willing to participate signed the pdf document electronically and emailed the form back to the investigator. The email was sent to 65 youth who met the sample parameters. In total eight youth returned the assent and consent form and participated in the study. They were sent an email that outlined when and where their interview would take place. The email was sent to 55 adults who met the sample parameters. In total ten adults returned the consent form. The adults who returned the consent received an email that explained when and where the interview would take place. In total nine adults were interviewed due to a schedule conflict for one participant.

Data Collection

Data collection took place in July of 2019 at Montana State University during Montana 4-H Pre-Congress and Montana 4-H Congress. Montana 4-H Pre-Congress took place two days prior to Montana 4-H Congress. The two days provided 4-H ambassadors, teen leaders and general 4-H members ages 13 to 18 the opportunity to work with 4-H staff and adult volunteers to make the final preparations for Montana 4-H Congress. Montana 4-H Congress was a four-day event for 4-H youth 13 to 18 years in age to compete in statewide contests and participate in leadership activities and for adult chaperones to learn and network. The method of interviews was selected based on the fact that Grounded Theory predominantly uses interviews for data collection (Saldana, 2011).

All youth participants interviewed with the primary investigator and completed in-depth interviews which were conducted in a private room where only the investigator and participant were present unless the participant requested another individual to be present. All interviews were scheduled to last 45 minutes. The recorded time of the interviews varied from 13 to 40 minutes. The interviews were structured, all questions were typed out prior to the interview and all participants were asked the same questions. The youth interviews were audio recorded and transcribed by the Otter app via a smart phone. The investigator also took field notes.

The youth interviews were designed as structured in-depth interviews. All participants were first asked non-evasive questions to build rapport between the participant and the investigator. Each participant was then asked the same ten in-depth

open-ended questions. If the participant did not wish to answer a question, that specific question was skipped, and the investigator moved to the next question. To develop the interview questions the primary investigator reviewed the PERMA-Profiler provided by Butler and Kern in 2016. The profiler was developed to measure well-being in individuals. The primary investigator then reviewed the three coping categories and 18 individual skills provided by Eacott and Frydenberg in 2009. The questions were then developed to answer one or more of the research objectives.

Table 2.
Youth Interview Questions

	Youth Interview Questions	**Research Objective**
Non-Evasive Questions	• How long have you been in 4-H? • What club are you in? • Who is/are your 4-H leaders? • What projects are you currently enrolled in? Have you taken other projects in the past? What are your favorite projects? • Please tell me about your busiest month as a 4-H member. • Please tell me about your least busy month as a 4-H member.	
Question 1	Can you please tell me in general about your experience in 4-H?	Objective 1
Question 2	Can you please tell me about your best 4-H experience? How did you feel as that experience was happening? Do you feel different about the experience now? What did you learn from the experience?	Objective 1 Objective 2
Question 3	Can you please tell me about your most challenging 4-H experience? How did you feel as that 4-H	Objective 1 Objective 2

	experience was happening? Do you feel different about the experience now? How did you deal with the challenge? What did you learn from this experience?	
Question 4	How would you define life skills? How would you define a coping skill? How are they different? How are they similar?	Objective 1
Question 5	When you encounter a difficult situation or problem, what do you do?	Objective 1
Question 6	When you are faced with a difficult decision to make, what is your decision-making process? What are some of the things that you do to help you make a decision? When/where did you learn those things?	Objective 1
Question 7	Do you feel 4-H has provided you with skills that help you during difficult times in your life? If so when/where did you learn those skills?	Objective 1
Question 8	When you are having a bad day, are there things that you do to make yourself feel better? What are those things? When/where did you learn those things?	Objective 1
Question 9	Does how you feel about both good and challenging experiences in life differ from the moment the experience takes place and your reflection of the experience? Please explain.	Objective 2
Question 10	Can you please tell me one important thing you have learned from your 4-H experiences that help you deal with difficult people? Now can you please tell me one important thing you have learned through 4-H to help you deal with difficult decisions?	Objective 1 Objective 2

All adult participants interviewed with the primary investigator in a structured focus group interview. The focus group method was selected to provide a wide-ranging review of the significance 4-H has on the development of coping skills and to gather a variety of information in a short time span (Guest, Mack, MacQueen, Namey & Woodsong, 2005). The focus group was scheduled to last 60 minutes and the recorded time was 50 minutes. The adult interviews were audio recorded and transcribed by the Otter app via a smart phone. A video recording was also taken to aid in gathering of data. The investigator and an additional helper also took field notes.

The adult interviews were designed as a structured interview with a focus group. The adult participants were first asked non-evasive questions to build rapport between the participants and the investigator. The participants were then asked ten in-depth open-ended questions that were different then the youth questions. If any participant did not wish to answer a question, they did not answer and rejoined the conversation once the next question was asked. To develop the interview questions the primary investigator reviewed the PERMA-Profiler provided by Butler and Kern in 2016. The profiler was developed to measure well-being in individuals. The primary investigator then reviewed the three coping categories and 18 individual skills provided by Eacott and Frydenberg in 2009. The questions were then developed to answer one or more of the research objectives.

Table 3.
Adult Interview Questions

	Adult Interview Questions	**Research Objectives**
Non-Evasive Questions	• How long has your child/youth been in 4-H? • Are there others in your family involved in the 4-H program? If so who? • What 4-H activities or events does your family participate in? • What is your involvement in 4-H?	
Question 1	Can you please tell me about your child's/youth's experience in 4-H in general?	Objective1 Objective 3
Question 2	What do you think are the most important skills that your youth has learned through their involvement in 4-H?	Objective 1 Objective 3
Question 3	What do you think was your youth's best 4-H experience? How do you think that experience made them feel? Do you think they feel different about the experience now? What do you think they learned from this experience?	Objective 1 Objective 2 Objective 3
Question 4	What do you think was your youth's most challenging 4-H experience? How do you think that experience made them feel? Do you think they feel different about the experience now? From your observation how did they handle this challenge? What do you think they learned from this experience?	Objective 1 Objective 2 Objective3
Question 5	From your observations, when they experience a difficult situation, what is their initial response?	Objective 1 Objective 3
Question 6	When they are faced with a difficult choice, what skills/tools have you	Objective 1

	observed them using to help them make their decision? When and where would you say they gained those skills/tools?	Objective 3
Question 7	How does your child/youth deal with bad days? From your observation do they use any specific coping skills? If so, when and where would you say they gained those skills?	Objective 1 Objective 3
Question 8	Some people believe 4-H provides youth with skills that help them during difficult times, why do you think they believe this?	Objective 1 Objective 3
Question 9	Some people believe that as youth reflect on past experiences they feel differently about the experience in reflection, then they do when the experience took place, why do you think they believe this?	Objective 2 Objective 3
Question 10	From your observation are there opportunities within the 4-H program to educate youth about coping skills?	Objective 3

Data were confidential. Participants were assigned a code number which was used on field notes and interview transcripts. A list of participant names, identifying information and code numbers were only available to the investigator and were kept in a separate location from the data. All handwritten field notes from each interview were placed in a large envelope labeled with only the code number. Once the interviews were completed the primary investigator processed the field notes in chronological order (Saldana, 2011) and removed all personal identifiers from the field notes. The recordings were downloaded to the investigator's computer, which could only be accessed with a password. The recordings were also transcribed into a document. Each transcribed

document was also saved under the code number on the investigator's computer. The investigator then shared data with one graduate committee member to help with the coding process. All hard copy data was stored separately from electronic data in a locked file cabinet. At the end of the research project all data was destroyed or erased.

Data Analysis

Grounded Theory research used a constant comparative method to analyze data that was collected. This method dictated that the primary researcher move back and forth between data collection and analysis of data. The movement from data collection to data analysis was defined as an iteration. According to Cohen and Crabtree (2006) Grounded Theory research often was comprised of numerous iterations. The data analysis for this project started as soon as possible after the first interview. The primary investigator expanded the field notes immediately. The expansion of field notes provided a well-documented process to develop the theory (Harris, 2014). An iteration took place after the interview and expansion of notes. The next step in the data analysis process was to put all information into an electronic format and remove personal identifiers. All field notes were processed into a document. Transcription of all recorded interviews took place and the transcriptions were saved on the investigator's computer. Once all the data was in a document, coding of the data began.

This study used three types of coding; open coding, axial coding and selective coding (Cohen & Crabtree, 2006). Open coding, the first coding process, was used to group similar sets of data together and developed the initial categories for the coding

process. The categories for this study were predetermined by Eacott and Frydenberg (2009) and were the three categories of coping: productive coping, non-productive coping and reference to others. For the duration of open coding the primary investigator went line by line through the interview transcripts and coded each response as productive coping, non-productive coping or reference to others to match the operational definition of coding provided by Eacott and Frydenberg (2009). Then the investigator used a selective approach to examine the relationship between the large categories of productive coping, non-productive coping and reference to others (Harris, 2014). The investigator also took detailed notes of the process and developed the master code list for the study. The next coding process, axial coding, was used to group similar categories together to match the predetermined 18 themes provided by Eacott and Frydenberg in 2009 (Cohen & Crabtree, 2006). Axial coding required the investigator to return to the data and continue the process of constant comparison between the large categories of productive coping, non-productive coping and reference to others and the 18 themes provided by Frydenberg (Harris, 2014). The investigator took detailed notes during this process to document the methods used and the progress of the study. The last coding process used was the selective coding process. Selective coding was the process of consolidation and integration of categories and themes to provide a rationale for the development of the theory for the study (Cohen & Crabtree, 2006). The coding process allowed for the investigator to understand the core concept of the data that was presented through the interviews. The investigator shared the transcripts and notes with one graduate committee member, coder B, so that they could also go through the coding processes. Coder B

randomly selected ten percent of the data to code. After the coding process the investigator and coder B met via the phone to ensure the coding was consistent.

Validity and Reliability

To ensure the creditability of this study a variety of processes were implemented. The first process that was implemented was a rigorous review of related literature of prior research. This review provided critical and peer reviewed information to the entire research process (Saldana, 2011). It was critical for the primary investigator to utilize flexibility and acknowledge that they had personal biases about the 4-H program. To address these biases the graduate committee members, as experts in their field, edited the research document through all stages of the process to ensure biases had not influenced the process. One graduate committee member was utilized in the coding process and data analysis process to which guaranteed that data was not skewed or influenced by personal beliefs.

Triangulation was applied throughout the research project. A variety of data was gathered, both youth and adults were interviewed, which provided different perspectives on the development of coping skills of 4-H youth. In addition to youth and adult interviews the sample population was comprised of 4-H members and adults from different geographic areas within the state of Montana which provided different 4-H experiences and perspectives. Triangulation was also used in the coding process of this study. In addition to the primary investigator one graduate committee member also coded the data which allowed for data triangulation and presented an inclusive set of findings.

Consistency in the interviews provided creditability to this study. The interviews were structured, and the same ten questions were asked to each youth participant. The adult focus group also utilized a structured set of questions. The interview process of both youth and adults was conducted with the use of an interview guide to record data (Leedy & Ormrod, 2016).

To ensure reliability of this research project constant data comparison by the investigator and one graduate committee member took place by defining codes during the open coding process. Data comparison was done through the coding process (Saldana, 2011). To guarantee the validity of this project the appropriateness of data collection was addressed. The interview questions, both youth and adult, were coded and met the research objectives which confirmed the appropriate questions were asked. In depth and focus group interviews were selected for their appropriateness. In depth interviews with youth provided a safe location to talk about personal experiences. Focus groups were suitable to interview adults as they were talking in general about their observations of the development of youth's coping skills.

Budget

Costs for this study were travel, interview supplies, postage and other miscellaneous costs. Due to the main investigator's employment with Montana State University Extension and presence at Montana 4-H Congress, most travel costs were covered through career responsibilities. The interview supplies were limited to a ream of paper, ink for a printer, envelopes and writing utensils, which was already on hand. To

record the interviews an app which was free to download was used. As additional phone was borrowed to video record the focus group.

CHAPTER FOUR

RESULTS

The data analysis leading to results was based on the study's specific objectives:

1. What coping skills were gained by senior 4-H members through 4-H experiences?
2. How did youth feel about their 4-H experiences as they happened? As they reflect on the post experiences, did they feel differently?
3. How did parents/guardians of youth see coping skills developing in the 4-H members?

Analysis Methods

Upon the completion of the data collection, the primary investigator created two Excel coding documents. One was created for the youth participants responses and one for the adult participants responses. In each of the Excel documents a sheet was created for each interview question and participant responses were generalized and recorded. The youth Excel sheets were organized by interview question and then by each youth participants response to that interview question, each response was noted by using the individuals code number. The adult Excel sheets were organized by interview question and then by the natural flow of the focus group conversation.

