Positive grade 1 transition despite disadvantage: Children and their resilience supporting social ecologies

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Dedication

I dedicate this doctoral study to the children, their families and educators who face difficult circumstances and social injustices, both in the rural communities where they live, and the education systems they access in South Africa. To those who live from strength to strength – thank you for opening your hearts and lives so we may learn from your experiences.

Re a leboga (we thank you).

To the SISU team: “It’s always more than one. None of us writes alone. We are always part of a distributed system of authoring. That system is geographically spread, and happens now, but also happened in the past” (Thomson, 2018, p. 1).

Thomson, P. (2018, October 1). Me, myself and I. Retrieved 1 October 2018, from https://patthomson.net/2018/10/01/me-myself-and-i/

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- *Faith is a knowledge within the heart, beyond the reach of proof* ~ Khalil Gibran. All thanks be to God who "After you have suffered for a little while, the God of all grace [Who imparts His blessing and favour], who called you to His own eternal glory in Christ, will Himself complete, confirm, strengthen, and establish you [making you what you ought to be]" (1 Peter 5: 10, Amplified Bible).

Preface

The SISU project was conceptualised by Prof LC Theron and Prof K Kumpulainen. I, Carlien Kahl, contextualised the research for the community with which I collaborated. I conducted the research by taking responsibility for community access; ethics applications and permissions; data gathering, analysis and interpretations; wrote the thesis for examination purposes and co-authored articles and conference papers as part of research dissemination.

I prepared an introductory chapter followed by three articles (Chapters 2 through 4) and a closing chapter. I wrote the three articles in line with the article format thesis, with Prof. Tumi Khumalo who acted as a promoter. Though the thesis is presented in article format, it is simultaneously presented as an integrated product, with cross-referencing where appropriate. Note that the cross-reference citations will be adjusted for publications where applicable to refer to published works from either the articles submitted for publication or the thesis. The complete bibliography follows on Chapter 5 to avoid repetition of citations per chapter. For publication of the articles, individual reference lists will be submitted consistent with the journal guidelines.

The articles were prepared for publication in the following local or international journals:

- Article 1 (Chapter 2): Early Child Development Care
- Article 2 (Chapter 3): Early Childhood Research Quarterly (submitted)
- Article 3 (Chapter 4): Children and Society

Declaration

I declare that the study titled "*Positive grade 1 school transition despite disadvantage: Children and their resilience supporting social ecologies*", is my work and that all the sources that I have used or quoted are indicated and acknowledged using complete references accurate at the time of publication.

Summary

Children attend formal schooling as part of their expected developmental trajectory. South African formal, compulsory schooling starts with the first grade[1] in the year children turn seven years old. Schooling experiences in South Africa often occur in the context of disparities and marginalisation for children living in disadvantaged communities (interpreted as living in a rural, isolated community challenged by poverty, a lack of resources and opportunities). Transitioning to school is a considerable milestone with associated difficulties that children have to navigate in the process of adjusting to their new (often unfamiliar) school environment.

School transitions are increasingly demanding in the context of co-occurring risks. Some communities are challenged by disadvantage and associated scarce resources that affect children directly and indirectly, but also the key role players from children's social ecologies who are similarly impaired. Accordingly, children are embedded in systems (ecologies) that affect them directly (micro-level) and indirectly (macro-level). When children adjust well to school despite disadvantage, resilience is inferred. In this study, resilience was defined as a bi-directional, person↔environment iterative process where children accessed and relied on their social ecologies (people and resources from their home and school) to facilitate and enable their positive transition to school (a social ecology of resilience theory (SERT) perspective).

This study aimed to explore, explain and understand children's resilience processes when starting the first grade in risk-filled contexts: who and what supports children's resilience processes, and why do some children transition well to school despite adversities? The sub-aims included (i) a comprehensive scoping review of extant literature on first-graders' school

[1] Note that South African texts refer to Grade 1 where international texts refer to first grade. Throughout the text the authors refer to first grade.

transitions despite vulnerable contexts through a critical SERT lens; (ii) a multiple-embedded case study to understand why five children from a disadvantaged community in South Africa transitioned well to the first grade; and (iii) a critical reflection on methodological insights by comparing extant studies to the current study, which offers alternative research strategies to the embedded assumptions of how research had been conducted with (or on) children to date.

The scoping review illustrated a paucity of rural, qualitative understandings explaining children's resilient school adjustment supported by their social ecologies within and across settings and positioned extant findings within the SERT perspective. Prevailing findings also lacked child-directed explanations, adding to the gap in research for the current study. The qualitative case study exemplified how multiple visual methodologies accessed complex explanations from different social-ecological role players where children directed the research as primary informants while adults (parents, teachers and school staff) provided secondary inputs that substantiated children's explanations. Key findings demonstrate active partnerships between children and their social ecologies from home (family) and school (teachers, peers and a resourced school) that facilitate and enable children's resilience processes through facilitated safety; nurturing spaces and prioritisation of education through co-ownership of adjustment to the first grade. Methodological contributions highlight the importance of well-designed, multi-level research that includes child- and adult perspectives as collaborative sources of information within and across research settings (ecologies).

Key terms: social ecology of resilience; school transition; children in first grade; contexts of adversity; qualitative case study research; visual participatory methods; multi-level perspectives; child-directed research; resources; adjustment processes

Opsomming

Kinders ontvang formele onderrig as deel van hulle verwagte ontwikkelingsbaan. In Suid-Afrika begin formele, verpligte onderrig met Graad 1[2] in die jaar waarin kinders sewe jaar oud word. In Suid-Afrika se benadeelde gemeenskappe vind onderrig dikwels plaas binne kontekste met ongelykhede waar kinders gemarginaliseer word (dit verwys hier na 'n landelike, geïsoleerde gemeenskap wat gebuk gaan onder armoede, 'n gebrek aan hulpbronne en geleenthede). Die oorgang na skool is 'n aansienlike mylpaal met meegaande uitdagings wat kinders moet navigeer soos wat hulle aanpas by hulle nuwe (dikwels onbekende) skoolomgewing.

Die oorgang na skool is nog meer uitdagend binne 'n konteks van meegaande risiko's. Sommige gemeenskappe ervaar die struikelblokke van benadeling en die meegaande skaars hulpbronne, iets wat kinders direk en indirek kan affekteer. Die sleutelrolspelers in die kinders se sosiale ekologieë word eweneens belas. Kinders is dus ingebed in stelsels (ekologieë) wat hulle direk (mikrovlak) en indirek (makrovlak) affekteer. Wanneer kinders goed aanpas in die skool ongeag agterstande, wys dit op veerkragtigheid. Vir die doeleindes van hierdie studie verwys veerkragtigheid na 'n iteratiewe tweerigting persoon↔omgewing proses waar kinders hulle beroep op hulle sosiale ekologieë en daarop steun (mense en hulpbronne uit hulle huise en die skool) om hulle positiewe oorgang na die skool te fasiliteer en te bemoontlik ('n perspektief wat steun op die teorie van 'n sosiale ekologie van veerkragtigheid – TSEV).

Hierdie studie het ten doel gehad om kinders wat uit uitdagende kontekste kom se veerkragtigheidsprosesse wanneer hulle Graad 1 begin, te verstaan en verduidelik: wie en wat

[2] Suid-Afrikaanse tekste verwys na Graad 1 waar internasionale tekste verwys na *first grade*. Die Engelse teks verwys deurgaans na *first grade*.

ondersteun die kinders se veerkragtigheidsprosesse, en hoekom gaan sommige kinders gemaklik oor na skool en ander nie? Die subdoelwitte het die volgende ingesluit: (i) 'n omvattende bestekliteratuuroorsig oor Graad 1's se oorgang na skool ten spyte van weerlose kontekste vanuit 'n TSEV-perspektief; (ii) 'n veelvoudig-ingebedde gevallestudie om te verstaan waarom vyf kinders uit 'n benadeelde gemeenskap in Suid-Afrika 'n goeie oorgang na Graad 1 kon maak; en (iii) 'n kritiese kyk na metodologiese insigte deur bestaande studies met die huidige studie te vergelyk. Die huidige studie bied alternatiewe navorsingstrategieë in antwoord op die bestaande aannames van hoe navorsing met (of op) kinders tot op hede gedoen is.

Die bestekliteratuuroorsig dui op 'n tekort aan 'n landelike, kwalitatiewe verstaan van kinders se veerkragtige aanpassing by skool soos ondersteun deur hulle sosiale ekologieë binne en tussen kontekste. Hierdie studie posisioneer dus bestaande bevindinge binne die TSEV-perspektief. Huidige bevindinge ontbreek ook aan kindgerigte verklarings, wat bydra tot die gaping in navorsing. Die kwalitatiewe gevallestudie toon hoe veelvuldige visuele metodologieë toegang kon bied tot komplekse verklarings van verskillende sosio-ekologiese rolspelers waar kinders die navorsing gerig het as primêre informante terwyl volwassenes (ouers, onderwysers en ander skoolpersoneel) sekondêre insette gelewer het wat die kinders se verduidelikings begrond het. Die sleutelbevindinge wys op aktiewe vennootskappe tussen kinders en hulle sosiale ekologieë uit hulle huise (gesin/familie) en die skool (onderwysers, portuurgroepe en die skool se hulpbronne) wat hulle veerkragtigheidsprosesse fasiliteer en bemoontlik deur gefasiliteerde veiligheid; koesterende ruimtes en prioritisering van onderrig deur middel van mede-eienaarskap van aanpassing by Graad 1. Die metodologiese bydraes beklemtoon die belangrikheid van goed ontwerpte, veelvlakkige navorsing wat beide kinder- en volwasse perspektiewe insluit as samewerkende bronne van inligting binne en tussen navorsingsomgewing (ekologieë).

Tshobokô

Bana ba tsena sekolo, se e leng karolo ya bone ya tswelelopele e bile e le tsela e ba tshwanetseng go tsamaya ka yone. Dikolo tsa puso ya Aforikaborwa di simolola ka setlhopa sa ntlha sa pele ga ngwaga o bana ba tsenang mo ngwageng wa bosupa.[3] Maitemogelo a thuto mo Aforikaborwa ka makgetlho a le mantsi, ka fa e ntseng ka teng, ga e tswele molemo batho ba ba tswang kwa malapeng a a sa itsholelang kgotsa a a sotlegang (se se tlhalosiwa jaaka go nna kwa metseselegaeng, kwa metseng e e tlhaolegileng kgotsa a kgakala le metsesetoropo, tlhaelo ya ditlamelo le ditšhono). Go fetela kwa sekolong ke selo se se botlhokwa mme se na le mathata a golaganeng a bana ba tlhokang go tsamaya fa ba ntse ba tsamaya ka go tlhomagana go tlwaelwa maemo a bone a mantšhwa a sekolo a a tlwaelegang.

Go fetola sekolo go ntse go tlhokagala thata mo ditiragalong tsa pele tse di diragalang go na le ditekeletso mo setlhopeng se se na le kgwetlho ya bokowa bo kopane le didirisiwa tse di sa lekanang tse e leng gore di na le seabe mo baneng ka go tlhamalala tota le ka go sa tlhamalele, mme gape le didiriwa tse di botlhokwa tse di tswang mo dithutong tsa kamano ya ditshedi tsa bana tse di sa tshwaneng sentle. Ka gone, bana ba nnô ka mekgwa e e ba amang ka go tlhamalala le ka tsela nngwe. Fa bana ba tlwaela sekwalo sentle ntswa go na le bokowa, go itshokela dikgwetlho e kgona go bonagala. Mo thutong e, go itshokela dikgwetlho go tlhalositswe go tshwana le ditaolo tse pedi, motho↔tikologo mo bana ba ikanyang e bile ba tshepha dithuto tsa kamano ya ditshedi mo morafeng (batho le didirisiwa tsa kwa malapeng le tsa kwa sekolong) go tlhofofatsa go kgontshe phetogo ya bone kwa sekwalong (morafe wa dithuto tsa kamano ya ditshedi tsa go itshokela dikgwetlho le megopolo).

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[3] Dikwalo a Aforika Borwa a supa *grade 1*, dikwalo tsa mafatshe a a farologaneng a supa g*rade ya ntlha*. Ka nako yotlhe mokwadi o bua ka g*rade ya ntlha* gore di a tshwana (tekano).

Thuto e ya gone jaanong e ikaeletse go sekaseka, go tlhalosa le go tlhaloganya go itshokela dikgwetlho ka mokgwa wa bana le go re ke goreng bana ba bangwe diphetogo tsa bone kwa sekwalong di tsamaya sentle ntswa go na le mathata. Dintlha tsa thuto di akaretsa:

- E akaretsa kgonagalo tlhatlhabo go dikaganyetsa mekwalo mo di phetogong tsa sekolo sa pele ntswa go na le dikotsi tse di akantsweng ka kelelelo ka ntlha ya galase ya sebonela-kgakala ya morafe wa dithuto tsa kamano ya ditshedi, tsa megopolo ya go itshokela dikgwetlho.
- Go ithuta ka mekgwa e mentsi go tlhaloganya gore ke goreng ga bana batlhano ba ba tswang motseng o o sotlega mo Afrikaborwa ba tsamaile sentle go ya kwa setlhopeng sa pele, le
- Go akanya ka keletlhokwa mo mekgweng ya go batla ponatshego go tshwantshanya di thuto tse ntse di le teng le di thuto tse di feleng mekgwa e mengwe ya patlisiso ya leano la kabelelo ya di patlisiso tse di dirilweng mo baneng go fitlhelela gompieno.

Kgonagalo ya tlhatlhobo e supile ya ditshwantsho le dikai tsa tlhaelo ya selegae di tlhalosa go itshôkela dikgwetlho ga bana go tlwaela sekwalo go rotloetsa ke morafe wa di thuto tsa kamano ya ditshedi mo teng le go kgabaganya mekgwa le maemo a dipatlisiso tse dintsi mo teng ga maikutlo a morafe wa dithuto tsa kamano ya ditshedi tsa megopolo ya go itshokela dikgwetlho. Mo go teng ga ditshwetso tsa patlisiso di tlhokile, tlhaloso go tswa kwa baneng, mme seo se okeditse patlha mo dipatlisisong tsa di thuto tsa gone jaanong.

Thuto ya maemo a boemo jo bo kwa godimo e kaile fa go na le dikarolo di le dintsi ka go dira dipono ka mekgwa e kgonang go bona tshedimosetso ya ditlhaloso tse di matswakabele go tswa mo merafeng, ya tsa kamano ya ditshedi e farologaneng mo bana ba laolang dipatlisiso jaaka (kitsiso, mosedimosi) ya ntlha mme fa bagolo (batsadi, barutabana le babereki ba sekolo) ba fane ka megopolo go tla kwa morago go rotloetsa megopolo kgotsa tlhaloso ya bana.

Diphitlhelelo tsa dipatlisiso di bontshitse fa botsalano mabapi le ba malapa le ba botsalano jwa bana kwa dikolong e le tsone di rotloetsang go ikgwetlha ga bana mo go itekeng thata go ithuta le go ka ithuthuntsha ka go tshwaraganelwa ga “First Grade Adjustment”. Dipatlisiso di supile gape le gore go batlisisa go go tseneletseng, go go akaretsang ngwana le mogolo e le dingwe tsa ditselana tse di ka dirisiwang go batlisisa go go farologaneng.

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DECLARATION OF LANGUAGE EDITING

I, Christina Maria Etrecia Terblanche, hereby declare that I edited the research study titled:

Positive Grade 1 school transition despite disadvantage: Children and their resilience-supporting social ecologies

for **Ms. Carlien Kahl** for the purpose of submission as a postgraduate research study for examination. Changes were indicated in track changes and implementation was left up to the author.

Regards,

CME Terblanche

Cum Laude Language Practitioners (CC)

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Table of Contents

List of Tables

List of Figures

Chapter 1: Positive School Transitions Despite Disadvantage: Rural South African First-Graders' Social-Ecological Resilience

Introduction and Rationale

Article 28 of the Convention on the Rights of the Child (UNICEF, 1989) recognises that all children have a fundamental right to attend school and to attain a quality education. In South Africa, children have the right to basic education and are required to undergo formal schooling from first to seventh grade, starting in the year the child turns seven (Fleisch, Shindler, & Perry, 2012; Motala, Dieltiens, & Sayed, 2009; South Africa, 1996). Ahtola et al. (2011) view going to school as "one of the major transitions in a child's and his or her family's life" (p. 295), as adjusting well to school is sometimes a great challenge for children as they move from a home to a school environment (Margetts, 2002, 2007).

Like adults, children function within an ecological system, and this system is made up of different settings and environments that intersect with the child's individual life at different levels. As such there are micro-, meso- and macro-level environments (Bronfenbrenner, 1979, 1986, 1999). A child experiences a transition when a setting or a role within a setting, or both, undergo change. In all probability, these changes affect long-term development (Bronfenbrenner & Morris, 2006; Dornan & Woodhead, 2015). Changes or transitions require skills and support that is guided by socio-cultural resources such as values, norms, beliefs, expectations and practices, and shared everyday practices (De Feyter & Winsler, 2009; Mirkhil, 2010). Going to school is a transition from one environment to the next, and children may or may not have the skills to make this change. Many factors can threaten a child's positive adjustment to schooling, including loss of family and community support, language barriers, lower socio-economic status, and marginalisation (De Feyter & Winsler, 2009; Wright, Masten, & Narayan, 2013).

Adding to the challenge of transitioning to school, poverty is associated with co-occurring risks such as crime, substance abuse and violence, with inadequate opportunities and access to after-school care (Berry, Biersteker, Dawes, Lake, & Smith, 2013; Schoon, 2006; Wright et al., 2013). Living in a poverty-affected community provides fewer positive opportunities and models for children to follow (Felner & DeVries, 2013) and potentially impedes children's development and their ability to adapt to changes and transitions within their different systems (Arnold, Bartlett, Gowani, & Merali, 2006).

Fewer available resources also challenge children's ability to create or access opportunities for optimal development and affect adjustment to expected developmental changes and transitions (Arnold et al., 2006). Situating poverty within the context of a rural town exacerbates risk, as remoteness is generally associated with limited access to education and health resources (Maru, Smith, Sparrow, Pinho, & Dube, 2014; Powell, Taylor, & Smith, 2013). In the context of such disadvantages and added structural deficiencies (infrastructure limitations) and limited accessibility to resources within rural environs, transitioning well to the first grade becomes more challenging.

Some children and their families overcome the odds despite poverty-associated obstacles linked with low- and scarce-resource settings (Seccombe, 2002). When children develop well at emotional, behavioural, academic and interpersonal levels in the face of adversity, resilience is inferred (Goldstein & Brooks, 2013). Coping well with adversity, which Ungar (2008) uses interchangeably with the term resilience, is defined as follows:

> *"In the context of exposure to significant adversity, whether psychological, environmental, or both, resilience is both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of well-being, and a condition of the individual's family, community and culture to provide these health resources and experiences in culturally meaningful ways" (Ungar, 2008, p. 225).*

How children and their families experience resilience within low resource settings or disadvantaged environments should therefore be understood on both the individual and systemic levels (Pessoa, Coimbra, Noltemeyer, & Bottrell, 2017; Ungar, 2004, 2011, 2017). Accordingly, researchers should integrate their understanding of individual children's resilience in the context of the systems within which children are embedded (Masten, 2016; Theron, Liebenberg, & Ungar, 2015; Ungar, 2013). Theron and colleagues (Theron, 2012b, 2016b; Theron, Geyer, Strydom, & Delport, 2010; Theron & Theron, 2010) emphasise the need to include socio-cultural contexts as part of research on resilience, especially in understanding pathways that promote resilience in communities in South Africa. A social-ecological understanding of resilience therefore demands multiple perspectives from which to explore and understand the complex nature of resilience in a developmental, relational system (Bronfenbrenner & Morris, 2006; Lerner, 2006; Overton, 2013). The relationship between children and their social ecologies should thus be understood as an inclusive, interactive, bi-directional, and iterative relationship between children and their contexts of development (Bronfenbrenner, 1995; Lerner, 2006; Ungar, Connelly, Liebenberg, & Theron, 2017).

The development of resilience is not only contingent upon support from the child's social ecology (e.g. role players and systems that affect children directly and indirectly), but reflects the quality of the interaction between the child and his/her environment (Ungar, 2008, 2011, 2013). Acknowledgement of the fact that culture forms part of children's environments and of the socio-ecological framework that shapes resilience processes, align with global calls for resilience research to be culturally sensitive (Masten, 2014; Ungar, 2008).

Theoretical Framework and Conceptual Definitions

In the sections below, the study's theoretical framework and the core concepts that informed this study are defined. Although theoretical definitions of the core concepts are put

forward, it is also acknowledged that from a social-ecological perspective, the definition of resilience needs input from local communities (Ungar, 2008). Therefore, the central constructs should be co-defined by the community in which the research occurred. The community advisory panel (AP) was essential in providing and contextualising socio-cultural views on the theoretical concepts (Theron, 2013b). This process is detailed in Addendum C. Such input from an AP allows researchers to make accurate interpretations based on community perceptions rather than extant literature alone (Bezuidenhout, Theron, & Fritz, 2018).

There are five core concepts within which this study is embedded: (a) A system's perspective; (b) transitioning to the first grade; (c) disadvantages as a context of risk; (d) resilience; and (e) the social ecology of resilience theory (SERT). Using a community AP, contextual understandings of what it means to transition to school well and what constitutes risk in this community were expanded and added to the theoretical conceptualisations where possible. The context-specific understandings provided by the community AP provide localised understandings of what a resilient child looks like when starting the first grade in a rural, disadvantaged community in South Africa.

A Systems Perspective

Patton (2002d) identifies different foundational research questions that guide systems perspectives in psychology research, namely: "What is the relationship between human behaviour and the environment?" (p. 118) and "How and why does this system as a whole function as it does?" (p. 119). An ecological or systems approach in psychology therefore considers individuals in the context of the larger ecological system within which they function (Bronfenbrenner, 1979, 1999; Patton, 2002d; Von Bertalanffy, 1968). Examples of such systems include, but are not limited to systems within the child, the family system, children's school systems, the communities of which children, their family and schools form part, and

larger systems that form part of the socio-political and educational systems of the country in which children live (Masten, 2003, 2014). Also, there are numerous theories that consider the individual from the perspective of their larger ecological systems (Bronfenbrenner & Morris, 2006; Lam, 2014) that influence the way researchers consider systems (Patton, 2015). As such, systems perspectives (1) are considered important for a holistic understanding of people as interrelated and interconnected; (2) require qualitative inputs to explore and understand the complexity of system dynamics; and (3) could complicate the understanding of phenomena in the real worlds of individuals embedded in contextual systems (Cicchetti, 2016; Patton, 2015; Theron, 2012b).

The key frameworks of this study focus on building understandings of the relationship between first-graders and their environments—that is, children's social ecologies at home and school that enable their positive adjustment to the first grade. Several authors contend that understanding the complexity of processes such as children's resilient transitions amidst adversity, requires nuanced inputs to contextualise understandings systemically (Armstrong, Stroul, & Boothroyd, 2005; Dockett, 2014; Petriwskyj, 2014; Teram & Ungar, 2009; Theron et al., 2015; Ungar, 2012b). Accordingly, children are interdependent on the systems of which they form part (Masten, 2003, 2016; Panter-Brick & Leckman, 2013). The next section considers children's transition to the first grade within the context of disadvantage and resilience.

Transitioning to the First Grade

School transitioning is an expected developmental milestone that is part of every person's developmental process (Bronfenbrenner, 1979; Bronfenbrenner & Evans, 2000; Bronfenbrenner & Morris, 2006; Lerner, 2012; Lerner & Overton, 2008). Bronfenbrenner (1986) distinguishes life transitions that occur normatively (i.e., expected transitions such as

school entry) and non-normatively (i.e., the unexpected death or severe illness of significant others). Both types of transitions affect children's development and family processes. The different systems children transition from and the processes they follow in adjusting from familiar to unfamiliar surroundings influence their ability to achieve developmental milestones (Bronfenbrenner, 1986, 1995; Bronfenbrenner & Morris, 2006; Griffiths & Tabery, 2013; Lerner & Overton, 2008). Bronfenbrenner (1986) notes that studies of age-related, psychological changes should focus on understanding the dynamic, relational processes of persons in their environments. This resonates with the social-ecological framework.

In this study school transitioning involved a child moving from a familiar environment (home, kindergarten or preschool) to more complex and unfamiliar surroundings (classroom, school and community changes) (Augst & Akos, 2009; Bronfenbrenner & Evans, 2000; Dockett & Perry, 2001; Margetts, 2014). Margetts (2002) and others (Ahtola et al., 2011; Cassidy, 2005; Danby, Thompson, Theobald, & Thorpe, 2012; Peters, 2003) consider children's school transitioning or adjustment to a school environment as one of the major developmental challenges. These researchers consider successful transitioning to school as influential with respect to a child's ability to adjust well to future school demands.

Positive transitions mean that children learn to adjust to the new schedules, roles and responsibilities of formal schooling (Einarsdottir, 2006) and to the classroom, teacher, peers, and curriculum changes from pre- to school settings (Laverick, 2008; Margetts, 2002). Adjusting well to school depends on the child's capacity, skills, and competencies to adjust socially, behaviourally and academically to the new school environment (Dockett & Perry, 2003, 2003, 2005). Ahtola et al. (2011) relate how the Finnish word for transitioning means *cooperation or reciprocity,* which assigns children an active role in school transition. This understanding implies that children should apply their experiences before the first grade to

make sense of their new settings (Dockett & Perry, 2003; Margetts, 2002). Adjusting well requires of children to engage with new environments and to form relationships within the contexts where they move and function in (Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Evans, 2000; Margetts, 2007; Mirkhil, 2010).

However, adjusting well to school is not only dependent on children's capacities. Transitioning well to the first grade is also influenced by socio-cultural practices, norms and beliefs, which in turn are swayed by expectations and the available support (Chan, 2012; De Feyter & Winsler, 2009; Loizou, 2011; Mirkhil, 2010). Thus, a reciprocal, supportive child↔environment relationship seems essential for successful transitioning. Consequently, school transitioning research should consider the psychosocial adjustments and socio-ecological dimensions of school transitioning (Ahtola et al., 2011; Buyse, Verschueren, Verachtert, & Van Damme, 2009; Giallo, Treyvaud, Matthews, & Kienhuis, 2010; Theron, 2016a; White & Sharp, 2007). Such a multi-dimensional perspective would include understanding how children's social ecologies support their transitioning in the context of their development amidst adversity. In this study, adversity refers to living in a rural, isolated community challenged by poverty and a lack of resources (detailed in the next section for disadvantages as risk). Since school transition has the potential to affect further schooling and educational development (Fleisch & Shindler, 2009; Fleisch et al., 2012; Motala et al., 2009), our understanding and subsequent support of positive transitions is crucial for children's well-being.

Working with a local AP (Theron, 2013b) provided contextual criteria for positive school transitioning based on educators' experiences with children starting the first grade (detailed under the research process and summarised in Addendum C). Partnering with a local AP engaged local educators with experience with first-graders in their capacity as teachers and

principals or deputy principals. They provided insight into what it takes for a child to adjust well to school despite living in a disadvantaged, rural community in South Africa. AP members considered a child who transitioned positively as a child who:

- can understand and listen well to the teacher (obey classroom rules, adjust to schedule);
- has appropriate interactive verbal and non-verbal communication (good self-expression);
- has emotionally balanced conduct (smiles when happy, shows it when sad, confidence and shyness took into consideration);
- has good leadership skills and can work independently (work well in a group and on their own); and
- has good physical development and coordination (fine- and gross motor movement).

These local AP-informed criteria must be understood as embedded in a local context. They inevitably explain positive school adjustment against the background of conditions that make it difficult for children to transition well to school (De Feyter & Winsler, 2009). Children adjusting to school in a disadvantaged community may lack the opportunity to attend kindergarten prior to the first grade, may experience fatigue during the school day for lack of food or walking long distances to school, and may experience the school environment as foreign compared to their daily activities at home (Berry et al., 2013; Richter & Samuels, 2018; Wright et al., 2013). Accordingly, the criteria position children's transition to the first grade within the context of their home, school and community circumstances.

Disadvantages as Context of Risk

For the purpose of this study, disadvantages (including structural deficiencies, limited resource settings and accessibility to resources) as risk constitute living in a structurally

disadvantaged, rural community characterised by poverty and rural isolation. Socio-economic adversity is an influential risk factor that potentially impedes adjustment on different levels and over time (Schoon, 2006). Schoon (2012) explains that being born into a family that lives in a disadvantaged community does not explain how individuals experience exposure to poverty, even though it is considered a universal risk. Living in a rural community could exacerbate the effect poverty has on members of a community owing to fewer economic opportunities and resources (e.g. education, health, infrastructure development and transport) (Felner & DeVries, 2013; Theron & Theron, 2013). Often these disadvantages result in social exclusion and further marginalisation (Maru et al., 2014; Powell et al., 2013). A person's experience of risk is subjective and any kind of understanding of how the risk is constituted requires input from the persons who are experiencing or have experienced the challenges (Masten, 2011, 2014; Schoon, 2012).

Consulting a local community AP provided insight into the challenges that local children face when transitioning to the first grade. The children who participated in this study were asked to explain their experiences of their life world. Their descriptions provide insight into the commonly held perception that poverty and rural isolation are challenging. These challenges often co-occur with additional risks (i.e., marginalisation, less than adequate opportunities and access to fewer resources) (Berry et al., 2013; De Feyter & Winsler, 2009; Schoon, 2006; Wright et al., 2013). Co-occurring risks (e.g., lack of stimulation, poor health, malnutrition) perpetuate the lack of opportunities for children to develop and maintain academic achievement (Arnold et al., 2006; Berry et al., 2013; Schoon, 2006).

Several authors agree that such deficiencies (or multiple risks) manifest in a vicious cycle of persistent adversity along an individual's developmental path (Bronfenbrenner & Ceci, 1994; Schoon, 2006, 2012; Sroufe, Egeland, & Kreutzer, 1990). Subsequently, successful

intervention at a critical time such as starting school is all the more vital. This study included participants who are primarily challenged by living in a disadvantaged, rural community. Additional challenges that presented in the course of interactions with participants were reported and noted accordingly.

Resilience

Resilience within a social-ecological theoretical perspective is a complex, interactive and contextualised construct that refers to processes of positive adjustment supported by children's social ecologies (Bottrell, 2009; Ungar, 2011; Wright et al., 2013). Ungar (2012b) defines a social-ecological interpretation of resilience as:

> *"the ecologically complex (multi-dimensional) processes that people engage in that makes positive growth possible (e.g., engaging in school, resisting prejudice, creating networks of support, attending religious institutions), all of which are dependent upon the capacity of social and physical ecologies to provide opportunities for positive adaptation (preferably in ways that express prosocial collective norms)." (2012b, p. 19).*

In this study, AP members considered a resilient child as "doing better than expected when life is tough" (Addendum C, p. 2). Their criteria indicate that they consider a child as being resilient when engaging in school work in ways that encourage physical, emotional, social, and academic progress and when they rely on family (parents, siblings, extended family members), school (peers, friends, teachers, school-based facilities) and spiritual resources (prayer) to transition well to the first grade despite living in a rural, disadvantaged community in South Africa.

The Social Ecology of Resilience Theory

In this study, resilience is approached from the perspective of the SERT (Ungar, 2011, 2017). Understanding resilience from a social-ecological perspective was essential to ensure

holistic, contextual explanations of children's resilience, facilitated by their social and physical ecologies. Such explanations would show how different systems provide support for children to do well even when faced with severe adversity (i.e., living in a rural, disadvantaged community) (Wright et al., 2013). Ungar's (2011) theoretical framework for understanding resilience is based on four principles: decentrality, complexity, cultural relativity and atypicality, detailed below.

The principle of *decentrality* positions resilience as an interaction between individuals and their environments (Lerner, 2006). By decentering resilience, children are not solely held responsible for being resilient or not, but they are seen as interdependent on their social and physical ecologies for their resilience processes.. Thus, resilience reflects how children's environments facilitate their resilience (or hinder it). Thus, the environment is afforded a more significant role in the facilitation of resilience (Ungar, 2011, 2017). A child's ability to be resilient is dependent on their access to and the availability of resources as foundations of external support. Similarly, children's entire families could be hindered by the same lack of resources (Wright et al., 2013). The same authors contend that this would mean that poverty, discrimination and other inequities related to disadvantaged communities constrain the development of children *and* their families. Researchers should acknowledge that families often do the best they can with what they have (Bronfenbrenner, 1979). While families may not always be able to change the way they do things, the circumstances within which they function could be altered (Bronfenbrenner, 1979; Masten, 2014; Seccombe, 2002). By decentering resilience, children are not solely held responsible for being resilient or not, they are seen as interdependent on their social and physical ecologies for their resilience processes. This is particularly important for younger children who depend on their social ecologies to provide the necessary resources for their positive development (Goldstein & Brooks, 2013; Masten, 2014, 2016; Ungar, 2012b, 2017).

Complexity as a principle of SERT highlights the distinctive, non-linear and fluid nature of physical and social-ecological processes that support and/or constrain resilience in various contexts and times (Ungar, 2011). Part of the complexity of resilience is that it varies across time and contexts (Ungar, 2008). Resilience processes are characterised by the dynamic, interactive processes between persons and their environments (i.e., as facilitated by families, schools, neighbourhoods/communities and governments) (Kirmayer, Dandeneau, Marshall, Phillips, & Williamson, 2012). Thus, social and physical ecologies interact in distinctive and complex ways that allow for more than one possible outcome from environment↔person exchanges (Ungar, 2011). Complexity implies that a person can be considered to be resilient at a given time in a specific context of adversity, while at a different time, or when facing a different risk, the same person may not be resilient (Schoon, 2006, 2012; Ungar, 2011, 2013). Thus, considering children's positive school transitions, it was important to consider children's adjustment over time as a continuous process rather than a point in time (Margetts, 2007, 2014; Petriwskyj, 2014).

The principle of *cultural relativity* situates resilience as a culturally embedded phenomenon perceived and defined by specific groups in unique and different ways (Ungar, 2011). For the purpose of this study, culture refers to "a set of values, beliefs, and everyday practices that are transmitted between individuals and reinforced through social discourse" (Ungar, 2013, p. 260). Different cultures typically view risks and promotive factors enabling resilience in context-specific ways (Theron et al., 2015). The views of marginalised cultures can thus differ from mainstream explanations (Bottrell, 2009; Felner & DeVries, 2013; Ungar, 2008, 2011). Ungar (2011, p. 9) refers to "cultural elites" as persons who carry weight in their society and/or globally and influence what would be considered culturally appropriate growth despite adversity. In an effort to minimise the foregrounding of cultural elites in South African understandings of resilience, researchers include the voices of ordinary South Africans

(Theron, 2013b; Theron & Theron, 2013; Theron, Theron, & Malindi, 2013). For example, a resilience study by Theron et al. (2013) explored community elders' views on the resilience of youths as an African perspective. Elders explained they considered youths who maintained respect for their cultural roots, including ancestors, as resilient. Similarly, in this study, adults may view a resilient start to the first grade as including adherence to expected behaviours and norms associated with successful school transitioning.

Ungar (2011) also explains resilience as being *atypical*. This principle points to the unique contextual processes and explanations of resilience that may differ from mainstream explanations. As seen above, in a context where marginalised groups cope with adversity, cultural processes affect how resilience processes are considered protective, promotive, and what constitutes positive adaptation for a particular group (Theron, 2012b; Ungar, 2008, 2011). In practice, this could mean using coping strategies in surprising or non-expected ways (i.e., atypically). For example, Malindi and Theron (2010) explored how street children in South Africa use teasing and violence to promote their survival. These youths strategically used teasing and violence (typically anti-social mechanisms) to bond with one another. Resilience was consequently promoted in one context in ways that would not necessarily promote resilience in a different context. Without distinctive explanations, the meaning of these resilience processes would not be evident.

Problem Statement

From the above, it is evident that exploring the resilience of children living in adverse conditions is an important focus area. Severe challenges, such as living in a disadvantaged community, affect children's ability to do well in life and to adjust to transitions (Lerner, 2006; Masten, 2014; Masten & Gewirts, 2006; Ungar, 2008; Ungar, Ghazinour, & Richter, 2013; Wright et al., 2013). There is a great need for meticulous studies involving children as co-

constructors of their pathways to resilience within their specific socio-cultural contexts (Masten, 2011; Theron, 2012b; Ungar, 2008, 2011, 2013). In particular, Ungar and colleagues (2017) recommend research that involves children with significant role players from their social ecologies in ways that expand existing understandings of children's well-being and school performance.

Qualitative research is particularly well positioned to allow researchers and practitioners to understand the underlying processes of resilience (Luthar, 2006; Masten, 2001, 2011; Theron & Theron, 2010). Theron's (2012b) review of resilience research in South Africa for instance advocates for quality ethical research on resilience in ways that add to researchers' improved understanding of resilience and positive outcomes within contexts of severe adversity. One such model that emphasises positive outcomes through "strengths, assets, promotive processes and protective processes" (Theron, 2012b, p. 341) is Ungar's (2012b) SERT.

Resilience research using this framework should also allow for a culturally sensitive assessment of resilience by means of multiple methods. Access to and provision of social-ecological resources at specific, critical times such as transitioning to school, support children and allow them to adjust well despite severe disadvantages (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). Such disadvantages could otherwise result in maladjustment, especially in the context of poverty and associated structural deficiencies (Barnett, 2008; Berry et al., 2013; Seccombe, 2002).

Masten (2011, 2014, 2018) recommends that research should go further than answering the question of what enables children to be resilient by also seeking to understand why social ecologies and cultural contexts support resilience. Despite this call, limited research is available on social-ecologically informed resilience processes of children as they transition to school

amidst risk-filled contexts (*cf*. scoping review articles reviewed in Chapter 2). Researchers note that there is no integrated understanding of resilience that includes developmental pathways that shape our understanding and analyses of resilience (Wright et al., 2013).

Purpose of the Study

With the theoretical frameworks in mind, the purpose of this study was twofold: (a) to explain why some children transition well to the first grade despite the additional challenges posed by living in a rural, disadvantaged community; and, (b) to explore how children's social ecologies support positive school transitioning despite these challenges.

Objectives

The specific objectives of this study were to:

- conduct a scoping review of the literature on the resilient transition of vulnerable children who are at risk to the first grade;
- explore and explain resilient school transitioning of rural South African children despite disadvantages where children are active primary participants of their reciprocal relationships with their social ecologies (as co-informed by parents and teachers); and to
- describe the lessons learned about children's resilience and the social ecologies supporting their resilience that will be of value to research psychologists working with children in disadvantaged, rural areas.

The Significance of the Study

The notable contribution of this study is that it answers the call for culturally sensitive research into children's social ecologies and how these systems enable positive transitioning to the first grade. Consequently, the theoretical contribution of this research lies in addressing

the paucity of research on South African children's resilient transitioning to the first grade amidst risk-filled context such as living in a rural, structurally deficient community.

Research Method

Ontological and Epistemological Assumptions

This study is embedded in the transformative paradigm of Mertens (2009) and used a qualitative design. Mertens (2009) developed this approach from the emancipatory paradigm by adding a further emphasis on the agency of the people involved in research. The transformative paradigm involves working together with participants for personal and social transformation, especially participants whose voices have been "pushed to the societal margins throughout history" (Mertens, 2009, p. 3). Mertens clarifies that the transformative paradigm "underlie(s) research and evaluation approaches" (2009, p. 13), which is culturally responsive with its inclusion of diverse participation by consciously including research participants that have been "historically associated with discrimination" (2009, p. 14).

The ontological assumption holds that "what we can know of what exists, or the reality that we accept as true, is socially constructed" (Mertens, 2009, p. 53). Chilisa (2012) notes that the transformative paradigm is well adapted for non-Western research. The approach promotes knowledge gains from cultures to include theories sensitive to and inclusive of communities' ideas so as not to marginalise but rather emancipate and transform communities' viewpoints, which are contextually and socially constructed.

This research is built on an understanding of participants' culture developed from trusting relationships over the course of four years. The research was conducted with children as active participants to document and reflect on their experiences and lives (Marr & Malone, 2007; Willumsen, Hugaas, & Studsrød, 2014). Participants and community leaders could collaborate and participate in this study in the language of their choice. The nature of these

collaborations corresponded with the epistemological assumptions of the transformative paradigm as "interactive and empowering" (Mertens, 2009, p. 56). Participants' experiences of empowerment were evident from their reflections on the research process. They explained that through their explanations of children's resilience, they became more aware of their knowledge and practices—similar to reports by Theron and colleagues (2010). In addition to empowering experiences, the transformative approach relies on strengths-based understandings of communities that are contextually meaningful (Mertens, 2009; Mertens, Cram, & Chilisa, 2013). This approach aligns with recommendations for resilience research in South Africa from the available research (Theron & Theron, 2010).

Research Design

The study was designed to include multiple perspectives from children and other role players from their social ecologies (i.e., teachers and parents). A qualitative inductive approach was followed (Creswell, 2013; Creswell & Poth, 2018) to explore, describe and explain how and why children who are at risk transition well to the first grade. A multiple holistic case study approach was used as it best answers why and how questions (Yin, 2014, 2018). A case study approach allowed for an exploration of resilient school transitioning of the first grade children from different perspectives within the context (Baxter & Jack, 2008; Flyvbjerg, 2011). This case study included a range of methods and source documents (Yin, 2014), detailed in Table 1.1.

Literature Review

Building theory from case study research requires an in-depth exploration to identify the knowledge gap in extant literature (Eisenhardt & Graebner, 2007). In an effort to understand the resilience processes that support children's resilient adjustment to the first grade, a qualitative scoping review was conducted to gain rapid, in-depth access to literature

(Arksey & O'Malley, 2005; Daudt, van Mossel, & Scott, 2013; Levac, Colquhoun, & O'Brien, 2010), detailed in Chapter 2.

Empirical Study

The current study was part of a broader NRF-funded project: *Social ecologies of resilience among at-risk children starting school in South Africa and Finland: A visual participatory study* (in short known as the SISU-project). The SISU-project aimed to increase knowledge of protective factors that promote at-risk children's resilience while transitioning to primary school. The main project lasted from 2014–2016 and was conceptualised and directed by Professors Linda Theron and Kristiina Kumpulainen in South Africa and Finland respectively. A social-ecological perspective was applied that considers a child to be embedded in different environments (e.g. home, school and community). The project sought to answer how and why at-risk children in South Africa and Finland transition well to school. The SISU-project on the whole looked at 20 at-risk children in different contexts in the two countries. Of these twenty, five were included in this study.

Participants, Case Selection and Context

Case study participants were purposely selected (Creswell, 2013; Flyvbjerg, 2011) based on definitions and descriptions provided by a community AP (Theron, 2013b). Cases were selected to include participants who could contribute meaningfully to the phenomenon under study (Eisenhardt & Graebner, 2007; Patton, 2002b). The AP created criteria for the selection of five child participants based on their definitions and descriptions. The number of cases selected (5) allowed for the principle of "replication logic" (Yin, 2014, p. 146). Careful selection of multiple cases facilitated the researcher's ability to corroborate and/or contrast initial findings across subsequent cases. The in-depth, nuanced explanations of multiple

participants provided for a robust, contextual understanding of resilient transitioning to school despite adversity.

Child participants were selected by inclusion criteria to bind the cases (Baxter & Jack, 2008; Miles, Huberman, & Saldaña, 2014) and to focus on child participants who could explain the research phenomenon in context. The researcher was mindful of possible power imbalances between the research team members and the participants and consciously took steps to enable their voices to direct the research (Cannella & Lincoln, 2018; Lincoln, Lynham, & Guba, 2011). For example, including children as primary participants as opposed to adult-driven research and decisions that would usually exclude their voices in line with the transformative paradigm (Christians, 2018; Farrell, 2016; Mertens, 2009), brought children's voices to the forefront.

Inclusion criteria. Participants were selected using the following criteria:

- Primary participants: Child participants
    - Selected by first-grade teachers using the AP criteria of resilience and positive transitioning
    - Aged 6–7 years
    - Attending the first grade for the first time at a quintile 1 (no-fee government subsidised feeding scheme) school
    - Living in a rural, structurally deficient community
- Secondary participants from children's social ecologies:
    - Selected child participants' parents or legal guardians (parent participants)
    - Selected child participants' first-grade teachers at a quintile 1 school (teacher participants)

- Any additional school informants mentioned by child participants, parents and teachers to contribute to contextualised understandings, e.g. the school principal and additional staff members

The context of the participants. The context of living in a rural, disadvantaged community in this study entailed living in the Frances Baard District, situated on the North-Eastern border of the Northern Cape Province of South Africa (Statistics South Africa, 2012, 2016[4]; The Gaffney Group, 2011a[5]). The Frances Baard district is the most densely populated in the Northern Cape, with low levels of education and high levels of unemployment, implying strained resources within the region (The Gaffney Group, 2011a, Statistics South Africa, 2016). The study was conducted in a small, rural, isolated town in the Frances Baard district (part of the Phokwane local municipality).

The Phokwane municipality is a poverty-stricken area with 29.3% of the population dependent on government-provided social welfare support grants, while 49% of the people living there reporting no income (Statistics South Africa, 2016; The Gaffney Group, 2011b). Only 24.3% of the residents have finished high school (Matric or Grade 12), while 13.7 % of the community are illiterate, compared to the 8% illiteracy rate of the province (Statistics South Africa, 2016). Fewer children attend preschool compared to those who attend primary school, possibly affecting school transitioning from familiar home environments to unfamiliar school contexts, i.e. 98.3% of children do not attend pre-school in the district (Statistics South Africa, 2016). Low levels of education, lack of income and dependence on financial support through

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4 The 2016 publication by Statistics South Africa was based on data from 2014 – i.e., the year data was gathered for this study.

5 The Gaffney Group compiled data from numerous South African Government Data Bases (e.g. Statistics South Africa, Municipal Area Maps, the Independent Electoral Commission, Auditor outcomes from the Auditor-General South Africa, information provided by individual municipalities and the Government Communication and Information Systems) based on 2011 Countrywide Census Data and updated annually by Yes Media (2018).

government social grants in context of limited resources (limited infrastructure development and transport, fewer resources for education and health), made it difficult for children, their families and schools in this community to facilitate positive adjustment to the first grade (Felner & DeVries, 2013; Jamieson, Berry, & Lake, 2017a; Maru et al., 2014).

In South Africa, quintile 1 schools are subsidised by government funding and parents do not pay any school fees (Department of Basic Education, 2017). Children also receive a meal per day at school as part of the National School Nutrition Programme (NSNP) at no cost to the parents (Department of Basic Education, 2015, 2017; Rendall-Mkosi, Wenhold, & Sibanda, 2013). The child participants attended five different first-grade classes with different teachers at the same school. Teacher participants' work experience ranged from 3 to 42 years. There were between 35 and 40 children per class with no teachers' assistants. Teacher participants reported using their own resources to supplement children's stationery and to buy materials needed for teaching.

Language implications for research. Most of the community members are Black Africans (71.1%), the majority of whom speak Setswana (67.6%) as their home language (Statistics South Africa, 2012; The Gaffney Group, 2011b). The remaining ethnicity of community members were 16.8% Coloured and 12.1% White, with a broad range of languages spoken at home (22.4% Afrikaans, 6.5% IsiXhosa, 1.8% Sesotho, 0.6% English, 0.3% IsiZulu, 0.2% Siswati, 0.2% Sepedi, 0.2% Other, 0.1% IsiNdebele, 0.1% Xitsonga, 0.1% Tshivenda) (The Gaffney Group, 2011b). The participating children attend a school that uses Setswana as medium of instruction. The researcher has a rudimentary understanding of Setswana and could follow the gist of conversations. The participating children, parents and teachers understood her language limitations. All the participating parents and teachers could speak both English and Setswana and where they switched over to English on their own accord, the researcher was

able to engage in conversation with them directly and fluently. The researcher trained and worked with an English↔Setswana interpreter. The fieldwork training involved strategies for simultaneous interpreting and relaying questions, concerns and information appropriately by means of consecutive interpreting where necessary (Patton, 2002a, 2002b).

In an effort to guard the flow of the interviews, the researcher and interpreter practised how the interpreter could attract the attention of the researcher or voice concerns should she need to do so without interrupting the flow of the conversations (Welch & Piekkari, 2006). The interpreter wrote down keywords, phrases and questions in English on her notebook for the researcher to see. In an effort to gain insight into the research phenomenon, the interpreter read into resilience research under the SERT framework and understood what avenues the researcher was interested in pursuing to gain a better understanding of children's positive transitions to school despite severe adversity. There were times when the interpreter had to relay content immediately, for example when participants showed strong emotional- or unexpected responses that called for the researcher's input.

The researcher encouraged the interpreter to explain to the participants that the information they provide should be comprehensible and include practical, tangible examples (Patton, 2002b). The interpreter and researcher trusted the research process and maintained their focus on the participants' well-being and not only on information that would be helpful to the research (Patton, 2002b). Moreover, the interpreter and researcher held the interests of the participants at the highest priority in their conduct with them. All documents and information were provided to participants in their mother tongue (Setswana). All research questions were co-developed with the interpreter and the community AP and presented to participants in Setswana. The process resonated with that of a collaborative interpreter-researcher relationship (Shimpuku & Norr, 2012).

Data Generation Methods

Case study research comprises a flexible set of data generation approaches (Yin, 2014, 2018). In keeping with the transformative paradigm that views reality as socially constructed, this study refers to data generation methods rather than data gathering methods (Mertens, 2009; Mertens et al., 2013). Table 1.1 is included to provide an overview of the methods selected and the motivation for their inclusion in this study. The visual participatory methods selected included a variety of materials and activities through which participants voiced their experiences in collaboration with interviewing techniques that were carefully selected to be culturally sensitive and age appropriate. Using the selected methods allowed the researcher to engage in appropriate research *with* children rather than *on* children (Groundwater-Smith, Dockett, & Bottrell, 2015; Willumsen et al., 2014) as detailed in the strengths of each approach in Table 1.1. The following methods were used to generate data: (a) unstructured in-depth interviews, and (b) visual participatory methods. Visual participatory methods used included draw-and-talk child-generated drawings (Theron, Mitchell, Smith, & Stuart, 2011b), photo elicitation (Cook & Hess, 2007; Liebenberg, 2009b), and video-based methodology (Gillen & Cameron, 2010) conducted in phases (see research process).

On conducting research *with* children, middle childhood or school-aged children show a greater ability to answer more complex questions from age seven up (Louw & Louw, 2014; Stroud, Hardman, & Harrison, 2012). Their ability to answer why-questions are ascribed to age-expected cognitive- and moral development (Papalia & Feldman, 2011). Using visual-participatory methods allowed researchers to elicit responses using physical artefacts or to prompt and to gain children's inputs on why they were resilient in a manner that was age-appropriate (Fargas-Malet, McSherry, Larkin, & Robinson, 2010; Willumsen et al., 2014).

Table 1.1:

Sources of evidence (Yin, 2014, p. 106) adapted to incorporate the motivation for selection of visual participatory methods compiling the documentation for the cases

Sources of evidence	Strengths of approach	Weaknesses and the ways it was surmounted
Interviews: Unstructured or relational interviews with children, teachers and parents (Chilisa, 2012)	• Focussed on how and why child participants transitioned well • Allowed for insightful explanations as well as personal views (e.g. perceptions, attitudes and meanings from children, parents and teachers) • Started with general question accompanied by possible topics to cover during the interview • Preserved non-Western ways of knowing, relating connectedness with others and one's environment • Children's interviews followed a similar relational form, supported by semi-structured questions and allowing for natural movement of children. Conversations were facilitated by engaging activities and visual participatory methods (*see* Physical Artefacts in this table below)	• Bias due to poorly articulated questions – questions were piloted with the AP and reviewed after each case study Changes (if any) were adopted for the remainder of the cases • Response bias – the researcher revisited responses to ensure she understood what participants meant • Inaccuracies due to poor recall or providing expected answers – prolonged engagement with participants and being open to participants who wanted to add information later on. Sessions were audio- and video-recorded for playback of information if a participant wanted to review their statement(s). Continued engagement with participants over time allowed for prolonged contact allowing multiple occasions for reflection and inputs from participants
Documentation: School and progress reports.	• Stable – could repeatedly be viewed • Unobtrusive – not created for the research but exists outside of the research context	• Retrievability – information was tough to find in a disadvantaged community where records were limited (Neuman & Celano, 2001)

Sources of evidence	Strengths of approach	Weaknesses and the ways it was surmounted
	• Specific – could contain the exact names, references, and details of an event • Broad – could cover a long span of time, many events, and many settings	• Biased selectivity – the researcher only used documents to supplement data collected • Access – authors/keepers of information were respected, and access was negotiated where possible
Direct observations: Throughout the research process.	• Immediacy – covered actions in real time • Contextual – covered context applicable to the case's context • The research was conducted in the participants' mother tongue (Setswana), meaning that the researcher was unable to follow the conversations in detail while the interpreter facilitated the data gathering. The researcher followed an unstructured observation approach that allowed her to keep detailed observation notes in a research diary (such as noting the time, date, purpose of the sessions and noting interactions and actions with/between participants and my fieldworker). The researcher directed her observations as a participant observer allowing me to observe while at the same time trying to establish a relationship with the participants (Burton, Brundrett, & Jones, 2014)	• Time-consuming and costly: Sufficient funds and time were allocated for fieldwork and planned meticulously to allow optimal use of funds while in the field • Selectivity – Video footage and detailed field notes allowed the researcher to revisit observations by looking at the recorded sessions. Accordingly, observations were reviewed repeatedly with the translator. The researcher relied on suggestions on how to organise field observations to repeat recordings with different participants in more precise ways (Onwuegbuzie, Leech, & Collins, 2010) • The researcher and translator debriefed after each session to note observations and check understandings. The researcher anticipated that she could make observations out of context due to language barriers and would have to rely on her linguistic and cultural explanations to elaborate notes • Participant observation was challenging as the researcher had to establish her role as a researcher with participants. Through prolonged and frequent engagement with participants during data gathering

Sources of evidence	Strengths of approach	Weaknesses and the ways it was surmounted
		and follow-up meetings, the researcher was able to build a trusting relationship (Krzywoszynska, 2015; Shimpuku & Norr, 2012)
Physical artefacts: Drawings from draw and talk methodology (Mitchell, Theron, Stuart, Smith, & Campbell, 2011) Photographs from photo elicitation (Cook & Hess, 2007; Liebenberg, 2009b) Video compilations from DITL video technique (Gillen & Cameron, 2010)	• Insight into cultural features and cultural processes: a variety of visual participatory research methods allowed participants various modes of expression • Insight into cultural processes was essential in working with children incorporating their explanations of their artefacts (Mannay, 2010; Prosser & Burke, 2011)	• Selectivity: Inclusion of methods was ethically minded so that methods were appropriate for researching with children (Marr & Malone, 2007; Willumsen et al., 2014) • Availability of materials: I made sure all research materials were prepared beforehand and were available for use in the field. I was trained in how to apply the methods with appropriate materials – a core aspect of sound quality application of visual-based research methods (Prosser, 2011)

Unstructured or relational interviews. Interviews are an inseparable part of case study research (Yin, 2014, 2018). Chilisa (2012) explains the use of unstructured or relational interviews as a non-Western approach that explores relational ways of knowing. Accordingly, in-depth interviews focus on constructing stories about connections among individuals, highlighting one's connection with the environment as a collective process of people interacting with their surroundings. Conversations were informal and followed a relaxed style at participants' own pace. The interviewer listened well and probed to clarify explanations. Relational interviews allowed the researcher to introduce topics not spontaneously presented by the interviewee that had to be covered as part of the focus of the research.

Using opinion or value questions, as shown below, the interviewer initiated conversations that provided a greater understanding of interviewees' thoughts and experiences and insight into the things they do (Patton, 2002). The researcher asked parents and teachers: "*How do you explain how and why your child/student does well at school?*" and "*What do you consider challenging circumstances you face? How does this affect your child/student*?" (child/student questions were directed at parents and teachers respectively). Additional probes and topics during the interviews included but were not limited to defining risk; defining resilience; explaining what positive transitioning meant; explaining how their child/student was resilient; discussing significant people that promoted resilient school transitioning; exploring who enabled resilience and how.

Children's interviews followed a similar pattern to those of the adults, but contained more age-appropriate semi-structured question elements. Questions were not presented as a set, but were rather introduced according to the child's conversation pace and direction. Age-appropriate participatory activities (such as free movement and using drawing techniques) allowed children time to become familiar with the research team. The suggestions of

Kyrönlämpi-Kylmanen and Määttä (2011) were used, including activities such as the children helping to create a research file to store the data generated throughout the research process. Children were encouraged to move about as they felt comfortable, allowing freedom of movement while researchers sat on a low chair or on the ground with them (Griffin, Lahman, & Opitz, 2016; Kyrönlämpi-Kylmanen & Määttä, 2011). These practices facilitated the process of getting to know the children by engaging in casual conversation. At the same time, it provided an opportunity for easing into the data gathering interviews. The children's interviews were facilitated by the different visual-participatory methods (described next) used in a child-centred way to equalise the researcher-child relationship (Mitchell, 2006). The research questions for each of the visual participatory methods are detailed below.

Draw-and-talk methodology. Drawing as a research method allowed participants to create concrete visualisations. Using the drawings, participants described, explained and labelled their experiences in a socially constructed way *with* the researcher (Mitchell et al., 2011). Pictures were selected to generate data for their ability to convey striking meaning to audiences (Prosser, 2011). The method was simple and captured reflections from participants' lives in culturally meaningful ways (Mitchell et al., 2011; Theron, Stuart, & Mitchell, 2011). Even when investigating topics that may be difficult to talk about, drawings proved to allow participants a simple way of communicating complex matters. Examples of sensitive studies include explaining the resilience of street children (Malindi & Machenjedze, 2012) and teachers' experiences of generating and interpreting drawings (Theron, 2012a). The researcher interpreted drawings alongside participants' descriptions and not in isolation, since contextual understanding is crucial to what participants wished to communicate (Mitchell et al., 2011; Prosser, 2011).

Children were provided with a variety of drawing and craft materials (e.g. multiple coloured paper, pens, crayons, pencils, a pair of scissors, glue, and water paint). If children did not know how to use materials, the researchers demonstrated how they could use it (e.g. how to wet the paint before applying it to paper). Children had sufficient time to complete their drawing at leisure and they were reassured that the focus of the research was on the content of the drawing and not its artistic quality. The first question asked was about the *positive things* in their lives: "*Think about why you have coped so well with first grade up to now. Please make a drawing that explains why you have coped so well. Remember how well you draw is not important*". The question helped researchers to explore how and why the things children drew helped them to do well in school. On completion of their drawing, each child explained what they drew and how the drawing answered the research question (Mitchell et al., 2011). These explanations were audio- and video-recorded for transcription and translation.

A follow-up drawing was introduced at a later stage, where children were asked about starting the first grade and the difficulties they experienced in adjusting well to school. The prompt was: "*Think back about the things that were difficult when you started first grade. Please make a drawing that explains what was difficult for you when you started first grade. Remember how well you draw is not important*". The focus of this session was to reflect on difficulties that participants have *overcome,* since their teachers had identified them as doing well. In the context of the successful transition to the first grade amidst adversity, resilience is implied. The same procedure was followed during the first and second drawing sessions, allowing children to explain and interpret their picture while the explanation was audio- and video-recorded for later use.

Photo elicitation. Photo elicitation (Liebenberg, 2009b) was used to allow children to express their experiences in an age-appropriate and creative way (Cook & Hess, 2007; Marr &

Malone, 2007; Willumsen et al., 2014). Children took pictures of the people, places and things that helped them to do well at school, allowing researchers to better understand their perceptions and experiences (Liebenberg, 2009b). The photos offered the researchers the opportunity to enter the child's environment or world (Burke, 2005) while at the same time allowing the children to feel empowered by the freedom to decide what pictures to take and how to describe them (Prosser & Burke, 2011). Part of the motivation for using photos is embedded in the concept of eliciting conversations with a visual aid, which in the case of this research was the photographs the children took (Harper, 2002).

Participating children were shown how to use disposable film cameras. After talking with them to engage them in the activity, they were asked to take pictures following the prompt: "*Think about why you have coped so well with first grade up to now. Please take pictures that explain why you have coped so well*". Children were provided with a replacement camera and were allowed to take additional pictures if they experienced difficulty with taking pictures or if the camera broke or was stolen. Children were also afforded a new opportunity to take photos if the photos were blurred or did not develop. Underexposed photos taken in bad lighting were colour-corrected at a printing lab by a photo technician to enhance photo clarity or optimal resolution. Taking photographs was relatively easy and a quick method to produce tangible representations of what children shared their lived experiences (Cook & Hess, 2007; Harper, 2002). Cook and Hess (2007) point out that photographs in their study provided a compelling mode of engagement with children that allowed them to creatively compile a report on their experiences based on a visual prompt as a reference point. Disposable cameras with low-tech features were used so as not attract too much attention to the children, who could be targeted by thieves. While the cameras were with the children at home, parents took responsibility for its use, while at school the first-grade teachers made sure the cameras were safe with the participants.

A grid with as many blocks as there were film frames was glued to the back of the cameras. For each picture children took, they placed a sticker in one of the boxes. The sticker-grid allowed children to keep track of how many photos they could still take. The cameras were collected on an agreed date and the researchers had the film developed and the photos printed. Children received their pictures and were asked to explain each picture, especially relating to how and why the picture they took depicts someone or something that helped them to do well at school (Cook & Hess, 2007; Prosser & Burke, 2011). Where children took photos of people, bystanders were blotted out for publication to protect their identities. The photo explanations were audio- and video-recorded for use later.

Day-in-the-life (DITL) video methodology. The DITL methodology captured a typical day in a child's life (Gillen & Cameron, 2010). The footage collected was used to understand the child's daily living in a rural, disadvantaged community. The process of DITL (Gillen & Cameron, 2010; Hancock, Gillen, & Pinto, 2010) involved two researchers arriving at the child's home as scheduled. One researcher filmed the child going about his/her day, while the other took notes and mapped the surroundings to record a day in the child's life (up to 8 hours, including time spent at school). The child controlled the direction of filming and went about his/her day as normally as possible (Cameron, Theron, Ungar, & Liebenberg, 2011). Before the full day of recording started, the child participants, their families and teachers were desensitised by doing trial-filming at home and school. The researchers took care to explain how the filming would work and practised where to stand to get the best vantage point with the least anticipated interference of the child in his/her classroom and home. The school principal and other teachers were also informed about our filming activities at school and prepared their classes accordingly by explaining what we were doing. The faces of bystanders who entered the video field were blotted out on the final still frames used for publication to protect their identities. Parents were requested to tell researchers what could be filmed and explained that

they could ask the researchers to stop filming at any time. Filming was stopped when the child participant slept, ate at home, got dressed, or went to the bathroom, since these specific times are considered too personal.

Field notes, observations and reflexivity. An essential aspect of case study research included documenting the case study report (Yin, 2014, 2018). The case study was documented by means of field notes, observations and researchers' reflections through reflexivity that added to the trustworthiness of the research process and findings (Creswell, 2013; Ellingson, 2009; Krefting, 1991; Yin, 2018). The researcher recorded home and class demographic information during visits to children's homes and classrooms while conducting research activities, including observations and demographic notes of the community as part of the social-ecological perspective of the study. A research diary with reflective notes and a photo-journal to visually capture the researcher's journey through the research process (time stamp on photos), was kept. A research diary ensured access to accurate real-time reflections and notes on researcher bias based on the context of the research process, engagement and findings (Flyvbjerg, 2006). In an effort to keep track of these interactions, the intepreter and researcher met regularly for a debriefing to reflect on the research process (Patton, 2002a), how it affected us, and how we influence the process in return as a necessary reflexivity process (Cohen & Crabtree, 2008).

Documentation. Yin (2014) notes that documentation can take on different forms (i.e., letters, memoranda, e-mails, administrative documents, progress reports, agendas, minutes of meetings, written reports, newspaper clippings and so forth) and could be used to substantiate and strengthen evidence from other sources. On a practical level, this included the correct spelling of names, titles and organisations mentioned during interviews, as well as confirming or countering evidence that could point out a need to follow up on topics mentioned. The

researcher allocated time for thorough searches before fieldwork as well as accessing information about the school and community from materials not available elsewhere or online. Where needed, the researcher negotiated access to information, with efforts including an interview with the head of the Department of Social Work to gain a deeper understanding of psychosocial concerns within the broader community. The school principal elaborated on the social concerns and included nuanced explanations of the challenges the school faces and the resources available. An interview with the school librarian was conducted to understand the role of the school library in facilitating positive first-grade adjustment since all the child participants referred to the school library. A transect walk with the school cleaning lady who explained the set-up, activities, concerns and her experiences of children at the school (Van der Riet, 2008; Von Maltzahn & van der Riet, 2006) allowed the researcher to access additional information on the school context. Neuman and Celano (2001) note that in disadvantaged contexts there might be limited documentation available to researchers and community members. Due to these limitations, the context interviews formed an oral history and documentation source for the community. Besides the limited availability of documents, caution was taken when interpreting documentation since the motivation for creating the documents and its purpose could be influenced by the bias of the author(s), not necessarily related to the research topic (Yin, 2014, 2018).

Children's academic school reports were used to corroborate child participants' progress in class (academically) as part of their positive transitioning to the first grade. These documents supplemented the case studies after the researcher got explicit permission from parents to access teacher notes and children's school reports (Yin, 2014, 2018).

Data Analysis

For this case study research, it was important to have an analysis strategy from the stage of planning and conceptualisation of the research to the completion of the study with data dissemination (Baxter & Jack, 2008). Part of the analytical strategy included a clear plan on how to organise the cases and documents making up the data sources for the research project (Friese, 2014; Yin, 2018). The researcher anticipated an extensive, in-depth data pool from all the qualitative and visual participatory methods included in the case studies. The researcher constructed each case study individually (organising the case sources together as a unit), analysing each case in-depth, followed by an analysis of the cases combined (cross-case analyses) (Tracy, 2013; Yin, 2016). Each case consisted of data gathered for a child participant, and their associated parent(s) and teacher. This resulted in five case units, each comprising data gathered for the primary informant (child), with their associated social-ecological role players as secondary informants. Additional case documentation was grouped together to provide context-based information that could deepen researchers' understanding of the children's resilient first-grade transitions despite disadvantage (e.g. documentation, field notes, observations and researcher reflections).

The analysis was conducted concurrent with data collection in a cyclical process as described by Creswell (2013) and Saldaña (2016) to ensure that data were analysed alongside data generation while allowing an opportunity to follow up with participants in the field. This simultaneous iterative analysis and data generation processes present typical of case-study research and provided the researcher with an opportunity to systematically develop conceptually sound research through "logical coherence" (Eisenhardt, 1989, p. 549) that was data-driven.

Three basic strategies for analysis informed data analysis: (a) reducing the data into meaningful segments by coding (naming) segments that are "essence-capturing" (Saldaña, 2013, p. 3), because it informed the research questions; (b) combining the created codes to form broader categories or themes that related well; and, (c) displaying and describing the data that allowed comparison of findings through networks or diagrams, tables, grids and discussions (Creswell, 2013; Saldaña, 2013, 2016). The initial analysis followed inductive processes for in-case analysis to explore in-depth codes for each case unit followed by cross-case analysis for comparison (Tracy, 2013; Yin, 2018). The researcher analysed the data systematically and consistently with the aid of a computer-based analysis program, i.e., ATLAS.ti version 8 (Friese, 2014; Friese, Soratto, & Pires, 2018; Miles et al., 2014). The researcher applied analysis strategies that allowed inductive in-depth exploration of the data to produce nuanced descriptions from multiple sources in the context (Ellingson, 2011; Miles et al., 2014).

The analysis was structured as part of a collaborative SISU team review process. As such the researcher presented the initial in-case and cross-case analyses to the South African members of the SISU team. The team comprised of the primary investigator for South Africa, supervisors and other researchers on the project (one PhD candidate who worked on different cases as part of the larger project). Through collaborative decision making, a comprehensive, systematic coding system was developed as part of a code book (Friese, 2014; Tracy, 2013). The code book contained codes created for this study as well as the larger SISU project. Where applicable, the researcher applied any codes co-created for the larger project code book deductively to data segments for this study. The coding system was applied by three independent co-coders. Once the three independent co-coders completed their individual analyses, they met to reach consensus. The final analysis was evaluated and reviewed by an external coder not invested in the project.

The finalisation of the data analysis included getting input from participants on the data analyses through member reflections (Creswell & Poth, 2018; Ellingson, 2011; Patton, 2002b; Tracy, 2013; Yin, 2018). Reflection processes aided contextualised understandings of children's positive transitioning to school. Member reflections emphasised collaboration with participants as a strategy to gain additional insights from participants (Creswell, 2013; Patton, 2002b; Tracy, 2013). Following participants' reflections, the researcher continued to analyse the data individually and in collaboration with other national and international researchers, i.e., local and distal researchers forming part of the SISU team. The aforementioned processes finalised the empirical analysis within each case and across cases. In an effort to link the current study's empirical findings with literature and theory explaining the phenomena, the researcher constructed deductive links with extant literature to explain findings where possible (Creswell, 2013; Miles et al., 2014; Tracy, 2013).

Research Process

A well-established researcher in the community acted as gatekeeper (WIN project leader from North-West University, Potchefstroom). The gatekeeper approached schools in the area and introduced the proposed study. After this process, the gatekeeper introduced the researcher to principals and key stakeholders such as the Department of Social Development and practitioners in the area concerned with children's well-being and safety. This was of immense value for referring participants to local service providers should they need access.

Once the schools were on board, the researcher commenced by compiling a community AP (Theron, 2013b) comprising six professionals from the community who have insight into local cultural and community norms and rich experience in working with children who transitioned well to school (*cf.* Addendum C detailing the AP process). The panel included teachers, heads of department, remedial teachers, and a vice principal who works with first-

grade children in the community from two quintile 1 schools. Members had extensive experience and exposure to what first-grade transitions meant; the challenges children faced; they understood age-appropriate milestones of what positive adjustment to the first grade was. AP descriptions, definitions and explanations on the mentioned aspects of positive school transitioning were distilled to produce criteria or indicators of resilient adjustment despite severe challenges. The use of AP definitions was consistent with the guidelines for community advisory groups of the National Health Research Ethics Committee (2012) and community-researcher liaisons to advise the researchers on culturally applicable and ethical research practice (Theron, 2013b). The AP-informed indicators were presented to first-grade teachers from three quintile 1 schools in the community. Though only five child participants were recruited, the researcher could not know beforehand from which teacher's classroom the children would be identified. Therefore, teachers were invited to observe their first-graders using the AP indicators to evaluate how well their students met the indicators on an evaluation sheet over time. The APs facilitated community-researcher partnerships founded on mutual respect for the purpose of conducting culturally meaningful research by building trusting relationships with potential participants (Montoya & Vargas, 2009).

The researcher anticipated that the research schedule would follow in phases starting with the recruitment of participants based on the AP indicators (for observation by teachers during the first two school terms in 2014, e.g. up to 6 months). The initial selection included a pilot study participant to allow for possible revisions and AP inputs, following invitations for the remaining four cases to participate. However, due to time constraints and regulations of the Department of Basic Education in South Africa that limit school access for research activities (i.e., no research activities could take place on school grounds after September), the roll-out of the data gathering process occurred simultaneously across cases. The researcher therefore piloted each research question with the AP, applied it with each child participant accordingly,

and revisited each case if any changes were made during the research process to ensure that all participants went through the same questions and proceedings (Yin, 2018).

Interaction with participants followed the process outlined below:

- *Home and classroom visits* (end of June 2014): The researcher met with the parents and teachers. The adults voluntarily granted permission to participate and signed informed consent. Unstructured one-on-one in-depth interviews were subsequently conducted.
- *Meeting children and first drawings* (July 2014): The researcher met each child and his or her parent(s) at their respective homes. The child participants completed the informed assent voluntarily, followed by the file activity that asked their daily schedule and activities and their likes and dislikes to get to know the children better. Each child completed their first draw-and-talk activity.
- *Children and photos* (July 2014): The researcher met each child individually and handed out disposable film cameras for photo elicitation and showed the child how to use it. The cameras were collected one week later for film development and printing.
- *Children, photo explanations and video preparation* (August 2014): The researcher met the children individually at their homes to hand out photos, gather photo explanations and practice for the DITL video.
- *Children and DITL* (August 2014): Two researchers met each child at home on their DITL pre-determined video day and filmed the child for up to 8 hours, including time spent at school and home after school.
- *Children's DITL video review* (September 2014, outside school contact hours): The two DITL researchers selected video snippets that illustrate each child participant's

resilience processes from the raw footage of the documented day. These snippets were compiled into 30-minute videos. The 30-minute videos were reviewed by the SISU team members in South Africa. The researcher again met the child participants at their respective homes to review the compiled videos of their DITL video day. Children could choose who could watch the video with them and they commented on the selected compilations, discussing their resilience processes based on the footage. The researcher confirmed permission to show the children's 30-minute video to the participating teachers.

- *Children's second drawing* (September 2014, outside school hours): Each child completed their second draw-and-talk activity.
- *Member reflections* (October–November 2014 & January–February 2015, outside school hours): Each child participant, parent(s) and teacher met with the researcher for follow-up questions and to clarify the information already provided. The teachers participated in a focus group after school that included teachers' reflections on snippets from the DITL videos.
- *Closing activities* (September 2016, outside school hours): Joint planning with teachers and child participants to disseminate findings.
- Data dissemination:
    - Local and international conference presentations and a joint SISU publication were informed by this study:
        - Kahl, C. (2015). Researching positive adjustment to Grade 1 using visual participatory methods: Lessons for research psychologists. Paper presented at the 21st South African Psychology Congress. Invited symposium topic: Supporting South African children to adjust well to challenging lives: Lessons for psychologists from the Pathways and

SISU resilience projects. Presenters: Dr Angelique van Rensburg, Ms Carla Bezuidenhout, Ms Carlien Kahl and Prof Tumi Khumalo. Johannesburg, 15–18 September 2015.

- Bezuidenhout, C., Kahl, C., Theron, L. C., Khumalo, I. P., & Theron, A. M. C. (2016). Positive adjustment to the first grade: South African teacher-drivers of social-ecological resilience. Paper presented at the 8th European Conference on Positive Psychology (ECPP). Symposium topic: Constructive adjustment to first grade in South Africa and Finland: Lessons from the SISU project. Presenters: Prof. Kristiina Kumpulainen, Prof. Linda Theron, Dr Carla Bezuidenhout, Ms Carlien Kahl and Ms Saara Salmi, Angers, France, 28 June–1 July, 2016.
- Kumpulainen, K., Theron, L. C., Kahl, C., Bezuidenhout, C., Mikkola, A., Salmi, S., … Uusitalo-Malmivaara, L. (2016). Children's positive adjustment to first grade in risk-filled communities: A case study of the role of school ecologies in South Africa and Finland. *School Psychology International*, *37*(2), 121–139. https://doi.org/10.1177/0143034315614687
- Kahl, C., Khumalo, I. P., Ngwanya, A., Segopolo, R., Gill, S., & Dikana, B. (2017). We are SISU! Teachers promoting social-ecological resilience of first graders in rural South Africa when starting school. Poster presented at the 4th Pathways to Resilience Conference (RRC). Presenter: Ms Carlien Kahl, Cape Town, South Africa, 14–16 June, 2017.
- Kahl, C. (2017). Father-(figure)-s supporting resilient first-grade school transitions of children in a rural South African context amidst structural

deficiencies. Paper presented at the 4th Pathways to Resilience Conference (RRC). Cape Town, South Africa, 14–16 June, 2017.

- *School-based data dissemination:* Child participants and participating parents, teachers, the school librarian and principal will be presented with participation certificates on completion of the thesis. Teacher participants plan to showcase good practices at their school based on the findings using a resilience tree to hang word cards and actions from the tree to illustrate what children, their parents, peers, school teachers and other staff can do to promote positive adjustment to the first grade. Teachers also wish to coach other grade classes to incorporate practices to promote positive adjustment in their classes from Grade R through Grade 7.
- *Provincial Department of Education data dissemination:* The teachers wish to present the 2017 RRC poster to the representative for the Foundation Phase at the Department of Education local office in town, as well as the district office and head office of the province.

Researchers of the SISU team used the artefacts in publications, conference presentations and displays. Care was taken to conceal the faces of participants and bystanders on all artefacts to protect their identities.

Trustworthiness

The research followed strategies set out by Tracy (2010) for quality qualitative research. These guidelines are presented in modified form in Table 1.2 below to show how the researcher met and adhered to the criteria. The table also includes integrated criteria of key authors reporting on trustworthiness (Krefting, 1991), crystallisation (Ellingson, 2009, 2011) as an

alternative to triangulation, and the importance of viewing these concepts within the transformative paradigm (Cohen & Crabtree, 2008; Mertens, 2009).

Table 1.2.

*Ensuring high-quality qualitative research by combining the criteria presented by different authors**

Criteria for quality (end goal)	**Various means, practices and methods through which to achieve**	**Application to this study or ways of ensuring reliance on the criteria**
Worthy topic	Research topic that is: • relevant; • timely; • significant; and • interesting.	Socio-political climates and priorities within countries significantly affect the need for specific research. In South Africa, this need is explained in this chapter. I would like to add my personal motivation: I am profoundly interested in combining my passion for research and my experiences as an educator. Being a researcher at heart, my ability to convey knowledge in a classroom was supported by researching teaching techniques and supporting a variety of students in the class according to their needs and abilities. Interpreter's motivation to engage in the research project: The interpreter who worked with me had a son who started the first grade in 2014. Her interest in the topic was spurred by her curiosity about how to better support her son's transition to first grade following her knowledge gains from my PhD research project. She had worked in the community before and is fluent in the Setswana dialect spoken in the region and in English. She had experience with conducting qualitative research in the community. I practised the different methods with her beforehand and made sure she knew how to ask the research questions. I anticipated that her being a mother may influence her leading the children's responses and made sure to explain the importance of not doing so and provided her with alternative, rehearsed options (Asay & Hennon, 1999). Both the interpreter and I share a love of children and were excited about the creative methods we were about to use in the study and the anticipated outcomes. We were motivated by the focus on positive coping where own life stories speak of survival and resilience.

Criteria for quality (end goal)	Various means, practices and methods through which to achieve	Application to this study or ways of ensuring reliance on the criteria
Rich rigour	The study should use sufficient, abundant, appropriate and complex: • theoretical constructs; • data and time in the field; • sample(s); • context(s); and • data collection and analysis processes.	Krefting's (1991) strategies for credibility and dependability overlap with this criterion to some extent. Tracy (2010) cites the importance of what Weick calls "requisite variety…[and a researchers' ability to bring a]…head full of theories and a case full of abundant data" (p. 841). A researcher should be prepared to deal with the complexities and nuances participants are likely to display, share and express. In keeping with this criterion, my selection of case study documentation as described in the methods section, potentiated rigorous, rich research by means of multiple creative methods allowing variability of expression.
Sincerity	The study was characterised by: • self-reflexivity about subjective values, biases, and inclinations of the researcher(s); and • transparency about the methods and challenges.	Cohen and Crabtree (2008) note that reflexivity is essential in most qualitative research evaluations and indicate how actively involving researchers' reflexive notes could be used as part of the research process. To this end, it was important that I noted which assumptions I brought to the study. These included my own experiences of starting school both in kindergarten and the first grade; my expectations from first-grade students based on my teaching experiences, and coming from a middle-class White family with strong family ties and support. I had to be aware of my ideas on what it means to provide for a family with scarce resources in a culture different from my own. Meticulous research field notes, self-reflection and debriefing with other researchers on the team facilitated sincerity.
Credibility	The research was marked by: • thick descriptions, concrete detail, explication of tacit (non-textual) knowledge, and showing rather than telling;	Researchers have differing opinions on how credibility should be applied in qualitative research (Cohen & Crabtree, 2008). There may be overlap with some authors, such as Krefting's (1991) credibility, confirmability and transferability strategies.

Criteria for quality (end goal)	Various means, practices and methods through which to achieve	Application to this study or ways of ensuring reliance on the criteria
	• triangulation or crystallisation; • multivocality; and • member reflections.	The use of crystallisation (Ellingson, 2009) allowed me to use multiple perspectives that were co-constructed during the research process rather than triangulation to confirm findings using different methods or researchers. Like a crystal has multiple sides, the processes and principles of crystallisation allowed us to compile different perspectives in creative ways by using the multiple methods and analyses in my study. Multivocality allowed me to portray the different voices of the participants in expressive ways to ensure their voices were heard accurately, linking this criterion closely with crystallisation and member reflections.
Resonance	The research influences moves particular readers or a variety of audiences through: • aesthetic, evocative representations; • naturalistic generalisations; or • transferable findings.	Resonance refers to the impact that the research may have on an audience(s) and their ability to use information from it: promoting the findings with empathy and transforming an audience's perception to relate with the research. This included the ability to draw links with other research findings where generalisations may be appropriate or apply within similar contexts. Krefting's (1991) strategy of transferability resonated to an extent and I described participants and their contexts in detail so that my research may be transferred to other similar settings and contexts.
Significant contribution	The research combined a significant contribution: • conceptually/theoretically; • practically; • morally; • methodologically; or • heuristically.	My research contributed to the development of theories on the pathways to resilience, in this instance the resilience of children who transitioned well to school despite the severe challenges they face due to living in a rural, structurally deficient community. Elaborating on existing understandings of social-ecological resilience processes of children in rural disadvantaged areas was crucial. Practically, my study potentiates understandings of positive transitioning to school that could be used by teachers, parents, community members and healthcare practitioners to support other children in similar contexts to adjust well to the demands of formal school. Morally, my research builds on the shoulders of giants well-known for their

Criteria for quality (end goal)	Various means, practices and methods through which to achieve	Application to this study or ways of ensuring reliance on the criteria
		contributions to the research on resilience as a social-ecological and cultural phenomenon.
Ethics	The research considered: • procedural ethics (such as human participants); • situational and culturally specific ethics; • relational ethics; and • exiting ethics (leaving the scene and sharing the research).	Ungar's (2011) SERT allowed me to engage with participants in a culturally sensitive manner that implied adherence to human rights within culturally complex communities. The ethics discussion in the next section highlights how the research was conducted accordingly. A more detailed report was submitted to the ethics committee, who granted permission for the SISU project (NWU-00018-14-S8). The Northern Cape Provincial Department of Basic Education granted permission for my research to be conducted in schools in the Frances Baard district.
Meaningful coherence	The study: • achieved what it set out to do; • used methods and procedures that fit its stated goals; and • meaningfully interconnects literature, research questions/foci, findings and interpretations.	Meaningfulness was measured against my study's ability to: a) "achieve its stated purpose; b) accomplish what it espouses to be about; c) use methods and representation practices that partner well with espoused theories and paradigms; and d) the attentively interconnected literature reviewed with research foci, methods, and findings." (Tracy, 2010, p. 848) Meaninfulness was realised by the interconnected design, data collection, analysis methods, theoretical framework and what my study aimed to achieve, namely the product of my thesis, publications, conference proceedings and meaningful data dissemination at the school.

*Main table structure from Tracy, 2010, p. 10. Additional authors noted in the text in the table.

Ethics

The research was conducted in line with the ethics guidelines outlined by the Health Professions Council of South Africa (2016) and the Psychological Association of South Africa (Cooper, 2014). Ethics approval for the SISU project was granted by the NWU Ethics Committee of the Faculty of Humanities, Vaal Campus (NWU-00018-14-A8) (Addendum A1). Detailed informed consent was submitted to show how the study digressed from the larger SISU project. The Northern Cape Provincial Department of Basic Education and participating schools granted permission for the study (Addendum A2). Informed consent forms are attached, detailing the conditions of participation for AP members, teachers, and parents. The children's assent forms are also attached (Addendum B1-4). The informed consent forms provide specific information regarding culturally appropriate research in South Africa and working with children in research. It also stipulates conditions of participation, possible risks, potential benefits and the legal obligations of the research psychologist. Withdrawal carried no negative consequences and the researcher was mindful to observe dissenting behaviour in working with children. Children may experience difficulty to express their wish to withdraw or may lack the ability to express the desire to do so. They may refuse to cooperate or cry, resulting in the discontinuation of participation (Human Research Ethics Committee, 2013). According to the Children's Act of 2005, the researcher is obliged to inform authorities of suspected child maltreatment, abuse, neglect or if a child is being harmed in any way (South Africa, 2005). This responsibility includes accurate referrals to appropriate professionals (e.g. nurses, social workers, the police and counsellors) who may best assist in the matter. The Research Ethics Committee of the Faculty of Health Sciences at the University of Cape Town suggested including the following phrase in the assent form for children:

> *"We will not tell anyone what you tell us without your permission unless there is something that could cause harm to you or someone else. If you tell*

> *us that someone is or has been hurting you, we may have to tell that to people who are responsible for protecting children so they can make sure you are safe" (Human Research Ethics Committee, 2013, p. 10).*

The researcher took care not to coerce children into participating, but to respect their ability to inform others on aspects affecting their lives (UNICEF, 1989), such as respecting their wishes to withdraw regardless of the effect this may have on the research process. As children are considered a vulnerable group by the Department of Health (2015), the researcher ensured they were fully informed and gave assent in addition to their parents' consent. This conforms to the South African law on ethical conduct with minors, i.e., children under the age of 18 years old. The informed consent and assent makes information available in participants' mother tongue to ensure that participants would be fully aware of and acknowledged in decisions made (Montoya & Vargas, 2009; Strode, Slack, & Essack, 2010).

Structure of the Document

The thesis is structured to provide insight into the research topic by discussing the motivation for the research (Chapter 1), identifying the gap in current research (Chapter 2), conducting an empirical study to address the gap in research (Chapter 3), considering ways of conducting research to inform research strategies (Chapter 4), and providing concluding remarks and recommendation (Chapter 5).

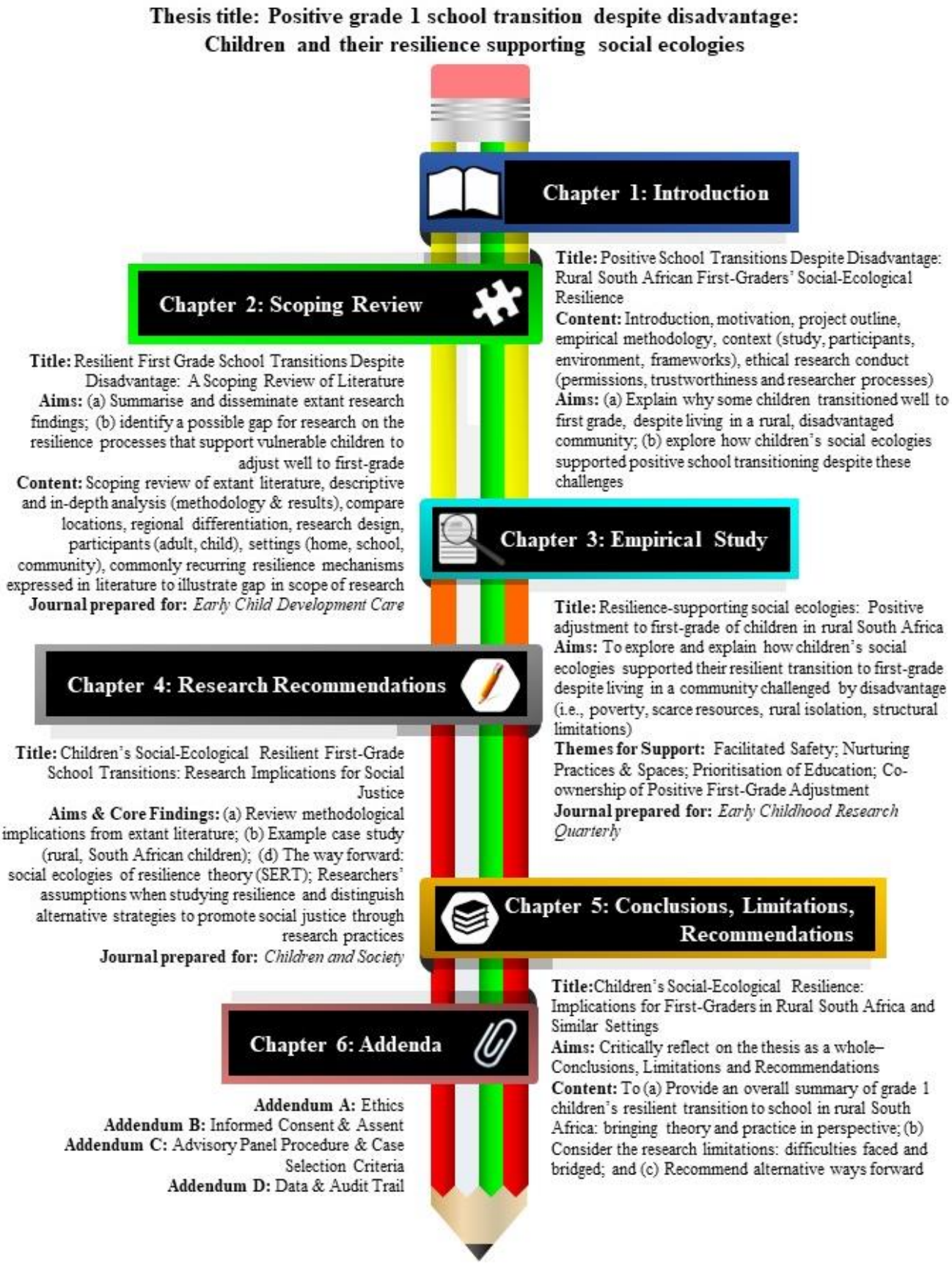

Figure 1.1: Thesis outline and overview

Chapter 2: Resilient First Grade School Transitions Despite Disadvantage: A Scoping Review of Literature

Journal of Intended Publication: Early Child Development and Care (ECDC)

Scope of the journal. ECDC is a multidisciplinary publication that serves psychologists, educators, psychiatrists, paediatricians, social workers and other professionals who deal with research, planning, education and care of infants and young children. Original English papers on all aspects of early child development and care: descriptive and evaluative articles on social, educational and preventive medical programs for young children, experimental and observational studies, critical reviews and summary articles.

Article word limit. 5000-8000 words including tables, references, etc. Supplementary online material possible; 2.5 line spacing (for consistency in the thesis, double spacing was maintained throughout—2.5 line spacing will be adjusted for journal submission only), font 12, British English spelling.

Abstract guidelines. 100-150 words; 3-6 keywords

Article Abstract

Contexts of risk hinder vulnerable first-graders' successful transition to school—especially at critical milestones. Understanding children's resilience processes could offer insight into positive adjustment despite contexts of risks. A scoping review of 28 empirical articles discern the resilience processes of 6-7-year-old children who transitioned well to school despite vulnerability. Iterative analysis strategies were facilitated by ATLAS.ti 8 on descriptive and conceptual levels. The results provide descriptions of studies and reveal a paucity of research in rural areas in the Global South that include children's explanations with adult inputs through qualitative and mixed methods research. In this study, the social ecologies of resilience theory provide a critical lens to understand how extant findings inform seven commonly recurring

resilience mechanisms. The analysis illustrates the lack of integrated understandings of children's resilient school transitions aided by significant role players across settings. Resilience mechanisms support children's resilience processes iteratively when starting the first grade.

Keywords: resilience, transition to the first grade, vulnerable children, resilience processes, scoping review, social ecologies of resilience theory

Introduction

Starting school is one of the most significant transitions children face (Ahtola et al., 2011; Margetts, 2002, 2014). School transitions entail children moving from settings that are familiar (e.g. family/home environs, pre-school) to settings that are less familiar (e.g. new school, teachers, peers, friends) (Dockett, Petriwskyj, & Perry, 2014; Margetts, 2002, 2014). Certain conditions further complicate successful adjustment to formal schooling (Masten, 2014; Mirkhil, 2010), such as living in risk-filled environments (e.g. poverty, negative behaviour, achievement gaps, limited opportunities and resources) (Cicchetti & Toth, 2016; De Feyter & Winsler, 2009; Schoon, 2006, 2012). In South Africa, many children attend schools in communities fraught with adversity, meaning that children live and go to school in environments and conditions that potentially impede their adjustment to the first grade (marginalisation and inequalities, lack of quality education opportunities, achievement gaps, poverty) (Fleisch et al., 2012; Spaull, 2013; Spaull & Kotze, 2015).

