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Integrating supportive care in schools with the enhancement of family resilience - a New Zealand project for immigrant families.

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Recent, rapid migration into New Zealand has made Auckland into a very multicultural city, posing a major challenge to schools to develop integrated student care services which meet the needs of immigrant families in their community. In many high schools, the Peer Support program seeks to provide supportive care for new students from the first day of their arrival at school. The current project's survey data indicates that this program meets a variety of needs for domestic students, immigrant and fee-paying international students require a more tailor-made program, as well as an effective buddy system. Both of these are currently being developed and tested in schools, within the context of a more integrated and multi-faceted supportive care program discussed in this report. Alongside these school-based innovations, our research has highlighted the needs experienced by immigrant families as they seek to adapt to life in a new country, make changes in their family paradigm, and still maintain a sense of family integrity. While this has created significant mental health problems for some immigrant family members, the most urgent need is for preventive, psycho-educational training programs. So far, we have developed two such programs, drawing on concepts of family resilience - one with a focus on training for parenting, and one on couple resilience development. These programs are currently being run by counselors from different ethnic backgrounds, evaluated systematically, and refined accordingly.

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New Zealand, Auckland, and the Challenges of Migration

Asian immigrants have come to New Zealand since early in its colonial history, with significant numbers of Chinese arriving from the beginning of the gold rushes in the late 1860's (Ng, 2003). Since 1986, New Zealand government policy has encouraged a significant increase in skilled and business immigrants. This has drawn a large number of new arrivals, in particular from a range of Asian countries, and especially into Auckland as the country's largest city with a population just over 1 million. While there is no doubt that this migration has been of economic benefit to New Zealand, it has come at a psychological and social cost (Ho, Au, Bedford & Cooper, 2003) It is to the implications

of this cost that the present project addresses itself. For example, the rather sudden arrival of many new immigrant families disturbs the social cohesion of residential communities, especially when immigrant families cluster together. This triggers anxiety, prejudice, and distancing among existing residents (Yee, 2003). Immigrant families also find themselves unexpectedly struggling with the multiple challenges of adaptation. Their previous way of life and support networks have often been left behind, and New Zealand society may be very different in terms of family life style, gender power balance, role expectations, child rearing practices, and educational systems (Vong, 2002). In reaction, some parents retreat into a tight and rigid family structure, others are immobilized in confusion. Both strategies pose serious risks to the continuing integrity of the family unit. Many local schools have been challenged by the sudden increase in new immigrant students, and found themselves on a steep and sometimes painful learning curve in providing for English language teaching, curriculum presentation, and social integration (Chu, 2002; Pang, 2003). The presence of new immigrant students in schools has been augmented by the rapid development of New Zealand as an international education market, with increasing numbers of fee-paying international students arriving for schooling, often very much on their own.

The Present Project

Finding ourselves in the midst of all this as a University-based Counselor Education Program, we have developed a project which has three goals and which is eminently relevant to various aspects of School-Based Family Counseling (SBFC). The primary one is to develop specific resources and procedures to help immigrant families settle effectively into New Zealand society, with emphasis on the intertwined contexts of school and community. In the school, our aim is to make the children of immigrant families feel welcome and at home - through the Pastoral (in the sense of psychological) Care for Overseas-born Students (PCOS) project. Within the community, our aim is to strengthen family relationships in terms of parenting and couple relationships - through the Migrant Family Resilience (MFR) project. The second goal of our project is to develop an integrated framework within which these resources and procedures may be fitted, using the school as a base, but comprising both school and community. The third goal is to train helping professionals and community representatives, especially those from within the different immigrant groups, to deliver these procedures and develop this integrated framework in a manner which is culturally appropriate and demonstrably effective. This report covers various aspect of our project - a needs analysis of family members, both in school and in the community; an evaluation of the Peer Support program and plans for further developments in high schools; the development of family strengthening programs; the rationale for an integrated framework of service delivery; and training implications. Finally, this report also raises questions we have about various aspects of our project.

The Experience of Arriving in the School as a New Immigrant Student

If we are to examine the way in which schools can serve as a base from which the needs of immigrant families may be met, we must start by examining how the school as a community functions to provide for its immigrant students. If it does so well, it will be seen as an attractive base; if not, family counseling services should be developed

elsewhere. In Auckland schools, as elsewhere, immigrant students arrive with multiple and compounding needs. In order to establish a baseline from which we could evaluate appropriate supportive care services, we carried out a survey of some 400 overseas-born students from 7 local high schools with sizeable numbers of such students, both immigrants and international, fee-paying ones. The results in Appendix 1 summarize how hard or easy they found a range of new challenges.