Through the coding process the primary investigator went through the transcriptions of each interview and the focus group line by line and generalized the participants responses. In open coding the primary investigator coded the generalized responses into categories by productive coping, non-productive coping, reference to

others (Eacott & Frydenberg, 2009) and other. Some participants responses fit within more than one category and were noted during the open coding process. In axial coding each participants response was then coded into 18 themes provided by Eacott and Frydenberg (2009). During axial coding some participants responses were coded into more than one category. The last coding process was selective coding where the primary investigator analyzed the coded data thus providing the basis for the theory of the study.

One graduate committee member randomly selected one youth interview to independently code to assess reliability and consistency in coding. After coding, the two met via telephone to discuss coding. All discrepancies were resolved and there was 100% agreement on the codes.

Youth Results

In total eight youth were interviewed for this study. Three participants were age 18, two participants were age 17, two participants were age 16 and one participant was age 15. Two youth participants were male and six were female. Some of the youth responses were coded into more than one category giving 925 codes for all responses. Out of the 925 responses 615 (66%) of them were coded as productive coping, 99 (11%) responses were coded as non-productive coping, 113 (12%) responses were coded as reference to others and 98 (11%) were coded as other as shown in table 4.

Table 4.
Youth Responses by Category

Coding Category	Definition of Category	Percentage of Responses
Productive Coping	"Strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected" (Eacott & Frydenberg, 2009, p.340).	66%
Non-Productive Coping	"Strategies that are largely negative and avoid the problem" (Eacott & Frydenberg, 2009, p.340).	11%
Reference to Others	"Strategies in which people turn to others for help" (Eacott & Frydenberg, 2009, p.340).	12%
Other	Any participants response that didn't fit within the specified categories or themes. Examples: yes, no, don't know, 4-H events ect.	11%

Productive Coping

The definition of productive coping included seven individual skills that the primary investigator used as themes for coding. The seven skills included: focus on solving the problem, physical recreation, seek relaxing diversions, invest in close friends, seek to belong, work hard and achieve and focus on the positive. These seven skills were identified and defined by Eacott and Frydenberg in 2009. A table of these skills and their definitions can be found in the appendix. Out of the three coping categories productive coping was the most reported by the Montana 4-H youth who were interviewed.

The top coping skill used, based on youth participants responses was focus on solving the problem with 207 responses coded as that theme. When asked about a difficult situation or problem one participant stated:

> I look, maybe at both options. Think about option one. How is it going to affect me? How is it going to affect the people around me? and compare it with option two. I mean, they are hard decisions, but it comes down to what are your priorities? What are your morals? Like, what is important to you? What is the weight of each one on your life? Or day or whatever type of decision you're making?

Another participant responded:

> If it's something that's going to regard or involve, I don't want to say the livelihood but for lack of a better term but the livelihood of another person, I try to put myself in their shoes and try to see what exactly they're going through. What may have led them to make a decision what may have led them to do a matter of things and then based upon that, and then also based on my personal core beliefs about what is good and bad in the world. I will go from there.

The second most recorded theme under the productive coping category was focus on the positive with 178 responses. One participant shared:

> With challenging experiences when I'm in the moment, I'm not very thankful for those experiences and I'm wishing it wasn't happening but, a lot of times those challenging experiences helped me grow as a person and they helped me become

better and so when I look back on them, then I'm thankful that I went through that.

When asked about the skills that 4-H provides one participant responded:

Or like when you, you think you do a really good job in something like a presentation for like a speech to your speech and demo day, or like even a show at the fair, and you don't place as good as you thought you're going to, and you kind of have to struggle and sometimes people struggle with the disappointment, or, you know, they try to take it in stride and I think that's kind of something that 4-H teaches you is that you don't necessarily have to be sad that you lost because you don't have to win to win something. Because sometimes when you lose you're winning the skills to address it later and learn what you need to fix, and how you can do better and just to be the best you that you can be for yourself and everybody else.

Another participant responded:

Well, you can use coping skills throughout your life like, I know me, especially since we're on the topic of 4-H and fair. Shipping day is hard for me. It's hard. It's hard for everybody who shows a market animal. I've learned to cope with that, as you remember all the hard work that you put into get to this point and so really, you want to get to that point, which it's sad, because you're losing something like you're kind of sacrificing something in a way. But you've also gained that experience, you completed your project, like you're putting back something into the community into the economy, like it's just how the world goes. So, I use that

> to cope with like, I'm doing something greater with this than just, you know, losing something. I worked hard on all that hard work. It's not lost. Like, it's still benefiting somebody.

With 115 responses coded, work hard and achieve was the third most reported coping skill under the productive coping category. When asked about their 4-H experience in general one participant stated:

> And I just remember being surprised at how much work it took, how much work I had to put in to those three lambs and I remember learning so much about, you know, dedication, having to be completely dedicated to your project, because you took on that responsibility. And even at a young age, I learned that that was so important.

The coping skills invest in close friends had 43 coded responses. One participant stated:

> Some of the friends you meet (in 4-H) become more than friends. You take care of them; they take care of you and when worse comes to worse, not myself, but somebody else is weighing on their life, you're prepared to deal with it. 4-H kind of taught me how to deal with it.

The coping skill seek to belong (35 responses coded) and seek relaxing diversions (34 responses coded) all ranked very similar in total responses coded. One response coded as seek to belong was "I learned that even coming from different places, and being totally different people, people can come together and find a genuine connection". Another participant stated:

> As I got older, when I stepped into, you know, more leadership positions like, county Ambassador as I am right now, going to things like fall training and these leadership trainings and Congress, even public speaking, became a lot easier for me, and being able to cope with so many different people around me.

One response coded as seek relaxing diversions was "read a book or listen to music or wash my steer" when the participant was asked about what things they did to make themselves feel better when they were having a bad day. Another participant said, "I like to be outside" and "work on a 4-H project". The least recorded coping skill was physical recreation with only three responses, one participant responded that they "go to the gym or go for a walk" when they are having a bad day.

Non-Productive Coping

The definition of non-productive coping included seven skills that the primary investigator used as themes for coding. These skills included: worry, wishful thinking, not cope, ignore the problem, tension reduction, keep to self and self-blame. Eacott and Frydenberg identified and defined these seven skills as non-productive coping in 2009, a table of these skills can be found in the appendix. Of the three categories of coping, non-productive coping was the least reported style of coping. Although it was the least reported category, the theme of worry was in the total top five skills reported with 71 coded responses. When asked about a challenging 4-H experience one participant shared:

> And I try to get these kids (teen 4-H camp counselors) to at least make them (4-H campers) participate and then if that doesn't work, I'll go and talk to them. But most of them don't seem interested in breaking that shell, they seem more

> interested in socializing themselves, which is kind of rough to say. Because I wish that people cared as much as I did about like anxiety and all these, like, awkward moments that campers have that they (teen 4-H camp counselors) just can't help you. So, it's real, it's a real struggle to break that awkwardness alone, you do really need somebody to help you out.

Keep to self, had 11 coded responses. One participant stated, “I don’t really like sharing my personal issues a whole lot”. Not cope had seven coded responses. One participant responded “I don’t really deal with my personal situations very well. I’m more of like, somebody that likes to help other people more, and so my personal issues, I just kind of put them to the side” when asked about encountering a difficult situation or problem. Self-blame had six coded responses. One participant stated “there were times I wanted to give up. I wondered why I took this project, because I’m so busy with other things. It really stretched my mental and physical capability”. Wishful thinking and ignore the problem both with two coded responses. The last theme, tension reduction, had zero coded responses.

Reference to Others

The reference to others category included four skills identified and defined by Eacott and Frydenberg (2009). The skills included: seek social support, seek spiritual support, seek professional help and social action. The primary investigator used these four skills as themes. Reference to others was the second most reported style of coping. Of the four skills in this category seek social support was the most reported theme with 83 coded responses. When one participant was asked about a challenge in 4-H they

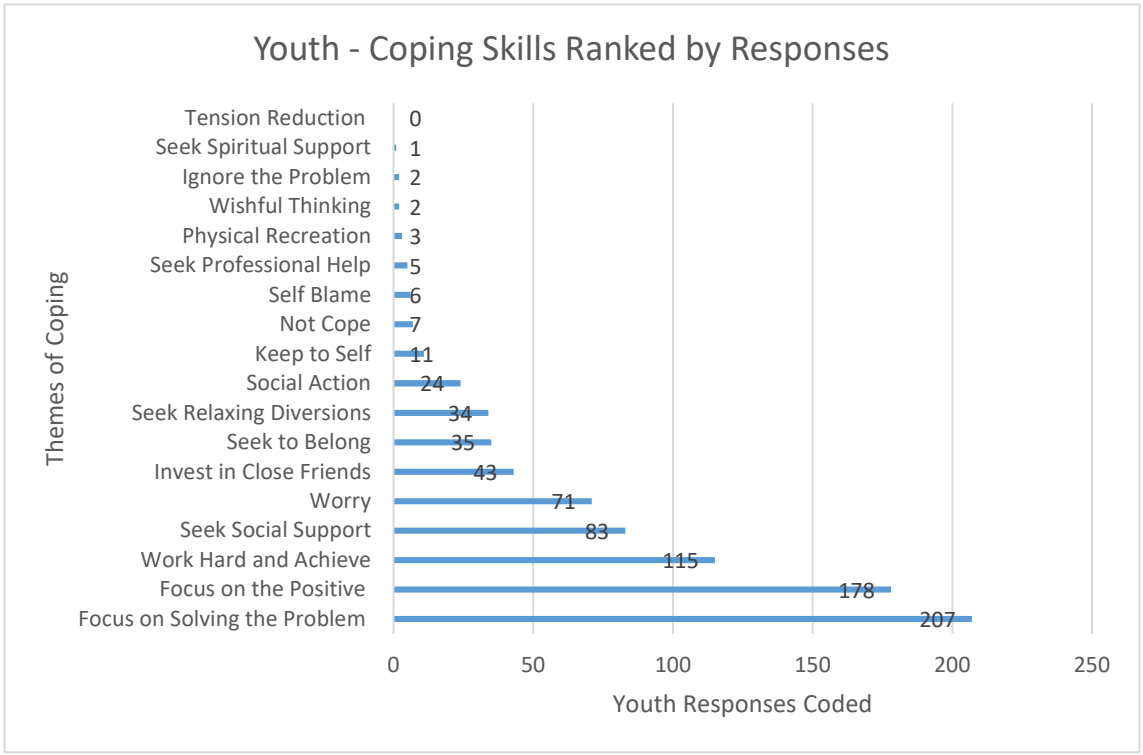
responded “I had other 4-H leaders actually from different places that were really helping to build me back up. And, like that was so cool to see them do that and help me in that way”. Another participant responded, “One of my best friends is actually my extension agent’s daughter and so I mean, that that's how I met her was through 4-H and so we've always been talking about everything ever since we were little” when asked about how they handle bad days. The second coping skills with the most recorded responses was social action with 24 coded responses. One participant is quoted in saying “to meet kids that are just like you trying to achieve the same goal and discussing, networking about how they're striving to achieve those goals” when talking about their best 4-H experience. Another participant stated “I learned that we need more leaders and that 4-H is a program that’s trying to create that. If we’re all working together, it’s something we can accomplish” when asked the same question. The coping skill seek professional support had five coded responses. Participants that mentioned this included law enforcement, local veterinarians and their extension agents as those they turned to for professional help. The least recorded theme in the reference to other category was seek spiritual support with only one response.

Other

The other category was needed in the coding process to code responses that did not fit under one of the categories or themes. Some of the youth participants responses that were coded under other referred to specific 4-H events such as “Interstate Exchange Program”, “Congress” and “4-H Camp”. The other category also included statements that explained the situation that participants were describing and included responses like

"moved to Georgia for five months", "there's been lots of circumstances" and "NILE heifer program". Another example of responses coded under other were simple answers such as "yes", "definitely", "sometimes" and "a little bit". There were also responses coded as other that directly related to the research questions but did not fit under a category or theme such as: "I think that coping skills probably are life skills, because you need to be able to deal with the stress and pressures that come along with things", "I think life skills are more in the realm of tackling new things. And coping skills are more in the realm of like, helping you deal with other things" and "I think coping is a really good life skill".

Table 5.
Youth Coping Skills Ranked by Response



Adult Results

In total nine adults were interviewed for this study. One participant was male and eight were female. Four were Extension staff and five were 4-H leaders or parents. As with the youth responses, some of the adult responses were coded into more than one category giving 414 codes for all adult responses. Out of the 414 responses 239 (58%) were coded as productive coping, 21 (5%) were coded as non-productive coping, 80 (19%) were coded as reference to others and 74 (18%) were coded as other as shown in table 6.