Despite living in environments where they are at risk, some children transition well to the first grade (Dockett, 2014; Roffey, 2016), and as a result, experience resilient adjustment despite severe adversity (Goldstein & Brooks, 2013; Theron et al., 2015; Ungar, 2013). Resilient children adjust well on a variety of developmental levels, e.g. emotional, behavioural, academic and interpersonal well-being (Goldstein & Brooks, 2013). When exploring how and

why children adjust well to the first grade in contexts of adversity, research needs input from the systems in which children are embedded. Masten (2003, p. 170) illustrates in the figure reproduced below how children are connected to people and embedded systems that affect their resilience directly (e.g. family, school, neighbourhood) as well as indirect systems that influence children's schooling experiences, mental health and well-being (e.g. local school districts, education regulating bodies, provincial and national legislation, health sector resources, etc.).

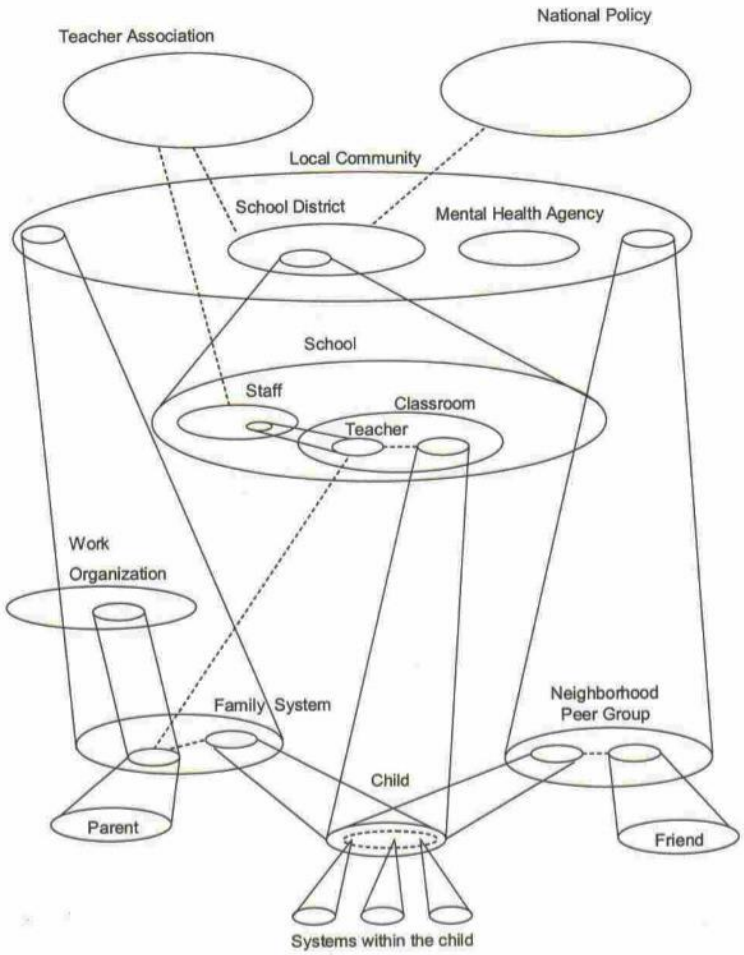

Figure 2.1: Masten's illustration of interactions (dashed lines) of embedded multiple systems that affect children's resilience directly and indirectly (2003, p. 170)

Accordingly, children placed at-risk by contextual adversities and vulnerabilities from the systems in which they are embedded require input from their social ecologies to support

their resilience processes to transition well to the first grade. The environment in which children move is therefore afforded a greater role in children's positive school adjustment (Bronfenbrenner, 1999; Cicchetti & Toth, 2016; Masten, 2016). One definition that promotes understanding of children's resilience within their embedded systems (i.e., social ecologies) is Ungar's (cf. 2008, p. 225) definition of the social ecologies of resilience. As such, children's resilience is viewed as an interactive, bi-directional process where their capacity to access resources is simultaneously enabled by significant role players from children's ecological systems (Ungar, 2008, 2017). These resilience processes are considered culturally embedded, and as such, resilience resources should be provided in meaningful ways that may alter from time to time. This emphasises children's dependence on others to enable their resilience processes (Ungar, Connelly, Liebenberg & Theron, 2017).

Dockett et al. (2014) explain that despite the large volumes of school transition research published, there is more to learn about resilient transitions in different contexts (the home and school contexts and contexts of adversity). They advocate for research with children at the centre of transition research, while integrating such perspectives with role players from children's families, schools and communities, i.e. children's social ecologies.

Existing literature reports on programmes, formal practices and interventions are directed at promoting resilient school adjustment when children start school (Giallo et al., 2010; MacDonald, Goff, Hopps, Kaplun, & Rogers, 2014; Margetts, 2007). MacDonald et al. (2014) report on common themes across transition research, asserting the importance of (a) sound theoretical understandings of children transitioning to school; (b) with an emphasis on contextual explanations that shape transitions; (c) essential relationships that support transitions; (d) examining pre- or prior-to-school settings compared to school settings; and (e)

promoting social justice through schools' readiness to support the unique needs children experience through accommodative practices.

Supportive practices to promote the resilience of South African school children are exemplified by scholars who promote place-based partnerships between schools and communities, creating safe learning spaces and promoting resilience in school settings (children and teachers' resilience) (Ebersöhn, 2008, 2014; Ebersöhn & Ferreira, 2012; Wood, Theron, & Mayaba, 2012). In the absence of intervention programmes, little is known of the every-day practices supporting resilient school transitions to the first grade in contexts of adversity. The every-day practices within children's social ecologies that support their resilient transition to formal schooling are critical (Masten, 2014; Masten & Gewirts, 2006; Theron, 2016a), especially as part of children's well-being processes that show "when, how, why and for whom…resource truly matter" (Panter-Brick & Leckman, 2013, p. 333). If we understand routine ways in which children's resilience processes are supported so that they can transition well to the first grade, children could experience better support from the social ecologies they depend on for navigation towards and provision of resilience-supporting resources (Supkoff, Puig, & Sroufe, 2012; Ungar, 2010, 2012b).

Ungar and colleagues explain resilience-enabling resources at the hand of seven commonly recurring mechanisms, also referred to as "tensions" (Ungar, 2006, p. 57, 2008, p. 231); "resources" (Ungar et al., 2017, pp. 1–2) or "functions" (Ungar et al., 2017, pp. 3–5). The seven mechanisms (see Table 2.1) are factors commonly associated with resilient outcomes in enabling contexts (relational and material resources) within a social-ecological framework and across cultures (Theron et al., 2015; Ungar, 2006; Ungar, Brown, Liebenberg, Cheung, & Levine, 2008).

Table 2.1:

*Seven mechanisms for social-ecological resilience of children across cultures**

Resilience resources (Ungar et al., 2017, p. 1)	**Explanation (Ungar, 2006, p. 57, 2008, p. 231)**
Access to material resources	Availability of financial, educational, medical and employment assistance and/or opportunities, as well as access to food, clothing and shelter
Access to supportive relationships	Relationships with significant others, peers and adults within one's family and community
Development of a desirable personal identity	Personal and collective sense of purpose, self-appraisal of strengths and weaknesses, aspirations, beliefs and values, including spiritual and religious identification
Experiences of power and control	Experiences of caring for one's self and others; the ability to effect change in one's social and physical environment in order to access health resources
Adherence to cultural traditions	Adherence to one's local and/or global cultural practices, values and beliefs
Experiences of social justice	Experiences related to finding a meaningful role in community and social equality
Experiences of social cohesion with others	Balancing one's personal interests with a sense of responsibility to the greater good; feeling a part of something larger than one's self socially and spiritually

*Throughout the article/chapter all reference to resilience mechanisms refer to the authors cited in the table.

The scoping review intended to "examine the extent, range and nature" (Arksey & O'Malley, 2005, p. 1) of extant literature on resilient first-graders' school transitions despite adversity through the SERT lens and resilience mechanisms. As such, this scoping review aimed to summarise and disseminate extant research findings and to identify possible gaps for future research on the resilience processes that support vulnerable children to adjust well to the first grade.

Methodology

Scoping Review Method

This study was part of a larger project that explored first-graders' positive adjustment to school in South Africa and Finland known as the SISU project (*cf.* Kumpulainen et al., 2016). For this article, it was essential to gain an in-depth understanding of children's resilient school transitions in vulnerable contexts as represented in extant literature. A scoping review is appropriate as it uses a systematic approach to peruse selected literature in a focused manner in answer to a specific research question, rather than to explore literature in general to provide an overall summary as with other types of reviews (Daudt et al., 2013; Gough, Thomas, & Oliver, 2012). Therefore, a five-stage scoping review was conducted (Arksey & O'Malley, 2005; Levac et al., 2010). An additional screening process was added before Stage 5 to facilitate the final article selection and to ensure quality control in the scoping review literature selection (Daudt et al., 2013).

Stage 1: Identifying the research question. The scoping review was informed by the research question: *What are the resilience processes that supported vulnerable children to adjust well to the first grade*? The question was developed by a team of researchers (described with the next stages).

Stage 2: Identifying relevant studies. Two researchers (research- and educational psychologists) knowledgeable in the field of resilience, social ecologies and transition processes when starting school, conducted independent searches to identify relevant studies (*cf.* Bezuidenhout, 2018). Searches were conducted using three-way keyword combinations for resilience, child and school (including synonyms for all combinations shown in Table 2.2) in the titles and abstracts of studies.

Table 2.2:

Three-way synonym keyword combination searches with inclusion and exclusion criteria

Resilience keywords	Child keywords	School keywords
Resilience	Child	School
Resilient	Boy	Elementary school
Resiliency	Girl	Primary school
Protective	Early years	Classroom
Positive adjustment	Student	Teacher
Positive adaptation	Learner*	Education
	Pupil*	First grade
		Grade 1
		Formal school
		School transition
Inclusion criteria	Resilience AND child AND school (including synonyms above)	
	Children aged 6 to 7 years old	
	Children starting formal school/first grade	
Exclusion criteria	Intervention studies targeting adjustment to school	
	Studies where resilience is conceptualised as a personal trait/quality (i.e., not an ecological approach)	
	All studies not relating to first-graders	
	All articles that exclude clear conceptualisation of resilience (e.g. context of risk and positive adjustment)	
	All non-empirical articles (e.g. reviews, advocacy or position papers, etc.)	

*In South Africa, students are also referred to as learners or pupils in education contexts.

In an effort to account for synonyms, searches were conducted using Boolean functions in EBSCO Discovery Service (EDS) and advanced search functions (see Table 2.3). No date limitations were set to allow access to any electronic publications, but results were filtered to include peer-reviewed results (i.e., scientific publications) where keywords matched in the title or abstract in English to allow for replication of the search.

Table 2.3:

Detailed three-way combination search results from EDS using synonyms for resilience, child and school

Query	# of hits	Limiters/ Expanders	Last Run Via	Results*
Abstract search	Total hits = 34250	Limiters: Peer Reviewed	Interface: EBSCO Discovery Service	15,017 → 10,047
	Peer-reviewed hits = 22306	Expanders: Also search within the full text of the articles & eBooks	Search Screen Advanced Search	Final page ended at 10,047 hits
	English hits = 15017	Apply equivalent subjects	Database North-West University collections; ProQuest Dissertations and Theses - Global; ebrary; National Academies Press; IAEA: International Nuclear Information System (INIS); International Index to Music Periodicals (IIMP) Full Text; Amedeo: Free Medical Journals	
Title search:	Total hits = 1647	Search Modes: Find all my search terms		531 → 316
	Peer-reviewed hits = 982			Final page ended at 316 hits
	English hits = 531			

* EDS automatically removed exact duplicates when paging to the next result pages

Seventy-three databases listed in EDS were included. They are detailed in Supplementary Table 2.4. The joint search lasted from March 2016 to April 2016 (Bezuidenhout, 2018), and was updated to ensure recency (latest update 10 September 2018).

Stage 3: Study selection. During stage three, researchers screened the titles and abstracts for the query independently. The articles were matched against inclusion and exclusion criteria to include articles matching the three-way keyword search combinations for resilience and children aged 6 to 7 years starting the first grade (*cf.* Bezuidenhout, 2018). The team reached consensus on 34 articles for further scrutiny.

Stage 4: Charting the data. The articles retained for the comprehensive review were summarised in a table format by distinguishing the following: (a) date of publication; (b) author(s); (c) location of research; (d) title of the article; (e) study aims; (f) participant information (including context of risk/ adversity); (g) research design; (h) methods (with particular focus on who voiced the findings—adults, children, researcher assessments and observations); and (i) a summary of the main findings. A summary of the information was presented to experts in the field of resilience to ensure the rigour of this review (see Supplementary Table 2.5). Of the 34 articles, 28 were retained for analysis during Stage 5 of the scoping review (Bezuidenhout, 2018; Daudt et al., 2013; Levac et al., 2010).

Stage 5: Collating, summarising and reporting the results. The first author of this paper analysed the 28 selected scoping review articles to (a) understand the nuanced explanations of resilience processes that supported vulnerable children to adjust well to the first grade inductively; and (b) explore the extent to which extant literature informed children's resilience processes in line with Ungar's (2006, 2008, 2012b, 2017) social ecologies of resilience theory (SERT) deductively. SERT considers the resources available to support children's resilience through bidirectional relationships with significant role players from their social ecologies in culturally meaningful ways (Theron & Liebenberg, 2015; Ungar et al., 2017). SERT is one of the lenses that researchers can apply to understand resilience processes that are universal across cultures by using the seven mechanisms (Liebenberg & Ungar, 2009b; Ungar 2006, 2008; Ungar et al., 2017).

Iterative Analysis

An iterative analysis strategy was employed to understand the nuanced explanations of children's resilience processes when adjusting to first grade, while simultaneously understanding these processes within a particular theoretical lens (links with frameworks and

literature). Unless otherwise indicated, Creswell and Poth (2018) and Tracy's (2013) primary and secondary coding level strategies were applied to systematically analyse the data. The 28 scoping review articles were analysed according to the descriptive sections noted in Stage 4 (a) to (i) and presented to the research team for review (see Table 2.5). Descriptive labels were assigned (Friese, Soratto & Pires, 2018; Saldaña, 2016; Tracy, 2013) to organise the data in ways that allowed the first author to compare coded findings across empirical studies. Coding labels were used for organisational purposes only and not as a deductive analysis of the data (Friese, 2017; Woolf & Silver, 2018). The findings from the scoping review articles were coded inductively, using primary cycle coding (open coding) to understand the resilience processes that enabled children's positive adjustment to the first grade in the different studies. Secondary cycle coding was used to explore the code-code relationships (axial coding) to explain children's resilience processes in context. Next, the researcher used selective coding to group codes together on a conceptual level, using the lens of the seven resilience mechanisms as a guideline to interpret the findings. Though this process was applied deductively, it maintained an inductive exploration to explain the extent to which literature informed the mechanisms as a strategic theoretical lens. The analyses were facilitated using ATLAS.ti 8 (Friese, 2014; Friese et al., 2018). As a result, the second cycle coding process (axial and selective coding) allowed the researchers to move beyond describing the findings. This approach allows for a more in-depth, conceptual understanding through the lens of the SERT theory, while maintaining the inductive understandings and complexities of the extant findings in context. The findings below result from the analysis processes described above.

Results

The results were produced by parallel analyses strategies illustrated in Figure 2.2 below, highlighting the analyses processes employed while considering the strategies applied in ATLAS.ti to facilitate the descriptive and conceptual understandings of children's resilience.

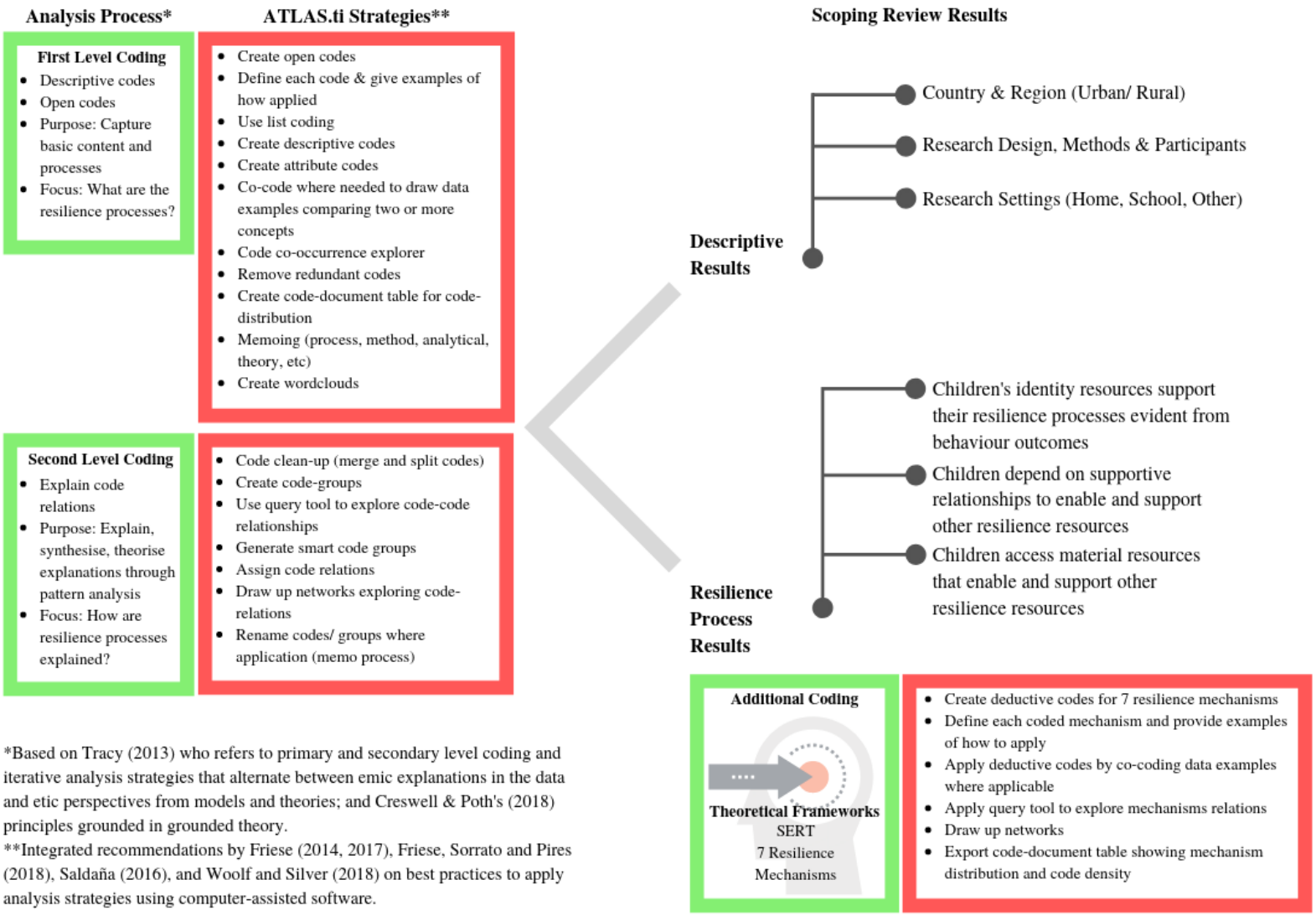

Figure 2.2: The scoping review analysis processes and results.

Descriptive Scoping Review Results

First, a summary of the descriptive results with complete citations is provided in Table 2.6 (Supplementary material). For ease of reading, some citations are excluded from the text below (see Table 2.6 for details). The purpose of the descriptive comparison is to show how research on children's resilience when starting the first grade has been conducted to date by comparing locations of studies, research design and who voiced the findings; the research setting or ecology (e.g. home, school, neighbourhood or community).

Country and region (urban/ rural). According to location, the majority of the studies (21) were published in the Global North (North America, Europe, The Mediterranean, Middle- and the Far East, and Australia) while only seven of the 28 studies were conducted in the Global South (South America and South Africa). The two studies reporting on South African first-graders' resilience (Bezuidenhout, Theron, & Fritz, 2018; Kumpulainen et al., 2016) were published from data gathered for the SISU project, which includes the current study. Fewer studies have been published on research in rural (3) than urban regions (11), with five joint urban and rural studies located in the USA, Europe (UK and Finland) and Australia. Nine of the 27 studies provided no urban/rural regional differentiation of study location; thus, no comparison is possible. Thus, one of the possible gaps in researching children's resilience processes when starting the first grade would be to focus on rural studies in the global south.

Research design, methods and participants. Looking at research designs and voicing the findings, eighteen of the 28 studies followed a quantitative design, seven of which relied on adult participants' inputs only (e.g. adult voices). Eleven of these quantitative studies included adults' and children's voices. Four of the studies using both adult and children's voices did not include children's opinions or input, but relied on assessments judged by adults (Burchinal, Roberts, Zeisel, Hennon, & Hooper, 2006; Miller-Lewis, Searle, Sawyer, Baghurst,

& Hedley, 2013; Nurmi et al., 2017; Yan, 2016) by means of adult observations and adults reporting on children's behaviour and formal assessments. Four of the 28 studies used a mixed-methods research design that included adult and children voices. Children's responses in the mixed methods studies included semi-structured questions and completing rating scales verbally, while only Donelan-McCall and Dunn (1997) included open questions to which children could respond in combination with semi-structured questions. The remaining six studies were qualitative. One of the qualitative studies were adult-informed, while the other five relied on children and adult inputs. Only two of the qualitative studies used children as primary informants, with adults providing secondary inputs (Bezuidenhout et al., 2018; Kumpulainen et al., 2016). Based on the above, it is safe to say that there are few research projects with children as central informants to study children's resilience when starting the first grade. Such studies, if they use rich, qualitative, child-directed research, could better inform qualitative and mixed-methods studies.

Research settings (home, school, other). To date, eleven studies reporting on positive transitions to the first grade considered children's positive adjustment. They used data recorded within and across home- and school settings using a resilience framework that integrates children's social-ecological systems. Of these eleven studies, one included additional contextual information from neighbourhood conditions considering school transitions across three contexts (Yan, 2016). One study explored positive adjustments to the first grade from a community perspective outside of the home and school settings (Clark, Oosthuizen, Beerenfels, & Rowell, 2010), while the remainder explored home or school settings with limited inputs from other settings. There is a paucity of research that includes children's resilience from the perspective of the multiple contexts in which children are embedded (e.g. home and school in the context of the larger social ecologies of schools and communities). Since resilient school transitions entail coping well in contexts that place children at risk for the contrary (Masten,

2014). Accordingly, the contexts of adversity informing the different studies are important to take into consideration (see Table 2.5 for details). The contexts of adversity include poverty, physically unsafe environments and resource marginalisation. In the absence of experiences of well-being, children and role players from their social ecologies may face additional challenges such as mental ill health, ongoing stress, conflict, and behaviour maladjustment. Thus, to comprehend the extent to which contexts of adversity affect children's resilient transition to the first grade, researchers should increasingly include information from children's social ecologies to ground findings in context.

Conceptual Understandings of Children's Resilience through the SERT and Resilience Mechanisms Theoretical Lens

The conceptual understandings and implications of children's resilience processes should be better understood, rather than research offering descriptive analyses alone. Insights from applying the theoretical lens showed how the scoping review data informed the resilience mechanisms that allowed for a comparison of explanations across diverse settings. The study by Kumpulainen et al. (2016) was published from data informing my doctoral thesis, specifically reporting on rural South African and urban Finnish children's resilience using Ungar's mechanisms. The remaining articles were compared to the resilience mechanisms for the first time. For each of the scoping review articles summarised in Table 2.6, the associated resilience mechanisms are listed. In an effort to provide an overview of the extent to which extant literature informed the mechanisms, the following comparison is provided in Figure 2.3 based on the coding distribution from analysing the scoping review articles using ATLAS.ti version 8. The groundedness of each code indicates how many times the code was assigned to quotations in ATLAS.ti (Friese, 2014), allowing the researchers to compare the frequency of mechanisms reported across scoping review articles.

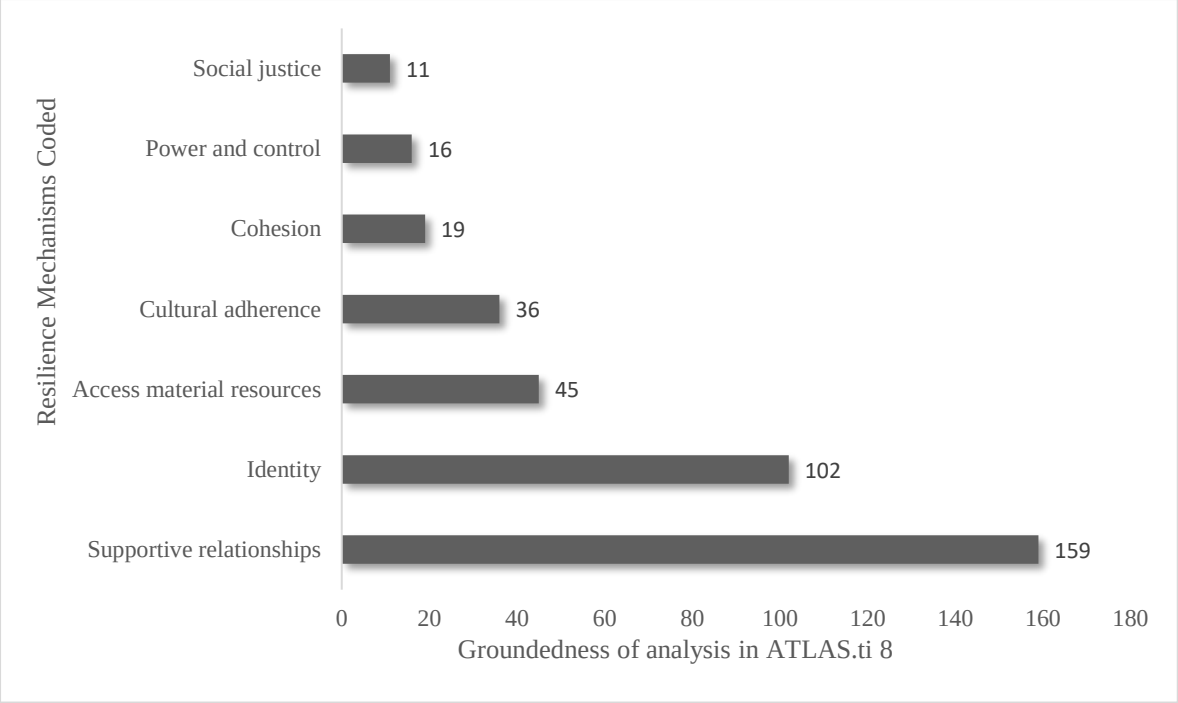

Figure 2.3: Analysis distribution and groundedness in Ungar's seven mechanisms

Figure 2.3 illustrates that the most robust evidence for Ungar's mechanisms was supportive relationships. Next were the mechanisms for children's identity resources, followed by access to material resources and cultural adherence. Cohesion and power and control showed some evidence, while there were limited examples of social justice from the publications. The coding distribution of mechanisms reported in extant literature alone does not explain the extent of knowledge published on a particular mechanism, nor does assuming that mechanisms less published constitute a gap in research (Dockett et al., 2014; Okwany & Ebrahim, 2016). The inductive analysis meant that the content that informed each mechanism could be explored. It allowed greater understanding of how the findings relate to each other, presented in three categories organised below.

Children's identity resources support their resilience processes. The examples from the scoping review literature on children's identity were primarily concerned with children's self-appraisal of strengths and beliefs. Obradović notes: "Controlling for child IQ, parenting

quality, and socio-demographic risks, effortful control emerged as the most significant predictor of all four salient developmental domains of adaptation [academic, social, emotional and behavioural]" (2010, p. 109). Examples of children's identity resources from the scoping review findings included: academic abilities (verbal and math execution); child temperament; children's perceptions on their strengths and capabilities; effortful control; intelligence; self-regulation; skills performance; and social competence. Children's identity resources are detailed below in relation to key role players from their social ecologies (parents, siblings, teachers and peers); and how children expressed their identity resources through behaviour that was considered appropriate (cultural adherence).

Supportive parents, siblings and children's identity. Maternal support was linked to the development of children's identities. Children's temperaments and the warmth of mother-child relationship supported "…positive adjustment at school showed strong and significant relationships to mothers' level of coping, with competence at home more modestly predicted" (Smith & Prior, 1995, p. 175). Mothers also supported children's self-regulation and independence. They worked with children "offering different interpretations of events, and alternative strategies for action, reinforcing the child's confidence that they would be able to respond to similar situations in the future" (Taket, Nolan, & Stagnitti, 2014, p. 293). In addition to the identity indicators already mentioned, supportive parental relationships also facilitated better resilient mental health for children who had better self-control and a positive self-concept (Hosokawa & Katsura, 2017; Miller-Lewis et al., 2013). High quality child-parent relationships together with high parent-reported child self-concept and self-control "were significantly associated with greater parent-reported child mental health resilience" (Miller-Lewis et al., 2013, p. 13) and positive school adjustment outcomes.

Family relationships and functioning (in particular mothers' emotional reactivity and ability to manage conflict under pressure amidst violent neighbourhood conditions and family life stress) was found to support children's math and verbal achievement scores and to lower their aggression levels (Skowron, 2005, p. 337). In the presence of maternal depression, "Children's self-assertion was predicted by their temperament, early intelligence, and maternal sensitivity. Children's mastery motivation was predicted by their intelligence and maternal sensitivity" (Yan, 2016, p. 96). Parents' relationships with children in the context of quality parenting (constructive marital conflict and positive parenting) facilitated building children's social skills – a necessary skill for adjusting well to the first grade (Hosokawa & Katsura, 2017, p. 10). There was no robust evidence for siblings supporting children's resilience when starting school. One of the studies reported on children's enjoyment of their school work and positive teacher-child and mother-child relationships despite negative sibling interactions at home—i.e. siblings did not support children's resilience when starting school (Donelan-McCall & Dunn, 1997).

Supportive teachers and peers and children's identity. Children's positive school experiences were supported by positive relationships with their teachers and peers (Donelan-McCall & Dunn, 1997). Children felt emotionally supported and received clear instructions from their teachers (Miller-Lewis et al., 2013; Nurmi et al., 2017; Perry et al., 2007). Hernández and colleagues (2018b), explored bi-directional associations between student-teacher and student-peer relationships with positive school adjustment. In their study, the positive relationships accounted for greater acceptance among peers and positive school engagement.

Supportive relationships, identity and cultural adherence. Findings of the review reported on children's supportive relationships in the context of their identity and behaviour outcomes. Supportive relationships linked with children's identity development, which was in

turn linked with their behaviour expressions. In the context of supportive relationships, children developed the necessary skills (part of the mechanism of identity) to engage in behaviour that was considered culturally appropriate (e.g. adherence to expected cultural behaviour). For example, the stability of academic achievement, social skills and children's behaviour (*cf.* Correia-Zanini & Marturano, 2016; Hernández, et al., 2018a; Hosokawa & Katsura, 2017; Nurmi et al., 2017). Mothers encouraged children to develop positive relationships and behave appropriately:

> *"…mothers were concerned to support their child in developing skills related to forming and maintaining positive peer relationships, as well as responding to challenges, or to hurtful or harmful behaviour from their peers. Important strategies discussed by mothers were spending time in the family talking, analysing what had happened or choices that had been made, and practising with their child how to respond to certain social situations they may encounter…families sought to support their child in building their problem-solving skills particularly in relation to developing positive peer relationships" (Taket et al., 2014, p. 293).*

Children depend on supportive relationships to enable and support other resilience resources. In addition to the examples provided above to explain how children's identity resource and adherence to desired behavioural outcomes were embedded in supportive (or unsupportive) relationships, in all but two publications (Balboni & Pedrabissi, 1998; Ben Shlomo & Taubman-Ben-Ari, 2017) reported on supportive relationships in the context of children's resilient school adjustment. Scoping review literature examples showed how supportive relationships were linked to all other resilience supporting mechanisms, i.e., identity, access to material resources, cultural adherence, cohesion, power and control and social justice. There were limited examples recounting children's sense of cohesion and experiences of power and control, e.g. empowerment, belonging and inclusion (Arbeau, Coplan, & Weeks, 2010; Cefai, 2007; Chawla, Keena, Pevec, & Stanley, 2014; Clark et al., 2010). Supportive significant others reported in the literature included parents, siblings, peers,

friends, teachers and partnerships with stakeholders and community members (including formal/informal service providers and volunteers). Scoping review findings explored how supportive relationships facilitated, enabled or hindered children's positive adjustment on different levels.

Supportive relationships, cohesion and social justice expressed as cultural adherence. Children's behaviour spoke of belonging, sharing and experiencing supportive relationships. Cefai (2007, p. 124) demonstrates how supportive relationships facilitated cohesion and social justice through equal sharing of resources and harmonious interactions:

> *"'I feel that children here are one family'…The most beautiful thing we have in our class is that we are united together, we have each other, we love each other, we agree with each other, and we work and learn from each other…Teachers and students themselves referred to a 'classroom norm' of students helping each other with work: 'We share between us…we help each other to finish work…when somebody does not know something, we tell him or her 'keep studying, and you will learn it'. Small group work activities, when held, were usually characterised by helping, sharing and collaborative behaviours, with few instances of telling on others, arguing or fighting."*

Close child-teacher and child-peer relationships were linked to children feeling included and demonstrating pro-social behaviours (Arbeau et al., 2010; Cefai, 2007). Close-knit relationships were also evident from community members' interactions with children "where adults looked out for and supported both their own and others' children…contributing to the stability of the population and providing many role models in successful cross-cultural relationships" (Clark et al., 2010, p. 2). Though limited research shows how children experience social justice when starting school, social-ecological perspectives may still better inform the efforts of role players in children's lives to even the odds where it may not be possible to beat the odds in contexts of risk and adversity (Cefai, 2007; Clark et al., 2010).

Supportive relationships and power and control. Children felt they could change or control their lives (agency) when they experienced participation and cooperation in ways that boosted their sense of control. For example, cooperation in the classroom and peer-engagement led to better school adjustment results, regardless of children's gender (Ladd & Burgess, 2001, p. 1591):

> *"…higher levels of peer acceptance and closer teacher-child relationships at the [end of the kindergarten] assessment were associated with gains in classroom participation and school liking. Analysis of the initial Aggressive Risk Mutual Friendships interaction that was found for cooperative participation yielded evidence consistent with a moderator effect. Among children who were at greater risk for aggression, those with a larger number of mutual friends cooperatively participated more in the classroom than did those with fewer mutual friends."*

Children's ability to manage frustration was positively related to their effortful control, though for girls at age seven this meant fewer playmates and less popularity, while boys' frustration was positively related to their popularity at age six (VanSchyndel, Eisenberg, Valiente, & Spinrad, 2017).

Children access material resources that enable and support other resilience resources. Studies reported on financial and educational resources and contexts of safety associated with poverty in scarce resource environments (associated with neighbourhood violence and lack of community safety). In line with the SERT view, children were not solely responsible for the provision of or access to material resource, but relied on their social ecologies to support and facilitate their navigation to these resources. In addition, supportive relationships facilitate children's access to material resources needed for academic adjustment to school, e.g. socio-economic resources, physical and emotional safety, parental education (*cf.* Burchinal et al., 2006; Caughy et al., 2007; Hosokawa & Katsura, 2017; Parkes, Sweeting, &

Wight, 2016; Prevatt, 2003; Skowron, 2005), and access to nature (Chawla et al., 2014), detailed below.

Accessing material resources through supportive relationships. Supportive relationships facilitated first-graders' access to material resources. For example, access to financial resources were provided by parents whose children: "…attended schools with fewer children from low-income families" (Burchinal et al., 2006, p. 96). Safety was another example of a material resource where community members mediated children's positive behaviour by intervening in contexts where children were exposed to violence in neighbourhoods: "The effects of neighbourhood structural characteristics were mediated partially through neighbourhood community involvement with children, which had a direct significant impact on parent eliciting behaviour and an indirect effect on child behaviour problems" (Caughy et al., 2007, p. 819).

Taket and colleagues reported how:

> *"Some of the children in the study were encouraged by their mothers to utilise a wide range of community resources with the view that activities such as swimming, sporting groups and dancing provided opportunities for their family to expand their social networks, and for children to develop skills in relating to others, both children their own age and adults" (p. 296).*

Paternal education and knowledge as material resource. Notably, in a context where other resources may be strained, parents' level of education was resourceful, and children relied on parents' knowledge to support their adjustment to school (Balboni & Pedrabissi, 1998; Burchinal et al., 2006; Donelan-McCall & Dunn, 1997; Hosokawa & Katsura, 2017; Kumpulainen et al., 2016; Skowron, 2005). Knowledge resources were available through people—teachers and parents, but particularly parents—and children relied on parents' knowledge as a material resource. These supportive relationships used material and

information resources to stimulate children's development, which in turn linked with children's identity (strengths and abilities), as well as having a positive effect on children's adherence to culturally expected behaviour (values). Donelan-McCall and Dunn (1997, p. 168) report: "Mother's education was correlated with children's reports of their peer experiences at the end of the year. Children whose mothers had relatively more years of education reported more positive peer relationships in May of the first-grade year."

Language proficiency and the language spoken at home was linked with parents' ability to communicate with children at home, which influenced children's performance at school (Balboni & Pedrabissi, 1998; Burchinal et al., 2006). Supportive relationships and parents' education level affected children's academic achievements. Parents' education was a valuable resource and provided exposure to knowledge opportunities. Even though it was not a significant contributor to children's vocabulary scores, parents' education level in the context of parenting was a unique predictor of children's math scores (Skowron, 2005).

Material resources, cohesion and social justice. In the context of safety, sense of belonging formed part of cohesion: "Sense of classroom belonging and connectedness. The students in the study appeared connected and affiliated with each other and their teachers. They felt physically and emotionally safe in an environment where they trusted rather than feared each other, and where interpersonal relationships were salient features of their contexts" (Cefai, 2007, p. 124).

Material resources, power and control, and cultural adherence. Beyond facilitating access to a high quality of education and creating safe spaces for children in neighbourhoods, material resources provided children with the opportunity to gain experience and exposure to educational materials that promoted their sense of power and control. "The wooded areas afforded opportunities for activities that captured the children's interest…that children could

investigate and manipulate, in contrast to the playground's and athletic field's static forms. Children used sticks, rocks, water, dirt, fruit, leaves and other found objects in creative ways, and hunted for frogs, salamanders and other small animals. In the early elementary grades, ages 6–7, they primarily engaged in exploratory and sensory-based play such as wading, splashing, digging, and smashing rocks" (Chawla et al., 2014, p. 6). Throughout the sensory experience and exposure to material resources, Chawla and colleagues reported "…children learned how to construct forts using boughs and pine needles and dig holes to find rocks for an economy of exchange—effectively creating a new behaviour setting that extended the school's fort culture into a new realm" (2014, p. 6). Teachers in their study reported sustained attention, cooperative alliances, autonomy and competence in children's behaviour in their classrooms.

Mothers encouraged "building a specific routine within the home, where children had their own clearly understood responsibilities, such as tidying their bedrooms, remembering their lunch box or assisting with or carrying out some kind of routine task within the family. These help children to develop their organisational skills and become independent" (Taket et al., 2014, p. 293).

Discussion

The aims of the scoping review were twofold. First, to disseminate the extant research findings in a descriptive summary; and second, to identify the extent to which literature expressed resilience-enabling resources that support children's transition to the first grade amidst adversity (using Ungar's mechanisms). Accordingly, from the descriptive analysis (Supplementary Table 2.6), the gap in research that emerges from the scoping review is the lack of rural understandings of children's resilience where children's explanations (voices) gain prominence and are combined with adult voices (teachers, parents and researchers), not only in home or school settings, but to conduct research across home and school settings.

The second aim was to understand how literature informed by Ungar's resilience mechanisms may provide insights into commonly recurring processes that reportedly support children's resilient transition to school despite differing contexts of adversity. However, the authors are cognisant that the scoping review data were created for purposes other than informing Ungar's resilience mechanisms. Therefore, the authors opted to understand the nuanced explanations of resilience processes from the scoping review findings rather than merely looking at the mechanisms' distribution across the scoping review findings alone. To fully explore the extent to which extant literature informs the commonly recurring resilience mechanisms requires understanding how the mechanisms related to each other.

Resilience processes supporting children's positive transitions to the first grade are complex, iterative, bi-directional relationships of children and their environments (Ungar, 2012b). The person↔environment exchanges are fluid and organic and means that data from extant findings were necessarily connected to more than one mechanism at a time. The complexity of the matter meant that it was difficult to categorise actions, role players, conditions (risks and positive adjustment) and resources within prearranged mechanism groupings without assigning selected quotations from the scoping review to more than one mechanism. Thus, the first insight of applying the mechanisms to extant literature was the complex nature of research findings that exceed one-dimensional categorisation and add to the understanding of children's resilience as multi-dimensional. Moreover, the mechanisms' overlap indicates the inter-relatedness of resilience-enabling resources and the importance of providing this through integrated social ecologies—notably from how the results of the mechanisms' analysis showed how all the mechanisms were related and associated with supportive relationships and access to material resources. Accordingly, there are challenges in applying the mechanisms to extant literature for the reasons illustrated in the following examples.

The explanations of the mechanisms provided by Ungar and colleagues (Ungar, 2006; Ungar et al., 2008, 2017) create boundaries for assigning each mechanism to a quoted data segment from the scoping review articles deductively. Some mechanisms corresponded with the data examples readily and were easy to understand and apply (e.g. supportive relationships, identity and access to material resources). Other mechanisms did not match younger children's data examples readily, and the researcher had to consider what the core, underlying concepts were that inform each mechanism. Underlying aspects that contributed to mechanisms could be considered a simplified (or lower-order) aspect that contributed to a mechanism. For example, children behaving in contextually appropriate ways by following rules in the classroom could be interpreted as adhering to local cultural practices, values and beliefs (Okwany & Ebrahim, 2016). The way younger children expressed the mechanisms offered a simplified version of the definitions provided.

Another example could be that children are coached for appropriate behaviours, such as equal sharing (Kumpulainen et al., 2016). At its core, equal sharing echoes the mechanism of social justice and equality, yet is expressed in ways that seem like a lower-order version of the explanations provided by Ungar and colleagues. To understand how to support first-graders to transition well to school, role players from children's social ecologies should understand that such supports may take on a simplified form of what extant literature explains—i.e., children need social ecologies that support their resilience in ordinary, everyday ways (Masten, 2016; Theron, 2016a; Ungar et al., 2017).

In addition to the simplified ways in which mechanisms present in extant literature, assigning mechanisms may be explained, but also complicated by shifts in the way that resilience research is conducted. For example, applying the mechanism of identity may be complicated in two ways. First, there is a shift in focus on children's internal characteristics

alone towards strengths and skills that can be acquired and facilitated in relation to other mechanisms. That is, children apply their abilities (belief in themselves, applying skills learnt in class) in relation to adults who support them and provide the necessary (material) means that enable children to adjust well to the academic, social and emotional demands of the first grade (Bezuidenhout et al., 2018; Cefai, 2007; Chawla et al., 2014; Obradović, 2010; Perry et al., 2007; Taket et al., 2014). Second, the identity mechanism was developed in the context of the social ecologies of resilience perspective that decenter resilience (e.g. not a trait) as a bi-directional process between children and their social ecologies (Ungar, 2006; Ungar et al., 2008, 2017). The SERT framework decentralises the child from carrying the sole responsibility for their resilience (Ungar, 2012b). Accordingly, younger children expected and relied on their social ecologies to support their resilient transition to school in culturally meaningful and complex ways. One caveat from this vantage point is that not all social-ecological role players carry children's interest at heart. They often have their own agendas in directing resources to particular channels (Jamieson & Richter, 2017; Okwany & Ebrahim, 2016; Teram & Ungar, 2009). Therefore, understanding the interplay between the identity mechanisms to (for example) supportive relationships and access to material resources have important implications for *who* supports children's resilience and *how*.

Also, some mechanisms in extant findings are under-reported by the majority of the literature, e.g. social cohesion, power and control, and social justice. Rather than assuming that none of the extant literature answers to children's sense of cohesion or experiences of power and control and social justice, the findings should be considered in the context of children's development. Younger children's resilience mechanisms are facilitated by their social ecologies (Ungar, 2012b), and due to the interactional nature as described above, elements of these mechanisms may be present, but less pronounced when reviewing extant literature. However, in the scoping review of children's resilience research, such absence of mechanisms

should also urge researchers to explore and understand mechanisms less frequently reported, while also looking at qualitative explanations of these mechanisms that may otherwise be overlooked (Liebenberg & Ungar, 2009a; Theron et al., 2015). Examples from extant literature also showed how relational support (e.g. efforts adults make to re-balance the effects of hardships) supported their children's well-being (Bezuidenhout et al., 2018; Chawla et al., 2014; Clark et al., 2010; VanSchyndel et al., 2017). The examples from the literature illustrate how adults were in effect trying to balance the odds. More and more researchers are calling for research that changes the odds, rather than commending children's resilience despite adversity (Hart et al., 2016; Seccombe, 2002; Ungar et al., 2017). When social ecologies protect younger children by balancing the odds, it is integral to promoting social justice (Okwany & Ebrahim, 2016).

There may also be new insights from the mechanism analysis on extant literature that could contribute to the understanding of children's access to resilience-enabling resources. For example, children relied on their parents' education levels and literacy to support their positive transition to the first grade—akin to funds of knowledge (Hogg, 2011). In scarce resource settings, parents' education and knowledge background was important for children's positive transitions to the first grade. It is considered an additional education source. Ungar's access to material resources indicates education resources as enabling children's resilience (i.e., Ungar (2006, p. 57; 2008, p. 231) lists "Availability of financial, educational, medical and employment assistance and/or opportunities, as well as access to food, clothing and shelter"), yet does not include parents' education background and literacy as one of those educational resources. In contexts of adversity, parental education becomes a material resource that should be included as part of the mechanism.

Conclusions, Limitations and Recommendations

It may be that the different nuanced explanations for children's resilience may be overlooked when categorising the mechanisms according to their explanations because the underlying aspects are presented differently in the extant literature. Accordingly, using Ungar's mechanisms should be approached in ways that are developmentally sensitive, appropriate and allow some flexibility for inclusion of the underlying mechanisms in the way that children express them, and role players from children's social ecologies facilitate processes.

Children's resilience should be seen as a process of accessing resources and navigating towards resources—either children on their own or as facilitated by their social ecologies (Masten, 2014; Masten & Gewirts, 2006; Ungar, 2012a, 2012b). The supportive relationships, identity and access to material resources seem to carry the brunt of the resilience-enabling resources for children's transition to the first grade in adversity. Researchers should be aware that the gap in extant literature may not always be under-reported results, but also areas that need greater clarification and explanation using qualitative, child-informed research in collaboration with adult perspectives (Kumpulainen et al., 2016; Patton, 2015; Teram & Ungar, 2009). Through critically evaluating extant literature, the authors wish to contribute to the focus of valuable knowledge that supports children's transitions beyond vulnerable contexts (Liebenberg & Ungar, 2009b; Westbrook, 2018). As such, the findings illustrate the importance of understanding resilience supporting mechanisms through interactive social-ecological role players. The iterative, complex process of SERT allows researchers to apply an ecological lens to understand children's resilient adjustment to the first grade within and across contexts through crystallising participants' voices, methodological contributions through nuanced understandings (Kumpulainen et al., 2016; Ungar, 2012b).

Children understand and contribute to their own transition to the first grade. There is a shift in focus from adult-only informed research to research that includes younger children's voices as a priority to understand children's resilience processes. Methods should be sensitive to adhere to the gaps, the what and how of first-graders' transitions. The gap, therefore, is not only in generating knowledge, but also how this knowledge is generated. It should be done in ways that build transition understandings in risk-filled contexts as embedded within social ecologies. Dockett and colleagues advise that: "In adopting any model of transition, it is important to consider what is invisible or assumed within the model. All models have gaps and silences, and all contain, hide and subsume assumptions. In adopting any model, it is important to consider what is masked as well as what is highlighted" (2014, p. 12). Thus, the authors contend that although there may be other models that explain children's resilience processes, one such option is to better understand children in the contexts in which they are embedded and what resources they can access and be guided towards for successful transition to the first grade despite vulnerable contexts.

Chapter 2: Supplementary Materials

Table 2.4:

Saved search results detailing the 73 data bases accessed using EBSCO Discovery Service (EDS)

Search Name:
2018 SISU ARTICLE 1 - Scope Review Search Results on 1/6/2018 7:29 AM
Databases Accessed:
ERIC, Academic Search Premier, ATLA Religion Database with ATLASerials, Regional Business News, RILM Abstracts of Music Literature (1967 to Present only), PsycINFO, International Pharmaceutical Abstracts, Teacher Reference Center, Health Source: Nursing/Academic Edition, PsycARTICLES, Newspaper Source, CAB Abstracts, MLA Directory of Periodicals, Business Source Premier, MLA International Bibliography, MasterFILE Premier, EconLit, Health Source - Consumer Edition, MEDLINE, Communication & Mass Media Complete, SocINDEX with Full Text, Old Testament Abstracts, CINAHL with Full Text, New Testament Abstracts, Library, Information Science & Technology Abstracts, Hospitality & Tourism Complete, Literary Reference Center, SPORTDiscus with Full Text, Environment Complete, AHFS Consumer Medication Information, GreenFILE, Waters & Oceans Worldwide, Africa-Wide Information, Art & Architecture Complete, PsycARTICLES, HeinOnline, Library Catalogue, Audiobook Collection (EBSCOhost), eBook Collection (EBSCOhost), J-STAGE, ScienceDirect, Britannica Online, Directory of Open Access Journals, OAPEN Library, SciELO, OAIster, AccessEngineering, McGraw-Hill Medical, British Standards Online, Expanded Academic ASAP, Research Starters, NWU-IR, Cochrane Database of Systematic Reviews, JSTOR Journals, Business Insights: Essentials, SA ePublications Service, SciELO Books, MathSciNet via EBSCOhost, Science Online, American Doctoral Dissertations, Philosophers Index with Full Text, IEEE Xplore Digital Library, Emerald Insight, Journals@OVID, Applied Science & Technology Source, Oxford Reference, ProQuest Dissertations and Theses - Global, ebrary, National Academies Press, IAEA: International Nuclear Information System (INIS), International Index to Music Periodicals (IIMP) Full Text, Amedeo: Free Medical Journals

Table 2.5:

*Summary of overall findings for three-way searches for children's resilience and adjustment to the first grade with excerpts from article content**

Year	Author(s)	Title	Country	Aim(s)/ Objective(s)	Participant Information	Research Design & Methods	Data Gathering & Main Constructs	Results/ Findings
1) 1995	Smith, J., & Prior, M.	Temperament and Stress Resilience in School-Age Children: A Within-Families Study	Australia	To assess and compare competence and behaviour disorder measures from school & home to predict resilient/ non-resilient school-aged children from families reporting severe psychological stress (pp. 168-170) (*not only adjustment to the first year, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)	• 32 families, including 81 school-age children • Child characteristics: ages 5.8-16.9, 48 % boys, 36% first-born, 39% second-born, 12% third-born, 10% fourth-born or later; 83% children in Primary School • Parent characteristics: ages 26-59; marital status 44% first marriage, 13% second marriage, 3% cohabiting, 41% sole parent; SES* composite based on occupation and education level = range 1.5-7 (no further information provided explaining SES composite) • Families experiencing high levels perceived stress/ negative life events (financial, life changes, losses, marital-, family-, illness-related) • Ongoing stressors (insufficient income, chronic illness, drug addiction, absent marital partners, loneliness or relationship difficulties, inadequate housing, or loss of significant other) (pp. 168, 170-171, 175)	Quantitative: Measures, rating scales & standardised tests, Adult Reported (parent and teacher) ratings; Child-rated measures & Objective Measures & Research Observations	*Parent measures* • General Health Questionnaire (GHQ); adapted Spanier • Dyadic Adjustment scales; Family Adaptability and Cohesion Evaluation Scale (FACES III) *Child measures* • Parent-reported Child Behaviour Checklist (CBCL) • Teacher's Report Form (TRF) • Emotionality, Activity, Sociability temperament scale (EAS) • Coddington Life Events Scale (primary school version). • *Child completed questionnaire*: Perceived Competence Scale for Children & Feelings of self-efficacy *Objective child measures* • Wechsler Intelligence Scale for Children-Revised edition • Researcher Observations of children (at home): adapted Home Observation for Measurement of the Environment: observed attributes of temperament, self-esteem, ability, gender and mother-child warmth. (pp. 168, 170-172)	• Children's resilience was measured by child attributes and temperament that predicted competent functioning at school and home: considering variables for gender, age, IQ, mother-child warmth & number of negative life events • Positive temperament (low emotional reactivity, high social engagement) best indicated resilient children at home and school • Teacher-appraised outcomes best discriminated between resilient and non-resilient children • Positive adjustment at school showed strong significant relationship to mothers' level of coping (child IQ & level of maternal stress) • Predicting proportion of resilient children per family for all domains: 2 families where all children were overall resilient; 16 families not at all; 14 families 1/4 – 2/3 overall competent • The role of positive temperament as resilience factor important for children growing up in stressful situations (pp. 168, 172-175)

2) 1997	Donelan-McCall, N,. &Dunn, J.	School Work, Teachers, and Peers: The World of First Grade	USA	To explore children's own perceptions of their school experiences and the stability of children's perceived school experiences in comparing the predictive power of various antecedent sources of influence (*family, relationship, sociological, and cognitive-developmental*) on the individual differences in children's perceptions. Specifically looking at: Associations between domains of children's school experiences; Correlations between children's experiences at T3 and T4; and Associations between antecedents of children's school experiences, various school domains and mother- and sibling-relationships (pp. 155-159, 164) (*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)	• 44 second-born children (drawn from a larger sample of 50 second-born children) • These children's older siblings and their mothers • 21 boys (12 with older brothers, 9 with older sisters) • 23 girls (9 with older sisters, 14 with older brothers) • Age range of participating children = 72-85 months (6-7 years old) • Mean age gap between siblings was 42 months (3.5 years), siblings age gap ranged from 16-93 months (1 to almost 8 years difference) • Caucasian representative sample of local community • Parents' economic backgrounds varied, occupational prestige variations were similar to the working US population; mean education was 14.8 and 15.5 years for mothers and fathers respectively (pp. 155, 159-160)	Longitudinal Mixed Methods: Home visit Researcher Observations, Parent Interview (Structured, open-ended) & Child Interview (open and closed-ended questions & storytelling interview assessment)	*Family home visits* • Background information on SES (parental education and occupation when children were 36 months old/ aged 3 years old) • Child aged 47 months (at age 3.9 years old) (time 1 = T1) • May of their kindergarten year (time 2 = T2) • October of the first grade (time 3 = T3), and finally May of the first grade (time 4 = T4) *Rating Scales of Family Interaction Unstructured (T1)* o Mother-child interaction (responsiveness, attention, control / intrusiveness, affection) o Sibling-child interaction (co-operation; control/ dominance; competition; affection) *Child First Grade interview* • Storytelling interview (end T2) • Interviews with first-graders (T3)(T4) information about school experiences (open- and closed-ended) *Maternal interview of sibling relationship* • 17 questions • dimensions of the sibling-child relationship (pp. 155, 160-164)	• T3-T4 moderate associations between various domains of children's school work, teacher and peer experiences – significant positive associations between these experiences • Overall children reported positive school experiences, but some reported negative experiences at T4: 26% negative school work, 25% negative teacher experiences, 36% negative peer interactions compared to more positive experiences at T3 • Children who enjoyed school work and had positive teacher experiences at T3 had mothers who were relatively controlling at T1 • Correlation found between children's reports of positive peer experiences at T3 and maternal reports of negative behaviour from siblings at T1 • Maternal reports of children's positive behaviour toward their siblings at T1 were negatively correlated with the children's reports of positive work experiences at T4 • Siblings who were relatively negative toward child at T1, enjoying their school work and positive teacher relationships at T4 (pp. 155, 164-171
3) 1998	Balboni, G., & Pedrabissi, L.	School Adjustment and Academic Achievement: Parental Expectations and Socio-cultural Background	Italy	To evaluate the effects of socio-cultural background (language use at home and SES) and parents' expectations forecasting primary school pupils' adjustment at the beginning of their school year and children's academic achievement compared to teachers' evaluations at the end of the school year. (pp. 79, 83)	• 216 primary school pupils in their first year at school • 108 (50 %) low SES, 50% high SES (based on Havighurst Scale) • 69 (31.9 %) Italian home-language; 30 (13.9%) dialect spoken at home; 117 (54.2%) both Italian & dialect spoken at home (pp. 79, 83)	Quantitative: Adult completed questionnaires developed for study	• Parent background indicators: language used at home, profession and level of education • Adult completed questionnaires for child's achievement capacity and behaviour (i.e., capacity to adjust) o Parents: *beginning of school year* expectations & predictions (P), thus parents were not influenced by any teacher feedback o Teachers: pupils' achievement and adjustment feedback *end of school year* (T) (pp. 83-84)	• Significant similarity between *adjustment and achievement*: P estimated 87% to adjustment without any difficulty compared to 88.9% by T; P expected 99.1% excellent, good and satisfactory/passable academic achievement compared to T 90.7% • P's estimation of children's *positive adjustment* was more positive than T's • School adjustment and academic achievement: P's expected both positive school adjustment *and* academic performance (*or* negative adjustment *and* positive academic progress); T's rated either both positive or both negative • Greater *verbal skills* (i.e., speaking only Italian, or Italian *and* dialects) accounted for *greater adjustment and academic achievement* • 83.3% agreement (congruence) between P's expected adjustment and T's reported ratings, 77.3% congruence on academic achievement • Greater convergence between parent/teacher ratings for higher SES; higher parent education level; *low SES & lower parent education level had higher, unrealistic expectations* (pp. 79, 84-88)

4)	2001	Ladd, G. W., & Burgess, K. B.	Do Relational Risks and Protective Factors Moderate the Linkages between Childhood Aggression and Early Psychological and School Adjustment?	USA (implied)	To determine how relational stressors and supports interface with a known behavioural risk (aggression) and influence early emerging adjustment trajectories when children transition to grade 1 (Gr.1). Children's risk for aggression, as well as multiple relational risk and protective factors were assessed in comparison to psychological and school adjustment. (pp. 1579, 1582-1583)	• Initial sample recruited: 396 children (198 males; 198 females) and their teachers (34 kindergarten teachers; 117 grade 1 teachers). • 97% of the original sample, i.e., 385 of these children (193 males & 192 females) completed the study until the end of grade 1. • Sample was drawn from several Midwest communities ranging from rural to moderately urban • Diverse SES backgrounds: 36.8% lower to middle income ($0-$20,000), 30.6% middle income ($21,000-$40,000), 32.6% upper middle to high income (above $41,000) • Ethnic/racial composition: 76.8% Caucasian (European American), 17.6% African American, 5.6% Hispanic, mixed race or other • Subgroup African American children were most often enrolled in classrooms with majority Caucasian children (pp. 1579, 1583)	Prospective Longitudinal design using Mixed Methods: Adult completed and reported Rating Scales, Report Forms, Teacher & Researcher Observations & Child Interviews	Data gathered on risk, protective and adjustment at three times: kindergarten fall (K_f) and spring (K_s) and spring of grade 1 (G1). ***Predictor: Behavioural risk factor: Confrontive*** • Teacher completed peer subscale (AP) of Child Behaviour Scale (CBS) (K and G1) assessing child's aggressive behaviour towards peers. • Achenbach Teacher Report Form (TRF) subscale on aggressive behaviour (K_f). • Trained Researcher Observations of children's peer engagement during first 10 weeks of K_s ***Predictor: Peer relational risk and protective factors*** • Peer group rejection measured using adapted sociometric nomination procedure (children identified classmates they did not like playing with at school) • Peer victimisation assessed using four-item scale completed during individual interviews with children (K_f, K_s and G1) ***Predictor: Teacher-child relationship risk and protective factors:*** Student-Teacher Relationship Scale (STRS) completed by teacher (K_f) ***Predictor: SES, income and ethnicity:*** Caregivers (and partners) completed demographic questionnaires at children's homes at K_f ***Criteria: Psychological Adjustment*** using subscales from TRF: Cognitive functioning measured attention problems (AP) and thought patterns (TP) ***Criteria: School Adjustment:*** Cooperative participation (TRSSA); academic achievement composite score of math and reading subtests WRAT-R; and school liking (SLAQ) (pp. 1579, 1583-1586)	• Children's risk for aggression, and multiple relational risks and protective factors (i.e, stressful and supportive features of peer and teacher relationships), predicted changes in psychological functioning and school adjustment • Relational experiences predicted children's adjustment beyond gender and aggressive risk status: higher levels of peer acceptance, closer teacher-child relationships associated with gains in classroom participation and school liking. • Chronic aggressive risk status and relational stressors and supports bore stronger association with changes in maladjustment, whereas the stability of relational supports predicted decreases in attention problems. Greatest risk > least progress in achievement from K_f to G1 for least relational supports. • Higher levels of psychological maladjustment were associated with lower levels of school adjustment and vice versa. • Children at greater risk for aggression with larger number of mutual friends cooperatively participated more in classroom (relational support compensated for aggressive behaviour) • African American children were more likely to experience particular stressors (e.g., chronic peer rejection); and less likely to be afforded some form of support (e.g., stable teacher-child closeness). • Nature of predictive linkages (relational risk and protective factors) and later maladjustment did not differ substantially by SES or ethnicity • Children with attention, thought and conduct problems were less inclined to behave cooperatively in response to classroom instructions, tasks and rules. • Children with greater psychological adjustment had greater cooperative participation in class. • Children's gender significantly impacted school adjustment and their status on indicators of early behavioural and relational risks. Females developed higher levels of cooperative participation, school liking, and achievement than did males. • Controlling for gender, higher levels of aggression displayed early in kindergarten were associated with relatively lower levels of cooperative classroom participation, school liking, and achievement (pp. 1579, 1586-1595)

5) 2003	Prevatt, F. F.	The contribution of parenting practices in a risk and resiliency model of children's adjustment	USA	To examine risk and protective factors of parenting practices' effect on children's adjustment on three different outcomes: disruptive behaviour disorders, adaptive emotional functioning and school achievement
				
				(pp. 269, 470-471)
				
				(*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)
					• 80 children aged 6-12 and their mothers
					• 42 girls, 38 boys
					• Mothers:
					  ○ 60% Caucasian, 11% African Americans, 16% Hispanic Americans, 5% Native Americans, 7% mixed ethnicity (dichotomised into Caucasian) (n = 46) and non-Caucasian (n = 32) due to small sample size)
					  ○ 82% married, 9% divorced, 4% never married, 4% widowed
					• SES (I = low; V = high): I (14%), II (39%), III (31%), IV (22%), V (3%)
					
					(pp. 469, 471)
						Quantitative: Adult completed questionnaires & scales, Children's school grade point average	• Family protective factors: family cohesion, perceived social support & moral-religious emphasis
							• Family risk factors: family stress, family conflict, parent psychopathology & low SES
							
							Adult completed questionnaires (administered in families' homes):
							
							• Alabama Parenting Questionnaire (APQ) assessing involvement, positive parenting poor monitoring/supervision, inconsistent discipline and corporal punishment.
							• Parent Rating Scale (PRS) of Behaviour Assessment System for Children (BASC) assesses child's adaptive and problem behaviours in the community and home settings. Composite scales used: externalising problems (hyperactivity, aggression, conduct problems) and adaptive behaviours (adaptability, social skills, leadership)
							• Brief Symptom Inventory (BSI) self-reported presence of psychological symptoms in adults
							• Family Environment Scale (FES) measured relationships and system maintenance dimensions of family environments
							• Family Inventory of Life Events and changes (FILE) recorded life events and changes family encountered in last 12 months
							• Social Support Questionnaire (SSQ) perceived availability and satisfaction with social support
							• Hollingshead Four Factor Index of Social Position created weighted estimation based on parents' education, occupation and SES
							
							Children's grade point average obtained from their school.
							
							(pp. 469, 472-473)
								• Results of study reported children ages 6-12 & focused on family factors as component for school adjustment (results do not specify which results refer to first-graders)
								• Child externalising behaviours and child adaptive behaviours show some significant correlations with independent variables while child grades are related only to SES and negative parenting.
								• Positive and negative parenting measures correlated with some individual variables that make up the risk and resilience composites in expected directions (positive, negative)
								• Family protection and family risk composites were constructed in ways that families with high scores on both, represent families that possessed a broad range of attributes theorised to relate to risk or protection. The significant predictive ability of these constructs measured general family environment of risk or protection rather than high/low functioning on individual components of this construct.
								• Combining family risk and protective factors & parenting practices highly predicted child functioning (negative & positive outcomes), i.e., disruptive externalising behaviours and positive emotional adaptation respectively
								• Parenting practices: negative correlation between positive parenting (positive parenting & involvement) and negative parenting (inconsistent parenting, corporal punishment & poor parenting)
								• The negative impact of family factors and poor parenting accounted for greater variance in externalising behaviours and negative parenting moderated adaptive behaviours.
								• Family protective factors & positive parenting had a direct positive impact on child adaptive behaviours amidst risk.
								• Parenting practices was not a strong moderator between risk and protection factors and child outcomes
								
								(pp. 469, 474-477)

6)	2005	Skowron, E. A.	Parent Differentiation of Self and Child Competence in Low-Income Urban Families	USA (implied)	To examine whether family system functioning was associated with resilience in children exposed to negative environmental stress (pp. 337-338)	• 55 biological mother-child dyads • Children: o Ages 6-13 o 36 girls, 19 boys o 98% African American, 2% European American o 9.4% "only" children, 32.1% first-born, 35.8% second-born, 9.4% third-born, 13.2% fourth-born, 9.3% foster care • Mothers: o Ages 22-49 o 62.3% single, 26.4% marries/ committed relationship, 11.3% separated/ divorced o 63% employed, $\bar{x}$ 12.2 years education level o Median family income $14,400 per annum in the year 2000 (low-income) • Stability of current home 52.1% <1 year in current home, 16.7% 1-2 years, 10.4% 2-3 years, 8.4% 3-4 years, 6.3% 4-5 years, 6.3% >5 years; inner-city (pp. 338-339)	Quantitative: Adult (3) & Child (1) completed questionnaires, scales & standardised tests (with children); demographic information and family interview	• Adult completed measures: o Differentiation of Self Inventory (DSI) o Family Inventory of Life Events and Changes (FILE) – Family stress exposure (proximal) o Child Behaviour Checklist (CBCL) items 4-18 • Documentation: Police department records documented violent crimes (murder, rape, armed robbery, assault averaged over 4 years) within neighbourhoods of participating families – family stress exposure (distal) • Demographic information interview with parents: Family structure and composition, living situation, age, gender, relationship status family members, ethnicity, education, concerns about target child • Objective child measures: Wechsler Intelligence Scale for Children-III (WISC-III); Wide Range Achievement Test-2 (WRAT-3) • Child completed measure: Scholastic Competence Scale of Harter Self Perception Profile (SPP-SC) (pp. 339-340)	Analyses determined whether mothers' DSI scores predicted child competence scores (Vocabulary, Math, SPP-SC, CBCL) in context of FILE and neighbourhood violence: • Mother's DSI measured emotional reactivity, sense of self, emotional cut-off and fusion with others • Mothers' reported DSI predicted impact on children's academic success amidst risk-filled neighbourhoods • Greater parent DSI scores predicted higher child academic achievement (vocabulary scores, math skills) over and above neighbourhood violence & family exposure to stress (FILE) • Parent level of education & DSI predicted child verbal skills • DSI had no significant impact on SPP-SC, FILE scores and neighbourhood violence • Greater neighbourhood violence, lower DSI and greater family stress exposure predicted higher levels of child aggression (CBCL externalised behaviour) (pp. 340-342)

7)	2006	Baker, J. A.	Contributions of teacher-child relationships to positive school adjustment during elementary school	USA	To examine the extent to which teacher-child relationship contributed to school adjustment among elementary school-aged children and the degree to which this relationship was moderated by significant child characteristics (including grade level, gender and behaviour problems) (pp. 211, 214) (*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)	• All samples selected proportionate and representative of racial, ethnic and grade groups for four participating elementary schools in a small city, USA • Child participants: o 1310 Kindergarten to fifth-grade students o 52% female o Racial & ethnic composition: 57% African American, 29% Caucasian, 4% Other, 10% Hispanic (District = 54% African American, 35% Caucasian) o 15 % Kindergartens, 20% first graders, 13% second graders, 16% third graders, 16% fourth graders, 21% fifth graders o Large portion student body characterised as at-risk students: 70% participating in free/reduced cost lunch program, live in public housing units, <50% on-time graduation rate from high school o Poverty and race confounded in district with more African American students eligible for free/reduced cost lunch program than other racial groups • Teacher participants: o 68 Teachers o 96% female; 84% Caucasian, 14% African-American o Variety of teaching experience (50% 6+ years, only 4% first-year of teaching); Level of education = 60% graduate degrees o Teachers similar in demographics across all schools (education level & experience) (pp. 211, 214-215)	Quantitative Cross-sectional Data from Larger Longitudinal Project: Adult completed Rating Scales & Standardized Tests, Child School Report Cards & Standardized Assessments	• Teacher-child relationship quality: Selected items from the Student-Teacher Relationship Scale (STRS) measured teacher-child relationship quality • Standardized behaviour rating scale: Behaviour Assessment System for Children-Teacher Rating Scales for children (BASC TRS-C) where teachers rate the frequency of both problem & adaptive behaviours • Academic Achievement: measures collected from school records in 1st through 5th grades. Standardized tests: o Iowa Test of Basic Skills (ITBS) / Stanford Achievement Test Series, 9th Ed (SAT9) measured children's academic attainment o Report card grades for reading (Gr.1-3), language arts (Gr.4-5) • Classroom adjustment: Children's report cards in social development and positive work habits were summed to measure the degree to which they were adjusted to the norms, routines and expectations of the classroom environment. K-Gr.3 teachers rated children's adjustment on a 5-point scale, Gr.4-5 3-point scale. (pp. 215-217)	• Data reported in three groups: K, Gr.1-2 and Gr.3-5 • Children with behavioural or learning problems showed poorer school outcomes and were less able to benefit from close teacher relationship (characterised by trust, warmth, and low conflict) when compared to peers without such problems • Children with developmental vulnerabilities and close teacher relationship were significantly advantaged (protective effect), about similarly affected peers who lacked such relationships • Students with high degrees of behaviour problems experiencing a close relationship with a teacher performed significantly better in reading than children with comparable problems and poor relationships with their teachers • Close teacher-student relationships were significantly associated with children's social skills, but not standardised reading scores. • Teacher-student conflict showed more robust negative schooling outcomes. • Girls experienced more closeness and less conflict with their teachers • Trend towards decreasing closeness with increase in grade levels • Girls with positive relationships with teachers evidenced better outcomes than boys with similar quality relationships • Child's academic difficulties showed the greatest association with achievement outcomes – positive teacher-student relationship showed more substantive, but still moderate effect in predicting social or behavioural outcomes • Associations between teacher-student relationship and positive school outcomes are similar for groups (across grade levels) • Presence of learning problems overshadows beneficial teacher-child relationship • Positive teacher-child relationship amidst school problems predicted better social skills (pp. 211, 216, 217-223)

8)	2006	Burchinal, M., Roberts, J. E., Zeisel, S. A., Hennon, E. A., & Hooper, S.	Social Risk and Protective Child, Parenting, and Child Care Factors in Early Elementary School Years	USA	To identify protective factors during early childhood that predict academic achievement and adjustment during early elementary school, using academic and school behaviour trajectories from kindergarten through third grade. To determine whether child language and social skills, parenting style, child care quality, or level of school resources serve as mediators or protective factors for African American children facing multiple risk factors in their first 4 years of elementary school
					
					(pp. 79, 85-86)
					
					(*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)
						• 75 African American children, 45% boys
						  o Recruited at ages 1-11 months old, followed over time
						  o Invited infants appeared to have normative development
						  o Attended full-time community-based child care centres before entry to kindergarten
						  o Assessment before entry to kindergarten, at entry to kindergarten, during spring/summer of first four years of public school (i.e., recruitment age, 18, 30 and 42 months old)
						• Exclusion: children who left child care centres, moved away from area, asked not to be followed to school, disorder diagnosis
						• 72% families less than 185% federal poverty threshold (determined by data from National Centre for Educational Statistics)
						• Just less than one-third of children attended schools in which over half the students received free/reduced price lunch
						• 65% single parent headed families
						
						(pp. 79, 86-87, 91, 95)
							Quantitative Longitudinal: Adult completed questionnaires, scales & objective measurements; scale-rated observations; Audio & video recorded sessions	***Annual measures: social risk factors***
								
								• Six risk factors assessed (poverty, father absence, large household size, low maternal education, high maternal depression, high life stress)
								• Parenting Stress Index (PSI) (Maternal depression)
								• Annual primary caregiver interview
								
								Child care quality at home: Home Observation Measurement of the Environment (HOME) Inventory for Pre-schoolers (semi-structured observation)
								
								Child care quality in classrooms:
								
								• Infant/Toddler Environment Rating Scale (ITERS)
								• Early Childhood Environment Rating Scale (ECERS)
								• School poverty level determined from National Centre for Educational Statistics (% children receiving free/reduced price meals)
								
								Maternal measures:
								
								• Maternal IQ Wechsler Adult Intelligence Scale-Revised (administered during the first year of study)
								• Maternal teaching style (administered during child's first grade): Magnet task, Guessing game
								
								Child characteristics at entry to school:
								
								• Teacher-rated social skills: Social Skills Rating System-Preschool (SSRS-R)
								• Language: Peabody Picture Vocabulary Test-Revised (PPVT-R) & Clinical Evaluation of Language Fundamentals-Preschool (CELF-P)
								
								First 4 years of elementary school: Academic outcomes using Woodcock-Johnson Test of Achievement-Revised (WJ-R); Teachers' assessment Social Skills Rating System Grades K-6 version
								
								(pp. 79, 87-91)
									Emphasis on correlations between risks and hypothesised protective factors (parenting, child care quality, school characteristics)
									
									• Reported correlations among risk and protective factors were relatively stable over time (data from Preschool through Gr.2, thus authors only present Gr.2)
									• Children lower risk exposure during early childhood entered school with higher language skills; had mothers with higher IQ scores and more responsive stimulating parenting; attended higher quality childcare centres before school entry; on school entry was likely to attend schools with fewer low-income families
									• Longitudinal academic, social & behavioural outcomes early elementary years (first 4 years):
									  o Higher risk exposure = lower reading & math ability
									  o Parenting moderated risk exposure early childhood = better academic & social outcomes
									  o Increased quality child care served as protective factor over time
									  o More responsive stimulating parents mediate risk exposure & teacher-reported behaviour problems
									  o Child care quality protective factor over time
									  o Schools serving fewer low-income children characterised decreasing problem behaviour over time
									• Protective factors associated with scholastic success & positive behaviour outcomes at school
									
									(pp. 79, 87, 93-104)

9)	2007	Caughy, M. O., Nettles, S. M., & O'Campo, P. J.	Community Influences on Adjustment in First Grade: An Examination of Integrated Process Model	USA	To examine the behavioural and school adjustment of urban-dwelling first graders as influenced by two processes: neighbourhood and parent processes. Neighbourhood included physical structural environment and economic structure characteristics while parent processes included coaching and parent/child affective relationships. (pp. 819, 822-823)	• Families with a child entering first grade (Fall 2002) were recruited (door-to-door canvassing, targeted mailing lists, referrals from other participants) • Residents living in neighbourhood less than 6 months in and children with disabilities severe enough to keep out of first grade were excluded • 405 Families meeting inclusion criteria completed home visit during Fall/Winter 2002 • Urban dwelling first graders • 203 boys (50.1%) and 202 girls (49.9%) • Racial composition: African-American (54.5%; White/non-Hispanic (33.1%) • Majority primary caregivers: mothers (85%), followed by fathers and grandparents • SES diverse (census data 2000): 33.3% lowest quartile, 44% middle two quartiles, 22% highest quartile • Employment: 57.8% currently employed, 25.9% employed in last 5 years, 16% never employed • Education levels: 19.5% attained less than high school, 36.8% high school/FED, 43.2% more than high school • (pp. 823, 826-827)	Mixed Methods: Interviews with caregivers; Child developmental assessment; Adult completed rating scales & questionnaires; Researcher assessments & observations	***Home visit*** • Interview with primary caregiver (Fall/Winter 2002) • Developmental assessment of first grade (Fall/Winter 2002) ***Researcher observations & assessments*** • Neighbourhood concentrated economic disadvantage (using census 2000 data) • Observed physical incivilities in the neighbourhood (observational tool) • Neighbour-hood Environment for Children Rating Scales (NECRS) • Psychological sense of community subscale (PSOC) ***Adult completed questionnaires & rating scales*** • Centres for Epidemiological Studies – Depression (CESD II) measured parental depressive symptoms • Self-reported parental coaching and parent/child affective relationship using Survey Measure of Mother-Child Relationship for Middle Childhood (SMMCRMC) • Child Behaviour Checklist (CBCL) measured internalising and externalising problems ***Video data*** Video-taped sessions of seven conversational tasks of parent/child interaction rated by research team ***Follow-up interviews*** 362 (89.4%) telephone interviews after caregivers received child's first report card of first grade (Spring/early Summer 2003) (pp. 819, 823-826)	• Partial support for the associations proposed by the Integrated Process Model: Child adjustment during elementary years is influenced by complex interactions between child, family and community characteristics • Index of poor school adjustment 21 children (5.8%) scored 3 or more, 261 children (72.1%) scored 0 (higher score = poorer adjustment); Index of good school adjustment 135 (37.3% scored 4 and 24 children (6.6%) scored 0 (higher score = better adjustment). • Potential caregiver (parent) mediators included eliciting, joint activities, expression of affection and hostility. Of these only hostility was significantly associated with CBCL (internal and external), but not with neighbourhood factors or parental depressive symptoms – leaving eliciting as only parenting variable retained • Parent depressive symptoms had both direct and indirect significant effect on parenting behaviour and child problems amidst the indirect effect of physical incivilities • Observed physical incivilities in the neighbourhood was associated with lower levels of parent eliciting behaviour and higher levels of child behaviour problems • Neighbourhood structural characteristics were partially mediated by neighbourhood community involvement • Observed physical incivilities had a significant indirect association with poor school adjustment and a marginally significant association with positive school adjustment to first grade • Neighbourhood community involvement with children was associated with higher levels of parent eliciting behaviour and lower levels of child behaviour problems, thus more strongly associated with positive school adjustment than poor school adjustment • Lower levels of caregiver eliciting were associated with higher levels of child internalising and externalising behaviour and lower levels of positive school adjustment (pp. 819, 826-829, 831)

10)	2007	Cefai, C.	Resilience for all: a study of classrooms as protective contexts	Malta	To examine how classrooms may serve as protective and competence-enhancing contexts for all students both at risk (low SES) and non-risk students. Study aimed at capturing the common contextual processes that 'work' in classrooms considered as optimal learning environments, through two main aspects of educational resilience: Socio-emotional competence and educational engagement (pp. 119, 121) (*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)	**Initial study (Cefai, 2004)**[1] • 28 teachers invited – only 22 teachers returned ratings of 465 pupils from 3 schools using a framework on educational resilience (6-8 weeks after the start of the scholastic year) • Further participation based on highest resilient behaviour, group homogeneity and stability of scores across three aspects of resilient behaviour (SER1, SER2 and ER – measured prosocial behaviours and relationships, problem-solving and autonomy, and academic motivation and engagement respectively) • Three schools: o All type C schools that cater for all grades in primary and nursery education o Varied in location, intake and size o School 1 = medium sized, school population 550, mixed community, pupils mostly from higher SES groups. School reputation = high achievement school, average 24 pupils per class. Classes 4, 6 and 8 selected for further study. o School 2 = small, school population 220, urban harbour area. Socially disadvantaged area, low SES families, various initiatives in place for improved pupil motivation & learning behaviour, average 16 pupils per class. Classes 1, 2 and 5 selected for further study. o School 3 = large, school population 770, caters for nearby urban & rural areas. Majority pupils lower SES groups, recent school initiatives foster inclusion, improved behaviour & enhanced learning, average 24 pupils per class. Classes 6, 5 and 1 (or 2 – selection unclear) selected for further study. **Present study (Cefai, 2007)** • 9 classrooms participated from 3 different schools, three classes per school • All classes were of mixed ability, and students came from diverse SES backgrounds. • Classes selected ranged from Year 2-4; average population; 20 boys and girls, ages 6-9 years • Present study all 22 teachers participated (all female) (pp. 121-122) [1]Additional participant information retrieved from Cefai (2004) entitled "*Pupil resilience in the classroom: A teacher's framework*". The 2004 paper did not meet inclusion criteria (framework	Qualitative: Naturalist study, Observations, Individual, semi-structured interviews with Teachers & Mini-focus-groups with group of Children in each class	***Naturalistic observations*** to explore the meaning of experience and behaviour in the context of each classroom: • Researcher role in teacher explanations: focused observations and limited participation • Researcher role during classwork: more active role, helping students with their classwork • Classroom processes observed through guidelines according to literature that provided a loose framework for observations. Observations included: nature of communication and relationship between teachers and students and amongst students themselves; participation of students in classroom activities; expectations, beliefs and values of classroom members; classroom management practices; pedagogical strategies and promotion of pro-social behaviour ***Fieldwork Journal:*** Descriptive observation noted and reflective comments on observations ***Interviews conducted:*** • Semi-structured individual interviews with each classroom teacher explored perceptions of students' and staff-collaboration and involvement • Small focus-groups with selected children from each class using interview guide that explored students' thoughts/feeling about classroom atmosphere, relationships, work, autonomy and influence (pp. 121-124)	• Data reported on Year 2-4 classrooms operated as protective and competence-enhancing contexts for their students, including those at-risk (no differentiation made for first-graders) • Number of processes emerged from study of relationships, behaviours and practices and beliefs in classroom contexts • Findings developed from observations supported by what classroom members themselves had to say • Six key processes (*rather FIVE when counted*): o Sense of belonging and connectedness (connectedness, physically and emotionally safe environments and interpersonal relationships) o Inclusion (teachers' individualised responses to meet students' needs, catering for diversity, varying attention, engage students with social, emotional & behavioural difficulties) o Active engagement & collaboration (child-friendly nature of instruction, student-engagement & collaborative learning – limited decision-making based on age of children/ lack of teacher-recognition of decision-making abilities) o Positive beliefs and expectations (learning and achievement possible with hard work despite backgrounds) o Recognition (celebrate effort/ success on all levels in a non-competitive way) • Classrooms that organised themselves as caring, inclusive learning, and pro-social cantered communities, may operate as protective and competence-enhancing contexts for all their students (pp. 119, 124-128)

					paper). Participant information from pages 149, 156-161 & 166.			
11) 2007	Perry, K. E., Donohue, K. M., & Weinstein, R. S.	Teaching practices and the promotion of achievement and adjustment in first grade	USA (implied)	To investigate the effects of teacher practices that provided social as well as cognitively rich instructional supports on first-graders' academic achievement, behavioural and socio-emotional adjustment, as well as feelings of competence. This study investigated whether child-centred practices predicted both average levels of achievement and the percentage of students who acquired enough skill to meet the academic standards in reading and math specified by the school district (pp. 269, 275-276)	Sample (Fall): • 257 children in 14 first grade classrooms, 52% female • Passive parental consent provided (forms sent home, forms not returned considered as consent) • Four elementary schools (small school district in a rural area accessible to a large metropolitan city). Children's participation ranged from 90-100% per classroom • Population: primarily middle- and working-class families • 19 teachers invited of which 14 (74%) agreed to participate • Average class size = 20 • All teachers = female, Caucasian, held at least a Bachelor's degree • Wide range of teaching experience (1-33 years) Interview sub-sample (Spring): • Invitations for parental consent sent home with each participating child from Fall sample • Active parental consent obtained for 154 children (60% of sample; 83 boys, 71 girls) for one-on-one interviews • Ethnic composition sub-group: 64% Caucasian, 23% Hispanic, 2% Asian American, 1% African American; 10% unknown. (pp. 269, 276-277)	Mixed Methods: Observations, Interviews & Rating Scales	***Academic Achievement Tests (standardised by the school district):*** • Administered to children in Fall and again in Spring • Assessed letter recognition, letter-sound recognition and reading fluency • Math skills tested using number recognition, one-to-one correspondence, counting and ordinal skills, operational skills (addition/subtraction), number patterns and measurements ***Behaviour ratings:*** Teachers rated behaviour in Fall and again in Spring. Pupil Behaviour Rating Scale (PBRS) that assessed 11 different behavioural attributes of children that were combined to create 3 scales: • Classroom adaptation • Interpersonal behaviour • Intrapersonal behaviour ***Child perceptions of academic competence:*** Interview using scale questionnaire for sub-sample of n = 154. ***Observations of teacher practices:*** Early Childhood Classroom Observation Measure (ECCOM) by five trained observers who spent one half-day in each classroom to observe instructional, social and motivational dimensions of each classroom (pp. 269, 277-282)	• Children achieved higher scores on achievement tests in Spring than Fall (expected) • Behaviour ratings varied significantly from fall to spring for classroom adaptation and interpersonal subscales with a significant reduction in problem behaviour • Children's reports of their academic competence were on average quite positive • After taking entry-level child characteristics (Fall) into account, using HLM, regression techniques and observed teaching practices, the following effects were noted for achievement in the first grade and meeting academic standards as measured in Spring: o Classrooms where observers (researchers) documented more supportive practices, mean levels of math achievement in Spring were higher o In these classes children demonstrated more positive interpersonal behaviour (e.g. ability to socialise with peers) and lower levels intrapersonal problems (e.g. depressed mood or anxiety) o Children on average acquired more math skills, made greater behavioural gains and had more positive perceptions of their academic abilities o Students ended the year with higher levels of academic skill, i.e., higher percentage of students in such classrooms met academic standards (reading, math) o Children's views of their academic ability were on average significantly more positive in these classrooms (pp. 269, 282-286)

12)	2010	Arbeau, K. A., Coplan, R. J., & Weeks, M.	Shyness, teacher-child relationships, and socio-emotional adjustment in grade 1	Canada	To explore the moderating role of teacher-child relationships in the relation between shyness and socio-emotional adjustment in grade 1. Shy children may be less likely to develop close relationships with their teachers and peers– those who do, may be protected from some adjustment problems associated with shyness (i.e., school avoidance, internalising difficulties and peer relationships).
					