The most striking finding in this table is that, in most respects, respondents rate their initial ability to adjust to different aspects of being in New Zealand as around the "OK" mark. While this may be seen as an acceptable rating, it is not a clearly positive one. Within the academic area, as expected, rather more students in the sample (25% of respondents) found it fairly hard or very hard to study in English, compared with 14% who found it fairly easy or very easy. In similar vein, though to a lesser degree, more students (29% of respondents) found it hard rather than easy (20%) to understand lessons. By contrast, considerably more students (37% of respondents) found it easy rather than hard (17%) to complete homework. Asking for help was a positive experience. Markedly more respondents found it easy to ask teachers and other students for help (38%), compared with ones who found it hard (14%).

In terms of their wider adjustment to being in New Zealand, somewhat more respondents found it easy to get used to “Kiwi” (New Zealand) culture and overcome homesickness (about 30% for each), rather than hard (21% and 27% respectively). As expected, getting on with students from their own country was easiest (70% of respondents rated it as fairly easy to very easy), followed by getting on with international students (57%). Getting on with Kiwis was easy for only 19% of respondents, but 16% regarded it as very hard - the most negative of all ratings in the question.

A small but noteworthy number of students (some 5% of respondents in each instance) found it very hard to study in English, understand lessons, overcome homesickness, get used to Kiwi culture and, most of all, get on with Kiwi peers. It is not known to what extent such students have multiple problems, or whether different ones have different types of problem. They are, however, of concern to those responsible for supportive care (Au, 2002).

Putting these findings together, then, can it be said that schools provide adequately for the personal needs of overseas-born students? Definitely not, especially if schools aspire to providing more than a minimal level of such care during the initial critical stage of a student's sojourn in their school. Seventy percent of respondents are, at best, modestly successful in coping with the many challenges they face during that period.

The Peer Support Program as a Welcoming Process

Our project focuses on supportive care provisions rather than academic programs. In recognizing how immigrant and other overseas-born students struggle to cope satisfactorily with the multiple challenges of arriving in their New Zealand school, we have taken a particular interest in the Peer Support program (Rotary Peer Support Trust, 1995). The Peer Support program is “A student-help-student program for relationships and self-esteem”, developed in Australia by Elizabeth Campbell who observed how adverse reactions of the peer group and poor relationships between older and younger

students influenced the culture of a school in negative ways. The program is designed to give all students entering secondary school the following:

- confidence and improved self-esteem
- a directive and supportive network through positive interactions with older peers who lead the program, and a supportive school environment
- links with the essential learning areas of the New Zealand Curriculum Framework in Health and Physical Well-being, and the Social Sciences
- the skills with regard to communication, problem-solving, and self-management; and social and co-operative skills

The program runs for six weeks at the beginning of the school year, starting with an orientation to the school. It is led by year 12 (final year) students who, at the end of the previous year, participated in a two or three-day training program. After this training period the program coordinators and teachers select those Year 12 students who have displayed the qualities needed to become Peer Support Leaders in their schools, and provide them with support and supervision throughout the duration of the program. As such, Peer Support would seem to ideally suited to provide a welcome to immigrant students who report struggling when they first arrive, and who are particularly ill at easy with their Kiwi counterparts. So, how well does the Peer Support program meet the needs of year 9 (first year) students, and in particular those who are immigrant or international ones? In order to answer this question, we carried out a survey of 640 students from a variety of Auckland high schools (see Appendix 2).

For New Zealand-born students, the most helpful aspects in the Peer Support program were making the school familiar territory and increasing class friendships; of somewhat lesser importance were feeling welcomed and friendships with senior students; of minor importance were fun activities and discussions. Immigrant students had the same top priorities, except that increasing class friendships were rated higher; the same was true of their second level of rating, where senior friendships was higher than feeling welcomed; and the same was also true of minor benefits, where discussions rated higher. Thus friendships and interaction are more important for immigrant students than for their Kiwi peers. For the very few international students in the sample, increased class and senior student friendships, and feeling welcomed, were the most important benefits from Peer Support program - like their immigrant peers.