Table 6.
Adult Responses by Category

Coding Category	Definition of Category	Percentage of Responses
Productive Coping	"Strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected" (Eacott & Frydenberg, 2009, p.340).	58%
Non-Productive Coping	"Strategies that are largely negative and avoid the problem" (Eacott & Frydenberg, 2009, p.340).	5%
Reference to Others	"Strategies in which people turn to others for help" (Eacott & Frydenberg, 2009, p.340).	19%
Other	Any participants response that didn't fit within the specified categories or themes. Examples: yes, no, don't know, 4-H events ect.	18%

Productive Coping

The Montana 4-H leaders, parents and Extension Staff that were interviewed reported that they see Montana 4-H youth using productive coping over non-productive coping and reference to others to cope. The adults interviewed shared that they experienced Montana 4-H youth using the skill focus on the positive more than other themes in the productive coping category with 81 coded responses. When asked about youth's challenges in 4-H one participant shared:

> So you know, I nominated my kids for a swine award one year and the pigs did not make weight for the fair and what I wrote in that application was, they learned more from them not gaining like they should have than they ever did and they're supposed to, but they don't give up. You know and so I think that sometimes, except for the disappointments of the hardship, they realize that, you know, life goes on.

Another adult participant shared:

> I always encourage youth I'm working with to not worry about failures, because you learn more from your failures than you do your successes. If all you've ever done is succeed, you're not prepared for when you do fail. But if you accept a failure, take learning lesson out of it, and then apply that next time, they tend to come out better, better leaders, better people. And so, I have no reservation about giving them encouragement on something I know that's gonna fail, without telling them how to do it, or why and what can try problem solving, figure that out.

Directly following that statement another participant shared:

> And it's like they say, you only fail if you stop trying, it's not a failure, even if you didn't achieve your goal or, you know, have success or whatever. But if you stop trying, then that's the end. But if you keep trying, I think 4-H offers a lot of opportunities to keep growing.

The adults interviewed also experience Montana 4-H youth using the skill focus on solving the problem (with 64 coded responses). One adult participant reported. “You know, I've seen kids work things out that they didn't even go, you know, not that they were major, but they didn't go talk to an adult or anything”. When the participants were asked about youth dealing with bad days one stated:

> I’ve noticed the processing portion of what they're processing through that day a lot of them, get it out, and they don't internalize it to the point where they blow up. So, they don't keep it held in you know, keep all of the bad day held in until it explodes, they actually process it better and like, communicate it more, and don't just internalize it to the point of explosion.

Following that statement another participant shared “Well, because going back to 4-H I agree, is because our kids are taught when they join 4-H to learn to communicate”.

Adult participants also viewed youth using the skills work hard and achieve with 43 coded responses. One participant stated “coming to a meeting as a six year or nine year old and being able to look up or stand up and talk and maturing in to and having confidence and taking on leadership roles and being an officer” in response to what they observed as a youth’s experience in 4-H is. When asked about important skills that they

see youth learning through their 4-H involvement, one participant responded: “follow through” and “the ability to tend to see something through to the end”.

Invest in close friends had 30 coded responses as observed by the adult participants. One participant stated: “my girls have made really good friendships with kids from all over the state and have really connected with people”. Following that another participant shared “those relationships carry on through a lifetime. You make friends in 4-H that you have things in common”. One participant shared about her 4-H after school program and stated, “I see that as we go through the year, and they’re bonded as a group that they help each other through those bad days”.

The coping skill seek to belong had 21 coded responses. One participant shared: At 4-H dances everybody’s dancing and everybody has fun, and everybody’s included, and they pull people in and they love all the different kinds of music and nobody gets shamed for being silly and things like that. Whereas, I think it’s a lot different at a public school or a different type of event.

The adults did not report youth using physical recreation or seek relaxing diversions for coping.

Non-Productive Coping

Non-productive coping was the least reported coping category by adult participants. Of the seven themes under non-productive coping worry, with 16 coded responses was the most reported. When the participants were asked about their observations of youth who are experiencing a difficult situation the following statements were reported: “From the what I’ve observed is the initial responses is disappointment.

Sadness panic. Panic when it is a show animal", "defeat is what keeps coming to me in that well, of course that stuff happens always happens to me", "My son always gives the exaggerated sigh and then plows ahead", "and then you also have the kids that blow up the first before they take that time to think or withdraw". The other themes that the adult participants reported were not cope with 2 coded responses, ignore the problem with 2 coded responses and keep to self with one coded response. Adult participants did not report youth using wishful thinking, tension reduction or self-blame.

Reference to Others

Of the three categories reported by adult participants, reference to others was the second most reported category. There are four themes under reference to others and the adult participants only reported observing Montana 4-H using one, seek social support with 80 coded responses. When participants were asked about youth facing a difficult decision one participant reported that youth use "peers, more than we want to acknowledge their peers. You know, I always preach, surround yourself with people you want to be like" to help make the decision. The participants also reported:

> In the 4-H environments, it's not so difficult for them to turn to the adult support that they know is there and get that, that assistance or that that guidance, that they are looking for, you may not see that in other school and sports, extracurricular activities

when asked about challenging 4-H experiences for youth. Adult participants did not report youth using seek spiritual support, seek professional help or social action.

Other

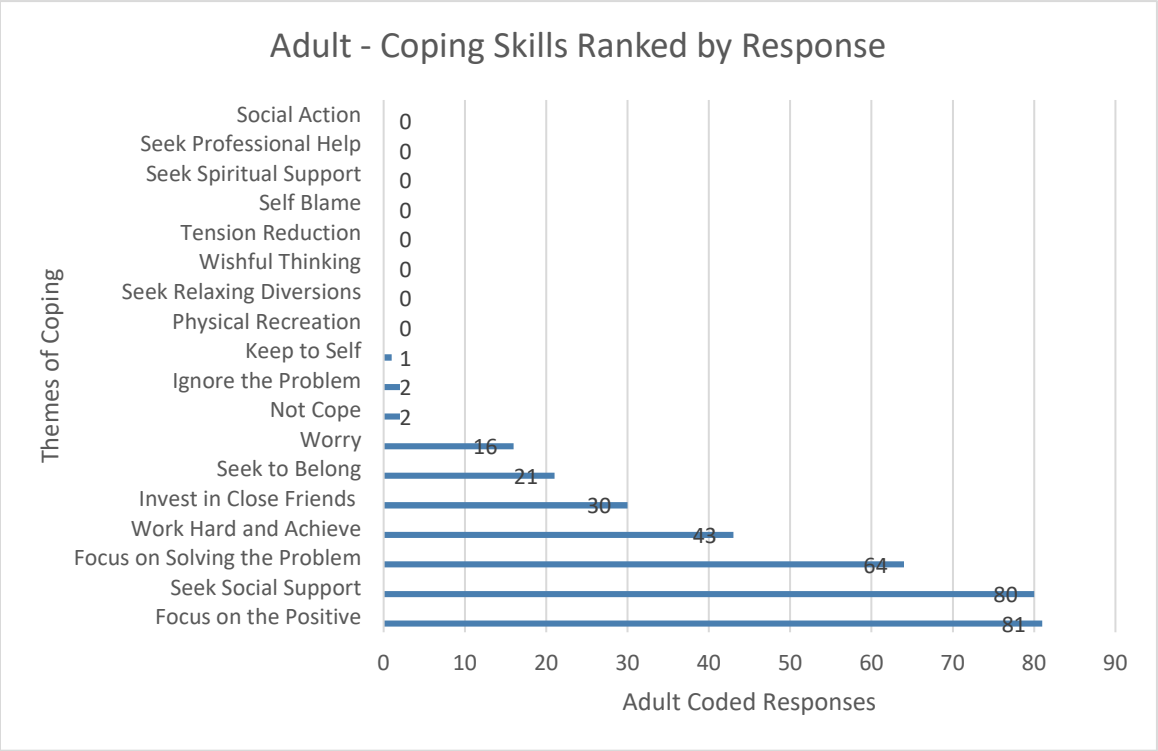
Responses coded under the other category did not fit under any of the themes or categories. Responses about specific 4-H events like “International exchange chaperone” and “Congress”. Adult participants also gave other examples where they have observed 4-H youth such as “basketball camp” or when “my daughter lost her heifer”. They also provided statements that related to the research questions that still did not fit under a category or theme like “I think I cry harder on sale day then my kids do. Like I am super attached to our current pig. He’s really cute. My son’s gonna be like, Okay, See you later”. Another participant responded:

> You can’t necessarily hard teach coping skills, because they are so individualistic, and they are so specific to the particular issue that has to be coped with, you can teach some general things about reflecting on it and studying in different personality types who like, like you say, some have to talk it out, some have to think about it. Some of us just have to break the thing multiple times and put it back together before we can figure out how to cope and that’s okay, that’s a that’s a realistic coping mechanism for some people. Some people use different, different mediums to, to cope and problem solve. And It’s, it’s very difficult in a volunteer leader driven organization, necessarily to train leaders to be competent in that level of teaching coping skills. So sometimes you just have to wait till the opportunity presents itself that that special learning moment, or teaching teachable moment, and, and address it and work with the youth through that and not solve the problem for them, but teach them how to solve a problem.

One participant also stated:

> You can also see coping skills at the shooting sports range competition, you know, it's all on you to do it. Yeah, literally, it's all on the shooter, whether it be a rifle, pistol or archery, and ya know coping with having a bad day.

Table 7.
Adult Coping Skills Ranked by Response



Overall out of the three coping categories, productive coping, non-productive coping and reference to others, both youth and adults reported using and observing productive coping more than the other two categories. The next most reported category by both youth and adults was reference to others and the least reported category for both

youth and adults was non-productive coping. The youth and adults reported similarly about the use and observation of all three categories of coping skills. The youth reported using productive coping skills with 66% of total responses being coded as productive coping. The adults reported observing productive coping skills with 58% of total responses being coded as productive coping. The youth reported using non-productive coping skills with 11% of total responses being coded as non-productive and the adults reported observing non-productive skills with 5% being coded as non-productive. The youth reported using reference to others with 12% of total responses being coded as that category and the adults reported observing reference to others with 19% of total responses.

Youth reported using 17 of the 18 individual coping skills, as the youth did not report using tension reduction. The adults reported only observing 10 of the 18 individual skills. The adults did not report observing physical recreation, seek relaxing diversions, wishful thinking, tension reduction, self-blame, seek spiritual support, seek professional help or social action. When looking at the individual coping skills ranked numerically, by coded responses, the top five skills the youth reported were: focus on solving the problem, focus on the positive, work hard and achieve, seek social support and worry. The top five skills adults reported observing were: focus on the positive, seek social support, focus on solving the problem, work hard and achieve and invest in close friends.

CHAPTER FIVE

CONCLUSIONS

Grounded Theory

This study used Martin Seligman's P.E.R.M.A. theory for the theoretical framework and Eacott and Frydenberg's definitions of coping for the operational definition. Based on the framework, operational definition and results of this study, the primary investigator developed a theory about the impact that 4-H had on 4-H members coping skills. The primary investigator concluded that 4-H had a significantly positive impact on the identification, development and use of beneficial coping skills. Participants, both youth and adult, spoke about the positive impact that 4-H has had on the members ability to cope with difficult decisions, difficult people and bad days. While both youth and adult participants predominantly reported the use of skills that were classified as productive coping, all participants also reported using skills that were classified as non-productive and reference to others.

This project looked to answer the following question and framed the primary investigators development of a theory:

In what significant ways do planned 4-H experiences impact 4-H members coping skills?

From this research the primary investigator concluded based on both youth and adult participants responses 4-H had a positive impact on 4-H members coping skills. When youth were asked about making a difficult decision five of the participants (62%) directly stated that 4-H had provided them with skills that help them make the decision.

When youth were asked if 4-H had provided them skills that helped during difficult times in their life all eight participants (100%) reported that 4-H had provided both the opportunity to learn new skills as well as the opportunity to practice those skills. When youth were asked about bad days and what things they did to make themselves feel better four participants (50%) directly stated that they learned the things they reported through 4-H involvement. Participants reported specific examples of how 4-H impacted their development and use of coping skills. Examples included participating in market livestock projects and dealing with the loss of the animal at the end of the project year. Another example was participating in a 4-H event where you are judged. The members hoped to place well but didn't always. One other example was 4-H project work, members stated that things don't always go as planned and they had to regroup and work through the current problem.