					(pp. 259, 261)
						• 169 grade 1 children
						  ○ 84 boys, 85 girls
						  ○ 14 public schools, 9-18 participants per class
						  ○ 73% Caucasian, 12% Asian, 5% Black
						• Participating teachers – all female (researchers were not able to collect additional demographic information from teachers)
						• Participating parents
						  ○ 17% mothers and 21% fathers completed high school only
						  ○ 68% mothers and 9% fathers college/ university degree, some post-graduate experience
						  ○ Public school board (drawn sample) didn't permit collection of parental employment status and income information
						
						(pp. 259, 261)
							Quantitative: Multi-source assessment, maternal and teacher ratings, individual child interviews (questionnaire administration)	• Data collected at three different time points over the course of the school year: October/November (Time 1 = T1), January/February (Time 2 = T2), and May/June (Time 3 = T3)
								• Multi-source assessment: maternal- and teacher ratings, and individual child interviews
								• Adult measures:
								  ○ Parent-reported child shyness: Child Social Preference Scale (CSPS) completed few weeks after starting school T1
								  ○ Teacher-reported teacher-child relationships: Student-Teacher Relationship Scales (STRS) completed T2 assessing closeness, dependency and conflict.
								  ○ Teacher-reported Child Behaviour Scale (CBS) reported at T3 – especially subscale for peer interactions.
								• Child measures at T3:
								  ○ Individual interviews with children by trained research assistants to administer scales
								  ○ Loneliness and Social Dissatisfaction Questionnaire for Young Children assessing child's loneliness and social dissatisfaction at school.
								  ○ Self-reported School Liking and Avoidance Questionnaire (SLAQ)
								
								(pp. 259, 261-262)
									• Shyness and negative teacher-child relationships (i.e., dependent, conflictual) were related to socio-emotional difficulties
									• Shy children with close teacher-child relationships were associated with indices of positive adjustment (though they may be more dependent on teachers)
									• Overall shy children tended to form somewhat less close and more dependent relationships with teachers
									• Significant gender differences and teacher-child relationships: boys had more conflictual relationships, girls had closer relationships with teachers and boys were more school avoidant while girls were more prosocial, compared with each other
									• Close teacher-child relationships were negatively associated with self-reported school avoidance, teacher-rated anxiety, a-social behaviour and peer exclusion as well as positively related to prosocial behaviour with peers
									• Shyness, teacher-child relationships and child adjustment: assessed how teacher-child relationships moderate associated shyness (at T1) and socio-emotional adjustment at T3:
									  ○ Shy boys experienced greater self-reported loneliness
									  ○ Closer teacher-child relationship served as a protective factor when child-teacher relationship was close (positive association between shyness and adjustment difficulties only evident in children with less close teacher-child relationships)
									  ○ More dependent child-teacher relationships exacerbated positive association between shyness and adjustment difficulties and greater peer exclusion
									• Pattern of teacher-child relationship moderation suggests potential protective in shy children's adjustment in grade 1
									
									(pp. 259, 262-265)

13) 2010	Clark, K. D., Oosthuizen, J., Beerenfels, S., & Rowell, A-M. C.	Making the best of the early years: the Tambellup way	Australia	An exploratory study to discover factors protective of children's development in Tambellup rural area in answer to a call for greater understanding based on region's positive achievement results for year one, despite children placed at risk (pp. 1, 3) *(Consider keeping this article for scope review on positive school adjustment despite having no explicit link with resilience. The inclusion could be motivated based on risk and protective factors noted for community context (i.e., rural isolation and low SES; strengths of rurality) thus resilience is implied)*	• Study took place June-July 2009 based on year 1 results of 2007 • 23 Aboriginal participants • 14 non-Aboriginal participants • Risks noted: living in rural isolated, disadvantaged community; minority ethnic population group • (pp. 1-3)	Qualitative: Semi-structured interviews	• Standardized schedule of questions guided interviews, supplemented by clarifying and broadening questions • Aboriginal interviews: Face-to-face interviews usually conducted in small groups (i.e., manner and setting deemed appropriate by participants) • Non-Aboriginal interviews: Service providers and community leaders; telephone interviews • Analysis used multi-stage processes (collation, extraction of common themes, verification and member-checking) • (pp. 1-3)	Local children's positive adjustment to school was supported by: • Strong communication & connectedness - Tight-knit community connected through family relationships, organisations, businesses; fostering safe supportive community for children; scaffolding support through high levels social cohesion and capital • Community leadership - High levels of respect for community leaders (Aboriginal and non-Aboriginal); motivated leadership; education initiatives to engage children outside of school with dedicated volunteers; women elders key role models • Participation in services and programs - Whole community projects on multiple system levels affecting children directly and indirectly; pro-active responses to help families and children in need; committed teachers; variety of health services including promoting physical activity • Positive cross-cultural relationships - Quality of community relationships; proud of history and culture; value community members and customs • Human capital and common goals - Local leadership great capacity and willingness to contribute; residents equally participate and support efforts to promote positive education; shared belief in high-quality education and opportunities it presents; recreational groups and organisations key for children engagement in sports and events • Community trends: making use of opportunities town present (low-cost housing, children's development support) • Religious practices and abstinence from alcohol cited as positive influence on community practices that enable positive educational opportunities for children • (pp. 2, 4-7)

14)	2010	Obradović, J.	Effortful control and adaptive functioning of homeless children: Variable-focused and person-focused analyses	USA	To examine the role of effortful control (adaptive functioning; peer competence; internalizing and externalizing symptoms) for adaption in 58 homeless children in order to identify processes that promote homeless children's positive adaptation (pp. 109, 111) (*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)	• 58 children from families living in homeless shelters • First-graders and kindergartners • 20 girls; 38 boys • Aged 5-7 years (mean age 6.09, age range 4.97-7.23) • 81% African-American, 1.7% American Indian; 3.4% Anglo-American, 13.8% mixed-ethnicity children • 75% lived with single caregiver; 90% of primary caregivers were mothers; 7% were fathers; 3% were grandmothers (referred to as parent in the study) • Duration of homelessness: 43% parents reported being without their own house (rented/owned) for less than a month; 22% 1-3 months; 19% 3 months to a year; 14% more than a year; 1 family never owned housing; 46.6% parents reported being homeless at other times in their lives • Children and parents participated separately on shelter premises • Teachers of the 54 children (pp. 109, 111	Quantitative: Standardized tests, Questionnaires, Interviews & Researcher Observations	Children's assessments (90 minute session) • Effortful control (EC): Battery of tasks assessed children's effortful control skills (tasks: Simon Says, Peg-tapping, Stroop, Dimensional Change Card Sort - DCCS) • Risk and resources: General Intellectual Functioning (IQ) using Wechsler Preschool and Primary Scale of Intelligence 3rd ed.(WPPSI-III): subtests: Block Design; Matrix Reasoning; and Vocabulary subtests Parents' session (90-minute session): • Structured interviews with parents • Risk and resources: Cumulative risk index (summing five SES risk factors: single-parent household, maternal age at first birth younger than 18 years old, 3+ siblings living with family, parental education less than high school degree, no income) • Directly after interview researcher assessed five behavioural ratings, assessing the quality of parent-child relationship (warmth, hostility, closeness, rejection, overall parenting quality - PQ) Teacher questionnaires: • Questionnaire on child's adaptive functioning (MacArthur Health Behavioural Questionnaire - HBO) assessing four domains: o Academic competence o Peer competence o Internalizing behavioural problems o Externalizing behavioural problems (pp. 109, 111-112)	• 24 children were considered resilient and 34 non-resilient, based on performance on EC, IQ, PQ and risk factors. Homeless children were classified as resilient if they scored all of the following on HBO: o 3+ on 5-point academic functioning scale o 3+ on 4-point competence scale o Lower than clinical threshold for depression and anxiety o Lower than clinical threshold for oppositional defiant subscale and conduct problem subscale • 34 children (59%) showed maladaptive adaptation in at least one domain; 36% more than one domain • 24 children (41%) demonstrated average levels of academic functioning, peer competence, no clinical levels of psychopathology • Based on these thresholds: 36% children showed maladaptive levels of academic functioning; 29% maladaptive peer competence; 19% and 24% showed clinical levels of internalizing and externalizing symptoms; 9% comorbid symptoms – 16% and 14% clinical depression and anxiety symptoms; 10% and 22% clinical levels conduct problems and oppositional defiant disorder • EC tasks: only 26% children passed Simon Says, 72% and 67% Peg-tapping and Stroop tasks, 76% DCCS tasks • Homeless children showed significant delay IQ tests • On average, homeless children showed higher levels of school engagement than academic competence – 36% rated as having poor academic performance below grade level • Homeless children showed higher levels of internalizing and externalizing symptoms • Older children and girls demonstrated higher levels of effortful control • EC was significantly related to three domains of adaptation: academic competence, peer competence and externalizing behaviour problems. Children with higher EC showed higher levels of competence and lower levels of symptoms • EC positively related to IQ and PQ and negatively to SES risk • Controlling for age and sex, IQ and PQ, EC significantly predicted teacher report of all four domains of adaptive functioning • EC tasks are an important potential indicator of adaptation and school readiness of homeless children • Performance on effortful control tasks was significantly related to school adjustment • EC tasks predicted peer competence, internalizing symptoms, and externalizing symptoms independent of intelligence. Children with higher IQ showed higher levels of competence and lower levels of symptoms • Age and EC significantly predicted resilient status controlling for the two most established protective factors in resilience: IQ and parenting quality (pp. 109, 112-114)

15) 2013	Miller-Lewis, L. R., Searle, A. K., Sawyer, M. G., Baghurst, P. A., & Hedley, D.	Resource factors for mental health resilience in early childhood: An analysis of multiple methodologies	Australia	The longitudinal study aimed to identify preschool resources and factors associated with young children's mental health resilience in the face of family adversity. Hypothesized that better mental health resilience would be associated with: a) Children's characteristics (↑ self-esteem, -efficacy; -control); b) Better child-parent relationships; c) Better child-teacher relationships (Measured during preschool and after starting formal schooling 2 years later) (pp. 1, 5) *(Despite the focus of the article being on mental health resilience, the impact of positive relationships at home and school and child resources shows how children's resilience is impacted by systems (ecologies: home and school) – a much needed article to include showing how measuring resilience has progressed to include child↔environment relationships)*	• 474 children (Study started with families of 485 children attending 27 government-funded preschools, data missing 11 children, thus comparison n = 474) • Diverse areas: suburban, rural, remote; low SES • Time 1: age 4 • Time 2: age 6 (after starting formal schooling) • 49% male, 51% female • Families: 40.3% receive government pension/ benefit; 12.9% single-parent family; 3+ siblings at home (crowding resources): 8.9%; Number stressful life events last year: 0.9% • Mother/ Father education level: 20.3%/ 11.2% completed university; 33.4%/ 42.7% technical trade or further education certificate; 21.6%/ 15.9% high school/ equivalent; 24.7% 30.3% partial completion of high school or less • Employment: 8.6% unemployed; 7.2% one parent part-time; 39.9% one parent full-time/ 2 parents part-time; 6.3% both parents full-time • Mother/ Father <21 years old at birth of child: 7.2%/ 2 • Parent psychological distress (GHQ): 1.41; 39.1% above clinical cut-off (pp. 1, 5-6)	Longitudinal Quantitative: Adult completed standardised questionnaires	Adult completed measures by the primary caretaker (parent) and teachers (unless otherwise indicated): • Child mental health difficulties measured by Strengths and Difficulties Questionnaire (SDQ) • Child internal strengths: o Behavioural self-efficacy (Self-Efficacy Scale-Teacher version) o Behavioural self-esteem (Behavior Rating Form-Revised) o Emotional self-control (Devereux Early Childhood Assessment, DECA) • Child external relationship context: o Quality of child's relationship with parents and teachers Child-Parent Relationship Scale (CPRS) o Child-Teacher Relationship Scale (STRS) • Child Exposure to familial adversity (parent reported): o Family SES (education level; employment status; government welfare benefits; potential economic strain overcrowding) o Parental separation o Early parenthood o Parental psychological distress (General Health Questionnaire, GHQ-12) o Stressful life events (List of Threatening Experiences Questionnaire, LTE-Q) (pp. 1, 6-10)	4 different methodological analyses used to compare child outcomes at age 6: child, family and preschool resources factors in the context of cumulative family adversity • Overall findings analysis: resources (quality relationships with parents/teachers and child resources) provided general promotive capacity for all children regardless of level exposure to adversity • Parent- and teacher-reports on greater child mental health resilience: significant positive association with high-quality child-parent and child-teacher relationships and child self-control (parent-reports also included child self-concept); parents reported greater positive effect compared to teachers • Comparing low and high adversity exposure of children: high-quality parenting, good self-concept and self-control have general promotive effect; teacher-child relationship quality made greater difference in low-adversity group; high-adversity groups child self-control greater protection • Comparing adversity and mental health resilience yielded 4 categories: resilience, maladaptive, competent and highly vulnerable • Resilient and competent children did not differ on levels of mental health difficulties • Resilient and maladaptive children did not differ on levels of adversity • Parent-reported: higher levels child-parent relationship, self-concept and self-control were associated with lower levels mental health difficulties regardless of level of adversity • Teacher-reported: with high adversity exposure higher self-concept led to lower levels of mental health difficulties (pp. 1, 10-17)

16)	2014	Chawla, L., Keena, K., Pevec, I., & Stanley, E.	Green schoolyards as havens from stress and resources for resilience in childhood and adolescence	USA	To investigate how green schoolyards reduce stress and promote protective factors for resilience in students – specifically how students experience natural areas on their school grounds and the values student find in such (pp. 1, 3-4) (*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)	• 6 schools • School 1: 11 students grades 1-6; 6 boys, 1 girl; ages 6-12; 10 European-American, 1 African-American; suburban private school: meet needs children with dyslexia & other language-based learning difficulties • School 2-6 excluded based on age (students ≥ 9 years old) (pp. 1, 4-5)	Qualitative: Interviews, observations, photo & videos	Setting 1 Early Elementary data sources (includes first-graders) • Adult voices included since children aged 6-9 are learning to differentiate and verbalise feelings • Interviews: o 24 Alumni surveys, followed by 8 selected interviews o 10 parents o 5 teachers o 5 school administrator & staff • Videos: researcher & student-made • Photography • Participant observations & field notes • Reflective interviews with children (pp. 1, 4-6)	• Gr.1-4 children playing in woods during recess enjoyed sense of competence, cooperative play • Students' remarks and experiences supplemented by teachers' observations and alumni memories • Children aged 6-7 (early elementary) engaged in sensory-based play, created cooperative alliances, promoted autonomy and competence through play • Parents considered play important for their kids: social safe space, loved play • Adults reported less anxiety, sense of acceptance, linked play & freedom, better focus in classroom (pp. 1, 6-7)
17)	2014	Taket, A. R., Nolan, A., & Stagnitti, K.	Family strategies to support and develop resilience in early childhood	Australia	Following resilient children through different transitions in educational careers from preschool to primary school amidst constrained settings (pp. 289-291)	• This study was a sub-study of the "Supporting Resilience" Project which explored conditions and characteristics of resilience in young children, their families and communities • 26 families (12 rural, 9 regional, 5 Metropolitan) • 26 children; 19 girls, 7 boys • Selected by preschool teacher as demonstrating resilience • 12 families lived in rural, 9 regional and 5 in the metropolitan area • Families faced multiple disadvantages (financial insecurity or poverty, housing insecurity, employment insecurity, chronic health problems (child/ family member), family violence, family breakdown and bereavement). Each family had at least 2 of these characteristics operating at any one time (pp. 289-291)	Qualitative: Adult Naturalistic inquiry interviews	Mother interviews: • First interview just before transition into primary school • Second interview during first half of child's second year in primary school • First interview location was chosen by mother; some second interviews conducted telephonically • Interview topic guide: resilience and their child, changes child experienced over past year, strategies promoting child's development including roles of family members, community connections, use of community resources, and the school and their child • Duration 30-120 minutes • Recorded and transcribed for analysis (pp. 289, 291-292)	Mothers reported strategies they (and families) employ supporting child's resilience and development: • Encourage self-regulation & independence (routine, organisation & problem solving) • Support developing socio-emotional learning skills (positive peer relations, problem-solving & choices) • Develop supportive relationships with adults • Using community resources (community activities & facilities) • Dynamic contingent nature of children's resilience (new challenges need extra support from mother) (pp. 289, 292-297)

18)	2016	Correia-Zanini, M. R. G., & Marturano, E. M.	Getting Started in Elementary School: Cognitive Competence, Social Skills, Behaviour, and Stress	Brazil	To assess stability and change in indicators of academic achievement, general intelligence, social skills, behavioural adjustment, and stress between 1st, 2nd, and 3rd year of Elementary Education (EE). Specifically to verify the evolution of academic performance indicators, general intelligence, social skills (SS), behavioural problems, stress symptoms and perception of school stressors during the first three years of EE (pp. 305-307)	• 151 children 81%) of the 186 children recruited participated • 79 boys; 72 girls • Initial age = 5 years 8 months to 7 years 6 months (mean age 6 years 8 months) • 25 teachers of the 1st year • 30 teachers of the 2nd year • 33 teachers of the 3rd year • 25 classes from 7 public schools in a city • Representative of different regions (1 school central region, two near centre and four in outer neighbourhoods) (pp. 305, 307)	Longitudinal Quantitative Research Design: Adult- and child completed Questionnaires	Instruments and measures: • Social Skills Rating System (SSRS-BR) Teachers version • Raven's Coloured Progressive Matrices - Special Scale, Note Book Form, accessed child's intellectual level • Provinha Brazil 2009, accessed child's literacy level • Childhood Stress Scale (CSS) completed by children • School Stressors Inventory (SSI), completed by children • Data collection took place Sept-Dec 2010, 2011 and 2012 in class time arranged with schools • Children individually answered SSI, CSS and Raven's Coloured Progressive Matrices • Provinha Brazil was applied collectively with the help of an assistant • Teachers were given guidance to complete SSRS (pp. 305, 308-309	• Moderate stability of the variables and a continuous increase in academic achievement • Girls showed better indicators of social skills and behavioural adjustment • Children showed more externalising behaviours in the 1st year; more stress symptoms in the 2nd year; greater general intelligence, more academic social skills and fewer stress symptoms in the 3rd year • Transition extends up to 2nd year, and developmental achievements are consolidated in the 3rd year (pp. 305, 309-312
19)	2016	Kiuru, N., Laursen, B., Aunola, K., Zhang, X, Lerkkanen, M-K., Tolvanen, A., & Nurmi, J-E.	Positive Teacher Affect and Maternal Support Facilitate Adjustment After the Transition to First Grade	Finland	To examine the proposition that a single high-quality relationship (either with teacher or parent) can buffer against adjustment problems during the transition to primary school. Longitudinal associations between teacher-child and mother-child relationships and the child's externalising problems and prosocial behaviour and school adjustment (pp. 158, 162)	• Participants were identified through the First Steps longitudinal study that followed 2000 children during the transition to primary school • The sample of this study was drawn from four municipalities in different regions of Finland • 1880 from the 2000 children participated • A target sample of 378 children was drawn from 1880 • Random selections from each classroom were taken and 183 girls and 195 boys participated • The children came from 94 schools and 151 classrooms • At the beginning of study (Gr.1) children were about 7 years old • Living arrangements: 77% lived in two-biological-parent families, remainder in single-parent (12%) or blended families (11%) • Parents' education: 5% parents only comprehensive/compulsory education up to Gr.9, 26% completed upper secondary (senior high school/ vocational school, Gr.10-12), 38% Bachelors' degree (college/ university), 29% Masters' or higher • First and Second Grade teachers (teachers for two-thirds of the sample target children remained unchanged from Gr.1 to Gr.2) • Gr.4 teachers of target children (pp. 158, 163-164)	Longitudinal Quantitative Research study: Adult-completed Questionnaires	• Data were collected in Gr. 1 and 2 • Teachers rated externalising problems and prosocial behaviour of target children in the fall (end) of Gr. 1 and spring (start) of Gr. 2 using Strength and Difficulties Questionnaire (SDQ) • Teacher reports of positive affect for each target child were collected in spring Gr. 1, repeated measure by Gr. 4 teachers using Student-Teacher Relationship Scale (STRS) • Maternal reports of support for each target child were collected in the spring of Gr. 1 using revised Finnish version of the Child-Rearing Practices Report (CRPR) • Grade 4 teachers also completed the Student-Teacher relationship Scale • Mothers completed the revised Finnish version of the Child-Rearing Practices Report in Grade 1 (pp. 158, 164-165)	• Positive teacher affect was positively correlated with maternal support and prosocial behaviour and negatively correlated with externalising problems • Maternal support correlated negatively with externalising problems and positively with prosocial behaviour • Relative to girls, boys showed more externalising problems and less prosocial behaviour • Teachers reported more positive affect in Gr.1 for girls than for boys • Child adjustment after the transition to primary school relied on at least one high-quality relationship with either a teacher or a parent: o High positive teacher-affect in Grade 1 defended against adjustment difficulties for children with low maternal support, whereas cases with low teacher affect, high maternal support supported adjustment o Positive teacher affect toward the child buffered against adjustment difficulties for children receiving low support from their mothers o Children with low teacher and parent support showed the poorest adjustment (high levels of externalising problems and low levels of prosocial behaviour) o When maternal support was high, the child exhibited low levels of externalising problems and high levels of prosocial behaviour independently of the level of positive teacher affect – in other words, high maternal support buffered against adjustment difficulties for children receiving low positive teacher affect (pp. 158, 165-170

20)	PUBLISHED FROM MY SISU C2 CASE DATA >>> EXCLUDE >>> 2016***	Kumpulainen, K., Theron, L., Kahl, C., Bezuidnhout, C., Mikkola, A., Salmi, S., Khumalo, T., & Uusitalo-Malmivaara, L.	Children's positive adjustment to first grade in risk-filled communities: A case study of the role of school ecologies in South Africa and Finland	Finland & South Africa	Comparing ways children's school ecologies facilitate adjusting positively to first grade in risk-filled contexts South Africa (SA) & Finland (pp. 122-123) *(I exclude this article from my scope review because the data is part of my PhD. I am aware of the publication and reflect it in this scope review summary)*	• Case selection informed by community advisory panel (AP) in SA and consensus discussions between Finnish research team and two first grade teachers from local primary school • Purposeful selection of 2 from 18 cases (richly illuminated ways that children's social ecologies facilitated positive adjustment to first grade in risk-filled contexts): Thabo (SA), Maria (Finland) – both pseudonyms • Socio-economically disadvantaged communities o SA: SES disadvantaged, rural area, 49% population dependent on government grants for income (20% live on $80-100 per month). 71% black Africans of which 67% speak Setswana (Thabo's mother tongue), 20% adults have no education, 28% only have primary schooling. Thabo attends government-subsidized school that provides a meal a day and no school fees are paid by parents. 38 children in his class, mother-tongue instruction, teacher had 32 years experience o Finland: Native Finnish girls living in SES disadvantaged area with large concentration of non-Finnish-speaking people (more than 27% speak mother tongues other than Finnish, e.g. Russian, Estonian, Somali), inhabitants have low educational level and income, high unemployment, mainly live in city-owned rental apartments. She receives one meal daily and pays no school fees. 23 children in Maria's class with a teacher and teacher's assistant, with instruction in Maria's mother tongue, teacher had several years' experience • SA: first grade boy, age 7, first grade teacher, extended family (biological parents, grandmother, siblings and other kin) • Finland: first grade girl, age 7, parents and three teachers (pp. 122, 124, 126-127, 129-130)	Qualitative Case Comparative Case Study: Visual participatory case study multi-level data generation – Primary informants were Children, Secondary informants were adults (including teachers, parents and extended family members	• Participatory research approach across all levels (child and adult informed) in order to capture participants' authentic voices • Visual and/or narrative accounts • Semi-structured conversation-like interviews • Primary informants: Case children o Day-in-the-life video-recorded observations (SA only - up to 8 hours regular school/ after-school day of primary informants reduced by research team to video-segments explicated instances adjusting well to first grade, confirmed by informants) o Draw-and-talk o Photo elicitation • Secondary informants: Case adults interviews (including teachers, parents and extended family members) • Deductive analysis of data using seven, commonly recurring mechanisms of resilience documented by Ungar (pp. 122, 125-126)	SA & Finnish case summary resilience supporting mechanisms • Constructive relationships o SA: Supportive, extended collective o Finland: Supportive individuals • Access to material resources o SA: Basic resources (e.g. food, school books, basic toys) made accessible by social ecology (not just nuclear family) o Finland: Basic resource (e.g. food, learning materials, digital games); Availability of educational support and expertise (e.g. special educational needs teacher, teacher's assistant) • Adherence to cultural norms and beliefs relating to schooling o SA: Following parental instruction to obey the teacher and work hard at school; Successful schooling promises a better life for individual and community o Finland: Doing homework; Home-school collaboration; Knowing the child helps teacher to support the child; knowing the teacher helps the child to understand the school; Schooling is valuable • Experiences of control and efficacy o SA: Being in control of after-school routine o Finland: Being in control of own school work • A powerful identity o SA: A competent student o Finland: An autonomous student • Social Justice: no robust evidence SA & Finnish case reported similar mechanisms supporting resilience expressed in different culturally meaningful ways (pp. 122, 126-133)

21) 2016	Parkes, A., Sweeting, H., & Wight, D.	Early Childhood Precursors and School age Correlates of Different Internalising Problem Trajectories Among Young Children	UK	To identify and explain trajectories of children's internalizing symptoms over the transition to primary school (46-94 months of age – approximately 4-8 years) as reported by children and their mothers. The study also investigated gender differences in trajectory shape, class membership and the importance of covariates and differences over the age group
				
				(pp. 1333-1335)
				
				(*not only adjustment to first grade, but adjustment at school within the age limits that include first grade – no particular data reported on the adjustment to first grade only*)
					• Study is part of larger birth cohort study
					• Baseline data gathered from 5217 families during 2005-6 when children were 10 months old
					• These families were followed up annually for 5 years (up to 70 months), then after 2 years (94 months, N = 3456, males N = 1747, females N = 1709)
					• This study used data from computer-assisted personal interviews conducted with main carer at 10, 22, 46, 58, 70 and 94 months and data collected from cohort child using a computer-assisted self-completion questionnaire when child was 94 months (7.8 years old)
					• Cases selected were where natural mother and child were both interviewed at 94 months (excluded cases n = 77) and the natural mother was interviewed at all previous time points (further excluded n = 378)
					• Case sample for this study: N = 2901 (male N = 1497, female N = 1404)
					
					(pp. 1333, 1335)
						Quantitative birth cohort study: Child- and mother-completed Computer-assisted self-completion Information & Questionnaires	Most information gathered from mothers. Computer-assisted self-completion modules were used for sensitive information regarding child behavioural and emotional problems, maternal health and partner relationships
							
							• Main measure: Internalizing problems using Strengths and Difficulties Questionnaire (SDQ) measured when children were 46, 58, 70 and 94 months
							• Child-reported well-being measures assessing four aspects of children's lives relating to subjective well-being reported by children at 94 months
							  o Life Satisfaction from Huebner's Student Life Satisfaction Scale (5 items)
							  o Positive Parenting using Alabama Parenting Questionnaire (5 items)
							  o Liking school and supportive friendships from the school and friends domain of the Multidimensional Life Satisfaction Scale
							• Child characteristics assessing
							  o Developmental delay using Communication and Symbolic Behaviour Scales Developmental Profile (CSBS DP)
							  o Conduct problems, attentional problems, and prosocial behaviour used in subscales of SDQ, assessed at 46, 70 and 94 months
							• Socio-demographic characteristics, health & support: Maternal mental health assessed with Short Form (SF-12) Health Survey Scale
							• Partner relationship: Golombok Rust Inventory of Marital State (GRIMS)
							• Parenting and school:
							  o Mother-infant bonding: 5 items from Condon Maternal attachment scale
							  o Smacking was assessed using single item at 22 months
							  o Mother=child warmth and conflict measured using Pianta scales at 58 and 94 months
							  o School maladjustment information gathered at interview following school entry (either 58 or 70 months) and again at 94 months
							
							(pp. 1333, 1335-1336)
								• Three trajectories were identified for internalising symptoms: low-stable (86% of children), High-decreasing (6%) and medium-increasing (8%)
								• The High-decreasing and medium-increasing trajectories are termed "elevated trajectories" since mean scores were above the British mean of 3.3 for parent-reported internalizing problems among children aged 5-10 years
								• Children from both elevated trajectories shared several early risk factors (low income, poor maternal mental health, poor partner relationship, pre-school behaviour problems) and school-age covariates (low mother-child problems) and reported fewer supportive friendships at 94 months
								• Differences between trajectories: Minority ethnic status and pre-school conduct problems were more strongly associated with the High-decreasing trajectory; and covariates measured after school entry (behaviour problems, mother-child conflict and school maladjustment) with the medium increasing trajectory
								• Greater mother-child conflict and school maladjustment at 94 months distinguished medium-increasing class from both the low-stable and High-decreasing classes
								• An absent father at 46 months was significant when comparing medium-increasing trajectory with low-stable trajectory, more so for boys than girls. On elevated trajectories an absent father poses a greater risk to school adjustment placing boys in the medium-increasing trajectory rather than the High-decreasing trajectory
								• This suggests a greater burden of early risk for the High-decreasing trajectory, and that children with moderate early problem levels were more vulnerable to influences after school transition
								
								(pp. 1333, 1336-1340)

22) 2016	Yan, N.	Children's resilience in the presence of mothers' depressive symptoms: Examining regulatory processes related to active agency	USA	The study examined children's processes related to their active and controlled engagement with the environment, their active agency, as critical in promoting their resilience at first grade in the presence of mothers' cumulative depressive symptoms. Specifically examining the mechanisms through which children's individual and environmental characteristics contribute to their academic, social and behavioural resilience in first grade; and if a warm and positive classroom emotional climate would buffer the detrimental effects of maternal depression on children's cognitive and socio-emotional adjustment at first-grade (pp. 90, 92)	• Families from NICHD Study of Early Child Care across 10 sites in USA • Targeted children's families were contacted shortly after child's birth • Families excluded if/or: birth had medical complications, mother was under 18 years old, not fluent in English, known to abuse drugs, or lived outside catchment area • Sample N = 1364 families • N = 705 males, N = 659 females • Ethnicity: 19.6% ethnic minority group (12.9% African American, 6.1% Hispanic, 1.6% Asian); 80.4% white • Mothers average age at enrolment 28.1 years old, 14 years of education, income-to-needs ratio 2.86 • Marital status at enrolment: 76% married, 85% fathers lived in the home (pp. 90, 92-93)	Longitudinal Qualitative: Adult-completed questionnaires and assessments & Child evaluations and observations by trained researchers	• Six data collection points in early development: 6, 15, 36, 54 and 72 months (72 months = when children were first grade) • Multiple data sources: classroom and laboratory observations and reports from mothers, fathers, and teachers • Socio-demographic Data on child gender, ethnicity, income-to-needs ration, maternal education, marital status and data collection site were collected at 1 month (and controlled in analysis later on) • Mothers completed the Centre for Epidemiological Studies Depression Scale (CES-D) at all six data collection points • Children's first grade adjustment measures observed by mothers, fathers and teachers • Three agentic processes: self-assertion, effortful control and mastery motivation were measured at 54 month; factors promoting agentic processes measured at 6 and 54 months o Children's social competence: rated by parents and teachers using the Social Skills Rating Scale (SSRS) at the end of First Grade o Effortful control measures obtained from laboratory observations (Continuous Performance Task – CPT), mothers and caregivers' reports using Children's Behaviour Questionnaire (CBQ) o Mastery motivation two key components: instrumental and expressive measured through observations of 15-minute semi-structured procedure, video-recorded and rated by trained observers • Factors promoting agentic processes: o Child temperament at 6 months: mothers completed Infant Temperament Questionnaire o Intelligence at 15 and 24 months using Mental Development Index (MDI) o Mother's sensitivity measured using laboratory interaction observations, video-recorded and rated by trained observers o Child care quality from Observational Record of Caregiving Environment (ORCE) at least four cycles of observations collected in two visits to the child care setting rated qualitatively • Child outcomes at first grade: o Academic performance teacher-rated Academic Rating Scale; as well as subscale on Academic Performance on Social Skills Rating System (SSRS) o Social competence rated by mothers, fathers and teachers using SSRS; and teacher-child relationship rating children's ability to establish positive relationship with teacher was assessed with Student-Teacher Relationship Scale (STRS) o Behavioural problems measuring children's internalizing problems were assessed at the end of First Grade using parental report of the Child Behaviour Checklist (CBCL/4-	• Previously found associations between children's individual (i.e., intelligence, low difficult temperament) and environmental (i.e., maternal sensitivity, child care quality) characteristics and their resilience in the presence of mothers' depressive symptoms are partially attributed to their competent functioning in effortful control, self-assertion, and mastery motivation. Effortful control was the most consistent independent predictor of resilience across four developmental outcomes • Children's resilience scores for academic performance, social competence, internalizing behaviour and externalizing behaviour were created: academic-, social-, internalizing- and externalizing resilience • These agentic processes promoted these children's resilience • Children's effortful control was predicted by their temperament, early intelligence, maternal sensitivity and child care quality • Children's self-assertion was predicted by temperament, early intelligence and maternal sensitivity • Children's mastery motivation was predicted by their intelligence and maternal sensitivity • The three agentic regulatory processes predicted children's resilience across behaviours as well • Both social and academic resilience was indirectly predicted and functioning through effortful control • Internalizing and externalizing resilience were indirectly predicted in similar ways, but internalizing temperament was functioning through the role of self-assertion, while externalizing resilience functioned through effortful control • Children's effortful control significantly predicted children's positive development across the four domains • High self-assertion predicted low behaviour problems and high social competence • Master motivation predicted high academic performance • None of the interactive effects between maternal depression and agentic processes were significant – indicating the agentic regulatory processes promote children's resilience in the presence of mothers' depressive symptoms through their additive main effect rather than interactive effects (pp. 90, 94-96)

						18); and teachers' report of the Teacher Report Form (TRF) (pp. 90, 92-94)		
23) 2017	Hosokawa, R., & Katsura, T.	A longitudinal study of socioeconomic status, family processes, and child adjustment from preschool until early elementary school: the role of social competence	Japan	To examine the short-concurrent and longitudinal relationships among familial SES, marital conflict, parenting practices, child competence and child behavioural adjustment (social developmental outcomes) in a comprehensive model (pp. 1, 6)	Children: • N = 1604 preschoolers aged 5 years at Time 1 (T1) and first graders aged 6 years at Time 2 (T2) • 826 male • Attended kindergarten/nursery in Nagoya – a major urban area in Japan Parents • Mean age: mothers 37.41; fathers 39.33 • Median income $50,000-59,999 annually • Mean years of education 14.13 and 14.56 for mothers and fathers respectively Teachers • No information provided • (pp. 1, 7-8)	Short-term Longitudinal Quantitative Design: Adult-completed Questionnaires and self-developed assessments	Parents' self-reported: • SES indicators (family income, maternal & paternal education levels) – yearly income and education levels reported on predetermined response categories • Marital conflict (constructive & destructive) – Quality of Co-parental Communication Scale (QCCS) measuring conflict and support perceptions and communication • Parenting practices (positive & negative parenting) – Alabama Parenting Questionnaire (APQ) • Parent observations on child's behavioural adjustment and mental functioning (internalising & externalising problems) – Strengths and Difficulties Questionnaire (SDQ) measuring prosocial and difficult behavioural problems at T1 and T2 Teacher evaluations: • Child competence (social skills): T1 Social Skills Questionnaire (SSQ) completed by teachers based on observations of child's cooperation, self-control and assertion affecting social adaptation. • (pp. 1, 8-10)	• SES, marital conflict, parenting practice and child social competence and behavioural adjustment were interrelated: o SES variables negatively related to destructive marital conflict and children's externalising and internalising behavioural problems o Constructive marital conflict, positive parenting and child's social skills related positively to SES variables o Social skills inversely correlated with children's externalising and internalising behavioural problems • SES indicators significantly, independently associated with child mental health functioning (i.e., social skills and internalising/ externalising problems) • T1 family income and paternal education levels related directly and indirectly through destructive and constructive marital conflict as well as negative and positive parenting practices to T1 social skills and T2 internalising and externalising problems respectively • Controlling for T1 behavioural problems as mediating mechanism for the link between family factors and behaviour adjustment, T1 social skills significantly inversely influenced both internalisation and externalisation of problems at T2, that is: Social skills in preschool affected by T1 family factors predicted lower levels of T2 behavioural problems in first grade • (pp. 1, 10-13)

24)	2017	Nurmi, J.-E., Silinskas, G., Kiuru, N., Pakarinen, E., Turunen, T., Siekkinen, M., … Lerkkanen, M.-K.	A child's psychological adjustment impacts teachers' instructional support and affective response	Finland	A cross-lagged longitudinal study that examined the impact of children's psychological adjustment to school on their teachers' affective response and instructional support accordingly (pp. 1-2, 5)	Child Sample: • Original sample N = 1880 children followed from K-Gr.3 • Homogeneous ethnic cultural sample of Finnish students • 78% from nuclear families, 12% single parent families, 9% blended families, 1% homes with different living arrangements • Present study N = 361 randomly sampled from larger sample (182 boys) • 1-6 children from each classroom • Mean age at the beginning of Gr.1 = 7 years old • 10% loss of ratings not provided by teachers • Total ratings provided 311, 317, 286 children rated at the end of Gr.1, 2 and 3 respectively Teacher Sample • 126 Gr.1 teachers from 110 schools • Mean age 42.55 years • Years of teaching experience: 45% teachers more than 15; 36% 6-15; 15% 1-5; 4% less than 1 year. • 80% teachers at least Master's degree; 20% Bachelor's degree in education • 226 children had the same teacher throughout Gr.1-2 (95 teachers), 106 children had the same teacher throughout Gr.2-3 (48 teachers) (pp. 1-2, 6)	Quantitative Cross-lagged Longitudinal Study: Teacher Completed Questionnaires and observations; Child SDQ; Child Reading & Mathematics assessment	• Children's reading and mathematics skills were examined at the beginning of Gr.1 by trained investigators during normal school hours in the classroom (tests used from standardised national reading achievement test battery for word recognition and phonological word-picture match tasks; arithmetic tests consisted of 14 tasks for summation and subtraction) • Teacher completed questionnaires on self-rated instructional support (measure = 5-point scale) and affect experienced (2 negatives and 2 positive items), when providing instructional support to children when teaching during April for Gr.1, 2 and 3 • Teacher observational ratings of children's prosocial and externalising problem behaviour among children (Finnish version of Strengths and Difficulties Questionnaire – SDQ) (pp. 1-2, 6-8)	• The more children exhibited externalising problem behaviour in Gr.1 & 2, the more teachers provided instructional support a year later, and teachers experienced feeling less positive affect • Children's prosocial behaviour showed moderate or high correlations with teachers' positive affect. The more prosocial behaviour individual children showed in Gr.1-2, the more positive affect teachers reported a year later • Teachers positive affect in Gr.1 negatively predicted teachers' instructional support for a particular child in Gr.2. The more positive affect a teacher reported the less instructional support they provided later on • More positive affect was reported by teachers instructing children in Gr.1 with more prosocial behaviour than those children exhibited in Gr.2 • Results were controlled for children's academic performance and mothers' level of education. A composite score of children's academic performance at beginning Gr.1 negatively predicted teachers' instructional support and child's externalising behaviour, while it positively predicted teachers' positive affect. Mothers' education level only positively related to starting time measures of child at the beginning of Gr.1 (pp. 1-2, 9-12)
25)	2017	Ben Shlomo, S., & Taubman-Ben-Ari, O.	Child Adjustment to First Grade as Perceived by the Parents: The Role of Parents' Personal Growth	Israel	To investigate the direct moderating role of personal growth in a child's adjustment to first grade as perceived by parents. Examining whether personal growth combined with other variables predict parents' assessment of their child's adjustment to school (pp. 102, 104)	• N = 280 Israeli parents (213 mothers, 67 fathers) whose children were in first grade • Ages 25-47 • 77% of parents had academic degrees, the remainder had high school diplomas • 60% defined their income as average, 27% above average, and 13% below average • 70% defined their health status as very good • 48% of firstborn children • 46% of children were females (pp. 102, 104)	Quantitative: Adult-completed Questionnaires	Parent-completed questionnaires: • Demographic questionnaire (childbirth order and gender, parents' gender, age, health, education and economic status) • Parents' perceived stress – Cohen, Kamarck & Mermelstein's Perceived Stress Scale (1984) • Parents' emotional intelligence (EI) – Schutte et al's Emotional Intelligence Scale (1998) • Perceived child's adjustment to school – Doyle's Perceived School Adjustment Scale (2001) • Perceived personal growth – Posttraumatic Growth Inventory (Tedeschi & Calhoun, 1996) adapted to relate specifically to first grade transitioning (pp. 102, 104-105)	• Child's entrance into school system may lead to personal growth in the parents. Parents' age and education and child's birth order contribute to process: higher growth among parents whose children were firstborns • Mothers reported higher levels of perceived stress and perceived their children to adjust better to school compared to fathers • No significant gender difference found for EI and personal growth • Healthier, more educated parents reported less personal growth, but older healthier parents had a higher assessment of their child's adjustment • No association between growth, age and economic status • Parents who reported low levels of personal growth and high EI were associated with more positive assessment of child's adjustment • Girls were perceived to adjust better than boys • Personal growth moderates the link between parents' EI and assessment of their child's adjustment to school. (pp. 102, 105-107

26)	2017	VanSchyndel, S. K., Eisenberg, N., Valiente, C., & Spinrad, T. L.	Relations from temperamental approach reactivity and effortful control to academic achievement and peer relations in early elementary school	USA (implied)	To examine the relations from temperamental approach reactivity (impulsivity, frustration and positive affect) and effortful control (EC) at ages 3.5-4.5 with teachers' reports of academic achievement and popularity at ages 6-7 – that provide insights for children's academic and social adjustment (pp. 15, 17-18)	Larger longitudinal study examining toddlers' emotional development, regulation and social-emotional adjustment; Families recruited from birth at three hospitals from large metropolitan area; All infants born to adult parents, healthy, delivered full-term • Participant numbers: o N = 265 at 18 months old assessment (43% girls) o N = 215 at laboratory assessments: 42 months (n = 188) or 54 (n = 163) months old (3.5/4.5 years) o At 72 (n = 144) and 84 (n = 133) months old (6/7 years) teachers returned questionnaires • Children = 82.4% non-Hispanic, 83.1% Caucasian • SES: Median annual family income $45,000-60,000 (range $15,000-100,000) • Education: 36.9% mothers had 4-year degree, 27.8% college/2-year degree, 18% high school diploma, 6.3% master's degree, 5.9% did not complete high school • 80.8% married (pp. 15, 18)	Longitudinal Quantitative Study: Researcher Laboratory Assessments of child & Adult Reported questionnaires	Researchers' laboratory observations of children's EC at 42 or 54 months (ages 3.5/4.5 years old) where children participated in tasks designed to assess: • Emotional approach reactivity measured frustration, positive affect and impulsivity • EC: laboratory observations globally rated at each time point • Vocabulary: receptive vocabulary subtest – Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III) Teachers and mothers completed questionnaire packets reporting on children's academic achievement and popularity at 72 and 84 months (ages 6-7) • Academic achievement measured school performance using grade-point-average (GPA) reported by teachers • Popularity – 3-item scale (Eisenberg et al., 1993 adapted from Harter, 1982) completed by teachers • Covariates reported by mothers: children's gender, mothers' reported on parents' education level, annual family income at multiple points in time (pp. 15, 18-20	• Frustration was positively related to achievement and negatively related to popularity for girls, but unrelated to boys' outcomes at 72 months for observed tasks at 42 and 52 months • Positive affect was positively related to achievement for boys at 72 and 84 months, for girls affect was positively related to frustration and EC, but unrelated to their academic or social outcomes and popularity • Boys had higher frustration and impulsivity than girls at 72 months, but boys' popularity was positively related to frustration • Girls had higher positive affect, EC and achievement at 72 months than boys • Among children with high EC or emotional approach (frustration or positive emotion), impulsivity positively predicted achievement for girls at 84 months • For boys and girls EC was positively related to all outcomes, vocabulary and SES • Few gender differences noted in interactions (pp. 15, 20-24)
27)	2018	Hernández, M. M., Eisenberg, N., Valiente, C., Spinrad, T. L., Berger, R. H., VanSchyndel, S. K., ... Southworth, J.	Bidirectional associations between emotions and school adjustment	USA	To examine the relations children's observed expression of negative and positive emotions in classes or non-classroom school contexts (i.e., lunch and recess) to school adjustment from kindergarten to first grade. Negative emotional expressivity places children at risk for difficulties with peers/ teachers hampering ability to engage in classroom academic tasks (resilience implied) (pp. 1, 4)	• N = 301 • Kindergarteners with follow-up 1 year later (in grade 1) • 52% girls • Various ethnic groups (53% Hispanic, 34% White, 3% Asian, 2% American Indian/ Alaska Native Backgrounds, 2% Black, 1% Other, 6% Unknown • Parents varied education (30% mothers & 39% fathers completed High School or less; 39% mothers & 37% fathers graduated from college) (pp. 1, 4)	Quantitative: Naturalistic observations scores & Parent and Teacher Reports	• Teachers completed surveys for each participating child during spring semesters of K and G1 assessing children's school engagement and relationship quality with teachers and peers • Parents completed questionnaire for each participating child during fall semester year K • Adult observers scored children's emotional expressivity in classroom during fall and spring of K and G1 respectively • Trained research assistants (observers) rated child interactions using detailed coding process; 2-3 researchers observed children in school 2-3 times per week for 9-12 weeks of each semester • Additional information provided by parents on family (education, income) and child characteristics (age, sex) • Measures observed the following using coding variables from observations: o Positive and negative emotional expressivity o Teacher-student conflict and closeness o Peer acceptance at school o School engagement o Covariates (child age, population demographics, sex, SES – computed using education-family income correlation) (pp. 1, 4-7)	• Latent constructs with adequate longitudinal invariance = teacher-student conflict, teacher-student closeness, peer acceptance and school engagement • Negative expressivity (NE) and child school adjustment o 8 models tested identifying bidirectional pathways with four school adjustment outcomes o NE and teacher-student conflict K predicted higher G1 NE (both in classroom and lunch/recess) o K NE during lunch/recess predicted higher G1 teacher-student conflict o NE K associated with higher G1 teacher-student closeness o Bidirectional association NE in classroom and peer acceptance from K to G1 o Higher K school engagement predicted lower G1 NE in both classroom and lunch/recess • Positive expressivity (PE) and child school adjustment o 8 models tested identifying bidirectional pathways with four school adjustment indices o Peer acceptance in K predicted G1 PE, while PE in K marginally predicted G1 peer acceptance o School engagement K predicted G1 PE in classroom, but not vice versa o No cross-lagged relations between PE in classroom and teacher-student conflict nor teacher-student closeness, peer acceptance or school engagement during lunch/recess • (pp. 1, 7-9)

28) 2018	Bezuidenhout, C., Theron, L. C., & Fritz, E.	Positive adjustment to first grade despite divorce: Lessons for school psychologists	South Africa	Which everyday (i.e. non-intervention-related) resources should school psychologists be aware of that enable the resilience of children challenged by adjustment to first grade as well as the divorce of their parents? (pp. 1, 4)	• Five first-graders from divorced families • 1 instrumental case study was selected (displayed multiple everyday resources as with other 4 cases, but most prevalent) • Child aged 7 years and 5 months, Afrikaans-speaking • Resided with mother (father moved out on the divorce being finalized), 3-year-old sister and maternal grandparents • Child visited her father once a week • Selection Criteria developed by Advisory Panel (AP). Positive adjustment to first grade despite parental divorce, was marked by: o Positive cognitive, behavioural, social and emotional functioning o E.g. problem solving skills, co-operative classroom behaviour, able to cope well with discipline, staying seated when doing school work, able to form and maintain friendships, positive self-esteem and self-worth • Teachers used AP criteria to select first-graders • School child attended: middle-class, government school, well-resourced, offered range of extra-mural activities (pp. 1, 5, 7)	Qualitative Single Instrumental Case Study	Primary Informant: Child • Semi-structured Child Interview facilitated by visual participatory methods • Visual participatory methods o Draw-and-talk o Photovoice o Digital story Secondary Informant: Child's parents and Teacher • Semi-structured Adult Interviews (pp. 1, 5-6	• Child relied on herself, her parents and members from her extended family, as well as her teacher and peers at school to support and enable her resilience • Risks threatening positive adjustment: o internal challenges (fear and anxiety related to unfamiliar challenges and expectations from school transition > overcome by attending aftercare facility in community outside school) o school related challenges (new friends, being teased > managed challenges by ignoring it) o family related challenges (parental divorce > conflict improved after the divorce so she was able to focus better on school work though she sometimes cried at school) • Resources enabling positive adjustment to first grade: despite risks and challenges noted above, child showed positive adjustment in first grade, proven by a good report card at the end of first grade o internal strengths (she is driven, has leadership qualities, reframed divorce in positive light of improved relationships and reduced conflict, relied on faith to support her) o school related resources (made friends who distracted her from peer who was teasing her, friends comforted her when she was anxious and fearful, played with her, teacher connected with child and provided emotional support and allowed extra time to finish work if child fell behind, teacher encouraged participation in extra-mural activities, rewarded child for doing well showcased child's work to principal who also praised child's efforts) • family related resources (emotional and pragmatic care from family, encouraged to keep on trying even when she struggled with scholastic work, sibling was quiet when child needed to do school work, mother ensured school-things were ready to use and accessible, grandmother spoiled and treated her that she enjoyed, positive relationship with biological father, parents communicated well and kept up to date on child-related matters at school and home, fostered respectful, mindful relationship, made teacher aware of divorce, kept focus on child as priority (pp. 1, 5, 7-11)

*SES: socioeconomic status

*The summary of publications from Smith and Prior (1995) to Yan (2016) were co-created by the researchers and published in Bezuidenhout (2018). Additional sources were added by the first author to update publications included in this study by the time of publication. Page references were drafted and adjusted.

Table 2.6:

Scoping review analysis: a comparison of the descriptive and resilience mechanism results

Location	Authors and year of publication	Region: urban, rural sites			Research design			Voices			Research setting				Ungar's Resilience Mechanisms (Ungar, 2006, 2008)
		Urban	Joint	Rural	Quantitative	Mixed methods	Qualitative	Adult	Adult & Child	Child	Home	Home & School	School	Other	
Australia (4)	Clark, Oosthuizen, Beerenfels, & Rowell, 2010			✓			✓	✓						✓	Cultural adherence Identity Power and control Support
	Miller-Lewis, Searle, Sawyer, Baghurst, & Hedley, 2013		✓		✓			✓				✓			Access material resources Identity Supportive relationships
	Smith & Prior, 1995		✓		✓				✓			✓			Cultural adherence Identity Power and control Supportive relationships
	Taket, Nolan, & Stagnitti, 2014						✓	✓			✓				Access material resources Cultural adherence Identity Supportive relationships
Brazil (1)	Correia-Zanini & Marturano, 2016	✓			✓				✓				✓		Cultural adherence Identity Supportive relationships

Location	Authors and year of publication	Region: urban, rural sites			Research design			Voices			Research setting				Ungar's Resilience Mechanisms (Ungar, 2006, 2008)
		Urban	Joint	Rural	Quantitative	Mixed methods	Qualitative	Adult	Adult & Child	Child	Home	Home & School	School	Other	
Canada (1)	Arbeau, Coplan, & Weeks, 2010	✓			✓				✓			✓			Cohesion Supportive relationships
Finland (2)	Kiuru et al., 2016				✓			✓				✓			Cultural adherence Identity Supportive relationships
	Nurmi et al., 2017		✓		✓				✓				✓		Cultural adherence Identity Supportive relationships
Israel (1)	Ben Shlomo & Taubman-Ben-Ari, 2017				✓			✓			✓				Access material resources Identity
Italy (1)	Balboni & Pedrabissi, 1998	✓			✓			✓				✓			Access material resources Identity
Japan (1)	Hosokawa & Katsura, 2017	✓			✓			✓				✓			Access material resources Cultural adherence Identity Supportive relationships
Malta (1)	Cefai, 2007						✓		✓				✓		Access material resources Cohesion Identity Social justice Supportive relationships

Location	Authors and year of publication	Region: urban, rural sites			Research design			Voices			Research setting				Ungar's Resilience Mechanisms (Ungar, 2006, 2008)
		Urban	Joint	Rural	Quantitative	Mixed methods	Qualitative	Adult	Adult & Child	Child	Home	Home & School	School	Other	
South Africa (2)	Kumpulainen et al., 2016*			✓			✓		✓			✓			Access material resources Cultural adherence Identity Power and control Supportive relationships
	Bezuidenhout, et al., 2018	✓					✓		✓			✓			Access material resources Cohesion Identity Power and control Supportive relationships
UK (1)	Parkes, Sweeting, & Wight, 2016		✓		✓				✓		✓				Access material resources Identity Supportive relationships
USA (13)	Baker, 2006	✓			✓				✓				✓		Supportive relationships
	Burchinal, Roberts, Zeisel, Hennon, & Hooper, 2006	✓			✓				✓			✓			Access material resources Identity Supportive relationships
	Caughy, Nettles, & O'Campo, 2007	✓				✓			✓		✓			✓	Access material resources Cultural adherence Supportive relationships

Location	Authors and year of publication	Region: urban, rural sites			Research design			Voices			Research setting				Ungar's Resilience Mechanisms (Ungar, 2006, 2008)
		Urban	Joint	Rural	Quantitative	Mixed methods	Qualitative	Adult	Adult & Child	Child	Home	Home & School	School	Other	
	Chawla, Keena, Pevec, & Stanley, 2014						✓		✓				✓		Access material resources Cohesion Identity Power and control Social justice Supportive relationships
	Donelan-McCall & Dunn, 1997					✓			✓		✓				Access material resources Identity Supportive relationships
	Hernández et al., 2018b	✓			✓			✓					✓		Cultural adherence Identity Supportive relationships
	Ladd & Burgess, 2001		✓			✓			✓				✓		Power and control Supportive relationships
	Obradović, 2010				✓				✓			✓			Identity Supportive relationships
	Perry, Donohue, & Weinstein, 2007			✓		✓			✓				✓		Cultural adherence Identity Supportive relationships
	Prevatt, 2003				✓			✓			✓				Access material resources Cultural adherence Supportive relationships

Location	Authors and year of publication	Region: urban, rural sites			Research design			Voices			Research setting				Ungar's Resilience Mechanisms (Ungar, 2006, 2008)
		Urban	Joint	Rural	Quantitative	Mixed methods	Qualitative	Adult	Adult & Child	Child	Home	Home & School	School	Other	
	Skowron, 2005	✓			✓				✓		✓			✓	Access material resources Cultural adherence Identity Supportive relationships
	VanSchyndel, Eisenberg, Valiente, & Spinrad, 2017	✓			✓				✓				✓	✓	Access material resources Identity Power and control Supportive relationships
	Yan, 2016				✓				✓			✓		✓	Identity Supportive relationships
Total number of studies for each indicator assessed		11	5	3	18	4	6	9	19	0	7	11	9	5	See Figure 2.3

* Joint publication by South Africa and Finland

Empty cells indicate that no related information was provided in the publication

Chapter 3: Resilience-supporting social ecologies: Positive adjustment to first-grade of children in rural South Africa

Journal of intended publication: Early childhood research quarterly (ECRQ)

Scope of the journal. ECRQ publishes predominantly empirical research (quantitative or qualitative methods) on issues of interest to early childhood development, theory, and educational practice (birth through 8 years of age). As an applied journal, we are interested in work that has social, policy, and educational relevance and implications and work that strengthens links between research and practice.

Topics of interest include, but are not limited to:

- Children's social, emotional, cognitive, behavioral, language, and motor development applied to early childhood settings
- Children's transition to school
- Public policy, early childhood education, and child development
- Best classroom practices and effective early childhood curricula
- Professional development and training for early childhood practitioners

Article format and specifications. Precise online guidelines provided on content and structure on submission requirements (https://www.elsevier.com/journals/early-childhood-research-quarterly/0885-2006/guide-for-authors). Title page (not for review) should provide acknowledgements. Graphical abstracts are welcomed. An abstract with maximum keywords using American spelling should be provided. Highlights are mandatory, i.e., 3-5 short bullet points, with a maximum of 85 characters per bullet spaces included. Highlights should convey the core findings of the article. Body of text can be American or British spelling. Images saved as TIFF or JPEG high resolution images with separate captions. Document preparation: double-spaced, 12-point font with one-inch margins on all sides. No word limit provided.

Title Page (not for review): Resilience-supporting social ecologies: Positive adjustment to first-grade of children in rural South Africa

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developed Figure 3.1 and 3.2 to integrate Masten's (2003, p. 170) developmental view of the child in context of SERT.

Proof of Submission for Publication:

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Graphical Abstract

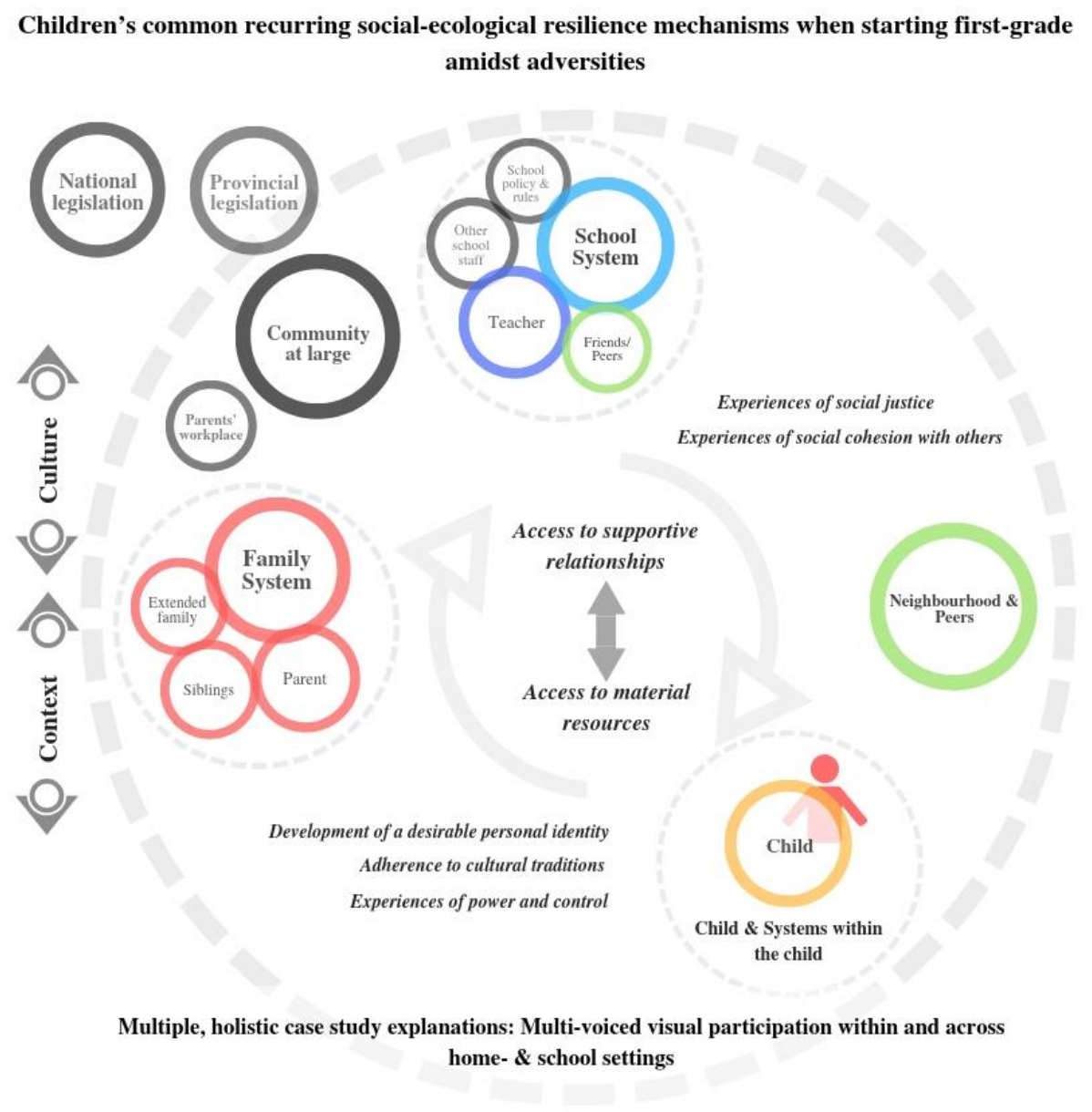

Figure 3.1: Graphical abstract that illustrates first-graders' resilience processes within their embedded social-ecological systems

Traditional Abstract

Resilience is an essential process in supporting children's positive transitions to first-grade amidst contexts of adversity associated with living in a rural, isolated, disadvantaged community. Children rely on key role-players from their social ecologies to facilitate their resilience processes in meaningful ways. A qualitative, multiple embedded case study portrays how family (parents, siblings and extended family members) and school (teachers, peers, physical infrastructure) systems enabled South African children's positive adjustment to formal schooling. Through culturally- and age-appropriate methods, five 6-7-year-old children as primary informants, provided information using visual participatory methods (drawings, photos and video techniques), supplemented by adults as secondary informants (in-depth relational interviews, drawings, focus groups, additional documentation) from children's direct home- and school ecologies. The core findings illustrate children's inter-dependence and bidirectional supportive relationships that facilitate safe access to school, provide nurturing spaces, prioritise education and take co-ownership of positive school transitions. Recommendations are made on the scale limitations of the current study and future considerations that include broader social ecologies.

Keywords: First grade; school transition; child-centred; social-ecological resilience; disadvantaged community; qualitative case study

Highlights

- Younger children understand, contribute and rely on resilience supporting resources
- Transitions amidst adversity are embedded in ecological understandings
- Social ecologies enable and facilitate children's positive first-grade transitions
- School transitions are supported by facilitated safety and nurturing practices
- Education is prioritised and children, their families and schools take co-ownership

Introduction

Resilience plays an essential role in children's positive adjustment to school and even more so in contexts where they are exposed to adversities (Burchinal et al., 2006; Clark et al., 2010; Masten, 2014; Taket et al., 2014). When children adjust well and develop positively on behavioural, emotional, interpersonal and cognitive levels amidst adversities, resilience is inferred (Masten, 2016; Ungar, 2006). Children rely on their family and school systems that directly affect their schooling experiences, as well as larger socio-political systems that indirectly affect them (Masten, 2014; Ungar, 2012b). The systems in which they are embedded support their school transitions despite adversities that place them at risk for the contrary (Bottrell & Armstrong, 2012; Masten, 2014; Noltemeyer & Bush, 2013; Ungar, 2012a). Children rely on these systems for provision of appropriate resources that support their school transitions despite adversities (Baker, 2006; Clark et al., 2010; Sharma & Sen, 2012; Supkoff et al., 2012; Theron & Engelbrecht, 2012).

Formal school transition literature has focused largely on early childhood transitions of children aged five to six years old moving from home to kindergarten or preschool settings (Aline-Wendy & Hilary, 2006; Dockett et al., 2014; Hernández et al., 2018a; Hirst et al., 2011; Kang, Horn, & Palmer, 2017; Miller, 2018). Though early childhood education is a priority for families and schools alike, there are discrepancies across settings and contexts with respect to the age children enrol and the quality of education programmes offered (Harrison, 2017; Spaull & Hoadley, 2017). For example, in South Africa, formal schooling starts with the first grade in the year that children turn seven years old (South Africa, 1996, 2005). Although national policy

recommends[6] that all children attend early education development centres (ECDC) in the form of pre-school, kindergarten or Grade R (Reception year), the quality of education at ECDCs is not standardised across provinces (Richter & Samuels, 2018). As such, some schools and teachers note discrepancies in the quality of the early childhood education children received and disparities in children's education in lesser resourced contexts (Black et al., 2017; Spaull, 2013; van der Berg, 2008; Woodhead, Dornan, & Murray, 2013).

Furthermore, transition research emphasises the importance of collaboratively supporting children's positive school adjustment through programmes, transition practices and enhanced school readiness (Abenavoli, Greenberg, & Bierman, 2015; MacDonald et al., 2014; Rimm-Kaufman & Hulleman, 2015). Such practices predominantly target risk and protective factors in individuals, for example researching the strengths and abilities in children. They may also include relational influences that hinder or moderate children's resilience through parental and teaching practices (Arnold et al., 2006; Choy & Karuppiah, 2016; Cook & Coley, 2017; De Feyter & Winsler, 2009). Resilience research, however, goes beyond assessing risk and protective factors and extends its focus to the promotion of positive outcomes through culturally and contextually relevant resources (inside and outside the individual) and processes (Liebenberg & Ungar, 2009a; Panter-Brick & Leckman, 2013).

Understanding the everyday ways of how children's social ecologies (e.g. multiple level analysis) enable their positive adjustment to the first grade is under-reported outside the context of formal transition programmes (Dockett, 2014; Einarsdóttir, 2014; MacDonald et al., 2014; Theron, 2016a). Dockett and colleagues (2014) call for integrated approaches to understand

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6 In 2014 the Department of Basic Education committed to including 2 years of pre-school into formal education structures (cf. Richter & Samuels, 2018) as part of the early childhood education programmes outlined by the Children's Act of South Africa (2005)

how children's early school transition reveals systemic support for children's positive school adjustment despite risks.

Social Ecology of Resilience Theory

Research aimed at understanding what it means to transition well to the first grade should integrate multiple angles of children embedded in systems that affect their adjustment (Masten, 2011; Rimm-Kaufman & Pianta, 2000). Liebenberg and Ungar (2009a) advocate for pluralistic understandings of person↔environment interactions in the context of culture, adversity and meaningful positive outcomes. Children are embedded within their different systems (Masten, 2003; Narayan et al., 2017). When children and their systems are challenged by disadvantage (i.e., poverty, socio-economic disadvantage, lack of resources and 'capital'), there are fewer opportunities or people available to support resilient transitions (Maru et al., 2014; Powell et al., 2013). The social ecology of resilience theory (SERT), places a child in the context of their environment. As such, social-ecological resilience is a process that draws on personal- and contextual resources that lead children to better than expected outcomes that are culturally and contextually relevant (Ungar, 2012b). In addition to resilience being a complex process, it encompasses positive outcomes:

> *"In the context of exposure to significant adversity, whether psychological, environmental, or both, resilience is both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of well-being, and a condition of the individual's family, community and culture to provide these health resources and experiences in culturally meaningful ways" (Ungar, 2008, p. 225).*

The principles underlying SERT inform resilience in ways that are decentralised, complex, adhere to cultural relativity and may be atypical (Ungar, 2011). Ungar (2008, 2011, 2013) explains that decentrality places the responsibility for resilience outside of the individual (decentres) since the person↔environment interaction enables and facilities resilience

processes, rather than individual strengths or abilities alone—especially for younger children who depend on their care systems (Masten, 2016). As such, Ungar explains resilience as a complex, multi-dimensional process that may vary from one setting to another as well as from one time to the next. Masten (2016, p. 300) adds to Ungar's explanation noting "responses to trauma are complex and multi-dimensional." What it would mean to do well despite adversity is culturally relative. For the current study, culture is understood to refer to "a set of values, beliefs, and everyday practices that are transmitted between individuals and reinforced through social discourse" (Ungar, 2013, p. 260). The question is also how "changes that reverberate through systems or progress from one domain to another over the course of development" have a ripple effect (cascade effect) and can change development across systems (Masten, 2016, p. 301). Thus, resilience may present in ways that are not typical of mainstream explanations in extant literature or dominant discourses (Malindi & Theron, 2010; Ungar, 2006).

There are seven commonly recurring resilience mechanisms across cultures (Theron et al., 2015; Ungar, 2006). These mechanisms also illustrate how children's social ecologies provide resilience-enabling resources. Resilience depends on social-ecological role players' access to material resources and supportive relationships, development of a desirable personality; experiences of personal control, social justice and social cohesion with others; and adherence to cultural traditions (Theron et al., 2015; Ungar, 2006, 2008). The mechanisms are defined in Figure 3.2 in the context of children's iterative connections with the systems in which they are embedded, as adapted from Ungar and colleagues (2006, p. 57, 2008, p. 231; 2017, p. 1) and Masten (2003, p. 170).

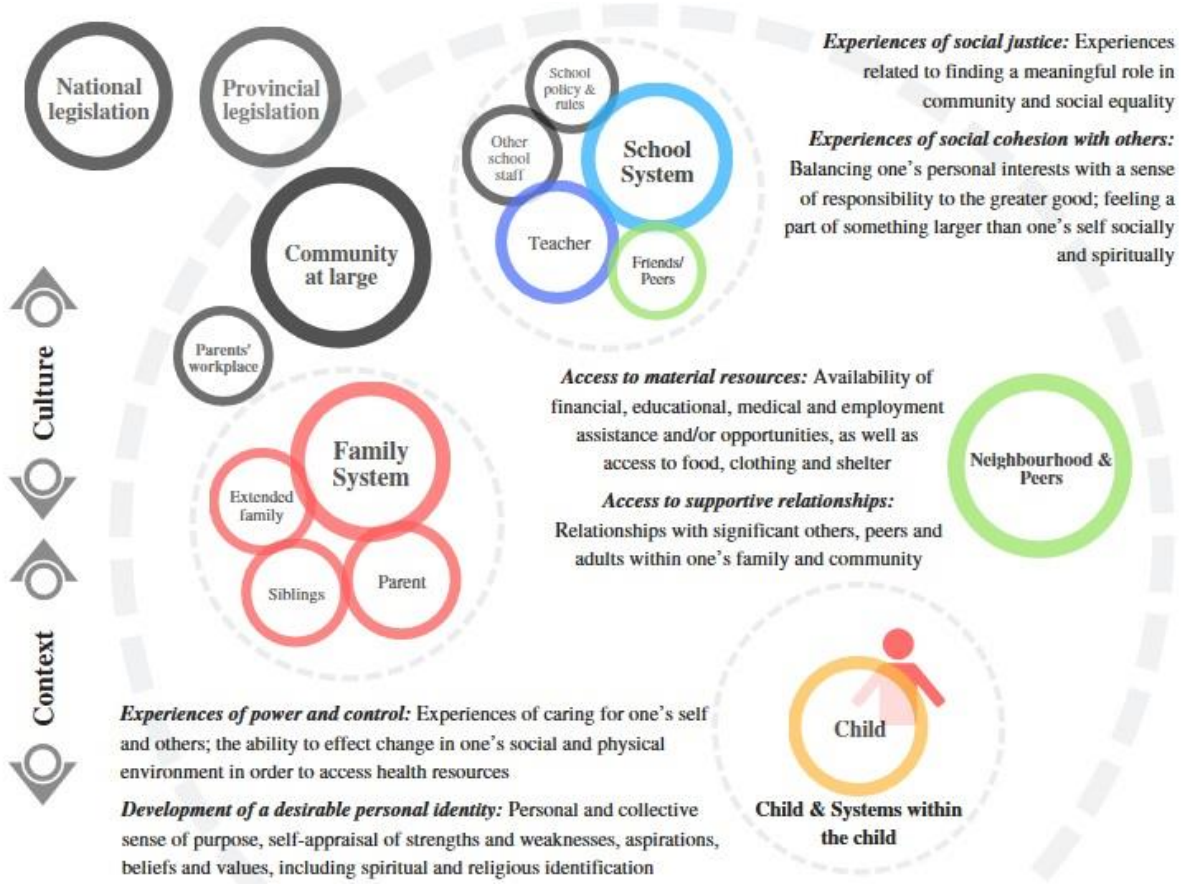

Figure 3.2: Children's systemically embedded resilience mechanisms

Though the resilience mechanisms are considered universal across cultures, how these resources manifest illustrate unique cultural and contextual nuances (Kumpulainen et al., 2016; Ungar, 2008; Ungar et al., 2017). Accordingly, using the resilience mechanisms as a lens provides a social-ecological perspective on empirical contributions to children's resilience when adjusting to school (cf. Kumpulainen et al., 2016). For example, children rely on supportive relationships to foster their development of personal identity (academic abilities and competencies, temperament, self-regulation) through close relationships and positive parent and teacher experiences (Arbeau et al., 2010; Kiuru et al., 2016; Miller-Lewis et al., 2013; Nurmi et al., 2017). The afore-mentioned examples measured the success of children's positive school adjustment against children's desired behaviour outcomes – akin to adherence to cultural expectations.

However, children's pathways to resilience may be hindered by their social ecologies. Research on risks have identified aspects that hinder children's school transitions, e.g. unfamiliar contexts, routines and practices, lack of competence and developmental progress on social and emotional levels and vulnerable contexts (Dockett & Perry, 2001, 2003, 2005; Goldstein & Brooks, 2013; Margetts, 2002, 2005, 2014; Masten, 2014). When children and their significant others from their home and school environments experience hardships, children may experience additional difficulties adjusting to the first grade (Margetts, 2014 Masten, 2014).

Children depend on supportive contexts (relational and material) to access resilience-supporting resources in meaningful ways. Researchers and educators are increasingly aware that children's backgrounds and capabilities provide resources for children's entry to school, rather than hindrances alone (Liebenberg & Ungar, 2009a; Masten, 2016; Petriwskyj, 2014). The shift in focus on positive outcomes despite the risks is considered an important contribution to understanding children's pathways to resilient school adjustment (Dockett, 2014; Dockett et al., 2014; Masten, 2016).

The Context of Adversity: School Transitions Amidst Disadvantages

School transition is considered one of the major adjustments children experience when moving from a familiar (home or pre-school setting) to an unfamiliar setting (school) (Griffiths & Tabery, 2013; Margetts, 2014). Children, their families and schools are all exposed to adversities (Bronfenbrenner, 1986; Lerner & Overton, 2008; Seccombe, 2002), and children rely on these systems to support their development (Bronfenbrenner & Morris, 2006; Theron, 2016a). School transitions pose challenges that children have to overcome (e.g. adjustment to school timetables, academic workload, socio-emotional changes, development of personal skills and relationships with teachers and peers) (Einarsdottir, 2006; Laverick, 2008; Margetts,

2002, 2014). Dockett (2014, p. 192) integrates definitions on transition "as a time of individual and social change, influenced by communities and contexts and, within these, the relationships, identities, agency and power of all involved." Contexts of adversity exacerbate the difficulties inherent to school adjustment and performance. Possible additional risk factors to which children are exposed include poverty, living in limited resource settings, lack of supportive relationships, rurality and structural deficiencies (Arnold et al., 2006; Felner & DeVries, 2013; Powell et al., 2013; Timæus, Simelane, & Letsoalo, 2013). Boyden and James (2014) and Bird (2013) criticise the extant literature and researchers' interpretations of poverty and adversities and recommend inclusion of contextualised accounts. Schoon (2006, 2012) considers this an important part of participants' views on risk factors.

Despite controversies surrounding what poverty, disadvantage and scarcity may entail, it is well-established that these risk factors curtail positive school adjustment (Felner & DeVries, 2013; Obradović et al., 2009; Redmond, 2014; Schoon, 2006, 2012; Timæus et al., 2013). Starting school from a position of deficits and marginalisation, has repercussions for children's future education and school completion, meaning that children are likely to remain hindered by the poverty cycle. In the context of geographic and socio-economic marginalisation, education is considered an opportunity for children from disadvantaged backgrounds to access work in future and care for the families who raised them in turn (De Feyter & Winsler, 2009; Fleisch et al., 2012; Theron, 2013a). As such, children's education is considered a priority by families (Boyden & James, 2014; Seccombe, 2002), but also by schools, communities and organisations (Bhardwaj, Sambu, & Jamieson, 2017; South Africa, 1996; UNICEF, 1989).

The Current Study

This study aims to explore and explain how children's social ecologies supported their resilient transition to the first grade despite living in a community challenged by disadvantage (i.e., poverty, scarce resources, rural isolation, structural limitations). The research intended to understand the key question of why some children adjust well to the first grade despite the challenges mentioned above. The study aims to use this understanding to illustrate the contextualised meanings of school transitioning, resilience, and the vital role social ecologies play in facilitating resilience processes when children start school. This study sought to understand the multi-layered experiences of children when starting the first grade in risk-filled contexts based on the everyday practices of children, their parents and teachers, as well as systemically embedded supports offered by the school.

Research Design

The research followed a qualitative approach to best answer why and how children's resilience-supporting social ecologies facilitated their positive transition to the first grade. Denzin and Lincoln emphasise the importance of qualitative researchers to "become sites of critical conversations" that promote greater understanding of a community "rooted in local understandings." Such critical approaches in qualitative research rely on "a set of interpretive, material practices that make the world visible…[and] transform the [research] world" (Denzin & Lincoln, 2011, p. 3). Mertens and colleagues (Mertens, 2009; Mertens et al., 2013) advocate for qualitative research that is respectful of indigenous pathways and promotes social justice through practices that respect vulnerable marginalised voices. Children's voices are increasingly included as an important part of research *with* children rather than research *on* children (Boothroyd, Stiles, & Best, 2009; Dockett & Perry, 2005; Groundwater-Smith et al., 2015; Mirkhil, 2010). Though some scholars group children together in opposition to adults,

Punch (2002, p. 338) warns that doing so "[overlooks the] diversity among children" much the same way as "focus on national averages obscure [data reported on] vulnerable groups, such as children" (Bhardwaj et al., 2017, p. 23). The current study relied on children's primary inputs to direct researcher understandings, while adult contributions did not take away the study's sense of a participatory focus, but instead served to enhance it.

Accordingly, this study used a case study methodology (Flyvbjerg, 2011; Yin, 2018) with a broad array of visual participatory methods that provided rich, detailed information to elicit the different perspectives or voices of children as primary informants (Ellingson, 2011; Liebenberg, 2009b; Tracy, 2010, 2013). The multiple holistic case study placed children central to the research while additional information was provided by secondary informants (parents, teachers and staff members at the school). To facilitate practices that respected the co-creation of knowledge through collaborative partnerships, the methods selected were age appropriate, relied on participants' inputs that directed the research process and respected participants' culture and contexts by seeking nuanced explanations in context (Chilisa, 2012).

Methods and Research Process

Data were gathered using a range of visual participatory methods (detailed below) and subsequent member reflections. Engagement with the participants extended over a period of twenty-three months.

Ethics approval. Ethics approval was granted by the institutional ethics committee (NWU-00018-14-S8) and relevant provincial Department of Education (DoE). The researchers requested adult consent and child assent from all participants consistent with the ethics guidelines for research psychologists engaging in research with vulnerable groups (Department of Health, 2015; Health Professions Council of South Africa, 2016; Montoya & Vargas, 2009; Strode et al., 2010). Permissions included publishing data such as photographs in ways that

protect the identity of participants. Participants engaged in the research in their mother tongue (Setswana) to enable free-flowing conversations without the interruption of consecutive interpreting (Patton, 2002b). The researcher has a rudimentary understanding of Setswana and was able to follow the conversations partially. The participants knew and understood the researcher's language limitations. If participants chose to respond in English, the researcher encouraged them in Setswana to revert their mother tongue at any time should they want to do so. The researcher understood the limitations of her White, privileged background that may present as a barrier in the field, both linguistically and ethnically. As such, she trained and worked with an interpreter who was familiar with the community and the different dialects specific to the region, and who had experience working with children and the methods used. The researcher grew up in a community where there are close ties across ethnic, language and economic barriers and she understands the customs and values of the Setswana culture well. Throughout the process of engagement with the participants, researchers were mindful of cultural differences, language implications and value and norm differences (Patton, 2002b). Where applicable, additional information on ethics and its methodological implications is provided below.

Research process. The data were gathered as set out in Figure 3.3 below. The research rolled out in phases, starting with gatekeeper introductions and entry into the community, the formation of a community advisory panel (AP) to facilitate localised definitions and participant nominations and selection. The process of the gatekeeper introductions to school principals, school staff and community social workers, permitted time to build connections between key stakeholders from the school, community and the researcher. The multiple site visits and iterative process of constructing the research process reflected the traditional cultural strategies of the participating community and adhered to their norms and values of respect, building partnerships over time and allowing participants to take the lead in choosing appropriate

research times and sites (Chilisa, 2012). The process allowed participants to take the lead with invitations and determining next steps for the research process. Next, invitations were extended to participate, followed by participant permissions through consent and assent.

Participant selection and school context. The participating school is a quintile 1 school (*cf.* rules 35 and 39 of the National Schools Act, 2005) in a disadvantaged community that suffers from structural deficiencies (e.g. infrastructure limitations, limited educational resources, classroom overcrowding). At this type of school, parents pay no school fees and children receive a meal a day at school as part of the National School Nutrition Programme (NSNP) (Department of Basic Education, 2018; South Africa, 1996; The Gaffney Group, 2011a).

A local AP (teachers, heads of departments and school management personnel experienced with children in the first grade) provided contextualised definitions and participant selection criteria (Theron, 2013b). The AP described a child who is transitioning well to school as a child who has: (a) understanding and can listen well to the teacher (obeys classroom rules, adjusts to the schedule); (b) appropriate interactive verbal and non-verbal communication (good self-expression); (c) emotionally well-balanced conduct (smiles when happy, shows it when sad, has confidence even when taking shyness into consideration); (d) good leadership skills and the ability to work independently (works well in a group and individually); and (e) good physical development and coordination (fine- and gross motor movement). The definitions and indicators provided boundaries for the cases (Flyvbjerg, 2011; Miles et al., 2014; Yin, 2018) to allow for replication.

The children identified as transitioning well to the first grade were invited to participate in the study together with their parents and teachers (from here onwards referred to as child participants [CP], parent participants [PP] and teacher participants [TP]). Five children (three

boys and two girls), their parents and teachers agreed to participate. The five children were in different first-grade classes at the same school. All children were attending the first grade for the first time and were aged six to seven years old. The child participants were all living with their parents and siblings in homes they shared with extended family members (e.g. aunts, uncles, cousins, grandparents, nephews and nieces).

Participants' context and community. The participants live in communities where they and their families are exposed to multiple risk factors that place children in a vulnerable position. Approximately 95.2% of the study area could be classified as a rural and isolated community, though the dense population inexorably means that there are limited economic opportunities and resources (education, health, infrastructure development and transport) (Statistics South Africa, 2016; The Gaffney Group, 2011a, 2011b). The community reports low levels of education, e.g. 3.2% of children finish compulsory schooling, while 20.1% of the community are illiterate (Statistics South Africa, 2012, 2016). Also, 49% of people lack a source of income, of which 29.3% depend on financial support through government social grants (equivalent to $30-120/month) to make ends meet. (Hall & Sambu, 2017; The Gaffney Group, 2011a, 2011b). The contexts in which children, their families and schools in this community live, make it difficult for social ecologies to facilitate positive adjustment to the first grade.

Data Gathering

Data collection was organised according to individual cases. Each case included a participating child, parents and teacher. Additional information was gathered from the school to substantiate the information gathered in each case. The child and adult methods for data gathering are described in detail below. Data were gathered throughout the year in which the children attended their first grade. Following each data gathering session, the researcher and

interpreter debriefed thoroughly to explain contents, call attention to concerns and formulate follow-up questions (Miles et al., 2014). The researcher revisited participants throughout the year to clarify data segments and explanations through member reflection (Thorne, 2011; Tracy, 2013). Some follow-up reflections extended into the year the children started the second grade.

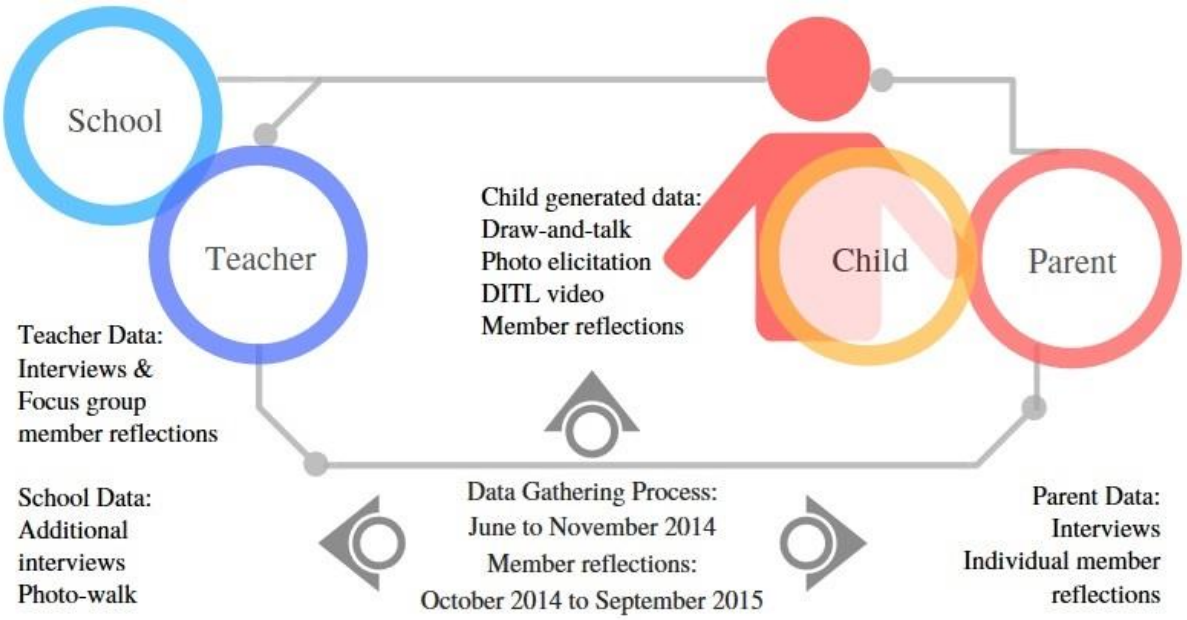

Figure 3.3: Multiple embedded data gathering processes

The data noted above contained video- and audio-recordings, photos and research notes, as well as researcher photos and reflections. All data were recorded on a video- or voice-recorder. Recordings were transcribed verbatim as soon as possible after each session. In instances where participants switched to their mother tongue (Setswana), those parts of the transcripts were translated into English. All written translations were checked for quality and meaning in context by an external English–Setswana translator (Choi, Kushner, Mill, & Lai, 2012; Suh, Kagan, & Strumpf, 2009) as the different dialects used by participants did not allow for accurate back translation.

Child data. The researchers[7] met children individually at their homes outside school hours. In an effort to establish rapport and get to know the children's schedules, children completed an interactive file activity to draw a picture of their family a daily activities programme. The researchers engaged with children according to practices outlined by Kyrönlämpi-Kylmanen and Määttä (2011): allowing children free movement, sitting on the ground and respecting and valuing children's contributions. Arrangements were made to gather data on separate occasions for each of the visual participatory methods listed below. Since children may find why-questions difficult to answer (Groundwater-Smith et al., 2015; Tracy, 2013), the researchers included sub-question probes. Such questions sought explanations of things, people and activities that children felt helped or hindered their adjustment to the first grade, as well as the ways support was provided (Who and what helped children to adjust to the first grade? In which ways did this help them do well in school?). The researchers met with children on several occasions following data generation to supplement or clarify their explanations.

Draw-and-talk methodology (Mitchell et al., 2011). Draw-and-talk entails children answering an open research question by drawing and explaining their drawing. Drawings provide a tangible, non-threatening mode that could make some children feel more comfortable talking (Liebenberg, 2009a). Each child participated in one-on-one sessions with the researcher while a participating parent or teacher was present. Children did two drawings in response to a statement: (1) "*Think about why you have coped so well with the first grade up to now. Please make a drawing that explains why you have coped so well"*; and (2) "*Think back about the*

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[7] The first author worked with a trained interpreter. The plural form is used to differentiate between references to herself and the interpreter.

things that were difficult when you started the first grade. Please make a drawing that explains what was difficult for you when you started the first grade." The researchers reminded children that the quality of their drawing or how well they drew was not important. Researchers provided children with a variety of drawing materials from which to choose (e.g. coloured pencils, crayons and markers, different coloured sheets of paper). Children indicated when they had finished their drawings. The researcher then asked the children to explain what they drew. Follow-up questions sought to understand in which ways the items drawn reflected social-ecological resilience support.

Photo elicitation (Cook & Hess, 2007; Liebenberg, 2009b). The researcher provided children with disposable cameras to take pictures in response to an open research statement and later asked them to explain the content of the pictures taken. Children were asked to: "*Think about why you have coped so well with the first grade up to now. Please take pictures that explain why you have coped so well.*" Each camera was covered with a sticker with a grid on the back so that children could mark down each time they took a picture and see how many pictures were left for them to take. The sticker also made the camera look a bit more worn so that children would not be targeted by thieves threatening to steal it. Parents and teachers helped keep the camera and the child safe at home and at school (*cf.* Liebenberg, 2009b). The researcher collected the cameras a week later, had the film developed and the photos printed. Once the photos had been developed, the researcher returned it to the children. Children looked at their photos and freely explained the contents of the pictures they took and how people or things helped them cope well with the first grade despite adversity. A follow-up appointment was scheduled requesting children to select the fifteen pictures that best explained their resilient transition to the first grade. These pictures were explained in greater detail with the researcher probing for specific examples from the images taken. Next, the researcher requested them to

choose the five photos they felt best illustrated how people and things from their lives supported them doing well in school.

Day-in-the-life (DITL) video methodology. DITL (Cameron et al., 2013; Gillen & Cameron, 2010) entailed filming first-graders' everyday lives. Central to the methodology was that each child could direct what was being filmed, while the researchers followed and documented the children's movements at school and home for up to eight hours. The researchers practised filming in each class at school before the full day of filming to help desensitise the child participants and their peers in the class and other children at school. No personal actions were filmed (such as visiting the bathroom or toilet, changing clothes and times that children slept or ate) (Hancock et al., 2010). The researchers met the child participants at home, waited outside and followed children from their home to school, spent time at school (in class and during recess) and followed the child back home again. At home, the researchers waited outside to allow children to change their school uniform, have lunch and rest. The children later invited the researchers into their homes to continue filming after-school activities and routines.

The next steps in the method required a focused selection of snippets from the full day of video footage as examples of social-ecological support to children that resulted in a positive transition amidst contexts of risk. The researchers created shorter snippets, grouped similar sections (according to the topic, person and processes detailed under the analysis strategies). The researcher then stitched together the film snippets of up to 30 minutes from each child's video day. Children were invited to review the video and they determined who could watch the video with them. Afterwards, children decided which parts of the snippets to keep, indicated parts that they remembered from the day and wished to include instead, or parts to remove.

Adult data. As part of children's direct home- and school social ecologies that informed children's transition to the first grade, parent and teacher participants' data were gathered using contextually appropriate interview techniques (with the understanding that indirect social-ecological drivers such as the DoE were excluded from data collection as they did not form part of the every-day practices or work directly with the first-graders). Additional interviews were held with the school principal, librarian and cleaner to facilitate understandings of the contexts of children's experiences at school. These role players were included in the data gathered from the child participants. Chilisa (2012, p. 203) recommends using interview techniques that allow flexible questions and rely on collectively constructing understandings in ways that are respectful and value participants' interconnectedness with their environments and other people from their community. This meant that the researcher used unstructured relational interviews and incorporated member reflection practices (Tracy, 2013). "Rather, member reflections suggest that participant feedback is valuable not as a measure of validity, but as a space for additional insight and credibility" (Tracy, 2013, p. 238 Kindle Edition).

Unstructured relational interviews. The researchers understood that non-Westernised approaches using individual interviews required a shift in focus to understand not only the phenomenon under study, but also the relational patterns and connections between people (Chilisa, 2012). Accordingly, the interviews started with a central question to parent and teacher participants: "*How do you explain how and why your child/student does well at school?*" and "*What do you consider challenging circumstances you face? How does this affect your child/student?"* Researchers recognised that traditionally, conversations in this culture are co-created so that when opinions are formed and expressed, the people in conversation agree on the content that each person adds to construct a collective understanding. Therefore, when parent and teacher participants asked questions, the researchers responded and shared their own experiences with them. Unstructured relational interviews (Chilisa, 2012) allowed researchers

to include a list of topics they wished to incorporate throughout the interview. Inclusion occurred naturally, paced according to the participants' stories. The flexibility of the interview allowed the researchers to follow what was of interest to the participants. The researchers also introduced topics and questions that participants did not talk about spontaneously. As a result, participants' responses extended beyond their individual stories and experiences to include their reflections and connections with other people as well.

The additional interviews conducted with the school principal, librarian and cleaner supported the documentation of the case study (Yin, 2018). The questions first clarified their role with respect to first-graders and thereafter probed the ways in which they support first-graders to adjust well in school, possible challenges they recognise, and finally ways that first-graders overcome these challenges. The interviews elicited reflections on first-graders in general and not necessarily the study participants. The school principal and cleaner's interviews provided additional information about the school infrastructure—both limitations and current expansions (renovations).

Follow-up sessions with parents and teacher participants. The researchers used individual member reflections with parent participants at a time chosen for their convenience (Tracy, 2013). The five participating teachers preferred to meet in a group for follow-up, akin to the cultural practices of coming together to address concerns and find joint solutions (Chilisa, 2012). The focus-group style member reflections provided an opportunity for participating teachers to reflect on their own and other teachers' contributions (Tracy, 2013).

Field note and observations. The researcher took down field notes, including location notes, descriptive observations on who, where, when and how data were gathered and why (Patton, 2015; Miles et al., 2014). Since knowledge was created collaboratively with participants (Merriam & Tisdell, 2016; Mertens et al., 2013), this meant that where the

interpreter and researcher disclosed their own experiences in conversations, these were noted to ensure separation from the data gathered throughout the study. The researcher and interpreter debriefed following each data gathering session to ensure that the researcher understood the nuanced insights that the interpreter could offer based on her sharing a culture and language with the participants. The researchers maintained full disclosure over several months using multiple opportunities and methods to capture observations on video, camera, locations on Google Maps in a naturalistic way (Patton, 2002a).

Data Analysis

Data were analysed inductively alongside data gathering processes, i.e. iterative, inductive analysis (Creswell & Poth, 2018). The inductive in-case analysis was exploratory (heuristic) (Saldaña, 2016) as part of the first cycle of coding. The researcher used pattern analysis and axial coding to organise codes into categories, renamed codes where necessary, regrouped and organised the codes into groups. Comparisons of analysis across cases followed the comprehensive in-case analysis. When a code was created in one case, but not in others, the researcher coded deductively across cases for comparison. Next, the codes were compiled to create a codebook that was evaluated by an external qualitative researcher. These analyses were facilitated by ATLAS.ti. (version 8), which allowed the researcher to provide an audit trail (*cf.* Addendum D) and structure for analysis (Miles et al., 2014; Tracy, 2010; Woolf & Silver, 2018). The findings from the qualitative analysis are presented below.

Findings

The participating children adjusted well to the first grade despite living in a rural, disadvantaged environment. The analyses generated four distinct themes that demonstrated how resilience-supporting social ecologies enabled positive adjustment to start school: *facilitated safety*; *nurturing practices and spaces*; *prioritisation of education*, and *co-*

ownership of positive school adjustment. These themes and subthemes are described in greater detail below.

Facilitated Safety

In this community, parents are vigilant about children's physical security. Parent participant 1 explained: "…there is no safety [outside school] you cannot leave your child to go and play, like, alone or with other kids [without supervision]" (PP1, Quote 1:103). Facilitated safety involves a process that ensures children's safe passage to and from school and a safe learning environment at school and home. These processes are detailed below.

Safe passage to/from school. The child participants all walk to and live "…far from school" (TP4, Quote 272:46). Parent participants expressed concerned that their children's progress at school would be curtailed if the safe passage was not facilitated. Parent participant 4 explained:

> *"…that's why she [case child] is learning well, isn't it? Sometimes she can't learn well…she is thinking maybe when school is out, I am going to take that route…this is going to happen in that route. But those things didn't end up holding her up, because she does not go to school alone" (Quote 246:37).*

Parents facilitate safe passage to/from school in two ways. First, parents mostly require siblings and cousins to ensure safe passage to/from school (see Figure 3.4, video still from CP1, Quote 40:1) (Case Child 1, quote 40:1). Parents expect siblings/cousins to "make sure when school is out he [child participant 5] should come with them [older brother and cousin]. He should not be left behind…for his safety sake, he should not get lost" (PP5, Quote 316:42).

Figure 3.4: Brothers walking safely to school together

Secondly, when parent participants' daily schedules permit it, they walk their children to school themselves. Alternatively, when child participants walk from school with their peers, cousins and siblings, their parents monitor their time of arrival home. They also teach their children to walk directly "from home to school, from school to home" (PP3, Quote 155:49). Arrival time indicates whether "there is a problem that has happened, so I should go and look for her" (PP 3, Quote 155:52).