In evaluating the worth of the Peer Support program as it stands, most respondents rate it as fairly helpful, with 66% regarding it as some help to very helpful. There are a number of ways in which the Peer Support program meets the goals for which it has been established. For most year 9 students it helps to make the school into familiar territory, and it creates for them a network of friends - with those at their own class level as well as with senior students. However, this situation is more true for NZ born students and perhaps those immigrant students who have been in the country for a longer time. A sizeable minority of respondents rate the program as of little or no help. This is true in particular of the immigrant group and, while not totally clear from the current data, it is likely that the more recently immigrants have come into the country, the more difficult it is for the current Peer Support program to meet their needs. As a result of these survey results, the Peer Support program is being modified through the addition of more material

pertinent to overseas-born students, and through being made available to students who arrive in the country beyond year 9, or at other times of the academic year.

Other Supportive Care Provisions in Schools

In addition to the above integration-orientated welcoming of immigrant students through Peer Support and buddy relationships, maintaining one's own identity and being supported by other immigrants is vitally important during the process of adjustment at school. One of our doctoral students, Sylvia Chu, is an ex-principal and counselor from Hong Kong. She has developed and tested out a 10-session *Life Skills Training Program* for Chinese adolescents, delivered in Mandarin or Cantonese. It is psycho-educational in nature, and stresses self-improvement as well as better cultural adaptation. A total of 6 successful groups have been run since 1999, for both high school and university students. Session topics include cultural identity development, self-esteem building, positive thinking, interpersonal relationships, communication skills, assertiveness training, conflict resolution and study skills (Chu, 2003).

For students who are psychologically at risk and who require more intensive help, like the 5% identified in our survey, school counselors are available in virtually all New Zealand high schools. While counseling is not familiar for most immigrant students, the involvement of school counselors in preventive programs makes it easier for troubled students to seek their professional help (Au, 2002). We are maintaining close contact with counselors in order to evaluate where their contribution is best made, and whether their training (insofar as we are involved in this) equips them for the demands of working with immigrant students - and their families.

At the other end, we are exploring, supporting, and monitoring activities carried out by members of the immigrant community for the school. This may involve providing information for staff and students, consultation around particular issues, helping organize cultural functions, or providing teacher aid. Such activities build bridges between school and immigrant community, and are of benefit to both parties. They can, in fact, be seen as therapeutic or esteem boosting for immigrant families insofar as they foster closer collaboration between the two parties who are responsible for the wellbeing of the children of immigrant families. To the extent that our project is concerned with the development of integrated, school-based services for immigrant families, any such activities are of considerable interest to us. We are interested in sharing findings on the way in which such collaboration has been developed and evaluated elsewhere.

In addition to within-school supportive care provisions for immigrant students as family members, it is also important to attend to the family beyond the school gates, their needs, and some ways in which we are attending to these needs. All the time, we remain concerned about the wellbeing of the family as a whole system, as well as its individual members. And we remain interested in how school and community provisions are inter-related and mutually supportive.

An Analysis of Member Needs in Immigrant Families

A survey of some 75 parents and 50 adolescents from Korea, Taiwan and Sri Lanka provided information on family adaptation through the Questionnaire on Rearing Tasks for Parents (Rink, Ott, Schlee & Wittrock, 2000), the Couple Resilience Questionnaire

(Everts, 2001) and three measures devised for this project. Parents from all three groups (Kim, 2001) said that family relationships had improved since coming to New Zealand; that they had become more accepting towards their children; but had retained a strong commitment to education and the maintenance of cultural values. As couples, they noted that their relationships had improved in terms of mutual affection, collaboration, intimacy time and mutual awareness. Some noted a drop in tolerance, and most voiced a strong ongoing commitment to the importance of patriarchy. Most wished they had received more early information on aspects of daily life in New Zealand. Among the adolescent children, by far the majority declared that relationships with both parents had improved since coming to New Zealand. Problems with language, friendships and schooling had been helped by emotional and study support from their parents. Like their parents, they strongly suggest that practical information about learning to live in New Zealand be made available early on.

These findings indicated to us that most families feel that they have coped reasonably well with the process of settling into New Zealand society and that, if anything, family relationships have improved. Thus there does not appear to be an urgent need for more drastic therapeutic intervention with family relationships for most Asian immigrant families here. They do consistently note, however, a need for information and practical help to prevent the development of more serious problems between parents and children, and between couples. For these reasons, we have chosen a strength-orientated model to guide us in working with these immigrant families, and to develop preventive programs to help fill the gap in resources which they have indicated.