Both youth and adult participants reported using or observing productive coping skills over non-productive or reference to others. However, youth did report using non-productive coping skills, specifically the non-productive skill worry. The top five skills that youth reported included worry. Youth also reported using reference to others and the skills seek social support was included in the top five skills identified. The adult participants also reported that they observed youth using non-productive skills and reference to others. Specifically worry as a non-productive skill and seek social support as a reference to other skill.

In order to answer this question, the following specific objectives were established, investigated and analyzed:

1. What coping skills were gained by senior 4-H members through 4-H experiences? According to this research, the top five coping skills that were gained from 4-H experiences were: focus on solving the problem, focus on the positive, work hard and achieve, seek social support and worry. The three most reported skills were classified as productive coping. Seek social support was classified as reference to others and worry was classified as non-productive coping. Overall, youth reported that they use more skills classified as productive coping than non-productive coping and reference to others. The least reported style of coping was non-productive coping. Therefore, based on this research study, the primary investigator concluded that Montana 4-H members were gaining productive coping skills through their involvement in the 4-H program.

2. How did youth feel about their 4-H experiences as they happened? As they reflect on the post experiences, did they feel differently?

When asked about their best 4-H experience four of the participants (50%) reported that even their best 4-H experience was scary, frustrating, awkward or a mix of emotions, followed by positive feelings in the end. The other four (50%) of the participants reported that their best 4-H experience was great, surreal, amazing, exciting and happy. When reflecting on their best 4-H experience three participants (38%) felt differently about the experience stating that even though it was a personal struggle in the beginning it turned out very positive in the end. The remaining five of the participants (62%) did not feel any differently about the experience, reporting it was overall a positive experience. When asked about their most challenging 4-H experience youth participants reported they were scared, controlled, frustrated, upset or stressed. All youth participants (100%) reported

that upon reflecting on their most challenging 4-H experience they felt different. All youth participants reported achieving new skills, learning an important life lesson, gaining new perspectives and overall feeling like even though it was a challenging experience it turned out positive in the end. Furthermore, when the youth participants were asked about reflection on both good and challenging experiences all youth participants (100%) reported upon reflection they feel different, due to a change in perspective, the value of the experience, personal growth that was gained or the learning of new skills.

3. How did parents/guardians of youth see coping skills developing in the 4-H members?

In this study the adults reported very similar to the youth. The top five skills the adults reported observing were: focus on the positive, seek social support, focus on solving the problem, work hard and achieve and invest in close friends. Out of the top five skills the adults reported observing four were classified as productive coping. Seek social support was the only skill not classified as productive coping and was classified as reference to others. Like the youth, the most reported skills observed was productive coping followed by reference to others. The adults reported significantly lower compared to the youth in observing non-productive coping skills. Therefore, the primary investigator concluded that parents/guardians of youth observed Montana 4-H youth developing and using productive coping more than any other classification of coping styles.

After analyzing the data and producing conclusions the primary investigator developed a theory as it relates to Montana 4-H and the significance the program has on

the development of coping skills. The theory developed was when Montana youth participate in 4-H and well-being is achieved through positive emotions, engagement, positive relationships, meaning and accomplishment through the 4-H program, Montana youth are able to develop and practice beneficial coping skills that aid them throughout their life. Both youth and adults in this study provided evidence that Montana 4-H provides youth the ability to produce and use positive emotions and thinking during their life, especially when facing challenges. Youth and adults both reported that youth are engaged in 4-H club work, service learning, leadership events and project work. Participants provided an abundance of evidence that 4-H provided the capability to establish and participate in positive relationships including: friends, 4-H leaders, Extension professionals and parents. Meaning and accomplishment was also reported by participants as they talked about their journey in the 4-H program. When youth are involved in a program that provides a safe and positive environment youth are more likely to flourish and have an overall better well-being.

Implications

Based on this study's results the primary investigator identified positive implications that improve youth development programs, such as 4-H. Extension professionals should use the results of this study to promote the 4-H program to parents/guardians of potential and current 4-H members. Parents/guardians have been identified as key components of the 4-H program (Duncan, Furham, Johnson & Ryles, 2006) as they are the individuals who keep youth involved in the program. Parents/guardians may be more inclined to enroll their youth in or keep youth engaged in

the 4-H program knowing, based on this study, 4-H has a positive impact on youth's coping skill development. Extension professionals should also share these results with local school systems to encourage support of or the development of in school and after school 4-H programing to supplement current school curriculum. The results need to be shared with current and potential stakeholders to secure financial and community support of local and statewide 4-H programs. The results should also be shared with community health partners such as health departments, medical practitioners, counselors and therapists. When community health partners are aware that there is a program, with trained educational professionals, that allows youth to develop and use beneficial coping skills they can share the program with their clientele.

Due to 4-H youth reporting worry as a top coping skill, the results of this study exposed a need for continued education for Extension professionals, adult volunteers and youth. Training based on mental health wellness and positive education would provide the ability for Extension professionals and adult volunteers to help 4-H members identify, develop and use productive coping skills during difficult and challenging 4-H experiences, as well as, other tough times in their lives. Furthermore, Extension professionals with the help of mental health professionals, should develop a 4-H project curriculum focused on overall mental health wellness that included a portion on the identification, development and use of productive coping skills for 4-H youth. From this curriculum youth gain awareness of all mental health issues and gain understanding on the importance of balanced health and well-being. This research also revealed that Extension professionals should commit to spend time training adult volunteers who enter

the 4-H program, to provide them with effective coping strategies. Adults who participated in this project specifically stated that 4-H youth are much better at coping, than the adults in the program. Therefore, there is an imperative need to include mental health and wellness training in volunteer orientation. Continued education for all youth and adults on the importance of balanced health well-being is imperative, especially in areas that are lacking mental health services.

Limitations and Recommendations for Further Research

There were several limitations to this study that must be acknowledged. The sample size for this study consisted of eight youth and nine adults, a limited sample when compared to Montana state 4-H enrollment numbers for both youth and adults. A larger sample is recommended for further investigation. The in-depth interviews were conducted at a Montana 4-H event only open to youth who are ages 13 and above, therefore not all Montana 4-H youth may attend this event. Additional research is needed to address all Montana 4-H members, regardless of age. Furthermore, youth who attended the Montana 4-H event were engaged in a state leadership event and not all members in Montana 4-H have engaged in these events. Members who are involved in only their local events may report differently, therefore, additional research is needed to investigate this relationship. Another limitation in relation to the sample could have been that there were only two male youth and one male adult participants. Gender may have played a role in how participants responded to interview questions. Further research would benefit from cohesive representation of all genders. Montana was considered a rural state

therefore one limitation of this study is that youth and adults who were enrolled in a more urbanized 4-H program were not participants. Additional research of participants who live in more urban areas is needed. All data was self-reported and was therefore a limitation to this study. In further research it would applicable to look at additional ways to gather data such as observation, participants health records, interviews with those closest to the participants and even brain scans or imaging. The adult participants in the study were all 4-H volunteers or Extension staff, based on their knowledge and understanding of the positive impact 4-H has on youth, their answers to the interview questions may have been biased.

A longitudinal study of 4-H members is recommended to gather long term data as it relates to the development and use of coping skills. The study could be conducted in waves, gathering data from youth at imperative 4-H ages. An example study would gather data from youth before they begin their 4-H tenure. The first wave of gathering information would be conducted after the completion of their first year in the 4-H program. The next wave of gathering information would be conducted after their fourth year of involvement in the 4-H program. The third wave would be conducted after their eighth year of 4-H involvement. The fourth wave would be conducted during their last year as a 4-H member, typically at age 18. The final wave would be conducted two years after graduating out of the 4-H program. An additional study that should be conducted would investigate the differences of 4-H youth and non-4-H youth on the development and use of coping skills. A study that compared the two populations would provide a

more informative look at how 4-H youth may or may not differ in relation to coping skills.

Final Thoughts

This research showed that 4-H involvement is beneficial to youth and has a significant and positive impact on the development and use of beneficial coping skills. Youth development programs like 4-H and those similar provide an opportunity for youth and adults to work together to enhance youth's overall health and well-being. Youth programs that improve youth's health and well-being are essential for the 61 % rural areas in America that are facing challenges accessing adequate health care services. Youth living in rural areas that are lacking health care services need additional support from their community to overcome the absence of services. Youth programs that provide support, like 4-H, that prepare youth for the future can help when local resources are deficient. This research provides insight to the continued need for PYD programs that allow youth to learn effective coping skills and strategies in a structured environment.

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APPENDICES

APPENDIX A:

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE CERTIFICAT

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- Name: Josie Eliason (ID: 6003756)
- Email: jeliason@montana.edu
- Institution Affiliation: Montana State University (ID: 1096)
- Phone: 406-433-1205

- Curriculum Group: Social and Behavioral Research Investigators/ Faculty
- Course Learner Group: Social & Behavioral Research - Basic/Refresher
- Stage: Stage 1 - Basic Course
- Description: Choose this group to satisfy CITI training requirements for investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- Report ID: 21645996
- Completion Date: 05-Jan-2017
- Expiration Date: 05-Jan-2020
- Minimum Passing: 80
- Reported Score*: 98

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Ethical Competence in Research (ID: 15166)	04-Jan-2017	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	05-Jan-2017	3/3 (100%)
Students in Research (ID: 1321)	05-Jan-2017	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	05-Jan-2017	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	05-Jan-2017	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	05-Jan-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	05-Jan-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	05-Jan-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	05-Jan-2017	5/5 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	05-Jan-2017	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k278c45db-1375-415e-8bca-2f5e7508ec99-21645996

CITI Program
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- Name: Josie Eliason (ID: 6003756)
- Email: jeliason@montana.edu
- Institution Affiliation: Montana State University (ID: 1096)
- Phone: 406-433-1206

- Curriculum Group: Social and Behavioral Research Investigators / Faculty
- Course Learner Group: Social & Behavioral Research - Basic/Refresher
- Stage: Stage 1 - Basic Course
- Description: Choose this group to satisfy CITI training requirements for investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- Report ID: 21645996
- Report Date: 05-Jan-2017
- Current Score**: 98

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Students in Research (ID: 1321)	05-Jan-2017	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	05-Jan-2017	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	05-Jan-2017	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	05-Jan-2017	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	05-Jan-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	05-Jan-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	05-Jan-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	05-Jan-2017	5/5 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	05-Jan-2017	4/5 (80%)
Cultural Competence in Research (ID: 15166)	04-Jan-2017	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k2f8c45db-1375-415e-8bca-2f6e7508ec99-21645996

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

APPENDIX B

YOUTH CODING SHEETS

Question 1

Participants were asked: Can you please tell me in general about your experience in 4-H?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.								3. Reference to Others - strategies in which people turn to others for help.						
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other				
Participants Response																								
Good							1																	
Family history of 4-H					1																			
Making new friends/meeting new people				1																				
Leadership skills						1																		
Travel			1																					
Responsibility - with animals						1																		
Learning - such as a career path						1																		
Meeting personal interests			1			1																		
Met new friends				1																				
Enjoyable							1																	
Leadership- importance of leadership						1																		
I'm not the only one					1																			
Hard work/dedication						1																		
Responsibility						1																		
Learned- showmanship/sportsmanship						1																		
Different county experiences - WY vs. MT					1		1																	
Adapt	1																							
Public Speaking						1																		
Cope with different people around me/ people skills					1																			
Getting to know myself							1																	
Learned from older members					1											3								
leadership						1																		
dangerous helper vs. helpful helper							1																	
leaders growing other leaders					1																			
Different people/conversations than at school				1	1																			
Build connections with new people				1																				
Positive							1																	
Shown the positive side of the generation							1																	
Meet new friends				1												3								
take care of friends/they take care of you				1												3								
prepared to deal with difficult situations	1						1																	
Amazing							1																	
Confidence						1																		
Grow into a leader						1																		
New friends				1												3								
People support me				1												3								
People oriented				1	1											3								
Met a lot of people				1																				
Leadership style						1																		
Learned a lot of variuos skills						1																		
Awesome							1																	
Hooked on 4-H							1																	
Help from parents																3								
Learn from both good and bad experiences							1																	
Use what I learned to benefit myself						1																		
Best Experience							1																	