Safe learning environment. The participating school provides a safe space where children can learn. Parents in this community consider that such a school "…removes the child from danger. It puts her where it is safe, and the child's life is education" (PP3, Quote 155:32). The school is enclosed by a protective fence and safety bars on the classroom windows (see Figure 3.5, photo taken by CP4, Quote 269:1). Access to school is monitored by the school's groundsman and the school's principal, who signs in visitors. Throughout the DITL videos, the researchers noted that teachers monitored children and ensured their safe conduct at school.

Figure 3.5: The school assures a safe learning space

Parent participants considered school and home to be safe spaces for children in the context of adult monitoring and safeguarding. Parent participant 2 explained: "The things that make it difficult [in this community]: The first thing is us, as parents. We are supposed to take responsibility for our kids so that we see how our children grow and what they do. There are many [unsafe] things. Taverns [bars] are not things that are all right, that are OK" (PP2, Quote 416:69).

Close to the school a local park provides facilities where children can play, but parent participants cautioned "…it is not used in the right way. I work [next to the park]. I always see around 10 or 11 pm children are still playing there. There is no one to [monitor] them that the time is already gone [and they should] go home…Us adults, it's us who should take part in the growth of our children and which way we want them to grow and which way we treat them" (PP2, Quote 416:82).

Nurturing Practices and Spaces

Nurturing practices at school include actions taken and facilitated by the school and teachers that nourish children. When the children are fed at school, they are able to play and experience a sense of belonging through religious practices that echo their community and family values.

Creating spaces where children are fed. As part of the NSNP (Department of Basic Education, 2018), the participating school provides a meal a day consisting of "nutritious food" (TP 3). In resource-poor communities in South Africa, many children come to school hungry (Hendricks & Bourne, 2010). The Northern Cape province reports some of the highest rates of child hunger and food insecurity in South Africa (Hall, Nannan, & Sambu, 2017). Hungry children cannot learn effectively (Spreen & Vally, 2006). Therefore, feeding schemes are essential, as are the volunteers who cook at school (see Figure 3.6, photo by CP1, Quote 16:1). All child participants appreciated being fed at school. Child participants 5 voiced that "When there is no food [at home], they make our food and dish for us…So that I should not get hungry."

Figure 3.6: "Where they [community volunteers] cook"

Participating teachers revealed that they sometimes share their food with hungry children:

> *"…even if he does not have maybe something to eat, come to me and tell me: 'Teacher, I don't have what and what'. Then I give him maybe something, but I did not only do it for Child 5 because I have to treat each and every learner [child] in my classroom the same" (TP5, Quote 341:16).*

The participating teachers' example of equally sharing food was replicated by child participants when they helped dish the feeding scheme food provided at school, thus ensuring that all children received an equal portion (see Figure 3.7, video still from CP3, Quote 203:1). Since all children are treated the same, no child is stigmatised for being fed at school, which adds to children's sense of emotional safety.

Figure 3.7: Food shared equally among children

Creating spaces where children could play. Resource-poor South African schools barely have learning materials, let alone facilities for extra-curricular activities (Spaull, 2013). Parent participant 1 explained: "There is not [a lot of] facilities here [in our community]" (Quote 1:101). Therefore, the sports facilities this school provide are rare and offer children the opportunity to play and participate in school sports (e.g. the netball courts in Figure 3.8, CP4, Quote 265:1; and soccer fields in Figure 3.9, Researcher photo, Quote 535:1). One child participant said that play allows him to "meet my friends, play ball…[and]… it makes me happy" (CP1, Quote 2:10-11). The two female child participants played netball at school, while the male child participants preferred playing "…ball [soccer]…with my friends" (CP5, Quote 317:4). Teachers encouraged children to play during the break and would tell children "to go play" (CP3, Quote 159:15). Parent participants encourage physical activity and consider it to "…improve[s] another talent in him…" (PP1, Quote 1:59). Parent participants agreed that "Exercise…refreshes the mind" (PP3, Quote 155:8), and on taking breaks "so you can concentrate, focus on what mistress [teacher] will be saying" (PP2, Quote 416:55).

Figure 3.8: Netball courts at school.

Figure 3.9: Soccer fields at school.

Creating spaces that foster children's sense of belonging. The participating school engages children in religious practices that reflect their communal and family values. In this community families are religious and draw on their religion to cope with hardship: "It is just a belief, since we go to church, that no, it will be fine, you see?" (PP5, Quote 316:58). Put differently, teacher participants understood that, "[s]ome learners [children] pray at home so it is a traditional way of living which shouldn't be separated [from school]...[the children] feel welcome and regard the school as a home away from home" (TP4, Quote 272:58). Therefore, when the school engages children in religious practices (e.g. prayer and singing hymns), they experienced a sense of belonging.

Teacher participant 5 explained that religious practices:

> *"...gives me and my learners [children] that confidence and makes them relaxed. As children love singing and playing, they always enjoy it when we pray at the opening and closing of the day…Spiritually it makes them feel grateful, thankful, strong, emotional and worthy. Prayers also enable and prepare learners to do their tasks whole-heartedly. This is a building stone for unity in my class and understanding one another" (Quote 341:86).*

Prioritisation of Education

In this community, education is prioritised as a pathway to a better future. This was revealed in three ways. Firstly, child participants' significant others (i.e., family members, teachers and peers) communicate the importance of education and the future opportunities it would offer. Secondly, significant other adults and young people partner with children in the learning process, thus demonstrating the importance of education. Thirdly, the child participants respond accordingly and invest in their learning.

Significant others advocate education. Child participants' significant others (including parents, siblings and teachers) urge children to invest in education (i.e., they advocated education). These role players encourage children to be diligent because: "You have

to go to school…You can get a better life" (PP4, Quote 246:6). Parent participants urge prioritisation of schooling because they "…do not want the child to end up where we ended up. So, he must go forward" (PP5, Quote 316:5). Siblings who attended school lead by example, emphasising the importance of education: "When he sees his brother going to school, that gives him strength that my brother is also waking up in the morning going to school. So, for me also, it is not difficult…to reach where my brother is" (PP1, Quote 1:79).

Furthering education means emotional support where parents can not afford additional schooling resources: "Even though we cannot support him with everything for [lack of] money…at least the support of your parents, he has it" (PP2, Quote 416:43). Teacher participants echoed that they "encourage them to work hard. Education is the key to success. Without education, there is nothing" (TP5, Quote 341:91). Teacher participants did not want "…to see [children]…being street kids or being anything that is not good…their parents want to see them tomorrow being professionals" (TP2, Quote 441:4). Teacher participant 3 was hopeful that she could "…foresee the future South African lady president in [CP3]" (Quote 180:93).

Significant others partner with children's learning processes. Significant others in child participants' lives partner with them in the learning process. In other words, they encourage education by actively engaging in academic support. Child participant 4's parent said: "I will say: 'Let's sit. Let me help you with your homework' [see Figure 3.10]" (Quote 246:14). Child participants rely on academic support at home: "When I am given homework at school, I come home and say: 'Sister, come. Mistress [teacher] gave us homework'" (CP3, Quote 156:1). Family members provide additional academic stimulation where: "She [cousin] writes for me in a book then I copy it and write it down" (CP5, Quote 323:5), as well as siblings who "[taught] him to read" (PP1, Quote 1:80). Education is valued to such an extent that even

illiterate family members partner with child participants to engage in learning. Child participant 5's grandmother explained that even though she is uneducated, she monitors his homework when: "He sits by the chair, he studies, he studies… 'granny must hear what you learn'…[He] takes the book, again 'let me see that you can study'. Again, he learns" (Quote 339:84-85).

At school, peers provide academic support: "When it is hard they help me to answer questions in class" (CP3, Quote 159:16). Where child participants have internalised learning support processes, they provide academic support to peers in turn: "When friends did not understand work, they came to me to help them" (CP, Quote 250:17). Internalising learning support was evident through child participants who helped others the way they have been assisted (e.g. PP4 helped CP4 with her homework—see Figure 3.10, quote 253:1). Teacher participants encourage peer teaching and facilitate children taking turns to teach their peers.

Figure 3.10: "Me and my mom helping me do homework"

Child engagement in learning. Child participants' have internalised significant others' messages of the value of education and engage in learning at and after school. For example, Child participant 2 said "I want to learn so that I can get a proper job…that I can be a teacher" (Quote 423:9-10). Child participants' diligence was obvious to their parents: "…she is showing me already from her young age that she is a person that likes books [learning]" (PP4, Quote 246:11). Parent participant 1 added: "Then he says to you 'mistress [teacher] said we should do homework'. The next thing when you [want to] help him, he will say 'leave [me], I know [what to do]'" (Quote 1:52). Even material insufficiencies do not deter children's engagement in learning. Parent participant 2 communicated that "there are times we [are] short with some money for things…even when he has no lunchbox…he goes [to school]" (Quote 416:2). This theme is different from the next section's referral to children's adherence to expected school behaviour, since it refers to children's desire to learn, i.e., motivation to learn.

Co-ownership of Positive Adjustment to the First Grade

The responsibility for positive adjustment to the first grade in this community was shared equally by participating children, their parents, teachers and the school. Parents work in collaboration with teachers as part of a parent-teacher team. The parent-teacher team supports children's transitions through correspondence and provision of a supportive network that children can rely on. The parent-teacher team relies on child participants to relay information between the two. In addition to the skills child participants need for communicating information between their school and home, they adhere to expected school behavioural norms that facilitate their school transitioning. These partnerships are supported by the participating school. The school provides teachers with teaching resources that promote children's academic adjustment. Teachers access available school resources to facilitate children's learning needs. Where means were limited, teachers creatively bridged resource gaps. Thus, participating

children, their parents, teachers and the school all took co-ownership of their contribution to children's positive adjustment, amidst structural deficiencies.

Parent-teacher team. The parent-teacher team links participating parents from the children's home system with their teacher, who is embedded within the school systems. The term "parent" in the parent-teacher team refers to adult caregivers at children's homes (e.g. parents, guardians or grandparents). In this context teachers are generally regarded with the respect, stature and shared responsibility of a 'parent'. This positions these adults social-ecologically within the children's school and home ecologies. For example: "To do well at school, a child…is held together by two parents: it is me at home [and the] teacher at school" (PP3, Quote 155:23). Teachers explained they relied on parents' support to "…work together with the teachers, helping the educator [by helping the child] with homework, and giving the teacher important information that will help the learner [child] to learn better and the teacher to understand how to handle the learner" (TP4, Quote 272:56). Parent participants said that they have taught their children "When he is at school…he should do what is done at school…he should listen [and] he should not misbehave" (PP5, Quote 316:29-30). Child participants have to "…sit properly and listen to her [teacher]. When you don't understand, or didn't hear, you are to lift up your hand and say to her '*Ma'am, I did not hear*'" (PP3, Quote 155:44).

Teacher participants are sensitive to children's behaviour in class and identify changes (problems) in children's behaviour at school. Teacher participants seek to understand the possible challenges children experience at home that affect their learning. They would "…always call the parent" (TP5, Quote 341:19), visit parents at home, and advise parents to provide a supportive network that is mindful of children's socio-emotional learning needs:

> *"They must always give him that support they have been giving to him…Child participants 2's mother and father are having a problem [and] I*

> *have asked them…never fight in front of the kids…because that will make an impact on their [child's] mind" (TP2, Quote 441:19).*

Child adherence to expected school behaviour norms. Child participants contribute to the parent-teacher team communication. Teacher participant 3 explained: "A child who, who is able to talk to you…is able to listen to you, who can convey a message properly. [You can] say go and do this and…the child will be able to listen and convey the message" (Quote 180:12). Parent participant 3 agreed that "…she listens when [she] is sent…She brings the message [the teacher] is sending to me and delivers it well. Then I respond, and she takes it back to [her teacher]" (Quote 155:28).

Child participants enact coached behaviour: "I listen to the teacher" (CP 4, Quote 250:19). Teacher participants appreciate cooperation and children who "…listen to [hear, obey] instructions well" (TP 4, Quote 272:2). Through adherence to school-related behavioural norms, child participants understood that "…I help myself" (CP 2, Quote 420:11) adjust well to school. Child participant 2's parents echoed this: "He is a child who listens [hears, obeys]. He listens – not only to me but anyone who is an adult. He respects adults" (PP2, Quote 416:57). The Setswana word for "to listen" (*reetsa*) was also used interchangeably with the word for "to hear" (*utlwa*), which also translates to "obey". When participating parents, teachers and children explained that they listened, they also referred to children hearing and obeying instructions.

School-based partnerships. The selected school struggles with structural deficiencies and has limited resources for teachers. Teacher participants reported overcrowded classrooms without teaching assistants, inadequate teaching resources, limited school-provided stationary for teachers and children, limited space in the classrooms and a constrained library. Teacher participants rely on school resources to teach core curriculum effectively and navigate children toward appropriate resources that facilitate their resilient transitions.

Teacher participants share limited resources to teach effectively and individuate learning to support the unique needs of child participants (such as bringing in old carpets to place in the classroom to create a corner for smaller group lessons that can alternate as a reading corner). They also creatively bridge resources gaps by buying additional resources and personally funding the expenses (e.g. arts and craft materials, supplementing children's stationery) and using recycled materials as apparatus in the class (e.g. empty containers for stationery, and bottle caps as counters—see Figure 3.11, video still from CP5, Quote 368). Teacher participants are mindful of the school's limitations, they share the available resources on a rotation basis to allow all teachers access (e.g. government provided enlarged reading books depicted in Figure 3.12, video still CP1, Quote 575). Teacher participants make their teaching materials in ways that allowed them to make use of the same sources repeatedly (hand-made posters that teachers cover in clear tape to 'laminate' the posters so that it would last longer).

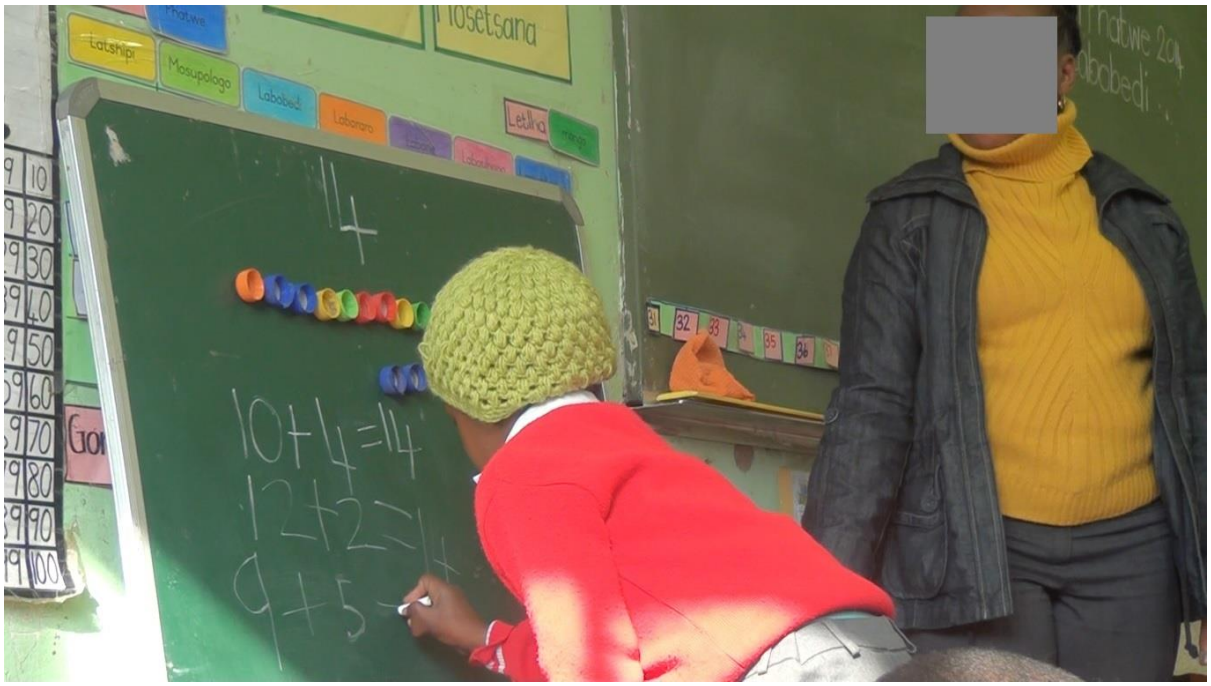

Figure 3.11: Supplementing limited resources through recycling

Figure 3.12: Sharing limited school education resources

Additional structural deficiencies and maintenance concerns include poor local service delivery (e.g. electricity interruptions and sewage leakages), exposed electrical wiring, broken windows in classrooms and broken equipment (e.g. tables, chairs). The school principal explained that their school partnered with government-scheduled maintenance and repairs:

> *"So, we have been applying, asking the department to help us renovate the classes because the ceilings were falling…even while you are still teaching you will see there is a piece coming down…[there was] one class where the electric pipes were visible on the floor. So, you always had to put maybe a box on top of this so that the kids should not get hurt" (Quote 505:1).*

The school partnered with appropriate government-funded bodies to maintain the school infrastructure and ensure children's safety at school. These repairs commenced while the researchers filmed the DITL videos in August of the children's first-grade year. Directly following the DITL filming, same-grade classes in each year group were combined and taught in other classes where renovations had been completed while the children's original classrooms were under construction for repairs. As a result, first-graders were moved from their familiar

classroom surrounds and placed with another first-grade class in the same classroom. The school principal commented:

> *"You know, when they had to move [classes], they had to move everything, because Foundation Phase children [Grades 1–3) leave their books in the classroom…teachers cannot manage such a large group of learners. They need individual attention. So [the] classes were full! There was nowhere that you could [pass] through and [monitor children]" (Quote 505:4-5) and "It is going to take some time before they get used to the new environment" (Quote 505:8).*

Thus, even though the school relied on government subsidies and resources, the provision of resources added additional challenges to first-graders' transition during a critical time that all first-graders had to complete their annual national assessments (ANA) (Kajee & Moloi, 2014; Thulare, 2018). The principal commented as follows on this: "I am worried because next week they are supposed to write ANA…if we are an underperforming school, and then the renovations were done during [ANA], it means that…our learners got the lowest levels when it comes to…[Setswana] Language and Maths" (Quote 505:6). School staff members and children also experienced health problems related to the dust and paint fumes. The principal added: "Most of us are having problems with sinusitis…Now I wonder what damage it is doing to the learners…Because some of the learners have TB [tuberculosis] [and] taking treatment..." (Quote 505:10). Despite these additional limitations, challenges and constraints, teacher participants took co-ownership of children's resilient adjustments in collaboration with the school. School-based partnerships allow participating teachers and the school principal to provide and navigate available resources in ways that support first-graders' needs.

Discussion

The study contributes to the available body of research on younger children's resilience when starting formal schooling (Ebersöhn, 2008; Ebersöhn & Ferreira, 2012; Theron, 2013a;

Theron & Engelbrecht, 2012, 2012; Theron et al., 2015; Theron & Theron, 2010). Resilient adjustment to the first grade in the absence of transition programmes and practices informs the ordinary ways that children, parents, teachers and schools apply themselves in inter-related ways to support children and their educational futures. Children's ecologies support their resilience by providing access to material resources, facilitated by supportive relationships with significant others in children's home and school environments (Ladd & Burgess, 2001; Rimm-Kaufman & Pianta, 2000; Ungar et al., 2017).

The pluralistic findings rely on multiple person↔environment linkages that emphasise the relational and material resilience-enabling resources (i.e., resilience mechanisms). Looking back at Figure 3.2, resilient transition to the first grade depends on the bi-directional interactions of children with their social ecologies (Miller-Lewis et al., 2013; Supkoff et al., 2012; Ungar, 2012b). For example, both home and school environments provided access to food within safe environments, which children need to adjust well to school. Primarily, the absence of food and safety is a concern. Caregivers (at home and school) must provide children with basic material resources, including access to food and places of safety (South Africa, 1996, 2005). Knowing that hungry children cannot learn, it would have far-reaching implications for children's school transition if their core need for food is not met (Spaull & Hoadley, 2017). Thus, the contextual response of food provision for children means that children's social ecologies (home, school, community volunteers cooking at school, provincial and national legislation of education practices such as NSNP) provide a much-needed resilience-enabling resource.

The same applies to children's need for safe learning spaces and the efforts taken by their social ecologies to provide safe spaces where children could be nurtured (physically and emotionally) through practices that foster a sense of belonging (Sanders & Munford, 2016;

Sciaraffa, Zeanah, & Zeanah, 2018; Ungar, 2008). Parents, extended family, teachers and schools balance children's pragmatic and socio-emotional needs in the context of their positive school transition. When school-related social ecologies provide safe, nurturing spaces that echo home practices, these linkages are provided in culturally meaningful ways that resonate across systems. Nurturing children's pragmatic and socio-emotional learning needs fosters their positive adjustment to school and enables children to feel emotionally and physically supported. This gives expression to Sections 93–94 of the Children's Act (2005).

As such, building children's access to resources through supportive relationships potentially exceeds in-system limitations communities who live with adversity have to face. For example, in contexts of classroom overcrowding and limited resources, children who provide peer teaching are an extension of the teacher as resource in the classroom (Donelan-McCall & Dunn, 1997; Ebrahim, Killian, & Rule, 2011; Nolan, Taket, & Stagnitti, 2014). Successful adjustment to formal schooling has positive repercussions for multiple developmental levels (Arnold et al., 2006; Bronfenbrenner & Ceci, 1994; De Feyter & Winsler, 2009). If children start school with resilience-enabling social-ecological resources that support their needs, they could complete school successfully, which could potentially break the cycle of disadvantage (Buyse et al., 2009; Fleisch & Shindler, 2009; Motala et al., 2009). Positively engaging in school despite adversity potentiates children to be resilient in life (Masten, 2011, 2016).

The purposeful construction of the core conditions needed for first-graders to experience positive transitions to school is extended by their social ecologies' prioritisation of education. This aligns with the African value of education for older students reported in literature (Theron & Phasha, 2015). Social-ecological role players engage children in the education process by emphasising the importance of education in the context of the future-

possibilities it presents—a future spin-off that enables children to continue doing well in life (Ebersöhn, 2007; Jefferis & Theron, 2017; Lerner & Overton, 2008; Theron, Liebenberg, & Malindi, 2014). The focus, however, is on children's role in taking co-ownership of their school transition in ways that are meaningful and engaging. Children are encouraged to adhere to expected school behaviour (Correia-Zanini & Marturano, 2016; Hernández et al., 2018b; Margetts, 2007, 2014), exert experiences of power and control, and develop the necessary strengths (desirable personal identity) as part of their positive adjustment to school (Arbeau et al., 2010; Obradović, 2010; Perry et al., 2007; Taket et al., 2014; VanSchyndel et al., 2017).

Shaping co-ownership in ways that are culturally meaningful reflects the cultural values of *Ubuntu* (I am because we are), that consider individuals as embedded within a reciprocal sense of community through supportive relationships (Theron & Phasha, 2015; Van Norren, 2014). Accordingly, this study provides insight into the everyday ways in which children living in adversity's transition to the first grade is facilitated. Adversities are not ideal circumstances for children's successful transition to school and can pose additional challenges for children's development. However, the reality with respect to schooling in South Africa means that children will have to continue to face the odds when their social-ecological systems cannot change the odds for them (Richter et al., 2017; Richter & Samuels, 2018). The current study's findings illustrate that school transition is a joint effort of the individual and the collective. It is not just about individual children who have or do not have the potential for positive adjustment amidst adversity. Instead, the study looked at the child within the context of the factors that affect the ways in which the individual and the associated social ecologies experience hardships and resilience, as well as the resources that facilitate positive adjustment. Hardman (2014, p. 389) reminds researchers that "increased resources and infrastructure in themselves are not able to turn around inequalities" that influence children's schooling experiences. Several researchers emphasise the importance of understanding educational

processes that have to be addressed (Branson, Garlick, Lam, & Leibbrandt, 2012; Lam, Ardington, & Leibbrandt, 2011) Researchers who explore and understand the positive adjustment of children amidst disadvantage could provide key insights into how collective responses (e.g. school-community partnerships, school-government partnerships) could address children's needs better through targeted support services.

The findings presented require researchers and educators to simultaneously zoom in on individual children's experiences of their transition to the first grade (micro-level), while zooming out to consider contextually embedded factors that affect children's macro-level schooling experiences (Lerner, 2012; Masten, 2016; Ungar et al., 2017). These linkages allow us to understand the micro- and macro-contexts that affect children in their homes, classrooms and schools, but also the wider in-direct links with the rest of province's children, their parents and the teachers, whose lives are affected by the education system at large and their experiences within their country (i.e., ripple effect). The study's findings build on the work of noted authors on children's individual resilience processes in developmental contexts (Lerner, 2006; Lerner & Overton, 2008) towards pathways of resilience and multi-level approaches despite trauma and adversity (Cicchetti, 2013; Masten, 2014). It expands calls by authors from the Global North for shifts in resilience research to include cultural understandings (Liebenberg & Ungar, 2009b; Ungar, 2008, 2012b; Wright et al., 2013) that explain critical ways in which resilience resources matter (Panter-Brick & Leckman, 2013).

Conclusions, Limitations and Recommendations

In conclusion, what does children's transition to the first grade look like in reality?

Micro- and macro-level interactions are complex, even more so when children who need support come from families that face additional challenges and struggle to support children well. The study contributes by showing multiple pathways through multiple

connections. If one "system" is suppressed, another role player or system steps up. The multiple pathways resonate with a sense of equilibrium within a "closed" environmental loop. In essence, meaningful, accessible resources mobilise good outcomes despite deficient environments. There should, however, be an emphasis on communal responsiveness where social-ecological role players look out for children and place them central to positive outcomes in the context. Social-ecological responses should also link with the need to understand macro-level contributions: if children are struggling, which other systems need resilience-enabling resources? Perhaps the problem could be at a municipal or provincial level with repercussions for lower-order systems at grassroots levels. Therefore, resilience processes should provide access to material resources across the board, while striving for social justice and cohesion among members in the system.

Children's positive school transition requires the active partnership of social-ecological role players. However, social-ecological role players may displace their responsibilities from one to another. Because resilience research offers examples of positive adjustment despite adversity (e.g. lack of available resources, limited supportive relationships), it may well result in indifference from multi-level resources who wait passively for other role players to take the initiative. Researchers should inform and mobilise social-ecological role players to take the lead in facilitating the future of children in South Africa (and similar contexts) from multiple angles (micro- and macro-perspectives) that redress the deficits to which children are exposed.

The research opens conversation spaces for mitigating social justice. In contexts with few or no resources, the question is: How do people create resources? Social ecologies include both the process of facilitating and enabling resilience as much as the resources needed to do so. It may not always be possible to beat the odds, but social-ecological resilience processes may level the playing field through appropriate navigation of available resources.

The study illustrates how social ecologies play a vital role in facilitating children's positive school transitions. With examples from five in-depth case studies, the findings have limited applicability to children's resilient school adjustment outside of the context of structural deficiencies studied. However, informing the underlying, iterative processes of researchers and educators facilitating children's resilient school transitions, the research contributes to "when, how, why and for whom [resilience] resources really matter" (Panter-Brick & Leckman, 2013, p. 333) – a platform from which comprehensive, localised intervention strategies can be co-developed in context.

CHAPTER 4: Children's Social-Ecological Resilient First-Grade School Transitions: Research Implications for Social Justice

Journal for Intended Publication: Childhood: A Journal of global child research

Scope of the journal. Childhood is a major international peer-reviewed journal and a forum for research relating to children in a global society that spans divisions between geographical regions, disciplines, and social and cultural contexts. Childhood publishes theoretical and empirical articles, reviews and scholarly comments on children's social relations and culture, with an emphasis on their rights and generational position in society.

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Article Abstract

Recent criticism questions why and how researchers continue to study resilience despite recommendations to further social justice rather than merely understanding adjustment amidst adversity. Changing the odds is imperative in research that promotes social justice. This article presents an example of how studying first-graders' resilience processes when transitioning to school in a rural, disadvantaged community in South Africa can promote social justice from a social-ecological vantage point within and across home and school settings. There are implicit methodological assumptions when researching resilience. The value and contributions of resilience research are addressed by offering alternative methodological choices for future studies' consideration.

Keywords: social justice, social-ecological resilience, school transitions, first-grade children, methodologies

Introduction

Resilience researchers are increasingly being criticised for studying why and how people function well in contexts of adversity (Hart et al., 2016; Masten, 2014; Ungar et al., 2007, 2017) instead of promoting social justice by addressing the adversity itself (Christians, 2018; Mertens, 2009; Seccombe, 2002). Why should we then still aim to understand children's resilient adjustment to the first grade in the light of well-being-focused outcomes? This paper aims to illustrate how continuing to explore and understand resilience processes of children transitioning well to the first grade despite adversity, can inform and optimise the stakeholder responses that are necessary for improving social justice within the systems in which the children are embedded (Lincoln, Lynham, & Guba, 2018; Wright et al., 2013).

Lincoln, Lynham and Guba (2018) and Mertens (2009) acknowledge the continually controversial debates about who is responsible for promoting social justice and on which level, e.g. community vs researcher collaboration. Who should take the lead and who is accountable for implementing social justice? One way to promote social justice is for researchers to conduct studies within an integrated, systemic view that consider children as embedded in their resilience-supporting social ecologies (Liebenberg & Ungar, 2009a; Sciaraffa et al., 2018; Ungar, 2012b) and that promote collaborative, emancipatory community-based research (Mertens, 2009). Understanding children's resilience processes from a socio-ecological perspective allow researchers to access contextual knowledge on what affects children's positive adjustments (Liebenberg & Ungar, 2009a; Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2014). It is important to include information from the role players that make up children's social ecologies (Lerner & Overton, 2008; Overton, 2013; Ungar, 2012b; Ungar

et al., 2017) by for example, including direct social-ecological role players such as child-, parent- and teacher understandings and indirect role players such as departments of education, health, education legislation and policies, and decision makers).

Children and their family members, friends, peers, teachers and schools are confronted by challenges alike and may struggle to support children's resilience processes in the context of adversity (Bronfenbrenner, 1986; Bronfenbrenner & Morris, 2006; Lerner, 2012). Therefore, in order to promote distributive justice (equal opportunities for all voices to take part in research) and well-being, researchers should include informants' voices from different social ecologies regardless of how difficult or inaccessible those voices may be (*cf.* Machimana, Sefotho, & Ebersöhn, 2018; Mooney-Doyle, Keim-Malpass, & Lindley, 2018).

This article forms part of a broader research project that aimed to understand children's resilience when starting school within the context of their social-ecological systems (*cf.* Kumpulainen et al., 2016). In line with Theron and colleagues' recommendations (2015), this article aims to illustrate how researching children's resilience from a social-ecological vantage point enables resilience researchers to promote social justice through their engagement with participants within their socio-cultural contexts. The paper aims to show:

- what we know based on the methodological implications of extant literature on studying children's resilience when starting first-grade in risk-filled contexts;
- the way forward: motivation for understanding children's resilience as part of the social ecology of resilience theory (SERT);
- how we could understand the social-ecological processes that support children's resilience when transitioning to the first grade amidst disadvantage by providing examples from a case study of a rural community in South Africa; and

- researchers' assumptions when studying resilience and distinguishing alternative strategies to promote social justice through research practices.

Children's Resilience Processes and Transitions: What we Know—Methodologically Speaking

To date, resilience research on children starting the first grade has progressed from majority adult-informed, quantitative explanations of children's resilience processes towards studies that to some extent integrate children's voices using increasingly complex research designs and methodological approaches (Masten, 2016; Panter-Brick & Leckman, 2013; Ungar, 2012b; Ungar et al., 2007, 2017). Figure 4.1 provides a summary of a focused scoping review of twenty-eight empirical articles of first-graders' resilient transitions to school despite adversity (*cf.* Chapter 2).

Furthermore, Figure 4.1 denotes the voices that informed these articles and from which social ecologies the findings were voiced. The figure denotes two categories of voicing research findings: adult and child voices. Adult voices included parents, teachers and researchers who researched children by monitoring and reporting on children's behalf; while child voices included child assessments and formal observations by trained professionals (responsive children's voices), and children who voiced their participation through self-generated (own) explanations.

Twelve of the twenty-eight studies (detailed next) included children's perspectives (opinions, voices) to understand positive transitions to the first grade amidst adversity. Looking at how children's voices are included in the research, five of twelve studies were designed to include children's own or authentic inputs (Bezuidenhout et al., 2018; Burchinal et al., 2006; Donelan-McCall & Dunn, 1997; Kumpulainen et al., 2016; Ladd & Burgess, 2001). The remaining seven studies included child-directed observations by trained researchers

researching children (Arbeau et al., 2010; Cefai, 2007; Chawla et al., 2014; Correia-Zanini & Marturano, 2016; Perry et al., 2007; VanSchyndel et al., 2017; Yan, 2016). The differentiation of children's voices is essential to show the paucity of research that integrates and centres children's voices in resilience research in ways that value children's research contributions.

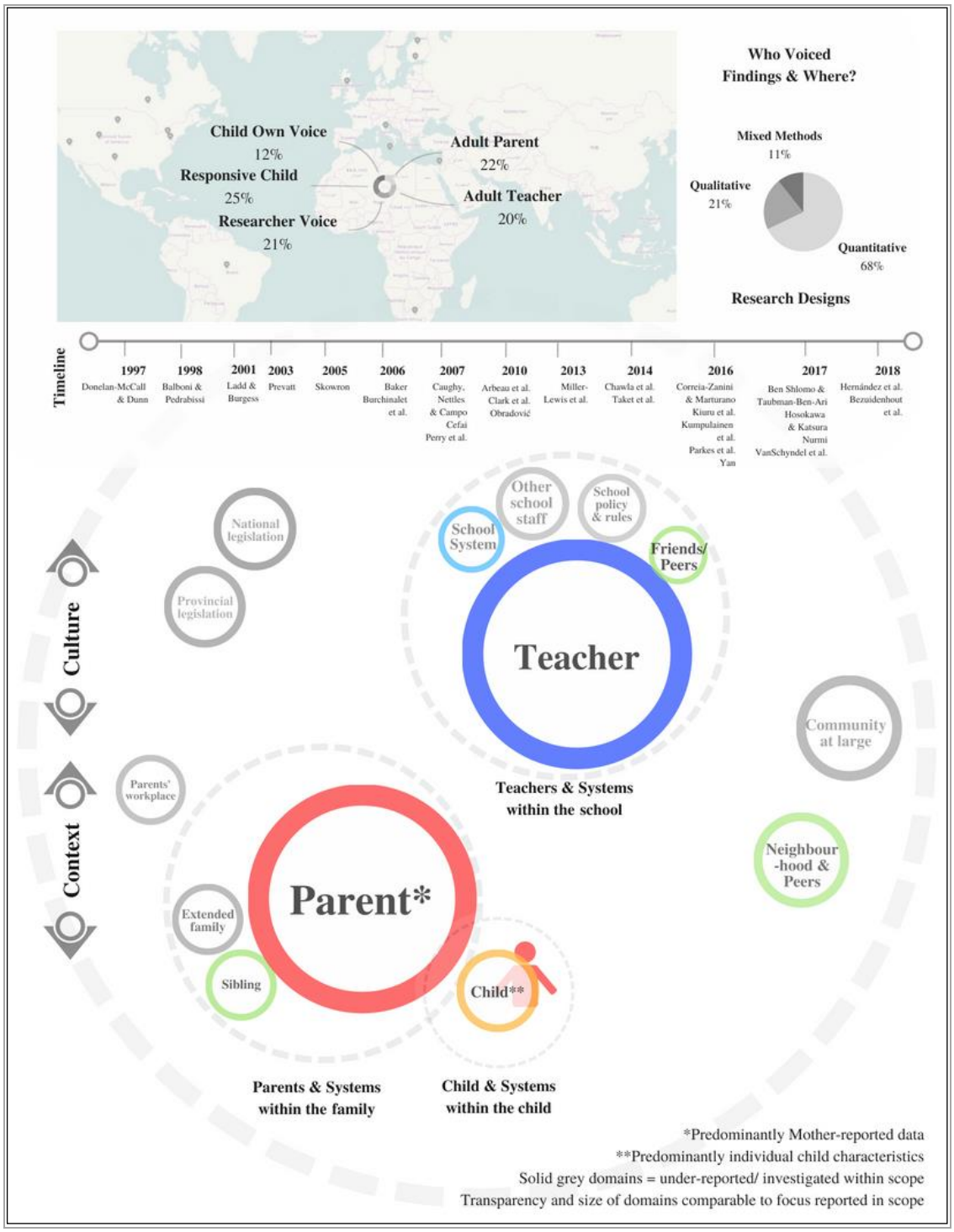

Figure 4.1: Resilient first-graders' school transitions and their supportive social ecologies.

The figure above also provides an overview of which social-ecological members are included when attempting to understand children's resilience when starting the first grade in risk-filled contexts. The extant empirical research focused on children (and systems within the child), family systems (siblings, parents), school systems (friends, peers, teachers and schools children attend), and neighbourhoods (as the environment and peer connections) (cf. Supplementary Table 2.6, Chapter 2). The size of each domain or system is representative of the inclusion of role players from social ecologies to inform children's resilience processes when transitioning to school. Accordingly, limited information has been based on children's inputs with respect to who and what supports their resilience processes when starting school in the context of their greater micro- and macro-social ecologies and how these processes enable (or hinder) their positive adjustment to school.

Despite the limited insights within extant literature to understand children's resilience processes from the perspective of the children and their social ecologies, stakeholders globally regard their educational experiences as crucial (Groundwater-Smith, Dockett & Bottrell, 2015; UNICEF, 1989) and locally (Bhardwaj et al., 2017; Jamieson & Richter, 2017; South Africa, 1996, 2005; South African United Nations Development Programme, 2018). There is, however, a divide between how children's positive school adjustment is supported by education legislation (macro-level understandings on paper) and experienced by children, their families and schools in practice (micro- and macro-experiences). For example, there are discrepancies between the quality of education offered and continued poor school performance (achievement gaps) of under-resourced, disadvantaged schools despite legislation that promotes vested financial interest to counter historical injustices (L. Richter & Samuels, 2018; Taylor & Muller, 2014). Resilience researchers should provide the understandings necessary to bridge the divide between paper and practice (Hart et al., 2016; Okwany & Ebrahim, 2016).

Two questions arose from the above considerations: If children's education is considered a priority, why are the practices that enable children's resilient transition to the first grade not a key focus for resilience researchers? What are the implications when the research necessary for enabling social justice is not tabled in ways that understand and effectively target disadvantages from children's ecologies that affect their transition to school?

Studying Resilience: Some Recommendations on How We Could Study Children's Resilience

Integrated knowledge from systemic perspectives better inform the changes necessary to guide research practices and interventions in early childhood development (ECD) (Okwany & Ebrahim, 2016). Finding the necessary leverage points to advocate for social change and justice requires input from children's settings, developmental phases, and socio-cultural and larger political contexts (Hart et al., 2016; Mertens et al., 2013; Okwany & Ebrahim, 2016; Teram & Ungar, 2009; Ungar, 2012a, 2012b; Ungar et al., 2017). Unless these inputs are used to embed contextually appropriate responses to support children's positive start to schooling, little will change. In South Africa, educators and researchers continue to report struggles to bridge achievement gaps resulting from disadvantage and low performance during ECD. They call for quality education that continues to redress past political injustices that marginalised education in South Africa (Msila, 2014; Murris, 2016; Richter & Samuels, 2018; Spaull, 2015; Spaull & Kotze, 2015; Taylor & Muller, 2014; Timæus et al., 2013).

There are intervention studies aimed at promoting children's resilience (Ebersöhn, 2014; Ebersöhn & Ferreira, 2012; Ebersöhn, Loots, Eloff, & Ferreira, 2015). However, in the absence of targeted resilience-enabling intervention studies, little is understood about the everyday practices of children's resilience processes supported by their social ecologies when programmes are not available to develop and enable resilience (Ungar et al., 2017). Utilising

everyday practices from participants' existing strategies that promote resilient transitions could have implications for other children beyond just one research project (Okwany & Ebrahim, 2016; Ungar et al., 2017). When researchers understand how children and their social-ecological role players support positive schooling experiences, the focus is on integrating relational and material resources to support children across contexts (micro- and macro-environments, across locations and contexts of adversity). Accordingly, research illuminates existing good practices that can have a positive ripple effect across systems.

Thus, research psychologists and resilience scholars researching children's resilience should continually strive towards understanding which methods best inform children's resilience processes and what information these methods access. As such, researchers should (a) critically consider inclusion of methods that value different voices from participants in context (Teram & Ungar, 2009; Theron et al., 2015); (b) illuminate participants' interactions with different stakeholders that shape children's functioning within the system across different domains (Masten, 2016; Ungar, 2012b); and (c) choose research approaches and methods that best inform children's resilience in ways that are participant-driven (Groundwater-Smith et al., 2015; Theron & Liebenberg, 2015).

Researchers make choices on who can best inform children's resilience processes. They influence how resilience studies are designed, which methods are chosen for data gathering and analyses techniques, as well as the dissemination of findings (Moss, 2016; Theron, 2016b; Theron, Mitchell, Smith, & Stuart, 2011a; Tracy, 2013; Willumsen et al., 2014). Researchers are encouraged to promote research across different social-ecological settings that include and corroborate voices rather than promoting one voice over another (Teram & Ungar, 2009; Ungar, 2008, 2012b). In other words, conducting research in ways that promote marginalised voices to be heard through engaging participants on multiple levels, regardless of other

dominant discourses that may dictate current understandings. Social-ecologically designed studies offer valuable insights that consider resilience processes from different angles that promote inclusion of marginalised voices (including children) in appropriate ways to contribute to research that is socially just (Bezuidenhout et al., 2018; Kumpulainen et al., 2016; Ungar et al., 2017).

Methodological choices are also influenced by researcher competence required to facilitate and implement methods that are appropriate (Liebenberg & Ungar, 2009a). Multiple authors contend that the methods used when researching with children should respect and value their authentic contributions (Boothroyd et al., 2009; Canella & Lincoln, 2018; Groundwater-Smith et al., 2015; Patton, 2015; Silverman, 2017). In an effort to promote social justice, researchers should choose methods that allow children to show and tell their stories (Okwany & Ebrahim, 2016; Theron & Liebenberg, 2015). Besides the choice of methods, researchers should conduct analyses using advanced tools that interrogate data on multiple levels that allow researchers to differentiate participant voices, voices within data sources and across multiple sources to illustrate convergence and divergence of data sources (Friese et al., 2018; Miles et al., 2014; Tracy, 2010, 2013). This analysis strategy is helpful to facilitate rigorous analyses that adhere to participants' voices in ways that respect their contributions and ideas on what is important for children's resilience, allowing a space where marginalised voices are promoted (Chilisa, 2012; Mertens et al., 2013; Patton, 2015).

The practices that allow researchers to engage with participants in ways that promote resilience understandings across context and cultures to respect children's voices should be extended. These practices can provide meaningful evidence that will continue to address injustices, call stakeholders' actions to question and promote accountability to enact changes that will lead to social justice (Christians, 2018; Hart et al., 2016; Lincoln et al., 2018).

Children's Resilient Transition to the First Grade: What now?

Besides choosing appropriate methods, strategies that enhance the analytical rigour include, but are not limited to advanced analysis tools, coding processes and network-analysis strategies that interrogate data on different levels of analysis (Friese et al., 2018; Saldaña, 2016; Woolf & Silver, 2018). These analyses illustrate how stakeholder interactions influences children's resilience processes that configure their social ecologies directly and indirectly (Masten, 2016; Ungar, 2012b). Accordingly, the researcher can conduct research with children within: (a) family- and school systems that directly interact with children; (b) in-direct systems affecting children's family- and school system interactions; and (c) the generational position of children in societies at large (Okwany & Ebrahim, 2016; Ungar et al., 2017). The social ecologies of resilience theory (SERT) detailed below incorporates systemic understandings of resilience, the complexities within and across systems, as well as the processes in the context of their embedded systems.

Social-Ecological Resilience: Motivation for an Integrated Way Forward

Ungar (2008, 2011) provides four principles that underlie the social ecology of resilience theory (SERT) by showing that it is complex, embedded in cultural relativity, decentralised, and could present in atypical ways. Accordingly, the researchers understood resilience as a complex process through which children navigate their way towards resilience-enabling resources in an iterative relationship with their environments. Resilience-enabling processes are facilitated by key role players that shape children's social ecologies, e.g. the people children interact with in their systems directly (parents, teachers, peers) (Ungar, 2012b). Resilience processes decentre the sole responsibility for children's resilience as a trait or skill, and instead places resilience as an external process that is negotiated by children as active participants in their supportive environments (Masten, 2016; Ungar, 2008). Key role players

from children's social ecologies are in a unique position to enable culturally meaningful interactions that are bidirectional. When social ecologies support children's positive school transitions amidst contexts of adversity, these role players enable positive adjustment to school within and across different systems in ways that are contextually embedded and may present in unique ways (Malindi & Theron, 2010; Ungar, 2011). Resilience from a social-ecological perspective can be defined as:

> *"…the ecologically complex (multi-dimensional) processes that people engage in that makes positive growth possible (e.g., engaging in school, resisting prejudice, creating networks of support, attending religious institutions), all of which are dependent upon the capacity of social and physical ecologies to provide opportunities for positive adaptation (preferably in ways that express prosocial collective norms)" (2012b, p. 19).*

The next section provides an example of promoting a multi-level understanding of different voices that informed first-graders' resilience processes within a social-ecological framework.

A Case Study: Children's Resilient Adjustment to the First Grade in Rural South Africa

The current study was informed by a multiple embedded case study designed to understand children resilience processes when adjusting well to the first grade despite living in a rural, isolated, disadvantaged community in South Africa (i.e., the empirical study in Chapter 3). The study formed part of a larger research project in South Africa and Finland (*cf.* Kumpulainen et al., 2016), known as the SISU project. The design purposefully emulates the SERT by gathering data from children's home- and school ecologies. Children were the primary informants while their parents and teachers augmented their explanations. Children's responses were facilitated using a variety of child-appropriate visual participatory methods (*cf.* Chapter 1) to elicit conversations using visual prompts that children created (e.g. children's

draw-and-talk and photo-elicitation) and physical actions that children directed in their videos (day-in-the-life methodology). Adult inputs were gathered through in-depth, relational interviews, focus groups and member reflections detailed elsewhere (*cf.* Chapter 1). For this paper, the researcher followed an interpretive descriptive analysis (Thorne, 2016), integrating primary and secondary coding strategies by multiple authors as detailed in Table 4.1 (Supplementary material). Such an approach allows the researcher to: "critically interpret why the current state of empirical science is the way that it is and what that might mean" (Thorne, 2016, p. 40).

Through selected data examples, the researcher will illustrate opportunities for transforming community research engagement in ways that participants expressed as empowering. Though the study was not designed to include strategies for promoting social justice, the SERT contains embedded principles that respect and value collaborative partnering of individuals within systems that facilitate and enable positive functioning—which resonates with transformative research (Mertens, 2009; Mertens et al., 2013). In addition, the example of the rural, South African case study illustrates the importance of applying qualitative methodological strategies (Ellingson, 2009; Tracy, 2010, 2013) in ways that strengthen the social-ecological understandings of researching children's resilience in contexts of adversity. The data also demonstrate how such an understanding later contributes to possible leverage points to facilitate social justice.

Case Selection and Adherence to the SERT Framework

The qualitative case study (Yin, 2018) relied on community advisory panel (AP) criteria to define and contextualise community definitions of positive adjustment to the first grade—a practice that is associated with resilience research that adheres to and respects cultural norms and values directed by participants' voices (Theron, 2013b). AP criteria facilitated the selection

of five children aged 6 to 7 (attending first grade for the first time) who participated as primary informants through a variety of visual participatory methods. Children's parents and teachers participated as secondary informants from children's social ecologies at home and school. When researching children's resilience, researchers could consider conducting studies within and across social ecologies to enhance understandings of children in relation to their embedded systems as illustrative of the inclusion of home- and school ecologies in the current study.

The principle of the cultural relativity of the SERT requires inputs from local communities to understand and contextualise resilience resources and processes. Accordingly, the data examples provided emphasise participants voices that explain and substantiate their experiences in the contexts of their daily lives. As such, the principle of complexity of resilience is evidenced by the interwoven nature of presenting and discussing the findings in the sections that follow.

Participants' Context: Living in a Disadvantaged Community

The participating children attend a quintile 1 school, i.e. a disadvantaged school heavily subsidised by government funding where children receive a meal a day as part of the National School Nutrition Programme (NSNP) and parents pay no school fees (Department of Basic Education, 2017, 2018). "Most of these learners [children] are really from very poor backgrounds…from families that are illiterate. So, it is very difficult for them to do their school work…there's noone [at home] who can help them" (School Librarian, Quote 504:5). Living in a disadvantaged community means there are limited opportunities and resources to support children's resilient transition to the first grade. Despite living in adversity, participating children, their parents and teachers reported inter-connectedness and reliance on relational and material supports and shared responsibility for children's positive transition to the first grade (*cf*. Chapter 3).

As one parent expressed: “We don’t have a lot of facilities in our community…there is no safety…You cannot leave your child to go and play alone or with other kids…because they are surrounded by taverns, you see? So, it’s not safe! We don’t have community halls with activities that kids need.” (Parent 1, Quote 1:103). Child poverty thus implies “multiple deprivation[s]” (Noble, Wright, & Cluver, 2006, p. 53), meaning that children, their families and the community have limited access to education, health and economic resources needed for their well-being. Therefore, researchers have to understand children’s resilience processes as embedded in their social ecologies, especially where disadvantages place children at risk (Berry et al., 2013; Jamieson, Berry, & Lake, 2017b; Jamieson & Richter, 2017) and where societies “[fail] to realise [children’s] rights” (Noble et al., 2006, p. 53). Children’s resilience processes may, therefore, be supported or hindered by their social ecologies (Theron et al., 2015; Ungar, 2012b).

Resilience Processes Explained: Social-Ecological Role Players & Voices of Participants

The rural, South African study illustrates which social-ecological role players provide direct support for children’s resilient transitions to the first grade (children and their siblings, extended family members, parents, teachers and the school children attended). Direct relational and material support from parents, teachers and the school, facilitated children’s positive adjustment to the first grade. Contextual information provided by children, their parents, teachers and their school placed the findings in the context of the larger social-ecological concerns that influence children’s schooling experiences. Contextual factors that indirectly affected children’s positive transitions included structural deficiencies and limited access to resilience-enabling resources from the community at large, as well as the provision of supplies and mental health services through the departments of education and health.

The voices and each method's contribution to these findings are compared in Table 4.2 (see Supplementary Material). Parent participants noted the importance of including children's voices in matters that concern their development: "I am sure that I don't know every child. When I hear [information] from the radio, they say there is no child that doesn't have a problem. So, I am sure that the difficulties [my child] had are just difficulties of being a kid…or maybe me as an adult, I am not able to recognise or to know the depth of what it is" (PP 3, Quote 155:4).

Teacher participants explained that it was difficult for them to support children's resilience in the context of teaching in a community challenged by the absence of resilience-enabling resources, which may suggest that in resource-poor environments (i.e., adversity), the social ecology responds in a way that facilitates the availability of the resources in ways that are decentred and atypical. For example, teachers fulfil multiple care roles, including being a nurse, psychologist, social worker, and police person.

Teacher participants provided or created the support children needed:

TP 2: "That is really difficult because most of the time, we have to be the social workers, we have to be the policemen…

TP 5: The nurse…

TP 2: …the nurse. Everything!" (TP 2 and 5, Quote 28:41).

TP 2: "I ask myself if you can see this situation we are working with…we are really frustrated and confused about this situation that we are in. I just feel that sometimes if we could have our own school social worker, or own school psychologist—

TP 3: —and we can be counselled now and then because sometimes we can't hit the punch [fight alone]" (TP 2 and 3, Quote 28:99).

If children's resilience is unsupported by social-ecological role players, social justice remains unattainable and responsibilities skewed. When social-ecological partnerships support children's resilient schooling experiences and promote positive school transitions amidst adversity, teachers explained:

> *"We need to have that interaction and commitment with other departments, you see? Have some interaction with the Department of Social Service. I know they are giving what they can, but if we can have some activities that could rope in [other stakeholders]. Like [engaging] the police…that there is an activity run by the police at the school, there is an activity that is being run by the Department of Social Development; there's an activity that is being run by the Department of Health. And such things…I think maybe that can just try to lift the community to be a healthy community…So, the child should see that they are not alone. They've got 'parents', all of these people [stakeholders] are their parents…I think that if, maybe it can bring something out of the community like this one…Where we can all work together and hold hands together" (TP 3, Quote 180:25).*

The study illustrated supportive, resilience-enabling resources, but also crucial information on what hinders social-ecological role players' abilities to support children's resilience in this context (resources, limitations, accessibility, meeting children's needs). In disadvantaged contexts, macro-systems should provide the necessary support to enable children's micro-systems access to resilience-enabling resources. Unless social-ecological role players are supported by the macro-systems to facilitate children's resilience, it is unlikely that the necessary changes will be promoted to enable social justice.

Comparative Criticism: Research(er) Assumptions and Views that Counter Extant Practices

The researcher understands that perspectives matter (Liebenberg & Ungar, 2009b; Patton, 2015; MacDougall & Darbyshire, 2018; Teram & Ungar, 2009) and that researchers bring their voices, agendas and assumptions into the research process with that of funding bodies and ethics boards (Farrell, Kagan, & Tisdall, 2016; Moss, 2016; Thorne, 2016). It is essential to recognise and critically reflect on the assumptions on how children's resilience is researched and to consciously continue to build strategies throughout the research process to ensure methodological rigour that contributes to social justice (Christians, 2018; Tracy, 2010). Naturally, some researchers also challenge assumptions about resilience research (Hart et al., 2016; Teram & Ungar, 2009; Theron et al., 2014).

Resilience research that focuses on children transitioning to the first grade despite adversities continue to be predominantly informed by adult explanations *of* and *on* children, rather than researching *with* children. Multiple studies follow simplistic mono-level understandings of children's resilience and fails to consider complex, dualistic explanations of children as embedded within multiple contexts (directly and indirectly). They therefore do not account for transactional approaches of person↔environment exchanges that explain and enable children's resilience processes. Thus, parallel to the design- and analyses strategies of the current study, the researcher challenges seven core assumptions based on interpretations from the extant findings on children's adjustment to the first grade in the context of adversity, with examples from the SISU study to counter said assumptions from a SERT perspective.

Assumption 1: The Predominant Belief that Adults Know Best

Adult voices best inform resilience research focused on children adjusting to the first grade. *Counterview:* Children understand and contribute to resilience processes when they start the first grade.

In an effort to understand children's experiences of resilience, researchers gather information provided by participants who place children in the context of their development and social ecologies (Masten, 2016; Ungar, 2012b). Researchers may hold information provided by adults in high regard compared to what is considered developmentally appropriate and possible for children to contribute (Farrell et al., 2016; Groundwater-Smith et al., 2015; Pence & Ashton, 2016). The ethics of involving children in research may also be involved and limit researchers' ability to access children's voices (Christians, 2018; Farrell, 2016; Montoya & Vargas, 2009; Strode et al., 2010). The key is to draw information from participants that place children's resilience processes in the context of multi-dimensional, social-ecological systems that provide insight based on corroborating evidence rather than one-dimensional understandings from dominant voices (Masten, 2016; Moss, 2016; Teram & Ungar, 2009).

Strategies to include children's voices in resilience research. The current study included children as primary informants (Deb & Gireesan, 2016; Groundwater-Smith et al., 2015; Kellett, 2010) to understand how and why children adjusted well to the first grade amidst adversity, while adults from these children's social ecologies were secondary informants.

Assumption 2: All Children Find all Visual Methods Appealing

Visual participatory methods are child-friendly and appropriate to draw out children's contributions. *Counterview:* Different children respond to different visual participatory methods differently and they need a variety to allow them the freedom to express themselves in ways they see fit.

Researchers should incorporate methodological rigour through appropriate methods and analysis strategies (Creswell & Poth, 2018; Tracy, 2010, 2013).

Strategies to include multiple methods for children's resilience research. The researcher was aware that children express themselves in different ways to provide information that can be observed (Okwany & Ebrahim, 2016). With respect to cultural and contextual exposure to particular methods, children may respond to methods in ways that do not conform to what was intended with the method. It was essential to include a variety of methods since children preferred or responded to the methods differently (Okwany & Ebrahim, 2016; Theron & Liebenberg, 2015). Researches may, for example, assume that all children enjoy drawing when not all participating children preferred to. The data presented in Figure 4.2 illustrates how one child participant incorporated additional research materials to answer the research question in a way he saw fit.

Figure 4.2: Drawing and making: Preference and communication

Another illustration of the difficulty of working with methods that children may not be culturally familiar with included the use of disposable cameras for the photo elicitation. For example, one child was so excited about the camera that he took all his pictures in one day with none of the photos being usable (over- and underexposure of the film, photos pointing to the ground with no particular focus). The researcher replaced the camera the next day and offered the child additional time to retake photos.

Accordingly, children may voice their contributions in different ways, and researchers should provide them with the opportunity to choose how they respond to the method. Researchers have to be flexible and create spaces in which children can work and resources they can use to respond in ways that are important and appropriate for them (Gallacher, 2016; Theron & Liebenberg, 2015). Child participants' responses to elicitation methods (e.g. drawings and photos) provided insight into *who* and *what* they considered supportive figures from their social ecologies, while the DITL video methodology illustrated *how* material and relational resources enabled their resilient processes when adjusting to school.

Assumption 3: Visual Methods Allow for Open and Free Discussions with Children

Visual participatory methods give children a voice so that they become free to choose their responses. Counterview: Though many visual participatory methods are child-directed, researchers should be sensitive to the fact that adults from the children's social ecologies may instruct their responses.

Besides methodological preference, children may also experience that adult role players from their social ecologies influence how they answer research questions (Pence & Ashton, 2016). It is therefore necessary to consider the culture-bound nature of these children in their decision-making processes.

Strategies to include authentic child voices in resilience research. In one of the drawing sessions when asked to "make a drawing of who and what helped you do well at school", a child participant asked his father what he should draw. His father instructed him to make a drawing of himself, his father and his mother. Later in the research process, the DITL video showed that the child relied on extended family members (his grandmother, aunts, uncles and cousins) who also supported his adjustment to the first grade. Valuable information on the child's social-ecological supports only came to light when he could show the researcher who and what supported his resilient school transition.

In another example, when asked to take pictures of who and what supported their resilient transitions, one child participant took a picture of his classmates sitting at their desks writing in their books. When the researcher asked him to explain the contents of the picture and how it helped him to adjust well to school, he answered: "It is mistress who said I should take it" (CP 2, Quote 423:26). Even though the researchers provided these children with multiple opportunities to express themselves through different methods like drawings and photos, the adults in these children's lives influenced what the children drew and pictures taken. Such behaviour is akin to a cultural view that values conformity to authoritative figures and expects obedience (Okwany & Ebrahim, 2016; Theron & Phasha, 2015). With the inclusion of the DITL video methodology, children directed what was being filmed in a naturalistic way (Gillen & Cameron, 2010; Patton, 2002a), which honoured their contributions outside of adult-directed responses.

Looking at the above assumptions, it is clear that using data gathered by means of different visual participatory methods in conjunction with the adult-informed interviews and drawings, can better position researchers to draw on children's understandings of who and what matters for their resilient transitions (Liebenberg & Ungar, 2009a; Masten, 2016). Child

participants knew and understood who and what enabled their resilience directly. The examples illustrate that children can provide insight into the social-ecological role players and the material and relational resources available to them. Through the inclusion of primary- (children) and secondary informants from children's social ecologies, the researcher was also able to access information on supportive, enabling contexts that children may not be aware of. Understanding how these processes are enabled requires a range of methods with a range of social-ecological role players who may provide additional information of which children may be unaware. To ensure the authenticity of the findings and who voiced them, the researcher relied on analysis principles to enhance the rigor and transparency of the coding process that enabled the researcher to compare, contrast and explore the relationships within and across cases and the contributions of children's voices *with* adults from their social ecologies (detailed in Supplementary Table 4.1).

Assumption 4: Qualitative Studies Provide Limited Insight into Children's Resilience

Qualitative studies have limited application for studying resilience across contexts. Counterview: Well-designed qualitative studies incorporate multiple angles that crystallise findings that transfer within and across different settings and multiple levels of social ecologies.

Using the principle of equifinality (Cicchetti & Rogosch, 1996; Cicchetti & Toth, 2016), researchers motivate inclusion of selected role players that shed light on the research phenomenon as well as their insights into other aspects of the social-ecological system. That is, insights from one person within a system can explain other parts of the system without accessing the other parts. This process acts as a double-edged sword where inclusion adds value to cost-effective research (duration in the field, ease of access to participants), but it simultaneously limits the insights available from marginalised voices that may be difficult to

access or include in studies *with* children (Okwany & Ebrahim, 2016; Supkoff et al., 2012; Willumsen et al., 2014).

Strategies to include multiple, crystallised voices. Designing studies using a social-ecological framework allows researchers to potentially access multiple voices, including children and their social ecologies that revolve around transitioning to first-grade (Okwany & Ebrahim, 2016; Ungar, 2012b). Equifinality would dictate that researching adult participants provide enough information on children's resilience processes when starting school. However, as noted with the first assumption on the value of voices, children's voices are important to show which systems, people and resources are accessible to them (Theron, 2016b; Theron et al., 2015).

Accessibility of resilience-enabling resources provides insight into the functioning of social-ecological systems (Ungar, 2011). The contexts in which participants live may affect their ability to access and rely on limited resources, with the implication that children living in adversity have fewer resilience-enabling opportunities (Ungar, 2008, 2011). The multiple angles provided by different social-ecological role players provide insight into larger systems that affect children's resilience processes directly and indirectly (Teram & Ungar, 2009; Theron et al., 2015). Through the inclusion of multiple voices using multiple methods, the researcher accesses multiple angles of information—the principle of crystallisation (Ellingson, 2009; Tracy, 2010). The study exploring rural, South African children's resilience processes relied on crystallisation of voices and methods to provide insight into children's resilience processes when transitioning to school despite living in a disadvantaged, isolated community.

Researchers have a moral responsibility to include marginalised voices (Bottrell, 2009; Mertens et al., 2013; Theron, 2016b) and to respond with designs and methods that are appropriate. When evidence is built from multiple angles and considered in the context of larger

systems, researchers can differentiate between contextualised responses that allow comparison of findings within and across settings (Theron et al., 2015). It is not only about who informs what, but that the information is co-created through systemically embedded iterative voices. Beyond who informs the research, understanding children's resilience requires an understanding of the interaction patterns of children's social ecologies—e.g. the relationships between social-ecological role players and embedded systems (Ungar et al., 2007). Social-ecological role players are inter-related and inter-dependent. Therefore, children stand in relation to adults (EFM, parents, teachers), their siblings, peers, and the schools to which they transition (Ungar et al., 2017). Understanding children's resilient school transitions should include information from the systems in which children are embedded—both directly and indirectly (Masten, 2016).

Assumption 5: Researching Children's Resilience Makes Them More Vulnerable

Researching positive adjustment in the context of adversity continues to place children in vulnerable contexts. Counterview: Understanding the resilience processes involved in children's transition to the first grade amidst adversity could illuminate strengths that enable participants to feel empowered and motivated to advocate for the changes needed to support the children.

Supportive practices that showcase critical leverage points. Teacher participants provided insight into the methods chosen and the impact it had on their teaching practices, child-teacher relationships and on children in the school who did not participate in the rural, South African study on first-graders. One teacher commented "It was as if she [case child] had been exposed to the new world. She wanted to know so much [eager to learn]" (TP 3, Quote 180:54). Left unchecked, the child experienced and noticed that she was adjusting well to the first -grade while other children were not: "Sometimes it was more demanding for me because

I've realised now that she [case child] became more open…she wanted to do so many things at the time. To understand now, there was a gap between her and the other learners, you see?" (TP 3, Quote 180:57).

Teachers were increasingly aware that positive adjustment is not only reflected in academic success, but includes multiple domains of development, socialisation, developmental maturity and physical milestones in the context of the adversity these children, their families, teachers and school faced. Teachers' awareness gave them a desire to replicate the project's successes with other children as well. Teacher participant 5 explained that she wanted to better her understanding of teaching in ways that would enable her to support the children in her class:

> *"I [want] to support my learners, maybe at City X [100km from research site], I would like to visit some educators and ask them if they experience the same problems, one, two, three, four. But there are those who, who support me by giving me [advice] 'maybe you have to do this'" (TP 5, Quote 341:52).*

One teacher explained the extent to which the children experienced the methods as empowering and how teachers came to recognise strengths in the children that they were not aware of before the research:

> *"Especially, seeing a Grade 1 [first grade] child moving around with a camera in the school. It's something that is so impressive…It was a good thing, you see? I think they've empowered other children also. They could see there is something that they can do also. Because I'm sure they [other children], even the [case] children themselves, they could never imagine one day they would be able to take some photos with a camera. But they've done it! And then the others would also see that she can do it…So actually they are trying to [do the same], and they are starting to think [it's possible]… So, I think it has also given us a chance to see that really, maybe we have underestimated some of these children, but there is potential in the children, if we can really just nurture it" (Teacher 3, Quote 180:36).*

Thus, researching children's resilience could be experienced as empowering, nurturing existing strengths, including skills that are transferable and not necessarily inherent—i.e., a

facilitated process (Ungar, 2012b). However, when children are aware that they are adjusting well in school, they may notice that other children are not—a caveat of resilience research that leads to perspectives that some children have resilience and others do not (Theron, 2012b). For these reasons, Assumption 6 is important as it highlights the importance of research dissemination geared toward social change and social justice.

Assumption 6: Social Justice is Not Important in Resilience Studies

Researching resilience means that social justice is not a priority. Counterview: Resilience research provides insight into critical leverage points necessary to mobilise social justice.

Assumption 5 provided examples from teachers' reflections on the research process of the insights they gained from participating in the study. This affects how teachers mobilise social justice through equity and resource distribution (material and relational) in their classroom and school settings. Social justice is not only about changing the odds participants face, but also changing the ways research is conducted, interpreted and understood in ways that are culturally sensitive (Christians, 2018; Okwany & Ebrahim, 2016; Theron, 2012b). Who is responsible for social justice? Who takes the lead in understanding what key leverage points can change the conditions that children face when starting school? These are just some of the questions that lead the way to social justice and practical leverage points for change in communities (Prilleltensky, 2014; Prilleltensky & Prilleltensky, 2006).

Strategies to promote social justice in children's resilience research. Ensuring social justice requires interactive, collaborative processes from children and their social ecologies (Hart et al., 2016; Ungar et al., 2017). Children partner with their social ecologies that facilitate, enable and nurture children's positive adjustment in ways that continue to decentre resilience—i.e., resilience can be acquired and fostered through access to resilience-

enabling materials, pro-active relationships within the school and home-school partnerships (Ungar, 2012b). Social-ecological role players should advocate for good educational and relational resources, continued professional education (e.g. linking with teachers who have practical experience in bridging limitations yet continue to call educational change) and stakeholders who are held accountable for providing what is necessary for children to transition well to first grade (Hart et al., 2016; Prilleltensky, 2014).

Assumption 7: Policies Reflect Contextual Understandings of Resilience in Practice

Children are a priority on the agendas of stakeholders who protect and support children's resilience processes through adequate resources—what more do they need? Counterview: What works on paper does not necessarily work in practice—there is a need for contextual understandings to identify what children need and how it should be done.

Key stakeholders influence educational practices and resources available for children's education, both nationally (Jamieson & Richter, 2017; Napier, 2010; South Africa, 2005; South African United Nations Development Programme, 2018; Spaull, 2015) and internationally (Farrell et al., 2016; UNICEF, 1989). Stakeholders can learn from social-ecological role players who use and access basic educational material resources, but also capitalise on the relational supports within social ecologies that facilitate positive change amidst constrained settings (Masten, 2016; Ungar et al., 2017). Placing social change and justice into perspective would mean that educational stakeholders and policymakers are accountable and connect with who is responsible for children's resilience within a social-ecological framework to consider: "How do we decide what is due [owing] a person, family or group?" (Prilleltensky & Prilleltensky, 2006, p. 333).

Supportive practices that provide contextual solutions for social justice. The aim of social justice and researching children's resilience is threefold: (1) to recognise the struggles

children and their social-ecological role players face to identify where micro- and macro-changes are most needed; (2) to recognise the strengths of embedded systemic supports; and (3) to provide the critical resources that are needed to enable and facilitate positive transitions to the first grade.

Despite efforts to ameliorate the injustices of the past, South African schools continue to struggle to support children to transition well to formal schooling (Atmore, 2013; Msila, 2014; L. Richter & Samuels, 2018; Seekings, 2014). The teacher participants' explanations of how they support children's resilience included everyday struggles that teachers surmounted in teaching conditions that are not ideal. Despite the hardship teachers faced, they continued to carry the responsibility of facilitating quality education and the necessary individual attention that first-graders required, despite the lack of sufficient teaching materials, infrastructure limitations and overcrowded first-grade classrooms. Teacher participants relied on and created resources within school ecologies when they partnered with children (through peer teaching), parents (as 'teachers' at home), and fellow teachers who communicated ideas to bridge resources gaps creatively (cf. Chapter 3).

As a result, teachers enabled and facilitated first-graders' resilience. Though there is a lack of education and infrastructure resources that support teachers' capacities to provide quality education, they rely on the limited resources available from school ecologies to support children's learning needs—with similar findings reported by Ebersöhn (2014) and others (Ebersöhn & Ferreira, 2012; Ungar et al., 2017). Teachers reported that they told other teachers about the study and were using limited resources in the school in ways that supported not only the children, but also other teachers. Accordingly, children, their parents, teachers as well as children and teachers from the greater school ecology became increasingly aware of strengths they did not realise they possessed.

However, a word of caution: social ecologies involve more than the functional systems that supported children's resilience in this rural, South African study. In Figure 4.1, the researcher emphasised whose voices were included in resilience studies of first-graders transitioning to formal schooling. There are key stakeholder voices with limited inclusion to date. From a SERT perspective, family voices (EFM, siblings), collective communal voices (neighbours, peers), education and health sector decisionmakers and policy representatives, to name but a few, have had limited input in efforts to understand the resilience-enabling context, which includes their contributions (or lack thereof). Integrated social-ecological inputs are needed to facilitate the appropriate provision of resilience-enabling resources that children need when transitioning to the first grade. Such inputs are required within and across systems that directly and indirectly affect children's schooling experiences when starting the first grade (*cf.* Chapter 3).

Concluding Remarks and Recommendations and Future Studies

Though there are numerous ways to study children's resilience, more researchers are calling for studies to be conducted in ways that integrate participants' contributions within and across contexts (Masten, 2016, 2018; Panter-Brick & Leckman, 2013; Theron, 2012b; Ungar et al., 2017). Researchers also caution that resilience research should be conducted in ways that focus on and promote social justice (Christians, 2018; Hart et al., 2016). In a South African context, conducting resilience research that promotes the inclusion of previously marginalised voices is an essential aspect of building and promoting just societies (Harrison, 2017; Napier, 2010). Past research had segregated designs and methods with limited access to children's voices (*cf.* Figure 4.1). Few studies exemplify resilience research using a SERT framework for children transitioning to formal schooling (*cf.* Chapter 2, Figure 2.1). In saying that, the researcher acknowledges that one of the limitations of the current study was the lack of access to participants who affect children directly (i.e., home and school social ecologies) with the

exclusion of indirect systems (e.g. larger school ecology, policy role players and the community at large).

This paper illustrated how researchers could understand children's resilience processes from an integrated, social-ecological vantage point when they start the first grade in the context of adversity. Using the SERT to design resilience research studies (Liebenberg & Ungar, 2009a; Ungar, 2012b) empowered researchers to determine who voices the research findings and how. Researchers can facilitate the use of methods to allow authentic children's contributions while collating and incorporating inputs from children's social ecologies. Mertens (2018, p. 39) explains the importance of conducting research that "redefine the principle of beneficence to support the use of the research process and findings to support transformative change that is viewed as beneficial by members of marginalised communities." The current study applied methodological and theoretical framework choices that facilitated participants' voices to be heard. Setswana-speaking, Black, children from a rural community in South Africa who experience marginalisation, against the backdrop of living in a disadvantaged community, meant that families and schools were not necessarily equipped to support first graders' resilient school transitions. Relying on both distributive and procedural justice ensured that the benefit of the research extended beyond the participants and included empowering experiences for current participants, their families and school at large.

Continued research from a SERT perspective could promote pathways to equity and social justice where research is designed in a manner mindful of the underlying principles that inform such a perspective. The current study provides an example of research that promotes decentering resilience as the sole responsibility of children and considers meaningful culturally relative explanations in context. Also, conducting culturally relevant research in ways that not only capture the complexity of resilience processes but also allow for alternative (atypical)

responses to inform the way children's resilience is understood and supported when they transition to the first grade. This leaves the question: How can the SERT promote social justice through research actions?

- Allowing every participants' voice to be heard—especially voices previously excluded (i.e., children and adults from cultural groups that experienced marginalisation)
- Creating research spaces and processes that mobilise enabling contexts that empower participants to recognise their strengths within the contexts in which they live (i.e., applying their strengths to bridge struggles)
- Researchers focusing on what participants need to enable children's positive school transitions (i.e., zoom in where needed)
- From a SERT perspective, stakeholders can apply appropriate changes in policy that have value for teaching practices and community equity.

Future studies can expand ways in which the SERT is applied, not only in home- and school settings, but also in systems that indirectly affect children's transition to the first grade. Researchers should therefore take cognisance of the assumptions illustrated and use ethical and methodological strategies to do research in ways that promotes social justice for children, their families and schools. These assumptions caution researchers to be cognisant of how to counter research limitations with lessons learnt.

Chapter 4. Supplementary Material

Table 4.1:

Analysis processes and methodological rigor

Qualitative Interpretive Descriptive Analysis (Thorne, 2016)		**Supportive Evidence: Case Study Findings & Scope Review on Extant Empirical Literature**
Coding principles[1]	**Strategies in ATLAS.ti 8**	
First level coding: Familiarise Read, re-read Inductive open coding Iterative, cyclical process Second level coding: Search for theme patterns	Preparation of transcripts and upload into ATLAS.ti8 Organise data document groups (Cases 1-5; methodological groups; supplementary materials) Initial Inductive Coding Process[2] Variety of coding principles used to create a code book: • Attribute codes (case number, type of method, contextual risk factors, voices) (Friese, 2014; Friese, Soratto, & Pires, 2018) • Saldaña (2016): o Simultaneous coding: capture complex descriptions o Structural coding: created codes related to social, emotional, pragmatic, spiritual and academic support o Structural codes provided organisational support for code book domains o Emotion code differentiation explored relational dynamics & formed one of the code book domains o Value codes included reference to attitudes to academics, religion and cultural beliefs o Process codes were used to indicate actions/reactions between role-players of children's social ecologies o Holistic codes to differentiate macro-level codes to code for school-resources and processes	*Cf*. Table 2. Methodological voice comparisons within and across themes (Supplementary Material) *Cf*. Figure 4.3. Resilient first-graders' school transitions and their supportive social-ecologies

Create potential themes Review & define themes Produce report	○ Themeing the data (longer code names) included descriptive phrases explaining quotations (code segments) Code book clean-up: Merge, split, review codes Independent external code-book review Establish code-code relationships (code-cooccurrence explorer), view code distributions by voice (code-document table) Explore thematic patterns: draw up networks to explore code-relations; interrogate code-relations using query tool (Boolean operators) Draw theme networks and re-evaluate data to interrogate and ensure themes (supported by smart codes, code-groups and sub-codes)	

[1] Based on iterative analysis using Creswell & Poth's (2018) and Tracy's (2010, 2012) first and second level coding

[2] Coding process: Independent inductive co-coding; Consensus discussions; Code-book development & stabilisation; External coding using code-book; Consensus discussion; Create themes and subthemes; Panel Review of themes and subthemes.

Table 4.2:

Methodological voice comparisons within and across themes

Data Sources & Coded Segment Distributions Across Themes Differentiated by Voice	Case #	Theme 1. FACILITATED SAFETY[1]	Theme 2. NURTURING PRACTICES & SPACES[2]	Theme 3. PRIORITISA-TION OF EDUCATION[3]	Theme 4. CO-OWNERSHIPS OF EDUCATION[4]
CHILD VOICE: Research File Activity & Daily Schedule (Kyrönlämpi-Kylmanen & Määttä, 2011)	1	1	9	14	1
	2	3	7	8	3
	3	2	11	12	5
	4	7	8	12	1
	5		11	7	3
CHILD VOICE: Draw & Talk (Mitchell, Theron, Stuart, Smith, & Campbell, 2011)	1		4	26	18
	2	1	2	37	22
	3	2	7	27	15
	4	3	11	20	13
	5	3	3	23	20
CHILD VOICE: Photo Elicitation (Cook & Hess, 2007; Liebenberg, 2009)	1	1	16	13	19
	2		5	20	10
	3		1	31	28
	4	6	15	18	17
	5		7	17	11
CHILD VOICE: DITL Video (Gillen & Cameron, 2010)	1	18	9	43	100
	2	22	47	49	94
	3	3	47	94	122
	4	3	18	76	50
	5	17	76	70	110
ADULT VOICE: Parent Interview (Chilisa, 2012)	1	25	17	45	37
	2	10	5	47	41
	3	22	9	29	22
	4	6	4	19	22
	5	19	3	17	29
ADULT VOICE: Teacher Interview (Chilisa, 2012; Mitchell et al., 2011)	1	8	8	32	63
	2	2	11	8	33
	3	9	4	22	53
	4	13	7	21	61
	5	10	8	33	66

Data Sources & Coded Segment Distributions Across Themes Differentiated by Voice	Case #	Theme 1. FACILITATED SAFETY[1]	Theme 2. NURTURING PRACTICES & SPACES[2]	Theme 3. PRIORITISA-TION OF EDUCATION[3]	Theme 4. CO-OWNERSHIPS OF EDUCATION[4]
SUPPLEMENTARY VOICES: Researcher photos, Additional Interviews, Photo transect walk (Chilisa, 2012; Patton, 2002c; Von Maltzahn & Van der Riet, 2006; Yin, 2018)	All cases	24	5	6	41

Themes detailed in Chapter 3:

[1] **Theme 1: Facilitated Safety** (Safe passage to/from school & Safe learning environment)

[2] **Theme 2: Nurturing Practices & Spaces** (Creating spaces where children were fed; Creating spaces where children could play & Creating spaces that fostered children's sense of belonging)

[3] **Theme 3: Prioritisation of Education** (Significant others advocated education, Significant others partnered with children's learning processes & Child engagement in learning)

[4] **Theme 4: Co-ownership of Positive First-Grade Adjustment** (Parent-Teacher team, Child adherence to expected school behavioural norms & School-based partnerships

CHAPTER 5: Children's Social-Ecological Resilience: Implications for First-Graders in Rural South Africa and Similar Settings

The resilience processes of children have received considerable attention across the globe (Hart et al., 2016; Masten, 2014, 2018; Theron & Theron, 2010; Ungar, 2012; van Breda & Theron, 2018). Efforts to understand resilience in risk-filled contexts has mainly focused on adolescent resilience processes (Theron, Liebenberg, & Ungar, 2015; Ungar, 2012; van Breda & Theron, 2018). For younger children, resilience research has, on the whole, concentrated on the early years (ages 0–6) (Henderson, 2012; Ungar, 2005), to include formal school transitions from home and nursery settings to Kindergarten (pre-school, Grade R, Reception year) (Dockett, 2014; Dockett & Perry, 2001; Margetts, 2014); with limited inputs for children aged 6–7 years old starting the first grade (*cf*. Bezuidenhout, 2018; Margetts & Phatudi, 2013). Research on this topic is mostly absent in the Global South as detailed in Chapter 2.

In South Africa, studying positive transitions to the first grade is of particular value since many children only start to attend formal schooling at this time. If children did attend a reception year, the quality of education of pre-school programmes are inconsistent and do not necessarily prepare children adequately for the demands of starting the first grade (Richter & Samuels, 2018). Many children starting school in South Africa live in communities challenged by disadvantages and they enter schools that are under-resourced and struggle to meet the educational needs of children (Richter, Reddy, Roberts, Spaull, & Theron, 2018; Spaull, 2013, 2015), let alone support children's resilience processes to enable them to adjust well to school. Researchers continue to advocate for school ecologies (teachers and other resources within the school) to support children's resilience processes in addition to providing quality education, especially when children enter schools amidst disadvantage (Masten, 2016; Ungar, Connelly, Liebenberg, & Theron, 2017).

I am a research psychologist who works in communities that face multiple challenges and various risks that hinder positive development. I was motivated to study children's resilience and the social ecologies that facilitate their resilience processes by looking at three aspects I find of particular interest, i.e. being embedded in systems, relying on people and resources in one's embedded systems to function well, and, transitioning between educational settings. The SISU project was designed in ways that resonated with the aims, purpose and pathways of my own development and academic aspirations (*cf.* Chapter 1: Table 1.2).

The core question that guided the current study was: "Why and how do children adjust well to the first grade despite living in risk-filled contexts?" As such, I wanted to understand the resilience processes of children when starting the first grade, and how these processes are facilitated by social-ecological role players that form part of children's home- and school contexts (people and environments) or direct social-ecological systems. These understandings are pursued in three phases. First, a scoping review of literature illustrated the gaps in existing literature on resilient transitions to the first grade in risk-filled environments, especially in the Global South in general, and South Africa in particular. Second, an empirical study informed the resilience processes of first-graders who live in a rural, isolated, disadvantaged community in South Africa, to address the paucity of research evident from the scoping review. Finally, I identified how the research was conducted from the extant literature (identified through the scoping review) to gain insight into the core assumptions of who informs the findings and how. I then provided alternative data examples from the empirical work that offer researchers strategies that oppose mainstream research limitations.

Phase 1: Scoping the Literature on Resilient Transitions to the First Grade

In an effort to identify children's resilience processes despite vulnerability, I conducted a thorough scoping review (Arksey & O'Malley, 2005; Daudt, van Mossel, & Scott, 2013) to

illustrate not only the gap in research literature on children's resilience, but also the manner in which extant literature explains resilience at the hand of seven commonly recurring resilience mechanisms (Ungar, 2006, 2008; Ungar et al., 2017). The scoping review followed a five-stage process to identify a research question, relevant studies, selecting studies, charting the data, and collating, summarising and reporting the results. The two-phase iterative analysis process included first-level coding (inductive open coding, descriptive level coding) and second-level coding (axial and selective coding, the critical theoretical lens of the social ecology of resilience theory (SERT) applied deductively). The unique approach made it possible to consider resilience enabling mechanisms (or resources) in the context of the following:

- The nature of resource availability
- The different domains where the mechanisms were located (single or multi-settings or ecologies)
- The applicability of resources, i.e. whether such resources were unique to a particular study (or contextually embedded), or just uniquely facilitated by children and their social ecologies.

The scoping review aimed to answer: "What are the resilience processes that supported vulnerable children to adjust well to the first grade?" and to use the SERT as a critical lens to consider the extent to which extant literature informs commonly recurring resilience mechanisms to enable children's positive adjustment to the first grade.

Key contributions of the scoping review:

- Social ecologies provide resilience-enabling resources that facilitate children's resilience despite the adversities they face, including relational (supportive relationships) and material support (access to material resources), promoting children's sense of identity (including personal strengths) and supporting children's

sense of coherence (foster belonging). This is displayed through children's adherence to culturally expected behaviour.

- SERT understandings of children's experiences of power and control (e.g. that children can influence their environment, or exert control), as well as their experiences of social justice, were limited in extant literate.
- Ecological perceptions of resilience add value to understanding children and the contributions of their social ecologies to their resilience processes within and across settings respectful of contextual, relational and material differences—values that are embedded in the principles of resilience when defined according to the SERT.
- Children rely on parents' level of education or educational experiences and academic knowledge as funds of knowledge to support their transition to the first grade as a material resource for resilient school adjustment—a unique contribution of the current study.
- There is a need to promote understandings of the resilient transition to the first grade amidst adversity in underexplored settings, such as rural, qualitative, multiple-embedded systemic studies in the Global South (a definitive gap for the current study).
- Scoping review studies' reliance on adult-informed studies with limited input from children's perspectives show the paucity of research integrating children's contributions. This highlights the importance of the current study as an example of including and promoting children's authentic contributions to their resilience processes when starting the first grade.

By differentiating the roles and contributions of children and their social ecologies' to their resilient transition to the first grade despite adversity, I was able to clarify and state the different contributors and contributions according to the SERT perspective. The systemic

differentiation allowed me to explore the contexts in which these relational-material exchanges occur. They are facilitated through child-adult partnerships, especially adults taking the lead to facilitate children's resilience processes in ways that meaningfully support children's needs while respecting children's contributions. This process resonated with Ungar's (Ungar, 2006, 2008) principles that underlie a social-ecological view of resilience that decentres resilience as the sole responsibility of a child, and instead promotes resilience as a collective, pluralistic process. Accordingly, the unique approach of using SERT as a critical lens to understand the resilience contributions of children and their social ecologies from published findings highlighted the interdependence of children and key social-ecological role players to access and navigate towards resilience-enabling resources from their home- and school environments.

In a recent review of South African literature published on children and youth resilience, van Breda and Theron (2018) illustrate the paucity of research considering children- and youth-voiced findings. Such a review illustrates the value the current scoping review adds to interpretations of extant findings, since limited publications (i.e., two of the 61 studies reviewed) reported on younger children's resilience processes at age 6 to 7 years old, one of which I co-authored as part of the SISU team outputs from data generated by my study (Kumpulainen et al., 2016).

Phase 2: Empirical Study on First-Graders Living with Adversity

In response to the gap in the research noted above, I conducted empirical work as part of a joint study of children's resilience in South Africa and Finland (SISU project), exploring how and why children adjust well to the first grade despite adverse conditions. My study utilised a multiple-embedded case study methodology that consisted of five case-study children's pathways to resilience as enabled by their parents (and inherently their siblings and extended family members) as well as their teachers (including accessing information of

classroom peers and children's school system at large). Additional data were gathered from key stakeholders that the child participants pointed out in their explanations during data gathering, including the school librarian, the principal and one of the school cleaners. The explanations of all the stakeholders provided insight from different points of perspectives, highlighting the resilience processes children rely on to adjust well to the first grade in risk-filled contexts—an integrated approach that answers to calls for research to do so (Dockett, Petriwskyj, & Perry, 2014; Masten, 2014, 2016, 2018).

The case study methodology is detailed in Chapters 1 and 3. I would, however, like to highlight the following to illustrate my study's contributions, adherence to ethics and how the methods align with the theoretical contributions made. The sections below expound the study's contributions on the following matters:

i. The contribution of advisory panel (AP) case selection to children's resilience research
ii. The implications and contributions of translation and interpreting to qualitative research
iii. The context of the participants: Notes for researcher engagement where the power imbalances matter
iv. The research process: Accentuating SERT case study research and practical implications
v. Expectations where theory and methodology intersect
vi. Key contributions of the empirical study

(i) The contribution of advisory panel (AP) case selection to children's resilience research. Resilience and positive adjustment indicators were co-defined by a community AP who collaborated to facilitate case selections (see Chapter 1 and Addendum 3 for AP process).

Collaboration with an AP in South African resilience studies has primarily been applied with adolescent and youth studies (for example Jefferis & Theron, 2017; Theron, 2013; Theron et al., 2015). The current study (rural) and a second doctoral thesis (urban study *cf.* Bezuidenhout, 2018) that also formed part of the SISU project were the only examples where younger children's resilience studies incorporated the AP in practice. Five child participants (primary informants) and the adults from the children's social ecologies (secondary informants including parents, teachers and additional school staff), informed my research. Relying on co-created definitions adheres to the SERT principle that resilience is embedded and culturally nuanced (Ungar, 2008, 2011, 2013). This fills a gap in research that contextualises how children's resilience is operationalised.

(ii) The implications and contributions of translations and interpreting to qualitative research. The participants' home language was Setswana—of which I have a rudimentary understanding. Though the language implications are detailed in Chapter 1, of particular note here is the ways in which data were translated using strategies that would ensure quality, since participants used dialects particular to the region that did not necessarily allow for back translation (Choi, Kushner, Mill, & Lai, 2012; Patton, 2015; Smith, Fischer, Vignoles, & Bond, 2013). The process I followed was closely aligned with recommendations by Shimpuku and Norr (2012), where audio-data were transcribed verbatim in the language in which it was recorded, followed by a text-based translation into English. Next, the translations were reviewed by a translator who spoke and had a good understanding of both English and Setswana. She listened to the original recording while reviewing the English text. No other studies using similar translation practices in South Africa could be located at the time. Translation research in South Africa tends to follow one-way expert translations, collaborative bilingual team translations, and second or back translations (Dhamani & Richter, 2011). As

culture and language shape individuals' expressions, the process I followed ensured that the texts that were analysed indeed reflected what the participants had said and meant.

(iii) The context of the participants: Notes for researcher engagement where power imbalances matter. The participants live in a community challenged by disadvantage (rural isolation, scarce resources, poverty) where children attend a government-subsidised, no-fee school (quintile 1) (Department of Basic Education, 2017). At school children are provided with a meal a day as part of the National School Nutrition Program (NSNP) (Department of Basic Education, 2015). I am aware that I have had a privileged upbringing, education and opportunities, but I also have vast experience in working with people from different backgrounds, socio-economic statuses, ages and cultures. My experiences help me to remain grateful for what I have and can access, while being humbled by the generous welcome that the participants offered when they welcomed me into their homes, school, and lives. As a white female entering the homes of marginalised, Setswana-speaking participants, I was aware of possible socio-political power imbalances that result from South Africa's history of white oppression from the era of Apartheid (Barnes, 2018; Leibbrandt, Finn, & Woolard, 2012; Leibbrandt, Woolard, & Woolard, 2007), as well as inequalities created by socio-economic status and poverty (Prilleltensky, Nelson, & Peirson, 2001; van der Riet & Boettiger, 2009). I understood that my background could serve as a barrier linguistically, ethnically and with respect to comprehending the information the participants presented. Accordingly, I was mindful of the implications and content of these repercussions (Patton, 2002c). I trained and worked with a Setswana interpreter who understood my limitations. After each session, our debriefing discussions allowed me an opportunity to check my understandings and interpretations with hers, to clarify any questions and to contextualise experiences explained by participants.

I reminded participants of their wealth of knowledge and how the research team and I valued their contributions. I greeted participants in their mother tongue and encouraged them to engage with the interpreter, who conducted fieldwork with me throughout the project. I reassured participants and offered to leave the session should they feel more comfortable only engaging with the interpreter (a female, Setswana-speaking young mother who also had a son in the first grade at the time we gathered data). Participants welcomed me to stay and we still keep in touch to date.

(iv) The research process: Accentuating SERT case study research and practical implications. This section provides commentary on the research process when employing a case study methodology within the multiple ecologies and principles that inform the SERT. It includes what the study set out to achieve, the difficulties the researcher encountered and how these were overcome: from community entry, the intermediary processes of data gathering and analysis to research dissemination and community exit.

Community entry and research roll-out. As detailed in Chapter 1, negotiating access to the community and potential participants was a process that relied on timous permissions from ethics boards and entities, and also required time to build researcher-community partnerships. The collaborative process was essential to gaining access to the participants who could best inform findings from multiple levels within a systems-based framework of the SERT—especially since case study methodology builds elaborate explanations contained within each case participant's data corpus. Researchers should allow ample time and funds for the collaboration and ethical processes. To illustrate, it required four months' repeated visits from November 2013 to February 2014 to establish the AP, negotiate school access and establish a research timeline. Institutional permission to conduct the study was awarded for February 2014–2019, while the provincial Department of Education (DoE) granted verbal

permission in May 2014 (received in writing on 2 June, after which the study commenced). The value of building community partnerships and understandings before the commencement of the research was that the relational structures were in place to facilitate participant selection. The research aims and objectives were streamlined through localised understandings of the research phenomena.