Immigrant Family Resilience (MFR) as a Conceptual Framework

We have adopted the notion of Immigrant Family Resilience (MFR), derived from Froma Walsh's work on family resilience (1996, 2006), as a core framework in our project at both a conceptual and a practical level. It is, of course, based on a family system perspective which guides our analysis of what happens to families as they migrate, as well as our rationale for intervention. Systemically, the family is seen as a functioning unit, whose integrity must be preserved if it is to successfully carry out its tasks of meeting the needs of members and the requirements of society, and of maintaining structural coherence in the face of change (Everts, 2003). Migration presents an enormous challenge to all parts of this system. Immigrant families find themselves surrounded by a community whose family paradigm differs from their own, and where traditional support systems are often absent (Yee, 2003). Structurally, traditional gender roles often alter, especially if the husband finds himself under-employed or unemployed, and his wife becomes a breadwinner. Furthermore, the power hierarchy of parents and children may be reversed if the latter adapt and learn to speak the local language faster, and find themselves acting as interpreter and guide for their parents in community matters. Functionally, couples may find themselves reliant on unaccustomed language and communication skills as they deal with the many issues that demand attention. As a result, personal insecurity and low self-esteem are common. All of these immigrant family experiences are inter-linked in our systemic perspective.

The concept of resilience lends focus to the way in which we work with family systems. It emphasizes strength and how this can be developed. The results of our immigrant family surveys indicate that many families do develop resilience, or new

strengths, through the very fact of having to face challenges. As Froma Walsh notes "Family resilience is forged *through* adversity, not *despite* it." (Walsh, 1996). Thus the challenge of migration can be seen as a time of positive crisis, when judicious intervention facilitates the development of systemic strengths, and prevents the development of more serious problems. In addition, the positive connotation of resilience is very much in tune with Asian, especially Chinese, values which emphasize hardiness and the maintenance of a positive perspective. Such strength-orientated preventive action often takes the form of more structured training or education, rather than traditional counseling. Education and training are familiar and desirable forms of making change for Asian families. By contrast, many immigrant families are not familiar with the notion of counseling, and shrink back from anything which smacks of emotional problems or mental illness - with its severe social stigma. Thus Migrant Family Resilience (MFR) is a construct which focuses on identifying and developing systemic strength in immigrant families, with particular emphasis on personal resourcefulness, relational intimacy, effective communication, stable but flexible structure, and community support. This is applied in our project to the tasks of effective parenting and couple relationship enhancement. The question which this raises for us is whether MFR is an appropriate theoretical construct to use in this context, and whether it is practically useful – especially useful in following through on the principles of SBFC, which requires family strengthening to translate in an improvement of child functioning in both home and school. Time will tell.

The Development of Effective Programs

The Parenting Program

At a practical level, and in accordance with the findings from our surveys, we have developed an 8-session, 16-hour psycho-educational parenting program. Based on the MFR framework, the program's content covers child development, family relationships, adaptation issues for immigrants, the power of encouragement, responsible discipline, and specific communication skills. Although the content and techniques are mainly drawn from Western parenting programs, like Systematic Training for Effective Parenting (STE) (Dinkmeyer & McKay, 1976), the goal embraces Confucian teaching of self-actualisation and Zen teaching of self-acceptance, self-affirmation and “living within one’s reality”. We have found democratic attitudes, two-way communication, win-win problem solving methods, and non-punitive behaviour management techniques to be rather alien to many Asian parents, and not used much by them in a community where they are the (espoused) norm. In addressing this disparity, we have associated the use of parental power with the old Chinese teaching of “shen-chias” - teaching by setting an example. “Shen-chias” acts as a guiding principle for the manner in which parental power is exercised in our program. We emphasise that the essence of authority must be love rather than control. We intend that parents who complete this program will understand how individuals and families function, will learn how to relate to their children with love-base communication and non-punitive discipline, and will learn how to help their children develop self-discipline, self-responsibility, confidence and self-esteem. Are these the best goals? Again, time and critical analysis will tell.

The program is led by professional counselors who are immigrants themselves. We require that they must have a sound knowledge of parenting issues and the adaptation process of migration, as well as be able to act as a role model of the democratic parent and the well-adapted immigrant. The leader's self-disclosure is also important for the development of group safety and cohesion. Within such an atmosphere, the leader needs to help immigrant parents deal with feelings of loss, blame and helplessness, and help them focus on strength and developing resilience. The program has been translated into Chinese by Joy Tai (Everts & Tai, 2003) for delivery in Mandarin or Cantonese. Specifics of content have been adapted to address the particular cultural characteristics of the immigrant group involved. At this stage, the programs are limited in their attention to home-school relationships and the child's successful settlement in to school. The conceptual challenge of SBFC remains to be directly addressed.