Question 2

Participants were asked: Can you please tell me about your best 4-H experience? How did you feel as that experience was happening? Do you feel different about the experience now? What did you learn from the experience?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.								3. Reference to Others - strategies in which people turn to others for help.			
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Time in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep to Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	other		
Participants Response																					
Interstate exchange program																		4			
Really cool to meet new people				1																	
Learn about how different 4-H is other places																		4			
Excited							1														
scared								2													
nerve racking								2													
learning new things						1															
meeting new people				1																	
yes																		4			
scared first couple of times but now look forward to it							1														
open myself up					1																
be willing to learn					1																
Congress																		4			
made lots of new friends				1																	
people like me with similar interests					1																
great							1														
I wasn't alone in the world anymore					1		1											3			
not really																		4			
we need more leaders	1																	3			
4-H is a program trying to make more leaders							1											3			
If we work together it is something that we can accomplish	1																	3			
First year taking a steer to the fair						1												4			
learned how hard a steer project is							2														
I had to work hard						1															
met many challenges along the way							2														
it was very challenging							2														
champion beef							1														
boosted my confidence							1														
when you work hard you won't go unrewarded	1						1														
before - frustrated										2											
times I wanted to give up										2				2							
questioned my choice to take this project							2							2							
stretched my mental and physical capabilities						1															
during fair- surreal							1														
all the hard work was suddenly worth something							1														
not so much																		4			
I still value it							1														
I feel different about hard work						1															
frustrated before and relieved that I put in all that hard work	1					1															
discipline						1															
responsibility						1															
GRIT							1														
confidence							1														
second year at 4-H camp																		4			
I was shy and nervous and had a shell													2								
Junior Director helped me break my shell															3						
I realized I needed to finish breaking my shell					1																
I couldn't rely on someone else to get me out of my comfort zone	1				1																
it was fun but awkard	1																				
awkward							2														
nerve							2														
it was really hard							2							2							
personal struggle							2						2	2							
I feel like I could have had more help													2								
fighting this battle all alone													2								
I feel like I have done better helping others break their shell	1			1																	
It's fun to see others break their shell				1	1																
Someone helped me, now I help others				1											3						
helping others and being appreciated is fun				1			1								3						
I can be presuasive	1																				
it was easy for me to break another members shell than it was for others to help break mine							1														
attending national congress and other national events																		4			
its an enlightening experience							1														
you get to learn about 4-H across the country																		4			
meet kids just like you who are trying to achieve the same goal					1	1												3			
Discussing and networking																		3			
in shock							1														
truly amazed by what I was experiencing							1														
no																		4			
no																		4			
Fair																		4			
really great fair- won lots of awards							1														
before- I worked hard and was diligent	1					1															
hoping I would do well and that it would work out in the end									2												
during- got excited							1														
felt my stress alleviate							1														
"this is gonna be good"							1														
no																		4			
hard work pays off	1					1															
legislative breakfast																		4			
1am session at the pool			1	1																	
we were so happy to be around each other				1	1										3						
I was surrounded by the most genuinely amazing people				1	1										3						
the best quality of people				1	1										3						
I was with all my closest friends				1	1										3						
no																		4			
I still have the same level of respect for all those people																					
people can be different and still come together and find connection				1	1													3			
feel included everyone is included				1	1																
community service projects																		4			
rewarding for me							1														
benefitting my community and state	1				1													3			
mix of emotions																		4			
excited- helping other-rewarding					1	1												3			
nervous-don't want to mess up or do something wrong							2														
calm							1														
I can learn from this if something goes wrong							1														
I think I do																		4			
really emotional or really upset wether good or bad experience																		4			
relect on it later and realize it wasn't so bad							1														
I can see how it benefitted me							1														
self-empowerment							1														
strenghts and weaknesses							1														
how I can benefit others							1														
confident							1														
trust in other people that I work with					1																

Question 3

Participants were asked: Can you please tell me about your most challenging 4-H experience? How did you feel as that experience was happening? Do you feel different about the experience now? What did you learn from the experience ?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.							2. Non Productive Coping - strategies that are largely negative and avoid the problem.						3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focuse Solving the Problem	Physical Recreation	Seek Meaning	Diversion	Invest in Close Friend	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep to Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other
Participants Response																				
4-H Camp - not enough counselors																			4	
In charge of a cabin by self, some cabin members misbehaved									2					2						
push myself to be the leader and be in charge of campers	1					1														
Had to be a leader more than have fun	1					1														
scared, struggling									2											
Wasn't sure how it was going to turn out									2											
the campers weren't listening to me														2						
in the end it worked out								1												
I gained their trust						1														
Learned how I am as a leader and my strong suits	1							1												
became a friend to gain trust	1				1															
They then knew I wasn't pushing them to do something					1															
I am trying to be their friend as well				1				1												
Who I am as a leader					1		1													
leader who was a dictator and broke kids self esteem									2		2									
Still dealing with issues	1								2					2						
I learned to keep up with things	1						1													
not value people's opinions when I knew they were wrong								1												
it felt controlling									2					2						
it felt abusive									2					2						
It was also making me stronger								1												
It made me stronger								1												
I wouldn't be the person I am today without it								1												
Utilized other 4-H leaders															3					
they helped build me back up															3					
It was cool to see them do that and help in that way															3					
I learned that checks and balances are needed in life	1							1												
with enough people anything can be solved															3			3		
Beef project - second futurity project																			4	
this heifer was so different from my first one																			4	
she had me bullied									2					2						
mental struggle for me									2					2						
I didn't want to work with her											2									
huge challenge for me to overcome my fear of her									2											
frustrated									2											
I didn't want to get hurt, or anyone to get hurt									2		2									
I had confidence because I know I did everything that I could come fair	1					1		1												
and I knew I control her enough so she wouldn't hurt anyone						1		1												
it paid off in the end because I had put in all that extra work								1												
she looked to me as something that was familiar								1												
I do																			4	
looking back I know that the fair was a huge improvement compared to before								1												
I worked hard and overcame struggles						1														
I realize that was good for me								1												
It was a challenging experience but I am glad it happened								1												
Just stuck with it						1														
Just keep going.						1														
persuading other leaders to break kids shells															3			3		
I know most of them haven't suffered anxiety or isolation									2											
they seem more interested in socializing then helping kids break their shells									2											
I wish people cared as much about anxiety as I did									2	2										
it's awkard for campers and they need someone to help them out																			4	
frustrated									2											
gave me a flashback to when I was avoided by junior directors														2						
brought me back to the moment when I needed help									2											
When I saw the junior directors not helping it tore me apart									2											
I made it my goal to help others shine through the darkness	1					1														
convinced other campers to help feel an isolated girl feel welcome															3			3		
at the time I felt like I didn't do much														2						
but when leaving camp I saw this girl smiling - comparision to first day								1												
I didn't know how big my impact was until I saw her smiling						1		1												
I struggled with the same issues									2											
it's satisfying to watch others come out of their shell								1												
most good motivational speakers are relatable																			4	
when you have something relatable the converstation flows					1										3			3		
simple answers to questions until the relatable moment, then more detail																			4	
made communication easier	1																			
Not directly in the program but something that the state officers dealt with																			4	
it invovled a 4-H member weighin on their life									2											
officer team had to come together to decide what to do															3			3		
talked to older 4-H members															3			3		
had to call the members parents then the sheriffs office															3		3	3		
scared									2											
I feel more confident on how to handle those experiences	1							1												
It wasn't the first time I had been involved in that kind of situation	1																			
But the first time I thought someone would act on the idea									2											
We had to secrure legal help																		3		
Not in the moment														2						
afterwards talked to a counselor																		3		
had a reflection with those that had been involved															3					
not outside of dealing with those situations																			4	
Spent more on a pig than usual																			4	
went out to the barn one morning and it was paralyzed									2											
took to the vet																		3		
selenium deficiency																			4	
It was really hard on me									2					2						
nursed it back to health - pump food and water	1					1														
could barely walk the rest of it's life																			4	
hard because I was so excited about this pig									2											
pretty upset									2											
a little stressed out									2											
Looking back it probably helped me and it was okay								1												
It ended up being a good experience								1												
I had to work a little harder with that pig	1					1		1												
but that isn't a bad thing								1												
I turned to my leaders															3					
My extension agent is really great - she really helped me through															3					
great veterinarian - gave great tips - she was diligent with help on this project																		3		
state officer interviews																			4	
very stressful									2											
always had to think about what I was going to say									2											
constantly evaluate questions									2											
going up against friends which was difficult									2											
stressed									2											
yes																			4	
I have a more open outlook, whats meant to be will happen								1												
I can genuinely say that I did my best								1												
I can feel confident in that								1												
I am not stressed anymore								1												
talking to people around me				1											3					
understanding we are all stressed out																		3		
all the people that applied are amazing								1												
no matter what happened, it would be good								1												
how to let things be and be content								1												
try my best and not to stress too much						1		1												
make connections where ever I am because it makes things less stressful								1							3					
working with other people									2						3					
there have been instances where people are hard to work with									2					2						
that can make things complicated									2											
wokring with a team or with a partner									2											

Question 4

Participants were asked: How would you define a life skill? How would you define a coping skill? How are they different? How are they similar?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.								3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other		
Participants Response																						
life skill is something to help you in the future	1																					
public speaking, responsibilty						1																
make a difference						1																
make you a better person in the future							1															
don't know for sure																			4			
something to get you through the current situation	1																					
not necessarily going to help in the future	1																					
life skill is long term																			4			
coping is short term																			4			
life skill is something that you will use forever	1																					
in many aspects	1																					
no matter what career you take	1																					
A skill you use to deal with problems that arise in life	1																					
they are the same you have to use them throughout your life	1																					
coping skill helps you deal with something	1																					
life skills helps you achieve something						1																
something that you take away from an experience							1															
helpful in the future and throughout your life	1																					
use to deal with a challenge or even something easy	1																					
just the way you go about it	1																					
you can use coping skills throughout your life	1																					
Shipping day at fair is hard for me									2													
it's hard for anyone who shows a market animal									2										4			
I've learned to cope with that							1															
you are losing something but you gained that experience							1															
I am putting something into the community and the economy							1															
I am doing something greater, not just losing something							1															
A coping skill would be a life skill																			4			
life is full of challenges all the time																			4			
some life skills aren't considered a coping skill but they are important																			4			
life skill any skill in general that helps future generations	1																					
when little needed a role model to help with my coping skills																3						
being picked on at school									2													
found an abandoned dog																3						
the dog taught me to step up for myself	1																					
she taught me I could prove others wrong, just like she did	1						1															
role models, even a dog can help with cope with negativity and loss	1															3						
she proved she could overcome obstacles in her life = posititvty							1															
depression - she taught me to not get caught up in negativity							1									3						
raising animals is a life skill to me																			4			
prepares you to raise young ones when older	1																					
make sure kids, or dogs are well taken care of	1																					
it goes hand in hand with coping																			4			
coping is a really good life skill																			4			
experience loss with something small like an animal first							1															
if not it can ruin a person when they lose a human being							1															
a life skill is something that will help you no matter what point you are in life	1																					
you learn when you are very young						1																
continue to develop as a teenager and into college						1																
repeatedly build upon it						1																
you don't really think about it, or reflect on it						1																
its always there							1															
always helping	1						1															
a coping skill is something that you are taught to do	1																					
usually right after a high stress situation	1																					
its not something that you are prepared for	1																					
both benefit you																			4			
coping skills take effort																			4			
life skills come naturally																			4			
coping skills are something that you need to pursure for yourself	1					1																
something that helps you become successful in whatever you are doing in life	1																					
something that helps you deal with stress and pressures that come along in life	1					1																
coping skills are life skills																			4			
because you need to be able to deal with stress and pressures in life	1																					
if you aren't able- won't make it far in life or professional world											2											
things you learn at some point and carry with you	1					1																
you don't learn it, use it and forget it	1																					
you carry it with you throughout life and continue to use it	1																					
a coping skill is something that you have under your belt																			4			
you can make sure you have it whenever you need it	1																					
maybe it comforts you	1																					
reassures you	1																					
you know that you have it and can help yourself	1					1																
both things that you learn and keep with you																			4			
life skills more in the realm of tackling new things																			4			
coping skills in the realm of helping you deal with other things																			4			
Life skills in general are something I've learned through my experiences																						
things that you need to have in life	1																					
certain you need of you want to go into a certain field when you go to college	1																					
4-H can guide you on that path																			4			
but at the same you can do another path in case that one doesn't work							1															
you can have the opportunity to learn a different variety of life skills							1															
that you can apply to different things later in life							1															
I think that's kind of like really awesome							1															
you don't always get that in some of the other things you do							1															
They're like life skills but more broken down																			4			
being able to like how you handle something	1																					
or what you do to specifically adress a situation that might be stressful	1																					
those skills can be like, you know, just being able to stay calm	1																					
be able to make other people realize what's going on - need to take a step back	1																					
A coping skill can be making sure you are fixing something that you are doing	1																					
make sure it doesn't happen again so others can cope to	1																					
similar and different																			4			
life skills are a broader vision of coping skills																			4			
coping skills are kinda like broken down more general and specific																			4			
both things you can pick up along the way						1																
coping skills basically for stressful areas or ways to handle something well	1																					
life skills can be applied to having knowledge to animal science thing																			4			
Life skills- I know how to handle this	1																					
you can apply life skills when applying for a job, or giving presentation	1																					