The DoE rules on researching with children during regular school hours on school grounds stipulate that such research is only permitted until the end of September. After that, contact was only permitted outside of school hours. The school access influenced the timeline and roll-out of the methods from June to November (i.e., six months), as opposed to March to November (i.e., eight months) as anticipated. The timeline adjustment meant that the data gathering processes increased in intensity to fit the necessary data contact sessions with the child participants and teacher participants for data from the school setting, as well as data gathered at children's homes with their families. I was able to adjust the research schedule to align with the timelines for school-based research so that participants and researchers were not fatigued in the process of data gathering. The adjustments did not affect the quality of the data gathered, and the number of contact sessions with the participants remained the same.

Research process: Data gathering and analyses. The volume of data generated as part of this case study research was comprehensive. For the SERT, the inclusion of multiple voices from children and their social ecologies meant that the data corpus for each of the five child participants consisted of the following:

- Child data (primary informants):
    - File activity and daily schedule (Kyrönlämpi-Kylmanen & Määttä, 2011)
    - Child-generated drawings (Mitchell, Theron, Stuart, Smith, & Campbell, 2011)
    - Child-generated photos (Cook & Hess, 2007; Liebenberg, 2009)

    - Child-directed day-in-the-life (DITL) video methodology (Gillen & Cameron, 2010)

- Adult data (secondary informants)

    - Separate individual in-depth interviews with parent and teacher participants (Chilisa, 2012)
    - Drawings (as part of the teachers' descriptions of the child participant) and focus groups (Merriam & Tisdell, 2016) with teachers
    - Individual follow-up member reflections with parents and teachers (Tracy, 2013)
    - Additional interviews with the school principal and librarian (a teacher who managed the school's container library), as well as a guided walk on the school grounds with one of the school cleaners that I documented on video and in research notes

Data analyses for each of the methods listed stemmed from inductive, in-depth, within-case analysis followed by cross-case comparisons (Yin, 2018). I presented the within- and cross-case analysis to the South African SISU team for review (attached as a PowerPoint presentation under Addendum D). These analyses together with the urban data analysis of Bezuidenhout (2018) were used to co-develop a codebook. Codes developed across cases were applied within cases (where appropriate) and externally reviewed by an independent researcher and the Finnish SISU team. The rigour of the analysis process was necessary to ensure that nuanced resilience explanations were made visible, not only to the local researchers, but distal researchers as well. The process underscored cultural and contextual understandings that are important within the SERT to show how culture foregrounds how resilience is demonstrated—

e.g. the South African and Finnish comparison co-published from my data (*cf.* Table 1, Kumpulainen et al., 2016, p. 132-133).

Despite the rigorous process of analysis described above, the volume of data did carry the risk that some of the data would be overlooked in pursuit of the focus of the research question. For example, the DITL video methodology recorded each child in his/her surroundings in a real-time (documentary) context going from home to school, time at school, returning home again, and time spent after school at home. Footage for the DITL included video footage for up to 8 hours of a child's regular school day. The methodology requires the researcher to condense the footage of the full day into shorter snippets that condensed the whole day into 30 minutes. Since the focus of the SISU project was to explore the direct systems from children's homes and families that supported their transition to the first grade, the snippets selected for the final 30-minute footage may have excluded information and footage that explain supportive ecologies outside of children's homes and school. The exclusion meant that structures and people from the community at large were excluded from the final video that was reviewed by children and (with their explicit permission) their families. If the researcher opted to code larger video segments than the final 30-minute compilation, it is possible that a richer, community-embedded context of children's resilient school transitions would be explained.

Dissemination Strategies and Community Exit. Listed in Chapter 1 (cf. Research process, adapted from p. 66, are dissemination products from the SISU project. I want to emphasis three outputs in particular that were participant-driven and are meant to conclude the study at the research site and DoE.

1. *International Conference Poster:* Kahl, C., Khumalo, I. P., Ngwanya, A., Segopolo, R., Gill, S., & Dikana, B. (2017). We are SISU! Teachers promoting social-ecological resilience of first graders in rural South Africa when starting school.

Poster presented at the 4th Pathways to Resilience Conference (RRC). Presenter: Ms Carlien Kahl, Cape Town, South Africa, 14–16 June, 2017. *Role of the participants:* Teachers determined the purpose of the poster; selected findings and co-interpreted what they wished to portray.

2. *School-based data dissemination:* All study participants will be presented with certificates on completion of the thesis. The case teachers want to further disseminate the findings in their classrooms, but also for other teachers at the school. They plan to showcase good practices from the findings by putting up a resilience tree (inspired by Angie Hart and colleagues *cf.* BoingBoing 2017a, 2017b). The resilience tree involves hanging resilience-related word cards and pictures of actions from an artificial tree to illustrate what children, their parents, peers, school teachers and other staff can do to promote positive adjustment to the first grade and other grades. The participating teachers wish to coach other teachers and students to incorporate practices to promote positive adjustment amidst the adversities children faced.
3. *Provincial Department of Education data dissemination:* The teachers wish to present the 2017 RRC poster to the representative for the Foundation Phase at the DoE local office in their town, as well as the district office and head office of the province.

The dissemination practices noted above are pivotal to present academic findings in contexts where key stakeholders have to integrate and make use of studies to promote changes necessary for social justice: making research tangible and showcasing grassroots findings that are impacted by choices made by indirect social ecologies. Such dissemination practices respect that the knowledge generated is participant-dependent and emphasise the importance of accessing key distribution channels to promote the findings where it matters most. It is such

knowledge, generated by ordinary people about their lived experiences, that policy-makers need to guide their decisions about policy regulations better.

(v) Expectations where theory and methodology intersect. Methodologically, there are two crucial considerations when choosing methods for studying children's resilience from a SERT perspective. First, I had to consider who voiced the findings and how, and second, which adjustments had to be made in the field to accommodate the child and adult participants from home- and school settings.

When considering the first point, I had to take care not to make assumptions about which methods are best suited for whom regardless of personal preference. When designing multiple voiced studies, the crystallisation of voices is a great benefit, but it may also pose inherent difficulties when engaging voices in particular ways (*cf.* Chapter 4: Research(er) Assumptions and Counter Views to Extant Practices). With the use of visual participatory methods, for example, the assumption that all children enjoy drawing was challenged by one child participant who disliked drawing and preferred modelling his "picture" using clay—considered a culturally appropriate alternative by Roos (2012). I anticipated that children may respond differently to traditional drawing materials like pencils and crayons, especially in a rural, isolated, disadvantaged community where children may have fewer opportunities before starting the first grade to use drawing and writing materials. Therefore, I prepared the drawing materials, but also included malleable clay and finger paint if children preferred to use these.

Second, researcher flexibility may require in-field adjustments, which are complicated by ethics committee regulations that require detailed methodology beforehand so that researchers may often not adjust or tweak to meet children's needs (MacDougall & Darbyshire, 2018; Okwany & Ebrahim, 2016). Researchers criticise such guidelines that limit children's rights and abilities to direct their responses (Farrell, 2016; Kay & Tisdall, 2016). Researchers

are ever more calling for child-directed research that allows participant choices to determine the next steps in research (MacDougall & Darbyshire, 2018; Mertens, 2018). Using the same example of a child who did not enjoy drawing, I would have preferred asking the child to show me the answer to the research question in a way he preferred—the range of methods included in the children's selection of visual participatory methods allowed for variation in children's responses (to an extent). However, with increased calls for decolonising research methods (Barnes, 2018; Macleod, 2018), alternative expressions would (could) provide children with alternative responses. For example, using traditional games (Odendaal & Moletsane, 2011), or flexibility in how the current drawing method could be adjusted to draw with a stick in the sand outside—a playful activity I observed children in the community doing.

(vi) Key contributions of the empirical study. Besides the contributions already mentioned in Chapter 3, I would like to provide the following insights as a culmination of the empirical study I conducted:

- The current study provided an opportunity for all stakeholders' voices to be heard: children, their parents and teachers, as well as additional inputs by family members, peers and school staff.
- Children understand, contribute and rely on resilience-supporting resources in active partnership with parents, teachers, peers and family from their direct social ecologies. Children as primary informants of the study is one of the first of its kind in the global south.
- The research has a unique contribution in conducting resilience research *with* children from a multiple systems-level understanding that considers children to be stakeholders that inform their resilience processes.

- Children's resilient school transitions are embedded in ecological understandings through interactive, bidirectional resilience processes and resources that require complex designs, methods and analyses to produce pluralistic understandings in the context of children's micro-level (direct) resources (including what and how these enabling resources are accessed)
- Children need nuanced responses from adults in their social ecologies to facilitate and enable their resilience that requires insight from key stakeholders within these systems. These systems inform macro-level (indirect) understandings of children's resilience and could direct appropriate support (resource) where systems are aware of macro-level disparities (e.g. scarcity of indirect support) that affect children's direct support structures and access to resources.
- Such macro-level understandings could illustrate why just adding more resources to, for example, a school in a disadvantaged area does not necessarily address or redress the needs of children who transition to first grade amidst adversity.
- The study is a practical example that addresses the paucity of child-directed resilience research that challenges the way mainstream studies have been conducted on children's resilience research to date.

Phase 3: Ways of Conducting Resilience Research With Children—Lessons Learned

The final phase (phase 3) resulted from an integrated methodological-conceptual paper that drew insights from how extant children's resilience research had been conducted to date and extracting the core research (or researcher) assumptions on how these studies were accomplished (i.e., insights from Phase 1). In comparison to how children's resilience research on the adjustment to the first grade was steered in the past, I challenged seven core assumptions by showcasing how the SISU project data (from the empirical work of Phase 2) provides new

insights, alternative approaches and new growth and learning opportunities for studying first-graders' school transitions in future.

Understanding how to conduct research with children requires increased reflections on researcher methods and processes: what choices are made, how and why? Increasingly researchers are called to include child-appropriate methods, yet the assumptions on what this means affect researcher choices (Liebenberg & Ungar, 2009; MacDougall & Darbyshire, 2018; Okwany & Ebrahim, 2016). Besides the methodological contributions already noted for Phase 1 and 2 respectively, Phase 3 draws comparisons between studies from Phase 1 and how Phase 2 addressed methodological limitations from extant findings (detailed in Chapter 4). The context in which the current study was located posed real-life challenges that children in similar rural settings are exposed to (and are increasingly vulnerable to) when they live with adversity. This study contributes to understanding resilient school adjustments despite severe disadvantages that pose the contrary, and exemplifies how sensitive research can be conducted in ways that respect and empower children and their accompanying social ecologies.

My study provides viable alternatives to studying children's resilience using mainstream directions, but also demonstrates the limitations of the current approach. It was encouraging to experience how the study offered children, their parents (and other family members) and teachers the opportunity to recognise what they offer and to enable resilience processes that they were not aware of before they participated. From a methodological viewpoint, the value of the SERT focusing on multiple systems (i.e., decentred approach), enabled participants to realise that resilience as a process lies within a collaborative effort rather than an achievement privileged to but a few. However, should the disadvantages participants face daily not change and the demands placed on children, their families and school exceed their ability to navigate resources within their systems, the outcomes could be dire. Thus,

though resilience research focuses on positive adjustment despite severe adversity, macro-systems (e.g. school policy and budgeting) cannot expect micro-systems (individuals, schools) to carry the full responsibility for enabling children to transition well to school when larger systems do not support them to do so in return (e.g. under-resourced schools) (Richter et al., 2018). Perhaps in its limitations, my study on children's resilience points to the obligation of researchers to hold stakeholders accountable to lever change where it is most needed to support children with appropriate resources that promote social justice.

Key contributions of methodological lessons learnt.

- The study provides integrated critical reflections on research (methods) and contributions (knowledge) and how to bridge the gap between assumptions embedded in extant research approaches with counter suggestions by the current research.
- The research identifies critical leverage points for conducting resilience research with children while contributing to social justice through emancipatory community-based research.
- The study illustrates the benefits and possible pitfalls for children's resilience research where role players within social ecologies are simultaneously aware of their contributions in navigating systems' resources to facilitate children's positive adjustment to school; but also of the fallibility of their attempts should the adversities they face exceed their ability to counter it in the absence of social justice.

Concluding Remarks on the SERT and Implications for Research

The final remarks that follow comment on three of the four principles of the SERT (i.e., decentrality, complexity and cultural relativity (my study did not provide explicit examples of

atypicality), *cf*. Chapter 1). I also reflect on the research scope and limitations of transitions to the first grade.

Principles of the SERT revisited. One of the crucial contributions of the current research was investigating how children's social ecologies facilitated their resilience processes when transitioning to first grade despite contexts with adversities (non-ideal conditions that place an additional burden on children's development). By including multiple stakeholders from children's home- and school ecologies, the study was designed to promote the principle of *decentralisation*: where children's resilience processes rely on their social ecologies to facilitate, navigate and enable their access to supportive resources. Children who need more support to adjust well to the first grade in contexts of adversity often come from families who face additional challenges due to adversities (Bronfenbrenner, 1979; Masten, 2018; Panter-Brick & Leckman, 2013). Thus, children's social ecologies may struggle to support them to adjust well amidst hardships. The researcher understood that children from the current study may depend on home- and school systems that are already burdened to provide the necessary resilience resources that larger ecologies or environments possibly failed to do. When social-ecological systems face disadvantages that place them in vulnerable positions, the only solution is changing the odds that people within these systems face through socially just changes (Hart et al., 2016; Masten, 2018; Seccombe, 2002). The current study serves as an example of scarcely resourced settings (or ecologies) supporting children despite adversities, but the findings cannot necessarily be replicated. Social ecologies would not necessarily be able to provide the necessary resilience-enabling resources where these ecologies are burdened themselves.

The SERT that considers a child as embedded and integrated within his/her different direct systems (systems within the child, home, school) as well as larger systems that indirectly

influence children's first-grade transitions amidst adversity (community, education systems, socio-economy, political systems), is complex. The principle of the *complexity* of the theory necessitated the use of multiple methods to access the multiple voices on various levels. Understanding and unfolding the theory into manageable constructs that explain children's resilience as a process that social-ecological role players enable (or hinder), was challenging. I was able to manage the volume of the data and the different participants' contributions through my use of ATLAS.ti 8 and I recommend that researchers in future make use of computer-based analysis tools. Such tools support the researcher to zoom in and out of the different ecologies presented in the data and to compare findings within and across cases. The complexity was thus managed by systematic coding and recall of analyses in ATLAS.ti

Indicators for what it means to do well despite adversity, e.g. transitioning well to the first grade despite living in a disadvantaged community, may differ according to cultural and situational settings—the principle of *cultural relativity*. To facilitate embedded understandings, a community advisory panel (AP) provided insights into expected milestones for children's positive adjustment to school in the context of a rural, disadvantaged community (*cf.* Chapter 1: Participants, Case Selection and Context). However, despite the nuanced differences in how transitioning well to formal schooling is viewed, the resilience processes that support children (good outcomes despite severe disadvantage) may share universal applications through common resilience resources (Ungar, 2006, 2008; Ungar et al., 2017). As such, how children and their social-ecological role players interpret what doing well despite adversity means in their context could differ, and the current study provided contextualised understandings children's positive school transitions despite living in a rural, isolated, disadvantaged community in South Africa. Still, the recurring resilience resources will most likely be present across contexts.

The scope of first-grade transitions as a limitation for the current study. Though the current research addressed a substantial gap in children's resilience research in the Global South, it offers limited insight into what happens after children have transitioned well to the first grade despite contexts of disadvantage. When I followed up with the participating teachers to inquire how the child participants were progressing in their successive school adjustments (having all completed first grade in 2014, the children have now completed the fifth grade), they reported that all the children continue to adjust positively and do well in school. Prolonged research with the children may have demonstrated how starting first grade well extends to successive transitions in school, warranting investigations into long-term school adjustments and resilience of children throughout primary school (such as longitudinal studies that include transitions to the first grade, *cf*. Burchinal, Roberts, Zeisel, Hennon, & Hooper, 2006; Correia-Zanini & Marturano, 2016; Hosokawa & Katsura, 2017; Kiuru et al., 2016; Miller-Lewis, Searle, Sawyer, Baghurst, & Hedley, 2013; Nurmi et al., 2017; VanSchyndel, Eisenberg, Valiente, & Spinrad, 2017; Yan, 2016). Thus, one of the limitations of my research was that it only focused on the transition to the first grade, although the data were generated over a prolonged period. It spanned the year children finished their first grade, and reflections and follow-up visits lasted into children's second grade (though the reflections remained on the first grade).

The following excerpt adjusted from Chapter 4 reminds me that some questions I raised in my research perhaps remain unanswered: "If children's education is considered a priority [by multiple stakeholders], why are the practices that enable children's resilient transition to the first grade [and later school adjustments] not a key focus for resilience researchers? What are the implications for enabling social justice when this research is not tabled?" (p. 206.

The Way Forward: Critical Reflective Recommendations

What are we as researchers telling the systems in which children are embedded about what helps (or hinders) their positive school transitions when starting the first grade?

Future studies may explore both direct and indirect systems of support (ecologies) and its efficiency in supporting formal school adjustment. The contexts in which children move have multiple voices, and it is thus important to discern and showcase children's voices to understand what and who matters most to them. The researcher should consider research designs and methods with care and continue to critically address the inherent assumptions embedded in particular designs and methods through lessons learned from the current approach. Perhaps Ellingson's (2017) consideration of the embodiment of research will come into play when researching children's resilience in future. She emphasises the need to understand the body-mind dichotomy to increasingly include research that considers contextually embedded actions not just as having or being, but also ways of doing and how to best capture children's explanations and how they embody their understandings of being in the world, especially for research beyond words.

Resilience research continues to shift towards understanding how participants (and researchers) adapt to the environments that shape their interactions. Thus, beyond the current study, research that captures the differential effects of social ecologies on individuals' resilience processes (Ungar, 2017), will gain prominence. Meaning-making will go beyond unilateral internalising and making sense of the information, but will extend to capture the multiplicity of sensory information on participant as well as researcher engagement levels—in particular how researchers embody their experiences and are embedded in its analysis (Ellingson, 2017).

To conclude, the case study methodology provided me with the opportunity to access multiple voices (perspectives) from a variety of levels from children and their direct social ecologies. I acknowledge that the magnitude of the study meant that all explanations and examples could not be tabled and the study "inevitably does not do justice to the rich ideas and practices" (Schwandt & Gates, 2018, p. 341) participants expressed.

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Addenda A: Ethics

Addendum A1: NWU Ethics Approval Letter

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Ethics Committee
Tel +27 18 299 4849
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your project as indicated below. This implies that the NWU-RERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: SOCIAL ECOLOGIES OF RESILIENCE AMONG AT-RISK CHILDREN STARTING SCHOOL IN SOUTH AFRICA AND FINLAND: A VISUAL PARTICIPATORY STUDY (SISU)

Project Leader: Prof. L Theron & Prof T Khumalo

Ethics number:

N	W	U	-	0	0	0	1	8	-	1	4	-	A	8
Institution				Project Number						Year			Status	

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Approval date: 2014-02-10 **Expiry date:** 2019-02-09

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- *The project leader (principle investigator) must report in the prescribed format to the NWU-RERC:*
  - *annually (or as otherwise requested) on the progress of the project,*
  - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
- *The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC and new approval received before or on the expiry date.*
- *In the interest of ethical responsibility the NWU-RERC retains the right to:*
  - *request access to any information or data at any time during the course or after completion of the project;*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the project are revealed or suspected,*
    - *it becomes apparent that any relevant information was withheld from the NWU-RERC or that information has been false or misrepresented,*
    - *the required annual report and reporting of adverse events was not done timely and accurately,*
    - *new institutional rules, national legislation or international conventions deem it necessary.*

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

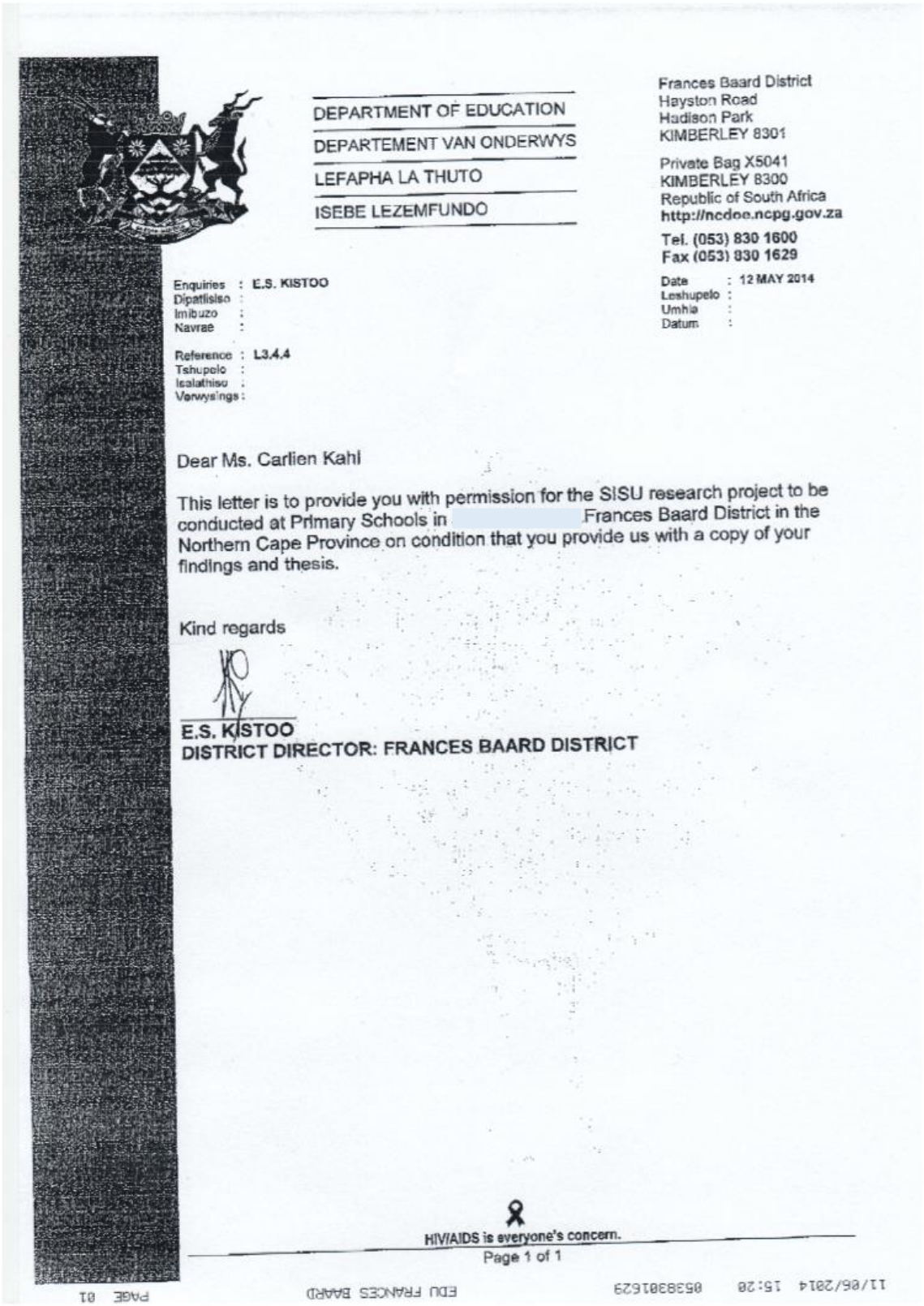
Yours sincerely

Linda du Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU, Vaal Triangle Campus, ou=Vice-Rector: Academic, email=linda.duplessis@nwu.ac.za, c=US
Date: 2015.01.14 10:13:28 +02'00'

Prof Linda du Plessis
Chair NWU Research Ethics Regulatory Committee (RERC)

Addendum A2: Department of Education, Northern Cape Permission Letter



DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS
LEFAPHA LA THUTO
ISEBE LEZEMFUNDO

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Enquiries : E.S. KISTOO
Dipatlisiso :
Imibuzo :
Navrae :

Date : 12 MAY 2014
Leshupelo :
Umhla :
Datum :

Reference : L3.4.4
Tshupelo :
Isalathiso :
Verwysings :

Dear Ms. Carlien Kahl

This letter is to provide you with permission for the SISU research project to be conducted at Primary Schools in Frances Baard District in the Northern Cape Province on condition that you provide us with a copy of your findings and thesis.

Kind regards

E.S. KISTOO
DISTRICT DIRECTOR: FRANCES BAARD DISTRICT

HIV/AIDS is everyone's concern.

Page 1 of 1

11/06/2014 15:20 0538301629 EDU FRANCES BAARD PAGE 01

Addenda B:Informed Consent & Assent

Addendum B1: Adult Informed Consent Advisory Panel

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LETTER OF INFORMATION: ADVISORY PANEL

Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa

Dear (AP's name)

I am a doctoral student who is part of a research team of the Optentia Research Focus Area, North-West University, Vaal Triangle Campus. We are working in collaboration with the University of Helsinki in Finland. Together we are investigating the *Social ecologies of resilience among at-risk children starting school in South Africa and Finland: A visual participatory study* (in short known as the SISU project). In the context of my PhD research, this means that I aim to explore and describe the resilience processes of five South African children who transition well to Grade 1 despite the challenges of coming from economically disadvantaged contexts. An economically disadvantaged context is interpreted as residing in the Frances Baard District in the Northern Cape, attending a Quintile 1 school, and having no early childhood education. The study is designed to include children's explanations of their resilience as well as gaining insight into their parents' and teachers' understanding of their resilience processes. Should you decide to be involved, please remember ***that your participation in this study is voluntary and you may stop participating at any time.***

Who can participate in this study?

You are invited to form part of my Advisory Panel (AP) for this project, because you are a professional person with rich experience in working with Grade 1 children, and because you understand local cultural and community norms. The AP will consist of 5-6 other professionals from your community who also have insight pertaining to local cultural and community norms, and rich experience in working with Grade 1 children. We anticipate that this experience will mean that the AP understands what it means to "transition well to school", or in different words cope well with the challenges of Grade 1, despite challenges like living in an economically disadvantaged community. The AP will assist in defining "transitioning well to school" and what the criteria or indicators of "transitioning well to school". These will be used to facilitate the recruitment of 5 children who match these criteria.

What will you be asked to do?

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LETTER OF INFORMATION: ADVISORY PANEL

To help the project team understand what characterises children who "transition well to school", or cope well with the challenges of Grade 1, despite challenges like living in an economically disadvantaged community, you will be asked to:

- Meet with me, my co-researcher and five other professionals, at a time and place that suits us all
    - Brainstorm/explain what characterises transitioning well to Grade 1, despite coming from a disadvantaged community. To do this, we'll ask you to:
        i. reflect on your experience with Gr 1's who were at risk but who coped well with their first year
        ii. write a short 1 page description of this child – why did he/she cope well with Gr 1 despite challenging life circumstances?
        iii. read the description of this child to the group
        iv. extract the main indicators (characteristics) of this child's resilient transitioning and to list these on a big piece of paper (which we'll supply)
        v. paste your list on the wall of the venue
        vi. view all the lists and choose the five indicators (from all the lists) that you think best indicate resilient transitioning to Gr. 1
    - Decide, as a group, which of these characteristics are key and should be used to inform the recruitment of the five child participants
- Review the way I will do my research and comment on its ethics and whether it will fit with the culture of local children.
- Meet with me again, at a later stage in the research process (at a time and place that suits you). Critically consider the findings from my study so that I offer a meaningful, accurate description of how children from economically disadvantaged communities transition well to school

The first meeting should take approximately 4 hours. The second should take around an hour. Both meetings will be video- and audio-recorded.

In January 2014 I will present your decisions on the indicators of "transitioning well to school", despite challenges like living in an economically disadvantaged community to the South African and Finish research teams during our visit to the University of Helsinki in Finland. Your insights on

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LETTER OF INFORMATION: ADVISORY PANEL

resilience and children's transitioning well to school, despite coming from economically disadvantaged backgrounds, will form the basis for participant recruitment (and subsequent data collection) which will take place during the second school term of 2014. After data collection and analysis you will be consulted to provide context to the findings and guide the researchers' interpretations to reflect a true picture of the experiences of children, parents and teachers from your community.

What are the risks associated with my participation?

There should not be any risks because you will be talking about a positive topic (i.e., children's positive transition to Grade 1).

How will I benefit from participating?

You will receive a North-West University certificate of participation for your role in the AP. It is also possible that your thinking about children's resilience will be developed because of your participation in the AP. It is likely that the information that flows from this study will support professionals and parents to support more children from disadvantaged communities to transition well to Grade 1.

Confidentiality and anonymity

Because the AP is made up of a group of professionals, your participation in this study will be known. Your fellow AP members will also know what you said. However, in any publications, conference papers, research team meetings, and other academic activities your identity will not be made public. In other words, we will not use your name or other identifying particulars, even though we might report your words verbatim.

Questions, problems, concerns or clarification:

If you have any questions, problems or concerns you are welcome to contact me:

Carlien Kahl

Phone: 072 8798 126

e-mail: carlien.kahl@nwu.ac.za

You are also welcome to contact my supervisors:

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LETTER OF INFORMATION: ADVISORY PANEL

Professor Tumi Khumalo (Supervisor). His phone number is 016 910 3397 / 0835826197 and he is available Monday to Friday between 9a.m. and 4:30p.m. E-mail: Tumi.khumalo@nwu.ac.za

Professor Linda Theron (South African Project Leader). Her phone number is 016 910 3076 / 0827831728 and she is available Monday to Friday between 9a.m. and 4:30p.m. E-mail: linda.theron@nwu.ac.za

Or, you can contact the Research Director of Optentia:

Professor Ian Rothmann

e-mail: ian@ianrothmann.com

work phone: (016) 910 3410.

Many thanks for taking the time to look over this letter.

Warm regards,

Carlien Kahl

Registered Research Psychologist (HPCSA registration number: PSIN 0117560)

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LETTER OF INFORMATION: ADVISORY PANEL

ADVISORY PANEL CONSENT FORM

My name (please print): _____

Informed Consent Content	**Yes, I understand and agree**
I understand the information about the study provided in the Information Letter. Any questions I had were answered.	
I understand that participation in the Advisory Panel is voluntary. I can withdraw from the Advisory Panel at any stage of the study, by informing the researcher.	
I understand what my participation will entail and that I will need to engage in written and/or verbal activities. I understand that these activities will be video- and audio-recorded.	
I understand that this research will happen in a group context and that my fellow participants will know that I participated and know the contents of my participation.	
I will respect my fellow AP members and not disclose their identity or what they said.	
I may be contacted again to talk about the findings.	
I understand that what I say/do/write may be quoted / reproduced anonymously in publications, presentations and the final report. If I become concerned with anything I said/generated, I can ask for parts, or all, of my responses to be withdrawn and this will be respected.	

My signature below indicates that I have received and read a copy of this consent form, and have had an opportunity to have all my questions answered and that I consent to my participating as a member of the Advisory Panel in this study.

My signature: _____ Date: _____

I am satisfied that _____(AP member's name and surname) has provided fully **informed** consent.

Researcher's signature: _____ Date: _____

Addendum B2: Adult Informed Consent Teacher

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LETTER OF INFORMATION: TEACHER
Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa

Dear (Teacher's name)

I am a doctoral student who is part of a research team of the North-West University (NWU), Vaal Triangle Campus, working in collaboration with the University of Helsinki in Finland investigating *Social ecologies of resilience among at-risk children starting school in South Africa and Finland: A visual participatory study* (in short known as the SISU project). My PhD research will be exploring and describing children's ability and processes to transition well to Grade 1 despite the challenges of coming from economically disadvantaged contexts. The study is designed to include children's explanations of their positive transitioning despite these challenges (resilience) as well as gaining insight into perspectives from their parents and teachers as part of their social ecologies. Interviews and filming will be used as methods of collecting data. Should you decide to be involved, please remember ***that your participation in this study is voluntary and you may stop participating at any time.***

Which children are eligible for participation?

Children who are invited to participate will:

- come from economically disadvantaged contexts, interpreted as:
    - living in the Frances Baard District in the Northern Cape
    - attending a quintile 1 school
    - having no early childhood education
- be 6-7 years old
- Have been identified as coping well with the transition to Grade 1. This identification will only have been done toward the end of Term 1.

The parents of all invited children will be invited to participate too.

In addition, the Grade 1 teachers of invited children are invited to participate.

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LETTER OF INFORMATION: TEACHER

[CHILD'S NAME] has been nominated to participate and he/she and his/her parents have agreed to participate. You are the Grade 1 teacher of [CHILD'S NAME] – for this reason, I am inviting you to participate.

If you agree to our request your **participation will involve the following**:

1. ***Informed consent and permission***

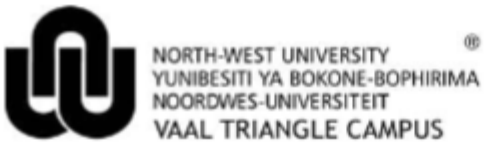
I will visit you to **explain the research and answer any questions you may have**. The necessary permissions have been obtained from your school principal, the Department of Education and Ethical Permission has been granted by the North-West University to conduct the study. To summarize the heart of the study: we intend to film each participating child for a day and to use this footage to better understand why this child has coped well with starting school (i.e., Grade 1) despite additional challenges in the child's life (e.g., recently divorced parents). This filming includes the school morning. The focus of the filming is [CHILD'S NAME] (and not other children in the classroom). When the [CHILD'S NAME] interacts with you, we would like to capture this on film, but the focus will still be on [CHILD'S NAME]. Should other children/people be video-taped, their faces will be blurred out in subsequent use of the video.

If you agree to take part in the study, I will schedule a time to hold an in-depth interview with you.

2. ***Interview and visit to your classroom***

My second visit will be to conduct an **in-depth interview with you** regarding your perceptions on how and why [CHILD'S NAME] transitioned well to school. The interview should take about an hour, will be conducted in private, and will be recorded and transcribed for analysis at a later stage.

At the end of this meeting we will practice filming to help you get used to being video-recorded. We'll consider the issues that are likely to occur when a person using a video camera and an additional person taking notes spend a full day in your classroom (and how



to manage these) as well as the best position to record from (i.e., where would we have a good view of [CHILD'S NAME] without disrupting your class). We would like also to photograph signage in the school, without recording anything that will make the school identifiable. If you prefer, we can arrange to do a short practice session with your class so that they are not distracted by us when we come to do the day's filming.

3. Day in the life video

I and an assistant will visit your classroom. Using a video-camera, the research assistant and I will film [CHILD'S NAME] as s/he goes about his/her life as s/he normally would whilst in your classroom. Our focus will be on [CHILD'S NAME] and not on you or the class. We want to film the processes that [CHILD'S NAME] is involved in that contribute to him/her being able to function well in school. Any other children's faces that appear in the filming will be blurred out as well as your own, except if you give permission for your face to appear on the video footage. The filming can stop whenever you or [CHILD'S NAME] requests it. Anyone can ask the researchers to turn the camera away from them at any time they don't want something to be filmed. As far as possible, we shall not disrupt your classroom activities. If we film any posters or artefacts in your class, we shall ask your permission. The researchers will not film any activities where any child is in danger. During break, we would like to film [CHILD'S NAME] on the playground, unless you/the principal think this would not be a good idea.

4. Interpretation of the findings

During this visit, I and my co-researcher will show you one half hour of 5-6 short video clips from the video of the 'day' in the life of [CHILD'S NAME]. These clips will have been chosen by the national and international SISU team because they seem to explain why [CHILD'S NAME] has transitioned resiliently. I will ask you to explain how you think the events/resources in each clip helped him/her to cope well with Gr. 1. This meeting will take approximately an hour.

5. Explanation of the findings

I will visit you, together with the other participants (other children and their parent(s) and all the teachers) who helped us. This will be at a location in Jan Kempdorp where we will explain what we have learned about how at-risk children transition well to Grade 1 and

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VAAL TRIANGLE CAMPUS

LETTER OF INFORMATION: TEACHER

present each child, parent, and teacher who helped us with the project with a certificate and picture to remember their contribution to the project.

Possible Risks and Discomforts

No intentional risks or harm are expected as a result of your or [CHILD'S NAME] participation. The interference of the research on [CHILD'S NAME] school life (e.g., classroom disruption) will be kept at a bare minimum and the appropriate ethical permission (i.e., from the Department of Education and your child's school) gained prior to the research being conducted. Possible risks associated with your and [CHILD'S NAME] participation are:

- Local and international students and researchers will view [CHILD'S NAME] video and/or video compilation and be informed of your understanding of his/her resilience processes (without disclosing your names). You and [CHILD'S NAME] will be seen on video, but we will make sure that your names or other identifying markers will not be displayed. Although we shall not disclose any identifying particulars, **it is possible that someone could recognise you**. If you agree to be part of this study, you accept this risk.
- Your school principal is aware of the research focus of this study and that you and [CHILD'S NAME] are participating in the study. Other school stakeholders and community members may also be aware of your and [CHILD'S NAME] participation in the study. In other words, your and your learner's participation will not be confidential.
- We will be coming into your class to meet and film [CHILD'S NAME] as he/she goes about his/her school day as normally as possible. This may be intrusive / uncomfortable for you, but we can assure you that we will focus on the positive processes that help [CHILD'S NAME] to adjust well despite challenges that he/she needs to overcome. The researchers will be as unobtrusive as possible and will respect your classroom routine and space, as well as the school's culture.
- [CHILD'S NAME] will be the only child in his/her class that we will follow. This may make him/her excited about being part of the research which may impact your

his/her ability to concentrate in class. We plan to practice before going to school so that [CHILD'S NAME] can get used to the researchers and the filming and go about his/her day as normally as possible - in our experience children soon get used to being filmed and almost forget about the presence of researchers. We can also organise a short practice session with your class. However, we'll ask you to guide us in this respect – you may prefer us to only be present in your class on one occasion (rather than a practice occasion and the chosen day).

- To further minimise any disruption, we'll ask you to advise us on which day would be best for [CHILD'S NAME] to be filmed in your class. Please be assured that you can ask us to stop filming / leave at any time and we'll respect your wishes.
- Just to repeat: should any learners other than [CHILD'S NAME] be filmed in the course of our filming, their faces will be blurred so that they cannot be recognised.
- Because [CHILD'S NAME] is the only one in class that we will be following, other children may be curious and ask him/her questions about it. [CHILD'S NAME] may experience pressure from friends who single him/her out due to his/her participation. The researchers would like to assure you that we are there to support your learner in overcoming challenges like this and that the school, your learner's parents, and we as a research team will help to make the research as positive an experience for your child as possible. Should we witness [CHILD'S NAME] being teased, we shall stop filming and intervene appropriately.
- In the course of interacting with you and [CHILD'S NAME], it is possible that you may share personal information, even though our focus will be on why and how [CHILD'S NAME] is coping well with Gr. 1. As long as such information does not suggest that [CHILD'S NAME] is in danger of being harmed / harming others, it will be handled confidentially and not included in the findings of the study. If [CHILD'S NAME] reports that he/she is being hurt by anyone I am required by law to report this to a police officer.

Should participation in this study cause you discomfort, I will provide you with the contact details of a service provider (e.g., psychologist) whom you can consult. The greater SISU

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VAAL TRIANGLE CAMPUS

LETTER OF INFORMATION: TEACHER

team comprises two educational and one clinical psychologist who can also provide debriefing, should the need arise.

Potential Benefits

This study will potentially hold many benefits, not only to the children participating, but also to the parents and teachers involved. Children generally feel valued and special when they participate in a study that focuses on positive aspects of their lives. They can also expect their opinions to be heard and respected, while parents and teachers can potentially learn how to better support at-risk children to transition well to school. Not only does this potentially impact participants in the study, but the community in general. Educators and relevant stakeholders will probably gain valuable insights into at-risk children's resilience processes and their positive adjustment to school and use these to support more children to be resilient.

Confidentiality and anonymity

Although no identifying particulars associated with you or [CHILD'S NAME] or your school will be disclosed by, other local and international researchers, learners, and academics will see the dvd. As pointed out above, it is possible that somebody might recognise you. Therefore, I cannot promise that your participation in this study will be kept confidential.

But, you should know that I will protect your privacy. If people recognise you and/or [CHILD'S NAME], I will not confirm their identification of you. All the identifying information you provide will be kept strictly confidential. All the information I collect will be used anonymously. This means that it will have no personal information on it like your name or [CHILD'S NAME] or the name of the school. I will not publish your names in anything I write about this study, or link your names to the research artefacts (e.g., video, drawings, photos) or what you said. Only the forms you sign will identify you personally and that information will be stored in a safe place at NWU.

Once information has been collected, I will publish a research summary and other academic products. It is possible that video excerpts will be included when I publish the study's

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LETTER OF INFORMATION: TEACHER

findings in books, magazines, journals, or on websites and when I talk about the results to people who are interested in supporting children's resilience. As noted above, this will be done with respect for your privacy: should I use video excerpts, or a quote from your interview/explanations, I will not include identifying particulars, like your name.

The SISU team will place all the data from the project (including the video) in a public research archive. Current and future university learners, researchers and academics will have access to this archive. Again, nothing in the archive will include identifying particulars, like your names.

Withdrawal without Prejudice

Participation is voluntary and refusal to participate in this study will be absolutely respected. Each participant is free to withdraw consent and discontinue participation at any given moment in time, or to withdraw parts or all of the data generated.

Costs or Payments

There will be no costs involved for taking part in this research study. No participant will receive any payment to participate in this research project.

What will we do with our findings?

Researchers (locally and in Finland) will use the interview tapes, transcripts, photographs, drawings, and video recordings to understand how young children cope well with the transition to school, despite facing additional challenges, like divorce.

We intend to publish what this study teaches us about children's resilience in books and journals, as well as share parts of the videotape we make with researchers at scientific conferences around the world so they can learn about children like them and what helps young children thrive.

We will send you a copy of our reports if you are interested when the study is complete.

With your permission, we would like to upload all the video footage and your interview transcripts into an on-line library (a digital archive) that education and other learners, and

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LETTER OF INFORMATION: TEACHER

academics can access and use to better prepare professionals and parents to support children to be resilient.

Questions, problems, concerns or clarification:

If you have any questions, problems or concerns you are welcome to contact me:

Carlien Kahl

E-mail: carlien.kahl@nwu.ac.za

Phone: 072 8798 126

You are also welcome to contact my supervisors:

Professor Tumi Khumalo:

E-mail: tumi.khumalo@nwu.ac.za

Work phone: (016) 910 3397)

Professor Linda Theron:

E-mail: linda.theron@nwu.ac.za

Work phone: (016) 910 3410

Many thanks for taking the time to look over this letter.

Warm regards,

Carlien Kahl

Registered Research Psychologist (HPCSA registration number: PSIN 0117560)

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LETTER OF INFORMATION: TEACHER

TEACHER CONSENT FORM

Please keep this portion of the consent form for your future reference.

My name (please print): _____

My learner's name: _____

Learner's birth date: _____

Please mark where applicable:

Informed Consent Agreement:	**Yes, I understand and agree**
I understand the information about the study provided in the Information Letter. Any questions I had were answered.	
I understand that information will be collected by filming my learner at school (also in my classroom and in interaction with me) and by interviews with me.	
I understand that this research will include filming in public which will result in other people being aware of my participation in the project. The video clips shot in my classroom will be shared with [CHILD'S NAME] parents, and students and researchers associated with the SISU research project, as well as academics in general.	
I also understand that the video of the Day in the Life (including the parts that take place in my classroom) will become the property of the SISU research team to use as explained in the letter of information.	
The explanations shared by myself as teacher as well as the footage that includes me can be published and used publically. I understand that my name will not be used in such instances.	
I may be contacted again to talk about what I contributed to the study.	
I understand that what I say may be quoted / reproduced anonymously in publications, presentations and the final report. If I become concerned with anything I said/generated, I can ask for parts, or all, of my responses to be withdrawn and this will be respected.	

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LETTER OF INFORMATION: TEACHER

A copy of all data generated by me (verbal discussions, video clips) may be uploaded onto a public research archive for use by other researchers and learners.	

My signature below indicates that I have received a copy of this consent form, and that I consent to participation in this study.

My signature: _____ ___

Date: _____

I am satisfied that _____ (parents' names and surname) have provided fully **informed** consent.

Researcher's signature: _____ Date: _____

Addendum B3: Adult Informed Consent Parent

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LETTER OF INFORMATION: PARENT

Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa

Dear (Parent's name)

I am a doctoral student who is part of a research team of the North-West University, Vaal Triangle Campus, working in collaboration with the University of Helsinki in Finland investigating *Social ecologies of resilience among at-risk children starting school in South Africa and Finland: A visual participatory study* (in short known as the SISU project). My PhD research will be exploring and describing five children's ability and processes to transition well to Grade 1 despite the challenges of coming from economically disadvantaged contexts. This context is interpreted as living in the Frances Baard District in the Northern Cape, attending a Quintile 1 school, and having no early childhood education. The study is designed to include children's explanations of their resilience as well as gaining insight into perspectives from their parents and teachers as part of their social ecologies. Interviews and filming will be used as methods of collecting data. Should you decide to be involved, please remember ***that your participation in this study is voluntary and you may stop participating at any time.***

Your child's teacher has identified (*child's name*) as doing well in school, despite living in an economically disadvantaged community. You and your child are therefore invited to participate in the study. If you accept the invitation for you and your child to participate (and if your child agrees to this too), **you and your child's participation will involve the following:**

Visit 1: Informed Consent Permission & Drawings and Photos

- ***Activities with you as parent(s)***
    - I will visit you at your home to introduce myself and explain the research. I will answer any questions you may have.
    - Next, I will schedule a time to hold an in-depth interview with you as parent.
- ***Activities with your child***

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LETTER OF INFORMATION: PARENT

- I will introduce myself to (CHILD'S NAME). I will ask him/her to **draw pictures of how and why he/she is doing well at school**. I will ask (CHILD's NAME) to tell me what his/her drawings mean while I **record my and your child's discussion on an audio-recorder**.
- I will **leave a disposable photo camera with your child** and ask him/her to **take photos of all the things that show how and why he/she is doing well at school**. Then I will go away. I will come back on a different day. When I come back again, (CHILD's NAME) will give me the camera. I will have the photos developed and when I come back, I will bring your child the photos that he/she took.
- The first meeting will take about 1 hour to complete.

Visit 2: Interview with parent & Video practice round

- ***Activities with you as parent(s)***
  - My second visit (as scheduled with you) will be to conduct an **in-depth interview with you** regarding your perceptions on how and why your child transitioned well to school. The interview will take about an hour and will be audio-recorded and transcribed for analysis at a later stage.
  - Then we will **prepare for the video recordings**: we will practice using the video camera so that you and your child can get used to the filming (i.e., I will film you and your child going about your usual routine). I will explain how the day's filming will work. Any bystanders moving into the video field will be asked for consent to be filmed and their faces blotted out on the final video to protect their identities.
- ***Activities with your child***
  - I will **bring the photos your child took**. I will ask (CHILD's NAME) to **talk to me about each photo**. I will want to know how the items on the pictures he/she took have helped him/her to do well in Grade 1. I would like to audio-record what (CHILD's NAME) says.
  - We will **use a video camera to practice getting used to being filmed**. So, for about 30 minutes I will follow your child around and film what you he/she is doing. I will show him/her the video. Then I will go away and come back on a different day with my friend when we will do a full day of filming.

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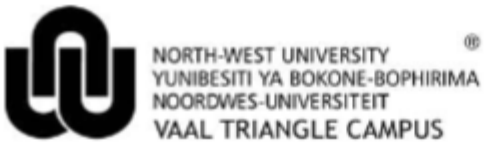
LETTER OF INFORMATION: PARENT
Visit 3: Day in the life video

- ***Activities with you as parent(s)***
  - Two researchers (I and a fellow researcher) will arrive at your home as scheduled. We will use the **video camera to record an entire day in your child's life (including the school morning)**.
- ***Activities with your child***
  - One researcher films while the other takes notes and maps the surroundings. The video can take up to 8 hours including time spent at school. Your child directs what is being filmed and goes about his/her day as normally as possible while the researchers follow and record the day as the child lives it.
  - In the event of other children, such as friends or siblings appearing on the filming, their faces will be blurred out.
  - Your child has the right to tell the researchers to turn the camera off at any time that he/she does not want something to be filmed.
  - The video footage can be withdrawn from analysis at any time should you, or your child, so choose.
  - The researchers will not film any activities where the researcher or the child appears to be putting themselves or others in danger.

Visit 4: Interpretation of the findings

- ***Activities with your child***
  - Together with the other national and international SISU researchers, I will put together a 30-minute video compilation from the footage of *your child's documented day* that illustrates why/how your child transitioned well to Grade 1 and the resilience processes supporting this. We (I and the same fellow researcher as on the previous occasion) will show your child this compilation. We'll watch it with (CHILD's NAME) and talk to him/her about it while audio-recording our discussion.
    - We will ask your child if we can show this video compilation to you and also if we can show the video to his/her teachers.
  - The showing of the video and discussions will take about 1 hour.
- ***Activities with you as parent(s)***



LETTER OF INFORMATION: PARENT

- With your child's explicit permission you will be invited to reflect on the video compilation (this will take about 1 hour). You will be asked to reflect on the video compilation to help researchers to better understand your child's positive transition to school.

Visit 5: Group visit showing you what we learnt

- I will visit you and your child, together with the other participants (other children and their parent(s) and all the teachers) who helped us.
- This will be at a location in Jan Kempdorp where we will explain what we have learned about how at-risk children transition well to Grade 1 and present each child, parent, and teacher who helped us with the project with a certificate and picture to remember their contribution to the project.

Possible Risks and Discomforts

No intentional risks or harm are expected as a result of you or your child's participation. The interference of the research on your child's school life (e.g., classroom disruption) will be kept at a bare minimum and the appropriate ethical permission (i.e., from the Department of Education and your child's school) gained prior to the research being conducted. Possible risks associated with your and your child's participation are:

- Local and international students and researchers will view your child's drawings, photos, video and/or video compilation and be informed of your and your child's understanding of his/her resilience processes (without disclosing your names). You and your child will be seen on video, but we will make sure that you or your child's name or other identifying markers will not be displayed. Although we shall not disclose any identifying particulars, **it is possible that someone could recognise you/your child**. If you agree to be part of this study, you accept this risk.
- Your child's school principal and class teacher will be informed of the research focus of this study and that you and your child are participating in the study. Community members may also be aware of your and your child's participation in the study. In other words, your and your child's participation will not be confidential.
- Children and teachers at your child's school will see us filming your child. Because your child is the only one in class that we will be following, other children may be curious and ask

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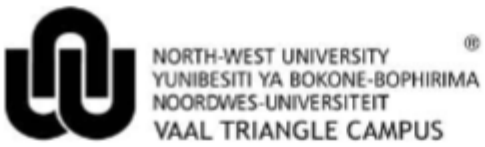
LETTER OF INFORMATION: PARENT

him/her questions about it. Your child may experience pressure from friends/peers who single your child out due to his/her participation. We, the researchers, would like to assure you that we are there to support your child in overcoming challenges like this and that the school, your child's teacher, we as a research team will help to make the research as positive an experience for your child as possible. Should your child be teased, we shall stop filming and intervene appropriately.

- Your child might become very excited about his/her participation. Even though children generally feel special when they participate in research studies with a positive focus like this one, the excitement could affect his/her ability to concentrate and behave as he/she usually does. This is the reason why we practise filming with your child - in our experience children soon get used to being filmed and almost forget about the presence of researchers. Knowing what the study is about should also help your child to be less excited.
- We will be coming into your home to meet and film your child where-ever he/she goes. This may be a little invasive / uncomfortable for you, but we can assure you that we will focus on the positive things in your child's life that help him/her to adjust well despite challenges that he/she needs to overcome. The researchers will be as unobtrusive as possible and will respect your family routine, home, and space. You can ask us to stop filming / leave at any time and we'll respect your wishes.
- Not all the children attending the same school as your child will be selected to participate. Your child will be the only child in his/her class that we will follow. This may make your child excited about being part of the research which may impact your child's ability to concentrate in class. It is also possible that our presence in your child's classroom could be a little disruptive. To minimise this, we shall have met with his/her teacher and explained how important it is for things to proceed as always. In our experience, children soon get used to being filmed and almost forget about the presence of researchers. If the teacher prefers, we could practice filming in the classroom prior to the day's filming so that the other children are used to our presence too.
- In the course of interacting with you and your child, it is possible that you or your child may share personal information with us, even though our focus will be on why and how your child coping well with Gr. 1. As long as such information does not suggest that your child is in danger of being harmed / harming others, it will be handled confidentially and not included in the findings of the study. If your child reports that he/she is being hurt by anyone I am



LETTER OF INFORMATION: PARENT

required by law to report this to a police officer, social worker or other professionals in Jan Kempdorp.

- Should participation in this study cause you or your child discomfort, I will provide you with the contact details of a local social worker who can assist you free of charge. The greater SISU team comprises two educational and one clinical psychologist who can also provide debriefing, should the need arise.

Potential Benefits

This study **potentially** holds many benefits, not only to the children participating, but also to the parents and teachers involved. Children generally feel valued and special when they participate in a study that focuses on positive aspects of their lives. They can also expect their opinions to be heard and respected, while parents and teachers can potentially learn how to better support at-risk children to transition well to school. Not only does this potentially impact participants in the study, but the community in general. Educators and relevant stakeholders will probably gain valuable insights into at-risk children's resilience processes and their positive adjustment to school and use these to support more children to be resilient.

Confidentiality

Although no identifying particulars for you or your child will be disclosed by me or the other researchers, other local and international researchers, students, and academics will see the dvd, photos, and drawings. As pointed out above, it is possible that somebody might recognise you and/or your child in the photos/video. Therefore, I cannot promise that your participation in this study will be kept confidential.

But, you should know that I will protect your privacy. If people recognise you and/or your child, I will not confirm their identification of you. All the identifying information you provide will be kept strictly confidential. All the information I collect will be used anonymously. This means that it will have no personal information on it like your name or your child's name, and I will not publish your names in anything I write about this study, or link your names to the research artefacts (e.g., video, drawings, photos) or what you said. Only the forms you sign will identify you personally and that information will be stored in a safe place at NWU.

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Once information has been collected, I will publish a research summary and other academic products. It is possible that your child's drawings / photos or video excerpts will be included when I publish the study's findings in books, magazines, journals, or on websites and when I talk about the results to people who are interested in supporting children's resilience. As noted above, this will be done with respect for your privacy: should I use your child's drawings / photos or video excerpts, or a quote from your/your child's explanations, I will not include identifying particulars, like your names.

The SISU team will place all the data from the project (i.e., all drawings, photos and videos) in a public research archive. Current and future university students, researchers and academics will have access to this archive. Again, nothing in the archive will include identifying particulars, like your names.

Withdrawal without Prejudice

Participation is voluntary and refusal to participate in this study will be absolutely respected. Each participant is free to withdraw consent and discontinue participation at any given moment in time, or to withdraw parts or all of the data generated.

Costs or Payments

There will be no costs involved for taking part in this research study. No participant will receive any payment to participate in this research project.

What will we do with our findings?

Researchers (locally and in Finland) will use the interview tapes, transcripts, photographs, drawings, and video recordings to understand how young children cope well with the transition to school, despite facing additional challenges (like living in an economically disadvantaged community). We intend to publish what this study teaches us about children's resilience in books and journals, as well as share parts of the videotape we make with researchers at scientific conferences around the world so they can learn about children like them and what helps young children thrive. We will come and tell you what we have learned from the study. We will also send you and your child a copy of our reports, if you request this, when the study is complete. With your and your child's permission, we would like to upload all the video footage, photographs, and drawings into an on-line library (a

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digital archive) that education and other students, and academics can access and use to better prepare professionals and parents to support children to be resilient.

Many thanks for taking the time to look over this letter.

Warm regards,

Carlien Kahl

Registered Research Psychologist (HPCSA registration number: PSIN 0117560)

Questions, problems, concerns or clarification:

If you have any questions, problems or concerns you are welcome to contact me:

Carlien Kahl

E-mail: carlien.kahl@nwu.ac.za

Phone: 072 8798 126

You are also welcome to contact my supervisors:

Professor Tumi Khumalo:

E-mail: tumi.khumalo@nwu.ac.za

Work phone: (016) 910 3397)

Professor Linda Theron:

E-mail: linda.theron@nwu.ac.za

Work phone: (016) 910 3410

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LETTER OF INFORMATION: PARENT

PARENTS / GUARDIAN CONSENT FORM

My full name(s) (please print): _____

My child's name: _____

Child's birth date: _____

(Day/Month/Year)

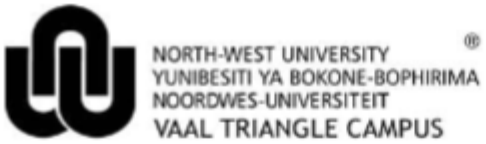
Marital status: Single ☐ Living together ☐ Married ☐ Divorced ☐

Widowed ☐ Never married ☐

Child's sex: Male ☐ Female ☐

Please mark where applicable:

Informed Consent Agreement:	**Yes, I understand and agree**
I understand the information about the study provided in the Information Letter. Any questions I had were answered.	
I understand that participation is voluntary, but that I am committing to forming part of the study.	
I understand that information will be collected directly from me by means of an interview and reflections on my child's video/photos/drawings.	
I understand that information will be collected directly from my child by means of drawings and audio-recorded verbal explanations of these drawings; photos and audio-recorded verbal explanations of these photos; video-footage of my child in different contexts such as at school, home, and after school activities.	
I understand that this research will include filming in public which will result in other people, being aware of my and my child's participation in the project. The drawings, written and verbal discussions, as well as video clips will be shared with the local and international researchers from the greater SISU research project.	
I understand that my child will be asked to give the researcher his/her drawing or give her permission to photograph it. I also understand that a copy of the video of the Day in the Life of my child, his/her drawings (or photos thereof) and copies of the photos he/she takes will become the property of the SISU research team to use as explained in the letter of information.	
I understand that my child's drawing and explanations thereof; photos and explanations thereof, video and explanations thereof, as well as verbal or written information and explanations shared by myself as parent, can be published and/or used publically for academic and training purposes. I understand that our names will not be disclosed in this process. Although it is possible that I or my child could be recognised in the video/photos, I	



LETTER OF INFORMATION: PARENT

understand that researchers will not make identifying particulars (like our names) public.	
I and my child may be contacted again to talk about what we contributed to the SISU project.	
I understand that what my child says/draws /photographs may be quoted / reproduced anonymously in publications, presentations and the final report. The same applies to what I say/report. I understand that the video or sections thereof may be shown publically or linked to academic publications, presentations and the final report. If I become concerned with anything I or my child said/generated, I can ask for parts, or all, of my responses to be withdrawn and this will be respected.	
A copy of all data (drawings, photos, written and verbal discussions, video clips) may be uploaded onto a public research archive for use by other researchers and students.	

My signature below indicates that I have received a copy of this consent form, and that I consent to my child's participation in this study.

My signature: _____ ___

Date: _____

I am satisfied that _____ (parents' names and surname) have provided fully **informed** consent.

Researcher's signature: _____ Date: _____

Addendum B4: Child Informed Assent

Note: Each child's assent form was customised for the child's family structure, e.g. for children from single parent families where only one parent was present, only that parent was referred to in the text.

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Hello (Child's name)

My name is Carlien and I am studying at the North-West University. I have a special project: I want to understand how and why you are doing well in Grade 1, even though your life is sometimes hard. If you and your parents are OK with it, I will be working with you and your teacher and your parents to complete this project.

Let's look at what I am asking you to do with me:

Day 1: I will visit your home to talk with you and your mom and dad.

You will draw pictures of how and why you are doing well at school. You will tell me what your drawings mean. I would like to audio-record what you say.

I will leave a camera with you. You will take photos of all the things that show how and why you are doing well at school. Then I will go away. I will come back on a different day. When I come back again, you will give me the camera. I will take it to a shop and when I come back, I will bring you the photos that you took.

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Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa: LETTER OF INFORMATION: CHILD

Day 2: I will bring the photos you took. I will ask you to talk to me about each photo. I will want to know how what you took a photo of has helped you to do well in Grade 1. I would like to audio-record what you say.

We will use a video camera to practice getting used to being filmed. So, for about 30 minutes I will follow you around and film what you are doing. I will show you the video. Then I will go away. I will come back on a different day with my friend.

Day 3: My friend and I will follow you for one day taking a video of you everywhere you go. We will video at school and at home and any other place you go on the day we are with you. Then we'll go away and take the video with us so that we can study it. You can ask us to stop filming whenever you wish. Also, we won't film you when you are doing private things (like going to the toilet or resting).

Day 4: We'll come back to you on a different day to show you a shorter video about the day we followed you. We'll watch it with you and talk to you about it. When we talk to you, we would like to audio-record what you say.

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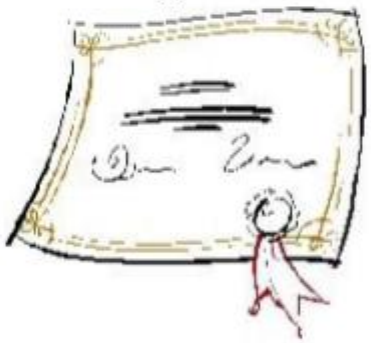
Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa: LETTER OF INFORMATION: CHILD


You will tell us if your teacher and your parents can also see the video. If you say they can see it, we will show your teacher and your parents the video and talk about it.
If you say I may, I will show your pictures, photos and video to other children who are also doing the same activities. If you say I may, I will also show these drawings and photos to your teacher and your parents. If you say I may, I will also show these drawings, pictures and video to aunties and uncles where I study and to other people we work with from overseas.

Day 5: I will visit you and your parents and your teacher, together with the other children that helped us and their parents, and teachers. I will show you what we learnt from all of you and give you a certificate and a picture to show that you helped me. I will then say goodbye to you because my special project will be finished and so I won't be visiting you again.



Who will know that I am taking part in your project?

Your parents will know that you are helping me in my project. So will your teacher. The children in your school that see my friend and me filming you, will also know that you are helping me in my project. Your neighbours could see too. So, the uncles and aunties I work with cannot promise that people around you will not know that you are participating in this study, but we will protect what you tell us and show us. This means that we will not tell

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Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa: LETTER OF INFORMATION: CHILD

other people about what you have said; what pictures you have drawn or photos you have taken; or share the video with them unless you tell us that it is OK that we can. When we show and tell other aunties and uncles who we are working with about your drawings, photos and video, we will not tell or show them your name. When we write stories about why you are doing well in Grade 1, we will not use your name. We also won't write where you live or which school you go to. Only the forms you sign will have your name on and these forms will be stored safely at North-West University in a locked cabinet for five years after we have published this study.

Who will see my drawings, photos, and video?

When we have finished with our drawings, photos and video, we would like to share them with teachers, parents, and other uncles and aunties I work with. We would like to show your teacher and your parents your drawings, photos and video. We also might want to use your drawings, or photos, or what you tell and show us in books and magazines, on websites and when we talk to big people who want to help children. **But we will only do this if you say it is OK**.

If you tell us that someone is or has been hurting you, we have to tell that to people who are responsible for protecting children so they can make sure you are safe. If you tell us that you are going to hurt yourself or someone else, we must also tell someone who can help keep you and others safe.

Can I change my mind about helping you in your project?

You can choose if you want to make drawings, take photos and make a video. If you don't want to that is OK – nobody will force you. Also, if you start making drawings, taking photos and making a video and you want to stop, you can just tell me if you don't want to do it and you can stop.

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Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa: LETTER OF INFORMATION: CHILD

How will doing this help me and/or hurt me?

The activities that we are going to do together will not hurt you, because you will be talking about and drawing and photographing good things in your life. You might get a little tired on the day that we follow you to film you. When you do, just tell us and we'll stop filming and let you rest for as long as you want. The children at school will see us filming you – they might ask you a lot of questions or even tease you a little. If they do, you can tell us and we will help you to feel better. If we can't help you, we'll tell you about an auntie or uncle that you can visit who will help you to feel better.

Helping me in my project won't help you, but it could help aunties and uncles to learn more about why children do well in Grade 1. Then they can help children who are not doing so well in Grade 1.

If you have any questions or if you are worried about something, you can phone this uncle and auntie:

Auntie Linda: 016 910 3076 082 783 1728

Uncle Tumi: 016 910 3397 0835826197

I hope you will enjoy your time with me ☺

Carlien

072 879 8126

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Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa:
LETTER OF INFORMATION: CHILD

Child's assent form

I, (child's name) _____

- ☺ understand what Carlien wants to do and I want to do the activities she explained.
- ☺ understand that people will see my face on the video and know that I helped Carlien with her project.
- ☺ understand that the children in my school will see Carlien and her friend filming me.
- ☺ know that Carlien will not tell anyone my name, or the names of my parents, teacher and school.
- ☺ know I can tell her if I don't want to do the activities and I understand that this will be OK.
- ☺ know that my parents are OK with me taking part.
- ☺ want to share my drawings, pictures and video with Carlien, my parents, my teachers and Carlien's teachers, and with other big people and children.
- ☺ say it's OK if Carlien keeps a copy of my drawing and my photos and my video.
- ☺ say it's OK if Carlien puts these copies into an on-line library where people from the whole world can see them.
- ☺ know that everything I share with Carlien she will keep safe and she will not tell/show other people if I don't want her to.
- ☺ understand that if Carlien knows someone is hurting me she will have to tell big people who can keep me safe.
- ☺ know if I have questions I can ask her to explain.
- ☺ understand that I will be one of five children who are doing the activities for Carlien's project. Writing my name on the line below shows that I understand and agree to do the activities Carlien's letter told me about.

Child's name: _____ Date: _____

Parent name: _____ Date: _____

Parent signature: _____ Date: _____

Parent name: _____ Date: _____

Parent signature: _____ Date: _____

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LETTER OF INFORMATION: CHILD

I am satisfied that _____ (child's name and surname) and _____ (parents' names and surname) have provided fully **informed** consent.

Researcher's signature: _____ Date: _____

Addenda C: Advisory Panel Procedure & Case Selection Criteria

Addendum C.1: AP Development of Selection Criteria

SISU PROJECT: Social ecological resilience of at-risk children transitioning well to school in a rural community in South Africa

Research Phase 1: AP Process Meeting, held on 28 November 2013

Place: X Primary School, Deputy Principal's Office

Present:

1. Teacher X1, X Primary School
2. Teacher Y3, Y Primary School
3. Teacher Y4, Y Primary School
4. Teacher X2, X Primary School
5. Teacher X3, X Primary School
6. Carlien Kahl (Researcher), PhD student at North-West University, Vaal Campus
7. David Makhanya (Co-researcher), Intern researcher at North-West University, Vaal Campus

Programme outline:

Part I:	Introduction & Orientation
Part II:	AP Process
Part III:	Finalize Ideas & Indicators

Part I: Introduction & Orientation

My co-researcher and I met with five Advisory Panel (AP) members on Thursday, 28 November 2013, at X Primary School at 12:00. The Deputy Head was kind enough to allow us to meet in her office together with two educators from X Primary School, one educator from Y Primary as well as the deputy head from Y Primary. Unfortunately, educators from the third participating primary school Z were unable to attend.

The researchers introduced themselves and welcomed AP members to the first meeting. They thanked AP members for joining the research team especially during such a busy time on the education calendar. AP members introduced themselves after which they joined the researchers in an introductory ice-breaker where each person present shared something about themselves related to different themes coded by different colours. These colours match the different colours Smarties®: each person received a box of Smarties®, picked a colour without looking, and shared information about themselves about the corresponding theme to get to know each other better.

Researchers continued by showing the AP a short video summarizing the SISU project, presented by Prof Linda Theron (Primary Investigator (PI) for the South African research team from North-West University, working in collaboration with the University of Helsinki, Finland). This video presents the aims and

objectives of the research project as well as explaining who is involved; concepts regarding the project (i.e. resilience; transitioning to school); and, the contexts within which the study will take place (one doctoral student will study resilient children whose parents recently divorced, while I will look at resilient children coming from a disadvantaged community who did not attend any formal education prior to grade 1). Researchers then elaborated on the specifics of the study: explaining that the AP process will allow AP members to determine 5 indicators that characterize a child who is transitioning well to grade 1 despite coming from a disadvantaged community: interpreted as living in the Frances Baard District, Northern Cape, attending a quintile 1 school, and not having any formal education prior to grade 1. These indicators will be used to facilitate the selection of 5 case-study children who have been identified by their grade 1 teachers as doing well at school, i.e. transitioning well to grade 1. Ethical permissions and informed consent were explicitly discussed, and AP members had all their questions answered. AP members signed informed consent and were given a copy of their signed informed consent. Researchers explained that without the AP's inputs on these indicators, the research process would not be possible. The AP's role in deciding on these indicators determines and directs the research to follow. Also, the AP will be involved throughout the research process should the researchers have any questions during the research process that requires their expertise: AP members indicated their willingness to be contacted throughout. At the end of the project, the AP will reflect on the data collected and contextualize the findings with their knowledge, and experience as experts from their community with insight pertaining cultural practices and norms within the community.

Part II: AP Process

From the introductory video, resilience was defined as "doing better when expected when life is tough" and researchers defined positive transitioning as "doing well at school despite coming from a disadvantaged community and not having any formal education prior to grade 1". AP members were invited to reflect on the meaning of resilience and positive transitioning to school: the AP members switched over to Setswana and discussed this among themselves. They then translated and explained their ideas to the researchers and continued into an individual writing exercise by writing a page description of a child who is transitioning well to school despite coming from a disadvantaged community.

On completion, each AP member read their description aloud to the rest of the group. These descriptions were pasted on the walls of the office. Each highlighted what they considered the most important descriptions on their page. All AP members received a different set of 5 coloured stickers so that each AP member had a different colour. They walked around the office and pasted their 5 stickers on their own and each other's descriptions to indicate which descriptions they rank as the 5 most important indicators or characteristics of a child who is doing well in grade 1 despite coming from a disadvantaged community. One AP member did not feel well and excused herself for a moment. She did not complete her description, but participated in the discussions prior, as well as the sticker exercise that followed. AP members took a lunch-break while the researchers perused their descriptions and decisions.

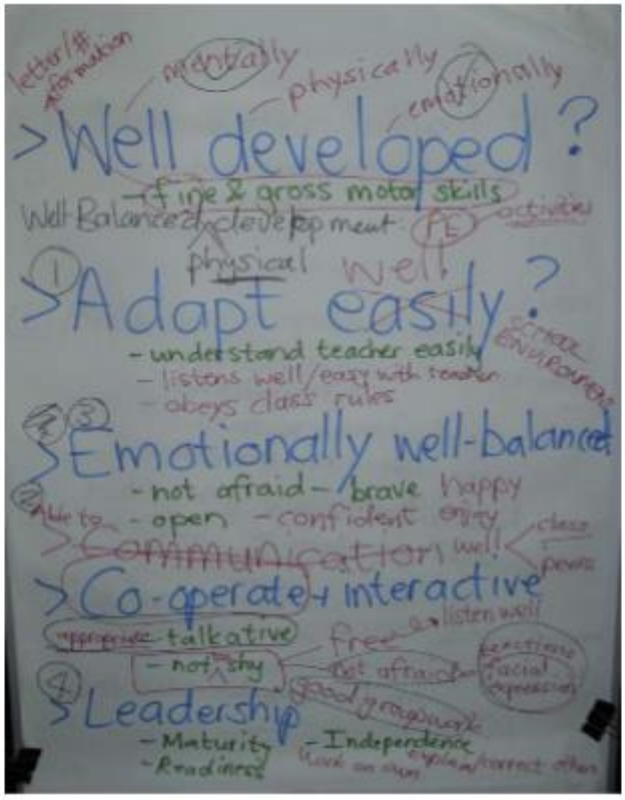
Part III: Finalize Ideas & Indicators

Researchers welcomed the AP members back and thanked them for their inputs, ideas and descriptions: these ideas were presented to the AP members for review and refinement. The following is a list of ideas and indicators from the AP's descriptions and decisions that AP members selected with their stickers:

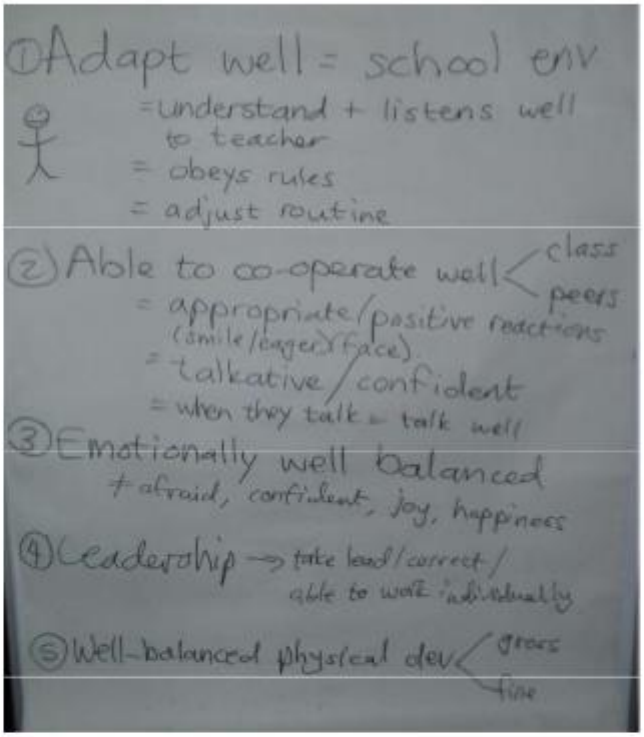
List of Indicators: a child who is…

1. *Well Developed*
2. *Adapts easily*
3. *Emotionally well-balanced*
4. *Co-operative and interactive*
5. *Shows leadership*

From the indicators the AP members added, moved about ideas, and combined some concepts and indicators through the researchers' facilitation to pry tangible indicators for each topic as follows:



AP members took short breaks in-between, pointed out concerns to each other, made further suggestions and decided on the following:



AP members were thanked for their contributions and rich experience that they readily shared with the researchers. As a closing activity, each AP member was presented with a small booklet: on the first page they were invited to anonymously write down/draw one word/icon that reflect what they think/feel about the research project. They handed in the first page of each booklet and kept the notebook. At the end of the project this activity will be repeated and presented on a page with their first note: they will be able to recognize their own hand-writing and see how they think/feel about the project on completion. The meeting concluded at 15:00.

6th Member of the AP: Additional Inputs Needed

Principal Y, with your experiences in teaching as well as working with Grade 1 teachers, your inputs are instrumental in refining the indicators from the AP. The main categories listed are quite dense indicators with a few sub-indicators for each main idea or concept. Further refinement will allow us to boil down the complex indicators to present the refined indicators to teachers of grade 1 classes in such a way that the 5 indicators are easily identifiable characteristics that teachers can monitor on a list like the one below:

Learner's name	Gender	Indicator 1					Indicator 2					Indicator 3					Indicator 4					Indicator 5					Comment
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
NAME 1	M		x					x							x				x							x		
NAME 2	F			x						x				x						x				x			
...	...																										

On the list, teachers can tick the students' score on each of the 5 indicators on a scale of 1 to 5 where 1 is the lowest score and 5 the highest:

very poor <<	not good	< moderate >	very well	>> excellent
1	2	3	4	5

This list should save time and make it easy for teachers to monitor the children with the least amount of time and effort. It can facilitate teachers to monitor the indicators and reflect on a child's progress during the first school term: they can tick their evaluation weekly or every second week for the first term (you could advise us what is realistic in terms of child observations as well as the teachers' convenience). After the first school term, the teachers and researchers should have 6-12 evaluations per class (bi-monthly or weekly observations respectively) to identify and facilitate the selection of the 5 case-study children. A comment block on this list should allow a teacher to take note of events that s/he considers note-worthy.

I hope you can assist us in this regard to refine the indicators and I look forward to our discussion on Wednesday, 4 December 2013 at 10:00.

Warm regards,

Carlien

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Registered Research Psychologist (HPCSA)
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Northwest-University
Vaal Campus
Supervisor: Prof IP Khumalo
Email: tumi.khumalo@nwu.ac.za
Tel: +27 16 910 3397 (Tumi)
Cell: +27 72 879 8126 (Carlien)
www.optentia.co.za

INDICATORS:

A learner who does well at school is a child who:

A. **CAN UNDERSTAND AND LISTEN WELL TO THE TEACHER (OBEY CLASSROOM RULES/ADJUST TO SCHEDULE)**

B. **HAS APPROPRIATE INTERACTIVE VERBAL/NON-VERBAL COMMUNICATION (GOOD SELF-EXPRESSION)**

C. **HAS EMOTIONALLY WELL-BALANCED CONDUCT (HAPPY/SMILE/CONFIDENT)**

D. **HAS GOOD LEADERSHIP SKILLS AND CAN WORK INDEPENDENTLY (WORK WELL IN GROUP AND ON OWN)**

E. **HAS GOOD PHYSICAL DEVELOPMENT AND CO-ORDINATION (FINE AND GROSS MOTOR DEVELOPMENT)**

Using these indicators, please select your learner's progress on the table below using a scale of 1 to 5 where 1 is the lowest score and 5 the highest:

TEACHER NAME: _____ **Class number:** _____ **School:** _____

very poor <<	not good	< moderate >	very well	>> excellent
1	2	3	4	5

Class Number	Learner's name	Gender	Indicator A					Indicator B					Indicator C					Indicator D					Indicator E					Comment
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Example Class 7A	Name Surname	Boy/ Girl				x						x				x						x					x	Anything you would like to tell us about why you choose your learner?

17 June 2014, Jan Kempdorp, Case Selection Meeting.
Disadvantaged children transitioning well to grade 1 and their social ecologies of resilience.

Please draw a picture that shows me why you selected your learner for the SISU project. Remember that how well you draw is not important. After you finished your picture, turn the page around and write a few sentences explaining your picture. I will ask you to tell us what you drew and share your picture and story with the group.

17 June 2014, Jan Kempdorp, Case Selection Meeting.
Disadvantaged children transitioning well to grade 1 and their social ecologies of resilience.

Background information about my learner:

Please write down any information you know about your learner. This will help me to prepare well when I meet with his/her parents or guardians because it is important I ask the right adult(s) permission to work with their child.

Learner lives with… (parents/guardians/etc.)	
Parents/guardians marital status (married, divorced, living together, separated, widowed, etc.)	
Date of birth	
Pre-school education/experiences	
Siblings (if known)	
Hobbies/sports	
Anything special you would like to say about your learner	
Something you want to add you feel is important for me to know	

17 June 2014, Jan Kempdorp, Case Selection Meeting.
Disadvantaged children transitioning well to grade 1 and their social ecologies of resilience.

Addenda D: Data Audit Trail Overview

Addendum D1. Visual Presentation of the Data Set Structure and Contents

DATA AUDIT TRAIL

1. What are the resilience processes that supported vulnerable children to adjust well to first-grade?

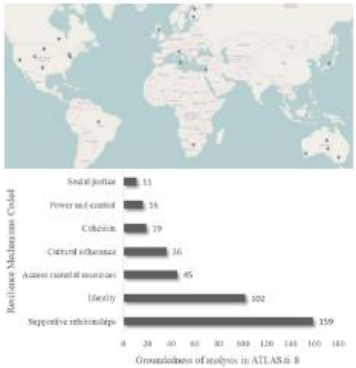
ATLAS.ti PROJECT 1: ARTICLE 1 Scope Review

Extant Literature Scope Review

Scoping Review Articles
- 28 Articles met inclusion criteria
- Geo-documents with locations of studies

Phase 1 Analysis: Open & Descriptive Coding
- Design (Quant/ Qual/ Mixed, Methods & process)
- Participants (Location, Demographics, Setting)
- Results (Core findings)

Phase 2 Analysis: Critical Theoretical Lens
- 7 Common Recurring Resilience Mechanisms
- Extent to which mechanisms are informed by extant literature



2. Why are rural, South African first-grade children able to adjust well to school despite disadvantage?

ATLAS.ti PROJECT 2: ARTICLE 2 Empirical Study

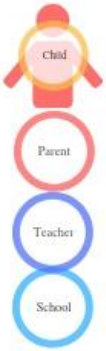
Multiple Embedded Case Study: 5 Cases

5 Cases:
- Primary Informants: 1st Grade Children
- Secondary Informants: Parents, Teachers, School

Phase 1 Analysis: Open & Descriptive Coding
- Design (Qualitative Case Study, Methods & process)
- Participants (Rural, disadvantaged community, home- and school settings)
- Results (Core findings, initial code book preparation, PowerPoint presentations of within-across case analysis)

Phase 2 Analysis: Axial & Selective Coding
- Finalising code book within and across cases
- Finalising SISU project code book
- Applying codes deductively to current study where applicable
- Exploring code-code relations (networks, query tool)

Data Sources:
Primary Documents uploaded in ATLAS.ti
Additional Documentation included video stills, children's academic school reports, researcher reflections



Child generated data:
Draw-and-talk
Photo elicitation
DITL video
Member reflections

Parent Data:
Interviews
Individual member reflections

Teacher Data:
Interviews & Focus group member reflections

School Data:
Additional interviews
Photo-walk

3. What are best practices for studying children's resilience?

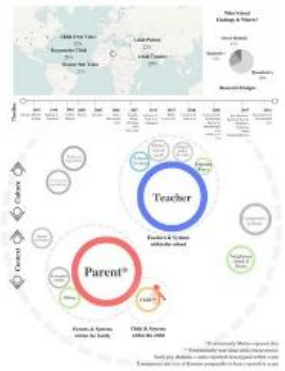
ATLAS.ti PROJECT 3: ARTICLE 3 Research Implications

Research Implications: Lessons learnt

Researching Children's Resilience
- Extant empirical studies' design & methods
- SISU study reflections on design & methods

Focused & Selective Coding: Selected data quotations & reflections

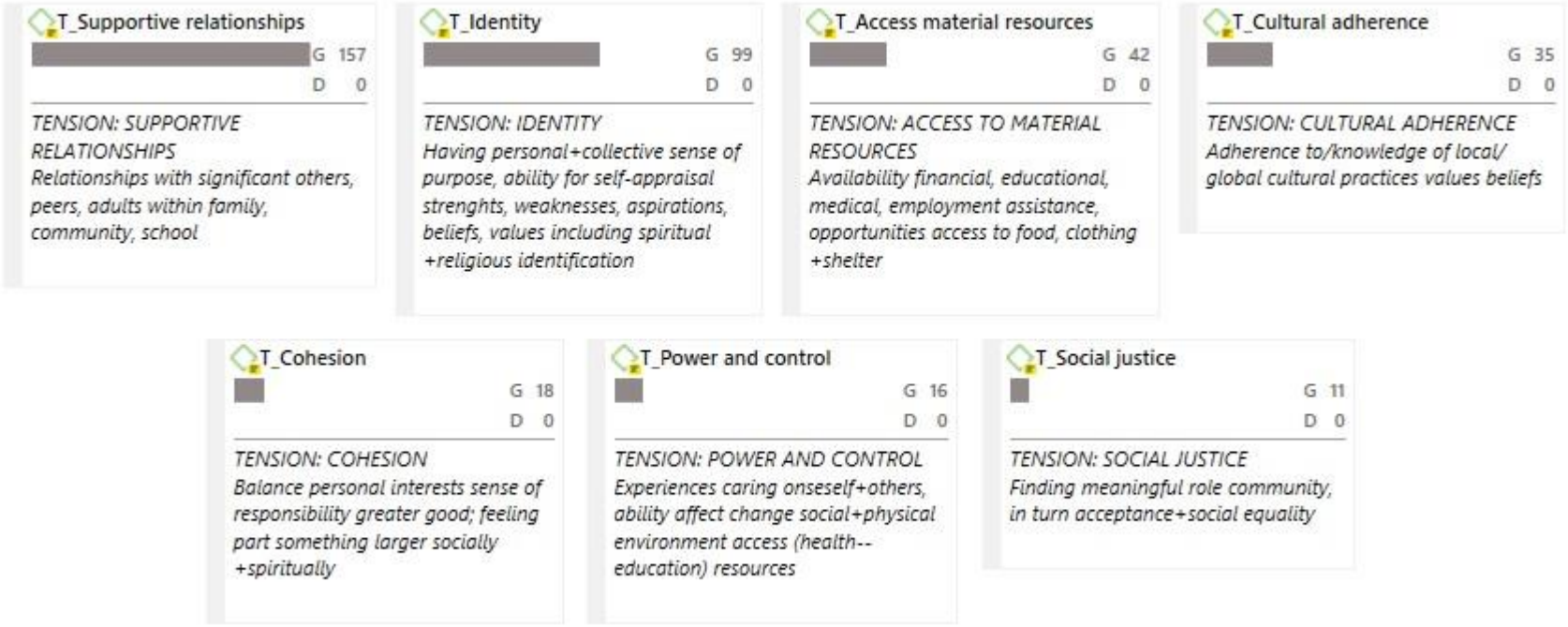
Exploring crucial research assumptions on researching children's resilience: extant literature & current study
Ways in which current study bridges assumptions
Lessons learnt for research psychologists
Recommendations for future research



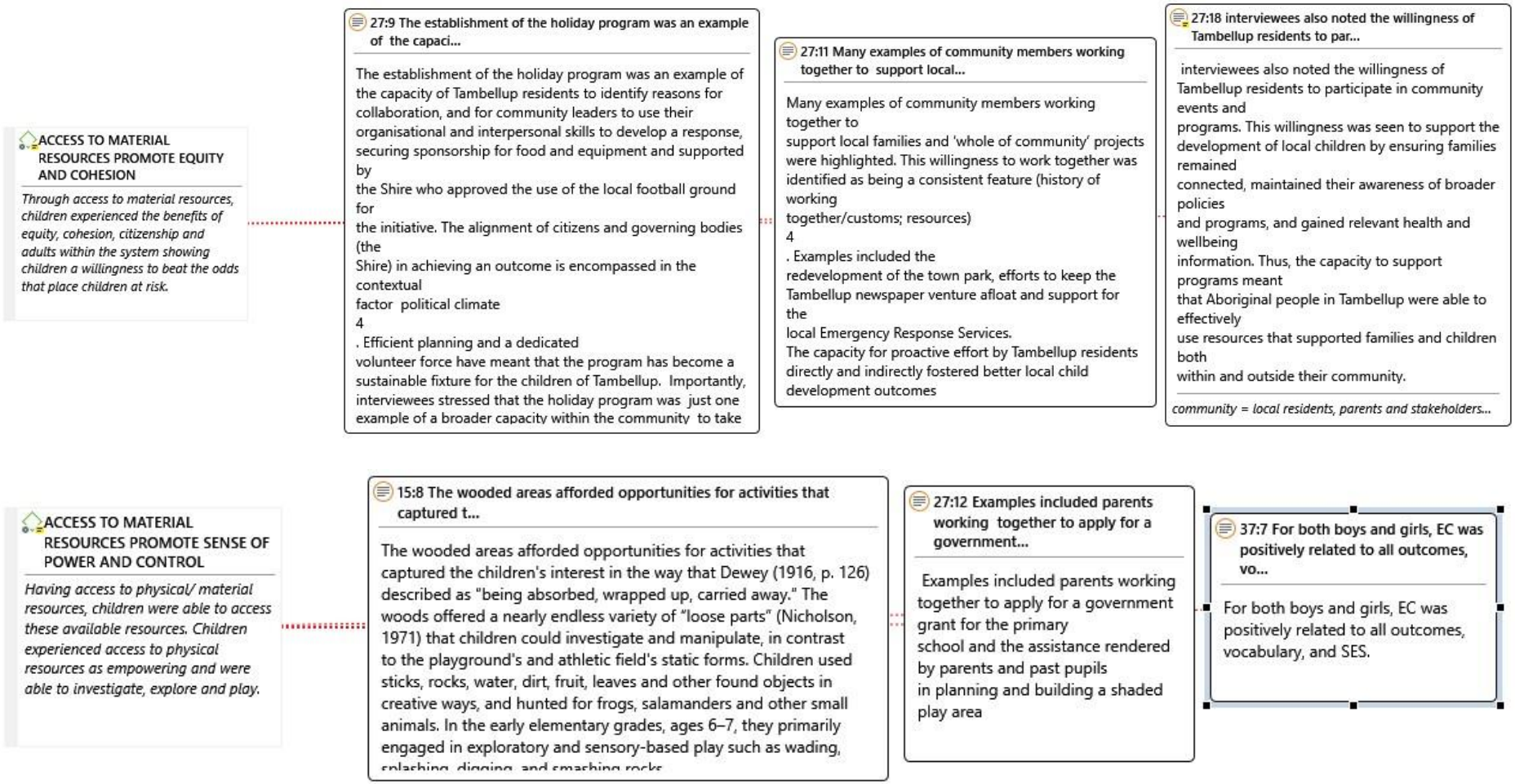
Addendum D2. Supplementary Data: Chapters 2 and 3

Included in the supplementary data are network views that offer an overview of code-code relations that were used to develop the conceptual understandings of the analysis beyond the descriptive level of coding. Multiple networks were created to facilitate the development of ideas, groupings and themes developed for Chapters 2 and 3.

CHAPTER 2 Supplementary Data




ACCESS TO MATERIAL RESOURCE PROMOTING SOCIAL JUSTICE
In context of children's access to material resources, social justice is promoted when adults/ stakeholders/ teachers facilitate appropriate and available resources to counter vulnerabilities children were exposed to.
27:9 The establishment of the holiday program was an example of the capaci...
The establishment of the holiday program was an example of the capacity of Tambellup residents to identify reasons for collaboration, and for community leaders to use their organisational and interpersonal skills to develop a response, securing sponsorship for food and equipment and supported by the Shire who approved the use of the local football ground for the initiative. The alignment of citizens and governing bodies (the Shire) in achieving an outcome is encompassed in the contextual factor political climate 4 . Efficient planning and a dedicated volunteer force have meant that the program has become a sustainable fixture for the children of Tambellup. Importantly, interviewees stressed that the holiday program was just one example of a broader capacity within the
27:11 Many examples of community members working together to support local...
Many examples of community members working together to support local families and 'whole of community' projects were highlighted. This willingness to work together was identified as being a consistent feature (history of working together/customs; resources) 4 . Examples included the redevelopment of the town park, efforts to keep the Tambellup newspaper venture afloat and support for the local Emergency Response Services. The capacity for proactive effort by Tambellup residents directly and indirectly fostered better local child development outcomes
27:19 Service providers believed the community shared the goal of offering...
Service providers believed the community shared the goal of offering as many opportunities to local children as possible, facilitated by high quality education, the maintenance of a safe environment within the township, and strong parenting role models. Recreational groups and organisations were identified as playing key roles, serving as vehicles for enhancing communication and the wellbeing of children, in particular sporting clubs and events, which acted as opportunities for town-based and farming families, Aboriginal and non-Aboriginal communities, to join together.