The Couple Resilience Training Program

In similar vein, a 16-hour psycho-educational program has been developed to help immigrant couples develop the quality of their intimacy and the skilfulness of their task-orientated collaboration (Everts & Shih, 2003; Wong & Everts, 2002). This program is based on earlier research (Everts, 1999, 2001) which focuses on the four aspects of couple resilience identified - personal resourcefulness, relationship qualities, relationship skills, and community support. It can be used for marriage preparation or preventive resource strengthening for couples as they face the challenges of migration. All program content contributes to the couple's resilience, and to the interrelated nature of the family's system. Within such a family system, we consider that the couple's ability to be an effective working team lies at the centre of the family's wellbeing. Without being such a team, it is hard for a couple to provide appropriate and effective parenting for their children.

The Integration of Community Resources

While we don't see it as our role to develop an overarching network of community agencies, available to meet the needs of immigrant families, we are concerned in our project to explore how community provisions can be best coordinated. We have responded to our survey findings by developing preventive psycho-educational programs, and establish delivery partnerships with, for example, a Taiwanese community organization. It helps us by promoting the MFR project and administering the delivery of the parenting program. Such partnerships seem very worthwhile in facilitating delivery, providing financial sponsorship, supporting leader training, and sponsoring the development of other resources like written parenting guides.

We are also developing collaboration with agencies which provide more specialized mental health services for those family members whose needs cannot be met through structured psycho-educational group programs. It should be noted, however, that utilization of mental health services by Asian immigrants is often hampered by a lack of accessibility (eg. language as a barrier), appropriateness, and availability (Ho et al, 2003). For us, the challenge is to know where immigrant family members can go with different issues, and how to collaborate in a mutually supportive way with such agencies. For our project, however, the most important link is with the education system, as discussed above.

The Training of Professional Resource Personnel

The activities encompassed by our project fall within the wider ambit of our counselor education program, which caters for mature students who wish to train as counselors from a basis of existing professional qualifications and experience. People involved in our project tend to come from immigrant backgrounds themselves, and use their involvement to further their own career goals – often related to different aspects of the SBFC paradigm. Within our wider program, the project allows them to build up their theoretical perspectives, apply practical skill training, conduct thesis research, and use these experiences as a springboard for professional role development or doctoral studies. Project participants make excellent link people with schools and immigrant organisations in the community and, once trained, can act as trainers of program co-leaders.

International Liaison and Collaboration

International liaison and collaboration are essential around a project like this. In 2002 a visit to San Francisco enabled the author to consult with two agencies in the central city, involved in the provision of counseling and related services to immigrants. While it was heartening to find similarities in philosophy and developmental trends, it was sobering to recognize how insufficient preventive intervention during the initial period of immigrant family settlement can lead to serious problems of substance abuse, unemployment and criminal activity. For Auckland, a smaller city but a large enough one, this is a wake-up call which provides impetus to carry on with our project. Another form of collaboration is developing with the Counseling Psychology department in a major university in Taiwan, from where we have so many immigrants. We have a shared interest in studying and fostering the integrity of family functioning in communities, characterized by rapid social and economic change. Comparing Taiwanese families in both countries, exchanging personnel and developing sound resources is a mutually beneficial endeavour. Finally, the opportunity to share our developments and discuss our various perspectives on the issues involved at an Oxford Symposium in SBFC provides a rich opportunity for international exchange and collaboration.

Conclusions – and the Continuing Challenge of SBFC

Adding up all that this project involves for our team in Auckland, the challenges are demanding, but exciting and meaningful. We are challenged to act at this point of time when the need is immediate, and prevention now is much preferable to cure later. We are challenged to respond to the very practical needs of immigrant children in schools - developing supportive resources to address the adaptation needs of both immigrant and local students. We are challenged to respond to the needs of the immigrant family as a system by providing its members with practical, informative and challenging preventive programs which will strengthen their resilience. We are challenged to integrate our specific interventions in both school and community, working collaborative across personnel and agencies so that immigrant families are helped in an integrated rather than a fragmented way. As often as not, this involves us working through schools as logical bases in the community - even though the school by itself cannot provide all the

resources needed. We are challenged to develop and use conceptual frameworks like SBFC which are holistic, theoretically sound, and organizationally effective. We are challenged to train professionals in this area to have practical skills, a conceptual vision, and passion for this work. Finally, we are challenged to articulate and calibrate our work against the international experiences of our colleagues. SBFC provides an excellent conceptual framework for the integration of all these issues.