Question 5

Participants were asked: When you encounter a difficult situation or problem, what do you do?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.							2. Non Productive Coping - strategies that are largely negative and avoid the problem.											3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other					
Participants Response																								
depends on the situation																			4					
try to find best solution to help everyone	1						1							3										
show people I can be leader and take control	1					1																		
if personal- set it to the side										2	2													
some who likes to help others	1				1																			
make a list	1																							
think about it, if long enough I can solve it	1																							
ask other leaders in my community														3										
take a step back and evaluate the problem or situation	1																							
think about the best possible way to confront it	1																							
if with a friend- do I need to talk with them or give space	1			1																				
look back at the past	1																							
make sure I have the best mindset - math grades							1																	
listen to music, take dogs for a walk		1	1																					
having a bad mind set may cause things to go worse								2																
Remove myself from the situtation	1																							
take time to think about how to handle it	1																							
high stress - take a couple deep breaths and adress it	1		1																					
professionally as possible	1																							
a lot of the times I go to my parents														3										
if 4-H realted I go to my Extension Agent														3										
look at everyside of the problem	1																							
evaluate in my head what the best course of action is	1																							
Step back to see the bigger picture	1																							
weigh the pros and cons of the situation or decision	1																							
see the best benefit for me and others that it might affect	1			1																				
it can be challenging at times because you worry was it right								2																
if think negative you have to tell yourself you tried your best							1	2																
test of trail and error	1					1																		
in most cases stay focused and confident in yourself	1						1																	

Question 6

Participants were asked: When you are faced with a difficult decision to make, what is your decision making process? What are some of the things that you do to help you make a decision? When/where did you learn those things?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.							2. Non Productive Coping - strategies that are largely negative and avoid the problem.								3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other
Participants Response																			
look at both sides	1																		
pros and cons	1																		
decide what would be the best	1																		
list of pros and cons	1																		
talk with other people and adults that have experience															3				
4-H																		4	
have to make a lot of decisions in 4-H	1					1													
like what project or what animal to buy																		4	
learn to make certain decisions based on specific things	1					1													
understand the pros and cons	1																		
where it is going to take me in life	1																		
is it something that is going to take me closer to where I want to be	1					1													
ask people on either side of the equation															3				
learn what they learned by taking whichever way they took															3				
did they have regrets															3				
learned through 4-H																		4	
trying to decide what I was going to do with my animals	1					1													
through activities like Congress where we have to make decisions	1					1													
step back and look at both options	1																		
How is going to affect me and others	1				1														
compare both options	1																		
what are your priorities, morals, what's important to you	1					1													
my proiorities, what is important to me	1					1													
not what it important to others	1																		
how is it going to affect my life, loved ones, projects	1				1	1													
being around people															3				
4-H and FFA helped with problem solving skills	1																	3	
even coping skills because some situations put me out of my comfort zone	1																	3	
they have taught me, pushed me to be a better person						1	1												
value friendships				1											3				
have people I trust, parents, 4-H leaders give feedback				1											3				
not a good idea to force a conclusion	1																		
your mind is clouded with negative things								2											
adults know somethings and can give feedback - career															3				
I can't do hard decisions by myself															3				
pros and cons - balance	1																		
I might miss something so I rely on adults															3				
learned at 4-H camp																		4	
most people won't think the way that I do	1																		
hard decisions need to be made no matter the outcome	1																		
adults help me out when it comes to stuff like that															3				
I want to make everyone happy, but I want to do whats right	1				1														
If effects another person I try to put myself in their shoes	1				1										3				
See what exactly they are going through					1										3				
what may have led them to make a decision	1														3				
What may have led them to do a matter of things	1														3				
based on my reflection of them and my core beliefs - good and bad in the world	1					1													
I make a decision	1																		
unknowingly reflecting on past decisions that are similar	1																		
learned from my father															3				
list of pros and cons	1																		
go with my gut							1												
sometimes I will seek advice from people															3				
at the end of the day I go with what is best for me	1						1												
my parents helped me learn															3				
through 4-H - animals - pig with selenium deficiency															3			3	
try to see every side	1																		
prioritize and score things in my mind	1																		
what would benefit me the most	1					1													
what would work best	1																		
ask people															3				
discuss things	1														3				
I am an outward processor	1														3				
talk to my mom or best friend				1											3				
it helps me to see different sides as I am talking	1																		
my dad, he understands my way of thinking															3				
he points out the positives and the negatives in a situation	1						1												
pros and cons	1																		
get others peoples input															3				
at club meeting you can take a poll or vote																		3	
find different ways to take the best route	1																		
that is less stressful	1																		
it comes down to being confident in your decision							1												
even if it doesn't go right you did the best that you can							1												
take a break from things			1																
get input from people older than you like 4-H leaders or alumni															3				
NILE heifer program																		4	
lots of challenges and work						1													
trouble getting her bred- that was a tough deicision	1							2											
learn a lot through the NILE heifer program																		4	
connection and teamwork with heifer						1	1												
from there I got more active in leadership roles						1													

Question 7

Participants were asked: Do you feel 4-H has provided you with skills that help you during difficult times in your life? If so when/where did you learn those skills?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.									3. Reference to Others - strategies in which people turn to others for help.				
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other		
Participants Response																						
Yes																				4		
when I was younger, been in 4-H ever since I possibly could																				4		
4-H is all I have ever known																				4		
within the club have to make decisions	1					1																
county activities you make decisions and practice that way of thinking	1					1																
definitely																				4		
record books help with finances						1																
I can see if I am making money or loosing it and that will help me						1																
through my record books						1																
record books days in county where we learn to understand them						1																
yes																				4		
project have taught me to presevere, grit, confidence in myself	1					1	1															
having confidence in others							1															
friends in and out of 4-H				1												3				4		
my worthwhile friendships have been made through 4-H				1												3						
things in common and similar morals				1		1										3						
showing pigs provided confidence						1	1															
mindset							1															
doubt									2													
drives me to prove people wrong						1																
prove myself wrong						1																
boosts my mentality						1																
it feels amazing to prove wrong that have doubted you your whole life						1	1															
4-H has helped me	1																					
rec lab helped with leadership skills						1																
took charge of a workshop						1																
"did I just do that"							1															
others patted my back							1															
I want to say yes																				4		
4-H hasn't provided me with skills, but rather opportunites							1															
oppotunties to enhance skills							1															
people who do or don't support me				1												3						
yes																				4		
become more confident						1	1															
Even when struggling I am confident and I know I can do it						1	1															
I can do whatever is going to be in front of me						1																
confidence comes from public speaking						1	1															
demonstrations counties or clubs																				4		
when little that is scary									2													
but moving past that on to bigger things - it's really helped						1	1															
definetly																				4		
confident in myself						1	1															
knowledge that I am a leader and have leadership skills						1	1															
I know that I can talk to people						1	1									3				4		
variuos things like ettiquette, parli pro - help at a young age																				4		
learned at state 4-H events																3			3			
definitely																				4		
there's been lots of circumstances																				4		
the coping skills we learn	1																					
even struggles in your personal life - 4-H prepares you for that	1					1																
like the loss of a loved one - animal project							1															
think you did really good - but don't place well							1															
sometimes people struggle with disappointment or take it in stride							1		2													
that is what 4-H teaches you you don't have to be sad because you lost							1															
you don't have to win to win something							1															
sometimes when you lost your winning skills							1															
learn what you need to fix	1					1																
how you can do better	1					1																
be the best you can be for yourself and everyone else	1					1																
Sometimes you just got to go and do it						1																
learn skills in certain projects - photography example						1																
teaches stress management, time management,	1					1																
regroup if somethings not working or didn't go as planned	1																					
it makes you put the time and effort into something to get skills out of it	1					1																
4-H teaches how to be persistent and dedicated to something	1					1																

Question 8

Participants were asked: When you are having a bad day, are there things that you do to make yourself feel better? What are those things? When/where did you learn those things?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.									3. Reference to Others - strategies in which people turn to others for help.				
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other			
Participants Response																							
Talk with friends				1												3							
don't like to share my personal issues														2									
talk with others and try to forget												2				3							
learned when young																			4				
met my best friend through 4-H				1												3							
talk about everything				1												3							
read a book			1																				
listen to music			1																				
work with animal			1																				
just doing them relaxed me	1																						
I learned when I am worrried doing something that is relaxing helps	1		1																				
I like to be outside			1																				
ride my horses, I can just think about communication with the horse			1																				
get my mind off things			1																				
talk with friends				1												3							
work on a project			1																				
pray about it																	3						
throughout my life																			4				
there's never been a time that I haven't been around livestock or 4-H																			4				
when I was younger love of horses spurred love for livestock			1																				
more animal friends than human friends			1																				
hang out with my dog			1																				
I remember all she has overcome and my bad day seems like a blessing							1																
I am not trying to fight for survival like she did							1																
failing on simple tasks dosen't faze me anymore							1																
taking care of her makes me feel better			1																				
that helps me cope with stuff because I am focused on her			1																				
makes me feel good to help other people																		3					
yes																			4				
listen to music			1																				
go for a walk		1																					
go to the gym		1																					
talk with friends				1												3							
I just subconsciously realized that those things help	1																						
sometimes I just need to be alone			1																				
work with my animals - walk, work with them or give them a bath			1																				
helps me calm down and destress			1																				
When we moved out of town and animals were right there			1																				
drawn to animals			1																				
listen to music - a band that really makes me happy			1																				
drink coffee			1																				
complain to friends				1												3							
complain to mom																3							
try to get as many hugs as I can				1												3							
put myself in prespective	1																						
It is not the worst day ever just a minor setback							1																
parents, mom																3							
things are what you make it - parents told me							1									3							
wasn't always good at talking with my parents																			4				
tell myself to think more positive							1																
check my mind- things aren't so bad							1																
spend time with animals it's my stress relief			1																				
sometimes it's good to take a day off - when over worked			1																				
learning how to take a step back			1																				
learned pretty recently that being with my animals helped			1																				
jackpots			1																				
need to take one day breaks or short breaks in between			1																				
because of headaches																			4				
if I don't take a break then I am down for the rest of the day			1																				

Question 9

Participants were asked: Does how you feel about both good and challenging experiences in life differ from the moment the experience takes place and your reflection of the experience? Please explain.	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.										3. Reference to Others - strategies in which people turn to others for help.				
Themes	Focus on Solving the Problem	Physical Recreation Seek	Relaxing Diversions	Invest in Close Friends Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help		Social Action	Other	
Participants Response																					
In the moment you are thinking about the whole situation	1																				
reflection	1																				
you may see that you could have done different	1																				
you see a wider prespective	1																				
you may consider more at that point	1																				
you may find you had more options	1																				
Sometimes it does definitely																			4		
I enjoy being with people															3						
but when I look back I wonder if I said the right thing							2														
I get kind of nervous							2														
Other times I look back and see what I had in a moment						1															
everything was going to be ok						1															
but I didn't realize it then						1															
it does differ for me a little, especially in a challenging situation																			4		
while it happens I am frustrated							2														
But if I stick with it and continue to do it even though there is no fun						1															
and upon reflection I realize staying with it is more valuable						1															
giving up is never something I could be proud of	1				1																
yes, definitely																			4		
4-H leaders have doubted my leadership skills							2														
dictator style of leadership							2														
brought me down							2														
after reflection I realized I had everyone involved - proud of work						1															
sometimes someone has to step up for another person	1																				
upset, down, flashback to school							2														
I realized that leader didn't know what she was talking about						1															
yes																			4		
In the moment you are filled with every emotion	1																				
that's why it is important to remove yourself from high stress situations	1																				
afterwards you can rationalize - previuos and afterwards	1																				
yes I definitely think so																			4		
I don't know if really about good experiences - always a good experience						1															
but definitely challenging experiences						1															
In the moment I am not thankful for those experiences						1															
I wish it wasn't happening						1															
but the challenging helped me grow as a person						1															
they helped me become better						1															
when I look back I am thankful I went through that						1															
definitely																			4		
moved to Georgia for 5 months																			4		
this is taking me out of my place							2														
out of my comfort zone							2														
I din't like it and I was really sad							2														
looking back I think how much of an amazing growing experience it was						1															
I got more confident						1															
it was good we had gone despite how difficult and irritated I was						1															
A little bit																			4		
Since I have gone through so much																			4		
If I have a bad experience I know I will reflect on it later and its not nearly as bad						1															
in the past I didn't have that conscience about it							2														
I was more in the moment- nervous, can't believe this is happening- calm myself down							2														
now I can be a little bit more relaxed and that helps things						1															