ACCESS TO MATERIAL RESOURCES PROMOTE EQUITY AND COHESION
Through access to material resources, children experienced the benefits of equity, cohesion, citizenship and adults within the system showing children a willingness to beat the odds that place children at risk.
27:9 The establishment of the holiday program was an example of the capaci...
The establishment of the holiday program was an example of the capacity of Tambellup residents to identify reasons for collaboration, and for community leaders to use their organisational and interpersonal skills to develop a response, securing sponsorship for food and equipment and supported by the Shire who approved the use of the local football ground for the initiative. The alignment of citizens and governing bodies (the Shire) in achieving an outcome is encompassed in the contextual factor political climate 4 . Efficient planning and a dedicated volunteer force have meant that the program has become a sustainable fixture for the children of Tambellup. Importantly, interviewees stressed that the holiday program was just one example of a broader capacity within the community to take
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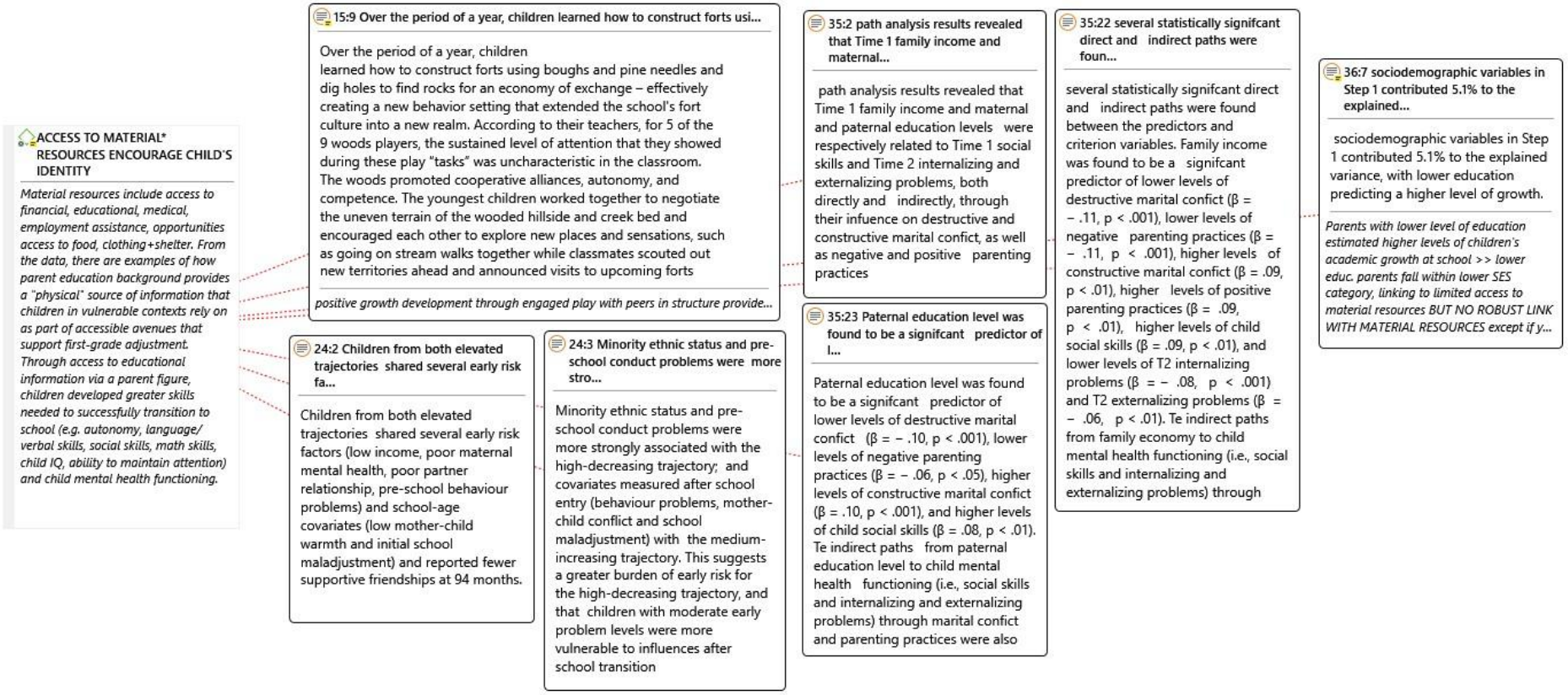
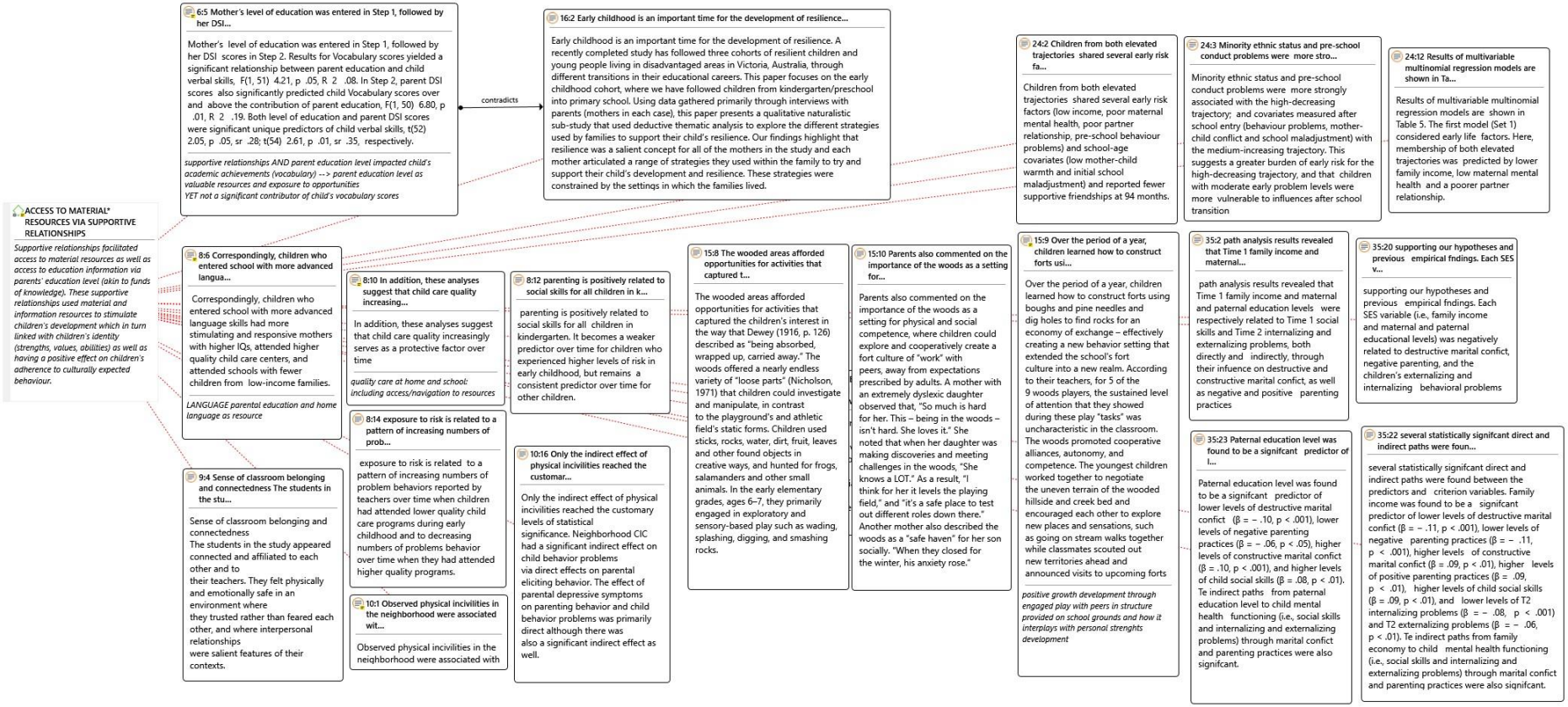
27:18 interviewees also noted the willingness of Tambellup residents to par...
interviewees also noted the willingness of Tambellup residents to participate in community events and programs. This willingness was seen to support the development of local children by ensuring families remained connected, maintained their awareness of broader policies and programs, and gained relevant health and wellbeing information. Thus, the capacity to support programs meant that Aboriginal people in Tambellup were able to effectively use resources that supported families and children both within and outside their community.
community = local residents, parents and stakeholders...
ACCESS TO MATERIAL RESOURCES PROMOTE SENSE OF POWER AND CONTROL
Having access to physical/ material resources, children were able to access these available resources. Children experienced access to physical resources as empowering and were able to investigate, explore and play.
15:8 The wooded areas afforded opportunities for activities that captured t...
The wooded areas afforded opportunities for activities that captured the children's interest in the way that Dewey (1916, p. 126) described as "being absorbed, wrapped up, carried away." The woods offered a nearly endless variety of "loose parts" (Nicholson, 1971) that children could investigate and manipulate, in contrast to the playground's and athletic field's static forms. Children used sticks, rocks, water, dirt, fruit, leaves and other found objects in creative ways, and hunted for frogs, salamanders and other small animals. In the early elementary grades, ages 6–7, they primarily engaged in exploratory and sensory-based play such as wading, splashing, digging, and smashing rocks
27:12 Examples included parents working together to apply for a government...
Examples included parents working together to apply for a government grant for the primary school and the assistance rendered by parents and past pupils in planning and building a shaded play area
37:7 For both boys and girls, EC was positively related to all outcomes, vo...
For both boys and girls, EC was positively related to all outcomes, vocabulary, and SES.


ACCESS TO MATERIAL* RESOURCES ENCOURAGE CHILD'S IDENTITY
Material resources include access to financial, educational, medical, employment assistance, opportunities access to food, clothing+shelter. From the data, there are examples of how parent education background provides a "physical" source of information that children in vulnerable contexts rely on as part of accessible avenues that support first-grade adjustment. Through access to educational information via a parent figure, children developed greater skills needed to successfully transition to school (e.g. autonomy, language/ verbal skills, social skills, math skills, child IQ, ability to maintain attention) and child mental health functioning.
15:9 Over the period of a year, children learned how to construct forts usi...
Over the period of a year, children learned how to construct forts using boughs and pine needles and dig holes to find rocks for an economy of exchange – effectively creating a new behavior setting that extended the school's fort culture into a new realm. According to their teachers, for 5 of the 9 woods players, the sustained level of attention that they showed during these play "tasks" was uncharacteristic in the classroom. The woods promoted cooperative alliances, autonomy, and competence. The youngest children worked together to negotiate the uneven terrain of the wooded hillside and creek bed and encouraged each other to explore new places and sensations, such as going on stream walks together while classmates scouted out new territories ahead and announced visits to upcoming forts
positive growth development through engaged play with peers in structure provide...
24:2 Children from both elevated trajectories shared several early risk fa...
Children from both elevated trajectories shared several early risk factors (low income, poor maternal mental health, poor partner relationship, pre-school behaviour problems) and school-age covariates (low mother-child warmth and initial school maladjustment) and reported fewer supportive friendships at 94 months.
24:3 Minority ethnic status and pre-school conduct problems were more stro...
Minority ethnic status and pre-school conduct problems were more strongly associated with the high-decreasing trajectory; and covariates measured after school entry (behaviour problems, mother-child conflict and school maladjustment) with the medium-increasing trajectory. This suggests a greater burden of early risk for the high-decreasing trajectory, and that children with moderate early problem levels were more vulnerable to influences after school transition
35:2 path analysis results revealed that Time 1 family income and maternal...
path analysis results revealed that Time 1 family income and maternal and paternal education levels were respectively related to Time 1 social skills and Time 2 internalizing and externalizing problems, both directly and indirectly, through their infuence on destructive and constructive marital confict, as well as negative and positive parenting practices
35:23 Paternal education level was found to be a signifcant predictor of l...
Paternal education level was found to be a signifcant predictor of lower levels of destructive marital confict (β = − .10, p < .001), lower levels of negative parenting practices (β = − .06, p < .05), higher levels of constructive marital confict (β = .10, p < .001), and higher levels of child social skills (β = .08, p < .01). Te indirect paths from paternal education level to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through marital confict and parenting practices were also
35:22 several statistically signifcant direct and indirect paths were foun...
several statistically signifcant direct and indirect paths were found between the predictors and criterion variables. Family income was found to be a signifcant predictor of lower levels of destructive marital confict (β = − .11, p < .001), lower levels of negative parenting practices (β = − .11, p < .001), higher levels of constructive marital confict (β = .09, p < .01), higher levels of positive parenting practices (β = .09, p < .01), higher levels of child social skills (β = .09, p < .01), and lower levels of T2 internalizing problems (β = − .08, p < .001) and T2 externalizing problems (β = − .06, p < .01). Te indirect paths from family economy to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through
36:7 sociodemographic variables in Step 1 contributed 5.1% to the explained...
sociodemographic variables in Step 1 contributed 5.1% to the explained variance, with lower education predicting a higher level of growth.
Parents with lower level of education estimated higher levels of children's academic growth at school >> lower educ. parents fall within lower SES category, linking to limited access to material resources BUT NO ROBUST LINK WITH MATERIAL RESOURCES except if y...


ACCESS TO MATERIAL* RESOURCES VIA SUPPORTIVE RELATIONSHIPS
Supportive relationships facilitated access to material resources as well as access to education information via parents' education level (akin to funds of knowledge). These supportive relationships used material and information resources to stimulate children's development which in turn linked with children's identity (strengths, values, abilities) as well as having a positive effect on children's adherence to culturally expected behaviour.
6:5 Mother's level of education was entered in Step 1, followed by her DSI...
Mother's level of education was entered in Step 1, followed by her DSI scores in Step 2. Results for Vocabulary scores yielded a significant relationship between parent education and child verbal skills, F(1, 51) 4.21, p .05, R 2 .08. In Step 2, parent DSI scores also significantly predicted child Vocabulary scores over and above the contribution of parent education, F(1, 50) 6.80, p .01, R 2 .19. Both level of education and parent DSI scores were significant unique predictors of child verbal skills, t(52) 2.05, p .05, sr .28; t(54) 2.61, p .01, sr .35, respectively.
supportive relationships AND parent education level impacted child's academic achievements (vocabulary) --> parent education level as valuable resources and exposure to opportunities
YET not a significant contributor of child's vocabulary scores
contradicts
16:2 Early childhood is an important time for the development of resilience...
Early childhood is an important time for the development of resilience. A recently completed study has followed three cohorts of resilient children and young people living in disadvantaged areas in Victoria, Australia, through different transitions in their educational careers. This paper focuses on the early childhood cohort, where we have followed children from kindergarten/preschool into primary school. Using data gathered primarily through interviews with parents (mothers in each case), this paper presents a qualitative naturalistic sub-study that used deductive thematic analysis to explore the different strategies used by families to support their child's resilience. Our findings highlight that resilience was a salient concept for all of the mothers in the study and each mother articulated a range of strategies they used within the family to try and support their child's development and resilience. These strategies were constrained by the settings in which the families lived.
24:2 Children from both elevated trajectories shared several early risk fa...
Children from both elevated trajectories shared several early risk factors (low income, poor maternal mental health, poor partner relationship, pre-school behaviour problems) and school-age covariates (low mother-child warmth and initial school maladjustment) and reported fewer supportive friendships at 94 months.
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24:12 Results of multivariable multinomial regression models are shown in Ta...
Results of multivariable multinomial regression models are shown in Table 5. The first model (Set 1) considered early life factors. Here, membership of both elevated trajectories was predicted by lower family income, low maternal mental health and a poorer partner relationship.
8:6 Correspondingly, children who entered school with more advanced langua...
Correspondingly, children who entered school with more advanced language skills had more stimulating and responsive mothers with higher IQs, attended higher quality child care centers, and attended schools with fewer children from low-income families.
LANGUAGE parental education and home language as resource
8:10 In addition, these analyses suggest that child care quality increasing...
In addition, these analyses suggest that child care quality increasingly serves as a protective factor over time
quality care at home and school: including access/navigation to resources
8:12 parenting is positively related to social skills for all children in k...
parenting is positively related to social skills for all children in kindergarten. It becomes a weaker predictor over time for children who experienced higher levels of risk in early childhood, but remains a consistent predictor over time for other children.
15:8 The wooded areas afforded opportunities for activities that captured t...
The wooded areas afforded opportunities for activities that captured the children's interest in the way that Dewey (1916, p. 126) described as "being absorbed, wrapped up, carried away." The woods offered a nearly endless variety of "loose parts" (Nicholson, 1971) that children could investigate and manipulate, in contrast to the playground's and athletic field's static forms. Children used sticks, rocks, water, dirt, fruit, leaves and other found objects in creative ways, and hunted for frogs, salamanders and other small animals. In the early elementary grades, ages 6–7, they primarily engaged in exploratory and sensory-based play such as wading, splashing, digging, and smashing rocks.
15:10 Parents also commented on the importance of the woods as a setting for...
Parents also commented on the importance of the woods as a setting for physical and social competence, where children could explore and cooperatively create a fort culture of "work" with peers, away from expectations prescribed by adults. A mother with an extremely dyslexic daughter observed that, "So much is hard for her. This – being in the woods – isn't hard. She loves it." She noted that when her daughter was making discoveries and meeting challenges in the woods, "She knows a LOT." As a result, "I think for her it levels the playing field," and "it's a safe place to test out different roles down there." Another mother also described the woods as a "safe haven" for her son socially. "When they closed for the winter, his anxiety rose."
15:9 Over the period of a year, children learned how to construct forts usi...
Over the period of a year, children learned how to construct forts using boughs and pine needles and dig holes to find rocks for an economy of exchange – effectively creating a new behavior setting that extended the school's fort culture into a new realm. According to their teachers, for 5 of the 9 woods players, the sustained level of attention that they showed during these play "tasks" was uncharacteristic in the classroom. The woods promoted cooperative alliances, autonomy, and competence. The youngest children worked together to negotiate the uneven terrain of the wooded hillside and creek bed and encouraged each other to explore new places and sensations, such as going on stream walks together while classmates scouted out new territories ahead and announced visits to upcoming forts
positive growth development through engaged play with peers in structure provided on school grounds and how it interplays with personal strenghts development
35:2 path analysis results revealed that Time 1 family income and maternal...
path analysis results revealed that Time 1 family income and maternal and paternal education levels were respectively related to Time 1 social skills and Time 2 internalizing and externalizing problems, both directly and indirectly, through their influence on destructive and constructive marital conflict, as well as negative and positive parenting practices
35:20 supporting our hypotheses and previous empirical fndings. Each SES v...
supporting our hypotheses and previous empirical fndings. Each SES variable (i.e., family income and maternal and paternal educational levels) was negatively related to destructive marital conflict, negative parenting, and the children's externalizing and internalizing behavioral problems
9:4 Sense of classroom belonging and connectedness The students in the stu...
Sense of classroom belonging and connectedness
The students in the study appeared connected and affiliated to each other and to
their teachers. They felt physically and emotionally safe in an environment where
they trusted rather than feared each other, and where interpersonal relationships
were salient features of their contexts.
8:14 exposure to risk is related to a pattern of increasing numbers of prob...
exposure to risk is related to a pattern of increasing numbers of problem behaviors reported by teachers over time when children had attended lower quality child care programs during early childhood and to decreasing numbers of problems behavior over time when they had attended higher quality programs.
10:16 Only the indirect effect of physical incivilities reached the customar...
Only the indirect effect of physical incivilities reached the customary levels of statistical significance. Neighborhood CIC had a significant indirect effect on child behavior problems via direct effects on parental eliciting behavior. The effect of parental depressive symptoms on parenting behavior and child behavior problems was primarily direct although there was also a significant indirect effect as well.
10:1 Observed physical incivilities in the neighborhood were associated wit...
Observed physical incivilities in the neighborhood were associated with
35:23 Paternal education level was found to be a signifcant predictor of l...
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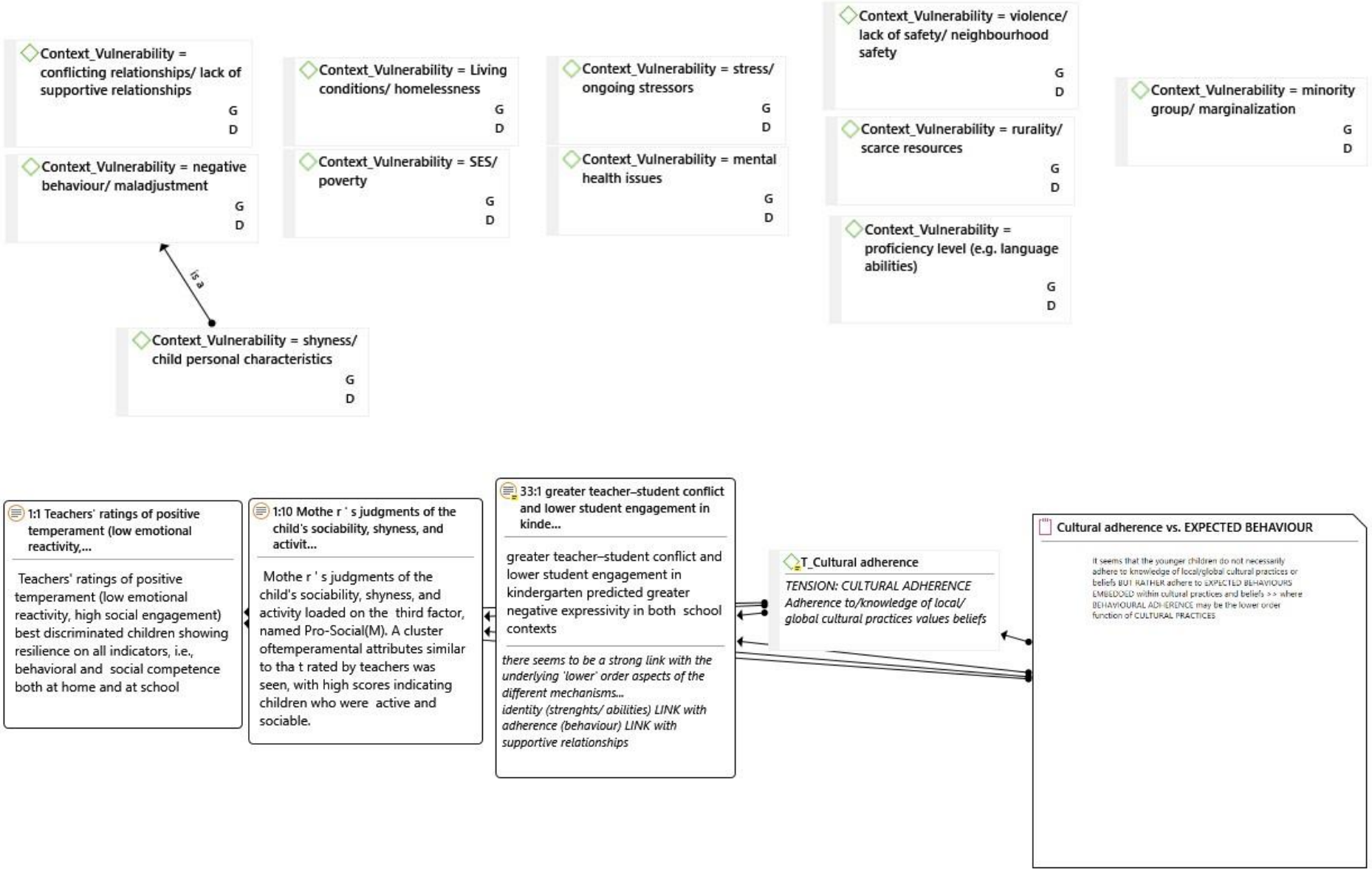
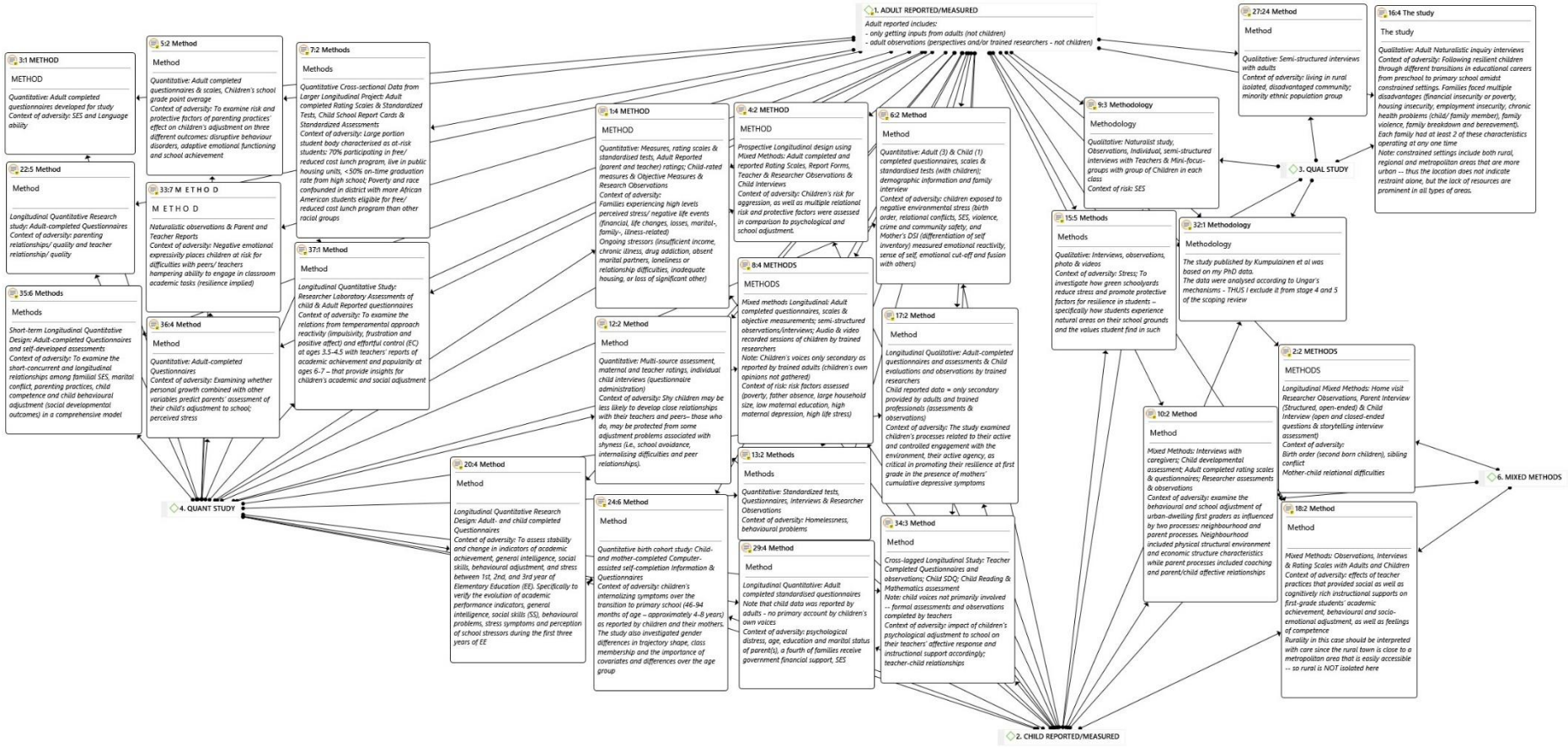
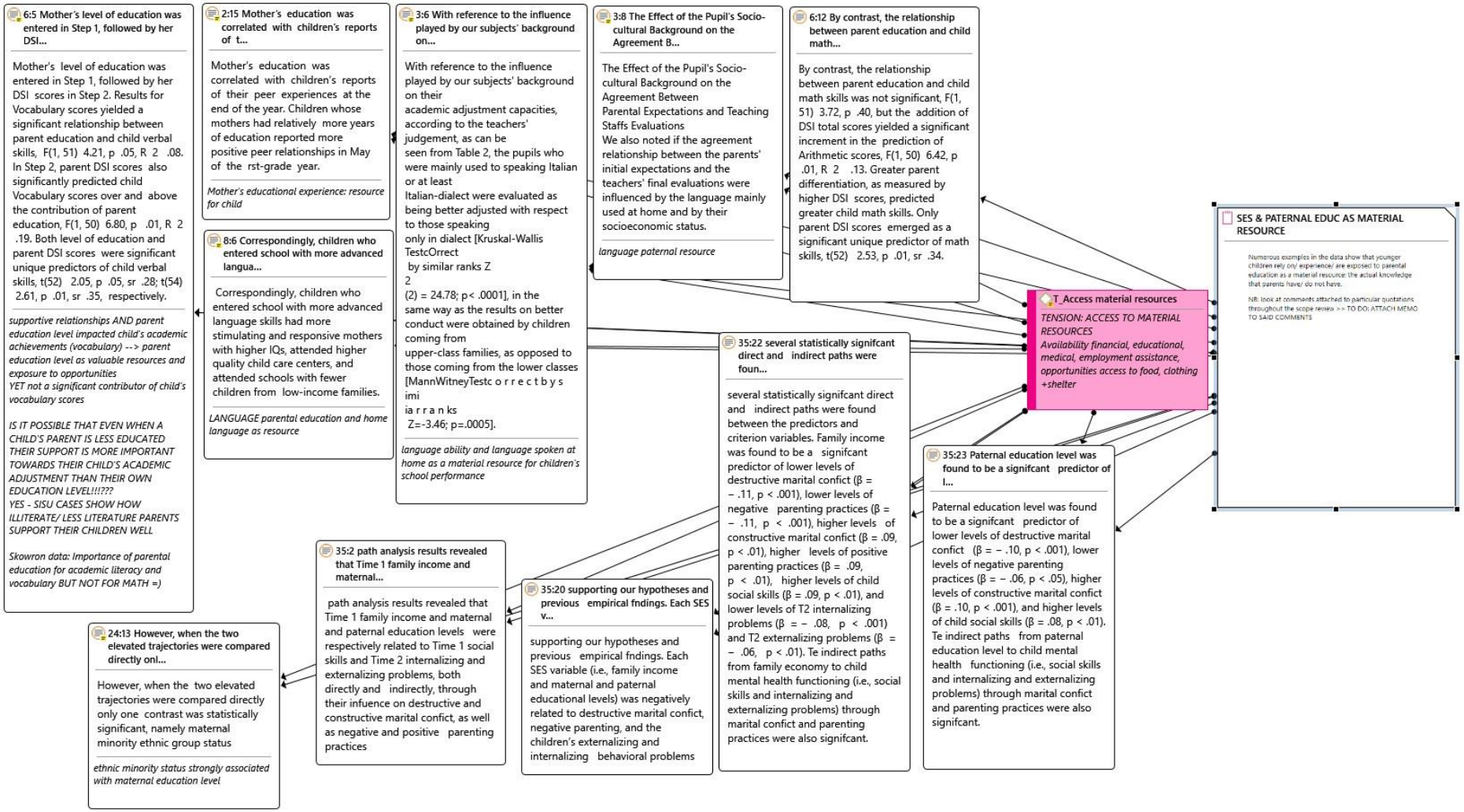
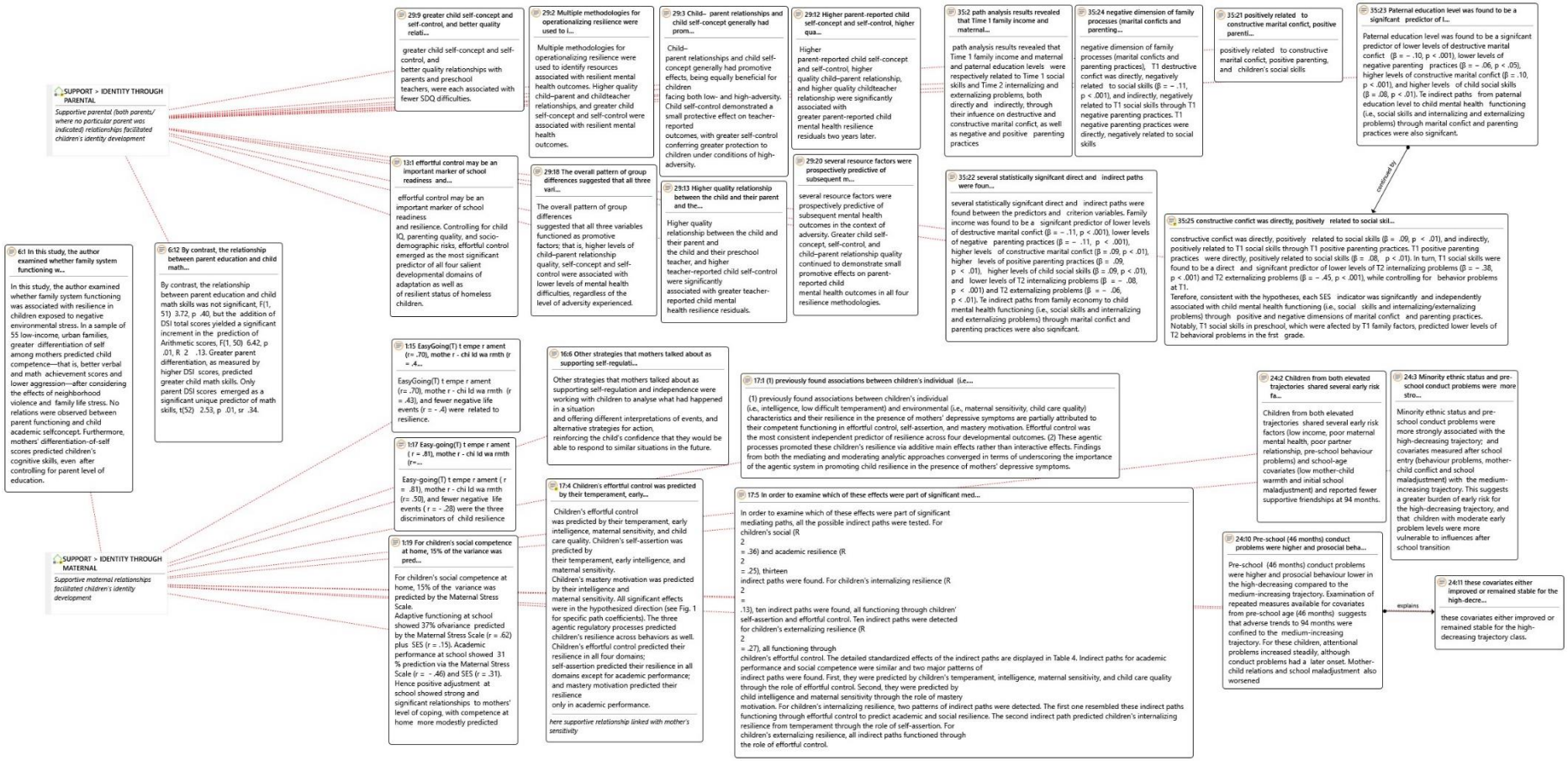
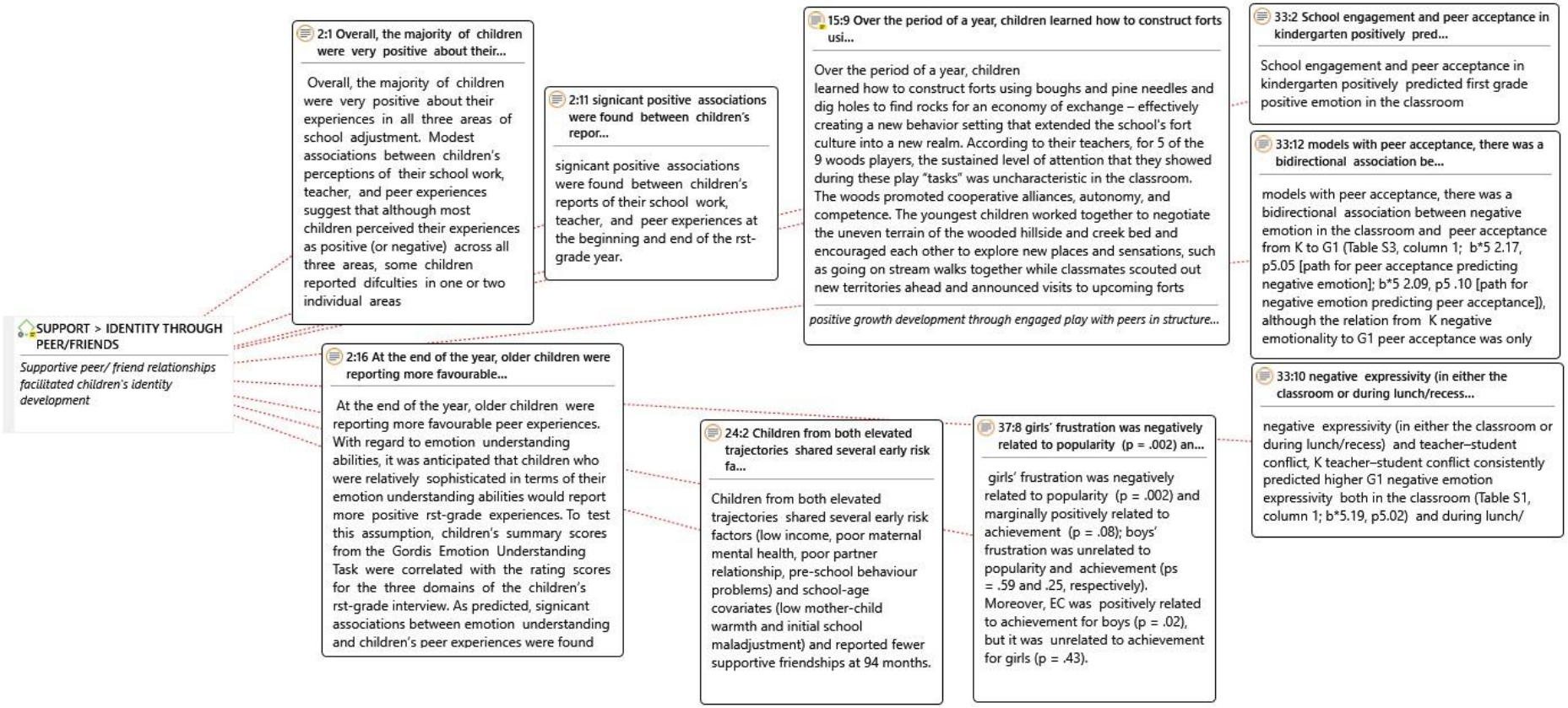
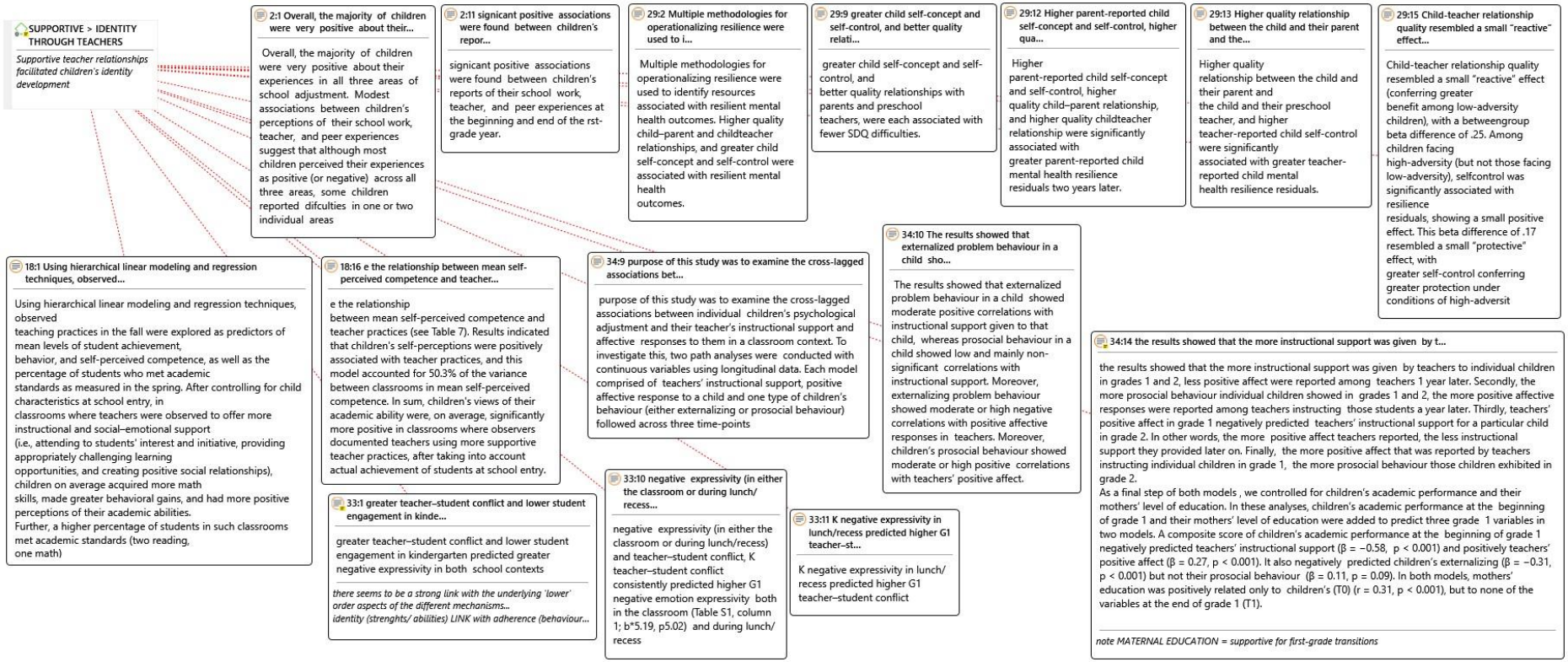

Context_Vulnerability = conflicting relationships/ lack of supportive relationships
G
D
Context_Vulnerability = Living conditions/ homelessness
G
D
Context_Vulnerability = stress/ ongoing stressors
G
D
Context_Vulnerability = violence/ lack of safety/ neighbourhood safety
G
D
Context_Vulnerability = minority group/ marginalization
G
D
Context_Vulnerability = negative behaviour/ maladjustment
G
D
Context_Vulnerability = SES/ poverty
G
D
Context_Vulnerability = mental health issues
G
D
Context_Vulnerability = rurality/ scarce resources
G
D
Context_Vulnerability = proficiency level (e.g. language abilities)
G
D
is a
Context_Vulnerability = shyness/ child personal characteristics
G
D
1:1 Teachers' ratings of positive temperament (low emotional reactivity,...
Teachers' ratings of positive temperament (low emotional reactivity, high social engagement) best discriminated children showing resilience on all indicators, i.e., behavioral and social competence both at home and at school
1:10 Mothe r ' s judgments of the child's sociability, shyness, and activit...
Mothe r ' s judgments of the child's sociability, shyness, and activity loaded on the third factor, named Pro-Social(M). A cluster oftemperamental attributes similar to tha t rated by teachers was seen, with high scores indicating children who were active and sociable.
33:1 greater teacher–student conflict and lower student engagement in kinde...
greater teacher–student conflict and lower student engagement in kindergarten predicted greater negative expressivity in both school contexts
there seems to be a strong link with the underlying 'lower' order aspects of the different mechanisms...
identity (strenghts/ abilities) LINK with adherence (behaviour) LINK with supportive relationships
T_Cultural adherence
TENSION: CULTURAL ADHERENCE
Adherence to/knowledge of local/ global cultural practices values beliefs
Cultural adherence vs. EXPECTED BEHAVIOUR
it seems that the younger children do not necessarily adhere to knowledge of local/global cultural practices or beliefs BUT RATHER adhere to EXPECTED BEHAVIOURS EMBEDDED within cultural practices and beliefs >> where BEHAVIOURAL ADHERENCE may be the lower order function of CULTURAL PRACTICES


1. ADULT REPORTED/MEASURED
Adult reported includes:
- only getting inputs from adults (not children)
- adult observations (perspectives and/or trained researchers - not children)
2. CHILD REPORTED/MEASURED
3. QUAL STUDY
4. QUANT STUDY
6. MIXED METHODS
3:1 METHOD
METHOD
Quantitative: Adult completed questionnaires developed for study
Context of adversity: SES and Language ability
5:2 Method
Method
Quantitative: Adult completed questionnaires & scales, Children's school grade point average
Context of adversity: To examine risk and protective factors of parenting practices' effect on children's adjustment on three different outcomes: disruptive behaviour disorders, adaptive emotional functioning and school achievement
7:2 Methods
Methods
Quantitative Cross-sectional Data from Larger Longitudinal Project: Adult completed Rating Scales & Standardized Tests, Child School Report Cards & Standardized Assessments
Context of adversity: Large portion student body characterised as at-risk students: 70% participating in free/ reduced cost lunch program, live in public housing units, <50% on-time graduation rate from high school; Poverty and race confounded in district with more African American students eligible for free/ reduced cost lunch program than other racial groups
22:5 Method
Method
Longitudinal Quantitative Research study: Adult-completed Questionnaires
Context of adversity: parenting relationships/ quality and teacher relationship/ quality
33:7 METHOD
METHOD
Naturalistic observations & Parent and Teacher Reports
Context of adversity: Negative emotional expressivity places children at risk for difficulties with peers/ teachers hampering ability to engage in classroom academic tasks (resilience implied)
37:1 Method
Method
Longitudinal Quantitative Study:
Researcher Laboratory Assessments of child & Adult Reported questionnaires
Context of adversity: To examine the relations from temperamental approach reactivity (impulsivity, frustration and positive affect) and effortful control (EC) at ages 3.5-4.5 with teachers' reports of academic achievement and popularity at ages 6-7 – that provide insights for children's academic and social adjustment
35:6 Methods
Methods
Short-term Longitudinal Quantitative Design: Adult-completed Questionnaires and self-developed assessments
Context of adversity: To examine the short-concurrent and longitudinal relationships among familial SES, marital conflict, parenting practices, child competence and child behavioural adjustment (social developmental outcomes) in a comprehensive model
36:4 Method
Method
Quantitative: Adult-completed Questionnaires
Context of adversity: Examining whether personal growth combined with other variables predict parents' assessment of their child's adjustment to school; perceived stress
1:4 METHOD
METHOD
Quantitative: Measures, rating scales & standardised tests, Adult Reported (parent and teacher) ratings; Child-rated measures & Objective Measures & Research Observations
Context of adversity:
Families experiencing high levels perceived stress/ negative life events (financial, life changes, losses, marital-, family-, illness-related)
Ongoing stressors (insufficient income, chronic illness, drug addiction, absent marital partners, loneliness or relationship difficulties, inadequate housing, or loss of significant other)
4:2 METHOD
METHOD
Prospective Longitudinal design using Mixed Methods: Adult completed and reported Rating Scales, Report Forms, Teacher & Researcher Observations & Child Interviews
Context of adversity: Children's risk for aggression, as well as multiple relational risk and protective factors were assessed in comparison to psychological and school adjustment.
6:2 Method
Method
Quantitative: Adult (3) & Child (1) completed questionnaires, scales & standardised tests (with children); demographic information and family interview
Context of adversity: children exposed to negative environmental stress (birth order, relational conflicts, SES, violence, crime and community safety, and Mother's DSI (differentiation of self inventory) measured emotional reactivity, sense of self, emotional cut-off and fusion with others)
8:4 METHODS
METHODS
Mixed methods: Longitudinal: Adult completed questionnaires, scales & objective measurements; semi-structured observations/interviews; Audio & video recorded sessions of children by trained researchers
Note: Children's voices only secondary as reported by trained adults (children's own opinions not gathered)
Context of risk: risk factors assessed (poverty, father absence, large household size, low maternal education, high maternal depression, high life stress)
12:2 Method
Method
Quantitative: Multi-source assessment, maternal and teacher ratings, individual child interviews (questionnaire administration)
Context of adversity: Shy children may be less likely to develop close relationships with their teachers and peers– those who do, may be protected from some adjustment problems associated with shyness (i.e., school avoidance, internalising difficulties and peer relationships).
17:2 Method
Method
Longitudinal Qualitative: Adult-completed questionnaires and assessments & Child evaluations and observations by trained researchers
Child reported data = only secondary provided by adults and trained professionals (assessments & observations)
Context of adversity: The study examined children's processes related to their active and controlled engagement with the environment, their active agency, as critical in promoting their resilience at first grade in the presence of mothers' cumulative depressive symptoms
13:2 Methods
Methods
Quantitative: Standardized tests, Questionnaires, Interviews & Researcher Observations
Context of adversity: Homelessness, behavioural problems
20:4 Method
Method
Longitudinal Quantitative Research Design: Adult- and child completed Questionnaires
Context of adversity: To assess stability and change in indicators of academic achievement, general intelligence, social skills, behavioural adjustment, and stress between 1st, 2nd, and 3rd year of Elementary Education (EE). Specifically to verify the evolution of academic performance indicators, general intelligence, social skills (SS), behavioural problems, stress symptoms and perception of school stressors during the first three years of EE
24:6 Method
Method
Quantitative birth cohort study: Child- and mother-completed Computer-assisted self-completion information & Questionnaires
Context of adversity: children's internalizing symptoms over the transition to primary school (46-94 months of age – approximately 4-8 years) as reported by children and their mothers. The study also investigated gender differences in trajectory shape, class membership and the importance of covariates and differences over the age group
29:4 Method
Method
Longitudinal Quantitative: Adult completed standardised questionnaires
Note that child data was reported by adults - no primary account by children's own voices
Context of adversity: psychological distress, age, education and marital status of parent(s), a fourth of families receive government financial support, SES
34:3 Method
Method
Cross-lagged Longitudinal Study: Teacher Completed Questionnaires and observations; Child SDQ; Child Reading & Mathematics assessment
Note: child voices not primarily involved -- formal assessments and observations completed by teachers
Context of adversity: impact of children's psychological adjustment to school on their teachers' affective response and instructional support accordingly; teacher-child relationships
9:3 Methodology
Methodology
Qualitative: Naturalist study, Observations, Individual, semi-structured interviews with Teachers & Mini-focus-groups with group of Children in each class
Context of risk: SES
15:5 Methods
Methods
Qualitative: Interviews, observations, photo & videos
Context of adversity: Stress; To investigate how green schoolyards reduce stress and promote protective factors for resilience in students – specifically how students experience natural areas on their school grounds and the values student find in such
32:1 Methodology
Methodology
The study published by Kumpulainen et al was based on my PhD data.
The data were analysed according to Ungar's mechanisms - THUS I exclude it from stage 4 and 5 of the scoping review
27:24 Method
Method
Qualitative: Semi-structured interviews with adults
Context of adversity: living in rural isolated, disadvantaged community; minority ethnic population group
16:4 The study
The study
Qualitative: Adult Naturalistic inquiry interviews
Context of adversity: Following resilient children through different transitions in educational careers from preschool to primary school amidst constrained settings. Families faced multiple disadvantages (financial insecurity or poverty, housing insecurity, employment insecurity, chronic health problems (child/ family member), family violence, family breakdown and bereavement). Each family had at least 2 of these characteristics operating at any one time
Note: constrained settings include both rural, regional and metropolitan areas that are more urban -- thus the location does not indicate restraint alone, but the lack of resources are prominent in all types of areas.
10:2 Method
Method
Mixed Methods: Interviews with caregivers; Child developmental assessment; Adult completed rating scales & questionnaires; Researcher assessments & observations
Context of adversity: examine the behavioural and school adjustment of urban-dwelling first graders as influenced by two processes: neighbourhood and parent processes. Neighbourhood included physical structural environment and economic structure characteristics while parent processes included coaching and parent/child affective relationships
2:2 METHODS
METHODS
Longitudinal Mixed Methods: Home visit Researcher Observations, Parent Interview (Structured, open-ended) & Child Interview (open and closed-ended questions & storytelling interview assessment)
Context of adversity:
Birth order (second born children), sibling conflict
Mother-child relational difficulties
18:2 Method
Method
Mixed Methods: Observations, Interviews & Rating Scales with Adults and Children
Context of adversity: effects of teacher practices that provided social as well as cognitively rich instructional supports on first-grade students' academic achievement, behavioural and socio-emotional adjustment, as well as feelings of competence
Rurality in this case should be interpreted with care since the rural town is close to a metropolitan area that is easily accessible -- so rural is NOT isolated here


6:5 Mother's level of education was entered in Step 1, followed by her DSI...
Mother's level of education was entered in Step 1, followed by her DSI scores in Step 2. Results for Vocabulary scores yielded a significant relationship between parent education and child verbal skills, F(1, 51) 4.21, p .05, R 2 .08. In Step 2, parent DSI scores also significantly predicted child Vocabulary scores over and above the contribution of parent education, F(1, 50) 6.80, p .01, R 2 .19. Both level of education and parent DSI scores were significant unique predictors of child verbal skills, t(52) 2.05, p .05, sr .28; t(54) 2.61, p .01, sr .35, respectively.
supportive relationships AND parent education level impacted child's academic achievements (vocabulary) --> parent education level as valuable resources and exposure to opportunities
YET not a significant contributor of child's vocabulary scores
IS IT POSSIBLE THAT EVEN WHEN A CHILD'S PARENT IS LESS EDUCATED THEIR SUPPORT IS MORE IMPORTANT TOWARDS THEIR CHILD'S ACADEMIC ADJUSTMENT THAN THEIR OWN EDUCATION LEVEL!!!???
YES - SISU CASES SHOW HOW ILLITERATE/ LESS LITERATURE PARENTS SUPPORT THEIR CHILDREN WELL
Skowron data: Importance of parental education for academic literacy and vocabulary BUT NOT FOR MATH =)
2:15 Mother's education was correlated with children's reports of t...
Mother's education was correlated with children's reports of their peer experiences at the end of the year. Children whose mothers had relatively more years of education reported more positive peer relationships in May of the rst-grade year.
Mother's educational experience: resource for child
8:6 Correspondingly, children who entered school with more advanced langua...
Correspondingly, children who entered school with more advanced language skills had more stimulating and responsive mothers with higher IQs, attended higher quality child care centers, and attended schools with fewer children from low-income families.
LANGUAGE parental education and home language as resource
3:6 With reference to the influence played by our subjects' background on...
With reference to the influence played by our subjects' background on their academic adjustment capacities, according to the teachers' judgement, as can be seen from Table 2, the pupils who were mainly used to speaking Italian or at least Italian-dialect were evaluated as being better adjusted with respect to those speaking only in dialect [Kruskal-Wallis TestcOrrect by similar ranks Z 2 (2) = 24.78; p< .0001], in the same way as the results on better conduct were obtained by children coming from upper-class families, as opposed to those coming from the lower classes [MannWitneyTestc o r r e c t b y s imi ia r r a n ks Z=-3.46; p=.0005].
language ability and language spoken at home as a material resource for children's school performance
3:8 The Effect of the Pupil's Socio-cultural Background on the Agreement B...
The Effect of the Pupil's Socio-cultural Background on the Agreement Between Parental Expectations and Teaching Staffs Evaluations
We also noted if the agreement relationship between the parents' initial expectations and the teachers' final evaluations were influenced by the language mainly used at home and by their socioeconomic status.
language paternal resource
6:12 By contrast, the relationship between parent education and child math...
By contrast, the relationship between parent education and child math skills was not significant, F(1, 51) 3.72, p .40, but the addition of DSI total scores yielded a significant increment in the prediction of Arithmetic scores, F(1, 50) 6.42, p .01, R 2 .13. Greater parent differentiation, as measured by higher DSI scores, predicted greater child math skills. Only parent DSI scores emerged as a significant unique predictor of math skills, t(52) 2.53, p .01, sr .34.
T_Access material resources
TENSION: ACCESS TO MATERIAL RESOURCES
Availability financial, educational, medical, employment assistance, opportunities access to food, clothing +shelter
SES & PATERNAL EDUC AS MATERIAL RESOURCE
Numerous examples in the data show that younger children rely only experience/ are exposed to parental education as a material resource: the actual knowledge that parents have/ do not have.
NB: look at comments attached to particular quotations throughout the scope review >> TO DO: ATTACH MEMO TO SAID COMMENTS
35:22 several statistically signifcant direct and indirect paths were foun...
several statistically signifcant direct and indirect paths were found between the predictors and criterion variables. Family income was found to be a signifcant predictor of lower levels of destructive marital conflict (β = − .11, p < .001), lower levels of negative parenting practices (β = − .11, p < .001), higher levels of constructive marital conflict (β = .09, p < .01), higher levels of positive parenting practices (β = .09, p < .01), higher levels of child social skills (β = .09, p < .01), and lower levels of T2 internalizing problems (β = − .08, p < .001) and T2 externalizing problems (β = − .06, p < .01). Te indirect paths from family economy to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through marital conflict and parenting practices were also signifcant.
35:23 Paternal education level was found to be a signifcant predictor of l...
Paternal education level was found to be a signifcant predictor of lower levels of destructive marital conflict (β = − .10, p < .001), lower levels of negative parenting practices (β = − .06, p < .05), higher levels of constructive marital conflict (β = .10, p < .001), and higher levels of child social skills (β = .08, p < .01). Te indirect paths from paternal education level to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through marital conflict and parenting practices were also signifcant.
35:2 path analysis results revealed that Time 1 family income and maternal...
path analysis results revealed that Time 1 family income and maternal and paternal education levels were respectively related to Time 1 social skills and Time 2 internalizing and externalizing problems, both directly and indirectly, through their influence on destructive and constructive marital conflict, as well as negative and positive parenting practices
35:20 supporting our hypotheses and previous empirical fndings. Each SES v...
supporting our hypotheses and previous empirical fndings. Each SES variable (i.e., family income and maternal and paternal educational levels) was negatively related to destructive marital conflict, negative parenting, and the children's externalizing and internalizing behavioral problems
24:13 However, when the two elevated trajectories were compared directly onl...
However, when the two elevated trajectories were compared directly only one contrast was statistically significant, namely maternal minority ethnic group status
ethnic minority status strongly associated with maternal education level


SUPPORT > IDENTITY THROUGH PARENTAL
Supportive parental (both parents/ where no particular parent was indicated) relationships facilitated children's identity development
SUPPORT > IDENTITY THROUGH MATERNAL
Supportive maternal relationships facilitated children's identity development
6:1 In this study, the author examined whether family system functioning w...
In this study, the author examined whether family system functioning was associated with resilience in children exposed to negative environmental stress. In a sample of 55 low-income, urban families, greater differentiation of self among mothers predicted child competence—that is, better verbal and math achievement scores and lower aggression—after considering the effects of neighborhood violence and family life stress. No relations were observed between parent functioning and child academic selfconcept. Furthermore, mothers' differentiation-of-self scores predicted children's cognitive skills, even after controlling for parent level of education.
6:12 By contrast, the relationship between parent education and child math...
By contrast, the relationship between parent education and child math skills was not significant, F(1, 51) 3.72, p .40, but the addition of DSI total scores yielded a significant increment in the prediction of Arithmetic scores, F(1, 50) 6.42, p .01, R 2 .13. Greater parent differentiation, as measured by higher DSI scores, predicted greater child math skills. Only parent DSI scores emerged as a significant unique predictor of math skills, t(52) 2.53, p .01, sr .34.
29:9 greater child self-concept and self-control, and better quality relati...
greater child self-concept and self-control, and
better quality relationships with parents and preschool teachers, were each associated with fewer SDQ difficulties.
29:2 Multiple methodologies for operationalizing resilience were used to i...
Multiple methodologies for operationalizing resilience were used to identify resources associated with resilient mental health outcomes. Higher quality child–parent and childteacher relationships, and greater child self-concept and self-control were associated with resilient mental health
outcomes.
29:3 Child– parent relationships and child self-concept generally had prom...
Child–
parent relationships and child self-concept generally had promotive effects, being equally beneficial for children
facing both low- and high-adversity. Child self-control demonstrated a small protective effect on teacher-reported
outcomes, with greater self-control conferring greater protection to children under conditions of high-adversity.
29:12 Higher parent-reported child self-concept and self-control, higher qua...
Higher
parent-reported child self-concept and self-control, higher quality child–parent relationship, and higher quality childteacher relationship were significantly associated with
greater parent-reported child mental health resilience residuals two years later.
35:2 path analysis results revealed that Time 1 family income and maternal...
path analysis results revealed that Time 1 family income and maternal and paternal education levels were respectively related to Time 1 social skills and Time 2 internalizing and externalizing problems, both directly and indirectly, through their influence on destructive and constructive marital conflict, as well as negative and positive parenting practices
35:24 negative dimension of family processes (marital conflicts and parenting...
negative dimension of family processes (marital conflicts and parenting practices), T1 destructive conflict was directly, negatively related to social skills (β = − .11, p < .001), and indirectly, negatively related to T1 social skills through T1 negative parenting practices. T1 negative parenting practices were directly, negatively related to social skills
35:21 positively related to constructive marital conflict, positive parenti...
positively related to constructive marital conflict, positive parenting, and children's social skills
35:23 Paternal education level was found to be a signifcant predictor of l...
Paternal education level was found to be a signifcant predictor of lower levels of destructive marital conflict (β = − .10, p < .001), lower levels of negative parenting practices (β = − .06, p < .05), higher levels of constructive marital conflict (β = .10, p < .001), and higher levels of child social skills (β = .08, p < .01). Te indirect paths from paternal education level to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through marital conflict and parenting practices were also signifcant.
Continued by
13:1 effortful control may be an important marker of school readiness and...
effortful control may be an important marker of school readiness
and resilience. Controlling for child IQ, parenting quality, and socio-demographic risks, effortful control emerged as the most significant predictor of all four salient developmental domains of adaptation as well as
of resilient status of homeless children.
29:18 The overall pattern of group differences suggested that all three vari...
The overall pattern of group differences
suggested that all three variables functioned as promotive
factors; that is, higher levels of child–parent relationship quality, self-concept and self-control were associated with lower levels of mental health difficulties, regardless of the level of adversity experienced.
29:13 Higher quality relationship between the child and their parent and the...
Higher quality
relationship between the child and their parent and
the child and their preschool teacher, and higher
teacher-reported child self-control were significantly
associated with greater teacher-reported child mental
health resilience residuals.
29:20 several resource factors were prospectively predictive of subsequent m...
several resource factors were prospectively predictive of subsequent mental health outcomes in the context of adversity. Greater child self-concept, self-control, and child–parent relationship quality continued to demonstrate small promotive effects on parent-reported child
mental health outcomes in all four resilience methodologies.
35:22 several statistically signifcant direct and indirect paths were foun...
several statistically significant direct and indirect paths were found between the predictors and criterion variables. Family income was found to be a signifcant predictor of lower levels of destructive marital conflict (β = − .11, p < .001), lower levels of negative parenting practices (β = − .11, p < .001), higher levels of constructive marital conflict (β = .09, p < .01), higher levels of positive parenting practices (β = .09, p < .01), higher levels of child social skills (β = .09, p < .01), and lower levels of T2 internalizing problems (β = − .08, p < .001) and T2 externalizing problems (β = − .06, p < .01). Te indirect paths from family economy to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through marital conflict and parenting practices were also signifcant.
35:25 constructive conflict was directly, positively related to social ski...
constructive conflict was directly, positively related to social skills (β = .09, p < .01), and indirectly, positively related to T1 social skills through T1 positive parenting practices. T1 positive parenting practices were directly, positively related to social skills (β = .08, p < .01). In turn, T1 social skills were found to be a direct and signifcant predictor of lower levels of T2 internalizing problems (β = − .38, p < .001) and T2 externalizing problems (β = − .45, p < .001), while controlling for behavior problems at T1.
Terefore, consistent with the hypotheses, each SES indicator was signifcantly and independently associated with child mental health functioning (i.e., social skills and internalizing/externalizing problems) through positive and negative dimensions of marital conflict and parenting practices. Notably, T1 social skills in preschool, which were afected by T1 family factors, predicted lower levels of T2 behavioral problems in the frst grade.
1:15 EasyGoing(T) t empe r ament (r= .70), mothe r - chi ld wa rmth (r = .4...
EasyGoing(T) t empe r ament (r= .70), mothe r - chi ld wa rmth (r = .43), and fewer negative life events (r = - .4) were related to resilience.
1:17 Easy-going(T) t empe r ament (r = .81), mothe r - chi ld wa rmth (r=...
Easy-going(T) t empe r ament (r = .81), mothe r - chi ld wa rmth (r= .50), and fewer negative life events (r = - .28) were the three discriminators of child resilience
1:19 For children's social competence at home, 15% of the variance was pred...
For children's social competence at home, 15% of the variance was predicted by the Maternal Stress Scale.
Adaptive functioning at school showed 37% ofvariance predicted by the Maternal Stress Scale (r = .62) plus SES (r = .15). Academic performance at school showed 31 % prediction via the Maternal Stress Scale (r = - .46) and SES (r = .31). Hence positive adjustment at school showed strong and
significant relationships to mothers' level of coping, with competence at home more modestly predicted
16:6 Other strategies that mothers talked about as supporting self-regulati...
Other strategies that mothers talked about as supporting self-regulation and independence were working with children to analyse what had happened in a situation
and offering different interpretations of events, and alternative strategies for action,
reinforcing the child's confidence that they would be able to respond to similar situations in the future.
17:4 Children's effortful control was predicted by their temperament, early...
Children's effortful control
was predicted by their temperament, early intelligence, maternal sensitivity, and child care quality. Children's self-assertion was predicted by
their temperament, early intelligence, and maternal sensitivity.
Children's mastery motivation was predicted by their intelligence and
maternal sensitivity. All significant effects were in the hypothesized direction (see Fig. 1 for specific path coefficients). The three agentic regulatory processes predicted children's resilience across behaviors as well. Children's effortful control predicted their resilience in all four domains;
self-assertion predicted their resilience in all domains except for academic performance; and mastery motivation predicted their resilience
only in academic performance.
here supportive relationship linked with mother's sensitivity
17:1 (1) previously found associations between children's individual (i.e....
(1) previously found associations between children's individual
(i.e., intelligence, low difficult temperament) and environmental (i.e., maternal sensitivity, child care quality) characteristics and their resilience in the presence of mothers' depressive symptoms are partially attributed to their competent functioning in effortful control, self-assertion, and mastery motivation. Effortful control was the most consistent independent predictor of resilience across four developmental outcomes. (2) These agentic processes promoted these children's resilience via additive main effects rather than interactive effects. Findings from both the mediating and moderating analytic approaches converged in terms of underscoring the importance of the agentic system in promoting child resilience in the presence of mothers' depressive symptoms.
17:5 In order to examine which of these effects were part of significant med...
In order to examine which of these effects were part of significant
mediating paths, all the possible indirect paths were tested. For
children's social (R
2
= .36) and academic resilience (R
2
= .25), thirteen
indirect paths were found. For children's internalizing resilience (R
2
=
.13), ten indirect paths were found, all functioning through children'
self-assertion and effortful control. Ten indirect paths were detected
for children's externalizing resilience (R
2
= .27), all functioning through
children's effortful control. The detailed standardized effects of the indirect paths are displayed in Table 4. Indirect paths for academic performance and social competence were similar and two major patterns of
indirect paths were found. First, they were predicted by children's temperament, intelligence, maternal sensitivity, and child care quality through the role of effortful control. Second, they were predicted by
child intelligence and maternal sensitivity through the role of mastery
motivation. For children's internalizing resilience, two patterns of indirect paths were detected. The first one resembled these indirect paths functioning through effortful control to predict academic and social resilience. The second indirect path predicted children's internalizing resilience from temperament through the role of self-assertion. For
children's externalizing resilience, all indirect paths functioned through
the role of effortful control.
24:2 Children from both elevated trajectories shared several early risk fa...
Children from both elevated trajectories shared several early risk factors (low income, poor maternal mental health, poor partner relationship, pre-school behaviour problems) and school-age covariates (low mother-child warmth and initial school maladjustment) and reported fewer supportive friendships at 94 months.
24:3 Minority ethnic status and pre-school conduct problems were more stro...
Minority ethnic status and pre-school conduct problems were more strongly associated with the high-decreasing trajectory; and covariates measured after school entry (behaviour problems, mother-child conflict and school maladjustment) with the medium-increasing trajectory. This suggests a greater burden of early risk for the high-decreasing trajectory, and that children with moderate early problem levels were more vulnerable to influences after school transition
24:10 Pre-school (46 months) conduct problems were higher and prosocial beha...
Pre-school (46 months) conduct problems were higher and prosocial behaviour lower in the high-decreasing compared to the medium-increasing trajectory. Examination of repeated measures available for covariates from pre-school age (46 months) suggests that adverse trends to 94 months were confined to the medium-increasing trajectory. For these children, attentional problems increased steadily, although conduct problems had a later onset. Mother-child relations and school maladjustment also worsened
explains
24:11 these covariates either improved or remained stable for the high-decre...
these covariates either improved or remained stable for the high-decreasing trajectory class.


SUPPORT > IDENTITY THROUGH PEER/FRIENDS
Supportive peer/ friend relationships facilitated children's identity development
2:1 Overall, the majority of children were very positive about their...
Overall, the majority of children were very positive about their experiences in all three areas of school adjustment. Modest associations between children's perceptions of their school work, teacher, and peer experiences suggest that although most children perceived their experiences as positive (or negative) across all three areas, some children reported difculties in one or two individual areas
2:11 signicant positive associations were found between children's repor...
signicant positive associations were found between children's reports of their school work, teacher, and peer experiences at the beginning and end of the rst-grade year.
15:9 Over the period of a year, children learned how to construct forts usi...
Over the period of a year, children learned how to construct forts using boughs and pine needles and dig holes to find rocks for an economy of exchange – effectively creating a new behavior setting that extended the school's fort culture into a new realm. According to their teachers, for 5 of the 9 woods players, the sustained level of attention that they showed during these play "tasks" was uncharacteristic in the classroom. The woods promoted cooperative alliances, autonomy, and competence. The youngest children worked together to negotiate the uneven terrain of the wooded hillside and creek bed and encouraged each other to explore new places and sensations, such as going on stream walks together while classmates scouted out new territories ahead and announced visits to upcoming forts
positive growth development through engaged play with peers in structure...
33:2 School engagement and peer acceptance in kindergarten positively pred...
School engagement and peer acceptance in kindergarten positively predicted first grade positive emotion in the classroom
33:12 models with peer acceptance, there was a bidirectional association be...
models with peer acceptance, there was a bidirectional association between negative emotion in the classroom and peer acceptance from K to G1 (Table S3, column 1; b*5 2.17, p5.05 [path for peer acceptance predicting negative emotion]; b*5 2.09, p5 .10 [path for negative emotion predicting peer acceptance]), although the relation from K negative emotionality to G1 peer acceptance was only
2:16 At the end of the year, older children were reporting more favourable...
At the end of the year, older children were reporting more favourable peer experiences. With regard to emotion understanding abilities, it was anticipated that children who were relatively sophisticated in terms of their emotion understanding abilities would report more positive rst-grade experiences. To test this assumption, children's summary scores from the Gordis Emotion Understanding Task were correlated with the rating scores for the three domains of the children's rst-grade interview. As predicted, signicant associations between emotion understanding and children's peer experiences were found
24:2 Children from both elevated trajectories shared several early risk fa...
Children from both elevated trajectories shared several early risk factors (low income, poor maternal mental health, poor partner relationship, pre-school behaviour problems) and school-age covariates (low mother-child warmth and initial school maladjustment) and reported fewer supportive friendships at 94 months.
37:8 girls' frustration was negatively related to popularity (p = .002) an...
girls' frustration was negatively related to popularity (p = .002) and marginally positively related to achievement (p = .08); boys' frustration was unrelated to popularity and achievement (ps = .59 and .25, respectively). Moreover, EC was positively related to achievement for boys (p = .02), but it was unrelated to achievement for girls (p = .43).
33:10 negative expressivity (in either the classroom or during lunch/recess...
negative expressivity (in either the classroom or during lunch/recess) and teacher–student conflict, K teacher–student conflict consistently predicted higher G1 negative emotion expressivity both in the classroom (Table S1, column 1; b*5.19, p5.02) and during lunch/


SUPPORTIVE > IDENTITY THROUGH TEACHERS
Supportive teacher relationships facilitated children's identity development
2:1 Overall, the majority of children were very positive about their...
Overall, the majority of children were very positive about their experiences in all three areas of school adjustment. Modest associations between children's perceptions of their school work, teacher, and peer experiences suggest that although most children perceived their experiences as positive (or negative) across all three areas, some children reported difculties in one or two individual areas
2:11 signicant positive associations were found between children's repor...
signicant positive associations were found between children's reports of their school work, teacher, and peer experiences at the beginning and end of the rst-grade year.
29:2 Multiple methodologies for operationalizing resilience were used to i...
Multiple methodologies for operationalizing resilience were used to identify resources associated with resilient mental health outcomes. Higher quality child–parent and childteacher relationships, and greater child self-concept and self-control were associated with resilient mental health outcomes.
29:9 greater child self-concept and self-control, and better quality relati...
greater child self-concept and self-control, and better quality relationships with parents and preschool teachers, were each associated with fewer SDQ difficulties.
29:12 Higher parent-reported child self-concept and self-control, higher qua...
Higher parent-reported child self-concept and self-control, higher quality child–parent relationship, and higher quality childteacher relationship were significantly associated with greater parent-reported child mental health resilience residuals two years later.
29:13 Higher quality relationship between the child and their parent and the...
Higher quality relationship between the child and their parent and the child and their preschool teacher, and higher teacher-reported child self-control were significantly associated with greater teacher-reported child mental health resilience residuals.
29:15 Child-teacher relationship quality resembled a small "reactive" effect...
Child-teacher relationship quality resembled a small "reactive" effect (conferring greater benefit among low-adversity children), with a betweengroup beta difference of .25. Among children facing high-adversity (but not those facing low-adversity), selfcontrol was significantly associated with resilience residuals, showing a small positive effect. This beta difference of .17 resembled a small "protective" effect, with greater self-control conferring greater protection under conditions of high-adversit
18:1 Using hierarchical linear modeling and regression techniques, observed...
Using hierarchical linear modeling and regression techniques, observed teaching practices in the fall were explored as predictors of mean levels of student achievement, behavior, and self-perceived competence, as well as the percentage of students who met academic standards as measured in the spring. After controlling for child characteristics at school entry, in classrooms where teachers were observed to offer more instructional and social–emotional support (i.e., attending to students' interest and initiative, providing appropriately challenging learning opportunities, and creating positive social relationships), children on average acquired more math skills, made greater behavioral gains, and had more positive perceptions of their academic abilities. Further, a higher percentage of students in such classrooms met academic standards (two reading, one math)
18:16 e the relationship between mean self-perceived competence and teacher...
e the relationship between mean self-perceived competence and teacher practices (see Table 7). Results indicated that children's self-perceptions were positively associated with teacher practices, and this model accounted for 50.3% of the variance between classrooms in mean self-perceived competence. In sum, children's views of their academic ability were, on average, significantly more positive in classrooms where observers documented teachers using more supportive teacher practices, after taking into account actual achievement of students at school entry.
33:1 greater teacher–student conflict and lower student engagement in kinde...
greater teacher–student conflict and lower student engagement in kindergarten predicted greater negative expressivity in both school contexts
there seems to be a strong link with the underlying 'lower' order aspects of the different mechanisms... identity (strenghts/ abilities) LINK with adherence (behaviour...
34:9 purpose of this study was to examine the cross-lagged associations bet...
purpose of this study was to examine the cross-lagged associations between individual children's psychological adjustment and their teacher's instructional support and affective responses to them in a classroom context. To investigate this, two path analyses were conducted with continuous variables using longitudinal data. Each model comprised of teachers' instructional support, positive affective response to a child and one type of children's behaviour (either externalizing or prosocial behaviour) followed across three time-points
33:10 negative expressivity (in either the classroom or during lunch/ recess...
negative expressivity (in either the classroom or during lunch/recess) and teacher–student conflict, K teacher–student conflict consistently predicted higher G1 negative emotion expressivity both in the classroom (Table S1, column 1; b*5.19, p5.02) and during lunch/ recess
33:11 K negative expressivity in lunch/recess predicted higher G1 teacher–st...
K negative expressivity in lunch/ recess predicted higher G1 teacher–student conflict
34:10 The results showed that externalized problem behaviour in a child sho...
The results showed that externalized problem behaviour in a child showed moderate positive correlations with instructional support given to that child, whereas prosocial behaviour in a child showed low and mainly non-significant correlations with instructional support. Moreover, externalizing problem behaviour showed moderate or high negative correlations with positive affective responses in teachers. Moreover, children's prosocial behaviour showed moderate or high positive correlations with teachers' positive affect.
34:14 the results showed that the more instructional support was given by t...
the results showed that the more instructional support was given by teachers to individual children in grades 1 and 2, less positive affect were reported among teachers 1 year later. Secondly, the more prosocial behaviour individual children showed in grades 1 and 2, the more positive affective responses were reported among teachers instructing those students a year later. Thirdly, teachers' positive affect in grade 1 negatively predicted teachers' instructional support for a particular child in grade 2. In other words, the more positive affect teachers reported, the less instructional support they provided later on. Finally, the more positive affect that was reported by teachers instructing individual children in grade 1, the more prosocial behaviour those children exhibited in grade 2.
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note MATERNAL EDUCATION = supportive for first-grade transitions


SUPPORTIVE REL & CHILD'S IDENTITY EXPRESSED THROUGH BEHAVIOUR
Supportive relationships supported children's identity development that was in turn linked with their behaviour expressions. In context of supportive relationships, children developed the necessary skills (identity) to engage in behaviour that was considered culturally appropriate (e.g. adherence to expected cultural behaviour).
20:8 Table 1 Correlations between Variables of the Child in the 1 st , 2 nd...
Table 1
33:1 greater teacher–student conflict and lower student engagement in kinde...
greater teacher–student conflict and lower student engagement in kindergarten predicted greater negative expressivity in both school contexts
there seems to be a strong link with the underlying 'lower' order aspects of the different mechanisms...
identity (strenghts/ abilities) LINK with adherence (behaviour) LINK with supportive relationships
33:10 negative expressivity (in either the classroom or during lunch/ recess...
negative expressivity (in either the classroom or during lunch/recess) and teacher–student conflict, K teacher–student conflict consistently predicted higher G1 negative emotion expressivity both in the classroom (Table S1, column 1; b*5.19, p5.02) and during lunch/
33:11 K negative expressivity in lunch/recess predicted higher G1 teacher–st...
K negative expressivity in lunch/ recess predicted higher G1 teacher–student conflict
35:22 several statistically signifcant direct and indirect paths were foun...
several statistically signifcant direct and indirect paths were found between the predictors and criterion variables. Family income was found to be a signifcant predictor of lower levels of destructive marital confict (β = − .11, p < .001), lower levels of negative parenting practices (β = − .11, p < .001), higher levels of constructive marital confict (β = .09, p < .01), higher levels of positive parenting practices (β = .09, p < .01), higher levels of child social skills (β = .09, p < .01), and lower levels of T2 internalizing problems (β = − .08, p < .001) and T2 externalizing problems (β = − .06, p < .01). Te indirect paths from family economy to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through marital confict and parenting practices were also signifcant.
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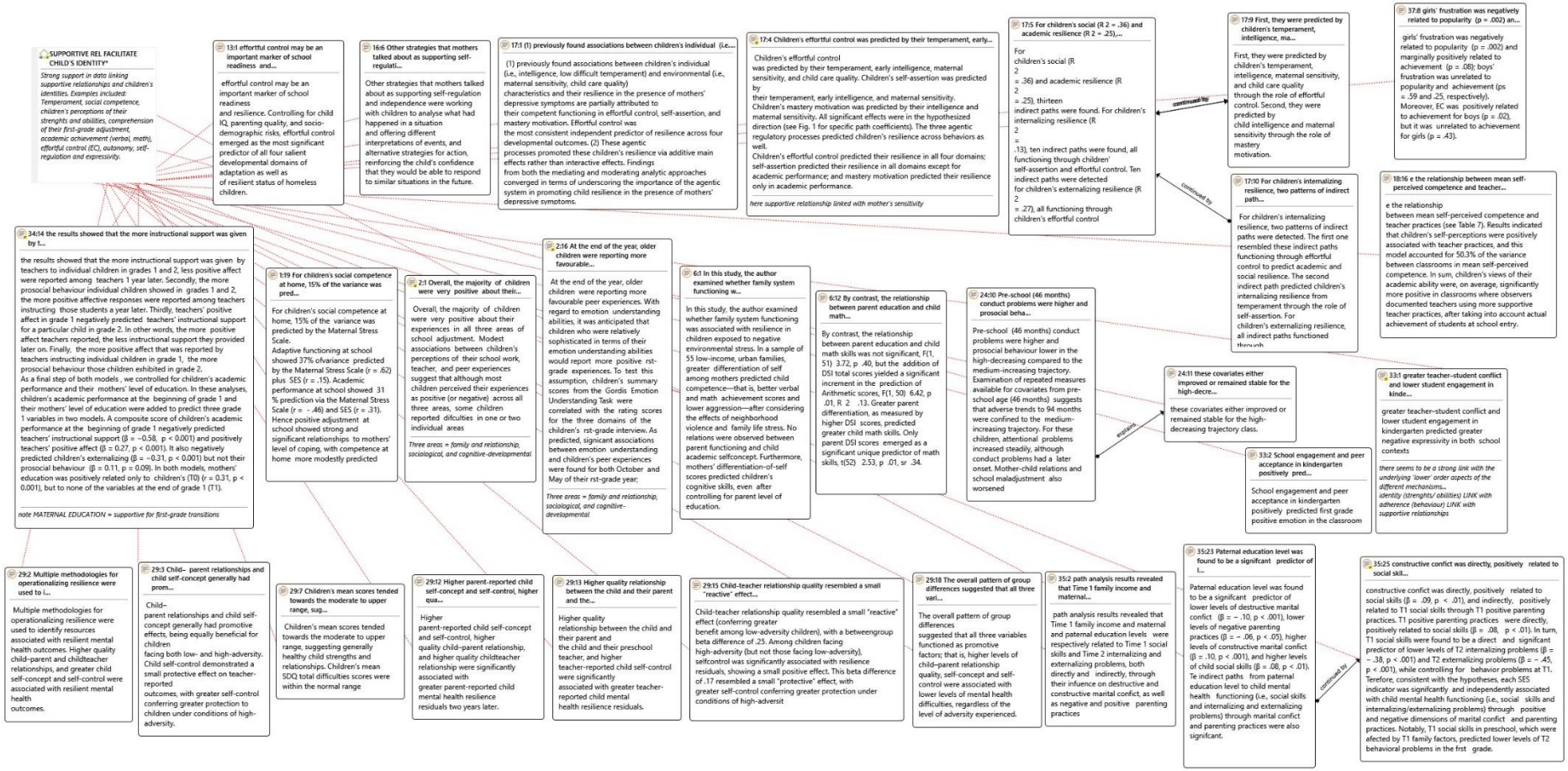
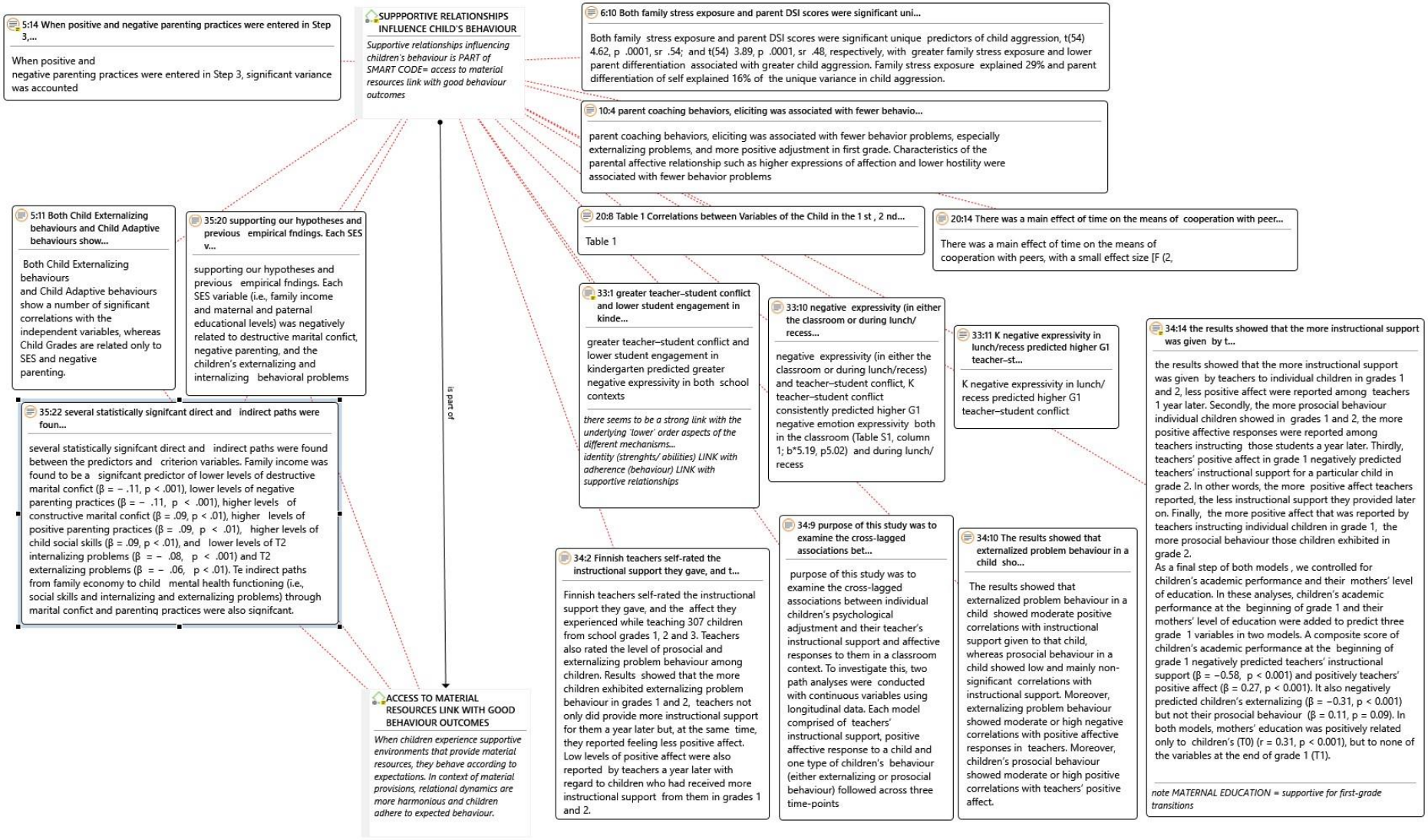
34:9 purpose of this study was to examine the cross-lagged associations bet...
purpose of this study was to examine the cross-lagged associations between individual children's psychological adjustment and their teacher's instructional support and affective responses to them in a classroom context. To investigate this, two path analyses were conducted with continuous variables using longitudinal data. Each model comprised of teachers' instructional support, positive affective response to a child and one type of children's behaviour (either externalizing or prosocial behaviour) followed across three time-points
34:10 The results showed that externalized problem behaviour in a child sho...
The results showed that externalized problem behaviour in a child showed moderate positive correlations with instructional support given to that child, whereas prosocial behaviour in a child showed low and mainly non-significant correlations with instructional support. Moreover, externalizing problem behaviour showed moderate or high negative correlations with positive affective responses in teachers. Moreover, children's prosocial behaviour showed moderate or high positive correlations with teachers' positive affect.


SUPPORTIVE REL FACILITATE CHILD'S IDENTITY*
Strong support in data linking supportive relationships and children's identities. Examples included: Temperament, social competence, children's perceptions of their strenghts and abilities, comprehension of their first-grade adjustment, academic achievement (verbal, math), effortful control (EC), autonomy, self-regulation and expressivity.
13:1 effortful control may be an important marker of school readiness and...
effortful control may be an important marker of school readiness and resilience. Controlling for child IQ, parenting quality, and socio-demographic risks, effortful control emerged as the most significant predictor of all four salient developmental domains of adaptation as well as of resilient status of homeless children.
16:6 Other strategies that mothers talked about as supporting self-regulati...
Other strategies that mothers talked about as supporting self-regulation and independence were working with children to analyse what had happened in a situation and offering different interpretations of events, and alternative strategies for action, reinforcing the child's confidence that they would be able to respond to similar situations in the future.
17:1 (1) previously found associations between children's individual (i.e....
(1) previously found associations between children's individual (i.e., intelligence, low difficult temperament) and environmental (i.e., maternal sensitivity, child care quality) characteristics and their resilience in the presence of mothers' depressive symptoms are partially attributed to their competent functioning in effortful control, self-assertion, and mastery motivation. Effortful control was the most consistent independent predictor of resilience across four developmental outcomes. (2) These agentic processes promoted these children's resilience via additive main effects rather than interactive effects. Findings from both the mediating and moderating analytic approaches converged in terms of underscoring the importance of the agentic system in promoting child resilience in the presence of mothers' depressive symptoms.
17:4 Children's effortful control was predicted by their temperament, early...
Children's effortful control was predicted by their temperament, early intelligence, maternal sensitivity, and child care quality. Children's self-assertion was predicted by their temperament, early intelligence, and maternal sensitivity. Children's mastery motivation was predicted by their intelligence and maternal sensitivity. All significant effects were in the hypothesized direction (see Fig. 1 for specific path coefficients). The three agentic regulatory processes predicted children's resilience across behaviors as well. Children's effortful control predicted their resilience in all four domains; self-assertion predicted their resilience in all domains except for academic performance; and mastery motivation predicted their resilience only in academic performance.
here supportive relationship linked with mother's sensitivity
17:5 For children's social (R 2 = .36) and academic resilience (R 2 = .25),...
For children's social (R 2 = .36) and academic resilience (R 2 = .25), thirteen indirect paths were found. For children's internalizing resilience (R 2 = .13), ten indirect paths were found, all functioning through children' self-assertion and effortful control. Ten indirect paths were detected for children's externalizing resilience (R 2 = .27), all functioning through children's effortful control
continued by
17:9 First, they were predicted by children's temperament, intelligence, ma...
First, they were predicted by children's temperament, intelligence, maternal sensitivity, and child care quality through the role of effortful control. Second, they were predicted by child intelligence and maternal sensitivity through the role of mastery motivation.
37:8 girls' frustration was negatively related to popularity (p = .002) an...
girls' frustration was negatively related to popularity (p = .002) and marginally positively related to achievement (p = .08); boys' frustration was unrelated to popularity and achievement (ps = .59 and .25, respectively). Moreover, EC was positively related to achievement for boys (p = .02), but it was unrelated to achievement for girls (p = .43).
continued by
17:10 For children's internalizing resilience, two patterns of indirect path...
For children's internalizing resilience, two patterns of indirect paths were detected. The first one resembled these indirect paths functioning through effortful control to predict academic and social resilience. The second indirect path predicted children's internalizing resilience from temperament through the role of self-assertion. For children's externalizing resilience, all indirect paths functioned through
18:16 e the relationship between mean self-perceived competence and teacher...
e the relationship between mean self-perceived competence and teacher practices (see Table 7). Results indicated that children's self-perceptions were positively associated with teacher practices, and this model accounted for 50.3% of the variance between classrooms in mean self-perceived competence. In sum, children's views of their academic ability were, on average, significantly more positive in classrooms where observers documented teachers using more supportive teacher practices, after taking into account actual achievement of students at school entry.
34:14 the results showed that the more instructional support was given by t...
the results showed that the more instructional support was given by teachers to individual children in grades 1 and 2, less positive affect were reported among teachers 1 year later. Secondly, the more prosocial behaviour individual children showed in grades 1 and 2, the more positive affective responses were reported among teachers instructing those students a year later. Thirdly, teachers' positive affect in grade 1 negatively predicted teachers' instructional support for a particular child in grade 2. In other words, the more positive affect teachers reported, the less instructional support they provided later on. Finally, the more positive affect that was reported by teachers instructing individual children in grade 1, the more prosocial behaviour those children exhibited in grade 2. As a final step of both models , we controlled for children's academic performance and their mothers' level of education. In these analyses, children's academic performance at the beginning of grade 1 and their mothers' level of education were added to predict three grade 1 variables in two models. A composite score of children's academic performance at the beginning of grade 1 negatively predicted teachers' instructional support (β = −0.58, p < 0.001) and positively teachers' positive affect (β = 0.27, p < 0.001). It also negatively predicted children's externalizing (β = −0.31, p < 0.001) but not their prosocial behaviour (β = 0.11, p = 0.09). In both models, mothers' education was positively related only to children's (T0) (r = 0.31, p < 0.001), but to none of the variables at the end of grade 1 (T1).
note MATERNAL EDUCATION = supportive for first-grade transitions
1:19 For children's social competence at home, 15% of the variance was pred...
For children's social competence at home, 15% of the variance was predicted by the Maternal Stress Scale. Adaptive functioning at school showed 37% ofvariance predicted by the Maternal Stress Scale (r = .62) plus SES (r = .15). Academic performance at school showed 31 % prediction via the Maternal Stress Scale (r = - .46) and SES (r = .31). Hence positive adjustment at school showed strong and significant relationships to mothers' level of coping, with competence at home more modestly predicted
2:1 Overall, the majority of children were very positive about their...
Overall, the majority of children were very positive about their experiences in all three areas of school adjustment. Modest associations between children's perceptions of their school work, teacher, and peer experiences suggest that although most children perceived their experiences as positive (or negative) across all three areas, some children reported difculties in one or two individual areas
Three areas = family and relationship, sociological, and cognitive-developmental
2:16 At the end of the year, older children were reporting more favourable...
At the end of the year, older children were reporting more favourable peer experiences. With regard to emotion understanding abilities, it was anticipated that children who were relatively sophisticated in terms of their emotion understanding abilities would report more positive rst-grade experiences. To test this assumption, children's summary scores from the Gordis Emotion Understanding Task were correlated with the rating scores for the three domains of the children's rst-grade interview. As predicted, signicant associations between emotion understanding and children's peer experiences were found for both October and May of their rst-grade year;
Three areas = family and relationship, sociological, and cognitive-developmental
6:1 In this study, the author examined whether family system functioning w...
In this study, the author examined whether family system functioning was associated with resilience in children exposed to negative environmental stress. In a sample of 55 low-income, urban families, greater differentiation of self among mothers predicted child competence—that is, better verbal and math achievement scores and lower aggression—after considering the effects of neighborhood violence and family life stress. No relations were observed between parent functioning and child academic selfconcept. Furthermore, mothers' differentiation-of-self scores predicted children's cognitive skills, even after controlling for parent level of education.
6:12 By contrast, the relationship between parent education and child math...
By contrast, the relationship between parent education and child math skills was not significant, F(1, 51) 3.72, p .40, but the addition of DSI total scores yielded a significant increment in the prediction of Arithmetic scores, F(1, 50) 6.42, p .01, R 2 .13. Greater parent differentiation, as measured by higher DSI scores, predicted greater child math skills. Only parent DSI scores emerged as a significant unique predictor of math skills, t(52) 2.53, p .01, sr .34.
24:10 Pre-school (46 months) conduct problems were higher and prosocial beha...
Pre-school (46 months) conduct problems were higher and prosocial behaviour lower in the high-decreasing compared to the medium-increasing trajectory. Examination of repeated measures available for covariates from pre-school age (46 months) suggests that adverse trends to 94 months were confined to the medium-increasing trajectory. For these children, attentional problems increased steadily, although conduct problems had a later onset. Mother-child relations and school maladjustment also worsened
explains
24:11 these covariates either improved or remained stable for the high-decre...
these covariates either improved or remained stable for the high-decreasing trajectory class.
33:2 School engagement and peer acceptance in kindergarten positively pred...
School engagement and peer acceptance in kindergarten positively predicted first grade positive emotion in the classroom
33:1 greater teacher–student conflict and lower student engagement in kinde...
greater teacher–student conflict and lower student engagement in kindergarten predicted greater negative expressivity in both school contexts
there seems to be a strong link with the underlying 'lower' order aspects of the different mechanisms... identity (strenghts/ abilities) LINK with adherence (behaviour) LINK with supportive relationships
29:2 Multiple methodologies for operationalizing resilience were used to i...
Multiple methodologies for operationalizing resilience were used to identify resources associated with resilient mental health outcomes. Higher quality child-parent and childteacher relationships, and greater child self-concept and self-control were associated with resilient mental health outcomes.
29:3 Child– parent relationships and child self-concept generally had prom...
Child–parent relationships and child self-concept generally had promotive effects, being equally beneficial for children facing both low- and high-adversity. Child self-control demonstrated a small protective effect on teacher-reported outcomes, with greater self-control conferring greater protection to children under conditions of high-adversity.
29:7 Children's mean scores tended towards the moderate to upper range, sug...
Children's mean scores tended towards the moderate to upper range, suggesting generally healthy child strengths and relationships. Children's mean SDQ total difficulties scores were within the normal range
29:12 Higher parent-reported child self-concept and self-control, higher qua...
Higher parent-reported child self-concept and self-control, higher quality child–parent relationship, and higher quality childteacher relationship were significantly associated with greater parent-reported child mental health resilience residuals two years later.
29:13 Higher quality relationship between the child and their parent and the...
Higher quality relationship between the child and their parent and the child and their preschool teacher, and higher teacher-reported child self-control were significantly associated with greater teacher-reported child mental health resilience residuals.
29:15 Child-teacher relationship quality resembled a small "reactive" effect...
Child-teacher relationship quality resembled a small "reactive" effect (conferring greater benefit among low-adversity children), with a betweengroup beta difference of .25. Among children facing high-adversity (but not those facing low-adversity), selfcontrol was significantly associated with resilience residuals, showing a small positive effect. This beta difference of .17 resembled a small "protective" effect, with greater self-control conferring greater protection under conditions of high-adversit
29:18 The overall pattern of group differences suggested that all three vari...
The overall pattern of group differences suggested that all three variables functioned as promotive factors; that is, higher levels of child–parent relationship quality, self-concept and self-control were associated with lower levels of mental health difficulties, regardless of the level of adversity experienced.
35:2 path analysis results revealed that Time 1 family income and maternal...
path analysis results revealed that Time 1 family income and maternal and paternal education levels were respectively related to Time 1 social skills and Time 2 internalizing and externalizing problems, both directly and indirectly, through their influence on destructive and constructive marital confict, as well as negative and positive parenting practices
35:23 Paternal education level was found to be a signifcant predictor of i...
Paternal education level was found to be a signifcant predictor of lower levels of destructive marital confict (β = − .10, p < .001), lower levels of negative parenting practices (β = − .06, p < .05), higher levels of constructive marital confict (β = .10, p < .001), and higher levels of child social skills (β = .08, p < .01). Te indirect paths from paternal education level to child mental health functioning (i.e., social skills and internalizing and externalizing problems) through marital confict and parenting practices were also signifcant.
continued by
35:25 constructive confict was directly, positively related to social skil...
constructive confict was directly, positively related to social skills (β = .09, p < .01), and indirectly, positively related to T1 social skills through T1 positive parenting practices. T1 positive parenting practices were directly, positively related to social skills (β = .08, p < .01). In turn, T1 social skills were found to be a direct and signifcant predictor of lower levels of T2 internalizing problems (β = − .38, p < .001) and T2 externalizing problems (β = − .45, p < .001), while controlling for behavior problems at T1. Terefore, consistent with the hypotheses, each SES indicator was signifcantly and independently associated with child mental health functioning (i.e., social skills and internalizing/externalizing problems) through positive and negative dimensions of marital confict and parenting practices. Notably, T1 social skills in preschool, which were afected by T1 family factors, predicted lower levels of T2 behavioral problems in the frst grade.