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Appendix 1

Question – "Think back to when you first arrived at school, and tell me how easy or hard you found each of the things below"

Summary	very easy	fairly easy	ok	fairly hard	very hard	NA	Total
Studying in English	10 2.5%	45 11.3%	240 60.2%	81 20.3%	17 4.3%	6 1.5%	399 100%
Understanding lessons	11 2.8%	70 17.5%	199 49.9%	90 22.6%	24 6.0%	5 1.3%	399 100%
Go to teacher for help	34 8.5%	118 29.6%	181 45.4%	44 11.0%	12 3.0%	10 2.5%	399 100%
Go to students for help	52 13.0%	102 25.6%	182 45.6%	47 11.8%	9 2.3%	7 1.8%	399 100%
Get homework finished	48 12.0%	98 24.6%	180 45.1%	52 13.0%	14 3.5%	7 1.8%	399 100%
Get on with Kiwis	25 6.3%	49 12.3%	141 35.3%	107 26.8%	65 16.3%	12 3.0%	399 100%
Get on with International students	84 25.1%	107 31.9%	118 35.2%	15 4.5%	4 1.2%	7 2.1%	335 100%
Get on with own country students	219 54.9%	75 18.8%	83 20.8%	10 2.5%	6 1.5%	6 1.5%	399 100%
Overcome home sickness	66 16.5%	51 12.8%	203 50.9%	40 10.0%	26 6.5%	13 3.3%	399 100%
Getting used to Kiwi culture	39 9.8%	80 20.1%	187 46.9%	60 15.0%	23 5.8%	10 2.5%	399 100%

Appendix 1: Ease of coping with various challenges by overseas-born high school students (N=399)

Appendix 2

Helpfulness-description	NZ born (%)	Immi/gt (%)	Internatl (%)	NA (%)	Total (%)
Feel welcome and at home					
mentioned	**97(15.2)**	**46(7.2)**	**5(0.8)**	**3(0.5)**	**151(23.6)**
not mentioned	295(46.1)	172(26.9)	11(1.7)	11(1.7)	489(76.4)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)
School is familiar territory					
mentioned	**149(23.3)**	**60(9.4)**	**2(0.3)**	**3(0.5)**	**214(33.4)**
not mentioned	243(38.0)	158(24.7)	14(2.2)	11(1.7)	426(66.6)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)
Increased class friendship					
mentioned	**122(19.1)**	**72(11.3)**	**7(1.1)**	**2(0.3)**	**203(31.7)**
not mentioned	270(42.2)	146(22.8)	9(1.4)	12(1.9)	437(68.3)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)
Leader/Senior friendships					
mentioned	**80(12.5)**	**50(7.8)**	**5(0.8)**	**1(0.2)**	**136(21.3)**
not mentioned	312(48.8)	168(26.3)	11(1.7)	13(2.0)	504(78.8)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)
Good discussion/Communication					
mentioned	**11(1.7)**	**16(2.5)**	**1(0.2)**	**2(0.3)**	**30(4.7)**
not mentioned	381(59.5)	202(31.6)	15(2.3)	12(1.9)	610(95.3)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)
Good fun activities					
mentioned	**20(3.1)**	**9(1.4)**			**29(4.5)**
not mentioned	372(58.1)	209(32.7)	16(2.5)	14(2.2)	611(95.5)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)
Miscellaneous					
mentioned	**33(5.2)**	**14(2.2)**		**3(0.5)**	**50(7.8)**
not mentioned	359(56.1)	204(31.9)	16(2.5)	11(1.7)	590(92.2)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)
Negative reply					
mentioned	**25(3.9)**	**17(2.7)**	**1(0.2)**		**43(6.7)**
not mentioned	367(57.3)	201(31.4)	15(2.3)	14(2.2)	597(93.3)
total	392(61.3)	218(34.1)	16(2.5)	14(2.2)	640(100.0)

Appendix 2: Peer Support helpfulness as judged by year 9 students (n=640)