Question 10

Participants were asked:Can you please tell me one important thing you have learned from your 4-H experience that help you deal with difficult people? Now can you please tell me one important thing you have learned through 4-H to help you deal with difficult decicions?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.							2. Non Productive Coping - strategies that are largely negative and avoid the problem.								3. Reference to Others - strategies in which people turn to others for help.				
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other		
Participants Response																					
speaking ability						1															
communincate with others	1																				
make compromises	1																				
in 4-H you learn how to compromise	1																				
in 4-H you learn how to work with people	1																				
in 4-H you learn how to come up with the best solution	1																				
it doesn't always benefit you the most, but the whole situation							1														
make a list of pros and cons	1																				
if you write it down you can really see the best option	1																				
just thinking can lead to things gettting mixed together	1																				
you need to remember your main goal						1															
I learned that you have to understand they will be difficult	1																				
there is only so much you can do	1					1															
try to be open and kind to them							1														
but don't let them push you over	1																				
make sure they don't take over more than they can	1																				
I learned that knowing and talking to others and what they have decided	1																				
everyone is different							1														
always going to be someone with different opinions, way of thinking, personality							1														
have to accept them for who they are							1														
mind your own business, stay in your lane	1					1															
don't let their negativity affect you							1														
be a good role model for those around you						1															
Prioritizing	1																				
weigh the decision and chose the right answer	1																				
being patient	1																				
camp - needed to take a step back and let them experience it	1																				
it's stressful when you are trying to make everyone happy	1							2													
brothers workshop- sign language was axed by Extension Agent																		4			
don't be aggressive in the moment	1																				
bring it up to the other person	1																				
showing agression disproves my point	1																				
people are more willing to accept your opionion	1																				
give them the time of day	1																				
listen to them, but never ignore them	1																				
you don't have to respond or respond much	1																				
don't leave them in the dark	1																				
We are all in this together - we really are				1											3			3			
example high school musical																			4		
I know people are allowed to have their own opinions							1														
they are allowed to be themselves							1														
so I have learned to accept that and try to understand where they are coming from	1						1														
understand that they may think I am the difficult one	1						1														
if I am understanding and take their advice and opionions then that helps me work with them	1						1														
it's probably going to work out in the end							1														
I may not get there the way I wanted to, if I made the wrong decision, but I'll get there in the end							1														
it's gonna be okay							1														
it might take some time							1														
I can get there and I can come back							1														
there are people I met in 4-H who have shown kindness and patience with everyone							1														
I remember forever I wanted to be like those people						1															
it puts my mind in prespective, I want to be like these people						1															
I need to make sure I am acting in the way that they do towards people	1					1															
so it's changed how I am around everyone						1															
wether they are difficult or not	1						1														
Fall Ambassador Speaker																			4		
told us to own it, stick it out and go for things						1															
that really helped me step out of my comfort zone, stick to things and be confident with my decisions						1	1														
be understanding towards other people	1						1														
it can be really hard							1														
we all have different opinions and views							1														
that's what makes a really beautiful process							1														
I think sometimes we tend to forget that							1														
I know I'll never be perfect						1															
adressing the situation to try to understand people better will help us get things done	1																				
quicker, easer, smoother process	1																				
being able to understand people and knowing where you are in comparison	1						1														
my ability ro gather information that I need to make the decision and analyze it	1																				
not sure that is something others have learned																			4		
being able to analyze and just break things down	1																				
make sure I am doing what is beneficial	1																				
4-H has taught me a process for things to be prepared	1																				
and to make sure that I'll get through it smoothly and everyone else will	1																				

APPENDIX C

ADULT CODING SHEETS

Question 1

Participants were asked: Can you please tell me about your child's/youth's experience in 4-H in general?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.									2. Non Productive Coping - strategies that are largely negative and avoid the problem.										3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support		Seek Professional Help		Social Action	Other	
Participants Response																										
building confidence						1																				
coming to meetings as a 6yr old, then a 9 yr old						1																				
being able to look up or stand up and talk						1																				
maturing into confidence and taking leadership						1																				
being an officer						1																				
be more prepared						1																				
going through highschool have a career objective in mind						1																				
youth have done a lot of different things							1																			
youth seem more well rounded							1																			
youth realize there is more to life in the world than what they know							1																			
more than their small county						1	1																			
4-H kids seem to be more accpeting of one another							1																			
seem to find common bonds other than sports teams				1												3										
sense of responsibility						1																				
life skills						1																				
lots of connections					1											3										
friendships across county lines				1												3										
all the networking they can do down the road					1																					
because they know people in all different counties				1												3										
the ability to make friends and connect with people they don't see every day				1												3										
authentic experiences for youth that some kids might not get							1																			
opportunities for leadership						1																				
professor in college knew kids who had been in 4-H based on public speaking						1																				
made really good friendships and connected with people different then school				1	1											3										
relationships that carry you through a lifetime				1																						
4-H friends have things in common				1	1																					
youth had a no so positive experience on the state foundation board								2																		
adults didn't have the kids backs, that was ugly								2																		

Question 2

Participants were asked: What do you think are the most important skills that your youth has learned through their involvement in 4-H?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.							2. Non Productive Coping - strategies that are largely negative and avoid the problem.										3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help		Social Action	Other	
Participants Response																					
decision making	1																				
responsibilty						1															
time management						1															
leadership						1															
follow through	1					1															
resilience						1															
the ability to see something through to the end	1					1															
accountability						1															
the understanding of the value of things							1														
financial responsbility						1															
time budgeting, makes a big difference						1															
in charge of an activity then cram things together and teach younger members					1	1															
be a camp counselor or take leadership role - not as easy as they assumed						1															
time management with an animal						1															

Question 3

Participants were asked: What do you think was your youth's best 4-H experience? How do you think that experience made them feel? Do you think they feel different about the experience now? What do you think they learned from this experience?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.									2. Non Productive Coping - strategies that are largely negative and avoid the problem.									3. Reference to Others - strategies in which people turn to others for help.						
Although they were asked for positive experiences they gave negative, switched questions Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other
Participants Response																			
kids nominated for a swine award even though pigs didn't make weight for the fair							1												
I wrote in the application that they learned more than they did if the pigs would have made weight							1												
sometimes except for dissappointments of the hardships they realize that life goes on							1												
life goes on and you get through it							1												
having the support of an adult is good enough to do that															3				
suffering some of those disappointments when they're young makes the teenage years not quite so bad							1												
stuff happens, it still comes up, life goes on							1												
I encourage youth that I am working with not to worry about failures						1	1												
your learn more from your failures than you do your successes							1												
if all you've ever done is succeed, you're not prepared for when you do fail						1	1												
if you accept a failure, take learning a lesson out of it, and then apply the next time they tend to come out better						1	1												
better leaders, better people						1	1												
I have no reservation about giving them encouragement on something I know is going to fail						1	1												
without telling them how to do it or why, use problem solving to figure it out						1	1												
you only fail if you stop trying							1												
it's not a failure, even if you don't achieve your goal or have success							1												
if you stop trying that's the end, but if you keep trying							1												
I think 4-H offers a lots of opportunities to keep growing							1												
4-H offers a really safe enviornment to fail in							1												
you have backup and support				1	1										3				
it's ok because your learning - not an end all							1												
safety net															3				
the importance of a caring adult															3				
in many 4-H program we get caught up in the competition and rules															3				
in our county we have an exception to the rule															3				
girl with lame horse - told council - mom was nervous - council oked															3				
we're here because we want the kids to be succesful															3				
rule are important but a caring adult is more important															3				
little kids giving demonstrations- they are afraid to fail								2											
two brothers who gave a demo together - fed off each other got nervous								2							3				
older members walked them through it					1										3				
members look up to older members - watch and learn by watching what they are doing					1		1								3				
seeing how older members react to failure has a big impact on how younger members will handle it					1										3				

Question 4

Participants were asked: What do you think was your youth's most challenging 4-H experience? How do you think that experience made them feel? Do you think they feel different about the experience now? From your observation how did they handle this challenge? What do you think they learned from this experience?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.									2. Non Productive Coping - strategies that are largely negative and avoid the problem.									3. Reference to Others - strategies in which people turn to others for help.						
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other
Participants Response																			
Mini horse project - thought they were cool - knows nothing about them																		4	
only had the horse for four month - won junior championship							1												
loves the horse so much							1												
The fact he was willing to try something that he knew nothing about						1													
another 4-H leader and junior leader that really helped him															3				
they really supported him so he could learn and be ready for the fair															3				
mom texted agent after the fair and told her thank you							1												
son wanted to quit 4-H before the fair - but had an amazing fair - stayed in 4-H							1												
now organizing community service projects on his own						1													
youth in a 4-H program on the autism specturm - didn't like being social, fear of public areas																		4	
He decided to go to Congress																		4	
the beginning was rough								2											
then someone asked him to dance and he was hooked							1								3				
he now comes to the Extension Office and does his own type of internship						1	1												
he planned the 4-H trip his county did						1	1												
he has even spoken at state events						1													
great example of what 4-H can do for somebody - empowerment							1												
International exchange example																		4	
Montana to Norway																		4	
you have applications so you know how they look on paper																		4	
interviews are more telling																		4	
not sure how she was going to react to the international exchange experience																		4	
she got placed as far from the chaperone as you could be								2											
host fmaily spoke ok english																		4	
she was so homesick the first night								2											
funny story about a conversation she has with her hand								2											
realized what she was doing and pulled herself out of her funk	1					1													
she had the most fantastic experience							1												
blossoming - coming out of your shell							1												
becoming comfortable with the unfamiliar and approaching new adventures	1						1												
later became a IPYA - 3 month exchange							1												
she used to have a fear of public speaking - embraced her role and has no problem							1												
just really blossomed into a fantastic adult							1												
that is one thing I really enjoy about international program- see them come out of their shell and what they become							1												
it's just so rewarding							1												

Question 5

Participants were asked: From your observations, when they experience a difficult situation, what is their initial response?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.									2. Non Productive Coping - strategies that are largely negative and avoid the problem.										3. Reference to Others - strategies in which people turn to others for help.			
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other				
Participants Response																							
withdraw										2	2	2											
shutdown										2	2												
stop to think	1																						
I don't have any that are very impulsive	1																						
I think it all depends on what the experience is																		4					
and the enviornment that they are in																		4					
what kids and adults are aroud them to work and support them																		4					
and what the event is																		4					
intital response is disappointment								2															
saddness								2															
panic, especially with a show animal								2															
defeat - that stuff always happens to me								2															
exaggerated sigh and then plows ahead	1							2															
some kids blow up first before they take time to think or withdraw	1							2															
there are kids that just take it in stride - its alright							1																
"its alright, we can do this, its not a big deal"							1																
I think they are the minority - but there are kids that are immediatley positive							1																
they rethink it and have a new set of eyes							1																
I think a lot of it is based on past experiences	1																						
if they have an experience where something bad happens and were able to work through it	1																						
but if something bad happens and they crash and burn								2															
they are going to have a different attitude								2															
in those types of situation in the 4-H enviornment its not difficult for them to turn to the adult for support					1										3								
they know the adult is there and get assistanceor guidance that they are looking for															3								
you may not see that in other school and support extracurricular activities																		4					
I think there is a realization that they have that safety net to turn to before they break down															3								
some do it a little bit faster than others	1																						
but it always seems they know that's there															3								
when they have a true need they can turn to the adults working with them															3								
I had a member call me today, not mom or dad called me															3								
asked what do I do?	1														3								
took 10 minutes walking her through what to do, let's do it, all is ok							1								3								