5:14 When positive and negative parenting practices were entered in Step 3,...
When positive and negative parenting practices were entered in Step 3, significant variance was accounted
SUPPPORTIVE RELATIONSHIPS INFLUENCE CHILD'S BEHAVIOUR
Supportive relationships influencing children's behaviour is PART of SMART CODE= access to material resources link with good behaviour outcomes
6:10 Both family stress exposure and parent DSI scores were significant uni...
Both family stress exposure and parent DSI scores were significant unique predictors of child aggression, t(54) 4.62, p .0001, sr .54; and t(54) 3.89, p .0001, sr .48, respectively, with greater family stress exposure and lower parent differentiation associated with greater child aggression. Family stress exposure explained 29% and parent differentiation of self explained 16% of the unique variance in child aggression.
10:4 parent coaching behaviors, eliciting was associated with fewer behavio...
parent coaching behaviors, eliciting was associated with fewer behavior problems, especially externalizing problems, and more positive adjustment in first grade. Characteristics of the parental affective relationship such as higher expressions of affection and lower hostility were associated with fewer behavior problems
5:11 Both Child Externalizing behaviours and Child Adaptive behaviours show...
Both Child Externalizing behaviours and Child Adaptive behaviours show a number of significant correlations with the independent variables, whereas Child Grades are related only to SES and negative parenting.
35:20 supporting our hypotheses and previous empirical fndings. Each SES v...
supporting our hypotheses and previous empirical fndings. Each SES variable (i.e., family income and maternal and paternal educational levels) was negatively related to destructive marital confict, negative parenting, and the children's externalizing and internalizing behavioral problems
20:8 Table 1 Correlations between Variables of the Child in the 1 st , 2 nd...
Table 1
20:14 There was a main effect of time on the means of cooperation with peer...
There was a main effect of time on the means of cooperation with peers, with a small effect size [F (2,
33:1 greater teacher–student conflict and lower student engagement in kinde...
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34:2 Finnish teachers self-rated the instructional support they gave, and t...
Finnish teachers self-rated the instructional support they gave, and the affect they experienced while teaching 307 children from school grades 1, 2 and 3. Teachers also rated the level of prosocial and externalizing problem behaviour among children. Results showed that the more children exhibited externalizing problem behaviour in grades 1 and 2, teachers not only did provide more instructional support for them a year later but, at the same time, they reported feeling less positive affect. Low levels of positive affect were also reported by teachers a year later with regard to children who had received more instructional support from them in grades 1 and 2.
34:9 purpose of this study was to examine the cross-lagged associations bet...
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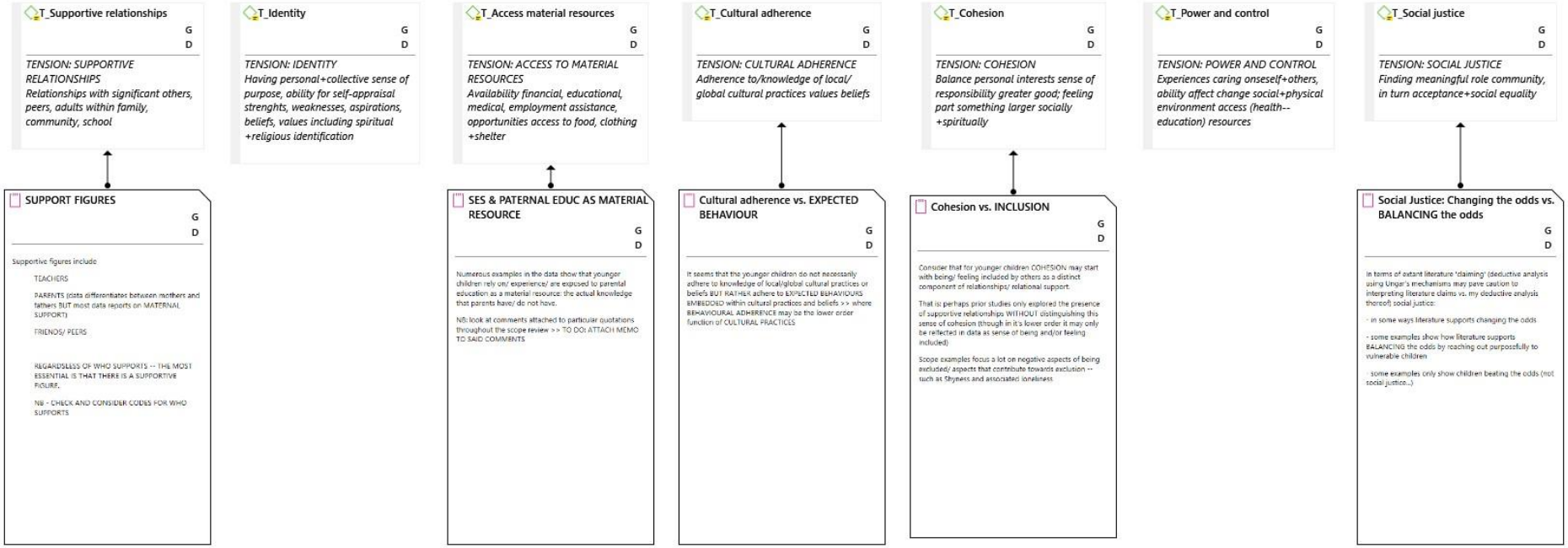
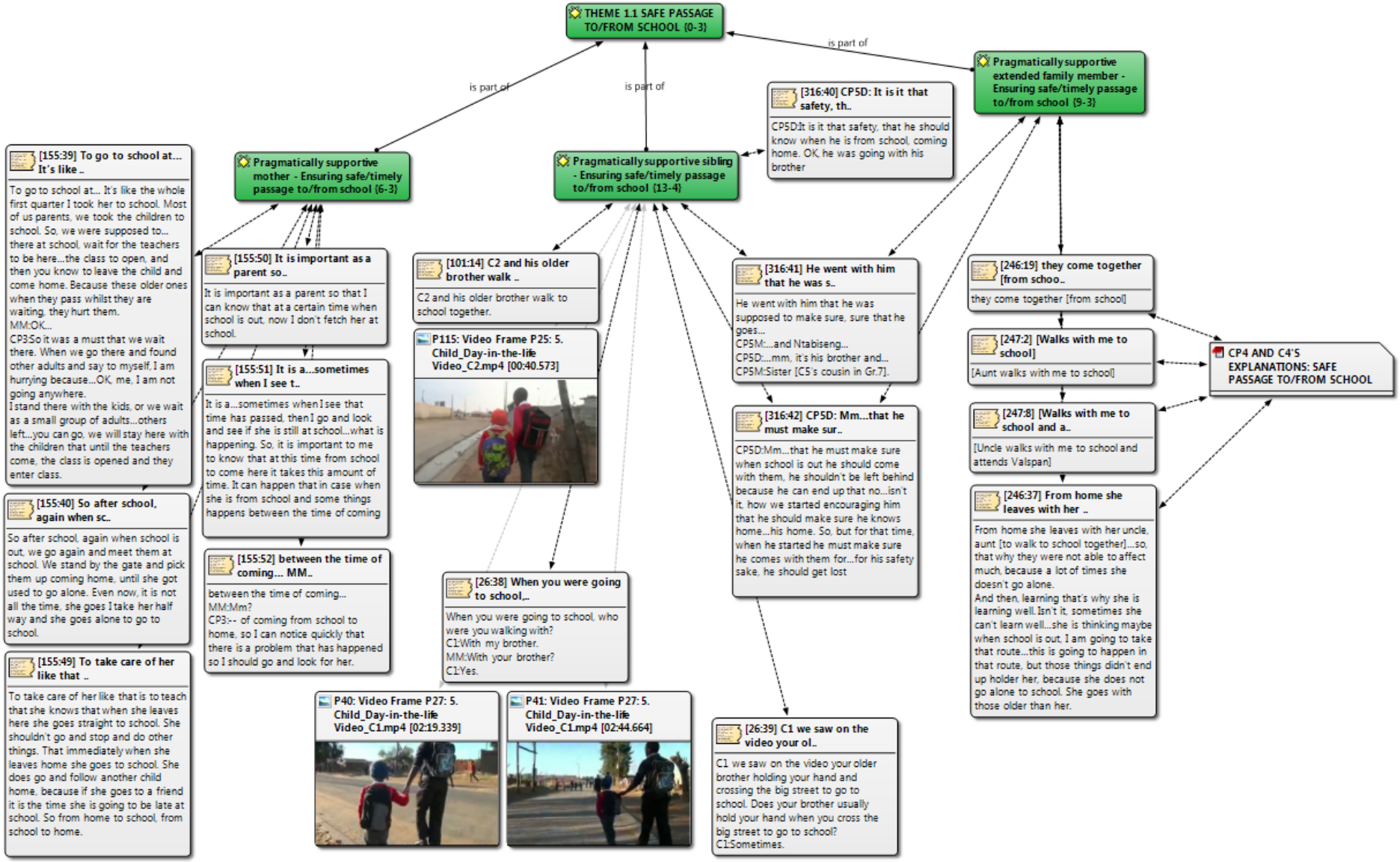
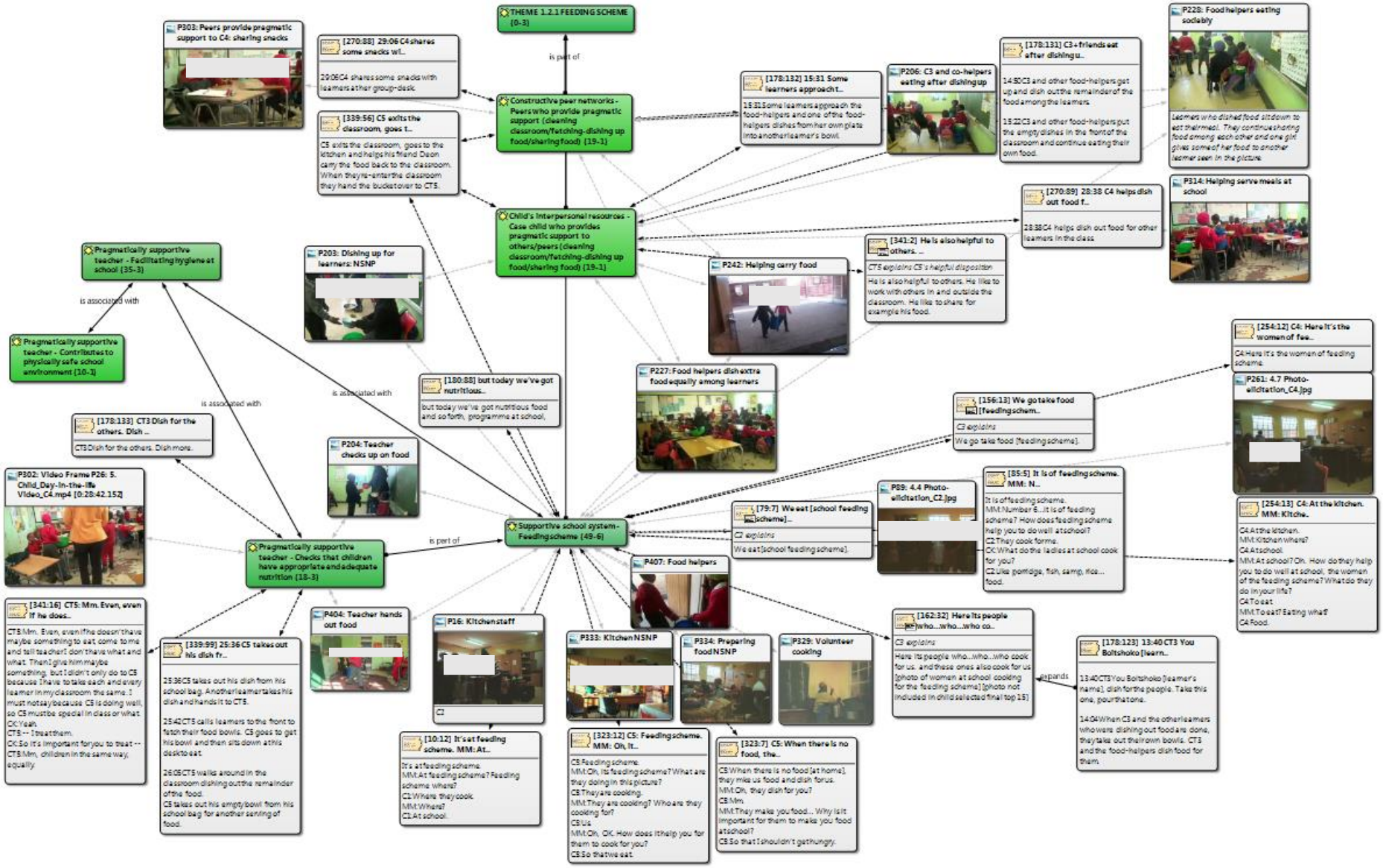
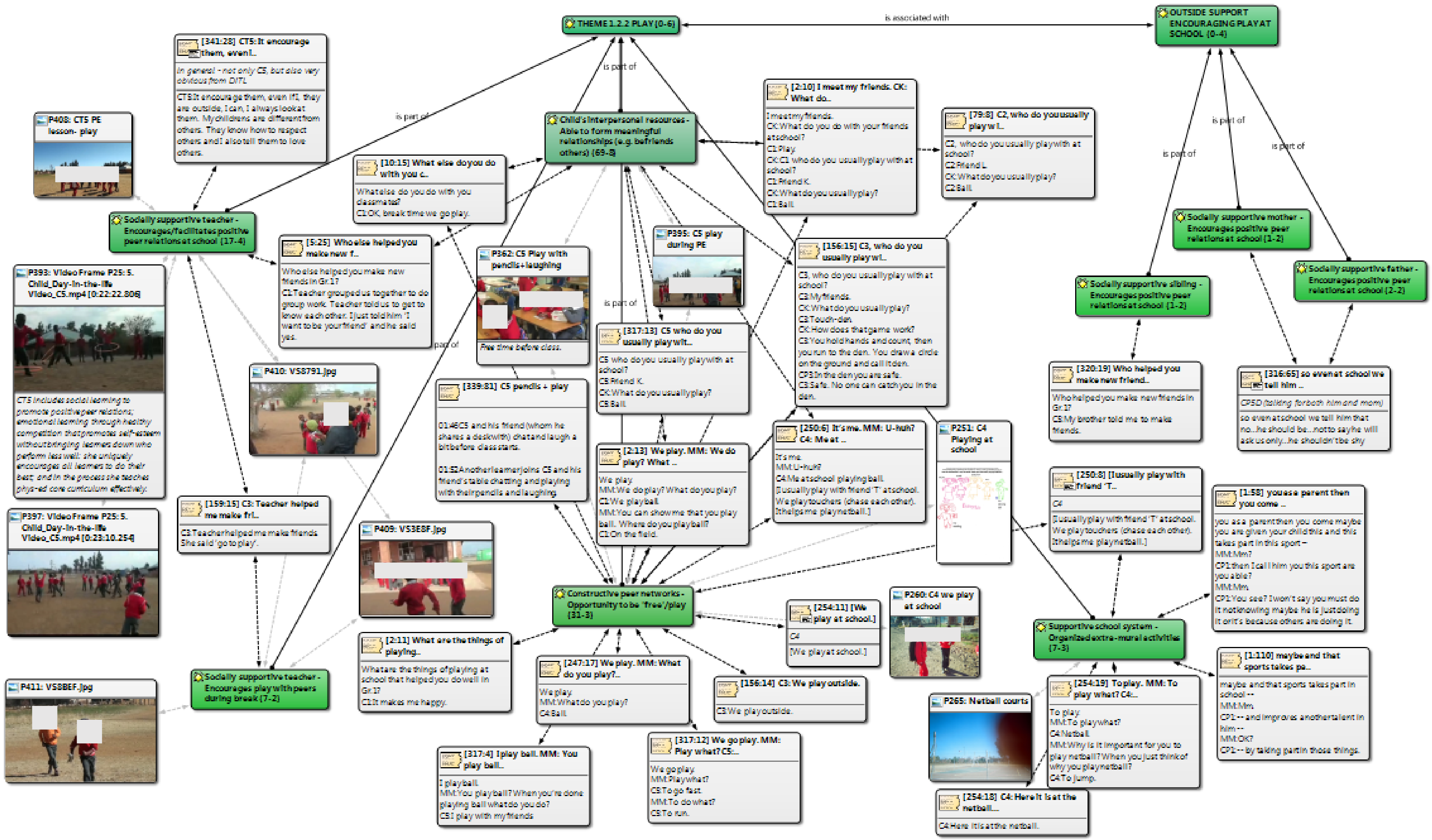
is part of
ACCESS TO MATERIAL RESOURCES LINK WITH GOOD BEHAVIOUR OUTCOMES
When children experience supportive environments that provide material resources, they behave according to expectations. In context of material provisions, relational dynamics are more harmonious and children adhere to expected behaviour.


T_Supportive relationships
G
D
TENSION: SUPPORTIVE RELATIONSHIPS
Relationships with significant others, peers, adults within family, community, school
T_Identity
G
D
TENSION: IDENTITY
Having personal+collective sense of purpose, ability for self-appraisal strenghts, weaknesses, aspirations, beliefs, values including spiritual +religious identification
T_Access material resources
G
D
TENSION: ACCESS TO MATERIAL RESOURCES
Availability financial, educational, medical, employment assistance, opportunities access to food, clothing +shelter
T_Cultural adherence
G
D
TENSION: CULTURAL ADHERENCE
Adherence to/knowledge of local/ global cultural practices values beliefs
T_Cohesion
G
D
TENSION: COHESION
Balance personal interests sense of responsibility greater good; feeling part something larger socially +spiritually
T_Power and control
G
D
TENSION: POWER AND CONTROL
Experiences caring onseself+others, ability affect change social+physical environment access (health--education) resources
T_Social justice
G
D
TENSION: SOCIAL JUSTICE
Finding meaningful role community, in turn acceptance+social equality
SUPPORT FIGURES
G
D
Supportive figures include
TEACHERS
PARENTS (data differentiates between mothers and fathers BUT most data reports on MATERNAL SUPPORT)
FRIENDS/ PEERS
REGARDSLESS OF WHO SUPPORTS -- THE MOST ESSENTIAL IS THAT THERE IS A SUPPORTIVE FIGURE.
NB - CHECK AND CONSIDER CODES FOR WHO SUPPORTS
SES & PATERNAL EDUC AS MATERIAL RESOURCE
G
D
Numerous examples in the data show that younger children rely on/ experience/ are exposed to parental education as a material resource: the actual knowledge that parents have/ do not have.
NB: look at comments attached to particular quotations throughout the scope review >> TO DO: ATTACH MEMO TO SAID COMMENTS
Cultural adherence vs. EXPECTED BEHAVIOUR
G
D
It seems that the younger children do not necessarily adhere to knowledge of local/global cultural practices or beliefs BUT RATHER adhere to EXPECTED BEHAVIOURS EMBEDDED within cultural practices and beliefs >> where BEHAVIOURAL ADHERENCE may be the lower order function of CULTURAL PRACTICES
Cohesion vs. INCLUSION
G
D
Consider that for younger children COHESION may start with being/ feeling included by others as a distinct component of relationships/ relational support.
That is: perhaps prior studies only explored the presence of supportive relationships WITHOUT distinguishing this sense of cohesion (though in it's lower order it may only be reflected in data as sense of being and/or feeling included)
Scope examples focus a lot on negative aspects of being excluded/ aspects that contribute towards exclusion -- such as Shyness and associated loneliness
Social Justice: Changing the odds vs. BALANCING the odds
G
D
In terms of extant literature 'claiming' (deductive analysis using Unger's mechanisms may pave caution to interpreting literature claims vs. my deductive analysis thereof) social justice:
- in some ways literature supports changing the odds
- some examples show how literature supports BALANCING the odds by reaching out purposefully to vulnerable children
- some examples only show children beating the odds (not social justice...)

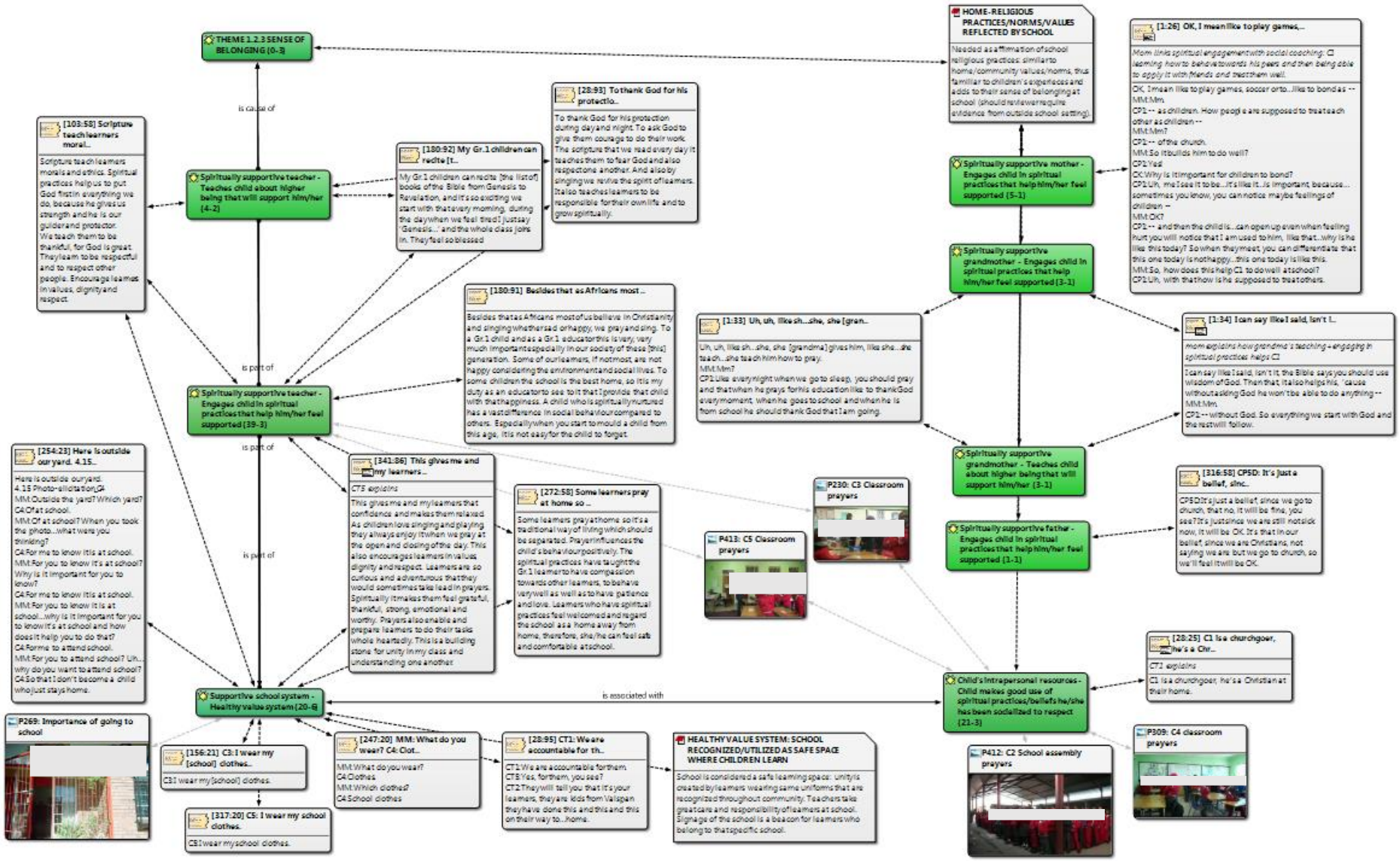
CHAPTER 3 Supplementary Data

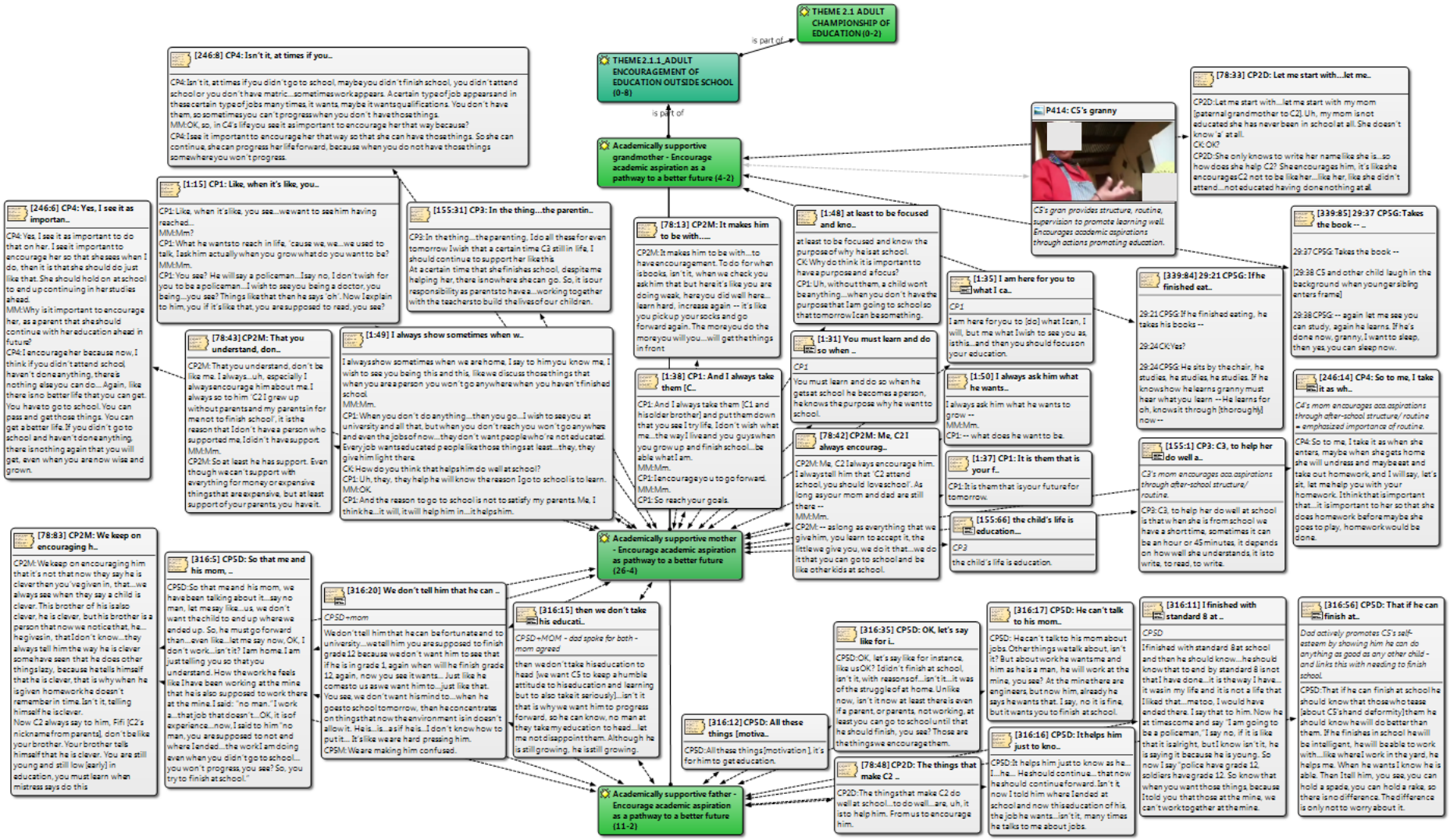


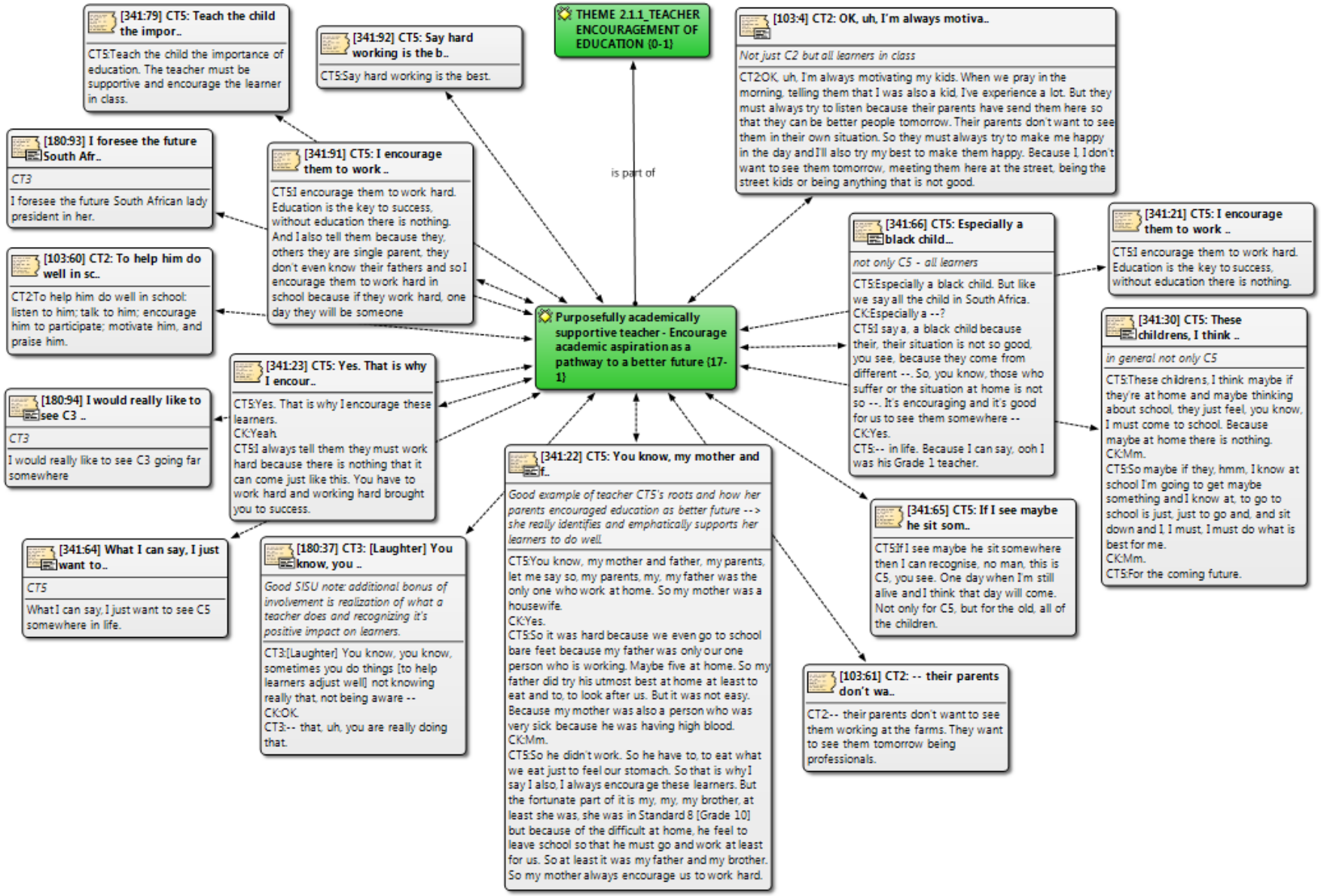

THEME 1.2.1 FEEDING SCHEME (0-3)
is part of
Constructive peer networks - Peers who provide pragmatic support (cleaning classroom/fetching-dishing up food/sharing food) (19-1)
Child's Interpersonal resources - Case child who provides pragmatic support to others/peers (cleaning classroom/fetching-dishing up food/sharing food) (19-1)
Supportive school system - Feeding scheme (49-6)
Pragmatically supportive teacher - Facilitating hygiene at school (35-3)
Pragmatically supportive teacher - Contributes to physically safe school environment (10-3)
Pragmatically supportive teacher - Checks that children have appropriate and adequate nutrition (18-3)
is associated with
is part of
P303: Peers provide pragmatic support to C4: sharing snacks
[270:88] 29:06 C4 shares some snacks wi...
29:06 C4 shares some snacks with learners at her group-desk.
[339:56] C5 exits the classroom, goes t...
C5 exits the classroom, goes to the kitchen and helps his friend Deon carry the food back to the classroom. When they re-enter the classroom they hand the buckets over to CT5.
[178:132] 15:31 Some learners approach t...
15:31 Some learners approach the food-helpers and one of the food-helpers dishes from her own plate into another learner's bowl.
P206: C3 and co-helpers eating after dishing up
[178:131] C3+ friends eat after dishingu...
14:50 C3 and other food-helpers get up and dish out the remainders of the food among the learners.
15:22 C3 and other food-helpers put the empty dishes in the front of the classroom and continue eating their own food.
P228: Food helpers eating sociably
Learners who dished food sit down to eat their meal. They continue sharing food among each other and one girl gives some of her food to another learner seen in the picture.
[270:89] 28:38 C4 helps dish out food f...
28:38 C4 helps dish out food for other learners in the class.
P314: Helping serve meals at school
P203: Dishing up for learners: NSNP
P242: Helping carry food
[341:2] He is also helpful to others. ...
CT5 explains C5's helpful disposition
He is also helpful to others. He likes to work with others in and outside the classroom. He likes to share for example his food.
[180:88] but today we've got nutritious...
but today we've got nutritious food and so forth, programme at school.
P227: Food helpers dish extra food equally among learners
[254:12] C4: Here it's the women of fee...
C4: Here it's the women of feeding scheme.
P261: 4.7 Photo-elicitation_C4.jpg
[156:13] We go take food [feeding schem...
C3 explains
We go take food [feeding scheme].
[178:133] CT3 Dish for the others. Dish ...
CT3 Dish for the others. Dish more.
P204: Teacher checks up on food
P302: Video Frame P26: 5. Child_Day-In-the-life Video_C4.mp4 (0:28:42.152)
[79:7] We eat [school feeding scheme]...
C3 explains
We eat [school feeding scheme].
P89: 4.4 Photo-elicitation_C2.jpg
[85:5] It is of feeding scheme. MM: N...
It is of feeding scheme.
MM: Number 5...it is of feeding scheme? How does feeding scheme help you to do well at school?
C2: They cook forms.
CK: What do the ladies at school cook for you?
C2: Like porridge, fish, samp, rice... food.
[254:13] C4: At the kitchen. MM: Kitche...
C4: At the kitchen.
MM: Kitchen where?
C4: At school
MM: At school? Oh. How do they help you to do well at school, the women of the feeding scheme? What do they do in your life?
C4: To eat
MM: To eat? Eating what?
C4: Food.
P407: Food helpers
[341:16] CT5: Mm. Even, even if he does...
CT5: Mm. Even, even if he doesn't have maybe something to eat come to me and tell teacher I don't have what and what. Then I give him maybe something, but I didn't only do to C5 because I have to take each and every learner in my classroom the same...I must not say because C5 is doing well, so C5 must be special in class or what.
CK: Yeah.
CT5: -- I treat them.
CK: So it's important for you to treat --
CT5: Mm, children in the same way, equally.
[339:99] 25:36 C5 takes out his dish fr...
25:36 C5 takes out his dish from his school bag. Another learner takes his dish and hands it to CT5.
25:42 CT5 calls learners to the front to fetch their food bowls. C5 goes to get his bowl and then sits down at his desk to eat.
26:05 CT5 walks around in the classroom dishing out the remainder of the food.
C5 takes out his empty bowl from his school bag for another serving of food.
P404: Teacher hands out food
P16: Kitchen staff
C3
P333: Kitchen NSNP
P334: Preparing food NSNP
P329: Volunteer cooking
[162:32] Here its people who...who...who co...
C3 explains
Here its people who...who...who cook for us, and these ones also cook for us [photo of women at school cooking for the feeding scheme] [photo not included in child selected final top 15]
depends
[178:123] 13:40 CT3 You Boitshoko [learn...
13:40 CT3 You Boitshoko [learner's name], dish for the people. Take this one, four hatone.
14:04 When C3 and the other learners who were dishing out food are done, they take out their own bowls. CT3 and the food-helpers dish food for them.
[10:12] It's at feeding scheme. MM: At...
It's at feeding scheme.
MM: At feeding scheme? Feeding scheme where?
C1: Where they cook.
MM: Where?
C1: At school.
[323:12] C5: Feeding scheme. MM: Oh, it...
C5: Feeding scheme.
MM: Oh, its feeding scheme? What are they doing in this picture?
C5: They are cooking.
MM: They are cooking? Who are they cooking for?
C5: Us
MM: Oh, OK. How does it help you for them to cook for you?
C5: So that we eat.
[323:7] C5: When there is no food, the...
C5: When there is no food [at home], they miss us food and dish for us.
MM: Oh, they dish for you?
C5: Mm.
MM: They make you food... Why is it important for them to make you food at school?
C5: So that I shouldn't get hungry.

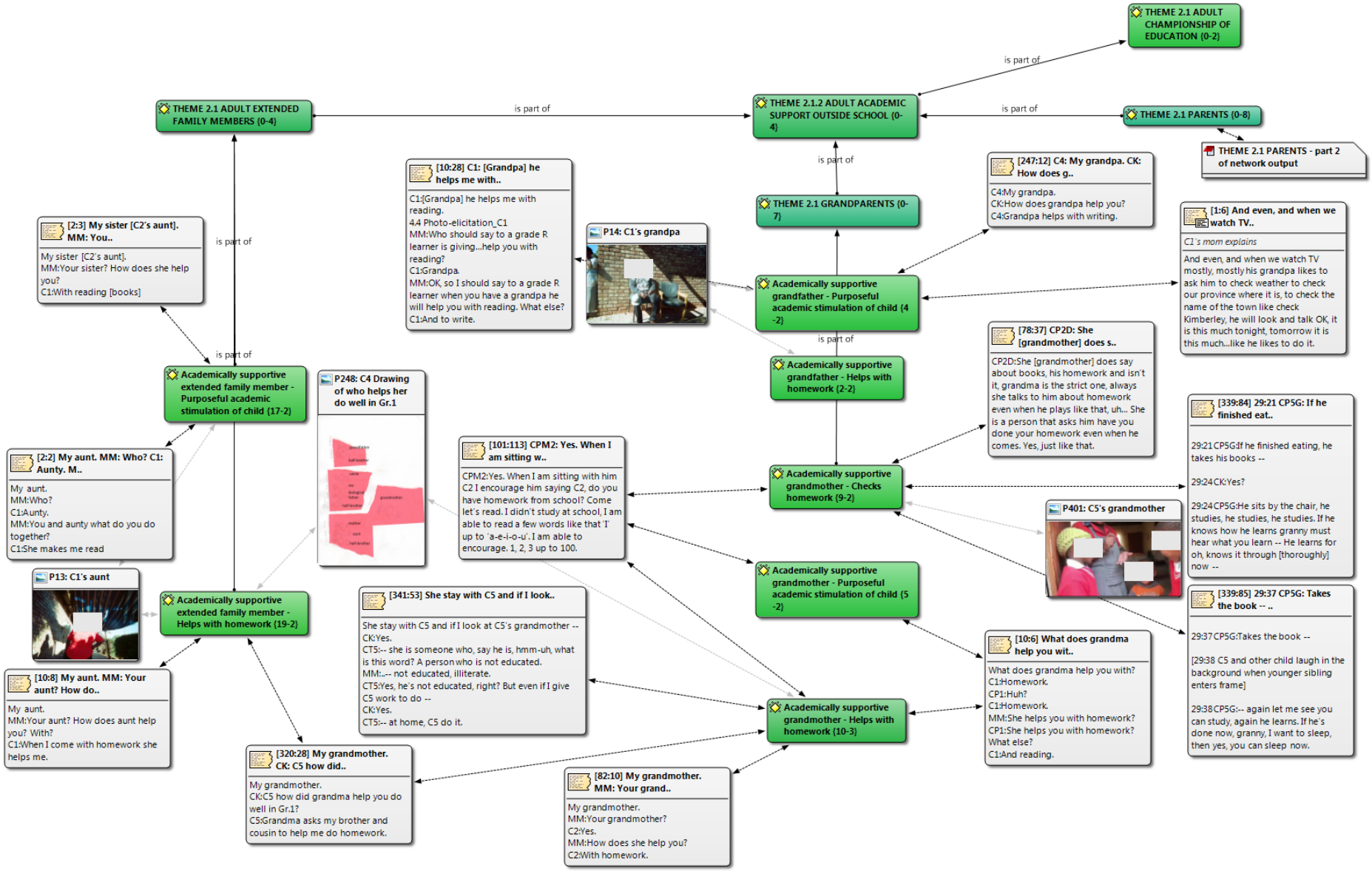


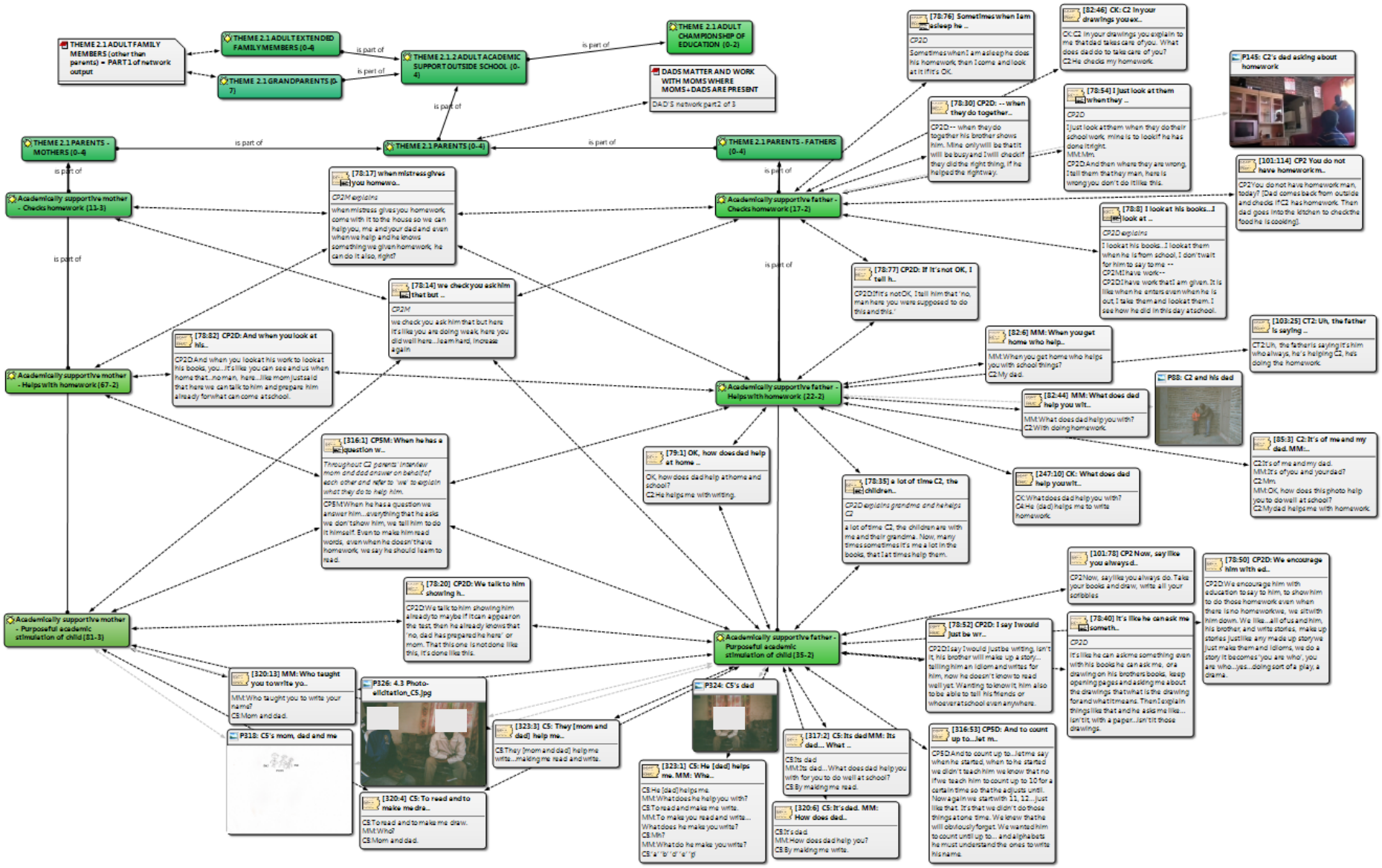
THEME 1.2.2 PLAY [0-6]
is associated with
OUTSIDE SUPPORT ENCOURAGING PLAY AT SCHOOL {0-4}
is part of
Child's interpersonal resources - Able to form meaningful relationships (e.g. befriends others) {69-8}
Socially supportive teacher - Encourages/facilitates positive peer relations at school {17-4}
Socially supportive mother - Encourages positive peer relations at school {1-2}
Socially supportive sibling - Encourages positive peer relations at school {1-2}
Socially supportive father - Encourages positive peer relations at school {2-2}
Constructive peer networks - Opportunity to be 'free'/play {31-3}
Socially supportive teacher - Encourages play with peers during break {7-2}
Supportive school system - Organized extra-mural activities {7-3}
P408: CT5 PE lesson- play
P393: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [0:22:22.806]
P397: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [0:23:10.254]
P411: VS8BEF.jpg
P410: VS8791.jpg
P409: VS3E8F.jpg
P362: C5 Play with pencils+laughing
Free time before class.
P395: C5 play during PE
P251: C4 Playing at school
P260: C4 we play at school
P265: Netball courts
[341:28] CT5: It encourage them, even I...
In general - not only C5, but also very obvious from DITL
[10:15] What else do you do with you c...
What else do you do with you classmates?
C1:OK, break time we go play.
[5:25] Who else helped you make new f...
[2:10] I meet my friends. CK: What do...
[79:8] C2, who do you usually play wi...
[156:15] C3, who do you usually play wi...
[317:13] C5 who do you usually play wit...
[339:81] C5 pencils + play
[159:15] C3: Teacher helped me make fri...
C3:Teacher helped me make friends She said 'go to play'.
[2:13] We play. MM: We do play? What ...
[250:6] It's me. MM: U-huh? C4: Me at ...
[320:19] Who helped you make new friend...
[316:65] so even at school we tell him ...
[250:8] [I usually play with friend 'T...
[1:58] you as a parent then you come ...
[254:11] [We play at school.]
C4
[We play at school.]
[2:11] What are the things of playing...
C1:It makes me happy.
[247:17] We play. MM: What do you play?...
We play.
MM:What do you play?
C4:Ball.
[156:14] C3: We play outside.
C3:We play outside.
[254:19] To play. MM: To play what? C4:...
[1:110] maybe and that sports takes pa...
[317:4] I play ball. MM: You play ball...
[317:12] We go play. MM: Play what? C5:...
We go play.
MM:Play what?
C5:To go fast.
MM:To do what?
C5:To run.
[254:18] C4: Here it is at the netball...
C4:Here it is at the netball.

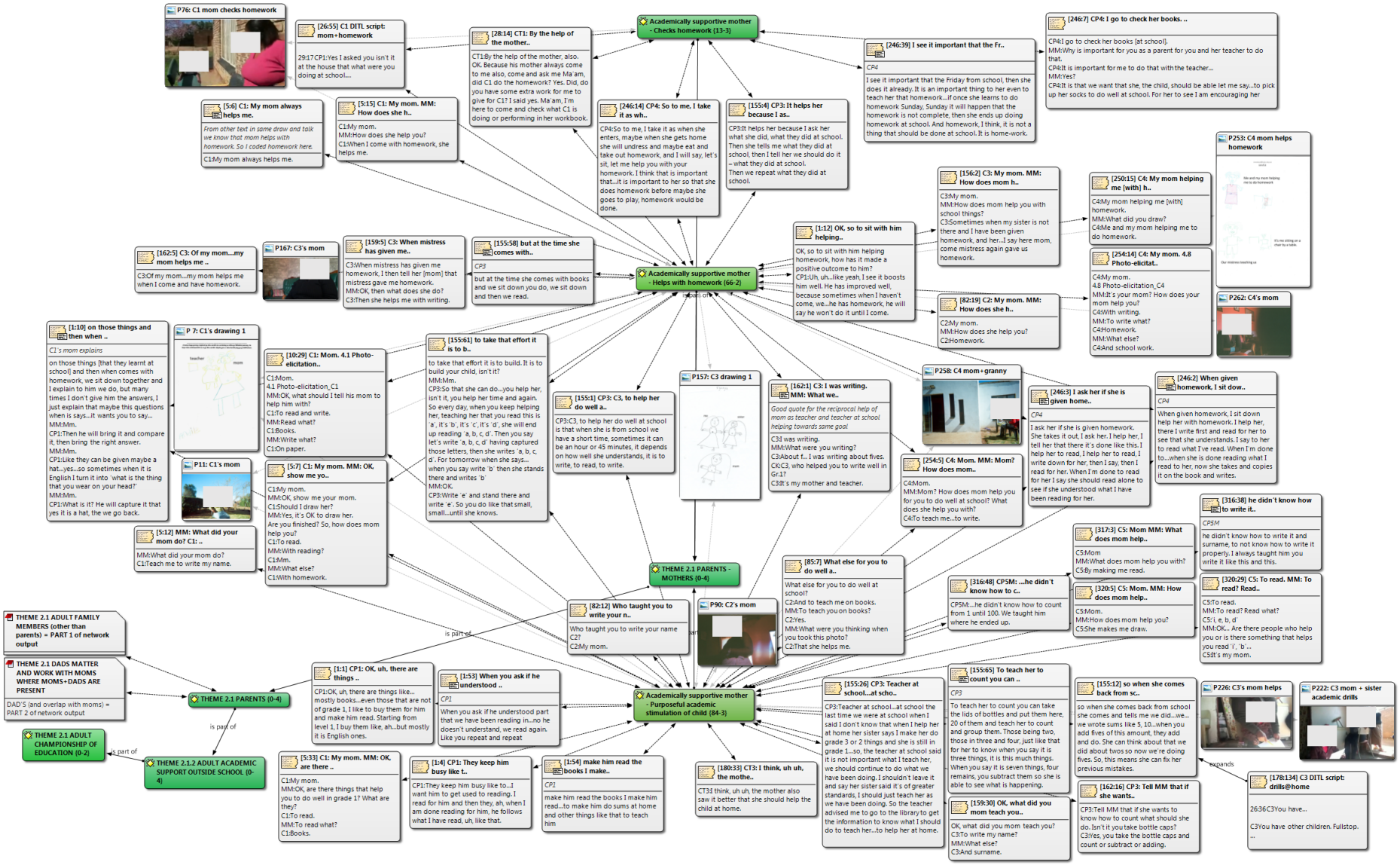

THEME 1.2.3 SENSE OF BELONGING (0-3)
HOME-RELIGIOUS PRACTICES/NORMS/VALUES REFLECTED BY SCHOOL
Needed as affirmation of school religious practices: similar to home/community values/norms, thus familiar to children's experiences and adds to their sense of belonging at school (should review warrequire evidence from outside school setting).
[1:26] OK, I mean like to play games,...
Mom links spiritual engagement with social coaching: C1 learning how to behave towards his peers and then being able to apply it with friends and treat them well.
OK, I mean like to play games, soccer or to...like to bond as --
MM:Mm.
CP1:-- as children. How people are supposed to treat each other as children --
MM:Mm?
CP1:-- of the church.
MM:So it builds him to do well?
CP1:Yes!
CK:Why is it important for children to bond?
CP1:Uh, me I see it to be...it's like it...is important, because... sometimes you know, you can notice maybe feelings of children --
MM:Ok?
CP1:-- and then the child is...can open up even when feeling hurt you will notice that I am used to him, like that...why is he like this today? So when they meet, you can differentiate that this one today is not happy...this one today is like this.
MM:So, how does this help C1 to do well at school?
CP1:Uh, with that how is he supposed to treat others.
[103:58] Scripture teach learners moral...
Scripture teach learners morals and ethics. Spiritual practices help us to put God first in everything we do, because he gives us strength and he is our guider and protector.
We teach them to be thankful, for God is great. They learn to be respectful and to respect other people. Encourage learnes in values, dignity and respect.
Spiritually supportive teacher - Teaches child about higher being that will support him/her (4-2)
[180:92] My Gr.1 children can recite [t...
My Gr.1 children can recite [the list of] books of the Bible from Genesis to Revelation, and it's so exciting we start with that every morning, during the day when we feel tired I just say 'Genesis...' and the whole class joins in. They feel so blessed
[28:93] To thank God for his protectio...
To thank God for his protection during day and night. To ask God to give them courage to do their work. The scripture that we read every day it teaches them to fear God and also respect one another. And also by singing we revive the spirit of learners. It also teaches learners to be responsible for their own life and to grow spiritually.
Spiritually supportive mother - Engages child in spiritual practices that help him/her feel supported (5-1)
Spiritually supportive grandmother - Engages child in spiritual practices that help him/her feel supported (3-1)
[1:33] Uh, uh, like sh...she, she [gran...
Uh, uh, like sh...she, she [grandma] gives him, like she...she teach...she teach him how to pray.
MM:Mm?
CP1:Like every night when we go to sleep, you should pray and that when he prays for his education like to thank God every moment, when he goes to school and when he is from school he should thank God that I am going.
[1:34] I can say like I said, isn't I...
mom explains how grandma's teaching + engaging in spiritual practices helps C1
I can say like I said, isn't it, the Bible says you should use wisdom of God. Then that, it also helps his, 'cause without asking God he won't be able to do anything --
MM:Mm.
CP1:-- without God. So everything we start with God and the rest will follow.
Spiritually supportive grandmother - Teaches child about higher being that will support him/her (3-1)
Spiritually supportive father - Engages child in spiritual practices that help him/her feel supported (1-1)
[316:58] CP5D: It's just a belief, sinc...
CP5D:It's just a belief, since we go to church, that no, it will be fine, you see? It's just since we are still not sick now, it will be OK. It's that in our belief, since we are Christians, not saying we are but we go to church, so we'll feel it will be OK.
Spiritually supportive teacher - Engages child in spiritual practices that help him/her feel supported (39-3)
[180:91] Besides that as Africans most...
Besides that as Africans most of us believe in Christianity and singing whether sad or happy, we pray and sing. To a Gr.1 child and as a Gr.1 educator this is very, very much important especially in our society of these [this] generation. Some of our learners, if not most, are not happy considering the environment and social lives. To some children the school is the best home, so it is my duty as an educator to see to it that I provide that child with that happiness. A child who is spiritually nurtured has a vast difference in social behaviour compared to others. Especially when you start to mould a child from this age, it is not easy for the child to forget.
[254:23] Here is outside our yard. 4.15...
Here is outside our yard.
4.15 Photo-elicitation_G4
MM:Outside the yard? Which yard?
C4:Of at school.
MM:Of at school? When you took the photo...what were you thinking?
C4:For me to know it is at school.
MM:For you to know it's at school? Why is it important for you to know?
C4:For me to know it is at school.
MM:For you to know it is at school...why is it important for you to know it's at school and how does it help you to do that?
C4:For me to attend school.
MM:For you to attend school? Uh... why do you want to attend school?
C4:So that I don't become a child who just stays home.
[341:86] This gives me and my learners...
C7'S explains
This gives me and my learners that confidence and makes them relaxed. As children love singing and playing they always enjoy it when we pray at the open and closing of the day. This also encourages learners in values dignity and respect. Learners are so curious and adventurous that they would sometimes take lead in prayers. Spiritually it makes them feel grateful, thankful, strong, emotional and worthy. Prayers also enable and prepare learners to do their tasks whole heartedly. This is a building stone for unity in my class and understanding one another.
[272:58] Some learners pray at home so ...
Some learners pray at home so it's a traditional way of living which should be separated. Prayer influences the child's behaviour positively. The spiritual practices have taught the Gr.1 learner to have compassion towards other learners, to behave very well as well as to have patience and love. Learners who have spiritual practices feel welcomed and regard the school as a home away from home, therefore, she/he can feel safe and comfortable at school.
P230: C3 Classroom prayers
P413: C5 Classroom prayers
Supportive school system - Healthy value system (20-6
is associated with
Child's Intrapersonal resources - Child makes good use of spiritual practices/beliefs he/she has been socialized to respect (21-3)
[28:25] C1 is a churchgoer, he's a Chr...
C7.1 explains
C1 is a churchgoer, he's a Christian at their home.
P269: Importance of going to school
[156:21] C3: I wear my [school] clothes...
C3: I wear my [school] clothes.
[317:20] C5: I wear my school clothes.
C5: I wear my school clothes.
[247:20] MM: What do you wear? C4: Clot...
MM:What do you wear?
C4:Clothes
MM:Which clothes?
C4:School clothes
[28:95] CT1: We are accountable for th...
CT1:We are accountable for them.
CT5:Yes, for them, you see?
CT2:They will tell you that it's your learners, they are kids from Valspan they have done this and this and this on their way to...home.
HEALTHY VALUE SYSTEM: SCHOOL RECOGNIZED/UTILIZED AS SAFE SPACE WHERE CHILDREN LEARN
School is considered a safe learning space: Unity is created by learners wearing same uniforms that are recognized throughout community. Teachers take great care and responsibility of learners at school. Signage of the school is a beacon for learners who belong to that specific school.
P412: C2 School assembly prayers
P309: C4 classroom prayers
is cause of
is part of
is part of
is part of

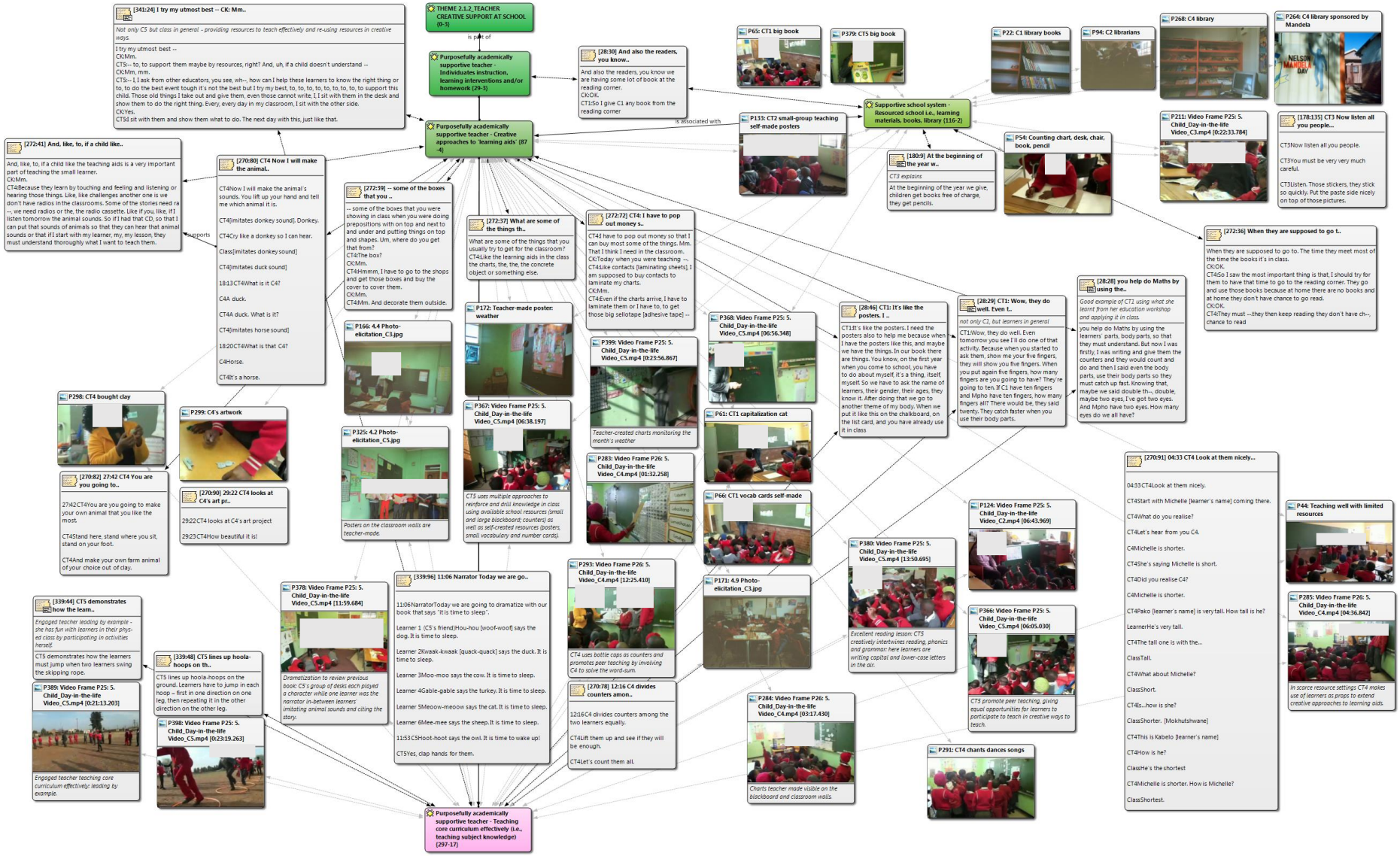

THEME 2.1 ADULT CHAMPIONSHIP OF EDUCATION (0-2)
is part of
THEME 2.1.1_ADULT ENCOURAGEMENT OF EDUCATION OUTSIDE SCHOOL (0-8)
is part of
Academically supportive grandmother - Encourage academic aspiration as a pathway to a better future (4-2)
Academically supportive mother - Encourage academic aspiration as pathway to a better future (26-4)
Academically supportive father - Encourage academic aspiration as a pathway to a better future (11-2)
[246:8] CP4: Isn't it, at times if you..
CP4:Isn't it, at times if you didn't go to school, maybe you didn't finish school, you didn't attend school or you don't have matric...sometimes work appears. A certain type of job appears and in these certain type of jobs many times, it wants, maybe it wants qualifications. You don't have them, so sometimes you can't progress when you don't have those things.
MM:OK, so, in C4's life you see it as important to encourage her that way because?
CP4:I see it important to encourage her that way so that she can have those things. So she can continue, she can progress her life forward, because when you do not have those things somewhere you won't progress.
[1:15] CP1: Like, when it's like, you..
CP1:Like, when it's like, you see...we want to see him having reached...
MM:Mm?
CP1:What he wants to reach in life, 'cause we, we...we used to talk, I ask him actually when you grow what do you want to be?
MM:Mm.
CP1:You see? He will say a policeman...I say no, I don't wish for you to be a policeman...I wish to see you being a doctor, you being....you see? Things like that then he says 'oh'. Now I explain to him, you if it's like that, you are supposed to read, you see?
[155:31] CP3: In the thing...the parentin..
CP3:In that thing...the parenting, I do all those for even tomorrow I wish that a certain time C3 still in life, I should continue to support her like this.
At a certain time that she finishes school, despite me helping her, there is no where she can go. So, it is our responsibility as parents to have a...working together with the teachers to build the lives of our children.
[246:6] CP4: Yes, I see it as importan..
CP4:Yes, I see it as important to do that on her. I see it important to encourage her so that she sees when I do, then it is that she should do just like that. She should hold on at school to end up continuing in her studies ahead.
MM:Why is it important to encourage her, as a parent that she should continue with her education ahead in future?
CP4:I encourage her because now, I think if you didn't attend school, haven't done anything, there is nothing else you can do....Again, like there is no better life that you can get. You have to go to school. You can pass and get those things. You can get a better life. If you didn't go to school and haven't done anything, there is nothing again that you will get, even when you are now wise and grown.
[78:43] CP2M: That you understand, don..
CP2M:That you understand, don't be like me. I always...uh, especially I always encourage him about me. I always so to him 'C2 I grew up without parents and my parents in for me not to finish school', it is the reason that I don't have a person who supported me. I didn't have support.
MM:Mm.
CP2M:So at least he has support. Even though we can't support with everything for money or expensive things that are expensive, but at least support of your parents, you have it.
[1:49] I always show sometimes when w..
I always show sometimes when we are home, I say to him you know me, I wish to see you being this and this, like we discuss those things that when you are a person you won't go anywhere when you haven't finished school.
MM:Mm.
CP1:When you don't do anything....then you go...I wish to see you at university and all that, but when you don't reach you won't go anywhere and even the jobs of now....they don't want people who're not educated. Every job wants educated people like those things at least...they, they give him light there.
CK:How do you think that helps him do well at school?
CP1:Uh, they, they help he will know the reason I go to school is to learn.
MM:OK.
CP1:And the reason to go to school is not to satisfy my parents. Me, I think he...it will, it will help him in....it helps him.
[78:13] CP2M: It makes him to be with.....
CP2M:It makes him to be with....to have encouragement. To do for when is books, isn't it, when we check you ask him that but here it's like you are doing weak, here you did well here...learn hard, increase again -- it's like you pick up your socks and go forward again. The more you do the more you will you....will get the things in front
[1:38] CP1: And I always take them [C..
CP1:And I always take them [C1 and his older brother] and put them down that you see I try life, I don't wish what me...the way I live and you guys when you grow up and finish school...be able what I am.
MM:Mm.
CP1:I encourage you to go forward.
MM:Mm.
CP1:So reach your goals.
[1:48] at least to be focused and kno..
at least to be focused and know the purpose of why he is at school.
CK:Why do think it is important to have a purpose and a focus?
CP1:Uh, without them, a child won't be anything....when you don't have the purpose that I am going to school so that tomorrow I can be something.
[1:31] You must learn and do so when ..
CP1
You must learn and do so when he gets at school he becomes a person, he knows the purpose why he want to school.
[78:42] CP2M: Me, C2 I always encourag..
CP2M:Me, C2 I always encourage him. I always tell him that 'C2 attend school, you should love school'. As long as your mom and dad are still there --
MM:Mm.
CP2M: -- as long as everything that we give him, you learn to accept it, the little we give you, we do it that...we do it that you can go to school and be like other kids at school.
P414: CS's granny
CS's gran provides structure, routine, supervision to promote learning well. Encourages academic aspirations through actions promoting education.
[78:33] CP2D: Let me start with...let me..
CP2D:Let me start with....let me start with my mom [paternal grandmother to C2]. Uh, my mom is not educated she has never been in school at all. She doesn't know 'a' at all.
CK:OK?
CP2D:She only knows to write her name like she is...so how does she help C2? She encourages him, it's like she encourages C2 not to be like her....like her, like she didn't attend....not educated having done anything at all.
[339:85] 29:37 CP5G:Takes the book -- ..
29:37 CP5G:Takes the book --
[29:38 CS and other child laugh in the background when younger sibling enters frame]
29:38 CP5G: -- again let me see you can study, again he learns. If he's done now, granny, I want to sleep, then yes, you can sleep now.
[1:35] I am here for you to what I ca..
CP1
I am here for you to [do] what I can, I will, but me what I wish to see you as, is this...and then you should focus on your education.
[339:84] 29:21 CP5G: If he finished eat..
29:21 CP5G:If he finished eating, he takes his books --
29:24 CK:Yes?
29:24 CP5G: He sits by the chair, he studies, he studies, he studies. If he knows how he learns granny must hear what you learn -- He learns for oh, knows it through [thoroughly] now --
[1:50] I always ask him what he wants..
I always ask him what he wants to grow --
MM:Mm.
CP1: -- what does he want to be.
[246:14] CP4: So to me, I take it as wh..
C4's mom encourages aca.aspirations through after-school structure/ routine = emphasized importance of routine.
CP4:So to me, I take it as when she enters, maybe when she gets home she will undress and maybe eat and take out homework, and I will say, let's sit, let me help you with your homework. I think that is important that....it is important to her so that she does homework before maybe she goes to play, homework would be done.
[1:37] CP1: It is them that is your f..
CP1:It is them that is your future for tomorrow.
[155:66] the child's life is education...
CP3
the child's life is education.
[155:1] CP3: C3, to help her do well a..
C3's mom encourages aca.aspirations through after-school structure/ routine
CP3: C3, to help her do well at school is that when she is from school we have a short time, sometimes it can be an hour or 45 minutes, it depends on how well she understands, it is to write, to read, to write.
[78:83] CP2M: We keep on encouraging h..
CP2M:We keep on encouraging him that it's not that now they say he is clever then you've given in, that...we always see when they say a child is clever. This brother of his is also clever, he is clever, but his brother is a person that now we notice that, he...he gives in, that I don't know...they always tell him the way he is clever some have seen that he does other things lazy, because he tells himself that he is clever, that is why when he is given homework he doesn't remember in time. Isn't it, telling himself he is clever.
Now C2 always say to him, Fifi [C2's nickname from parents], don't be like your brother. Your brother tells himself that he is clever. You are still young and still low [early] in education, you must learn when mistress says do this
[316:5] CPSD: So that me and his mom, ..
CPSD:So that me and his mom, we have been talking about it...say no man, let me say like...us, we don't want the child to end up where we ended up. So, he must go forward than...even like...let me say now, OK, I don't work...isn't it? I am home. I am just telling you so that you understand. How the work he feels like I have been working at the mine that he is also supposed to work there at the mine. I said: "no man." I work a...that job that doesn't...OK, it is of experience...now, I said to him "no man, you are supposed to not end where I ended...the work I am doing even when you didn't go to school... you won't progress, you see? So, you try to finish at school."
[316:20] We don't tell him that he can ..
CPSD+mom
We don't tell him that he can be fortunate and to university...we tell him you are supposed to finish grade 12 because we don't want him to see that if he is in grade 1, again when will he finish grade 12, again, now you see it wants... Just like he comes to us as we want him to... just like that. You see, we don't want his mind to...when he goes to school tomorrow, then he concentrates on things that now the environment is in doesn't allow it. He is...is...as if he is...I don't know how to put it.... It's like we are hard pressing him.
CPSM: We are making him confused.
[316:15] then we don't take his educati..
CPSD+MOM - dad spoke for both - mom agreed
then we don't take his education to head [we want C5 to keep a humble attitude to his education and learning but to also take it seriously]...isn't it that is why we want him to progress forward, so he can know, no man at they take my education to head...let me not disappoint them. Although he is still growing, he is still growing.
[316:12] CPSD: All these things [motiva..
CPSD:All these things [motivation] it's for him to get education.
[316:35] CPSD: OK, let's say like for i..
CPSD:OK, let's say like for instance, like us OK? I didn't finish at school, isn't it, with reasons of...isn't it...it was of the struggle of at home. Unlike now, isn't it now at least there is even if a parent, or parents, not working, at least you can go to school until that he should finish, you see? Those are the things we encourage them.
[78:48] CP2D: The things that make C2 ..
CP2D:The things that make C2 do well at school...to do well...are, uh, it is to help him. From us to encourage him.
[316:17] CPSD: He can't talk to his mom..
CPSD: He can't talk to his mom about jobs. Other things we talk about, isn't it? But about work he wants me and him as he is a man, he will work at the mine, you see? At the mine there are engineers, but now him, already he says he wants that. I say, no it is fine, but it wants you to finish at school.
[316:16] CPSD: It helps him just to kno..
CPSD:It helps him just to know as he...I...he... He should continue...that now he should continue forward. Isn't it now I told him where I ended at school and now this education of his, the job he wants...isn't it, many times he talks to me about jobs.
[316:11] I finished with standard 8 at ..
CPSD
I finished with standard 8 at school and then he should know....he should know that to end by standard 8 is not that I have done...it is the way I have... it was in my life and it is not a life that I liked that....me too, I would have ended there. I say that to him. Now he at times come and say "I am going to be a policeman," I say no, if it is like that it is alright, but I know isn't it, he is saying it because he is young. So now I say "police have grade 12, soldiers have grade 12. So know that when you want those things, because I told you that those at the mine, we can't work together at the mine.
[316:56] CPSD: That if he can finish at..
Dad actively promotes CS's self-esteem by showing him he can do anything as good as any other child - and links this with needing to finish school.
CPSD:That if he can finish at school he should know that those who tease [about CS's hand deformity] them he should know he will do better than them. If he finishes in school he will be intelligent, he will be able to work with....like where I work in the yard, he helps me. When he wants I know he is able. Then I tell him, you see, you can hold a spade, you can hold a rake, so there is no difference. The difference is only not to worry about it.

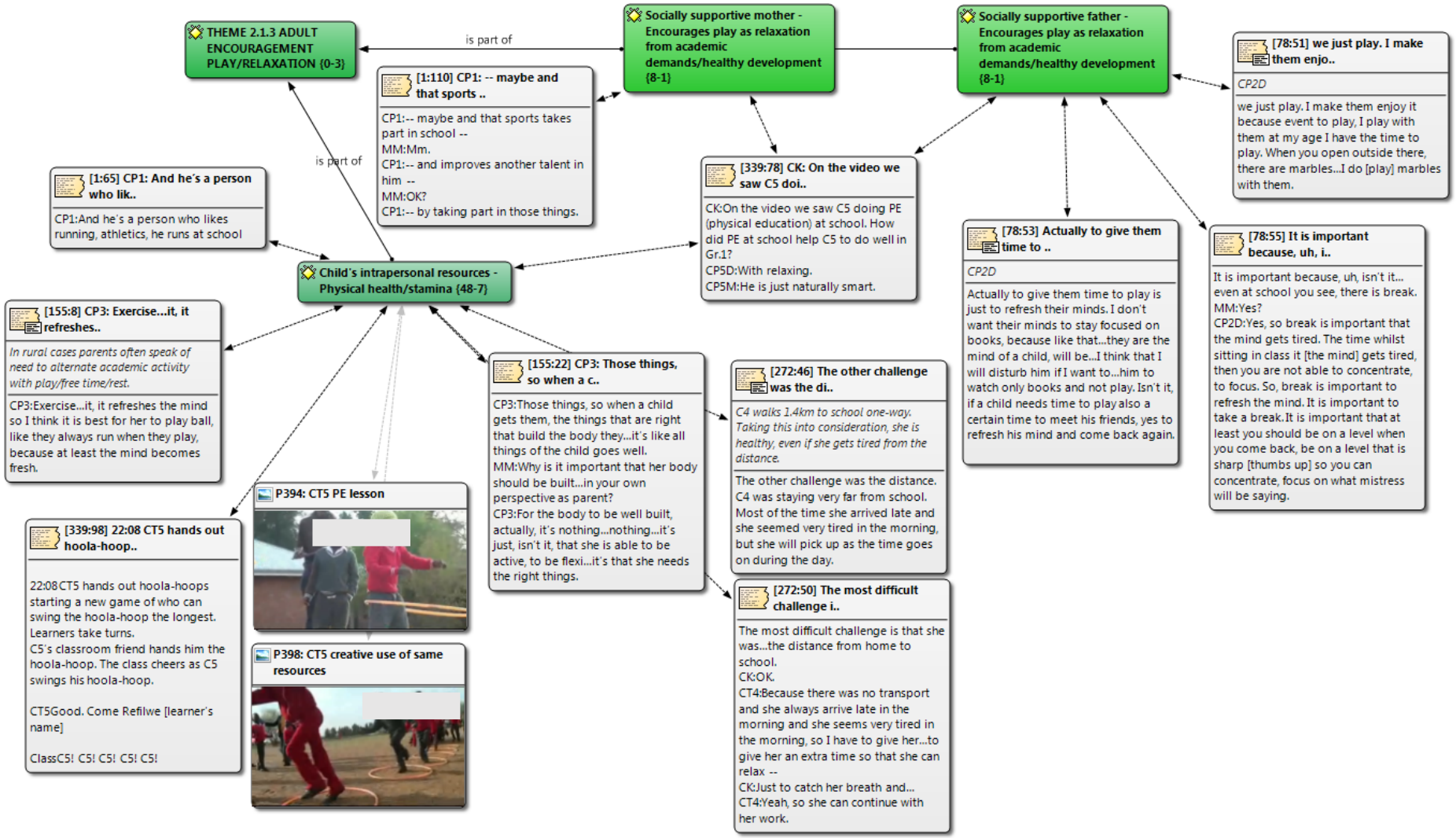

THEME 2.1.1_TEACHER ENCOURAGEMENT OF EDUCATION {0-1}
is part of
Purposefully academically supportive teacher - Encourage academic aspiration as a pathway to a better future {17-1}
[341:79] CT5: Teach the child the impor..
CT5:Teach the child the importance of education. The teacher must be supportive and encourage the learner in class.
[341:92] CT5: Say hard working is the b..
CT5:Say hard working is the best.
[180:93] I foresee the future South Afr..
CT3
I foresee the future South African lady president in her.
[341:91] CT5: I encourage them to work ..
CT5:I encourage them to work hard. Education is the key to success, without education there is nothing. And I also tell them because they, others they are single parent, they don't even know their fathers and so I encourage them to work hard in school because if they work hard, one day they will be someone
[103:60] CT2: To help him do well in sc..
CT2:To help him do well in school: listen to him; talk to him; encourage him to participate; motivate him, and praise him.
[341:23] CT5: Yes. That is why I encour..
CT5:Yes. That is why I encourage these learners.
CK:Yeah.
CT5:I always tell them they must work hard because there is nothing that it can come just like this. You have to work hard and working hard brought you to success.
[180:94] I would really like to see C3 ..
CT3
I would really like to see C3 going far somewhere
[341:64] What I can say, I just want to..
CT5
What I can say, I just want to see C5 somewhere in life.
[180:37] CT3: [Laughter] You know, you ..
Good SISU note: additional bonus of involvement is realization of what a teacher does and recognizing it's positive impact on learners.
CT3:[Laughter] You know, you know, sometimes you do things [to help learners adjust well] not knowing really that, not being aware --
CK:OK.
CT3:-- that, uh, you are really doing that.
[341:22] CT5: You know, my mother and f..
Good example of teacher CT5's roots and how her parents encouraged education as better future --> she really identifies and emphatically supports her learners to do well.
CT5:You know, my mother and father, my parents, let me say so, my parents, my, my father was the only one who work at home. So my mother was a housewife.
CK:Yes.
CT5:So it was hard because we even go to school bare feet because my father was only our one person who is working. Maybe five at home. So my father did try his utmost best at home at least to eat and to, to look after us. But it was not easy. Because my mother was also a person who was very sick because he was having high blood.
CK:Mm.
CT5:So he didn't work. So he have to, to eat what we eat just to feel our stomach. So that is why I say I also, I always encourage these learners. But the fortunate part of it is my, my, my brother, at least she was, she was in Standard 8 [Grade 10] but because of the difficult at home, he feel to leave school so that he must go and work at least for us. So at least it was my father and my brother. So my mother always encourage us to work hard.
[103:4] CT2: OK, uh, I'm always motiva..
Not just C2 but all learners in class
CT2:OK, uh, I'm always motivating my kids. When we pray in the morning, telling them that I was also a kid, I've experience a lot. But they must always try to listen because their parents have send them here so that they can be better people tomorrow. Their parents don't want to see them in their own situation. So they must always try to make me happy in the day and I'll also try my best to make them happy. Because I, I don't want to see them tomorrow, meeting them here at the street, being the street kids or being anything that is not good.
[341:66] CT5: Especially a black child...
not only C5 - all learners
CT5:Especially a black child. But like we say all the child in South Africa.
CK:Especially a --?
CT5:I say a, a black child because their, their situation is not so good, you see, because they come from different --. So, you know, those who suffer or the situation at home is not so --. It's encouraging and it's good for us to see them somewhere --
CK:Yes.
CT5:-- in life. Because I can say, ooh I was his Grade 1 teacher.
[341:21] CT5: I encourage them to work ..
CT5:I encourage them to work hard. Education is the key to success, without education there is nothing.
[341:30] CT5: These childrens, I think ..
in general not only C5
CT5:These childrens, I think maybe if they're at home and maybe thinking about school, they just feel, you know, I must come to school. Because maybe at home there is nothing.
CK:Mm.
CT5:So maybe if they, hmm, I know at school I'm going to get maybe something and I know at, to go to school is just, just to go and, and sit down and I, I must, I must do what is best for me.
CK:Mm.
CT5:For the coming future.
[341:65] CT5: If I see maybe he sit som..
CT5:If I see maybe he sit somewhere then I can recognise, no man, this is C5, you see. One day when I'm still alive and I think that day will come. Not only for C5, but for the old, all of the children.
[103:61] CT2: -- their parents don't wa..
CT2:-- their parents don't want to see them working at the farms. They want to see them tomorrow being professionals.

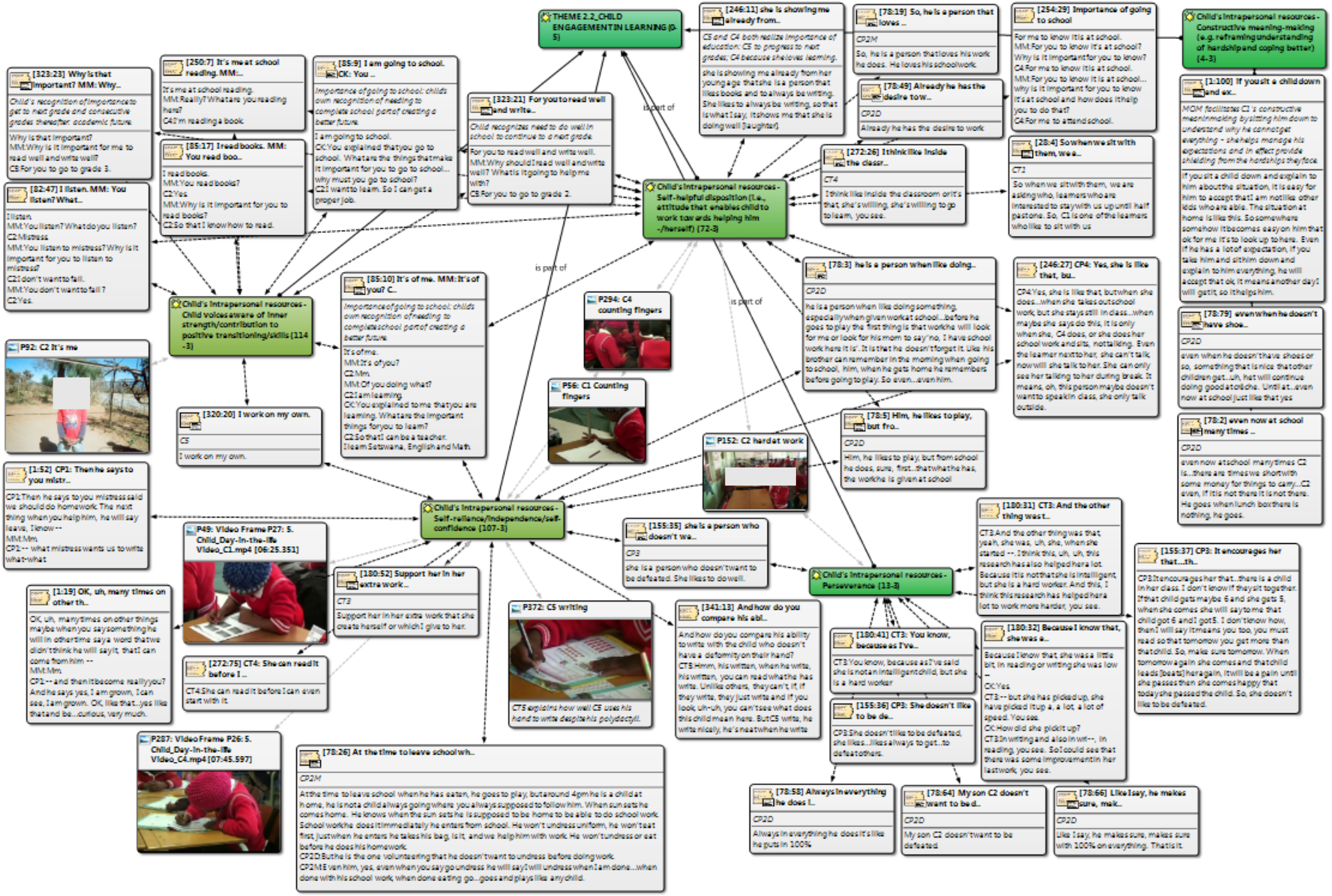

THEME 2.1 ADULT CHAMPIONSHIP OF EDUCATION {0-2}
is part of
THEME 2.1 ADULT EXTENDED FAMILY MEMBERS {0-4}
is part of
THEME 2.1.2 ADULT ACADEMIC SUPPORT OUTSIDE SCHOOL {0-4}
is part of
THEME 2.1 PARENTS {0-8}
THEME 2.1 PARENTS - part 2 of network output
is part of
THEME 2.1 GRANDPARENTS {0-7}
[10:28] C1: [Grandpa] he helps me with..
C1:[Grandpa] he helps me with reading.
4.4 Photo-elicitation_C1
MM:Who should say to a grade R learner is giving...help you with reading?
C1:Grandpa.
MM:OK, so I should say to a grade R learner when you have a grandpa he will help you with reading. What else?
C1:And to write.
P14: C1's grandpa
[247:12] C4: My grandpa. CK: How does g..
C4:My grandpa.
CK:How does grandpa help you?
C4:Grandpa helps with writing.
[1:6] And even, and when we watch TV..
C1's mom explains
And even, and when we watch TV mostly, mostly his grandpa likes to ask him to check weather to check our province where it is, to check the name of the town like check Kimberley, he will look and talk OK, it is this much tonight, tomorrow it is this much...like he likes to do it.
[2:3] My sister [C2's aunt]. MM: You..
My sister [C2's aunt].
MM:Your sister? How does she help you?
C1:With reading [books]
is part of
Academically supportive grandfather - Purposeful academic stimulation of child {4-2}
is part of
Academically supportive grandfather - Helps with homework {2-2}
[78:37] CP2D: She [grandmother] does s..
CP2D:She [grandmother] does say about books, his homework and isn't it, grandma is the strict one, always she talks to him about homework even when he plays like that, uh... She is a person that asks him have you done your homework even when he comes. Yes, just like that.
is part of
Academically supportive extended family member - Purposeful academic stimulation of child {17-2}
P248: C4 Drawing of who helps her do well in Gr.1
[101:113] CPM2: Yes. When I am sitting w..
CPM2:Yes. When I am sitting with him C2 I encourage him saying C2, do you have homework from school? Come let's read. I didn't study at school, I am able to read a few words like that 'I' up to 'a-e-i-o-u'. I am able to encourage. 1, 2, 3 up to 100.
Academically supportive grandmother - Checks homework {9-2}
[339:84] 29:21 CP5G: If he finished eat..
29:21 CP5G:If he finished eating, he takes his books --
29:24 CK:Yes?
29:24 CP5G:He sits by the chair, he studies, he studies, he studies. If he knows how he learns granny must hear what you learn -- He learns for oh, knows it through [thoroughly] now --
[2:2] My aunt. MM: Who? C1: Aunty. M..
My aunt.
MM:Who?
C1:Aunty.
MM:You and aunty what do you do together?
C1:She makes me read
P401: C5's grandmother
P13: C1's aunt
Academically supportive extended family member - Helps with homework {19-2}
[341:53] She stay with C5 and if I look..
She stay with C5 and if I look at C5's grandmother --
CK:Yes.
CT5:-- she is someone who, say he is, hmm-uh, what is this word? A person who is not educated.
MM:..-- not educated, illiterate.
CT5:Yes, he's not educated, right? But even if I give C5 work to do --
CK:Yes.
CT5:-- at home, C5 do it.
Academically supportive grandmother - Purposeful academic stimulation of child {5-2}
[339:85] 29:37 CP5G: Takes the book -- ..
29:37 CP5G:Takes the book --
[29:38 C5 and other child laugh in the background when younger sibling enters frame]
29:38 CP5G:-- again let me see you can study, again he learns. If he's done now, granny, I want to sleep, then yes, you can sleep now.
[10:6] What does grandma help you wit..
What does grandma help you with?
C1:Homework.
CP1:Huh?
C1:Homework.
MM:She helps you with homework?
CP1:She helps you with homework?
What else?
C1:And reading.
[10:8] My aunt. MM: Your aunt? How do..
My aunt.
MM:Your aunt? How does aunt help you? With?
C1:When I come with homework she helps me.
Academically supportive grandmother - Helps with homework {10-3}
[320:28] My grandmother. CK: C5 how did..
My grandmother.
CK:C5 how did grandma help you do well in Gr.1?
C5:Grandma asks my brother and cousin to help me do homework.
[82:10] My grandmother. MM: Your grand..
My grandmother.
MM:Your grandmother?
C2:Yes.
MM:How does she help you?
C2:With homework.

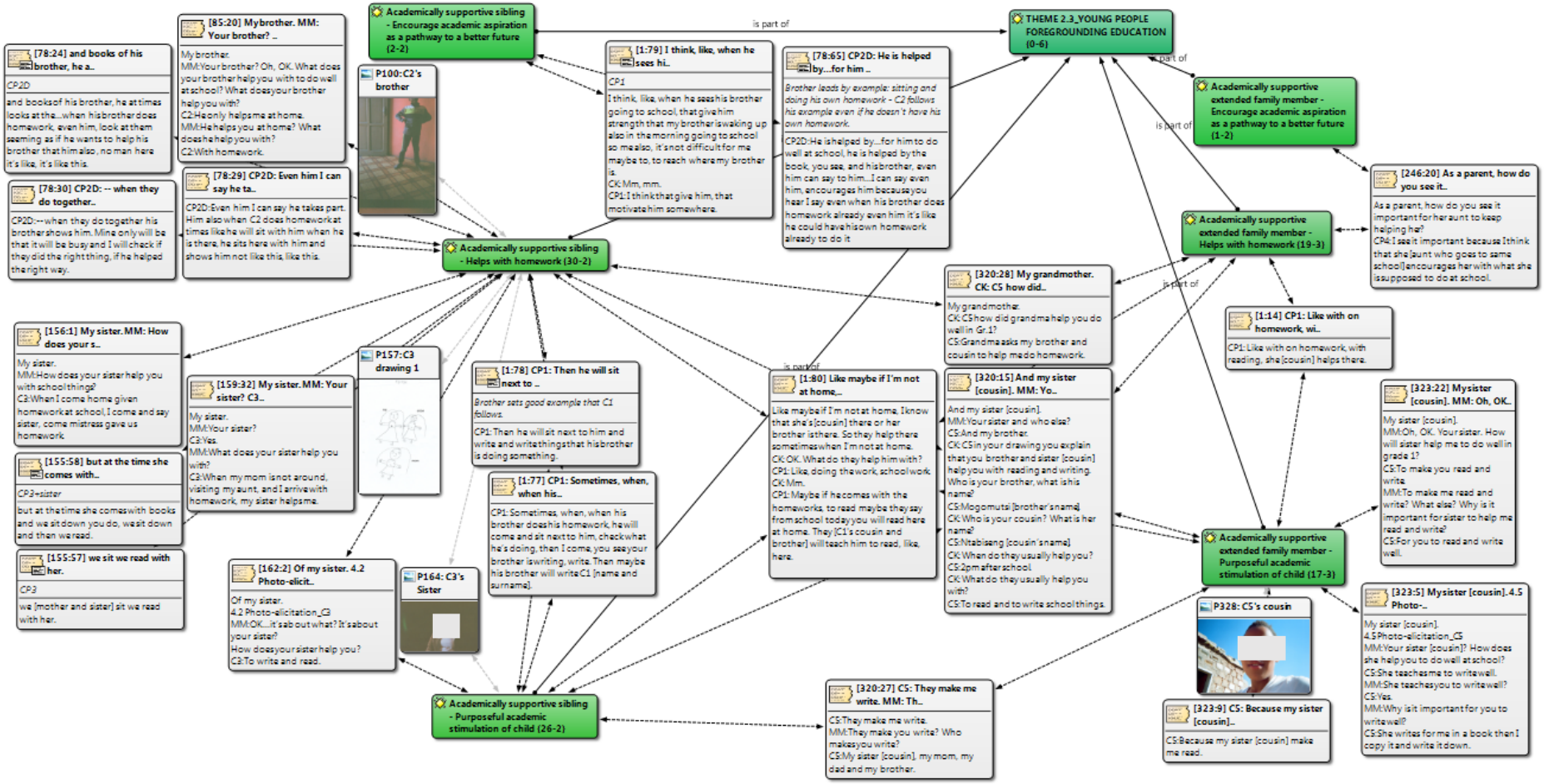

THEME 2.1 ADULT FAMILY MEMBERS (other than parents) = PART 1 of network output
THEME 2.1 ADULT EXTENDED FAMILY MEMBERS (0-4
THEME 2.1 GRANDPARENTS (0-7)
is part of
THEME 2.1.2 ADULT ACADEMIC SUPPORT OUTSIDE SCHOOL (0-4)
THEME 2.1 ADULT CHAMPIONSHIP OF EDUCATION (0-2)
DADS MATTER AND WORK WITH MOMS WHERE MOMS+DADS ARE PRESENT
DAD'S network part2 of 3
THEME 2.1 PARENTS (0-4)
THEME 2.1 PARENTS - MOTHERS (0-4
THEME 2.1 PARENTS - FATHERS (0-4)
Academically supportive mother - Checks homework (13-3)
Academically supportive father - Checks homework (17-2)
Academically supportive mother - Helps with homework (67-2)
Academically supportive father - Helps with homework (22-2)
Academically supportive mother - Purposeful academic stimulation of child (81-3)
Academically supportive father - Purposeful academic stimulation of child (35-2)
[78:17] when mistress gives you homewo...
CP2M explains
when mistress gives you homework, come with it to the house so we can help you, me and your dad and even when we help and he knows something we given homework, he can do it also, right?
[78:14] we check you ask him that but ...
CP2M
we check you ask him that but here it's like you are doing weak here you did well here...learn hard, increase again
[78:82] CP2D: And when you look at his...
CP2D And when you look at his work to look at his books, you...It's like you can see and us when home that...no main, here...like mom just said that here we can talk to him and prepare him already for what can come at school.
[316:1] CP5M: When he has a question w...
Throughout C2 parents' interview mom and dad answer on behalf of each other and refer to 'we' to explain what they do to help him.
CP5M When he has a question we answer him...everything that he asks we don't show him, we tell him to do it himself. Even to make him read words, even when he doesn't have homework, we say he should learn to read.
[78:20] CP2D: We talk to him showing h...
CP2D We talk to him showing him already to maybe if it can appear on the test, then he already knows that 'no, dad has prepared me here' or mom. That this one is not done like this, it's done like this.
[320:13] MM: Who taught you to write yo...
MM: Who taught you to write your name?
CS: Mom and dad.
P318: CS's mom, dad and me
P326: 4.3 Photo-elicitation_C5.jpg
[320:4] CS: To read and to make me dra...
CS: To read and to make me draw.
MM: Why?
CS: Mom and dad.
[323:3] CS: They [mom and dad] help me...
CS: They [mom and dad] help me write...making me read and write.
[78:76] Sometimes when I am asleep he ...
CP2D
Sometimes when I am asleep he does his homework, then I come and look at it if it's OK.
[78:30] CP2D: -- when they do together...
CP2D: -- when they do together his brother shows him. Mine only will be that it will be busy and I will check if they did the right thing, if he helped the right way.
[82:46] CK: C2 In your drawings you ex...
CK: C2 In your drawings you explain to me that dad takes care of you. What does dad do to take care of you?
C2: He checks my homework.
[78:54] I just look at them when they ...
CP2D
I just look at them when they do their school work, mine is to look if he has done it right.
MM: Mm.
CP2D: And then where they are wrong, I tell them that they main, here is wrong you don't do it like this.
P145: C2's dad asking about homework
[101:114] CP2 You do not have homework m...
CP2 You do not have homework main, today? [Dad comes back from outside and checks if C2 has homework. Then dad goes into the kitchen to check the food he is cooking].
[78:8] I look at his books...I look at ...
CP2D explains
I look at his books...I look at them when he is from school, I don't wait for him to say to me: --
CP2M: I have work--
CP2D: I have work that I am given. It is like when he enters even when he is out, I take them and look at them. I see how he did in this day at school.
[78:77] CP2D: If it's not OK, I tell h...
CP2D: If it's not OK, I tell him that 'no, man here you were supposed to do this and this.'
[82:6] MM: When you get home who help...
MM: When you get home who helps you with school things?
C2: My dad.
[103:25] CT2: Uh, the father is saying ...
CT2: Uh, the father is saying it's him who always, he's helping C2, he's doing the homework.
P88: C2 and his dad
[82:44] MM: What does dad help you wit...
MM: What does dad help you with?
C2: With doing homework.
[85:3] C2: It's of me and my dad. MM:...
C2: It's of me and my dad.
MM: It's of you and your dad?
C2: Mm.
MM: OK, how does this photo help you to do well at school?
C2: My dad helps me with homework.
[79:1] OK, how does dad help at home ...
OK, how does dad help at home and school?
C2: He helps me with writing.
[78:35] a lot of time C2, the children...
CP2D explains grandma and he helps C2
a lot of time C2, the children are with me and their grandma. Now, many times sometimes it's me a lot in the books, that I at times help them.
[247:10] CK: What does dad help you wit...
CK: What does dad help you with?
C4: He (dad) helps me to write homework.
[101:78] CP2 Now, say like you always d...
CP2 Now, say like you always do. Take your books and draw, write all your scribbles
[78:40] It's like he can ask me someth...
CP2D
It's like he can ask me something even with his books he can ask me, or a drawing on his brothers books, keep opening pages and asking me about the drawings that what is the drawing for and what it means. Then I explain things like that and he asks me like... isn't it, with a paper...isn't it those drawings.
[78:50] CP2D: We encourage him with ed...
CP2D We encourage him with education to say to him, to show him to do those homework even when there is no homework we, we sit with him down. We like...all of us and him, his brother, and write stories, make up stories just like any made up story we just make them and idioms, we do a story it becomes 'you are who', you are who...yes...doing sort of a play, a drama.
[78:52] CP2D: I say I would just be wr...
CP2D I say I would just be writing, isn't it, his brother will make up a story... telling him an idiom and writes for him, now he doesn't know to read well yet. Wanting to know it, him also to be able to tell his friends or whoever at school even anywhere.
P324: C5's dad
[323:1] C5: He [dad] helps me. MM: Wha...
C5: He [dad] helps me.
MM: What does he help you with?
C5: To read and make me write.
MM: To make you read and write...
What does he make you write?
C5: Mh?
MM: What do he make you write?
C5: 'a' 'b' 'd' 'e' 'g'
[317:2] C5: Its dad MM: Its dad... What ...
C5: Its dad
MM: Its dad... What does dad help you with for you to do well at school?
C5: By making me read.
[320:6] C5: It's dad. MM: How does dad...
C5: It's dad.
MM: How does dad help you?
C5: By making me write.
[316:53] CP5D: And to count up to...let m...
CP5D: And to count up to...let me say when he started, when to he started we didn't teach him we know that no if we teach him to count up to 10 for a certain time so that he adjusts until. Now again we start with 11, 12...just like that. It's that we didn't do those things at one time. We know that he will obviously forget. We wanted him to count until up to... and alphabets he must understand the ones to write his name.

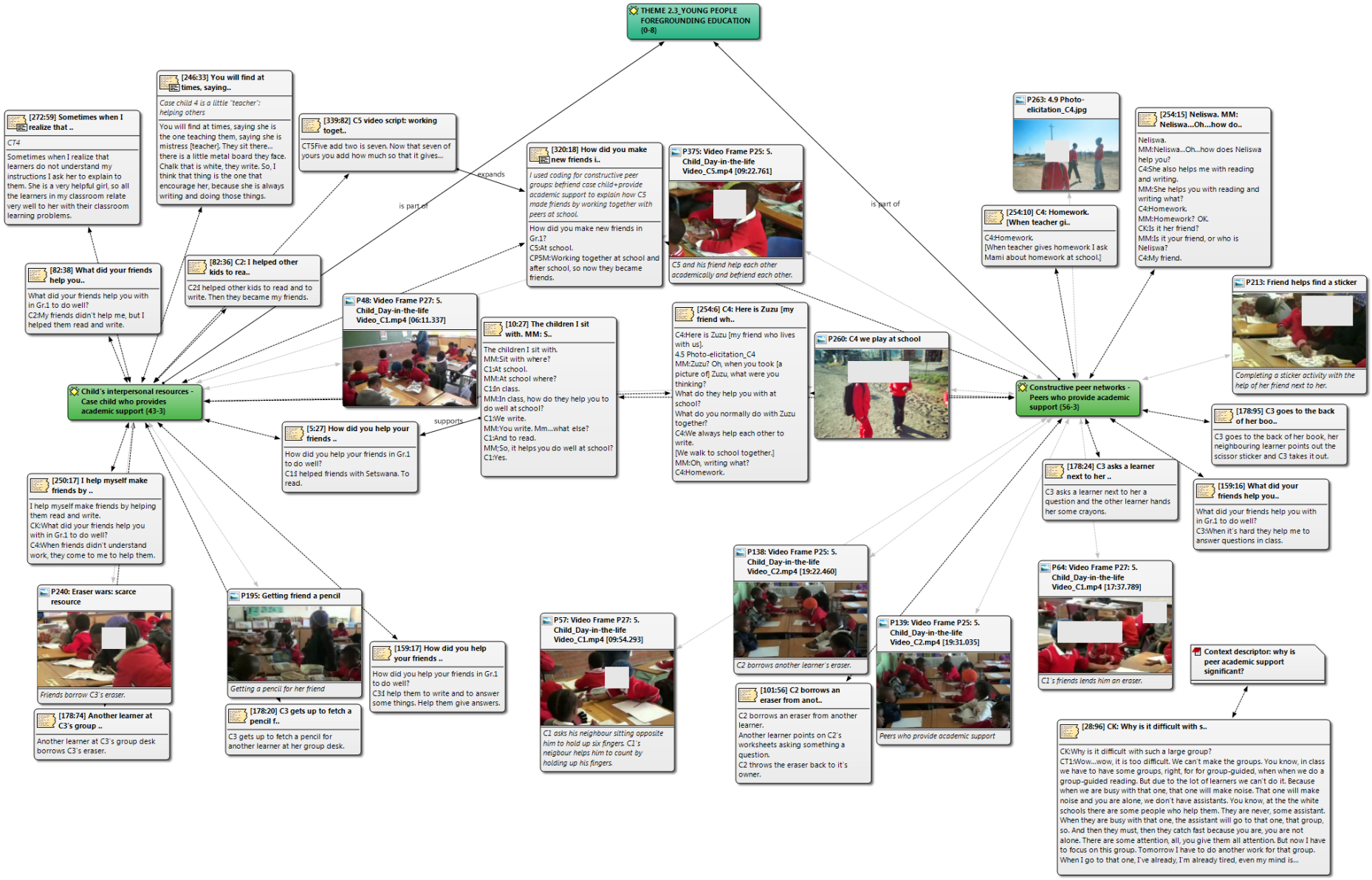

P76: C1 mom checks homework
[26:55] C1 DITL script: mom+homework
29:17 CP1:Yes I asked you isn't it at the house that what were you doing at school....
[28:14] CT1: By the help of the mother..
CT1:By the help of the mother, also. OK. Because his mother always come to me also, come and ask me Ma'am, did C1 do the homework? Yes. Did, do you have some extra work for me to give for C1? I said yes. Ma'am, I'm here to come and check what C1 is doing or performing in her workbook.
Academically supportive mother - Checks homework (13-3)
[246:39] I see it important that the Fr..
CP4
I see it important that the Friday from school, then she does it already. It is an important thing to her even to teach her that homework....if once she learns to do homework Sunday, Sunday it will happen that the homework is not complete, then she ends up doing homework at school. And homework, I think, it is not a thing that should be done at school. It is home-work.
[246:7] CP4: I go to check her books. ..
CP4:I go to check her books [at school].
MM:Why is important for you as a parent for you and her teacher to do that.
CP4:It is important for me to do that with the teacher...
MM:Yes?
CP4:It is that we want that she, the child, should be able let me say...to pick up her socks to do well at school. For her to see I am encouraging her
[5:6] C1: My mom always helps me.
From other text in same draw and talk we know that mom helps with homework. So I coded homework here.
C1:My mom always helps me.
[5:15] C1: My mom. MM: How does she h..
C1:My mom.
MM:How does she help you?
C1:When I come with homework, she helps me.
[246:14] CP4: So to me, I take it as wh..
CP4:So to me, I take it as when she enters, maybe when she gets home she will undress and maybe eat and take out homework, and I will say, let's sit, let me help you with your homework. I think that is important that...it is important to her so that she does homework before maybe she goes to play, homework would be done.
[155:4] CP3: It helps her because I as..
CP3:It helps her because I ask her what she did, what they did at school. Then she tells me what they did at school, then I tell her we should do it – what they did at school.
Then we repeat what they did at school.
P253: C4 mom helps homework
[156:2] C3: My mom. MM: How does mom h..
C3:My mom.
MM:How does mom help you with school things?
C3:Sometimes when my sister is not there and I have been given homework, and her...I say here mom, come mistress again gave us homework.
[250:15] C4: My mom helping me [with] h..
C4:My mom helping me [with] homework.
MM:What did you draw?
C4:Me and my mom helping me to do homework.
[254:14] C4: My mom. 4.8 Photo-elicitat..
C4:My mom.
4.8 Photo-elicitation_C4
MM:It's your mom? How does your mom help you?
C4:With writing.
MM:To write what?
C4:Homework.
MM:What else?
C4:And school work.
P262: C4's mom
[162:5] C3: Of my mom...my mom helps me ..
C3:Of my mom...my mom helps me when I come and have homework.
P167: C3's mom
[159:5] C3: When mistress has given me..
C3:When mistress has given me homework, I then tell her [mom] that mistress gave me homework.
MM:OK, then what does she do?
C3:Then she helps me with writing.
[155:58] but at the time she comes with..
CP3
but at the time she comes with books and we sit down you do, we sit down and then we read.
Academically supportive mother - Helps with homework (66-2)
[1:12] OK, so to sit with him helping..
OK, so to sit with him helping homework, how has it made a positive outcome to him?
CP1:Uh, uh...like yeah, I see it boosts him well. He has improved well, because sometimes when I haven't come, we...he has homework, he will say he won't do it until I come.
[82:19] C2: My mom. MM: How does she h..
C2:My mom.
MM:How does she help you?
C2:Homework.
[1:10] on those things and then when ..
C1's mom explains
on those things [that they learnt at school] and then when comes with homework, we sit down together and I explain to him we do, but many times I don't give him the answers, I just explain that maybe this questions when is says...it wants you to say...
MM:Mm.
CP1:Then he will bring it and compare it, then bring the right answer.
MM:Mm.
CP1:Like they can be given maybe a hat...yes...so sometimes when it is English I turn it into 'what is the thing that you wear on your head?'
MM:Mm.
CP1:What is it? He will capture it that yes it is a hat, the we go back.
P 7: C1's drawing 1
P11: C1's mom
[5:12] MM: What did your mom do? C1: ..
MM:What did your mom do?
C1:Teach me to write my name.
[10:29] C1: Mom. 4.1 Photo-elicitation..
C1:Mom.
4.1 Photo-elicitation_C1
MM:OK, what should I tell his mom to help him with?
C1:To read and write.
MM:Read what?
C1:Books.
MM:Write what?
C1:On paper.
[155:61] to take that effort it is to b..
to take that effort it is to build. It is to build your child, isn't it?
MM:Mm.
CP3:So that she can do...you help her, isn't it, you help her time and again. So every day, when you keep helping her, teaching her that you read this is 'a', it's 'b', it's 'c', it's 'd', she will end up reading 'a, b, c, d'. Then you say let's write 'a, b, c, d' having captured those letters, then she writes 'a, b, c, d'. For tomorrow when she says... when you say write 'b' then she stands there and writes 'b'
MM:OK.
CP3:Write 'e' and stand there and write 'e'. So you do like that small, small...until she knows.
[155:1] CP3: C3, to help her do well a..
CP3:C3, to help her do well at school is that when she is from school we have a short time, sometimes it can be an hour or 45 minutes, it depends on how well she understands, it is to write, to read, to write.
P157: C3 drawing 1
[162:1] C3: I was writing. MM: What we..
Good quote for the reciprocal help of mom as teacher and teacher at school helping towards same goal
C3I was writing.
MM:What were you writing?
C3:About f... I was writing about fives.
CkC3, who helped you to write well in Gr.1?
C3It's my mother and teacher.
P258: C4 mom+granny
[246:3] I ask her if she is given home..
CP4
I ask her if she is given homework. She takes it out, I ask her. I help her, I tell her that there it's done like this. I help her to read, I help her to read, I write down for her, then I say, then I read for her. When I'm done to read for her I say she should read alone to see if she understood what I have been reading for her.
[246:2] When given homework, I sit dow..
CP4
When given homework, I sit down help her with homework. I help her, there I write first and read for her to see that she understands. I say to her to read what I've read. When I'm done to...when she is done reading what I read to her, now she takes and copies it on the book and writes.
[254:5] C4: Mom. MM: Mom? How does mom..
C4:Mom.
MM:Mom? How does mom help you for you to do well at school? What does she help you with?
C4:To teach me...to write.
[316:48] CP5M: ...he didn't know how to c..
CP5M:...he didn't know how to count from 1 until 100. We taught him where he ended up.
[317:3] C5: Mom MM: What does mom help..
C5:Mom
MM:What does mom help you with?
C5:By making me read.
[320:5] C5: Mom. MM: How does mom help..
C5:Mom.
MM:How does mom help you?
C5:She makes me draw.
[316:38] he didn't know how to write it..
CP5M
he didn't know how to write it and surname, to not know how to write it properly. I always taught him you write it like this and this.
[320:29] C5: To read. MM: To read? Read..
C5:To read.
MM:To read? Read what?
C5:'i, e, b, d'
MM:OK... Are there people who help you or is there something that helps you read 'i', 'b' ...
C5:It's my mom.
[85:7] What else for you to do well a..
What else for you to do well at school?
C2:And to teach me on books.
MM:To teach you on books?
C2:Yes.
MM:What were you thinking when you took this photo?
C2:That she helps me.
[82:12] Who taught you to write your n..
Who taught you to write your name
C2?
C2My mom.
P90: C2's mom
THEME 2.1 PARENTS - MOTHERS (0-4)
THEME 2.1 ADULT FAMILY MEMBERS (other than parents) = PART 1 of network output
THEME 2.1 DADS MATTER AND WORK WITH MOMS WHERE MOMS+DADS ARE PRESENT
DAD'S (and overlap with moms) = PART 2 of network output
THEME 2.1 PARENTS (0-4)
THEME 2.1 ADULT CHAMPIONSHIP OF EDUCATION (0-2)
THEME 2.1.2 ADULT ACADEMIC SUPPORT OUTSIDE SCHOOL (0-4)
is part of
[1:1] CP1: OK, uh, there are things ..
CP1:OK, uh, there are things like... mostly books...even those that are not of grade 1, I like to buy them for him and make him read. Starting from level 1, I buy them like, ah...but mostly it is English ones.
[1:53] When you ask if he understood ..
CP1
When you ask if he understood part that we have been reading in...no he doesn't understand, we read again. Like you repeat and repeat
[5:33] C1: My mom. MM: OK, are there ..
C1:My mom.
MM:OK, are there things that help you to do well in grade 1? What are they?
C1:To read.
MM:To read what?
C1:Books.
[1:4] CP1: They keep him busy like t..
CP1:They keep him busy like to...I want him to get used to reading. I read for him and then they, ah, when I am done reading for him, he follows what I have read, uh, like that.
[1:54] make him read the books I make..
CP1
make him read the books I make him read...to make him do sums at home and other things like that to teach him
Academically supportive mother - Purposeful academic stimulation of child (84-3)
[180:33] CT3: I think, uh uh, the mothe..
CT3I think, uh uh, the mother also saw it better that she should help the child at home.
[155:26] CP3: Teacher at school...at scho..
CP3:Teacher at school...at school the last time we were at school when I said I don't know that when I help her at home her sister says I make her do grade 3 or 2 things and she is still in grade 1...so, the teacher at school said it is not important what I teach her, we should continue to do what we have been doing. I shouldn't leave it and say her sister said it's of greater standards, I should just teach her as we have been doing. So the teacher advised me to go to the library to get the information to know what I should do to teach her...to help her at home.
[155:65] To teach her to count you can ..
CP3
To teach her to count you can take the lids of bottles and put them here, 20 of them and teach her to count and group them. Those being two, those in three and four, just like that for her to know when you say it is three things, it is this much things. When you say it is seven things, four remains, you subtract them so she is able to see what is happening.
[159:30] OK, what did you mom teach you..
OK, what did you mom teach you?
C3:To write my name?
MM:What else?
C3:And surname.
[155:12] so when she comes back from sc..
so when she comes back from school she comes and tells me we did...we... we wrote sums like 5, 10...when you add fives of this amount, they add and do. She can think about that we did about twos so now we're doing fives. So, this means she can fix her previous mistakes.
[162:16] CP3: Tell MM that if she wants..
CP3:Tell MM that if she wants to know how to count what should she do. Isn't it you take bottle caps?
C3:Yes, you take the bottle caps and count or subtract or adding.
P226: C3's mom helps
P222: C3 mom + sister academic drills
expands
[178:134] C3 DITL script: drills@home
26:36 C3 You have...
C3 You have other children. Fullstop.
...

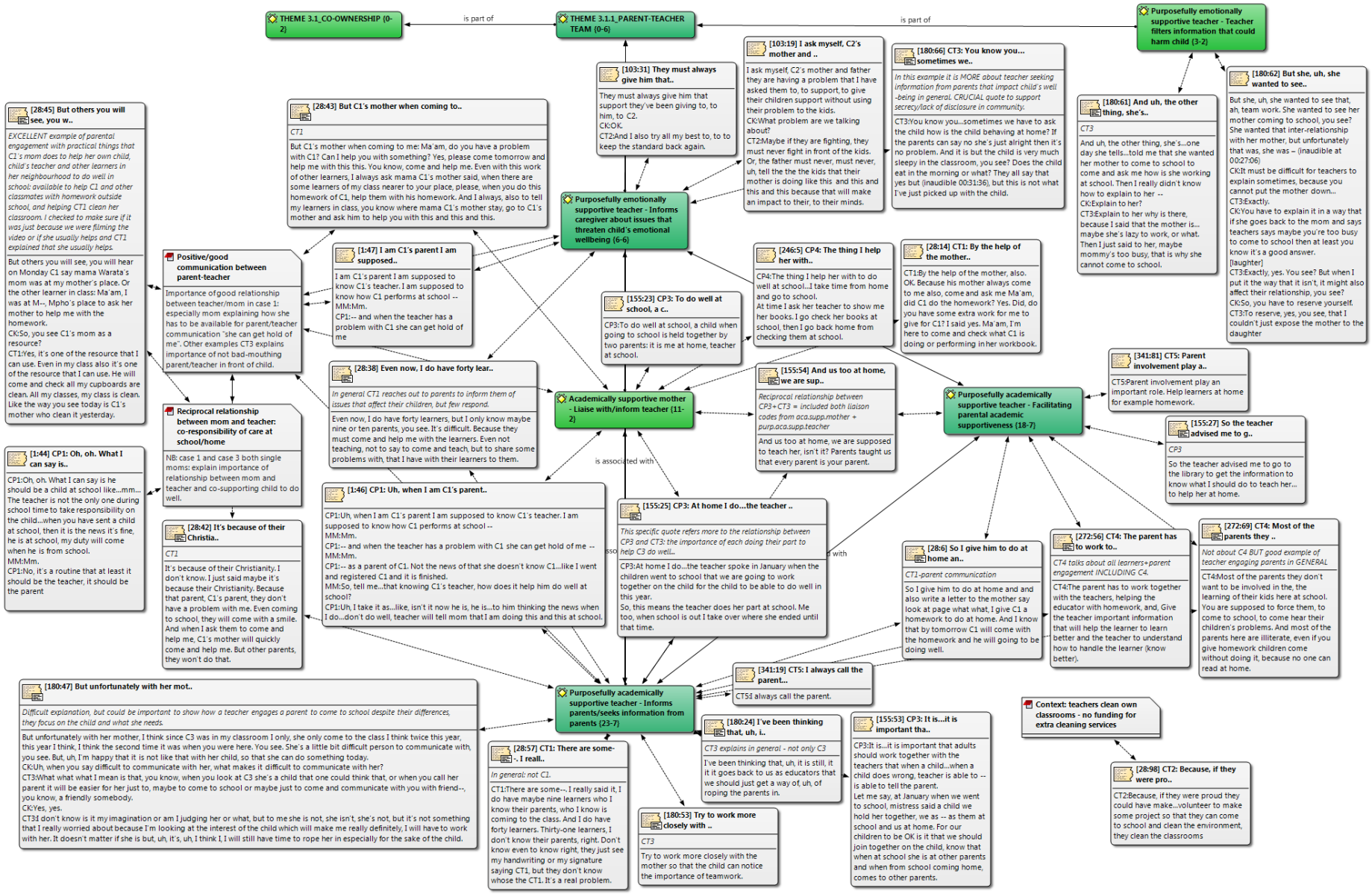

[341:24] I try my utmost best -- CK: Mm..
Not only CS but class in general - providing resources to teach effectively and re-using resources in creative ways.
I try my utmost best --
CK:Mm.
CT5:-- to, to support them maybe by resources, right? And, uh, if a child doesn't understand --
CK:Hm, mm.
CT5:-- I, I ask from other educators, you see, wh--, how can I help these learners to know the right thing or to, to do the best event tough it's not the best but I try my best, to, to, to, to, to, to, to, to support this child. Those old things I take out and give them, even those cannot write, I, I sit with them in the desk and show them to do the right thing. Every, every day in my classroom, I sit with the other side.
CK:Yes.
CT5:I sit with them and show them what to do. The next day with this, just like that.
THEME 2.1.2 TEACHER CREATIVE SUPPORT AT SCHOOL (0-3)
is part of
Purposefully academically supportive teacher - Individuates instruction, learning interventions and/or homework (29-3)
Purposefully academically supportive teacher - Creative approaches to 'learning aids' (87 -4)
[28:30] And also the readers, you know..
And also the readers, you know we are having some lot of book at the reading corner.
CK:OK.
CT1:So I give C1 any book from the reading corner
is associated with
Supportive school system - Resourced school i.e., learning materials, books, library (116-2)
P65: CT1 big book
P379: CT5 big book
P22: C1 library books
P94: C2 librarians
P268: C4 library
P264: C4 library sponsored by Mandela
P133: CT2 small-group teaching self-made posters
P54: Counting chart, desk, chair, book, pencil
[180:9] At the beginning of the year w..
CT3 explains
At the beginning of the year we give, children get books free of charge, they get pencils.
P211: Video Frame P25: 5. Child_Day-in-the-life Video_C3.mp4 [0:22:33.784]
[178:135] CT3 Now listen all you people...
CT3Now listen all you people.
CT3You must be very very much careful.
CT3Listen. Those stickers, they stick so quickly. Put the paste side nicely on top of those pictures.
[272:41] And, like, to, if a child like..
And, like, to, if a child like the teaching aids is a very important part of teaching the small learner.
CK:Mm.
CT4:Because they learn by touching and feeling and listening or hearing those things. Like, like challenges another one is we don't have radios in the classrooms. Some of the stories need ra --, we need radios or the, the radio cassette. Like if you, like, if I listen tomorrow the animal sounds. So if I had that CD, so that I can put that sounds of animals so that they can hear that animal sounds or that if I start with my learner, my, my lesson, they must understand thoroughly what I want to teach them.
supports
[270:80] CT4 Now I will make the animal..
CT4Now I will make the animal's sounds. You lift up your hand and tell me which animal it is.
CT4[imitates donkey sound]. Donkey.
CT4Cry like a donkey so I can hear.
Class[imitates donkey sound]
CT4[imitates duck sound]
18:13CT4What is it C4?
C4A duck.
CT4A duck. What is it?
CT4[imitates horse sound]
18:20CT4What is that C4?
C4Horse.
CT4It's a horse.
[272:39] -- some of the boxes that you ..
-- some of the boxes that you were showing in class when you were doing prepositions with on top and next to and under and putting things on top and shapes. Um, where do you get that from?
CT4:The box?
CK:Mm.
CT4:Hmmm, I have to go to the shops and get those boxes and buy the cover to cover them.
CK:Mm.
CT4Mm. And decorate them outside.
[272:37] What are some of the things th..
What are some of the things that you usually try to get for the classroom?
CT4:Like the learning aids in the class the charts, the, the, the concrete object or something else.
[272:72] CT4: I have to pop out money s..
CT4:I have to pop out money so that I can buy most some of the things. Mm. That I think I need in the classroom.
CK:Today when you were teaching --
CT4:Like contacts [laminating sheets], I am supposed to buy contacts to laminate my charts.
CK:Mm.
CT4:Even if the charts arrive, I have to laminate them or I have to, to get those big sellotape [adhesive tape] --
P166: 4.4 Photo-elicitation_C3.jpg
P172: Teacher-made poster: weather
P399: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [0:23:56.867]
Teacher-created charts monitoring the month's weather
P368: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [06:56.348]
[28:46] CT1: It's like the posters. I ..
CT1It's like the posters. I need the posters also to help me because when I have the posters like this, and maybe we have the things. In our book there are things. You know, on the first year when you come to school, you have to do about myself, it's a thing, itself, myself. So we have to ask the name of learners, their gender, their ages, they know it. After doing that we go to another theme of my body. When we put it like this on the chalkboard, on the list card, and you have already use it in class
[28:29] CT1: Wow, they do well. Even t..
not only C1, but learners in general
CT1:Wow, they do well. Even tomorrow you see I'll do one of that activity. Because when you started to ask them, show me your five fingers, they will show you five fingers. When you put again five fingers, how many fingers are you going to have? They're going to ten. If C1 have ten fingers and Mpho have ten fingers, how many fingers all? There would be, they said twenty. They catch faster when you use their body parts.
[28:28] you help do Maths by using the..
Good example of CT1 using what she learnt from her education workshop and applying it in class.
you help do Maths by using the learners' parts, body parts, so that they must understand. But now I was firstly, I was writing and give them the counters and they would count and do and then I said even the body parts, use their body parts so they must catch up fast. Knowing that, maybe we said double th--, double, maybe two eyes, I've got two eyes. And Mpho have two eyes. How many eyes do we all have?
[272:36] When they are supposed to go t..
When they are supposed to go to. The time they meet most of the time the books it's in class.
CK:OK.
CT4:So I saw the most important thing is that, I should try for them to have that time to go to the reading corner. They go and use those books because at home there are no books and at home they don't have chance to go read.
CK:OK.
CT4:They must --they then keep reading they don't have ch--, chance to read
P298: CT4 bought clay
P299: C4's artwork
[270:82] 27:42 CT4 You are you going to..
27:42CT4You are you going to make your own animal that you like the most.
CT4Stand here, stand where you sit, stand on your foot.
CT4And make your own farm animal of your choice out of clay.
[270:90] 29:22 CT4 looks at C4's art pr..
29:22CT4 looks at C4's art project
29:23CT4How beautiful it is!
P325: 4.2 Photo-elicitation_C5.jpg
Posters on the classroom walls are teacher-made.
P367: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [06:38.197]
CT5 uses multiple approaches to reinforce and drill knowledge in class using available school resources (small and large blackboard; counters) as well as self-created resources (posters, small vocabulary and number cards).
P283: Video Frame P26: 5. Child_Day-in-the-life Video_C4.mp4 [01:32.258]
P61: CT1 capitalization cat
P66: CT1 vocab cards self-made
P380: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [13:50.695]
Excellent reading lesson: CT5 creatively intertwines reading, phonics and grammar: here learners are writing capital and lower-case letters in the air.
P124: Video Frame P25: 5. Child_Day-in-the-life Video_C2.mp4 [06:43.969]
[270:91] 04:33 CT4 Look at them nicely...
04:33CT4Look at them nicely.
CT4Start with Michelle [learner's name] coming there.
CT4What do you realise?
CT4Let's hear from you C4.
C4Michelle is shorter.
CT4She's saying Michelle is short.
CT4Did you realise C4?
C4Michelle is shorter.
CT4Pako [learner's name] is very tall. How tall is he?
LearnerHe's very tall.
CT4The tall one is with the...
ClassTall.
CT4What about Michelle?
ClassShort.
CT4Is...how is she?
ClassShorter. [Mokhutshwane]
CT4This is Kabelo [learner's name]
CT4How is he?
ClassHe's the shortest
CT4Michelle is shorter. How is Michelle?
ClassShortest.
P44: Teaching well with limited resources
P285: Video Frame P26: 5. Child_Day-in-the-life Video_C4.mp4 [04:36.842]
In scarce resource settings CT4 makes use of learners as props to extend creative approaches to learning aids.
[339:44] CT5 demonstrates how the learn..
Engaged teacher leading by example - she has fun with learners in their physed class by participating in activities herself.
CT5 demonstrates how the learners must jump when two learners swing the skipping rope.
[339:48] CT5 lines up hoola-hoops on th..
CT5 lines up hoola-hoops on the ground. Learners have to jump in each hoop -- first in one direction on one leg, then repeating it in the other direction on the other leg.
P389: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [0:21:13.203]
Engaged teacher teaching core curriculum effectively leading by example.
P398: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [0:23:19.263]
P378: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [11:59.684]
Dramatization to review previous book: C5's group of desks each played a character while one learner was the narrator in-between learners' imitating animal sounds and citing the story.
[339:96] 11:06 Narrator Today we are go..
11:06NarratorToday we are going to dramatize with our book that says "it is time to sleep".
Learner 1 (C5's friend)Hou-hou [woof-woof] says the dog. It is time to sleep.
Learner 2Kwaak-kwaak [quack-quack] says the duck. It is time to sleep.
Learner 3Moo-moo says the cow. It is time to sleep.
Learner 4Gable-gable says the turkey. It is time to sleep.
Learner 5Meoow-meoow says the cat. It is time to sleep.
Learner 6Mee-mee says the sheep. It is time to sleep.
11:53C5Hoot-hoot says the owl. It is time to wake up!
CT5Yes, clap hands for them.
P293: Video Frame P26: 5. Child_Day-in-the-life Video_C4.mp4 [12:25.410]
CT4 uses bottle caps as counters and promotes peer teaching by involving C4 to solve the word-sum
[270:78] 12:16 C4 divides counters amon..
12:16C4 divides counters among the two learners equally.
CT4Lift them up and see if they will be enough.
CT4Let's count them all.
P171: 4.9 Photo-elicitation_C3.jpg
P366: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [06:05.030]
CT5 promote peer teaching, giving equal opportunities for learners to participate to teach in creative ways to teach.
P284: Video Frame P26: 5. Child_Day-in-the-life Video_C4.mp4 [03:17.430]
Charts teacher made visible on the blackboard and classroom walls.
P291: CT4 chants dances songs
Purposefully academically supportive teacher - Teaching core curriculum effectively (i.e., teaching subject knowledge) (297-17)

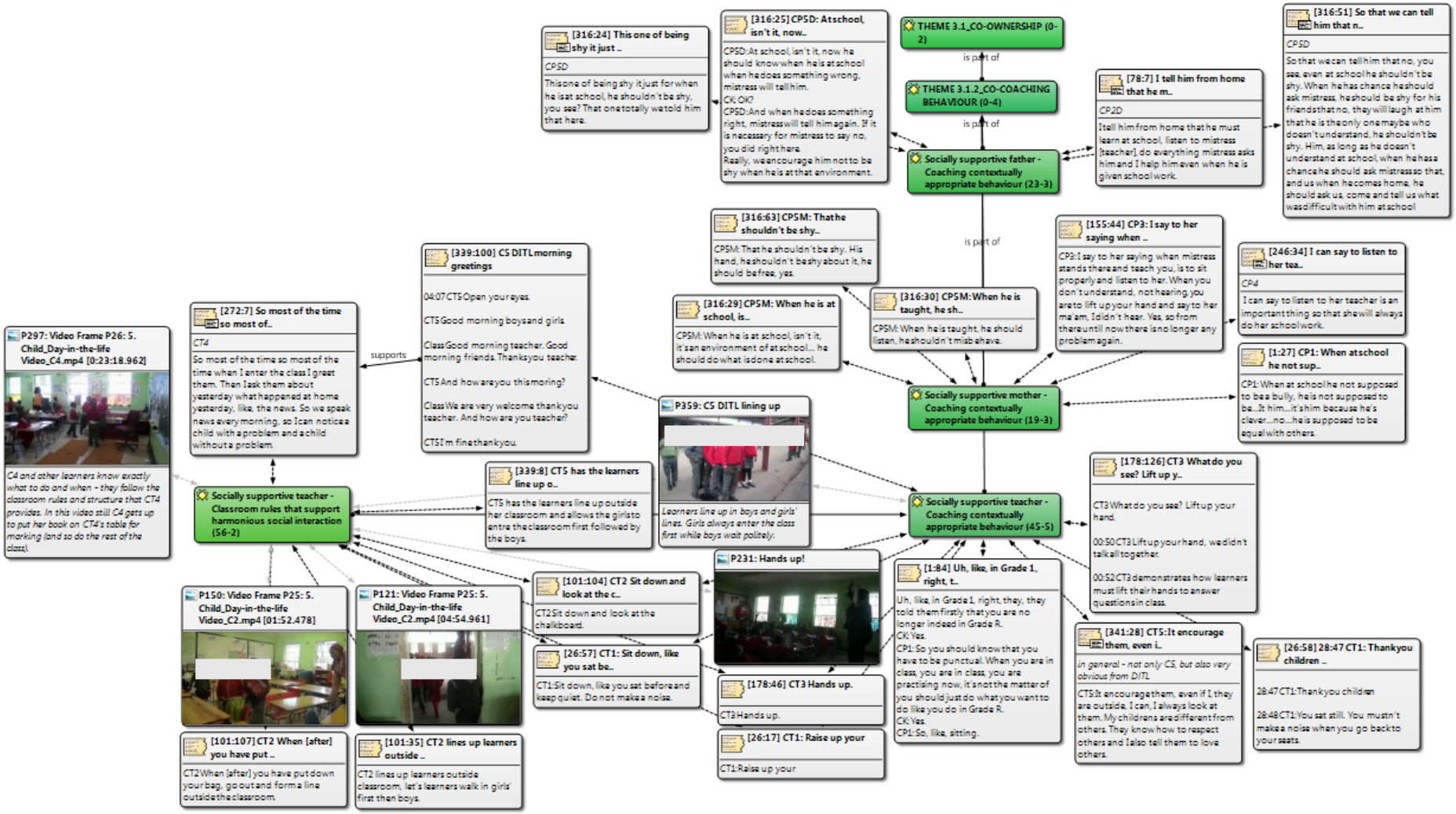

THEME 2.1.3 ADULT ENCOURAGEMENT PLAY/RELAXATION {0-3}
is part of
Socially supportive mother - Encourages play as relaxation from academic demands/healthy development {8-1}
Socially supportive father - Encourages play as relaxation from academic demands/healthy development {8-1}
[78:51] we just play. I make them enjo..
CP2D
we just play. I make them enjoy it because event to play, I play with them at my age I have the time to play. When you open outside there, there are marbles...I do [play] marbles with them.
[1:110] CP1: -- maybe and that sports ..
CP1:-- maybe and that sports takes part in school --
MM:Mm.
CP1:-- and improves another talent in him --
MM:OK?
CP1:-- by taking part in those things.
is part of
[1:65] CP1: And he's a person who lik..
CP1:And he's a person who likes running, athletics, he runs at school
[339:78] CK: On the video we saw C5 doi..
CK:On the video we saw C5 doing PE (physical education) at school. How did PE at school help C5 to do well in Gr.1?
CP5D:With relaxing.
CP5M:He is just naturally smart.
[78:53] Actually to give them time to ..
CP2D
Actually to give them time to play is just to refresh their minds. I don't want their minds to stay focused on books, because like that...they are the mind of a child, will be...I think that I will disturb him if I want to...him to watch only books and not play. Isn't it, if a child needs time to play also a certain time to meet his friends, yes to refresh his mind and come back again.
[78:55] It is important because, uh, i..
It is important because, uh, isn't it... even at school you see, there is break.
MM:Yes?
CP2D:Yes, so break is important that the mind gets tired. The time whilst sitting in class it [the mind] gets tired, then you are not able to concentrate, to focus. So, break is important to refresh the mind. It is important to take a break. It is important that at least you should be on a level when you come back, be on a level that is sharp [thumbs up] so you can concentrate, focus on what mistress will be saying.
Child's intrapersonal resources - Physical health/stamina {48-7}
[155:8] CP3: Exercise...it, it refreshes..
In rural cases parents often speak of need to alternate academic activity with play/free time/rest.
CP3:Exercise...it, it refreshes the mind so I think it is best for her to play ball, like they always run when they play, because at least the mind becomes fresh.
[155:22] CP3: Those things, so when a c..
CP3:Those things, so when a child gets them, the things that are right that build the body they...it's like all things of the child goes well.
MM:Why is it important that her body should be built...in your own perspective as parent?
CP3:For the body to be well built, actually, it's nothing...nothing...it's just, isn't it, that she is able to be active, to be flexi...it's that she needs the right things.
[272:46] The other challenge was the di..
C4 walks 1.4km to school one-way. Taking this into consideration, she is healthy, even if she gets tired from the distance.
The other challenge was the distance. C4 was staying very far from school. Most of the time she arrived late and she seemed very tired in the morning, but she will pick up as the time goes on during the day.
[272:50] The most difficult challenge i..
The most difficult challenge is that she was...the distance from home to school.
CK:OK.
CT4:Because there was no transport and she always arrive late in the morning and she seems very tired in the morning, so I have to give her...to give her an extra time so that she can relax --
CK:Just to catch her breath and...
CT4:Yeah, so she can continue with her work.
P394: CT5 PE lesson
[redacted]
P398: CT5 creative use of same resources
[redacted]
[339:98] 22:08 CT5 hands out hoola-hoop..
22:08CT5 hands out hoola-hoops starting a new game of who can swing the hoola-hoop the longest. Learners take turns.
C5's classroom friend hands him the hoola-hoop. The class cheers as C5 swings his hoola-hoop.
CT5Good. Come Refilwe [learner's name]
ClassC5! C5! C5! C5! C5!

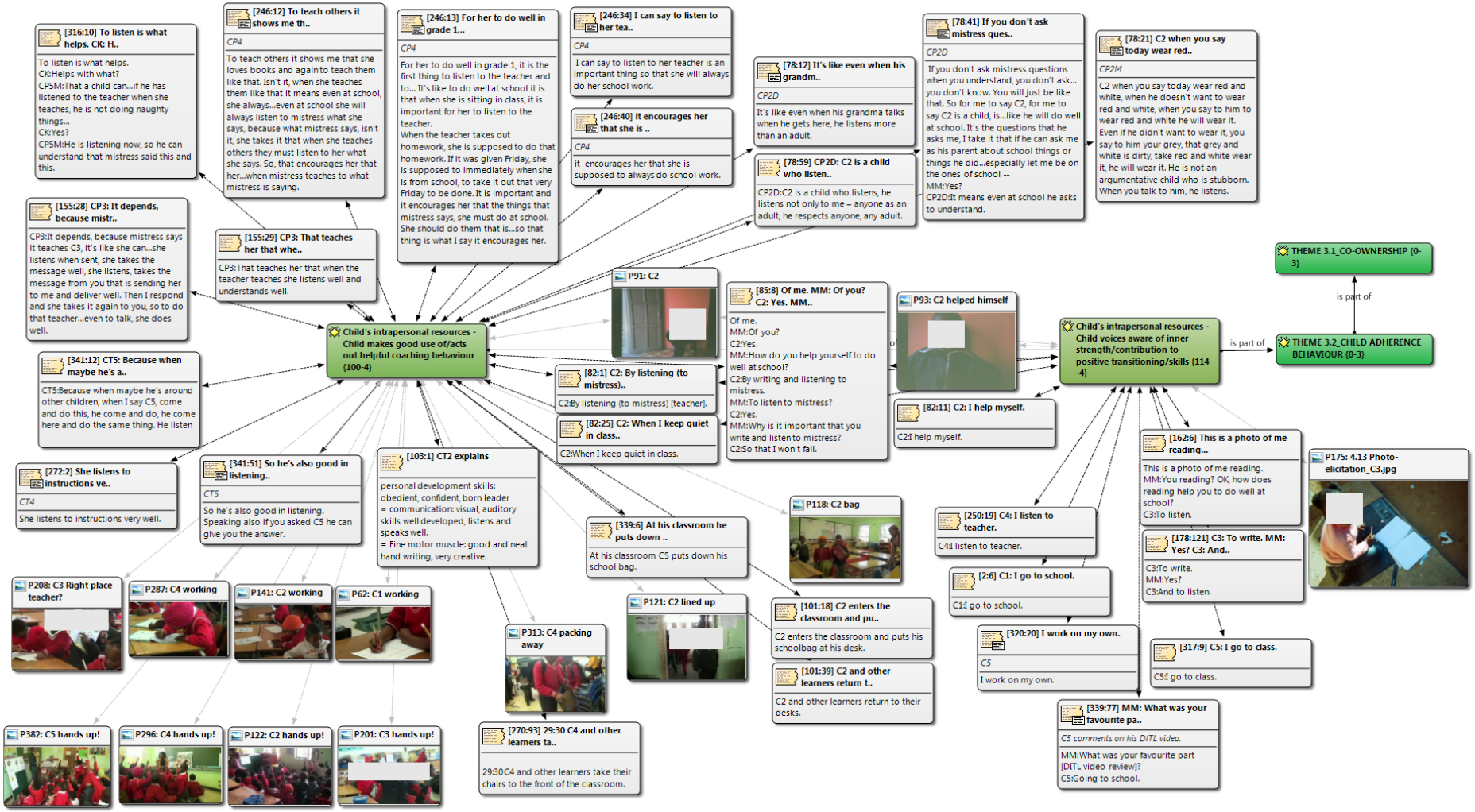

THEME 2.2_CHILD ENGAGEMENT IN LEARNING (0-5)
Child's Intrapersonal resources - Constructive meaning-making (e.g. reframing understanding of hardship and coping better) (4-3)
Child's Intrapersonal resources - Self-helpful disposition (i.e., attitude that enables child to work towards helping him -/herself) (7-3)
Child's Intrapersonal resources - Child voiceawareness of inner strength/contribution to positive transitioning/skills (11-3)
Child's Intrapersonal resources - Self-reliance/Independence/self-confidence (10-7-3)
Child's Intrapersonal resources - Perseverance (13-3)
is part of
[246:11] she is showing me already from..
CS and C4 both realize importance of education: C5 to progress to next grades; C4 because she loves learning.
she is showing me already from her young age that she is a person that likes books and to always be writing. She likes to always be writing, so that is what I say, it shows me that she is doing well [laughter].
[78:19] So, he is a person that loves ...
CP2M
So, he is a person that loves his work he does. He loves his schoolwork.
[254:29] Importance of going to school
For me to know it is at school.
MM:For you to know it's at school?
Why is it important for you to know?
C4:For me to know it is at school.
MM:For you to know it is at school...
why is it important for you to know it's at school and how does it help you to do that?
C4:For me to attend school.
[78:49] Already he has the desire tow...
CP2D
Already he has the desire to work
[323:23] Why is that important? MM: Why...
Child's recognition of importance to get to next grade and consecutive grades thereafter: academic future.
Why is that important?
MM:Why is it important for me to read well and write well?
C3:For you to go to grade 3.
[250:7] It's me at school reading. MM:...
It's me at school reading.
MM:Really? What are you reading here?
C4:I'm reading a book.
[85:17] I read books. MM: You read boo...
I read books.
MM:You read books?
C2:Yes
MM:Why is it important for you to read books?
C2:So that I know how to read.
[85:9] I am going to school. CK: You ...
Importance of going to school: child's own recognition of needing to complete school part of creating a better future.
I am going to school.
CK:You explained that you go to school. What are the things that make it important for you to go to school... why must you go to school?
C2:I want to learn. So I can get a proper job.
[323:21] For you to read well and write...
Child recognizes need to do well in school to continue to a next grade.
For you to read well and write well.
MM:Why should I read well and write well? What is it going to help me with?
C3:For you to go to grade 2.
[82:47] I listen. MM: You listen? What...
I listen.
MM:You listen? What do you listen?
C2:Mistress.
MM:You listen to mistress? Why is it important for you to listen to mistress?
C2:I don't want to fail.
MM:You don't want to fail ?
C2:Yes.
[272:26] I think like inside the classr...
CT4
I think like inside the classroom or it's that, she's willing, she's willing to go to learn, you see.
[28:4] So when we sit with them, we a...
CT1
So when we sit with them, we are asking who, learners who are interested to stay with us up until half pastone. So, C3 is one of the learners who like to sit with us
[85:10] It's of me. MM: It's of you? C...
Importance of going to school: child's own recognition of needing to complete school part of creating a better future.
It's of me.
MM:It's of you?
C2:Mm.
MM:Of you doing what?
C2:I am learning
CK:You explained to me that you are learning. What are the important things for you to learn?
C2:So that I can be a teacher.
I learn Setswana, English and Math.
P294: C4 counting fingers
[78:3] he is a person when like doing...
CP2D
he is a person when like doing something, especially when given work at school...before he goes to play the first thing is that works he will look for me or look for his mom to say 'no, I have school work here it is'. It is that he doesn't forget it. Like his brother can remember in the morning when going to school, him, when he gets home he remembers before going to play. So even...even him.
[246:27] CP4: Yes, she is like that, bu...
CP4:Yes, she is like that, but when she does...when she takes out school work, but she stays still in class...when maybe she says do this, it is only when she, C4 does, or she does her school work and sits, not talking. Even the learner next to her, she can't talk, now will she talk to her. She can only see her talking to her during break. It means, oh, this person maybe doesn't want to speak in class, she only talk outside.
P92: C2 It's me
[320:20] I work on my own.
CS
I work on my own.
P56: C1 Counting fingers
[78:5] Hm, he likes to play, but fro...
CP2D
Hm, he likes to play, but from school he does, sure, first...that what he has, the work he is given at school
P152: C2 hard at work
[78:79] even when he doesn't have shoe...
CP2D
even when he doesn't have shoes or so, something that is nice that other children get...uh, that will continue doing good at it/she. Until at...even now at school just like that yes
[78:2] even now at school many times ...
CP2D
even now at school many times C2 is...there are times we short with some money for things to carry...C2 even, if this not there it is not there. He goes when lunch box there is nothing, he goes.
[1:52] CP1: Then he says to you mistr...
CP1:Then he says to you mistress said we should do homework. The next thing when you help him, he will say leave, I know --
MM:Mm.
CP1:-- what mistress wants us to write what-what
[1:19] OK, uh, many times on other th...
OK, uh, many times on other things maybe when you say something he will in other time say a word that we didn't think he will say it, that I can come from him --
MM:Mm.
CP1:-- and then it become really you? And he says yes, I am grown, I can see, I am grown. OK, like that...yes like that and be...curious, very much.
P49: Video Frame P27: 5. Child_Day-In-the-life Video_C1.mp4 [06:25.351]
[180:52] Support her in her extra work...
CT3
Support her in her extra work that she create herself or which I give to her.
[272:75] CT4: She can read it before I ...
CT4:She can read it before I can even start with it.
[155:35] she is a person who doesn't wa...
CP3
she is a person who doesn't want to be defeated. She likes to do well.
P372: C5 writing
C5 explains how well C5 uses his hand to write despite his polydactyl.
[341:13] And how do you compare his abi...
And how do you compare his ability to write with the child who doesn't have a deformity on their hand?
CT5:Hmm, his written, when he write, his written, you can read what he has write. Unlike others, they can't, if, if they write, they just write and if you look, uh-uh, you can't see what does this child mean here. But C5 write, he write nicely, he's neat when he write
[180:31] CT3: And the other thing was t...
CT3:And the other thing was that, yeah, she was, uh, she, when she started --. I think this, uh, uh, this research has also helped here a lot. Because it is not that she is intelligent, but she is a hard worker. And this, I think this research has helped here a lot to work more harder, you see.
[155:37] CP3: It encourages her that...th...
CP3:It encourages her that...there is a child in her class. I don't know if they sit together. If that child gets maybe 6 and she gets 5, when she comes she will say to me that child got 6 and I got 5. I don't know how, then I will say it means you too, you must read so that tomorrow you get more than that child. So, make sure tomorrow. When tomorrow again she comes and that child leads [beats] her again, it will be a gain until she passes then she comes happy that today she passed the child. So, she doesn't like to be defeated.
[180:41] CT3: You know, because as I've...
CT3:You know, because as I've said she is not an intelligent child, but she is a hard worker
[180:32] Because I know that, she was a...
Because I know that she was a little bit, in reading or writing she was low --
CK:Yes
CT3:-- but she has picked up, she have picked it up a, a lot, a lot of speed. You see.
CK:How did she pick it up?
CT3:In writing and also in wri--, in reading, you see. So I could see that there was some improvement in her last work, you see.
[155:36] CP3: She doesn't like to be de...
CP3:She doesn't like to be defeated, she likes...likes always to get...to defeat others.
P287: Video Frame P26: 5. Child_Day-In-the-life Video_C4.mp4 [07:45.597]
[78:26] At the time to leave school wh...
CP2M
At the time to leave school when he has eaten, he goes to play, but around 4pm he is a child at home, he is not a child always going where you always supposed to follow him. When sun sets he comes home. He knows when the sun sets he is supposed to be home to be able to do school work. School work he does it immediately he enters from school. He won't undress uniform, he won't eat first, just when he enters he takes his bag, is it, and we help him with work. He won't undress or eat before he does his homework.
CP2D:But he is the one volunteering that he doesn't want to undress before doing work.
CP2ME:un him, yes, even when you say go undress he will say I will undress when I am done...when done with his school work, when done eating go...goes and plays like any child.
[78:58] Always in everything he does i...
CP2D
Always in everything he does it's like he puts in 100%
[78:64] My son C2 doesn't want to be d...
CP2D
My son C2 doesn't want to be defeated
[78:66] Like I say, he makes sure, mak...
CP2D
Like I say, he makes sure, makes sure with 100% on everything. That is it.


Academically supportive sibling - Encourage academic aspiration as a pathway to a better future (2-2)
is part of
THEME 2.3_YOUNG PEOPLE FOREGROUNDING EDUCATION (0-6)
[85:20] My brother. MM: Your brother? ..
My brother.
MM:Your brother? Oh, OK. What does your brother help you with to do well at school? What does your brother help you with?
C2:He only helps me at home.
MM:He helps you at home? What does he help you with?
C2:With homework.
[78:24] and books of his brother, he a..
CP2D
and books of his brother, he at times looks at the...when his brother does homework, even him, look at them seeming as if he wants to help his brother that him also, no man here it's like, it's like this.
P100:C2's brother
[1:79] I think, like, when he sees hi..
CP1
I think, like, when he sees his brother going to school, that give him strength that my brother is waking up also in the morning going to school so me also, it's not difficult for me maybe to, to reach where my brother is.
CK:Mm, mm.
CP1:I think that give him, that motivate him somewhere.
[78:65] CP2D: He is helped by...for him ..
Brother leads by example: sitting and doing his own homework - C2 follows his example even if he doesn't have his own homework.
CP2D:He is helped by...for him to do well at school, he is helped by the book, you see, and his brother, even him can say to him...I can say even him, encourages him because you hear I say even when his brother does homework already even him it's like he could have his own homework already to do it
Academically supportive extended family member - Encourage academic aspiration as a pathway to a better future (1-2)
[246:20] As a parent, how do you see it..
As a parent, how do you see it important for her aunt to keep helping he?
CP4:I see it important because I think that she [aunt who goes to same school] encourages her with what she is supposed to do at school.
[78:30] CP2D: -- when they do together..
CP2D:--when they do together his brother shows him. Mine only will be that it will be busy and I will check if they did the right thing, if he helped the right way.
[78:29] CP2D: Even him I can say he ta..
CP2D:Even him I can say he takes part. Him also when C2 does homework at times like he will sit with him when he is there, he sits here with him and shows him not like this, like this.
Academically supportive sibling - Helps with homework (30-2)
Academically supportive extended family member - Helps with homework (19-3)
[320:28] My grandmother. CK: CS how did..
My grandmother.
CK:CS how did grandma help you do well in Gr.1?
CS:Grandma asks my brother and cousin to help me do homework.
[1:14] CP1: Like with on homework, wi..
CP1:Like with on homework, with reading, she [cousin] helps there.
[156:1] My sister. MM: How does your s..
My sister.
MM:How does your sister help you with school things?
C3:When I come home given homework at school, I come and say sister, come mistress gave us homework
[159:32] My sister. MM: Your sister? C3..
My sister.
MM:Your sister?
C3:Yes.
MM:What does your sister help you with?
C3:When my mom is not around, visiting my aunt, and I arrive with homework, my sister helps me.
P157:C3 drawing 1
[1:78] CP1: Then he will sit next to ..
Brother sets good example that C1 follows.
CP1: Then he will sit next to him and write and write things that his brother is doing something.
[1:77] CP1: Sometimes, when, when his..
CP1: Sometimes, when, when his brother does his homework, he will come and sit next to him, check what he's doing, then I come, you see your brother is writing, write. Then maybe his brother will write C1 [name and surname].
[1:80] Like maybe if I'm not at home,..
Like maybe if I'm not at home, I know that she's [cousin] there or her brother is there. So they help there sometimes when I'm not at home.
CK:OK. What do they help him with?
CP1: Like, doing the work, school work.
CK: Mm.
CP1: Maybe if he comes with the homeworks, to read maybe they say from school today you will read here at home. They [C1's cousin and brother] will teach him to read, like, here.
[320:15] And my sister [cousin]. MM: Yo..
And my sister [cousin].
MM:Your sister and who else?
CS:And my brother.
CK:CS in your drawing you explain that you brother and sister [cousin] help you with reading and writing. Who is your brother, what is his name?
CS:Mogomotsi [brother's name].
CK:Who is your cousin? What is her name?
CS:Ntabiseng [cousin's name].
CK:When do they usually help you?
CS:2pm after school.
CK:What do they usually help you with?
CS:To read and to write school things.
[323:22] My sister [cousin]. MM: Oh, OK..
My sister [cousin].
MM:Oh, OK. Your sister. How will sister help me to do well in grade 1?
CS:To make you read and write.
MM:To make me read and write? What else? Why is it important for sister to help me read and write?
CS:For you to read and write well.
[155:58] but at the time she comes with..
CP3+sister
but at the time she comes with books and we sit down you do, we sit down and then we read.
[155:57] we sit we read with her.
CP3
we [mother and sister] sit we read with her.
[162:2] Of my sister. 4.2 Photo-elicit..
Of my sister.
4.2 Photo-elicitation_C3
MM:OK...it's about what? It's about your sister?
How does your sister help you?
C3:To write and read.
P164: C3's Sister
Academically supportive extended family member - Purposeful academic stimulation of child (17-3)
P328: CS's cousin
[323:5] My sister [cousin].4.5 Photo-..
My sister [cousin].
4.5 Photo-elicitation_CS
MM:Your sister [cousin]? How does she help you to do well at school?
CS:She teaches me to write well.
MM:She teaches you to write well?
CS:Yes
MM:Why is it important for you to write well?
CS:She writes for me in a book then I copy it and write it down.
Academically supportive sibling - Purposeful academic stimulation of child (26-2)
[320:27] CS: They make me write. MM: Th..
CS:They make me write.
MM:They make you write? Who makes you write?
CS:My sister [cousin], my mom, my dad and my brother.
[323:9] CS: Because my sister [cousin]..
CS:Because my sister [cousin] make me read.


THEME 2.3_YOUNG PEOPLE FOREGROUNDING EDUCATION (0-8)
[246:33] You will find at times, saying..
Case child 4 is a little 'teacher': helping others
You will find at times, saying she is the one teaching them, saying she is mistress [teacher]. They sit there... there is a little metal board they face. Chalk that is white, they write. So, I think that thing is the one that encourage her, because she is always writing and doing those things.
[339:82] C5 video script: working toget..
CT5Five add two is seven. Now that seven of yours you add how much so that it gives...
[272:59] Sometimes when I realize that ..
CT4
Sometimes when I realize that learners do not understand my instructions I ask her to explain to them. She is a very helpful girl, so all the learners in my classroom relate very well to her with their classroom learning problems.
[82:38] What did your friends help you..
What did your friends help you with in Gr.1 to do well?
C2:My friends didn't help me, but I helped them read and write.
[82:36] C2: I helped other kids to rea..
C2:I helped other kids to read and to write. Then they became my friends.
Child's interpersonal resources - Case child who provides academic support (43-3)
P48: Video Frame P27: 5. Child_Day-in-the-life Video_C1.mp4 [06:11.337]
[5:27] How did you help your friends ..
How did you help your friends in Gr.1 to do well?
C1I helped friends with Setswana. To read.
[250:17] I help myself make friends by ..
I help myself make friends by helping them read and write.
CK:What did your friends help you with in Gr.1 to do well?
C4:When friends didn't understand work, they come to me to help them.
P240: Eraser wars: scarce resource
Friends borrow C3's eraser.
[178:74] Another learner at C3's group ..
Another learner at C3's group desk borrows C3's eraser.
P195: Getting friend a pencil
Getting a pencil for her friend
[178:20] C3 gets up to fetch a pencil f..
C3 gets up to fetch a pencil for another learner at her group desk.
[159:17] How did you help your friends ..
How did you help your friends in Gr.1 to do well?
C3I help them to write and to answer some things. Help them give answers.
[320:18] How did you make new friends i..
I used coding for constructive peer groups: befriend case child+provide academic support to explain how C5 made friends by working together with peers at school.
How did you make new friends in Gr.1?
C5:At school.
CP5M:Working together at school and after school, so now they became friends.
P375: Video Frame P25: 5. Child_Day-in-the-life Video_C5.mp4 [09:22.761]
C5 and his friend help each other academically and befriend each other.
[10:27] The children I sit with. MM: S..
The children I sit with.
MM:Sit with where?
C1:At school.
MM:At school where?
C1In class.
MM:In class, how do they help you to do well at school?
C1:We write.
MM:You write. Mm...what else?
C1:And to read.
MM:So, it helps you do well at school?
C1:Yes.
[254:6] C4: Here is Zuzu [my friend wh..
C4:Here is Zuzu [my friend who lives with us].
4.5 Photo-elicitation_C4
MM:Zuzu? Oh, when you took [a picture of] Zuzu, what were you thinking?
What do they help you with at school?
What do you normally do with Zuzu together?
C4:We always help each other to write.
[We walk to school together.]
MM:Oh, writing what?
C4:Homework.
P260: C4 we play at school
P57: Video Frame P27: 5. Child_Day-in-the-life Video_C1.mp4 [09:54.293]
C1 asks his neighbour sitting opposite him to hold up six fingers. C1's neigbour helps him to count by holding up his fingers.
P138: Video Frame P25: 5. Child_Day-in-the-life Video_C2.mp4 [19:22.460]
C2 borrows another learner's eraser.
[101:56] C2 borrows an eraser from anot..
C2 borrows an eraser from another learner.
Another learner points on C2's worksheets asking something a question.
C2 throws the eraser back to it's owner.
P139: Video Frame P25: 5. Child_Day-in-the-life Video_C2.mp4 [19:31.035]
Peers who provide academic support
Constructive peer networks - Peers who provide academic support (56-3)
P263: 4.9 Photo-elicitation_C4.jpg
[254:10] C4: Homework. [When teacher gi..
C4:Homework.
[When teacher gives homework I ask Mami about homework at school.]
[254:15] Neliswa. MM: Neliswa...Oh...how do..
Neliswa.
MM:Neliswa...Oh...how does Neliswa help you?
C4:She also helps me with reading and writing.
MM:She helps you with reading and writing what?
C4:Homework.
MM:Homework? OK.
CK:Is it her friend?
MM:Is it your friend, or who is Neliswa?
C4:My friend.
P213: Friend helps find a sticker
Completing a sticker activity with the help of her friend next to her.
[178:95] C3 goes to the back of her boo..
C3 goes to the back of her book, her neighbouring learner points out the scissor sticker and C3 takes it out.
[178:24] C3 asks a learner next to her ..
C3 asks a learner next to her a question and the other learner hands her some crayons.
[159:16] What did your friends help you..
What did your friends help you with in Gr.1 to do well?
C3:When it's hard they help me to answer questions in class.
P64: Video Frame P27: 5. Child_Day-in-the-life Video_C1.mp4 [17:37.789]
C1's friends lends him an eraser.
Context descriptor: why is peer academic support significant?
[28:96] CK: Why is it difficult with s..
CK:Why is it difficult with such a large group?
CT1:Wow...wow, it is too difficult. We can't make the groups. You know, in class we have to have some groups, right, for for group-guided, when when we do a group-guided reading. But due to the lot of learners we can't do it. Because when we are busy with that one, that one will make noise. That one will make noise and you are alone, we don't have assistants. You know, at the the white schools there are some people who help them. They are never, some assistant. When they are busy with that one, the assistant will go to that one, that group, so. And then they must, then they catch fast because you are, you are not alone. There are some attention, all, you give them all attention. But now I have to focus on this group. Tomorrow I have to do another work for that group. When I go to that one, I've already, I'm already tired, even my mind is...
expands
is part of
is part of
supports


THEME 3.1_CO-OWNERSHIP {0-2}
is part of
THEME 3.1.1_PARENT-TEACHER TEAM {0-6}
is part of
Purposefully emotionally supportive teacher - Teacher filters information that could harm child {3-2}
[103:31] They must always give him that..
They must always give him that support they've been giving to, to him, to C2.
CK:OK.
CT2:And I also try all my best to, to to keep the standard back again.
[103:19] I ask myself, C2's mother and ..
I ask myself, C2's mother and father they are having a problem that I have asked them to, to support, to give their children support without using their problem to the kids.
CK:What problem are we talking about?
CT2:Maybe if they are fighting, they must never fight in front of the kids. Or, the father must never, must never, uh, tell the the the kids that their mother is doing like this and this and this and this because that will make an impact to their, to their minds.
[180:66] CT3: You know you... sometimes we..
In this example it is MORE about teacher seeking information from parents that impact child's well -being in general. CRUCIAL quote to support secrecy/lack of disclosure in community.
CT3:You know you...sometimes we have to ask the child how is the child behaving at home? If the parents can say no she's just alright then it's no problem. And it is but the child is very much sleepy in the classroom, you see? Does the child eat in the morning or what? They all say that yes but (inaudible 00:31:36), but this is not what I've just picked up with the child.
[180:61] And uh, the other thing, she's..
CT3
And uh, the other thing, she's...one day she tells...told me that she wanted her mother to come to school to come and ask me how is she working at school. Then I really didn't know how to explain to her --
CK:Explain to her?
CT3:Explain to her why is there, because I said that the mother is... maybe she's lazy to work, or what. Then I just said to her, maybe mommy's too busy, that is why she cannot come to school.
[180:62] But she, uh, she wanted to see..
But she, uh, she wanted to see that, ah, team work. She wanted to see her mother coming to school, you see? She wanted that inter-relationship with her mother, but unfortunately that was, she was – (inaudible at 00:27:06)
CK:It must be difficult for teachers to explain sometimes, because you cannot put the mother down...
CT3:Exactly.
CK:You have to explain it in a way that if she goes back to the mom and says teachers says maybe you're too busy to come to school then at least you know it's a good answer.
[laughter]
CT3:Exactly, yes. You see? But when I put it the way that it isn't, it might also affect their relationship, you see?
CK:So, you have to reserve yourself.
CT3:To reserve, yes, you see, that I couldn't just expose the mother to the daughter
[28:45] But others you will see, you w..
EXCELLENT example of parental engagement with practical things that C1's mom does to help her own child, child's teacher and other learners in her neighbourhood to do well in school: available to help C1 and other classmates with homework outside school, and helping CT1 clean her classroom. I checked to make sure if it was just because we were filming the video or if she usually helps and CT1 explained that she usually helps.
But others you will see, you will hear on Monday C1 say mama Warata's mom was at my mother's place. Or the other learner in class: Ma'am, I was at M--, Mpho's place to ask her mother to help me with the homework.
CK:So, you see C1's mom as a resource?
CT1:Yes, it's one of the resource that I can use. Even in my class also it's one of the resource that I can use. He will come and check all my cupboards are clean. All my classes, my class is clean. Like the way you see today is C1's mother who clean it yesterday.
[28:43] But C1's mother when coming to..
CT1
But C1's mother when coming to me: Ma'am, do you have a problem with C1? Can I help you with something? Yes, please come tomorrow and help me with this this. You know, come and help me. Even with this work of other learners, I always ask mama C1's mother said, when there are some learners of my class nearer to your place, please, when you do this homework of C1, help them with his homework. And I always, also to tell my learners in class, you know where mama C1's mother stay, go to C1's mother and ask him to help you with this and this and this.
Purposefully emotionally supportive teacher - Informs caregiver about issues that threaten child's emotional wellbeing {6-6}
Positive/good communication between parent-teacher
Importance of good relationship between teacher/mom in case 1: especially mom explaining how she has to be available for parent/teacher communication "she can get hold of me". Other examples CT3 explains importance of not bad-mouthing parent/teacher in front of child.
[1:47] I am C1's parent I am supposed..
I am C1's parent I am supposed to know C1's teacher. I am supposed to know how C1 performs at school --
MM:Mm.
CP1:-- and when the teacher has a problem with C1 she can get hold of me
[155:23] CP3: To do well at school, a c..
CP3:To do well at school, a child when going to school is held together by two parents: it is me at home, teacher at school.
[246:5] CP4: The thing I help her with..
CP4:The thing I help her with to do well at school...I take time from home and go to school.
At time I ask her teacher to show me her books. I go check her books at school, then I go back home from checking them at school.
[28:14] CT1: By the help of the mother..
CT1:By the help of the mother, also.
OK. Because his mother always come to me also, come and ask me Ma'am, did C1 do the homework? Yes. Did, do you have some extra work for me to give for C1? I said yes. Ma'am, I'm here to come and check what C1 is doing or performing in her workbook.
[28:38] Even now, I do have forty lear..
In general CT1 reaches out to parents to inform them of issues that affect their children, but few respond.
Even now, I do have forty learners, but I only know maybe nine or ten parents, you see. It's difficult. Because they must come and help me with the learners. Even not teaching, not to say to come and teach, but to share some problems with, that I have with their learners to them.
Academically supportive mother - Liaise with/inform teacher {11-2}
[155:54] And us too at home, we are sup..
Reciprocal relationship between CP3+CT3 = included both liaison codes from aca.supp.mother + purp.aca.supp.teacher
And us too at home, we are supposed to teach her, isn't it? Parents taught us that every parent is your parent.
Purposefully academically supportive teacher - Facilitating parental academic supportiveness {18-7}
[341:81] CT5: Parent involvement play a..
CT5:Parent involvement play an important role. Help learners at home for example homework.
[155:27] So the teacher advised me to g..
CP3
So the teacher advised me to go to the library to get the information to know what I should do to teach her... to help her at home.
Reciprocal relationship between mom and teacher: co-responsibility of care at school/home
NB: case 1 and case 3 both single moms: explain importance of relationship between mom and teacher and co-supporting child to do well.
[1:44] CP1: Oh, oh. What I can say is..
CP1:Oh, oh. What I can say is he should be a child at school like...mm... The teacher is not the only one during school time to take responsibility on the child...when you have sent a child at school, then it is the news it's fine, he is at school, my duty will come when he is from school.
MM:Mm.
CP1:No, it's a routine that at least it should be the teacher, it should be the parent
[28:42] It's because of their Christia..
CT1
It's because of their Christianity. I don't know. I just said maybe it's because their Christianity. Because that parent, C1's parent, they don't have a problem with me. Even coming to school, they will come with a smile. And when I ask them to come and help me, C1's mother will quickly come and help me. But other parents, they won't do that.
is associated with
[1:46] CP1: Uh, when I am C1's parent..
CP1:Uh, when I am C1's parent I am supposed to know C1's teacher. I am supposed to know how C1 performs at school --
MM:Mm.
CP1:-- and when the teacher has a problem with C1 she can get hold of me --
MM:Mm.
CP1:-- as a parent of C1. Not the news of that she doesn't know C1...like I went and registered C1 and it is finished.
MM:So, tell me...that knowing C1's teacher, how does it help him do well at school?
CP1:Uh, I take it as...like, isn't it now he is, he is...to him thinking the news when I do...don't do well, teacher will tell mom that I am doing this and this at school.
[155:25] CP3: At home I do...the teacher ..
This specific quote refers more to the relationship between CP3 and CT3: the importance of each doing their part to help C3 do well...
CP3:At home I do...the teacher spoke in January when the children went to school that we are going to work together on the child for the child to be able to do well in this year.
So, this means the teacher does her part at school. Me too, when school is out I take over where she ended until that time.
[28:6] So I give him to do at home an..
CT1-parent communication
So I give him to do at home and and also write a letter to the mother say look at page what what, I give C1 a homework to do at home. And I know that by tomorrow C1 will come with the homework and he will going to be doing well.
[272:56] CT4: The parent has to work to..
CT4 talks about all learners+parent engagement INCLUDING C4.
CT4:The parent has to work together with the teachers, helping the educator with homework, and, Give the teacher important information that will help the learner to learn better and the teacher to understand how to handle the learner (know better).
[272:69] CT4: Most of the parents they ..
Not about C4 BUT good example of teacher engaging parents in GENERAL
CT4:Most of the parents they don't want to be involved in the, the learning of their kids here at school. You are supposed to force them, to come to school, to come hear their children's problems. And most of the parents here are illiterate, even if you give homework children come without doing it, because no one can read at home.
[180:47] But unfortunately with her mot..
Difficult explanation, but could be important to show how a teacher engages a parent to come to school despite their differences, they focus on the child and what she needs.
But unfortunately with her mother, I think since C3 was in my classroom I only, she only come to the class I think twice this year, this year I think, I think the second time it was when you were here. You see. She's a little bit difficult person to communicate with, you see. But, uh, I'm happy that it is not like that with her child, so that she can do something today.
CK:Uh, when you say difficult to communicate with her, what makes it difficult to communicate with her?
CT3:What what what I mean is that, you know, when you look at C3 she's a child that one could think that, or when you call her parent it will be easier for her just to, maybe to come to school or maybe just to come and communicate with you with friend--, you know, a friendly somebody.
CK:Yes, yes.
CT3:I don't know is it my imagination or am I judging her or what, but to me she is not, she isn't, she's not, but it's not something that I really worried about because I'm looking at the interest of the child which will make me really definitely, I will have to work with her. It doesn't matter if she is but, uh, it's, uh, I think I, I will still have time to rope her in especially for the sake of the child.
Purposefully academically supportive teacher - Informs parents/seeks information from parents {23-7}
[341:19] CT5: I always call the parent...
CT5:I always call the parent.
[180:24] I've been thinking that, uh, i..
CT3 explains in general - not only C3
I've been thinking that, uh, it is still, it it goes back to us as educators that we should just get a way of, uh, of roping the parents in.
[155:53] CP3: It is...it is important tha..
CP3:It is...it is important that adults should work together with the teachers that when a child...when a child does wrong, teacher is able to -- is able to tell the parent.
Let me say, at January when we went to school, mistress said a child we hold her together, we as -- as them at school and us at home. For our children to be OK is it that we should join together on the child, know that when at school she is at other parents and when from school coming home, comes to other parents.
[28:57] CT1: There are some-. I reall..
In general: not C1.
CT1:There are some--. I really said it, I do have maybe nine learners who I know their parents, who I know is coming to the class. And I do have forty learners. Thirty-one learners, I don't know their parents, right. Don't know even to know right, they just see my handwriting or my signature saying CT1, but they don't know whose the CT1. It's a real problem.
[180:53] Try to work more closely with ..
CT3
Try to work more closely with the mother so that the child can notice the importance of teamwork.
Context: teachers clean own classrooms - no funding for extra cleaning services
[28:98] CT2: Because, if they were pro..
CT2:Because, if they were proud they could have make...volunteer to make some project so that they can come to school and clean the environment, they clean the classrooms


[316:24] This one of being shy it just ..
CPSD
This one of being shy it just for when he is at school, he shouldn't be shy, you see? That one totally we told him that here.
[316:25] CPSD: At school, isn't it, now..
CPSD: At school, isn't it, now he should know when he is at school when he does something wrong, mistress will tell him.
CK: OK?
CPSD: And when he does something right, mistress will tell him again. If it is necessary for mistress to say no, you did right there.
Really, we encourage him not to be shy when he is at that environment.
THEME 3.1_CO-OWNERSHIP (0-2)
is part of
THEME 3.1.2_CO-COACHING BEHAVIOUR (0-4)
is part of
Socially supportive father - Coaching contextually appropriate behaviour (23-3)
[78:7] I tell him from home that he m..
CP2D
I tell him from home that he must learn at school, listen to mistress (teacher), do everything mistress asks him and I help him even when he is given school work.
[316:51] So that we can tell him that n..
CPSD
So that we can tell him that no, you see, even at school he shouldn't be shy. When he has chance he should ask mistress, he should be shy for his friends that no, they will laugh at him that he is the only one maybe who doesn't understand, he shouldn't be shy. Him, as long as he doesn't understand at school, when he has a chance he should ask mistress so that, and us when he comes home, he should ask us, come and tell us what was difficult with him at school
[316:63] CPSM: That he shouldn't be shy..
CPSM: That he shouldn't be shy. His hand, he shouldn't be shy about it, he should be free, yes.
[316:29] CPSM: When he is at school, is..
CPSM: When he is at school, isn't it, it's an environment of at school... he should do what is done at school.
[316:30] CPSM: When he is taught, he sh..
CPSM: When he is taught, he should listen, he shouldn't misbehave.
[155:44] CP3: I say to her saying when ..
CP3: I say to her saying when mistress stands there and teach you, is to sit properly and listen to her. When you don't understand, not hearing, you are to lift up your hand and say to her ma'am, I didn't hear. Yes, so from there until now there is no longer any problem again.
[246:34] I can say to listen to her tea..
CP4
I can say to listen to her teacher is an important thing so that she will always do her school work.
[1:27] CP1: When at school he not sup..
CP1: When at school he not supposed to be a bully, he is not supposed to be...It him...it's him because he's clever...no...he is supposed to be equal with others.
[339:100] CS DITL morning greetings
04:07 CTS Open your eyes.
CTS Good morning boys and girls
Class Good morning teacher. Good morning friends. Thanks you teacher.
CTS And how are you this moring?
Class We are very welcome thank you teacher. And how are you teacher?
CTS I'm fine thank you.
[272:7] So most of the time so most of..
CT4
So most of the time so most of the time when I enter the class I greet them. Then I ask them about yesterday what happened at home yesterday, like, the news. So we speak news every morning, so I can notice a child with a problem and a child without a problem.
supports
P297: Video Frame P26: 5. Child_Day-in-the-life Video_C4.mp4 [0:23:18.962]
C4 and other learners know exactly what to do and when - they follow the classroom rules and structure that CT4 provides. In this video still C4 gets up to put her book on CT4's table for marking (and so do the rest of the class).
Socially supportive teacher - Classroom rules that support harmonious social interaction (56-2)
P359: CS DITL lining up
Learners line up in boys and girls' lines. Girls always enter the class first while boys wait politely.
[339:8] CTS has the learners line up o..
CTS has the learners line up outside her classroom and allows the girls to entre the classroom first followed by the boys.
Socially supportive teacher - Coaching contextually appropriate behaviour (45-5)
[178:126] CT3 What do you see? Lift up y..
CT3 What do you see? Lift up your hand.
00:50 CT3 Lift up your hand, we didn't talk all together.
00:52 CT3 demonstrates how learners must lift their hands to answer questions in class.
P231: Hands up!
[1:84] Uh, like, in Grade 1, right, t..
Uh, like, in Grade 1, right, they, they told them firstly that you are no longer indeed in Grade R.
CK: Yes.
CP1: So you should know that you have to be punctual. When you are in class, you are in class, you are practising now, it's not the matter of you should just do what you want to do like you do in Grade R.
CK: Yes.
CP1: So, like, sitting.
[341:28] CT5: It encourage them, even i..
in general - not only CS, but also very obvious from DITL
CTS: It encourage them, even if I, they are outside, I can, I always look at them. My children are different from others. They know how to respect others and I also tell them to love others.
[26:58] 28:47 CT1: Thank you children ..
28:47 CT1: Thank you children
28:48 CT1: You sat still. You mustn't make a noise when you go back to your seats.
P150: Video Frame P25: 5. Child_Day-in-the-life Video_C2.mp4 [01:52.478]
P121: Video Frame P25: 5. Child_Day-in-the-life Video_C2.mp4 [04:54.961]
[101:104] CT2 Sit down and look at the c..
CT2 Sit down and look at the chalkboard.
[26:57] CT1: Sit down, like you sat be..
CT1: Sit down, like you sat before and keep quiet. Do not make a noise.
[178:46] CT3 Hands up.
CT3 Hands up.
[26:17] CT1: Raise up your
CT1: Raise up your
[101:107] CT2 When [after] you have put ..
CT2 When [after] you have put down your bag, go out and form a line outside the classroom.
[101:35] CT2 lines up learners outside ..
CT2 lines up learners outside classroom, let's learners walk in girls' first then boys.


[316:10] To listen is what helps. CK: H..
To listen is what helps.
CK:Helps with what?
CP5M:That a child can...if he has listened to the teacher when she teaches, he is not doing naughty things...
CK:Yes?
CP5M:He is listening now, so he can understand that mistress said this and this.
[246:12] To teach others it shows me th..
CP4
To teach others it shows me that she loves books and again to teach them like that. Isn't it, when she teaches them like that it means even at school, she always...even at school she will always listen to mistress what she says, because what mistress says, isn't it, she takes it that when she teaches others they must listen to her what she says. So, that encourages her that her...when mistress teaches to what mistress is saying.
[246:13] For her to do well in grade 1,..
CP4
For her to do well in grade 1, it is the first thing to listen to the teacher and to... It's like to do well at school it is that when she is sitting in class, it is important for her to listen to the teacher.
When the teacher takes out homework, she is supposed to do that homework. If it was given Friday, she is supposed to immediately when she is from school, to take it out that very Friday to be done. It is important and it encourages her that the things that mistress says, she must do at school. She should do them that is...so that thing is what I say it encourages her.
[246:34] I can say to listen to her tea..
CP4
I can say to listen to her teacher is an important thing so that she will always do her school work.
[246:40] it encourages her that she is ..
CP4
it encourages her that she is supposed to always do school work.
[78:12] It's like even when his grandm..
CP2D
It's like even when his grandma talks when he gets here, he listens more than an adult.
[78:41] If you don't ask mistress ques..
CP2D
If you don't ask mistress questions when you understand, you don't ask... you don't know. You will just be like that. So for me to say C2, for me to say C2 is a child, is...like he will do well at school. It's the questions that he asks me, I take it that if he can ask me as his parent about school things or things he did...especially let me be on the ones of school --
MM:Yes?
CP2D:It means even at school he asks to understand.
[78:21] C2 when you say today wear red..
CP2M
C2 when you say today wear red and white, when he doesn't want to wear red and white, when you say to him to wear red and white he will wear it. Even if he didn't want to wear it, you say to him your grey, that grey and white is dirty, take red and white wear it, he will wear it. He is not an argumentative child who is stubborn. When you talk to him, he listens.
[78:59] CP2D: C2 is a child who listen..
CP2D:C2 is a child who listens, he listens not only to me – anyone as an adult, he respects anyone, any adult.
[155:28] CP3: It depends, because mistr..
CP3:It depends, because mistress says it teaches C3, it's like she can...she listens when sent, she takes the message well, she listens, takes the message from you that is sending her to me and deliver well. Then I respond and she takes it again to you, so to do that teacher...even to talk, she does well.
[155:29] CP3: That teaches her that whe..
CP3:That teaches her that when the teacher teaches she listens well and understands well.
Child's intrapersonal resources - Child makes good use of/acts out helpful coaching behaviour {100-4}
P91: C2
[85:8] Of me. MM: Of you? C2: Yes. MM..
Of me.
MM:Of you?
C2:Yes.
MM:How do you help yourself to do well at school?
C2:By writing and listening to mistress.
MM:To listen to mistress?
C2:Yes.
MM:Why is it important that you write and listen to mistress?
C2:So that I won't fail.
P93: C2 helped himself
[82:11] C2: I help myself.
C2I help myself.
Child's intrapersonal resources - Child voices aware of inner strength/contribution to positive transitioning/skills {114 -4}
is part of
THEME 3.1_CO-OWNERSHIP {0-3}
is part of
THEME 3.2_CHILD ADHERENCE BEHAVIOUR {0-3}
[341:12] CT5: Because when maybe he's a..
CT5:Because when maybe he's around other children, when I say C5, come and do this, he come and do, he come here and do the same thing. He listen
[82:1] C2: By listening (to mistress)..
C2:By listening (to mistress) [teacher].
[82:25] C2: When I keep quiet in class..
C2:When I keep quiet in class.
[272:2] She listens to instructions ve..
CT4
She listens to instructions very well.
[341:51] So he's also good in listening..
CT5
So he's also good in listening. Speaking also if you asked C5 he can give you the answer.
[103:1] CT2 explains
personal development skills:
obedient, confident, born leader
= communication: visual, auditory skills well developed, listens and speaks well.
= Fine motor muscle: good and neat hand writing, very creative.
[339:6] At his classroom he puts down ..
At his classroom C5 puts down his school bag.
P118: C2 bag
[250:19] C4: I listen to teacher.
C4I listen to teacher.
[162:6] This is a photo of me reading...
This is a photo of me reading.
MM:You reading? OK, how does reading help you to do well at school?
C3:To listen.
P175: 4.13 Photo-elicitation_C3.jpg
[178:121] C3: To write. MM: Yes? C3: And..
C3:To write.
MM:Yes?
C3:And to listen.
[2:6] C1: I go to school.
C1I go to school.
[320:20] I work on my own.
C5
I work on my own.
[317:9] C5: I go to class.
C5I go to class.
[339:77] MM: What was your favourite pa..
C5 comments on his DITL video.
MM:What was your favourite part [DITL video review]?
C5:Going to school.
P208: C3 Right place teacher?
P287: C4 working
P141: C2 working
P62: C1 working
P313: C4 packing away
P121: C2 lined up
[101:18] C2 enters the classroom and pu..
C2 enters the classroom and puts his schoolbag at his desk.
[101:39] C2 and other learners return t..
C2 and other learners return to their desks.
P382: C5 hands up!
P296: C4 hands up!
P122: C2 hands up!
P201: C3 hands up!
[270:93] 29:30 C4 and other learners ta..
29:30C4 and other learners take their chairs to the front of the classroom.