Question 6

Participants were asked: When they are faced with a difficult choice, what skills/tools have you observed them using to help them make their decision? When and where would you say they gained those skills/tools?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.							3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep to Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other		
Participants Response																						
peers				1												3						
more than we want to acknowledge it, they their peers				1												3						
I always preach surround yourself with people you want to be like				1												3						
sent my son to a basketball camp																			4			
they has kind of an accident																			4			
they were driving the 4 wheeler, an outfit rear ended the 4 wheeler																			4			
he came back and told me if he had not been to that camp and listened to the people he wouldn't have know how to deal with that					1											3						
we don't know what we say, do teach and when its going to have an impact							1									3						
learn from parents																3						
or other adults they surrond themselves with - livestock leaders																3						
the ability to have prespective is really important	1						1															
talk about at our house - the big picture - the whole scheme of your life	1						1															
what's important here - is it more important to do this or this or how to make those decisions	1						1															
when you're 10 years down the road and you look back whats going to mean more the certificate or the friendship	1																					
a lot are right/wrong things there is always the gray area	1																					
even in 4-H	1																					
If I do this, I could maybe do this	1																					
example of putting ivomec on steers with a withdrawl date of 40 days and fair is in 3 weeks	1																					
you could put the ivomec on, but you are always going to know that you did that	1																					
more of an openness to discuss things	1															3						
whether they're discussing it with parents or other leaders																3						
I think these kids are more open for discussion to help face social decisions																3						
these kids are 4-H kids																			4			
they just have so many opportuntities to do things							1															
so many experiences to pull from							1															
so when a difficult decision comes they have more life experience to hopefully make the right choice	1						1															
4-H kids work with teams where they work with each other and they form bonds					1											3						
they trust each other and they turn to each other - their peers					1											3						
I've seen kids work things out but they didn't go talk to an adult or anything					1											3						
they just helped each other through things					1											3						
I think that happens a lot more than we know																			4			
with technology																			4			
they use social media - they use snapchat					1											3						
my son has 5 close friends from different clubs - they use snapchat				1												3						
social media can be good but it can be bad																			4			
teaching our kids to have boundries	1															3						
4th of July there was drinking																			4			
he wasn't drinking but the people he was with were																			4			
I kept asking about it and the first things asked was "are you going to tell"																			4			
I told him that I wouldn't																			4			
developing that trust in our members																3						
so when they do put ivomec on their steer with a 40 day withdrawl they come to us instead of not saying anything																3						
we need to establish that trust																3						

Question 7

Participants were asked: How does your child/youth deal with bad days? From your observation do they use any specific coping skills? If so, when and where would you say they gained those skills?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.							3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive		Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep Self Busy	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other		
Participants Response																						
they handle it a lot better if they're not tired or hangry or any of those extra things																			4			
4-H afterschool they start when they are 5 and you can tell that they are little				1												3						
because they have their pecking order				1												3						
I also see as we go through the year they're bonded as a group				1												3						
they help each other through those bad days				1												3						
their peers				1												3						
"let's get her some grapes"				1																		
giving 4-H credit for that, not so much on our ideals, but the opportunity is there																			4			
maybe they wouldn't at home if" I am having a bad day"																			4			
"I might just smack you and steal your grapes"																						
but the enviornment is empathetic				1			1									3						
My two daughters process differently	1																					
one is an internal processor - she has to think about things	1																					
one of her coping skills it to write things down - even if she throws it away or tears it up	1																					
for her writing helps her to get perspective on what she is dealing with	1																					
My other daughter processes exteranlly	1																					
she has to talk	1																					
for her 4-H has provided friends and people				1												3						
that are outside of the situation because they're in a different county or area				1												3						
so she can process with them																3						
a lot of the times they just listen				1												3						
sometimes they offer advice				1												3						
so it depends on the kids and how they process and how they work through whatever it is	1																					
A lot of them get it out and they don't internalize it to the point where they blow up	1															3						
they don't keep it all held in until it explodes	1																					
they actually process it better	1																					
and comminucate it more	1															3						
going back to 4-H, when kids join they are taught to communicate	1															3						
Substitute teacher at high school - so many kids not in the 4-H program																			4			
things just build up and they have this huge melt down																			4			
I just don't see that with the 4-H kids	1						1															
good at teaching youth - not good at teaching adults																			4			
adults grew up in a different time or weren't in 4-H																			4			
They didn't get those coping skills that these kids are getting																			4			
sometimes kids handle it a lot better than the parents do							1															

Question 8

Participants were asked: Some people believe 4-H provides youth with skills that help them during difficult times, why do you think they believe this?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.								2. Non Productive Coping - strategies that are largely negative and avoid the problem.							3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other
Participants Response																			
because it's true																		4	
you can see it in these kids																		4	
watch these kids																		4	
because you go to a state event with any other kind of kids and its not nearly as good as state 4-H events							1												
you don't see the camaraderie							1												
they sit in little groups and don't co-mingle							1												
it's cutthroat where these kids are taught to help each other					1									3					
go to a dance at a highschool - they are ridiculous																		4	
at 4-H dances everyone dances, has fun and included, they pull people in and encourage them				1	1		1							3					
they love all different kind of music and nobody gets shamed for being silly				1	1		1							3					
I think its a lot different at a public school or different type of event																		4	
4-h offers trainings and resources and promotes healthy realtionships with adult/child relationships	1													3					
wether its parents or not	1													3					
it's a safe enviorment							1												
I think our leaders are trained to notice things																		4	
as the kids get older into leadership programs are trained to notice things and help step in	1													3					
adults get a lot of training on youth development and what's appropriate																		4	
so the kids are getting that and getting a good foundation for those skills, coping skills and sometimes they use them	1																		
I think 4-H kids tend to be better at handling adult problem issues as well	1																		
they can actually speak their mind about an adult issue	1													3					
other kids that have not been in this type of program just don't have logical thoughts about it or how to even process it																		4	
some of the things that come out of their mouths is like a three year old																		4	
because 4-H kids have seen more worldy experiences - birth, death, sales, finacnes	1					1													
example- my daughter lost her heifer																		4	
my father in law wanted to trade her a heifer																		4	
to my daughter it was okay, well that's life, that's how things go							1												
she handled it better than my father in law did							1												
I think sometimes parents and grandparents don't realize how resilient some of these kids are							1												
so they immediatley want to step in and take care of it																		4	
sometimes you need to step back and let the kids process it and handle it	1																		
we have a grandparent who keeps wanting to buy back the fair pig and give it back																		4	
he doesn't want her to have to sell it																		4	
the little girl is like "no I know what they charge and I don't want it back at my house"	1																		
I think I cry harder on sale day then my kids do																		4	
I am super attached to our current pig, he's really cute																		4	
and my son is going to be like okay, see ya later							1											4	
I think my kids are better at it than I am just like the little girl and her grandma							1												

Question 9

Participants were asked: Some people believe that as youth reflect on past experiences they feel differently about the experience in reflection, then they do when the experience took place, why do you think they believe this?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.							2. Non Productive Coping - strategies that are largely negative and avoid the problem.								3. Reference to Others - strategies in which people turn to others for help.					
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other
Participants Response																			
time to sense perspective	1																		
time and perspective	1																		
they are encourage to reflect on every learning process - every group project, every lesson					1														
it is drilled into them to reflect					1														
things change from the heat of the moment to later on	1																		
personal growth					1	1													
Congress is a good example																		4	
I brought youth and they were competing - they didn't do very well																		4	
then later they will start thinking of the fun things they did						1													
"that was a really good experience"						1													
the fun outweighed the dissapointment						1													

Question 10

Participants were asked: From your observation are there opportunities within the 4-H program to educate youth about coping skills?	1. Productive Coping- strategies that work on solving a problem and remaining optimistic, fit, relaxed and socially connected.							2. Non Productive Coping - strategies that are largely negative and avoid the problem.							3. Reference to Others - strategies in which people turn to others for help.				
Themes	Focus on Solving the Problem	Physical Recreation	Seek Relaxing Diversions	Invest in Close Friends	Seek to Belong	Work Hard and Achieve	Focus on the Positive	Worry	Wishful Thinking	Not Cope	Ignore the Problem	Tension Reduction	Keep To Self	Self Blame	Seek Social Support	Seek Spiritual Support	Seek Professional Help	Social Action	Other
Participants Response																			
yes tons, it's in everything you do																		4	
I would say that's true of projects and events and activities																		4	
I don't know if it is explicit in anything specific																		4	
I think it's just kind of the influences there							1												
it's a little bit nebulous																		4	
you can't necessarily hard teach coping skill, because they are so individualistic- specific to the issue that has to be coped with																		4	
you can teach some general things about reflecting on it	1																		
studying different personality types - some talk it out, some has to think about it	1						1												
some of us break the thing multiple times and put it back together before we figure out how to cope																		4	
that's ok - that's a realistic coping mechanism																		4	
some people use different mediums to cope and problem solve	1																		
difficult in a volunteer driven organization to train leaders to be competent in that level of teaching coping skills																		4	
sometimes you just have to wait til the opportunity presents itself- teachable moment	1						1												
address it, work with the youth through that and not solve the problem for them	1						1												
teach them to solve the problem	1																		
it has to be so specific it's a challenge	1																		
so yes there are opportunties to do more of it																		4	
I don't feel that a hard cirriculum could be prepared - extremely challenging																		4	
as parents, trained volunteers and extension professional we try the best we can																		4	
just like in 4-H we have to learn from the experience																		4	
we have to fail, go back and reflect																		4	
that's one of the keys experential learning offers you the opportinuty to do the experience and then reflect - what worked what didn't work	1						1												
use that coping mechanism for future activity	1																		
and leading up to that we have to allow our kids to fail																		4	
we don't bubble wrap our kids we allow them to step out																		4	
with 4-H kids different opportunities arise																			
we tend to think of life skills where the youth is raising and showing an animal						1													
I think what they learn if the value of life and the value of coping						1	1												
you can also see coping skills at the shooting range																		4	
it's all on you to do it- its all on the shooter - rifle, pistol, archery																		4	
coping with a bad day - there are some days you just aren't shooting well	1																		
learning to cope with that	1																		
you need to remain calm to be a good sportsman on the line with the other kids	1					1													
I really like the shooting sports program for teaching coping skills that way	1																		
I've seen at a competition where someone has broken a sight and without hesitation a leader or kid from another team goes to the kid and pass it right off	1			1										3					
Example with son where are the fletching was falling off recurve arrows at state shoot																		4	
other counties helped reattach because he had to shoot 3d the next day														3					
he had terrible target archery, but he was able to recover from that with the help of others														3					
just immediatley bounced up							1							3					
it was other kids saying I have that in my kit, and I can help you														3					
my son has been really good friends with these kids from different counties				1										3					
it's such a fun experience traveling the state and making friends				1										3					
the camaraderie				1	1									3					
The competition will jump in and help each other				1	1		1							3					
They do.																		4	
It's really learning how to balance the parents																		4	
I've seen parent who ruin a day																		4	
I've seen kids doing great and everything is fine, then parents show up and everything falls apart																		4	

APPENDIX D

COPING STRATEGIES DEFINITIONS

Coping Strategy	Concept	Example
Productive Coping		
Focus on Solving the Problem	Tackling the problem systematically by thinking about it and taking others points of view into consideration	"Try to think positive and think of the best situation"
Physical Recreation	Playing sports and keeping fit	"Keep fit and healthy"
Seek Relaxing Diversions	Taking one's mind off the problem by finding ways to relax such as reading a book, watching television, going out and having a good time.	"Find a way to relax, for example, listen to music, read a book, play a musical insturment, watch TV"
Invest in Close Friends	Spending time being with close friends and making new friendships	"Spend more time with your boy/girl friend"
Seek to Belong	Being concerned with what others think, and doing things to gain their aprroval	"Work on my relationship with others by being up front instead of going behind their back"
Work Hard and Achieve	Being conscientious about school, work, working hard and achieveing high standards	"I set out a time plan for school work instead of just stressing about it… I plan properly"
Focus on the Positive	Looking on the bright side of things, reminding oneself that there are others who are worse off, trying to stay cheerful	"Look on the bright side of things and think of all that is good"
Non Productive Coping		
Worry	Worrying about the future in general and personal happiness in particular	"worry about what is happening"
Wishful Thinking	Hoping for the best, that things will sort themselves out, that a miracle will happen	"Hope for the best"
Not Cope	Not doing anything about the problem, giving up, feeling ill	"I have no way of dealing with the situation"
Ignore the Problem	Consciously blocking out the problem, pretending it doesn't exsist	"I tend to block out my problems"
Tension Reduction	Trying to feel better by letting off steam, taking frustrations out on others, crying, screaming, talking alcohol, drugs or cigarettes	"Make myself feel better by taking alcohol, cigarettes or other drugs"
Keep to Self	Keeping concerns and feelings to oneself, avoiding other people	"Keep my feelings to myself"
Self Blame	Being hard on oneself, seeing oneself as being responsible for the problem	"Accept that I am responsible for the problem"
Reference to Others		
Seek Social Support	Sharing the problem with others; enlisting their support	"Talk to other people to help me sort it out"
Seek Spiritual Support	Praying for help and guidance, reading a holy book	"Pray for help and guidance that everything will be alright"
Seek Professional Help	Discussing the problem with a professionally qualified person	"Discuss the problem with qualified people"
Social Action	Enlisting support by organizing group action to deal with concerns, and attending meeting and rallies	"Join with people who have the same concern"